

Survey Measures, Factors, Composite Variables, and Items
Used in *Organizing Schools for Improvement: Lessons from Chicago*
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Survey data came primarily from teacher and student surveys conducted in 1994. Through Rasch rating-scale analysis, we derived survey measures or scales. This method involves an item response latent-trait model. Survey items are used to define a measure based on the relative probability of a respondent choosing each category on each item. Individuals are then placed on this scale based on their particular response to the items in the measure. The scale units—logits—constitute a linear measurement system and therefore are suitable for use in statistical procedures.

Four types of statistics are reported for each Rasch measure. The first is person or individual reliability, which is a measure of the internal consistency of the scale items and is similar to Cronbach's alpha. The second is the school-level reliability. The third is item difficulty, which estimates the likelihood that respondents will endorse the position, attitude, or behavior represented by each item within a scale. For example, common events, attitudes, and beliefs are "less difficult" to endorse; rarer ones are "more difficult." The fourth is item infit, which is the degree to which individuals respond to a particular item consistent with its placement in a hierarchically ordered scale. For a properly fitting item, individuals who endorse that item are more likely to endorse the easier, "less difficult" items below it in the scale, and are not as likely to endorse the items that are harder or "more difficult" and above it in the scale. Rasch measures and their associated survey items and statistics are shown in Tables 2 through 5. The response categories are indicated in footnotes.

To achieve some parsimony in representing the empirical evidence, we carried out a number of factor analyses that allowed us to combine some individual measures into factors. This process yielded thirteen composite indicators. We added four "stand-alone" measures,

arriving at a final set of seventeen overall indicators of organizational development in each elementary school. Chapter 3 details fourteen of these, and Chapter 6 describes the three remaining indicators, which were trust factors. Table 1 details these combinations.

Table 1 - Factors, Elements, Rasch Measures, and Composite Variables

Factors	Element	Rasch Measures	Number of Schools			
			1991	1992	1994	1997

School Leadership

School Leadership					212	344
	<i>Inclusive, Facilitative Leadership</i>	Inclusive Principal Leadership				
		Teacher Influence				
		LSC Participation ¹				
	<i>Instructional Leadership</i>	Instructional Principal Leadership				
		Program Coherence				
SIP Implementation ²						

Parent-Community Ties

Teacher Ties to Community					208	334
	<i>Teachers Learn about Student Culture, Local Community</i>	Knowledge of Students Culture ³				
		Ties to the Community ⁴				
Use of Community Resources ⁵						

Parent Involvement						337
	<i>Staff Engages Parents in Strengthening Student Learning</i>	Teacher Outreach to Parents				
Parent Involvement in the School						

¹ Not in 1997 factor.

² Not in 1997 factor.

³ Not in 1994 factor.

⁴ Not in 1994 factor.

⁵ Not in 1994 factor.

Factors	Element	Rasch Measures	Number of Schools			
			1991	1992	1994	1997

Professional Capacity

Teacher Background						387
	<i>Quality of Human Resources</i>	Cosmopolitan Experience				
		Quality of Undergraduate Institution				
	<i>Quality of Human Resources</i>	Change in Human Resources		208		
	<i>Quality of Professional Development</i>	Frequency of Professional Development			211	
		Quality of Professional Development				334

Work Orientation					212	335
	<i>Professional Dispositions</i>	Innovation				
		School Commitment				

Professional Community					212	341
	<i>Professional Community</i>	Focus on Student Learning				
		Public Classroom Practice				
		Reflective Dialogue				
		Peer Collaboration				
		Teacher Socialization ⁶				
Collective Responsibility ⁷						

Student-Centered Learning Climate

Safety and Order					221	305
	<i>Safety and Order</i>	Safety				
		Classroom Disruptions ⁸				

⁶ Not in 1997 factor.

⁷ Not in 1997 factor.

⁸ Not in 1997 factor.

Factors	Element	Rasch Measures	Number of Schools			
			1991	1992	1994	1997

Academic Support and Press					221	308
	<i>Teachers' Academic Press and Personalism</i>	Press toward Academic Achievement				
		Classroom Personalism				
	<i>Supportive Peer Norms</i>	Classroom Behavior				
		Peer Support for Academic Work				
		Academic Engagement				
Classroom Disruptions ⁹						

Instructional Guidance

	<i>Curricular Content</i>	Curricular Alignment			209	293
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Basic Skills Emphasis					212	335
	<i>Intellectual Emphasis and Pedagogical Methods</i>	Knowledge, Skill in Language Arts				
		Knowledge, Skill in Math				

Applications Emphasis					212	335
	<i>Intellectual Emphasis and Pedagogical Methods</i>	Application, Analysis, Production in Language Arts				
		Application, Analysis, Production in Math				

⁹ Not in 1997 factor.

Factors	Element	Rasch Measures	Number of Schools			
			1991	1992	1994	1997

Relational Trust

Trust 1991			386			
		Teacher-Parent Trust ¹⁰				
		Teacher-Principal Trust ¹¹				
		Teacher Reports of Conflict ¹²				

Trust 1994					253	
		Teacher-Parent Trust				
		Teacher-Principal Trust				
		Teacher-Teacher Trust				

Trust 1997						397
		Teacher-Parent Trust				
		Teacher-Principal Trust				
		Teacher-Teacher Trust				

¹⁰ Not a Rasch measure.

¹¹ Not a Rasch measure.

¹² Not a Rasch measure.

Table 2 - 1991 Composite Variables

Note: To indicate respondent type, T represents teacher respondents, S represents student respondents, and P represents principal respondents. Similar items are grouped together and within each type the items are ordered by difficulty level.

Composite Variables	Item Text
Teacher-Parent Trust (T)	
	<i>Do you agree or disagree with each of the following statements?¹³</i>
	I receive a great deal of support from parents for the work I do.
	Parents respect teachers in this school.
Teacher-Principal Trust (T)	
	<i>Mark the extent to which you agree or disagree with each of the following statements.¹⁴</i>
	Teachers in this school are evaluated fairly.
	Staff are supported and encouraged in this school.
	The principal lets staff members know what is expected of them.
	Too often, decisions made by staff committees are ignored or reversed by building administrators
	The principal does a good job of getting resources for this school.
	The administration and teaching staff collaborate toward making the school run effectively.
Teacher Reports of Conflict (T)	
	<i>Mark the extent to which you agree or disagree with the following statements.¹⁵</i>
	Since reform, there is more conflict in the school.
	The LSC in this school is a cooperative group of people. ¹⁶
	The relationship between the school and community is good. ¹⁷
This school seems like a big family. Everyone is close and cordial.	

¹³ Strongly disagree; 2; 3; strongly agree.

¹⁴ Strongly disagree; 2; 3; strongly agree.

¹⁵ Strongly disagree; 2; 3; strongly agree.

¹⁶ Reverse coded.

¹⁷ Reverse coded.

Table 3 - 1992 Rasch Measures

Note: To indicate respondent type, T represents teacher respondents, S represents student respondents, and P represents principal respondents. Similar items are grouped together and within each type the items are ordered by difficulty level.

Measures	Item Text	Statistics			
		Reliability		Diff.	Fit
		Indiv.	School		
Change in Human Resources (P)		0.76	— ¹⁸		
	<i>Check the extent to which you agree or disagree with each of the following statements. Since reform:</i>				
	I have been able to remove non-performing teachers from my school more easily. ¹⁹			1.29	1.12
	The new remediation procedures for teachers have helped improve teaching in this school. ²⁰			1.11	0.92
	The quality of the teaching force has improved. ²¹			-0.1	0.97
	Helping teachers improve their teaching has become a more important aspect of my job. ²²			-0.14	1.16
	It's easier to get new staff hired. ²³			-0.39	1.17
	Staff development is more responsive to teachers' needs. ²⁴			-0.41	0.84
	More creativity has been released within the school staff. ²⁵			-0.49	0.77
	I have more autonomy in selecting teachers for this school. ²⁶			-0.88	1.21

¹⁸ Since there was only one respondent per school, there is no school level reliability for this measure.

¹⁹ Strongly disagree; disagree; neutral; agree; strongly agree.

²⁰ Strongly disagree; disagree; neutral; agree; strongly agree.

²¹ Strongly disagree; disagree; neutral; agree; strongly agree.

²² Strongly disagree; disagree; neutral; agree; strongly agree.

²³ Strongly disagree; disagree; neutral; agree; strongly agree.

²⁴ Strongly disagree; disagree; agree; strongly agree.

²⁵ Strongly disagree; disagree; neutral; agree; strongly agree.

²⁶ Strongly disagree; disagree; neutral; agree; strongly agree.

Table 4 - 1994 Rasch Measures

Note: To indicate respondent type, T represents teacher respondents, S represents student respondents, and P represents principal respondents. Similar items are grouped together and within each type the items are ordered by difficulty level.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit
School Leadership					
Inclusive Leadership (T)		0.92	0.69		
	<i>Please mark the extent to which you agree or disagree with each of the following statements: The principal at this school.²⁷</i>				
	Is strongly committed to shared decision making.			5.23	0.86
	Works to create a sense of community in this school.			4.97	0.94
	Promotes parental and community involvement in the school.			3.13	1.16
Instructional Leadership (T)		0.77	0.69		
	<i>Please mark the extent to which you disagree or agree with each of the following statements: The principal at this school.²⁸</i>				
	Carefully tracks student academic progress.			5.07	1.14
	Understands how children learn.			4.64	1.05
	Presses teachers to implement what they have learned in professional development.			4.63	1.30
	Communicates a clear vision for our school.			4.35	0.87
	Sets high standards for student learning.			4.21	0.78
	Sets high standards for teaching.			4.09	0.83
	Makes clear to the staff his or her expectations for meeting instructional goals.			3.99	0.96

²⁷ Strongly disagree; disagree; agree; strongly agree.

²⁸ Strongly disagree; disagree; agree; strongly agree.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit
Teacher Influence (T)		0.88	0.70		
	<i>How much influence do teachers have over school policy in each of the areas below?²⁹</i>				
	Hiring new professional personnel.			9.52	1.16
	Hiring a new principal.			7.86	1.11
	Determining the school's schedule (including teacher prep periods).			7.72	1.00
	Planning how discretionary school funds should be used.			7.56	0.89
	Determining specific professional and teaching assignments.			7.34	0.97
	Determining the content of in-service programs.			6.20	0.91
	Setting standards for student behavior.			5.14	1.12
	Determining how student progress is measured.			4.28	0.96
	Determining books and other instructional materials used in classrooms.			3.04	1.13
	<i>Please mark the extent to which you disagree or agree with each of the following:³⁰</i>				
	Teachers are involved in making the important decisions in this school.			5.56	0.77
	Teachers have a lot of informal opportunities to influence what happens here.			5.00	0.82
	I feel comfortable voicing my concerns in this school.			4.46	1.15
	<i>How many teachers are active in decision making committees (e.g. LSC, PPAC, core planning teams, design teams, or other committees) in this school?³¹</i>			4.30	1.18

²⁹ None; a little; some; a great deal.

³⁰ Strongly disagree; disagree; agree; strongly agree.

³¹ None; some; about half; most; nearly all.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit
Program Coherence (T)		0.64	0.62		
	<i>Please mark the extent to which you agree or disagree with each of the following statements.³²</i>				
	You can see real continuity from one program to another in this school.			5.21	0.90
	Many special programs come and go in this school.			4.74	0.99
	Once we start a new program, we follow-up to make sure that it's working.			4.72	0.92
	We have so many different programs in this school that I can't keep track of them all.			4.59	1.17
LSC Contribution (T)		0.83	0.81		
	<i>Please mark the extent to which you agree or disagree with each of the following statements.³³</i>				
	Overall, the LSC has been a positive addition to this school.			4.77	1.05
	<i>If somewhat or very knowledgeable about the LSC, please answer the following.³⁴</i>				
	The LSC is really helping to make this school better.			4.19	0.88
	<i>Has your LSC made a contribution to improving the following.³⁵</i>				
	Student behavior.			2.92	0.91
	Curriculum and instruction.			2.17	1.12
	Safety near or in the school.			1.20	0.98
	Parent involvement.			0.94	1.01
	Community relations.			0.81	0.99
	The school building.			0.78	1.04

³² Strongly disagree; disagree; agree; strongly agree.

³³ Strongly disagree; disagree; agree; strongly agree.

³⁴ Strongly disagree; disagree; agree; strongly agree.

³⁵ Has hindered; no contribution; has helped.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit
SIP Implementation (T)		0.83	0.55		
	<i>Please mark the extent to which you agree or disagree with each of the following statements.³⁶</i>				
	The School Improvement Plan (SIP) is just another required document.			4.63	1.27
	The SIP has led to changes in my teaching practices.			4.10	0.75
	Our SIP is based on systematic analysis of student performance data.			3.55	0.83
	The SIP is not improving student learning at this school. ³⁷			3.42	1.02
	I helped develop the SIP for my school.			3.20	1.37
	The SIP will help make us a better school over the next 5 years.			2.38	0.74
	I am familiar with most of the major points in our SIP.			2.05	1.00

Parent-Community Ties

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit
Teacher Outreach to Parents (T)		0.85	0.67		
	<i>Please mark the extent to which you agree or disagree with each of the following statements.³⁸</i>				
	Teachers work closely with parents to meet students' needs.			3.14	1.04
	Parents have confidence in the expertise of teachers.			1.57	1.13
	Parents are invited to visit classrooms to observe the instructional program.			1.35	1.15
	We work at communicating to parents about the support needed to advance the school mission.			1.19	0.95
	Staff at this school work hard to build trusting relationships with parents.			1.15	1.11
	We encourage feedback from parents and the community.			0.80	0.72
	Teachers really try to understand parents' problems and concerns.			0.41	0.89
	Parents are greeted warmly when they call or visit.			0.39	0.98

³⁶ Strongly disagree; disagree; agree; strongly agree.

³⁷ Reverse coded.

³⁸ Strongly disagree; disagree; agree; strongly agree.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit

Parent Involvement in the School (T)		0.77	0.73		
	<i>For the students you teach this year, how many of their parents:</i> ³⁹				
	Volunteered to help in the classroom.			10.00	1.06
	Helped raise funds for the school.			8.34	0.98
	Attended school-wide special events.			7.02	0.72
	Attended parent/teacher conferences when you requested them.			3.52	0.94
	Picked up their child's report card in April.			1.06	0.98

Professional Capacity: Professional Community

Peer Collaboration (T)		0.75	0.70		
	<i>Please mark the extent to which you disagree or agree with each of the following:</i> ⁴⁰				
	Teachers design instructional programs together.			5.31	0.79
	Teachers at this school make a conscious effort to coordinate their teaching with instruction at other grade levels.			5.24	0.83
	The principal, teachers and staff collaborate to make this school run effectively.			4.44	1.24
	Most teachers at this school are cordial.			3.48	1.11

Collective Responsibility (T)		0.80	0.77		
	<i>How many teachers in this school:</i> ⁴¹				
	Feel responsible to help each other do their best.			2.83	0.98
	Help maintain discipline in the entire school, not just their classroom.			2.73	1.02
	Take responsibility for improving the school.			2.67	1.08
	Feel responsible for helping students develop self control.			1.75	0.72
	Set high standards for themselves.			1.69	0.83
	Feel responsible that all students learn.			1.14	0.93
	<i>Please mark the extent to which you agree or disagree with the following:</i> ⁴²				
	At this school, teachers work together to do what is "best for kids."			1.85	1.01
Teachers support the principal in enforcing school rules.			1.33	1.25	

³⁹ None; some; about half; most; nearly all.

⁴⁰ Strongly disagree; disagree; agree; strongly agree.

⁴¹ None; some; about half; most; nearly all.

⁴² Strongly disagree; disagree; agree; strongly agree.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit
Reflective Dialogue (T)		0.85	0.51		
	<i>This school year, how often have you had conversations with colleagues about:</i> ⁴³				
	The goals of this school.			6.71	0.84
	Development of new curriculum.			6.68	0.88
	Managing classroom behavior.			4.61	1.00
	What helps students learn best.			4.47	0.77
	<i>Please mark the extent to which you agree or disagree with each of the following:</i> ⁴⁴				
	Faculty meetings are often used for problem solving.			5.55	1.10
	We do a good job talking through views, opinions and values.			4.45	1.12
	Many teachers express their personal views at faculty meetings.			4.14	1.21
	Teachers in this school regularly discuss assumptions about teaching and learning.			3.69	0.98
	Teachers talk about instruction in the teachers' lounge, faculty meetings, grade level meetings, etc.			2.07	0.98
Focus on Student Learning (T)		0.82	0.59		
	<i>Please mark the extent to which you agree or disagree with each of the following:</i> ⁴⁵				
	This school really works at developing students' social skills.			4.37	1.15
	When making important decisions, the school always focuses on what's best for student learning.			2.92	0.87
	This school has well defined learning expectations for all students.			2.83	0.75
	This school sets high standards for academic performance.			2.69	1.03
	The school day is organized to maximize instructional time.			1.77	1.18

⁴³ Less than once a month; two or three times a month; once or twice a week; almost daily.

⁴⁴ Strongly disagree; disagree; agree; strongly agree.

⁴⁵ Strongly disagree; disagree; agree; strongly agree.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit

Public Classroom Practice (T)		.70	0.23		
	<i>This school year, how often have you:</i> ⁴⁶				
	Invited someone in to help teach your class(es).			8.83	1.21
	Had colleagues observe your classroom.			6.97	0.90
	Received meaningful feedback on your performance from colleagues.			6.40	0.85
	Visited other teachers' classrooms.			6.23	1.10
	Received useful suggestions for curriculum materials from colleagues.			4.88	0.96

Teacher Socialization (T)		0.60	0.46		
	<i>Please mark the extent to which you agree or disagree with each of the following statements:</i> ⁴⁷				
	Experienced teachers invite new teachers into their rooms to observe, give feedback, etc.			1.11	0.91
	A conscious effort is made by faculty to make new teachers feel welcome here.			-1.11	1.03

Professional Capacity: Professional Development

Frequency of Professional Development (T)		0.72 ⁴⁸			
	<i>This school year, how often have you:</i> ⁴⁹				
	Attended professional development activities sponsored by the teachers union.			8.83	1.11
	Attended workshops or courses sponsored by the Chicago Public Schools (exclude required in-services).			7.52	0.92
	Taken courses at a college or university related to improving your teaching.			7.08	1.20
	Participated in a network with other teachers outside your school.			6.52	0.93
	Discussed curriculum and instruction matters with an outside professional group or organization.			6.50	0.77
	Attended professional development activities organized by your school (include staff meetings that focus on improving your teaching).			3.55	1.06

⁴⁶ Never; once; twice; 3-4 times; 5-9 times; 10 or more.

⁴⁷ Strongly disagree; disagree; agree; strongly agree.

⁴⁸ Since this measure is not an empirical Bayes estimate; there is no school level reliability coefficient.

⁴⁹ Never; once; twice; 3-4 times; 5-9 times; 10 or more times.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit

Professional Capacity: Teachers' Responsibility for Change

Innovation (T)		0.78	0.65		
		<i>How many teachers in this school.⁵⁰</i>			
	Are willing to take risks to make this school better.			3.49	0.92
	Are eager to try new ideas.			3.31	0.79
	<i>In this school.⁵¹</i>				
	Teachers have a "can do" attitude.			3.02	0.97
	All teachers are encouraged to "stretch and grow."			2.65	1.30
	Teachers are continually learning and seeking new ideas.			2.53	0.87

School Commitment (T)		0.77	0.62		
		<i>Please mark the extent to which you agree or disagree with the following.⁵²</i>			
	I wouldn't want to work in any other school.			4.75	0.95
	I would recommend this school to parents seeking a place for their child.			4.18	1.01
	I usually look forward to each working day at this school.			3.80	1.18
	I feel loyal to this school.			2.82	0.79

⁵⁰ None; some; about half; most; nearly all.

⁵¹ Strongly disagree; disagree; agree; strongly agree.

⁵² Strongly disagree; disagree; agree; strongly agree.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit

Learning Climate

Press Toward Academic Achievement (S)		0.78	0.75		
	<i>My language arts teacher.</i> ⁵³				
	Encourages me to do extra work when I don't understand something.			5.14	1.07
	Expects me to do my best all of the time.			1.51	1.01
	Expects me to complete my homework every night.			1.45	1.02
	Thinks that it is very important that I do well in language arts.			0.92	1.04
	<i>My science teacher.</i> ⁵⁴				
	Encourages me to do extra work when I don't understand something.			5.01	1.10
	Expects me to do my best all the time.			2.22	0.89
	Expects me to complete my homework every night.			2.00	0.97
	Thinks that it is very important that I do well in science.			1.23	1.03
	<i>My social studies teacher.</i> ⁵⁵				
	Encourages me to do extra work when I don't understand something.			4.95	1.12
	Expects me to do my best all the time.			2.28	0.92
	Expects me to complete my homework every night.			2.00	0.95
	Thinks that it is very important that I do well in social studies.			1.29	0.99
	<i>My math teacher.</i> ⁵⁶				
	Encourages me to do extra work when I don't understand something.			4.80	1.14
	Expects me to do my best all the time.			1.23	0.98
	Expects me to complete my homework every night.			0.77	1.06
	Thinks that it is very important that I do well in math.			0.09	1.04
	<i>How much do you agree with these statements about your teachers?</i> ⁵⁷				
	When I work hard on school work, my teachers praise my effort.			3.85	0.87
	<i>How many of your teachers this year.</i> ⁵⁸				

⁵³ Strongly disagree; disagree; agree; strongly agree.

⁵⁴ Strongly disagree; disagree; agree; strongly agree.

⁵⁵ Strongly disagree; disagree; agree; strongly agree.

⁵⁶ Strongly disagree; disagree; agree; strongly agree.

⁵⁷ Strongly disagree; disagree; agree; strongly agree.

⁵⁸ None; a few; about half; most; all.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit
	Would be willing to help you if you told them about a personal problem you had?			3.17	0.98
	Don't care if you get bad grades? ⁵⁹			1.23	1.06
	Don't care if you don't do your schoolwork? ⁶⁰			1.02	1.16
Peer Support for Academic Work (S)		0.82	0.77		
	<i>How many of your friends in this school?</i> ⁶¹				
	Follow school rules?			4.40	1.19
	Think doing homework is important?			3.68	0.98
	Feel it is important to pay attention in class?			3.10	0.81
	Feel it is important to attend all of their classes?			2.92	0.98
	Try hard to get good grades?			2.58	1.05

⁵⁹ Reverse coded.

⁶⁰ Reverse coded.

⁶¹ All; most; about half; a few; none.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit

Classroom Behavior (S)		0.65	0.79		
	<i>How much do you agree with the following statements about this class?</i> ⁶²				
	Other students often disrupt class (math). ⁶³			6.35	1.00
	Other students often disrupt class (language arts). ⁶⁴			6.26	0.98
	Other students often disrupt class (science). ⁶⁵			5.91	0.93
	Other students often disrupt class (social studies). ⁶⁶			5.79	1.09
	Students help each other in this class (social studies).			4.56	1.06
	Students help each other in this class (language arts).			4.28	1.04
	Students help each other in this class (science).			4.00	1.06
	Students help each other in this class (math).			3.77	1.06
	Students make fun of students who do well in the class (language arts). ⁶⁷			3.98	0.96
	Students make fun of students who do well in the class (science). ⁶⁸			3.74	0.96
	Students make fun of students who do well in the class (math). ⁶⁹			3.67	0.87
	Students make fun of students who do well in the class (social studies). ⁷⁰			3.51	0.98

⁶² Strongly disagree; disagree; agree; strongly agree.

⁶³ Reverse coded.

⁶⁴ Reverse coded.

⁶⁵ Reverse coded.

⁶⁶ Reverse coded.

⁶⁷ Reverse coded.

⁶⁸ Reverse coded.

⁶⁹ Reverse coded.

⁷⁰ Reverse coded.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit

Classroom Personalism (S)		0.73	0.75		
	<i>How much do you agree with the following statements about this class?⁷¹</i>				
	The teacher notices if I have trouble learning something (social studies).			4.63	1.21
	The teacher notices if I have trouble learning something (science).			4.33	1.13
	The teacher notices if I have trouble learning something (language arts).			4.03	1.02
	The teacher notices if I have trouble learning something (math).			3.77	1.13
	<i>How many of your teachers this year?⁷²</i>				
	Would be willing to help you with a personal problem you had?			4.40	0.85
	Believe you can do well in school?			1.33	0.87
	<i>The last time you came back to school after being absent, which of these things happened?⁷³</i>				
	My teachers helped me catch up on the work I missed.			4.37	0.93
	A teacher, counselor, or other adult asked me where I'd been.			2.03	1.07
	No one noticed I had been out. ⁷⁴			0.63	1.11
	<i>Think about the last time you got an F. Did your teacher talk with you about how you were doing in the class before final grades came out?⁷⁵</i>			4.07	1.02
	<i>How much do you agree with these statements about your teachers?⁷⁶</i>				
	Most of my teachers really listen to what I have to say.			3.70	0.71
	Teachers really care about students.			3.53	0.80
	I feel like my teachers don't know me very well. ⁷⁷			3.30	1.21
	In class I often feel "put down" by my teachers. ⁷⁸			2.53	1.20

⁷¹ Strongly disagree; disagree; agree; strongly agree.

⁷² None; a few; about half; most; all.

⁷³ Yes; no.

⁷⁴ Reverse coded.

⁷⁵ Yes; no.

⁷⁶ Strongly disagree; disagree; agree; strongly agree.

⁷⁷ Reverse coded.

⁷⁸ Reverse coded.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit

Academic Engagement (S)		0.70	0.74		
	<i>How much do you agree with the following statements about this class?⁷⁹</i>				
	I usually look forward to this class (language arts).			5.03	0.92
	I usually look forward to this class (math).			4.94	1.10
	I usually look forward to this class (science).			4.46	1.31
	The topics we are studying are interesting and challenging (language arts).			4.40	0.88
	I usually look forward to this class (social studies).			4.20	1.10
	The topics we are studying are interesting and challenging (math).			3.09	1.05
	The topics we are studying are interesting and challenging (social studies).			2.97	1.01
	I work hard to do my best in this class (language arts).			1.80	0.88
	I work hard to do my best in this class (science).			1.71	1.00
	I work hard to do my best in this class (social studies).			1.34	0.94
	I work hard to do my best in this class (math).			0.94	0.87
	<i>About how often do you complete your homework for this class (science)?⁸⁰</i>			2.20	1.09
	<i>About how often do you complete your homework for this class (math)?⁸¹</i>			2.09	0.93
	<i>About how often do you complete your homework for this class (social studies)?⁸²</i>			1.97	1.03
<i>About how often do you complete your homework for this class (language arts)?⁸³</i>			1.71	0.97	

Safety (S)		0.74	0.88		
	<i>How safe do you feel?⁸⁴</i>				
	Outside around the school?			6.19	0.86
	Traveling between home and school?			5.49	1.31
	In the hallways and bathrooms?			4.67	0.86
	In your classes?			3.53	1.00

⁷⁹ Strongly disagree; disagree; agree; strongly agree.

⁸⁰ Almost never; about half the time; most of the time; every time.

⁸¹ Almost never; about half the time; most of the time; every time.

⁸² Almost never; about half the time; most of the time; every time.

⁸³ Almost never; about half the time; most of the time; every time.

⁸⁴ Not safe; somewhat safe; mostly safe; very safe.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit

Classroom Disruptions (T)					
	<i>On a typical day, how many times is your classroom:⁸⁵</i>				
	Disrupted by student misbehavior.				
	Interrupted by announcements, messengers from the office, students coming in tardy, noise in the hallway, etc.	This category is the mean of these two items, converted to number of times per day.			

Instructional Guidance System

Curricular Alignment (T)	Average change in course content per year, measured in ITBS grade level equivalents, measured across grades in a school. E.g., 0 = No change between content between grades; 2 = 2 ITBS grade level increases each year.	
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⁸⁵ Never; once; twice; 3-4 times; 5-9 times; 10 or more times.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit
Knowledge, Skill in Language Arts (T)		0.76	0.48		
	<i>Please mark the extent to which you agree or disagree with each statement about your teaching philosophy or practice.⁸⁶</i>				
	I teach my students very much like my teachers taught me.			5.49	1.27
	I established my preferred teaching techniques long ago.			4.23	1.13
	I think that it's important to have a quiet classroom.			3.50	1.09
	<i>About how often do you use each of the following instructional strategies?⁸⁷</i>				
	Lecture to the class for more than half the period (English).			4.42	1.09
	Have students complete workbook or textbook exercises in class (English).			3.21	0.87
	<i>How do you use the textbook in the class (English)?⁸⁸</i>			4.38	0.95
	<i>How important are each of the following for you in judging how well students are learning?⁸⁹</i>				
	ITBS results.			4.16	1.12
	Multiple-choice tests.			3.81	0.93
	Short-answer tests.			3.07	0.98
	<i>How much emphasis do you give to each of the following?⁹⁰</i>				
	Learn note-taking and study skills (e.g., outlining, organizing).			3.55	1.10
	Learning to remember the sequence of significant events.			1.18	0.85
	Developing listening skills.			0.76	0.96
	Learning to identify the main idea.			0.63	0.89
	Learning vocabulary/word meanings.			0.58	0.90
	Learning to comprehend facts and details.			0.51	0.92
	Learning to follow directions.			0.16	1.08
	<i>How much class time did you spend this school year preparing students for standardized tests such as the ITBS and IGAP?⁹¹</i>			3.26	1.10
	<i>As part of teaching reading, how often do you have students:⁹²</i>				

⁸⁶ Strongly disagree; disagree; agree; strongly agree.

⁸⁷ Never; once or twice a semester; once or twice a month; once or twice a week; almost every day.

⁸⁸ I follow the textbook closely; I follow the textbook but supplement it often; I use the textbook as a supplement to other material.

⁸⁹ Not important; 2; 3; very important.

⁹⁰ No emphasis; 3; 2; major emphasis.

⁹¹ Less than 4 hours; 4-12 hours; 13-20 hours; more than 20 hours.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit

	Complete reading workbooks or skill-sheet assignments.			3.25	1.16
	<i>If your students are not doing well in class, are you likely to.</i> ⁹³				
	Provide more time for class practice.			1.97	1.23

Knowledge, Skill in Math (T)		0.70	0.45		
	<i>Please mark the extent to which you agree or disagree with each statement about your teaching philosophy or practice.</i> ⁹⁴				
	I teach my students very much like my teachers taught me.			5.69	1.12
	I established my preferred teaching techniques long ago.			4.56	1.01
	I think that it's important to have a quiet classroom.				
	<i>How important are each of the following for you in judging how well students are learning?</i> ⁹⁵				
	ITBS results.			4.42	1.01
	Multiple-choice tests.			4.07	0.82
	Short-answer tests.			3.80	0.94
	<i>If your students are not doing well in class, are you likely to.</i> ⁹⁶				
	Provide more time for class practice.			2.64	1.16
	<i>About how often do you use each of the following instructional strategies?</i> ⁹⁷				
	Have students complete workbook or textbook exercises in class.			2.44	1.11
	<i>How much class time did you spend this school year preparing students for standardized tests such as the ITBS and IGAP?</i> ⁹⁸				

⁹² Never; less than once a week; about once a week; several times a week; almost every day.

⁹³ Very unlikely; very likely.

⁹⁴ Strongly disagree; disagree; agree; strongly agree.

⁹⁵ Not important; very important.

⁹⁶ Very unlikely; 2; 3; very likely.

⁹⁷ Never; once or twice a semester; once or twice a month; once or twice a week; almost every day.

⁹⁸ Less than 4 hours; 4-12 hours; 13-20 hours; more than 20 hours.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit
Application, Analysis, Production in Language Arts (T)		0.77	0.11		
	<i>About how often do you use each of the following instructional strategies?⁹⁹</i>				
	Have students produce written material longer than 1000 words (4 pages).			5.56	1.12
	Assign projects of at least one week's duration.			4.48	0.99
	Have students debate ideas.			3.28	1.07
	Have students brainstorm ideas for written work.			2.19	0.82
	<i>How important are each of the following for you in judging how well students are learning?¹⁰⁰</i>				
	Essay tests.			3.64	1.29
	Student work on open-ended problems.			2.20	0.92
	Group projects.			2.20	0.94
	Portfolio of student work.			1.91	1.16
	Individual projects.			1.66	0.94
	<i>How much emphasis do you give to each of the following?¹⁰¹</i>				
	Learning to develop criteria on which to evaluate reading materials.			2.99	0.85
	Analyzing non-fiction.			2.90	0.76
	Learning to differentiate fact from opinion.			1.21	0.88
	Learning to draw inferences.			0.79	0.86
	Integrating reading and writing instruction.			0.59	1.01
	<i>Do you use any of these methods?¹⁰²</i>				
	Writing Process Methods—students plan, draft, revise, edit and publish compositions, often with peers.			2.90	1.05
	<i>As part of teaching reading, how often do you have students:¹⁰³</i>				
	Talk with one another in pairs or small groups about something they read.			2.30	1.24
	Write about something they read.			2.19	1.07

⁹⁹ Never; once or twice a semester; once or twice a month; once or twice a week; almost every day.

¹⁰⁰ Not important; 2; 3; very important.

¹⁰¹ No emphasis; 3; 2; major emphasis.

¹⁰² Marked; not marked.

¹⁰³ Never; less than once a week; about once a week; several times a week; almost every day.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit
Application, Analysis, Production in Math (T)		0.75	0.07		
	<i>About how often do you use each of the following instructional strategies?</i> ¹⁰⁴				
	Have students produce written material longer than 1000 words (4 pages).			6.46	1.25
	Assign projects of at least one week's duration.			5.97	0.83
	Develop technical or scientific writing skills.			5.23	1.10
	Have students debate ideas.			5.18	1.14
	Have students do experiments or observations.			4.98	0.72
	Have students brainstorm ideas for written work.			4.32	1.05
	Have students play math games.			4.10	1.05
	Work with objects like rulers, counting blocks, or geometric shapes.			3.96	1.18
	<i>How important are each of the following for you in judging how well students are learning?</i> ¹⁰⁵				
	Essay tests.			5.14	1.26
	Student work on open-ended problems.			4.31	0.85
	Group projects.			4.29	0.82
	Individual projects.			3.90	0.82
	Portfolio of student work.			3.83	1.19
	<i>Do you use any of these methods? Writing Process Methods—students plan, draft, revise, edit and publish compositions, often with peers.</i> ¹⁰⁶			4.85	1.02
	<i>How much emphasis do you give to each of the following?</i> ¹⁰⁷				
	Learning to develop criteria on which to evaluate reading materials.			4.80	0.86
	Analyzing non-fiction.			4.73	0.77
	Learning to differentiate fact from opinion.			3.58	0.83
	Learning to draw inferences.			3.30	0.79
	Integrating reading and writing instruction.			3.24	0.83
	<i>As part of teaching reading, how often do you have students:</i> ¹⁰⁸				
	Write about something they read.			4.13	1.01
	Talk with one another in pairs or small groups about something they read?			4.04	1.33

¹⁰⁴ Never; once or twice a semester; once or twice a month; once or twice a week; almost every day.

¹⁰⁵ Not important; 2; 3; very important.

¹⁰⁶ Marked; not marked.

¹⁰⁷ No emphasis; major emphasis.

¹⁰⁸ Never; less than once a week; about once a week; several times a week; almost every day.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit

Relational Trust

Teacher-Parent Trust (T)		0.80	0.66		
	<i>How many teachers in this school.</i> ¹⁰⁹				
	Feel good about parents' support for their work?			4.00	1.06
	Really care about this local community?			3.14	1.02
	<i>Please mark the extent to which you agree or disagree with each of the following statements.</i> ¹¹⁰				
	Parents have confidence in the expertise of teachers.			3.16	0.85
	Staff at this school work hard to build trusting relationships with parents.			2.78	1.13
	<i>To what extent do teachers in this school respect.</i> ¹¹¹				
	The parent and community members of the LSC.			2.67	0.85
	Students' parents			2.14	0.74
	<i>To what extent do you feel respected by.</i> ¹¹²				
	Students' parents.			1.29	1.29

Teacher-Principal Trust (T)		0.85	0.73		
	<i>Please mark the extent to which you agree or disagree with each of the following statements.</i> ¹¹³				
	It's O.K. in this school to discuss feelings, worries, or frustrations with the principal.			5.58	1.08
	The principal looks out for the personal welfare of faculty members.			4.72	0.77
	I trust our principal at his or her word.			4.56	0.99
	The principal has confidence in the expertise of teachers.			4.27	0.96
	The principal takes a personal interest in the professional development of teachers.			3.96	0.94
	<i>To what extent do you feel respected by.</i> ¹¹⁴				
	Your principal.			3.59	1.18

¹⁰⁹ None; some; about half; most; nearly all.

¹¹⁰ Strongly disagree; disagree; agree; strongly agree.

¹¹¹ Not at all; 2; 3; to a great extent.

¹¹² Not at all; 2; 3; to a great extent.

¹¹³ Strongly disagree; disagree; agree; strongly agree.

¹¹⁴ Not at all; 2; 3; to a great extent.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit
Teacher-Teacher Trust (T)		0.85	0.67		
	<i>Please mark the extent to which you agree or disagree with each of the following statements.¹¹⁵</i>				
	Teachers in this school trust each other.			5.56	0.83
	It's O.K. in this school to discuss feelings, worries, or frustrations with other teachers.			4.32	1.12
	Teachers respect other teachers who take the lead in school improvement efforts			3.45	0.99
	Most teachers at this school are cordial.			1.31	0.86
	<i>How many teachers in this school.¹¹⁶</i>				
	Really care about each other.			2.71	0.81
	<i>To what extent do you feel respected by:¹¹⁷</i>				
	Other teachers.			1.39	1.20

¹¹⁵ Strongly disagree; disagree; agree; strongly agree.

¹¹⁶ None; some; about half; most; nearly all.

¹¹⁷ Not at all; 2; 3; to a great extent.

Table 5 - 1997 Rasch Measures

Note: To indicate respondent type, T represents teacher respondents, S represents student respondents, and P represents principal respondents. Similar items are grouped together and within each type the items are ordered by difficulty level.

Measures	Item Text	Statistics			
		Reliability			
		Indiv.	School	Diff.	Fit
School Leadership					
Inclusive Leadership (T)		0.92	0.76		
	<i>Please mark the extent to which you agree or disagree with each of the following. The principal at this school.¹¹⁸</i>				
	Is strongly committed to shared decision making.			5.23	0.86
	Works to create a sense of community in the school.			4.97	0.94
	Promotes parent and community involvement in the school.			3.13	1.16
Instructional Leadership (T)		0.90	0.77		
	<i>Please mark the extent to which you disagree or agree with each of the following: The principal at this school.¹¹⁹</i>				
	Carefully tracks student academic progress.			5.07	1.14
	Understands how children learn.			4.64	1.05
	Presses teachers to implement what they have learned in professional development.			4.63	1.30
	Communicates a clear vision for our school.			4.35	0.87
	Sets high standards for student learning.			4.21	0.78
	Sets high standards for teaching.			4.09	0.83
	Makes clear to the staff his or her expectations for meeting instructional goals.			3.99	0.96

¹¹⁸ Strongly disagree; disagree; agree; strongly agree.

¹¹⁹ Strongly disagree; disagree; agree; strongly agree.

Teacher Influence (T)		0.89	0.79		
	<i>How much influence do teachers have over school policy in each of the areas below?¹²⁰</i>				
	Hiring new professional personnel.			7.44	1.12
	Hiring a new principal.			6.49	1.24
	Determining the school's schedule (including teacher preparation periods).			6.41	1.06
	Planning how discretionary school funds should be used.			6.32	0.97
	Determining specific professional and teaching assignments.			6.19	1.59
	Determining the content of inservice programs.			5.54	0.90
	Setting standards for student behavior.			4.94	1.01
	Establishing the curriculum and instructional program.			4.55	1.02
	Determining how students progress is measured.			4.45	1.21
	Determining books and other instructional materials used in classrooms.			3.74	1.35
	<i>Please mark the extent to which you disagree or agree with each of the following:¹²¹</i>				
	Teachers are involved in making the important decisions in this school.			5.18	0.88
	Teachers have a lot of informal opportunities to influence what happens here.			4.86	0.97
	I feel comfortable voicing my concerns in this school.			4.55	1.28

¹²⁰ None; a little; some; a great deal.

¹²¹ Strongly disagree; disagree; agree; strongly agree.

Program Coherence (T)		0.82	0.81		
	<i>To what extent do you disagree or agree with the following:</i> ¹²²				
	You can see real continuity from one program to another at this school.		5.92	0.61	
	Many special programs come and go at this school. ¹²³		5.34	0.87	
	Once we start a new program, we follow-up to make sure that it's working.		5.31	0.95	
	Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.		5.30	0.81	
	We have so many different programs in this school that I can't keep track of them all. ¹²⁴		5.15	1.12	
	There is a consistency in curriculum, instruction and learning materials among teachers in the same grade level at this school.		4.70	0.99	
	Most changes introduced at this school: Have little relations to teachers' and students' real needs and interests. ¹²⁵		4.59	1.05	
	Most changes introduced at this school: Help promote the school's goals for student learning.		3.85	0.76	
	<i>Please rate the extent to which the following have changed in the past two years in your school: Coordination and focus of the school's instructional program.</i> ¹²⁶		3.41	1.03	

¹²² Strongly disagree; disagree; agree; strongly agree.

¹²³ Reverse coded.

¹²⁴ Reverse coded.

¹²⁵ Reverse coded.

¹²⁶ Worse; no change; better.

Parent-Community Ties

Teacher Outreach to Parents (T)		0.89	0.62		
	<i>Please mark the extent to which you agree or disagree with each of the following statements about your school.¹²⁷</i>				
	Teachers work closely with parents to meet students' needs.			7.15	1.07
	Parents are invited to visit classrooms to observe the instructional program.			6.55	1.43
	This school regularly communicates with parents about how they can help their children learn.			5.60	0.93
	We work at communicating to parents about support needed to advance the school mission.			5.37	0.91
	We encourage feedback from parents and the community.			5.02	0.83
	The principal pushes teachers to communicate regularly with teachers.			4.85	1.30
	Teachers really try to understand parents' problems and concerns.			4.66	1.03
	Parents are greeted warmly when they call or visit the school.			4.64	0.97

Parent Involvement in School (T)		0.79	0.76		
	<i>For the students you teach this year, how many of their parents:¹²⁸</i>				
	Volunteered to help in the classroom?			8.08	1.03
	Helped raise funds for the school?			6.77	1.22
	Attended school-wide special events?			5.77	0.89
	Attended parent/teacher conferences when you requested them?			3.12	1.11
	Don't show up for school events and conferences intended for them. ¹²⁹			2.32	0.91
	Picked up their child's last report card?			1.26	1.58

Knowledge of Student's Culture (T)		0.73	0.50		
	<i>How many teachers at this school:¹³⁰</i>				
	Read books, watch documentaries, or attend workshops that provide information about the cultural backgrounds of their students?			3.26	0.84
	Talk with students about their lives at home?			2.92	0.60
	Talk with students about their cultures?			2.71	0.59
	Are knowledgeable of issues and concerns in the school's community.			2.44	0.88

¹²⁷ Strongly disagree; disagree; agree; strongly agree.

¹²⁸ None; some; about half; most; nearly all.

¹²⁹ Reverse coded.

¹³⁰ None; some; about half; most; nearly all.

Ties to the Community (T)		0.65	0.64		
	<i>About how often do you?</i> ¹³¹				
	Visit the homes of students who attend your school?			9.59	1.39
	Attend religious services or events where your students also attend?			9.07	1.08
	Attend civic, cultural, or recreational events in the community in which your school is located?			7.40	0.64
	Shop in the community in which your school is located?			5.37	0.90
	<i>Do you have friends who live in the community in which your school is located?</i> ¹³²			3.67	1.05

Use of Community Resources (T)		0.72	0.27		
	<i>This school year, how often have you?</i> ¹³³				
	Brought in a guest speaker from the school's community.			8.13	1.05
	Taken students on a field trip to someplace in the school's community.			8.00	1.22
	Collected materials to use in your classroom from businesses or other organizations in the school's community.			6.67	0.87
	Consulted with members of the community to better understand your students.			6.41	0.95
	Told students about specific community agencies that can help address their problems.			5.10	0.87
	Used examples of people and/or events from the school's community to illustrate ideas to students.			4.37	1.00

¹³¹ Never; less than once a month; 2 or 3 times a month; once or twice a week; almost daily.

¹³² Yes; no.

¹³³ Never; once; twice; 3-4 times; ;5-9 times; 10 or more times.

Professional Capacity: Professional Development

Cosmopolitan Experience (T)		0.33	— ¹³⁴		
	<i>If yes, where did you teach?</i> ¹³⁵				
	A rural public district.				0.99
	Another urban public district.				1.05
	A suburban public district.				1.12
	In a private school.				1.26
	<i>Are you a graduate of a CPS high school?</i> ¹³⁶				0.72
	<i>From what college or university did you obtain your highest degree?</i> ¹³⁷				
	Chicago State University.				0.95
Northeastern University				1.07	

Quality of College or University	This is a Rasch measure comprised of data on colleges or universities from which CPS teachers graduated. It is based on the graduation rate, mean ACT score of students entering the institution, the proportion of entering students who were in the top 10 percent of their high school class, reputation score (from U.S. News and World Report ratings), and the percent of students who passed the Illinois Teacher Certification Basic Skills Test. Data were obtained from Peterson's Guide to Four Year Colleges, 1998, the U.S. News & World Report 1998 College Rankings web page, and the Illinois State Board of Education, Illinois Certification Testing System, Annual Report, 1996-97.	0.82	— ¹³⁸		
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¹³⁴ Since these measures are not empirical Bayes estimates; there are no school level reliability coefficients.

¹³⁵ Marked; not marked.

¹³⁶ Yes; no.

¹³⁷ Marked; not marked.

¹³⁸ Since these measures are not empirical Bayes estimates; there are no school level reliability coefficients.

Quality Of Professional Development (T)		0.91	0.48		
	<i>How much do you disagree or agree with the following: Overall, my professional development experiences this year have.¹³⁹</i>				
	Included opportunities to work productively with teachers from other schools.			5.80	1.17
	Changed the way teachers talked about students in this school.			5.42	0.84
	Included opportunities to think carefully about, try, and evaluate new ideas.			4.95	0.96
	Shifted approaches to teaching in this school.			4.87	0.93
	Helped my school's staff work better together.			4.61	0.82
	Deepened my understanding of the subject matter.			4.58	0.98
	Helped me understand my students better.			4.51	0.82
	Been sustained and coherently focused, rather than short term and unrelated.			4.50	1.08
	Included opportunities to work with colleagues in my school.			4.37	1.00
	Led me to make changes in my teaching.			4.23	0.90
	<i>How much do you disagree or agree with the following: Most of what I learn in professional development addresses the needs of the students in my classroom.¹⁴⁰</i>			4.59	1.37

Professional Capacity: Professional Community

Peer Collaboration (T)		0.85	0.75		
	<i>Please mark the extent to which you disagree or agree with each of the following:¹⁴¹</i>				
	Teachers design instructional programs together.			4.71	0.85
	Teachers at this school make a conscious effort to coordinate their teaching with instruction at other grade levels.			4.62	0.93
	The principal, teachers, and staff collaborate to make this school run effectively.			3.60	1.17
Most teachers in this school are cordial.			2.37	1.55	

¹³⁹ Strongly disagree; disagree; agree; strongly agree.

¹⁴⁰ Strongly disagree; disagree; agree; strongly agree.

¹⁴¹ Strongly disagree; disagree; agree; strongly agree.

Collective Responsibility (T)		0.92	0.69		
	<i>How many teachers in this school?</i> ¹⁴²				
	Feel responsible when students in this school fail?			4.95	1.37
	Feel responsible to help each other do their best?			4.49	0.90
	Help maintain discipline in the entire school, not just their classroom?			4.43	1.26
	Take responsibility for improving the school?			4.39	0.89
	Feel responsible for helping students develop self control?			3.78	0.89
	Set high standards for themselves?			3.74	0.94
	Feel responsible that all students learn?			3.38	0.99
	<i>Please mark the extent to which you disagree or agree with the following: Teachers support the principal in enforcing school rules?</i> ¹⁴³			3.95	1.00

Reflective Dialogue (T)		0.80	0.45		
	<i>This school year, how often have you had conversations with colleagues about?</i> ¹⁴⁴				
	The goals of this school.			7.01	0.78
	Development of new curriculum.			7.00	0.76
	Managing classroom behavior.			5.78	1.12
	What helps students learn best.			5.69	0.76
	<i>Please mark the extent to which you agree or disagree with each of the following.</i> ¹⁴⁵				
	Teachers in this school regularly discuss assumptions about teaching and learning.			5.24	0.88
	Teachers in this school regularly discuss student work with other teachers.			4.40	0.90
	Teachers talk about instruction in the teachers' lounge, faculty meetings, etc.			4.28	1.11

¹⁴² None; some; about half; most; nearly all.

¹⁴³ Strongly disagree; disagree; agree; strongly agree.

¹⁴⁴ Less than once a month; 2 or 3 times a month; once or twice a week; almost daily.

¹⁴⁵ Strongly disagree; disagree; agree; strongly agree.

Focus on Student Learning (T)		0.88	0.77		
	<i>Please mark the extent to which you disagree or agree with each of the following:</i> ¹⁴⁶				
	This school really works at developing students' social skills.			5.18	0.95
	When making important decisions, the school always focuses on what's best for student learning.			4.55	1.02
	This school has well defined learning expectations for all students.			4.51	0.78
	This school sets high standards for academic performance.			4.45	0.80
	The school day is organized to maximize instructional time.			4.05	1.09

Public Classroom Practice (T)		0.74	0.45		
	<i>This school year, how often have you:</i> ¹⁴⁷				
	Invited someone in to help teach your class(es)?			5.83	1.15
	Had colleagues observe your classroom?			4.98	0.91
	Received meaningful feedback on your performance from colleagues?			4.73	1.07
	Visited other teachers' classrooms?			4.65	1.17
	Received useful suggestions for curriculum materials from colleagues?			4.05	1.04

Professional Community: Teachers' Responsibility for Change

Innovation (T)		0.91	0.72		
	<i>How many teachers in this school:</i> ¹⁴⁸				
	Are willing to take risks to make this school better?			4.39	0.97
	Are eager to try new ideas?			4.25	0.89
	Are really trying to improve their teaching?			3.46	1.14
	<i>Please mark the extent to which you disagree or agree with each of the following:</i> ¹⁴⁹				
	In this school, teachers have a "can do" attitude.			4.02	0.96
	All teachers are encouraged to "stretch and grow."			3.72	1.33
	In this school, teachers are continually learning and seeking new ideas.			3.62	0.93

¹⁴⁶ Strongly disagree; disagree; agree; strongly agree.

¹⁴⁷ Never; once; twice; 3-4 times; 5-9 times; 10 or more times.

¹⁴⁸ None; some; about half; most; nearly all.

¹⁴⁹ Strongly disagree; disagree; agree; strongly agree.

School Commitment (T)		0.89	0.76		
	<i>Please mark the extent to which you disagree or agree with following.¹⁵⁰</i>				
	I wouldn't want to work in any other school.			5.21	0.83
	I would recommend this school to parents seeking a place for their child.			4.70	1.08
	I usually look forward to each working day at this school.			4.35	1.34
I feel loyal to this school.			3.45	0.88	

¹⁵⁰ Strongly disagree; disagree; agree; strongly agree.

Learning Climate

Press Toward Academic Achievement (T)		0.76	0.73		
	<i>How much do you agree with the following statements about your Reading/Language Arts class?¹⁵¹</i>				
	My teacher: Encourages me to do extra work when I don't understand something.			4.89	1.09
	My teacher: Praises my efforts when I work hard.			4.28	0.73
	My teacher: Cares if I don't do my work in this class.			4.20	1.20
	My teacher: Cares if I get bad grades in this class.			3.83	0.90
	In class, I often feel put down by the teacher. ¹⁵²			3.51	1.28
	My teacher: Expects me to do my best all the time.			3.32	0.82
	My teacher: Expects me to complete my homework every night.			3.29	0.75
	My teacher might think I'm dumb if I ask a question about something I don't understand. ¹⁵³			3.12	1.38
	My teacher: Thinks that it is very important that I do well in this class.			3.07	0.72
	<i>How much do you agree with the following statements about your math class?¹⁵⁴</i>				
	My teacher: Encourages me to do extra work when I don't understand something.			4.75	1.06
	My teacher: Praises my efforts when I work hard.			4.33	0.77
	My teacher: Cares if I don't do my work in this class.			4.12	1.21
	My teacher: Cares if I get bad grades in this class.			3.79	0.87
	In class, I often feel put down by the teacher. ¹⁵⁵			3.32	1.35
	My teacher: Expects me to do my best all the time.			3.20	0.87
	My teacher: Expects me to complete my homework every night.			3.00	0.80
	My teacher might think I'm dumb if I ask a question about something I don't understand. ¹⁵⁶			2.99	1.37
My teacher: Thinks it is very important that I do well in this class.			2.71	0.87	

¹⁵¹ Strongly disagree; disagree; agree; strongly agree.

¹⁵² Reverse coded.

¹⁵³ Reverse coded

¹⁵⁴ Strongly disagree; disagree; agree; strongly agree.

¹⁵⁵ Reverse coded.

¹⁵⁶ Reverse coded.

Classroom Behavior (S)		0.78	0.84		
	<i>How much do you agree with the following statements about your math class?</i> ¹⁵⁷				
	Other students often disrupt class. ¹⁵⁸			6.23	1.58
	Most students in this class: Like to put others down. ¹⁵⁹			5.63	0.86
	Most students in this class: Just look out for themselves. ¹⁶⁰			5.44	0.92
	Most students in this class: Treat each other with respect.			5.33	0.87
	Most students in this class: Don't really care about each other. ¹⁶¹			5.18	0.96
	Most students in this class: Don't get along together very well. ¹⁶²			5.13	0.87
	Most students in this class: Work together to solve problems.			4.89	1.05
	Most students in this class: Help each other learn.			4.84	0.97
	Students make fun of students who do well in this class. ¹⁶³			4.79	1.39
	<i>How much do you agree with the following statements about your Reading/Language Arts class?</i> ¹⁶⁴				
	Other students often disrupt class. ¹⁶⁵			6.18	1.38
	Most students in this class: Like to put others down. ¹⁶⁶			5.61	0.84
	Most students in this class: Just look out for themselves. ¹⁶⁷			5.51	0.91
	Most students in this class: Treat each other with respect.			5.41	0.87
	Most students in this class: Don't really care about each other. ¹⁶⁸			5.23	0.93
	Most students in this class: Work together to solve problems.			5.15	0.97
	Most students in this class: Don't get along together very well. ¹⁶⁹			5.14	0.88

¹⁵⁷ Strongly disagree; disagree; agree; strongly agree.

¹⁵⁸ Reverse coded.

¹⁵⁹ Reverse coded.

¹⁶⁰ Reverse coded.

¹⁶¹ Reverse coded.

¹⁶² Reverse coded.

¹⁶³ Reverse coded.

¹⁶⁴ Strongly disagree; disagree; agree; strongly agree.

¹⁶⁵ Reverse coded.

¹⁶⁶ Reverse coded.

¹⁶⁷ Reverse coded.

¹⁶⁸ Reverse coded.

¹⁶⁹ Reverse coded.

	Most students in this class: Help each other learn.		5.11	0.93
	Students make fun of students who do well in this class. ¹⁷⁰		4.95	1.36
	My teacher: Believes I can do well in school.		3.79	1.04

Peer Support for Academic Work (S)		0.83	0.08		
	<i>How many of the students in your math class:¹⁷¹</i>				
	Think doing homework is important?		5.36	0.99	
	Feel it is important to pay attention in class?		5.10	0.74	
	Feel it is important to attend all their classes?		4.81	0.91	
	Try hard to get good grades?		4.49	0.89	
	Think getting good grades is cool?		4.05	1.43	
	<i>How many of the students in your Reading/Language Arts class:¹⁷²</i>				
	Think doing homework is important?		5.20	0.96	
	Feel it is important to pay attention in class?		4.95	0.81	
	Feel it is important to attend all their classes?		4.45	0.94	
	Try hard to get good grades?		4.31	0.85	
	Think getting good grades is cool?		3.73	1.40	

¹⁷⁰ Reverse coded.

¹⁷¹ None; a few; about half; most; all.

¹⁷² None; a few; about half; most; all.

Classroom Personalism (S)		0.78	0.73		
	<i>How much do you agree with the following statements about your math class? My teacher.¹⁷³</i>				
	Notices if I have trouble learning something.			5.19	1.32
	Really listens to what I have to say.			3.92	0.89
	Helps me catch up if I am behind.			3.64	1.01
	Related this subject to my personal interests.			3.61	0.94
	Doesn't know me very well. ¹⁷⁴			3.33	1.00
	Is willing to give extra help on schoolwork if I need it?			2.97	1.09
	Believes I can do well in school.			2.15	1.06
	<i>How much do you agree with the following statements about your Reading/Language Arts class? My teacher: Relates this subject to my personal interests.¹⁷⁵</i>				
				4.49	1.17
	<i>How much do you agree with the following statements about your English/Math class? My teacher.¹⁷⁶</i>				
	Really listens to what I have to say.			3.39	0.88
	Helps me catch up if I am behind.			3.21	0.89
	Notices if I have trouble learning something.			2.99	0.93
	Is willing to give extra help on schoolwork if I need it?			2.75	0.93

¹⁷³ Strongly disagree; disagree; agree; strongly agree.

¹⁷⁴ Reverse coded.

¹⁷⁵ Strongly disagree; disagree; agree; strongly agree.

¹⁷⁶ Strongly disagree; disagree; agree; strongly agree.

Academic Engagement (S)		0.77	0.69		
	<i>How much do you agree with the following statements about your Reading/Language Arts class?</i> ¹⁷⁷				
	I often count the minutes until class ends. ¹⁷⁸			5.21	1.35
	Sometimes I get so interested in my work I don't want to stop.			4.92	1.19
	<i>How much do you agree with the following statements about your math class?</i> ¹⁷⁹				
	I often count the minutes until class ends. ¹⁸⁰			4.88	1.35
	Sometimes I get so interested in my work I don't want to stop.			4.81	1.19
	I usually look forward to class.			4.68	0.78
	I am often bored with what we study in this class. ¹⁸¹			4.67	1.12
	The topics we are studying are interesting and challenging.			3.92	1.04
	I work hard to do my best in this class.			3.04	1.20
	<i>How much do you agree with the following statements about your English class?</i> ¹⁸²				
	I usually look forward to class.			4.72	0.77
	I am usually bored with what we study in this class. ¹⁸³			4.72	1.03
	The topics we are studying are interesting and challenging.			4.46	0.83
I work hard to do my best in class.			3.39	1.13	
Safety (S)		0.66	0.87		
	<i>How safe do you feel.</i> ¹⁸⁴				
	Outside around the school?			5.76	0.80
	Traveling between home and school?			5.15	1.17
	In the hallways and bathrooms of the school?			4.41	0.91
In your classes?			3.36	0.92	

¹⁷⁷ Strongly disagree; disagree; agree; strongly agree.

¹⁷⁸ Reverse coded.

¹⁷⁹ Strongly disagree; disagree; agree; strongly agree.

¹⁸⁰ Reverse coded.

¹⁸¹ Reverse coded.

¹⁸² Strongly disagree; disagree; agree; strongly agree.

¹⁸³ Reverse coded.

¹⁸⁴ Not safe; somewhat safe; mostly safe; very safe.

Instructional Guidance System

Curricular Alignment (T)	Average change in course content per year, measured in ITBS grade level equivalents, measured across grades in a school. E.g., 0=No change between content between grades, 2=2 ITBS grade level increases each year.	0.82			
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Knowledge, Skill in Language Arts (T)		0.82	0.32		
	<i>Please mark the extent to which you disagree or agree with the following:</i> ¹⁸⁵				
	I teach my students very much like my teachers taught me.			5.49	1.02
	I established my preferred teaching habits long ago.			4.23	0.73
	I think that it is important to have a quiet classroom.			3.50	0.80
	<i>About how often do you use each of the following instructional strategies in your target class?</i> ¹⁸⁶				
	Lecture to the class for more than half the period.			4.33	1.17
	Have students memorize facts or procedures.			3.87	1.07
	Use highly structured call and response strategies.			3.38	1.04
	Have students complete workbook or textbook exercises in class.			2.84	1.00
	Have students take turns reading aloud.			2.16	1.04
	Have students read silently.			1.89	1.28
	<i>Approximately what percent of your total instructional time is devoted to:</i> ¹⁸⁷				
	Following directions.			4.00	1.00
	Listening skills.			3.49	0.79
	Proper grammar, punctuation, etc.			3.49	0.68
	Note-taking and study skills (e.g. outlining, organizing).			3.36	0.80
	Remembering the sequence of significant events.			3.34	0.63
	Vocabulary.			3.20	0.61
	Identifying the main idea in a paragraph or text.			3.13	0.64
	Comprehension of facts and details.			2.94	0.63
	<i>How important are each of the following for you in judging how well students in your target class are learning?</i> ¹⁸⁸				
	Multiple-choice, true-false, fill-in-the-blank tests.			3.67	0.92
	Short-answer tests.			3.34	0.91
	ITBS results.			3.30	1.35
	<i>How do you use the textbook in this target class?</i> ¹⁸⁹			3.59	1.13

¹⁸⁵ Strongly disagree; disagree; agree; strongly agree.

¹⁸⁶ Never; once or twice a semester; once or twice a month; once or twice a week; almost every day.

¹⁸⁷ 1-5 percent; 5-10 percent; 10-20 percent; 20-35 percent; 35-50 percent; more than 50 percent.

¹⁸⁸ Do not use; not important; somewhat important; important; very important.

¹⁸⁹ I follow the textbook closely; I follow the textbook but I don't use it often; I use the textbook as a supplement to other material; I don't use a textbook.

	<p><i>Consider the lessons you have taught in your target class this year. For what percent of those lessons would the following statements be true? The lessons were focused on covering basic facts, concepts, and procedures related to a topic.</i>¹⁹⁰</p>		3.34	1.10
	<p><i>About how much class time will you spend this school year preparing students for standardized tests such as ITBS and IGAP?</i>¹⁹¹</p>		2.83	1.22

¹⁹⁰ None; 1-10 percent; 11-25 percent; 26-50 percent; 51-75 percent; 76-100 percent.

¹⁹¹ Less than 4 hours; 4-12 hours; 13-20 hours; more than 20 hours.

Knowledge, Skill in Math (T)		0.71	0.29		
	<i>Please mark the extent to which you disagree or agree with the following:</i> ¹⁹²				
	I teach my students very much like my teachers taught me.			5.69	1.12
	I established my preferred teaching habits long ago.			4.56	1.10
	I think that it is important to have a quiet classroom.			3.80	0.93
	<i>About how often do you use each of the following instructional strategies in your target class?</i> ¹⁹³				
	Lecture to the class for more than half the period.			4.65	1.45
	Have students memorize facts or procedures.			3.70	1.18
	Use highly structured call and response strategies.			3.31	1.24
	Have students complete workbook or textbook exercises in class.			2.44	1.16
	Have students take turns reading aloud.			2.32	1.43
	<i>How important are each of the following for you in judging how well students in your target class are learning?</i> ¹⁹⁴				
	Multiple-choice, true-false, fill-in-the-blank tests.			4.05	0.79
	ITBS results.			3.92	1.07
	Short-answer tests.			3.80	0.90
	<i>How do you use the textbook in this target class?</i> ¹⁹⁵			3.60	1.00
	<i>About how much class time will you spend this school year preparing students for standardized tests such as ITBS and IGAP?</i> ¹⁹⁶			3.31	1.10
	<i>Consider the lessons you have taught in your target class this year. For what percent of those lessons would the following statements be true? The lessons were focused on covering basic facts, concepts, and procedures related to a topic.</i> ¹⁹⁷			3.01	1.15
	<i>How much emphasis do you give to each of the following in your target class?</i> ¹⁹⁸				
	Mastery of skills, formulas, procedures needed to solve problems.			2.27	0.92
	Mathematics facts and concepts.			1.33	1.07

¹⁹² Strongly disagree; disagree; agree; strongly agree.

¹⁹³ Never; once or twice a semester; once or twice a month; once or twice a week; almost every day.

¹⁹⁴ Do not use; not important; somewhat important; important; very important.

¹⁹⁵ I follow the textbook closely; I follow the textbook but I don't use it often; I use the textbook as a supplement to other material; I don't use a textbook.

¹⁹⁶ Less than 4 hours; 4-12 hours; 13-20 hours; more than 20 hours.

¹⁹⁷ None; 1-10 percent; 11-25 percent; 26-50 percent; 51-75 percent; 76-100 percent.

¹⁹⁸ Does not apply; no emphasis; minor emphasis; moderate emphasis; major emphasis.

	<i>How often do you have students do each of the following things as part of your math instruction? Show their work in solving problems.¹⁹⁹</i>		1.87	1.04
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¹⁹⁹ Never; once or twice a grading period; once or twice a month; once or twice a week; almost every day.

Application, Analysis, Production in Language Arts (T)		0.88	0.31		
	<i>In a typical grading period, how often do you give assignments where students are required to: Write at least 4 pages (about 1,000 words)?²⁰⁰</i>			5.28	1.26
	<i>About how often do you use each of the following instructional strategies in your target class?²⁰¹</i>				
	Assign projects of at least one week's duration.			3.67	0.97
	Have students discuss and debate ideas for more than half the period.			2.97	0.98
	Have students brainstorm ideas for written work.			1.71	0.97
	Have students work in cooperative groups.			1.35	1.30
	Relate the subject matter to student's experience and interests.			-0.14	1.38
	<i>Approximately what percent of your total instructional time is devoted to:²⁰²</i>				
	Understanding the historical or social context of literature.			3.58	0.82
	Synthesizing ideas from several different readings.			3.28	0.69
	Understanding the author's perspective.			3.23	0.69
	Applying the content of literature to current situations.			3.13	0.67
	Analyzing and interpreting literature.			3.06	0.71
	Differentiating fact from opinion.			2.66	1.01
	Drawing inferences.			2.41	0.91
	Integrating reading and writing instruction.			2.24	0.96
	<i>How important are each of the following for you in judging how well students in your target class are learning?²⁰³</i>				
	Essay tests.			3.26	1.14
	Student work on open-ended problems.			2.82	0.90
	Group projects.			2.72	0.80
	Individual student projects.			2.59	0.84
	Student presentations of their work.			2.06	0.85
	Student discourse in class (e.g. how they answer questions, participate in discussion, etc.).			0.84	1.17
	<i>Do you use any of these methods in teaching Reading and/or Language Arts? Writing Process Methods---students plan, draft, revise, edit, and publish compositions, often with peers.²⁰⁴</i>			2.90	1.02

²⁰⁰ Never; once or twice a semester; once or twice a month; once or twice a week; almost every day.

²⁰¹ Never; once or twice a semester; once or twice a month; once or twice a week; almost every day.

²⁰² 1-5 percent; 5-10 percent; 10-20 percent; 20-35 percent; 35-50 percent; more than 50 percent.

²⁰³ Do not use; not important; somewhat important; important; very important.

²⁰⁴ Marked; not marked.

	<i>Consider the lessons you have taught in your target class this year. For about what percentage of those lessons would the following statements be true?</i> ²⁰⁵		
	The lessons were focused on studying a topic in depth, rather than converging basic facts, concepts, or procedures.		2.51 1.06
	The lessons had students explaining to you or their classmates how the topic relates to their personal experiences or to a problem in the contemporary world.		2.37 0.99
	The lessons required students to organize interpret, evaluate, and use information to produce a piece of original work.		2.21 0.98
	<i>About how often do you have your students:</i> ²⁰⁶		
	Talk with one another in pairs or small groups about something they read?		2.30 1.31
	Write about something they read?		2.19 1.06

²⁰⁵ None; 1-10 percent; 11-25 percent; 26-50 percent; 51-75 percent; 76-100 percent.

²⁰⁶ Never; less than once a week; about once a week; several times a week; almost every day.

Application, Analysis, Production in Math (T)		0.87	0.20		
	<i>In a typical grading period, how often do you give assignments where students are required to: Write at least 4 pages (about 1,000 words)? (English)²⁰⁷</i>			6.85	1.17
	<i>About how often do you use each of the following instructional strategies in your target class?²⁰⁸</i>				
	Assign projects of at least one week's duration. (English)			5.95	0.97
	Have students discuss and debate ideas for more than half the period. (English)			5.20	1.21
	Have students brainstorm ideas for written work. (English)			4.12	1.41
	Have students work in cooperative groups. (English)			3.40	1.35
	Relate the subject matter to student's experience and interests. (English)			2.27	1.64
	<i>How important are each of the following for you in judging how well students in your target class are learning?²⁰⁹</i>				
	Essay tests.			5.83	1.28
	Group projects.			4.81	0.73
	Student work on open-ended problems.			4.76	0.86
	Individual student projects.			4.75	0.82
	Student presentations of their work.			4.35	0.92
	Student discourse in class (e.g. how they answer questions, participate in discussion, etc.).			3.55	1.12
	<i>Consider the lessons you have taught in your target class this year. For about what percentage of those lessons would the following statements be true?²¹⁰</i>				
	The lessons were focused on studying a topic in depth, rather than converging basic facts, concepts, or procedures.			4.74	1.08
	The lessons had students explaining to you or their classmates how the topic relates to their personal experiences or to a problem in the contemporary world.			4.69	0.91
	The lessons required students to organize interpret, evaluate, and use information to produce a piece of original work.			4.60	0.95
	<i>How much emphasis do you give to each of the following in your target class?²¹¹</i>				

²⁰⁷ Never; once or twice a semester; once or twice a month; once or twice a week; almost every day.

²⁰⁸ Never; once or twice a semester; once or twice a month; once or twice a week; almost every day.

²⁰⁹ Do not use; not important; somewhat important; important; very important.

²¹⁰ None; 1-10 percent; 11-25 percent; 26-50 percent; 51-75 percent; 76-100 percent.

²¹¹ Does not apply; no emphasis; minor emphasis; moderate emphasis; major emphasis.

	Writing about mathematical concepts.		4.45	1.11
	Practical applications of math skills to everyday life.		3.80	1.17
	Reasoning and analytic ability to solve unique problems.		3.09	1.12
	Communicating ideas in mathematics effectively.		2.79	1.04
	<i>How often do you have students do each of the following things as part of your math instruction?</i> ²¹²			
	Work with measuring instruments (e.g., rulers, protractors, compasses), counting blocks, or geometric shapes.		4.07	1.16
	Apply math to situations in life outside school.		3.77	1.11
	Explain to the class how they solved a problem.		3.05	1.30

²¹² Never; once or twice a grading period; once or twice a month; once or twice a week; almost every day.

Relational Trust

Teacher-Parent Trust (T)		0.83	0.72		
	<i>How many of your student's parents?</i> ²¹³				
	Do their best to help their children learn?			1.12	1.83
	Support your teaching efforts?			1.05	0.90
	<i>How many teachers at this school?</i> ²¹⁴				
	Feel good about parents' support for their work?			1.03	1.59
	Really care about this local community?			1.14	1.48
	<i>Please mark the extent to which you disagree or agree with each of the following statements?</i> ²¹⁵				
	Teachers and parents think of each other as partners in educating children.			0.87	0.73
	At this school, it is difficult to overcome the cultural barriers between teachers and parents. ²¹⁶			1.36	-0.02
	Parents have confidence in the expertise of teachers.			0.81	-0.11
	There is conflict between teachers and parents at this school. ²¹⁷			1.05	-0.21
	Staff at this school work hard to build trusting relationships with parents.			0.81	-0.41
	Talking with parents helps me understand my students better.			1.2	-1.23
	<i>To what extent do teachers in this school respect?</i> ²¹⁸				
	Parents and members of the local community?			0.84	-1.39
	Students' parents?			0.79	-1.55
	<i>To what extent do you feel respected by the parents of your students?</i> ²¹⁹			0.85	-1.65

²¹³ None; some; about half; most; nearly all.

²¹⁴ None; some; about half; most; nearly all.

²¹⁵ Strongly disagree; disagree; agree; strongly agree.

²¹⁶ Reverse coded.

²¹⁷ Reverse coded.

²¹⁸ Not at all; a little; some; to a great extent.

²¹⁹ Not at all; a little; some; to a great extent.

Teacher-Principal Trust (T)		0.93	0.80		
	<i>Please mark the extent to which you disagree or agree with each of the following statements?</i> ²²⁰				
	It's OK in this school to discuss feelings, worries, and frustrations with the principal.			0.91	0.79
	The principal looks out for the personal welfare of the faculty members.			0.84	0.33
	I trust the principal at his or her word.			0.84	0.21
	The principal places the needs of children ahead of personal and political interests.			1.09	-0.02
	The principal has confidence in the expertise of teachers.			1.14	-0.17
	The principal takes a personal interest in the professional development of teachers.			0.91	-0.20
	I really respect my principal as an educator.			0.85	-0.27
	<i>Please mark the extent to which you disagree or agree with each of the following. The principal at this school: Is an effective manager who makes the school run smoothly.</i> ²²¹			1.16	0.05
<i>To what extent do you feel respected by your principal?</i> ²²²			1.22	-0.73	

Teacher-teacher Trust (T)		0.85	0.73		
	<i>How many teachers in this school really care about each other?</i> ²²³			1.03	2.31
	<i>Please mark the extent to which you disagree or agree with each of the following statements?</i> ²²⁴				
	Teachers in this school trust each other.			0.72	1.01
	It's OK in this school to discuss feelings, worries and frustrations with other teachers.			1	0.34
	Teachers respect other teachers who take the lead in school improvement efforts.			0.9	-0.12
	Teachers at this school respect those colleagues who are expert at their craft.			0.99	-1.12
	<i>To what extent do you feel respected by other teachers?</i> ²²⁵			1.32	-2.42

²²⁰ Strongly disagree; disagree; agree; strongly agree.

²²¹ Strongly disagree; disagree; agree; strongly agree.

²²² Not at all; a little; some; to a great extent.

²²³ None; some; about half; most; nearly all.

²²⁴ Strongly disagree; disagree; agree; strongly agree.

²²⁵ Not at all; a little; some; to a great extent.