

## CTP Teacher Survey Scale Definitions

The following survey scales were derived from the 2001-2002 CTP Teacher Survey in 8 school districts in 4 states (San Diego and Fresno, CA; Wake, NC; District 3 and District 11, NY; Highline, Bellevue, and Seattle, WA. N=2594). The construction of scales was theoretical or empirical in nature. Eight district scales were based on CTP theoretical framework (Improving Teaching and Learning, Communication Within and Beyond, Allocating Resources, Creating Local Accountability, Partnering with Nonsystem Actors, Developing the Profession, Top-Down Culture, and Pride in District). All the other scales were identified via principal components. Cronbach's alpha coefficients indicate the internal consistence of the scale.

### I. DISTRICT

The following 8 scales of district climate are based on CTP theoretical framework. The items are from 4 set of 5-point Likert type items; Q35, Q36, Q37, and Q38.

35. *Please indicate how strongly you agree or disagree with the statements regarding **the district in which you teach.***
36. *Please indicate how strongly you agree or disagree with each of the following statements about **how your district works with schools.***
37. *Now please consider how your district supports schools. Indicate the extent to which your district provides each of the following **kinds of support.***  
This district...
38. *Please indicate the extent to which you agree or disagree with these statements about your district's relationship with **parents and the community.***

### Improving Teaching and Learning (6 items; 5-point Likert scale; alpha = .91)

- 35c. This district ensures that student learning is the “bottom line” in schools
- 35f. The district emphasizes academic standards at all levels of the system
- 35g. The district is committed to high standards for every student
- 36a. The district holds high expectations for our school
- 36b. This district helps schools focus on teaching and learning
- 37a. Helps schools develop and maintain high standards

**Communicating Within and Beyond** (9 items; 5-point Likert scale; alpha = .93)

- 35h. I trust the superintendent at his or her word
- 35i. The district builds community confidence in our school
- 36g. This district has a good understanding of schools' reform agendas
- 36h. This district fosters communication between different schools in the district
- 36k. The district office consults with schools on issues that affect schools
- 36l. District administrators visit and learn from school administration and staff
- 37f. The district office responds quickly and appropriately to school requests
- 37k. Has helped schools establish processes and strategies for handling stress, conflict, and divergent views
- 38c. The district encourages and supports parents to help their children succeed academically

**Allocating Resources** (3 items; 5-point Likert scale; alpha = .79)

- 35j. Resources are distributed equitably across all schools in the district
- 36f. This district provides all schools the same level and kind of support for reform
- 37i. The district office provides needed resources to the schools

**Creating Local Accountability** (6 items; 5-point Likert scale; alpha = .90)

- 37c. Supports schools' efforts to be accountable to their own local communities
- 37g. Helps schools set benchmarks and evaluate progress toward school and district standards
- 37h. Has helped schools establish systems of governance and decision making which include participation by key stakeholder groups (i.e., students, parents, and staff)
- 37j. Helps schools maintain open communication and public accountings to key stakeholders regarding the performance of students and the schools
- 37m. Creates ways for everyone to have voice and power
- 38d. Parents and other community members are actively involved in setting goals and strategies for educational improvement in our district

**Partnering with Nonsystem Actors** (2 items; 5-point Likert scale; alpha = .78)

- 38a. District staff make an effort to reach out to individuals and organizations outside of the school district
- 38e. District staff work hard to partner with outside individuals and organizations to build capacity for educational improvement

**Developing the Profession** (5 items; 5-point Likert scale; alpha = .91)

- 37b. Helps principals promote and nurture a focus on teaching and learning in schools
- 37d. Provides support to enable teachers to adjust curriculum and instruction to meet all students' individual needs
- 37e. Helps schools use information about student achievement relative to standards in order to improve instruction
- 37l. Invests in high quality professional development for teachers
- 37n. Promotes teacher leadership across district schools

**Top-down Culture** (3 items; 5-point Likert scale; alpha = .60)

- 35b. Often I find it difficult to agree with this district's policies on important matters relating to its teachers
- 36c. The district does not understand my school's reform agenda
- 36e. The district creates mandates without providing adequate support

**Pride in District** (5 items; 5-point Likert scale; alpha = .90)

- 35a. I feel that this district inspires the very best in the job performance of its teachers
- 35d. The district administrators look out for the personal welfare of school-level staff
- 35e. I am proud to tell others that I work for this district
- 35k. The district administrators place the needs of children ahead of their personal and political interests
- 36j. The district office makes school issues a top priority in district decision-making

**Union** (1 item; 5-point Likert scale)

- 35l. The teacher union works to improve the quality of teaching

**Teaching Decision: Professional Support** (4 items; 5-point Likert scale; alpha = .81)  
(Q7 items are from SRI survey)

7. *Please indicate the importance of each factor in your decision to teach at your current job.*

- b. This school has many resources (e.g., materials, technology)
- c. This school offers support for professional learning (e.g., strong instructional team, planning time, mentor, community of learners)
- d. I value the philosophy of this school's leadership
- e. The district administration supports teachers as professionals

**Teaching Decision: Salary** (single item; 5-point Likert scale)

7. *Please indicate the importance of each factor in your decision to teach at your current job.*

- h. This job offers a good salary

**Teaching Decision: School Location** (single item; 5-point Likert scale)

7. *Please indicate the importance of each factor in your decision to teach at your current job.*

- g. This school is close to my current or planned home

**Use of Professional Development Activities and Support: Knowledge and Instruction** (6 items; 4-point Likert scale; alpha = .90)

11. *Please indicate the extent to which professional development activities and support have made the following contributions to you as a teacher. [If you answered Questions 5-9, please consider the support that was provided to you during your first or second year of teaching. If you did not answer Questions 5-9, please consider all of the professional development activities you participated in last school year.] Circle one per row.*

The support I received/participation in professional development activities specifically...

- a. Deepened my grasp of the subject matter I taught
- b. Increased my knowledge beyond the basic instructional and assessment techniques that are appropriate for the subject matter I taught
- c. Improved my skills to meet instructional needs of the student population at this school (e.g., English language learners or students from diverse cultural backgrounds)
- f. Improved my ability to consistently identify instructional goals appropriate to the subject matter I taught
- g. Increased my effectiveness at promoting student learning
- o. Improved my ability to plan instruction

**Use of Professional Development Activities and Support: Boundary-Spanning Roles** (3 items; 4-point Likert scale; alpha = .72)

11. *Please indicate the extent to which professional development activities and support have made the following contributions to you as a teacher. [If you answered Questions 5-9, please consider the support that was provided to you during your first or second year of teaching. If you did not answer Questions 5-9, please consider all of the professional development activities you participated in last school year.] Circle one per row.*

The support I received/participation in professional development activities specifically...

- e. Increased my confidence and responsiveness in interactions with parents
- h. Helped me ask for additional assistance and feedback when I needed it
- i. Helped me understand the way my school/district and its administration worked

**Quality Profession Development** (7 items; 5-point Likert scale; alpha = .86)

13. *Considering all of the professional development activities in which you participated in the last 12 months, please indicate the extent to which you agree with the following statements. Circle one per row.*

In general, professional development available to me...

- a. Recognizes and builds on individual teachers' knowledge and experience
- b. Promotes collaboration and joint work among teachers
- c. Is sustained over time, with ample participant follow-up and teacher support
- e. Focuses on subject matter content and how to teach it
- f. Is a good fit with what I need or want in my current teaching assignment(s)
- g. Is developed and organized by teachers in my school
- h. Focuses on how teaching and learning build on students' backgrounds and experiences

## II. SCHOOL

### **Coherent Curriculum and Instruction** (9 items; 5-point Likert scale; alpha = .92)

23. Now consider ***the curriculum and instruction in your school***. Please indicate the extent to which you agree or disagree with the following statements.

- a. This school has high quality school-wide curriculum plans
- b. This school has well-defined learning expectations for all students
- c. The curriculum is planned between and among grades to promote continuity
- d. Teachers follow the school-wide curriculum plans
- e. The curriculum is relevant for the population of students
- f. This school has high standards for students' academic performance
- g. The curriculum is aligned with established academic measures (e.g., standardized tests, rubrics, etc.)
- j. Standards for student achievement are challenging, attainable, and measurable
- m. This school has consistent standards from classroom to classroom

### **Achievement-Oriented Culture** (4 items; 5-point Likert scale; alpha = .81)

23. Now consider ***the curriculum and instruction in your school***. Please indicate the extent to which you agree or disagree with the following statements.

- h. Teachers are committed to improving student achievement
- i. Students are well aware of the learning expectations of this school
- k. Teachers provide a high quality of instruction
- l. Students work hard in this school

### **Authentic Assessments** (6 items; 5-point Likert scale; alpha = .87)

24. To what extent do you agree or disagree with the following statements about ***assessments and testing*** at your school?

- a. There is a school-wide commitment to assessment and accountability
- b. There is a clear relationship between instruction and assessment
- c. A variety of assessment strategies is used to measure student progress
- d. Teachers understand and use standardized test results for instructional planning
- e. Teachers understand and use a variety of assessment tools and results for instructional planning
- f. Assessment results are reported to parents

**Broad Leadership for Improving Instruction** (10 items; 5-point Likert scale; alpha = .87)

28. *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**?*

- a. The principal is strongly committed to shared decision making
- b. Useful information to make informed decisions is readily available to teachers (e.g., about student performance, resources, community satisfaction)
- c. The principal participates in the professional development activities of teachers
- d. Our stance towards our work is one of inquiry and reflection
- e. The principal is a strong leader in school reform
- f. The school staff is committed to helping students learn
- g. The principal ensures that student learning is the “bottom line” in this school
- h. In this school we take steps to solve problems, we don’t just talk about them
- i. Assessment of student performance leads to changes in our school’s curriculum
- j. The principal sets high standards for teaching

**Resource Adequacy and Equity** (2 items; 5-point Likert scale; alpha = .80)

28. *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**?*

- m. Resources are distributed equitably within this school
- n. The resources available to me are sufficient for me to do my job

**Professional Learning Community** (6 items; 5-point Likert scale; alpha = .90)

28. *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**?*

- k. I feel supported by colleagues to try out new ideas

29. *Now consider **the teachers at your school**. To what extent do you agree or disagree with the following statements?*

The teachers in this school...

- a. Are continually learning and seeking new ideas
- b. Are engaged in systematic analysis of student performance data
- d. Trust each other
- e. Feel responsible to help each other do their best
- f. Share ideas and teaching practices

**Teacher Collaboration on Instruction** (8 items; 5-point Likert scale; alpha = .90)

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

- a. Share ideas on teaching with other teachers
- e. Discuss with other teachers what you/they learned at a workshop or conference
- f. Analyze student work with other teachers
- g. Discuss particular lessons that were not very successful
- h. Discuss beliefs about teaching and learning
- i. Discuss how to help students having problems
- j. Discuss common challenges in the classroom
- k. Work together to develop teaching materials or activities for particular classes

**Peer Observation** (2 items; 5-point Likert scale; alpha = .80)

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

- b. Observe another teacher teaching
- c. Be observed by another teacher
- d. Teach with a colleague

**Teacher Influence over School Policy** (7 items; 5-point Likert scale; alpha = .87)

31. *How much actual influence do you think teachers have over school policy AT THIS SCHOOL in each of the following areas?*

- a. Setting discipline policy
- b. Determining the content of in-service professional development programs
- c. Hiring new full-time teachers
- d. Deciding how the school budget will be spent
- e. Evaluating teachers
- f. Establishing curriculum
- g. Setting performance standards for students of this school



**Control of Student Policy in Classroom** (3 items; 5-point Likert scale; alpha = .75)

32. *How much control do you think you have IN YOUR CLASSROOM at this school over each of the following areas of **your planning and teaching**?*

- d. Evaluating and grading students
- e. Disciplining students
- f. Determining the amount of homework to be assigned

**Control of Content in Classroom** (3 items; 5-point Likert scale; alpha = .75)

32. *How much control do you think you have IN YOUR CLASSROOM at this school over each of the following areas of **your planning and teaching**?*

- a. Selecting textbooks and other instructional materials
- b. Selecting content, topics, and skills to be taught

**Teacher-Principal Trust (Bryk and Schneider)** (8 items; 4-point Likert scale; alpha = .95)

33. *Please consider **the principal's relationship with teachers at your school**. To what extent to do you agree or disagree with the following statements?*

- a. It's OK in this school to discuss feelings, worries, and frustrations with the principal
- b. The principal looks out for the personal welfare of the faculty members
- c. I trust the principal at his or her word
- d. The principal at this school is an effective manager who makes the school run smoothly
- e. The principal places the needs of children ahead of her personal and political interests
- f. The principal has confidence in the expertise of the teachers
- g. The principal takes a personal interest in the professional development of teachers
- h. I really respect my principal as an educator

**Feeling Respected (Bryk and Schneider)** (4 items; 4-point Likert scale; alpha = .59)

34. *To what extent do you feel respected by the following individuals or groups?*

- a. Your principal
- b. Your district administrators
- c. Students in your classes
- d. Parents of students in your school

**Respect of Community** (2 items; 4-point Likert scale; alpha = .72)

34. *To what extent do you feel respected by the following individuals or groups?*

- c. Students in your classes
- d. Parents of students in your school

**Respect of Administrators** (2 items; 4-point Likert scale; alpha = .58)

34. *To what extent do you feel respected by the following individuals or groups?*

- a. Your principal
- b. Your district administrators

### III. CLASSROOM

#### **Student Work in Class: Discourse and Reflection** (4 items; 6-point Likert scale; alpha = .72)

19. *Please review the following list of possible **student lesson activities**. About how much time, if any, do your students engage in each of the following?*
- c. Review and discuss the work of other students
  - f. Explain their reasoning to the class
  - g. Discuss ideas for a sustained period
  - k. Reflect on their work and set future learning goals

#### **Student Work in Class: Investigation** (3 items; 6-point Likert scale; alpha = .77)

19. *Please review the following list of possible **student lesson activities**. About how much time, if any, do your students engage in each of the following?*
- b. Work on a project that requires data collection
  - d. Work on group investigations that extend for several days
  - i. Work on individual investigations that take several days

#### **Reform Assessments** (3 items; 5-point Likert scale; alpha = .59)

20. *How important are the following kinds of assessments for you in judging how well students are learning?*
- c. Work samples
  - d. Portfolio of student work
  - e. Products of group projects

#### **Traditional Assessments** (3 items; 5-point Likert scale; alpha = .59)

20. *How important are the following kinds of assessments for you in judging how well students are learning?*
- a. Multiple-choice tests
  - b. Essay tests
  - f. Standardized test results

**Low Expectations** (2 items; 5-point Likert scale; alpha = .60)

21. *Please indicate the extent to which you agree or disagree with each of the following statements about the **students you teach**.*

- c. Many of the students I teach are not able to learn the material I am supposed to teach them
- e. There is really very little I can do to insure that most of my students achieve at a high level

**Teacher Efficacy** (2 items; 5-point Likert scale; alpha = .53)

21. *Please indicate the extent to which you agree or disagree with each of the following statements about the **students you teach**.*

- b. By trying different teaching methods, I can significantly affect my students' achievement level
- d. My expectations for my students' learning have been increasing

**Preparedness: Basic Instruction** (7 items; 5-point Likert scale; alpha = .86)

22. *Using the scale 1-5 where 1 is "Poorly prepared" and 5 is "Very well prepared," how well prepared are you **currently** to:*

- a. Handle a range of classroom management and discipline situations
- b. Plan lessons effectively
- c. Use a variety of instructional methods
- d. Teach your subject matter
- e. Teach in the grade level you are currently assigned
- g. Assess students
- h. Select and adapt curriculum and instructional materials

**Preparedness: Equitable Learning Opportunities** (2 items; 5-point Likert scale; alpha = .82)

22. *Using the scale 1-5 where 1 is "Poorly prepared" and 5 is "Very well prepared," how well prepared are you **currently** to:*

- j. Create equitable learning opportunities for students of diverse cultural backgrounds
- k. Create equitable learning opportunities for students with diverse academic needs