

DISTRICT REPORT

Teaching & Learning Conditions Colorado Survey



Prepared for
Park County RE-2

Number of respondents (#)
49

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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

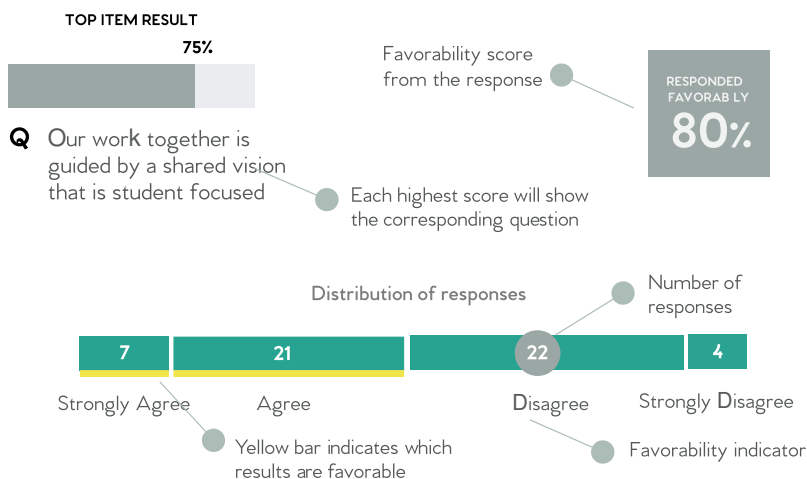
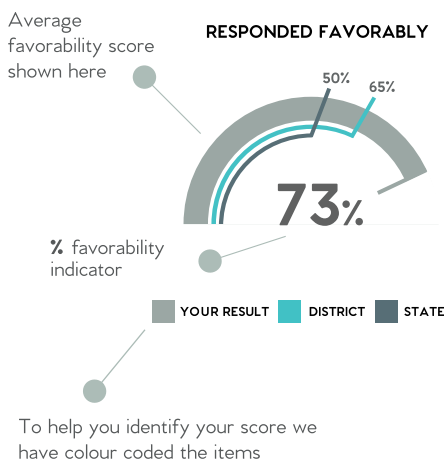
The survey is led by the Colorado Department of Education (CDE) and operated through a statewide collaborative that includes the Colorado Association of School Boards, Colorado Association of School Executives, Colorado Education Association, Colorado Education Initiative, Colorado League of Charter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



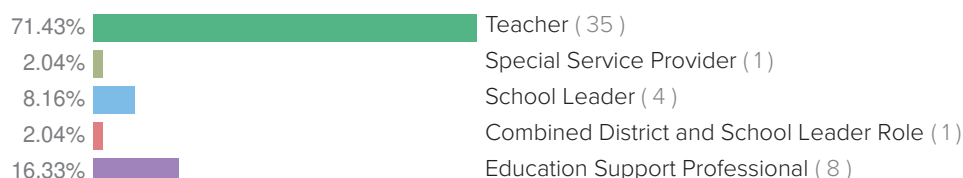
DEMOGRAPHICS

Who took the survey?

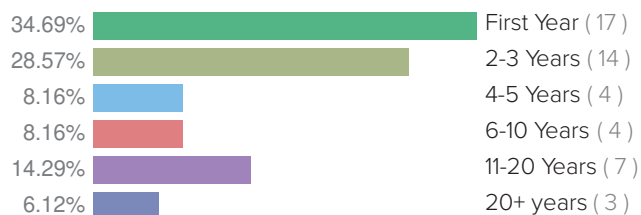
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

49 total respondents

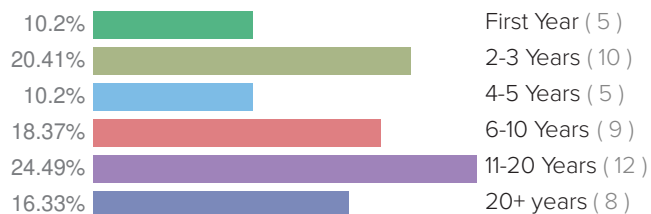
D What is your current position at the school?



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?



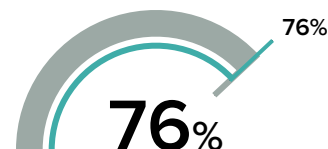
REPORT OVERVIEW

Your results at a glance



TLCC Survey

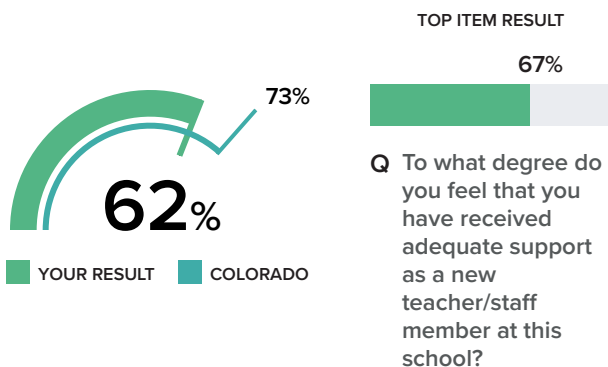
REPORT OVERALL FAVORABILITY



YOUR RESULTS

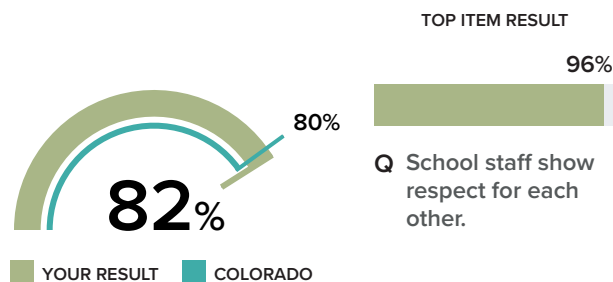
NQ

New Staff Questions



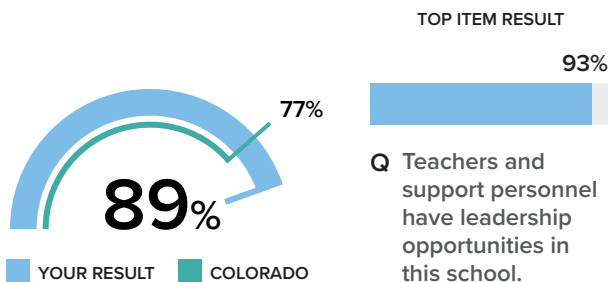
SL

School Leadership



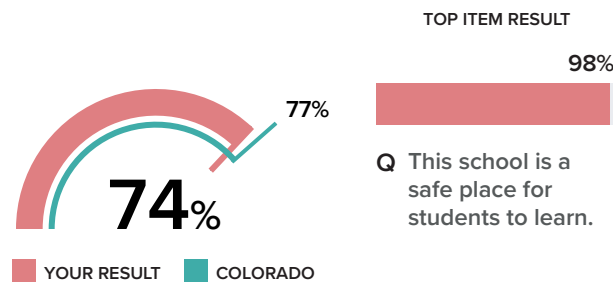
SL

Staff Leadership



MC

Managing Student Conduct



REPORT OVERVIEW

Your results at a glance



TLCC Survey

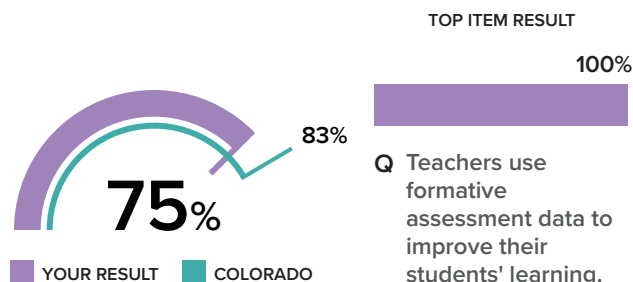
REPORT OVERALL FAVORABILITY



YOUR RESULTS

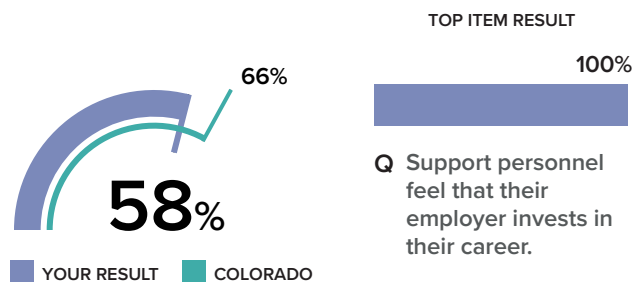
IS

Instructional Practices and Support



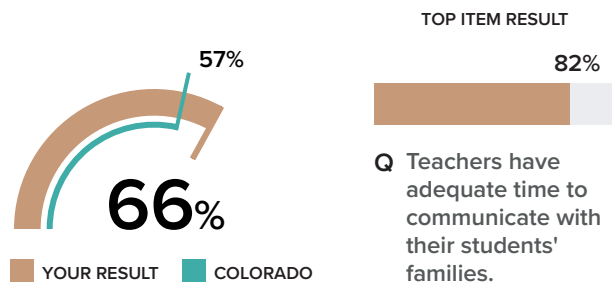
PD

Professional Development



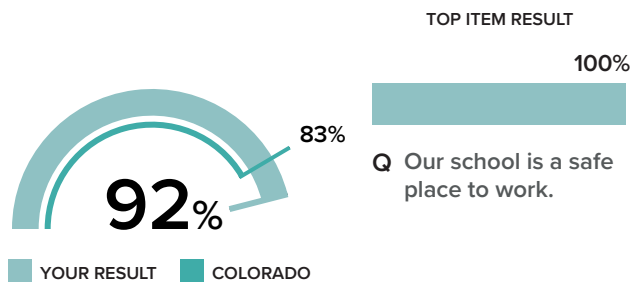
T

Time



FR

Facilities and Resources



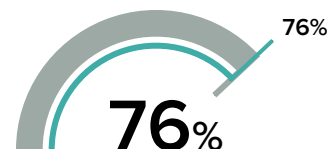
REPORT OVERVIEW

Your results at a glance



TLCC Survey

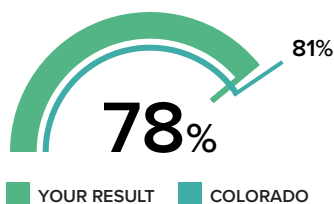
REPORT OVERALL FAVORABILITY



YOUR RESULTS

CI

Community Support and Involvement



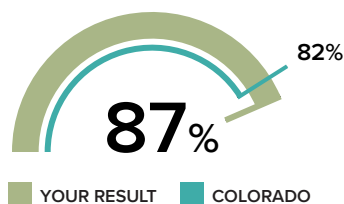
TOP ITEM RESULT

91%

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

GR

General Reflection



TOP ITEM RESULT

90%

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

REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

Results Disaggregated By: **Years of Experience**

NQ New Staff Questions

62 %

Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data
First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ Years

SL School Leadership

82 %

Not Enough Data	88%	Not Enough Data	Not Enough Data	70%	Not Enough Data
First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ Years

SL Staff Leadership

89 %

Not Enough Data	95%	Not Enough Data	Not Enough Data	79%	Not Enough Data
First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ Years

MC Managing Student Conduct

74 %

Not Enough Data	73%	Not Enough Data	Not Enough Data	78%	Not Enough Data
First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ Years

REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

Results Disaggregated By: **Years of Experience**

IS Instructional Practices and Support



PD Professional Development



T Time



FR Facilities and Resources



REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

Results Disaggregated By: **Years of Experience**

CI Community Support and Involvement



GR General Reflection



DS District Supports



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

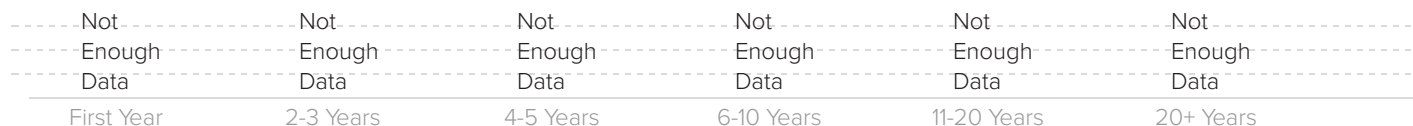
60%

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

Distribution of responses



Results Disaggregated By: **Years of Experience**



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

67%

Colorado

74%

Distribution of responses



Results Disaggregated By: **Years of Experience**

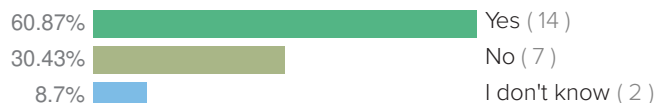


More New Staff Questions results on next page

NQ New Staff Questions (cont)

COMPARE RESULT

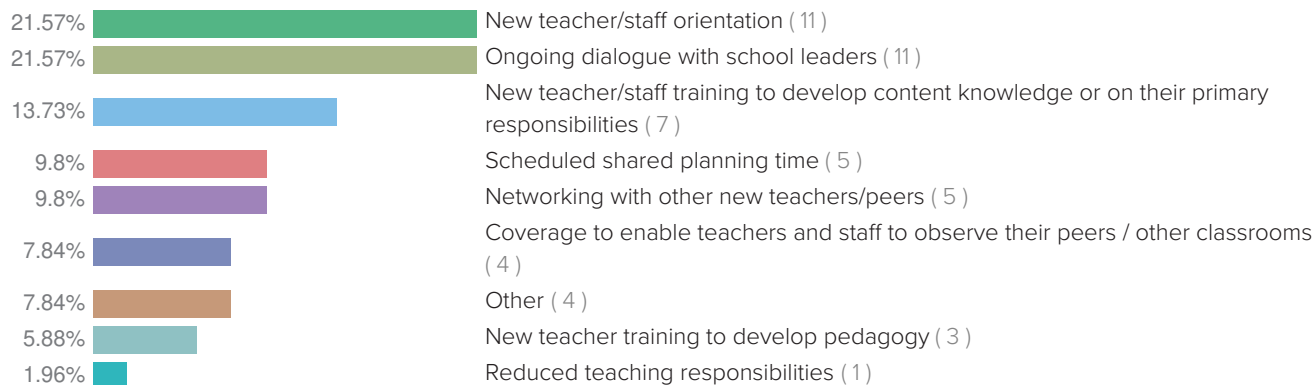
Q Have you received any new teacher supports, or training specifically for your role at this school?



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



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



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

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

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

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

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

NQ **New Staff Questions (cont)**

COMPARE RESULT

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

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

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

RESULTS

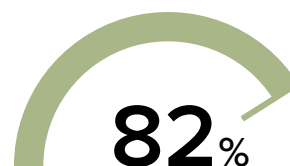
Item level results from your report



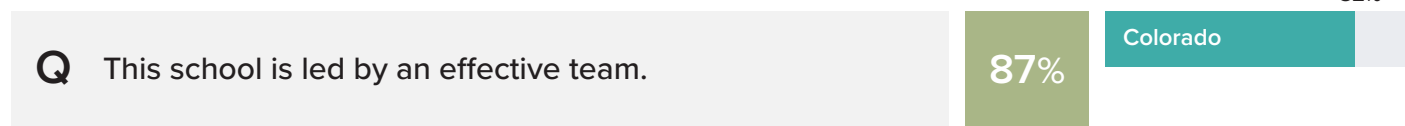
SL School Leadership

This area is aimed at the school leadership's role within the school, the vision provided and the culture of the building. These items refer to the team that leads the school; they are not limited to the principal.

OVERALL FAVORABILITY



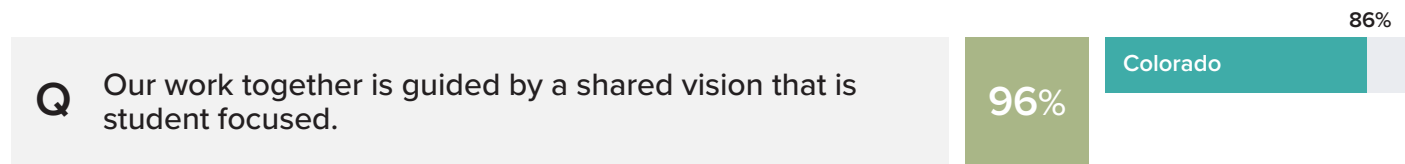
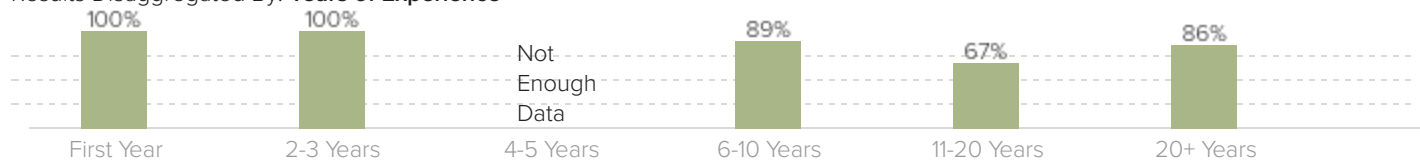
COMPARE RESULT



Distribution of responses



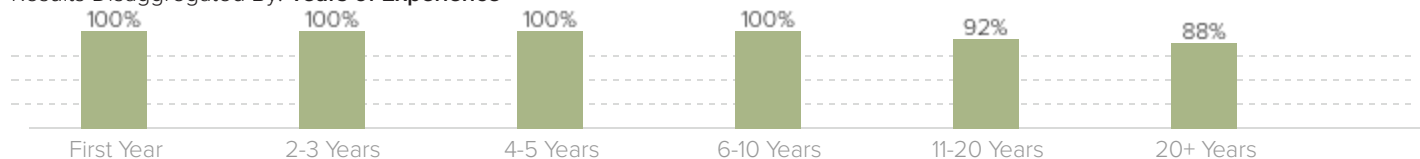
Results Disaggregated By: **Years of Experience**



Distribution of responses



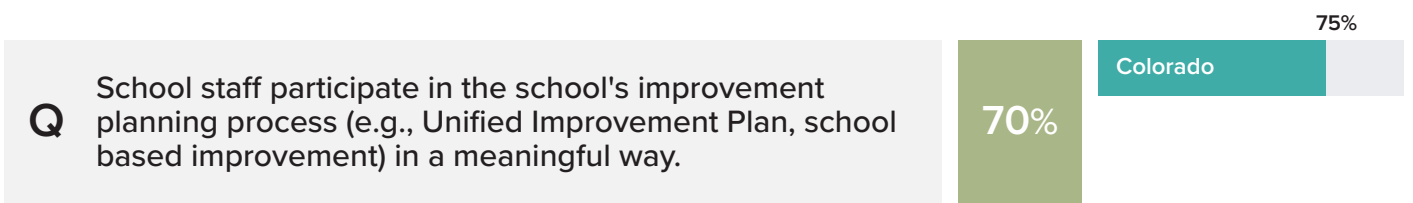
Results Disaggregated By: **Years of Experience**



More School Leadership results on next page

SL **School Leadership (cont)**

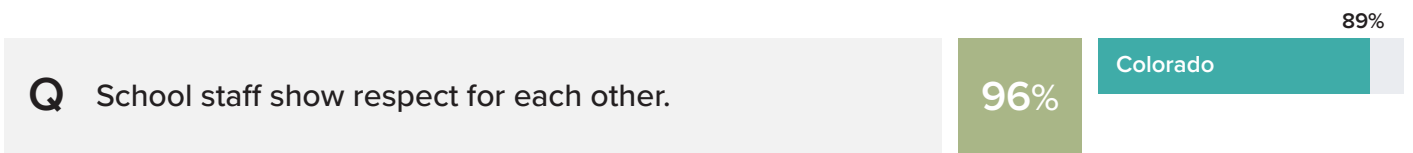
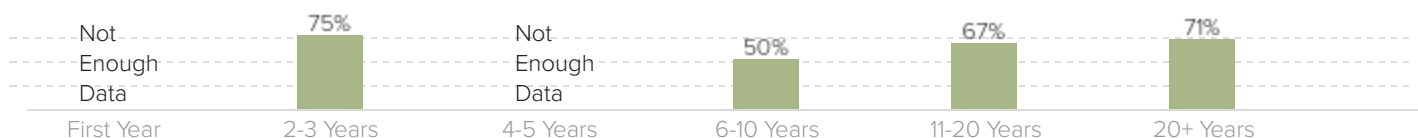
COMPARE RESULT



Distribution of responses



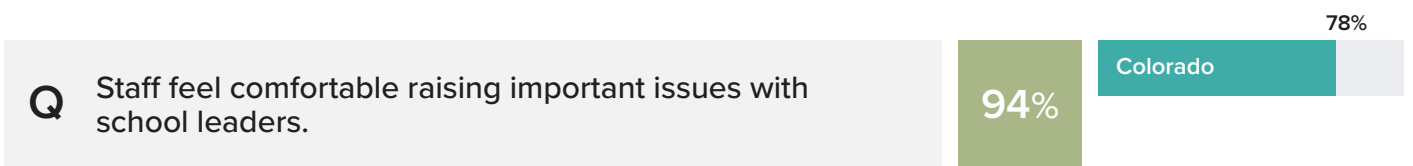
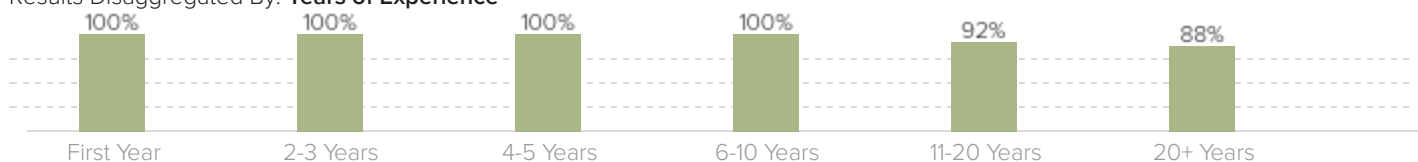
Results Disaggregated By: **Years of Experience**



Distribution of responses



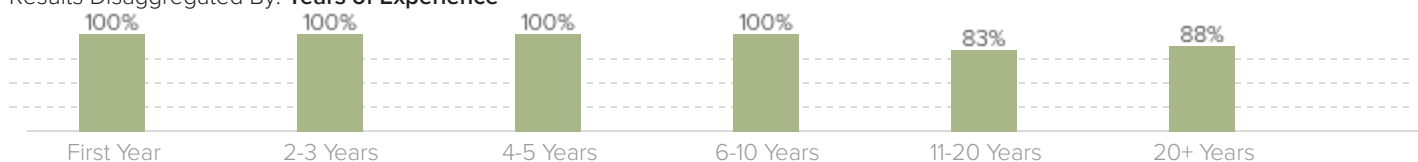
Results Disaggregated By: **Years of Experience**



Distribution of responses



Results Disaggregated By: **Years of Experience**



More School Leadership results on next page

SL School Leadership (cont)

COMPARE RESULT

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

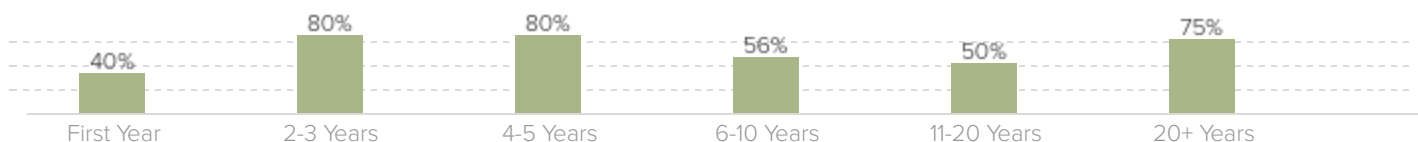
63%



Distribution of responses



Results Disaggregated By: Years of Experience



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

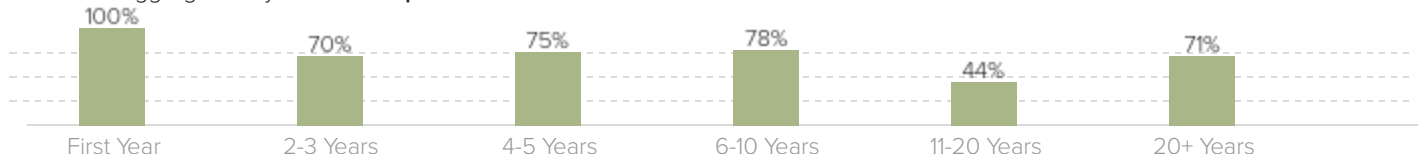
69%



Distribution of responses



Results Disaggregated By: Years of Experience



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

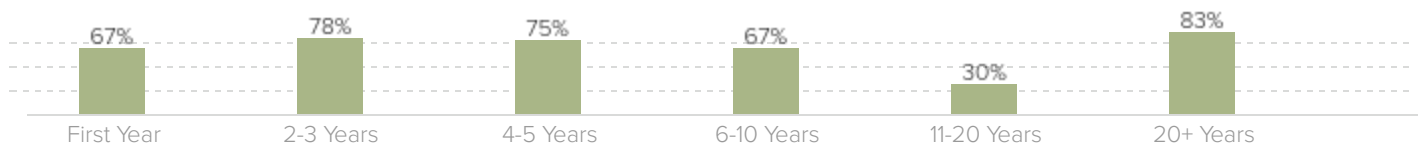
63%



Distribution of responses



Results Disaggregated By: Years of Experience



More School Leadership results on next page

SL **School Leadership (cont)**

COMPARE RESULT

Q School leadership puts suggestions made by staff into operation.

87%

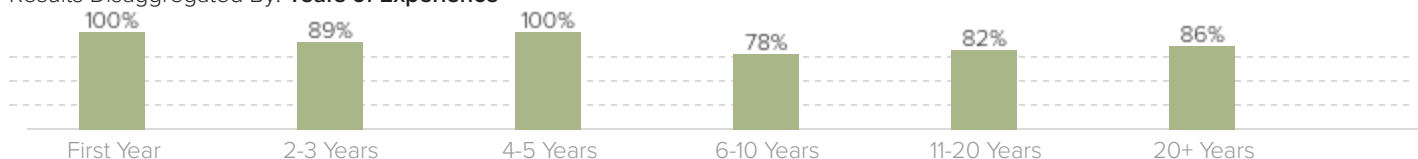
Colorado

77%

Distribution of responses



Results Disaggregated By: **Years of Experience**



Q School leadership works to build trust among staff.

90%

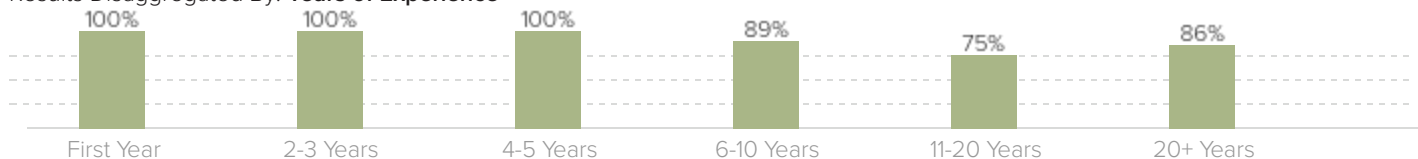
Colorado

77%

Distribution of responses



Results Disaggregated By: **Years of Experience**



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.

76%

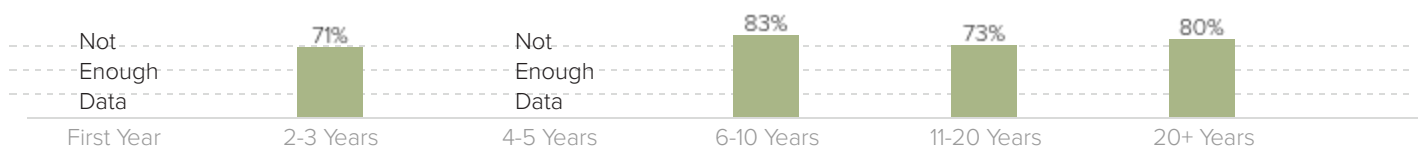
Colorado

91%

Distribution of responses



Results Disaggregated By: **Years of Experience**



RESULTS

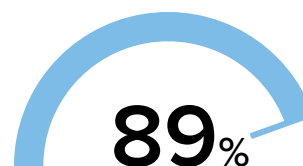
Item level results from your report



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

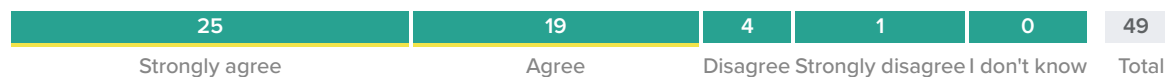
81%

Colorado

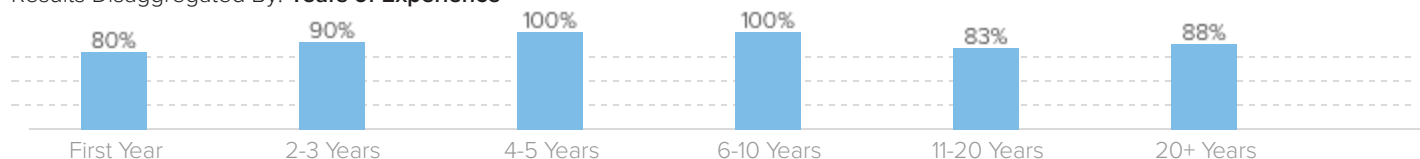
90%

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

Distribution of responses



Results Disaggregated By: **Years of Experience**



76%

Colorado

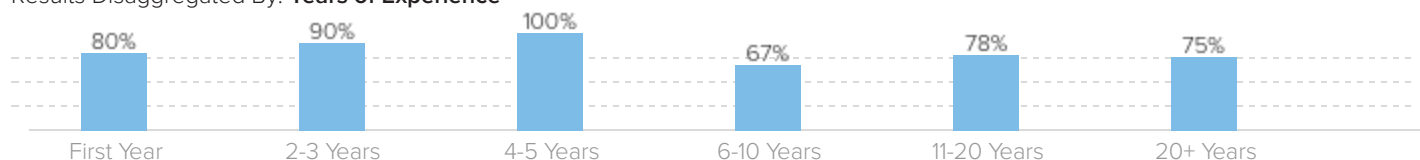
80%

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

Distribution of responses



Results Disaggregated By: **Years of Experience**



More Staff Leadership results on next page

SL Staff Leadership (cont)

COMPARE RESULT

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

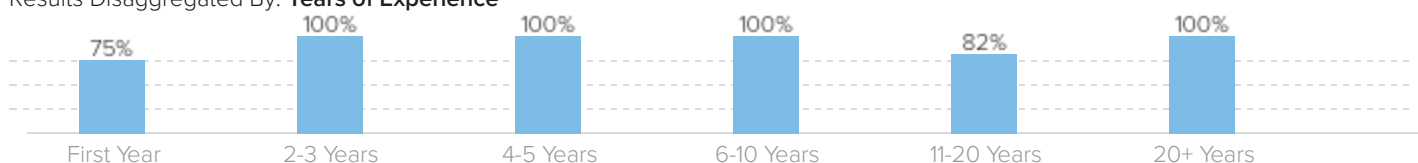
93%



Distribution of responses



Results Disaggregated By: Years of Experience



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

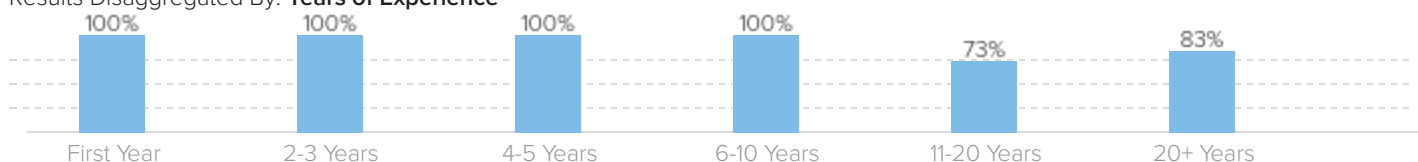
91%



Distribution of responses



Results Disaggregated By: Years of Experience



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

77%

Colorado

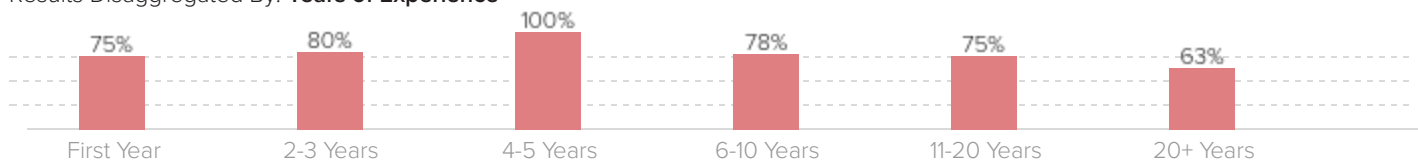
77%

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

Distribution of responses

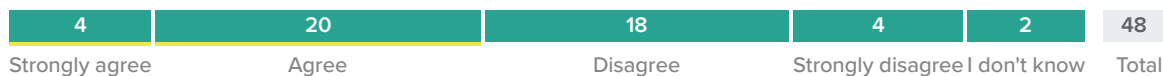


Results Disaggregated By: **Years of Experience**

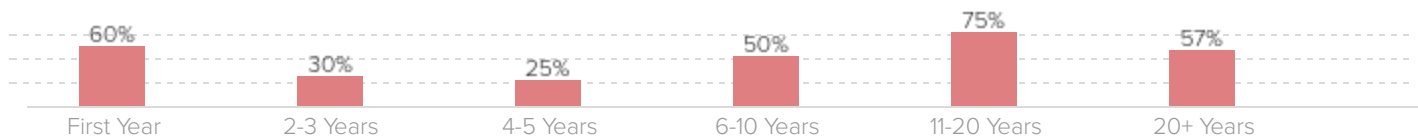


Q Students have the behavioral supports needed to focus on learning.

Distribution of responses



Results Disaggregated By: **Years of Experience**



MC More Managing Student Conduct results on next page

MC Managing Student Conduct (cont)

COMPARE RESULT

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

48%

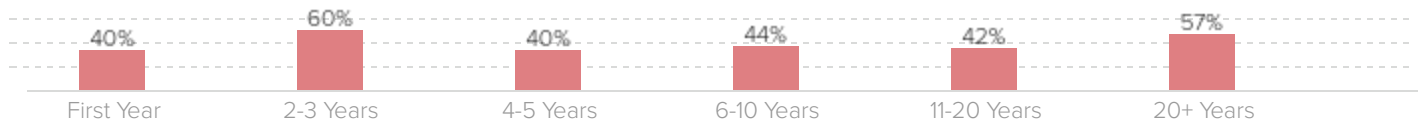
53%

Colorado

Distribution of responses



Results Disaggregated By: **Years of Experience**



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

98%

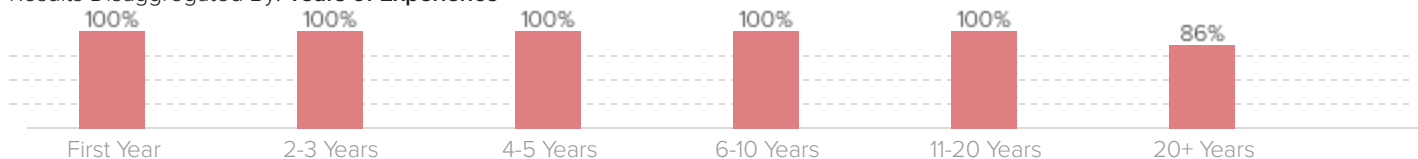
90%

Colorado

Distribution of responses



Results Disaggregated By: **Years of Experience**



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

96%

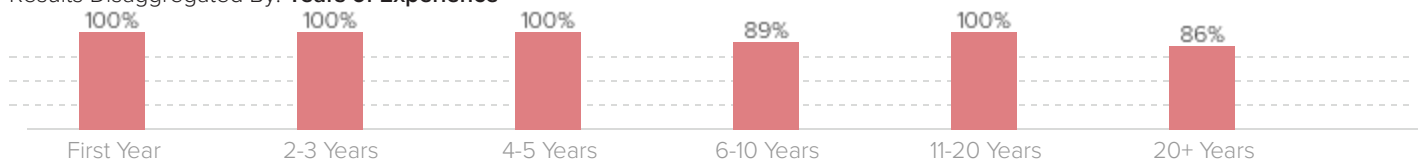
97%

Colorado

Distribution of responses



Results Disaggregated By: **Years of Experience**



RESULTS

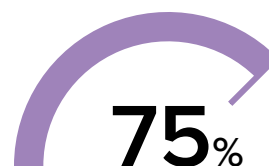
Item level results from your report



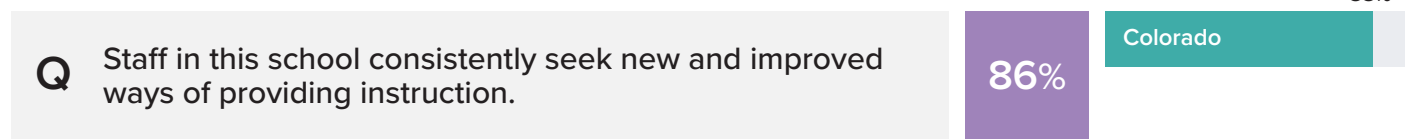
IS Instructional Practices and Support

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

OVERALL FAVORABILITY



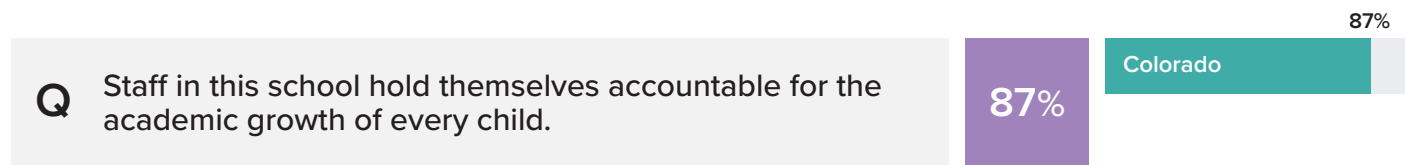
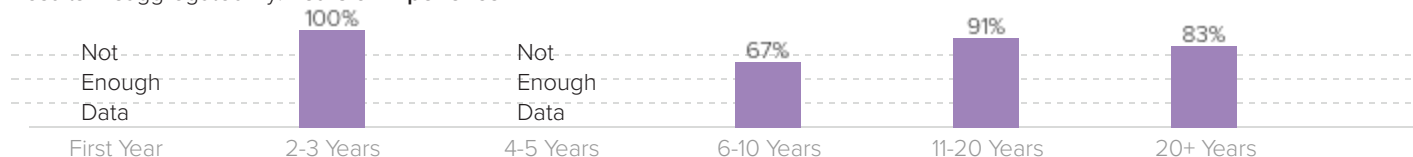
COMPARE RESULT



Distribution of responses



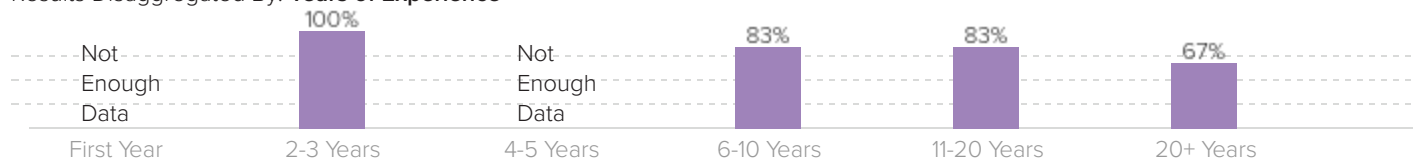
Results Disaggregated By: Years of Experience



Distribution of responses



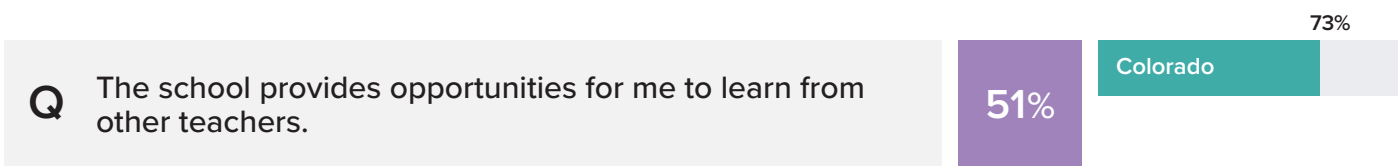
Results Disaggregated By: Years of Experience



IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

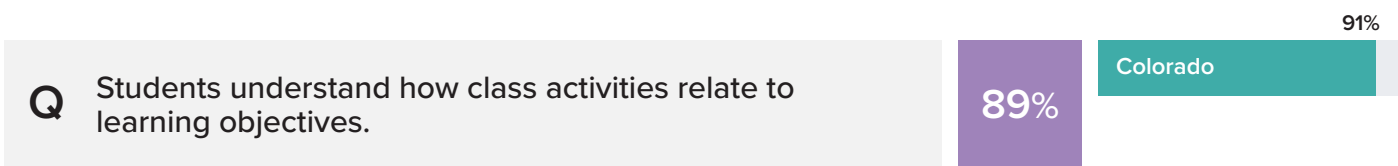
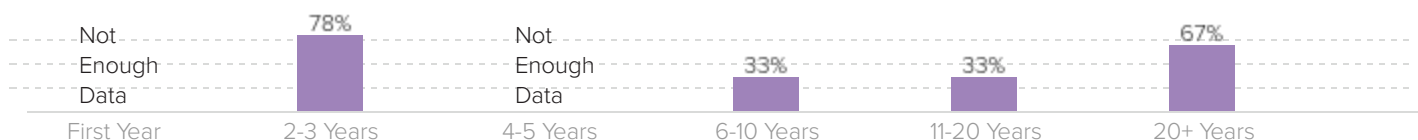
COMPARE RESULT



Distribution of responses



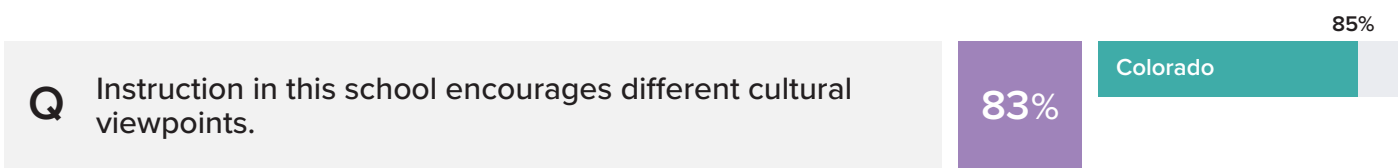
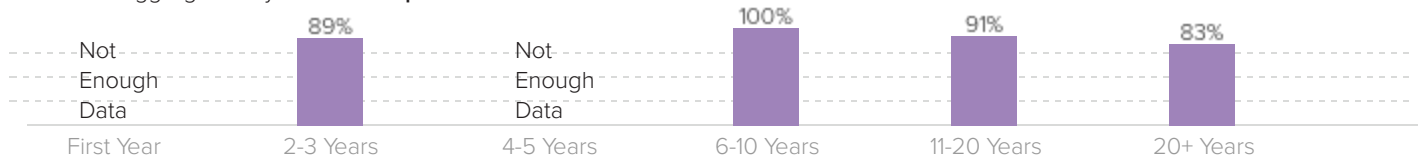
Results Disaggregated By: Years of Experience



Distribution of responses



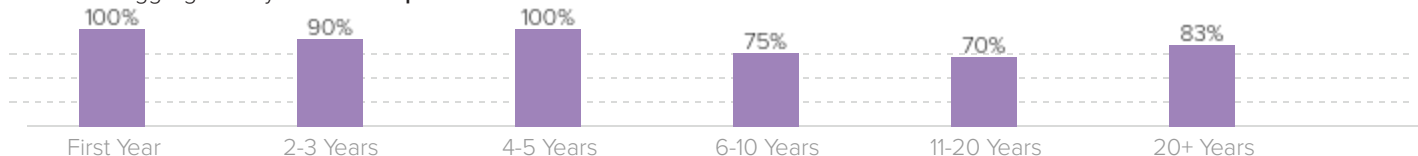
Results Disaggregated By: Years of Experience



Distribution of responses



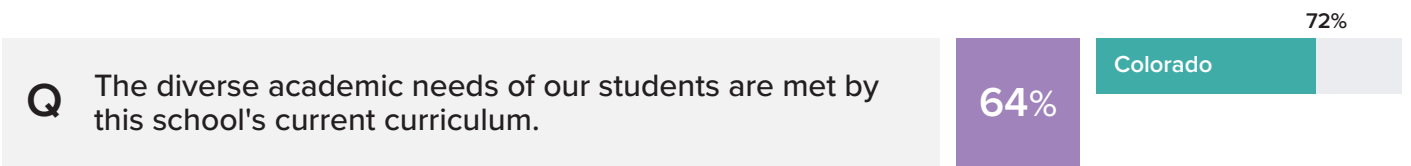
Results Disaggregated By: Years of Experience



IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

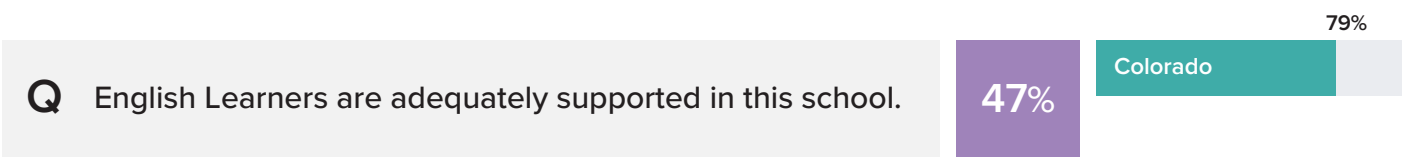
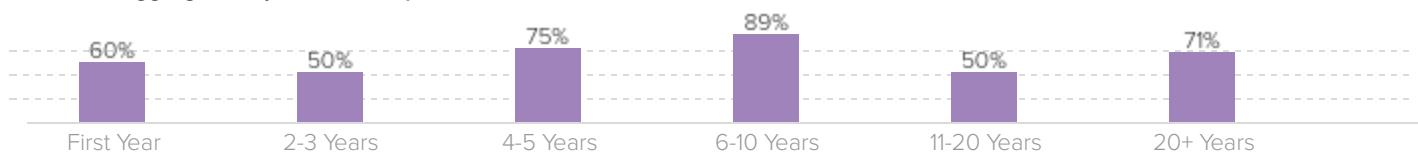
COMPARE RESULT



Distribution of responses



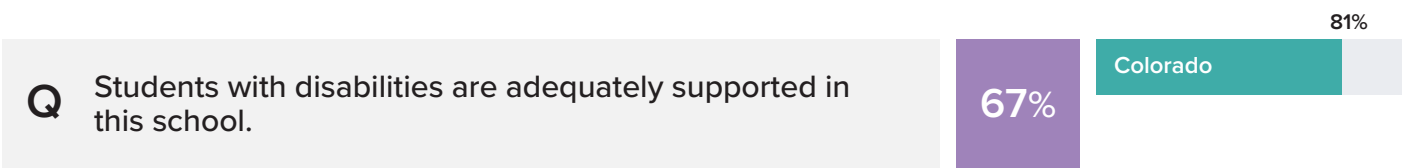
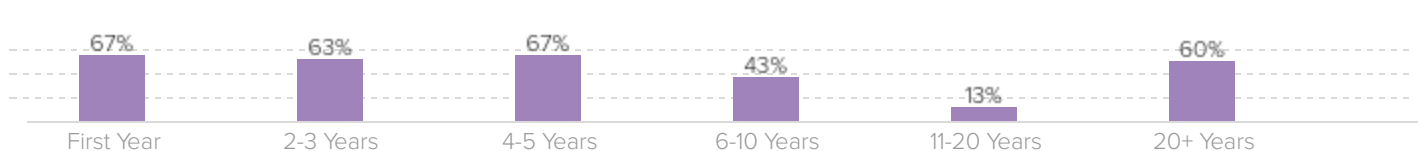
Results Disaggregated By: **Years of Experience**



Distribution of responses



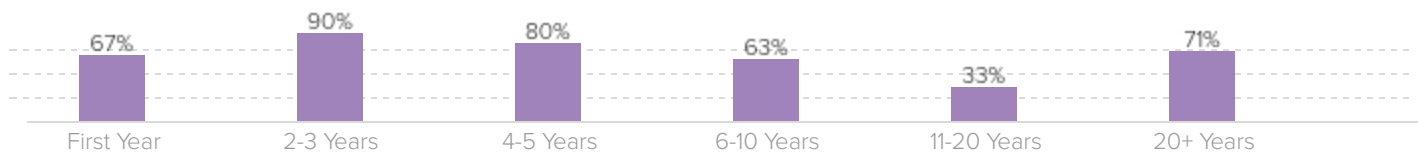
Results Disaggregated By: **Years of Experience**



Distribution of responses



Results Disaggregated By: **Years of Experience**



IS More Instructional Practices and Support results on next page

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

COMPARE RESULT

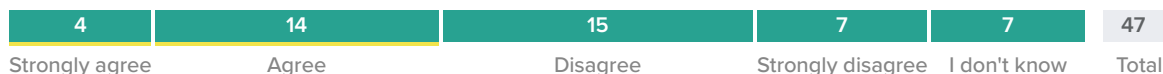
Q Gifted students are adequately supported in this school.

45%

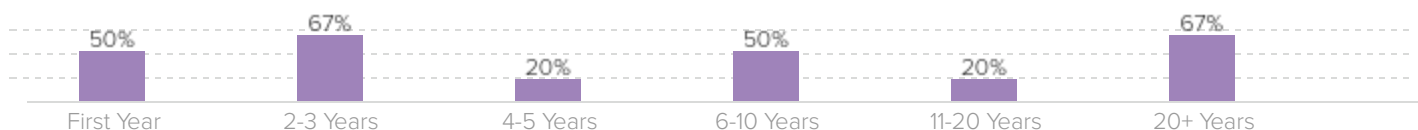
75%

Colorado

Distribution of responses



Results Disaggregated By: **Years of Experience**



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

64%

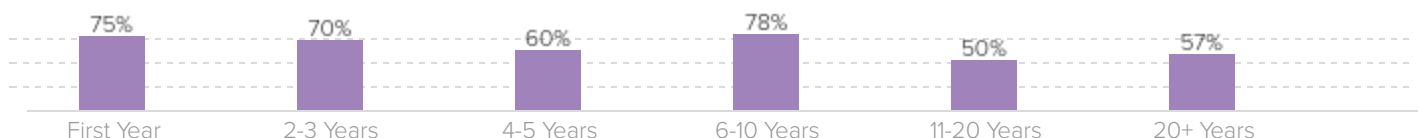
79%

Colorado

Distribution of responses



Results Disaggregated By: **Years of Experience**



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

94%

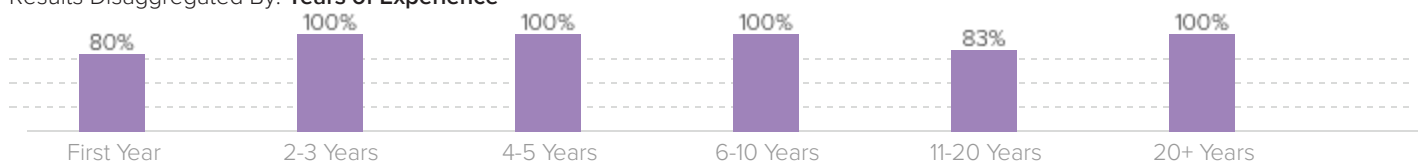
89%

Colorado

Distribution of responses



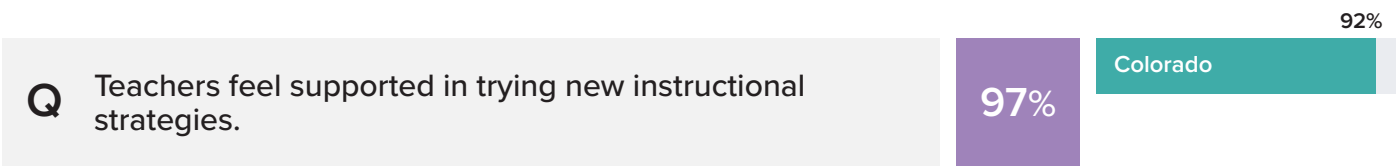
Results Disaggregated By: **Years of Experience**



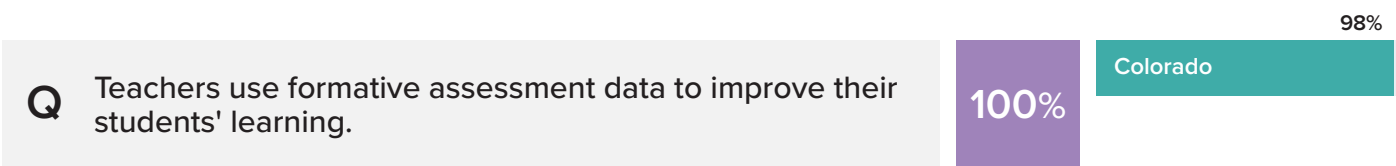
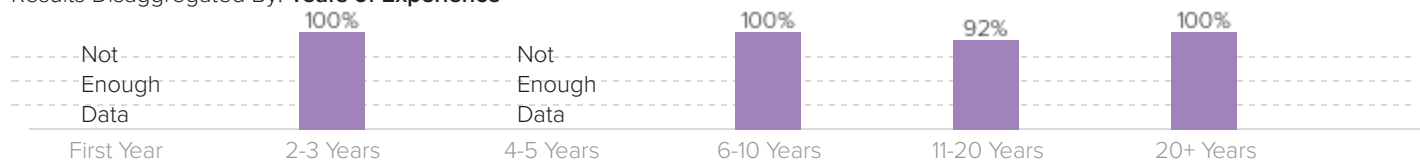
IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

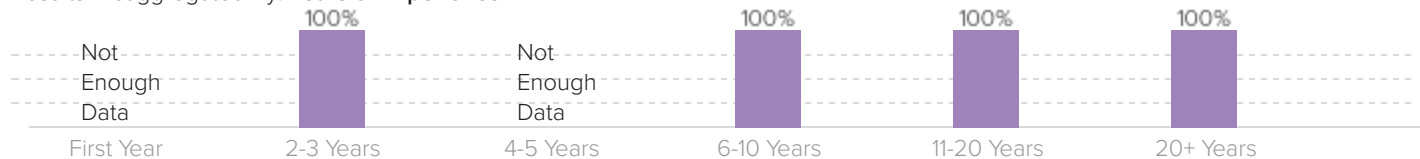
COMPARE RESULT



Results Disaggregated By: Years of Experience



Results Disaggregated By: Years of Experience



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

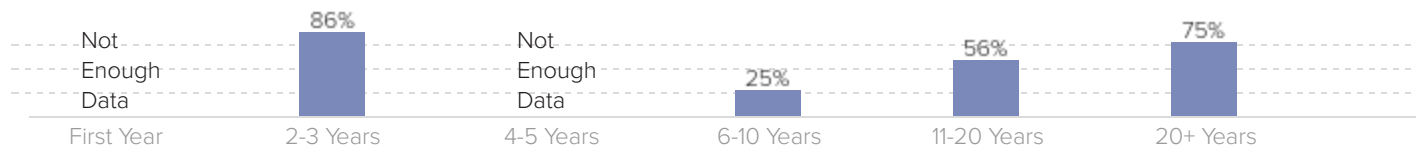
Q The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices.

63%

Distribution of responses



Results Disaggregated By: Years of Experience



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

41%

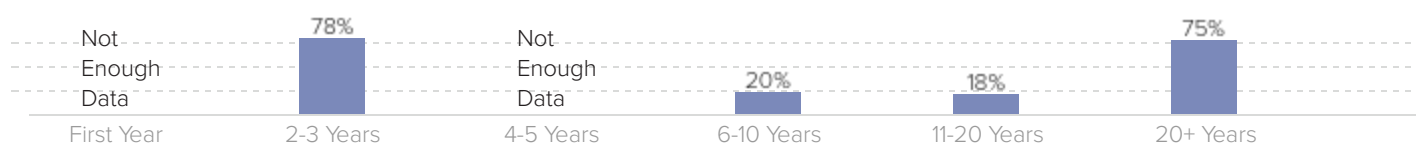
59%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

Q The effectiveness of professional development is assessed regularly.

36%

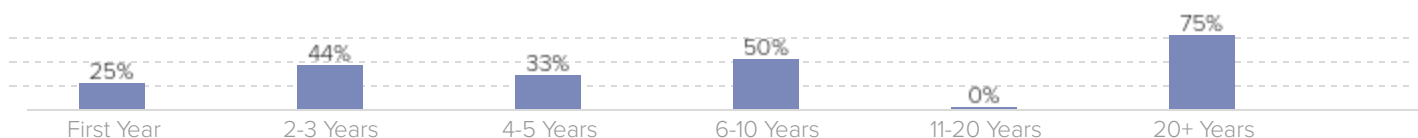
55%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



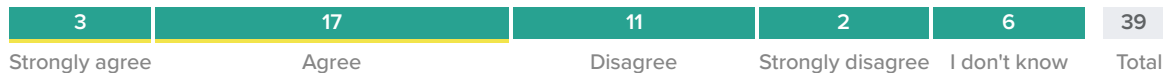
Q Professional learning opportunities (e.g., instructional coaching, PLCs, training) improve instruction in this school.

61%

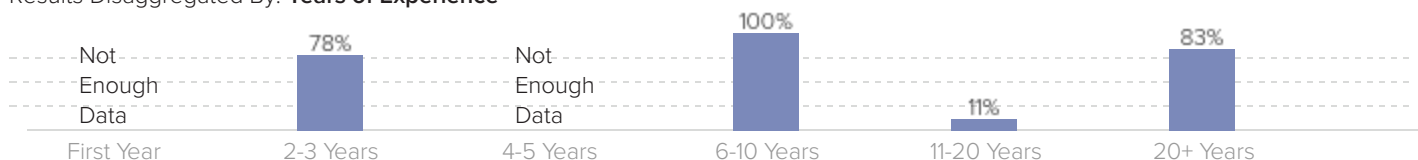
72%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



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

61%

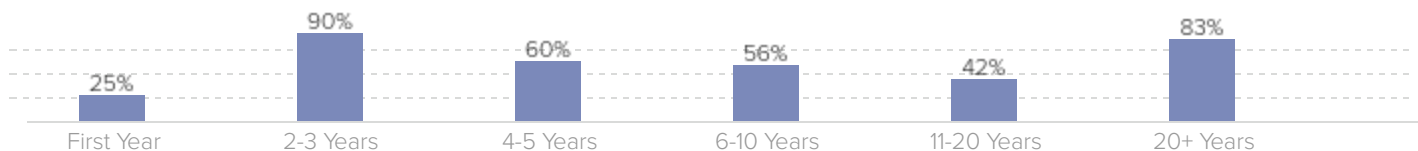
67%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



PD More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

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

51%

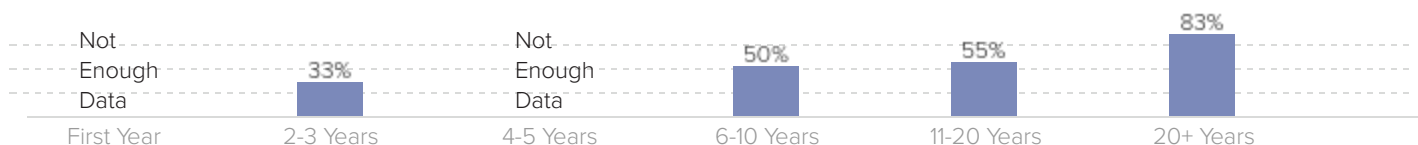
71%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



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

64%

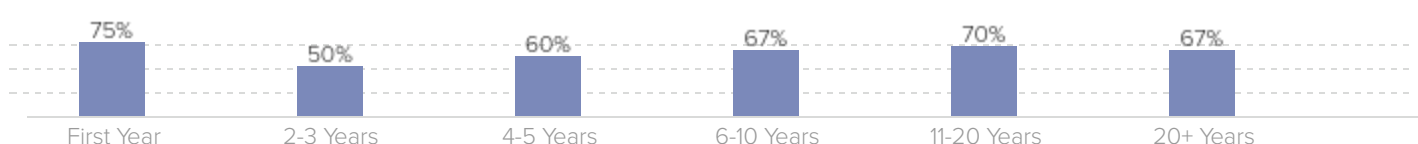
67%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



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

52%

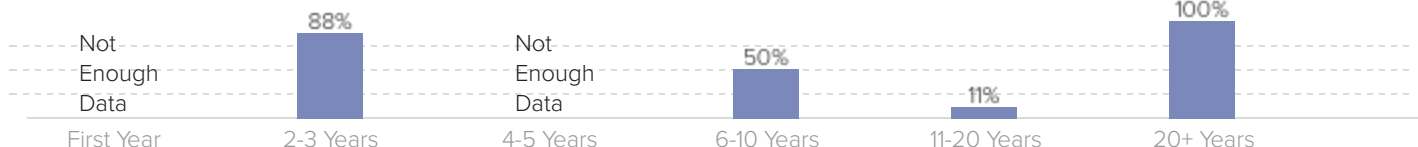
64%

Colorado

Distribution of responses



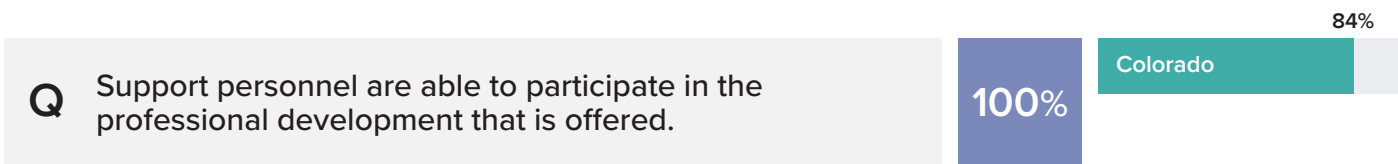
Results Disaggregated By: Years of Experience



PD More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

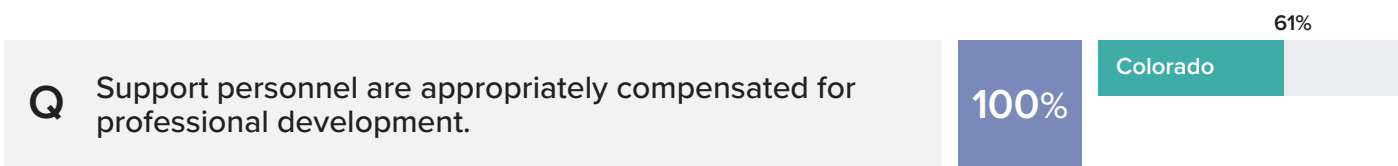


Distribution of responses



Results Disaggregated By: **Years of Experience**

Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data
First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ Years

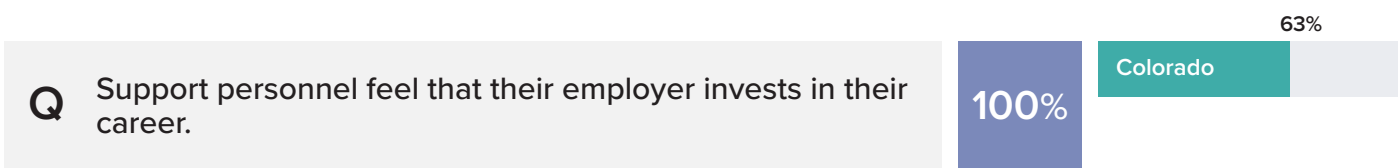


Distribution of responses



Results Disaggregated By: **Years of Experience**

Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data
First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ Years



Distribution of responses



Results Disaggregated By: **Years of Experience**

Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data
First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ Years

PD More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

77%

Colorado

89%

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

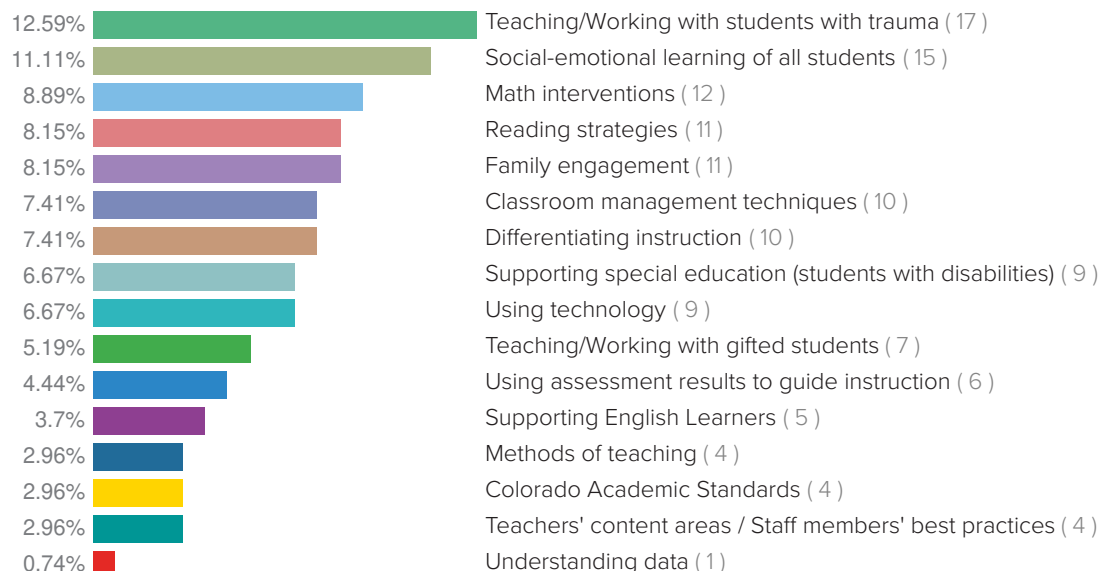
Distribution of responses



Results Disaggregated By: **Years of Experience**

Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data	Not Enough Data
First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ Years

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

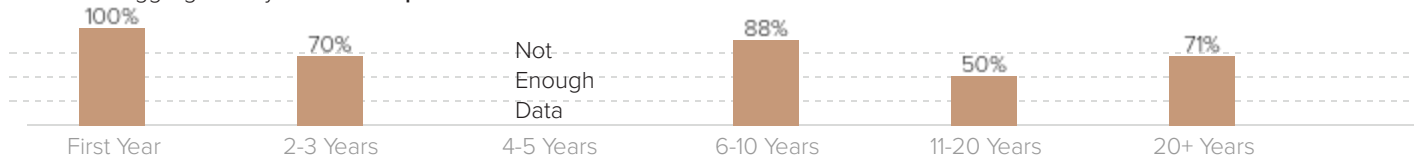
Q Teachers and support personnel have adequate time to prepare for their primary duties.

71%

Distribution of responses



Results Disaggregated By: Years of Experience



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

70%

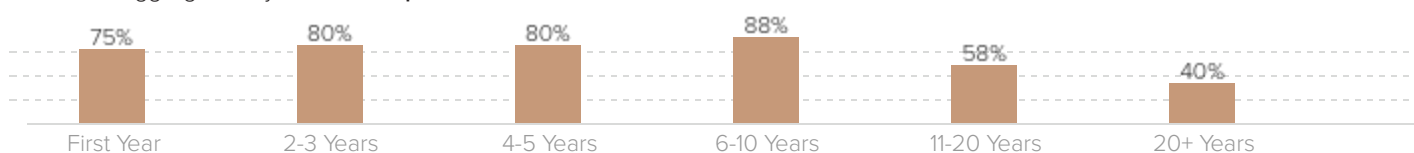
62%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



More Time results on next page

T Time (cont)

COMPARE RESULT

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

57%

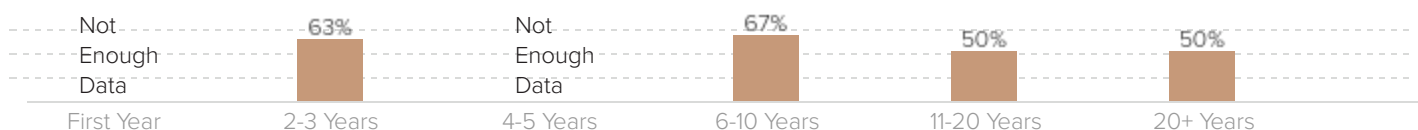
52%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



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

77%

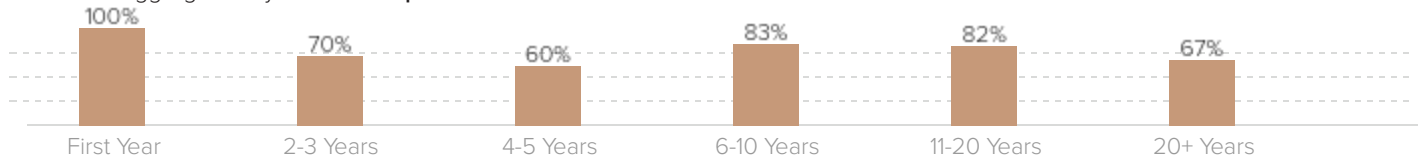
57%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



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

82%

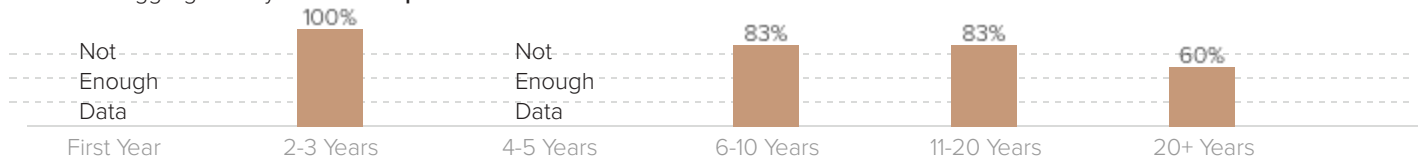
60%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



T More Time results on next page

T Time (cont)

COMPARE RESULT

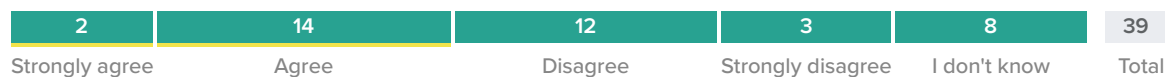
Q New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness.

52%

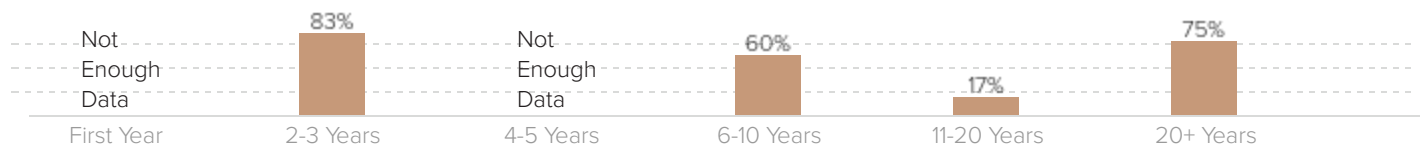
50%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



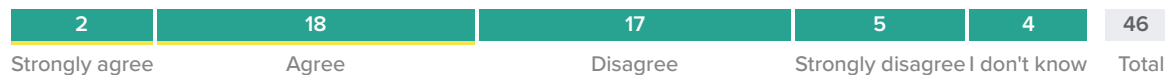
Q Teachers and support personnel have adequate time to engage in professional learning.

48%

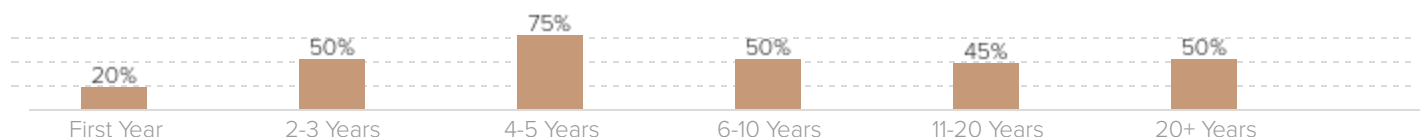
57%

Colorado

Distribution of responses



Results Disaggregated By: Years of Experience



RESULTS

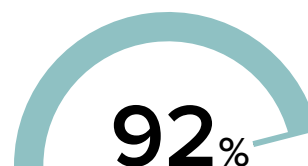
Item level results from your report



FR Facilities and Resources

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

OVERALL FAVORABILITY



COMPARE RESULT

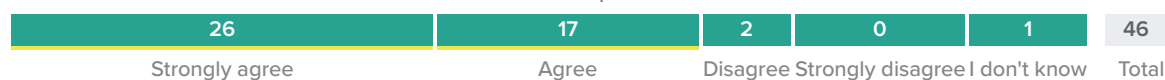
77%

Colorado

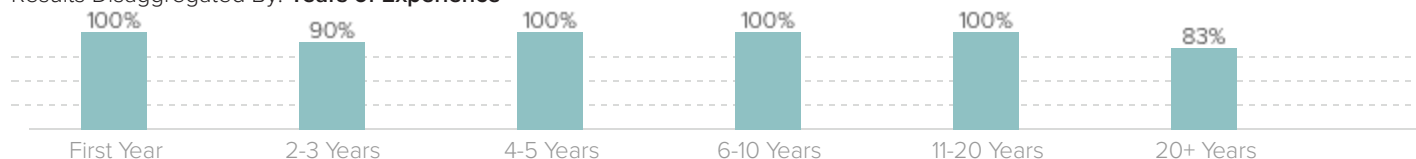
96%

Q Class size(s)/the number of students served is reasonable.

Distribution of responses



Results Disaggregated By: **Years of Experience**



77%

Colorado

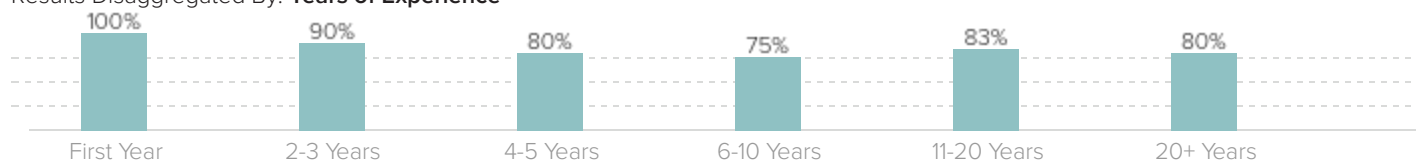
84%

Q Instructional resources are adequate to support student learning.

Distribution of responses



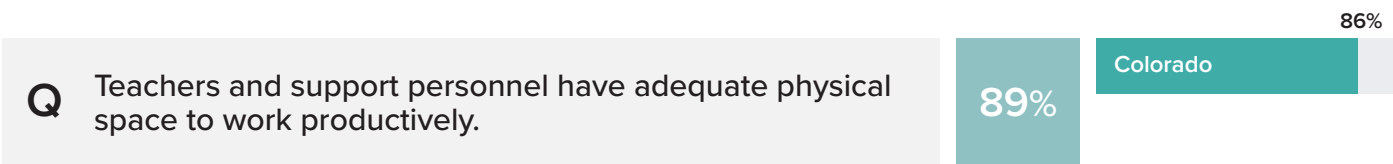
Results Disaggregated By: **Years of Experience**



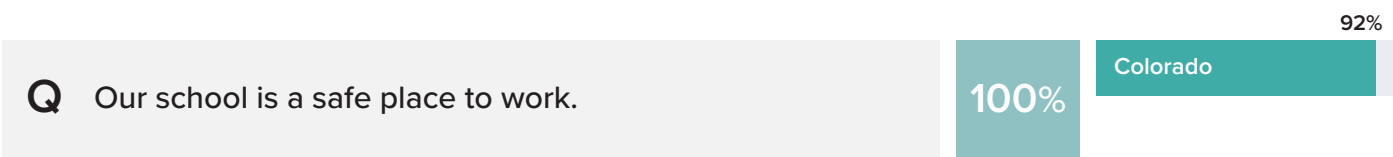
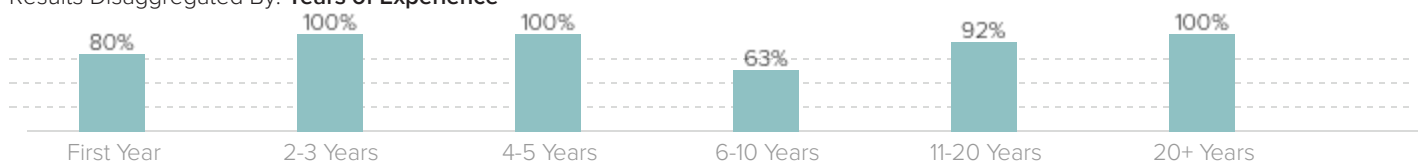
FR More Facilities and Resources results on next page

FR Facilities and Resources (cont)

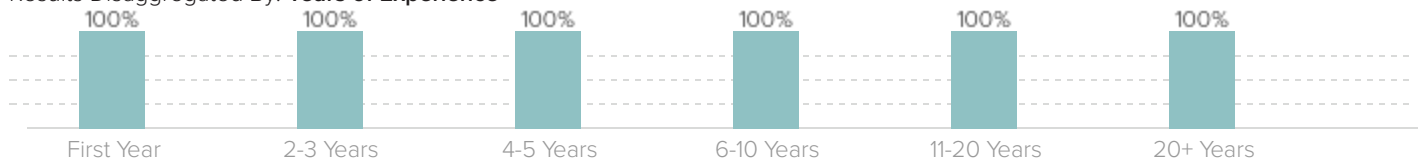
COMPARE RESULT



Results Disaggregated By: Years of Experience



Results Disaggregated By: Years of Experience



RESULTS

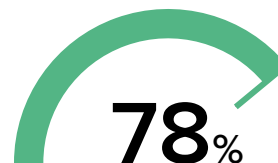
Item level results from your report



CI Community Support and Involvement

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

OVERALL FAVORABILITY



COMPARE RESULT

85%

Colorado

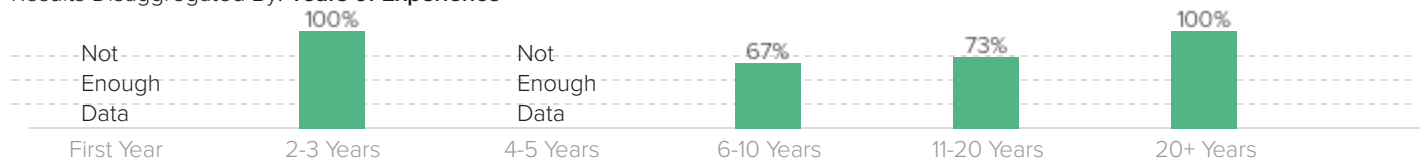
84%

Q The broader community is supportive of the school.

Distribution of responses



Results Disaggregated By: **Years of Experience**



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

68%

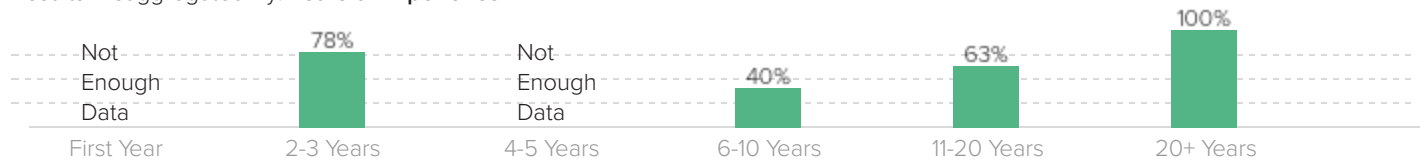
Colorado

75%

Distribution of responses



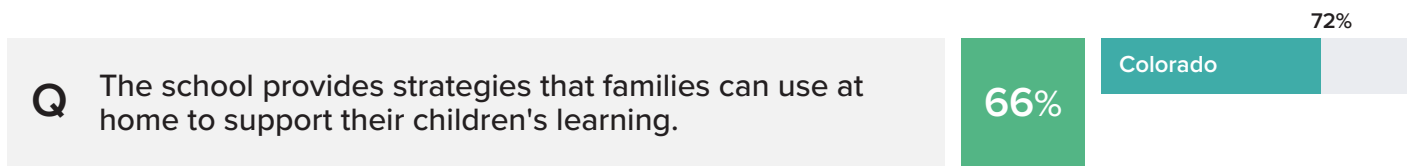
Results Disaggregated By: **Years of Experience**



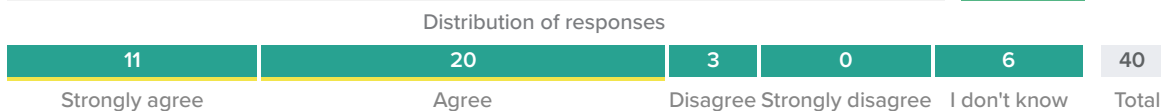
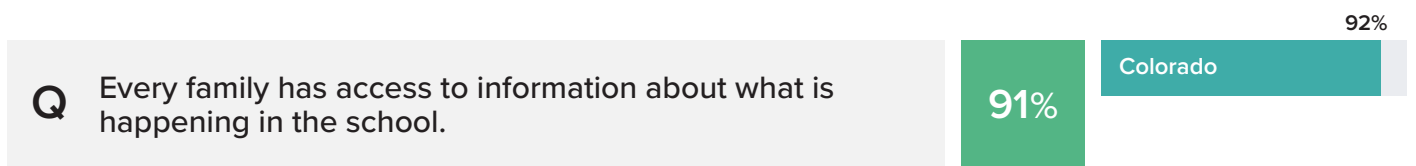
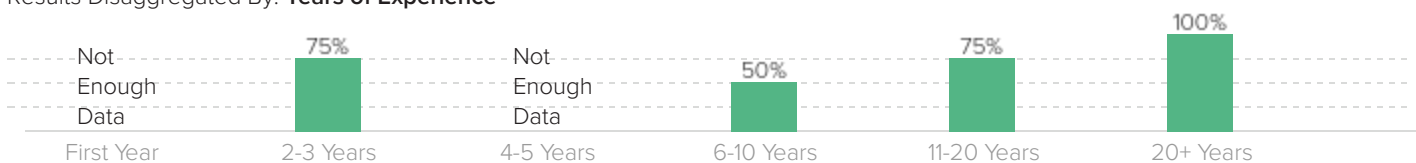
More Community Support and Involvement results on next page

CI Community Support and Involvement (cont)

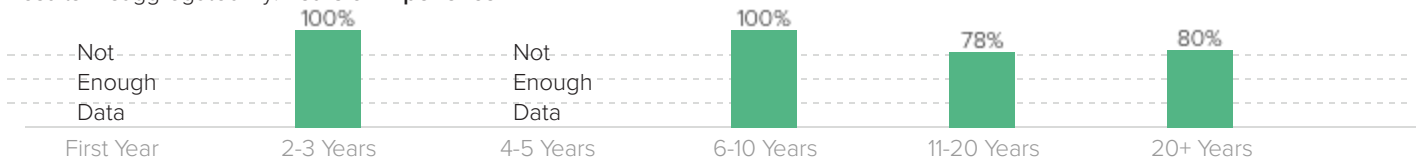
COMPARE RESULT



Results Disaggregated By: **Years of Experience**



Results Disaggregated By: **Years of Experience**



RESULTS

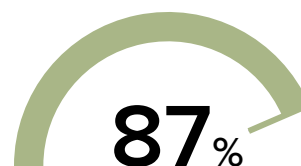
Item level results from your report



GR General Reflection

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

OVERALL FAVORABILITY



COMPARE RESULT

85%

Colorado

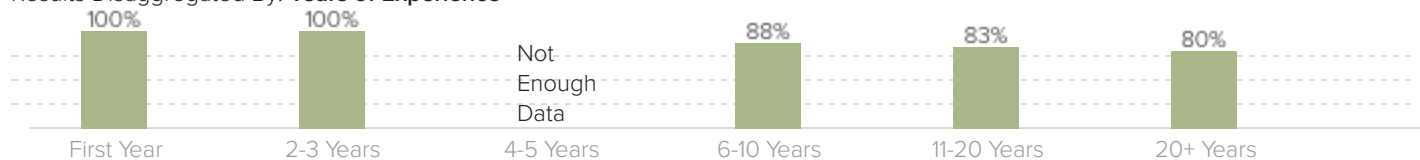
90%

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

Distribution of responses



Results Disaggregated By: **Years of Experience**



89%

Colorado

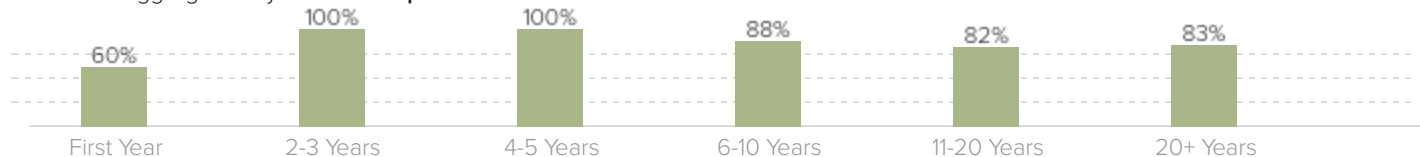
86%

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

Distribution of responses



Results Disaggregated By: **Years of Experience**



GR More General Reflection results on next page

GR General Reflection (cont)

COMPARE RESULT

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

86%

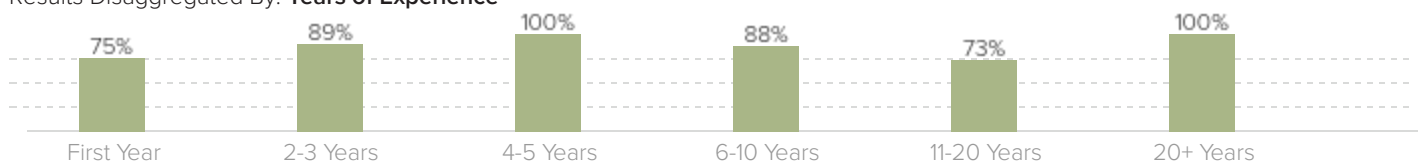
73%

Colorado

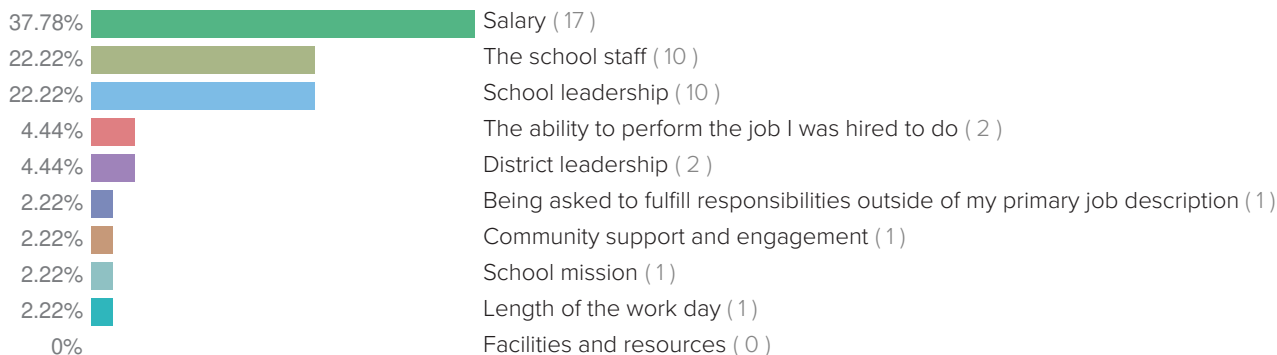
Distribution of responses



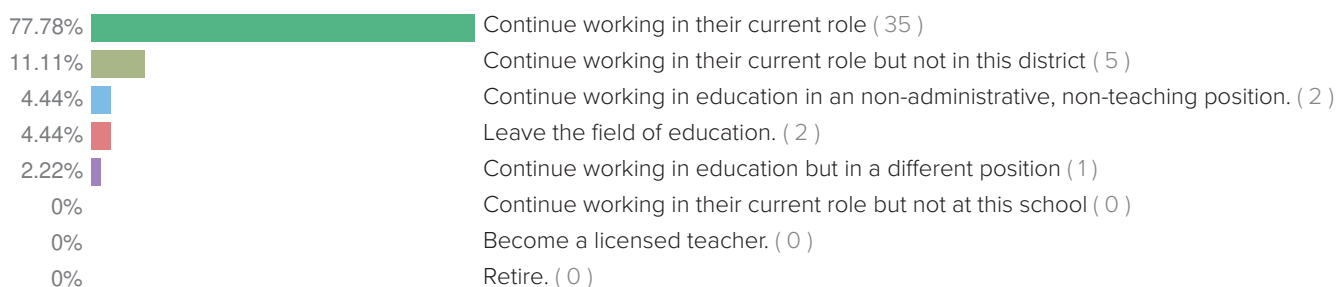
Results Disaggregated By: Years of Experience



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 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

RESULTS

Item level results from your report

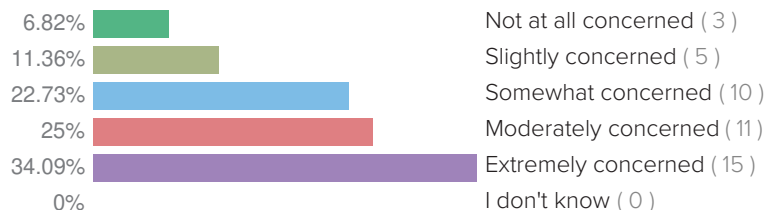


SC Student Challenges

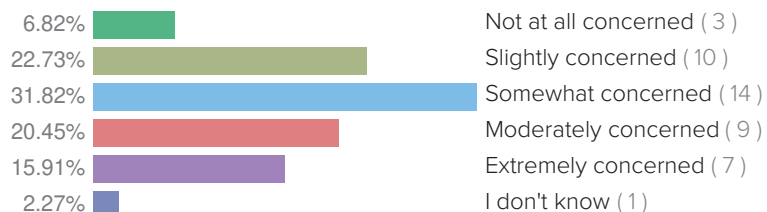
This section focuses on concerns regarding pandemic impacts on students during the current school year.

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

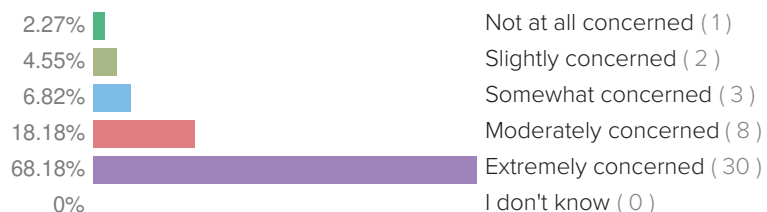
Q Decrease in student emotional well-being (health, happiness, and comfort).



Q Social isolation.

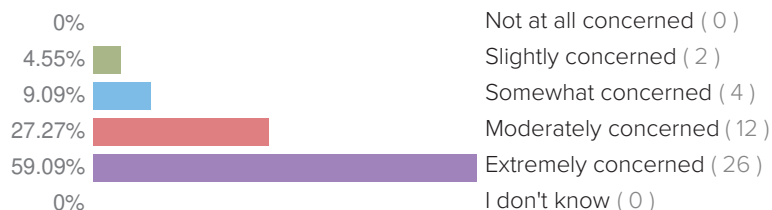


Q Increases in learning gaps.

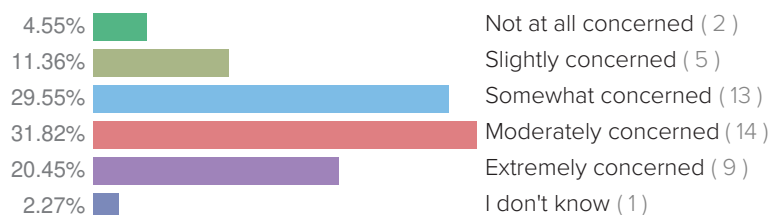


SC Student Challenges (cont)

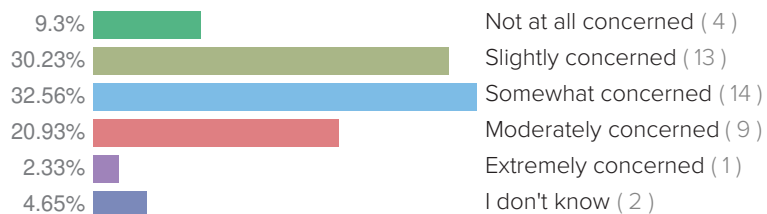
Q Insufficient home learning support.



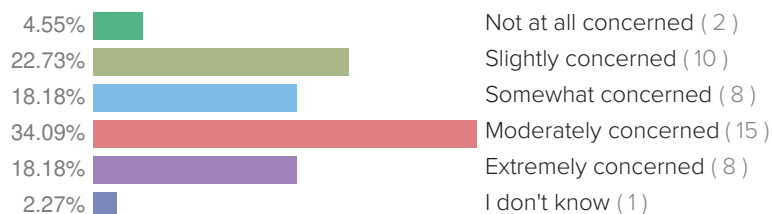
Q Student worries about their family's health, safety or economic security.



Q Student stress about assessment and grading.



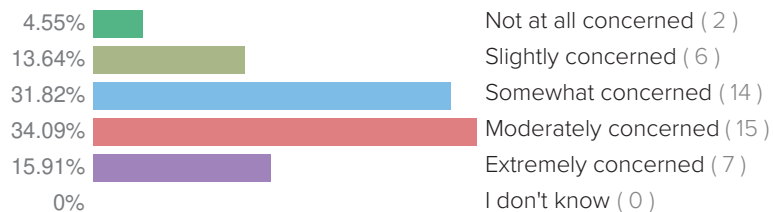
Q Lack of access to basic needs (e.g., food, shelter, safety).



SC More Student Challenges results on next page

SC Student Challenges (cont)

Q Lack of access to technology/internet.



RESULTS

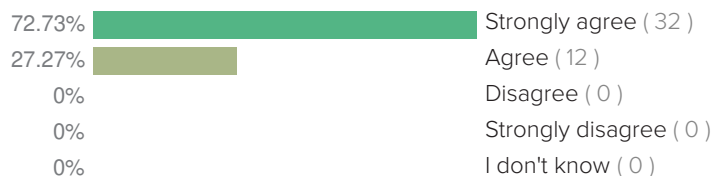
Item level results from your report



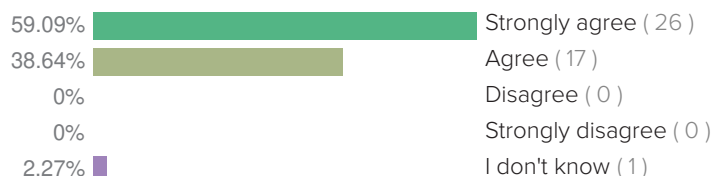
SW Support for Student Wellbeing

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

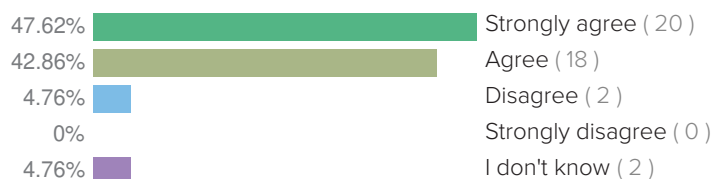
Q I value being a trusted adult for students in my school.



Q I feel comfortable discussing life skills with my students.



Q I feel comfortable discussing resilience strategies with my students.



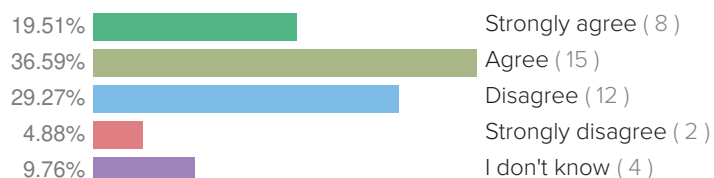
SW More Support for Student Wellbeing results on next page

SW Support for Student Wellbeing (cont)

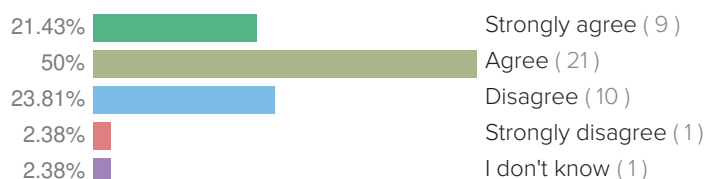
Q I feel comfortable discussing mental health with my students.



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



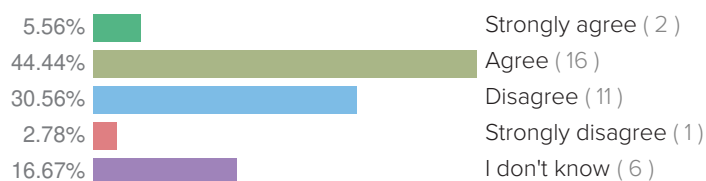
SS School Supports

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

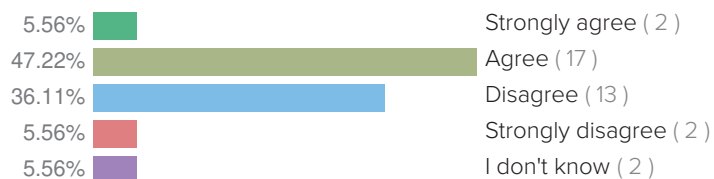
Q Our school has established an effective tiered system of supports for students (e.g., MTSS, Student Intervention Teams, Response to Intervention).



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



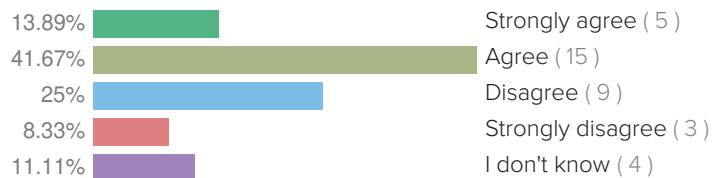
Q Our school's system of support for students help students get the social-emotional support they need.



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

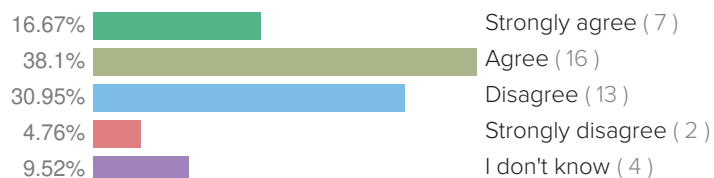


PJ Pandemic Impact on Teaching / Job

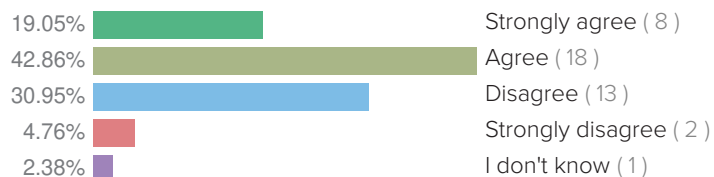
This section focuses on pandemic impacts on staff during the current year.

THE PANDEMIC NEGATIVELY AFFECTED THE FOLLOWING ASPECTS OF MY JOB:

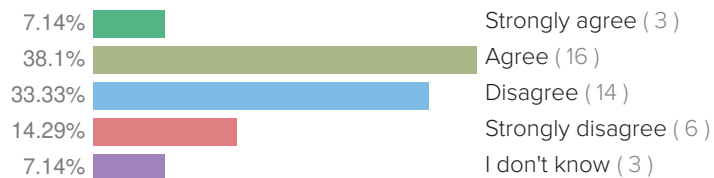
Q Managing distance/online teaching.



Q Predictable daily routine.



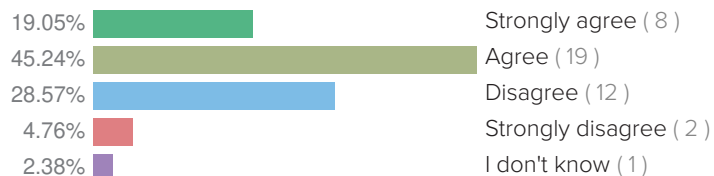
Q Having to teach/provide support online and in person at the same time.



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.

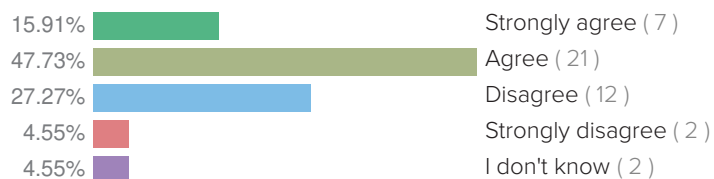
Q I am comfortable working in my school given the safety and health protocols currently in place.



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.



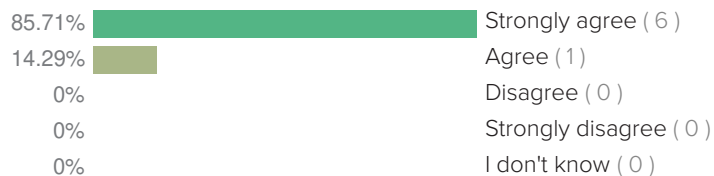
Q I feel respected by students in my school.



ES More [ESP] Job Satisfaction results on next page

ES [ESP] Job Satisfaction (cont)

Q My work schedule fits my personal needs.



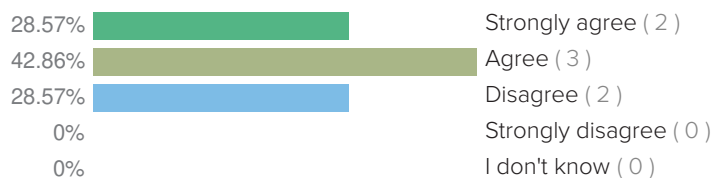
Q My work is very stressful.



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



Q I feel adequately compensated for my work.



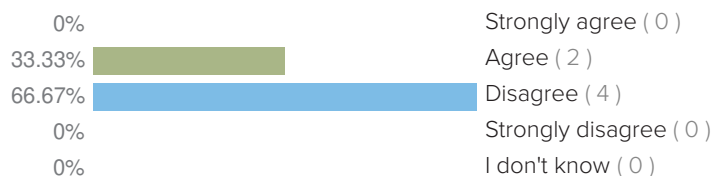
ES More [ESP] Job Satisfaction results on next page

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)

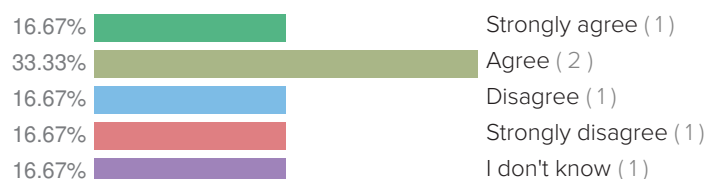
Q I was properly trained for my job.



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.

