

DISTRICT REPORT

Teaching & Learning Conditions Colorado Survey



Prepared for
Dolores RE-4A

Number of respondents (#)
53

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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



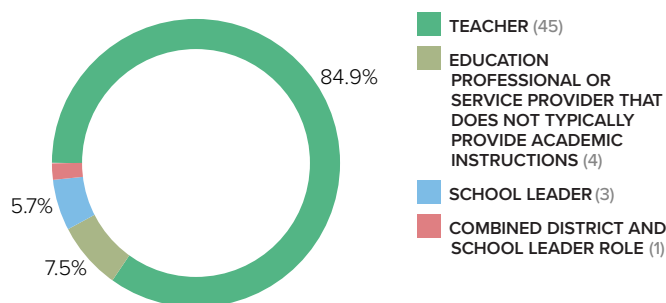
DEMOGRAPHICS

Who took the survey?

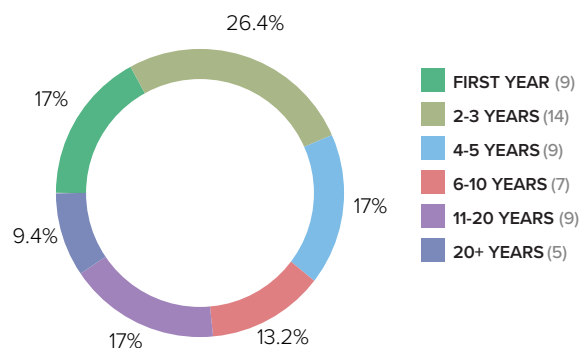
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

53 total respondents

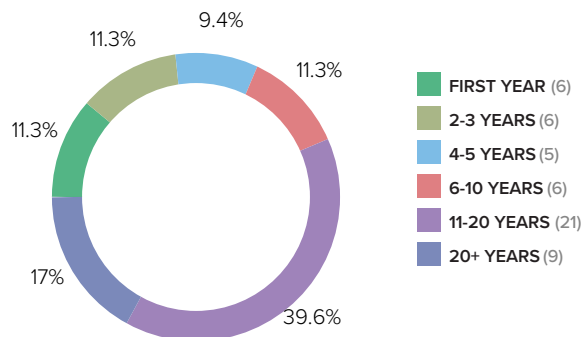
What is your current position at the school?



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?

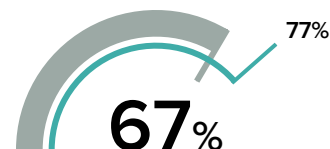


REPORT OVERVIEW

Your results at a glance



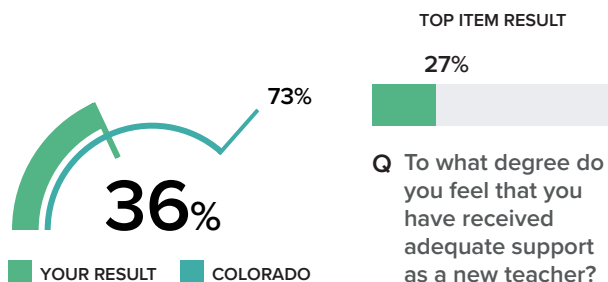
REPORT OVERALL FAVORABILITY



YOUR RESULTS

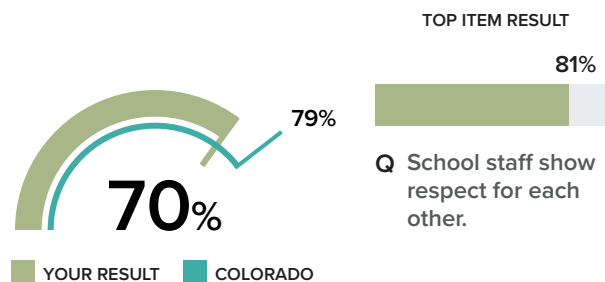
NQ

New Teacher Questions



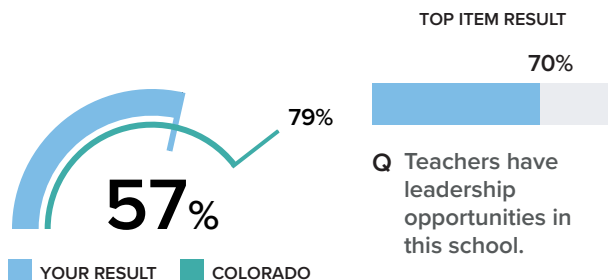
SL

School Leadership



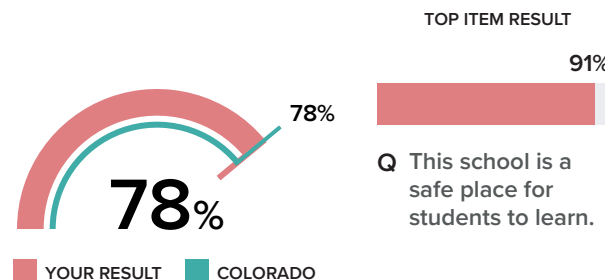
TL

Teacher Leadership



MC

Managing Student Conduct

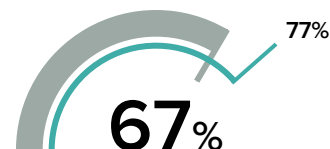


REPORT OVERVIEW

Your results at a glance



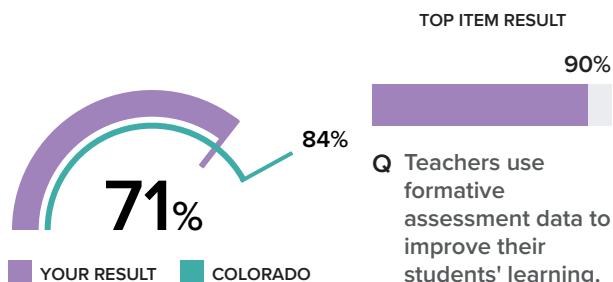
REPORT OVERALL FAVORABILITY



YOUR RESULTS

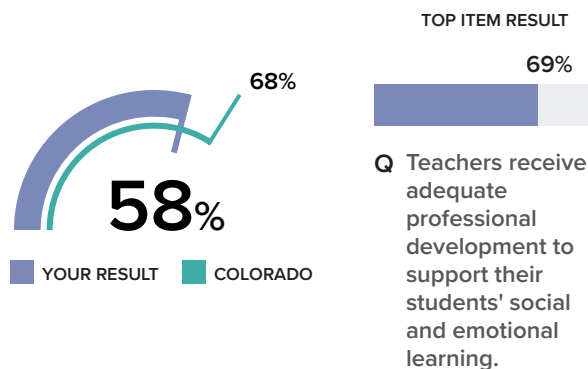
IS

Instructional Practices and Support



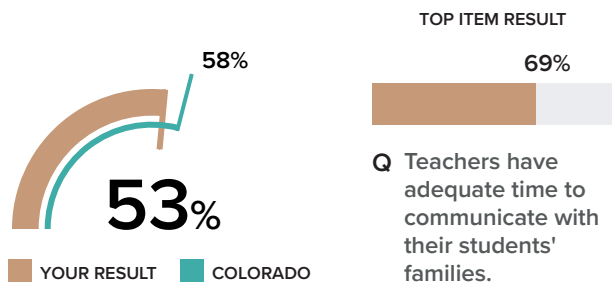
PD

Professional Development



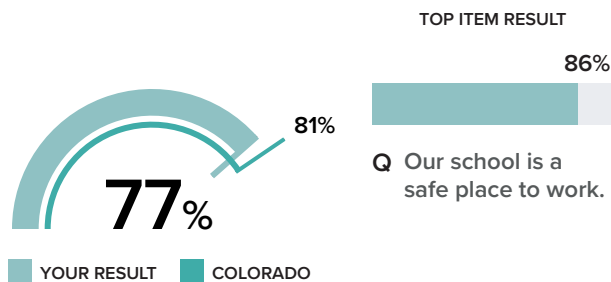
T

Time



FR

Facilities and Resources

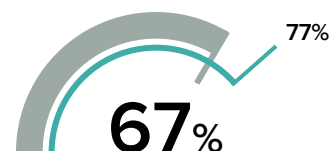


REPORT OVERVIEW

Your results at a glance



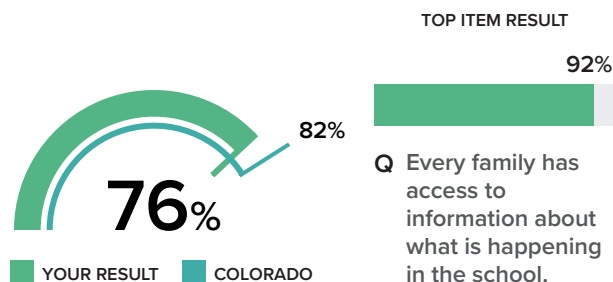
REPORT OVERALL FAVORABILITY



YOUR RESULTS

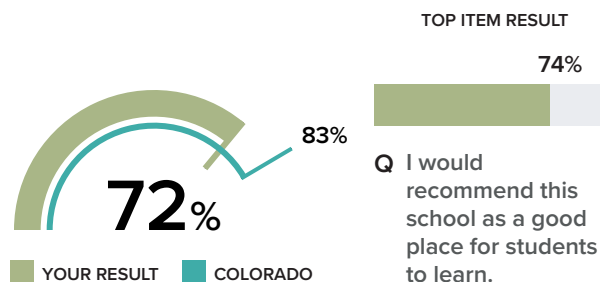
CI

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

REPORT OVERVIEW - BREAKDOWN

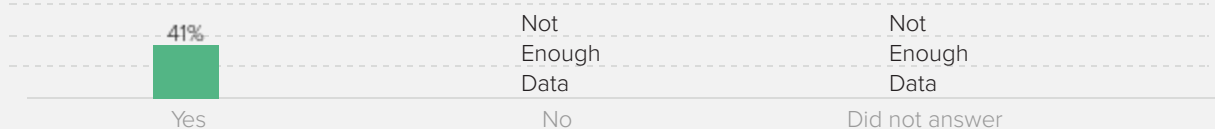
Results Disaggregated by Subgroups

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**

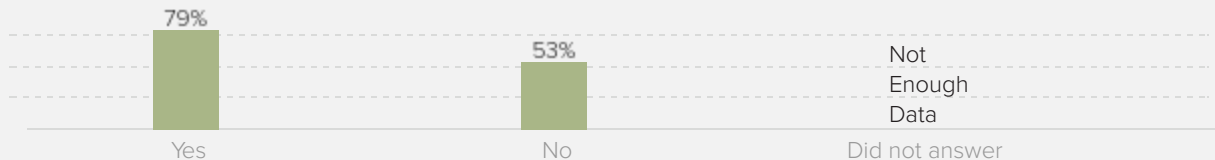
NQ New Teacher Questions

36 %



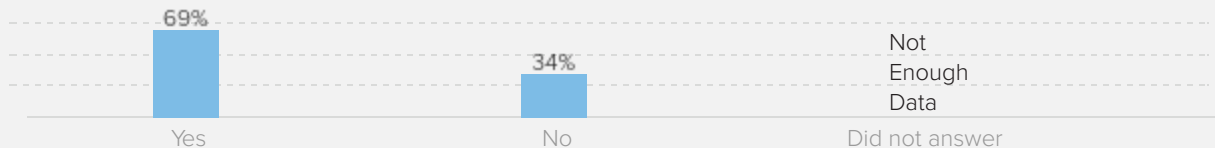
SL School Leadership

70 %



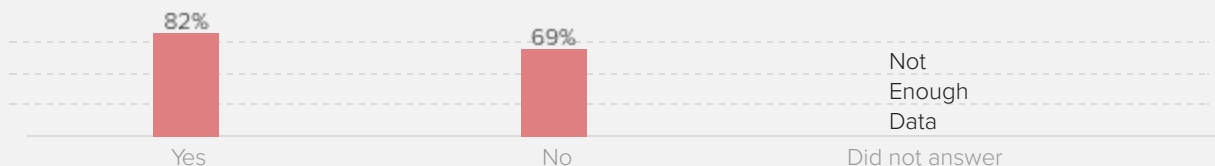
TL Teacher Leadership

57 %



MC Managing Student Conduct

78 %



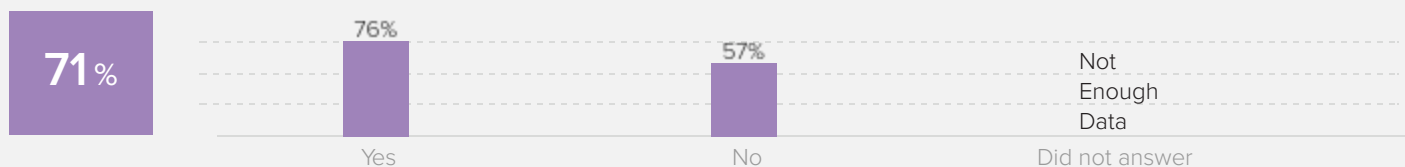
REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

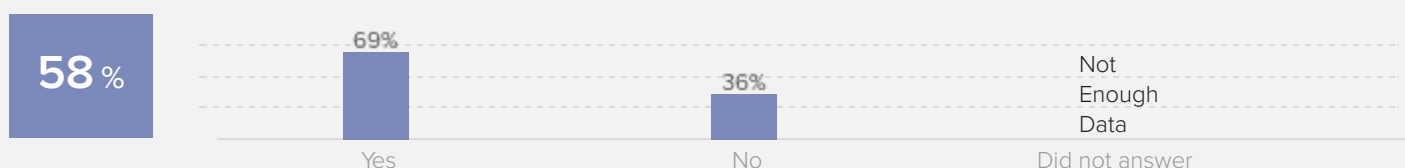
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Results Disaggregated By: **Continue in Same Position at Current School**

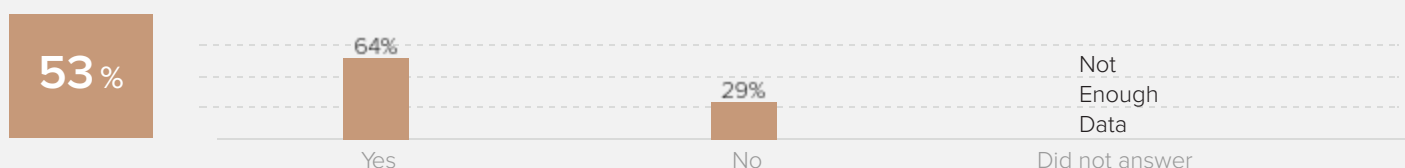
IS Instructional Practices and Support



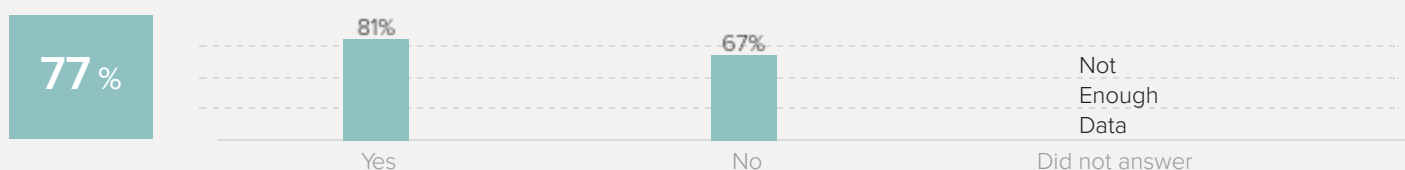
PD Professional Development



T Time



FR Facilities and Resources



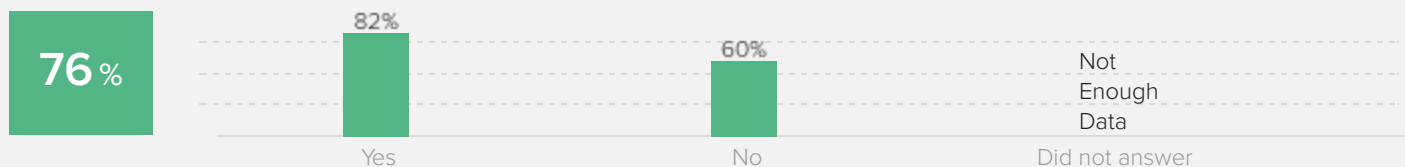
REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

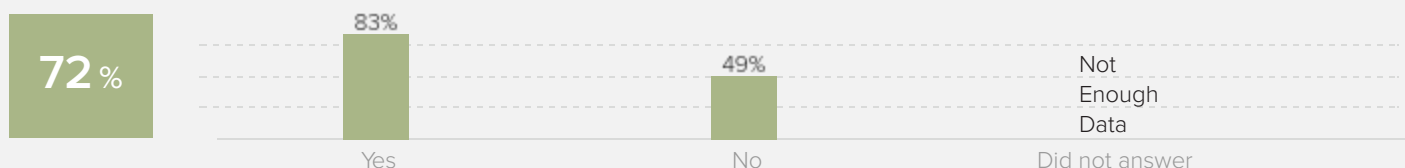
Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

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

CI Community Support and Involvement



OR Overall Reflection



DS District Supports



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).

OVERALL FAVORABILITY



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

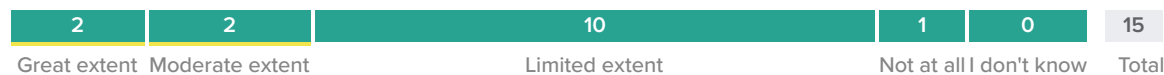
Q To what degree do you feel that you have received adequate support as a new teacher at this school?

27%

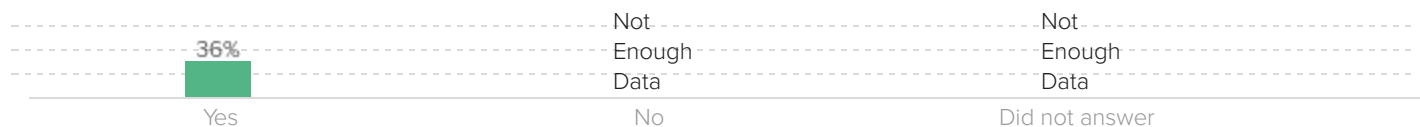
Colorado

73%

Distribution of responses



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



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

Distribution of responses



NG More New Teacher Questions results on next page

NQ New Teacher Questions (cont)

COMPARE RESULT

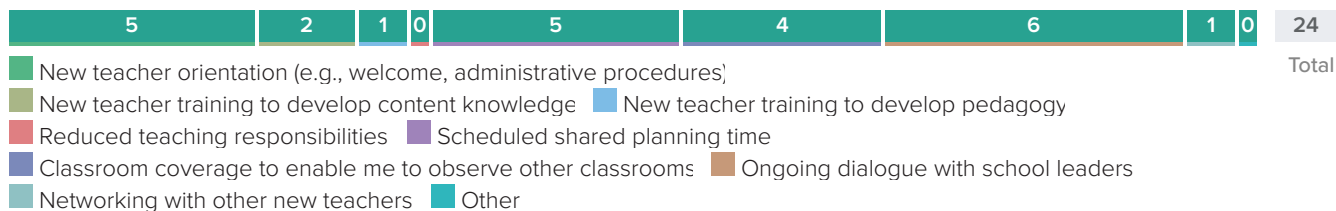
Q Have you been assigned a mentor teacher this school year?

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)

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 More New Teacher Questions results on next page

NQ New Teacher 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



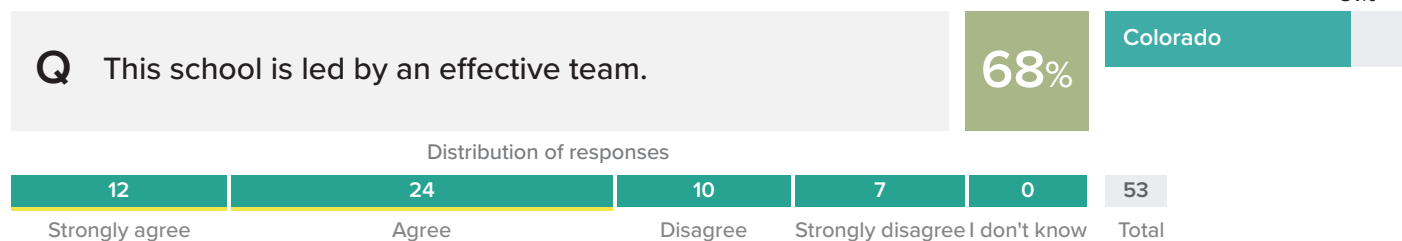
SL School Leadership

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.

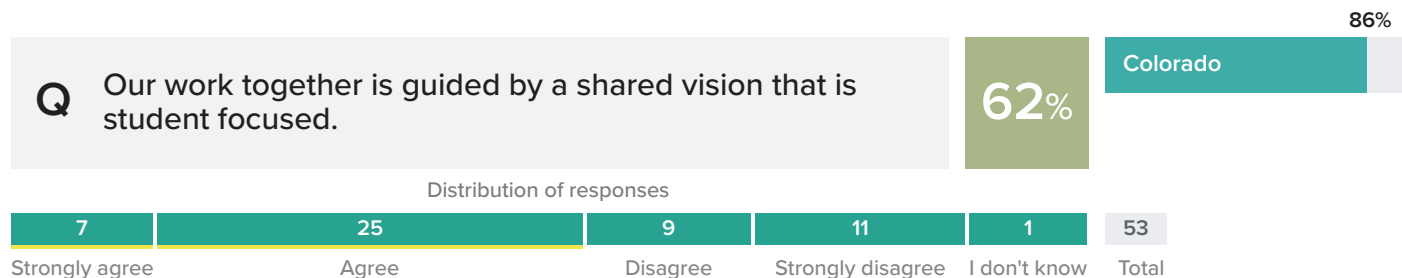
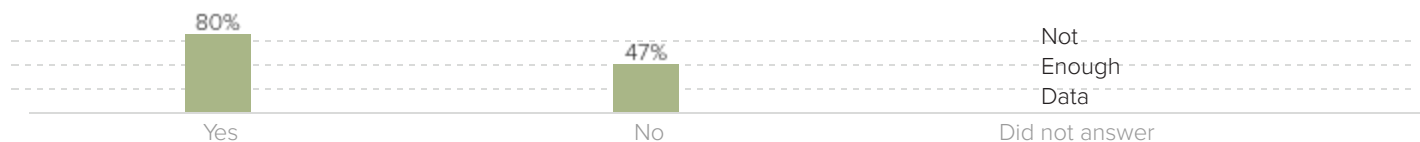
OVERALL FAVORABILITY



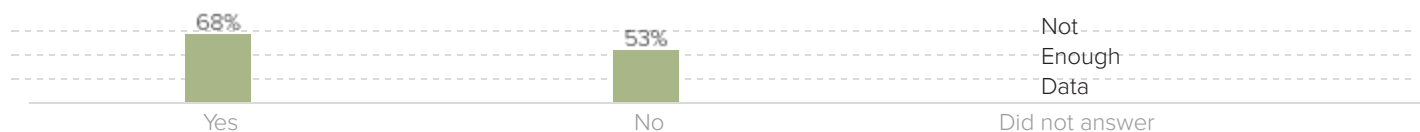
COMPARE RESULT



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



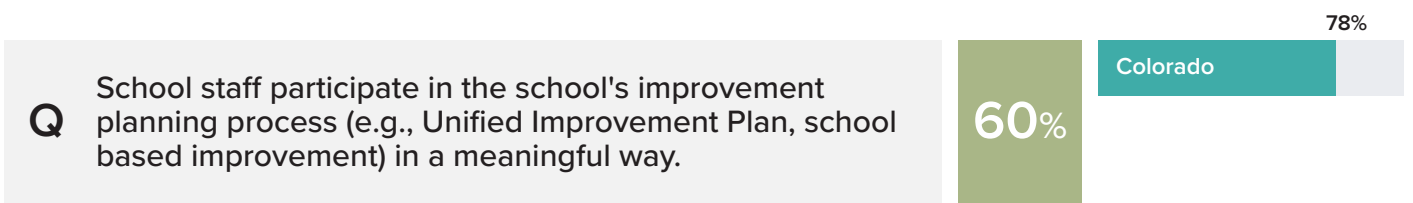
Results Disaggregated By: **Continue in Same Position at Current School**



More School Leadership results on next page

SL School Leadership (cont)

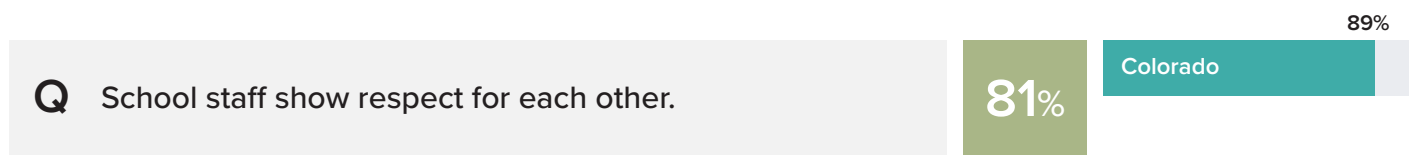
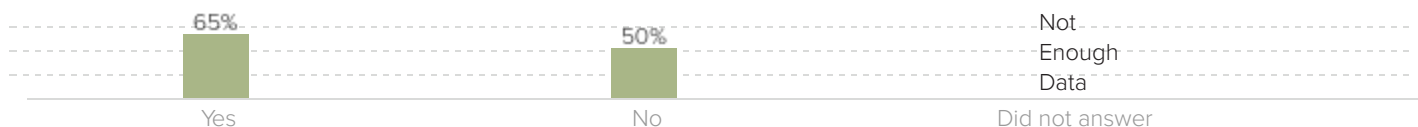
COMPARE RESULT



Distribution of responses



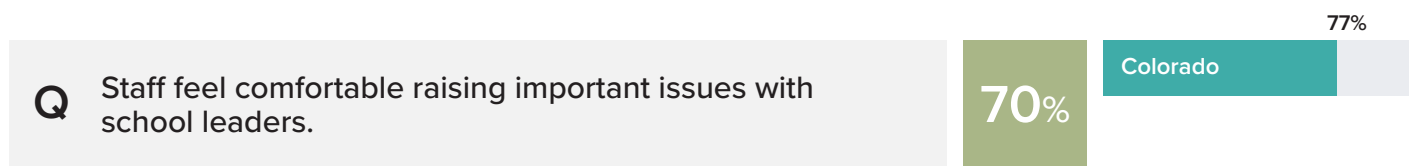
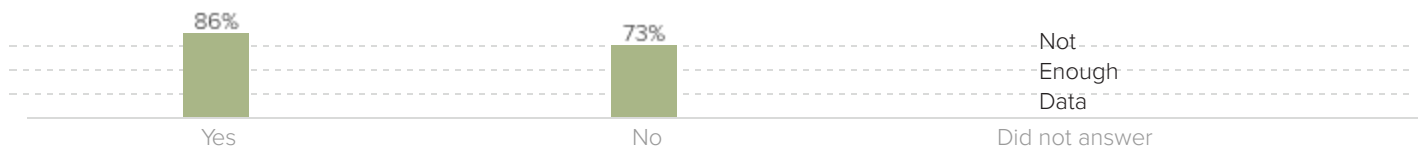
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



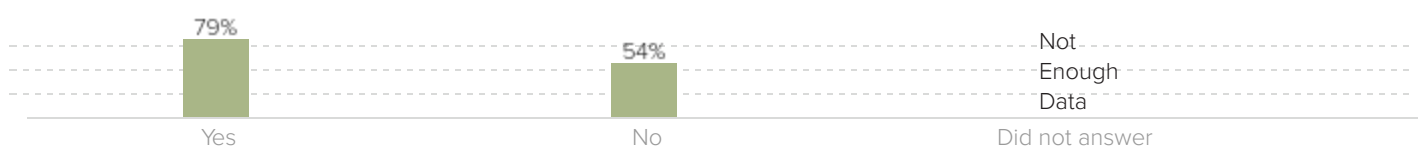
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



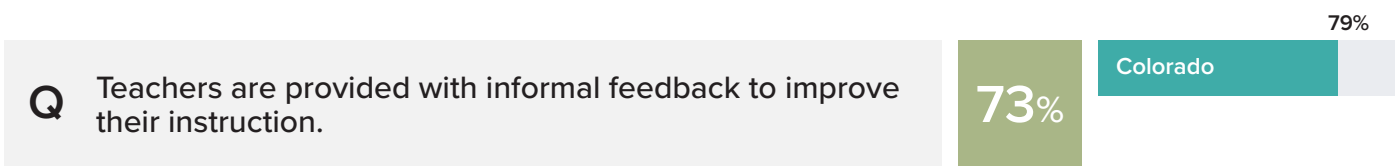
Results Disaggregated By: Continue in Same Position at Current School



More School Leadership results on next page

SL School Leadership (cont)

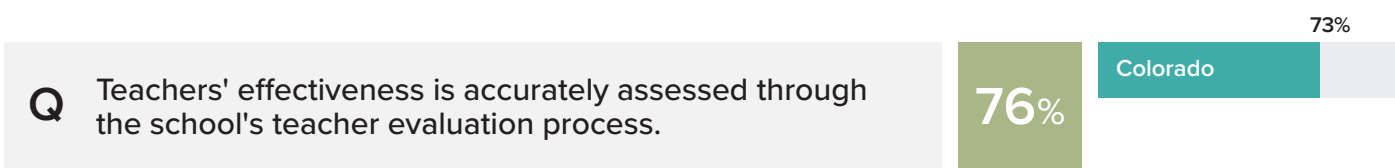
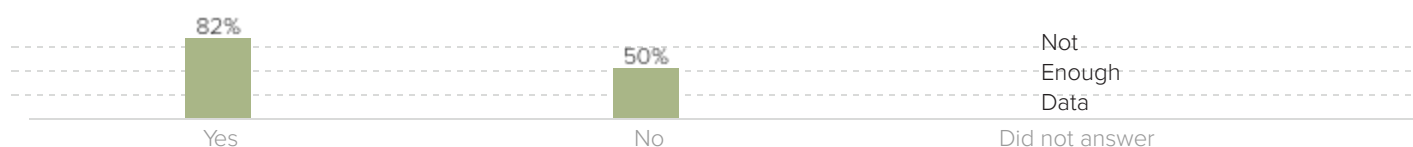
COMPARE RESULT



Distribution of responses



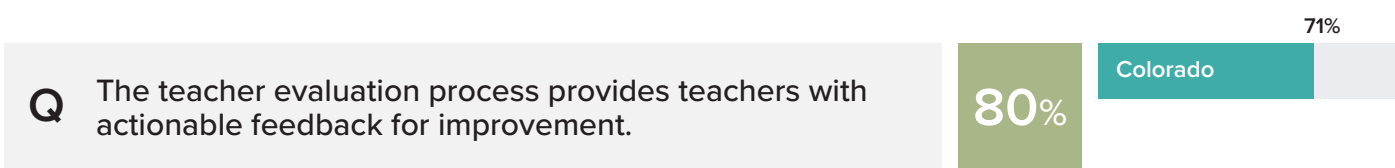
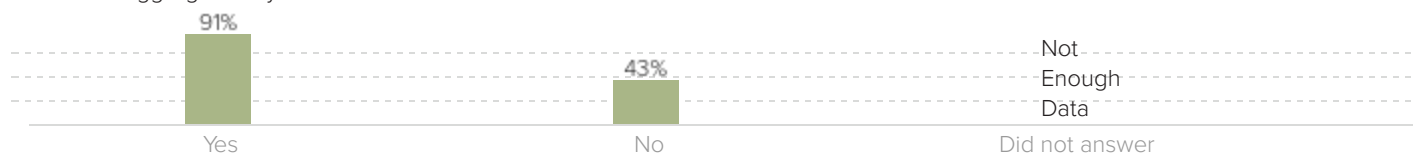
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



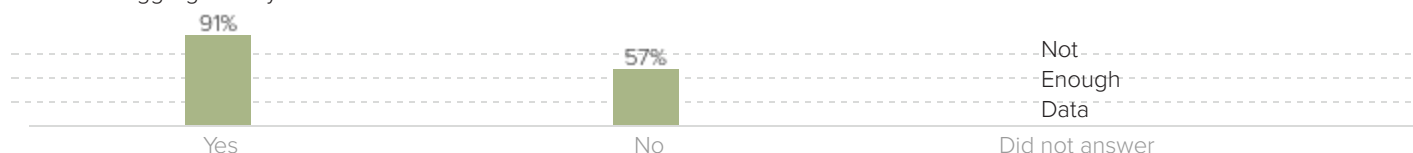
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



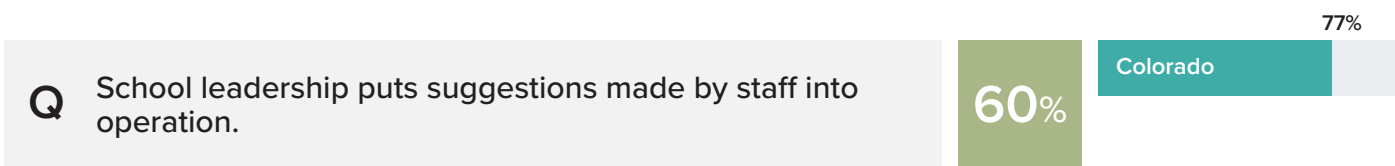
Results Disaggregated By: Continue in Same Position at Current School



More School Leadership results on next page

SL School Leadership (cont)

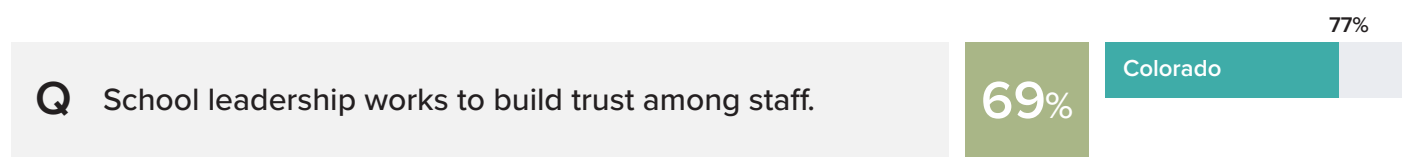
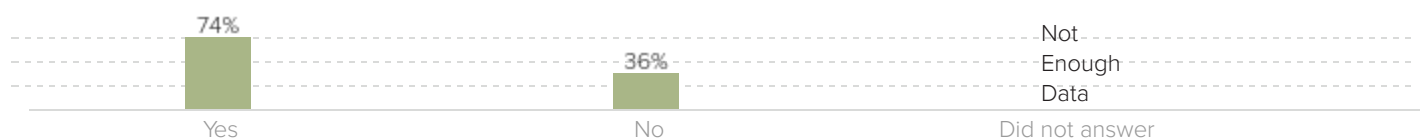
COMPARE RESULT



Distribution of responses



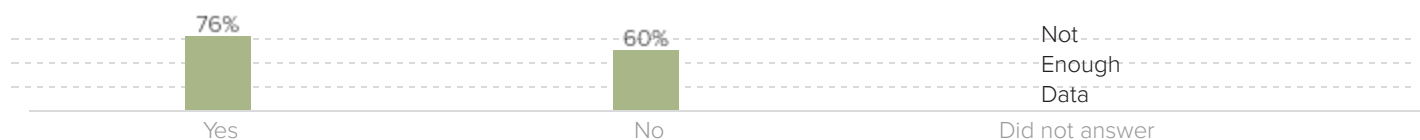
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



RESULTS

Item level results from your report



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

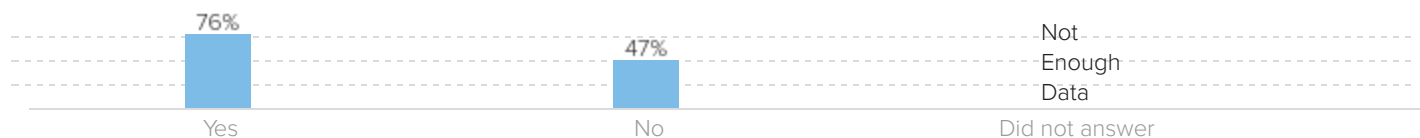
65%

Q Teachers' professional expertise is valued.

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



78%

Colorado

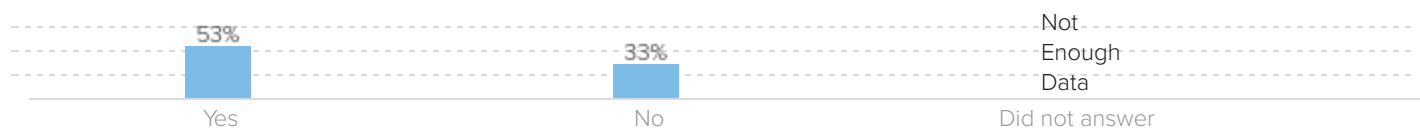
46%

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

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



More Teacher Leadership results on next page

TL Teacher Leadership (cont)

COMPARE RESULT

Q Teachers have leadership opportunities in this school.

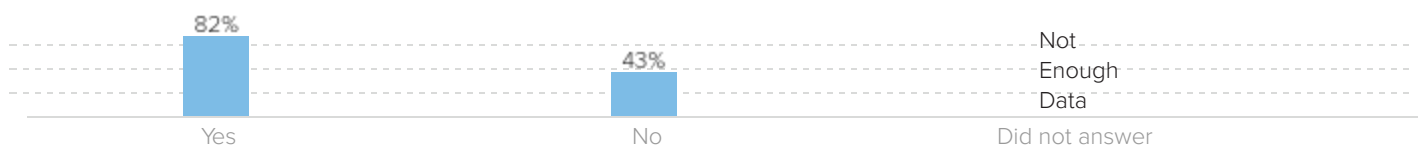
70%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School

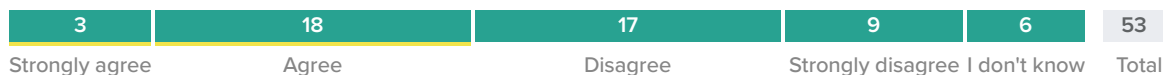


Q Teachers have an adequate level of influence on important school decisions.

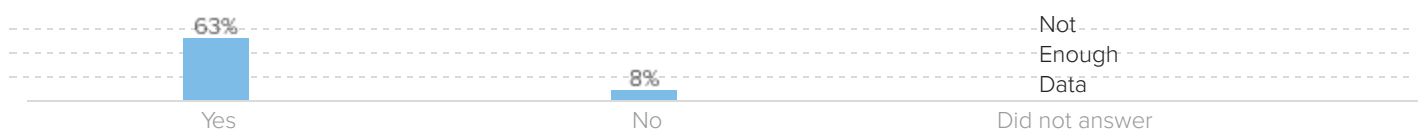
45%



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



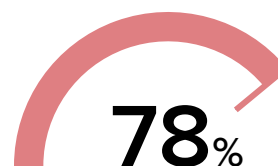
RESULTS

Item level results from your report



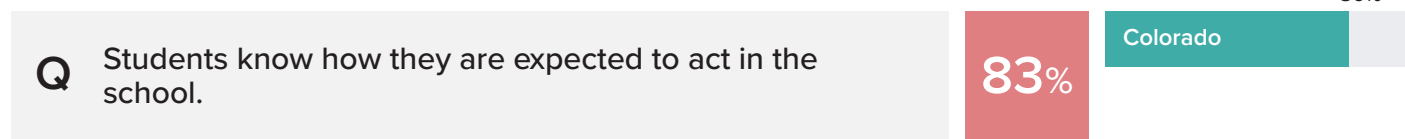
MC Managing Student Conduct

OVERALL FAVORABILITY



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

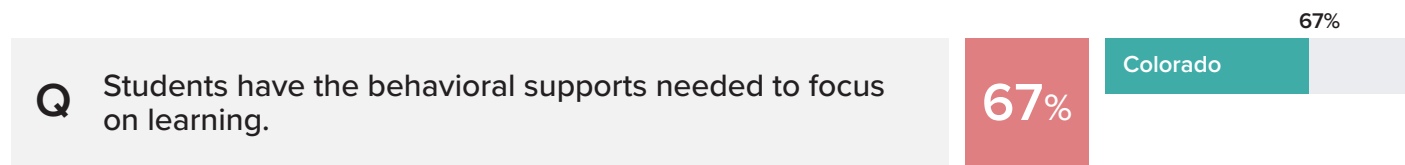
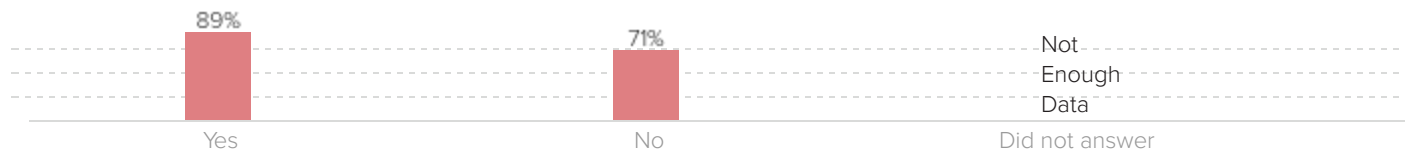
COMPARE RESULT



Distribution of responses



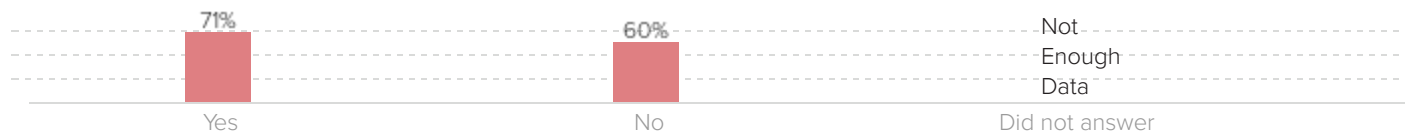
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



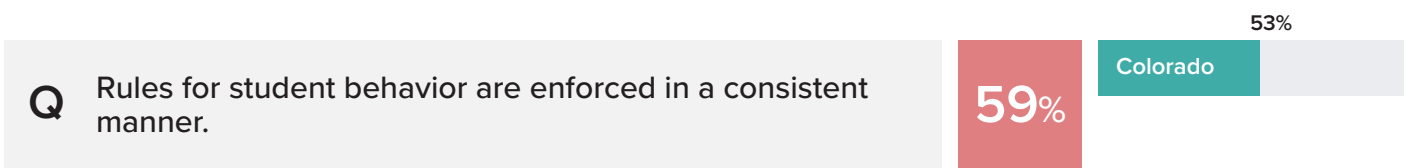
Results Disaggregated By: Continue in Same Position at Current School



MC More Managing Student Conduct results on next page

MC Managing Student Conduct (cont)

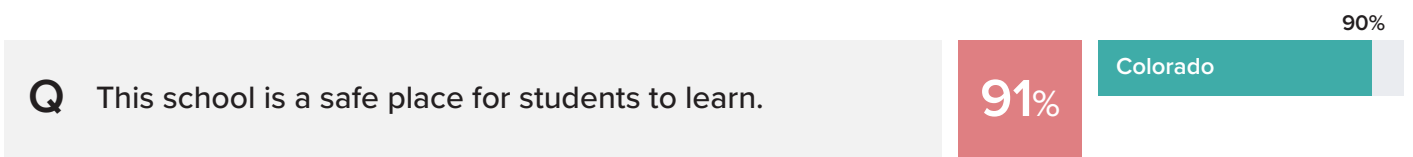
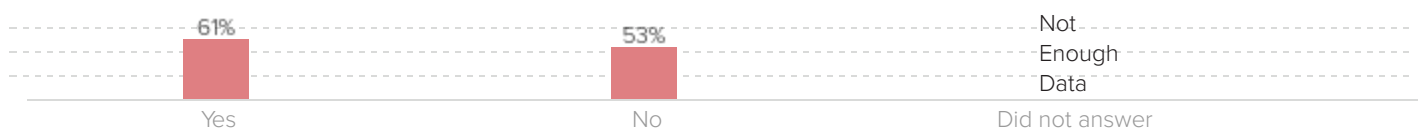
COMPARE RESULT



Distribution of responses



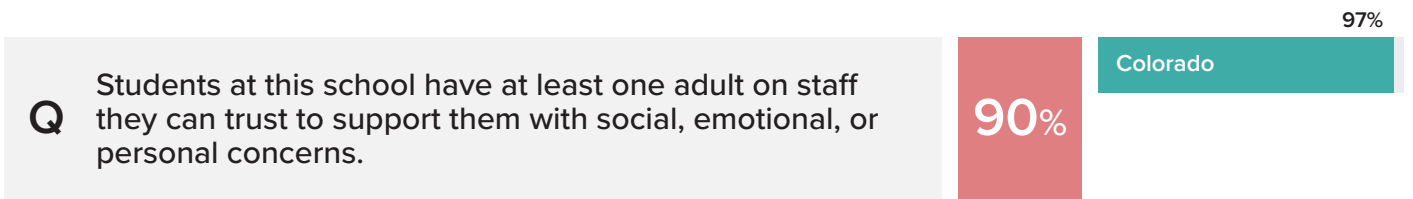
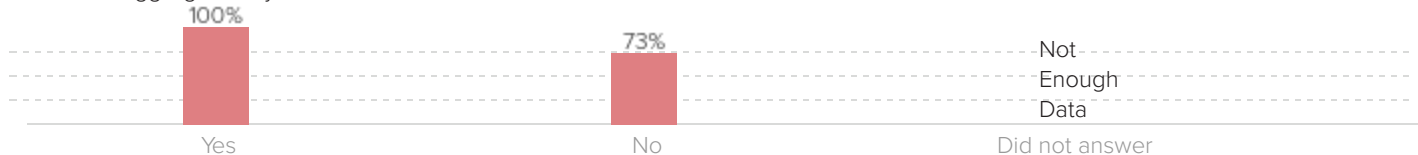
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



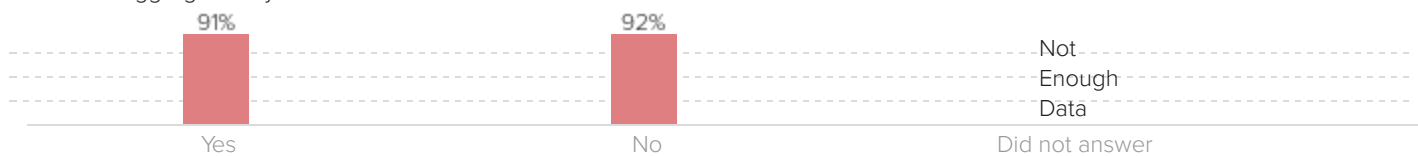
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



RESULTS

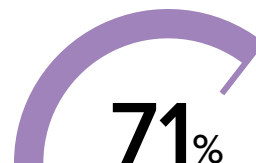
Item level results from your report



IS Instructional Practices and Support

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

OVERALL FAVORABILITY



COMPARE RESULT

90%

Colorado

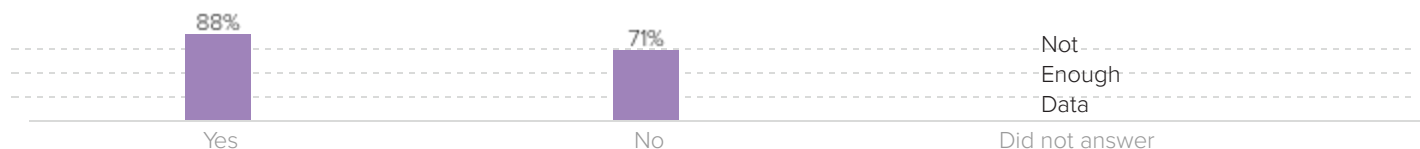
83%

Q Staff in this school consistently seek new and improved ways of providing instruction.

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



87%

Colorado

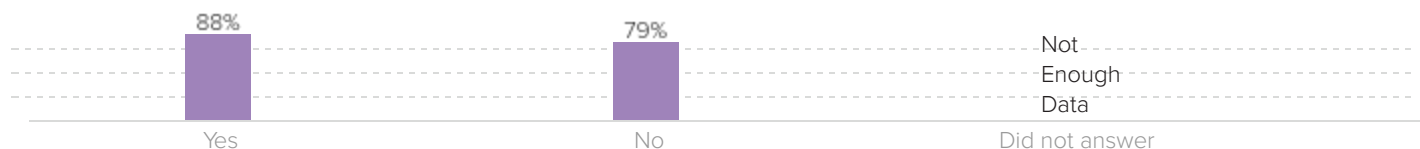
86%

Q Staff in this school hold themselves accountable for the academic growth of every child.

Distribution of responses



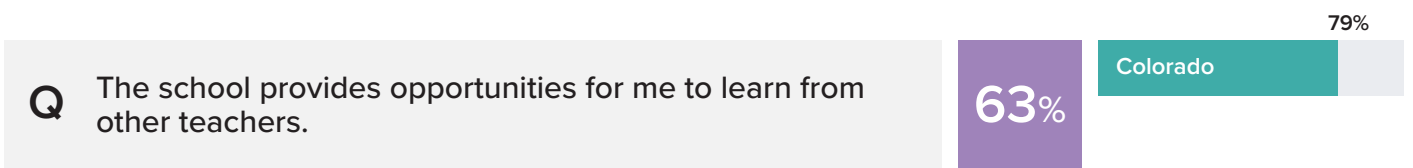
Results Disaggregated By: Continue in Same Position at Current School



IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

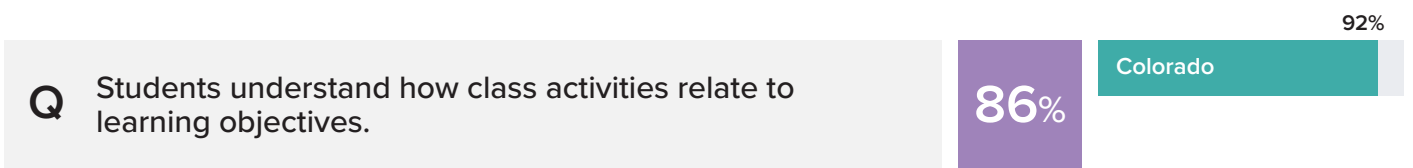
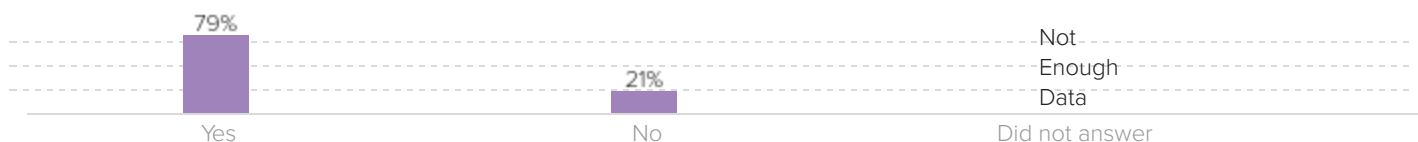
COMPARE RESULT



Distribution of responses



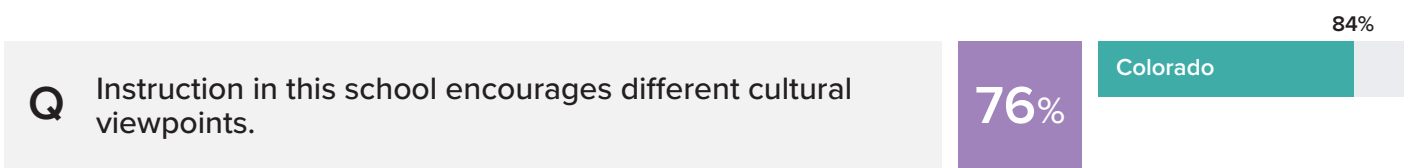
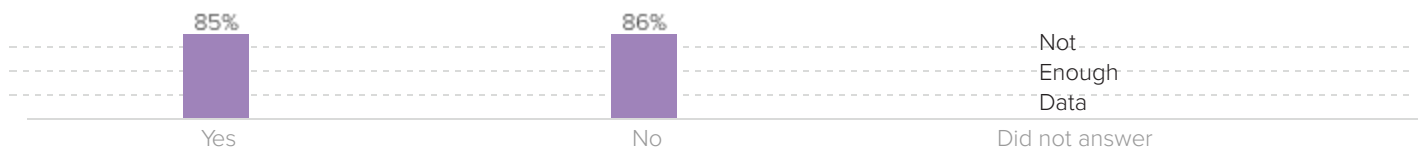
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



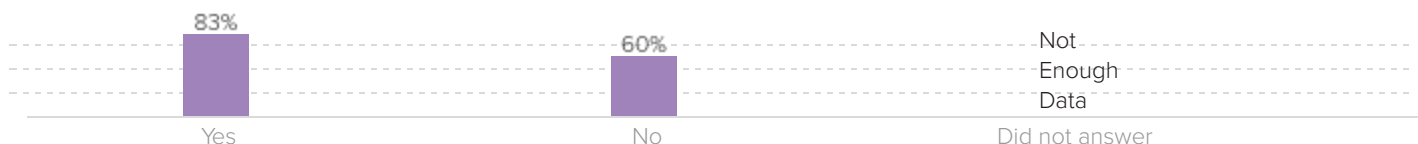
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



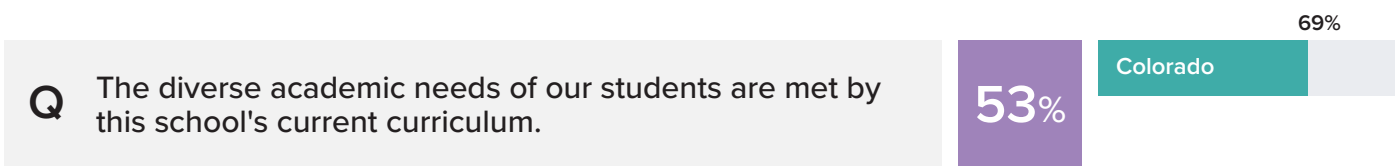
Results Disaggregated By: Continue in Same Position at Current School



IS More Instructional Practices and Support results on next page

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

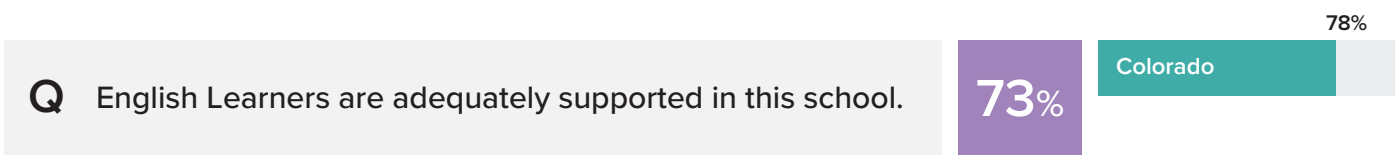
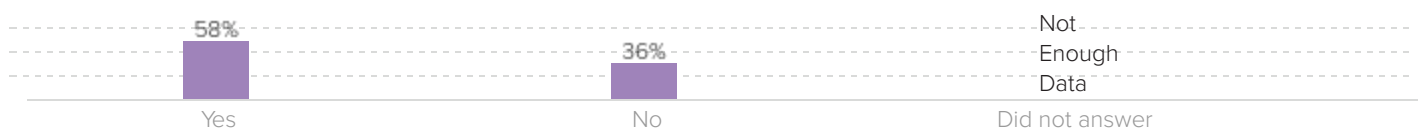
COMPARE RESULT



Distribution of responses



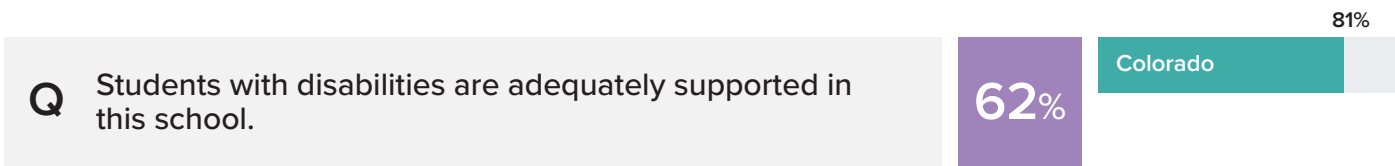
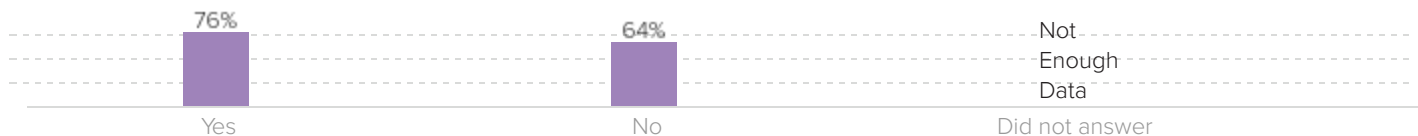
Results Disaggregated By: **Continue in Same Position at Current School**



Distribution of responses



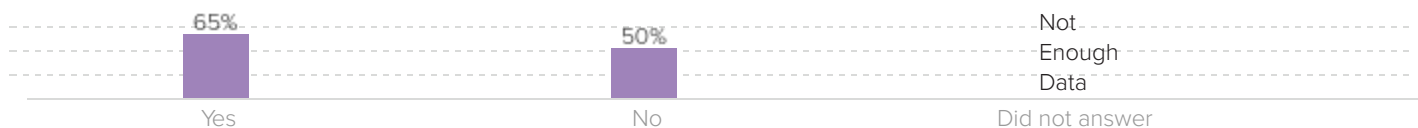
Results Disaggregated By: **Continue in Same Position at Current School**



Distribution of responses



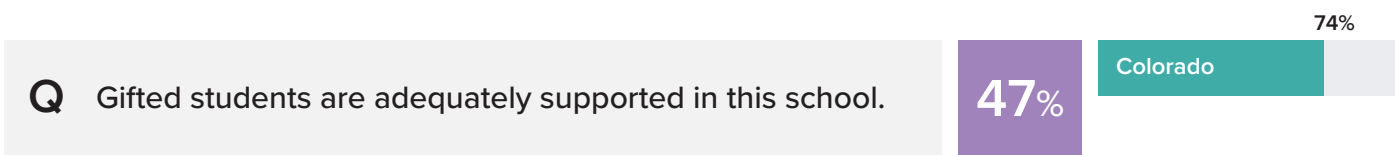
Results Disaggregated By: **Continue in Same Position at Current School**



IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

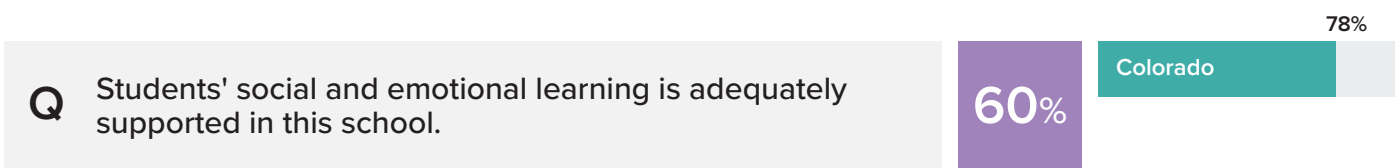
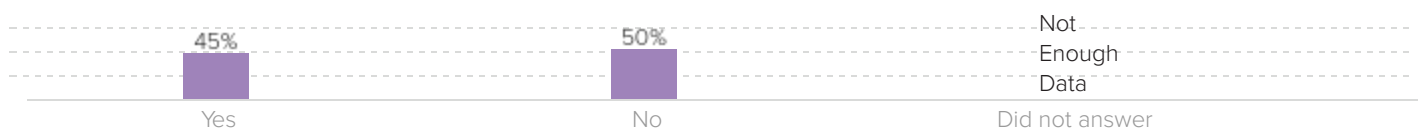
COMPARE RESULT



Distribution of responses



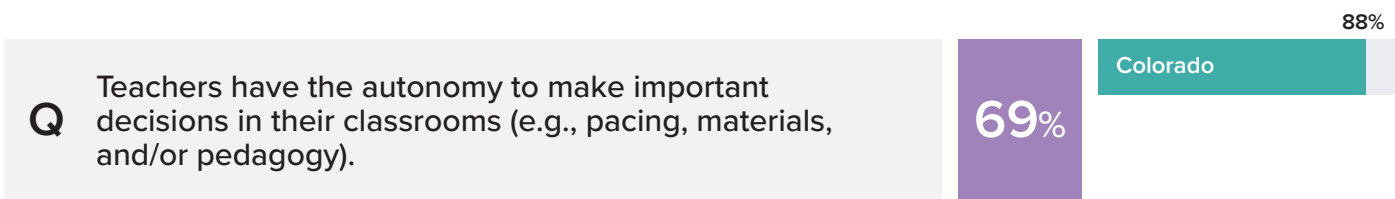
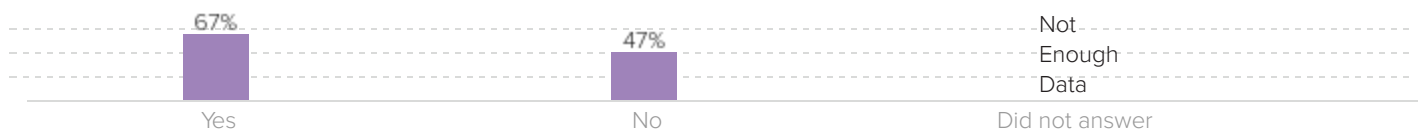
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



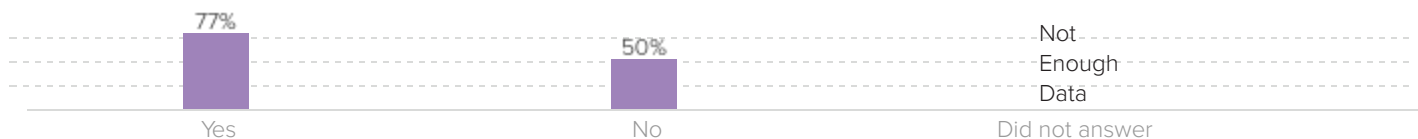
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



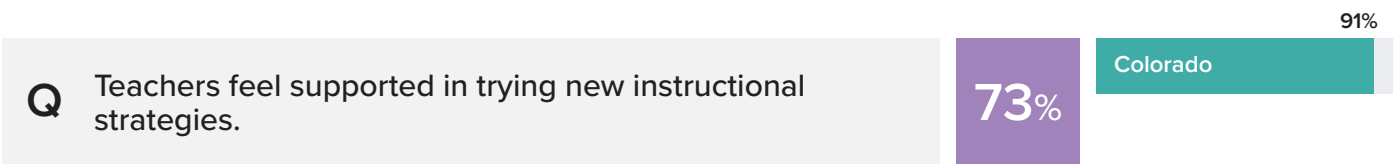
Results Disaggregated By: Continue in Same Position at Current School



IS More Instructional Practices and Support results on next page

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

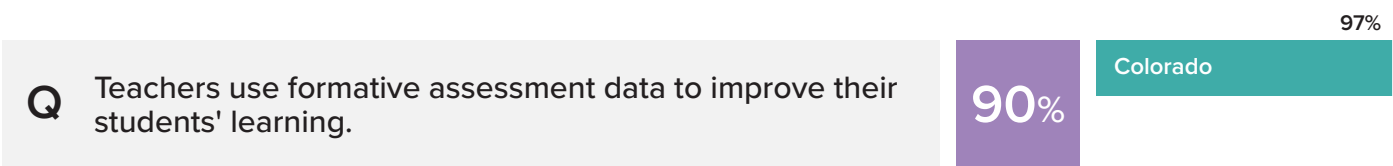
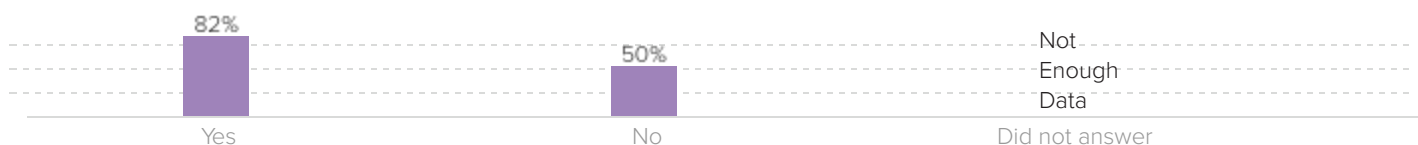
COMPARE RESULT



Distribution of responses



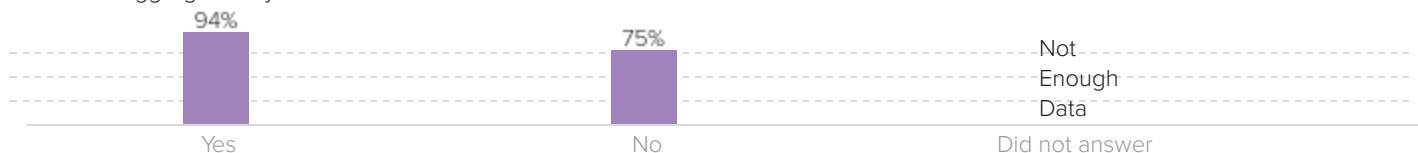
Results Disaggregated By: **Continue in Same Position at Current School**



Distribution of responses



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



RESULTS

Item level results from your report



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

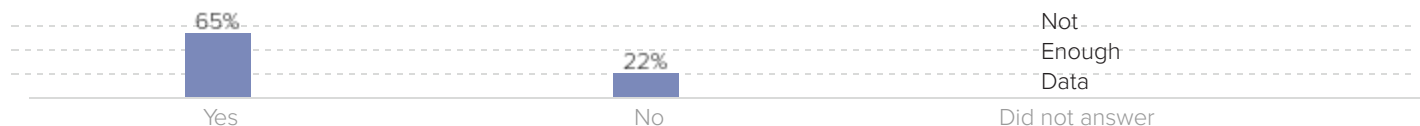
53%

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

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School

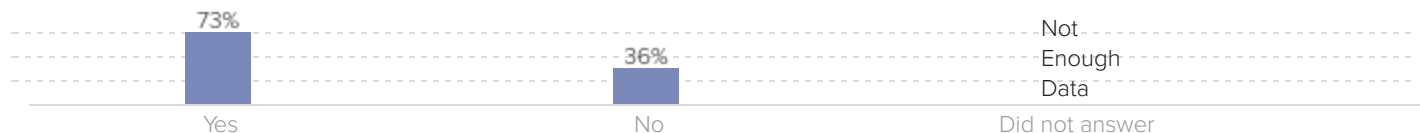


Q Professional learning opportunities are personalized and aligned to teachers' needs and strengths.

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.

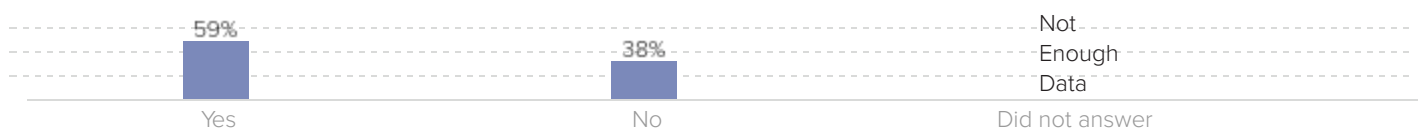
51%

Colorado 56%

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.

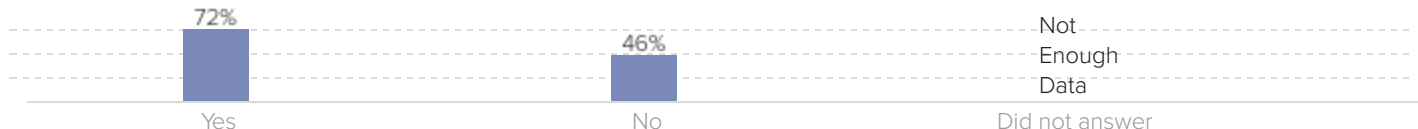
65%

Colorado 77%

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



Q All teachers receive ongoing support and coaching to improve their practice.

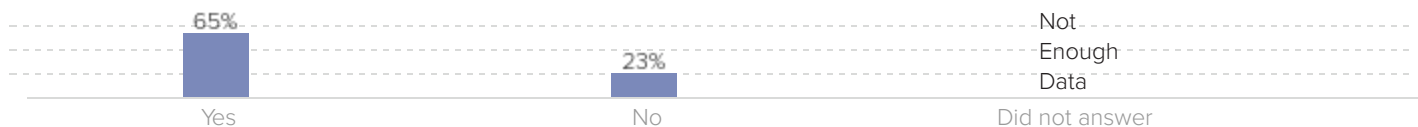
51%

Colorado 69%

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).

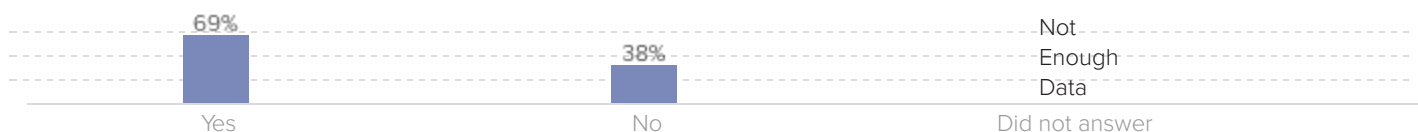
61%

Colorado 73%

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



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

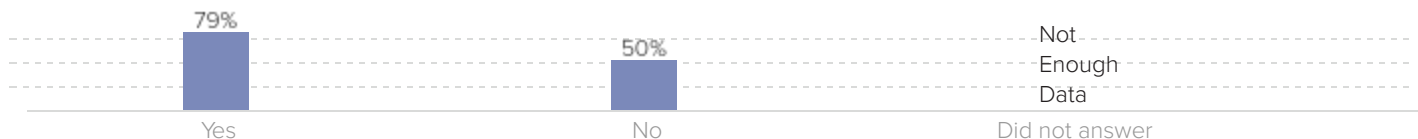
69%

Colorado 67%

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School

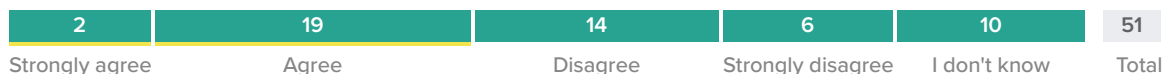


Q Professional learning opportunities are reinforced through coaching (e.g., knowledge building over time).

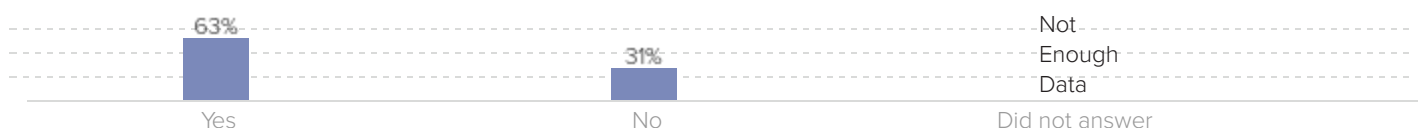
51%

Colorado 68%

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



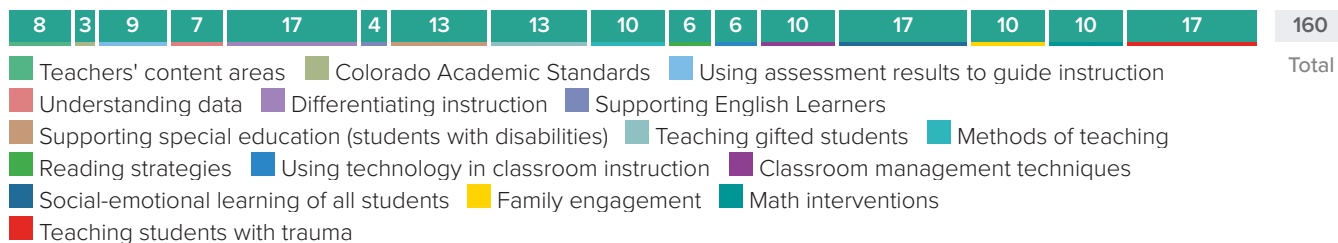
PD More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

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

Distribution of responses



RESULTS

Item level results from your report



T Time

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

OVERALL FAVORABILITY



COMPARE RESULT

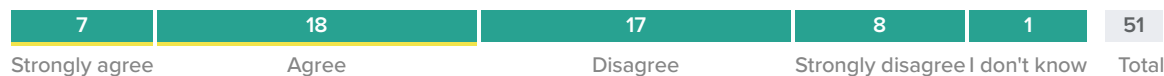
57%

Colorado

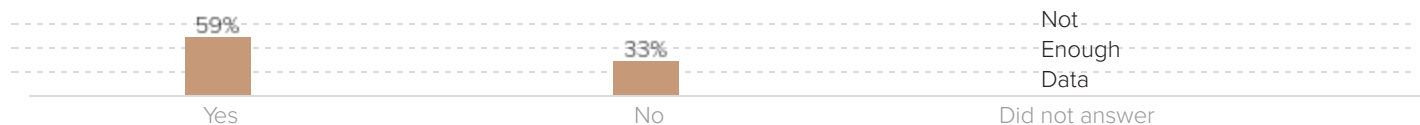
50%

Q Teachers have adequate time to prepare for instruction.

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



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

60%

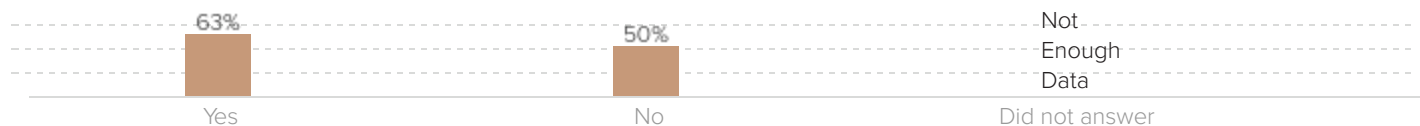
Colorado

63%

Distribution of responses



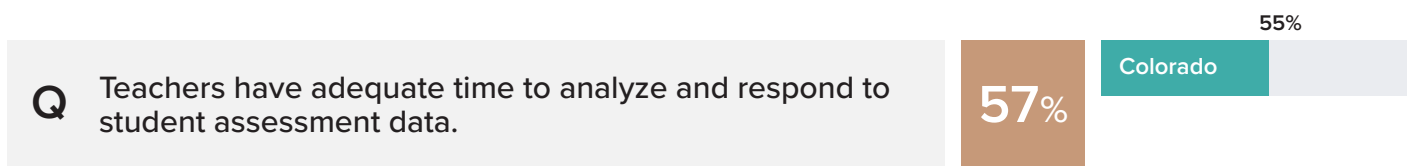
Results Disaggregated By: Continue in Same Position at Current School



More Time results on next page

T Time (cont)

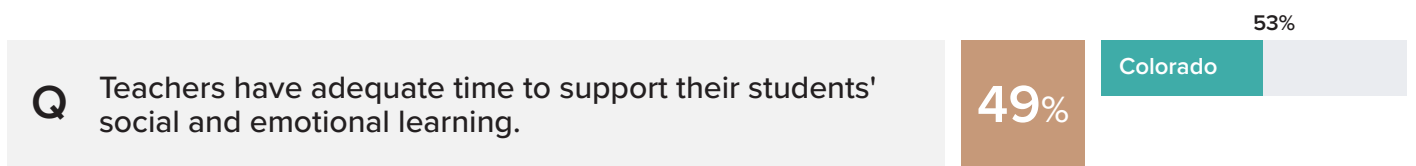
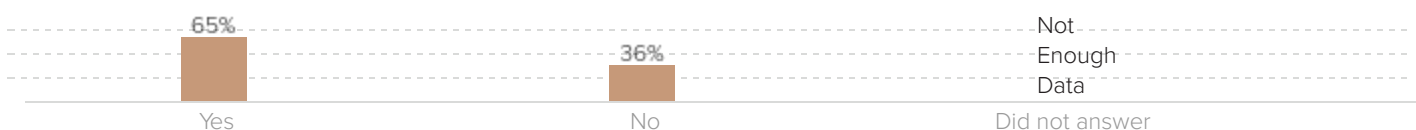
COMPARE RESULT



Distribution of responses



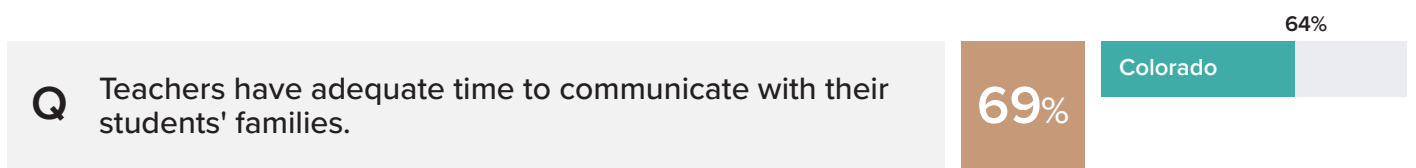
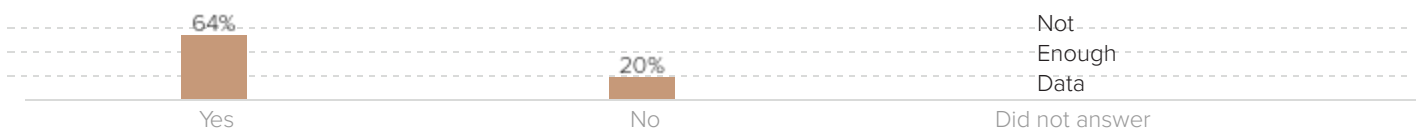
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



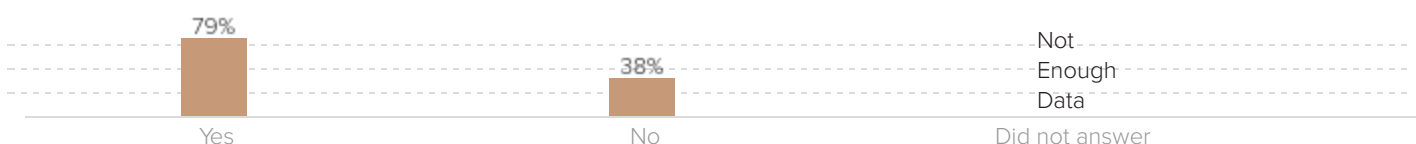
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



T More Time results on next page

T Time (cont)

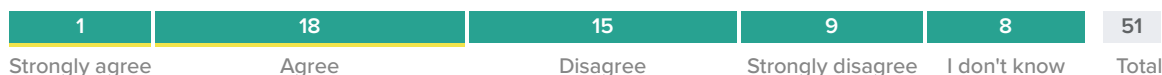
COMPARE RESULT

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

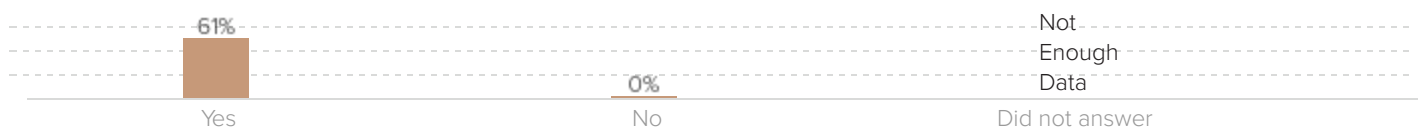
44%

Colorado 53%

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



Q Teachers have adequate time to engage in professional learning (e.g., attend trainings, refine new techniques, collaborate with grade level teams).

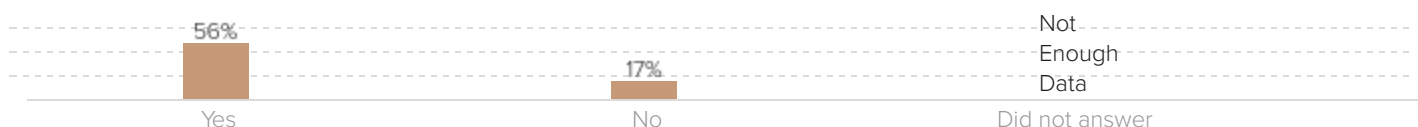
45%

Colorado 63%

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



RESULTS

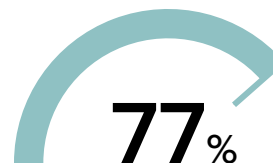
Item level results from your report



FR Facilities and Resources

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

OVERALL FAVORABILITY



COMPARE RESULT

73%

Colorado

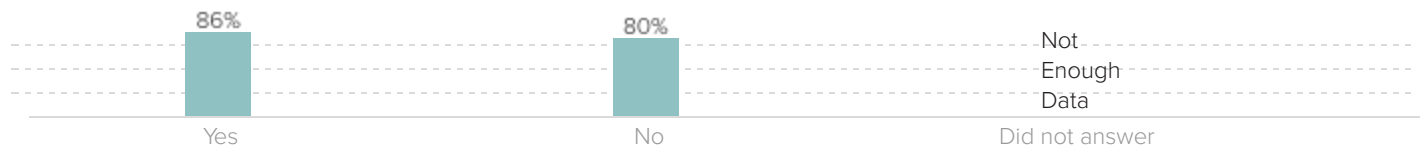
82%

Q Class size(s) are reasonable.

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



Q Instructional resources are adequate to support student learning.

65%

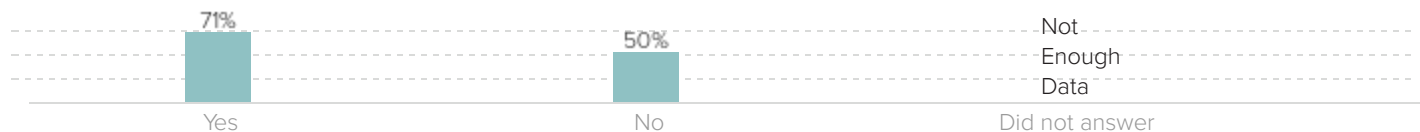
Colorado

75%

Distribution of responses



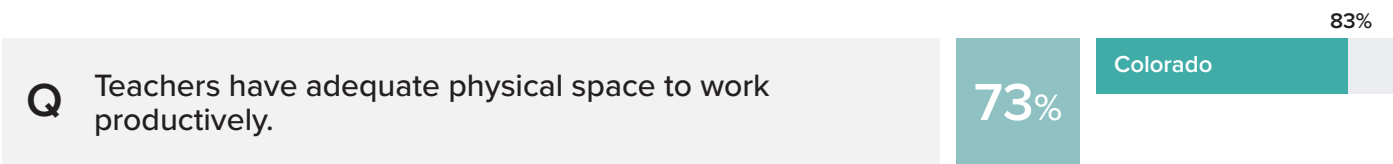
Results Disaggregated By: Continue in Same Position at Current School



FR More Facilities and Resources results on next page

FR Facilities and Resources (cont)

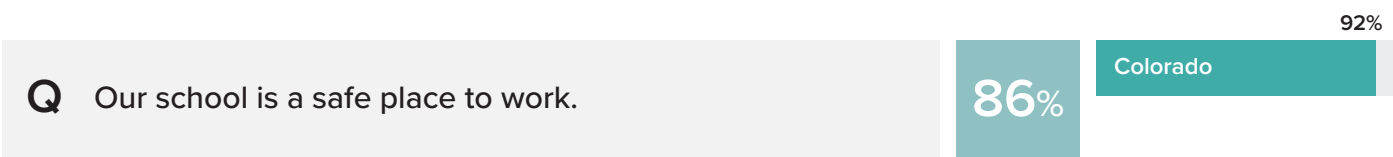
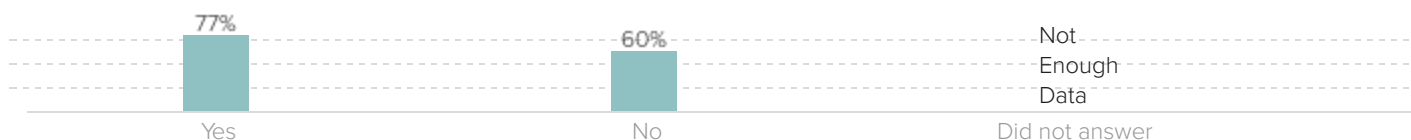
COMPARE RESULT



Distribution of responses



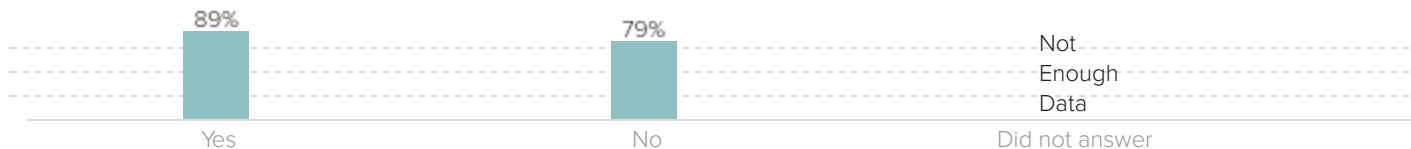
Results Disaggregated By: Continue in Same Position at Current School



Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



RESULTS

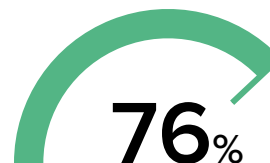
Item level results from your report



CI Community Support and Involvement

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

OVERALL FAVORABILITY



COMPARE RESULT

86%

Colorado

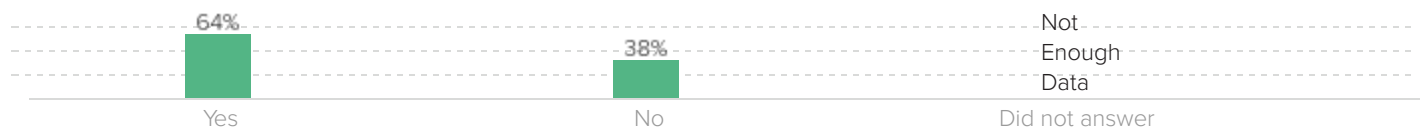
57%

Q The broader community is supportive of the school.

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



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

77%

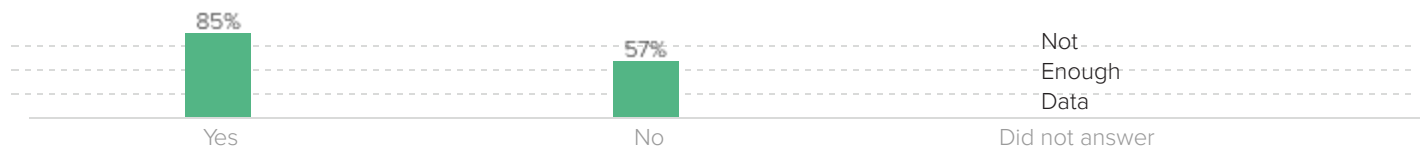
78%

Colorado

Distribution of responses



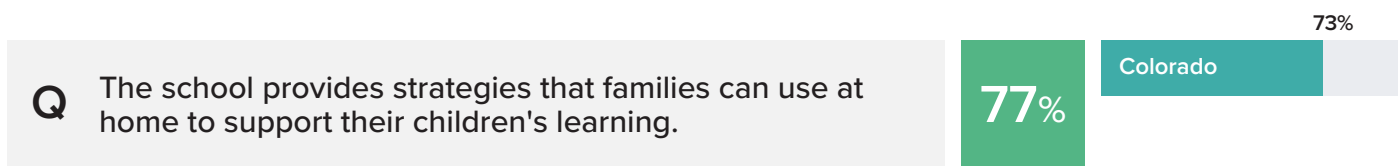
Results Disaggregated By: Continue in Same Position at Current School



More Community Support and Involvement results on next page

CI Community Support and Involvement (cont)

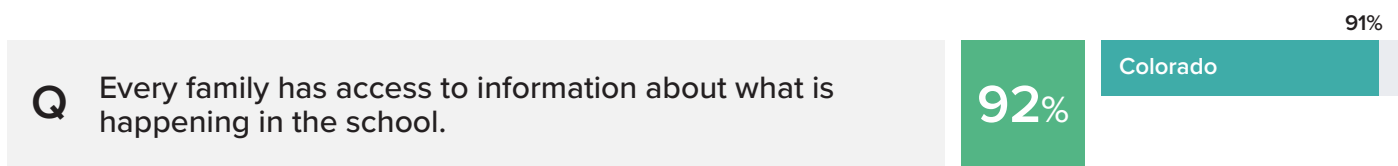
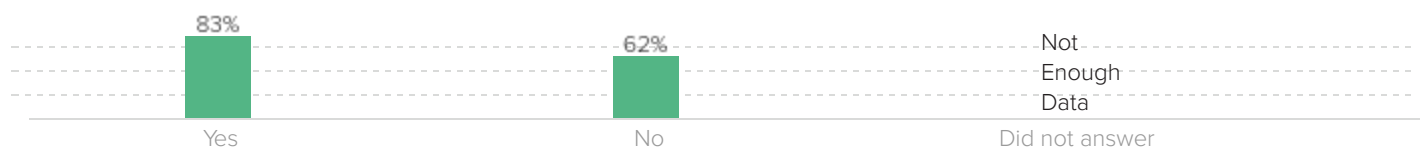
COMPARE RESULT



Distribution of responses



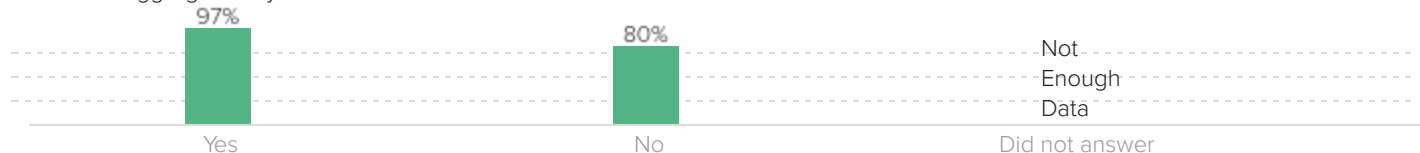
Results Disaggregated By: **Continue in Same Position at Current School**



Distribution of responses



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



RESULTS

Item level results from your report



OR Overall Reflection

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

OVERALL FAVORABILITY



COMPARE RESULT

86%

Colorado

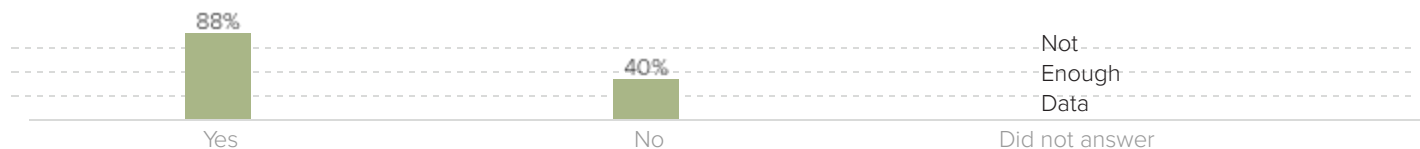
71%

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

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



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

74%

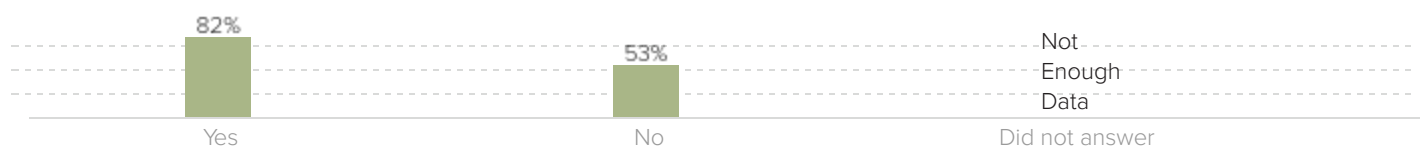
Colorado

88%

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



OR More Overall Reflection results on next page

OR Overall Reflection (cont)

COMPARE RESULT

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

69%

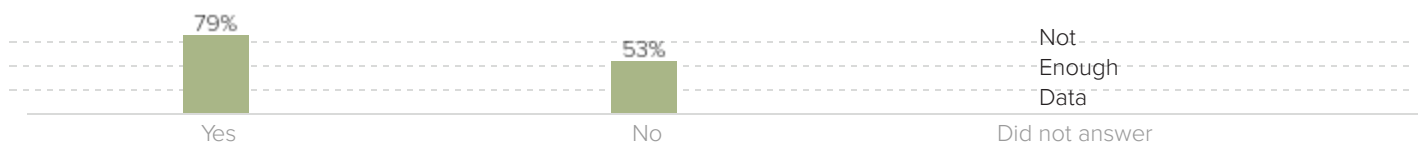
74%

Colorado

Distribution of responses



Results Disaggregated By: Continue in Same Position at Current School



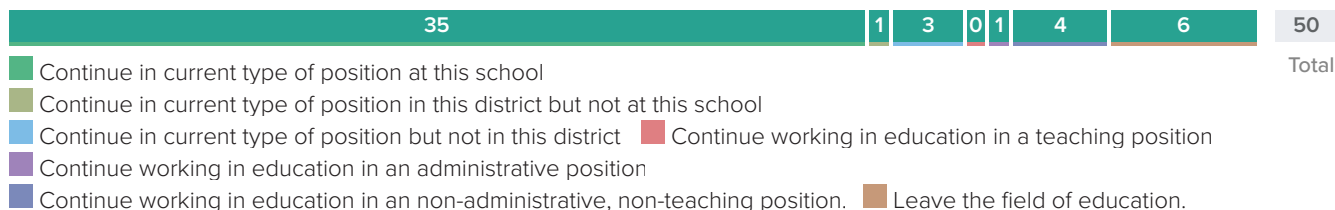
Q Which of the following most affects your decision about whether to continue working at this school?

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