

DISTRICT REPORT

Teaching & Learning Conditions Colorado Survey



Prepared for
Upper Rio Grande School District C-7

Number of respondents (#)
19

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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



To help you identify your score we have colour coded the items



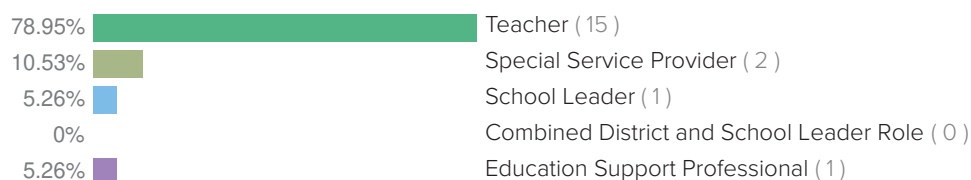
DEMOGRAPHICS

Who took the survey?

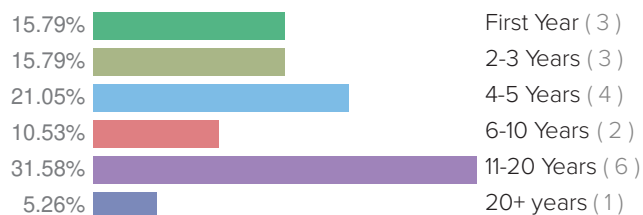
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

19 total respondents

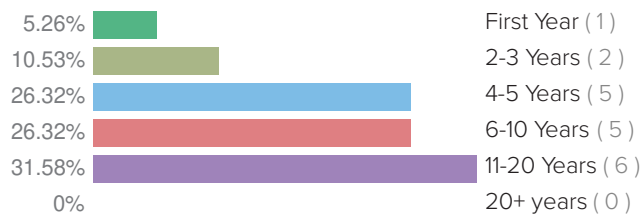
D What is your current position at the school?



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?



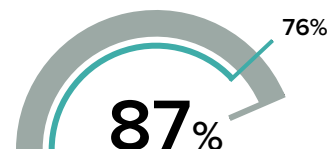
REPORT OVERVIEW

Your results at a glance



TLCC Survey

REPORT OVERALL FAVORABILITY



YOUR RESULTS

NQ

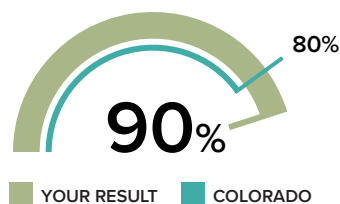
New Staff Questions

This construct did not receive the number of responses needed to appear in the results

SL

School Leadership

TOP ITEM RESULT



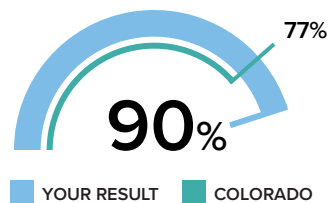
100%

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



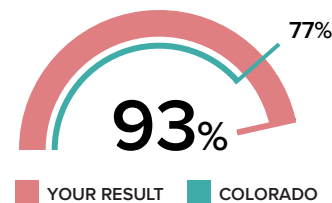
94%

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

MC

Managing Student Conduct

TOP ITEM RESULT



100%

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

REPORT OVERVIEW

Your results at a glance



TLCC Survey

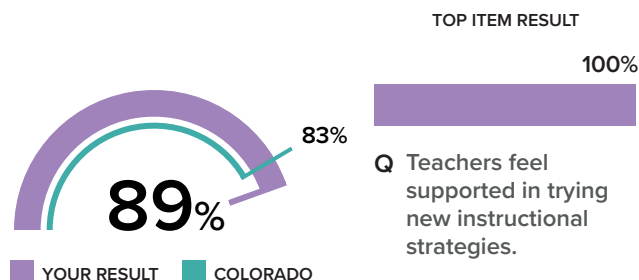
REPORT OVERALL FAVORABILITY



YOUR RESULTS

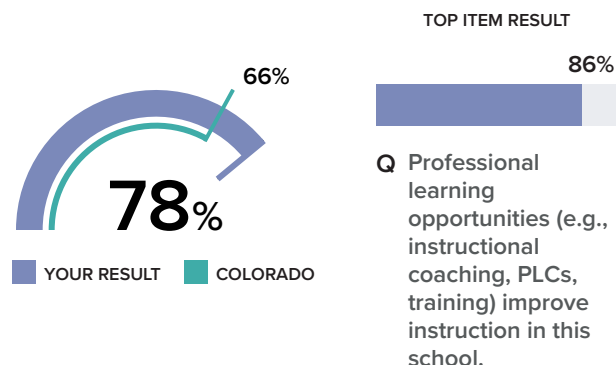
IS

Instructional Practices and Support



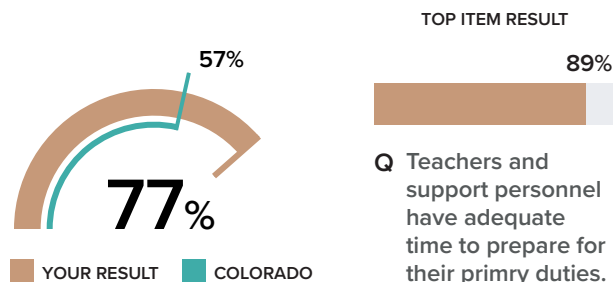
PD

Professional Development



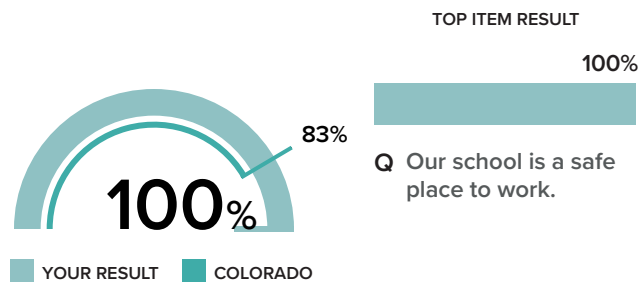
T

Time



FR

Facilities and Resources



REPORT OVERVIEW

Your results at a glance



TLCC Survey

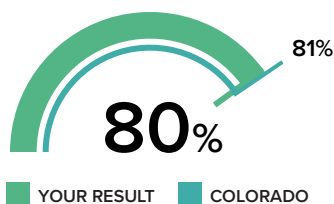
REPORT OVERALL FAVORABILITY



YOUR RESULTS

CI

Community Support and Involvement



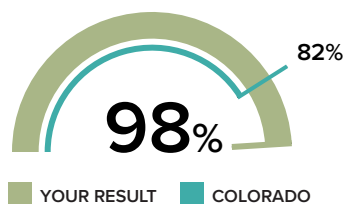
TOP ITEM RESULT

94%

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

GR

General Reflection



TOP ITEM RESULT

100%

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

DS

District Supports

This construct did not receive the number of responses needed to appear in the results

HISTORICAL RESULTS

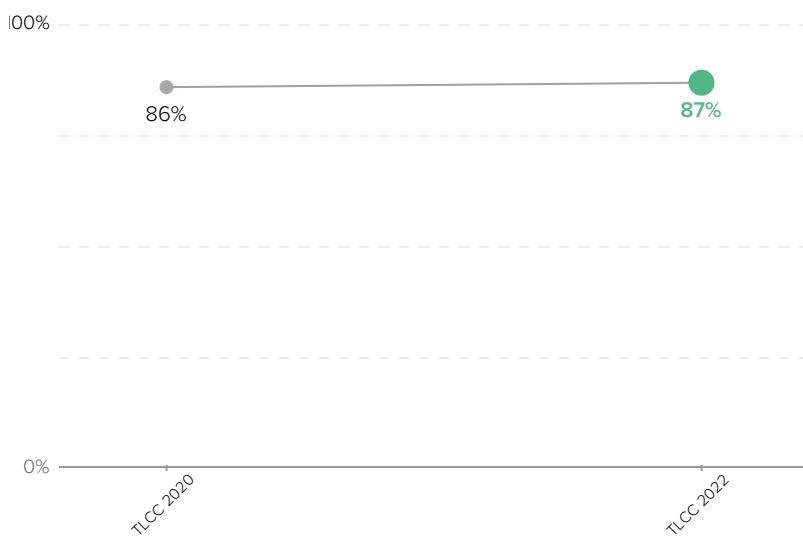
Measuring your growth

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

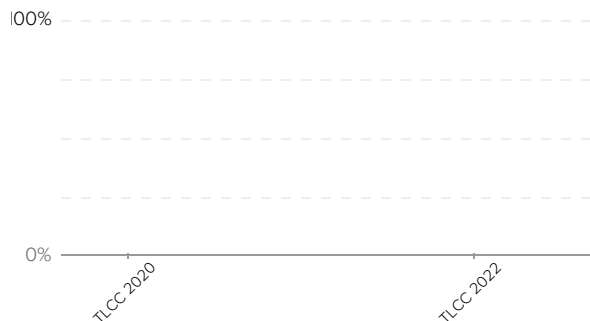
REPORT OVERALL

87%

▲ 1.0 point(s) higher than TLCC 2020 results



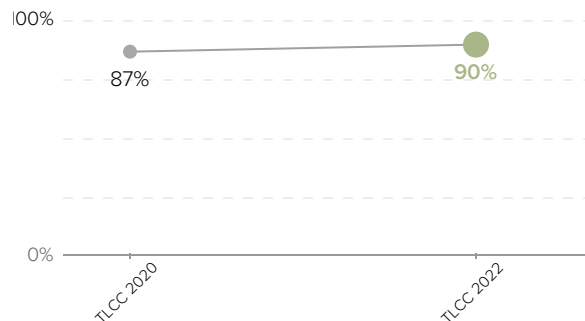
NQ New Staff Questions



N/A

Score is not available for this administration

SL School Leadership



90%

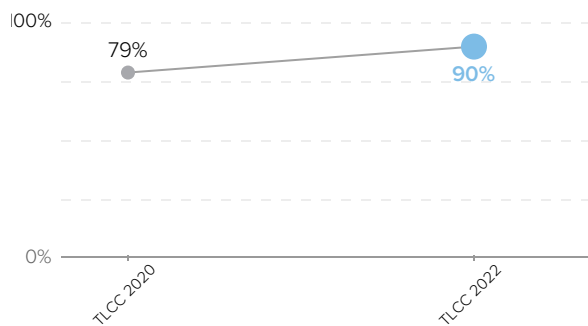
▲ 3.0 point(s) higher than TLCC 2020 results

HISTORICAL RESULTS

Measuring your growth

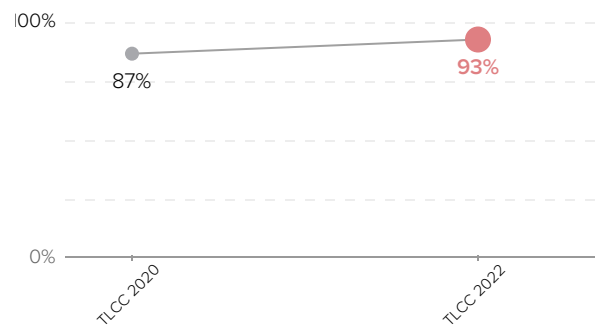
The following graphics display your results compared to your previous survey results.

SL Staff Leadership



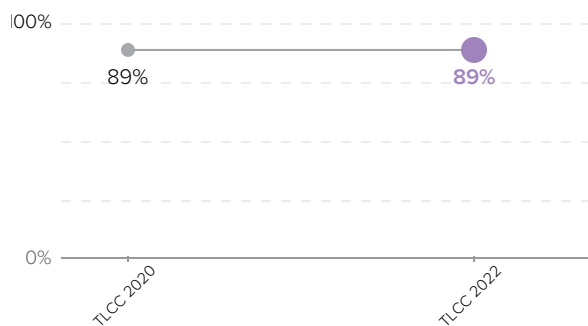
90% ▲ 11.0 point(s) higher than TLCC 2020 results

MC Managing Student Conduct



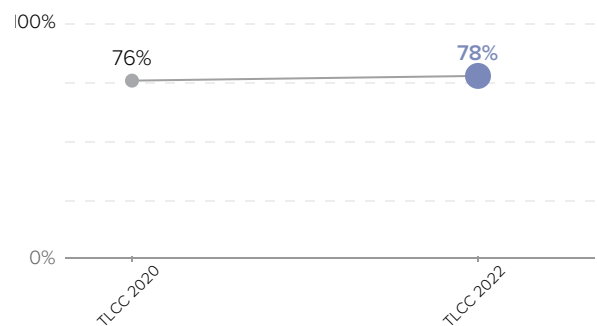
93% ▲ 6.0 point(s) higher than TLCC 2020 results

IS Instructional Practices and Support



89% No significant change since last administration.

PD Professional Development



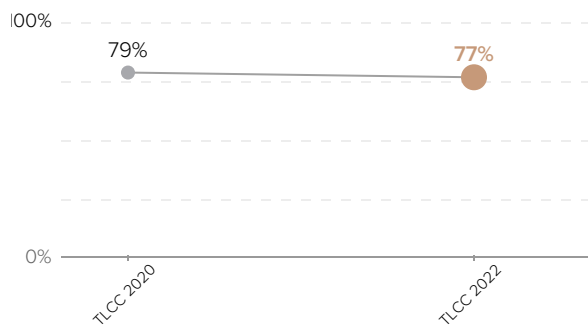
78% ▲ 2.0 point(s) higher than TLCC 2020 results

HISTORICAL RESULTS

Measuring your growth

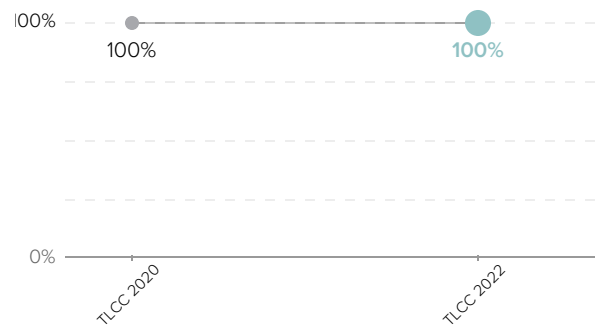
The following graphics display your results compared to your previous survey results.

T Time



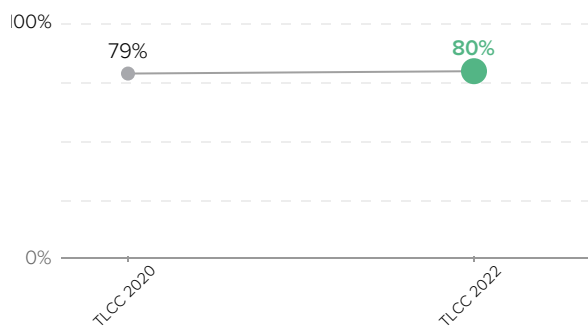
77% ▼ 2.0 point(s) lower than TLCC 2020 results

FR Facilities and Resources



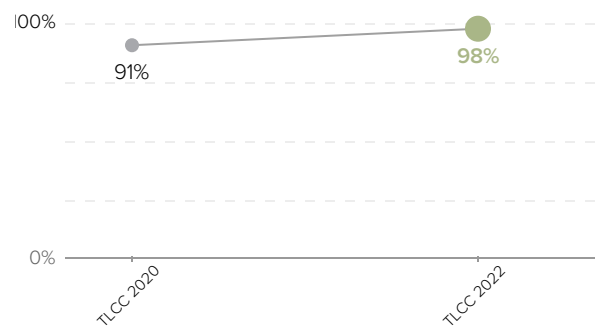
100%
No significant change since last administration.

CI Community Support and Involvement



80% ▲ 1.0 point(s) higher than TLCC 2020 results

GR General Reflection

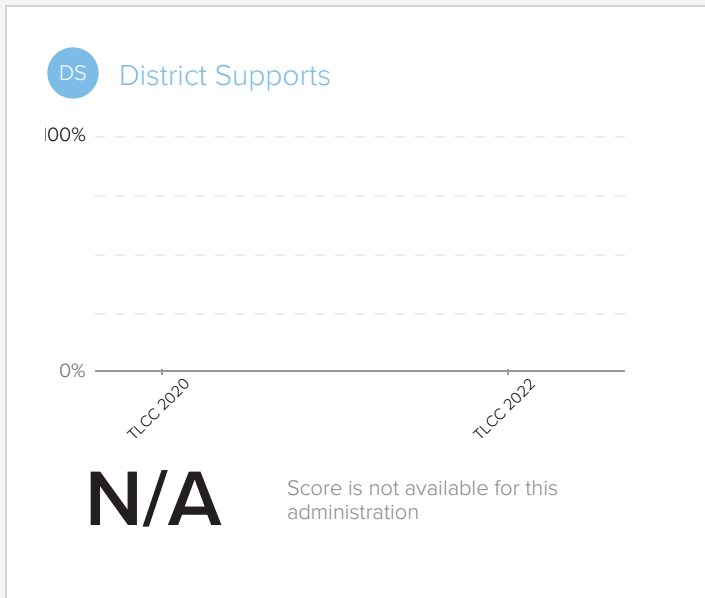


98% ▲ 7.0 point(s) higher than TLCC 2020 results

HISTORICAL RESULTS

Measuring your growth

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



RESULTS

Item level results from your report



NQ New Staff Questions

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).

COMPARE RESULT

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

This item did not receive the number of responses needed to appear in the results

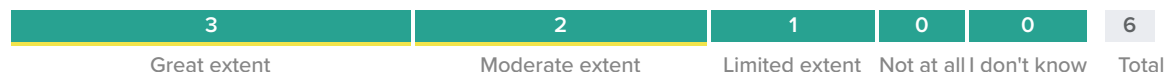
Q To what degree do you feel that you have received adequate support as a new teacher/staff member at this school?

83%

Colorado

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?

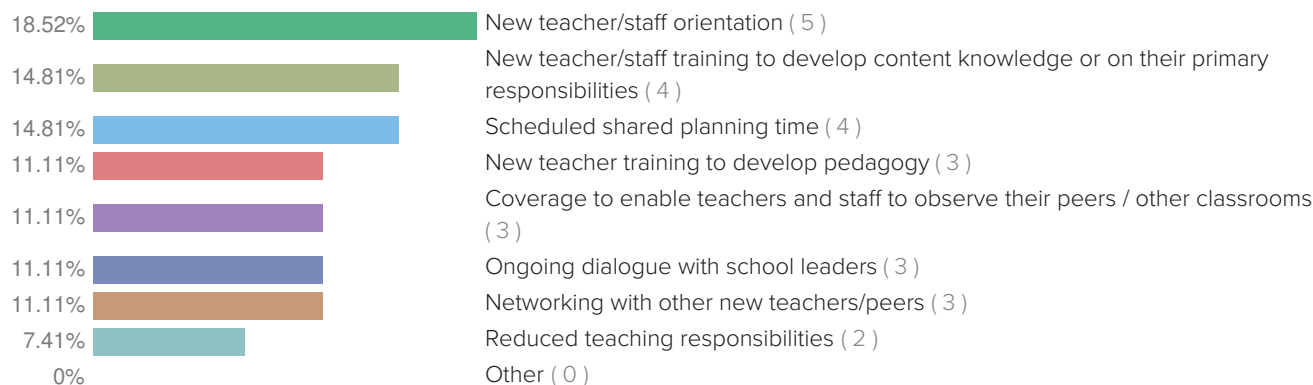
This item did not receive the number of responses needed to appear in the results

NQ More New Staff Questions results on next page

NQ New Staff Questions (cont)

COMPARE RESULT

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)

This item did not receive the number of responses needed to appear in the results

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

This item did not receive the number of responses needed to appear in the results

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

This item did not receive the number of responses needed to appear in the results

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

This item did not receive the number of responses needed to appear in the results

NQ More New Staff Questions results on next page

NQ New Staff Questions (cont)

COMPARE RESULT

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

This item did not receive the number of responses needed to appear in the results

RESULTS

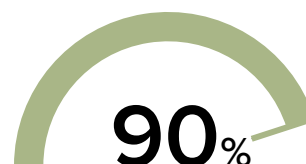
Item level results from your report



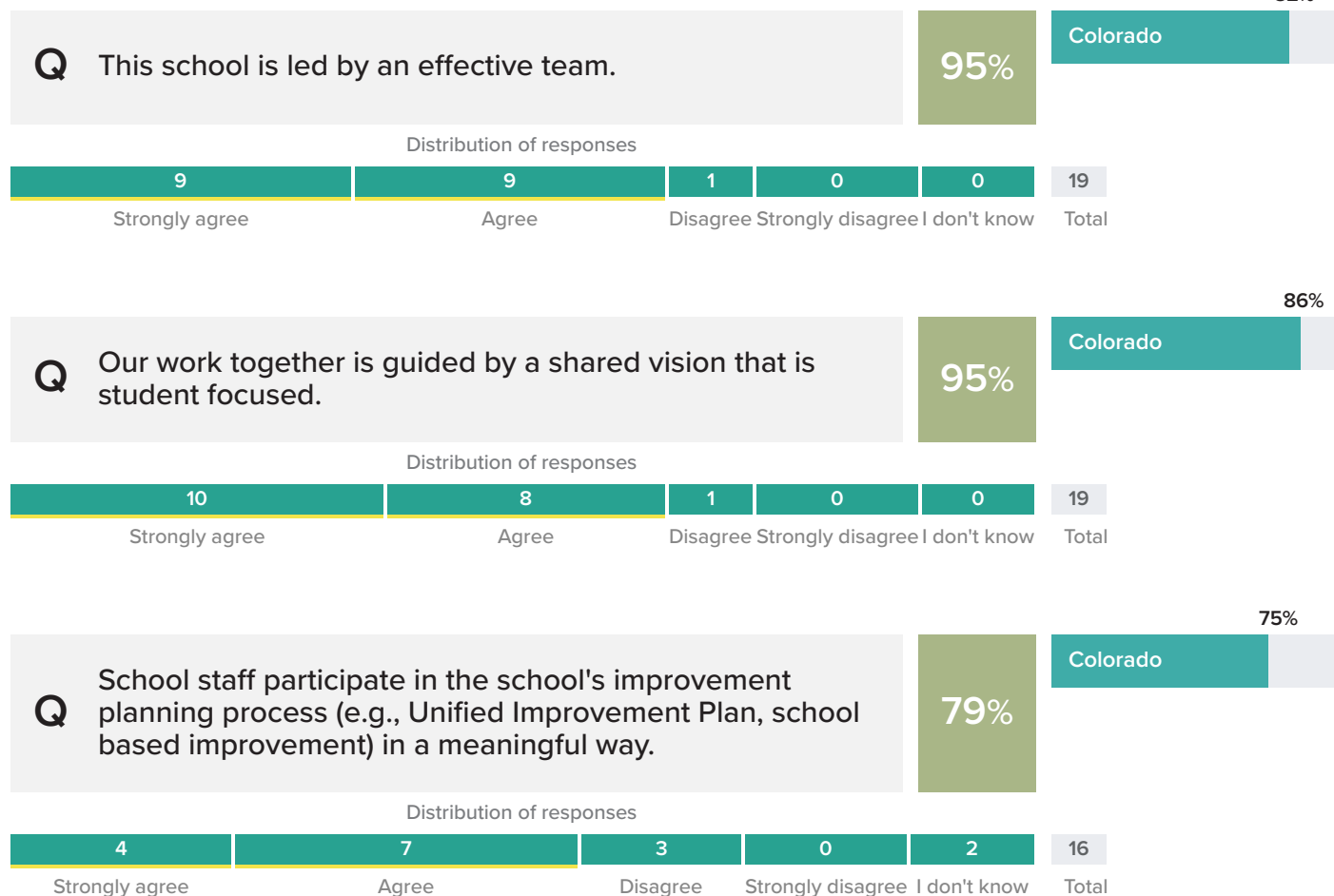
SL School Leadership

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



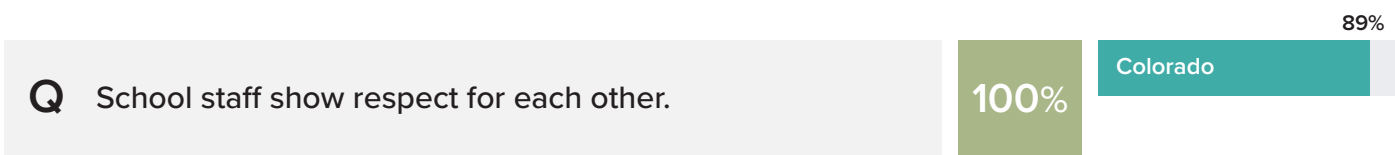
COMPARE RESULT



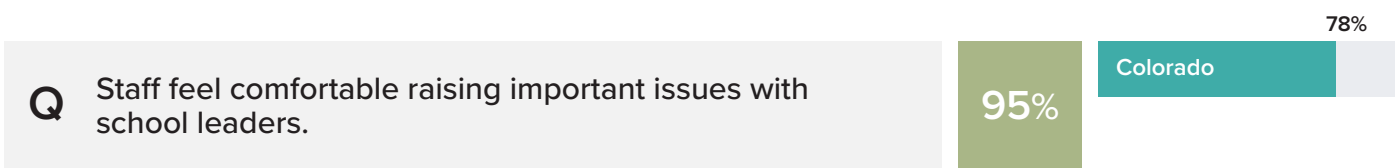
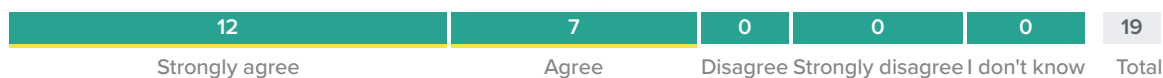
More School Leadership results on next page

SL School Leadership (cont)

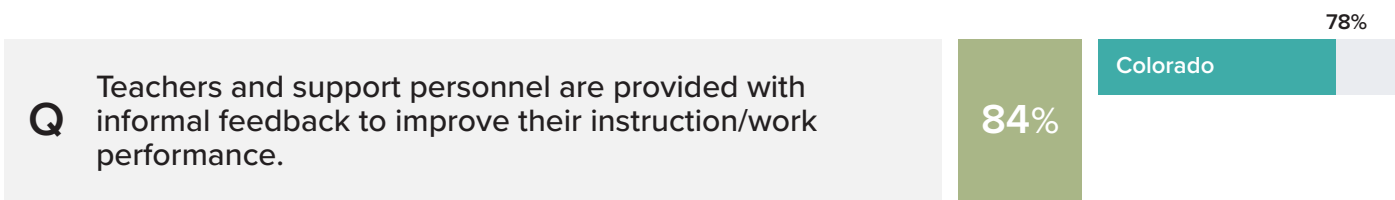
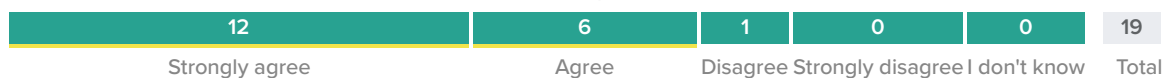
COMPARE RESULT



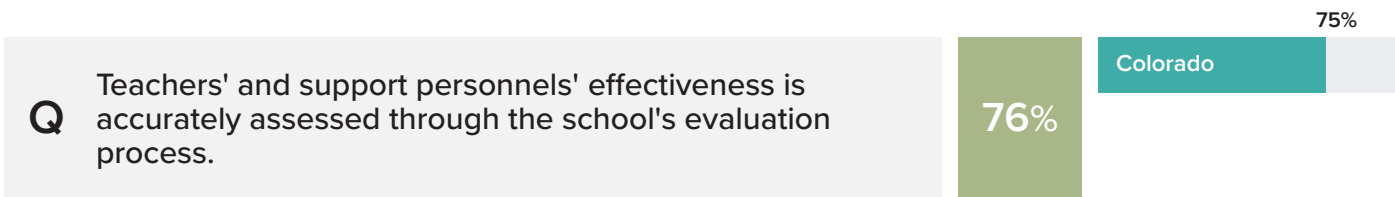
Distribution of responses



Distribution of responses



Distribution of responses



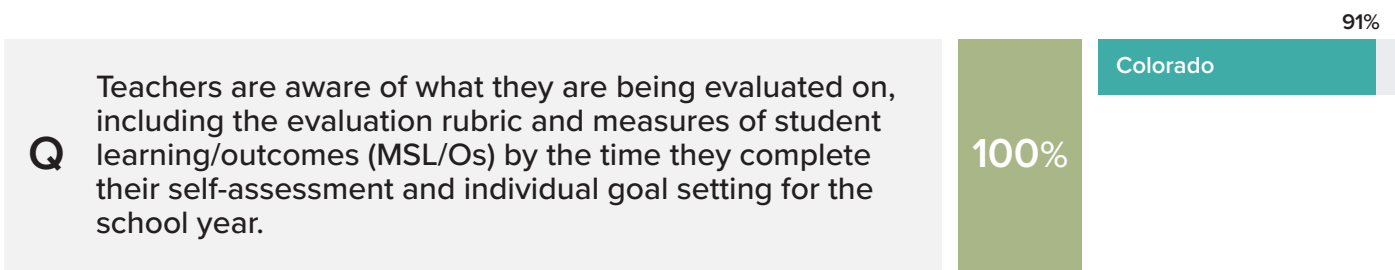
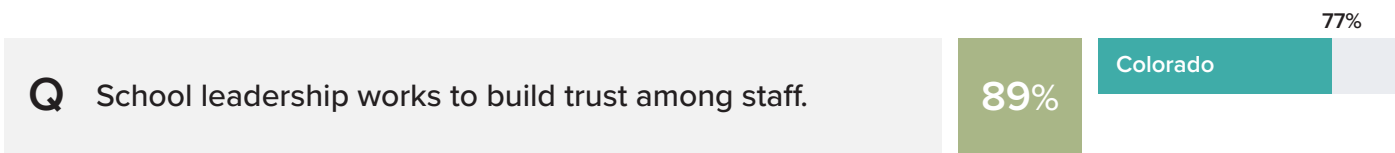
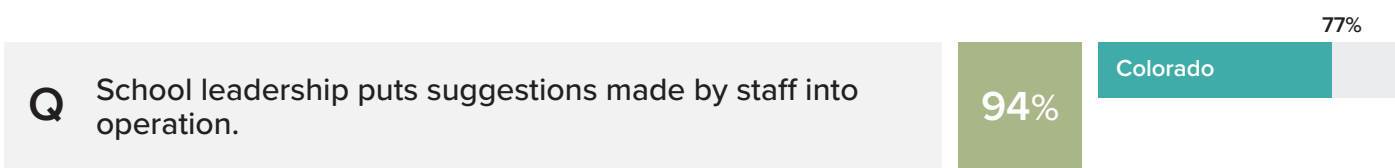
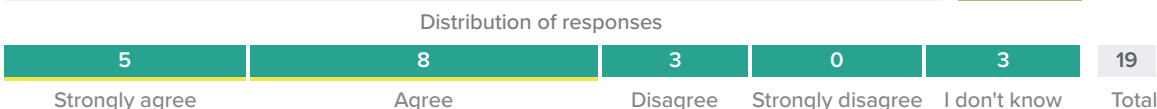
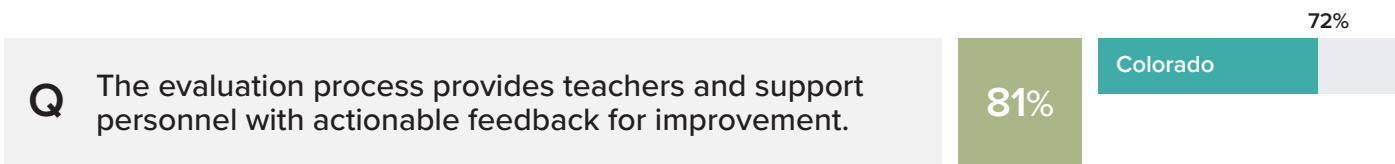
Distribution of responses



More School Leadership results on next page

SL School Leadership (cont)

COMPARE RESULT



RESULTS

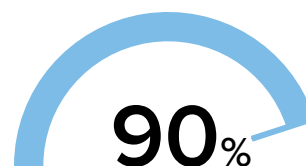
Item level results from your report



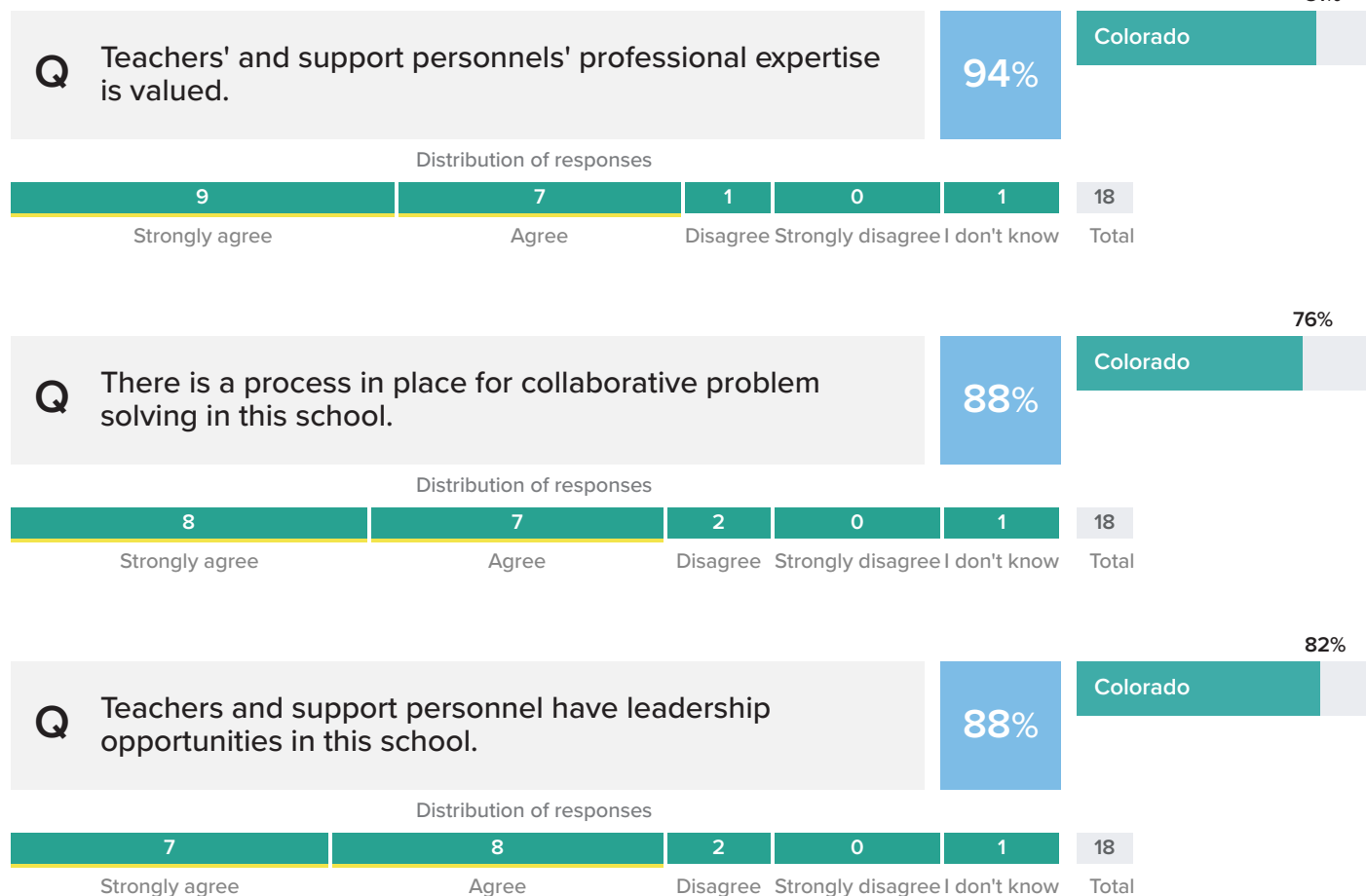
SL Staff Leadership

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



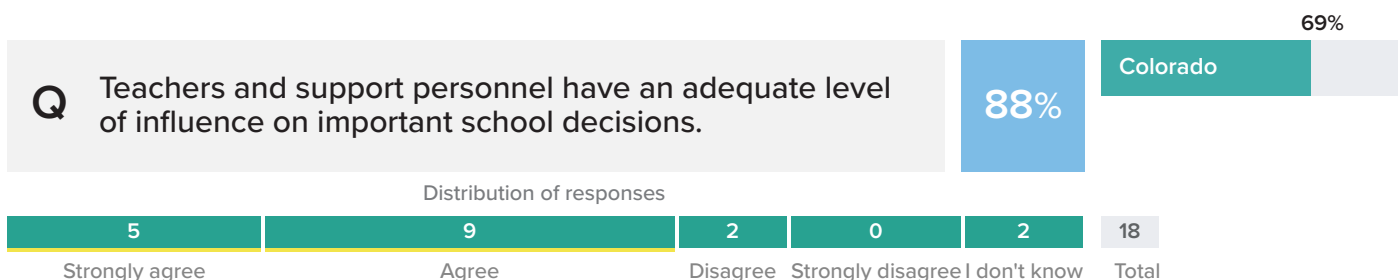
COMPARE RESULT



More Staff Leadership results on next page

SL Staff Leadership (cont)

COMPARE RESULT



RESULTS

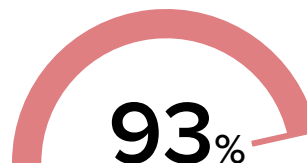
Item level results from your report



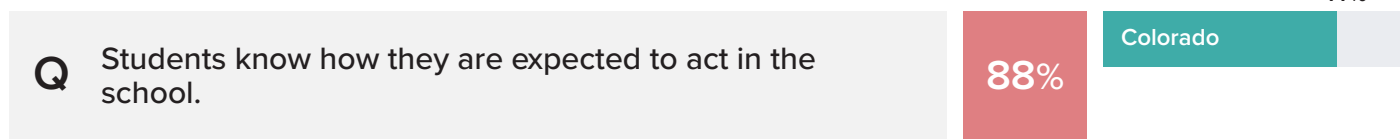
MC Managing Student Conduct

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

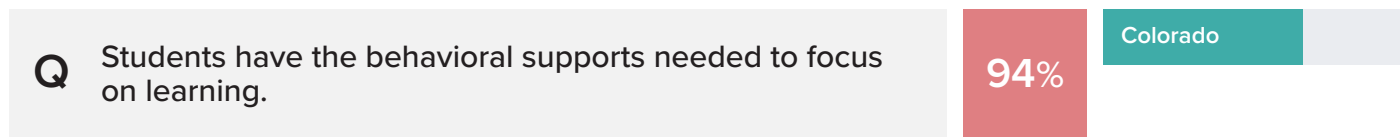
OVERALL FAVORABILITY



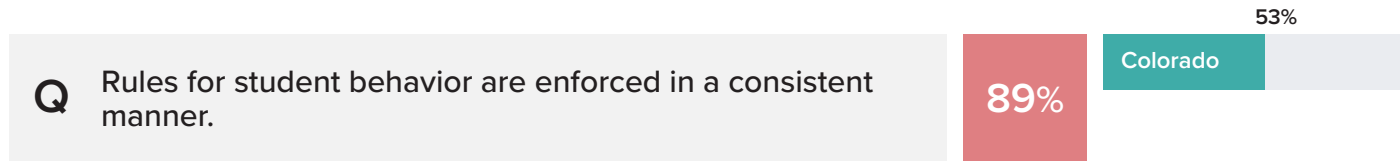
COMPARE RESULT



Distribution of responses



Distribution of responses



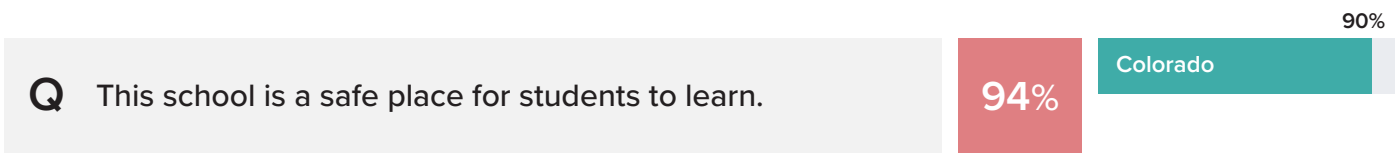
Distribution of responses



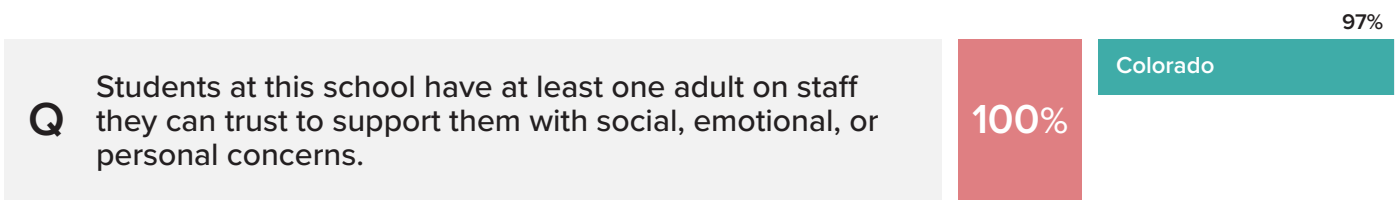
MC More Managing Student Conduct results on next page

MC Managing Student Conduct (cont)

COMPARE RESULT



Distribution of responses



Distribution of responses



RESULTS

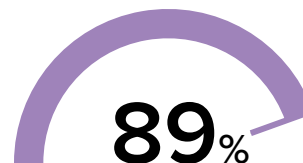
Item level results from your report



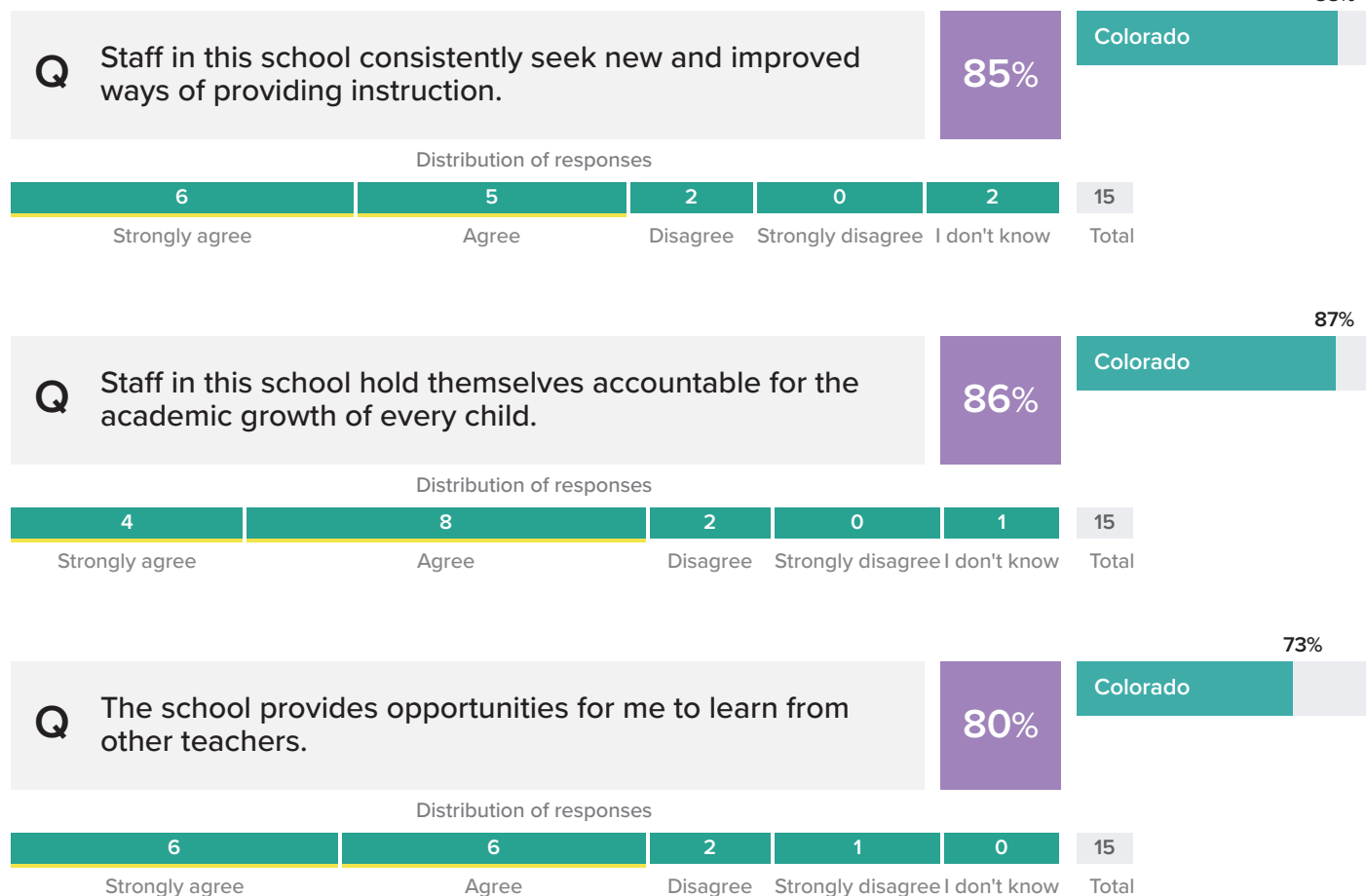
IS Instructional Practices and Support

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

OVERALL FAVORABILITY



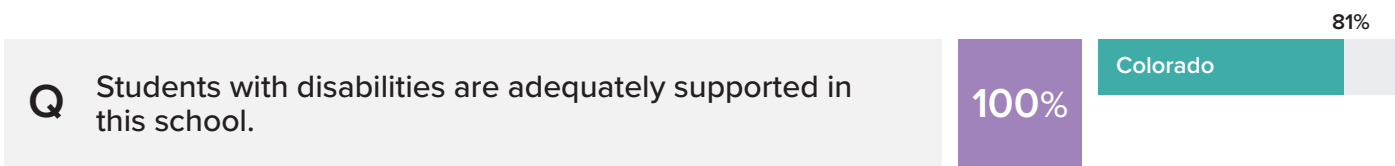
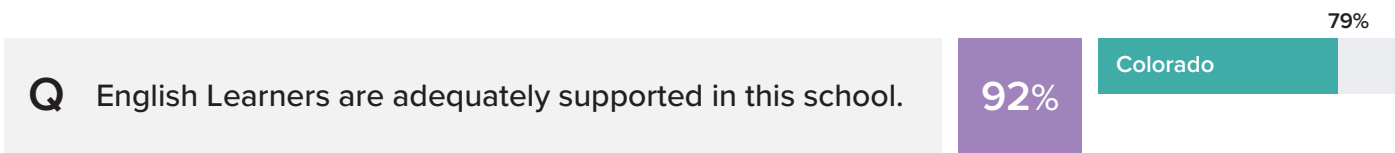
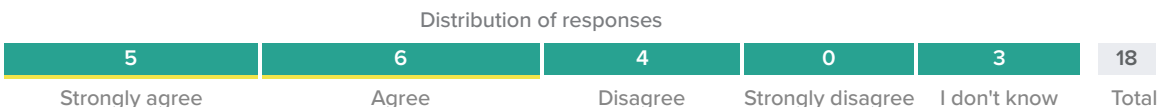
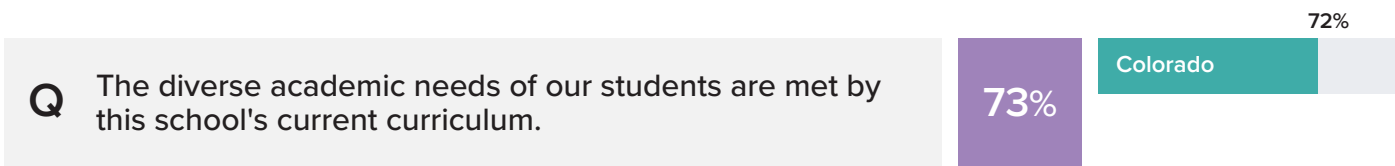
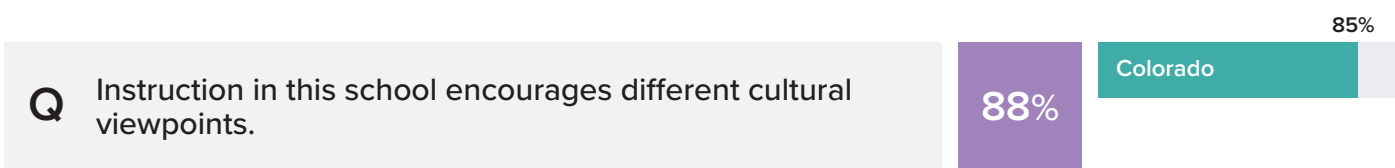
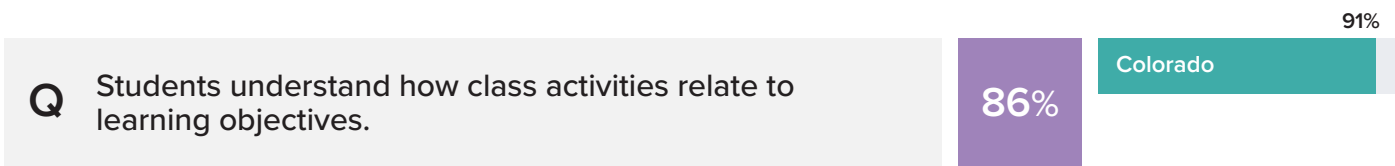
COMPARE RESULT



More Instructional Practices and Support results on next page

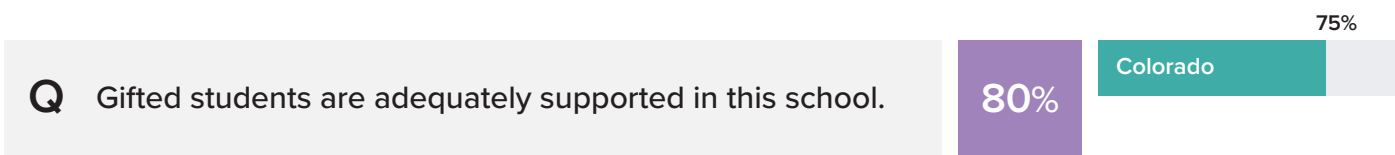
IS Instructional Practices and Support (cont)

COMPARE RESULT

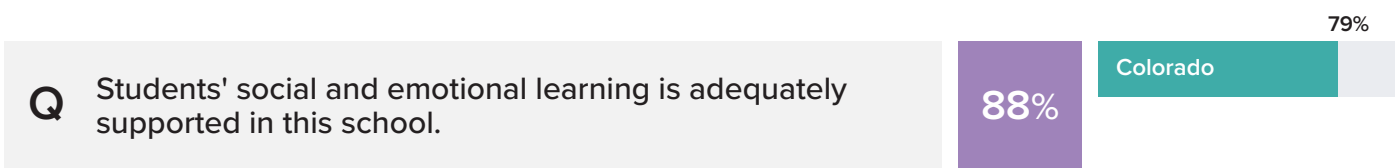


IS Instructional Practices and Support (cont)

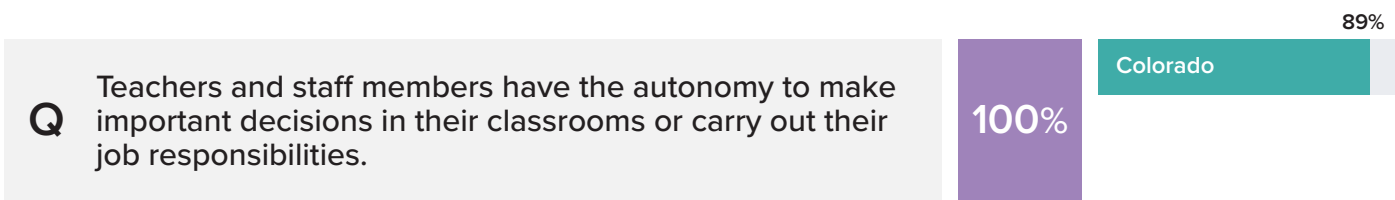
COMPARE RESULT



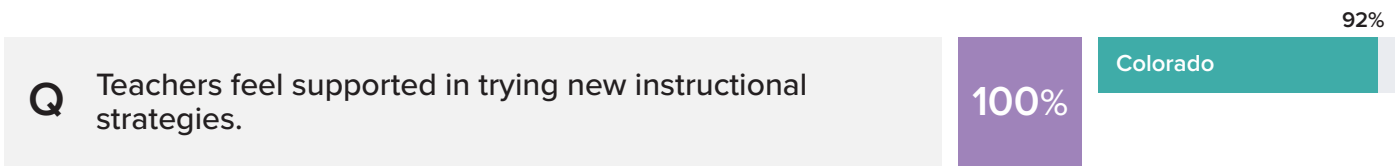
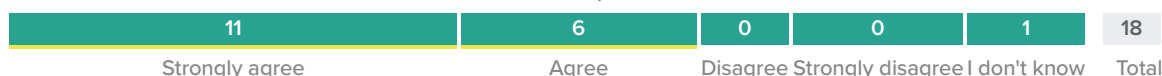
Distribution of responses



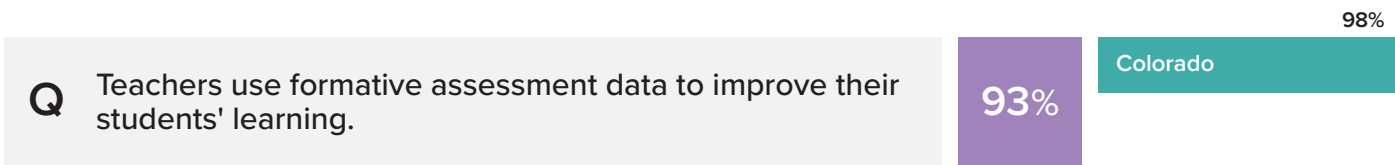
Distribution of responses



Distribution of responses



Distribution of responses



Distribution of responses



RESULTS

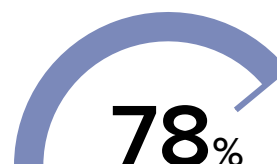
Item level results from your report



PD Professional Development

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

OVERALL FAVORABILITY



COMPARE RESULT

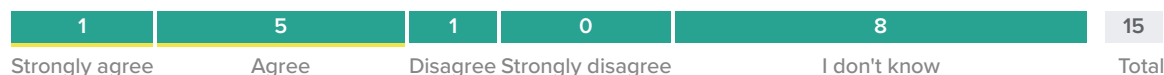
71%

Colorado

86%

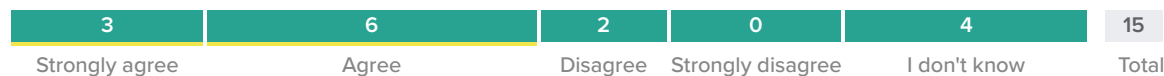
Q The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices.

Distribution of responses



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

Distribution of responses



Q The effectiveness of professional development is assessed regularly.

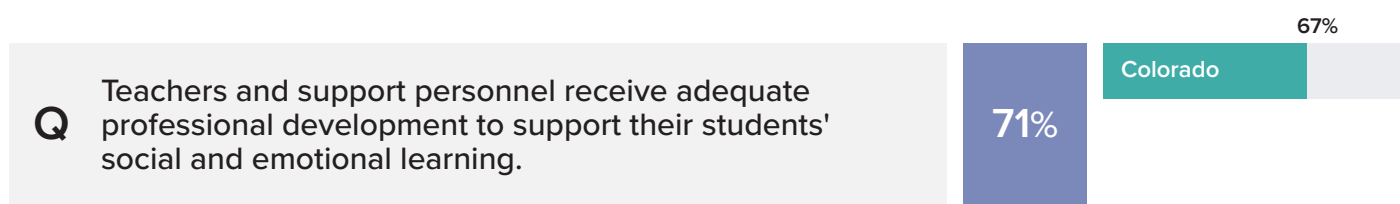
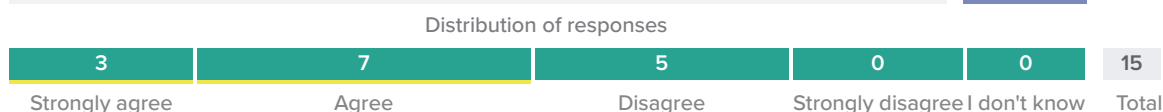
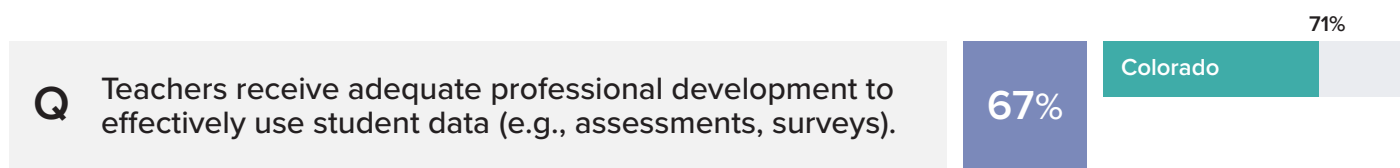
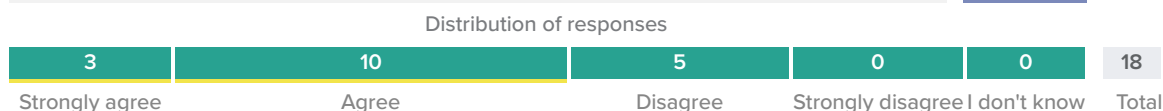
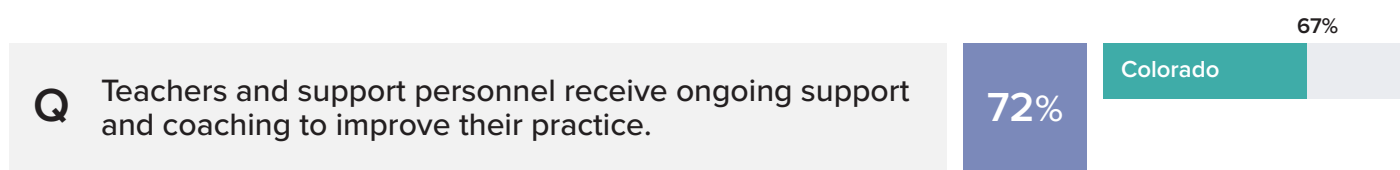
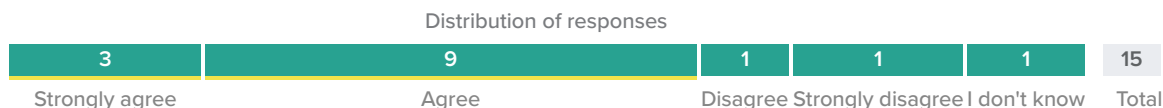
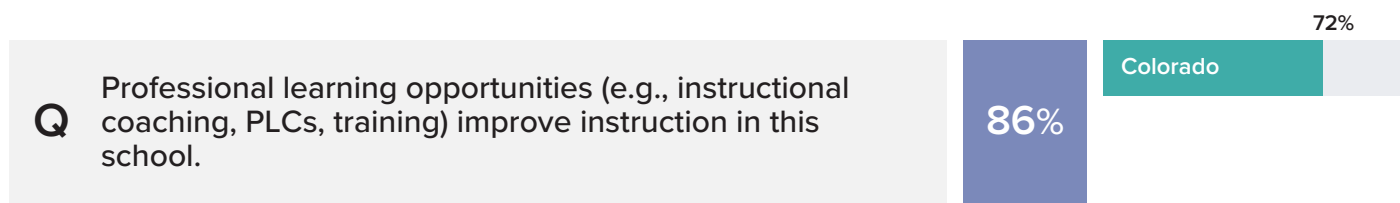
Distribution of responses



More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT



PD More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT



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

This item did not receive the number of responses needed to appear in the results

Q Support personnel are appropriately compensated for professional development.

This item did not receive the number of responses needed to appear in the results

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

This item did not receive the number of responses needed to appear in the results

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

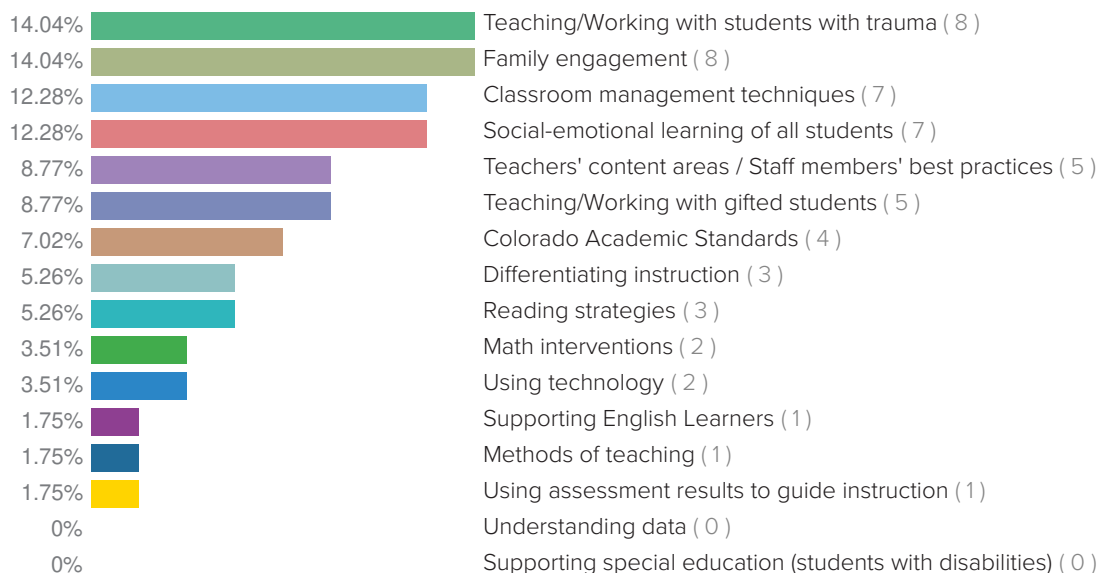
This item did not receive the number of responses needed to appear in the results

PD More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

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



RESULTS

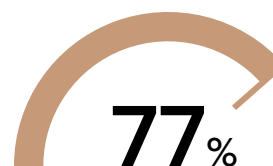
Item level results from your report



T Time

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

OVERALL FAVORABILITY



COMPARE RESULT

59%

Colorado

89%

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

Distribution of responses



62%

Colorado

76%

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

Distribution of responses



52%

Colorado

71%

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

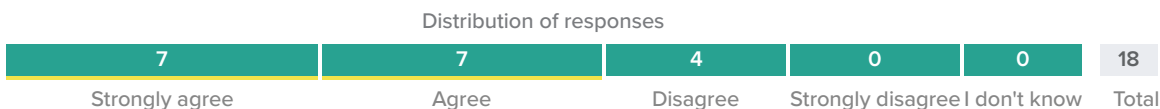
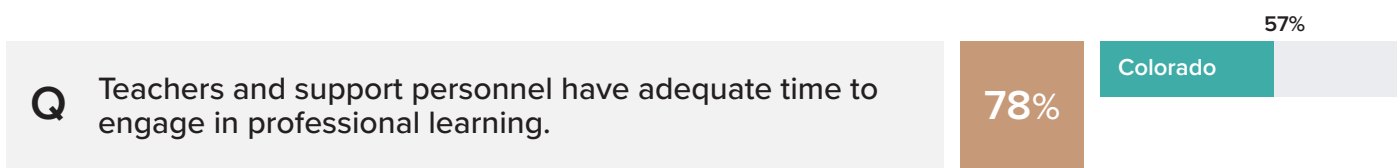
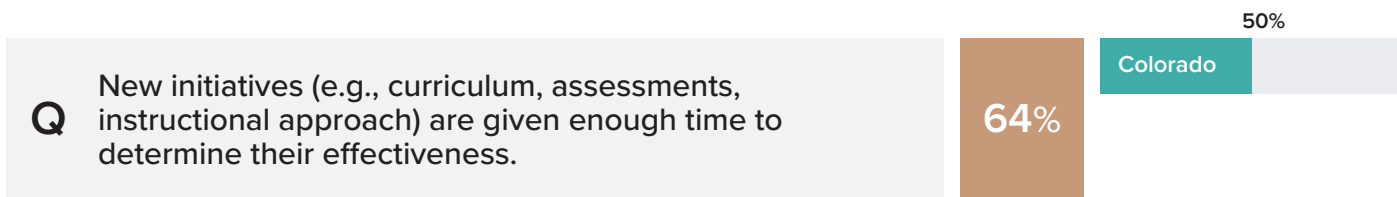
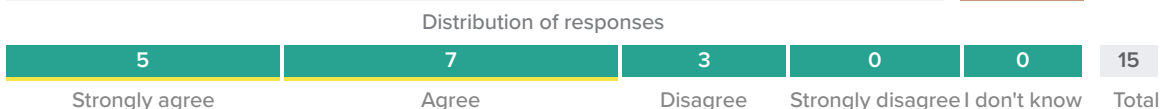
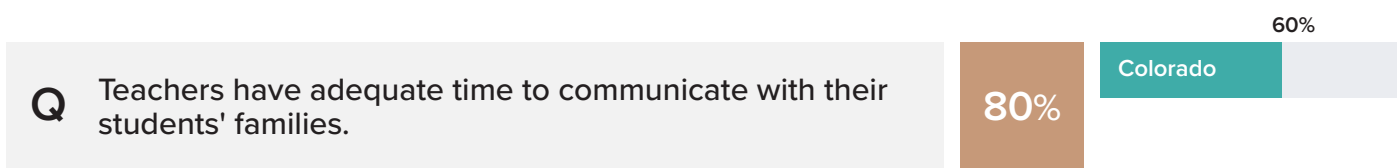
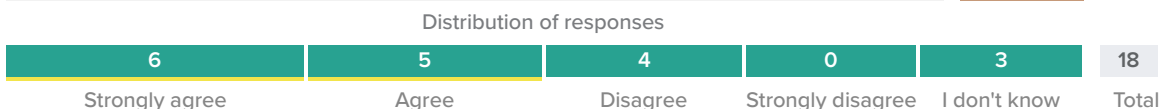
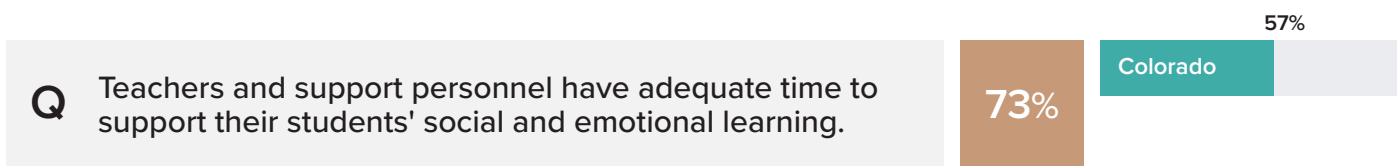
Distribution of responses



T More Time results on next page

T Time (cont)

COMPARE RESULT



RESULTS

Item level results from your report



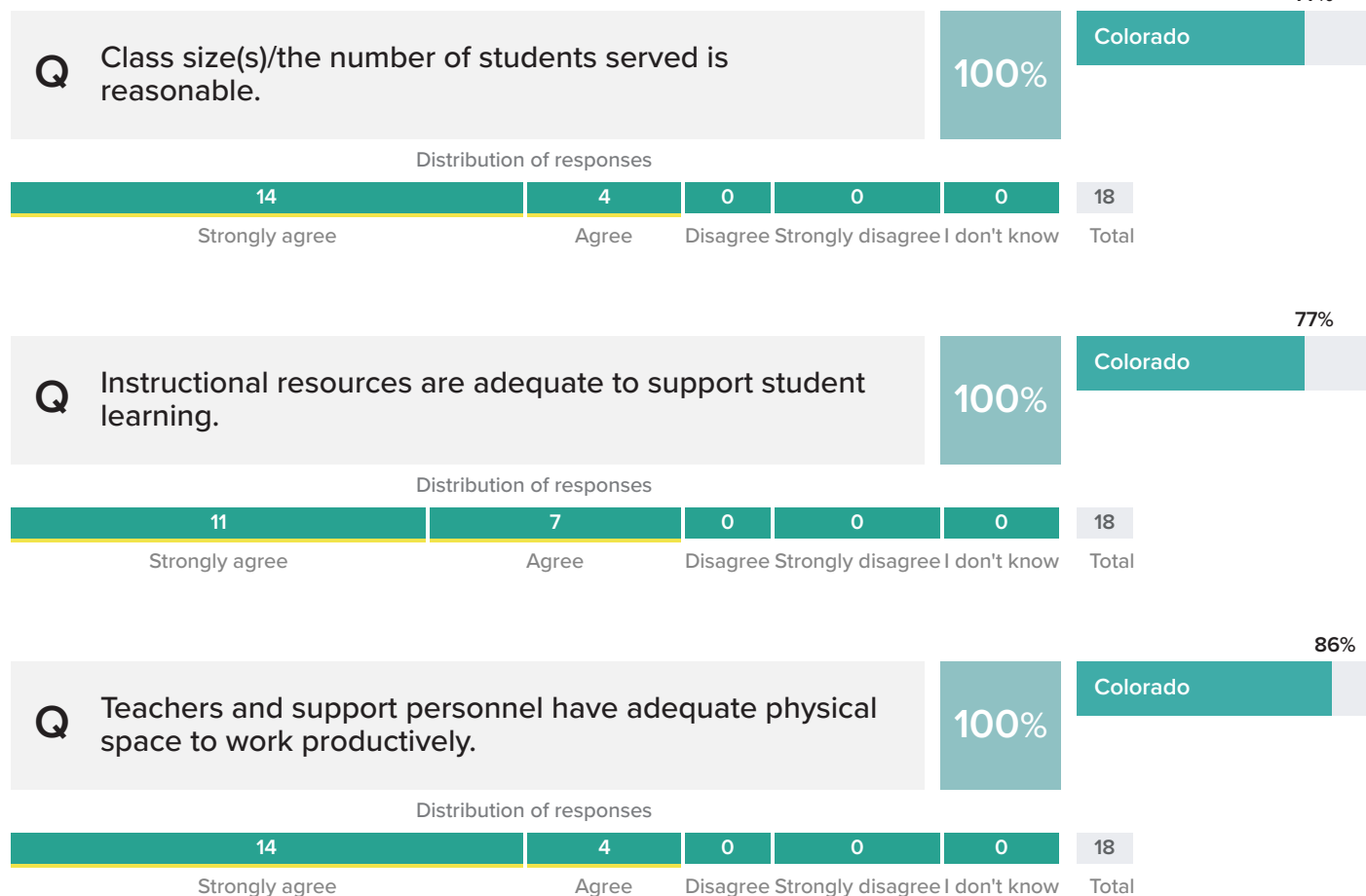
FR Facilities and Resources

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

OVERALL FAVORABILITY



COMPARE RESULT



FR More Facilities and Resources results on next page

FR Facilities and Resources (cont)

COMPARE RESULT



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



COMPARE RESULT

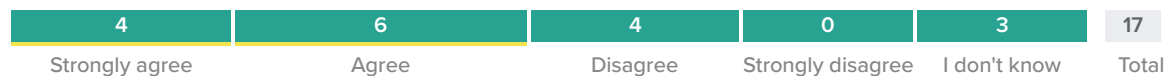
85%

Colorado

Q The broader community is supportive of the school.

71%

Distribution of responses



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

79%

Distribution of responses



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

73%

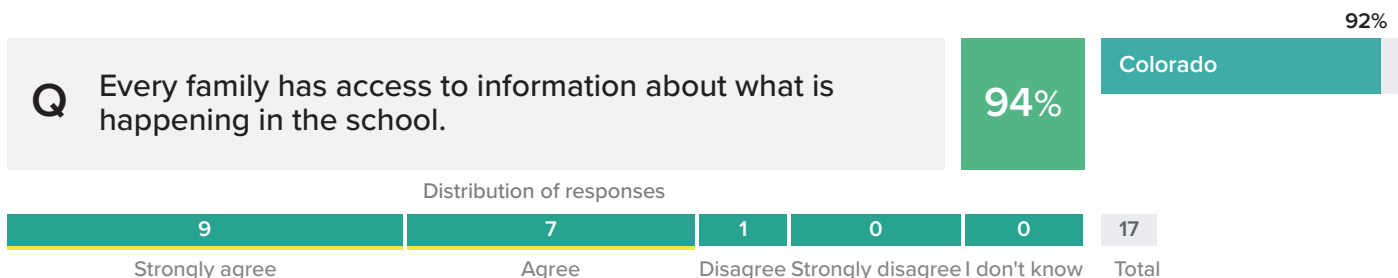
Distribution of responses



More Community Support and Involvement results on next page

CI Community Support and Involvement (cont)

COMPARE RESULT



RESULTS

Item level results from your report



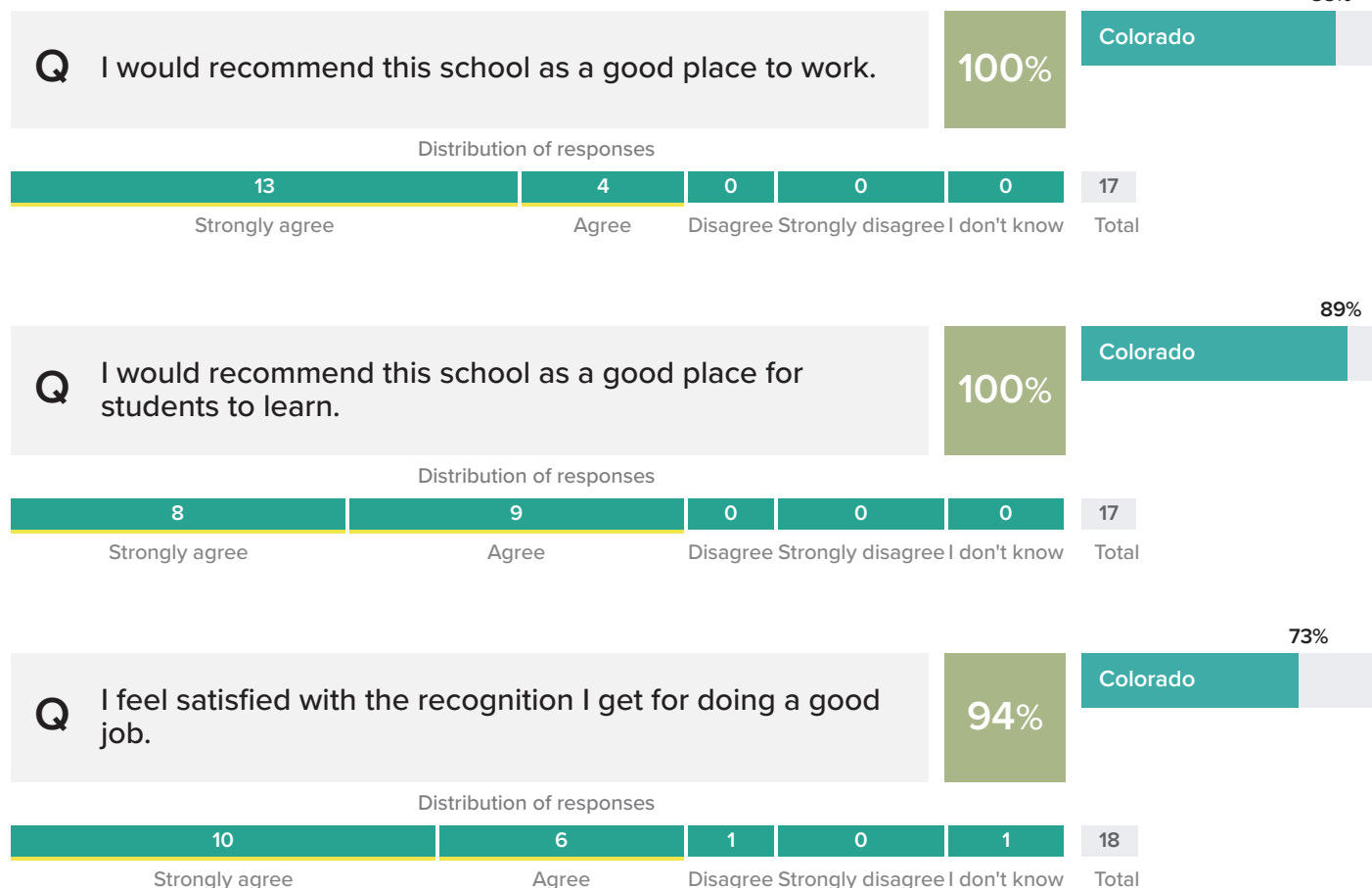
GR General Reflection

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

OVERALL FAVORABILITY



COMPARE RESULT

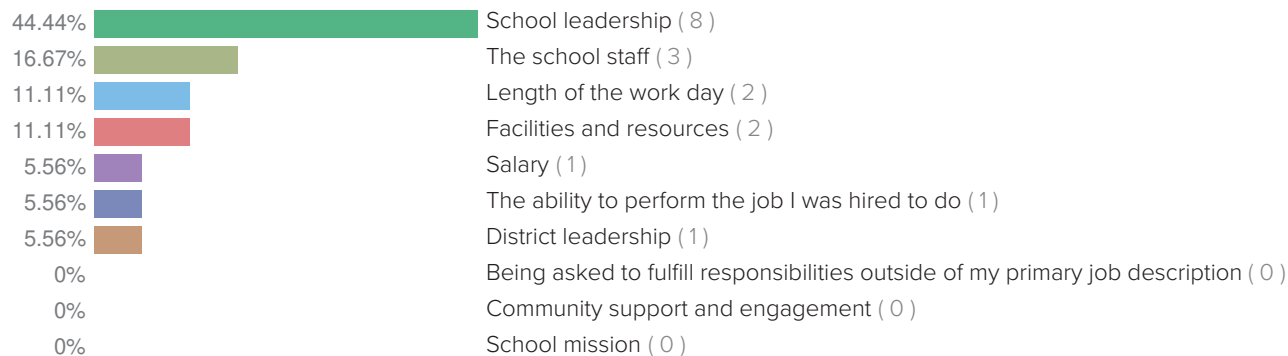


GR More General Reflection results on next page

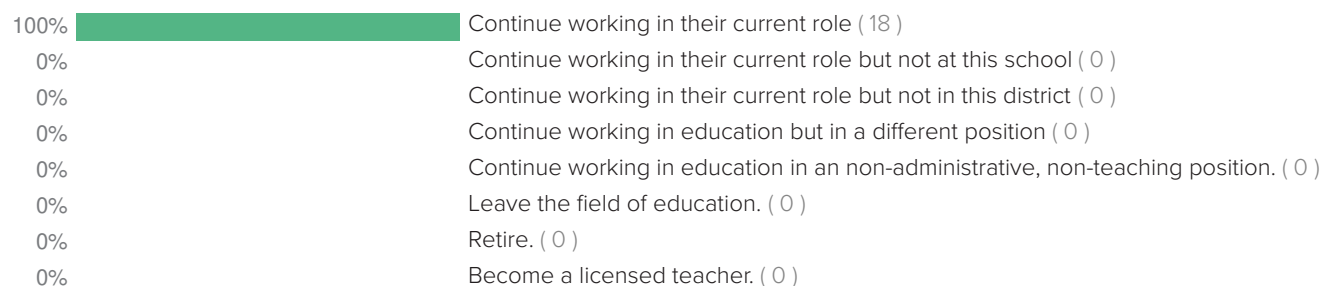
GR General Reflection (cont)

COMPARE RESULT

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

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

COMPARE RESULT

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

This item did not receive the number of responses needed to appear in the results

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

This item did not receive the number of responses needed to appear in the results

Q The district clearly describes expectations for schools.

This item did not receive the number of responses needed to appear in the results

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

This item did not receive the number of responses needed to appear in the results

DS More District Supports results on next page

DS District Supports (cont)

COMPARE RESULT

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

This item did not receive the number of responses needed to appear in the results

Q The district makes principal professional development a priority.

This item did not receive the number of responses needed to appear in the results

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

This item did not receive the number of responses needed to appear in the results

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

This item did not receive the number of responses needed to appear in the results

Q District leadership takes steps to solve problems.

This item did not receive the number of responses needed to appear in the results

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

This item did not receive the number of responses needed to appear in the results

RESULTS

Item level results from your report

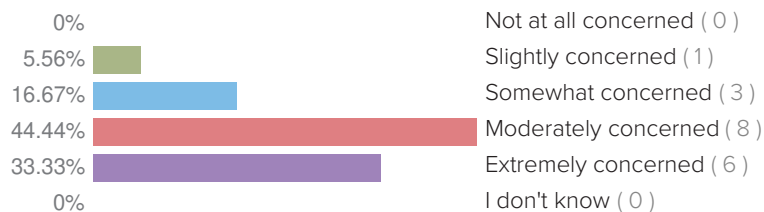


SC Student Challenges

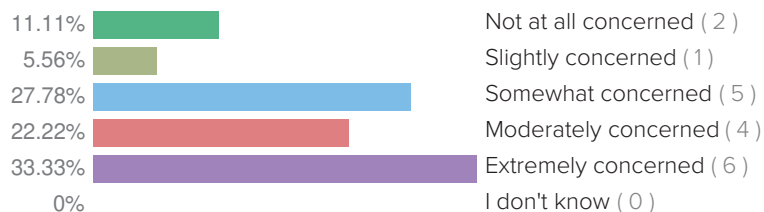
This section focuses on concerns regarding pandemic impacts on students during the current school year.

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).



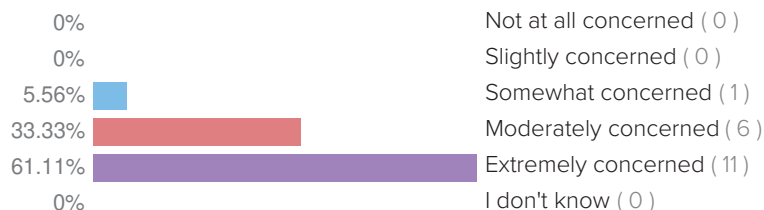
Q Social isolation.



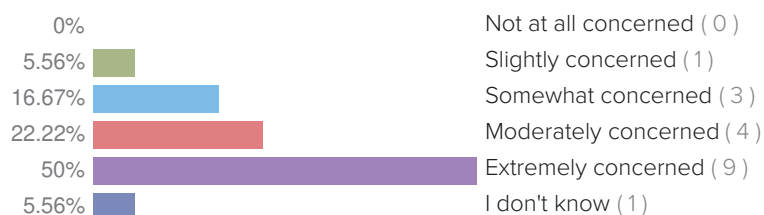
SC More Student Challenges results on next page

SC Student Challenges (cont)

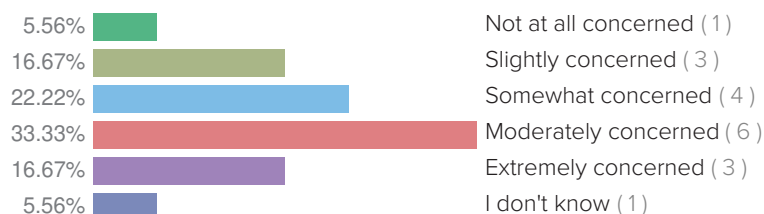
Q Increases in learning gaps.



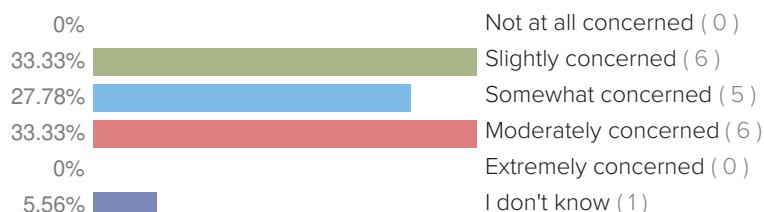
Q Insufficient home learning support.



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



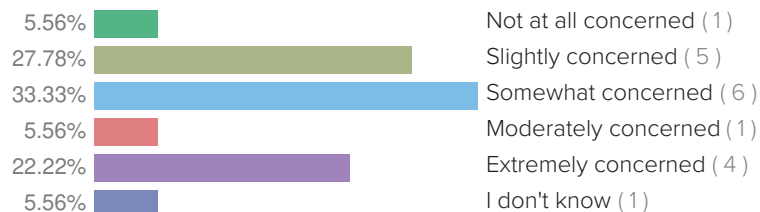
Q Student stress about assessment and grading.



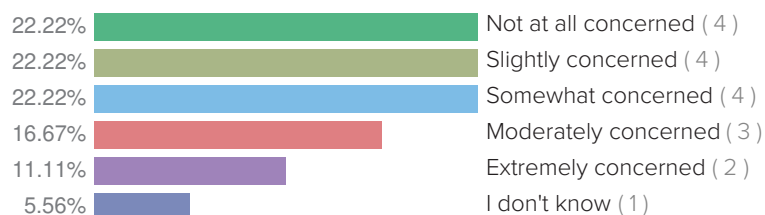
SC More Student Challenges results on next page

SC Student Challenges (cont)

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



Q Lack of access to technology/internet.



RESULTS

Item level results from your report



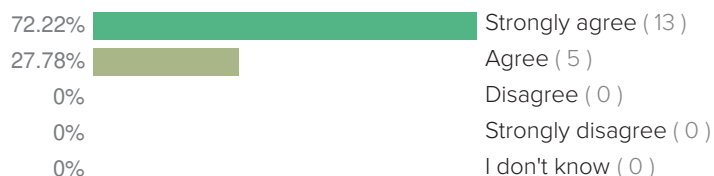
SW Support for Student Wellbeing

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

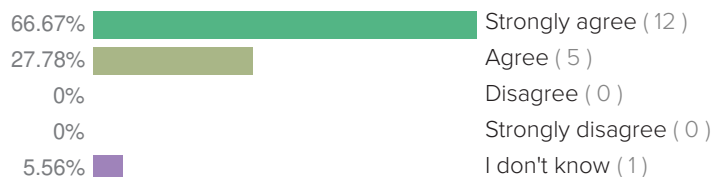
Q I value being a trusted adult for students in my school.



Q I feel comfortable discussing life skills with my students.



Q I feel comfortable discussing resilience strategies with my students.



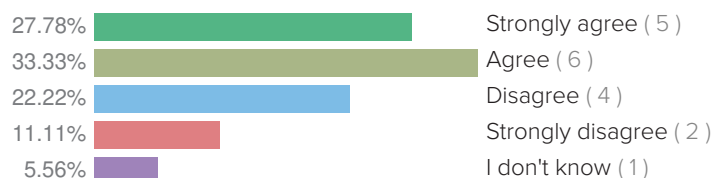
More Support for Student Wellbeing results on next page

SW Support for Student Wellbeing (cont)

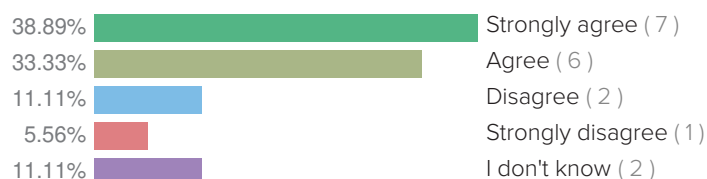
Q I feel comfortable discussing mental health with my students.



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.

This item did not receive the number of responses needed to appear in the results

RESULTS

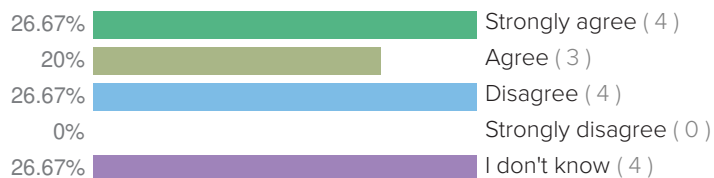
Item level results from your report



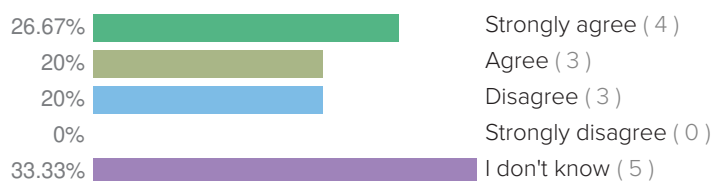
SS School Supports

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.



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

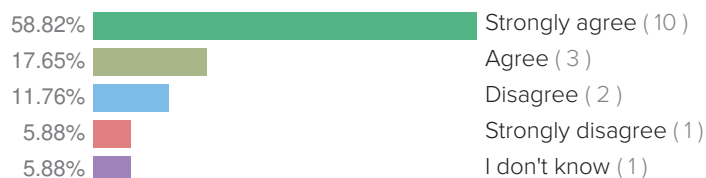


PJ Pandemic Impact on Teaching / Job

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

THE PANDEMIC NEGATIVELY AFFECTED THE FOLLOWING ASPECTS OF MY JOB:

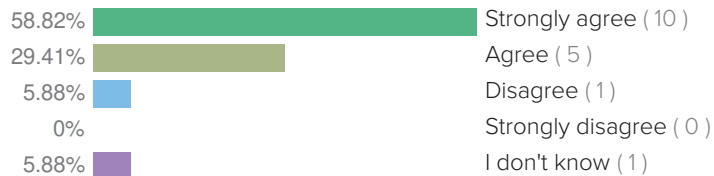
Q Managing distance/online teaching.



Q Predictable daily routine.



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



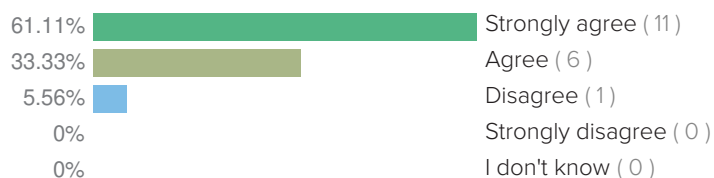
More Pandemic Impact on Teaching / Job results on next page

PJ Pandemic Impact on Teaching / Job (cont)

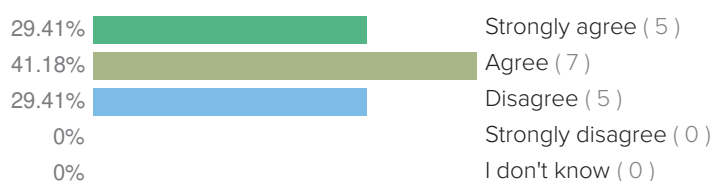
Q Interactions with students' parents/guardians.



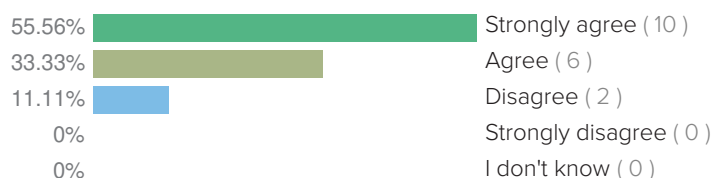
Q Student engagement.



Q Engagement with my colleagues.



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



RESULTS

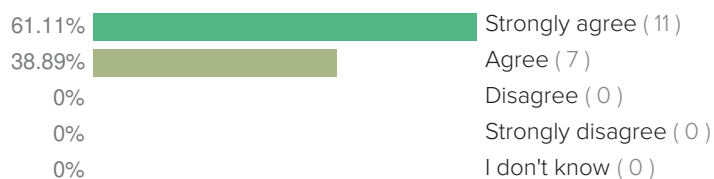
Item level results from your report



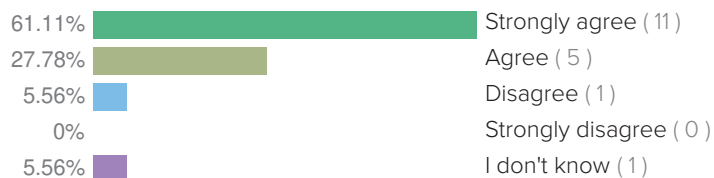
SW Support for Own Wellbeing

This section focuses on supports for staff wellbeing.

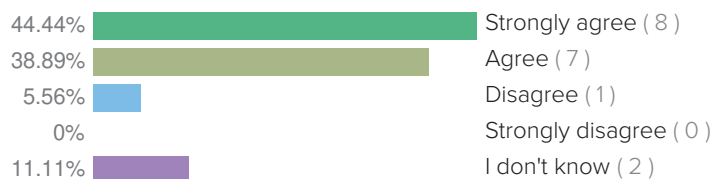
Q I am comfortable working in my school given the safety and health protocols currently in place.



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



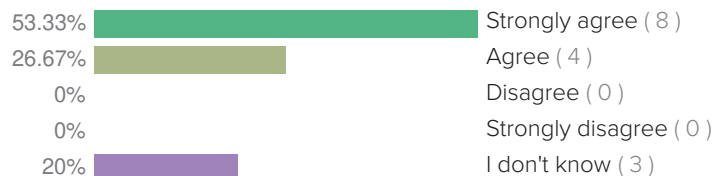
Q I am getting adequate social emotional support for myself during this time.



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.

This item did not receive the number of responses needed to appear in the results

Q I feel respected by school leaders in my school.

This item did not receive the number of responses needed to appear in the results

Q I feel respected by students in my school.

This item did not receive the number of responses needed to appear in the results

Q My work schedule fits my personal needs.

This item did not receive the number of responses needed to appear in the results

Q My work is very stressful.

This item did not receive the number of responses needed to appear in the results

ES More [ESP] Job Satisfaction results on next page

ES [ESP] Job Satisfaction (cont)

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

This item did not receive the number of responses needed to appear in the results

Q I feel adequately compensated for my work.

This item did not receive the number of responses needed to appear in the results

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

This item did not receive the number of responses needed to appear in the results

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

This item did not receive the number of responses needed to appear in the results

Q I have ways to advance my career in education.

This item did not receive the number of responses needed to appear in the results

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.

This item did not receive the number of responses needed to appear in the results

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

This item did not receive the number of responses needed to appear in the results

Q I know and understand my role.

This item did not receive the number of responses needed to appear in the results

Q I was properly trained for my job.

This item did not receive the number of responses needed to appear in the results

Q My role is to support student independence.

This item did not receive the number of responses needed to appear in the results

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

ER [ESP] Roles & Responsibilities (cont)

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

This item did not receive the number of responses needed to appear in the results

Q I receive adequate guidance about my role.

This item did not receive the number of responses needed to appear in the results