

DISTRICT REPORT

Teaching & Learning Conditions Colorado Survey



Prepared for
MOFFAT 2

Number of respondents (#)
33

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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

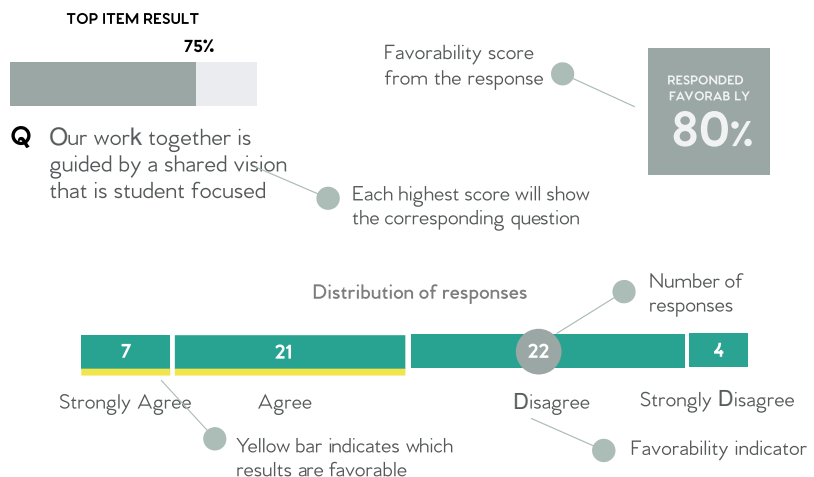
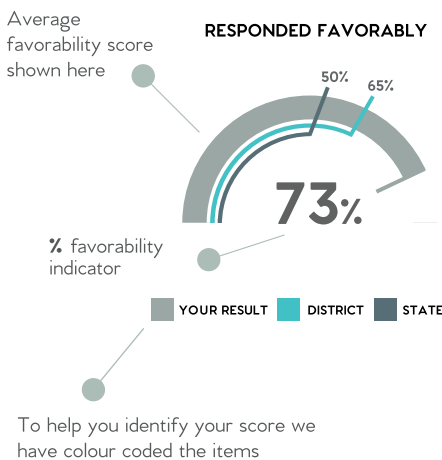
The survey is led by the Colorado Department of Education (CDE) and operated through a statewide collaborative that includes the Colorado Association of School Boards, Colorado Association of School Executives, Colorado Education Association, Colorado Education Initiative, Colorado League of Charter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



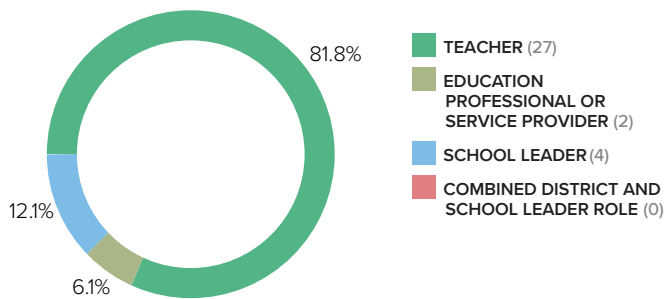
DEMOGRAPHICS

Who took the survey?

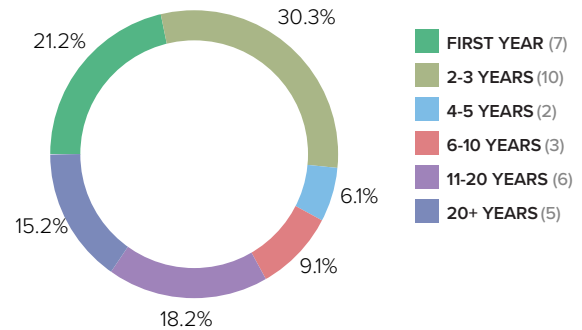
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

33 total respondents

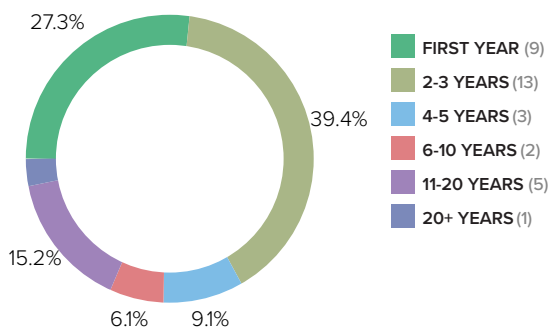
What is your current position at the school?



How many years have you worked in this position?



How many years have you worked at your present school?

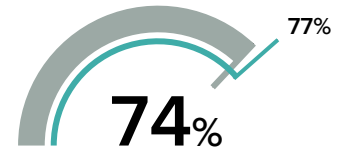


REPORT OVERVIEW

Your results at a glance



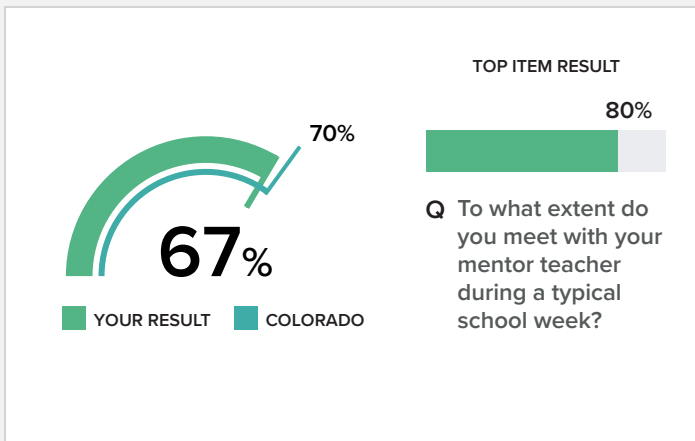
REPORT OVERALL FAVORABILITY



YOUR RESULTS

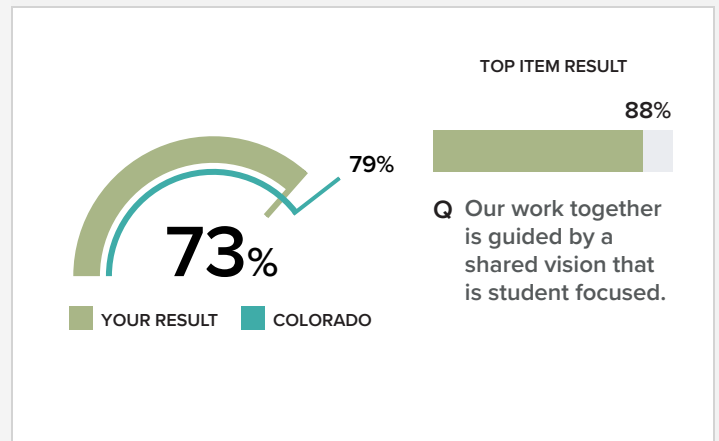
NQ

New Teacher Questions



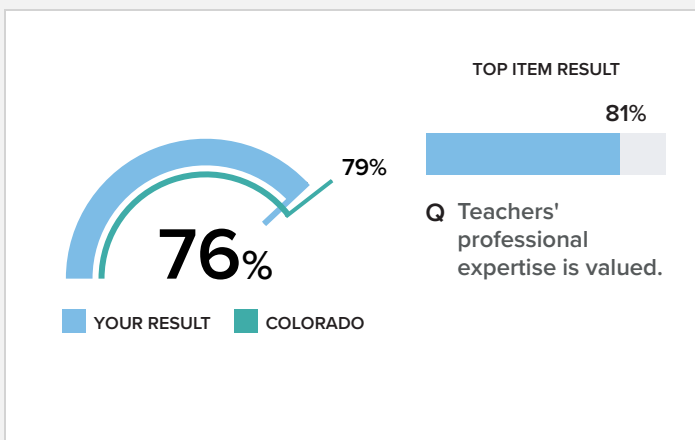
SL

School Leadership



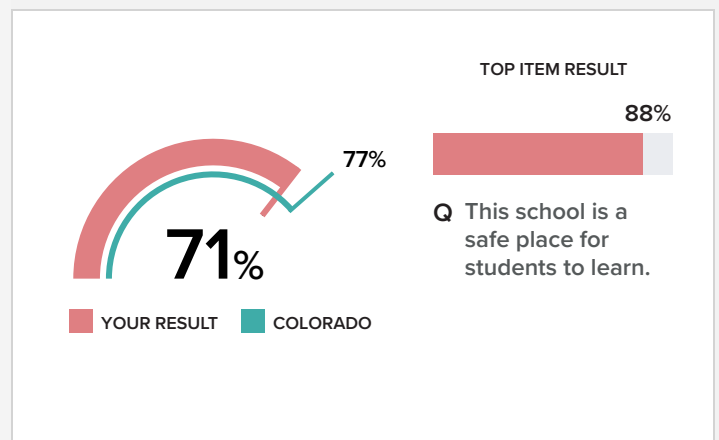
TL

Teacher Leadership



MC

Managing Student Conduct

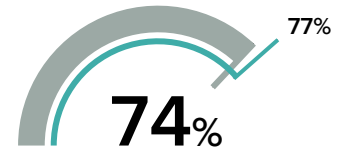


REPORT OVERVIEW

Your results at a glance



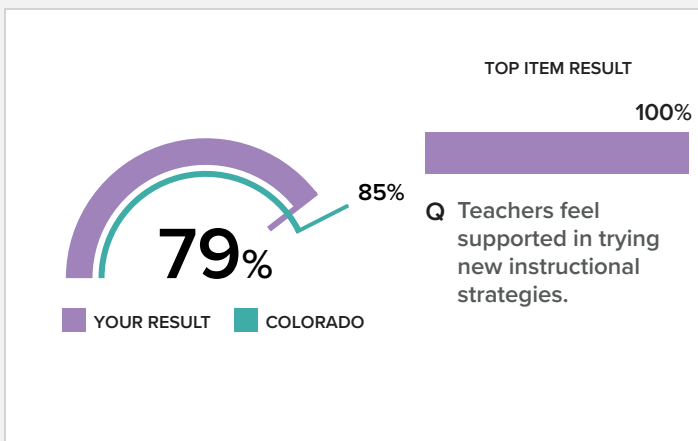
REPORT OVERALL FAVORABILITY



YOUR RESULTS

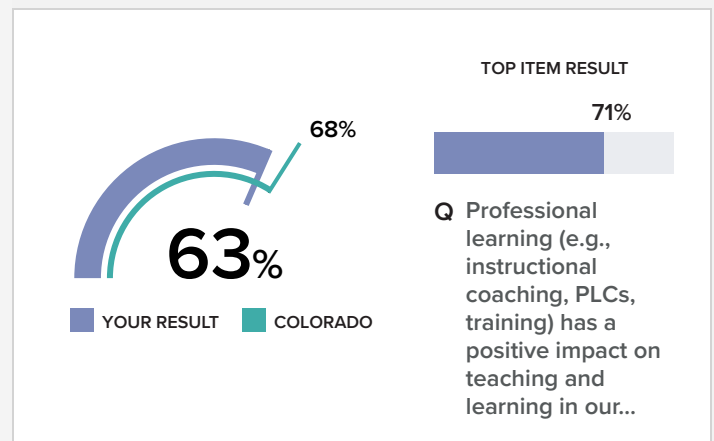
IS

Instructional Practices and Support



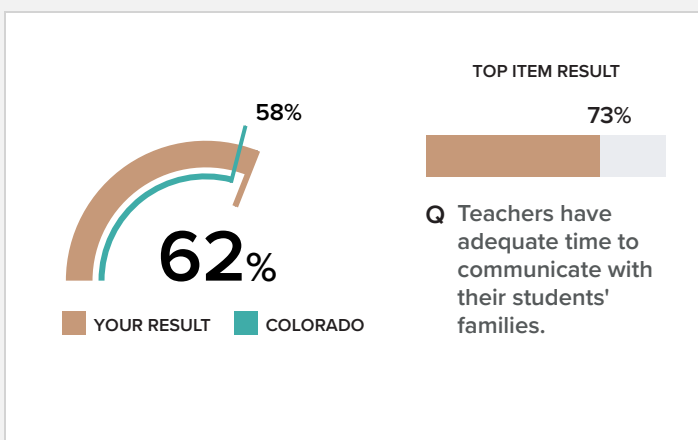
PD

Professional Development



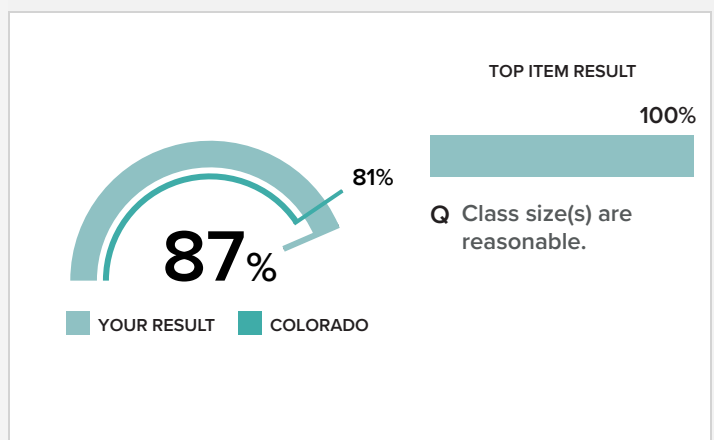
T

Time



FR

Facilities and Resources

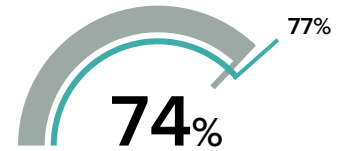


REPORT OVERVIEW

Your results at a glance



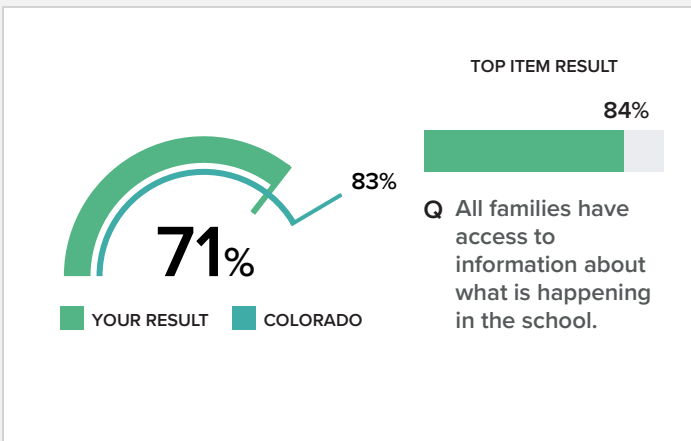
REPORT OVERALL FAVORABILITY



YOUR RESULTS

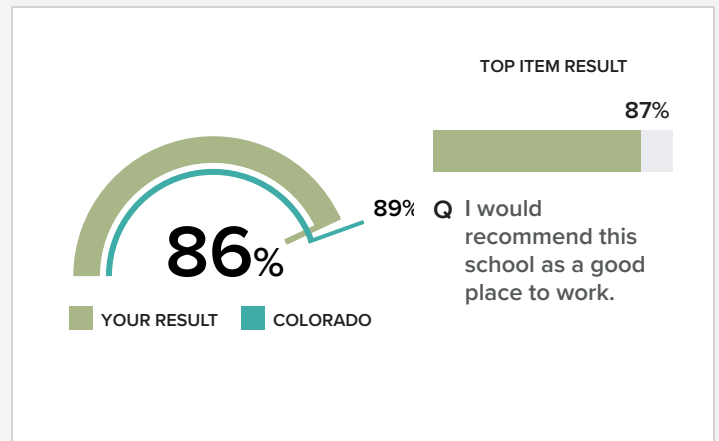
CI

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: **Years of Experience**

NQ New Teacher Questions



SL School Leadership



TL Teacher Leadership



MC Managing Student Conduct



REPORT OVERVIEW - BREAKDOWN

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Results Disaggregated By: **Years of Experience**

IS Instructional Practices and Support



PD Professional Development



T Time



FR Facilities and Resources



REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

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Results Disaggregated By: **Years of Experience**

CI Community Support and Involvement



OR Overall Reflection



DS District Supports



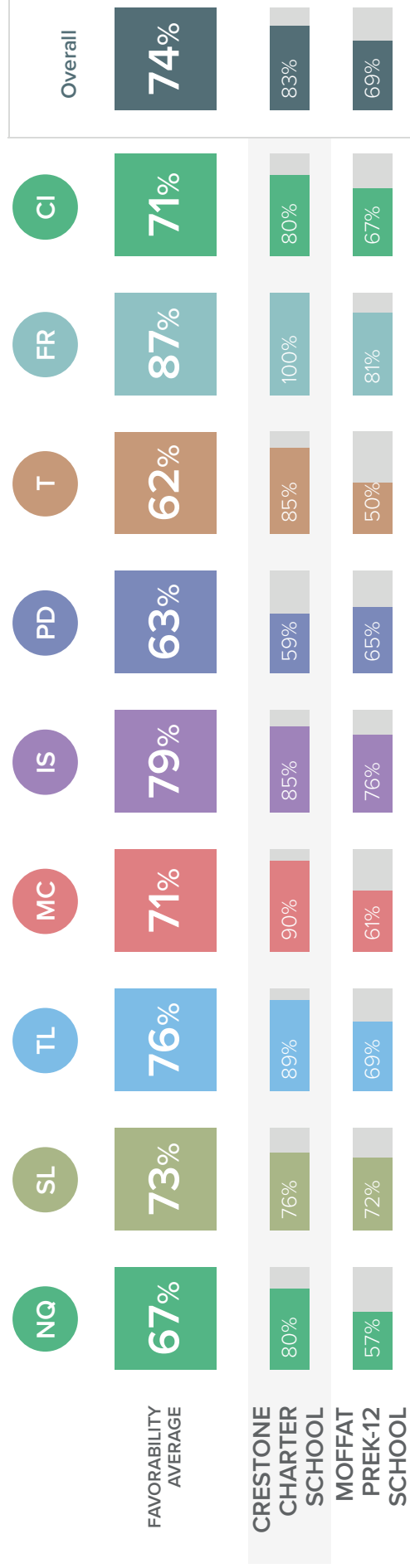
INSIGHTS

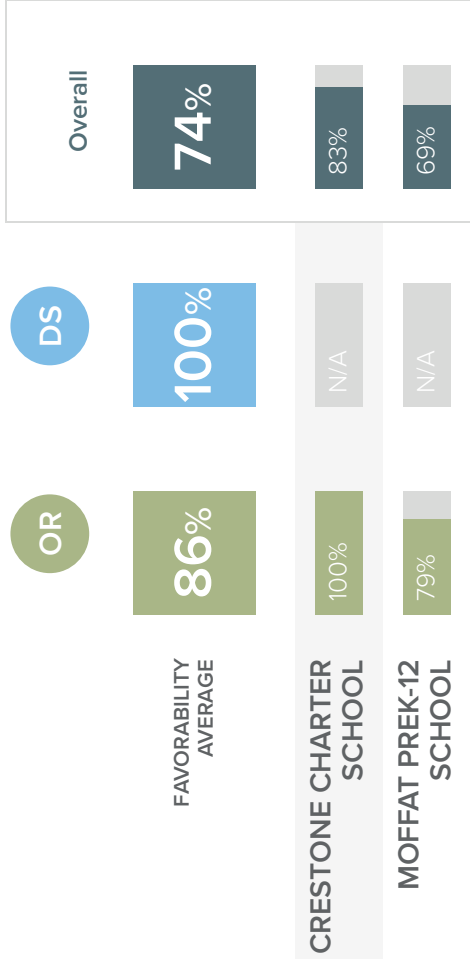
Discover important aspects of your report



HOW INSIGHTS WORK

This page helps you track performance across your district. Each row within the table below shows the construct-level and the overall results for each qualifying participating school. This list is arranged by Overall Results.





RESULTS

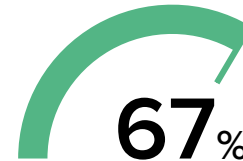
Item level results from your report



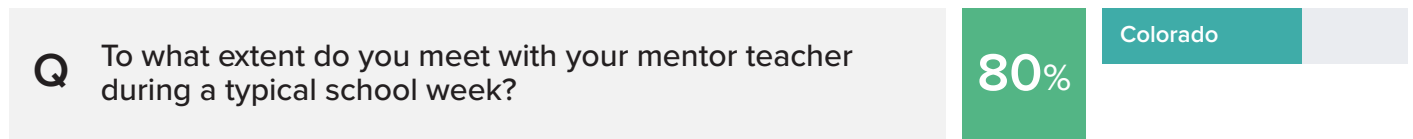
NQ New Teacher Questions

OVERALL FAVORABILITY

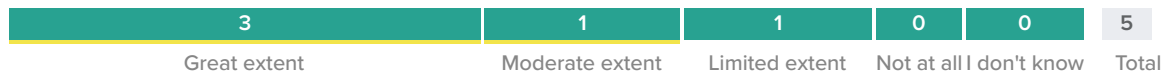
Only delivered to new teachers (1-3 years at current school), these questions relate to specific supports for new teachers (e.g., training, mentoring).



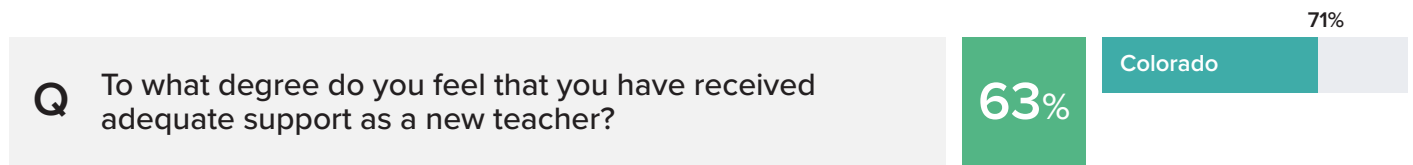
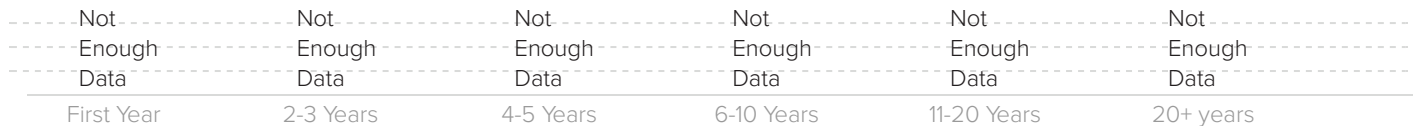
COMPARE RESULT



Distribution of responses



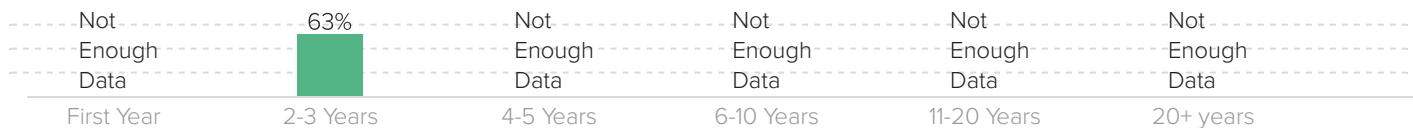
Results Disaggregated By: **Years of Experience**



Distribution of responses



Results Disaggregated By: **Years of Experience**



NQ More New Teacher Questions results on next page

NQ New Teacher Questions (cont)

COMPARE RESULT

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

Distribution of responses



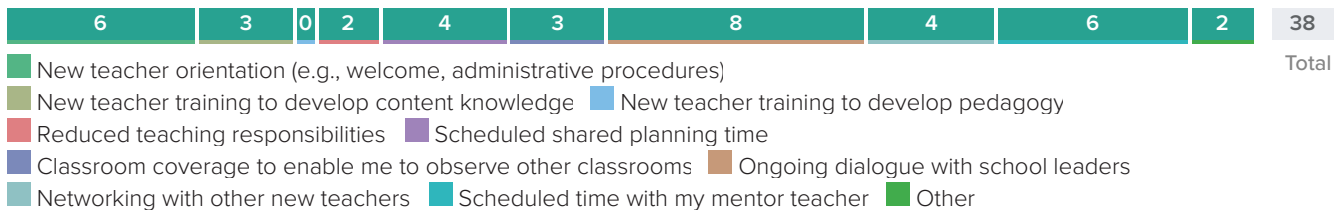
Q Have you been assigned a mentor teacher this school year?

Distribution of responses



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

Distribution of responses



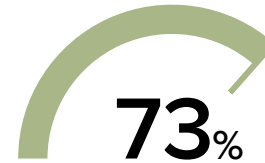
RESULTS

Item level results from your report



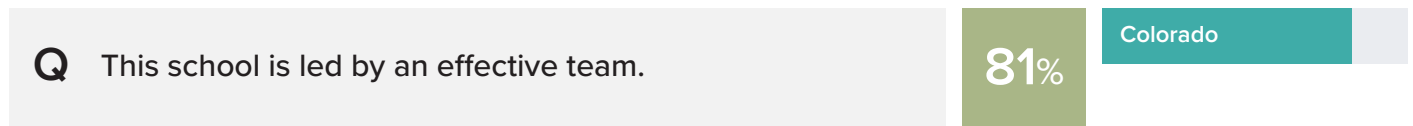
SL School Leadership

OVERALL FAVORABILITY



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

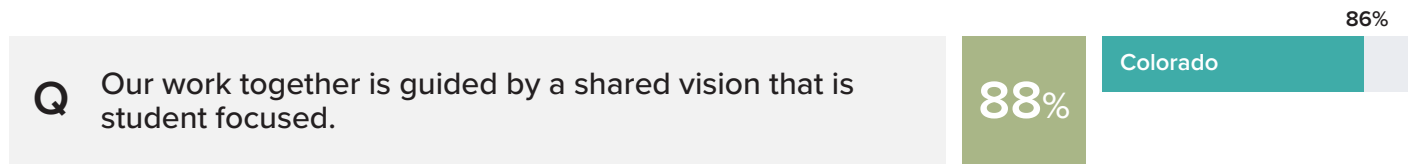
COMPARE RESULT



Distribution of responses



Results Disaggregated By: Years of Experience



Distribution of responses



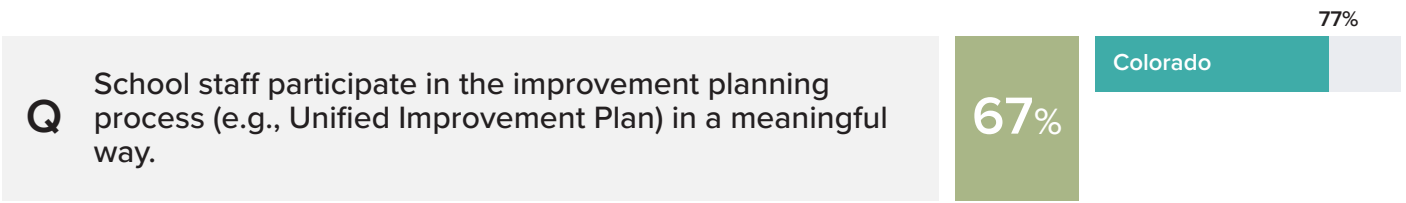
Results Disaggregated By: Years of Experience



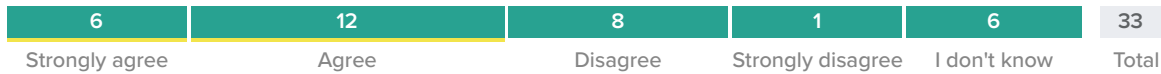
More School Leadership results on next page

SL **School Leadership (cont)**

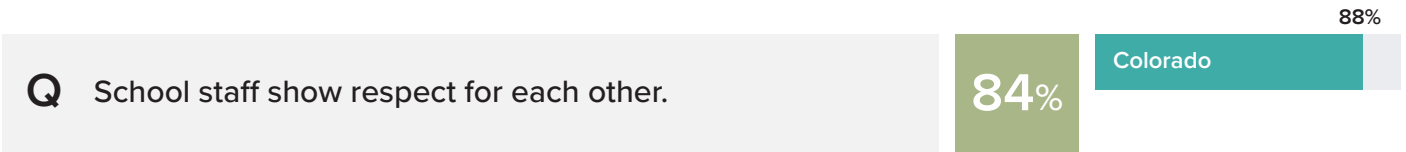
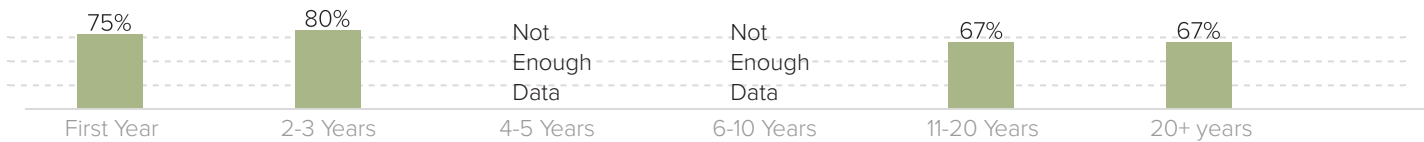
COMPARE RESULT



Distribution of responses



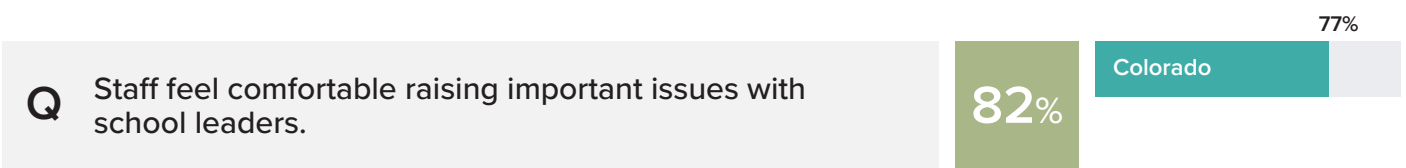
Results Disaggregated By: **Years of Experience**



Distribution of responses



Results Disaggregated By: **Years of Experience**



Distribution of responses



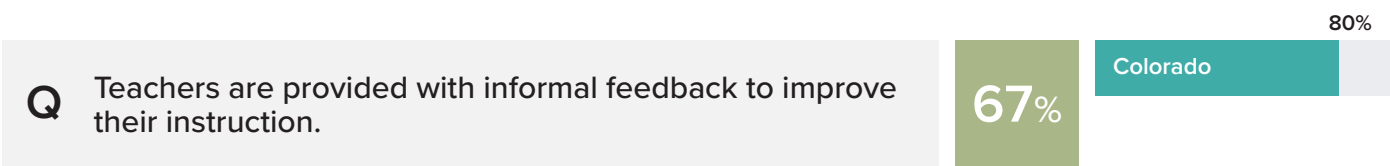
Results Disaggregated By: **Years of Experience**



More School Leadership results on next page

SL School Leadership (cont)

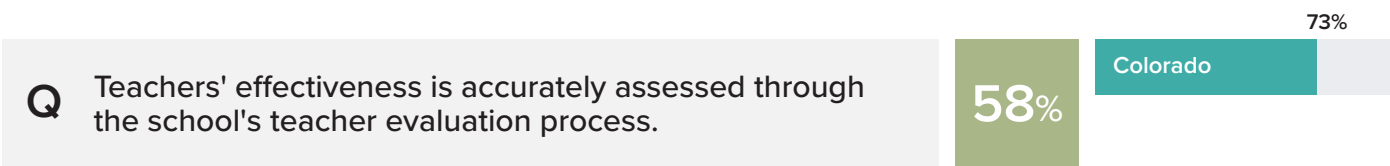
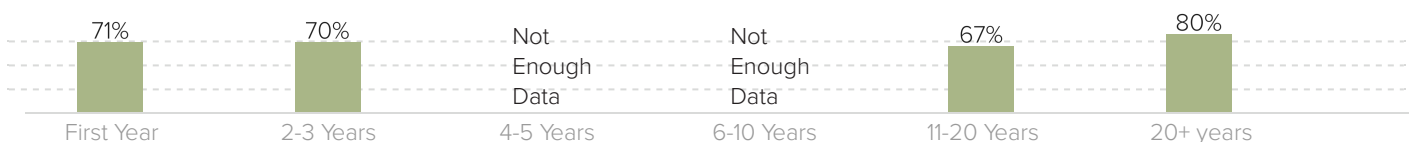
COMPARE RESULT



Distribution of responses



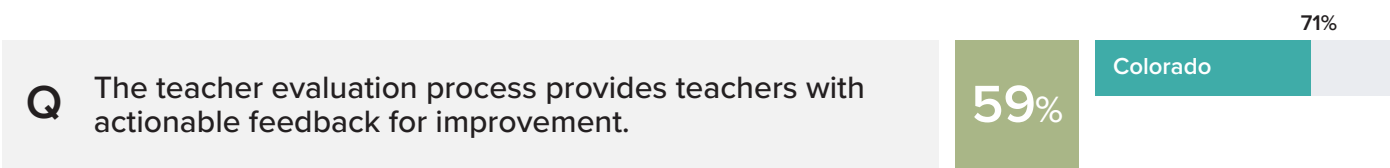
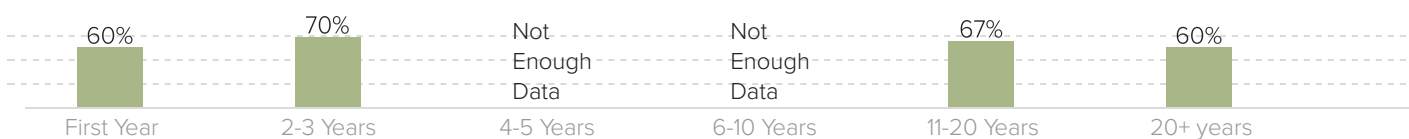
Results Disaggregated By: Years of Experience



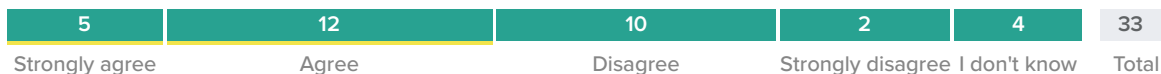
Distribution of responses



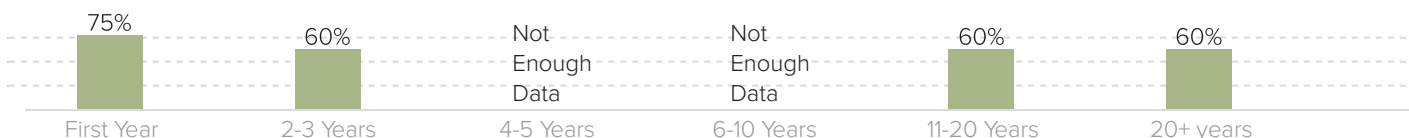
Results Disaggregated By: Years of Experience



Distribution of responses



Results Disaggregated By: Years of Experience



RESULTS

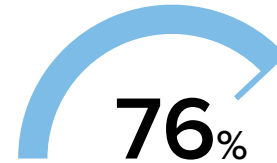
Item level results from your report



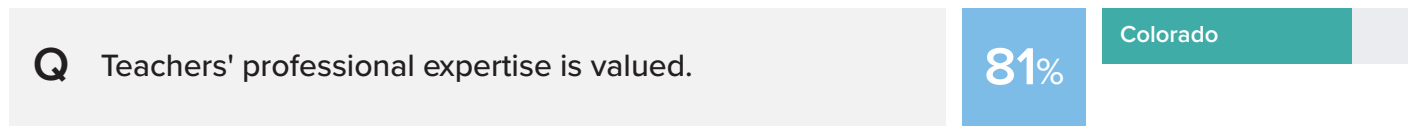
TL Teacher Leadership

OVERALL FAVORABILITY

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



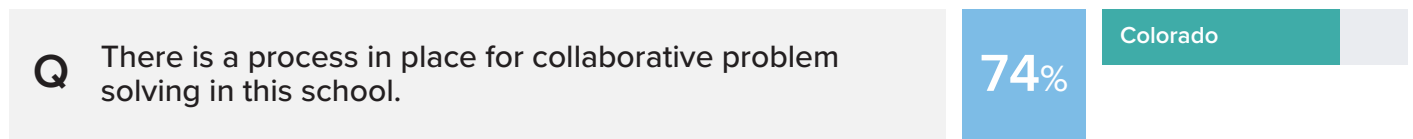
COMPARE RESULT



Distribution of responses



Results Disaggregated By: **Years of Experience**



Distribution of responses



Results Disaggregated By: **Years of Experience**



TL More Teacher Leadership results on next page

TL Teacher Leadership (cont)

COMPARE RESULT

Q Teachers have leadership opportunities in this school.

77%



Distribution of responses



Results Disaggregated By: **Years of Experience**



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

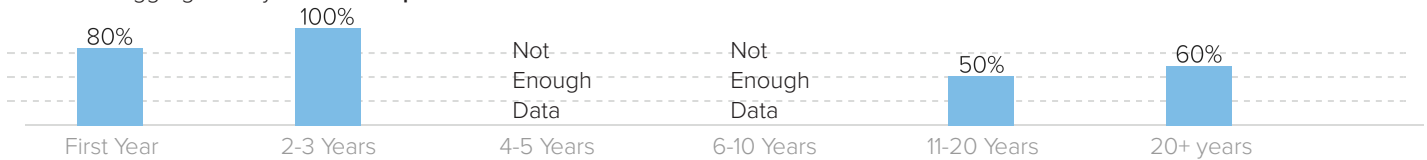
71%



Distribution of responses



Results Disaggregated By: **Years of Experience**



RESULTS

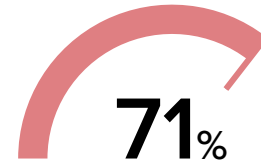
Item level results from your report



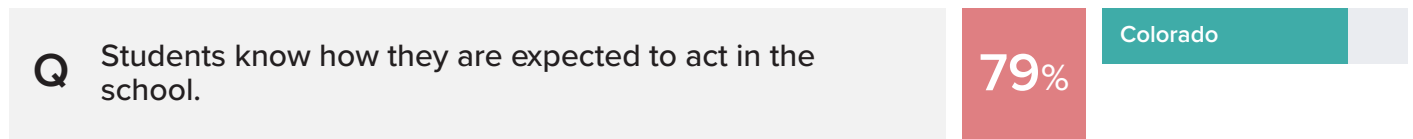
MC Managing Student Conduct

OVERALL FAVORABILITY

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



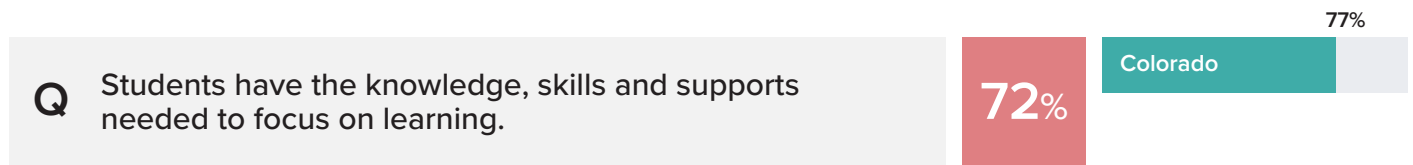
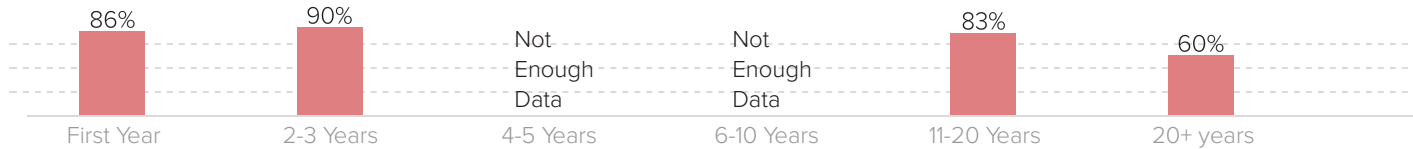
COMPARE RESULT



Distribution of responses



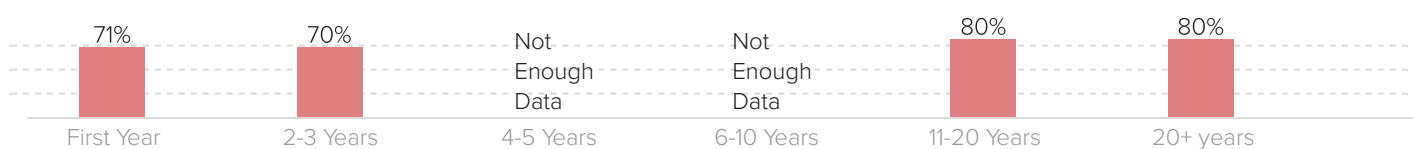
Results Disaggregated By: Years of Experience



Distribution of responses



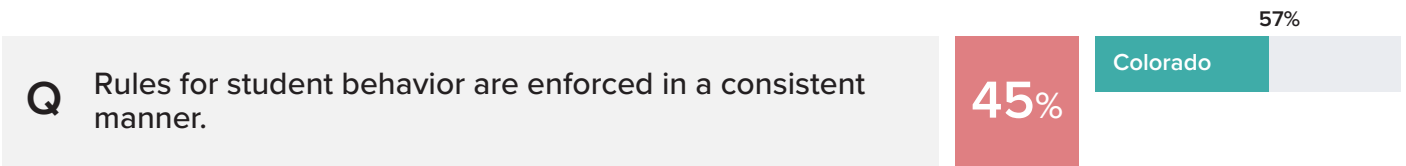
Results Disaggregated By: Years of Experience



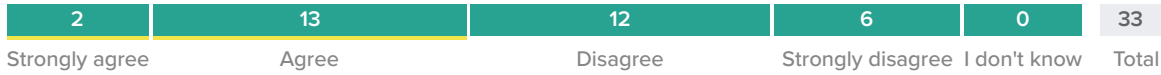
MC More Managing Student Conduct results on next page

MC Managing Student Conduct (cont)

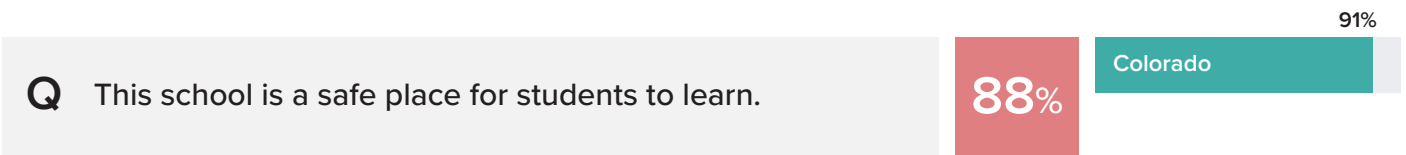
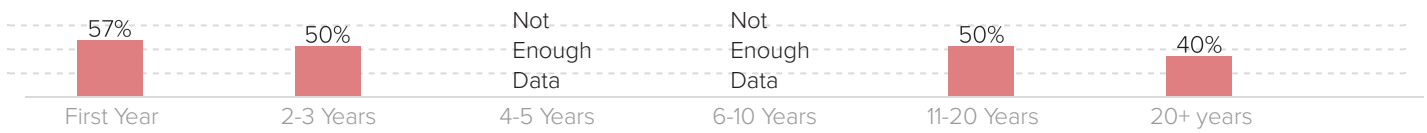
COMPARE RESULT



Distribution of responses



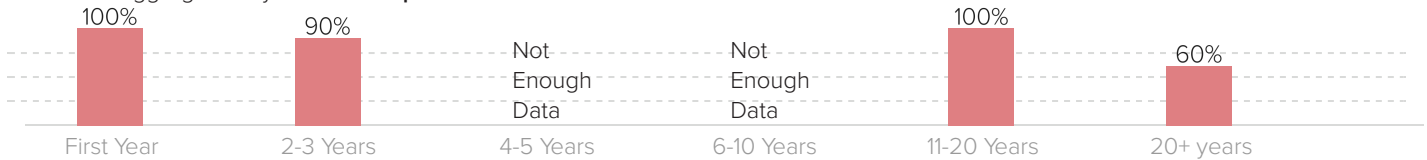
Results Disaggregated By: **Years of Experience**



Distribution of responses



Results Disaggregated By: **Years of Experience**



RESULTS

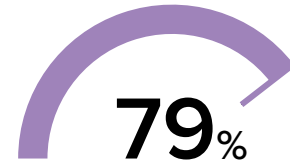
Item level results from your report



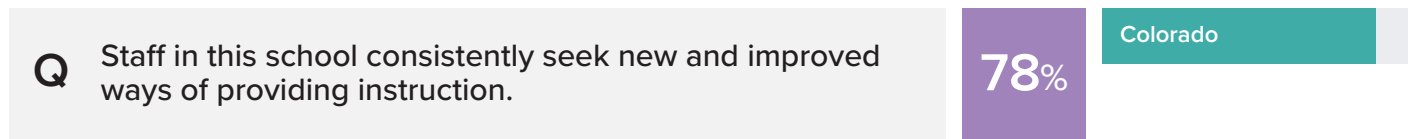
IS Instructional Practices and Support

OVERALL FAVORABILITY

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



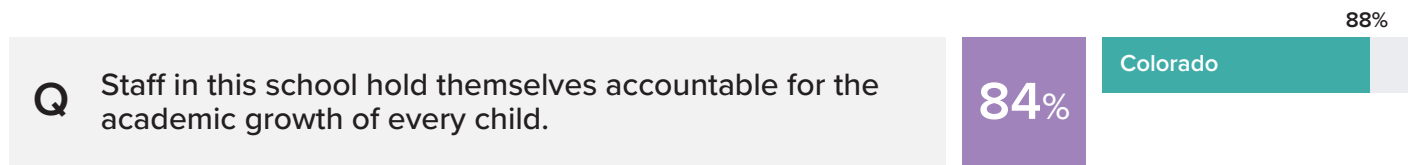
COMPARE RESULT



Distribution of responses



Results Disaggregated By: Years of Experience



Distribution of responses



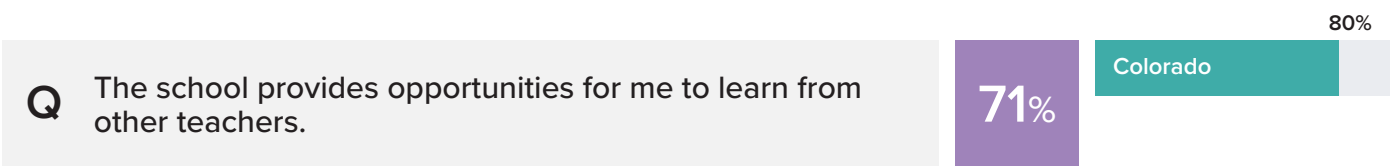
Results Disaggregated By: Years of Experience



IS More Instructional Practices and Support results on next page

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

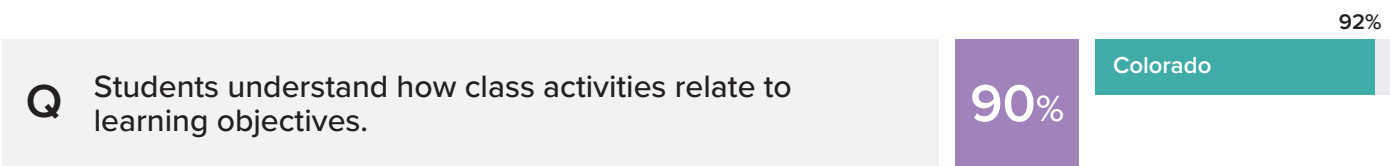
COMPARE RESULT



Distribution of responses



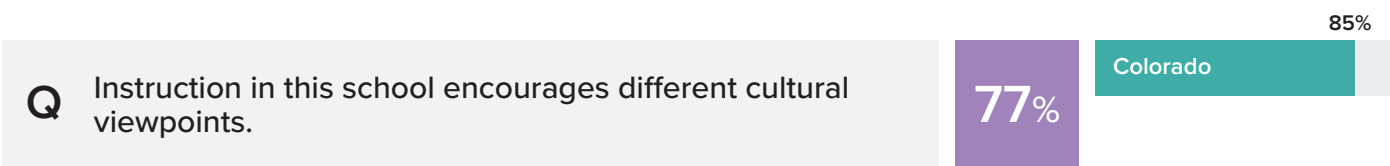
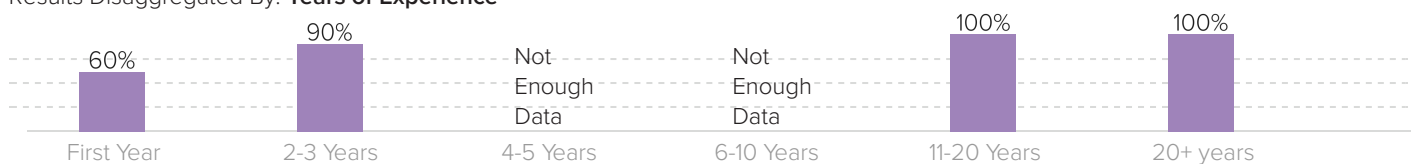
Results Disaggregated By: **Years of Experience**



Distribution of responses



Results Disaggregated By: **Years of Experience**



Distribution of responses



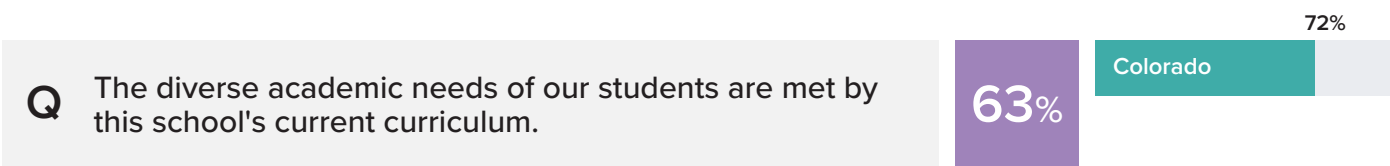
Results Disaggregated By: **Years of Experience**



IS More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

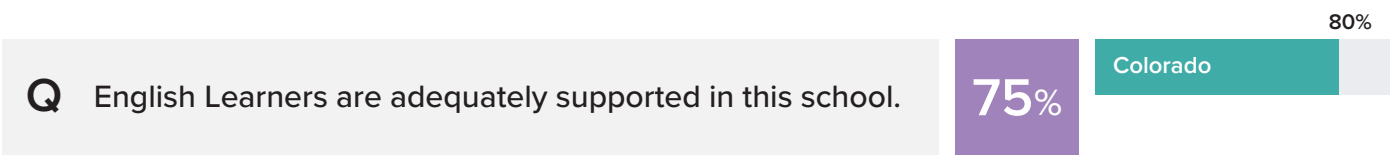
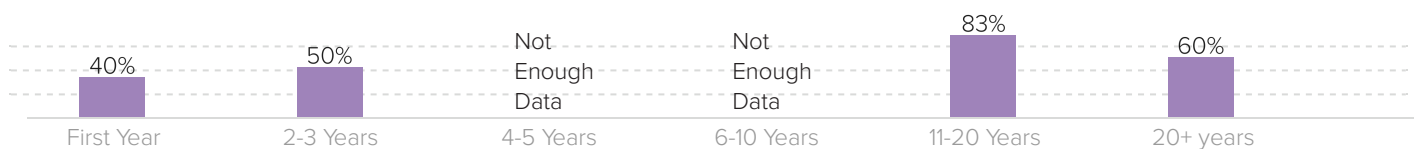
COMPARE RESULT



Distribution of responses



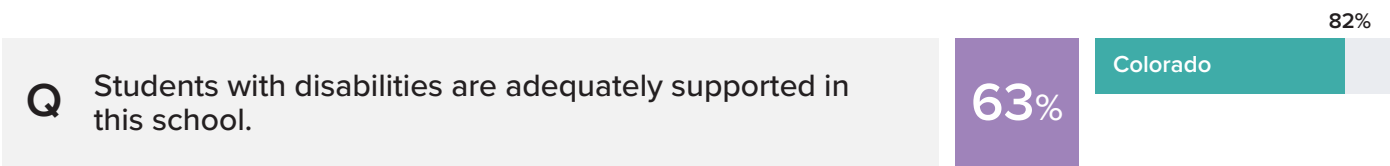
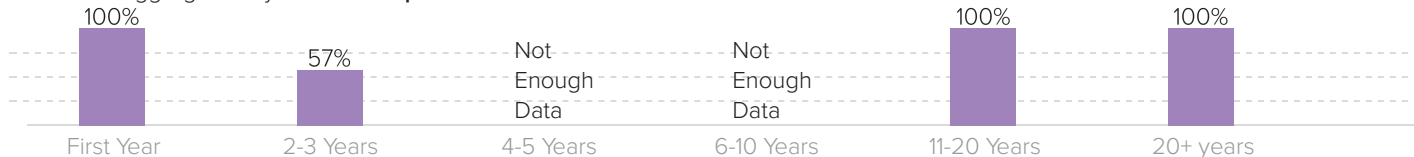
Results Disaggregated By: **Years of Experience**



Distribution of responses



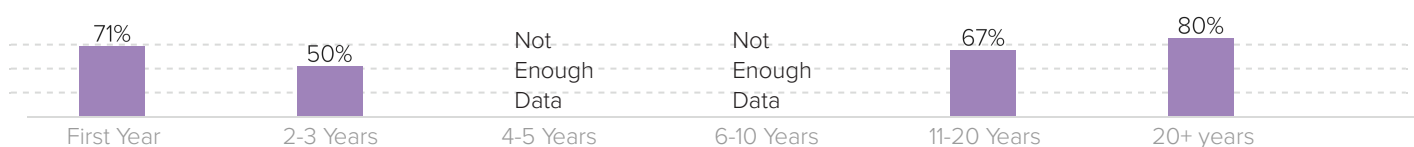
Results Disaggregated By: **Years of Experience**



Distribution of responses



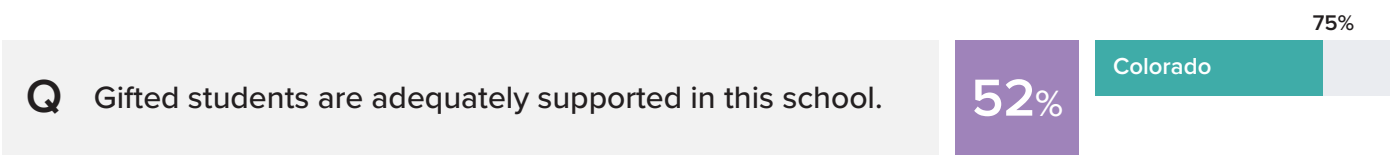
Results Disaggregated By: **Years of Experience**



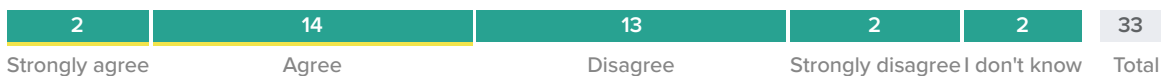
IS More Instructional Practices and Support results on next page

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

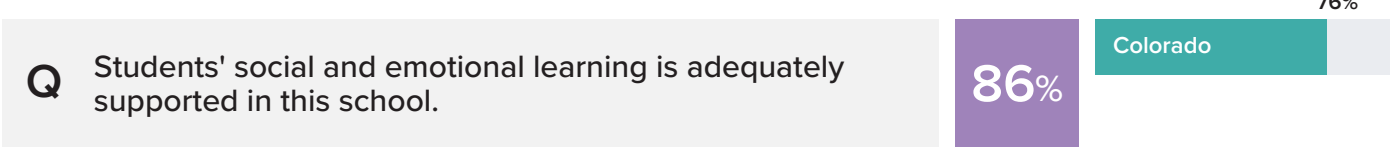
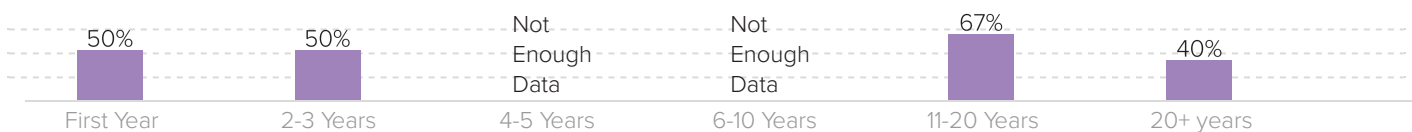
COMPARE RESULT



Distribution of responses



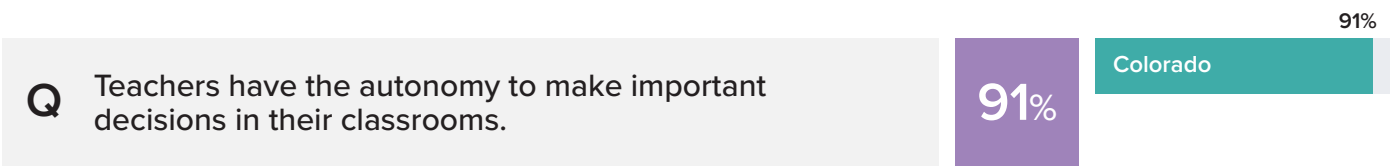
Results Disaggregated By: **Years of Experience**



Distribution of responses



Results Disaggregated By: **Years of Experience**



Distribution of responses



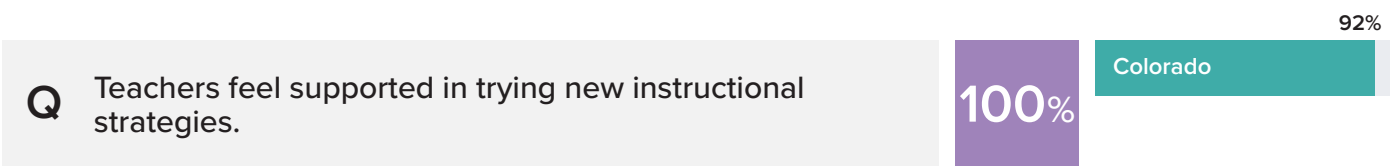
Results Disaggregated By: **Years of Experience**



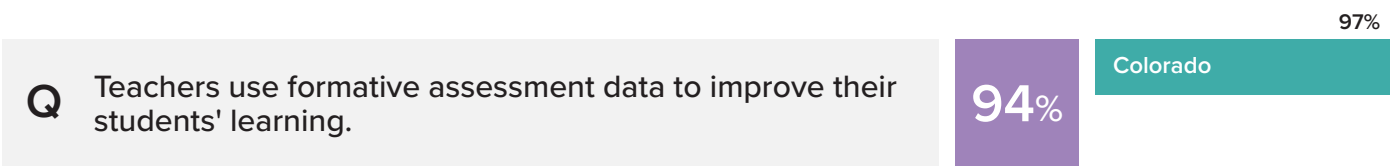
IS More Instructional Practices and Support results on next page

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

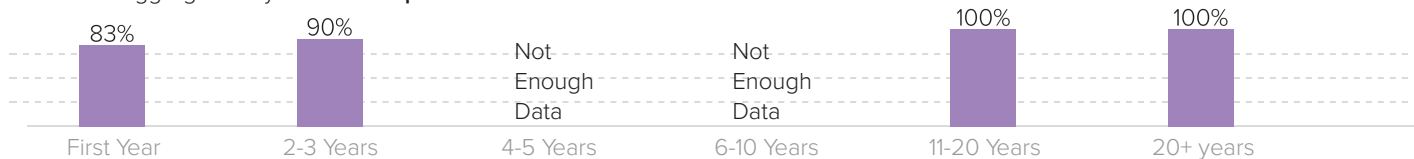
COMPARE RESULT



Results Disaggregated By: **Years of Experience**



Results Disaggregated By: **Years of Experience**



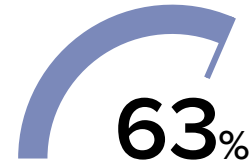
RESULTS

Item level results from your report



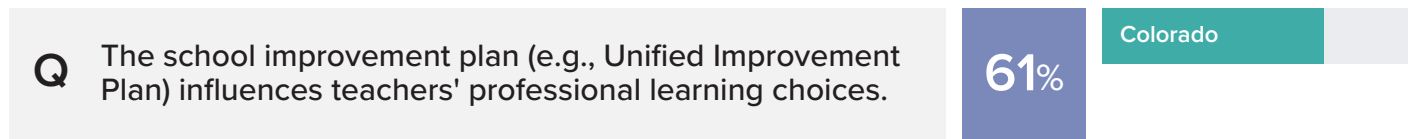
PD Professional Development

OVERALL FAVORABILITY

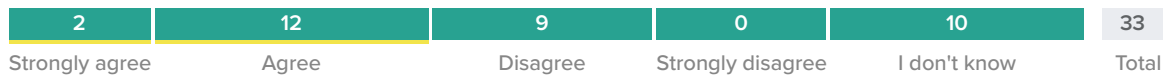


This section summarizes the school's general approach to professional development, including alignment with other work, adequacy and types of opportunities.

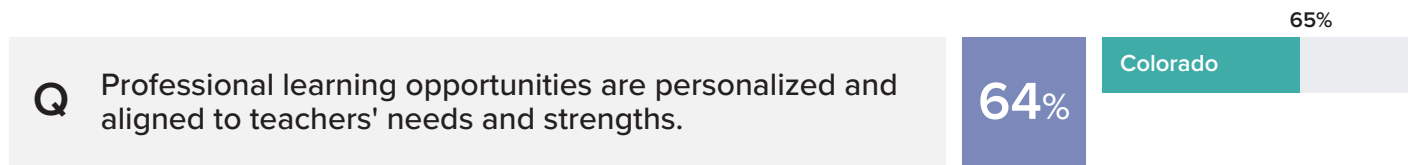
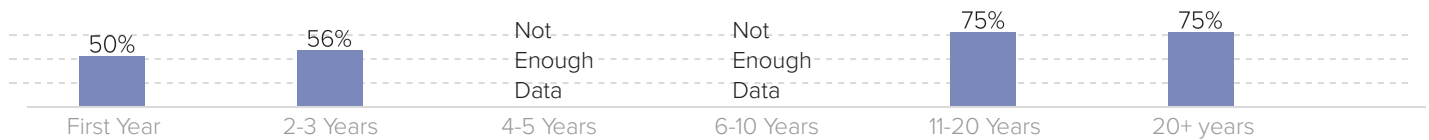
COMPARE RESULT



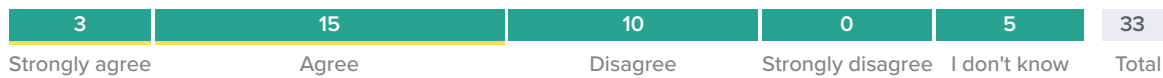
Distribution of responses



Results Disaggregated By: Years of Experience



Distribution of responses



Results Disaggregated By: Years of Experience



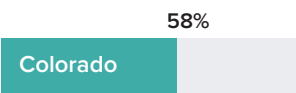
More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

Q The effectiveness of professional development is assessed regularly.

50%



Distribution of responses



Results Disaggregated By: Years of Experience

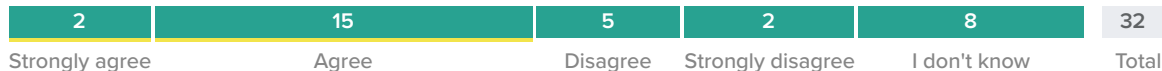


Q Professional learning (e.g., instructional coaching, PLCs, training) has a positive impact on teaching and learning in our classrooms.

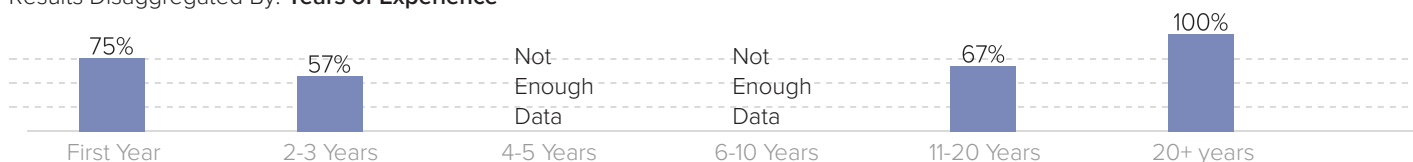
71%



Distribution of responses



Results Disaggregated By: Years of Experience



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

66%



Distribution of responses



Results Disaggregated By: Years of Experience



More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

Q Teachers receive adequate professional development to effectively use student data.

68%



Distribution of responses

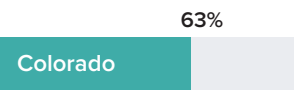


Results Disaggregated By: Years of Experience



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

61%



Distribution of responses

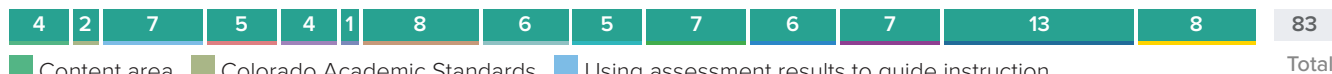


Results Disaggregated By: Years of Experience



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

Distribution of responses



- Content area
- Colorado Academic Standards
- Using assessment results to guide instruction
- Understanding data
- Differentiating instruction
- Supporting English Learners
- Supporting special education (students with disabilities)
- Teaching gifted students
- Methods of teaching
- Reading strategies
- Using technology in classroom instruction
- Classroom management techniques
- Social-emotional learning
- Family engagement

RESULTS

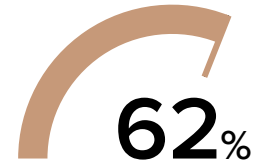
Item level results from your report



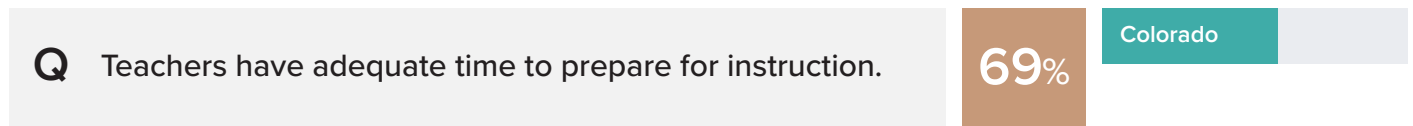
T Time

OVERALL FAVORABILITY

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



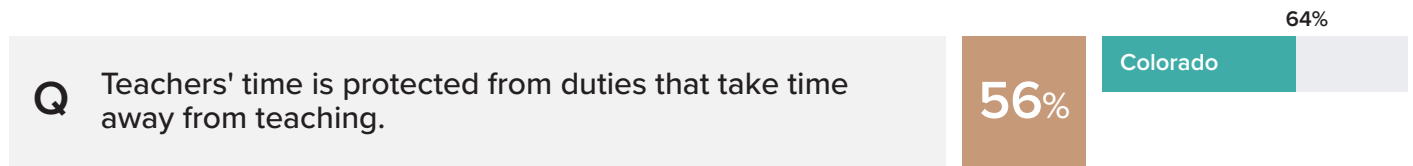
COMPARE RESULT



Distribution of responses



Results Disaggregated By: **Years of Experience**



Distribution of responses



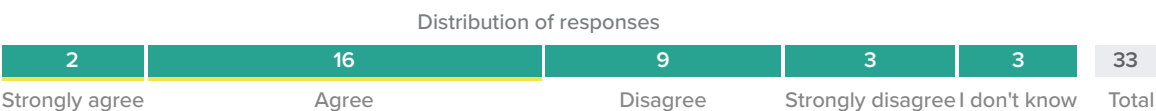
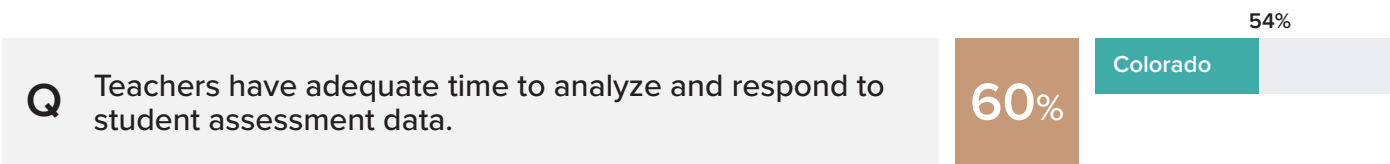
Results Disaggregated By: **Years of Experience**



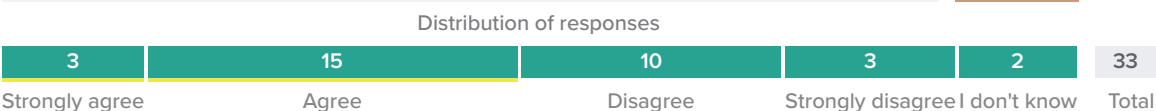
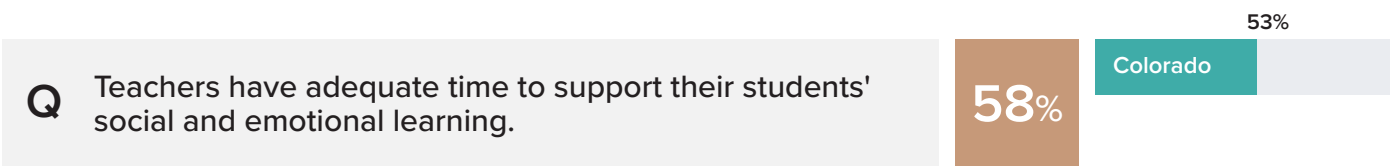
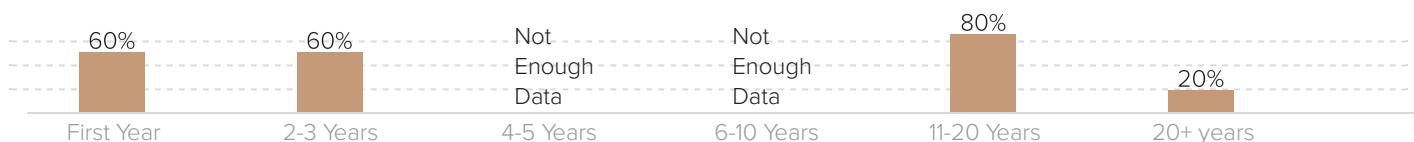
More Time results on next page

T Time (cont)

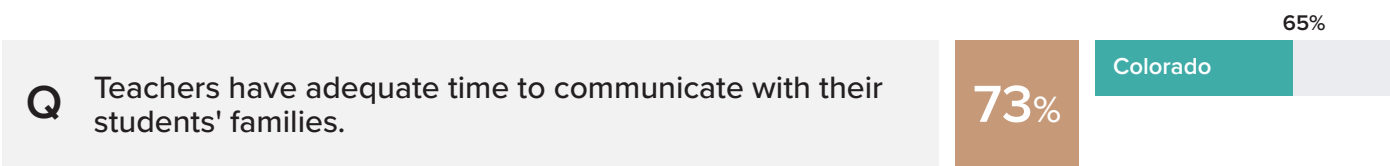
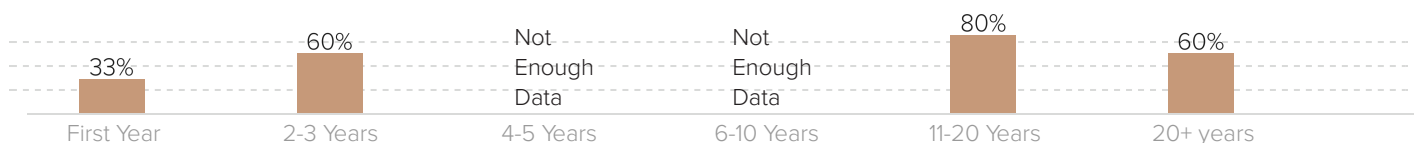
COMPARE RESULT



Results Disaggregated By: Years of Experience



Results Disaggregated By: Years of Experience



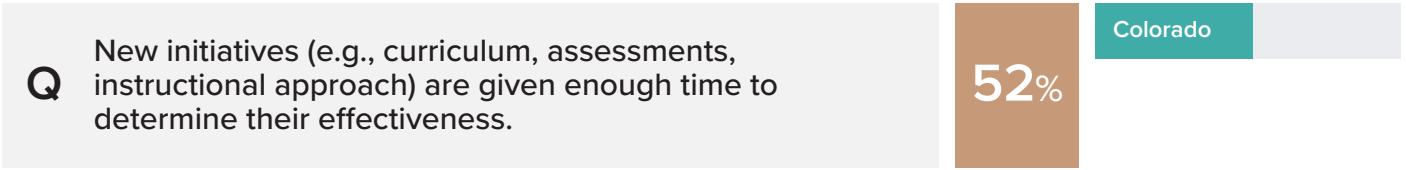
Results Disaggregated By: Years of Experience



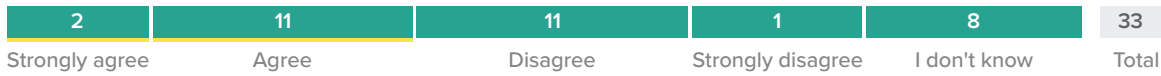
More Time results on next page

T Time (cont)

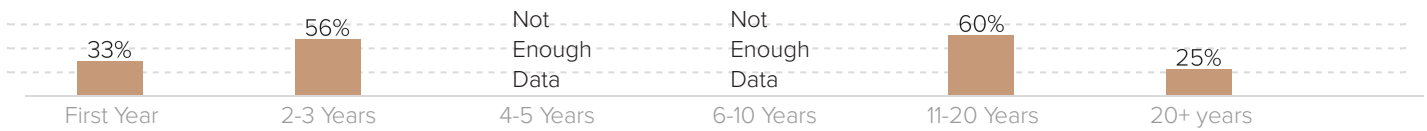
COMPARE RESULT



Distribution of responses



Results Disaggregated By: **Years of Experience**



RESULTS

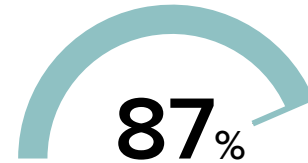
Item level results from your report



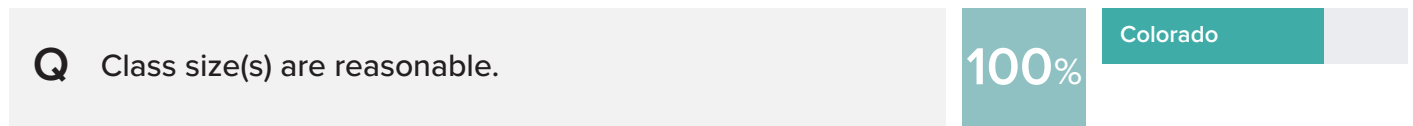
FR Facilities and Resources

OVERALL FAVORABILITY

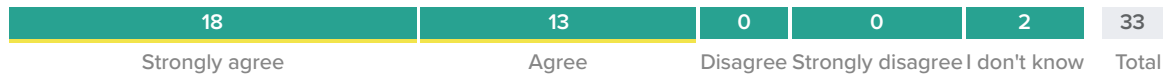
This section focuses on student class size, instructional resources, and safety.



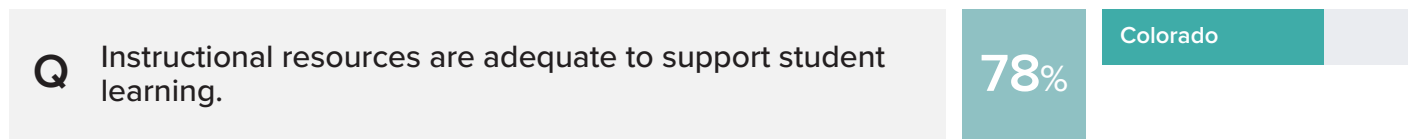
COMPARE RESULT



Distribution of responses



Results Disaggregated By: **Years of Experience**



Distribution of responses



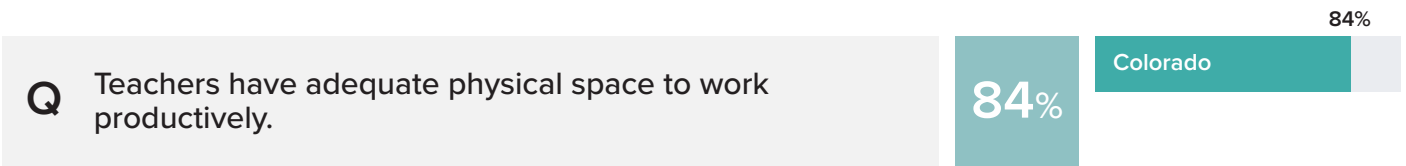
Results Disaggregated By: **Years of Experience**



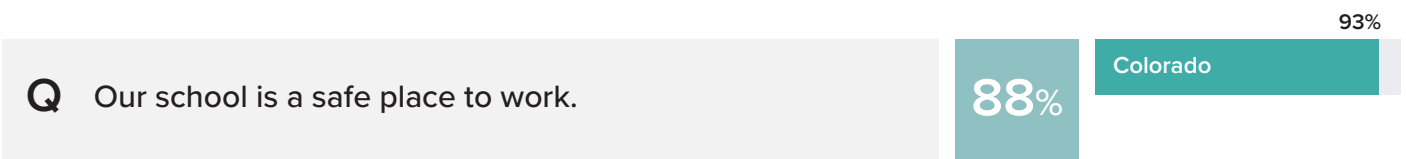
FR More Facilities and Resources results on next page

FR Facilities and Resources (cont)

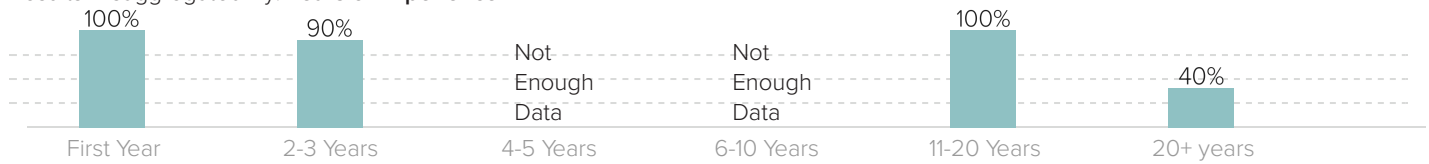
COMPARE RESULT



Results Disaggregated By: **Years of Experience**



Results Disaggregated By: **Years of Experience**



RESULTS

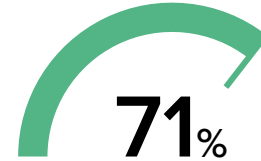
Item level results from your report



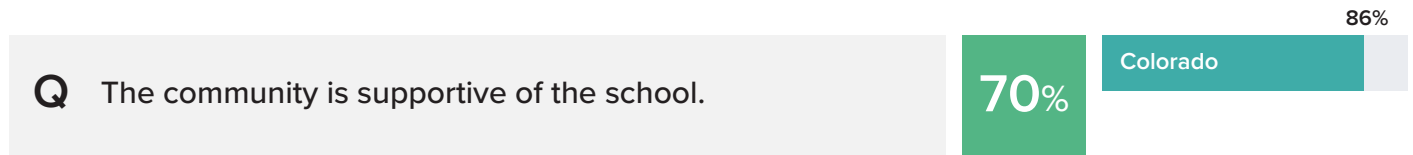
CI Community Support and Involvement

OVERALL FAVORABILITY

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



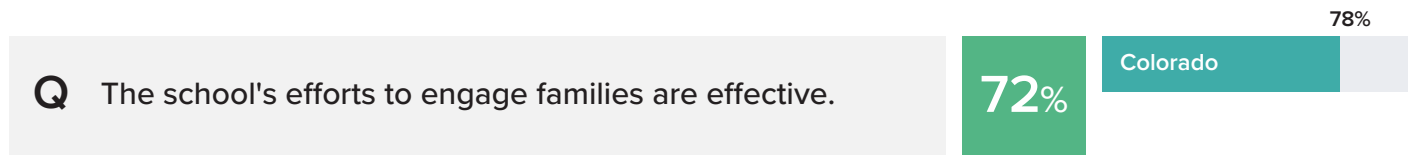
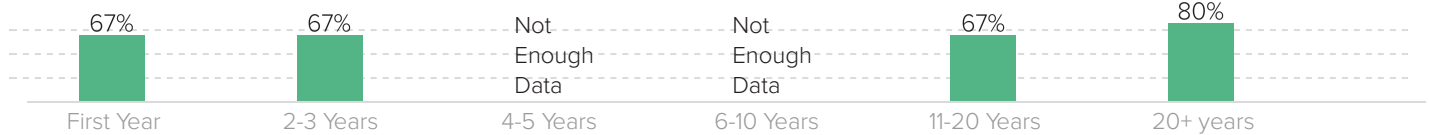
COMPARE RESULT



Distribution of responses



Results Disaggregated By: **Years of Experience**



Distribution of responses



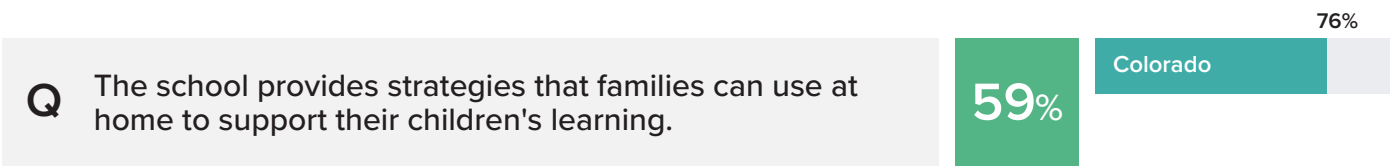
Results Disaggregated By: **Years of Experience**



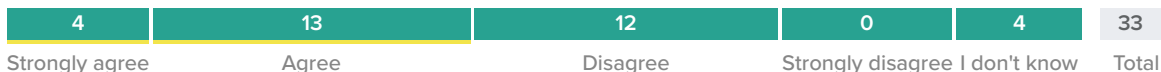
More Community Support and Involvement results on next page

CI Community Support and Involvement (cont)

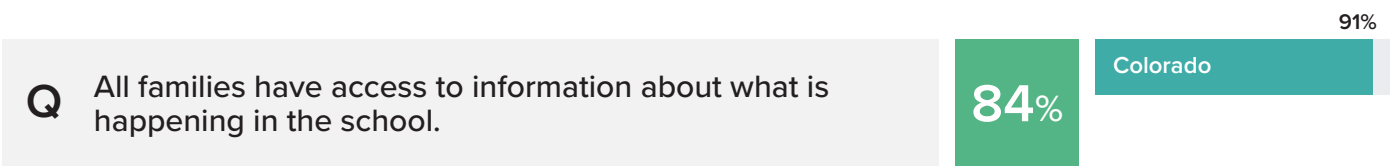
COMPARE RESULT



Distribution of responses



Results Disaggregated By: **Years of Experience**



Distribution of responses



Results Disaggregated By: **Years of Experience**



RESULTS

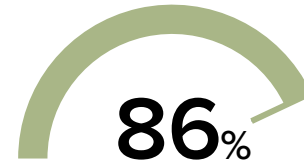
Item level results from your report



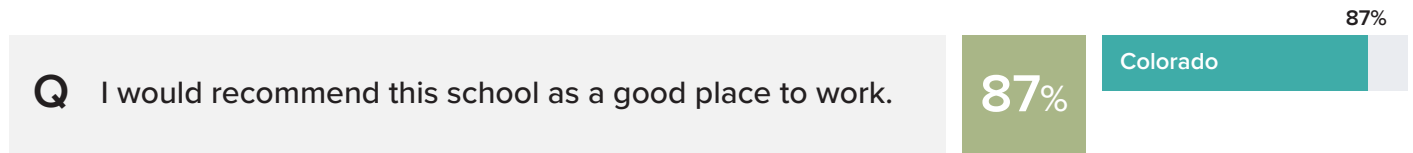
OR Overall Reflection

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

OVERALL FAVORABILITY



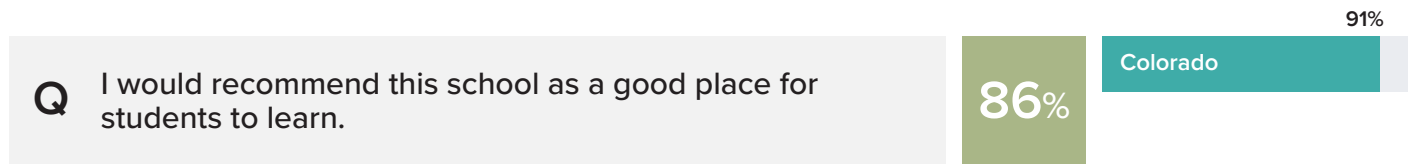
COMPARE RESULT



Distribution of responses



Results Disaggregated By: **Years of Experience**



Distribution of responses



Results Disaggregated By: **Years of Experience**



More Overall Reflection results on next page

OR Overall Reflection (cont)

COMPARE RESULT

Q Are you hoping to continue your position in the same school next school year?

Distribution of responses



Q Location of future position:

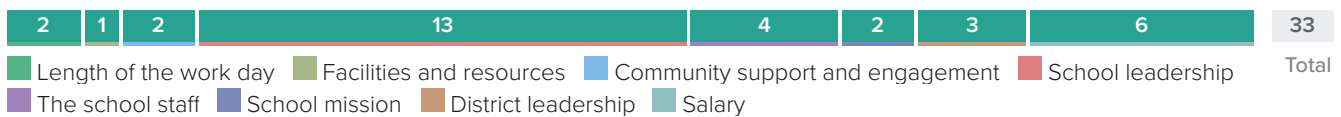
⚠ This item did not receive the number of responses needed to appear in the results

Q Type of future position:

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

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

Distribution of responses



RESULTS

Item level results from your report



DS District Supports

Unique to building leaders (excluding charter leaders), these questions ask about their impressions 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

[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