

STATE AGENCY REPORT

Teaching & Learning Conditions Colorado Survey



Prepared for
Colorado Department of Education

Number of respondents (#)
46088

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HOW TO READ YOUR REPORT

How to get the most from your report



ABOUT YOUR REPORT

The Teaching and Learning Conditions in Colorado (TLCC) Survey – formerly TELL Colorado survey - is a statewide survey of school-based staff (teachers and building leadership) on their perceptions of the teaching and learning conditions in their schools. Questions were asked about instructional support, professional development, managing student conduct, use of time, leadership, facilities and resources, family and community support, and future plans. Demographic questions were limited to ensure participant anonymity.

The TLCC results give you a powerful tool for understanding teachers and leaders' experience in their classrooms and schools. These results may confirm some of what you already know about classrooms and schools, may surprise you with details that you didn't know, and most likely will open up new questions about areas you want to explore further.

SURVEY DESIGN

The survey is led by the Colorado Department of Education (CDE) and operated through a statewide collaborative that includes the Colorado Association of School Boards, Colorado Association of School Executives, Colorado Education Association, Colorado Education Initiative, Colorado League of Charter Schools, Colorado Rural Alliance and representatives from school districts, universities and researchers. APA Consulting developed the TLCC survey by working closely with the partner organizations, districts and educators in the field. Cambridge Education administered the inaugural launch the survey in January 2018.

SCORING AND REFERENCE DATA

After responding to demographic questions, educators indicated one of four response options for each item on the survey. Scores in this report are percentages based on the proportion of staff who replied "Agree" or "Strongly Agree." Responses to "I don't Know" do not affect favorability ratings. You can see a full breakdown of how all educators responded in the "Results" section.

Items on the TLCC have varying levels of meaning by design, so it is not as easy as simply looking at the highest and lowest items to identify strengths and areas of improvement. When examining a school's results, you should think carefully about the priorities of your school(s) and departments, and then identify relative strengths and weaknesses across teachers and schools.

USE OF CHARTS & LEGENDS



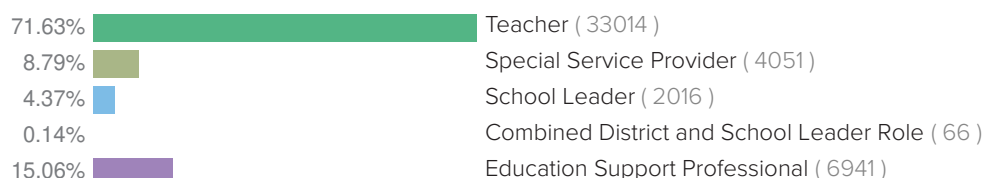
DEMOGRAPHICS

Who took the survey?

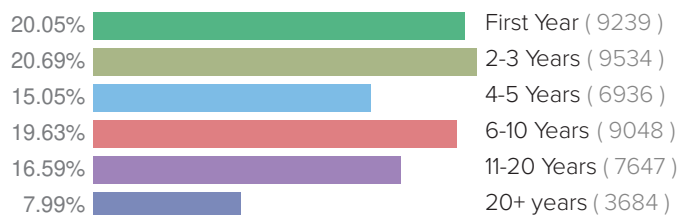
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

46088 total respondents

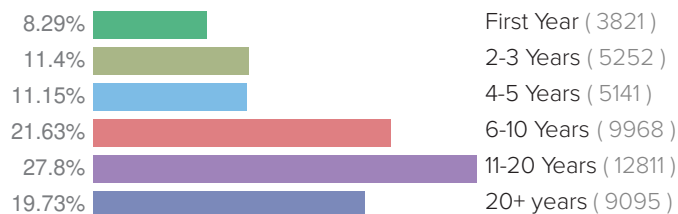
D What is your current position at the school?



D How many years have you worked at your present school in the position identified in question 1?



D How many years have you worked in your career in this position/role?



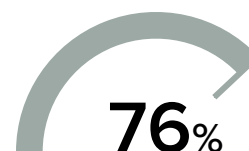
REPORT OVERVIEW

Your results at a glance



TLCC Survey

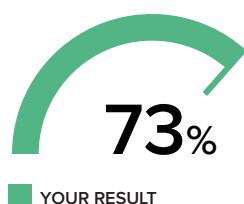
REPORT OVERALL FAVORABILITY



YOUR RESULTS

NQ

New Staff Questions



TOP ITEM RESULT

84%

Q Job/Instructional support and classroom support (e.g., ideas, resources, advice on doing my job well)

SL

School Leadership



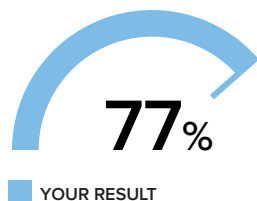
TOP ITEM RESULT

91%

Q Teachers are aware of what they are being evaluated on, including the evaluation rubric and measures of student learning/outcomes...

SL

Staff Leadership



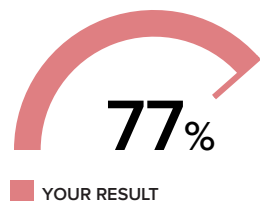
TOP ITEM RESULT

82%

Q Teachers and support personnel have leadership opportunities in this school.

MC

Managing Student Conduct



TOP ITEM RESULT

97%

Q Students at this school have at least one adult on staff they can trust to support them with social, emotional, or personal concerns.

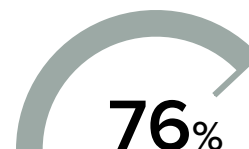
REPORT OVERVIEW

Your results at a glance



TLCC Survey

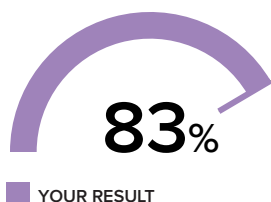
REPORT OVERALL FAVORABILITY



YOUR RESULTS

IS

Instructional Practices and Support



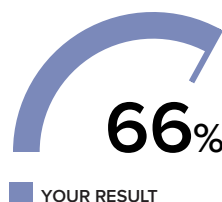
TOP ITEM RESULT

98%

Q Teachers use formative assessment data to improve their students' learning.

PD

Professional Development



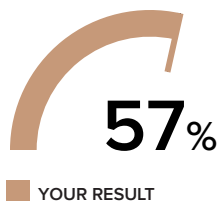
TOP ITEM RESULT

84%

Q Support personnel are able to participate in the professional development that is offered.

T

Time



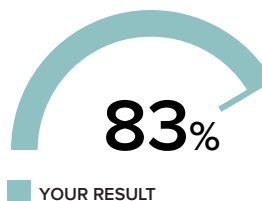
TOP ITEM RESULT

62%

Q Teachers' and support personnels' time is protected from duties that take time away from teaching/their primary duties.

FR

Facilities and Resources



TOP ITEM RESULT

92%

Q Our school is a safe place to work.

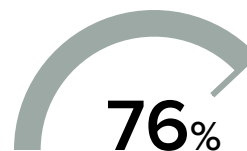
REPORT OVERVIEW

Your results at a glance



TLCC Survey

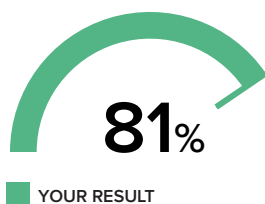
REPORT OVERALL FAVORABILITY



YOUR RESULTS

CI

Community Support and Involvement



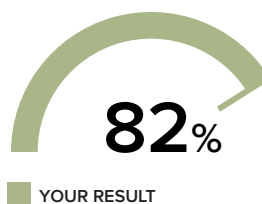
TOP ITEM RESULT

92%

Q Every family has access to information about what is happening in the school.

GR

General Reflection



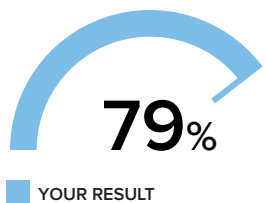
TOP ITEM RESULT

89%

Q I would recommend this school as a good place for students to learn.

DS

District Supports



TOP ITEM RESULT

84%

Q District leadership takes steps to solve problems.

HISTORICAL RESULTS

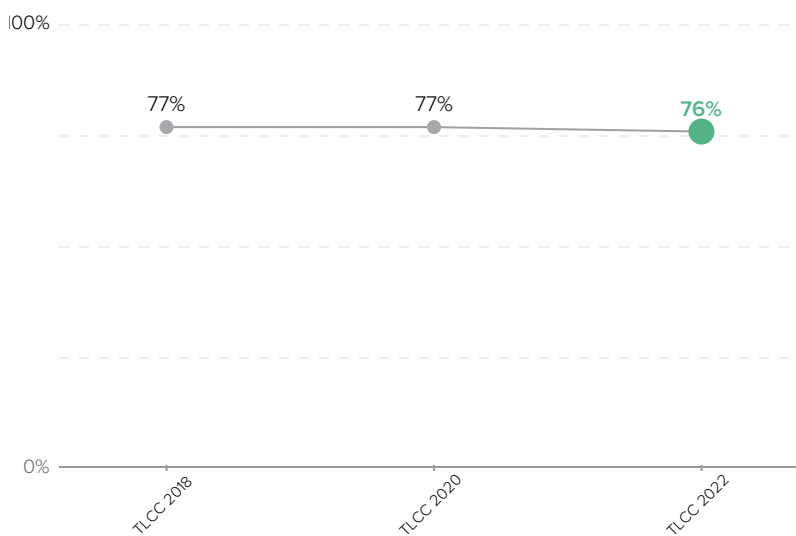
Measuring your growth

The following graphics display your results compared to your previous survey results.

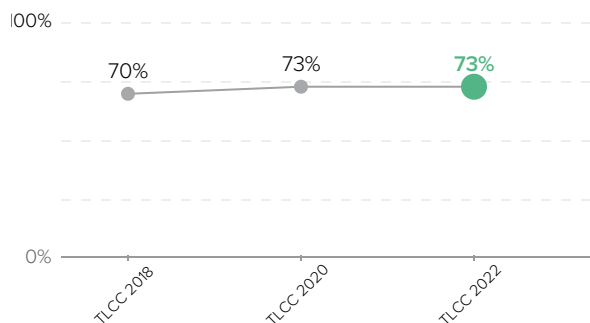
REPORT OVERALL

76%

▼ 1.0 point(s) lower than TLCC 2020 results



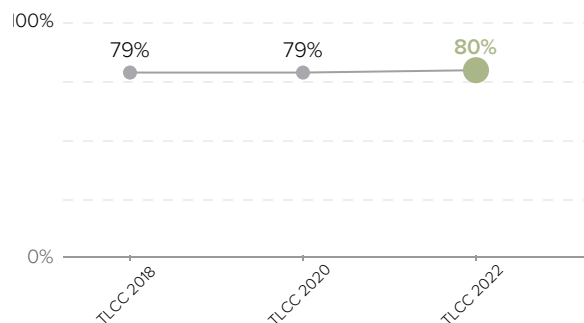
NQ New Staff Questions



73%

No significant change since last administration.

SL School Leadership



80%

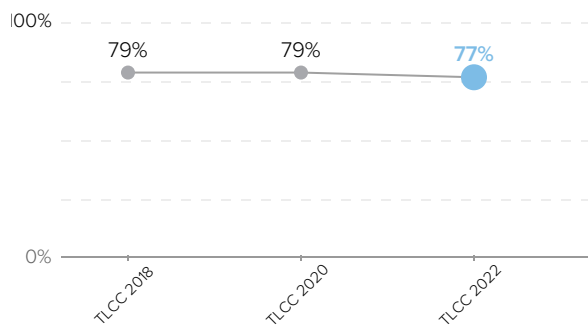
▲ 1.0 point(s) higher than TLCC 2020 results

HISTORICAL RESULTS

Measuring your growth

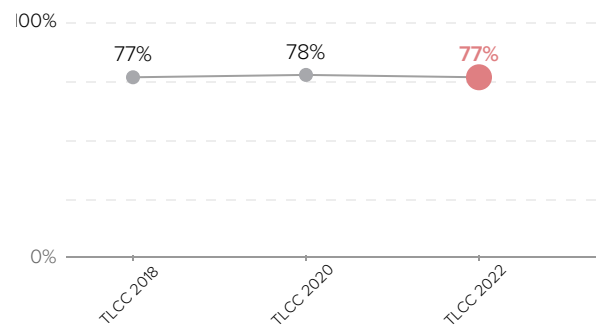
The following graphics display your results compared to your previous survey results.

SL Staff Leadership



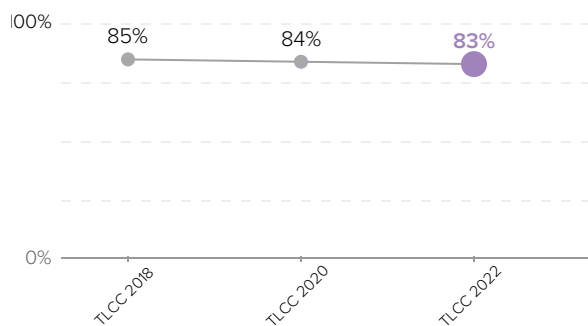
77% ▼ 2.0 point(s) lower than TLCC 2020 results

MC Managing Student Conduct



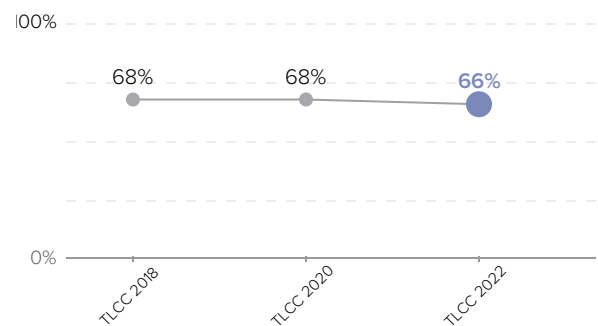
77% ▼ 1.0 point(s) lower than TLCC 2020 results

IS Instructional Practices and Support



83% ▼ 1.0 point(s) lower than TLCC 2020 results

PD Professional Development



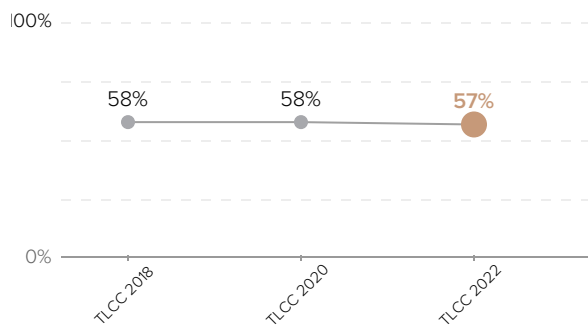
66% ▼ 2.0 point(s) lower than TLCC 2020 results

HISTORICAL RESULTS

Measuring your growth

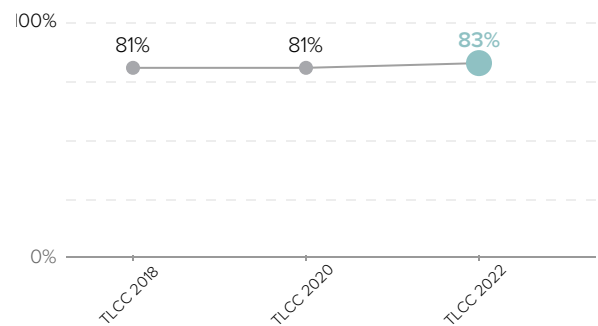
The following graphics display your results compared to your previous survey results.

T Time



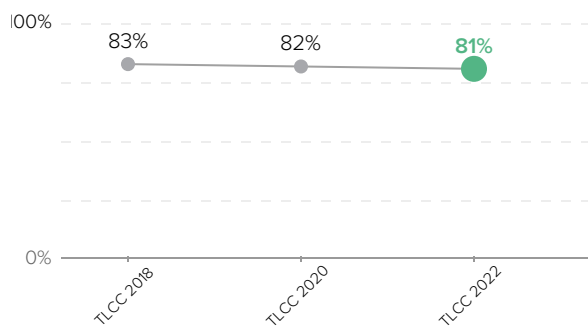
57% ▼ 1.0 point(s) lower than TLCC 2020 results

FR Facilities and Resources



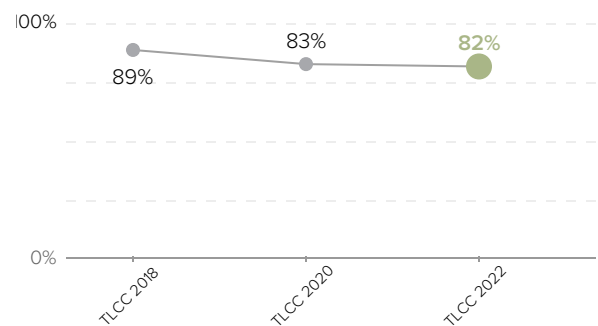
83% ▲ 2.0 point(s) higher than TLCC 2020 results

CI Community Support and Involvement



81% ▼ 1.0 point(s) lower than TLCC 2020 results

GR General Reflection

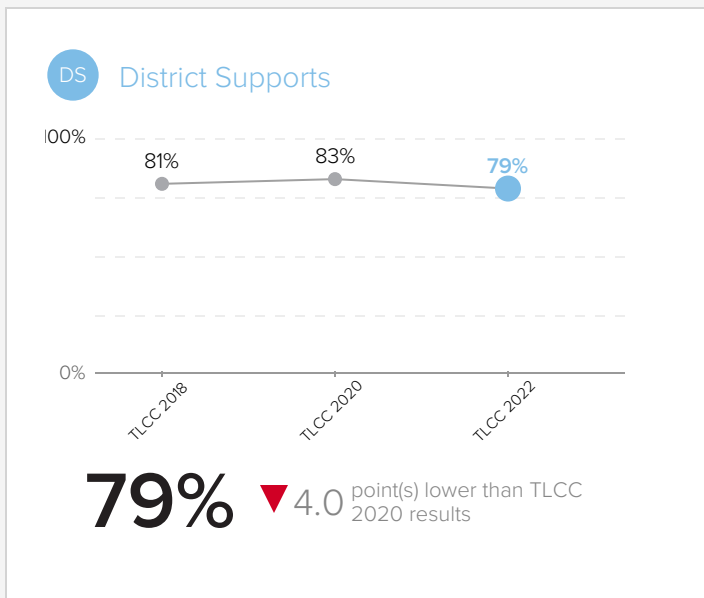


82% ▼ 1.0 point(s) lower than TLCC 2020 results

HISTORICAL RESULTS

Measuring your growth

The following graphics display your results compared to your previous survey results.



RESULTS

Item level results from your report



NQ New Staff Questions

OVERALL FAVORABILITY

Only delivered to new teachers and support personnel (e.g., years 1-3), these questions relate to specific supports for new staff (e.g., supports, mentoring).



Q To what extent do you meet with your mentor during a typical school week?

69%

Distribution of responses



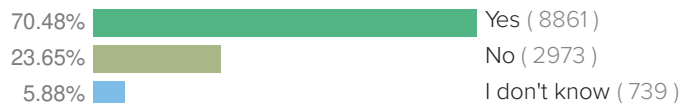
Q To what degree do you feel that you have received adequate support as a new teacher/staff member at this school?

74%

Distribution of responses



Q Have you received any new teacher supports, or training specifically for your role at this school?



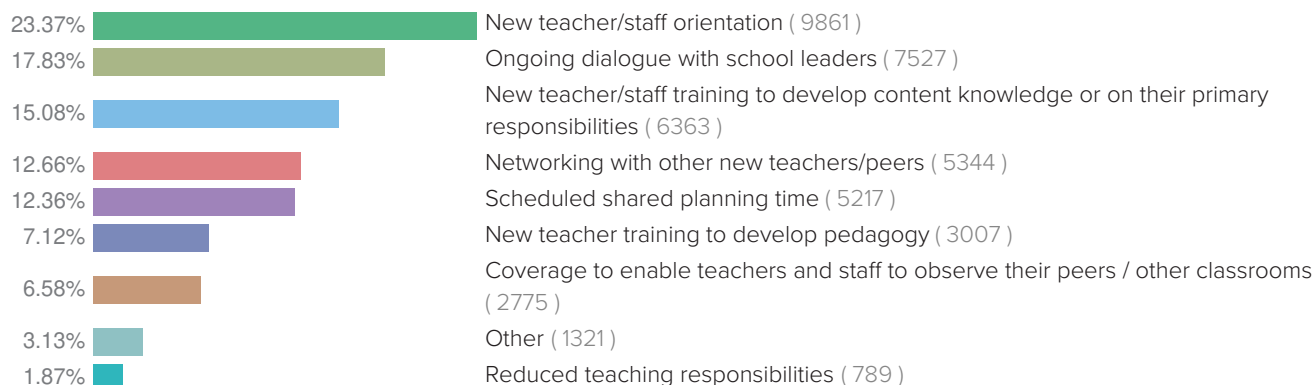
Q Have you been assigned a formal mentor this school year?



[More New Staff Questions results on next page](#)

NQ New Staff Questions (cont)

Q Which of the following new staff supports have you received at this school?

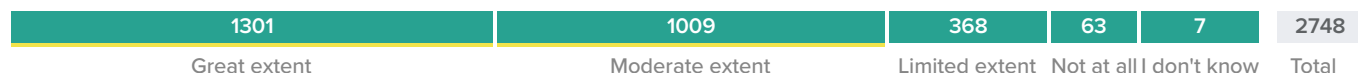


TO WHAT EXTENT DO YOU FOCUS ON THE FOLLOWING TYPES OF WORK WITH YOUR MENTOR?

Q Job/Instructional support and classroom support (e.g., ideas, resources, advice on doing my job well)

84%

Distribution of responses



Q Personal support (e.g., social connections, help with stress)

69%

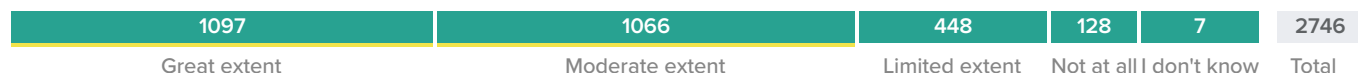
Distribution of responses



Q Reflective support (e.g., helping you think about your work and how it is impacting students)

79%

Distribution of responses



NQ More New Staff Questions results on next page

NQ New Staff Questions (cont)

Q Professional support (e.g., advice on career, professional networking)

64%

Distribution of responses

865	894	640	322	15	2736
Great extent	Moderate extent	Limited extent	Not at all	I don't know	Total

Q Evaluative support (e.g., formative evaluation feedback, advice related to evaluation expectations)

69%

Distribution of responses

869	1026	597	235	16	2743
Great extent	Moderate extent	Limited extent	Not at all	I don't know	Total

RESULTS

Item level results from your report



SL School Leadership

This area is aimed at the school leadership's role within the school, the vision provided and the culture of the building. These items refer to the team that leads the school; they are not limited to the principal.

OVERALL FAVORABILITY



Q This school is led by an effective team.

82%

Distribution of responses

16064	20741	5765	2491	809	45870
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q Our work together is guided by a shared vision that is student focused.

86%

Distribution of responses

16877	21890	4872	1402	784	45825
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q School staff participate in the school's improvement planning process (e.g., Unified Improvement Plan, school based improvement) in a meaningful way.

75%

Distribution of responses

7504	17050	6269	1746	2355	34924
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q School staff show respect for each other.

89%

Distribution of responses

16081	24345	3983	943	488	45840
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

More School Leadership results on next page

SL School Leadership (cont)

Q Staff feel comfortable raising important issues with school leaders.

78%

Distribution of responses

15431	19201	6703	3216	1237	45788
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q Teachers and support personnel are provided with informal feedback to improve their instruction/work performance.

78%

Distribution of responses

10694	24171	7658	2220	1036	45779
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q Teachers' and support personnels' effectiveness is accurately assessed through the school's evaluation process.

75%

Distribution of responses

8915	22503	7500	3154	3666	45738
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q The evaluation process provides teachers and support personnel with actionable feedback for improvement.

72%

Distribution of responses

8111	22648	8552	3117	3334	45762
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q School leadership puts suggestions made by staff into operation.

77%

Distribution of responses

10158	21492	7132	2492	4522	45796
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

SL More School Leadership results on next page

SL School Leadership (cont)

Q School leadership works to build trust among staff.

77%

Distribution of responses

13574	20307	7025	2769	2112	45787
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q Teachers are aware of what they are being evaluated on, including the evaluation rubric and measures of student learning/outcomes (MSL/Os) by the time they complete their self-assessment and individual goal setting for the school year.

91%

Distribution of responses

11502	19339	2245	635	1200	34921
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

RESULTS

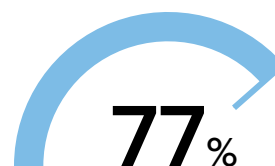
Item level results from your report



SL Staff Leadership

This area focuses on the role of teachers and support personnel as leaders within the school and the level of influence that all staff hold.

OVERALL FAVORABILITY



Q Teachers' and support personnels' professional expertise is valued.

81%

Distribution of responses

14353	21529	6016	2454	1338	45690
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q There is a process in place for collaborative problem solving in this school.

76%

Distribution of responses

10686	21862	7890	2086	3145	45669
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q Teachers and support personnel have leadership opportunities in this school.

82%

Distribution of responses

12630	22646	6327	1474	2566	45643
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q Teachers and support personnel have an adequate level of influence on important school decisions.

69%

Distribution of responses

8379	20446	9886	3201	3786	45698
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

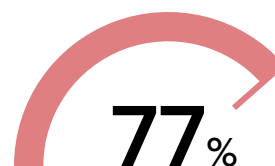
RESULTS

Item level results from your report



MC Managing Student Conduct

OVERALL FAVORABILITY



This area centers on school safety and expectations for student behavior.

Q Students know how they are expected to act in the school.

77%

Distribution of responses

10278	24596	7187	2977	532	45570
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q Students have the behavioral supports needed to focus on learning.

66%

Distribution of responses

7253	21940	11256	3770	1345	45564
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q Rules for student behavior are enforced in a consistent manner.

53%

Distribution of responses

5756	17600	13680	6752	1770	45558
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q This school is a safe place for students to learn.

90%

Distribution of responses

15428	24736	3504	945	936	45549
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

MC More Managing Student Conduct results on next page

MC Managing Student Conduct (cont)

Q Students at this school have at least one adult on staff they can trust to support them with social, emotional, or personal concerns.

97%

Distribution of responses

18569	22975	1264	177	2368	45353
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

RESULTS

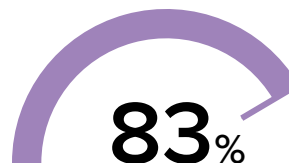
Item level results from your report



IS Instructional Practices and Support

This section is aimed at the instructional approach of the school and the intentional supports for various student groups.

OVERALL FAVORABILITY



Q Staff in this school consistently seek new and improved ways of providing instruction.

88%

Distribution of responses

8365	20170	3462	519	2025	34541
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q Staff in this school hold themselves accountable for the academic growth of every child.

87%

Distribution of responses

9272	19281	3717	510	1844	34624
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q The school provides opportunities for me to learn from other teachers.

73%

Distribution of responses

6323	18064	7654	1550	912	34503
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q Students understand how class activities relate to learning objectives.

91%

Distribution of responses

5987	23584	2621	252	2064	34508
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

Q Instruction in this school encourages different cultural viewpoints.

85%

Distribution of responses

9096	25757	5055	945	4385	45238
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q The diverse academic needs of our students are met by this school's current curriculum.

72%

Distribution of responses

6640	22909	9559	2073	4055	45236
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q English Learners are adequately supported in this school.

79%

Distribution of responses

9574	21719	6717	1842	5385	45237
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q Students with disabilities are adequately supported in this school.

81%

Distribution of responses

12217	22601	6223	1752	2441	45234
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q Gifted students are adequately supported in this school.

75%

Distribution of responses

8214	21013	7437	2026	6535	45225
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

Q Students' social and emotional learning is adequately supported in this school.

79%

Distribution of responses

10751	23403	7062	1788	2209	45213
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q Teachers and staff members have the autonomy to make important decisions in their classrooms or carry out their job responsibilities.

89%

Distribution of responses

19661	20296	3476	1237	588	45258
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q Teachers feel supported in trying new instructional strategies.

92%

Distribution of responses

14288	16367	2178	658	1014	34505
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q Teachers use formative assessment data to improve their students' learning.

98%

Distribution of responses

15007	18291	718	93	421	34530
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

RESULTS

Item level results from your report



PD Professional Development

OVERALL FAVORABILITY

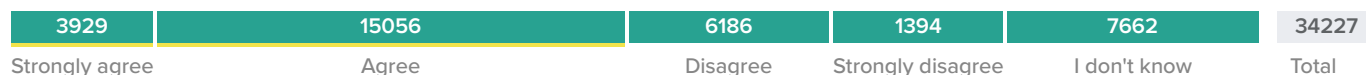


This section summarizes the school's general approach to professional development, including alignment with other work, adequacy and types of opportunities.

Q The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices.

71%

Distribution of responses



Q Professional learning opportunities are personalized and aligned to teachers' needs and strengths.

59%

Distribution of responses



Q The effectiveness of professional development is assessed regularly.

55%

Distribution of responses



Q Professional learning opportunities (e.g., instructional coaching, PLCs, training) improve instruction in this school.

72%

Distribution of responses



More Professional Development results on next page

PD Professional Development (cont)

Q Teachers and support personnel receive ongoing support and coaching to improve their practice.

67%

Distribution of responses

7224	22046	11125	2921	1468	44784
Strongly agree	Agree	Disagree	Strongly disagree I don't know	Total	

Q Teachers receive adequate professional development to effectively use student data (e.g., assessments, surveys).

71%

Distribution of responses

4801	18212	7736	1857	1528	34134
Strongly agree	Agree	Disagree	Strongly disagree I don't know	Total	

Q Teachers and support personnel receive adequate professional development to support their students' social and emotional learning.

67%

Distribution of responses

6749	21909	10782	3009	2282	44731
Strongly agree	Agree	Disagree	Strongly disagree I don't know	Total	

Q Professional learning opportunities are reinforced through coaching (e.g., knowledge building over time).

64%

Distribution of responses

4303	15342	8589	2597	3327	34158
Strongly agree	Agree	Disagree	Strongly disagree I don't know	Total	

Q Support personnel are able to participate in the professional development that is offered.

84%

Distribution of responses

2356	5885	1271	288	789	10589
Strongly agree	Agree	Disagree	Strongly disagree I don't know	Total	

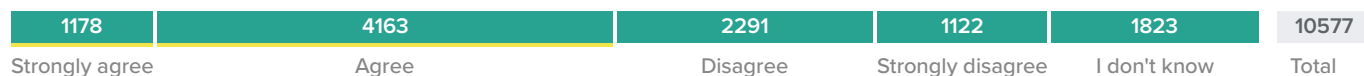
PD More Professional Development results on next page

PD Professional Development (cont)

Q Support personnel are appropriately compensated for professional development.

61%

Distribution of responses



Q Support personnel feel that their employer invests in their career.

63%

Distribution of responses



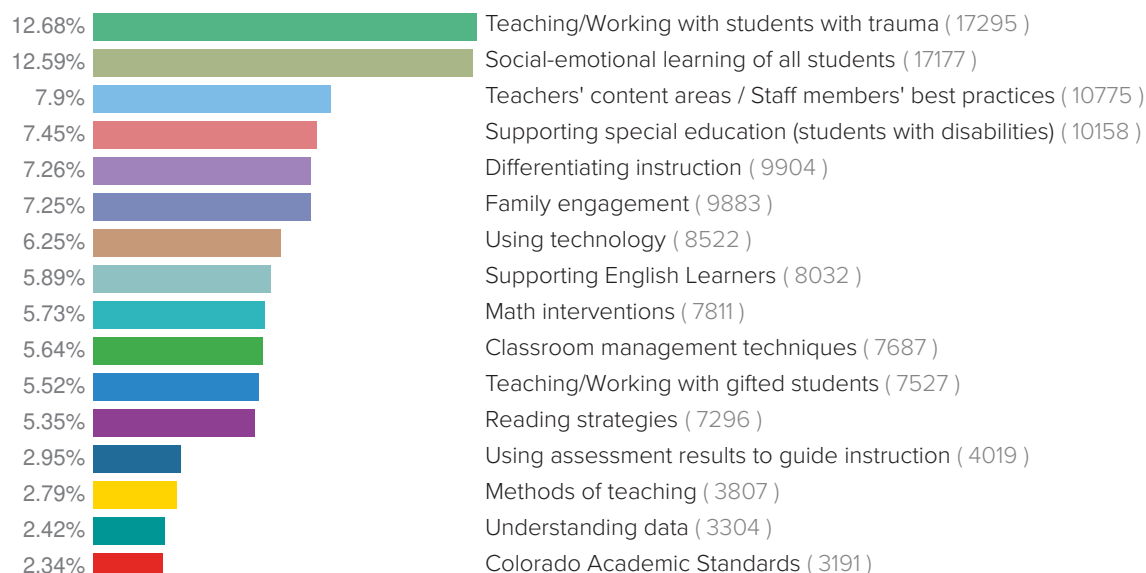
Q Support personnel receive adequate professional development to carry out their job responsibilities.

77%

Distribution of responses



Q Which of the following would be most beneficial for you to learn more about?



RESULTS

Item level results from your report



T Time

This area focuses on the availability of and use of time.

OVERALL FAVORABILITY



Q Teachers and support personnel have adequate time to prepare for their primary duties.

59%

Distribution of responses

6352	19871	11652	6445	417	44737
Strongly agree	Agree	Disagree	Strongly disagree I don't know	Total	

Q Teachers' and support personnels' time is protected from duties that take time away from teaching/their primary duties.

62%

Distribution of responses

7018	19934	11265	5245	1264	44726
Strongly agree	Agree	Disagree	Strongly disagree I don't know	Total	

Q Teachers have adequate time to analyze and respond to student assessment data.

52%

Distribution of responses

3046	14210	11617	4261	986	34120
Strongly agree	Agree	Disagree	Strongly disagree I don't know	Total	

Q Teachers and support personnel have adequate time to support their students' social and emotional learning.

57%

Distribution of responses

4414	19970	13646	4429	2177	44636
Strongly agree	Agree	Disagree	Strongly disagree I don't know	Total	

T More Time results on next page

T Time (cont)

Q Teachers have adequate time to communicate with their students' families.

60%

Distribution of responses

2940	17108	9961	3383	716	34108
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness.

50%

Distribution of responses

2203	12169	9719	4808	5236	34135
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q Teachers and support personnel have adequate time to engage in professional learning.

57%

Distribution of responses

4468	20119	13754	4555	1780	44676
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

RESULTS

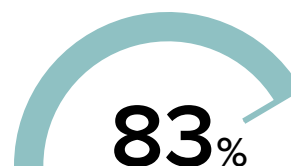
Item level results from your report



FR Facilities and Resources

This section focuses on student class size, instructional resources, and safety.

OVERALL FAVORABILITY



Q Class size(s)/the number of students served is reasonable.

77%

Distribution of responses



Q Instructional resources are adequate to support student learning.

77%

Distribution of responses



Q Teachers and support personnel have adequate physical space to work productively.

86%

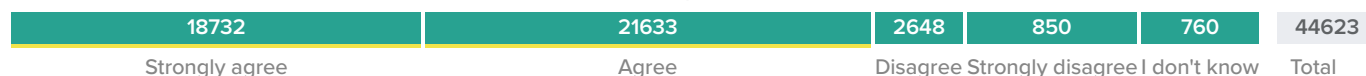
Distribution of responses



Q Our school is a safe place to work.

92%

Distribution of responses



RESULTS

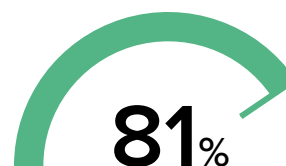
Item level results from your report



CI Community Support and Involvement

This section summarizes the school's approach to family and community support and engagement.

OVERALL FAVORABILITY



Q The broader community is supportive of the school.

85%

Distribution of responses

8384	20221	4011	1175	5932	39723
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q The school's efforts to engage families are effective.

75%

Distribution of responses

6445	20423	7371	1305	4161	39705
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q The school provides strategies that families can use at home to support their children's learning.

72%

Distribution of responses

4960	18625	7729	1449	6922	39685
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q Every family has access to information about what is happening in the school.

92%

Distribution of responses

12983	20903	2555	531	2730	39702
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

RESULTS

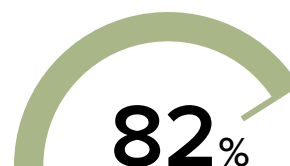
Item level results from your report



GR General Reflection

This area gauges staff's overall impressions of the school, as well as future employment plans.

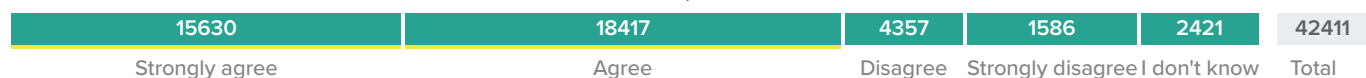
OVERALL FAVORABILITY



Q I would recommend this school as a good place to work.

85%

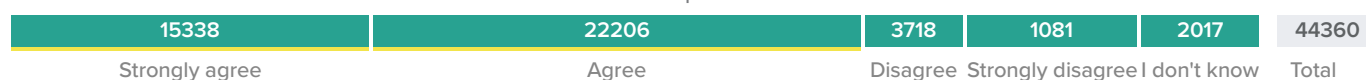
Distribution of responses



Q I would recommend this school as a good place for students to learn.

89%

Distribution of responses



Q I feel satisfied with the recognition I get for doing a good job.

73%

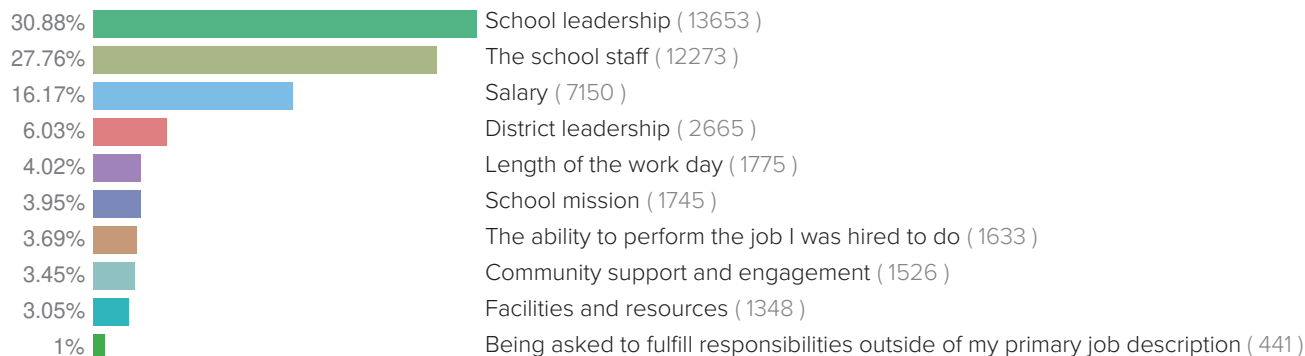
Distribution of responses



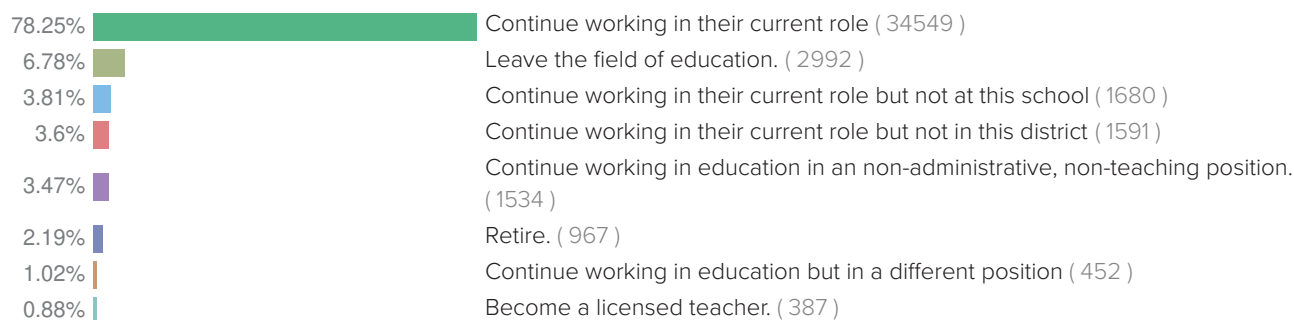
More General Reflection results on next page

GR General Reflection (cont)

Q Which of the following most affects your decision about whether to continue working at this school?



Q Which of the following best describes your plans after the end of this school year?



RESULTS

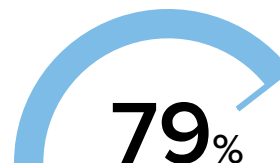
Item level results from your report



DS District Supports

OVERALL FAVORABILITY

Unique to building leaders, these questions ask about their impressions of the level of district support for the school.



Q There is an atmosphere of trust and mutual respect between district and school administrators.

80%

Distribution of responses



Q The district provides principals with support when they need it.

80%

Distribution of responses



Q The district clearly describes expectations for schools.

78%

Distribution of responses



Q The district provides constructive feedback to school leadership to improve performance.

75%

Distribution of responses



DS More District Supports results on next page

DS District Supports (cont)

Q School leaderships' effectiveness is accurately assessed through the district's evaluation process.

77%

Distribution of responses

234	921	278	67	217	1717
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q The district makes principal professional development a priority.

72%

Distribution of responses

261	815	353	74	219	1722
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q My school receives instructional resources on par with other schools in the district.

82%

Distribution of responses

390	863	217	65	182	1717
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q The district involves principals in decisions that directly impact the operations of their school.

79%

Distribution of responses

405	820	251	79	166	1721
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Q District leadership takes steps to solve problems.

84%

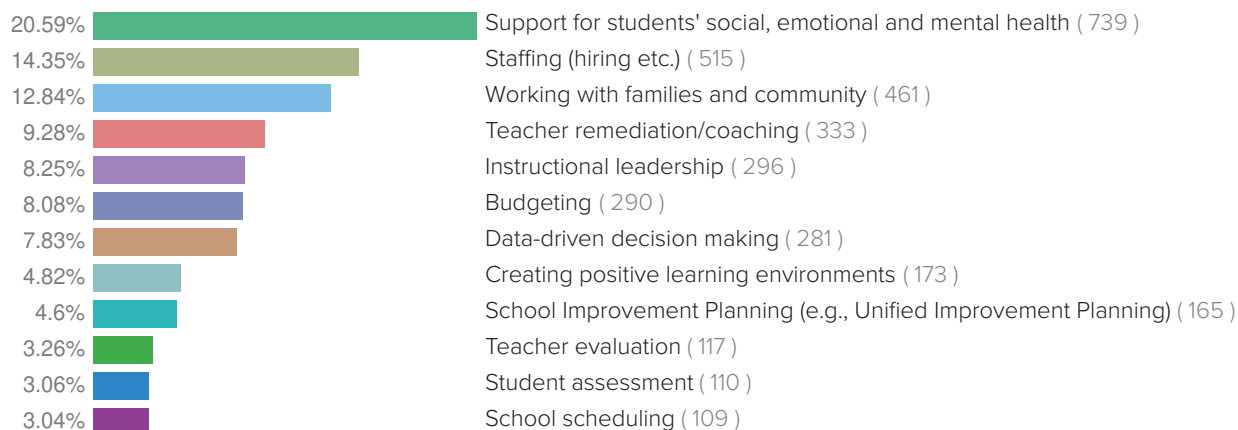
Distribution of responses

402	950	203	56	102	1713
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

DS More District Supports results on next page

DS District Supports (cont)

Q In which of the following areas (if any) do you need additional support to lead your school effectively?



RESULTS

Item level results from your report

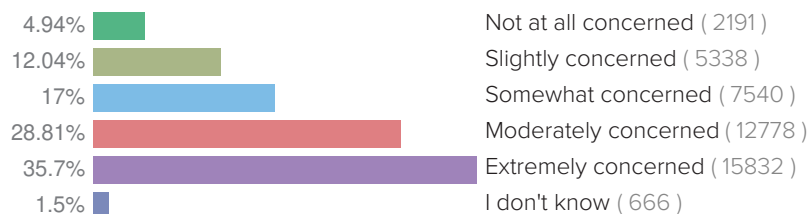


SC Student Challenges

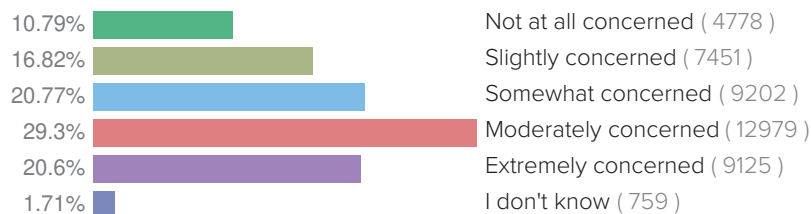
This section focuses on concerns regarding pandemic impacts on students during the current school year.

PLEASE INDICATE YOUR LEVEL OF CONCERN FOR EACH OF THE FOLLOWING PANDEMIC IMPACTS ON YOUR STUDENTS DURING THE CURRENT SCHOOL YEAR:

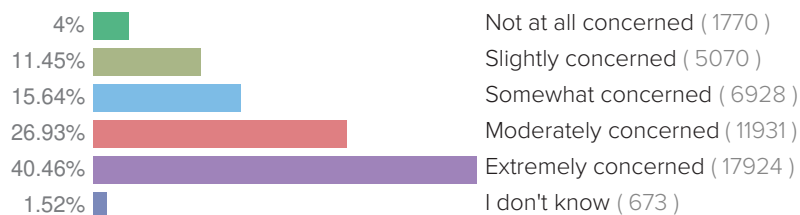
Q Decrease in student emotional well-being (health, happiness, and comfort).



Q Social isolation.

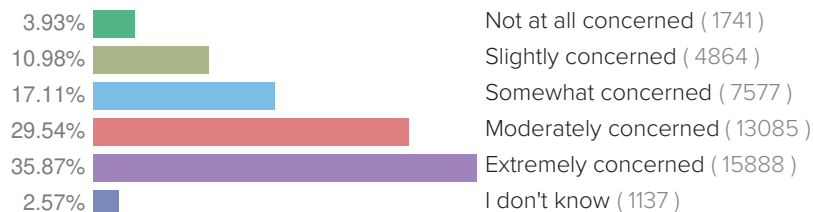


Q Increases in learning gaps.

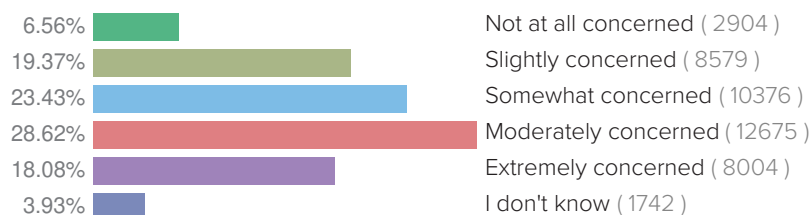


SC Student Challenges (cont)

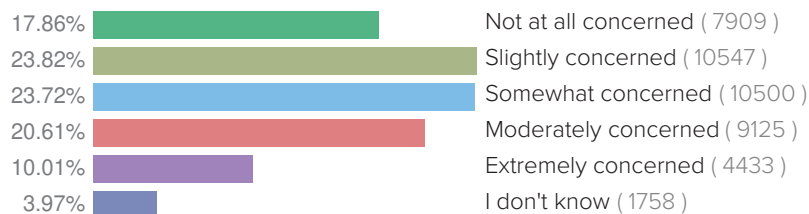
Q Insufficient home learning support.



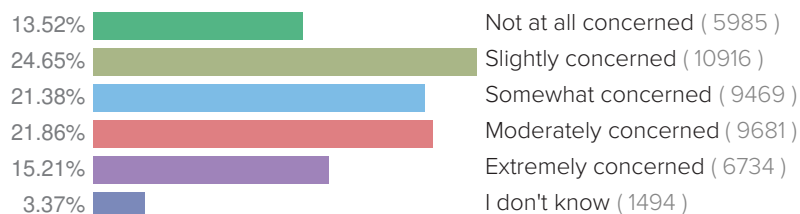
Q Student worries about their family's health, safety or economic security.



Q Student stress about assessment and grading.



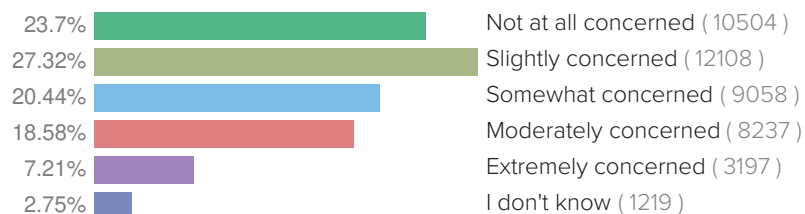
Q Lack of access to basic needs (e.g., food, shelter, safety).



SC More Student Challenges results on next page

SC Student Challenges (cont)

Q Lack of access to technology/internet.



RESULTS

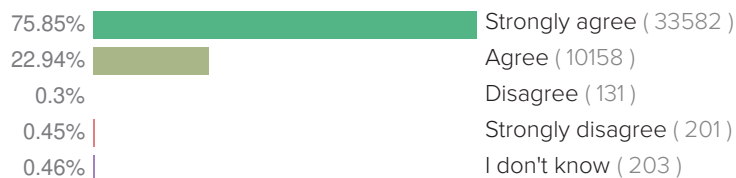
Item level results from your report



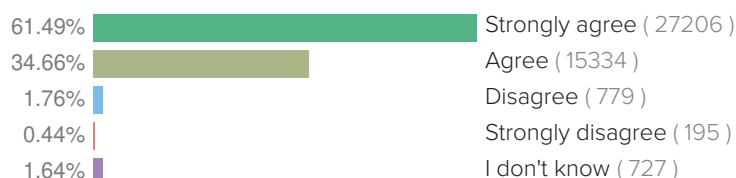
SW Support for Student Wellbeing

This section includes staff comfort level and preparedness to support student wellbeing.

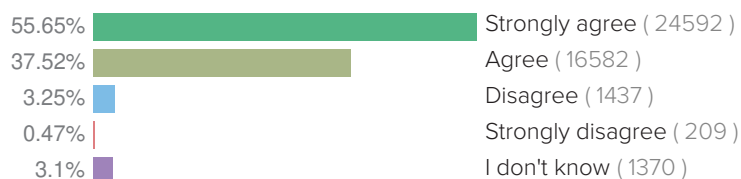
Q I value being a trusted adult for students in my school.



Q I feel comfortable discussing life skills with my students.



Q I feel comfortable discussing resilience strategies with my students.



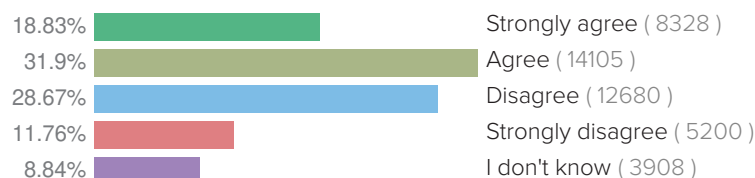
More Support for Student Wellbeing results on next page

SW Support for Student Wellbeing (cont)

Q I feel comfortable discussing mental health with my students.



Q I feel comfortable discussing suicide with students.



Q I feel adequately prepared to support students' social-emotional wellbeing.



Q I have access to adequate supports if I have concerns about students' mental health.



RESULTS

Item level results from your report



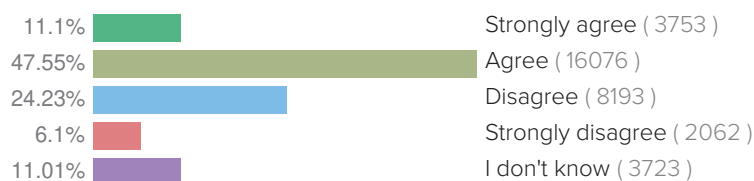
SS School Supports

This section is aimed at systems of student support of the school, including academics and socio-emotional supports.

Q Our school has established an effective tiered system of supports for students (e.g., MTSS, Student Intervention Teams, Response to Intervention).



Q Our school's system of support for students help students get back on track academically.



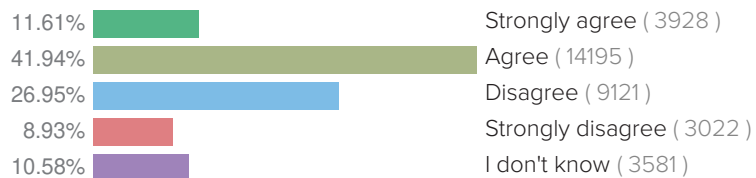
Q Our school's system of support for students help students get the social-emotional support they need.



SS More School Supports results on next page

SS School Supports (cont)

Q Our school's system of support for students makes my job easier.



RESULTS

Item level results from your report



PJ Pandemic Impact on Teaching / Job

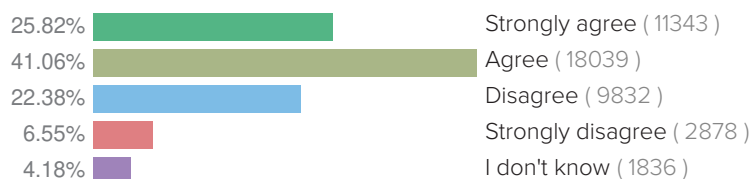
This section focuses on pandemic impacts on staff during the current year.

THE PANDEMIC NEGATIVELY AFFECTED THE FOLLOWING ASPECTS OF MY JOB:

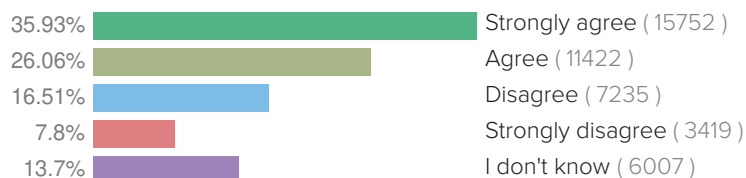
Q Managing distance/online teaching.



Q Predictable daily routine.



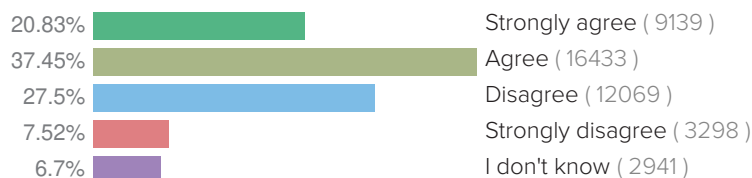
Q Having to teach/provide support online and in person at the same time.



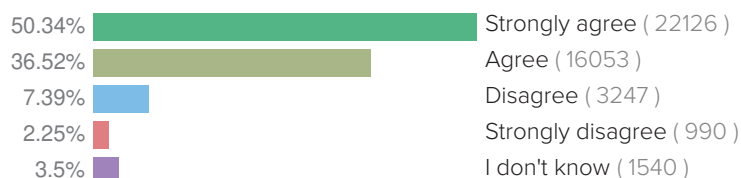
More Pandemic Impact on Teaching / Job results on next page

PJ Pandemic Impact on Teaching / Job (cont)

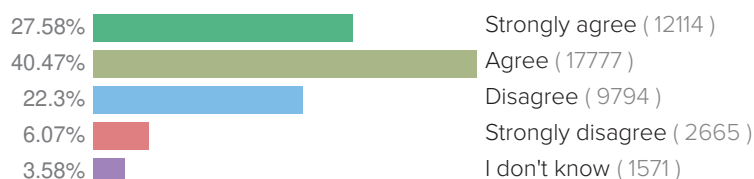
Q Interactions with students' parents/guardians.



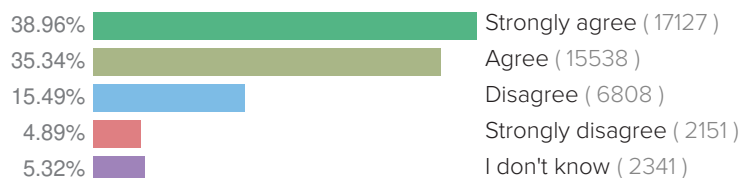
Q Student engagement.



Q Engagement with my colleagues.



Q Enforcing public health measures (like getting students to wear masks).



RESULTS

Item level results from your report



SW Support for Own Wellbeing

This section focuses on supports for staff wellbeing.

Q I am comfortable working in my school given the safety and health protocols currently in place.



Q I am getting adequate support to do my job during this time.



Q I am getting adequate social emotional support for myself during this time.



SW More Support for Own Wellbeing results on next page

SW Support for Own Wellbeing (cont)

Q Sometimes people struggle with their mental health. If I was concerned about my mental health, I would have access to the support I need.



RESULTS

Item level results from your report



ES [ESP] Job Satisfaction

Unique to education support professionals, this section is aimed to understand their general satisfaction in their work.

Q I feel respected by teachers in my school.



Q I feel respected by school leaders in my school.



Q I feel respected by students in my school.



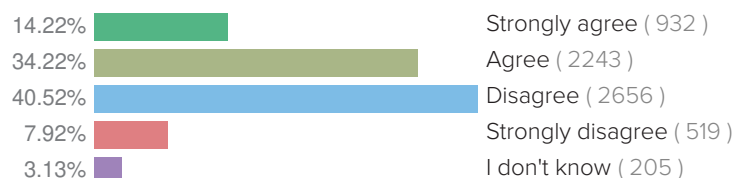
ES More [ESP] Job Satisfaction results on next page

ES [ESP] Job Satisfaction (cont)

Q My work schedule fits my personal needs.



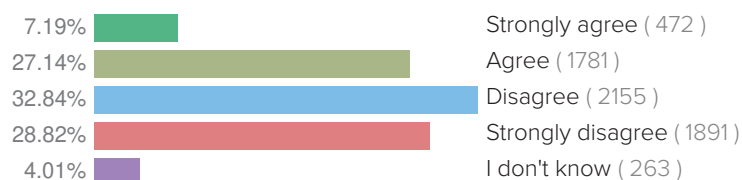
Q My work is very stressful.



Q I feel I am part of a team working towards the same goal.



Q I feel adequately compensated for my work.



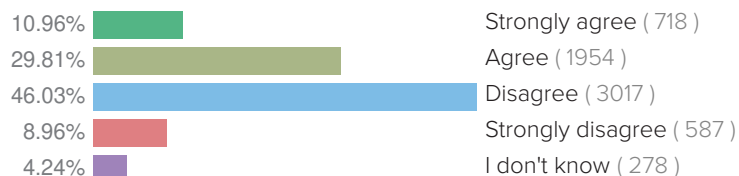
ES More [ESP] Job Satisfaction results on next page

ES [ESP] Job Satisfaction (cont)

Q My work duties reflect my initial expectations of the role.



Q Frequent changes in my work duties make my job more stressful.



Q I have ways to advance my career in education.



RESULTS

Item level results from your report



ER [ESP] Roles & Responsibilities

Unique to education support professionals, this section focuses on the clarity and appropriateness of their roles and responsibilities.

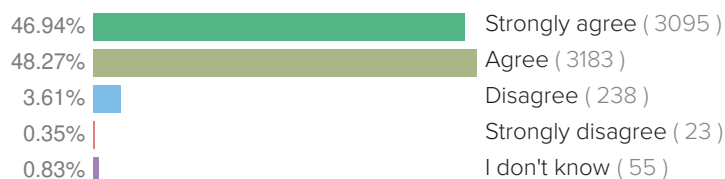
Q I am comfortable with the tasks I am asked to perform.



Q I am not asked to work more hours than I am compensated for.



Q I know and understand my role.



ER More [ESP] Roles & Responsibilities results on next page

ER [ESP] Roles & Responsibilities (cont)

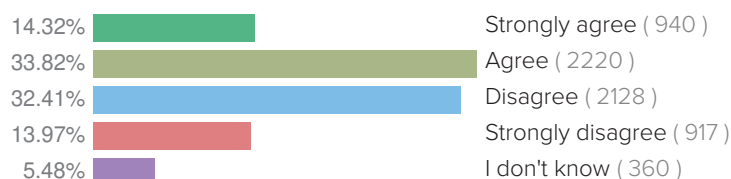
Q I was properly trained for my job.



Q My role is to support student independence.



Q I am sometimes asked to take on the role of a licensed teacher.



Q I receive adequate guidance about my role.

