

DISTRICT REPORT

Teaching & Learning Conditions Colorado Survey



Prepared for
Ignacio 11 JT

Number of respondents (#)
47

REPORT CONTENTS

How to read your report	1
Demographics	2
Report Overview - TLCC Survey	3
Report Overview - Breakdown	6
Results - TLCC Survey	9
New Staff Questions	9
School Leadership	12
Staff Leadership	16
Managing Student Conduct	18
Instructional Practices and Support	20
Professional Development	25
Time	30
Facilities and Resources	33

REPORT CONTENTS (CONTINUED)

Community Support and Involvement	35
General Reflection	37
District Supports	39
Results - Wellbeing	41
Student Challenges	41
Support for Student Wellbeing	44
School Supports	46
Pandemic Impact on Teaching / Job	48
Support for Own Wellbeing	50
[ESP] Job Satisfaction	52
[ESP] Roles & Responsibilities	55

HOW TO READ YOUR REPORT

How to get the most from your report



ABOUT YOUR REPORT

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

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

SURVEY DESIGN

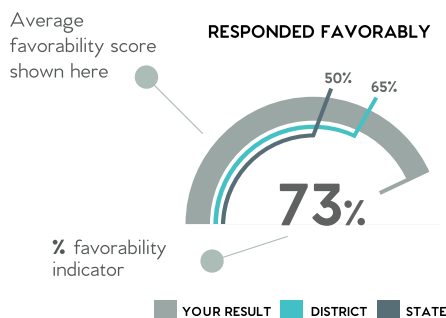
The survey is led by the Colorado Department of Education (CDE) and operated through a statewide collaborative that includes the Colorado Association of School Boards, Colorado Association of School Executives, Colorado Education Association, Colorado Education Initiative, Colorado League of Charter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

SCORING AND REFERENCE DATA

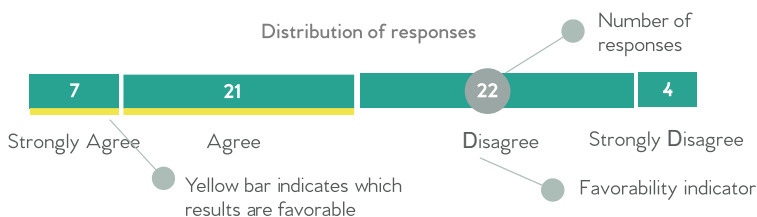
After responding to demographic questions, educators indicated one of four response options for each item on the survey. Scores in this report are percentages based on the proportion of staff who replied “Agree” or “Strongly Agree.” Responses to “I don't Know” do not affect favorability ratings. You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

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

USE OF CHARTS & LEGENDS



To help you identify your score we have colour coded the items



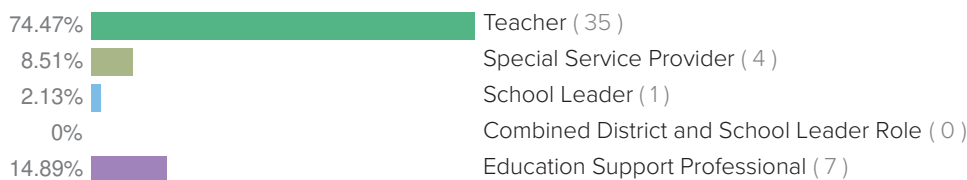
DEMOGRAPHICS

Who took the survey?

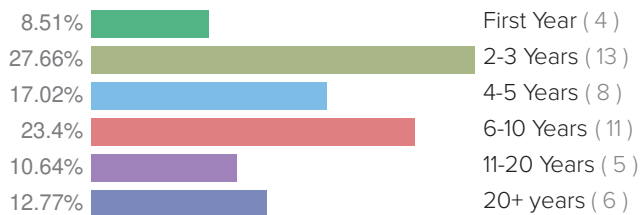
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

47 total respondents

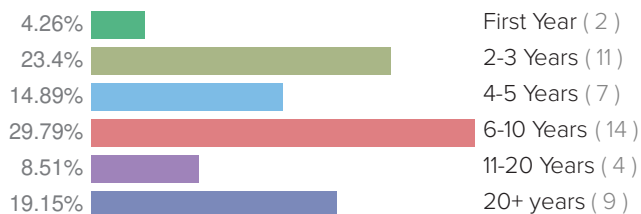
D What is your current position at the school?



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?



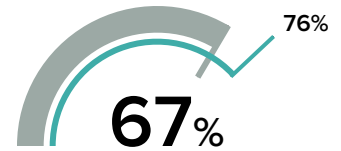
REPORT OVERVIEW

Your results at a glance



TLCC Survey

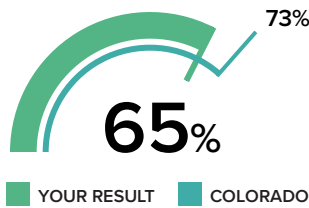
REPORT OVERALL FAVORABILITY



YOUR RESULTS

NQ

New Staff Questions



TOP ITEM RESULT

56%

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

SL

School Leadership



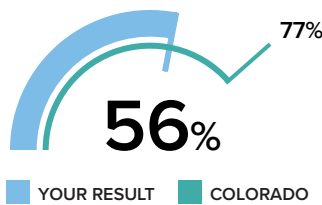
TOP ITEM RESULT

73%

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

SL

Staff Leadership



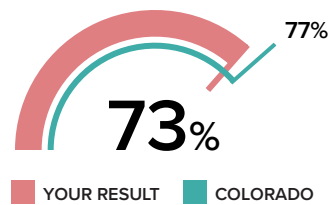
TOP ITEM RESULT

65%

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

MC

Managing Student Conduct



TOP ITEM RESULT

100%

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

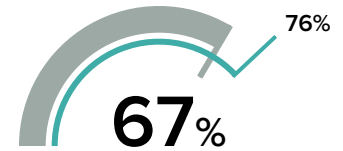
REPORT OVERVIEW

Your results at a glance



TLCC Survey

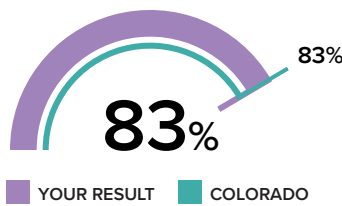
REPORT OVERALL FAVORABILITY



YOUR RESULTS

IS

Instructional Practices and Support



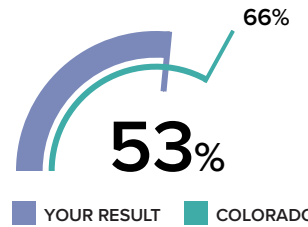
TOP ITEM RESULT

97%

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

PD

Professional Development



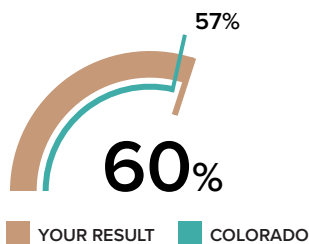
TOP ITEM RESULT

89%

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

T

Time



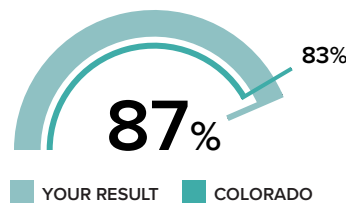
TOP ITEM RESULT

75%

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

FR

Facilities and Resources



TOP ITEM RESULT

91%

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

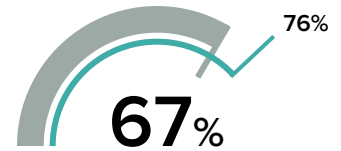
REPORT OVERVIEW

Your results at a glance



TLCC Survey

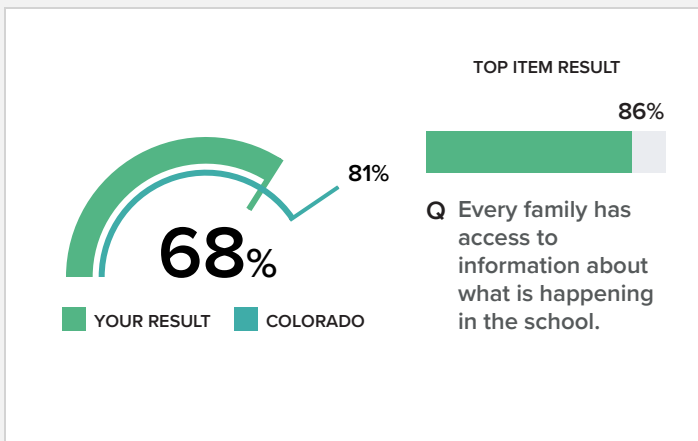
REPORT OVERALL FAVORABILITY



YOUR RESULTS

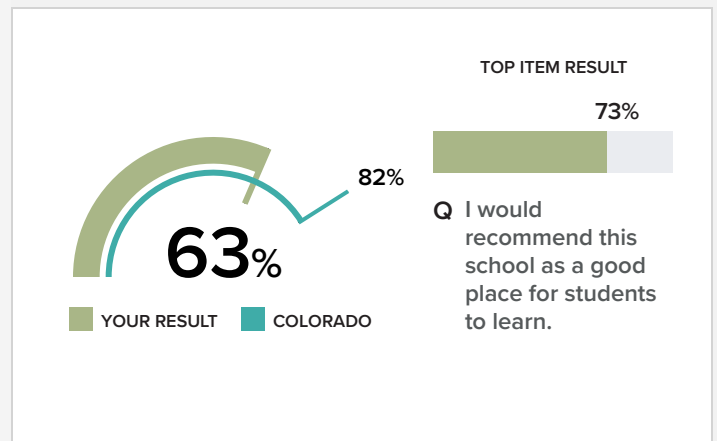
CI

Community Support and Involvement



GR

General Reflection



DS

District Supports

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

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: **Continue in Same Position at Current School**

NQ New Staff Questions

65%

Not
Enough
Data
Yes

Not
Enough
Data
No

Not
Enough
Data
Did not answer

SL School Leadership

59%

74%
Yes

32%
No

Not
Enough
Data
Did not answer

SL Staff Leadership

56%

70%
Yes

33%
No

Not
Enough
Data
Did not answer

MC Managing Student Conduct

73%

84%
Yes

55%
No

Not
Enough
Data
Did not answer

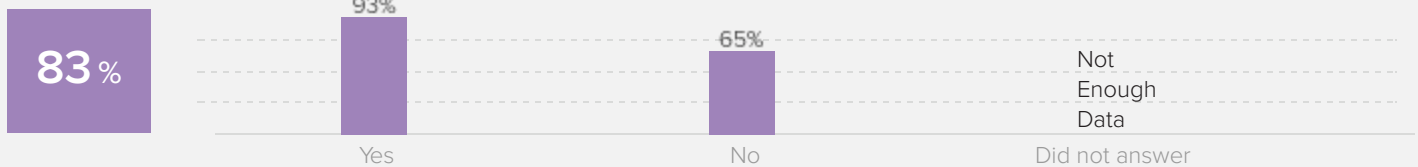
REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

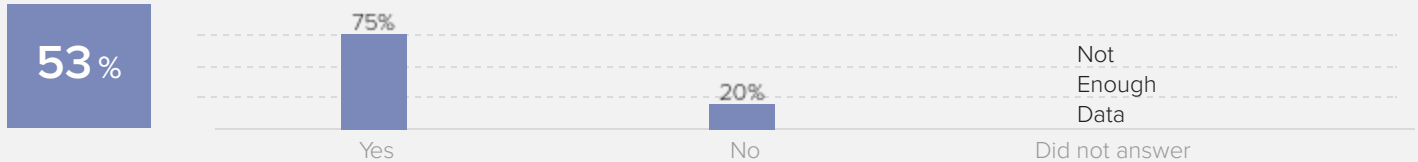
Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

Results Disaggregated By: **Continue in Same Position at Current School**

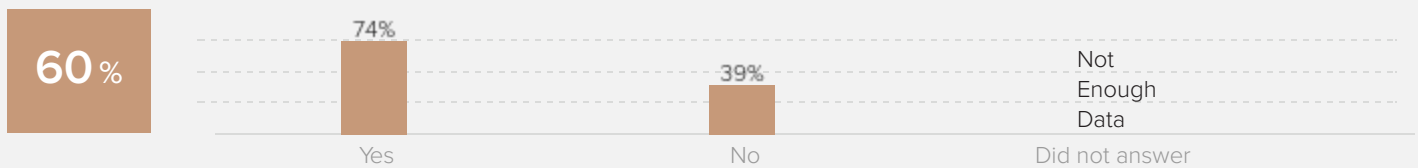
IS Instructional Practices and Support



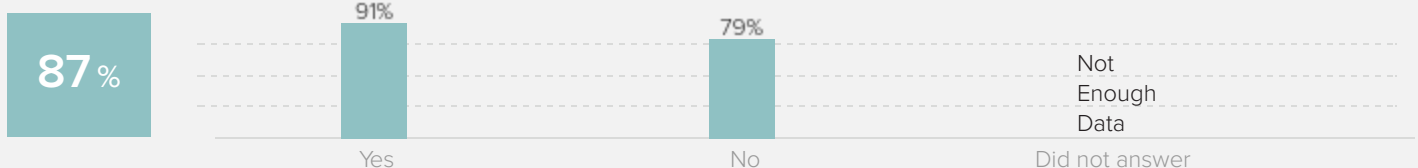
PD Professional Development



T Time



FR Facilities and Resources



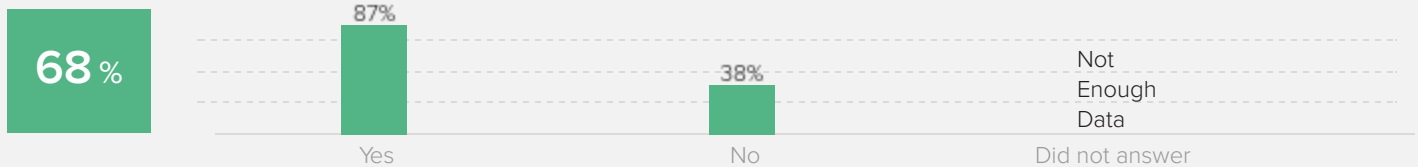
REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

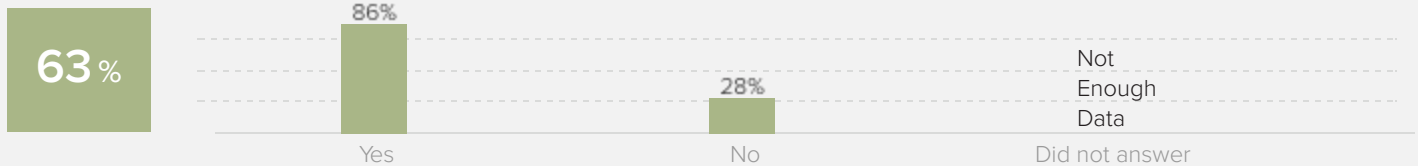
Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

Results Disaggregated By: **Continue in Same Position at Current School**

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

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

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

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

56%

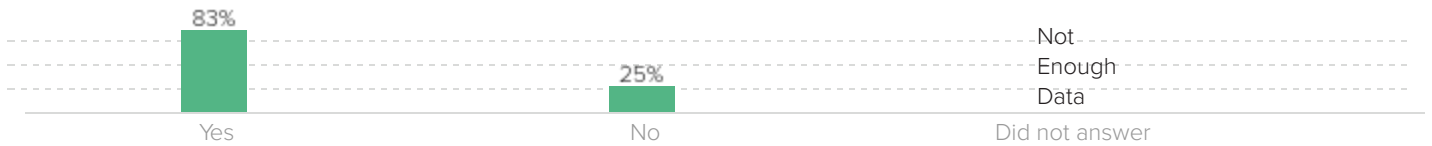
Colorado

74%

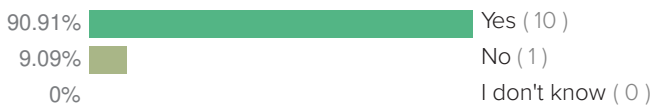
Distribution of responses



Results Disaggregated By: **Continue in Same Position at Current School**



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

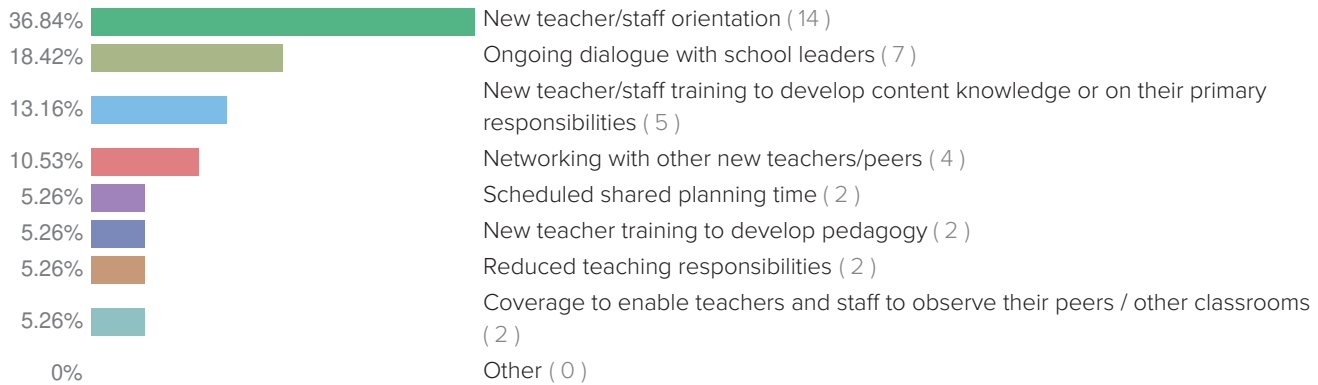
NQ New Staff Questions (cont)

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)

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

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

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

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

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

NQ **New Staff Questions (cont)**

COMPARE RESULT

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

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

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

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

RESULTS

Item level results from your report



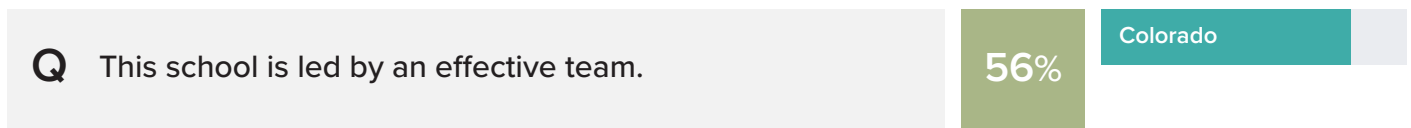
SL School Leadership

OVERALL FAVORABILITY



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

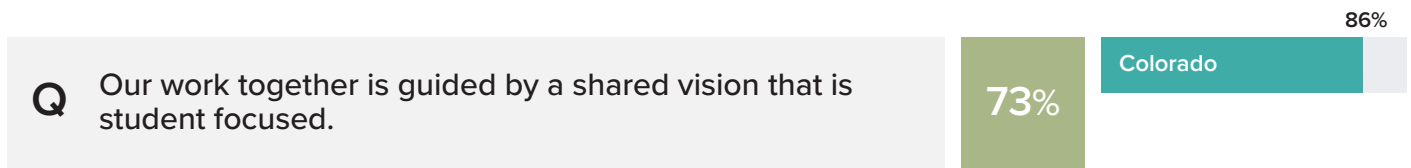
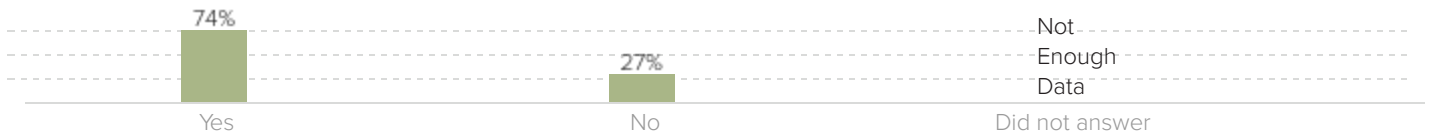
COMPARE RESULT



Distribution of responses



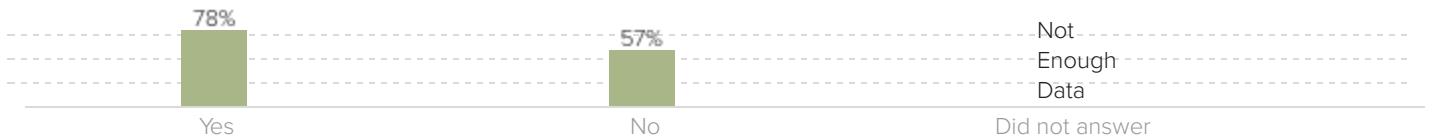
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



More School Leadership results on next page

SL School Leadership (cont)

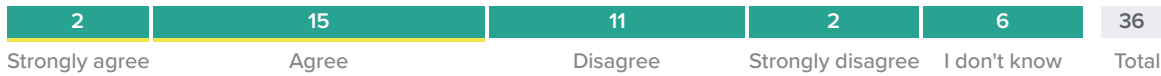
COMPARE RESULT

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

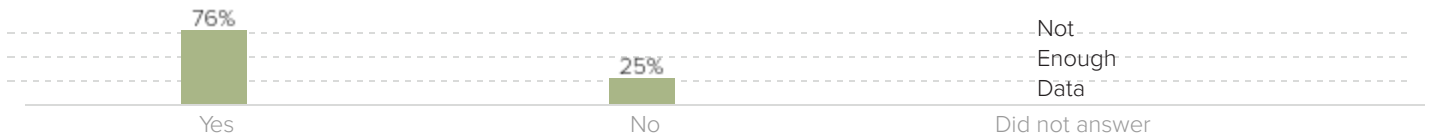
57%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



Q School staff show respect for each other.

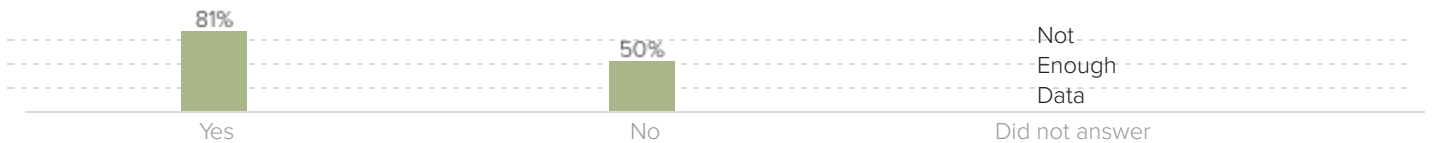
69%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



Q Staff feel comfortable raising important issues with school leaders.

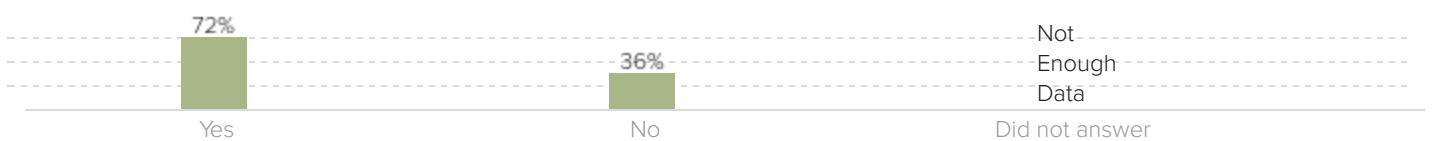
62%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



More School Leadership results on next page

SL School Leadership (cont)

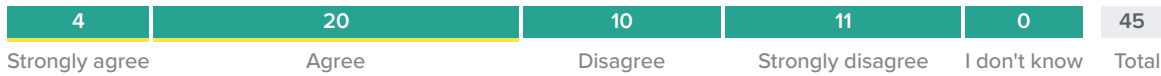
COMPARE RESULT

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

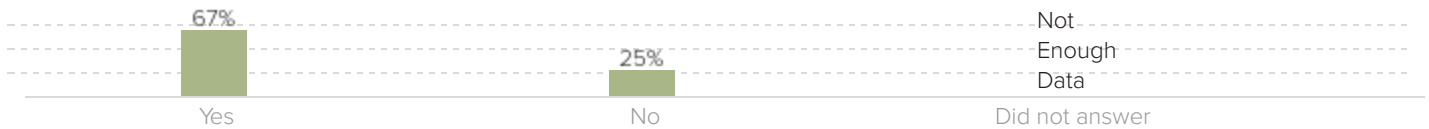
53%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



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

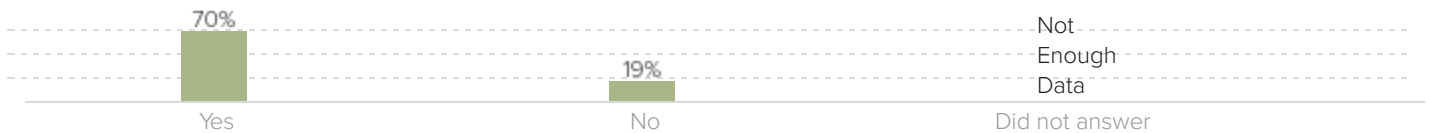
51%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



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

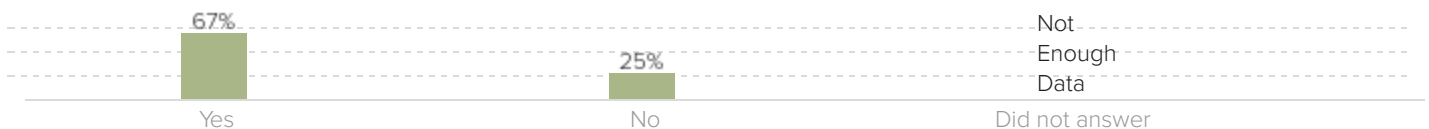
52%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



More School Leadership results on next page

SL School Leadership (cont)

COMPARE RESULT

Q School leadership puts suggestions made by staff into operation.

58%

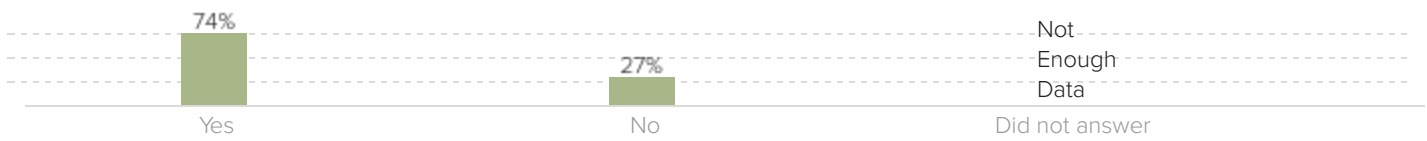
Colorado

77%

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



Q School leadership works to build trust among staff.

60%

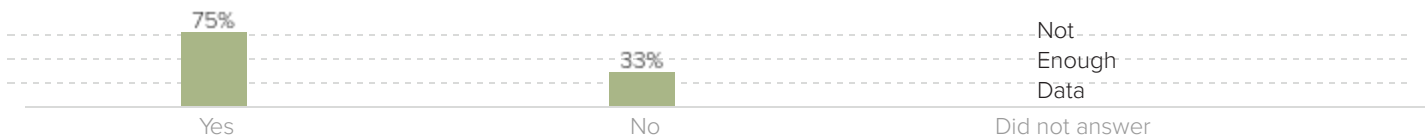
Colorado

77%

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



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.

63%

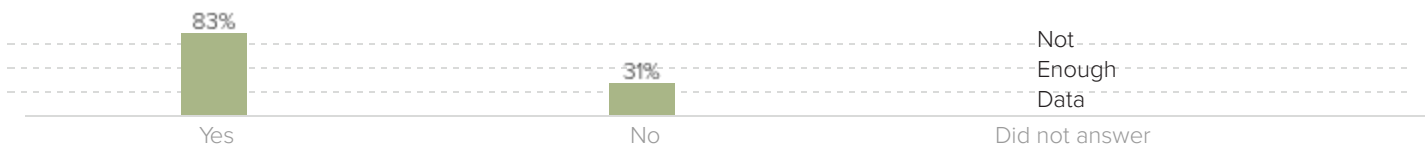
Colorado

91%

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



RESULTS

Item level results from your report



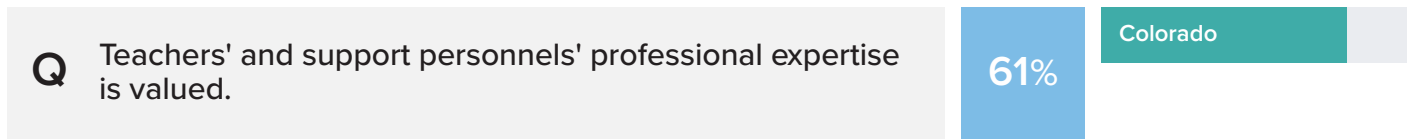
SL Staff Leadership

OVERALL FAVORABILITY



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.

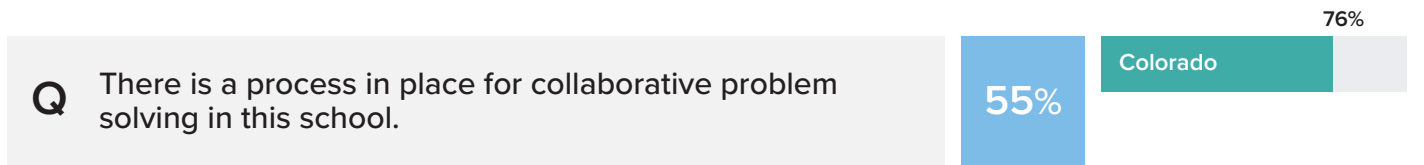
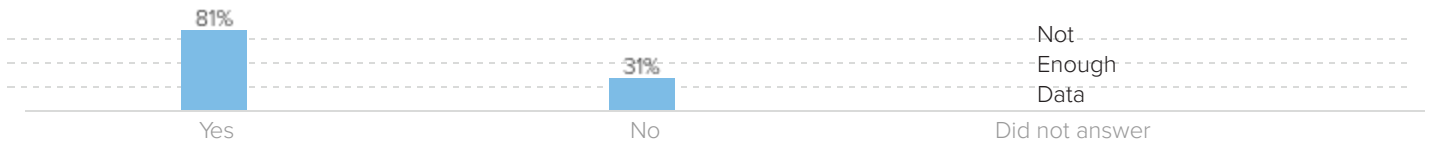
COMPARE RESULT



Distribution of responses



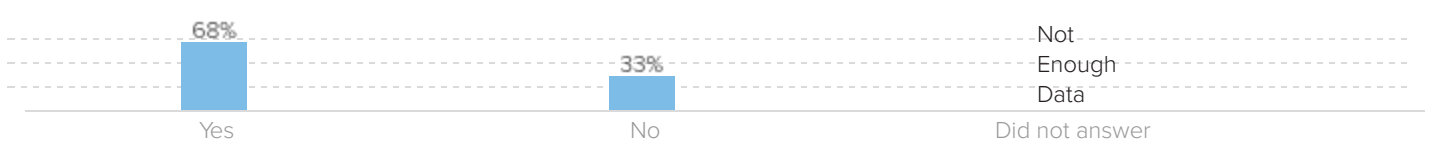
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



More Staff Leadership results on next page

SL Staff Leadership (cont)

COMPARE RESULT

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

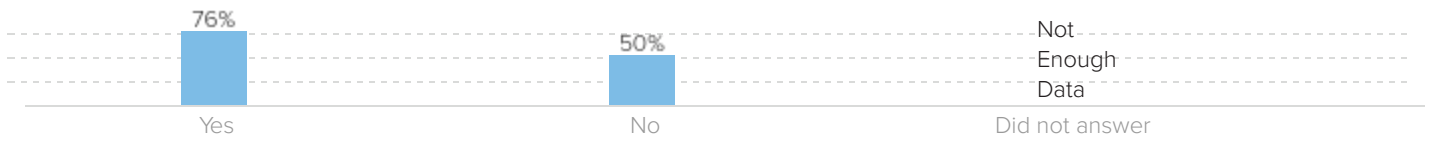
65%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School

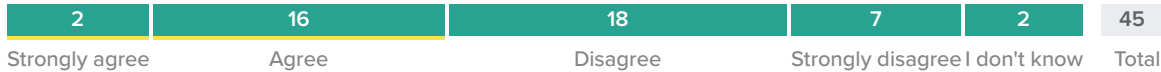


Q Teachers and support personnel have an adequate level of influence on important school decisions.

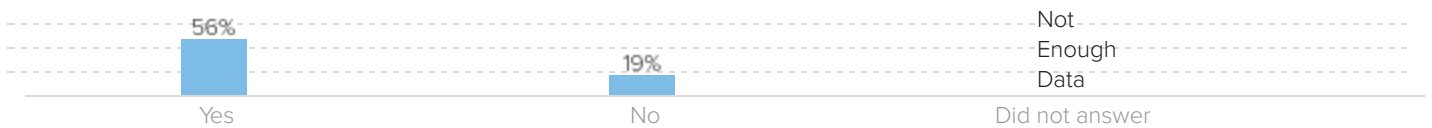
42%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



RESULTS

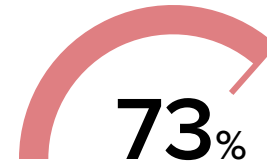
Item level results from your report



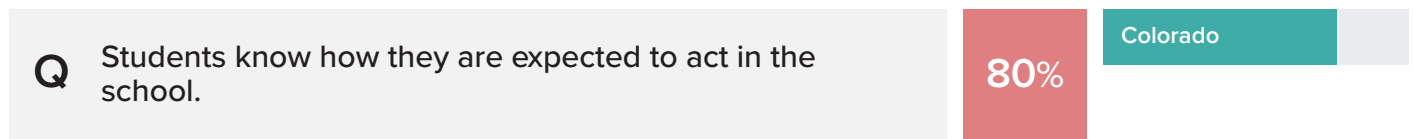
MC Managing Student Conduct

OVERALL FAVORABILITY

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



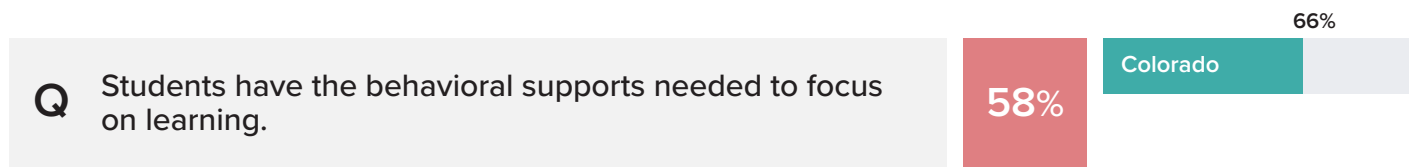
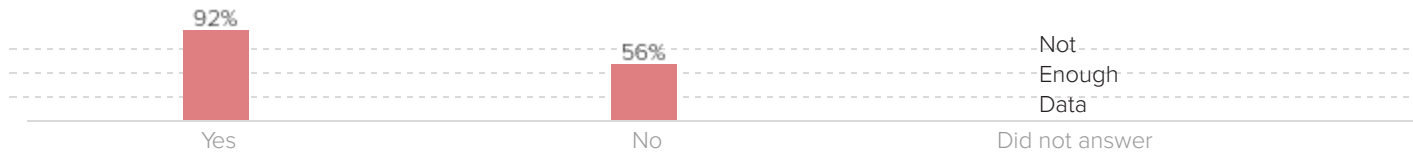
COMPARE RESULT



Distribution of responses



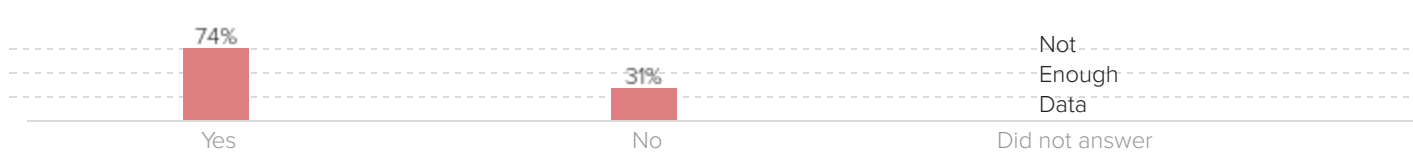
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



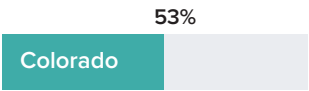
MC More Managing Student Conduct results on next page

MC Managing Student Conduct (cont)

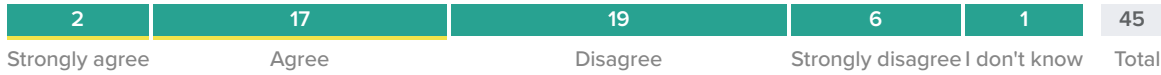
COMPARE RESULT

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

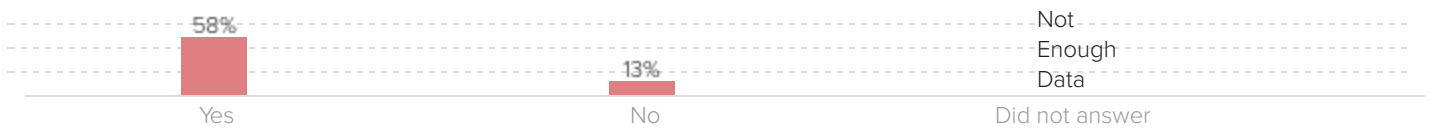
43%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



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

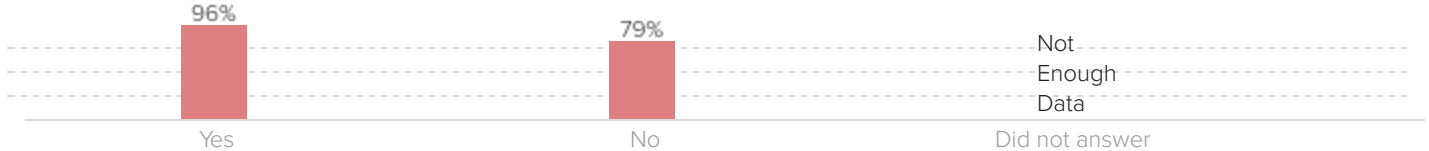
90%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



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

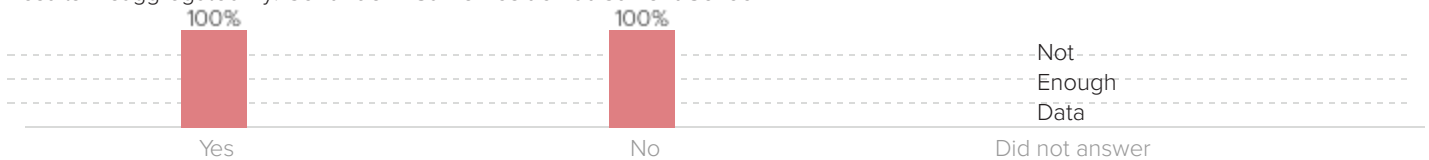
100%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



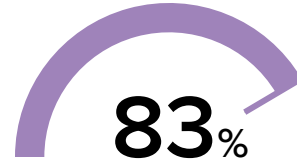
RESULTS

Item level results from your report



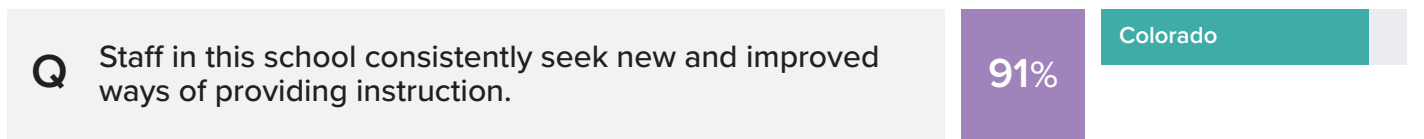
IS Instructional Practices and Support

OVERALL FAVORABILITY



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

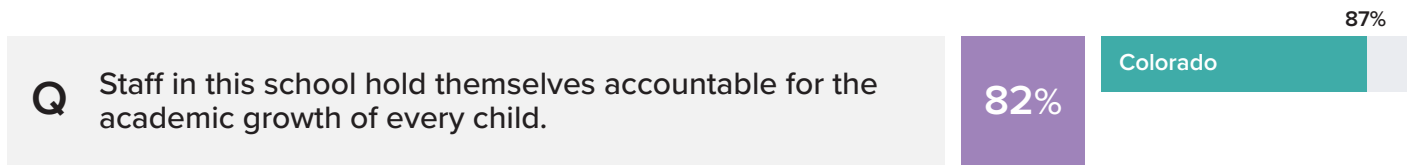
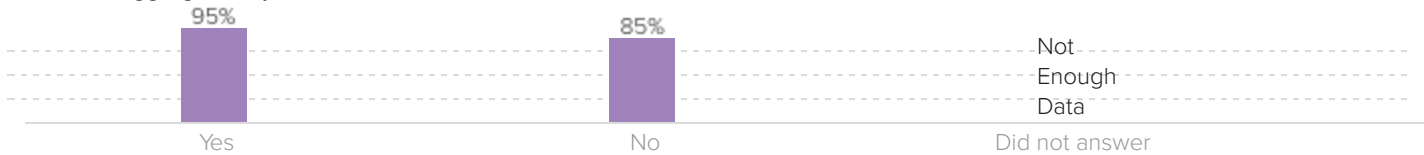
COMPARE RESULT



Distribution of responses



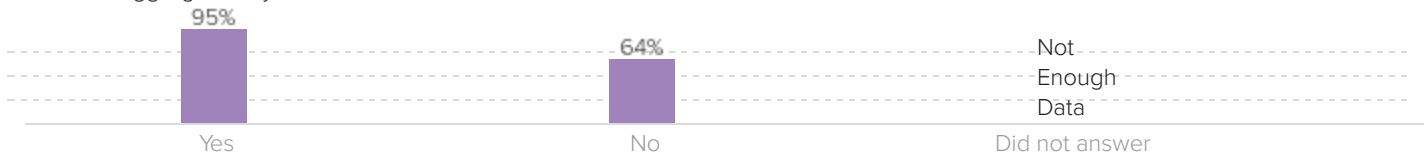
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



More Instructional Practices and Support results on next page

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

COMPARE RESULT

73%

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

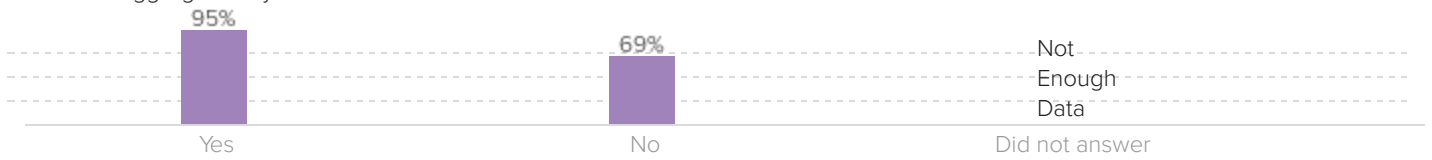
85%

Colorado

Distribution of responses



Results Disaggregated By: **Continue in Same Position at Current School**



91%

Q Students understand how class activities relate to learning objectives.

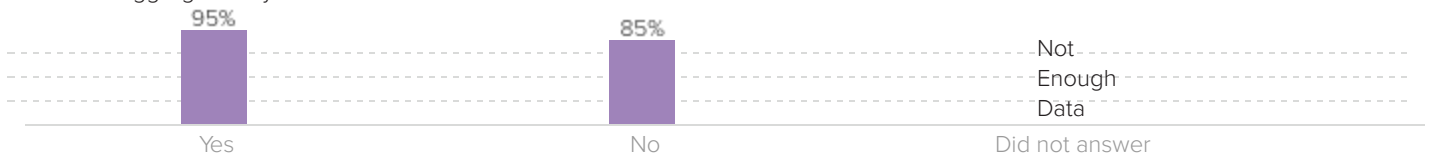
91%

Colorado

Distribution of responses



Results Disaggregated By: **Continue in Same Position at Current School**



85%

Q Instruction in this school encourages different cultural viewpoints.

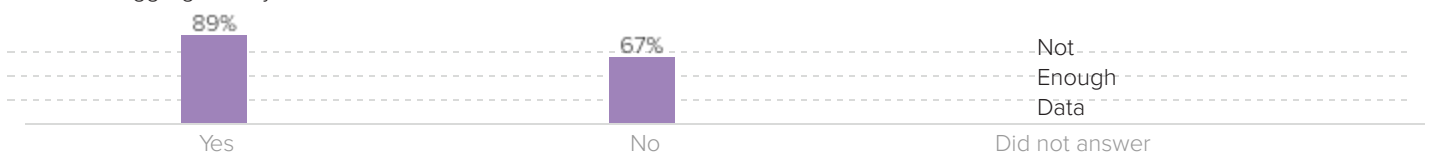
82%

Colorado

Distribution of responses



Results Disaggregated By: **Continue in Same Position at Current School**



More Instructional Practices and Support results on next page

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

COMPARE RESULT

72%

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

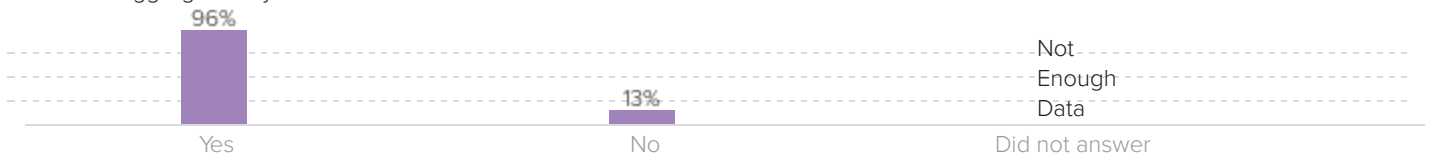
67%

Colorado

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



79%

Q English Learners are adequately supported in this school.

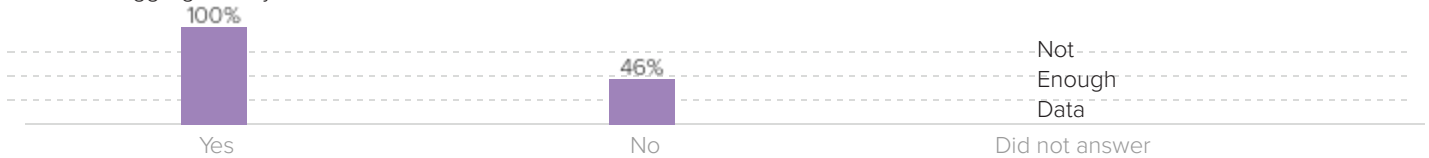
81%

Colorado

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



81%

Q Students with disabilities are adequately supported in this school.

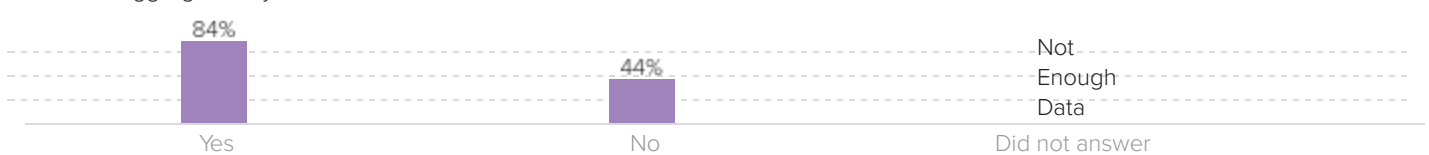
67%

Colorado

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



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.

68%

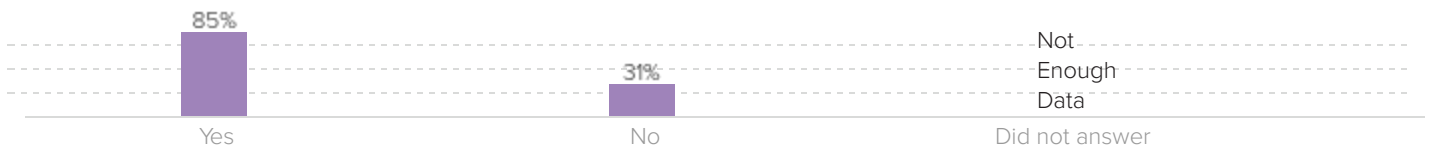
Colorado

75%

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



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

90%

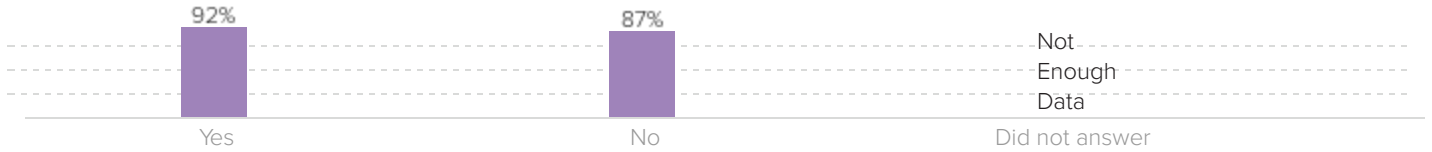
Colorado

79%

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



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

89%

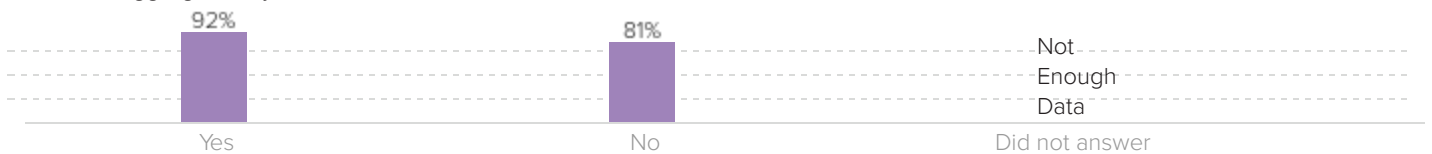
Colorado

89%

Distribution of responses



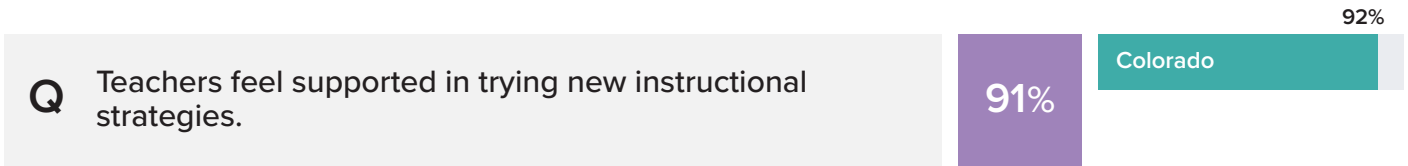
Results Disaggregated By: Continue in Same Position at Current School



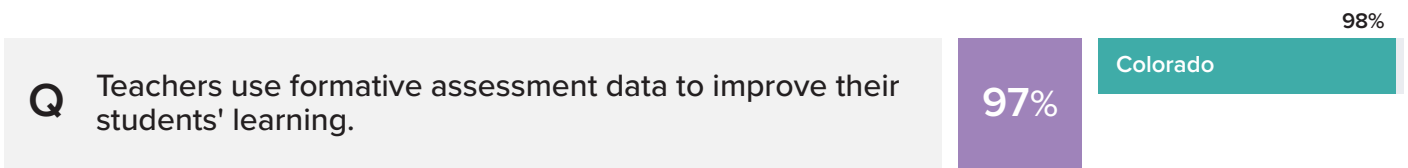
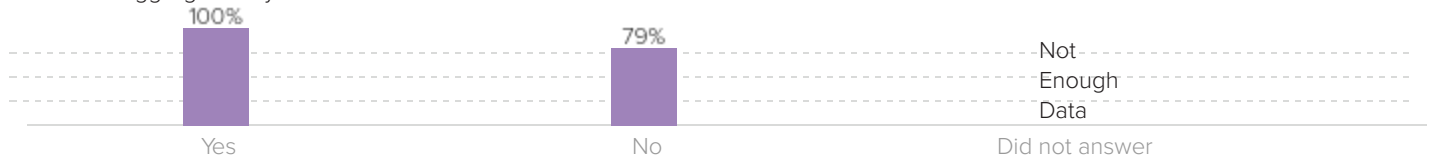
IS More Instructional Practices and Support results on next page

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

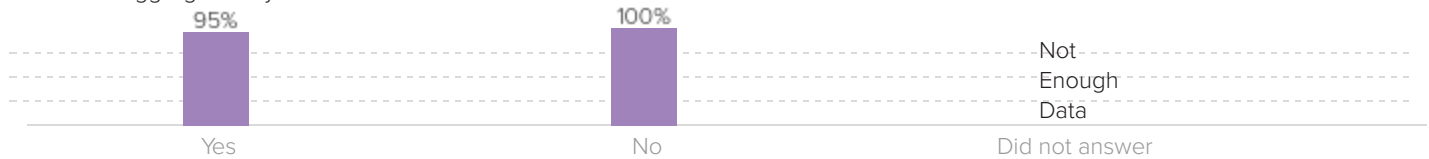
COMPARE RESULT



Results Disaggregated By: **Continue in Same Position at Current School**



Results Disaggregated By: **Continue in Same Position at Current School**



RESULTS

Item level results from your report



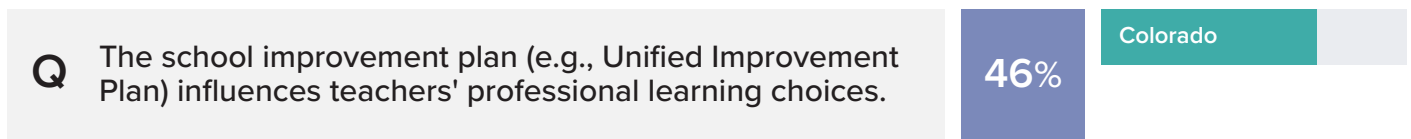
PD Professional Development

OVERALL FAVORABILITY



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

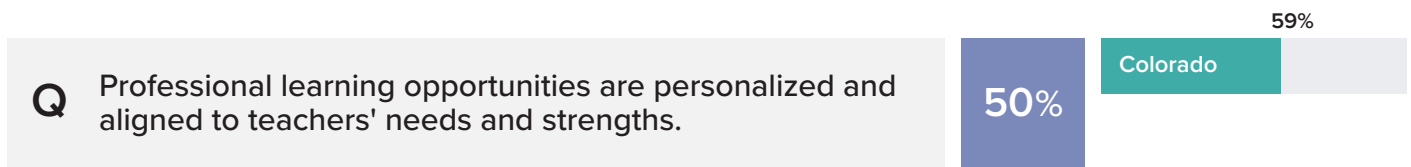
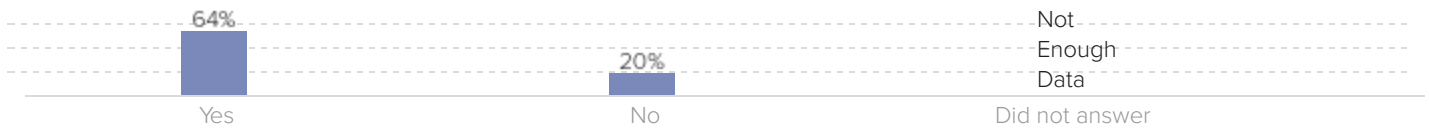
COMPARE RESULT



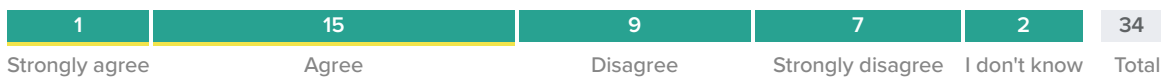
Distribution of responses



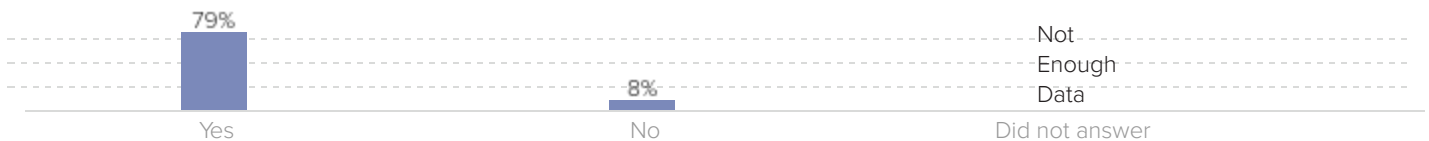
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



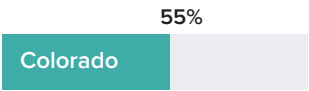
More Professional Development results on next page

PD Professional Development (cont)

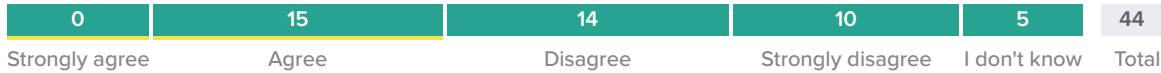
COMPARE RESULT

Q The effectiveness of professional development is assessed regularly.

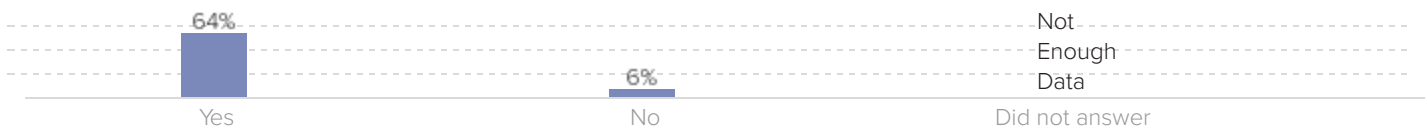
38%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



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

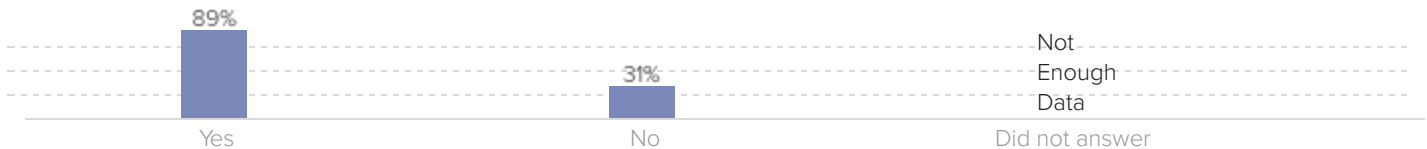
66%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School

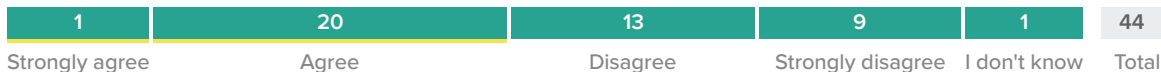


Q Teachers and support personnel receive ongoing support and coaching to improve their practice.

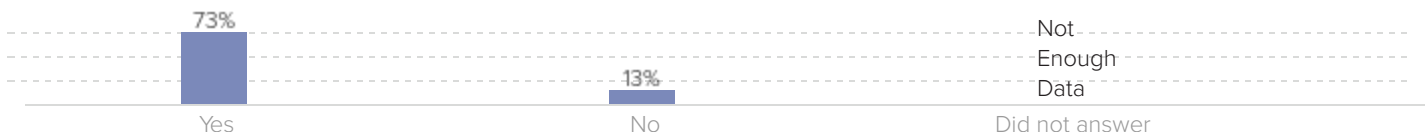
49%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



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).

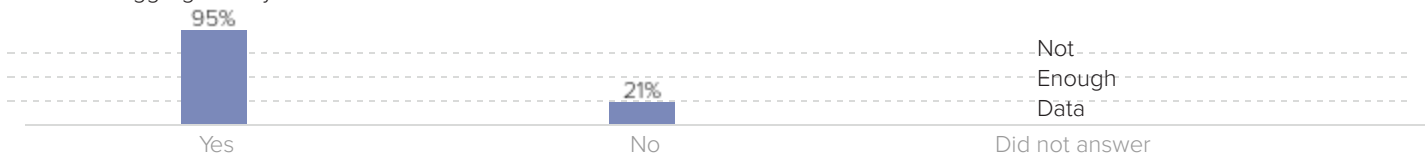
64%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



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

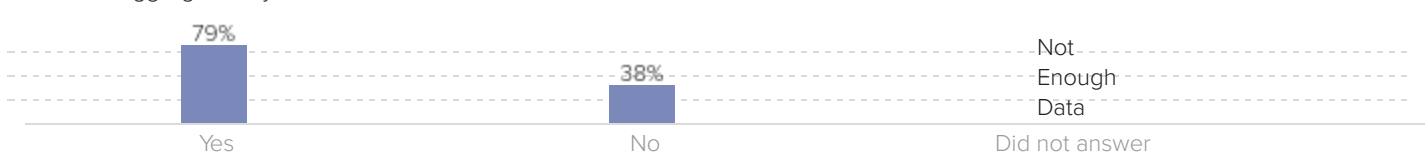
63%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



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

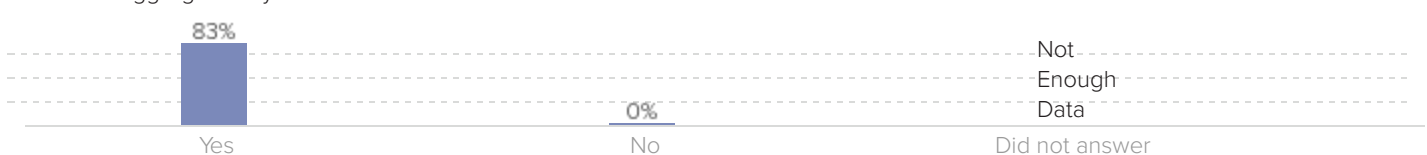
47%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



PD More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

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

89%

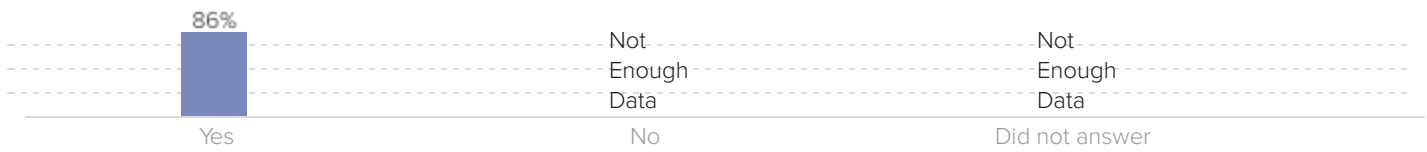
Colorado

84%

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



Q Support personnel are appropriately compensated for professional development.

25%

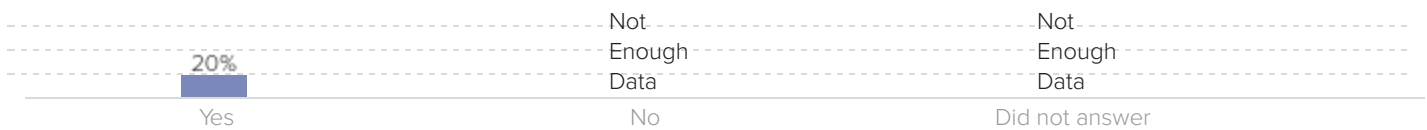
Colorado

61%

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



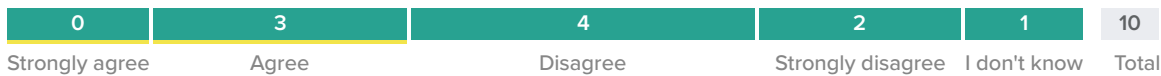
Q Support personnel feel that their employer invests in their career.

33%

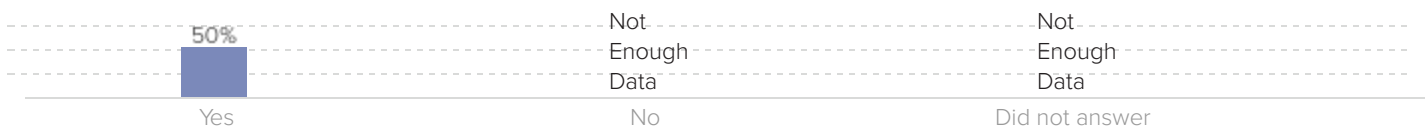
Colorado

63%

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



PD More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

77%

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

60%

Colorado

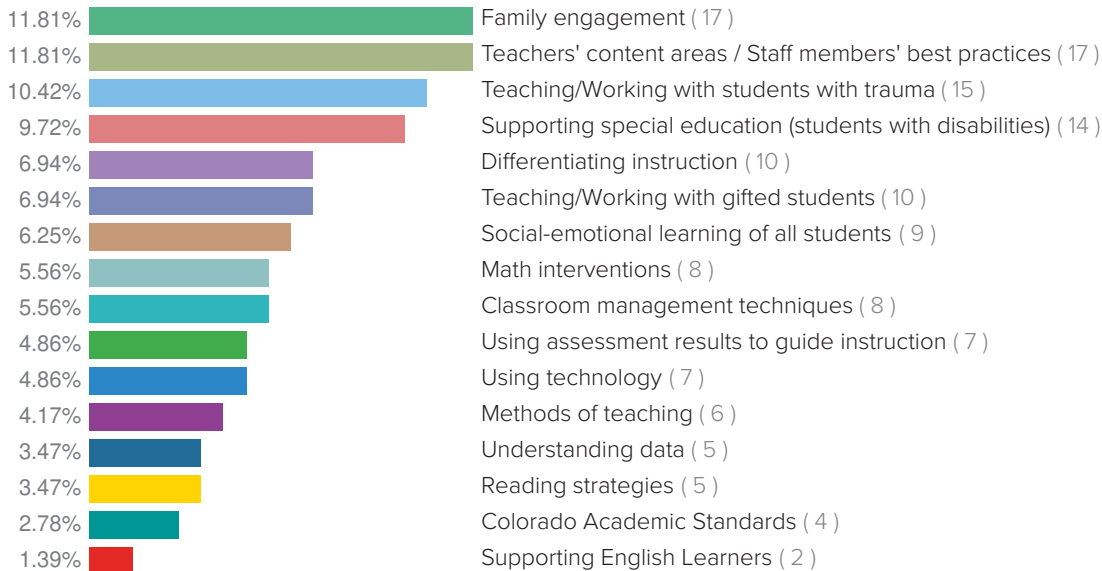
Distribution of responses



Results Disaggregated By: **Continue in Same Position at Current School**



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



RESULTS

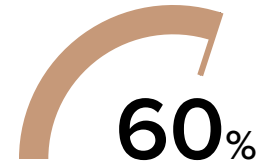
Item level results from your report



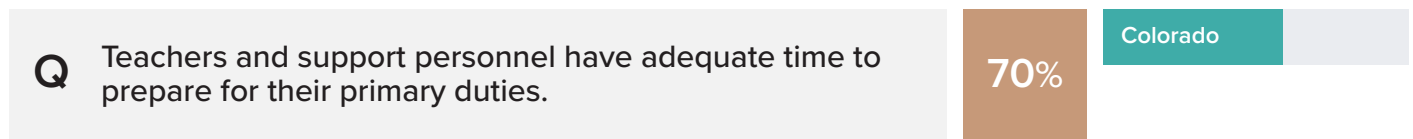
T Time

OVERALL FAVORABILITY

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



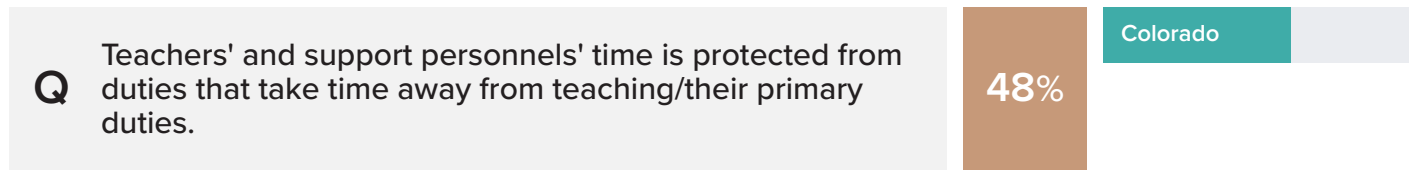
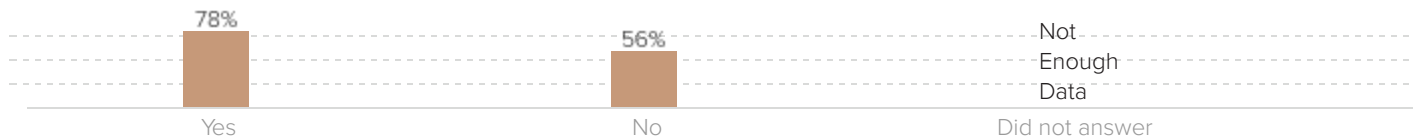
COMPARE RESULT



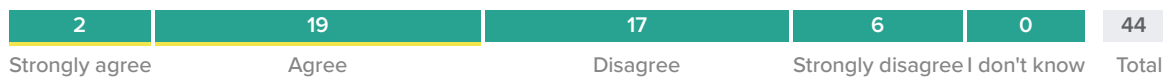
Distribution of responses



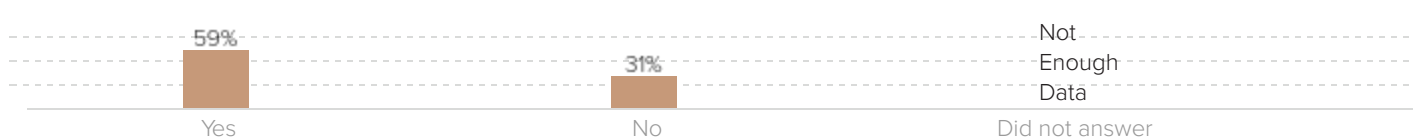
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



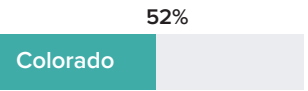
More Time results on next page

T Time (cont)

COMPARE RESULT

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

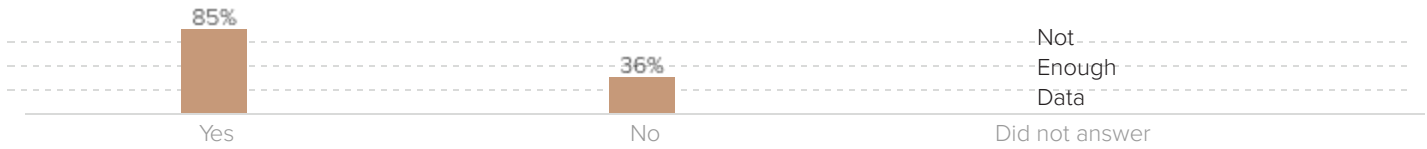
65%



Distribution of responses

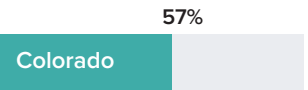


Results Disaggregated By: Continue in Same Position at Current School



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

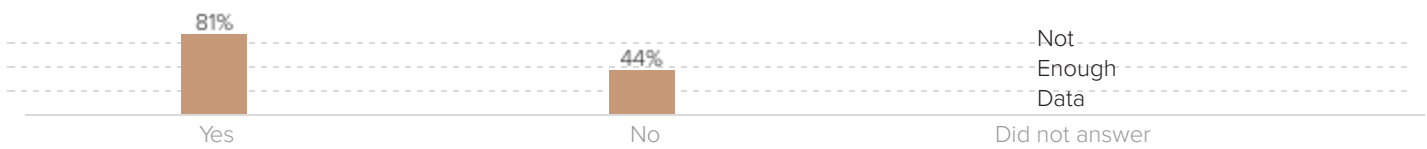
67%



Distribution of responses

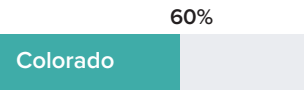


Results Disaggregated By: Continue in Same Position at Current School



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

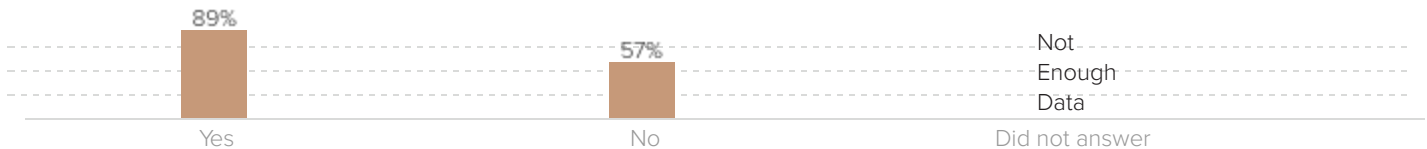
75%



Distribution of responses



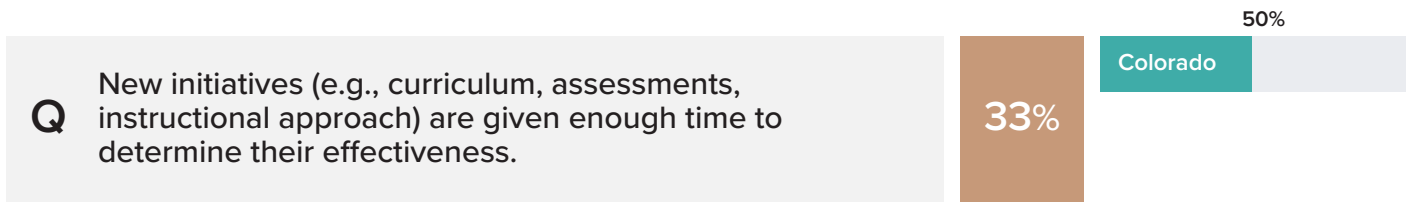
Results Disaggregated By: Continue in Same Position at Current School



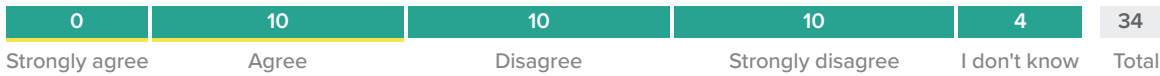
T More Time results on next page

T Time (cont)

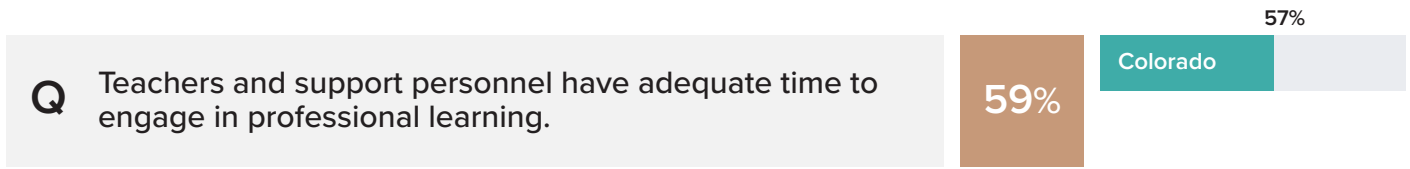
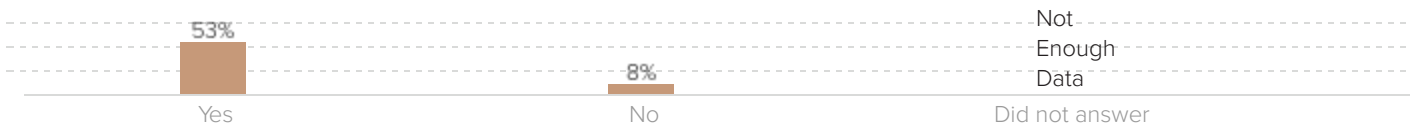
COMPARE RESULT



Distribution of responses



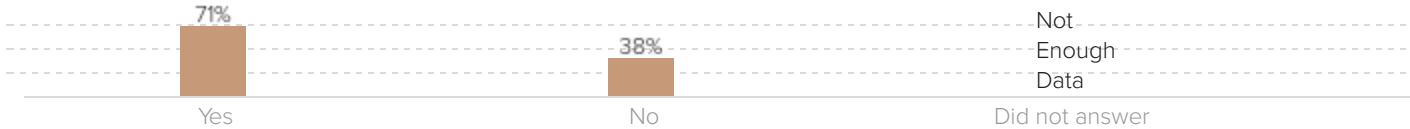
Results Disaggregated By: **Continue in Same Position at Current School**



Distribution of responses



Results Disaggregated By: **Continue in Same Position at Current School**



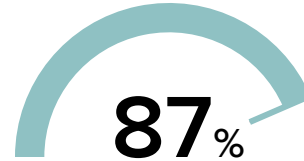
RESULTS

Item level results from your report



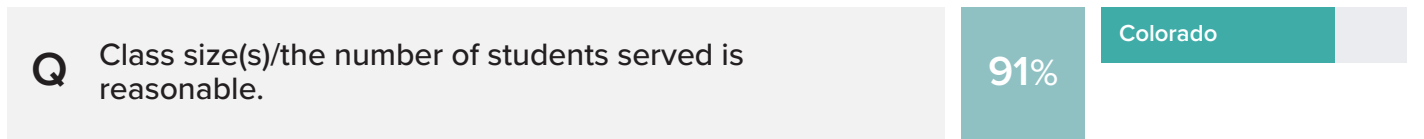
FR Facilities and Resources

OVERALL FAVORABILITY



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

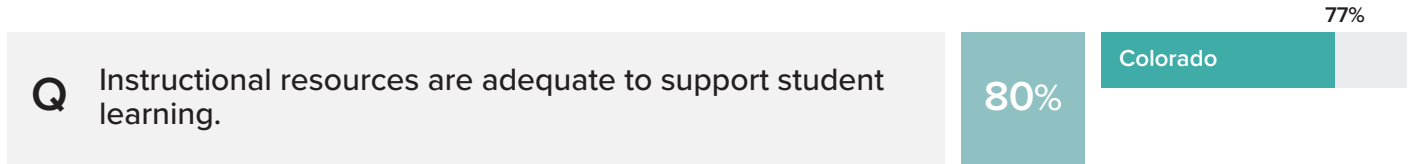
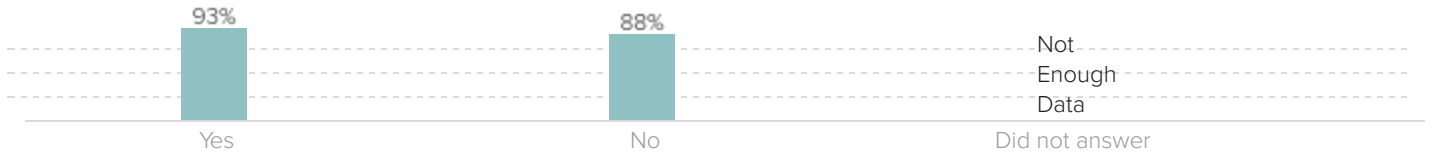
COMPARE RESULT



Distribution of responses



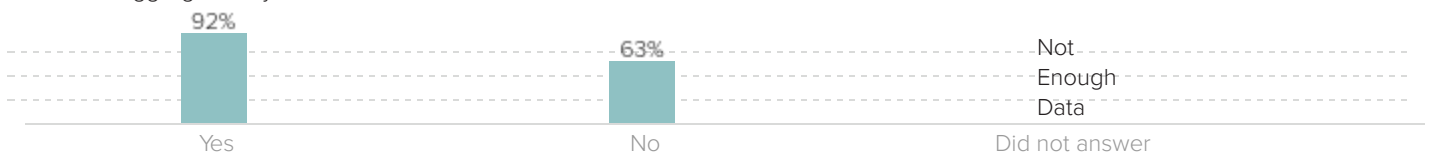
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



FR More Facilities and Resources results on next page

FR Facilities and Resources (cont)

COMPARE RESULT

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

89%

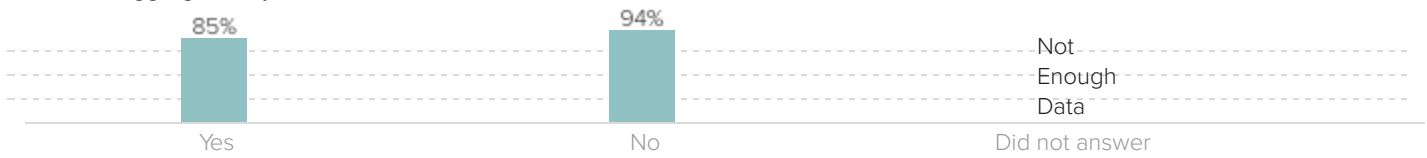
Colorado

86%

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



Q Our school is a safe place to work.

88%

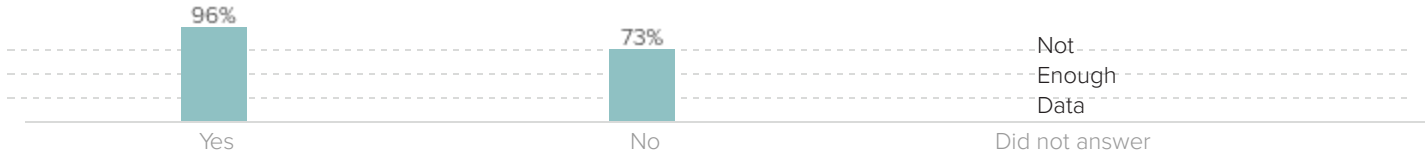
Colorado

92%

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



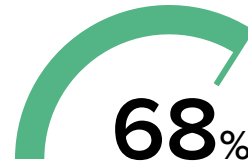
RESULTS

Item level results from your report



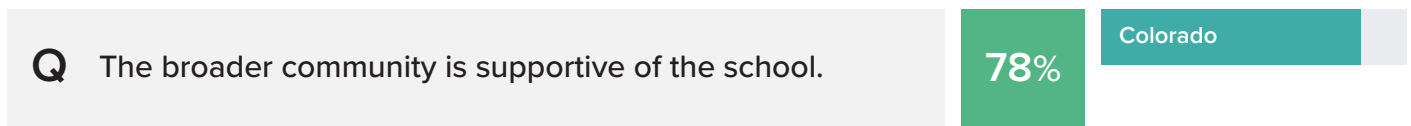
CI Community Support and Involvement

OVERALL FAVORABILITY



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

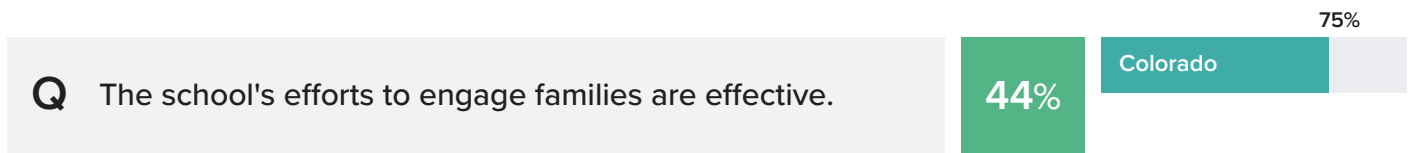
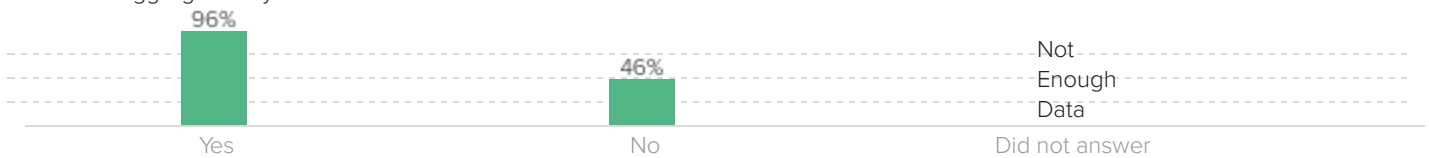
COMPARE RESULT



Distribution of responses



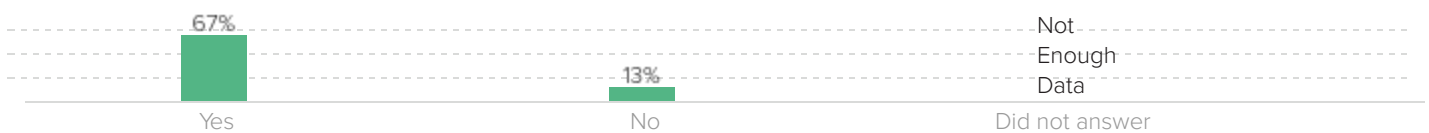
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



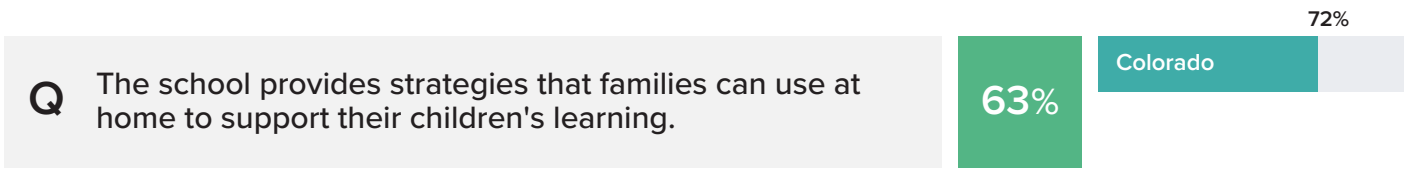
Results Disaggregated By: Continue in Same Position at Current School



More Community Support and Involvement results on next page

CI Community Support and Involvement (cont)

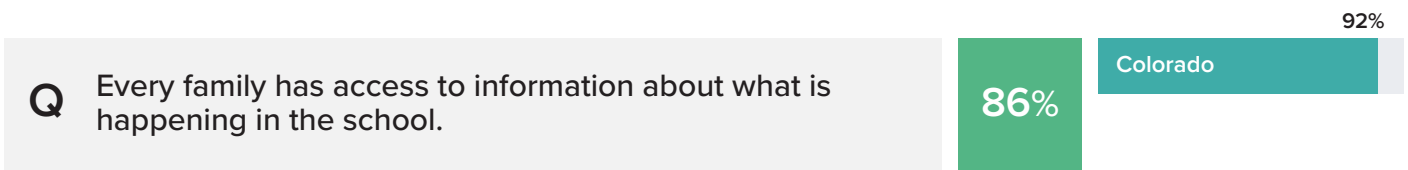
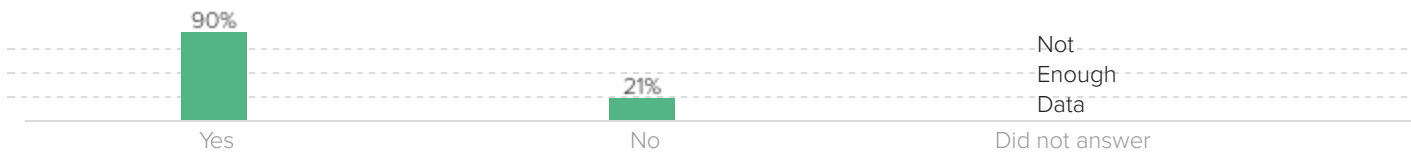
COMPARE RESULT



Distribution of responses



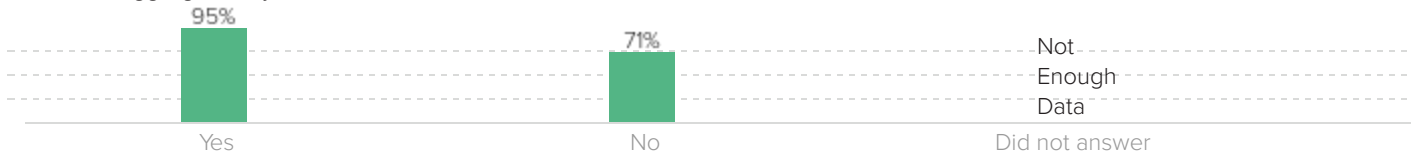
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



RESULTS

Item level results from your report



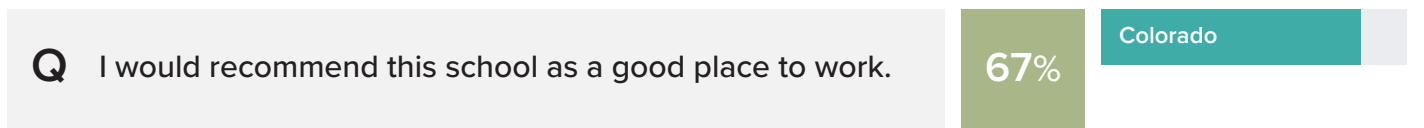
GR General Reflection

OVERALL FAVORABILITY



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

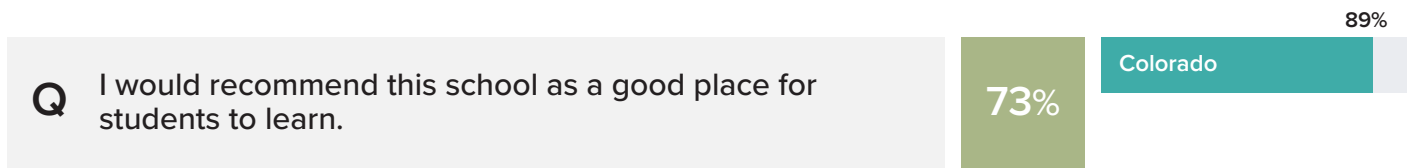
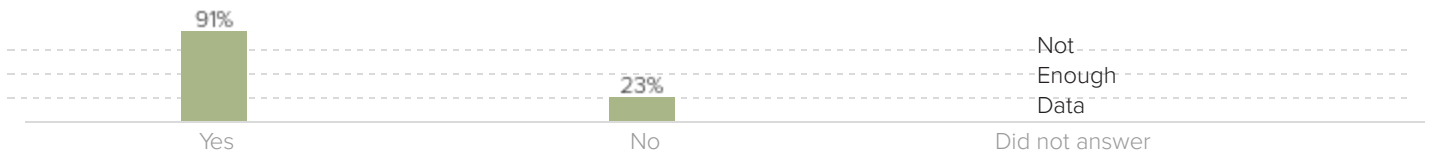
COMPARE RESULT



Distribution of responses



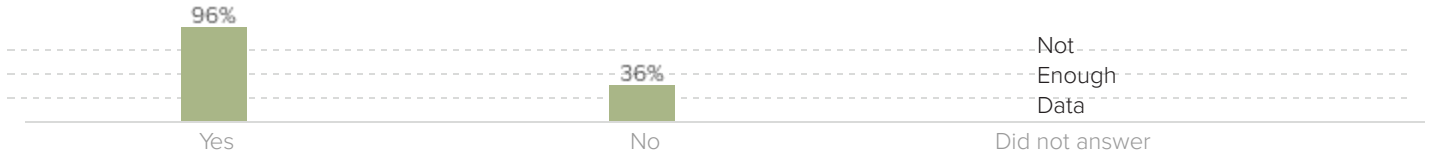
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



More General Reflection results on next page

GR General Reflection (cont)

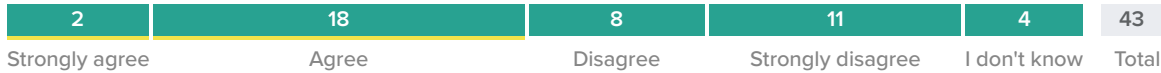
COMPARE RESULT

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

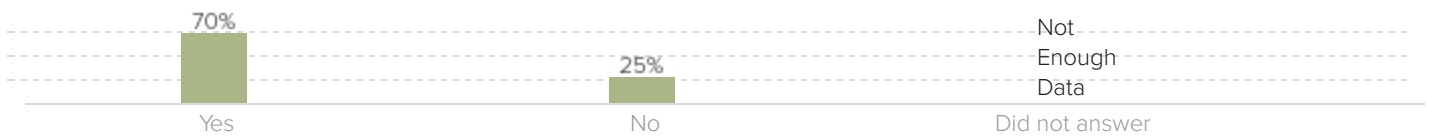
51%



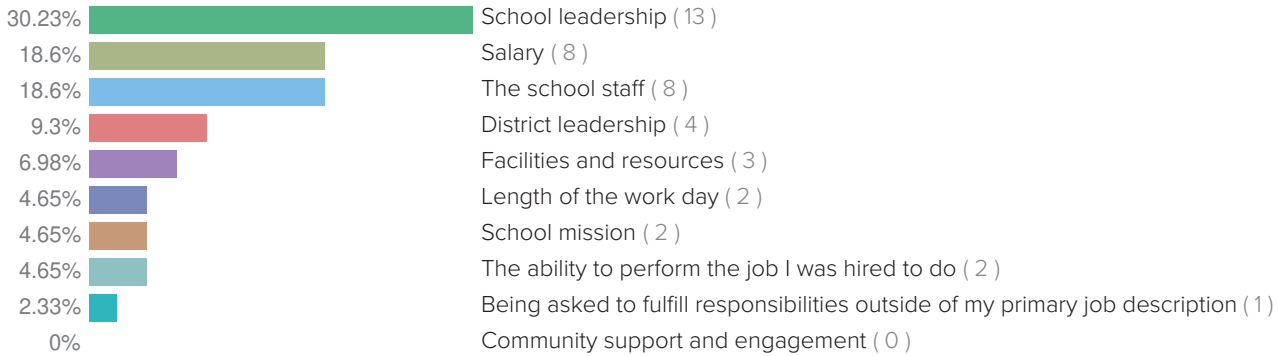
Distribution of responses



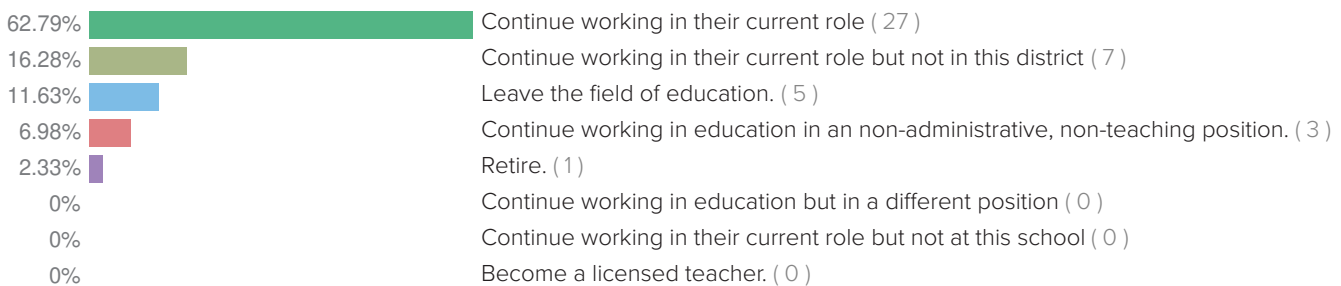
Results Disaggregated By: Continue in Same Position at Current School



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

[More District Supports results on next page](#)

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

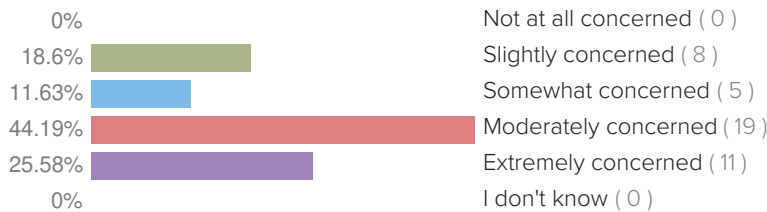


SC Student Challenges

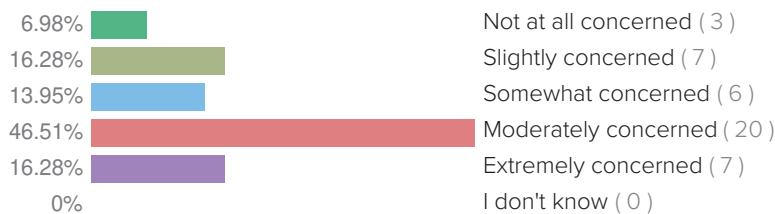
This section focuses on concerns regarding pandemic impacts on students during the current school year.

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

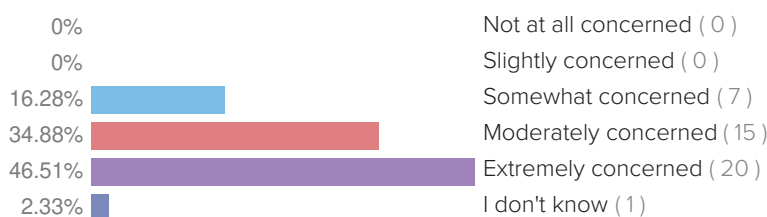
Q Decrease in student emotional well-being (health, happiness, and comfort).



Q Social isolation.



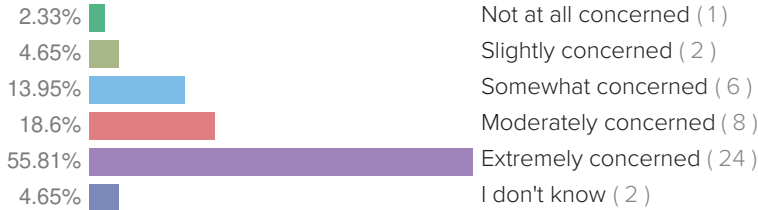
Q Increases in learning gaps.



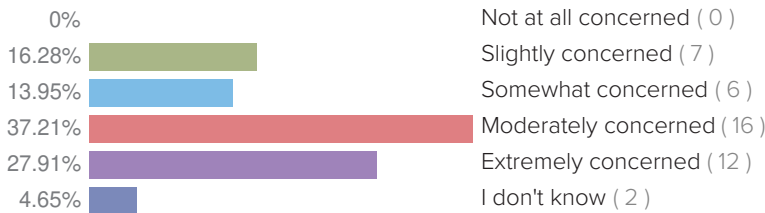
SC More Student Challenges results on next page

SC Student Challenges (cont)

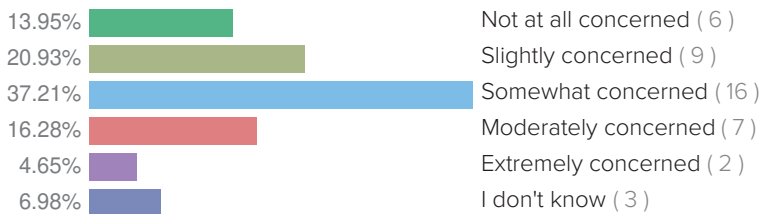
Q Insufficient home learning support.



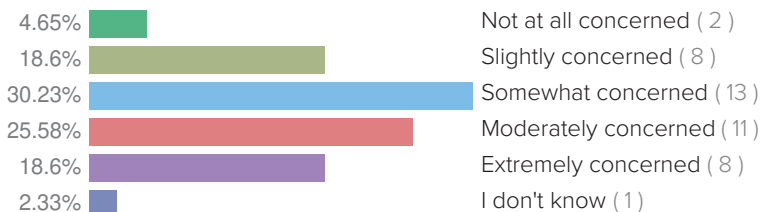
Q Student worries about their family's health, safety or economic security.



Q Student stress about assessment and grading.



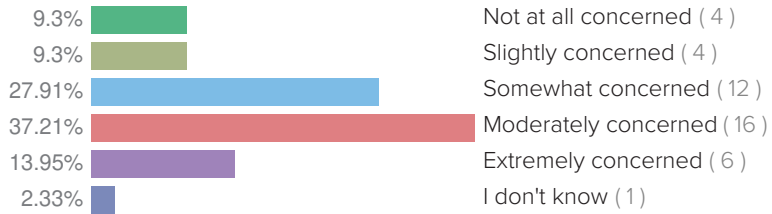
Q Lack of access to basic needs (e.g., food, shelter, safety).



SC More Student Challenges results on next page

SC Student Challenges (cont)

Q Lack of access to technology/internet.



RESULTS

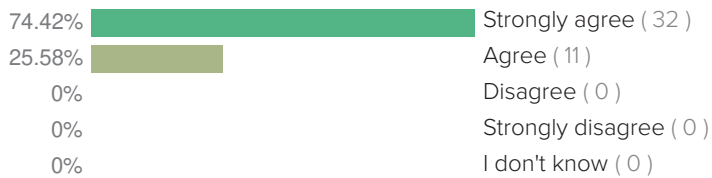
Item level results from your report



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.



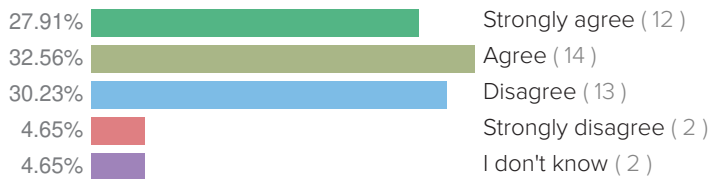
[More Support for Student Wellbeing results on next page](#)

SW Support for Student Wellbeing (cont)

Q I feel comfortable discussing mental health with my students.



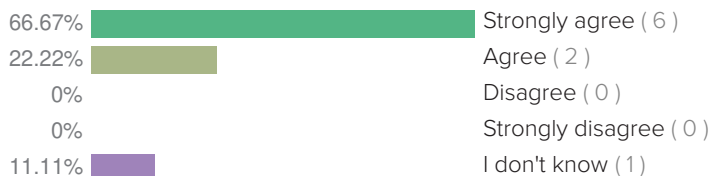
Q I feel comfortable discussing suicide with students.



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.



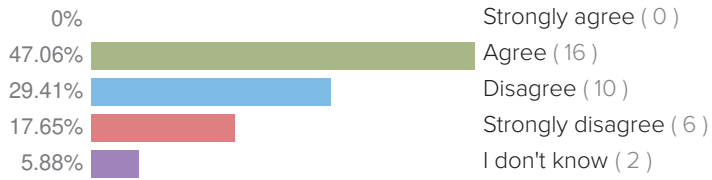
Q Our school's system of support for students help students get the social-emotional support they need.



[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

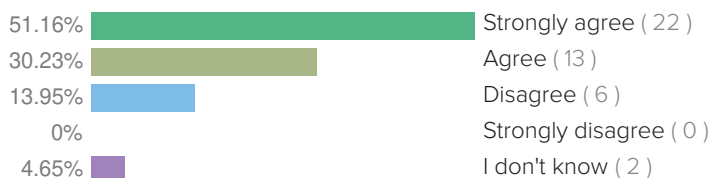


PJ Pandemic Impact on Teaching / Job

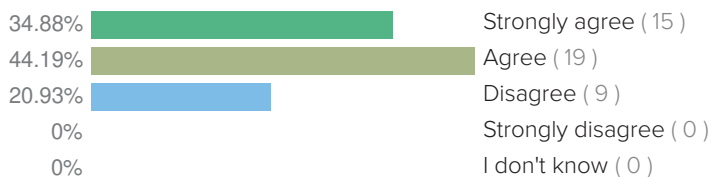
This section focuses on pandemic impacts on staff during the current year.

THE PANDEMIC NEGATIVELY AFFECTED THE FOLLOWING ASPECTS OF MY JOB:

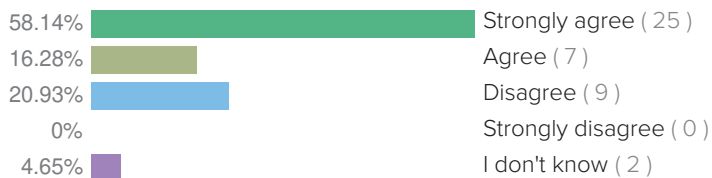
Q Managing distance/online teaching.



Q Predictable daily routine.



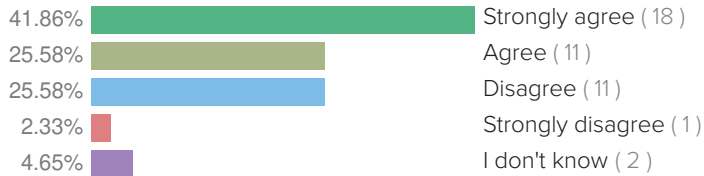
Q Having to teach/provide support online and in person at the same time.



More Pandemic Impact on Teaching / Job results on next page

PJ Pandemic Impact on Teaching / Job (cont)

Q Interactions with students' parents/guardians.



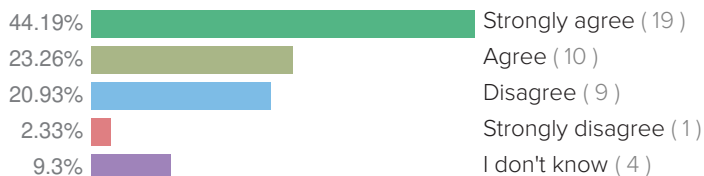
Q Student engagement.



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.

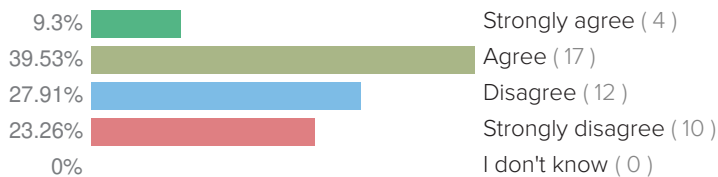
Q I am comfortable working in my school given the safety and health protocols currently in place.



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

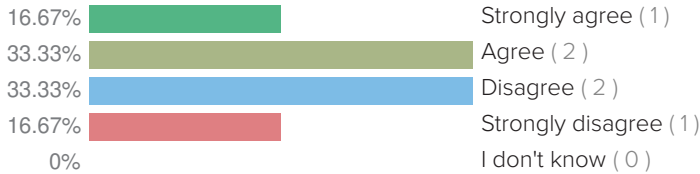
Item level results from your report



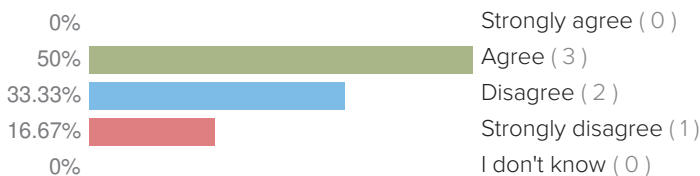
ES [ESP] Job Satisfaction

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.



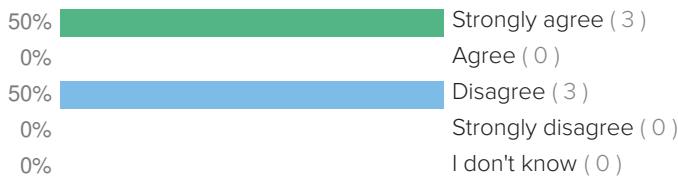
ES More [ESP] Job Satisfaction results on next page

ES [ESP] Job Satisfaction (cont)

Q My work schedule fits my personal needs.



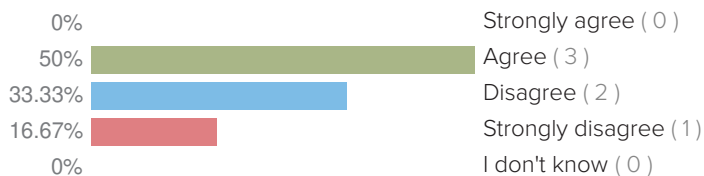
Q My work is very stressful.



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



Q I feel adequately compensated for my work.



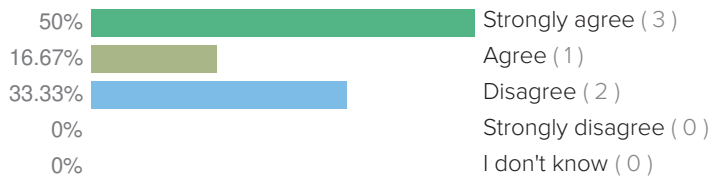
ES More [ESP] Job Satisfaction results on next page

ES [ESP] Job Satisfaction (cont)

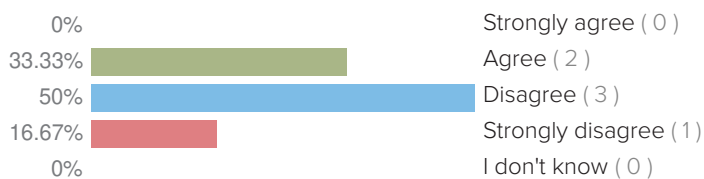
Q My work duties reflect my initial expectations of the role.



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



Q I have ways to advance my career in education.



RESULTS

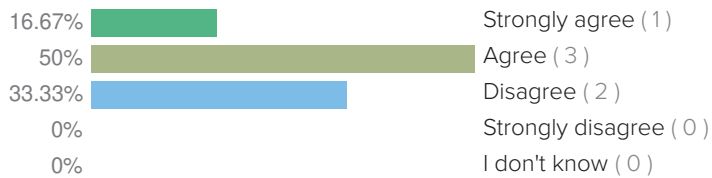
Item level results from your report



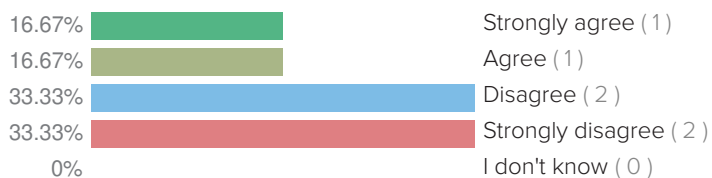
ER [ESP] Roles & Responsibilities

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

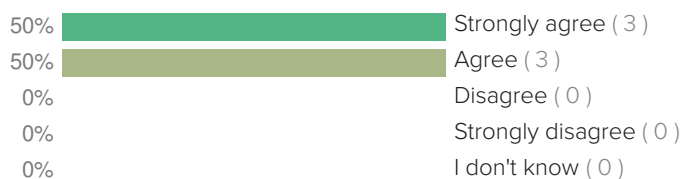
Q I am comfortable with the tasks I am asked to perform.



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



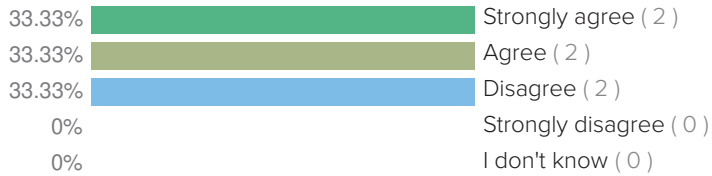
Q I know and understand my role.



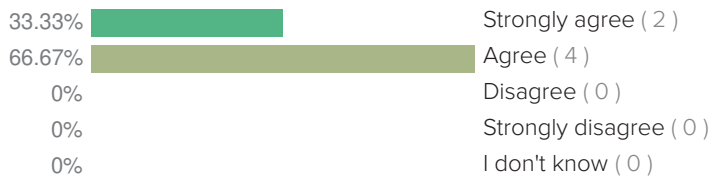
ER More [ESP] Roles & Responsibilities results on next page

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.

