



Resources that support school climate reform: Recognizing and promoting social, emotional, ethical, civic and intellectual learning and school improvement efforts

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*: 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. The National School Board Association and the Character Education Partnership have endorsed these standards.

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
- 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 seven years of research and field-testing, the CSCI is a scientifically sound survey tool that thousands of schools, districts and networks of schools have used. 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* –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)

- *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 Matters*: This is a quarterly newsletter with range of information, guidelines and tools that support school communities learning about school climate policy, measurement and practice efforts. To sign up to receive this free resource, go to: www.schoolclimate.org/about/newsletter.php

- *Professional Development Offerings that create a climate for learning* –Based on our learning and work over the last decade, CSEE 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).

CSEE’s 13th annual Summer Institute (July 6-8, 2010) *Creating the Foundation for Comprehensive School Climate Reform* includes a keynote from Kevin Jennings (Assistant Deputy Secretary of the US Department of Education, Office of Safe & Drug-Free Schools) and is designed to support school teams, districts and states, as well as other school, family and community leaders, in developing school climate improvement plans to promote safe, caring and civil schools that support positive youth development, democratic school communities,

student learning/achievement and "up-stander" behavior (or the inclination and ability to say "no" to bully-victim behavior). The institute is grounded in the notion that effective and equitable school reform needs to honor and support the whole child and the whole school community. For details see: www.schoolclimate.org/programs/si.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.

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. I. 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>).

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. (in press). The Foundation for Democracy: Social, emotional, ethical, cognitive skills and dispositions in K-12 schools. *Inter-American Journal of Education for Democracy*,