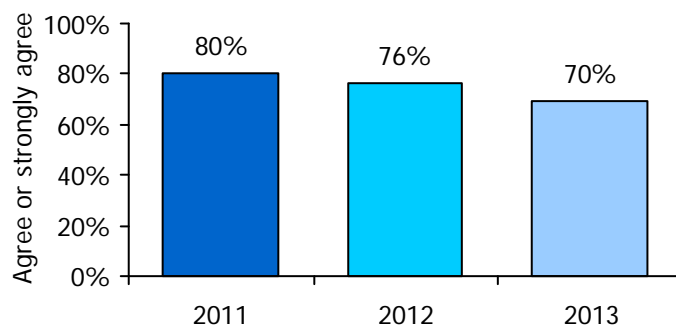
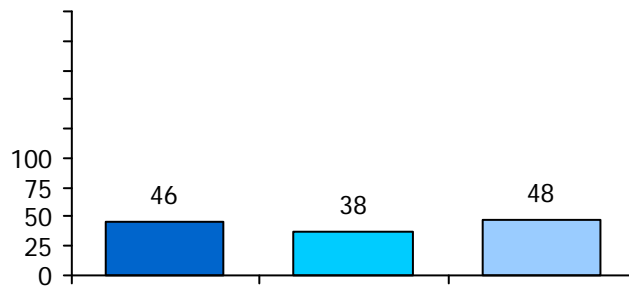


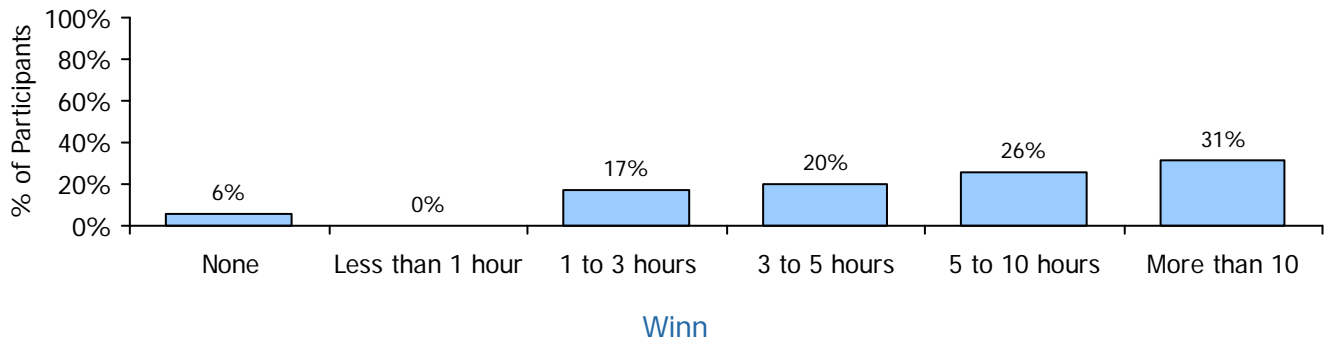
TELL AISD Staff Working Conditions Survey: Results for 2011-2013 Winn Elementary School

To do their jobs well, educators need supportive school environments where they are valued, are trusted, and can collaborate to improve instruction. The Teaching, Empowering, Leading and Learning (TELL) AISD Survey is a unique opportunity to gather information about school conditions from those whose views matter most—practicing educators. Respondents are asked for their perceptions on a variety of issues related to student achievement and staff retention, including Overall Climate, Use of Time, Leadership, Facilities and Resources, Student Behavior Management, Community Support, Professional Development, Instructional Practice, and Achievement Press. Participant counts are displayed in Figure 1.



Use of Time

In an average week, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?



	Winn		All EL 2013
	2011	2012	
Class sizes are reasonable such that teachers have the time available to instruct	63%	71%	41%
In 603(e)	35%	52%	48%
	34%	38%	47%

The school leadership makes a sustained effort to address teacher concerns about:

	2011	Winn		ALL EL
		2012	2013	2013
The use of time in my school	70%	80%	72%	80%
Facilities and resources	74%	93%	91%	91%
Community support and involvement	68%	86%	65%	90%
Managing student conduct	60%	77%	70%	82%
Teacher leadership	82%	93%	66%	89%
School leadership	84%	87%	59%	88%
Professional development	83%	86%	82%	90%
Instructional practices and support	87%	90%	82%	90%
New teacher support	73%	86%	78%	86%
Achievement Press	*	95%	85%	91%

Note. *New to the survey in Spring 2012.

Teacher Leadership

	2011	Winn		ALL EL
		2012	2013	2013
Teachers are recognized as educational experts.	70%	70%	59%	85%
Teachers are trusted to make sound professional decisions about instruction.	78%	69%	58%	85%
Teachers are relied upon to make decisions about educational issues.	78%	72%	68%	86%
Teachers are encouraged to participate in school leadership roles.	82%	87%	65%	90%
The faculty has an effective process for making group decisions to solve problems.	73%	73%	50%	78%
In this school we take steps to solve problems.	67%	73%	71%	85%
Teachers are effective leaders in this school.	73%	83%	75%	90%
Teachers have an appropriate level of influence on decision making in this school.	*	76%	45%	78%

Note. *New to the survey in Sp

An appropriate amount of time is provided for professional development.	72%
	85%
Professional learning opportunities are aligned with the school's improvement plan.	96%
Professional development is differentiated to meet the needs of individual teachers.	71%
Professional development deepens teachers' content knowledge.	88%
Teachers are encouraged to reflect on their own practice.	83%
Follow up is provided from professional development in this school.	64%

72%

83%

Instructional Practice and Support

	2011	Winn		ALL EL 2013
		2012	2013	
State and local assessment data are available in time to impact instructional practices.	81%	82%	75%	82%
Teachers in this school use assessment data to inform their instruction.	95%	100%	100%	98%
Teachers work in professional learning communities to develop and align instructional practices.	90%	97%	94%	93%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	79%	87%	94%	90%
Teachers are encouraged to try new things to improve instruction.	79%	87%	85%	90%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	66%	46%	71%	77%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	64%	70%	48%	74%

Community Support and Engagement

	2011	Winn		ALL EL 2013
		2012	2013	
Parents/guardians are influential decision makers in this school.	43%	30%	40%	73%
This school works directly with parents/guardians to improve the educational climate in students' homes.	57%	56%	53%	85%
This school maintains clear, two-way communication with the community.	68%	65%	65%	90%
This school does a good job of encouraging parent/guardian involvement.	62%	66%	58%	89%
Teachers provide parents/guardians with useful information about student learning.	92%	75%	84%	95%
Parents/guardians know what is going on in this school.	64%	64%	67%	88%
Parents/guardians support teachers, contributing to their success with students.	64%	52%	57%	81%
Community members support teachers, contributing to their success with students.	54%	54%	53%	86%
The community we serve is supportive of this school.	68%	48%	52%	89%

	2011	2012	2013	ALL EL 2013
		78%	76%	
		58%	58%	
		89%	77%	
		86%	76%	
		94%	74%	
		86%	86%	
		85%	66%	
		80%	88%	

Achievement Press

	2011	Winn 2012	2013	ALL EL 2013
The school sets high standards for academic performance.	91%			
Teachers in this school believe that their students have the ability to achieve academically.	93%			
Parents exert pressure to maintain high standards.	35%			
Achievement is recognized and acknowledged by the school.	91%			
Parents press for school improvement.	37%			
Students in this school can achieve the goals that have been set for them.				

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