


SCHOOL DISCIPLINARY CLIMATES IN THE MIDDLE EAST AND NORTH AFRICA

EFFECTIVE K-12 SCHOOL IMPROVEMENT EFFORTS


JONATHAN COHEN, PH.D.
NATIONAL SCHOOL CLIMATE CENTER; AND
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

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 **National School Climate Center**
Educating Minds and Hearts, because the 3 Rs Are Not Enough

Overview & Goals


1. To consider current understandings of School Climate, Social Emotional Learning (SEL) and an effective prosocial improvement process.
1. What an effective school climate/SEL informed improvement effort and how this supports effective disciplinary practice.
1. To support your reflecting on possible 'next steps'

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SEL and School Climate: Similar and/or Different?

**Understandings/misunderstandings:
Prosocial Labels/Camps #1**

- ✓ Concepts
- ✓ Traditions
- ✓ A Prosocial School Improvement Process

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An effective prosocial improvement process

- The Prosocial Improvement Process: **An intentional, strategic, data-driven, transparent, and democratically informed process** #2

Three essential questions:

- 1) What kind of school do we want *ours* to be?
- 2) What are *our* current strengths, needs and weaknesses?
- 3) Given the gap between our vision and our current reality, what school-wide and/or instructional and/or relational goals do we want to focus on now?



Importance and Impact

- Great interest on the part of educators. #3
- Improves behavior and learning #4
 - ✓ Social emotional skills;
 - ✓ Improved attitudes about self, others & school;
 - ✓ Positive classroom behavior;
 - ✓ 11 percentile point gain on standardized achievement tests;
 - ✓ Reduced risk for: Conduct problems and emotional distress.
- 21st Century and Workforce skills
 - ✓ 50% of the 16 skills are social, emotional and civic in nature #5



Importance and Impact (cont.)

- Social, emotional and civic competencies predicts key young adult outcomes #6:

Kindergartners with higher prosocial competences more likely to:

- > Graduate from high school
- > Complete a college degree
- > Obtain stable employment in young adulthood

And, less likely to be:

- > Living in public housing
- > Receiving public assistance
- > Involved with the police
- > In a detention facility

- The economic value of social, emotional and civic competences: \$1 invested = \$11 return #7

- Recommended as the most effective prevention strategy for (i) bully/victim/bystander behavior and, (ii) high school dropouts #8



Setting Improvement Goals

An emerging “bridge building” frameworks:


Prosocial Education: Essential Goals

School-wide: (leadership; policy; measurement and a continuous data driven process; adult learning; prosocial education; norms/rules/supports; school-home-community partnerships)

Instructional: (Living example; classroom management & disciplinary practice; pedagogic strategies; curriculum)


Relational: (moment-to-moment; educator/parent/mental health professional partnerships; connections; suicide prevention)

#9





Implementation Strategies: Understanding What Works #10

- Continuous/long-term efforts designed to *promote* learning, understanding, and working together as a whole school community in order to:
 - Support prosocial learning for all students: Social, emotional and civic as well as cognitive
 - Promote a safe, supportive, engaging and healthy climate for learning and development
 - Prevent mean, cruel and/or bullying behaviors as well as high school dropouts
- Comprehensive efforts that encourage individuals, small/large groups, or whole school-community involvement: Systemic, Instructional and Relational Efforts



The School Climate Improvement Process





Research based tasks that shape the improvement process

Stage One: Preparation - Form a representative leadership team; Engage the community to create a shared vision; Promote a culture of problem-solving and trust; Ensure your team has adequate resources; Form Professional Learning Communities (PLCs); Celebrate and build on successes, big and small; *Reflect on / document Stage One work*

Stage Two: Evaluation - Choose effective measurement tool(s); Develop an engagement plan; Engage the community, including those who are often disengaged/underrepresented; Administer survey(s); Unpack the evaluation findings as a leadership team and connect with other school-level data; *Reflect on / document work in this Stage*

- ✓ School climate surveys
- ✓ Readiness metrics
- ✓ Process metrics
- ✓ Community metrics
- ✓ Student SEL/"non cognitive" informed metrics




Research based tasks that shape the improvement process (cont.)

Stage Three: Action Planning - Empower the school community to understand the findings and collaborate in the action planning process; Develop a school profile of strengths and areas for improvement; Prioritize goals grounded in research and best practices; Develop a short-term/long-term action plan; *Analyze and reflect on successes/efforts*

Stage Four: Implementation - Integrate the action plans with current efforts; Implement the action plan; Track benchmarks periodically to ensure fidelity; Adjust plan based on learning; Mobilize the school community around improvement efforts; *Reflect on your effectiveness as a leadership team*


Stage Five: Beginning anew in the continuous process of learning and school improvement - Reevaluating the school's strengths and challenges; Discovering what has changed and how; Discovering what has most helped and hindered further the school climate improvement process; Revising plans to improve the school climate; Reflecting and learning from Stage Five work



Citation #8

Sustainable Prosocial Improvement Efforts

- **District Considerations:**
 - 1) Leadership development: educators and students
 - 2) District level policy review and reform
 - 3) PLCs and Network Improvement Communities (NIC)
- **Building level Considerations:**
 - (i) Systems to support continuous learning
 - (ii) Honoring others and their contributions
 - (iii) Integrating & coordinating educational, risk prevention & health promotion efforts
 - (iv) Tracking the process and fidelity
 - (v) The first R: Reflecting, reflecting and reflecting



THANK YOU!

Jonathan Cohen, Ph.D.

- President, National School Climate Center;
- Adjunct Professor in Psychology and Education, Teachers College, Columbia University
- Co-editor, *International Journal of School Climate and Violence Prevention*

jonthancohen@schoolclimate.org



Footnotes/Citations

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