



Teaching and Learning Conditions Colorado (TLCC) Buffalo School District Teacher Survey Results 2018

Overview

Approximately 24 Buffalo School District teachers completed the Teaching and Learning Conditions Colorado (TLCC) survey during February, 2018. The TLCC is a statewide, anonymous survey intended to support school, district, and state improvement planning, as well as research and policy. The questions or items for this survey were developed by the Colorado Department of Education (CDE) with support and feedback from a variety of stakeholder groups across the state.

Groups of Items or Constructs

Individual TLCC survey items were grouped into categories (constructs) to make it easier to interpret the results. Researchers added the “names” of the groups (constructs), so it may be helpful to look at the wording of the individual items to fully understand what the items within a group were measuring. Only those TLCC constructs that are relevant to the S-CAP Frameworks in the focus areas for Buffalo School District School Support Review (SSR) are provided. For each of the S-CAP frameworks, those include the following TLCC constructs:

- **Curriculum & Instruction:** Time, Instructional Practices Responsibility for Instruction, Instructional Practices Differentiating/Adjusting Instruction, Facilities and Instructional Resources
- **Leadership and Vision:** School Leadership Team Climate, School Leadership Evaluation, Teacher Leadership, Community Support and Involvement
- **Learning Climate and Learning Dispositions:** School Leadership Team Climate, Teacher Leadership, Student Conduct
- **Overall opinion of the school:** Overall rating of the school

Interpreting Percent Positive

All of the survey items asked teachers to indicate how much they agreed with a statement choosing from the following responses: strongly agree, agree, neutral, disagree, or strongly agree. To simplify the reporting of the results, for each group if items the score reported is the “average percent positive” for all of the items in the group. Because of sample sizes and variability of item responses, readers should consider differences of +/- 9% with the Colorado state average for elementary and middle/high to be large enough to be statistically significant. These are highlighted in the chart as **red text** where Buffalo District is significantly lower than state average on the TLCC, and as **green text** where Buffalo District is significantly higher than state average.

Survey developed and results provided by: Dr. Kent Seidel, PhD and Dr. Julie Oxenford O’Brian, PhD, University of Colorado Denver, Center for Practice Engaged Education Research (C-PEER). Direct questions to: kent.seidel@ucdenver.edu

Grouping	TLCC #	Item	Merino Elem	CO Elem	Merino Sec	CO Sec
Overall	2-1.a.	This school is led by an effective team.	89%	84%	93%	80%
	4-1.d.	This school is a safe place for students to learn.	100%	93%	93%	92%
	8-1.d.	Our school is a safe place to work.	100%	94%	100%	92%
	10-1.a.	I would recommend this school as a good place to work.	100%	88%	93%	88%
	10-1.b.	I would recommend this school as a good place for students to learn.	100%	92%	93%	91%
Climate	2-1.d.	School staff show respect for each other.	89%	88%	100%	89%
	4-1.a.	Students know how they are expected to act in the school.	100%	87%	93%	75%
	4-1.c.	Rules for student behavior are enforced in a consistent manner.	89%	65%	93%	48%
	5-1.j.	Students' social and emotional learning is adequately supported in this school.	38%	74%	73%	78%
	7-1.d.	Teachers have adequate time to support students' social and emotional learning.	22%	51%	53%	55%
Supporting Teachers	3-1.a.	Teachers' professional expertise is valued.	88%	84%	87%	79%
	5-1.c.	The school provides opportunities for me to learn from other teachers.	78%	81%	87%	80%
	5-1.k.	Teachers have the autonomy to make important decisions for the classroom.	100%	90%	93%	92%
	5-1.l.	Teachers feel supported in trying new instructional strategies.	100%	91%	100%	92%
	7-1.a.	Teachers have adequate time to prepare for instruction.	78%	53%	80%	63%
	7-1.c.	Teachers have adequate time to analyze and respond to student assessment data.	78%	54%	60%	53%
Supporting Students' Learning	4-1.b.	Students have the knowledge, skills and supports needed to focus on learning.	100%	79%	100%	75%
	5-1.a.	Staff in this school consistently seek new and improved ways of providing instruction.	100%	92%	87%	87%
	5-1.b.	Staff in this school hold themselves accountable for the academic growth of every child.	89%	91%	93%	82%
	5-1.d.	Students understand how class activities relate to learning objectives.	89%	94%	86%	88%
	5-1.e.	Instruction in this school encourages different cultural viewpoints.	71%	87%	92%	83%
	5-1.f.	The diverse academic needs of our students are met by this school's current curriculum.	78%	73%	71%	71%
	5-1.g.	English Learners are adequately supported in this school.	63%	82%	82%	77%
	5-1.h.	Students with disabilities are adequately supported in this school.	78%	81%	100%	86%
	5-1.i.	Gifted students are adequately supported in this school.	40%	73%	64%	81%
	8-1.a.	My class size(s) is reasonable.	89%	75%	87%	69%
8-1.b.	Instructional resources are adequate to support student learning.	78%	74%	93%	70%	

Grouping	TLCC #	Item	Merino Elem	CO Elem	Merino Sec	CO Sec
Vision	2-1.b.	Our work together is guided by a shared vision that is student focused.	100%	89%	93%	82%
Builds Cognitive Capital / Teaching Capacity	5-1.m.	Teachers use formative assessment data to improve their students' learning.	100%	98%	87%	96%
	6-1.f.	Teachers receive adequate professional development to effectively use student data.	78%	77%	79%	68%
	6-1.g.	Teachers receive adequate professional development to support their students' social and emotional learning.	44%	64%	71%	65%
	6-1.e.	All teachers receive ongoing support and coaching to improve their practice.	63%	73%	80%	71%
Continuous Improvement	2-1.c.	School staff participate in the improvement planning process (e.g., Unified Improvement Plan) in a meaningful way.	100%	81%	86%	73%
	2-1.f.	Teachers are provided with informal feedback to improve their instruction.	89%	82%	87%	80%
	6-1.a.	The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices.	63%	79%	77%	68%
	6-1.b.	Professional learning opportunities are personalized and aligned to teachers' needs and strengths.	63%	68%	73%	62%
	6-1.c.	The effectiveness of professional development is assessed regularly.	57%	61%	77%	55%
Communication	6-1.d.	Professional learning (e.g., instructional coaching, PLCs, training) has a positive impact on teaching and learning in our classrooms.	75%	81%	80%	75%
	2-1.e.	Staff feel comfortable raising important issues with school leaders.	89%	79%	86%	78%
	2-1.h.	The teacher evaluation process provides teachers with actionable feedback for improvement.	67%	74%	80%	71%
	3-1.b.	There is a process in place for collaborative problem solving in this school.	89%	81%	73%	74%
	3-1.c.	Teachers have leadership opportunities in this school.	100%	87%	93%	83%
	3-1.d.	Teachers have an adequate level of influence on important school decisions.	78%	75%	67%	68%
	7-1.e.	Teachers have adequate time to communicate with students' families.	78%	69%	53%	58%
	9-1.b.	The school's efforts to engage families are effective.	100%	83%	64%	69%
9-1.c.	The school provides strategies that families can use at home to support their children's learning.	88%	85%	54%	64%	
9-1.d.	All families have access to information about what is happening in the school.	100%	94%	100%	88%	