# TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

Becker Elementary School

The Teaching, Empowering, Leading and Learning (TELL) AISD Survey gathers information about school conditions from the educators working in schools. TELL obtains perceptions on a variety of issues related to student achievement and staff retention. In 2016, 5,309 AISD teachers (91%) and 3,092 other campus employees completed the survey.
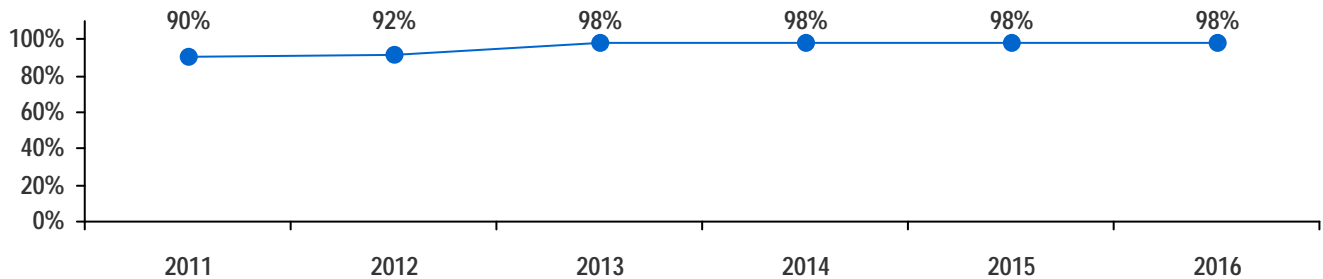
e school leadership makes a sustained effort to
dress teacher concerns about:

Becker

		2012	2013
e use of time in my school	76%	86%	81%
cilities and resources	95%	91%	93%
mmunity support and involvement	95%	96%	96%
anaging student conduct	95%	91%	96%
acher leadership	86%	91%	96%
hool leadership	90%	91%	96%
ofessional development	90%	91%	96%
structional practices and support	90%	91%	100%
ew teacher support	86%	95%	96%
hievement press	*	90%	95%

Achievement Press

	Becker						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	100%	100%	100%	97%	92%	100%	96%
Teachers in this school believe that their students have the ability to achieve academically.	100%	100%	100%	97%	100%	100%	96%
Parents exert pressure to maintain high standards.	77%	89%	93%	89%	97%	94%	70%
Academic achievement is recognized and acknowledged by the school.	100%	100%	97%	97%	100%	94%	94%
Parents press for school improvement.	90%	97%	96%	91%	97%	97%	75%
Students in this school can achieve the goals that have been set for them.	100%	100%	100%	97%	100%	100%	96%
Students respect others who get good grades.	93%	94%	100%	94%	95%	97%	93%
Students seek extra work so they can get get good grades.	90%	72%	75%	84%	69%	70%	62%
Students try hard to improve on previous work.	96%	91%	96%	97%	92%	91%	83%
The learning environment is orderly and serious.+	97%	97%	100%	100%	80%	95%	92%

+Includes responses from teaching and non-teaching staff.

Data Use

How often does your department/team:	Becker 2016	ALL EL 2016
Discuss your department/team's professional needs and goals.	69%	65%
Discuss assessment data for individual students.	73%	74%
Set learning goals for groups of students.	73%	76%
Group students across classes based on learning needs.	56%	67%
Provide support for new teachers.	78%	79%
Provide support for struggling teachers.	75%	76%
Share instructional strategies.	85%	84%

2011

Instructional Practice and Support

	Becker						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers in this school use assessment data to inform their instruction.	100%	91%	100%	97%	100%	100%	98%
Teachers work in professional learning communities to develop and align instructional practices.	95%	100%	96%	97%	97%	100%	95%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	100%	95%	100%	97%	100%	100%	93%
Teachers are encouraged to try new things to improve instruction.	90%	91%	93%	100%	100%	100%	95%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	94%	90%	88%	92%	94%	85%	83%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	89%	81%	78%	87%	92%	100%	86%
I have detailed knowledge of the content covered and instructional methods used by other teachers at this school.	*	*	*	*	*	65%	82%

*This item was not asked.

Community Support and Engagement

	Becker						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Parents/guardians are influential decision makers in this school.	95%	100%	97%	100%	100%	97%	80%
This school works directly with parents/guardians to improve the educational climate in students' homes.	100%	100%	100%	97%	97%	94%	90%
This school maintains clear, two-way communication with the community.	100%	100%	100%	97%	97%	100%	94%
This school does a good job of encouraging parent/guardian involvement.	95%	100%	100%	100%	100%	100%	92%
Teachers provide parents/guardians with useful information about student learning.	100%	100%	100%	100%	100%	100%	97%
Parents/guardians know what is going on in this school.	93%	100%	100%	100%	100%	94%	91%
Parents/guardians support teachers, contributing to their success with students.	81%	100%	97%	100%	100%	97%	85%
Community members support teachers, contributing to their success with students.	86%	100%	100%	100%	100%	97%	91%
The community we serve is supportive of this school.	95%	100%	100%	100%	100%	100%	92%

Professional Learning Communities

I participate with a group of my campus colleagues to:	Becker 2016	ALL EL 2016
Analyze student performance data.	96%	94%
Discuss ways to meet objectives for specific students.	96%	95%
Plan lessons and units together.	93%	90%
Develop common student assessments.	93%	87%
Support students' social and emotional competence.	93%	94%

Professional Development

	Becker						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Sufficient resources are available for professional development.	85%	95%	93%	97%	95%	94%	91%
An appropriate amount of time is provided for professional development.	80%	91%	93%	88%	92%	97%	88%
Professional development offerings are data driven.	100%	84%	100%	100%	97%	91%	91%
Professional learning opportunities are aligned with the school's improvement plan.	94%	100%	100%	100%	100%	94%	94%
Professional development is differentiated to meet the needs of individual teachers.	87%	95%	96%	90%	97%	91%	79%
Professional development deepens teachers' content knowledge.	100%	100%	96%	97%	100%	97%	89%
Teachers are encouraged to reflect on their own practice.	90%	95%	96%	94%	100%	97%	95%
Follow up is provided from professional development in this school.	75%	90%	96%	88%	92%	87%	85%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	85%	90%	96%	94%	95%	100%	89%
Professional development is evaluated and results are communicated to teachers.	50%	70%	96%	78%	87%	81%	78%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	94%	100%	100%	97%	97%	100%	92%
Professional development enhances teachers' abilities to improve student learning.	95%	100%	100%	100%	100%	97%	93%

Facilities and Resources

	2011	2012	2013	2014	2015	2016	ALL EL 2016
			Becker				
Teachers have sufficient access to appropriate instructional materials.	90%	74%	89%	94%	93%	88%	91%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	76%	91%	82%	94%	78%	76%	82%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	67%	70%	82%	91%	90%	94%	86%
Teachers have sufficient training and support to fully utilize the available instructional technology.	62%	70%	79%	82%	88%	84%	80%
Teachers have sufficient access to a broad range of professional support personnel.	90%	74%	93%	94%	83%	85%	89%
The physical environment of classrooms in this school supports teaching and learning.+	100%	100%	94%	97%	98%	100%	94%
The school environment is clean and well maintained.+	100%	92%	99%	100%	100%	100%	93%
Teachers have adequate space to work productively.	100%	87%	82%	94%	98%	100%	91%
Teachers have time available to collaborate with colleagues.	38%	45%	75%	75%	78%	79%	80%

Note. + Includes responses from teaching and nonteaching staff.

District Vision

	Becker 2016	ALL EL 2016
There are clear goals and structures for teaching and learning in AISD.	94%	93%
There is a clear vision for the use of data to inform education in AISD.	100%	93%
There is a clear vision for academic, social, and emotional learning in AISD.	91%	94%