

School Quality Measures

Student and Teacher Survey Scales



This document provides an overview of the questions that make up the survey component of the School Quality Measures (SQM) project. This document is organized by the five major categories that make up the SQM framework: (1) Teachers and Leadership, (2) School Culture, (3) Resources, (4) Academic Learning, and (5) Community and Wellbeing. Next, items are organized by subcategory (e.g. 1A Teachers and the Teaching Environment) and survey scale (e.g. 1A-i Professional Qualifications). Guiding questions for categories, subcategories, and survey scales are included in italics. Actual survey items are included in bulleted lists, which also note the survey audience (teachers or students). Please note that SQM data collection also includes administrative data items, which are not included in this document.

MCIEA administers SQM surveys in each participating school at least once per year, collecting responses from all school-based educators (certified teachers and paraprofessionals, as well as academic and/or socio-emotional support staff) and students in grades 4-12. We also administer a short version of the student survey for students in grade 3. Please see the links below for demo versions of each survey:

- [Teacher survey](#)
- [Student survey \(full\)](#)
- [Student survey \(short form\)](#)

1 - Teachers and Leadership

Are skilled teachers working together with supportive administrators?

1A - Teachers and the Teaching Environment

Are teachers supported in their development as professionals?

1A-i Professional Qualifications¹ (Teachers)

How well prepared are teachers to deliver high quality instruction?

- How confident are you in working with the student body at your school?
- Given your preparation for teaching how comfortable are you teaching at the grade-level you have been assigned?
- How prepared are you for teaching the topics that you are expected to teach in your assignment?

¹ Original SQM scale

1A-ii Effective Practices² (Students)

How well does teacher pedagogy align with student learning needs?

- Overall, how much have you learned from your teacher?
- For this class, how clearly does your teacher present the information that you need to learn?
- When you need extra help, how good is your teacher at giving you that help?
- How well can your teacher tell whether or not you understand a topic?
- How interesting does your teacher make the things you are learning?
- How good is your teacher at helping you learn?
- How confident are you in your ability to present material clearly?
- How confident are you in your ability to identify gaps in student understanding?
- How confident are you in your ability to provide extra help to students who need it?
- How confident are you in your ability to make material interesting for students?

1A- iii Professional Community³ (Teachers)

How do the working conditions support teachers to do their jobs effectively?

- How many teachers in this school feel responsible for helping each other do their best?
- How many teachers in this school take responsibility for improving the school?
- This year, how often have you had conversations with your colleagues about what helps students learn?
- As a faculty, how well do you do talking through views, opinions, and values?
- This year, how often have you had colleagues observe your classroom?

1B – Leadership

Do qualified teachers employ effective practices?

1B-i Effective Leadership⁴ (Teachers)

How effectively do school leaders support quality instruction?

- To what extent do you trust your principal at his or her word?
- At your school, how comfortable are you raising concerns with the principal?
- How much do you trust your principal to stand up for you in disagreements with parents?
- How effectively does your principal communicate a clear vision of teaching and learning?
- How effectively does your principal press teachers to engage in good pedagogical practice?
- How much does your principal know about what's going on in teachers' classrooms?

1B- ii Support for Development/Growth⁵ (Teachers)

How well are teachers supported to grow and improve their practice?

- To what extent has your professional development included enough time to explore new ideas?
- How much would you say that your professional development has been sustained/consistent (rather than discontinuous)?
- To what extent has your professional development been connected to the topics you teach?
- Overall, how strong has support for your professional growth been?

² Original SQM scale with support from Hunter Gehlbach

³ [University of Chicago Consortium on School Research](#): 5 Essentials Survey

⁴ [University of Chicago Consortium on School Research](#): 5 Essentials Survey

⁵ [University of Chicago Consortium on School Research](#): 5 Essentials Survey



- How often do teachers here work together to plan curriculum and instruction?
- How hard do teachers here work to coordinate their teaching with instruction at other grade levels?
- How often do teachers here collaborate to make the school run effectively?

2 - School Culture

Is there a safe and nurturing academic environment?

2A - Safety

Do students feel physically and emotionally safe at school?

2A-i Student Physical Safety⁶ (Students)

How physically safe do students feel at school?

- How often do you worry about violence at your school?
- How often do students get into physical fights at your school?
- Overall, how physically safe do you feel at school?
- How often do you feel like you might be harmed by someone at school?

2A-ii Student Emotional Safety⁷

How emotionally safe do students feel at school?

2A-ii Emotional Safety (Students)

- How often are students unkind to each other at this school?
- How often are students at this school unkind to each other online?
- How much bullying occurs at this school?

2A-ii Peer Victimization (Teachers)

- Overall, how unkind are students to each other?
- How often are students bullied at school?
- How often are students bullied because of who they are?

2B- Relationships

Are students connected to the school and to their teachers?

2B-i Student Sense of Belonging⁸

How connected do students feel to their peers and their school community?

Sense of Belonging (Students)

- At your school, how accepted do you feel by the other students?
- Overall, how much do you feel like you belong at your school?
- How well do people at your school understand you?

⁶ [University of Chicago Consortium on School Research: 5 Essentials Survey](#)

⁷ [University of Chicago Consortium on School Research: 5 Essentials Survey](#)

⁸ [Panorama Student Survey](#) with revisions and support from Hunter Gelhbach



- How much respect do students in your school show you?
- How connected do you feel to the adults at your school?

Peer Support⁹ (Teachers)

- How much do students at this school care about each other?
- How often do students at this school help each other learn?
- How well do students at this school get along with each other?
- At this school, how respectful are students to each other?

2B-ii Student-Teacher Relationships

How do students perceive their relationships with teachers?

Teacher Interest in Students (Students)

- When your [science/math/English/social studies] teacher asks how you are doing, how often do you feel that he/she is really interested in your answer?
- How interested is your [science/math/English/social studies] teacher in what you do outside of class?
- If you walked into class upset, how concerned would your [science/math/English/social studies] teacher be?
- If you came back to visit class three years from now, how excited would your [science/math/English/social studies] teacher be to see you?
- If you had something on your mind, how carefully would your [science/math/English/social studies] teacher listen to you?

2C - Academic Orientation

Do students consistently come to school ready to learn?

2C-i Valuing of Learning¹⁰

How invested do students feel in school and learning?

Valuing of Learning (Students)

- Overall, how important is school to you?
- How curious are you to learn more about things you talked about in school?
- How much do you enjoy learning in school?
- How much do you see yourself as a learner?

2C-ii Academic Challenge¹¹

How intellectually engaging are students' learning experiences?

Academic Press (Students)

- How much does your [science/math/English/social studies] teacher encourage you to do your best?

⁹ [University of Chicago Consortium on School Research: 5 Essentials Survey](#)

¹⁰ [Panorama Student Survey](#) and work by Hunter Gehlbach

¹¹ Original SQM scale



- When you feel like giving up on a difficult task, how likely is it that your [science/math/English/social studies] teacher will help you keep trying?
- How often does your [science/math/English/social studies] teacher ask you to explain your answers?
- How often does your [science/math/English/social studies] teacher take time to make sure you understand the material?

Academic Rigor (Teachers)

- How well does your school foster academic challenge for all students?
- How effectively does your school challenge students who are struggling academically?
- How effectively does your school challenge students who are thriving academically?

3 – Resources

Are facilities and personnel adequate to support learning?

3A - Facilities and Personnel

Are physical spaces and support staff sufficient to support learning?

3A-i Physical Space/Materials¹²

How conducive to learning are the school's facilities and instructional resources?

Access/Quality Resources (Teachers)

- How adequate is your access to the materials you need to effectively teach?
- How adequate is your access to the technology you need to effectively teach?
- How adequate is the support you receive for using technology?
- How sufficient is the physical space for school activities?
- How well-maintained are school facilities?

3A-ii Content Specialists/Support¹³

How do non-instructional support staff contribute to student success?

Support Staff (Students)

- When you are hurt, sad, or just need to talk to someone, is there an adult at school other than your teacher you can go to?
- When you need help learning something, is there an adult at school other than your teacher who can work with you?

Support Staff (Teachers)

- How often are non-teaching support staff available for students with non-academic issues?
- Overall, how effective is the support students receive from non-teaching staff?
- How adequate is the number of non-teaching support staff?

¹² Original SQM scale

¹³ Original SQM scale



- How often are non-teaching support staff available for students who are struggling academically?

3B - Learning Resources

Does the school have a strong and varied curriculum?

3B-i Curricular Strength/Variety¹⁴

How well does the school's curriculum push student intellectual curiosity and academic growth?

Curricular Strength/Variety (Teachers)

- Overall, how rigorous is the curriculum that you are expected to teach?
- If one of your students transferred to another district with a challenging assortment of courses, how well prepared would he or she be?
- How well-rounded is the curriculum that you and your colleagues teach?
- How coherent is the curriculum that you are expected to teach?

3B-ii Cultural Responsiveness¹⁵

How well does the school's curriculum represent diverse cultures and perspectives?

Cultural Relevance (Students)

- In your classes, how often do you see people like you represented in what you study?
- How valued do you think all students' home cultures and languages are in the school curriculum?
- In your classes, how often do you see many different kinds of people represented in what you study?
- How valued do you think your home culture and language are in the school curriculum?

Cultural Responsiveness (Teachers)

- How able are you to integrate material from different cultures into your class?
- How often do you integrate culturally diverse content into your teaching?
- How often do you use teaching strategies to facilitate learning among culturally diverse students?
- How motivated are you to integrate culturally diverse content in your classroom?

3C - Community Support

Does the school have strong ties with families and the community?

3C-i Family-School Relationships¹⁶

How effectively are families able to contribute to and support student learning?

Parental Engagement (Teachers)

- How often do you connect with parents at your school?

¹⁴ Original SQM scale

¹⁵ Original SQM scale with support from Hunter Gehlbach

¹⁶ Original SQM scale



- How involved have parents been in fundraising efforts at your school?
- How involved have parents been with parent groups at your school?
- How often does the average parent help out at your school?

3C-ii Community Involvement, External Partners¹⁷

How engaged are community partners in school activities?

Community Engagement (Teachers)

- How effectively does this school connect with immigrant parents, providing translation when necessary?
- How effectively does this school respond to the needs and values the surrounding community?
- To what extent are all groups of parents represented in the governance of the school?
- Overall, how effectively does this school connect with the community?

4 - Academic Learning

Are students developing academic dispositions and content knowledge?

4A – Performance

Are students developing their literacy and numeracy skills?

4A-ii Overall Performance¹⁸

How do teachers assess student learning?

Student achievement (Teachers)

- Relative to what you know of students this age, how academically able are your students?
- If student work from your classes was compared with work from "average" Massachusetts classes of the same grades/subjects, how do you think an objective observer would rate the work?
- If an observer sat in on one of your classes for a week, how would s/he rate your students?

4B - Student Commitment to Learning

Do students engage in class and value the process of learning?

4B-i Engagement in School

How well does a school foster student academic commitment and interest?

Student Engagement¹⁹ (Students)

- Overall, how interested are you in this class?
- How excited are you about going to this class?
- How often do you get so focused on class activities that you lose track of time?

¹⁷ Original SQM scale

¹⁸ Original SQM scale

¹⁹ [Panorama Student Survey](#) and work by Hunter Gehlbach



4C - Critical Thinking

Does the school emphasize the development of problem solving skills?

4C-i Problem Solving Emphasis²⁰

How focused are instructional activities on problem solving?

Problem Solving (Teachers)

- How often do students at your school come up with their own interpretations of material?
- How often do students apply ideas they have learned to new situations?
- How often do students collaborate in class to solve complex problems?

5 - Community and Wellbeing

Are students healthy and well-rounded?

5A - Civic Engagement

Do students understand and appreciate each other's differences?

5A-i Appreciation for Diversity

How well are students able to respect different perspectives and life experiences?

Social Perspective Taking²¹ (Students)

- In general, how often do you try to understand how other people see things?
- How often do you try to think of more than one explanation for why someone else acted as they did?
- Overall, how often do you try to understand the point of view of other people?
- How often do you try to figure out what motivates others to behave as they do?

5A-ii Civic Participation²²

How disposed are students to participate in and contribute to their community?

Civic Participation (Students)

- How important is it to you to take action when something in society needs changing?
- How much do you believe that being concerned with national, state, and local issues is everyone's responsibility?
- How important is it to you to get involved in improving your community?
- How important is it to you to actively challenge inequalities in society?

5B - Work Ethic

Are students learning to work hard on challenging tasks?

²⁰ Original SQM scale

²¹ [Panorama Student Survey](#) and work by Hunter Gehlbach

²² [Westheimer & Kahne \(2004\)](#)

5B-i Perseverance and Determination²³

How able are students to persist with tasks that they perceive as difficult?

Grit (Students)

- If you face a problem while working towards an important goal, how well can you keep working?
- How important is it to you to finish things you start?
- How confident are you that you can remain focused on what you are doing, even when there are distractions?
- If you fail to reach an important goal, how likely are you to try again?

5B-ii Growth Mindset²⁴

To what extent do students believe they are able to develop their intelligence over time?

Growth Mindset (Students)

- How much do you think that being bad at math is something someone can change?
- How much do you think you can change your own intelligence?
- How much do you think that struggling as a writer is something someone can change?
- How much do you think that intelligence is something that can be changed?

5C - Creative and Performing Arts

Are students exposed to arts, literature, and creative activities?

5C-i Participation in Creative and Performing Arts²⁵

How often are students given the opportunity to participate in creative or performing arts?

Exposure to Arts (Students)

- In a typical week, how much time do you spend in creative arts instruction or activities?

Exposure to Arts (Teachers)

- In a typical week at your school, what is the average amount of time students spend in creative arts instruction or activities?
- In a typical week at your school, what is the maximum amount of time a student could spend in creative arts instruction or activities?

5C-ii Valuing Creative and Performing Arts²⁶

How valuable do students believe the creative and performing arts are?

Appreciation for Arts (Students)

- How interested are you in visual art—street murals, museum paintings, sculptures, etc.?
- If your friends or family wanted to go to hear people play music, how interested would you be in going?

²³ Original SQM scale with support from Angela Duckworth and David Yeager

²⁴ Original SQM scale with support from Carol Dweck and David Yeager

²⁵ Original SQM scale

²⁶ Original SQM scale with support from Jay P. Greene



- How interested are you in performance art—dance performances, plays in the park, going to the theater, etc.?

5D - Health

Are students socially, emotionally, and physically healthy?

5D-i Social and Emotional Health

Are students socially and emotionally healthy?

Academic Stress (Students)

- When you take a test, how much do you worry about doing well?
- On a typical day in school, how stressed do you feel about your schoolwork?
- Typically, how anxious do you feel about your grades?

Positive Affect²⁷ (Students)

- On a normal day in school, how confident do you feel?
- On a regular day at school, how often do you feel relaxed?
- How often are you enthusiastic at school?
- On a normal day in school, how much are you able to concentrate?

5D-ii Physical Health²⁸

Are students physically healthy?

Physical Activity (Teachers)

- In a typical week at your school, what is the maximum amount of time a student could spend engaged in physical activity?
- In a typical week at your school, what is the average amount of time students spend engaged in physical activity?

²⁷ [National Institutes for Health](#)

²⁸ Original SQM scale

SCHOOL QUALITY MEASURES FRAMEWORK



Holistic • Authentic • Usable • Student- & Teacher-Centered

For more information, visit our website (mciea.org/) and follow updates on twitter ([@MassCIEA](https://twitter.com/MassCIEA))