



# school climate matters

NATIONAL SCHOOL CLIMATE CENTER NEWSLETTER

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## in brief



Help NSCC take a stand against bullying

### Help NSCC Take a Stand Against Bullying!

JOIN US ON **OCTOBER 6th** for an evening of cocktails, light dinner and a fabulous silent auction to benefit NSCC's work in helping create safe and nurturing schools for our children. It's guaranteed to be a wonderful evening! For tickets, go to [www.schoolclimate.org](http://www.schoolclimate.org), or contact Alison Dichter at (212) 707-8799 ext. 11

### NSCC's 13th Annual Summer Institute Was a Success!

This past July, NSCC hosted our most successful Summer Institute to-date! Our three day program supported more than 150 school teams, districts and state administrators, as well as other community leaders focus on developing school climate improvement that support positive youth development, democratic school communities, student learning/achievement and upstander behavior. NSCC welcomed Kevin Jennings, U.S. DOE Assistant Deputy Secretary of the Office of Safe and Drug-Free Schools as our key-note speaker. Save the date for next year's Institute: **July 12-14, 2011.**

### Principal Leadership Magazine Feature

The National School Climate Center's president and co-founder Jonathan Cohen was featured in September's issue of the nationwide publication of *Principal Leadership*. Dr. Cohen's article "The New Standards for Learning" focused on assessing school communities from where they currently are, and where they would like to go. The article lists the National School Climate Councils standards for school climate and the importance of school communities across the nation to begin focusing on these as whole. Dr. Cohen was honored to be a part of this month's publication.



## Jonathan Cohen Announces CSEE's Name Change to the National School Climate Center (NSCC)

Since our inception at Teachers College, Columbia University in 1996, CSEE's vision has remained constant: that all children will develop the essential social, emotional, civic and intellectual skills to become healthy and productive citizens. As we approached our 14th anniversary, the leaders of our Center considered how our mission has evolved over time. In our early years, we worked to actualize our vision by focusing on educating and supporting school, family and community leaders learn about the range of ways to infuse social, emotional and civic education into school life. Eight years ago, we expanded our supports to provide quality measurement of the social, emotional, ethical and civic, as well as intellectual aspects of student learning and school improvement efforts. Although Einstein wisely suggested "not everything that can be counted counts, and not everything that counts can be counted." in K-12 education it is commonly accepted that "what is measured is what counts". To underscore

the importance of school climate as a critical component of this measurement-focused educational environment, we revised our mission several years ago to: supporting K-12 schools working to measure and improve the climate for learning to help children realize their fullest potential as individuals and as engaged members of society. With the important support of the National School Climate Council, measuring and improving school climate has become the organizing center for all of our educational, research, advocacy and policy efforts.

Over the last year, we have been involved in a series of discussions with our staff, board of trustees, members of the School Climate Council and colleagues from schools, districts, States and a range of national centers across America about how to best reflect our focus and work in the name of our organization. We all felt that our name—the Center for Social and Emotional Education—no longer accurately reflected the true scope of what we do and how we

work to achieve our mission and vision. In fact, we have become a national school climate center with a growing number of school climate policy and practice resources: Standards, a measurement tool (the [Comprehensive School Climate Inventory](#)), policy, research and practice briefs, and building and district-level guides and road maps. As a result, we are changing our name to the **NATIONAL SCHOOL CLIMATE CENTER: Educating Minds and Hearts . . . Because the Three R's Are Not Enough**. Our mission and vision statements as well as our logo remain the same.

We are thrilled to share this evolution with you at the start of a new school year, one that has much promise for continued awareness of and a growing commitment to the importance of school climate as an essential element to building truly safe, supportive, engaging and successful schools. At NSCC, we remain more dedicated than ever to ensuring that every student, educator, and parent has the resources and supports they need to create the most effective school climate possible. Our supports—ranging from school climate standards, comprehensive

school climate measurement, customized trainings and workshops, policy advisement, and detailed building and district-level school climate improvement guidelines—will continue to be the core of our work at NSCC. We encourage you to visit us at [www.schoolclimate.org](http://www.schoolclimate.org) and learn how we can help your community create and sustain a positive school climate.

This issue of *School Climate Matters* is focused on the significant connection between school climate and social-emotional-civic learning supports and student academic achievement. In the articles that follow, you will learn what it takes to create a responsive, safe and caring classroom, how to foster a respectful environment in school, and concrete steps for building social, emotional, and civic learning more intentionally into your curriculum. In addition, we are excited to announce two excellent new resources that are part of our nationwide BullyBust campaign—a Stand Up to Bullying Student Supplement and companion Educator Tool Kit that teach critical skills on becoming upstanders against bullying using the inspiring story of

the hit Broadway musical, *WICKED*. Visit [www.bullybust.org](http://www.bullybust.org) to become part of a growing community of educators, students and parents who are helping to put an end to bullying for good!

As always, we are invested in being a learning as well as a teaching center. We deeply value your thoughts and suggestions about how we can best serve students and classroom, building, district, family, and community leaders. Please write to us at [newsletter@schoolclimate.org](mailto:newsletter@schoolclimate.org) and share your thoughts.

Very sincerely,



*Jonathan Cohen*

Jonathan Cohen, Ph.D.  
President and Co-Founder  
National School Climate Center

## more news

# Broadway Show *WICKED* Teams Up with BullyBust for National Bully Prevention Awareness Month this October

The National School Climate Center (NSCC) is proud to be partnering with the Broadway musical *Wicked* to bring the Witches of Oz to life in classrooms across the country with critical bully prevention supports for the fall 2010 BullyBust Campaign. Elphaba, the misunderstood green witch at the heart of *Wicked*, will help students learn how to put an end to bullying for good as the spokesperson for BullyBust. Schools can get involved with the cause by joining the Partner School Program, which will provide free classroom-based supports including the new *WICKED*-themed “Stand Up to Bullying” Student Supplement and companion Educator Guide, as well as activities, resources, and a national “Defying Gravity” essay contest this fall.

BullyBust is an awareness campaign designed to reduce bullying in schools by teaching students and adults how to stand up to bullying and promote upstander behavior. Use the resources on [BullyBust.org](http://BullyBust.org) to transform your school or community from one of passive bystanders to a community of positive upstanders. Together we CAN put an end to bullying—for good!

**educators:** Receive **FREE** critical supports for your school and join a dedicated community of schools nationwide: **Sign up for the Partner School Program today at [bullybust.org/partnerschools](http://bullybust.org/partnerschools).**

## flip for good.

### Get A Custom *WICKED* FLIP!

Through the Flip for Good program, you can purchase a limited-edition Flip camcorder designed by *Wicked* to support BullyBust's programs and services. For each camcorder sold, \$10 will be donated to BullyBust.

**Check out all the designs and pick yours today!**

[www.theflip.com/wicked](http://www.theflip.com/wicked)



# Social Emotional Learning and Academic Achievement

**H**ow can I set aside time for SEL when I have to spend so much time on test prep? How can I justify taking time to teach my students cool-down strategies when I'm supposed to be teaching the curriculum?"

These questions convey the pressures teachers face on a daily basis. Educators must simultaneously manage their classrooms, respond to student needs and meet academic learning objectives. It's common for teachers to feel that SEL and academic learning are mutually exclusive, a zero-sum game. "If I spend 'x' amount of time on SEL, I will lose 'x' amount of time on content." Yet infusing SEL into one's curriculum is not an either-or proposition. In fact, SEL and academic learning are completely interconnected. Years of research in neuroscience and education have revealed that SE competencies impact students' readiness for learning, their ability to fully engage in learning, their ability to work productively with others, and their ability to effectively handle challenges and set-backs (Zins, et al.) Studies also show that integrating SE skill-building into academic content areas can actually deepen students' understanding of the subject matter (Elias, 2004).

Interestingly, SEL has been a "hidden curriculum" in most classrooms- something not explicitly taught. Many educators take SEL for granted- they expect students to routinely display a host of SE competencies such as self-control, goal-setting, perspective-taking and active listening, in the classroom. Take Javon, a bright and inquisitive second grader who often calls out, rather than raising his hand, as is required by his teacher. While most of the students in his class have developed enough self-control to raise their hands appropriately, Javon has not. He is often reprimanded and placed in time-out where he misses instruction, fumes at his teacher, and is unable to concentrate on his work. Javon is experiencing a barrier to academic achievement caused by an SE skill deficit. Conversely, students with highly developed SE skill sets are able to take advantage of learning contexts and perform better than their peers. In my experience, most teachers recognize the role that SEL plays in the academic achievement of their students but feel hesitant about addressing SEL skills head-on.



**Below are 3 steps for getting started.**

**1) Examine your hidden SEL curriculum.**

Make a list of the types of SEL skills you expecting students to apply to academic activities. How well do they typically perform those skills? Which are most challenging for them? Are you generally punishing students' lack of skill development or providing them with opportunities to improve? To get a sense of the scope and sequence of the major SEL skill sets, refer to the SEL performance descriptors for grades 1-12 developed by the Illinois State Board of Education.

**2) Choose 3 to 5.** Trying to make every "hidden" skill part of the explicit curriculum may seem daunting. Luckily, you don't need to cover everything to be effective! In my experience, teachers who intentionally focus on 3-5 skills over the course of the year see pronounced results in the classroom. For example, I know a teacher who recognized that her 2nd grade students had difficulty settling down after recess. She decided to teach her students a calming strategy for transition times. Together, her students recite: "I settle myself in quiet to bring peace to the rest of my day." Then they take three breaths. This one simple skill increases her instruction time and helps her students develop an emotional management strategy they can use in school and beyond.

**3) Teach, don't tell.** Lectures don't cut it when it comes to SEL. Instead, use active learn-

ing strategies that generate interest and activate students' prior knowledge. Break each skill into its smallest parts and take your time with demonstration, practice, and feedback. Most importantly, ask students to apply the skill in various contexts, and have them monitor their progress. For example, once you have taught students how to demonstrate active listening, ask them to use this skill during group work, and provide them with a simple rubric to assess their use of the skill. And make sure you provide them with opportunities to apply the skill during academic instruction. For example, ask them to look for clues in a piece of literature that suggest a character is actively listening. Finally, have students reflect on and celebrate their own progress, throughout the year.

I hope you can see that integrating SEL into your classroom to increase academic learning is as easy as 1-2-3! I would be excited to hear about your challenges and successes with SEL integration this school year.



**Christa M. Tinari** is founder of PeacePraxis Training and Consulting ([www.peacepraxis.com](http://www.peacepraxis.com)), Director of The Peaceful Schools Institute, Adjunct Professor of Education at Temple University, and champion of 'whole-child' educational practices. She provides SEL training and facilitates school climate improvement initiatives at K-12 schools.

# How to Give and Get Respect from Students

**R**espect is a word that you hear a lot about these days. You hear educators lament about not getting the respect they deserve from their students. Why has this been an age-old problem? Many will say look at our society today. There is a huge lack of respect for people in leadership roles. President Obama was called a liar on national television. What role models are adults today showing to young people? It is very important in schools that the adults exhibit good role modeling for students so they can give and get respect from them.

## **WHY ARE STUDENTS ACT DISRESPECTFUL TO EDUCATORS?**

The three most common reasons why people act disrespectfully towards someone are:

1. **Respect** - to get respect from others (peers)
2. **Belonging** - to feel like they fit in and can get attention even if it is negative attention
3. **Power** - to get power they might not have otherwise and this includes revenge which may be due to mistreatment they themselves have received

Educators can create an atmosphere in their classroom and school that prevents (Prevention) disrespect from happening and they can address (Intervention) disrespect when it does happen.

## **PREVENTION STRATEGIES**

1. **Create a welcoming climate.** Greet students every morning by name.
2. **Let them get to know you as a person.** You don't have to tell them a lot about yourself but a few things so they can get to know you better.
3. **Pay attention to their needs and interests.**
4. **Listen to what your students have to say not only to the words but deeply listening to the underlying feelings.**
5. **Focus more on the positive things that happen than the negative, send a positive postcard or make that positive phone call.**
6. **Give opportunities for students to have responsibilities toward the organization and daily operation of the classroom.** Help them to feel that they belong.
7. **Be respectful of the different ways that students learn.** You may need to change the way you teach to meet their needs.
8. **Recognize individuals' strengths and point them out to others in your classroom.**

## **INTERVENTION STRATEGIES**

1. **Remember that the disrespectful remark, gesture or behavior is NOT about you.** Do not take it personally.
2. **Take good care of yourself emotionally both in school and out of school:** deep breathing, meditating, hobbies, massages, etc.
3. **Be calm, poised and professional.**
4. **Remember any negative comment or reaction will serve to escalate the situation.**

## **R E S P E C T**

*Think about what this word means to you. Take each letter of the word and find a word that begins that letter so that it helps to describe what respect means. For example, take the letter R = Responsibility. The word respect means different things to each of us. This is a good activity to do with your students.*

5. **Listen for the feelings underneath:** *"This is really stupid!"* Response: *"You aren't seeing the worth of this activity then I will try to say it another way."*
6. **Learn basic skills to defuse the situation:**
  - Give eye contact, move closer to the student, talk privately
  - Listen, acknowledge the feelings, agree (*"You may be right."*) and then postpone (*"I can see you after class so we can talk."*)
  - Ignore the very last comment a student may say out loud or under their breath.
  - Say to the class that there is a power struggle going on.
  - Offer for the student to leave and make it clear that you really want them to stay and do their work.
  - Decide if a consequence is needed.
7. **Follow up with the class after a situation of disrespect has occurred:**
  - Safeguard your own dignity and the student's dignity.
  - Use humor if possible.
  - Redirect the class' attention.
  - Reflect and assess your own behavior and remind yourself to do things differently next time.
8. **Follow up with the student:**
  - Use an "I" message (*"I feel very confused about what happened earlier today."*)
  - Ask *"What did I do that caused this disrespect?"*
  - Use a problem solving technique such as:
    - A** - Ask what the problem is.
    - B** - Brainstorm some solutions.
    - C** - Choose the best one.
    - D** - Do it.
    - E** - Evaluate how well it worked.

**Carolyn Kay Bradley** is a member of our Center's consultation staff. She earned a M.S. and Ed. S. in School Counseling from SUNY Albany, and has been a school counselor and educator for over 35 years in public education. She was the manager of a program called Student Support Services at Capital Region BOCES and trained a team of professionals to provide professional development and technical assistance for schools in need of improvement. Her experience includes work in teacher renewal, supportive learning environment positive school climate, system change models, K-12 school counseling programs, Professional Learning Communities, character education and Positive Behavior and Supports (PBIS).





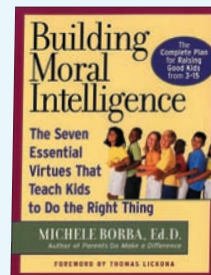
# 35 Activities Your Students Can Do To Learn Respect

There are many ways people show respect to others, and the more aware that students are of what those actions look and sound like, the more likely they are to incorporate those behaviors in their daily lives. There's one (and a few more) for each day of the month.

1. Every day this week give a sincere compliment to someone. Create a weekly planner that will help you track your behavior. Each day you must write who you gave the compliment to and describe their reaction.
2. Look up the definition of respect. Write it down. Now describe ways you have acted respectfully or disrespectfully this week.
3. Make a list of people you think are respectful and why you added them to your list.
4. Think of someone who is respectful and talk about why they would be a good friend.
5. Discuss why acting respectful is important.
6. Work alone or with a partner to create a song, a rap, or a chant about respect. Your words should tell why respect is important and how it could make the world a better place. Write the rap on a piece of paper and be ready to respect it to the group if called upon.
7. What are three ways you can show your teacher respect?
8. What are three ways you can show your parents respect?
9. Make a list of things people say who are respectful. Here are a few: *"please."* *"Thank you."* *"I appreciate that."* *"May I hold the door?"* *"Pardon me."* *"I'm sorry I offended you."*
10. Make a list of things people do who are respectful. Here are a few: hold the door open for someone who needs help, listen without interrupting, don't talk back, whine, or sass, throw away trash.
11. Watch a half hour TV show. Who was respectful or disrespectful, and why?
12. Interview someone and ask what's one way to show respect to another person. Write it.
13. List five ways we could show greater respect for our environment.
14. What would you do if an adult was disrespectful to you? Suppose the grown-up yelled at you for something you didn't do. What do you say? What do you do? Describe your answer in 50 words.
15. Design a bumper sticker about respect. Include on the bumper sticker: the word Respect, a motto or slogan for why you should use it and at least three words that describe it.
16. Describe a respectful way to answer the phone.
17. Suppose you're invited to your friend's home for a family dinner. What are some ways you could show respect and courtesy when you first arrive? At their table? When you leave? Write at least 50 words.
18. Cut a long strip of butcher paper 3 x 36" (or use adding machine tape). Roll each of the ends around a pencil and tape the ends to the pencil. Use crayons, colored pencils or ink pens to draw a scene of what respect looks and sounds like in action. Roll up your movie and be ready to share your story.
19. Make a campaign poster about respect. Make sure you include the word "Respect" and two reasons why someone would want to vote for having respect at your school. You could use construction paper, felt pens, crayons, magazine cut-outs and templates.
20. Look up the word "respect" in a dictionary. Find at least 10 different words that mean almost the same thing as "respectful." These words are called synonyms. Write each synonym on a paper strip. Link your paper strips together to make a chain and staple the ends of each link.
21. Use glue to write on bright-colored paper a few statements that respectful people would say to put a smile on someone else's face. Now carefully sprinkle the letters with glitter. You've made Sparkle Statements!
22. Design a mobile using paper, string, and a clothes hanger. The mobile must show at least four different ways you can show respect to yourself, other people, and property.
23. Read about John Muir. How did he show respect to the environment?
24. List at least five synonyms for the word respect.
25. Draw a picture of your head and cut it out. Or make your silhouette by standing in front of an overhead projector. Have a friend trace the silhouette that appears on a piece of paper taped on the wall. Cut out your silhouette. What kinds of things would a respectful character do? Write or draw at least 8 characteristics of respectful people inside the silhouette. Circle ones that you do.

26. Make a banner about respect. You could make it from cardboard, burlap, material, wallpaper or construction paper. Decorate your banner with pictures and word cutouts that show respect. Include at least 10 ways to show respect to other people.
27. Cut out a newspaper or magazine article about a person who showed respect. What did they do to demonstrate respect?
28. Write a commercial about respect. Try to sell respect so others will want to start using it. For instance, say something positive that might happen in the world if more people showed respect to one another.
29. Write a word for each letter in the word respect that means almost the same thing.
30. List five antonyms for the word respect.
31. Make a collage for respect on a piece of poster board. Draw pictures or paste magazine pictures that show different ways you can show respect to others.
32. Find at least five pictures of people showing respect to others. Make a collage.
33. Write a paragraph describing how the world would be different if more people showed respect toward one another.
34. Create a recipe for respect. What ingredients do you need?
35. Design a campaign button that would help someone understand what respect means.

**Dr. Michele Borba** is an internationally-recognized educational psychologist who has presented workshops to well over a million parents and teachers. She is an honorary board member for *Parents* and frequent guest on TV and NPR talk shows including *Today*, *The Early Show*, *The View* and *Fox & Friends*. Author of 20 books, this article is adapted from *Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to Do the Right Thing*, selected by *Publishers' Weekly* list of "among the most noteworthy of 2001." Her latest book is *12 Simple Secrets Real Moms Know: Getting Back to Basics and Raising Happy Kids*. To find out more about her work check out: <http://www.moralintelligence.com>. © 2006 by Michele Borba



## resource corner

### On the Web

**Educators for Social Responsibility**  
<http://esrnational.org/>

**Find Youth Information**  
[www.findyouthinfo.gov/topic\\_bullying.shtml](http://www.findyouthinfo.gov/topic_bullying.shtml)  
 Largest anti-bullying resource on the Web with prolific educator, parent and student resources

**Illinois Learning Standards—  
 Social and Emotional Learning**  
 Illinois State Board of Education  
<http://stopbullyingnow.hrsa.gov/kids/>

**Bennifits of SEL—  
 Collaborative for Acedemic Social  
 and Emotional Learning**  
<http://www.casel.org/sel/academics.php>

**Maslow's Hierarchy of Needs: Maslow, A.**  
<http://www.businessballs.com/maslow.htm>



### Books

Mendler Ph.D.,  
*A Power Struggles-Successful  
 Techniques for Educators*  
 Rochester, Discipline Associates, 1997

Elias, Maurice J., and Harriett Arnold,  
*The Educator's Guide to Emotional  
 Intelligence and Academic Achievement:  
 SEL in the Classroom*  
 Corwin Press, 2006

Zins, Joseph E., Roger P. Weissberg, and  
 Margaret C. Wang, Herbert J. Walberg.  
*Building Academic Success on Social  
 and Emotional Learning: What Does  
 The Research Say?*  
 New York: Teachers College Press, 2004

Bluestein, J.  
*Creating Emotionally Safe Schools*  
 Deerfield Beach. Library of Congress  
 Catalog In-Publication Data, 2001

Cohen, J.  
*Breaking the Bully-Victim-Bystander  
 Cycle Tool Kit*

## BigTent Conference

**An unprecedented gathering  
 of youth-serving leaders,  
 advocates, and young people!**

Come to the first-ever BigTent Conference for inspiring presentations, practical workshops, and celebratory community building to advance the health and well-being of families and children. Dozens of other national youth-serving organizations, are partnering with conference host Search Institute. Bringing together thousands of professionals and youth from all youth-serving sectors, this first of its kind, Asset-rich conference, will energize and inspire those of us committed to the success of children and youth in our communities. The conference will take place in **Houston, Texas** on from **November 18–20**. For more information, visit:

[www.BigTentConference.com](http://www.BigTentConference.com)

## Promote a Safe & Caring Classroom

There is no one model of a safe and caring classroom, but there are common characteristics of a safe and caring classroom. This classroom, whether quiet with thought provoking mental activity or bustling student productive “noise”; is characterized by ongoing optimal learning for all students. The focus in both examples is on student potential. It is a place where youth can freely push beyond their perceived limits and enjoy extreme capabilities. Creativity is encouraged, possibility-consciousness is raised and a “healthy personality” is the ultimate goal. Maslow called this the “self actualizing process”. Jane Bluestein calls it an “emotionally safe place”.

Making this type of classroom a reality can be a “tall order” for teachers who are consumed with test scores, standards, administrative requirements and ever increasing mounds of paper-work. Yet, it is possible. Once the “magic” of learning about the students (an important step in developing a positive teacher-student relationship) is coupled with high expectations, life becomes easier for students and teachers. Much of the discipline issues disappear under an umbrella of mutual respect. Standards are easier to achieve because students and parents understand and appreciate the emotional well being that a safe, supportive and caring classroom fosters. Students are free to engage in higher order thinking activities. A sense of belonging emerges, and all enjoy the exciting ride of soaring and scoring to proficiency and beyond.

Below are some common characteristics of classrooms where children experience a positive and productive sense of their own power and abilities—a feeling that in many instances some children do not have at home.

- Classroom rules and habits are developed with student input.
- Student-student dialogue is encouraged.
- All students know what discrimination and bias looks like. Students are active participants in prevention of bullying and “standing up” for what is right.
- There is a clearly understood vision.

*A clear vision is extremely important in guiding the values, dreams images, views, learning and attitudes toward self and others in creating a caring classroom. Annual review and continuous visual observance through signs, posters, etc. leads to an imbedded concept of safety and caring for all, including students, staff and parents.*

- Data are used to track students’ accomplishments and needs.
- Rubrics are used in creative ways to assure students’ meaningful involvement in assessment of learning.
- Each student has at least one caring adult who relates to student’ physical, emotional and academic needs (a mentor).
- Students are given the opportunity to make choices between work projects, assignments and other learning activities.

*Students learn that choices are made not on just being able to choose but the expected and anticipated outcome if one choice as opposed to another. This process involves analyzing and predicting. These skills are important to present and future decision-making skills. Outcomes are not always known and are not always as predicted, however, the learning that takes place in making choices is invaluable and far reaching.*

- Students participate in planning special events, clubs and classroom sponsored activities.
- The teacher communicates “good news” to parents about the students on an on-going basis.
- The teacher is “highly qualified” and skillful in providing culturally responsive and age appropriate instruction.
- The classroom is a visual display of accomplishments by many racial/ethnic groups all year, all seasons.
- The teacher instructionally infuses the contributions of men and women and different



ethnic groups to science, math, and literary works.

- Children ask questions of their classmates, and have multiple opportunities to work with partners and in small groups.
- Students are frequently asked, “Why?”
- The teacher engages in self evaluation on a regular basis to examine views about personal biases capabilities and strengths.

Review this list with your colleagues and consider how your classrooms are living examples of each. For those that are not as clearly defined, work with partners or as teams to brainstorm new ways to make the characteristic become more integrated into your every day teaching.



**Joan O. Dawson, Ph.D.** has worked as an educational consultant with various school boards, States and school districts. She has worked with community organizations to improve the communities in which she has lived. She presently serves on the board of Harlem Congregations for Community Improvement and on the Board of the Founding Chapter of the New York Coalition of One Hundred Black Women. Dr. Dawson has received national recognition and many distinguished awards for her educational and community service to the State of New York.

### share your voice

Tell us how you are making one or more of these characteristics come alive in your classroom and how it has influenced student learning and your teaching for the better. Email us at: [newsletter@schoolclimate.org](mailto:newsletter@schoolclimate.org). We’ll share your best practices in the next issue of *School Climate Matters!*

**National School  
Climate Center**

Development Office  
545 8th Avenue, #930  
New York, NY 10018

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NATIONAL SCHOOL  
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New York, NY 10018

Phone: 212-707-8799 ext.11  
Fax: 212-957-6616

E-mail: [adichter@schoolclimate.org](mailto:adichter@schoolclimate.org)

**NSCC:**

Educating Minds and Hearts

Visit us on the web!

[www.schoolclimate.org](http://www.schoolclimate.org)

**NSCC is an organization** that helps schools integrate crucial social and emotional learning with academic instruction to enhance student performance, prevent drop outs, reduce violence, and develop healthy and positively engaged adults.

For more than a decade, NSCC has worked together with the entire academic community—teacher, staff, school-based mental health professional, students, and parents—to improve total school climate.

We continue to help translate research into practice by establishing meaningful and relevant guidelines, programs and services that support a model for whole school improvement with a focus on school climate.

**NSCC's vision** is that all children will develop the essential social, emotional, and intellectual skills to become healthy and productive citizens.

**NSCC's mission** is to measure and improve the climate for learning in schools to help children realize their fullest potential as individuals and as engaged members of society.

**NSCC achieves this through:**

- *Advocacy and policy*
- *Measurement and research*
- *Educational services*