Project ASSIST 1998-2000 Middle Level Schools
Pre and Post Project ASSIST School Improvement Data Changes (n=12)

School Culture (SCS)

	Collaborative Leadership	Teacher Collaboration	Unity of Purpose	Professional Development	Collegial Support	Learning Partnerships
Pre	3.25	2.99	3.50	3.75	3.70	3.13
Post	3.51	3.18	3.87	3.97	3.95	3.41
Change	.26	.19	.37	.22	.25	.28

Factor Definitions:

Collaborative Leadership: the degree to which school leaders establish and maintain collaborative relationships with school staff.

Teacher Collaboration: the degree to which teachers engage in constructive dialogue that furthers the educational vision of the school.

Unity of Purpose: the degree to which teachers work toward a common mission for the school.

Professional Development: the degree to which teachers value continuous personal development and school-wide improvement.

Collegial Support: the degree to which teachers work together effectively.

Learning Partnership: the degree to which teachers, parents, and students work together for the common good of the student.

Findings of Importance

- **Positive increases in each measure of school culture**

- **Improvement in:**
    - **Leader capacity to foster collaboration across the schools**
    - **Teacher work toward a common mission for the school**
    - **Teacher perspective about the value of professional development**
    - **Teacher cooperation and support**
    - **Relationships among teachers, parents, and students focused upon student success**

Organizational Health (OHI)

	Institutional Integrity	Collegial Leadership	Principal Influence	Resource Support	Teacher Affiliation	Academic Emphasis
Pre	**2.48**	**2.78**	**2.78**	**2.78**	**3.17**	**2.57**
Post	**2.82**	**2.93**	**2.91**	**2.97**	**3.33**	**2.99**
Change	**.34**	**.15**	**.13**	**.19**	**.16**	**.42**

Factor Definitions:

Institutional Integrity: measures the degree to which the school can cope with its environment in a way that maintains the educational integrity of its programs.

Collegial Leadership: measures principal behavior that is friendly, supportive, open, and guided by norms of equality.

Principal Influence: measures the principal's ability to influence the actions of superiors.

Resource Support: measures the extent to which classroom supplies and instructional materials are readily available, even extra materials are supplied if requested.

Teacher Affiliation: measures the sense of friendliness and strong association with the school. Teachers feel good about each other, their job, and their students.

Academic Emphasis: measures the extent to which the school is driven by academic excellence. High but achievable goals are set for students.

Findings of Importance

- **Positive increases in each measure of organizational health**

- **Improvement in:**
    - **Staff emphasis on academic success for students**
    - **Staff ability to adapt to the school environment without sacrificing school's vision/goals**
    - **Availability of instructional materials**
    - **Teachers feel good about each other, their job, and their students**
    - **Leader behavior that is friendly, supportive, and open**
    - **Leader behavior guided by norms of equality**
    - **Leader behavior that influences actions of superiors**

Organizational Climate (OCDQ)

	Supportive Behavior	Directive Behavior	Restrictive Behavior	Collegial Behavior	Committed Behavior	Disengaged Behavior
Pre	**2.66**	**1.90**	**2.38**	**2.74**	**3.05**	**1.72**
Post	**2.75**	**1.86**	**2.35**	**2.81**	**3.16**	**1.45**
Change	**.09**	**-.04**	**-.03**	**.07**	**.11**	**-.27**

Factor Definitions:

Supportive Behavior: leader behavior that is directed toward both the social needs and task achievement of faculty. The principal is helpful and genuinely concerned with teachers.

Directive Behavior: leader behavior that is rigid and domineering. The principal maintains close and constant monitoring over virtually all aspects of teacher behavior in the school.

Restrictive Behavior: leader behavior that hinders rather than facilitates teacher work. The principal burdens teachers with paperwork, committee requirements, and other demands that interfere with their teaching responsibility.

Collegial Behavior: supports open and professional interactions among teachers. Teachers like, respect, and help one another both professionally and personally.

Committed Behavior: is directed toward helping students develop both socially and intellectually. Teachers work extra hard to ensure student success in school.

Disengaged Behavior: signifies a lack of meaning and focus in professional activities. Teachers are simply putting in their time; in fact they are critical and not accepting of their colleagues.

Findings of Importance

- **Improvement in each measure of organizational climate**
- **Increases in:**
  - **Teacher commitment to student success**
  - **Genuine caring and support of leaders toward faculty**
  - **Leader support of accomplishment of tasks by faculty**
  - **Teacher professional and personal relationships with each other**
  - **Teacher respect and support for each other**
- **Decreases in:**
  - **Teacher participation in meaningless and unfocused professional activities**
  - **Teacher sense of just putting in the time and going through the motions**
  - **Teacher criticism of colleagues and lack of acceptance of colleagues**
  - **Busy work from school leaders that interfere with teaching role**
  - **Close and constant monitoring of teacher behavior**

Instructional Improvement (SAQ)

	Strong Instructional Leadership	Dedicated Staff	High Expectations	Frequent Monitoring	
Pre	**3.33**	**3.83**	**3.46**	**3.42**	
Post	**3.51**	**4.00**	**3.52**	**3.69**	
Change	**.18**	**.17**	**.06**	**.27**	
	Early Identification	Positive Learning Climate	Curriculum Continuity	Multicultural Education	Sex Equity
Pre	**3.59**	**3.46**	**3.65**	**3.22**	**4.05**
Post	**3.89**	**3.54**	**3.81**	**3.44**	**4.21**
Change	**.30**	**.08**	**.16**	**.22**	**.16**

Factor Definitions:

Strong Instructional Leadership: measures the level of strategic interaction between the principal and teachers in areas of mobilizing resources, communicating, serving as instructional resource, and being a visible presence.

Dedicated Staff: measures the degree to which the school staff is committed to exercising a professional role within the school.

High Expectations: measures the degree to which there exists within the school a climate of high expectations, characterized by a tone of respect for teachers, students, parents, and community.

Frequent Monitoring: measures the degree to which school staff continually monitor both student progress toward school achievement and teacher effectiveness in meeting those goals.

Early Identification: measures the degree to which school staff purposefully identify, in a timely manner, students with special needs.

Positive Learning Climate: measures the degree to which school staff members provide students with a structured, purposeful, and productive environment.

Curriculum Continuity: measures the degree to which students' learning experiences are effectively articulated, both vertically and horizontally, throughout the curriculum.

Multicultural Education: measures the degree to which school programs and environment support and maintain diversity.

Sex Equity: measures the degree to which school staff and programs address issues of gender equity.

Findings of Importance

- **Positive increases in each measure of instructional change**
- **Increases in:**
  - **Instructional leadership by the principal**
  - **Frequent monitoring of student achievement**
  - **Frequent monitoring of teacher effectiveness on student learning goals**
  - **Early identification of students with special needs**
  - **The articulation of learning throughout the curriculum**
  - **Programs that support diversity**
  - **Programs that support gender equity**
  - **Staff commitment to professionalism**

Teacher Empowerment (SPES)

	Decision Making	Professional Growth	Status	Self-Efficacy	Autonomy	Impact
Pre	2.98	3.98	4.21	4.25	3.73	4.15
Post	3.13	4.08	4.20	4.26	3.69	4.15
Change	.15	.10	-.01	.01	-.04	0

Factor Definitions:

Decision Making: measures the degree to which teachers perceive they are involved in decision making about issues of critical concern to them and their work, coupled with the belief that their involvement is genuine and their opinions are critical to the outcome of the decisions.

Professional Growth: measures the degree to which teachers perceive the school in which they work provides them with opportunities to grow and develop professionally, to learn continuously, and to expand their own skills through the work life of the school.

Status: measures the degree to which teachers perceive they have professional respect and admiration from their colleagues and the degree to which others respect their expertise and knowledge.

Self-Efficacy: measures the degree to which teachers perceive they have the skills and ability to help students learn, are competent in building effective programs for students, and have command of the subject matter and teaching skills.

Autonomy: measures the degree to which teachers believe they can control certain aspects of their work life.

Impact: measures the degree to which teachers perceive they have an effect and influence on school life and this impact is acknowledged.

Findings of Importance

- **Increases in:**
  - **Teachers' involvement in decision making for critical issues**
  - **Teachers' perceptions that their involvement in decision making is genuine and critical**
  - **The opportunity to grow professionally**

Observed Instructional Practices (IPI)

	Active Learning/ Active Teaching	Teacher-Led Conversation	Teacher-Led Instruction	Student-Seatwork/ Teacher Engaged	Student-Seatwork/Teacher Disengaged	Total Disengagement
Pre	17.92	3.67	27.00	21.83	23.83	5.75
Post	25.25	2.25	36.92	19.33	11.17	5.17
Change	7.33	-1.42	9.92	-2.5	-12.66	-.58

Category Definitions:

Active Learning/Active Teaching: instructional practices include authentic project work, cooperative learning, hands-on learning, demonstrations, active research, and the use of high-order thinking skills.

Teacher-Led Conversation: instructional practices include active conversations with all or nearly all students engaged in the conversation. All relevant student ideas are encouraged and discussed. The conversations are teacher-led but not teacher directed.

Teacher-Led Instruction: instructional practices include lecture, question and answer time, teacher giving directions, video instruction with teacher interaction. Discussion may occur, but instruction comes primarily from the teacher.

Student Seatwork/Teacher Engaged: practices include students completing worksheets, book work, tests, individual reading, independent work, while the teacher provides assistance to individual or groups of students. The teacher is present among the students and working with or helping the students.

Student Seatwork/Teacher Disengaged: instructional practices include students completing worksheets, book work, tests, individual reading, independent work, while the teacher is doing something not related to the learning tasks of the students. The teacher is not working with or helping the students.

Total Disengagement: has no instructional practices associated with it. In Total Disengagement, neither the students nor the teacher are engaged in activities associated with learning the relevant curriculum.

Findings of Importance

- **Increases in:**
  - **Authentic instructional practices**
  - **Instructional strategies such as projects, cooperative learning, demonstration and active research**
  - **Instructional strategies that require higher-order thinking skills**
  - **Teacher-led instruction**
  - **Teacher overall presence among students**
  - **Amount of time students are engaged in meaningful learning experiences**
- **Decreases in:**
  - **Student seatwork in favor of more active and authentic instruction**
  - **Student disengagement from instruction**
  - **Teacher disengagement from instruction**