The Effects of School Leadership and Collaborative Teachers on Rigorous Instruction

By

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Abstract

School leadership and collaborative teachers' effects on rigorous instruction are concepts that aid in enhancing performance and positive development of students' academic achievement. However, these concepts have not been explored extensively, which calls for the need to evaluate the correlation between these concepts and how their relationship affects the performance of learners. In this study, I aim to explore whether the correlation between school administration, trust, and collaboration among educators positively affect rigorous instruction. This study analyzes publicly available aggregated school level data from a New York City survey. The data set contains 1829 schools that represent 74, 407 teachers and 422, 515 students. Multiple regression was used to predict new values for the dependent variable, rigorous instruction, and also find out whether the amount of variance in the independent variables collaborative teachers and effective school leadership can be explained by the differences in the dependent variable's values. Independent sample t-tests were used to compare the response rates of instructors and pupils. Pearson correlation coefficient analysis was used to examine the relationship between family–community bonds and trustworthiness. The collaborative teacher's variable significantly correlates with the teacher's rigorous instruction variable. However, there is no conclusive correlation between effective school leadership and rigorous instruction. There is a discernible gap between the response variables of teachers and students. However, there is a reasonably strong connection among the variable of the strong family–community ties and the variable of trust. According to the results, there is a favourable relationship between the study's independent and dependent variables, indicating that, to a large extent, the performance of learners is brought about by various factors explored in the research.

Keywords: school leadership, rigorous instruction, collaborative teachers, strong family community ties, trust

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Chapter 1: Introduction

Leadership in institutions and organizations can be viewed from many different angles, and it is a widespread issue for research in the field of education (Karadağ et al., 2015). However, few studies have explored how school leadership, collaborative teachers' effects on rigorous instruction, and correlation with strong family–community ties and trust among students, parents, teachers, and principals in New York City (NYC). Successful educational leadership can play an essential role in fostering teaching and learning (Gates et al., 2014). This research hypothesizes that professional collaborative activities among teachers might positively affect student achievement (Mora-Ruano et al., 2019). In addition, strong family–community ties and trust among students, parents, teachers, and principals are key contributors to student achievement (NYC DOE School Survey, 2021).

One of the most important aspects of a student's life to be successful is their ability to society and others. Maslyak and Krivoruchko (2016) reviewed current approaches that educational leaders have implemented within their institutions to promote social development among students. The significant role instructors play on a daily basis in educational institutions has been the subject of much investigation in recent years (Mora-Ruano et al., 2019). The cooperation of teachers is one of the factors often cited as being critical to the progress of a school and the individuals who attend it. Previous studies have demonstrated that teacher cooperation has a favourable impact on students' academic performance. (Goddard, 2010; Lara-Alecio et al., 2012; P. M. Reeves et al., 2017).

Trust is not always easy to build because it is based on relationships and prior experiences with similar situations or circumstances, yet it is a vital part of the Framework for Great Schools (Bryk, 2010). Seymour (2013) referred to "The African proverb, It takes a village

to raise a child" (p. 115), which expresses the sentiment that family–community ties are a vital part of the development of children. Much of what children initially learn is derived from their families' positive or negative interactions. Families not only provide children with the bare requirements like food, clothing, and shelter but also pass on cultural and educational values and assist them in adjusting to the possibilities and demands of society (Engle & Black, 2008). Interactions between parents and young children in the first years of a child's life assist the youngster in acquiring a sense of self-regulation and in integrating into patterns of their heritage and culture (Engle & Black, 2021).

Educational leaders such as principals have introduced different strategies within their institutions to promote educational development among students. In his research on how leadership affects student educational success, Dinham (2007) argued that educational leadership is one of the factors that influence how teachers handle students in class; he argued that if educational leadership within the institution is excellent, then there is no need to worry about student performance. The study entails how great educational leaders can promote student performance. I review the developed strategies to promote student educational development (Sarid, 2021).

Purpose of the Study

In this study, I address the following questions.

(1) What is the association of effective school leadership and collaborative teachers on rigorous instruction?

(2) Is there any difference in total response between teachers and students?

(3) Is there any correlation between the strong family–community ties score and trust score?

I aim to test the relationship between effective school leadership and collaborative teaching on rigorous instruction. In addition, I determined the difference between teachers' and students' response rates and the correlation between strong family–community ties and trust.

Description of the Terms

Table 1

The Key Elements of the Framework for Great Schools

Terms	Definitions
Rigorous Instruction	"Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills" (New York City [NYC] Department of Education, 2019, p. 8).
Collaborative Teachers	"Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement" (NYC Department of Education, 2019, p. 8).
Effective School Leadership	"Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement" (NYC Department of Education, 2019, p. 8).
Strong Family–Community Ties	"School leadership brings resources from the community into the school building by welcoming, encouraging, and developing

	partnerships with families, businesses, and community-based organizations" (NYC Department of Education, 2019, p. 8).
Trust	"Everyone works toward the shared goal of improving student outcomes, and preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other" (NYC Department of Education, 2019, p. 8).

Note. The above table describes the terms according to The Framework for Great Schools (NYC Department of Education, 2019, p. 8).

Rationale

A significant subject has been the focus of several studies on academic research leadership. Particularly, studies have focused on principals' school leadership stretching over many decades (Thomas, 2020); however, few have looked into how rigorous instruction affects student performance. School administrators have been given instructions that demand that rigorous instruction and teacher collaboration with co-workers, parents, students, and the community be addressed. The complexity of school administrator leadership demands further research to identify effective strategies for institutional success and academic excellence (Thomas, 2020).

This study focuses on the relationship between effective school administration and teacher collaboration. Strong principal leadership and trust between administrators and teachers are vital to fostering a culture of teacher cooperation in a school (Becker, 2022). The study investigated how strong school leadership affects teachers' programme coherence and peer collaboration to build trust among staff members, parents, and students, as well as the

significance of rigorous education for student growth. I aim to determine whether teacher collaboration in the classroom benefits student achievement (Mora-Ruano et al., 2019). Trust between learners, parents, teachers, and principals, as well as strong family–community ties, are essential factors in student accomplishment (NYC DOE School Survey, 2021). Leadership is regarded as providing an inspirational, distributive, creative, and collaborative role model for students, staff, parents, and the larger community through guidance and instruction (Young, 2013).

Effective school leadership can significantly affect teachers' and students' performance. Furthermore, rigorous education may help students grasp their assignments and be essential to their success. To improve student performance, it is vital to investigate various school leadership approaches, collaborative teaching practices, and rigorous instruction. This study employed a statistical methodology in an attempt to address the gap in principal leadership strategies that affect teachers' professional development and collaboration's impact on rigorous instruction. The experience of teachers was reflected in this study.

Overview of the Study

This study explores the effects of school leadership and collaborative teachers on rigorous instruction. There are five sections as follows: the introduction; the literature review; the methodology; the results of the research; and the discussion, implications, and conclusions.

Chapter one includes an overview of the research topic, rationale, study purpose, and key term definitions. The second chapter includes a literature review that summarizes prior research studies that inform this research, including those on good school leadership, rigorous instruction, collaborative teachers, and trust, and outlines the present research gaps.

Chapter three presents each research question's methodological design, data collection methods, and analysis procedures. Chapter four provides research findings from the study: effective school leadership does not affect rigour, but teacher collaboration does. Students and instructors responded differently. Trust and strong family–community ties have a modest positive correlation.

Chapter five discusses how effective school leadership, collaborative teachers, family–community ties and trust among stakeholders might be strengthened to enable rigorous education at all academic levels. It also expresses the shortcomings of the secondary data, geographical location, and leadership style.

Chapter 2: Literature Review

Effective School Leadership

Educational leadership is defined as the measures taken by school administrators that influence a school's success in terms of student achievement (Clifford & Ross, 2012; Reeves, 2006). Effective leadership produces outcomes that benefit both organizations and their employees, such as improved employee performance, employee job satisfaction, employee retention, and organizational commitment; nevertheless, many institutions, or even various departments within a single organization, have various perspectives on what constitutes effective leadership (Thomas, 2020). In addition, an organization's performance can be improved through the influence, and motivation leadership has on its members (Goolamally & Ahmad, 2014).

In the many decades since research on school leadership was first introduced, the function of the school principal has changed. In the early 1950s, numerous studies focused on personality and character traits; however, this concentration quickly proved insufficient, encouraging experts to emphasize the impact of leadership styles on various school leadership contexts (Thomas, 2020). In the past, the function of school leadership was defined and understood as hierarchical and based on roles (Kromydas, 2017). School administrators affect student achievement. Grissom et al. (2013, 2015) and Grissom and Loeb (2011) explored the characteristics of the correlations between school administration and student achievement. However, it is unlikely that school administrators will directly affect students' academic performance (Goddard et al., 2019). The school principal's leadership is essential for establishing a supportive atmosphere for faculty and students.

Furthermore, the structure established by the school principal's leadership for achieving shared objectives and purposes can either encourage or discourage faculty cooperation. In

addition to evaluating school success, setting high goals, and maintaining a clear and unified mission, principals also play a crucial role in professional development by giving it and taking part in it (Nettles & Herrington, 2007). When considering a school principal's leadership style, how the school operates and school enthusiasm are connected (Thomas, 2020). Additionally, according to Patronis (2010), school leadership should not be limited to a formal position and should instead emphasize the leader's abilities rather than the function they play (Smylie, 2010). Leaders can affect change at the student level through the support of instructors (Goddard et al., 2019). According to Chicago Public Schools, schools must structure their planning for school development based on five important supports, including effective school administration; family and community participation; a student-centred, safe, and supportive educational atmosphere; a professional community; and high-quality instruction (Newmann et al., 2001, p. 298).

Inclusive Leadership

Leadership is the primary driver in terms of organizational transformation and a significant element of the workplace atmosphere. Leaders that exhibit inclusive leadership traits encourage equity in input and performance for all co-workers (Hollander, 2012). According to Hollander (2009), inclusive leaders guarantee that staff members have access to crucial organizational resources that enable them to implement new ideas (Afsar et al., 2014; Basu & Green, 1997; Scott & Bruce, 1994). Inclusive leadership encourages employees' thoughts and opinions by fostering self-respect and self-significance (Carmeli et al., 2010; Shamir & Howell, 2000).

Having said that, (Carmeli et al., 2010) described inclusive leaders as "leaders who exhibit visibility, accessibility, and availability in their interactions with followers" (2010, p. 250). Leader inclusivity refers to efforts made by leaders so others whose perspectives and

viewpoints would not commonly be recognized can be included in the decision-making and discussion processes. (Edmondson, 2004; Nembhard & Edmondson, 2006). Throughout the process, inclusive leadership shows accessibility to workers by working with them rather than dictating to them (Janakiraman, 2011; Ryan, 2006). This inspires them to develop, promote, and implement innovative thinking (Altunoğlu & Gürel, 2015; Carmeli et al., 2010; Sanders et al., 2010). Inclusive leaders strongly emphasize inclusive processes in which they make an effort to ensure employee engagement while paying close attention to their suggestions to enhance the work process (Quinns et al., 2006). Employees experience the accessibility of inclusive leaders in their quality relationship with them.

Leaders who exhibit accessibility are inclusive and allow staff members to choose their work activities. Staff consequently feel highly empowered by inclusive leadership, which inspires them and aids them in successfully developing practical ideas, promoting them, and putting them into practice for valuable benefits (Javed et al., 2019). According to Carmeli et al. (2010) and Choi et al. (2015), inclusive leaders show concern for their staff's goals, aspirations, and feelings. Inclusive leaders accept responsibility for outcomes, and during the innovation process, even if the new ideas fail, they protect employees.

Accepting responsibility is one of the distinctive ways inclusive leaders help their co-workers (Hollander, 2012). Employees who work for inclusive leaders are respected and encouraged to take on complex and challenging goals. They are also shown appreciation for their contributions and efforts in achieving those specific goals, and they respond quickly and favourably to their staff members' needs (Javed et al., 2019). As a result, they are ready to offer support. Mainly, inclusive leaders engage staff members in their goals and vision and consider their suggestions. Inclusive leaders must increase trustworthiness, offer emotional support, and

demonstrate their moral character and objectivity through action (Hollander, 2012; Nembhard & Edmondson, 2006; Ryan, 2006). Last, inclusive leaders foster optimism and positive emotions among their team members (Hollander, 2009), inspiring people to engage in their creative work (Carmeli et al., 2010; Lin & Liu, 2012).

Instructional Leadership

According to a meta-analysis of previous studies, instructional administration is a robust and quantitatively relevant indicator of pupil accomplishment, and it appears that principals' instructional leadership is mainly responsible for these effects (Robinson et al., 2008; Witziers et al., 2003). Leithwood et al. (2004) stated that the administrators' influence on a student's academic achievement ranks just below that of teaching. According to these authors, notwithstanding how they are described, administrators have a key impact on student achievement by determining the institution's goals and by inspiring teachers to pursue those goals.

As a more precise concept than that which is supplied, instructional leadership may be characterized as placing emphasis on the advancement of curricula and teaching from the perspective of the administrator (Leithwood et al., 2004). Robinson et al. (2008) identified five aspects of instructional leadership: (a) setting goals, (b) managing and evaluating teaching style, (c) promoting instructor knowledge acquisition, (d) allocating resources, and (e) creating a relaxing and encouraging atmosphere.

Characteristics of instructional leadership include establishing rigorous criteria for both classroom instruction and student performance; having an understanding of successful syllabus planning, classroom teaching, and evaluation; having knowledge of the methods used in the classroom; providing assistance and direction to educators; and fostering an atmosphere in which

educators are at ease having conversations about classroom teaching with the principal (Goddard et al., 2019). Focusing on the standard of the school climate and instructional methods is a significant way school administrators can affect student performance (Supovitz et al., 2010; Witziers et al., 2003). The school's instructional leadership is responsible for ensuring the school's goals and procedures are aligned with its purpose to foster an environment that fosters teaching and learning (Hallinger, 2003).

Program Coherence

Coherent educational programmes for students and staff are pursued over an extended period of time and are governed by the use of a standardized plan for the programme, teaching, evaluation, and atmosphere for studying (Newmann et al., 2001). There have been some overt and some covert proposals for better curricular, organizational, and policy consistency in education, but they fail to address three crucial issues. First, they do not discuss the coherence of the educational programme and how it might be a crucial school reform technique. Second, they do not offer a theoretical justification for why it could be reasonable to anticipate that remarkable instructional programme coherence will enhance student learning. Third, they do not describe how better coherence affects student learning (Newmann et al., 2001). Using a variety of instructional methodologies, the ability, preferences, or requirements of students should guide how instructors design the material, processes, or outcomes of their lessons (Goddard et al., 2019).

If efforts are not made to increase instructional programme coherence within schools, student achievement may not be improved. Competency is developed more efficiently through coherent training than incoherent learning (Newmann et al., 2001). Initiatives aimed at comprehensively reforming schools, particularly ones proposed by New American Schools

Development Corporation (1991), hint at concern for better school-level coherence. By demanding simultaneous change in several core organizational aspects, institutional assistance in curricula design, student grouping, workforce growth, and educational administration, these reforms aim to replace limited or piecemeal improvement attempts. This method of school improvement is becoming more and more popular.

Schools can create support in more or less cohesive ways, and all of the support may exist without a well-coordinated teaching programme (Newmann et al., 2001). Education, encouragement, work ambition, and school efficiency are examined; curriculum coherence means linking staff and student programmes, syllabuses, teaching, evaluation, and educational setting structure as long-term goals. The discourse, education, inspiration, work motivation, and educational efficiency inform instructional programme coherence. This would help academic success in the following ways: by assisting instructors in tackling school enhancement issues and by boosting students' abilities to learn and participate (Newmann et al., 2001).

Teacher Influence

The study suggests additional research after completing a meta-analysis of leadership studies on administrators' impact on the school environment and indirect administrative influences (Witziers et al., 2003). The importance of leaders in building an environment where teachers have common goals for moving forward as a team. Approaches like helping instructors' educational efforts in school administrators may benefit the overall culture (Goddard et al., 2019). A few studies have examined how rigorous education helps teachers learn (National Research Council, 2000). Studies have shown that learning happens when learners have opportunities for participation (Gentry et al., 2018). Heck and Hallinger (2014) discovered that

instructional-oriented leadership furthered students' math achievement through the leader's influence on the instructional culture of the school.

Ethics, or collective teaching methods in a school, may thus be affected by instructional leadership. Leadership involves encouraging teachers to develop, providing mechanisms and guidelines to facilitate their development, and ensuring organizational uniformity (Haiyan et al., 2017; Leithwood et al., 2010; Liu & Hallinger, 2018; Wang, 2016). Principals have the responsibility to inspire teachers and increase teacher efficacy (Thornton et al., 2020). Leaders need to understand what is happening in teachers' classrooms because this can significantly shape trust and overall school culture (Leithwood, 2005). Principals affect instructor effectiveness by expressing an inspirational growth goal, establishing rigorous but achievable objectives, defining benchmarks of instructor and child achievement, supporting instructor knowledge acquisition, and mentoring (Lukesh, 2022).

Collaborative Teachers

Collaboration improves teacher satisfaction and performance, which helps both schools and students. The advantages of collaboration for instructors include enhanced work output, satisfaction, enthusiasm, and persistence. The benefits of collaboration for schools, leaders, and teachers include enhanced decision-making, collective responsibility, more lasting change, increased leadership ability, instructional progress in teachers, and teacher retention (Becker, 2022).

This study said a person might communicate without being mocked or insulted if a helpful school climate supports courteous, caring relationships, collaboration, and personal well-being. For instance, Battistich et al. (1997) found that supporting and motivating children, emphasizing or highlighting socialization ideals, and promoting aid and collaboration were

connected with a pleasant classroom atmosphere and a higher desire to study in primary school. Judging classmates, disciplining, employing monetary motivation, and managing conduct are connected to the lowest performing primary school education settings (Battistich et al., 1997).

These behaviours were associated with an adverse classroom climate in middle school (Matsumura et al., 2008). Cooperative learning enhances teacher collaboration while fostering teamwork and leadership, which results in more education focused on the students' needs (Abdullah, 2001). According to Datnow et al. (2013), creating norms for productive teacher cooperation prepares instructors for collaborative work with student data. Many other terms are used to describe collaboration in academia, such as social capital, relational trust, learning communities, and collegial relationships (Barth, 2006; Bryk & Schneider, 2002; DuFour et al., 2008; Hord, 2008; Leana, 2011).

According to Sutcher et al. (2016), school principal leadership indirectly affects teacher job satisfaction and retention due to their role in fostering and sustaining school spirit and organizational focus. Many studies (Cherkowski, 2016; Cranston, 2009; DuFour et al., 2008; Gray, 2016) showed that sharing leadership and creating processes and standards for collaborative groups are crucial components of creating a collaborative culture. By establishing these structures, providing resources, exemplifying collaboration, cultivating relationships, and fostering trust among teachers, the principal plays a crucial part in fostering a collaborative culture in the classroom. To increase collaboration for student results, trust has emerged as the centrepiece of recent studies in successful schools (Hallam et al., 2015; Miesner et al., 2019; Tschannen-Moran & Gareis, 2015).

The more effective schools had a better academic engagement, which included group analysis and review of their educational approaches, a willingness to take calculated risks, and a

continuous improvement culture (Little, 1982). It has been demonstrated that the highest level of collaboration affects student achievement and school improvement. Leadership in the most effective schools guarantees a culture centred on teacher collaboration with a unique concern for education (DuFour et al., 2008).

The Ontario Ministry of Education describes collaborative professionalism as being when the entire organization unites with a focus on student accomplishment and the welfare of all stakeholders to exchange information, tactics, and experiences for school development (Hargreaves, 2019). Through this teamwork, teachers can solve complex problems, make better judgments, and broaden their knowledge and skill sets (Becker, 2022). According to Becker (2022), the suppression of concise reasoning and a lack of shared accountability may result from a lack of collaborative professionalism: “Collaboration may be strong or weak, effective or ineffectual, developing or mature, and undertaken one way or another” (p. 26). A collaborative culture raises the value of cooperation among teachers, students, and schools rather than simply bringing teachers into a room to engage in a discussion.

Cultural Awareness

Understanding cultural diversity is crucial because it enables people to view the world through various perspectives and removes preconceptions and personal biases. In curriculum planning strategies to educate students for university and professions, teachers must be aware of the cultural variety of the school community (Yasin, 2022). The National Center for Education Statistics (2013) argued that serving all pupils requires a multicultural worldview and syllabus. Outside-the-classroom events affect cultural and ethical formation. The moral growth of teenagers and college students has received much attention in the literature. The research defined

moral reasoning as the "process by which a person comes to a conclusion of what is the moral thing to do in a moral problem" (Jenney, 2010, p.21).

Focus on continuing this range of activities as an essential extracurricular activity. Part of the mission of the institute, based on holistic education, is to strengthen opportunities to support student development and student formation. Relationships through activities such as workshops on racial and cultural awareness and leadership continuing education for more student groups (Jenney, 2010). Collaboration becomes effective when it becomes an integral part of a school's culture for which members are held mutually accountable, and teachers work together to achieve shared objectives related to the goal of widespread access to education. (DuFour et al., 2008).

Building a collaborative culture is essential for teachers to go outside their comfort zone and become more interdependent with their colleagues to improve student outcomes (Becker, 2022). The more successful schools had higher academic engagement levels, including peer reviews and group analyses of their instructional strategies, a readiness to take measured risks, and a culture of continuous improvement (Little, 1982). Given the changes in education and the global environment, national leadership and standards bodies also perceive the need to transition to creative cultures (Becker, 2022).

Inclusive Classroom Instruction

A highly effective teacher implements goals that consider the needs of the students, lets the students set up the routines and procedures in the classroom, gets them to ask questions and participate in class discussions, lets them decide how to complete tasks, and has the students self-evaluate and keep track of their development in light of challenging instruction (U.S. Department of Education, 2018). Cognitive thinking standards are reflected in rigorous education (Elizabeth Gentry et al., 2018).

Innovation and Collective Responsibility

Rigorous classrooms put more emphasis on the students than on the teacher, providing the former with more ownership of their education (Elizabeth Gentry et al., 2018). According to two studies (Grubb & Oakes, 2007; Matusevich et al., 2009), providing a curriculum and instruction that are challenging inside the classroom is a crucial component of implementing rigour in schools. According to Lee and Smith (1996) and LoGerfo and Goddard (2008), shared commitment makes teachers feel accountable for the education and achievement of their students and upholds order in the entire school. In such a setting, organizations must now place a greater emphasis on innovation to succeed. In difficult situations, innovation is a key component of connecting technology advancements (Božic & Ozretic-Došen, 2015; Sanchez-Famoso et al., 2017; Wan et al., 2015).

Staff innovation occurs when they create, spread, and practise fresh concepts, which are essential elements of their quality of work life (Janssen, 2000). Staff may take a chance on innovation by coming up with ideas, many of which, if put into practice, could lead to organizational failure. New idea formulation and implementation can be risky endeavours, and because most innovations do not work out, success is not always guaranteed. They also note that innovative ideas could be disregarded because they are seen as offending. Therefore, employees need a psychologically safe work environment to take risks necessary for creative pursuits. They will become more comfortable pursuing innovation if they feel safe (Javed et al., 2019).

Peer Collaboration

According to the literature (Brand et al., 2003; Epstein, 1985; Gottfredson & Gottfredson, 1985), an ideal school setting includes an atmosphere of protection and trust among students in a pleasant and helpful school environment where they may work with their peers. The researcher

concentrated on explicit norms for pro-social respectfulness (Jackson & Davis, 2000). According to Shann (1999), when it comes to the level of respect and consideration that students have for one another, students between the ages of 12 and 14 engage in behaviours that are associated with a hostile learning environment, including swearing, disrupting class, and using offensive language.

In middle school, pairing friends in classwork was linked to caring and polite relationships and a favourable classroom atmosphere. Matsumura et al. (2008) noted that "research conducted in both elementary (Epstein, 1985; Fopiano & Haynes, 2001) and middle schools (Shann, 1999) has revealed that opportunities for students to engage in collaborative work with peers are associated with a positive classroom climate of caring and respect" (p. 296). The study encouraged having students collaborate on an issue, project, or item that will enhance analytical reasoning, self-reflection, co-construction of knowledge, social learning, or learning in a group (Yasin, 2022).

Quality of Professional Development

Opportunities for professional development are crucial for instructors to continuously improve their knowledge, abilities, and efficacy in lesson design and instructional techniques. According to Yasin (2022), collaborative instructors establish an integrated atmosphere in the class, encourage classmate cooperation, and participate in continuing individual advancement. Ekmekci et al. (2019) noted that "Teachers are the most important key players in students' educational outcomes" (p. 57). Professional advancement enables educators to apply what they have studied to other sections of their program because personnel at the same organization or units frequently interact in creating syllabuses, coursework, and evaluation standards (Birman et al., 2000).

Independently of their schools, professionally trained instructors were more adept at customizing teaching in respective classes (Dixon et al., 2014). Long-term projects help teachers gain insights through their encounters and assimilate novel information related to professional development events in comparison to brief, unrelated ones. Professionals collaborating on coordinated tasks with distinct aims generate goods and services of superior quality (Lawler, 1990; Wohlstetter et al., 1994).

Rigorous Instruction

Rigour involves a multi-thinking approach in which learning takes place through clear and comprehensive instruction (McGuinn, 2011). In this study, the researcher looked at how students' excellent conduct and interest in scholarly conversations are related to instructors' usage of rigorous teaching methodologies and attempts to establish a warm, interactive atmosphere for educational advancement. Rigorous education is also greatly influenced by teachers' expectations of their pupils (Matsumura et al., 2008). The quality of rigour pushes students to think critically.

Rigour does not, however, equate to students taking more challenging exams. According to the U.S. Department of Education (2018), the study describes instruction that pushes pupils to think in various ways. Educational leaders may build self-efficacy-boosting structures and environments that lead to better classroom instruction, higher student achievement, and long-lasting organizational changes (Thornton et al., 2020). The federal government significantly affected rigorous instruction (Neave, 1994; Osborne, 1993; U.S. Department of Education, 2018; Zhao, 2009).

Instruction Is Customized

The interaction and contribution of these aspects of instructional practice to students' learning and well-being have, however, been the subject of relatively little research. The rigour of class discussions, academic assignments, and the expectations set for the quality of students' work determined instructional quality (Matsumura et al., 2008). Rigour is comprised of many levels of thought that lead to various teaching methods (Church, 1996). Perception, leadership, and idea sharing affect education and career success (Yucel, 2003). Thus most instructors design lessons for challenging instruction (Daggett & Nussbaum, 2006).

Teachers are in charge of providing rigorous teaching in the classroom (Wright & Choi, 2006). Teachers' primary responsibility is to execute various strategies to achieve desired learning outcomes. Teacher self-efficacy in instruction refers to the teachers' confidence in their ability to apply various instructional strategies, and self-confidence affects how well a teacher performs in the classroom (Lukesh, 2022). According to Neugebauer et al. (2019) and Tschannen-Moran et al. (1998), teachers' self-efficacy, or their perception of their teaching competence, is a crucial factor that helps determine the efficacy of teaching.

Therefore, social connections that foster good instructional self-efficacy can be identified, meaning how educational systems and institutions might strengthen educators' recognized competency and, thus, by extension, their teaching effectiveness. The quality of instruction seems to improve as teachers become more confident that their efforts are having a favourable effect on students (Lukesh, 2022). Teachers who believe they are more effective are more likely to use interactive classroom instruction and supportive behaviours that are more receptive to new methodologies (Neugebauer et al., 2019). Teachers have the opportunity to boost their self-

efficacy and influence student accomplishment further when they are willing to modify and adapt various classroom instructional practices (Lukesh, 2022).

Inclusive, Motivating, and Aligned With the Common Core

According to (Battistich et al., 1997), a perception of a school as a community was connected with greater enthusiasm for learning, a focus on academic accomplishment and an inner drive to learn and to improve one's capacity for literacy comprehension, notably of the most impoverished primary-level students. Additionally, Brand et al. (2003) discovered that aspects of the middle school climate, such as students' dedication to their studies, teachers' support, satisfying peer relationships, and innovative teaching methods, were linked to improved academic achievement.

According to various studies, the atmosphere pervades the instructional space. Moreover, it seems that there could be consequences in the foreseeable future in the case of the mental well-being of students. Mental well-being is a factor in students' overall performance in their educational endeavours (Matsumura et al., 2008). Coherence in the educational programme may also foster students' motivation. According to studies on motivation, students are more motivated to adopt knowledge throughout classroom affairs, within groups, and over the school year (Newmann, 1981; Pittman, 1998).

Common Core Shifts in Literacy and Math

The Common Core Learning Standards offer recommendations for mathematical teaching so students can demonstrate the understanding, skills, and techniques pupils need to resolve complex mathematical challenges (Yasin, 2022). Various research in primary and intermediate schools shows that rigorous education enables students to engage in academically meaningful group debates in which instructors and learners elaborate on one another's insights

and offer proof of their views on mathematics and reading comprehension (Matsumura et al., 2008).

For instance, Brand et al. (2003) studied how the teacher facilitates explicit norms and objectives, student dedication and accomplishment, collaborative learning, punitive severity, class participation in strategic planning, educational novelty and significance, multicultural heterogeneity, and security concerns in middle schools. When it comes to mathematics, rigorous instruction is also defined by students working on complex problems that encourage them to connect various mathematical concepts and representations of these concepts during a class (Matsumura et al., 2008).

Regarding the understanding of written material, children that participate in rigorous teaching are exposed to a variety of literature and diverse thoughts, which serve as the foundation for writing and debate. This encourages pupils to participate in tasks that call for their involvement to develop significance extending beyond the content displayed on the paper (Beck et al., 1997; Snow, 2002). In addition, using textual material to bolster student responses is encouraged.

The ability to study literature in greater depth and even consider the more significant themes and meaning of a literary work is deepened by such an exercise (Matsumura et al., 2008). If students study in environments where all of their educators consistently support reading proficiency, rigorous teaching provides learners with complex literature with worthwhile themes and tasks that challenge students to develop significantly further than the paper (Newmann et al., 2001).

Course Clarity and Quality of Student Discussion

According to the findings, the degree of emotive quality in the classroom is crucial to students' learning, and the ideal learning environment would strike a balance between a supportive classroom atmosphere and academic demands (Matsumura et al., 2008). They taught environmental connections class and pupil engagement in cities' secondary schools. The topic of concentration for this research is the connection among various methods of classroom instruction related to rigorous intellectual content being covered in class and regarding the instructors' work to provide a productive atmosphere for academic growth. It further considers the manner in which pupils interact with one another in addition to the quantity and quality of their contributions (Matsumura et al., 2008).

Examining certain instructional practices in light of their relationships, the importance of some pupil actions cannot be overstated in the process of creating solutions and polices. For the purpose of continuing education and tutoring for prospective educators, it has the potential to make the atmosphere in the class more conducive to learning for children and teens (Matsumura et al., 2008). Teachers help students strengthen their analytical skills by demonstrating these procedures and giving them the chance to respond to progressively difficult issues in class discussions and written assignments (Goldenberg, 1992; Snow, 2002). I defined the quality of the classroom environment by the degree of respect, and consideration teachers showed their students during class discussions and activities, the availability of collaborative work opportunities for students, and the presence of classroom rules for polite, considerate conduct (Matsumura et al., 2008).

Student Achievement

This teaching strategy enables students to take ownership of their learning, create learning plans, build comprehension, and evaluate what they have learned (Yasin, 2022). To adapt and learn, students must engage with their surroundings and prior experiences (Dewey, 1938). According to the NYC Department of Education's Framework for Great Schools (Yasin, 2022), rigorous instruction is customized, inclusive, inspiring, and connected to the Common Core, and it involves placing students in intellectually demanding learning activities. To prepare students for college and the professions, academic rigour is a crucial element of their academic experience (Boser & Rosenthal, 2012; Wagner, 2008). Implementing rigorous instruction in a problem-based educational environment increases student knowledge retention, fosters conceptual comprehension, and improves test scores.

Students are adopting a self-directed active learning strategy to build higher-order thinking, researching, and skills to succeed in a quickly changing environment rather than only remembering facts and concepts that the teachers have supplied. As a result, students develop critical reasoning abilities and a sense of ownership over their work as they better comprehend the material at hand and perform better on academic assessments (Yasin, 2022). A wealth of research supports the claim that students can achieve higher accomplishments through collaborative learning with their classmates, particularly in mathematics (Yasin, 2022). Through collaborative learning, students may relate to one another, share their experiences, and reflect on what they have learned. In this type of learning, students gain knowledge, develop skills, and provide feedback on one another's work (Chiu, 2004). Student achievement increases when curriculum, instruction, and special programmes are aligned (Newmann et al., 2001).

Strong Family–Community Ties

Voluntary social work is one of the best ways to engage children for optimum interpersonal growth in ethics, social duty, personality, and principles (Jenney, 2010). Dewey (1938) said that education needs to be more community-focused to be effective. In essence, it is more active than passive. Teachers need to guide students through the learning process as they grow and develop mentally, physically, emotionally, and socially. The school's administrators build alliances with groups to host family events and concerts while inviting the local community to attend (Lazar, 2011). The concept of social networks illuminates the reasons behind families' involvement in or absence from a school. These social networks can serve as channels of communication that help people identify the people and resources they need. They enable families to assist one another, exchange knowledge, and influence one another's perspectives. People are more inclined to be involved in schools with friendly contacts (Sheldon, 2002).

Familial networks could serve as a valuable resource for educators and institutions. These networks allow parents to exchange information about events in the school or community, find resources for their children, and learn from others. In times of need, communities can offer parents emotional support. Additionally, families who developed relationships with instructors and other parents were more inclined to communicate with their children about school and had access to information about education (Lazar, 2011).

Useem (1992) discovered that parents who had recognized or integrated into even informal family networks understood more about school tracking procedures than people who had not linked with these networks in middle school. Parents who establish and maintain relationships with other family members regularly or casually use these relationships as

resources for knowledge, guidance, and support. These networks might encourage parents to become more involved in their children's education (Sheldon, 2002).

Parent Involvement in School

Research generally demonstrates that parental involvement is frequently linked to children's academic success; however, it may not be the direct cause. According to Stevenson and Baker (1987), parents who participate in school-related parental activities demonstrate to their children the value and importance of education. In addition, it has been demonstrated that parental involvement at home and in school raises student success and fosters favourable attitudes about education (Ho Sui-Chu & Willms, 1996). Many authors provide detailed explanations of parental engagement. According to Grolnick et al. (1997), parental participation is the sum of the resources parents provide to raise their offspring. Others described parental engagement more precisely (Epstein & Dauber, 1991). They categorized participation into two groups: involvement at home and involvement at school.

Parental involvement in a school is referred to as school involvement, and it involves participating in school-related activities, including conferences, meetings, classroom volunteering, and supervising field activities (Epstein & Dauber, 1991). Parent-child interactions involving school-related and educational activities focus on parental involvement at home. This kind of activity demonstrates parental investment in their child's education. Being involved in the school includes contacting the school when parents need meetings to address discipline issues, poor performance, or other issues (Walberg, 1984). The parents' involvement and investment in their children's education at home assist children in learning and growing (Fehrman et al., 1987).

Likewise, during children's transition of kids into and out of middle school, the classroom atmosphere and the connections between the teacher and pupils are essential. Students generally report a greater sense of anonymity with their teachers at this level of schooling and perceive them as less friendly and supportive in comparison to their teachers in elementary school (Davis, 2006; Feldlaufer et al., 1988; Lynch & Cicchetti, 1997; Midgley et al., 1989). Students who perceive their middle school teachers as supportive, however, tend to report enhanced motivation to learn (Davis et al., 2003) and to receive higher grades (Davis, 2001; Davis et al., 2003).

Many instructors struggle to comprehend why certain parents take an active role in their child's schooling, whereas others do not (Sheldon, 2002). These instructors fail to acknowledge how certain factors disadvantage some parents while favouring others (Bourdieu, 1977). Additionally, parents frequently view parental engagement differently than school administrators and instructors. Parents often see the school as their child's only educator, although the institution prefers to work with parents as co-teachers (Comer & Haynes, 1991).

Unfortunately, the school does not often clarify this to parents, which leads to misunderstandings about each party's behaviour (Lazar, 2011). Children learn best when schools and families collaborate because both have significant developmental influences on them (Comer & Haynes, 1991). Numerous criteria have been used to characterize the classroom climate's quality or the extent to which students feel connected and supported (Brand et al., 2003; Trickett & Moos, 1973; Trickett & Quinlan, 1979). Students benefit when schools and families collaborate because both significantly impact how they develop (Comer & Haynes, 1991).

Families give children the social, cultural, and emotional support they require to succeed in school. When parents and schools do not engage with one another and communicate, the

school's culture is not sensitive to the family's culture (Lazar, 2011). According to McGrath and Kuriloff (1999), parental participation results from how accommodating involved parents are to other parents. Others feel included, welcome, and willing to participate when parents are actively involved. According to Epstein and Dauber (1991), when parents were actively involved in their children's schools, student performance tended to improve, and school initiatives were strengthened.

Parental involvement in a child's school may result in more home conversations about school, even though the causal relationship has not been shown. These discussions enhance students' attitudes toward education (Epstein, 1986). When parents are involved in the academic lives of their children at home, more significant gains in reading and writing have also been found (Epstein & Dauber, 1991). But despite overwhelming evidence that parental involvement at home can help a student succeed in school, this involvement may not be the primary factor in improved student accomplishment (Lazar, 2011).

Trust

According to multiple studies (Bryk & Schneider, 2002; DuFour & Eaker, 1998; Gray & Summers, 2015; Hoy & Tschannen-Moran, 1999), trust is a significant component in developing the relationships required for effective schools. (Bryk and Schneider (2002) studied relational trust and highlighted the importance of relationships in schools and people being aware of the responsibilities and expectations of their jobs. Relationship trust grows when those who play these roles fulfill their expectations through their behaviour. Several qualities or attributes that contribute to trust, such as goodness, honesty, openness, reliability, and competence, are listed in Tschannen-Moran (2014). Moran's definition of trust is that the first responsibility of any leader is to inspire trust.

Competence and character are the two attributes that combine to generate trust, which is confidence (Covey, 2019). There is a correlation between an improvement in relational trust, changes in work life, and improvements in academic performance (Becker, 2022). Relational trust can be broken down into four categories: respect, personal consideration, competence, and trustworthiness (Bryk & Schneider, 2003). In their research at three Texas elementary schools, Hughes and Kwok (2007) studied the effects of parent-teacher connections and student-teacher relationships on students' academic performance. They discovered that students' academic achievement levels were about 30% higher in environments with favourable parent–teacher and student–teacher connections than in environments with primarily negative interactions.

Social inclusion influences students' feelings of acceptability and belonging to the campus community. Students who experience a high feeling of belonging and who integrate socially with classmates and professors are often more likely to progress and flourish intellectually and emotionally (Kuh et al., 1991). Psychosocial abilities grow in pupils more connected to the institution's social system (Hagedorn et al., 1999). Diversity introduces and grows scholarly specialties, enhancing educational learning with extracurricular activities and fostering classroom instruction with diverse classmates. Inclusion occurs when pupils recognize links across different perspectives and then employ that knowledge in other circumstances to tackle complicated issues (Jenney, 2010). Respect means being truthful, listening to people, and considering their points of view.

According to Bryk and Schneider (2003), personal esteem is the willingness of members of the school community to extend themselves beyond the formal restrictions of their job definition or union contract. For instance, the principal's approachable personality and desire to communicate with teachers and parents helped foster a sense of community. The third factor,

competence, is crucial regarding role obligations because parents rely on teachers' and principals' expertise and professional ethics to ensure their children are cared for and learning. The fourth component of relationship trust is integrity: notwithstanding potential disputes within the school community, the institution must demonstrate that the welfare and education of the students come first (Bryk & Schneider, 2003). When the trust was lacking in schools, disagreements developed between diverse groups over unimportant issues, such as arranging promotion ceremonies.

In contrast, the necessary social interactions and community formed where trust existed. Teachers and parents interacted more frequently at schools where there was evidence of relational trust, and both parties were prepared to accommodate one another for the children (Lazar, 2011). In Chicago Public Schools, relational trust led to improved decision-making, encouragement of taking risks, and staff interdependence and shared responsibility for meeting the needs of all students (Bryk & Schneider, 2002). However, any discussion of trust cannot be predicated on the idea that when teachers and administrators seek to foster trust, trust levels in a school will always remain high. There is always a chance that people will not trust schools or their particular aspects, which could have an adverse effect (Louis, 2006).

Parent–Principal Trust

The school's administrators and instructors viewed parents as allies and assets. If staff had not had strong bonds with parents, the school would not have learned crucial information about the students (Lazar, 2011). The willingness of parents to participate in the school community was greatly influenced by relational trust (Bryk & Schneider, 2003). According to Becker (2022), a low trust environment can result in a significant barrier to school change, ineffective communication, a decrease in the improvement of teachers' skills or students'

academic performance, and difficulty making decisions. Furthermore, when there is a strong level of trust inside a school, necessary change and reform are implemented with far more success.

The advantages of high levels of trust also include a more positive learning environment, enhanced perceptions and morale of staff, and more effective collaboration, which improves teacher effectiveness (Bryk & Schneider, 2003; Dirks & Ferrin, 2002; Flood & Angelle, 2017; Cranston, 2011; Louis, 2007; Tschannen-Moran, 2001). Parents have confidence that the school will go above and beyond to assist their offspring. Teachers requested parental participation in various ways, such as reading aloud to children, assisting in the classroom, escorting students on field trips, and attending conferences and school meetings (Lazar, 2011). Overall, the principal's leadership plays a critical role in influencing teaching and learning through their impact on teachers' practices, interactions, and willingness to participate in school-wide decision-making. How instructors feel they can perform and meet standards can be influenced by principals (Thornton et al., 2020).

Parent–Teacher Trust

Parents do not want to mingle with others and form networks involving the school in settings where parents and teachers have a poor relationship. Because of their reliance on their internal operating systems and lack of attention to people, schools may not recognize the value of recognizing the accomplishments of their students (Habermas, 1987; Sergiovanni, 2000). Additionally, rather than interacting more directly, teachers become involved in the institutional management of schools. They frequently do not welcome parents into the classroom because they may lose their jobs if they participate in activities that are usually the teacher's responsibility (Epstein, 1986). They rely primarily on the organizational and operational

structures of the school and, as a result, frequently restrict parents from being present in the classroom.

Parents are more likely to interact with their children at home, interact with the school, and have a favourable opinion of instructors when parents are regularly involved in the teaching process. Parents frequently feel as though they need assistance in figuring out how to effectively contribute to their children's education (Lazar, 2011). According to Epstein and Dauber (1991), numerous factors are involved in instructors' perspectives and family engagement levels. They discovered that professors tended to participate in the kinds of activities that the institution encouraged. Teachers were more likely to participate in parent-involved events when doing so was part of the school's culture. It is also clear that compared to middle and high school teachers, elementary school teachers had higher rates of parental participation and more robust programmes for it.

The authors did discover a variation among the elementary grades, however. Instructors in lower elementary grades were likelier than higher primary school teachers to promote family involvement in the classroom. Compared to teachers who had been at the school for a more extended time, new teachers unfamiliar with the culture were also more likely to have higher levels of parental involvement in their classrooms (Epstein & Dauber, 1991). Teachers who share this perspective frequently promote parent-school communication and believe that schools and families share responsibility for their students– education. In structuring their teaching practices, teachers frequently prioritize one of these perspectives over the other (Lazar, 2011).

Student–Teacher Trust

Student–teacher relationships can be affected positively or negatively by an encounter and communication between a teacher or other school staff members that provide an educational

experience. According to Tschannen-Moran (2014), trust involves exposing yourself because you believe the other person is benign, truthful, transparent, dependable, and capable. If the student-teacher relationship benefits the student, it should encourage the student to be responsible for their actions and academic performance (Pianta & Allen, 2018). Spilt et al. (2011) suggested that when instructors feel they have had a beneficial impact on students' lives, they receive internal rewards. Relationships with pupils are thought to make a teacher's career more fulfilling. They also enhance the teacher's general health and well-being (Spilt & Koomen, 2009).

Teachers rank second in importance to parents or guardians as the most influential adults in a child's life. This is the outcome of a child's time in school or an early childhood development program (Oren & Jones, 2009). Internalization can occur more efficiently when there is social interaction between students and teachers in the classroom (Yasin, 2022). According to research, a teacher's emotional health, stress level, and degree of job satisfaction can significantly affect how they engage with pupils. The teacher's stress level, emotional state, and work environment may eventually result in a breach in the students' instruction and relationship with their teacher if support is not provided (Sandilos et al., 2018).

Mutual trust is the first of the qualities of a healthy student-teacher relationship. Both parties show affection and care for each other, and the learner feels secure (Johnson & Jordan, 2021). Higher achieving schools, student learning, and high-quality education are all associated with effective relationships. The well-being of teachers and students in the classroom depends on healthy connections, which also contribute to a productive learning environment (Thornton et al., 2020). In a relationship in which the instructor and students get along well, the teacher values the

students' welfare, offers extra help when necessary, and listens to what they want to discuss (Lukesh, 2022).

Teacher–Principal Trust

Increased trust and more productive collaboration have been linked to positive school cultures. The partnership between the principal and teachers increases trust, and as trust grows, so does the effectiveness of collaboration (Tschannen-Moran & Hoy, 2000). Teachers and school administrators work together to develop instructional modules and units, explore different things, and integrate teaching across grade levels to enhance instruction and meet the needs of all students (. Bryk & Schneider, 2002). The collaboration process in a professional learning community between teachers and educators calls for protocols, adjustments, and trust building to encourage training and teamwork to resolve issues and evaluate performance (McDonald et al., 2003; Meier, 2002; Young, 2007).

Additionally, school administrators should offer various learning opportunities, including books, lectures by experts, visits to exemplary programmes, and other professional experiences. With the help of these potential solutions, teachers would be better equipped to work with their students to raise classroom performance standards (Yasin, 2022). Teachers and administrators need to seek parental participation (Lazar, 2011). Teachers frequently imitate their principals' leadership style. If they understand that their principal does not interact with parents, they do not feel a need to either.

Parents are essential and should be included, and if school administrators promote the idea that all instructors should engage in parent outreach, this idea will permeate the entire school community. The principal sets the culture in schools. Principals are also the ones who decide whether teachers will incorporate parents into their classrooms. A person's intention is

what they want to achieve through their remarks and acts. A principal's goal immediately affects the school (Sanderson, 2005).

Parents are excluded when teachers discredit parents and do not think they are working collaboratively with them (Epstein & Dauber, 1991). A school culture that is essential to increasing teacher collaboration cannot be cultivated without the principal's leadership (Becker, 2022). Administrators can foster a climate in their schools that encourages the development of trust between instructors and others as well as among teachers (Burke et al., 2007; Gray & Summers, 2015; Tarter et al., 1989). Teachers are encouraged to trust the principal when the principal creates a supportive corporate culture. This climate is present when instructors feel appreciated, they are involved in decision-making, and their relationships are valued.

The principal's capacity to have critical discussions with teachers is also related to the presence of a climate of trust. Principals exhibit specific qualities that foster teacher trust and contribute to developing a trust-based culture inside the school. These qualities include sincerity, competence, reliability, and authenticity (Flood & Angelle, 2017; Hallam et al., 2015; Hoy & Kupersmith, 1984). The skills involved in instructional leadership incorporates overlap with those involved in the principal's leadership of teachers (Leithwood et al., 2010; Liu & Hallinger, 2018). The principal's leadership is also acknowledged as a significant contributor to student accomplishment, although it is less clear how this leadership is felt and demonstrated by teachers in the classroom (Wahlstrom & Louis, 2008).

Principals can help create trusting environments in their schools by demonstrating responsible conduct, offering support, and sharing decision-making (Becker, 2022). A strong partnership enables administrators and teachers to work together and allows staff members to engage in school decisions (Lukesh, 2022). When a principal shares decision-making, it

produces an effective balance of authority and improved teacher attitudes (Price, 2012). Principals hold a crucial position in the teacher leadership equation and are at the center of the work redesign necessary to implement shared leadership in classrooms (Murphy et al., 2009). Trust between teachers and administrative leaders is the foundation of equitable leadership activity; interpersonal relationships are the essence of leadership (Murphy et al., 2009).

Teacher–Teacher Trust

Teacher–teacher trust is crucial to creating this culture and, more significantly, determining the success of the collaboration that occurs (Tarter et al., 1989; Tschannen-Moran & Hoy, 2000). The one aspect of teacher–teacher trust most frequently cited in school was compassion. Generosity also supported new instructors and included professional and interpersonal compassion (Becker, 2022). Additionally, instructors' discussions are more genuine when they trust one another. Teachers build relationships when they feel more at ease being open and vulnerable in exchanging concepts, methods, and student work as well as in having challenging discussions about addressing the needs of all students (Bryk & Schneider, 2002; Hoffman et al., 1994; Tschannen-Moran, 2001).

Becker (2022) noted that benevolence was the foundation of trust and culture at Brookside. As a result, other aspects of trust among teachers, such as honesty and integrity; sincerity when sharing teaching strategies, student assessment data, and personal information; and dependability in upholding professional obligations, were taken for granted. Teachers' work is given more meaning when it is connected to shared goals and strategies pursued over a long period, boosting their motivation and dedication to accomplishing objectives. The utilization of technical resources and skills by staff is enhanced by activity coordination. For instance, if teachers and students within the same grade level share their knowledge on the most effective

methods to use collaborative learning to study mathematical estimating, then each teacher will have the opportunity to improve their students' proficiency in this area (Newmann et al., 2001).

Human resources, such as willingness to take the initiative, respect for colleagues' opinions, and openness to change, help create the supportive environment required for teacher cooperation and institutional improvement (Becker, 2022). The continuous organizational emphasis should be on team consensus in pursuing explicit and unambiguous objectives, such as increasingly demanding class standards, integrated syllabuses, teacher cooperation, group accountability for attaining objectives, and encouraging high standards for all staff and students. One of the advantages of cooperation is teachers' confidence in their ability to influence students' learning, which is further linked to teacher leadership and trust (Blase & Blase, 1999; Flood & Angelle, 2017; Wahlstrom & Louis, 2008).

According to Hargreaves and O'Connor (2017) and Roy and Hord (2006), teacher leadership in schools has been associated with collaboration among teachers that fosters trust. The policies, practices, and supports are made accessible to encourage teachers to collaborate to solve problems and decide on solutions to enable school success. It is crucial to include structures and methods to direct discussions on teacher practice and student work when teachers have formed amicable connections and friendships. Teacher collaboration includes sharing and interdependence, which is not possible without trust (Becker, 2022).

A high level of teacher trust has numerous benefits, including encouraging better collaboration, strengthening teachers' perceptions of their power to change the world, and developing more effective dispute resolution techniques (Tschannen-Moran, 2014). Trust positively affects collaboration among teachers in various ways, including making it easier to admit when you need help and feeling comfortable with discussing strategies and sharing

information about the academic progress of students (Becker, 2022). Effective teachers value cooperation, involvement in one another's work, and professional exchange in the form of peer observations and comments, attending conferences together, exchanging teaching materials, and working together to set shared standards, evaluate student achievement, and track the evolution of students' learning (Lukesh, 2022).

Summary

This literature study aimed to gather comprehensive data and information about school leadership and the impact of collaborative teaching on rigorous instruction that helps improve student outcomes, school improvement, and community participation. A significant amount of evidence shows that collaborative teachers and school leadership benefit students' performance in the classroom. Effective school leadership, however, entails improving not only the academic performance of students and the school but also the school environment as a whole, encompassing teachers, parents, students, and the wider community.

Numerous instructors discussed the leadership qualities and attitudes connected to student achievement. Each leadership behaviour and style affects classroom management and student activities differently. Inclusive leadership encourages staff to support innovative ideas and their consequences. Using a clear plan and the available resources, instructional leadership focuses on curriculum and instruction from the administrator to the student. School standards and student-centred instructional leadership facilitate teacher and student performance. Additionally, programme consistency improves student engagement and fosters engaged learning.

Additionally, many studies have considered teacher collaboration. Based on the literature, collaborative teaching styles and trust relationships connect to rigorous instruction that boosts academic improvement. High levels of trust are associated with tremendous student success and

school development. Trust among students, parents, and teachers significantly affect how well they get along with one another and the success of learning. Teachers' expectations of students are also influenced by intensive education. Different classroom education strategies influence student achievements. Students will be inspired to participate in activities that improve communication between the instructor, students, and the community when the classroom environment is inspiring and inclusive. To tackle complicated problems and improve analytical capacity, thorough education is needed in math and literacy. My study will offer direction to schools, teachers, students, and the community by establishing reasonable goals through strong leadership, teamwork, and rigorous instruction.

Chapter 3: Methodology

Methodological Design

The proposed research investigates the effects of school leadership and collaborative teachers on rigorous instruction. It uses secondary analysis to investigate new research questions using data (Heaton, 2008). Regardless of the type of data used, the primary objective is "to pursue interests distinct from those of the original work or apply alternative perspectives to the original question" (Hinds et al., 1997, cited in Carbone, 2021, p. 43). This study was performed using quantitative research methods. I used a publicly available data set from the 2019 NYC School Survey for students (NYC Department of Education, 2019a). This survey was obtained from 1,829 schools in NYC for school leaders to understand what key members of their school community think about the learning environment at their school.

In this research, effective school leadership concentrates on inclusive leadership, instructional leadership, programme coherence, and teacher influence. Team-based instructors concentrate on multicultural understanding and inclusive teaching practice, collaborative effort and creativity, stakeholder cooperation, the value of career advancement, and institutional dedication. Rigorous instruction concentrates on common core shifts in literacy, common core shifts in math, course clarity, and the quality of student discussion. Strong family–community ties concentrate on outreach to parents and parental involvement in school. Trust concentrates on parent–principal trust, parent-teacher trust, student-teacher trust, teacher–principal trust, and teacher–teacher trust (NYC Department of Education, 2019a).

Sample

Data were collected from 32 school districts consisting of 1,829 schools in NYC in 2019. Data were gathered from all students, parents, and teachers in grades 6–12 who participated in

the NYC School Survey. The data were collected by using the survey questionnaire from all students (n = 442,515), parents (n = 509,298), and teachers (n = 74,407).

The survey was confidential for parents/guardians and students and anonymously gathered for teachers. The teacher survey was administered exclusively online. For the parent/guardian survey, a package with surveys for all families was sent with a prepaid label to return it. Also, families could take the survey online. It was up to schools to choose online or offline survey strategies for students and parents or guardians. This study included a 4-, 5- and 9-point Likert scale to answer the survey questions (NYC Department of Education, 2019a).

Data Analysis

The data set (NYC Department of Education, 2019a) was procured for the data analysis. The researcher prepared the data for analysis by addressing the process of replacing the missing values. Therefore, the researcher used SPSS software to replace the 1,623 missing values before further analysis and used the series means as a method to replace the missing values of each variable. There are three statistical analyses used in this study: (a) an independent sample t-test, and (b) the Pearson correlation coefficient, (c) a multiple linear regression. First, I investigated the association of effective school leadership and collaborative teachers on rigorous instruction. Second I checked the differences between teachers' and students' response rate variables. Last, I investigated the correlation between the strong family–community ties score variable and the trust score variable.

Research Question 1

What is the association of effective school leadership and collaborative teachers on rigorous instruction?

To answer this first question, first, I used multiple regression analysis to predict new values for the dependent variable, rigorous instruction, given the independent variables, effective school leadership and teachers' collaboration. Second, I determined how much of the variation in the dependent variable is explained by the independent variables.

In the regression analysis, I checked the assumptions and requirements: (1) independence of observations, data accuracy, missing data, and outlier detection; (2) checking for normality; (3) testing for linearity; (4) checking for multicollinearity; (5) checking for unusual data points (Zach, 2021). Then, I followed the linear regression procedure by choosing the independent and dependent variables to run the statistical test, interpreting the results, and reporting them.

First, to determine whether the multiple regression model is a good fit for the data, I used analysis of variance (ANOVA) to will provide information about the model's fitness. Second, I developed an understanding of the coefficients of the regression model. These coefficients are helpful in understanding whether there is a linear relationship between the dependent variable and the independent variables. The P-values indicate whether those coefficients are significant. The β values show the weight of every independent variable on the dependent variable.

An ANOVA table summary provides R^2, which measures the proportion of variance in the dependent variable explained by the independent variable. The measure varies between 0% and 100%. As it approaches 100%, the model better predicts the dependent variable (Frost, 2017).

Research Question 2

Is there any difference in the total response between teachers and students?

To answer this question first, I performed comparison tests and the paired samples t-tests using SPSS. Then, I selected these two variables as the pair and performed the test. To check the

significant difference between these variables, I looked at the p-value. If the p-value was less than 0.05, I concluded a significant difference between the variables.

Research Question 3

Is there any correlation between the strong family–community ties score and trust score?

To answer this last question, I used Pearson product-moment correlation to determine the strength and direction of a linear relationship between two continuous variables using SPSS. First, I checked the data scale and ran bivariate correlations on strong family–community ties and trust score variables. I performed Pearson correlation analysis to calculate the correlation coefficients as these variables are scaled. The closer the correlation coefficient (r) is to zero, the weaker the association, and the closer it is to +1 or −1, the stronger the association. The output indicated the following: (a) if correlation coefficient > 0.5, there is a large correlation; (b) if $0.3 < r < 0.5$, there is a moderate correlation; (c) if $0.1 < r < 0.3$, there is a small correlation. The p-values indicate this correlation coefficient is significant. If the p-value is less than 0.05, the correlation coefficient is statistically significant, and if it will greater than 0.05, it is not significant (Minitab Blog Editor, 2015).

Chapter 4: Research Findings

Research Findings

In this chapter, the results are organized in relation to school leadership and collaborative teachers' effects on rigorous instruction, as well as the relationship between the strong family-community ties and trust at New York City schools:

Impact of Effective School Leadership and Collaborative Teachers Upon Rigorous Instruction

The below table 2 demonstrates the statistics of all the variables involved in this analysis.

Table 2

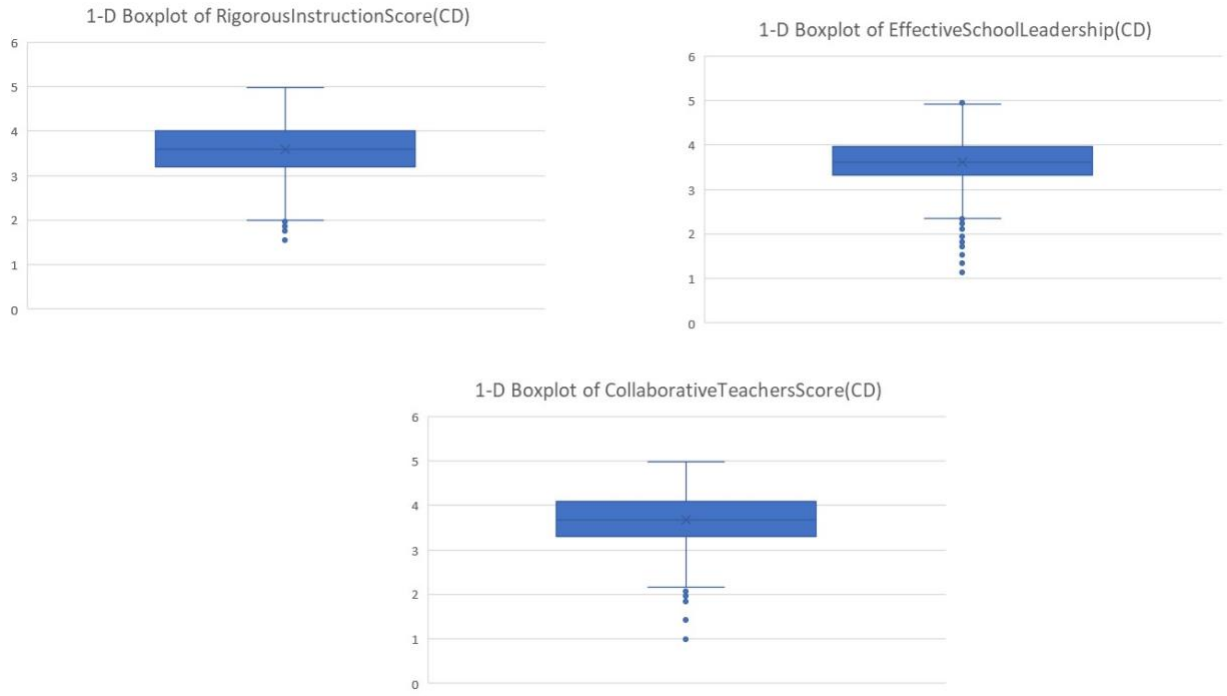
Descriptive Statistics of the Variables

	N	Range	Minimum	Maximum	Mean	Std. Error	Standard Deviation	Variance
Rigorous Instruction Score	1829	3.44	1.55	4.99	3.59	0.015	0.662	0.438
Effective School Leadership	1829	3.85	1.14	4.99	3.62	0.013	0.572	0.327
Collaborative Teachers Score	1829	3.99	1.00	4.99	3.67	0.014	0.615	0.378

Further, Figure 1 demonstrates the boxplot for all the variables and their possible outliers. The boxplots reveal that three variables have outliers; hence, they are not normally distributed. The outliers should be removed before any further analysis. However, that is beyond the scope of this study.

Figure 1

Boxplot of the Variables



In this study, NYC Department of Education (2019a) procured data for each teacher's collaborative and effective school leadership scores. Indeed, effective school leadership scores and rigorous instruction scores are not the only independent variables that could be used to predict the dependent variable. For example, approaches such as stepwise regression may assist

investigators in identifying control variables that are the most suggestive of the result variable (Freeman et al., 2007).

With these considerations in mind, I defined the following variables for each teacher: X_1 is the collaborative teachers' score, X_2 is the effective school leadership score, and Y is the rigorous instruction score. After analysis in SPSS, the following model was produced:

$$Y = 0.609 + 0.773*X_1 + 0.039*X_2$$

The estimated coefficients β in Table 3 below. It is important to note that in this regression, effective school leadership is not significant (p=0.176). This regression leads to the conclusion that there is no evidence that the collaborative teachers' score and effective school leadership score significantly affected the rigorous instruction scores when controlling for other variables.

Table 3

Estimates of the Multiple Linear Regression Model

Coefficient	Estimate	SE	P-value from t-test
Intercept (β_0)	.609	.068	<0.001
Collaborate teachers' score (β_1)	.773	.027	<0.001

These estimates can be interpreted as follows:

- The estimated intercept (β_0= .609) means the expected rigorous instruction score with a 0 collaborative teachers' score and an effective school leadership score of 0.609.

- The coefficient β_1= .773 means that the rigorous instruction score is increased by 0.773 points for each additional point on the collaborative teachers' score, holding all other variables constant.

Based on the results, there is sufficient evidence to conclude that effective school leadership does not significantly correlate with teachers' rigorous instruction scores. As a final model, this research proposes the following based on the analysis:

$Y = 0.609 + 0.773*\boldsymbol{X_1}$

or

Rigorous instruction score = 0.609 + 0.773 * collaborative teachers' score

Estimation of Difference in Total Response Between Teachers and Students Score

Estimating the response difference between the teachers' and students' scores is critical. The below table demonstrates the statistics of all the variables involved in this analysis.

Table 4

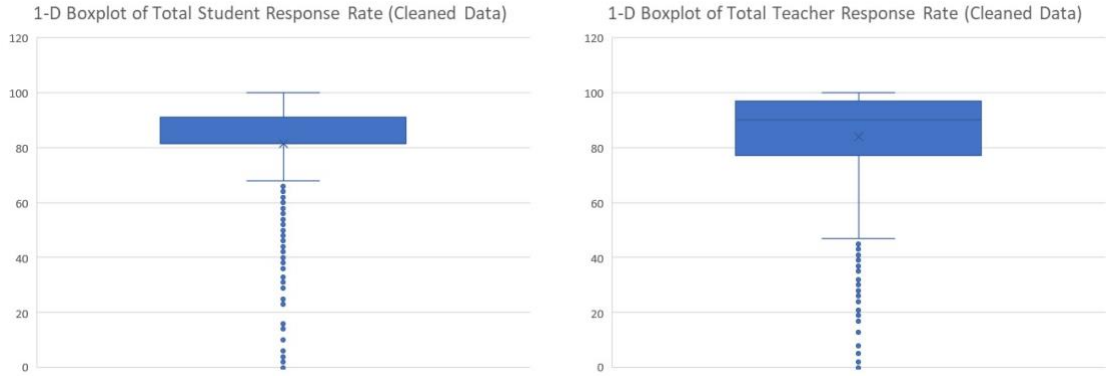
Descriptive Analysis of the Variables

	N	Range	Minimum	Maximum	Mean	Std. Error	Std. Deviation	Variance
Total Teacher Response Rate (Cleaned Data)	1,829	100.00	0.00	100.00	83.90	0.443	18.964	359.641
Total Student Response Rate (Cleaned Data)	1,829	100.00	0.00	100.00	81.60	0.384	16.419	269.582

Further, Figure 2 demonstrates the boxplot for all variables and their possible outliers. There is a plethora of outliers, as revealed in the boxplots; therefore, the data are not normally distributed.

Figure 2

Boxplot of the Variables



Data Analysis Using an Independent Sample T-test

I analyzed the data and illustrated that the independent sample t-test (t=3.917*)* leads to the conclusion that the total responses between teachers' and students' scores are significantly different ($p<0.001$).

There are several factors that may be the cause of this difference. Although both students and teachers are exposed to the same environment in school, the difference in their age, education level, financial freedom, and dependence upon parents are some of the reasons that affect the response of students and teachers to the same question. The findings suggested a difference in the response rate of students and teachers for a particular question.

Estimation of the Relationship Between the Strong Family–Community Ties Score and Trust Score

Based on the literature on positive school experiences, there ought to be a connection between strong family–community relationships and trust scores. The below table represents the statistics for the two variables considered in the analysis.

Table 5

Descriptive Analysis

	N	Range	Minimum	Maximum	Mean	Std. Error	Statistic
Trust Score	1829	3.60	1.39	4.99	3.62	0.01	0.62
Strong Family–Community Ties Score (Cleaned Data)	1829	3.99	1.00	4.99	3.74	0.01	0.60

The below figure represents the boxplot for the variables considered. Like the above analysis, there are a few outliers in this data set.

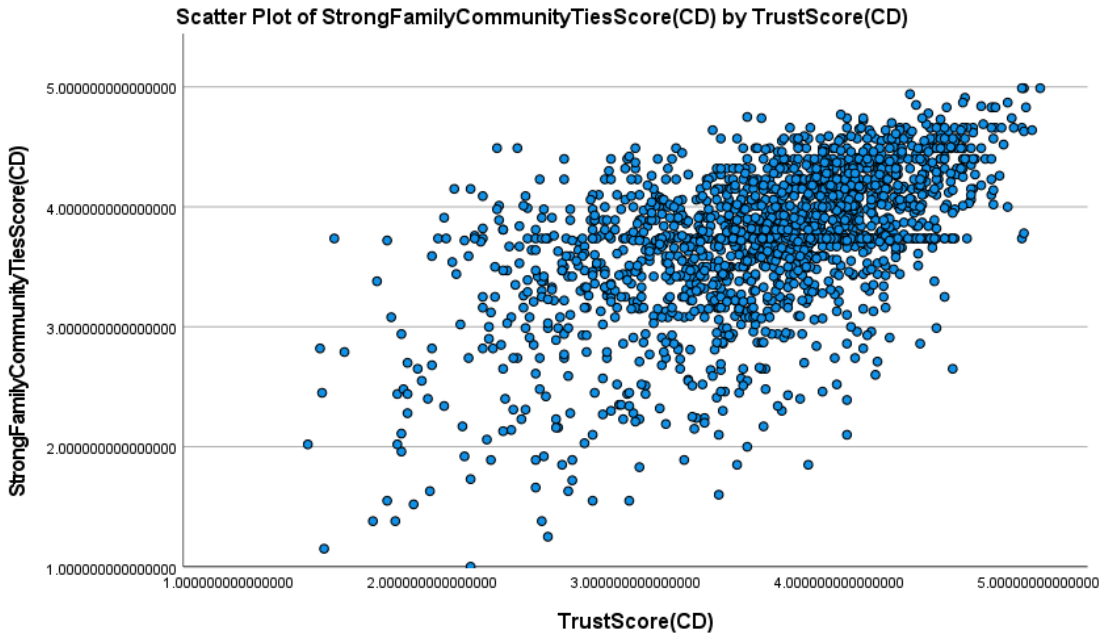
Figure 3

Boxplot of the Variables

The below figure represents a scatter plot between the two variables demonstrating an acceptable level of correlation between the two variables. The correlation leads to the conclusion that the family–community ties score and trust score have a strong relationship ($r=0.565$, $p<0.001$).

Figure 4

Scatter Plot Between the Variables



Chapter 5: Discussion, Implication, and Conclusions

Overview of the Study

In this chapter, I establish the context for the discussion with an overview of the study, its purpose, the research design, and the data collection and analysis procedures. I also address the study's limitations and implications for further research. I examined the results for all three research questions in Chapter 4. I discovered that whereas collaborative teachers can affect rigorous instruction, effective school leadership does not. Other elements could influence rigorous instruction. By independent t-test analysis, I found a difference between students' and teachers' response rates in research question 2. Additionally, there is a moderate positive correlation between the trust score and the strong family–community relationships score.

Purpose of the Study

In this study, I investigated the impact of collaborative teachers and school leadership on rigorous instruction. In addition, I determined the relationship between the independent variables, effective school leadership and collaborative teachers' score, and the dependent variable, rigorous instruction. Finally, I identified the difference between teachers' and students' response rates and the correlation between strong family–community ties and trust. I asked the following questions:

- What is the association of effective school leadership and collaborative teachers on rigorous instruction?
- Is there any difference in total response between teachers and students?
- Is there any correlation between the strong family–community ties score and trust score?

Research Design

This investigation was carried out using a quantitative technique. Rigorous instruction is the dependent variable under investigation in the quantitative methodology, and effective school leadership and collaborative teachers are the independent variables.

No matter the data type, my goal is "to pursue interests distinct from those of the original work or [t] apply alternative perspectives to the original question" (Hinds et al., 1997, cited in Carbone, 2021, p. 43). I maintained data confidentiality and received external inquiry team approval to conduct a secondary analysis. By considering factors such as the process of data collection, accuracy, the reason for collecting the data, and the content of the data, I determined the relevance of the data (Tripathy, 2013). In this study, I examined research issues by conducting a secondary analysis of previously gathered data (Heaton, 2008). I used a secondary data set from the 2019 NYC School Survey for students (NYC Department of Education, 2019a).

Discussion

The following discussion focuses on the data and literature regarding how effective school leadership and collaborative teachers affect rigorous instruction.

Impact of Effective School Leadership and Collaborative Teachers Upon Rigorous Instruction

The findings of this research study suggest school leadership strength and teacher cooperation are two factors that contribute to rigorous education. For example, "the Chicago Public Schools requires schools to structure their school improvement planning around five key supports: school leadership, parent and community involvement, a student-centred learning environment, professional community, and high-quality instruction" (Newmann et al., 2001, p. 298). In this study, based on the school administrators, effective school leadership and

collaborative teachers' efforts within the organizational structures were important functions affecting the rigorous instruction behaviour of participants.

Therefore, these two key instrumental aspects are considered for analysis. Participants' multiple linear regression results, by which the rigorous instruction score was distributed by the effective school leadership score and collaborative teachers' score, emphasized the importance of valuing the school leadership score and collaborative teachers' score. More than gathering teachers for a meeting, a collaborative culture increases the value of collaboration to affect teachers, students, and schools. As a result, educational leaders may build self-efficacy-boosting structures and environments that will lead to better classroom instruction, higher student achievement, and long-lasting organizational changes (Thornton et al., 2020). However, this study analysis revealed that effective school leadership was not significantly associated with rigorous instruction.

In this specific context, the emphasis on rigorous instruction behaviour might not be considered to affect the effective school leadership score. Thus, school administrators understood that rigorous instruction behaviour at their school involved much more than just meeting and obtaining effective school leadership scores. However, the model analysis demonstrated that collaborative teachers' scores significantly affected the rigorous instruction behaviour of participants. Although significant, collaborative teachers' scores cannot solely explain the variation in the rigorous instruction behaviour of participants. Several other factors, including a strong family–community ties score and trust score, should be considered in the model to appropriately explain the rigorous instruction score. Further research is needed to identify other variables that might be associated with the outcome.

The findings suggested that although not entirely explaining the variation, the collaborative teachers' score explains the rigorous instruction behaviour of participants in the school. However, it is not inclusive, and other factors like a strong–family community ties score and trust score of participants should be considered in the model for a better explanation of the rigorous instruction behaviour of participants.

The Difference in Total Response Between Teacher Score and Student Score

There are several factors that may be the cause of this difference. Although both students and teachers are exposed to the same environment in school, the difference in their age, education level, financial freedom, and dependence upon parents are some of the reasons that affect the response of students and teachers to the same question. The findings suggested a difference in the response rate of students and teachers for a particular question.

According to the results analyzed, there seems to be a disparity between the response rates of students and those of teachers; more specifically, teachers' perceived response rate for questions differs from that of students. In considering these results, it might be useful to understand how trust plays a role in education. Trust is a significant component in developing the relationships required for effective schools (Bryk & Schneider, 2002; DuFour & Eaker, 1998; Gray & Summers, 2015; Hoy & Tschannen-Moran, 1999). There were things teachers perceived differently than students at their school. According to the school administrators, a teacher's response rate and a student's response rate within the organizational structures were affected by several factors independently. They found a correlation between an improvement in relational trust and changes in school life, and improvements in academic performance (Becker, 2022).

The Relationship Between the Strong Family–Community Ties Score and Trust Score

Trust behaviour of participants develops differently for each participant. As per the school administrators, strong family–community ties are an important function affecting the trust behaviour of participants. Trust is not always easy to build because it is based on relationships and prior experiences with similar situations or circumstances, yet it is a vital part of the Framework for Great Schools (Bryk, 2010).

The concept of social networks illuminates the reasons behind families' degree of involvement in a school. These social networks can serve as channels of communication that help people identify the people and resources they require. They enable families to assist one another, exchange knowledge, and influence one another's perspectives. As a result, people are more inclined to be involved in schools with friendly contacts (Sheldon, 2002). The two key factors were pivotal in the analysis. The correlation analysis revealed that strong family–community ties significantly affected the trust score of participants. Also, there is a moderate positive linear relationship between the two variables ($r = 0.565$). The association is not perfect, and there are other factors that also affect trust behaviour. Other elements, such as the effectiveness of the school's leadership and the degree to which instructors collaborate with one another, also influenced trusting behaviour and should be considered.

Limitations of the Study

This research gives fresh insights into the relationship between successful school leadership, teacher collaboration, rigorous education, strong family–community relationships, and community trust, but it does have some limitations. This analysis is based only on previously collected data. The results of this investigation and the conclusion formed are based on my

examination. Because this is the case, it is not prudent to generalize the outcomes of this research.

Another shortcoming of this research is that it focuses primarily on NYC to determine the effects of effective school leadership and teacher cooperation on rigorous education. Thus, this study's conclusions are not generally applicable in other contexts. Furthermore, as the Framework for Great Schools suggested, the study emphasizes inclusive leadership and instructional leadership for student achievement outcomes. Other approaches, like the transformational leadership approach, teacher engagement, and family–community ties, should be considered to develop a more significant commitment to achieving the organization's objective related to a common vision. Managerial leadership ensures school vision and strategy success. In participative leadership, teachers and other stakeholders are engaged in decision-making. Future research might explore other leadership scores and student outcomes if these data become available.

Implications for Future Research

According to Robinson et al. (2008, cited in McDonnell, 2013), a "major reason for the interest in the links between leadership and student outcomes are the desire of policymakers in many jurisdictions to reduce the persistent disparities in educational achievement . . . and their belief that school leaders play a vital role in doing so" (p. 91). This study supports the influence that principal leadership practices have on teachers' behaviour toward parents and students, which assists in improving students' outcomes by participating in after-school activities.

These discoveries could be utilized by policymakers as motivation to concentrate more and to invest in principal leadership as a means toward the implementation of more comprehensive educational reforms (Kenneth Leithwood et al., 2004). It also offers the

opportunity to expand on the findings and address additional concerns, including leadership practice, school policy, and administration, all of which are factors in improving students' academic achievement. The study also provides an opportunity to broaden the research topic to determine how school leadership and trust can be improved to promote rigorous instruction at various levels of academic studies. Furthermore, this research provides an opportunity to determine what measures can be implemented in NYC schools to improve learner performance and teacher morale by incorporating leadership and collaborative approaches for teamwork to develop in school settings. Last, future research could incorporate a mixed methods approach, such as using qualitative and quantitative data, to conduct a cross-comparison of the variables to determine whether there is a positive correlation.

Conclusion

I intended to investigate the influence of effective school leadership and collaborative teachers on rigorous instruction. In this research study, first, I analyzed how collaborative teachers correlate with rigorous instruction. Second, I compared teachers' and students' response rates and the relationship between family–community ties and trust. The results indicated that effective school leadership did not have a correlation with rigorous instruction. There was a statistically significant gap between the response rates of the teachers and the students. As well, there was a favourable association between having a strong family–community ties and trust. This study solely emphasized inclusive and instructional leadership. Therefore, further studies might examine other leadership styles, such as transformational, managerial, and participative leadership.

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Appendix A: Student Survey

NYC Department of Education

NYC SCHOOL SURVEY
2019 Student Survey
Go GREEN! Please take this survey online! Go to NYCSchoolSurvey.org.

We want to know what YOU think about your school. This survey will give your school important information it can use to improve your education.

This survey is confidential. Your answers will be combined with those of other students at your school. No one at your school will ever see your individual answers. This is not a test and there are no wrong answers. You do not have to answer any question you do not wish to answer, but we hope you will answer as many questions as you can.

When you have finished the survey, include only the answer sheet in the envelope provided and seal the envelope. You may remove your name from the envelope by peeling the label with your name off of the front of the envelope. Hand the sealed envelope with your completed answer sheet to your teacher.

1. How much do YOU agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree	I don't know
a. This school offers a wide enough variety of programs, classes, and activities to keep me interested in school.	1	2	3	4	5
b. The programs, classes, and activities at this school encourage students to develop talent outside academics.	1	2	3	4	5
c. This school is kept clean.	1	2	3	4	5
d. Most students at this school treat each other with respect.	1	2	3	4	5
e. At this school, students with disabilities are included in all school activities (lunch, class trips, etc.).	1	2	3	4	5
f. My teachers use examples of students' different cultures/ backgrounds/families in their lessons to make learning more meaningful for me.	1	2	3	4	5
g. I see people of many races, ethnicities, cultures, and backgrounds represented in the curriculum.	1	2	3	4	5
h. In general, my teachers treat students from different cultures or backgrounds equally.	1	2	3	4	5
i. I feel that my teachers respect my culture/background.	1	2	3	4	5
j. In general, my teachers make their lessons relevant to my everyday life experiences.	1	2	3	4	5
k. In general, my teachers present positive images of people from a variety of races, ethnicities, cultures, and backgrounds.	1	2	3	4	5

2. In how many of your classes, this school year, do YOU feel the following statement is true?	None	A few	Most	All
a. I learn a lot from feedback on my work.	1	2	3	4
b. It's clear what I need to do to get a good grade.	1	2	3	4
c. The work we do in class is good preparation for our class tests.	1	2	3	4
d. The homework assignments help me learn the course material.	1	2	3	4
e. I know what my teacher wants me to learn in class.	1	2	3	4

3. In how many of your classes, this school year, do YOU feel the following statement is true? My teachers…	None	A few	Most	All
a. help me catch up if I am behind.	1	2	3	4
b. notice if I have trouble learning something.	1	2	3	4
c. give me specific suggestions about how I can improve my work in class.	1	2	3	4
d. explain things a different way if I don't understand something in class.	1	2	3	4
e. support me when I am upset.	1	2	3	4

4. How much do YOU agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
a. I'm learning a lot in my classes at this school to prepare me for the next level or grade.	1	2	3	4
b. There is at least one adult in the school that I can confide in.	1	2	3	4
c. My teachers will always listen to students' ideas.	1	2	3	4
d. My teachers always do what they say they will do.	1	2	3	4
e. My teachers treat me with respect.	1	2	3	4
f. When my teachers tell me not to do something, I know they have a good reason.	1	2	3	4
g. My classes at this school really make me think critically.	1	2	3	4
h. Discipline is applied fairly in my school.	1	2	3	4
i. School Safety Agents promote a safe and respectful environment at this school.	1	2	3	4

5. In how many of your classes...	None	A few	Most	All
a. are you challenged?	1	2	3	4
b. do your teachers ask difficult questions on tests?	1	2	3	4
c. do your teachers ask difficult questions in class?	1	2	3	4
d. do you work in small groups?	1	2	3	4
e. do your teachers want students to become better thinkers, not just memorize things?	1	2	3	4

6. In how many of your classes at this school do YOU feel most students...	None	A few	Most	All
a. listen carefully when the teacher gives directions?	1	2	3	4
b. follow the rules in class?	1	2	3	4
c. pay attention when they are supposed to?	1	2	3	4
d. work when they are supposed to?	1	2	3	4
e. behave well even when the teacher isn't watching?	1	2	3	4
f. feel it is important to come to school every day?	1	2	3	4
g. feel it is important to pay attention in class?	1	2	3	4
h. think doing homework is important?	1	2	3	4
i. try hard to get good grades?	1	2	3	4

7. How much do YOU agree with the following statements? I feel safe...	Strongly disagree	Disagree	Agree	Strongly agree
a. outside around this school.	1	2	3	4
b. traveling between home and this school.	1	2	3	4
c. in the hallways, bathrooms, locker rooms, and cafeteria of this school.	1	2	3	4
d. in my classes at this school.	1	2	3	4

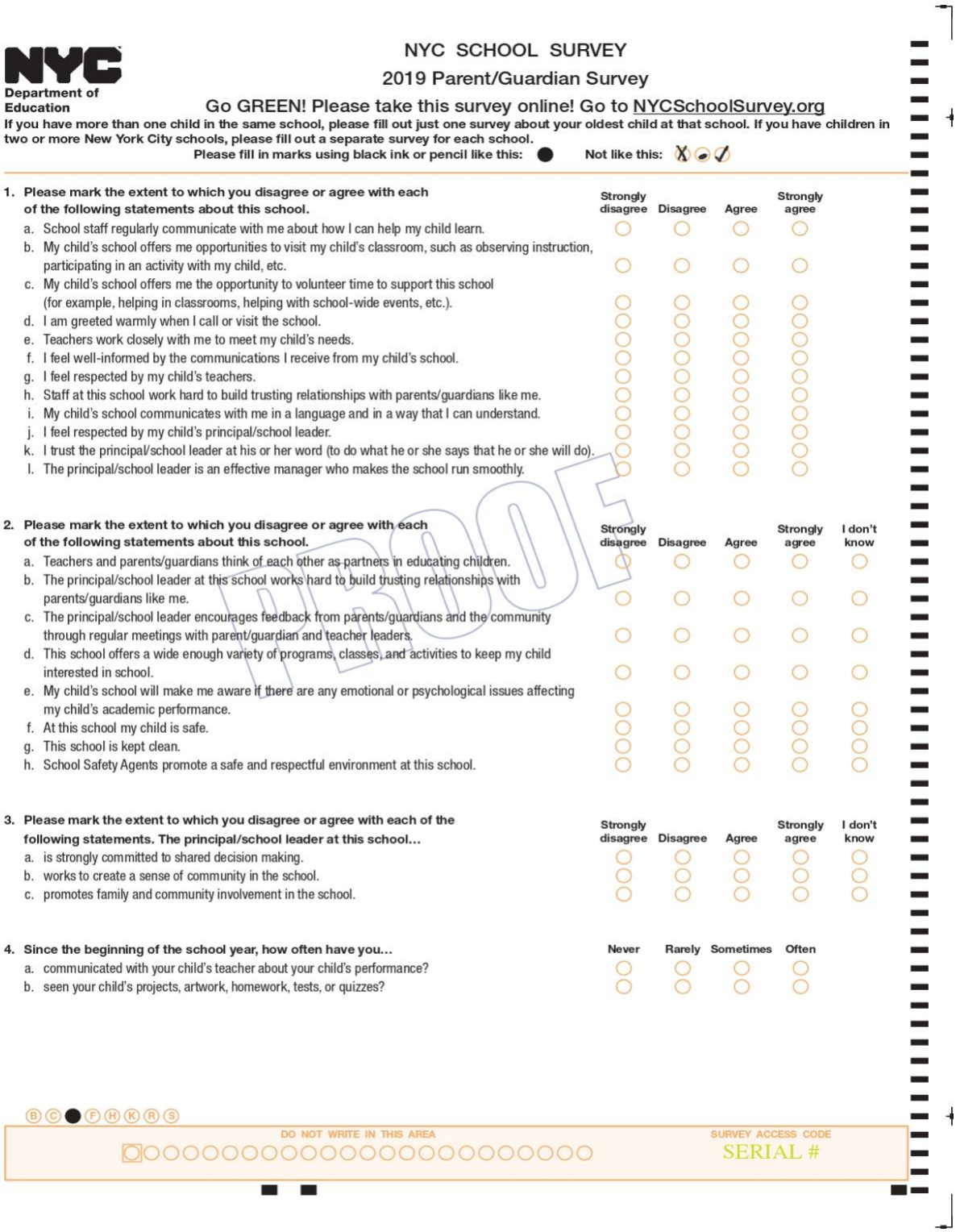
8. How often are the following things true?	None of the time	Rarely	Some of the time	Most of the time
a. At this school students harass, bully, or intimidate other students.	1	2	3	4
b. At this school students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status.	1	2	3	4
c. At this school students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.	1	2	3	4
d. At this school students harass, bully, or intimidate each other because of other differences, like disability or weight.	1	2	3	4
e. At this school students harass, bully, or intimidate each other online (through mobile phones, social media, email, or other forms of electronic communication).	1	2	3	4
f. At this school students get into physical fights.	1	2	3	4
g. At this school students drink alcohol, use illegal drugs, or abuse prescription drugs while at school.	1	2	3	4
h. At this school there is gang activity.	1	2	3	4

9. If you are a student in grades 6-8, ANSWER this question. If you are a student in grades 9-12, SKIP this question. How much do YOU agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
a. This school provides guidance for the application process for high school.	1	2	3	4
b. This school educates families about the application/enrollment process for high school.	1	2	3	4

10. If you are a student in grades 9-12, ANSWER this question. How much do YOU agree with the following statements? Adults at this school (including teachers, administrators, counselors, and the principal)...	Strongly disagree	Disagree	Agree	Strongly agree
a. talk to me about what I plan to do after high school.	1	2	3	4
b. encourage me to continue my education after high school.	1	2	3	4
c. provide me with information about the college application process.	1	2	3	4
d. help me plan for how to meet my future career goals.	1	2	3	4

11. If you are a student in grades 9-12, ANSWER this question. How much do YOU agree with the following statements? Adults at this school (including teachers, administrators, counselors, and the principal)...	Strongly disagree	Disagree	Agree	Strongly agree	N/A
a. help me consider which colleges to apply to.	1	2	3	4	5
b. show me options for how to pay for college (scholarship, grants, loans, work study programs, etc.).	1	2	3	4	5

Appendix B: Parent Survey



NYC Department of Education

NYC SCHOOL SURVEY

2019 Parent/Guardian Survey

Go GREEN! Please take this survey online! Go to NYCSchoolSurvey.org

If you have more than one child in the same school, please fill out just one survey about your oldest child at that school. If you have children in two or more New York City schools, please fill out a separate survey for each school.

Please fill in marks using black ink or pencil like this: ● Not like this: ✗ ◌ ✓

1. Please mark the extent to which you disagree or agree with each of the following statements about this school.	Strongly disagree	Disagree	Agree	Strongly agree
a. School staff regularly communicate with me about how I can help my child learn.	○	○	○	○
b. My child's school offers me opportunities to visit my child's classroom, such as observing instruction, participating in an activity with my child, etc.	○	○	○	○
c. My child's school offers me the opportunity to volunteer time to support this school (for example, helping in classrooms, helping with school-wide events, etc.).	○	○	○	○
d. I am greeted warmly when I call or visit the school.	○	○	○	○
e. Teachers work closely with me to meet my child's needs.	○	○	○	○
f. I feel well-informed by the communications I receive from my child's school.	○	○	○	○
g. I feel respected by my child's teachers.	○	○	○	○
h. Staff at this school work hard to build trusting relationships with parents/guardians like me.	○	○	○	○
i. My child's school communicates with me in a language and in a way that I can understand.	○	○	○	○
j. I feel respected by my child's principal/school leader.	○	○	○	○
k. I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).	○	○	○	○
l. The principal/school leader is an effective manager who makes the school run smoothly.	○	○	○	○

2. Please mark the extent to which you disagree or agree with each of the following statements about this school.	Strongly disagree	Disagree	Agree	Strongly agree	I don't know
a. Teachers and parents/guardians think of each other as partners in educating children.	○	○	○	○	○
b. The principal/school leader at this school works hard to build trusting relationships with parents/guardians like me.	○	○	○	○	○
c. The principal/school leader encourages feedback from parents/guardians and the community through regular meetings with parent/guardian and teacher leaders.	○	○	○	○	○
d. This school offers a wide enough variety of programs, classes, and activities to keep my child interested in school.	○	○	○	○	○
e. My child's school will make me aware if there are any emotional or psychological issues affecting my child's academic performance.	○	○	○	○	○
f. At this school my child is safe.	○	○	○	○	○
g. This school is kept clean.	○	○	○	○	○
h. School Safety Agents promote a safe and respectful environment at this school.	○	○	○	○	○

3. Please mark the extent to which you disagree or agree with each of the following statements. The principal/school leader at this school...	Strongly disagree	Disagree	Agree	Strongly agree	I don't know
a. is strongly committed to shared decision making.	○	○	○	○	○
b. works to create a sense of community in the school.	○	○	○	○	○
c. promotes family and community involvement in the school.	○	○	○	○	○

4. Since the beginning of the school year, how often have you...	Never	Rarely	Sometimes	Often
a. communicated with your child's teacher about your child's performance?	○	○	○	○
b. seen your child's projects, artwork, homework, tests, or quizzes?	○	○	○	○

Ⓑ Ⓒ ● Ⓕ Ⓗ Ⓚ Ⓡ Ⓢ

DO NOT WRITE IN THIS AREA

SURVEY ACCESS CODE

SERIAL #

PROOF

5. How satisfied are you with the following?	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	I don't know
a. The response I get when I contact this school.	○	○	○	○	○
b. The education my child has received this year.	○	○	○	○	○
c. The overall quality of my child's teachers this year.	○	○	○	○	○
d. The performance of the citywide Panel for Education Policy with regard to school resources, oversight, curriculum, and progress in student achievement.	○	○	○	○	○
e. The performance of the Schools Chancellor with regard to school resources, oversight, curriculum, and progress in student achievement.	○	○	○	○	○

6. During the school year, how likely are you to…	Very unlikely	Somewhat unlikely	Somewhat likely	Very likely
a. attend a general school meeting or school event (open house, back to school night, play, dance, sports event, or science fair)?	○	○	○	○
b. go to a regularly scheduled parent-teacher conference with your child's teacher?	○	○	○	○

7. Which of the following improvements would you most like your school to make (Choose ONE)?

- ○ Stronger school leadership
- ○ More hands-on learning
- ○ Stronger enrichment programs (e.g. afterschool programs, clubs, teams)
- ○ Stronger arts programs
- ○ More challenging courses
- ○ Better communication with parents/guardians
- ○ Higher quality teaching
- ○ Smaller class size
- ○ Safer school environment

If you are a parent/guardian of a child in grades 9-12, ANSWER this question.

8. Please mark the extent to which you disagree or agree with each of the following statements.	Strongly disagree	Disagree	Agree	Strongly agree
a. This school helps keep my child on track for college, career, and success in life after high school.	○	○	○	○
b. This school provides resources to me and my child to prepare my child for college, career, and success in life after high school.	○	○	○	○

If you are a parent/guardian of a child who receives special education services through an Individualized Education Program (IEP), ANSWER this question.

9. Mark the extent to which you disagree or agree with each of the following statements.	Strongly disagree	Disagree	Agree	Strongly agree
a. I am satisfied with the educational planning and Individualized Education Program (IEP) development process at this school.	○	○	○	○
b. This school works to achieve the goals on my child's Individualized Education Program (IEP).	○	○	○	○
c. This school offers a wide enough variety of activities and services (including related services and assistive and adaptive technologies where appropriate) to help improve life outcomes for my child.	○	○	○	○

If you are a parent/guardian of a 4-year-old in pre-K or a 3-year-old in 3-K, ANSWER this question.

10. Mark the extent to which you disagree or agree with each of the following statements.	Strongly disagree	Disagree	Agree	Strongly agree
a. I feel good about the way that my child's teacher helped my child adjust to pre-K or 3-K.	○	○	○	○
b. My child's teacher gives me helpful ideas about how I can support my child's learning.	○	○	○	○
c. My child's teacher lets me know that I can make a difference in my child's learning.	○	○	○	○
d. My child's teacher gives me opportunities to share what I know about my child.	○	○	○	○
e. Someone at my child's pre-K or 3-K program has helped me consider which schools or programs would be best for my child for next school year.	○	○	○	○

Appendix C: Teacher Survey

2019	2019 Questions	Response Options					School/Subject Specific Questions
	How many teachers at this school…	**1 = None**	**2 = Some**	**3 = A lot**	**4 = All**		
q1a	help maintain discipline in the entire school, not just their classroom?						
q1b	are actively trying to improve their teaching?						
q1c	take responsibility for improving the school?						
q1d	are eager to try new ideas?						
q1e	feel responsible that all students learn?						
	Please mark the extent to which you disagree or agree with each of the following. I am able to...	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**	**5 = I don't know**	
q2a	receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.						
q2b	use my students' prior knowledge to make my lessons relevant to their everyday life.						
q2c	modify instructional activities and materials to meet the developmental needs and learning interests of all my students.						
q2d	adapt instruction to ensure it represents all cultures/backgrounds positively.						
q2e	design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs) proficiency and students with disabilities).						
q2f	apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.						
q2g	develop appropriate Individualized Education Programs for my students with disabilities.						
q2h	distinguish linguistic/cultural differences from learning difficulties.						
	Please mark the extent to which you disagree or agree with each of the following.	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**		
q3a	I feel respected by the NYC DOE central administration.						
q3b	Central DOE employees have confidence in the expertise of the teachers.						
q3c	Central DOE employees place the needs of children ahead of personal interests.						
q3d	The Chancellor is an effective manager who makes the NYC DOE run smoothly.						
q3e	I trust the Chancellor at his word.						
	Please mark the extent to which you disagree or agree with each of the following.	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**		
q4a	I usually look forward to each working day at this school.						
q4b	I would recommend this school to parents/guardians seeking a place for their child.						
q4c	Teachers in this school trust each other.						
q4d	It's OK in this school to discuss feelings, worries, and frustrations with other teachers.						
q4e	Teachers respect other teachers who take the lead in school improvement efforts.						
q4f	I feel respected by other teachers at this school.						
q4g	Teachers at this school respect their colleagues' specific expertise.						
q4h	I would recommend this school to other teachers as a place to work.						
	Please mark the extent to which you disagree or agree with each of the following.	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**		
q5a	I feel respected by the principal/school leader at this school.						
q5b	The principal/school leader at this school is an effective manager who makes the school run smoothly.						
q5c	The principal/school leader has confidence in the expertise of the teachers at this school.						
q5d	I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).						
q5e	At this school, It's OK to discuss feelings, worries, and frustrations with the principal/school leader.						
q5f	The principal/school leader takes a personal interest in the professional development of teachers.						
q5g	The principal/school leader looks out for the personal welfare of the staff members.						
q5h	The principal/school leader places the needs of children ahead of personal interests.						
q5i	The principal and assistant principals function as a cohesive unit.						
	Please mark the extent to which you disagree or agree with each of the following.	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**		
q6a	In this school, the professional staff believes that all students can learn, including English language learners (ELLs) and students with disabilities.						
q6b	I feel respected by assistant principals at this school.						
q6c	At this school, students with disabilities are included in all school activities (lunch, class trips, etc.).						
q6d	This school educates students with disabilities in the least restrictive environment appropriate.						
q6e	At this school, order and discipline are maintained.						
q6f	This school is kept clean.						
q6g	School Safety Agents promote a safe and respectful environment at this school.						
q6h	This school has well-defined learning expectations for all students.						
	How much do you agree with the following statement?	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**		
q7	Discipline is applied to students fairly in my school.						
	How often are the following things true?	**1 = None of the time**	**2 = Rarely**	**3 = Some of the time**	**4 = Most of the time**		
q8	At this school students harass, bully, or intimidate other students.						
	Please mark the extent to which you disagree or agree with each of the following. At this school…	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**		
q9a	the principal/school leader, teachers, and staff collaborate to make this school run effectively.						
q9b	once we start a new program, we follow up to make sure that it's working.						
q9c	it is clear how all of the programs offered are connected to our school's instructional vision.						
q9d	teachers design instructional programs (e.g. lessons, units) together.						
q9e	teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.						
q9f	curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.						

2019	2019 Questions	Response Options					School/Subject Specific Questions
	Please mark the extent to which you disagree or agree with each of the following. At this school…	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**		
q10a	parents/guardians are offered opportunities to visit their child's classroom, such as observing instruction, participating in an activity with their child, etc.						
q10b	teachers understand families' problems and concerns.						
q10c	teachers work closely with families to meets students' needs.						
q10d	**school staff regularly communicate with parents/guardians about how parents/guardians can help students learn.**						
q10e	the principal/school leader encourages feedback through regular meetings with parent and teacher leaders.						
	Please mark the extent to which you disagree or agree with each of the following. Overall, my professional development experiences this year have...	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**		
q11a	been sustained and coherently focused, rather than short-term and unrelated.						
q11b	included enough time to think carefully about, try, and evaluate new ideas.						
q11c	included opportunities to work productively with colleagues in my school.						
q11d	included opportunities to work productively with teachers from other schools.						
	Please mark the extent to which you disagree or agree with each of the following. The principal/school leader at this school...	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**		
q12a	makes clear to the staff his or her expectations for meeting instructional goals.						
q12b	communicates a clear vision for this school.						
q12c	understands how children learn.						
q12d	sets high standards for student learning.						
q12e	participates in instructional planning with teams of teachers.						
	Please mark the extent to which you disagree or agree with each of the following. The principal/assistant principal(s) at this school…	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**		
q13a	sets clear expectations for teachers about implementing what they have learned in professional development.						
q13b	carefully tracks student academic progress.						
q13c	knows what's going on in my classroom.						
q13d	provides teachers with formative feedback to improve practice.						
q13e	provides teachers with the support to implement formative feedback.						
	How much influence do teachers have over school policy in each of the areas below?	**1 = No influence**	**2 = Little**	**3 = A moderate amount**	**4 = A great deal of influence**		
q14a	Hiring new professional personnel.						
q14b	Planning how discretionary school funds should be used.						
q14c	Selecting instructional materials used in classrooms.						
q14d	Developing instructional materials.						
q14e	Setting standards for student behavior.						
	How satisfied are you with the following?	**1 = Very dissatisfied**	**2 = Dissatisfied**	**3 = Satisfied**	**4 = Very satisfied**	**5 = I don't know**	
q15a	The performance of the citywide Panel for Educational Policy with regard to school resources, oversight, curriculum, and progress in student achievement.						
q15b	The performance of the Schools Chancellor with regard to school resources, oversight, curriculum, and progress in student achievement.						
	This question is for informational purposes only. It will not be scored and will not be used for accountability for your school. What content areas do you teach?	**1 = Selected**	**0 = Not Selected**				
q16a	Early childhood (e.g. Pre-K or 3-K)						
q16b	Social Studies						
q16c	Science						
q16d	ELA						
q16e	Math						
q16f	All subjects (e.g., elementary, self-contained)						
q16g	Other						
	Please mark the extent to which you disagree or agree with each of the following. For pre-K and 3-K: In planning my last instructional unit, I had the resources and tools I needed to…	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**		Early childhood (e.g. Pre-K or 3-K)
q17a	meet the needs of my students.						Early childhood (e.g. Pre-K or 3-K)
q17b	focus deeply on the concepts emphasized in the Pre-K Foundation for the Common Core to help students build strong foundations for learning.						Early childhood (e.g. Pre-K or 3-K)
	Please mark the extent to which you disagree or agree with each of the following. For general/self-contained/literacy/science/social studies: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for…	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**		Social Studies, Science, ELA
q18a	building students' knowledge through content-rich non-fiction.						Social Studies, Science, ELA
q18b	reading and writing experiences grounded in evidence from text, both literary and informational.						Social Studies, Science, ELA
q18c	students to interact with complex grade-level text.						Social Studies, Science, ELA
q18d	students to interact with academic language.						Social Studies, Science, ELA
	Please mark the extent to which you disagree or agree with each of the following. For general/self-contained/math/science: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for…	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**		Science, Math
q19a	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.						Science, Math
q19b	creating coherent progressions within the standards from previous grades to current grade so student knowledge/skills build onto previous learning as foundations for math concepts.						Science, Math
q19c	developing students' conceptual understanding, procedural fluency, and their ability to apply math in context.						Science, Math
	Please mark the extent to which you disagree or agree with each of the following. In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for…	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**	**5 = N/A**	All subjects (e.g. elementary, self-contained), Other
q20a	building students' knowledge through content-rich non-fiction.						All subjects (e.g. elementary, self-contained), Other
q20b	reading and writing experiences grounded in evidence from text, both literary and informational.						All subjects (e.g. elementary, self-contained), Other

2019	2019 Questions	Response Options					School/Subject Specific Questions
q20c	students to interact with complex grade-level text.						All subjects (e.g. elementary, self-contained), Other
q20d	students to interact with academic language.						All subjects (e.g. elementary, self-contained), Other
q20e	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.						All subjects (e.g. elementary, self-contained), Other
q20f	creating coherent progressions within the standards from previous grades to current grade so student knowledge/skills build onto previous learning as foundations for math concepts.						All subjects (e.g. elementary, self-contained), Other
q20g	developing students' conceptual understanding, procedural fluency, and their ability to apply math in context.						All subjects (e.g. elementary, self-contained), Other
	How many students in your classes…	**1 = None**	**2 = Some**	**3 = A lot**	**4 = All**		
q21a	build on each other's ideas during class discussions?						
q21b	use data or text references to support their ideas?						
q21c	show that they respect each other's ideas?						
q21d	provide constructive feedback to their peers/teachers?						
q21e	participate in class discussions at some point?						
	How many students in your classes…	**1 = None**	**2 = Some**	**3 = A lot**	**4 = All**		
q22a	feel challenged?						
q22b	listen carefully when the teacher gives directions?						
q22c	have to work hard to do well?						
q22d	follow the rules in class?						
q22e	respond to challenging test questions?						
q22f	pay attention when they are supposed to?						
q22g	respond to challenging questions in class?						
q22h	do their work when they are supposed to?						
q22i	behave well in class even when the teacher isn't watching?						
	How many adults at this school…	**1 = None**	**2 = Some**	**3 = A lot**	**4 = All**	**5 = I don't know**	
q23a	help students develop the skills they need to complete challenging coursework despite obstacles?						
q23b	tell their students they believe they can achieve high academic standards?						
q23c	teach critical thinking skills to students?						
q23d	teach students how to advocate for themselves?						
q23e	teach students the organizational skills needed to be prepared for their next level?						
q23f	recognize disruptive behavior as social-emotional learning opportunities?						
q23g	teach students the skills they need to regulate their behavior (i.e. by focusing their attention, controlling their emotions, or managing their thinking, behavior, and feelings)?						
q23h	have access to school-based supports to assist in behavioral/emotional escalations?						
	This question is for informational purposes only. What grades do you primarily teach? (Please mark one)	**1 = Early Childhood (Pre-K or 3-K)**	**2 = Elementary (K-5)**	**3 = Middle (6-8)**	**4 = High (9-12)**		
q24	N/A						
	(Early Childhood Only) How much do you agree with the following statements?	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**		Early childhood (e.g. Pre-K or 3-K)
q25a	Positive Behavior Guidance is applied fairly to students in my program.						Early childhood (e.g. Pre-K or 3-K)
q25b	It's a priority at this program that staff help families support their child's transition to kindergarten.						Early childhood (e.g. Pre-K or 3-K)
q25c	It's a priority at this program that staff provide families with information about the application/enrollment process for kindergarten.						Early childhood (e.g. Pre-K or 3-K)
q25d	At the beginning of the school year, teachers support children in adjusting to pre-K or 3-K.						Early childhood (e.g. Pre-K or 3-K)
q25e	At this program, teachers let families know that they can make a difference in their child's learning.						Early childhood (e.g. Pre-K or 3-K)
q25f	At this program, teachers give families opportunities to share what they know about their child.						Early childhood (e.g. Pre-K or 3-K)
	(ES Only) How much do you agree with the following statements? My students are safe…	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**		ES Only
q26a	outside around this school.						ES Only
q26b	traveling between home and this school.						ES Only
q26c	in the hallways, bathrooms, locker rooms, and cafeteria of this school.						ES Only
q26d	in my class(es).						ES Only
	(ES/MS Only) How much do you agree with the following statements? It's a priority at this school that adults…	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**	**5 = I don't know**	ES/MS Only
q27a	provide guidance for the application process to middle or high school.						ES/MS Only
q27b	educate families about the application/enrollment process for middle or high school.						ES/MS Only
	(HS Only) How much do you agree with the following statements? Adults at this school..	**1 = Strongly disagree**	**2 = Disagree**	**3 = Agree**	**4 = Strongly agree**	**5 = I don't know**	HS Only
q28a	talk to students about what they plan to do after high school.						HS Only
q28b	create an atmosphere that encourages students to continue their education after high school.						HS Only
q28c	provide students with information about the college application process.						HS Only
q28d	help students consider which colleges to apply to.						HS Only
q28e	show students options for how to pay for college (scholarship, grants, loans, work study programs).						HS Only
q28f	help students plan for how to meet their future career goals.						HS Only