

BASRC Teacher Survey Scale Definitions

These scales were derived from the 2002 Bay Area School Reform Collaborative (BASRC) Teacher Survey (N=1121 in 2002; 1432 in 2003; 805 elementary school teachers in 2004, and 1216 in 2005). Principal components analysis was used to identify survey items that loaded on a common factor; alpha coefficients indicate the internal consistence of the scale.

I. SCHOOL CONDITIONS

Teacher Learning Community (5 point Likert scale, 5 items, Alpha = .86, .85, .85, and .83 in 2002, 2003, 2004 & 2005 respectively)

Please indicate how well each of the following statements describes conditions in your school (Check (✓) one circle for each statement.)

	2002	2003	2004	2005
I feel supported by colleagues to try out new ideas	1d	1d	1d	1d
Teachers in this school trust each other	1g	1g	1g	1g
Teachers in this school feel responsible to help each other do their best	1h	1h	1h	1h
Teachers in this school are encouraged to experiment with their teaching	1i	1i	1i	1i
Teachers use time together to discuss teaching and learning	1l	1k	1k	1k

Collective Problem Solving (5 point Likert scale, 3 items, Alpha = .88, .89, .89, & .87)

Please indicate how well each of the following statements describes conditions in your school (Check (✓) one circle for each statement.)

	2002	2003	2004	2005
Teachers take an active role in school wide decision making	1a	1a	1a	1a
The faculty has an effective process for making group decisions and solving problems	1b	1b	1b	1b
In this school we take steps to solve problems, we don't just talk about them	1c	1c	1c	1c

Parent Involvement (5 point Likert scale, 2 items, Alpha = .81, .82, .83, & .76)

Please indicate how well each of the following statements describes conditions in your school (Check (√) one circle for each statement.)

	2002	2003	2004	2005
Parents are well-informed about our school's improvement efforts	1n	1m	1m	1l
Parents are active partners in our school's improvement efforts	1o	1n	1n	1m

High Standards for Student Performance (5 point Likert scale, 1 item)

Please indicate how well each of the following statements describes conditions in your school (Check (√) one circle for each statement.)

	2002	2003	2004	2005
This school has high standards for students' academic performance	1j	1j	1j	1j

Attention to English Language Learners (5 point Likert scale, 1 item)

Please indicate how well each of the following statements describes conditions in your school (Check (√) one circle for each statement.)

	2002	2003	2004	2005
Teachers in this school pay particular attention to the needs of English language learners	1e	1e	1e	1e

Attention to Under-performing Students (5 point Likert scale, 1 item)

Please indicate how well each of the following statements describes conditions in your school (Check (√) one circle for each statement.)

	2002	2003	2004	2005
Teachers in this school explore new instructional approaches in their grade / content area that promise to help under-performing students meet school standards	1f	1f	1f	1f

Teacher Knowledge Sharing (5 point Likert scale, 8 items. Alpha= .89, .89, .88, & .88)

How frequently do you do each of the following with other teachers in your school?

	2002	2003	2004	2005
Share ideas on teaching	2a	4a	3a	3a
Discuss what you/they learned at a workshop or conference	2b	4b	3b	3b
Share and discuss student work	2c	4c	3c	3c
Discuss particular lessons that were not very successful	2d	4d	3d	3d
Discuss beliefs about teaching and learning	2e	4e	3e	3e
Share and discuss research on effective teaching methods	2i	4i	3i	3i
Share and discuss research on effective instructional practices for English language learners	2j	4j	3j	3j
Explore new teaching approaches for under-performing students	2k	4k	3k	3k

Class Observation and Collaboration (5 point Likert scale, 3 items. Alpha= .72, .84, .75, & .70)

How frequently do you do each of the following with other teachers in your school?

	2002	2003	2004	2005
Observe another teacher teaching	2f	4f	3f	3f
Be observed by another teacher	2g	4g	3g	3g
Teach with a colleague	2h	4h	3h	3h

Note: if excluding Q3h, alpha = .87 in 2004 & .83 in 2005.

Inquiry Practices (Enhanced) (5 point Likert scale, 15 items. Alpha= .95, .94, .93, & .94)

To what extent do you agree or disagree with each of the following statements regarding the reform climate in your school?

	2002	2003	2004	2005
This school has a clear vision of reform that is linked to standards for student learning and growth	3a	2a	2a	2a
This school encourages teachers to pursue inquiry into their classroom practice	3b	2b	2b	2b
My school's progress towards its reform vision is openly examined and acknowledged	3c	2c	2c	2c
Teachers collect and use data to improve their teaching	3d	2d	2d	2d
This school has made changes designed to better meet the needs of its diverse student body	3e	2e	2e	2e

(Continued from p.3)

Teachers are engaged in systematic analysis of student performance data	3f	2f	2f	2f
Assessment of student performance leads to changes in our school's curriculum	3g	2g	2g	2g
This school has well-defined plans for instructional improvement	3h	2h	2h	2h
Teachers in this school share a vision of good teaching	3i	2i	2i	2i
Teachers in this school are engaged in systematic analysis of their teaching practices	3j	2j	2j	2j
Useful information to make informed decisions is readily available to teachers (e.g., about student performance, resources, community satisfaction)	3k	2k	2k	2k
This school uses assessment data to evaluate teachers' instructional practices	3l	2l	2l	2l
The whole school examines gaps in the achievement of students by grade level	3m	2m	2m	2m
Teachers meet regularly to review student performance in order to adjust their practices	3n	2n	2n	2n
In this school we use a variety of assessment strategies to measure student progress	3o	2o	2o	2o

Quality Professional Development (5 point Likert scale, 5 items. Alpha= .90, .89, .89, & .90)

*Please indicate how strongly you agree or disagree with the following statements regarding your **professional development** experiences this year (including summer 2001).*

Overall my professional development experiences this year:	2002	2003	2004	2005
Have been closely connected to my school's reform vision	5a	7a	6a	6a
Have been sustained and coherently focused, rather than short-term and unrelated	5b	7b	6b	6b
Have helped me understand my students better	5c	7c	6c	6c
Included enough time to think carefully about, try, and evaluate new ideas	5d	7d	6d	6d
Have helped me build new skills and identify strategies to better meet the needs of target students	5e	7e	6e	6e

II. CLASSROOM TEACHING

Student Discourse and Reflection (5 point Likert scale, 4 items. Alpha = .79, .80, .73, & .80)

Please indicate how frequently, if at all, your students do each of the following during class time.

	2002	2003	2004	2005
Review and discuss the work of other students	10a	17a	15a	15a
Explain their reasoning to the class	10b	17b	15b	15b
Discuss ideas for a sustained period	10c	17c	15c	15c
Reflect on their work and set future learning goals	10d	17d	15d	15d

Student Work on Projects (5 point Likert scale, 2 items. Alpha = .73, .76, .79, & .74)

Please indicate how frequently, if at all, your students do each of the following during class time.

	2002	2003	2004	2005
Work on a group project that extends for several days	10e	17e	15e	15e
Work on an individual project that takes several days	10f	17f	15f	15f

Reform Assessment Format (5 point Likert scale, 3 items. Alpha= .60, .52, .36, & .46)

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

	2002	2003	2004	2004
Portfolio of student work	11c	18c	16c	16c
Products of group projects	11d	18d	16d	16d
Work samples	11f	18f	16f	16f

Note: if excluding Q16d, alpha = .53 in 2004 & .56 in 2005.

Reform Outcome (5 point Likert scale, 5 items. Alpha= .81, .79, .82, & .82)

How much emphasis do you place on each of the following criteria in assessing student progress?

The student showed increased ability to:	2002	2003	2004	2005
Ask probing questions about subject matter	12b	19b	17a	17a
Apply what he/she has learned to new questions, situations, and subjects	12c	19c	17b	17b
Reflect on his/her progress	12d	19d	17c	17c
Express his/her own ideas about subject matter	12f	19f	17d	17d
Provide constructive feedback to other students	12g	19g	17e	17e

Class Achievement Gap Closing (5 point Likert scale, 3 items. Alpha= --, .78, .78, & .81)

To what extent do you agree or disagree with each of the following statement as a description of your instructional practice and accomplishments?

	2002	2003	2004	2005
Student assessment data show that the English language learners in my class(es) are making good progress on outcome standards		21f	19f	19f
Low-performing students in my class(es) are making progress		21g	19g	19g
The data show that achievement gaps are closing in my class(es)		21h	19h	19h

Individualized Assessment and Instruction (5 point Likert scale, 4 items. Alpha= --, .71, .74, & .73)

To what extent do you agree or disagree with each of the following statement as a description of your instructional practice and accomplishments?

	2002	2003	2004	2005
I consistently set benchmarks for assessing student achievement		21a	19a	19a
I closely follow the progress of individual students performing at different levels of academic achievement		21b	19b	19b
My lesson plans include specific instructional strategies for students who differ in their academic skills		21c	19c	19c
I feel that I have made significant changes in my approach to instruction with English language learners		21e	19e	19e

Collegial Feedback on Instruction (5 point Likert scale, 2 items. Alpha= --, .62, .61, & .65)

To what extent do you agree or disagree with each of the following statement as a description of your instructional practice and accomplishments?

	2002	2003	2004	2005
When addressing particular instructional challenges, I feel comfortable asking for advice or help from fellow teachers		21j	19j	19j
I feel comfortable giving feedback to fellow teachers on ways they might improve their instruction		21k	19k	19k

III. DISTRICT AND LOCAL COLLABORATIVE

District Reform Leadership (5 point Likert scale, 8 items. Alpha= .94, .94, .92, & .92)

*This question concerns the **professional climate of your district**. Please indicate how strongly you agree or disagree with each of the below statements.*

	2002	2003	2004	2005
I feel that this district inspires the very best in the job performance of its teachers	14a	22a	24a	24a
The district supports local innovation	14c	22c	24c	24b
The district holds high expectations for our school	14d	22d	24d	24c
The district supports my school’s whole school change effort	14f	22e	24e	24d
The district promotes the professional development of teachers	14h	22f	24f	24e
The district ensures that student learning is the “bottom line” in this school	14i	22g	24g	24f
The district helps my school focus on teaching and learning	14j	22h	24h	24g
The district is committed to high standards for every student	14k	22i	24i	24h

***(Note: an older scale, “District Professionalism” includes the following 2 items on this scale:
b. I am proud to tell others that I work for this district.
k. District priorities are consistent with my school’s priorities.)***

District Data-based Reform Support (5 point Likert scale, 6 items. Alpha= .91, .91, .86, & .89)

*The following list concerns ways a district can support school inquiry and reform. Please indicate the extent to which **your district does each the following**.*

My district provides:	2002	2003	2004	2005
Assessment data that allow teachers to track their students’ progress over time	15a	23a	25a	25a
Assessment data that allow teachers to identify skill gaps	15b	23b	25b	25b
Support to schools in analyzing assessment data	15c	23c	25c	25c
Professional development tied to our focused effort	15d	23d	25d	25d
High quality professional development resources	15e	23e	25e	25e
Information about high quality support providers relevant to our focused effort	15f	23f	25f	25f

Local Collaborative Knowledge Sharing (4 point Likert scale, 10 items. Alpha= .94, .93, .90, & .92)

*Please indicate how strongly you agree or disagree with the following statements regarding your **professional development** experiences this year.*

With teachers from other schools in my LC, I have	2002	2003	2004	2005
Talked about our focused reform effort	17a	24a	26a	26a
Shared ideas on teaching practices for improving student achievement/closing achievement gaps	17b	24b	26b	26b
Observed another teacher teaching	17c	24c	26c	26c
Been observed by another teacher teaching	17d	24d	26d	26d
Shared teaching materials (e.g., worksheets, writing samples)	17e	24e	26e	26e
Worked together on looking student data to identify gaps in student achievement	17f	24f	26f	26f
Discussed what we have learned about best practices as related to our schools' reform work	17g	24g	26g	26g
Developed assessments to measure change/improvement of student achievement	17h	24h	26h	26h
Discussed ways of analyzing and interpreting student achievement data	17i	24i	26i	26i
Participated together in professional development, workshops, conferences, or institutes	17j	24j	26j	26j

Local Collaborative Coaching Value (5 point Likert scale, 10 items. Alpha= .98, .97, .95, & .96)

*Please indicate **how useful coaching from your Local Collaborative coach or reform coordinator** has been to your school on each of the following. (Check N/A if you do not know or have not worked with your LC coach or reform coordinator in a particular area.)*

How useful has coaching been in...?	2002	2003	2004	2005
Deepening and broadening our school's focused effort	19a	11a	10a	10a
Using the "Cycle of Inquiry" to address equity issues	19b	11b	10b	10b
Determining how to use assessments effectively to measure change of student achievement	19c	11c	10c	10c
Identifying effective changes in school/classroom practices to address student achievement gaps	19d	11d	10d	10d
Setting measurable goals of student achievement	19e	11e	10e	10e
Developing measurable goals for evaluating teacher practices	19f	11f	10f	10f
Selecting multiple kinds of assessment to evaluate students' progress	19g	11g	10g	10g
Building teacher collaboration in our school	19h	11h	10h	10h
Building collaboration with teachers from other schools in our Local Collaborative	19i	11i	10i	10i
Refining teachers' understanding of equity	19j	11j	10j	10j