

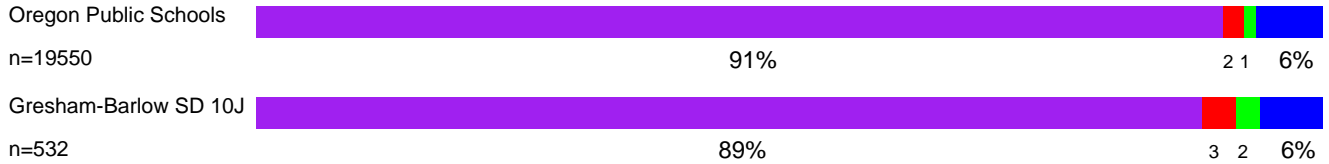
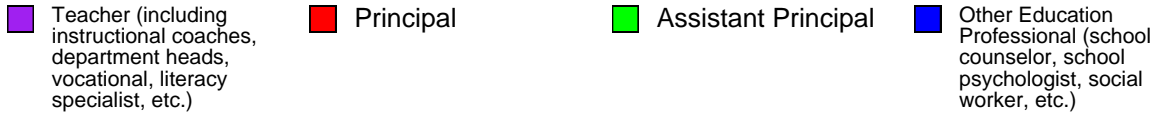
Report for TELL Oregon 2018

Oregon Public Schools 54.18% responded

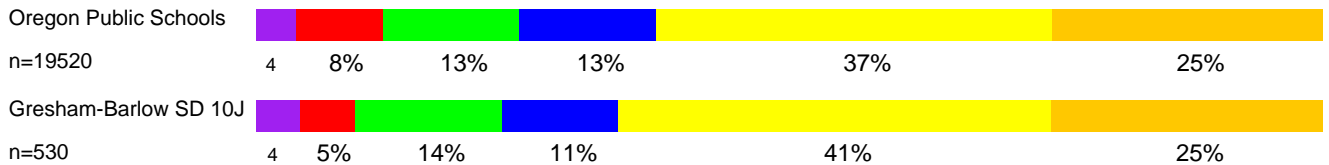
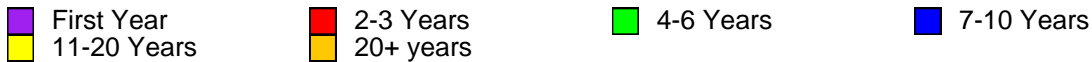
Gresham-Barlow SD 10J 84.18% responded

Demographics

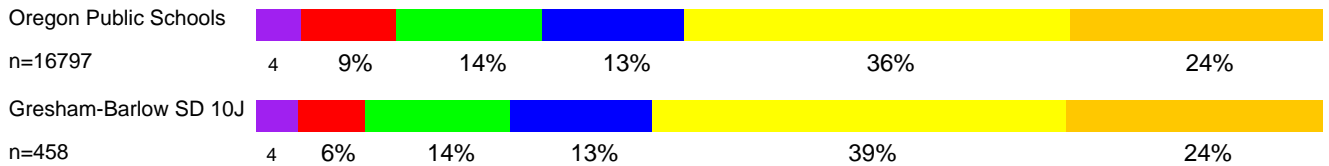
Q1.1 Please indicate your position:



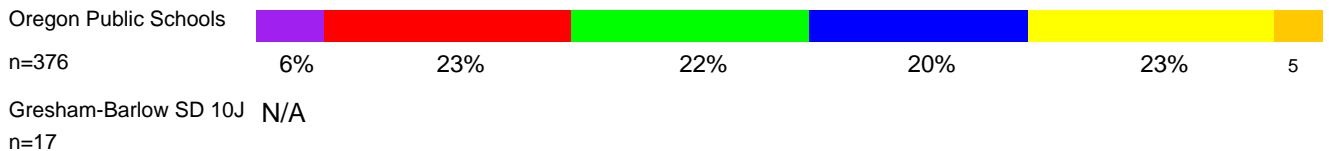
Q1.2 How many total years have you been employed as an educator?



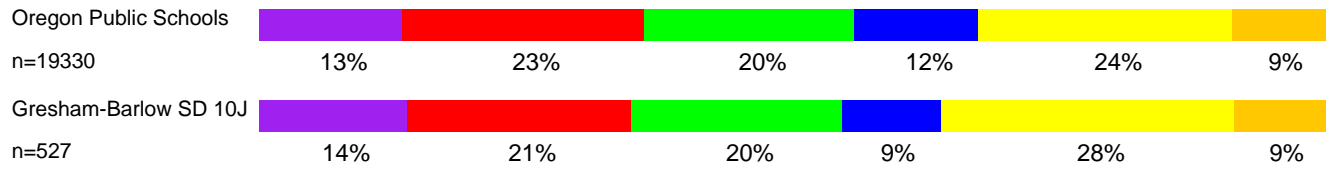
Q1.3 How many total years have you been employed as a teacher?



Q1.4 How many total years have you been employed as a principal?



Q1.5 How many total years have you been employed in the school in which you are currently working?

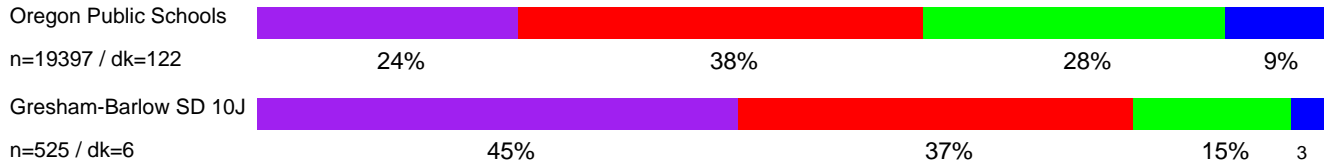


Time

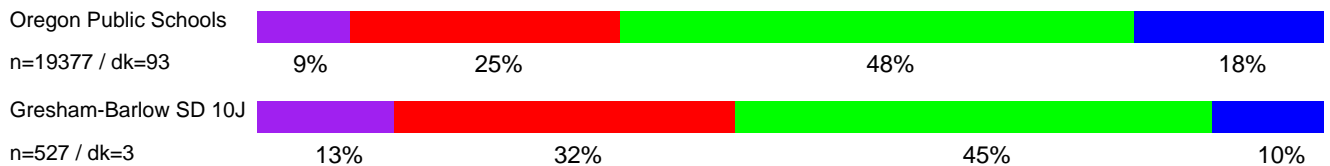
Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

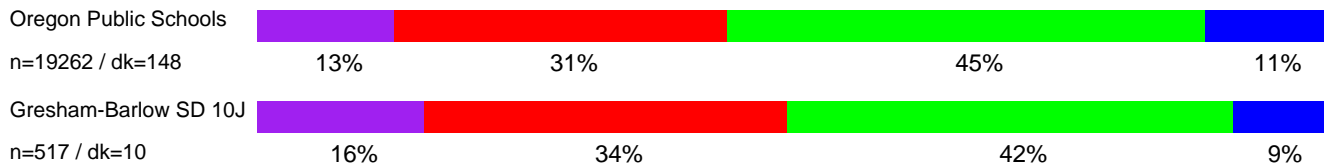
a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.



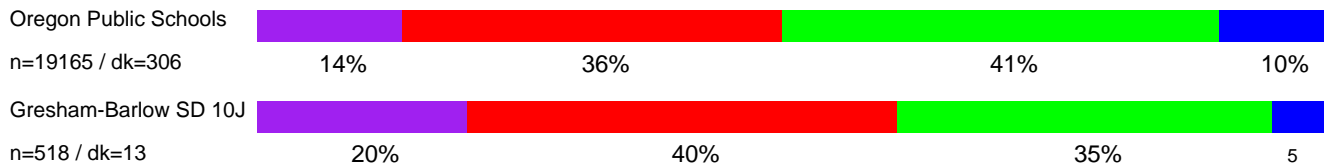
b. Teachers have time available to collaborate with colleagues.



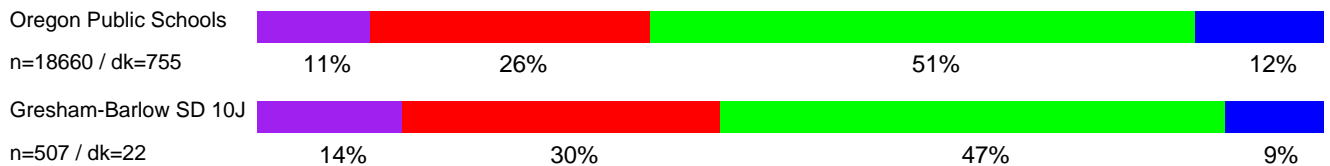
c. Teachers are allowed to focus on educating students with minimal interruptions.



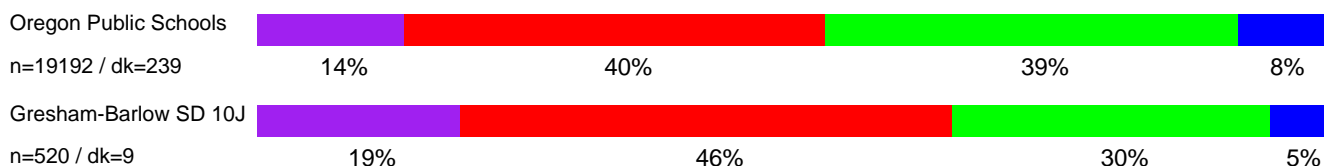
d. The non-instructional time provided for teachers in my school is sufficient.



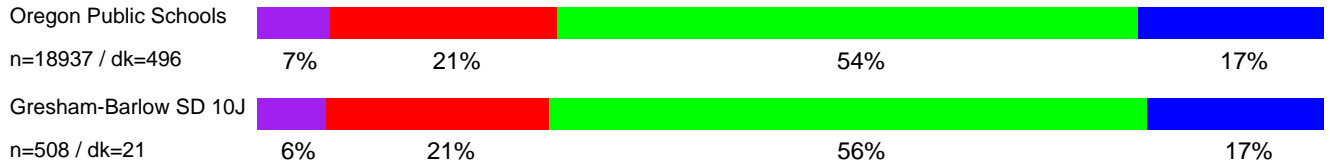
e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.



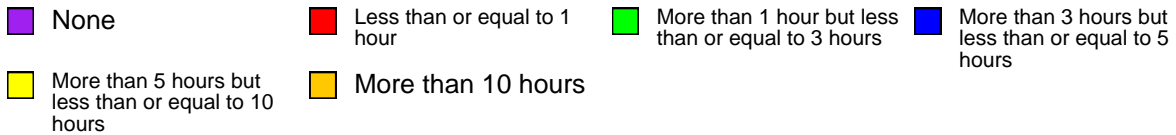
f. Teachers have sufficient instructional time to meet the needs of all students.



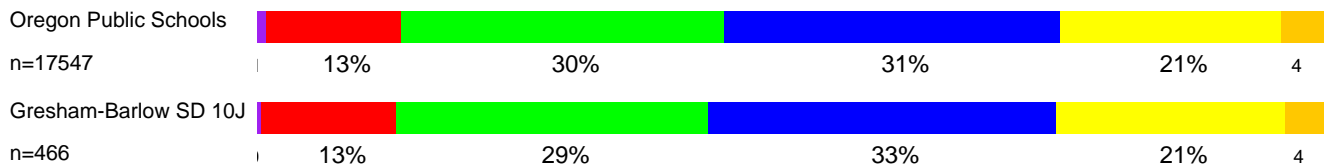
g. Teachers are protected from duties that interfere with their essential role of educating students.



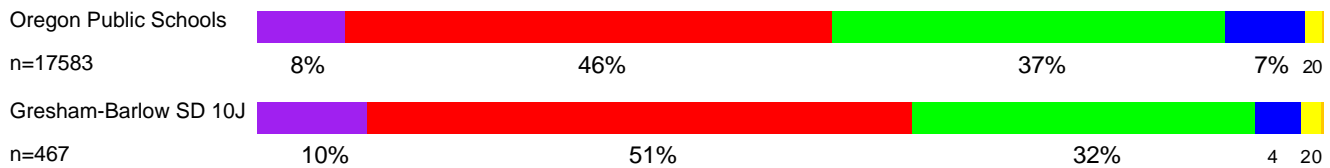
Q2.2 In an AVERAGE WEEK, how much time do you devote to the following activities during the school day (i.e., time for which you are under contract to be at the school)?



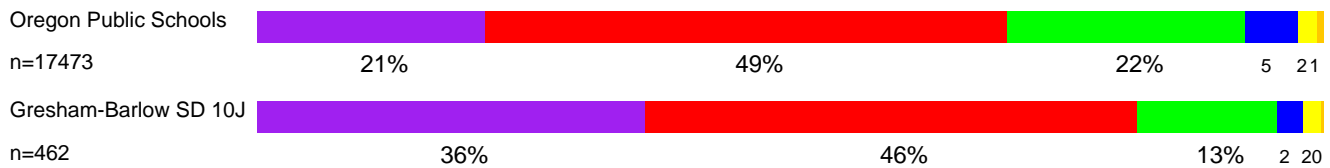
a. Individual planning time



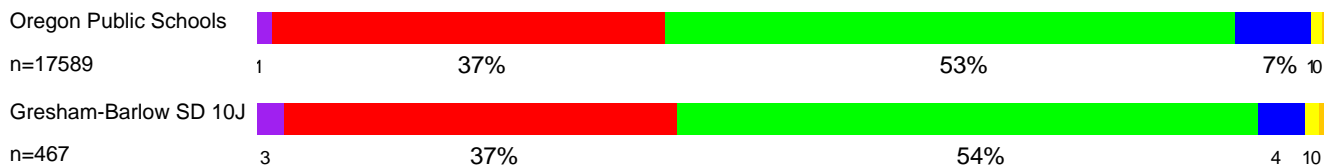
b. Collaborative planning time



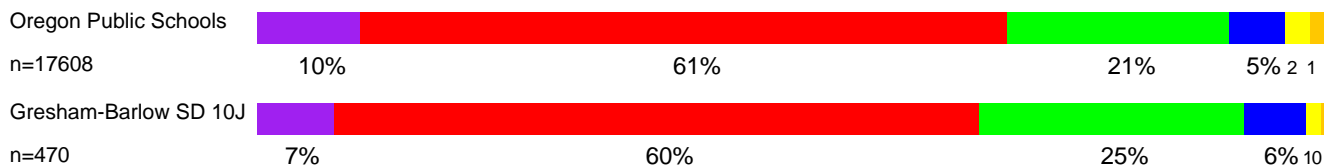
c. Supervisory duties



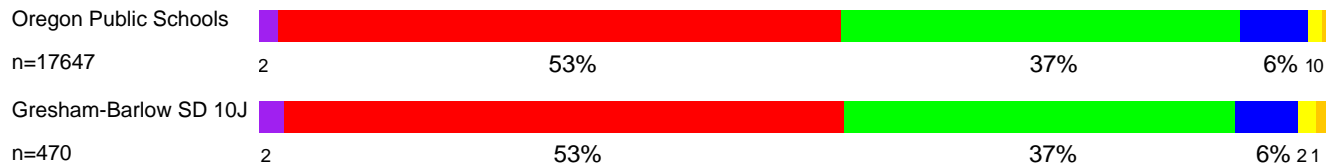
d. Required committee and/or staff meetings



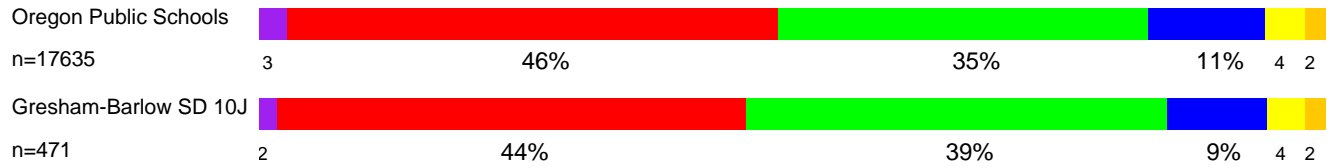
e. Completing required administrative paperwork



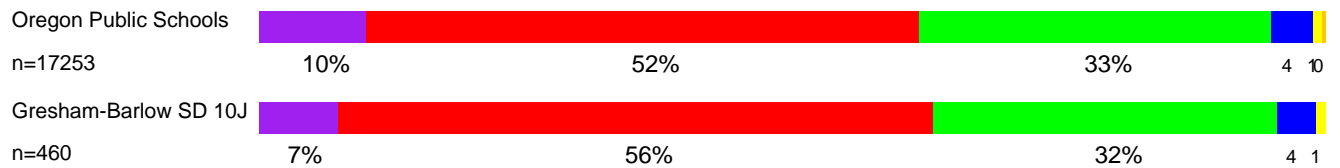
f. Communicating with parents/guardians and/or the community



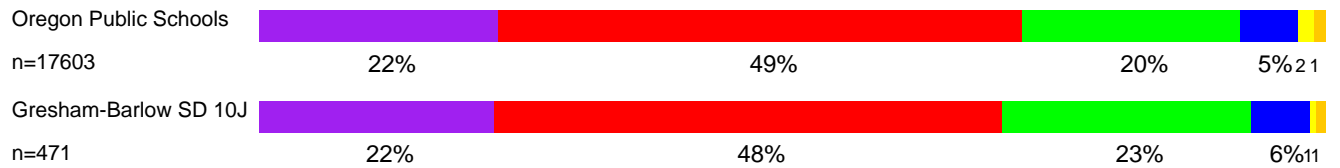
g. Addressing student discipline issues



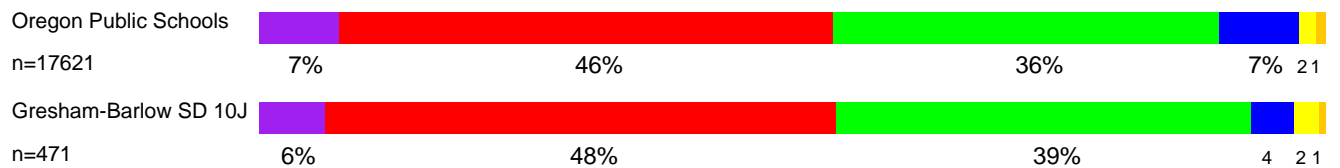
h. Professional development



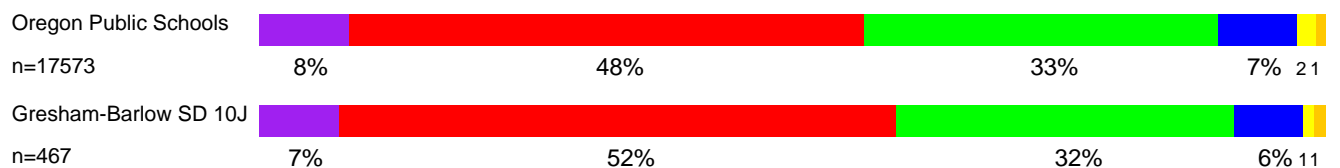
i. Preparation for required federal, state, and local assessments



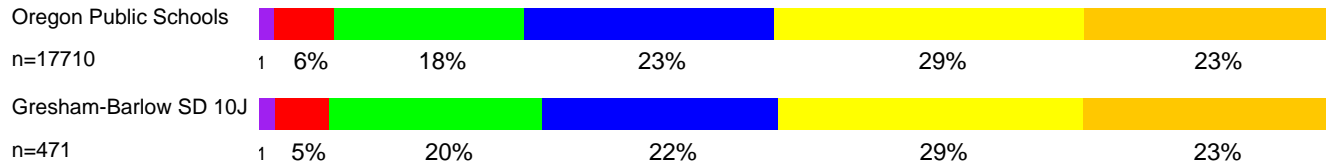
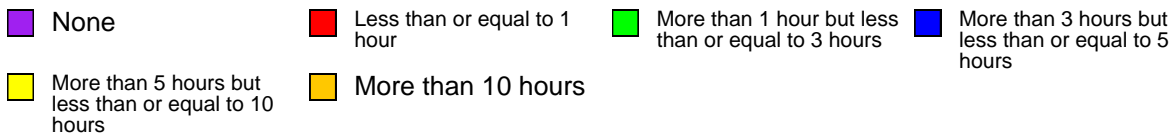
j. Delivery of assessments



k. Utilizing results of assessments



Q2.3 In an AVERAGE WEEK of teaching, how many hours do you spend on school-related activities outside the regular school work day (before or after school, and/or on the weekend)?

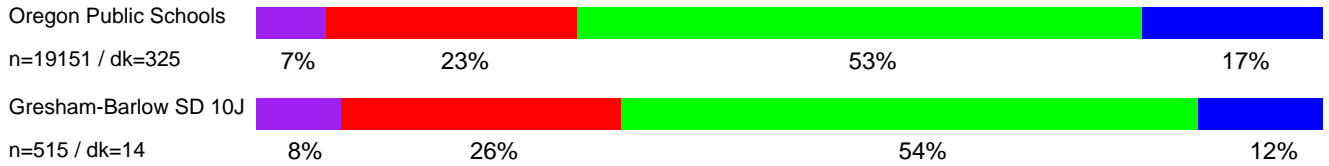


Facilities and Resources

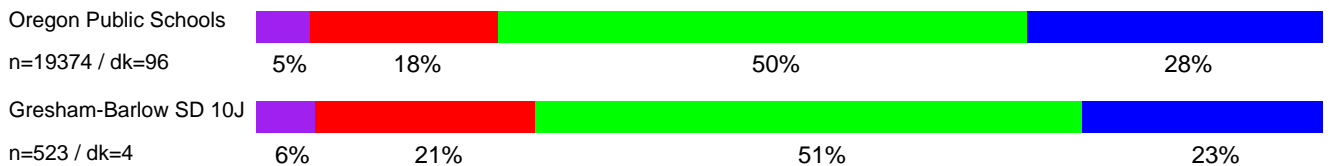
Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

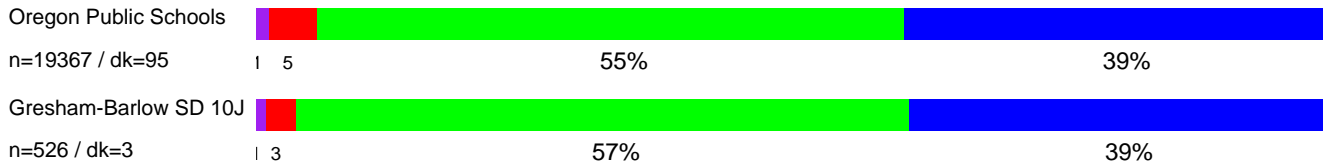
a. Teachers have sufficient access to appropriate instructional materials.



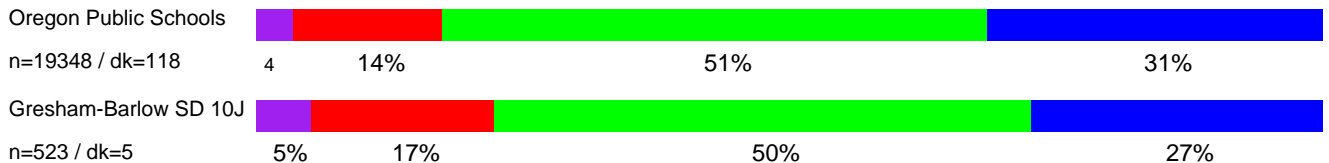
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.



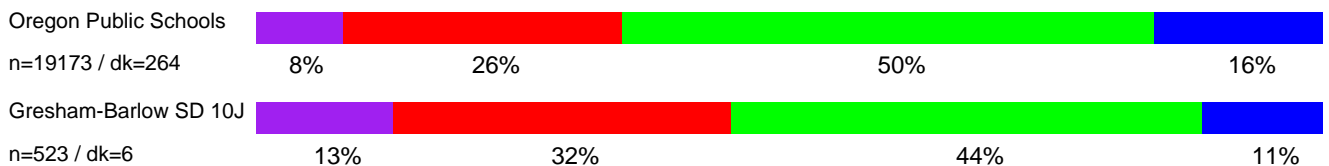
c. Teachers have access to reliable communication technology, including phones, faxes and email.



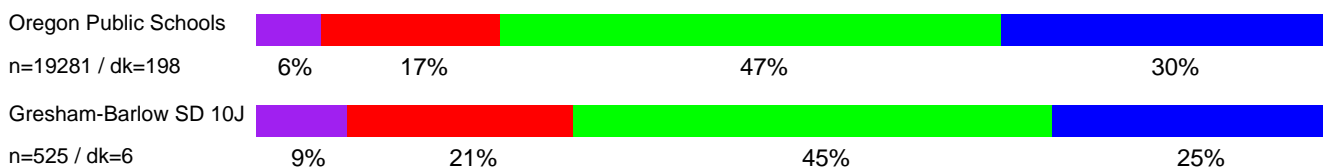
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.



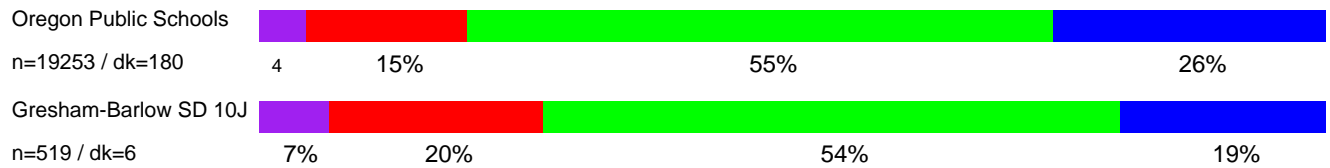
e. Teachers have sufficient access to a broad range of professional support personnel.



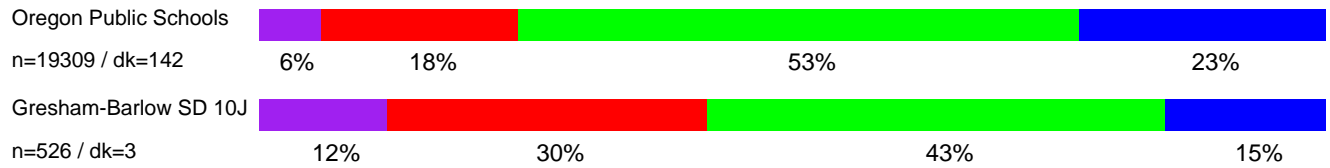
f. The school environment is clean and well maintained.



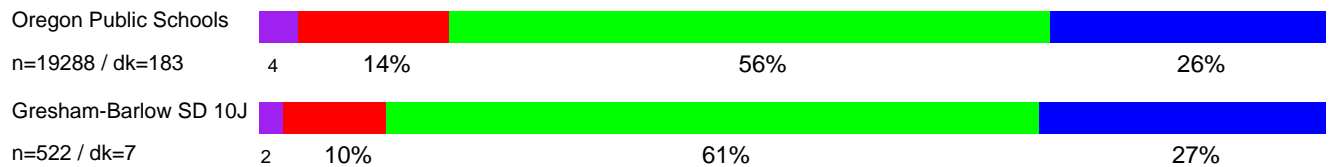
g. Teachers have adequate space to work productively.



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.

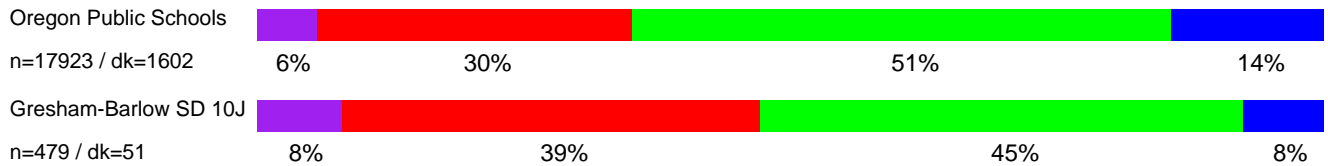


Community Support and Involvement

Q4.1 Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

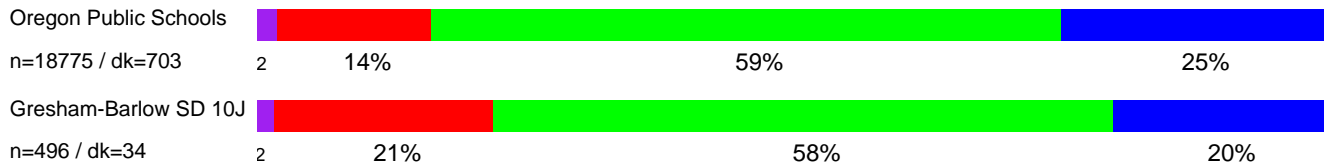
a. Parents/guardians are influential decision makers in this school.



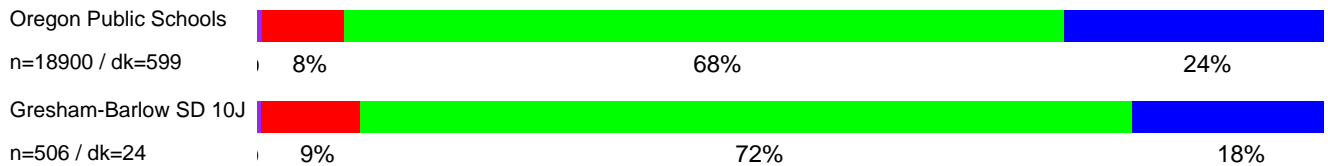
b. This school maintains clear, two-way communication with the community.



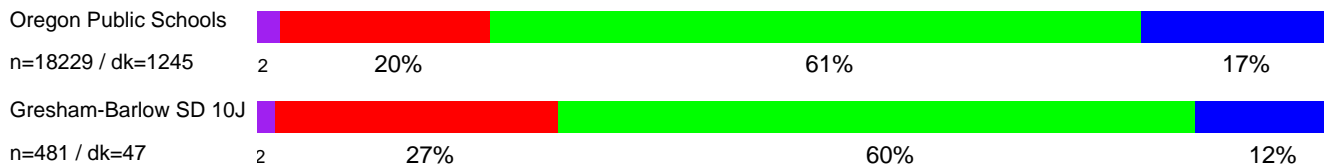
c. This school does a good job of encouraging parent/guardian involvement.



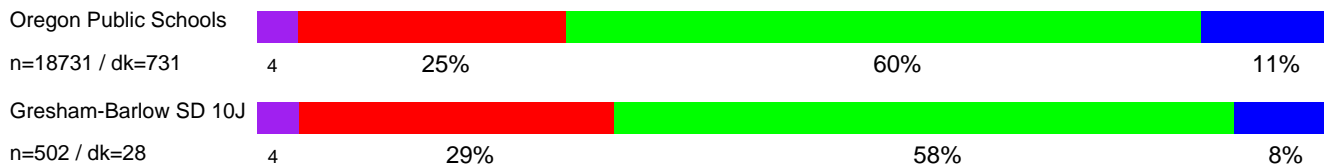
d. Teachers provide parents/guardians with useful information about student learning.



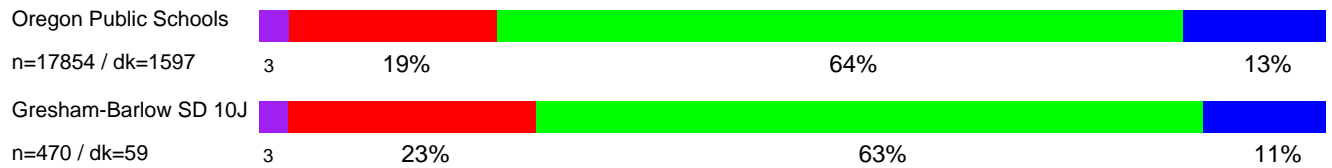
e. Parents/guardians know what is going on in this school.



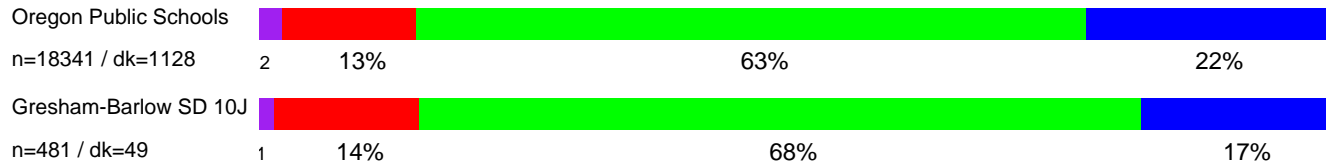
f. Parents/guardians support teachers, contributing to their success with students.



g. Community members support teachers, contributing to their success with students.



h. The community we serve is supportive of this school.

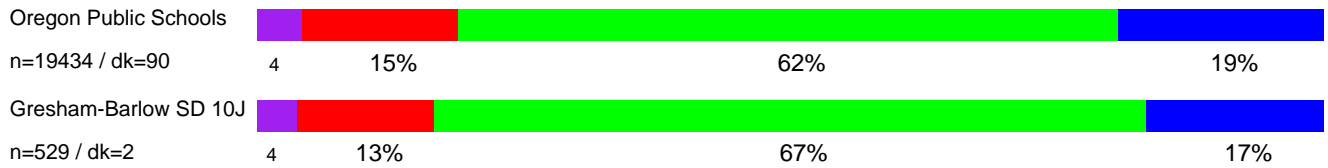


Managing Student Conduct

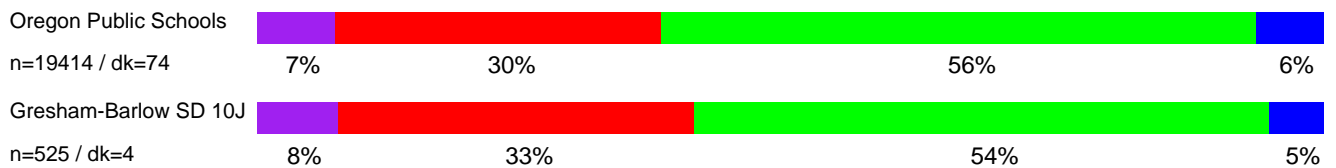
Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

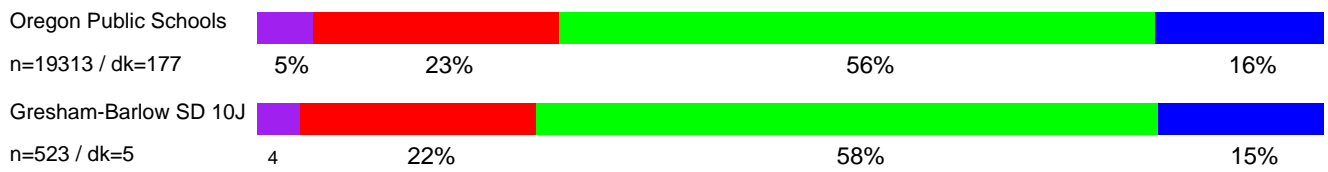
a. Students at this school understand expectations for their conduct.



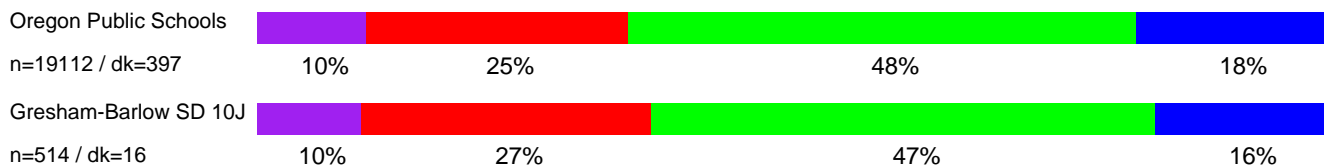
b. Students at this school follow rules of conduct.



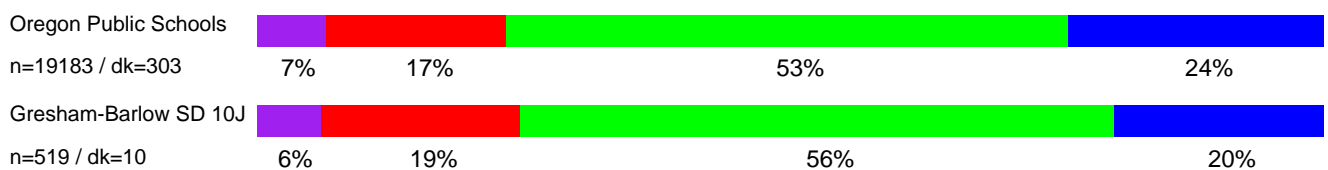
c. Policies and procedures about student conduct are clearly understood by the faculty.



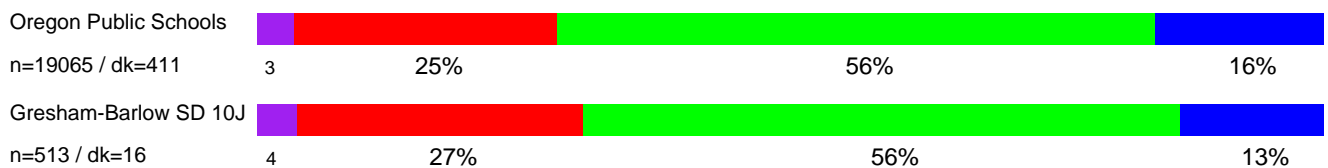
d. School administrators consistently enforce rules for student conduct.



e. School administrators support teachers' efforts to maintain discipline in the classroom.



f. Teachers consistently enforce rules for student conduct.



g. The faculty work in a school environment that is safe.

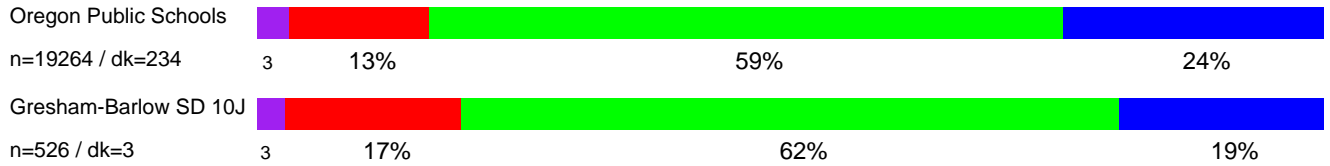


Teacher Leadership

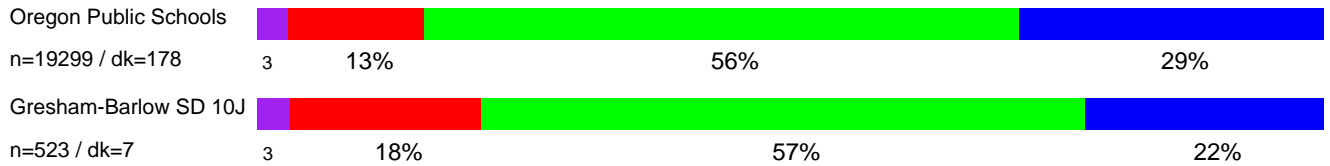
Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

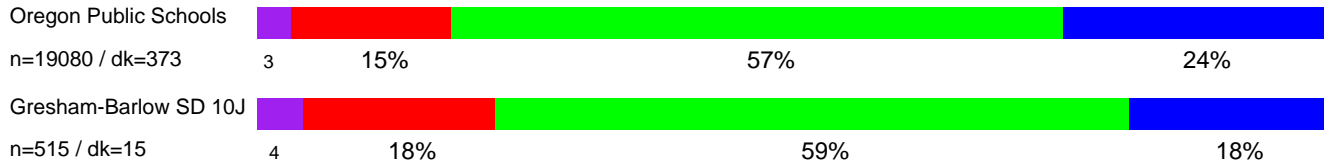
a. Teachers are recognized as educational experts.



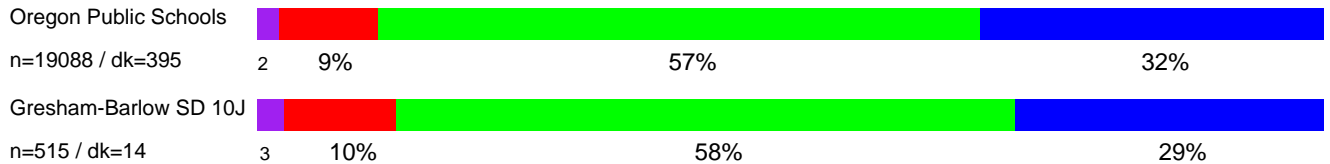
b. Teachers are trusted to make sound professional decisions about instruction.



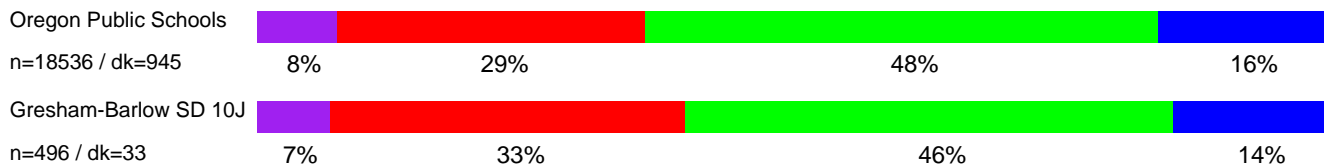
c. Teachers are relied upon to make decisions about educational issues.



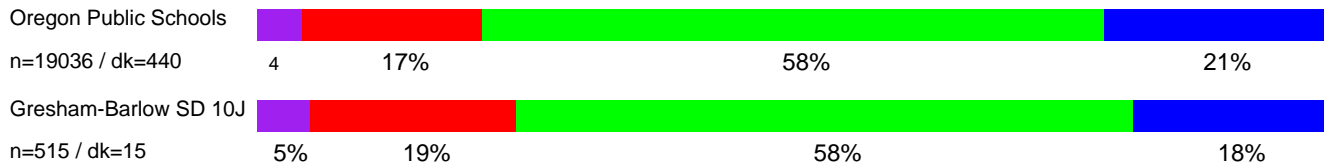
d. Teachers are encouraged to participate in school leadership roles.



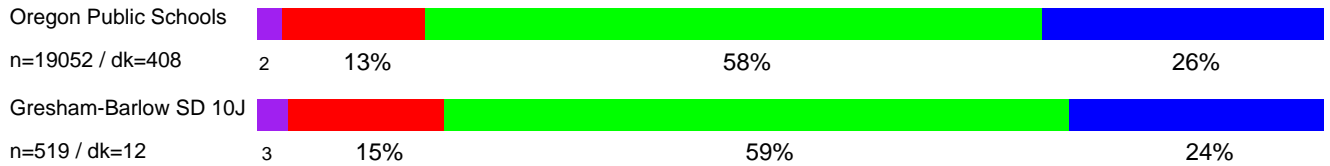
e. The faculty has an effective process for making group decisions to solve problems.



f. In this school we take steps to solve problems.



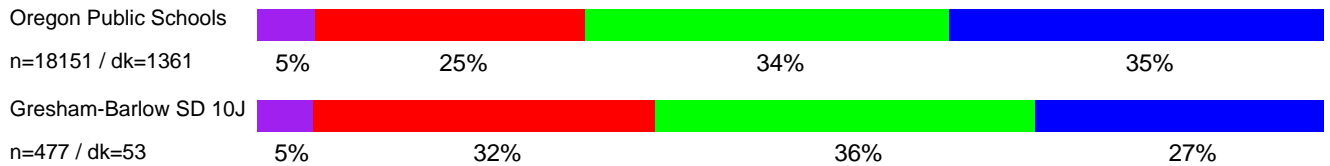
g. Teachers are effective leaders in this school.



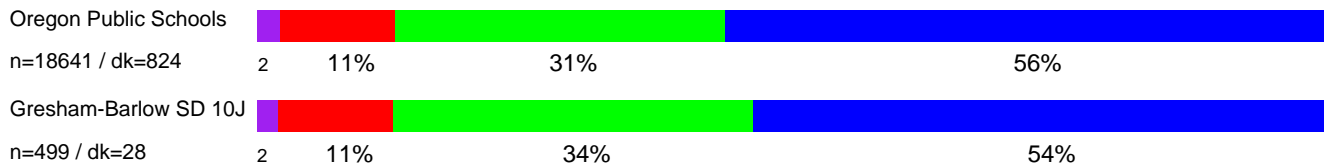
Q6.2 Please indicate the role teachers have at your school in each of the following areas.

■ No role at all
 ■ Small role
 ■ Moderate role
 ■ Large role

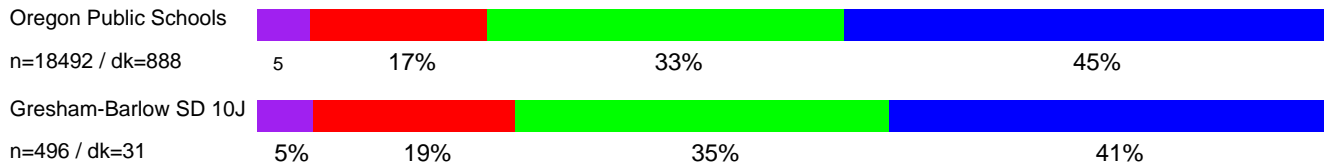
a. Selecting instructional materials and resources



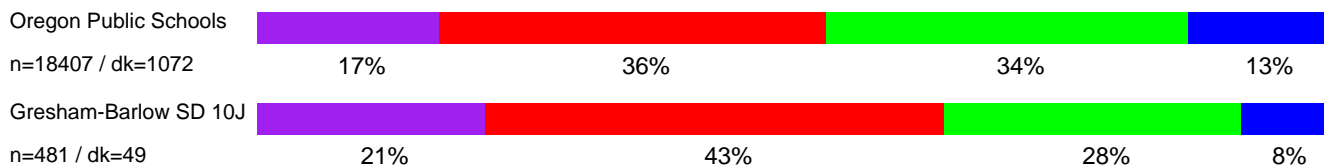
b. Devising teaching techniques



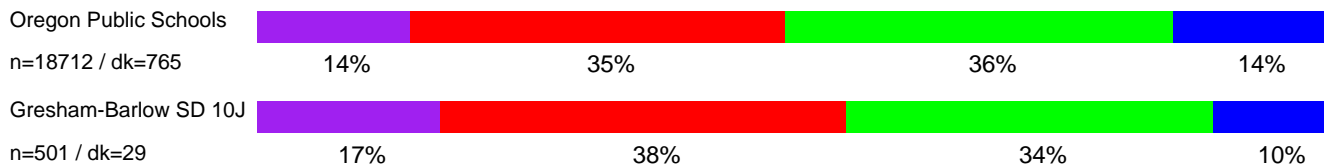
c. Setting grading and student assessment practices



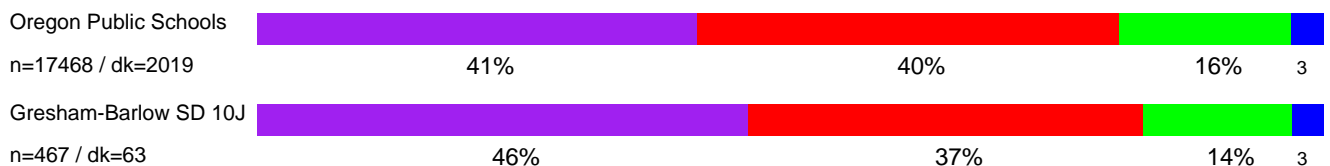
d. Determining the content of in-service professional development programs



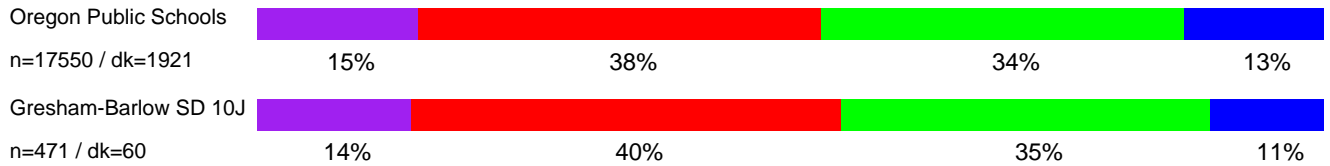
e. Establishing student discipline procedures



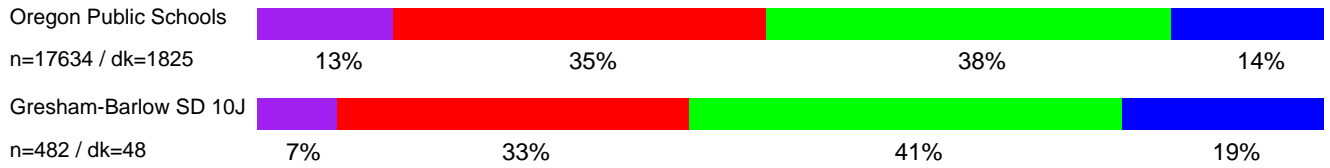
f. Providing input on how the school budget will be spent



g. The selection of teachers new to this school

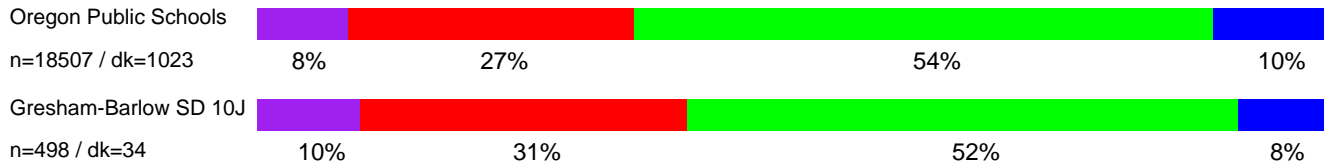


h. School improvement planning



Q6.5 Teachers have an appropriate level of influence on decision making in this school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree



School Leadership

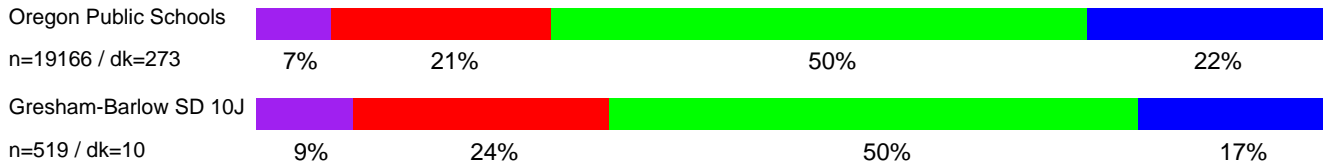
Q7.1 Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

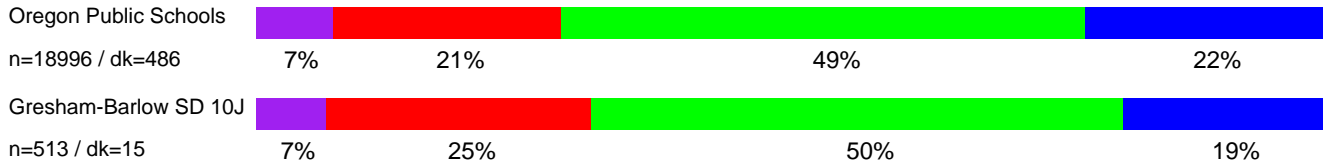
a. The faculty and leadership have a shared vision.



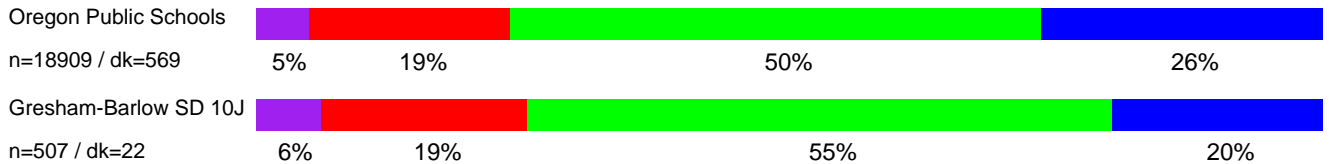
b. There is an atmosphere of trust and mutual respect in this school.



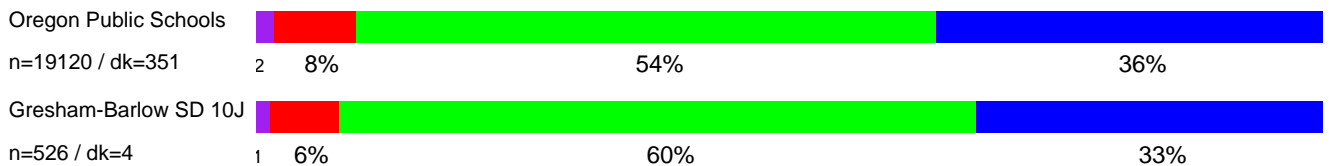
c. Teachers feel comfortable raising issues and concerns that are important to them.



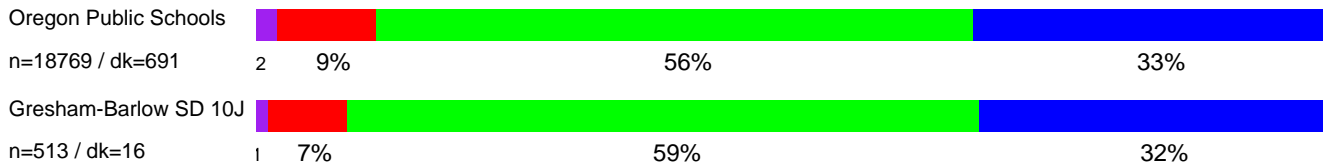
d. The school leadership consistently supports teachers.



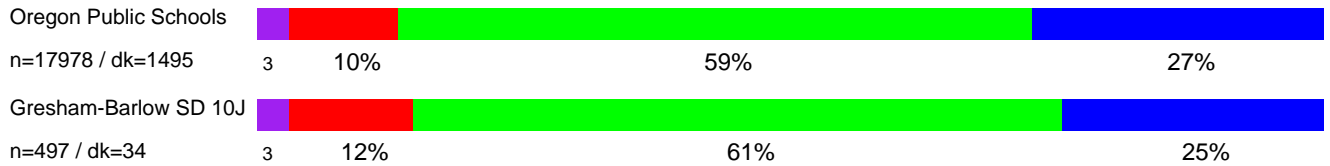
e. Teachers are held to high professional standards for delivering instruction.



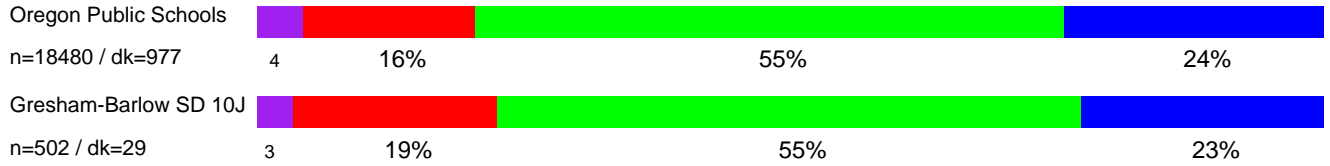
f. The school leadership facilitates using data to improve student learning.



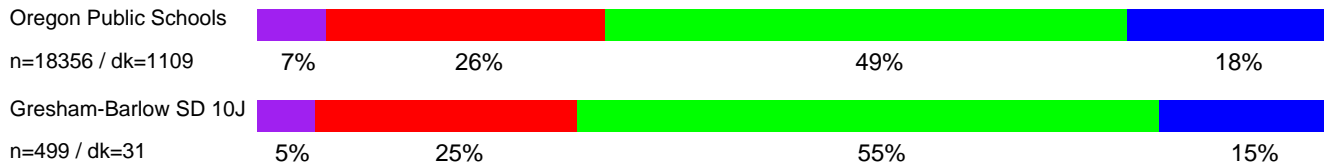
g. Teacher performance is assessed objectively.



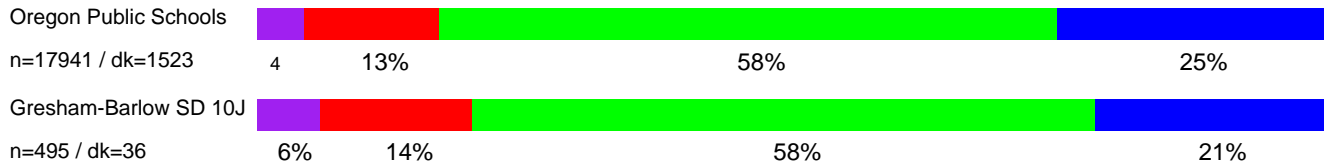
h. Teachers receive feedback that can help them improve teaching.



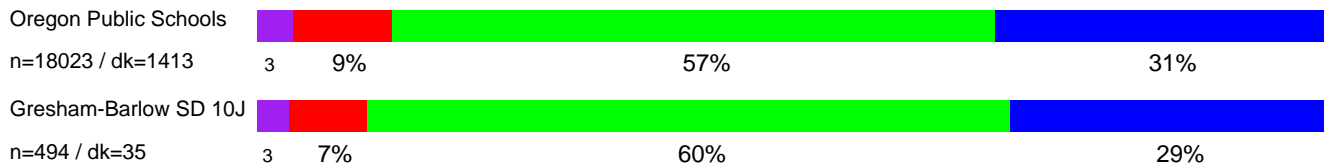
i. Teachers in this school receive feedback about their teaching on an ongoing basis.



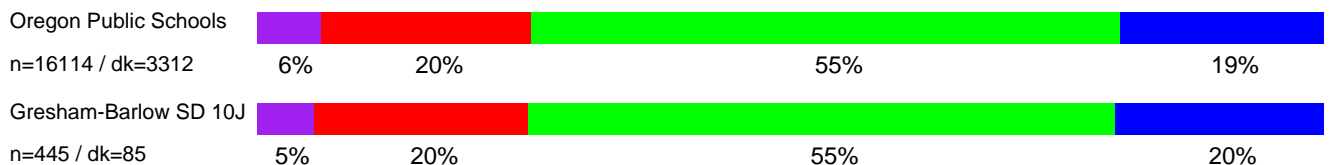
j. The procedures for teacher evaluation are consistent.



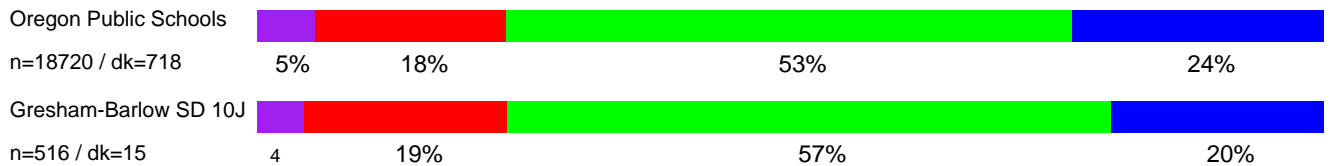
k. Teachers in this school are evaluated by someone who is well prepared to use the district's evaluation tool.



l. The school improvement team provides effective leadership at this school.



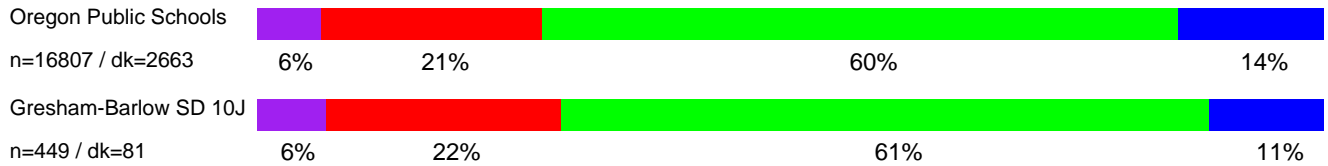
m. The faculty are recognized for accomplishments.



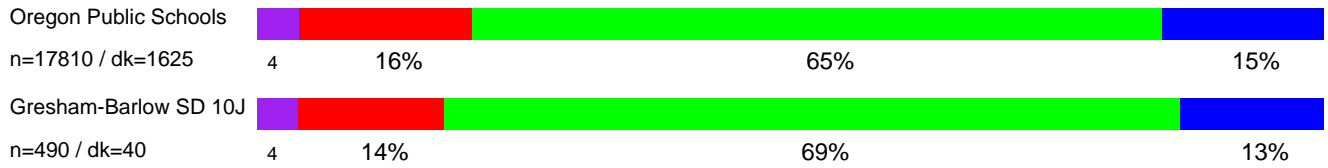
Q7.3 The school leadership makes a sustained effort to address teacher concerns about:



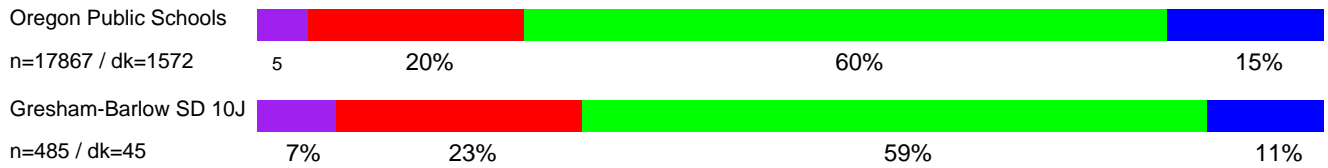
a. Leadership issues



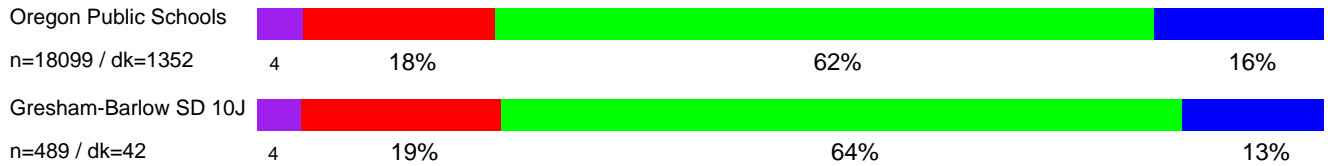
b. Facilities and resources



c. The use of time in my school



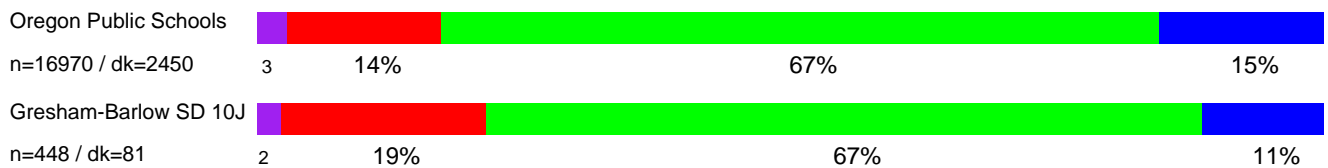
d. Professional development



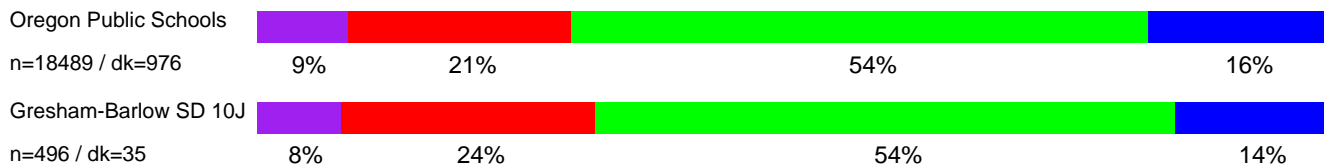
e. Teacher leadership



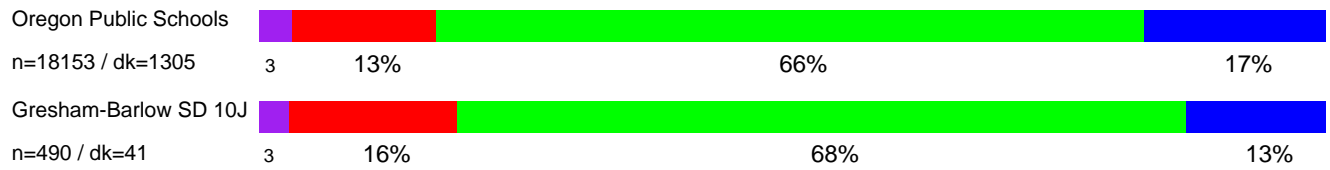
f. Community support and involvement



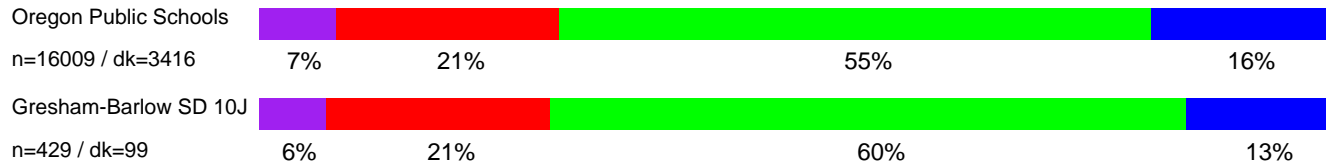
g. Managing student conduct



h. Instructional practices and support



i. New teacher support

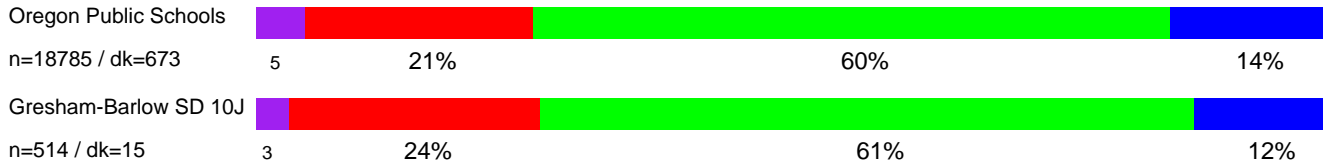


Professional Development

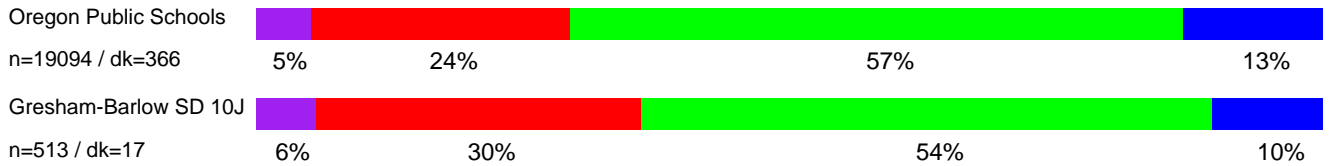
Q8.1 Please rate how strongly you agree or disagree with statements about professional development in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

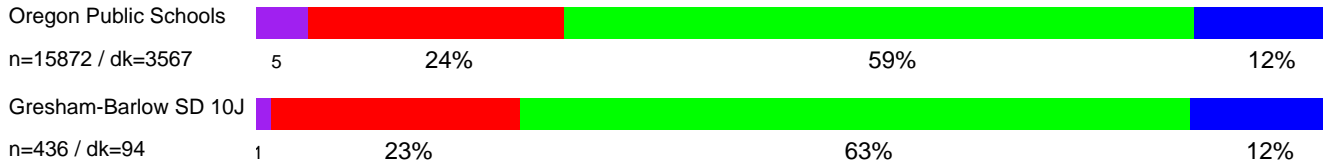
a. Sufficient resources are available for professional development in my school.



b. An appropriate amount of time is provided for professional development.



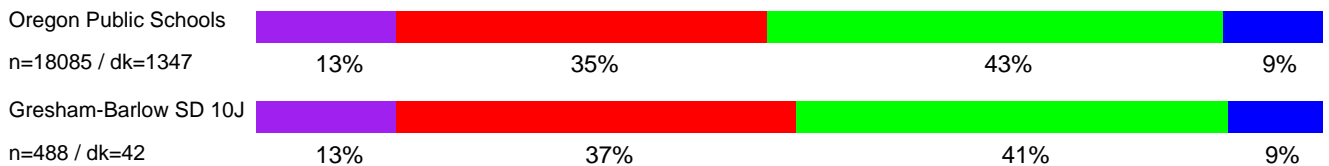
c. Professional development offerings are data driven.



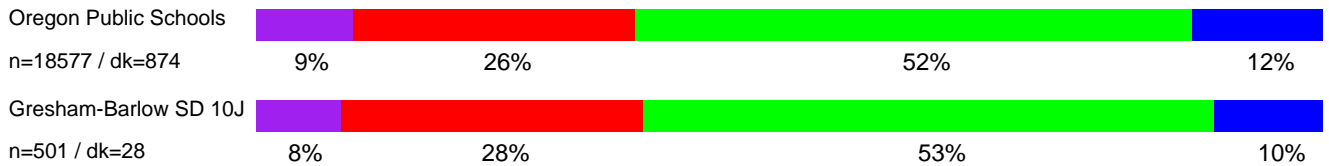
d. Professional learning opportunities are aligned with the school's improvement plan.



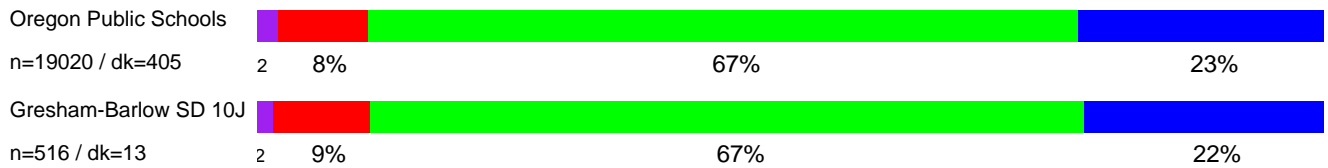
e. Professional development is differentiated to meet the needs of individual teachers.



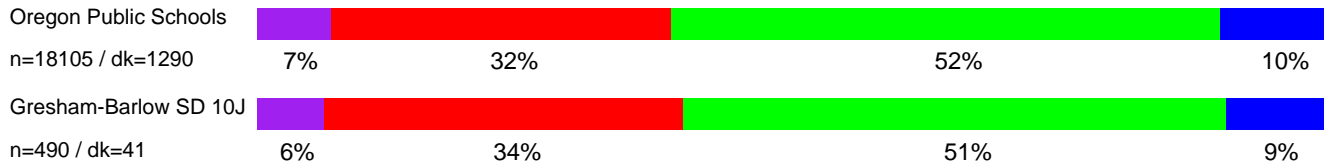
f. Professional development deepens teachers' content knowledge.



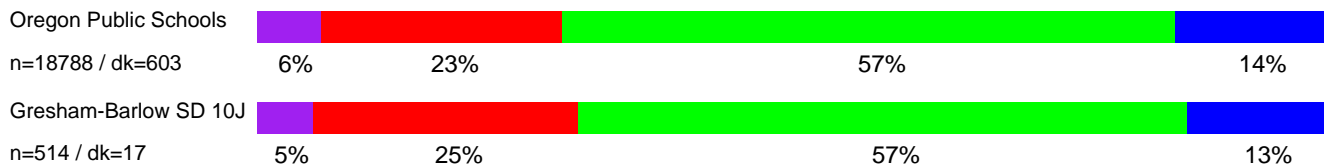
g. Teachers are encouraged to reflect on their own practice.



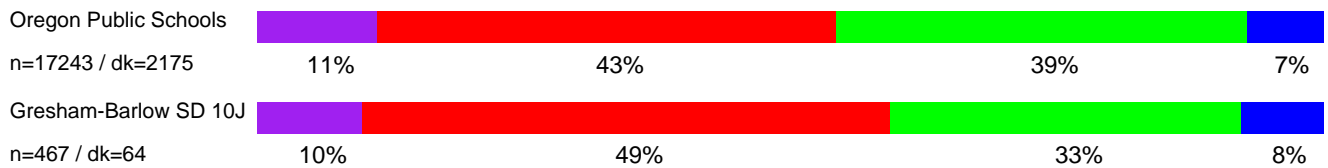
h. In this school, follow up is provided from professional development.



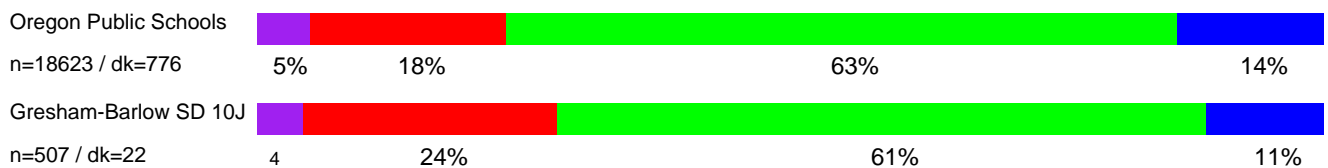
i. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.



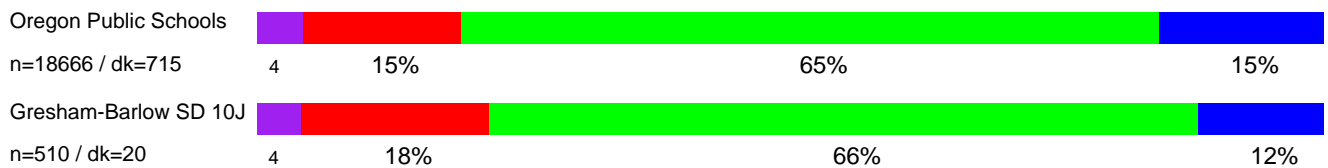
j. Professional development is evaluated and results are communicated to teachers.



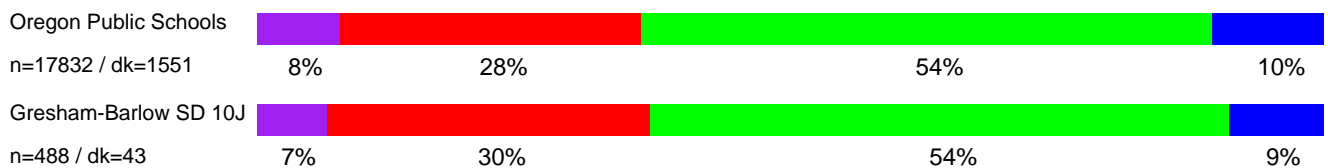
k. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.



l. Professional development enhances teachers' abilities to improve student learning.



m. Professional development in this school supports teachers in developing formative assessments aligned to standards.

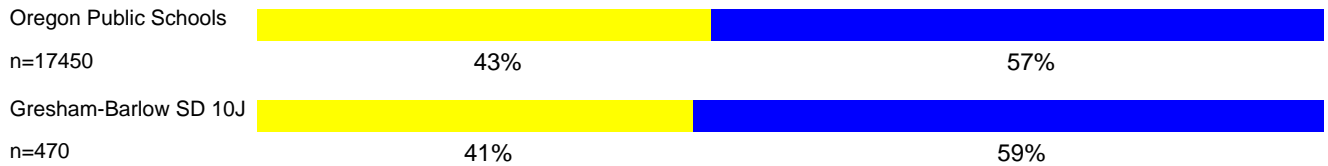


Q8.2 In which of the following areas (if any) do you need professional development to teach your students more effectively?

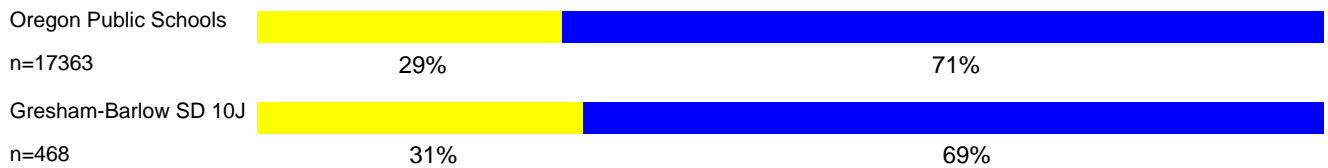
Yes

No

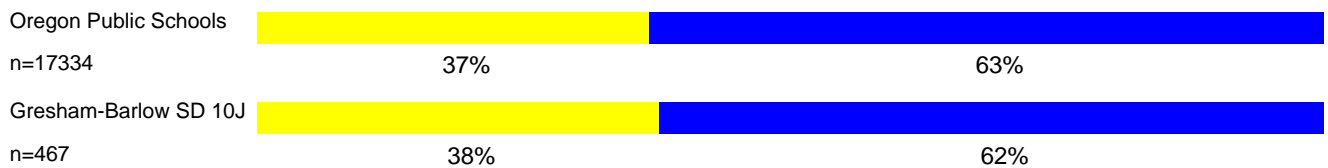
a. Your content area



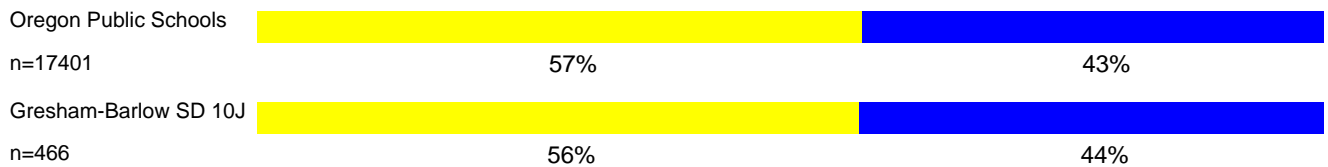
b. State-Based Standards



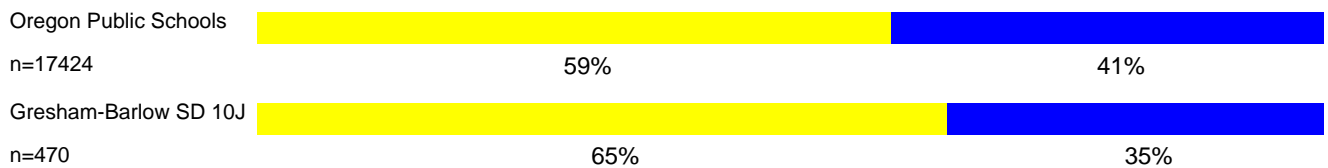
c. Student assessment



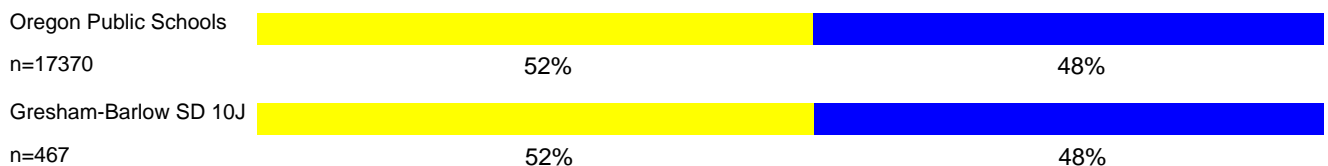
d. Differentiating instruction



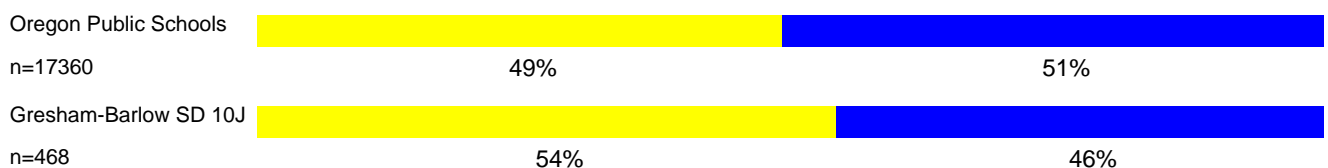
e. Special education (students with disabilities)



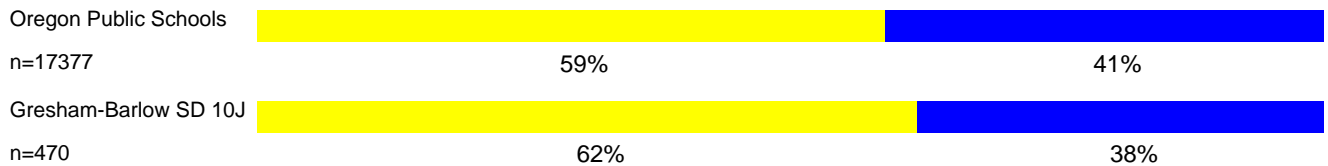
f. Special education (gifted and talented)



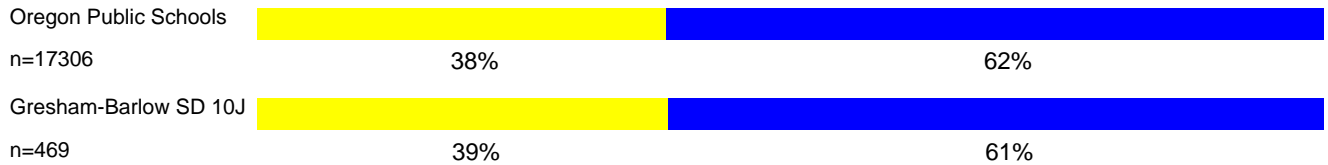
g. English Language Learners



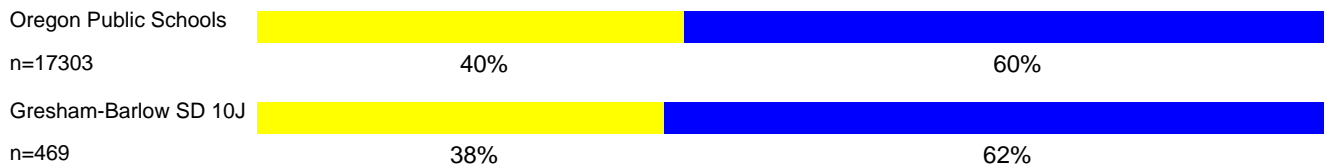
h. Closing the Achievement Gap



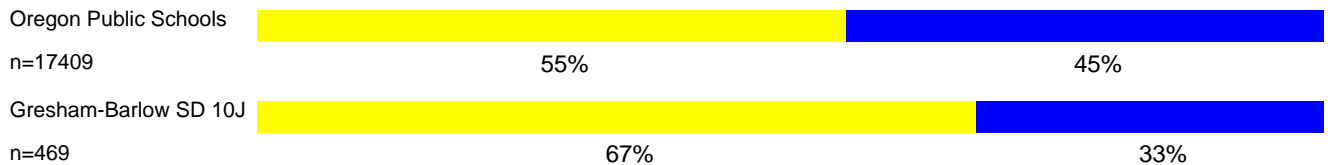
i. Methods of teaching



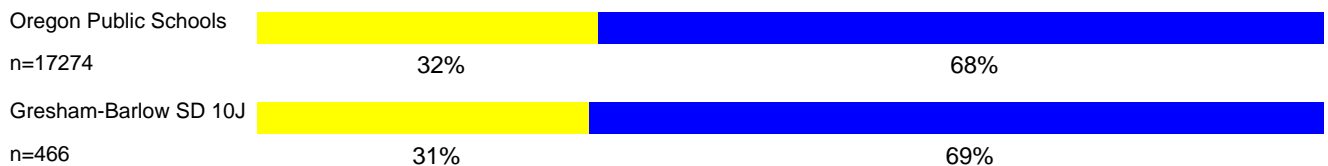
j. Reading strategies



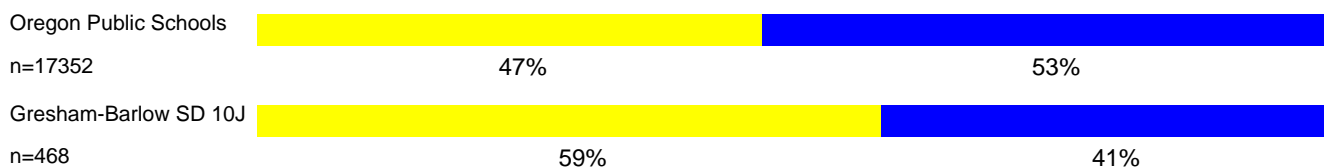
k. Integrating technology into instruction



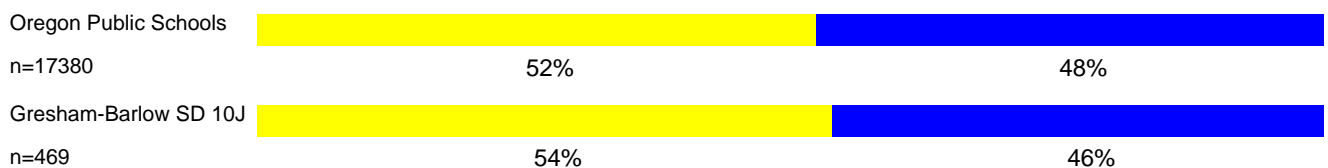
l. Classroom management



m. Using culturally responsive curriculum and pedagogy



n. Using strategies to involve families and other community members as active partners in education

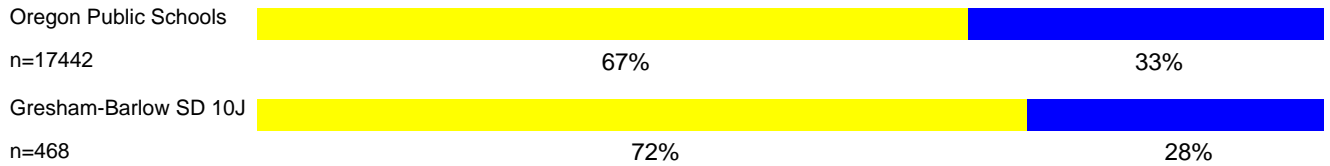


Q8.3 In the past 2 years, have you had 10 clock hours or more of professional development in any of the following areas?

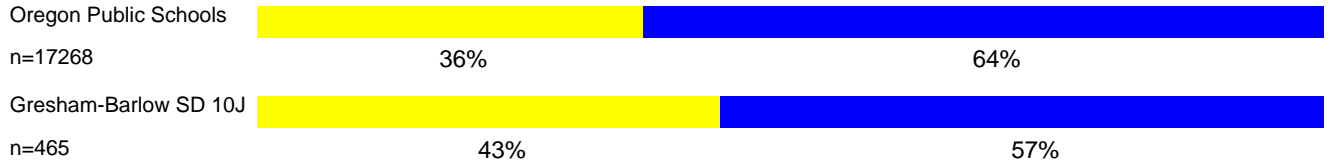
Yes

No

a. Your content area



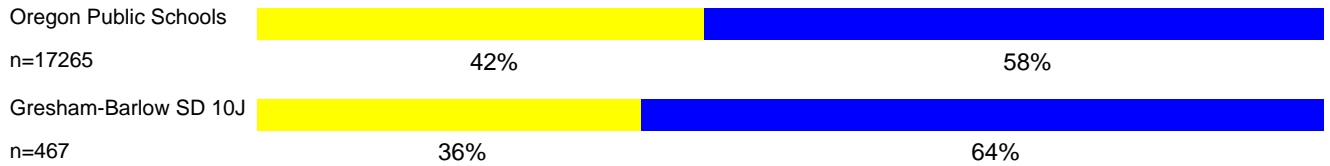
b. State-Based Standards



c. Student assessment



d. Differentiating instruction



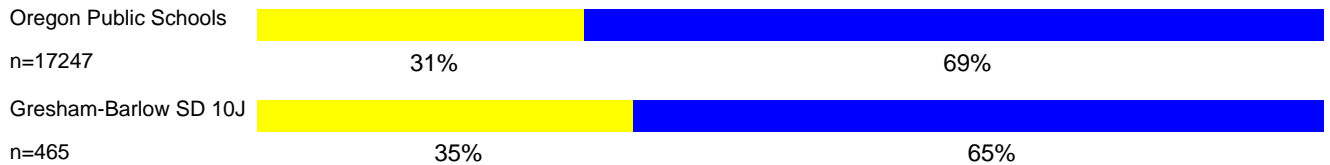
e. Special education (students with disabilities)



f. Special education (gifted and talented)



g. English Language Learners



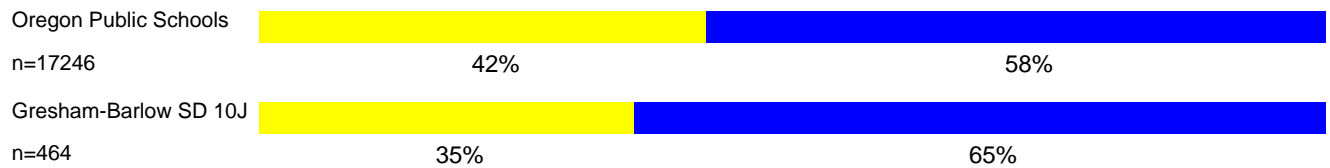
h. Closing the Achievement Gap



i. Methods of teaching



j. Reading strategies



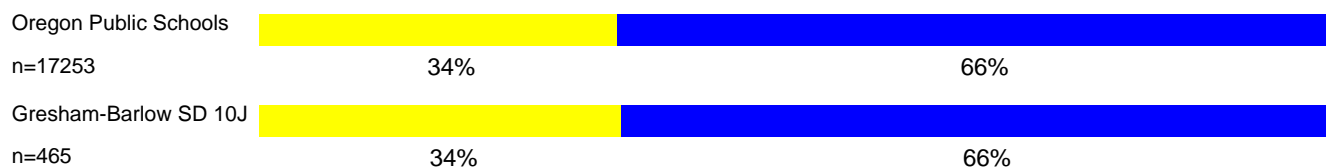
k. Integrating technology into instruction



l. Classroom management



m. Using culturally responsive curriculum and pedagogy



n. Using strategies to involve families and other community members as active partners in education

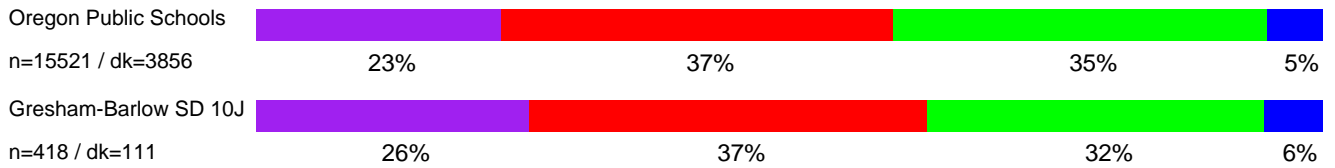


Instructional Practices and Support

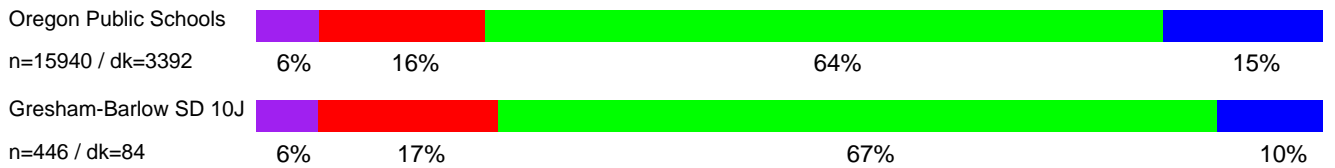
Q9.1 Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

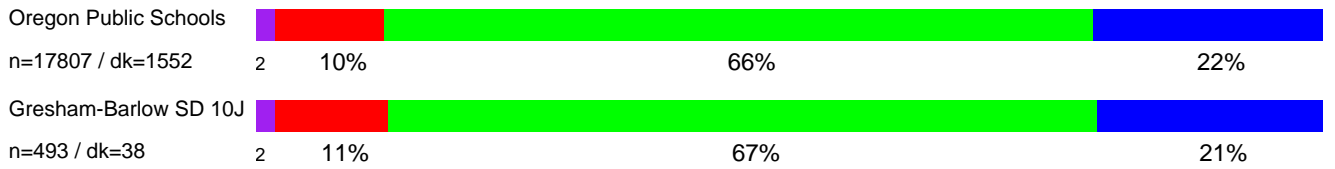
a. State assessment data are available in time to impact instructional practices.



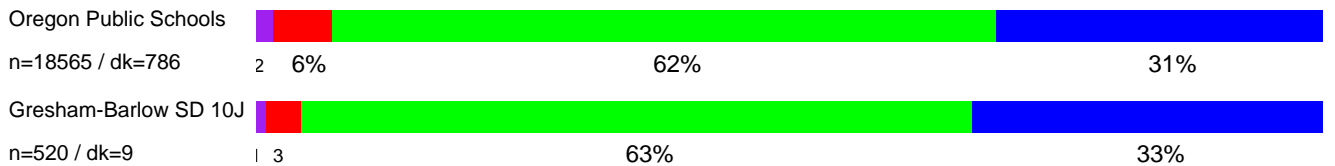
b. Local assessment data are available in time to impact instructional practices.



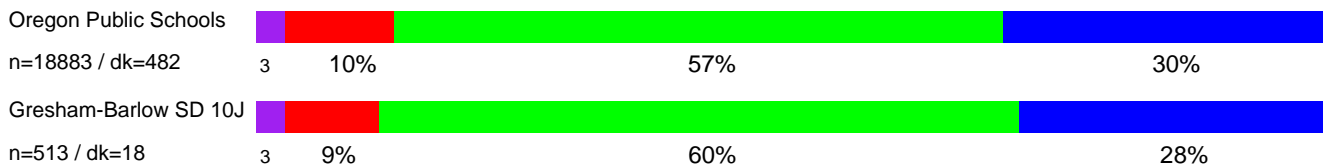
c. Teachers use assessment data to inform their instruction.



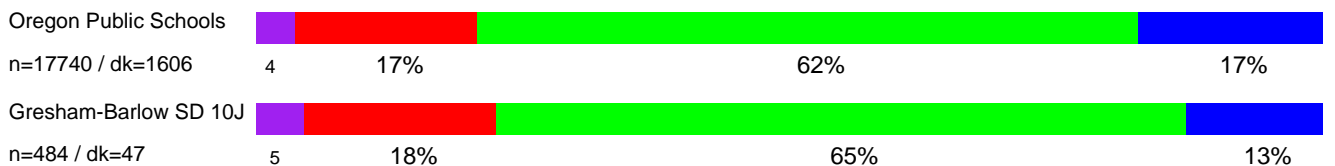
d. The curriculum taught in this school is aligned with state-based standards.



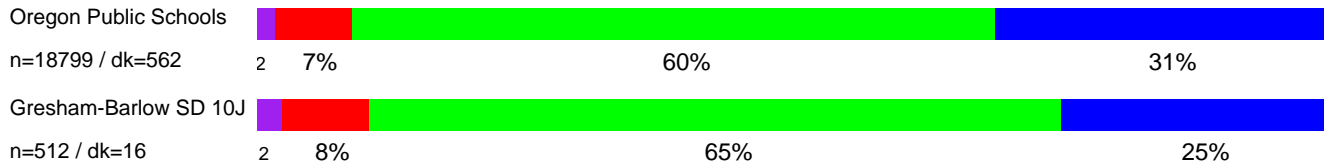
e. Teachers work in professional learning communities or cluster groups to develop and align instructional practices.



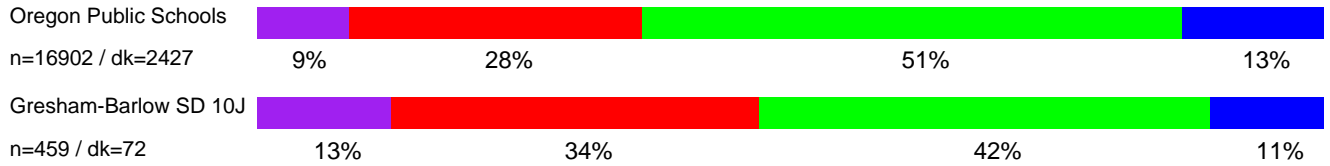
f. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.



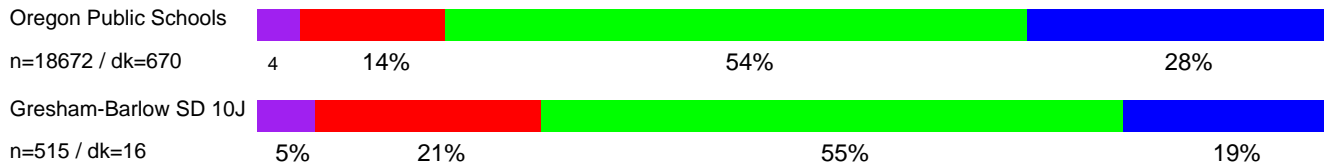
g. Teachers are encouraged to try new things to improve instruction.



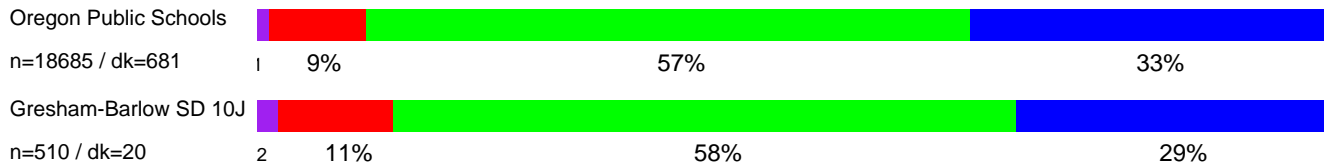
h. Teachers are assigned classes that maximize their likelihood of success with students.



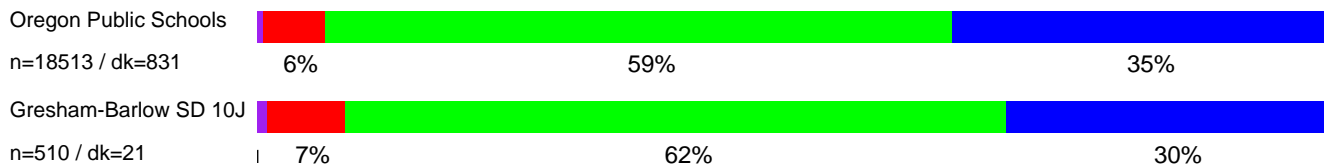
i. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).



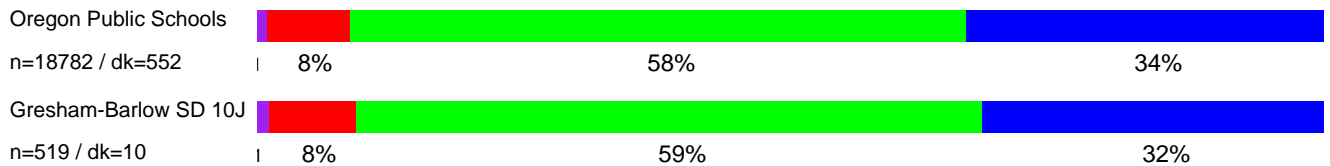
j. Teachers believe almost every student has the potential to do well on assignments.



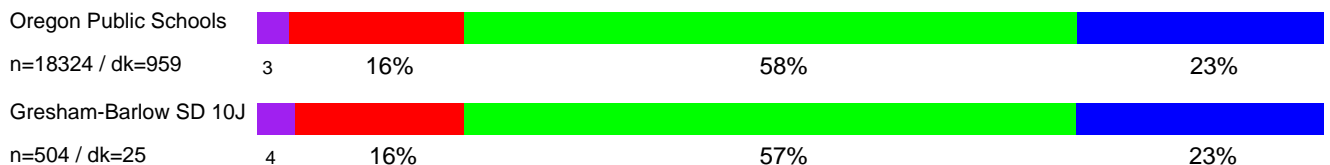
k. Teachers believe what is taught will make a difference in students' lives.



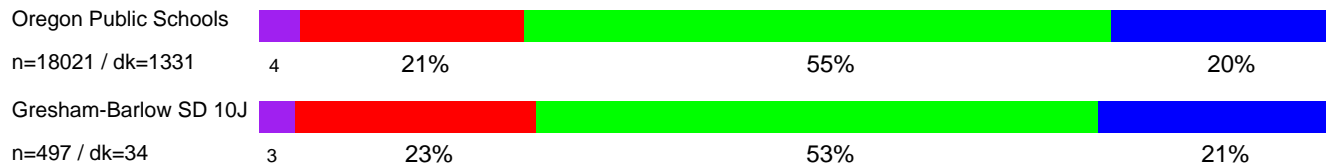
l. Teachers require students to work hard.



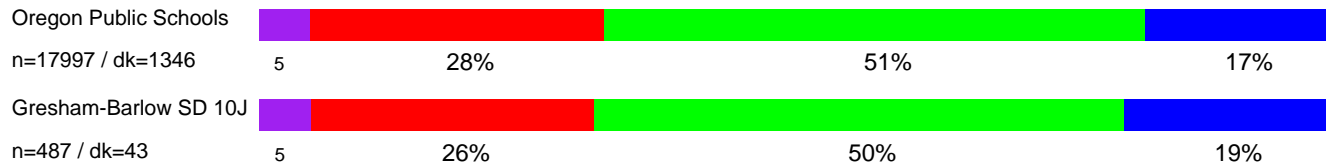
m. Teachers collaborate to achieve consistency on how student work is assessed.



n. Teachers know what students learn in each of their classes.



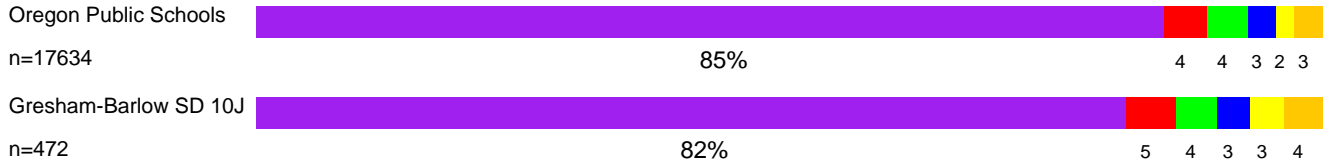
o. Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.



Overall

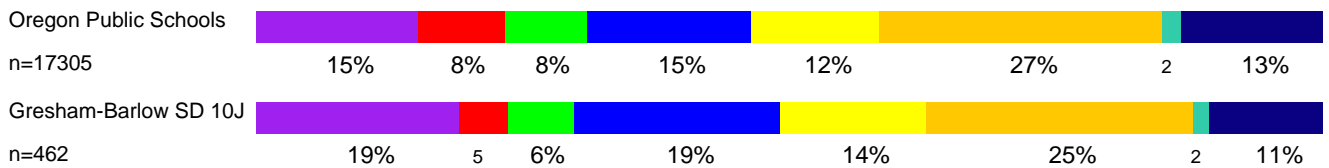
Q10.1 Which of the following best describes your immediate professional plans? (Select one.)

- Continue teaching at my current school
- Continue teaching in this district but leave this school
- Continue teaching in this state but leave this district
- Continue working in education but pursue an administrative position
- Continue working in education but pursue a non-administrative position
- Leave education entirely



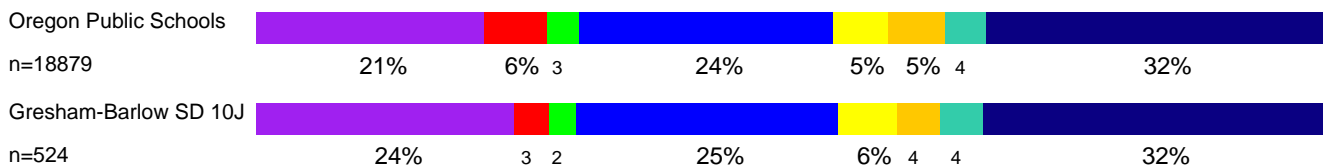
Q10.3 Which aspect of your teaching conditions most affects your willingness to keep teaching at your school? (Select one.)

- Time during the work day
- Facilities and resources
- Community support and involvement
- Managing student conduct
- Teacher leadership
- School leadership
- Professional development
- Instructional practices and support



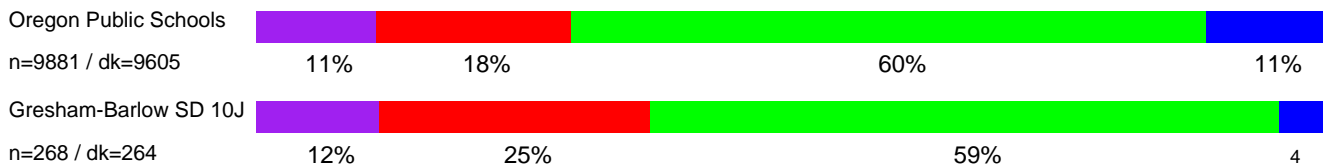
Q10.5 Which aspect of your teaching conditions is most important to you in promoting student learning? (Select one.)

- Time during the work day
- Facilities and resources
- Community support and involvement
- Managing student conduct
- Teacher leadership
- School leadership
- Professional development
- Instructional practices and support



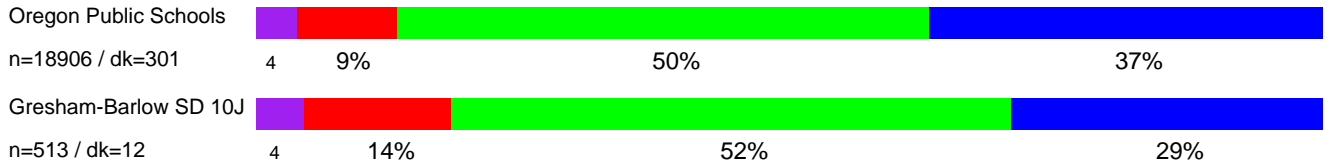
Q10.6 In this school, we use the results of the TELL Oregon survey for school improvement planning.

- Strongly disagree
- Disagree
- Agree
- Strongly agree



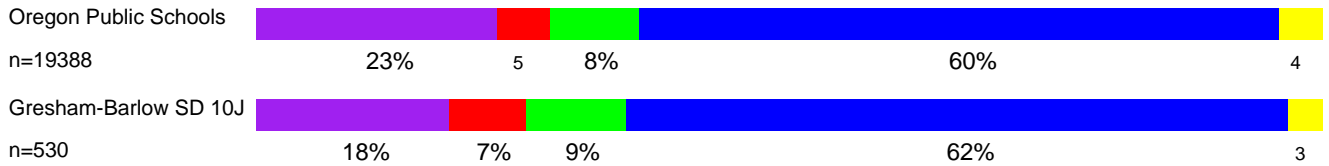
Q10.7 Overall, my school is a good place to work and learn.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree



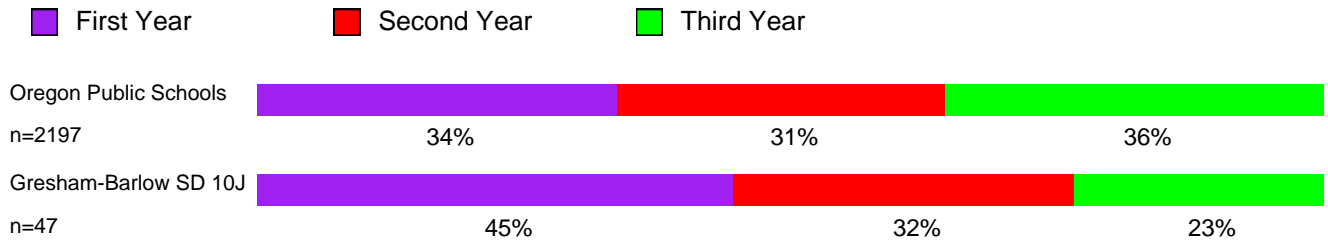
Q10.8 Which of the following should be Oregon's HIGHEST PRIORITY to strengthen recruitment, preparation, induction, advancement, and support of educators? (Select one.)

- Support all novice teachers and school administrators with induction and mentoring supports during their first two years
- Require state and federally funded professional learning to be equity-driven, designed with practitioner involvement, and adhere to state adopted standards for professional learning
- Expand models statewide that engage teachers and administrators working together to design and implement professional learning to improve student outcomes
- Ensure the voices of classroom teachers are included on a regular basis in decision-making regarding professional learning priorities, educator supports, and policies impacting teachers at the school, district, region, and state levels
- Create opportunities to develop, enhance, and recognize teacher leadership

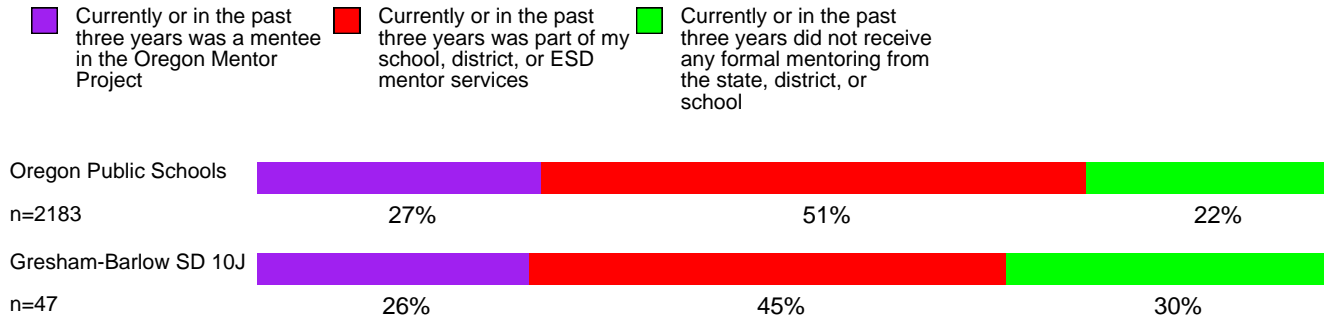


New Teacher Support

Q11.1 How long have you been in the teaching profession in Oregon?



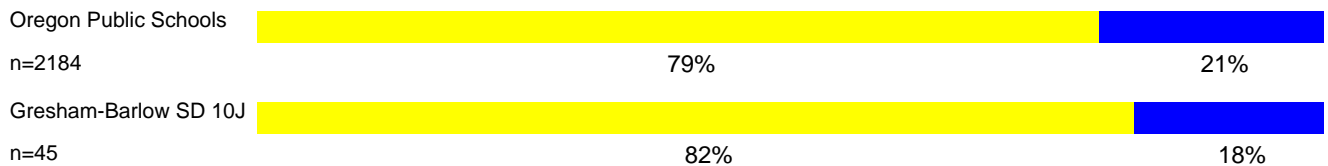
Q11.2 As a new teacher, which of the following best describes your experience?



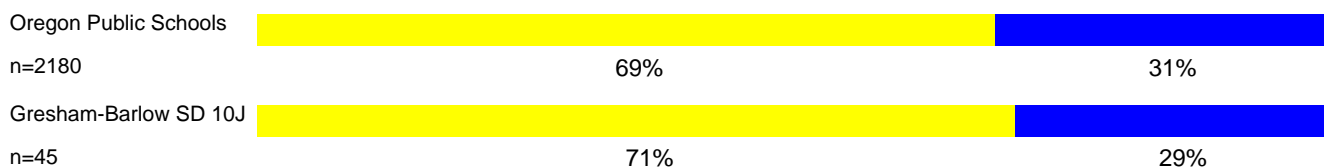
Q11.3 As a beginning teacher, I have received the following kinds of supports.

Yes (Yellow) No (Blue)

a. Formally assigned mentor



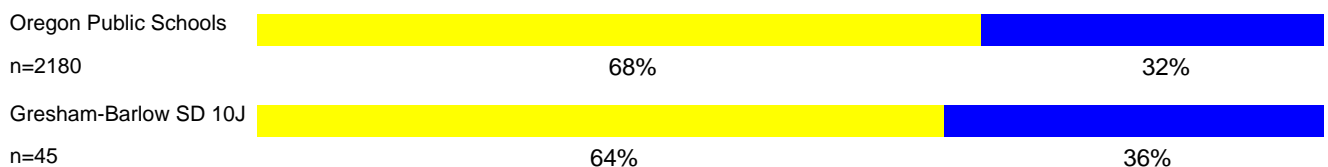
b. Seminars specifically designed for new teachers



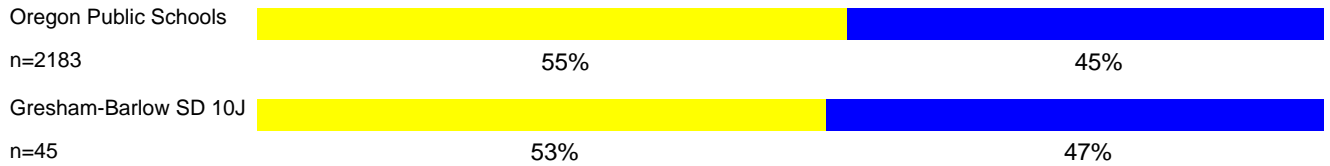
c. Reduced workload



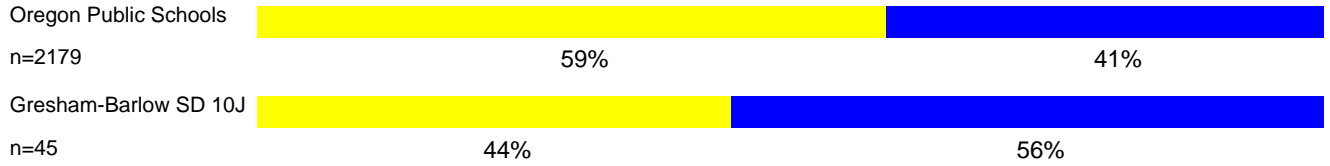
d. Common planning time with other teachers



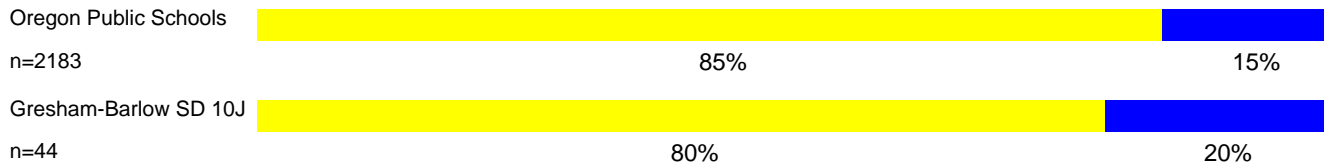
e. Release time to observe other teachers



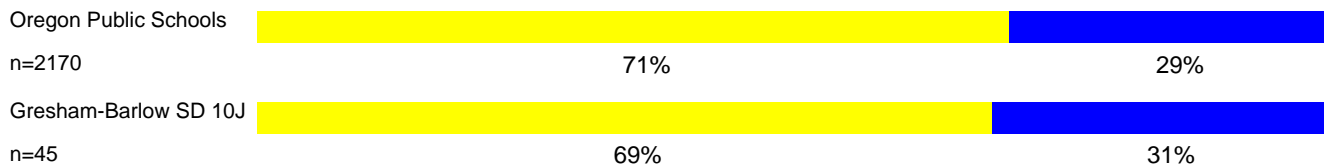
f. Formal time to meet with mentor during school hours



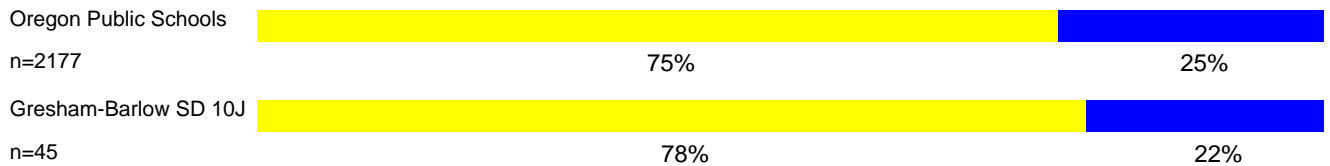
g. Orientation for new teachers



h. Access to professional learning communities where I could discuss concerns with other teacher(s)



i. Regular communication with principal, other administrator or department chair



j. Other



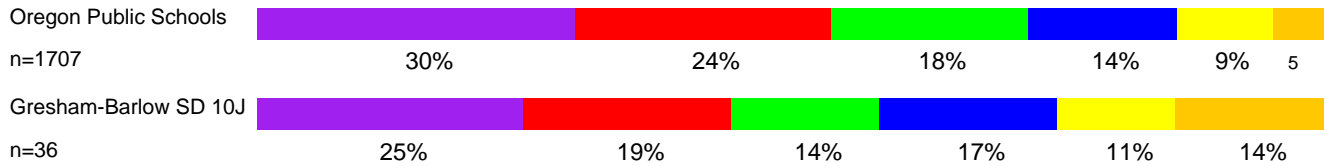
k. I received no additional support as a new teacher.



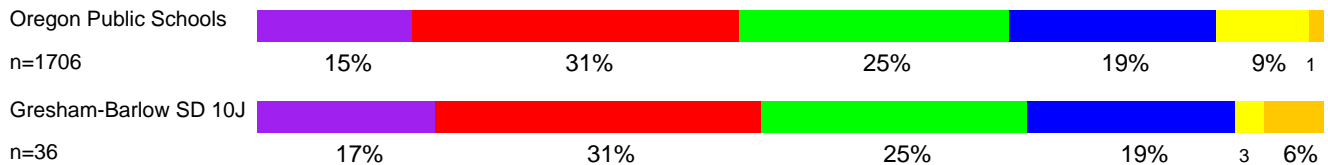
Q11.4 On average, how often did you engage in each of the following activities with your mentor or master teacher?



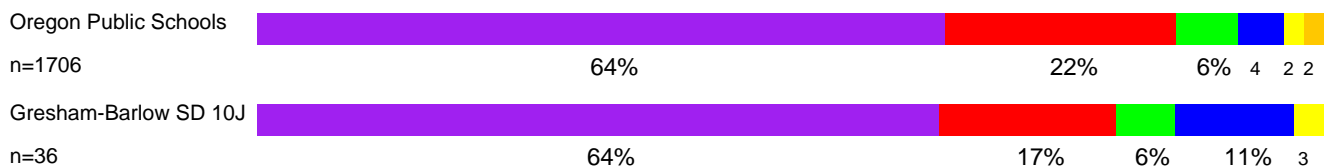
a. Developing lesson plans



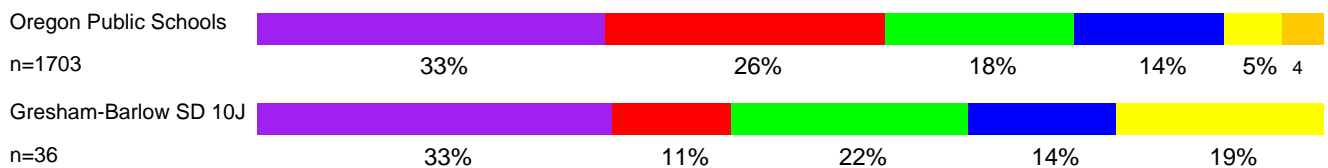
b. Being observed teaching by my mentor



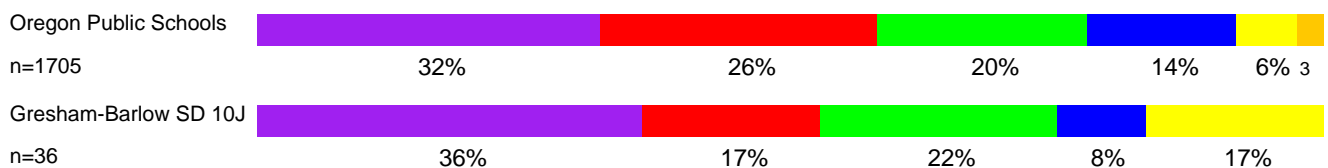
c. Observing my mentor's teaching



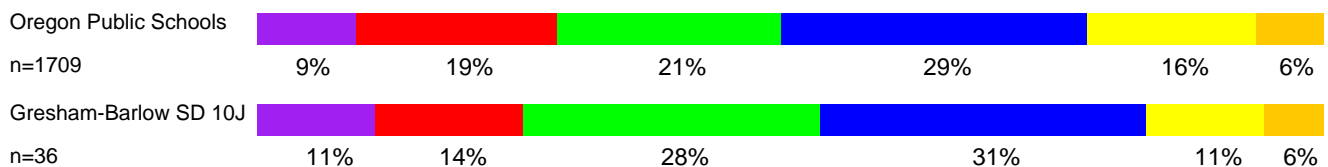
d. Analyzing student work



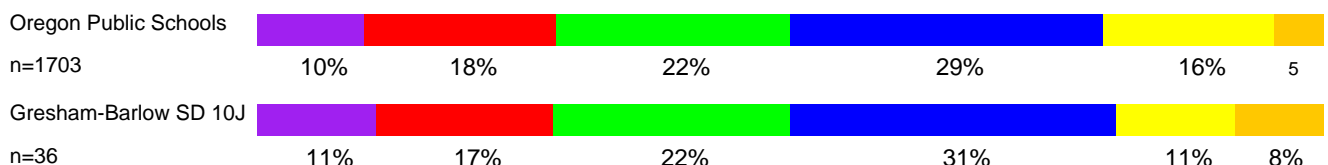
e. Reviewing results of students' assessments



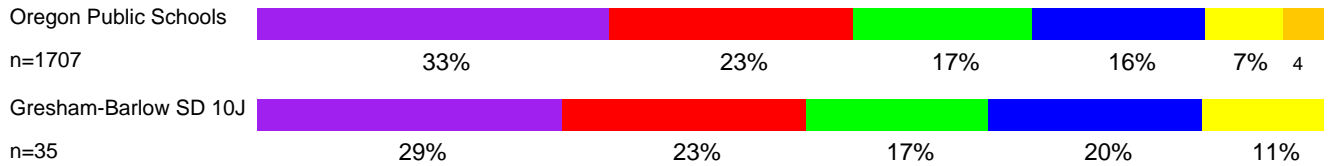
f. Addressing student or classroom behavioral issues



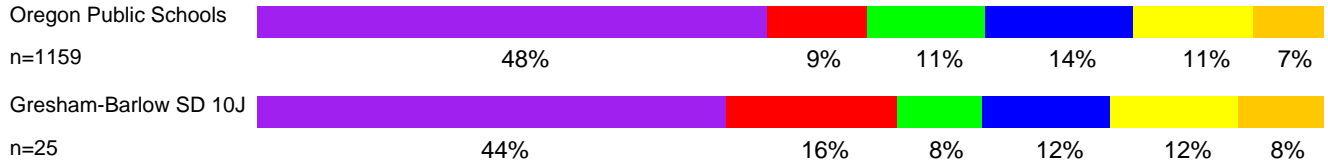
g. Reflecting on the effectiveness of my teaching together



h. Aligning my lesson planning with the state curriculum and local curriculum



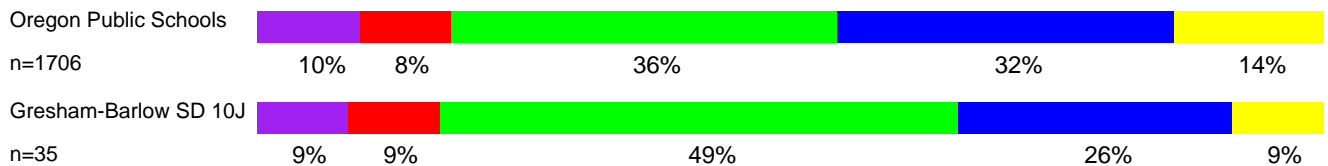
i. Other



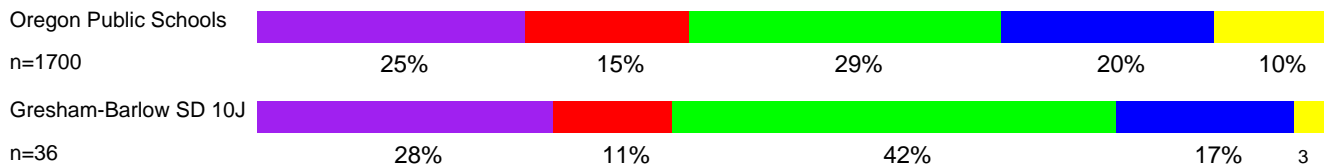
Q11.5 How much did the support you received from your mentor influence your practice in the following areas?



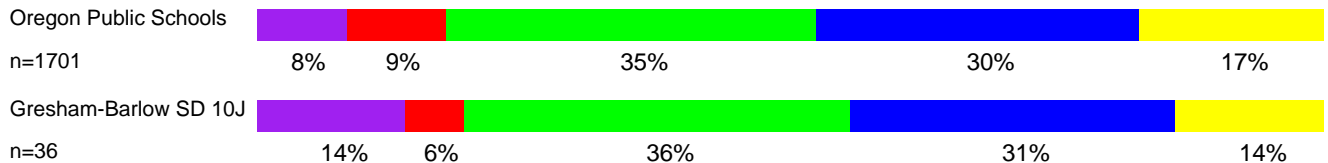
a. Instructional strategies



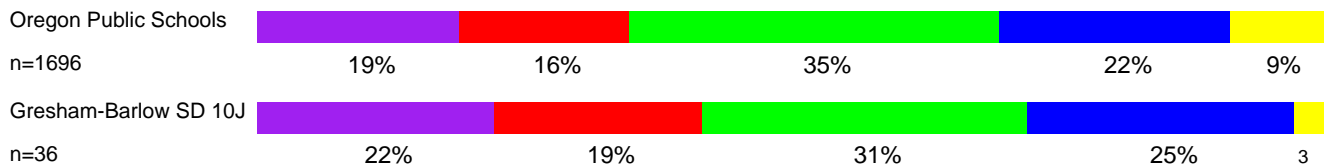
b. Subject matter I teach



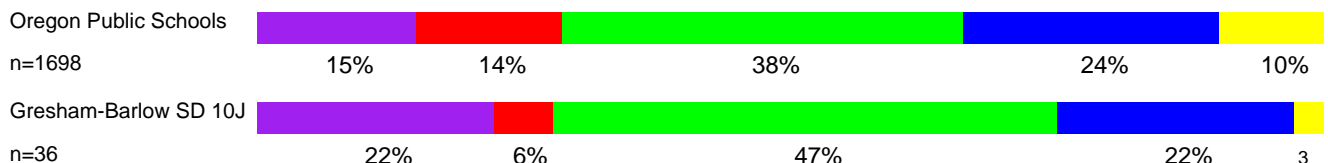
c. Classroom management strategies



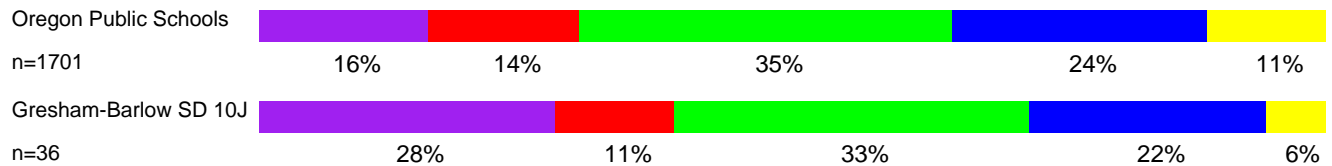
d. Using data to identify student needs



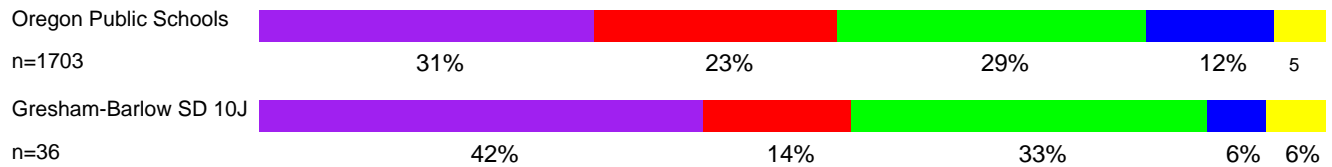
e. Differentiating instruction based upon individual student needs and characteristics



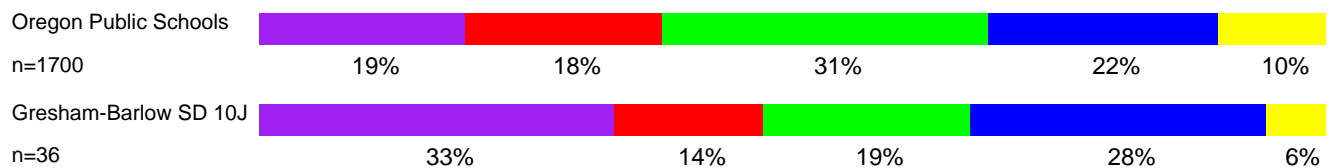
f. Creating a supportive, equitable classroom where differences are valued



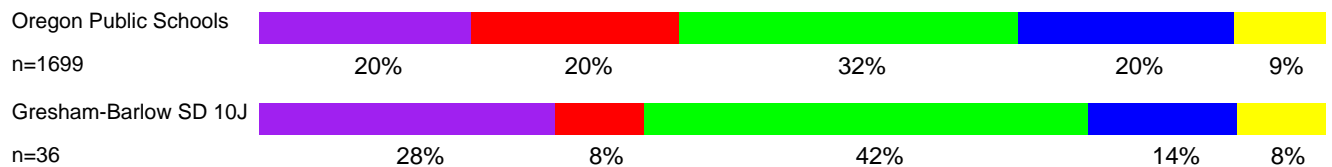
g. Enlisting the help of family members, parents and/or guardians



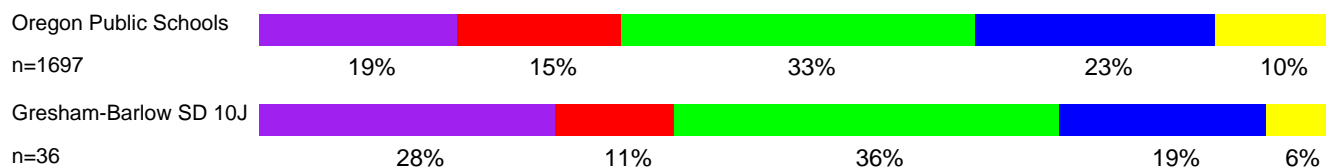
h. Working collaboratively with other teachers at my school



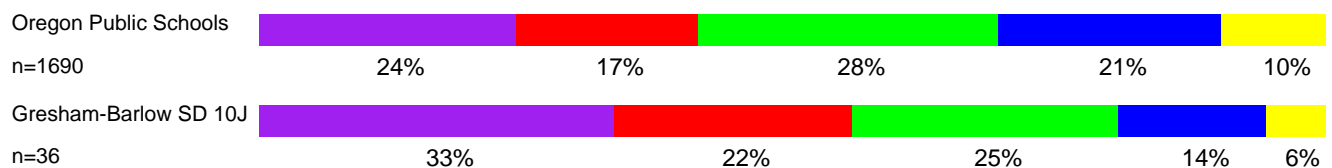
i. Connecting with key resource professionals (e.g., coaches, counselors, etc.)



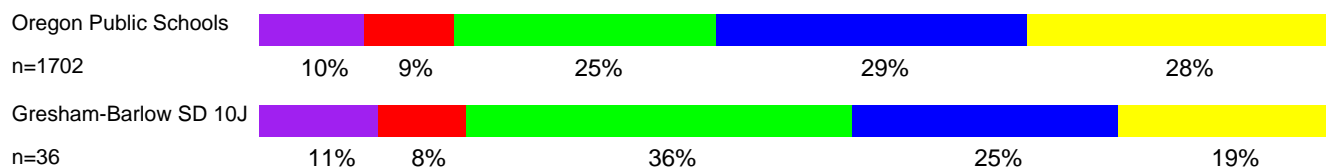
j. Complying with policies and procedures



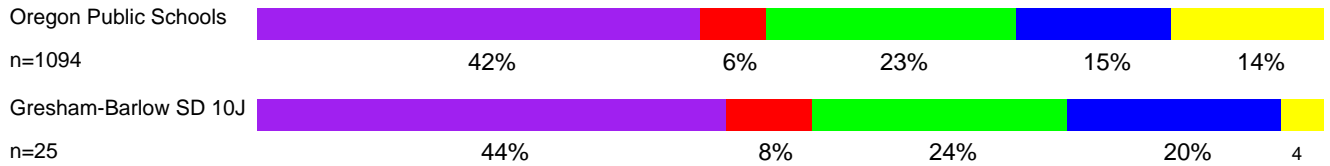
k. Completing administrative paperwork



l. Providing emotional support



m. Other



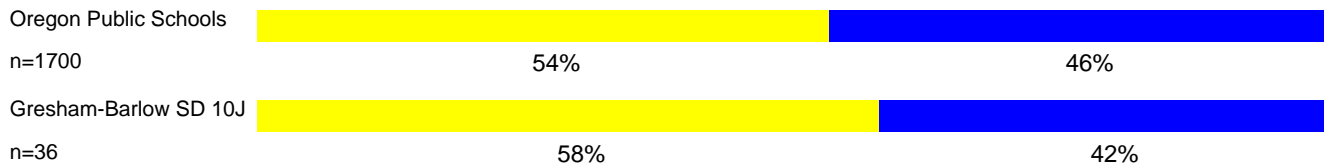
Q11.6 Please indicate whether each of the following were true for you and your mentor.

Yes (yellow) No (blue)

a. My mentor and I were in the same building.



b. My mentor and I taught in the same content area.

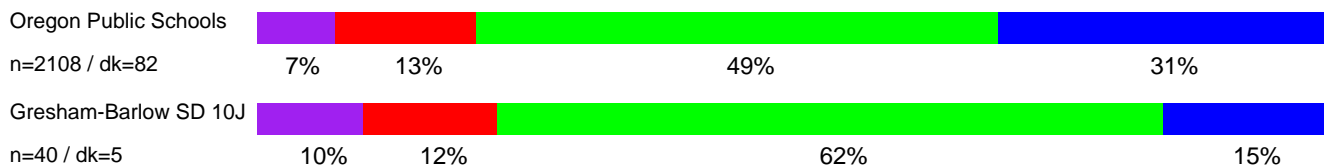


c. My mentor and I taught the same grade level.



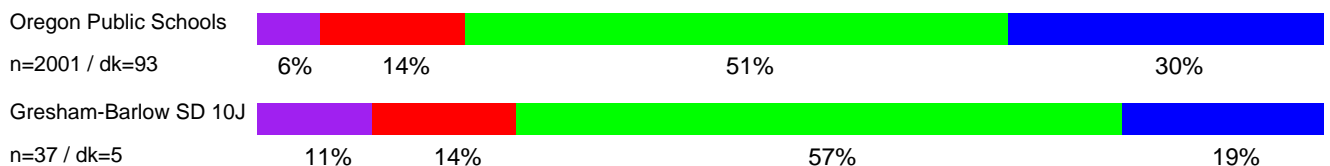
Q11.7 Overall, the additional support I received as a new teacher improved my instructional practice.

Strongly disagree (purple) Disagree (red) Agree (green) Strongly agree (blue)



Q11.8 Overall, the additional support I received as a new teacher has helped me to impact my students' learning.

Strongly disagree (purple) Disagree (red) Agree (green) Strongly agree (blue)



Q11.9 Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.

Strongly disagree Disagree Agree Strongly agree

