



# Teaching and Learning Conditions in Colorado Survey



**COLORADO**  
Department of Education

2026 Administration

## Description

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. Participation is voluntary and anonymous. Districts and schools that get at least 50% participation and at least five respondents will have access to their results.

All Colorado schools will receive a log-in code to the online survey in mid-January to distribute to teachers and building leaders. Questions will be 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 are limited to ensure that participant identity is anonymous. School and district data should be made available publicly by spring 2026.



**The survey window will be  
January 21 - February 23, 2026**

The survey is operated through a statewide collaborative that includes the Colorado Education Association, Colorado Education Initiative, Colorado Association of School Boards, Colorado Association of School Executives, Colorado League of Charter Schools, Colorado Rural Schools Alliance, and representatives from school districts, universities and researchers. APA Consulting was the TLCC survey developer and worked closely with the partner organizations and districts. Panorama Education was selected to be the survey administrator.

## Purpose

<b>Amplify Educators' Voice</b>	<i>Provides schools, districts and state policymakers with reliable data on teaching and learning conditions. It offers additional information for discussion and gives potential suggestions on areas that deserve attention in a school environment.</i>
<b>Deepen Improvement Planning</b>	<i>Provides additional data to support school improvement efforts (e.g., root cause analysis in the Unified Improvement Plan). The survey data can help staff to identify positive trends in school conditions, as well as identify areas that merit further discussion. This is the only data source on school conditions that offers state comparison points.</i>
<b>Strengthen Research and Policy</b>	<i>Informs researchers and policymakers by providing data on the impact of school conditions on student growth and staff retention. This survey provides insight into schools across the state that can lead to more informed policies and practices.</i>



## Details about the Survey and Accessing the Data

Survey codes will be mailed out to all schools in January. District and school staff will be able to request missing and additional codes online. The survey and live participation tracking will be accessible during the survey window at [www.tlccsurvey.org](http://www.tlccsurvey.org). Previous survey results are available in both web and PDF formats. Results from the 2026 administration will be available in the spring, and will include comparisons between TLCC 2022 and 2024, as available. The survey remains comparable to the 2024 administration, with minimal adjustment. The TLCC instrument was developed and piloted in 2017 with Colorado teachers and building leaders with support from APA Consulting and CU Denver. These survey instruments are Colorado built and Colorado owned.

## What Colorado has Already Learned about Teaching and Learning Conditions

With seven TELL and TLCC administrations, the state learned a fair amount about staff perceptions. Over 46,000 (50.4%) Colorado educators participated, and over 100 districts (59.7%) and more than 1150 schools (58.3%) met thresholds to get data back. The state has identified the following statewide trends:

**TLCC 2022, 2020, and 2018 Construct Level Scores**

Year	New Staff Questions	School Leadership	Staff Leadership	Managing Student Conduct	Instructional Practices and Support	Professional Development	Time	Facilities and Resources	Community Support and Involvement	General Reflection	District Supports
SP2018	69.8%	79.2%	79.0%	76.6%	84.8%	68.4%	57.8%	80.5%	83.1%	89.0%	81.4%
SP2020	73.1%	78.9%	79.0%	77.5%	83.8%	68.4%	58.3%	80.9%	82.1%	82.7%	82.7%
SP2022	73.3%	80.0%	77.1%	76.6%	83.4%	66.3%	57.2%	83.0%	81.1%	82.1%	78.6%

### Colorado Educators are very positive about school conditions:

- 8 out of 10 school staff agreed that, overall, their school is a good place to work (85%) and for students to learn (89%) that the school is led by an effective team (82%), and the broader community is supportive of the school (85%).

### Colorado educators are more positive about access to facilities and resources:

- The construct Facilities and Resources increased 2.1% statewide, including positive increases in reasonable class sizes/students served, instructional resources, and adequate physical space.

### Time remains the lowest rated construct:

- Only 59% of teachers and support personnel report having adequate time to prepare for their primary duties. Less than half (49.6%) agreed that new initiatives are given enough time to determine effectiveness. The biggest drop from 2020 was agreement on having enough time to engage in professional learning (63.4% to 57.3%).

### The top 3 professional support areas are:

- Teaching or working with students with trauma (12.7%)
- Learning more about social-emotional learning of all students (12.6%)
- Teacher’s content areas/staff members’ best practices (7.9%)

### Principals may need more support

- The favorability score for the District Supports construct (e.g., atmosphere of trust and mutual respect, principal professional development, district leadership in problem solving) declined from 82.7% in 2020 to 78.6% in 2022. Principals most often report a need for social, emotional and mental health supports from their districts.