

DISTRICT REPORT

Teaching & Learning Conditions Colorado Survey



Prepared for
Meeker RE-1

Number of respondents (#)
30

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HOW TO READ YOUR REPORT

How to get the most from your report



ABOUT YOUR REPORT

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

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

SURVEY DESIGN

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

SCORING AND REFERENCE DATA

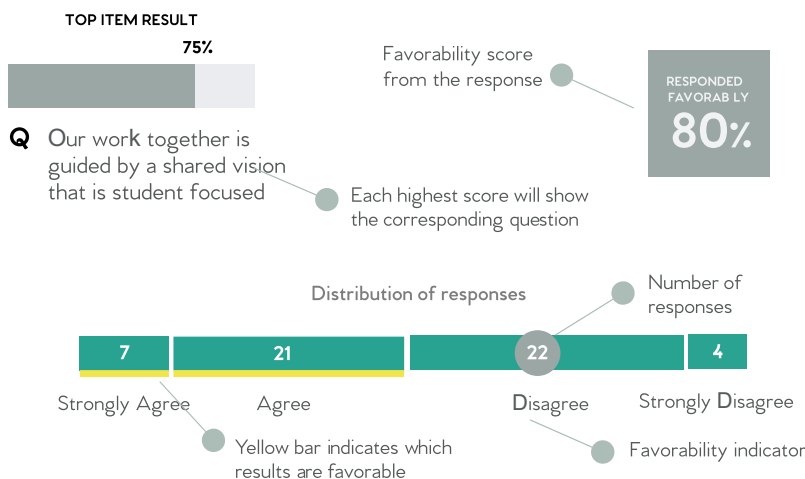
After responding to demographic questions, educators indicated one of four response options for each item on the survey. Scores in this report are percentages based on the proportion of students who replied "Agree" or "Strongly Agree." Responses to "I don't Know" do not affect favorability ratings. You 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



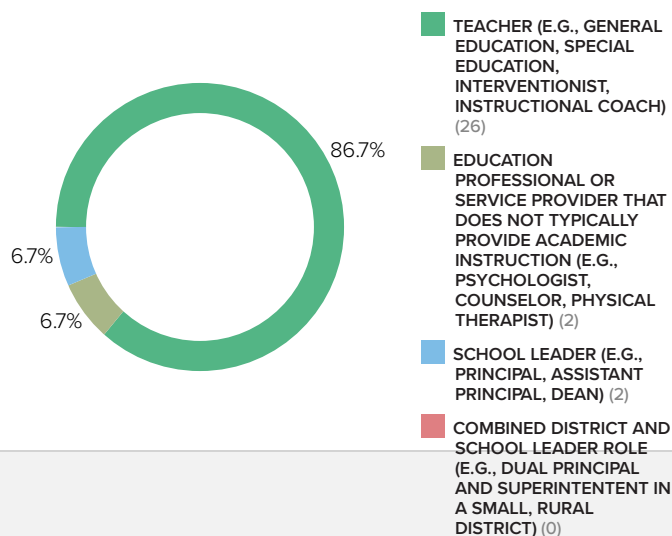
DEMOGRAPHICS

Who took the survey?

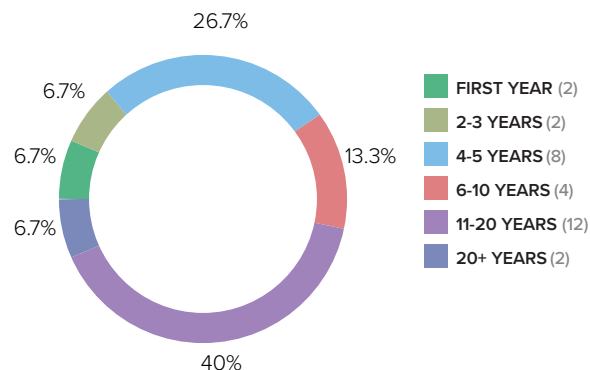
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

30 total respondents

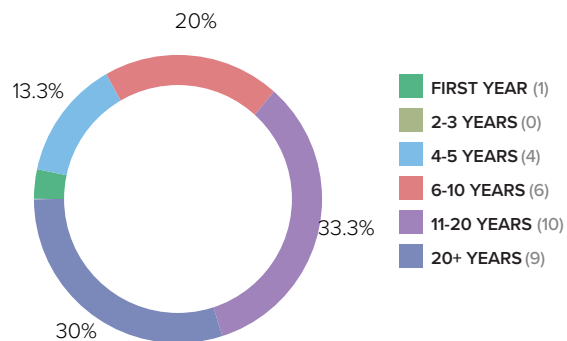
What is your current position at the school?



How many years have you worked at your present school in this position/role?



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

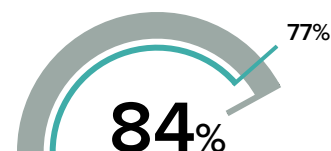


REPORT OVERVIEW

Your results at a glance



REPORT OVERALL FAVORABILITY



YOUR RESULTS

NQ

New Teacher Questions

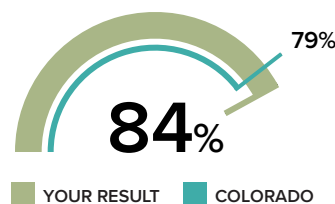
This construct did not receive the number of responses needed to appear in the results

SL

School Leadership

TOP ITEM RESULT

100%



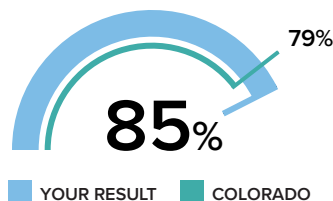
Q Our work together is guided by a shared vision that is student focused.

TL

Teacher Leadership

TOP ITEM RESULT

90%



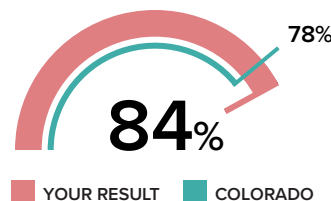
Q Teachers have leadership opportunities in this school.

MC

Managing Student Conduct

TOP ITEM RESULT

100%



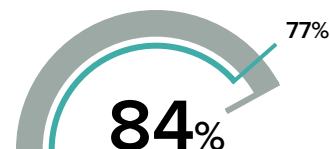
Q Students at this school have at least one adult on staff they can trust to support them with social, emotional, or personal...

REPORT OVERVIEW

Your results at a glance



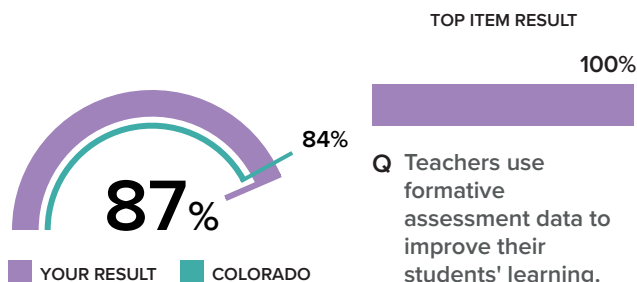
REPORT OVERALL FAVORABILITY



YOUR RESULTS

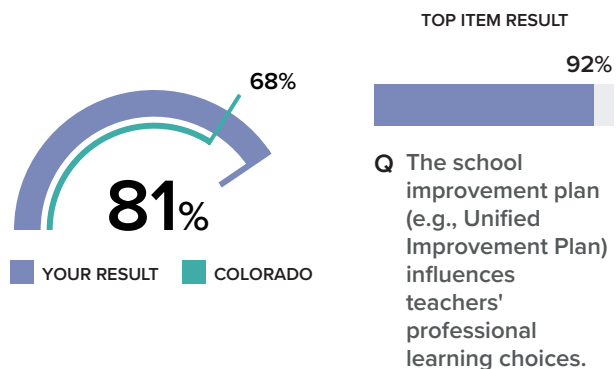
IS

Instructional Practices and Support



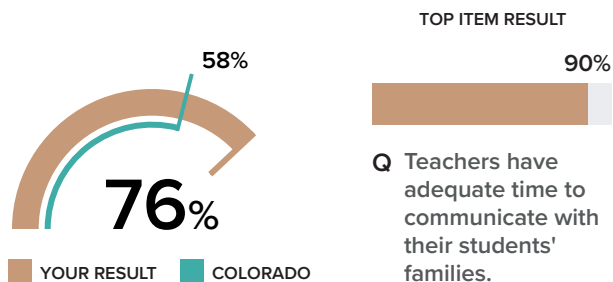
PD

Professional Development



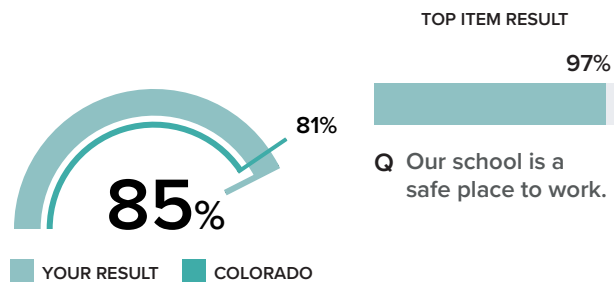
T

Time



FR

Facilities and Resources

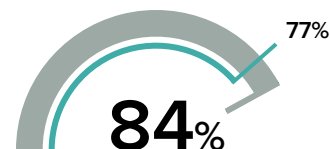


REPORT OVERVIEW

Your results at a glance



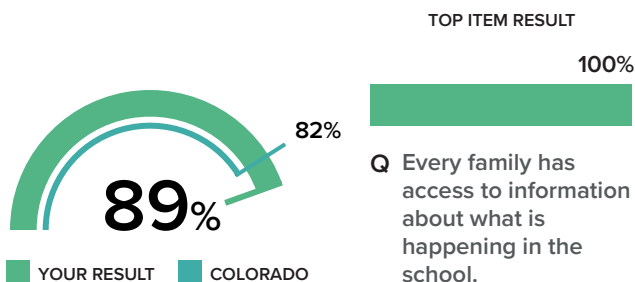
REPORT OVERALL FAVORABILITY



YOUR RESULTS

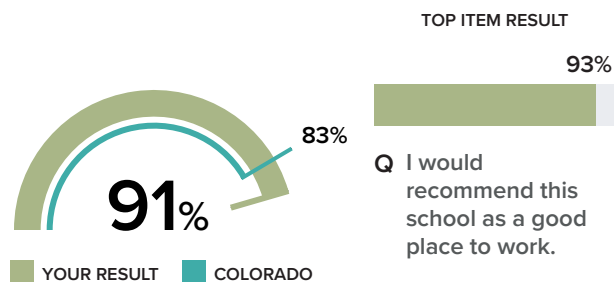
CI

Community Support and Involvement



OR

Overall Reflection



DS

District Supports

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

HISTORICAL RESULTS

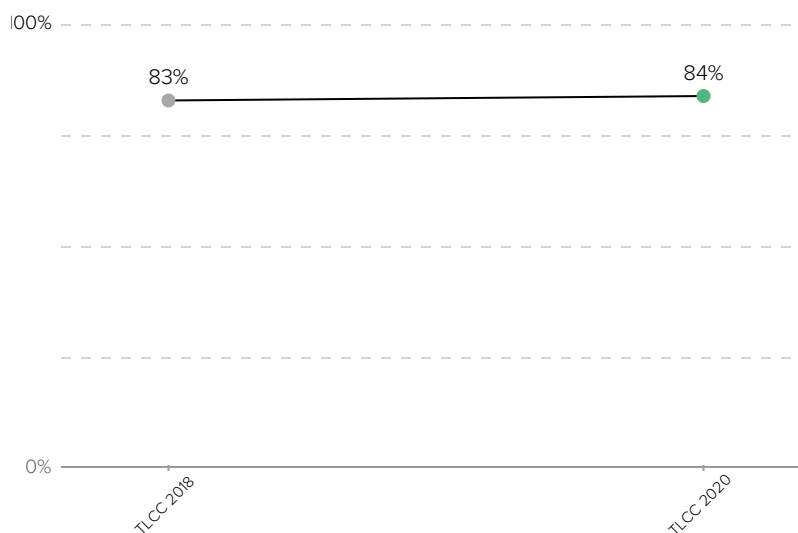
Measuring your growth

The following graphics display your results compared to your previous survey results.

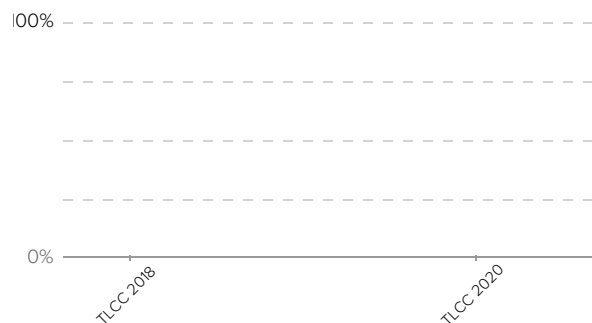
REPORT OVERALL

84%

▲ 1.0 point(s) higher than TLCC 2018 results



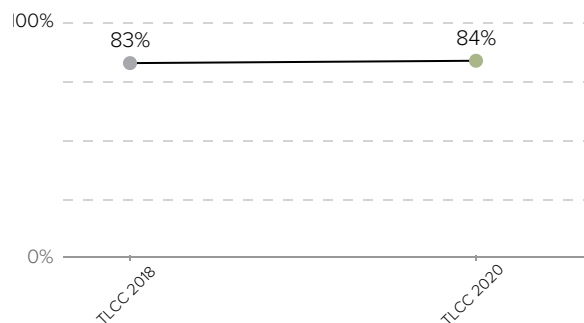
NQ New Teacher Questions



N/A

Score is not available for this administration

SL School Leadership



84%

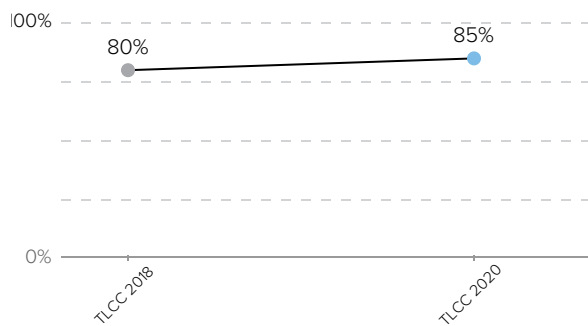
▲ 1.0 point(s) higher than TLCC 2018 results

HISTORICAL RESULTS

Measuring your growth

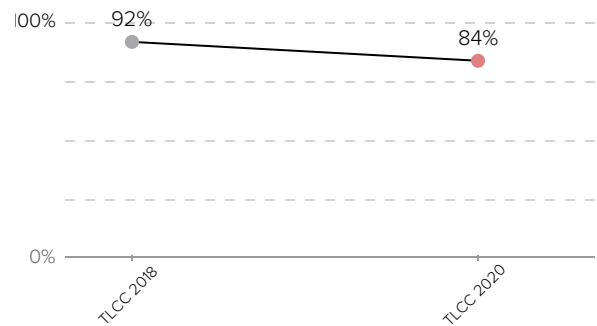
The following graphics display your results compared to your previous survey results.

TL Teacher Leadership



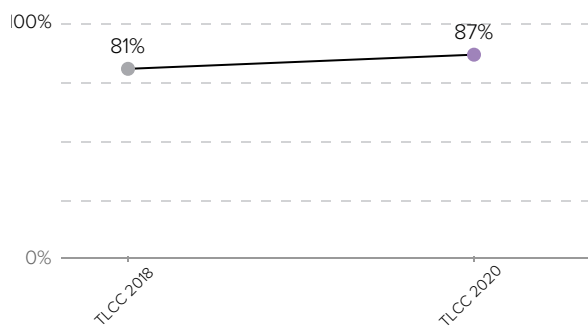
85% ▲ 5.0 point(s) higher than TLCC 2018 results

MC Managing Student Conduct



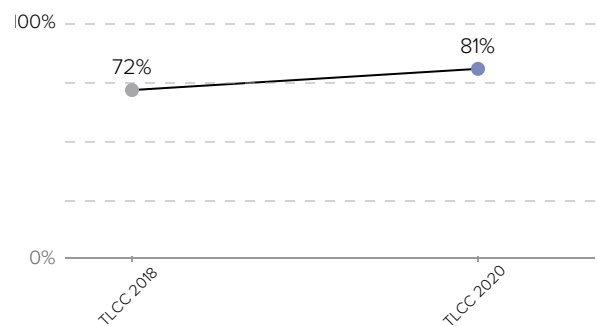
84% ▼ 8.0 point(s) lower than TLCC 2018 results

IS Instructional Practices and Support



87% ▲ 6.0 point(s) higher than TLCC 2018 results

PD Professional Development



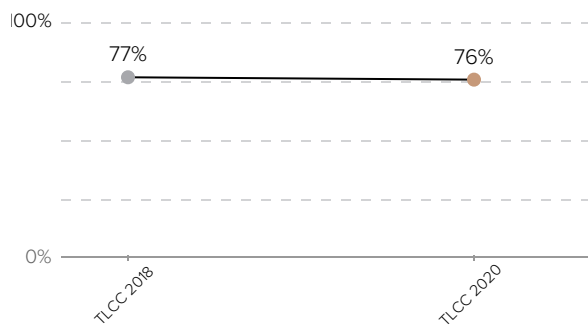
81% ▲ 9.0 point(s) higher than TLCC 2018 results

HISTORICAL RESULTS

Measuring your growth

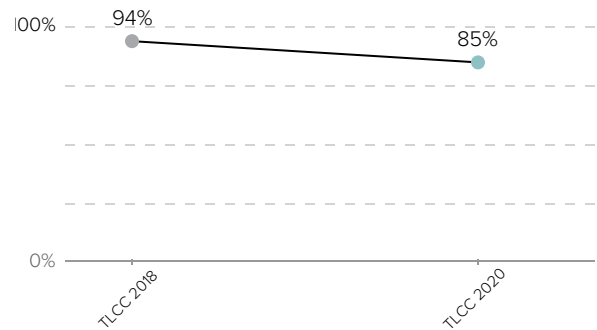
The following graphics display your results compared to your previous survey results.

T Time



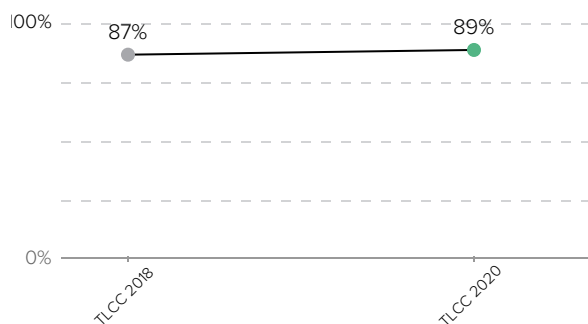
76% ▼ 1.0 point(s) lower than TLCC 2018 results

FR Facilities and Resources



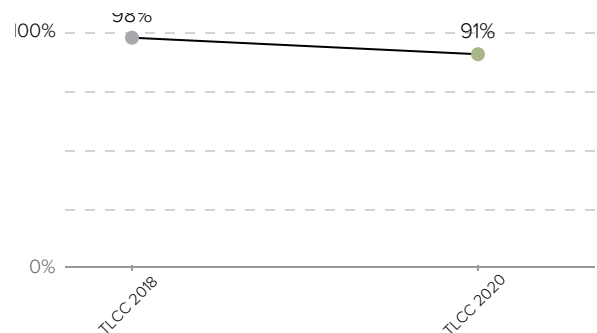
85% ▼ 9.0 point(s) lower than TLCC 2018 results

CI Community Support and Involvement



89% ▲ 2.0 point(s) higher than TLCC 2018 results

OR Overall Reflection

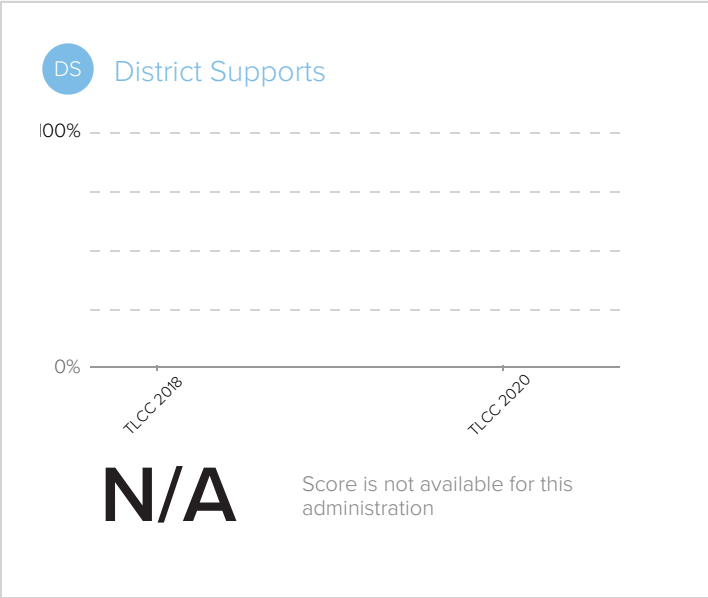


91% ▼ 7.0 point(s) lower than TLCC 2018 results

HISTORICAL RESULTS

Measuring your growth

The following graphics display your results compared to your previous survey results.



RESULTS

Item level results from your report



NQ New Teacher Questions

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

COMPARE RESULT

Q To what extent do you meet with your mentor teacher 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 at this school?

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

Q Have you received any new teacher supports at this school?

Distribution of responses



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

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

NQ More New Teacher Questions results on next page

NQ New Teacher Questions (cont)

COMPARE RESULT

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

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

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

Q Instructional and classroom support (e.g., ideas, resources, advice on instruction and planning)

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

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

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

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

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

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

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

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

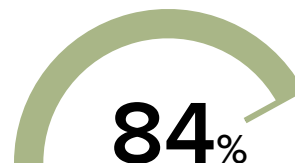
Item level results from your report



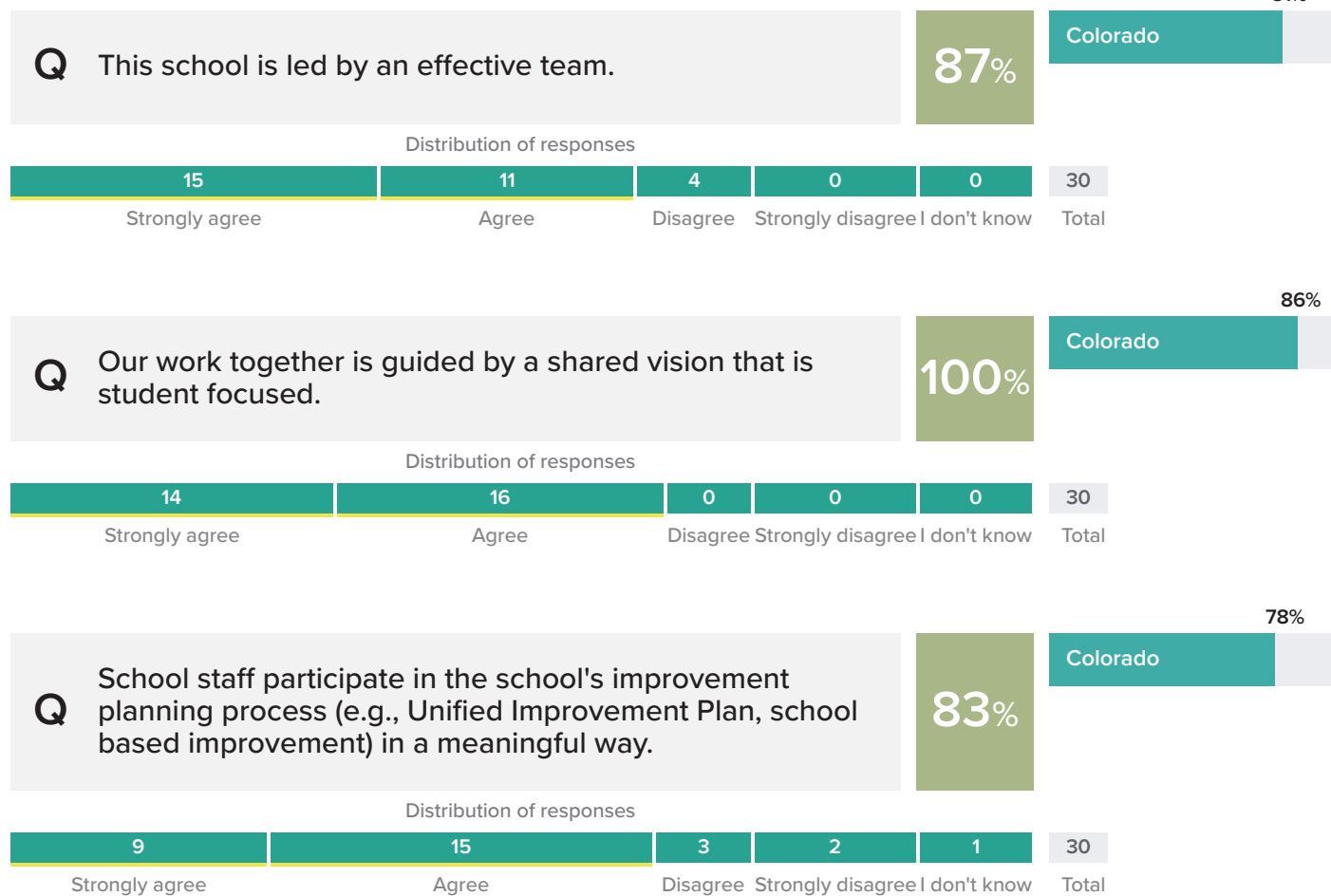
SL School Leadership

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



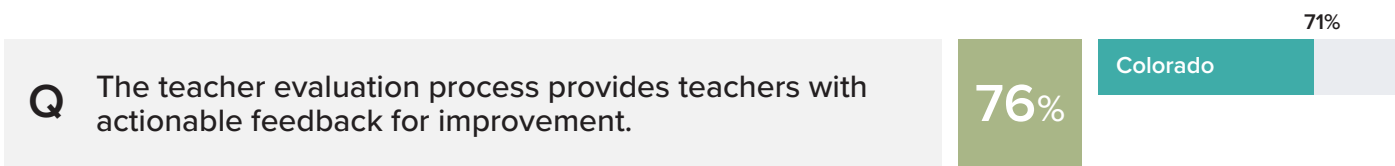
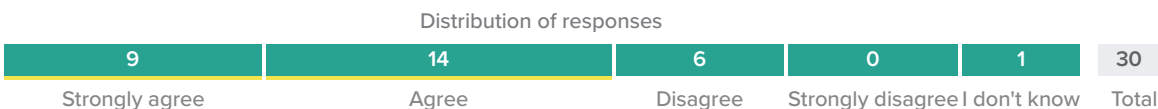
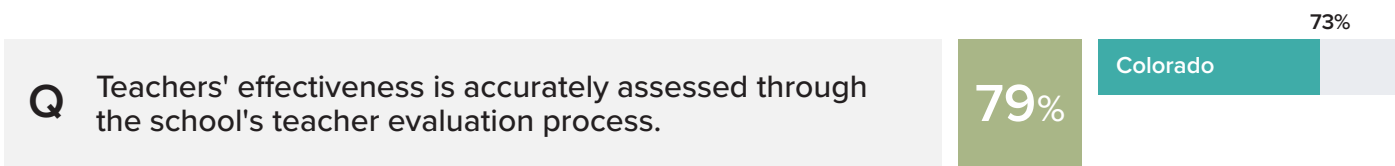
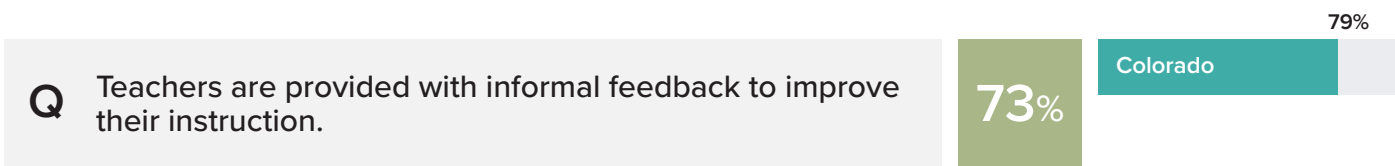
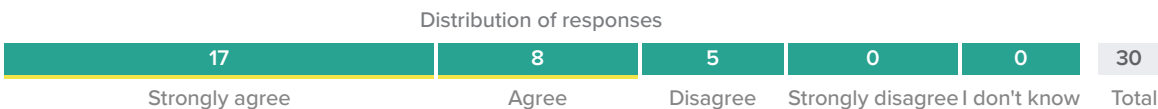
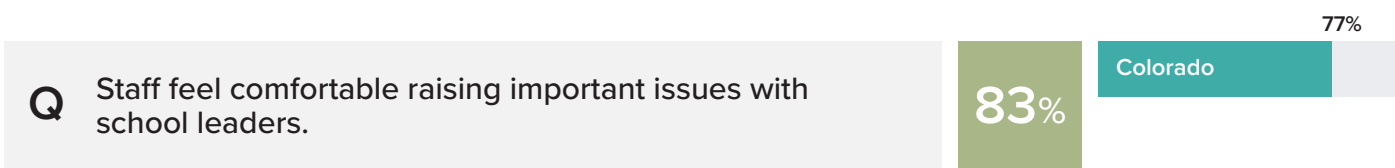
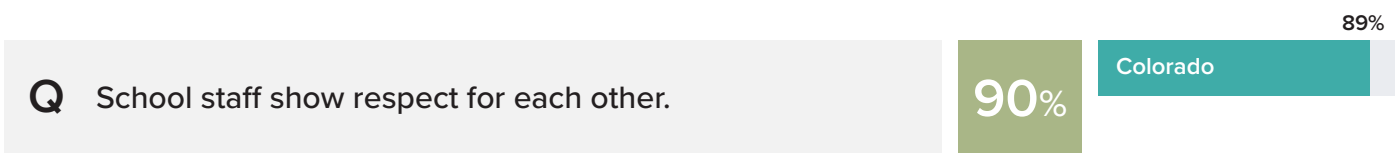
COMPARE RESULT



More School Leadership results on next page

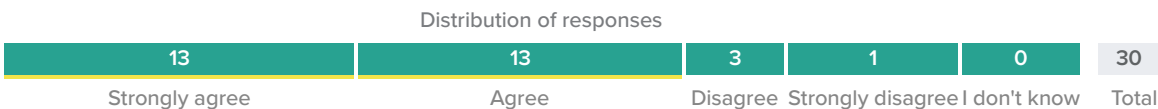
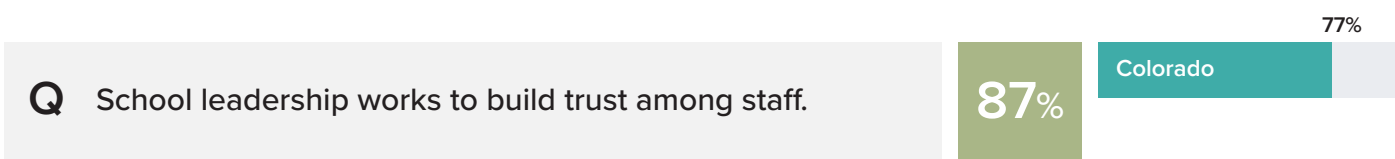
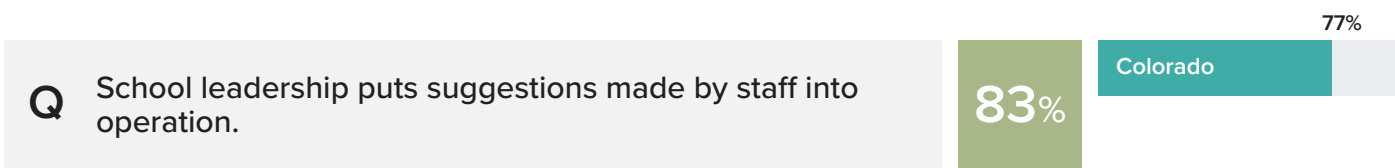
SL School Leadership (cont)

COMPARE RESULT



SL School Leadership (cont)

COMPARE RESULT



RESULTS

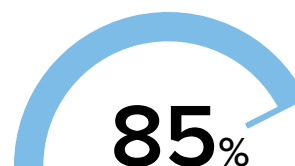
Item level results from your report



TL Teacher Leadership

This area focuses on the role of teachers as leaders within the school and the level of influence that teachers hold.

OVERALL FAVORABILITY



COMPARE RESULT

83%

Colorado

Q Teachers' professional expertise is valued.

90%

Distribution of responses



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

79%

Distribution of responses



Q Teachers have leadership opportunities in this school.

90%

Distribution of responses



More Teacher Leadership results on next page

TL Teacher Leadership (cont)

COMPARE RESULT



RESULTS

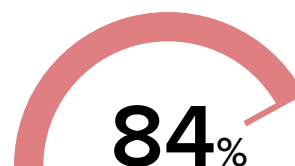
Item level results from your report



MC Managing Student Conduct

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

OVERALL FAVORABILITY



COMPARE RESULT

80%

Colorado

83%

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

Distribution of responses



67%

Colorado

80%

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

Distribution of responses



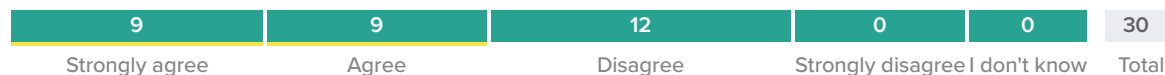
53%

Colorado

60%

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

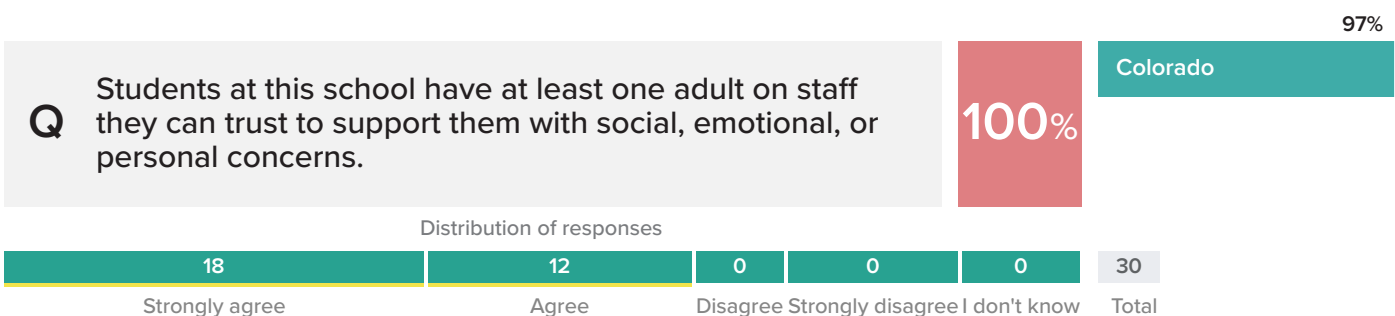
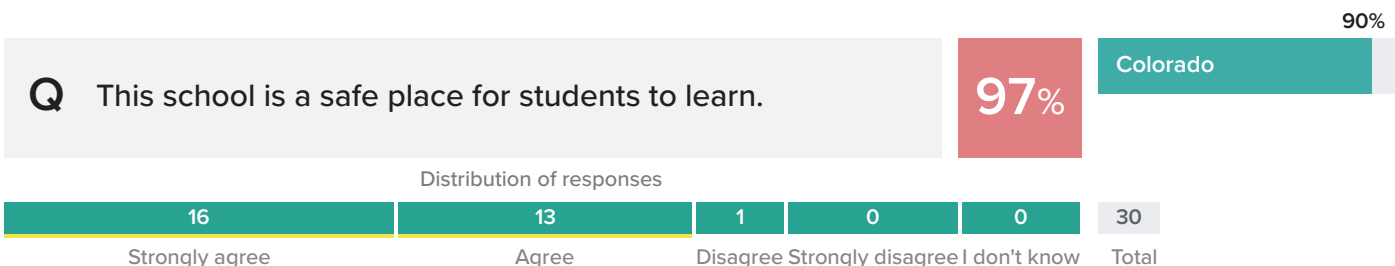
Distribution of responses



MC More Managing Student Conduct results on next page

MC Managing Student Conduct (cont)

COMPARE RESULT



RESULTS

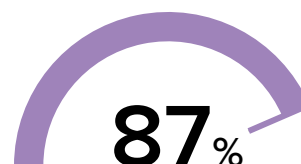
Item level results from your report



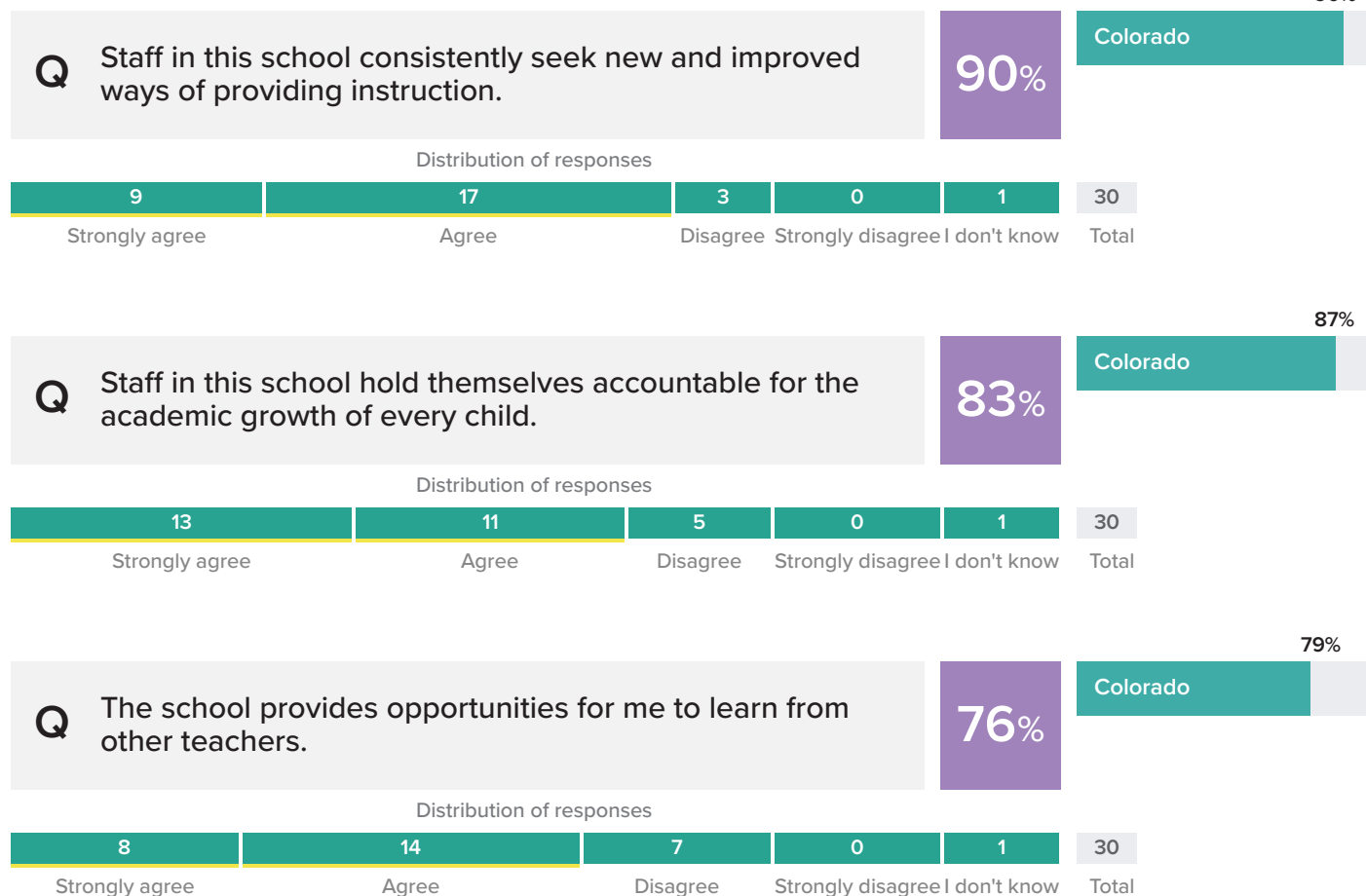
IS Instructional Practices and Support

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

OVERALL FAVORABILITY



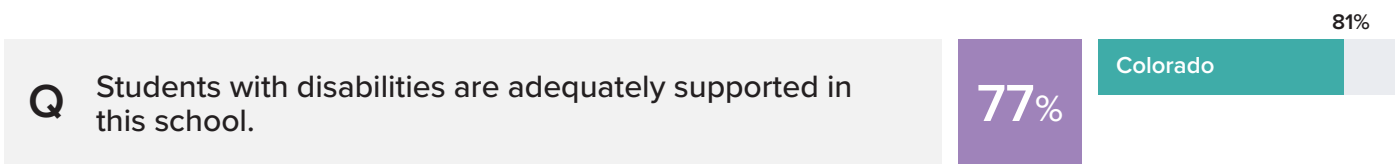
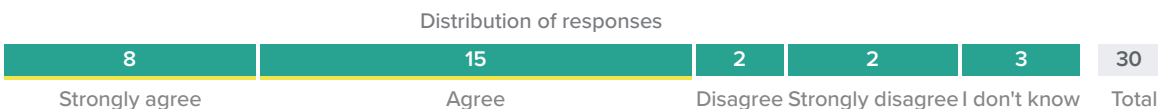
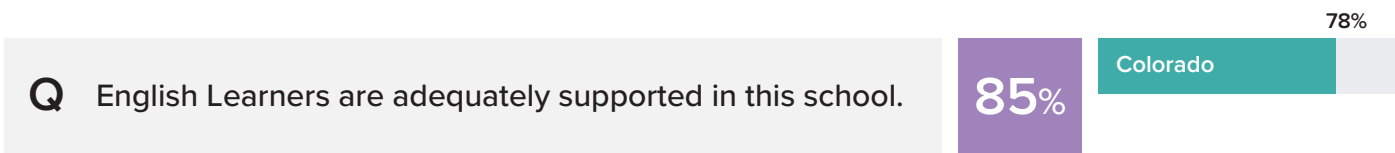
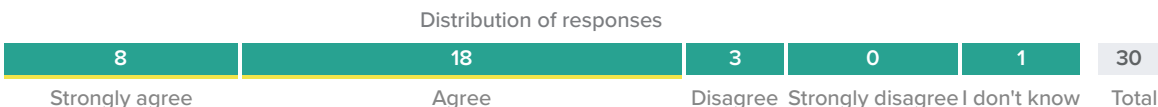
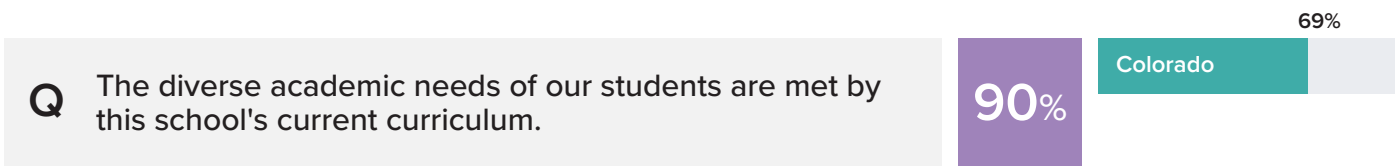
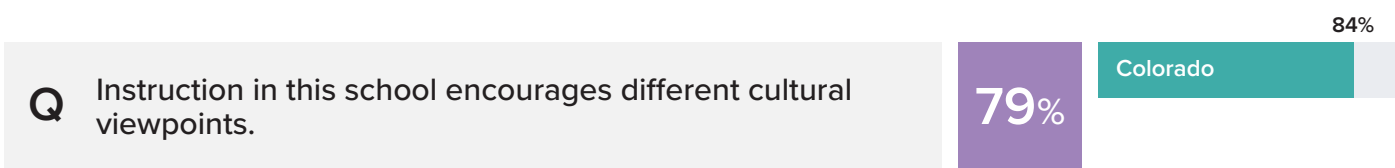
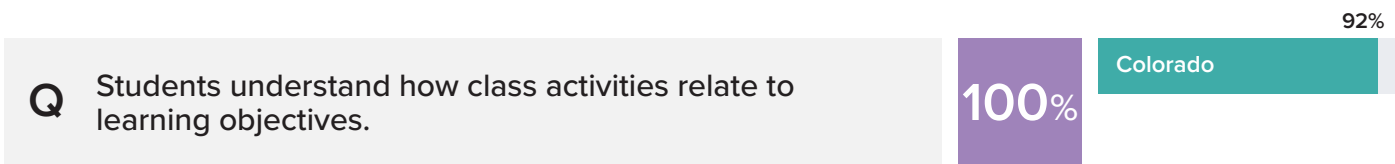
COMPARE RESULT



More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

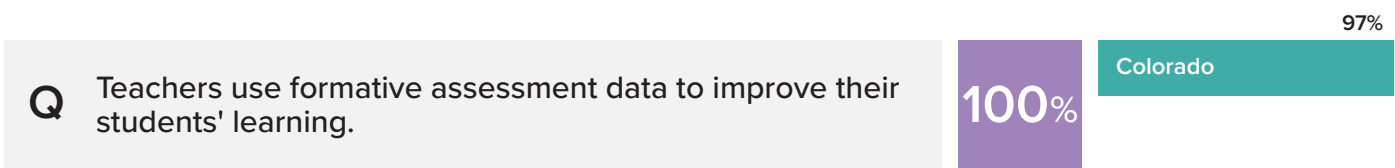
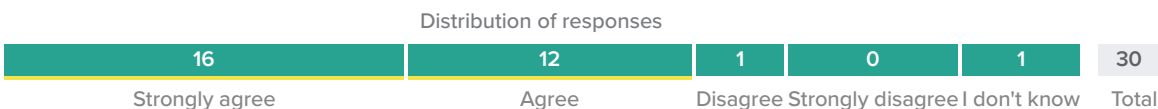
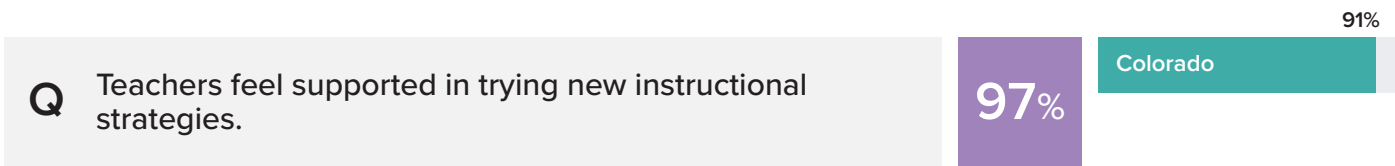
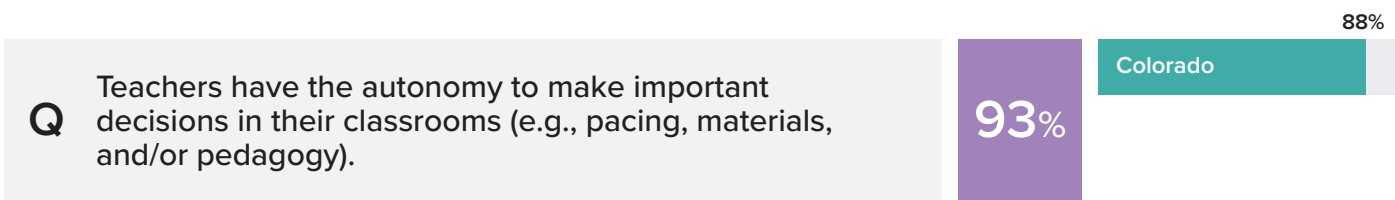
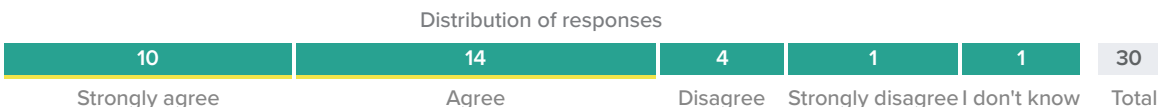
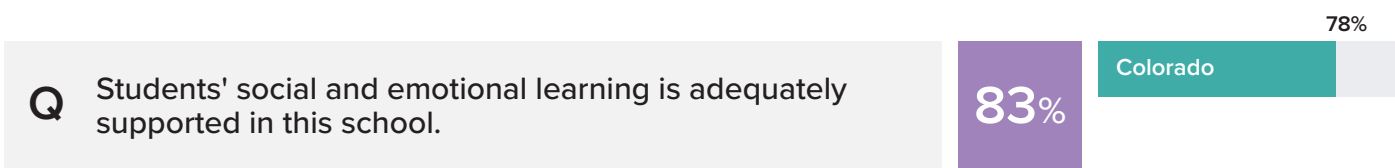
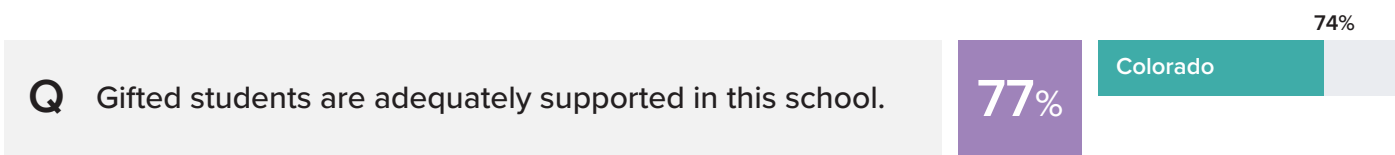
COMPARE RESULT



IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

COMPARE RESULT



RESULTS

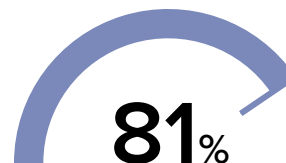
Item level results from your report



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

74%

Colorado

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

92%

Distribution of responses



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

75%

Distribution of responses



Q The effectiveness of professional development is assessed regularly.

79%

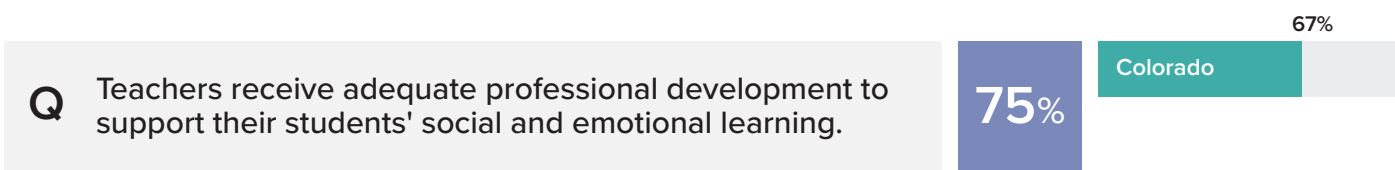
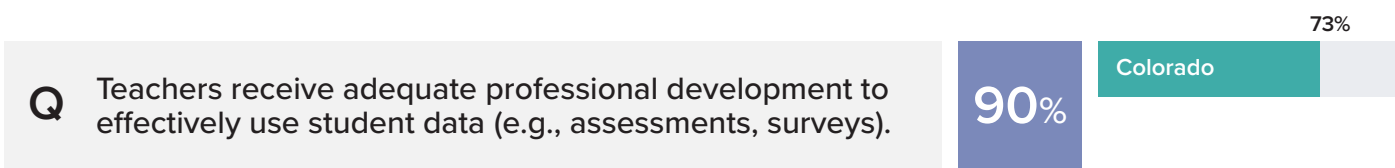
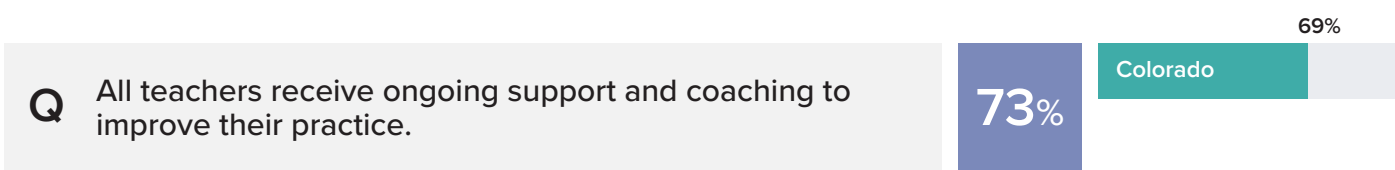
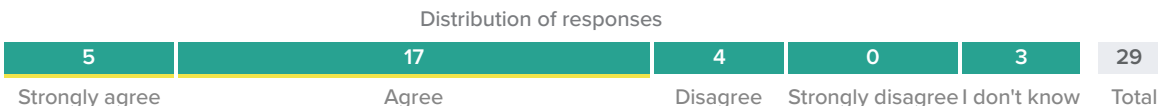
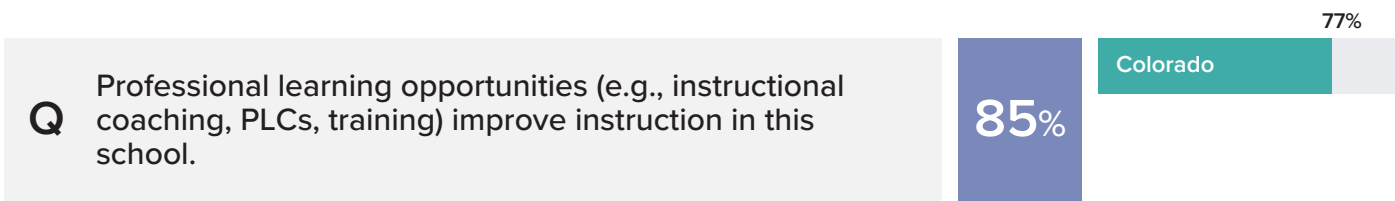
Distribution of responses



More Professional Development results on next page

PD Professional Development (cont)

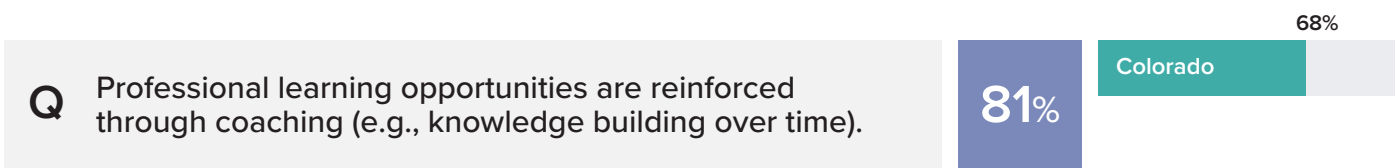
COMPARE RESULT



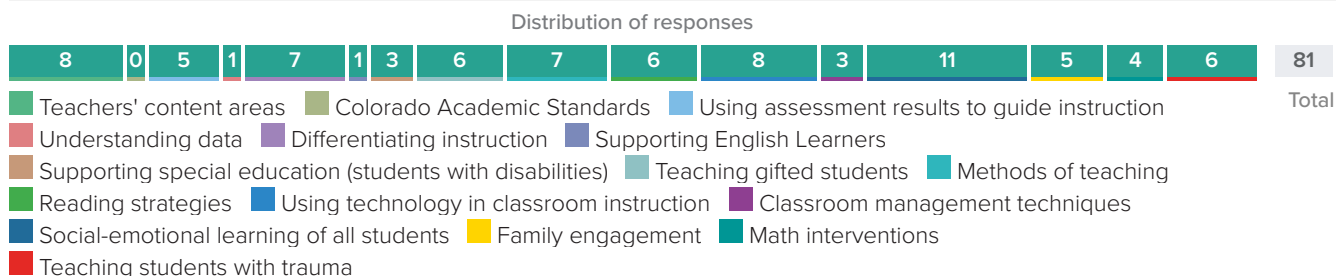
[More Professional Development results on next page](#)

PD Professional Development (cont)

COMPARE RESULT



Q Which of the following would be most beneficial for teachers in this school to learn more about?



RESULTS

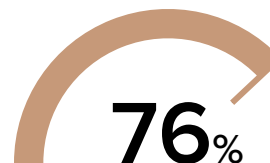
Item level results from your report



T Time

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

OVERALL FAVORABILITY



COMPARE RESULT

57%

Colorado

69%

Q Teachers have adequate time to prepare for instruction.

Distribution of responses



63%

Colorado

73%

Q Teachers' time is protected from duties that take time away from teaching.

Distribution of responses



55%

Colorado

80%

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

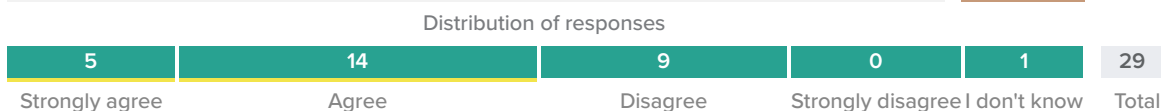
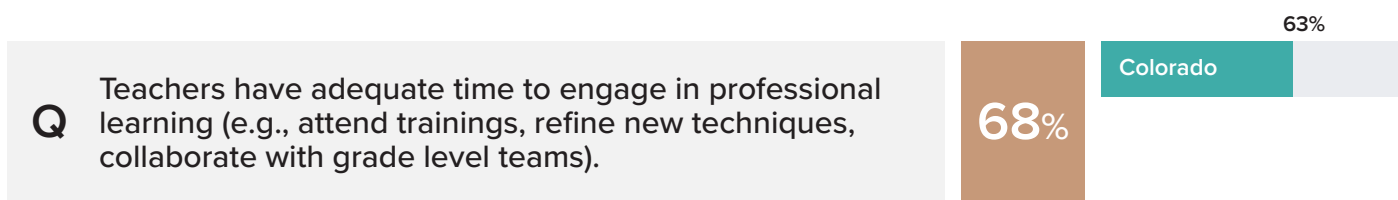
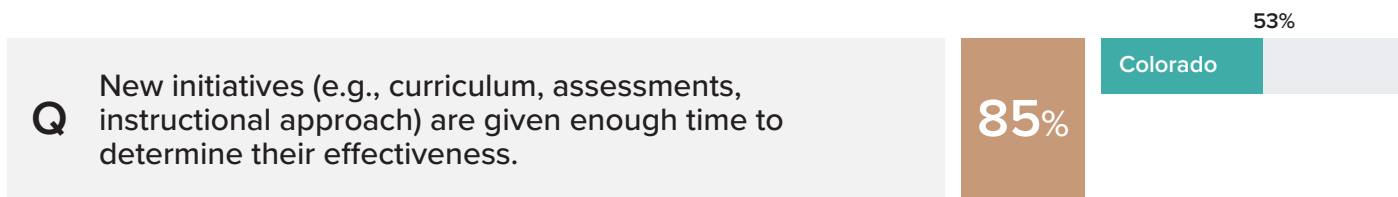
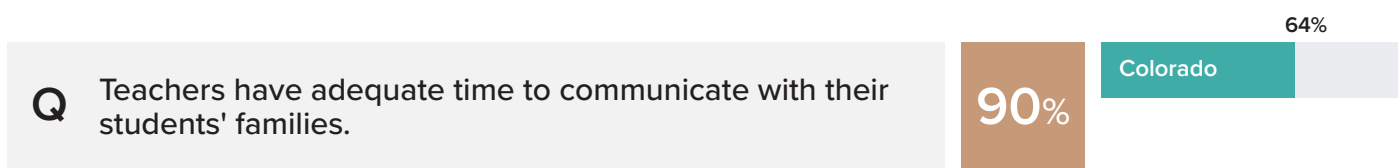
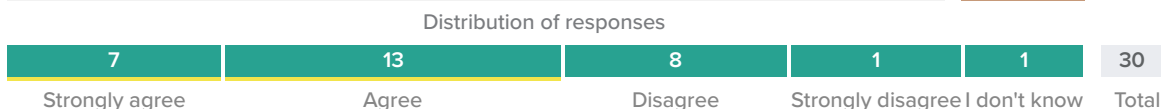
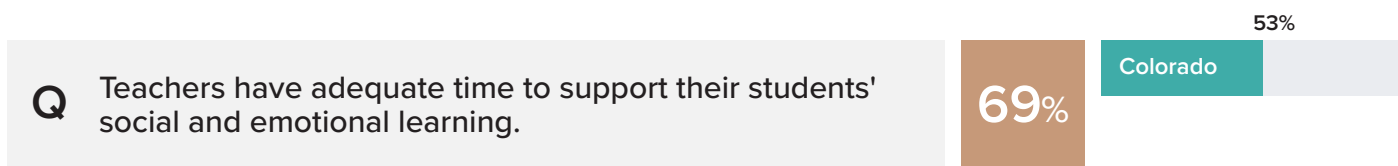
Distribution of responses



T More Time results on next page

T Time (cont)

COMPARE RESULT



RESULTS

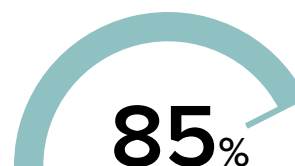
Item level results from your report



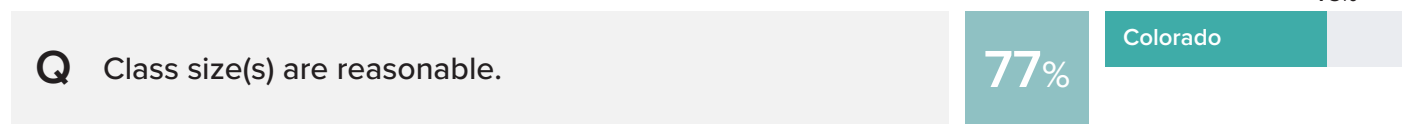
FR Facilities and Resources

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

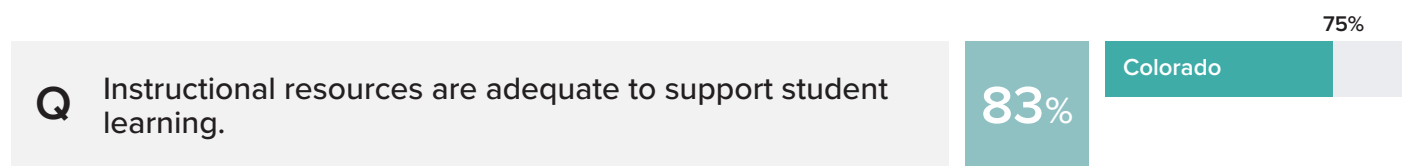
OVERALL FAVORABILITY



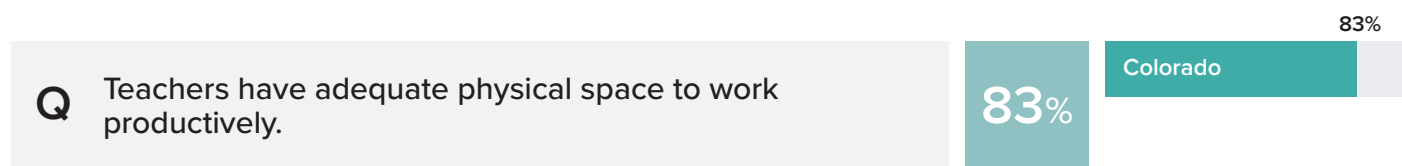
COMPARE RESULT



Distribution of responses



Distribution of responses



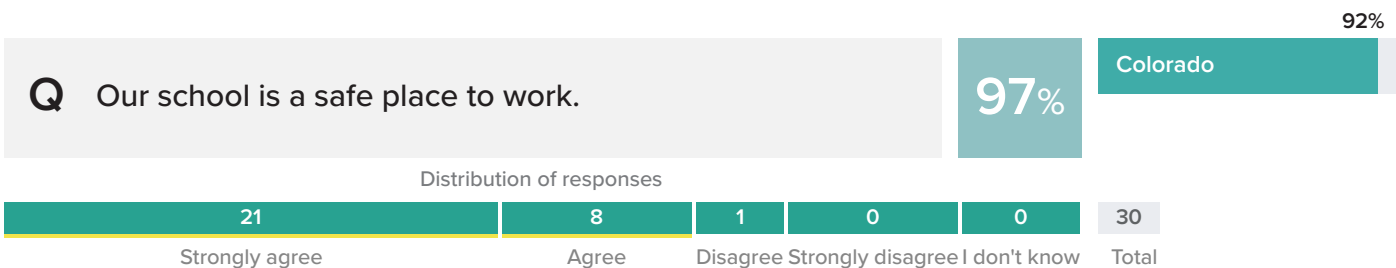
Distribution of responses



FR More Facilities and Resources results on next page

FR Facilities and Resources (cont)

COMPARE RESULT



RESULTS

Item level results from your report



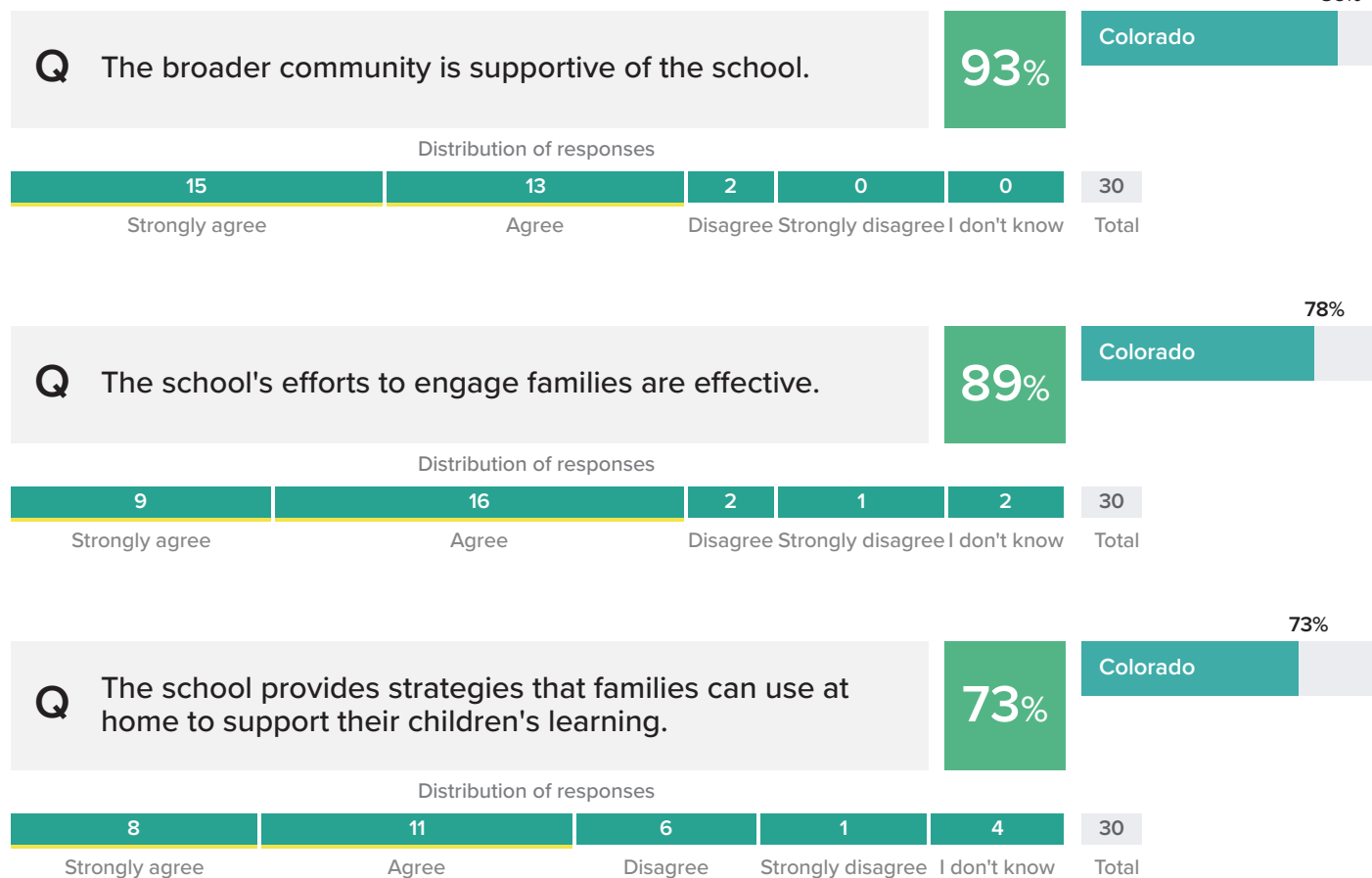
CI Community Support and Involvement

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

OVERALL FAVORABILITY



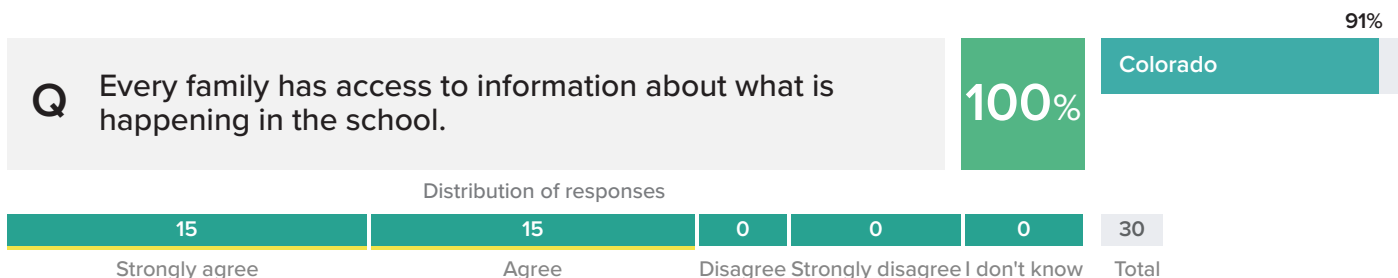
COMPARE RESULT



More Community Support and Involvement results on next page

CI Community Support and Involvement (cont)

COMPARE RESULT



RESULTS

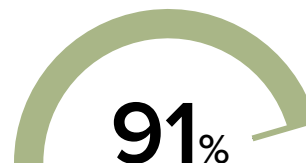
Item level results from your report



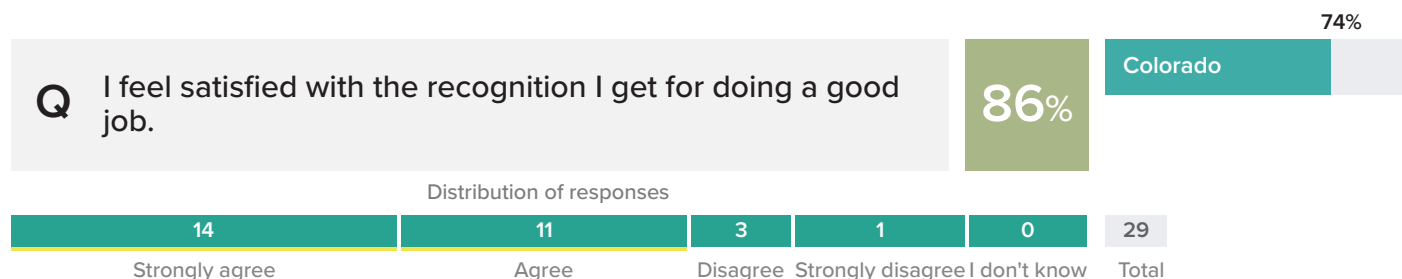
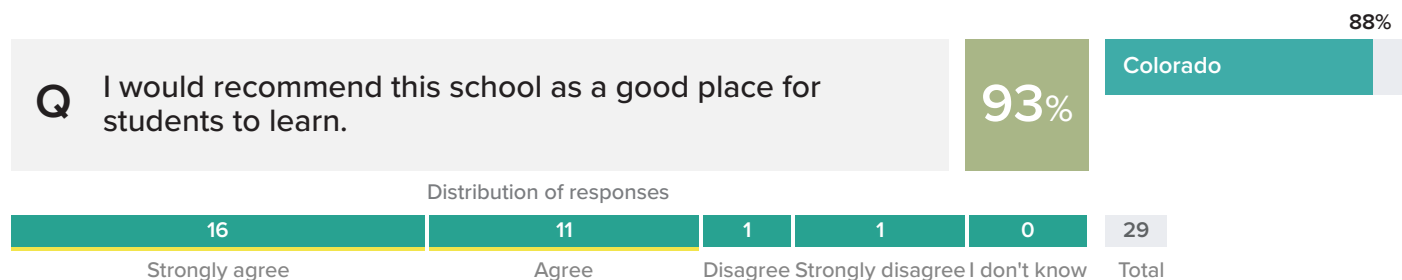
OR Overall Reflection

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

OVERALL FAVORABILITY



COMPARE RESULT



OR More Overall Reflection results on next page

OR Overall Reflection (cont)

COMPARE RESULT

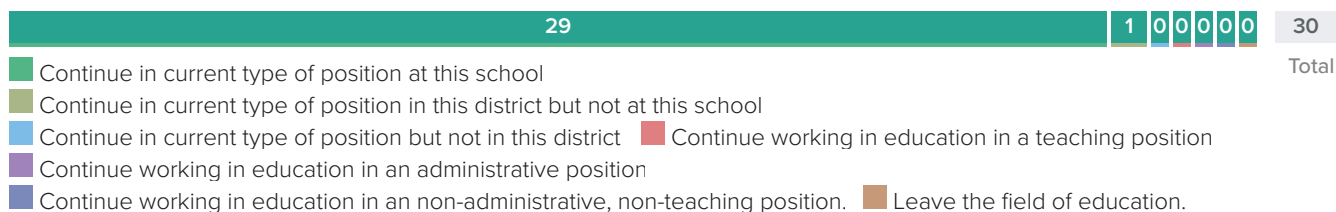
Q Which of the following most affects your decision about whether to continue working at this school?

Distribution of responses



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

Distribution of responses



RESULTS

Item level results from your report



DS District Supports

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

COMPARE RESULT

Q There is an atmosphere of trust and mutual respect between district and school administrators.

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

Q The district provides principals with support when they need it.

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

Q The district clearly describes expectations for schools.

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

Q The district provides constructive feedback to school leadership to improve performance.

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

DS More District Supports results on next page

DS District Supports (cont)

COMPARE RESULT

Q School leaderships' effectiveness is accurately assessed through the district's evaluation process.

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

Q The district makes principal professional development a priority.

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

Q My school receives instructional resources on par with other schools in the district.

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

Q The district involves principals in decisions that directly impact the operations of their school.

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

Q District leadership takes steps to solve problems.

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

Q In which of the following areas (if any) do you need additional support to lead your school effectively?

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