DISTRICT REPORT

Teaching & Learning Conditions Colorado Survey

TLCC
Teaching & Learning Conditions Colorado

CAMBRIDGE EDUCATION

Prepared for
Prairie RE-11

Number of respondents (#)
30

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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

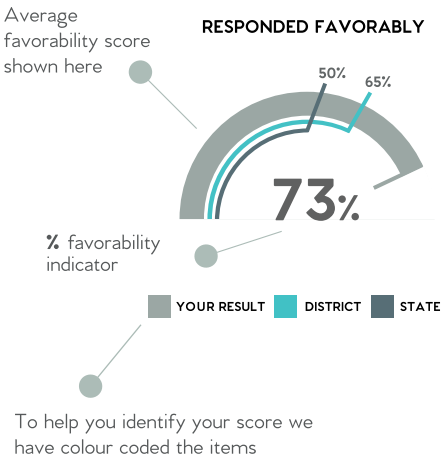
The survey is led by the Colorado Department of Education (CDE)and operated through a statewide collaborative that includes the Colorado Association of School Boards, Colorado Association of School Executives, Colorado Education Association, Colorado Education Initiative, Colorado League of Charter Schools,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

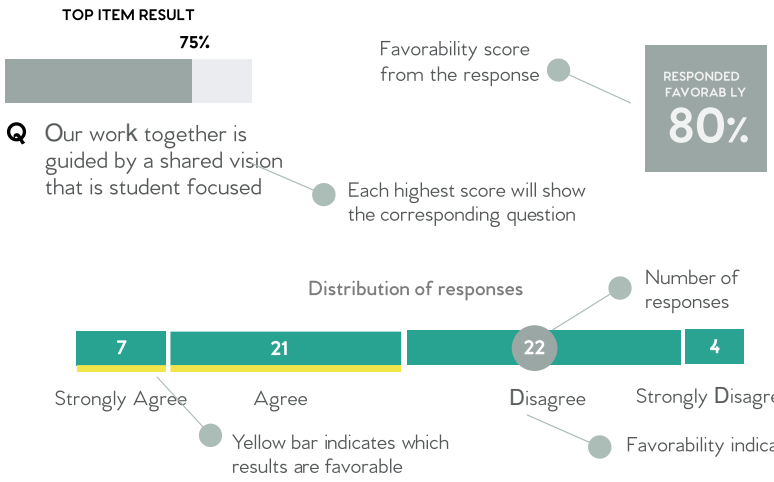
SCORING AND REFERENCE DATA

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





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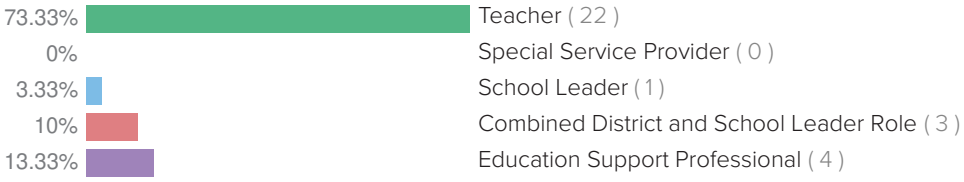
DEMOGRAPHICS

Who took the survey?

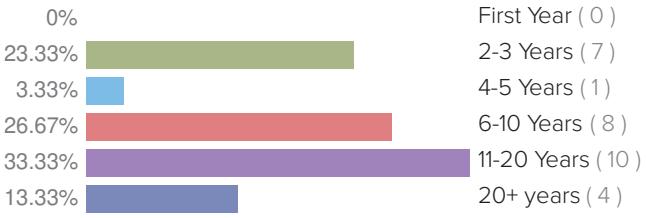
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

30 total respondents

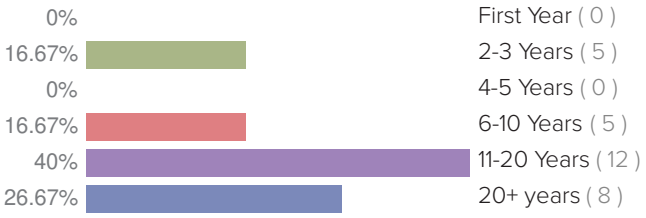
D What is your current position at the school?



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?



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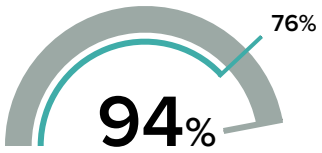
REPORT OVERVIEW

Your results at a glance

TLCC Survey

REPORT OVERALL FAVORABILITY



YOUR RESULTS

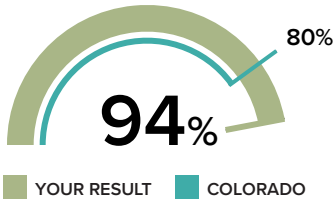
NQ

New Staff Questions

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

SL

School Leadership



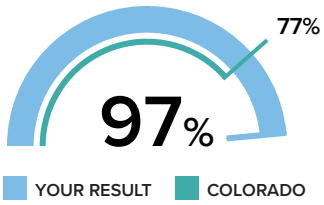
TOP ITEM RESULT

100%

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

SL

Staff Leadership



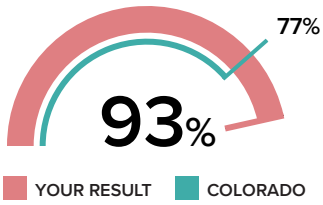
TOP ITEM RESULT

100%

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

MC

Managing Student Conduct



TOP ITEM RESULT

100%

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

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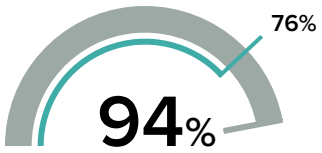
REPORT OVERVIEW

Your results at a glance

TLCC Survey

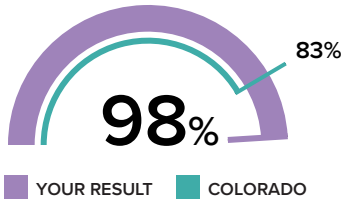
REPORT OVERALL FAVORABILITY



YOUR RESULTS

IS

Instructional Practices and Support

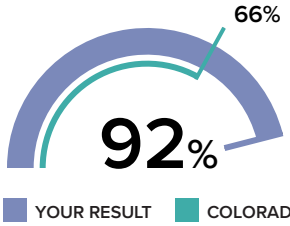


TOP ITEM RESULT

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

PD

Professional Development

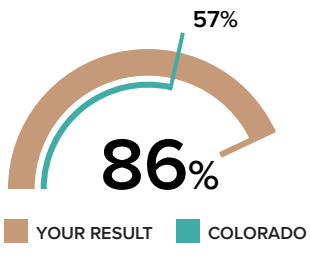


TOP ITEM RESULT

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

T

Time

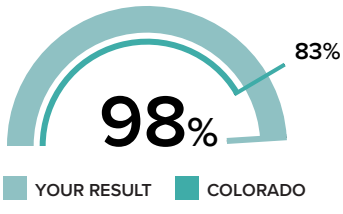


TOP ITEM RESULT

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

FR

Facilities and Resources



TOP ITEM RESULT

Q Our school is a safe place to work.

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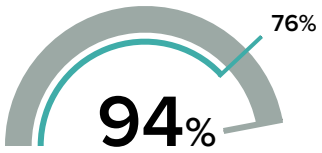
REPORT OVERVIEW

Your results at a glance

TLCC Survey

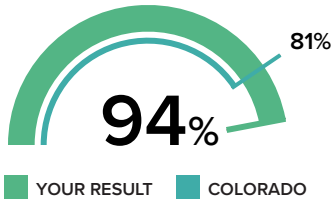
REPORT OVERALL FAVORABILITY



YOUR RESULTS

CI

Community Support and Involvement



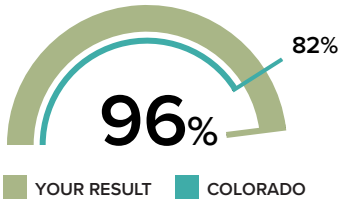
TOP ITEM RESULT

100%

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

GR

General Reflection



TOP ITEM RESULT

100%

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

DS

District Supports

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

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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	0%	94%	97%	93%	98%	92%	86%	98%	94%	96%	0%	94%
Prairie Junior-Senior High School	91%	97%	98%	93%	99%	94%	82%	96%	96%	98%	N/A	95%
Prairie Elementary School	N/A	91%	95%	93%	97%	90%	90%	100%	92%	95%	N/A	93%

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RESULTS

Item level results from your report

NQ New Staff Questions

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

COMPARE RESULT

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

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

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

71%

74%
Colorado

Distribution of responses

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

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

NQ More New Staff Questions results on next page

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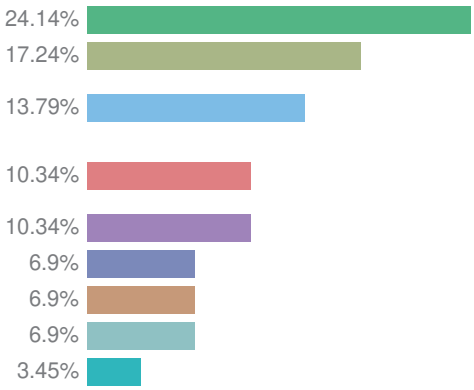
NQ New Staff Questions (cont)

COMPARE RESULT

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



24.14%	New teacher/staff orientation (7)
17.24%	Ongoing dialogue with school leaders (5)
13.79%	New teacher/staff training to develop content knowledge or on their primary responsibilities (4)
10.34%	Coverage to enable teachers and staff to observe their peers / other classrooms (3)
10.34%	Networking with other new teachers/peers (3)
6.9%	Scheduled shared planning time (2)
6.9%	New teacher training to develop pedagogy (2)
6.9%	Reduced teaching responsibilities (2)
3.45%	Other (1)

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

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

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

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

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

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

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

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

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

NQ More New Staff Questions results on next page

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NQ New Staff Questions (cont)

COMPARE RESULT

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

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

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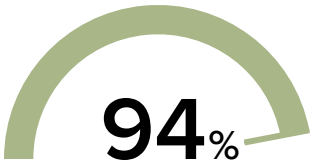
RESULTS

Item level results from your report

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. — 93%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
19	9	2	0	0	30

Q Our work together is guided by a shared vision that is student focused. — 100%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
19	11	0	0	0	30

Q School staff participate in the school's improvement planning process (e.g., Unified Improvement Plan, school based improvement) in a meaningful way. — 92%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
13	10	2	0	1	26

More School Leadership results on next page

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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
15	14	0	0	1	30

Q Staff feel comfortable raising important issues with school leaders.

83%

78%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
15	9	5	0	1	30

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

100%

78%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
15	14	0	0	1	30

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

100%

75%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
13	15	0	0	2	30

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

100%

72%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
13	15	0	0	2	30

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More School Leadership results on next page

SL School Leadership (cont)

COMPARE RESULT

Q School leadership puts suggestions made by staff into operation.

86%

77%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
12	12	4	0	2	30

Q School leadership works to build trust among staff.

85%

77%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
14	9	3	1	3	30

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.

100%

91%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
10	14	0	0	2	26

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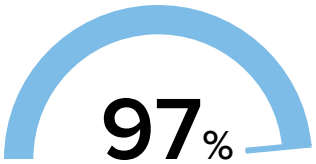
RESULTS

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.

100%

81%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
18	12	0	0	0	30

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

100%

76%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
16	13	0	0	1	30

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

96%

82%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
11	16	1	0	2	30

SL More Staff Leadership results on next page

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SL Staff Leadership (cont)

COMPARE RESULT

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

89%

69%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
15	10	3	0	2	30

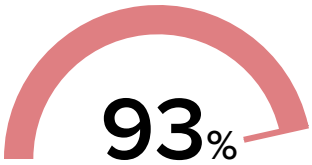
RESULTS

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.

100%

77%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
13	17	0	0	0	30

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

90%

66%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
11	16	3	0	0	30

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

75%

53%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
6	15	6	1	2	30

MC More Managing Student Conduct results on next page

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MC Managing Student Conduct (cont)

COMPARE RESULT

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

100%

90%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
19	11	0	0	0	30

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

100%

97%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
17	12	0	0	1	30

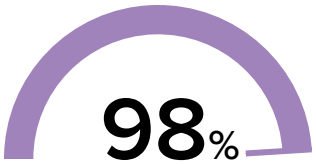
RESULTS

Item level results from your report

IS Instructional Practices and Support

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

OVERALL FAVORABILITY



COMPARE RESULT

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

96%

88%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
14	11	1	0	0	26

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

96%

87%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
13	12	1	0	0	26

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

96%

73%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
14	10	1	0	1	26

IS More Instructional Practices and Support results on next page

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IS Instructional Practices and Support (cont)

COMPARE RESULT

Q Students understand how class activities relate to learning objectives.

100%

91%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
8	16	0	0	2	26

Q Instruction in this school encourages different cultural viewpoints.

93%

85%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
6	22	2	0	0	30

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

100%

72%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
10	19	0	0	1	30

Q English Learners are adequately supported in this school.

96%

79%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
9	17	1	0	3	30

Q Students with disabilities are adequately supported in this school.

100%

81%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
14	15	0	0	1	30

IS More Instructional Practices and Support results on next page

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IS Instructional Practices and Support (cont)

COMPARE RESULT

Q Gifted students are adequately supported in this school.

100%

Colorado 75%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
11	17	0	0	2	30

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

97%

Colorado 79%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
13	15	1	0	1	30

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

100%

Colorado 89%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
21	9	0	0	0	30

Q Teachers feel supported in trying new instructional strategies.

100%

Colorado 92%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
16	10	0	0	0	26

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

100%

Colorado 98%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
9	16	0	0	1	26

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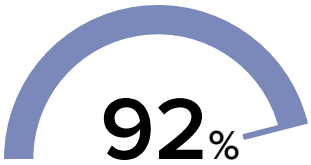
RESULTS

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.

91%

71%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
9	11	2	0	4	26

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

92%

59%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
8	14	2	0	2	26

Q The effectiveness of professional development is assessed regularly.

93%

55%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
10	15	2	0	3	30

More Professional Development results on next page

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PD Professional Development (cont)

COMPARE RESULT

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

96%

72% Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
10	12	1	0	3	26

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

87%

67% Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
12	14	4	0	0	30

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

92%

71% Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
12	11	2	0	1	26

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

90%

67% Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
11	15	3	0	1	30

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

92%

64% Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
10	12	2	0	2	26

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More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

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

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

Q Support personnel are appropriately compensated for professional development.

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

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

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

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

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

PD More Professional Development results on next page

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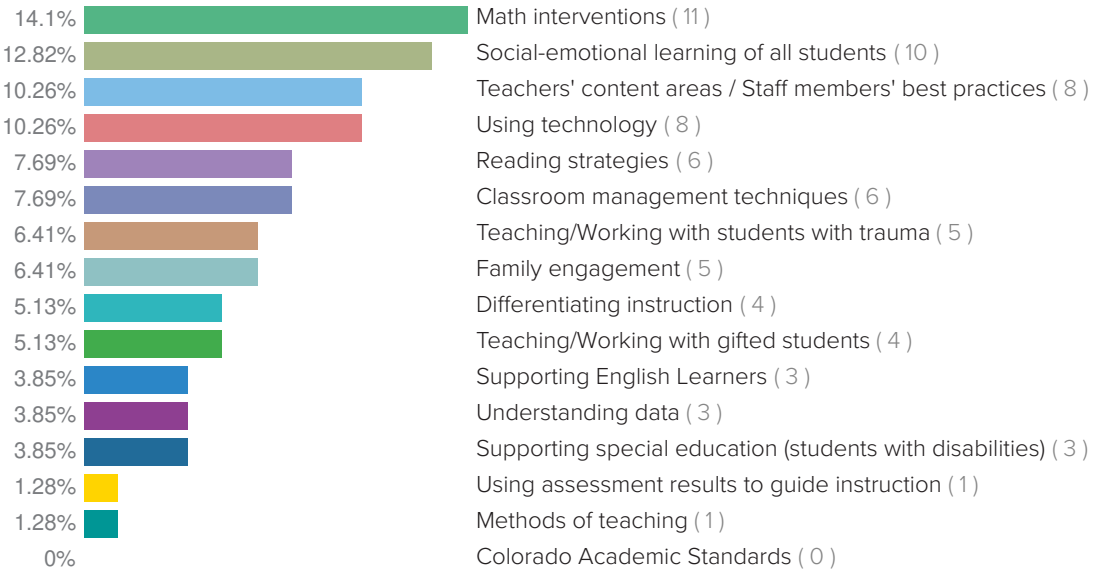
PD Professional Development (cont)

COMPARE RESULT

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



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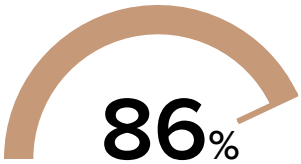
RESULTS

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.

86%

59%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
9	16	4	0	1	30

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

83%

62%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
11	13	5	0	1	30

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

88%

52%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
5	17	3	0	1	26

More Time results on next page

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T Time (cont)

COMPARE RESULT

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

87%

57%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
8	18	4	0	0	30

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

85%

60%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
6	16	4	0	0	26

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

88%

50%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
6	15	3	0	2	26

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

86%

57%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
10	15	4	0	1	30

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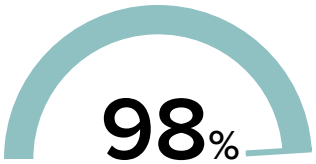
RESULTS

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.

100%

COMPARE RESULT

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
21	7	0	0	2	30

Q Instructional resources are adequate to support student learning.

100%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
17	11	0	0	1	29

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

93%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
18	8	2	0	1	29

FR More Facilities and Resources results on next page

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FR Facilities and Resources (cont)

COMPARE RESULT

Q Our school is a safe place to work.

100%

92%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
21	9	0	0	0	30

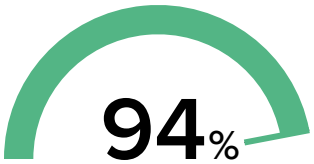
RESULTS

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.

85%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
6	16	4	0	2	28

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

93%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
7	18	2	0	1	28

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

100%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
6	20	0	0	2	28

CI More Community Support and Involvement results on next page

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CI Community Support and Involvement (cont)

COMPARE RESULT

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

100%

92%
Colorado

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
17	11	0	0	0	28

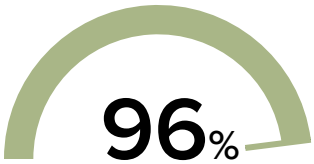
RESULTS

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. — 100%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
15	11	0	0	0	26

Q I would recommend this school as a good place for students to learn. — 100%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
20	8	0	0	2	30

Q I feel satisfied with the recognition I get for doing a good job. — 90%

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
13	14	2	1	0	30

GR More General Reflection results on next page

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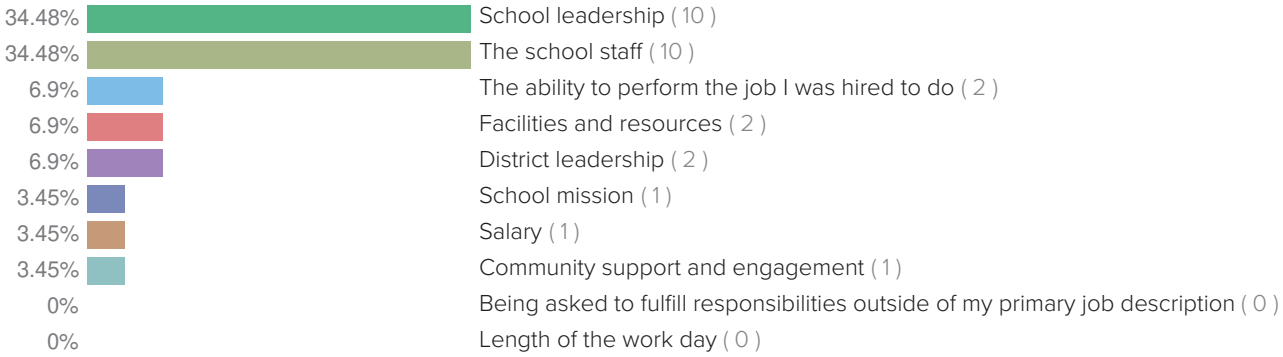
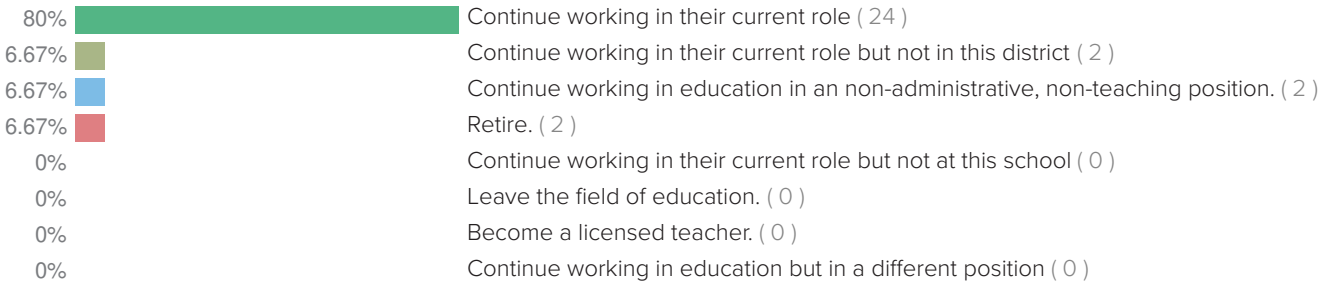
GR General Reflection (cont)

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

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

DS More District Supports results on next page

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DS District Supports (cont)

COMPARE RESULT

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

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RESULTS

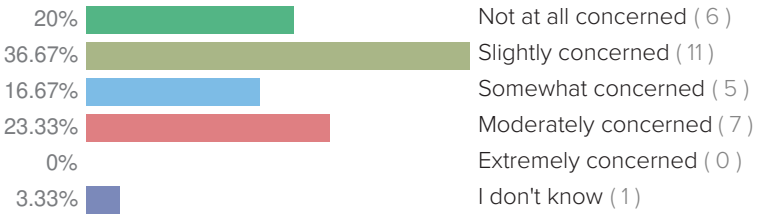
Item level results from your report

SC Student Challenges

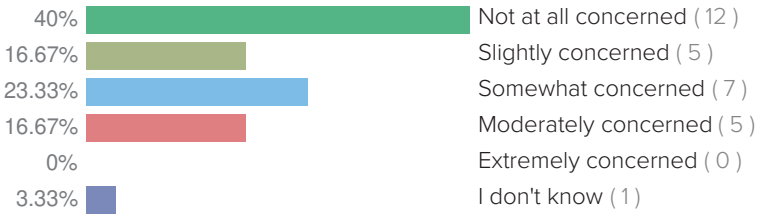
This section focuses on concerns regarding pandemic impacts on students during the current school year.

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

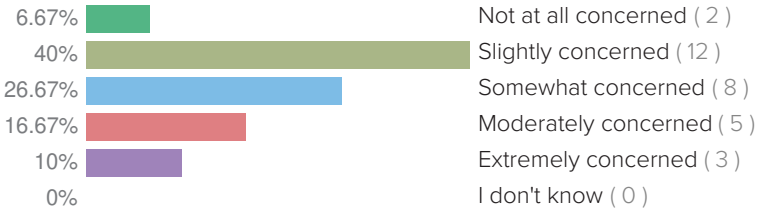
Q Decrease in student emotional well-being (health, happiness, and comfort).



Q Social isolation.



Q Increases in learning gaps.



SC More Student Challenges results on next page

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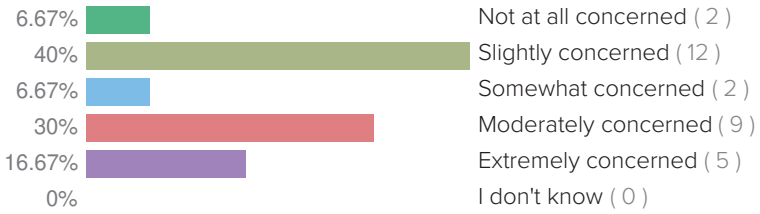
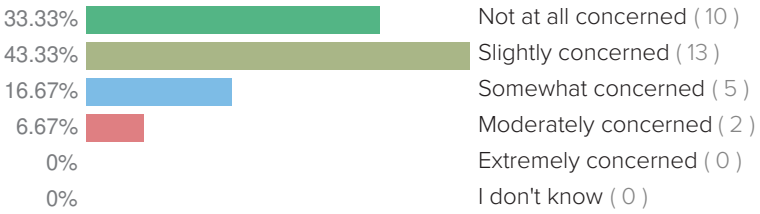
SC Student Challenges (cont)

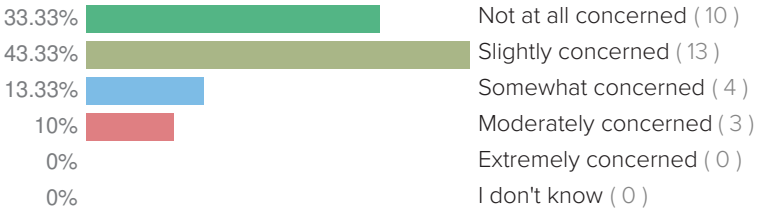
Q Insufficient home learning support.



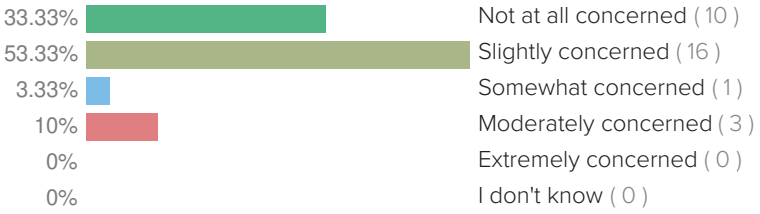
Q Student worries about their family's health, safety or economic security.



Q Student stress about assessment and grading.



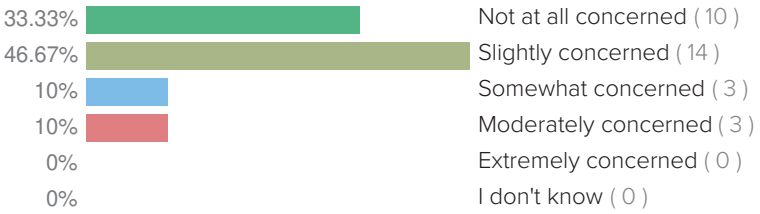
Q Lack of access to basic needs (e.g., food, shelter, safety).



SC More Student Challenges results on next page

SC Student Challenges (cont)

Q Lack of access to technology/internet.



RESULTS

Item level results from your report

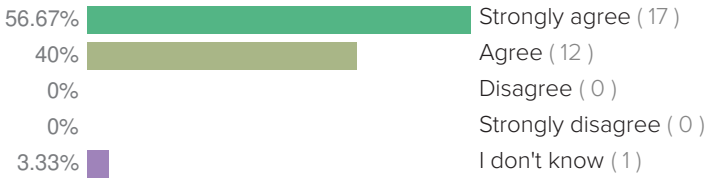
SW Support for Student Wellbeing

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

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

Q I feel comfortable discussing life skills with my students.

Q I feel comfortable discussing resilience strategies with my students.

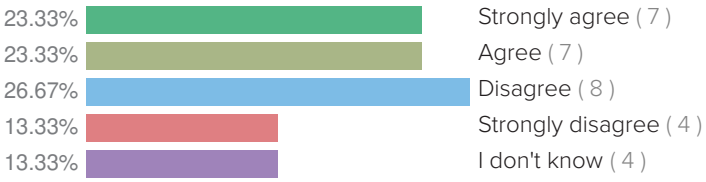


SW More Support for Student Wellbeing results on next page

SW Support for Student Wellbeing (cont)

Q I feel comfortable discussing mental health with my students.

Q I feel comfortable discussing suicide with students.



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

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

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

RESULTS

Item level results from your report

SS School Supports

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

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

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

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

SS More School Supports results on next page

SS School Supports (cont)

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

RESULTS

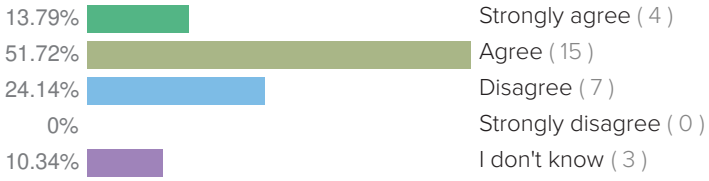
Item level results from your report

PJ Pandemic Impact on Teaching / Job

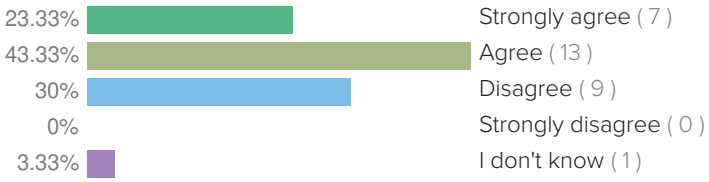
This section focuses on pandemic impacts on staff during the current year.

THE PANDEMIC NEGATIVELY AFFECTED THE FOLLOWING ASPECTS OF MY JOB:

Q Managing distance/online teaching.



Q Predictable daily routine.

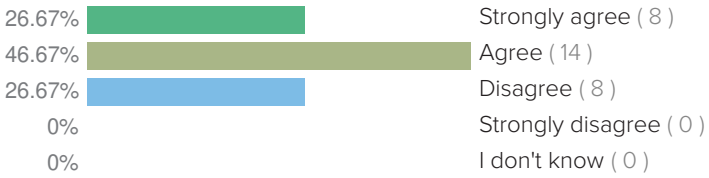


Q Having to teach/provide support online and in person at the same time.

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

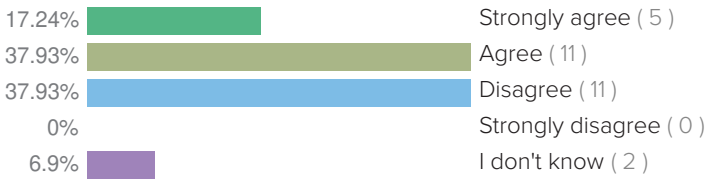
PJ Pandemic Impact on Teaching / Job (cont)

Q Interactions with students' parents/guardians.

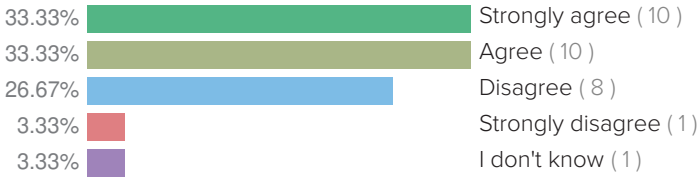


Q Student engagement.

Q Engagement with my colleagues.



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



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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

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SW Support for Own Wellbeing (cont)

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

RESULTS

Item level results from your report

ES [ESP] Job Satisfaction

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

Q I feel respected by teachers in my school.

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

Q I feel respected by school leaders in my school.

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

Q I feel respected by students in my school.

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

Q My work schedule fits my personal needs.

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

Q My work is very stressful.

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

ES More [ESP] Job Satisfaction results on next page

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ES [ESP] Job Satisfaction (cont)

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

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

Q I feel adequately compensated for my work.

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

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

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

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

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

Q I have ways to advance my career in education.

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

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RESULTS

Item level results from your report

ER [ESP] Roles & Responsibilities

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

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

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

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

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

Q I know and understand my role.

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

Q I was properly trained for my job.

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

Q My role is to support student independence.

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

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

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ER [ESP] Roles & Responsibilities (cont)

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

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

Q I receive adequate guidance about my role.

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

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