National School Climate Center Resources that Support School Climate Reform:

Recognizing and promoting social, emotional, ethical, civic and intellectual learning and school improvement efforts

The National School Climate Center (formerly the Center for Social and Emotional Education) and the National School Climate Council have developed the following school climate policy and practice resources to support your school mobilizing the “whole village” to support students’ social, emotional, ethical and civic as well intellectual learning.

Policy resources:

• National School Climate Standards: Benchmarks to promote effective teaching, learning and comprehensive school improvement (www.schoolclimate.org/climate/standards.php) In 2009 CSEE and the National School Climate Council (www.schoolclimate.org/climate/council.php) have developed School Climate Standards to support schools, districts, and states in effectively aligning education policy with practice. Ten national organizations (www.schoolclimate.org/climate/standards.php) have endorsed the Standards. These organizations range from ASCD and the American School Health Organization to the Character Education Partnership and the National School Board.

Related publications:


Research resources:


• School Climate Research Summary: January 2010 (available on: www.schoolclimate.org/climate/research.php)

Measurement Resources:

• Comprehensive School Climate Inventory (CSCI) – The CSCI is one of the most recognized and comprehensive school climate measures today that assesses to what extent students’, parents’ and school personnel feel safe, “connected” and engaged in school life. Developed over nine years of
research and field-testing, the CSCI is a scientifically sound survey tool that thousands of schools, districts, networks of schools and several State Departments of Education (Ohio and Iowa) have used. A recent comparative study of 102 school climate surveys revealed that the CSCI was one of only three that met the American Psychological Associations criteria for being a reliable and valid school climate survey (http://gradworks.umi.com/33/88/3388261.html). And, a recent 2011 independent evaluation by Social Development Research Group (University of Washington) of 73 (i) social emotional learning measures and (ii) school climate surveys for middle schools reported that ten met their criteria for being reliable and valid. The CSCI was one of these ten measures and the only school climate measure that was recommended. The CSCI is yoked to a web-based portal system that supports school teams to effectively administer the survey, and use the resulting data as a springboard for school improvement efforts. (www.schoolclimate.org/programs/csci.php)

School Improvement Resources:

• The School Climate Guide for District Policymakers and Educational Leaders –This guide is designed to support superintendents and school board leaders understanding how important and possible it is to measure and improve school climate. (To download this Guide see: www.schoolclimate.org/climate/process.php). The National School Board Association has endorsed this Guide.

• School Climate Implementation Road Map: Promoting Democratically Informed School Communities and the Continuous Process of School Climate Improvement. –This Road Map is organized around a series of tasks and challenges that define each of the five stages of the school climate improvement process. The Road Map includes information, guidelines and most importantly, tools designed to support school leaders and community members addressing these tasks and challenges. (To learn more about this Road Map, see: www.schoolclimate.org/climate/process.php)

• School Climate Matters: This quarterly newsletter includes a range of information, resources and case studies about school climate improvement efforts: www.schoolclimate.org/about/newsletter.php

• Breaking the Bully-Victim-Bystander Tool Kit: Creating a climate for safety and responsibility – This tool kit is organized around a series of modules that support school leaders and school communities understanding what a school looks like that has developed this programmatic effort; a series of team building exercise that build trust and collaborative working relationships: the foundation for effective school improvement efforts; a six step implementation process; and, scores of activities that support sustainability. (To learn more about this Road Map, see: www.schoolclimate.org/climate/process.php)

• BullyBust: This is a nationwide bully prevention awareness campaign designed to reduce bullying in our schools. In addition to providing a range of information and guidelines for students, parents/guardians and school personnel about bully-victim behavior and the importance of becoming an upstander (rather than a bystander), this site encourages students to show how they are “standing up” to bully-victim behavior in their own communities. www.schoolclimate.org/bullybust/
• School Climate Resource Center (SCRC): The SCRC is an interactive, data-driven, multi media web portal that will provide information, guidelines, tools, learning modules and a social network that supports school, student, family and community leaders understanding how to learn and work together to support effective school climate/social, emotional and civic school reform: safe, supportive, engaging, challenging schools that foster learning and positive youth development. The SCRC will include information about school climate research, policy and practice. The primary goal for the SCRC will be to provide detailed information, guidelines, tools and learning modules that support K-12 community members addressing the tasks and challenges that characterize each of the five stages of the school climate improvement process.

• Professional Development Offerings that create a climate for learning –Based on our learning and work over the last decade, NSCC has developed professional development (PD) offerings for schools, districts and States that support schools being places that are safe, “connected” (or relationally healthy) and engaged. (www.schoolclimate.org/programs/pd.php).

Additional and related publications:


• Reprinted in the Marshall Memo, a newsletter distributed to 18,000 school leaders (www.marshallmemo.com).
• Reprinted by the Pennsylvania Department of Education and the Governor’s Institute, June 2009.


