

**Missouri Middle Level Study
Instruments, Factors/Scales, Items, and Response Options
December 21, 2007**

Instrument/Factor/Scale Name	Survey/Items	Factor/Scale Description
Audit of Principal Effectiveness	Teacher Survey A	1:Strongly Disagree 2:Disagree 3:Somewhat Disagree 4:Somewhat Agree 5:Agree 6:Strongly Agree
Organizational Direction	1-7	The degree to which the principal provides direction for the school through work with faculty to develop goals, establishes expectations, and promotes appropriate change.
Organizational Relationships	8-18	The degree to which the principal promotes positive working relationships between the school, the community the school serves, and other educators and agencies that work with the school.
Organizational Procedures	19-27	The degree to which the principal utilizes effective procedures for problem-solving, decision-making, and change.
Teacher Relations	28-40	The degree to which the principal develops effective working relationships with staff through appropriate communication skills, sensitivity to needs, appropriate support, and reinforcement.
Student Relations	41-48	The degree to which the principal develops effective working relationships with students through appropriate communication skills, encouragement, support, and high visibility.
Interactive Processes	49-57	The degree to which the principal organizes tasks and personnel for the effective day-by-day management of the school, including providing appropriate information to staff and students, developing appropriate rules and procedures, and setting the overall tone for discipline in the school.
Affective Processes	58-64	The degree to which the principal encourages the expression of feelings, opinions, pride, and loyalty through team management, sensitivity, humor, and personal example.
Instructional Improvement	65-72	The degree to which the principal influences positively the instructional skills present in the school through clinical supervision, knowledge of effective schooling, and commitment to quality instruction.
Curriculum Improvement	73-79	The degree to which the principal promotes an articulated, outcome-based curriculum through diagnosis of student needs and systematic program review and change.
Overall Principal Effectiveness	80	Overall, the degree to which the principal is an effective leader for the school.
School Culture Survey	Teacher Survey B	1:Strongly Disagree 2:Disagree 3:Somewhat Disagree 4:Somewhat Agree 5:Agree 6:Strongly Agree
Collaborative Leadership	2 7 11 14 18 20 22 26 28 32 34	The degree to which school leaders establish and maintain collaborative relationships with school staff. The leaders value teachers' ideas, seek input, engage staff in decision-making, and trust the professional judgment of the staff. Leaders support and reward risk-taking and innovative ideas designed to improve education for the students. Leaders reinforce the sharing of ideas and effective practices among all staff.
Teacher Collaboration	3 8 15 23 29 33	The degree to which teachers engage in constructive dialogue that furthers the educational vision of the school. Teachers across the school plan together, observe and discuss teaching practices, evaluate programs, and develop an awareness of the practices and programs of other teachers.
Professional Development	1 9 16 24 30	The degree to which teachers value continuous personal development and school-wide improvement. Teachers seek ideas from seminars, colleagues, organizations, and other professional sources to maintain current knowledge, particularly current knowledge about instructional practices.
Unity of Purpose	5 12 19 27 31	The degree to which teachers work toward a common mission for the school. Teachers understand, support, and perform in accordance with that mission.
Collegial Support	4 10 17 25	The degree to which teachers work together effectively. Teachers trust each other, value each other's ideas, and

		assist each other as they work to accomplish the tasks of the school organization.
Learning Partnership	6 13 21 35	The degree to which teachers, parents, and students work together for the common good of the student. Parents and teachers share common expectations and communicate frequently about student performance. Parents trust teachers and students generally accept responsibility for their schooling.
Overall School Culture	36	Overall, the degree to which view the school's culture as positive, caring, and collaborative.
Principal Leadership Questionnaire	Teacher Survey B	1:Strongly Disagree 2:Disagree 3:Somewhat Disagree 4:Somewhat Agree 5:Agree 6:Strongly Agree
Vision Identification	37-41	The degree to which the principal identifies new opportunities for the organization and develops, articulates, and inspires others with a vision of the future.
Modeling	42-44	The degree to which the principal sets an example for the organizational members to follow consistent with the values the principal espouses.
Goal Acceptance	45-49	The degree to which the principal promotes cooperation among organizational members and assists them in working together toward common goals.
Individualized Support	50-54	The degree to which the principal demonstrates respect for organizational members and concern about their personal feelings and needs.
Intellectual Stimulation	55-57	The degree to which the principal challenges organizational members to reexamine some of the assumptions about their work and rethink how it can be performed.
High Performance Expectations	58-60	The degree to which the principal establishes expectations for excellence, quality, and high performance on the part of the organization's members.
Overall Leadership for Teaching and Learning	61	Overall, the degree to which the principal effectively leads school-wide efforts toward excellence in teaching and learning.
Organizational Health Inventory – Middle Level	Teacher Survey C	1:Rarely Occurs 2:Sometimes Occurs 3:Often Occurs 4:Very Frequently Occurs
Institutional Integrity	8* 13* 18* 23* 25* 26* 33	The extent to which the school can cope with its environment in a way that maintains the educational integrity of its programs.
Collegial Leadership	1 4 5 10 14 24 30 35 39	The extent to which the principal's behavior is friendly, supportive, open, and guided by norms of equality.
Principal Influence	3 9 19 34 41* 43	The extent to which the principal influences the actions of superiors.
Resource Support	6 11 15 20 36 40	The extent to which classroom supplies and instructional materials are readily available, and extra materials are supplied if requested.
Teacher Affiliation	12 21 28 31 32* 37* 42 45	The extent to which teachers have a sense of friendliness and strong association with the school. Teachers feel good about each other, their job, and their students.
Academic Emphasis	2 7* 16 17 22 27 29 38 44*	The extent to which the school is driven by academic excellence. High but achievable goals are set for students.
Overall School Health	46	Overall, the degree to which the school is a healthy work environment.
Omnibus T-Scale	Teacher Survey C	1:Strongly Disagree 2:Disagree 3:Somewhat Disagree 4:Somewhat Agree 5:Agree 6:Strongly Agree
Faculty Trust in Principal	47 50* 53 55 57* 61 64 69*	The degree to which the faculty has confidence that the principal will keep his/her word and act in the best interest of the teachers.
Faculty Trust in Colleagues	48 51 54* 58 59 62 65 67	The degree to which the faculty believe that teachers can depend on each other in difficult situations and that teachers can rely on the integrity of their colleagues.
Faculty Trust in Clients	49 52 56 60 63 66	The degree to which the faculty believe that parents and students are benevolent, reliable, competent, honest

	68 70 71 72*	and open.
Overall School Trust	73	Overall, the degree to which the school faculty trusts those with whom they work (principal, peers, students, and parents).
Organizational Climate Description Questionnaire – Middle Level	Teacher Survey D	1:Rarely Occurs 2:Sometimes Occurs 3:Often Occurs 4:Very Frequently Occurs
Supportive Principal Behavior	1 10 11 12 15 19 24 32 36 44 49	The degree to which the principal’s behavior is directed toward both the social needs and task achievement of the faculty and the degree to which the principal’s support is viewed by faculty as being helpful and genuinely concerned about the teachers.
Directive Principal Behavior	9 20 33 37 38 41	The degree to which the principal’s behavior is rigid and domineering, maintaining close and constant monitoring over virtually all aspects of teacher behavior in the school.
Restrictive Principal Behavior	3 4 39 42	The degree to which the principal’s behavior hinders rather than facilitates teacher work, burdening teachers with paperwork, committee requirements and other demands that interfere with their teaching responsibility.
Collegial Teacher Behavior	2 13 14 16 22 25 34 35 40 43 45	The degree to which teachers’ behaviors support open and professional interactions among other teachers and the degree to which teachers like, respect, and help one another both professionally and personally.
Committed Teacher Behavior	5 6 7 17 18 21* 46 47 48	The degree to which teachers’ behaviors are directed toward helping students develop both socially and intellectually, working extra hard to ensure student success in school.
Disengaged Teacher Behavior	8 23 26 27 28 29 30 31 50*	The degree to which teachers’ behaviors reflect a lack of meaning and focus in professional activities, simply putting in their time while being critical and not accepting of their colleagues.
Overall School Climate	51	Overall, the degree to which teachers view the school’s climate as positive, trusting, and respectful.
Overall Commitment to Students	52	Overall, the degree to which the teachers in our school are committed to the personal and academic success of each and every student.
Overall Commitment to School Success	53	Overall, the degree to which the teachers in the school are committed to the success of the school.
Teacher Efficacy Scale – Short Form	Teacher Survey D	1:Strongly Disagree 2:Disagree 3:Somewhat Disagree 4:Somewhat Agree 5:Agree 6:Strongly Agree
Teacher Efficacy Regardless of External Circumstances	54* 55* 57* 58* 63*	The degree to which teachers believe that they can make a difference in the educational life of a student regardless of the student’s external environment or circumstance.
Teacher Personal Efficacy	56 59 60 61 62	The degree to which teachers believe that they, personally, can make a difference in the educational lives of their respective students.
Collective Efficacy Scale - Short Form	Teacher Survey D	1:Strongly Disagree 2:Disagree 3:Somewhat Disagree 4:Somewhat Agree 5:Agree 6:Strongly Agree
Teacher Collective Efficacy	64 65 66* 67* 68 69 70 71* 72* 73 74* 75*	The degree to which teachers believe that they, as a whole group of teachers in the school, can make a difference in the educational life of their school’s students.
Overall Teacher Efficacy	76	Overall, the degree to which the school faculty believes we (as a faculty) can make a difference in the lives of our students.
Teacher Assessment Practices Survey – Middle Level	Teacher Survey E	1:Never (0%) 2: Infrequently (1-25%) 3:Sporadically (25-50%) 4:Occasionally (50-75%) 5:Frequently (75-99%) 6:Always (100%)
Teacher Assessment Strategies Before Instruction	1 2 3 4 5	The degree to which teachers develop assessment strategies prior to instruction as they plan and design classroom assessments.

Teacher Assessment Strategies During Instruction	6 7 8 9	The degree to which teachers conduct assessment during instruction.
Teacher Adaptation of Instruction Per Assessment Data	10* 11 12 13 14 15	The degree to which teachers adapt instruction based upon assessment data.
Teacher Feedback to Student & Parent Per Assessment Data	16* 17 18 19 20 21 22 23	The degree to which teachers provide students and parents with feedback based upon assessment data.
Teacher Develops Student Peer/Self Assessment	24 25 26 27	The degree to which teachers create and implement student peer assessments and student self-assessments.
Teacher Use of Formal, Summative Assessment Data	28 29 30 31 32 33 34 35 36 37	The degree to which teachers use formal, summative assessment data.
Overall Student Assessment	38	Overall, the degree to which the school faculty effectively uses assessment strategies and data to improve instruction and achievement for students.
Teacher Leadership Questionnaire	Teacher Survey E	1:Strongly Disagree 2:Disagree 3:Somewhat Disagree 4:Somewhat Agree 5:Agree 6:Strongly Agree
Teacher-Leader Vision Identification	43-47	The degree to which teacher leaders identify new opportunities for the organization and develop, articulate, and inspire other teachers with a vision of the future.
Teacher-Leader Modeling	48-50	The degree to which teacher leaders set an example for other teachers to follow consistent with the values the teacher leaders espouse.
Teacher-Leader Goal Acceptance	51-55	The degree to which teacher leaders promote cooperation among other teachers and assist them in working together toward common goals.
Teacher-Leader Individualized Support	56-60	The degree to which teacher leaders demonstrate respect for other teachers and concern about their personal feelings and needs.
Teacher-Leader Intellectual Stimulation	61-63	The degree to which teacher leaders challenge other teachers to reexamine some of the assumptions about their work and rethink how it can be performed.
Teacher-Leader High Performance Expectations	64-66	The degree to which teacher leaders establish expectations for excellence, quality, and high performance on the part of other teachers.
Overall Teacher Leadership	67	Overall, the degree to which the teacher leaders in the school effectively lead other teachers in school-wide efforts toward excellence in teaching and learning.

* Means the items is reverse scored; therefore, all items are positive in direction. This means that the greater the number the more positive is the factor score.