



# Teaching and Learning Conditions in Colorado Survey

Summary Report

Spring 2020

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# Issue

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# Introduction

The Colorado Department of Education (CDE), in collaboration with the Colorado Education Association, Colorado Education Initiative, Colorado Association of School Boards, Colorado Association of School Executives, Colorado League of Charter Schools, Colorado Rural Schools Alliance, and representatives from school districts, universities and researchers, worked with Cambridge Education in Spring 2020 on the second statewide administration of the Teaching and Learning Conditions in Colorado (TLCC) survey<sup>1</sup>.

This continuing effort to assess school teaching and learning conditions allows Colorado educators to have a better understanding of their experience in the classrooms and schools, and leaders to deepen improvement planning and strengthen research and policy in the state and districts.

## About the Survey

Developed by APA Consulting and partner organizations and districts, 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 school. The survey instrument provides feedback from educators on indicators such as School and Teacher Leadership, Instruction Practices and Support, Professional Development, Facilities and Resources, Managing Student Conduct, Time for Collaborative Instructional Planning, Facilities and Resources, Community Support and Involvement, and other supports.

See Table 1 for descriptions of each construct.

Table 1. 2020 TLCC Survey- Description of Constructs <sup>2</sup>	
<b>School Leadership</b>	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.
<b>Professional Development</b>	This section summarizes the school’s general approach to professional development, including alignment with other work, adequacy and types of opportunities.
<b>District Supports</b>	Unique to building leaders (excluding charter leaders), these questions ask about their impressions of the level of district support for the school.
<b>Community Support and Involvement</b>	This section summarizes the school’s approach to family and community support and engagement.
<b>Overall Reflection</b>	This area gauges staff’s overall impressions of the school, as well as future employment plans.

<sup>1</sup> It is also the Sixth statewide administration of the educator survey.

<sup>2</sup> CDE and EDAC have carefully reviewed and made enhancements to the 2018 TLCC Survey before the Spring 2020 survey administration.

<b>Facilities and Resources</b>	This section focuses on student class size, instructional resources, and safety.
<b>Teacher Leadership</b>	This area focuses on the role of teachers as leaders within the school and the level of influence that teachers hold.
<b>Instructional Practices and Support</b>	This section is aimed at the instructional approach of the school and the intentional supports for various student groups.
<b>Time</b>	This area focuses on the availability of and use of time.
<b>Managing Student Conduct</b>	This area centers on school safety and expectations for student behavior.
<b>New Teacher Questions</b>	Only delivered to new teachers (1-3 years at current school), these questions relate to specific supports for new teachers (e.g., training, mentoring)

Item construction of the core items follows a left positive 4-point Likert response, ranging from strongly agree to strongly disagree, with a 5<sup>th</sup> option for “I don’t know”. The summarized results in this report and other level of reports are presented in the favorability rating format which is the percentage of the “Strongly Agree” and “Agree” responses.

# Summary of Key Findings

From January 22<sup>nd</sup> to March 1<sup>st</sup>, the 2020 TLCC survey collected perception data from 37,536 educators across Colorado on their attitudes toward the teaching and learning conditions in their school and district. This section is intended as an initial high-level summary of the key findings of the 2020 results, the discrepancies between and within groups of survey respondents, as well as changes that occurred since the 2018 administration.

## Response Rate

During the Spring 2020 survey administration, surveys were sent to 71,755 certified Colorado educators, 37,536 have participated and provided valid responses, yielding an overall response rate of 52.3%. The number of survey respondents grew by 5% this year from the previous statewide administration in 2018 (35,475).

## Demographics and Retention

- Majority, 31,869, of the respondents are identified as teachers, making up 84.9% of the total. 1,781 are identified as School Leadership, making up 4.7% of the total.
- 71.4% of the surveyed Colorado educators have more than 6 years of experience in their career in the current position
- Among the factors that affect educators’ decision about whether to continue teaching at their current school, School Leadership (35.8%), the School Staff (31.6%), and Salary (12.8%) are the most frequently cited, the same top reasons educators selected during the previous survey administration.
- 8 out of 10 (82.2%) educators would continue in the current position at the same school after the end of this school year, while 3.7% would just leave the field of education.

## TLCC 2020 vs TLCC 2018 Scores

Year	New Teacher Questions	School Leadership	Teacher Leadership	Managing Student Conduct	Instructional Practices and Support	Professional Development	Time	Facilities and Resources	Community Support and Involvement	Overall Reflection	District Supports
SP2020	73.1%	78.9%	79.0%	77.5%	83.8%	68.4%	58.3%	80.9%	82.1%	82.7%	82.7%
SP2018	69.8%	79.2%	79.0%	76.6%	84.8%	68.4%	57.8%	80.5%	83.1%	89.0%	81.4%

## Top Three Rated Constructs

### 1. Instructional Practices and Support

- 83.8% of the surveyed educators, compared to 84.8% in 2018, report positively to Instructional Practices and Support
- Almost all educators (97.5%) agree that “I use formative assessment data to improve my students’ learning”. This is, again, the item that has the highest rate of agreement of the entire survey.

### 2. District Supports

- Colorado school leaders indicate that, overall, conditions associated with District Supports remain largely positive and progressively improving.

- 9 out of 10 (89.9%) school leaders believe that district leadership is committed to offering supports by taking steps to solve problems, compared with 86.8% the Spring 2018 administration.
- Support for students' social, emotional, and mental health (23.5% of the surveyed school leaders), Working with families and community (12%), and Teacher remediation/coaching (10.9%) are the top 3 areas school leaders report that they need additional supports in.

### 3. Overall Reflection

- Nearly 8 out of 10 Colorado Educators agree that, overall, their school is a good place to work and for students to learn.
- The favorability score of Overall Reflection is down 6 points from the Spring 2018 survey administration (89%)
- 7 out 10 survey educators (73.3%) feel satisfied with the recognition they get for doing a good job.

## Lowest Rated Constructs

### 1. Time

- Time remains the lowest rated construct of the TLCC survey this year.
- Inadequate time to prepare for instructions and support students is still challenging for Colorado educators.
- Only 5 out of 10 educators (52.6%) agree that they have adequate time to support students' social and emotional learning. This is also the least favorable item among the entire TLCC survey questions.

### 2. Professional Development

- Approximately 43.5% educators perceive that the effectiveness of professional development might not be assessed regularly or should have been assessed more regularly.
- Social-emotional learning of all students (13.2% of the surveyed educators), teaching students with trauma (11.5%), and differentiating instruction (8.8%), are the top 3 areas educators think would be most beneficial for teachers to learn more about.

### 3. New Teacher Supports

- 7 out of 10 new teachers (73.6%) indicate that they have received various new teacher supports at their current School.
- Among new teachers who have received new teacher supports at their current school, 83% have had a new teacher orientation, 62% have ongoing communication with school leaders, and 51% have been scheduled a shared planning time.
- Nearly 40% of the beginning teachers who have received new teacher supports have never been assigned a mentor.

### 4. Managing Student Conduct

- 46.6% of surveyed Colorado educators (46.6%) perceive that rules for student behavior are not enforced in a consistent manner.



### Comparisons by Subgroup - Role

- School leaders view teaching conditions more positively than other educators. The greatest gaps in perceptions between teachers and school leaders resides in Time, where 85.4% of the school leaders' responses are positive, while only 55.9% of the teachers' responses are positive.
- "Rules for student behavior are enforced in a consistent manner", same as the last survey administration, is the item with the greatest difference between school leaders and teachers. A wider gap is seen this year, with 88.1% of the school leaders agree with this item, while y 50.6% of the teachers agree.

### Comparisons by Subgroup – School Level

- Elementary educators report more positive teaching conditions in all areas except Time.
- One of the largest gaps between educators from Elementary schools (62.4%) and the ones from other school levels resides in the item "Rules for student behavior are enforced in a consistent manner" under Managing Student Conduct. Educators from Elementary schools rate 18.3 points higher than the others. All school levels have a lower rating to this question item this year compared to the observed results from 2018.

### Comparisons by Subgroup – Years of Experience in Current Position at the Present School

- Educators who are in their first year at their present school perceive teaching and learning conditions more positively, while educators with 4-10 years of experience at their present school perceive less positively in most of the areas.

### Comparisons by Subgroup – Years of Career Experience in Current Position

- Beginning educators perceive teaching and learning conditions more positively than the veteran educators, especially in Time, Professional Development, and School Leadership.

The summary of aggregate figures for different constructs and subgroups above will be presented and analyzed in more details in the following chapters.

# 1 Methodology

The surveys were hosted online and administered anonymously. 71,755 surveys for all school-based licensed educators in Colorado were generated based on the headcount provided by the districts and the Colorado Department of Education (CDE). Login information was delivered directly to each of the 1,958 schools in 186 districts electronically and physically for further distribution.

Cambridge Education closely monitored the survey response rate. A real-time response rate tracker<sup>3</sup> was developed for the stakeholders' convenience. Stakeholders can search and filter schools or districts through the entire state. During the survey window (Jan 22<sup>nd</sup> to March 1<sup>st</sup>, 2020), the data was updated every 2 minutes, or immediately after refreshed.

Live and online helpdesk information was also provided to all survey administrators and participants. During the survey period, the helpdesk service team received and resolved about 150 phone calls and 411 online support tickets.

A self-sign up portal was also created for those who misplaced or never received an anonymous access code. Survey participants were able to receive a new anonymous code immediately after entering their school and email address.

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<sup>3</sup> TLCC Survey Real Time Response Rate Tracker: <https://tlcc-tracking.cedu.io/>

## 2 Response Rate

The number of survey respondents grew by 5% this year from the previous statewide administration in 2018. During the Spring 2020 survey administration, surveys were sent to 71,755 certified Colorado educators, 37,536 have participated and provided valid responses<sup>4</sup> (Table 2), yielding an overall response rate of 52.3%. Response rates also vary by school type.

As Table 2 demonstrates, 56% of elementary school educators participated, 57.5% of middle school educators, and 54.8% of high school educators responded. In addition, 41.6% of educators from combined elementary and middle schools participated, while 41% of educators from combined middle and high schools, and 26% of educators from combined elementary, middle, and high schools responded.

Among all 186 districts, approximately 62.9%, compared to 51.6% the previous administration, 117 districts, compared to 95 districts the previous administration, met or exceeded the basic 40% response rate reporting threshold required to receive an individual district-level report<sup>5</sup>. As Table 3 demonstrates, among all 1,958 surveyed schools, approximately 58.1%, compared to 58.8% the previous administration, 1,137 schools, compared to 1,100 schools the previous administration, met or exceeded the basic 50% response rate reporting threshold required to receive an individual school-level report.<sup>6</sup> All data results can be viewed online at <https://tlcc-reports.cedu.io>

School Type	School Count 2020	School Count 2018	Responded 2020	Responded 2018	Headcount 2020	Headcount 2018	Response Rate 2020 (%)	Response Rate 2018 (%)
Elementary	956	930	16,327	16,340	29,142	28,417	56.0	57.5
Middle	271	263	6,567	6,080	11,423	10,654	57.5	57.1
High	330	315	9,536	8,529	17,410	16,092	54.8	53.0
Elementary/Middle	168	162	2,817	2,473	6,771	6,406	41.6	38.6
Middle/High	127	110	1,277	1,076	3,112	2,709	41.0	39.5
Elementary/Middle /High	106	90	1,012	977	3,897	3,507	26.0	27.9
<b>Total</b>	<b>1,958</b>	<b>1,870</b>	<b>37,536</b>	<b>35,475</b>	<b>71,755</b>	<b>67,785</b>	<b>52.3</b>	<b>52.3</b>

<sup>4</sup> Blank responses and responses with only Background questions answered were removed from the response rate calculation

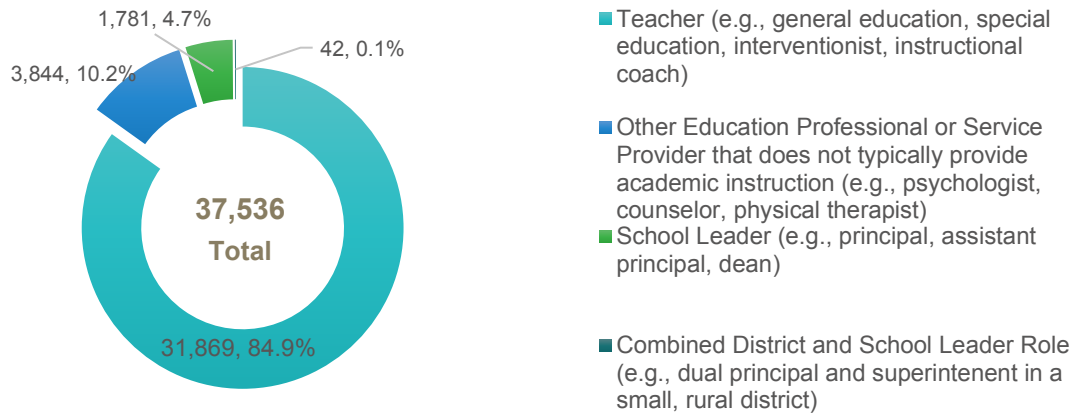
<sup>5</sup> Not all districts met or exceeded the 40% response rate threshold are subject to receive an individual district-level report, as there is a secondary reporting threshold where the number of construct or item level responses must equal to or greater than 10. See District Response Rate in Appendix

<sup>6</sup> Not all schools met or exceeded the 50% response rate threshold are subject to receive an individual school-level report, as there is a secondary reporting threshold where the number of construct or item level responses must equal to or greater than 5.

Table 3. 2020 vs 2018 TLCC Survey- Number of Schools Meeting the 50% Response Rate Threshold						
School Type	School Count 2020	School Count 2018	Met or Exceeded 50% Threshold 2020	Met or Exceeded 50% Threshold 2018	Percentage 2020 (%)	Percentage 2018 (%)
Elementary	956	930	594	611	62.1	65.7
Middle	271	263	169	162	62.4	61.6
High	330	315	202	178	61.2	56.5
Elementary/Middle	168	162	75	68	44.6	42.0
Middle/High	127	110	56	49	44.1	44.5
Elementary/Middle/High	106	90	41	32	38.7	35.6
<b>Total</b>	<b>1,958</b>	<b>1,870</b>	<b>1,137</b>	<b>1,100</b>	<b>58.1</b>	<b>58.8</b>

## 2.1 Educator Role and Years of Service

**Figure1. What is your current position at the school?**

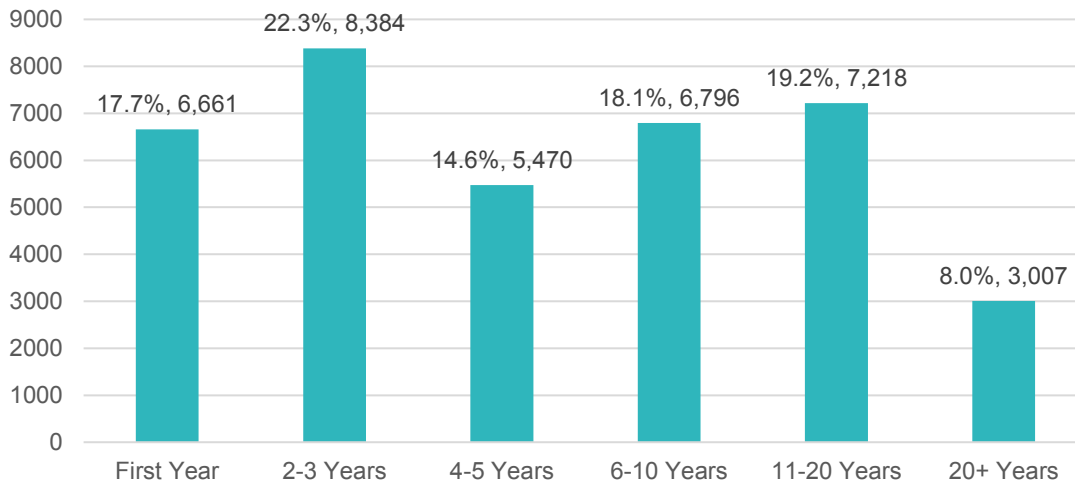


At the beginning of the survey, the participant was asked to select his/her school position, the years he/she has served in this position, and the years he/she has worked at the present school in the position identified. As demonstrated in Figure 1 above, majority, 31,869, of the respondents are identified as teachers, making up 84.9% of the total. Other Education Professional or Service Provider comes in second, with 3,844 respondents, making up 10.2% of the total. 1,781 are identified as School Leadership, making up 4.7% of the total.

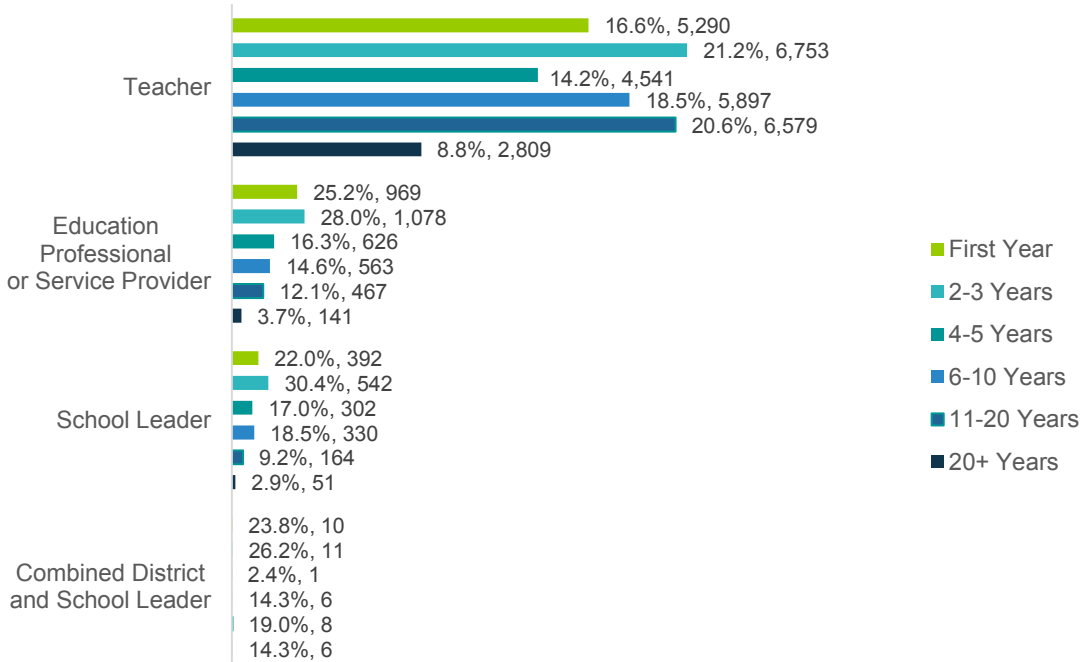
The years of service at the present school in the position identified are broken down by First Year, 2-3 Years, 4-5 Years, 6-10 Years, 11-20 Years, and 20+ Years. As indicated in Figure 2, a majority falls in the first five groups. 2-3 Years amounts to 22.3% (8,384) of the surveyed total, making up the most-selected experience level. 17.7% (6,661) of the surveyed total are in their first year in the present school.

Consistency exists in the disaggregated results by position, where 2-3 Years accounts for more than 20% of each of the subgroups.

**Figure 2. How many years have you worked at your present school in the position identified in Question 1?**



**Figure 3. How many years have you worked at your present school in the position identified in Question 1? by Role**



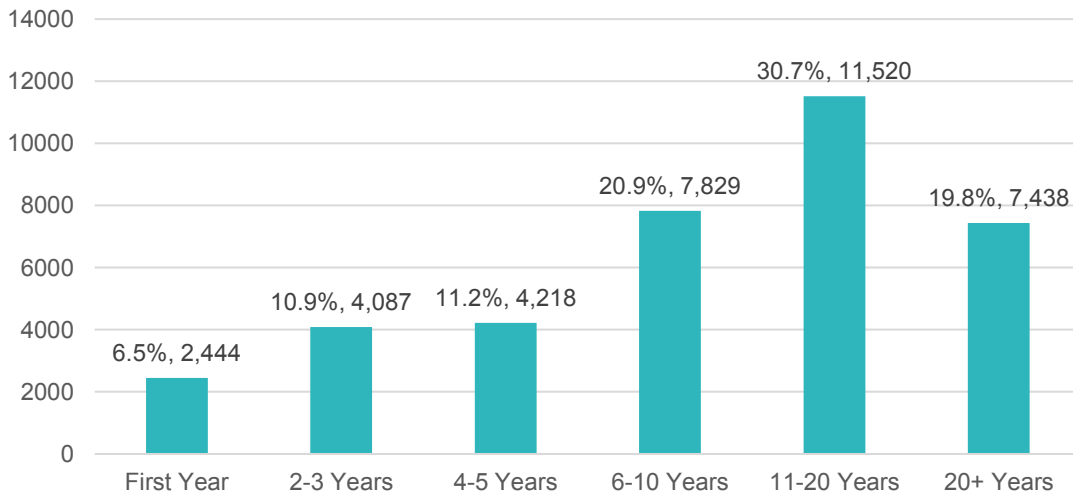


**71.4% OF THE SURVEYED COLORADO EDUCATORS  
HAVE MORE THAN 6 YEARS OF EXPERIENCE IN THEIR  
CAREER IN THE CURRENT POSITION**

The years of service in the current position are also broken down by First Year, 2-3 Years, 4-5 Years, 6-10 Years, 11-20 Years, and 20+ Years. As Figure 4 demonstrates below, more than 70% of the surveyed Colorado educators have more than six years of experience. The most-selected experience level, 11-20 Years, makes up 30.7% (11,520) of the total number of survey respondents. The least-selected experience level, First Year in their career, makes up 6.5% (2,444) of the total number of respondents, while 17.7% (6,661) are new in their position at the present school, indicating a considerable number of educators transferring from one school to another within the State during the past year.

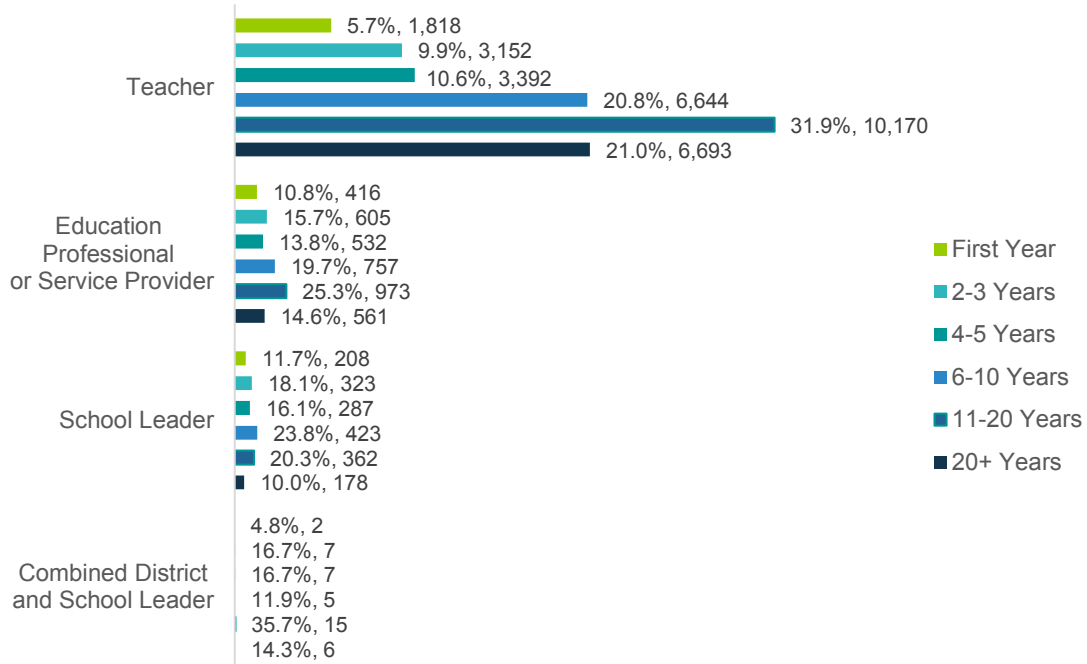
As in Figure 5, consistency also exists in the disaggregated results by position. More than half of the surveyed educators have more than 6 years of experience in their career in the current position. Similarly, 10,170 (31.9%) of the surveyed teachers have 11-20 years of experience in their career. According to and Education Week analysis of new data from the U.S. Department of Education’s office for civil rights<sup>7</sup>, nationally, 12% of all public-school teachers are in their first or second year, while in Colorado, 5.7% of surveyed teachers, and 10.8% education professional or service providers are new in their first year.

**Figure 4. How many years have you worked in your career in this position/role?**



<sup>7</sup> <https://www.edweek.org/ew/articles/2016/10/05/new-teachers-make-up-a-significant-segment.html>

**Figure 5. How many years have you worked in your career in this position/role? by Role**

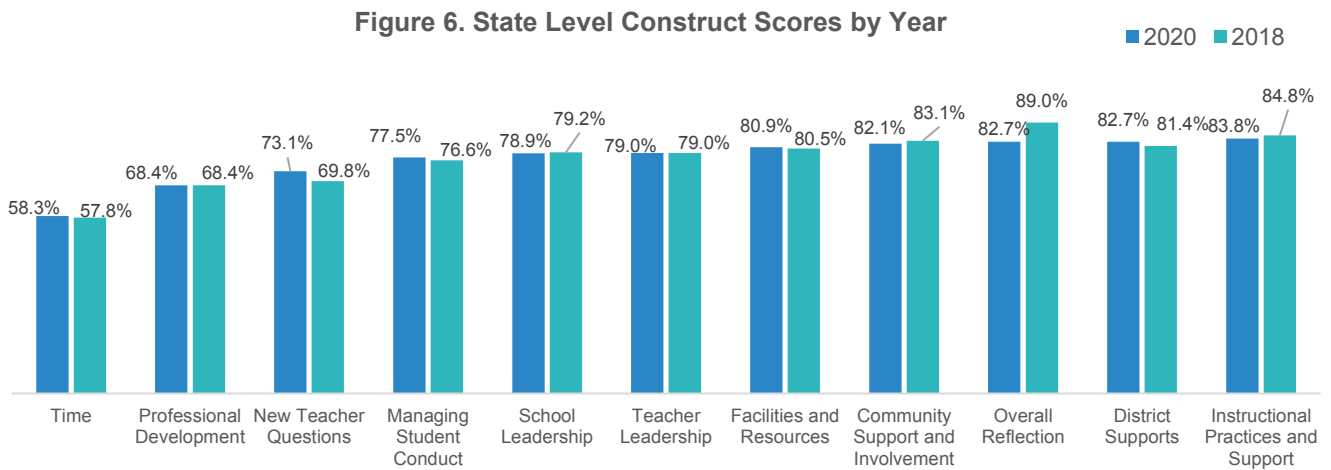




### 3 Preliminary Findings

Favorability percentages are calculated by dividing the number of favorable responses (e.g., “Strongly Agree” and “Agree”) by the number of all Likert responses. Favorability results are calculated for all items and constructs. The preliminary findings below are based on data aggregated at the state level. Constructs and question items with relatively high or low scores are identified. Items with significant subgroup disagreements are also identified in the next section, suggesting alternative ways to look at and think about the overall state results.

As indicated in Figure 6, 5 out of the 11 constructs have a favorability percentage over 80%. The top three constructs are Instructional Practices and Support, District Supports, and Overall Reflection, with a favorability rating of 83.8%, 82.7%, and 82.7% respectively. The bottom three are Time, Professional Development, and New Teacher Support, with results of 58.3%, 68.4%, and 73.1% respectively. <sup>8</sup>



**THE SCORE OF OVERALL REFLECTION IS DOWN 6 POINTS FROM THE SPRING 2018 SURVEY ADMINISTRATION; TIME REMAINS THE LOWEST RATED CONSTRUCT THIS YEAR.**

While there were new question items added to New Teacher Questions, School Leadership, Managing Student Conduct, Professional Development, Time, and Overall Reflection, the score of each construct does not fluctuate too much besides Overall Reflection this year. The greatest dropdown among all constructs is seen in Overall Reflection, from 89%, rated No.1 in 2018, to

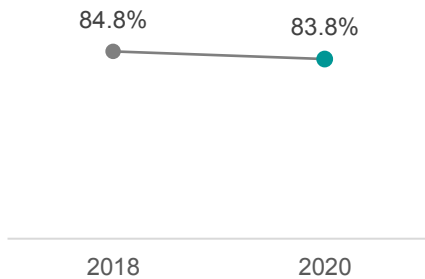
<sup>8</sup> Results in the actual PDF reports might vary by one decimal place (0.1) due to floating point error

82.7%, rated No.3 this year. Time remains the lowest rated construct this year despite a slightly increase (0.5%) in the favorability score from 2018.

**Table 4. State Level Construction Scores and Rankings by Year**

Construct	2020	2020 Rankings	2018	2018 Rankings	Change
Instructional Practices and Support	83.8%	1	84.8%	2	▲ 1
District Supports	82.7%	2	81.4%	4	▲ 2
Overall Reflection	82.7%	3	89.0%	1	▼ -2
Community Support and Involvement	82.1%	4	83.1%	3	▼ -1
Facilities and Resources	80.9%	5	80.5%	5	▬ 0
Teacher Leadership	79.0%	6	79.0%	7	▲ 1
School Leadership	78.9%	7	79.2%	6	▼ -1
Managing Student Conduct	77.5%	8	76.6%	8	▬ 0
New Teacher Questions	73.1%	9	69.8%	9	▬ 0
Professional Development	68.4%	10	68.4%	10	▬ 0
Time	58.3%	11	57.8%	11	▬ 0

### 3.1 Instructional Practices and Support – 83.8%



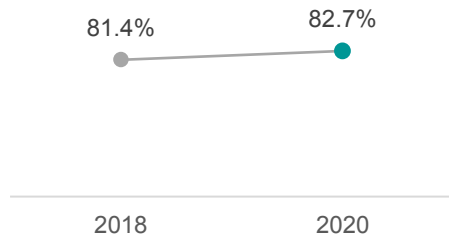
83.8% of all the responses, to the questions in construct Instructional Practices and Support, compared to 84.8% in 2018, are positive. “I use formative assessment data to improve my students’ learning” is again the top-rated item (97.5%) of the entire survey.

There is no significant change since last administration in most of the question items under this construct. 88%, compared with 91% the previous administration, of the surveyed educators report that they have the autonomy to make important decision for their classroom. 68.9%, compared with 72.2% the previous administration, perceive that the current curriculum they have at the school level is meeting the diverse academic needs of their students. (Table 5).

Table 5. 2020 vs 2018 TLCC Survey Results- Selected Items in Instructional Practices and Support				
Survey Item	Score 2020	Num. of Responses 2020	Score 2018	Num. of Responses 2018
I use formative assessment data to improve my students' learning. <sup>9</sup>	97.5%	37,148	97.5%	35,168
I feel supported in trying new instructional strategies.	91.7%	37,125	91.8%	35,119
Students understand how class activities relate to learning objectives.	91.5%	37,111	91.5%	35,139
I have the autonomy to make important decisions for my classroom.	88.0%	37,131	91.0%	35,130
Students' social and emotional learning is adequately supported in this school.	77.6%	37,117	76.1%	35,143
Gifted students are adequately supported in this school.	74.1%	37,125	75.2%	35,168
The diverse academic needs of our students are met by this school's current curriculum.	68.9%	37,117	72.2%	35,140

<sup>9</sup> Item has the highest rating of the entire survey.

### 3.2 District Supports – 82.7%



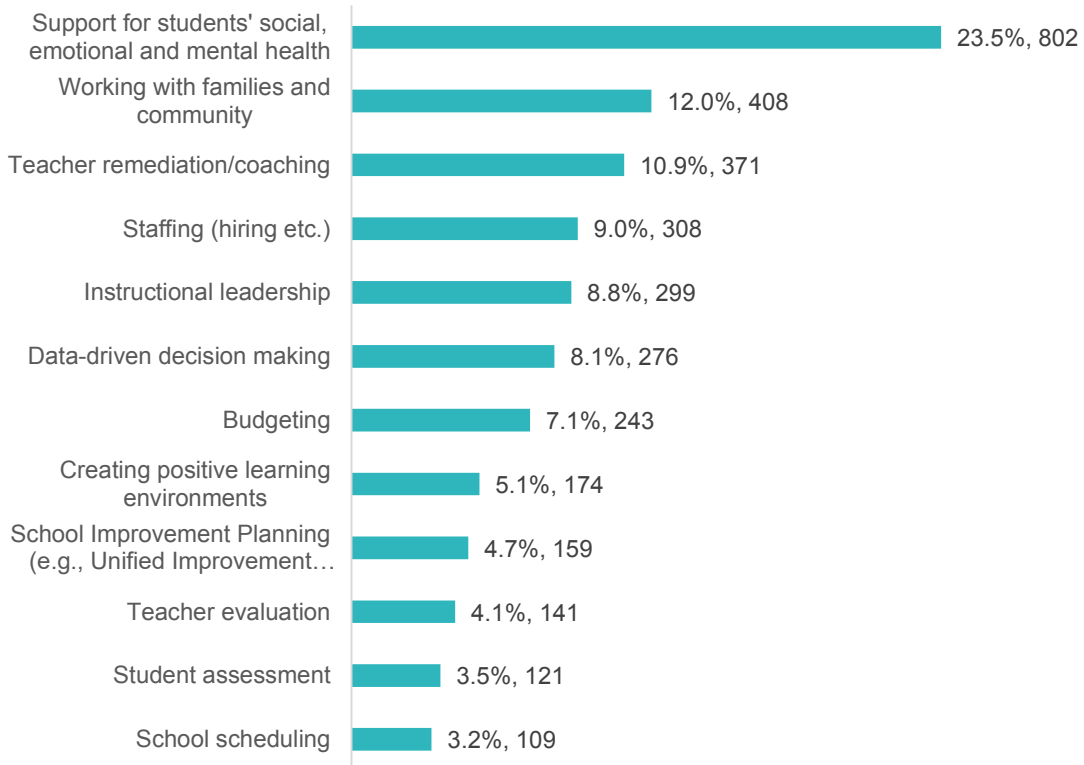
District Supports question items are exclusive to non-charter school leaders (e.g., principal, assistant principal, dean). Improvement is seen in District Supports this year, where 82.7% of the surveyed Colorado school leaders, compared with 81.4% the previous administration, rate positively. A majority believe that district leadership is committed to offering supports by taking steps to solve problems (89.8%), involving principals in decisions that directly impact the operations of their school (84.7%), creating an atmosphere of trust and mutual respect (84.6%), providing support when principals need it (84.5%), and clearly describing expectations (83%).

Particularly, “My school receives instructional resources on par with other schools in the district”, rated 81.7% this year and 77% previously, and “The district clearly describes expectations for schools”, rated 83% this year and 78.6% previously, are among the items that the State improves the most in.

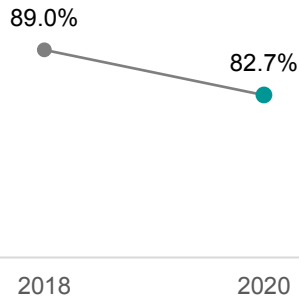
Table 6. 2020 vs 2018 TLCC Survey Results - Items in District Supports				
Survey Item	Score 2020	Num. of Responses 2020	Score 2018	Num. of Responses 2018
District leadership takes steps to solve problems.	89.8%	1,599	86.8%	1,398
The district involves principals in decisions that directly impact the operations of their school.	84.7%	1,612	84.2%	1,397
There is an atmosphere of trust and mutual respect between district and school administrators.	84.6%	1,611	85.2%	1,403
The district provides principals with support when they need it.	84.5%	1,611	85.9%	1,403
The district clearly describes expectations for schools.	83.0%	1,613	78.6%	1,400
My school receives instructional resources on par with other schools in the district.	81.7%	1,605	77.0%	1,401
The district provides constructive feedback to school leadership to improve performance.	79.7%	1,609	79.1%	1,399
School leaderships' effectiveness is accurately assessed through the district's evaluation process.	78.2%	1,610	79.0%	1,398
The district makes principal professional development a priority.	77.7%	1,605	75.8%	1,402

School leaders were also asked the areas that they need additional support to lead their school effectively. The top three areas reported are Support for students' social, emotional, and mental health, 23.5% of the responses, Working with families and community, 12% of the response, and Teacher remediation/coaching, 10.9% of the responses. Supports for School scheduling and Student assessment are the least needed, with 3.2% and 3.5% of the responses respectively.

**Figure 7. In which of the following areas (if any) do you need additional support to lead your school effectively? (Select up to 3)**



### 3.3 Good Place to Work and for Students to Learn – 82.7%



Overall Reflection falls from 89% to 82.7% in Spring 2020. Nearly 9 out of 10 surveyed educators agree that their school is a good place to work and for students to learn. A new item, gauging satisfaction with the recognition educator gets for doing a good job, has been added to the construct, with a 73.7 % favorability rating at the state level.



**NEARLY 8 OUT OF 10 COLORADO EDUCATORS AGREE THAT,  
OVERALL, THEIR SCHOOL IS A GOOD PLACE TO WORK AND  
FOR STUDENTS TO LEARN.**

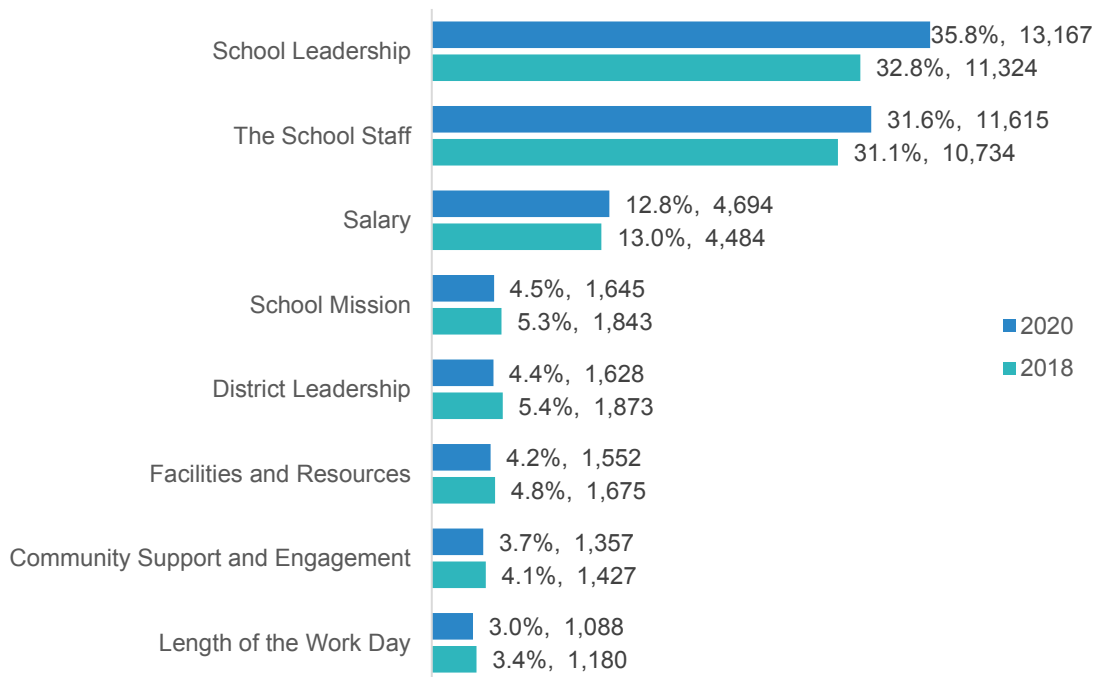
Table 7. 2020 vs 2018 TLCC Survey Results - Items in Overall Reflection				
Survey Item	Score 2020	Num. of Responses 2020	Score 2018	Num. of Responses 2018
I would recommend this school as a good place for students to learn.	88.2%	36,870	90.7%	35,034
I would recommend this school as a good place to work.	86.2%	36,874	87.4%	35,023
I feel satisfied with the recognition I get for doing a good job.	73.7%	36,868	-	-

The construct Overall Reflection also includes two questions regarding educators’ future employment plans. Educators were asked the key factors that impact retention and their plans after the end of this school year.

Among the factors that affect their decision about whether to continue teaching at their current school, School Leadership (35.8%), the School Staff (31.6%), and Salary (12.8%) are the most frequently cited, the same top reasons educators selected during the previous survey administration. (Figure 8)

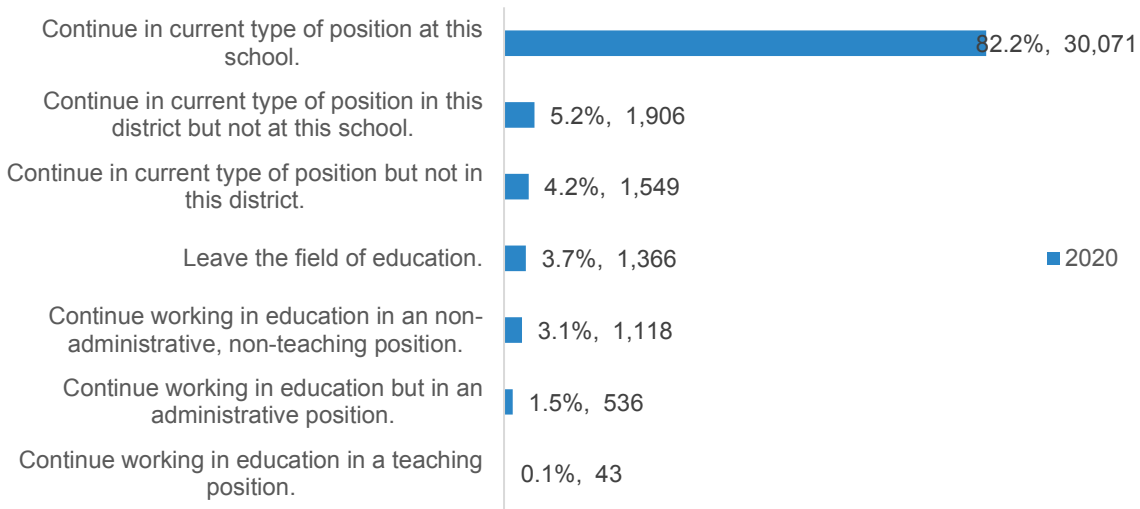
As for the future plan after the end of this school year, 8 out of 10 (82.2%) educators would continue in the current position at the same school, 5.2% educators would continue in the current type of position but at a different school, 4.2% would continue in current type of position but at in a different district, and 3.7% would just leave the field of education. (Figure 9)<sup>10</sup>

**Figure 8. Which of the following most affects your decision about whether to continue teaching at this school? (Select one)**



<sup>10</sup> This question item has been updated this year. Unable to compare the 2020 results against 2018's for this item.

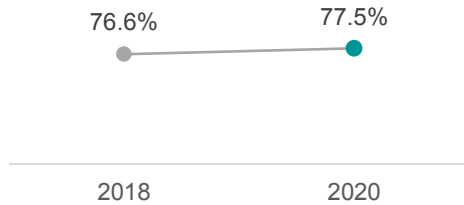
**Figure 9. Which of the following best describes your plans after the end of this school year? (Select one)**



**SCHOOL LEADERSHIP, THE SCHOOL STAFF, AND SALARY ARE THE TOP 3 FACTORS THAT AFFECT EDUCATORS' DECISION MOST ABOUT WHETHER TO CONTINUE WORKING AT THE CURRENT SCHOOL.**



### 3.4 Managing Student Conduct – 77.5%



Although Managing Student Conduct is not a bottom rated construct, it includes two items that are rated oppositely extreme. While most surveyed educators agree that their students can trust at least one adult on staff at their school for social emotional or personal concerns support (96.7%) and their school is a safe place for students to learn (90%), only 53.4%, dropping from 57.3% from 2018, report that rules for student behavior are enforced consistently. The item “Students have the knowledge, skills and supports needed to focus on learning” has been rephrased this

year to “Students have the behavioral supports needed to focus on learning”. It is rated 67.4%, 9 points lower than the 2018 results. It is also the item regressed the most among the entire TLCC survey instrument.

**NEARLY FIVE OUT OF TEN COLORADO EDUCATORS PERCEIVE THAT RULES FOR STUDENT BEHAVIOR ARE NOT ENFORCED IN A CONSISTENT MANNER.**

Table 8. 2020 vs 2018 TLCC Survey Results - Items in Managing Student Conduct

Survey Item	Score 2020	Num. of Responses 2020	Score 2018	Num. of Responses 2018
Students at this school have at least one adult on staff they can trust to support them with social, emotional, or personal concerns.	96.7%	37,305	-	-
This school is a safe place for students to learn.	90.0%	37,288	91.3%	35,310
Students know how they are expected to act in the school.	80.1%	37,281	81.0%	35,309
Students have the behavioral supports needed to focus on learning. <sup>11</sup>	67.4%	37,285	76.6%	35,293
Rules for student behavior are enforced in a consistent manner.	53.4%	37,279	57.3%	35,289

<sup>11</sup> Original wording was “Students have the knowledge, skills and supports needed to focus on learning.”

### 3.5 Time – 58.3%

Colorado educators view teaching conditions related to time the least positive (58.3%) among all constructs assessed in the survey. With the highest item scored 63.7%, and the lowest 52.6%, it is challenging for many educators across the state in almost all aspects that are under the Time construct (Table 9).



Almost 50% of surveyed educators are not given adequate time to determine the effectiveness of the “New initiatives (e.g., curriculum, assessments, instructional approach), nor do they have adequate

time to support students’ social and emotional learning. The latter is also the least favorable item among the entire TLCC survey questions.

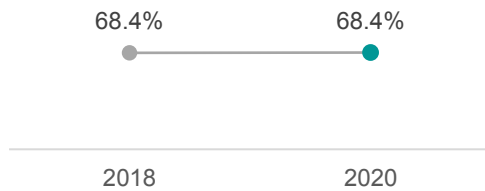


**TIME REMAINS THE LOWEST RATED CONSTRUCT OF THE SURVEY. INADEQUATE TIME TO PREPARE FOR INSTRUCTIONS AND SUPPORT STUDENTS IS STILL CHALLENGING FOR COLORADO EDUCATORS.**

Table 9. 2020 vs 2018 TLCC Survey Results - Items in Time				
Survey Item	Score 2020	Num. of Responses 2020	Score 2018	Num. of Responses 2018
I have adequate time to communicate with my students' families.	63.7%	36,917	64.8%	35,032
I have adequate time to engage in professional learning (e.g., attend trainings, refine new techniques, collaborate with grade level teams).	63.4%	36,879	-	-
My time is protected from duties that take time away from teaching.	62.8%	36,919	63.8%	35,062
I have adequate time to prepare for instruction.	57.2%	36,954	57.9%	35,063
I have adequate time to analyze and respond to student assessment data.	54.6%	36,867	54.2%	35,016
New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness.	53.1%	36,893	52.0%	35,030
I have adequate time to support my students' social and emotional learning. <sup>12</sup>	52.6%	36,997	53.1%	35,046

<sup>12</sup> Item has lowest rating in the survey

### 3.6 Professional Development – 68.4%



Approximately 43.5% educators perceive that the effectiveness of professional development might not be assessed regularly or should have been assessed more regularly. 36.1% report that they have not received adequate professional development to support their students’ social and emotional learning.

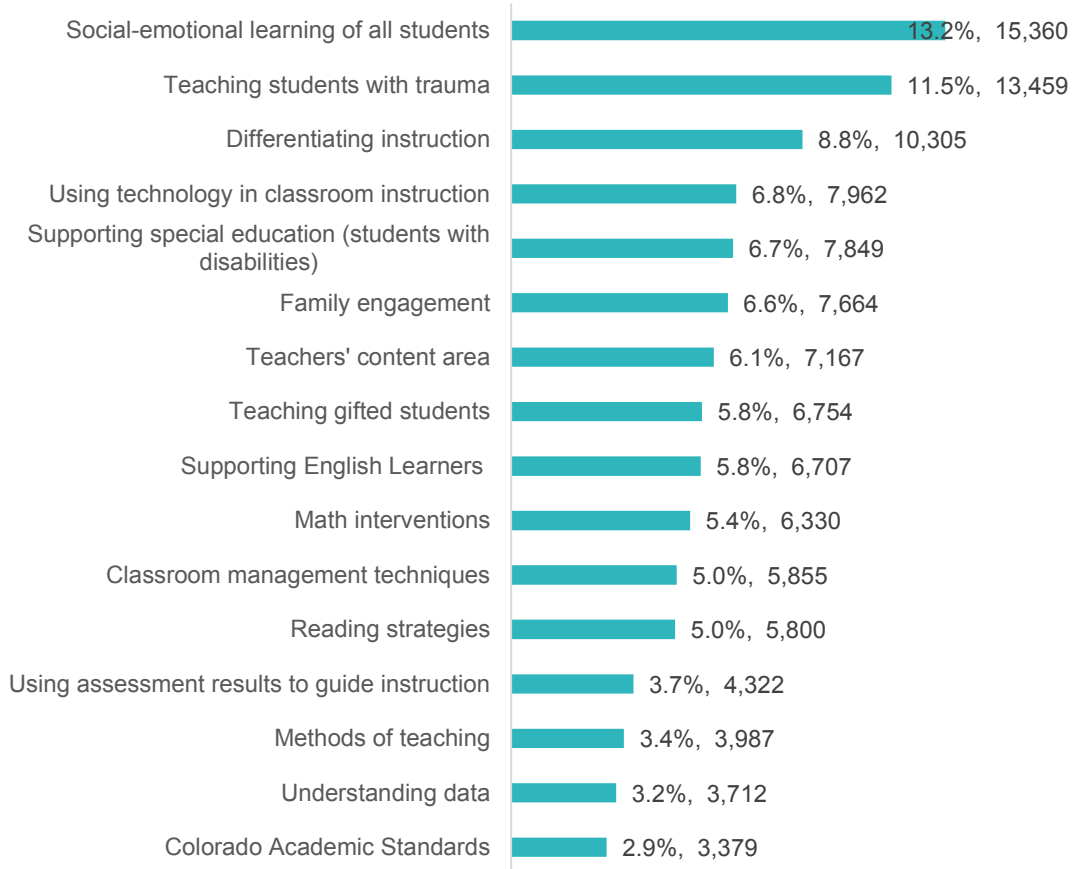
Improvement is seen in “Professional learning opportunities are personalized and aligned to teachers’ needs and strengths”, with a 66.7% favorability score this year, 3 points higher than the 2018 results (Table 10).

Survey Item	Score 2020	Num. of Responses 2020	Score 2018	Num. of Responses 2018
Professional learning (e.g., instructional coaching, PLCs, training) has a positive impact on teaching and learning in our classrooms.	76.8%	36,965	76.8%	35,060
The school improvement plan (e.g., Unified Improvement Plan) influences teachers’ professional learning choices.	73.8%	37,005	73.4%	35,075
I receive adequate professional development to effectively use student data.	72.7%	36,907	71.7%	35,011
I receive ongoing support and coaching to improve my practice.	69.2%	36,947	70.5%	35,026
Professional learning opportunities are reinforced through coaching (e.g., knowledge building over time).	67.7%	36,917		
Professional learning opportunities are personalized and aligned to teachers’ needs and strengths.	66.7%	36,915	63.4%	35,076
I receive adequate professional development to support my students’ social and emotional learning.	63.9%	37,000	65.0%	35,013
The effectiveness of professional development is assessed regularly.	56.5%	36,988	57.8%	35,059

In order to better meet the needs of Colorado’s educators, the TLCC survey also asks a question about the type of professional support teachers would benefit the most from at their current school. Learning more about social-emotional learning of all students, rated 13.2%, teaching students with trauma, rated 11.5%, and differentiating instruction, rated 8.8%, are the top 3 areas educators think would be most beneficial for teachers; while using assessment results go guide instruction, rated 3.7%, methods of teaching, rated 3.4%, understanding data,

rated 3.2%, and Colorado Academic Standards, rated 2.9%, are less favorable among all topics listed in the question.

**Figure 10. Which of the following would be most beneficial for teachers in this school to learn more about? (Select up to 4)**



### 3.7 New Teacher Supports – 73.1%<sup>13</sup>

12,043 teachers indicated that they have worked at their present school for less than 4 years, while 4,970 have worked less than 4 years in their career.

7 out of 10 new teachers received various supports at their present school (73.6%, Figure 11), and the supports they received are adequate, (73.5%, compared with 70.8% previous administration, Table 11)

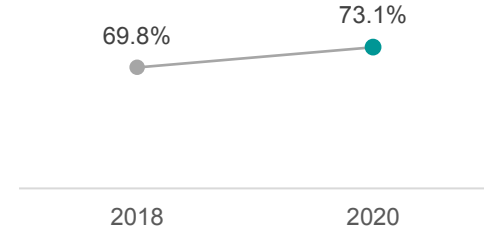
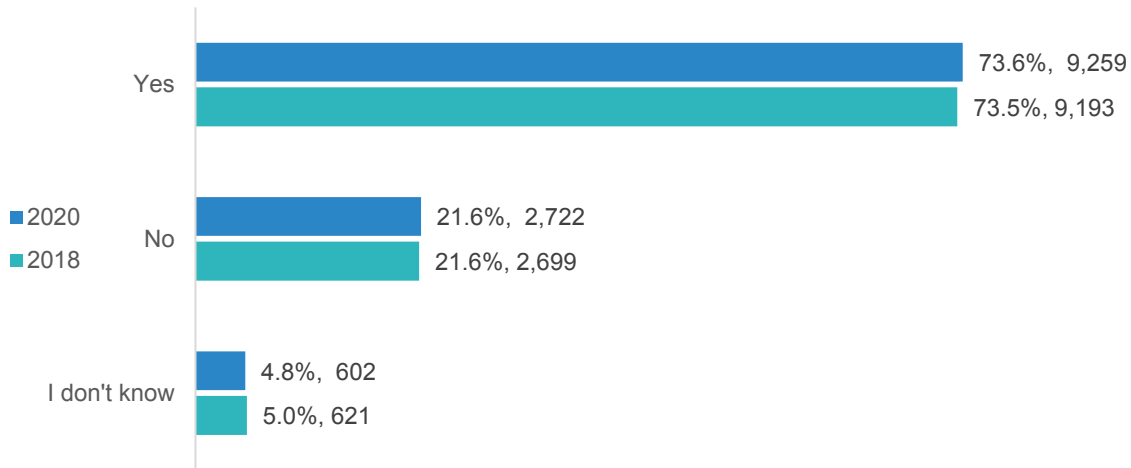


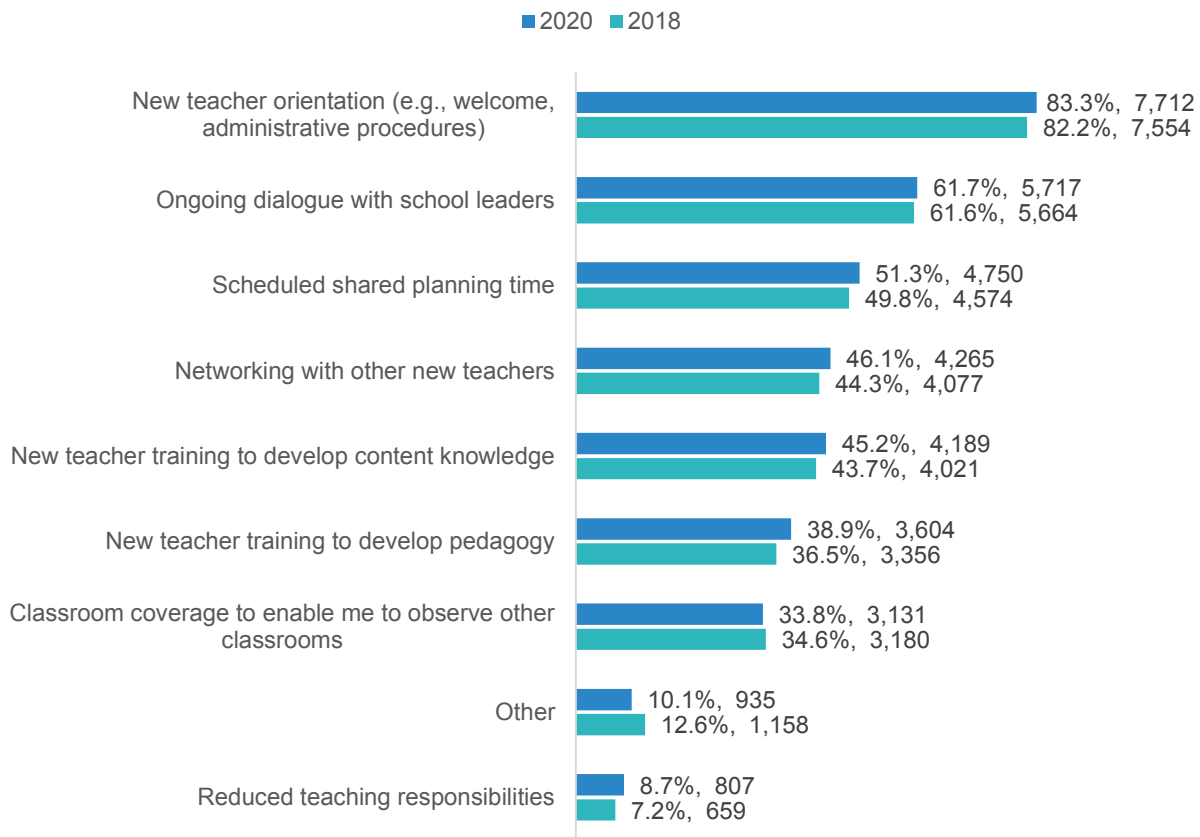
Figure 12 demonstrates the types of support new teachers have received. Approximately, 83.3% have had a new teacher orientation, 61.7% have ongoing communication with school leaders, and 51.3% have been scheduled a shared planning time. Fewer new teachers report they have received supports in networking with other new teachers (46.1%), training to develop content knowledge (45.2%), training to develop pedagogy (38.9%), other classroom observation (33.8 %), and a reduced workload (8.7%).

**Figure 11. Have you received any new teacher supports at this school?**



<sup>13</sup> Favorability ratings are calculated from the items that have Likert scale responses.

**Figure 12. Which of the following new teacher supports have you received at this school? (Select all that apply)**



**7 OUT OF 10 NEW TEACHERS INDICATE THAT THEY HAVE RECEIVED NEW TEACHER SUPPORTS AT THEIR CURRENT SCHOOL. NEARLY 40% OF THOSE HAVE NEVER BEEN ASSIGNED A MENTOR.**

Although improvement is seen in the New Teacher Questions construct and question items, many surveyed new teachers still have not received any or consistent mentor supports.

39.8% of the responded new teachers who have worked less than 4 years in their career have never been assigned a mentor teacher in their current school (Figure 13<sup>14</sup>). For those who have, 70.7%, compared with 66.3% the 2018 administration, report that they have spent adequate time with their mentor in a typical school week (Table 11). Particularly, 84.5% focus working on instruction and classroom planning, 77.8% on reflective thinking, 71.6% on evaluation feedback, 67.7% on coping with stress and developing social connections, and 63.5% on professional career development.

Figure 13. Have you been assigned a mentor teacher this school year?

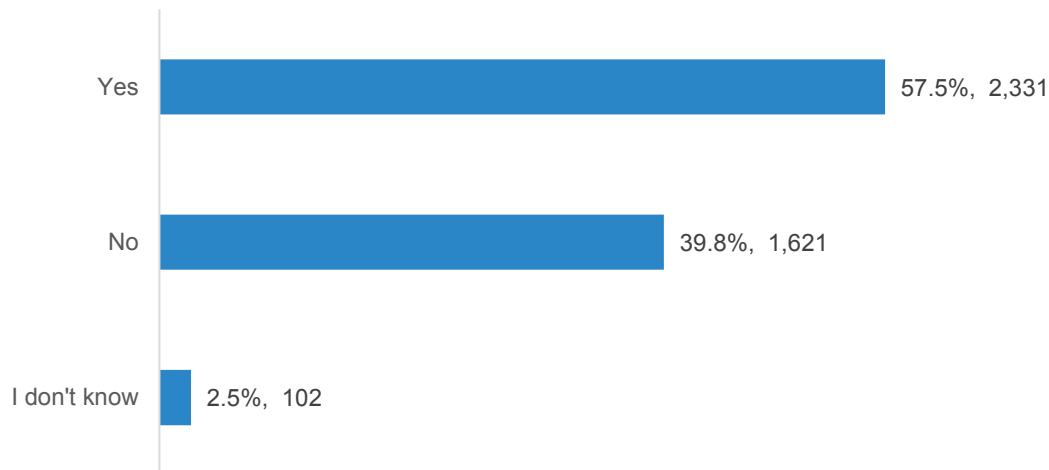


Table 11. 2020 vs 2018 TLCC Survey Results - Items in New Teacher Questions

Survey Item	Score 2020	Num. of Response 2020	Score 2018	Num. of Responses 2018
To what extent do you meet with your mentor teacher during a typical school week?	70.7%	2,324	66.3%	3,538
<b>To what extent do you focus on the following types of work with your mentor?</b>				
Instructional and classroom support (e.g., ideas, resources, advice on instruction and planning)	84.6%	2,176	-	-
Reflective support (e.g., helping you think about your work and how it is impacting students)	77.8%	2,162	-	-

<sup>14</sup> Survey skip logic has been updated this year. 2020 results are incomparable with 2018 results for this item.

Evaluative support (e.g., formative evaluation feedback, advice related to evaluation expectations)	71.6%	2,168	-	-
Personal support (e.g., social connections, help with stress)	67.7%	2,165	-	-
Professional support (e.g., advice on career, professional networking)	63.5%	2,163	-	-
To what degree do you feel that you have received adequate support as a new teacher at this school?	73.4%	12,426	70.8%	12,475



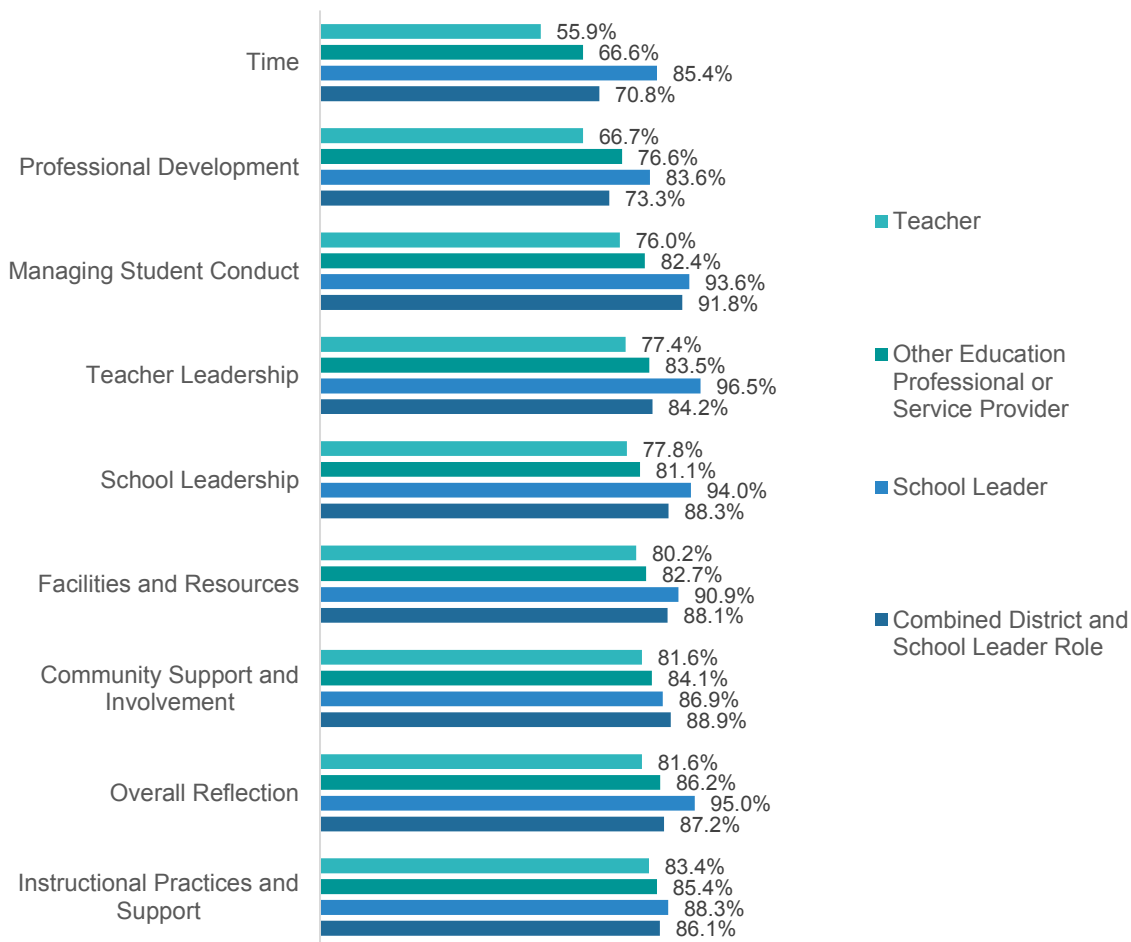
## 4 Comparisons by Subgroup

### 4.1 Comparisons by Role

Educators' rates of agreement vary by their role. Significant gaps, especially between teachers and school leaders, can be found in areas such as Time, Professional Development, Managing Student Conduct, Teacher leadership, School Leadership, and Facilitates and Resources. (Figure 14 and Table 12).

- School Leaders report higher rates of agreement across all survey constructs compared to other educators.
- The greatest gaps in perceptions between teachers and school leaders resides in Time, where 85.4% of the school leaders' responses are positive, while 55.9% of the teachers' responses are positive.
- Compared TLCC 2020 results with TLCC 2018, most ratings hold steady among participant types. Teachers' rating over Overall Reflection falls from 88.4% to 81.6% in spring 2020, while Combined District and School Leaders' rating over Managing Student Conduct raises from 82.4% to 91.8%.

Figure 14. Construct Scores by Role





SCHOOL LEADERS VIEW TEACHING CONDITIONS MORE POSITIVELY THAN OTHER EDUCATORS, ESPECIALLY IN THE AREA OF TIME.

Table 12. 2020 vs 2018 TLCC Survey Results - Common Construct Results by Role

Construct <sup>15</sup>	Teacher 2020	Teacher 2018	Education Professional or Service Provider 2020	Education Professional or Service Provider 2018	School leader 2020	School Leader 2018	Combined District and School Leader 2020	Combined District and School Leader 2018
School Leadership	77.8%	78.3%	81.1%	80.9%	94.0%	93.2%	88.3%	84.2%
Teacher Leadership	77.4%	77.7%	83.5%	84.0%	96.5%	95.8%	84.2%	87.5%
Managing Student Conduct	76.0%	75.4%	82.4%	80.6%	93.6%	93.0%	91.8%	82.4%
Instructional Practices and Support	83.4%	84.4%	85.4%	86.4%	88.3%	89.1%	86.1%	82.2%
Professional Development	66.7%	67.0%	76.6%	75.6%	83.6%	82.5%	73.3%	73.7%
Time	55.9%	55.7%	66.6%	67.4%	85.4%	84.0%	70.8%	78.1%
Facilities and Resources	80.2%	80.0%	82.7%	82.0%	90.9%	89.9%	88.1%	83.7%
Community Support and Involvement	81.6%	82.6%	84.1%	85.1%	86.9%	87.5%	88.9%	77.1%
Overall Reflection	81.6%	88.4%	86.2%	91.1%	95.0%	97.6%	87.2%	88.1%

<sup>15</sup> New Teacher Questions and District Supports are not common constructs for all roles and are not included in the comparison table.

Table 13 highlights the items with the greatest differences in perceptions across roles. It is important for school and district leaders to acknowledge and understand these differences between leadership and teachers in perceiving the teaching and learning conditions as well as pressing needs and concerns.

- “Rules for student behavior are enforced in a consistent manner”, same as the last survey administration, is the item with the greatest difference between school leaders and teachers. A wider gap is seen this year, with 88.1% of the school leaders agree with this item, while 50.6% of the teachers who agree.
- There are more than 20 points of difference between school leaders and teachers’ ratings for all the items in Time.
- 95% of the school leaders perceive that teachers have an adequate level of influence on important school decisions, whereas 68% of teachers agree with this item.
- 85.7% of the school leaders indicate that the professional learning opportunities are personalized and aligned to teachers’ needs and strength, while 61.5% of teachers agree.
- Big gaps are also seen in the two new items under School Leadership. Three quarters of teachers agree that school leadership puts suggestions made by staff into operation and that school leadership works to build trust among staff, while almost all school leaders (97%) agree with both items.
- 9 out of 10 school leaders (90.5%) indicate that teacher evaluation process provides teachers with actionable feedback for improvement compared to 7 out of 10 (70%) teachers who agree.

Table 13. 2020 vs 2018 TLCC Survey Results - Items with Greatest Subgroup Disagreement by Role (>=20%)							
Construct	Survey Items	Teacher 2020	Teacher 2018	School Leader 2020	School Leader 2018	Diff. 2020	Diff. 2018
<b>Managing Student Conduct</b>	Rules for student behavior are enforced in a consistent manner.	50.6%	55.2%	86.3%	88.1%	36%	32.9%
<b>Time</b>	Teachers have adequate time to analyze and respond to student assessment data.	52.0%	51.8%	84.5%	82.9%	32%	31.1%
<b>Time</b>	Teacher have adequate time to prepare for instruction.	54.5%	55.7%	86.7%	85.3%	32%	29.7%
<b>Time</b>	Teachers' time is protected from duties that take time away from teaching.	61.2%	62.2%	93.3%	92.7%	32%	30.4%
<b>Time</b>	New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness.	50.4%	49.7%	82.0%	81.5%	32%	31.8%
<b>Time</b>	Teacher have adequate time to communicate with my students' families.	61.5%	62.9%	88.9%	87.2%	27%	24.2%
<b>Teacher Leadership</b>	Teachers have an adequate level of influence on important school decisions.	68.0%	69.0%	95.4%	95.0%	27%	26.0%
<b>Time</b>	Teacher have adequate time to support my students' social and emotional learning.	49.7%	50.8%	75.5%	74.0%	26%	23.2%
<b>Time</b>	Teachers have adequate time to engage in professional learning (e.g., attend trainings, refine new techniques, collaborate with grade level teams).	61.5%		86.4%		25%	
<b>Managing Student Conduct</b>	Students have the behavioral supports needed to focus on learning.	65.3%		90.1%		25%	
<b>Professional Development</b>	Professional learning opportunities are personalized and aligned to teachers' needs and strengths.	61.5%	63.0%	85.7%	86.5%	24%	23.5%
<b>Professional Development</b>	Professional learning opportunities are reinforced through coaching (e.g., knowledge building over time).	65.4%		88.0%		23%	
<b>School Leadership</b>	School leadership puts suggestions made by staff into operation.	75.0%		97.1%		22%	
<b>Professional Development</b>	The effectiveness of professional development is assessed regularly.	54.1%	56.0%	75.9%	74.4%	22%	18.4%
<b>School Leadership</b>	School leadership works to build trust among staff.	75.3%		96.2%		21%	

<b>Professional Development</b>	All teachers receive ongoing support and coaching to improve their practice.	67.9%	69.4%	88.4%	89.6%	20%	20.2%
<b>School Leadership</b>	The teacher evaluation process provides teachers with actionable feedback for improvement.	70.0%	69.8%	90.5%	90.8%	20%	21.0%

## 4.2 Comparisons by School Level

A comparison of different levels of school, Elementary (E), Middle (M), High (H), Combined Elementary and Middle (EM), Combined Middle and High (MH), and Combined Elementary, Middle, and High school (EMH), was also conducted on the survey results. The gaps are seen between Elementary and other school levels in almost all constructs but Instructional Practices and Support. The distribution of Educators' favorability by construct and school level is similar to the results in 2011. (Figure 15 and Table 14)

- Educators from Elementary schools and Combined Elementary, Middle, and High schools view teaching conditions more positively in almost all constructs.
- The large variations in rates of agreement across school levels are reported in Professional Development, Managing Student Conduct, and Community Support and Involvement.
- The least variations in rates of agreement across school levels are reported in Instructional Practices and Support.
- Improvements are seen in District Support across school levels. Particularly, Combined Elementary and Middle school rated 84.4% positively, compared to 76.4% in 2018.
- 5-8 points of decline in Overall Reflection is seen in every school level. (Table 14)

**Figure 15. Construct Results by School Level**

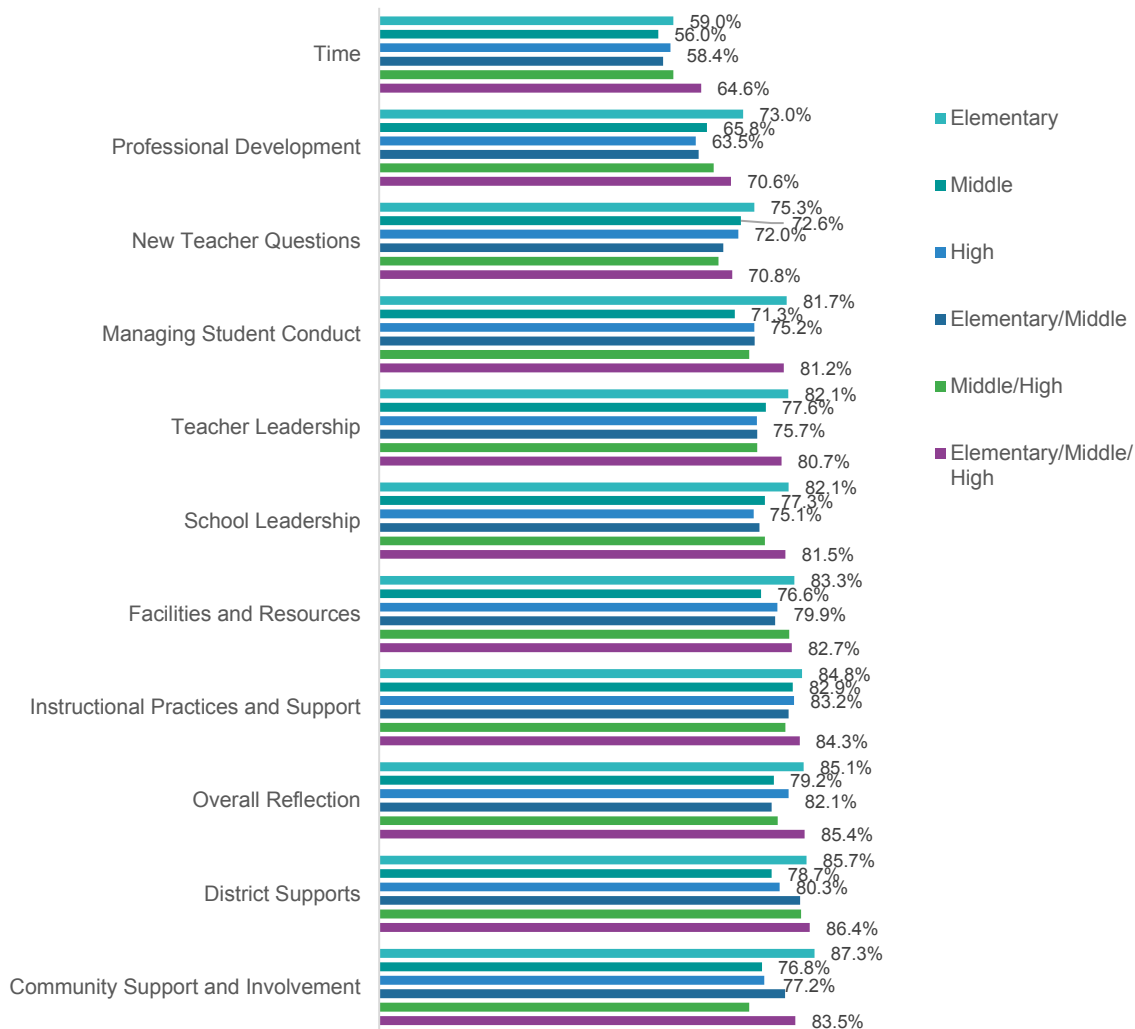


Table 14. 2020 vs 2018 TLCC Survey Results - Construct Results by School Level

Construct	E 2020	E 2018	M 2020	M 2018	H 2020	H 2018	EM 2020	EM 2018	MH 2020	MH 2018	EMH 2020	EMH 2018
New Teacher Questions	75.3%	71.0%	72.6%	68.2%	72.0%	70.5%	69.0%	67.2%	68.0%	66.3%	70.8%	66.6%
School Leadership	82.1%	81.7%	77.3%	77.5%	75.1%	75.6%	76.3%	79.9%	77.4%	78.5%	81.5%	77.9%
Teacher Leadership	82.1%	81.6%	77.6%	78.4%	75.7%	75.6%	75.9%	77.8%	75.8%	76.2%	80.7%	76.6%
Managing Student Conduct	81.7%	81.2%	71.3%	70.9%	75.2%	72.3%	75.3%	74.9%	74.2%	73.7%	81.2%	81.4%
Instructional Practices and Support	84.8%	85.3%	82.9%	84.8%	83.2%	84.4%	82.1%	84.1%	81.5%	82.6%	84.3%	84.3%
Professional Development	73.0%	71.8%	65.8%	65.5%	63.5%	64.2%	64.1%	67.8%	67.1%	66.4%	70.6%	67.7%
Time	59.0%	57.7%	56.0%	57.0%	58.4%	56.9%	57.0%	60.2%	59.0%	60.3%	64.6%	63.4%
Facilities and Resources	83.3%	82.2%	76.6%	77.9%	79.9%	77.8%	79.4%	82.4%	82.2%	84.5%	82.7%	83.9%
Community Support and Involvement	87.3%	87.7%	76.8%	77.8%	77.2%	78.1%	81.4%	83.7%	74.2%	75.8%	83.5%	82.5%
Overall Reflection	85.1%	90.3%	79.2%	85.9%	82.1%	89.6%	78.7%	87.2%	79.9%	86.3%	85.4%	90.3%
District Supports	85.7%	82.8%	78.7%	81.0%	80.3%	79.3%	84.4%	76.4%	84.6%	82.4%	86.4%	86.0%



EDUCATORS' RATES OF AGREEMENT BY CONSTRUCT DO NOT VARY A LOT BY SCHOOL LEVEL, HOWEVER, ELEMENTARY EDUCATORS VIEW TEACHING CONDITIONS MORE POSITIVELY THAN EDUCATORS OF OTHER SCHOOL LEVELS.

Table 15 highlights the items with the greatest differences in perceptions across different school levels.

- One of the largest gaps between educators from Elementary schools (62.4%) and the ones from other school levels resides in the item “Rules for student behavior are enforced in a consistent manner” under Managing Student Conduct. The former rates 18-3 points higher than the latter. All school levels have a lower rating to this question item this year compared to the observed results from 2018.
- The favorability rating of Educators from Elementary schools (81.3%) is 20 points higher than the ones of their peers from High schools (61.5%) and Combined Middle and High schools (60.5%) to “The school provides strategies that families can use at home to support their children’s learning” under construct Community Support and Involvement.
- Class size is perceived to be less reasonable to Middle (63.9%) and High school (70.7%) teachers than to their peers from other school levels, with 2-20 points of difference.
- About 10 points of differences are seen in “School leaderships’ effectiveness is accurately assessed through the district’s evaluation process” and “The district provides constructive feedback to school leadership to improve performance.” under District Supports between educators from Elementary schools and the ones from Middle schools and High schools.

Construct	Survey Items	E 2020	E 2018	M 2020	M 2018	H 2020	H 2018	EM 2020	EM 2018	MH 2020	MH 2018	EMH 2020	EMH 2018
<b>Managing Student Conduct</b>	Rules for student behavior are enforced in a consistent manner.	62.4%	65.2%	44.1%	49.2%	45.1%	48.0%	51.0%	55.5%	47.3%	55.3%	59.2%	63.9%
<b>Community support and involvement</b>	The school provides strategies that families can use at home to support their children's learning.	81.3%	84.5%	64.3%	69.0%	61.5%	64.2%	72.6%	76.9%	60.5%	63.8%	75.7%	78.0%
<b>Managing Student Conduct</b>	Students know how they are expected to act in the school.	87.1%	87.3%	73.0%	74.0%	73.8%	74.5%	78.1%	78.0%	75.1%	79.0%	83.5%	86.4%
<b>Community support and involvement</b>	The school's efforts to engage families are effective.	84.3%	83.4%	70.5%	71.1%	70.8%	73.2%	76.9%	79.9%	68.1%	69.4%	79.9%	77.8%



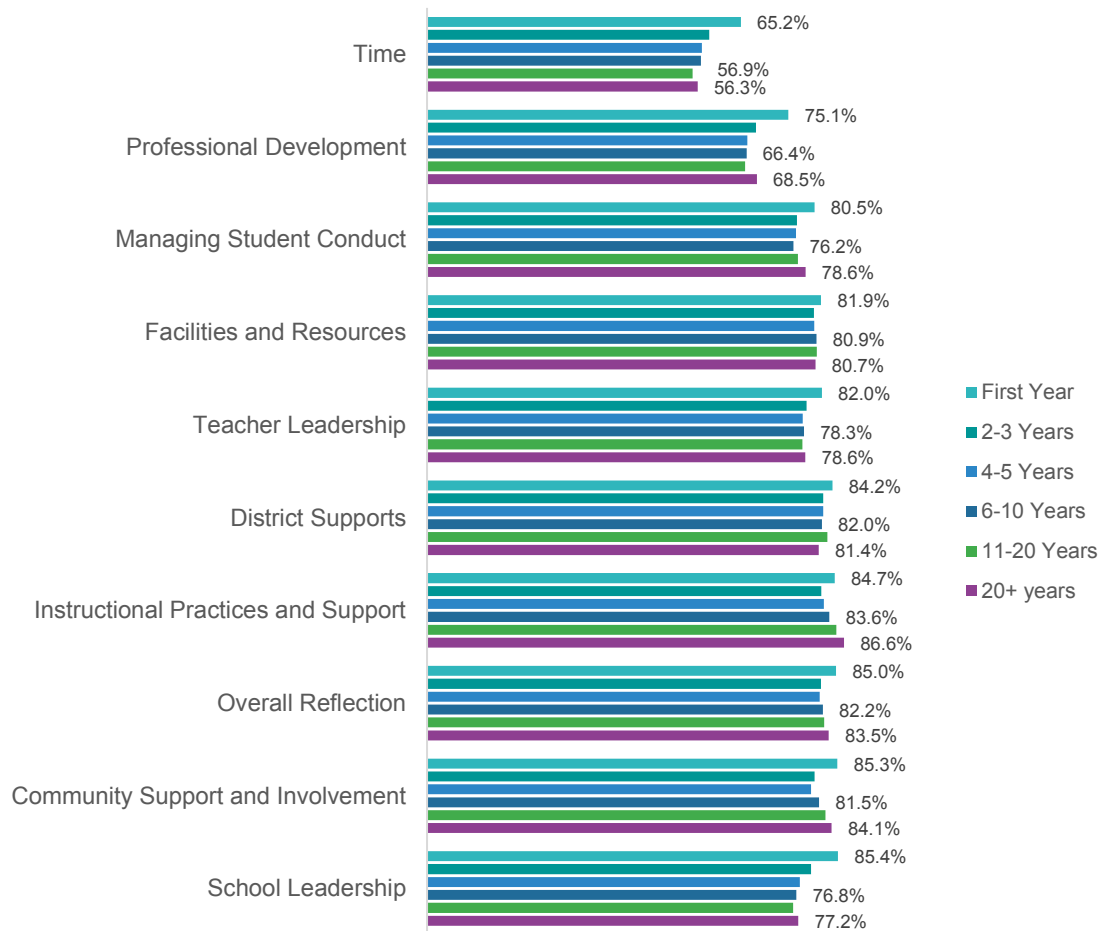
<b>Facilities and Resources</b>	My class size(s) is reasonable.	76.7%	75.3%	63.9%	66.0%	70.7%	68.7%	72.2%	78.0%	82.9%	86.1%	83.4%	85.1%
<b>District Supports</b>	School leaderships' effectiveness is accurately assessed through the district's evaluation process.	83.3%	80.8%	72.8%	80.6%	73.4%	73.5%	80.7%	78.4%	78.2%	78.7%	87.0%	86.4%
<b>District Supports</b>	The district provides constructive feedback to school leadership to improve performance.	84.6%	82.3%	74.2%	77.7%	76.1%	74.7%	74.8%	72.7%	81.8%	78.9%	90.0%	87.5%

### 4.3 Comparisons by Years of Experience in Current Position at the Present School<sup>16</sup>

Educators' rates of agreement by construct and item also vary by years of experience at their present school. Years of experience in the current position are categorized as First Year, 2-3 Years, 4-5 Years, 6-10 Years, 11-20 Years, and 20+ Years.

- First-year educators perceive teaching and learning conditions at their present school more positively than the veteran educators in all constructs but District Supports and Instructional Practices and Support.<sup>17</sup>
- Educators who have 4-10 Years of experience perceive teaching and learning conditions less positively compared to peers of other experience levels in all constructs but School Leadership.
- Educators, regardless of experience levels, have similar rates of agreement for Facilities and Resources and Overall Reflection. (Figure 16 and Table 16)

**Figure 16. Construct Results by Years of Experience in the Current Position at the Present School**




<sup>16</sup> This demographic question has been updated this year. 2020 results are incomparable with 2018 results for this disaggregation.

<sup>17</sup> New Teacher Supports questions were not shown to veteran educators.

**Table 16. 2020 TLCC Survey Results - Construct Results by Years of Experience in Current Position at the Present School**

Construct	First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ Years
School Leadership	85.4%	79.8%	77.5%	76.8%	76.1%	77.2%
Teacher Leadership	82.0%	78.8%	78.1%	78.3%	78.0%	78.6%
Managing Student Conduct	80.5%	76.9%	76.7%	76.2%	77.1%	78.6%
Instructional Practices and Support	84.7%	81.9%	82.4%	83.6%	85.0%	86.6%
Professional Development	75.1%	68.4%	66.6%	66.4%	66.1%	68.5%
Time	65.2%	58.6%	57.1%	56.9%	55.2%	56.3%
Facilities and Resources	81.9%	80.4%	80.5%	80.9%	81.0%	80.7%
Community Support and Involvement	85.3%	80.5%	79.8%	81.5%	82.8%	84.1%
Overall Reflection	85.0%	81.9%	81.6%	82.2%	82.5%	83.5%
District Supports	84.2%	82.3%	82.3%	82.0%	83.2%	81.4%



EDUCATORS WHO ARE IN THEIR FIRST YEAR AT THEIR PRESENT SCHOOL PERCEIVE TEACHING AND LEARNING CONDITIONS MORE POSITIVELY, WHILE EDUCATORS WITH 4-10 YEARS OF EXPERIENCE AT THEIR PRESENT SCHOOL PERCEIVE LESS POSITIVELY IN MOST OF THE AREAS.

Table 17 highlights some of the items with the greatest differences in perceptions between first year and veteran educators.

- Educators in their first year at their current school report rates of agreement 15 points higher than educators with more than 11 years of experience to the item regarding the teacher evaluation process.
- Fewer first year educators (76.3%) report that they have had leadership opportunities in their current school.
- Although Time is the lowest rated construct, beginning educators report higher rates of agreement to the item that they are given enough time to determine new initiatives effectiveness, compared to educators who have more than 4 years of experience, where there are more than 11 points of difference.

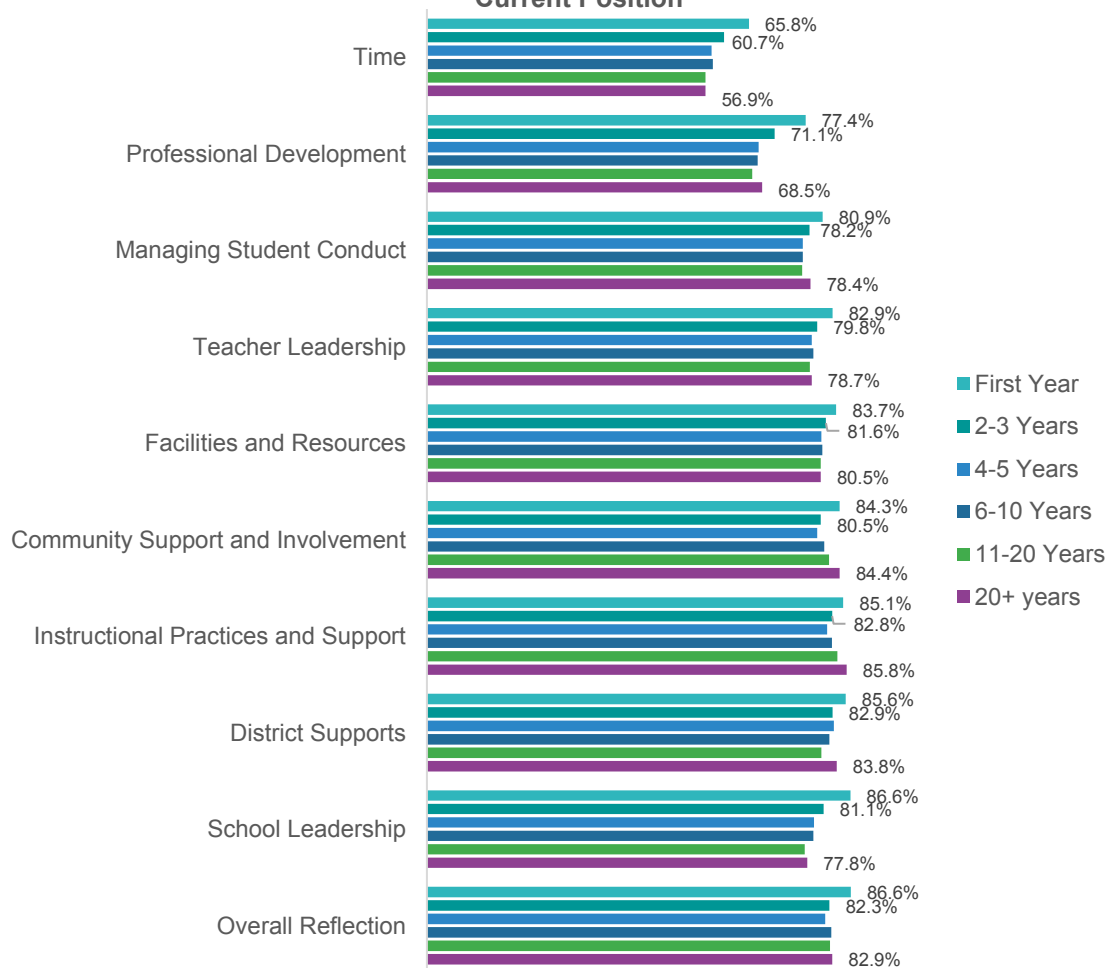
Table 17. 2020 TLCC Survey Results - Selected Items with Greatest Subgroup Disagreement by Years of Experience in the Current Position at the Present School							
Construct	Survey Items	First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ years
<b>School Leadership</b>	This school is led by an effective team.	87.9%	82.2%	79.9%	79.2%	78.5%	78.8%
<b>School Leadership</b>	The teacher evaluation process provides me with actionable feedback for improvement.	81.1%	74.3%	69.0%	67.1%	65.3%	65.8%
<b>School Leadership</b>	School leadership puts suggestions made by staff into operation.	84.4%	78.3%	75.6%	74.6%	73.5%	73.4%
<b>School Leadership</b>	School leadership works to build trust among staff.	85.3%	77.9%	75.2%	74.0%	73.1%	75.2%
<b>Teacher Leadership</b>	I have had leadership opportunities in this school.	76.3%	82.2%	86.6%	88.0%	88.5%	90.4%
<b>Teacher Leadership</b>	Teachers have an adequate level of influence on important school decisions.	79.1%	71.8%	68.9%	68.2%	67.3%	66.6%
<b>Managing Student Conduct</b>	Rules for student behavior are enforced in a consistent manner.	60.8%	52.3%	50.8%	50.6%	51.7%	55.7%
<b>Professional Development</b>	The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices.	83.1%	74.6%	71.1%	71.2%	70.6%	73.7%
<b>Professional Development</b>	The effectiveness of professional development is assessed regularly.	65.7%	56.2%	54.0%	53.7%	53.8%	56.9%
<b>Professional Development</b>	Professional learning opportunities (e.g., instructional coaching, PLCs, training) improve instruction in this school.	83.7%	77.6%	75.7%	74.8%	74.3%	73.7%
<b>Time</b>	New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness.	67.0%	56.0%	51.2%	51.2%	45.9%	46.7%

#### 4.4 Comparisons by Years of Career Experience in Current Position<sup>18</sup>

Educators' years of career experience in their current position also influence their perceptions of whether teaching and learning conditions are pleasant. Years of experience are categorized as First Year, 2-3 Years, 4-5 Years, 6-10 Years, 11-20 Years, and 20+ Years.

- Similar to the previous disaggregation, beginning educators perceive teaching and learning conditions more positively than the veteran educators, especially in Time, Professional Development, and School Leadership, each rate 8 points higher than the subgroup who has the lowest score within the construct. <sup>19</sup>
- Educators who have 11-20 years of experience perceive teaching and learning conditions less positively compared to peers of other experience levels in almost all constructs but Community Support and Involvement and Instructional Practices and Support.
- Educators, regardless of experience levels, have similar rates of agreement for Facilities and Resources. (Figure 17 and Table 18)

**Figure 17. Construct Results by Years of Career Experience in the Current Position**



<sup>18</sup> This demographic question has been updated this year. 2020 results are incomparable with 2018 results for this disaggregation.

<sup>19</sup> New Teacher Supports questions were not shown to veteran educators.

Table 18. 2020 TLCC Survey Results - Construct Results by Years of Career Experience						
Construct	First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ Years
School Leadership	86.6%	81.1%	79.1%	79.0%	77.2%	77.8%
Teacher Leadership	82.9%	79.8%	78.7%	79.0%	78.3%	78.7%
Managing Student Conduct	80.9%	78.2%	76.8%	76.9%	76.7%	78.4%
Instructional Practices and Support	85.1%	82.8%	81.8%	82.8%	83.9%	85.8%
Professional Development	77.4%	71.1%	67.8%	67.6%	66.5%	68.5%
Time	65.8%	60.7%	58.2%	58.4%	56.9%	56.9%
Facilities and Resources	83.7%	81.6%	80.7%	80.8%	80.5%	80.5%
Community Support and Involvement	84.3%	80.5%	79.8%	81.2%	82.2%	84.4%
Overall Reflection	86.6%	82.3%	81.4%	82.7%	82.4%	82.9%
District Supports	85.6%	82.9%	83.2%	82.3%	80.6%	83.8%

Table 19 highlights some of the items with the greatest differences in perceptions between beginning educators and veteran educators.

- Almost 9 out of 10 beginning educators (89.8%), whereas 8 out of 10 educators who have 11 or more years (79.5% of 11-20 years and 80.3% of 20+ years), believe that their school is led by an effective team.
- Educators in their first-year report rates of agreement 8 points higher than educators with more than 4 years of experience to the item regarding the teacher evaluation process. The more the years of experience, the lower is the score.
- Fewer first year educators (77.5%) report that they have had leadership opportunities in their current school. The more the years of experience, the more leadership opportunities they have had.
- Beginning educators report higher rates of agreement to the item that they are given enough time to determine new initiatives effectiveness, 21 points higher than the educators who have more than 20 years of experience.
- 78.6% of the school Leaders who have 11-20 years agree that the district involves principals in decisions that directly impact the operations of their school, whereas 90% of the beginning school leaders agree.

Construct	Survey Items	First Year	2-3 Years	4-5 Years	6-10 Years	11-20 Years	20+ years
School Leadership	This school is led by an effective team.	89.8%	83.0%	81.5%	81.6%	79.5%	80.3%
School Leadership	My effectiveness is accurately assessed through the school's teacher evaluation process.	82.6%	76.9%	74.0%	74.0%	71.0%	70.5%
School Leadership	The teacher evaluation process provides me with actionable feedback for improvement.	84.3%	77.3%	72.6%	71.1%	67.5%	67.1%
School Leadership	School leadership works to build trust among staff.	85.9%	80.0%	77.6%	76.7%	74.7%	75.7%
Teacher Leadership	I have had leadership opportunities in this school.	77.5%	81.2%	84.0%	85.3%	86.1%	87.5%
Teacher Leadership	Teachers have an adequate level of influence on important school decisions.	78.9%	73.4%	71.3%	70.5%	69.1%	68.2%
Professional Development	The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices.	83.3%	78.0%	75.1%	72.3%	71.9%	73.0%
Professional Development	Professional learning opportunities are personalized and aligned to teachers' needs and strengths.	74.8%	67.2%	63.6%	62.2%	62.3%	63.3%
Professional Development	The effectiveness of professional development is assessed regularly.	67.2%	58.6%	55.5%	55.4%	54.0%	57.6%

<b>Professional Development</b>	Professional learning opportunities (e.g., instructional coaching, PLCs, training) improve instruction in this school.	86.4%	81.1%	76.0%	76.4%	75.2%	75.0%
<b>Professional Development</b>	I receive ongoing support and coaching to improve my practice.	81.9%	73.8%	68.8%	68.7%	65.9%	68.3%
<b>Professional Development</b>	Professional learning opportunities are reinforced through coaching (e.g., knowledge building over time).	79.9%	71.4%	66.7%	66.6%	65.2%	67.5%
<b>Time</b>	I have adequate time to prepare for instruction.	65.5%	59.5%	57.7%	57.2%	55.7%	55.5%
<b>Time</b>	I have adequate time to support my students' social and emotional learning.	61.5%	56.5%	53.3%	52.6%	50.6%	50.6%
<b>Time</b>	New initiatives (e.g., curriculum, assessments, instructional approach) are given enough time to determine their effectiveness.	69.6%	61.2%	55.7%	54.1%	49.4%	47.8%
<b>Overall Reflection</b>	I feel satisfied with the recognition I get for doing a good job.	82.4%	74.7%	72.1%	73.8%	72.9%	72.6%
<b>District Support</b>	The district involves principals in decisions that directly impact the operations of their school.	90.0%	89.0%	84.8%	83.9%	78.6%	84.9%



# About Cambridge Education

Cambridge Education is a subsidiary of the Mott MacDonald Group, a global independent multi-sector consulting company. The Group's diversity and \$2.2 billion in annual revenues makes it a unique employee-owned firm, with values centered on a commitment to serving the public interest.

Since 2002, Cambridge Education has been supporting the evaluation, analysis and design of large and technically complex projects that is also working at the school and classroom level: training, coaching and mentoring teams and individual educators in best teaching and learning practices.

Cambridge Education has conducted types of stakeholder surveys in many other states and provides professional development for teachers and principals across the country. Since 2007, Cambridge has collected millions of surveys, providing critical information about issues such as planning time, facilities and resources, professional development, school and teacher leadership, student engagement, social emotional learning, parent and community involvement and other aspects of the school environment that can influence teaching and learning conditions.



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## Appendix- District Response Rate

District ID	District	Responded	Headcount	Response Rate
0010	Mapleton 1	454	582	78.0%
0020	Adams 12 Five Star Schools	1434	2729	52.5%
0030	Adams County 14	393	430	91.4%
0040	School District 27J	873	1137	76.8%
0050	Bennett 29J	40	80	50.0%
0060	Strasburg 31J	19	85	22.4%
0070	Westminster Public Schools	237	622	38.1%
0100	Alamosa RE-11J	125	171	73.1%
0110	Sangre De Cristo Re-22J	15	41	36.6%
0120	Englewood 1	172	254	67.7%
0123	Sheridan 2	98	135	72.6%
0130	Cherry Creek 5	2048	4107	49.9%
0140	Littleton 6	745	1058	70.4%
0170	Deer Trail 26J	6	24	25.0%
0180	Adams-Arapahoe 28J	2243	3282	68.3%
0190	Byers 32J	0	234	0.0%
0220	Archuleta County 50 Jt	34	138	24.6%
0230	Walsh RE-1	6	19	31.6%
0240	Pritchett RE-3	1	23	4.3%
0250	Springfield RE-4	9	37	24.3%
0260	Vilas RE-5	4	10	40.0%
0270	Campo RE-6	12	16	75.0%
0290	Las Animas RE-1	37	94	39.4%
0310	McClave Re-2	12	29	41.4%
0470	St Vrain Valley RE1J	1373	2369	58.0%
0480	Boulder Valley Re 2	1738	2364	73.5%
0490	Buena Vista R-31	75	104	72.1%
0500	Salida R-32	95	131	72.5%
0510	Kit Carson R-1	0	22	0.0%
0520	Cheyenne County Re-5	0	23	0.0%
0540	Clear Creek RE-1	68	84	81.0%
0550	North Conejos RE-1J	11	104	10.6%
0560	Sanford 6J	21	39	53.8%
0580	South Conejos RE-10	25	26	96.2%
0640	Centennial R-1	28	32	87.5%
0740	Sierra Grande R-30	27	37	73.0%
0770	Crowley County RE-1-J	14	37	37.8%

<b>0860</b>	Custer County School District C-1	7	50	14.0%
<b>0870</b>	Delta County 50(J)	306	368	83.2%
<b>0880</b>	Denver County 1	1891	8534	22.2%
<b>0890</b>	Dolores County RE No.2	10	25	40.0%
<b>0900</b>	Douglas County Re 1	3096	4839	64.0%
<b>0910</b>	Eagle County RE 50	337	524	64.1%
<b>0920</b>	Elizabeth School District	69	176	39.2%
<b>0930</b>	Kiowa C-2	10	39	25.6%
<b>0940</b>	Big Sandy 100J	0	55	0.0%
<b>0950</b>	Elbert 200	0	28	0.0%
<b>0960</b>	Agate 300	5	11	45.5%
<b>0970</b>	Calhan RJ-1	16	46	34.8%
<b>0980</b>	Harrison 2	65	913	7.1%
<b>0990</b>	Widefield 3	383	777	49.3%
<b>1000</b>	Fountain 8	272	666	40.8%
<b>1010</b>	Colorado Springs 11	644	2149	30.0%
<b>1020</b>	Cheyenne Mountain 12	47	477	9.9%
<b>1030</b>	Manitou Springs 14	72	131	55.0%
<b>1040</b>	Academy 20	158	1989	7.9%
<b>1050</b>	Ellicott 22	86	88	97.7%
<b>1060</b>	Peyton 23 Jt	48	66	72.7%
<b>1070</b>	Hanover 28	0	27	0.0%
<b>1080</b>	Lewis-Palmer 38	378	542	69.7%
<b>1110</b>	District 49	333	1424	23.4%
<b>1120</b>	Edison 54 JT	1	21	4.8%
<b>1130</b>	Miami/Yoder 60 JT	21	28	75.0%
<b>1140</b>	Canon City RE-1	296	298	99.3%
<b>1150</b>	Fremont RE-2	105	114	92.1%
<b>1160</b>	Cotopaxi RE-3	15	27	55.6%
<b>1180</b>	Roaring Fork RE-1	439	482	91.1%
<b>1195</b>	Garfield Re-2	240	353	68.0%
<b>1220</b>	Garfield 16	14	88	15.9%
<b>1330</b>	Gilpin County RE-1	27	59	45.8%
<b>1340</b>	West Grand 1-JT	14	49	28.6%
<b>1350</b>	East Grand 2	121	137	88.3%
<b>1360</b>	Gunnison Watershed RE1J	173	213	81.2%
<b>1380</b>	Hinsdale County RE 1	18	18	100.0%
<b>1390</b>	Huerfano Re-1	22	36	61.1%
<b>1400</b>	La Veta Re-2	21	34	61.8%
<b>1410</b>	North Park R-1	14	22	63.6%
<b>1420</b>	Jefferson County R-1	3713	6427	57.7%
<b>1430</b>	Eads RE-1	8	25	32.0%

1440	Plainview RE-2	1	17	5.9%
1450	Arriba-Flagler C-20	2	21	9.5%
1460	Hi-Plains R-23	5	16	31.3%
1480	Stratton R-4	15	29	51.7%
1490	Bethune R-5	0	18	0.0%
1500	Burlington RE-6J	0	64	0.0%
1510	Lake County R-1	68	86	79.1%
1520	Durango 9-R	260	540	48.1%
1530	Bayfield 10 Jt-R	87	119	73.1%
1540	Ignacio 11 JT	75	78	96.2%
1550	Poudre R-1	1747	2332	74.9%
1560	Thompson R2-J	1007	1336	75.4%
1570	Estes Park R-3	77	113	68.1%
1580	Trinidad 1	35	70	50.0%
1590	Primero Reorganized 2	24	29	82.8%
1600	Hoehne Reorganized 3	20	26	76.9%
1620	Aguilar Reorganized 6	9	14	64.3%
1750	Branson Reorganized 82	5	38	13.2%
1760	Kim Reorganized 88	8	11	72.7%
1780	Genoa-Hugo C113	11	21	52.4%
1790	Limon RE-4J	2	43	4.7%
1810	Karval RE-23	0	14	0.0%
1828	Valley RE-1	174	189	92.1%
1850	Frenchman RE-3	0	27	0.0%
1860	Buffalo RE-4J	20	28	71.4%
1870	Plateau RE-5	20	24	83.3%
1980	De Beque 49JT	5	19	26.3%
1990	Plateau Valley 50	11	52	21.2%
2000	Mesa County Valley 51	1280	1683	76.1%
2010	Creede School District	12	19	63.2%
2020	Moffat County RE: No 1	82	158	51.9%
2035	Montezuma-Cortez RE-1	205	218	94.0%
2055	Dolores RE-4A	53	61	86.9%
2070	Mancos Re-6	13	53	24.5%
2180	Montrose County RE-1J	392	457	85.8%
2190	West End RE-2	14	45	31.1%
2395	Brush RE-2(J)	69	117	59.0%
2405	Fort Morgan Re-3	239	264	90.5%
2505	Weldon Valley RE-20(J)	5	26	19.2%
2515	Wiggins RE-50(J)	11	51	21.6%
2520	East Otero R-1	74	119	62.2%
2530	Rocky Ford R-2	39	73	53.4%
2535	Manzanola 3J	14	19	73.7%

2540	Fowler R-4J	19	59	32.2%
2560	Cheraw 31	14	28	50.0%
2570	Swink 33	34	37	91.9%
2580	Ouray R-1	8	61	13.1%
2590	Ridgway R-2	11	60	18.3%
2600	Platte Canyon 1	52	70	74.3%
2610	Park County RE-2	42	77	54.5%
2620	Holyoke Re-1J	16	49	32.7%
2630	Haxtun RE-2J	22	34	64.7%
2640	Aspen 1	144	191	75.4%
2650	Granada RE-1	0	23	0.0%
2660	Lamar Re-2	55	118	46.6%
2670	Holly RE-3	10	23	43.5%
2680	Wiley RE-13 Jt	0	35	0.0%
2690	Pueblo City 60	872	1121	77.8%
2700	Pueblo County 70	217	697	31.1%
2710	Meeker RE-1	30	53	56.6%
2720	Rangely RE-4 Upper Rio Grande School	1	42	2.4%
2730	District C-7	17	41	41.5%
2740	Monte Vista C-8	113	122	92.6%
2750	Sargent RE-33J	37	37	100.0%
2760	Hayden RE-1	35	46	76.1%
2770	Steamboat Springs RE-2	187	228	82.0%
2780	South Routt RE 3	26	40	65.0%
2790	Mountain Valley RE 1	14	21	66.7%
2800	Moffat 2	16	32	50.0%
2810	Center 26 JT	41	63	65.1%
2820	Silverton 1	0	31	0.0%
2830	Telluride R-1	23	128	18.0%
2840	Norwood R-2J	26	29	89.7%
2862	Julesburg Re-1	24	44	54.5%
2865	Revere School District	16	20	80.0%
3000	Summit RE-1	295	352	83.8%
3010	Cripple Creek-Victor RE-1	0	40	0.0%
3020	Woodland Park Re-2	47	202	23.3%
3030	Akron R-1	24	38	63.2%
3040	Arickaree R-2	0	21	0.0%
3050	Otis R-3	25	26	96.2%
3060	Lone Star 101	0	29	0.0%
3070	Woodlin R-104	1	24	4.2%
3080	Weld County RE-1	149	186	80.1%
3085	Eaton RE-2	104	143	72.7%

<b>3090</b>	Weld County School District RE-3J	172	201	85.6%
<b>3100</b>	Windsor RE-4	344	510	67.5%
<b>3110</b>	Johnstown-Milliken RE-5J	240	255	94.1%
<b>3120</b>	Greeley 6	833	1512	55.1%
<b>3130</b>	Platte Valley RE-7	95	104	91.3%
<b>3140</b>	Weld Re-8 Schools	205	208	98.6%
<b>3145</b>	Ault-Highland RE-9	52	75	69.3%
<b>3146</b>	Briggsdale RE-10	2	24	8.3%
<b>3147</b>	Prairie RE-11	28	28	100.0%
<b>3148</b>	Pawnee RE-12	1	14	7.1%
<b>3200</b>	Yuma 1	58	82	70.7%
<b>3210</b>	Wray RD-2	63	69	91.3%
<b>3220</b>	Idalia RJ-3	0	23	0.0%
<b>3230</b>	Liberty J-4	0	14	0.0%
<b>8001</b>	Charter School Institute Colorado School for the Deaf	239	1427	16.7%
<b>9000</b>	and Blind	55	74	74.3%
<b>9035</b>	Centennial BOCES	7	16	43.8%
<b>9050</b>	San Juan BOCES	0	22	0.0%
<b>9130</b>	Expeditionary BOCES	19	33	57.6%
<b>9170</b>	Education reEnvisioned BOCES	70	94	74.5%

