|  |  |  |
| --- | --- | --- |
|  | Delaware School Climate Survey-Teacher | Teaching Empowering Leading and Learning (TELL) Survey |
| **What’s measured?** | *School climate in general*, with an emphasis on social supports and structures that support positive student behavior and learning. | *School working conditions for teachers, staff, and administrators, with an emphasis on the extent to which teachers are provided supports needed for effective teaching.* This is often viewed as *one* critical part of school climate.  |
| **Items and Subscales**(subscales that have similar items are highlighted) | **48 Items, 11 subscales**:* Teacher-Student Relations
* Student-Student Relations
* Respect for Diversity
* Fairness of Rules
* Clarity of Expectations
* School Safety
* Teacher-Home Communications
* Teacher-Staff Relations
* Bullying (Schoolwide)
* Academic Engagement
 | **179 items, 8 subscales** (not all items or subscales have to be used, however, and more can be added).* Time Available
* Facilities & Resources
* Managing Student Conduct
* Teacher Leadership
* School Leadership
* Community Support & Involvement
* Professional Development
* Instructional Practices & Support
* New Teacher Support
 |
| **Areas of Overlap** | As seen above, both surveys include items that examine systems in place for managing student behavior and communicating with the home. However, items on the TELL for managing student behavior focus much more on enforcement of rules and correcting misbehavior, whereas items on the DSCS-T focus on clarity of expectations and fairness of rules (more prevention than correction). Relations among teachers and staff also are tapped by both surveys. The TELL includes 1 item on school safety, whereas the DSCS-T has 4 items. |
| **Evidence of Validity and Reliability** | Strong | Strong |
| **Advantages/****Disadvantages Relative to the Other Measure** | * Measures aspects of the school environment that are commonly targeted in SWPBS schools and other schools focusing on maintaining a positive school climate that promotes learning.
* The perspectives of teachers/staff, students, and parents are solicited. Items are similar to those on the Student and Home surveys, allowing for comparisons across groups.
* Brief measure of multiple aspects of school climate.
 | * Measures conditions that support teaching and academic achievement, teacher satisfaction, and objectives of Race to the Top.
* National network of states participating.
* Comprehensive measure of working conditions.
 |