

## DISTRICT REPORT

Teaching & Learning Conditions Colorado Survey



Prepared for  
**Stratton R-4**

Number of respondents (#)  
**15**

## REPORT CONTENTS

How to read your report	1
Demographics	2
Report Overview	3
Results	6
New Teacher Questions	6
School Leadership	9
Teacher Leadership	12
Managing Student Conduct	14
Instructional Practices and Support	16
Professional Development	19
Time	22
Facilities and Resources	24
Community Support and Involvement	26

## REPORT CONTENTS (CONTINUED)

Overall Reflection	28
District Supports	30

# 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



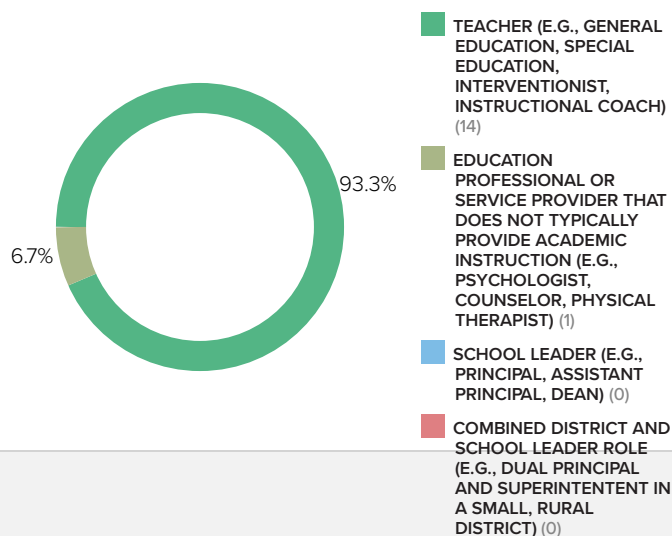
## DEMOGRAPHICS

### Who took the survey?

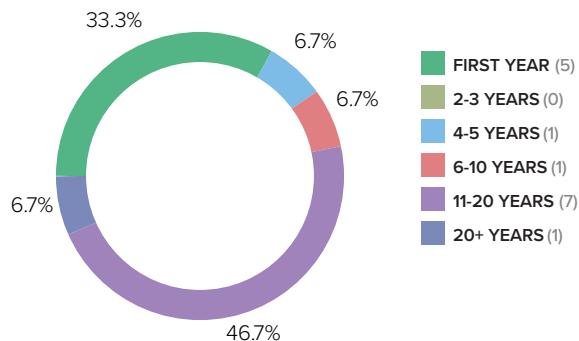
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

**15** total respondents

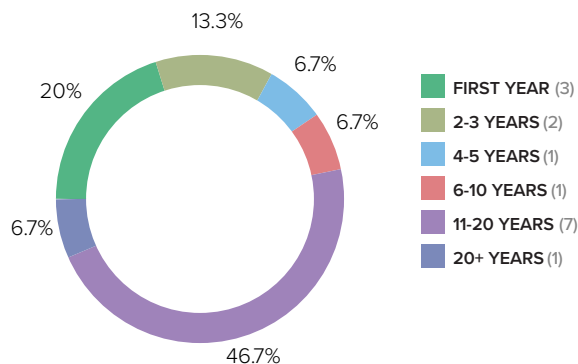
#### What is your current position at the school?



#### 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?

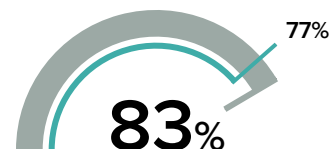


## REPORT OVERVIEW

Your results at a glance



REPORT OVERALL FAVORABILITY



### YOUR RESULTS

NQ

### New Teacher Questions

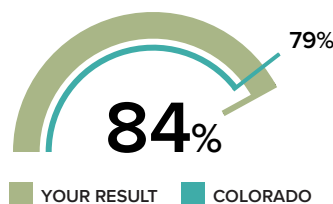
This construct did not receive the number of responses needed to appear in the results

SL

### School Leadership

TOP ITEM RESULT

100%



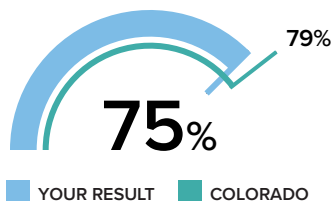
Q School leadership works to build trust among staff.

TL

### Teacher Leadership

TOP ITEM RESULT

93%



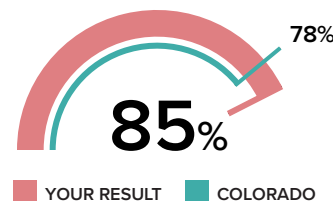
Q There is a process in place for collaborative problem solving in this school.

MC

### Managing Student Conduct

TOP ITEM RESULT

100%



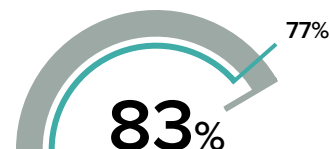
Q Students at this school have at least one adult on staff they can trust to support them with social, emotional, or personal...

## REPORT OVERVIEW

Your results at a glance



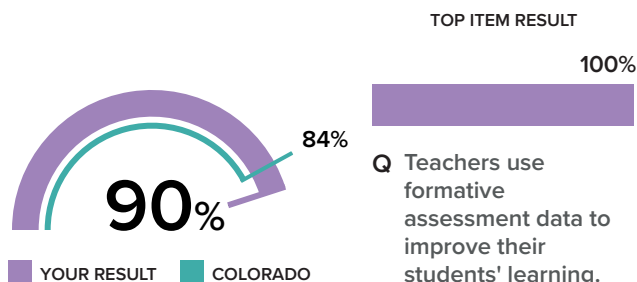
REPORT OVERALL FAVORABILITY



### YOUR RESULTS

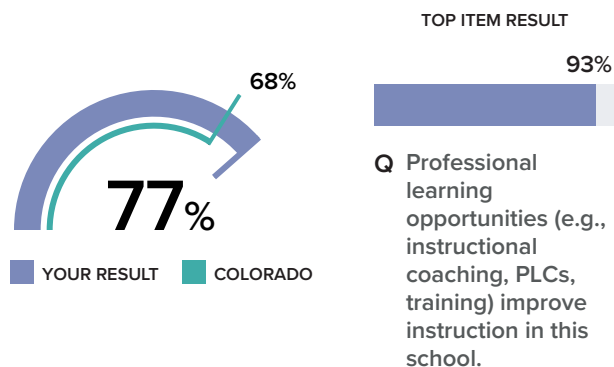
IS

### Instructional Practices and Support



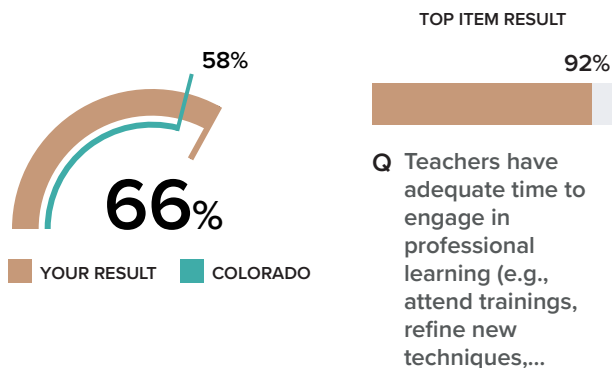
PD

### Professional Development



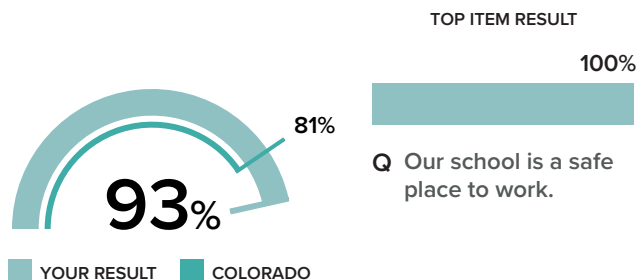
T

### Time



FR

### Facilities and Resources



## REPORT OVERVIEW

Your results at a glance



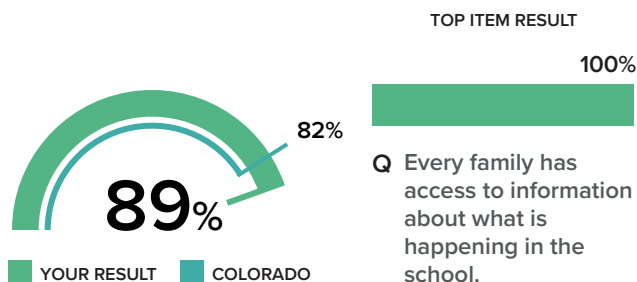
REPORT OVERALL FAVORABILITY



### YOUR RESULTS

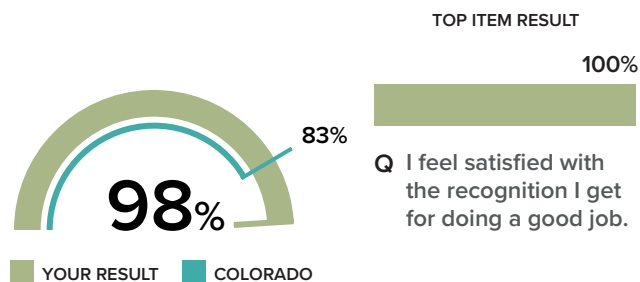
CI

### 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



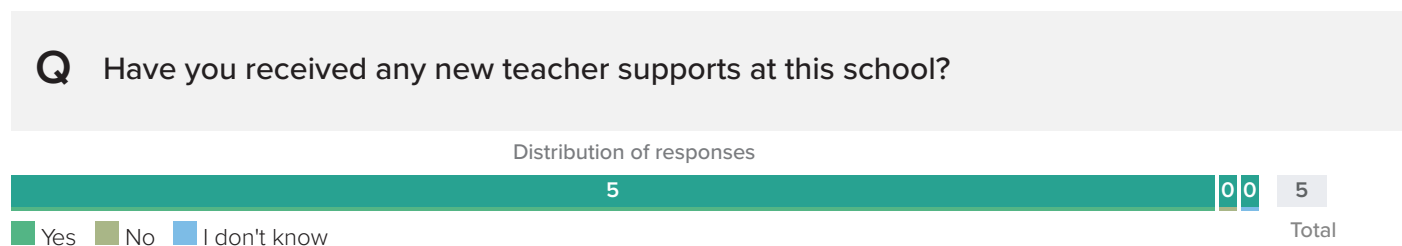
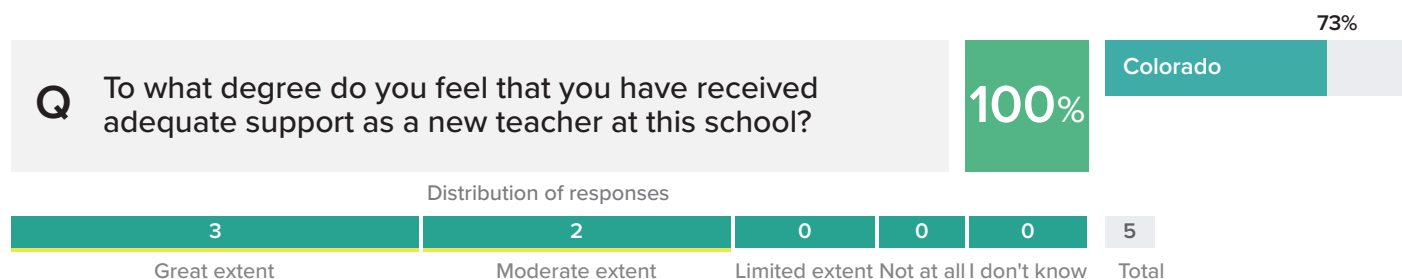
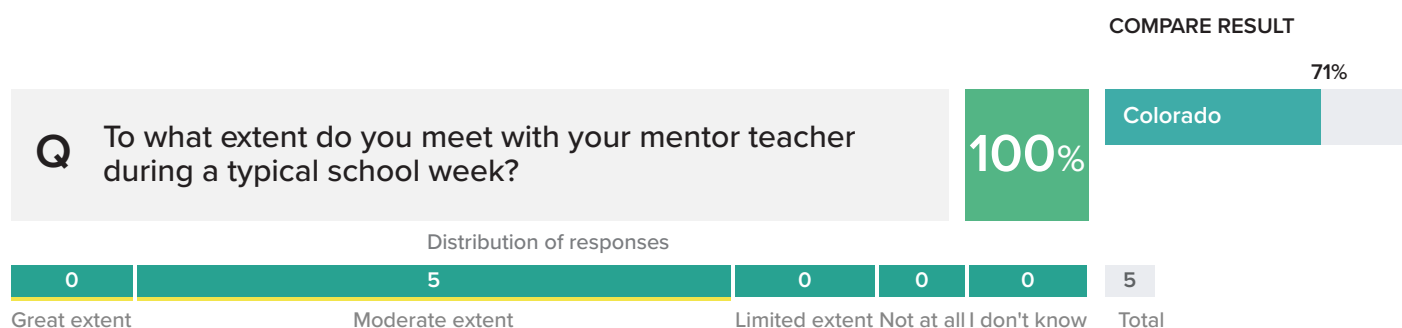
## RESULTS

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).



[More New Teacher Questions results on next page](#)

**NQ** New Teacher Questions (cont)

COMPARE RESULT

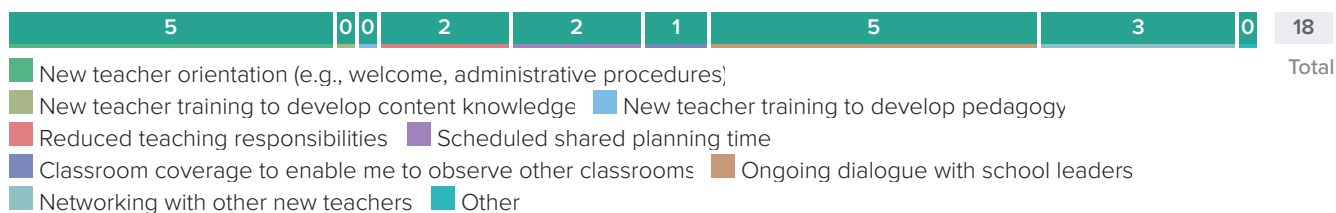
**Q** Have you been assigned a mentor teacher this school year?

Distribution of responses



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

Distribution of responses



**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)

100%

Colorado

85%

Distribution of responses



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

100%

Colorado

68%

Distribution of responses



**NQ** More New Teacher Questions results on next page



## RESULTS

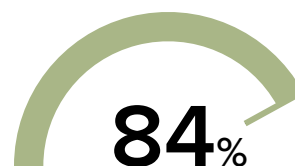
Item level results from your report



### 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



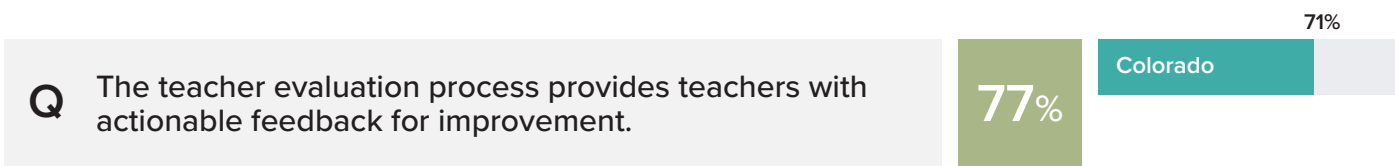
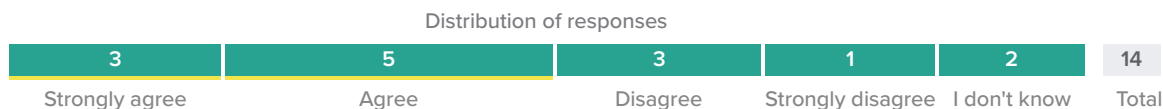
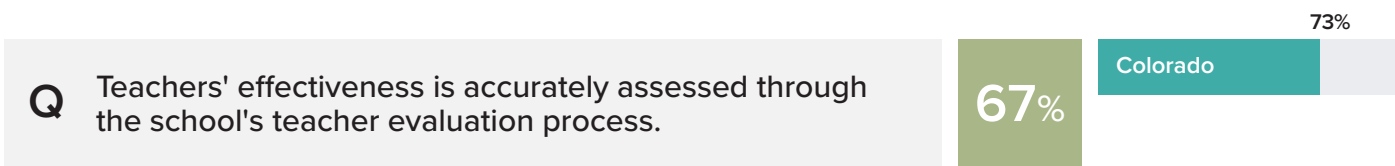
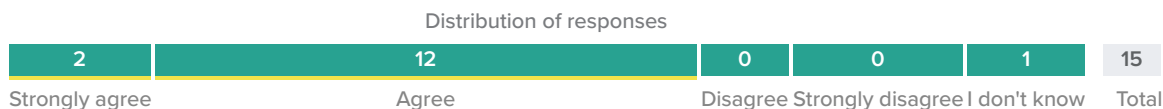
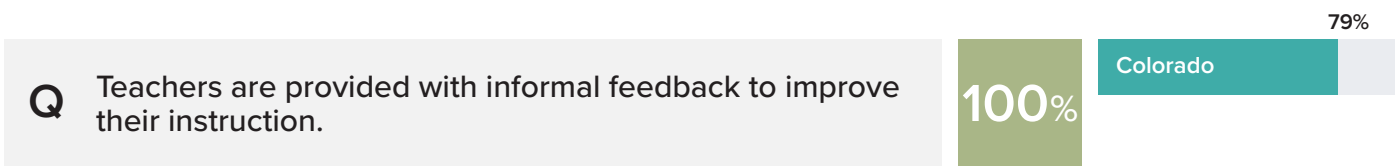
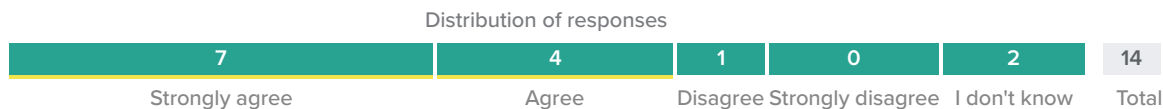
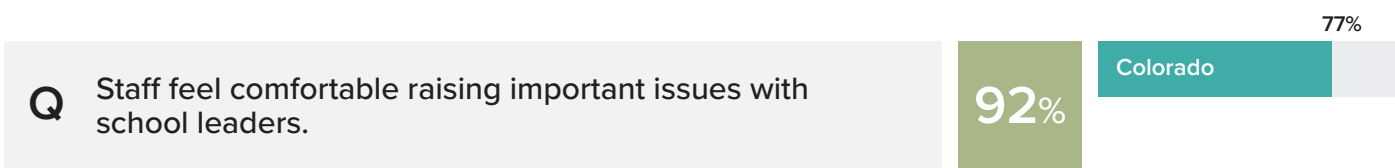
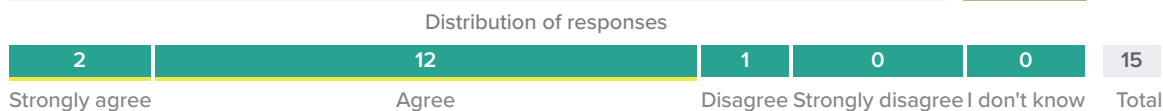
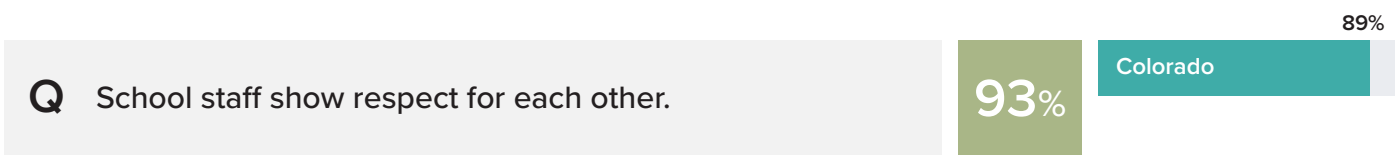
COMPARE RESULT



More School Leadership results on next page

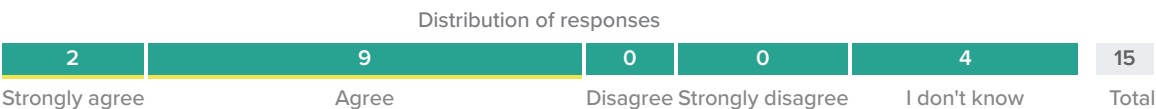
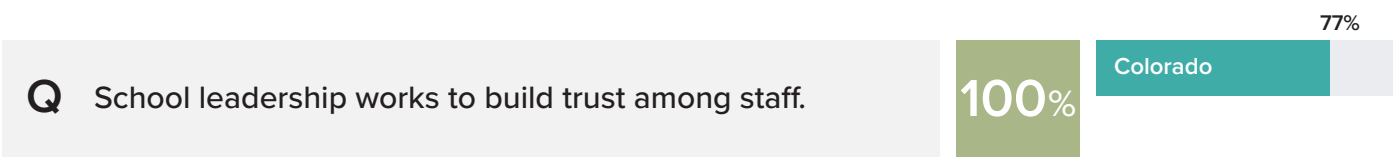
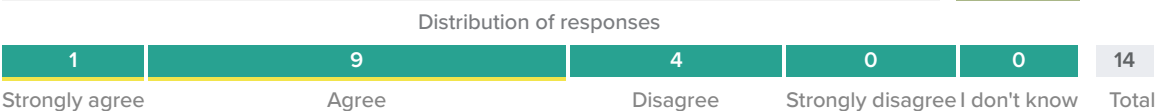
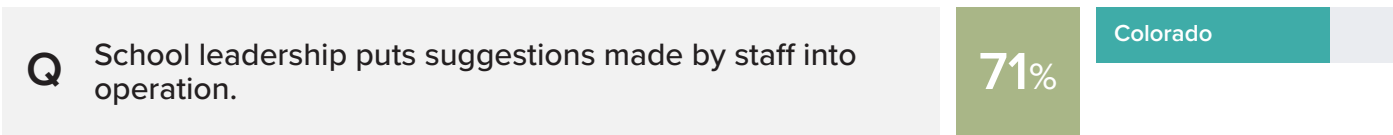
SL School Leadership (cont)

COMPARE RESULT



SL School Leadership (cont)

COMPARE RESULT



## RESULTS

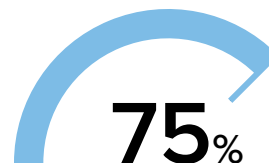
Item level results from your report



### 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.

79%

Distribution of responses



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

93%

Distribution of responses



**Q** Teachers have leadership opportunities in this school.

79%

Distribution of responses



More Teacher Leadership results on next page

TL Teacher Leadership (cont)

COMPARE RESULT





## RESULTS

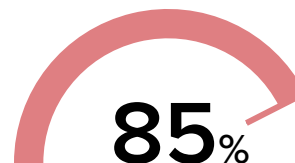
Item level results from your report



### MC Managing Student Conduct

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

OVERALL FAVORABILITY



COMPARE RESULT

80%

Colorado

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

93%

Distribution of responses



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

100%

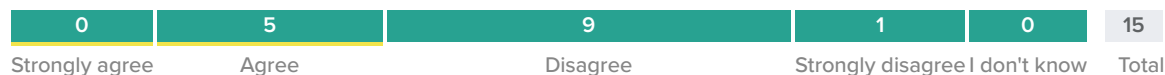
Distribution of responses



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

33%

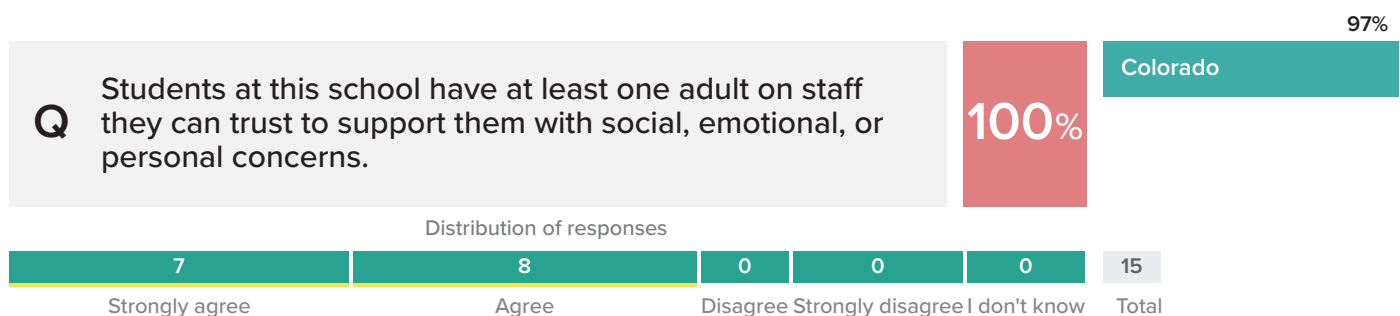
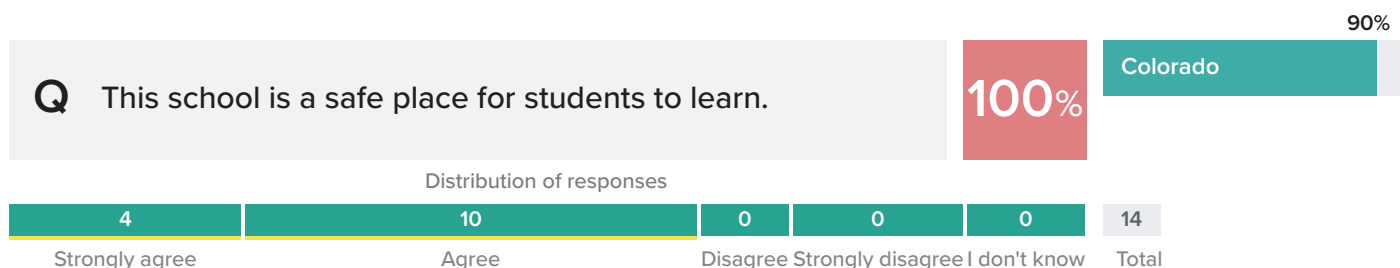
Distribution of responses



MC More Managing Student Conduct results on next page

**MC** Managing Student Conduct (cont)

COMPARE RESULT



## RESULTS

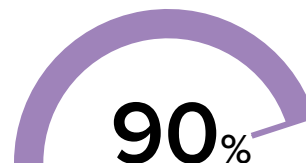
Item level results from your report



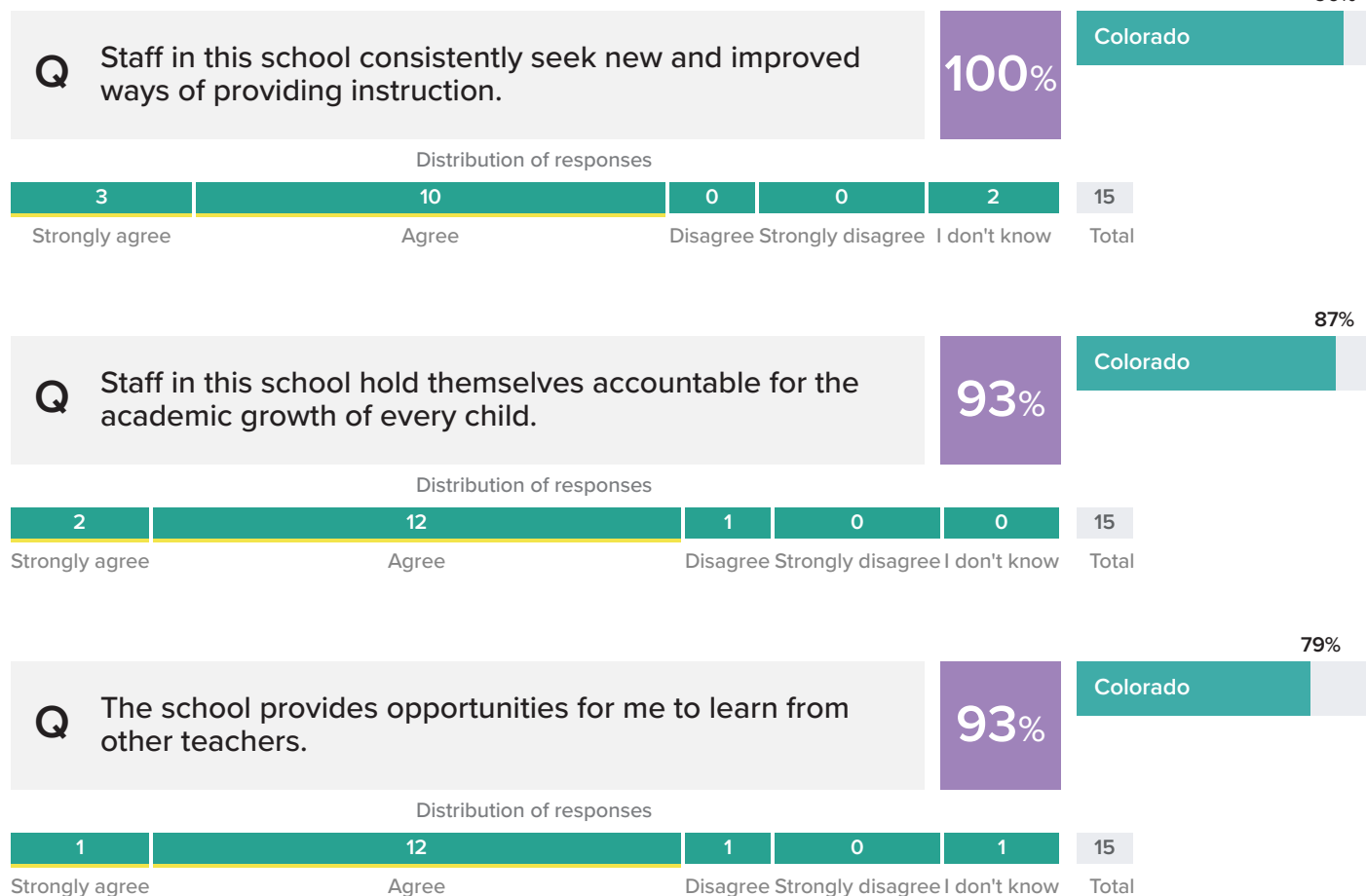
### IS Instructional Practices and Support

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

OVERALL FAVORABILITY



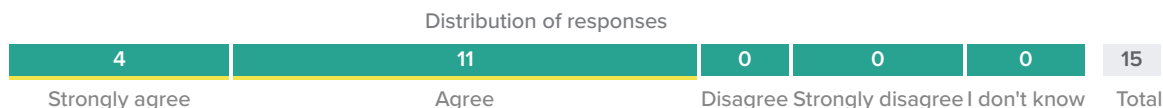
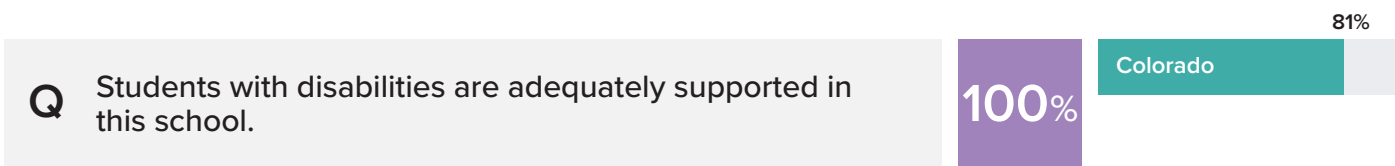
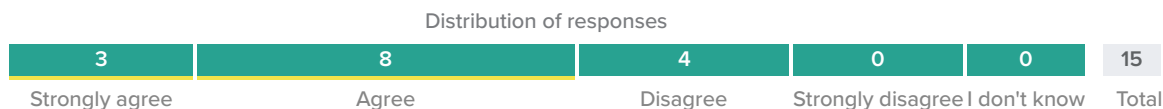
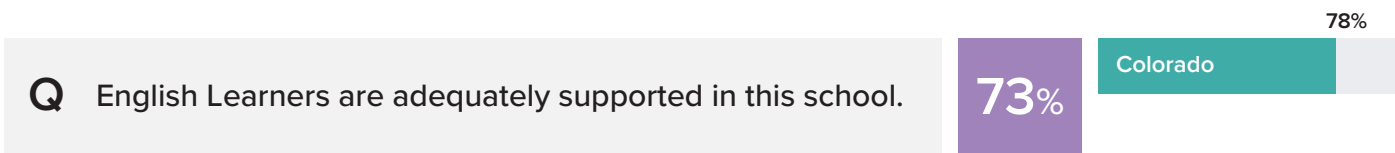
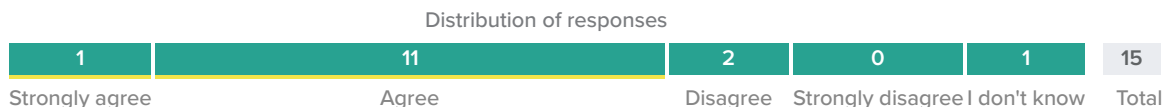
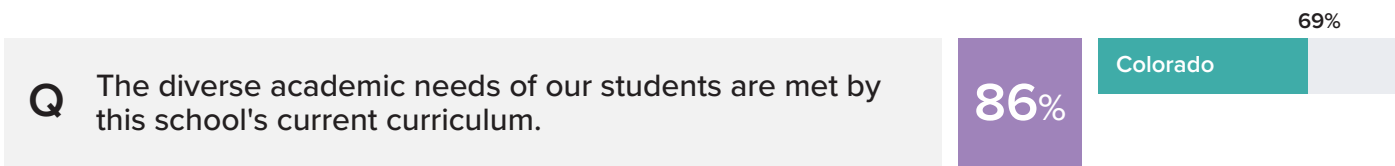
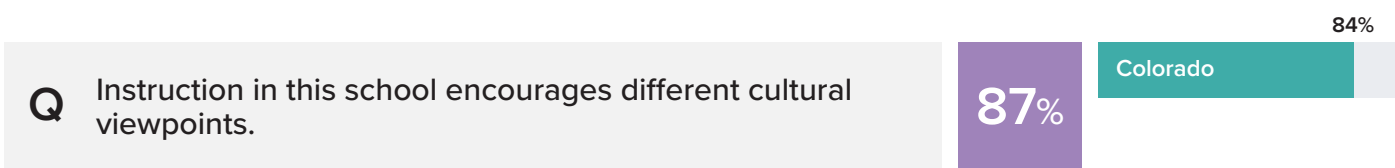
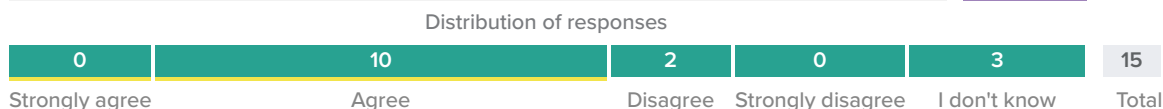
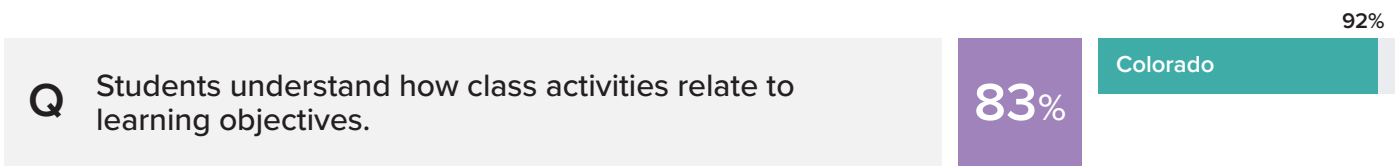
COMPARE RESULT



More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

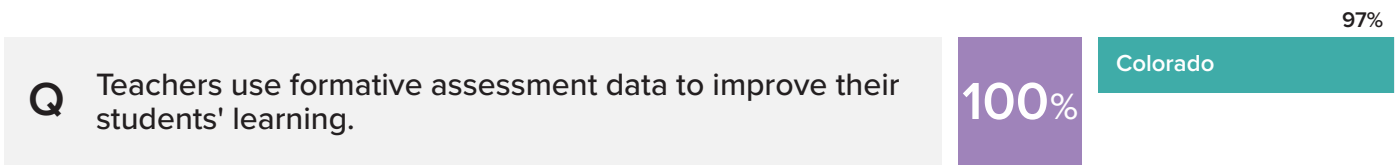
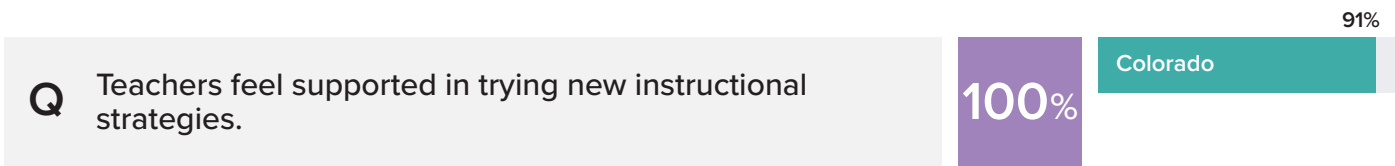
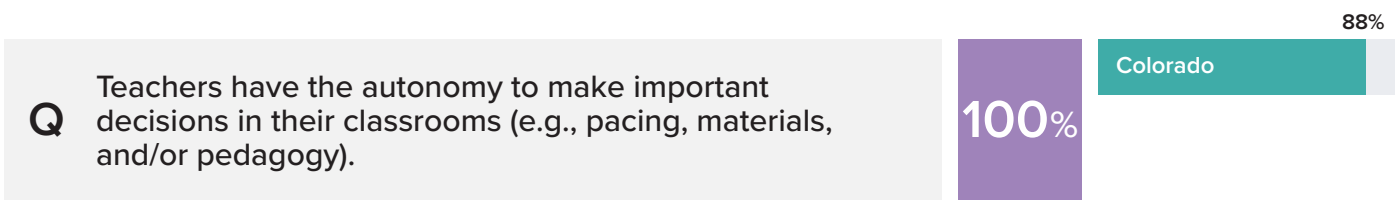
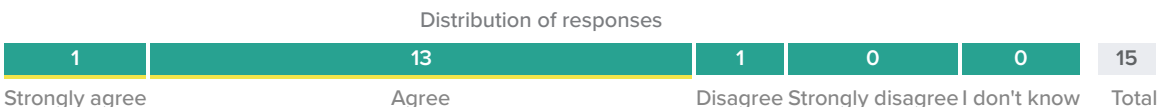
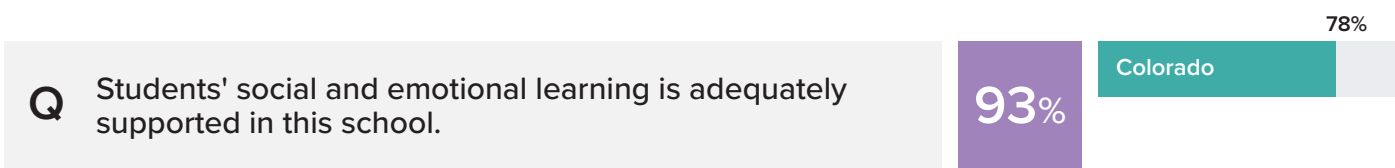
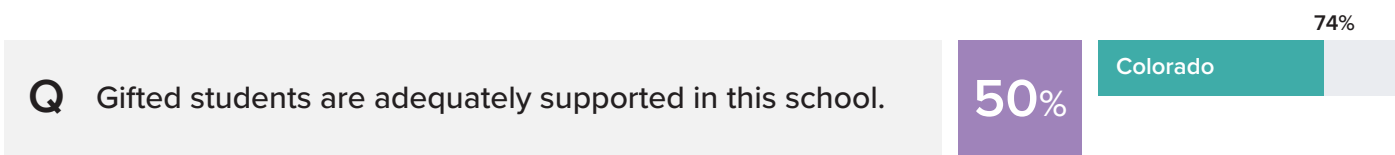
COMPARE RESULT



IS More Instructional Practices and Support results on next page

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

COMPARE RESULT



## RESULTS

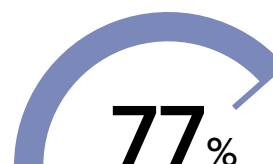
Item level results from your report



### 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.

50%

Distribution of responses



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

78%

Distribution of responses



**Q** The effectiveness of professional development is assessed regularly.

56%

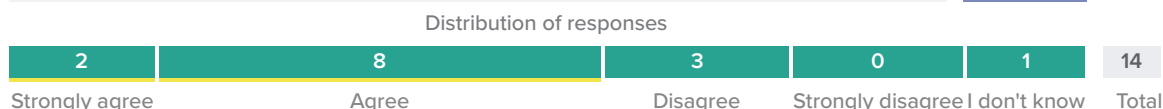
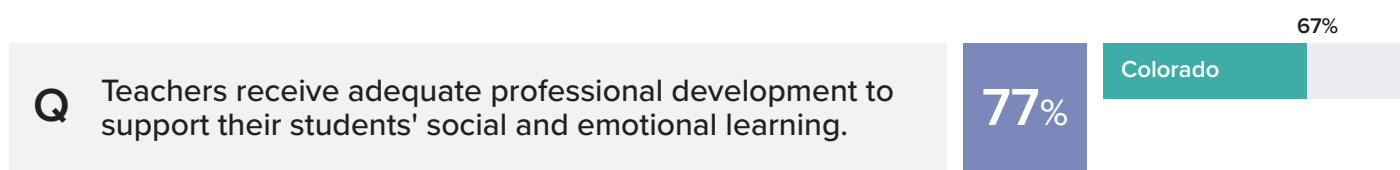
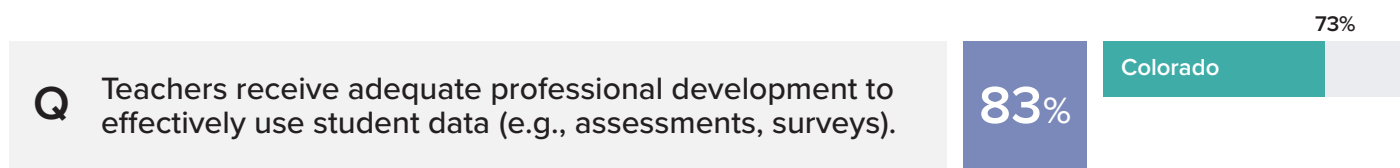
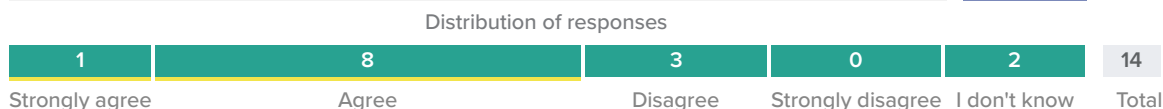
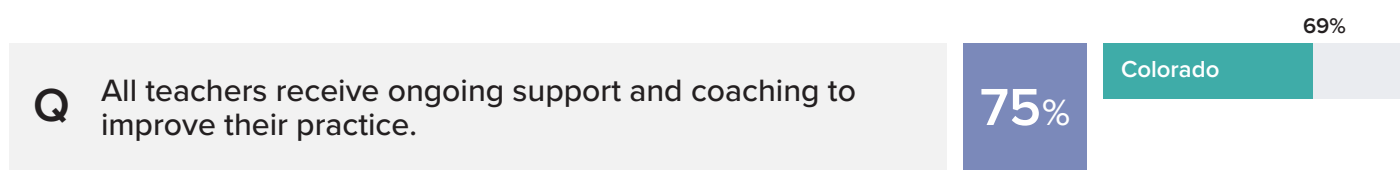
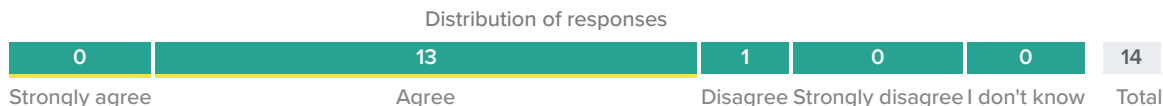
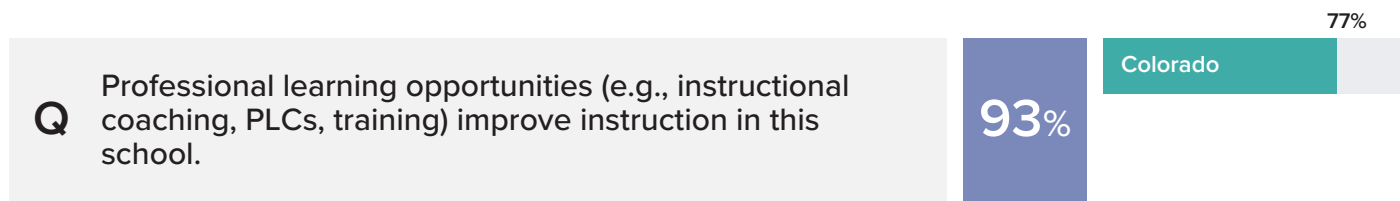
Distribution of responses



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

**PD** Professional Development (cont)

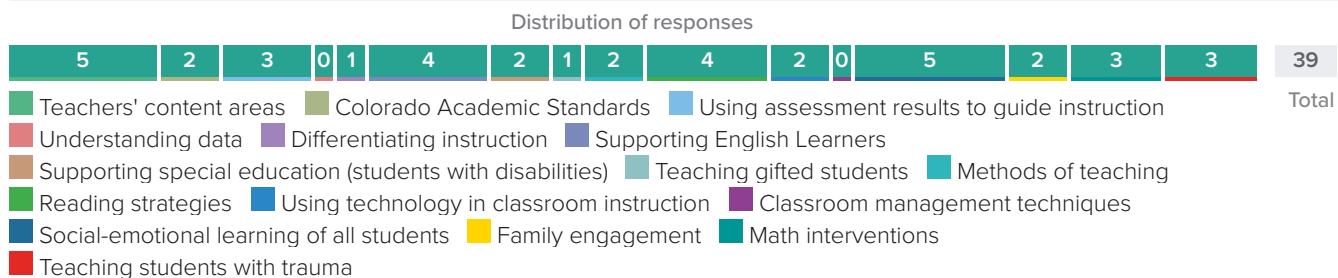
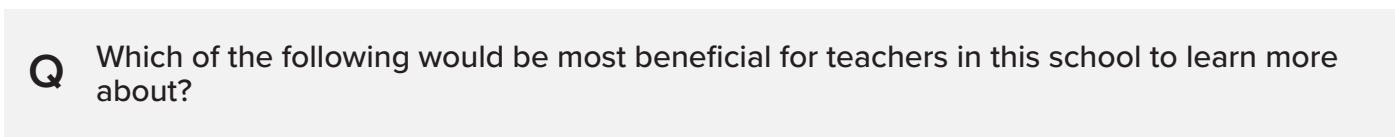
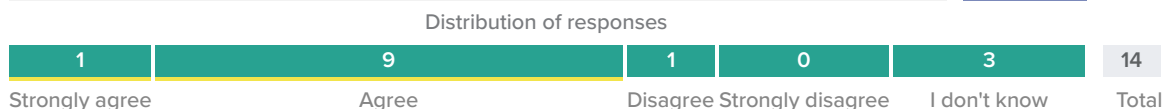
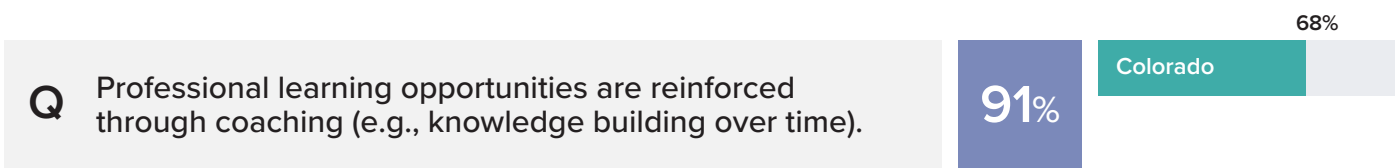
COMPARE RESULT



**PD** More Professional Development results on next page

**PD** Professional Development (cont)

COMPARE RESULT





## 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

**Q** Teachers have adequate time to prepare for instruction.

64%

Distribution of responses



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

38%

Distribution of responses



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

43%

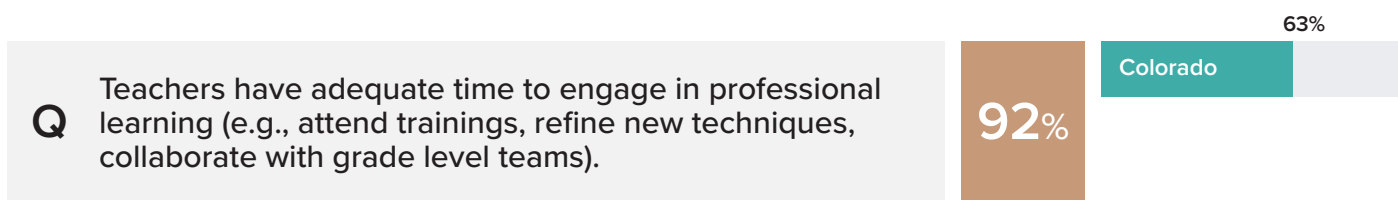
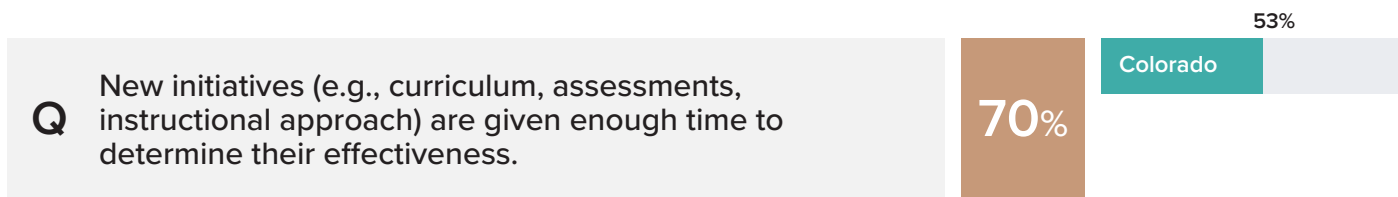
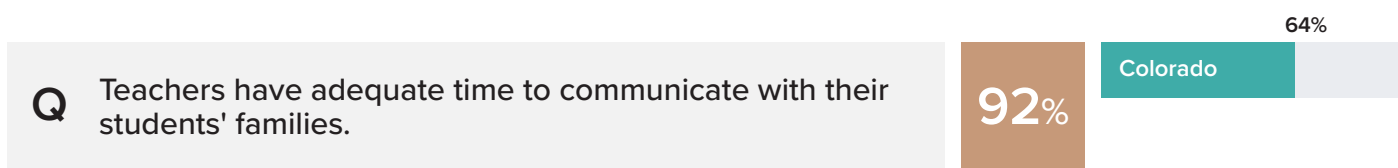
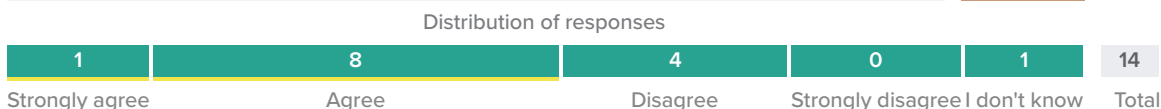
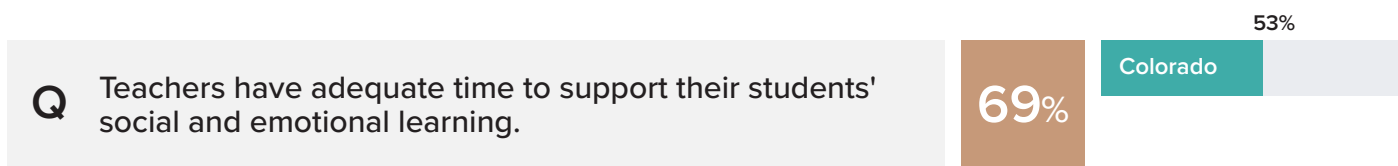
Distribution of responses



**T** More Time results on next page

**T** Time (cont)

COMPARE RESULT



## RESULTS

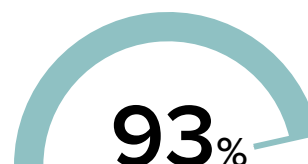
Item level results from your report



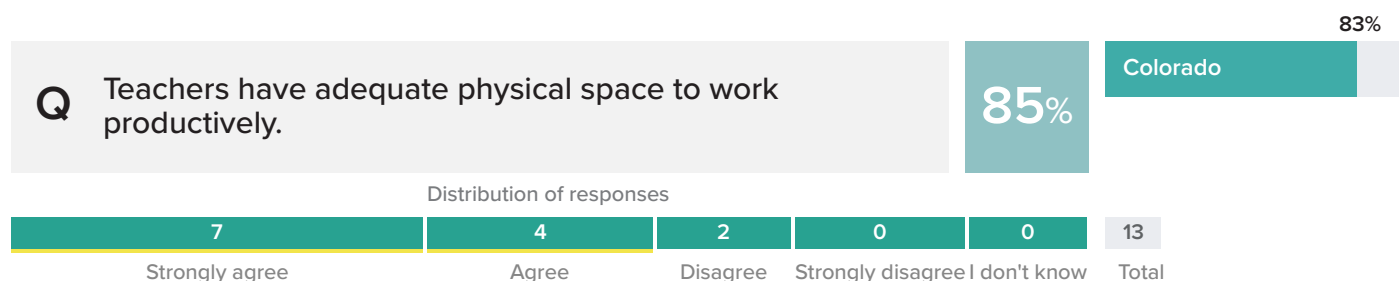
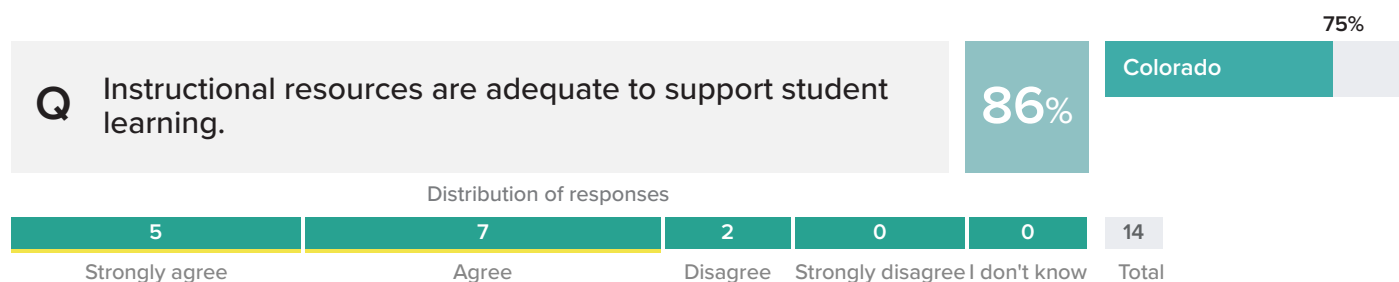
### FR Facilities and Resources

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

OVERALL FAVORABILITY



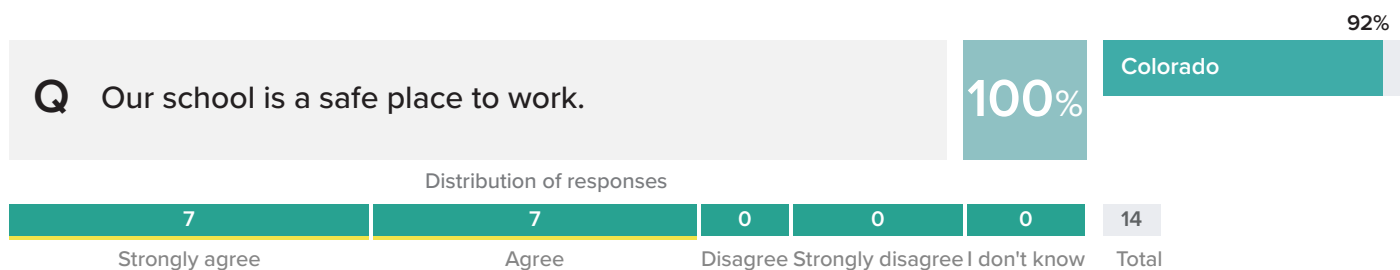
COMPARE RESULT



FR More Facilities and Resources results on next page

FR Facilities and Resources (cont)

COMPARE RESULT



## RESULTS

Item level results from your report



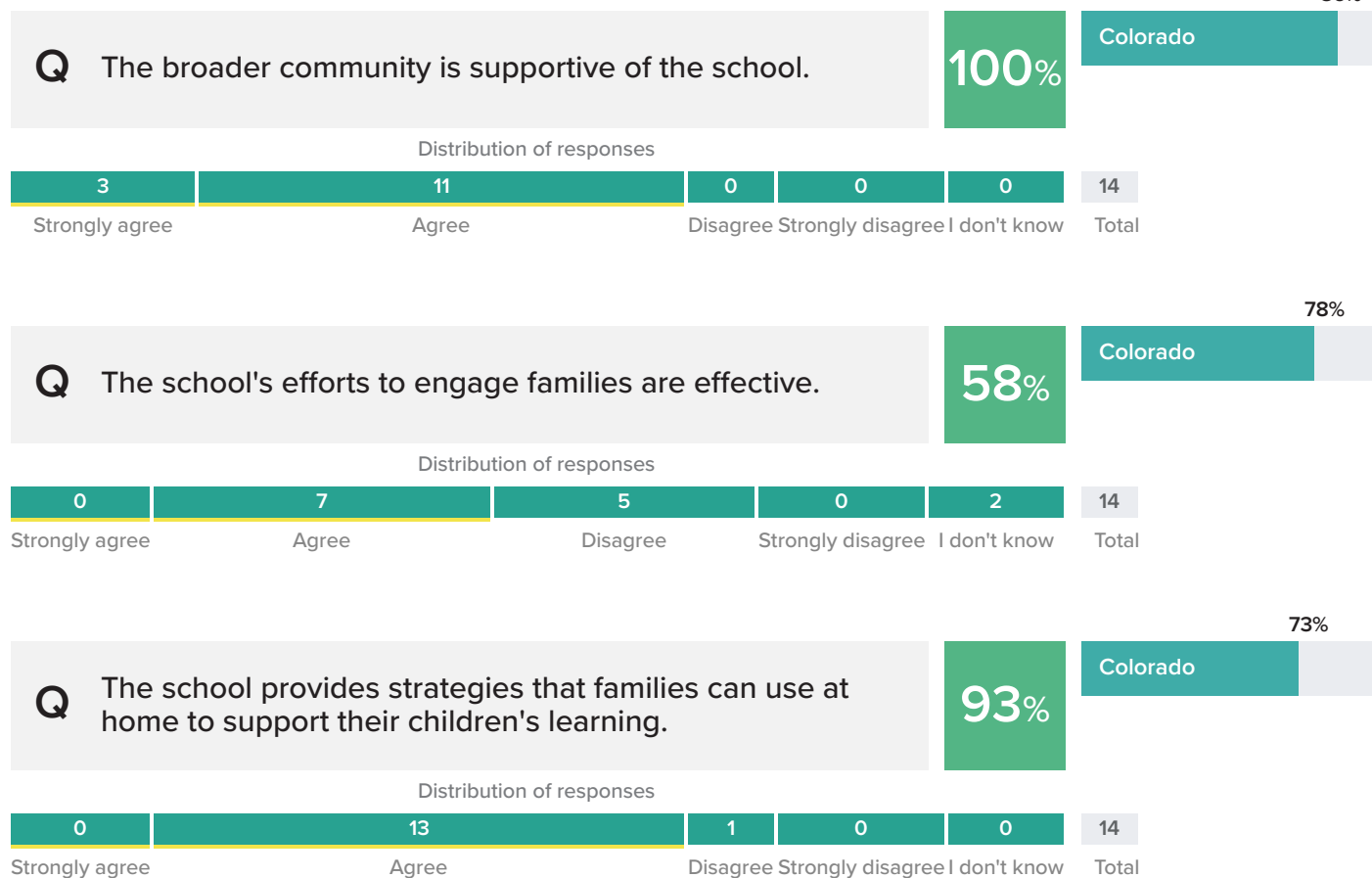
### CI Community Support and Involvement

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

OVERALL FAVORABILITY



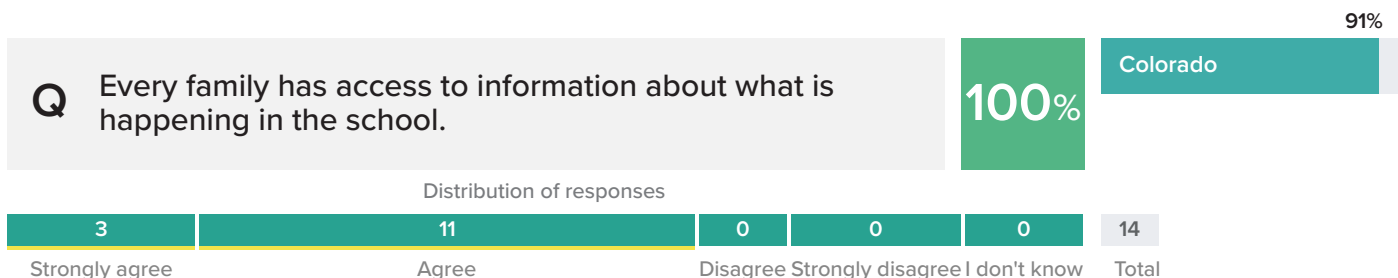
COMPARE RESULT



More Community Support and Involvement results on next page

CI Community Support and Involvement (cont)

COMPARE RESULT



## RESULTS

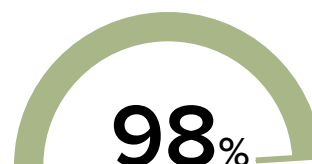
Item level results from your report



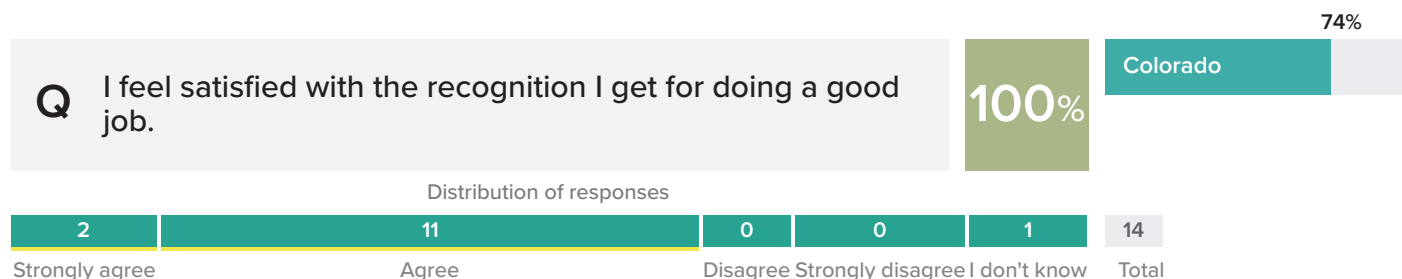
### OR Overall Reflection

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

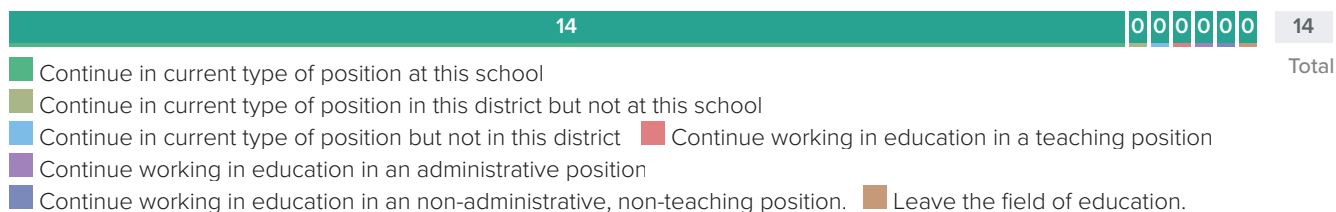
**Q** Which of the following most affects your decision about whether to continue working at this school?

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