TRF-D (Teacher Report Form for wave 5) Release Codebook

[W] = Wave letter (wave 5 = D)
[T] = Twin Number (1 or 2)

Sections:
Miscellaneous questions 1-9 – not scaled
Rate This Student (CBCL – Child Behavior Checklist)
Child Rearing And Education (Parental Modernity Scale)
School Environment Survey (School Level Environment Questionnaire)

June 2010

Release Codebook

[T] = Twin # (1 or 2)

Western Reserve Reading Project
Teacher Report Form (D)

Child's Name: «Child_1_Name» «Childs_Last_Name»	TID: «Child_1_TRFD_TID» DTID[T]

1. Today's Date: ____/____/____ (Month Day Year) DDATE[T]

2. Child's Grade in School (Please check one): DTRFGRADE[T]

☐ Kindergarten ☐ 1st Grade ☐ 2nd Grade ☐ 3rd Grade
☐ 4th Grade ☐ 5th Grade ☐ 6th Grade ☐ Other: DGRAD[T] - 0 (99)

3. How well do you know this student? DKNOW[T]

☐ Not well ☐ Moderately ☐ Very well

4. Approximately, how much time does s/he spend in your class per week? _____ hours DTMCLS[T]

5. What subject(s) do you have this student for? (ie. math, language arts, homeroom, etc.)

DSBJECT[T]

6. Use the scale below to rate his/her current school performance in the following subjects:

1	2	3	4	5
Far below grade level	Somewhat below grade level	At grade level	Somewhat above grade level	Far above grade level

a.	Reading DREADIN[T]	1	2	3	4	5
b.	Spelling DSPELL[T]	1	2	3	4	5
c.	Arithmetic or Math DMATH[T]	1	2	3	4	5
d.	Language Arts, Writing DWRITE[T]	1	2	3	4	5

7. Compared to students of the same age, please rate this student on the behaviors below using the following scale:

1	2	3	4	5	6	7
Much less	Somewhat less	Slightly less	About average	Slightly more	Somewhat more	Much more

1.	How hard is s/he working? DWORK[T]	1	2	3	4	5	6	7
2.	How much is s/he learning? DLEARN[T]	1	2	3	4	5	6	7

8. How often does this student complete his/her homework? DHWRK[T]

☐ 1-Almost always
☐ 2-Most of the time
☐ 3-Sometimes
☐ 4-Hardly ever
☐ 5-Never
☐ 99-Not applicable; No homework is given to student.

9. How many total students are in your classroom when «Child_1_Name» is also in the class? _____

DTRFNUMCLASS[T]

Please rate this student on each of the items listed below according to the following scale:

0 = Not True (as far as you know)	1 = Somewhat or Sometimes True	2 = Very True or Often True

Acts too young for his/her age	0	1	2
Hums or makes other odd noises in class	0	1	2
Argues a lot	0	1	2
Fails to finish things s/he starts	0	1	2
Behaves like the opposite sex	0	1	2
Is defiant; talks back to staff	0	1	2
Brags or boasts	0	1	2
Cannot concentrate; cannot pay attention for long	0	1	2
Cannot get his/her mind off certain thoughts; obsesses	0	1	2
Cannot sit still; is restless or hyperactive	0	1	2
Clings to adults or is too dependent	0	1	2
Complains of loneliness	0	1	2
Is confused or seems to be in a fog	0	1	2
Cries a lot	0	1	2
Fidgets	0	1	2
Is cruel, bullying, or mean to others	0	1	2
Daydreams or gets lost in his/her thoughts	0	1	2
Deliberately harms self or attempts suicide	0	1	2
Demands a lot of attention	0	1	2
Destroys his/her own things	0	1	2
Destroys property belonging to others	0	1	2
Has difficulty following directions	0	1	2
Is disobedient at school	0	1	2
Disturbs other pupils	0	1	2
Does not get along with other pupils	0	1	2
Does not seem to feel guilty after misbehaving	0	1	2
Gets jealous easily	0	1	2
Eats or drinks things that are not food	0	1	2
Fears certain animals, situations, or places (not school)	0	1	2
Fears going to school	0	1	2
Fears s/he might think or do something bad	0	1	2
Feels s/he has to be perfect	0	1	2
Feels or complains that no one loves him/her	0	1	2
Feels that others are out to get him/her	0	1	2
Feels worthless or inferior	0	1	2
Gets hurt a lot; is accident-prone	0	1	2
Gets in many fights	0	1	2
Gets teased a lot	0	1	2
Hangs around with others who get in trouble	0	1	2
Hears things that are not there	0	1	2
Is impulsive or acts without thinking	0	1	2
Likes to be alone	0	1	2
Lies or cheats	0	1	2

Please rate this student on each of the items listed below according to the following scale:

0 = Not True (as far as you know)	1 = Somewhat or Sometimes True	2 = Very True or Often True

Bites fingernails	0	1	2
Is nervous, high-strung, or tense	0	1	2
Has nervous movements or twitches	0	1	2
Does not conform to rules	0	1	2
Is not liked by other pupils	0	1	2
Has difficulty learning	0	1	2
Is too fearful or anxious	0	1	2
Feels dizzy	0	1	2
Feels too guilty	0	1	2
Talks out of turn	0	1	2
Is overtired	0	1	2
Is overweight	0	1	2
Physical problems without known medical cause:			
a. Aches or pains	0	1	2
b. Headaches	0	1	2
c. Nausea, feels sick	0	1	2
d. Problems with eyes	0	1	2
e. Rashes or other skin problems	0	1	2
f. Stomachaches or cramps	0	1	2
g. Vomiting, throwing up	0	1	2
h. Other:_____	0	1	2
Physically attacks people	0	1	2
Picks nose, skin, or other parts of his/her body	0	1	2
Sleeps in class	0	1	2
Is apathetic or unmotivated	0	1	2
Submits poor school work	0	1	2
Is poorly coordinated or clumsy	0	1	2
Prefers being with OLDER children	0	1	2
Prefers being with YOUNGER children	0	1	2
Refuses to talk	0	1	2
Repeats certain acts over and over; is compulsive	0	1	2
Disrupts class discipline	0	1	2
Screams a lot	0	1	2
Is secretive; keeps things to self	0	1	2
Sees things that are not there	0	1	2
Is self-conscious or easily embarrassed	0	1	2
Submits messy work	0	1	2
Behaves irresponsibly	0	1	2
Shows off or clowns around	0	1	2
Is shy or timid	0	1	2
Has explosive and unpredictable behavior	0	1	2

Please rate this student on each of the items listed below according to the following scale:

0 = Not True (as far as you know)	1 = Somewhat or Sometimes True	2 = Very True or Often True

Demands must be met immediately, easily frustrated	0	1	2
Inattentive, easily distracted	0	1	2
Has a speech problem	0	1	2
Stares blankly	0	1	2
Feels hurt when criticized	0	1	2
Steals	0	1	2
Stores up things s/he does not need	0	1	2
Behaves strangely	0	1	2
Has strange ideas	0	1	2
Stubborn, sullen, or irritable	0	1	2
Has sudden changes in mood or feelings	0	1	2
Sulks a lot	0	1	2
Is suspicious	0	1	2
Swears or uses obscene language	0	1	2
Talks about killing self	0	1	2
Is underachieving; not working up to potential	0	1	2
Talks too much	0	1	2
Teases a lot	0	1	2
Has temper tantrums or hot temper	0	1	2
Seems preoccupied with sex	0	1	2
Threatens people	0	1	2
Is tardy to school or class	0	1	2
Is overly concerned with neatness or cleanliness	0	1	2
Fails to carry out assigned tasks	0	1	2
Is truant or has unexplained absences	0	1	2
Is under-active, slow moving, or lacks energy	0	1	2
Is unhappy, sad, or depressed	0	1	2
Is unusually loud	0	1	2
Uses alcohol or drugs	0	1	2
Is overly anxious to please	0	1	2
Dislikes school	0	1	2
Is afraid of making mistakes	0	1	2
Whines	0	1	2
Has an unclean personal appearance	0	1	2
Is withdrawn; does not get involved with others	0	1	2
Worries	0	1	2

Rate This Student

Based on the Child Behavior Checklist (CBCL)

Achenbach, T.M. (1981). Child behavior checklist for ages 4-16. Burlington, VT: University of Vermont, Department of Psychiatry.

[W]TRFAGM[T]= mean of items 3 6 7 16 19 20 21 23 24 27 37 53 57 67 68 74 76 77 86 87 93 94 95 97 104

[W]TRFAGS[T]= sum of items 3 6 7 16 19 20 21 23 24 27 37 53 57 67 68 74 76 77 86 87 93 94 95 97 104 (value will be missing if any items are missing)

[W]trfDLM[T] = mean of items 26 39 43 63 82 90 98 101 105

[W]trfDLS[T] = sum of items 26 39 43 63 82 90 98 101 105 (value will be missing if any items are missing)

[W]trfEXM[T] = mean of items 3 6 7 16 19 20 21 23 24 26 27 37 39 43 53 57 63 67 68 74 76 77 82 86 87 90 93 94 95 97 98 101 104 105

[W]trfEXS[T] = sum of items 3 6 7 16 19 20 21 23 24 26 27 37 39 43 53 57 63 67 68 74 76 77 82 86 87 90 93 94 95 97 98 101 104 105 (value will be missing if any items are missing)

[W]trfWIM[T] = mean of items 42 65 69 75 80 88 102 103 111

[W]trfWIS[T] = sum of items 42 65 69 75 80 88 102 103 111 (value will be missing if any items are missing)

[W]trfSOM[T] = mean of items 51 54 56a 56b 56c 56d 56e 56f 56g

[W]trfSOS[T] = sum of items 51 54 56a 56b 56c 56d 56e 56f 56g (value will be missing if any items are missing)

[W]trfADM[T] = mean of items 12 14 31 32 33 34 35 45 47 50 52 71 81 89 103 106 108 112

[W]trfADS[T] = sum of items 12 14 31 32 33 34 35 45 47 50 52 71 81 89 103 106 108 112 (value will be missing if any items are missing)

[W]trfINM[T] = mean of items 12 14 31 32 33 34 35 42 45 47 50 51 52 54 56a 56b 56c 56d 56e 56f 56g 65 69 71 75 80 81 88 89 102 103 106 108 111 112

[W]trfINS[T] = sum of items 12 14 31 32 33 34 35 42 45 47 50 51 52 54 56a 56b 56c 56d 56e 56f 56g 65 69 71 75 80 81 88 89 102 103 106 108 111 112 (value will be missing if any items are missing)

[W]trfSPM[T] = mean of items 1 11 12 14 25 33 34 35 36 38 48 62 64

[W]trfSPS[T] = sum of items 1 11 12 14 25 33 34 35 36 38 48 62 64 (value will be missing if any items are missing)

[W]trfTHM[T] = mean of items 9 18 29 40 66 70 84 85

[W]trfTHS[T] = sum of items 9 18 29 40 66 70 84 85 (value will be missing if any items are missing)

[W]trfATM[T] = mean of items 1 2 4 8 10 13 15 17 22 41 45 49 60 61 62 72 78 80 92 100

[W]trfATS[T] = sum of items 1 2 4 8 10 13 15 17 22 41 45 49 60 61 62 72 78 80 92 100 (value will be missing if any items are missing)

[W]trfOTM[T] = mean of items 5 28 30 44 46 55 56h 58 59 73 79 83 91 96 99 107 109 110
[W]trfOTS[T] = sum of items 5 28 30 44 46 55 56h 58 59 73 79 83 91 96 99 107 109 110 (value will be missing if any items are missing)

[W] trfAGM[T] = "CBCL Aggression Mean"
[W]trfAGS[T] = "CBCL Aggression Sum"
[W]trfDLM[T] = "CBCL Delinquency Mean"
[W]trfDLS[T] = "CBCL Delinquency Sum"
[W]trfEXM[T] = "CBCL Externalizing Mean"
[W]trfEXS[T] = "CBCL Externalizing Sum"
[W]trfWIM[T] = "CBCL Withdrawal Mean"
[W]trfWIS[T] = "CBCL Withdrawal Sum"
[W]trfSOM[T] = "CBCL Somatic Mean"
[W]trfSOS[T] = "CBCL Somatic Sum"
[W]trfADM[T] = "CBCL Anxiety-Dep Mean"
[W]trfADS[T] = "CBCL Anxiety-Dep Sum"
[W]trfINM[T] = "CBCL Internalizing Mean"
[W]trfINS[T] = "CBCL Internalizing Sum"
[W]trfSPM[T] = "CBCL Social Problems Mean"
[W]trfSPS[T] = "CBCL Social Problems Sum"
[W]trfTHM[T] = "CBCL Thought Problems Mean"
[W]trfTHS[T] = "CBCL Thought Problems Sum"
[W]trfATM[T] = "CBCL Attention Problems Mean"
[W]trfATS[T] = "CBCL Attention Problems Sum"
[W]trfOTM[T] = "CBCL Other Problems Mean"
[W]trfOTS[T] = "CBCL Other Problems Sum"

Child Rearing and Education

The following are statements about rearing and educating children. Read each statement carefully and ***circle the number*** *that most closely reflects your feelings, using this scale:*

1=strongly DISAGREE	3=neither agree nor disagree	5=strongly AGREE

1	2	3	4	5	Since parents lack special training in education they should not question teachers' training methods.
1	2	3	4	5	Children should be treated the same regardless of the differences among them.
1	2	3	4	5	Children should always obey the teacher.
1	2	3	4	5	Preparing for the future is more important for a child than enjoying today.
1	2	3	4	5	Children will not do the right thing unless they must.
1	2	3	4	5	Children should be allowed to disagree with adults if they feel their own ideas are better.
1	2	3	4	5	Children should be kept busy with work and study at home and at school.
1	2	3	4	5	The major goal of education is to put basic information into the minds of children.
1	2	3	4	5	In order to be fair, a teacher must treat all children alike.
1	2	3	4	5	The most important thing to teach children is absolute obedience to whoever is in authority.
1	2	3	4	5	Children learn best by doing things themselves rather than listening to others.
1	2	3	4	5	Children must be carefully treated early in life or their natural impulses will make them unmanageable.
1	2	3	4	5	Children have a right to their own point of view and should be allowed to express it.
1	2	3	4	5	Children's learning results mainly from being presented with basic information again and again.
1	2	3	4	5	Children like to teach other children.
1	2	3	4	5	The most important thing to teach children is absolute obedience to their parents.
1	2	3	4	5	Once a child is in school, the school has the main responsibility for her or his education.
1	2	3	4	5	Children generally do not do what they should unless someone sees to it.
1	2	3	4	5	I teach children that they should be doing something useful at all times.
1	2	3	4	5	It's all right for a child to disagree with me.
1	2	3	4	5	Children should always obey their parents.
1	2	3	4	5	Teachers need not be concerned with what goes on in a child's home.
1	2	3	4	5	I go along with the game when a child is pretending something.
1	2	3	4	5	Parents should teach their children to have unquestioning loyalty to them.
1	2	3	4	5	Teachers should discipline children all the same.
1	2	3	4	5	Children should not question the authority of their parents.
1	2	3	4	5	What children learn at home is very important to their school success.
1	2	3	4	5	Children will be bad unless they are taught what is right.
1	2	3	4	5	A child's ideas should be seriously considered in making family decisions.
1	2	3	4	5	A teacher has no right to seek information about a child's home background.

Child Rearing and Education

Based on Parental Modernity scale.

Schaeffer, E. S., & Edgerton, M. (1985). Parent and child correlates of parental modernity. In I. E. Sigel (Ed.), Parental belief systems (pp. 287-318). Hillsdale, NJ: Erlbaum

APPENDIX B

Parental Modernity (PM) Scale
Earl S. Schaefer and Marianna Edgerton

I'm going to read you some statements about rearing and educating children. Tell me (HAND CARDS) if you strongly disagree, mildly disagree, are not sure, mildly agree, or strongly agree.

	SD	MD	NS	MA	SA
1. Since parents lack special training in education, they should not question the teacher's teaching methods.	1	2	3	4	5
2. Children should be treated the same regardless of differences among them.	1	2	3	4	5
3. Children should always obey the teacher.	1	2	3	4	5
4. Preparing for the future is more important for a child than enjoying today.	1	2	3	4	5
5. Children will not do the right thing unless they must.	1	2	3	4	5
6. Children should be allowed to disagree with their parents if they feel their own ideas are better.	1	2	3	4	5
7. Children should be kept busy with work and study at home and at school.	1	2	3	4	5
8. The major goal of education is to put basic information into the minds of the children.	1	2	3	4	5
9. In order to be fair, a teacher must treat all children alike	1	2	3	4	5
10. The most important thing to teach children is absolute obedience to whoever is in authrity.	1	2	3	4	5
11. Children learn best by doing things themselves rather than listening to others.	1	2	3	4	5
12. Children must be carefully trained early in life or their natural impulses will make them unmanageable.	1	2	3	4	5
13. Children have a right to their own point of view and should be allowed to express it	1	2	3	4	5
14. Children's learning results mainly from being presented basic information again and again.	1	2	3	4	5
15. Children like to teach other children.	1	2	3	4	5
16. The most important thing to teach children is absolute obedience to parents.	1	2	3	4	5

	SD	MD	NS	MA	SA
17. Now that my child is in school, the school has the main responsibility for his/her education.	1	2	3	4	5
18. Children generally do not do what they should unless someone sees to it.	1	2	3	4	5
19. I teach my child that he/she should be doing something useful at all times.	1	2	3	4	5
20. It's all right for my child to disagree with me.	1	2	3	4	5
21. Children should always obey their parents.	1	2	3	4	5
22. Teachers need not be concerned with what goes on in a child's home.	1	2	3	4	5
23. I go along with the game when my child is pretending something.	1	2	3	4	5
24. Parents should teach their children to have unquestioning loyalty to them.	1	2	3	4	5
25. Teachers should discipline all the children the same.	1	2	3	4	5
26. Children should not question the authority of their parents.	1	2	3	4	5
27. What I teach my child at home is very important to his/her school success.	1	2	3	4	5
28. Children will be bad unless they are taught what is right.	1	2	3	4	5
29. A child's ideas should be seriously considered in making family decisions.	1	2	3	4	5
30. A teacher has no right to seek information about a child's home background.	1	2	3	4	5

Scoring

B. *Parental Modernity Scale*

Progressive Score = Sum of Items 6, 11, 13, 15, 20, 23, 27, 29.

Traditional Score = Sum of Items 1–5, 7–10, 12, 14, 16–19, 21, 22, 24–26, 28, 30.

[W]trfPROG[T] TRF: Schaefer and Edgerton Progressive Scale

[W]trfTRAD[T] TRF: Schaefer and Edgerton Traditionalism Scale

School Environment Survey

The following are statements that some teachers make about working at their school. Read each statement and circle the number that corresponds to how well the statement reflects how things are at your school.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. There are many disruptive, difficult students in the school.	5	4	3	2	1
2. I am often supervised to ensure that I follow directions carefully.	5	4	3	2	1
3. Teachers frequently discuss teaching methods and strategies with each other.	5	4	3	2	1
4. It is very difficult to change anything in this school.	5	4	3	2	1
5. The school or department library includes an adequate selection of books and periodicals.	5	4	3	2	1
6. I seldom receive encouragement from colleagues.	5	4	3	2	1
7. I am not expected to conform to a particular teaching style.	5	4	3	2	1
8. Teachers avoid talking with each other about teaching and learning.	5	4	3	2	1
9. Teachers are encouraged to be innovative in this school.	5	4	3	2	1
10. Decisions about running the school are usually made by the principal or a small group of teachers.	5	4	3	2	1
11. The supply of equipment and resources is inadequate.	5	4	3	2	1
12. Most students are helpful and cooperative to teachers.	5	4	3	2	1
13. It is considered very important that I closely follow syllabi and lessons plans.	5	4	3	2	1
14. Professional matters are seldom discussed during staff meetings.	5	4	3	2	1
15. Filmstrips, transparencies, filmloops, and films are readily available and accessible.	5	4	3	2	1
16. I do not feel accepted by other teachers.	5	4	3	2	1
17. At my child's school, it is considered very important for students to do well in external examinations.	5	4	3	2	1
18. Most students are pleasant and friendly to teachers.	5	4	3	2	1
19. There are few rules and regulations that I am expected to follow.	5	4	3	2	1

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
20. There is a great deal of resistance to proposals for curriculum change.	5	4	3	2	1
21. Adequate duplicating facilities and services are available to teachers.	5	4	3	2	1
22. Preparing students for examinations is considered to be my principal task at this school.	5	4	3	2	1
23. There are many noisy, badly-behaved students.	5	4	3	2	1
24. I am allowed to do almost as I please in the classroom.	5	4	3	2	1
25. Many teachers attend inservice and other professional development courses.	5	4	3	2	1
26. I have to refer even small matters to a senior member of staff for a final answer.	5	4	3	2	1
27. Recorders and cassettes are seldom available when needed.	5	4	3	2	1
28. At this school, it is considered very important that students should reach high levels of performance in all their activities.	5	4	3	2	1
29. Students get along well with teachers.	5	4	3	2	1
30. Most teachers like the idea of change.	5	4	3	2	1
31. Action can usually be taken without gaining the approval of the subject department head or a senior member of the staff.	5	4	3	2	1
32. Facilities are inadequate for catering to a variety of classroom activities and different size learning groups.	5	4	3	2	1
33. It is considered very important at my child's school for students to achieve academic success.	5	4	3	2	1
34.My classes are expected to use prescribed textbooks and prescribed resource materials.	5	4	3	2	1
35. New courses or curriculum materials are seldom implemented in the school.	5	4	3	2	1
36. Teachers are frequently asked to participate in decisions concerning administrative policies and procedures.	5	4	3	2	1
37. Projectors for filmstrips, transparencies, filmloops, and films are usually available when needed.	5	4	3	2	1
38. I am ignored by other teachers.	5	4	3	2	1
39. There is a great emphasis on academic achievement at the school.	5	4	3	2	1

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
40. Most students are well-mannered and respectful to the school staff.	5	4	3	2	1
41. Teachers show little interest in what is happening in other schools.	5	4	3	2	1
42. I am encouraged to make decisions without reference to a senior member of the staff.	5	4	3	2	1
43. I feel that I could rely on my colleagues for assistance if he/she should need it.	5	4	3	2	1
44. Students at this school are seldom under pressure to excel at academic work.	5	4	3	2	1
45. Very strict discipline is needed to control many of the students.	5	4	3	2	1
46. Teachers are keen to learn from colleagues.	5	4	3	2	1
47. I must ask my subject department head or a senior member of staff before I do most things.	5	4	3	2	1
48. My colleagues seldom take notice of my professional views and…	5	4	3	2	1
49. Students are pressured to compete at this school.	5	4	3	2	1
50. I am expected to maintain very strict control in the classroom.	5	4	3	2	1
51. Teachers show considerable interest in the professional activities of their colleagues.	5	4	3	2	1
52. There is much experimentation with different teaching approaches.	5	4	3	2	1
53. I have very little say in the running of the school.	5	4	3	2	1
54. I have many friends among my colleagues at this school.	5	4	3	2	1
55. I often feel lonely and left out of things in the staff room.	5	4	3	2	1
56. In most classrooms in the school, students are passive listeners rather than active participants.	5	4	3	2	1

School Environment Survey

Based on School Level Environment Questionnaire.

Rentoul, A.J., & Fraser, B.J. (1983). Development of a school-level environment questionnaire. Journal of Educational Administration, 21,21-39.

Table 1. Description of Scales in the SLEQ and their Classification According to Moos's Scheme

Scale Name	Description of Scale	Sample item	Moos's general category
Affiliation (A)	The teachers can obtain assistance, advice and encouragement and are made to feel accepted by colleagues.	I feel that I could rely on my colleagues for assistance if I should need it. (+)	Relationship
Student Supportiveness (SS)	There is good rapport between teachers and students and students behave in a responsible, self-disciplined manner.	There are many disruptive, difficult students in the school. (−)	
Professional Interest (PI)	Teachers discuss professional matters, show interest in their work and seek further professional development.	Teachers frequently discuss teaching methods and strategies with each other. (+)	Personal Development or Goal Orientation
Achievement Orientation (AO)	Teachers value and expect high student achievement, and competition among students is encouraged.	Students at this school are seldom under pressure to excel at academic work. (−)	
Formalisation (F)	Teachers are expected to comply with set rules, guidelines, and procedures and are supervised to ensure rule compliance.	I am often supervised to ensure that I follow directions correctly. (+)	System Maintenance and System Change
Centralisation (C)	Decisions are made by an individual or a small group within the school	Teachers are frequently asked to participate in decisions concerning administrative policies and procedures. (−)	
Innovativeness (I)	The school is in favour of planned change and experimentation, and fosters classroom-openness and individualisation.	Teachers are encouraged to be innovative in this school. (−) The school or department library includes an adequate selection of books and periodicals.	
Resource Adequacy (RA)	Support personnel, facilities, finance, equipment and resources are suitable and adequate.	The supply of equipment and resources is inadequate. (−)	

Items designated (+) are scored by allocating 5,4,3,2,1, respectively, for the responses Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree. Items designated (−) are scored in the reverse manner. Omitted or invalid responses are given a score of 3.

We use a value of 3 for Omitted or invalid responses only if at least half of the other items in that scale were answered

School Environment Survey

These items are reverse-scored: 1 4 6 7 8 11 14 16 19 20 23 24 27 31 32 35 36 38 41 42 44 45 48 55 56

[W]SLEQA[T] = sum of items 6 16 38 43 48 54 55

[W]SLEQSS[T] = sum of items 1 12 18 23 29 40 45

[W]SLEQPI[T] = sum of items 3 8 14 25 41 46 51

[W]SLEQAO[T] = sum of items 17 22 28 33 39 44 49

[W]SLEQF[T] = sum of items 2 7 13 19 24 34 50

[W]SLEQC[T] = sum of items 10 26 31 36 42 47 53

[W]SLEQI[T] = sum of items 4 9 20 30 35 52 56

[W]SLEQRA[T] = sum of items 5 11 15 21 27 32 37

[W]SLEQA[T]	"SLEQ Affiliation Scale"
[W]SLEQSS[T]	"SLEQ Student Supportiveness Scale"
[W]SLEQPI[T]	"SLEQ Professional Interest Scale"
[W]SLEQAO[T]	"SLEQ Achievement Orientation Scale"
[W]SLEQF[T]	"SLEQ Formalization Scale"
[W]SLEQC[T]	"SLEQ Centralization Scale"
[W]SLEQI[T]	"SLEQ Innovativeness Scale"
[W]SLEQRA[T]	"SLEQ Resource Adequacy Scale"