



REFERENCES & RESOURCES - POSITIVE LEARNING CLIMATE

1. Research has found that a caring school climate positively affects the achievement of third and fourth grade students in both Mathematics and Reading/Language Arts.
 - a. Gina Smallwood, "The Impact of School Climate on the Achievement of Elementary School Students Who Are Economically Disadvantaged: A Quantitative Study" (dissertation, Tennessee State University, 2014)
 - b. R. F. Ferguson, *The TRIPOD Project Framework* (Cambridge, MA: Harvard University, 2008), <http://www.staffordschools.org/cms/lib2/NJ01001734/Centricity/Domain/24/Student%20Survey.pdf>.
2. Research shows that not only are several aspects of school climate and connectedness related to student achievement, but positive changes in school climate and connectedness are related to significant gains in student scores on statewide achievement tests. These findings move beyond simply knowing that schools with good climate and connectedness are likely to have good student achievement, and that schools with poor climate and connectedness are likely to have poor student achievement. They show that whether a school starts with high or low school climate and connectedness, and high or low achievement scores, changing that school's climate and connectedness for the better is associated with increases in student performance in reading, writing, and mathematics.
 - a. David Osher, Elizabeth Spier, Kimberly Kendziora, and Cindy Cai, "Improving Academic Achievement through Improving School Climate and Student Connectedness," Paper presented at the American Educational Research Association Annual Conference, San Diego, CA, 2009.
3. Reading is linked to success in school in several ways. A study showed that third grade reading proficiency is linked to eighth grade math proficiency.
 - a. Danny Ayoubi, *Correlation of Third Grade Reading Proficiency and Eighth Grade Math Proficiency* (Atlanta, Georgia Department of Education, Policy and Research Division, 2014).
4. Schools that link school improvement with efforts to improve school climate show significantly greater improvement in student achievement and attendance, especially when parents and teachers were involved in school improvement efforts.

- a. Norris Haynes, James P. Comer, and Muriel Hamilton-Lee, "School Climate Enhancement through Parental Involvement," *Journal of School Psychology*, 27, no. 1 (1989): 87-90
5. A significant correlation exists between student performance in mathematics in elementary schools and the school's classroom climates.
 - a. Swee Chiew Goh, Deidra J. Young, and Barry J. Fraser, "Psychosocial Climate and Student Outcomes in Elementary Mathematics Classrooms: A Multilevel Analysis," *The Journal of Experimental Education*, 64, no. 1 (Fall 1995): 29-40
6. Research shows a correlation between teachers' perceptions of school climate and the level of self-efficacy. If teachers feel that the school climate is positive and supportive, their ratings of self-efficacy are higher than when the school climate is viewed as less than positive.
 - a. Marilyn Meristo and Eve Eisenschmidt, "Novice Teachers' Perceptions of School Climate and Self-Efficacy," *International Journal of Educational Research*, 67(2014)
7. School climate factors of relationships and safety are significantly related to the teacher burnout factors of emotional exhaustion and depersonalization. The results strongly suggested that teacher retention can be enhanced by improving school climate, and while competent and confident teachers managed a negative school climate, even they eventually succumb to its debilitating effects.
 - a. Jessica L. Grayson and Heather K Alvarez, "School Climate Factors Relating to Teacher Burnout: A Mediator Model," *Teaching and Teacher Education*, 24, no. 5 (2008): 1349-1363.
8. Research shows that providing teachers professional learning on school climate, classroom management, and how to interact with students can positively impact student academic outcomes.
 - a. Vesa Narhi, Tiina Kiiski, Satu Peitso, and Hannu Savolainen, "Reducing Disruptive Behaviors and Improving Learning Climates with Class-Wide Positive Behavior Support in Middle Schools," *European Journal of Special Needs Education*, 30, no. 2 (2014): 274-285
9. Educator training about perceptions of school climate is important because it has a positive influence on the implementation of change in schools, student achievement, and on educators' job satisfaction.
 - a. Stephanus Pretorius and Elsabe de Villiers, "Educators' Perceptions of School Climate and Health in Selected Primary Schools," *South African Journal of Education*, 29, no. 1 (2009): 88-99
10. Students who make the difficult transition from elementary school to middle school and then to high school are more likely to be successful in a school climate of openness and authentic support from teachers and principals.
 - a. Robert D. Felner, Melanie Ginter, and Judith Primavera, "Primary Prevention during School Transitions: Social Support and Environment Structure," *American Journal of Community Psychology*, 10, no. 3 (1982): 277-290
11. The impact of school climate extends to the social emotional health of preschoolers and is linked to their social competency.
 - a. Holly E. Brophy-Herb, Robert E. Lee, M. Angela Nievar, and Gary Stollak, "Preschoolers' Social Competence: Relations to Family Characteristics,

- Teacher Behaviors, and Classroom Climate,” *Journal of Applied Developmental Psychology*, 26, no. 2 (2007): 134-148
12. Teachers' positive ratings of the preschooler's social competence were predicted by positive assessments of classroom climate and teacher behaviors. Positive classroom climate appeared to mediate the relationship between teacher behaviors and preschoolers' social competence.
 - a. Holly E. Brophy-Herb, Robert E. Lee, M. Angela Nievar, and Gary Stollak, “Preschoolers' Social Competence: Relations to Family Characteristics, Teacher Behaviors, and Classroom Climate,” *Journal of Applied Developmental Psychology*, 26, no. 2 (2007): 134-148
 13. A positive school climate reduces school disorder and consequently improves student attendance and improves student achievement.
 - a. Greg Chen and Lynne A. Weikert, “Student Background, School Climate, School Disorder, and Student Achievement: An Empirical Study of New York City's Middle Schools,” *Journal of School Violence*, 7, no. 4 (2008): 3-20
 14. The dimensions of a highly engaging and safe and supportive school climate are essential elements that allow students to maintain the interest and motivation level necessary to be successful in school.
 - a. Angus MacNeil, Doris Prater, and Steve Busch, “The Effects of School Culture and Climate on Student Achievement,” *International Journal of Leadership in Education: Theory and Practice*, 12, no. 1 (2009): 73-84
 15. If the school climate is positive and focuses on task completion, academic goals, and positive relationships (particularly positive teacher-student relationships), then it is much more likely that students will have positive self-awareness about personal academic performance goals and improve their academic outcomes.
 - a. W. Roeser, Carol Midgley, and Timothy C. Urdan, “Perceptions of the School Psychological Environment and Early Adolescents' Psychological and Behavioral Functioning in School: The Mediating Role of Goals and Belonging,” *Journal of Educational Psychology*, 88, no. 3 (1996): 408-422
 16. The significant relationship between school climate and student achievement suggests that better school climates lead to student achievement, and are not simply a byproduct.
 - a. John Shindler, Albert Jones, A. Dee Williams, Clint Taylor, and Hermenia Cadenas, “Exploring the School Climate-Student Achievement Connection: And Making Sense of Why the First Preceded the Second,” *Alliance for the Study of School Climate* (Los Angeles: California State University, 2014)
 17. School improvement strategies designed to improve student achievement, particularly in low-performing schools, must include efforts to address school climate. Otherwise, the school and its students are less likely to increase academic outcomes and will instead continue to lag behind other students. Closing the student achievement gaps will require improving school climate.
 - a. Eric Jensen, “A Descriptive Study of Differences between Teachers at High and Low Performing Title I Elementary Schools” (dissertation, Fielding Graduate University, 2014)
 18. Studies indicate that school climate and student achievement have a causal relationship—changing one can change the other.

- a. David Osher, Elizabeth Spier, Kimberly Kendziora, and Cindy Cai, "Improving Academic Achievement through Improving School Climate and Student Connectedness," Paper presented at the American Educational Research Association Annual Conference, San Diego, CA, 2009
19. Students' self-esteem is affected by school climate and teachers' evaluation of perceived student self-esteem is linked to school climate.
 - a. Dean R. Hoge, Edna K. Smit, and Sandra L. Hanson, "School Experiences Predicting Changes in Self-Esteem of Sixth and Seventh Grade Students," *Journal of Educational Psychology*, 82, no. 1 (1990): 117-127
 20. Students' positive perceptions of school climate moderate the negative effects of self-criticism on both internalizing mechanisms and externalizing mechanisms.
 - a. Gabriel P. Kuperminic, Bonnie J. Leadbeater, and Sidney J. Blatt, "School Social Climate and Individual Differences in Vulnerability to Psychopathology among Middle School Students," *Journal of School Psychology*, 39, no. 2 (2001): 141-159
 21. Research shows that efforts by school staff to provide a supportive and positive school climate prevents bullying and threats of violence.
 - a. Megan Eliot, Dewey Cornell, Anne Gregory, and Xitao Fan, "Supportive School Climate and Student Willingness to Seek Help for Bullying and Threats of Violence," *Journal of School Psychology*, 48, no. 6 (2010): 533-553
 22. Interventions that improve school climate are essential to addressing social adjustment issues and minimizing negative effects on the ability of students to cope and succeed in school.
 - a. Niobe Way, Ranjini Reddy, and Jean Rhodes. "Students' Perceptions of School Climate During the Middle School Years: Associations with Trajectories of Psychological and Behavioral Adjustment." *American Journal of Community Psychology*, 40 (2007): 194-213
 23. School conflict and negative social facilitation were shown to be related to increases in childhood psychopathology in schools with a negative school climate.
 - a. Stephanie N. Kasen, Jim Johnson, and Patricia Cohen, "The Impact of Social Emotional Climate on Student Psychopathology," *Journal of Abnormal Child Psychology*, 18, no. 2 (1990): 165-177
 24. Declines in school climate quality are associated with declines in psychological and behavioral adjustment with adolescent students.
 - a. Alexandra Loukas and Sheri Robinson. "Examining the Moderating Role of Perceived School Climate in Early Adolescent Adjustment." *Journal of Research on Adolescence*, 14 (2004): 209-233.
 25. There is a correlation between school climate and social emotional indicators and the collectively impact on student achievement outcomes.
 - a. Stephen Brand, Robert Felner, Anne Seitsinger, Amy Burns, and Natalie Bolton. "A Large Scale Study of the Assessment of the Social Environment of Middle and Secondary Schools: The Validity and Utility of Teachers' Ratings of School Climate, Cultural Pluralism, and Safety Problems for Understanding School Effects and School Improvement." *Journal of School Psychology*, 46, no. 5 (2008):507-535.

26. School climate can further destabilize children who already have social emotional issues and may even compromise external efforts to address children's mental health status, and the negative effects can be long-term.
 - a. Heidi Somersalo, Tytti Solantaus, and Fredrik Almqvist, "Classroom Climate and the Mental Health of Primary School Children," *Nordic Journal of Psychiatry*, 56, no. 4 (2002): 285-290
27. A school climate that includes positive teacher-student interaction, as well as opportunities for and encouragement of classmate teamwork leads to social emotional health. These elements together develop feelings in students of being listened to, understood, and engaged with others, which are important to social emotional development and student outcomes.
 - a. Alessio Vieno, Massimo Santinello, Elena Galbiati, and Massimo Mirandola. "School Climate and Well-Being in Early Adolescence: A Comprehensive Model." *European Journal of School Psychology*, 2, no. 1-2 (2004): 204-210
28. Negative school climate ratings are associated with patterns of social emotional problems among students.
 - a. Murray A. Porteous and Eileen Kelleher, "School Climate Differences and Problem Admission in Secondary Schools," *British Journal of Guidance and Counseling*, 15 (1987): 72-81
29. Some students' social emotional problems are linked to the characteristics of their environment at school, either as a means of mirroring the dysfunction of the school climate or in response to trying to cope with the environment of the school.
 - a. Murray A. Porteous and Eileen Kelleher, "School Climate Differences and Problem Admission in Secondary Schools," *British Journal of Guidance and Counseling*, 15 (1987): 72-81
30. The impact of school climate extends to the social emotional health of preschoolers.
 - a. Holly E. Brophy-Herb, Robert E. Lee, M. Angela Nievar, and Gary Stollak, "Preschoolers' Social Competence: Relations to Family Characteristics, Teacher Behaviors, and Classroom Climate," *Journal of Applied Developmental Psychology*, 26, no. 2 (2007): 134-148
31. A positive school climate is associated significantly with resiliency.
 - a. Educational Institutions, Resources, and Students' Resiliency: An Empirical Study about OECD Countries, *Economic Bulletin*, 34, no. 2 (2014): 1055-1067
32. The importance of school climate on social emotional factors impacting students stretches across races, nationalities, and ethnic groups.
 - a. Zhenzhou Bao, Dongping Li, Wei Zhang, Yanhui Wang, "School Climate and Delinquency among Chinese Adolescents: Analyses of Effortful Control as a Moderator and Deviant Peer Group Affiliation as a Mediator," *Journal of Abnormal Child Psychology*, 43 (2015): 81-93
33. Behaviors that negatively impact social emotional development such as peer harassment and sexual harassment are not sufficiently addressed unless an "ecological perspective" is taken to change those factors that are part of and are closely related to school climate.
 - a. Shalhevet Attar-Schwartz, "Peer Sexual Harassment Victimization at School: The Roles of Student Characteristics, Cultural Affiliation, and

School Factors," *American Journal of Orthopsychiatry*, 79, no. 3 (2009): 407-420

34. Research has demonstrated a strong relationship between school connectedness and educational outcomes, including school attendance, staying in school longer, higher course grades, and completing school.
 - a. Adena M. Klem and James P. Connell, "Relationships Matter: Linking Teacher Support to Student Engagement and Achievement," *Journal of School Health*, 74, no. 7 (2004): 262-273
35. Having both good school climate and social connectedness in the 8th grade was associated with the best graduation outcomes in later years.
 - a. Lyndal Bond, Helen Butler, Lyndal Thomas, John Carlin, Sara Glover, Glenn Bowes, and George Patton, "Social and School Connectedness in Early Secondary School as Predictors of Late Teenage Substance Use, Mental Health, and Academic Outcomes," *Journal of Adolescent Health*, 40, no. 4 (2007): 357.e9-357.e18
36. Research shows that, not only are several aspects of school climate and connectedness related to student achievement, but positive change in school climate and connectedness is related to significant gains in student scores on statewide achievement tests.
 - a. David Osher, Elizabeth Spier, Kimberly Kendziora, and Cindy Cai. "Improving Academic Achievement through Improving School Climate and Student Connectedness." Paper presented at the American Educational Research Association Annual Conference, San Diego, CA, 2009
37. Studies found that school climate parameters, especially the school value system and the attitude of teachers toward students, has an influence on "students' optimistic acceptance of life, their psychological and physiological well-being, and ultimately their academic success."
 - a. Viive-Riina Ruus, Marika Veisson, Mare Leino, Loone Ots, Linda Pallas, Ene-Silvia Sarv, and Anneli Veisson, "Students' Well-Being, Coping, Academic Success, and School Climate," *Social Behavior and Personality*, 35, no. 7 (2007): 919-936,
38. The cumulative effect of a negative school climate can negatively impact the student graduation rate. John P. Barile,
 - a. Dana K. Donohue, Elizabeth R. Anthony, Andrew M. Baker, Scott R. Weaver, Christopher C. Henrich, "Teacher-Student Relationship Climate and School Outcomes: Implications for Educational Policy Initiatives," *Journal of Youth and Adolescence*, linkspringer.com March 2011. doi:10.1007/s10964-011-9652-8
39. School climate determines whether or not teacher-student interactions are positive and if students feel connected in school, which together drives student behaviors, student attendance, student attitudes, and student achievement outcomes and attitudes about the future.
 - a. Sarah Lindstrom Johnson, Elise Pas, and Catherine P. Bradshaw, "Understanding the Association between School Climate and Future Orientation," *Journal of Youth and Adolescence*, June 24, 2015 online. doi:10.1007/s10964-0150321-1
40. Researchers have found that the belief that impoverished, high crime communities produce unsafe and unhealthy schools cannot be supported. The

locus of control for school success and student behavior is primarily inside the building - schools can control school climate; it is not dictated by the community.

- a. Wayne N. Welsh, Jack R. Greene, and Patricia H. Jenkins, "School Disorder: The Influence of Individual, Institutional, and Community Factors," *Criminology*, 37, no. 1 (1999): 73-116. doi:10.1111/j.1745-9125
41. Research shows a significant relationship between the reduction of student misbehavior after implementation of PBIS and increased student academic performance.
- a. Tamika LaSalle, Joel Meyers, Kristen Varjas, and Andrew Roach. "A Cultural-Ecological Model of School Climate," *International Journal of School and Educational Psychology*, 3, no. 3 (2015): 157-166
42. In state studies of PBIS implementation conducted in Maryland, North Carolina, Iowa, and New Hampshire, it was found that when PBIS was implemented with fidelity the impact on school climate was positive and subsequent behavioral and academic outcomes for students were significantly improved.
- a. Catherine P. Bradshaw, Mary M. Mitchell, and Philip J. Leaf, "Examining the Effects of School-wide Positive Behavioral Interventions and Supports on Student Outcomes," *Journal of Positive Behavior Interventions*, 12, no. 3 (2010): 133-148.
 - b. Susan B. Barrett, Catherine P. Bradshaw, Teri Lewis-Palmer, "Maryland Statewide PBIS Initiative: Systems, Evaluation, and Next Steps," *Journal of Positive Behavior Interventions*, 10 (2008): 105-114.
 - c. Robin L. Mass-Galloway, Marion V. Panyan, Carl R. Smith, and Suana Wessendorf, "Systems Change with School-Wide Positive Behavior Supports: Iowa's Work in Progress," *Journal of Positive Behavior Interventions*, 10, no. 2 (2008): 129-135
 - d. Heather Reynolds, Diann Irwin, and Bob Algozzine, *North Carolina Positive Behavior Initiative Evaluation Report 2007-2008*. (Charlotte, Department of Public Instruction, Exceptional Children Division, Behavioral Support Services, 2009)
 - e. Howard S. Muscott, Eric L. Mann, and Marcel R. LeBrun, "Positive Behavioral Interventions and Supports in New Hampshire: Effects of Large-Scale Implementation of School-Wide Positive Behavior Support on Student Discipline and Academic Achievement," *Journal of Positive Behavior Interventions*, 10, no. 3 (2008): 190-205
43. The implementation of PBIS has positive outcomes at the school-wide level, but it also allows staff to focus more time on individual students with specific needs.
- a. Eber, Lucille, Teri Lewis-Palmer, and Debra Pacchiano. "School-wide Positive Behavior Systems: Improving School Environments for All Students Including Those with EBD." Paper presented at the System of Care for Children's Mental Health Conference, Tampa, February 2002