



TELL AISD Teaching and Learning Conditions Survey:  
Results for 2011 through 2016

**Widen Elementary School**

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	2011	2012	2013
The faculty and leadership have a shared vision.	63%	33%	55%
Teachers feel comfortable raising issues and concerns that are important to them.	61%	38%	42%
The school leadership consistently supports teachers.	65%	48%	56%
Teachers are held to high professional standards for delivering instruction.	74%	71%	70%
The school leadership facilitates using data to improve student learning.	86%	80%	84%
Teacher performance is assessed objectively.	68%	60%	61%
Teachers receive feedbacks for their performance.	74%	50%	82%
The procedures for teacher evaluation are consistent.	59%	60%	51%
The faculty are recognized for accomplishments.	59%	39%	58%
There is an atmosphere of trust and mutual respect.	59%	40%	44%
School leadership effectively communicates policy.	63%	46%	62%
	*	*	48%
	*	*	71%
	*	*	67%
	*	*	70%
	*	*	67%
	*	*	46%

Widen

2013

		45%
		72%
		75%
		61%
Teacher leadership		65%
School leadership		60%
Professional development		74%
Instructional practices and support		70%
New teacher support		53%
Achievement press	*	69%

2011 2012 2013 **Widen**

ALL  
EL  
2016

## Managing Student Conduct

	Widen					2016	ALL EL 2016
	2011	2012	2013	2014	2015		
Students at this school understand expectations for their conduct.+	83%	79%	76%	75%	73%		
Students at this school follow rules of conduct.+	57%	59%	51%	57%	51%		
School staff clearly understand policies and procedures about student conduct.**	81%	76%	75%	85%	74%		
Administrators consistently enforce rules for student conduct.+	66%	68%	60%	71%	81%		
Administrators support teachers' efforts to maintain discipline in the classroom.+	76%	71%	67%	82%	86%		
Teachers consistently enforce rules for student conduct.+	75%	71%	70%	79%	78%		
All campus staff work in a school environment that is safe.+ **	86%	79%	82%	93%	85%		
Non-teaching staff consistently enforce rules for student conduct.+	72%	75%	71%	82%	84%		
This school's discipline practices promote social and emotional learning (e.g., developmentally							

+Includes responses from teaching and non-teaching staff. \*This item was not asked. \*\*This item was slightly reworded in 2016.

2014

98%

88%

Provided supports (i.e., instructional coaching,

74%

Teachers are encouraged to try new things to improve instruction.

75%

Teachers at my school are assigned classes that maximize their likelihood of success with students.

47%

Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).

39%

## Professional Development

	2011	2012	Widen		2015	2016	ALL EL 2016
			2013	2014			
Sufficient resources are available for professional development.	62%	55%	60%	67%	82%	88%	
An appropriate amount of time is provided for professional development.	65%	47%	59%	58%	74%	88%	
Professional development offerings are data driven.	74%	60%	82%	83%	85%	83%	
Professional learning opportunities are aligned with the school's improvement plan.	74%	56%	79%	80%	89%	88%	
Professional development is differentiated to meet the needs of individual teachers.	45%	22%	33%	37%	68%	76%	
Professional development deepens teachers' content knowledge.	52%	54%	52%	74%	83%	81%	
Teachers are encouraged to reflect on their own practice.	70%	64%	72%	82%	77%	81%	
Follow up is provided from professional development in this school.	43%	35%	47%	56%	74%	65%	
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	49%	44%	47%	60%	75%	78%	
Professional development is evaluated and results are communicated to teachers.	33%	31%	33%	53%	72%	59%	
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	57%	51%	71%	70%	81%	83%	
Professional development enhances teachers' abilities to improve student learning.	69%	63%	71%	81%	85%	83%	

