DISTRICT REPORT

Teaching & Learning Conditions Colorado Survey

TLCC
Teaching & Learning Conditions Colorado

CAMBRIDGE EDUCATION

Prepared for
Bennett 29J

Number of respondents (#)
45

REPORT CONTENTS

How to read your report 1

Demographics 2

Report Overview - TLCC Survey 3

Insights 6

Results - TLCC Survey 7

- New Staff Questions 7
- School Leadership 10
- Staff Leadership 13
- Managing Student Conduct 15
- Instructional Practices and Support 17
- Professional Development 20
- Time 24
- Facilities and Resources 26

REPORT CONTENTS (CONTINUED)

Community Support and Involvement 28
General Reflection 30
District Supports 32
Results - Wellbeing 34
Student Challenges 34
Support for Student Wellbeing 37
School Supports 39
Pandemic Impact on Teaching / Job 41
Support for Own Wellbeing 43
[ESP] Job Satisfaction 45
[ESP] Roles & Responsibilities 48

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

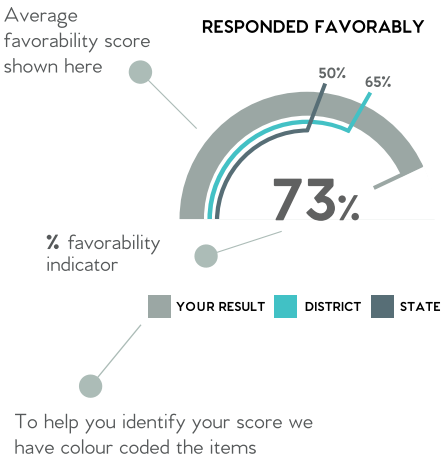
The survey is led by the Colorado Department of Education (CDE)and operated through a statewide collaborative that includes the Colorado Association of School Boards, Colorado Association of School Executives, Colorado Education Association, Colorado Education Initiative, Colorado League of Charter Schools,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

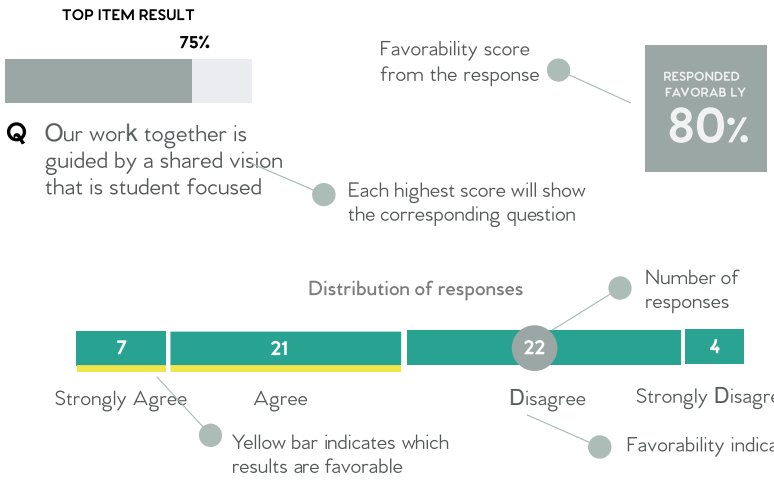
SCORING AND REFERENCE DATA

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





©2022 Cambridge Education

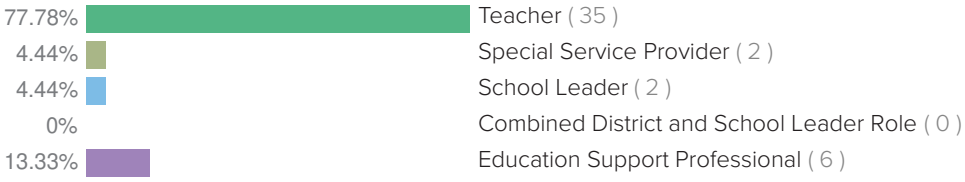
DEMOGRAPHICS

Who took the survey?

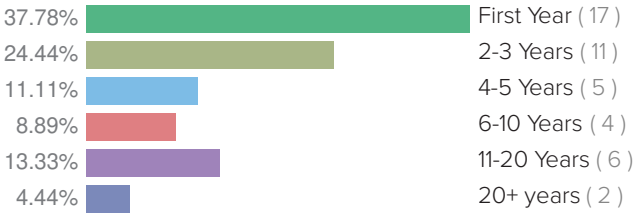
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

45 total respondents

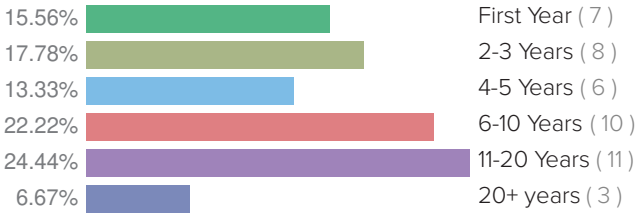
D What is your current position at the school?



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?



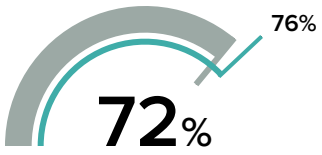
©2022 Cambridge Education

REPORT OVERVIEW

Your results at a glance

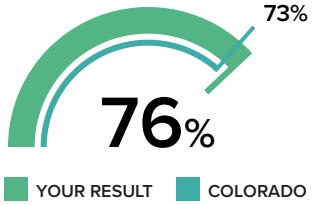
TLCC Survey

REPORT OVERALL FAVORABILITY



YOUR RESULTS

NQ New Staff Questions

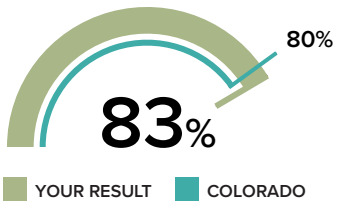


TOP ITEM RESULT

90%

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

SL School Leadership

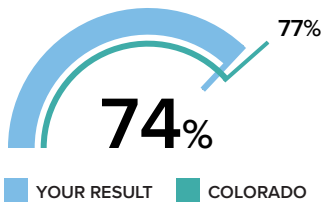


TOP ITEM RESULT

100%

Q School staff show respect for each other.

SL Staff Leadership

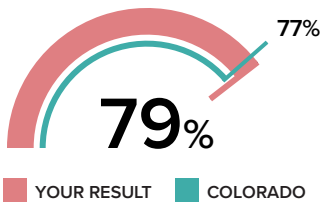


TOP ITEM RESULT

84%

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

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...

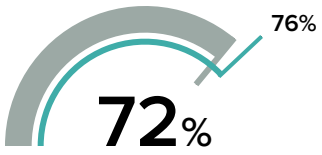
©2022 Cambridge Education

REPORT OVERVIEW

Your results at a glance

TLCC Survey

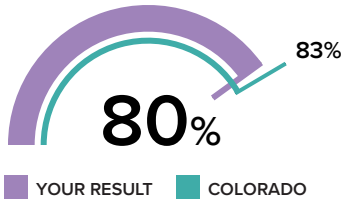
REPORT OVERALL FAVORABILITY



YOUR RESULTS

IS

Instructional Practices and Support

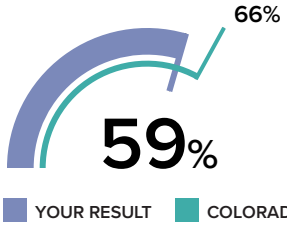


TOP ITEM RESULT

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

PD

Professional Development

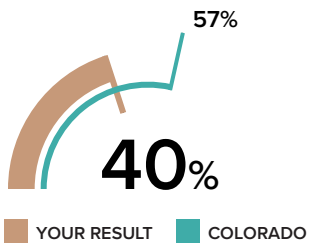


TOP ITEM RESULT

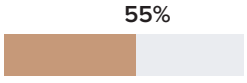
Q Teachers and support personnel receive adequate professional development to support their students' social...

T

Time



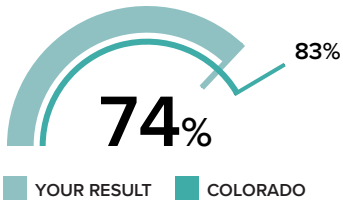
TOP ITEM RESULT



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

FR

Facilities and Resources



TOP ITEM RESULT

Q Our school is a safe place to work.

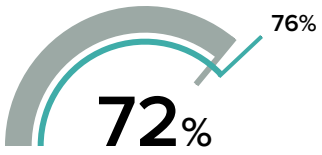
©2022 Cambridge Education

REPORT OVERVIEW

Your results at a glance

TLCC Survey

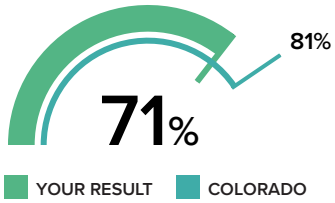
REPORT OVERALL FAVORABILITY



YOUR RESULTS

CI

Community Support and Involvement

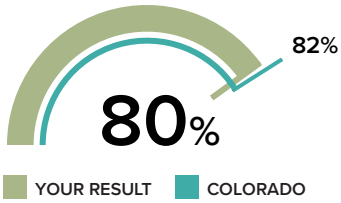


TOP ITEM RESULT

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

GR

General Reflection



TOP ITEM RESULT

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

DS

District Supports

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

©2022 Cambridge Education

INSIGHTS

Discover important aspects of your report

HOW INSIGHTS WORK

This page helps you track performance across your district. Each row within the table below shows the construct-level and the overall results for each qualifying participating school. This list is arranged by Overall Results.

	NQ	SL	SL	MC	IS	PD	T	FR	CI	GR	DS	Overall
FAVORABILITY AVERAGE	76%	83%	74%	79%	80%	59%	40%	74%	71%	80%	0%	72%
Bennett Middle School	94%	88%	79%	69%	85%	60%	22%	65%	68%	82%	N/A	72%
Bennett Intermediate School	59%	79%	62%	84%	73%	52%	41%	70%	68%	73%	N/A	67%
Bennett Elementary School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Bennett High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

©2022 Cambridge Education

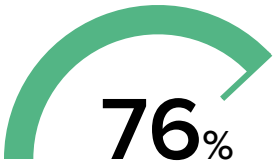
RESULTS

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

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

80%

69%
Colorado

Distribution of responses

Great extent	Moderate extent	Limited extent	Not at all	I don't know	Total
2	3	2	0	0	7

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

67%

74%
Colorado

Distribution of responses

Great extent	Moderate extent	Limited extent	Not at all	I don't know	Total
6	12	8	1	0	27

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

NQ More New Staff Questions results on next page

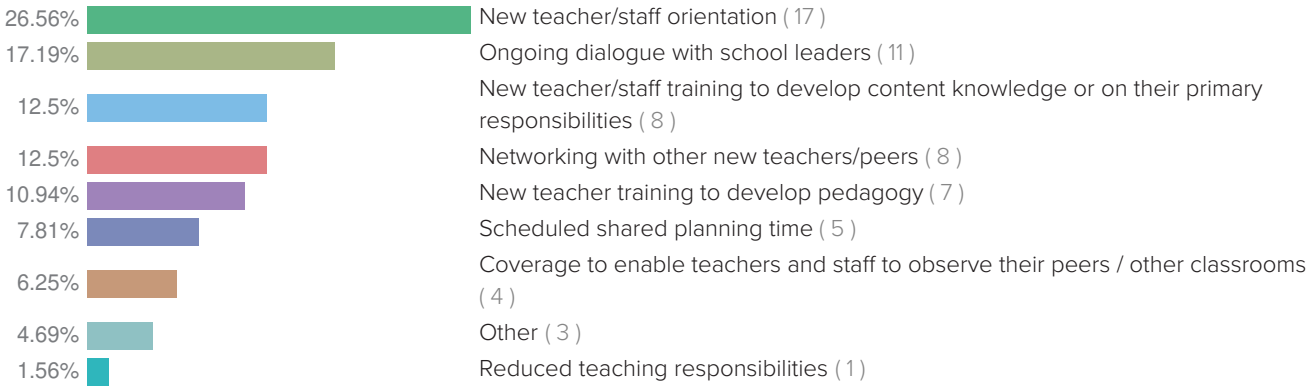
©2022 Cambridge Education

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)

80%

84%
Colorado

Distribution of responses

3	2	1	1	0	7
Great extent	Moderate extent	Limited extent	Not at all	I don't know	Total

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

90%

69%
Colorado

Distribution of responses

3	3	1	0	0	7
Great extent	Moderate extent	Limited extent	Not at all	I don't know	Total

NQ More New Staff Questions results on next page

©2022 Cambridge Education

NQ New Staff Questions (cont)

COMPARE RESULT

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

90%

79%
Colorado

Distribution of responses

Great extent	Moderate extent	Limited extent	Not at all	I don't know	Total
2	4	0	1	0	7

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

80%

64%
Colorado

Distribution of responses

Great extent	Moderate extent	Limited extent	Not at all	I don't know	Total
2	3	0	2	0	7

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

70%

69%
Colorado

Distribution of responses

Great extent	Moderate extent	Limited extent	Not at all	I don't know	Total
1	3	3	0	0	7

©2022 Cambridge Education

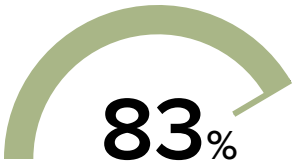
RESULTS

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

Q This school is led by an effective team. — 84%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
11	26	8	0	0	45

Q Our work together is guided by a shared vision that is student focused. — 90%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
10	30	5	0	0	45

Q School staff participate in the school's improvement planning process (e.g., Unified Improvement Plan, school based improvement) in a meaningful way. — 81%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
7	21	8	0	1	37

More School Leadership results on next page

©2022 Cambridge Education

SL School Leadership (cont)

COMPARE RESULT

Q School staff show respect for each other.

100%

89%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
22	21	0	0	2	45

Q Staff feel comfortable raising important issues with school leaders.

80%

78%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
18	17	7	2	0	44

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

74%

78%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
8	24	11	1	0	44

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

77%

75%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
10	20	8	1	5	44

SL More School Leadership results on next page

©2022 Cambridge Education

SL School Leadership (cont)

COMPARE RESULT

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

73%

72%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
8	23	10	0	4	45

Q School leadership puts suggestions made by staff into operation.

75%

77%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
13	19	7	3	3	45

Q School leadership works to build trust among staff.

90%

77%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
13	26	4	1	1	45

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.

84%

91%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
13	16	7	0	1	37

©2022 Cambridge Education

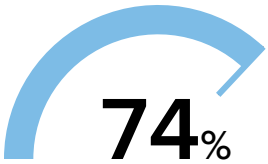
RESULTS

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

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

84%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
14	21	1	5	4	45

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

74%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
8	22	9	2	4	45

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

79%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
9	21	11	0	4	45

More Staff Leadership results on next page

©2022 Cambridge Education

SL Staff Leadership (cont)

COMPARE RESULT

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

58%

69%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
6	17	14	7	1	45

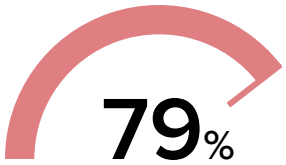
RESULTS

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

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

79%

Colorado 77%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
8	28	4	4	1	45

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

69%

Colorado 66%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
5	27	10	3	0	45

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

61%

Colorado 53%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
4	24	10	6	1	45

MC More Managing Student Conduct results on next page

©2022 Cambridge Education

MC Managing Student Conduct (cont)

COMPARE RESULT

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

85%

90%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
6	32	6	1	0	45

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

99%

97%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
15	29	0	1	0	45

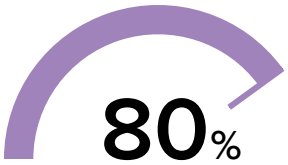
RESULTS

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%

COMPARE RESULT

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
6	25	3	1	1	36

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

96%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
9	25	1	1	0	36

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

73%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
6	17	9	3	1	36

IS More Instructional Practices and Support results on next page

©2022 Cambridge Education

IS Instructional Practices and Support (cont)

COMPARE RESULT

Q Students understand how class activities relate to learning objectives.

88%

91%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
6	24	3	0	3	36

Q Instruction in this school encourages different cultural viewpoints.

71%

85%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
3	23	9	4	5	44

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

63%

72%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
4	22	13	4	1	44

Q English Learners are adequately supported in this school.

75%

79%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
9	22	9	2	2	44

Q Students with disabilities are adequately supported in this school.

78%

81%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
6	27	6	2	3	44

IS More Instructional Practices and Support results on next page

©2022 Cambridge Education

IS Instructional Practices and Support (cont)

COMPARE RESULT

Q Gifted students are adequately supported in this school.

55%

75% Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
4	15	14	1	9	43

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

70%

79% Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
7	21	9	5	2	44

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

89%

89% Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
20	19	4	1	0	44

Q Teachers feel supported in trying new instructional strategies.

91%

92% Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
20	12	3	1	0	36

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

98%

98% Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
13	22	1	0	0	36

©2022 Cambridge Education

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

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

78%

71%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
3	18	4	2	9	36

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

44%

59%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
2	11	13	7	3	36

Q The effectiveness of professional development is assessed regularly.

39%

55%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
2	11	16	7	8	44

More Professional Development results on next page

©2022 Cambridge Education

PD Professional Development (cont)

COMPARE RESULT

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

58%

72% Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
3	15	10	4	4	36

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

65%

67% Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
4	24	13	1	2	44

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

55%

71% Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
2	15	14	1	4	36

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

85%

67% Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
5	31	7	1	0	44

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).

50%

Colorado 64%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
2	13	13	6	2	36

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

56%

Colorado 84%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
1	4	1	2	0	8

Q Support personnel are appropriately compensated for professional development.

25%

Colorado 61%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
0	2	4	1	1	8

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

57%

Colorado 63%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
0	4	2	1	1	8

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

56%

Colorado 77%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
1	4	3	0	0	8

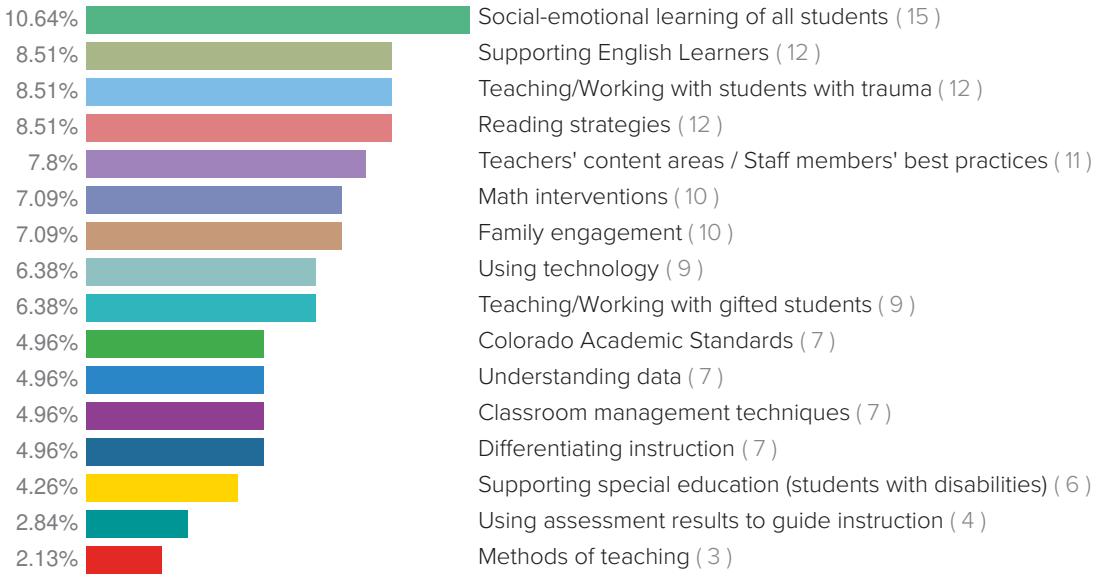
More Professional Development results on next page

©2022 Cambridge Education

PD Professional Development (cont)

COMPARE RESULT

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



©2022 Cambridge Education

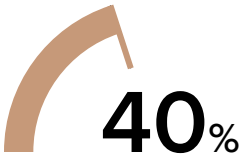
RESULTS

Item level results from your report

Time

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

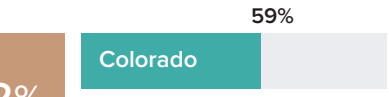
OVERALL FAVORABILITY



COMPARE RESULT

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

42%

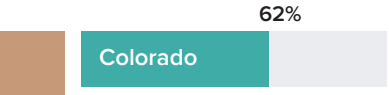


Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
4	15	10	15	0	44

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

28%

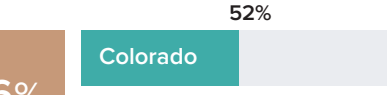


Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
1	13	17	12	1	44

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

36%



Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
3	10	9	13	1	36

More Time results on next page

©2022 Cambridge Education

T Time (cont)

COMPARE RESULT

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

55%

57%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
5	17	10	8	4	44

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

49%

60%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
3	14	7	12	0	36

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

36%

50%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
1	7	11	6	11	36

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

34%

57%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
2	12	17	12	1	44

©2022 Cambridge Education

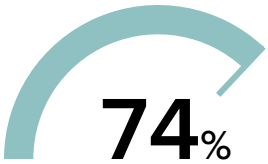
RESULTS

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.

70%

COMPARE RESULT

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
6	25	5	7	1	44

Q Instructional resources are adequate to support student learning.

61%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
4	21	12	7	0	44

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

79%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
9	25	5	5	0	44

FR More Facilities and Resources results on next page

©2022 Cambridge Education

FR Facilities and Resources (cont)

COMPARE RESULT

Q Our school is a safe place to work.

86%

92%
Colorado

Distribution of responses

12	26	3	3	0	44
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

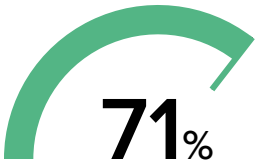
RESULTS

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

Q The broader community is supportive of the school.

47%

Colorado 85%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
1	15	10	7	4	37

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

74%

Colorado 75%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
4	18	5	3	8	38

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

74%

Colorado 72%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
3	17	6	2	10	38

CI More Community Support and Involvement results on next page

©2022 Cambridge Education

CI Community Support and Involvement (cont)

COMPARE RESULT

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

86%

92%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
6	26	5	0	1	38

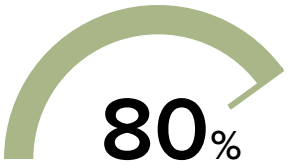
RESULTS

Item level results from your report

GR General Reflection

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

OVERALL FAVORABILITY



COMPARE RESULT

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

88%

85%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
8	26	3	2	3	42

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

78%

89%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
7	26	8	2	1	44

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

74%

73%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
9	21	7	5	2	44

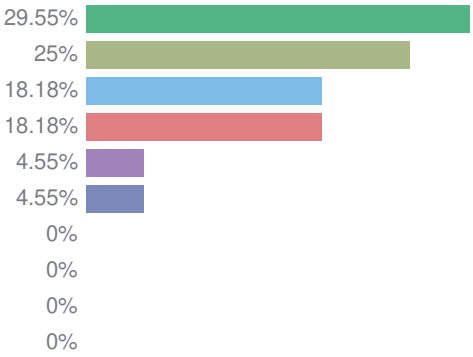
GR More General Reflection results on next page

©2022 Cambridge Education

GR General Reflection (cont)

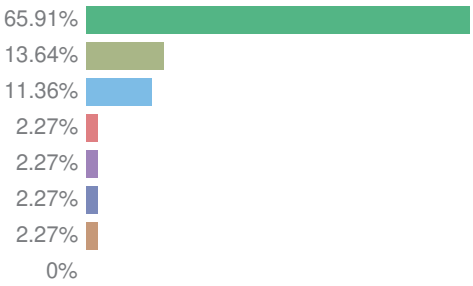
COMPARE RESULT

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



29.55%	School leadership (13)
25%	The school staff (11)
18.18%	District leadership (8)
18.18%	Salary (8)
4.55%	The ability to perform the job I was hired to do (2)
4.55%	Community support and engagement (2)
0%	Being asked to fulfill responsibilities outside of my primary job description (0)
0%	Facilities and resources (0)
0%	School mission (0)
0%	Length of the work day (0)

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



65.91%	Continue working in their current role (29)
13.64%	Continue working in their current role but not in this district (6)
11.36%	Leave the field of education. (5)
2.27%	Continue working in education in an non-administrative, non-teaching position. (1)
2.27%	Become a licensed teacher. (1)
2.27%	Continue working in their current role but not at this school (1)
2.27%	Continue working in education but in a different position (1)
0%	Retire. (0)

©2022 Cambridge Education

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

©2022 Cambridge Education

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

©2022 Cambridge Education

RESULTS

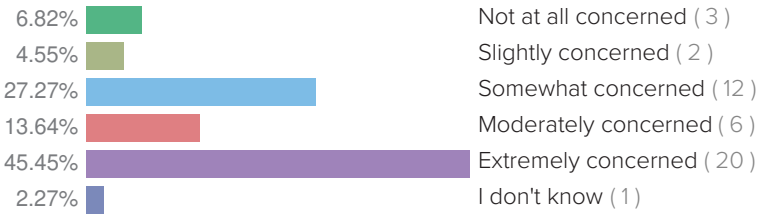
Item level results from your report

SC Student Challenges

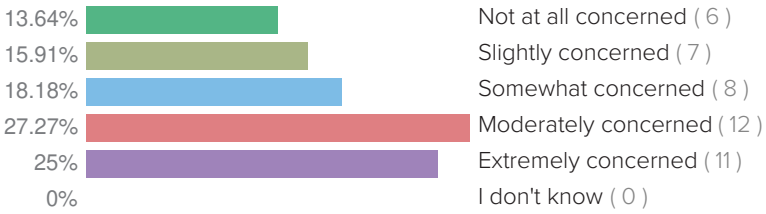
This section focuses on concerns regarding pandemic impacts on students during the current school year.

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).



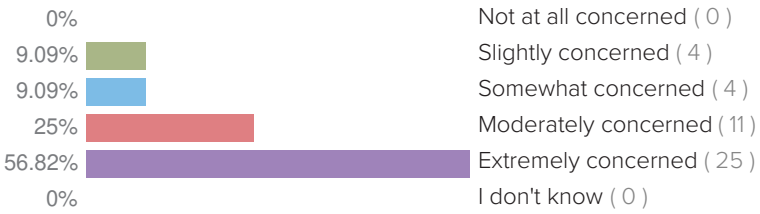
Q Social isolation.



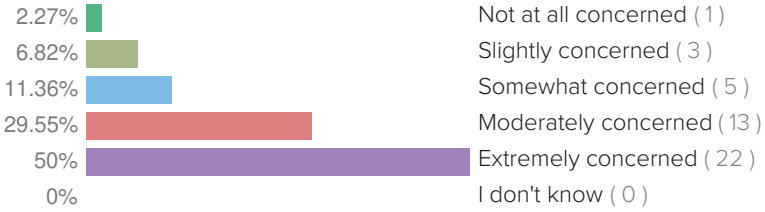
SC More Student Challenges results on next page

SC Student Challenges (cont)

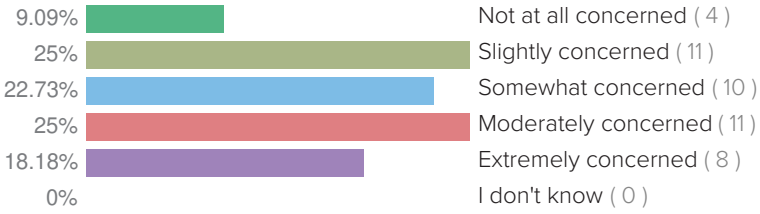
Q Increases in learning gaps.



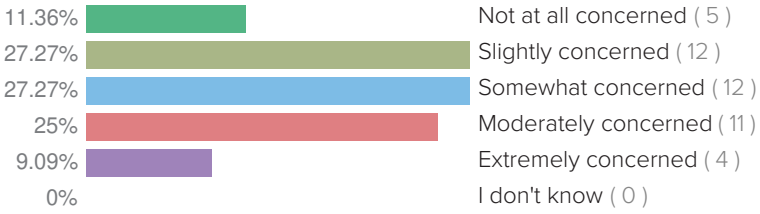
Q Insufficient home learning support.



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



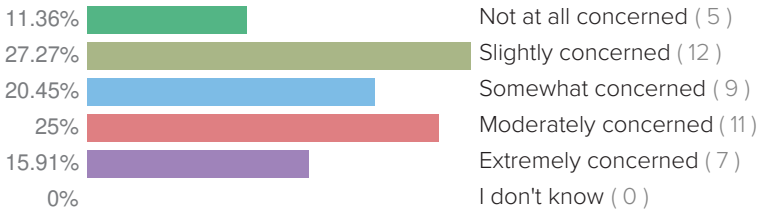
Q Student stress about assessment and grading.



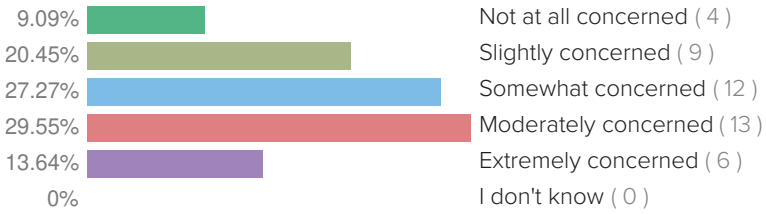
SC More Student Challenges results on next page

SC Student Challenges (cont)

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



Q Lack of access to technology/internet.



©2022 Cambridge Education

RESULTS

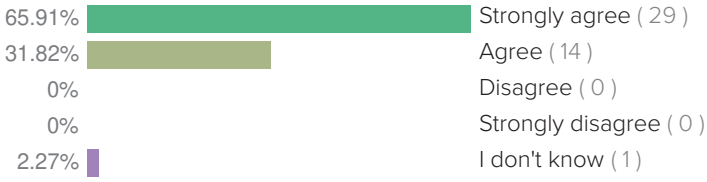
Item level results from your report

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.



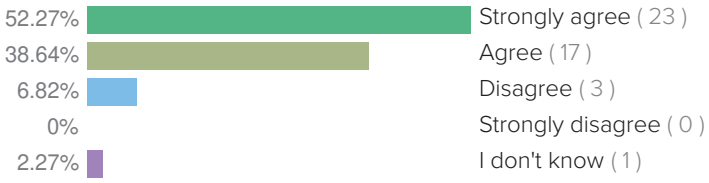
Q I feel comfortable discussing resilience strategies with my students.

SW More Support for Student Wellbeing results on next page

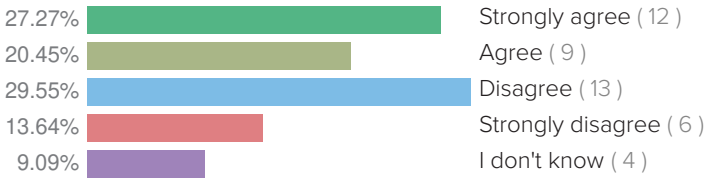
©2022 Cambridge Education

SW Support for Student Wellbeing (cont)

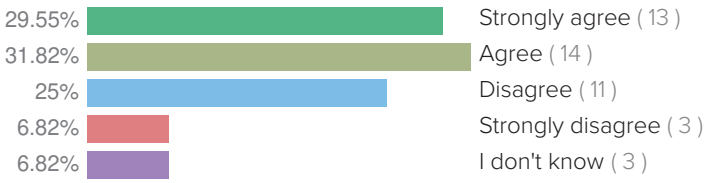
Q I feel comfortable discussing mental health with my students.



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.

©2022 Cambridge Education

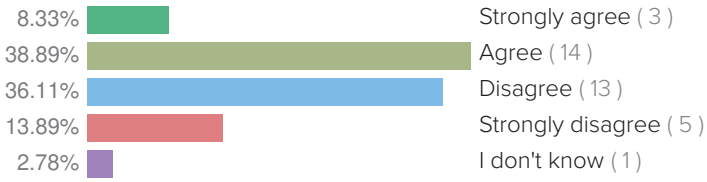
RESULTS

Item level results from your report

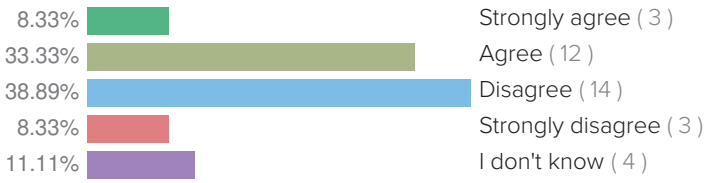
SS School Supports

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.



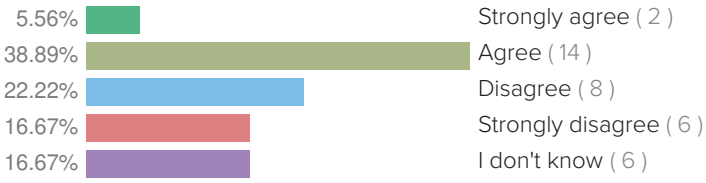
Q Our school's system of support for students help students get the social-emotional support they need.

SS More School Supports results on next page

©2022 Cambridge Education

SS School Supports (cont)

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



RESULTS

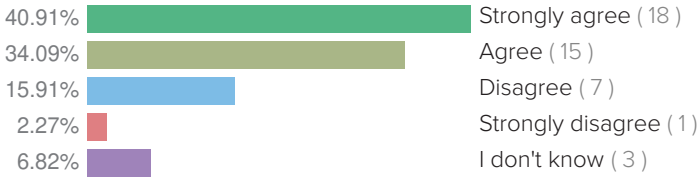
Item level results from your report

PJ Pandemic Impact on Teaching / Job

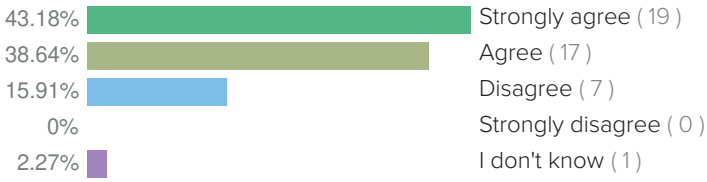
This section focuses on pandemic impacts on staff during the current year.

THE PANDEMIC NEGATIVELY AFFECTED THE FOLLOWING ASPECTS OF MY JOB:

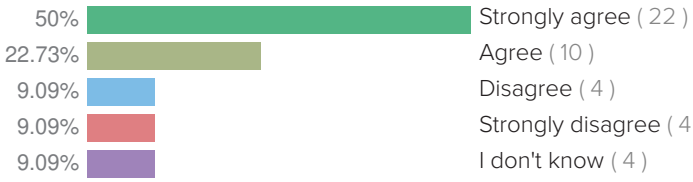
Q Managing distance/online teaching.



Q Predictable daily routine.



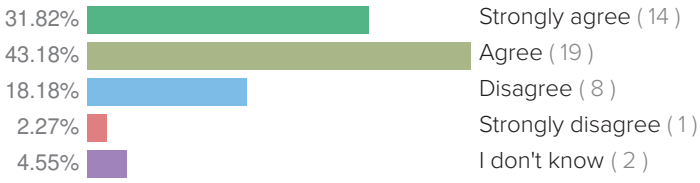
Q Having to teach/provide support online and in person at the same time.



PJ More Pandemic Impact on Teaching / Job results on next page

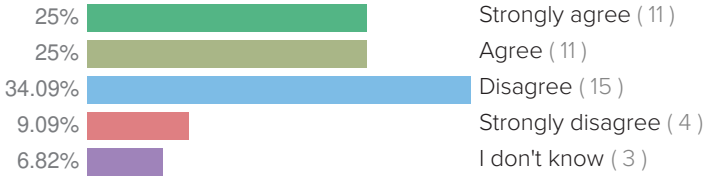
PJ Pandemic Impact on Teaching / Job (cont)

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).

©2022 Cambridge Education

RESULTS

Item level results from your report

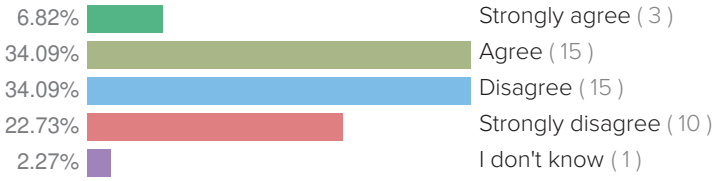
SW Support for Own Wellbeing

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.

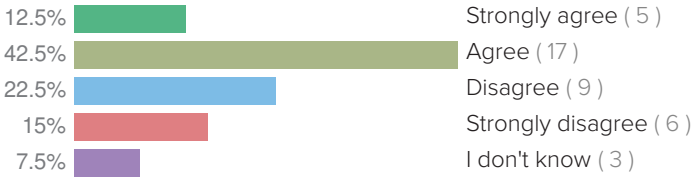
Q I am getting adequate social emotional support for myself during this time.



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.



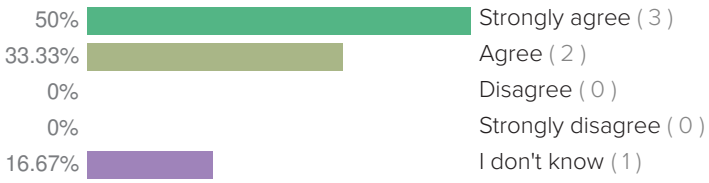
RESULTS

Item level results from your report

ES [ESP] Job Satisfaction

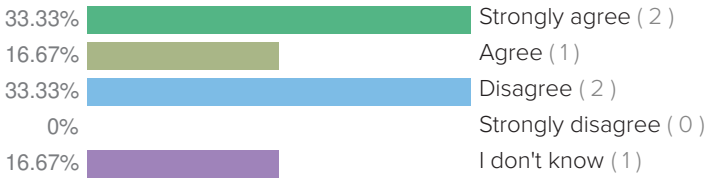
Unique to education support professionals, this section is aimed to understand their general satisfaction in their work.

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

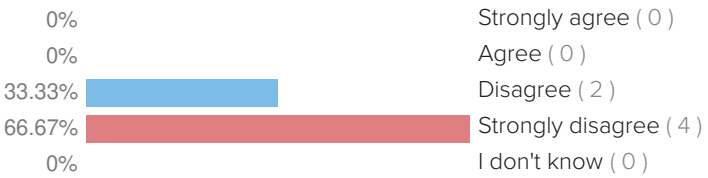
ES [ESP] Job Satisfaction (cont)

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.

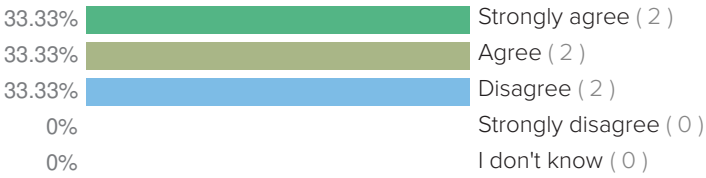


ES More [ESP] Job Satisfaction results on next page

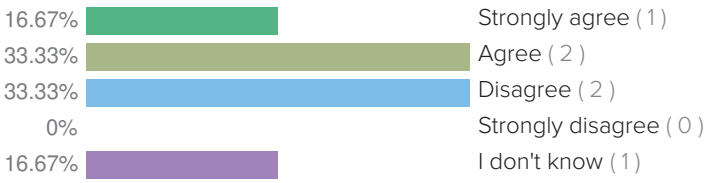
ES [ESP] Job Satisfaction (cont)

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

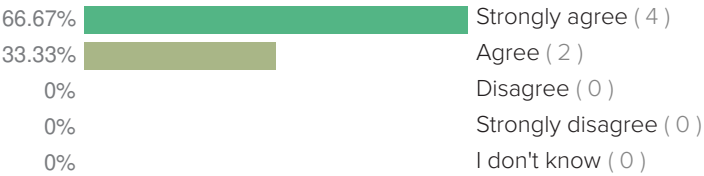
ER [ESP] Roles & Responsibilities

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.



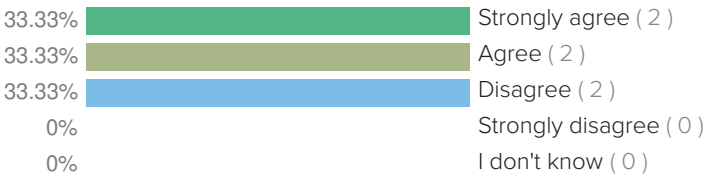
ER More [ESP] Roles & Responsibilities results on next page

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.

©2022 Cambridge Education