S.E.L.: Sustaining the Momentum and Adapting to Current Trends

Jericcho Middle School
Jericcho, Long Island

• Donald F. Gately, Principal
• Joanne Verdino, C.S.W.
• Beth Brill, Teacher
• Casey Gallagher, Teacher

N.Y.S.M.S.A. Annual Conference, Syracuse, 2008
The 4 Domains of Social Emotional Literacy at Jericho Middle School

• SEL Competencies
• Monthly Themes
• BRAVE Program
• Celebrating Diversity
SEL Competencies are...

- Knowledge of Self
- Social Awareness
- Relationship Management
- Responsible Decision Making
- Self Management

From C.A.S.E.L.
Knowledge of Self

• Identifying and labeling ones feelings
• Accurate self-perception/self-confidence
• Recognizing strengths and positive qualities
Social Awareness

- Perspective-taking
- Appreciating diversity
- Using school and community resources
Relationship Management

• Resisting inappropriate peer pressure
• Working cooperatively
• Conflict management
• Respect for others
Responsible Decision Making

- Problem Solving
- Evaluation and reflection
- Personal, moral and ethical responsibility
Self Management

- Impulse control and stress management
- Self-motivation and discipline
- Goal setting and organizational skills
# Monthly Themes

<table>
<thead>
<tr>
<th>Month</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Community</td>
</tr>
<tr>
<td>October</td>
<td>Courage</td>
</tr>
<tr>
<td>November</td>
<td>High Expectations</td>
</tr>
<tr>
<td>December</td>
<td>Respect &amp; Responsibility</td>
</tr>
<tr>
<td>January</td>
<td>Cooperation</td>
</tr>
<tr>
<td>February</td>
<td>Love</td>
</tr>
<tr>
<td>March</td>
<td>Friendship</td>
</tr>
<tr>
<td>April</td>
<td>Hope</td>
</tr>
<tr>
<td>May</td>
<td>Attitudes &amp; Values</td>
</tr>
<tr>
<td>June</td>
<td>Reflections &amp; Transitions</td>
</tr>
</tbody>
</table>

*Source: Eight Habits of the Heart by Clifton Taulbert 1997*
Celebrating Diversity

Building Community through Understanding, Tolerance, Sensitivity and Acceptance

Believing in the Rights and Values of Everyone
Six Wise Blind Men

Six wise blind men were asked to determine what an elephant looked like by feeling different parts of the elephant’s body.
The blind man who feels a leg says the elephant is like a pillar; the one who feels the tail says the elephant is like a rope; the one who feels the trunk says the elephant is like a tree branch;
...the one who feels the ear says the elephant is like a hand fan; the one who feels the belly says the elephant is like a wall; and the one who feels the tusk says the elephant is like a solid pipe.
The truth be told...
All are right. The reason every one is telling it differently is because each one touched a different part of the elephant. So, actually the elephant has all the features mentioned.
This resolves the conflict and is used to illustrate the principle of living in harmony with people who have different belief systems, and that truth can be stated in different ways.
It is not enough to live and let live; genuine tolerance requires an active effort to try to understand the point of view of others.

Aung San Suu Kei

(1991 Nobel Prize Winning Laureate)
Social and emotional literacy is . . .
the capacity to “decode” the behaviors
of oneself and others.

SEL enhances:
• Perspective-taking skills
• Problem-solving
• Conflict Resolution
• An awareness and appreciation for cultural diversity
• Social and political consciousness
• Effective communication
Research tells us that children and adolescents who develop social and emotional competencies are:

- more responsible and develop a better self control
- have a better understanding of others
- are more considerate and concerned
- better at solving tasks
- thinkers and planners
- better able to tolerate frustration
- able to score higher on standardized achievement tests
- able to develop a sense of empathy and are less violent
What is the impact on the organization?

- A safe, caring and responsive environment
- Enhances the culture and changes the fabric of our school community
- Long-term collaboration among members of all constituencies
- The creation of a professional learning community
How can SEL be incorporated into the culture of the school and into the instructional program without detracting from the school’s primary mission?
Jericcho Middle School has met the challenge of enhancing the social and emotional development of our students with a multifaceted approach.
B.R.A.V.E.

Quality Circles

Leaders Strategies

Student Ambassadors

Bystander Responsibility

Conflict Resolution

Communication
Bully Reduction Anti-Violence Education
Bullying

Physical
- Unacceptable contact
  - Fighting
  - Pushing

Social
- Excluding others
  - Teasing
  - Name-calling
Bullying Quiz

How much do you know?
Bullying Quiz

True or False?

1. Nearly one-third of American teens are involved in bullying.

2. Less than 10% of American teens admit to bullying others.

Excerpted from www.mixitup.org
3. Students who are bullied in school are usually attentive students with good attendance.
4. Most students who bully are insecure.

5. Contrary to stereotypes, male bullies are not usually bigger and physically stronger than their peers.
6. Students who witness bullying often refuse to remain friends with the victim and feel guilty for not reporting the incident.

7. Bullies have trouble making friends.
8. Bullies do poorly in school compared to others who do not bully.

9. Most bullies discontinue violent or aggressive behavior in adulthood.
10. If you are being bullied it’s best to handle it alone.
The Bully Reduction/Anti-Violence Education Program (BRAVE) was developed to assist schools in decreasing bullying and harassment and create school environments where every student is respected.

BRAVE is tailored to meet the needs of each school or district.

BRAVE recognizes that one session presentations have limited impact, and therefore provides on-going services.

BRAVE is provided by experts in child and adolescent development and mental health who are available for consultation throughout the school year.

BRAVE targets all students. Victims and bullies represent the minority of students, while most students have been witnesses to bullying. BRAVE works with bystanders to decrease teasing, harassment and bullying.

BRAVE allows for data collection to determine program impact.

BRAVE incorporates students, teachers, support staff, and administrators to create a school culture that is nonviolent and promotes respect for all.
What Can Bystanders Do?
LEADERS

- Leave no one out
- Empower yourself
- Muse with humor
- Distract the bully
- Enlist help
- Rumors stop with you
- Support the victim
GRADE 6

• **Session 1: The Trial** - Students act as lawyers and jury in a hypothetical case of bullying and harassment. BRAVE faculty serve as the judge, educating student jurors regarding the definition of bullying, its effects, and the culpability of bystanders.

• **Session 2: The Movie** - Students serve as producers, writers and actors on a movie set. BRAVE/school faculty, serving as directors, provides guidance and support as students practice dealing with bullying and harassment.

• **Session 3: Class Quality Circle** - BRAVE/school faculty facilitate a class discussion exploring bystander behavior in real school events.
Seventh and Eighth Grade Program Additions

**BRAVE** has been enhanced with the development and implementation of additional sessions that build on the foundation of knowledge developed within the sixth grade program. These sessions are designed to incorporate **BRAVE** concepts into existing classroom curriculum. The continued facilitation of the "**Class Quality Circle**" by the classroom teacher is the ultimate goal of this program.
Moving Beyond the Classroom...
SEL and Quality Circles: Integrated Approach
Quality Circles

- Lunch time: 8-12 students meet and take part in a discussion led by a Quality Circle Coordinator, Facilitator, and Student Ambassador
Student BRAVE Ambassadors:

A Peer Leadership Approach
An SEL Response to Student Reports of Bullying
Mapping Out Bullying

Cafeteria

Lockers

Bathroom

Classroom
Jericho Middle School

- Definitions of bullying
- Review of procedures
Kinds of Bullying

- Physical
- Verbal
- Exclusion
Definitions of bullying

When you call somebody a mean name… (even if YOU think it’s true)

That’s bullying
Definitions of bullying

When you tell somebody you hate him/her…

That’s bullying
Definitions of bullying

When you say mean things behind somebody’s back…

That’s bullying
Definitions of bullying

When you spread rumors about somebody on the internet…

That’s bullying
Definitions of bullying

When you say anything unflattering about another student…

That’s bullying
Definitions of bullying

When you exclude others from your cafeteria table…

That’s bullying
Definitions of bullying

When you take somebody’s belongings and move them or hide them....

That’s bullying
Definitions of bullying

When you take somebody’s seat in the cafeteria when he/she gets up for some reason…

That’s bullying
Definitions of bullying

Saying, “I was just kidding”,
or

“I was only fooling around”

Doesn’t make it O.K.
Definitions of bullying

Inappropriate physical contact is prohibited:

Keep your hands and your feet to yourself!!
Definitions of bullying

As a BYSTANDER, you have a responsibility to act positively to reduce bullying.
B.R.A.V.E.
Believing in the Rights and Values of Everyone
Rights of Students

Students have the right to come to school with the expectation that they will be in a safe, orderly and inviting learning environment.
6th Grade SEL Activity

Name of group members: __________________________________________

Identify your problem area: ______________________________________

Describe a particular bullying situation that occurs in your designated area: __________________________________________

Is this verbal, physical or social bullying? _________________________

Review the LEADERS Strategies. Determine the appropriate strategy or strategies that can be used by the bystanders to help the situation.

___________________________________________________________

___________________________________________________________

___________________________________________________________
What is Voices of Love and Freedom?

A comprehensive K-12 reading, writing, and character education program.

Source: Voices Publishing
John Bluthardt, Business Director
217 California Street
Newton, MA  02458
617-964-3503
Fax: 617-964-3513
VLF Teaching Strategies:

- Building Trust
- Inspiring Hope
- Developing Empathy
- Practicing Problem Solving
- Modeling Conflict Resolution
- Writing About Personal Meaning
- Helping Others

Source: Voices Publishing
Curriculum Infusion

- Exploring conflicts and points of view in literature
- Exploring current issues and “hot topics”
- Using problem solving and critical and creative thinking skills across the disciplines

Source: Center for Social and Emotional Education
• Students view two clips from the video *Crash*.
• In the *first clip*, Sandra Bullock’s character discriminates against a locksmith because she believes he looks like a gang member.
• In the *second clip*, the locksmith returns home to comfort his daughter who is afraid. He tells her a tale to make her more comfortable in their new home.
School-Wide SEL Events

• Mix-it-Up Week
• No Name-Calling Week
• Personal Best Awards Day
MIX-IT-UP LUNCH DAY
MIX-IT-UP LUNCH DAY
Mix-it-Up Team Day
Poem:

“A Day in the Life of a Popular Person”
No Name-Calling Week

6th grade: Mr. Peabody’s Apples
7th grade: The Misfits
8th grade: Farewell to Manzanar The Cure
The Role of the Student Team Advisor (STA)

- Liaisons to other staff
- Student advocates
- Coordinators of team activities
- Support and promote SEL programs
- Attendance at CST, CSE and 504 meetings
- Weekly meetings with administration
The Comprehensive School Climate Inventory
Measuring the Climate for Learning

Prepared for Jericho Middle School, May 2007

The CSCI has been developed by the Center for Social and Emotional Education (CSEE)
csee.net
# The 10 Dimensions of School Climate

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Major Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety</strong></td>
<td></td>
</tr>
<tr>
<td>1 Physical</td>
<td>Crisis plan; clearly communicated rules; clear and consistent violation response; people in the school feel physically safe; attitudes about violence.</td>
</tr>
<tr>
<td>2 Social-Emotional</td>
<td>Rules and norms related to verbal abuse; harassment, and teasing; clearly communicated rules; clear and consistent response for violations; attitudes about and responses to verbal and emotional bullying; conflict resolution taught in school; belief in school rules.</td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td></td>
</tr>
<tr>
<td>3 Quality of Instruction</td>
<td>High expectations for student achievement; all learning styles honored; help provided when needed; learning linked to &quot;real life&quot;; engaging materials; use of praise/reward; opportunities for participation; varied teaching methods.</td>
</tr>
<tr>
<td>4 Social, Emotional and Ethical Learning</td>
<td>Feel social, emotional, and ethical—as well as academic—learning is important; staff are invested in helping students develop these skills; social, emotional, and ethical skills are explicitly and implicitly taught in the school.</td>
</tr>
<tr>
<td>5 Professional Development (school personnel only)</td>
<td>Standards and measures used to support learning and continuous improvement; professional development systematic and ongoing; data-driven decision making linked to learning; school systems evaluated; teachers feel that this is relevant and helpful.</td>
</tr>
<tr>
<td>6 Leadership (school personnel only)</td>
<td>Compelling and clearly communicated vision; administrative accessibility and support.</td>
</tr>
<tr>
<td><strong>Relationships</strong></td>
<td></td>
</tr>
<tr>
<td>7 Respect for Diversity</td>
<td>Positive adult-adult relationships between/among teachers, administrators, and staff; positive adult-student relationships; positive student-student relationships; shared decision-making; common academic planning opportunities; diversity valued; student participation in learning and discipline.</td>
</tr>
<tr>
<td>8 School Community and Collaboration</td>
<td>Students/adults feel and demonstrate sense of community in the school. Mutual support and ongoing communication; school-community involvement; parent participation in school decision-making; shared parent-teacher norms vis-a-vis learning and behavior.</td>
</tr>
<tr>
<td>9 Morale</td>
<td>Students are engaged learners; staff are enthusiastic about their work; students connected to one or more adults; students/staff feel good about school.</td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td></td>
</tr>
<tr>
<td>10 Environment</td>
<td>Cleanliness and order of facilities; adequate space, materials and time.</td>
</tr>
</tbody>
</table>
Relative Strengths and Weaknesses

Median Scale Scores - Rank Order

- **Students**
  - Physical Safety: 3.73
  - Community & Collaboration: 3.60
  - Morale: 3.57
  - Social, Emotional, Ethical Learning: 3.56
  - Environment: 3.44
  - Quality of Instruction: 3.43
  - Social-Emotional Safety: 3.42
  - Respect for Diversity: 3.17

- **School Personnel**
  - Social, Emotional, Ethical Learning: 4.22
  - Physical Safety: 4.05
  - Morale: 3.89
  - Quality of Instruction: 3.96
  - Environment: 3.83
  - Community & Collaboration: 3.80
  - Social-Emotional Safety: 3.70
  - Respect for Diversity: 3.67

- **Parents**
  - Morale: 4.25
  - Respect for Diversity: 4.00
  - Physical Safety: 4.00
  - Environment: 3.82
  - Social-Emotional Safety: 3.70
  - Social, Emotional, Ethical Learning: 3.44
  - Community & Collaboration: 3.50
  - Quality of Instruction: 3.57
Sub-Group Ratings: Students

School Climate Dimensions - Students by Grade

Grade 6
- Physical Safety: 3.73
- Social - Emotional Safety: 3.50
- Quality of Instruction: 3.64
- Social, Emotional, Ethical Learning: 3.67
- Respect for Diversity: 3.50
- Community & Collaboration: 4.00
- Morale: 3.86
- Environment: 3.56

Grade 7
- Physical Safety: 3.64
- Social - Emotional Safety: 3.25
- Quality of Instruction: 3.29
- Social, Emotional, Ethical Learning: 3.56
- Respect for Diversity: 3.17
- Community & Collaboration: 3.40
- Morale: 3.57
- Environment: 3.33

Grade 8
- Physical Safety: 3.82
- Social - Emotional Safety: 3.42
- Quality of Instruction: 3.14
- Social, Emotional, Ethical Learning: 3.11
- Respect for Diversity: 3.00
- Community & Collaboration: 3.40
- Morale: 3.43
- Environment: 3.44

= median rating in the negative range (scores lower than 2.6 on a 6-point scale)
= median rating in the neutral range (scores between 2.6 and 3.6 on a 6-point scale)
= median rating in the positive range (scores above 3.6 on a 6-point scale)

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 27.
Item by Item Survey Responses: Students

**Dimension: Physical Safety**

*In my school, there are clearly stated rules against physically hurting other people, including pinching, grabbing, hitting, and tripping.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>38%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>37%</td>
</tr>
<tr>
<td>Disagree</td>
<td>6%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3%</td>
</tr>
</tbody>
</table>
Item by Item Survey Responses: Students

**Dimension: Physical Safety**

*I feel physically safe in all areas of the school building.*

- Agree 44%
- Strongly Agree 20%
- Disagree 11%
- Strongly Disagree 4%
Item by Item Survey Responses: Students

**Dimension: Social-Emotional Safety**

*I have friends at school who care about me.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>31%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>59%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2%</td>
</tr>
</tbody>
</table>
### Item by Item Survey Responses: Students

#### Dimension: Social-Emotional Safety

*I have seen other students hurt with words more than once by the same person or people (for example, teasing, name-calling, harassing, and spreading rumors.)*

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>37%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>20%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5%</td>
</tr>
</tbody>
</table>
Item by Item Survey Responses: Students

**Dimension: Social-Emotional Safety**

There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.

- Agree: 37%
- Strongly Agree: 30%
- Disagree: 8%
- Strongly Disagree: 3%
I have heard people in this school say mean things about another person’s gender, race, culture, religion, and/or sexual orientation.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>38%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>38%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5%</td>
</tr>
</tbody>
</table>
Item by Item Survey Responses: Students

**Dimension: Community and Collaboration**

*Adults in my school are friendly with each other.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>55%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>24%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2%</td>
</tr>
</tbody>
</table>
Item by Item Survey Responses: Parents

**Dimension: Physical Safety**

*I know the rules my child is expected to follow at school*

- Agree: 59%
- Strongly Agree: 33%
- Disagree: 2%
- Strongly Disagree: 1%
Dimension: Physical Safety

It’s commonplace to see kids hitting, shoving, or tripping each other.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>6%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>1%</td>
</tr>
<tr>
<td>Disagree</td>
<td>46%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>25%</td>
</tr>
</tbody>
</table>
Item by Item Survey Responses: Parents

**Dimension: Physical Safety**

*My child has been physically hurt at school repeatedly by the same person or people (for example, pinched, grabbed, tripped, or hit.)*

- Agree: 5%
- Strongly Agree: 4%
- Disagree: 43%
- Strongly Disagree: 32%
## Item by Item Survey Responses: Parents

### Dimension: Social-Emotional Safety

*My child’s teacher(s) notice when he/she is having a bad day.*

<table>
<thead>
<tr>
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<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>30%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>13%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2%</td>
</tr>
</tbody>
</table>
Item by Item Survey Responses: Parents

**Dimension: Social-Emotional Safety**

*My child trusts and feels close to at least one adult in the school.*

- Agree: 41%
- Strongly Agree: 25%
- Disagree: 7%
- Strongly Disagree: 1%
Item by Item Survey Responses: Parents

**Dimension: Social-Emotional Safety**

*It’s commonplace for kids to tease and insult one another.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>21%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>35%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>13%</td>
</tr>
</tbody>
</table>
Item by Item Survey Responses: Parents

**Dimension: Social-Emotional Safety**

*My child has been excluded by other students who make him/her feel bad for not being part of their group.*

- Agree: 17%
- Strongly Agree: 10%
- Disagree: 33%
- Strongly Disagree: 12%
Item by Item Survey Responses: Parents

Dimension: Quality of Instruction

What my child learns in school will not be useful in real life.

Agree 8%
Strongly Agree 3%
Disagree 48%
Strongly Disagree 26%
Item by Item Survey Responses: Parents

**Dimension: Social, Emotional, Ethical Learning**

*My child’s academic lessons in school are focused on what he/she needs to know for standardized tests.*

- Agree 51%
- Strongly Agree 32%
- Disagree 3%
- Strongly Disagree 1%
Item by Item Survey Responses: Parents

**Dimension: Respect for Diversity**

*Students in my child’s school treat each other with respect, regardless of individual differences (for example, gender, race, religion, physical disability, and sexual orientation.)*

- Agree 41%
- Strongly Agree 8%
- Disagree 14%
- Strongly Disagree 7%
Item by Item Survey Responses: Parents

**Dimension: Community and Collaboration**

*I feel like part of the community at my child’s school.*

- Agree: 40%
- Strongly Agree: 16%
- Disagree: 13%
- Strongly Disagree: 4%
Item by Item Survey Responses: Parents

**Dimension: Environment**

*My child’s daily schedule is too rushed.*

- Agree: 27%
- Strongly Agree: 11%
- Disagree: 29%
- Strongly Disagree: 3%
Other Survey Instruments

- C.A.S.E.L.
- Center for the 4th and 5th R’s
- Annenberg Institute School Improvement Tools
- Developmental Studies Center Child Development Project Scales

Links to all of these surveys are available at C.A.S.E.L. site: http://www.casel.org/assessment/climate.php
Collaborative for Academic, Social, and Emotional Learning

SEL Assessment - Tools - School Climate Assessment

This section links to recommended tools for evaluating the social and emotional climate of your school. Student, staff, and parent surveys are available.

Arneadvertisement School Improvement Tools

The Arneadvertisement Institute website now includes a school improvement section with tools and step-by-step guides to help users evaluate specific school-improvement concerns. Tools include observation protocols, focus group samples and questions, surveys, and questionnaires. They are organized by key focus areas: leadership, community, instruction, professional development, school organization, school climate, student support, and comprehensive school improvement. Currently featured is a "student voice" tool from the Northwest Regional Laboratory to help engage students in survey analysis.

All of these school improvement tools and guides can be downloaded.

California Healthy Kids Survey

The California Department of Health Services Healthy Kids Survey is a comprehensive and customizable youth health and safety survey. The survey asks questions about the health and safety of students in schools, districts, and communities. Targeted at grades 5-12, the survey enables schools and communities to collect and analyze valuable data regarding health, physical activity, and safety. The student survey has been validated for use with students in California and is available in English.

All of the surveys can be downloaded in Spanish and English. The staff school climate survey is the last one listed on the HKT page.

Chicago Public Schools Student Connession Survey

As part of the High School Transformation Project, the Chicago Public Schools (CPS) has developed a high school student survey to measure school climate, school safety, and student well-being. The survey is designed to assess the impact of the HSTP on student outcomes and school climate. The survey is available in English and Spanish and can be accessed through the CPS website.

The Comprehensive School Climate Inventory (CSCI)

CSCI has developed a comprehensive school climate inventory to help schools measure, understand, and improve school climate. The CSCI can be used to conduct schoolwide needs assessments, initiate and sustain a comprehensive school improvement process, and evaluate the success of systemic and pedagogical interventions. The CSCI is available in English and Spanish and can be accessed through the CSCI website.

Developmental Studies Center Child Development Projects Scale

The Developmental Studies Center has developed a comprehensive school climate assessment tool called the Developmental Studies Center Child Development Projects Scale (CSPS). The scale is designed to measure the impact of school programs on students' social, emotional, academic, and behavioral development. The scale is available in English and Spanish and can be accessed through the CSPS website.

High School Survey of Student Engagement

The high school survey of student engagement (HSSSE) is an educational survey designed to document, describe, and monitor student engagement in academically purposeful activities in secondary schools nationally. HSSSE provides information that can be used to foster discussions on teaching and learning and guide student improvement activities. Participation in the survey requires a school fee, and participation is voluntary. For more information, or to download a sample survey, visit the HSSSE website.
School As A Caring Community Profile-II (SCCP-II)

In the Eleven Principles of Effective Character Education by the Character Education Partnership, Principle 4 states:

The school must be a caring community. The school itself must embody good character. It must progress toward becoming a microcosm of the civil, caring, and just society we seek to create as a nation. 1

The School as a Caring Community Profile-II (SCCP-II) is an instrument developed by the Center for the 4th and 5th Rs (Respect and Responsibility) to help schools assess themselves as caring communities. The SCCP may be administered at any point (ideally at the beginning) of a character education initiative and then at later points to assess progress. Its validity as a measure of caring community is enhanced if it is given to varied constituencies that make up the school.

The School as a Caring Community Profile-II (SCCP-II) is a 42-question survey. The first 15 items relate to perceptions of students; the final 27 items relate to perceptions of adults. Younger children may be asked to answer only items 1 through 15. (For most items, a high rating is positive; for a few items, the reverse is true.) The SCCP identifies areas of strength and areas for improvement. Areas of relatively low ratings, and areas where there are significant discrepancies between ratings by different groups, can then become the focus of efforts to strengthen the experience of the school as a caring community.

Note: The items in this survey seek to gather the perceptions of all members of the school community. In order to validly assess the strength of community in a school, it is important to assess both students and adults are perceived. Data analysis, however, should protect the anonymity of all individuals, students and adults. An individual teacher may wish to look at the data for his/her classroom, but those data should be used and/or entered into a school-wide data pool that does not link classroom data to particular faculty.

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<th>Professional Support Staff</th>
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Welcome

The Tools for School Improvement Planning Web site contains observation protocols, focus group samples and questions, surveys, questionnaires, and other techniques to help you examine your specific school-improvement concerns.

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- A to Z Search
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In the Tools section, you'll find a database of new and innovative tools used throughout the country, organized into school-improvement focus areas common to many schools, districts, and states.

TOOLS IN PRACTICE
Tools in Practice highlights successful programs and promising practices from real situations that have useful materials available on the Internet.

SCHOOL-IMPROVEMENT GUIDE
The Guide provides a step-by-step process for successful school improvement, including sample worksheets and rubrics.

USING DATA
In the Using Data section, you'll find resources on using data—a key to sustained improvement: types and uses of data, selecting and analyzing data, and using results to drive your planning efforts.

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