



**A Five Stage School Climate Improvement Process:
Research support and information about best practices that support the
tasks/challenges that define each of the five SC Improvement stages**

Stage-based tasks	Research that supports the importance of the tasks/challenges that define each of the school climate improvement stages	Best practices
<i>Stage One: Preparation and Planning</i>		
<ul style="list-style-type: none"> • Forming a representative SC improvement leadership team and establishing ground rules collaboratively 	<p>Many of the Stage One tasks are geared to promoting (i) school engagement and (ii) authentic learning communities. This is an essential foundation for effective school climate improvement. Many of the citations below are applicable to other stage one tasks/challenges.</p> <p>Adelman, H.S., & Taylor, L. (2006). <i>The school leader's guide to student learning supports: New directions for addressing barriers to learning</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Adelman, H.S. & Taylor, L. (2007). <i>Fostering School, Family, and Community Involvement</i>. Portland, OR: Northwest Regional Educational Laboratory & Hamilton Fish Institute. http://smhp.psych.ucla.edu/publications/44guide 7 fostering school family and community involvement.pdf</p> <p>Blank, M.J., Melaville, A. & Bela, P.S. (2003). <i>Making the Difference: Research and Practice in Community Schools</i>. Coalition for Community Schools. (Available on: www.communityschools.org/mtdhomepage.html)</p>	<p>All things PLC: www.allthingsplc.info/articles/articles.php#9</p> <p>DuFour, R. & Eaker, R. (1998). <i>Professional learning communities at work: Best practices for enhancing student achievement</i>. Alexandria, VA: ASCD.</p> <p>Epstein, J., Sanders, MG, Simon, BS, Clark Salinas, K, Jansorn, NR, Van Voorhis, FL (2008). <i>School, Family, and Community Partnerships: Your Handbook for Action</i> (Second Edition), Corwin Press</p> <p>Fullan, M. & Hargreaves, A. (1991). <i>What's worth fighting for in your school?</i> New York, NY: Teachers College Press.</p> <p>Garmston, R. & Wellman, B. (1999). <i>The adaptive school: A</i></p>

	<p>Blumenfeld, F. J. Fredricks, J. Blumenfeld, P., & Paris, A. (2004). School Engagement: Potential of the Concept, State of the Evidence. <i>Review of Educational Research</i>, 74, 59-109.</p> <p>Centers for Disease Control and Prevention. <i>School Connectedness: Strategies for Increasing Protective Factors Among Youth</i>. Atlanta, GA: U.S. Department of Health and Human Services; 2009. (Retrieval at: www.cdc.gov/HealthyYouth.)</p> <p>Kreider, H., Caspe, M., Kennedy, S., & Weiss, H. (2007). <i>Family Involvement in Middle and High School Students' Education</i>. Volume 3, spring, Harvard Family Research Project, Harvard Graduate School of Education, Available on: www.hfrp.org/family-involvement/publications-resources/family-involvement-in-middle-and-high-school-students-education)</p> <p>McNeely, C. A., Nonnemaker, J.M., & Blum, R.W. (2002). Promoting student connectedness to school: Evidence from the National Longitudinal Study of Adolescent Health. <i>Journal of School Health</i>, 72(4), 138-146.</p> <p>Patrikakou, E. N., Weissberg, R. P., Redding, S. & Walberg, H. J., (Eds.) (2005). <i>School-Family Partnerships for Children's Success</i>. New York: Teachers College Press</p>	<p><i>sourcebook for developing collaborative groups</i>. Norwood, MA: Christopher-Gordon Publishers, Inc.</p> <p>Henderson, AT, Johnson, V., Mapp K.L, Henderson, DD (2007). <i>Beyond the Bake Sale: The Essential Guide to Family/School Partnerships</i>. New Press</p> <p>Hord, S. (1992). <i>Facilitative leadership: The imperative for change</i>. Austin, TX: Southwest Educational Development Laboratory. Read at http://www.sedl.org/change/facilitate/</p> <p>Sergiovanni, T. (1994). <i>Building community in schools</i>. San Francisco, CA: Jossey-Bass.</p>
<ul style="list-style-type: none"> • Building support and fostering “Buy In” for the school climate improvement process. 	<p>Guldbrandsson, K. (2008). <i>From news to every day use: The difficult art of implementation</i>. Swedish National institute of Public Health</p> <p>Fixen, D.L., Blasé, K.A., Sugai, G. (2009, February). <i>Scaling-up Brief # 2</i>. Chapel Hill: the University of North Carolina (www.scalingup.org)</p>	<p>Collins, D. (1997). <i>Achieving your vision of professional development</i>. Tallahassee, FL: The Regional Educational Laboratory at SERVE. Download in PDF form at http://www.serve.org/publications/htayv.htm.</p> <p>Corcoran, T. (1995, June). Helping teachers teach well: Transforming professional development. <i>CPRE Policy Briefs</i>. Rutgers, NJ: Consortium for Policy Research in Education, 69-79. Download in PDF form at http://www.cpre.org/Publications/rb16.pdf</p>

		<p>DuFour, R. & Berkey, T. (1995). The principal as staff developer. <i>Journal of Staff Development</i>, 16(4), 2-6. Read at http://www.nsd.org/news/jsd/dufour164.cfm</p> <p>Hord, S. (1997). <i>Professional learning communities: Communities of continuous inquiry and improvement</i>. Austin, TX: Southwest Educational Development Laboratory, 18-19. Read at http://www.sedl.org/pubs/change34/</p>
<ul style="list-style-type: none"> Establishing a “no fault” framework and promoting a culture of trust. 	<p>Bryk, A. S. & Schneider, B. L. (2002). <i>Trust in schools: A core resource for improvement</i>. New York: Russell Sage Foundation Publications.</p> <p>Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). <i>Organizing schools for improvement: Lessons from Chicago</i>. Chicago: University of Chicago Press.</p>	<p>Comer, J. P. (2005). <i>Leave no child behind: Preparing today’s youth for tomorrow’s world</i>. New Haven: Yale University Press.</p> <p>Covey, S. (1990). <i>Principle-centered leadership</i>. New York, NY: Simon & Schuster. Order from Simon & Schuster's web site: http://www.simonsays.com</p>
<ul style="list-style-type: none"> Ensuring your team has adequate resources to support the process. 	<p>Payne, A.A. (2009). Do predictors of the implementation quality of school prevention programs differ by program type? <i>Prevention Science</i>, 10: 151-167</p> <p>Saul, J., Duffy, J., Noonan, R., Lubell, K., Wanderman, A., Flaspohler, P., Stillman, L., Blackman, M. & Dunville, R. (2008). Bridging science and practice in violence prevention: Addressing ten key challenges. <i>American Journal of Community Psychology</i>, 41: 197-205</p> <p>Han, S.S. & Weiss, B. (2005). Sustainability of teacher implementation of school-based mental health programs. <i>Journal of Abnormal Child Psychology</i>, Vol 33, No 6, pp. 665-679</p> <p>Wanderman, A., Duffy, J., Flaspohler, P., Noonan, R., Lubel, K., Stillman, L., Blachman, M., Dunville, R. & Saul, J. (2008). Bridging the gap between</p>	

	prevention research and practice: the interactive systems framework for dissemination and implementation. <i>American Journal of Community Psychology</i> , 41: 171-181	
• Reflecting on Stage One work	Fixen, D.L Naoom, S.F., Blasé, K.A., Friedman, R.M. & Wallace, F. (2005). <i>Implementation research: A synthesis of the literature</i> . Tampa, FL: The National Implementation Research Network (FMHI Publication #231) (http://nirn.fmhi.edu)	
Stage Two: Evaluation		
• Systematically evaluating the school's strengths, needs and weaknesses with any number of school climate as well as other potential measurement tools	Cohen, J., McCabe, E.M, Michelli, N.M & Pickeral, T. (2009). School Climate: Research, Policy, Teacher Education and Practice. <i>Teachers College Record</i> , Volume 111: Issue 1: pp. 180-213. (Available on: http://www.tcrecord.org/Content.asp?ContentId=15220)	
• Developing plans to share evaluation findings with the school community	Fixen, D.L Naoom, S.F., Blasé, K.A., Friedman, R.M. & Wallace, F. (2005). <i>Implementation research: A synthesis of the literature</i> . Tampa, FL: The National Implementation Research Network (FMHI Publication #231) (http://nirn.fmhi.edu)	
• Reflecting on State Two work and learning	Fixen, D.L Naoom, S.F., Blasé, K.A., Friedman, R.M. & Wallace, F. (2005). <i>Implementation research: A synthesis of the literature</i> . Tampa, FL: The National Implementation Research Network (FMHI Publication #231) (http://nirn.fmhi.edu)	
Stage Three: Understanding the findings, engagement, action planning		
• Understanding the evaluation		

findings		
<ul style="list-style-type: none"> • Digging into the findings to understand areas of consensus and discrepancy in order to promote learning and engagement. 	<p>Deci, E. L., La Guardia, J. G., Moller, A. C., Scheiner, M. J., & Ryan, R. M. (2006). On the benefits of giving as well as receiving autonomy support: Mutuality in close friendships. <i>Personality and Social Psychology Bulletin</i>, 32, 313-327.</p> <p>Fredricks, J.A., Blumenfeld, P.C., & A. Paris, A.H. (2004). School Engagement: Potential of the Concept, State of the Evidence. <i>Review of Educational Research</i>, 74, 59-109.</p> <p>Osterman, K. F. (2000). Students' need for belonging in the school community. <i>Review of Educational Research</i>, 70(3), 323-367.</p> <p>Reeve, J., Deci, E. L., & Ryan, R. M. (2004). Self-determination theory: A dialectical framework for understanding socio-cultural influences on student motivation. In D. M. McInerney & S. Van Etten (Eds.), <i>Big theories revisited</i> (pp. 31-60). Greenwich, CT: Information Age Press.</p> <p>Resnick, MD, Bearman, PS, Blum, RW, Bauman, KE, Harris, KM, Jones, J. Tabor, T. Beuhring, TT, R. E. Sieving, RE, Shew, M, Ireland, M., Bearinger, LH, Udry, JR, (1997). Protecting adolescents from harm: Findings from the National Longitudinal Study on Adolescent Health," <i>Journal of the American Medical Association</i>, 1997, 278, 10, 823–832. (Available on: http://jama.ama-assn.org/cgi/content/abstract/278/10/823)</p>	<p>Student led participatory action research projects:</p> <ul style="list-style-type: none"> • James, E. Alana, Milenkiewicz, Margaret T and Bucknam, A. (2008). <i>Participatory Action Research for Educational Leadership Using Data-Driven Decision Making to Improve Schools</i> . Thousand Oaks, CA: Sage. • Children and Youth Voice, Youth Involvement, Youth Engagement, Youth Organizing and Youth Participation in Participatory Action Research: www.freechild.org/PAR.htm
<ul style="list-style-type: none"> • Prioritizing Goals 	<p>Locke, E. (1968). Toward a theory of task motivation and incentives. <i>Organizational Behavior and Human Performance</i>, Volume 3, Issue 2, Pages 157-189</p> <p>Locke, E. (1996). Motivation through conscious goal setting. <i>Applied and Preventive Psychology</i>, Volume 5, Issue 2, Pages 117-124</p>	<p>Project smart: www.projectsart.co.uk/smart-goals.html</p>
<ul style="list-style-type: none"> • Researching best practices and evidence-based instructional and systemic 	<p>Blueprints for Violence Prevention Program Matrix (Blueprints) http://www.colorado.edu/cspv/blueprints</p> <p>CASEL (2003). <i>Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and</i></p>	

<p>programs and efforts</p>	<p>Emotional Learning: www.casel.org/downloads/Safe%20and%20Sound/1A_Safe_&_Sound.pdf</p> <ul style="list-style-type: none"> • Berkowitz, M. W. & Bier, M. C. (2005a). <i>What works in character education: A report for policy makers and opinion leaders</i>. (Character Education Partnership). Retrieved http://www.character.org/uploads/PDFs/White_Papers/White_Paper_What_Works_Practitioner.pdf <p>Office of Juvenile Justice and Delinquency Prevention Programs Guide (OJJDP) http://www.dsgonline.com/mpg2.5/mpg_index.htm/</p> <p>SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP) http://www.nrepp.samhsa.gov/find.asp</p> <p>United States Department of Education's Exemplary and Promising Safe, Disciplined, and Drug-Free Schools Programs 2001 (USDOE) www.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf</p> <ul style="list-style-type: none"> • US Department of Education, Institute of Education Sciences, National Center for Educational Evaluation and Regional Assistance (2003). <i>Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide</i>. http://ies.ed.gov/ncee/pubs/evidence_based/evidence_based.asp 	
<ul style="list-style-type: none"> • Developing an action plan 	<ul style="list-style-type: none"> • Bazerman, M.H. (2009). <i>When Goal Setting Goes Bad</i>. Harvard Business School newsletter. March 2, 2009 • Why do we need SMART goals: wvde.state.wv.us/ctn/Research/whydoweneedsmartgoals.pdf 	<p>SMART goals – a tutorial: www.best-self-help-sites.com/smart-goals.html</p> <ul style="list-style-type: none"> • Locke's Goal Setting Theory: Understanding SMART Goal Setting www.mindtools.com/pages/article/newHTE_87.htm
<ul style="list-style-type: none"> • Reflecting on Stage Three work 	<p>Fixen, D.L Naoom, S.F., Blasé, K.A., Friedman, R.M. & Wallace, F. (2005). <i>Implementation research: A synthesis of the literature</i>. Tampa, FL:</p>	

	The National Implementation Research Network (FMHI Publication #231) (http://nirn.fmhi.edu)	
Stage Four: Implementing the Action Plan		
<ul style="list-style-type: none"> Coordinating evidence-based pedagogic and systemic efforts designed to (a) promote students' social, emotional and civic as well as intellectual competencies; and (b) improve the school climate by working toward a safe, caring, participatory and responsive school community. 	<p>Adelman, H.S., & Taylor, L. (in press). Enhancing schools as caring environments. In R. Talley (Ed.). <i>Building community caregiving capacity</i>. Oxford University Press.</p> <p>American Psychological Association (2003). Presidential task force on prevention, promoting strength, resilience, and health in young people, <i>American Psychologist</i>, 58, (6-7) pg 25-490.</p> <p>Belisle, K., & Sullivan, E. (2007). <i>Service learning</i>. New York: Amnesty International.</p> <p>Greenberg, M. T., Weissberg, R. P., O'Brien, M.U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M.J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. <i>American Psychologist</i>, 58 (6/7), 466-474.</p> <p>Marx, E. & Wooley, S.F. & Northrop, D. (Eds.) (1998), <i>Health is academic: A Guide to coordinated school health programs</i>. Teachers College Press.</p> <p>Jennings, P. A., & Greenberg, M. T. (2009). The pro-social classroom: teacher social and emotional competence in relation to student and classroom outcomes. <i>Review of Educational Research</i>, 79(1), 491-525.</p> <p>Cohen, J., McCabe, E.M, Michelli, N.M & Pickeral, T. (2009). School Climate: Research, Policy, Teacher Education and Practice. <i>Teachers College Record</i>, Volume 111: Issue 1: pp. 180-213.</p>	<p>Beland, K. (2003). Providing a Meaningful Academic Curriculum, VI. In <i>Eleven Principles Sourcebook: How to Achieve Quality Education in P-12 Schools</i>. Washington, DC: Character Education Partnership.</p>
<ul style="list-style-type: none"> The instructional 	Durlak, J.A. & Dupre, E.P. (2008). Implementation matters: A review of research on the influence of	

<p>and/or school-wide efforts are instituted with fidelity, monitored and there is an ongoing attempt to learn from successes and challenges.</p>	<p>implementation on program outcomes and the factors affecting the implementation. <i>American Journal of Community Psychology</i>, 41, 327-350</p> <p>Greenberg, M. T., Domitrovich, C. E., Graczyk, P. A., & Zins, J. E. (2004). <i>The study of implementation in school-based preventive interventions: Theory, research, and practice</i>. Washington, DC: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services. Final project report.</p>	
<p>• The adults who teach and learn with students work to further their own social, emotional and civic learning.</p>	<p>Brookfield, S. (1991). <i>Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices</i>. SF: Jossey-Bass</p> <p>Brookfield, S. (1995). <i>Becoming a Critically Reflective Teacher</i> Jossey-Bass; 1st edition.</p> <p>Brookfield, S. (2005). <i>The Power of Critical Theory for Adult Learning and Teaching</i>. Open University Press</p> <p>Kegan, R. & Laskow, L. (1983). Adult Leadership and Adult Development: A Constructivist View. In B. Kellerman (Ed.) <i>Leadership: Multidisciplinary Perspectives</i>. (New York: Prentice-Hall), 1983. (1983)</p> <p>Jennings, P.A. & Greenberg, M.T. (2008). The prosocial classroom: Teacher social and emotional competencies in relation to student and classroom outcomes. <i>Review of Educational Research 2009</i>. American Educational Research Association, Sage Publications</p> <p>Usher R S, & Bryant, I. (1989). <i>Adult Education as Theory, Practice and Research: The Captive Triangle</i>. Routledge, New York</p>	<p>U.S. Department of Education Professional Development Team. (1994). <i>Building bridges: The mission and principles of professional development</i>. Washington, DC: U.S. Department of Education.</p> <p>Read at http://www.ed.gov/G2K/bridge.html</p>
<p>Reflecting on Stage Four work.</p>	<p>Fixen, D.L Naoom, S.F., Blasé, K.A., Friedman, R.M. & Wallace, F. (2005). <i>Implementation research: A synthesis of the literature</i>. Tampa, FL: The National Implementation Research Network (FMHI Publication #231) (http://nirn.fmhi.edu)</p>	

<p>Stage Five: Reevaluation and Development of the Next Phase</p>		
<ul style="list-style-type: none"> • Reevaluating the school's strengths and challenges: 	<p>Fixen, D.L Naoom, S.F., Blasé, K.A., Friedman, R.M. & Wallace, F. (2005). <i>Implementation research: A synthesis of the literature</i>. Tampa, FL: The National Implementation Research Network (FMHI Publication #231) (http://nirn.fmhi.edu)</p>	
<ul style="list-style-type: none"> • Discovering what has changed and how. 	<p>Fixen, D.L Naoom, S.F., Blasé, K.A., Friedman, R.M. & Wallace, F. (2005). <i>Implementation research: A synthesis of the literature</i>. Tampa, FL: The National Implementation Research Network (FMHI Publication #231) (http://nirn.fmhi.edu)</p>	
<ul style="list-style-type: none"> • Discovering what has most helped and hindered further the school climate improvement process: 	<p>Fixen, D.L Naoom, S.F., Blasé, K.A., Friedman, R.M. & Wallace, F. (2005). <i>Implementation research: A synthesis of the literature</i>. Tampa, FL: The National Implementation Research Network (FMHI Publication #231) (http://nirn.fmhi.edu)</p>	
<ul style="list-style-type: none"> • Revising plans to improve the school climate. 	<p>Fixen, D.L Naoom, S.F., Blasé, K.A., Friedman, R.M. & Wallace, F. (2005). <i>Implementation research: A synthesis of the literature</i>. Tampa, FL: The National Implementation Research Network (FMHI Publication #231) (http://nirn.fmhi.edu)</p>	
<ul style="list-style-type: none"> • Reflecting on Stage Five work 	<p>Fixen, D.L Naoom, S.F., Blasé, K.A., Friedman, R.M. & Wallace, F. (2005). <i>Implementation research: A synthesis of the literature</i>. Tampa, FL: The National Implementation Research Network (FMHI Publication #231) (http://nirn.fmhi.edu)</p>	

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