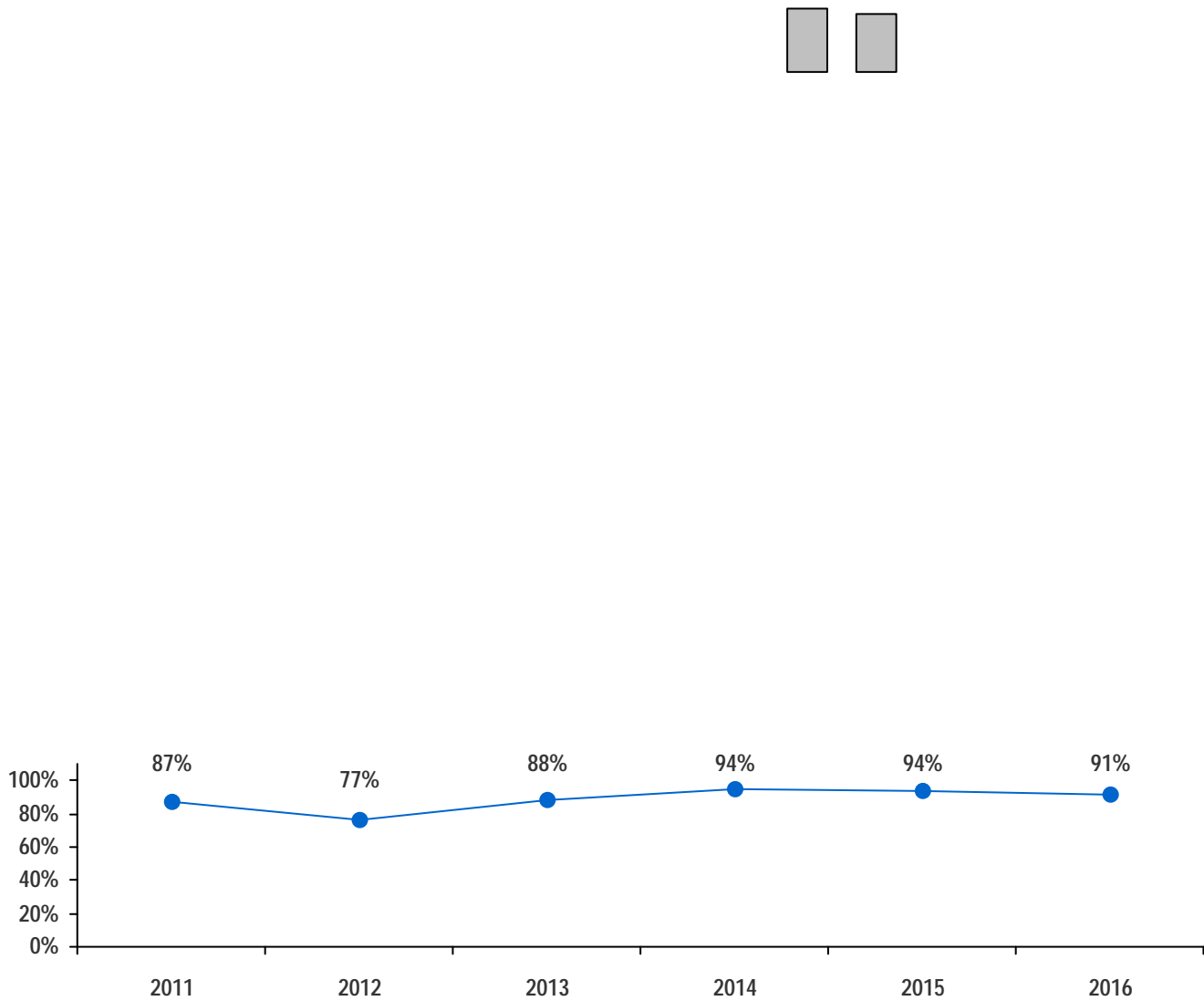




## TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

### Linder 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.



## School Leadership

	Linder					2016	ALL EL 2016
	2011	2012	2013	2014	2015		
The faculty and leadership have a shared vision.	77%	63%	80%	94%	78%		
Teachers feel comfortable raising issues and concerns that are important to them.	60%	43%	65%	84%	75%		
The school leadership consistently supports teachers.	58%	45%	74%	90%	86%		
Teachers are held to high professional standards for delivering instruction.	95%	92%	98%	97%	95%		
The school leadership facilitates using data to improve student learning.	96%	96%	93%	97%	97%		
Teacher performance is assessed objectively.	73%	52%	89%	84%	94%		
Teachers receive feedback that can help them improve teaching.	85%	69%	83%	86%	89%		
The procedures for teacher evaluation are consistent.	71%	59%	78%	81%	82%		
The faculty are recognized for accomplishments.	76%	61%	88%	92%	88%		
There is an atmosphere of trust and mutual respect.+	74%	49%	85%	88%	82%		
School leadership effectively communicates policy.+	73%	71%	91%	89%	79%		
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	75%	71%	85%		
My principal clearly defines expectations for our school.	*	*	92%	95%	83%		
My principal provides constructive feedback to teachers toward improving their performance.	*	*	83%	89%	89%		
My principal has a clearly defined mission and vision for my school.	*	*	92%	92%	89%		
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	97%	97%	94%		
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	79%	86%	85%		

+Includes responses from teaching and nonteaching staff.



## Achievement Press

	Linder						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	100%	95%	95%	93%	95%	93%	96%
Teachers in this school believe that their students have the ability to achieve academically.	97%	89%	95%	93%	94%	93%	96%
Parents exert pressure to maintain high standards.	45%	36%	36%	35%	31%	48%	70%
Academic achievement is recognized and acknowledged by the school.	89%	67%	93%	80%	86%	76%	94%
Parents press for school improvement.	44%	39%	41%	26%	34%	44%	75%
Students in this school can achieve the goals that have been set for them.	95%	86%	90%	86%	81%	90%	96%
Students respect others who get good grades.	89%	72%	89%	83%	81%	93%	93%
Students seek extra work so they can get good grades.	65%	37%	53%	53%	50%	56%	62%
Students try hard to improve on previous work.	86%	64%	70%	71%	61%	75%	83%
The learning environment is orderly and serious.+	90%	82%	96%	88%	90%	95%	92%

+Includes responses from teaching and non-teaching staff.

## Data Use

	Linder	ALL EL
	2016	2016
How often does your department/team:		
Discuss your department/team's professional needs and goals.	75%	65%
Discuss assessment data for individual students.	83%	74%
Set learning goals for groups of students.	88%	76% <a href="#">74%7459998 ref513</a>
Group students across classes based on learning needs.	86%	
Provide support for new teachers.	81%	
Provide support for struggling teachers.	90%	
Share instructional strategies.	96%	



## Instructional Practice and Support

	Linder					2016	ALL EL 2016
	2011	2012	2013	2014	2015		
Teachers in this school use assessment data to inform their instruction.	100%	98%	97%	100%	97%		
Teachers work in professional learning communities to develop and align instructional practices.	92%	87%	95%	82%	100%		
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	86%	88%	97%	95%	92%		
Teachers are encouraged to try new things to improve instruction.	92%	73%	79%	89%	91%		
Teachers at my school are assigned classes that maximize their likelihood of success with students.	55%	59%	68%	76%	79%		
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	75%	37%	50%	62%	71%		
I have detailed knowledge of the content covered and instructional methods used by other teachers at this school.	*	*					

An appropriate amount of time is provided for professional development.	78%
Professional development offerings are data driven.	94%
Professional learning opportunities are aligned with the school's improvement plan.	100%
Professional development is differentiated to meet the needs of individual teachers.	86%
Professional development deepens teachers' content knowledge.	92%
Teachers are encouraged to reflect on their own practice.	98%
Follow up is provided from professional development in this school.	68%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	87%
Professional development is evaluated and results are communicated to teachers.	73%
Professional development enhances teachers' abilities to implement instructional strategies that	90%

