

Report for TELL Aurora 2016

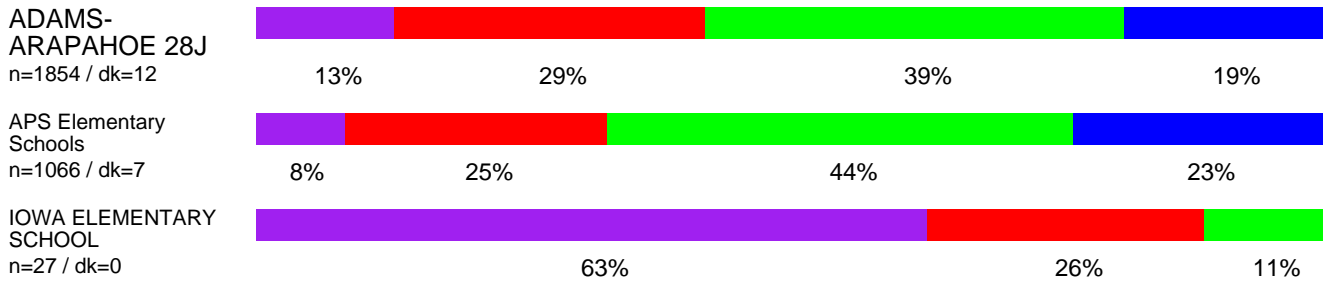
ADAMS-ARAPAHOE 28J 68.73% responded
 APS Elementary Schools 71.90% responded
 IOWA ELEMENTARY SCHOOL 90.00% responded

Time

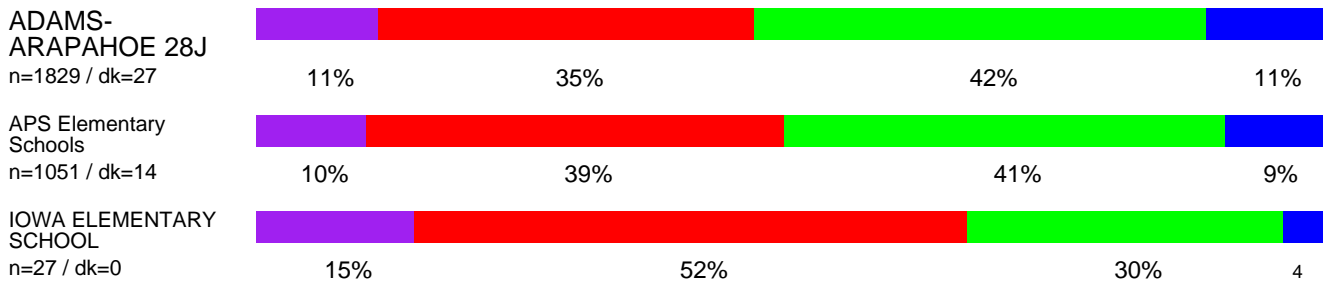
Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

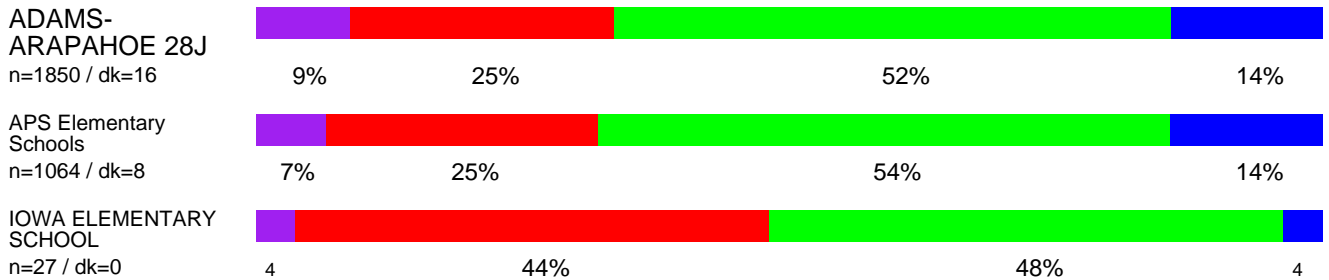
a. Teachers have reasonable class sizes.



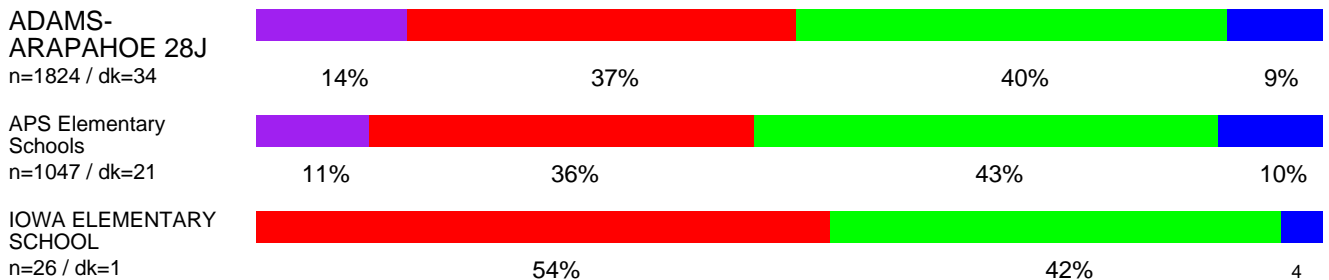
b. Teachers have sufficient instructional time to meet the needs of all students.



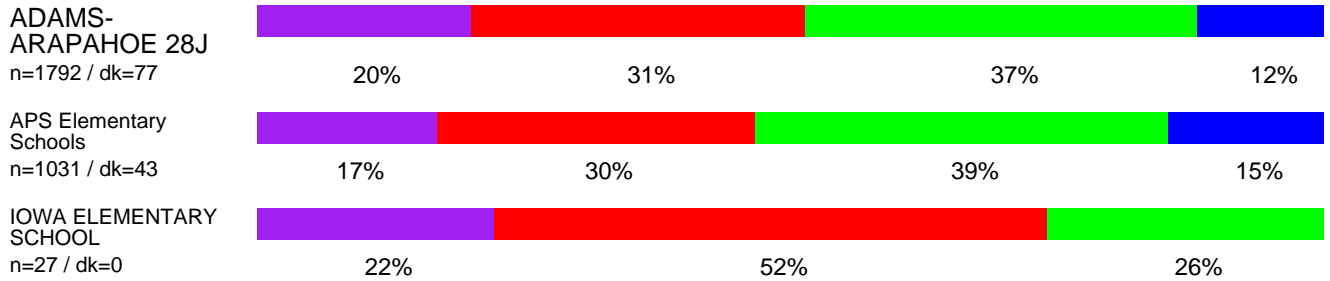
c. Teachers have time available to collaborate with colleagues.



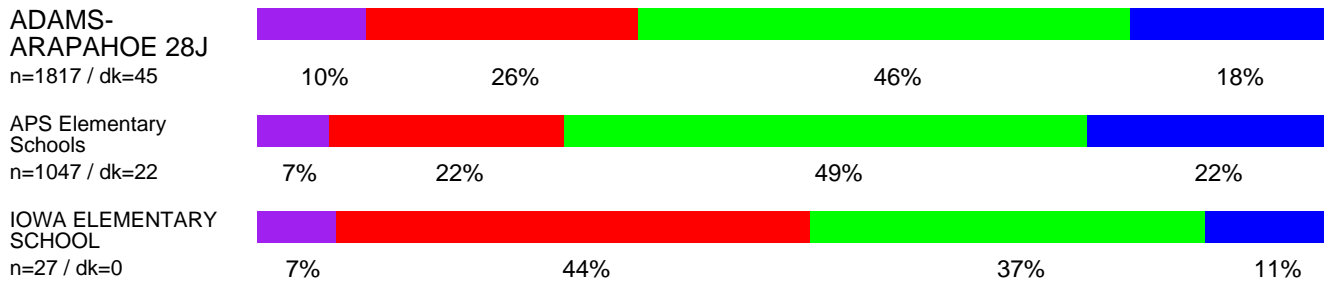
d. The non-instructional time provided for teachers in my school is sufficient.



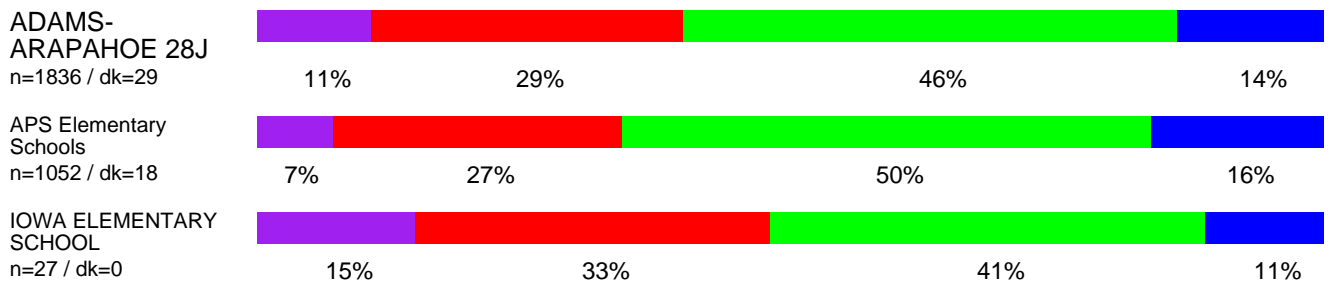
e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.



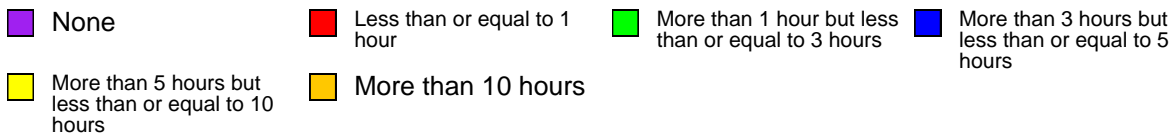
f. Teachers are protected from duties that interfere with their essential role of educating students.



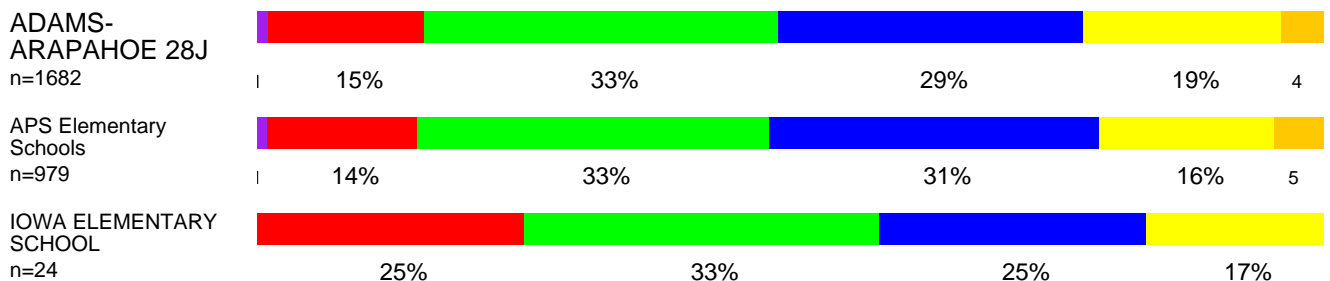
g. Teachers are allowed to focus on educating students with minimal interruptions.



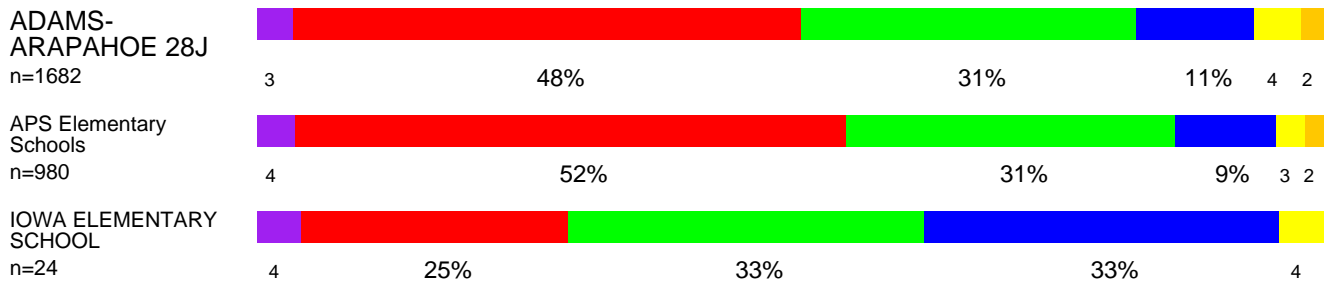
Q2.2 In an average week, how much time do you devote to the following activities during the school day (i.e., time for which you are under contract to be at the school)?



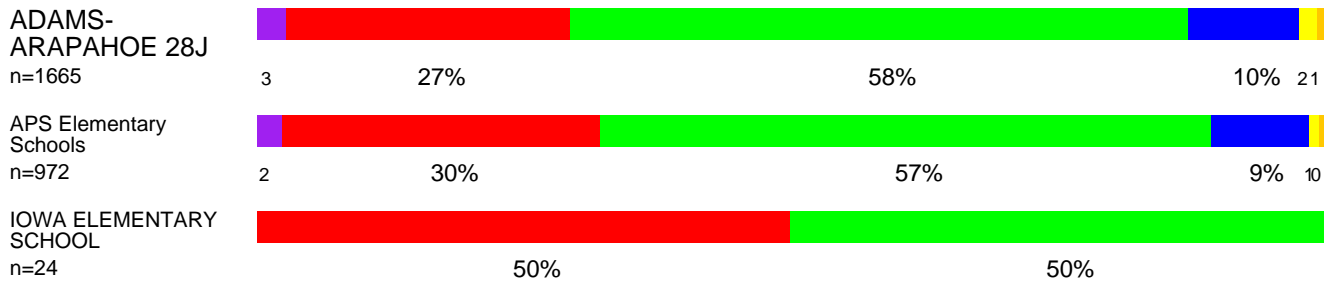
a. Individual planning time



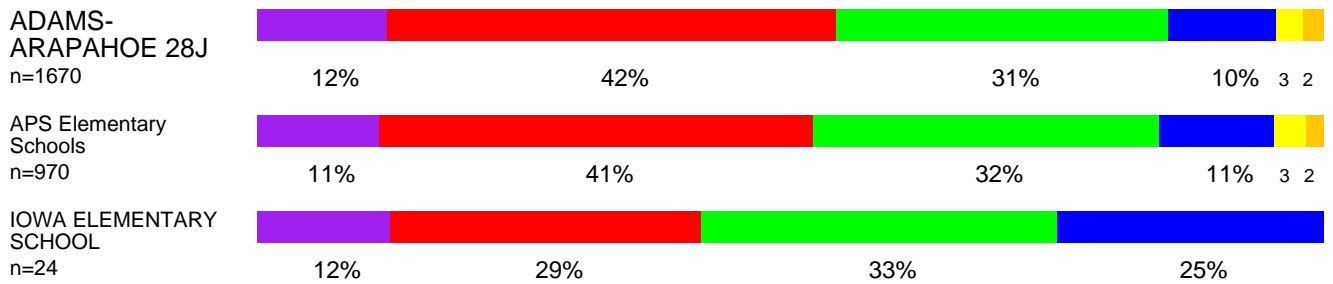
g. Addressing student discipline issues



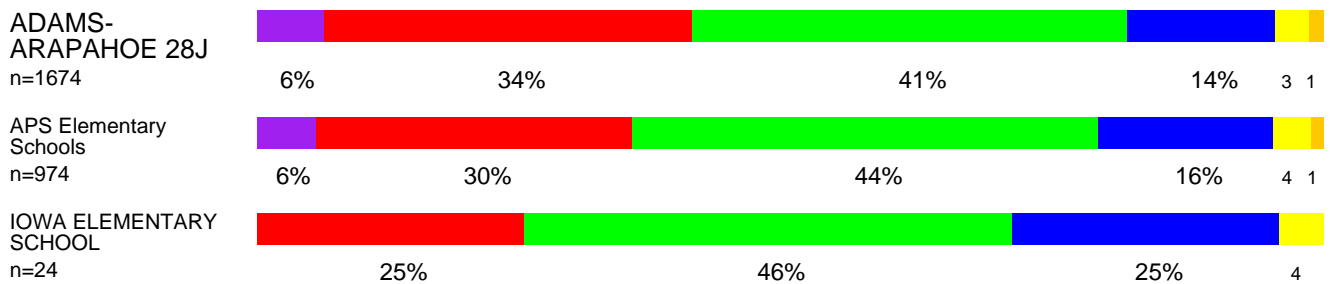
h. Professional development



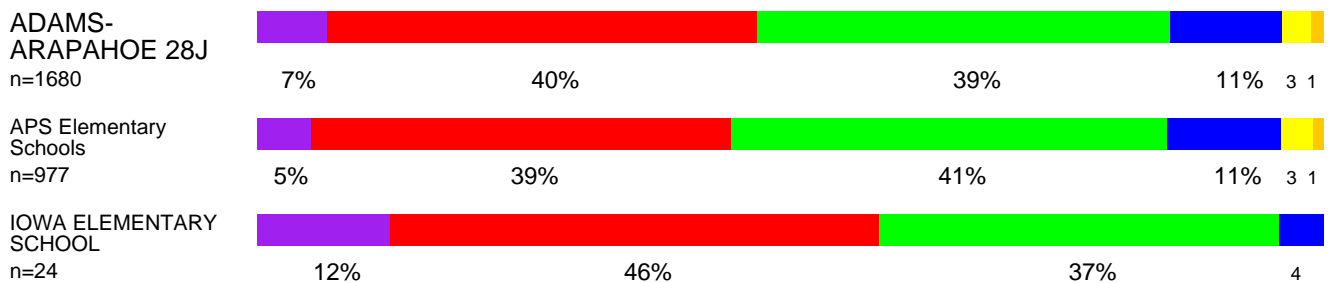
i. Preparation for required federal, state, and local assessments



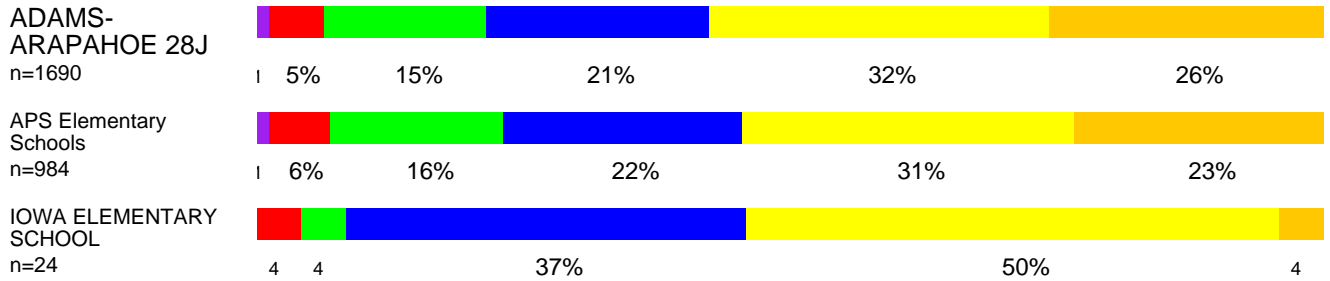
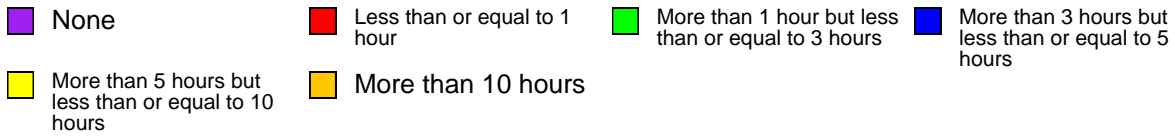
j. Delivery of assessments



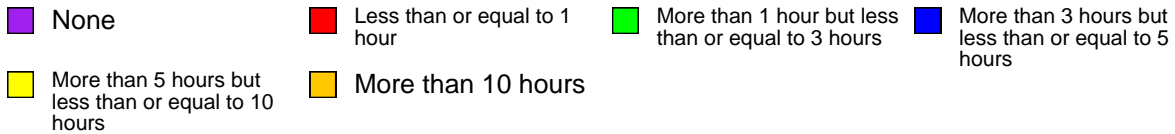
k. Utilizing results of assessments



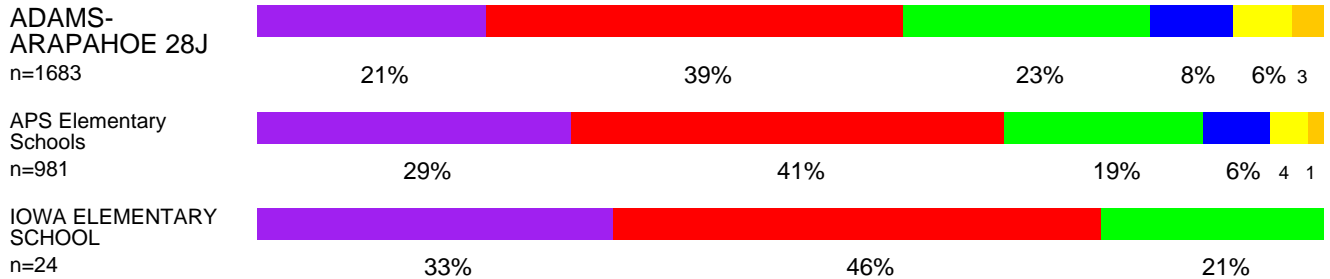
Q2.4 In an AVERAGE WEEK of teaching, how many hours do you spend on school-related activities outside of the regular school day (before or after school, and/or on weekends)?



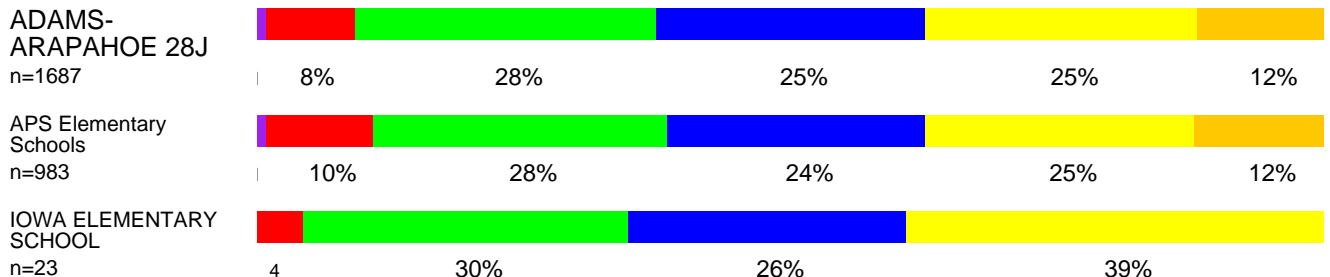
Q2.5 Of the hours spent on school-related activities outside of the regular school day, how many are spent on each of the following activities?



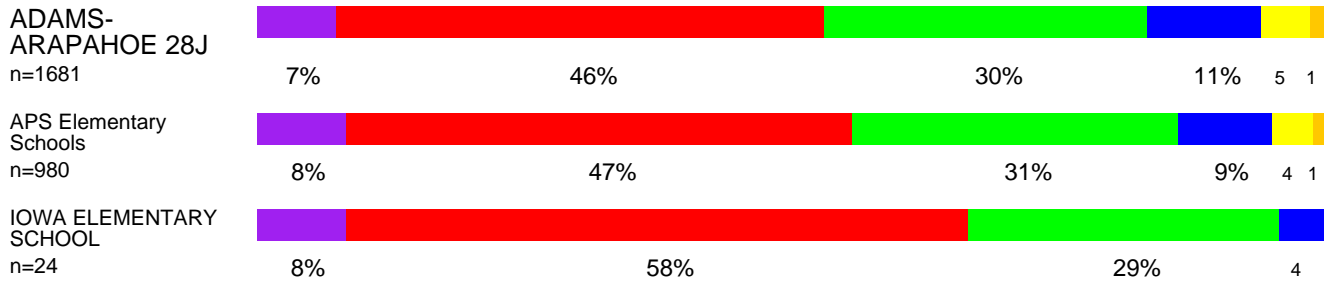
a. Direct student interactions



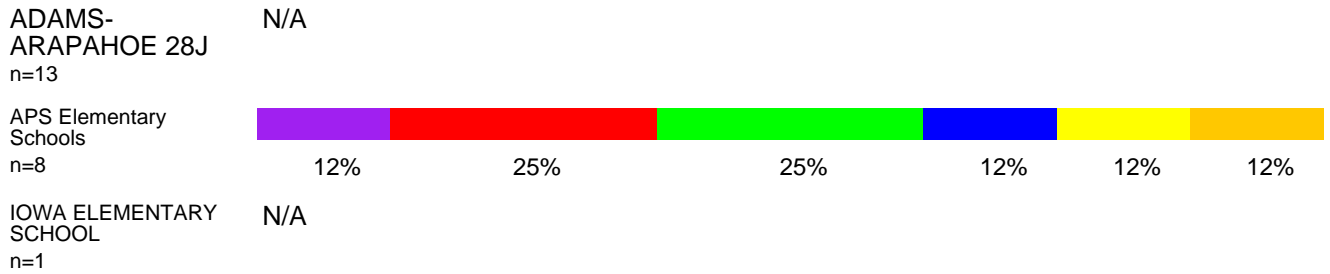
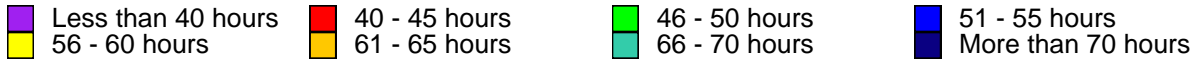
b. Other school-related activities such as preparation, grading, parent conferences or attending meetings?



c. Preparing for/participating in the teacher evaluation process?



Q2.6 In an average week, how many hours do you spend on school-related activities?

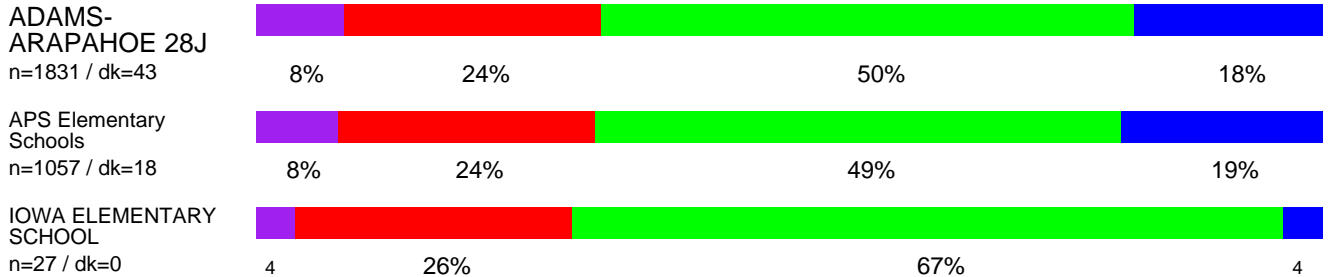


Facilities and Resources

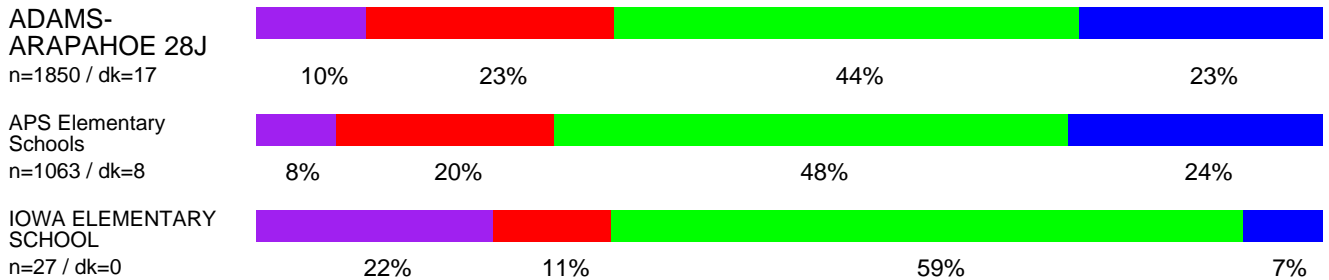
Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

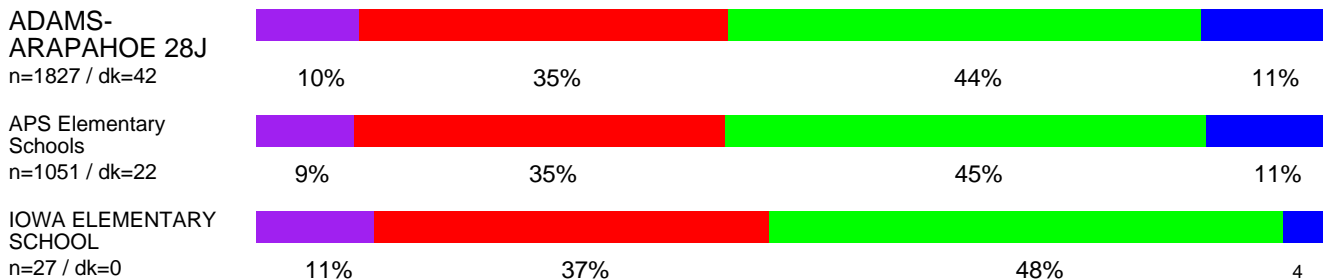
a. Teachers have sufficient access to appropriate instructional materials and resources.



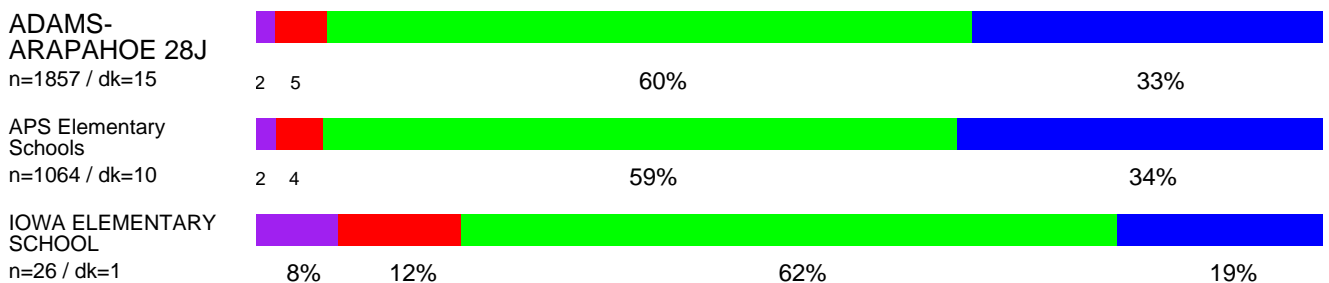
b. Teachers have sufficient access to instructional technology, including computers, printers, software, and internet access.



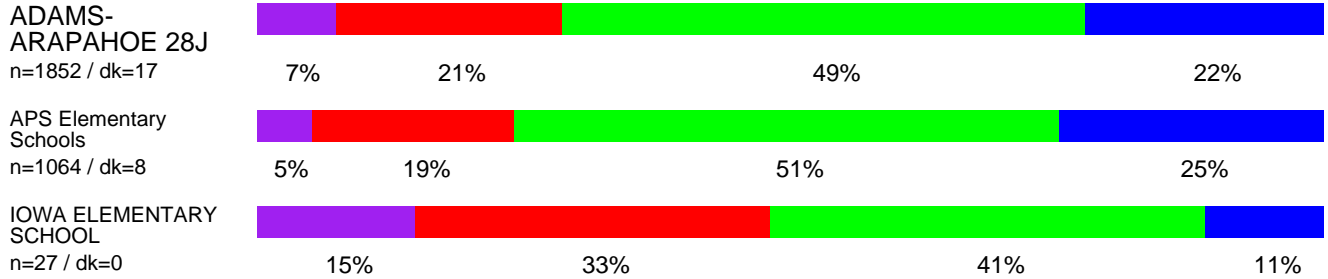
c. Teachers have sufficient training and support to fully utilize available instructional technology.



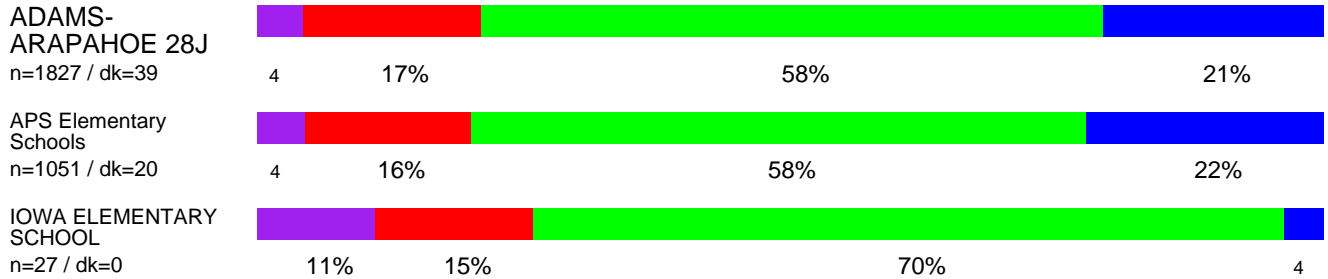
d. Teachers have sufficient access to reliable communication technology, including phones, faxes, and email.



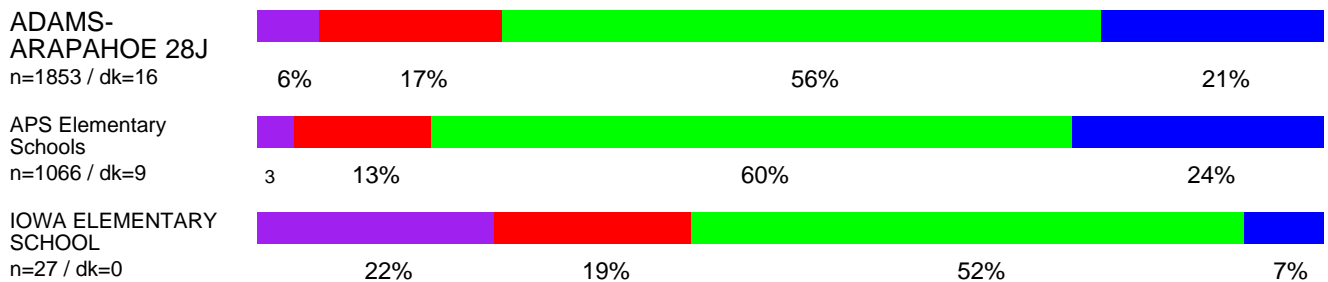
e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, and pens.



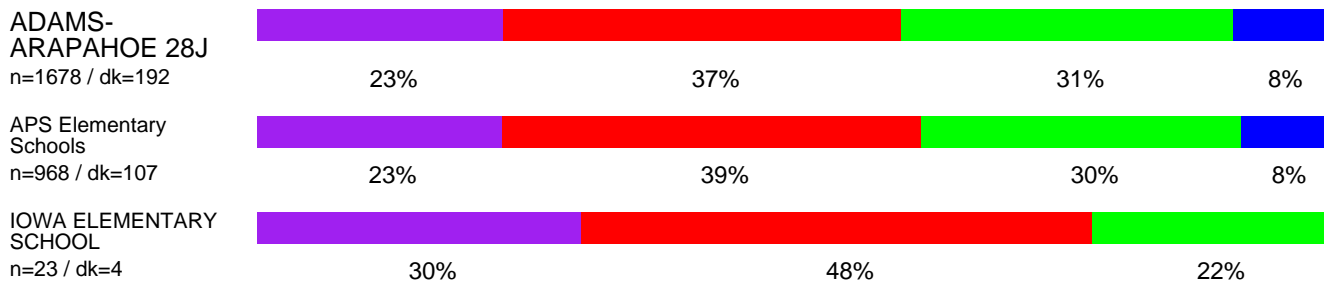
f. Teachers have sufficient access to a broad range of professional personnel.



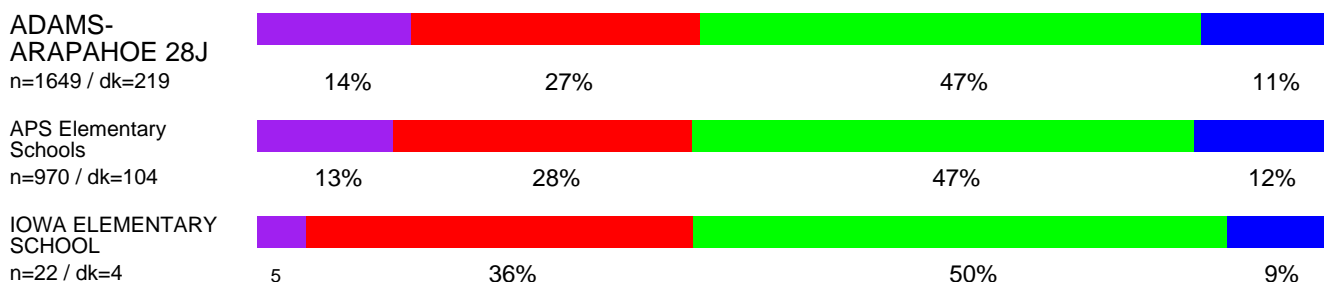
g. The physical environment of classrooms (e.g., lighting, temperature, air circulation) supports teaching and learning.



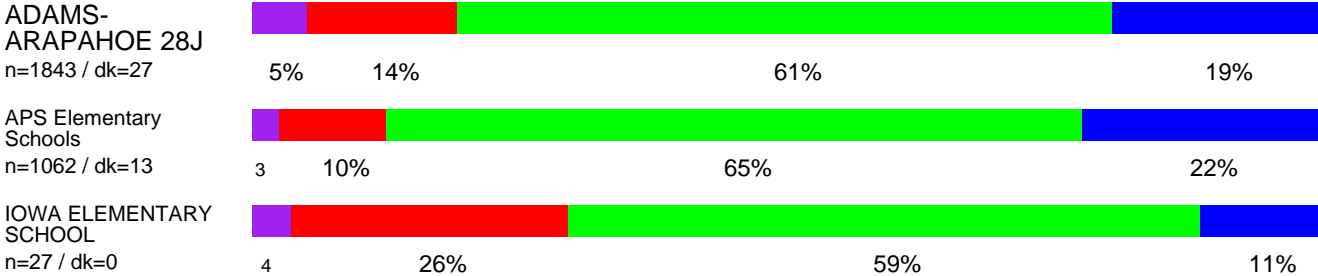
h. Teachers receive appropriate training and guidance from school library staff to help students to become proficient in 21st century skills.



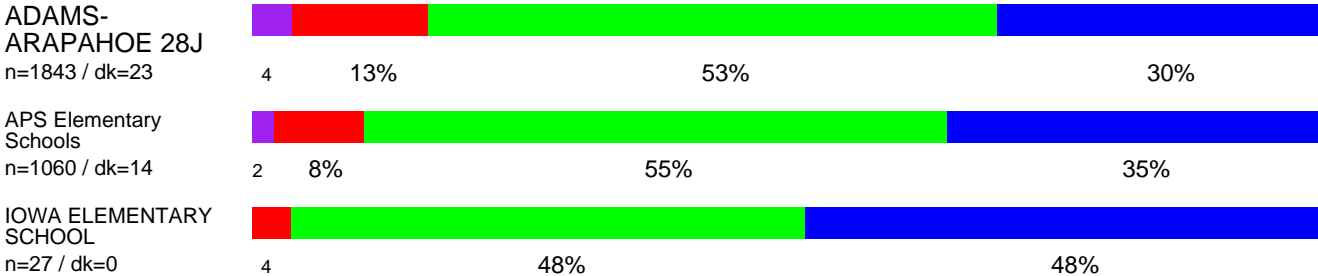
i. Teachers and students have access to current, diverse and ability-appropriate materials through the library.



j. Teachers have adequate space to work productively.



k. The school environment is clean and well maintained.

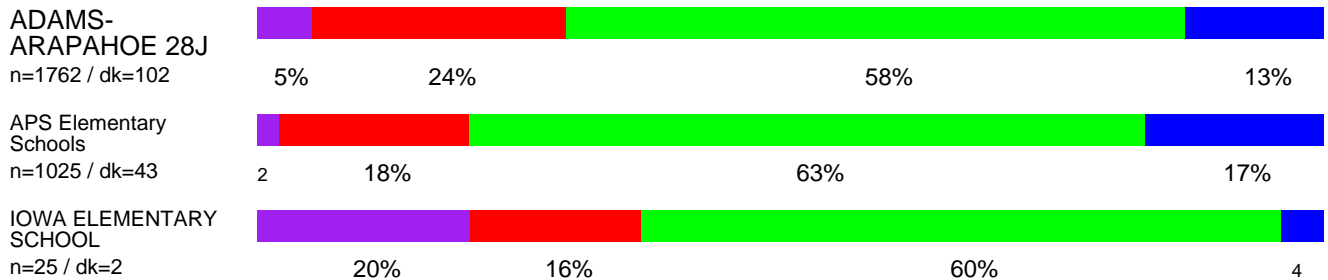


Community Support and Involvement

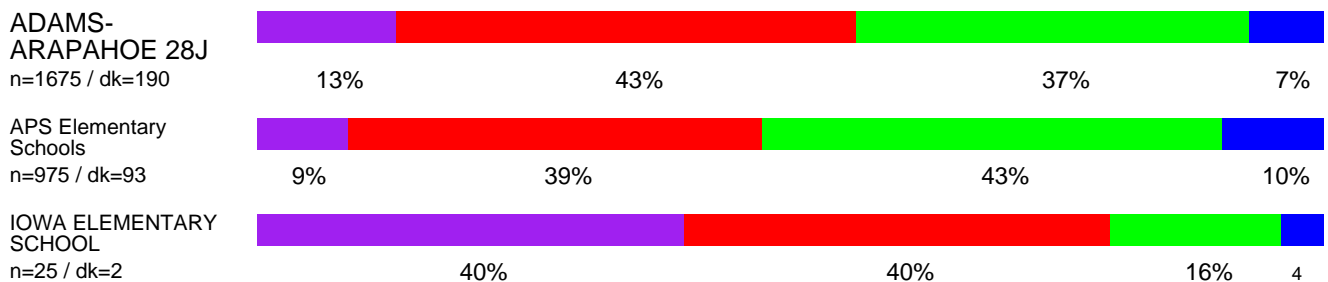
Q4.1 Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

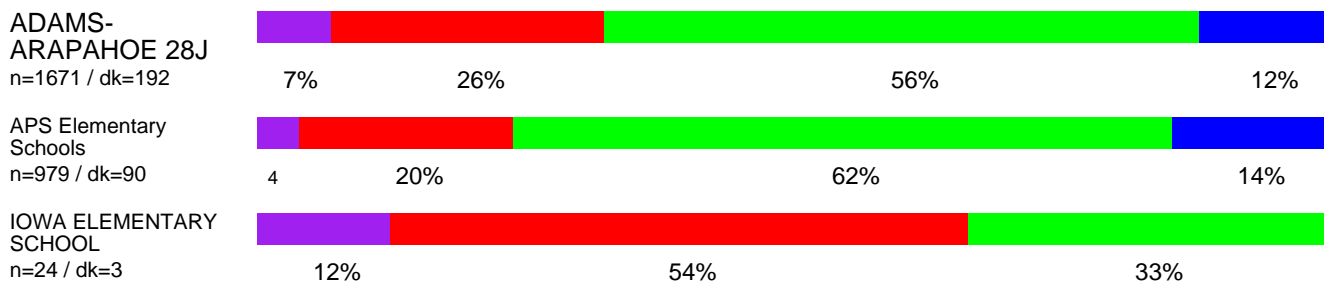
a. The community we serve is supportive of this school.



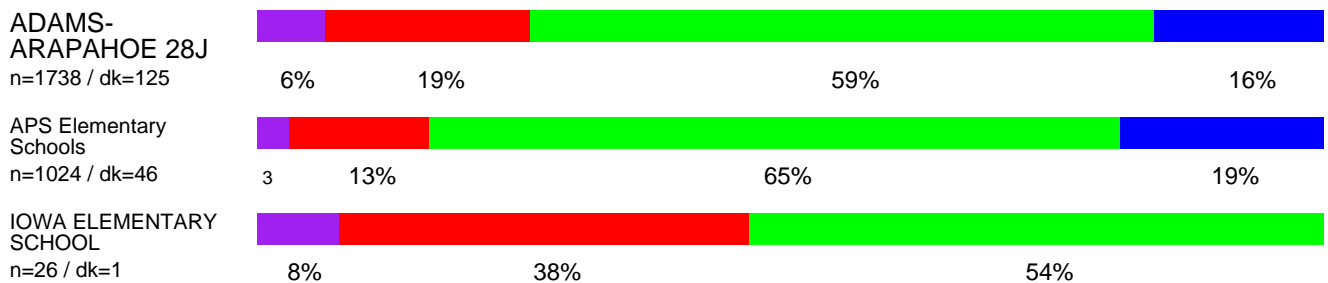
b. Parents/guardians are influential decision makers in this school.



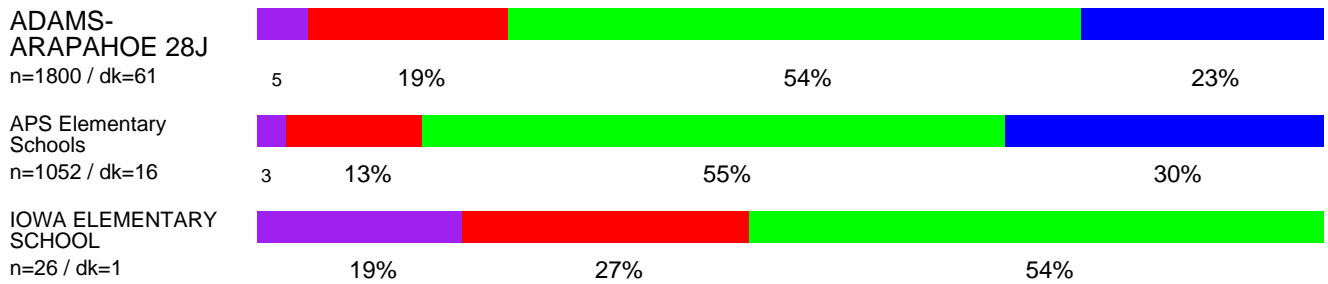
c. The school works directly with parents/guardians to improve the educational climate in students' homes.



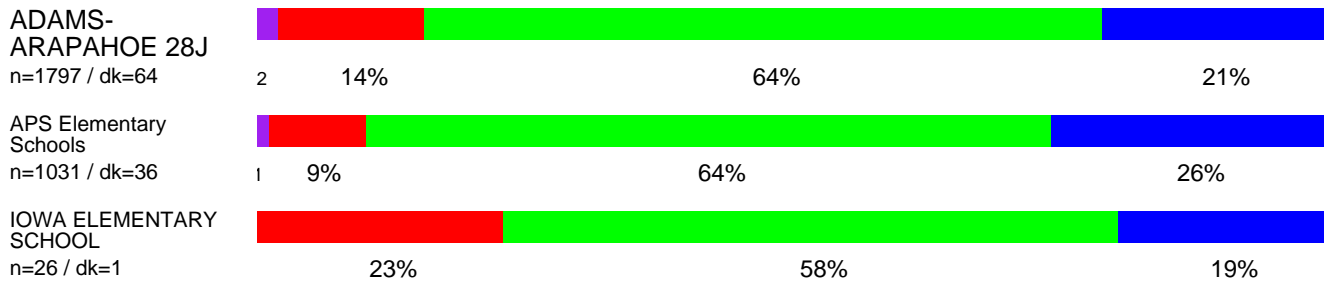
d. This school maintains clear, two-way communication with the community.



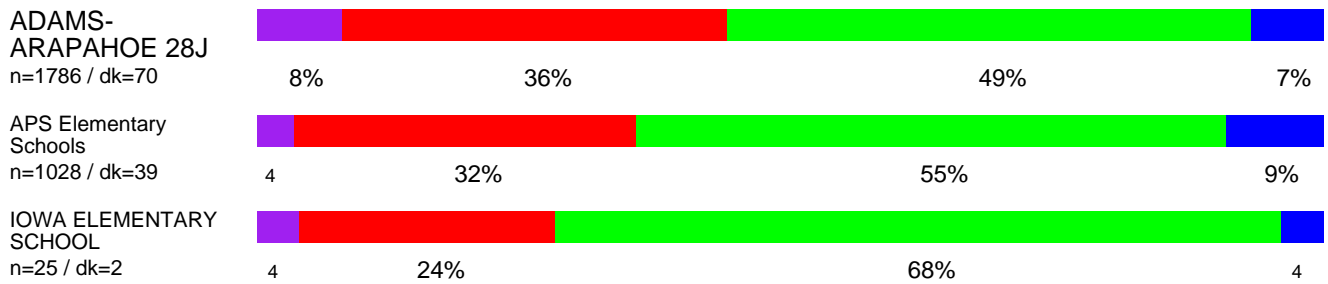
e. This school does a good job of encouraging parent/guardian involvement.



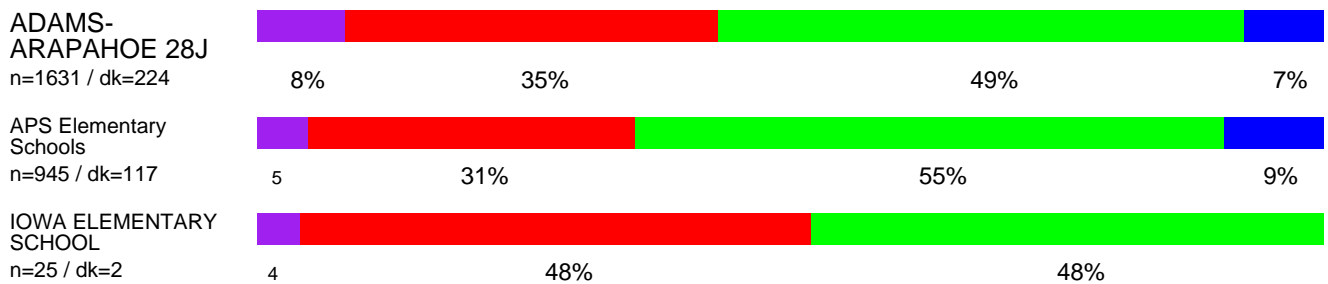
f. Teachers provide parents/guardians with useful information about student learning.



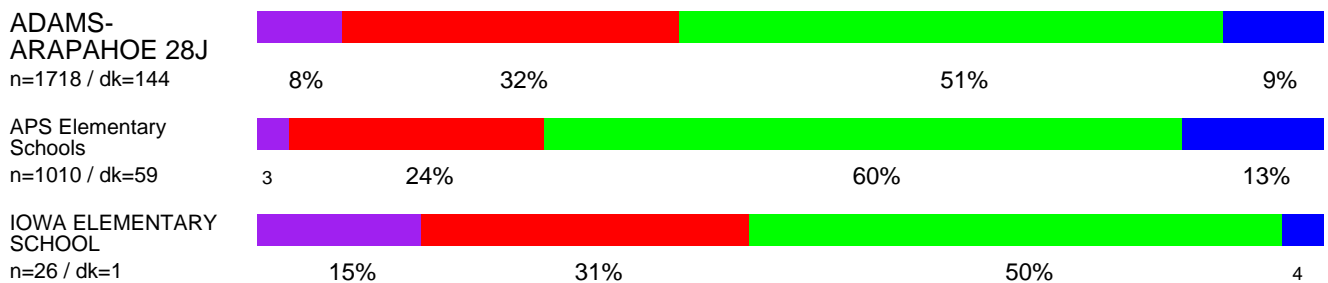
g. Parents/guardians support teachers, contributing to their success with students.



h. Community members support teachers, contributing to their success with students.



i. Parents/guardians know what is going on in this school.

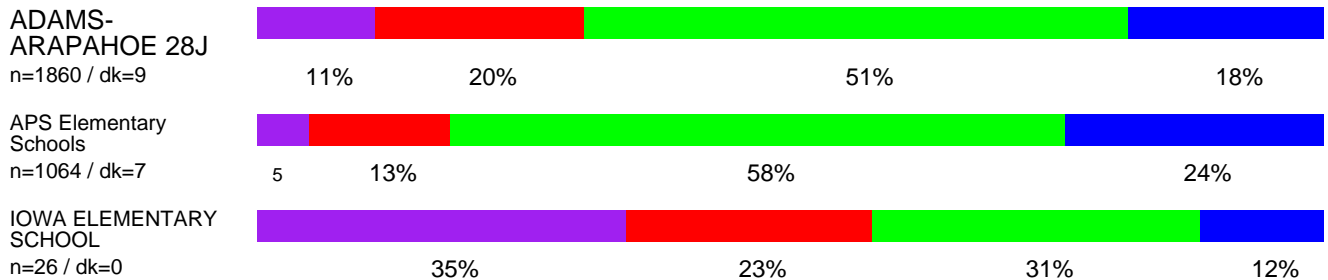


Managing Student Conduct

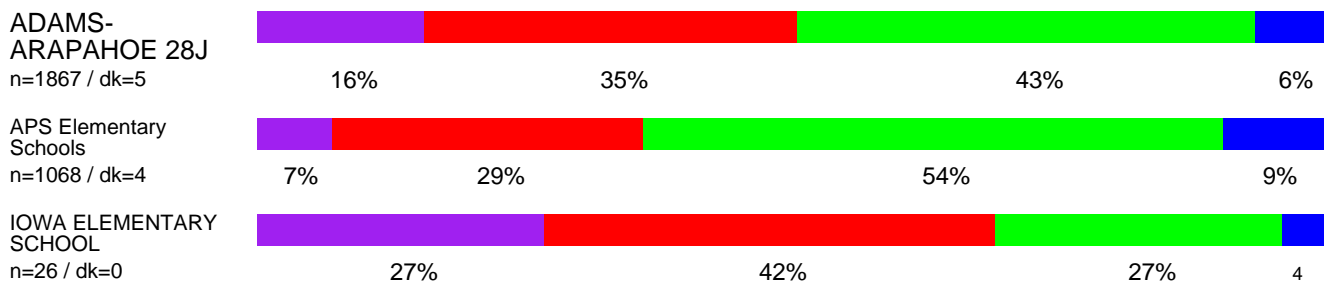
Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

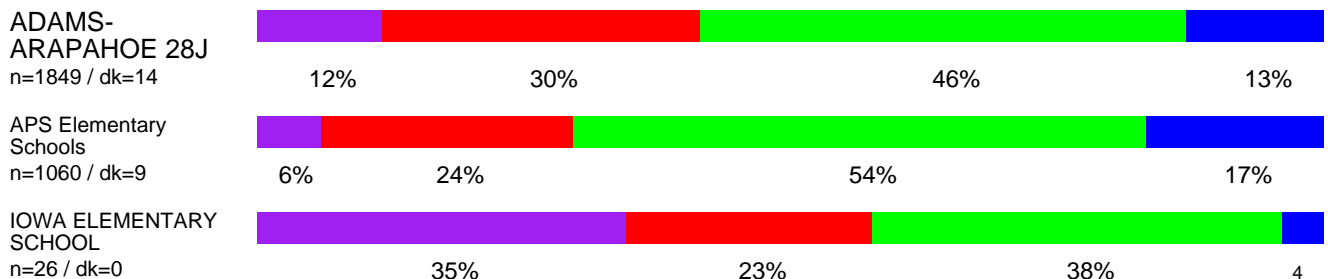
a. Students at this school understand expectations for their conduct.



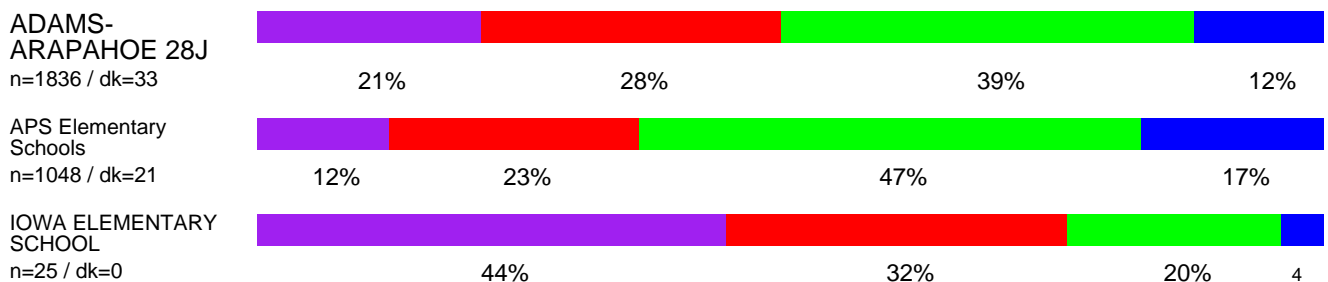
b. Students at this school follow rules of conduct.



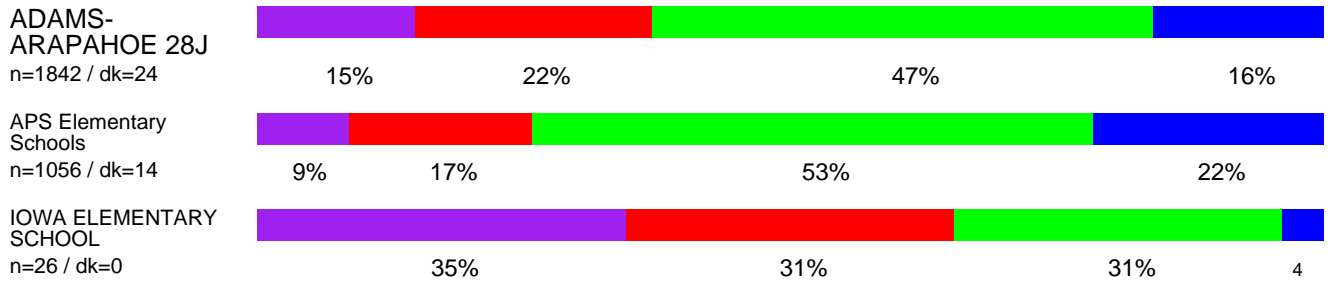
c. Policies and procedures about student conduct are clearly understood by the faculty.



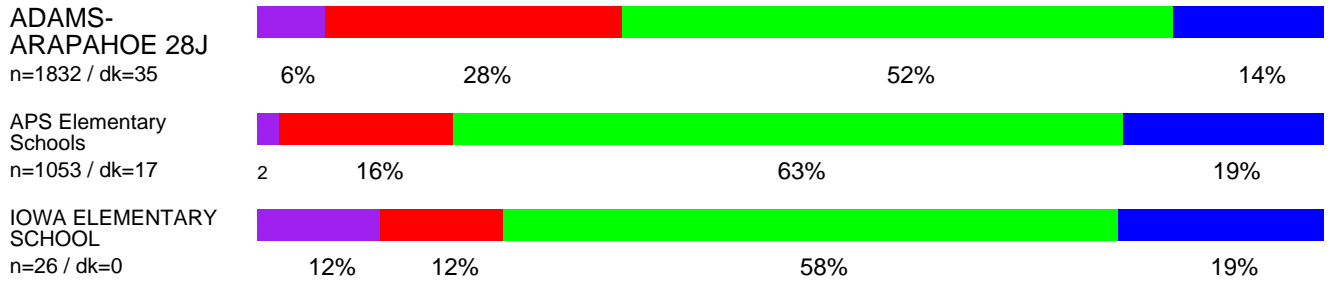
d. Administration consistently enforces rules for student conduct.



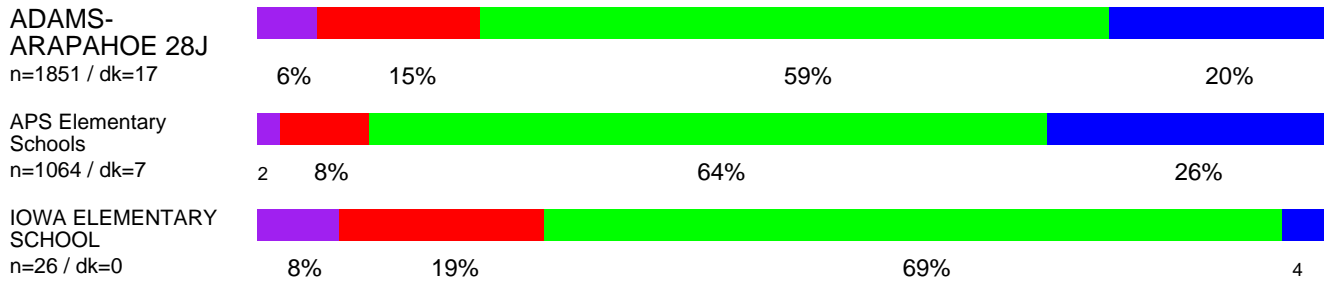
e. Administration supports teachers' efforts to maintain discipline in the classroom.



f. Teachers consistently enforce rules for student conduct.



g. The faculty work in a school environment that is safe.

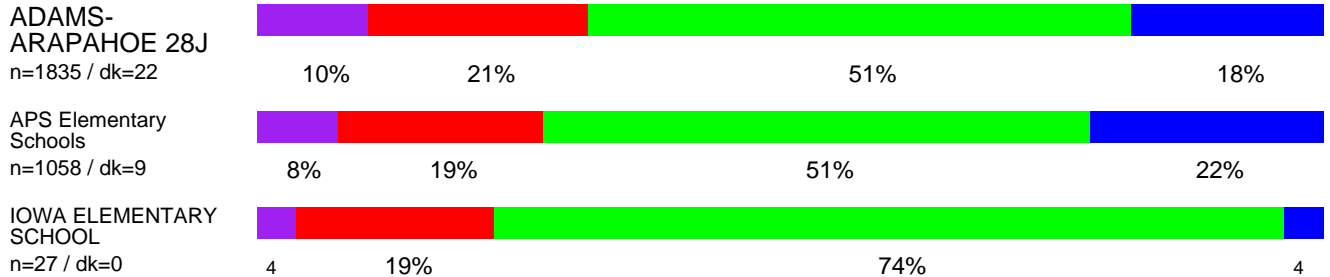


Teacher Leadership

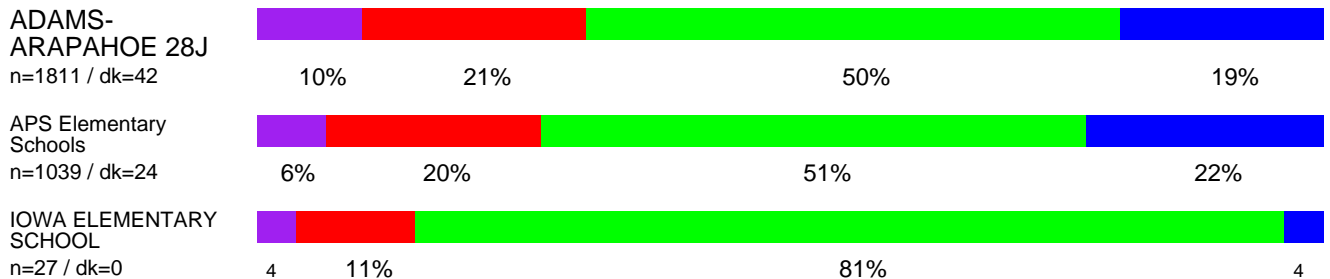
Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

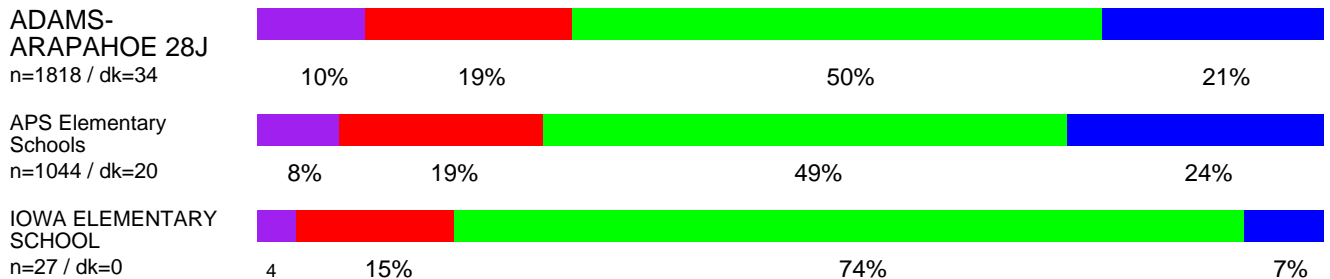
a. Teachers are recognized as educational experts.



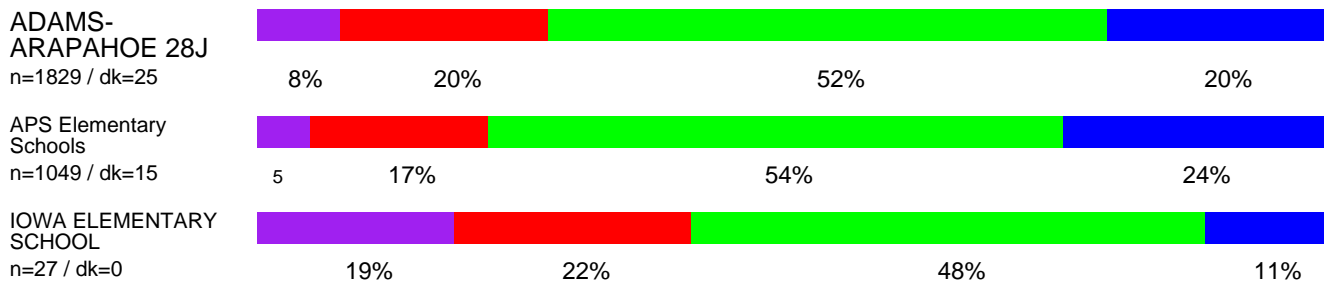
b. Teachers are relied upon to make decisions about educational issues.



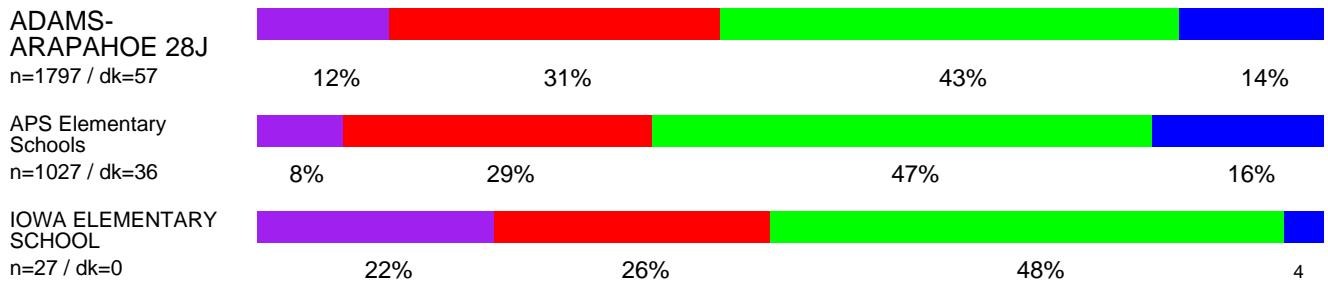
c. Teachers are trusted to make sound professional decisions about instruction.



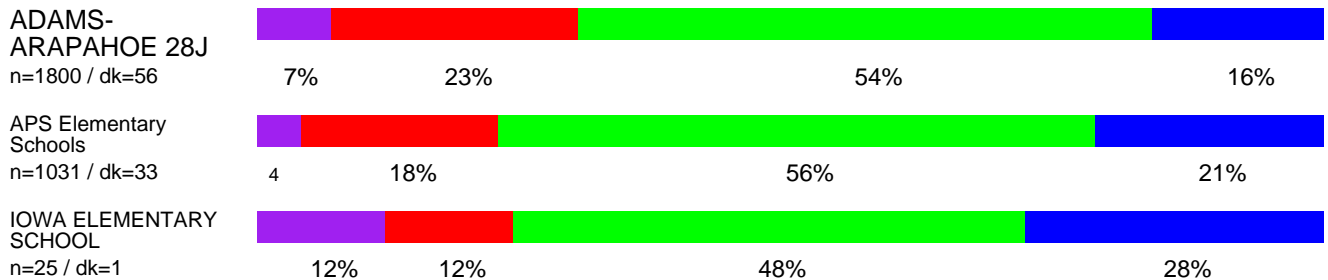
d. In this school we take steps to solve problems.



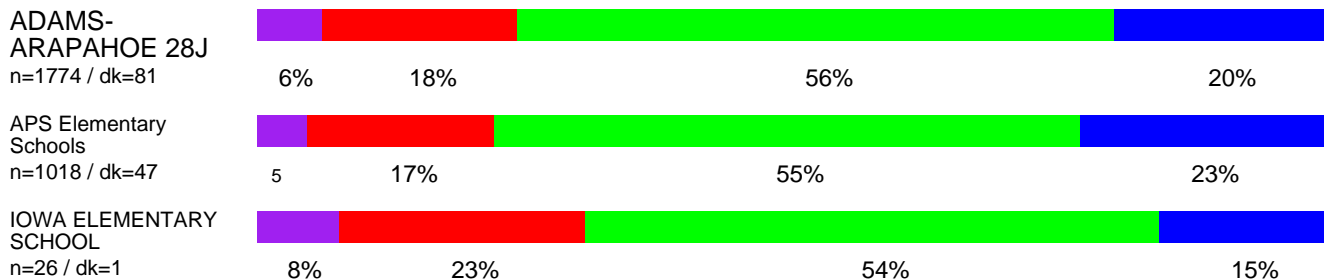
e. The faculty has an effective process for making group decisions to solve problems.



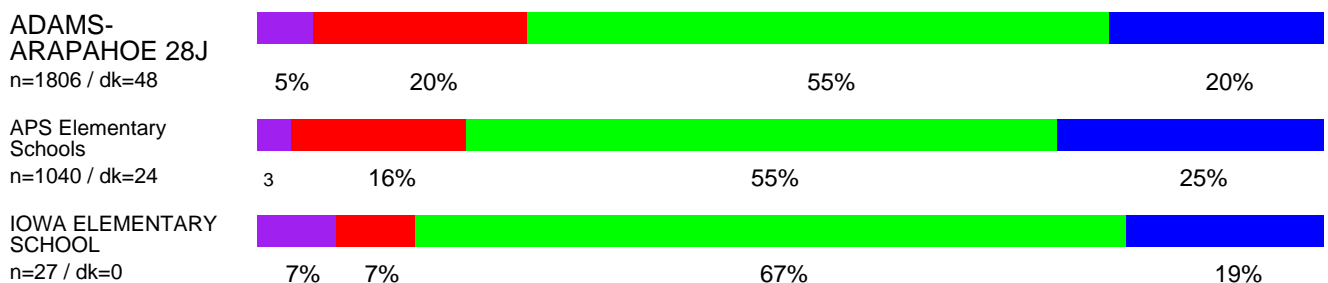
f. Teachers in this school trust each other.



g. Teachers are provided opportunities to take on formal leadership roles in the school (e.g., mentor, instructional coach).



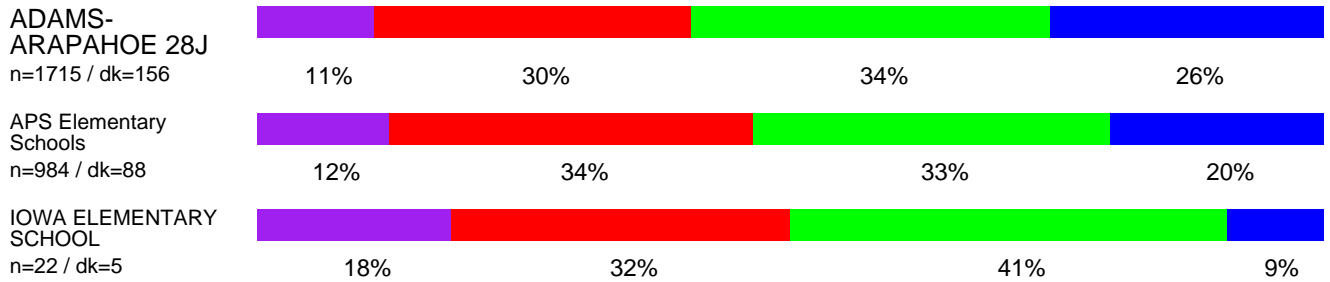
h. Teachers are effective leaders in this school.



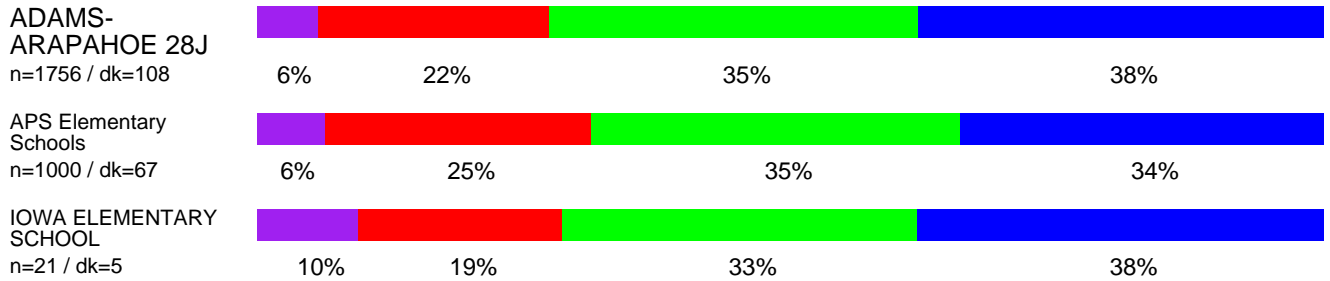
Q6.2 Please indicate the role teachers have at your school in each of the following areas.

No role at all
 Small role
 Moderate role
 Large role

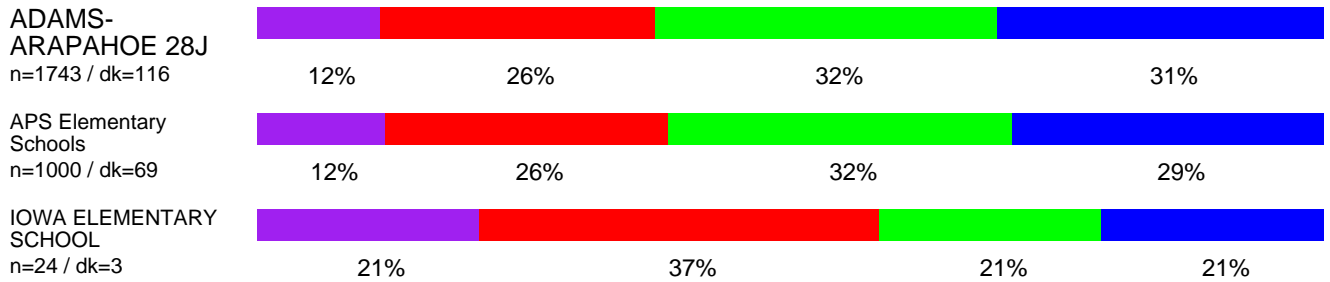
a. Selecting instructional materials and resources



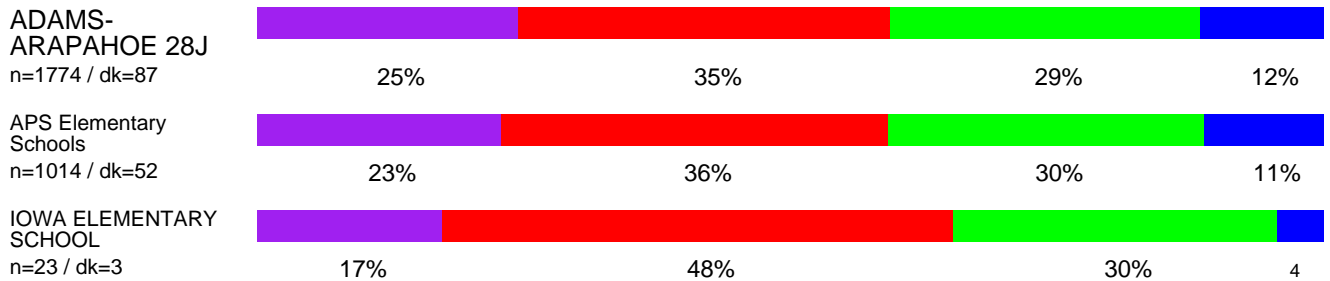
b. Devising teaching techniques



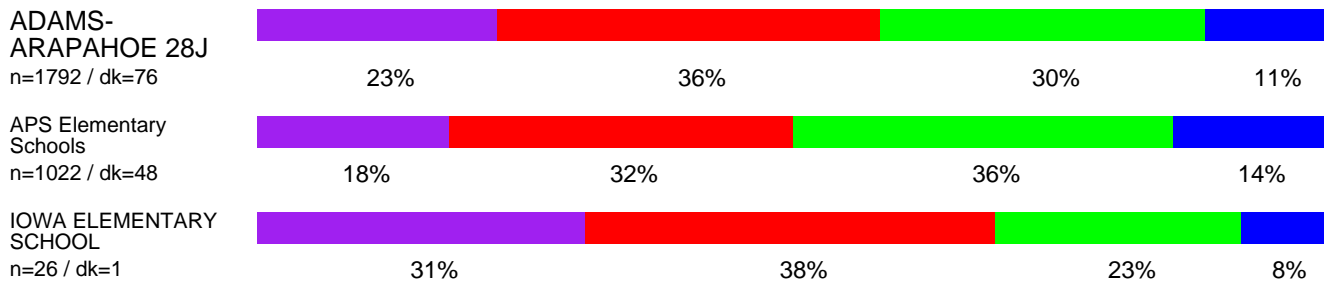
c. Setting grading and student assessment practices



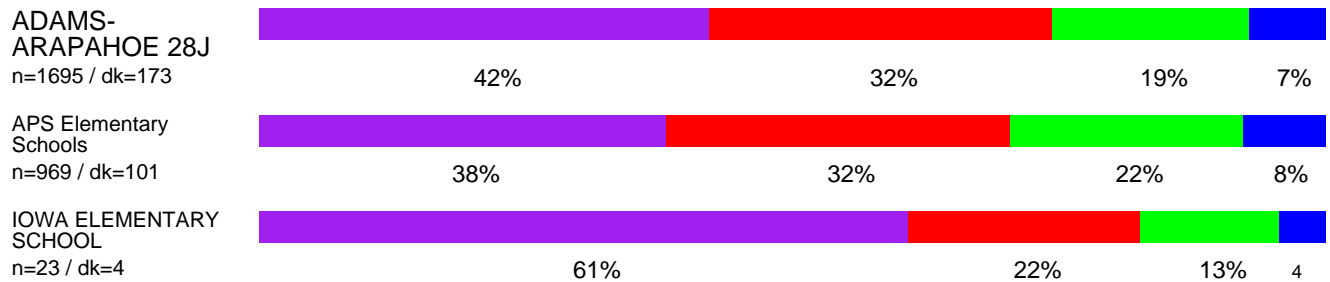
d. Determining the content of in-service professional development programs



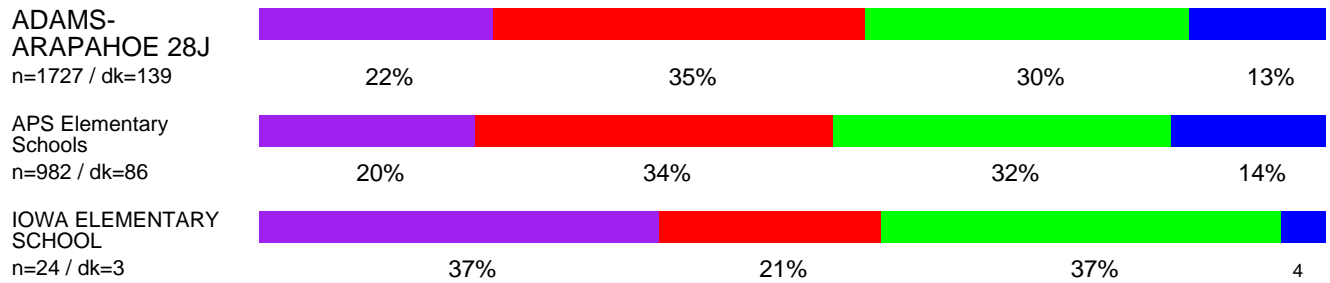
e. Establishing student discipline procedures



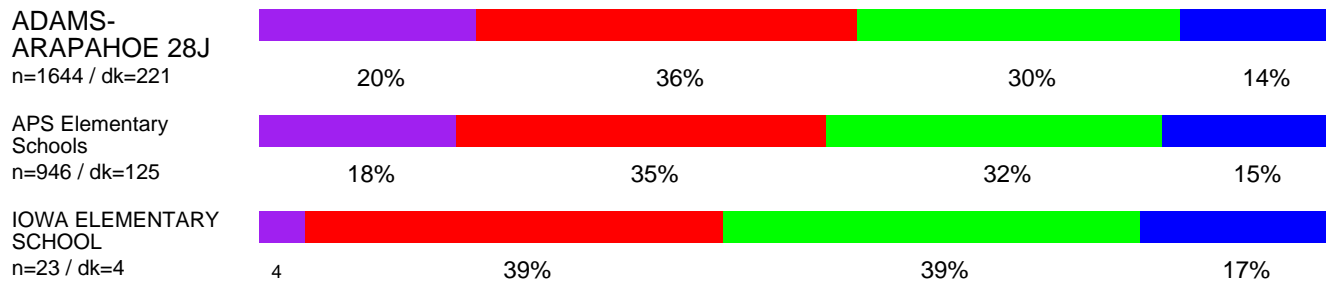
f. Providing input on how the school budget will be spent



g. School improvement planning

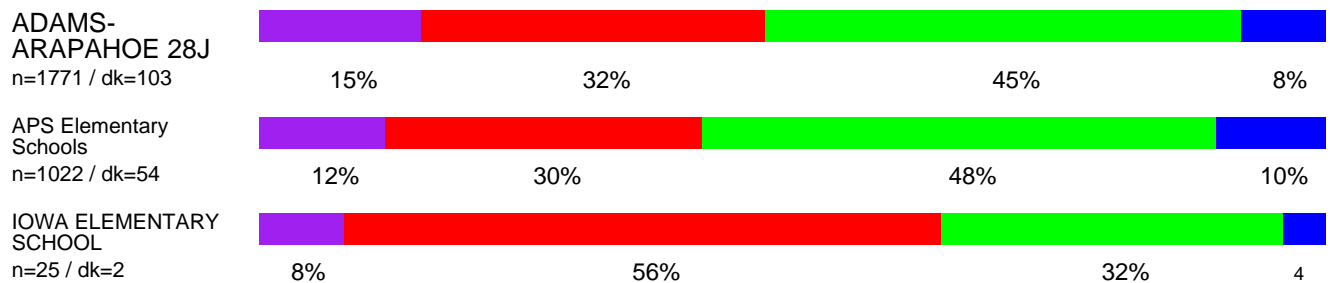


h. The selection of teachers new to this school



Q6.5 Teachers have an appropriate level of influence on decision making in this school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

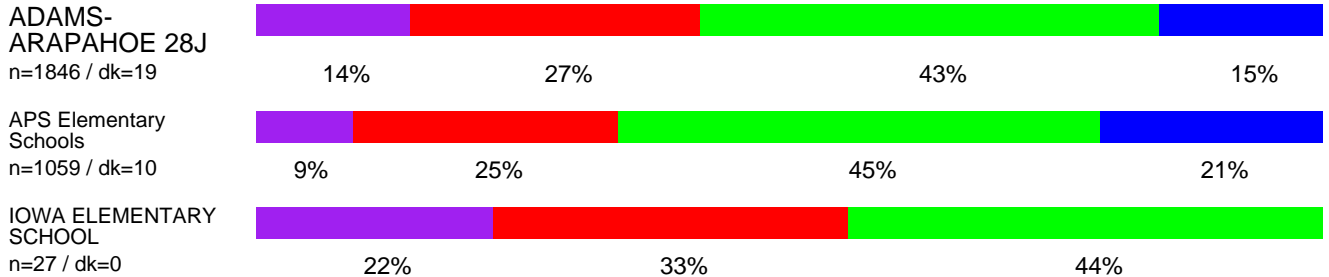


School Leadership

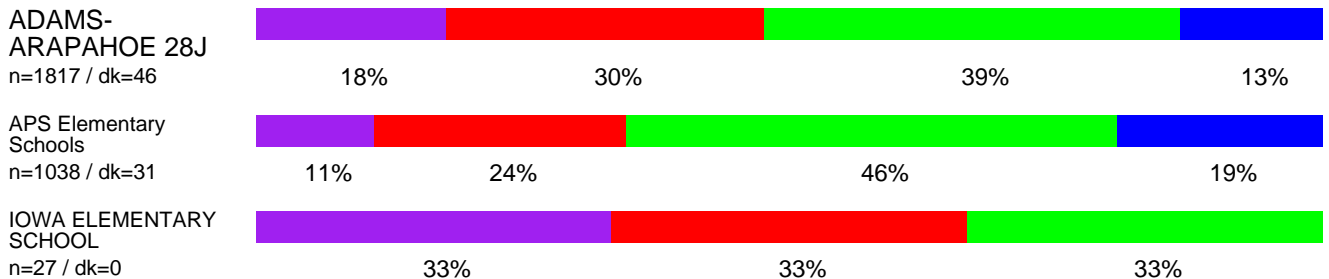
Q7.1 Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

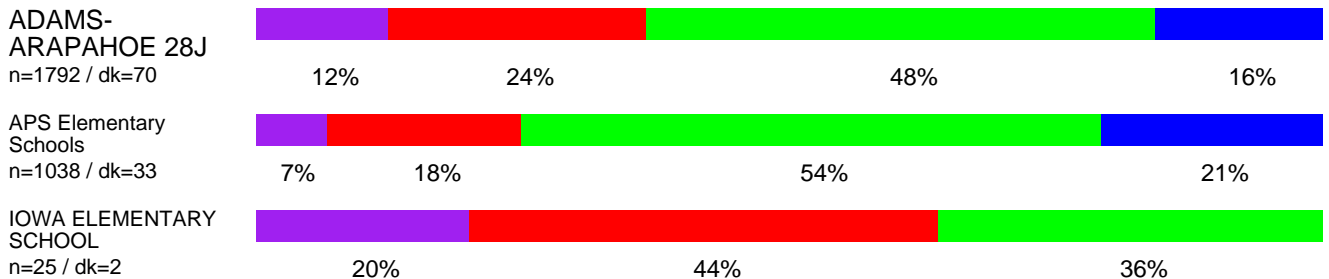
a. There is an atmosphere of trust and mutual respect in this school.



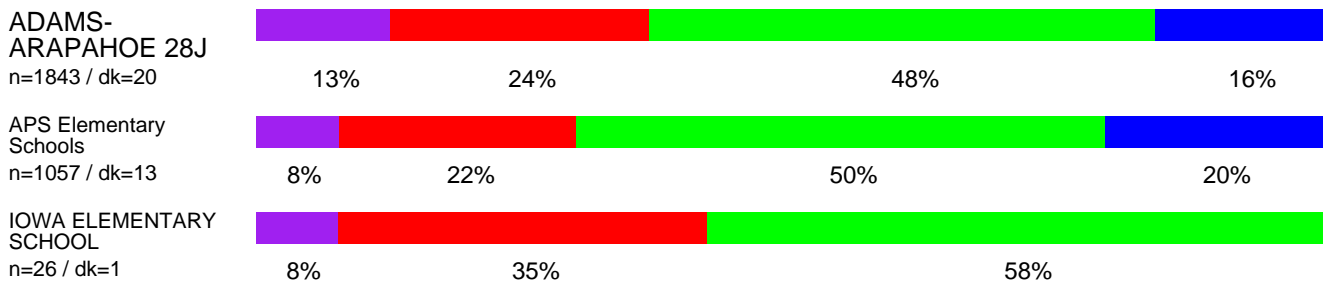
b. The school leadership consistently enforces rules for student conduct.



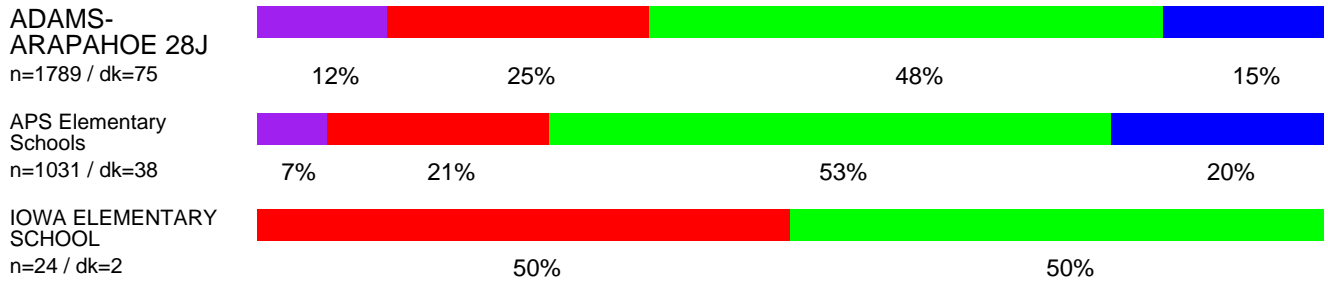
c. The school leadership communicates clear expectations to students and parents.



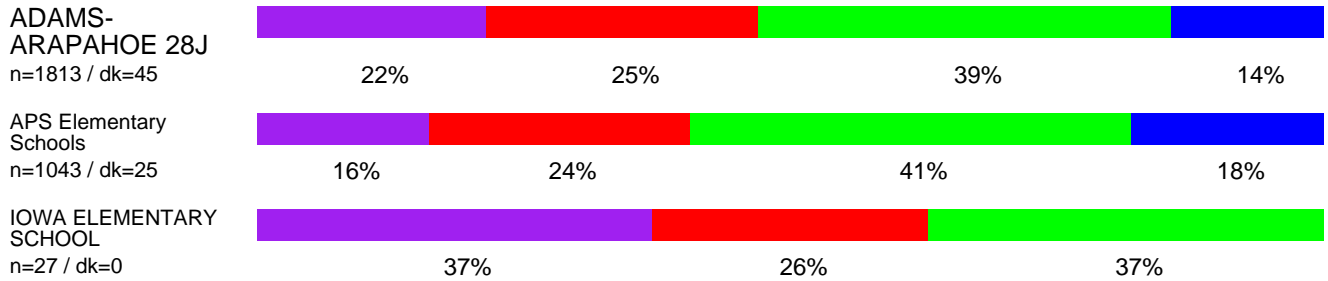
d. The school leadership communicates with the faculty adequately.



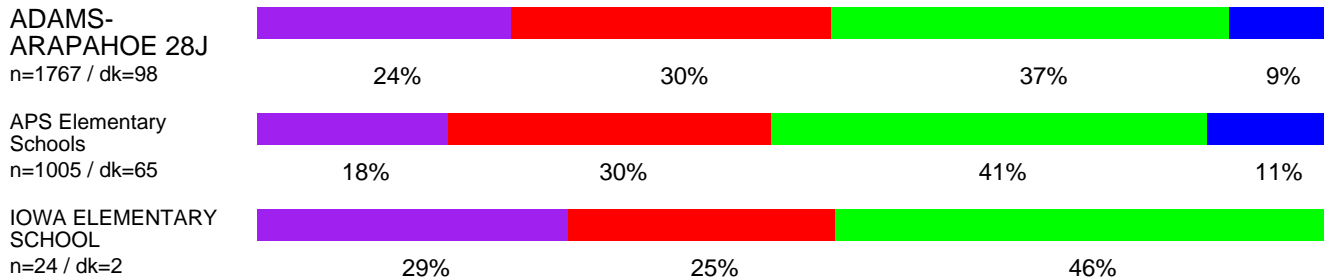
e. The faculty and leadership have a shared vision.



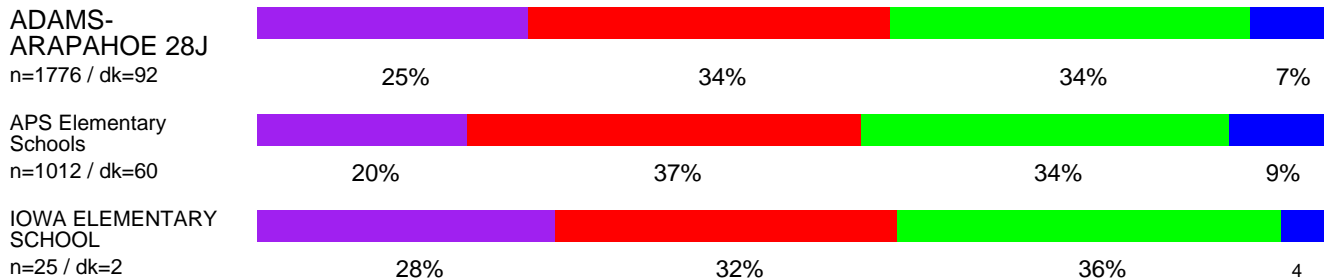
f. Teachers feel comfortable raising issues and concerns that are important to them.



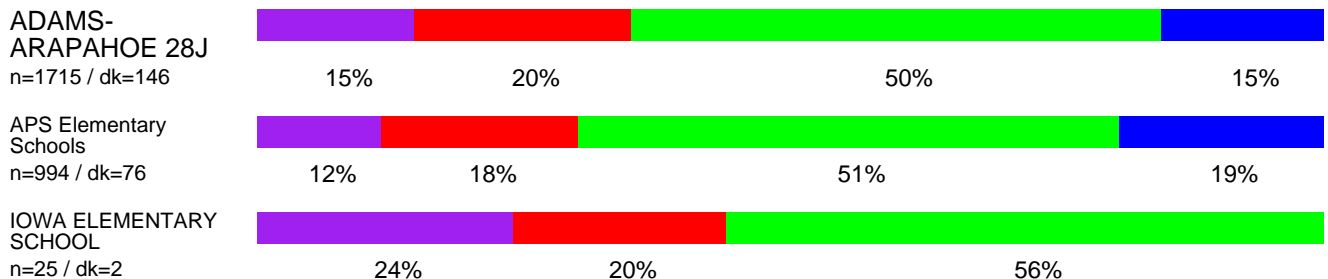
g. The teacher evaluation process improves teachers' instructional strategies.



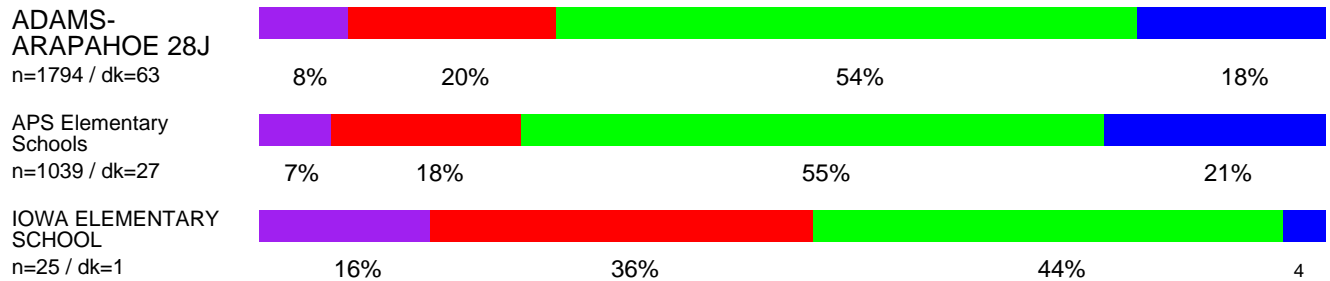
h. The components of the teacher evaluation process accurately identify effectiveness.



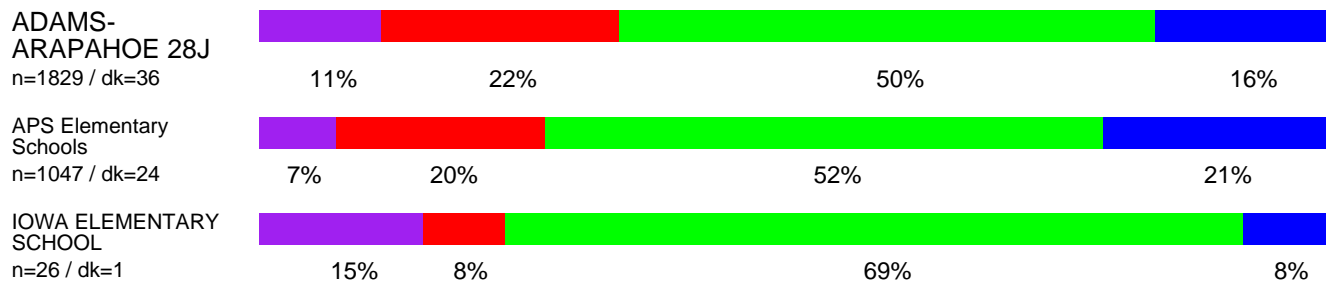
i. Teacher evaluations are fair in my school.



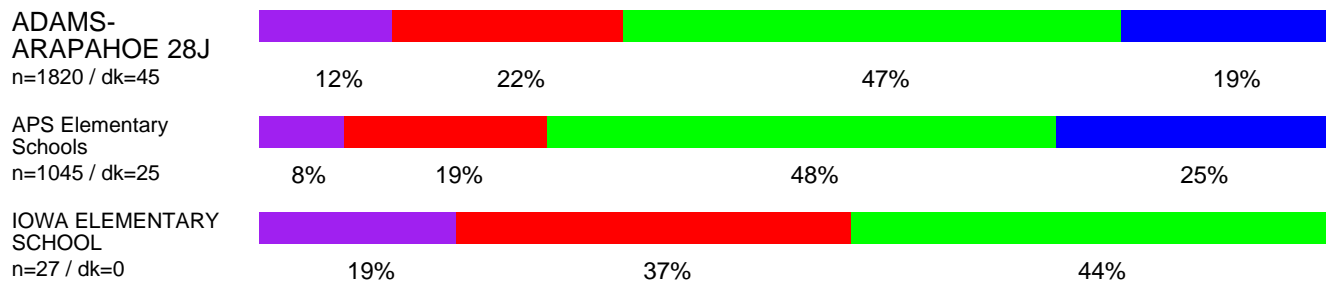
j. Teachers in this school receive informal feedback about their teaching on an ongoing basis.



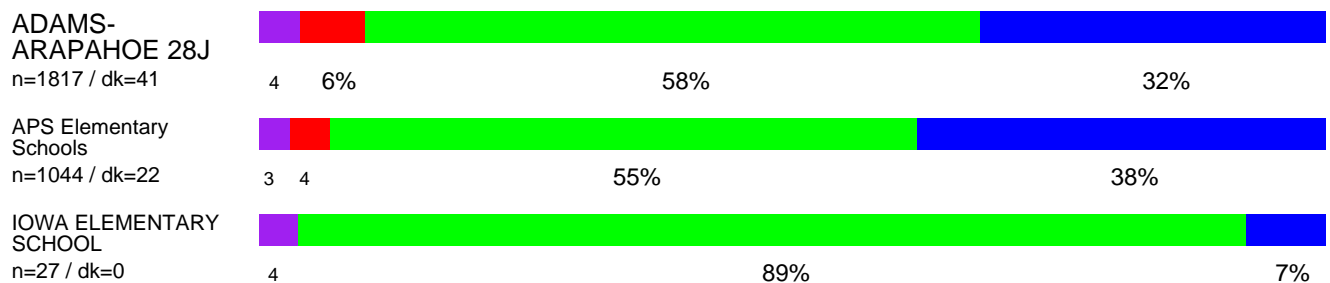
k. The school leadership works to minimize disruptions for teachers, allowing teachers to focus on educating students.



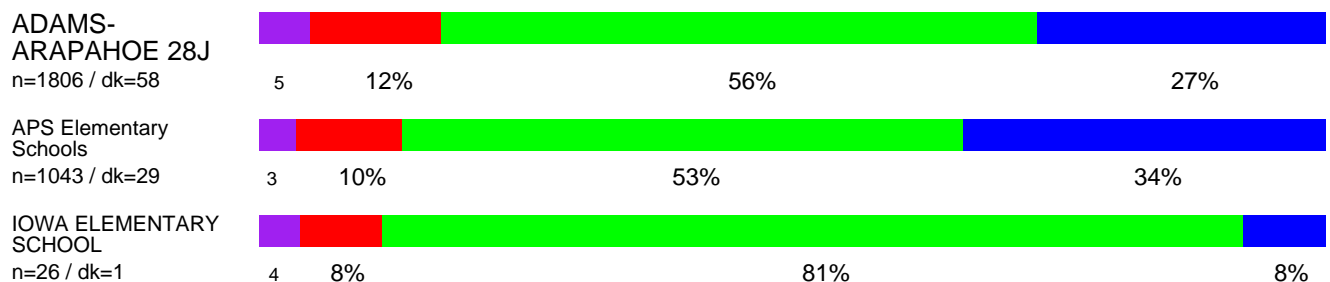
l. The school leadership consistently supports teachers.



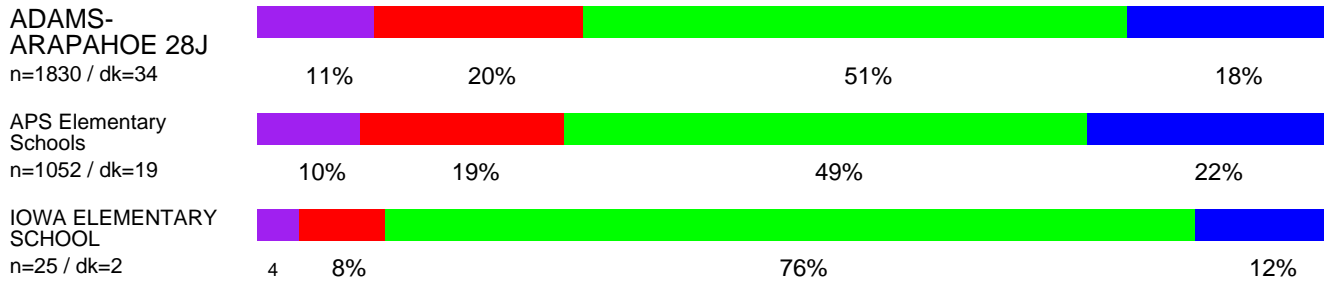
m. Teachers are held to high professional standards for delivering instruction.



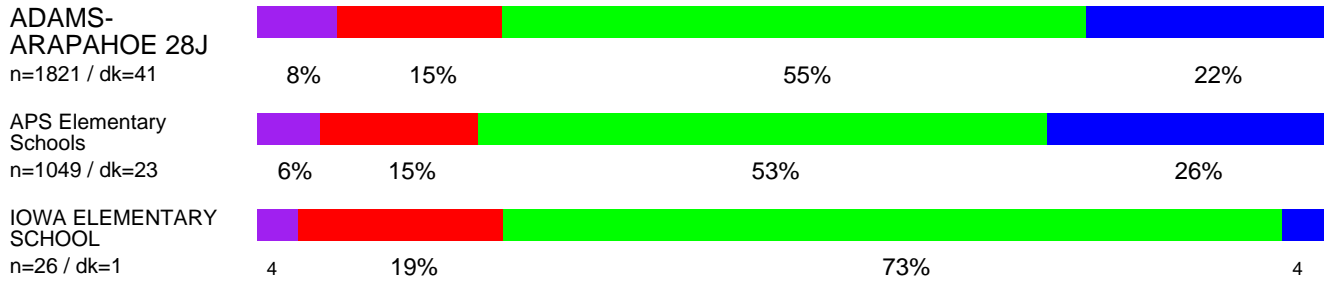
n. The school leadership facilitates using data to improve student learning.



o. The faculty are recognized for accomplishments.



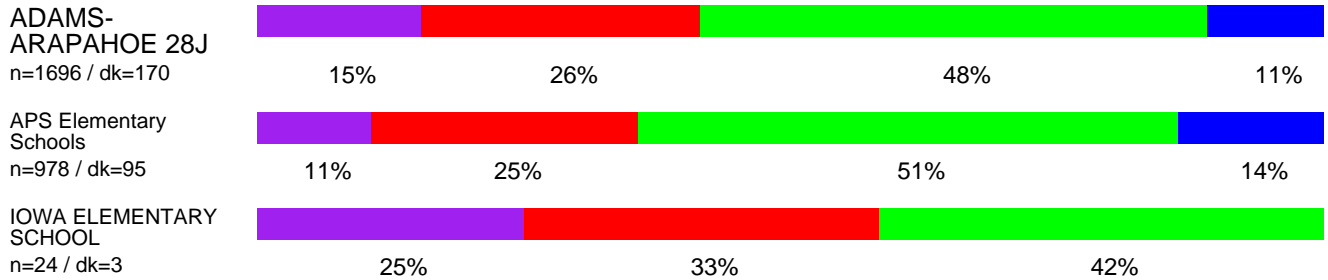
p. The school leadership focuses on the professional growth of staff.



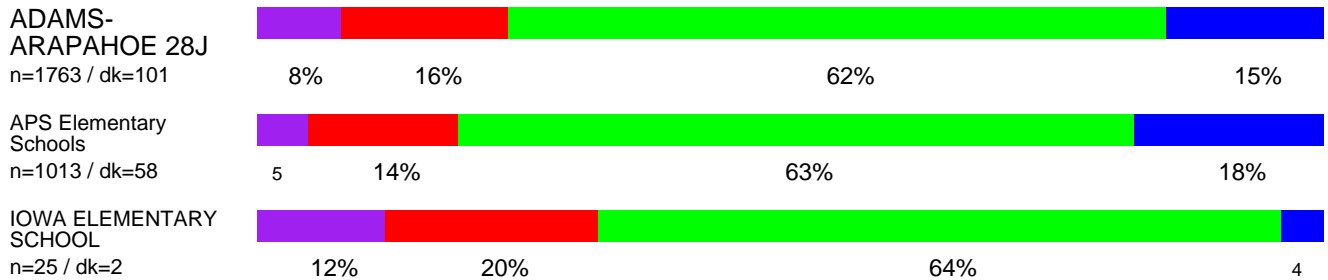
Q7.3 The school leadership makes a sustained effort to address teacher concerns about:



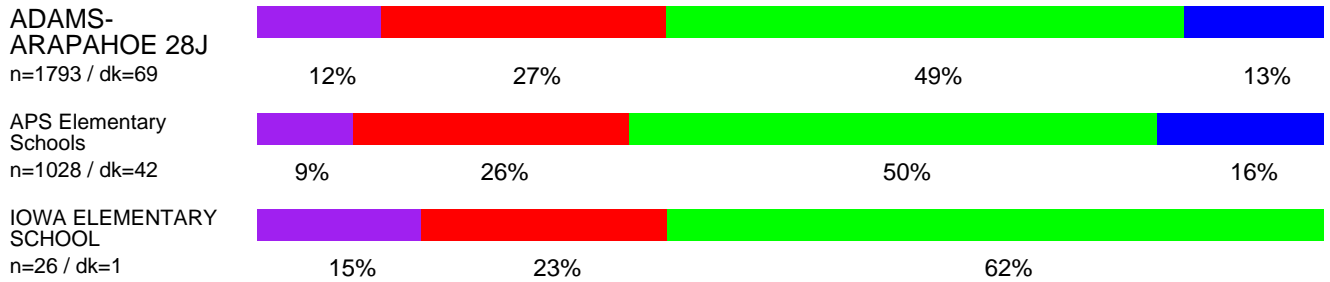
a. Leadership issues



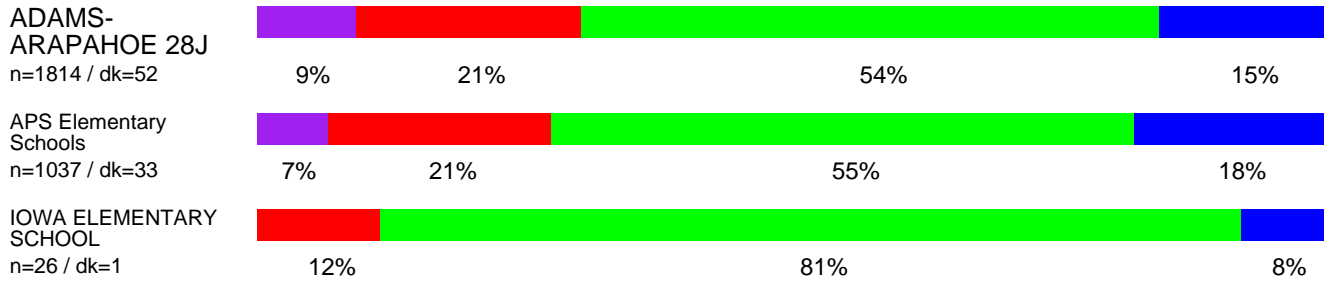
b. Facilities and resources



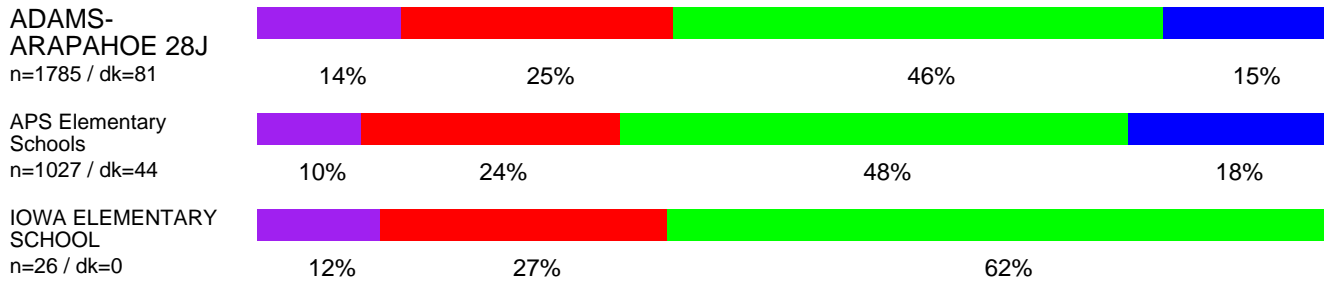
c. The use of time in my school



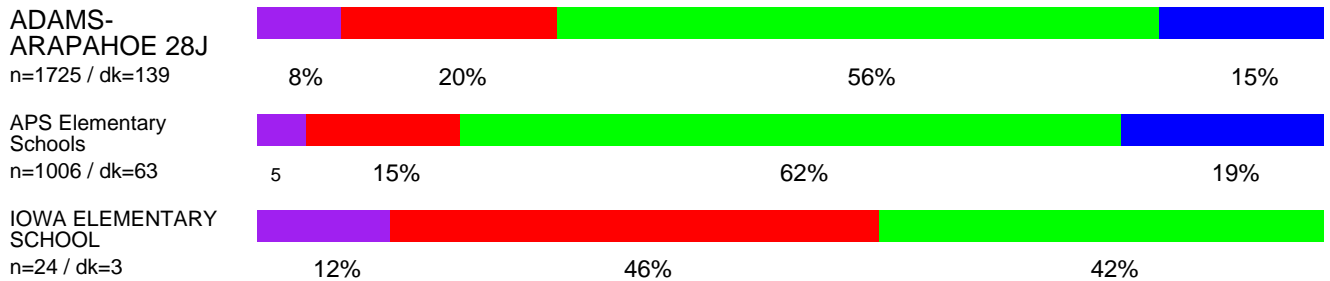
d. Professional development



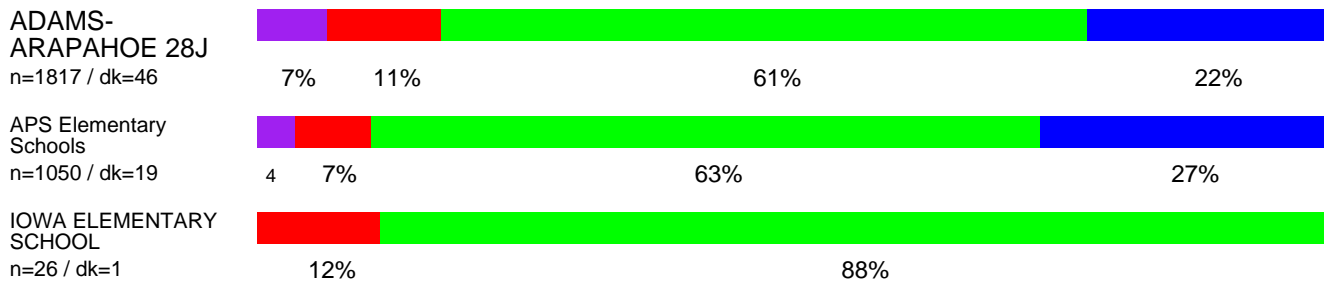
e. Empowering teachers



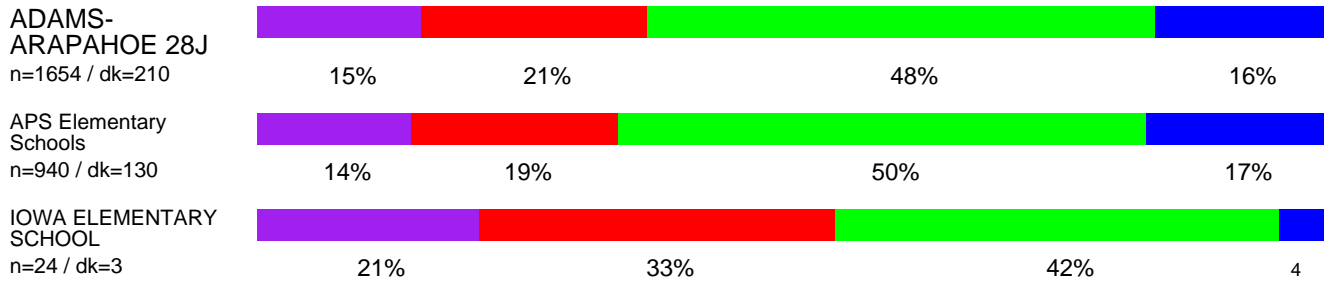
f. Community engagement



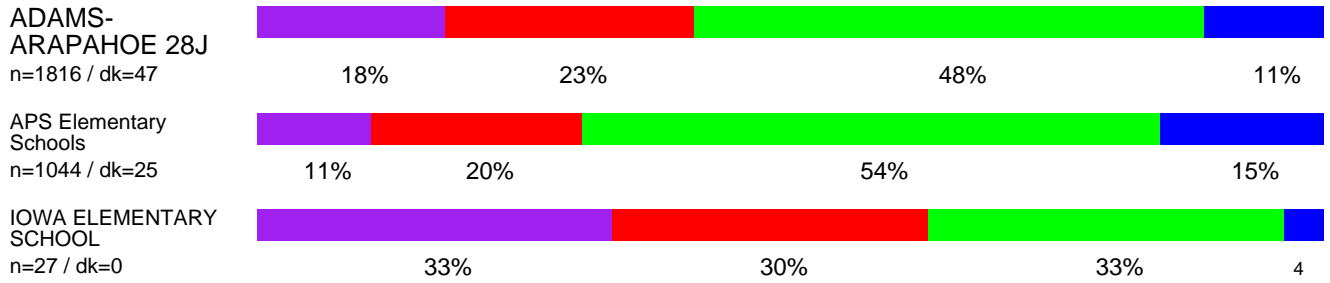
g. Student learning



h. New teacher support

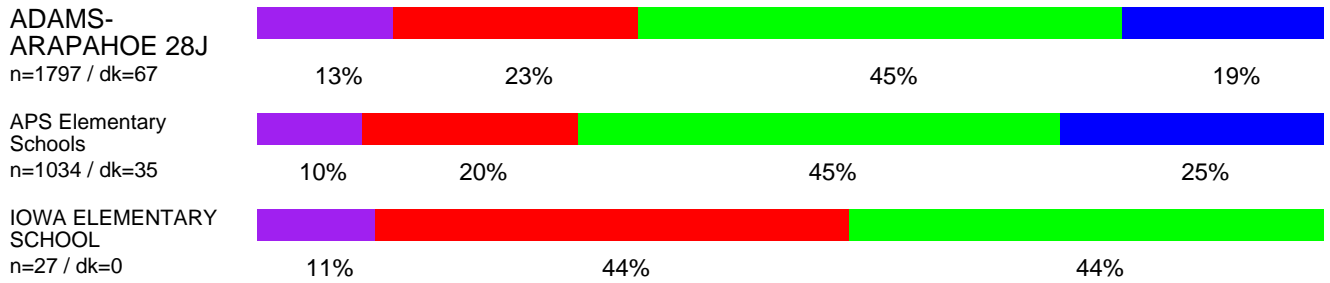


i. Managing student conduct



Q7.4 Overall, the school leadership in my school is effective.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

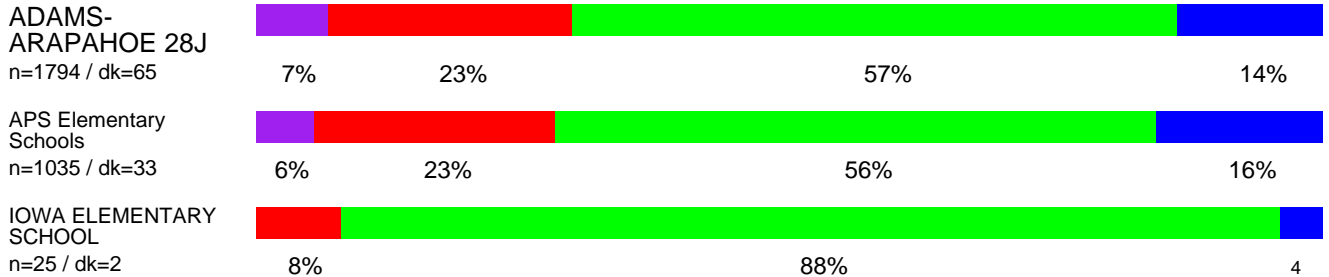


Professional Development

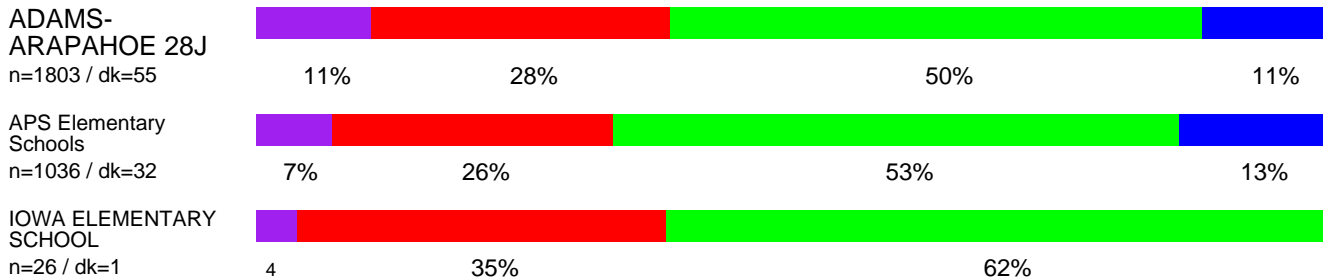
Q8.1 Please rate how strongly you agree or disagree with statements about professional development in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

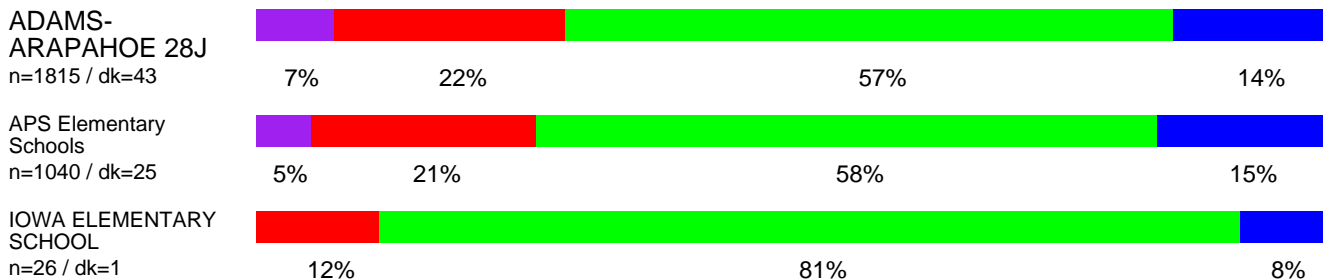
a. Sufficient resources are available for professional development in my school.



b. Professional development provides teachers with the knowledge and skills most needed to teach effectively.



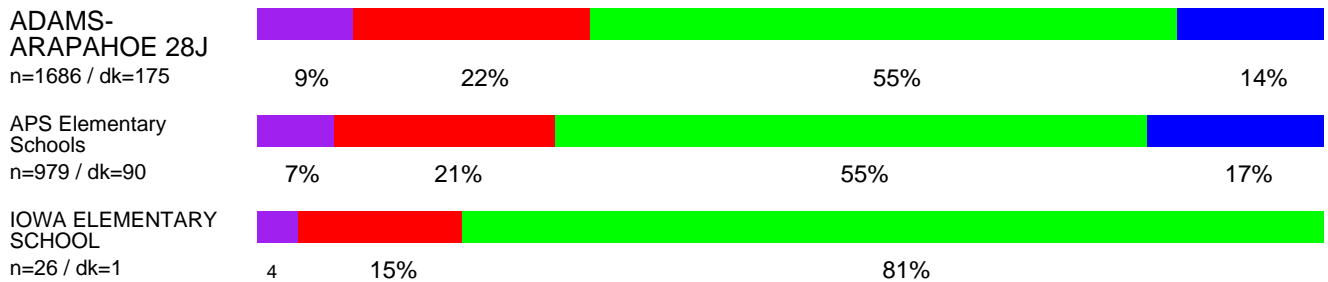
c. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.



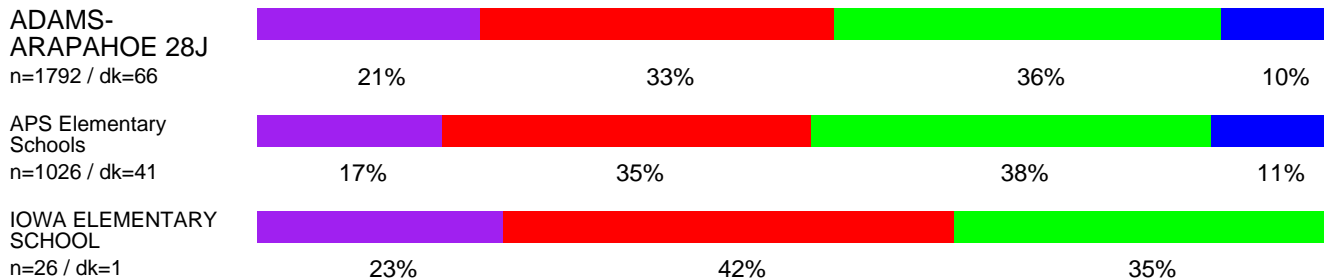
d. An appropriate amount of time is provided for professional development.



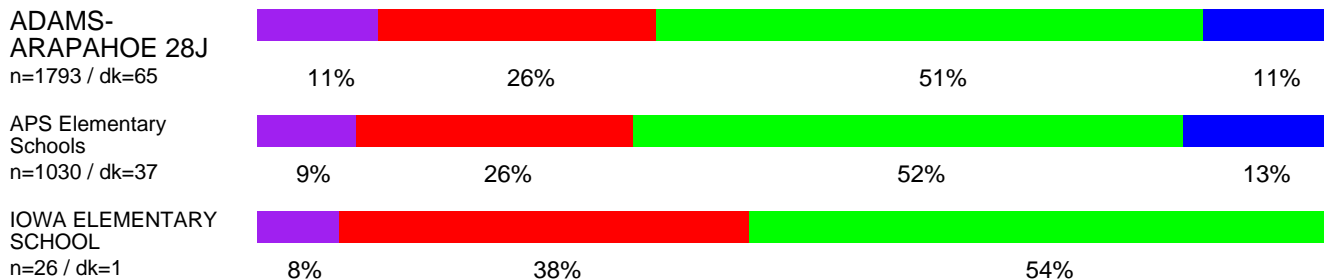
e. Professional development offerings are data driven.



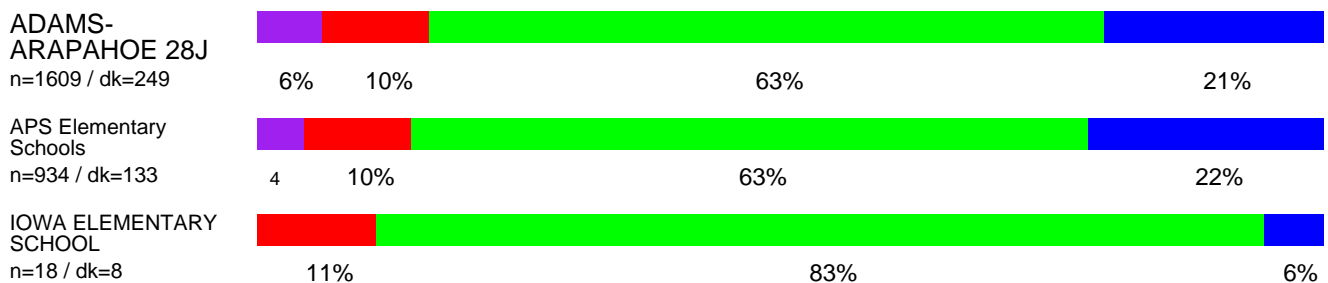
f. Professional development is differentiated to meet the needs of individual teachers.



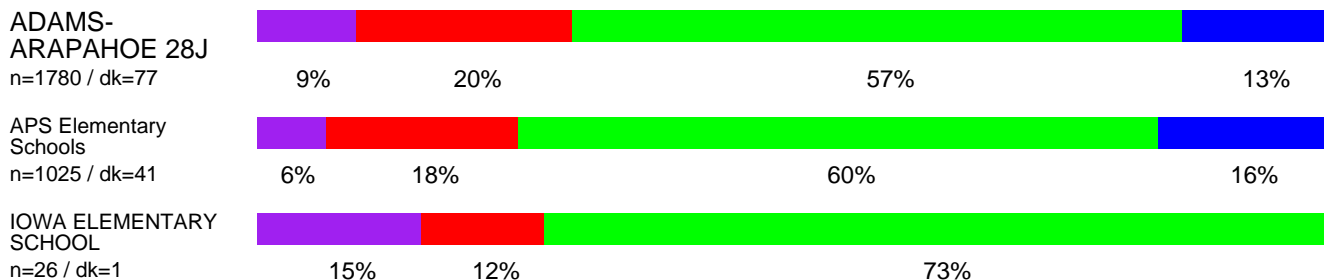
g. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.



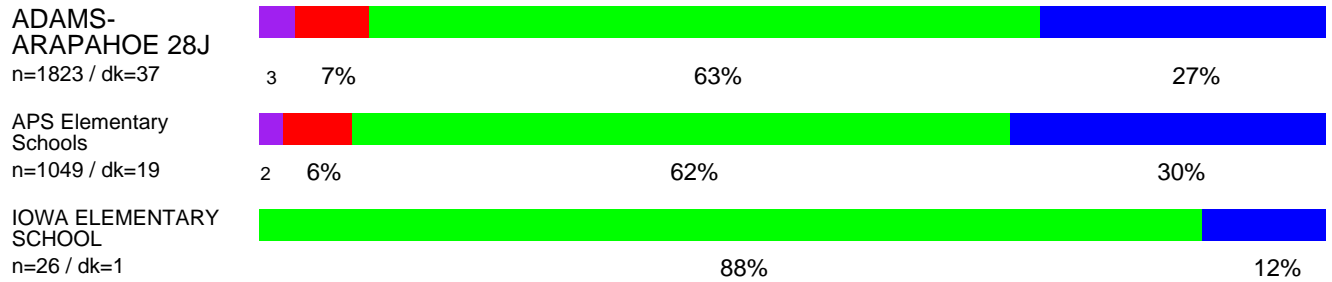
h. Professional learning opportunities are aligned with the school's improvement plan (e.g., Unified Improvement Plan).



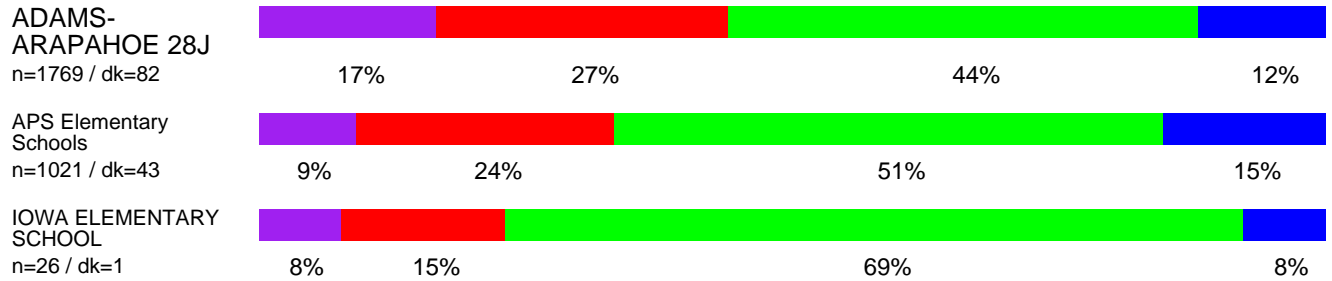
i. Professional development enhances teachers' abilities to improve student learning.



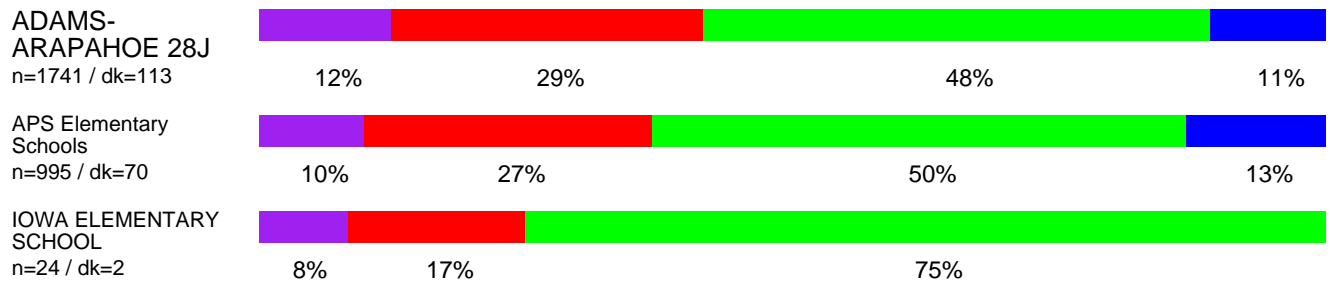
j. Teachers are encouraged to reflect on their own practice.



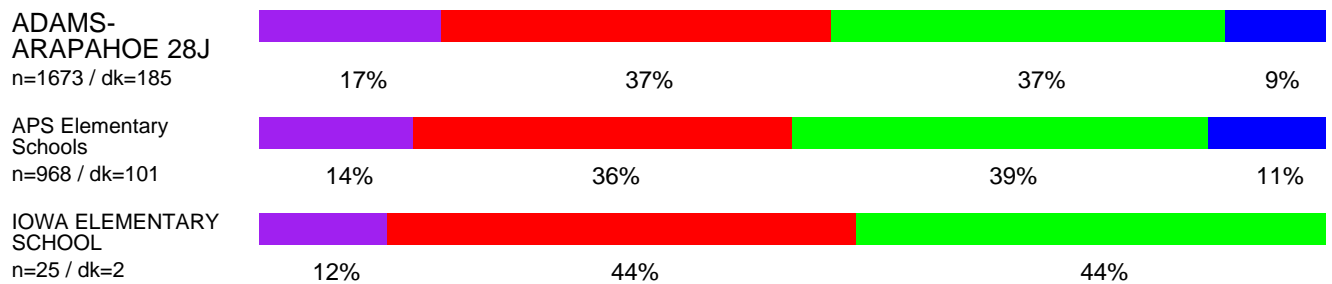
k. Professional development deepens teachers' content knowledge.



l. Follow-up is provided from professional development in this school.



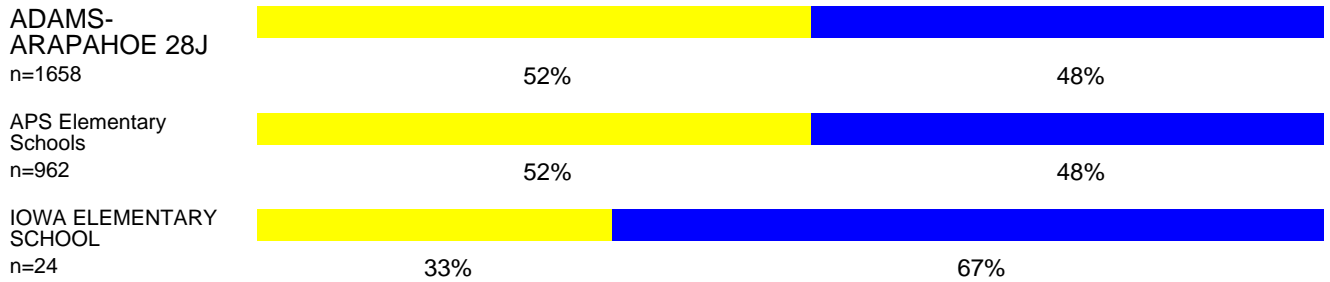
m. Professional development is evaluated and results are communicated to teachers.



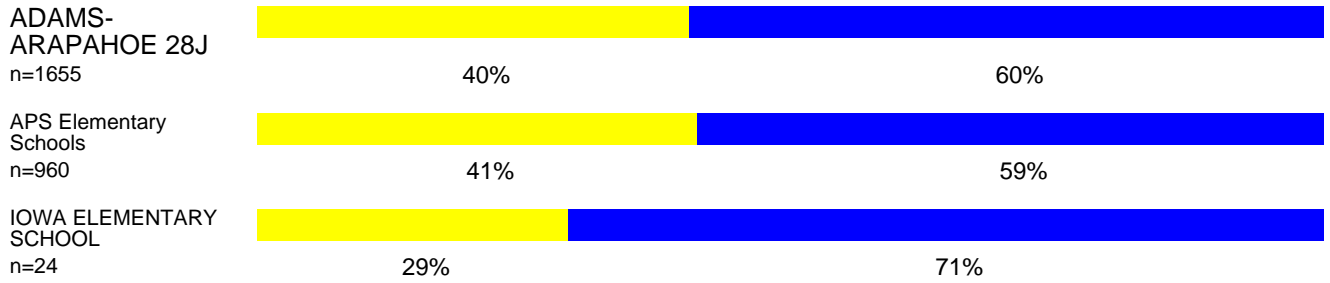
Q8.2 In which of the following areas (if any) do you need professional development to teach your students more effectively?

- Yes
- No

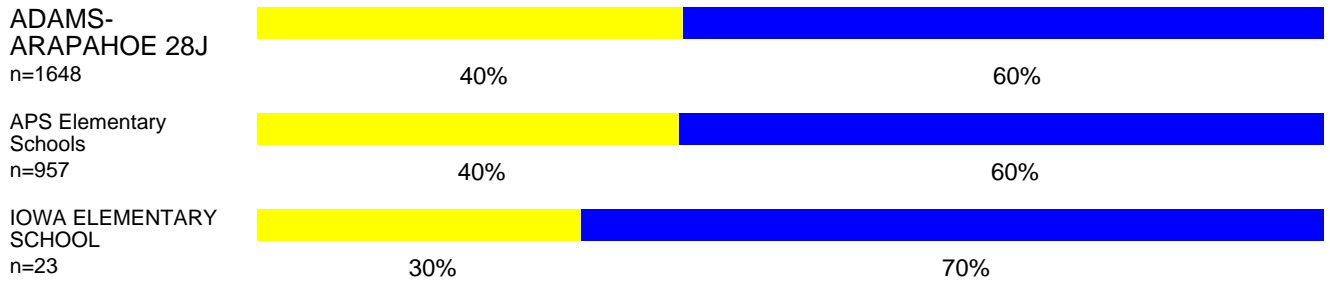
a. Your content area



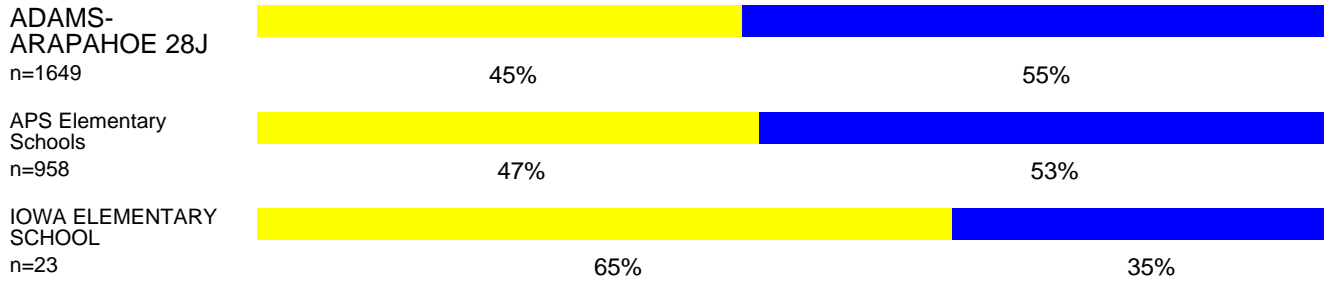
b. Colorado Academic Standards



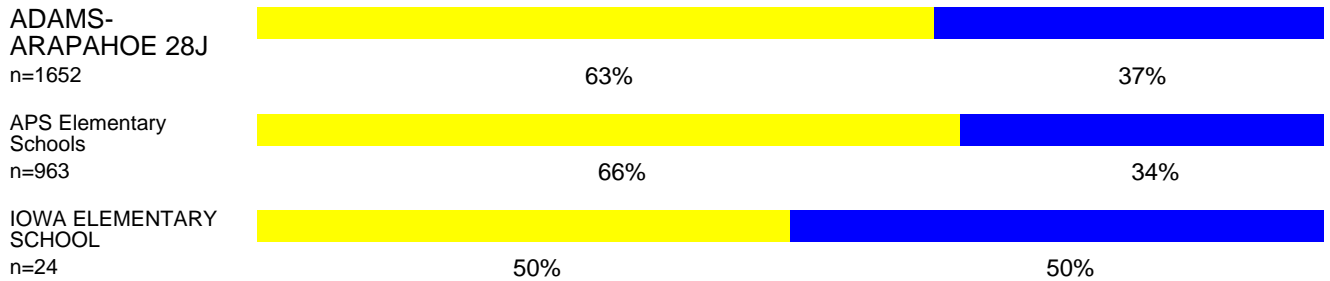
c. Student assessment



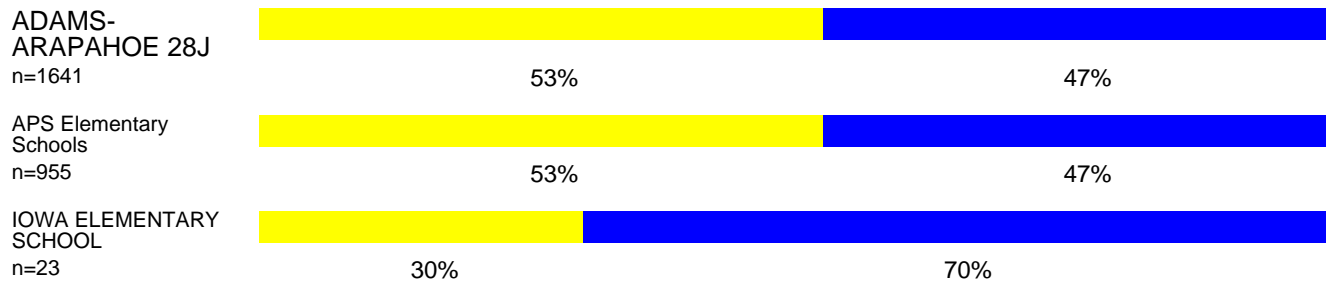
d. Data gathering, management, and use



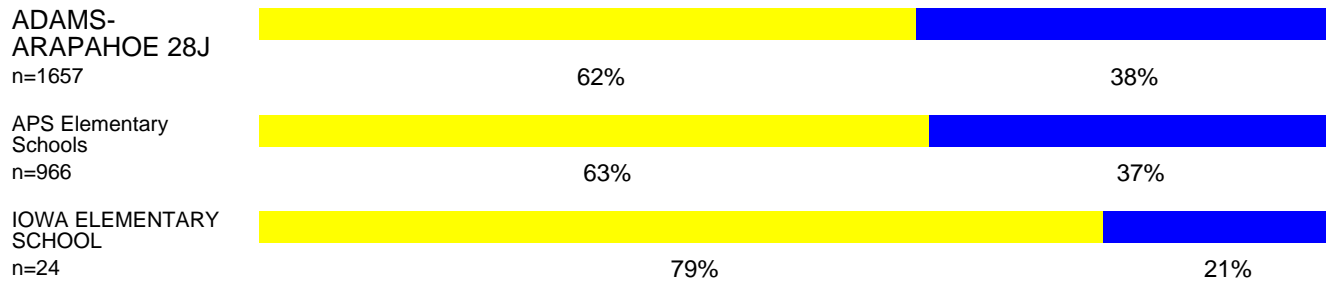
e. Differentiating instruction



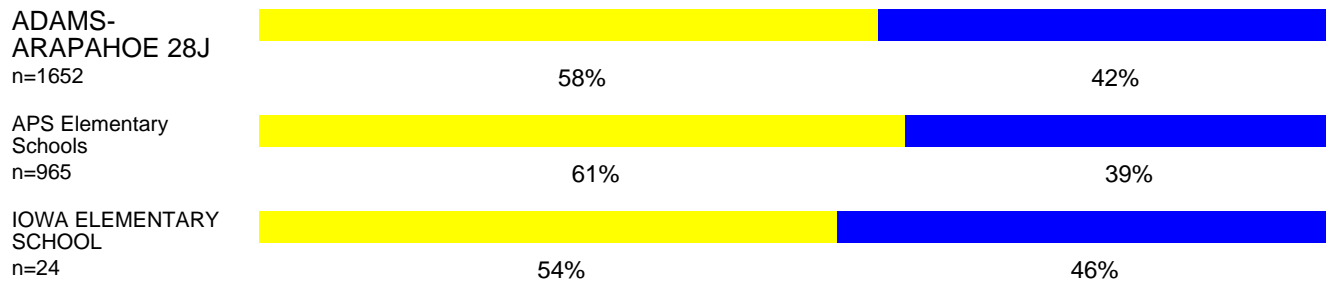
f. English Language Learners (ELL)



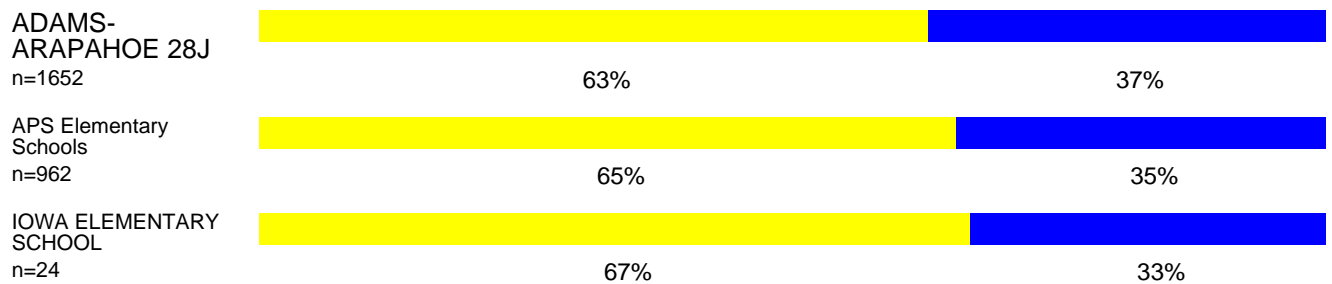
g. Special education (students with disabilities)



h. Students identified as gifted and talented



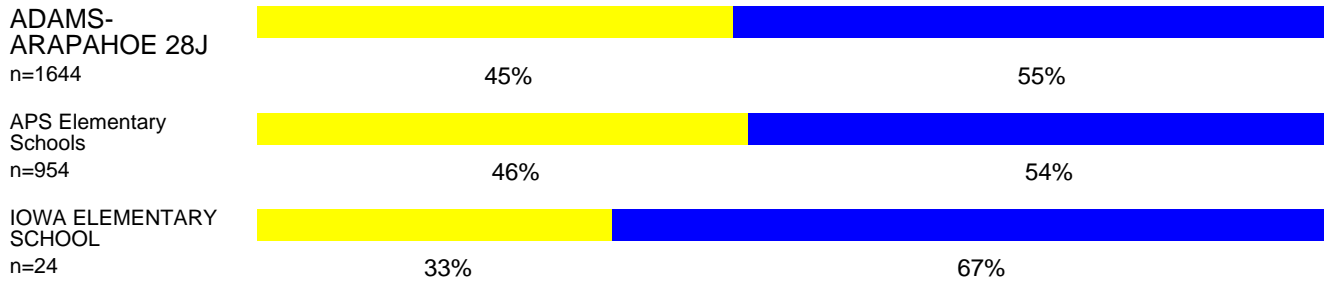
i. Closing the Achievement Gap



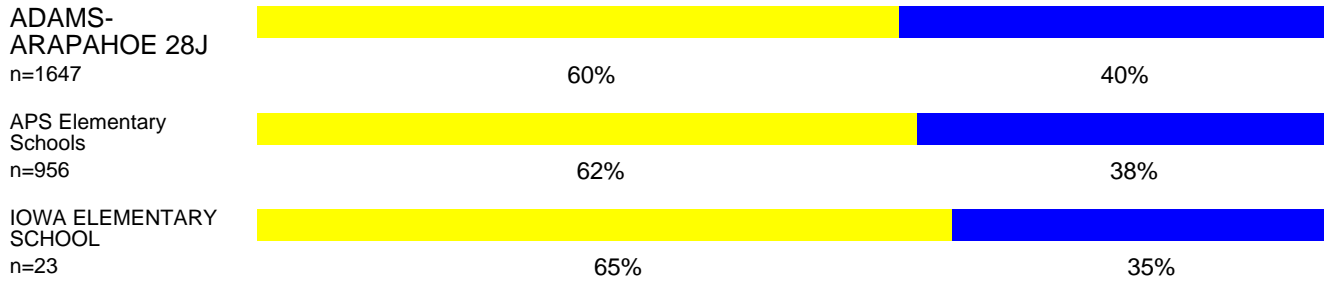
j. Methods of teaching



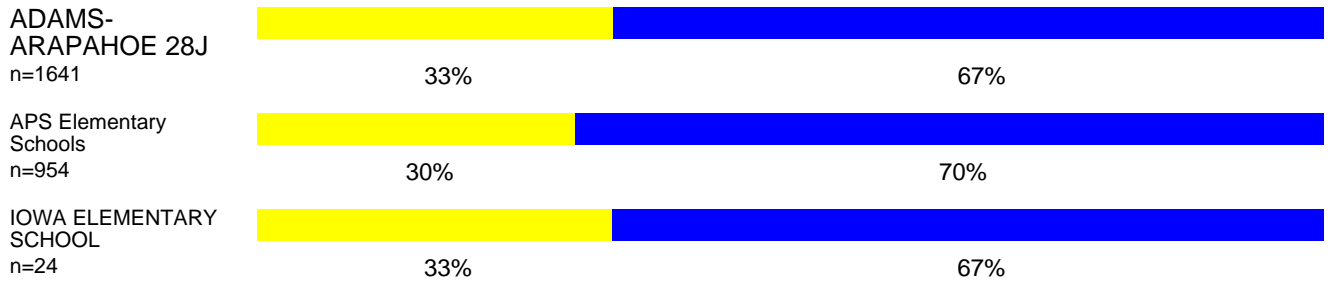
k. Reading strategies



l. Using technology in classroom instruction



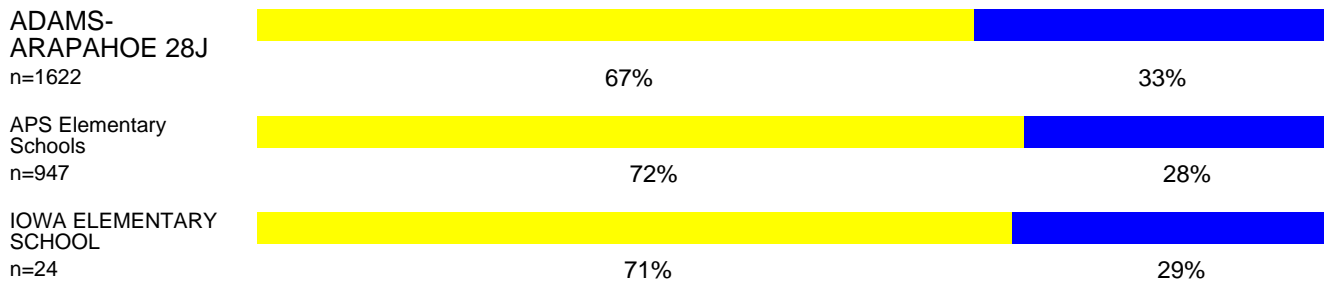
m. Classroom management techniques



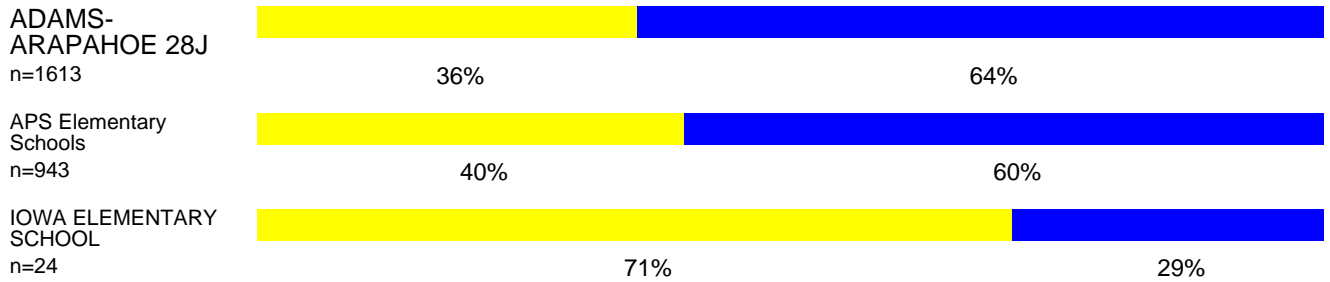
Q8.3 In the past 2 years have you had 10 clock hours or more of professional development in any of the following areas?

■ Yes ■ No

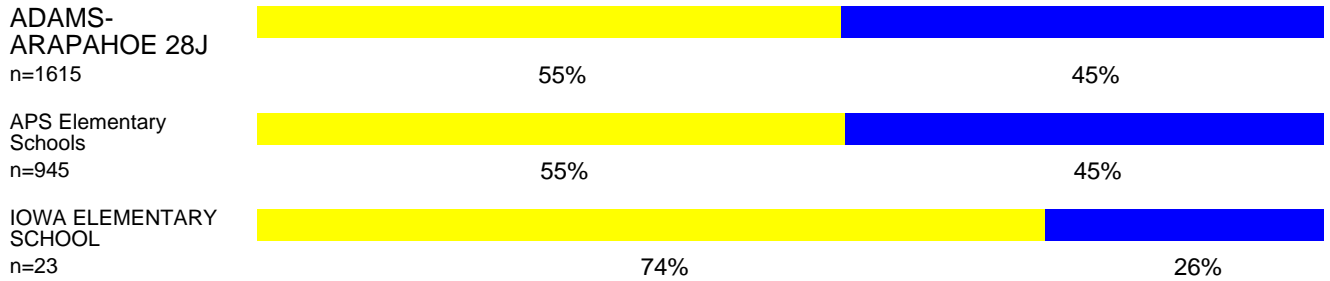
a. Your content area



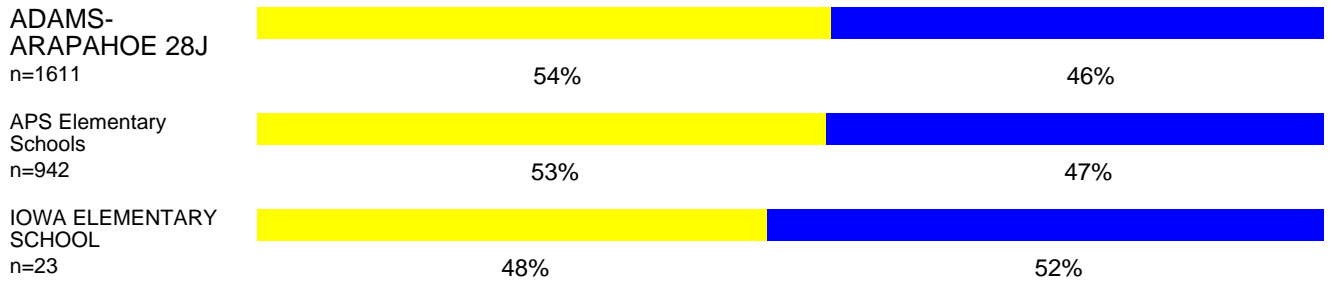
b. Colorado Academic Standards



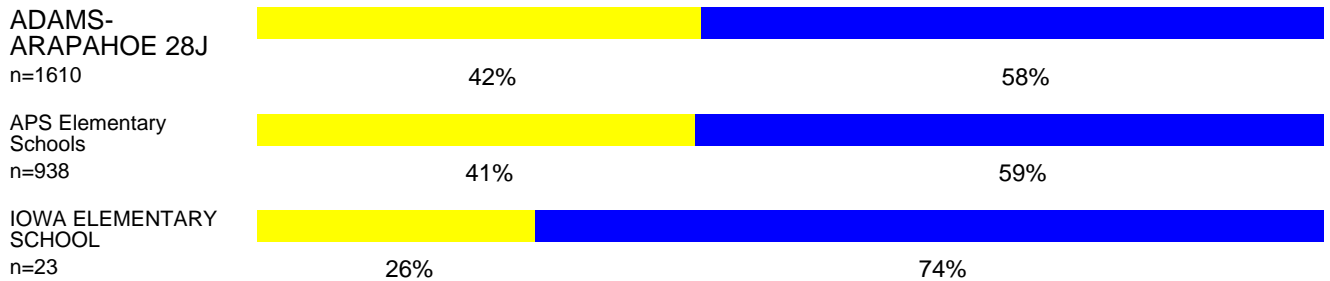
c. Student assessment



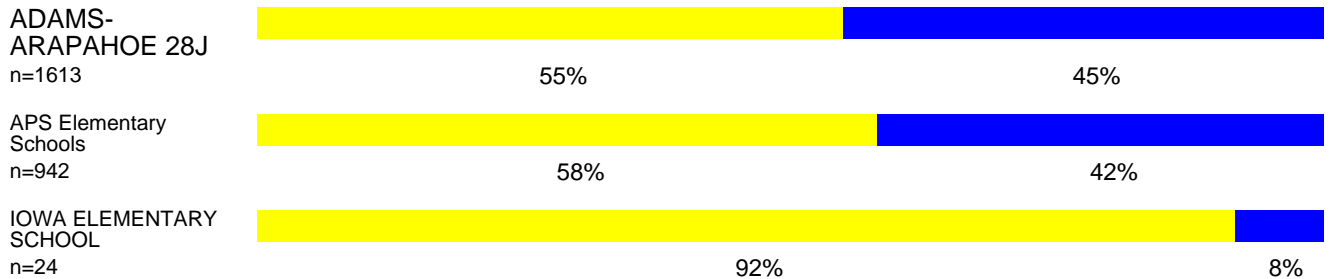
d. Data gathering, management, and use



e. Differentiating instruction



f. English Language Learners (ELL)



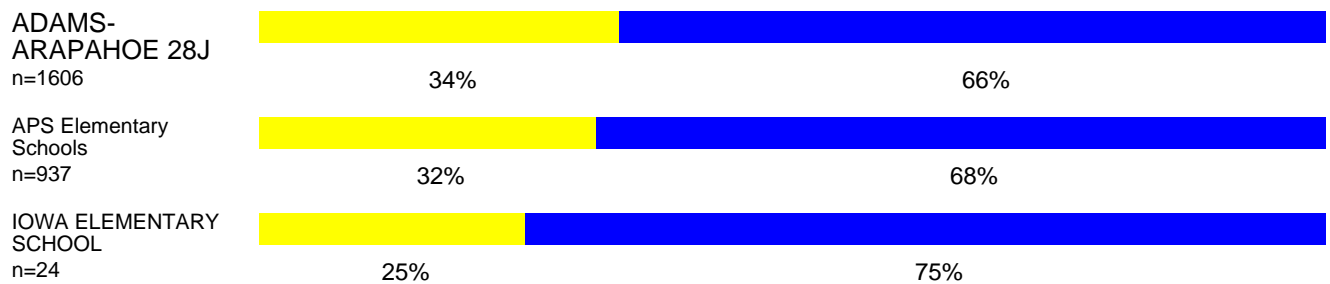
g. Special education (students with disabilities)



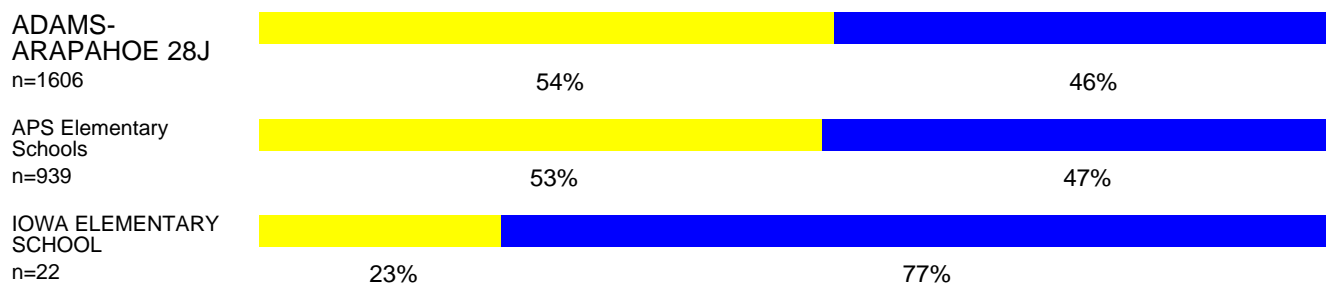
h. Students identified as gifted and talented



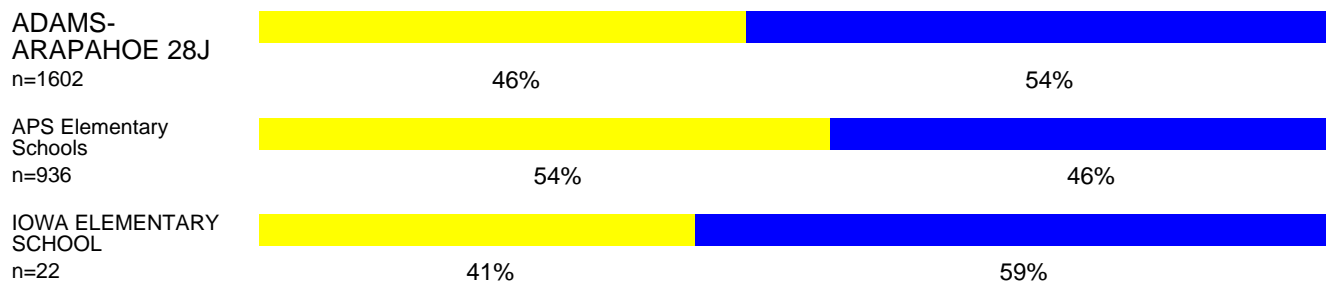
i. Closing the Achievement Gap



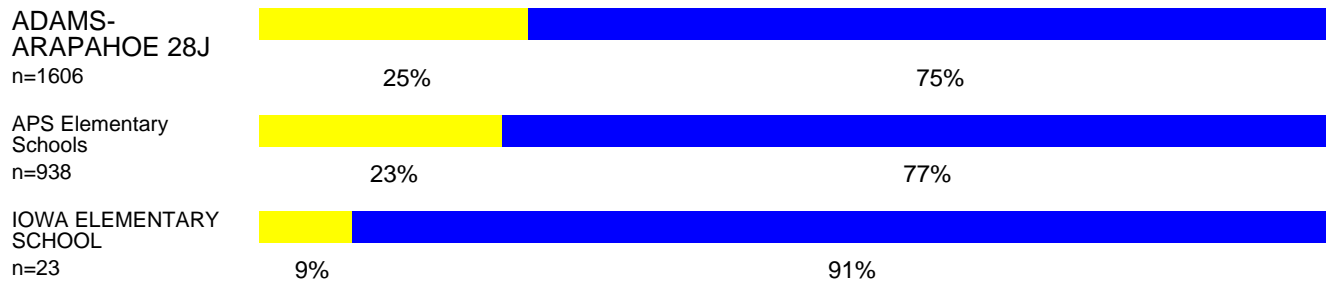
j. Methods of teaching



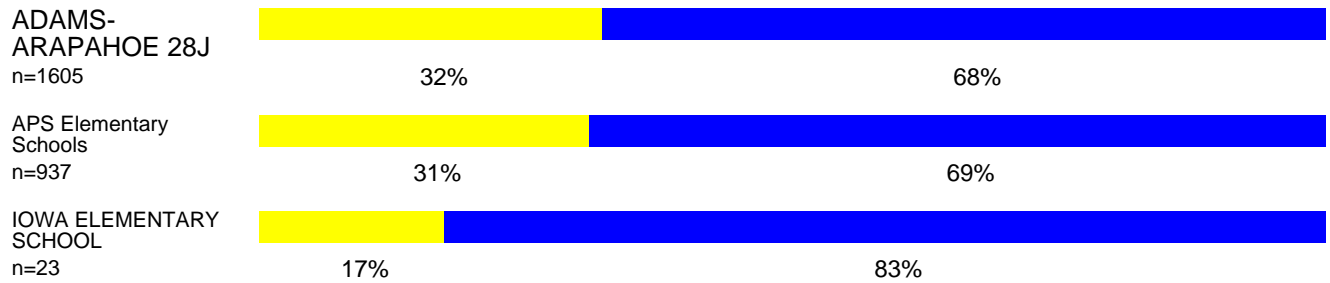
k. Reading strategies



I. Integrating technology into instruction

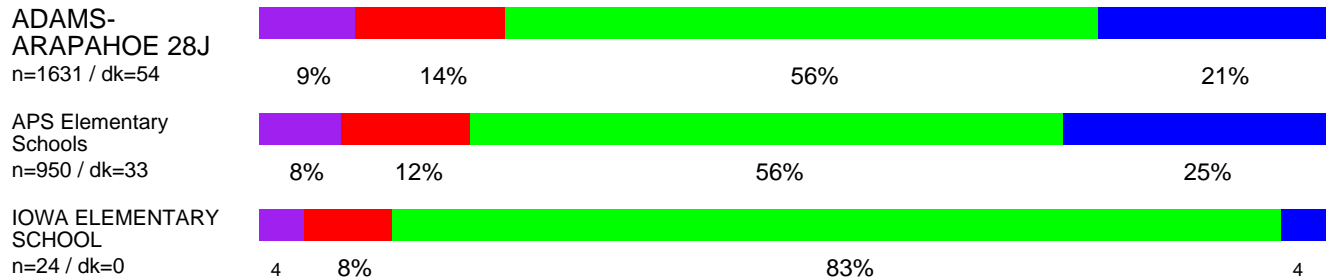


m. Classroom management techniques



Q8.6 School leadership participates in professional development opportunities with teachers.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

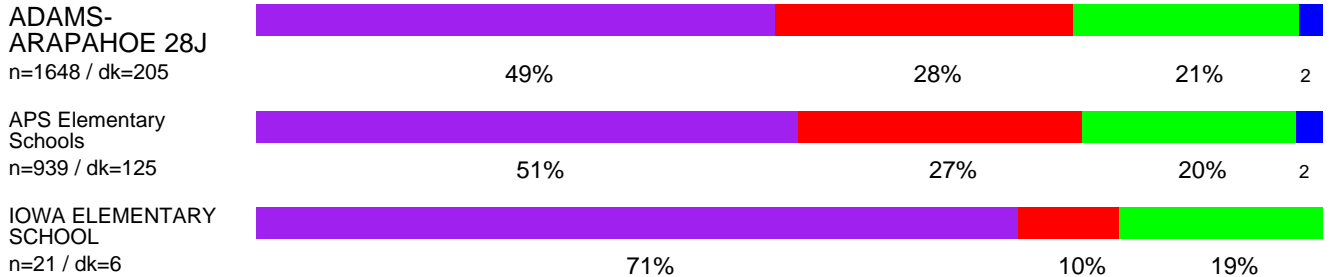


Instructional Practices and Support

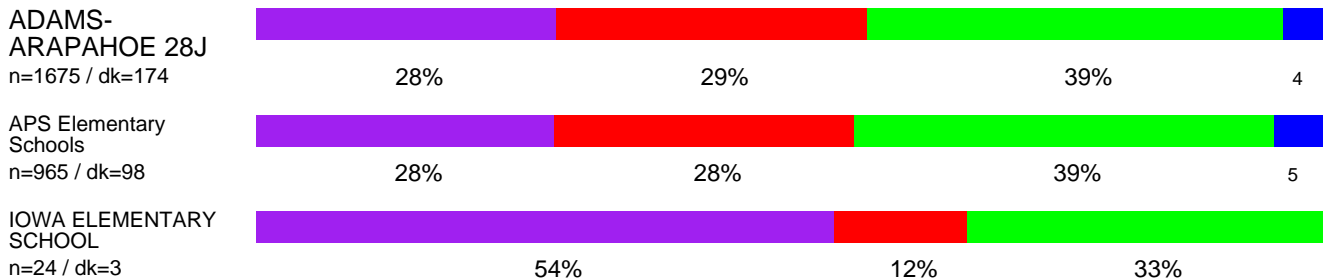
Q9.1 Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

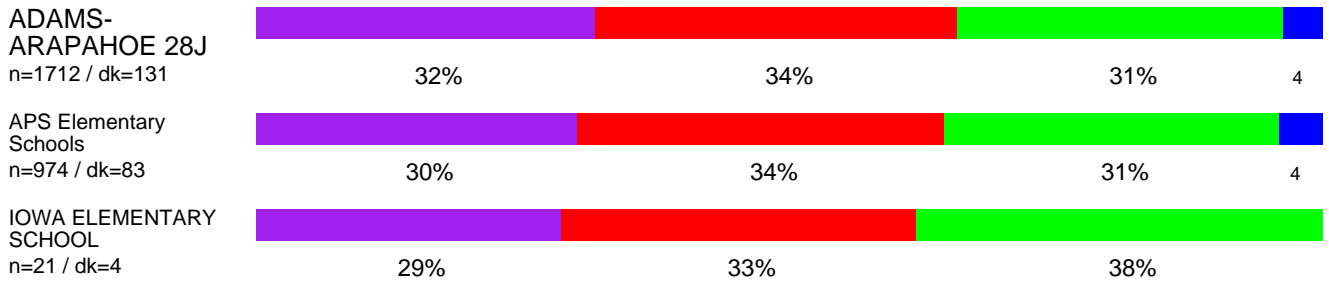
a. State assessment data are available in time to impact instructional practices.



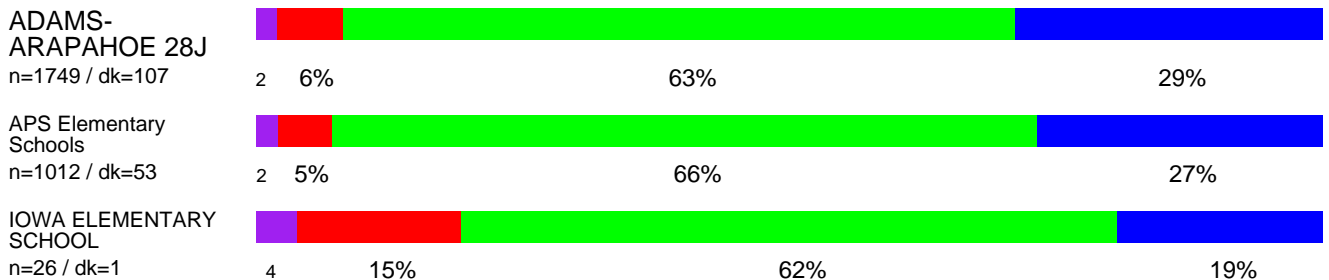
b. State and local assessment data are used to improve student learning.



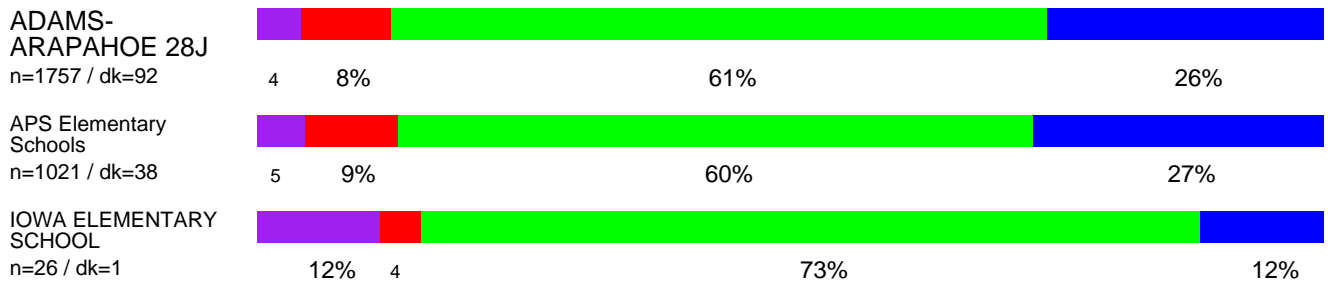
c. State and local assessment data are useful to me in my efforts to improve student learning.



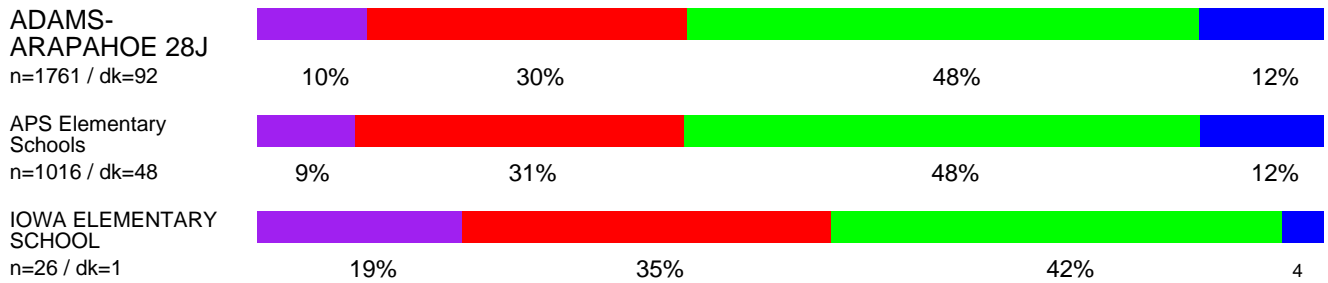
d. Teachers in this school use formative assessments in their classroom to make appropriate adjustments to instruction.



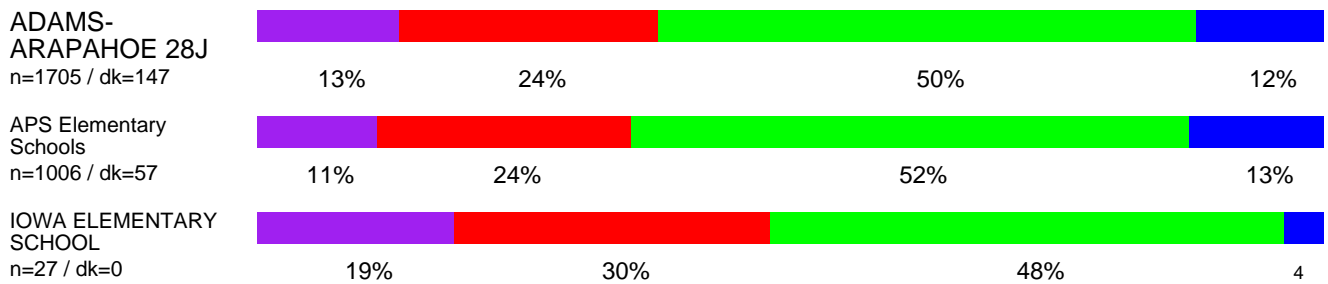
e. The curriculum taught in this school is aligned with Colorado Academic Standards.



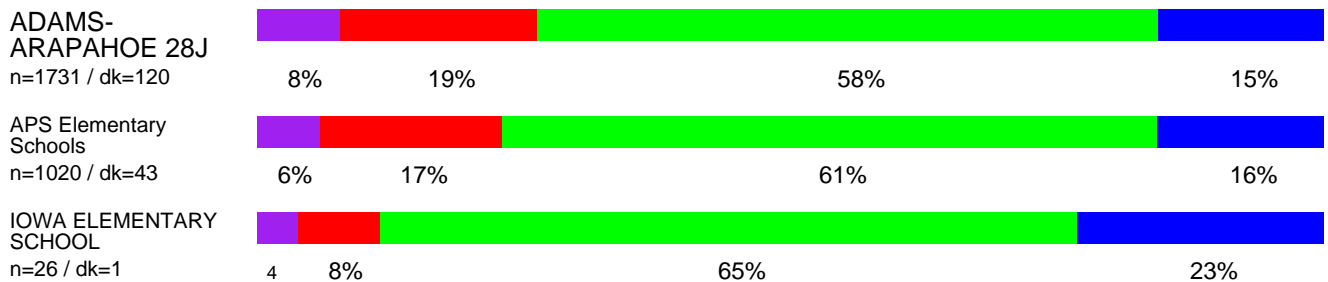
f. The curriculum taught meets the needs of the students.



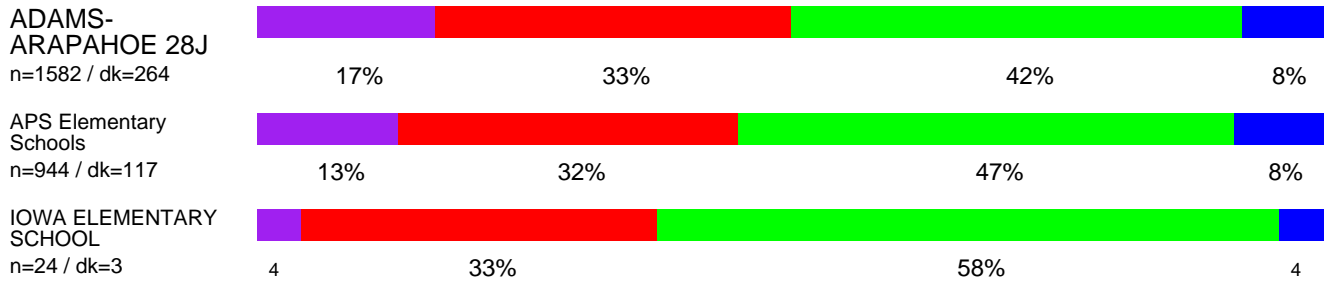
g. This school has an effective approach (e.g., referral/identification process, scheduling, collaborative teaming, supplemental resources, accommodation practices) in place to meet the needs of students in special education.



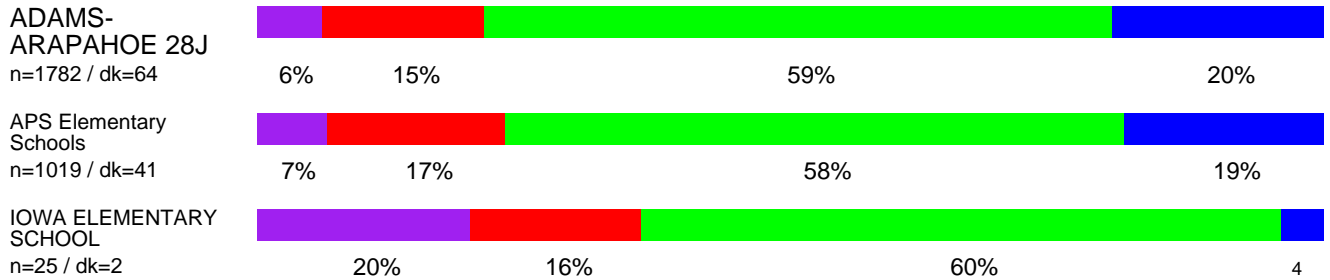
h. This school has an effective approach (e.g., identification process, scheduling, collaborative teaming, instruction for language development) in place to meet the needs of English language learners.



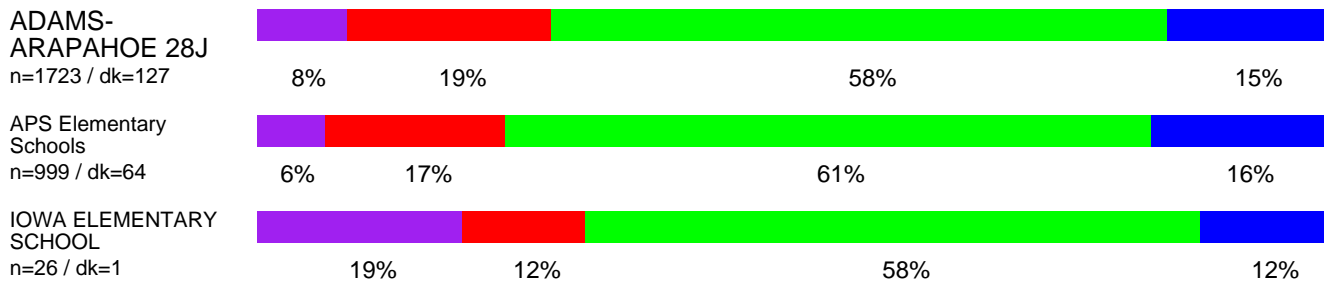
i. This school has an effective approach (e.g., identification process, instruction matched to the child's identified strength and pacing needs) in place to meet the needs of Gifted and Talented students.



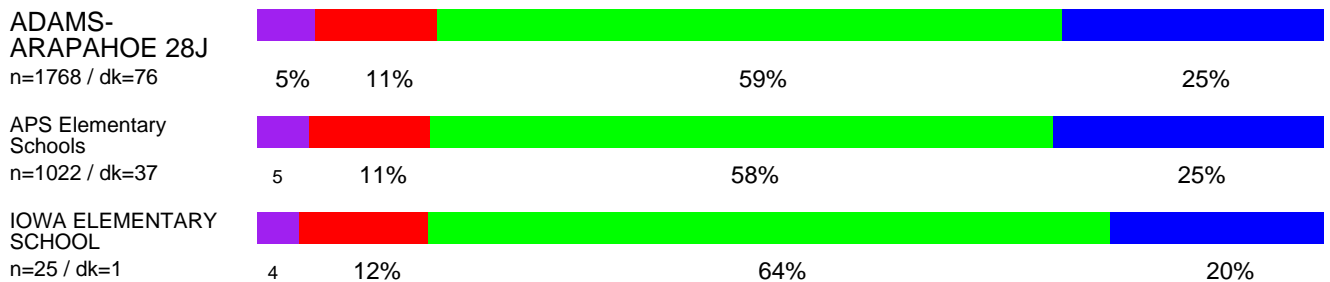
j. Teachers work in professional learning communities to develop and align instructional practices.



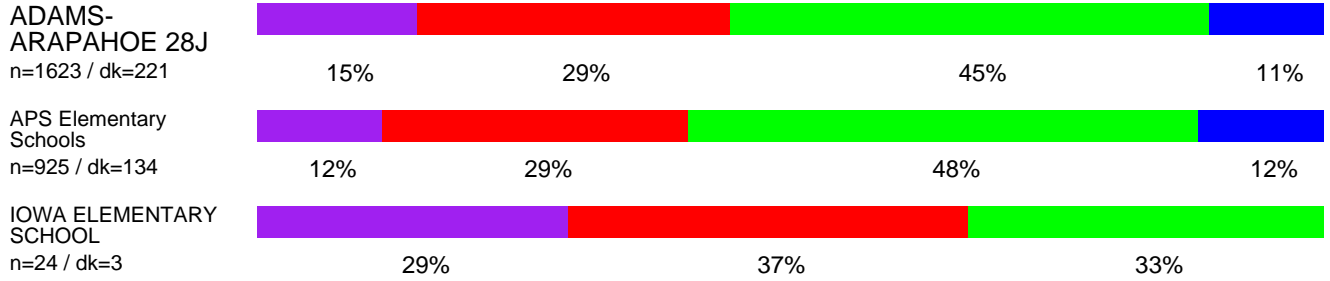
k. Provided supports (i.e., instructional coaching, professional learning communities) translate to improvements in instructional practices by teachers.



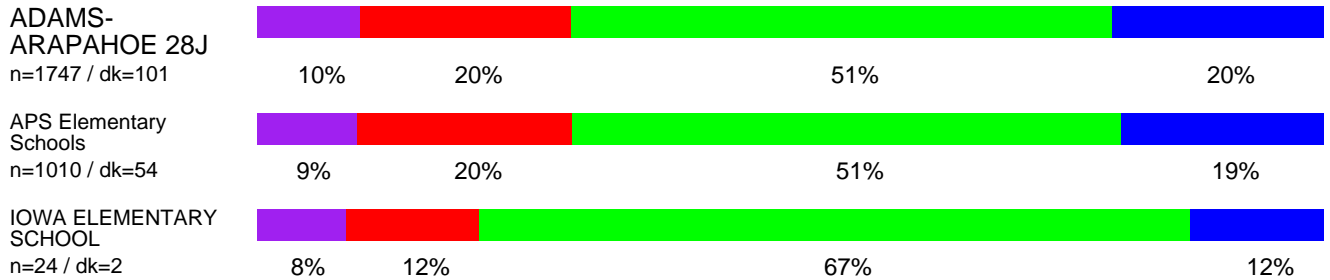
l. Teachers are encouraged to try new things to improve instruction.



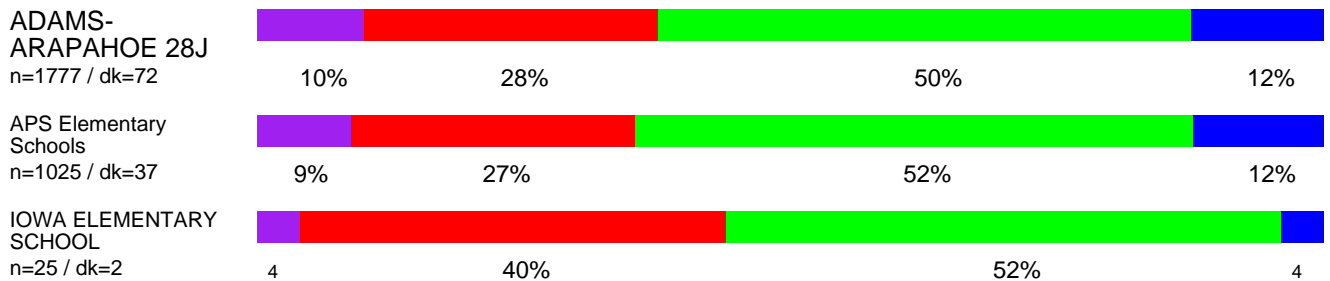
m. Teachers are assigned classes that maximize their likelihood of success with students.



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



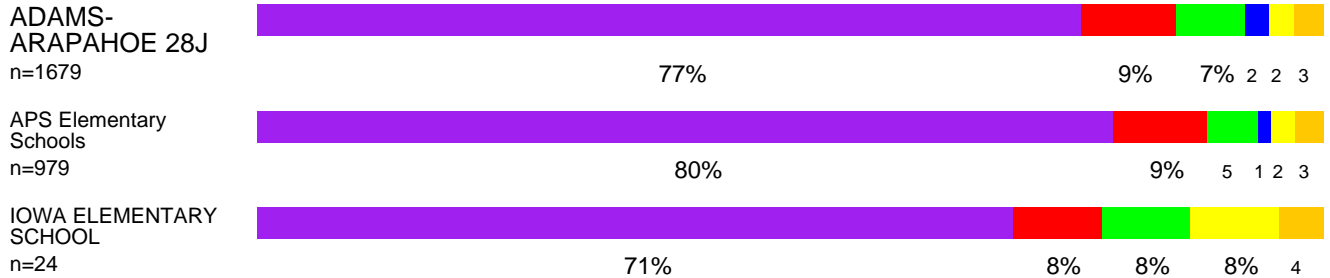
o. Teachers in this school have the support needed to provide culturally- and developmentally-responsive instruction to support the academic and behavioral needs of every student.



Overall

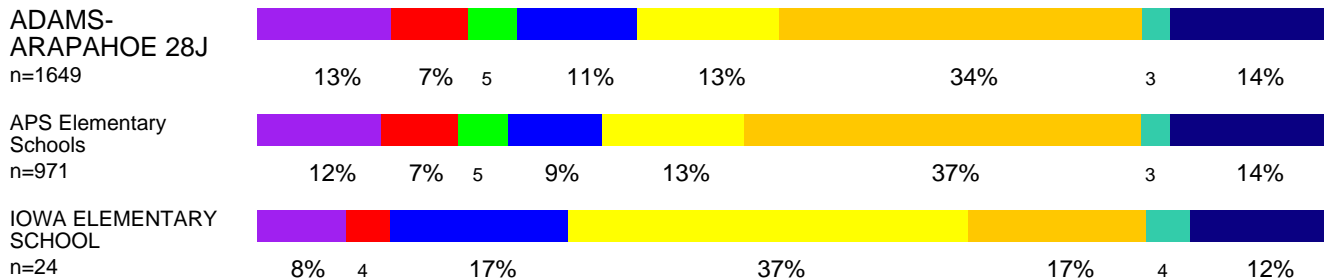
Q10.1 Which of the following best describes your immediate professional plans? (Select one.)

- Continue teaching at my current school
- Continue teaching in this district but leave this school
- Continue teaching in this state but leave this district
- Continue working in education but pursue an administrative position
- Continue working in education but pursue a non-administrative position
- Leave education entirely



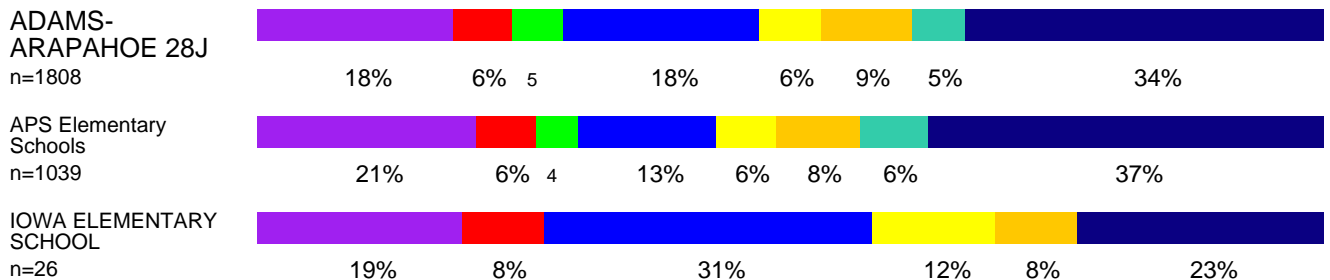
Q10.3 Which aspect of your teaching conditions most affects your willingness to keep teaching at your school? (Select one.)

- Time during the work day
- Facilities and resources
- Community support and involvement
- Managing student conduct
- Teacher leadership
- School leadership
- Professional development
- Instructional practices and support



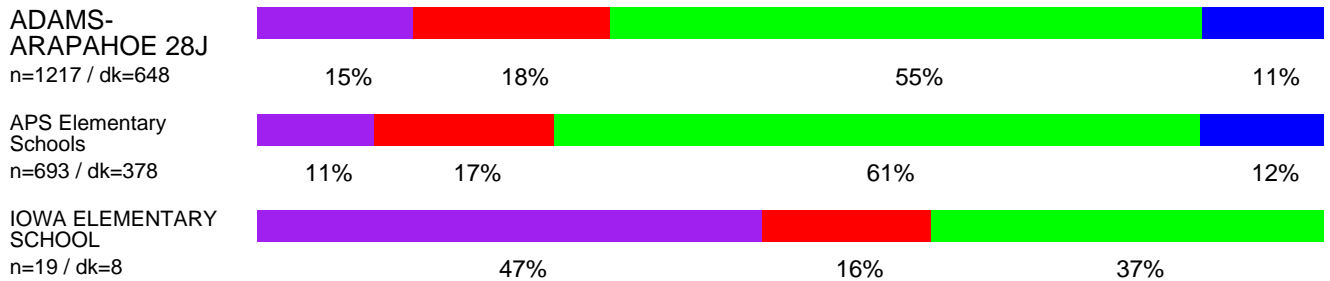
Q10.5 Which aspect of your teaching conditions is most important to you in promoting student learning? (Select one.)

- Time during the work day
- Facilities and resources
- Community support and involvement
- Managing student conduct
- Teacher leadership
- School leadership
- Professional development
- Instructional practices and support



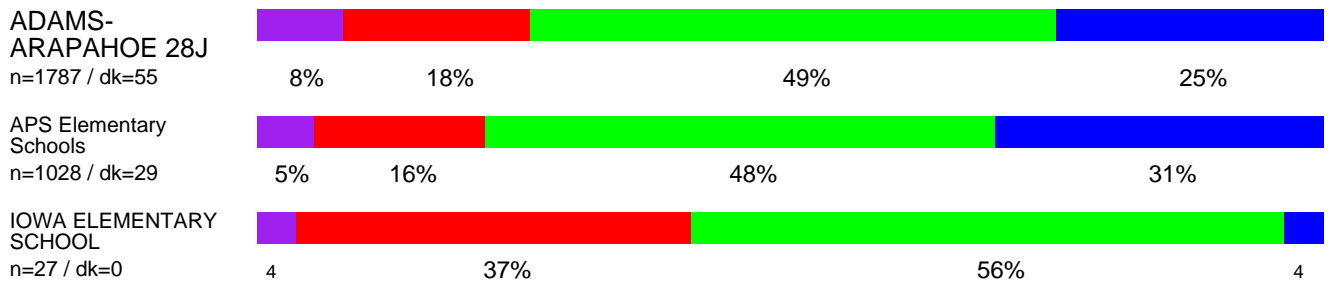
Q10.6 In this school, we use the results of the TELL survey for school improvement.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree



Q10.7 Overall, my school is a good place to work and learn.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree



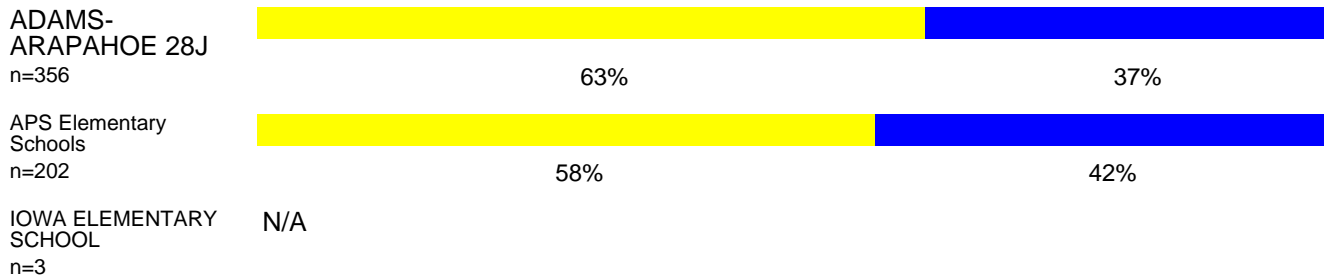
New Teacher Support

Q11.1 As a beginning teacher, I have received the following kinds of supports during this school year.

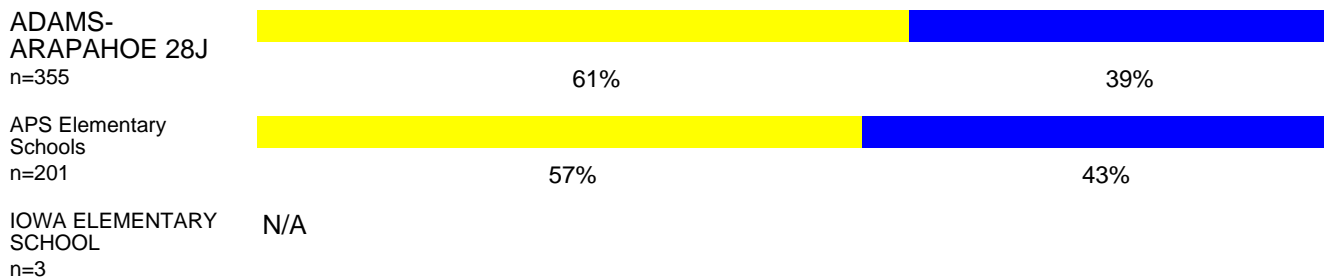
Yes

No

a. Formally assigned mentor



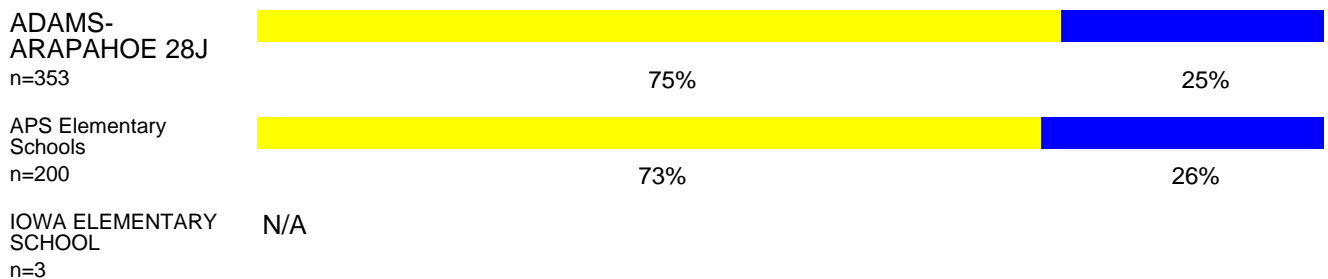
b. Seminars specifically designed for new teachers



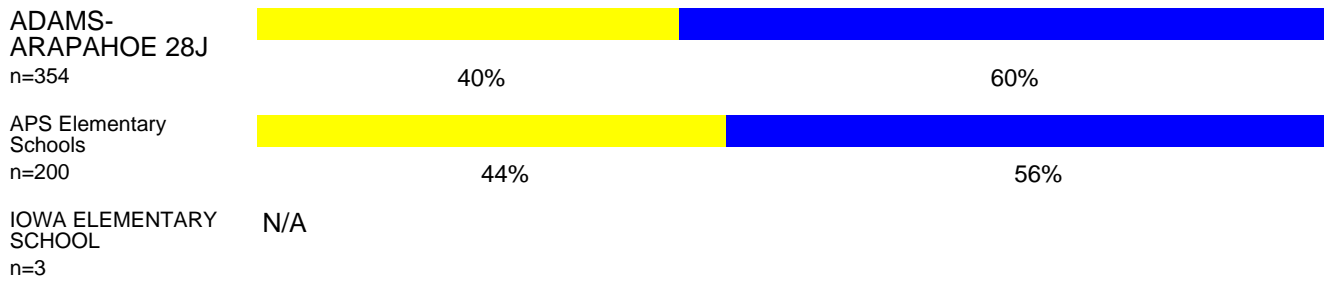
c. Reduced workload



d. Common planning time with other teachers



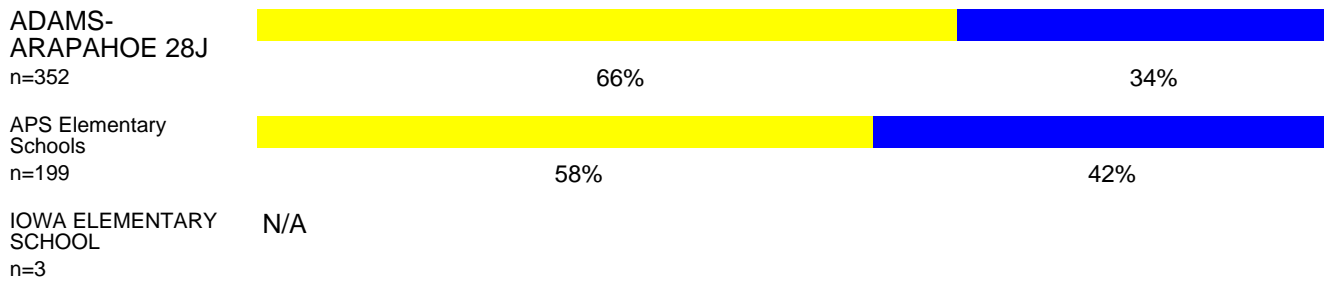
e. Release time to observe other teachers



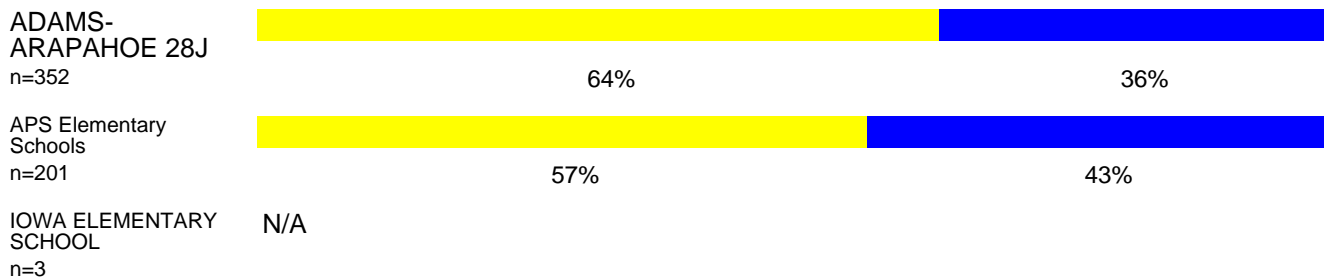
f. Formal time to meet with mentor during school hours



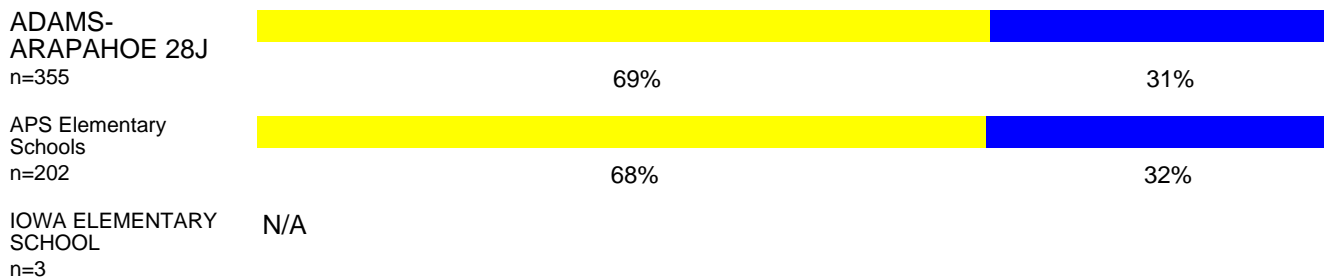
g. Orientation for new teachers



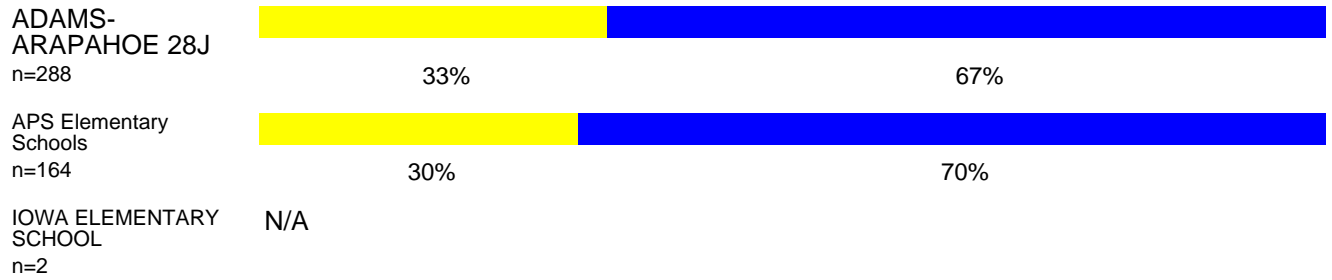
h. Access to professional learning communities where I could discuss concerns with other teacher(s)



i. Regular communication with principals, other administrator, or department chair



j. Other



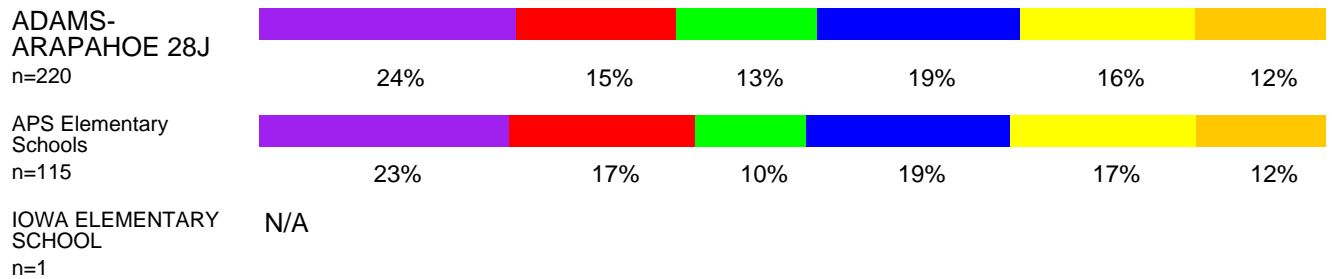
k. I received no additional support as a new teacher.



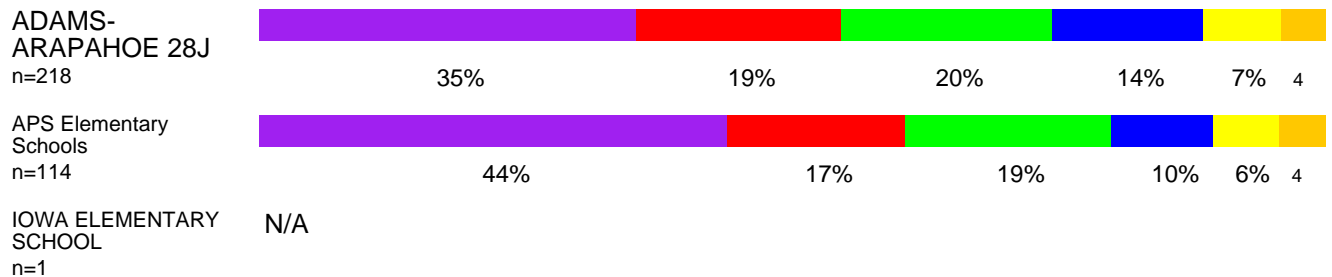
Q11.2 On average, how often did you engage in each of the following activities with your mentor during this school year?



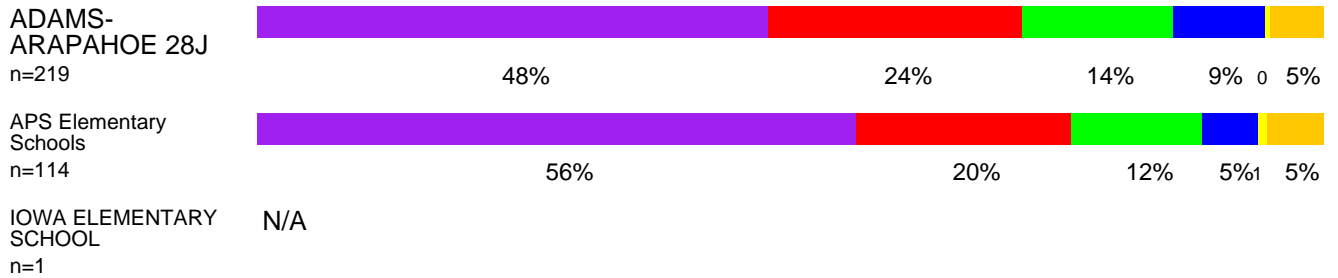
a. Developing lesson plans



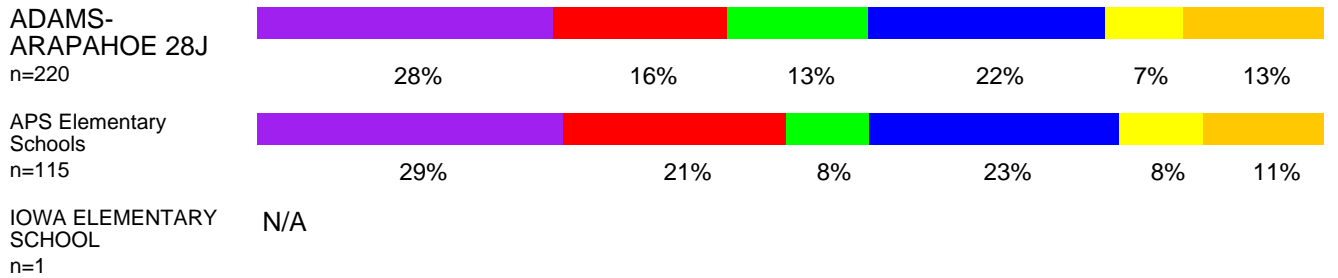
b. Being observed teaching by my mentor



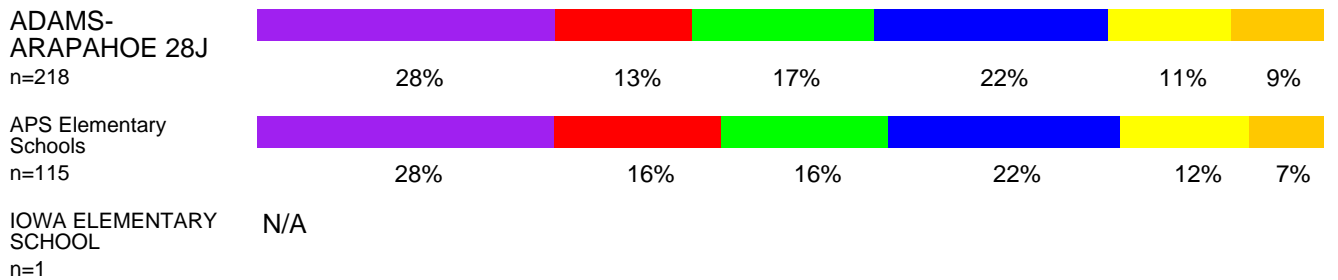
c. Observing my mentor's teaching



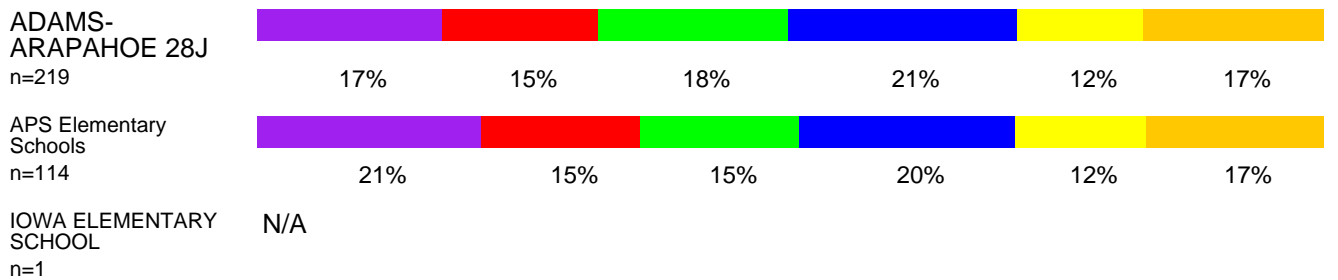
d. Analyzing student work



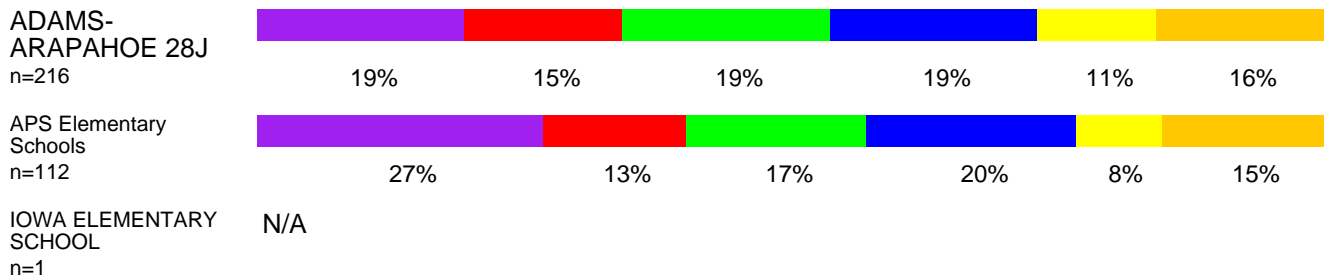
e. Reviewing results of students' assessments



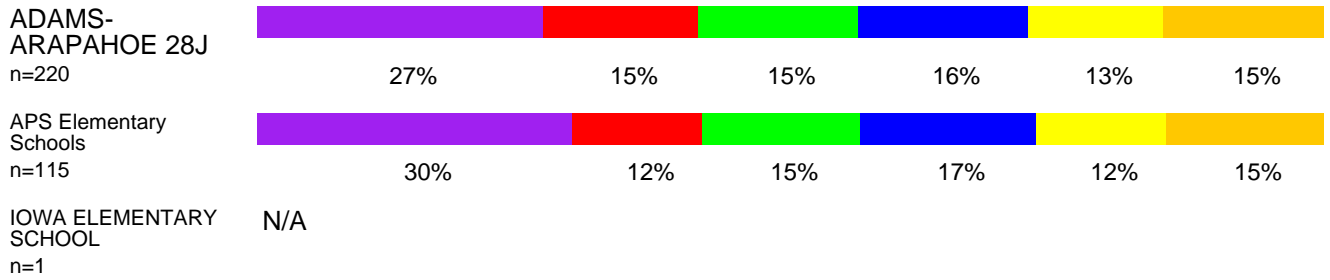
f. Addressing student or classroom behavioral issues



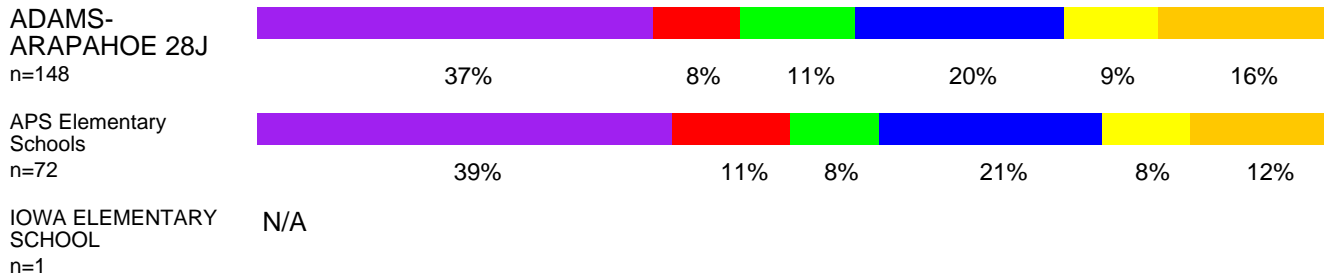
g. Reflecting on the effectiveness of my teaching together



h. Aligning my lesson planning with the state curriculum and local curriculum



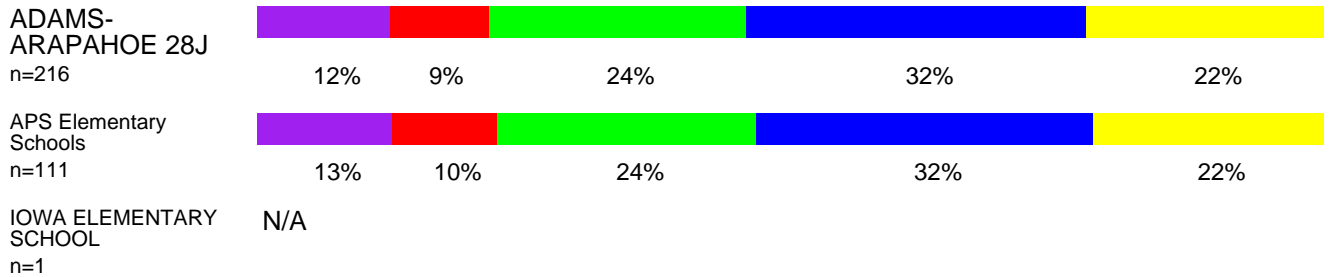
i. Other



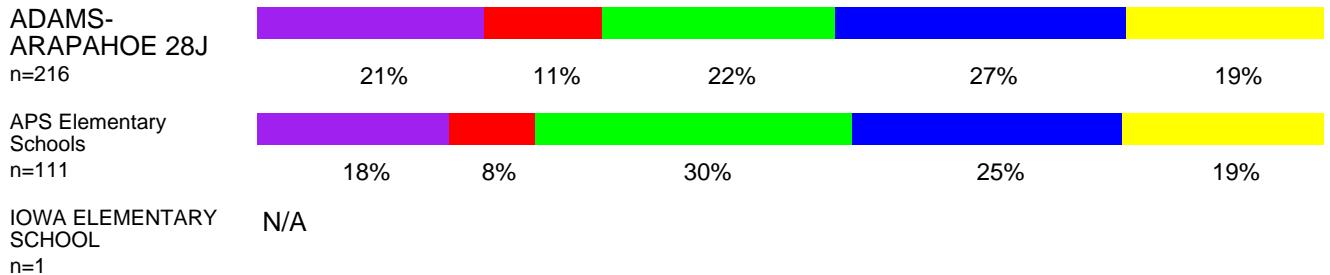
Q11.3 How much did the support you received from your mentor influence your practice in the following areas during this school year?



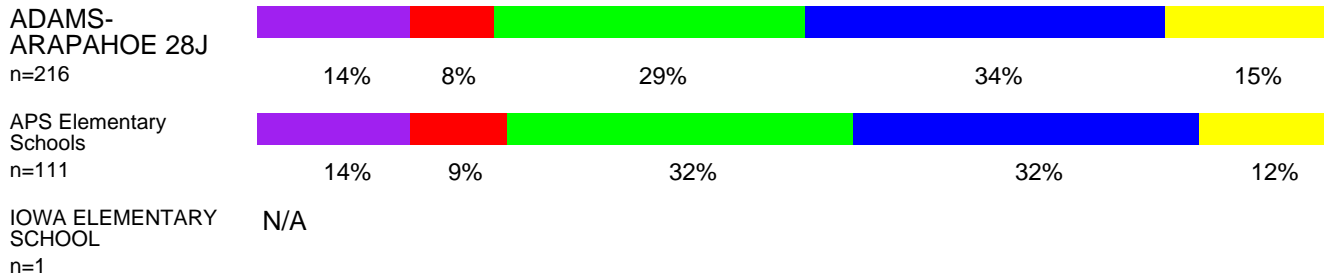
a. Instructional strategies



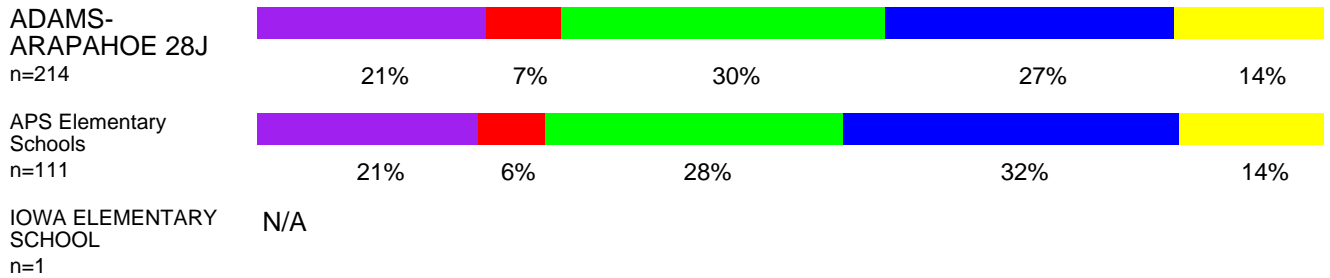
b. Subject matter I teach



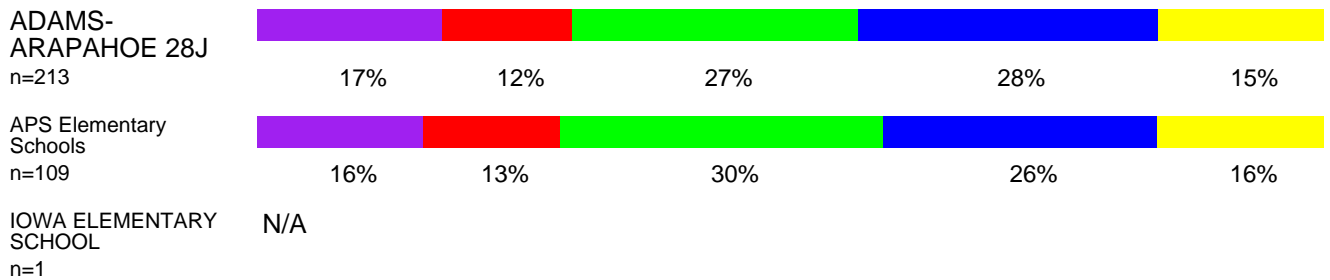
c. Classroom management strategies



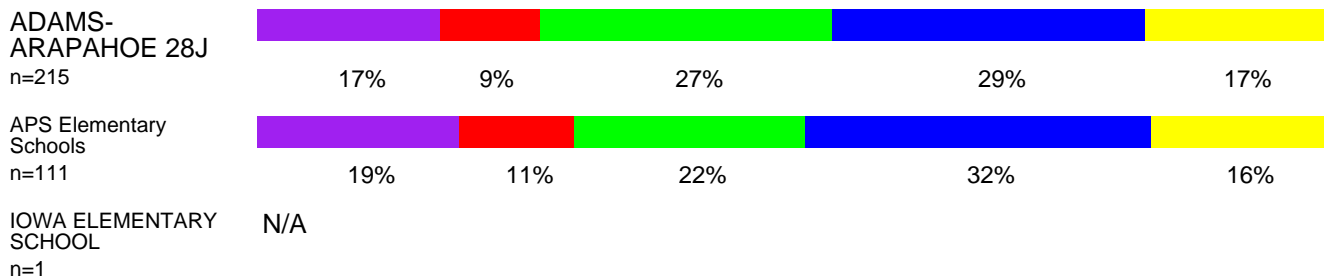
d. Using data to identify student needs



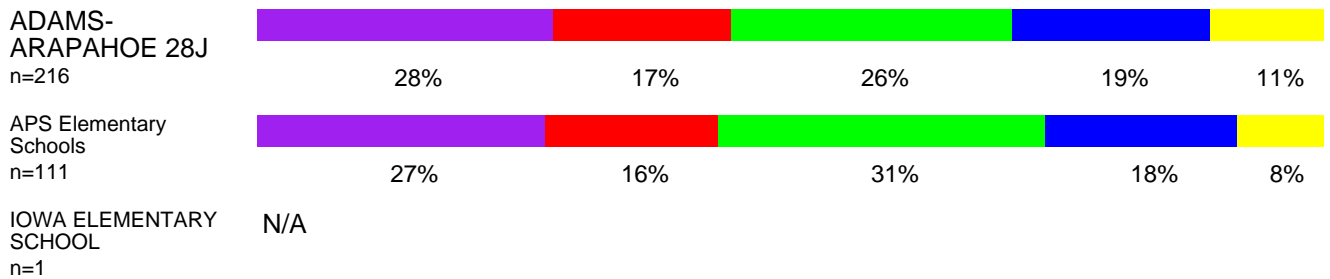
e. Differentiating instruction based upon individual student needs and characteristics



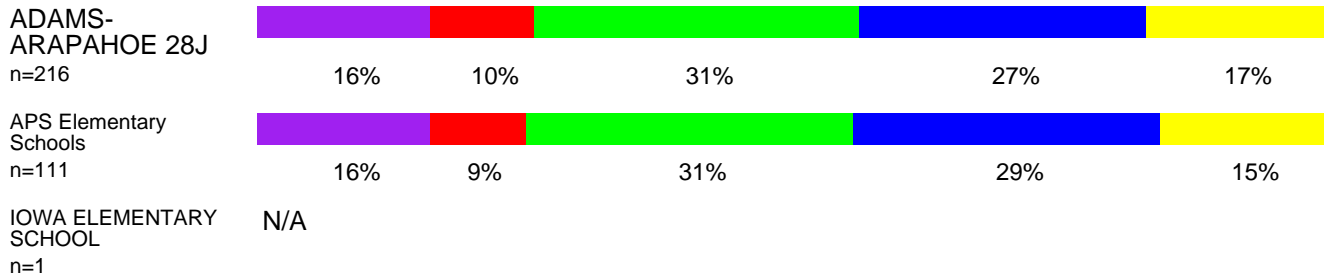
f. Creating a supportive, equitable classroom where differences are valued



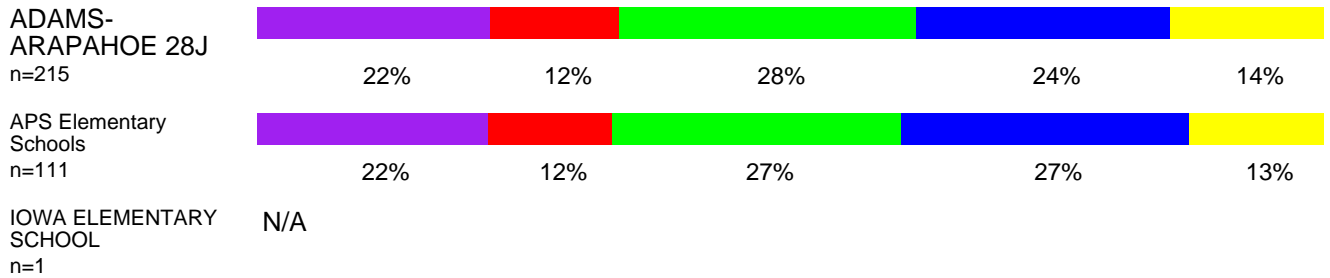
g. Enlisting the help of family members, parents, and/or guardians



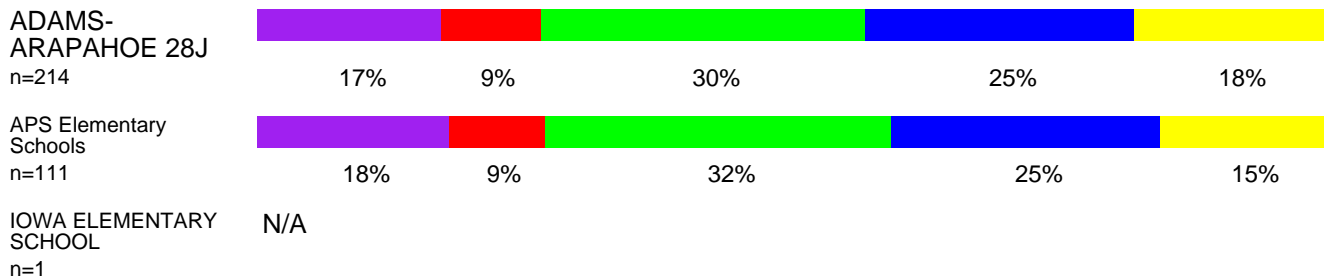
h. Working collaboratively with other teachers at my school



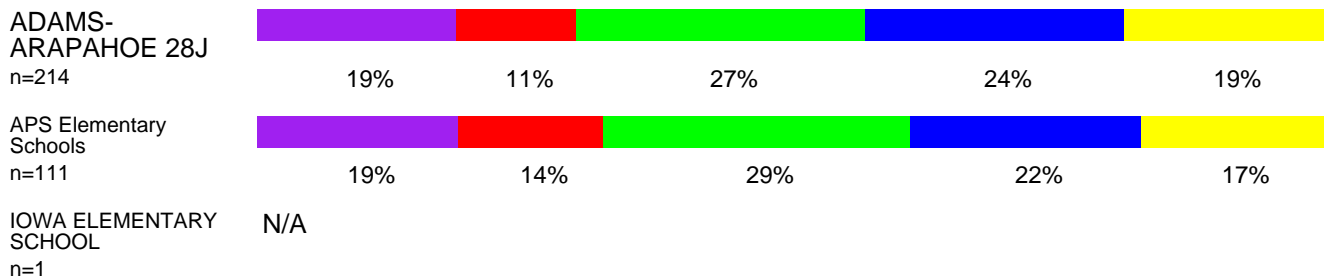
i. Connecting with key resource professionals (e.g., coaches, counselors, etc.)



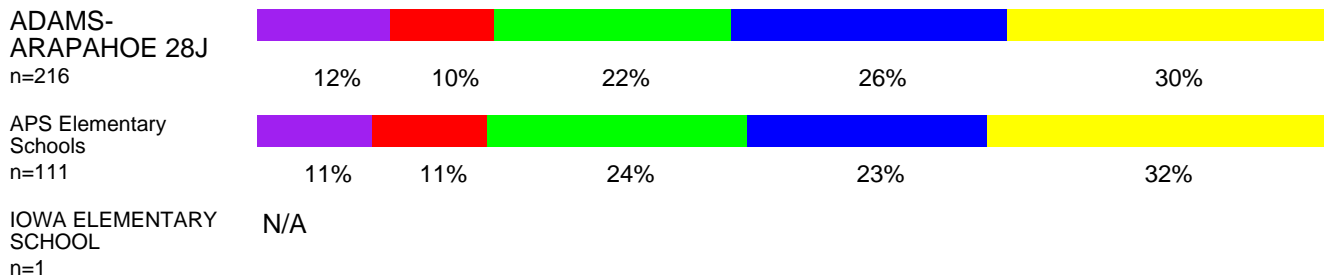
j. Complying with policies and procedures



k. Completing administrative paperwork

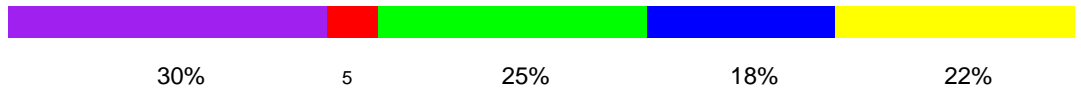


l. Providing emotional support

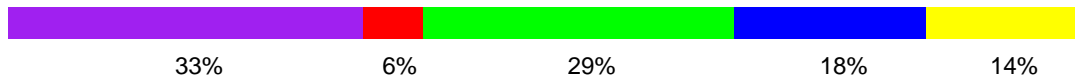


m. Other

ADAMS-ARAPAHOE 28J
n=147



APS Elementary Schools
n=72



IOWA ELEMENTARY SCHOOL
n=1

N/A

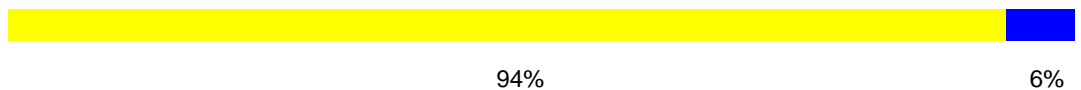
Q11.4 Please indicate whether each of the following were true for you and your mentor during this school year.

Yes

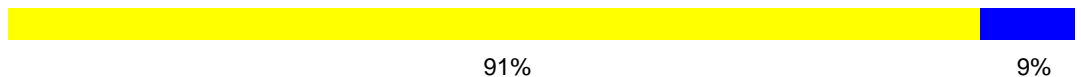
No

a. My mentor and I were in the same building.

ADAMS-ARAPAHOE 28J
n=217



APS Elementary Schools
n=113



IOWA ELEMENTARY SCHOOL
n=1

N/A

b. My mentor and I taught in the same content area.

ADAMS-ARAPAHOE 28J
n=216



APS Elementary Schools
n=112



IOWA ELEMENTARY SCHOOL
n=1

N/A

c. My mentor and I taught the same grade level.

ADAMS-ARAPAHOE 28J
n=213



APS Elementary Schools
n=112

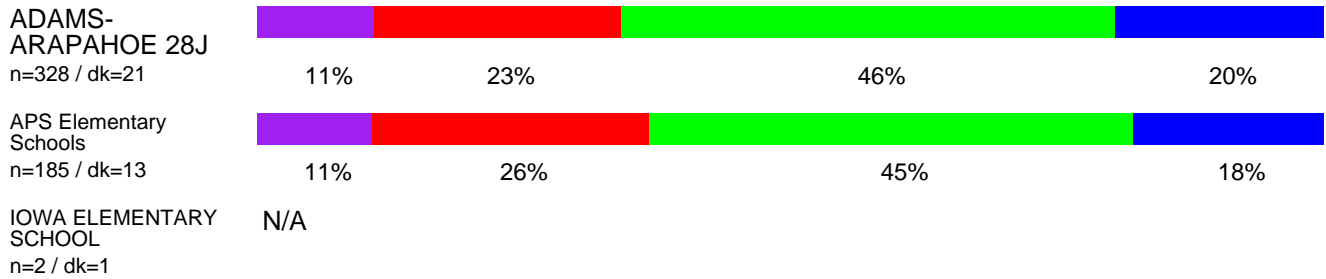


IOWA ELEMENTARY SCHOOL
n=1

N/A

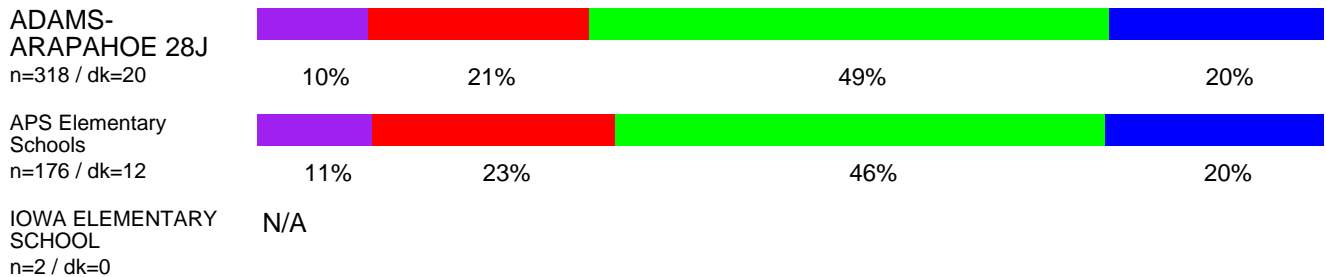
Q11.5 Overall, the additional support I received as a new teacher during this school year improved my instructional practice.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree



Q11.6 Overall, the additional support I received as a new teacher during this school year has helped me to impact my students' learning.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree



Q11.7 Overall, the additional support I received as a new teacher during this school year has been important in my decision to continue teaching at this school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

