

BASRC Teacher Survey Scale Definitions

The following survey scales were defined using the teacher survey data from the 1998 Bay Area School Reform Collaborative (BASRC) teachers' survey. The survey used a questionnaire that took under an hour to complete and factor analyses of all items were used to identify scales and a reduced number of items for subsequent surveys.

I. SCHOOL CONDITIONS

Teacher Influence

Instructional Program (4 point Likert scale, 6 items. Alpha=.81)

How much influence do teachers have over school policy in each of the areas below?

- Determining how students' progress is measured
- Determining books and other instructional materials used in the classrooms
- Establishing the curriculum and instructional program
- Determining the content of in-service programs
- Setting standards for student learning
- Determining the focus of school reform efforts

Hiring Decisions (4 point Likert scale, 2 items. Alpha=.65)

- Hiring new professional personnel
- Hiring a new principal

Principal Leadership for reform (5 point Likert scale, 8 items. Alpha=.94)

Please mark the extent to which you agree or disagree with each of the following statements.

The principal at this school:

- Encourages teachers to try new methods of instruction
- Promotes parental and community involvement in this school
- Works to create a sense of community in this school
- Takes a personal interest in the professional development of teachers
- Is strongly committed to shared decision making
- Ensures that student learning is the "bottom line" in this school
- Supports and encourages teachers to take risks
- Is a strong leader in school reform

Teacher interaction around teaching and learning

Discourse (5 point Likert scale, 5 items. Alpha=.85)

*This question concerns how teachers interact with each other in your school. Please indicate the frequency with which **you** do each of the following.*

- Share ideas on teaching with other teachers
- Discuss with other teachers what you/they learned at a workshop or conference
- Share and discuss student work with other teachers
- Discuss particular lessons that were not very successful
- Discuss beliefs about teaching and learning

Class observations and collaboration (5 point Likert scale, 3 items. Alpha=.80)

- Observe another teacher teaching
- Be observed by another teacher
- Teach with a colleague

School Culture

Norm of Inquiry (5 point Likert scale, 6 items. Alpha=.86)

*Now consider the professional climate in your school. To what extent do you agree or disagree with each of the following statements about **general school climate**.*

- Teachers in this school are continually learning and seeking new ideas
- Teachers are engaged in systematic analysis of student performance data
- Our stance towards our work is one of inquiry and reflection
- Assessment of student performance leads to changes in our school's curriculum
- Teachers in this school regularly examine school performance

Please mark the extent to which you agree or disagree with each of the following statements about your school.

- This school is actively involved in school reform

Commitment to all students (5 point Likert scale, 4 items. Alpha=.85)

Please mark the extent to which you agree or disagree with each of the following statements about your school.

- Teachers in this school really listen to students
- This school has high standards for academic performance
- Teachers like students and treat them with respect
- Most teachers here provide intellectually stimulating and challenging learning environments for their students

Teacher learning community (5 point Likert scale, 4 items. Alpha=.84)

*Now consider the professional climate in your school. To what extent do you agree or disagree with each of the following statements about **general school climate**.*

- I feel supported by colleagues to try out new ideas
- Teachers in this school are encouraged to experiment with their teaching
- Teachers in this school trust each other
- Teachers in this school feel responsible to help each other do their best

Collective problem solving (5 point Likert scale, 4 items. Alpha=.83)

*Now consider the professional climate in your school. To what extent do you agree or disagree with each of the following statements about **general school climate**.*

- In this school we take steps to solve problems, we don't just talk about them
- The faculty has an effective process for making group decisions and solving problems

Please mark the extent to which you agree or disagree with each of the following statements about your school.

- Teachers take an active role in schoolwide decision making
- Useful information to make informed decisions is readily available to teachers (e.g., about student performance, resources, community satisfaction)

School-Parent Relations

Parent outreach (5 point Likert scale, 6 items. Alpha=.87)

*Please mark the extent to which you agree or disagree with these statements about your school's relationship with **parents and the community**?*

- Teachers make an effort to reach out to the community
- Staff are aware of issues and concerns of the community in which the school is located
- The school encourages and supports parents to help their students succeed academically
- Teachers really try to understand parents' problems and concerns
- If a student or student's family needs help, the school collaborates with social service agencies to see that they get help
- Staff at this school work hard to build trusting relationships with parents

Parent involvement (5 point Likert scale, 6 items. Alpha=.87)

- Parents play an active role in making decisions about the school's program
- Parents are actively involved in evaluating and refining the school's standards
- Teachers and parents think of each other as partners in educating children
- Attendance at PTA meetings, parents' nights, and extracurricular activities in not strong (reverse coded)
- Parents are actively involved in examining information on our school's progress toward its standards

DISTRICT POLICY CONTEXT

Professionalism (5 point Likert scale, 11 items. Alpha=.96)

Please indicate how strongly you agree or disagree with the statements regarding the district in which you teach.

- I feel that this district inspires the very best in the job performance of its teachers
- I am proud to tell others that I work for this district
- The district supports local innovation
- The district holds high expectations for our school
- The district builds community confidence in our school
- The district supports my school's whole school change effort
- The district promotes the professional development of teachers
- The district ensures that student learning is the "bottom line" in this school
- The district helps my school focus on teaching and learning
- The district is committed to high standards for every student
- District priorities are consistent with my school's priorities

Constraining Culture (5 point Likert scale, 4 items. Alpha=.69)

Please indicate how strongly you agree or disagree with the statements regarding the district in which you teach.

- Often I find it difficult to agree with this district's policies on important matters relating to its teachers
- The district creates mandates without providing adequate support
- The district demands a lot of paperwork from my school
- The district does not understand my school's reform agenda

Decentralization (5 point Likert scale, 3 items. Alpha=.68)

Please indicate how strongly you agree or disagree with the statements regarding the district in which you teach.

- The district allows school sites to make decisions about teacher hiring and scheduling
- The district gives schools control over their budget
- The district allows schools to make decisions about educational standards, curriculum, and instruction

TEACHING AND LEARNING

Student work in class

Discourse and reflection (6 point Frequency scale, 4 items. Alpha=.74)

*Please review the following list of possible **student lesson activities**. About how much time, if any, do your students do each of the following during classtime?*

- Review and discuss the work of other students
- Explain their reasoning to the class
- Discuss ideas for a sustained period
- Reflect on their work and set future learning goals

Investigations (6 point Frequency scale, 3 items. Alpha=.69)

- Work on a project that requires data collection
- Work on group investigations that extend for several days
- Work on group investigations that extend for several days

Traditional Work (6 point Frequency scale, 3 items. Alpha=.62)

- Work individually on exercises, worksheets, or workbooks
- Listen to teacher presentations
- Answer factual questions in a whole class setting

Teacher Assessments of Student Learning

Traditional formats (5 point Likert scale, 3 items. Alpha=.56)

How important are each of the following kinds of assessments for you in judging how well students are learning?

- Multiple-choice tests
- Essay tests
- Standardized test results

Reform formats (5 point Likert scale, 3 items. Alpha=.59)

- Portfolio of student work
- Products of group projects
- Work samples

Traditional outcomes (5 point Likert scale, 3 items. Alpha=.57)

*How much emphasis do you place on each of the following criteria in assessing student progress?
The student showed increased ability to:*

- Recall factual information
- Master basic skills
- Work with speed and accuracy

Reform outcomes (5 point Likert scale, 5 items. Alpha=.79)

- Ask probing questions about subject matter
- Apply what he/she has learned to new questions, situations, and subjects
- Reflect on his/her progress
- Express his/her own ideas about subject matter
- Provide constructive feedback to other students

SCHOOL REFORM

Reform Climate

Cycle of inquiry (5 point Likert scale, 5 items. Alpha=.86)

Please indicate how strongly you agree or disagree with the statements regarding professional development and the reform climate in your school.

- My school has a clear vision of reform that is linked to standards for student learning and growth
- My school encourages teachers to pursue inquiry into their classroom practice
- Progress toward the school's teaching vision is openly examined and acknowledged
- Teachers collect and use data to improve their teaching
- My school has made changes designed to better meet the needs of our diverse student body

Professional development support (5 point Likert scale, 4 items. Alpha=.79)

- Overall my professional development experiences this year have been closely connected to my school's reform vision
- Overall, my professional development experiences this year have been sustained and coherently focused, rather than short-term and unrelated
- Overall, my professional development experiences this year have helped me understand my students better
- Overall, my professional development experiences this year included enough time to think carefully about, try, and evaluate new ideas

Progress on BASRC school reform outcomes

**** The following scales, composing of Q22 items from 2001 BASRC Teacher Survey, have been changed. The 2001 survey has many new items, thus a new set of scales were created, see below on p. 10.**

Educational outcomes (5 point Likert scale, 6 items. Alpha=.88)

Indicate how each of the following has changed as a result of your school's involvement with BASRC. (Circle "3" if no change).

- Overall student engagement in school
- Overall student academic achievement
- Teachers' interest in learning new teaching approaches
- School's reputation in the community
- Variety in teaching methods

Teacher community building (5 point Likert scale, 7 items. Alpha=.89)

- Teachers' voice in school decisions
- Teachers' consensus on desired student learning outcomes
- Teachers' consensus on needed areas for whole school change
- Respect for different viewpoints on an issue
- Teacher leadership
- Staff discussions of teaching and learning
- Teacher collaboration

Stakeholder involvement (5 point Likert scale, 3 items. Alpha=.74)

- Parent voice in school decisions
- Interaction between different stakeholder groups (e.g., classified staff, teachers, parents, community, district administration)
- Teacher aides/classified staff voice in school decisions

Other outcomes (Single-item Scales):

Use of data as a basis for decision making

Working with outside change agents to support reform goals

District's support of our school's reform goals

2001 TEACHER SURVEY NEW SCALES

The following survey scales were defined using the teacher survey data from the 2001 Bay Area School Reform Collaborative (BASRC) teachers' survey of 505 teachers. Many items were not included in the original 1998 survey, thus the scales are not replicable for the earlier surveys. The 2001 BASRC Principal Survey will have the same scale definitions.

Focused Effort on Teaching and Learning (5 point Likert scale, 8 items. Alpha = .91)

Indicate how, if at all, each of the following has changed during the last five years. If you have been at the school for less than five years, please consider the amount of change you have seen during the amount of time you have been at the school. (Circle "3" if no change).

- Teachers' understanding of student achievement gap in the school
- Variety in teaching methods
- High academic standards for all students
- Setting of goals for student achievement
- Setting of goals for teacher practice
- Use of standards in curriculum and assessment
- Personalized support for underachieving students
- Focus on student achievement in a particular academic area

Data-based Inquiry (5 point Likert scale, 3 items. Alpha = .81)

- Use of data as a basis for decision making
- Use of the Cycle of Inquiry
- Use of multiple data sources

School Learning Community (5 point Likert scale, 10 items. Alpha = .93)

- Teachers' voice in school decisions
- Teachers' consensus on desired student learning outcomes
- Teachers' consensus on needed areas for whole school change
- Respect for different viewpoints on an issue
- Teacher leadership
- Discussions of teaching and learning
- Teacher collaboration
- Teachers' interest in learning new teaching approaches
- Teachers' consensus on needed instructional changes
- Communication about school decisions

Stakeholder Involvement (5 point Likert scale, 4 items. Alpha = .76)

- Parent voice in school decisions
- Interaction between different stakeholder groups (e.g., classified staff, teachers, parents, community, district administration)
- Teacher aides/classified staff voice in school decisions
- Student voice in school decisions

Student Engagement and Achievement (5 point Likert scale, 3 items. Alpha = .77)

- Overall student engagement in school
- Overall student academic achievement
- Achievement of traditionally low-performing student groups

Community Support (5 point Likert scale, 2 items. Alpha = .69)

- School's reputation in the community
- Parent support of student's learning

Discontinue Programs Not Aligned with School

- Discontinuing programs and practices not aligned with school focus

Interaction with Other Schools

- Interaction with other schools