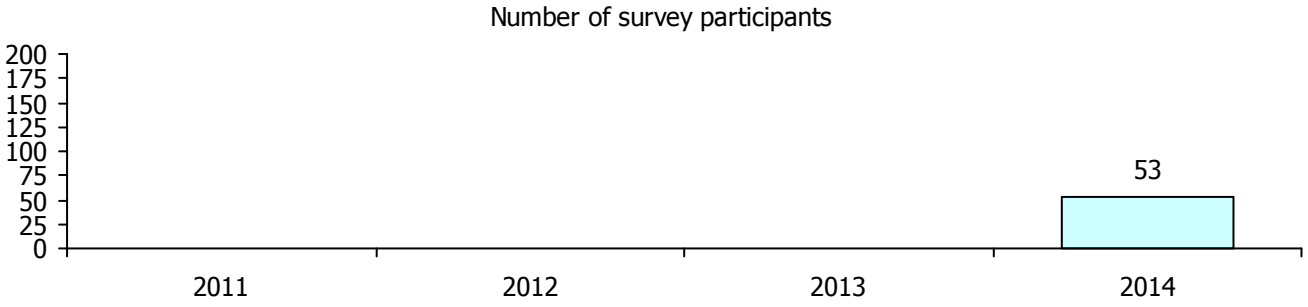
Department of Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

TELL AISD Staff Working Conditions Survey: Results for 2011 through 2014

Guerrero Thompson Elementary School

To do their jobs well, educators need supportive school environments where they are valued, are trusted, and can collaborate to improve instruction. The Teaching, Empowering, Leading and Learning (TELL) AISD Survey is a unique opportunity to gather information about school conditions from those whose views matter most—practicing educators. Respondents are asked for their perceptions on a variety of issues related to student achievement and staff retention, including Overall Climate, Use of Time, Leadership, Facilities and Resources, Student Behavior Management, Community Support, Professional Development, Instructional Practice, and Achievement Press. Participant counts for each year are displayed below.

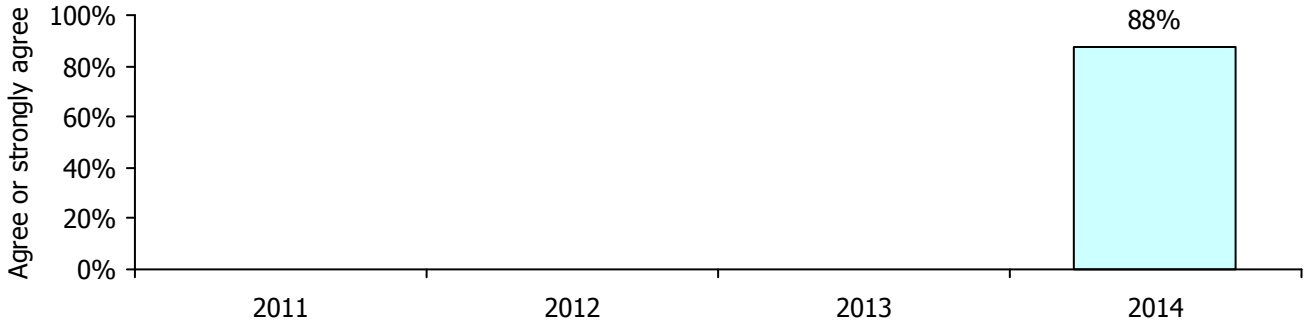


Guerrero Thompson

Survey Results

For each item in this report, the number displayed represents the percentage of respondents who agreed or strongly agreed with the statement. Arrows indicate statistically meaningful changes from one year to the next, computed based on both the percent agreement from year to year and the number of respondents. Longitudinal data and average 2014 results for all schools at your level also are provided where available.

"Overall, my school is a good place to work and learn."



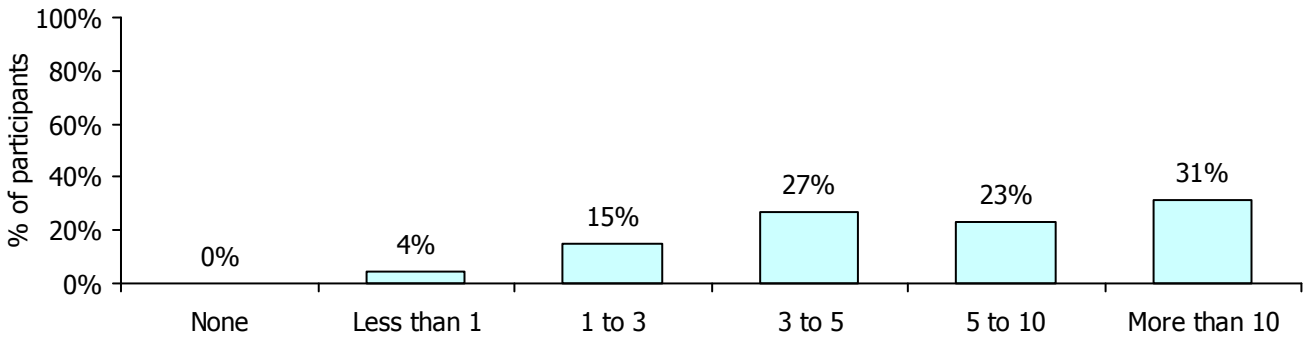
Guerrero Thompson

General School Climate

	Guerrero Thompson				All EL
	2011	2012	2013	2014	2014
All campus staff are friendly to each other.				74%	85%
All campus staff exhibit pride in their affiliation with the school.				67%	89%
All campus staff are willing to go out of their way to help.				77%	84%
All campus staff accomplish their jobs with enthusiasm.				64%	80%
All campus staff are committed to their jobs.				83%	87%

Use of Time

In an average week, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?



Guerrero Thompson

	Guerrero Thompson				All EL
	2011	2012	2013	2014	2014
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.				68%	60%
Teachers have time available to collaborate with colleagues.				62%	64%
The non instructional time provided for teachers in my school is sufficient.				53%	50%

School Leadership

	Guerrero Thompson				ALL EL
	2011	2012	2013	2014	2014
The faculty and leadership have a shared vision.				85%	87%
Teachers feel comfortable raising issues and concerns that are important to them.				62%	78%
The school leadership consistently supports teachers.				74%	82%
Teachers are held to high professional standards for delivering instruction.				93%	95%
The school leadership facilitates using data to improve student learning.				96%	97%
Teacher performance is assessed objectively.				87%	88%
Teachers receive feedback that can help them improve teaching.				90%	86%
The procedures for teacher evaluation are consistent.				89%	87%
The faculty are recognized for accomplishments.				81%	85%
There is an atmosphere of trust and mutual respect.+				68%	81%
School leadership effectively communicates policy.+				84%	87%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*		76%	83%
My principal clearly defines expectations for our school.	*	*		98%	90%
My principal provides constructive feedback to teachers toward improving their performance.	*	*		85%	85%
My principal has a clearly defined mission and vision for my school.	*	*		95%	91%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*		91%	93%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*		85%	83%

+Includes responses from teaching and nonteaching staff.

The school leadership makes a sustained effort to address teacher concerns about:	Guerrero Thompson				ALL EL
	2011	2012	2013	2014	2014
The use of time in my school				83%	82%
Facilities and resources				96%	91%
Community support and involvement				89%	91%
Managing student conduct				93%	83%
Teacher leadership				93%	90%
School leadership				93%	89%
Professional development				94%	91%
Instructional practices and support				84%	91%
New teacher support				76%	88%
Achievement press	*			89%	91%
General school climate	*			87%	86%

Note. *New to the survey in Spring 2012.

Teacher Leadership

	Guerrero Thompson				ALL EL
	2011	2012	2013	2014	2014
Teachers are recognized as educational experts.				63%	86%
Teachers are trusted to make sound professional decisions about instruction.				64%	85%
Teachers are relied upon to make decisions about educational issues.				68%	86%
Teachers are encouraged to participate in school leadership roles.				79%	91%
The faculty has an effective process for making group decisions to solve problems.				81%	81%
In this school we take steps to solve problems.				83%	87%
Teachers are effective leaders in this school.				77%	89%
Teachers have an appropriate level of influence on decision making in this school.	*			63%	79%

Note. *New to the survey in Spring 2012.

Facilities and Resources

	Guerrero Thompson				ALL EL
	2011	2012	2013	2014	2014
Teachers have sufficient access to appropriate instructional materials.				72%	86%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.				83%	81%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.				66%	85%
Teachers have sufficient training and support to fully utilize the available instructional technology.				83%	72%
Teachers have sufficient access to a broad range of professional support personnel.				83%	84%
The physical environment of classrooms in this school supports teaching and learning.+				98%	93%
The school environment is clean and well maintained.+				100%	93%
Teachers have adequate space to work productively.				98%	88%

Note. +Includes responses from teaching and nonteaching staff.

Professional Development

	Guerrero Thompson				ALL EL
	2011	2012	2013	2014	2014
Sufficient resources are available for professional development.				85%	86%
An appropriate amount of time is provided for professional development.				81%	82%
Professional development offerings are data driven.				98%	90%
Professional learning opportunities are aligned with the school's improvement plan.				100%	93%
Professional development is differentiated to meet the needs of individual teachers.				78%	72%
Professional development deepens teachers' content knowledge.				98%	85%
Teachers are encouraged to reflect on their own practice.				98%	92%
Follow up is provided from professional development in this school.				90%	79%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.				88%	84%
Professional development is evaluated and results are communicated to teachers.				80%	72%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.				93%	89%
Professional development enhances teachers' abilities to improve student learning.				98%	91%

Campus and District Professional Development	At my campus		In the district	
	2013	2014	2013	2014
PD is differentiated to meet the needs of individual teachers		79%		83%
PD deepens teachers' content knowledge.		98%		84%
PD enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.		93%		89%
PD enhances teachers' abilities to improve student learning.		95%		91%

Instructional Practice and Support

	Guerrero Thompson				ALL EL
	2011	2012	2013	2014	2014
State and local assessment data are available in time to impact instructional practices.				93%	93%
Teachers in this school use assessment data to inform their instruction.				100%	99%
Teachers work in professional learning communities to develop and align instructional practices.				93%	94%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.				98%	91%
Teachers are encouraged to try new things to improve instruction.				77%	91%
Teachers at my school are assigned classes that maximize their likelihood of success with students.				75%	78%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).				60%	76%

Community Support and Engagement

	Guerrero Thompson				ALL EL
	2011	2012	2013	2014	2014
Parents/guardians are influential decision makers in this school.				60%	73%
This school works directly with parents/guardians to improve the educational climate in students' homes.				86%	86%
This school maintains clear, two-way communication with the community.				83%	91%
This school does a good job of encouraging parent/guardian involvement.				83%	90%
Teachers provide parents/guardians with useful information about student learning.				92%	96%
Parents/guardians know what is going on in this school.				86%	88%
Parents/guardians support teachers, contributing to their success with students.				78%	82%
Community members support teachers, contributing to their success with students.				83%	88%
The community we serve is supportive of this school.				90%	89%

Managing Student Conduct

	Guerrero Thompson				ALL EL
	2011	2012	2013	2014	2014
Students at this school understand expectations for their conduct.				98%	92%
Students at this school follow rules of conduct.				95%	84%
Policies and procedures about student conduct are clearly understood by the faculty.				96%	91%
Administrators consistently enforce rules for student conduct.				98%	83%
Administrators support teachers' efforts to maintain discipline in the classroom.				95%	87%
Teachers consistently enforce rules for student conduct.				97%	93%
The faculty work in a school environment that is safe.				98%	96%
Non-teaching staff consistently enforce rules for student conduct.				96%	91%

Note: All items in this table include responses from teaching and non-teaching staff.

Achievement Press

	Guerrero Thompson				ALL EL
	2011	2012	2013	2014	2014
The school sets high standards for academic performance.				98%	96%
Teachers in this school believe that their students have the ability to achieve academically.				92%	95%
Parents exert pressure to maintain high standards.				54%	65%
Achievement is recognized and acknowledged by the school.				89%	93%
Parents press for school improvement.				76%	67%
Students in this school can achieve the goals that have been set for them.				85%	94%
Students respect others who get good grades.				95%	92%
Students seek extra work so they can get get good grades.				58%	60%
Students try hard to improve on previous work.				85%	81%
The learning environment is orderly and serious.+				95%	91%

Note. +Item includes responses from teaching and non-teaching staff.

Beginning in April 2014, the TELL survey will be administered statewide. Results for districts and schools across the state as well as resources for using and interpreting your TELL data will be available on the TELL Texas website.