School Climate Guide for District Policymakers and Education Leaders

CENTER for SOCIAL and EMOTIONAL EDUCATION

545 8th Avenue, Rm. 930, New York, NY 10018
(212) 707-8799; www.schoolclimate.org

NSBA
National School Boards Association

Endorsed by the National School Boards Association

Suggested citation for this document:
Pickeral, T., Evans, L., Hughes, W. & Hutchison, D. (2009). *School Climate Guide for District Policymakers and Educational Leaders*.
New York, NY: Center for Social and Emotional Education (www.schoolclimate.org)

INTRODUCTION

As more educators, administrators, parents and policymakers recognize the importance of school climate—the quality and character of school life—on children's development, learning and achievement, questions naturally turn to how we can make positive school climate a reality. This School Climate Guide is intended to assist district policymakers and education leaders in identifying strategies they can use to improve school climate throughout their district.

The terms "school climate," "school culture" and "learning environment" have been used in overlapping but sometimes, quite different ways in educational literature. This guide uses the concept of school climate to represent strategies that impact student achievement and positive youth development. The bottom line is that district policymakers and education leaders have a responsibility to create and sustain schools in which students are engaged and learning. Quality school climate contributes to students' knowledge and skills for success in school, work and life.

School climate refers to the quality and character of school life. It is based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society.

Climate includes norms, values and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students, families and educators work together to develop, live and contribute to a shared school vision. Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning. Each person contributes to the operations of the school and the care of the physical environment.[1]

Over the last three decades, a growing body of research attests to the profound impact that features of school climate have on individual experience. Two aspects of school climate (commitment to school and positive feedback from teachers) have been shown to affect students' self-esteem. A series of studies have shown a relationship between school climate, student absenteeism and the rate of student suspension.[2]

Research indicates that positive school climate is a critical dimension of effective risk prevention, health promotion efforts and learning. Reviews of the research show effective risk prevention and health promotion efforts are correlated with safe, caring, participatory and responsive school climates. One of the fundamentally important dimensions of school climate is relational, i.e., how connected people feel to one another in school, and the nature of the school-family-community partnerships. In fact, "school connectedness," or the extent to which students feel attached to at least one caring and responsible adult at school, is an area of increased attention among risk prevention and school climate researchers. School connectedness is a powerful predictor of adolescent health and academic outcomes, violence prevention and is a protective factor against risky sexual, violence, and drug-use behaviors.[3]

To help policymakers and education leaders—at all levels—translate the body of research into actionable steps, the National School Climate Council has developed the *National School Climate Standards* (www.schoolclimate.org/climate/standards.php). These standards present a vision and framework for a positive and sustainable school climate. They complement national standards for Content, Leadership, and Professional Development, The Key Work of School Boards, and the Parent Teacher Association's National Standards for Family School Partnerships Standards. The framework is comprised of the following five standards that support effective school climate improvement efforts:

1. The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.

2. The school community sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and (b) a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged.

3. The school community's practices are identified, prioritized and supported to (a) promote the learning and positive social, emotional, ethical and civic development of students, (b) enhance engagement in

teaching, learning and school-wide activities; (c) address barriers to learning and teaching and reengage those who have become disengaged; and (d) develop and sustain an appropriate operational infrastructure and capacity building mechanisms for meeting this standard.

4. The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically.

5. The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.

This guide, a companion to the standards, identifies quality **practices** in school climate that can lead to student achievement and success; various **policy options** that encourage, support and reward implementation and sustainability of a positive school climate; and strategies to ensure **alignment** of quality practice and supportive policies based on research and evidence of practice.

Finally, the guide identifies frameworks, tools (specific instruments schools can use to measure and improve school climate), resources and responsibilities of district policymakers and education leaders.

FRAMEWORK

The following two frameworks demonstrate the importance of school climate in advancing student achievement through quality school norms, goals, values and interpersonal relationships; teaching, learning and leadership practices; and organizational structures. In addition, school board members and superintendents have a responsibility to encourage, support and reward schools to integrate and sustain quality school climate.

The National School Boards Association (NSBA) has developed the *Key Work of School Boards* framework of eight interrelated action areas to focus and guide school boards in their work. The Key Work components are Vision, Standards, Assessment, Accountability, Alignment, Climate, Collaboration and Community Engagement, and Continuous Improvement.

The purpose of the Key Work is to help school boards engage their communities and improve student achievement through effective governance. The better these eight essential areas are integrated into a systematic process, the better the results will be for all stakeholders.

This framework provides a solid foundation upon which district policymakers and education leaders can consider, adopt and adapt quality school climate policies, practices, accountability and capacity for student achievement and success.

District policymakers and education leaders have a responsibility to assist their schools in creating and sustaining quality school climate and model these characteristics in their organization and actions.

Along with the eight action areas, through the Iowa Lighthouse Project, NSBA has identified a set of seven conditions about the key behaviors of school boards and superintendents that influence district climate and higher student achievement. These seven conditions are:

1. Shared leadership
2. Continuous improvement and shared decision making
3. Ability to create and sustain initiatives
4. Supportive workplace for staff
5. Staff development
6. Support for school sites through data and information
7. Community involvement

PRACTICE

District policymakers and education leaders are in the unique position to identify, prioritize and support **practices** that can

(a) enhance engagement in teaching, learning, and school-wide activities; (b) address barriers to learning and teaching (e.g., student and school readiness; safety; sense of belonging and connectedness; and collaboration) and reengage those who have become disengaged; and (c) develop and sustain an appropriate operational infrastructure and capacity building mechanisms for meeting this standard.

To effectively do that, however, policymakers need to learn of current, scientifically sound findings and resources that support school climate improvement efforts and acknowledge the importance of engagement with parents and community members at large. Detailed school climate research reviews as well as school climate improvement proactive guidelines are provided at the end of this document. Educating the public about the importance of school climate and ways they can contribute is a responsibility and priority for district policymakers and education leaders.

Policymakers and education leaders should review current practices and encourage changes to current practices to ensure:

- Specific practices are designed to enhance engagement in classroom-based social, emotional and civic learning and in school-wide activities;

- Specific classroom and school-wide practices are designed to address barriers to learning and teaching and reengage those who have become disengaged; and

- The development and sustainability of a comprehensive system of learning supports by ensuring an appropriate operational infrastructure and capacity building mechanisms are in place.

A number of practices can enhance engagement in classroom-based social, emotional and civic learning, including:

- An explicit focus on cognitive and behavioral learning (linking previous knowledge to new information in organized ways, while recognizing that learning is influenced by the environment) and engagement in the classroom to increase students' competencies

- Opportunities for all students to engage subject matter with their real life interests and needs, through service-learning or other teaching and learning strategies

- Opportunities for students to enter into dialogues with the adults at school, community and local governments

- Enabling authentic student participation in decision-making at the school and district level

Practices to address barriers to learning and teaching and to reengage those who have become disengaged include:

- Establishing integrated systems of intervention (known by all school staff) that promote healthy development and prevent problems, respond to problems as early as feasible (engaging in reflective analyses to identify and solve problems associated with student achievement and development), and provide assistance for those with serious and persistent problems

- Providing an increased level of communication and assistance to students and their families as they encounter

DISTRICT SPOTLIGHT

New Vista High School's educational approach includes helping students choose an "Individual Student Path" and assisting them in selecting opportunities that help them along their chosen paths. The school utilizes a modified block schedule that includes options for shorter class periods; extended advisory periods; "seminar/intensives"; teacher-student conference time; workshops; and "Community Experience," an unpaid weekly placement in a local business, government agency or community-based organization.

The desire of New Vista staff to create a sense of community is reflected in its responsiveness to problems. When student drug use during off-campus activities became a problem, staff reworked the daily schedule, brought in a facilitator and held a "community conversation" about how to resolve the issue. *New Vista is part of the Boulder Valley RE 2 School District in Colorado.*[4]

transitions (between grades, schools or other)

- Developing greater outreach to and partnership with the community through enhanced communication and outreach, increased use of volunteers in school, integration of service-learning, and opportunities for members of businesses and local government to connect with students and schools

A comprehensive system of learning supports requires appropriate operational infrastructure and capacity building mechanisms, such as:

- A school administrator with assigned responsibility and accountability for ensuring the development and sustainability of high quality school climate practices, and its incorporation in the school's regular improvement, assessment and accountability processes

- The administrator has staff assigned to work with to develop, sustain and continually enhance these school-wide practices

- School-wide professional development opportunities (for staff and administrators) reinforce and further develop these practices

- The needs and resources of schools, families and communities are formally linked, enabling development of this comprehensive system of learning supports

POLICY

District and school policy is an often overlooked, yet critical area of focus for policymakers seeking to integrate and sustain positive school climate. District and school policies can specifically promote and sustain (or discourage) the development of social, emotional, ethical civic and intellectual skills, knowledge and dispositions, as well as create a comprehensive system to address barriers to learning and teaching and to reengage students who have become disengaged.

To ensure district and school policies are supportive of a positive school climate, district policymakers and education leaders, through their strategic planning process, should:

- Review district and school mission and vision statements. Do they establish the development of social, emotional, ethical and civic, as well as intellectual, skills and dispositions as a district and/or school priority? Policy options include revising existing district mission, vision and goal statements to include a positive school climate, requiring schools to do the same, and establishing a school climate action plan to outline the district's efforts to improve school climate district-wide.

- Examine existing instruction and assessment policies. In what ways could existing processes and standards better promote mutual respect, caring and a psychological sense of community? Policy options include requiring schools to routinely evaluate school climate using multiple scientifically sound methods of collecting data. Some surveys, observational methods and behavior reporting systems are scientifically sound and recognize the range of factors that shape school climate (e.g., social norms and other aspects of interpersonal relations, school connectedness, sense of safety, rules and discipline, teaching and learning, and the institutional environment). Regularly surveying students, staff, parents and community members regarding school climate and expecting staff members to participate in professional learning communities (PLC) could also prove beneficial. There is a growing body of educational research suggesting that PLC's promote better performance among the members in terms of contextualization of the problems, critical approach to the problems, belief in self-agency and pragmatic approach to finding solutions.

- Remember the perception that what's measured is what matters. Take another look at school and district data collection and accountability measures. Do they directly demonstrate the impact of efforts to promote social, emotional, ethical and civic learning, as well as intellectual learning? Do they demonstrate the impact of school-wide efforts to promote feeling safe, connected and engaged in school life? Policy options include creating standards for school climate assessment procedures and guidelines for selecting a school climate measure, reporting results (with other accountability reporting) and developing district and school action plans based on the data.

- Evaluate whether district policies support a comprehensive system that encourages students to be engaged (feeling a sense of belonging, connectedness and competency) and address barriers to learning and teaching and to reengage students who have become disengaged. Are appropriate learning supports in place and are the data and accountability systems designed to assess these efforts? Policy options include revisiting teacher and staff hiring decisions—include questions about school climate in standard interview questions; creating working groups to evaluate school systems to reengage disengaged students; requiring each school to create a school-wide reengagement action plan.

- Consider that all school activities, including those that occur outside the classroom, impact school climate. Are policies in place regarding informal opportunities (recreational, athletic and extracurricular, for example)? Do they ensure these opportunities are designed to support the desired norms of learning and teaching and foster mutual respect and caring, safety and well-being, civil, prosocial, responsible behavior, and a psychological sense of community? Policy options include incorporating all staff and volunteers working with students out of the classroom in trainings on the elements of school climate and creating regular communication and feedback loops between those staff and volunteers and other school educators. In particular, policies acknowledge the role of parents within a school and ensure they understand and commit to the desired characteristics of the school climate.

- Review operational and capacity building activities to ensure school climate is included. Do administrators, professional and staff development activities explicitly address school climate? Is school climate regularly addressed in staff meetings? Do both the teaching and support staff embrace their role in supporting a positive school climate and reengaging students who have become disengaged? Policy options include offering continuing education credits for climate-related development opportunities, creating incentives for staff to participate and take leadership in improving school climate, and providing recognition for students contributing to a positive school climate.

ALIGNMENT

One of the most difficult things to do—in any area of education—is to ensure alignment of quality practice and supportive policies based on the research and evidence of effective practice. Fragmented programming and school improvement efforts are common at building, district and often state levels. Fragmentation or a lack of coordinated educational, risk prevention and health promotion efforts are perhaps the most common and powerful factors that undermine school improvement efforts.

DISTRICT SPOTLIGHT

As part of its strategic planning efforts, the first four instructional goals the Hudson, MA School Committee adopted in 2003–04 support positive school climate:

- Strengthening the integration of character education in the curriculum, pre-K–12, by continuing to emphasize Hudson's core values of empathy, ethics and service

- Expanding and enhancing the understanding and integration of community service-learning into the curriculum

- Expanding the instruction of social skill and ethical development through such programs as Second Step, multi-age grouping or looped classrooms, "Responsive Classroom" strategies, conflict resolution skills, peer leadership or peer mediation, etc.

- Increasing student participation in class and school governance through class meetings, active student councils, forms of school governance that engage all students in dialogue and the development of "Responsive Schools."[5]

When aligned, district policies and practices can ensure the operational and capacity building mechanisms (including staff development) related to a positive school climate are fully integrated into a school's infrastructure and are effectively implemented and sustained. As the research base and evidence of effective practice continues to evolve, alignment is not a one-time exercise. Rather, evaluating alignment—and making appropriate recommendations and adjustments—is part of a district and school's regular school improvement process.

RECOMMENDATIONS

Each district and school has its own established traditions, policies and practices around continuous improvement efforts and the alignment of district priorities with classroom instruction. District policymakers and education leaders should consider those along with the following strategies:

- Create district-wide and school-based school climate teams. Ensure teams include administrators as well as practitioners.

- Provide opportunities for the teams to participate in workshops, seminars and other professional development opportunities where they can learn about the latest school climate research and resulting policy and practice implications.

- Empower the teams to evaluate the current status of alignment of policy and practices (including classroom instruction, professional development and discipline policies) with school climate goals, identify areas lacking appropriate alignment and suggest policy and practice changes to better align the school's efforts with what the research shows works most effectively.

- Regularly survey the entire school community—students, teachers, staff, parents and community members—to learn of all perceptions of the school's climate. Celebrate the strengths and address the weaknesses.

- Use school climate assessment and improvement efforts as a method to coordinate education-mental health as well as home-school-community initiatives.

- Ensure that school climate—and strategies to improve it and better align with classroom and out of classroom activities—occurs at all levels, from the school board to superintendent's office to principals and building staff to departmental and grade-level staff to parents and community members.

School climate is an education variable that can be created and sustained through district policies, quality practices, alignment with priorities and accountabilities, encouragement and support. A positive climate not only fosters youth development and learning but as importantly contributes to positive relationships among adults, their sense of connectedness and success.

TOOLS

Following are a number of school climate practice and policy tools that support measuring school climate and providing insights into areas needing improvement. As with any tool, district policymakers and education leaders should carefully review a tool to ensure its focus aligns with the district's assessment and improvement needs.

Measurement Tools

The Comprehensive School Climate Inventory (CSCI) is a 15 to 20 minute survey that assesses 12 dimensions across four major areas (two are for educational staff only): Safety (rules and norms; physical safety; social-emotional safety); Teaching and Learning (Support for learning; Social and civic learning, Professional development); Interpersonal Relationships (Respect for Diversity, Social Support—Adults, Social Support—Students, Leadership); and, Institutional Environment (physical environment; school connectedness) and recognizes student (3rd to 12th grade), parent and school personnel 'voice'. It can be administered offline (paper versions) and/or online in English or Spanish (and other languages

if needed). The CSCI has been developed in a scientifically sound way and is a valid and reliable tool. Detailed administrative support is provided "person-to-person" as well as online (a portal is created for every school). A report is provided that includes: an overview of the findings, detailed findings (narrative and numerical), and suggested short and longer term "next steps" as well as a PowerPoint summary of the findings. Costs vary depending on the size of the student population. www.schoolclimate.org/programs/csci.php

The School Citizenship Education Climate Assessment is a survey developed by the Education Commission of the States' National Center for Learning and Citizenship. It is an anonymous self-assessment that measures the quality of school climate in seven categories, with special attention to aspects of school climate that foster high quality citizenship education: civic purpose of education; collaboration and cooperation (mutual trust and positive interactions, student input in planning/problem-solving); and, engagement in the community (open dialogue, respectful communication). This assessment, which is available online for distribution, is intended for administrators, teachers, parents, and other community members in K–12 schools. Schools compute their own scores for each section, and it is suggested that average scores are calculated for each group (e.g., teachers). It is suggested that there be follow-up evaluations to chart progress. http://www.ecs.org/Qna/docs/assessment.pdf

Developmental Studies Center Child Development Project Scales, which have been developed and validated for over 20 years, focus on professional development measuring students' social, emotional, ethical and academic development, as well as student involvement in high-risk behaviors. The student questionnaires also measure aspects of school climate, including student perceptions of the school community and student-teacher relationships. There are 10 different programs available for grades K–8, six of which are for use in classrooms (Caring School Community™; Being a Writer™; Making Meaning®; Making Meaning® Vocabulary; Guided Spelling™; SIPPS® (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)) and 4 for out-of-school time (AfterSchool KidzLit®, AfterSchool KidzMath™; Science Explorer; Math Explorer). The cost and frequency of administration varies by the program assessment being used.

Elementary scales: www.devstu.org/pdfs/cdp/DSC_ElemSch_scales.pdf
Middle School scales: www.devstu.org/pdfs/cdp/DSC_MidSch_scales.pdf

The High School Survey of Student Engagement (**HSSSE**) is designed to measure how engaged students (9th-12th graders) are by focusing on school characteristics that shape student experience. It is a short, paper-based survey that is easy for students to complete. Though it is available offline only, HSSSE was completed by nearly 300,000 students from high schools across 29 states in 2004, 2005 and 2006. The program costs $200 for an initial participation fee and then an additional $2 per student. Schools receive reports with mean comparisons and frequencies of student response along different measures, a data file on CD for additional analyses, an overview of national HSSSE results, and suggestions on how to use the results in schools. http://ceep.indiana.edu/hssse/

DISTRICT SPOTLIGHT

The Hatboro-Horsham District in Pennsylvania has been working with the Center for Social and Emotional Education (CSEE) to help them measure and improve their climate for learning.

- Every school in the district administered the Comprehensive School Climate Inventory (CSCI) to their students, staff and parents in the spring of 2008. The findings formed a valuable baseline to support a unified, strategic process for improvement.

- Next, a group of administrators from the district attended CSEE's three-day Summer Institute to work with their findings as a team.

- The administrative team incorporated the CSCI findings into discussions with school-level action planning teams and began brainstorming ways the findings could help improve their current efforts, which led to changes at several schools.

- Teams of educators and administrators at each school engaged in a two-day series of workshops to prioritize future initiatives based on CSCI findings and create targeted action plans for sustained improvement. Then all teams completed the second session of the training series and came away with a clear vision of how to implement a district-wide plan for enhancing social-emotional learning and safety.[6]

California Healthy Kids Survey (CHKS) is a customizable youth self-report data collection system that provides health risk assessment and resilience information to schools, districts and communities. Targeted at grades 5–12, the CHKS enables schools and communities to collect and analyze valuable data regarding local youth health risks, assets and behaviors. The Youth Development and Resiliency module includes questions related to school climate and connectedness, and a staff school climate survey has also been developed. Surveys are available in both English and Spanish. The California School Climate Survey for School Staff, required in California for schools using Title IX or TUPE funds, is a brief survey that focuses on racial/ethnic achievement gap, staff working conditions and special education. The staff survey should take less than 15 minutes to complete and is offered in English. These surveys are generally taken online, and come with step-by-step guidebooks and internet access to all materials to help with assessing data. A summary of key findings is available along with color transparencies for presentations. www.wested.org/pub/docs/chks_surveys_summary.html

School as a Caring Community Profile-II (SCCP-II), developed by the Center for the 4th and 5th Rs (Respect and Responsibility), helps schools assess themselves as caring communities through character education evaluation. This 42-question survey identifies both student and adult perceptions and is intended for all members of the school community to complete. Its goal is to provide an overview necessary to build a comprehensive plan for the future of the school community. Available only as part of Character Education Partnership's *Eleven Principles of Effective Character Education*, the SCCP-II may be viewed online or ordered for $3 each. There are scale descriptions included to explain the results. www.cortland.edu/character/instruments.asp

World Health Organization's Psycho-Social Environment Profile (PSE) is designed to create an environment for emotional and social well-being by providing background information and discussion guides on the seven areas of school climate assessed in the profile (providing a friendly, rewarding and supportive atmosphere; supporting cooperation and active learning; forbidding physical punishment and violence; not tolerating bullying, harassment and discrimination; valuing the development of creative activity; connecting school and the home life; and promoting equal opportunities and participation). The PSE Profile aims to both create an awareness of the school dynamics and shape policy in a positive, sustainable way. This assessment tool is intended to be used by a diverse range of school personnel, including administrators, cleaners, secretarial staff, volunteers, and, where applicable, playground monitors, cafeteria staff, the school nurse, and traffic safety patrol (school administrators, teachers, community leaders and members of school health teams). One person is appointed to adapt the PSE to their particular school system and takes charge in all steps from choosing who participates to calculating and distributing the results. The costs are little to moderate, largely based upon time and resources already available in each school. www.who.int/school_youth_health/media/en/sch_childfriendly_03_v2.pdf

What Kids Can Do: Students As Allies in Improving Their Schools, Sample Surveys were designed and administered by Students As Allies student-teacher research teams (at 20 high schools across five cities). The surveys included a common core of questions, along with questions students developed specific to their school. The common core addressed areas including: school climate, student-teacher relationships, teaching styles, academic expectations, safety and discipline, student voice, and improving student learning. These surveys were completed online, many through SurveyMonkey.com which then organized and provided a report of the results. www.whatkidscando.org/specialcollections/student_as_allies/pdfs/saa_samplesurveys_final.pdf

Policy Guidelines

School Climate Standards: These standards were developed by the National School Climate Council in collaboration with scores of other educational, family and mental health leaders. The standards present a vision and framework for a positive and sustainable school climate. They complement national standards for Content, Leadership, and Professional Development and the Parent Teacher Association's National Standards for Family School Partnerships Standards. The framework is comprised of five standards that support effective school climate improvement efforts. For information about the standards, see: www.schoolclimate.org/climate/policy.php.

The School Challenge: Presented by the National School Climate Council, *The School Climate Challenge: Narrowing the Gap Between School Climate Research and School Climate Policy, Practice Guidelines and Teacher Education Policy*, this paper provides an overview of school climate research, the disconnect between the research and policy and practice, and provides recommendations for policymakers, practitioners and teacher education. www.schoolclimate.org/climate/policy.php

Key Works of School Boards: Presented by the National School Board Association, the Key Work of School Boards is a

framework of eight interrelated action areas to focus and guide school boards in their work. The Key Work components are Vision, Standards, Assessment, Accountability, Alignment, Climate, Collaboration and Community Engagement and Continuous Improvement. The purpose of the Key Work is to help school boards engage their communities and improve student achievement through effective governance. The better these eight essential areas are integrated into a systematic process, the better the results will be for all stakeholder: www.nsba.org/keywork.

ASCD Whole Child: ASCD's (Association for Supervision and Curriculum Development) Whole Child initiative calls on parents, educators, policymakers and communities to join forces to ensure our children become productive, engaged citizens. Its report, *The Learning Compact Refined: A Call to Action*, seeks to transform education so that each child can develop his strengths and restore his unique capacities for intellectual, social, emotional, physical and spiritual learning. www.wholechildeducation.org

Practice Guidelines

SCHOOL CLIMATE IMPROVEMENT GUIDES:

Beland, K. (2003). *Eleven principles sourcebook: How to achieve quality education in P–12 schools.* Washington, D.C.: Character Education Partnership.

Cohen, J. & Pickeral, T. (2009). *The School Climate Implementation Road Map: Promoting Democratically informed school communities and the continuous process of school climate improvement.* (First Edition). New York: Center for Social and Emotional Education.

Cohen, J., McCabe, E.M., Michelli, N.M. & Pickeral, T. (2009). School Climate: Research, Policy, Teacher Education and Practice. *Teachers College Record*, Volume 111: Issue 1: pp. 180–213.
(Available on: http://www.tcrecord.org/Content.asp?ContentId=15220)

Collaborative for Academic, Social and Emotional Learning. (2006). *School-wide SEL Implementation.* www.casel.org

Deal, T.E. & Peterson, K.D. (2009). *Shaping school culture: Pitfalls, paradoxes, & promises* (second edition). San Francisco, CA: Jossey-Bass.

Elbot, C.F. & Fulton, D. (2008). *Building an intentional school culture: Excellence in academics and character.* Thousand Oaks, CA: Corwin Press Eller, J.F. & Eller, S. (2009). *Creative Strategies to Transform School Culture.* Thousand Oaks, CA: Corwin.

Eyman, W. & Cohen, J. (2009). *Breaking the Bully-Victim-Passive Bystander Tool Kit: Creating a climate for learning* (First Edition). New York: Center for Social and Emotional Education.

Hord, S.M., & Sommers, W.A. (2007). Leading professional learning communities: Voices from research and practice. Thousand Oaks, CA: Corwin Press.

Howard, E., Howell, B. & Brainard, E. (1987). *Handbook for Conducting School Climate Improvement Projects.* Bloomington, Indiana: Phi Delta Kappa Educational Foundation.

SCOPE AND SEQUENCE RELATED RESOURCES:

There are a growing number of curricular based guidelines and standards that focus on what K–12 students can and should be learning socially, emotionally, ethically and civically as well as intellectually.

- Alaska Initiative for Community Engagement (ICE); Anchorage, Alaska, School Board Social Emotional Learning Standards and Benchmarks www.alaskaice.org/files/ASDSEL_Standards.pdf
- Illinois State Department of Education's Social Emotional Learning Standards
  http://isbe.net/ils/social_emotional/standards.htm

- Wisconsin's "Standards of the Heart" http://dpi.wi.gov/cssch/csssoh1.html

ADDITIONAL RESOURCES (includes violence prevention, social and emotional learning, and character education curriculum) include:

- Character Education Partnership www.character.org
- Character Education and Civic Engagement Technical Assistance Center www.CETAC.org
- Center for Social and Emotional Education: www.schoolclimate.org
- Collaborative for Academic, Social and Emotional Learning (CASEL) www.casel.org
- Blueprints, University of Colorado www.colorado.edu/cspv/blueprints
- U.S. Department of Education What Works Clearinghouse http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=12

DISTRICT LEADERSHIP RESPONSIBILITIES

School boards need to understand their role as models for the district in creating and sustaining quality school climate. www.nsba.org/MainMenu/Governance/KeyWork/Research/Lighthouse-project.aspx

AUTHORS

Terry Pickeral, president Cascade Educational Consultants, Co-Chair of the National School Climate Council and senior consultant and advisor to the Center for Social and Emotional Education.

Lou Ann Evans, member of the National School Climate Council, the 100 District Leaders Network for Civic Engagement and Service-Learning, the State College Area School Board, PA and served as president of the Pennsylvania School Boards Association in 2006.

William Hughes, superintendent Greendale Schools (WI), member of the National School Climate Council and 100 District Leader Network for Civic Engagement and Service-Learning and Cascade Educational Consultants.

David Hutchison, school board member of the State College Area School District (PA), and is co-chair of the Public Issues Forum of Centre County.

Marcy Borten and **Jonathan Cohen** have assisted in the development of the Guide.

[1] National School Climate Council (2007). *The School Climate Challenge: Narrowing the Gap Between School Climate Research and School Climate Policy, Practice Guidelines and Teacher Education Policy*. Available online at: www.schoolclimate.org/climate/policy.php or http://www.ecs.org/school-climate

[2] Cohen, J,. McCabe, E.M, Michelli, N.M & Pickeral, T. (2009). School Climate: Research, Policy, Teacher Education and Practice. *Teachers College Record*, Volume 111: Issue 1: pp. 180-213. (Available on: http://www.tcrecord.org/Content.asp?ContentId=15220)

[3] Ibid (2009), page 185.

[4] Miller, J. *Citizenship Education in Ten U.S. High Schools*. Denver, CO: Education Commission of the States (2004).

[5] Miller, J. *Citizenship Education at the School District Level*. Denver, CO: Education Commission of the States (2004).

[6] Center for Social and Emotional Education. *Making School Climate a District-Wide Priority*.