



TELL Oakland Survey Results

OUSD Board Presentation
August 3, 2011

About the Oakland Respondents

1,380 educators (60 percent)

1,287 Teachers

45 Principals

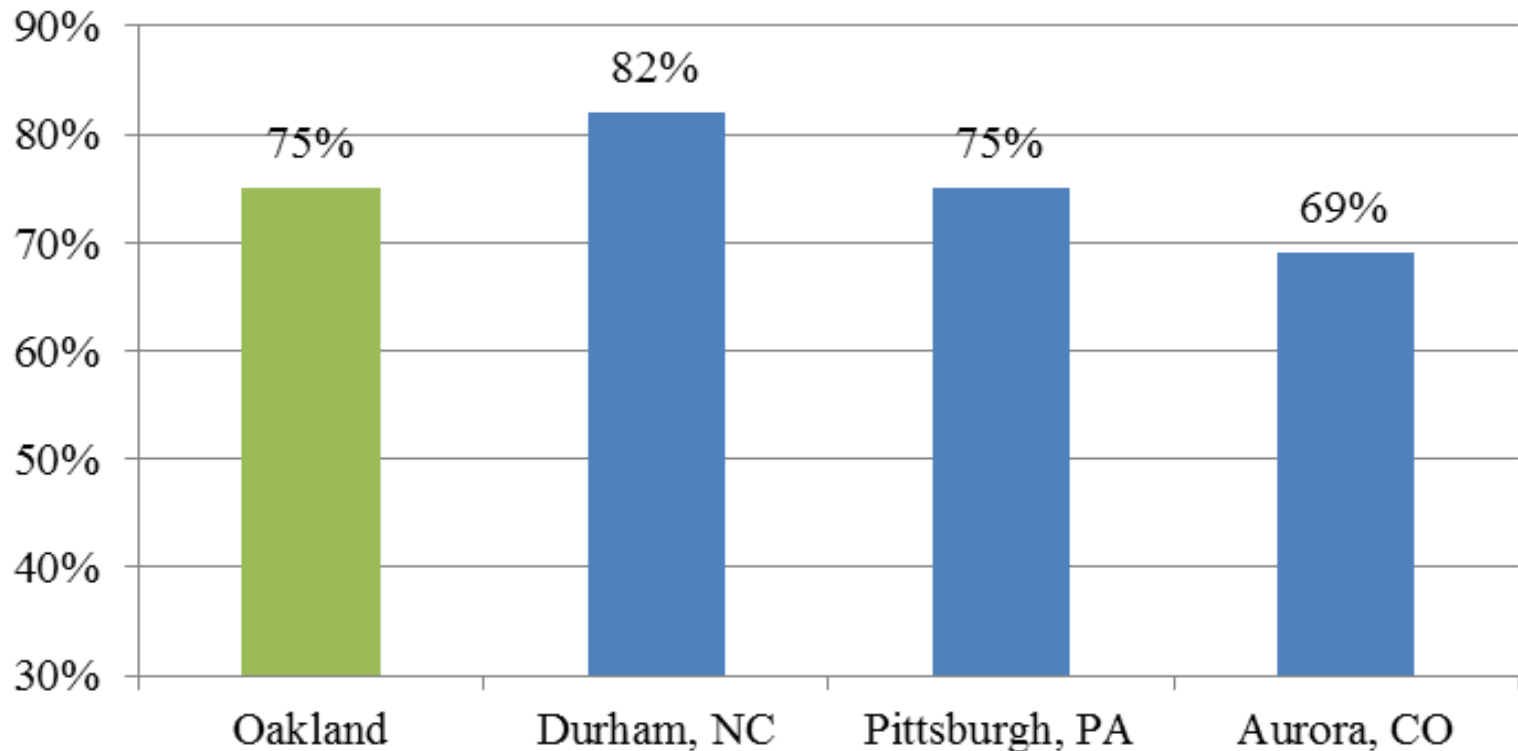
15 Assistant Principals

33 other education professionals (school counselors, school psychologists, social workers, etc.)

76 out of 98 schools across the state met or exceeded the 50 percent response rate threshold

Comparison With Similar Districts

Overall, my school is a good place to work and learn.



Questions Related to the Construct of Time

Percent Agreement

Teachers have time available to collaborate with colleagues.

62%

Efforts are made to minimize the amount of routine paperwork teachers are required to do.

62%

Teachers are protected from duties that interfere with their essential role of educating students.

62%

Teachers are allowed to focus on educating students with minimal interruptions.

55%

Teachers have sufficient instructional time to meet the needs of all students.

48%

Class sizes are reasonable such that teachers have the time available to meet the needs of all students.

46%

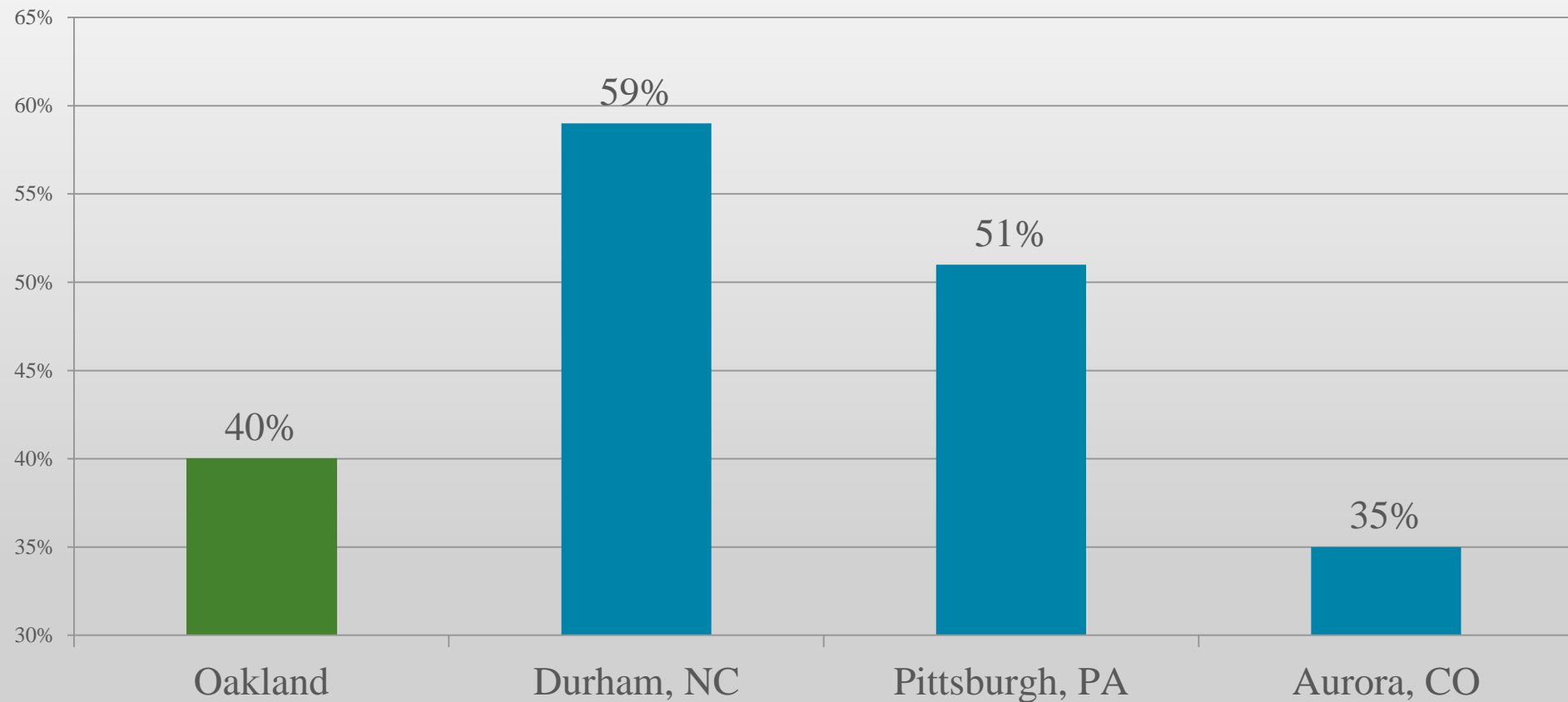
The non-instructional time provided for teachers in my school is sufficient.

40%

Where Teachers Spend their Work Hours in an Average Week	None	Less than 1 hour	Between 1 and 3 hours	Between 3 and 5 hours	Between 5 and 10 hours	More than 10 hours
Individual planning time	3.6	22.3	41.2	17.2	11.6	4.1
Collaborative planning time	10.4	47.3	35.8	5.2	1.0	.4
Supervisory duties	17.7	51.4	22.9	4.7	2.1	1.2
Required committee and/or staff meetings	1.8	29.3	56.8	9.9	1.7	.6
Completing required administrative paperwork	7.7	60.9	23.9	4.6	2.6	.4
Communicating with parents/guardians and/or the community	3.1	48.6	38.6	6.8	2.3	.6
Addressing student discipline issues	2.3	40.7	38.2	12.4	4.2	2.3
Professional development	5.3	31.2	54.5	7.0	1.4	.6
Preparation for required federal, state, and local assessments	14.5	42.3	27.4	8.8	4.2	2.9
Delivery of assessments	10.1	44.4	35.2	7.6	2.3	.5
Utilizing results of assessments	9.1	44.2	34.8	7.8	2.3	1.8
Observing other teachers	64.8	29.0	4.4	.6	.5	.7
Inter-district collaboration	80.0	15.5	3.3	.8	.3	.1

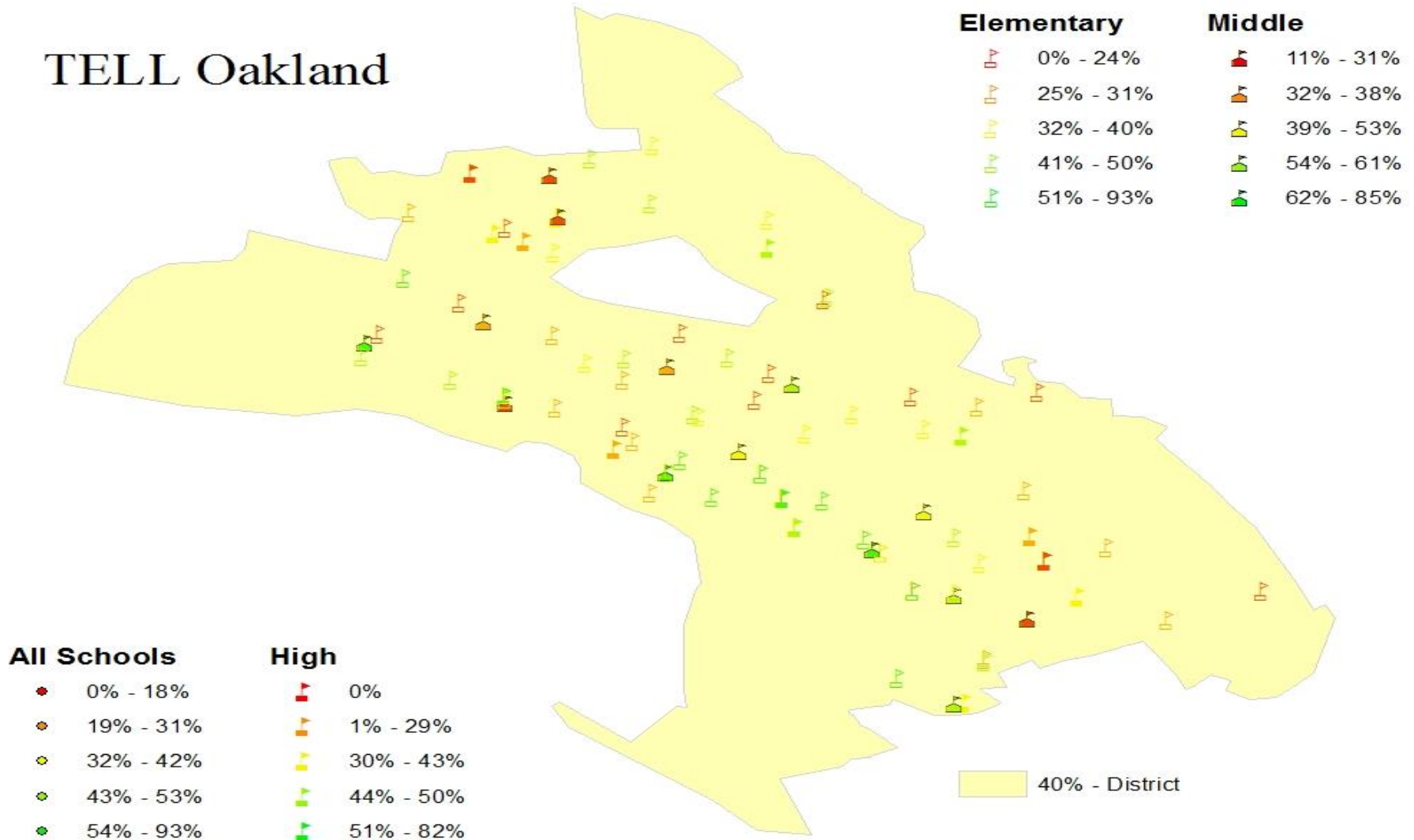
Comparison with Similar Districts

The non-instructional time provided for teachers in my school is sufficient



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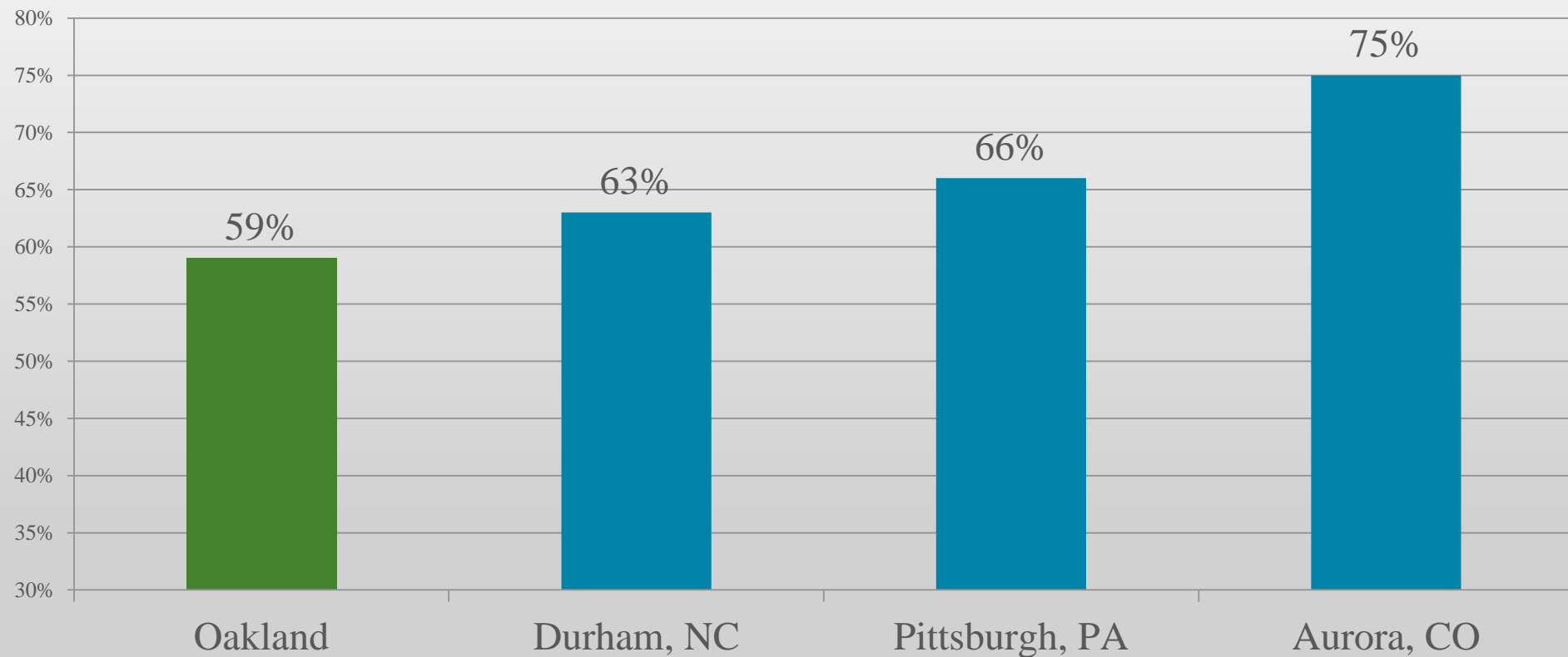
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Questions Related to the Construct of Facilities and Resources	Percent Agreement
The physical environment of classrooms in this school supports teaching and learning.	76%
Teachers have adequate space to work productively.	74%
Teachers have access to reliable communication technology, including phones, faxes and email.	70%
Teachers have sufficient access to appropriate instructional materials.	69%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	67%
The faculty works in a school that is environmentally healthy.	67%
The school environment is clean and well maintained.	66%
Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	59%
The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	54%
Teachers have sufficient access to a broad range of professional support personnel.	53%
Teachers have sufficient access to a broad range of non-credentialed support personnel.	49%
Students have sufficient access to electives such as art, music, physical education, etc.	45%

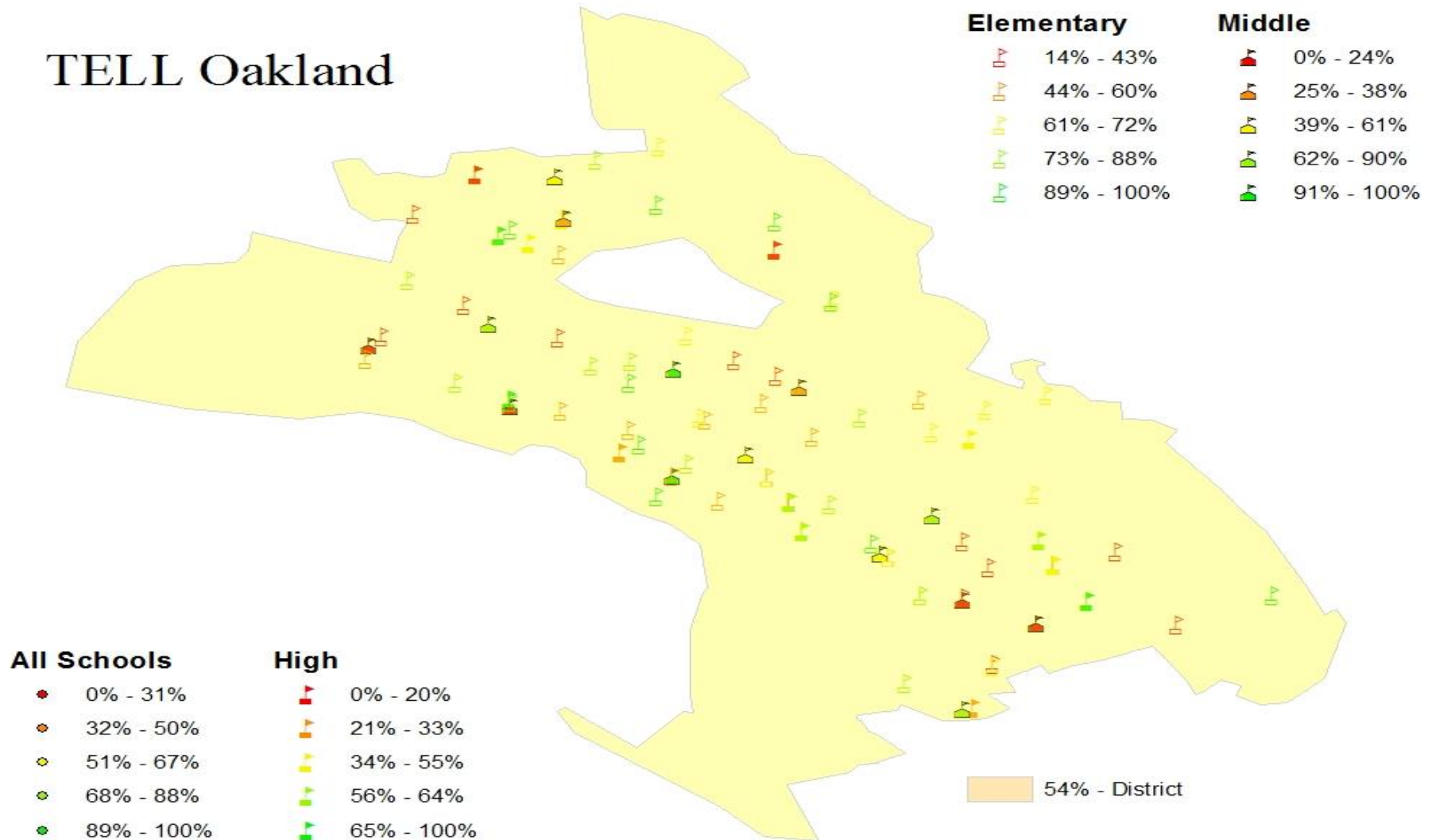
Comparison with Similar Districts

Teachers have sufficient access to instructional technology, including computers, printers, software and internet access



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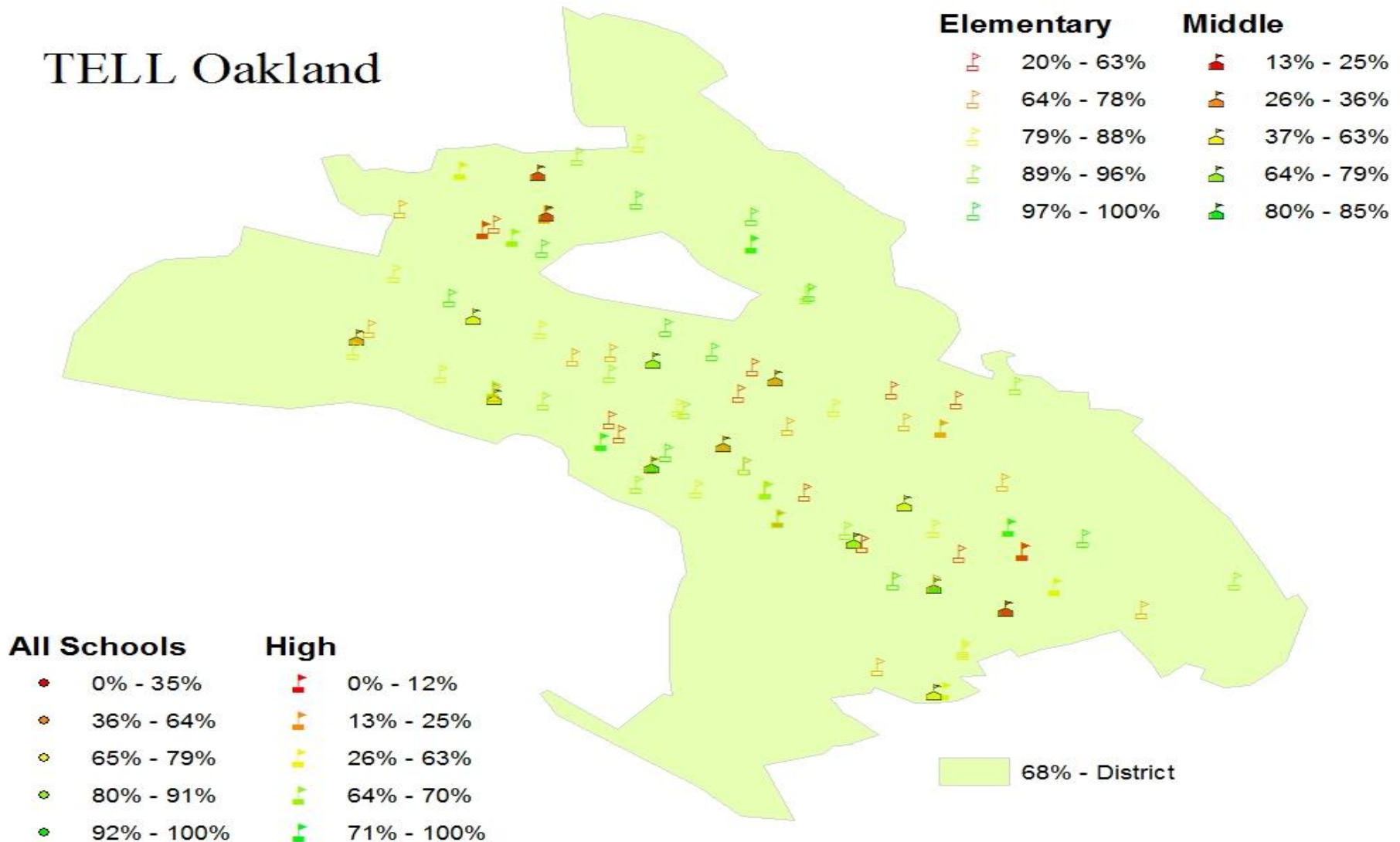
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Questions Related to the Construct of Community Support and Involvement	Percent Agreement
Teachers provide parents/guardians with useful information about student learning.	87%
Non-academic services from this school impact students' readiness to learn.	79%
The community we serve is supportive of this school.	78%
This school does a good job of encouraging parent/guardian involvement.	71%
Parents/guardians know what is going on in this school.	68%
This school maintains clear, two-way communication with parents/guardians and the community.	67%
Community members support teachers, contributing to their success with students.	66%
Parents/guardians support teachers, contributing to their success with students.	64%
Partnerships with the community are a priority in this school.	63%
The school works with parents/guardians to improve the learning environment in students' homes.	63%
Parents/guardians are influential decision makers in this school.	56%

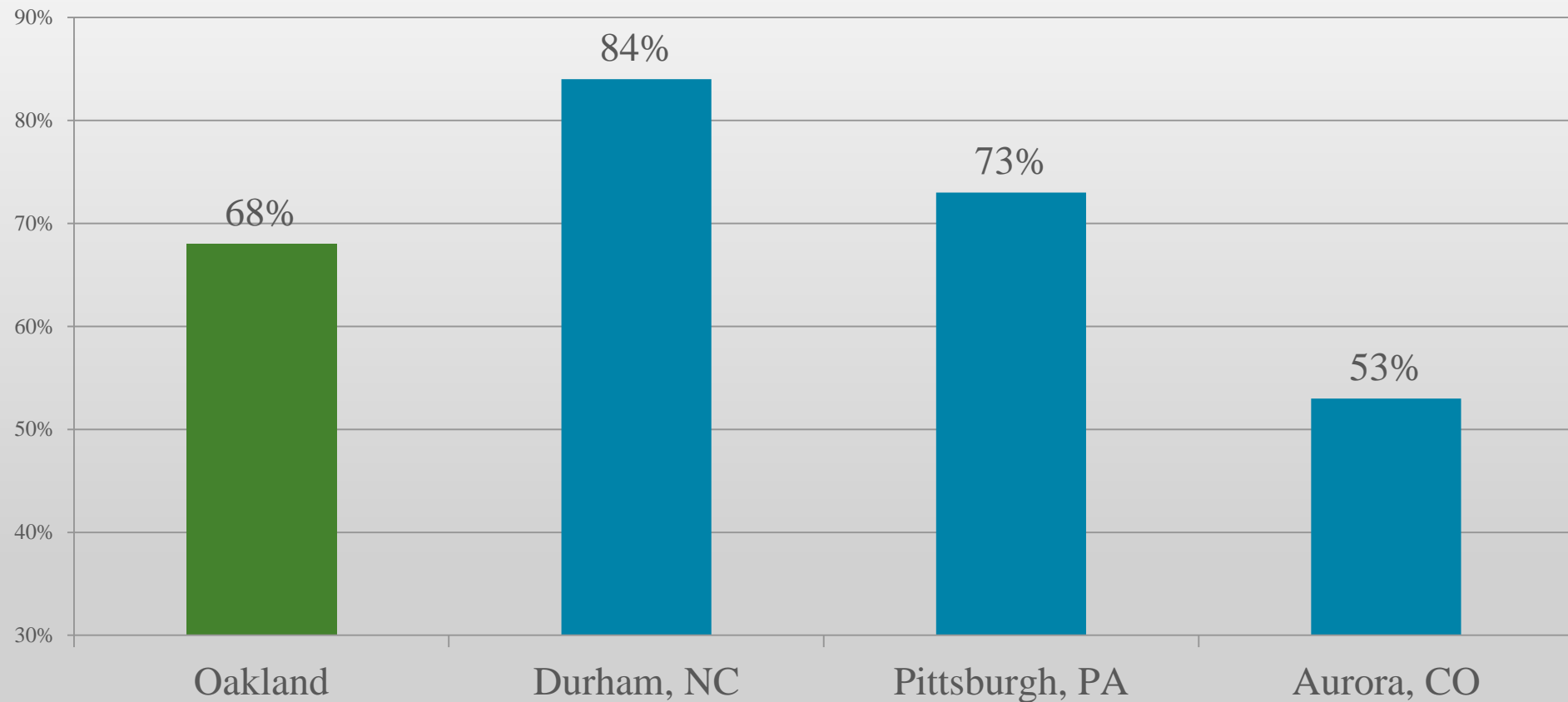
Parents/guardians know what is going on in this school

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Comparison with Similar Districts

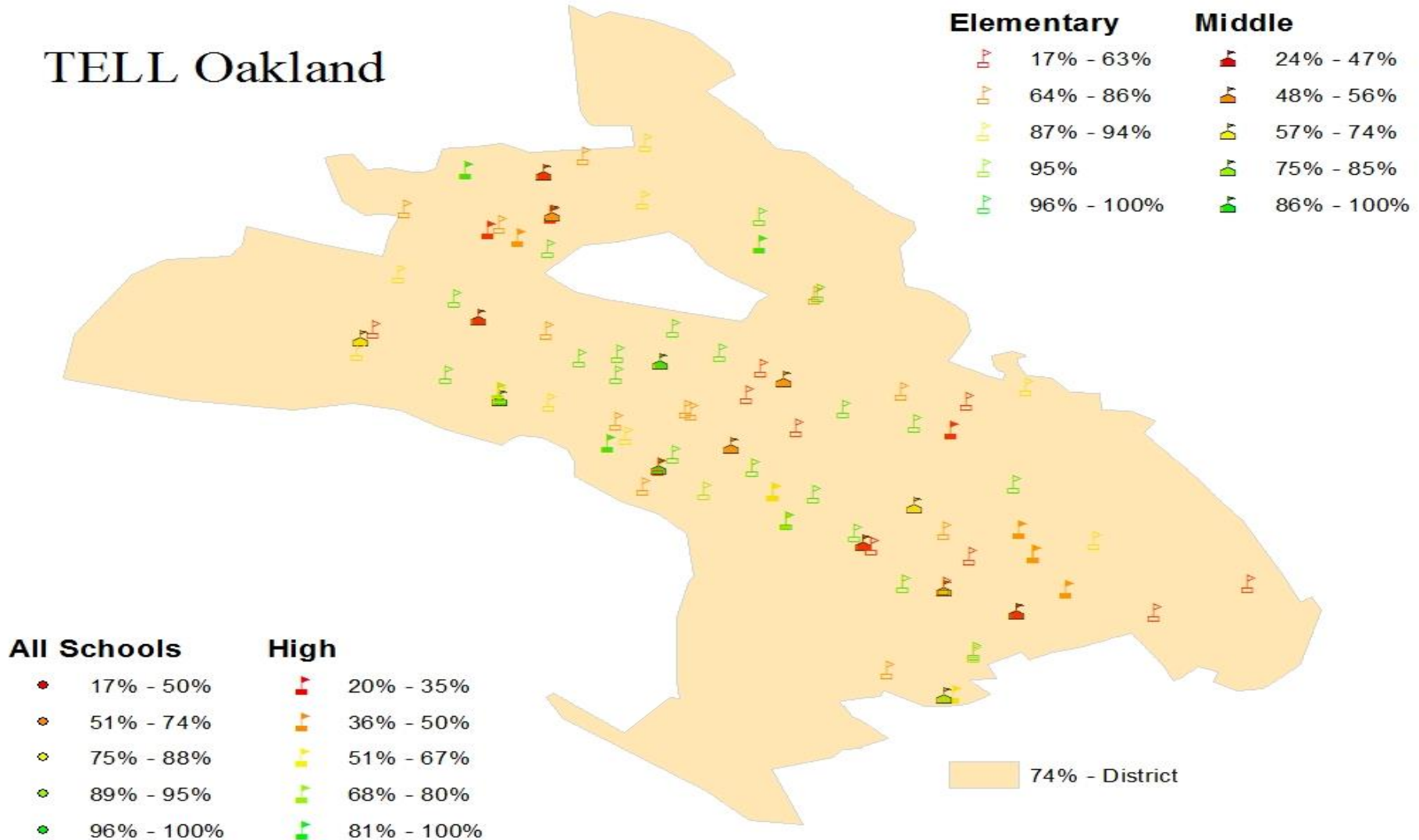
Parents/guardians know what is going on in this school



Questions Related to the Construct of Managing Student Conduct	Percent Agreement
The faculty works in a school environment that is safe.	79%
Students at this school understand expectations for their conduct.	74%
Teachers consistently enforce rules for student conduct.	72%
School administrators support teachers' efforts to maintain discipline in the classroom.	66%
Policies and procedures about student conduct are clearly understood by the faculty.	63%
School wide systems of supports are in place to encourage and reward positive behavior.	57%
Students at this school follow rules of conduct.	56%
School administrators consistently enforces rules for student conduct.	55%
Students treat each other with respect in this school.	54%

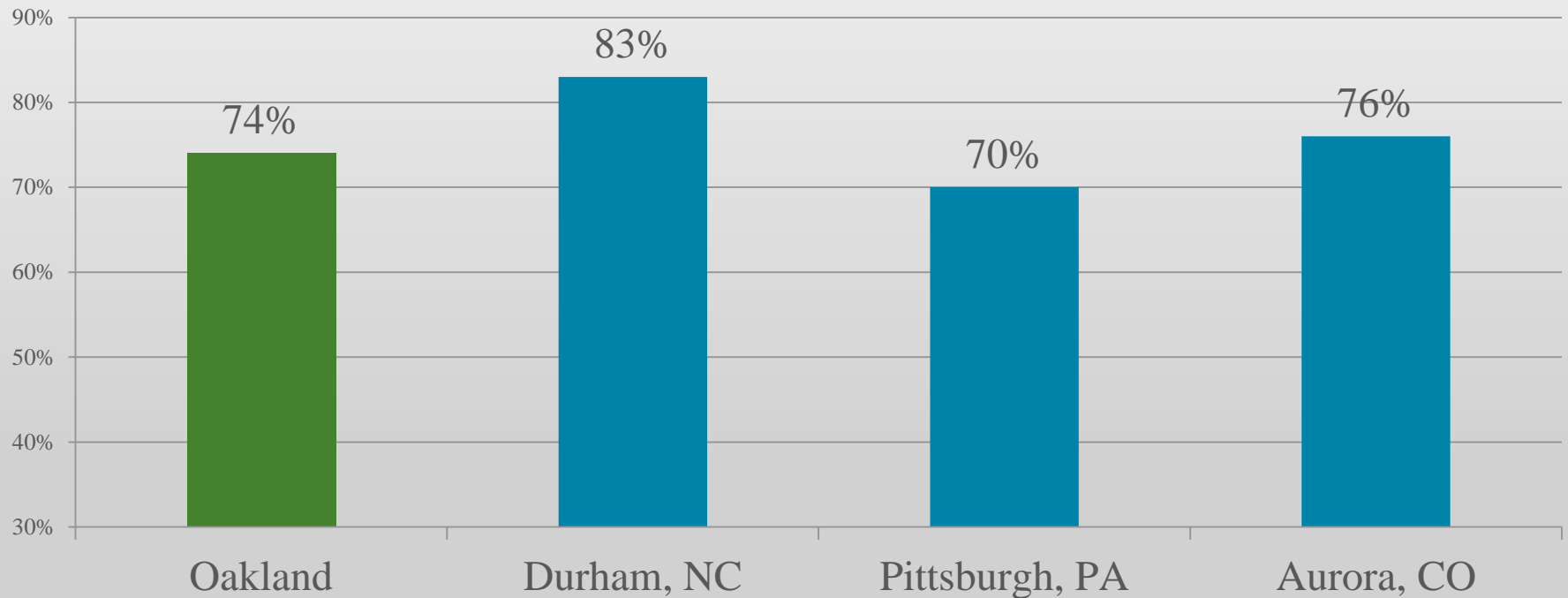
Students at this school understand expectations for their conduct

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Comparison with Similar Districts

Students at this school understand expectations for their conduct



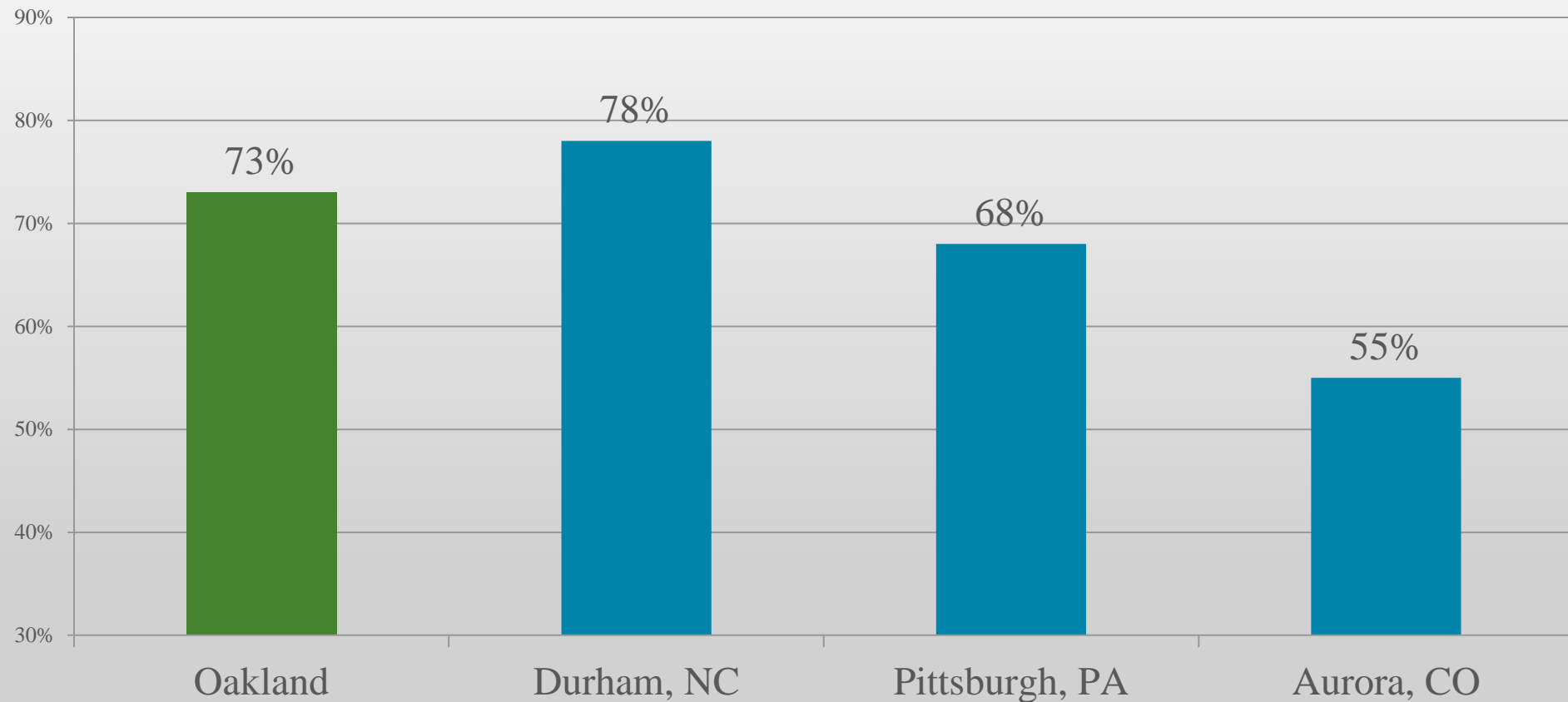
Questions Related to the Construct of Teacher Leadership	Percent Agreement
Teachers are encouraged to participate in school leadership roles.	83%
Teachers take responsibility for helping one another do well.	80%
Teachers are effective leaders in this school.	80%
Teachers are trusted to make sound professional decisions about instruction.	75%
Teachers are relied upon to make decisions about educational issues.	73%
In this school we take steps to solve problems.	73%
Teachers are recognized as educational experts.	71%
Formal roles are available to teachers to improve teaching and learning in this school.	65%
The faculty has an effective process for making group decisions to solve problems.	57%

Teachers' Level of Role in Different Aspects of Their School

	No role at all	Small role	Moderate role	Large role	Don't know
Selecting instructional materials and resources	14.1	27.7	24.3	27.1	6.9
Devising teaching techniques	4.7	16.7	27.4	47.7	3.5
Setting grading and student assessment practices	8.6	19.3	27.8	40.1	4.1
Determining the content of in-service professional development programs	17.3	30.2	29.7	19.0	3.9
Establishing student discipline procedures	13.0	25.7	33.9	23.8	3.7
Providing input on how the school budget will be spent	19.6	35.3	27.8	11.5	5.8
The selection of teachers new to this school	40.8	23.8	14.8	8.5	12.2
School improvement planning	14.7	29.2	30.3	17.5	8.3

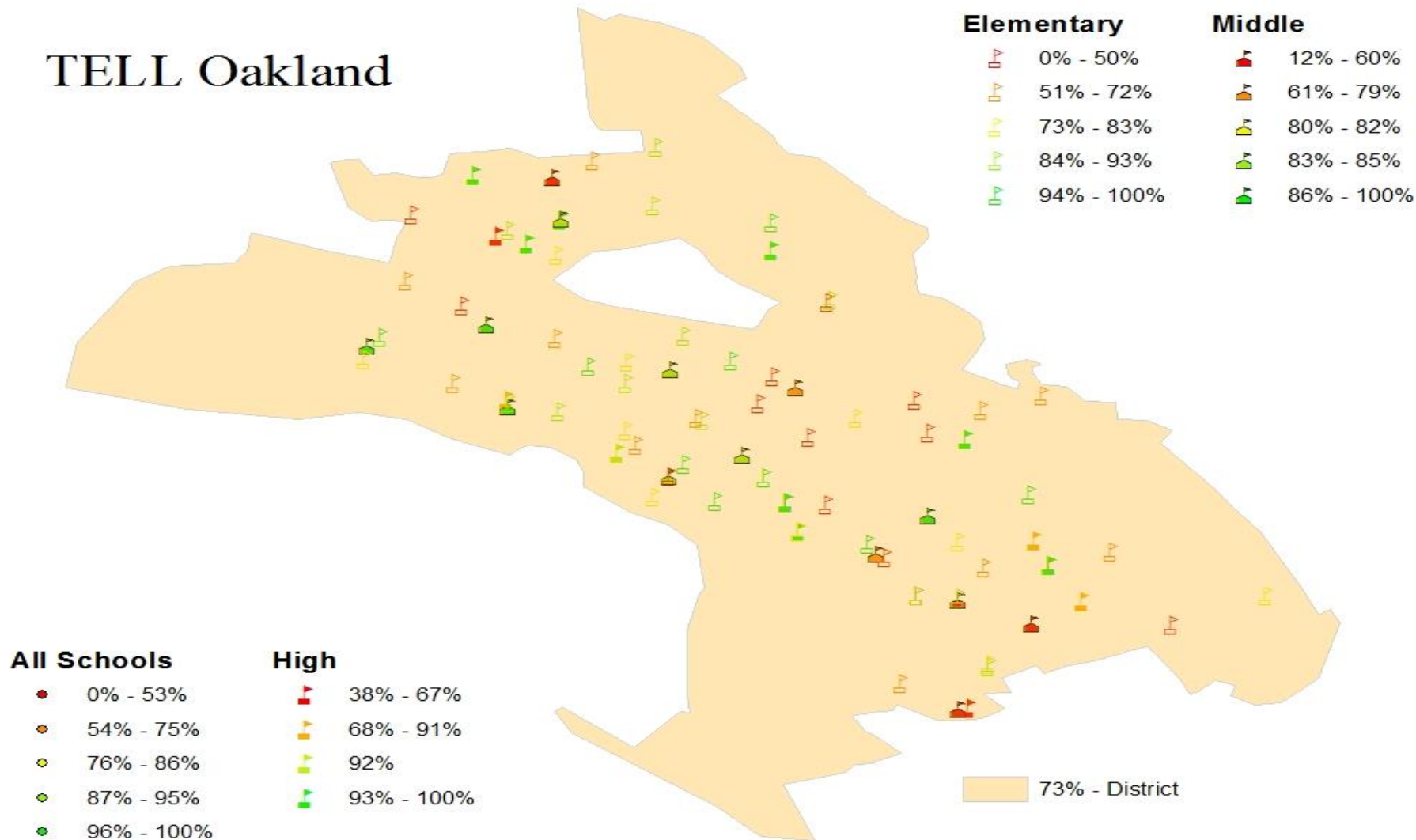
Comparison with Similar Districts

Teachers are relied upon to make decisions about educational issues



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School Leadership

- Higher Rates of Agreement in the School Leadership Construct are Present in Questions Related to Standards for Designing and Delivering Instruction.
 - More than eight out of 10 (85 percent) agree that their school leadership facilitates using data to improve student learning.
 - More than eight out of 10 (82 percent) report that teachers are held to high professional standards for delivering instruction

School Leadership: Important Supports for Teacher Growth and Development Are Not in Place for Many

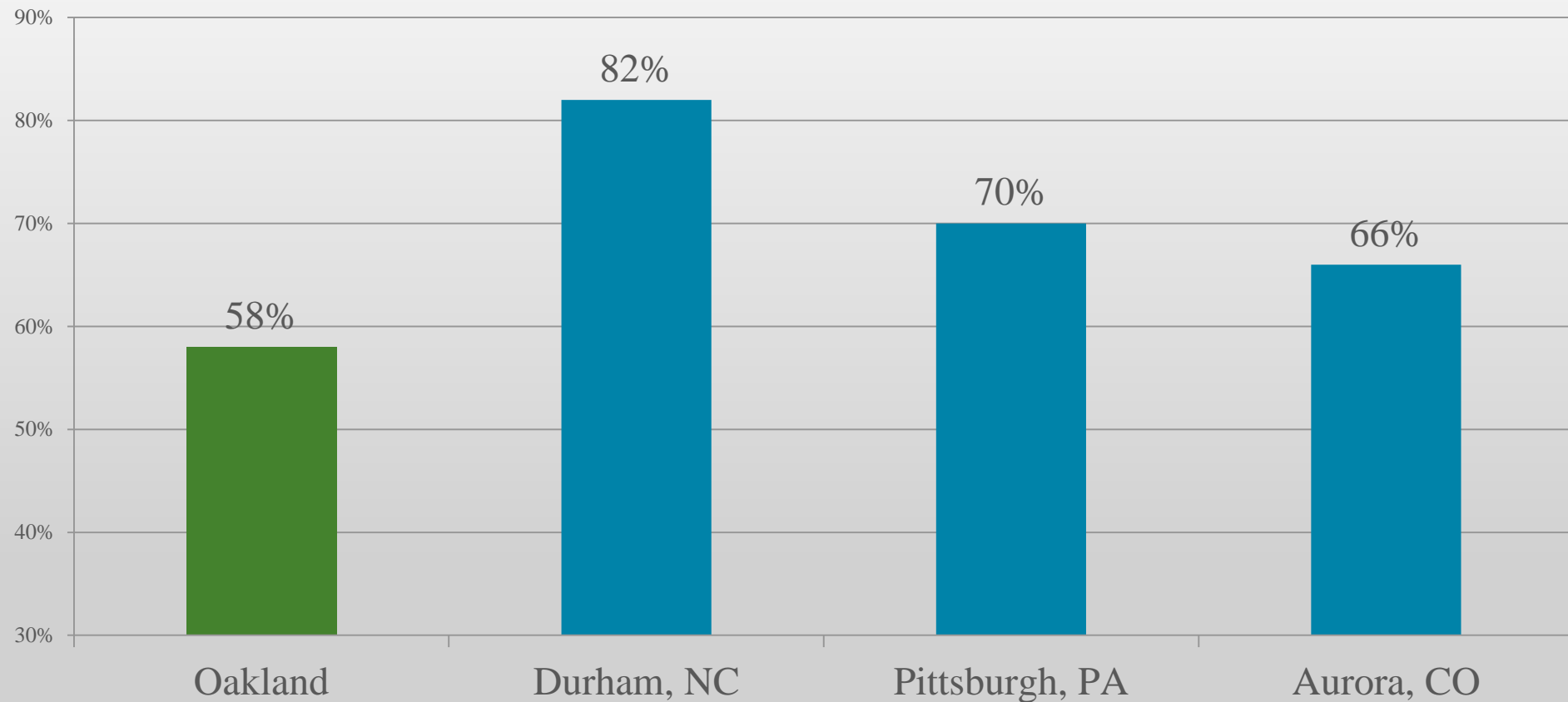
School Leadership Question	Percent Agreement
The faculty are recognized for accomplishments.	69%
Teacher performance is assessed objectively.	67%
Teachers receive feedback that can help them improve teaching.	65%
The school leadership consistently supports teachers.	64%
The school leadership assists teachers in realizing their professional goals.	58%
The procedures for teacher evaluation are consistent.	58%

School Leadership: Many are Citing a Lack of Supports That Promote Effective Communication and Collaboration

School Leadership Question	Percent Agreement
The faculty and leadership have a shared vision.	63%
Teachers feel comfortable raising issues and concerns that are important to them.	62%
There is an atmosphere of trust and mutual respect in this school.	62%

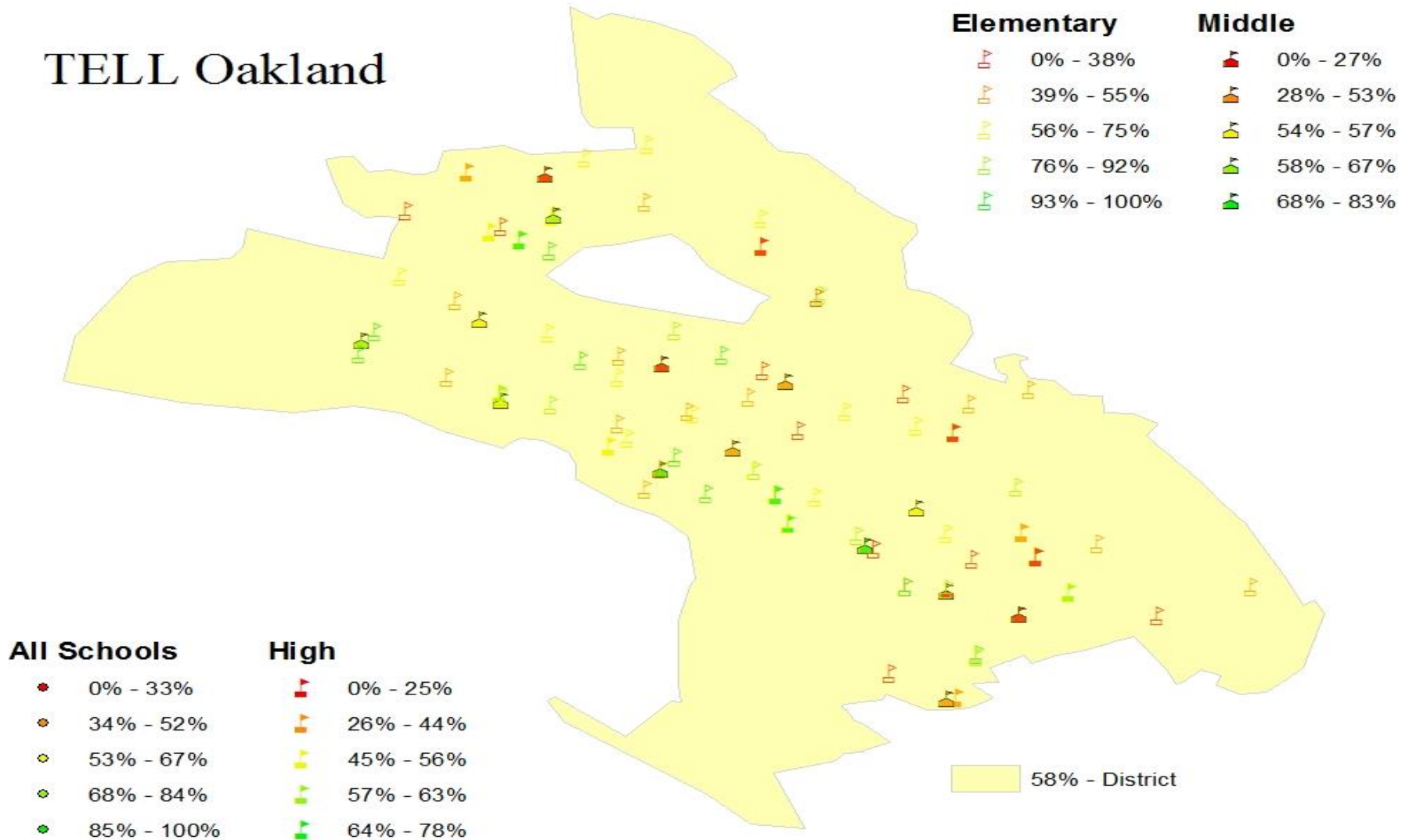
Comparison with Similar Districts

The procedures for teacher evaluation are consistent



The procedures for teacher evaluation are consistent

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Where School Leadership Makes a Sustained Effort to Address Teacher Concerns

The school leadership makes a sustained effort to address teacher concerns about:	Percent Agreement
Instructional Practices and Support	73%
Facilities and Resources	72%
Teacher Leadership	71%
Community Support and Involvement	68%
Professional Development	68%
The Use of Time in my School	64%
Managing Student Conduct	64%
Leadership Issues	62%
New Teacher Support	61%

Professional Development

More than seven out of 10 educators agree that these conditions are in place at their schools

Questions Related to the Construct of Professional Development	Percent Agreement
Teachers are encouraged to reflect on their own practice.	81%
Professional learning opportunities are aligned with the school's improvement plan.	76%
Professional development enhances teachers' abilities to improve student learning.	73%
Professional development offerings are data driven.	71%

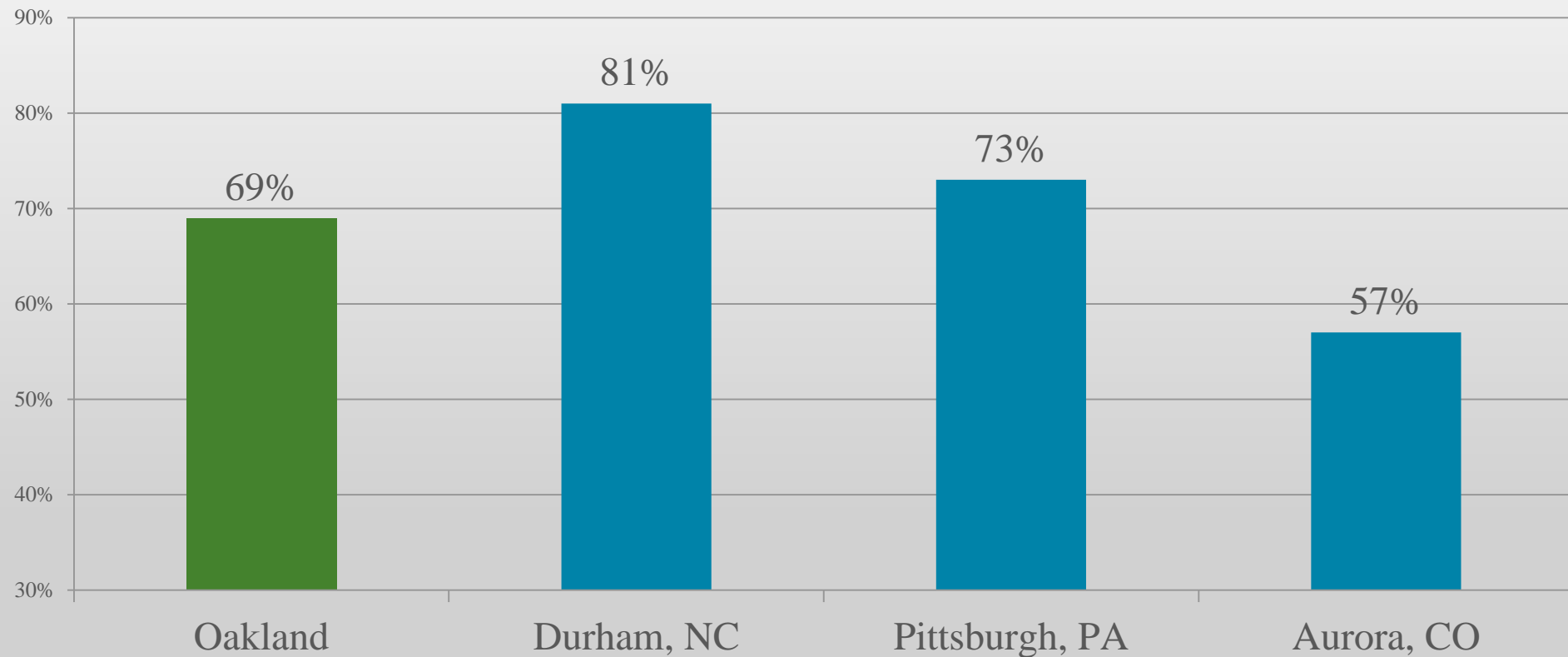
Professional Development

Some aspects of Professional Development in the district are in need of additional support

Questions Related to the Construct of Professional Development	Percent Agreement
Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	69%
An appropriate amount of time is provided for professional development.	68%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	66%
Sufficient resources are available for professional development in my school.	60%
Professional development deepens teachers' content knowledge.	56%
In this school, follow up is provided from professional development.	55%
Professional development is differentiated to meet the needs of individual teachers.	44%
Professional development is evaluated and results are communicated to teachers.	44%

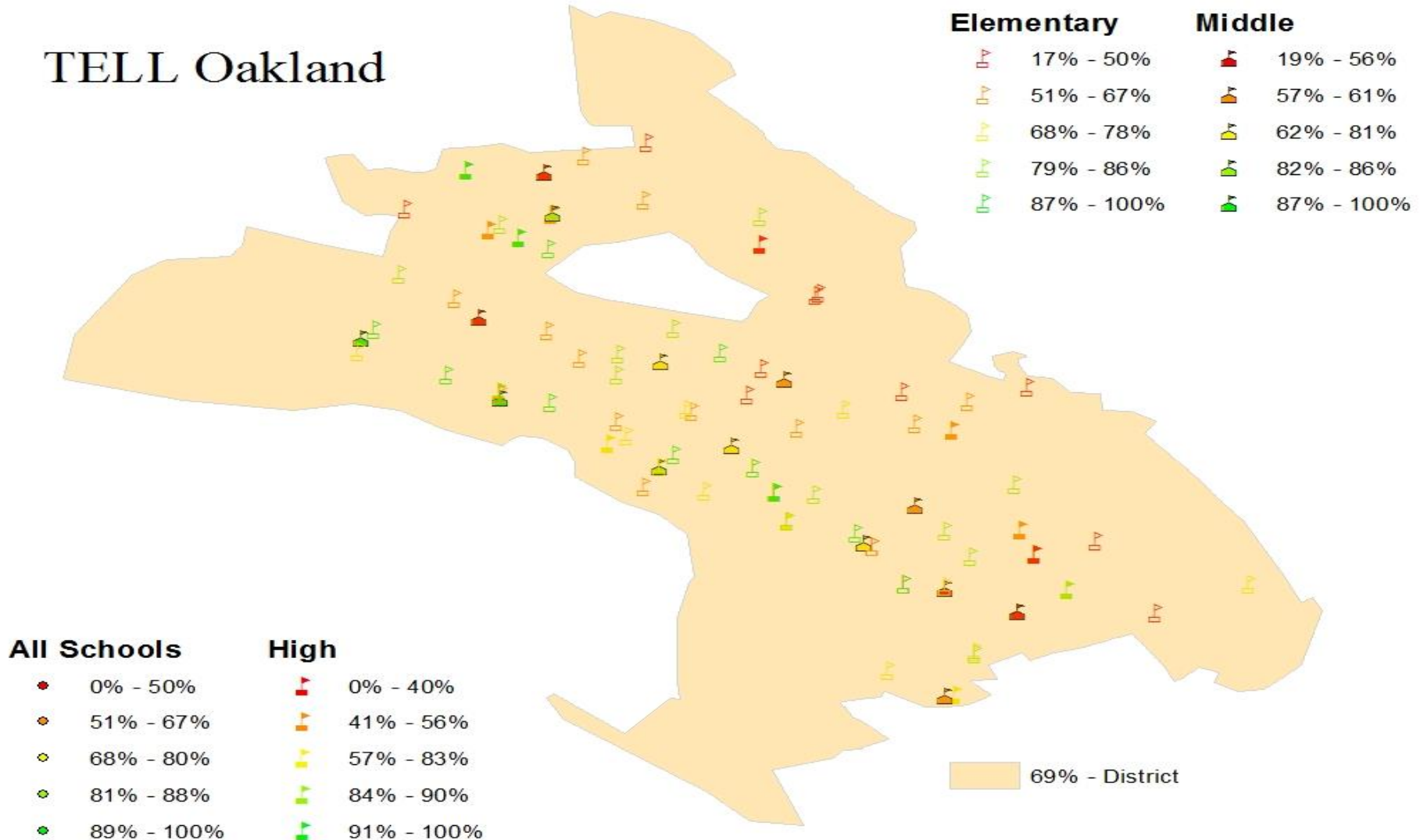
Comparison with Similar Districts

Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs



Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs

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Difference in Professional Development Needed and Received

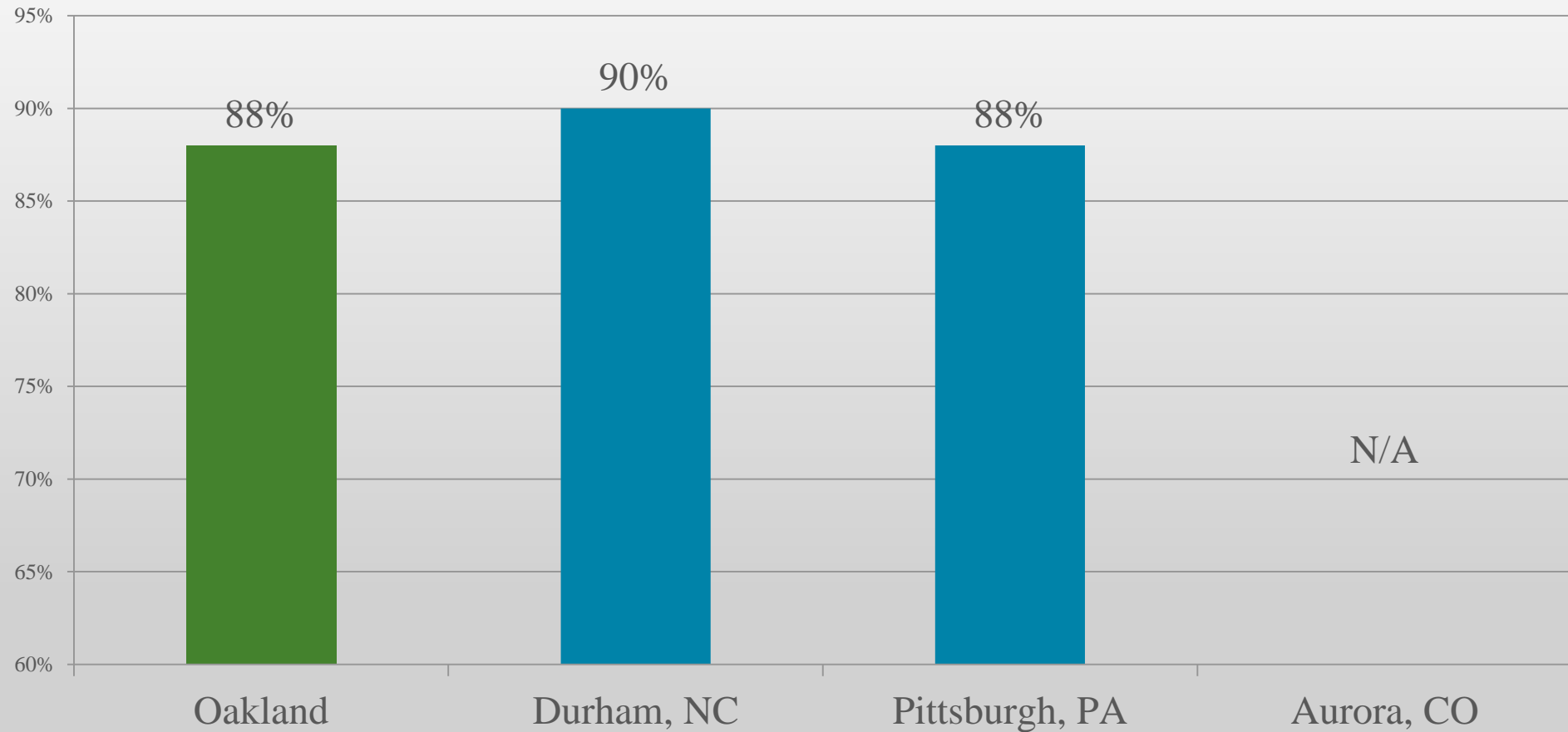
Professional Development Area	Percent Indicating a Need	Percent Indicating they had 10 or more hours over the past 2 years
Differentiating instruction	70.3	49.7
Integrating technology into instruction	69.8	19.0
Special education (students with disabilities)	68.6	15.8
Closing the Achievement Gap	67.2	38.6
Special education (gifted and talented)	64.1	10.5
English Language Learners	58.6	50.0
Reading strategies	56.2	45.8
Methods of teaching	55.1	54.3
Classroom management techniques	44.5	29.0
Student assessment	41.3	54.6
Your content area	39.4	54.5

Instructional Practices and Support

Questions Related to the Construct of Instructional Practices and Support	Percent Agreement
Teachers use assessment data to inform their instruction.	88%
Teachers are encouraged to try new things to improve instruction.	81%
Local assessment data are available in time to impact instructional practices.	80%
Teachers work in professional learning communities to develop and align instructional practices.	77%
Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	70%
Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	69%
Teachers collaborate across grade levels and content areas (including core subjects, special education, and electives such as art, music, physical education) to enhance student learning.	57%
State assessment data are available in time to impact instructional practices.	57%
Teachers are assigned classes that maximize their likelihood of success with students.	56%
Teachers receive adequate support to provide quality instruction to students with special needs.	39%

Comparison with Similar Districts

Teachers use assessment data to inform their instruction



Teachers use assessment data to inform their instruction

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