



October 2014 Conditions for Learning Survey

Dear Students, Parents, and School Faculty,

Enclosed are the Cleveland Metropolitan School District's (CMSD) results from the *Conditions For Learning* survey. This survey is an important component of the district's transformation planning because it helps us monitor our students' opinions about the *Humanware* of our schools, including school climate, perceived levels of student support, levels of challenge and perceptions about students' social and emotional learning skills.

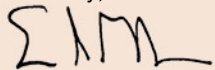
As CMSD moves through our Academic Transformation Plan, it is more important than ever that our schools and communities pay close attention to how our students feel about the conditions for learning in our schools! Research tells us that there is a strong relationship between these characteristics and academic achievement. The movement to new schools and introduction of new programs can only be helpful to our students if they feel good about the schools and programs they attend.

Each school building receives a school-level report and uses the data from the *Conditions For Learning* survey to make decisions about how to adjust the support services for students in their schools. Schools also measure safety incidents, attendance rates, and other non-academic risk factors to evaluate the kinds of services and supports provided to our children. The district-level results presented in this report can be used to supplement the information provided in those school-level reports.

Parents and faculty can help too. A number of tools are available to assist you with your planning. On the back page are a number of resources to consider, and the AAP planning toolkit available to your school through SchoolNet provides additional support as well.

Improvements in the conditions for learning in our schools will lead to improvements in achievement for our students, families, teachers, and administrators. And ongoing improvements in achievement are the evidence that we are indeed on the path to becoming a premier school district in the United States of America.

Sincerely,



Eric S. Gordon
Chief Executive Officer
Cleveland Metropolitan School District

What is in this report?

This report presents the district's results on the four scales of the *Conditions For Learning* survey, by grade level. Pages 2-3 of this report present the district's results on the safe and respectful climate scale, pages 4-5 present results on the challenge scale, pages 6-7 present results on the student support scale, and pages 8-9 present the results on the social and emotional scale.

Results are shown as the percentage of students whose responses fall into the excellent, adequate, and needs-improvement categories. Results are also shown for subgroups of students.

Pages 10-14 of this report present results for individual survey questions; these results should be interpreted with caution because individual items are not as trustworthy as scale scores.

Response Rates:

Elementary School	95%
Middle School	93%
High School	69%

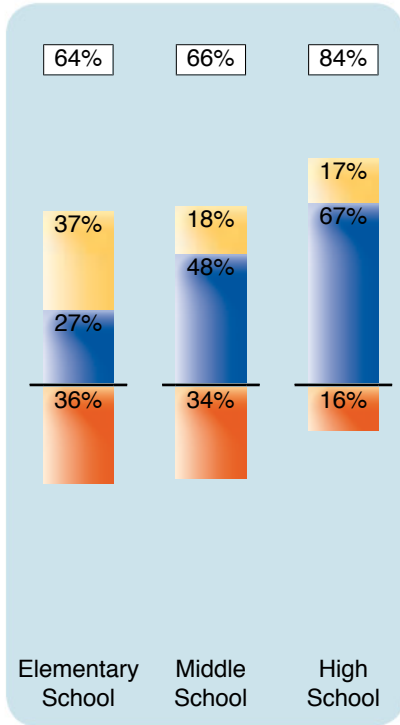
As you work with your district community to make plans for district improvement, remember to focus on all students, even if the majority of students rated the district positively.

What role can principals and school teams play?

When principals work together with staff, students, and parents on the conditions for learning in a school, powerful instructional communities are built. Principals can personally model the process of using data to make decisions about how to improve schoolwide and classroom practices.

Percentage of students whose responses indicate that the district is performing adequately or better:

	Elementary	Middle	High
Safe & Respectful Climate	64%	66%	84%
Challenge	78%	94%	93%
Student Support	76%	92%	85%
Social & Emotional Learning	88%	75%	38%



What These Results Mean

The Safe and Respectful Climate scale measures two things: how physically safe students feel and how emotionally safe students feel. Students who attend safe schools are more likely to be academically engaged and are less likely to exhibit problem behaviors such as drug use or violence. Students are less likely to drop out of safe schools. Schools must provide a safe and secure environment for all students.



EXCELLENT

Students feel physically safe in their classes, in hallways and bathrooms, and outside around the school. They feel emotionally safe because students treat each other with respect, get along well together, and look out for each other.



ADEQUATE

Students feel physically safe most of the time, but there may be *occasional* fights, thefts, or vandalism. They usually feel emotionally safe but may *occasionally* be teased, bullied, harassed, or put down by other students.

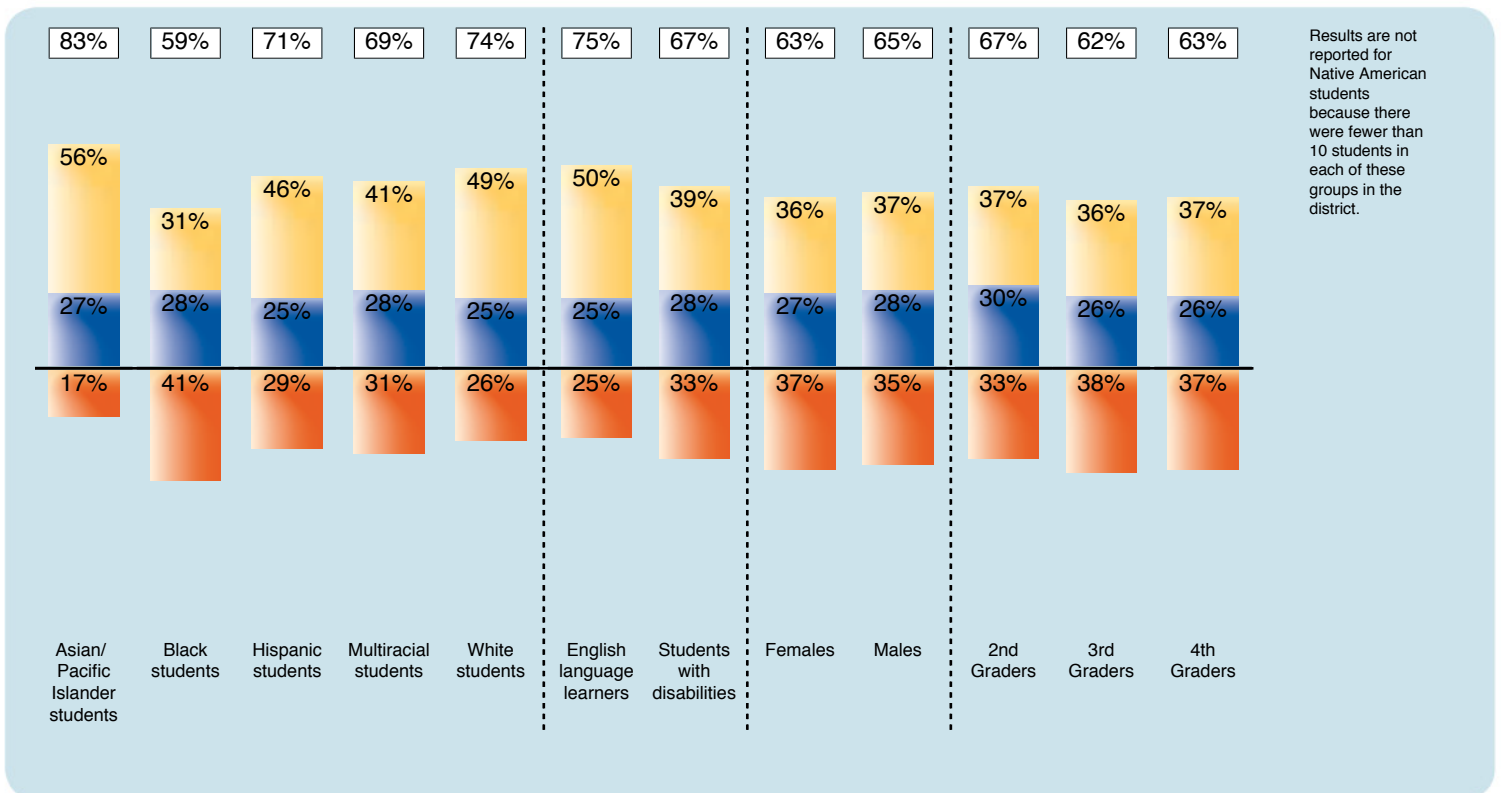


NEEDS IMPROVEMENT

Students do not feel physically safe because there are regular problems with fights, thefts, or vandalism. They do not feel emotionally safe because they are often teased, picked on, or bullied. They do not feel safe at school.

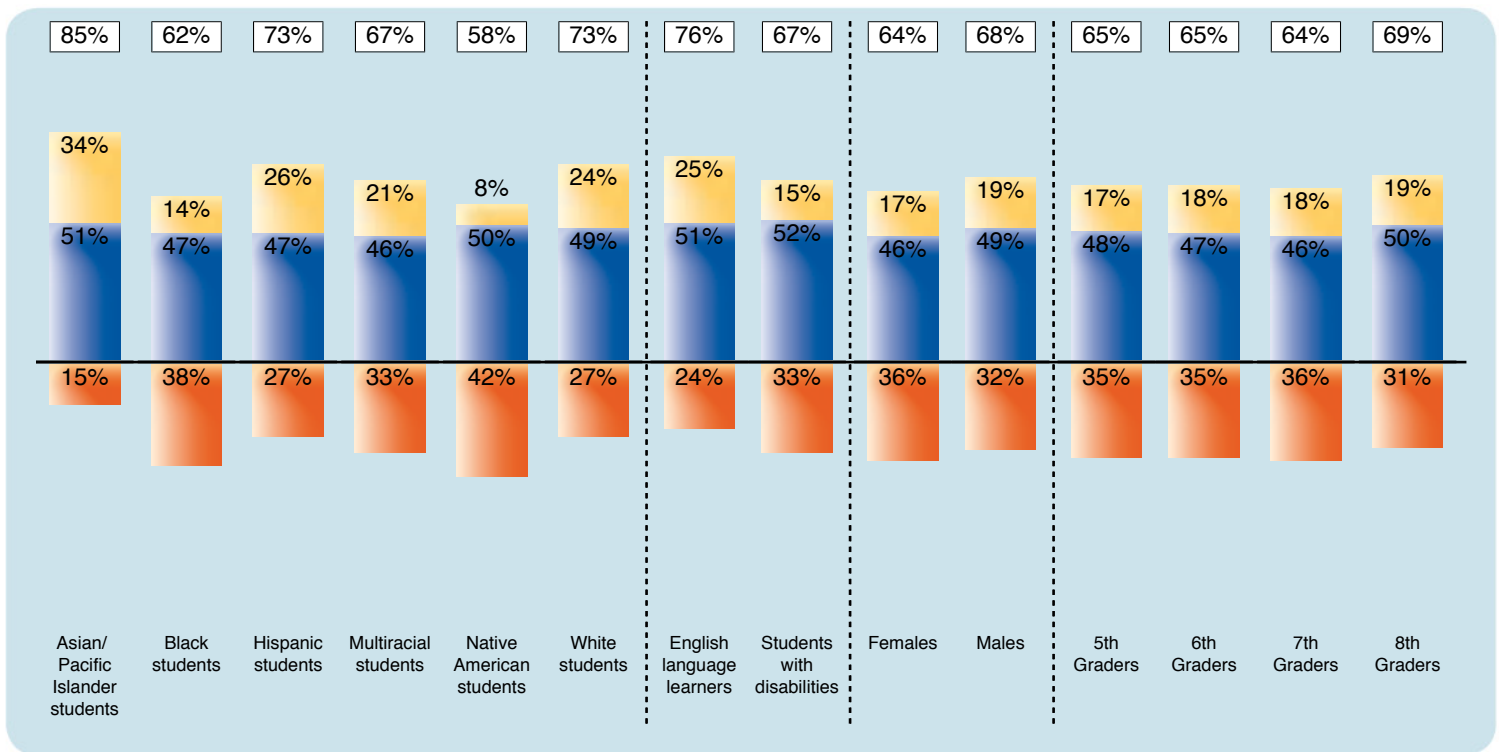
Results by Groups of Students - Elementary School

Some groups of elementary school students feel less safe than others. These groups include Black students, Females, 3rd Graders and 4th Graders. Some groups of elementary school students feel safer than others. These groups include Asian/Pacific Islander students, Hispanic students, Multiracial students, White students, English language learners, Students with disabilities, Males and 2nd Graders.



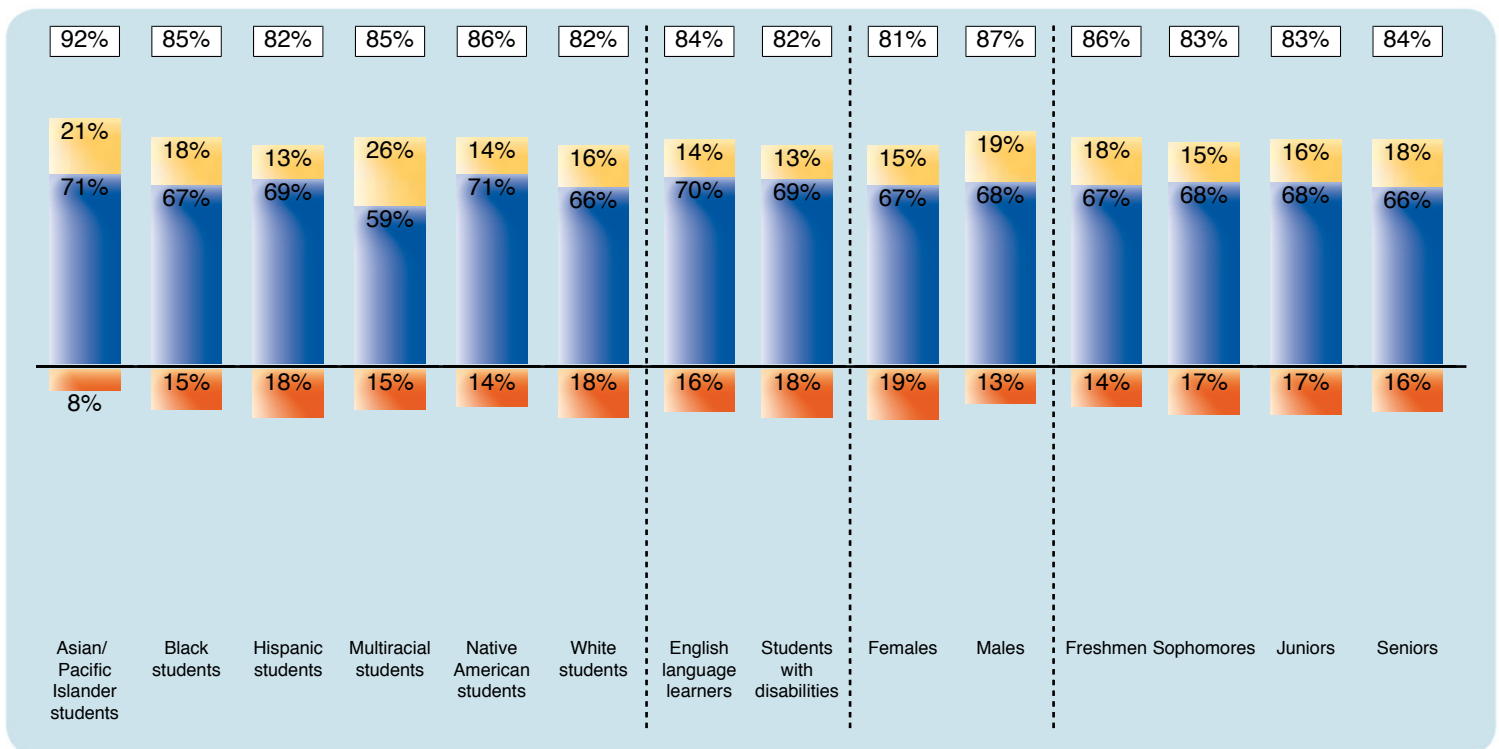
Results by Groups of Students - Middle School

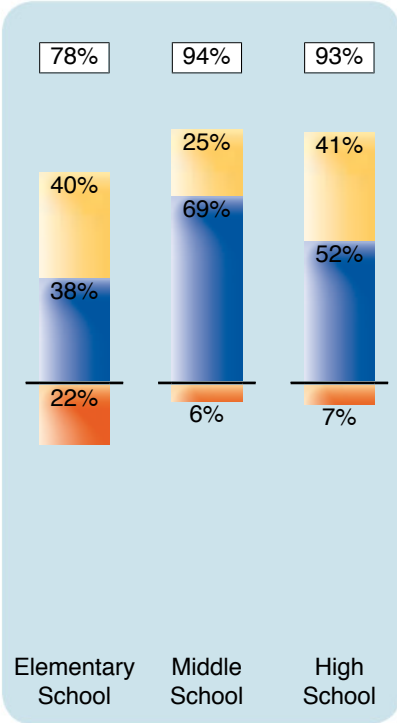
Some groups of middle school students feel less safe than others. These groups include Black students, Native American students, Females and 7th Graders. Some groups of middle school students feel safer than others. These groups include Asian/Pacific Islander students, Hispanic students, Multiracial students, White students, English language learners, Students with disabilities, Males and 8th Graders.



Results by Groups of Students - High School

Some groups of high school students feel less safe than others. These groups include Hispanic students, White students, Students with disabilities, Females, Sophomores and Juniors. Some groups of high school students feel safer than others. These groups include Asian/Pacific Islander students, Multiracial students, Native American students, Males and Freshmen.





What These Results Mean

The Challenge scale measures how much students perceive that teachers and other adults in the school encourage them to think, work hard, do their best, and connect what they are learning in school to life outside of school. A challenging curriculum, presented in a way that is relevant to students, will promote student achievement.

EXCELLENT

Students think that their teachers and other adults in the school expect *all* students to put in a high level of effort and be engaged in their course work. Students think that *most* classes are interesting, challenging, and relevant.

ADEQUATE

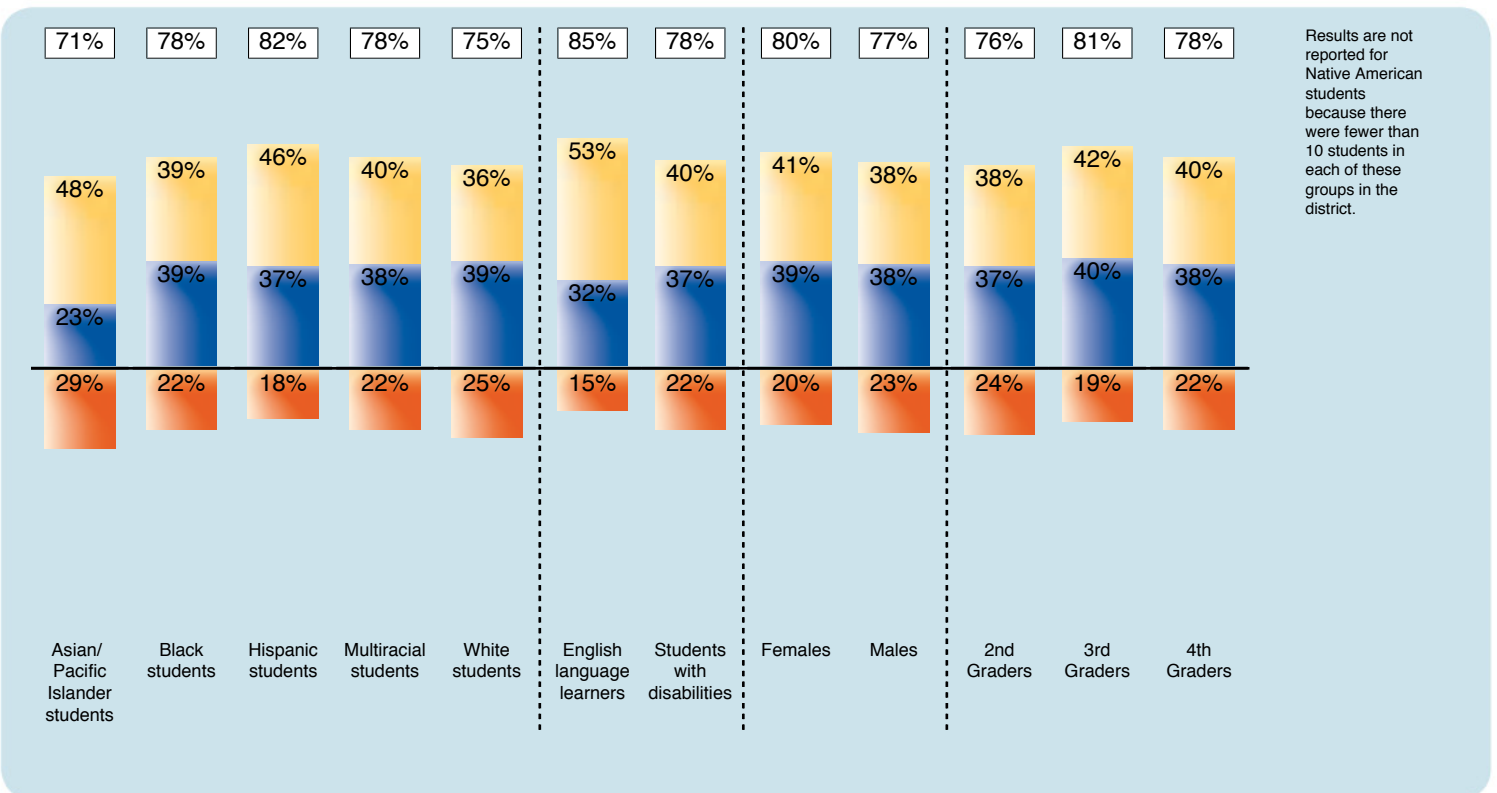
Students think that their teachers and other adults in the school expect *most* students to put in a high level of effort and be engaged in their course work. They think that *some* classes are interesting, challenging, and relevant, but other classes are routine and boring.

NEEDS IMPROVEMENT

Students think that their teachers and other adults in the school expect *few* students to perform at a high level. Students think that classes are often boring and are disconnected from their lives outside the classroom. Students think that teachers do not expect them to work hard or attend every class.

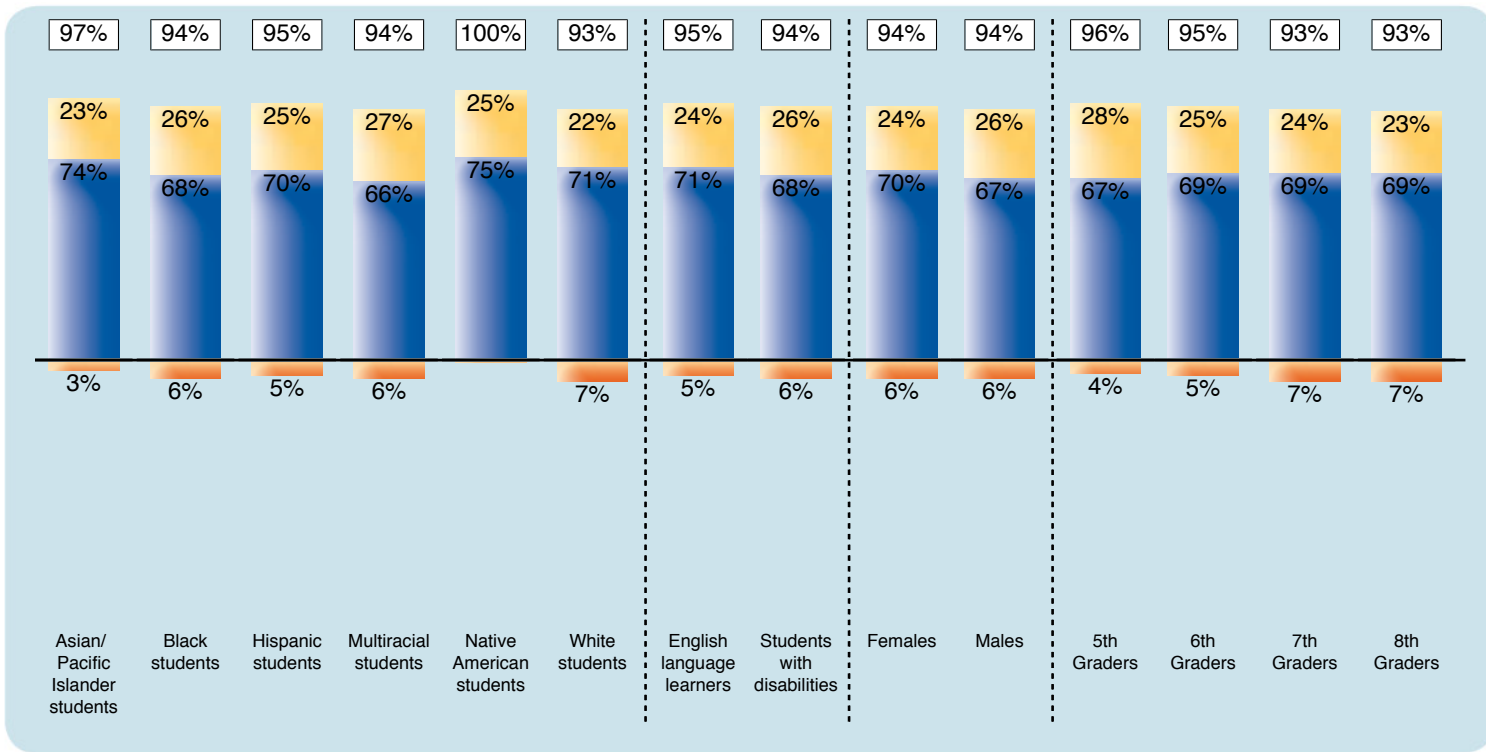
Results by Groups of Students - Elementary School

Some groups of elementary school students feel less challenged than others. These groups include Asian/Pacific Islander students, White students, Males and 2nd Graders. *Some* groups of elementary school students feel more challenged than others. These groups include Hispanic students, English language learners, Females and 3rd Graders.



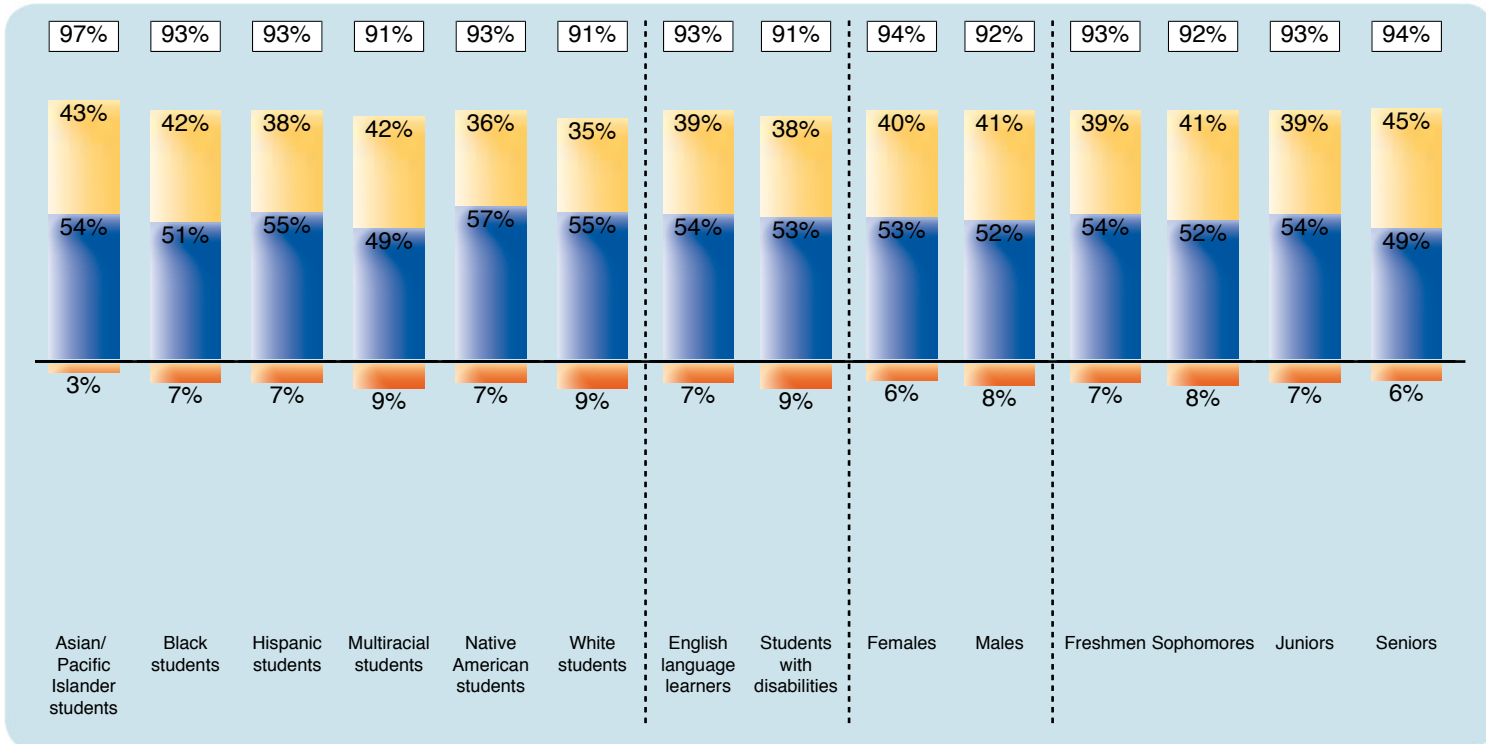
Results by Groups of Students - Middle School

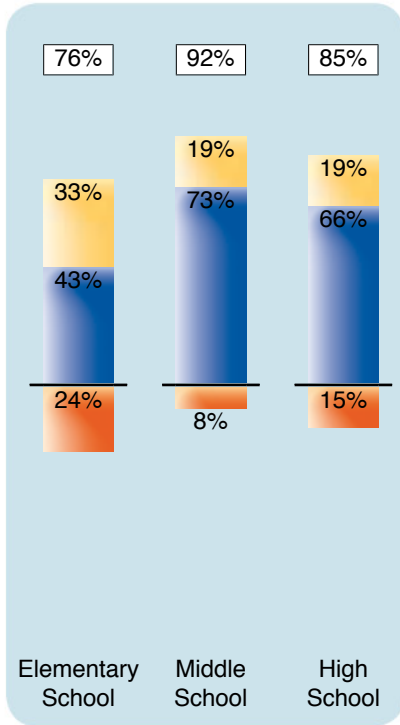
Some groups of middle school students feel less challenged than others. These groups include White students, 7th Graders and 8th Graders. Some groups of middle school students feel more challenged than others. These groups include Asian/Pacific Islander students, Hispanic students, Native American students, English language learners, 5th Graders and 6th Graders.



Results by Groups of Students - High School

Some groups of high school students feel less challenged than others. These groups include Multiracial students, White students, Students with disabilities, Males and Sophomores. Some groups of high school students feel more challenged than others. These groups include Asian/Pacific Islander students, Females and Seniors.





What These Results Mean

The Student Support scale measures how much students feel listened to, cared about, and helped by teachers and other adults in the school. Strong relationships between teachers and students lead to higher academic achievement, even for students who have previously done poorly in school or come from disadvantaged backgrounds.

EXCELLENT

Students think that *most* of their teachers and other adults in the school listen to them, care about them, and treat them fairly. Students report that teachers notice when they are having trouble and readily provide extra help when it is needed.

ADEQUATE

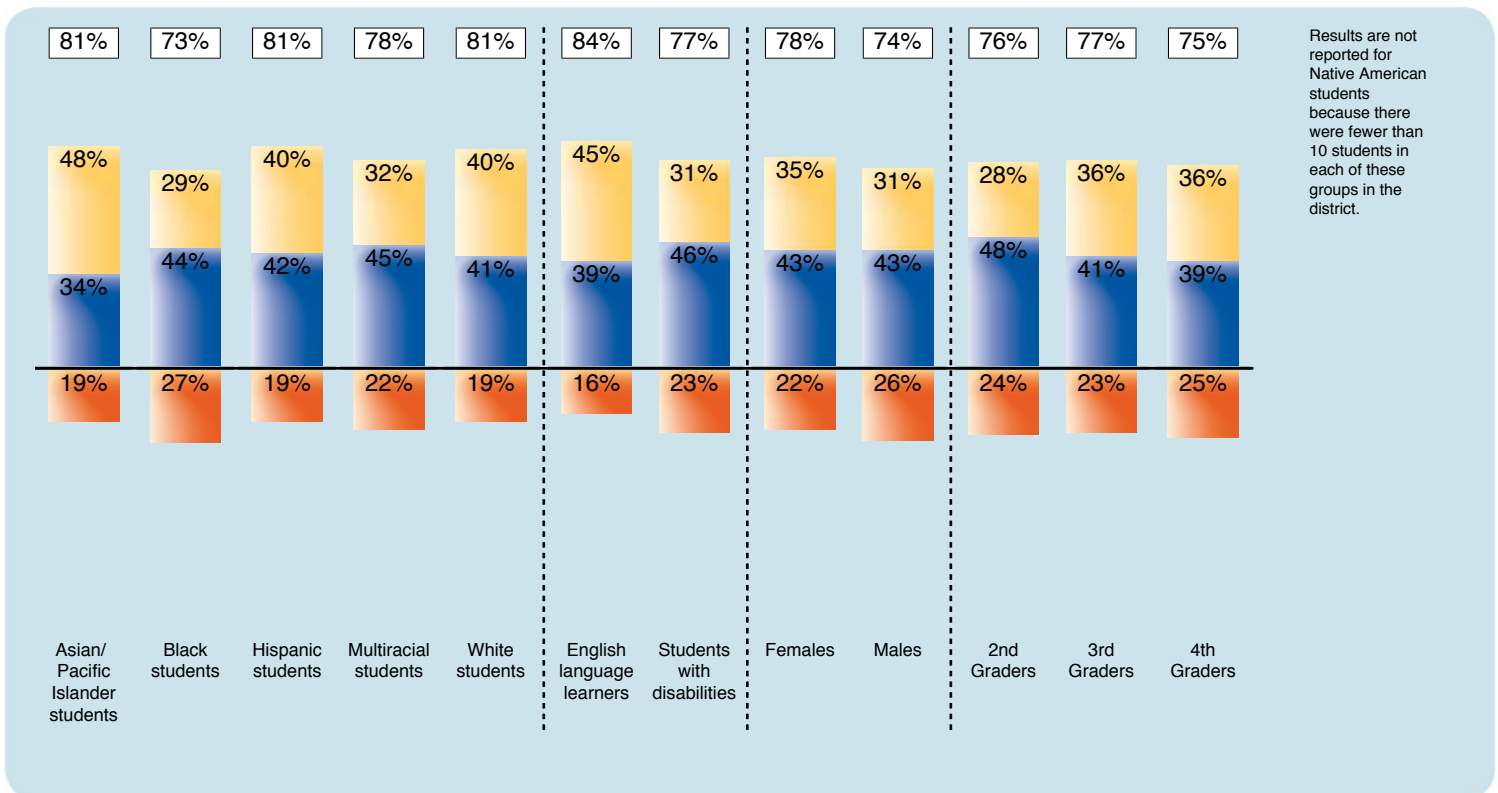
Students think that their teachers and other adults in the school *sometimes* listen to them, care about them, and treat them fairly. Students report that teachers sometimes provide extra help when it is needed.

NEEDS IMPROVEMENT

Students think that *most* teachers and other adults in the school do not listen to them, care about them, or treat them fairly. Students report that it is hard to get extra help when needed.

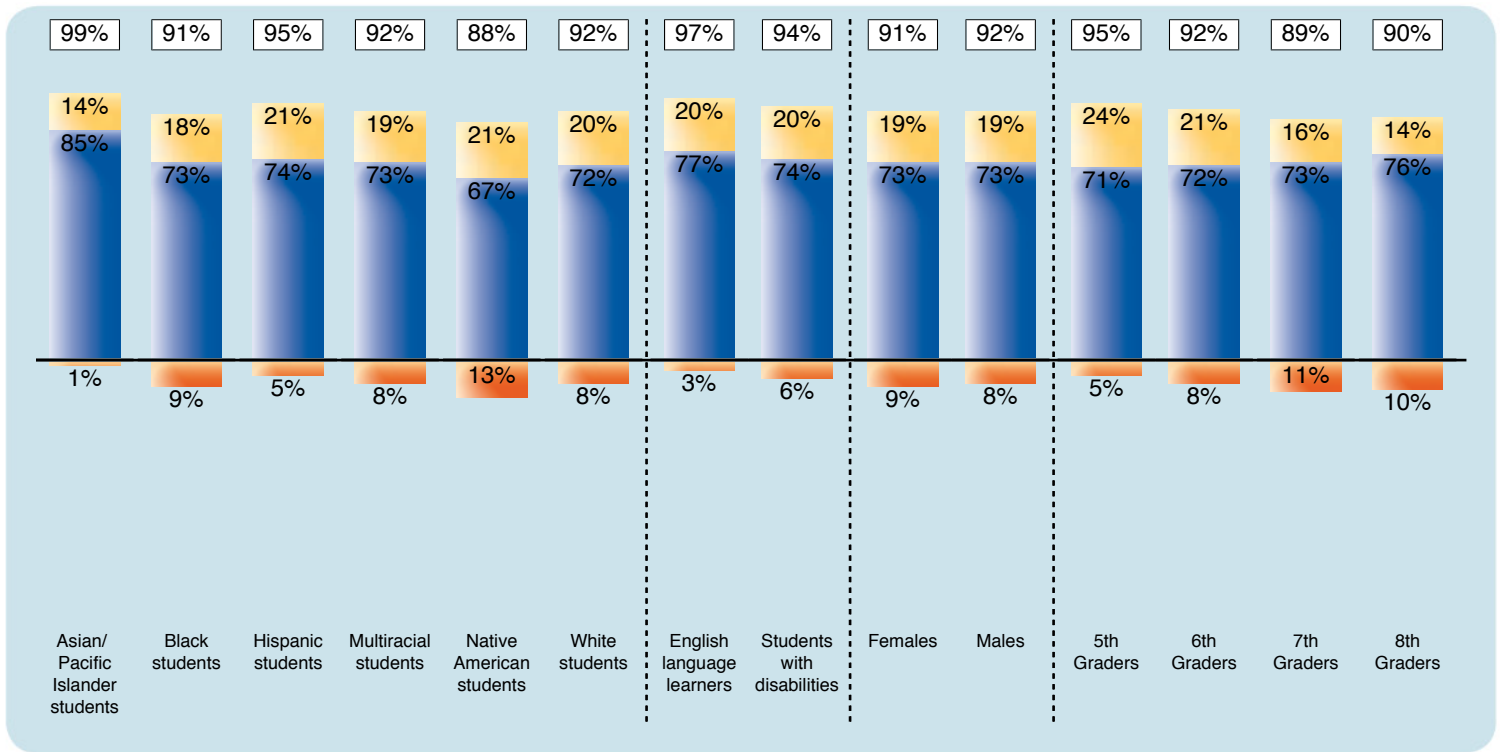
Results by Groups of Students - Elementary School

Some groups of elementary school students feel less supported than others. These groups include Black students, Males and 4th Graders. *Some* groups of elementary school students feel more supported than others. These groups include Asian/Pacific Islander students, Hispanic students, Multiracial students, White students, English language learners, Females and 3rd Graders.



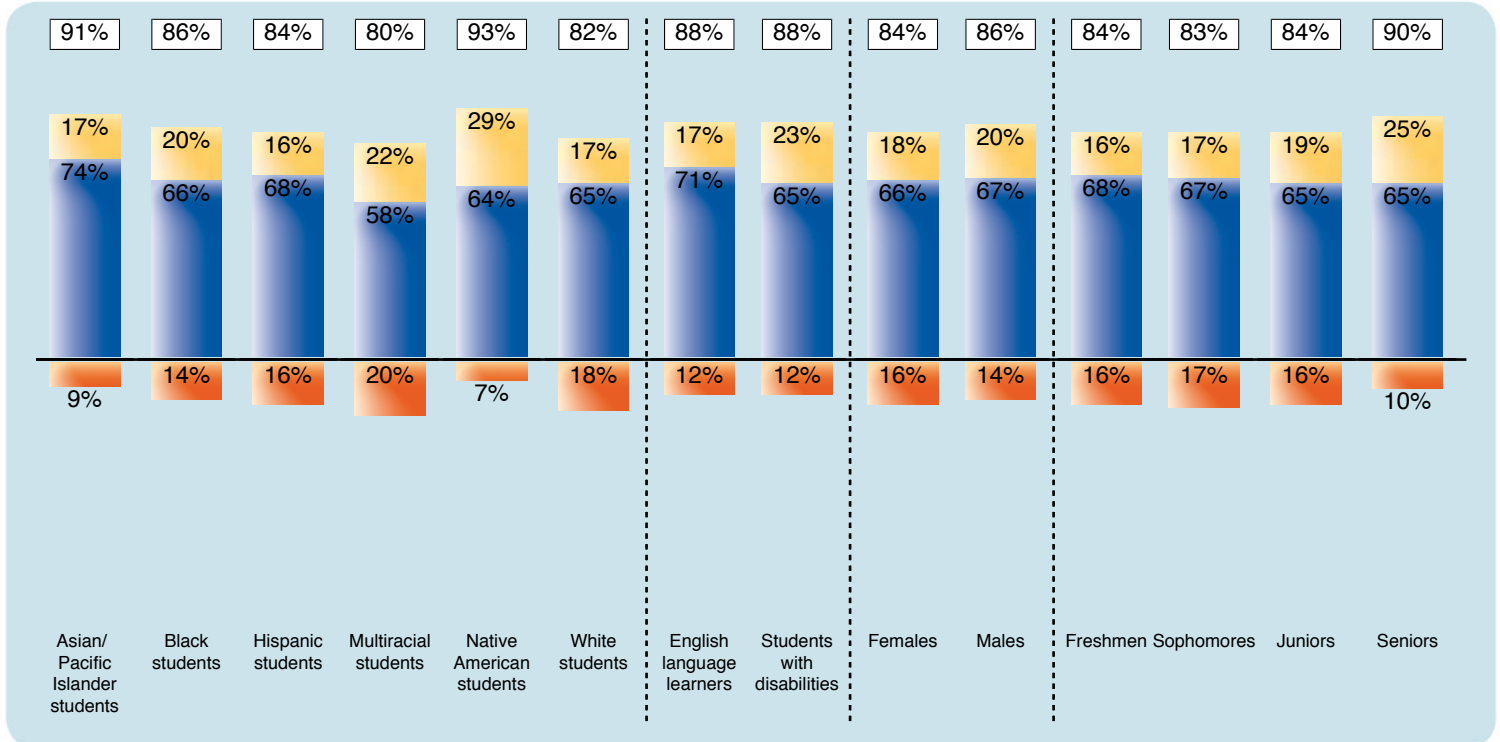
Results by Groups of Students - Middle School

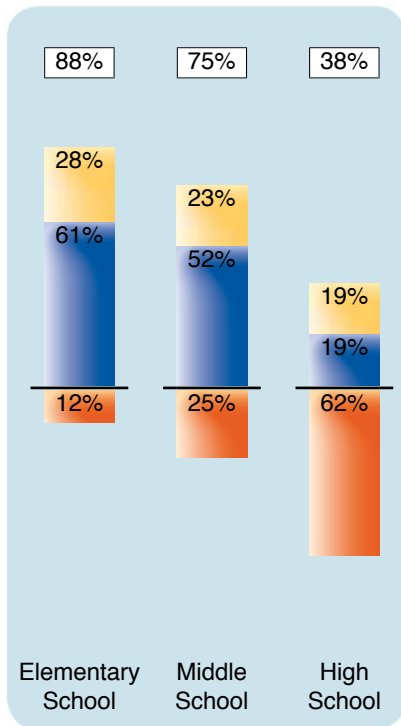
Some groups of middle school students feel less supported than others. These groups include Black students, Native American students, 7th Graders and 8th Graders. Some groups of middle school students feel more supported than others. These groups include Asian/Pacific Islander students, Hispanic students, English language learners, Students with disabilities and 5th Graders.



Results by Groups of Students - High School

Some groups of high school students feel less supported than others. These groups include Hispanic students, Multiracial students, White students, Females, Freshmen, Sophomores and Juniors. Some groups of high school students feel more supported than others. These groups include Asian/Pacific Islander students, Black students, Native American students, English language learners, Students with disabilities, Males and Seniors.





What These Results Mean

The Social and Emotional Learning scale measures students' perception of their peers' social and problem-solving skills. Developing students' social and emotional learning skills improves their grades, attendance, behavior, and attitudes toward school. Students with good social and emotional skills are less likely to drop out of school.

EXCELLENT

Students report that *most* students in the school have good social skills, want to do well in school, and work well in teams. These students resolve conflicts peacefully, solve problems creatively, and think cheating is wrong. They do their best, even when their school work is difficult.

ADEQUATE

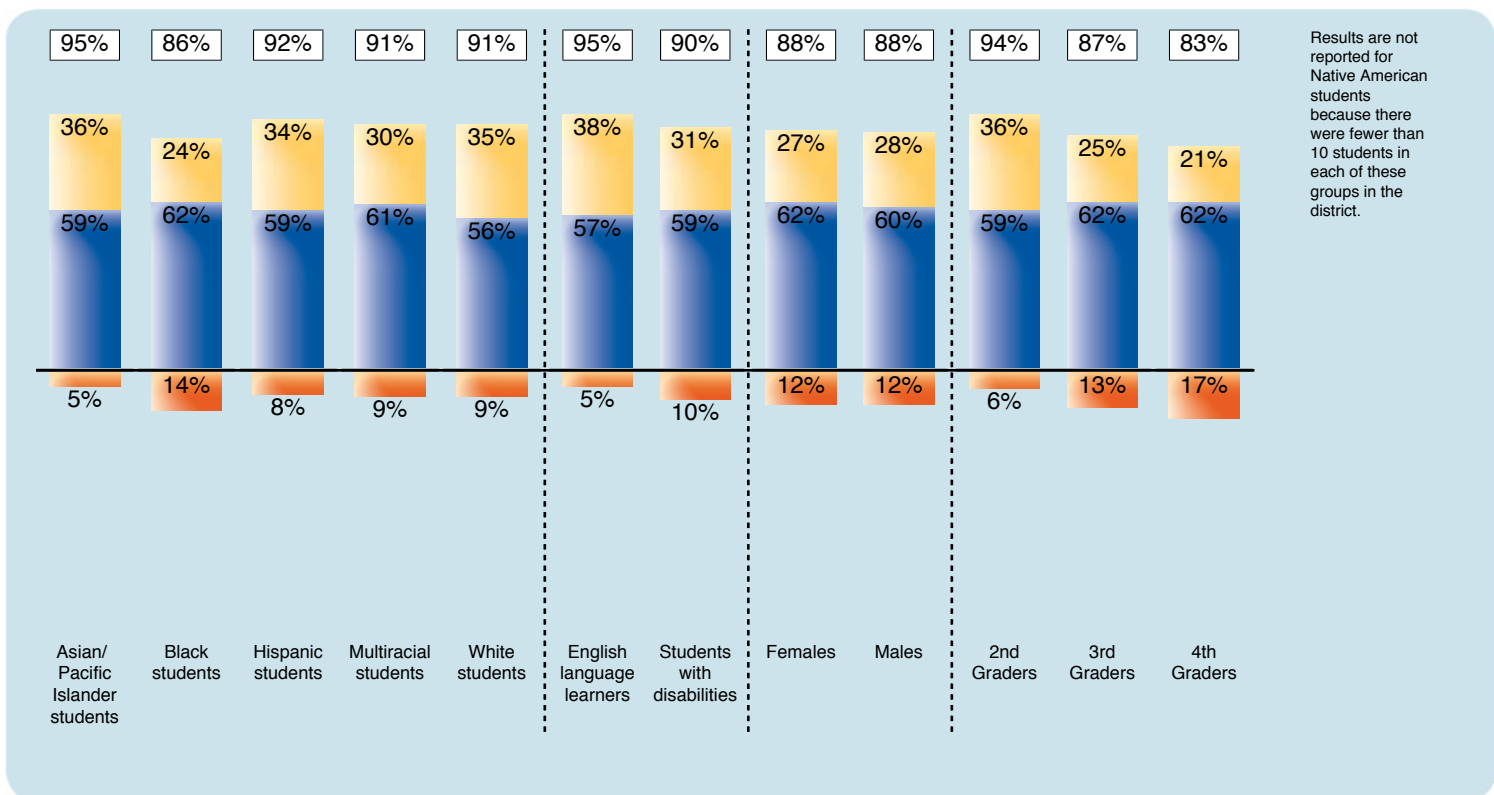
Students report that *some* students in the school have good social skills, want to do well in school, and work well in teams. These students sometimes resolve conflicts peacefully and solve problems creatively. They may give up when their school work is difficult.

NEEDS IMPROVEMENT

Students *do not* rate their peers as socially skilled. They report that other students do not care about doing well in school. Students have trouble resolving conflicts and solving problems. They think it is OK to cheat. They often give up when their school work is difficult.

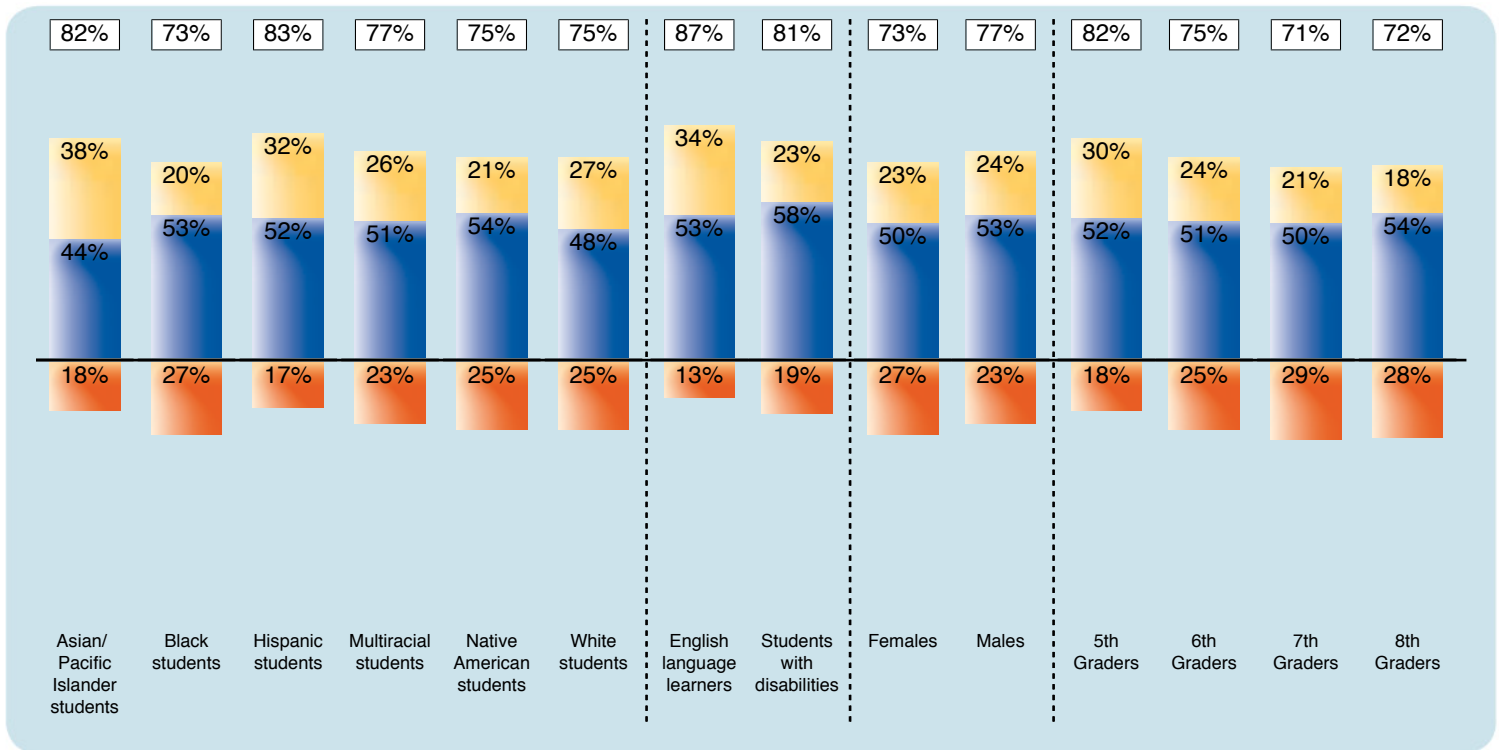
Results by Groups of Students - Elementary School

Some groups of elementary school students have more negative perceptions of other students' social and emotional skills. These groups include Black students, 3rd Graders and 4th Graders. *Some* groups of elementary school students have more positive perceptions of other students' social and emotional skills. These groups include Asian/Pacific Islander students, Hispanic students, Multiracial students, White students, English language learners, Students with disabilities and 2nd Graders.



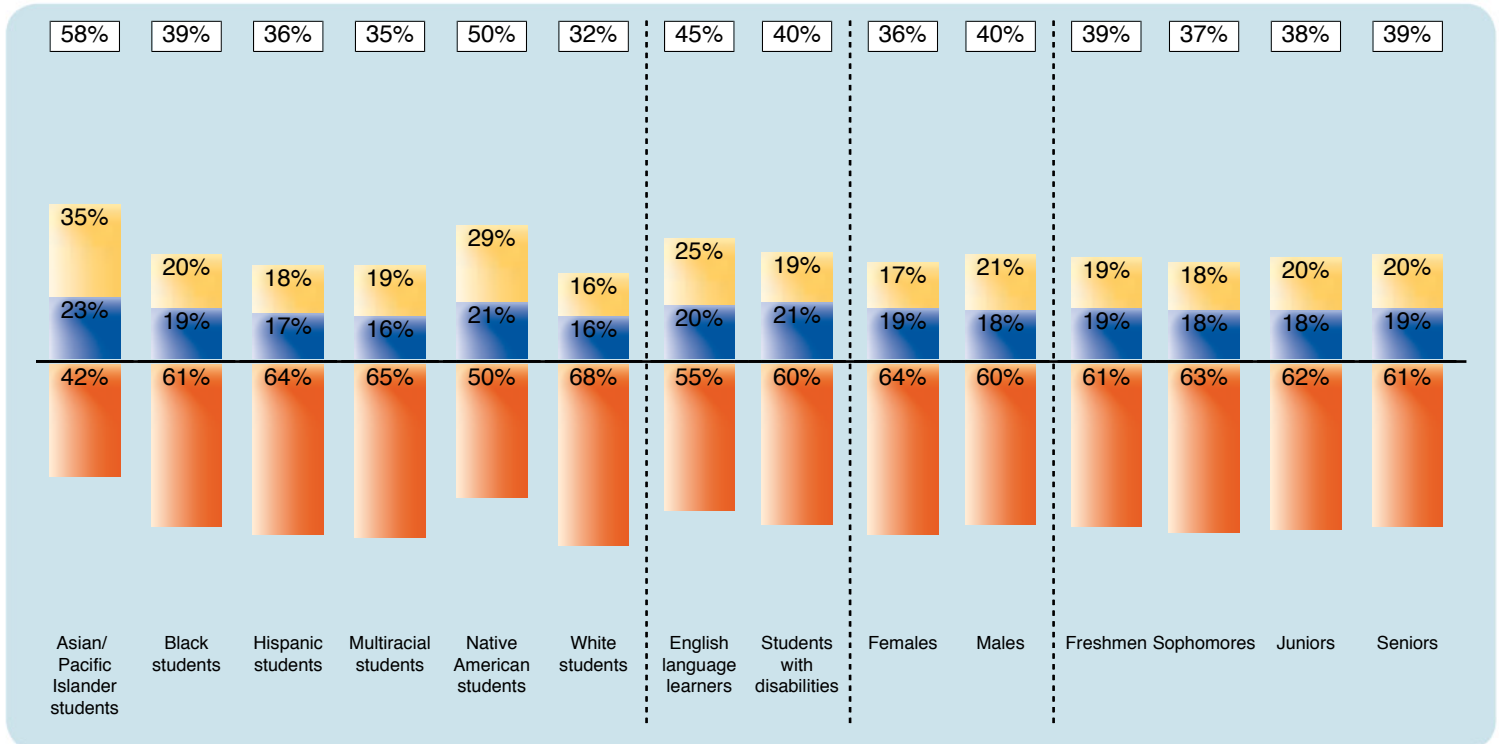
Results by Groups of Students - Middle School

Some groups of middle school students have more negative perceptions of other students' social and emotional skills. These groups include Black students, Females, 7th Graders and 8th Graders. Some groups of middle school students have more positive perceptions of other students' social and emotional skills. These groups include Asian/Pacific Islander students, Hispanic students, Multiracial students, English language learners, Students with disabilities, Males and 5th Graders.



Results by Groups of Students - High School

Some groups of high school students have more negative perceptions of other students' social and emotional skills. These groups include Hispanic students, Multiracial students, White students, Females and Sophomores. Some groups of high school students have more positive perceptions of other students' social and emotional skills. These groups include Asian/Pacific Islander students, Black students, Native American students, English language learners, Students with disabilities, Males and Seniors.



Performance on Individual Questions

These tables show the percentage of students who provided each response to each question on the survey. The most frequent response is indicated in bold. *Note: These questions should be reviewed along with the results on each scale.*

Elementary School

Physical Safety

How safe do you feel:

	No	Sometimes	Yes
1. I feel safe outside around the school.	22	25	53
2. I feel safe in the hallways and bathrooms of the school.	15	23	62
3. I feel safe in my classroom.	4	12	84
4. Students at my school are bullied.	20	49	31

Emotional Safety

	No	Sometimes	Yes
5. Most students in my school treat each other with respect.	27	38	35
6. Students at my school are teased, picked on, made fun of, or called names.	22	37	40

	No	Sometimes	Yes
7. I am bored in school.	45	41	14
8. My teachers want us to talk with others about things we are studying.	9	23	69
9. My teachers ask me to explain my answers.	5	23	73
10. The homework I get from my teachers helps me learn.	4	11	84
11. My teachers give me work that is interesting.	9	38	53

	No	Sometimes	Yes
12. Teachers and other staff in this school are fair to all students.	7	32	60
13. Teachers and other staff in this school are willing to give students help.	3	25	71
14. I wish I went to a different school.	57	27	16
15. My teachers really care about me.	6	10	84
16. My teachers treat some students better than others.	55	22	23
17. My teachers notice if I have trouble learning something.	8	29	63
18. My teachers help me do better on my school work.	4	17	79

	No	Sometimes	Yes
19. Most students in my school stop and think before they get too angry.	31	44	25
20. Most of the students in my school do their part when we work together on a group project.	6	37	56
21. Most students in my school do their best, even when their school work is hard.	6	35	59
22. Most students in my school get mad when they disagree with people.	25	44	31
23. Most students in my school try to talk to other students if they are having a problem with them.	19	37	43

Middle School

Safe and Respectful Climate
Physical Safety
Emotional Safety
Challenge

How safe do you feel:

	NOT SAFE	SOMEWHAT SAFE	MOSTLY SAFE	VERY SAFE
1. Outside around the school?	11	29	34	26
2. In the hallways and bathrooms of the school?	6	16	33	45
3. In your classes?	3	11	28	59

How much do you agree with the following statements about your school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
4. I worry about crime and violence in school.	25	41	24	11
5. I feel safe when security is present.	8	15	47	30
6. I sometimes stay home because I don't feel safe at school.	51	37	8	4
7. Students at this school are often bullied.	11	34	37	18
8. Students at this school are often threatened.	13	36	36	15
9. Students at this school are often bullied because of certain characteristics (for example, their race, religion, or weight).	15	29	36	21

Most students in my school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
10. Don't really care about each other.	18	40	29	12
11. Like to put others down.	17	37	31	15
12. Don't get along together very well.	12	34	38	16
13. Just look out for themselves.	13	37	35	14
14. Treat each other with respect.	12	30	42	16

How much do you agree with the following statements about your school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
15. Students at this school are often teased or picked on.	9	27	44	21

My teachers:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Often connect what I am learning to life outside the classroom.	7	18	51	24
2. Encourage students to share their ideas about things we are studying in class.	5	11	50	34
3. Often require me to explain my answers.	3	7	45	44
4. Often assign homework that helps me learn.	5	9	47	40
5. Think all students can do challenging school work.	6	18	45	31

How much do you agree with the following:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
6. When students in this school already know the material that is being taught, the teacher gives them more-advanced assignments.	8	22	47	24
7. Students at this school are expected to learn challenging math material to get them ready for high school.	5	12	48	34

How much do you agree with the following statements about this class:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
8. The topics we are studying are interesting and challenging.	7	16	54	23
9. This class really makes me think.	7	15	50	28
10. I am usually bored in this class.	21	34	26	19

This school year, how often have your teachers given you an assignment to:

	NEVER	1 OR 2 TIMES	3 OR 4 TIMES	5 OR MORE TIMES
11. Write a research paper of 2 or more pages.	23	41	22	13
12. Write a paper in which you defended your own point of view or ideas.	19	42	23	15
13. Make a formal presentation to a class about something you read or researched.	22	41	22	14

Middle School Continued

My teachers:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Really care about me.	8	11	43	37
2. Help me make up work after an excused absence.	8	14	45	33
3. Give me feedback on my assignments that helps me improve my work.	6	9	48	37

How much do you agree with the following:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
4. Adults in this school are often too busy to give students extra help.	21	43	23	13
5. Adults in this school apply the same rules to all students equally.	10	19	41	31
6. I wish I went to a different school.	31	34	18	17
7. I can get extra help at school outside of my regular classes.	8	18	47	27
8. An adult at this school has helped me plan for life after high school.	13	24	37	26
9. Adults in this school are usually willing to make the time to give students extra help.	7	14	49	30

The teacher for this class:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
10. Notices if I have trouble learning something.	8	15	53	24
11. Will help me improve my work if I do poorly on an assignment.	7	13	51	30
12. Treats some students better than others.	29	33	21	17

This school year, how often have you:

	NEVER	1 OR 2 TIMES	3 OR 4 TIMES	5 OR MORE TIMES
13. Talked to a teacher about a problem you were having in class.	30	36	17	17
14. Talked to an adult at school about something that was bothering you.	38	33	15	14
15. Talked to an adult at school about something outside of school that is important to you.	46	29	13	12

Most students in my school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Stop and think before doing anything when they get angry.	24	37	28	11
2. Get into arguments when they disagree with people.	9	24	44	23
3. Think it's OK to cheat if other students are cheating.	25	37	25	14
4. Try to work out their disagreements with other students by talking to them.	17	31	38	14
5. Do their share of the work when we have group projects.	7	17	55	21
6. Do all their homework.	15	35	36	15
7. Give up when they can't solve a problem easily.	17	44	28	11
8. Try to do a good job on school work even when it is not interesting.	7	18	51	24
9. Think it's OK to fight if someone insults them.	16	28	31	24
10. Say mean things to other students when they think the other students deserve it.	12	29	39	20
11. Do their best, even when their school work is difficult.	6	20	49	25

High School

Safe and Respectful Climate
Physical Safety
Emotional Safety
Challenge

How safe do you feel:

	NOT SAFE	SOMEWHAT SAFE	MOSTLY SAFE	VERY SAFE
1. Outside around the school?	12	37	36	16
2. In the hallways and bathrooms of the school?	5	22	42	31
3. In your classes?	3	17	39	41

How much do you agree with the following statements about your school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
4. I worry about crime and violence in school.	21	46	24	8
5. I feel safe when security is present.	9	24	51	16
6. I sometimes stay home because I don't feel safe at school.	51	39	7	4
7. Students at this school are often bullied.	14	47	30	10
8. Students at this school are often threatened.	14	45	31	10
9. Students at this school are often bullied because of certain characteristics (for example, their race, religion, weight or sexual orientation).	16	41	30	12

Most students in my school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
10. Don't really care about each other.	12	45	32	12
11. Like to put others down.	12	45	31	12
12. Don't get along together very well.	11	47	32	10
13. Just look out for themselves.	9	39	38	13
14. Treat each other with respect.	10	33	47	11

How much do you agree with the following statements about your school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
15. Students at this school are often teased or picked on.	11	41	36	12

My teachers:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Often connect what I am learning to life outside the classroom.	7	25	52	16
2. Encourage students to share their ideas about things we are studying in class.	6	16	56	22
3. Often require me to explain my answers.	4	10	56	30
4. Often assign homework that helps me learn.	7	18	54	22
5. Think all students can do challenging school work.	5	19	50	26

How much do you agree with the following:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
6. When students in this school already know the material that is being taught, the teacher gives them more-advanced assignments.	8	32	45	15
7. In my classes, we often discuss different interpretations of things we read.	6	17	59	18
8. Students in this school are expected to take four years of math.	3	11	56	29
9. Students in this school are expected to take four years of science.	5	22	50	23
10. Students in this school are expected to take more than two years of a foreign language.	6	26	48	20
11. Students in this school are encouraged to take advanced classes, such as honors, Advanced Placement (AP), or International Baccalaureate (IB), or classes that lead to professional certification.	6	19	51	24

How much do you agree with the following statements about this class:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
12. The topics we are studying are interesting and challenging.	8	21	54	16
13. This class really makes me think.	8	17	54	21
14. I am usually bored in this class.	15	37	30	19

This school year, how often have your teachers given you an assignment to:

	NEVER	1 OR 2 TIMES	3 OR 4 TIMES	5 OR MORE TIMES
15. Write a research paper of 5 or more pages using multiple sources of information.	23	38	27	12
16. Write a paper in which you defended your own point of view or ideas.	15	42	29	14
17. Make a formal presentation to a class about something you read or researched.	15	40	30	15

High School Continued

My teachers:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Really care about me.	9	19	50	22
2. Help me make up work after an excused absence.	9	19	50	22
3. Give me feedback on my assignments that helps me improve my work.	6	15	55	24

How much do you agree with the following:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
4. Adults in this school are often too busy to give students extra help.	13	49	27	12
5. Adults in this school apply the same rules to all students equally.	13	26	45	17
6. I wish I went to a different school.	22	40	22	16
7. I can get extra help at school outside of my regular classes.	6	20	54	19
8. An adult at this school has helped me plan for life after high school.	10	24	45	21
9. Notices if I have trouble learning something.	11	21	52	16
10. Will help me improve my work if I do poorly on an assignment.	9	17	51	23
11. Talked to a teacher about a problem you were having in class.	32	35	20	13
12. Talked to an adult at school about something that was bothering you.	43	30	17	10
13. Talked to an adult at school about something outside of school that is important to you.	42	31	16	11
14. Talked to a counselor at school in depth about planning for college.	43	29	17	12

Most students in my school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Stop and think before doing anything when they get angry.	20	44	29	7
2. Get into arguments when they disagree with people.	6	25	50	19
3. Think it's OK to cheat if other students are cheating.	12	39	35	14
4. Try to work out their disagreements with other students by talking to them.	14	38	39	9
5. Do their share of the work when we have group projects.	8	25	55	12
6. Do all their homework.	15	42	34	9
7. Give up when they can't solve a problem easily.	9	44	37	11
8. Try to do a good job on school work even when it is not interesting.	7	25	54	14
9. Think it's OK to fight if someone insults them.	9	30	38	22
10. Say mean things to other students when they think the other students deserve it.	8	31	45	17
11. Do their best, even when their school work is difficult.	7	27	51	15

Moving Forward on Improving Conditions for Learning

Safe and Respectful Climate

Moving Forward

Employ a comprehensive, three-level approach to discipline designed to protect teachers and students from issues and influences that detract from teaching and learning.

1. Incorporate positive behavioral approaches with Tier 1 interventions like Student Support Teams, District Support Staff, and the District's social behavior program.
2. Offer early intervention with support from Tier 2 interventions like Student Support Teams, District Support Staff and Neighborhood Agencies.
3. Provide strengths-based individualized supports for students with greater levels of need with Tier 3 interventions like Student Support Teams, School based Mental Health Services (County Mental Health Board), Department of Children and Family Services, Tapestry, Mobile Crisis Team and Juvenile Court.

Provide focused professional development on adolescent development, culturally responsive ways to interact with students in a calm and respectful manner, classroom behavior management, de-escalation techniques, and conflict resolution.

Resources

- Keep Schools Safe (www.keepschoolssafe.org)
- SaferSanerSchools (www.saferanerschools.org)
- Committee for Children (www.cfchildren.org)
- National PTA (www.pta.org)
- U.S. Department of Education parents section (www2.ed.gov/parents)
- The National Center on Safe Supportive Learning Environments (safesupportivelearning.ed.gov/topic-research/safety)



Challenge

Moving Forward

Employ action steps to address school and classroom level practices and student characteristics.

1. Guaranteed and viable curriculum: Identify essential content for all students. Ensure that the essential content includes the following: adequate instructional time, sequence learning logistically, monitor teaching and protect the instructional time.
2. Instructional strategies: Provide teachers with a framework for using research-based strategies.
3. Classroom curriculum design: Have teachers identify types of knowledge related to content being taught in a variety of ways and emphasize the most critical aspects of the content.
4. Learned intelligence and background knowledge: Engage students in hands-on activities that increase students' life experiences, emphasize vocabulary development and provide direct instruction for the vocabulary that is essential for understanding the content.

Resources

- Intervention Central (www.interventioncentral.org)
- American Association of School Administrators (www.aasa.org)
- What Works Clearinghouse (www.whatworks.ed.gov)
- Ohio Department of Education (www.ode.state.oh.us)
- CMSD Student Support Team (SST) Manual
- The National Center on Safe Supportive Learning Environments (safesupportivelearning.ed.gov/topic-research/engagement)



Student Support

Moving Forward

1. Coordinate in-school support and align it with community social and health services.
2. Involve students in the interpretation of the *Conditions For Learning* survey results and in the school's development of strategies to positively impact the results.
3. Provide focused professional development to all staff in disciplines that build on existing connections between and among students, faculty, staff, administration, and families.
4. Provide professional development in ways to connect with and demonstrate care to students.
5. Use advisories effectively to connect with students individually and collectively.

Resources

- National Association of School Psychologists (www.nasponline.org)
- School Social Work Association of America (www.sswaa.org)
- National Association of School Nurses (www.nasn.org)
- New York City Department of Education (schools.nyc.gov/student-support)
- American Counseling Association (www.counseling.org)
- The National Center on Safe Supportive Learning Environments (safesupportivelearning.ed.gov/search?keywords=innovation%20spotlights)



Social and Emotional Learning

Moving Forward

Focus on the student's strengths. Follow up with consequences for misbehavior. Ask students how they feel. Find ways to stay calm when angry. Avoid humiliating or mocking the student. Give students choices and respect their wishes. Ask questions that help students solve problems on their own. Teachers and parents can use these strategies both at school and at home to encourage cooperative and service learning. Match student needs with resources in the school or community. Teach school staff to also promote the application of these skills throughout the school day.

Resources

- CASEL: Collaborative for Academic, Social, and Emotional Learning (www.counseling.org)
- Edutopia (www.edutopia.org/social-emotional-learning)
- National School Climate Center (www.schoolclimate.org)
- Penn State University Prevention Research Center -- PATHS program (www.prevention.psu.edu/projects/PATHSCurriculum.html)
- The National Center on Safe Supportive Learning Environments (safesupportivelearning.ed.gov/topic-research/social-emotional-learning)

