

# Making the Connection: School Climate and Social Emotional Learning

October 26, 2016  
IIRP Conference

# WELCOME!

## Today's Presenter:

### Pamela L. Emery PhD

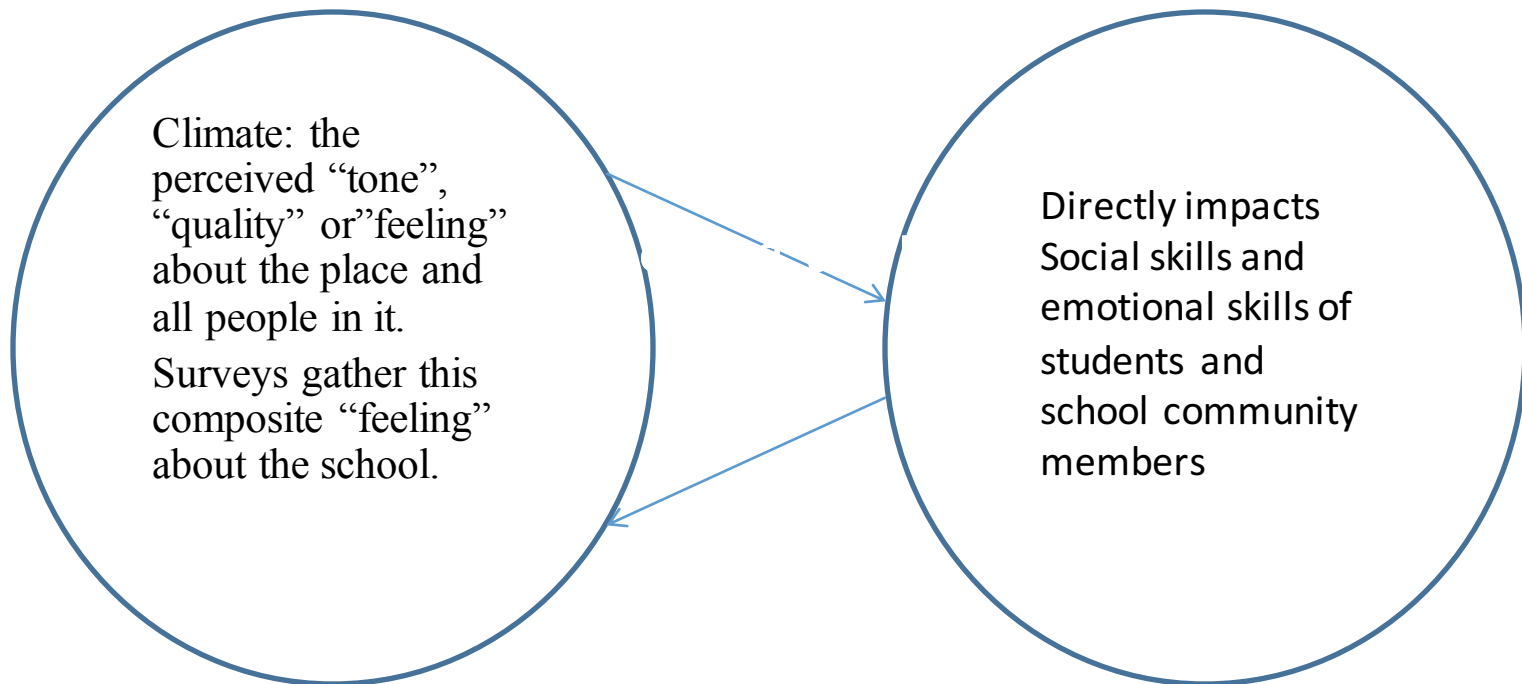
## PDE OFFICE for SAFE SCHOOLS

## Session Goals

Today we will:

- Define School Climate
- Define Social Emotional Learning
- Examine the relationship between both elements
- Showcase the PDE School Climate Surveys: how to measure school climate and determine current school climate:
  - Improve weak areas of school climate
  - Promote social emotional learning

## School Climate and Social-Emotional Learning: How does one affect the other? Connections?



## What is School Climate?

- refers to the quality and character of school life...and is based on patterns of students', parents' and school personnel's experience of school life....”

It includes the total of the attitudes and behaviors elicited by:

- \_ school policies, practices, and physical environment;
- \_ staff interactions with peers and students;
- \_ opportunities for student engagement and leadership; and,
- \_ beliefs and attitudes students bring to the school from their families and the community.

School climate is like the air we breathe: you don't really notice it until it becomes toxic.”

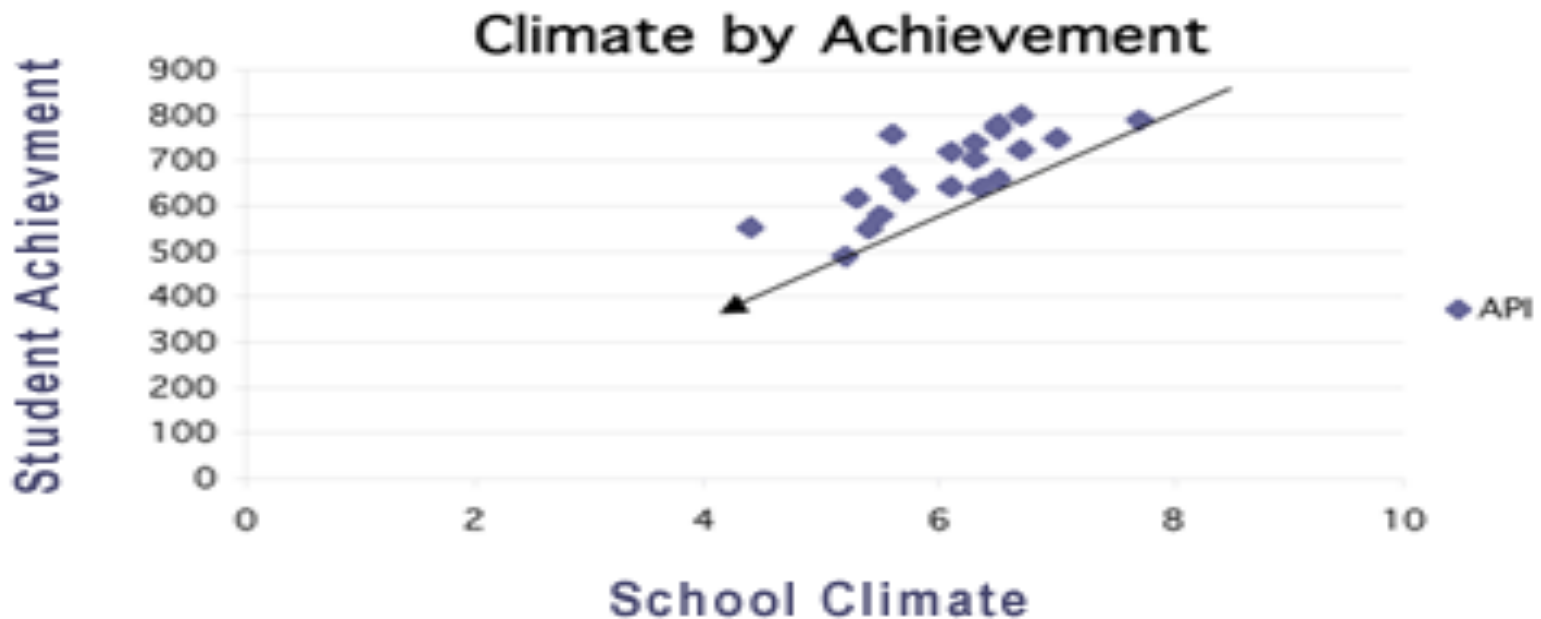
--H. Jerome Freiburg

# Why is School Climate Important?

Research demonstrates a direct correlation between school climate and student achievement:

School Climate Score (SCAI)  
by Student Achievement (CA API)

--John Shindler, 2010 (study of 21 urban high schools in California)



## School Climate is predictive of students' ability to learn and develop in healthy ways:

- When school climate is positive, school connectedness is strong.
- Students want to attend a school where they feel welcome, safe and included (e.g. where their developmental needs for safety and belonging are being met).



## More Connections to Positive School Climate:

- ❑ CUBE study (2006): showed that an improved school climate contributes to higher student achievement, fewer dropouts, etc.
- ❑ CSCS/“California Healthy Kids Survey”: examined issue of school “well-being” (climate) and academic achievements by school ethnic composition. –Greg Austin
- ❑ Elizabeth Greenburg’s study (2004): showed NAEP math scores increased as climate scores improved
- ❑ \*\*NSCC/CSEE White Paper (2007): “School climate promotes—or complicates—students’ ability to learn and achieve academically.” —Jonathan Cohen



## What is Social Emotional Learning?

Ongoing process by which social and emotional **behaviors/habits** are established and developed--

Children are able to:

- + Make friends
- + Make good decisions
- + Set and achieve goals they believe will help them succeed
- + Constructively handle interpersonal situations
- + Respect others and their beliefs
- = Successfully navigate the social world/resiliency

## Why is social emotional learning important?

SEL behaviors/skills enable children and adults alike to successfully navigate their worlds:

- School
- Family
- Social relationships
- Community relationships
- Careers/jobs

## Why is social emotional learning important?

Positive social skills acquired through the social emotional learning process facilitates:

- Student engagement
- Student academic achievement
- Positive school climate

And reduces:

- Bullying
- Teen pregnancy
- Substance Abuse
- Truancy
- Youth suicide

Zins, J.E.,(2004). Building academic success on social emotional learning: What does the research say? Teachers College Press

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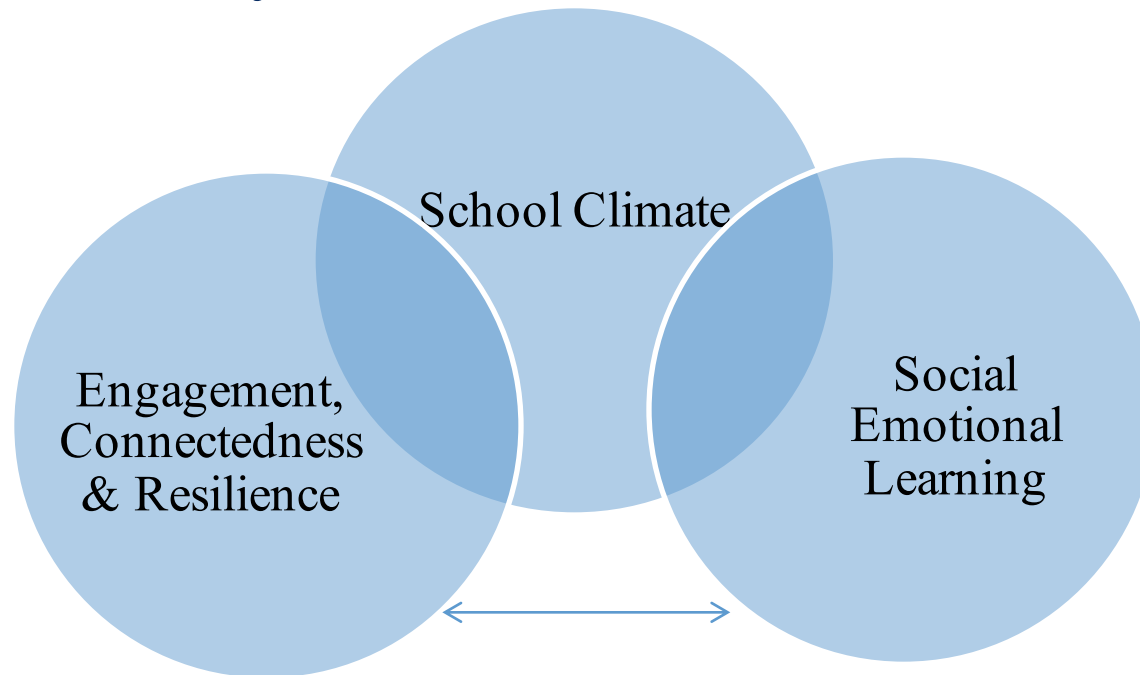
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## Why Measure School Climate ?



## Pennsylvania Department of Education School Climate Surveys

### Surveys' Origin:

- Developed by national researchers:
  - American Institute of Research (AIR)
  - Alaska Department of Education

### Types of Surveys:

- Student surveys:
  - Elementary: Grades 3-5
  - Middle school: Grades 6-8
  - High school: Grades 9-12
- Staff survey
- Parent survey
- Community survey

# Intended use of PDEOSS school climate surveys:

- Provide school entities with real time formative and summative data
- Use for short and long term planning
- Use with needs assessments
- Program effectiveness

# Survey Features:

- Available in English and common Spanish;
- Printable versions;
- Bank of additional questions for customization;
- Real time results;
- Drill down capability;
- Secure website with dashboard for ease of use;
- No restrictions for administration;
  - No survey window= ease of planning and administration
  - Results are the sole property of the school entity: PDE will not review or access results.
  - Any or all surveys can be administered



## Survey Features :

Available Filtering of Reports:

By:

- Race, Gender & Grade
- Item Indicator: ( Favorable, neutral, undesirable)
- Domain:
  - Student Support
  - Social Emotional Learning
  - Challenge/Rigor/ High Expectations
  - Safe School Climate
- Grouping
  - Statewide
  - County
  - Intermediate Unit
  - Leas
  - Building

For more information on the please refer to the user manuals as linked below or available on the homepage of the website –

<http://www.paschoolclimatesurvey.org/>

Survey Overview Online Webinar:

<https://www.youtube.com/watch?v=KFQSwhOySNQ>

- The administration user guide:
  - <http://www.paschoolclimatesurvey.org/Documents/UserGuide-PAClimateSurvey.pdf>
- School Climate Survey Access & Administration Webinar:
  - <http://www.paschoolclimatesurvey.org/Default.aspx?TestingCookie=1>
- The survey entry user guide:
  - <http://www.paschoolclimatesurvey.org/Documents/UserEntryGuide-PAClimateSurvey.pdf>

*The mission of the department is to academically prepare children and adults to succeed as productive citizens. The department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high quality education.*

Thank you for your participation.

Questions?

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