SAM Evaluation
NV-PSO Inquiry Team Survey: Scale Definitions

These survey scales were developed by the CRC at Stanford University using data from the 2008 and 2009 Inquiry Team Survey and 2010 Teacher Survey for New Visions Evaluation, a web-based survey of IT members or a selection of teachers who are involved in inquiry in all schools in New Visions' PSO in New York City. In 2008 the survey involved 187 IT members from 57 schools; in 2009, 291 IT members from 71 schools responded; in 2010, 164 teachers from 58 schools responded). Principal components analysis was used to identify survey items that load on a common factor. The alpha coefficient indicates internal consistency of a scale and the 2009 alpha coefficient is reported here as the midpoint of the three-year data.

I. SCHOOL CONDITIONS

➢ *Supportive School Environment* **(7 items in 2008, 6 in 2009, and 5 in 2010. Alpha = .83)**
4-point Likert scale, ranging from 1 ("Strongly Disagree") to 4 ("Strongly Agree")

Please indicate how much you agree or disagree with each of the following statements about **working conditions** *in your school.*

	2008	2009	2010
This school has a clear vision of reform that is linked to standards for student learning and growth	1a	--	--
There is a great deal of cooperative effort among the staff members	1b	1a	1a
The school administration's behavior toward the staff is supportive and encouraging	1c	1b	1b
The principal talks with me frequently about my instructional practices	1e	1d	--
I am supported by school leaders in efforts to improve instruction for my students	1g	1f	1e
I receive ongoing feedback and evaluation useful for improving my instruction	1h	1g	1f
This school has a clear vision of reform that features the use of data on student performance to focus improvement efforts	--	1h	1g

➢ *Collective Problem Solving* **(2 items. Alpha = .75)**
4-point Likert scale, ranging from 1 ("Strongly Disagree") to 4 ("Strongly Agree")

Please indicate how much you agree or disagree with each of the following statements about **working conditions** *in your school.*

	2008	2009	2010
Teachers take an active role in school wide decision making	1d	1c	1c
The faculty has an effective process for making group decisions and solving problems	1f	1e	d

➢ *Trust and Shared Accountability* (**7 items. Alpha = .90**)
5-point Likert scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree")

*How well does each of the following statements describe the **teaching culture of your school or SLC** ("Small Learning Community" if you teach in a large high school divided into SLCs)?*

	2008	**2009**	**2010**
Teachers trust one another	2a	2a	2a
Teachers share a vision of good teaching	2b	2b	2b
Teachers feel responsible to help one another do their best	2c	2c	2c
Teachers use time together to discuss teaching and learning	2d	2d	2d
I make a conscious effort to coordinate the content of my courses with that of other teachers	2f	2f	2f
When addressing particular instructional challenges, I feel comfortable asking for advice or help from other teachers	2g	2g	2g
I feel comfortable giving feedback to other teachers on ways they might improve their instruction	2h	2h	2h

➢ *Collaboration on Instruction* (**5 items. Alpha = .88**)
5-point Likert scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree")

*How well does each of the following statements describe the **teaching culture of your school or SLC** ("Small Learning Community" if you teach in a large high school divided into SLCs)?*

	2008	**2009**	**2010**
I receive meaningful feedback on my performance from colleagues	2e	2e	2e

*How well does each of these statements describe **how teachers work together in your school or SLC** (if you teach in a large high school divided into SLCs)?*

	2008	**2009**	**2010**
We share and discuss student work regularly	3a	3a	3a
We meet regularly to review student performance on benchmark assessments	3b	3b	3b
We discuss particular lessons that were not very successful	3e	3e	3e
We work together to improve instruction	3f	3f	3f

➢ *Culture of Assessment Use* **(2 items. Alpha = .81)**
  5-point Likert scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree")

  *How well does each of these statements describe **how teachers work together in your school or SLC** (if you teach in a large high school divided into SLCs)?*

	2008	2009	2010
We use a variety of assessment strategies to measure student progress	3c	3c	3c
We use assessment data to evaluate our curriculum and instructional practices	3d	3d	3d

Leadership in School or SLC

The following three scales derive from the same survey question.

  *Now consider **leadership in your school or SLC**. Please indicate the extent to which leader(s) do each of the following…*
  School / SLC leaders…

➢ *Leadership in School or SLC: Community Building* **(2 items. Alpha = .89)**
  5-point Likert-type frequency scale, ranging from 1 ("Never") to 5 ("Always")

	2008	2009	2010
Actively seek and make use of diverse and controversial views	4a	4a	4a
Negotiate successfully between opposing points of view	4b	4b	4b

➢ *Leadership in School or SLC: Professional Learning Support* **(1 item)**
  5-point Likert-type frequency scale, ranging from 1 ("Never") to 5 ("Always")

	2008	2009	2010
Take responsibility for others' learning	4l	4g	4g

➢ *Leadership in School or SLC: Data-based Improvement* **(3 items. Alphas = .93)**
  5-point Likert-type frequency scale, ranging from 1 ("Never") to 5 ("Always")

	2008	2009	2010
Use data to identify patterns to inform decision making	4e	4d	4d
Use objective evidence to identify, frame and solve problems	4g	4e	4e
Use data to evaluate the effectiveness of decisions	4h	4f	4f

College Expectations (**6 items. Alphas = .85**)
    4-point Likert scale, ranging from 1 ("Strongly Disagree") to 4 ("Strongly Agree")

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

	2008	2009	2010
Teachers expect most students in this school to go to college	5a	5a	5a
Teachers at this school help students plan for college outside of class time	5b	5b	5b
The curriculum at this school is focused on helping students get ready for college	5c	5c	5c
Most of our students have the capacity to do college level work	5d	5d	5d
Most of the students in this school are planning to go to college	5e	5e	5e
Teachers in this school feel that it is a part of their job to prepare students to succeed in college	5f	5f	5f

II. INQUIRY TEAM WORK IN THE SCHOOL

Inquiry Team Performance Standards

The following five scales are measures of "SAM Team Performance Standards" and derive from the same survey question.

This question concerns how you and others in your Inquiry Team **work together**. *Please indicate the extent to which the team operates in each of the following ways.*
Our Inquiry Team members …

➢ *Inquiry Team Performance Standards: Trust* (**1 item.**)
    5-point Likert-type frequency scale, ranging from 1 ("Never") to 5 ("Always")

	2008	2009	2010
Are open and honest about their weaknesses, fears, and mistakes	11a	8a	8a

➢ *Inquiry Team Performance Standards: Conflict Management* (**4 items. Alpha = .88**)
    5-point Likert-type frequency scale, ranging from 1 ("Never") to 5 ("Always")

	2008	2009	2010
Solve the most important and difficult issues during team meetings	11b	8b	8b
Challenge and question one another in order to make the best decisions	11d	8d	8d
Take time to reflect on interpersonal issues and have strategies for effectively solving them	11e	8e	8e
Are able to come to agreement without compromising individual members' perspectives	11f	8f	8f

➢ *Inquiry Team Performance Standards: Commitment* (**4 items. Alphas = .92**)
  5-point Likert-type frequency scale, ranging from 1 ("Never") to 5 ("Always")

	2008	2009	2010
End team meetings with clear and specific understandings of actions to be taken, timelines, and distribution of responsibility	11g	8g	8g
Work as a group to equitably distribute the workload	11h	8h	8h
Know what each of us is working on and how this contributes to the group	11i	8i	8i
Leave meetings confident that we all are committed to the decisions agreed upon, even if there was initial disagreement	11j	8j	8j

➢ *Inquiry Team Performance Standards: Team Accountability* (**2 items. Alpha = .74**)
  5-point Likert-type frequency scale, ranging from 1 ("Never") to 5 ("Always")

	2008	2009	2010
Have established group norms and hold one another accountable for adhering to them	11l	8l	8l
Are deeply concerned about the prospect of letting one another down	11m	8m	8m

➢ *Inquiry Team Performance Standards: Results Orientation* (**3 items. Alphas = .90**)
  5-point Likert-type frequency scale, ranging from 1 ("Never") to 5 ("Always")

	2008	2009	2010
Establish clear and unambiguous measurements for assessing our success	11n	8n	8n
Stay focused on results in the face of distractions and competing priorities	11o	8o	8o
Willingly make sacrifices for the good of the team and the achievement of our goals	11p	8p	8p

Inquiry Team Performance

The following three scales measure standards for the Inquiry Team's work with colleagues in their school. They all derive from the same question.

  *Now consider **how the Inquiry Team works with others in your school**. Please indicate how well each of these statements describes your work*
  On the whole, our Inquiry Team …

- ➤ *IT Leadership of Professional Learning* **(1 item.)**
  5-point Likert-type frequency scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree")

	2008	2009	2010
Takes responsibility for school colleagues' learning	12f	12e	12e

- ➤ *IT Leadership of Data-based Improvement* **(4 / 3 / 3 items. Alphas = .91)**
  5-point Likert-type frequency scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree")

	2008	2009	2010
Aligns every action with improvement of student outcomes	12a	12a	12a
Uses data to identify patterns to inform decision making	12b	12b	12b
Uses objective evidence to identify, frame and solve problems	12d	12d	12d
Uses data to evaluate the effectiveness of decisions	12e	--	--

- ➤ *IT Leadership of Low-Inference Observations* **(1 item.)**
  5-point Likert-type frequency scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree")

	2008	2009	2010
Uses low-inference observations to collect data on instruction	12h	12g	12g

- ➤ *IT Leadership of Community Building* **(2 items. Alphas = .88 in 2008)**
  5-point Likert-type frequency scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree")

	2008	2009	2010
Actively seeks and makes use of diverse and controversial views	12l	--	--
Negotiates successfully between opposing points of view	12n	--	--

- ➤ *IT Leadership of Systems Analysis* **(1 item.)**
  5-point Likert-type frequency scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree")

	2008	2009	2010
Uses systems analysis to address problems and their underlying causes	12s	--	--

Facilitator and Principal Support of IT Work

➢ *LDF Support* (**8 items. Alpha = .95**)
   5-point Likert scale, ranging from 1 ("Not at all Valuable") to 5 ("Extremely Valuable")

Please indicate whether or not your LDF has worked with your Inquiry Team this year on each of the following activities. If yes, please rate how valuable it has been for your leadership development.

	2008	2009	2010
Use data to identify target students	13a	9a	9a
Use data to identify skill gaps for target students	13b	9b	9b
Conduct low-inference observations of classroom(s)	13c	9c	9c
Use data to evaluate our curriculum and instruction	13d	9d	9d
Decide on intervention(s) for target students	13e	9e	9e
Use data to evaluate interventions	13f	9f	9f
Engage faculty in problem-solving instructional issues	13g	9g	9g
Lead a school-wide focus on learning	13h	9h	9h

➢ *Facilitator Support of Inquiry Team* (**10 items. Alphas = .96**)
   5-point Likert scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree")

To what extent does each of the following statements capture your **Inquiry Team's experience with facilitator and principal support over the past year?** [Note: "facilitator" refers to the New Visions LDF working with your team or, if you participate in the SAM program, to your instructor.]

	2008	2009	2010
Facilitator conveys clear objectives and expectations for our work	--	11a	11a
Facilitator creates structures for feedback and self-assessment on our behavior	--	11c	11c
Facilitator elicits, respects, and incorporates multiple voices and perspectives	--	11d	11d
Facilitator pushes us to think in new ways	--	11e	11e
Facilitator helps us shift direction and make corrections when we reach an impasse	--	11g	11g
Facilitator raises good questions that move forward our thinking about the work	--	11i	11i
Facilitator pushes our learning even when it causes discomfort or anxiety	--	11j	11j
Facilitator knows when not to push and how to contain anxiety	--	11k	11k
Facilitator continually reinforces the core ideas of inquiry to widen the sphere of student success in the school key concepts in inquiry	--	11n	11n

	2008	2009	2010
Facilitator holds us to the performance standards for inquiry teams, specifically, moving the students	--	11o	11o

> ### Principal Support of Inquiry Team (3 items. Alphas = .88)
> 5-point Likert scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree")
>
> *To what extent does each of the following statements capture your **Inquiry Team's** experience with facilitator and principal support over the past year?*

	2008	2009	2010
Principal establishes conditions for trust and open communication	--	11b	11b
Principal actively supports our risk-taking	--	11f	11f
Principal uses authority to push our learning in the service of target students and targeted learning goals	--	11h	11h

> ### Principal-Facilitator Collaboration (1 item.)
> 5-point Likert scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree")
>
> *To what extent does each of the following statements capture your **Inquiry Team's** experience with facilitator and principal support over the past year?*

	2008	2009	2010
Principal collaborates with our facilitator in ways that move the work forward	--	11l	11l

> ### Data Specialist Support (1 item.)
> 5-point Likert scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree")
>
> *To what extent does each of the following statements capture your **Inquiry Team's** experience with facilitator and principal support over the past year?*

	2008	2009	2010
Data specialist brings useful tools and summaries to our work	--	11m	11m

Outcomes of IT Work

➢ *Target Student Success (6 items. Alphas = .92)*
   4-point scale, ranging from 1 ("No Benefits") to 4 ("Major Benefits")

   Now consider how your IT work has made a difference for teaching and learning in your school over the past year. For each of the following outcomes, please indicate how beneficial your inquiry work has been.

	2008	2009	2010
Our target students' performance on particular learning targets	--	13a	13a
Our target students' performance in the subject area of our intervention	--	13b	13b
Our target students' academic success beyond this subject area	--	13c	13c
Our target students' motivation to graduate	--	13d	13d
Our target students' motivation to attend college	--	13e	13e
Academic performance of students in the bottom third performance level in the school	--	13l	13l

➢ *Individual Teacher Outcomes* **(4 items. Alpha = .90)**
   4-point scale, ranging from 1 ("No Benefits") to 4 ("Major Benefits")

   Now consider how your IT work has made a difference for teaching and learning in your school over the past year. For each of the following outcomes, please indicate how beneficial your inquiry work has been.

	2008	2009	2010
My assumptions about what students in my classes know and are able to do	--	13f	13f
My focus on students and student learning in the classroom	--	13g	13g
My use of assessments to identify student skills and learning needs	--	13h	13h
My use of assessment data to focus and redirect instruction	--	13i	13i

➢ *School Outcomes* **(2 items. Alpha= .84)**
   4-point scale, ranging from 1 ("No Benefits") to 4 ("Major Benefits")

   Now consider how your IT work has made a difference for teaching and learning in your school over the past year. For each of the following outcomes, please indicate how beneficial your inquiry work has been.

	2008	2009	2010
My school colleagues' use of assessment data to focus and redirect their instruction	--	13j	13j
Effectiveness of the school's systems to support success of all students	--	13k	13k

III. PROFESSIONAL DEVELOPMENT AND INSTRUCTION

➢ *Teacher Preparedness: General Instruction* (**6 items. Alpha = .89**)
   4-point Likert scale, ranging from 1 ("Not at all Prepared") to 4 ("Very Well Prepared")

   Over the past year, how well prepared have you felt to …

	2008	2009	2010
Handle a range of classroom management or discipline situations	7a	18a	18a
Use a variety of instructional methods	7b	18b	18b
Teach your subject matter	7c	18c	18c
Plan lessons effectively	7e	18e	18d
Assess student learning	7f	18f	18e
Select and adapt curriculum and instructional materials	7g	18g	18f

➢ *Teacher Preparedness: Address Student Skill Gaps* (**2 items. Alpha = .85**)
   4-point Likert scale, ranging from 1 ("Not at all Prepared") to 4 ("Very Well Prepared")

   Over the past year, how well prepared have you felt to …

	2008	2009	2010
Use data to identify students' skill gaps	7j	18j	18i
Design instruction to address students' skill gaps	7k	18k	18j

➢ *Teacher Preparedness: Teaching English Language Learners* (**1 item.**)
   4-point Likert scale, ranging from 1 ("Not at all Prepared") to 4 ("Very Well Prepared")

   Over the past year, how well prepared have you felt to …

	2008	2009	2010
Teach English Language Learners	7h	18h	18g

➢ *Teacher Preparedness: Teaching Special Education Students* (**1 item.**)
   4-point Likert scale, ranging from 1 ("Not at all Prepared") to 4 ("Very Well Prepared")

   Over the past year, how well prepared have you felt to …

	2008	2009	2010
Teach Special Education students	7i	18i	18h

➢ *Teacher Preparedness: Assessing Instruction Effectiveness* (**1 item.**)
   4-point Likert scale, ranging from 1 ("Not at all Prepared") to 4 ("Very Well Prepared")

   Over the past year, how well prepared have you felt to …

	2008	2009	2010
Assess the effectiveness of my instruction to address gap	--	18l	18k

> *Efficacy to Affect Student Motivation* **(3 items. Alpha = .87)**
  5-point Likert scale, ranging from 1 ("Nothing") to 4 ("A Great Deal")

  Based on your experience, how much can you do to:

	2008	**2009**	**2010**
Motivate students who show low interest in school work	8b	19b	19b
Get students to believe they can do well in school work	8c	19c	19c
Help students value learning	8d	19d	19d

> *Efficacy to Get Students On Track* **(1 item.)**
  5-point Likert scale, ranging from 1 ("Nothing") to 4 ("A Great Deal")

  Based on your experience, how much can you do to:

	2008	**2009**	**2010**
Get low-achieving students on track to graduate	8e	19e	19e

> *College Application Support* **(5 items. Alpha = .84)**
  5-point Likert scale, ranging from 1 ("Nothing") to 5 ("A Great Deal")

  This school year, how often did you:

	2008	**2009**	**2010**
Talk to students about choosing colleges	9e	20e	20e
Write a college recommendation letter for a student	9f	20f	20f
Talk to students about scholarship opportunities	9g	20g	20g
Help students with their college application essays or personal statements	9h	20h	20h
Talk to students about what classes they should take to get into certain colleges	9i	20i	20i

> *College Readiness Support* **(4 items. Alpha = .80)**
  5-point Likert scale, ranging from 1 ("Nothing") to 5 ("A Great Deal")

  This school year, how often did you:

	2008	**2009**	**2010**
Talk to students about what they need to graduate from high school	9a	20a	20a
Talk to students about what they need to get into a 2-year college	9b	20b	20b
Talk to students about what they need to get into a 4-year college	9c	20c	20c
Talk to students about what skills they will need to do well in college	9d	20d	20d

IV. SAM-CERT PROGRAM

➢ *SAM Program Ratings***: all single items**
5-point Likert scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree")

How much do you agree or disagree with each of the following?

	2008	2009	2010
The SAM instructor and NV facilitator (LDF) collaborate to support our school's inquiry-based improvement	33d	26b	--
SAM is a benefit to our school's progress on inquiry-based improvement	33e	26a	26a
SAM participation gives me credibility as a school leader	--	26c	26b
SAM prepares me to succeed as a school administrator in the future	--	26d	
SAM has improved target students' academic performance	--	--	26c
SAM has increased the percentage of students who succeed in our school	--	--	26d