

Aurora Public Schools
Division of Accountability and Research
2011 Colorado TELL Survey Results: District & State Comparisons

Q2.1 Use of Time in School

Question	%Ag/SA			
	APS09	APS11	Change	State11
a. Teachers have reasonable class sizes.	33.6	50.4	16.8	59.0
b. Teachers have sufficient instructional time to meet the needs of all students.	40.3	43.8	3.5	52.0
c. Teachers have time available to collaborate with their colleagues.	50.3	51.1	0.8	55.7
d. The non-instructional time provided for teachers in my school is sufficient.	43.6	35.3	-8.3	48.5
e. Efforts are made to minimize the amount of routine administrative paperwork teachers are required to do.	28.5	46.3	17.8	51.4
f. Teachers are protected from duties that interfere with their essential role of educating students.	--	47.1	--	61.4
g. Teachers are allowed to focus on educating students with minimal interruptions. (Q26, 58.6%)	--	56.5	--	63.3

Q3.1 School Facilities and Resources

Question	%Ag/SA			
	APS09	APS11	Change	State11
a. Teachers have sufficient access to appropriate instructional materials and resources. (Q27, 73.7%)	65.7	72.7	7.0	74.0
b. Teachers have sufficient access to instructional tech., including computers, printers, software and internet. (Q28, 74.9%)	69.0	75.4	6.4	68.1
c. Teachers have sufficient training and support to fully utilize available instructional technology.	51.6	60.1	8.5	57.0
d. Teachers have sufficient access to reliable communications technology including phones, faxes and email.	90.6	94.6	4.0	91.6
e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	68.5	77.1	8.6	81.2
f. Teachers have sufficient access to a broad range of professional personnel.	57.4	70.8	13.4	76.3
g. The physical environment of classrooms (e.g., lighting, temperature, air circulation) supports teaching and learning.	51.7	68.0	16.3	69.0
h. Teachers have sufficient access to the school building before and after regular school hours	76.8	88.5	11.7	94.0
i. Teachers have sufficient access to school library resources.	76.9	84.6	7.7	89.6
j. Teachers have adequate professional space to work productively.	71.5	81.5	10.0	83.9
k. The school environment that is clean and well maintained. (Q36, 87.0%)	83.1	88.5	5.4	85.8

Q4.1 Community Support

Question	%Ag/SA			
	APS09	APS11	Change	State11
a. The community we serve is supportive of this school.	53.9	61.8	7.9	81.7
b. Parents/guardians are influential decision makers in this school.	24.7	35.6	10.9	69.1
c. The school works directly with parents/guardians to improve the educational climate in students' homes	38.3	56.1	17.8	71.9
d. This school maintains clear, two-way communication with the community.	56.9	68.5	11.6	84.9
e. This school does a good job of encouraging parent/guardian involvement.	55.9	66.8	10.9	83.6
f. Teachers provide parents/guardians with useful information about student learning.	74.6	86.4	11.8	93.4
g. Parents/guardians support teachers, contributing to their success with students.	39.4	45.4	6.0	70.5
h. Community members support teachers, contributing to their success with students.	--	47.5	--	71.3
i. Parents/guardians know what is going on in this school.	--	52.9	--	76.5

Note. Total number of APS respondents was 1,100 representing a 44.5% response rate. (): reflects comparable question on APS 2011 licensed staff survey with obtained agreement rates.

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Q5.1 Managing Student Conduct

Question	%Ag/SA			
	APS09	APS11	Change	State11
a. Students at this school understand expectations for their conduct.	--	76.1	--	87.2
b. Students at this school follow rules of conduct.	--	55.3	--	74.6
c. Policies and procedures about student conduct are clearly understood by the faculty.	--	68.0	--	80.3
d. Administration consistently enforces rules for student conduct. (Q37, 53.5%)	--	48.9	--	67.4
e. Administration supports teachers' efforts to maintain discipline in the classroom	--	57.6	--	78.0
f. Teachers consistently enforce rules for student conduct. (Q38, 51.6%)	--	64.6	--	75.8
g. The faculty work in a school environment that is safe. (Q39, 79.0%)	78.5	81.1	2.6	93.5

Q6.1 Teacher Leadership

Question	%Ag/SA			
	APS09	APS11	Change	State11
a. Teachers are recognized as educational experts.	45.8	58.6	12.8	77.2
b. Teachers are relied upon to make decisions about educational issues. (Q25, 63.4%)	--	55.1	--	73.4
c. Teachers are trusted to make sound professional decisions about instruction. (Q23, 69.7%)	38.0	54.4	16.4	75.8
d. In this school we take steps to solve problems. (Q30, 59.1%)	48.9	63.1	14.2	80.4
e. The faculty has an effective process for making group decisions to solve problems. (Q29, 54.2%)	34.9	46.3	11.4	63.9
f. Teachers in this school trust each other.	54.2	68.1	13.9	73.6
g. Teachers pursue opportunities to participate in school leadership roles.	59.0	69.1	10.1	79.3
h. Teachers are provided opportunities to take on formal leadership roles in the school (i.e., mentor, IC, etc.).	--	76.3	--	77.7
i. Teachers are effective leaders in this school.	--	67.6	--	80.9

Q7.1 School Leadership

Question	%Ag/SA			
	APS09	APS11	Change	State11
a. There is an atmosphere of trust and mutual respect within the school. (Q21, 56.3%; Q22, 72.1%)	42.5	50.7	8.2	67.7
b. The school leadership communicates clear expectations to students and parents.	45.6	61.6	16.0	76.6
c. The school leadership communicates with the faculty adequately. (Q17, 69.7%)	46.3	60.5	14.2	70.7
d. The faculty and leadership have a shared vision	44.8	54.0	9.2	68.9
e. Teachers feel comfortable raising issues and concerns that are important to them. (Q7, 32.9%)	33.8	42.2	8.4	62.2
f. The school leadership consistently enforces rules for student conduct. (Q37, 53.5%)	34.8	48.9	14.1	67.7
g. Teachers receive feedback that can help them improve teaching.	52.1	63.4	11.3	74.0
h. Teacher evaluations are fair in my school. (Q34, 63.5%)	--	66.1	--	84.1
i. Teacher performance is assessed objectively.	--	62.0	--	80.7
j. The school leadership works to minimize disruptions for teachers, allowing teachers to focus on students.	49.7	64.8	15.1	76.1
k. The school leadership consistently supports teachers.	--	57.2	--	75.2
l. Teachers are held to high professional standards for delivering instruction.	--	85.3	--	88.6
m. The school leadership facilitates using data to improve student learning. (Q24, 66.2%)	--	84.0	--	89.6
n. The faculty are recognized for accomplishments.	--	64.7	--	73.9

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Q7.3 The school leadership makes a sustained effort to address teacher concerns about:

Question	%Ag/SA			
	APS09	APS11	Change	State11
a. Leadership issues	36.7	52.4	15.7	67.4
b. Facilities and resources	51.6	71.7	20.1	79.2
c. The use of time in my school	40.4	51.8	11.4	68.3
d. Professional development	46.5	57.4	10.9	69.8
e. Empowering teachers	--	52.1	--	68.3
f. Community engagement	--	56.6	--	76.4
g. Student learning	59.1	75.4	16.3	87.7
h. New teacher support	44.8	62.9	18.1	71.9
i. Managing student conduct	--	53.9	--	73.2

Q8.1 School Professional Development

Question	%Ag/SA			
	APS09	APS11	Change	State11
a. Sufficient resources are available for professional development in my school.	55.7	70.4	14.7	69.0
b. Professional development provides teachers with the knowledge/skills most needed to teach effectively. (Q12, 54.9%)	--	55.3	--	67.8
c. PD provides ongoing opportunities for teachers to work collaboratively to refine teaching practices.	--	65.6	--	68.4
d. An appropriate amount of time is provided for professional development.	57.9	73.5	15.6	62.7
e. Professional development offerings are data-driven.	61.0	69.1	8.1	77.3
f. Professional development is differentiated to meet the needs of individual teachers	26.6	34.2	7.6	45.1
g. PD enhances teachers' ability to implement inst. strategies that meet diverse student learning needs. (Q35, 63.0%)	--	56.8	--	69.1
h. Professional learning opportunities are aligned with the school's improvement plan.	56.7	83.2	26.5	84.3
i. Professional development enhances teachers' abilities to improve student learning. (Q35, 63.0%)	57.1	64.6	7.5	76.6
j. Teachers are encouraged to reflect on their own practice.	68.9	83.3	14.4	84.0
k. Professional development deepens teachers' content knowledge	--	51.3	--	61.4
l. Follow-up is provided from professional development in this school	--	54.9	--	55.1
m. Professional development is evaluated and results are communicated to teachers.	--	42.2	--	46.6
Q8.5 Teachers pursue professional development opportunities provided in this school.	--	73.9	--	81.1
Q8.6 School leadership participates in professional development opportunities with teachers.	--	76.0	--	76.7
Q8.8 Sufficient resources are available to principals to participate in professional development opportunities.	--	73.3	--	64.4

Q9.1 Instructional Practices and Support in your School.

Question	%Ag/SA			
	APS09	APS11	Change	State11
a. State assessment data are available in time to impact decision making.	38.8	44.8	6.0	48.7
b. State and local assessment data are used to improve student learning.	52.2	65.3	13.1	77.7
c. State and local assessment data are useful to me in my efforts to improve student learning.	37.7	55.4	17.7	66.7
d. Teachers use formative assessments in their classroom to make appropriate adjustments to instruction.	73.0	92.9	19.9	91.9

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Question (continued)	APS09	APS11	Change	State11
e. The faculty are committed to helping every student learn. (Q19, 63.8%)	83.3	92.6	9.3	94.3
f. Teachers share their students' accomplishments with the school community.	60.6	73.1	12.5	81.3
g. The curriculum taught meets the needs of the students	39.2	54.0	14.8	76.1
h. Teachers work in professional learning communities to develop and align instructional practices	--	73.9	--	78.2
i. Provided supports (e.g., IC's, PLC's) translate to improvements in instructional practices by teachers.	--	64.3	--	74.9
j. Teachers are encouraged to try new things to improve instruction.	--	68.1	--	86.8
k. Teachers at my school are assigned classes that maximize their likelihood of success with students.	--	47.2	--	65.7
l. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	--	42.2	--	71.5

Q10.6 Factors Influencing Decision Making about your Professional Plans.

Question	%Ag/SA			
	APS09	APS11	Change	State11
a. Facilities and/or resources	61.7	76.9	15.2	79.6
b. Support from school administration	84.7	90.3	5.6	93.9
c. Collegial atmosphere amongst the staff	87.0	92.2	5.2	94.4
d. Teaching assignment (class size, subject, students)	83.9	89.1	5.2	92.3
e. Time to do my job during the work day	83.2	89.1	5.9	90.5
f. Empowerment to influence decisions that affect my school and/or classroom	81.2	88.8	7.6	92.5
g. Effectiveness with the students I teach	88.7	93.6	4.9	96.3
h. Salary	61.4	75.7	14.3	76.6
i. Cost of living	54.1	68.4	14.3	71.7
j. Focus on testing and accountability	42.7	53.4	10.7	58.7
k. Quality of life in this community	45.0	62.0	17.0	78.5
l. Eligibility for retirement	46.0	53.8	7.8	63.5
m. Personal reasons (health, family, etc.)	51.1	68.4	17.3	77.4
n. Student behavior	56.9	69.0	12.1	75.3
o. School's proximity to my home	42.1	51.9	9.8	63.0

Additional Questions

Question	%Ag/SA			
	APS09	APS11	Change	State11
Q10.7 Overall, my school is a good place to work and learn.	63.1	69.3	6.2	83.9
Q10.8 At this school we utilize the results from the TELLs survey as a tool for school improvement.	--	35.1	--	55.2

Note. All survey items are presented in the aforementioned tables except for: average week activities both during and outside of the school day, areas requiring more professional development, and beginning teacher support/mentoring items. Total number of APS respondents was 1,100 representing a 44.5% response rate.