

There is significant alignment between the [NEA identified Opportunity Dashboard Indicators](#) to measure school quality and student success, and the data available via the [Oregon TELL survey](#). These indicators are a great organizing tool for locals who want to promote improvements in teaching and learning. A team could use this tool to look at their TELL responses to determine high-impact indicators to organize around.

Note: Not all Opportunity Dashboard Indicators align with TELL survey questions. Additional data points can be found in the [Educator Led Improvement Toolkit – Opportunity Audit tools](#). Included in this document are the indicators that align with specific TELL questions.

Opportunity Dashboard Indicators (NEA)	Oregon TELL Survey
Student Success	
School climate index (such as bullying interventions and prevention, positive behavioral supports, and restorative justice practices)	Q5.1 Managing Student Conduct (all questions)
School discipline policies including the disparate impact of students of color, students with disabilities, and students that identify as LGBT	Q5.1 Managing Student Conduct (all questions)
Appropriate assessment systems	Q8.1 Professional Development <ul style="list-style-type: none"> m. Professional development in this school supports teachers in developing formative assessments aligned to standards Q9.1 Instructional Practices and Support <ul style="list-style-type: none"> a. State assessment data are available in time to impact instructional practices b. Local assessment data are available in time to impact instructional practices c. Teachers use assessment data to inform their instruction m. Teachers collaborate to achieve consistency on how student work is assessed
Quality Educators	
Students’ access to fully qualified teachers, including nationally-board certified teachers	Q7.1 School Leadership <ul style="list-style-type: none"> e. Teachers are held to high professional standards for delivering instruction g. Teacher performance is assessment objectively m. The faculty are recognized for accomplishments

<p>Quality professional development for all educators, including education support professionals</p>	<p>Q8.1 Professional Development (all questions)</p> <p>Q9.1 Instructional Practices and Support</p> <ul style="list-style-type: none"> e. Teachers work in professional learning communities or cluster groups to develop and align instructional practices
<p>Fully funded mentoring and induction support for educators</p>	<p>Q. 7.1 School Leadership</p> <ul style="list-style-type: none"> d. The school leadership consistently supports teachers <p>Q7.3 School Leadership</p> <ul style="list-style-type: none"> i. The school leadership makes a sustained effort to address teacher concerns about new teacher support
<p>Opportunities for job-embedded collaboration</p>	<p>Q2.1 Time</p> <ul style="list-style-type: none"> b. Teachers have time to collaborate with colleagues <p>Q8.1 Professional Development</p> <ul style="list-style-type: none"> i. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices
<p>Educators empowered to make site-based decisions</p>	<p>Q6.1 Teacher Leadership (all questions)</p> <p>Q6.5 Teachers have an appropriate level of influence on decision making in this school</p> <p>Q7.1 School Leadership</p> <ul style="list-style-type: none"> a. The faculty and leadership have a shared vision
<p>Quality Schools</p>	
<p>Students' access to modern materials, facilities, technology, books, and libraries</p>	<p>Q3.1 Facilities and Resources</p> <ul style="list-style-type: none"> a. Teachers have sufficient access to appropriate instructional materials b. Teachers have sufficient access to instructional technology c. Teachers have access to reliable communication technology h. The physical environment of classrooms in this school supports teaching and learning i. The reliability and speed of Internet connections in this school are sufficient to support instructional practices
<p>Students' access to class sizes that allow for one-on-one attention</p>	<p>Q2.1 Time</p> <ul style="list-style-type: none"> a. Class sizes are reasonable such that teachers have time available to meet the needs of all students
<p>Family and community engagement</p>	<p>Q4.1 Community Support and Involvement (all questions)</p>