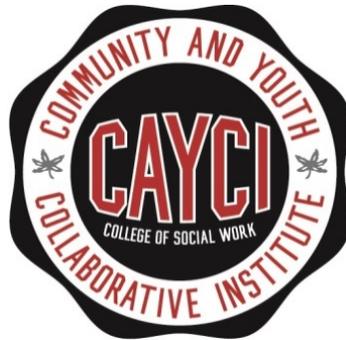Community and Youth Collaborative Institute
School Experience Surveys – Technical Report

CAYCI Teacher/Staff Commitment Scale
Teacher/Staff Version

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I. Definition of Construct
The *Teacher/Staff Commitment* scale measures the overall experiences and interactions of teacher/staff within the school.

II. Relevance for Practice
Educational research has shown that greater levels of teacher/staff commitment contribute to more students being reached academically and to a climate more conducive to learning. Teacher commitment is also viewed as the spark for collaboration and innovation (Kushman 1992). An assessment of teacher/staff perceptions of their commitment can inform stakeholders about the school's learning environment and provide information on how to better support teacher/staff so they may better promote student academic growth and development.

III. Scale Description and Instructions
A. Items
Teachers/staff at my school…
1. Are proud to work at the school.
2. Are well supported.
3. Have high morale.
4. Feel safe.
5. Have positive attitudes.
6. Work together as a team.
7. Feel like they are an important part of the school.

B. Response Options
Response options for each item include the following:
1 = Almost never
2 = Sometimes
3 = Half of the time
4 = Frequently
5 = Almost always
* Don't know

C. Instructions for Respondents
These questions ask you about your experiences at school. Please mark how strongly you feel about each sentence.

D. Instructions for Scale Administers
For complete instructions on how to administer the survey, reference the "Student Survey Directions" that are printed on the survey itself. Once each student has a survey, explain that the purpose of the survey is to learn more about their experiences at school. They should mark one answer per statement, selecting the choice that best reflects how they feel.

As students finish, look thoroughly through the surveys to make sure that they did not miss any items or questions. Please remember that teachers/staff do NOT have to answer every question, but do encourage them to complete as much of the survey as possible. Remind students that their answers will help the school know how to best support them.

IV. Scoring Procedures

An average of the response scores from the 7 items should be calculated and used as an indicator of teacher/staff commitment, with higher scores reflecting greater levels of commitment.

V. Psychometric Properties of the Scale

A. Description of Sample

Participants used to explore the psychometric properties of the scale included 284 school staff members from various elementary schools (48.6%), middle schools/junior high schools (15.5%) and high schools (35.9%) in Ohio and Utah. The majority of participants indicated that their primary role at the school included teaching (71.8%), with the remainder reporting non-teaching roles (e.g., support staff, administration). The amount of experience working at the school ranged from 1-10 (62.3%) or 11-20 (22.2%) to over 20 years (11.6%). Staff members (74.3% female) almost all identified themselves as Caucasian (87.7%). The participants varied in age with 16.9% reporting they were under 30 years of age, 37.0% indicated they were 30-45, and 39.1% were older than 45 years.

Data on these staff members were collected as part of a needs assessment within each school's improvement planning process. Some data were collected using an online instrument. School administrators informed teachers and school staff of the survey and provided the staff with a link to the online survey. All versions of the survey were anonymous. The final sample includes those with no missing data and no "Do Not Know" responses.

B. Basic Descriptive Statistics and Relevant Group Differences

Sample	Mean	SD	Range	α
Full Sample ($N = 284$)	3.90	.99	1.00-5.00	.94
Gender				
Males ($n = 58$)	3.97	1.02	1.00-5.00	.94
Females ($n = 211$)	3.88	1.00	1.00-5.00	.94
Age				
Less than 30 years ($n = 48$)	4.03	.90	1.00-5.00	.93
30-45 years ($n = 105$)	3.70	1.08	1.00-5.00	.95
Above 45 years ($n = 111$)	4.07	.91	1.14-5.00	.92
Experience at the School				
1-10 years ($n = 177$)	3.81	1.02	1.00-5.00	.94
11-20 years ($n = 63$)	4.04	.94	1.29-5.00	.92
More than 20 years ($n = 33$)	4.08	.94	1.86-5.00	.93
Primary Role as Staff Member				
Teaching ($n = 204$)	3.87	1.01	1.29-5.00	.94
Non-teaching ($n = 80$)	3.95	.94	1.00-5.00	.92
School-Type				
Elementary School ($n = 138$)	3.60	1.07	1.00-5.00	.94
Middle School ($n = 44$)	4.18	.79	1.29-5.00	.92
High School ($n = 102$)	4.18	.84	1.00-5.00	.92

Note. Group specific data omits respondents who did not indicate their status. No groups were significantly different ($p<.05$), with the exceptions of age group and school level. The effect sizes (η^2) for these comparisons indicated that group membership accounted for 3.2% and 8.5% of the variance in the scores, respectively. All other effect sizes indicated that group membership accounted for less than 1.5% of the variance in the scores.

C. Relationship between scale scores and other Teacher/Staff Constructs

Construct [a]	r =
Student Academic Motivation	.47*
Student School Connectedness	.57*
Student Academic Press	.67*
Student Internalizing Behaviors	.25*
Student Well-Being	.42*
Student Externalizing Behaviors	.36*
Student Social Skills	.45*
Safety	.47*
Support for Students' Basic Needs	.30*
Family Support for Learning	.26*
Perceived Family History	.20*
Family Support for Pro-social Activities	.29*
Community Services and Supports	.30*
Community Supports for Positive Youth Development	.30*
Perceived Learning Supports	.56*
Perceived School Climate	.82*
School Support for Pro-Social Activities	.60*
Student College and Career Readiness	.45*

*Notes. [a] Average score on the respective subscale scores from the CAYCI surveys (Anderson-Butcher, Amorose, Iachini, & Ball, 2013). * relationship significant (p<.05)*

D. Factorial Validity

A confirmatory factor analysis (CFA) was conducting using robust maximum likelihood estimation procedures in LISREL 9.2 (Scientific Software International, Inc., Chicago). The CFA model specified that the 7 items loaded on a single latent Staff Commitment factor. The factor variance was freely estimated, as was the uniqueness for each item. No covariances between uniquenesses were modeled.

The overall fit of the model to the data was reasonably good based on commonly recommended cut off values for evaluating model fit (see Hu & Bentler, 1999), S-B χ^2 = 23.06, df = 14, p = .02; RMSEA = .096 (90% CI = .068-.125), SRMR = .03; CFI = .98, IFI = .98. The table below presents the completely standardized factor loadings and uniquenesses for each item. Squared multiple correlations ranged from .56-.76.

Item	Loading	Uniqueness
Are proud to work at the school.	.83	.32
Are well supported.	.84	.29
Have high morale.	.86	.26
Feel safe.	.75	.44
Have positive attitudes.	.87	.25
Work together as a team.	.76	.43
Feel like they are an important part of the school.	.87	.24

VI. Past and Future Scale Development

A previous version of the scale included the following additional items: (1) "Get along well together," (2) "Are committed to the school," (3) "Enjoy working at the school," and (4) "Feel supported by administration." Results from preliminary analyses indicated that these items did not fit well with the other scale items. Thus the current recommendation is to use the 7-item version of the measure as described in this report. Future scale development work may consider modifying the items and/or response format to increase the variability in the scores. Future work also is needed to test the factor structure with a larger and more diverse sample, as well as testing for invariance in the factor structure across relevant groups and time. Another recommendation would be to test the possible addition of the following item: "Teachers at my school are stress-free."

VII. Summary

Overall, the results of the psychometric testing indicate initial support for the reliability and validity of the CAYCI Teacher/Staff Commitment Scale. The use of this measure could provide valuable information about teacher and staff commitment, professional development, and next steps for promoting a positive teaching environment and school climate.

VIII. References

Fortier, M. S., Vallerand, R. J., & Guay, F. (1995). Academic motivation and school performance: Toward a structural model. *Contemporary Educational Psychology*, *20*(3), 257-274.

Kushman, J. W. (1992). The Organizational Dynamics of Teacher Workplace Commitment: A Study of Urban Elementary and Middle Schools. *Educational Administration Quarterly*, 28(1), 5-42.

Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E. F. (1992). The academic motivation scale: A measure of intrinsic, extrinsic, and amotivation in education. *Educational and Psychological Measurement*, *52*(4), 1003-1017.

IX. Recommended Citation of Scale

When using the Teacher/Staff Commitment scale for program evaluation or research purposes, we recommend using the following citation:

Anderson-Butcher, D., & Amorose, A. J. (2012). Community and Youth Collaborative Initiative School Experience Surveys: Teacher/Staff Commitment Scale in Teachers and Staff. Columbus, OH: College of Social Work, The Ohio State University.

If this scale is used along with additional Community and Youth Collaborative Initiative School Experience Surveys, then the following citation would be appropriate to cover all scales:

Anderson-Butcher, D., & Amorose, A. J. (2012). Community and Youth Collaborative Initiative School Experience Surveys. Columbus, OH: College of Social Work, The Ohio State University.