

DISTRICT REPORT

Teaching & Learning Conditions Colorado Survey



Prepared for
Colorado Springs 11

Number of respondents (#)
1165

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HOW TO READ YOUR REPORT

How to get the most from your report



ABOUT YOUR REPORT

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

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

SURVEY DESIGN

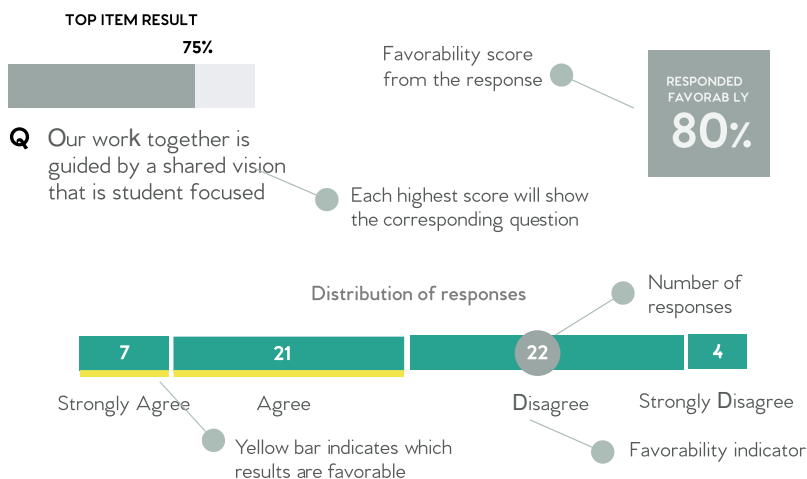
The survey is led by the Colorado Department of Education (CDE) and operated through a statewide collaborative that includes the Colorado Association of School Boards, Colorado Association of School Executives, Colorado Education Association, Colorado Education Initiative, Colorado League of Charter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

SCORING AND REFERENCE DATA

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

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

USE OF CHARTS & LEGENDS



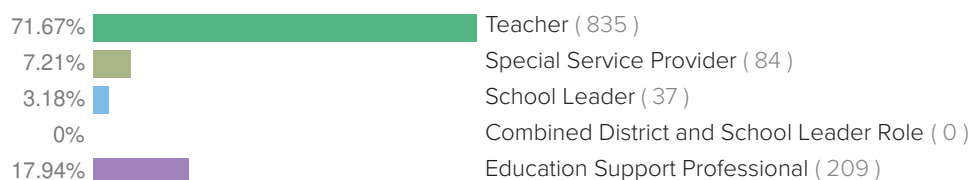
DEMOGRAPHICS

Who took the survey?

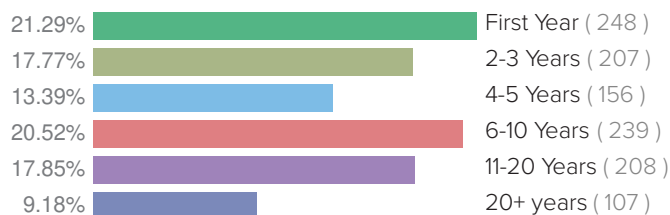
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

1165 total respondents

D What is your current position at the school?



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



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



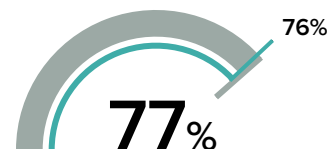
REPORT OVERVIEW

Your results at a glance



TLCC Survey

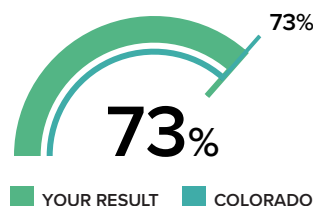
REPORT OVERALL FAVORABILITY



YOUR RESULTS

NQ

New Staff Questions



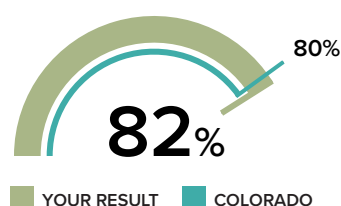
TOP ITEM RESULT

88%

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

SL

School Leadership



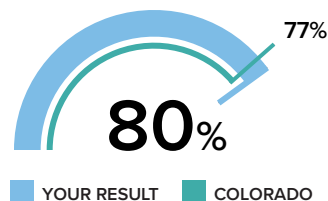
TOP ITEM RESULT

96%

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

SL

Staff Leadership



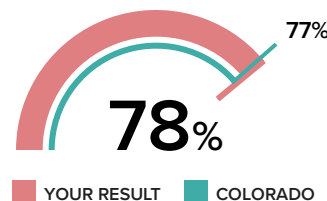
TOP ITEM RESULT

85%

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

MC

Managing Student Conduct



TOP ITEM RESULT

97%

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

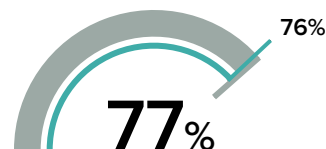
REPORT OVERVIEW

Your results at a glance



TLCC Survey

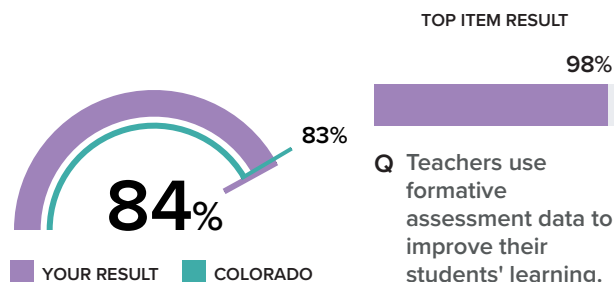
REPORT OVERALL FAVORABILITY



YOUR RESULTS

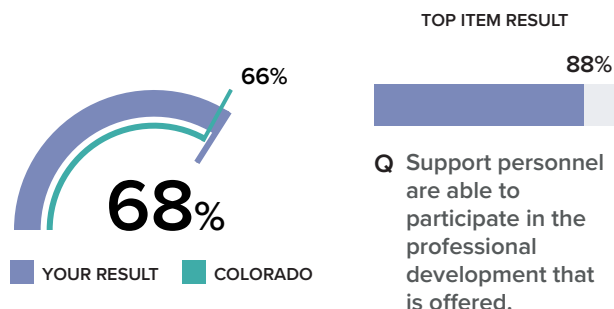
IS

Instructional Practices and Support



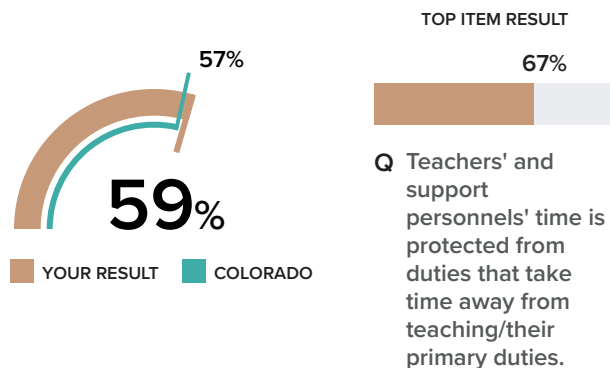
PD

Professional Development



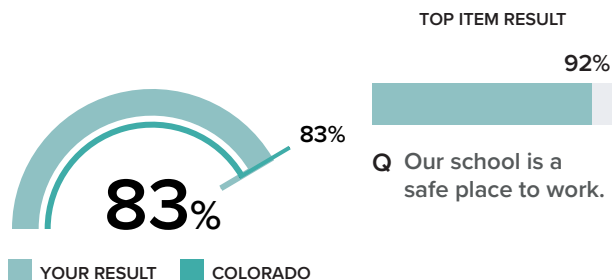
T

Time



FR

Facilities and Resources



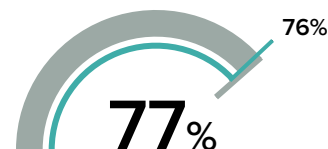
REPORT OVERVIEW

Your results at a glance



TLCC Survey

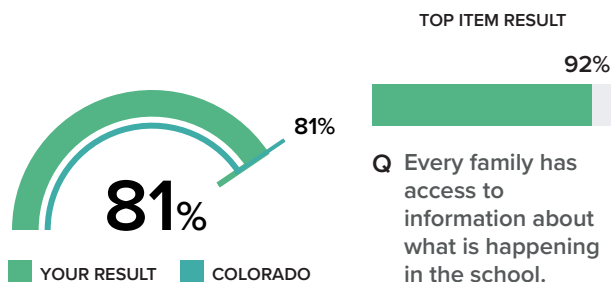
REPORT OVERALL FAVORABILITY



YOUR RESULTS

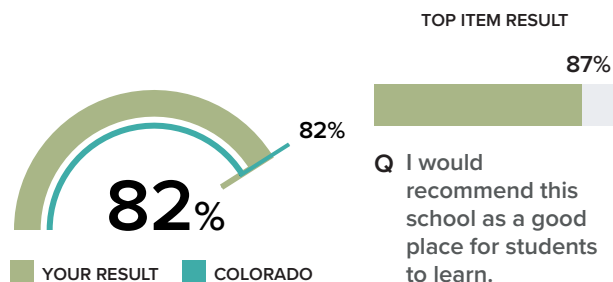
CI

Community Support and Involvement



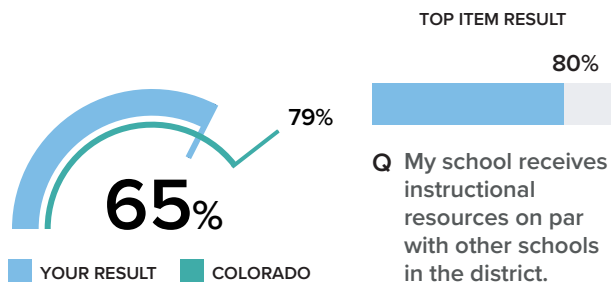
GR

General Reflection



DS

District Supports



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	73%	82%	80%	78%	84%	68%	59%	83%	81%	82%	65%	77%
Bristol Elementary School	100%	95%	99%	100%	98%	88%	65%	91%	97%	100%	N/A	92%
Eastlake High School of Colorado Springs	N/A	96%	94%	100%	92%	88%	94%	93%	78%	100%	N/A	92%
Queen Palmer Elementary School	60%	94%	89%	92%	90%	92%	89%	94%	96%	88%	N/A	91%
Spark Online Academy	79%	91%	87%	91%	93%	78%	77%	93%	86%	94%	N/A	87%
Chipeta Elementary School	53%	86%	87%	93%	91%	80%	67%	92%	96%	84%	N/A	85%
Monroe Elementary School	86%	92%	86%	86%	84%	83%	65%	91%	85%	89%	N/A	85%
Coronado High School	77%	87%	89%	86%	85%	79%	71%	88%	88%	93%	N/A	84%
Penrose Elementary School	71%	89%	85%	86%	88%	79%	72%	81%	92%	84%	N/A	84%
Wilson Elementary School	83%	88%	91%	89%	86%	81%	59%	86%	91%	91%	N/A	84%
Grant Elementary School	90%	91%	85%	95%	91%	75%	51%	80%	92%	92%	N/A	83%

INSIGHTS

Discover important aspects of your report



	NQ	SL	SL	MC	IS	PD	T	FR	CI	GR	DS	Overall
Audubon Elementary School	57%	90%	91%	79%	84%	74%	61%	85%	87%	94%	N/A	82%
Howbert Elementary School	82%	92%	91%	78%	86%	68%	58%	86%	91%	92%	N/A	82%
Keller Elementary School	76%	84%	81%	87%	93%	79%	55%	85%	88%	88%	N/A	82%
Trailblazer Elementary School	78%	89%	90%	71%	88%	74%	59%	86%	88%	90%	N/A	82%
Taylor Elementary School	63%	75%	76%	74%	85%	66%	80%	93%	90%	77%	N/A	79%
Academy for Advanced and Creative Learning	73%	79%	74%	84%	84%	68%	64%	90%	86%	84%	N/A	78%
Fremont Elementary School	67%	83%	83%	67%	88%	63%	65%	85%	87%	69%	N/A	78%
Russell Middle School	96%	90%	87%	80%	83%	64%	55%	78%	70%	90%	N/A	78%
Roosevelt Charter Academy	84%	72%	58%	78%	84%	73%	71%	91%	85%	73%	N/A	77%
Martinez Elementary School	77%	76%	75%	79%	84%	71%	58%	80%	86%	83%	N/A	76%
Galileo School of Math and Science	73%	85%	76%	62%	80%	65%	41%	85%	55%	76%	N/A	71%
Nikola Tesla Education Opportunity Center	50%	87%	89%	63%	77%	65%	42%	78%	66%	73%	N/A	71%
The Bijou School	43%	77%	82%	81%	78%	65%	44%	85%	60%	73%	N/A	71%
Adams Elementary School	29%	79%	80%	81%	78%	54%	28%	80%	82%	85%	N/A	70%

INSIGHTS

Discover important aspects of your report



	NQ	SL	SL	MC	IS	PD	T	FR	CI	GR	DS	Overall
Columbia Elementary School	63%	68%	64%	71%	77%	55%	55%	80%	82%	66%	N/A	68%
Scott Elementary School	73%	71%	75%	65%	77%	45%	52%	80%	74%	73%	N/A	67%
McAuliffe Elementary	75%	73%	65%	55%	71%	47%	47%	66%	75%	63%	N/A	64%
Palmer High School	67%	63%	63%	60%	72%	45%	47%	83%	55%	72%	N/A	62%
Achieve Online	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Buena Vista 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
Carver 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
Doherty 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
Edison 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
Freedom 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
Henry 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
Holmes Middle 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
Jackson 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
Jenkins Middle 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

INSIGHTS

Discover important aspects of your report



	NQ	SL	SL	MC	IS	PD	T	FR	CI	GR	DS	Overall
King 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
Madison 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
Mann Middle 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
Midland 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
Mitchell 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
North Middle 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
Odyssey Early College and Career Options	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Rogers 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
Rudy 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
Sabin Middle 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
Steele 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
Stratton 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
Twain 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
West 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

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

69%

Colorado

68%

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

Distribution of responses



74%

Colorado

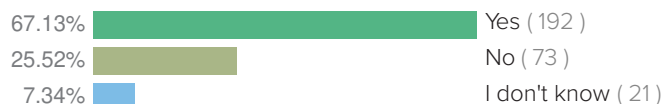
74%

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

Distribution of responses



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

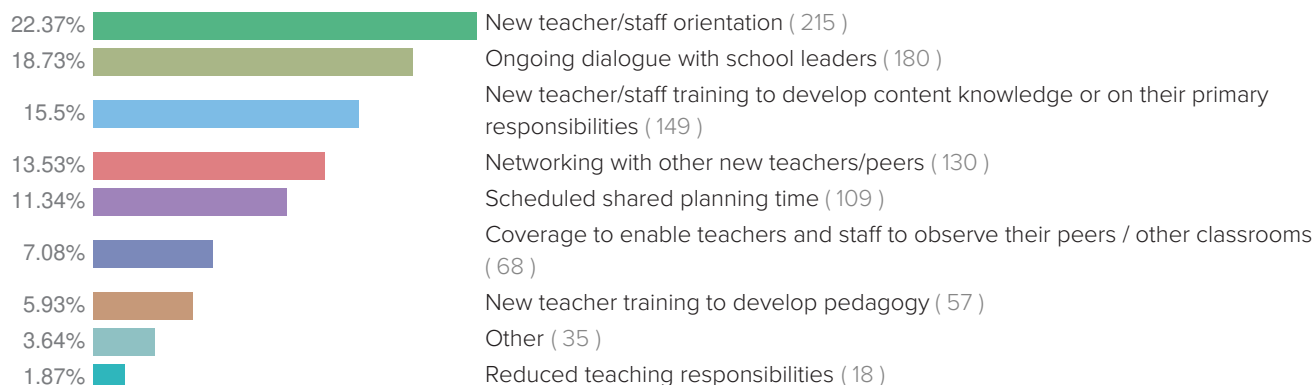
NQ New Staff Questions (cont)

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)

88%

Colorado

Distribution of responses

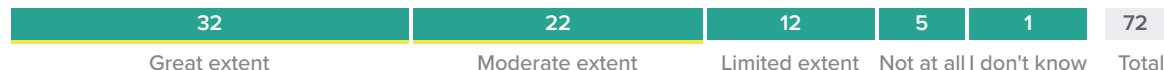


Q Personal support (e.g., social connections, help with stress)

76%

Colorado

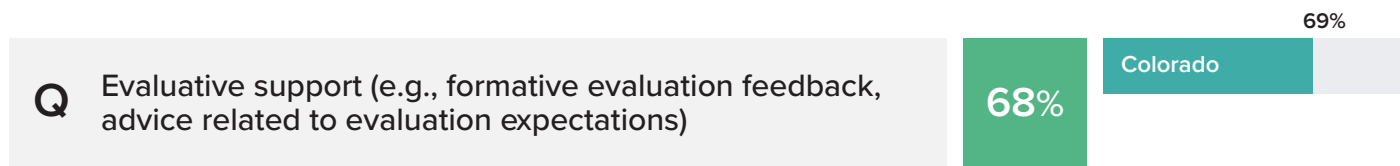
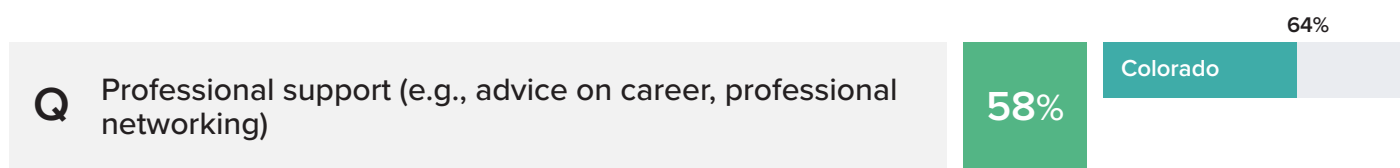
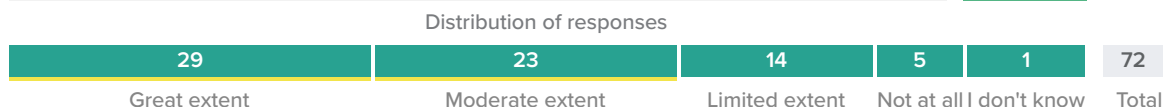
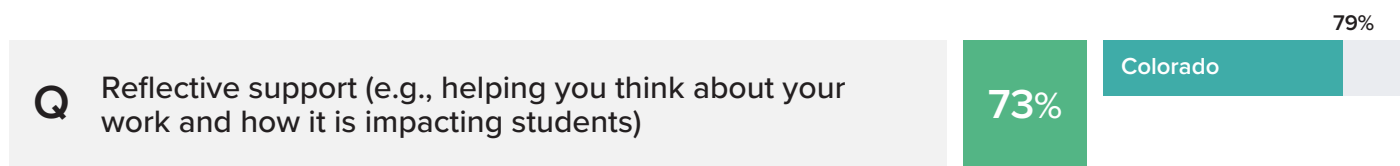
Distribution of responses



NQ More New Staff Questions results on next page

NQ New Staff Questions (cont)

COMPARE RESULT



RESULTS

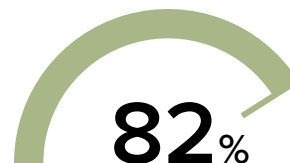
Item level results from your report



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

82%

Colorado

82%

Q This school is led by an effective team.

Distribution of responses



86%

Colorado

87%

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

Distribution of responses



75%

Colorado

80%

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

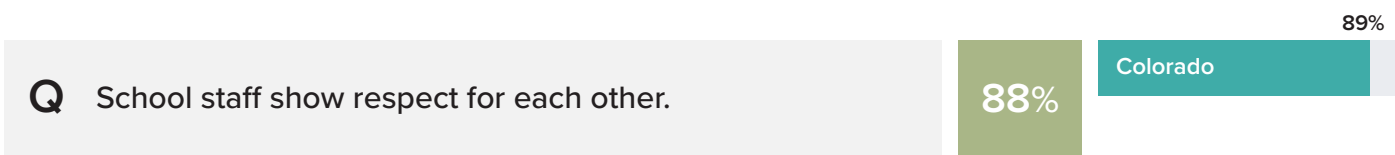
Distribution of responses



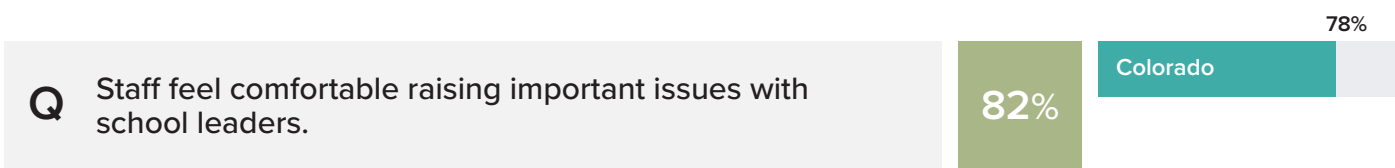
More School Leadership results on next page

SL School Leadership (cont)

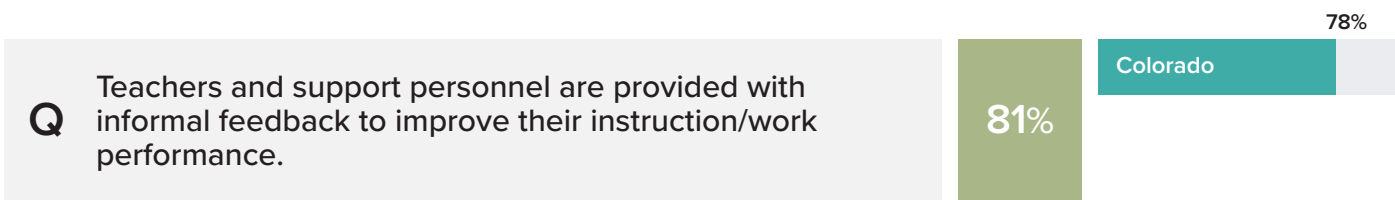
COMPARE RESULT



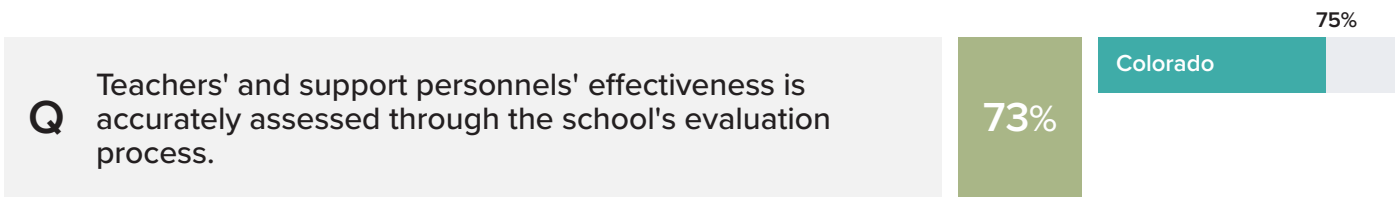
Distribution of responses



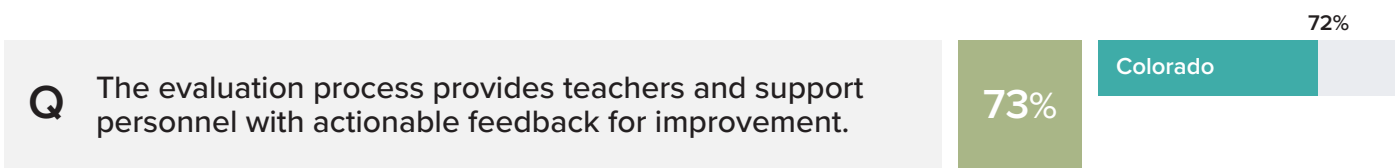
Distribution of responses



Distribution of responses



Distribution of responses

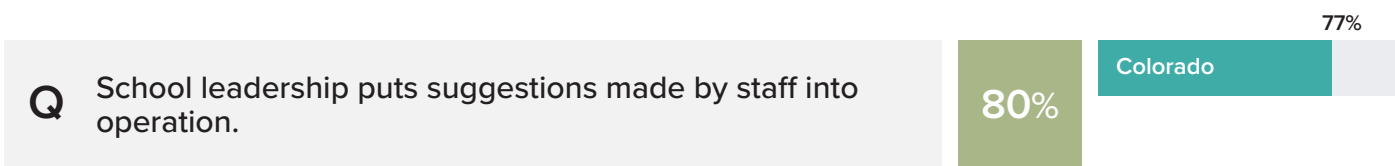


Distribution of responses

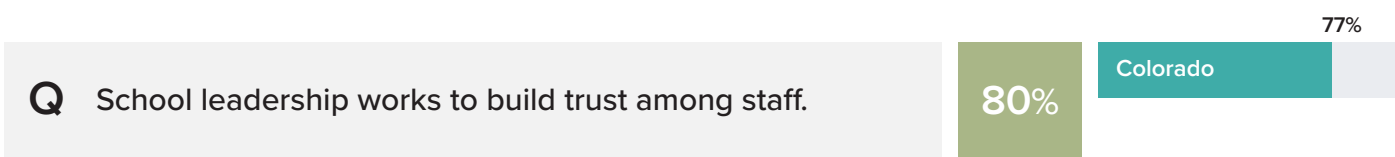


SL School Leadership (cont)

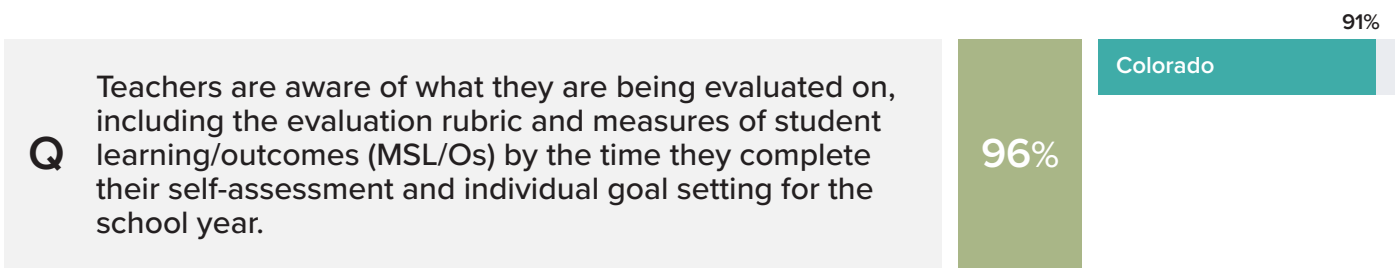
COMPARE RESULT



Distribution of responses



Distribution of responses



Distribution of responses



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

81%

Colorado

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

83%

Distribution of responses



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

77%

Distribution of responses



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

85%

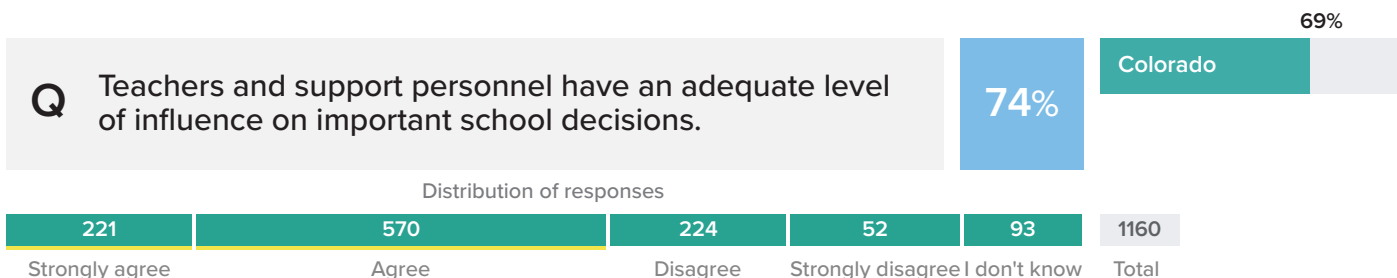
Distribution of responses



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

SL Staff Leadership (cont)

COMPARE RESULT



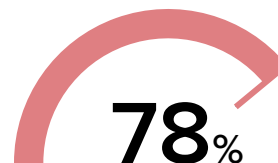
RESULTS

Item level results from your report



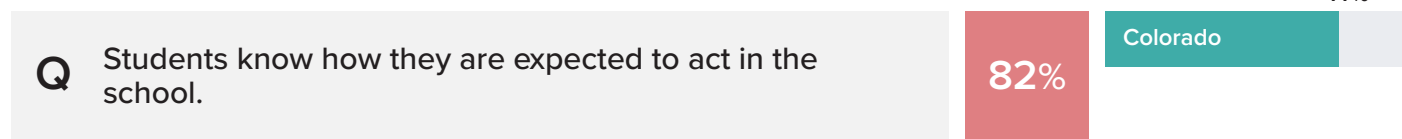
MC Managing Student Conduct

OVERALL FAVORABILITY

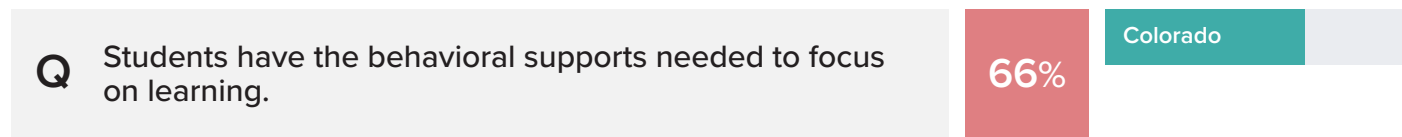


This area centers on school safety and expectations for student behavior.

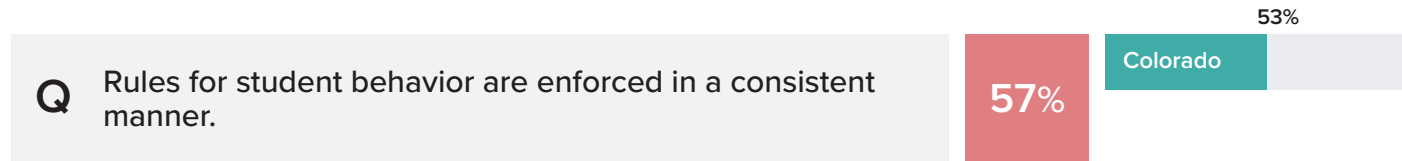
COMPARE RESULT



Distribution of responses



Distribution of responses



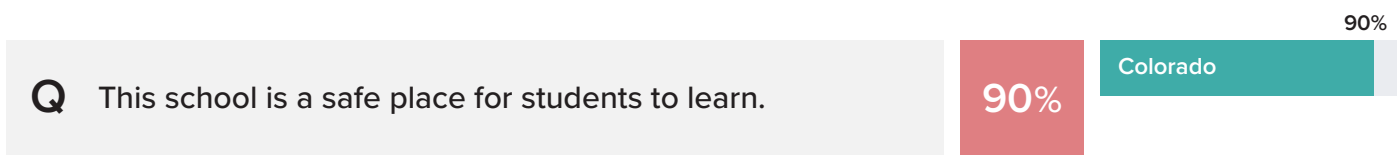
Distribution of responses



MC More Managing Student Conduct results on next page

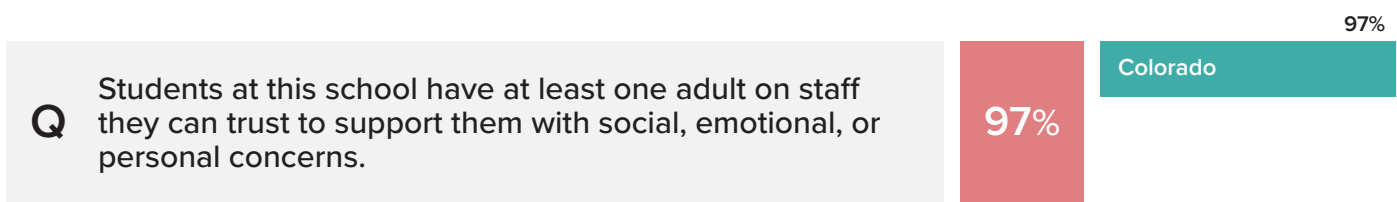
MC Managing Student Conduct (cont)

COMPARE RESULT



Distribution of responses

406	616	93	18	21	1154
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total



Distribution of responses

452	609	32	5	56	1154
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

RESULTS

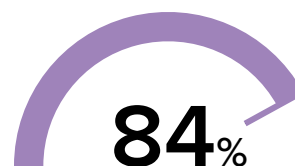
Item level results from your report



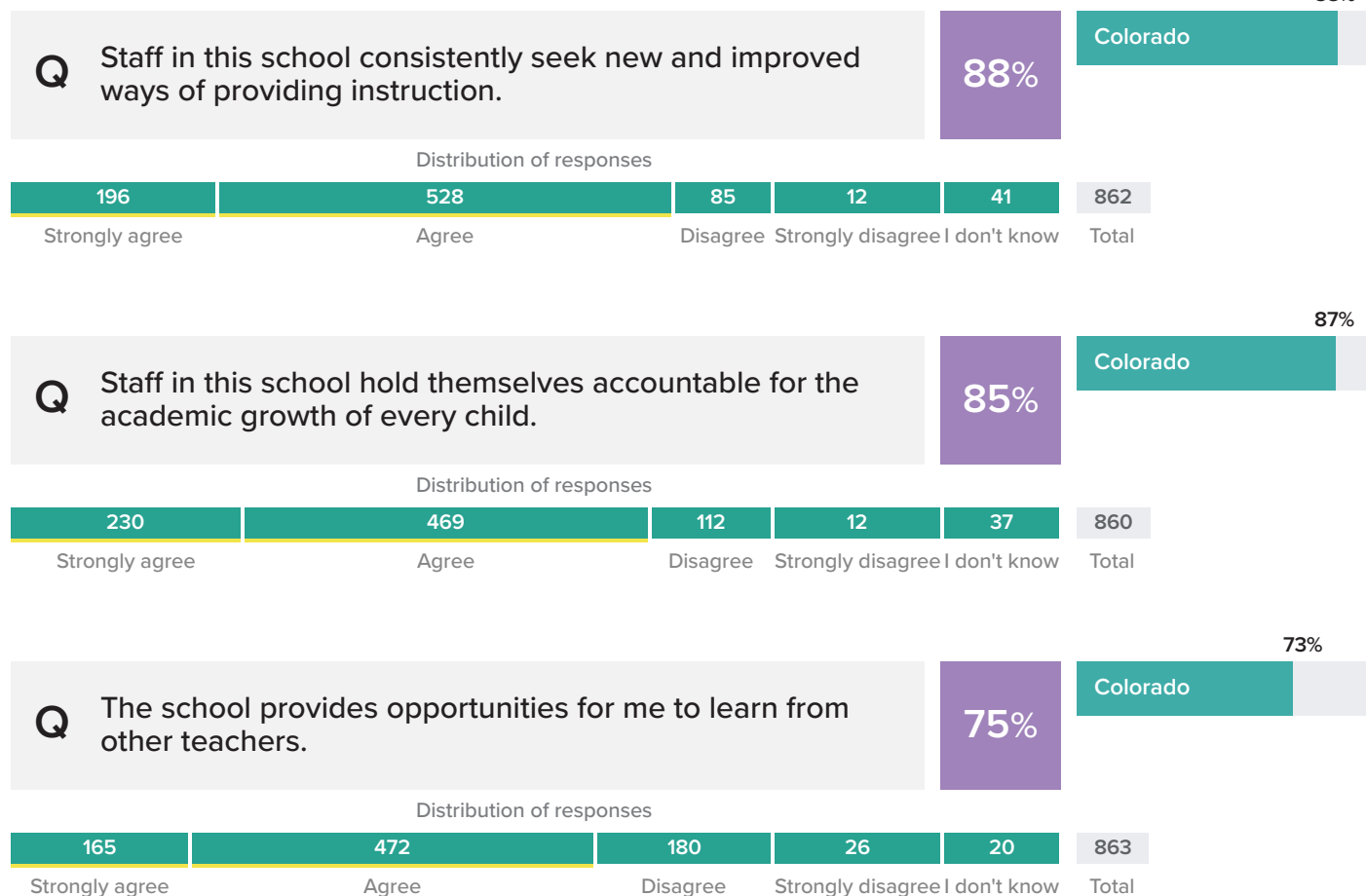
IS Instructional Practices and Support

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

OVERALL FAVORABILITY



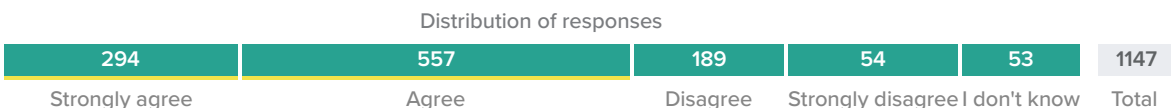
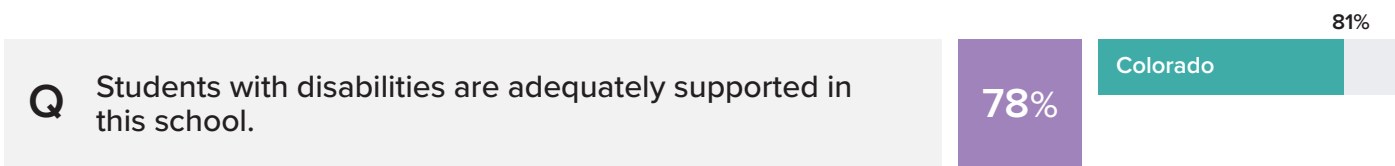
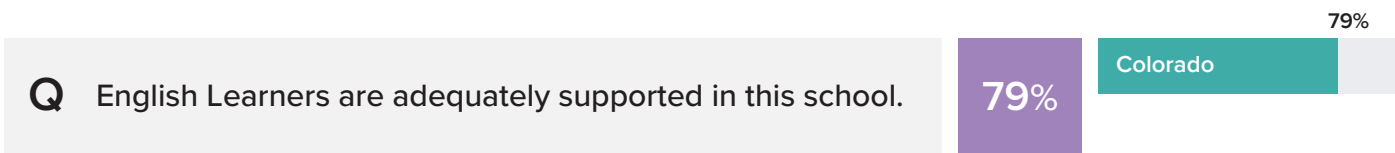
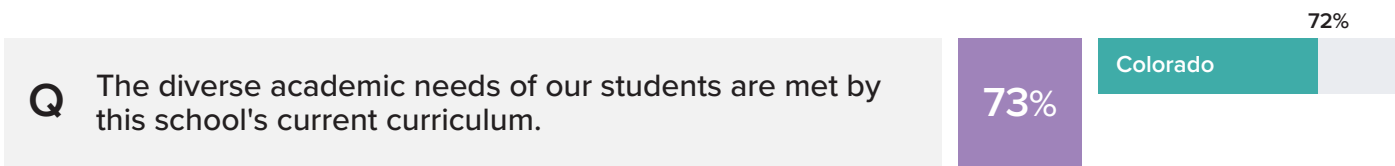
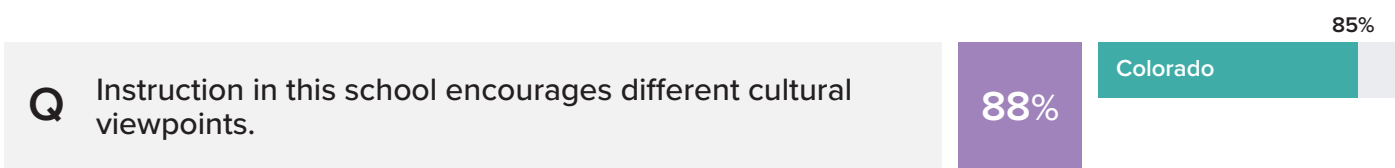
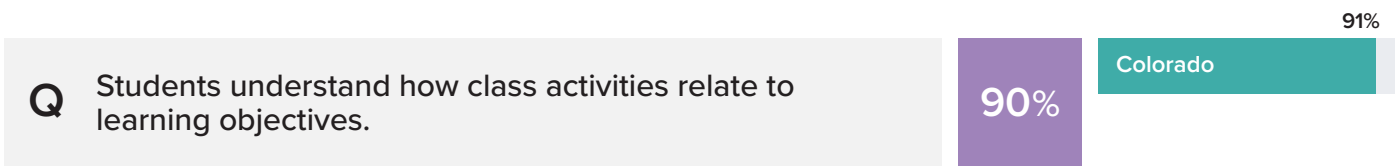
COMPARE RESULT



More Instructional Practices and Support results on next page

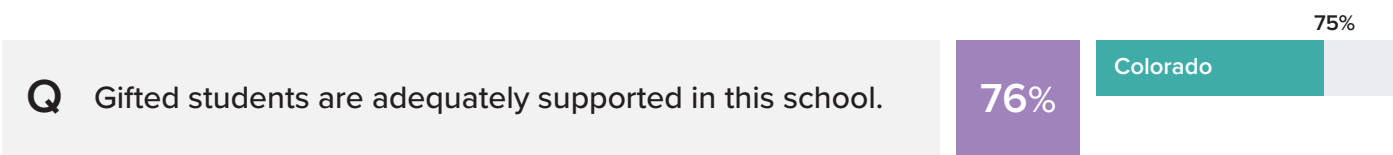
IS **Instructional Practices and Support (cont)**

COMPARE RESULT

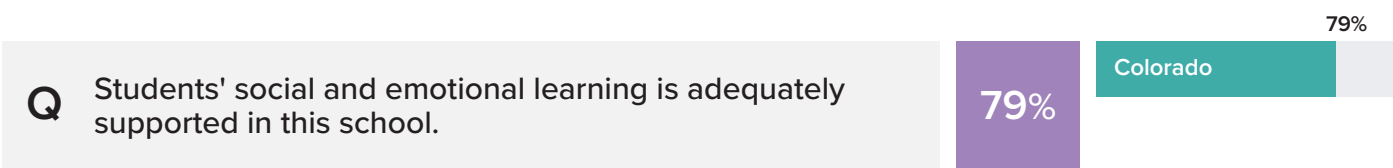


IS Instructional Practices and Support (cont)

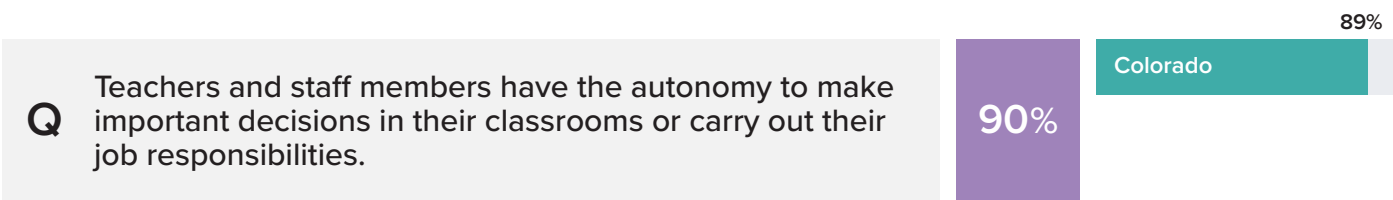
COMPARE RESULT



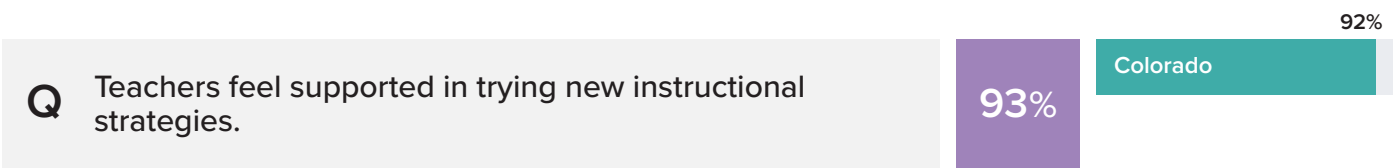
Distribution of responses



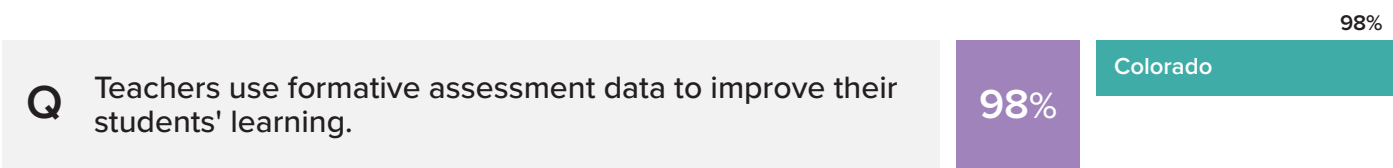
Distribution of responses



Distribution of responses



Distribution of responses



Distribution of responses



RESULTS

Item level results from your report



PD Professional Development

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

OVERALL FAVORABILITY



COMPARE RESULT

71%

Colorado

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

77%

Distribution of responses



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

61%

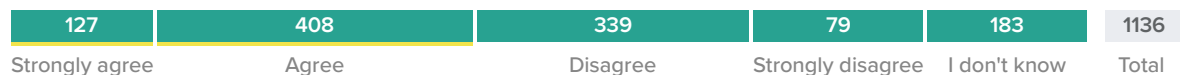
Distribution of responses



Q The effectiveness of professional development is assessed regularly.

56%

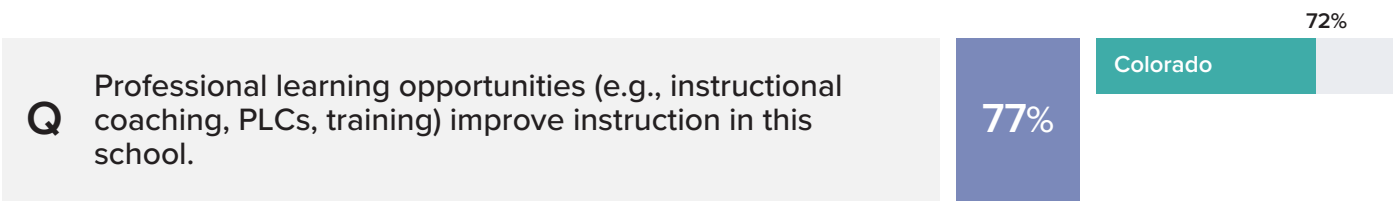
Distribution of responses



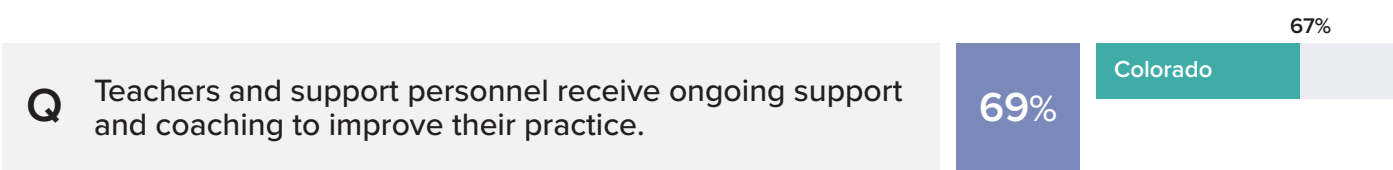
More Professional Development results on next page

PD Professional Development (cont)

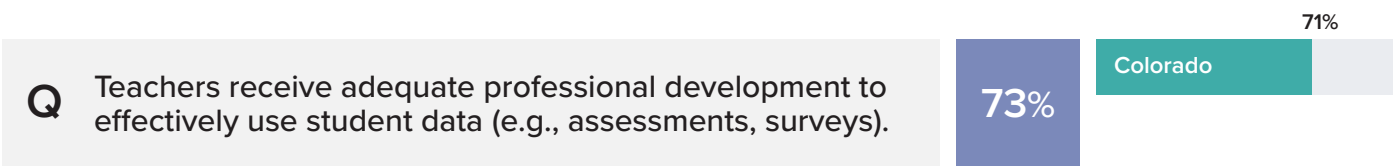
COMPARE RESULT



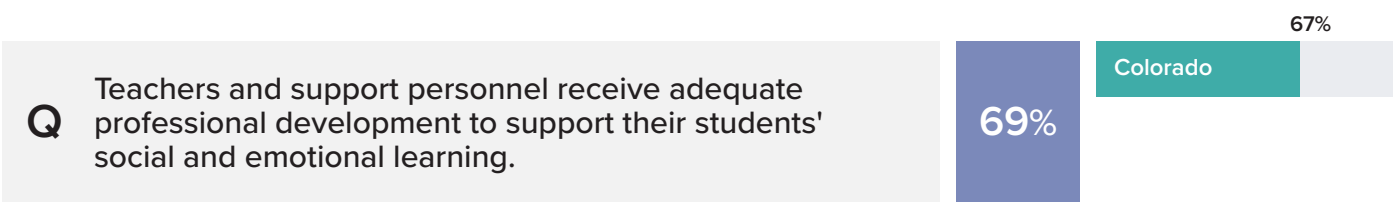
Distribution of responses



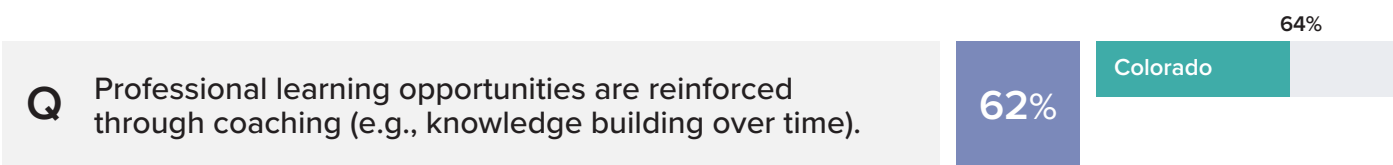
Distribution of responses



Distribution of responses



Distribution of responses

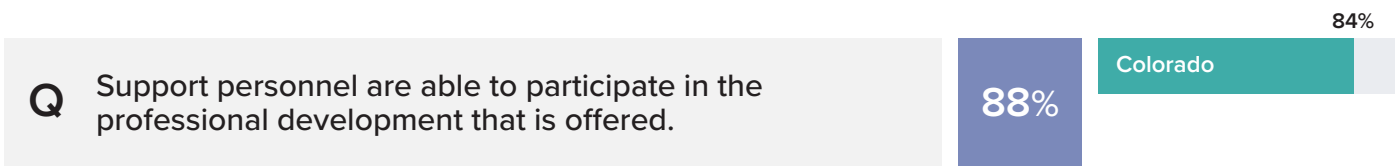


Distribution of responses

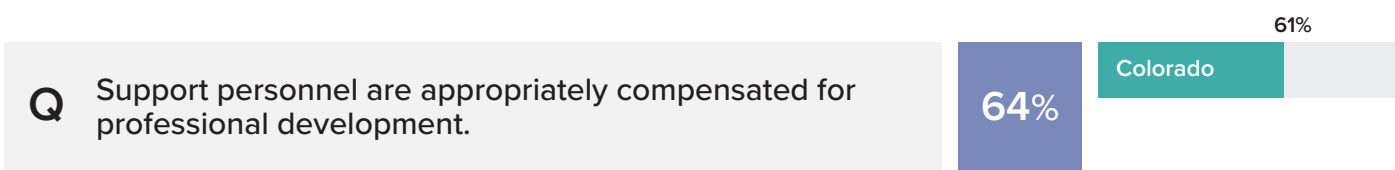


PD Professional Development (cont)

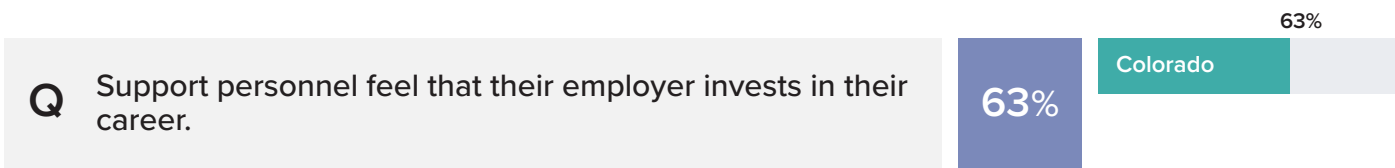
COMPARE RESULT



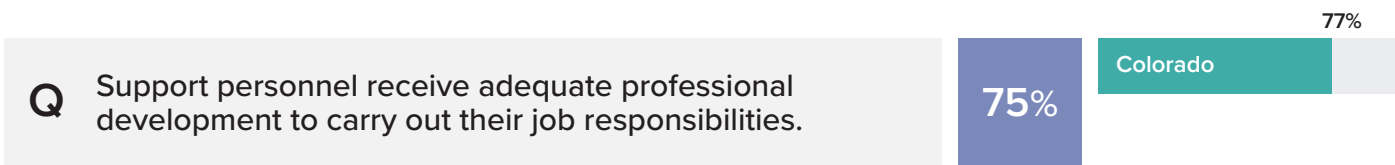
Distribution of responses



Distribution of responses



Distribution of responses



Distribution of responses

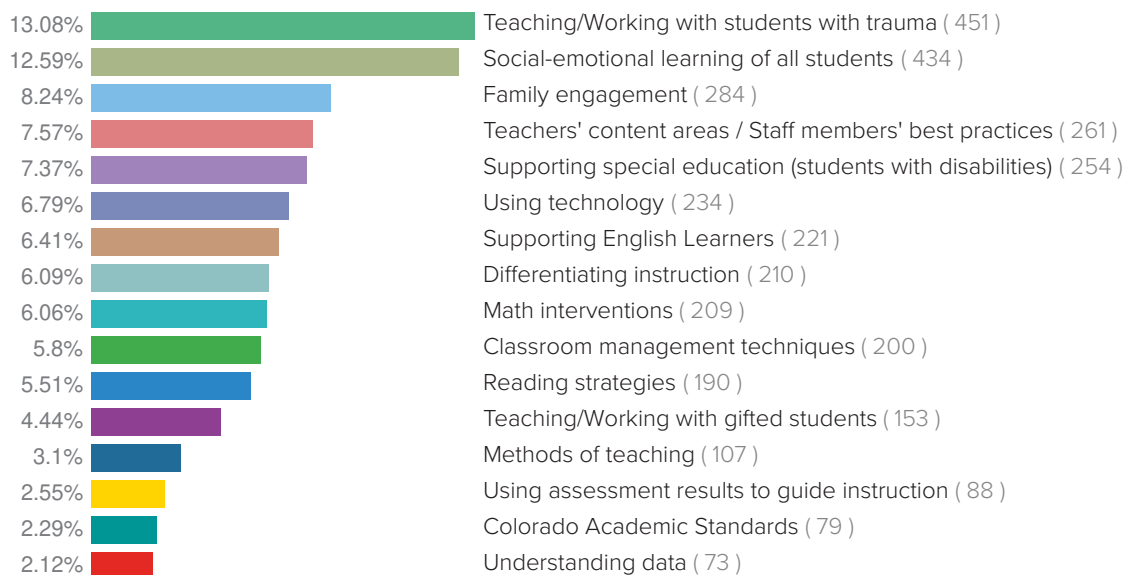


PD More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

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



RESULTS

Item level results from your report



T Time

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

OVERALL FAVORABILITY



COMPARE RESULT

59%

Colorado



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

62%

Distribution of responses



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

67%

Distribution of responses



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

58%

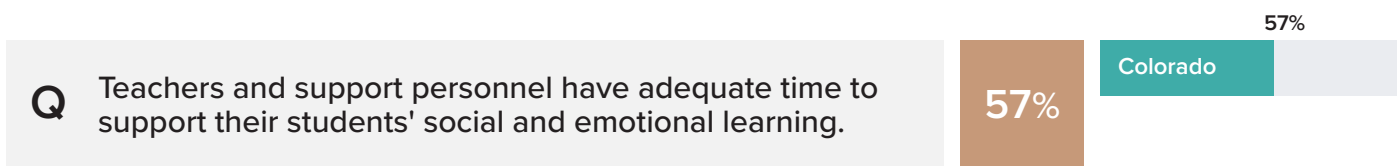
Distribution of responses



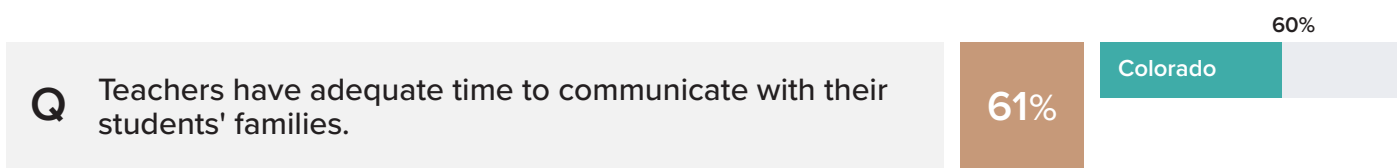
More Time results on next page

T Time (cont)

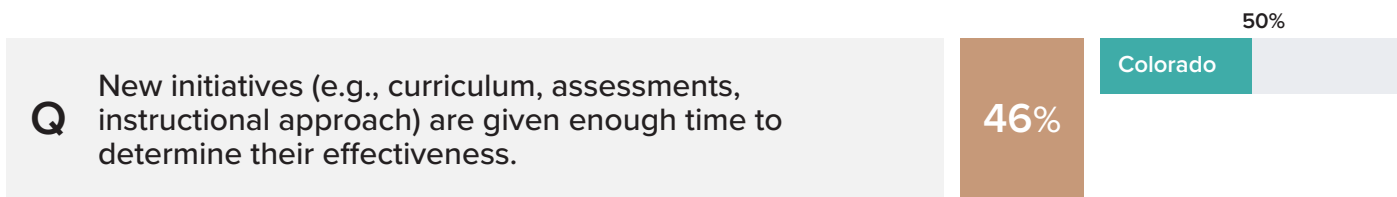
COMPARE RESULT



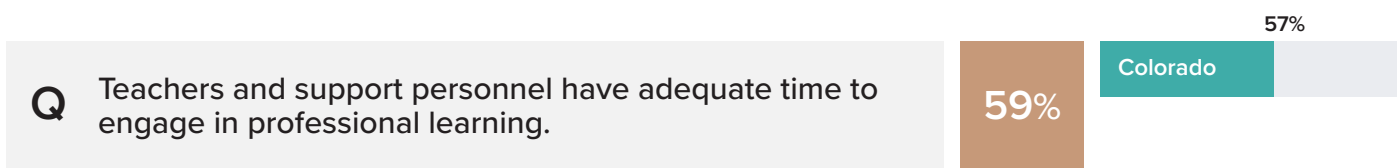
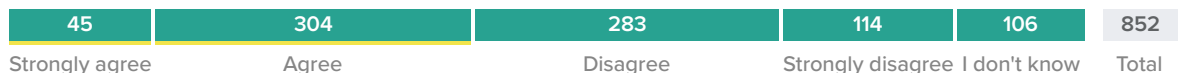
Distribution of responses



Distribution of responses



Distribution of responses



Distribution of responses



RESULTS

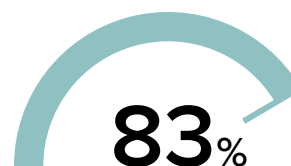
Item level results from your report



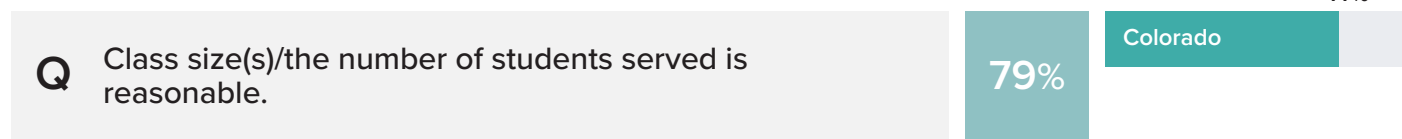
FR Facilities and Resources

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

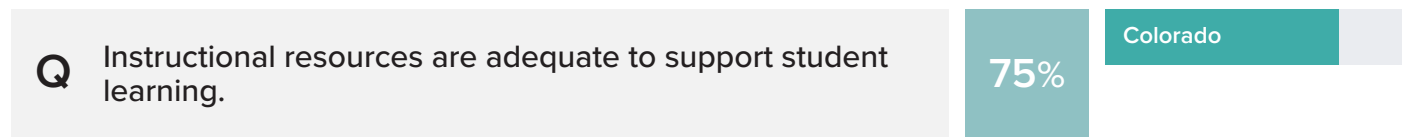
OVERALL FAVORABILITY



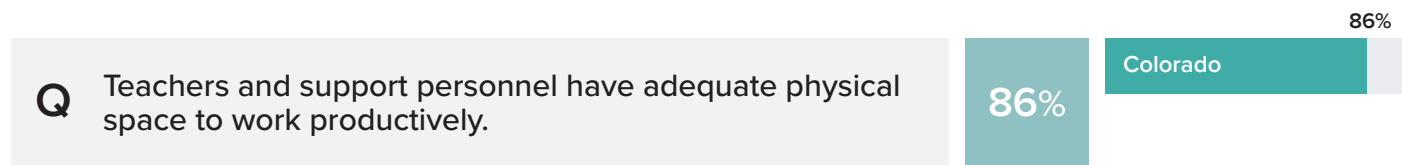
COMPARE RESULT



Distribution of responses



Distribution of responses



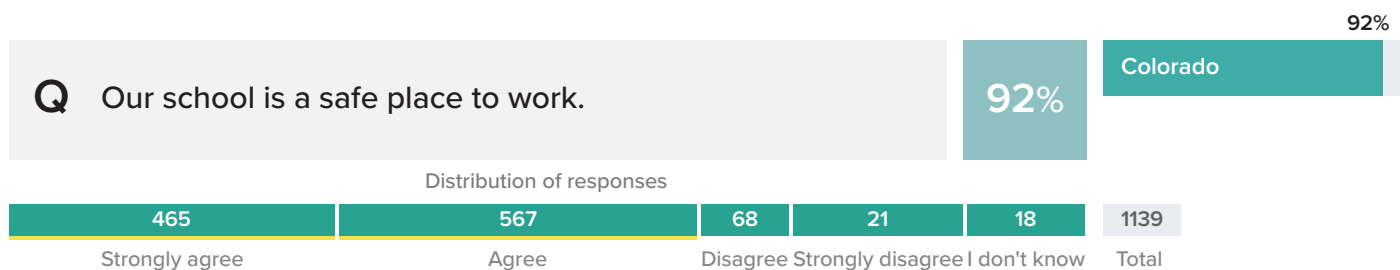
Distribution of responses



FR More Facilities and Resources results on next page

FR Facilities and Resources (cont)

COMPARE RESULT



RESULTS

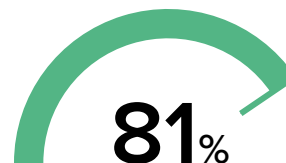
Item level results from your report



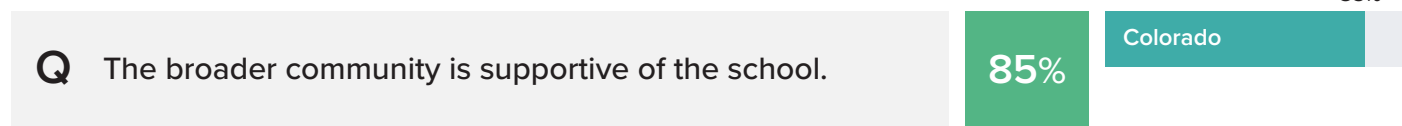
CI Community Support and Involvement

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

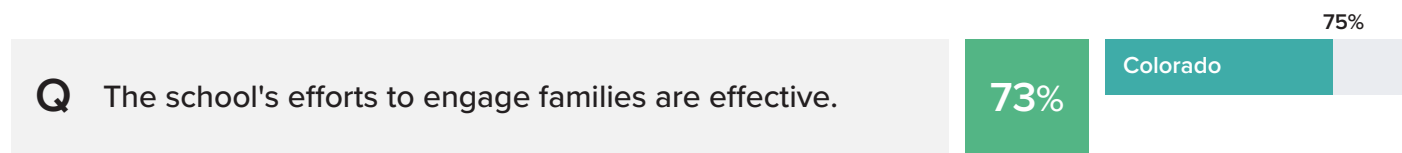
OVERALL FAVORABILITY



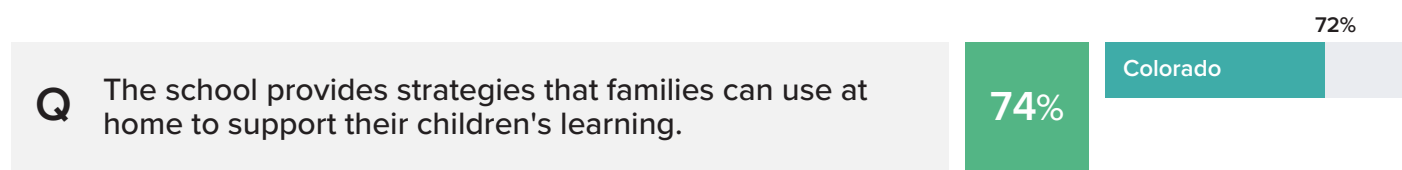
COMPARE RESULT



Distribution of responses



Distribution of responses



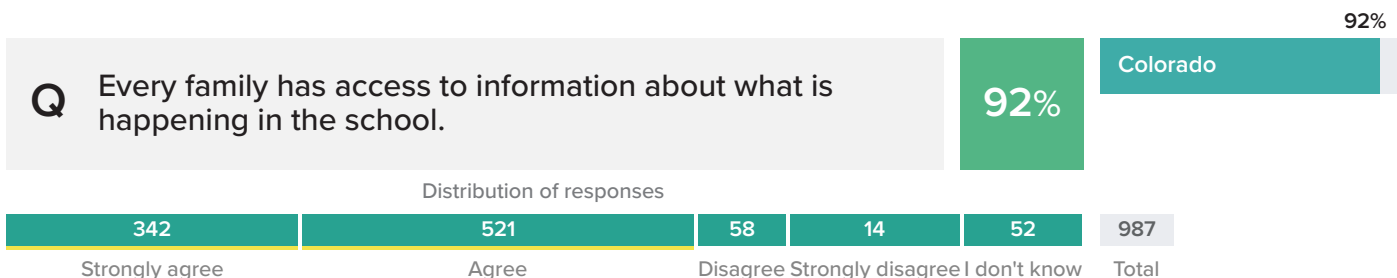
Distribution of responses



More Community Support and Involvement results on next page

CI Community Support and Involvement (cont)

COMPARE RESULT



RESULTS

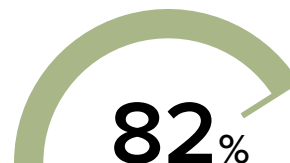
Item level results from your report



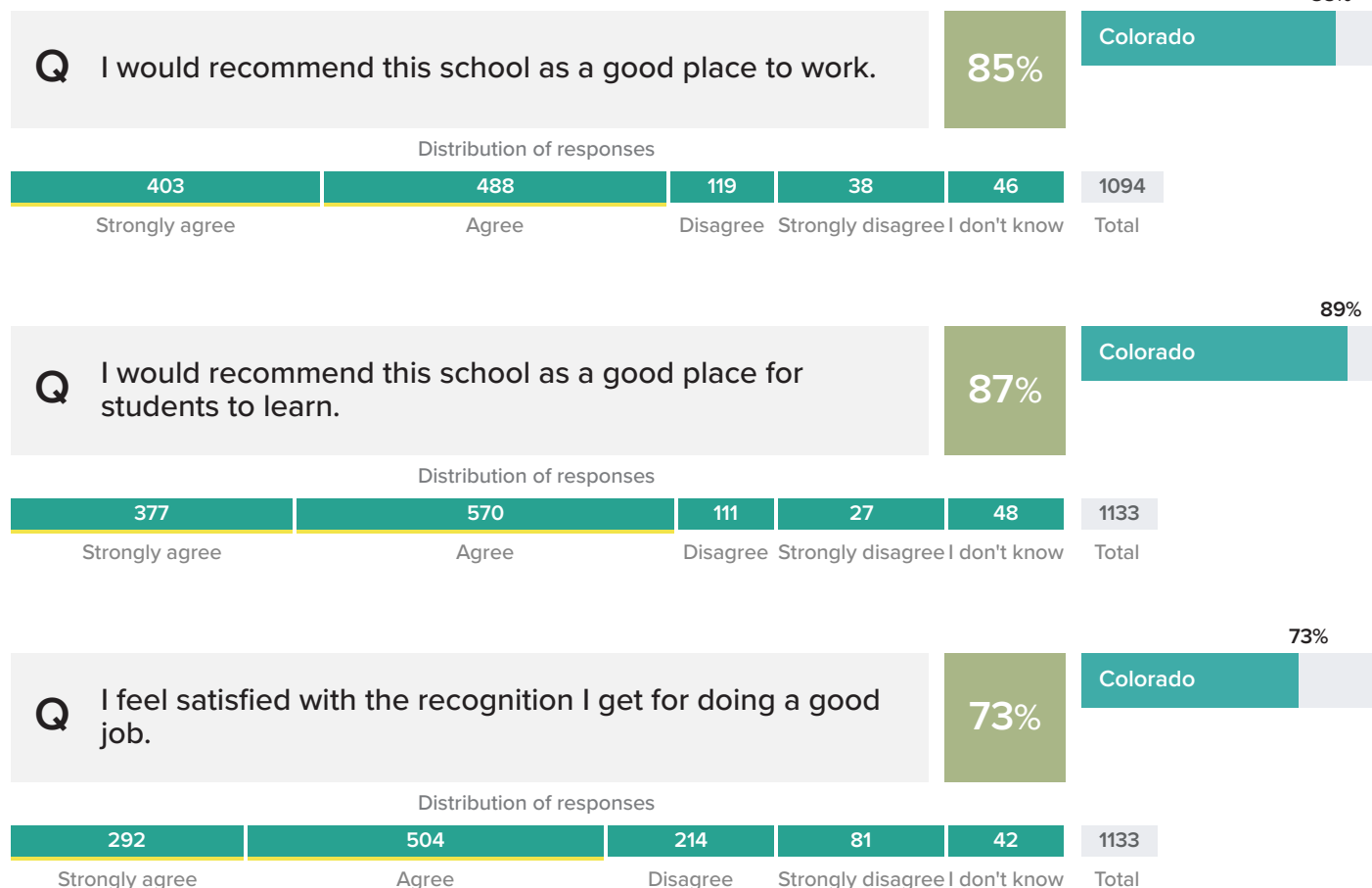
GR General Reflection

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

OVERALL FAVORABILITY



COMPARE RESULT

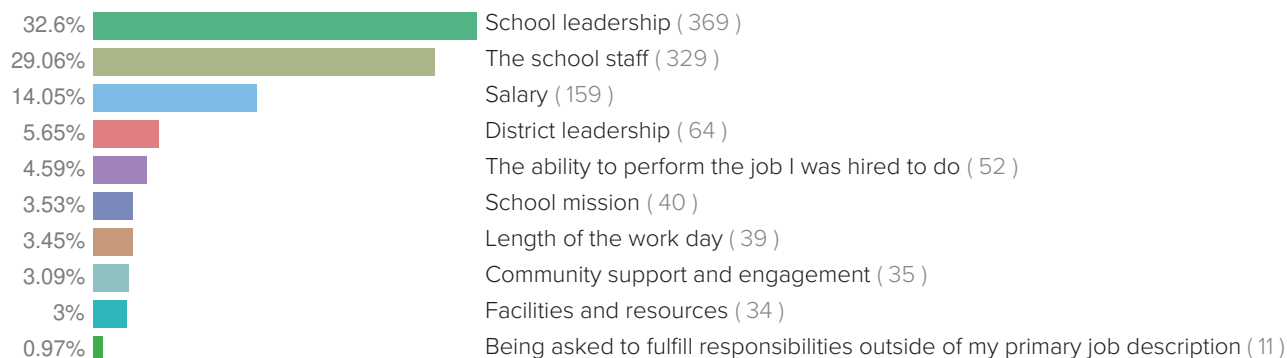


GR More General Reflection results on next page

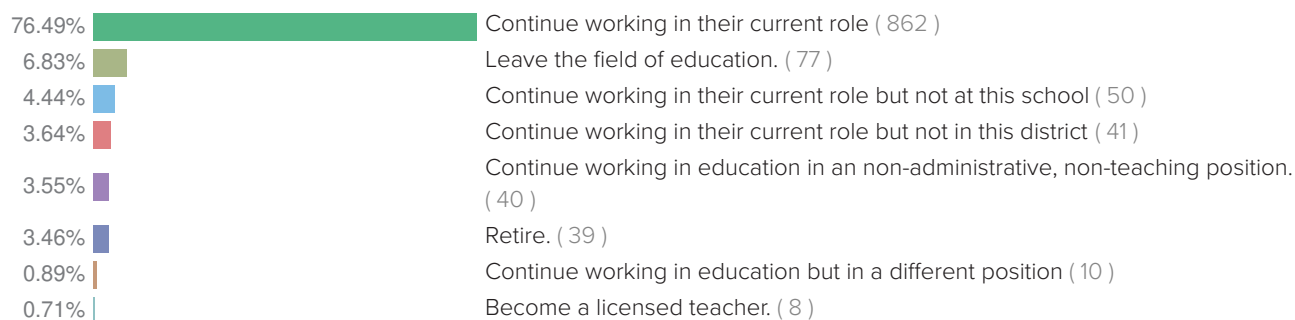
GR General Reflection (cont)

COMPARE RESULT

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



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



RESULTS

Item level results from your report



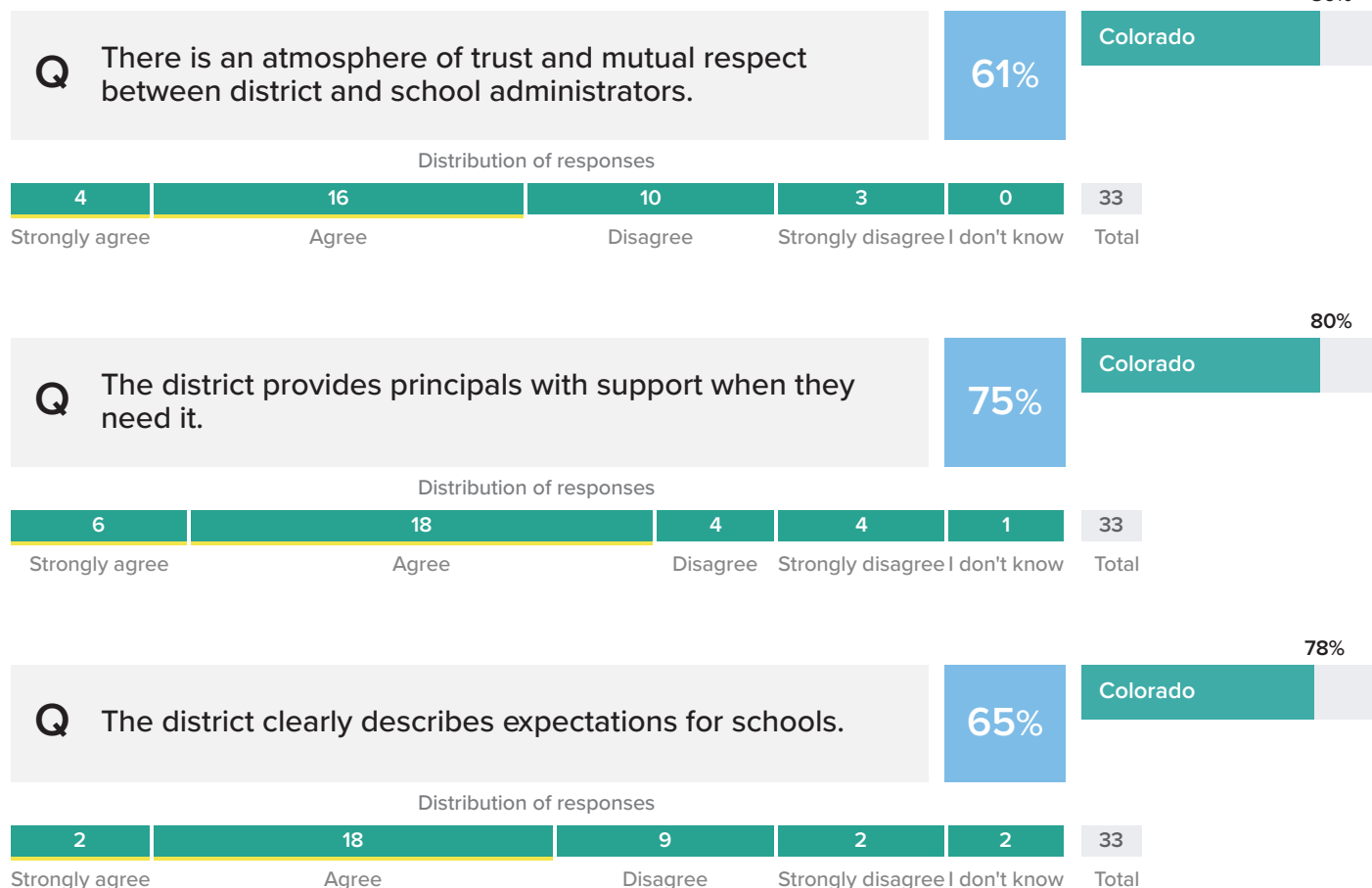
DS District Supports

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

OVERALL FAVORABILITY



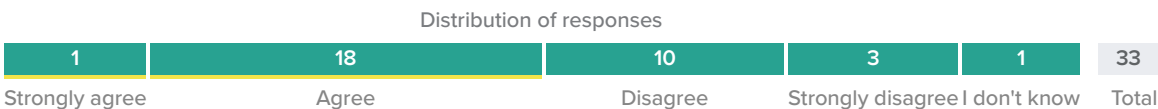
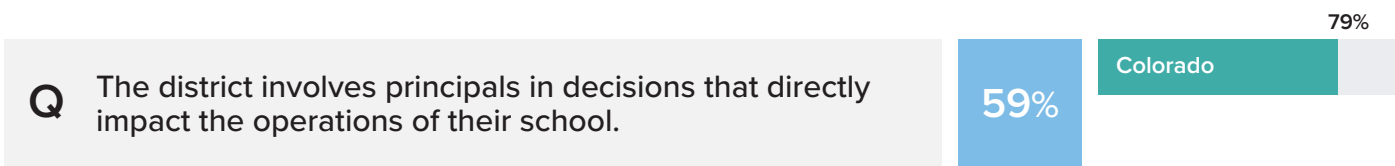
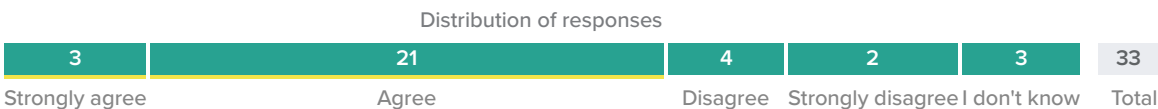
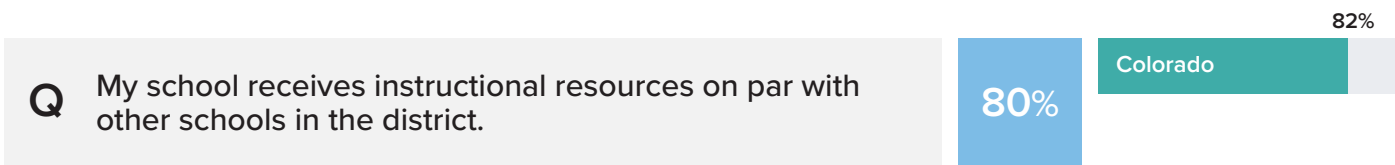
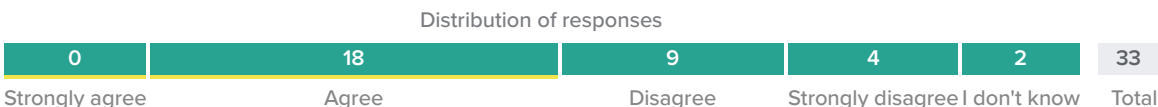
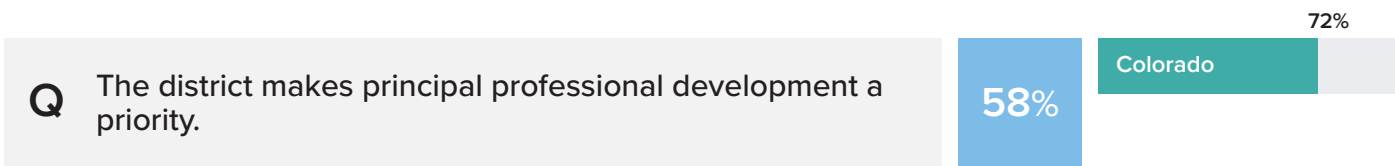
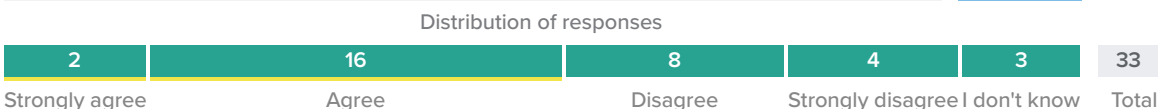
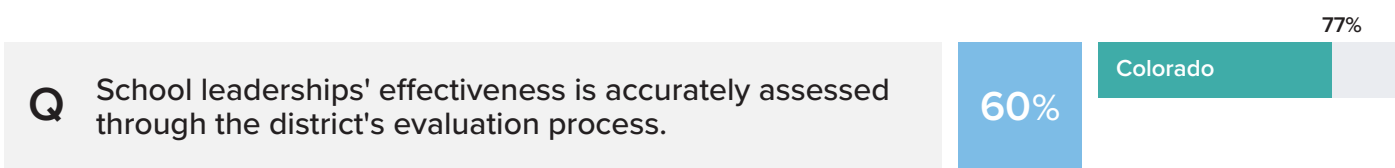
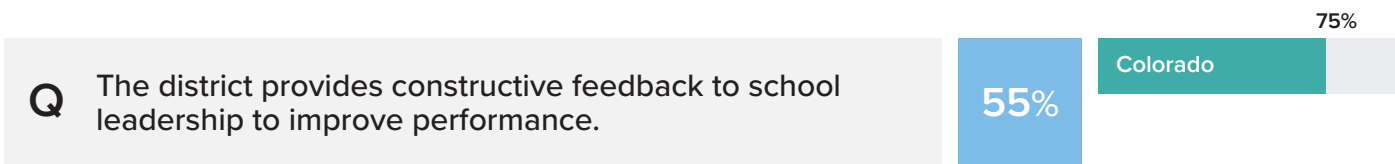
COMPARE RESULT



DS More District Supports results on next page

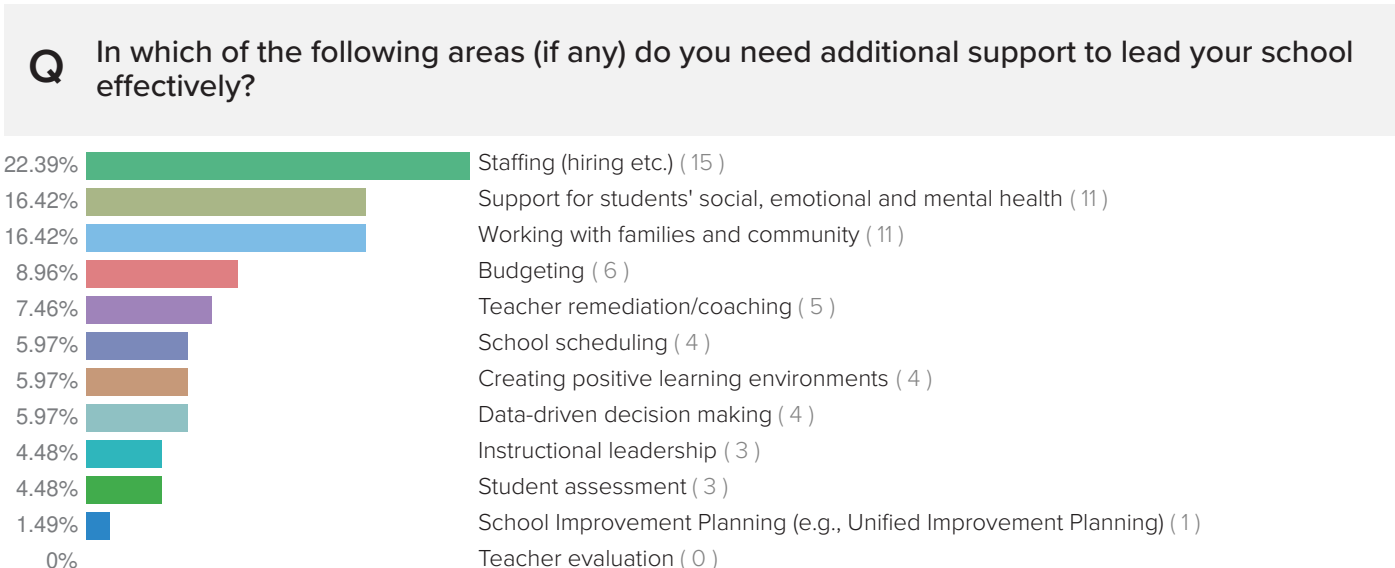
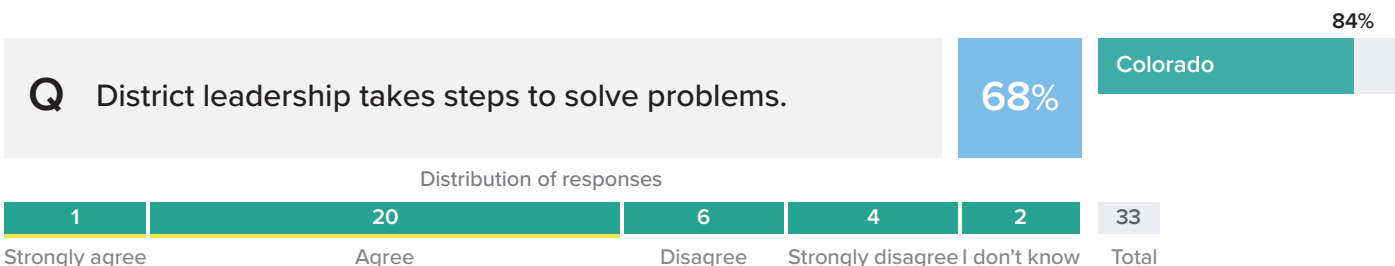
DS District Supports (cont)

COMPARE RESULT



DS District Supports (cont)

COMPARE RESULT



RESULTS

Item level results from your report

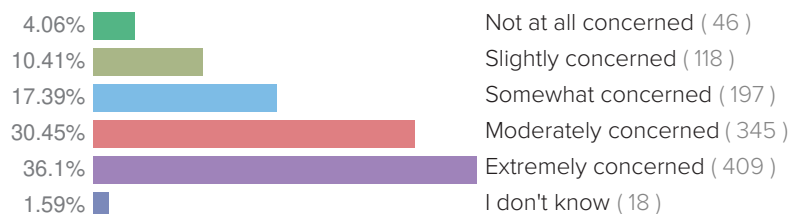


SC Student Challenges

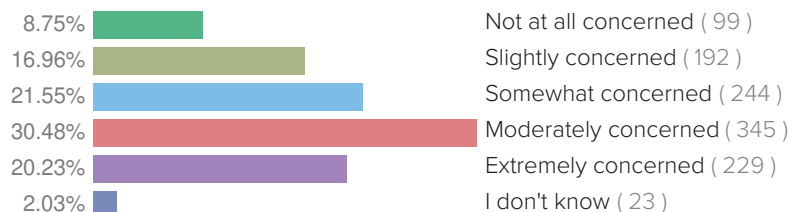
This section focuses on concerns regarding pandemic impacts on students during the current school year.

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

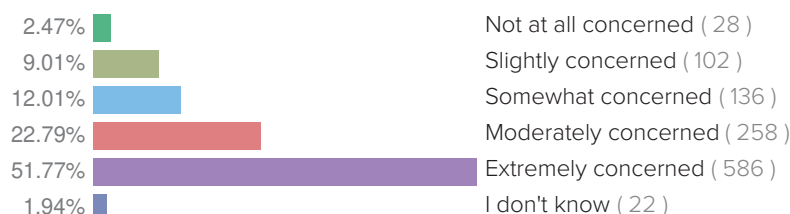
Q Decrease in student emotional well-being (health, happiness, and comfort).



Q Social isolation.

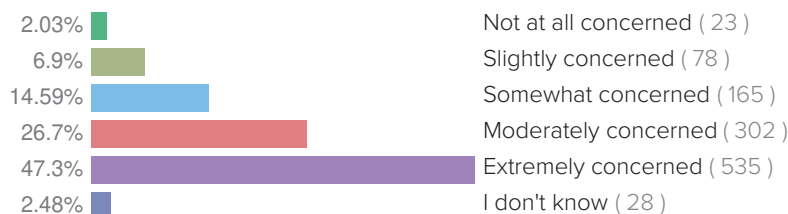


Q Increases in learning gaps.

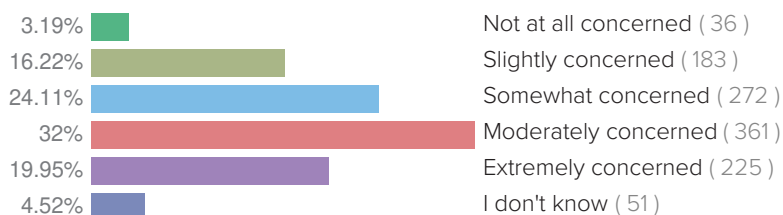


SC Student Challenges (cont)

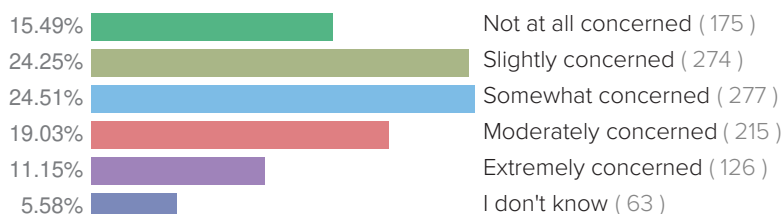
Q Insufficient home learning support.



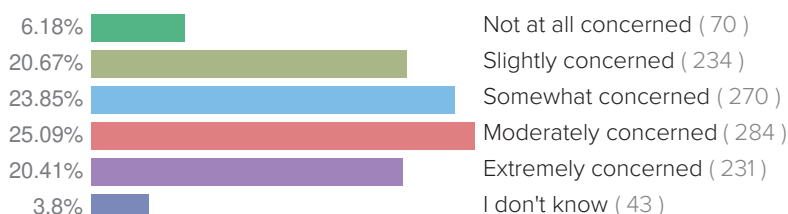
Q Student worries about their family's health, safety or economic security.



Q Student stress about assessment and grading.



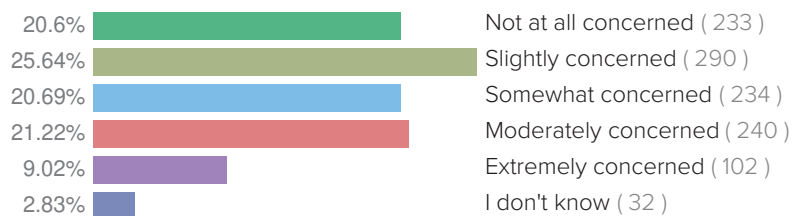
Q Lack of access to basic needs (e.g., food, shelter, safety).



SC More Student Challenges results on next page

SC Student Challenges (cont)

Q Lack of access to technology/internet.



RESULTS

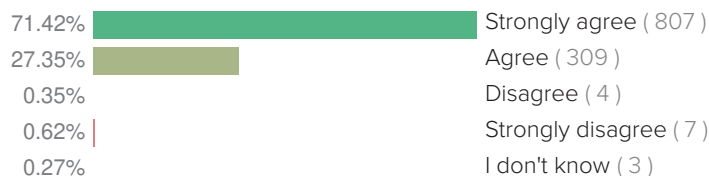
Item level results from your report



SW Support for Student Wellbeing

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

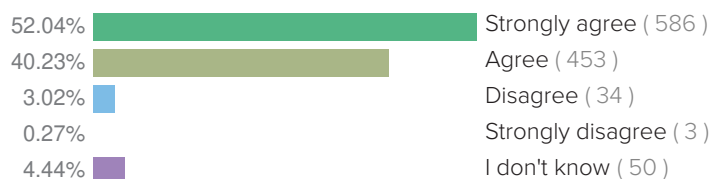
Q I value being a trusted adult for students in my school.



Q I feel comfortable discussing life skills with my students.



Q I feel comfortable discussing resilience strategies with my students.



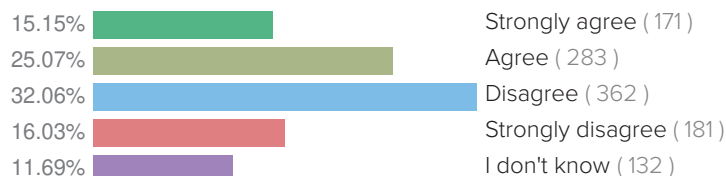
SW More Support for Student Wellbeing results on next page

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.



RESULTS

Item level results from your report



SS School Supports

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

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



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



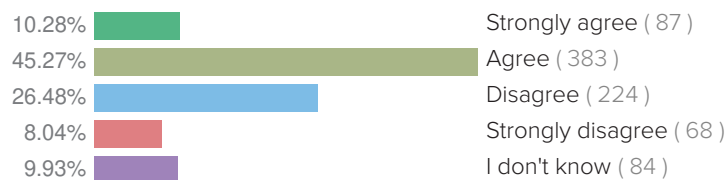
Q Our school's system of support for students help students get the social-emotional support they need.



SS More School Supports results on next page

SS School Supports (cont)

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



RESULTS

Item level results from your report



PJ Pandemic Impact on Teaching / Job

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

THE PANDEMIC NEGATIVELY AFFECTED THE FOLLOWING ASPECTS OF MY JOB:

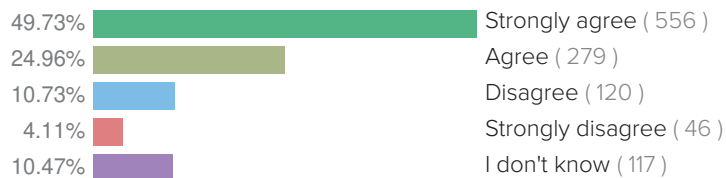
Q Managing distance/online teaching.



Q Predictable daily routine.



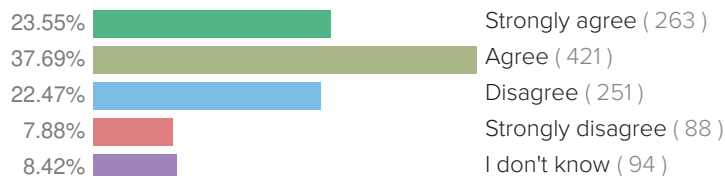
Q Having to teach/provide support online and in person at the same time.



More Pandemic Impact on Teaching / Job results on next page

PJ Pandemic Impact on Teaching / Job (cont)

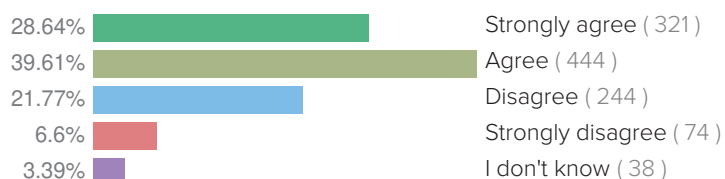
Q Interactions with students' parents/guardians.



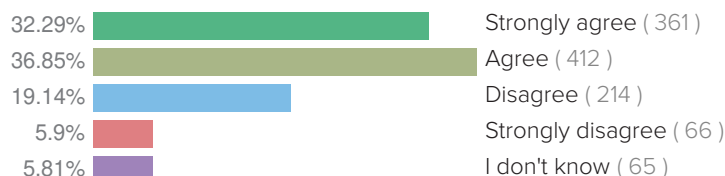
Q Student engagement.



Q Engagement with my colleagues.



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



RESULTS

Item level results from your report



SW Support for Own Wellbeing

This section focuses on supports for staff wellbeing.

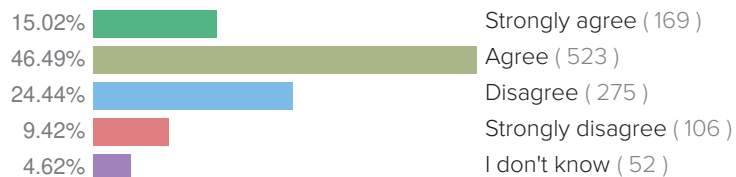
Q I am comfortable working in my school given the safety and health protocols currently in place.



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



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



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



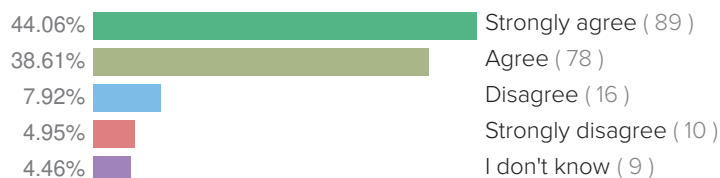
ES [ESP] Job Satisfaction

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.



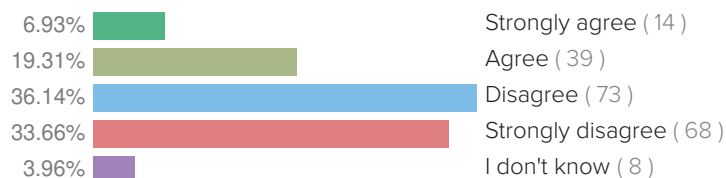
Q My work is very stressful.



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



Q I feel adequately compensated for my work.



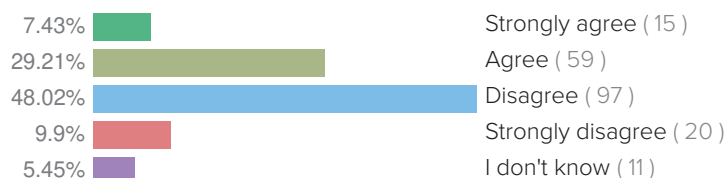
ES More [ESP] Job Satisfaction results on next page

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.



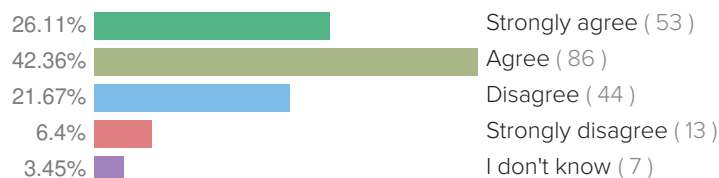
Q I know and understand my role.



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.

