

SCHOOL REPORT

Teaching & Learning Conditions Colorado Survey



Prepared for
Goddard Middle School

District
Littleton 6

Number of respondents (#)
55

REPORT CONTENTS

How to read your report	1
Demographics	2
Report Overview	3
Historical Results	6
Results	10
New Teacher Questions	10
School Leadership	13
Teacher Leadership	16
Managing Student Conduct	18
Instructional Practices and Support	20
Professional Development	24
Time	27
Facilities and Resources	29

REPORT CONTENTS (CONTINUED)

Community Support and Involvement	31
Overall Reflection	33
District Supports	35

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

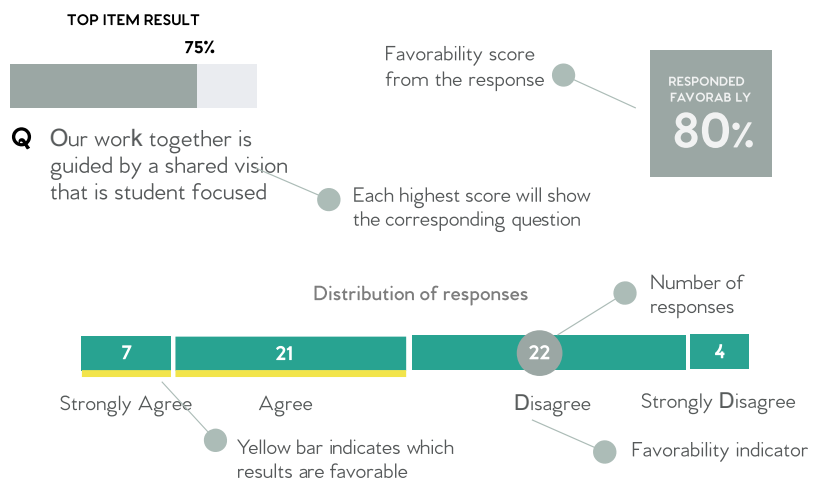
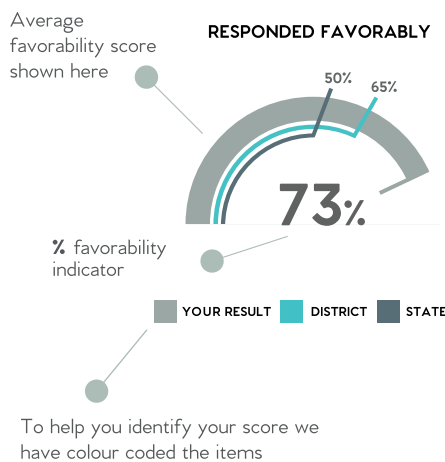
The survey is led by the Colorado Department of Education (CDE) and operated through a statewide collaborative that includes the Colorado Association of School Boards, Colorado Association of School Executives, Colorado Education Association, Colorado Education Initiative, Colorado League of Charter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



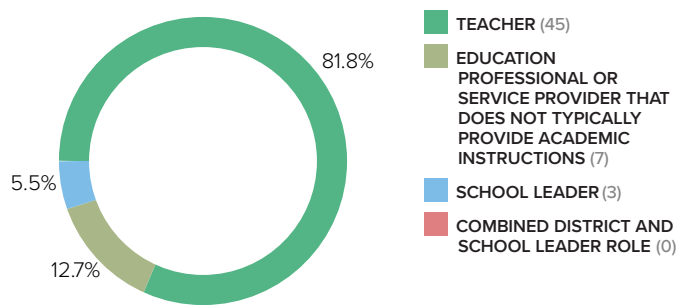
DEMOGRAPHICS

Who took the survey?

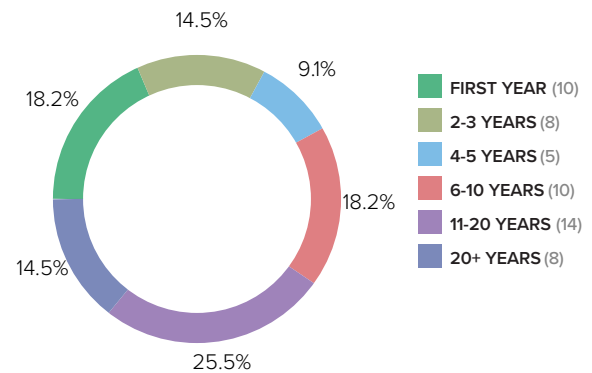
The following graphics display how those who took the survey responded to the demographic questions which were included. This page allows you to understand the attributes of the survey respondents.

55 total respondents

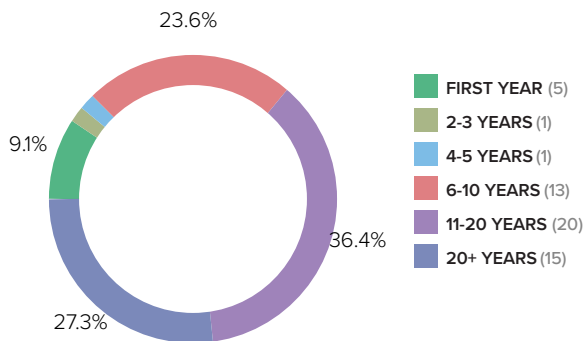
What is your current position at the school?



How many years have you worked at your present school in this position/role?



How many years have you worked in your career in this position/role?

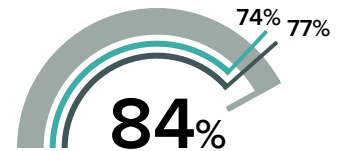


REPORT OVERVIEW

Your results at a glance



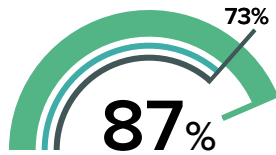
REPORT OVERALL FAVORABILITY



YOUR RESULTS

NQ

New Teacher Questions



YOUR RESULT MIDDLE AVG.
COLORADO

TOP ITEM RESULT

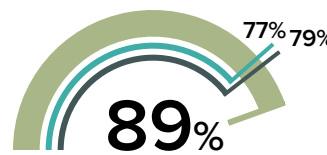
86%



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

SL

School Leadership



YOUR RESULT MIDDLE AVG.
COLORADO

TOP ITEM RESULT

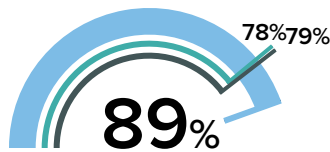
98%



Q This school is led by an effective team.

TL

Teacher Leadership



YOUR RESULT MIDDLE AVG.
COLORADO

TOP ITEM RESULT

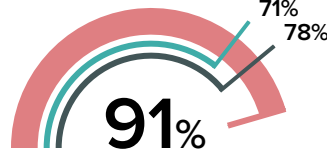
95%



Q Teachers' professional expertise is valued.

MC

Managing Student Conduct



YOUR RESULT MIDDLE AVG.
COLORADO

TOP ITEM RESULT

100%



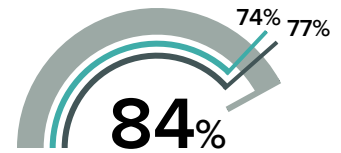
Q Students at this school have at least one adult on staff they can trust to support them with social, emotional, or personal...

REPORT OVERVIEW

Your results at a glance



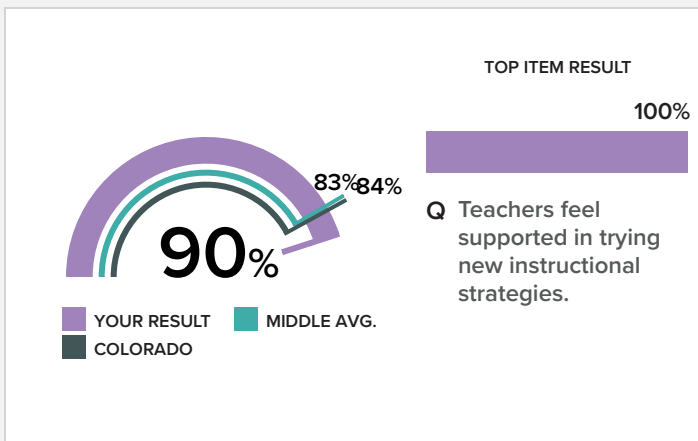
REPORT OVERALL FAVORABILITY



YOUR RESULTS

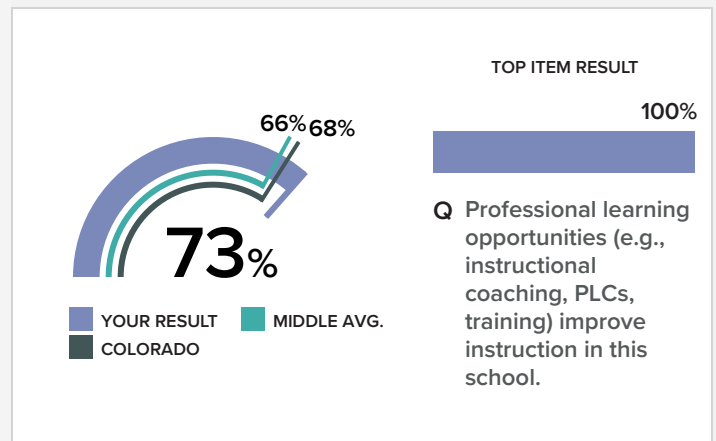
IS

Instructional Practices and Support



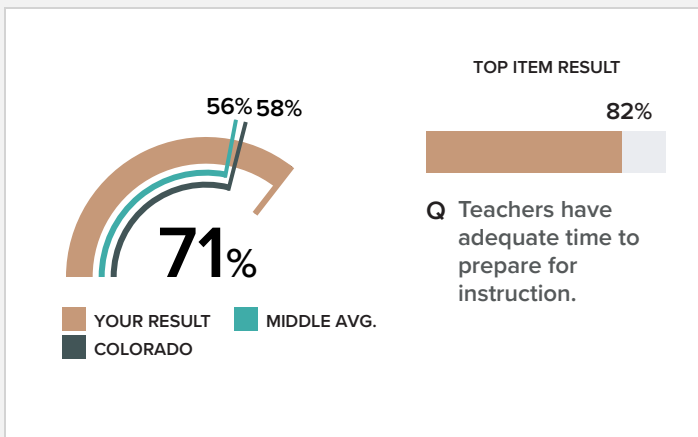
PD

Professional Development



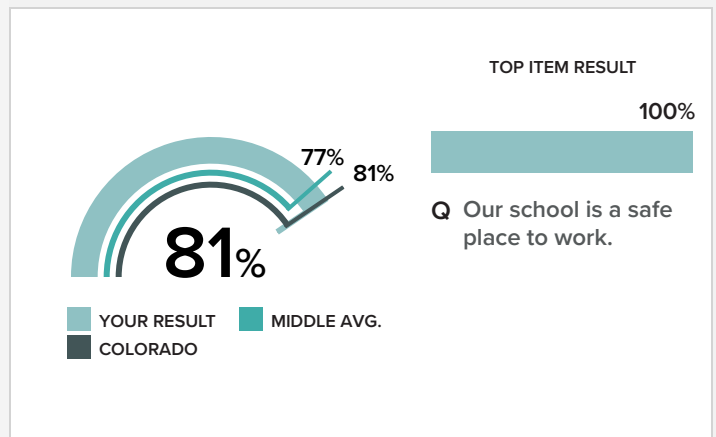
T

Time



FR

Facilities and Resources

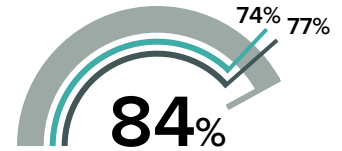


REPORT OVERVIEW

Your results at a glance



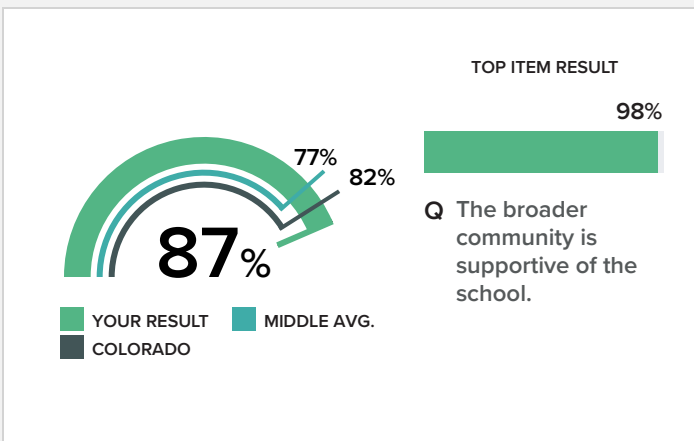
REPORT OVERALL FAVORABILITY



YOUR RESULTS

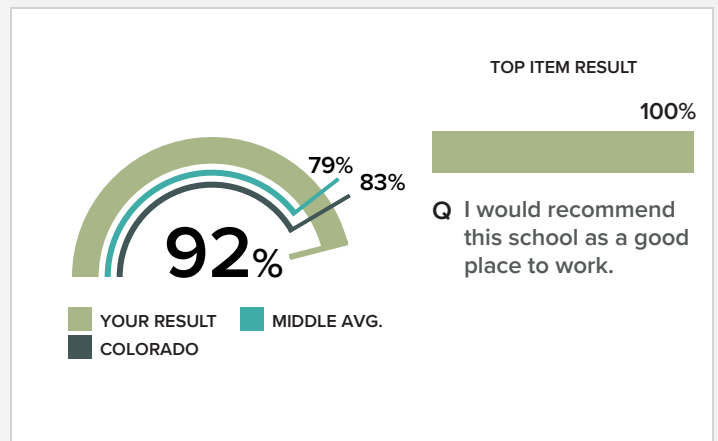
CI

Community Support and Involvement



OR

Overall Reflection



DS

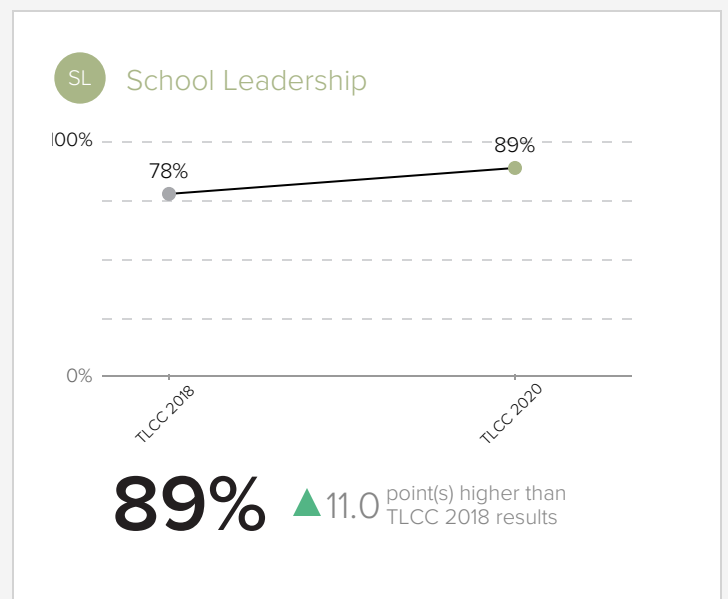
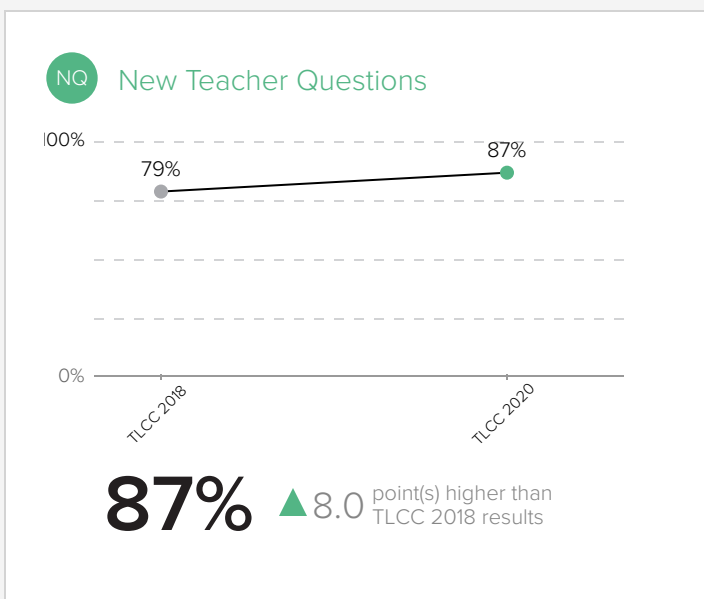
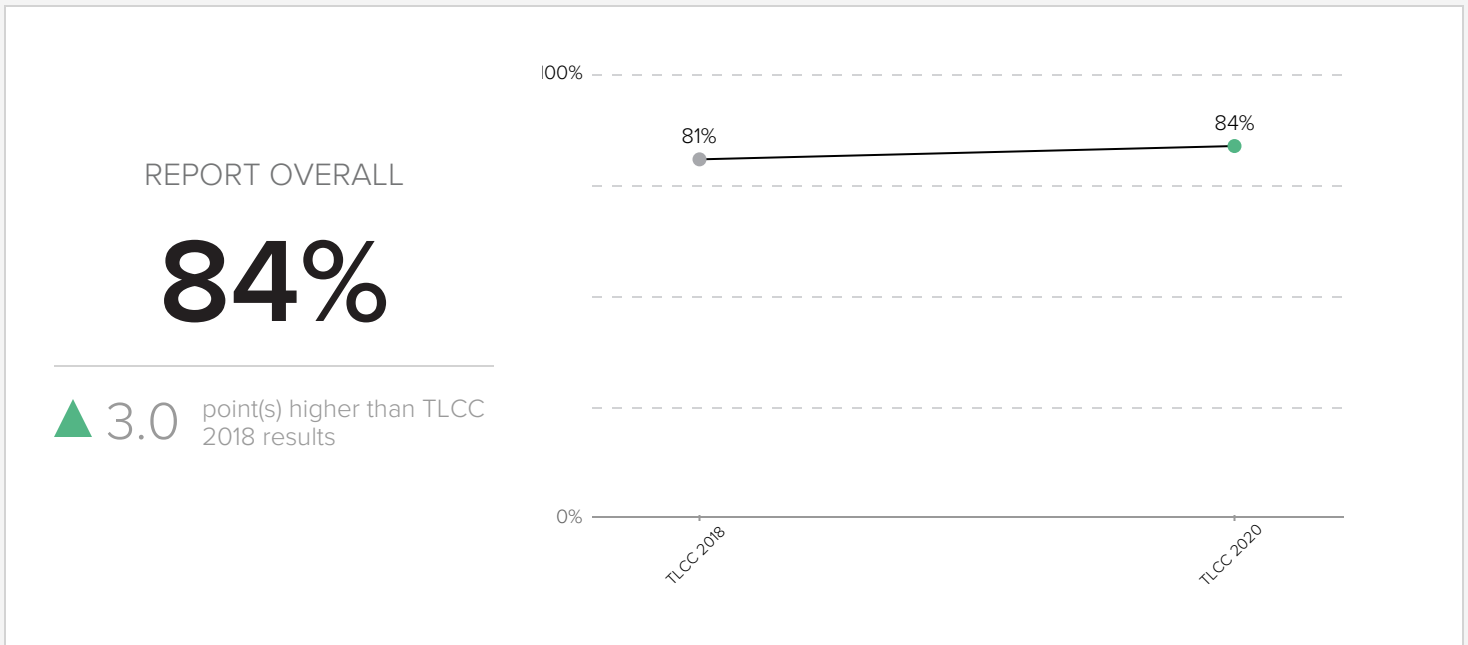
District Supports

This construct did not receive the number of responses needed to appear in the results

HISTORICAL RESULTS

Measuring your growth

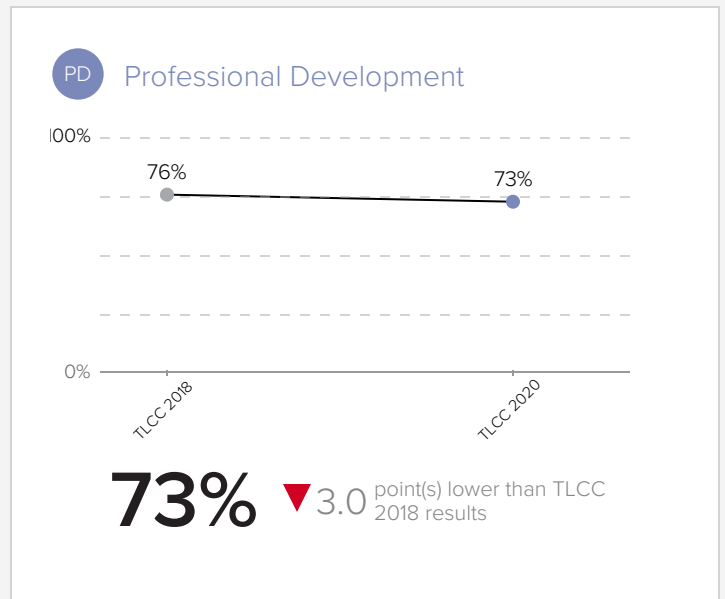
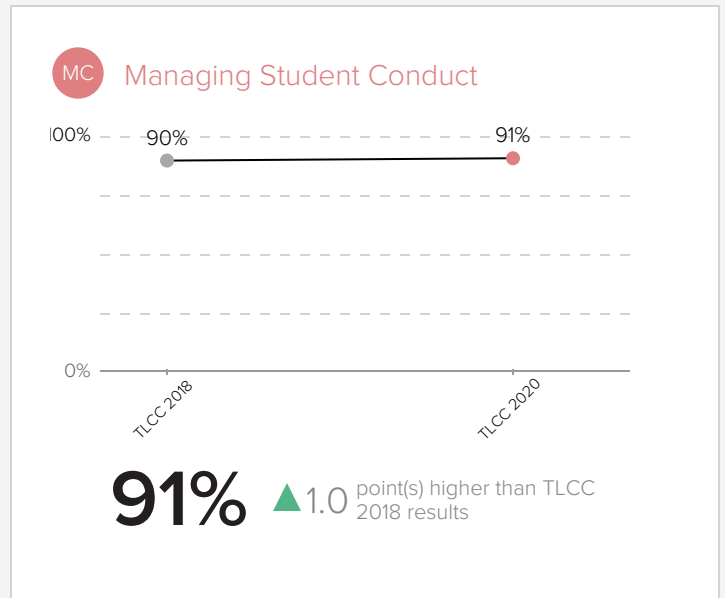
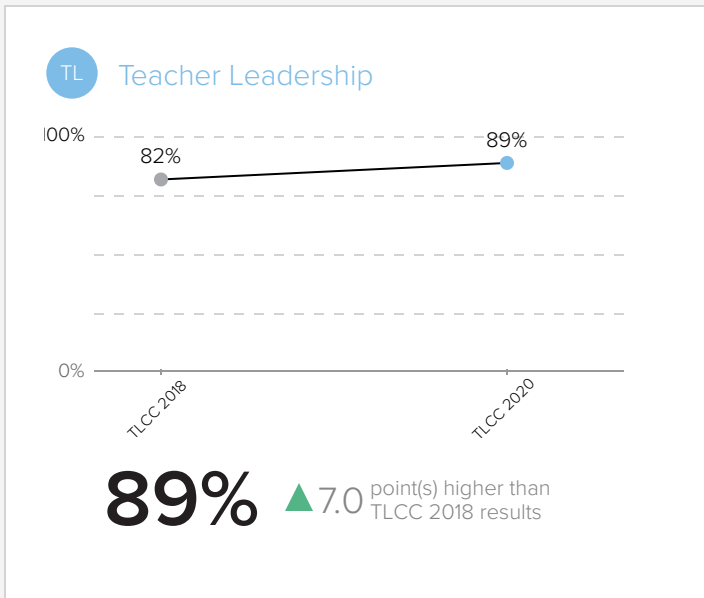
The following graphics display your results compared to your previous survey results.



HISTORICAL RESULTS

Measuring your growth

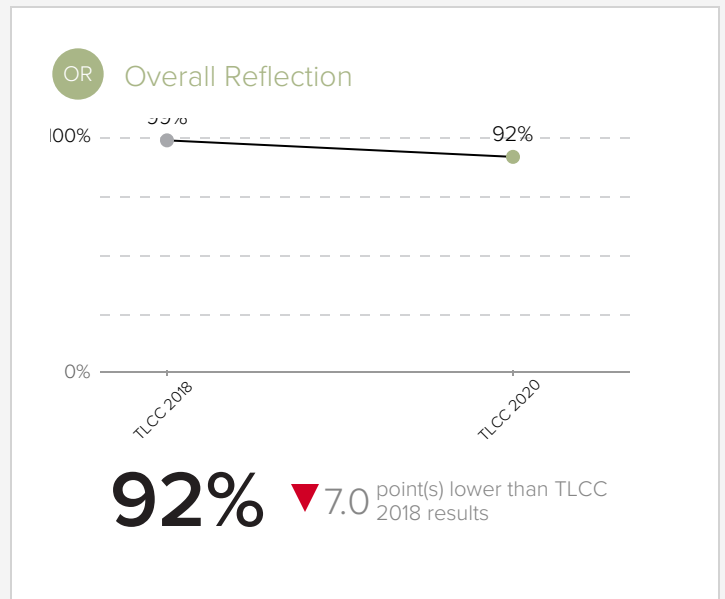
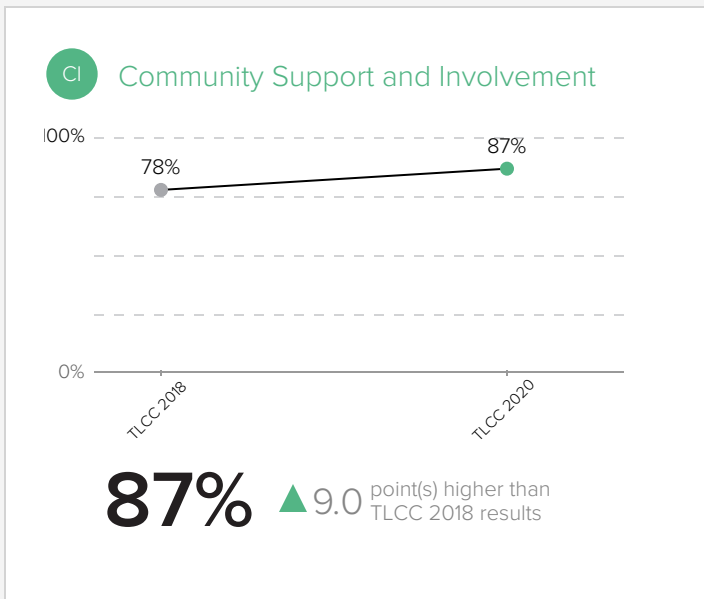
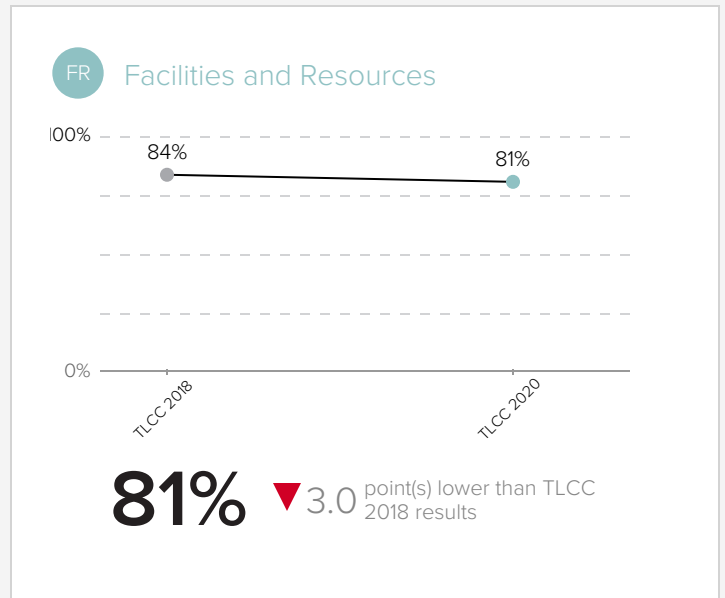
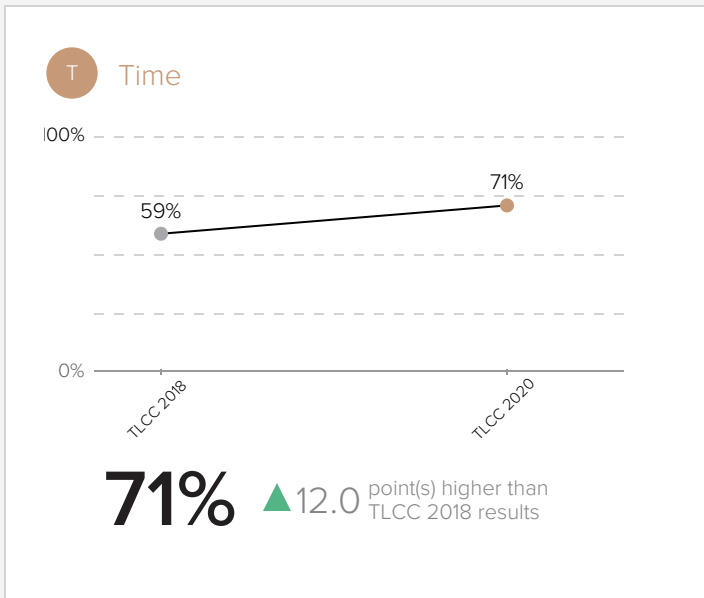
The following graphics display your results compared to your previous survey results.



HISTORICAL RESULTS

Measuring your growth

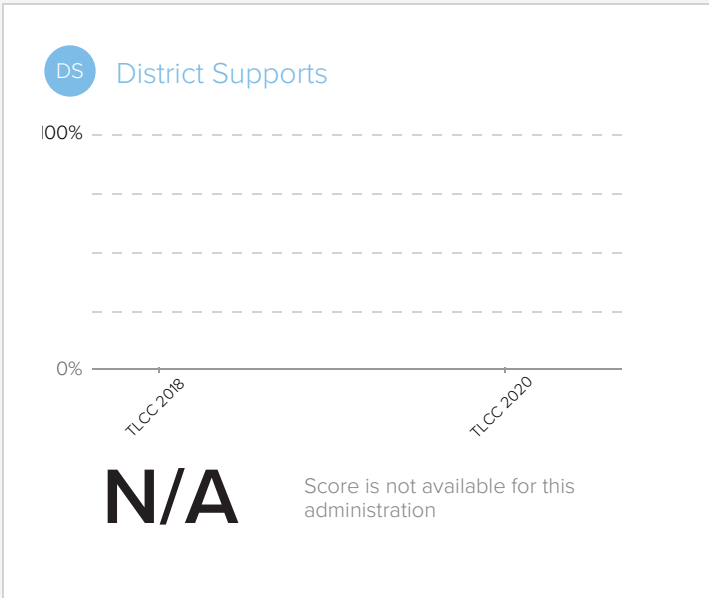
The following graphics display your results compared to your previous survey results.



HISTORICAL RESULTS

Measuring your growth

The following graphics display your results compared to your previous survey results.



RESULTS

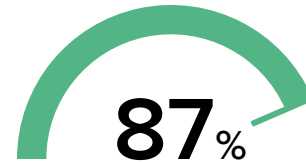
Item level results from your report



NQ New Teacher Questions

Only delivered to new teachers (e.g., years 1-3), these questions relate to specific supports for new teachers (e.g., supports, mentoring).

OVERALL FAVORABILITY



COMPARE RESULT

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

This item did not receive the number of responses needed to appear in the results

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

86%

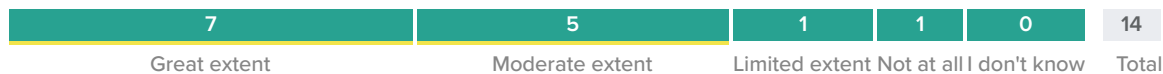
Middle Avg.

Colorado

73%

73%

Distribution of responses



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

Distribution of responses



NQ More New Teacher Questions results on next page

NQ New Teacher Questions (cont)

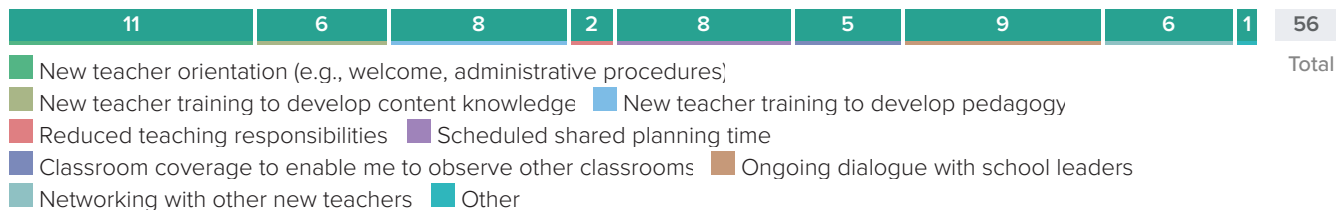
COMPARE RESULT

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

This item did not receive the number of responses needed to appear in the results

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

Distribution of responses



TO WHAT EXTENT DO YOU FOCUS ON THE FOLLOWING TYPES OF WORK WITH YOUR MENTOR?

Q Instructional and classroom support (e.g., ideas, resources, advice on instruction and planning)

This item did not receive the number of responses needed to appear in the results

Q Personal support (e.g., social connections, help with stress)

This item did not receive the number of responses needed to appear in the results

Q Reflective support (e.g., helping you think about your work and how it is impacting students)

This item did not receive the number of responses needed to appear in the results

NQ More New Teacher Questions results on next page

NQ **New Teacher Questions (cont)**

COMPARE RESULT

Q Professional support (e.g., advice on career, professional networking)

This item did not receive the number of responses needed to appear in the results

Q Evaluative support (e.g., formative evaluation feedback, advice related to evaluation expectations)

This item did not receive the number of responses needed to appear in the results

RESULTS

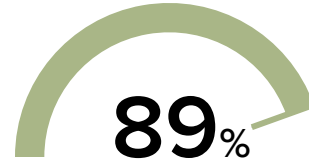
Item level results from your report



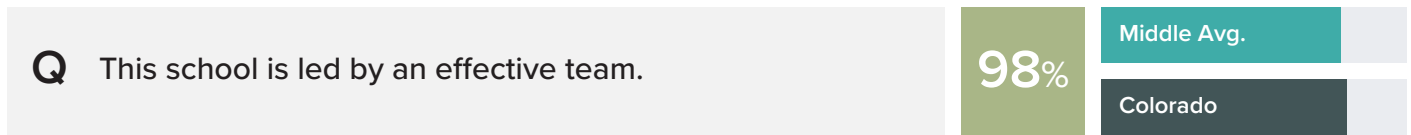
SL School Leadership

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.

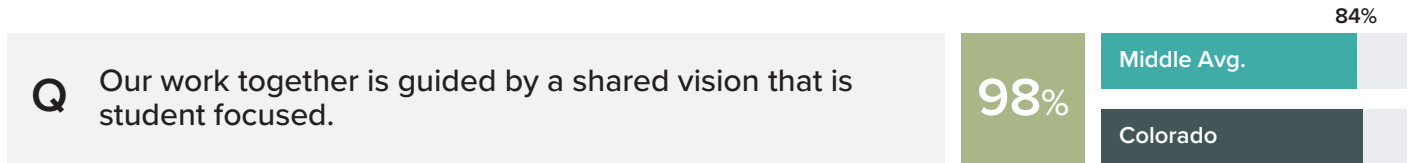
OVERALL FAVORABILITY



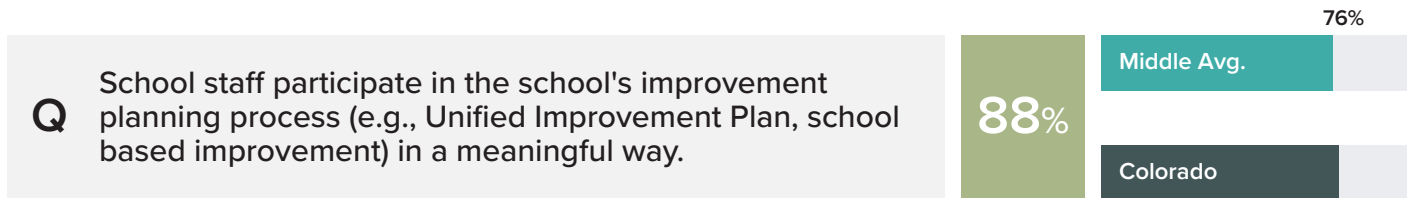
COMPARE RESULT



Distribution of responses



Distribution of responses



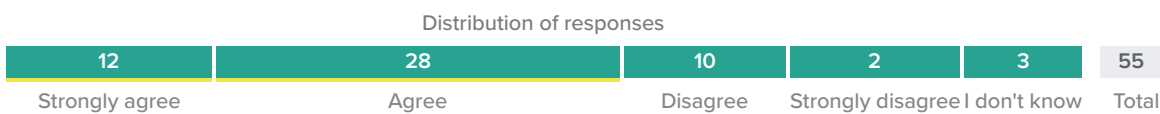
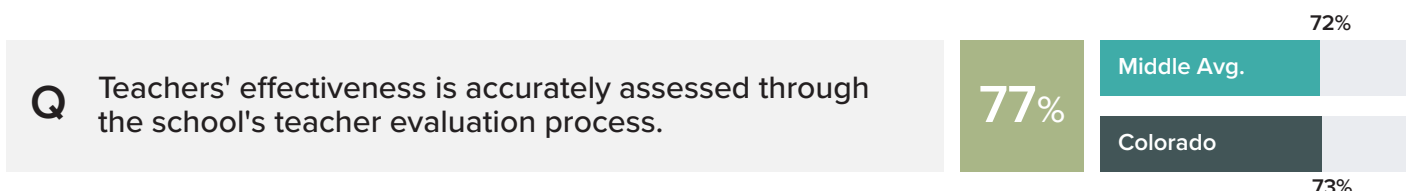
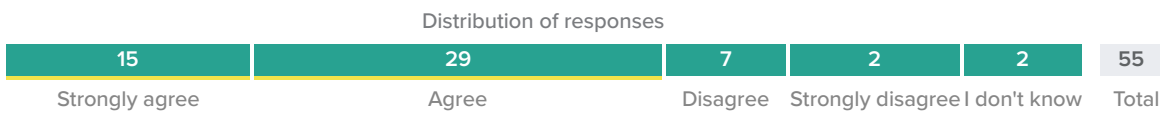
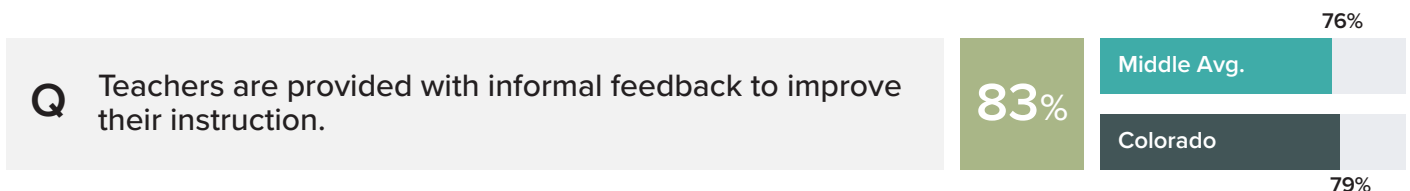
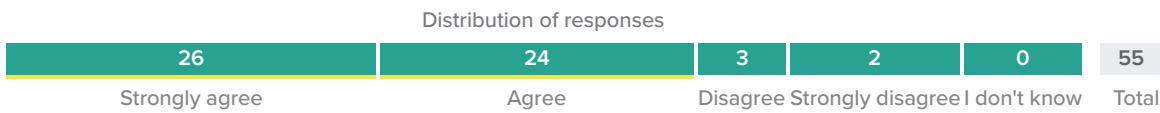
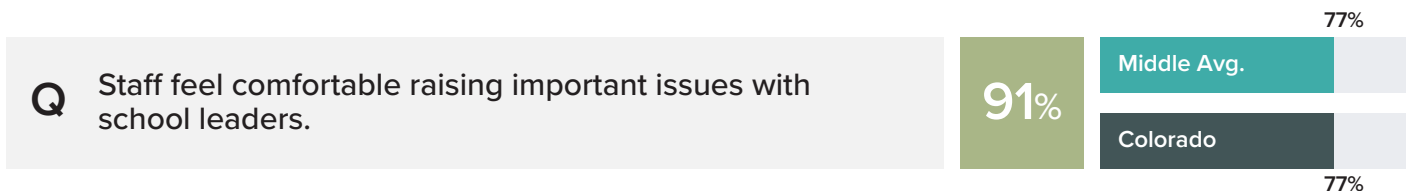
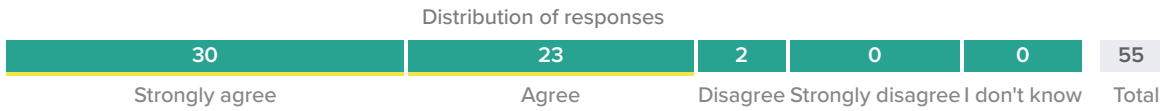
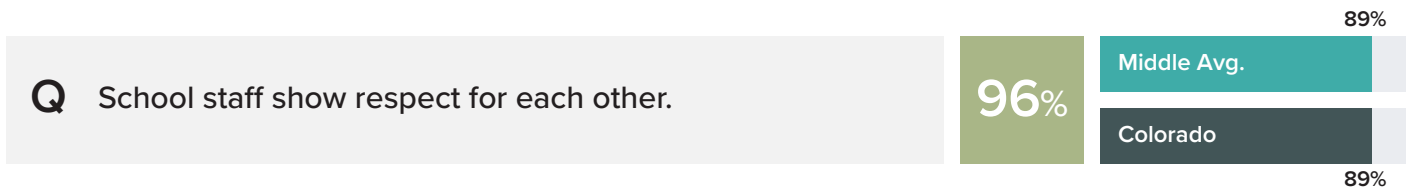
Distribution of responses



More School Leadership results on next page

SL School Leadership (cont)

COMPARE RESULT



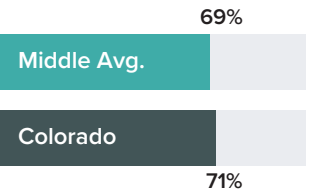
More School Leadership results on next page

SL School Leadership (cont)

COMPARE RESULT

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

75%

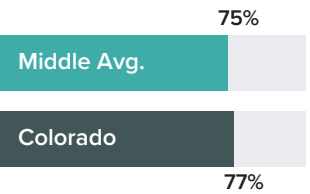


Distribution of responses



Q School leadership puts suggestions made by staff into operation.

90%

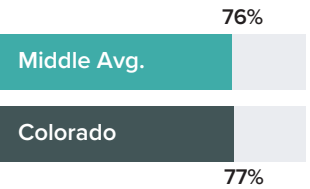


Distribution of responses



Q School leadership works to build trust among staff.

94%



Distribution of responses



RESULTS

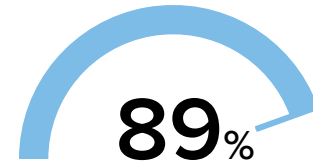
Item level results from your report



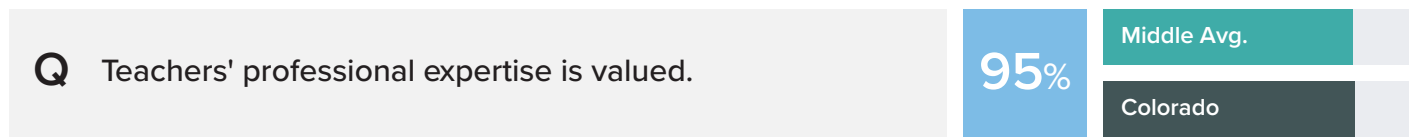
TL Teacher Leadership

This area focuses on the role of teachers as leaders within the school and the level of influence that teachers hold.

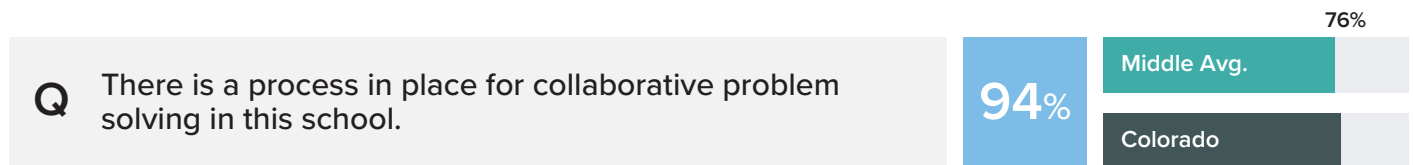
OVERALL FAVORABILITY



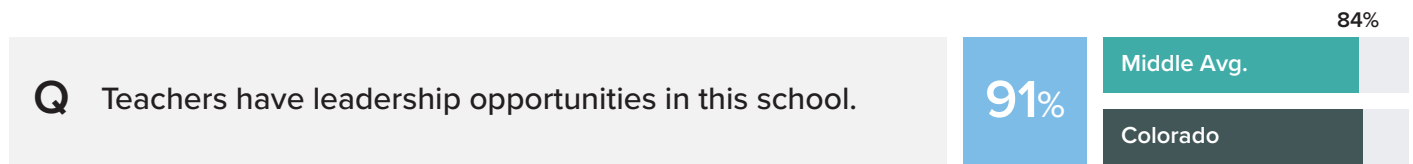
COMPARE RESULT



Distribution of responses



Distribution of responses



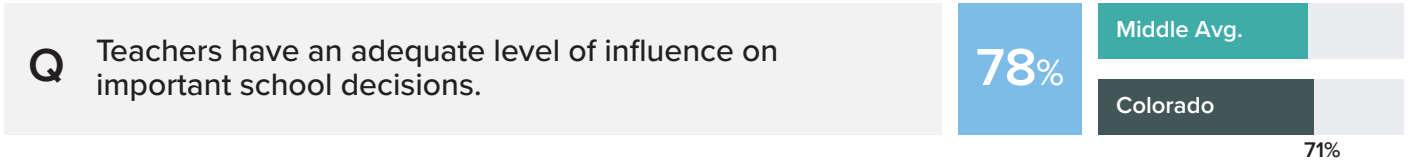
Distribution of responses



More Teacher Leadership results on next page

TL **Teacher Leadership (cont)**

COMPARE RESULT



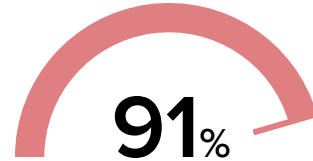
RESULTS

Item level results from your report



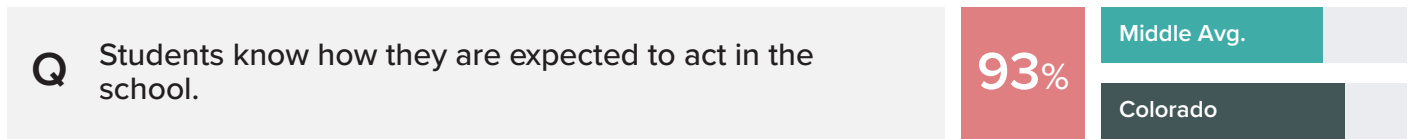
MC Managing Student Conduct

OVERALL FAVORABILITY

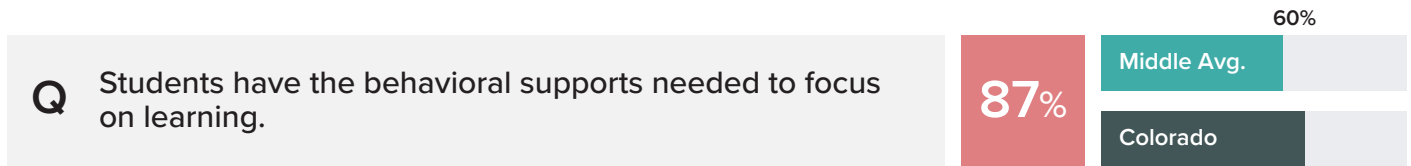


This area centers on school safety and expectations for student behavior.

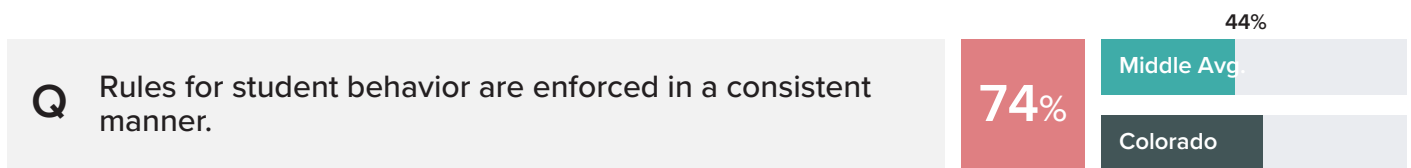
COMPARE RESULT



Distribution of responses



Distribution of responses



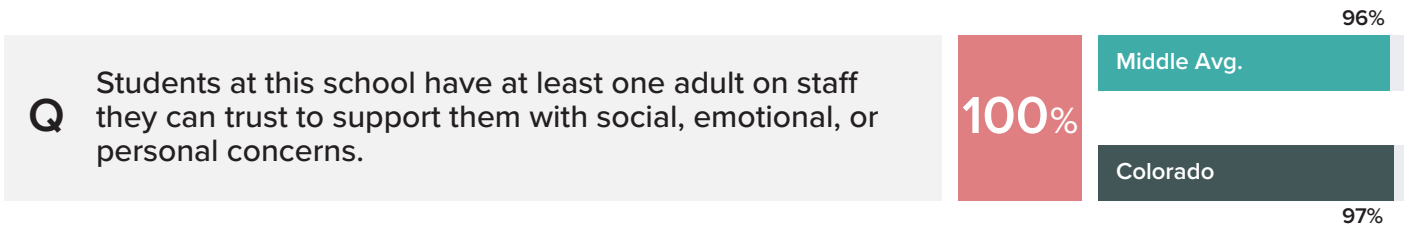
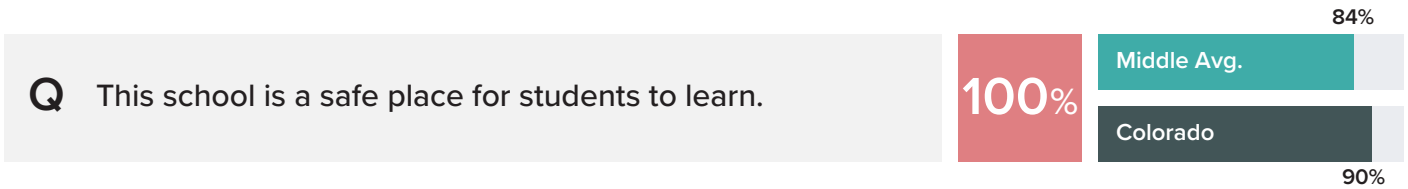
Distribution of responses



MC More Managing Student Conduct results on next page

MC Managing Student Conduct (cont)

COMPARE RESULT



RESULTS

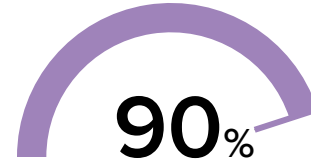
Item level results from your report



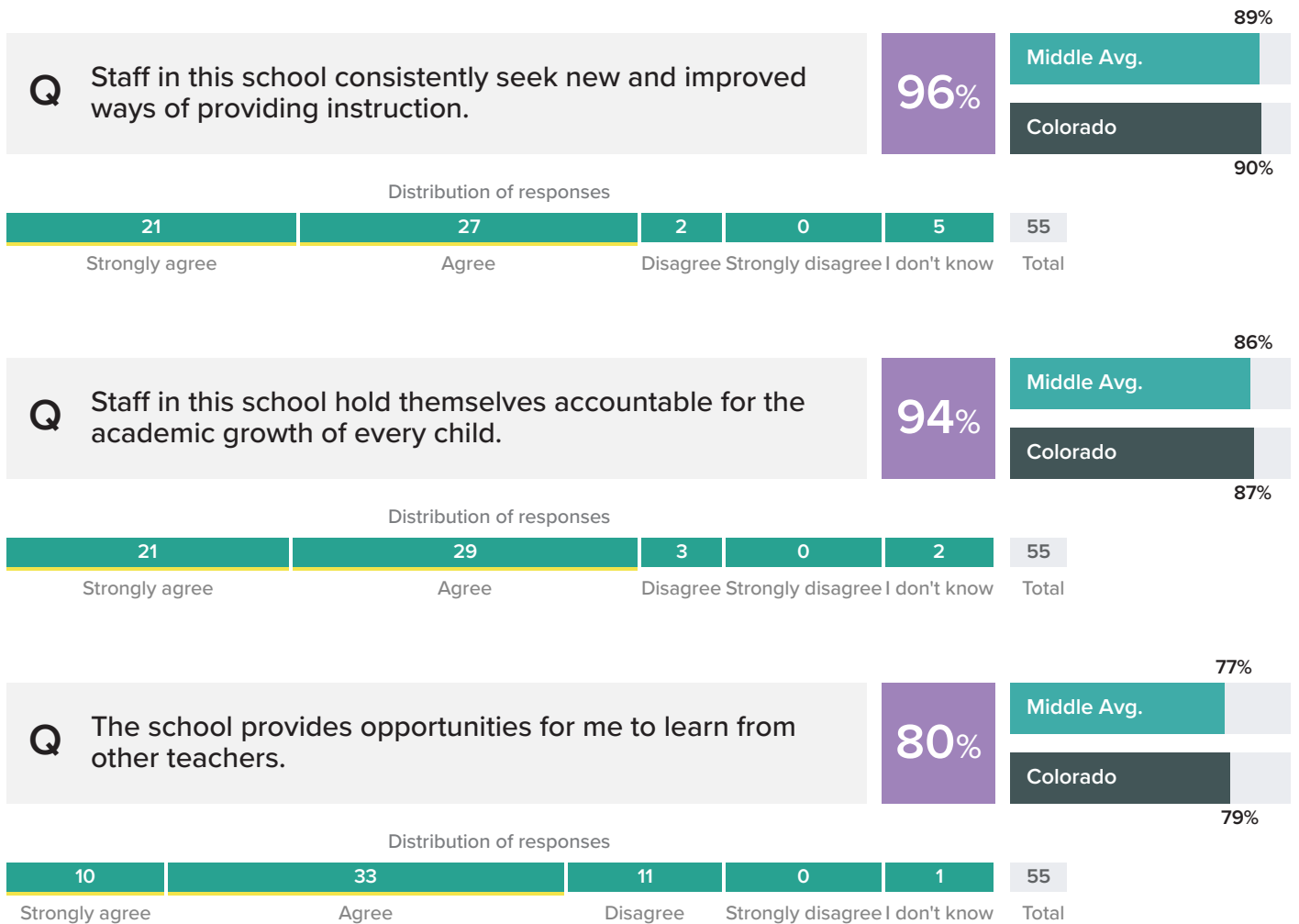
IS Instructional Practices and Support

This section is aimed at the instructional approach of the school and the intentional supports for various student groups.

OVERALL FAVORABILITY



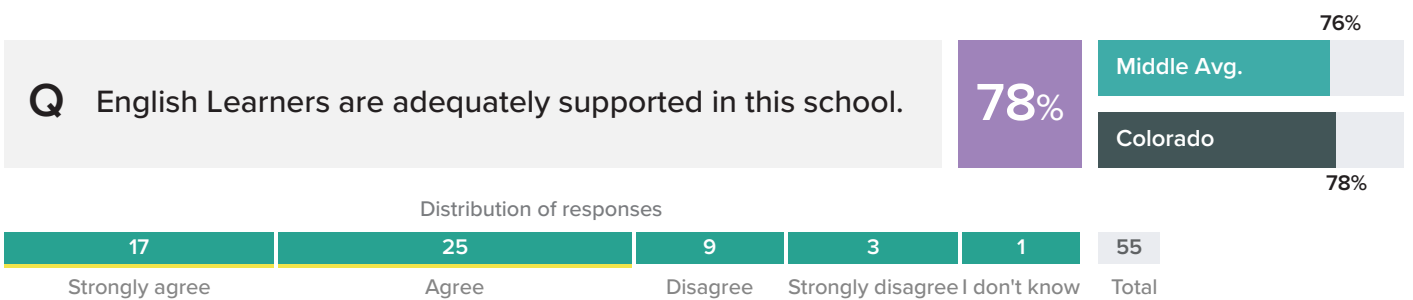
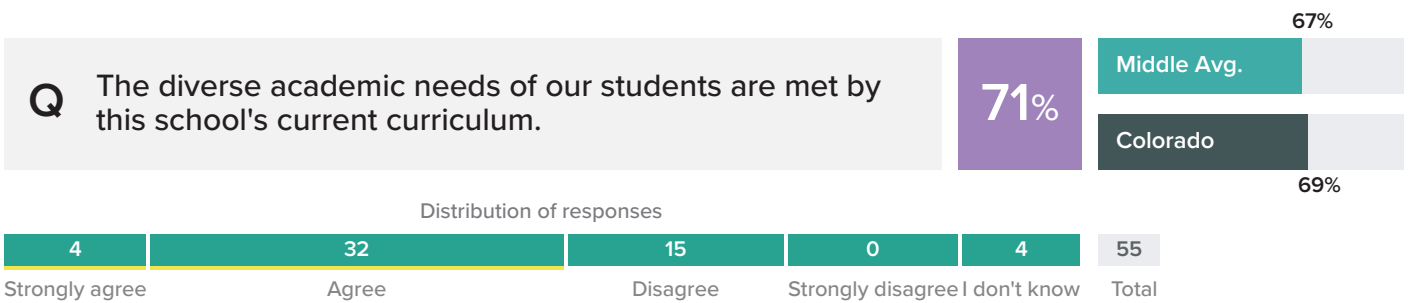
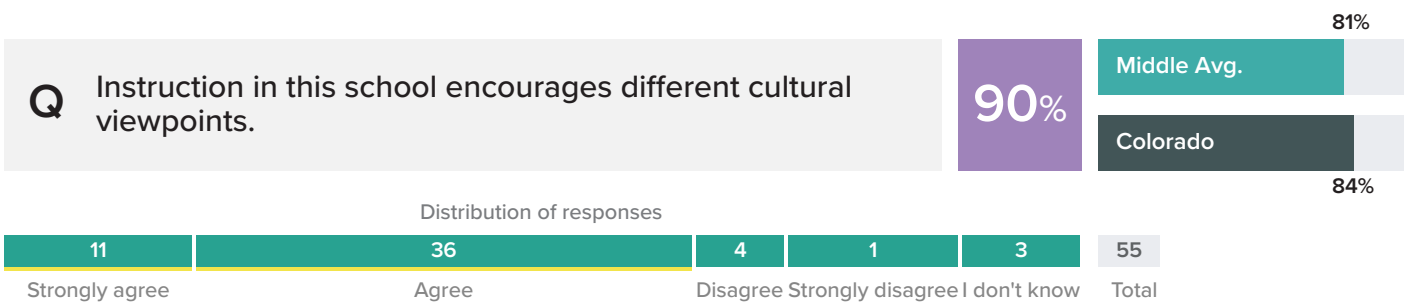
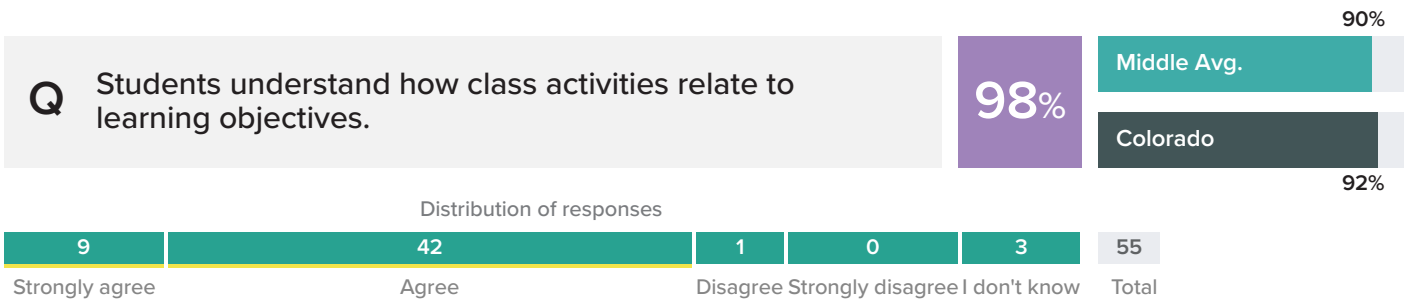
COMPARE RESULT



More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

COMPARE RESULT



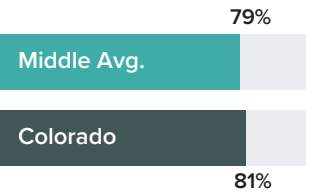
More Instructional Practices and Support results on next page

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

COMPARE RESULT

Q Students with disabilities are adequately supported in this school.

85%

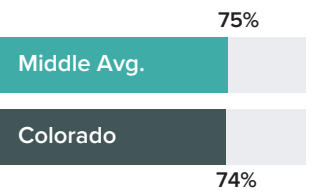


Distribution of responses



Q Gifted students are adequately supported in this school.

92%

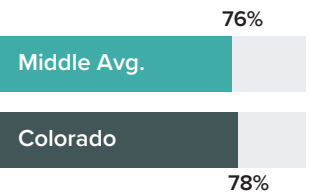


Distribution of responses



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

86%

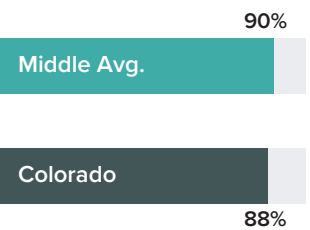


Distribution of responses



Q Teachers have the autonomy to make important decisions in their classrooms (e.g., pacing, materials, and/or pedagogy).

98%



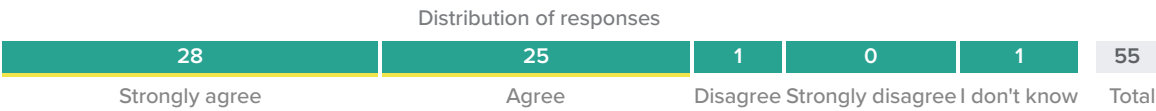
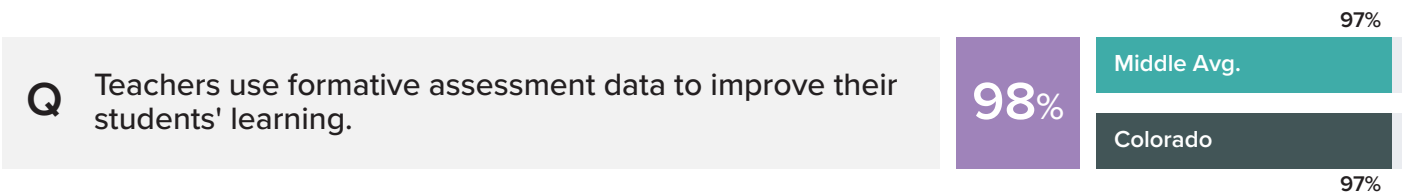
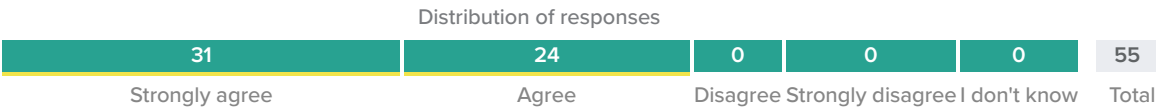
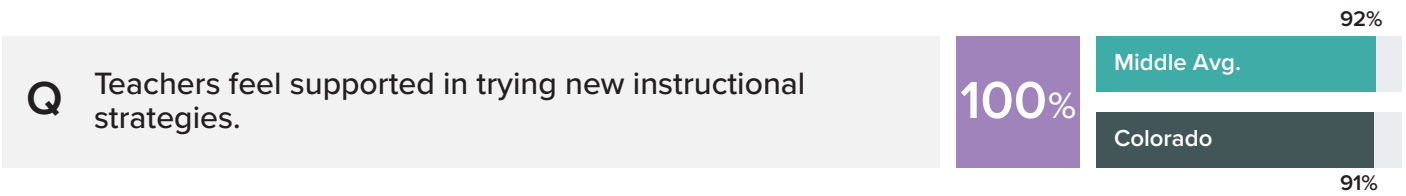
Distribution of responses



More Instructional Practices and Support results on next page

IS Instructional Practices and Support (cont)

COMPARE RESULT



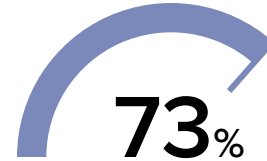
RESULTS

Item level results from your report



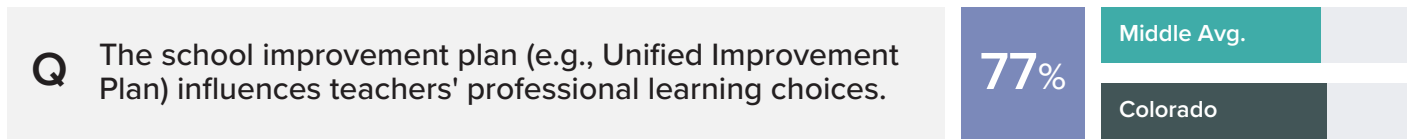
PD Professional Development

OVERALL FAVORABILITY

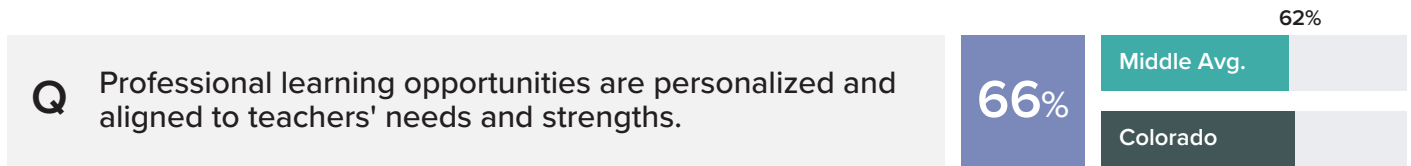


This section summarizes the school's general approach to professional development, including alignment with other work, adequacy and types of opportunities.

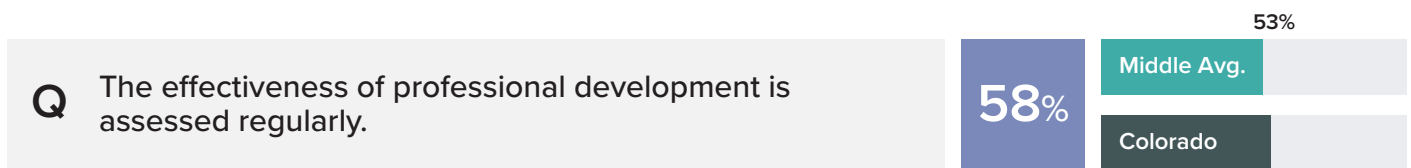
COMPARE RESULT



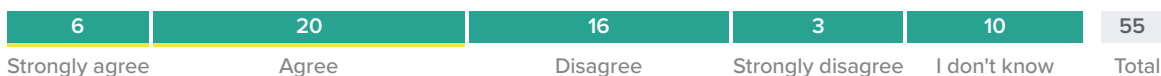
Distribution of responses



Distribution of responses



Distribution of responses



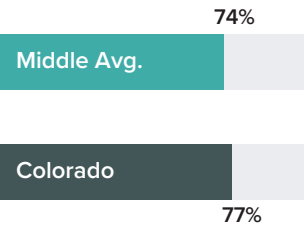
[More Professional Development results on next page](#)

PD Professional Development (cont)

COMPARE RESULT

Q Professional learning opportunities (e.g., instructional coaching, PLCs, training) improve instruction in this school.

100%

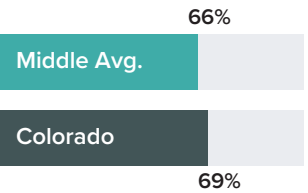


Distribution of responses



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

68%

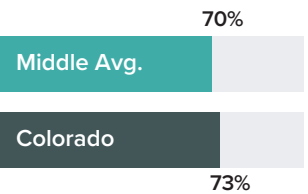


Distribution of responses



Q Teachers receive adequate professional development to effectively use student data (e.g., assessments, surveys).

72%

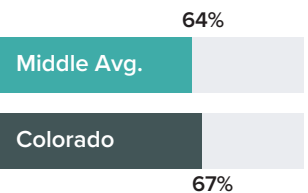


Distribution of responses

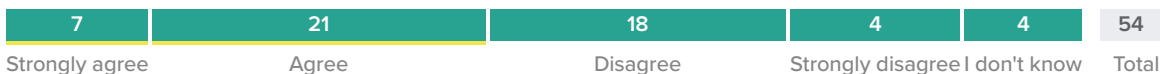


Q Teachers receive adequate professional development to support their students' social and emotional learning.

56%



Distribution of responses



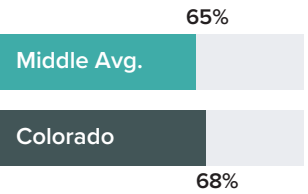
PD More Professional Development results on next page

PD Professional Development (cont)

COMPARE RESULT

Q Professional learning opportunities are reinforced through coaching (e.g., knowledge building over time).

83%

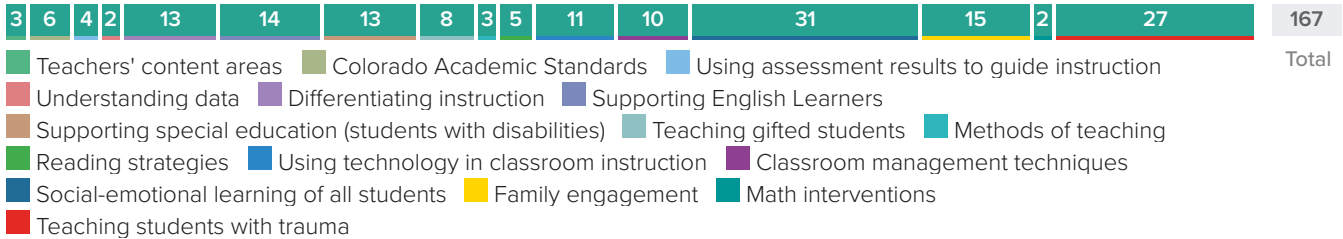


Distribution of responses



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

Distribution of responses



RESULTS

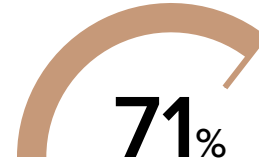
Item level results from your report



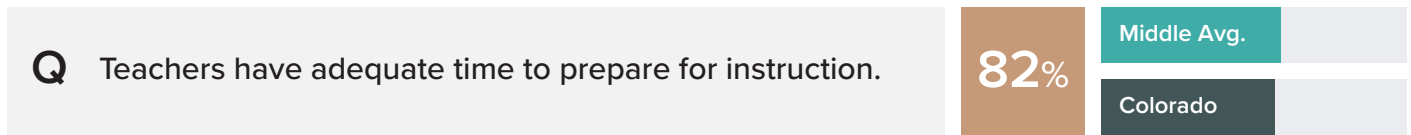
T Time

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

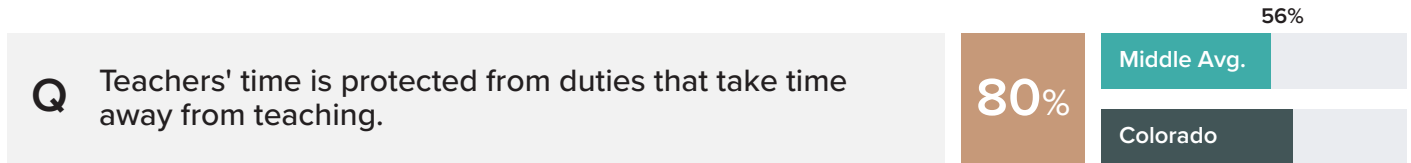
OVERALL FAVORABILITY



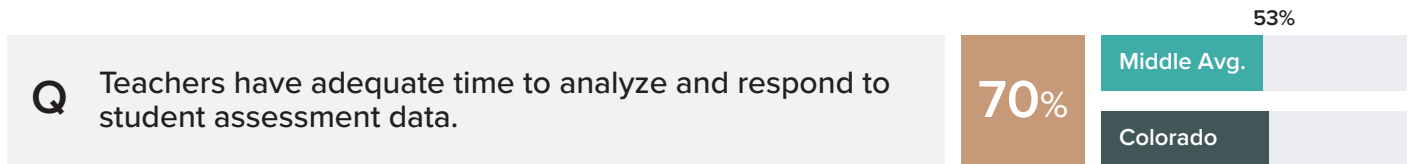
COMPARE RESULT



Distribution of responses



Distribution of responses



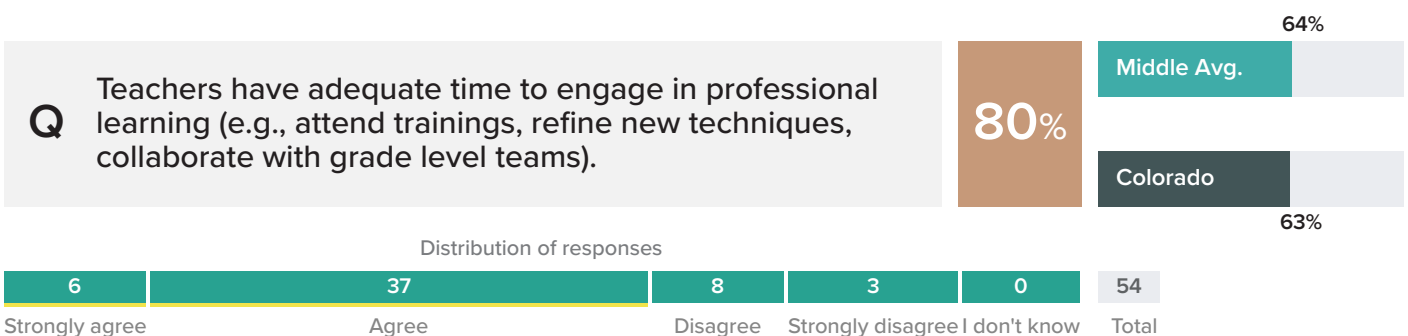
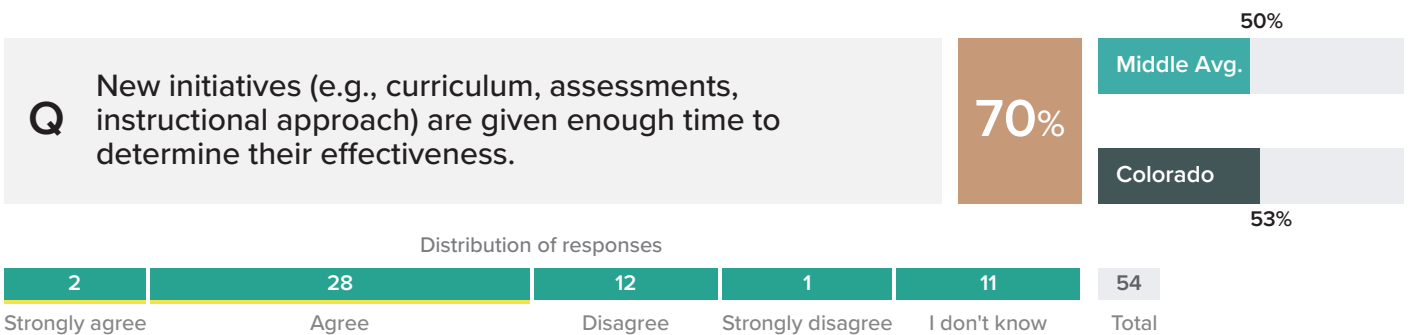
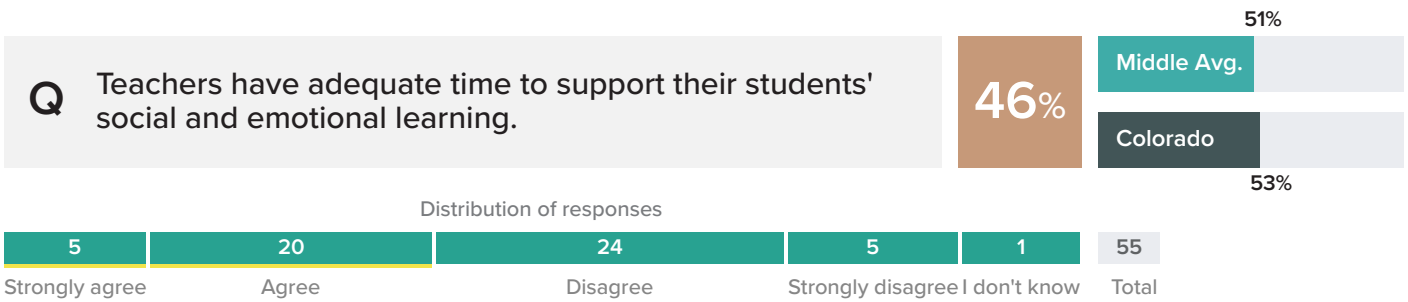
Distribution of responses



T More Time results on next page

T Time (cont)

COMPARE RESULT



RESULTS

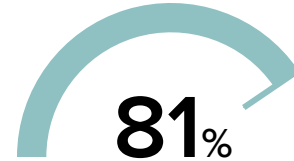
Item level results from your report



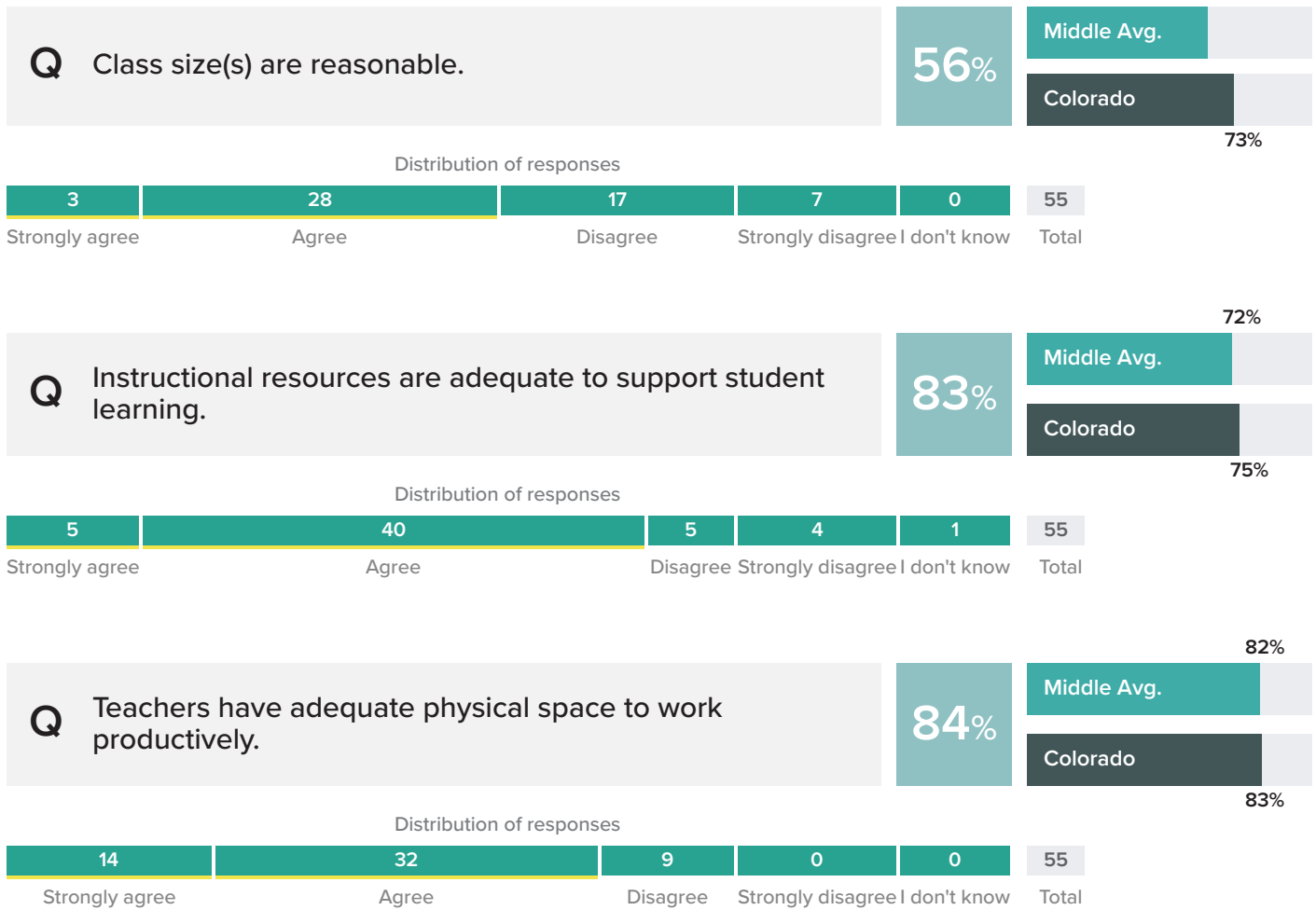
FR Facilities and Resources

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

OVERALL FAVORABILITY



COMPARE RESULT



FR More Facilities and Resources results on next page

FR Facilities and Resources (cont)

COMPARE RESULT



RESULTS

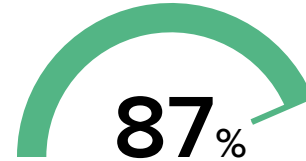
Item level results from your report



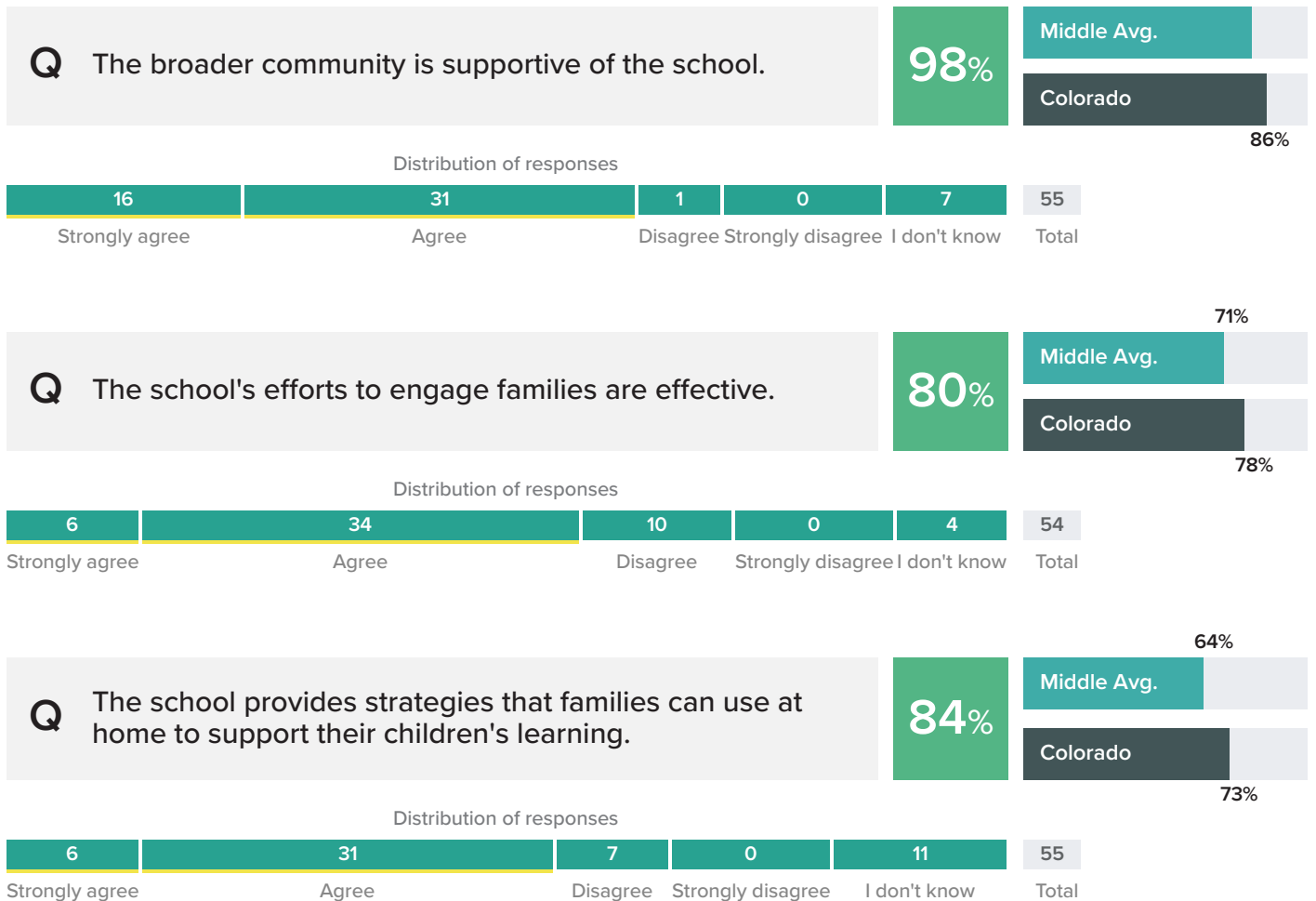
CI Community Support and Involvement

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

OVERALL FAVORABILITY



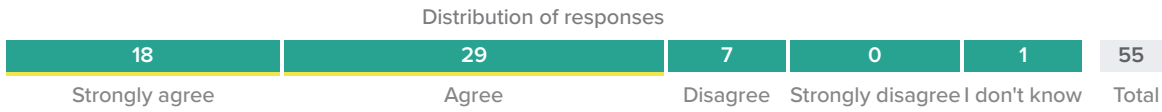
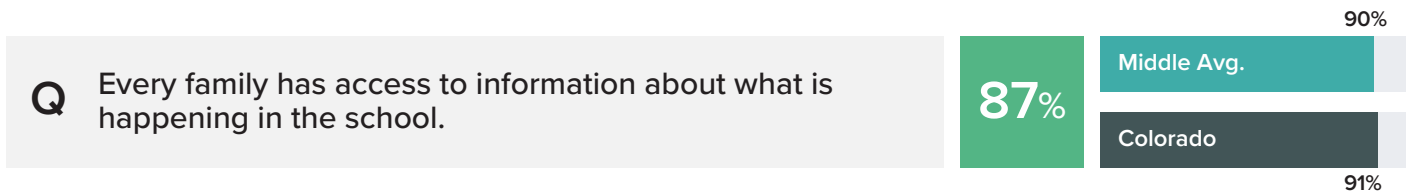
COMPARE RESULT



More Community Support and Involvement results on next page

CI Community Support and Involvement (cont)

COMPARE RESULT



RESULTS

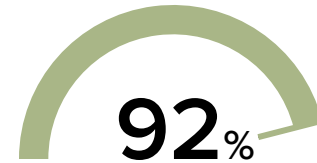
Item level results from your report



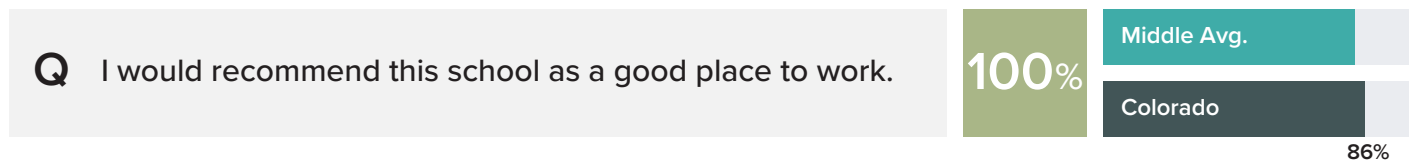
OR Overall Reflection

This area gauges staff's overall impressions of the school, as well as future employment plans.

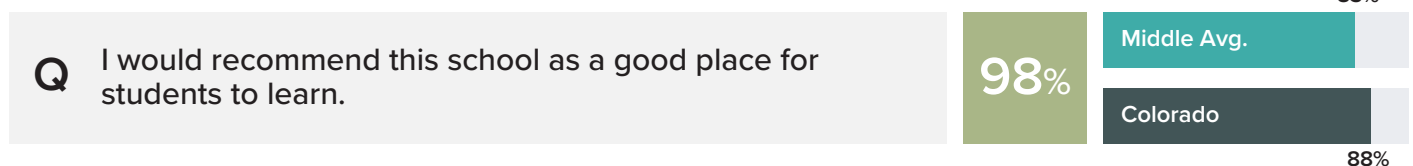
OVERALL FAVORABILITY



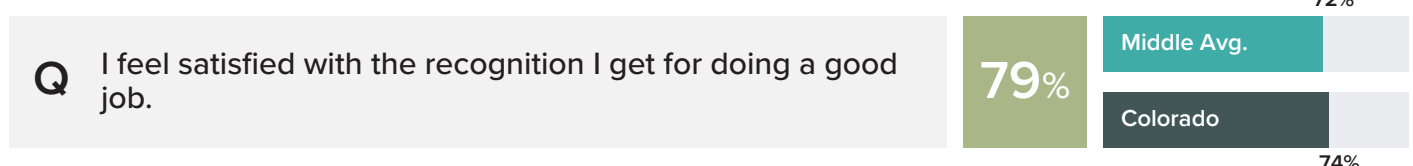
COMPARE RESULT



Distribution of responses



Distribution of responses



Distribution of responses



More Overall Reflection results on next page

OR Overall Reflection (cont)

COMPARE RESULT

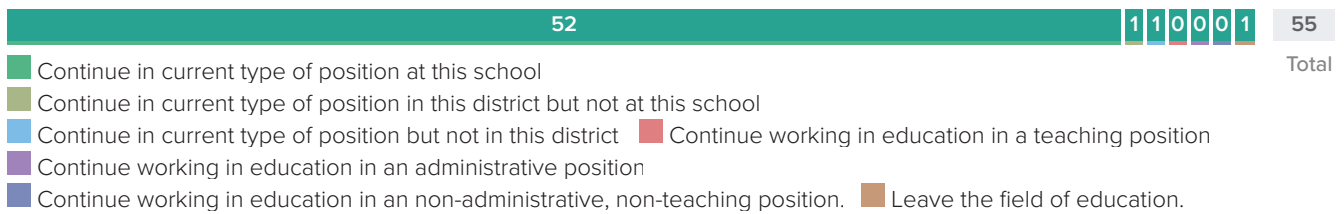
Q Which of the following most affects your decision about whether to continue working at this school?

Distribution of responses



Q Which of the following best describes your plans after the end of this school year?

Distribution of responses



RESULTS

Item level results from your report



DS District Supports

Unique to building leaders, these questions ask about their impressions of the level of district support for the school.

COMPARE RESULT

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

This item did not receive the number of responses needed to appear in the results

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

This item did not receive the number of responses needed to appear in the results

Q The district clearly describes expectations for schools.

This item did not receive the number of responses needed to appear in the results

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

This item did not receive the number of responses needed to appear in the results

[More District Supports results on next page](#)

DS District Supports (cont)

COMPARE RESULT

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

This item did not receive the number of responses needed to appear in the results

Q The district makes principal professional development a priority.

This item did not receive the number of responses needed to appear in the results

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

This item did not receive the number of responses needed to appear in the results

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

This item did not receive the number of responses needed to appear in the results

Q District leadership takes steps to solve problems.

This item did not receive the number of responses needed to appear in the results

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

This item did not receive the number of responses needed to appear in the results