# National Association of Private Special Education Centers (NAPSEC)

## Annual Leadership Conference

## January 23, 2019

| Handout Titles | Description |
|---|---|
| **Part 1: School Climate (What and Why)** ||
| 1. Reflection Items to Address with Team | Needs Identified by **Maslow**; Multiple sources of School Climate; Guiding Questions Regarding Data; Facilitating Data Discussions |
| **Part 2: Measuring School Climate** ||
| 1. MDS3 Student and Teacher Survey Scales and Items | **Constructs** and what items assess |
| 2. Administrator Walk-Through Tool | Available upon Request: E-mail Sarah Lindstrom-Johnson (sarahlj@asu.edu) |
| **Part 3: Applying Climate Data to Data-Based Decision Making** ||
| 3. School Climate Data Review | **Data to Celebrate** and areas of concern; areas wanting to know more about; suggestions for improvement; team to do action planning) |
| 4. School Climate Feedback Form_MDS3 middle | Green to Red Spectrum **Feedback** Sheet |
| 5. Action Planning | Identified **problems, tools, and next steps** |
| 6. Area of Concern Action Planning | **Action planning** for PBIS, Safety, Engagement, and Environment (Causes and Solutions) |
| 7. Resources on School Climate | PBIS Resources; MSDE Resources; Mid Atlantic. |

# Reflection Items to Address with Team

1.  ## Needs identified by Maslow

Which of these needs does your school address well?

Could your school better support students in any of these needs? How?

Are there any students or groups of students that your school may want to focus on?

2.  ## Multiple Sources of School Climate Data

What types of data do you have available to you currently that might provide some insight into your school's climate?

What additional data would you want to collect?

What resources are needed to collect additional data?

How might that data help in getting buy-in for making changes?

How can you share data with other stakeholders?

3. **Guiding Questions Regarding Data:**

**What do the data suggest?**

**Do the data suggest that any student groups (e.g., race/ethnicity, gender) may need extra support?**

**What are areas that can be *celebrated*?**

**How might that data help in getting buy-in for making changes?**

**What surprises you about the data?**

**What are areas of concern?**

**What questions do you still have about the data?**

**Is there additional data that you would like to see?**

**What are the next steps? Where do we go from here?**

## 4. Facilitating Data Discussions:

- What do the data suggest?

- Do the data suggest that any student groups (e.g., race/ethnicity, gender) may need extra support?

- What are areas that can be *celebrated*?

- What surprises you about the data?

- What are areas of concern?

- What questions do you still have about the data?

- Is there additional data that you would like to see?

- What are the next steps? Where do we go from here?


Additional Notes:

# Summary of Student and Teacher MDS3 School Climate Survey Scales

| STUDENT ITEMS | |
|---|---|
| **Construct/Scale** | **What Items Assess** |
| **Physical Safety** | • How safe students feel and whether they have been in fights, injured by a weapon, and are in gang<br>• Whether safety issues are an issue at the school |
| **Bullying** | • Perpetration of and victimization; including frequency, form, and locations<br>• How well school addresses bullying |
| **Substance Use** | • Frequency of use of tobacco, alcohol, and drugs<br>• How difficult it is for students at school to get access to tobacco, alcohol and drugs |
| **Connectedness to Teachers** | • Extent to which students feel they have a trusting, caring, and respectful relationship with teachers |
| **Connectedness to Students** | • How trusting, respectful, and helpful the relationships with other students are |
| **Connectedness to Whole School** | • Extent to which students enjoy and like coming to school |
| **Academic Expectations** | • Focus on school work and future aspirations<br>• Perceived teacher encouragement for students to do well in school<br>• Student empowerment to make decisions in class |
| **Culture of Inclusion and Equity** | • Extent to which all groups are perceived to be treated equally<br>• Whether curriculum reflects student race/ethnicity |
| **Parental Engagement** | • How welcomed parents are made to feel<br>• Communication with parents about the student's behavior |
| **Social and Emotional Adjustment** | • Acceptability of aggression and retaliation<br>• Internalizing symptoms (loneliness, sadness, and anxiety) |
| **Order and Discipline** | • Presence of positive behavior supports, orderliness of student behavior, and whether teachers address student behavior well |
| **Physical Environment** | • Adequacy of building maintenance and appearance and its perceived comfort |
| **Services and Resources** | • Availability of school resources (e.g., supplies), extracurricular activities, programs to address violence/conflict management, and to address additional student needs |
| **Wellness** | • Student dietary and nutritional choices, physical fitness, sleep, and peer and romantic relationships |

| TEACHER ITEMS | |
|---|---|
| **Construct/Scale** | **What Items Assess** |
| **Physical Safety** | • How safe teachers feel<br>• Whether safety issues are an issue at the school |
| **Bullying** | • Witnessing of perpetration of and victimization; including frequency, form, and locations<br>• How well school addresses bullying |
| **Substance Use** | • Perceptions of whether student use of tobacco, alcohol, and drugs is a problem at the school |
| **Student-Teacher Relationships** | • Extent to which teachers report that there are trusting, caring, and respectful relationships between teachers and students |
| **Student-Student Relationships** | • How trusting, respectful, and helpful the teachers perceive the relationships between students are |
| **Connectedness to Whole School** | • Extent to which teachers perceive a school community where they are well connected and people take pride in their school. |
| **Teacher Affiliation** | • Sense of support and community among teachers whereby they feel respected, support, and cared about |
| **Collegial Leadership** | • The principal's leadership style and the extent to which the principal sets a positive and rewarding climate |
| **Academic Expectations** | • The extent to which teachers encourage students to do well and set high expectations |
| **Culture of Inclusion and Equity** | • Extent to which all groups are treated equally<br>• Whether curriculum reflects student race/ethnicity |
| **Parental Engagement** | • How welcomed teachers perceive that parents are made to feel<br>• Communication with parents about the student's behavior |
| **Order and Discipline** | • Presence of positive behavior supports, orderliness of student behavior, and whether teachers address student behavior well |
| **Physical Environment** | • Adequacy of building maintenance and appearance and its perceived comfort |
| **Services and Resources** | • Availability of school resources to address student emotional, behavioral, and learning difficulties |
| **Burnout** | • Symptoms of emotional exhaustion |
| **Behavioral Management Self-Efficacy** | • Extent to which teachers feel equipped to handle behavioral challenges |

# School Climate Data Review

| |
|---|
| Survey Report Name: |
| Data to Celebrate: |
| Data of Concern: |
| Data you want to know more about: |
| Suggestions for Improvement: |
| Team best equipped to do action planning around items of concern: |

# School Climate Feedback Form

School: _____ Feedback Provided to: _____ Date Feedback Provided: _____

| PBIS | |
|---|---|
| Teaming Process | |
| Use of Data | |
| Implementation of Tier 1 | |
| | |
| SAFETY | |
| Physical Safety | |
| Bullying | |
| Substance Abuse | |
| | |
| ENVIRONMENT | |
| Physical Environment | |
| Social Emotional Wellness | |
| | |
| ENGAGEMENT | |
| Culture of Equity | |
| Academic Engagement | |
| Attendance | |
| Student Connectedness | |
| Staff Connectedness | |
| Family Involvement | |
| | |
| Other: | |

Area of Strength                                        Needs Attention

# Action Planning

| Identified Problems | Tools/Resources You Are Interested In | What are your next steps? |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

# Areas of Concern: Action Plan

| Area of Concern | Data | Potential Causes | Possible Solutions |
|---|---|---|---|
| PBIS | | | |
| Safety | | | |
| Engagement | | | |
| Environment | | | |

# Select Resources on School Climate

**National School Climate Center**
    www.schoolclimate.org

**National Center on Safe Supportive Learning Environments**
    http://safesupportiveschools.ed.gov/

**National Center on Safe Supportive Learning Environments' School Climate Survey Compendium**
    http://safesupportivelearning.ed.gov/topic-research/school-climate-measurement

**National Technical Assistance Center on PBIS**
    www.PBIS.org

**Center for the Advancement of Social and Emotional Learning**
    www.CASEL.org