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:
> • 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.* On www.schoolclimate.org/climate/policy.php
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> • Cohen, J., Fege, A., & Pickeral, T. (2009). Measuring and improving school climate: A strategy that recognizes, honors and promotes social, emotional and civic learning - The foundation for love, work and engaged citizenry. *Teachers College Record.* (On:www.schoolclimate.org/ (see "CSEE News")

Research resources:
• 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)

• *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

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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/

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• *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:

Cohen, J. (2006). Social, emotional, ethical and academic education: Creating a climate for learning, participation in democracy and well-being. *Harvard Educational Review*, Vol. 76, No. 2, Summer, pg 201-237. (www.hepg.org/her/abstract/8)

Cohen, J., Shapiro, L, & Fisher, M. (2006). Finding the Heart of Your School: Using School Climate Data to Create a Climate for Learning. *Principal Leadership* (The journal of the National Association of Secondary School Principals), Vol. 7, 4, pages 26-32.

Cohen, J. & Michelli, N.M. (2006). Evaluating school climate: Promoting the skills, dispositions and a climate for democracy. *NNER (National Network for Educational Renewal News)* News, Vol 6, 1, pg. 2-4.

Cohen, J. (2006). Making measurement meaningful in K-12 schools: Promoting a climate for learning. *The Brown University Child and Adolescent Behavior Letter*, Vol. 22, No. 12, pg. 1-7.

Devine, J. & Cohen, J (2007). *Making your school safe: Strategies to protect children and promote learning.* New York: Teachers College Press

Cohen, J. & Pickeral, T. (2007). Measuring and Improving School Climate: A Commentary. *Education Week*, April, 18, 2007, Vol. 26, No. 33, pages 29-30.

Cohen, J. (2007). Interdisciplinary psychoanalysis and the education of children: Psychoanalytic and educational partnerships. *Psychoanalytic Study of the Child.* Volume 62. Edited by R. A. King, P. B. Neubauer, S. l Abrams & A. S. Dowling. (pgs 180-207). New Haven: Yale University Press

Cohen, J. (2007). Measuring and improving school climate: Creating a climate for learning. *Independent School* (A publication of the National Association of Independent Schools), Vol. 67, 1, pages 18-26. (Available on: http://www.nais.org/publications/ismagazinearticle.cfm?Itemnumber=150284&sn.ItemNumber=145956).

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Cohen, J. (2008). Measuring and improving school climate: Evidence-based strategies to promote effective risk prevention, health promotion and learning in youth. *Report on Emotional & Behavioral Disorders in Youth: Evidence-based assessments - Interventions for the real world)*. Vol. 8, No. 2, pages 37-50.

Cohen, J. (2008) Promoting school and life success: Parents and teachers working, learning and teaching together. *The Parents League Review 2008: Essential articles on parenting and education.* pg 118-123

Cohen, J., Pickeral, T., & McCloskey, M. (2008). The challenge of assessing school climate. [Online article]. *Educational Leadership*, 66 (4). (Available on: www.ascd.org/publications/educational_leadership/dec08/vol66/num04/toc.aspx)
• Reprinted in *The Educational Digest* (2009), April 2009, Vol. 74, No 8, pages 45-48 (www.eddigest.com)
• 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.

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)

Cohen, J. (2009). Transforming School Climate: Educational and Psychoanalytic Perspectives An Introduction to a special issue on school climate. *Schools: Studies in Education*, Vol. 6, No. 1: 99-103.

Cohen, J. & Hamilton, R. (2009). Caring for the individual student and the community of learners: Interlocking relationships and comprehensive school climate improvement. *Schools: Studies in Education*, Vol. 6, No. 1: 104-116.

Cohen, J., Fege, A., & Pickeral, T. (2009). Measuring and improving school climate: A strategy that recognizes, honors and promotes social, emotional and civic learning - The foundation for love, work and engaged citizenry. *Teachers College Record.* Retrieved June, 25, 2009, from http://www.tcrecord.org/Content.asp?ContentId=15698

Cohen, J. & Geier, V. (2010). School climate research summary – January 21010. *School Climate Brief,* Vol. 1, No. 1. New York: Center for Social and Emotional Education

Cohen, J., Pickeral, T., & Levine, P. (2010). The Foundation for Democracy: Social, emotional, ethical, cognitive skills and dispositions in K-12 schools. *Inter-American Journal of Education for Democracy*, Vol. 3. No. 1, pg. 74-97 (http://scholarworks.iu.edu/journals/index.php/ried/)

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