



Cross-walk of CSCI and 5Essentials

The Comprehensive School Climate Inventory (CSCI) Dimensions:

The 13 Dimensions of School Climate Measured by the CSCI

Dimensions	Major Indicators
Safety	
1 Rules and Norms	Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention.
2 Sense of Physical Security	Sense that students and adults feel safe from physical harm in the school.
3 Sense of Social-Emotional Security	Sense that students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning	
4 Support for Learning	Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention.
5 Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships	
6 Respect for Diversity	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
7 Social Support—Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems.
8 Social Support—Students	Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.
Institutional Environment	
9 School Connectedness/Engagement	Positive identification with the school and norms for broad participation in school life for students, staff, and families.
10 Physical Surroundings	Cleanliness, order, and appeal of facilities and adequate resources and materials.
Social Media	
11 Social Media	Sense that students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices (for example, facebook, twitter, and other social media platforms, by an email, text messaging, posting photo/video, etc.).
Staff Only	
12 Leadership	Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.
13 Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.

schoolclimate.org | The 13 Dimensions of School Climate Measured

The CSCI measures all three stakeholder populations: students (3-12), parents/guardians (PK-12), and school personnel (including support staff, paraprofessionals, and administration/ PK-12) across 11 core dimensions.



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5Essentials Dimensions:

Ambitious Instruction

Course Clarity - students provided clear learning goals& instruction that supports achievement.

English Instruction – students interact w/ course material & one another to build/apply critical reading and writing skills.

Math Instruction - students interact w/ course material and one another to build/ apply knowledge in their math classes/

Quality of Student Discussion – students participate in classroom discussions that build critical thinking skills.

Effective Leaders

Teacher Influence - teachers have influence in broad range of decisions regarding school policies/practices.

Principal Instructional Leadership – principal is an active & skilled instructional leader who sets high standards for teaching and student learning.

Program Coherence – school programs are coordinated and consistent w/ goals for student learning.

Teacher-Principal Trust – teachers and principals share a high level of mutual trust and respect.

Collaborative Teachers

Collective Responsibility – teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

Quality Professional Development – professional development tis rigorous and focused on student learning.

School Commitment – teachers are deeply committed to the school.

Teacher-Teacher Trust – teachers are supportive and respectful of one another, personally & professionally.

Involved Families

Human & Social Resources in the Community – students come from communities where there are adults they can trust who provide a safe environment.

Outreach to Parents – the school creates a welcoming and communicative environment for all parents.

Parent Involvement in School – parents participate in school activities related to their child’s academic growth.

Teacher-Parent Trust – teachers and parents are partners in improving student learning.

Supportive Environment





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Academic Personalism – teachers connect with students in the classroom and support them in achieving academic goals.

Safety – students feel safe both in and around the school building, and while they travel to/from school.

School-Wide Future Orientation – the school engages all students in planning for life after graduation.

Student-Teacher Trust – students and teachers share a high level of mutual respect and trust.

Expectations for Postsecondary Education – the school expects all students to attend college and promotes college-readiness.

Supplemental Measures:

Teacher Measures

Parent Involvement in School – Parents are active participants in their child’s schooling.

Teacher Collaboration - teachers observe each other’s practice, and work together to review assessment data & develop instructional strategies.

Reflective Dialogue – teachers frequently talk w. each other about curriculum, instruction, and student learning.

Socialization of New Teachers – new teachers are included in the professional community and are given helpful feedback on their instructional practices.

Student Responsibility – teachers report that students are active participants in their own learning, & that they regularly attend class prepared to learn.

Collective Use of Assessment Data – teachers regularly review assessment data independently, w/ colleagues, and w/ the principal.

Teacher Safety – teachers report little or no disorder in hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers.

Student Measures

Academic Engagement – students are interested in and engaged in learning.

Rigorous Study Habits – students set aside time for schoolwork and give priority to studying.

Academic Press – teachers expect students to do their best and to meet academic demands.

Student Classroom Behavior – students treat each other with respect, work well together, and help each other learn.

The 5Essentials measures student and teacher perceptions across dimensions (13 core for teachers/ 20 total and 8 core for students/ 11 total).



CROSS-WALK OF ALIGNMENT BETWEEN SURVEYS		
Comprehensive School Climate Inventory (CSCI) core dimensions ALL populations (students, parents, staff), except where noted	5Essentials core dimensions (S) = student dimension (T) = teacher dimension	Strength of Alignment (Red: none; Yellow: weak; Blue: Some; Green: Strong Alignment)
Teaching and Learning: Support for Learning	<p>Supportive Environment: School-wide Future Orientation (S) Expectations for Post Sec. Ed. (T) Academic Personalism (S)</p> <p>Effective Leaders: Program Coherence (T)</p> <p>Ambitious Instruction: Course Clarity (S) Quality of Student Discussions (T)</p> <p>Supplemental: Academic Engagement (S) Academic Press (S) Reflective Dialogue (T)</p>	
Institutional Environment: School Connectedness/Engagement	<p>Collaborative Teachers: School Commitment –partial (T)</p> <p>Involved Families: Outreach to Parents (T) Parent Involvement in School (T) Teacher-Parent Trust (T)</p> <p>Supplemental: Parent Involvement in School (T)</p>	
Professional Relationships (School Personnel Only)	<p>Collaborative Teachers: Collective Responsibility (T) Quality Professional Dev (T)</p>	



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	School Commitment-Partial (T) Teacher-Teacher Trust (T)	
	Supplemental: Socialization of New Teachers (T) Teacher Collaboration (T)	
SAFETY: Physical Security	Supportive Environment: Safety (S) Teacher Safety –Suppl (T)	
Leadership (School Personnel Only)	Effective Leaders: Principal Instructional Leadership (T) Teacher Influence (T) Teacher-Principal Trust (T)	
Interpersonal Relationships: Social Support - Adults	Supportive Environment: Student-Teacher Trust (S)	
Teaching and Learning: Social and Civic Learning	Reflective Dialogue –Supplemental (T) – slight overlap	
Interpersonal Relationships: Social Support - Students	Supplemental: Student Classroom Behavior- partial match (S)	
SAFETY: Rules & Norms SAFETY: Social-Emotional Security	N/A	
Interpersonal Relationships: Respect for Diversity	N/A	
Institutional Environment: Physical Surroundings	N/A	
Social Media	N/A	
N/A (measured by optional fourth Community Scale)	Involved Families: Human & Social Resources in the Community (S)	
N/A	Ambitious Instruction: English Instruction (S) Math Instruction (S)	
N/A	Supplemental: Collective Use of Assessment Data (T) Rigorous Study Habits (S) Student Responsibility (T)	



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