



School Climate Assessment Instrument (SCAI) Secondary General Version

Directions: Rate each item below. For each item there are three descriptions. Select the rating that best describes the current state at your school as a whole: Level 3 (high), 2 (middle) or 1 (low). If you feel that the practices at your school rate between two of the descriptions provided, select the middle level option. Each item should receive only one rating/mark.

| 1. Physical Appearance | | | |
|---|--|--|-----------------------|
| Level – 3 (high) | Level – 2 (middle) | Level – 1 (low) | |
| <i>High</i> | <i>high-middle</i> | <i>middle</i> | <i>middle-low</i> |
| <i>low</i> | | | |
| 1.a <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Welcoming to outsiders, the school projects its identity to visitors. | Some signage for visitors as they enter the building, but images compete for attention. | Little concern for the image of the school. | |
| 1.b <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Purposeful use of school colors/symbols. | Some use of school colors/symbols but mostly associated with sports. | Students associate school colors with “losers.” | |
| 1.c <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff and students take ownership of physical appearance. | Staff regularly comments on school appearance, but students do not feel any sense of personal ownership. | The schools appearance is left solely to the janitorial staff. | |
| 1.d <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| No litter. | Litter cleaned at the end of day. | People have given up the battle over litter. | |
| 1.e <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Current student work is displayed to show pride and ownership by students. | Few and/or only top performances are displayed. | Decades-old trophies and athletic records in dusty cases. | |
| 1.f <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Things work and/or get fixed immediately. | Things get fixed when someone complains enough. | Many essential fixtures, appliances and structural items remain broken. | |
| 1.g <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff and students have respect for custodians. | Most staff are cordial with custodians. | Custodians are demeaned. | |
| 1.h <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Graffiti is rare because students feel some sense of ownership of the school. | Graffiti occurs occasionally, but is dealt with by the staff. | Graffiti occurs frequently and projects the hostility of students toward their school. | |

| 2. Faculty Relations | | | | |
|--|--------------------|---|-------------------|---|
| Level – 3 (high) | | Level – 2 (middle) | | Level –1 (low) |
| High | high-middle | middle | middle-low | low |
| 2.a | ○ | ○ | ○ | ○ |
| Faculty members commonly collaborate on matters of teaching. | | Most faculty members are congenial to one another, and occasionally collaborate. | | Typically faculty members view one another competitively. |
| 2.b | ○ | ○ | ○ | ○ |
| Faculty members approach problems as a team/collective. | | Faculty members attend to problems as related to their own interests. | | Faculty members expect someone else to solve problems. |
| 2.c | ○ | ○ | ○ | ○ |
| Faculty members use their planning time constructively and refrain from denigrating students in teacher areas. | | Faculty members use time efficiently but feel the need to consistently vent displaced aggression toward students. | | Faculty members look forward to time away from students so they can share their “real feelings” about them. |
| 2.d | ○ | ○ | ○ | ○ |
| Faculty members are typically constructive when speaking of each other and/or administrators. | | Faculty members wait for safe opportunities to share complaints about other teachers and/or administrators. | | Faculty members commonly use unflattering names for other faculty and/or administration in private. |
| 2.e | ○ | ○ | ○ | ○ |
| Faculty members feel a collective sense of dissatisfaction with status quo, and find ways to take action to improve. | | Faculty members give sincere “lip service” to the idea of making things better. | | Faculty members are content with the status quo and often resentful toward change-minded staff. |
| 2.f | ○ | ○ | ○ | ○ |
| Faculty members exhibit high level of respect for one another. | | Faculty members exhibit respect for a few of their prominent members. | | Faculty members exhibit little respect for self or others. |
| 2.g | ○ | ○ | ○ | ○ |
| Faculty meetings are attended by most all, and address relevant content. | | Faculty meetings are an obligation that most attend, but are usually seen as a formality. | | Faculty meetings are seen as a waste of time and avoided when possible. |
| 2.h | ○ | ○ | ○ | ○ |
| Staff and all-school events are well attended by faculty. | | There are few regular attendees at school events. | | Faculty and staff do a minimum of investing in school-related matters. |
| 2.i | ○ | ○ | ○ | ○ |
| Leadership roles are most likely performed by faculty members with other faculty expressing appreciation. | | Leadership roles are accepted grudgingly by faculty. | | Leadership is avoided, and the motives of those who do take leadership roles are questioned. |
| 2.j | ○ | ○ | ○ | ○ |
| Faculty members have the time and interest to commune with one another, and feel very little isolation. | | Faculty members congregate in small cordial groups, yet commonly feel a sense that teaching is an isolating profession. | | Faculty members typically see no need to relate outside the walls of their class. |

| 4. Leadership/Decisions | | | | |
|---|-----------------------|---|-----------------------|---|
| Level - 3 | | Level - 2 | | Level - 1 |
| <i>High</i> | <i>high-middle</i> | <i>middle</i> | <i>middle-low</i> | <i>low</i> |
| 4.a | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School has a sense of vision and a mission that is shared by all staff. | | School has a set of policies, a written mission, but no cohesive vision. | | School has policies that are used inconsistently. |
| 4.b | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Vision comes from the collective will of the school community. | | Vision comes from leadership. | | Vision is absent. |
| 4.c | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School's decisions are conspicuously grounded in the mission. | | Policies and mission exist but are not meaningful toward staff action. | | Mission may exist but is essentially ignored. |
| 4.d | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Vast majority of staff members feel valued and listened to. | | Selected staff members feel occasionally recognized. | | Administration is seen as playing favorites. |
| 4.e | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A sense of "shared values" is purposefully cultivated. | | Most share a common value to do what is best for their students. | | Guiding school values are absent or in constant conflict. |
| 4.f | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff understands and uses a clear system for selecting priority needs, and has a highly functioning team for "shared decision-making." | | There is a SDM committee but most real power is in a "loop" of insiders/decision-makers. | | Decisions are made autocratically or accidentally. |
| 4.g | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Most of the faculty and staff have a high level of trust and respect for leadership. | | Some faculty and staff members have respect for leadership. | | Most faculty and staff members feel at odds with the leadership. |
| 4.h | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teacher leadership is systematic and integral to the school's leadership strategy. | | Some teachers take leadership roles when they feel a great enough sense of responsibility. | | Leadership is seen as solely the domain of the administration. |
| 4.i | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Leadership demonstrates a high level of accountability, and finds ways to "make it happen." | | Leadership is highly political about how resources are allocated and often deflects responsibility. | | Leadership seems disconnected to outcomes and find countless reasons why "it can't happen." |
| 4.j | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Leadership is in tune with students and community. | | Leadership has selected sources of info about the community and students. | | Leadership is isolated from the students and community. |
| 4.k | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Leadership is in tune with others' experience of the quality of school climate. | | Leadership makes pro forma statements about wanting good school climate. | | Leadership does not see school climate as a necessary interest. |

| 5. Discipline Environment | | | | |
|--|-----------------------|---|-----------------------|---|
| Level – 3 | | Level - 2 | | Level – 1 |
| High | high-middle | middle | middle-low | low |
| 5.a | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School-wide discipline policy is consistently applied. | | School-wide discipline policy is used by some staff. | | School-wide discipline policy exists in writing only. |
| 5.b | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is evident from student behavior that there are clear expectations and consistency in the discipline policy. | | In many classes there are clear expectations and most teachers are fair and unbiased. | | Students have to determine what each teacher expects and behavioral interventions are defined by a high level of subjectivity. |
| 5.c | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Most teachers use effective discipline strategies that are defined by logical consequences and refrain from punishments or shaming. | | Most teachers use some form of positive or assertive discipline but accept the notion that punishment and shaming are necessary with some students. | | Most teachers accept the notion that the only thing the students in the school understand is punishment and/or personal challenges. |
| 5.d | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Classrooms are positive places, and teachers maintain a positive affect, and follow-through with consequences in a calm and non-personal manner. | | Most teachers maintain a positive climate, but some days they just feel the need to complain about the class and/or get fed up with the “bad kids.” | | Classrooms are places where teachers get easily angered by students and there is a sense of antagonism between the class and the teacher. |
| 5.e | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maximum use of student-generated ideas and input. | | Occasional use of student-generated ideas. | | Teachers make the rules and students should follow them. |
| 5.f | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Most consider teaching and discipline within the lens of basic student needs that must be met for a functional class. | | Most have some sensitivity to student needs, but the primary goal of classroom management is control. | | Most view all student misconduct as disobedience and/or the student’s fault. |
| 5.g | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teacher-student interactions could be typically described as supportive and respectful. | | Teacher-student interactions could be typically described as fair but teacher-dominated. | | Teacher-student interactions are mostly teacher-dominated and reactive. |
| 5.h | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| When disciplining students, teachers typically focus on the problematic behavior, not the student as a person. | | When disciplining students, teachers are typically assertive yet often reactive, and give an overall inconsistent message. | | When disciplining students, teachers are typically personal and often antagonistic. |
| 5.i | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Management strategies consistently promote increased student self-direction over time. | | Management strategies promote acceptable levels of classroom control over time, but are mostly teacher-centered. | | Management strategies result in mixed results: some classes seem to improve over time, while others seem to decline. |
| 5.j | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teachers successfully create a sense of community in their classes. | | Teachers successfully create a functioning society in their classes. | | Teachers create a competitive environment in their classes. |

| 6. Learning/Assessment | | | | |
|---|-----------------------|--|-----------------------|--|
| Level – 3 | | Level – 2 | | Level – 1 |
| High | high-middle | middle | middle-low | low |
| 6.a | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning targets for assessments are clear and attainable for learners. | | Most high-achieving students can find a way to meet the teacher's learning targets. | | Students see grades as relating to personal or random purposes. |
| 6.b | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Instruction/Assessment promotes students' sense of ownership and responsibility for their learning. | | Instruction/Assessment is most often focused on relevant learning, yet mostly rewards the high-achievers. | | Instruction/Assessment is focused on bits of knowledge that can be explained and then tested. |
| 6.c | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The grading in most classes focuses on both the end result and the process. | | Focusing on the process is encouraged but what is graded is mostly the end result of the work. | | The focus of grades is typically the final product. |
| 6.d | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teachers have some mode of making sense of, and being responsive to, varying learning styles. | | Teachers are aware of learning styles as a concept, and make some attempt in that area. | | Teachers expect all students to conform to their teaching style. |
| 6.e | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Instruction is dynamic, involving, learner-centered, and challenging. | | Instruction is mostly based on relevant ideas but often seems to be busy-work. | | Instruction is mostly lecture and independent seatwork. |
| 6.f | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students learn to work cooperatively and as members of teams. | | Some teachers buy into the idea of cooperative learning. | | Cooperative learning is rare as it is seen as leading to chaos and cheating. |
| 6.g | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students are given systematic opportunities to reflect on their learning progress. | | Mostly higher-level students are given occasional opportunities to reflect on their learning in some classes. | | Teaching is seen as providing maximum input, and little opportunity for reflection exists. |
| 6.h | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students are seen as the primary users of assessment information, and assessment is used for the purpose of informing the learning process and is never used to punish or shame. | | Assessment is seen as something that occurs at the end of assignments. Grades are used primarily for student-to-student comparison. | | Assessment is used to compare students to one another and/or to send a message to lazy students. |
| 6.i | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Classroom dialogue is characterized by higher-order thinking (e.g., analysis, application, and synthesis). | | Classroom dialogue is active and engaging but mostly related to obtaining right answers. | | Classroom dialogue is infrequent and/or involves a small proportion of students. |
| 6.j | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students consistently feel as though they are learning subjects in-depth. | | Students are engaged in quality content, but the focus is mostly on content coverage. | | Students feel the content is only occasionally meaningful and rarely covered in-depth. |
| 6.k | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teachers promote the view that intelligence and ability are a function of each students' effort and application, and are not fixed. The major emphasis is placed on the process over the product. | | Teachers promote the view that effort has a lot to do with how much students are able to accomplish. The major emphasis is placed on working to produce good products. | | Teachers promote the view that intelligence and ability are fixed/innate traits and not all students have what it takes. The major emphasis is on the comparison of products/grades. |

| 7. Attitude and Culture | | | | |
|---|--------------------|---|-------------------|--|
| Level – 3 | | Level – 2 | | Level – 1 |
| <i>High</i> | <i>high-middle</i> | <i>middle</i> | <i>middle-low</i> | <i>low</i> |
| 7.a | ○ | ○ | ○ | ○ |
| Students feel as though they are part of a community. | | Students feel as though they are part of a society. | | Students feel as though they are visitors in a building. |
| 7.b | ○ | ○ | ○ | ○ |
| Students voluntarily correct peers who use destructive and/or abusive language. | | Students seek adult assistance to stop blatant verbal abuse. | | Students accept verbal abuse as a normal part of their day. |
| 7.c | ○ | ○ | ○ | ○ |
| Students feel as though they are working toward collective goals. | | Students feel as though they are working toward independent goals. | | Students feel as though they are competing with other students for scarce resources. |
| 7.d | ○ | ○ | ○ | ○ |
| Students speak about the school in proud, positive terms. | | Students speak of the school in neutral or mixed terms. | | Students denigrate the school when they refer to it. |
| 7.e | ○ | ○ | ○ | ○ |
| Most students feel listened to, represented, and that they have a voice. | | Most students see some evidence that some students have a voice. | | Most students feel they have very little voice when at school. |
| 7.f | ○ | ○ | ○ | ○ |
| Most students feel a sense of belonging to something larger. | | Most students see some evidence that efforts are made to promote school spirit. | | Most students feel alone, alienated and/or part of a hostile environment. |
| 7.g | ○ | ○ | ○ | ○ |
| Teachers share commonly high expectations for all students. | | Most teachers have high expectations for students who show promise. | | Often teachers openly express doubts about the potential of some students. |
| 7.h | ○ | ○ | ○ | ○ |
| Most students feel as though they owe their school a debt of gratitude upon graduation. | | Graduates feel that they had an acceptable school experience. | | A high number of students graduate feeling cheated. |
| 7.i | ○ | ○ | ○ | ○ |
| Students feel welcome and comfortable in talking to adults and/or designated peer counselors. | | Some students have a few staff that they target for advice. | | Students assume adults do not have any interest in their problems. |
| 7.j | ○ | ○ | ○ | ○ |
| School maintains traditions that promote school pride and a sense of historical continuity. | | School maintains traditions that some students are aware of but most see as irrelevant to their experience. | | School has given up on maintaining traditions due to apathy. |

| 8. Community Relations | | | | |
|---|--------------------|---|-------------------|---|
| Level – 3 | | Level – 2 | | Level – 1 |
| <i>High</i> | <i>high-middle</i> | <i>middle</i> | <i>middle-low</i> | <i>low</i> |
| 8.a | ○ | ○ | ○ | ○ |
| School is perceived as welcoming to all parents. | | School is perceived as welcoming to certain parents. | | School is suspicious of why parents would want to visit. |
| 8.b | ○ | ○ | ○ | ○ |
| School sends out regular communication to community, including invitations to attend key events. | | School sends out pro forma communication that may be plentiful but is not created with the consumers' needs in mind. | | School sends out pro forma communication only. |
| 8.c | ○ | ○ | ○ | ○ |
| Community members are regularly invited to speak in classes. | | Inconvenience leads to few community members speaking in classes. | | The vast majority of community members have not seen the inside of the school. |
| 8.d | ○ | ○ | ○ | ○ |
| Service learning efforts are regular, promoting student learning and positive community-relations. | | Service learning is performed, but very infrequently due to perceived inconvenience. | | Service learning is seen as just a glorified field trip and therefore not worth the time or expense. |
| 8.e | ○ | ○ | ○ | ○ |
| Parents and coaches all work for the best interest of student-athletes. | | Parents support the coaches and teams if things are going well. | | Parents feel free to challenge coaches, coaches mistrust parents. |
| 8.f | ○ | ○ | ○ | ○ |
| Volunteer efforts are well coordinated, volunteers are plentiful, and conspicuously appreciated. | | Volunteers are willing, but are often unaware of the events and/or feel a lack of guidance. | | Volunteers are hard to find or unreliable. |
| 8.g | ○ | ○ | ○ | ○ |
| Athletic events and Fine Arts performances are well attended due to deliberate efforts toward promotion and crowd appreciation. | | Athletic events and Fine Arts performances are attended by a die-hard following and/or only when things are going well. | | Athletic events and Fine Arts performances are poorly attended and as a result progressively less effort is made by participants. |