

DISTRICT REPORT

Teaching & Learning Conditions Colorado Survey



Prepared for
Alamosa RE-11J

Number of respondents (#)
109

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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

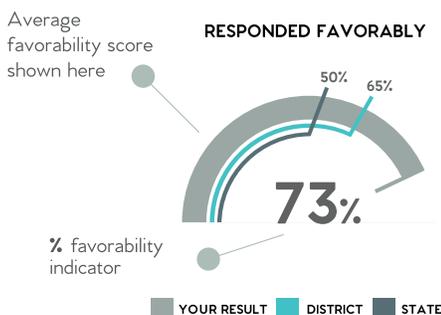
The survey is led by the Colorado Department of Education (CDE) and operated through a statewide collaborative that includes the Colorado Association of School Boards, Colorado Association of School Executives, Colorado Education Association, Colorado Education Initiative, Colorado League of Charter 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

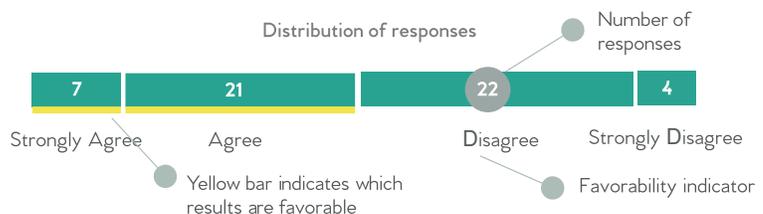
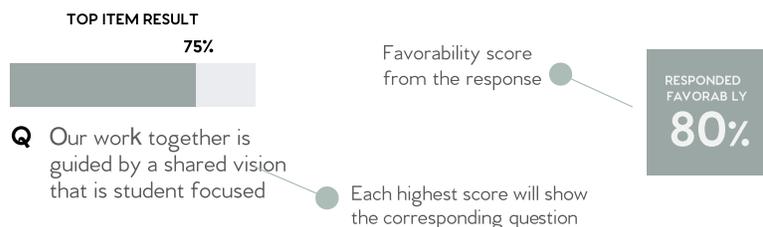
After responding to demographic questions, educators indicated one of four response options for each item on the survey. Scores in this report are percentages based on the proportion of staff who replied “Agree” or “Strongly Agree.” Responses to “I don't Know” do not affect favorability ratings. You 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?

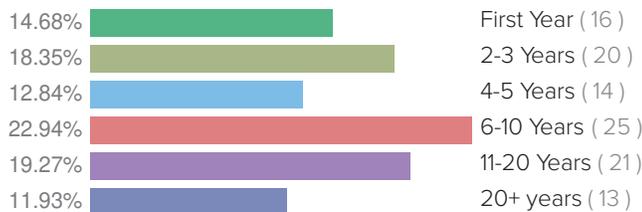
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

109 total respondents

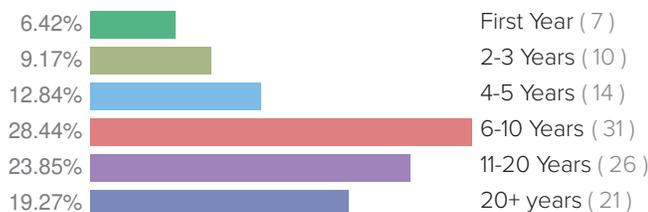
D What is your current position at the school?



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?



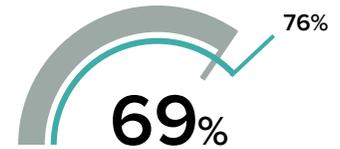
REPORT OVERVIEW

Your results at a glance



TLCC Survey

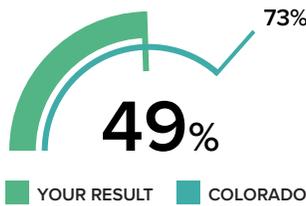
REPORT OVERALL FAVORABILITY



YOUR RESULTS

NQ

New Staff Questions



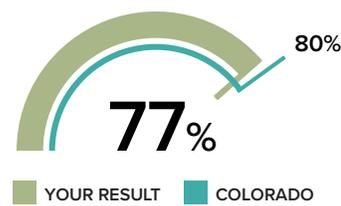
TOP ITEM RESULT

50%

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

SL

School Leadership



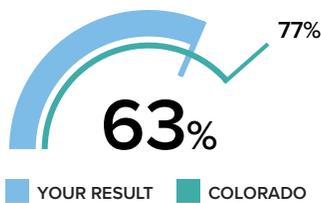
TOP ITEM RESULT

93%

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

SL

Staff Leadership



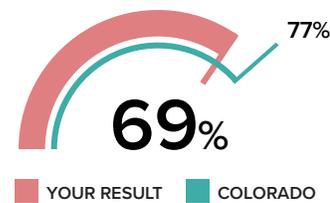
TOP ITEM RESULT

73%

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

MC

Managing Student Conduct



TOP ITEM RESULT

99%

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

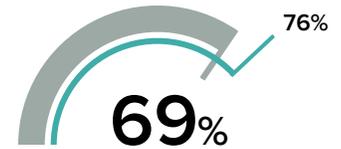
REPORT OVERVIEW

Your results at a glance



TLCC Survey

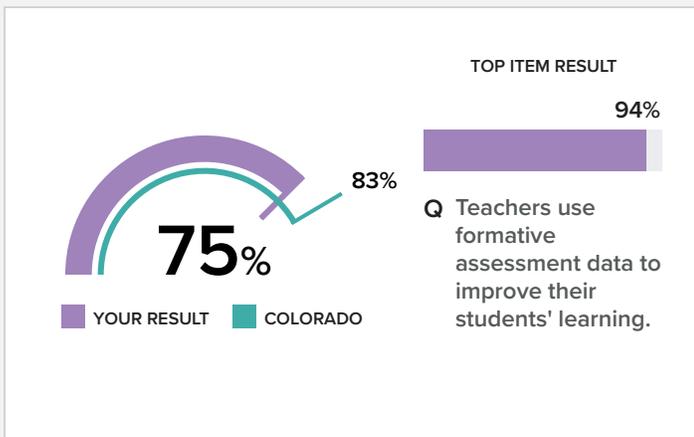
REPORT OVERALL FAVORABILITY



YOUR RESULTS

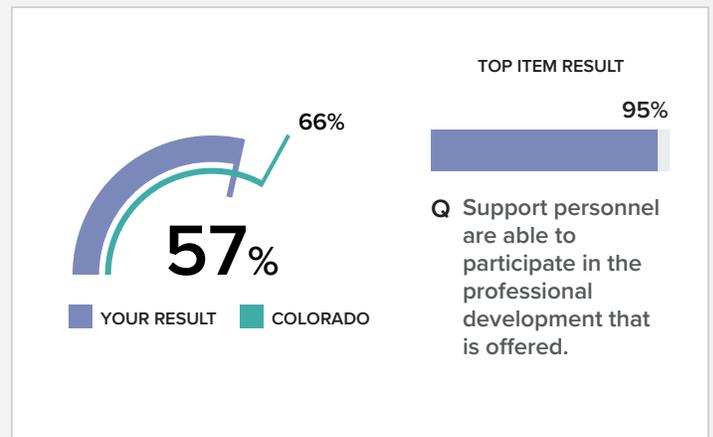
IS

Instructional Practices and Support



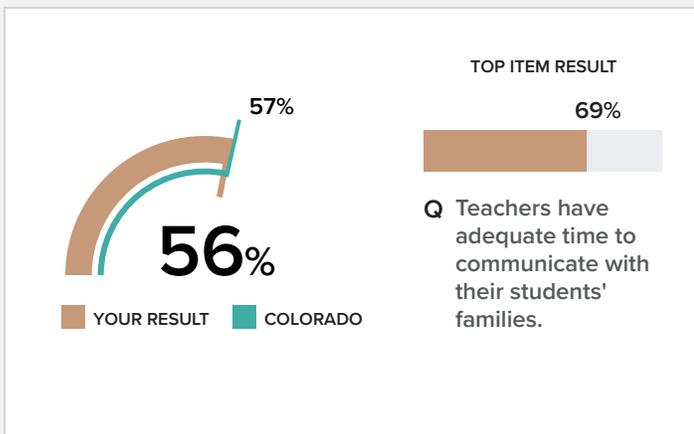
PD

Professional Development



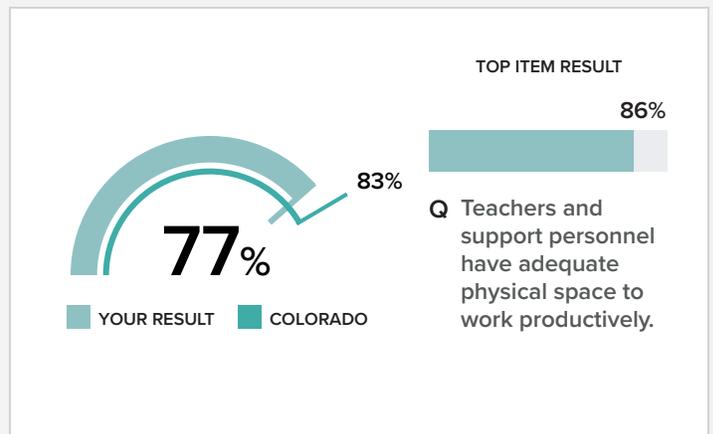
T

Time



FR

Facilities and Resources



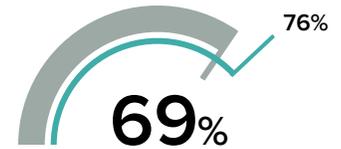
REPORT OVERVIEW

Your results at a glance



TLCC Survey

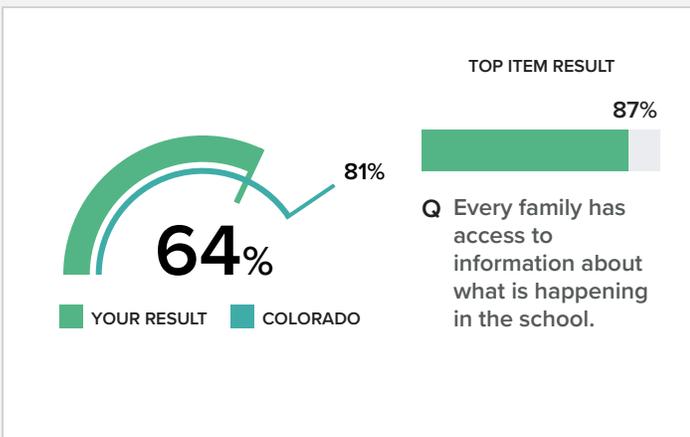
REPORT OVERALL FAVORABILITY



YOUR RESULTS

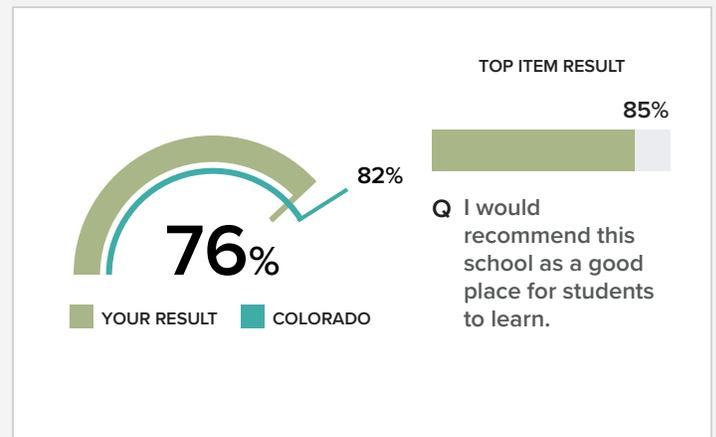
CI

Community Support and Involvement



GR

General Reflection



DS

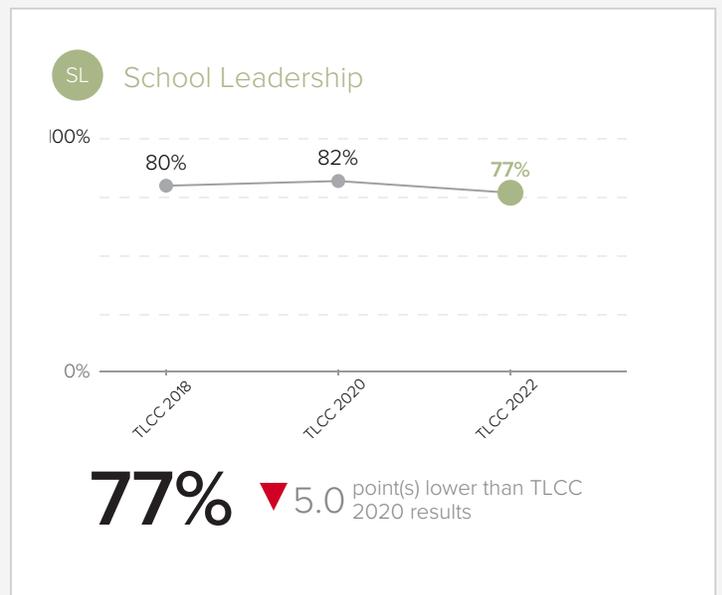
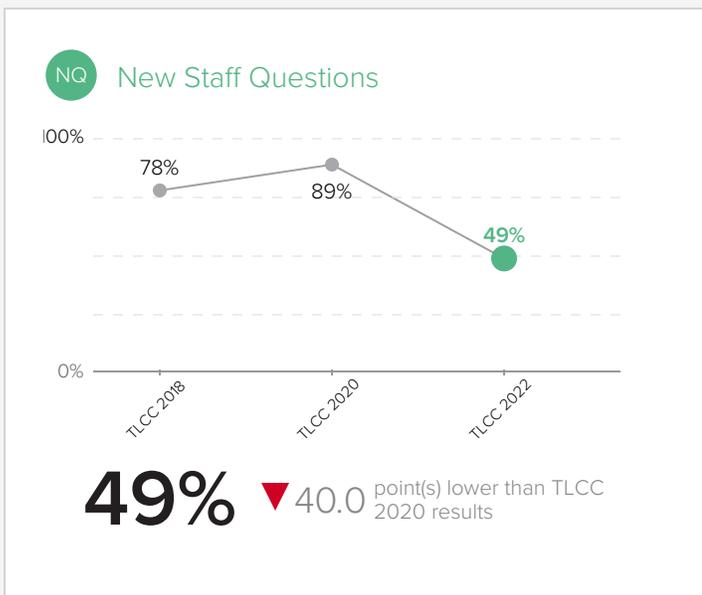
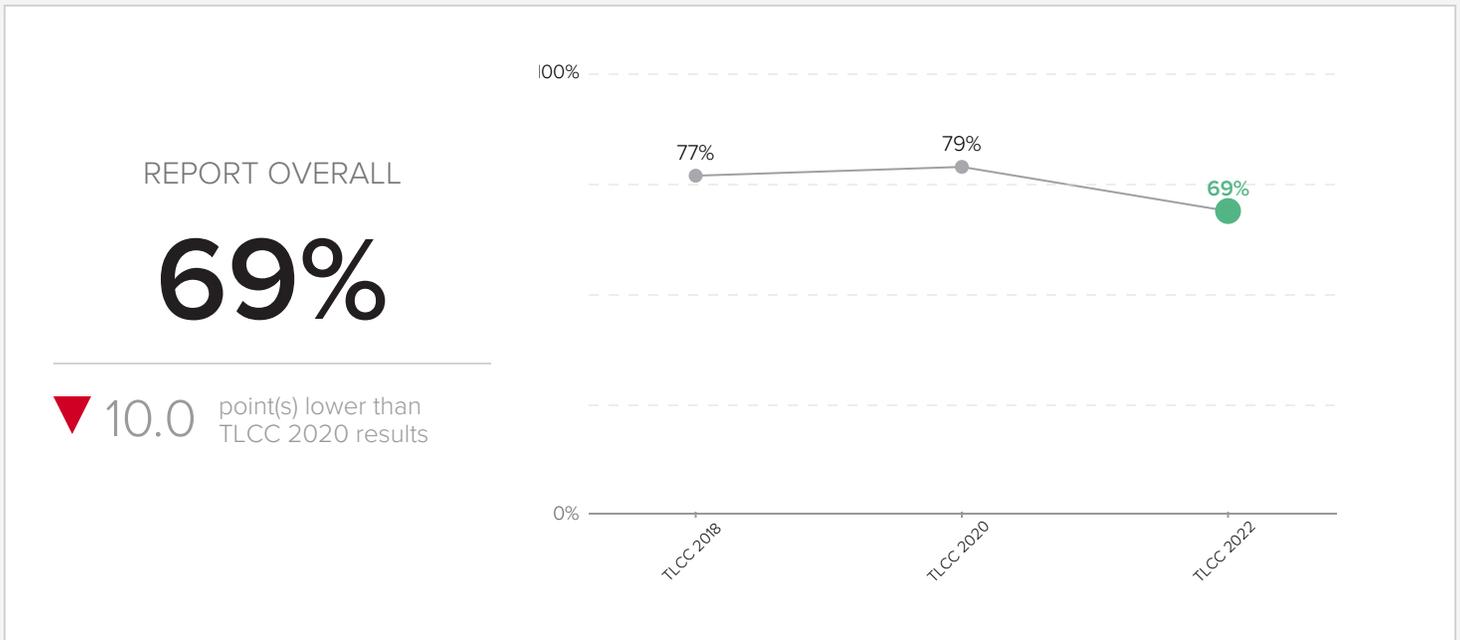
District Supports

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

HISTORICAL RESULTS

Measuring your growth

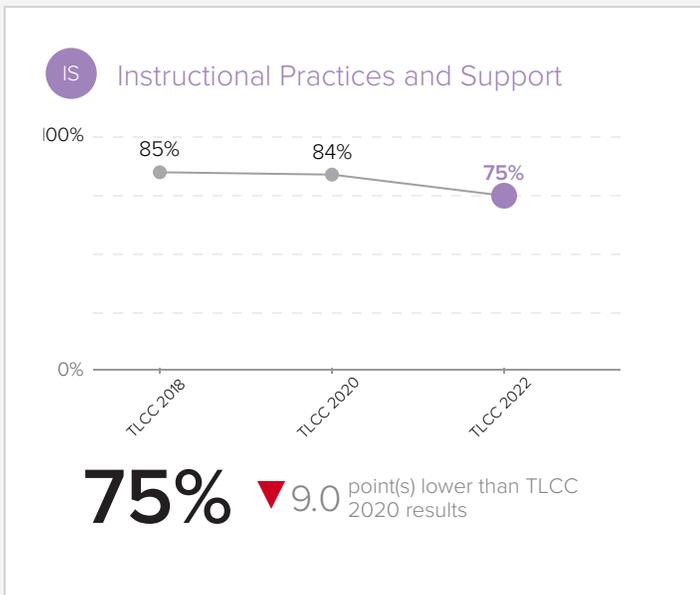
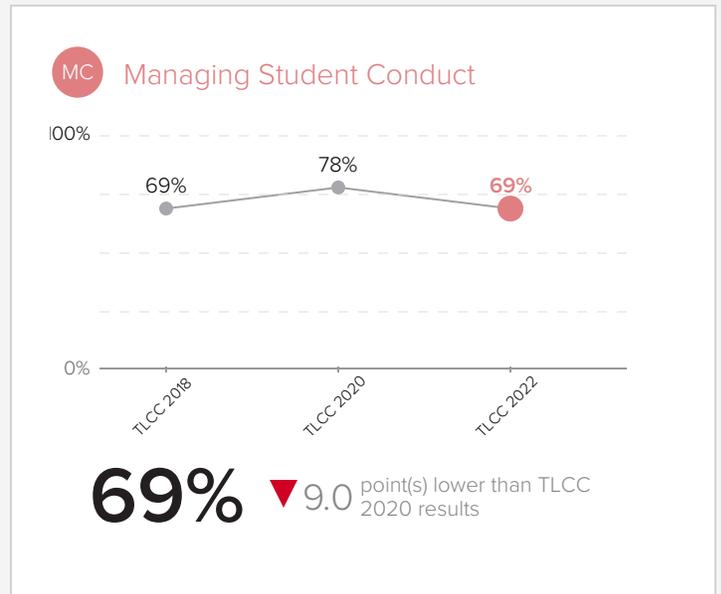
The following graphics display your results compared to your previous survey results.



HISTORICAL RESULTS

Measuring your growth

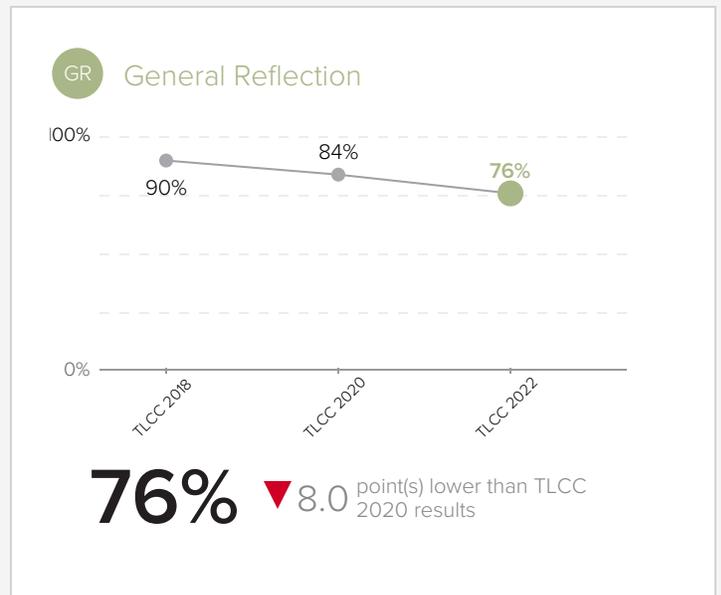
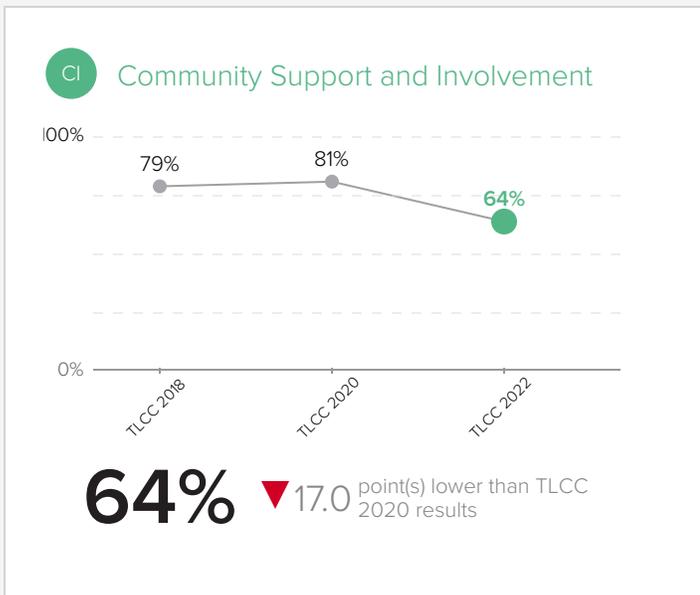
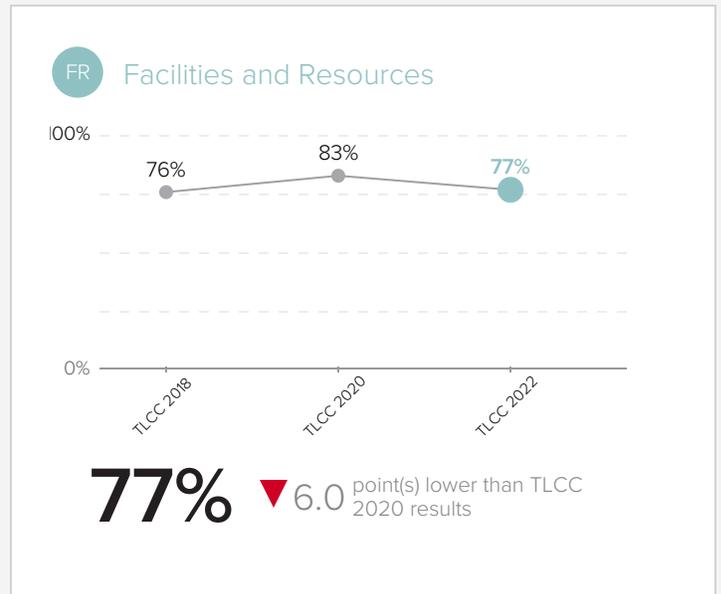
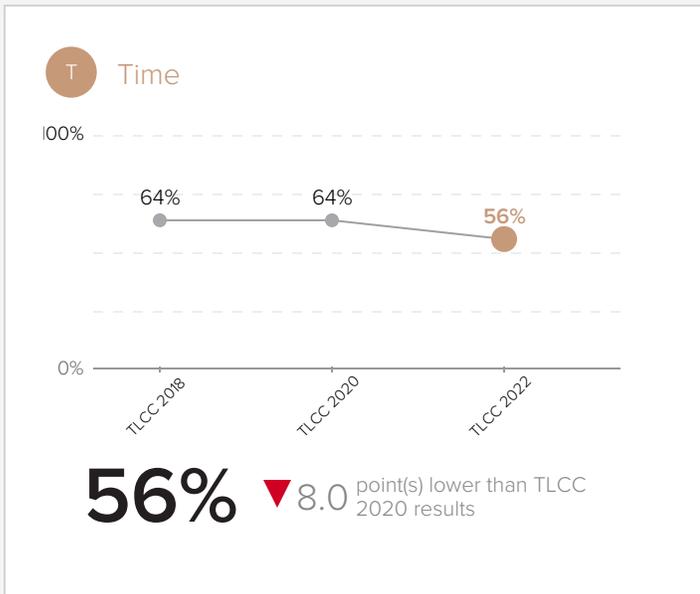
The following graphics display your results compared to your previous survey results.



HISTORICAL RESULTS

Measuring your growth

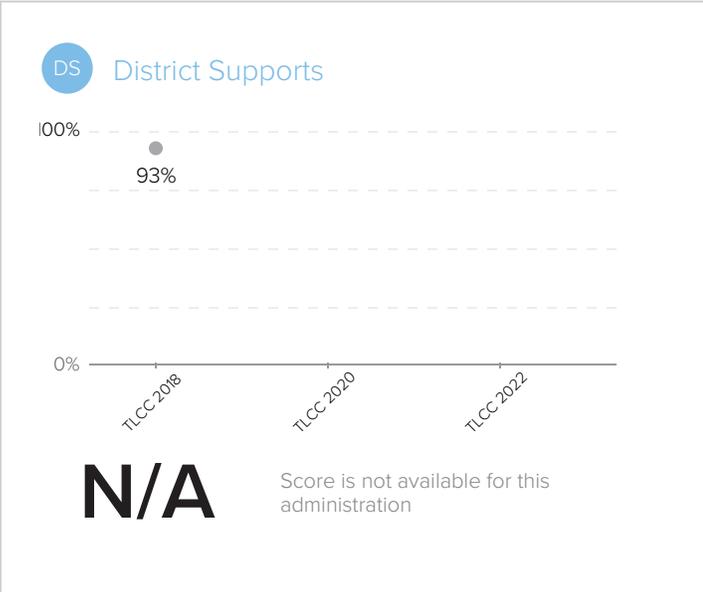
The following graphics display your results compared to your previous survey results.



HISTORICAL RESULTS

Measuring your growth

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



RESULTS

Item level results from your report



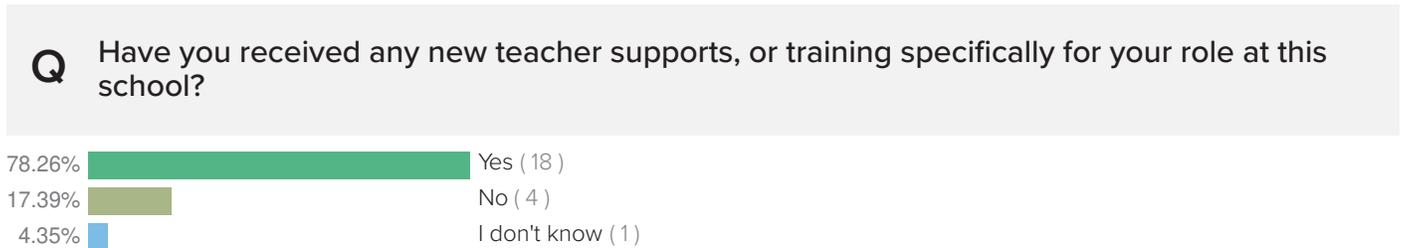
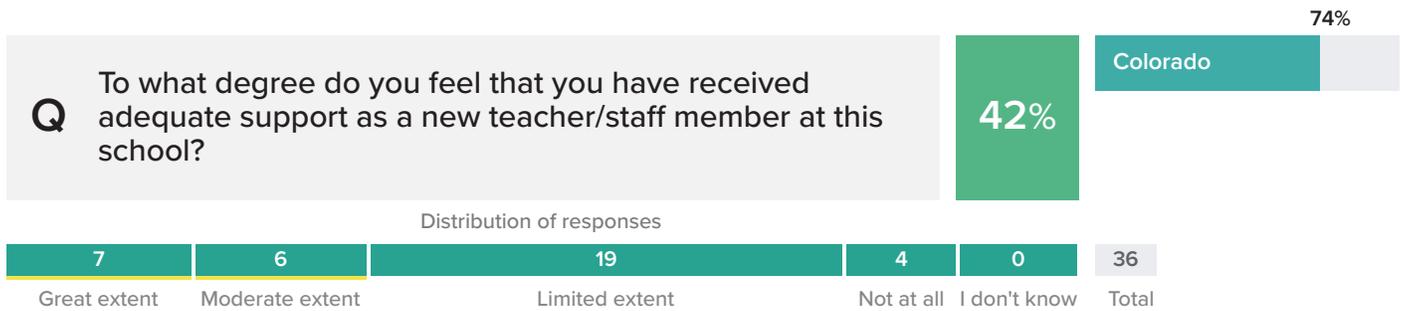
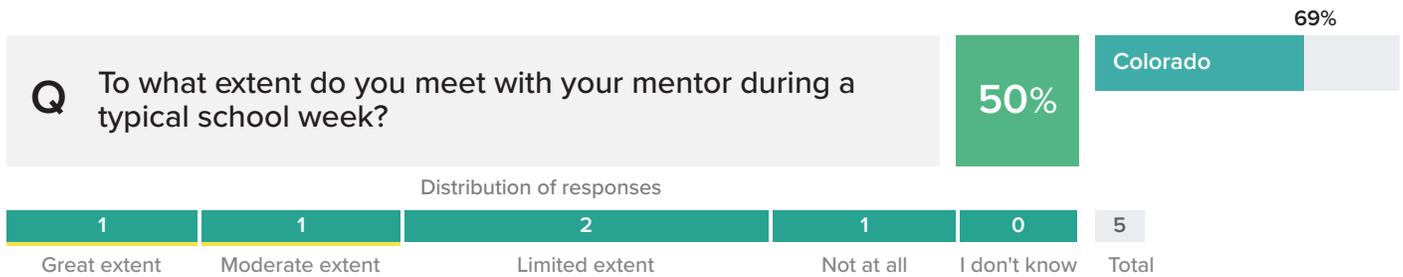
NQ New Staff Questions

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).

OVERALL FAVORABILITY



COMPARE RESULT



NQ More New Staff Questions results on next page

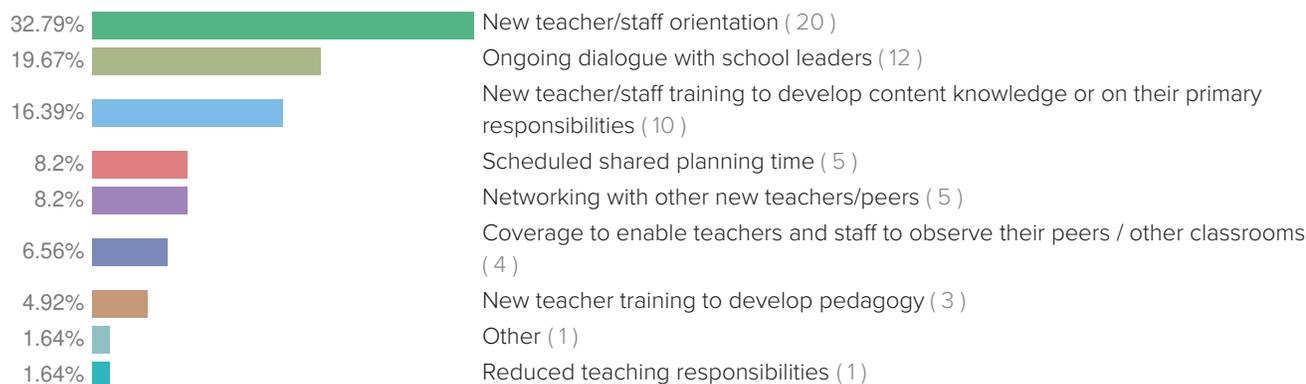
NQ New Staff Questions (cont)

COMPARE RESULT

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



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

NQ **New Staff Questions (cont)**

COMPARE RESULT

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

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



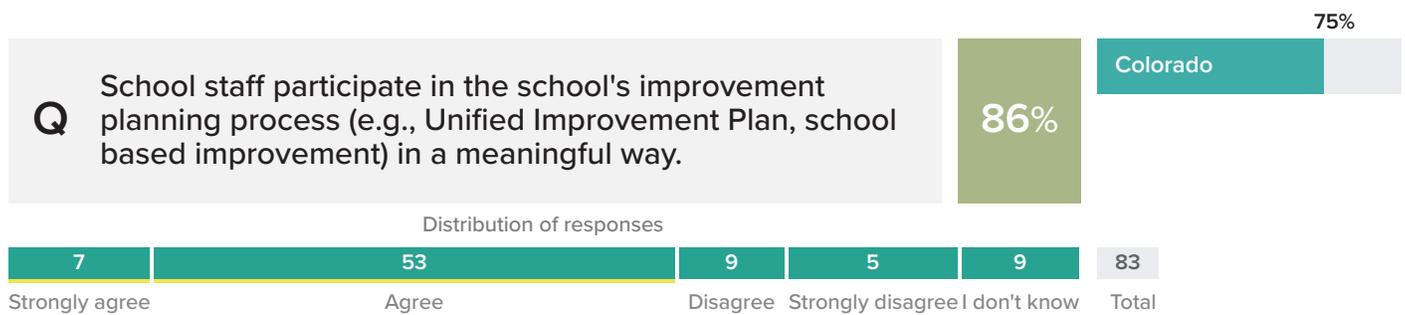
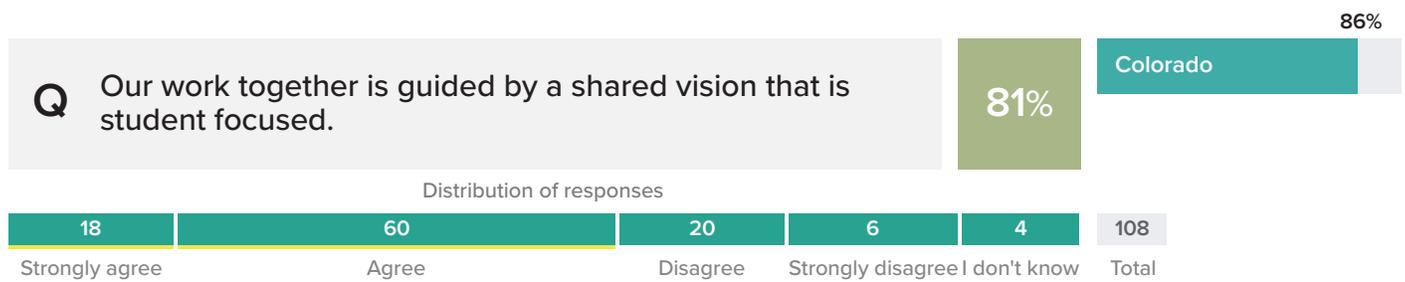
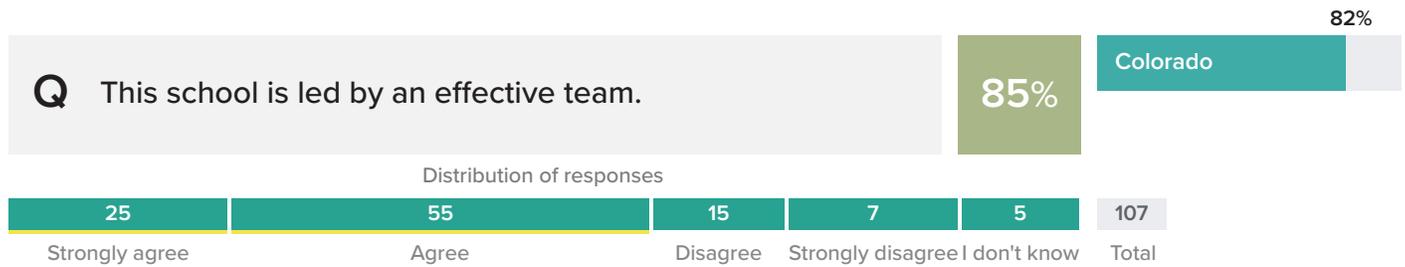
SL School Leadership

OVERALL FAVORABILITY



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.

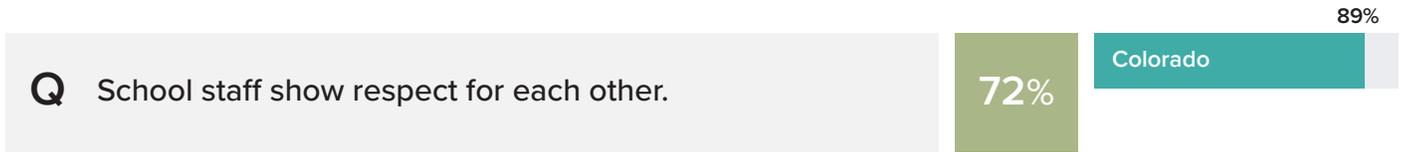
COMPARE RESULT



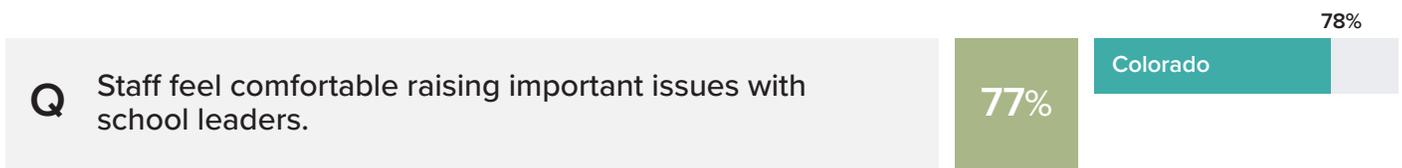
More School Leadership results on next page

SL School Leadership (cont)

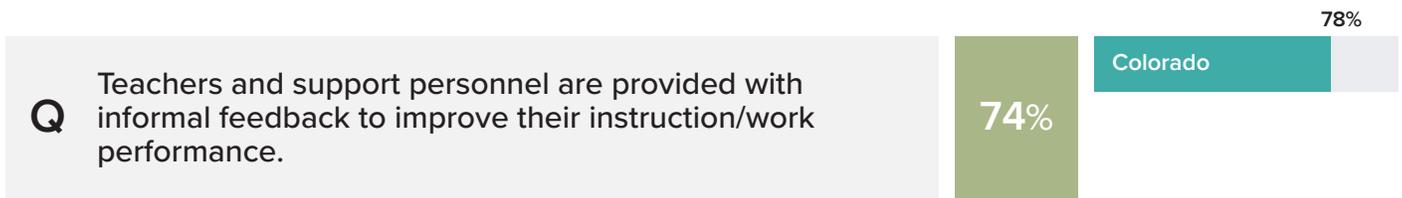
COMPARE RESULT



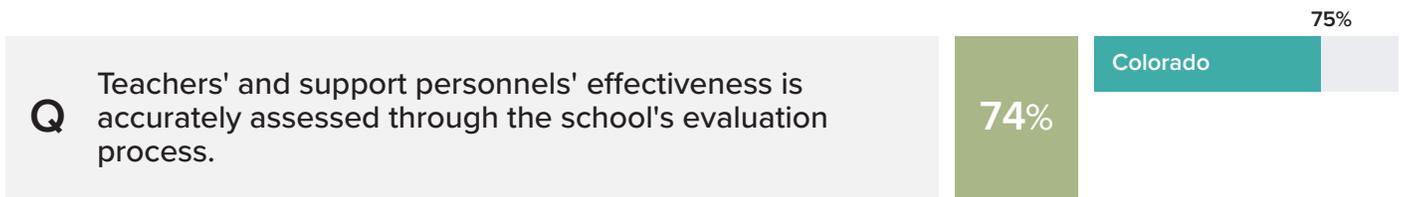
Distribution of responses



Distribution of responses



Distribution of responses



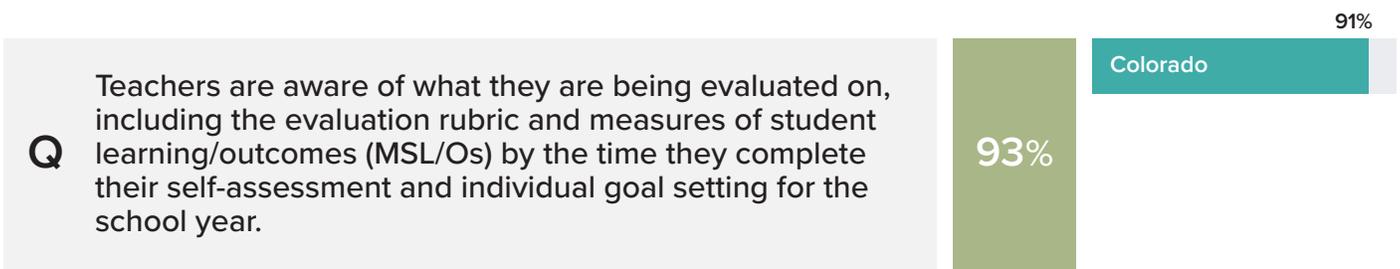
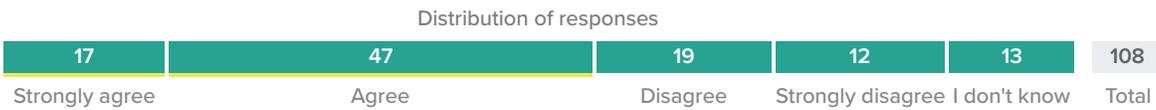
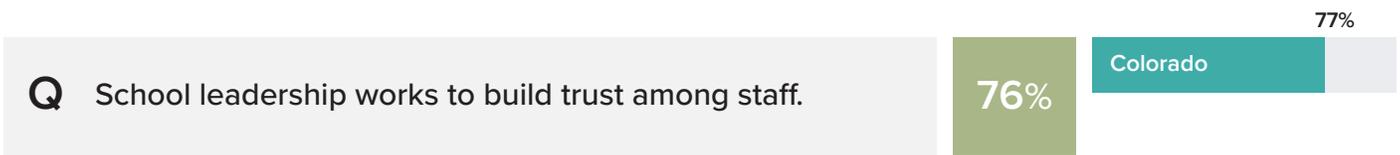
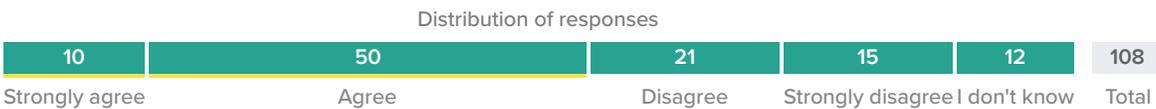
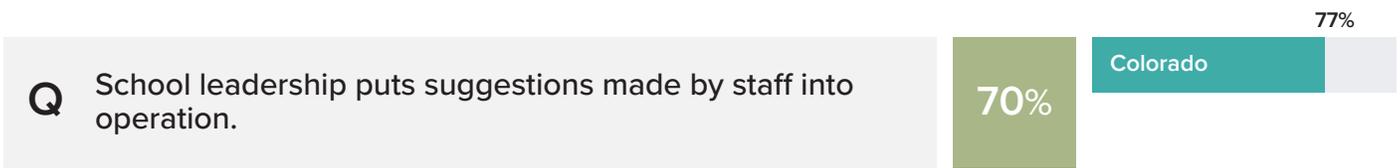
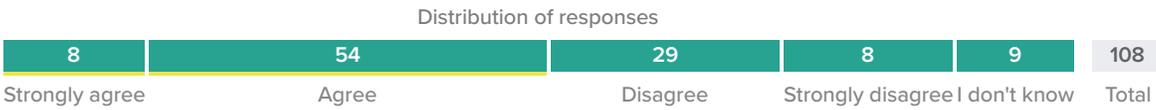
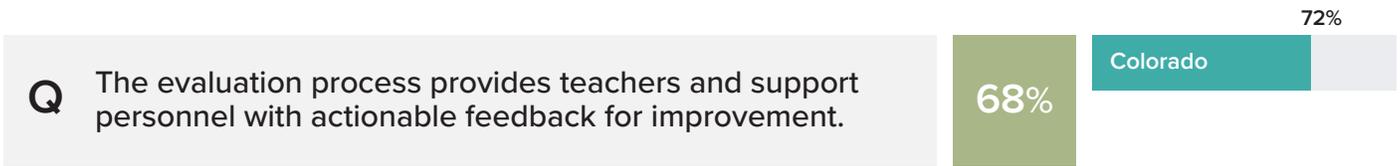
Distribution of responses



More School Leadership results on next page

SL School Leadership (cont)

COMPARE RESULT



RESULTS

Item level results from your report



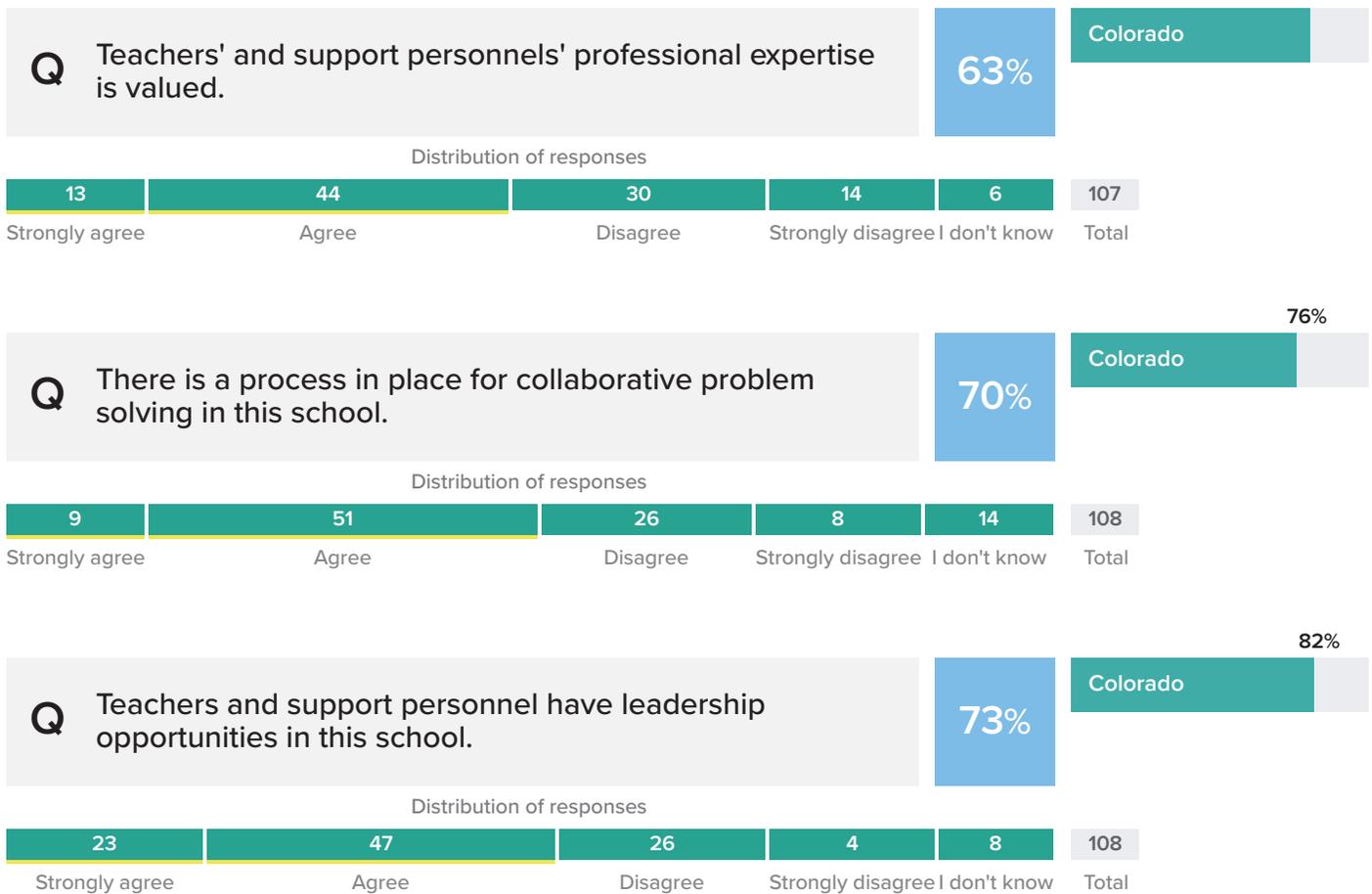
SL Staff Leadership

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



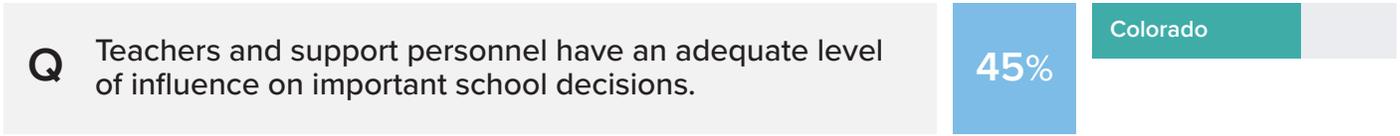
COMPARE RESULT



[More Staff Leadership results on next page](#)

SL Staff Leadership (cont)

COMPARE RESULT



RESULTS

Item level results from your report



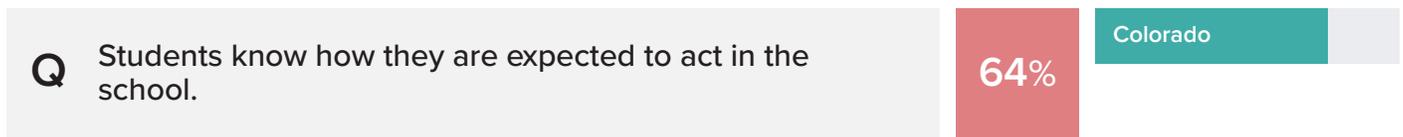
MC Managing Student Conduct

OVERALL FAVORABILITY

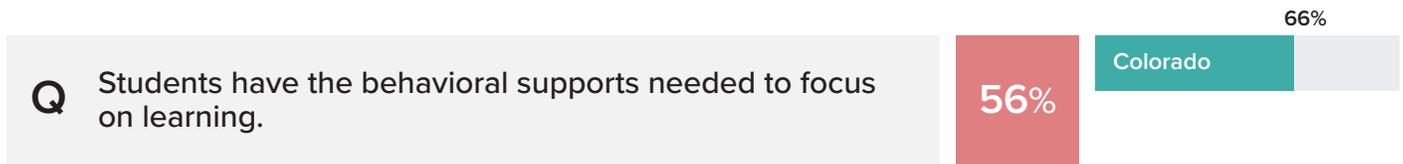


This area centers on school safety and expectations for student behavior.

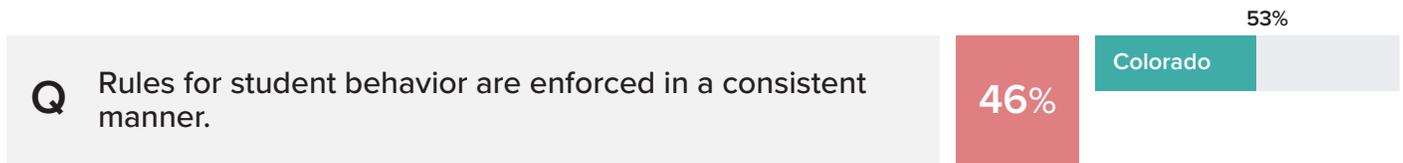
COMPARE RESULT



Distribution of responses



Distribution of responses



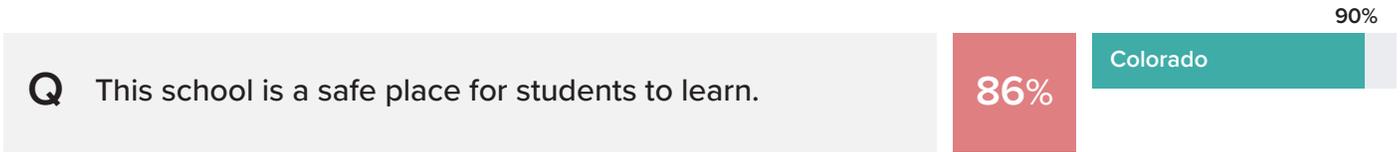
Distribution of responses



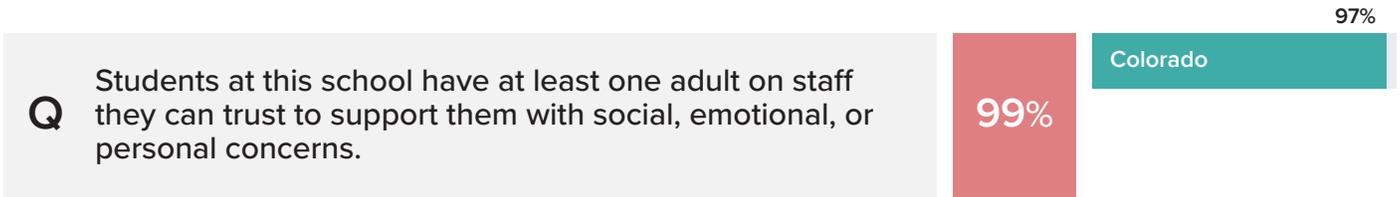
MC More Managing Student Conduct results on next page

MC Managing Student Conduct (cont)

COMPARE RESULT



Distribution of responses



Distribution of responses



RESULTS

Item level results from your report



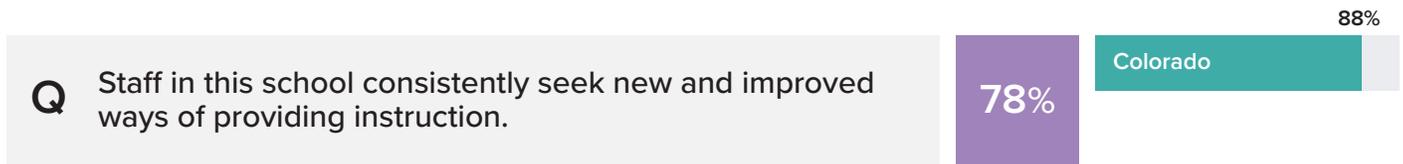
IS Instructional Practices and Support

OVERALL FAVORABILITY

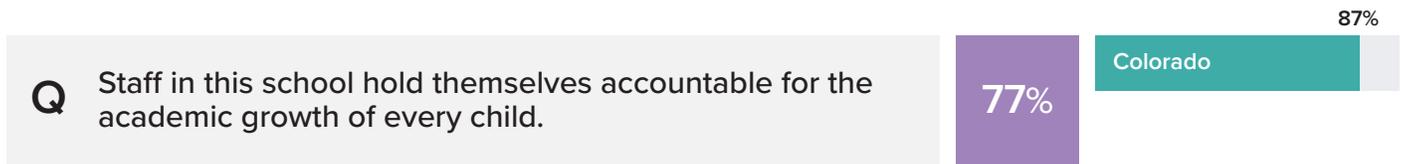


This section is aimed at the instructional approach of the school and the intentional supports for various student groups.

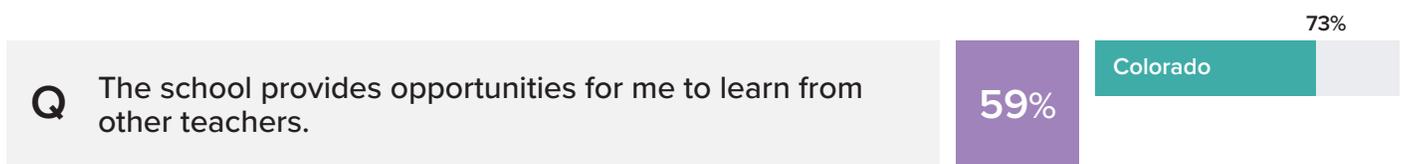
COMPARE RESULT



Distribution of responses



Distribution of responses



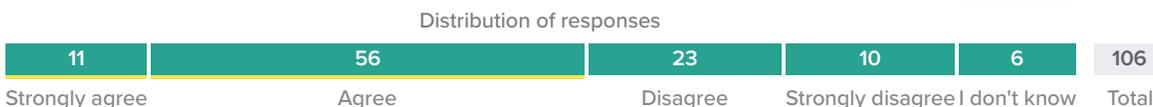
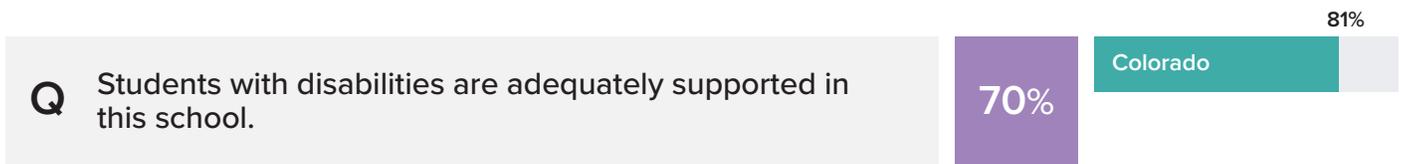
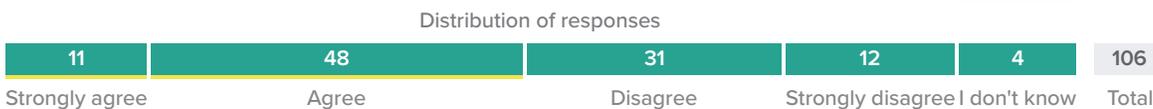
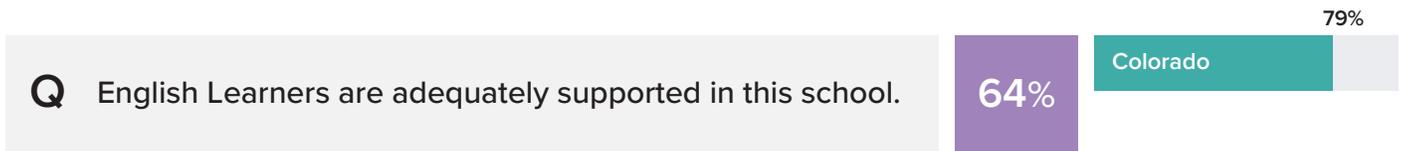
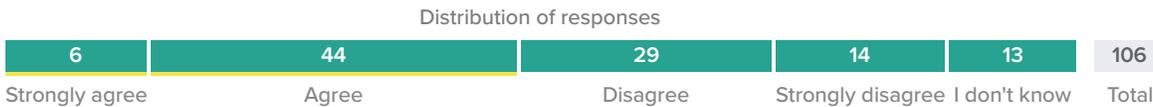
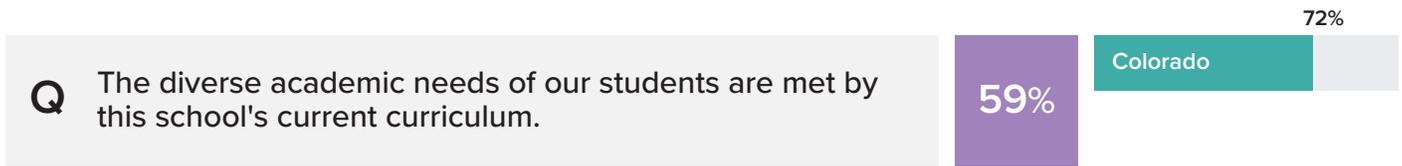
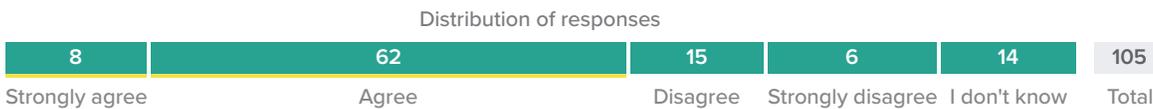
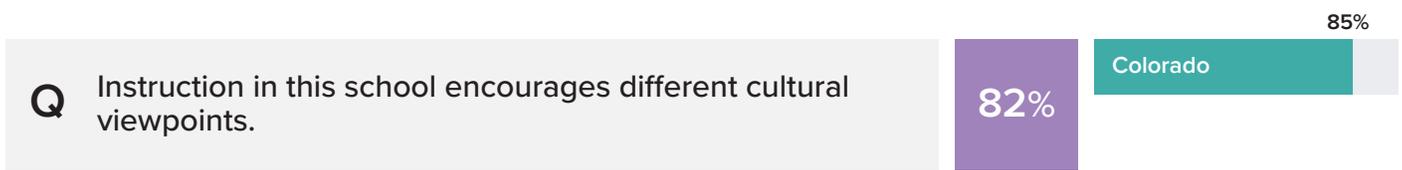
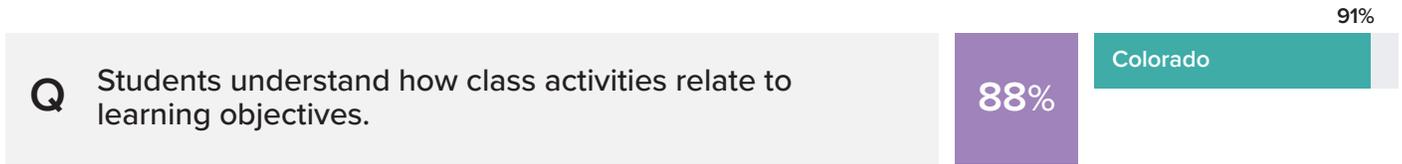
Distribution of responses



More Instructional Practices and Support results on next page

IS **Instructional Practices and Support (cont)**

COMPARE RESULT



More Instructional Practices and Support results on next page

IS **Instructional Practices and Support (cont)**

COMPARE RESULT

Q Gifted students are adequately supported in this school.

57%



Distribution of responses



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

73%



Distribution of responses



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

85%



Distribution of responses



Q Teachers feel supported in trying new instructional strategies.

91%



Distribution of responses



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

94%



Distribution of responses



RESULTS

Item level results from your report



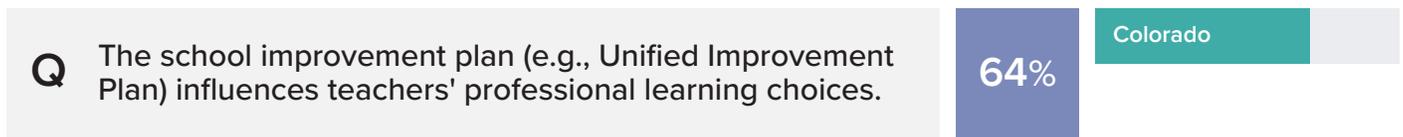
PD Professional Development

OVERALL FAVORABILITY

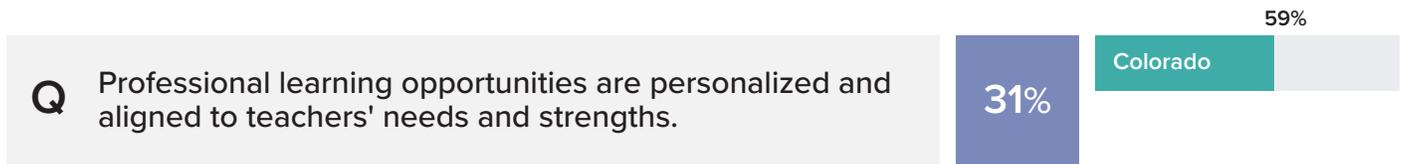


This section summarizes the school's general approach to professional development, including alignment with other work, adequacy and types of opportunities.

COMPARE RESULT



Distribution of responses



Distribution of responses



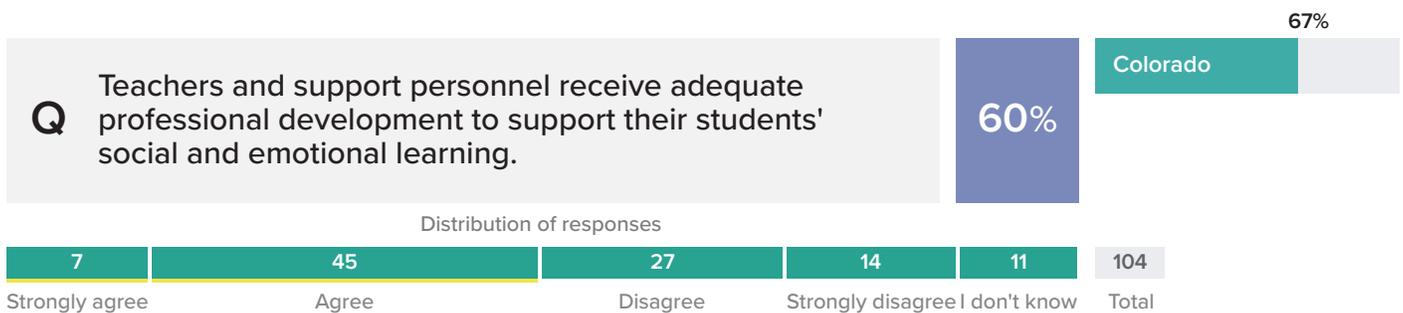
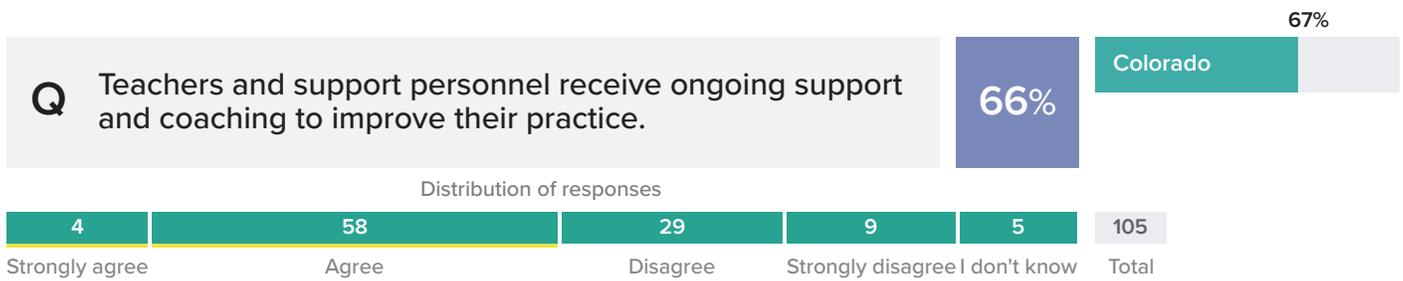
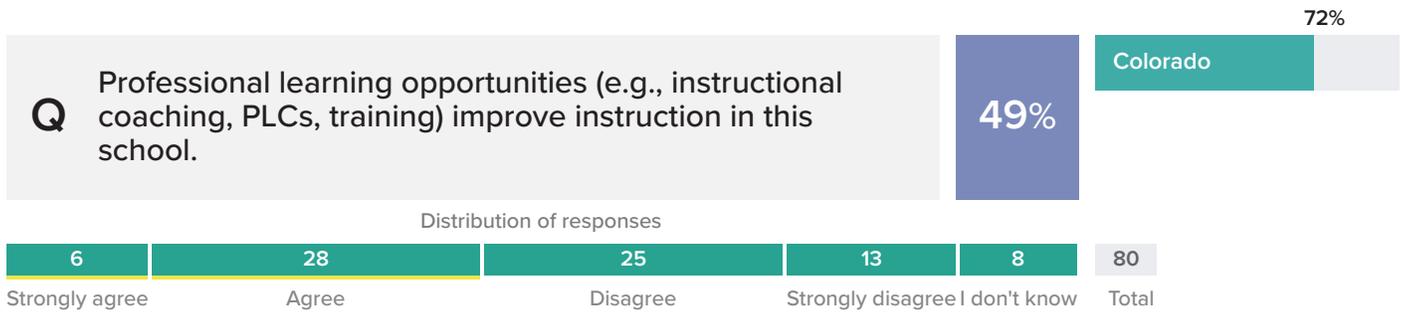
Distribution of responses



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

57%



Distribution of responses



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

95%



Distribution of responses



Q Support personnel are appropriately compensated for professional development.

54%

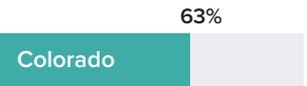


Distribution of responses



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

69%



Distribution of responses



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

72%



Distribution of responses

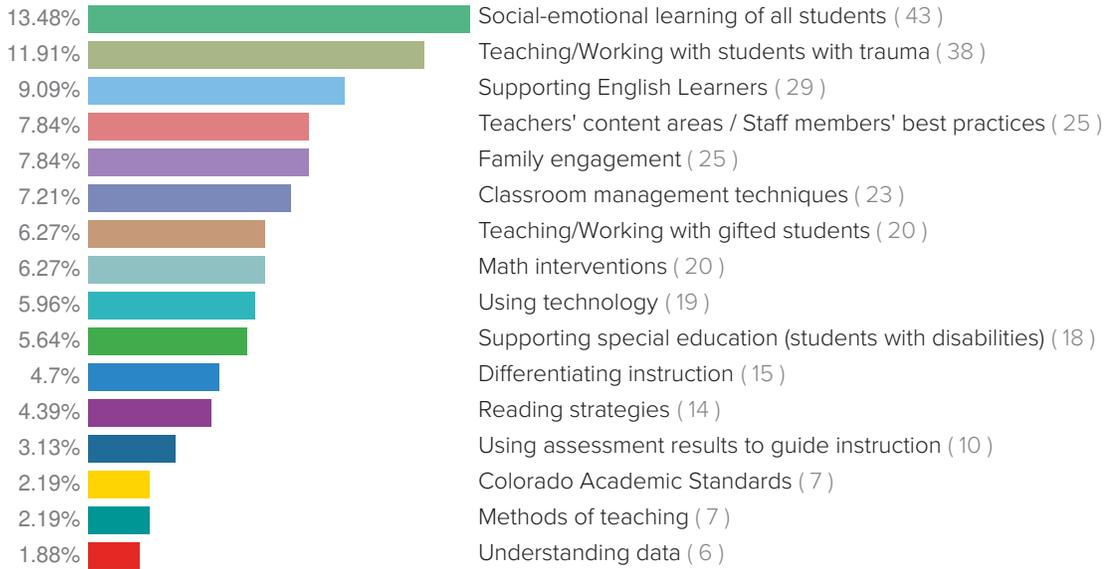


[More Professional Development results on next page](#)

PD Professional Development (cont)

COMPARE RESULT

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



RESULTS

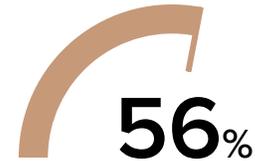
Item level results from your report



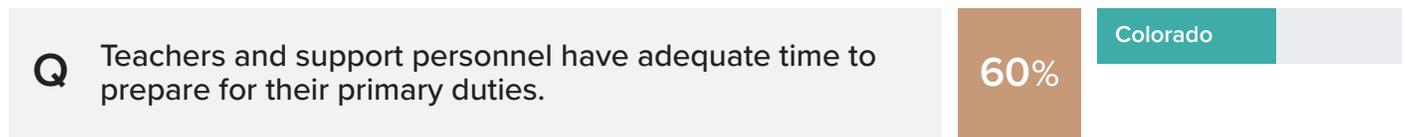
T Time

OVERALL FAVORABILITY

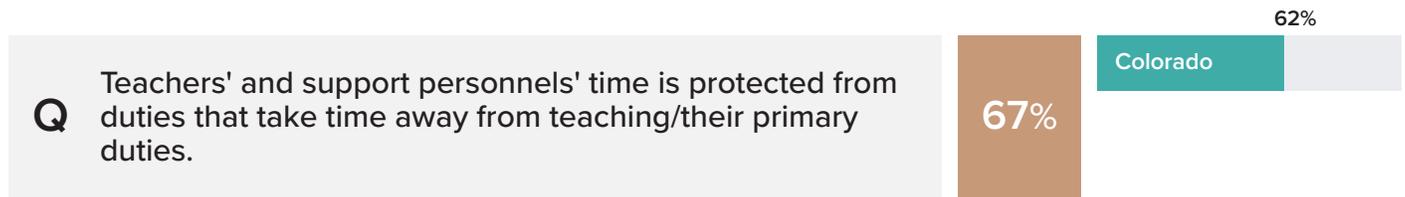
This area focuses on the availability of and use of time.



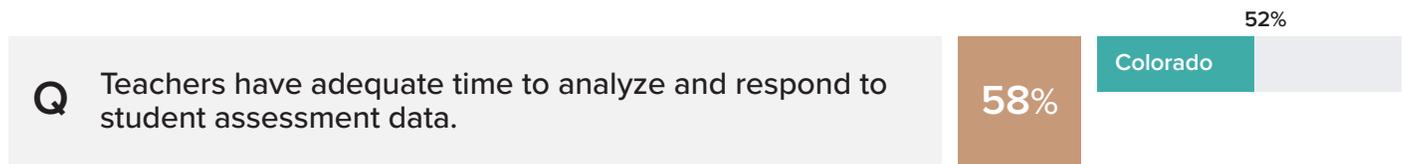
COMPARE RESULT



Distribution of responses



Distribution of responses



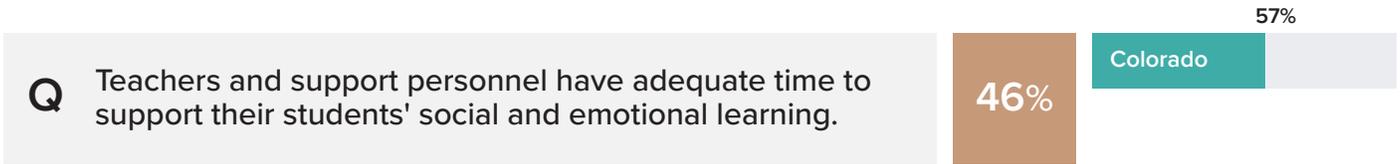
Distribution of responses



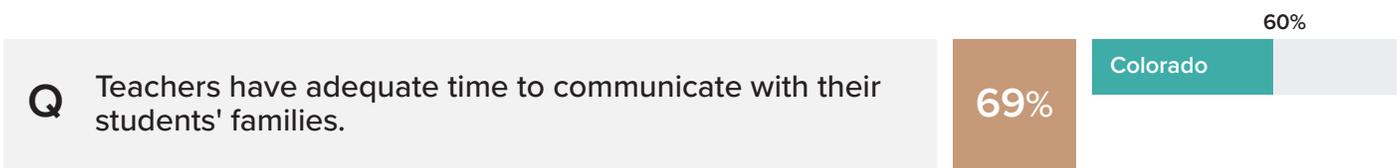
More Time results on next page

T Time (cont)

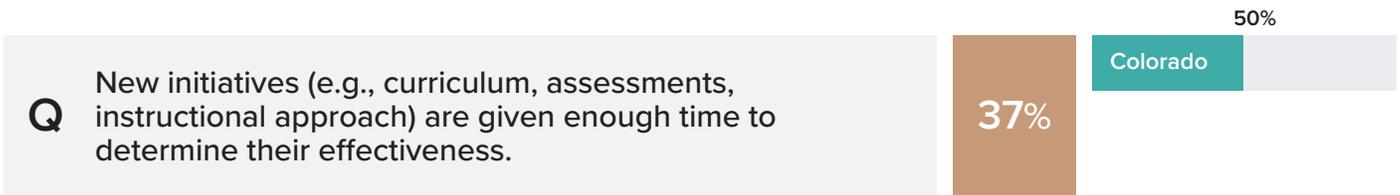
COMPARE RESULT



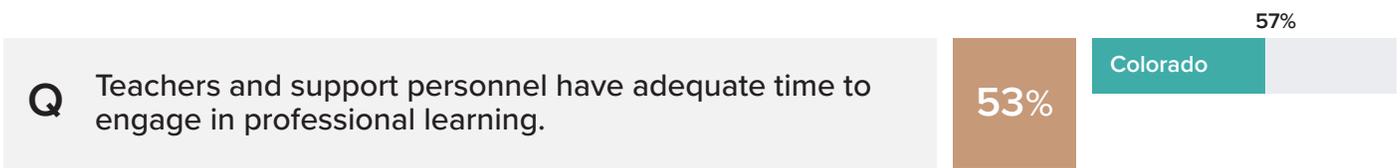
Distribution of responses



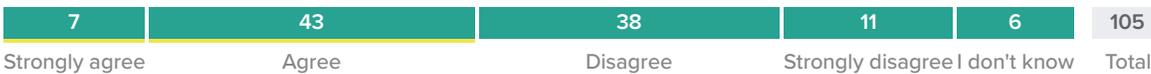
Distribution of responses



Distribution of responses



Distribution of responses



RESULTS

Item level results from your report



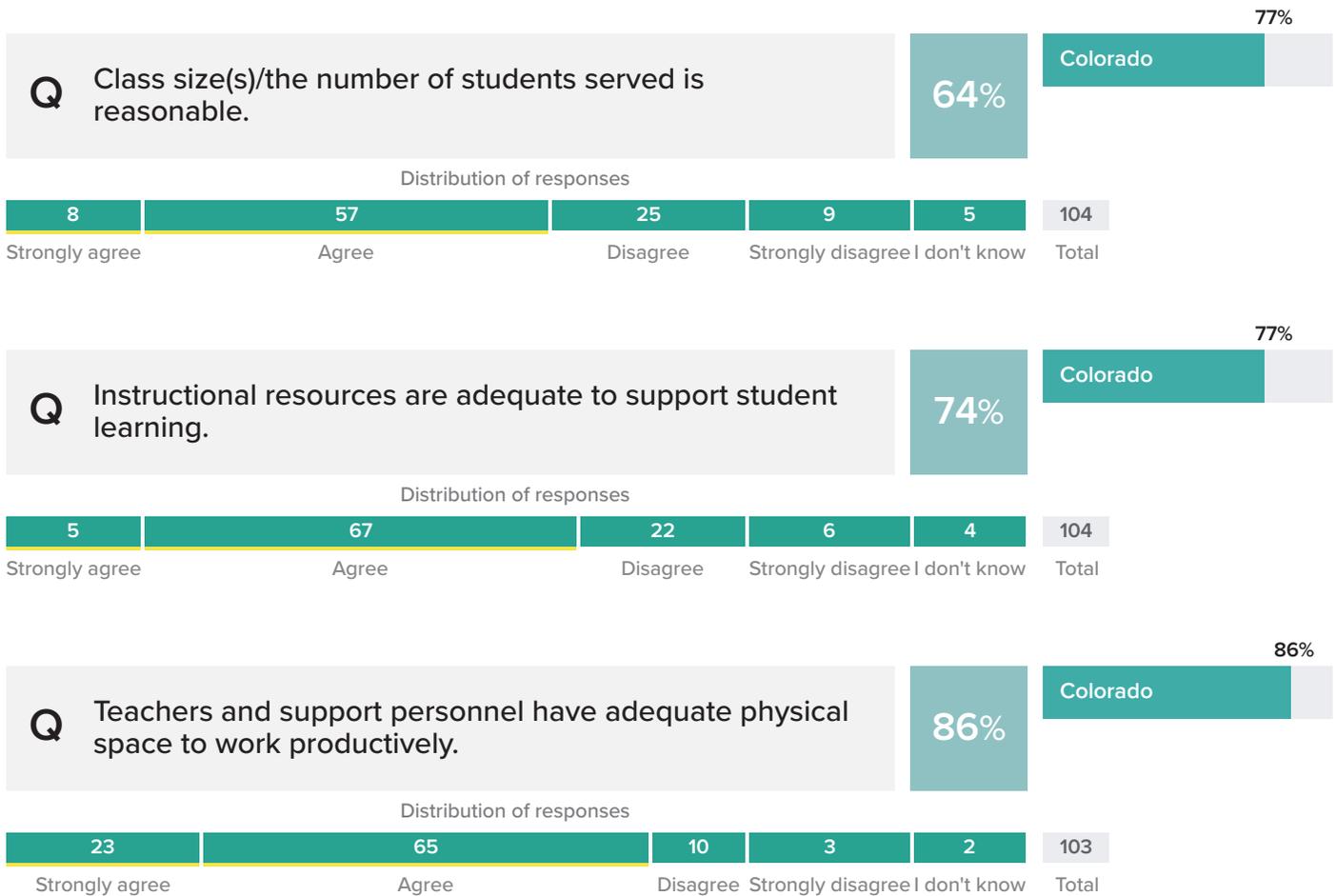
FR Facilities and Resources

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

OVERALL FAVORABILITY



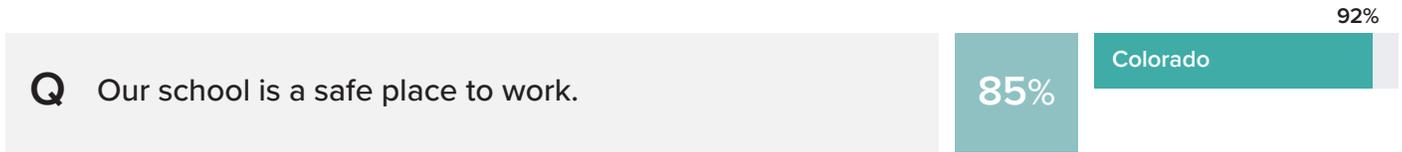
COMPARE RESULT



More Facilities and Resources results on next page

FR Facilities and Resources (cont)

COMPARE RESULT



Distribution of responses



RESULTS

Item level results from your report



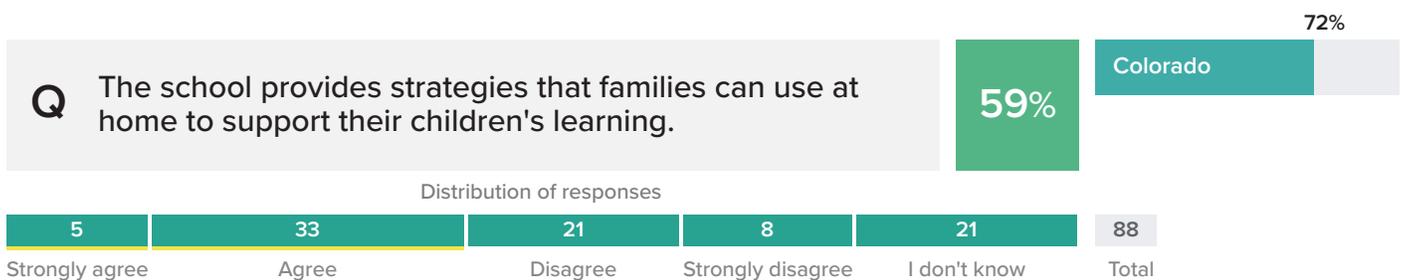
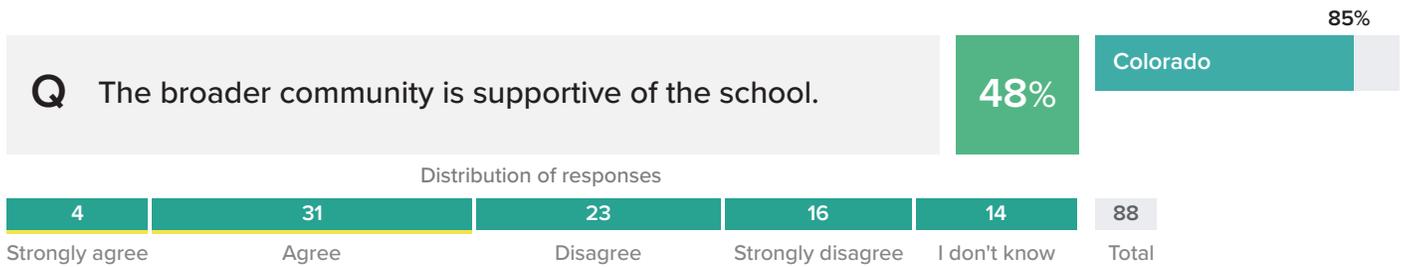
CI Community Support and Involvement

OVERALL FAVORABILITY



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

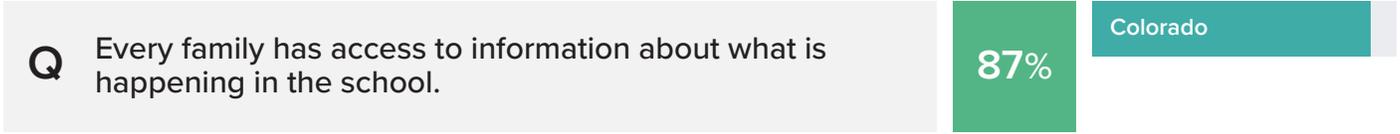
COMPARE RESULT



More Community Support and Involvement results on next page

CI **Community Support and Involvement (cont)**

COMPARE RESULT



Distribution of responses



RESULTS

Item level results from your report



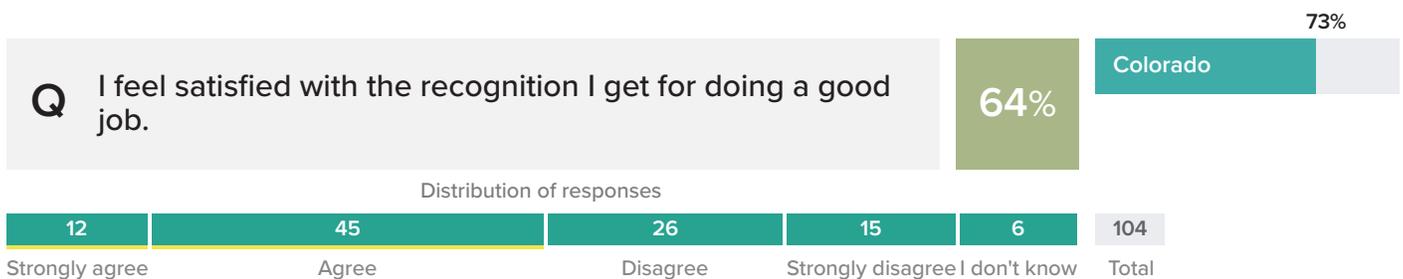
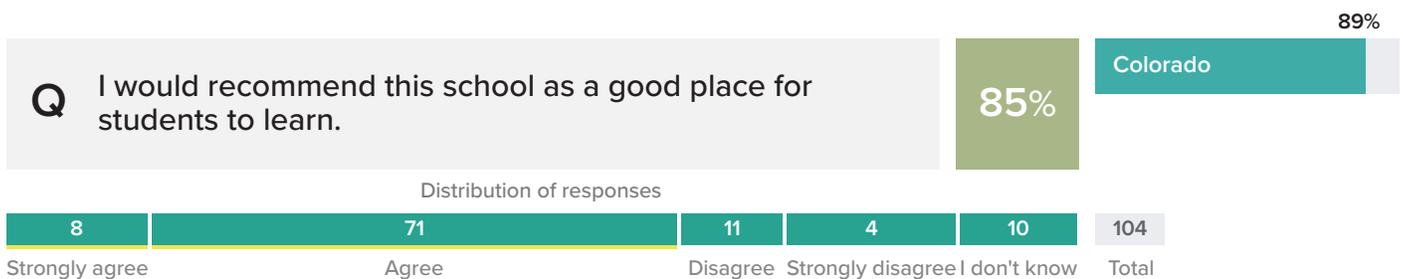
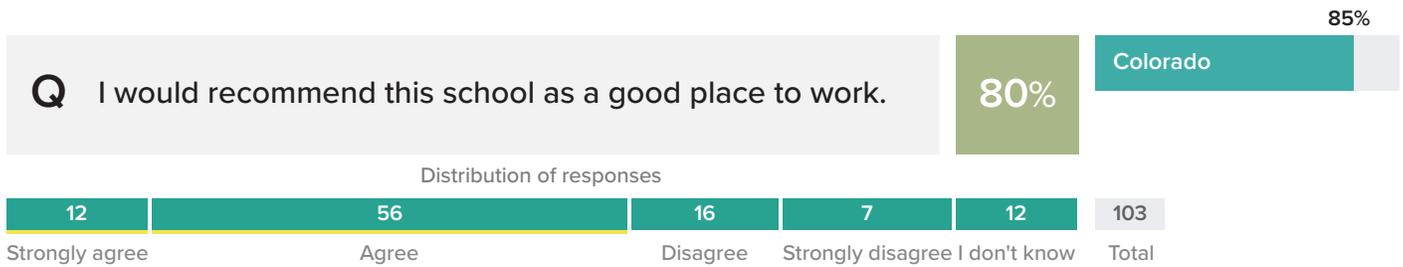
GR General Reflection

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

OVERALL FAVORABILITY



COMPARE RESULT

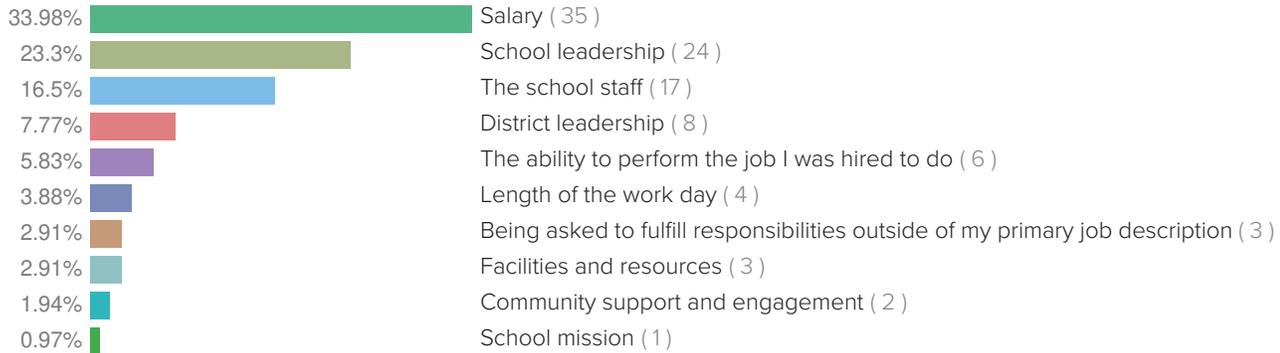


More General Reflection results on next page

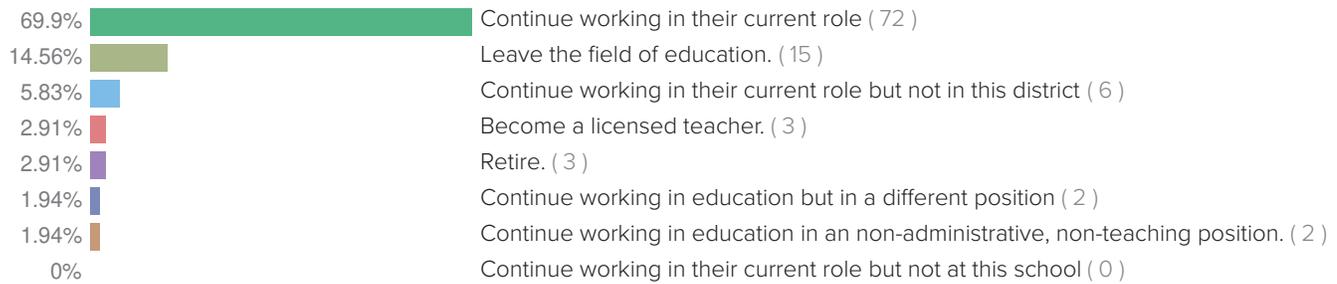
GR General Reflection (cont)

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

[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

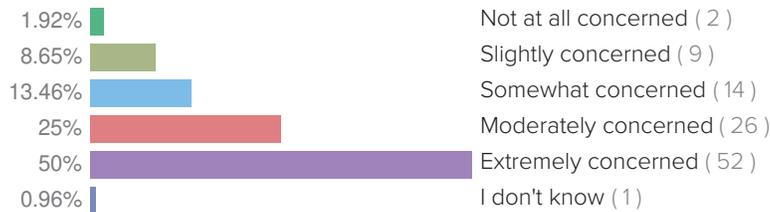


SC Student Challenges

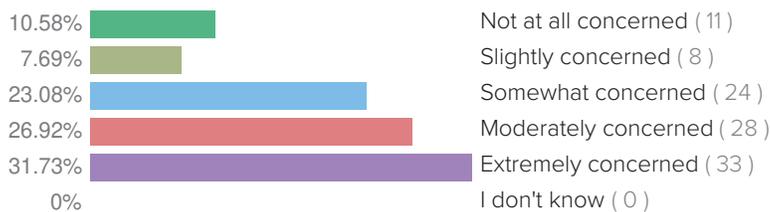
This section focuses on concerns regarding pandemic impacts on students during the current school year.

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).



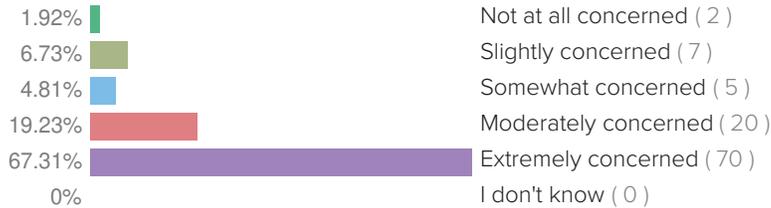
Q Social isolation.



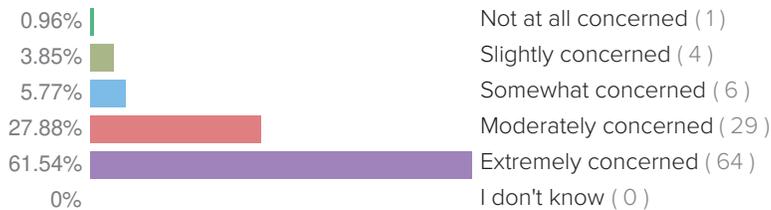
SC More Student Challenges results on next page

SC Student Challenges (cont)

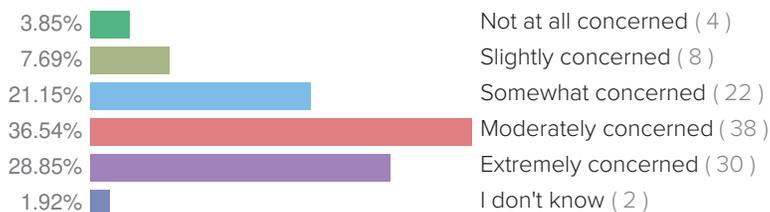
Q Increases in learning gaps.



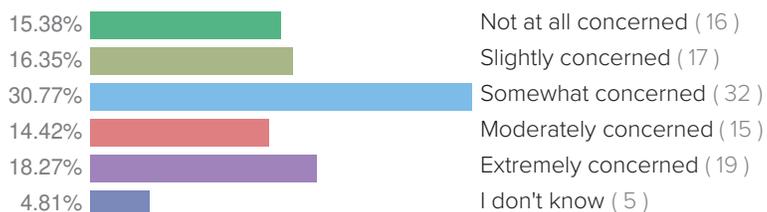
Q Insufficient home learning support.



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



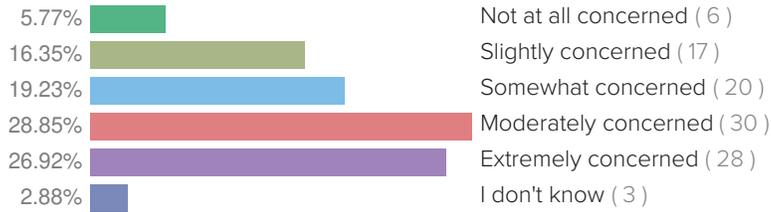
Q Student stress about assessment and grading.



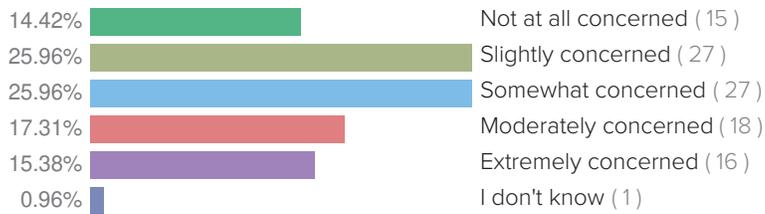
More Student Challenges results on next page

SC Student Challenges (cont)

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



Q Lack of access to technology/internet.



RESULTS

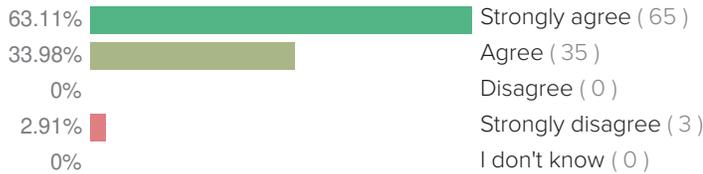
Item level results from your report



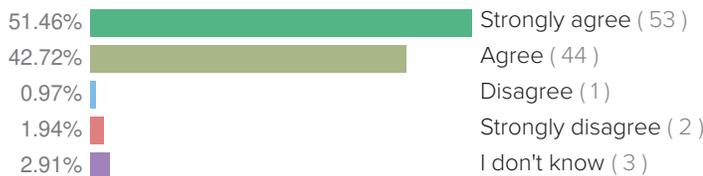
SW Support for Student Wellbeing

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.



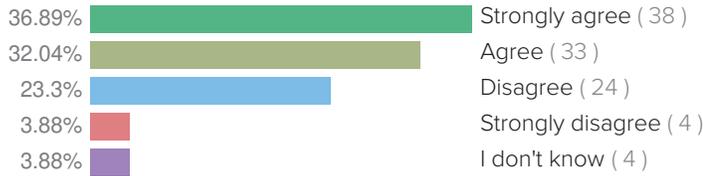
Q I feel comfortable discussing resilience strategies with my students.



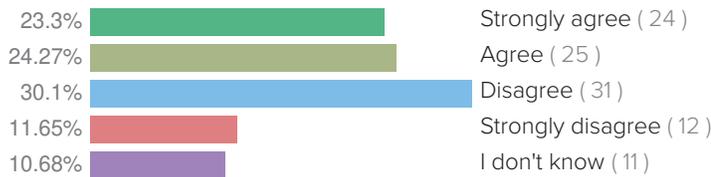
More Support for Student Wellbeing results on next page

SW Support for Student Wellbeing (cont)

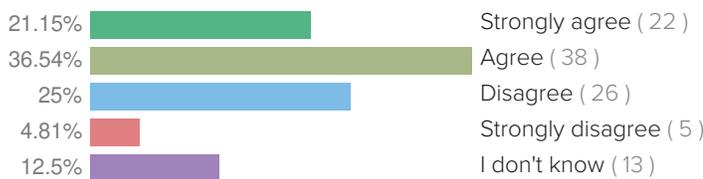
Q I feel comfortable discussing mental health with my students.



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.



RESULTS

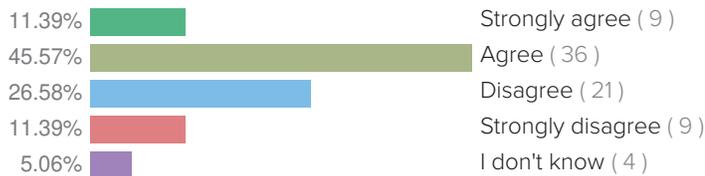
Item level results from your report



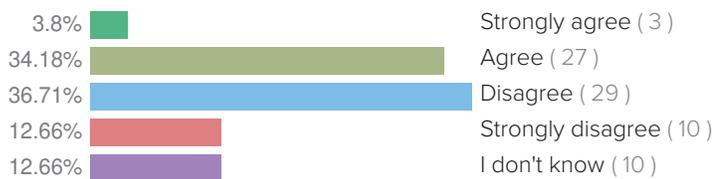
SS School Supports

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

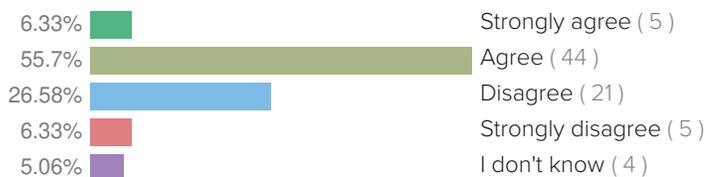
Q Our school has established an effective tiered system of supports for students (e.g., MTSS, Student Intervention Teams, Response to Intervention).



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



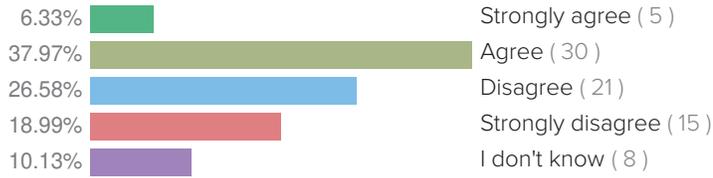
Q Our school's system of support for students help students get the social-emotional support they need.



[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

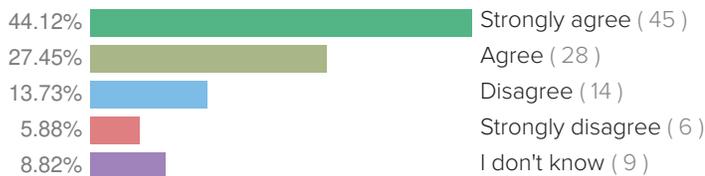


PJ Pandemic Impact on Teaching / Job

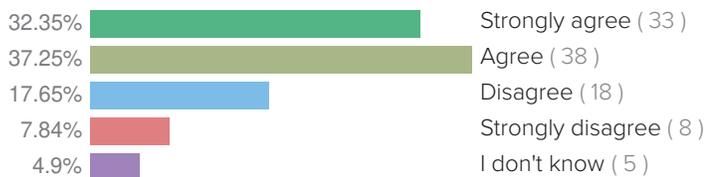
This section focuses on pandemic impacts on staff during the current year.

THE PANDEMIC NEGATIVELY AFFECTED THE FOLLOWING ASPECTS OF MY JOB:

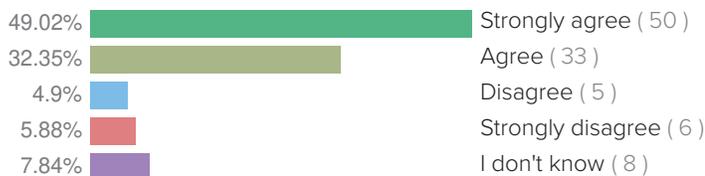
Q Managing distance/online teaching.



Q Predictable daily routine.



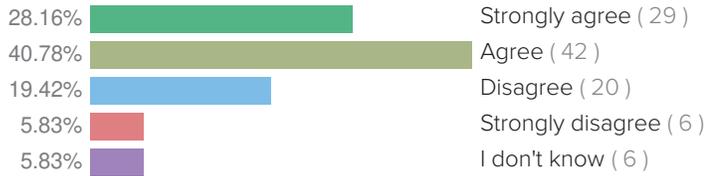
Q Having to teach/provide support online and in person at the same time.



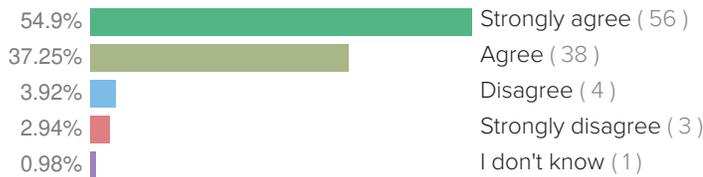
More Pandemic Impact on Teaching / Job results on next page

PJ Pandemic Impact on Teaching / Job (cont)

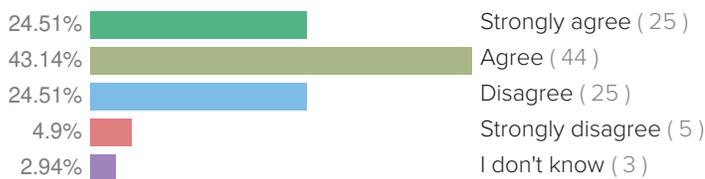
Q Interactions with students' parents/guardians.



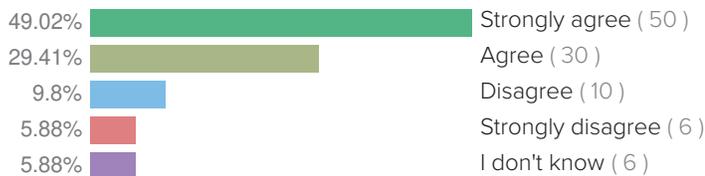
Q Student engagement.



Q Engagement with my colleagues.



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



RESULTS

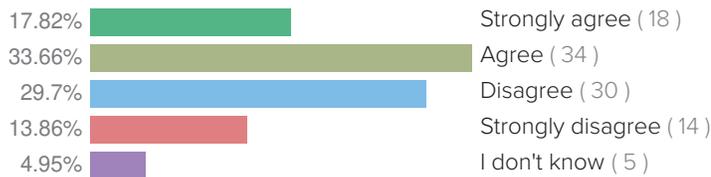
Item level results from your report



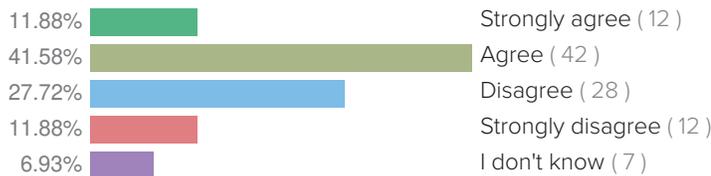
SW Support for Own Wellbeing

This section focuses on supports for staff wellbeing.

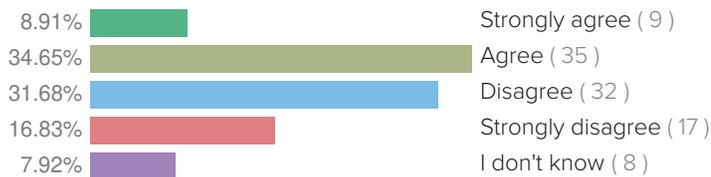
Q I am comfortable working in my school given the safety and health protocols currently in place.



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.



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.

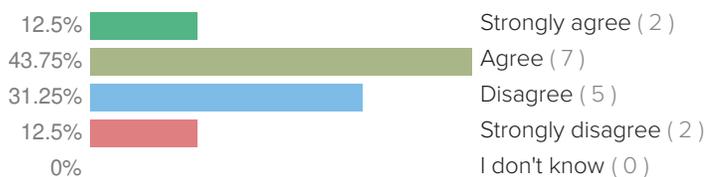
Q I feel respected by teachers in my school.



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.



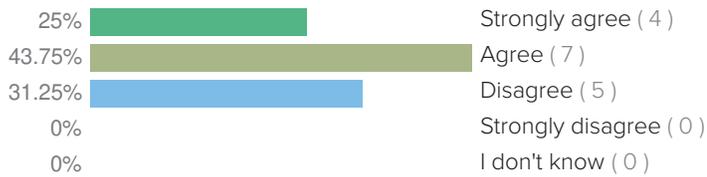
ES More [ESP] Job Satisfaction results on next page

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.



[More \[ESP\] Roles & Responsibilities results on next page](#)

ER [ESP] Roles & Responsibilities (cont)

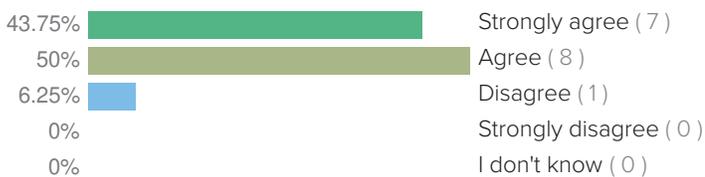
Q I was properly trained for my job.



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.

