The Study of Deeper Learning: Opportunities and Outcomes

Teacher Survey Documentation

Contents

Teacher Survey

Thank you for taking this important survey. The survey questions ask for your opinions and experiences regarding your school, professional development, instruction, and students.

This survey is not evaluative of you or anyone else in your school. It is voluntary and confidential. We will not and cannot share individual responses with anyone outside of the study team. If you do not want to answer a question, you may skip it, but we hope you will answer as many questions as you can.

It will take approximately 45 minutes total to complete this survey. However, you can complete it in shorter sessions if you wish. For example, you can take the survey for 10 minutes the first day, 20 minutes a second day, and finish it on a third.

As a thank you for completing this survey, we will give you a $20 e-gift card to Amazon.com. We will also enter you into a drawing to win an additional $100 gift card to Amazon.com! There are no risks associated with this survey.

Your perspective is very important to us, so we hope you will complete this survey. If you respond to this survey, you are indicating that you agree for your responses to be included in the study. Remember, your responses will remain confidential.

Thank you for your help!

AIR
AMERICAN INSTITUTES FOR RESEARCH®

1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
202.403.5000 ׀ TTY: 877.334.3499
www.air.org

Section I: Instruction in Your School

1. First, we would like your opinions about instruction in your school. Please mark the extent to which you agree or disagree with each statement below.

	Strongly disagree	Disagree	Agree	Strongly agree
a. The school day is organized to maximize instructional time.	○	○	○	○
b. Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school.	○	○	○	○
c. We have so many different programs in this school that I can't keep track of them all.	○	○	○	○
d. The school has well-defined learning expectations for all students.	○	○	○	○
e. Many special programs come and go at this school.	○	○	○	○
f. There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.	○	○	○	○
g. When making important decisions, the school always focuses on what's best for student learning.	○	○	○	○
h. This school sets high standards for academic performance.	○	○	○	○
i. Once we start a new program, we follow up to make sure it's working.	○	○	○	○
j. You can see real continuity from one program to another at this school.	○	○	○	○

2. Now think about your principal. To what extent do you agree or disagree with each statement below?

The principal of my school:	Strongly disagree	Disagree	Agree	Strongly agree
a. Communicates a clear vision for our school.	○	○	○	○
b. Carefully tracks student academic progress.	○	○	○	○
c. Sets high standards for student learning.	○	○	○	○
d. Understands how children learn.	○	○	○	○
e. Makes clear to his or her staff expectations for meeting instructional goals.	○	○	○	○
f. Actively monitors the quality of teaching at this school.	○	○	○	○
g. Presses teachers to implement what they have learned in professional development.	○	○	○	○
h. Knows what's going on in my classroom.	○	○	○	○
i. Sets high standards for teaching.	○	○	○	○

3. Now think about other teachers in your school. To what extent do you agree or disagree with each of the following?

Teachers in my school:	Strongly disagree	Disagree	Agree	Strongly agree
a. Feel responsible that all students learn.	○	○	○	○
b. Discuss feelings, worries, and frustrations with each other.	○	○	○	○
c. Adjust instruction to meet the needs of each student.	○	○	○	○
d. Have made changes to best meet the needs of the school's diverse student body.	○	○	○	○
e. Help maintain discipline in the whole school, not just in their classroom.	○	○	○	○
f. Require students to give their full effort in every class.	○	○	○	○
g. Try to make progress with even the most difficult and unmotivated students.	○	○	○	○
h. Identify challenging yet achievable goals for each student.	○	○	○	○
i. Respect other teachers who take the lead in school improvement efforts.	○	○	○	○
j. Think it's important that all students do well in their classes.	○	○	○	○
k. Are engaged in systematic analysis of teaching practices.	○	○	○	○
l. Set high standards for themselves.	○	○	○	○
m. Have well-defined plans for instructional improvement.	○	○	○	○

4. Still thinking about other teachers in your school, please mark the extent to which you agree or disagree with each of the following.

Teachers in my school:	Strongly disagree	Disagree	Agree	Strongly agree
a. Openly examine and acknowledge their progress towards an instructional vision.	○	○	○	○
b. Respect those colleagues who are expert at their craft.	○	○	○	○
c. Encourage students to keep trying even when the work is challenging.	○	○	○	○
d. Are engaged in systematic analysis of student-performance data.	○	○	○	○
e. Set high expectations for academic work.	○	○	○	○
f. Review student learning and understanding in order to adjust their practices.	○	○	○	○
g. Provide extra assistance to any student who needs it.	○	○	○	○

Teachers in my school:	Strongly disagree	Disagree	Agree	Strongly agree
h. Expect students to complete every assignment.	○	○	○	○
i. Pay attention to what motivates <u>each</u> student.	○	○	○	○
j. Trust each other.	○	○	○	○
k. Really care about each other.	○	○	○	○
l. Feel responsible to help each other do their best.	○	○	○	○
m. Take responsibility for improving the school.	○	○	○	○
n. Have a clear vision of instruction linked to standards for student learning and growth.	○	○	○	○
o. Challenge students to work harder than they thought they could.	○	○	○	○

5. How frequently do you do each of the following <u>with other teachers in your school</u>?

	Never	Rarely	Sometimes	Frequently
a. I am observed by another teacher.	○	○	○	○
b. We discuss beliefs about teaching and learning.	○	○	○	○
c. I observe another teacher teaching.	○	○	○	○
d. We discuss particular lessons that were not very successful.	○	○	○	○
e. We share ideas on managing student behavior.	○	○	○	○
f. We share and discuss research on effective teaching methods.	○	○	○	○
g. We develop thematic units or other approaches to integrating instruction across curricular areas.	○	○	○	○
h. We work on implementing particular instructional grouping strategies.	○	○	○	○
i. We clarify standards for student learning through in-depth discussion and analysis of student work.	○	○	○	○
j. We examine or change the sequence or coverage of specific curricular topics.	○	○	○	○
k. We examine the alignment of curricular materials and student assessments at our school.	○	○	○	○

Section II: Professional Development

6. The questions on this page ask about all of the professional development in your subject area that you have participated in during the last 12 months.

   - Professional development in your subject area includes (but is not limited to) workshops, inservices, coaching/mentoring, collaborative planning/study, courses, institutes, professional conferences, self-directed learning, and so forth.

   - Consider mandatory/required professional development as well as voluntary professional development in your subject area.

To what extent do you agree or disagree with each statement below about ALL of your professional development experiences in your subject area over the past 12 months?

My professional development experiences...	Strongly disagree	Disagree	Agree	Strongly agree
a. Have been coherently related to each other.	○	○	○	○
b. Have allowed me to focus on an instructional problem over an extended period of time.	○	○	○	○
c. Have been well aligned with state or local standards and/or curriculum.	○	○	○	○
d. Have tried to cover too many topics.	○	○	○	○
e. Have encouraged me to study my own practice and try to improve it.	○	○	○	○
f. Have been relevant to the needs of *my* students.	○	○	○	○
g. Have been useful for improving my instruction.	○	○	○	○
h. Have provided ongoing opportunities for collaboration with other teachers.	○	○	○	○
i. Have been linked to other program improvement activities at my school.	○	○	○	○
j. Have provided opportunities to review student work.	○	○	○	○
k. Have provided me with useful feedback related to my instruction.	○	○	○	○
l. Have provided opportunities to practice delivering lessons.	○	○	○	○
m. Have provided opportunities to develop my lesson plans or other instructional activities.	○	○	○	○
n. Have improved my understanding of core content in my subject area.	○	○	○	○
o. Included opportunities to lead a discussion or give a presentation.	○	○	○	○

Section III: Instruction in Your Classroom

Now we'd like to know about instruction in your classroom.

7. To what extent do you agree or disagree with the statements below?

	Strongly disagree	Disagree	Agree	Strongly agree
a. My primary role as a teacher is to help students learn the course content.	○	○	○	○
b. Instruction should be built around problems or questions with clear, correct answers.	○	○	○	○
c. Effective/good teachers demonstrate the correct way to solve a problem.	○	○	○	○
d. It is better when the teacher – not the student – chooses classroom topics and activities.	○	○	○	○
e. Thinking and reasoning processes are more important than specific curriculum content.	○	○	○	○
f. Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.	○	○	○	○
g. Students learn best by finding solutions to problems on their own.	○	○	○	○
h. My role as a teacher is to facilitate students' own inquiries.	○	○	○	○

8. This school year, how often did you:

	Never	Rarely	Sometimes	Frequently
a. Talk to students about what skills they will need to do well in college.	○	○	○	○
b. Talk to students about what they need to do to graduate from high school.	○	○	○	○
c. Talk to students about choosing colleges.	○	○	○	○
d. Talk to students about scholarship opportunities.	○	○	○	○
e. Help students with their college-application essays or personal statements.	○	○	○	○
f. Talk to students about what they need to get into a two-year college.	○	○	○	○
g. Assess students' career interests and abilities.	○	○	○	○
h. Help students develop a college/career plan.	○	○	○	○

	Never	Rarely	Sometimes	Frequently
i. Write a college recommendation letter for a student.	○	○	○	○
j. Talk to students about what they need to get into a four-year college.	○	○	○	○

9. Please indicate approximately how many of your students' parents have participated in the following activities this year. Please record your best estimate for each item.

How many of your students' parents:	Unsure	None	A few (less than 10 percent)	Some (10% to 50%)	Many (more than half)
a. Attend meetings or workshops at school?	○	○	○	○	○
b. Contact you when they have something really good to report about their teen's learning?	○	○	○	○	○
c. Attend scheduled parent-teacher conferences?	○	○	○	○	○
d. Visit your classroom at school?	○	○	○	○	○
e. Give you information about their teen's needs, interests, or talents?	○	○	○	○	○
f. Volunteer in your classroom or in the school?	○	○	○	○	○
g. Ask you for specific activities they can do at home with their teen?	○	○	○	○	○
h. Talk to their teen about the school day?	○	○	○	○	○
i. Contact you when their teen is having a problem with learning?	○	○	○	○	○
j. Help their teen with homework?	○	○	○	○	○

10. In your view, to what extent do the following limit how well you can teach?

	Not at all	A little	Some	A lot	Not applicable
a. Shortage of instructional materials and equipment.	○	○	○	○	○
b. Lack of parent or family support	○	○	○	○	○
c. Lack of planning time	○	○	○	○	○
d. Lack of autonomy in instructional decisions	○	○	○	○	○

	Not at all	A little	Some	A lot	Not applicable
e. High student-to-teacher ratio	○	○	○	○	○
f. Disruptive students	○	○	○	○	○
g. Low morale among students	○	○	○	○	○

11. Now, please indicate how much you can do in regards to each of the topics below.

How much can you do to:	Nothing or very little	Some	A fair amount	A great deal
a. Overcome the influence of adverse community conditions on students' learning?	○	○	○	○
b. Promote learning when there is lack of support from the home?	○	○	○	○
c. Control disruptive behavior in the classroom?	○	○	○	○
d. Motivate students who show low interest in school work?	○	○	○	○
e. Get through to the most difficult students?	○	○	○	○
f. Get students to work together?	○	○	○	○
g. Keep students on task on difficult assignments?	○	○	○	○
h. Get students to do their homework?	○	○	○	○

Section IV: Students in Your School

12. During the school year, students may leave school for a variety of reasons before graduating. During the last school year, how many students did you know personally who either dropped out of or transferred from your high school? *(Select one)*
    - ○ One
    - ○ Two
    - ○ Three
    - ○ Four
    - ○ Five or more
    - ○ I don't know any students who left this school.

If you knew at least one student who left the school, please answer questions 13 and 14 below. If you do not know anyone who left the school, please skip to question 15.

13. Think about those students you knew who transferred to another high school.

    Please identify up to FIVE reasons why those students *transferred.*

		Reasons Student Transferred *(Select up to five)*
a.	Did not do well on achievement tests/in class work.	○
b.	Did not get along with other students in the school.	○
c.	Family moved away.	○
d.	They wanted to attend a more challenging school (e.g., charter, magnet, private, or another public school).	○
e.	Chose or was asked to leave due to behavioral problems.	○
f.	Decided to start working full-time.	○
g.	Did not feel safe in the school.	○
h.	Left due to family issues (e.g., to care for a family member, become a parent, get married).	○
i.	I don't know the reason.	○

Other reasons not mentioned above that students **transferred** (if you do not know of other reasons, you may skip this question):

14. Now think about those students you knew who dropped out.

Please identify up to FIVE reasons why those students *dropped out.*

		Reasons Student Dropped Out *(Select up to five)*
j.	Did not do well on achievement tests/in class work.	☐
k.	Did not get along with other students in the school.	☐
l.	Family moved away.	☐
m.	They wanted to attend a more challenging school (e.g., charter, magnet, private, or another public school).	☐
n.	Chose or was asked to leave due to behavioral problems.	☐
o.	Decided to start working full-time.	☐
p.	Did not feel safe in the school.	☐
q.	Left due to family issues (e.g., to care for a family member, become a parent, get married).	☐
r.	I don't know the reason.	☐

Other reasons not mentioned above that students **dropped out** (if you do not know of other reasons, you may skip this question):

Section V: Your Background

15. This school year, what grade(s) have you taught? (Select all that apply)

   ○ 7th grade
   ○ 8th grade
   ○ 9th grade
   ○ 10th grade
   ○ 11th grade
   ○ 12th grade

16. This school year, what subject(s) have you taught? (Select all that apply)

   ○ English language arts
   ○ Mathematics
   ○ Science
   ○ Social studies
   ○ Other (please specify) _____
   ○ Other (please specify) _____

17. How many students do you typically teach in a <u>day</u>?

   ○ Less than 50
   ○ 50 to 74
   ○ 75 to 100
   ○ More than 100

18. What is the highest degree you have earned?

   ○ Associate's degree
   ○ Bachelor's degree
   ○ Master's degree
   ○ Educational specialist diploma
   ○ Ph.D., M.D., law degree, or other high-level professional degree
   ○ I do not have a degree.
   ○ Teacher postsecondary course-taking

19. Including this school year, how many years have you taught (count this school year as one year):

	1 year	2-3 years	4-5 years	6-10 years	11 years or more
a. any grade K–8 at <u>any</u> school?	○	○	○	○	○
b. any grade 9–12 at <u>any</u> school?	○	○	○	○	○
c. any subject at any grade level at <u>your</u> school?	○	○	○	○	○

This is the end of the survey.

Constructs From the Teacher Survey

We conducted a teacher survey to collect data from network and non-network schools on school features and the school's instructional culture. To develop the teacher survey, we first culled existing surveys for previously validated constructs and items that were aligned with the needs of the evaluation. In many cases, we modified the items to better meet the needs of the study. Modifications included slight wording changes, changes in item subject (e.g., "I" to "Other teachers in my school"), and changes to the response scale (e.g., removing or combining options, changing from an extent scale to an agreement scale). We then developed additional items and measures, as needed, to ensure that the survey content matched the construct models and survey blueprints. After we had a complete draft of the survey, we pilot tested it in spring 2012 with 36 teachers within 5 network schools. Based on the findings of the pilot test, we revised some items for the full administration in the 2012–13 school year.

All core-subject teachers (defined as English language arts, mathematics, science, and social studies/humanities teachers) were invited to take the survey in 19 network schools and 12 non-network schools. The teacher survey was administered primarily online, with two schools choosing to administer the survey in hard copy. To increase teacher response rates, we provided individual material incentives for survey completion: every teacher who completed the survey received a $20 Amazon.com gift card and was entered in a lottery to win an additional $100 Amazon.com gift card. We sent regular follow-up reminders to non-responding teachers that emphasized the importance and usefulness of the survey data. We also provided school liaisons with weekly response rate reports for them to share with principals so that the principals could encourage faculty to complete the survey. In schools with continuing low response rates, we mailed paper surveys and stamped return envelopes to the non-respondents. We achieved an overall response rate of 80 percent—79 percent (253/322) in network schools and 82 percent (356/436) in non-network schools.

We first performed exploratory factor analyses to make sure that survey scales were unidimensional. We used the Rasch rating scale model (Andrich, 1978; Wright & Masters, 1982), as implemented with WINSTEPS (Linacre, 2005) for the psychometric analysis of the surveys. The Rasch rating scale model defines a probabilistic relationship among the item difficulty, rating scale (response options) structure, and construct-level scores for the respondents. When data fit the Rasch model, the construct scores approximate interval scale estimates of the latent construct of interest. The resulting Rasch scale scores are in the logit metric and have both negative and positive values. The value of zero is anchored to the average difficulty of the items included in the scale. In general, a teacher with a positive score tended to respond favorably (i.e., choosing the highest or second highest response option) on average, and a student with a negative score tended to respond negatively (i.e., choosing the lowest or second lowest response option) on average. The sample on which we calculated Rasch scores for each scale was restricted to teachers with missing data for no more than half of the items within the scale.

Exhibit 1 presents descriptive statistics for each construct. In addition to the number of items in the construct and the number of teachers who responded to at least half of the items in the construct (and therefore have a scale score), we present the Rasch reliability (a measure of construct reliability), the Cronbach's alpha (a measure of internal consistency), and the mean and standard deviation of the scale score (in the Rasch logit scale) within our sample. We also report the intra-class correlation (ICC), which is the ratio of between-school variance to total variance for a given construct, in Exhibit 1.

Higher values mean more variation between schools, and lower values mean that more of the variation was among teachers within each school. We expected constructs designed to be more "school-centric" (e.g., program coherence) to have higher ICCs than constructs designed to be more "teacher-centric" (e.g., teacher self-efficacy for teaching). Following Exhibit 1, we present the item sets associated with each constructs.

Exhibit 1. Descriptive Statistics for Rasch-Scaled Teacher Survey Constructs

	Number of Respondents	Number of Items	Rasch Reliability	Cronbach's Alpha	Mean (in Rasch logit scale)	Standard Deviation (in Rasch logit scale)	ICC
Academic Press (Agreement Scale—Strongly disagree to Strongly agree)	605	6	.84	.93	2.91	3.06	0.19
Student-Centered Beliefs About Teaching (Agreement Scale—Strongly disagree to Strongly agree)	582	4	.66	.90	4.01	2.63	0.13
Teacher-Centered Beliefs About Teaching (Agreement Scale—Strongly disagree to Strongly agree)	585	4	.73	.79	0.92	2.32	0.11
Collective Responsibility for Student Learning (Agreement Scale—Strongly disagree to Strongly agree)	605	5	.82	.91	2.33	2.98	0.28
Commitment to Every Individual Student (Agreement Scale—Strongly disagree to Strongly agree)	605	5	.84	.92	2.77	3.45	0.27
Focus on Student Learning (Agreement Scale—Strongly disagree to Strongly agree)	608	4	.76	.82	1.91	2.65	0.18
Instructional Improvement Culture (Agreement Scale—Strongly disagree to Strongly agree)	604	7	.87	.95	2.02	3.17	0.21
Instructional Leadership of the Principal (Agreement Scale—Strongly disagree to Strongly agree)	606	9	.89	.95	2.35	3.02	0.26
Parent Involvement (Frequency Scale—None to Many [more than half])*	585	10	.82	.99	-1.00	1.70	0.21

	Number of Respondents	Number of Items	Rasch Reliability	Cronbach's Alpha	Mean (in Rasch logit scale)	Standard Deviation (in Rasch logit scale)	ICC
Postsecondary Transition Preparation (Frequency Scale—Never to Frequently)	592	10	.82	.91	1.42	1.78	0.02
Professional Development (Agreement Scale—Strongly disagree to Strongly agree)	598	15	.90	.94	0.72	2.31	0.14
Program Coherence (Agreement Scale—Strongly disagree to Strongly agree)	609	6	.69	.80	0.64	2.96	0.21
Relational Trust Between Teachers (Agreement Scale—Strongly disagree to Strongly agree)	605	5	.81	.92	2.65	2.99	0.27
Teacher Self-Efficacy for Teaching (How much you can do—Nothing or Very little to A great deal)	590	8	.84	.88	1.48	2.07	0.04
Teacher Collaboration (Frequency Scale – Never to Frequently)	600	11	.87	.91	1.21	1.92	0.21

* The survey questions constituting the parent involvement construct offered a response option of "Unsure." Responses of "Unsure" were coded as missing.

Note: All survey items had responses on a 0 to 3 scale. A positive mean value indicates that a larger percentage of teachers responded to items with values of 2 or 3, and a negative mean value indicates that a larger percentage of teachers responded to items with values of 0 or 1.

Detailed Description of Survey Constructs

Academic Press

Now think about other teachers in your school. To what extent do you agree or disagree with each of the following? *[agreement scale—strongly disagree, disagree, agree, strongly agree]*

Teachers in my school:

Items	Sources
3f. Require students to give their full effort in every class.	Original
3j. Think it's important that all students do well in their classes.	SII
4c. Encourage students to keep trying even when the work is challenging.	SII
4e. Set high expectations for academic work.	SII
4h. Expect students to complete every assignment.	SII
4o. Challenge students to work harder than they thought they could.	Original

Source: SII: Study of Instructional Improvement [SII] Year 1 Teacher Questionnaire (http://www.sii.soe.umich.edu/documents/surveys/Teacher%20Questionnaire%202000-2001.pdf); two original items

Student-Centered Beliefs About Teaching

Now we'd like to know about instruction in your classroom. To what extent do you agree or disagree with the statements below? *[agreement scale—strongly disagree, disagree, agree, strongly agree]*

Items
7e. Thinking and reasoning processes are more important than specific curriculum content.
7f. Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.
7g. Students learn best by finding solutions to problems on their own.
7h. My role as a teacher is to facilitate students' own inquiries.

Source: OECD Teaching and Learning International Survey [TALIS] 2008 (http://www.oecd.org/education/school/47788250.pdf)

Teacher-Centered Beliefs About Teaching

Now we'd like to know about instruction in your classroom. To what extent do you agree or disagree with the statements below? *[agreement scale—strongly disagree, disagree, agree, strongly agree]*

Items	Sources
7a. My primary role as a teacher is to help students learn the course content.	Original
7b. Instruction should be built around problems or questions with clear, correct answers.	TALIS
7c. Effective/good teachers demonstrate the correct way to solve a problem.	TALIS
7d. It is better when the teacher – not the student – chooses classroom topics and activities.	TALIS

Source: TALIS: adapted from the OECD Teaching and Learning International Survey [TALIS] 2008 (http://www.oecd.org/education/school/47788250.pdf); one original item

Collective Responsibility for Student Learning

Now think about other teachers in your school. To what extent do you agree or disagree with each of the following? *[agreement scale—strongly disagree, disagree, agree, strongly agree]*

Teachers in my school:

Items
3a. Feel responsible that all students learn.
3e. Help maintain discipline in the whole school, not just in their classroom.
3l. Set high standards for themselves.
4l. Feel responsible to help each other do their best.
4m. Take responsibility for improving the school.

Source: Survey of Chicago Public Schools High School Teacher Edition by the Consortium on Chicago School Research [CCSR] at the University of Chicago (2007) (http://consortium.uchicago.edu/downloads/44132007_hs_teacher_codebook.pdf)

Commitment to Every Individual Student

Now think about other teachers in your school. To what extent do you agree or disagree with each of the following? *[agreement scale—strongly disagree, disagree, agree, strongly agree]*

Teachers in my school:

Items	Sources
3c. Adjust instruction to meet the needs of each student.	Original
3g. Try to make progress with even the most difficult and unmotivated students.	TALIS
3h. Identify challenging yet achievable goals for each student.	LTCSD
4g. Provide extra assistance to any student who needs it.	TALIS
4i. Pay attention to what motivates each student.	Original

Source: TALIS: adapted from the OECD Teaching and Learning International Survey [TALIS] 2008 (http://www.oecd.org/education/school/47788250.pdf); LTCSD: adapted from the Lone Tree Community School District School Improvement Survey Teacher Questionnaire (http://www.lone-tree.k12.ia.us/district/school%20survey2.pdf); two original items

Focus on Student Learning

First, we would like your opinions about instruction in your school. Please mark the extent to which you agree or disagree with each statement below. *[agreement scale—strongly disagree, disagree, agree, strongly agree]*

Items
1a. The school day is organized to maximize instructional time.
1d. The school has well-defined learning expectations for all students.
1g. When making important decisions, the school always focuses on what's best for student learning.
1h. This school sets high standards for academic performance.

Source: the Consortium on Chicago School Research [CCSR] High School Teacher Survey, Winter 1999. (http://consortium.uchicago.edu/downloads/5581999-hs-teacher.pdf)

Instructional Improvement Culture

Now think about other teachers in your school. To what extent do you agree or disagree with each of the following? *[agreement scale—strongly disagree, disagree, agree, strongly agree]*

Teachers in my school:

Items
3d. Have made changes designed to better meet the needs of the school's diverse student body.
3k. Are engaged in systematic analysis of teaching practices.
3m. Have well-defined plans for instructional improvement.
4a. Openly examine and acknowledge progress towards an instructional vision.
4d. Are engaged in systematic analysis of student-performance data.
4f. Review student learning and understanding in order to adjust their practices.
4n. Have a clear vision of instruction linked to standards for student learning and growth.

Source: the Center for Research on the Context of Teaching [CRC] at Stanford University Austin Independent School District Survey for Teachers Involved in DL Professional Development (http://web.stanford.edu/group/suse-crc/cgi-bin/drupal/sites/default/files/survey/IFL-austin2008.pdf)

Instructional Leadership of the Principal

Now think about your principal. To what extent do you agree or disagree with each statement below? *[agreement scale—strongly disagree, disagree, agree, strongly agree]*

The principal of my school:

Items
2a. Communicates a clear vision for our school.
2b. Carefully tracks student academic progress.
2c. Sets high standards for student learning.
2d. Understands how children learn.
2e. Makes clear to his or her staff expectations for meeting instructional goals.
2f. Actively monitors the quality of teaching at this school.
2g. Presses teachers to implement what they have learned in professional development.
2h. Knows what's going on in my classroom.
2i. Sets high standards for teaching.

Source: the Consortium on Chicago School Research [CCSR] Survey of Chicago Public Schools High School Teacher Edition, Spring 2007 (http://consortium.uchicago.edu/downloads/44132007_hs_teacher_codebook.pdf)

Parent Involvement

Please indicate approximately how many of your students' parents have participated in the following activities this year. Please record your best estimate for each item. *(none, a few [less than 10%], some [10% to 50%], many [more than half])*

How many of your students' parents:

Items
9a. Attend meetings or workshops at school.
9b. Contact you when they have something really good to report about their teen's learning.
9c. Attend scheduled parent-teacher conferences.
9d. Visit your classroom at school.
9e. Give you information about their teen's needs, interests, or talents.
9f. Volunteer in your classroom or in the school.
9g. Ask you for specific activities they can do at home with their teen.
9h. Talk to their teen about the school day.
9i. Contact you when their teen is having a problem with learning.
9j. Help their teen with homework.

Source: adapted from the Teacher Reports of Parent Involvement Scale, Vanderbilt University (http://www.google.com/url?url=http://www.vanderbilt.edu/peabody/family-school/papers/websiteTIPteacherscalestogether050905.doc&rct=j&frm=1&q=&esrc=s&sa=U&ved=0ahUKEwjutaeDov3LAhWJ3CwKHfqcDJUQFggeMAI&sig2=mKuH-zfkLaE56WkOa5oO4g&usg=AFQjCNHN9QLW0VFsvbO0IQhDoEi0XmjsOg)

Postsecondary Transition Preparation

This school year, how often did you: *[never, rarely, sometimes, frequently]*

Items	Sources
8a. Talk to students about what skills they will need to do well in college.	CRC
8b. Talk to students about what they need to do to graduate from high school.	CRC
8c. Talk to students about choosing colleges.	CRC
8d. Talk to students about scholarship opportunities.	CRC
8e. Help students with their college- application essays or personal statements.	CRC
8f. Talk to students about what they need to get into a two-year college.	CRC
8g. Assess students' career interests and abilities.	CCSR
8h. Help students develop a college/career plan.	CCSR
8i. Write a college recommendation letter for a student.	CRC
8j. Talk to students about what they need to get into a four-year college.	CRC

Source: CRC: the Center for Research on the Context of Teaching [CRC] at Stanford University New Visions for Public Schools Teacher Survey, Spring 2010 (http://web.stanford.edu/group/suse-crc/cgi-bin/drupal/sites/default/files/survey/SAM-survey2010.pdf); CCSR: adapted from the Consortium on Chicago School Research [CCSR] Survey of Chicago Public Schools: 12th Grade Student Edition (http://consortium.uchicago.edu/downloads/16652007_12th_student_codebook.pdf).

Professional Development

The questions on this page ask about all of the professional development in your subject area that you have participated in during the past 12 months.

- Professional development in your subject area includes (but is not limited to) workshops, inservices, coaching/mentoring, collaborative planning/study, courses, institutes, professional conferences, self-directed learning, and so forth.

- Consider mandatory/required professional development as well as voluntary professional development in your subject area.

To what extent do you agree or disagree with each statement below about ALL of your professional development experiences <u>in your subject area</u> over the past 12 months? *[agreement scale—strongly disagree, disagree, agree, strongly agree]*

My professional development experiences:

Items	Sources
6a. Have been coherently related to each other.	IPSE
6b. Have allowed me to focus on an instructional problem over an extended period of time.	IPSE
6c. Have been well aligned with state or local standards and/or curriculum.	RAND
6d. Have tried to cover too many topics.	IPSE
6e. Have encouraged me to study my own practice and try to improve it.	IPSE
6f. Have been relevant to the needs of my students.	IPSE
6g. Have been useful for improving my instruction.	RAND
6h. Have provided ongoing opportunities for collaboration with other teachers.	IPSE
6i. Have been linked to other program improvement activities at my school.	NCES
6j. Have provided opportunities to review student work.	Original
6k. Have provided me with useful feedback related to my instruction.	Original
6l. Have provided opportunities to practice delivering lessons.	Original
6m. Have provided opportunities to develop my lesson plans or other instructional activities.	Original
6n. Have improved my understanding of core content in my subject area.	Original
6o. Have included opportunities to lead a discussion or give a presentation.	Original

Source: IPSE: The Bill & Melinda Gates Foundation's Intensive Partnership Sites Evaluation [IPSE] conducted by RAND and American Institutes for Research; RAND: adapted from the RAND Personalized Learning Schools Teacher Survey (http://www.rand.org/content/dam/rand/pubs/research_reports/RR1300/RR1365/RAND_RR1365.pdf); NCES: the National Center for Education Statistics' [NCES] Teacher Preparation and Professional Development: 2000 (http://nces.ed.gov/pubs2001/2001088.pdf); six original items

Program Coherence

First, we would like your opinions about instruction in your school. Please mark the extent to which you agree or disagree with each statement below. *[agreement scale—strongly disagree, disagree, agree, strongly agree]*

Items
1b. Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school.
1c. We have so many different programs in this school that I can't keep track of them all.
1e. Many special programs come and go at this school.
1f. There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.
1i. Once we start a new program, we follow up to make sure it's working.
1j. You can see real continuity from one program to another at this school.

Source: the Consortium on Chicago School Research [CCSR] Survey of Chicago Public Schools High School Teacher Edition, Spring 2007 (http://consortium.uchicago.edu/downloads/44132007_hs_teacher_codebook.pdf)

Relational Trust Between Teachers

Now think about other teachers in your school. To what extent do you agree or disagree with each of the following? *[agreement scale—strongly disagree, disagree, agree, strongly agree]*

Teachers in my school:

Items
3b. Discuss feelings, worries, and frustrations with each other.
3i. Respect other teachers who take the lead in school improvement efforts.
4b. Respect those colleagues who are expert at their craft.
4j. Trust each other.
4k. Really care about each other.

Source: adapted from the Consortium on Chicago School Research [CCSR] Survey of Chicago Public Schools High School Teacher Edition, Spring 2007 (http://consortium.uchicago.edu/downloads/44132007_hs_teacher_codebook.pdf).

Teacher Self-Efficacy for Teaching

Now, please indicate how much you can do in regards to each of the topics below. *[nothing or very little, some, a fair amount, a great deal]*

How much can you do to:

Items
11a. Overcome the influence of adverse community conditions on students' learning?
11b. Promote learning when there is lack of support from the home?
11c. Control disruptive behavior in the classroom?
11d. Motivate students who show low interest in school work?
11e. Get through to the most difficult students?
11f. Get students to work together?
11g. Keep students on task on difficult assignments?
11h. Get students to do their homework?

Source: Bandura's Instrument: Teacher Self-Efficacy Scale
(http://www.strivetogether.org/sites/default/files/images/29%20Teacher%20Self-Efficacy%20Scale_bandura-instrument.pdf)

Teacher Collaboration

How frequently do you do each of the following <u>with other teachers in your school</u>? *[never, rarely, sometimes, frequently]*

Items	Sources
5a. I am observed by another teacher.	Original
5b. We discuss beliefs about teaching and learning.	CRC
5c. I observe another teacher teaching.	Original
5d. We discuss particular lessons that were not very successful.	CRC
5e. We share ideas on managing student behavior.	Original
5f. We share and discuss research on effective teaching methods.	CRC
5g. We develop thematic units or other approaches to integrating instruction across curricular areas.	SII
5h. We work on implementing particular instructional grouping strategies.	SII
5i. We clarify standards for student learning through in-depth discussion and analysis of student work.	SII
5j. We examine or change the sequence or coverage of specific curricular topics.	SII
5k. We examine the alignment of curricular materials and student assessments at our school.	SII

Source: CRC: the Center for Research on the Context of Teaching [CRC] at Stanford University Austin Independent School District Survey for Teachers Involved in DL Professional Development (http://web.stanford.edu/group/suse-crc/cgi-bin/drupal/sites/default/files/survey/IFL-austin2008.pdf); SII: adapted from Study of Instructional Improvement [SII] Year 1 Teacher Questionnaire (http://www.sii.soe.umich.edu/documents/surveys/Teacher%20Questionnaire%202000-2001.pdf); three original items

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