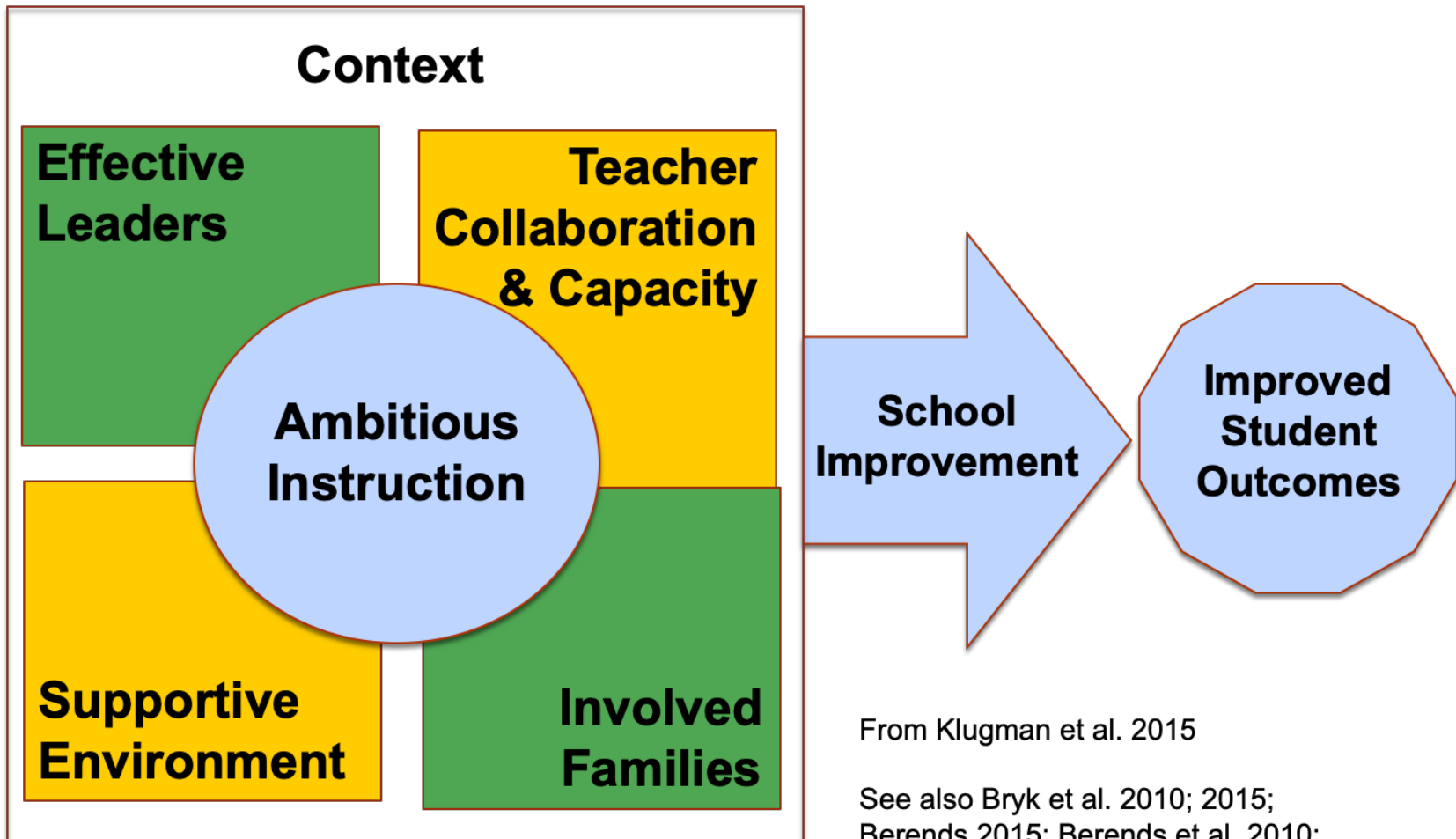


School Effectiveness in Indiana—Essential Supports Framework—Construct Map, Sources, and Measurement Properties



Policy Topic/Construct	Survey	Question(s)	Survey Items in Final Scale/Factor	Source	SEI α
AMBITIOUS INSTRUCTION					
Academic Press for Students	Teacher	TQ14a-d	Please indicate the extent to which teachers in this school agree or disagree with the following statements for this school year. (6 response options: strongly disagree to strongly agree) Teachers in this school... a. Expect students to complete every assignment b. Encourage students to keep trying even when the work is challenging c. Set high expectations for academic work d. Think it's important that all students do well in their classes	NISL (.92) WMSW (.87) Berends et al. (2010)	SEI $\alpha = 0.82$ Good Fit in Factor Analysis (CFA)
Expectations for Instruction	Teacher	TQ19a-e	To what extent do you agree or disagree with the following statements about the objectives for instructional improvement efforts in your school this 2016-17 year? (6 response options: strongly disagree to strongly agree) a. There is a detailed plan for improving instruction. b. The steps for improving instruction are carefully staged and sequenced. c. Steps that teachers should take to improve their teaching are clearly outlined. d. I have been exposed to many examples of the kinds of work that is expected of my students. e. I have been exposed to many examples of the kind of teaching that is expected.	NISC (.73) WMSW (.91) Berends et al. (2010, 2019)	SEI $\alpha = 0.92$ Good Fit CFA
Time on Task	Teacher	TQ15a-d	Please indicate the extent to which you agree or disagree with the following statements about your school for the school year. (6 response options: strongly disagree to strongly agree) a. This school uses a comprehensive approach to maintain a high level of student attendance. b. Teachers and administrators practice management and supervisory techniques that keep students on task and minimize disruptions. c. Students are engaged during the vast majority of class time. d. School events are scheduled to avoid disruption of learning time.	Garrison & Holifield (2005) WMSW (.745) Berends et al. (2010)	SEI $\alpha = 0.75$ Good Fit CFA

Policy Topic/Construct	Survey	Question(s)	Survey Items in Final Scale/Factor	Source	SEI α
Student Learning Experiences (from Innovation-Curriculum)	Teacher	TQ9a, i, j, l	Do you use any of the following <i>curriculum</i> strategies in the classroom where you spend the most time during this school year 2016-17? (Response options: Yes or No) a. Student work is focused around long-term investigations of compelling questions (e.g., learning expeditions). i. My students use their communities as sites of learning and investigation. j. My instructional methods focus on complex, real-life projects that provide students with authentic learning experiences. l. In my classroom, learning is primarily based around students asking questions and investigating solutions.	WMSW See Berends et al. (2019) chapter in <i>Crossroads</i>	SEI $\alpha = 0.60$ Acceptable Fit
Degree of Difference— Curriculum & Teaching Methods	Teacher	TQ11a-b	How different do you think your school’s curriculum or teaching methods are from the typical curriculum and/or methods of instruction at most schools in your area (e.g., district, neighborhood, county)? (5 response options: not at all different, somewhat different, moderately different, very different, extremely different) a. Curriculum b. Teaching methods	AIR magnet WMSW	SEI Use for descriptive purposes
Teacher Focus on Student Data	Teacher	TQ13a-h	To what extent do teachers in your school use data for the following purposes during this school year? (4 response options: data not used, used minimally, used moderately, used extensively) a. Identifying individual students who need remedial assistance b. Tailoring instruction to individual students’ needs c. Developing recommendations for tutoring or other educational services for students d. Identifying and correcting gaps in the curriculum for all students	NISL (.92) WMSW (.87) Berends et al. (2010)	SEI $\alpha = 0.83$ Good Fit CFA

Policy Topic/Construct	Survey	Question(s)	Survey Items in Final Scale/Factor	Source	SEI α
Student Data Use	Principal	PQ14a-k	<p>To what extent do you use student data for the following activities? (5 response options: not at all, very little, some, a moderate amount, a great deal)</p> <ul style="list-style-type: none"> a. Making changes to the school’s curriculum and/or instructional materials b. Developing a school improvement plan c. Making decision regarding student promotion or retention d. Identifying students who need additional instructional support e. Identifying school-level or individual-level problems with attendance, tardiness, and/or behavior f. Making decisions about how much time to spend on each academic subject g. Supporting classroom instruction (e.g., to adjust practice) h. Assigning teachers to students i. Evaluating teacher performance j. Focusing teaching professional development k. Recognizing students for achievement 		<p>SEI $\alpha = 0.85$</p> <p>Good Fit CFA</p>

Policy Topic/Construct	Survey	Question(s)	Survey Items in Final Scale/Factor	Source	SEI α
Challenges to Student Learning	Teacher	TQ8j-k, r, t, u	<p>To what extent do you consider each of the following factors <i>a challenge</i> to student learning in your classroom? (5 response options: not at all, very little, some, a moderate amount, a great deal)</p> <ul style="list-style-type: none"> j. Uninterested students k. Disruptive students r. Low morale among students t. Student absenteeism u. Student tardiness 	NISL (.82) WMSW (.85)	<p>SEI $\alpha = 0.81$</p> <p>Good Fit CFA</p>
Teacher Support	Teacher	TQ8e, g,o-p,v	<p>To what extent do you consider each of the following factors <i>a challenge</i> to student learning in your classroom? (5 response options: not at all, very little, some, a moderate amount, a great deal)</p> <ul style="list-style-type: none"> e. Amount of professional support staff (e.g., counselors, specialists) g. Amount of time to prepare for class o. Lack of school resources to provide the extra help for students who need it p. Lack of teacher planning time built into the school day v. Lack of guidance or support for teaching special education students (i.e., students with IEPs) 		<p>SEI $\alpha = 0.76$</p> <p>Acceptable Fit</p>

Policy Topic/Construct	Survey	Question(s)	Survey Items in Final Scale/Factor	Source	SEI α
EFFECTIVE LEADERS					
Principal Leadership	Teacher	TQ17a-j	<p>To what extent do you agree or disagree with the following statements about the <i>leadership your principal or school head is providing</i> during this school year? If you do not have a principal or school head, think about your school leadership team. (6 response options: strongly disagree to strongly agree)</p> <ol style="list-style-type: none"> a. Clearly communicates expected standards for instruction. b. Carefully tracks student academic progress. c. Knows what is going on in my classroom. d. Actively monitors the quality of instruction. e. Works directly with teachers who are struggling to improve their instruction. f. Makes expectations clear to the staff for meeting instructional goals. g. Communicates a clear vision for our school. h. Evaluates teachers using criteria directly related to the school's improvement efforts. i. Participates in instructional planning with teams of teachers. j. Places the needs of students ahead of personal and political interests. 	<p>NISL (0.93)</p> <p>WMSW (0.95)</p> <p>Berends et al. (2010)</p>	<p>SEI $\alpha = 0.95$</p> <p>Good Fit CFA</p>
Principal-Teacher Trust	Teacher	TQ17k-o	<p>To what extent do you agree or disagree with the following statements about the <i>leadership your principal or school head is providing</i> during this school year? If you do not have a principal or school head, think about your school leadership team. (6 response options: strongly disagree to strongly agree)</p> <ol style="list-style-type: none"> k. Looks out for the personal welfare of the faulty members. l. Has confidence in the expertise of the teachers m. It is OK in this school to discuss feelings, worries, and frustrations with the principal. n. I trust the principal at his or her word. o. Teachers feel respected 	<p>Bryk & Schneider (2002)</p> <p>Klugman et al. (2015) (0.82)</p>	<p>SEI $\alpha = 0.94$</p> <p>Good Fit CFA</p>

Policy Topic/Construct	Survey	Question(s)	Survey Items in Final Scale/Factor	Source	SEI α
TEACHER COLLABORATION & CAPACITY					
Teacher Respect and Trust (formerly Professional Learning Community)	Teacher	TQ12f-p	Please indicate the extent to which you agree or disagree with the following statements about your school this school year. (6 response options: strongly disagree to strongly agree) f. Teachers respect other teachers who take the lead in school improvement efforts. h. Most of my colleagues share my beliefs and values about what the central mission of the school should be. i. Teachers at this school trust each other. k. We do a good job of talking through views, opinions, and values. o. Teachers feel respected by other teachers. p. Teachers at this school respect those colleagues who are experts at their craft.	NISL (.92) WMSW (.90) Bryk & Schneider (2002) Klugman et al. (2015) (.767)	SEI $\alpha = 0.91$ Good Fit CFA
Collective Responsibility	Teacher	TQ14e-j	Please indicate the extent to which teachers in this school agree or disagree with the following statements for this school year. (6 response options: strongly disagree to strongly agree) Teachers in this school... e. Feel responsible when students in this school fail f. Feel responsible to help each other do their best g. Help maintain discipline in the entire school, not just their classroom h. Take responsibility for improving the school i. Feel responsible for helping students develop self-control j. Feel responsible that all students learn	Klugman et al. (2015) (.777) Bryk et al. (2010)	SEI $\alpha = 0.91$ Good Fit CFA
Teaching Self-Efficacy & Teaching	Teacher	TQ16a-c	To what extent do you agree or disagree with each of the following statements? (6 response options: strongly disagree to strongly agree) a. I am capable of making the kinds of changes expected at my school. b. The kinds of changes expected are helping my students reach high levels of achievement.	New See Bandura (1993)	SEI $\alpha = 0.84$ Acceptable Fit

			c. I strongly value the kinds of changes expected.		
Teaching Self-Efficacy & Students	Teacher	TQ16e-g	To what extent do you agree or disagree with each of the following statements? (6 response options: strongly disagree to strongly agree) e. I am uncertain how to teach some of my students. f. My students' peers influence their motivation more than I do. g. Most students' academic performance depends on the home environment, so I have limited influence on students' achievement.	New See Bandura (1993)	SEI $\alpha = 0.61$ Acceptable Fit
Mathematics Efficacy	Teacher	TQ10a-e, h	Please indicate the extent to which you agree or disagree with the following statements related to mathematics. (6 response options: strongly disagree to strongly agree) a. I have always done well in mathematics classes. b. I have hesitated to take courses that involve mathematics. c. I never do well on tests that require mathematical reasoning. d. I have generally do better in mathematics courses than other courses. e. Teaching mathematics does not intimidate me at all. h. I would be willing to teach math exclusively.	Brian Fitzpatrick	SEI $\alpha = 0.88$ Acceptable Fit

Policy Topic/Construct	Survey	Question(s)	Survey Items in Final Scale/Factor	Source	SEI α
TEACHER COLLABORATION & CAPACITY—PD					
Contact Hours Professional Development (PD)	Teacher	TQ22a-c	Approximately how many <i>total hours</i> have you spent in professional development during this school year 2016-17 (including the previous summer) (response option: enter the number of hours <ul style="list-style-type: none"> a. Total professional development hours b. How many hours have been focused on reading/Language Arts/English instruction? c. How many hours have been focused on mathematics instruction? 	Use as separate items	SEI Use individual items for descriptive purposes
Reform-like PD Activities	Teacher	TQ21a-g	How frequently do <i>you</i> engage in each of the following professional development activities during this school year 2016-17 (including the previous summer)? (6 response options: never, 1/year, < once mos., 1-3/mos., 1-2/week, daily or almost daily) <ul style="list-style-type: none"> b. Consult with other teachers about individual students (e.g., discussing specific students and arranging appropriate help) c. Exchange feedback with other teachers based on observations of each other’s classrooms d. Exchange feedback with other teachers based on student work f. Receive formal or informal coaching or mentoring from teachers or staff 	NLS-NCLB AIR WMSW (.75)	SEI $\alpha = 0.74$ <i>Acceptable Fit</i>

Policy Topic/Construct	Survey	Question(s)	Survey Items in Final Scale/Factor	Source	SEI α
Coherence PD	Teacher	TQ25a-d	<p>To what extent do you agree or disagree with the following statement about your professional development during this school year 2016-17 (including the previous summer)? Please consider both formal (e.g., staff development) and informal (conferring with a colleague) learning experiences. (6 response options: strongly disagree to strongly agree)</p> <ul style="list-style-type: none"> a. Are coherently related to each other b. Allow me to focus on an instructional problem over an extended period of time c. Lead me to think about an aspect of my teaching in a new way d. Consistent with your school's mission 	WMSW (.87); didn't include 25d	SEI $\alpha = 0.87$ Acceptable Fit
Active Learning PD	Teacher	TQ23a-f	<p>In your professional development activities, how often do the following occur during this school year 2016-17 (including the previous summer) (5 response options: never, rarely, occasionally, fairly often, often)</p> <ul style="list-style-type: none"> a. Participant observe demonstration of teaching techniques. b. Participants practice what they learn and receive feedback. c. Participants lead group discussions. d. Participants conduct a lesson, unit, or skill demonstration. e. Participants develop and practice using student materials. f. Participants review student work or score assessments. 	PALS (.83) WMSW (.88)	SEI $\alpha = 0.86$ Acceptable Fit

Policy Topic/Construct	Survey	Question(s)	Survey Items in Final Scale/Factor	Source	SEI α
Collective Participation PD	Teacher	TQ24a-b	How often do you participate in professional development activities in the following ways during this school year 2016-17 (including the previous summer) (5 response options: never, rarely, occasionally, fairly often, often) <ul style="list-style-type: none"> a. I participate in professional development activities together with most or all of the teachers in my school. b. I participate in professional development activities together with most or all of the teachers in my grade level at my school. 	PALS (.87) WMSW (.78)	SEI Use individual items for descriptive purposes
Conventional PD Activities (considered non-supportive)	Teacher	TQ20a-c	How many of the following types of professional development activities have you participated in this school year 2016-17 (including the previous summer)? (6 response options: none, 1-2, 3-5, 6-10, ≥ 11) <ul style="list-style-type: none"> a. Conferences or workshops lasting two days or longer b. Conferences or workshops lasting one day or less c. Courses for college credit 	PALS (.66)	SEI Use individual items for descriptive purposes

Policy Topic/Construct	Survey	Question(s)	Survey Items in Final Scale/Factor	Source	SEI α
INVOLVED FAMILIES					
Teacher-Parent Trust	Teacher	TQ29b-g	To what extent do you agree or disagree with the following statements about parent involvement in your school this 2016-17 year? (Circle one number in each row.) (6 response options: strongly disagree to strongly agree) g. Parents do their best to help their children learn. h. Teachers feel good about parents' support for their work. i. Parents support teachers' teaching efforts. j. Teachers and parents think of each other as partners in educating children. k. Staff at this school work hard to build trusting relationships with parents. l. Teachers feel respected by the parents of the students.	Bryk & Schneider (2002) Klugman et al. (2015) (0.84)	SEI $\alpha = 0.91$ Good Fit CFA
Parent Involvement in School <i>Taken from two previous scales parent contact (Desimone) and teachers contacting parents (WMSW)</i>	Teacher	TQ27a-i	How often do the following kinds of contact occur between you and the parents of your students during this school year 2016-17? (Circle one number in each row.) (5 response options: never, rarely, occasionally, fairly often, often) b. Serving as a volunteer in your classroom c. Going on field trips with your class g. Serving as a volunteer in the library, clinic, playground, or cafeteria h. Attending school meeting (e.g., PTO, back-to-school nights, parent-teacher conferences) i. Participating in fundraising events	b, c, g, h, i used in WMSW (.84)	$\alpha = 0.82$ Acceptable Fit

Policy Topic/Construct	Survey	Question(s)	Survey Items in Final Scale/Factor	Source	SEI α
<p>Teachers Contacting Parents – Academic & Behavior</p> <p><i>Taken from two previous scales parent contact (Desimone) and teachers contacting parents (WMSW)</i></p>	Teacher	<p>TQ26a-j</p> <p>New = TQ26b-d, TQ27d-e</p>	<p>How often do the following kinds of contact occur between you and the parents of your students during this school year 2016-17? (Circle one number in each row.) (6 response options: never, 1-4 times/year, 5-7 times/yr, monthly, weekly, daily)</p> <p>TQ26</p> <ul style="list-style-type: none"> b. Contact parents and guardians about their child’s behavior problems or when their child breaks school rules c. Contact parents and guardians when their child is struggling academically d. Contact parents and guardians about their child’s achievements and successes <p>TQ27</p> <ul style="list-style-type: none"> d. Their child’s academic performance or homework e. Their child’s behavior 	Desimone Philly (0.81)	$\alpha = 0.85$ <i>Acceptable Fit</i>
Influence of Parents	Teacher	TQ28a-e	<p>How much <i>influence</i> do parents in <i>your</i> classes have in the following areas during this school year 2016-17? (Select one number in each row) (5 response options: none at all, very little, some, a moderate amount, a great deal)</p> <ul style="list-style-type: none"> a. Setting policies for discipline b. How subject are taught c. What is taught d. Setting your class’s grading policy 	New but versions used in SASS RAND WMSW	$\alpha = 0.89$ <i>Acceptable Fit</i>

Policy Topic/Construct	Survey	Question(s)	Survey Items in Final Scale/Factor	Source	SEI α
SUPPORTIVE ENVIRONMENT					
Teacher Decision Making Authority	Teacher	TQ18a-k	How much influence do teachers in your school have over school policy in each of the areas below during this school year 2016-17? (5 response options: not at all, very little, some, a moderate amount, a great deal) <ul style="list-style-type: none"> h. Selecting content, topics, and skills to be taught i. Setting the pace for covering topics j. Choosing the teaching methods and strategies I use with my students k. Choosing the evaluation and assessment activities used in my class 	NISL (.86) Bryk et al. (2010)	SEI $\alpha = 0.85$ Acceptable Fit
Difficulty with Staffing and Enrollment	Principal	PQ9b-e	How much difficulty has <i>this school</i> experienced in the following categories during this 2016-17 school year: <ul style="list-style-type: none"> b. Recruiting teachers c. Retaining teachers d. Attracting students e. Retaining students 		SEI $\alpha = 0.71$ Acceptable Fit
Time with Mentors and Collaborating with School Leaders	Principal	PQ22a-d	During the 2016-17 school year (including the summer of 2016), how many times did you: <ul style="list-style-type: none"> a. Receive formal or informal coaching or mentoring b. Participate in an informal or formal support network c. Visit other schools d. Collaborate with one or more other principals 		SEI $\alpha = 0.73$ Acceptable Fit

Policy Topic/Construct	Survey	Question(s)	Survey Items in Final Scale/Factor	Source	SEI α
Instructional improvement activities	Principal	PQ15f-n	<p>How often do you do any of the following during this 2016-17 school year?</p> <p>f. Demonstrate instructional practices and/or the use of curricular materials</p> <p>g. Observe a teacher during classroom instruction</p> <p>h. Examine and discuss student work</p> <p>i. Examine and discuss standardized test results of students from a teacher's class</p> <p>j. Create and implement the staff development program in the school</p> <p>k. Personally provide staff development</p> <p>l. Troubleshoot or support the implementation of school improvement efforts</p> <p>m. Monitor the curriculum used in classrooms to see that it reflects the school's improvement efforts</p> <p>n. Monitor classroom instructional practices to see that they reflect the school's</p>	NISL (2 measures from NISL)	SEI $\alpha = 0.84$ Acceptable Fit
Public Relations	Principal	PQ15o-s	<p>How often do you do any of the following during this 2016-17 school year?</p> <p>o. Promote the school's image in the surrounding community</p> <p>p. Communicate student achievement results to the external community</p> <p>q. Attend or participate in events taking place in the surrounding community</p> <p>r. Host fundraisers or financial development efforts</p> <p>s. Answer questions from potential students and/or their parents</p>	WMSW (.71)	SEI $\alpha = 0.73$ Acceptable Fit

Policy Topic/Construct	Survey	Question(s)	Survey Items in Final Scale/Factor	Source	SEI α
TEACHER CHARACTERISTICS					
Teacher Employment Status	Teacher	TQ30	Which best describes your employment status in this school system this school year 2016-17? (Select as many as apply) Regular <i>full-time</i> teaching appointment Regular <i>part-time</i> teaching appointment Permanent <i>substitute</i> teaching appointment Full or part-time administrative appointment		
Teacher Certification	Teacher	TQ31	What type of certificate do you hold in your <i>main</i> assignment field? (Select only one option.) 1. Not certified 2. Regular or standard state certificate or advanced professional certificate 3. Probationary certificate (the initial certificate issues after satisfying all requirements except the completion of the probationary period) 4. Provisional or other type given to person who are still participating in what the state calls an “alternative certification program” 5. Temporary certificate (require some additional college coursework and/or student teaching before regular certification can be obtained) 6. Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching) (7. Other)		

Policy Topic/Construct	Survey	Question(s)	Survey Items in Final Scale/Factor	Source	SEI α
Type of Certificate Held (if applicable)	Teacher	TQ31			
Main Teaching Assignment Field	Teacher	TQ32	What is your main teaching assignment field—the field in which you teach the most classes—during this 2016-17 school year? If you teach in two field equally, report one here. You will have the opportunity to provide the other field in an upcoming question. (Select one option.) (response options: 14 subjects + other)		
Out of Field Teaching	Teacher	TQ33	Yes/No		
Other Teaching Assignments	Teacher	TQ34	See TQ32		
Demographics	Teacher	TQ34, 35, 38, 41/42	Gender, race/ethnicity, income, highest degree & school		
Teacher Experience	Teacher	TQ37-39	Ask about experience in different types of schools as well as overall experience		
Undergraduate Degree	Teacher	TQ43	Degree and major field of study		
Graduate Degree	Teacher	TQ44	Degree and major field of study		
Participation in Alternative Certification Programs	Teacher	TQ45			
ACT/SAT scores	Teacher	TQ46 & 47			
Catholic School Importance	Teacher	TQ49a-h	How important are the following factors in your decision to work at a Catholic school? (Select one in each row.) (response options: not important at all, somewhat important, moderately, very, extremely important) a. Your commitment to the values of a Catholic education d. Your belief in the need for Catholic schools as a viable option for families f. Being part of a community of people who share your vision and values g. Having the opportunity to share and teach your faith h. Being able to integrate your faith and your work	New	$\alpha = 0.92$ <i>Acceptable Fit</i>
Teacher's Religion	Teacher	TQ50	What is your religion?)(Catholic, Christian but not Catholic, Other Religion, None/Atheist/Agnostic)		

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