

Resource	Brief description of <i>what</i> it is and <i>how</i> it can be used	Who should use it?	Link to resource
Supporting Organizations/Technical Assistance Resources			
The National Center on Safe Supportive Learning Environments (NCSSLE)	The National Center on Safe Supportive Learning Environments (NCSSLE) is funded by the U.S. Department of Education's Office of Safe and Healthy Students and provides training and resources to district leaders implementing school climate reforms through the Project Prevent grant program, as well as other district leaders and practitioners who are interested in focusing on safe and supportive learning environments in their own schools and districts. The center's website provides links to training, technical assistance, products and tools, and latest research findings.	State Policymakers, State Departments of Education, Superintendents	http://safesupportivelearning.ed.gov/
National School Climate Center	The National School Climate Center (NSCC) translates research to practice and provides resources that school and district leaders can use to integrate social and emotional learning into academic instruction.	Superintendents, Leadership Teams	http://www.schoolclimate.org/index.php
U.S. Department of Education: School Climate and Discipline	This webpage hosted by the U.S. Department of Education provides information about federal policy and legal guidance on improving school climate and school discipline.	State Policymakers, State Departments of Education, Superintendents	http://www2.ed.gov/policy/gen/guid/school-discipline/index.html
National Resource Center for Mental Health Promotion and	The National Resource Center for Mental Health Promotion and Youth Violence Prevention offers	State and district leaders , leadership teams,	http://www.healthysafechildren.org/

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Youth Violence Prevention	resources and technical assistance to states, tribes, territories, and local communities to come together to prevent youth violence. We believe that with the right resources and support, states and local communities can collaborate to foster safe and healthy school and community environments that prevent youth violence and support the overall well-being of all children and youth	student support staff	
Positive Behavioral Interventions and Supports: OSEP Technical Assistance Center	The Technical Assistance Center on Positive Behavioral Interventions and Supports, established by the U.S. Department of Education's Office of Special Education Programs (OSEP), provides research and best practices to schools and districts to design and implement the PBIS framework.	Superintendents, Leadership Teams, Teachers	http://www.pbis.org/
Centers for Disease Control and Prevention: School Connectedness	<i>School connectedness</i> —students' belief that adults and peers in the school care about their learning as well as about them as individuals—is an important protective factor. The CDC offers a strategy guide, fact sheets, and a staff development program for schools to promote stronger connectedness.	District and school leaders, climate teams	http://www.cdc.gov/healthyouth/protective/connectedness.htm
Research and Policy Briefs			
Teaching the Whole Child:	This policy brief focuses on social-emotional learning to	Superintendents,	http://www.gtlcenter.org/sites/default

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Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks	<p>improve classroom climate.</p> <p>This brief identifies instructional practices designed to promote student social-emotional learning and provides examples of how three teacher evaluation frameworks align to these social emotional competencies.</p>	Leadership Team, Teachers	t/files/TeachingtheWholeChild.pdf
Measuring School Climate for Gauging Principal Performance A Review of the Validity and Reliability of Publicly Accessible Measures	<p>This policy brief information about the validity and reliability of several publicly available school climate surveys.</p>	State Policymakers, State Departments of Education, Superintendents	http://www.air.org/sites/default/files/downloads/report/school_climate2_0.pdf
Finding a New Way: Leveraging Teacher Leadership to Meet Unprecedented Demands	<p>This policy brief focuses on providing teacher career pathways to improve the teaching and learning climate in schools.</p> <p>The paper provides examples of school systems using teacher career pathways as part of a vision for transforming the culture of teaching and learning in schools. The paper includes profiles of the districts and outlines a process that interested districts can use to develop new roles for teachers and establish similar career pathways in their schools.</p>	Superintendents, Leadership Team	http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=1574&download
Creating an Atmosphere of Trust: Lessons from Exemplary	<p>This policy brief reports findings on creating a culture of trust.</p>	Superintendents, Leadership Team	http://www.teachingquality.org/sites/default/files/brief_trust2007.pdf

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Schools	<p>The authors focus on 11 schools in North Carolina. The authors identify several recommended strategies on how school leaders can foster a trusting school culture, including: encouraging a shared vision among school staff; ensuring schools have effective group decision-making and problem-solving processes in place; ensuring that teachers feel supported by giving them opportunities to interact, communicating clearly, and engage in conversations about professionalism and expectations.</p>		
Creating a School-Community Culture of Learning: Exemplary Leadership Practices in Four School Districts	<p>This policy brief provides examples of leadership strategies for improving school culture.</p> <p>The report highlights common practices from each district: This policy brief explores a key leadership strategy common to all four districts: a commitment to transparency in communication and expectations, share leadership, and a focus on the needs and interests of children. The report defines the different components of each element and the conditions that enable their implementation.</p>	Superintendents, Leadership Team	http://www.ecs.org/clearinghouse/69/41/6941.pdf
Building and Sustaining Talent: Creating Conditions in High-Poverty Schools That Support Effective Teaching and	<p>This policy brief focuses on leadership skills to improve school culture.</p> <p>This report from provides recommendations for school districts in addressing issues of school culture. The</p>	Superintendents, Leadership Team	http://edtrust.org/resource/building-and-sustaining-talent-creating-conditions-in-high-poverty-schools-that-support-effective-teaching-and-

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Learning	report provides examples of high quality school leadership and staff cohesion from five school districts in the country. The focus of the report is on how school culture influences rates of teacher dissatisfaction and turnover in schools that serve students from low-income and minority families.		learning/
Beyond Classroom Walls: Developing Innovative Work Roles for Teachers	<p>This policy brief focuses on staffing and teacher leadership to improve school culture.</p> <p>This report focuses on strategic staffing as a strategy to address changes in school climate. The report profiles one charter school organization and one school district that have implemented new roles for teacher leadership in schools. The authors also provide recommendations for school systems leaders in redesigning the teaching profession to expand the teacher's role in the school.</p>	Superintendents, Leadership Team	https://www.americanprogress.org/wp-content/uploads/issues/2011/04/pdf/staffing_models.pdf
Involving Parents: Best Practices in the Middle and High Schools	<p>This policy brief focuses on parent and family engagement to improve school culture.</p> <p>This resource provides discusses findings on the challenges to engaging parents and families in the school. The resource document also provides links and information on strategies to help schools engage families and communities in education.</p>	Superintendents, Leadership Team, Teachers	http://www.iowaparents.org/files/involvingparentmshstch.pdf
Leading to Change/How Do	This policy brief focuses on school turnaround	Superintendents,	http://www.ascd.org/publications/ed

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<p>You Sustain Excellence? (Leadership in Mead Valley School, California)</p>	<p>strategies and leadership to improve school culture.</p> <p>This paper provides an example of actions taken to turnaround a school in one of the poorest districts in the country. The profile details the implementation of the following strategies: School leaders developed a common curriculum and an assessment scheme to ensure all teachers were on the same page with lesson planning and developing a cohesive curriculum; School leaders set aside devoted time to promote literacy, with special accommodations available for English language learners; School leaders made time available every week for collaboration among teachers to analyze data and discuss students in need of intervention; School leaders developed a school culture that built emotional confidence for both the students and the faculty including recognition ceremonies and rewards highlighted achievements; School leaders evaluated teachers and acted on those evaluations.</p>	<p>Leadership Team</p>	<p>educational-leadership/nov07/vol65/num03/How-Do-You-Sustain-Excellence%20%A2.aspx</p>

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<p>Out of the Office and Into the Classroom: An Initiative to Help Principals Focus on Instruction</p>	<p>This policy brief focuses on school turnaround strategies and leadership to improve school culture.</p> <p>This article describes how one new school principal in Kentucky transformed from a task-dominated agenda to one that allowed her to visit every classroom at least once per week. This approach allowed her to drastically increase the amount of time focused on instruction and learning. The key behind the transformation was a trained school administration manager.</p>	<p>Superintendents, Leadership Team</p>	<p>http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/Out-of-the-Office-and-Into-the-Classroom.pdf</p>
<p>The Five Essential Supports for School Improvement: Mobilizing the Findings</p>	<p>The “five essential supports” for school improvement are school leadership, professional capacity, parent-community ties, a student-centered learning environment, and instructional guidance. Schools strong on clusters of these supports are 10 times more likely to improve learning of reading and mathematics, compared to schools weak in these supports. This paper details the underlying research, the creation of diagnostic tools, and the use of the diagnostics to support school improvement.</p>	<p>School leadership teams</p>	<p>http://csr.uchicago.edu/publications/five-essential-supports-school-improvement-mobilizing-findings</p>
<p>Want to Improve Teaching? Create Collaborative, Supportive Schools</p>	<p>Schools that show the largest improvements are those where teachers work collectively on improving instruction, and where school leadership is inclusive and</p>	<p>School leadership teams</p>	<p>http://csr.uchicago.edu/publications/want-improve-teaching-create-collaborative-supportive-schools</p>

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	focused on instruction.		
Measuring Parent Perceptions of School Climate	<p>This report details the development and implementation of surveys to assess parent perception of school climate.</p> <p>This paper describes the development of a survey scale to assess parent perceptions of the climate of their child's school and describes results from the validity testing for the survey in three studies with national samples of parents. The paper also provides examples of ways that both researchers and schools or districts can use this survey scale to measure parent engagement and school climate.</p>	Superintendents	http://dash.harvard.edu/handle/1/11143738
Indicators of School Crime and Safety: 2009	<p>This report shares federal data on school crime and safety.</p> <p>This report highlights data from the NCES database on school safety and presents the most recent findings available on available on school crime and student safety, including topics such as victimization, teacher injury, bullying, school conditions, fights, weapons, the availability and student use of drugs and alcohol, and student perceptions of personal safety at school. Indicators of crime and safety are compared across different population subgroups and long term.</p>	State Policymakers, State Departments of Education, Superintendents	http://nces.ed.gov/programs/crimeindicators/crimeindicators2009/ind_05.asp
Public School Safety and	This report shares federal data on school safety and	State Policymakers,	http://nces.ed.gov/pubs2015/201505

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Discipline: 2013–14	<p>discipline.</p> <p>This First Look provides nationally representative data on public school safety and discipline for the 2013–14 school year. It presents results from a Fast Response Survey System (FRSS) survey, which collected information on specific safety and discipline plans and practices, training for classroom teachers and aides related to school safety and discipline issues, security personnel, frequency of specific discipline problems, and number of incidents of various offenses.</p>	State Departments of Education, Superintendents	1.pdf
Strengthening Assessments of School Climate: Lessons from the New York City School Survey (2013)	<p>This paper presents findings on use of the New York City School Survey.</p> <p>The authors detail recommendations for future implementation of the survey and outline lessons learned from implementation. The paper also includes a focus on collaboration to improve and refine the school survey and changes made as a result of the collaboration.</p>	State Policymakers, State Departments of Education, Superintendents	https://steinhardt.nyu.edu/scmsAdmin/media/users/sg158/PDFs/school_survey/StrengtheningAssessmentsofSchoolClimate.pdf
New York City School Survey: 2008-2010. Assessing the Reliability and Validity of a Progress Report Measure	<p>This technical report details findings on the reliability and validity of the NYC School Survey.</p>	State Policymakers, State Departments of Education, Superintendents	<p>Technical Report: https://steinhardt.nyu.edu/scmsAdmin/media/users/sg158/PDFs/school_survey/NYCSchoolSurvey_AssessingReliabilityValidity.pdf</p>

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			Technical Appendices: https://steinhardt.nyu.edu/scmsAdmin/media/users/sg158/PDFs/school_survey/NYCSchoolSurvey_AssessingReliabilityValidity_Appendices.pdf
The School Climate Challenge Narrowing the Gap Between School Climate Research and School Climate Policy, Practice Guidelines and Teacher Education Policy	This paper focuses on the gap between findings from school climate research and current school climate policies and practices, including teacher education and community support and engagement.	State Policymakers, State Departments of Education, Superintendents	http://www.ecs.org/html/projectsPartners/nclc/docs/school-climate-challenge-web.pdf
Tools/Instruments for Measuring Climate and related factors			
The National Center on Safe Supportive Learning Environments (NCSSLE) School Climate Survey Compendia	The National Center on Safe Supportive Learning Environments (NCSSLE) is a resource for school and district leaders. NCSSLE serves as a compendium of valid and reliable surveys, assessments, and scales of school climate.	Superintendents, Leadership Teams	http://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium
MSFE Parent Protocol	This is a focus group protocol to measure parent/guardian perception of school climate. It should take approximately 45 minutes to 1 hour to complete.		

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Consortium on Chicago School Research Five Essentials Survey	Surveys for principals, teachers, students, and families that assess school climate, professional development, and leadership		http://ccsr.uchicago.edu/surveys 2014 results available here: https://cps.5-essentials.org/2015/
National Center for Community Schools: Community School Climate Self-Assessment Tool	This instrument can be used to measure school climate and is organized around the five elements of climate: Physical Environment, Social Environment, Affective/Emotional Environment, Learning/Cognitive Environment, and Moral Environment. The tool describes the rating system and a description of the indicators under each element.	Superintendents, Leadership Team	http://www.communityschools.org/assets/1/AssetManager/L6_Chu-Zhu_Community%20School%20Climate%20Self-Assessment%20Tool.pdf
The Comprehensive School Climate Inventory (CSCI)	The Comprehensive School Climate Inventory (CSCI) is a survey that provides feedback on how students, parents, school personnel, and community members perceive the climate for learning.	Superintendents, Leadership Team	http://www.schoolclimate.org/programs/csci.php
The School Climate Community Scale and the School-Community Partnership Process	NSCC's <i>Community Scale</i> and <i>School-Community Partnership Process</i> engage secondary students in taking on leadership roles in their classrooms. The process includes a short survey on the school community and provides resources for students and educators to support the implementation of this process.	Leadership Team, Teachers, Students	http://www.schoolclimate.org/climate/community-scale.php
Readiness Assessment and Process Self-Study Assessment	The National School Climate Center's (NSCC) Readiness Assessment is a survey for school leaders and leadership teams. The questions focus on the following	Superintendents, Leadership Teams	http://www.schoolclimate.org/climate/assessments.php

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Tools	areas: building support and fostering a shared vision for your school, commitment to the school climate improvement process, forming a democratically-informed representative leadership team, moving towards a culture of trust and collaborative problem solving, ensuring your team has adequate resources to support the process, celebrating successes and building on past as well as current efforts, promoting Reflective capacities, and developing professional learning communities		
School Climate Measurement Tool and Web-Based Platform	The SCLS platform will include (THIS WILL BE READY IN 2016) a suite of school climate surveys and a web-based platform for use with: middle and high school students, their parents or guardians, teachers/instructional staff, and non-instructional staff/administrators. The SCLS platform will also provide user-friendly school climate reports back to users.	Superintendents	https://safesupportivelearning.ed.gov/scls
Measuring student engagement in upper elementary through high school: a description of 21 instruments	This report reviews the characteristics instruments designed to measure student engagement in secondary schools. The report provides an overview of the content of each measure, its purpose and uses, as well as links to technical information on the properties of each measure.	Superintendents, Leadership Teams	http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2011098.pdf
Measuring Bullying	This compendium provides links to tools that can be	Superintendents,	http://www.cdc.gov/violencepreventi

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Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools	used to measure a range of bullying experiences: bully perpetration, bully victimization, bully-victim experiences, and bystander experiences.	Leadership Teams	on/pdf/BullyCompendiumBk-a.pdf
Measuring School Climate: A Toolkit for Districts and Schools (Colorado)	This toolkit was developed by the School Climate subcommittee of the Colorado Bullying Prevention for use in districts across the state.	Superintendents, Leadership Teams	http://www.cde.state.co.us/pbis/measuring-school-climate-toolkit
Other Resources			
GTL Center: Social-Emotional School	The Social and Emotional Learning School provided by the Center on Great Teachers and Leaders is an online resource designed to help teachers, school and district leaders, and state education agencies collaborate in connecting social and emotional learning to effective teaching. The site provides links to resources and information on understanding social and emotional learning, tools for integrating social and emotional learning into teaching practice, and resources to support social and emotional learning policies at the state and district level.	Superintendents, Leadership Team, Teachers	http://www.gtlcenter.org/sel-school
Social and Emotional Learning in the Daily Life of Classrooms	This professional learning module from the Center on Great Teachers and Leaders provides state or district leaders with resources to deepen their knowledge and skills on integrating social and emotional learning into	Superintendents	http://www.gtlcenter.org/technical-assistance/professional-learning-modules/social-and-emotional-learning-daily-life-classrooms

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	<p>their policies and practices, and provides insight into connections between social and emotional learning, the Common Core State Standards, and teacher evaluation and professional development systems.</p>		
<p>Understanding Teaching Conditions</p>	<p>This professional learning module from the Center on Great Teachers and Leaders provides state and district leaders with research, strategies, and resources for improving teaching conditions as a way to improve school climate and improve teacher retention. This adaptable module explains:</p> <ol style="list-style-type: none"> 1. How teaching conditions at the state, district, and school level can create a more positive teaching and learning environment; 2. How to use data on teaching conditions to improve educator effectiveness; 3. Resources that support effective school improvement planning by using data on teaching conditions. 	<p>Superintendents</p>	<p>http://www.gtlcenter.org/technical-assistance/professional-learning-modules/understanding-teaching-conditions</p>
<p>Findings from the Alaska School Climate and Connectedness Survey</p>	<p>Since 2006, Alaska school districts have participated in the School Climate and Connectedness Survey. In collaboration with American Institutes for Research, the state provides annual reports on the findings from the anonymous survey. This webpage links to the reports and the survey instruments.</p>	<p>State Policymakers, State Departments of Education, Superintendents</p>	<p>http://alaskaice.org/school-climate/survey/#2014SCCS</p>

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NCSSLE Survey Webinar Series	This webinar series provides school and district leaders with insight into development and implementation of a survey to assess school climate in their district/schools.	Superintendent, Leadership Teams	http://safesupportivelearning.ed.gov/ncssle-survey-webinar-series
Toolkit: Creating a Safe and Respectful Environment in Our Nation's Classrooms	This training toolkit includes two modules on addressing bullying in classrooms. The information provided is designed to assist teachers to cultivate meaningful relationships with students and creating positive climates in their classrooms.	Leadership Teams, Teachers	http://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms-training-toolkit
Guiding Principles A Resource Guide for Improving School Climate and Discipline	This document developed by the U.S. Department of Education identifies the three guiding principles for policymakers, district officials, school leaders, and stakeholders to consider as they work to improve school climate and discipline. Those principles include: create positive climates and focus on prevention; develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors; and ensure fairness, equity, and continuous improvement. The document also identifies action steps and relevant research and resources for each principle.	State Policymakers, State Departments of Education, Superintendents	http://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf
Directory of Federal School Climate and Discipline Resources	This document is a supplement to the U.S. Department of Education's Guiding Principles: A Resource Guide for Improving School Climate and Discipline . Each resource included in the directory links to the principles and action steps from the Guiding Principles document.	State Policymakers, State Departments of Education, Superintendents	http://www2.ed.gov/policy/gen/guid/school-discipline/appendix-1-directory.pdf

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Teacher Leader Model Standards	<p>These model teacher leadership standards were developed by the Teacher Leadership Exploratory Consortium. Providing more pathways to leadership for teachers is a common strategy used to improve the culture of teaching and learning in schools. The standards include seven domains of leadership:</p> <ul style="list-style-type: none"> • Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning • Domain 2: Accessing and Using Research to Improve Practice and Student Learning • Domain 3: Promoting Professional Learning for Continuous Improvement • Domain 4: Facilitating Improvements in Instruction and Student Learning • Domain 5: Promoting the Use of Assessments and Data for School and District Improvement • Domain 6: Improving Outreach and Collaboration With Families and Community • Domain 7: Advocating for Student Learning and the Profession 	Superintendents, Leadership Team	http://teacherleaderstandards.org/