



NeMTSS
FRAMEWORK



March 2020

NeMTSS Research Brief

Teacher Mental Health and School Climate Measures

Abril Rangel-Pacheco, M.A. & Amanda Witte, Ph.D.



**NEBRASKA CENTER FOR RESEARCH ON
CHILDREN, YOUTH, FAMILIES & SCHOOLS**

Teacher Mental Health and School Climate Measures: An NeMTSS Research Brief

Key Points:

- This research brief lists and describes several empirically supported measures of teacher mental health and school climate.
- Measures of teacher mental health included in this brief are: The Educator Motivation and Attribute Profile (EdMAP) (McInery, 2018), Five Facet Mindfulness Questionnaire (FFMQ) (Baer et al., 2006), Interpersonal Mindfulness in Teaching Questionnaire (IMT) (Frank et al., 2016), Teacher Multicultural Attitude Survey (TMAS) (Ponterotto et al., 1998), Teacher Stress Inventory (TSI) (Fimian, 1988), and the Maslach Burnout Inventory –Educators Survey (MBI-ES) (Maslach et al., 1996).
- Measures of school climate and related aspects included in this brief are: the PBIS School Climate Survey (La Salle et al., 2018), The Organizational Climate Description Questionnaire (Elementary School Edition) (OCDQ-RE) (Hoy et al., 1991), The Organizational Climate Description Questionnaire (Secondary School Edition) (OCDQ- RS) (Hoy et al., 1991), School Mental Health Issues Survey (Repie, 2005), Organizational Health Inventory: Secondary Schools Edition (OHI-S) (Hoy et al., 1991), Organizational Health Inventory: Elementary Schools Edition (OHI-E) (Hoy et al., 1991), U.S. DoE Educational School Climate Surveys (EDSCLS) (Wang et al., 2016), The Comprehensive School Climate Inventory (CSCI) (NSCC, 2007).

Instruments Measuring School Climate and Related Aspects

1. PBIS School Climate Survey (La Salle et al., 2018)

- **Description:** The School Climate Survey Suite is a set of four multidimensional surveys to measure student, teacher, administrator, faculty, and family perceptions of school climate. There are four surveys: School Climate Survey: Elementary, School Climate Survey: Middle/High, School Climate Survey: School Personnel, School Climate Survey: Family. The surveys are brief, reliable, and valid for assessing perceived school climate among students in Grades 3-12. Surveys are also available in Spanish (La Salle et al., 2018)
- **Number of Items:** Elementary version: 11 items, Middle/High version : 9 items. School Personnel Version: 29 items. Family version: 21 items.
- **Response Options:** Elementary: Uses a 4-point rating scale from Never to Always. Middle/High: 4-point rating scale from Strongly Disagree to Strongly Agree. School Personnel: 4-point rating scale from Strongly Disagree to Strongly Agree. Family: 4-point rating scale from Strongly Disagree to Strongly Agree.
- **Subscales:** Subscales vary by survey. Elementary: 1 school climate subscale (measuring the dimensions of (a) school connectedness, (b) school safety, (c) school orderliness, and (d) peer and adult relations). Middle/High: 1 school climate survey measuring the dimensions of (a) teaching and learning, (b) relationships, and (c) safety. School Personnel: 6 subscales including: Staff Connectedness, Structure for Learning, School Safety, Physical Environment, Peer/Adult Relations, and Parental Involvement. Family: 5 subscales including:

Teaching and Learning, School Safety, Interpersonal Relationships, Institutional Environment, and Parent Involvement.

- **Reliability and Validity:** No information found.
- **Standardization or Sample:** No information found.
- **Cost and Administration Format:** There is no cost to use the surveys on paper or online through the PBIS Applications website (www.pbisapps.org).

2. The Organizational Climate Description Questionnaire, Elementary School Edition (OCDQ-RE; Hoy et al., 1991)

- **Description:** Hoy et al. (1991) developed the OCDQ-RE to discover and describe patterns of teacher and administrator behaviors in elementary schools. Six specific subtests or aspects of school climate represented in the OCDQ-RE fall into two primary categories: principal behaviors, and teacher behaviors (as they relate to interactions and relationships with students, colleagues, and the principal). Subtest scores provide an overall school climate profile.
- **Number of Items:** 42
- **Response Options:** Each item is scored by assigning 1 to "rarely occurs," 2 to "sometimes occurs," 3 to "often occurs," and 4 to "very frequently occurs."
- **Subscales/Subtests:** 6 Subtests, 2 Indices, and 1 climate score. Subtests include Principals Behavior: Supportive Behavior, Directive Behavior, Restrictive Behavior. Teachers' Behavior: Collegial Behavior, Intimate Behavior, Disengaged Behavior. Two indices include: Teacher openness, Principal Openness. All subtest scores can be utilized to obtain an overall school climate score.
- **Reliability and Validity:** Reliability scores for the scales were all between .78 -.94. Index of teacher openness correlated positively with original general school openness ($r=.67$, $p < .05$). Factor analysis supports the construct validity of organizational climate (Hoy, Tarter, & Kottkamp, 1991).
- **Standardization or Sample:** Scores can be computed into a standardized climate score. Test was normed on 1071 educators from 70 schools in New Jersey (Hoy et al. 1991).
- **Cost and Administration Format:** No cost, surveys are administered on paper.

3. The Organizational Climate Description Questionnaire, Secondary School Edition (OCDQ-RS; Hoy et al., 1991)

- **Description:** Hoy et al. developed the OCDQ-RS to discover and describe patterns of teacher and administrator behaviors in secondary schools. Five specific subtests or aspects of school climate represented in the OCDQ-RS fall into two primary categories: principal behaviors, and teacher behaviors (as they relate to interactions and relationships with students, colleagues, and the principal). The OCDQ-RS is used to measure teacher perception of school climate (Raferty, 2003).
- **Number of Items:** 34
- **Response Options:** The responses vary along a four-point scale defined by the categories "rarely occurs," "sometimes occurs," "often occurs," and "very frequently occurs."
- **Subscales/Subtests:** 5 Subtests and 2 global climate scores. Subtests include Principals Behavior: Supportive Behavior, Directive Behavior. Teachers' Behavior: Engaged Behavior, Frustrated Behavior, Intimate Behavior. Two global

climate measures include an overall school climate score and an overall school openness score.

- **Reliability and Validity:** Reliability scores for the scales were between .71-.91. Factor analysis of several samples of the instrument supports the construct validity of the concept of organizational climate (Hoy, Tarter, & Kottkamp, 1991; Hoy & Tarter, 1997). Predictive validity has been supported in several studies as well (Hoy, Tarter, & Kottkamp, 1991)
- **Standardization or Sample:** Scores can be computed in into a standardized climate score. Test was normed on 5000 teachers from 78 high schools in New Jersey (Hoy et al. 1991)
- **Cost and Administration Format:** No cost, surveys are administered on paper.

4. School Mental Health Issues Survey (Repie, 2005)

- **Description:** The survey was taken from a 2005 study investigating the perceptions of regular and special education teachers, school counselors, and school psychologists on presenting problems of students, available community mental health services, family- based and community- based barriers to services, and the provision of mental health services in schools.
- **Number of Items:** 41
- **Response Options:** Response options vary by section. Presenting Problems of Students: 5-point scale ranging from “not serious” to “very serious”. Available Community Mental Health Services: 5-point scale ranging from “ineffective” to “very effective” and a 5- point scale ranging from “not serious” to “very serious”. Mental Health Services in Schools: 5-point scale ranging from “not receptive” to “very receptive” a free response section, yes/no responses, a 5-point scale ranging from “strongly disagree” to “strongly agree” and a 5-point scale ranging from “very ineffective” to “very effective”.
- **Subscales/subtests:** 3 sections of survey items including: Presenting Problems of Students, Available Community Mental Health Services, and Mental Health Services in School. There is also a section for respondents to report their demographic information and school geography
- **Reliability and Validity:** Analysis of the items and sections included on the survey retained internal consistency reliability coefficients ranging from .84 to .95. (Repie, 2005)
- **Standardization or sample:** Repie (2005) administered the survey to 413 school psychologists, special education teachers, counselors, and regular education teachers from 50 states and the District of Columbia.
- **Cost and Administration Format:** No cost, survey available through Michael Repie (survey uploaded on Box)

5. Organizational Health Inventory: Secondary Schools Edition (OHI-S; Hoy et al., 1991)

- **Description:** The Organizational Health Inventory, OHI, is a new 44-item instrument that maps the organizational health of secondary schools along seven dimensions. At the technical level, the faculty morale and the academic press of the school are seen as critical ingredients of good school health. At the managerial level, the leadership and support of the principal in terms of consideration, initiating structure, influence with superiors, and resource support are key elements. Finally, healthy schools have institutional integrity; they cope

with disruptive external forces and direct their energies toward the educational mission (Hoy et al., 1991).

- **Number of Items:** 44
- **Response Options:** The responses vary along a four-point scale defined by the categories "rarely occurs," "sometimes occurs," "often occurs," and "very frequently occurs."
- **Subscales/Subtests:** 7 subtests and 1 overall Health Index Score: Institutional level: Institutional Integrity, Managerial Level: Consideration, Initiating Structure, Resource Support, Principal Influence. Technical Level: Morale, Academic Emphasis. An overall Health Index Score can be computed from the subtest scores.
- **Reliability and Validity:** "Each of the dimensions was measured by a subtest of the OHI-S. The reliability scores for the scales were between .87 and .95. A factor analysis of several samples of the instrument supports the construct validity of the concept of organizational health (Hoy, Tarter, & Kottkamp, 1991; Hoy & Tarter, 1997). In addition, the predictive validity has been supported in other studies. See Hoy, Tarter, and Kottkamp (1991)" (Hoy et al., 1991).
- **Standardization or sample:** Scores can be computed into standardized scores. Survey was normed on 1131 educators from 78 secondary schools in New Jersey.
- **Cost and Administration Format:** No cost, surveys are administered on paper.

6. Organizational Health Inventory: Elementary Schools Edition (OHI-E; Hoy et al., 1991)

- **Description:** The Organizational Health Inventory (OHI-E) for elementary schools is a new 37- item instrument that maps the organizational health of elementary schools. At the technical level, teacher affiliation and academic emphasis are the critical elements of health. Healthy schools are characterized by teachers who enjoy working with colleagues and with students. At the managerial level, collegial leadership and resource influence are the important factors that explain health (Hoy et al., 1991).
- **Number of Items:** 37
- **Response Options:** The responses vary along a four-point scale defined by the categories "rarely occurs," "sometimes occurs," "often occurs," and "very frequently occurs."
- **Subscales/Subtests:** 5 subtests and 1 overall Health Index Score. Subtests include Institutional Level: Institutional Integrity, Managerial Level: Collegial Leadership, Resource Influence, Technical Level: Teacher Affiliation, Academic Emphasis. An overall Health Index Score can be computed from the subtest scores.
- **Reliability and Validity:** "Each of the dimensions was measured by a subtest of the OHI-E. Reliability scores ranged from .87 to .95. A factor analysis of several samples of the instrument supports the construct validity of the concept of organizational health (Hoy, Tarter, & Kottkamp, 1991; Hoy & Tarter, 1997). In addition, the predictive validity has been supported in other studies. See Hoy, Tarter, and Kottkamp (1991)" (Hoy et al., 1991).
- **Standardization or Sample:** Scores can be computed into standardized scores. Survey was normed on an unspecified number of educators from 78 elementary schools from New Jersey.
- **Cost and Administration Format:** No cost, surveys are administered on paper.

7. U.S. DoE Educational School Climate Surveys (EDSCLS; Wang et al., 2016)

- **Description:** The EDSCLS offers a platform that includes a suite of survey instruments developed for schools, districts, and states by the U.S. Department of Education. Through the EDSCLS, schools nationwide will have access to survey instruments and a survey platform that enable the collection and reporting of school climate data across stakeholders at the state or local level. The surveys can be used to produce school-, district-, and state-level scores on various indicators of school climate from the perspectives of students, instructional staff, noninstructional staff and principals, and parents and guardians. The EDSCLS platform offers Spanish and English versions of the parent and student surveys. The instructional staff and principal/noninstructional staff surveys are offered in English only (Wang, et al., 2016). Number of Items: Student survey: 73, Instructional Staff survey: 83, Noninstructional Staff survey: 104. Parent survey: 43.
- **Response Options:** Varies by survey and subscale. Most are scales that range from “Strongly Agree” to “Strongly Disagree” but there are other scale items ranging from “Not a Problem” to “Large Problem”.
- **Subscales/Subscales:** The EDSCLS includes four surveys. The EDSCLS surveys measure three domains—Engagement, Safety, and Environment—and 13 subdomain topical areas (Cultural and Linguistic Competence, Relationships, School Participation, Emotional safety, Physical safety, Bullying/cyberbullying, Substance abuse, Physical environment, Instructional environment, Physical health, Mental health, and Discipline.) The “student survey” is intended for students in grades 5–12. The “instructional staff survey” seeks input from teachers and other staff who provide instruction to students in schools having grades 5–12. The “noninstructional staff survey” was developed for noninstructional staff (e.g., administrators, counselors, coaches, and librarians) who provide services to students in schools having grades 5–12. The final instrument, the “parent survey,” is for parents and guardians of students in grades 5–12.
- **Reliability and Validity:** No information found.
- **Standardization or Sample:** “The U.S. Department of Education (ED) has benchmarked scale scores, beginning with VM 3.0 (released in December 2017). As such, the EDSCLS now produces graphs showing three performance levels into which the benchmarked scale scores may fall: Least Favorable (scale scores below 300); Favorable (scale scores 300-400) and; Most Favorable (scale scores above 400-500). The data used in the analysis were from about 100 schools across the nation that administered the EDSCLS and voluntarily shared their data with the U.S. Department of Education.” (Wang et al., 2016).
- **Cost and Administration Format:** No cost, the survey suite and technical manual is available online on the U.S. DoE website. The surveys are administered online.

8. The Comprehensive School Climate Inventory (CSCI; NSCC, 2007)

- **Description:** The Comprehensive School Climate Inventory (CSCI) is a nationally recognized school climate survey that provides an in-depth profile of your school community’s particular strengths, as well as areas for improvement. With the CSCI, you can quickly and accurately assess student, parent/ guardian,

and school personnel perceptions to get the data that you need to make informed decisions for lasting improvement. The CSCI school climate survey is an empirically validated tool that has been used by thousands of educators, students, and parents/ guardians nationwide. Currently, the CSCI is available in Spanish. (NSCC, 2007)

- **Number of Items:** Unspecified – website states the assessment takes about 15-20 minutes to complete.
- **Response Options:** Unspecified.
- **Subtests/Subscales:** 13 subscales make up 4 dimensions of school climate: Safety: Rules and Norms, Sense of Psychological Security, Sense of Social-Emotional Security. Teaching and Learning: Support for Learning, Social and Civic Learning. Interpersonal Relationship: Respect for Diversity, Social Support – Adults, Social Support – Students. Institutional Environment: School connectedness/Engagement, Physical Surroundings. Social Media: Social Media. Staff Only: Leadership, Professional Relationships
- **Reliability and Validity:** “In 2007, NSCC extensively tested the survey, using factor analysis and structural equation modeling to validate the sub-scales and confirm our theoretical model of school climate. With this data, we were able to determine whether questions grouped in the way we predicted and whether similar patterns existed across schools and groups of students, providing an empirical “seal of approval” for the CSCI.” (NSCC, 2007)
- **Standardization or Sample:** No information found.
- **Cost and Administration Format:** Base package pricing is determined on a sliding scale based on student enrollment. The price includes online versions for all three populations (parents, students, and school personnel) and all other features noted above. Paper surveys cost an additional \$1.75 each to cover printing and scanning fees and includes freight costs.

Instruments Measuring Aspects of Teacher Mental Health

1. The Educator Motivation and Attribute Profile (EdMAP; McInerney, 2018)

- **Description:** The instrument was designed to describe teachers' professional occupational attributes as a multifaceted construct. The EdMAP scales were developed from a set of work- based motivational scales named the Employee Motivation and Attribute Profile (EMAP)(Marsh, McInerney,&McInerney, 1993) (McInerney, 2018).
- **Number of Items:** 115
- **Response Options:** All items are rated on a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree).
- **Subscales:** The Educator Motivation and Attribute Profile(EdMAP) comprises 23 subscales derived from the previously validated Employee Motivation and Attribute Profile (EMAP),developed by Marsh et al. (1993)with 468 Australian employees of a large industrial firm in Australia. The 23 subscales are organized into 6 dimensions: Leadership: Evaluation, Decisiveness, Persuasive/Assertive, Leadership, Emotional Control. Goal Orientation: Career Orientation/Ambition, Attention Seeking, Recognition and Rewards. Application: Planning and Organizing, Attention to Detail, Application/Energy, Tenacity. Variety/Innovation: Variety/Task Flexibility, Innovation, Routine, Autonomy. Abstract Thinking: Abstract thinking, Technical Orientation, Quantitative/Logical. Interpersonal:

Behavioral Flexibility, Consultation/Group Influence, People Orientation, Group Sociability.

- **Reliability and Validity:** “ The [McInery, 2018 study] demonstrates the reliability and factor validity of responses to the EdMAP in a non-Western sample. Confirmatory factor analyses showed acceptable goodness of fit indices for the original EdMAP scales assessing Goal Orientation, Application, Abstract Thinking, Interpersonal, and Leadership, and for a slightly reduced (with 4 items per subscale rather than 5) Variety/Innovation scale. Overall, these findings provide support for the soundness of the EdMAP measurement instrument for further applications in educational practice.” (McInery, 2018).
- **Standardization or Sample:** The participants in the (McInery, 2018) study were 1109 teachers from primary (46.4%) and secondary (53.6%) schools in Hong Kong.
- **Cost and Administration Format:** No cost, survey items available in Appendix A of McInery (2018)

2. Five Facet Mindfulness Questionnaire (FFMQ; Baer et al., 2006)

- **Description:** This instrument is based on a factor analytic study of five independently developed mindfulness questionnaires. The analysis yielded five factors that appear to represent elements of mindfulness as conceptualized in the psychological literature. The five facets are observing, describing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience. (Baer et al., 2006)
- **Number of Items:** 39
- **Response Options:** 1-5 Scale ranging from “never or very rarely true” to “very often or always true”
- **Subscales/Subtests:** 5 facets measuring mindfulness: Observing, Describing, Acting with Awareness, Non-Judging of Inner Experience, and Non-Reactivity to Inner Experience. Each facet’s scores are added together to measure overall mindfulness.
- **Reliability and Validity:** “ ...the available mindfulness questionnaires appear psychometrically promising, showing good internal consistency and expected correlations with several other variables... CFA suggested that describe, act with awareness, nonjudge, and nonreact are elements of an overarching mindfulness construct, and three of these fac-ets (act with awareness, nonjudge, and nonreact) were shown to have incremental validity in the prediction of psychological symptoms” (Baer, 2006).
- **Standardization or Sample:** A sample of 268 undergraduate psychology students participated in the CFA study. Their mean age was 18.9 years, 77% were female, and 90% were Caucasian.
- **Cost and Administration Format:** No cost, questionnaire can be downloaded for free online at <http://ruthbaer.com/academics/>

3. Interpersonal Mindfulness in Teaching Questionnaire (IMT; Frank et al., 2016)

- **Description:** The Interpersonal Mindfulness in Teaching Questionnaire was developed by Frank et al. (2016) to assess the unique ways mindfulness may manifest in the intrapersonal and interpersonal behaviors of teachers in a K–12 school setting. Items were developed by modifying items of existing scales

(MAAS) and adding new unique items that pertain to teacher focus during instruction, daily school activities, emotional awareness, self-regulation, and responsivity and sensitivity during student-teacher interactions.

- **Number of Items:** 14
- **Response Options:** 1-5 scale ranging from “never true” to “always true”
- **Subscales/Subtests:** 2 dimensions yielding one overall score: Interpersonal mindfulness and Intrapersonal mindfulness.
- **Reliability and Validity:** “Teacher Interpersonal Mindfulness significantly predicted emotional exhaustion scores, $\beta = -0.14, t(278) = -2.4, p < 0.01$ and personalization scores, $\beta = -0.14, t(278) = -2.3, p < 0.01$, but did not significantly predict sense of personal accomplishment $\beta = -0.116, t(278) = -1.957, p < 0.01$ over time. On measures of teacher efficacy, Teacher Interpersonal Mindfulness also significantly predicted Social Emotional Self-Efficacy $\beta = 0.25, t(278) = 4.3, p < 0.01$; and Efficacy in Behavior Management $\beta = 0.22, t(278) = 3.7, p < 0.01$.” (Frank et al., 2016)
- **Standardization or Sample:** The CFA study had 263 participants with a mean age of 40.4 years (SD=11.4 years, range=22.1 to 72.5 years), and 97.7 % were female. Approximately 0.8 % of the sample identified as ethnically Hispanic/Latino. Racially, 9.5 % identified as African American, 89.7 % identified as Caucasian, and 0.8 % identified as having an “Other” racial background. Participants reported an average of 13.3 years of teaching experience (SD=9.8) and 93.5 % taught in public school settings (Frank et al., 2016).
- **Cost and Administration Format:** Unspecified. Could not find the questionnaire online but the Frank et al. (2016) study lists all the questionnaire items.

4. Maslach Burnout Inventory–Educators Survey (MBI-ES; Maslach et al., 1996)

- **Description:** The MBI is designed to assess the three components of the burnout syndrome: emotional exhaustion, depersonalization, and reduced personal accomplishment. The nine items in the Emotional Exhaustion subscale assess feelings of being emotional overextended and exhausted by one’s work. The five items in the Depersonalization subscale measure an unfeeling and impersonal response toward recipients of one’s service, care, treatment, or instruction. The eight items in the Personal Accomplishment subscale assess feelings of competence and successful achievement in one’s work with people. The MBI takes about 10-15 minutes to fill out. It is self-administered. The MBI-ES measures the same three burnout dimensions as the MBI except the “recipient” of services is the student (Maslach et al., 1996).
- **Number of Items:** 22 items
- **Subscales:** 3 subscales: Emotional Exhaustion, Depersonalization, and Personal Accomplishment. The three subscale scores are not combined into one single total score, so all three scores must be computed for each respondent.
- **Response Options:** The items are written in the form of statements about personal feelings or attitudes and are answered in terms of the frequency with which the respondent experiences these feelings. Answers are on a 7-point fully anchored scale ranging from 0, “never” to 6, “every day”.
- **Reliability and Validity:** Two studies involving 469 Massachusetts teachers and 462 California teachers were used to support and validate the three-factor model of the MBI-ES. Cronbach alpha estimates of .90 for Emotional Exhaustion, .76 for Depersonalization and .76 for Personal Accomplishment. The reliabilities are parallel with those of the MBI (Maslach, 1996).

- **Standardization or Sample:** Two studies involving 469 Massachusetts teachers and 462 California teachers were used to support and validate the three-factor model of the MBI- ES.
- **Cost and Administration Format:** \$50.00 for the MBI Manual and \$15.00 for the online MBI- Educators Survey which generates a report for each individual. An online group report can be purchased for \$200.00. A License to reproduce the paper form can be purchased for \$2.50 after the purchase of 50.

5. Teacher Stress Inventory (TSI; Fimian, 1988)

- **Description:** The Teacher Stress Inventory (TSI) model is operationally defined in terms of 10 factors that comprise teacher stress. In both the literature and common usage of the term "work stress" it is apparent that certain things cause stress and that this stress, when it does occur, becomes evident in terms of any number of physiological, behavioral, and other types of "symptoms." It should thus be possible to identify one array of events that act as sources of stress and another of events that act as manifestations of stress. Such a structure is apparent in the TSI; 5 factors represent sources of stress, whereas another 5 represent manifestations. Collectively, the 10 factors represent the stress construct termed "Total Stress". The item content of the Teacher Stress Inventory was initially developed based on the experiences of public-school teachers working with regular and special needs students. the Teacher Stress Inventory should be used only to assess the stress levels of United States public school teachers teaching regular or special education students in grades 1 through 12 (Fimian, 1988)
- **Number of Items:** 49
- **Subscales:** 10 factors yielding one Total Stress Score: Time Management, Work-Related Stressors, Professional Distress, Discipline and Motivation, and Professional Investment, Emotional Manifestations, Fatigue Manifestations, Cardiovascular Manifestations, Gastronomic Manifestations, and Behavioral Manifestations.
- **Response Options:** 1-5 rating scale with answers ranging from "No Strength; not noticeable" to "Major strength, extremely noticeable"
- **Reliability and Validity:** "With respect to the whole scale alpha estimates of .93, .92, and .93 for the combined, special education, and regular education teacher groups, respectively, these values indicate a high degree of overall internal consistency across samples. Test-retest correlations ranged .49 to .84 ($p = .001$) for the TSI subscales and .76 ($p = .001$) for the Total Stress Score. Thus, all TSI subscales, and the TSI scale for the strength dimension, were significantly related to their analogous measures across 8-week interval. With respect to the reliability data, it is apparent that the TSI is adequately reliable in terms of its alpha, split-half, test-retest, and alternate-forms reliability estimates. Thus, it can be used for both research and other field purposes, as well as for making group-to-group and individual-to-group comparisons." (Fimian, 1988).
- **Standardization or Sample:** The norms have been computed based on the data provided by an aggregate sample of 3,401 elementary and secondary teachers; thus, the TSI should be used only with teachers teaching in grades 1 through 12. The data derived from the aggregate sample were used to compute norms for both the Total Stress Score and the subscale scores. TSI Total Stress Score norms have also been established for regular education teachers ($n = 962$) and

special education teachers (n = 2,352); thus, the TSI can be used by teachers from either group.

- **Cost and Administration Format:** No cost, survey and manual can be found online.

6. Teacher Multicultural Attitude Survey (TMAS; Ponterotto et al., 1998)

- **Description:** The TMAS, a 20-item unidimensional self-report inventory of teachers' multicultural awareness and sensitivity, uses a 5-point Likert-type scale from 1 (strongly disagree) to 5 (strongly agree). The scoring range is, therefore, 20 to 100. Questions on the TMAS reflect attitudes toward economic status, culture, race, exceptionality, and gender. Responses on the TMAS were scored according to the author's specifications (Ponterotto et al., 1998).
- **Number of Items:** 20
- **Subscales:** None, all items yield one overall score.
- **Response Options:** 5-point Likert-type scale from 1 "strongly disagree" to 5 "strongly agree".
- **Reliability and Validity:** Construct validity of the TMAS was assessed through convergent correlations with three related instruments (Ponterotto et al., 1998). The TMAS was positively correlated to the Quick Discrimination Index (QDI) with $r = .45$ for race and $r = .35$ for gender and the Multi-group Ethnic Identity Measure (MEIM) with $r = .31$. Internal consistency measures for the 20-item TMAS yielded a coefficient alpha of .86 and a theta coefficient of .89. Test-retest stability was reported at .80 (Ponterotto et al., 1998). These multiple measures of internal consistency and test-retest stability indicate satisfactory levels of score reliability.
- **Standardization or Sample:** The participants in the validation study were 227 graduate students in teacher education programs on one urban and two suburban campuses in the New York City Area. The mean age of the sample was 28.24 years with a range from 19-56. There were 185 women and 35 men in the sample. 56% were European American, 21% Hispanic, and 13% were African American, and 3% were Asian American.
- **Cost and Administration Format:** No cost, survey items are available online

Recommended Citation:

Rangel-Pacheco, A. & Witte, A. L. (2020). *Teacher Mental Health and School Climate Measures: An NeMTSS Research Brief*. Nebraska Multi-tiered System of Support (NeMTSS).

Authorship Information:

Abril Rangel-Pacheco, M.A.

School Psychology Doctoral Student

Graduate Research Assistant

Nebraska Center for Research on Children, Youth, Families and Schools

University of Nebraska–Lincoln

arangel-pacheco2@huskers.unl.edu