

STATE AGENCY REPORT

Teaching & Learning Conditions Colorado Survey



Prepared for
Colorado Department of Education

Number of respondents (#)
35475

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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

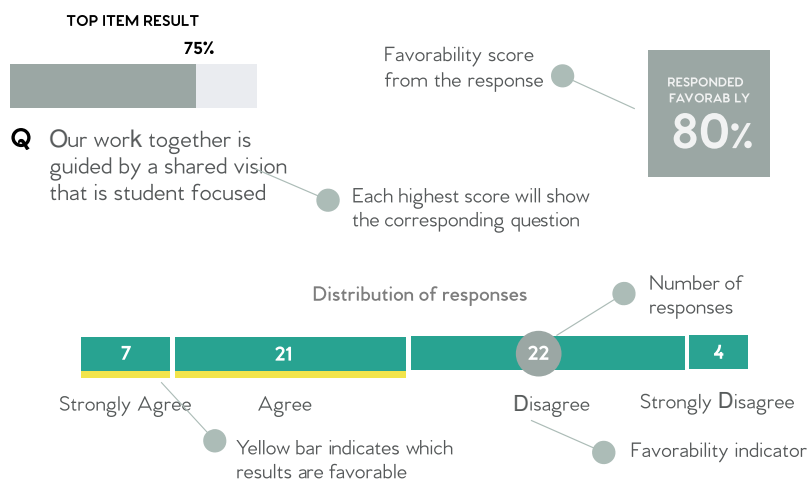
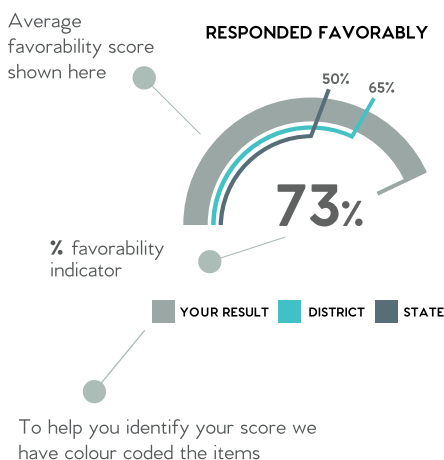
The survey is led by the Colorado Department of Education (CDE) and operated through a statewide collaborative that includes the Colorado Association of School Boards, Colorado Association of School Executives, Colorado Education Association, Colorado Education Initiative, Colorado League of Charter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



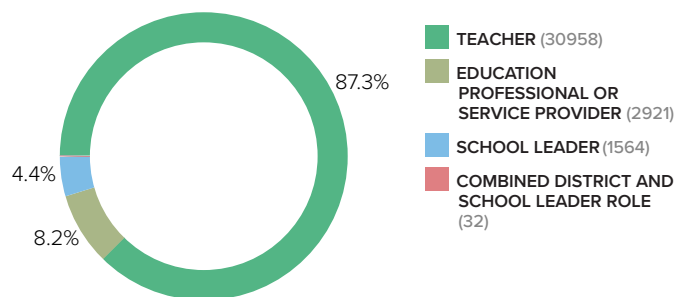
DEMOGRAPHICS

Who took the survey?

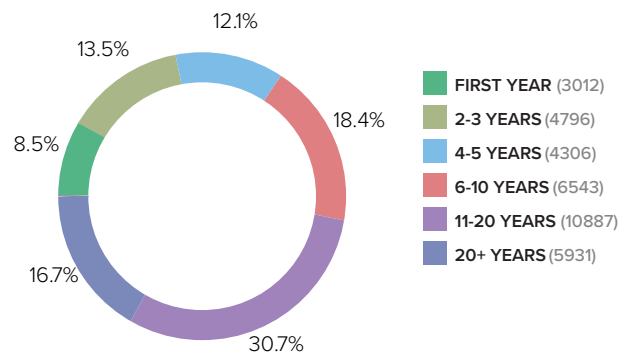
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

35475 total respondents

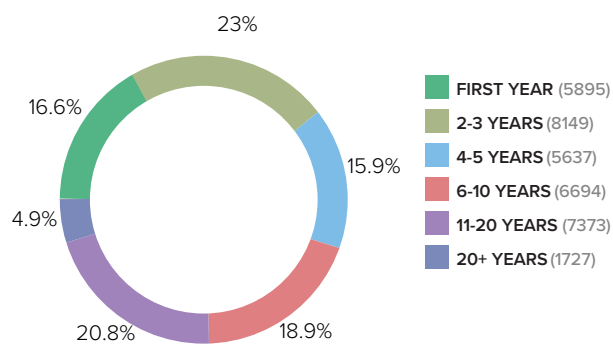
What is your current position at the school?



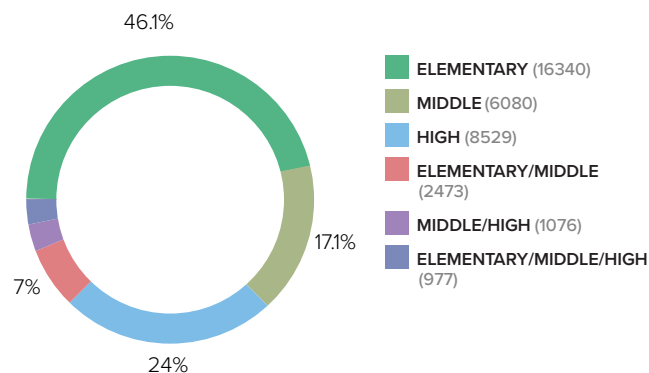
How many years have you worked in this position?



How many years have you worked at your present school?



School level:



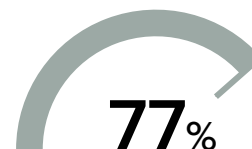
REPORT OVERVIEW

Your results at a glance



TLCC Survey

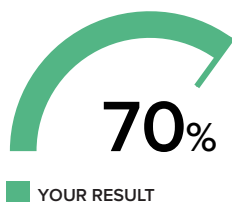
REPORT OVERALL FAVORABILITY



YOUR RESULTS

NQ

New Teacher Questions



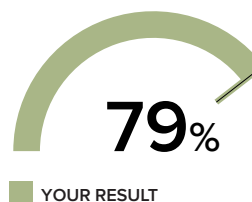
TOP ITEM RESULT

71%

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

SL

School Leadership



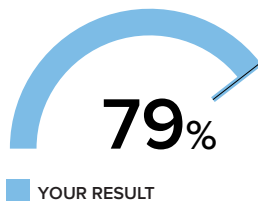
TOP ITEM RESULT

88%

Q School staff show respect for each other.

TL

Teacher Leadership



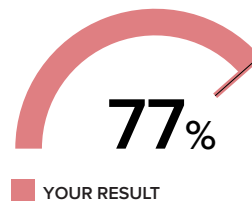
TOP ITEM RESULT

85%

Q Teachers have leadership opportunities in this school.

MC

Managing Student Conduct



TOP ITEM RESULT

91%

Q This school is a safe place for students to learn.

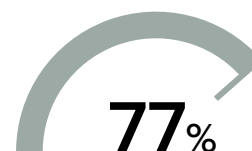
REPORT OVERVIEW

Your results at a glance



TLCC Survey

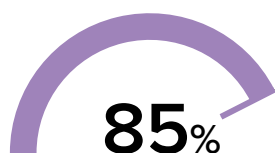
REPORT OVERALL FAVORABILITY



YOUR RESULTS

IS

Instructional Practices and Support



YOUR RESULT

TOP ITEM RESULT

97%

Q Teachers use formative assessment data to improve their students' learning.

PD

Professional Development



YOUR RESULT

TOP ITEM RESULT

77%

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

T

Time



YOUR RESULT

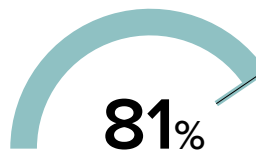
TOP ITEM RESULT

65%

Q Teachers have adequate time to communicate with their students' families.

FR

Facilities and Resources



YOUR RESULT

TOP ITEM RESULT

93%

Q Our school is a safe place to work.

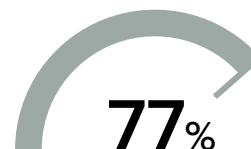
REPORT OVERVIEW

Your results at a glance



TLCC Survey

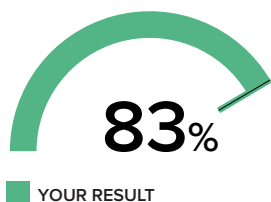
REPORT OVERALL FAVORABILITY



YOUR RESULTS

CI

Community Support and Involvement



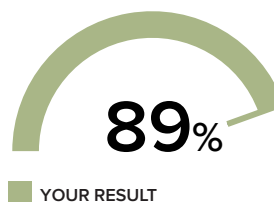
TOP ITEM RESULT

91%

Q All families have access to information about what is happening in the school.

OR

Overall Reflection



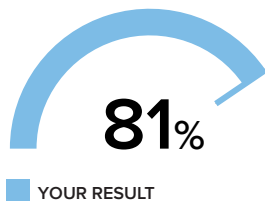
TOP ITEM RESULT

91%

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

DS

District Supports



TOP ITEM RESULT

87%

Q District leadership takes steps to solve problems.

REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

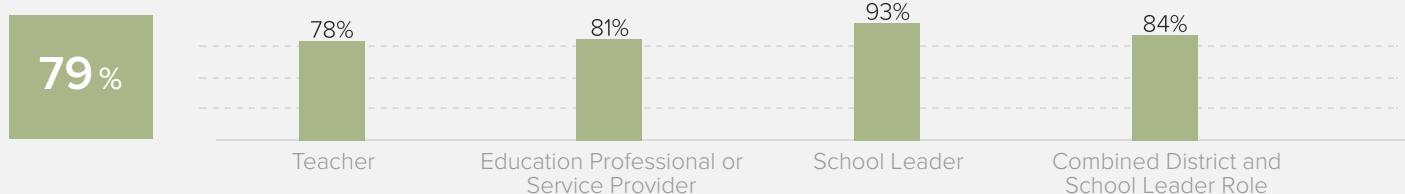
Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

Results Disaggregated By: **What is your current position at the school?**

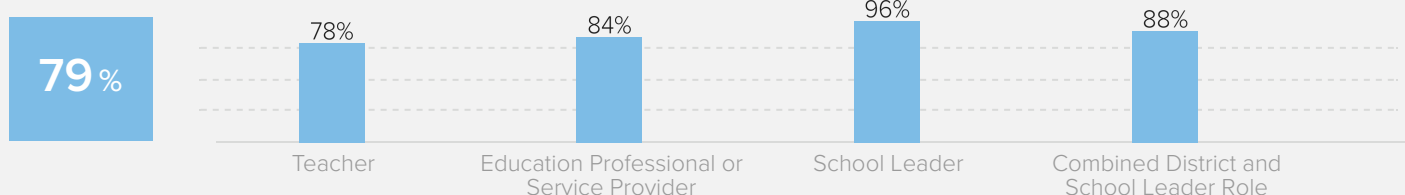
NQ New Teacher Questions



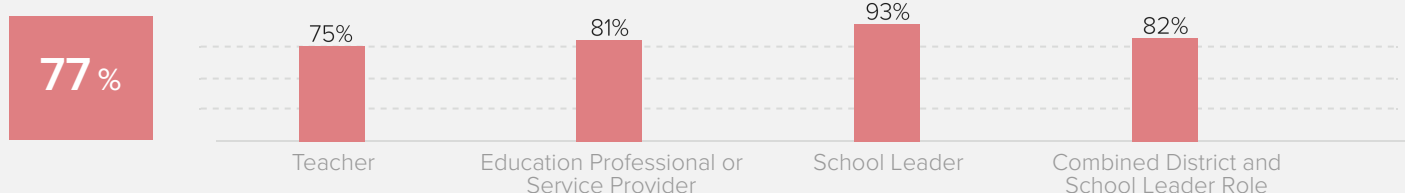
SL School Leadership



TL Teacher Leadership



MC Managing Student Conduct



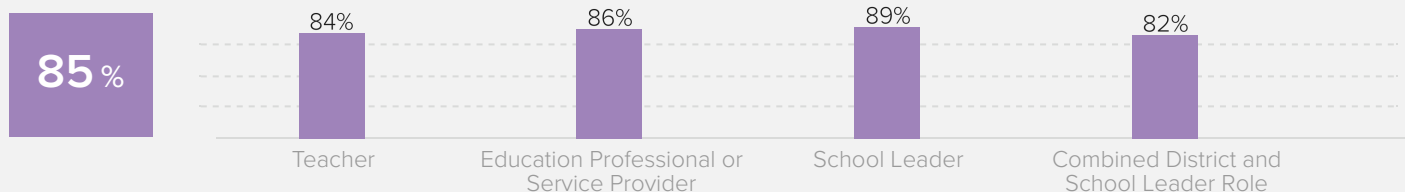
REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

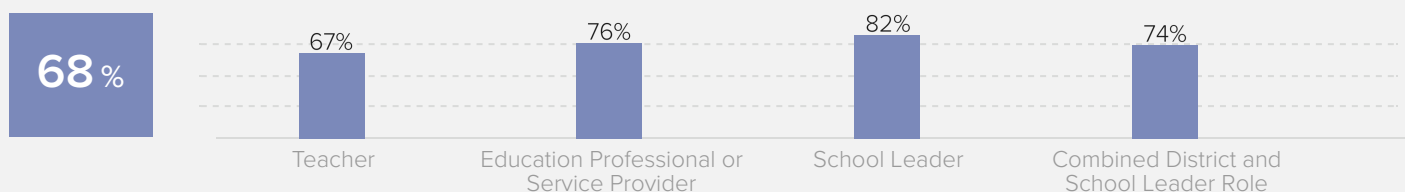
Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

Results Disaggregated By: **What is your current position at the school?**

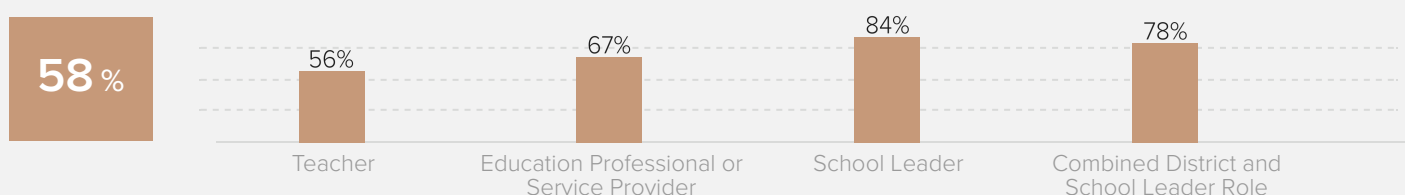
IS Instructional Practices and Support



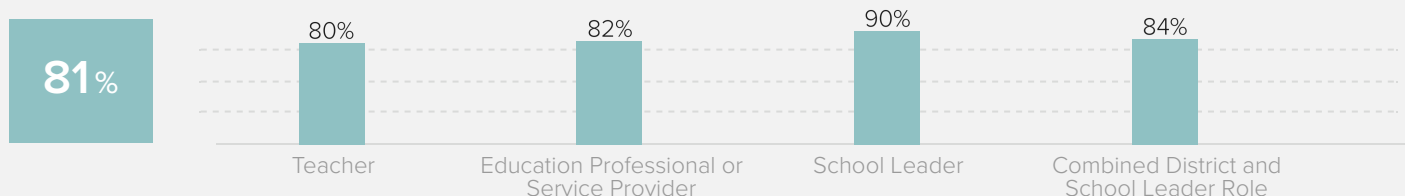
PD Professional Development



T Time



FR Facilities and Resources



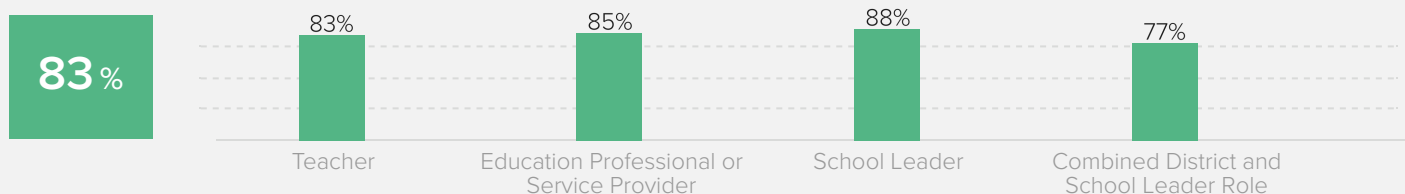
REPORT OVERVIEW - BREAKDOWN

Results Disaggregated by Subgroups

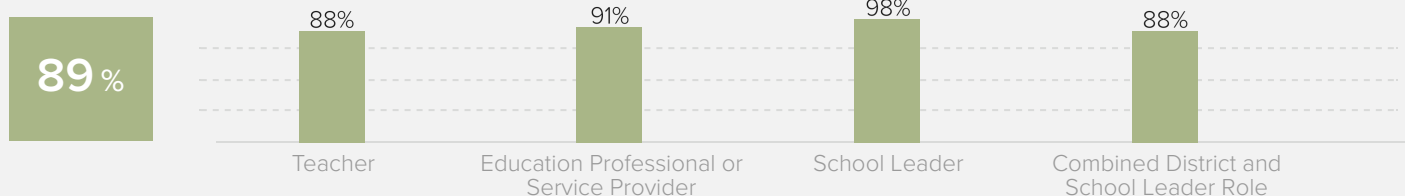
Responses, in this report, are disaggregated in order to reveal potential trends, patterns, or insights that may not be detectable when looking at the responses in the aggregate. This report can help identify important differences in perceptions across different subgroups of respondents.

Results Disaggregated By: **What is your current position at the school?**

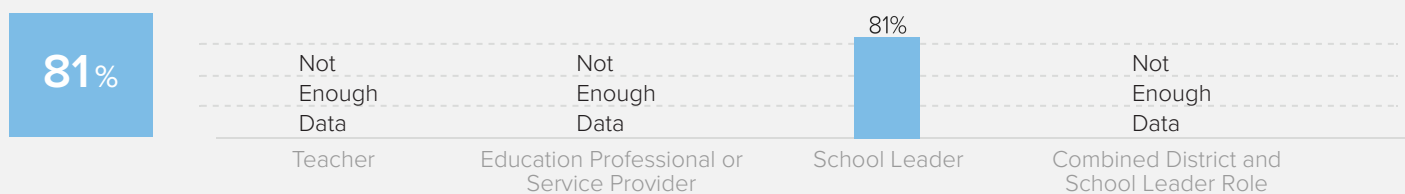
Community Support and Involvement



OR Overall Reflection



DS District Supports



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).



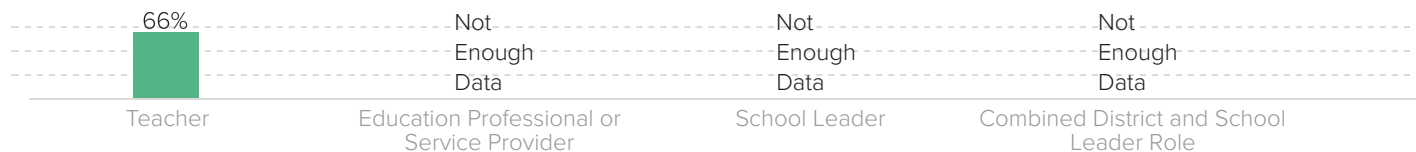
Q To what extent do you meet with your mentor teacher during a typical school week?

66%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



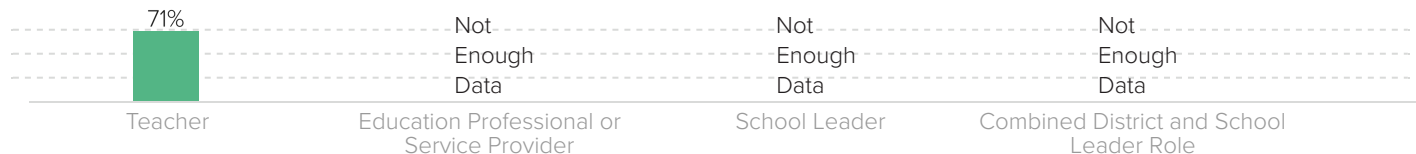
Q To what degree do you feel that you have received adequate support as a new teacher?

71%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



More New Teacher Questions results on next page

NQ New Teacher Questions (cont)

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

Distribution of responses



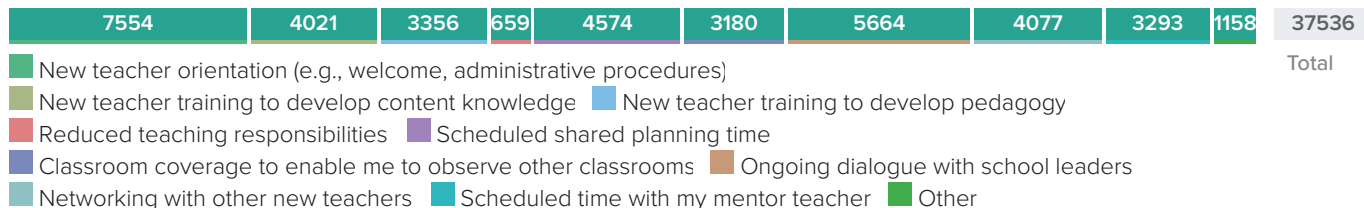
Q Have you been assigned a mentor teacher this school year?

Distribution of responses



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

Distribution of responses



RESULTS

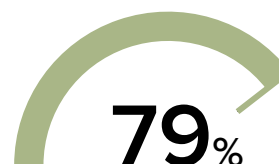
Item level results from your report



SL School Leadership

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



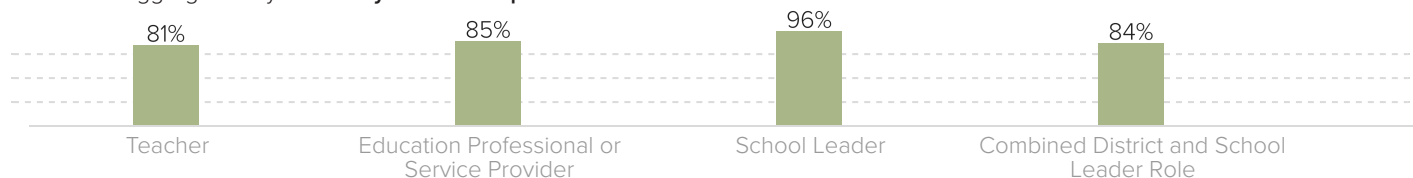
Q This school is led by an effective team.

82%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



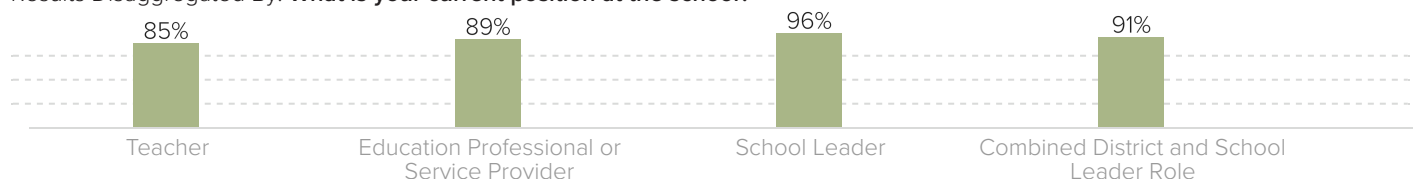
Q Our work together is guided by a shared vision that is student focused.

86%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



More School Leadership results on next page

SL School Leadership (cont)

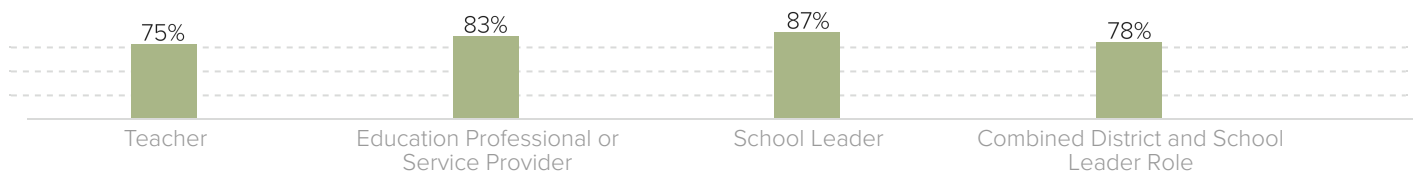
Q School staff participate in the improvement planning process (e.g., Unified Improvement Plan) in a meaningful way.

77%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



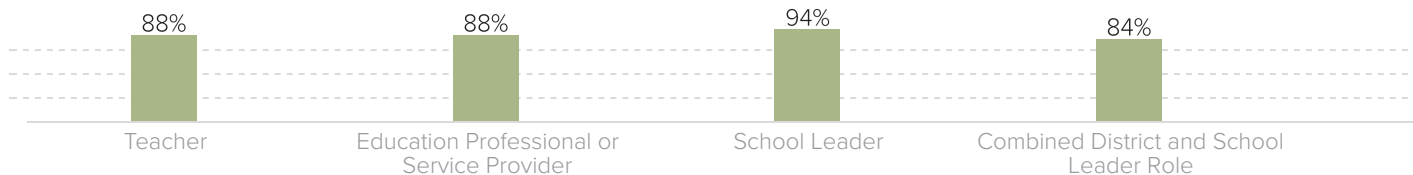
Q School staff show respect for each other.

88%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



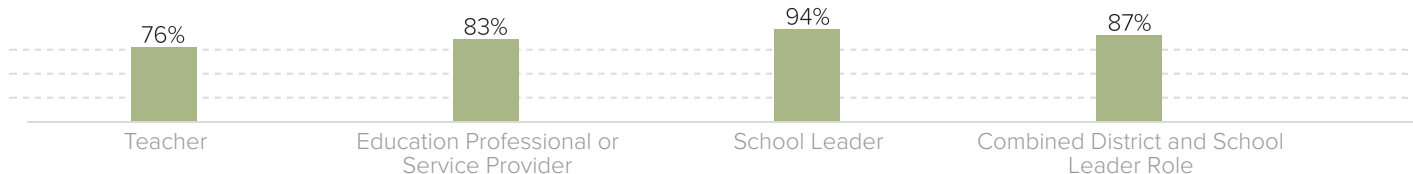
Q Staff feel comfortable raising important issues with school leaders.

77%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



More School Leadership results on next page

SL School Leadership (cont)

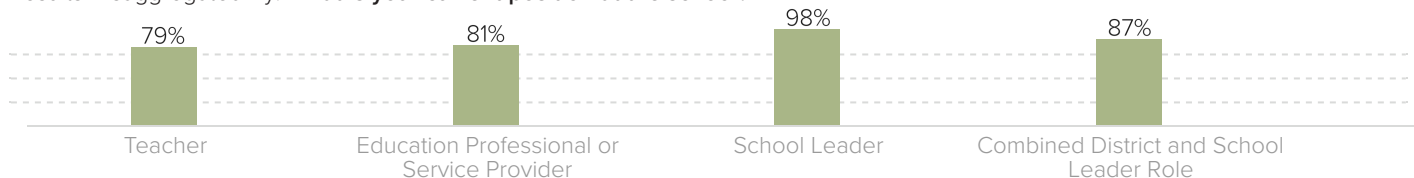
Q Teachers are provided with informal feedback to improve their instruction.

80%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



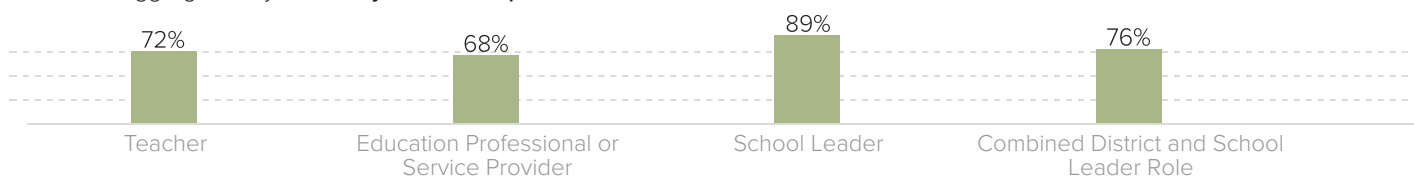
Q Teachers' effectiveness is accurately assessed through the school's teacher evaluation process.

73%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



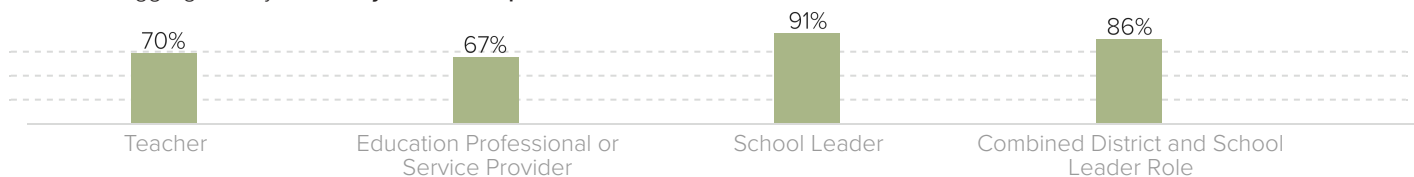
Q The teacher evaluation process provides teachers with actionable feedback for improvement.

71%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



RESULTS

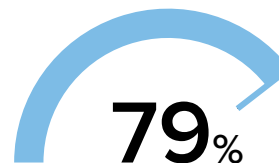
Item level results from your report



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



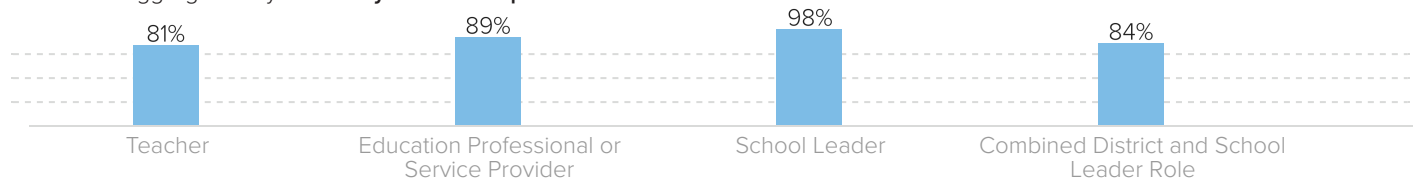
Q Teachers' professional expertise is valued.

82%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



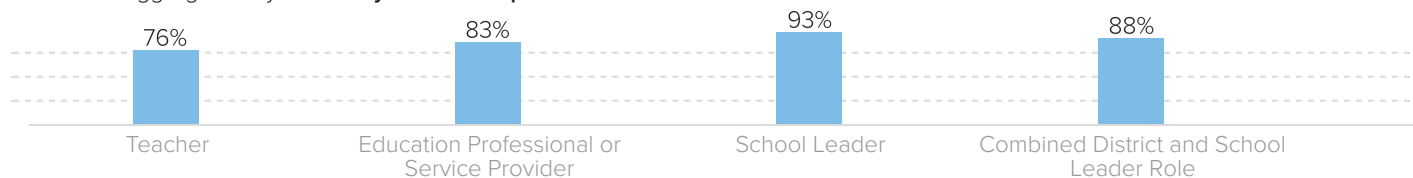
Q There is a process in place for collaborative problem solving in this school.

78%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



TL More Teacher Leadership results on next page

TL Teacher Leadership (cont)

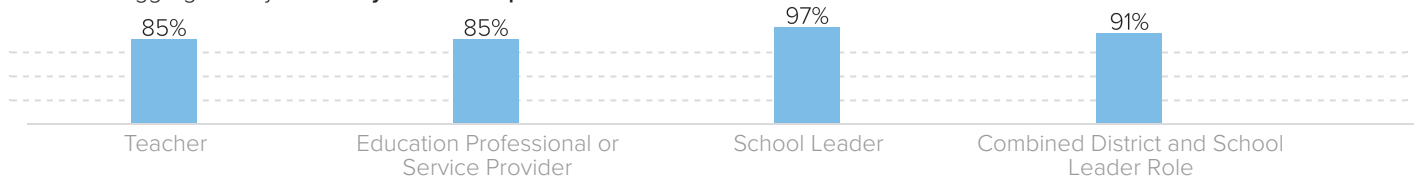
Q Teachers have leadership opportunities in this school.

85%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



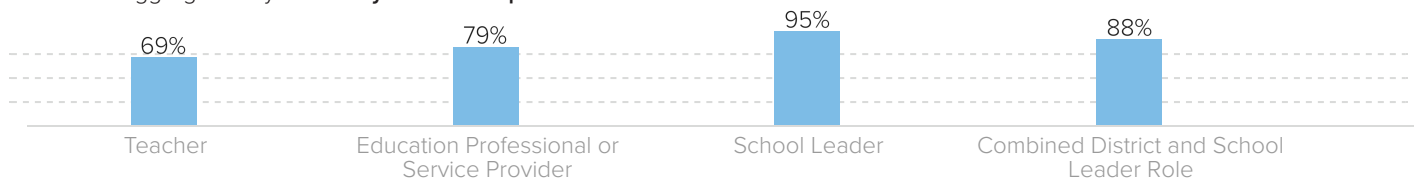
Q Teachers have an adequate level of influence on important school decisions.

71%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



RESULTS

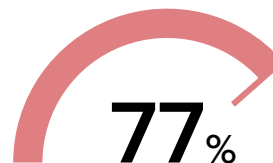
Item level results from your report



MC Managing Student Conduct

OVERALL FAVORABILITY

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



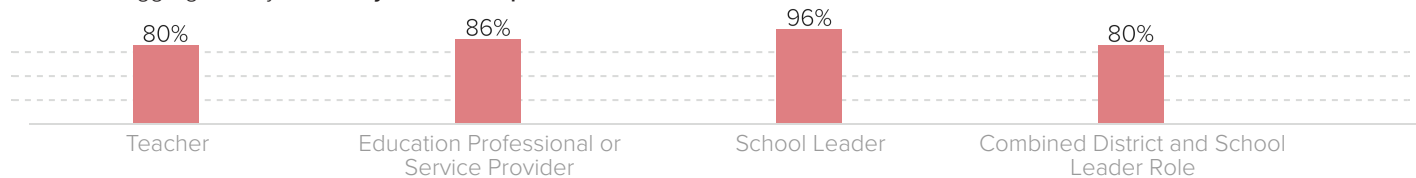
Q Students know how they are expected to act in the school.

81%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



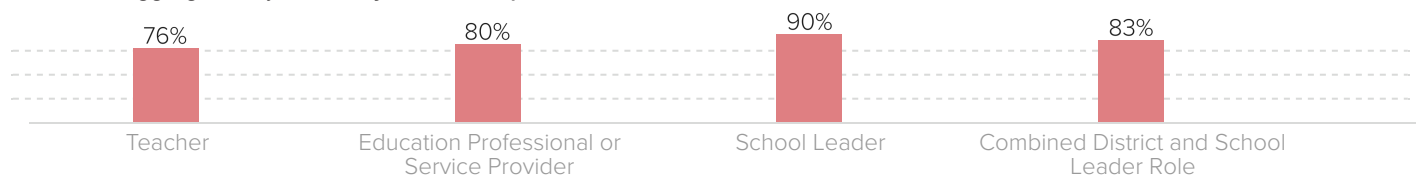
Q Students have the knowledge, skills and supports needed to focus on learning.

77%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



MC More Managing Student Conduct results on next page

MC Managing Student Conduct (cont)

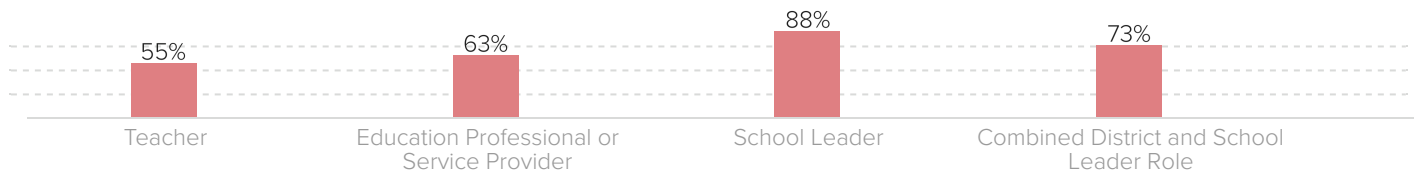
Q Rules for student behavior are enforced in a consistent manner.

57%

Distribution of responses

4483	15291	10212	4520	783	35289
Strongly agree	Agree	Disagree	Strongly disagree I don't know	Total	

Results Disaggregated By: **What is your current position at the school?**



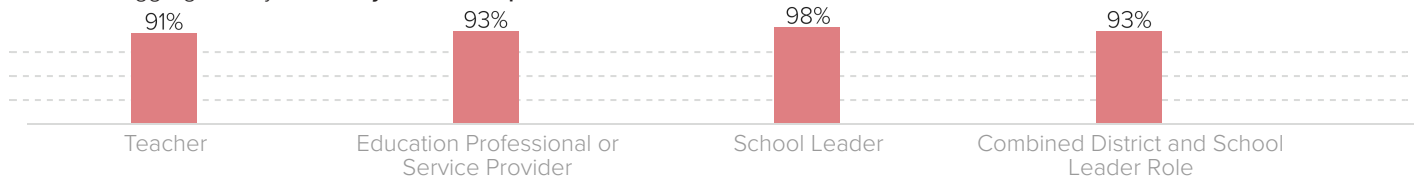
Q This school is a safe place for students to learn.

91%

Distribution of responses

11330	20522	2389	638	431	35310
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Results Disaggregated By: **What is your current position at the school?**



RESULTS

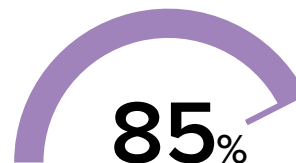
Item level results from your report



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



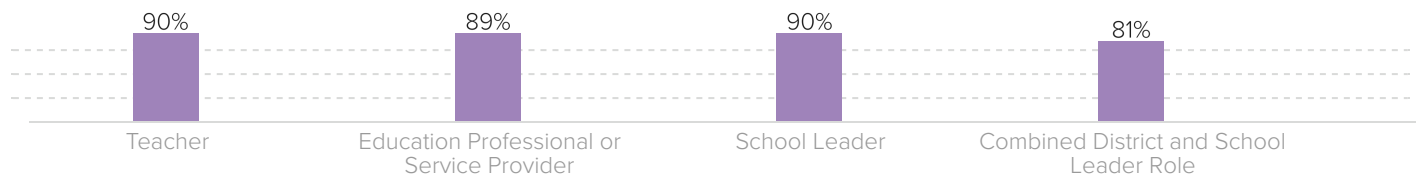
Q Staff in this school consistently seek new and improved ways of providing instruction.

90%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



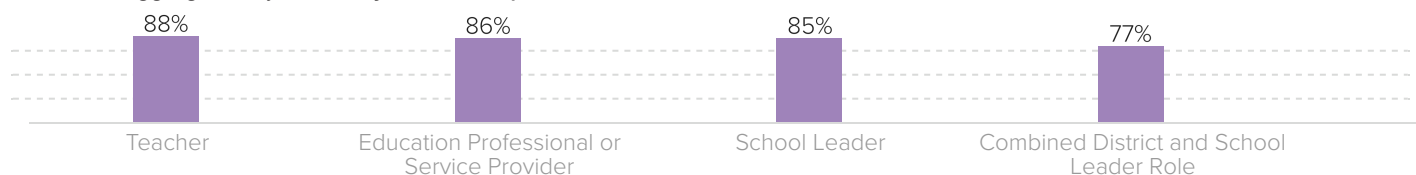
Q Staff in this school hold themselves accountable for the academic growth of every child.

88%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



More Instructional Practices and Support results on next page

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

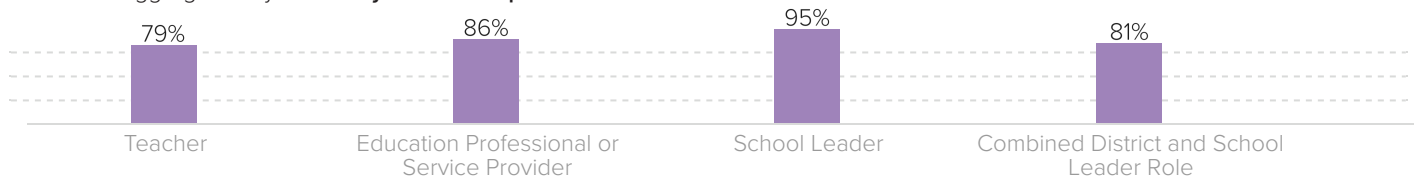
Q The school provides opportunities for me to learn from other teachers.

80%

Distribution of responses

7498	20214	5725	1012	703	35152
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Results Disaggregated By: **What is your current position at the school?**



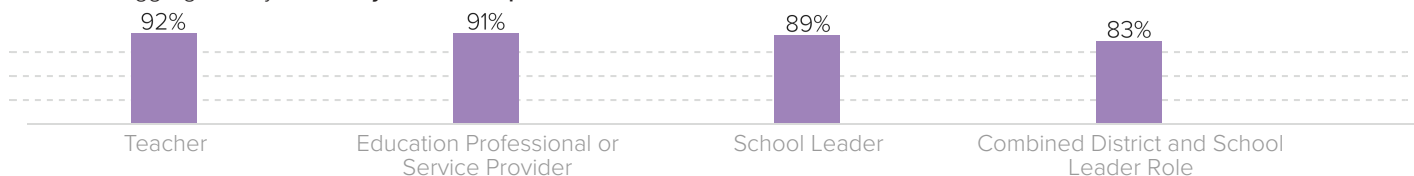
Q Students understand how class activities relate to learning objectives.

92%

Distribution of responses

6034	24468	2601	217	1819	35139
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Results Disaggregated By: **What is your current position at the school?**



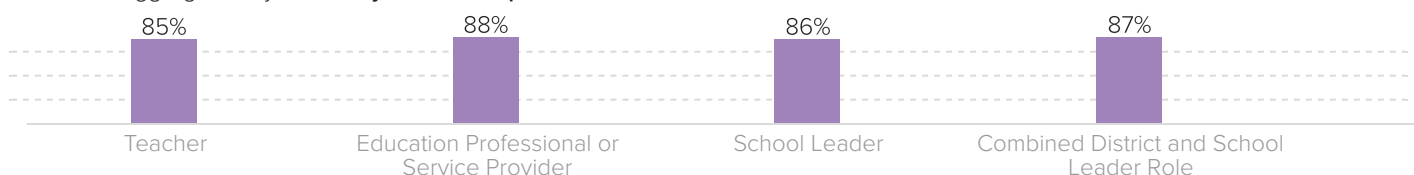
Q Instruction in this school encourages different cultural viewpoints.

85%

Distribution of responses

6176	21659	4192	572	2569	35168
Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total

Results Disaggregated By: **What is your current position at the school?**



S More Instructional Practices and Support results on next page

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

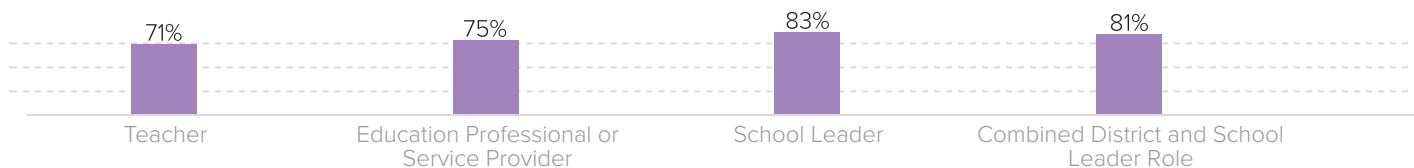
Q The diverse academic needs of our students are met by this school's current curriculum.

72%

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



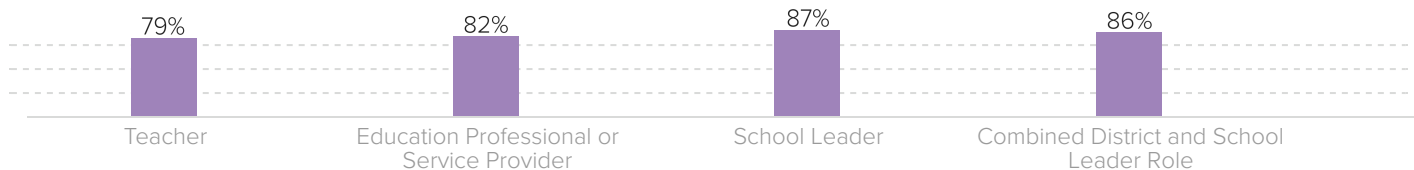
Q English Learners are adequately supported in this school.

80%

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



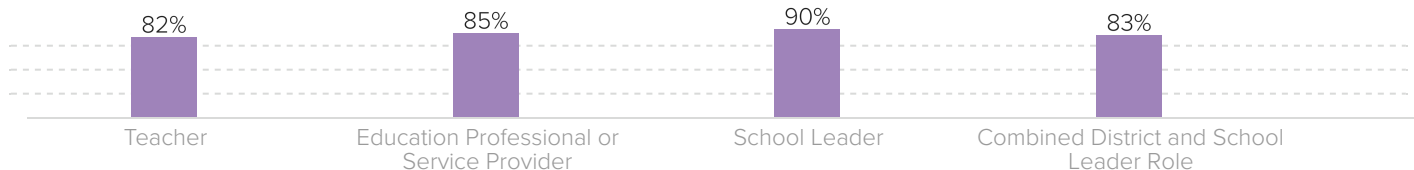
Q Students with disabilities are adequately supported in this school.

82%

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



More Instructional Practices and Support results on next page

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

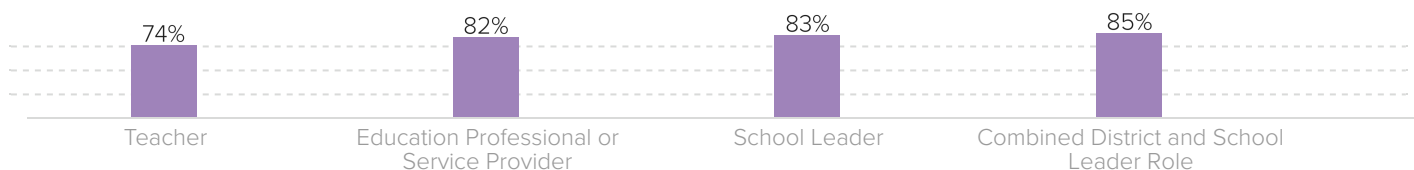
Q Gifted students are adequately supported in this school.

75%

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



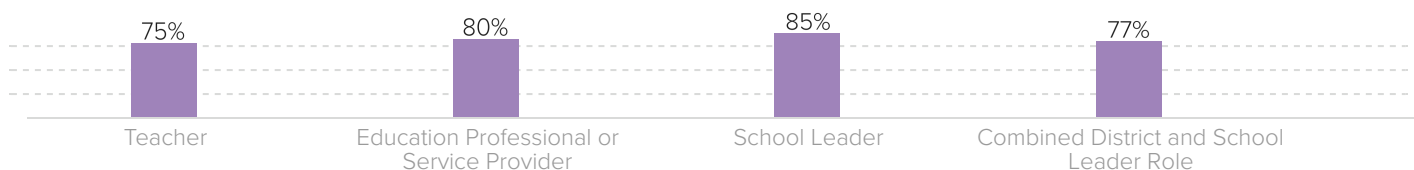
Q Students' social and emotional learning is adequately supported in this school.

76%

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



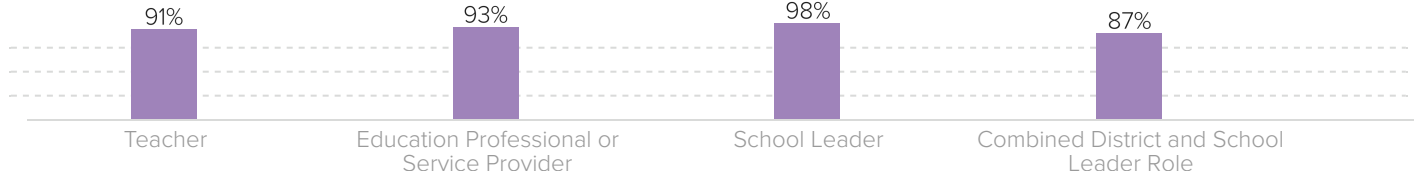
Q Teachers have the autonomy to make important decisions in their classrooms.

91%

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

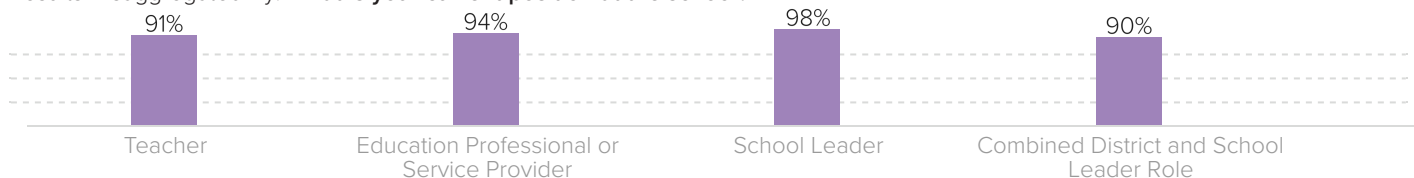
Q Teachers feel supported in trying new instructional strategies.

92%

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



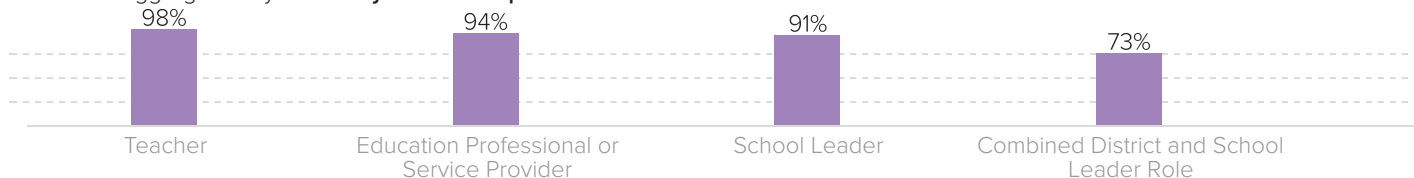
Q Teachers use formative assessment data to improve their students' learning.

97%

Distribution of responses



Results Disaggregated By: **What is your current position at the 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



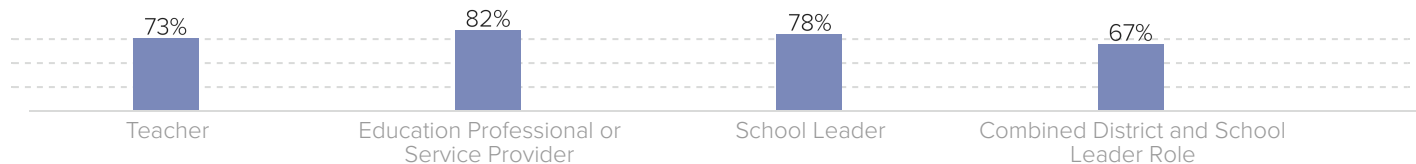
Q The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices.

73%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



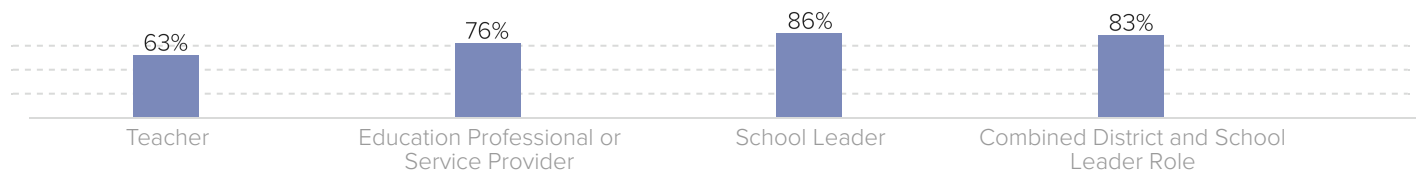
Q Professional learning opportunities are personalized and aligned to teachers' needs and strengths.

65%

Distribution of responses



Results Disaggregated By: What is your current position at the school?



More Professional Development results on next page

PD Professional Development (cont)

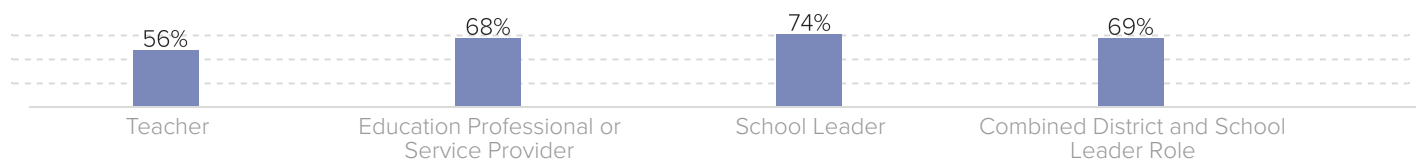
Q The effectiveness of professional development is assessed regularly.

58%

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



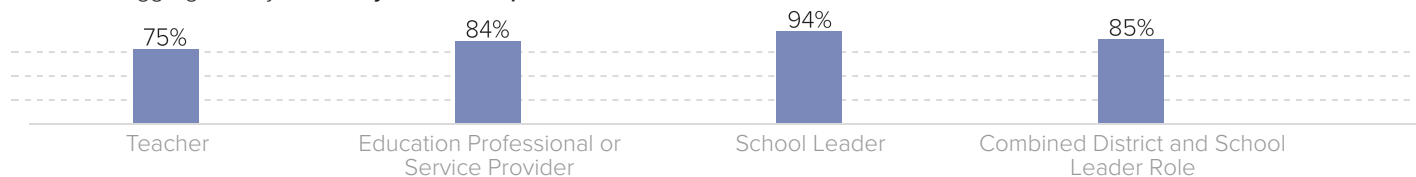
Q Professional learning (e.g., instructional coaching, PLCs, training) has a positive impact on teaching and learning in our classrooms.

77%

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



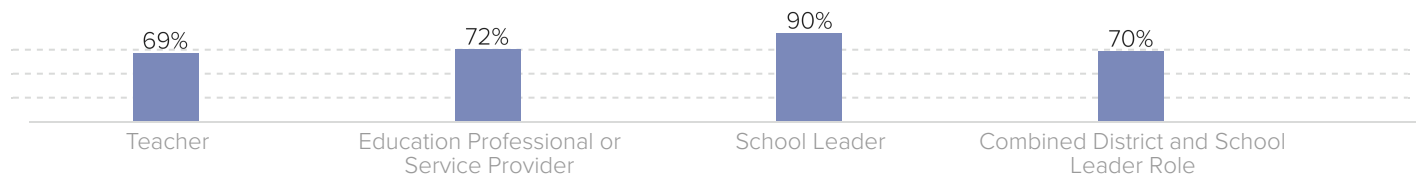
Q All teachers receive ongoing support and coaching to improve their practice.

70%

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



PD More Professional Development results on next page

PD Professional Development (cont)

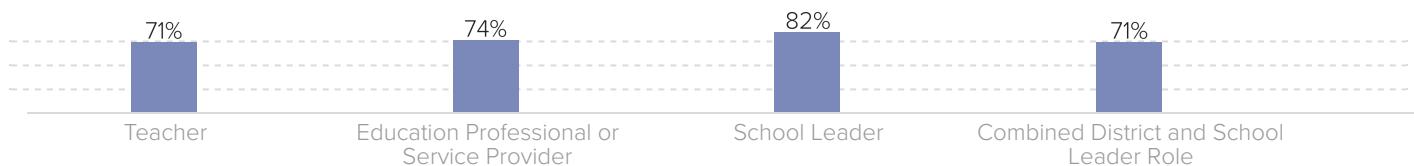
Q Teachers receive adequate professional development to effectively use student data.

72%

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



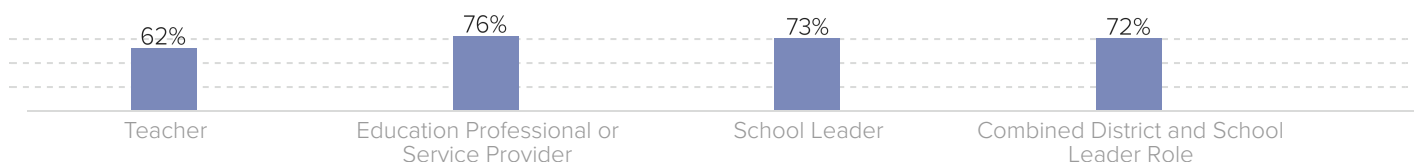
Q Teachers receive adequate professional development to support their students' social and emotional learning.

63%

Distribution of responses

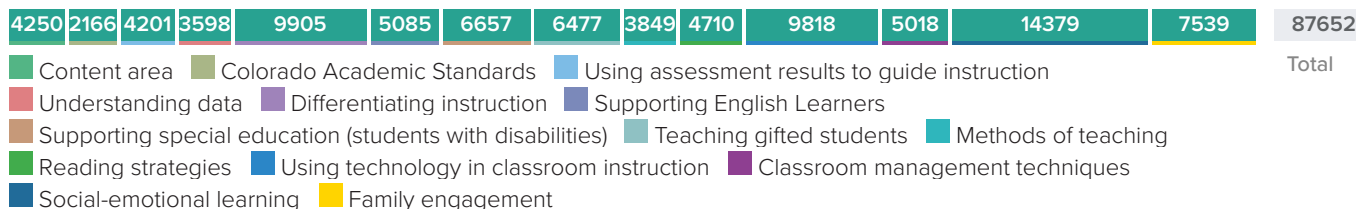


Results Disaggregated By: **What is your current position at the school?**



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

Distribution of responses



RESULTS

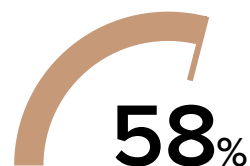
Item level results from your report



T Time

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

OVERALL FAVORABILITY



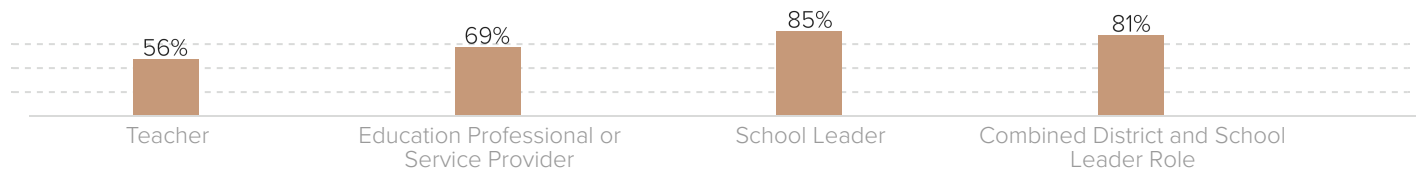
Q Teachers have adequate time to prepare for instruction.

58%

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



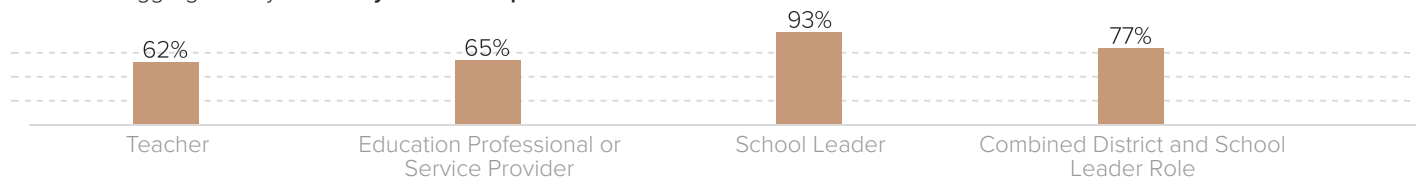
Q Teachers' time is protected from duties that take time away from teaching.

64%

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



T More Time results on next page

T Time (cont)

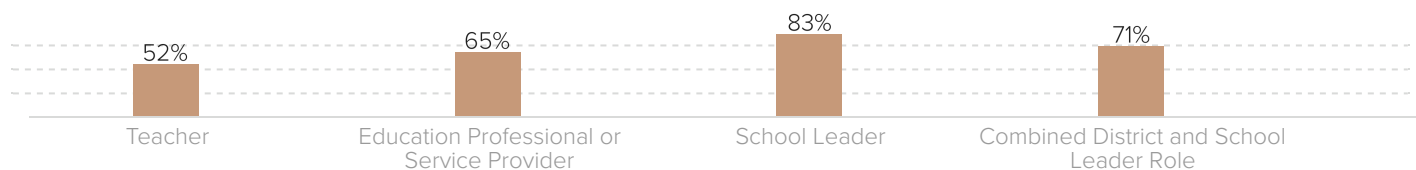
Q Teachers have adequate time to analyze and respond to student assessment data.

54%

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



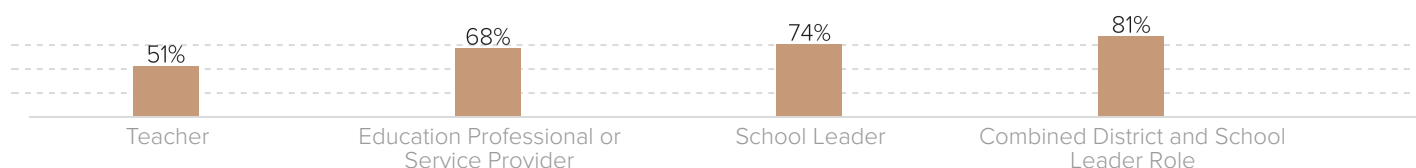
Q Teachers have adequate time to support their students' social and emotional learning.

53%

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



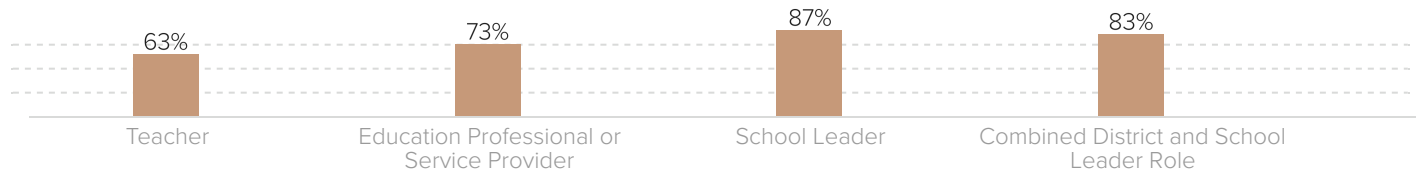
Q Teachers have adequate time to communicate with their students' families.

65%

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



T More Time results on next page

T Time (cont)

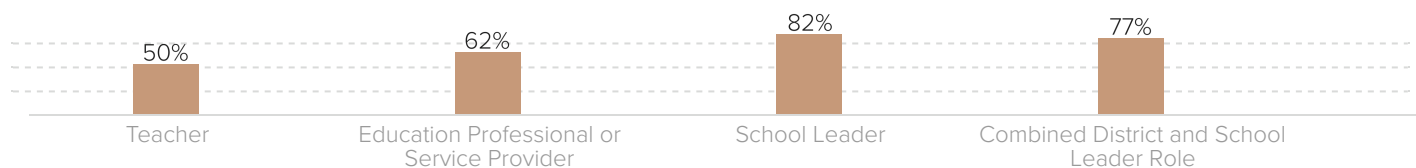
Q New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness.

52%

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



RESULTS

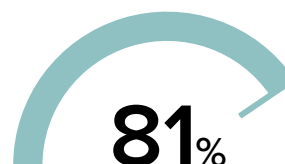
Item level results from your report



FR Facilities and Resources

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

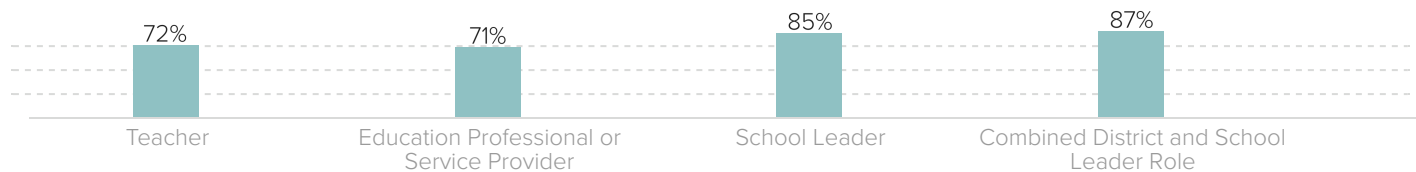
OVERALL FAVORABILITY



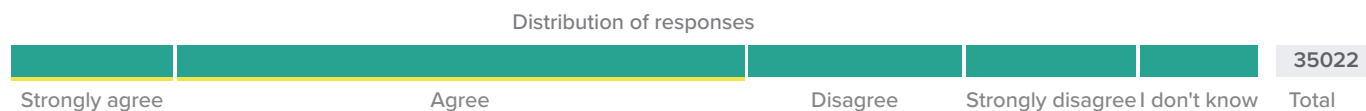
Q Class size(s) are reasonable.



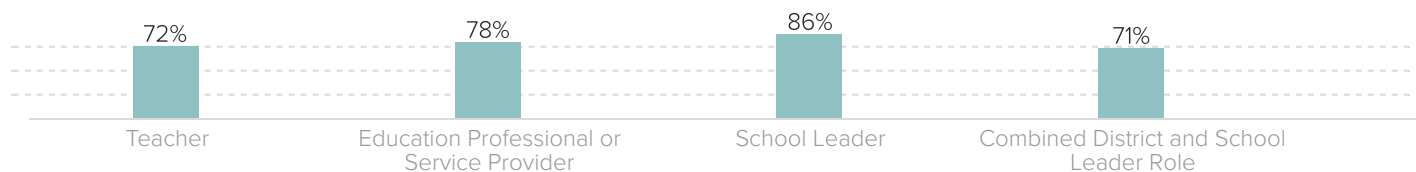
Results Disaggregated By: What is your current position at the school?



Q Instructional resources are adequate to support student learning.



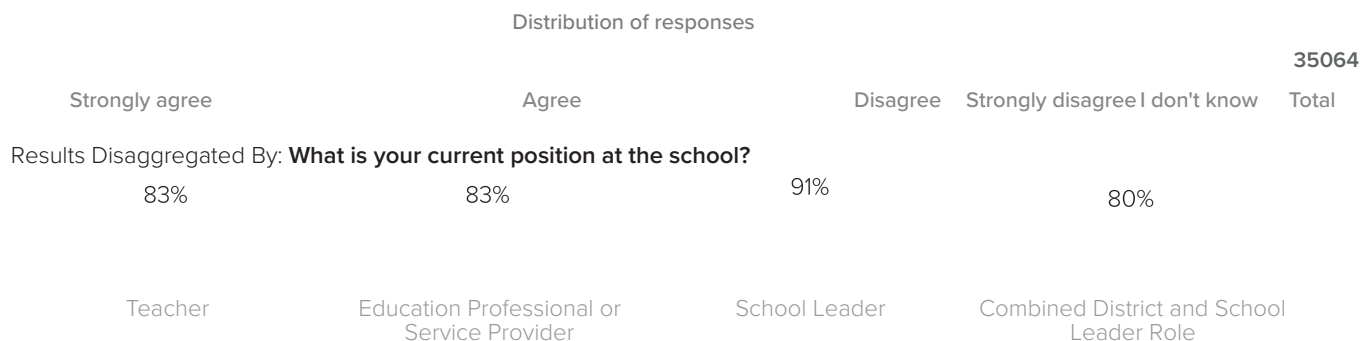
Results Disaggregated By: What is your current position at the school?



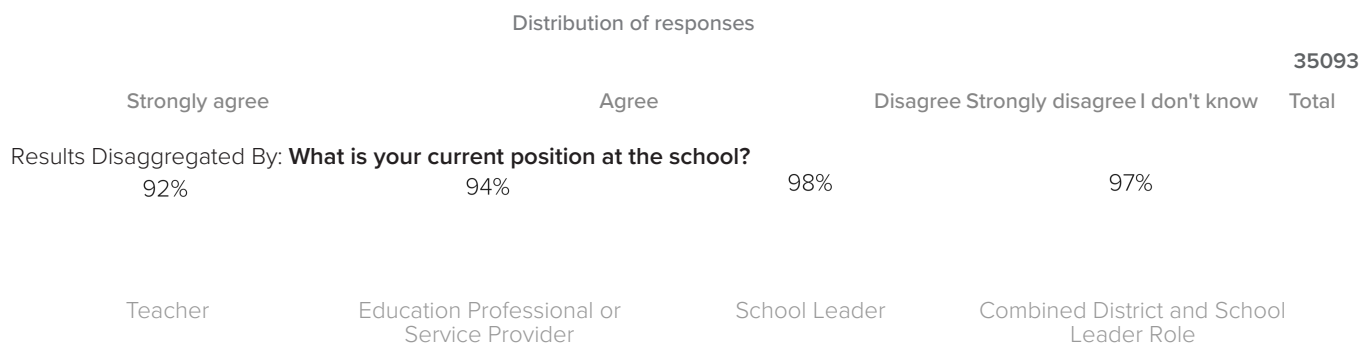
FR More Facilities and Resources results on next page

FR Facilities and Resources (cont)

Q Teachers have adequate physical space to work productively.



Q Our school is a safe place to work.



RESULTS

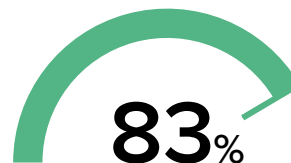
Item level results from your report



CI Community Support and Involvement

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

OVERALL FAVORABILITY



Q The community is supportive of the school.

Distribution of responses



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

Distribution of responses



More Community Support and Involvement results on next page

CI Community Support and Involvement (cont)

Q The school provides strategies that families can use at home to support their children's learning.

Distribution of responses



Q All families have access to information about what is happening in the school.

Distribution of responses



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



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

Distribution of responses



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

Distribution of responses



OR More Overall Reflection results on next page

OR Overall Reflection (cont)

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

Distribution of responses

Yes No I don't know

34908
Total

Q Location of future position:

Distribution of responses

Continue in current school Continue in district but different school Move to district position in current district
Move to another district Stay in education but not in a public school or district Leave the field of education

3377
Total

Q Type of future position:

Distribution of responses

Continue in current type of position Move to a new teaching position Move to a new leadership position
Other

3381
Total

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

Distribution of responses

Length of the work day Facilities and resources Community support and engagement School leadership
The school staff School mission District leadership Salary

34540
Total

RESULTS

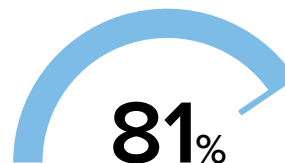
Item level results from your report



DS District Supports

Unique to building leaders (excluding charter leaders), these questions ask about their impressions of district support for the school.

OVERALL FAVORABILITY

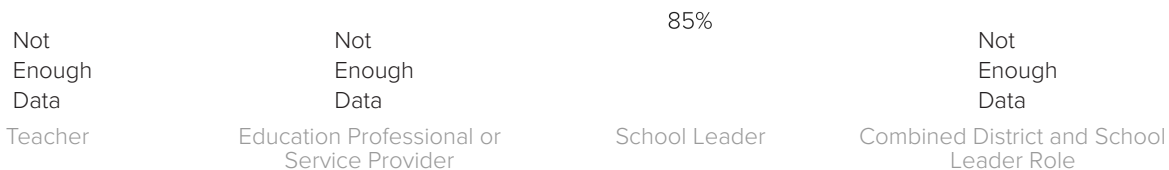


Q There is an atmosphere of trust and mutual respect between district and school administrators.

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**

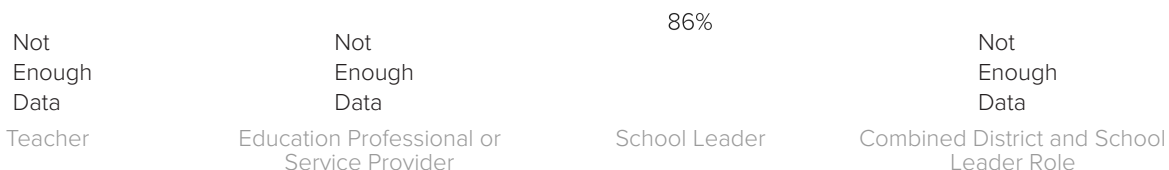


Q The district provides principals with support when they need it.

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



DS More District Supports results on next page

DS District Supports (cont)

Q The district clearly describes expectations for schools.

Distribution of responses

1400

Strongly agree Agree Disagree Strongly disagree I don't know Total

Results Disaggregated By: **What is your current position at the school?**

Teacher	Education Professional or Service Provider	School Leader	Combined District and School Leader Role
Not Enough Data	Not Enough Data	79%	Not Enough Data

Q The district provides constructive feedback to school leadership to improve performance.

Distribution of responses

1399

Strongly agree Agree Disagree Strongly disagree I don't know Total

Results Disaggregated By: **What is your current position at the school?**

Teacher	Education Professional or Service Provider	School Leader	Combined District and School Leader Role
Not Enough Data	Not Enough Data	79%	Not Enough Data

Q School leaderships' effectiveness is accurately assessed through the district's evaluation process.

Distribution of responses

1398

Strongly agree Agree Disagree Strongly disagree I don't know Total

Results Disaggregated By: **What is your current position at the school?**

Teacher	Education Professional or Service Provider	School Leader	Combined District and School Leader Role
Not Enough Data	Not Enough Data	79%	Not Enough Data

DS More District Supports results on next page

DS District Supports (cont)

Q The district makes principal professional development a priority.

Distribution of responses

1402

Strongly agree Agree Disagree Strongly disagree I don't know Total

Results Disaggregated By: **What is your current position at the school?**

Not Enough Data	Not Enough Data	76%	Not Enough Data
Teacher	Education Professional or Service Provider	School Leader	Combined District and School Leader Role

Q My school receives instructional resources on par with other schools in the district.

Distribution of responses

1401

Strongly agree Agree Disagree Strongly disagree I don't know Total

Results Disaggregated By: **What is your current position at the school?**

Not Enough Data	Not Enough Data	77%	Not Enough Data
Teacher	Education Professional or Service Provider	School Leader	Combined District and School Leader Role

Q The district involves principals in decisions that directly impact the operations of their school.

Distribution of responses

1397

Strongly agree Agree Disagree Strongly disagree I don't know Total

Results Disaggregated By: **What is your current position at the school?**

Not Enough Data	Not Enough Data	84%	Not Enough Data
Teacher	Education Professional or Service Provider	School Leader	Combined District and School Leader Role

DS More District Supports results on next page

DS District Supports (cont)

Q District leadership takes steps to solve problems.

Distribution of responses

Strongly agree	Agree	Disagree	Strongly disagree	I don't know	Total
					1398

Results Disaggregated By: **What is your current position at the school?**

Not Enough Data	Not Enough Data	87%	Not Enough Data
Teacher	Education Professional or Service Provider	School Leader	Combined District and School Leader Role

Q In which of the following areas (if any) do you need additional support to lead your school effectively?

Distribution of responses

Instructional leadership	Student assessment	Creating positive learning environments	Total
School Improvement Planning (e.g., Unified Improvement Planning)	Budgeting	School scheduling	2994
Staffing (hiring etc.)	Teacher evaluation	Teacher remediation/coaching	
Working with families and community	Support for students' social, emotional and mental health	Data-driven decision making	

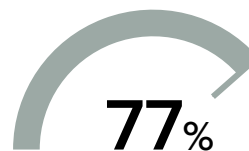
REPORT OVERVIEW

Your results at a glance



CEI Accelerator Project Module

REPORT OVERALL FAVORABILITY



YOUR RESULTS

This survey module does not have any construct level results.
Please see detailed item results in the following pages.

MODULE ITEMS

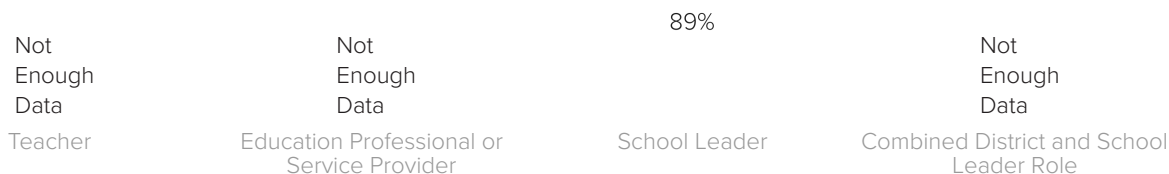


Q My district has a shared vision for student learning.

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**

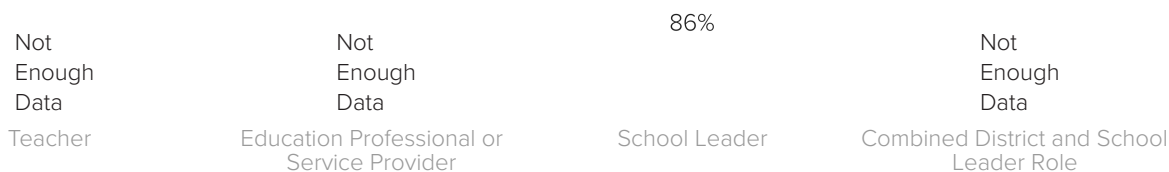


Q My district leaders actively pursue policies and practices aligned to the shared district vision.

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**

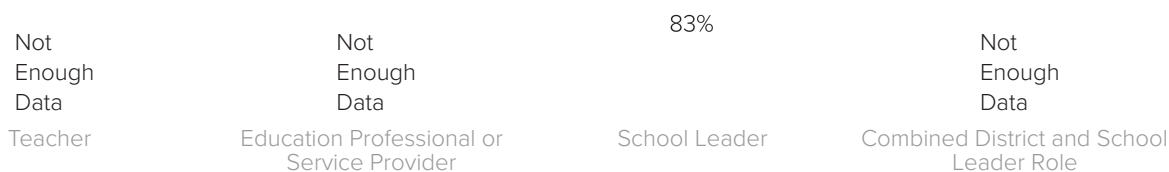


Q I have opportunities to collaborate with other educators outside my school to discuss challenges and design solutions to them.

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



Q My district leaders value my input in district-level decision making.

Distribution of responses

159

Strongly agree Agree Disagree Strongly disagree I don't know Total

Results Disaggregated By: **What is your current position at the school?**

Not Enough Data	Not Enough Data	76%	Not Enough Data
Teacher	Education Professional or Service Provider	School Leader	Combined District and School Leader Role

Q My district leaders give me explicit permission to try out new approaches in my school.

Distribution of responses

159

Strongly agree Agree Disagree Strongly disagree I don't know Total

Results Disaggregated By: **What is your current position at the school?**

Not Enough Data	Not Enough Data	89%	Not Enough Data
Teacher	Education Professional or Service Provider	School Leader	Combined District and School Leader Role

Q I have opportunities to review data and/or exchange ideas with other educators outside my school.

Distribution of responses

159

Strongly agree Agree Disagree Strongly disagree I don't know Total

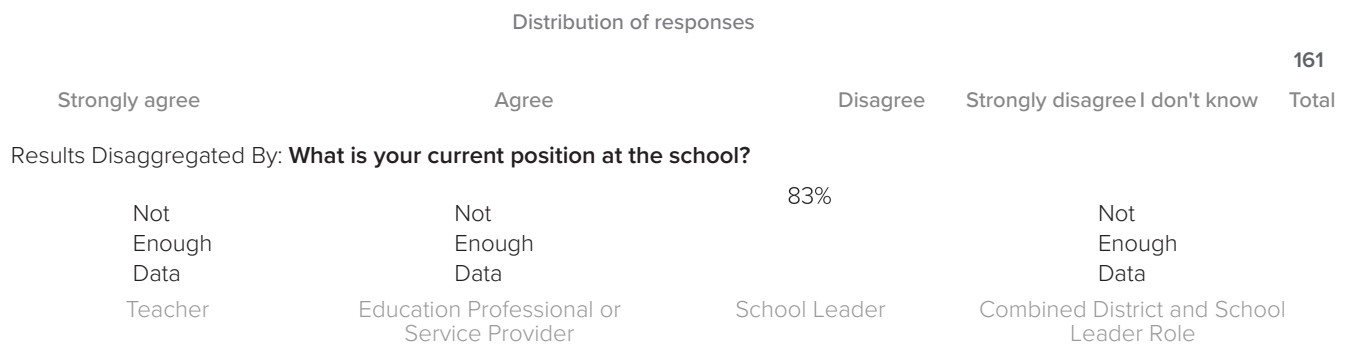
Results Disaggregated By: **What is your current position at the school?**

Not Enough Data	Not Enough Data	77%	Not Enough Data
Teacher	Education Professional or Service Provider	School Leader	Combined District and School Leader Role

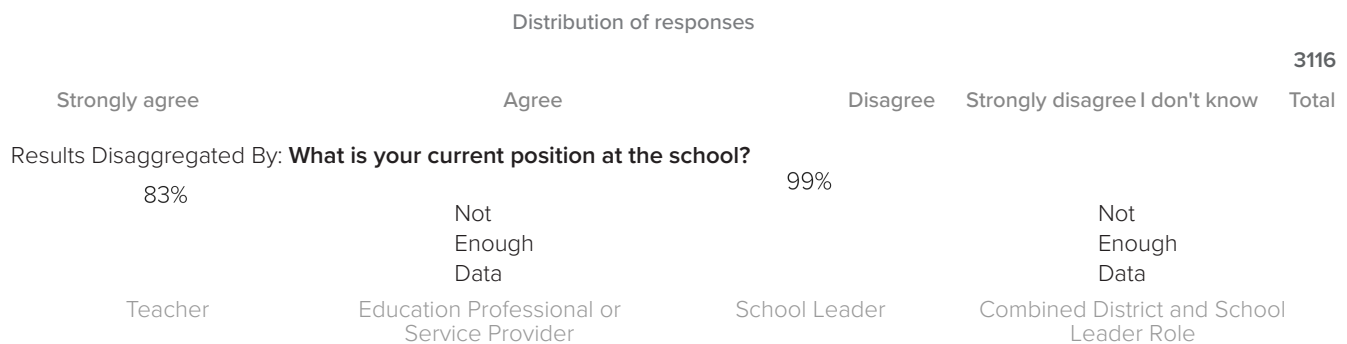
Q I value students' input in schoolwide decision making.



Q I look for ways to involve students in decision making in my school.

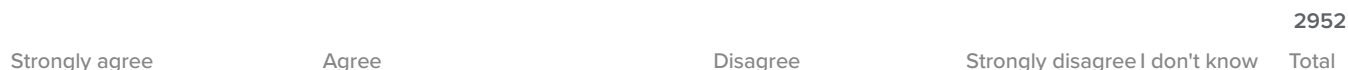


Q Teachers have opportunities to collaborate with other educators in their school to discuss challenges and design solutions to them.

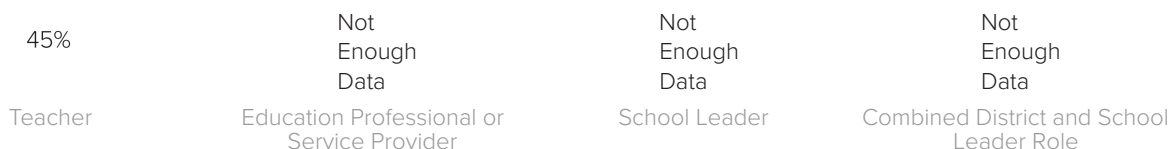


Q I have opportunities to collaborate with other educators outside my school to discuss challenges and design solutions to them.

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**

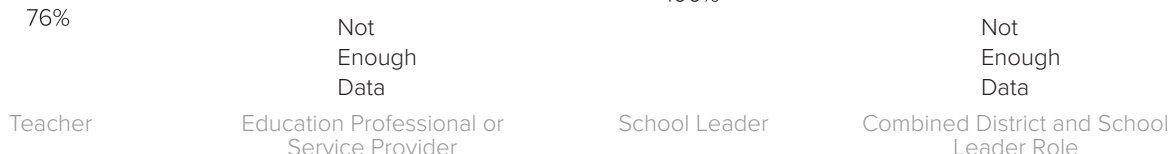


Q School leadership values teachers' input in schoolwide decision making.

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**

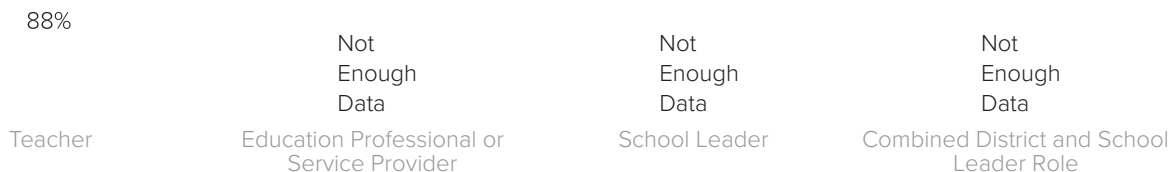


Q My school leadership gives me explicit permission to try out new approaches in my classroom.

Distribution of responses



Results Disaggregated By: **What is your current position at the school?**



Q Teachers have opportunities to review data and/or exchange ideas with other educators in their school.

Distribution of responses

3108

Strongly agree Agree Disagree Strongly disagree I don't know Total

Results Disaggregated By: **What is your current position at the school?**

85%

98%

Not
Enough
Data

Not
Enough
Data

Teacher

Education Professional or
Service Provider

School Leader

Combined District and School
Leader Role

Q I have opportunities to review data and/or exchange ideas with other educators outside my school.

Distribution of responses

2950

Strongly agree Agree Disagree Strongly disagree I don't know Total

Results Disaggregated By: **What is your current position at the school?**

39%

Not
Enough
Data

Not
Enough
Data

Not
Enough
Data

Teacher

Education Professional or
Service Provider

School Leader

Combined District and School
Leader Role

Q I value my students' input in schoolwide and classroom decisions.

Distribution of responses

2945

Strongly agree Agree Disagree Strongly disagree I don't know Total

Results Disaggregated By: **What is your current position at the school?**

98%

Not
Enough
Data

Not
Enough
Data

Not
Enough
Data

Teacher

Education Professional or
Service Provider

School Leader

Combined District and School
Leader Role

Q I look for ways to involve students in decision making in my classroom.

Distribution of responses

2952

Strongly agree

Agree

Disagree Strongly disagree I don't know

Total

Results Disaggregated By: **What is your current position at the school?**
96%

Not
Enough
Data

Not
Enough
Data

Not
Enough
Data

Teacher

Education Professional or Service Provider

School Leader

Combined District and School
Leader Role