EXAMINING THE FUNCTIONING OF IMPLEMENTATION SUPPORT TEAMS IN

SOCIAL-EMOTIONAL LEARNING AND POSITIVE CULTURE AND CLIMATE

PROGRAM IMPLEMENTATION.

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FUNCTIONING OF IMPLEMENTATION SUPPORT TEAMS

ABSTRACT

An evolving understanding of how children learn has helped to highlight the need for school-wide social-emotional learning (SEL) and related programs to provide students with the skills needed to achieve social and academic success. Research suggests that structural supports, such as an implementation support team, should be established to facilitate and monitor the implementation of such programs. Despite this clear need for effective implementation supports, few committees have the background and resources needed to monitor and improve their own functioning and effectiveness. The purpose of this study was to examine the properties and utility of a tool called the School Culture and Climate Committee Functioning Assessment (SCCCFA). This assessment was designed to help school implementation support teams use a guiding framework of best practices in effective team functioning to reflect on, monitor, and improve their own practices. The SCCCFA was developed and piloted across 10 elementary and middle schools in an urban public school district in New Jersey over one school year. Properties of the assessment were explored, such as the internal consistency of subscales and the extent to which they were related. Additionally, respondent perceptions of the assessment structure and feasibility of completion were used to inform modifications to the tool. Aggregate responses to the SCCCFA across multiple time points were analyzed to explore possible correlations between the following constructs; committee leadership and committee functioning, active participation on committees and perceived change, perceived functioning and time, and possible correlations between perceptions of committee effectiveness and overall implementation effectiveness identified by external indicators. Cronbach's alpha of each subscale, correlations between subscales, and factor analyses of items in the SCCCFA were promising. Positive change over time and correlations between perceptions of functioning and active participation on committees

were not observed. A discriminant function analyses yielded potential profile indicators of

effective committee functioning connected to higher levels of positive SEL program

implementation. The discussion considers a comparison of the results with previous literature,

future research directions, alternate hypotheses, and implications for the practice of school

psychology.

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It is my sincere hope that the combined efforts of this dissertation will continue to propel the growing movement of social-emotional learning and character development in schools across the country, preparing students with the skills needed to make the world a better place.

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Introduction

Current trends in education across the nation have caught on to the growing consensus that academic achievement does not happen in isolation. In fact, it is a combination of many factors that give students the skills necessary to access formal education and consequently, achieve academic standards. One type of learning to help students develop these skills is referred to as Social-Emotional Learning (SEL) (Elias, Zins, Weissberg, Frey, Greenberg, Haynes, et al., 1997). The goal of SEL is to teach students the skills needed to interact appropriately and respectfully with family, friends, and members of the community; to practice healthy behaviors; and to develop work habits and dispositions to help propel them to become successful beyond their formal school years (Dymnicki, Sambolt, & Kidron, 2013; Elias et al., 1997; Greenberg et al., 2003; Schaps & Weissberg, 2015).

As schools are where children spend a significant amount of time in the company of adults focused on their positive growth and development, and where resources are most accessible, they have become an optimal context within which SEL can be taught, practiced, and mastered (Durlak, Domitrovich, Weissberg, Gullotta, & Comer, 2015). Pasi (2001) acknowledged two commonly used ways in which SEL can be implemented in a school setting. The first is through explicit SEL programming during a specific block of time in the day whereas the second is through an integrated infusion of SEL into the school's various curricula, discipline, procedures, common language, and everyday practices (Pasi, 2001). In his guidelines describing how to successfully bring SEL into a school setting, Pasi (2001) raised the enduring dilemma facing the evidence-based practice movement, which is that programs deemed efficacious through randomized controlled trials do not guarantee positive outcomes in a different, more local context of implementation (Greenberg, Domitrovich, Graczyk, & Zins,

2005). In a review of evidence-based and acclaimed SEL programs, Gager and Elias (1997) and

Elias (2010) found that evidence-based programs were as likely to be on the failure side of the

ledger as the success side, supporting the notion that "there is an under-emphasis on

understanding the SCC (school culture and climate) and implementation supports that

significantly influence the success or failure of these programs" (Durlak et al., 2015, pg. 40).

Therefore, the case can be made that the nature of the implementation support structure within a

setting is just as important to understand, measure, and refine as is the actual program being

implemented.

Durlak and colleagues (2015) synthesized the literature on effective SEL program

implementation to help delineate key structural components of a system needed to help achieve

positive student outcomes. They posit that a school infrastructure must be developed that can

both integrate and support SEL, positive culture and climate, and ongoing implementation of all

aspects of school goals, priorities, programs, and initiatives (Durlak et al., 2015). Consideration

of these necessary structural supports can then help to address the recurring problem of the

jumbled schoolhouse, which illustrates how various programs inundate a school and initiatives

fail to converge because of a lack of coordination and collaboration (Elias, Leverett, Duffell,

Humphrey, Stepney, & Ferrito, 2015).

Mrazek and Haggerty (1994) introduced a shift in the field, which has moved more

toward understanding the process of implementation as opposed focusing primarily on

interpreting outcomes. More specifically, Mrazek and Haggerty (1994) were interested to

determine how to achieve successful outcomes with evidence-based programs when there is local

leadership and ownership in the intervention process. In other words, research on school-based

programming was seeking to better understand the contextual factors that influenced the efficacy

of programs that had been proven to be efficacious in much more controlled conditions.

Therefore, it has become more widely accepted that to understand the success of program

implementation, evaluators must look to better understand the process through which

implementation occurs and the context in which it takes place. Doing this also helps to protect

against the "Type III error" which occurs when it is assumed that the effects of an intervention

have been meaningful and conclusive when in reality, the intervention implementation may have

been incorrect or inconsistent, thus invalidating the outcome analysis altogether (Patton, 1997;

Dobson & Cook, 1980; Scanlon et al., 1977).

There is consensus in the literature that an essential element of effective practice in terms

of SEL implementation is the creation of an implementation support team or leadership team

(Durlak et al., 2015; Novick, Kress, & Elias, 2002). The implementation support team, or as Pasi

(2001) called it, the steering committee, can be made up of a variety of different school

personnel and may be responsible for a number of different related tasks. It is recommended that

the committee consist of representation from every discipline or sub system in the school,

including a member of the administrative team, so that every voice is represented and heard

(Pasi, 2001). It is also important that committee members have a genuine interest in SEL

development (Pasi, 2001). These committees are then responsible for coordinating different

SEL-related programs in the school, the necessary professional development for staff and

training for parents, monitoring program development, evaluating progress, and working through

problems related to implementation as they arise (Novick et al., 2002; Pasi, 2001). The

committee should also have some method of maintaining consistent communication with the

school administration, such that problems can be addressed in a timely manner and conversely,

information can be disseminated promptly from the top down. This type of communication loop

is essential to build the capacity of the program implementation support structure and ultimately,

facilitate sustainability (Kress & Elias, 2013; Pasi, 2001). Durlak and colleagues (2015) make a

point to stress the importance of these implementation support teams in successful and efficient

implementation of SEL programs, as they are listed explicitly as an indicator of effective

practice.

It is clear in the literature that implementation support structures such as teams or

committees of specific school personnel are key to the success of SEL program implementation.

In addition, there is sufficient evidence outlining best practices of these teams that when

consulted and adhered to, result in much more effective practice. However, to date, there is little

information or guiding framework about a tool that can be used by teams that covers all of the

best practices in the literature and can be feasibly used to guide implementation support and

teacher development. Such a tool could be a critical support structure to help inform

implementation support teams on how they should be functioning and the various practices they

should be at the very least considering. A tool of this kind would be located within what Pasi

(2001) and Bryk (2015) describe as the growing movement of formative assessment in the field

of education that is used to guide continuous improvement. This type of assessment tool, one that

can be used as a feedback mechanism and as a professional development guide for

implementation support teams, does not yet exist.

Current Formative Assessment to Measure and Inform Implementation Support Team

Functioning

As the movement of SEL program implementation has gained traction in recent years, the

need for measurement development to evaluate and inform practice has grown substantially

(Greenberg et al., 2005). Greenberg and colleagues (2005) discussed that one of the first steps of

informed program implementation is an input evaluation, whereby schools examine and analyze

their current infrastructure to determine if it is sufficient to handle program needs. This type of

evaluation typically examines structures such as resources, budget investments, staff perceptions

of change, and overall feasibility (Elias et al., 1997). This evaluation should also occur with the

prescriptive theory in mind, which describes how the program should be implemented

(Greenberg et al., 2005). Moceri, Elias, Fishman, Pandina, and Reyes-Portillo (2012) developed

one such evaluation tool called the Schools Implementing Towards Sustainability (SITS) scale,

which was developed to help schools gauge how their current school infrastructure would effect

a variety of intervention outcomes. While mentioning the development of an implementation

support team, the functions of this team were not elaborated on in detail (Moceri et al., 2012).

In much of the program evaluation literature, it is understood that measurement of

program effectiveness should include examination of outcomes, both short term and long term

(Novick et al., 2002). However, evaluation of outcomes, short or long term, is not complete

without an examination of whether processes are occurring or tasks are being completed as

specified by the intervention (Greenberg et al., 2005). Instead of focusing on whether or not

desired outcomes were achieved, Bryk (2015) encourages the evaluator to focus first on the

working systems that may be creating the outcomes, as the mechanism of change is in the ability

to see the system and how all of its parts are working inter-relatedly. The other piece to consider

is that evaluation methods are not adequately focused on giving actionable feedback (Kantabutra,

2005). To help conceptualize a way to connect implementation process to outcomes, Marzano

(2015) cites the work of Anderson & Krathwohl (2001) who broke down the nature of

knowledge into two partitions, declarative knowledge and procedural knowledge. They

explained that while declarative knowledge is informational, procedural knowledge is

"actionable" in that it is characterized by a series of steps or procedures one might use to accomplish a specific goal (Anderson & Krathwohl, 2001). Therefore, evaluators may be more successful in obtaining actionable information if they shift the type of knowledge they are seeking to acquire through the program evaluation (Anderson & Krathwohl, 2001; Durlak et al., 2005; Kantabutra, 2005). In sum, the literature is clear that implementation monitoring of various kinds is essential for understanding outcomes and improving interventions (Greenberg et al., 2005).

Consistent with this emphasis on usable measurement, Pasi (2001) stressed the importance of communicating ongoing measurement and progress updates with key stakeholders, such as building administrators or other sources of support, to maintain a consistent feedback loop. Establishing a structure for consistent communication is essential for key implementation support to occur, such as problem solving or dissemination of information to community members. Short term outcomes also may take the form of satisfaction surveys, measuring the degree to which school staff are satisfied with program implementation and what feedback they have for future implementation (Novick et al., 2002).

The evidence is clear that measurement is critical in all facets of program implementation and program evaluation. However, there is a gap with regard to measurement tools used to inform and guide specific implementation support structures, such as the steering teams that Pasi (2001) addressed in his recommendations for effective SEL program implementation. One measure that does exist is a Leadership Team Functioning tool developed by Elias and Berkowitz (2016). This tool is an 8-item measure designed for leadership team members to rate their own functioning. Each item consists of a best practice that is key for successful leadership team functioning, and the respondents are given the option to rate the extent to which they are doing

that practice on a scale from 1 to 5 (Elias & Berkowitz, 2016). A rating of 1 indicates that the practice stated in the item is of low priority to the tem while a rating of 5 suggests that the practice stated within the item is ongoing and well institutionalized (Elias & Berkowitz, 2016). The tool covers areas addressing a shared vision/identity, ways in which the team communicates to the school community, assessment procedures, alignment with existing mandates, and SEL themes of empowerment, student voice, and acknowledgement of small wins (Elias & Berkowitz, 2016).

While the tool is succinct and easy to complete, it does not contain the broad range of best practices for leadership teams supporting implementation of school-wide programs. Additionally, it is not fully clear how the responses are processed, analyzed, and translated into actionable feedback for the committee. This survey provides a good foundation of key leadership team functioning that must be considered regularly for effective practice, but could be expanded upon to better meet the professional development needs of these support teams. For the purpose of assisting the development of school teams working to foster social-emotional and character development and related school interventions, there is a need for a practical tool that can be used sustainably by school psychologists and other education professionals.

This project examines the School Culture and Climate Committee Functioning Assessment (SCCCFA), which was developed through a Community-University Research Partnership Grant for XX Public School district. The purpose of the grant was to build the capacity for student success in XX by creating, supporting, and sustaining the School Culture and Climate (SCC) teams. In an attempt to provide the SCC teams with ongoing support and guidance using best practice guidelines while also considering the importance of sustainability and capacity building, it was determined that the most effective way to achieve all of these goals

would be to develop a new measurement tool. This tool would function as a formative

assessment measure whereby it would include best practices of implementation leadership teams.

The function of the assessment would be twofold. First, it was thought to serve as a professional

development tool, with the underlying principle that just the act of reading through the

assessment and responding to the items would prompt reflection of current practices based on

best practice guidelines in the research. Second, the assessment would serve as a feedback

mechanism that would ultimately inform the SCC teams' areas of strength and areas of weakness

to help direct future improvement. As is the case with any measure development, the first step is

a review of the existing literature on the content being measured, which in this case is best

practice for effective leadership and implementation support teams.

Review of the Literature on Effective Leadership/Implementation Support Teams Ensure

Basic Structure Qualities are in Place

The literature is clear that efficacy of teams in school settings is largely contingent upon

the structural qualities of the team. While resources have a significant influence on the extent to

which certain structural qualities can be established, such as frequency of team meetings, there

are clear benchmarks that teams can strive to reach (Pasi, 2001). To begin, it is important to have

clear, distributed roles throughout the team, in which each member is responsible for a specific

aspect of the team's functioning (Novick et al., 2002). This might include a recorder who is

responsible for taking notes and distributing them accordingly, a facilitator who crafts the

meeting agenda and leads the meeting discussions, or a marketing coordinator who works to

make sure everyone is aware of the team's work (Novick et al., 2002). It is also important to

have clear tasks assigned to specific team members with specified time frames after each

meeting (Novick et al., 2002). Additionally, it is important for the team to have a method through

which it can monitor how often it meets, the duration of the meetings, and specific follow up items for each team member after each meeting (Marzano, Waters, & McNulty, 2005; Novick et al., 2002).

Build personal and shared visions. Consistent with good leadership of any kind, there must be a process through which a vision is built and shared with the community. In fact, the first standard listed in the Professional Standards for Educational Leadership is the degree to which the administrator has built and shared his or her own vision of education with the school community (National Policy Board for Educational Administration, 2015). To affect any type of change, a vision must be established and then used as the through line that helps to guide practice (Pasi, 2001). In schools, one of the recurring problems is the revolving door of standards, mandates, and initiatives thrown at school personnel. In the spirit of sustainability, it is clear that if individuals can buy into a vision that is shared and used to inform practice, then the actual efforts being made are much more likely to stick within the school system (Elias & Kamarinos, 2003).

Create a safe environment. To be able fulfill the responsibilities of the team, which often include engaging in problem-solving discussions, sharing ideas, and brainstorming innovations, members must feel safe enough to voice their own opinions and hear those of others (Caine & Caine, 1997; Novick et al., 2002). In addition, one of the main tasks of an implementation support team is the development and maintenance of a school climate that is safe, respectful, and supportive (Durlak et al., 2005; Marzano et al., 2005). To do this, the team must be able to model a culture that promotes cooperation and cohesion, constructive disagreement and appropriate dialogue around program purpose and visions (Marzano et al.,

2005). This active modeling of a safe and supportive culture and climate is a key responsibility of an effective school team.

Reflect, reassess, and improve. An essential practice for any effective leadership team is the process of reflection, reassessment and improvement (Marzano et al., 2005). Actionable self-reflection requires a second step to occur, in which the reflection is used to form various action steps or tasks that can be distributed and carried out accordingly (Kantabutra, 2005; Novick et al., 2002). The process through which someone reflects on their own performance is a critical learning process because it provides an opportunity to improve weaknesses and capitalize on strengths (Marzano et al., 2005). Unfortunately, the reality of schools is such that there rarely seems to be enough time for reflection.

Nurture relationships. Marzano and colleagues (2005) stressed the importance of effective professional relationships and how they are central to effective execution of many leadership responsibilities. They operationalized *relationships* in the context of a meta-analysis they conducted as "the extent to which the school leader demonstrates an awareness of the personal lives of teachers and staff" (Marzano et al., 2005, p.58). Effective leadership requires the mutual respect and collaboration between the leader and his or her community and can be developed through the nurturing of relationships.

Encourage communication. Infused with all of the previously discussed constructs of effective leadership is the topic of communication. The extent to which a leader or leadership team establishes strong lines of communication with teachers, staff, and other school community members is critical for success (Marzano et al., 2005). Novick and colleagues (2002) outlined a number of different key leadership tasks that require communication, including but not limited to communicating feedback to the administrator (Pasi, 2001), communicating appropriate

instructions to primary implementers such as teachers and other school staff, keeping parents informed, appropriately instructing students, arranging supports within the school, and problem-solving within the team context.

Actively model and encourage optimism. After examining their study of 1,200 k-12 teachers, Blase and Kirby (2000) found that optimism was a critical characteristic of effective school leadership. Marzano and colleagues (2005) discussed a leader's need for optimism because it is their responsibility to inspire others, drive initiatives, and send the message to their school that "everything will be okay." As the primary support teams for SEL implementation, one of the most important roles of the implementation support teams is their ability to meet resistance with optimism and persevere (Pasi, 2001).

Act like a leader. Consistent with what has been discussed thus far, it is evident that the leader of a team of leaders must be competent in each of the areas previously discussed, but also must possess specific qualities such as the ability to be both directive or nondirective, and able to facilitate meaningful discussion without dissent, that other members of the team may not need (Pasi, 2001; Novick et al., 2002). In education, individuals are often put in leadership roles on committees, teams, and work groups with little or no formal preparation for that role or ongoing guidance for improvement once in that role. Awareness of what is required to be an effective leader combines with the skills needed to carry out those actions to be strong determinants of leadership team functioning.

Table 1

Essential Features of Leadership/Implementation Support Teams

Ensure Basic Structure Qualities Are in Place	• Provide advanced notice for meeting times and include an agenda in the notice. • Distribute and define roles and responsibilities. • End meetings with clear action steps and time frames assigned to specific people.
Building Personal and Shared Visions	• Forge shared agreements around the mission, vision, and purpose of the team. • Lead goal-setting efforts, including both short and long term outcomes. • Ask strategic questions when actions do not reflect agreed-upon visions.
Create a Safe Environment	• Model cooperation and cohesion. Promote positive school culture and climate.
Reflect, Reassess, and Improve	• Actively engage in evaluation of program implementation. • Translate reflection into actionable steps toward improvement. • Focus on staff strengths. • Work to match tasks with individual strengths.
Nurture Relationships	• Recognize significant events in the lives of staff. • Celebrate success. • Promote a caring culture and develop procedures to support staff facing difficult personal circumstances.
Encourage Communication	• Develop structures to promote the free flow of information throughout the school community. • Model constructive disagreement and problem-solving skills.
Actively Model and Encourage Optimism	• Use data to illustrate progress. • Spread a message of hope and perseverance.
Act Like a Leader	• Work to meet the needs of your team at any given time. • Facilitate group collaboration.

The Present Study

The School Culture and Climate Committee Functioning Assessment (SCCCFA) was a tool developed to address each critical area of effective team functioning. One chasm identified in the literature was the discrepancy between what teams aspire to do and what they can actually do, based on feasibility when considering some of the constraints in the school setting such as time and resources (Bryk, 2015). In particular, this was found to be the case with reflection time, as it seems as though it is difficult to find adequate time for self-reflection in the educational settings. This reality raised a separate question that was considered in the development of the SCCCFA and that was, how can actionable self-reflection be incorporated into the process of assessment completion without requiring too much time? This, in essence, is the function of the SCCCFA. It is an assessment tool that does not require much time to complete but does require active engagement in self-reflection. Aside from the reflection needed to complete the assessment, it also contains a specific section that highlights various ways in which the team can be monitoring its own practices, evaluating school-wide practices, and then using the data collected for improvement efforts (Novick et al., 2002). Part of the rationale for incorporating this section into the assessment was also to encourage teams to engage in data based decision making, such that their actions would be informed by the data they were continuing to collect and analyze (Elias & Berkowitz, 2016; Marzano et al., 2005)

The present study examines a tool called the School Culture and Climate Committee Functioning Assessment (SCCCFA) to understand its value in helping School SEL leadership, Culture and Climate (SCC) committees, and related committees (i.e., implementation support teams) in urban elementary and middle schools refine and improve their functioning. Toward that goal, several research questions were examined, focusing on the:

Assessment utility.

1. How well are the proposed dimensions of the assessment internally consistent and positively related to other dimensions without significant overlap?

2. What were the committee members' perceptions of the assessment and what modifications were made to the assessment based on respondent feedback?

Perceptions of committee effectiveness.

3. Is there a correlation between the functioning of the committee leadership and perceived effectiveness of the committee, as indicated by the functioning assessment?

4. Is there a relationship between the extent to which committee members completed the assessment and each committee's perceived behavior change or improvement over time?

5. Do ratings over the course of the school year reflect positive change (growth) in the functioning of specific committees?

6. How do committees' perceptions of their own team effectiveness compare to overall school SCC or SEL implementation effectiveness?

To address these questions, a combination of psychometric analysis and exploratory analysis of individual school teams will be used.

Method

Setting

The project was conducted within a large middle school in an urban public school district in New Jersey. The overall demographics for the district were such that about 88% of the students were Hispanic and around 10% were African-American. In addition, out of more than 10,200 students enrolled in the district, about two-thirds spoke one of 41 languages other than English in the home. The district's socioeconomic status breakdown was such that 86.3% of the

students in PreK-12th grade were eligible for free or reduced lunch. Of the 9 schools from grades

PreK-8, 3 were designated as Focus schools, which means they were among 10% of schools in

New Jersey with the overall lowest subgroup performance. The middle school was designated as

a Priority School, which means it had been identified as among the lowest performing 5% of

Title I schools in the state over the past three years.

Participants

A consultant team from the Rutgers Social-Emotional and Character Development Lab

was invited to begin working with the middle school in 2011 after an escalation of discipline

incidents and continued lack of progress in academic success. This led to a district-wide

commitment to implement SEL across all PreK-8 schools. The Rutgers team consisted of

individuals from the Social-Emotional and Character Development Lab, the Graduate School of

Applied and Professional Psychology (GSAPP), and the Collaborative Center for Community-

Based Research and Service at Rutgers. All of the Rutgers partners adhered to the principles of

collaborative community-based action research and the research was accepted by the

Institutional Review Board (IRB) of Rutgers University as Exempt under category #1 (the

evaluation of normal educational programs).

The participants in the study were members of the School Culture and Climate (SCC)

committees in each elementary school, and in the middle school; they consisted of teachers and

other personnel who selected this committee as their form of professional service to their school

or who were appointed to the committee by their building administrator. Members of the SCC

committees committed to bimonthly meetings to enhance school culture and climate, and

promote social and emotional learning in students. Each committee had a leader who acted as a

liaison for the District Culture and Climate committee, which met bimonthly and coordinated

efforts within the school district. Other professionals within the district involved in SEL-related district programming were interviewed to gain additional perspectives on the effectiveness of schools and their respective building leadership teams. Because the assessment in this project evaluated assigned school duties, it was determined that instead of sampling; the project team would use the universe of this particular school district's school culture and climate committee members to gather data. The Rutgers collaborative team managed distribution and monitoring of the SCCCFA.

Procedures

The study was introduced to School Culture and Climate committee members by the Assistant Superintendent as an evaluation and improvement of SCC committee functioning over the course of the school year. The SCC committee members were provided with an information sheet explaining that an assessment would be completed at the start of school and approximately every 2-4 weeks thereafter over the course of the school year (See Appendix A for Information Sheet). An information sheet was used rather than a consent form because the participants were not given the option to refuse, as participation was part of their job expectations. Responses were shared with the Rutgers collaborative team and no individual responses were shared with the district or school administration. Only aggregate information was provided, as well as periodic summary feedback to individual school teams about their own performance.

Measure

Instrument development. The Rutgers Social-Emotional and Character Development (SECD) Lab developed the SCCCFA after a comprehensive review of the literature, which examined effective school leadership teams, implementation support teams, and previous measurement methods and improvement of team functioning. A rough draft of the tool was

developed by a team of Rutgers graduate students and reviewed by the Lab director/co-principal

investigator of the project. When completed, the tool consisted of 11 subscales and 58 items,

with each subscale addressing a critical area of effective leadership team functioning. More

broadly, the tool was divided into 4 sections, each with its own unique item format.

The first section requested identifying information from the respondent, including the

respondent's name, school, position/subject area, and grade level. Identifying information was

collected to help monitor completion rates and provide positive recognition for those individuals

who took the time to complete the assessment. Part of the rationale for this added component

was to model a culture of appreciation, whereby individuals would get recognized for their

actions as opposed to calling individuals out for their inactions.

The second section examined structural qualities of initial and ongoing team functioning,

such as the frequency of meetings, duration of meetings, division of labor, development of action

steps, etc. The 4 item response options reflect the frequency at which a specific practice

occurred, ranging from "never" to "all of the time." The final two items in this section paralleled

the same structure as those in the final section of the assessment as they measured the extent to

which the committee respondents were prioritizing best practice guidelines.

The third section consisted of leadership team best practices written as aspirational

statements, and the 5 response options reflected the extent to which the practice was a priority

for the committee. The response options ranged from "low priority" to "ongoing and well

institutionalized" and were modeled after the format used in the 8-item measure developed by

(Elias & Berkowitz, 2016).

The final section of the assessment is where the committee members could reflect on the

leadership of their committee. Items were formatted such that respondents could choose from 3

possible options reflecting the frequency at which the committee leader carried out a specific

practice. The format of this particular section was carefully crafted to ensure the constructive

nature of the feedback, keeping each of the response options positive in nature, as the feedback

would be directed toward a specific person within the committee.

Items were initially grouped into the different areas of team functioning by graduate

students who consulted the existing literature on these areas. Inter-correlations were then run to

examine the degree to which items within a subscale agreed with one another. Appendix B

contains the 58-item assessment.

School Culture and Climate Committee (SCCC) Effectiveness

To understand how ratings on the assessment may relate to ecological factors within the

school or school SCC/SEL effectiveness, qualitative data gathered from district-level officials

combined with committee members' comments on the assessment was used. The qualitative data

gathered on ecological factors and SCC/SEL effectiveness was used to identify two groups:

schools relatively high and low in SEL implementation. District-level personnel were

interviewed using a semi-structured interview protocol that addressed general topics of school

leadership, culture and climate, and overall indicators of an effective school (see Appendix C for

the interview protocol). They were encouraged to speak more specifically about schools within

this particular district, identifying factors in the leadership and implementation of SEL programs

that help indicate whether a school is more or less effective in their SCC or SEL improvement

efforts. Additionally, school consultants from the SECD Lab who worked directly in multiple

schools within the district were interviewed in a similar fashion, to add their perspectives on

what ecological factors might make some schools' SCC and SEL implementation efforts more

effective than others in comparison to committees' perceptions of effectiveness as indicated by

the SCCCFA. Information gathered from the consultant and district level-interviews, combined

with the writer's on-site observations of these schools, allowed triangulation of data to yield

clear consensus on two groups of schools: highly effective implementation schools and less

effective implementation schools. This dichotomization was used as a dependent variable in

discriminant analyses and logistic regression to determine a profile of SCCCFA dimensions that

relate to overall effectiveness of SEL program implementation.

Results

Sample Descriptives

The sample of this study was comprised of 10 distinct School Culture and Climate (SCC)

committees, each one representing a different elementary or middle school within an urban,

public school district. The total number of respondents varied slightly across the 4 distribution

time points; however, the time of distribution most representative of the sample was Round 4, as

indicated by completion rate reports. Therefore, across the 10 committees, there were 84

respondents total (n=84) in Round 4. This represented 78.5% of total SCC membership across all

schools. Demographic variables of the sample include gender, position within the school, and

target grade level. A breakdown of each committee's demographic constellation can be found in

Appendix D.

Table 2
Descriptives of SCCCFA Respondents at Round 4

Demographic Variable	Frequency	
	n	*%*
Gender		
Did Not Disclose Name	2	2.4
Female	74	88.1
Male	8	9.5
Position		
General Education Academic Teacher	38	45.2
Special Education Teacher (Self-Contained/BSI/ICS)	24	28.6
Special Area Teacher (Art/PE/Music/ESL)	3	3.6
Administrator	3	3.6
Student Support Personnel (Nurse/Counselor/Social Worker/Psychologist/ISS)	16	19
Grade Level		
Lower Elementary (Pre-K – 2)	17	20.2
Upper Elementary (3-6)	26	31
Middle School (6-8)	21	25
Multiple Grade Levels (Across the aforementioned catego	18	21.4
Missing	2	2.4

SCCCFA Modifications

After Round 1, feedback was collected through the District Culture and Climate

committee (DCCC), which was comprised of at least one representative from each school's

culture and climate committee. DCCC members were asked to gather feedback from their

schools' committees about the assessment, including any suggestions they had regarding the

structure and format of the material. The DCCC shared that there were too many response

options for each question and there was no option for "does not apply," which many felt made

the assessment more difficult to complete. The perceived lack of clarity in response options

could also have impacted the assessment's validity, making it less likely to be collecting the

information it was intended to collect. The DCCC also reported that the assessment should

include open-ended sections where respondents would have the opportunity to explain why they

chose a specific response option or further elaborate on their responses. Finally, the DCCC

members unanimously felt that the assessment was too long for the committee members, many

of whom were teachers and had trouble finding time to complete it.

Based on this feedback, modifications were made for Round 2. After the first distribution

of the assessment, new response options were discussed and the four options that were approved

by the DCCC were: Not evident or discussed, Discussed but no action, Procedure/process carried

out at times, and Done consistently/routinely. In addition, an open-ended comments section was

added to the end of every subscale, providing respondents with 11 different opportunities to

provide open-ended responses. A reliability analysis on data collected from Round 2 was also

used to determine which items could be deleted in an attempt to reduce the length of the scale.

The analysis indicated the degree to which individual items were correlated with other items

within a specific subscale and was used to determine how the overall subscale variance and

reliability would be effected if an item were to be deleted. Items with the lowest corrected item-

total correlation that improved the scale's overall reliability upon deletion were deleted from the

assessment. In total, 9 items were deleted from the assessment, with at least one item deleted

from each sub scale. Please see Appendix E for a detailed breakdown of the analysis outlining

specific item-total correlations and corrected scale alphas.

Subscale Development: Item Grouping

A factor analysis of items was conducted to examine the number of factors accounting for

the examined variance within the assessment and how the individual items could be grouped

within those factors. The factor analysis at the second distribution of the assessment, or Round 2,

indicated that 11 distinct factors with an eigenvalue greater than 1.0 accounted for 79.433 % of

the total variance (Appendix F). Data from Round 2 was reported because this round was used to

verify grouping of items using statistical analyses during the survey development, and analyses results remained consistent in subsequent Rounds. Items were then grouped statistically into the factors based on the extent to which each item accounted for 50% or more of the variance within the given factor, indicating it was most relevant for that factor. This grouping of items into factors was then compared to how the items were grouped initially by the development team to determine whether or not the items should be re-grouped or adjusted. After a thorough comparison by the research team, no significant differences were found between how the items were grouped statistically and how the development team grouped them originally. This was confirmed through a second analysis, in which a factor analysis was conducted for each subscale of the assessment. This analysis was used to determine whether, when grouped, the items fell into the same components and were highly correlated with one another within that component.

Subscale Development: Inter-correlations

All subscales were not correlated more than .75 during Round 2, suggesting that there was no significant overlap that would have justified combining subscales. Inter-correlations of subscales were reported at Round 2, as this was the time in the assessment development process when structure and scale composition were confirmed. During rounds 3 and 4, inter-correlations between subscales were higher and in some cases, correlated at .75 or greater. This will be taken into account when analyses are reviewed and interpreted in Rounds 3 and 4, as subscales correlated greater than .7 should not be interpreted as distinct. Alphas for each subscale remained statistically strong during subsequent distributions of the survey.

Table 3
Inter-correlations of Subscales at Round 2

Scale	1	2	3	4	5	6	7	8	9	10	11
1. Structural Qualities	1	.652**	.493**	.427**	.508**	.370**	.355**	.100	.411**	.477**	.516**
2. Safe Environment	-	1	.611**	.410**	.442**	.307**	.392**	.057	.295**	.632**	.553**
3. Shared Vision	-	-	1	.594**	.613**	.421**	.572**	.173	.342**	.663**	.373**
4. Goal Setting	-	-	-	1	.733**	.687**	.669**	.308**	.547**	.460**	.278**
5. Reflection, Reassessment, and Improvement	-	-	-	-	1	.695**	.658**	.346**	.512**	.460**	.337**
6. Optimize Strengths	-	-	-	-	-	1	.717**	.377**	.689**	.405**	.266*
7. Enhance Visibility	-	-	-	-	-	-	1	.443**	.652**	.498**	.329**
8. Nurture Relationships	-	-	-	-	-	-	-	1	.419**	.106	.068
9. Communication	-	-	-	-	-	-	-	-	1	.434**	.403**
10. Optimism	-	-	-	-	-	-	-	-	-	1	.557**
11. Leadership	-	-	-	-	-	-	-	-	-	-	1

$^*p < .05;$ $^{**}p < .01$

Subscale Development: Internal Consistency

Cronbach's coefficient alpha was used to measure the internal consistency reliability of each subscale (Sattler, 2008). This measurement indicates the extent to which items were uniform or agreeable within each subscale. These analyses were computed at Rounds 2, 3, and 4 of the assessment distribution to ensure that the measurements reflected psychometric properties of the stabilized and most updated version of the assessment as well as to ensure consistency across multiple time points. Reliability coefficients were not analyzed for Round 1 of the assessment distribution because the response structure of the assessment was different and therefore not comparable to the version distributed at the subsequent time points. According to Davidshofer and Murphy (2005), coefficients between .70 and .79 suggest moderate or fair reliability, between .80 and .89 suggest moderately high or good reliability, and between .90 and .99 suggest high or excellent reliability. Internal consistency reliability of the 12 subscales for Round 3 was typical of all rounds and can be found in Table 3; it is evident that internal consistency reliability of the subscales was either moderately high or high for each of the scales except structural qualities, which was moderate. Lower internal consistency of the structural

qualities scale could be attributed to a variety of confounding factors, including differential

influence of social desirability across committees, as committee members were rating the degree

to which their committee followed concrete structural practices such as frequency and format of

meetings.

Table 4
Internal Consistency for Each Subscale at Round 3

Subscale	Cronbach's Alpha
Structural Qualities	.742
Safe Environment	.949
Shared Vision	.914
Goal Setting	.894
Reflection Reassessment and Improvement	.872
Optimize Strengths	.883
Enhance Visibility	.923
Nurture Relationships	.886
Communication	.842
Optimism	.887
Leadership	.910

Leadership Correlations

Table 5
Leadership Scale Correlations Across All Schools

Scale	Leadership (R2)	Leadership (R3)	Leadership (R4)
1. Structural Qualities	-	-	-
2. Safe Environment	.553**	.592**	.726**
3. Shared Vision	.373**	.512**	.487**
4. Goal Setting	.278**	.370**	.596**
5. Reflection, Reassessment, and Improvement	.337**	.287**	.527**
6. Optimize Strengths	.266**	.445**	.600**
7. Enhance Visibility	.329**	.382**	.574**
8. Nurture Relationships	.068	.388**	.219
9. Communication	.403**	.498**	.551**
10. Optimism Revised	.511**	.525**	.852**
11. Leadership	1	1	1

$^{*}p < .05; ^{**}p < .01$

The leadership scale, which examined each committee's perceptions of their committee leader and his or her effectiveness, was significantly correlated to all other areas of committee functioning except the extent to which the committee nurtured relationships. The strongest correlations existed between the committee's leadership and their perceptions of how safe the committee environment was and the extent to which the committee maintained optimism. The optimism subscale was revised in this statistical analysis because it was determined that one of the items within the scale significantly overlapped an item on the leadership subscale, therefore skewing the scale correlation. The revised scale correlation reflects an accurate depiction of the relationship between the two scales. Due to the high variability of leadership across school committees within the observed sample, a closer look at how committee leadership correlated to committee perceptions across different domains of functioning should be examined at the individual school level. This would give a better indication of how leadership was or was not related to committee perceptions of its own functioning.

Rates of Completion and Committee Perceptions

The number of committee members who completed the assessment at each time of distribution out of the total number of committee members, by school, was examined to see if those percentages were related to how the committees perceived their functioning. First, within-committee trends were examined to see whether changes in completion rates from each time point were related to upward or downward trends of perceived functioning. No within-committee trends were found to be related to completion rates at any given time period. Looking across committees, it was observed that committees had very different rates of completion, where some were consistently high and others consistently low, with overall variability across the different

times of distribution. However, these different rates of completion across committees did not

appear to be related to how committees perceived the effectiveness of their functioning.

Table 6
Rates of Completion

School/Committee	Round 2 (%)	Round 3 (%)	Round 4 (%)
High			
School 1	100.0 (5/5)	100.0 (5/5)	100.0 (5/5)
School 2	100.0 (7/7)	85.7 (6/7)	100.0 (7/7)
School 3	100.0 (8/8)	85.7 (6/7)	85.7 (6/7)
School 4	100.0 (11/11)	100.0 (11/11)	81.8 (9/11)
School 5	100.0 (15/15)	80.0 (12/15)	80.0 (12/15)
School 6	87.5 (7/8)	87.5 (7/8)	87.5 (7/8)
School 7	91.7 (11/12)	83.3 (10/12)	83.3 (10/12)
Low			
School 8	57.1 (8/14)	62.3 (9/14)	71.4 (10/14)
School 9	50.0 (6/12)	58.0 (7/12)	50.0 (6/12)
School 10	-	23.1 (3/13)	46.0 (6/13)

High completion rate group – 75% or more completion every time
Low completion rate group – less than 75% completion every time

Committee Perceptions Over Time

Based on the data collected for this study, no trends of growth in any of the measured

areas of functioning were observed, as committee perceptions of functioning were significantly

varied across the second, third, and fourth rounds of assessment distribution. The first round is

not being factored into this comparison, as the format of the assessment was significantly

different and therefore the scores are not comparable. Within each committee, mean scores on

some specific subscales reflected upward trends, suggesting positive change or growth in a

specific area of functioning, while others reflected downward trends. Additionally, the degree to

which multiple subscales reflected similar trends was variable both within and across the

different school committees. Some school committees' ratings across the school year indicated

relatively stable functioning.

Table 7
Mean Scores Across Rounds

Subscale/Committee	Round 2	Round 3	Round 4
Creating a Safe Environment			
School 1	3.63	3.85	3.51
School 2	3.32	3.50	2.71
School 3	3.78	3.79	3.83
School 4	3.60	3.55	3.56
School 5	3.65	3.85	3.69
School 6	3.96	3.68	3.89
School 7	3.38	3.35	3.45
School 8	3.93	3.98	3.90
School 9	3.46	2.43	1.92
School 10	-	2.00	2.71
Building Personal and Shared Visions			
School 1	3.71	3.69	3.80
School 2	2.67	2.69	2.54
School 3	3.79	3.69	3.90
School 4	3.14	3.17	3.44
School 5	3.13	3.41	3.52
School 6	3.55	3.80	3.86
School 7	3.39	3.43	3.49
School 8	3.42	3.51	3.40
School 9	2.95	1.91	2.20
School 10	-	2.33	2.50
Setting Goals Based on Vision			
School 1	3.52	3.48	3.50
School 2	3.21	3.13	2.78
School 3	3.73	3.52	3.76
School 4	3.13	3.14	3.30
School 5	2.63	2.88	3.19
School 6	3.73	3.66	3.80
School 7	3.34	3.36	3.39
School 8	3.54	3.61	3.46
School 9	2.99	2.14	1.83
School 10	-	2.25	2.33

Table 7 - Continued

Reflection, Reassessment, and Improvement			
School 1	3.00	3.15	2.67
School 2	3.14	2.63	2.10
School 3	3.66	3.29	3.39
School 4	2.62	2.61	2.82
School 5	2.68	2.60	2.75
School 6	3.68	3.46	3.71
School 7	3.20	3.18	3.20
School 8	3.23	3.42	3.17
School 9	2.79	2.05	1.83
School 10	-	1.50	2.17
Optimize Strengths			
School 1	3.65	3.80	3.53
School 2	3.42	2.88	2.76
School 3	3.69	3.63	3.78
School 4	3.08	3.23	3.48
School 5	2.86	3.18	3.36
School 6	3.79	3.57	3.86
School 7	3.41	3.48	3.43
School 8	3.54	3.67	3.73
School 9	2.63	2.25	2.33
School 10	-	2.67	2.61
Enhance Visibility			
School 1	3.39	3.48	3.40
School 2	2.77	2.57	2.14
School 3	3.58	3.57	3.38
School 4	3.03	2.84	2.94
School 5	2.63	2.84	2.81
School 6	3.57	3.63	3.75
School 7	3.28	3.48	3.43
School 8	3.68	3.80	3.60
School 9	2.70	2.20	2.00
School 10	-	2.40	2.21
Nurture Relationships			
School 1	3.20	3.13	3.60
School 2	3.14	3.22	3.50
School 3	2.50	2.83	2.00
School 4	2.64	2.79	3.11
School 5	2.04	3.01	2.58
School 6	3.86	3.67	3.86
School 7	2.79	3.10	3.15
School 8	2.71	3.22	3.10
School 9	2.78	1.76	2.67
School 10	-	2.89	2.75

Table 7 – Continued

Encourage Communication			
School 1	3.25	3.65	3.33
School 2	2.93	3.00	2.91
School 3	3.50	3.08	3.17
School 4	3.02	2.89	3.41
School 5	3.07	3.33	3.00
School 6	3.86	3.75	3.71
School 7	3.25	3.38	3.10
School 8	3.41	3.63	3.50
School 9	2.50	2.50	2.33
School 10	-	2.67	2.56
Actively Model and Encourage Optimism			
School 1	3.73	3.87	3.53
School 2	2.81	3.17	2.52
School 3	2.91	3.94	3.94
School 4	3.39	3.49	3.41
School 5	3.61	3.85	3.81
School 6	3.71	3.86	3.81
School 7	3.18	3.53	3.37
School 8	4.00	3.96	3.83
School 9	3.17	2.38	2.22
School 10	-	2.44	2.72

Applicability: Committee Perceptions Related to Overall Implementation Effectiveness

The extent to which schools effectively implemented school wide social and emotional

programming, both within the classroom and through whole-school activities, was measured

through interviews with key administrative stakeholders within the district as well as with

Rutgers team consultants who had exposure to each of the schools and their committees. This

information was used as an external outcome measure of school implementation effectiveness.

Through the interviews, it was clear that schools could be considered highly effective in their

implementation if a few different things were occurring. First, explicit SEL instruction was

occurring within the classroom, as indicated by lesson plans, observations from administrators,

and teacher reports. Second, structural changes in the school day were implemented by teachers

and reinforced by administrators to allow for morning meeting time every morning, during which time teachers could meet with their students, orient them to the school day, and reinforce a specific SEL skill or competence being addressed that week. Third, there was a clear connection being made between explicit SEL instruction and school-wide themes and events, such that students and teachers alike were learning and practicing SEL skills across multiple levels of the school system. Finally, in each of these schools, SEL was viewed as a priority by school administration and therefore became a priority for teachers and other building personnel, such that SEL and school culture and climate work were becoming infused in the everyday school business. For schools categorized as less effective in their implementation, one or more of these things were not happening.

Based on this information, the nine schools with elementary grades (k-5) were dichotomized into a highly effective group and a less effective group for overall school implementation. Four schools that possessed each of the factors listed above were categorized into the highly effective group while the other five schools were categorized into the less effective group.

A discriminant function analysis was conducted to determine if mean scores on spotlight items or subscales predicted the external implementation outcomes used to categorize the school into a highly effective or less effective implementation group. When conducting a discriminant function analysis, it is assumed that there is equal covariance across groups and this assumption is tested using the Box's M test. The significance value of this test for both the discriminant function analysis of the subscales and that for the spotlight items was less than .05, suggesting that the assumptions were not met and thus the respective model results are suspect. Therefore, these results should be interpreted with caution.

At Round 3, the model was not significant. This supports the hypothesis that scores may

not be stable at this point in the school year, but may stabilize by the end of the school year,

reflecting a summary of committee functioning over the entire school year. At Round 4, the

discriminant function analysis was significant for the subscales (U=.722, p=.006) and spotlight

items (U=.835, p=.010). Table 8 and Table 9 reflect results from the discriminant function

analysis of the subscales at Round 4. Results of the spotlight item analysis were similar and

therefore provided no new information to report. The functions at group centroids in Table 8

were used to interpret the classification function coefficients in Table 9, which shows the

strength of each subscale as a predictor into the highly effective implementation group (Hi) or

less effective implementation group (Lo). The discriminant function (nature of prediction) of the

less effective implementation group can be characterized by lower scores on the Optimize

Strengths and Shared Vision subscales and higher scores on the Enhance Visibility subscale. The

discriminant function of the highly effective implementation group can be characterized by

higher scores on the Optimize Strengths, Goal Setting, and Communication subscales and lower

scores on the Reflection, Reassessment, and Improvement subscale.

Table 8
Functions at Group Centroids for Subscales

Implementation Group	Function 1
Lo	-.503
Hi	.747

Table 9
Classification Function Coefficients for Subscales

Subscale	Implementation	
	Lo	Hi
Safe Environment	-.382	1.066
Shared Vision	2.604[*]	2.210
Goal Setting	1.642	2.658[*]
Reflection Reassessment and Improvement	-1.448	-2.617[*]
Optimize Strengths	3.487[*]	3.869[*]
Enhance Visibility	-2.297[*]	-1.036
Nurture Relationships	1.916	2.153
Communication	1.788	2.649[*]
Optimism	1.574	-.433

p = .006
* = Strong predictor of implementation group

A logistic regression was also run using the data collected from Round 4 to understand the nature of prediction of the subscales and spotlight items. The results were similar to those in the discriminant function analysis, which was to be expected as they serve as parallel analyses.

Discussion

Study Findings

The SCCCFA was found to have promise in its psychometric properties. Most of the subscales were inter-correlated to some extent but less than .75 across three rounds of distribution, suggesting that each subscale measured a related but distinct content within the construct of effective committee functioning. The subscales contained Cronbach's alpha reliability coefficients ranging from moderately high or good reliability to high or excellent reliability across three rounds of distribution, classified using the categories defined by Murphy and Davidshofer (2005). The Leadership subscale, examining committee perceptions of their own leadership, was most strongly correlated to the Safe Environment and Optimism subscales and least correlated to the Nurture Relationships subscale. Over the three rounds of distribution, there was high variability in rates of completion across school committees and there was no

observable relationship between committee rates of completion and perceptions of functioning. Additionally, no patterns of growth or positive change were observed in committee perceptions of effectiveness over time.

The discriminant analyses conducted used committee perceptions, quantified by mean scores on subscales, to help predict whether a committee would be highly effective in their implementation efforts or less effective, as identified by external, objective raters of effectiveness. Results of the discriminant analyses showed most clearly that committees who are seen as implementing least effectively perceive themselves as relatively low in the areas of optimizing strengths and sharing vision *while also* perceiving themselves to function effectively in their ability to enhance visibility. Committees that perceived themselves to function effectively in the areas of optimizing strengths, setting goals, *and* communicating well were predicted to be in the *highly* effective implementation group.

Comparison with Existing Literature

The existing literature addressing school-wide implementation of programs such as SEL or character education emphasized the importance of establishing an implementation-support team or committee to oversee and monitor implementation. It also delineated, across a variety of studies and resources, the various components that make up an effective team. However, it was not clearly identified which areas of team functioning were most important, or were most related to effective program implementation. This next step is what the results of this study have begun to explore. Committee members in an urban public school district were primed with what the literature deemed as "best practices" for implementation support teams. The study then examined how those committees were or were not affected by the assessment as a formative assessment

measure and what information was yielded to potentially help inform overall effectiveness of the teams.

One inconsistency between the literature and observed results from this study was the relative effectiveness of a formative assessment. Pasi (2001) and Bryk (2015) both stressed how formative assessment could be used to inform the implementation process, thus improving implementation as it was occurring. The results from this yearlong study piloting the SCCCFA showed that ongoing feedback from the assessment to committee members, throughout the school year, did not yield any significant change in committee perceptions of their functioning. Logically, no change in perception would reflect the actual functioning of the committees. In contrast, the literature hypothesized that ongoing feedback during implementation, as delivered through a formative assessment, should yield change over time. To understand this discrepancy between literature and current research results, it might be important to also consider the nature of the feedback and frequency at which it was delivered. Anderson and Krathwohl (2001) discussed how the type of feedback and way in which it is delivered is crucial when considering how it is received and used. Furthermore, they proposed that declarative knowledge is more informational whereas procedural knowledge is more actionable (Anderson & Krathwohl, 2001). Therefore, the extent to which the information delivered by the SCCCFA was declarative versus procedural should be considered as well as the method through which it was delivered. The information from the SCCCFA was delivered through a feedback form generated by the research team, with input from the DCCC, which was then reviewed by the committee team leader and the committee's respective research team consultant. The feedback form was often shared electronically with the remainder of the committee. Perhaps this method of feedback delivery was a contributed to the observed discrepancy, as maybe the feedback was not adequately

interpreted or disseminated to the entire committee. The feedback form can be found in

Appendix G.

The results of this study supported one of the major points of emphasis in the literature,

which was that communication of the committee, both within and to outside parties, was key for

effective implementation (Kress & Elias, 2013; Pasi, 2001). To take it one step further, the

results of the discriminant analysis of subscales suggested that the more committees perceived to

be effective in their communication practices, the more likely they would be categorized in the

highly effective implementation group. This supports the literature's claim that good

communication is crucial for a committee to facilitate effective program implementation in a

school. Additionally, the subscales identified in the discriminant analysis of subscales as

predictors of highly effective schools were largely consistent with the areas of functioning

included in the Leadership Team Functioning tool developed by Elias and Berkowitz (2016).

Explanation of Results

Assessment qualities.

One of the first aspects of the SCCCFA that was examined was the internal consistency

of the assessment, based on the degree to which each subscale was internally consistent and the

extent to which subscales agreed with one another. In the results, it was reported that the

Structural Qualities subscale of the assessment, which is where structural information about the

committee was reported such as frequency of meetings, duration of meetings, structure of

meetings, responsibilities of each member during meetings, etc., had a lower internal consistency

than the other subscales. This is potentially inconsistent with preconceived notions of the

subscale because one might assume that constructs such as frequency of meetings is objective as

opposed to subjective, and therefore perceptions of those constructs should be especially

consistent throughout a committee. However, it is hypothesized that a few confounding variables were influencing the nature of committee responses. First, responses on this assessment were NOT anonymous for purposes of awarding professional development credit to those who completed the assessment and also for improving completion accountability. Therefore, it is likely that social desirability impacted the way in which some individuals reported their committees' structural qualities. Some individuals may have strived for honest responses while others may have been more optimistic in their responses, reflecting a more desired perception of their structural qualities. Additionally, depending on when the assessment was completed, perceptions of structural qualities of the committee could have been skewed by environmental pressures such as time of day and other stresses that may have clouded the memory or judgment of the respondent. Perceptions of structural qualities may have also varied based on a member's own level of involvement on the committee. For example, if a committee member only attended two out of five committee meetings, their perception of how the committee functioned during those meetings may not have been reflective of all committee meetings, but rather, just the ones that they attended.

In an effort to better understand how well the assessment was broken down into subscales, the research team looked at the inter-correlations of subscales. This information helped the team see how well subscales were related, being alert to where the scales were covering overlapping constructs and therefore could be combined. The expectation was that subscales would be correlated to one another, but should not exceed a Pearson's correlation of .70. A correlation greater than .70 would suggest that the subscales were too similar and therefore could not be considered to measure two distinct aspects of a related construct such as committee functioning.

In running the inter-correlations of subscales at Round 2, it was found that two pairs of subscales were correlated greater than .70. The first pair was the Goal Setting subscale and the Reflection, Reassessment, and Improvement subscale, which were correlated at $r=.733$, p<.01. One piece of committee functioning that is evident in both related topics of setting goals and reassessing progress for the purpose of improvement is the use of data collection strategies and resources. The literature articulates how data collection is used as a method of compiling information to inform the development of attainable and measurable goals, which is then monitored through a constant cycle of evaluation and reflection (Marzano et al., 2005). The related use of data collection within both areas of committee functioning could explain the higher correlation between the two subscales. While the items within each were categorized into the two distinct subscales through the combined findings of factor analyses and research team discrimination based on the literature, it would be important to continue to re-evaluate the correlation between these two subscales in future use of the assessment, to ensure that the subscales do not become any more correlated. If so, then it would be recommended to either combine the subscales or parse through the individual items of each to determine which may be contributing to the excessive similarity between the two subscales. For this study, the mean scores from the Goal Setting and Reflection, Reassessment, and Improvement subscales should not be interpreted as distinct, but rather as exploratory in nature, due to the extent to which they are correlated.

The second pair of subscales included the Optimize Strength subscale and the Enhance Visibility subscale, which were correlated at $r=.717$, p<.01. A specific strength of committee functioning that is highlighted in the literature is a committee's ability to publicly celebrate and communicate its successes (Marzano et al., 2005). While this is a strength that should be

optimized within committees, it can also be viewed as a way in which committees could be

enhancing their visibility to the school community. This particular overlap could have

contributed to the higher correlation between subscales, as publicly celebrating successes is

directly related to enhancing a committee's visibility. Once again, a factor analysis supported

grouping of the items in these distinct subscales. However, the correlation between the two

should be re-examined during future use of the assessment to help determine whether the

subscales should be combined or items should be revised to help create more distinct content

reliability. For this study, the mean scores of the Optimize Strengths subscale and the Enhance

Visibility subscale should not be interpreted as distinct, but rather as exploratory, due to the

extent to which they are correlated.

Continuing to examine inter-correlations of subscales, an area specifically explored in

this study was the extent to which the Leadership subscale was correlated to the other subscales.

The rationale for this closer look was to better understand the possible relationship between

committee leadership and other areas of committee functioning. The subscales most correlated

with the Leadership subscale included the Optimism, Safe Environment, and Communication

subscales. This pattern of correlations is consistent with the literature, such that how committees

perceived their leadership was related to how they perceived overall committee optimism, the

safety of the committee environment, and the committee's ability to communicate effectively.

One important point to note about these results, which were reported for Rounds 2, 3, and 4 of

distribution, is that they were the correlations of subscales across ALL committees. These results

do not give specific within-committee correlations, which would then be able to suggest how

leadership of a specific committee related to how the committee perceived other areas of its

functioning. Therefore, to gather more meaningful and actionable information about how a

specific committee's leadership is related to other areas of its functioning, correlations at the individual committee level should be examined.

Rates of completion and perceptions of committee functioning.

One of the research questions posed in this study examined whether there was a relationship between the extent to which committee members completed the SCCCFA and each committee's perceived behavior change or improvement over time. The results indicated that there was no significant relationship, as rates of completion and perceptions of committee functioning as indicated by mean subscale scores, were independent. This is inconsistent with the hypothesis that more exposure to the best practices outlined in the assessment, and actionable feedback from the assessment responses, would yield positive behavior change. First, it is possible that the time sample in this study was not long enough to show any substantial trends. The assessment was only administered four times over the course of one school year, and only three of those rounds were analyzed. Trends reflective of behavior change may require multiple years to become noticeable or significant.

Second, the time it took to complete the SCCCFA was estimated to be around 15 minutes by the Qualtrics data collection program. This completion time, which was also viewed as professional development time, may not have been sufficient enough to affect noticeable change in committee perceptions. Thinking about the entire year during which data was collected, individual committee respondents were completing the assessment, on average, for a total of 45 minutes each. This amount of time is miniscule when compared to the amount of time committee members spent managing other responsibilities in the schools.

An additional question to consider is whether or not the way in which completion rates were examined may have impacted the information yielded. It might be possible that if the

completion rates of specific stakeholders on the committees were examined and then compared
to committee perceptions of functioning, different results would have been found. This is
supported by a different theory, such that the extent to which the background of the committee
member (e.g., general education teacher, school support staff member) or extent of participation
in committee meetings, could have an impact on the perceived functioning of the committee.
These possibilities could help to explain why there was no noticeable relationship between
overall committee completion rates and their perceptions of committee functioning in this study.

Perceptions of committee functioning over time.

Another research question examined whether or not ratings over the course of the school
year reflected any positive change or growth. The results indicated that there was no observable
upward trend in the mean scores across the three rounds of distribution, suggesting that the
committees' perceptions of their own functioning did not improve over time. This result could
have been attributed to the professional makeup of the committees and extent to which each
member was an active attendee/participant at committee meetings. It is possible that the
professional background of the committee members may not have afforded them with the
foundation needed to be receptive to constructive feedback and actionable reflection.
Additionally, it is not clear how actively involved the committee members were throughout the
year, which could have influenced their ability to accurately reflect potential change over time.

Another possible contribution to the lack of improvement in the scores over time may
have been the types of scores being examined. The scores represented the mean subscale scores
for each committee at each time point. In other words, the 10 committees each had 9 scores that
summarized their committees' perceptions of its functioning at each round of distribution.
Perhaps, a more global estimate of each committees' ratings that incorporated each of the 9

subscale mean scores would have made comparison across time points more feasible and informative. The concern with this method would be that taking an average of average scores and comparing them would not yield an accurate depiction of committee perceptions and how they changed or did not change over time.

A third possible explanation to consider when interpreting these results is the frequency with which feedback was delivered after each round of the assessment was completed. As the completion windows for each round were open for about 2 weeks, only a month or two was allotted in between rounds of distribution. Furthermore, the feedback form that was developed for the purpose of providing actionable information to committees was generated using data from Rounds 2, 3 and 4, but only disseminated to committees after the assessment was completed in Round 3 and then again in Round 4. In other words, committees were only receiving feedback from the assessment during the latter part of the school year, and only before completing the assessment for the fourth and final time. To add on, only committee leaders were given time to look over the feedback forms with a member of the research team, whereas other members just received the information via email. It is possible that other members of the committees did not even look at the feedback forms, and thus missed the second essential component of the tool, which was to generate actionable feedback for committee members to improve upon. Therefore, this limited access to feedback could have also contributed to the lack of change observed over the course of the year.

Discriminant function analyses.

The discriminant function analysis was used to explore how the ratings on the SCCCFA could be related to overall implementation of a school-wide program such as SEL. The results of the discriminant function analysis of subscales were to be interpreted with caution, as there was a

significant difference in the covariance between the discriminant groups. In other words, the variability of scores in the highly effective implementation group was statistically different to the variability of scores in the less effective implementation group. The difference of variance between the two groups thus violated the Box's M test of the null hypothesis to determine if there was equal population covariance. Looking at the data and the nature of the population being examined, it seems that this difference in covariance would be expected. The less effective implementation group had significantly more variance than the highly effective group across the different areas of committee functioning. This is consistent with the hypothesis that committees that were less effective were much more varied in their perceptions of committee functioning than those that were more effective. Thinking more broadly, it is possible that attendance at meetings (and the regularity of meetings) contributed to the variability. Therefore, while these results should be interpreted with caution, the group differences confirm what we would hypothesize about group variance. Additionally, the areas of functioning on the SCCCFA that were identified as being more predictive of highly effective implementation were consistent with those that were highlighted in the literature.

The results of the discriminant analysis, which were confirmed by similar results on a parallel logistic regression analysis, hold implications for the applicability of this assessment and school-wide implementation efforts. The discriminant analysis suggests that committees who perceived themselves to be effective in the areas of Optimizing Strengths, Goal Setting, and Communication, but less effective in Reflection, Reassessment, and Improvement, were more likely to be effective in their overall implementation of a school-wide program. It is possible that committees that were more effective in overall implementation had more realistic perceptions of their committee functioning. The Reflection, Reassessment, and Improvement subscale addresses

practices involving sound data collection, clear goal development, and well-established progress monitoring systems used to reflect upon and improve committee functioning. Therefore, it is likely that the more effective committees realistically reflected on the fact that their reflection, reassessment, and improvement practices were not quite where they should be, as indicated by the SCCCFA, thus explaining how lower scores on this subscale combined with higher scores on other subscales predicted more effective overall implementation.

The discriminant function analysis also suggests that committees who perceived themselves to be less effective in Optimizing Strengths and Sharing their Vision, but more effective in their ability to Enhance Visibility, were more likely to be less effective in the overall implementation of a school-wide program. Both the data and on-site observations suggest a dynamic of these committees "talking a better game than they were playing." That is, their public face was that of an active, productive committee, but within their school, they did not capitalize on their internal resources or articulate a shared vision. Those who provided external ratings of implementation were well aware of the true status of these schools, and this discrepant information could be used as another form of feedback to improve committee functioning.

Future research should continue to examine self-reported profiles of more and less effective committee functioning as indicated by strong external criteria, seeing as committees can intentionally attempt to deceive evaluators. The added value of an assessment tool like the SCCCFA is that it can help to highlight the discrepancies between self-perceptions of effectiveness and external perceptions of effectiveness. When committees are failing externally, that will be known through other means. However, it is the discrepancies between their own perceptions of effectiveness and external indicators of their effectiveness that could be used as a critical form of formative feedback for the improvement of committee functioning.

Suggestions for Future Research

As this study included the development of a new measurement tool as well as a pilot implementation of the tool, it is safe to say that there are a number of methodological components that could be revised for future research. Consistent with what has already been stated, future studies using this assessment should look to obtain a larger sample size, potentially spanning across multiple school districts. It could also be helpful to look to expand the study across multiple school years, as ratings on the assessment could have been influenced by the time during which they were completed. A study similar to this study could be conducted to explore whether the results of this study were consistent or if they looked different. Depending on the outcomes of a comparable study, further exploration could look into ecological factors influencing the effectiveness of implementation. Another possibility could be to conduct a study with an experimental design, such that there would be a control group and experimental group. The control group could be one school or preferably, a school district that is implementing a school or district-wide SEL program with the implementation support teams facilitating the implementation process. The experimental group would then be a different school district, or the same district but different schools, that are implementing the same program with the same team structures in place. In the experimental group, the committees would receive multiple opportunities throughout the year to complete the assessment and get feedback throughout the implementation process. Implementation effectiveness outcomes at the end of the study could be examined to see if there were significant differences between groups. A final variation, alluded to previously, would be to experiment with different formats for sharing feedback.

Another consideration for future research could be to make some measurement changes. For this study, school district stakeholders and research team members who could form

comparisons based on exposure to the entire school district identified external outcome

measures. Future research could look to use different outcome measures, or could explore

different ways of obtaining objective, clear external outcomes. Additionally, any future research

incorporating the SCCCFA should continue to refine the assessment tool. Internal consistency,

inter-correlations of subscales, and item-level contributions identified through factor analyses

should all be re-examined and revisions should be made as needed. Feedback from the

assessment respondents should also be collected and incorporated into the revision process, as

their perceptions of the assessment and feasibility of completion were critical pieces of data for

consideration.

Still to be grappled with is the relative benefit of anonymity versus being able to track

completion and potentially link responses to committee participation. It is likely that studies

would have to experiment with both approaches.

Suggestions/Implications for Practice or Research in School Psychology

Often, in schools, school psychologists are looked to as the experts in a variety of areas

such as data collection, program evaluation, and program implementation. While they may be the

individuals with the most expertise in any of these given areas, that does not suggest that they

have the expertise, time, or resources needed to effectively facilitate the development and

maintenance of implementation supports. Therefore, even at this preliminary stage, the SCCCFA

tool could be a valuable resource for school psychologists to reference and use as a way in which

to meet the needs of their respective school systems' implementation efforts. Too often school

psychologists are inundated with the day-to-day responsibilities associated with case

management, individual program development, special education and related services eligibility

determination, and the seemingly endless paperwork associated with these legal obligations. This

tool, in some ways, provides school psychologists with a foundation from which they can work

to expand their roles to affect larger change in the school setting in a way that is feasible, both as

a consumer of evidence-based practice but also as a broader resource for systems-level change.

Indeed, the items themselves provide school psychologists with a framework for best

practices in implementation support. This study served to synthesize the existing literature on

best practices for implementation support teams in schools and explore ways in which this

synthesis of information could be applied to the school setting. Looking first at the SCCCFA

alone, the expanding fields of implementation science, community psychology, education

psychology, and school psychology now have a comprehensive tool that has broken down the

evidence-base for effective team functioning across multiple domains and translated it into a

format that can serve as not only a guide for practitioners but also a formative assessment tool to

support the ongoing implementation process. Change agents in schools, whether they are

determined school teachers, administrators, school psychologists, or any other motivated

member of the school community, could take the SCCCFA and use it as a guiding framework

from which to develop and support implementation support teams. Additionally, the tool can be

modified to be context-specific. Most schools have means by which they communicate broadly

across the school system, monitor progress, and employ actionable feedback, so this assessment

tool should be integrated into that pre-existing system. To do so, schools should use discretion

when determining the format of the assessment, to ensure that it is both feasible and consistent

with their current structures. The assessment also addresses system-specific data resources that

should be revised to fit the resources available for the specific setting being evaluated. Change

agents within the school system may then be able to use the assessment as a measurement tool,

empowering school teams to reflect on their own practices as they relate to the researched best

practices and then convert that reflection into actionable steps for improvement. This practice of

formative assessment, whereby individuals are given ongoing feedback to inform data based

decisions, is one that should continue to be encouraged and implemented in school settings.

Education in the United States, influenced by federal legislation such as the No Child Left

Behind Act and now the Every Student Succeeds Act, is heavily reliant on outcome data to

inform practice and decision-making. This, however, does not account for the process of

implementation and practice, which many may contend is the mechanism of effective change.

Thus, this study supports the need for more formative assessment models that draw attention to

the process of implementation and practice as opposed to the outcomes.

Continuing to think more broadly about the roles of school psychologists and their impact

in a school setting, it may be helpful to think about the training process that ultimately prepares

school psychologists to enter the workforce. A question to consider may be whether or not early

career school psychologists have the theoretical foundation and practical experience needed to

affect systems-level change. This study suggests that this tool and its various applications to the

school setting could be integrated into the training process for school psychologists. It can be

presented as a living example of implementation science, bridging research and practice in a way

that is comprehensible and usable by the average practicing school psychologist. Thus, it is

perpetuating the movement of school psychologists into the broader role of change agents in the

school setting and even more so, in the larger realm of education reform.

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Appendix A
Creating School of Character Teams: Building Capacity for Student Success in XX
INFORMATION SHEET

Who is conducting the research?

The PI's for this study are Maurice J. Elias, Ph.D., Rutgers University, and Dr. Aubrey Johnson, Superintendent of Schools, XX Public Schools.

Why is the research being conducted?

The purpose of this project is the ongoing improvement of School Culture and Climate (SCC) committee's functioning in each elementary and middle school of the XX Public Schools. Through training, consultation, and coaching support, the goal of this project is to build the capacity of each XX SCC committee to function effectively without external assistance. This project also includes an evaluation of the process and the installation of an ongoing self-evaluation methodology for all SCC committees.

What you will be asked to do?

The participants in the study are all members of the SCC committees in each elementary school and in XX Middle School. As a participant, you are required to review and pledge to adhere to the best practices principles. You will also be asked to complete an online assessment/progress rubric five times over the entire school year. The survey will be open to be completed once during each of the following periods:

October 4-10 Nov. 28-Dec. 2 January 9-13 March 25-April 1 May 30- June 5

We anticipate the survey will take 15 minutes to complete each time. Responses will be shared with the Rutgers Team and no individual responses will be shared with the district or school administration. Your participation is required for the duration of the school year, September 2016 to June 2017.

The expected benefits of the research

The expected benefits of this project include the creation of a sustainable approach to ongoing monitoring and evaluation of school culture and climate and a planning process for continuous culture and climate improvement, improved school climate and improved student behavior and academic performance, and facilitating participating XX Middle School attaining State and

National School of Character recognition and other participating schools obtaining Promising Practice Award recognition and subsequent School of Character recognitions. We do not envision any risks involved in participating in this project.

Your confidentiality

Your responses will be shared with the Rutgers Team. Your individual responses will be kept confidential. By "confidential," we mean that only members of the Rutgers Team will see your specific responses; no one in the school will see your individual data. Any reports to the district will only be summaries and will contain no identifiers. No individual responses will be shared with the district or school administration. Aggregated information will be made available to building and district administrators after the mid-January assessment and after the June assessment, to allow them to support SCC committee efforts to improve SCC committee functioning. Rutgers Team resources also will be available to support SCC committee efforts. In reporting aggregated responses, we will not report any numbers, breakdowns, or details that have any possibility of breaking individual confidentiality.

Your participation

Your participation in this project is considered to be part of your role as a responsible member of an SCC committee. The procedures being developed and evaluated are designed to become standard procedures of SCC committee functioning.

Questions / contact information

Please contact Maurice J. Elias, Ph.D., Co-PI with Dr. Aubrey Johnson, for additional information about the study. Email is RutgersMJE@AOL.COM, telephone is 848-445-2444.

Feedback to you

Summary feedback will be periodically provided to individual school SCC's about their performance, to aid in targeted improvement efforts. Aggregated information of feedback across schools involved in the project will also be provided to the district and school administration after the mid-January and June assessments, to facilitate improvement efforts, including assistance from the Rutgers Team.

Appendix B
School Culture and Climate Committee Functioning Assessment

Dear SCC Committee Member,

You are receiving this because you are a member of your school's culture and climate committee. Please take a few minutes to complete the following survey to help monitor and improve your SCC's overall functioning. Your input is greatly appreciated and thank you for your assistance!

Background Information:
1. Name:
2. School:
   a. School 1
   b. School 2
   c. School 3
   d. School 4
   e. School 5
   f. School 6
   g. School 7
   h. School 8
   i. School 9
   j. School 10
3. Position/Subject Area:
4. Grade Level:

Initial and Ongoing Team Functioning

Below are qualities and practices of successful and effective school culture and climate committees. Please respond to the following:

Structural Qualities
1. My SCC committee meets: (Suggested meeting time is twice per month)
   a. Once per week
   b. Every other week (twice per month)
   c. Once per month
   d. Fewer than once per month
2. Meetings take place approximately:
   a. One hour
   b. 45 min
   c. 30 minutes
   d. 20 minutes
   e. 15 minutes
   f. 10 minutes
   g. Fewer than 10 minutes

3. Agendas for meeting are distributed in advance.
    a. Never
    b. Some of the time
    c. Most of the time
    d. All of the time
4. There are agendas available at meetings.
    a. Never
    b. Some of the time
    c. Most of the time
    d. All of the time
5. There is an assigned note-taker each meeting who keeps minutes.
    a. Never
    b. Some of the time
    c. Most of the time
    d. All of the time
6. Minutes include action plans, roles and responsibilities, and timing.
    a. Never
    b. Some of the time
    c. Most of the time
    d. All of the time
7. Committee members are assigned specific tasks to complete in between meetings.
    a. Never
    b. Some of the time
    c. Most of the time
    d. All of the time
8. The SCC committee has created distributed leadership and authentic roles for most/all team members.
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized
9. The SCC committee models positive communication and centers its conversations on social emotional and academic learning.
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized

Creating a Safe Environment
1. The SCC committee has established SCC committee norms and strategies to ensure mutual trust and respect among team members.
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized
2. The SCC committee encourages transparency and inquiry among colleagues.
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized
3. The SCC committee fosters actionable self-reflection, facilitates meaningful conversations, builds relationships, and encourages systematic thinking toward goals.
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized
4. The SCC committee models constructive disagreement and problem-solving skills.
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized

Building Personal and Shared Visions
Definition of a Vision: A Vision statement is a broad, aspirational statement about what the organization aspires to accomplish and/or the values and principles by which the organization will conduct itself.
1. SCC committee members are committed to a shared vision for an improved school.
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized
2. The SCC committee vision is concise (100 words or fewer, ideally)
    a. Yes
    b. No
    c. We do not yet have a vision statement

3. The SCC committee vision is powerful enough to enable stakeholders to look beyond barriers and focus thoughts on the benefits of their efforts.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized
4. The SCC committee vision is consistent with district-level mandates.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized
5. SCC committee members have compared the shared vision to the current reality in order to create goals.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized
6. The SCC committee has strategies to ensure consensus decisions.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized
7. The SCC committee connects its ideas to existing mandates.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized

Aspirational Statements

Below are statements that school culture and climate committees should strive to include in their practice. Each school may be currently functioning at a different level, and these may develop and strength over time. Please indicate the status of your school with regard to these competencies:

Setting Goals Based on Vision

1. The SCC committee vision has been translated into specific long-term goals.
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized
2. The SCC committee vision has been translated into specific short-term goals.
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized
3. Systems have been created to track and assess short- and long-term goals to gauge progress and to self-correct.
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized
4. Have you set your own individual goals within the committee?
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized
5. The SCC committee has ensured that school personnel are familiar with the 7 skills of SEL.
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized

6. The SCC committee has utilized SEL report card data to outline the specific social and emotional changes we expect tot target within students.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized
7. The SCC committee has utilized school climate data to determine the specific social and emotional changes we expect to target school-wide.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized
8. There are efforts to coordinate SEL across grade levels and encourage a developmental approach to SEL skills.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized

Reflection, Reassessment, and Improvement
1. The committee approaches obstacles to planned initiatives by meeting and reassessing our plan.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized
2. The SCC committee has developed data collection strategies.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized
3. The SCC committee has utilized the SEL report card data to reliably track SEL progress within students.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized

4. The SCC committee has developed appropriate procedures to determine whether systems that improve social and emotional competencies are performing adequately (including the SCC).
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized

Optimize Strengths
1. The SCC committee has identified existing resources, such as other committees within the school, administrator support, and Rutgers team support that are available to support our shared vision.
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized
2. The SCC committee has taken inventory of the existing efforts within their school and school-wide leaders to build and support social-emotional competencies and character.
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized
3. The SCC committee publicly celebrates and communicates small wins, accomplishments, successes, and acknowledges and appreciates efforts in small and large ways.
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized
4. The SCC committee communicates and collaborates with other SCC's in the district to encourage sharing of ideas and resources.
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized

Enhance Visibility
1. The SCC committee has identified mechanisms to share critical information among stakeholders (e.g. parents, teachers, administrators, etc.)
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized
2. The SCC committee members and their goals are highly visible to students.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized
3. The SCC committee members and their goals are highly visible to teachers.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized
4. The SCC committee members and their goals are highly visible to parents.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized
5. The SCC committee collaboratively established a school identity/core values and actively and explicitly markets that identity within and outside of school.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized

Nurture Relationships
1. The SCC committee recognizes significant events in the lives of staff, such as birthdays, marriages, and births.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized

2. The SCC committee helps promote recognition of significant events in student lives such as birthdays, family trauma, cultural events, and holidays.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized
3. The SCC committee promotes a caring culture, as well as procedures that support staff in facing personal challenges and meeting obligations outside of school.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized

Encourage Communication
1. The SCC committee develops structures that promote the free flow of information with school personnel, such as daily bulletins, common Web pages, professional sharing during faculty meetings, and joint planning time.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized
2. The SCC committee actively seeks staff input and ensures that all perspectives are addressed.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized
3. The SCC committee seeks to communicate with those in other schools who are "walking the walk" for advice and guidance.
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized

Actively Model and Encourage Optimism
1. The SCC committee holds a shared belief that "we can make a difference."
   a. Low Priority
   b. Beginning to Emerge
   c. Developing in a Good Direction
   d. Established and Making Progress
   e. Ongoing and Well Institutionalized

2. The SCC committee leader inspires members to accomplish things that might be beyond their grasp, and portrays a positive attitude about the ability of staff to accomplish substantial initiatives.
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized
3. The SCC committee models cooperation and cohesion, and are promoters of the desired culture of the building.
    a. Low Priority
    b. Beginning to Emerge
    c. Developing in a Good Direction
    d. Established and Making Progress
    e. Ongoing and Well Institutionalized

Leadership
1. The SCC committee leader adapts leadership style to the needs of specific situations
    a. Some of the time
    b. Most of the time
    c. All of the time
2. The SCC committee leader is directive or nondirective as the situation warrants.
    a. Some of the time
    b. Most of the time
    c. All of the time
3. The SCC committee leader encourages people to expresses diverse and contrary opinions.
    a. Some of the time
    b. Most of the time
    c. All of the time
4. The SCC committee leader is comfortable with making major changes in how things are done.
    a. Some of the time
    b. Most of the time
    c. All of the time

Appendix C
Dissertation Interview Guidelines

Purpose: Examining the functioning of implementation support teams in social-emotional learning and positive culture and climate program implementation.

Best practices of Implementation Support Teams as outlined by the SCCCFA
- Creating a Safe Environment
- Building Personal and Shared Visions
- Setting Goals Based on Vision
- Reflection, Reassessment, and Improvement
- Optimize Strengths
- Enhance Visibility
- Nurture Relationships
- Encourage Communication
- Actively Model and Encourage Optimism

Questions/Prompts for Discussion

How would you define an effective school?

What makes an effective school?

What accounts for some of the differences between the schools in the district that are more effective compared to those that are less effective?

Why are some SCC committees more effective than others?

What are some potential indicators of school effectiveness? Committee effectiveness?

What do you think would help you identify a school's capacity to be effective? How does that relate to the SCC committee's capacity to be effective?

Appendix D
School Culture and Climate Demographics

School 8 – Round 4

Demographic Variable	Frequency	
	n	*%*
Gender		
Female	8	80.0
Male	2	20.0
Position		
General Education Academic Teacher	4	40.0
Special Education Teacher (Self-Contained/BSI/ICS)	2	20.0
Special Area Teacher (Art/PE/Music/ESL)	0	0.0
Administrator	2	20.0
Student Support Personnel (Nurse/Counselor/Social Worker/Psychologist/ISS)	2	30.0
Grade Level		
Lower Elementary (Pre-K – 2)	1	10.0
Upper Elementary (3-6)	3	30.0
Middle School (6-8)	2	20.0
Multiple Grade Levels (Across the aforementioned catego	3	30.0
Missing	1	10.0

School 6 – Round 4

Demographic Variable	Frequency	
	n	*%*
Gender		
Female	7	100.0
Male	0	0.0
Position		
General Education Academic Teacher	5	71.4
Special Education Teacher (Self-Contained/BSI/ICS)	1	14.3
Special Area Teacher (Art/PE/Music/ESL)	-	-
Administrator	1	14.3
Student Support Personnel (Nurse/Counselor/Social Worker/Psychologist/ISS)	-	-
Grade Level		
Lower Elementary (Pre-K – 2)	6	85.7
Upper Elementary (3-6)	-	-
Middle School (6-8)	-	-
Multiple Grade Levels (Across the aforementioned catego	1	85.7
Missing	-	-

School 4 – Round 2

Demographic Variable	Frequency	
	n	*%*
Gender		
Did Not Disclose Name	2	15.4
Female	9	69.2
Male	2	15.4
Position		
General Education Academic Teacher	6	46.2
Special Education Teacher (Self-Contained/BSI/ICS)	4	30.8
Special Area Teacher (Art/PE/Music/ESL)	3	23.1
Administrator	-	-
Student Support Personnel (Nurse/Counselor/Social Worker/Psychologist/ISS)	-	-
Grade Level		
Lower Elementary (Pre-K – 2)	2	15.4
Upper Elementary (3-6)	9	69.2
Middle School (6-8)	-	-
Multiple Grade Levels (Across the aforementioned catego	2	15.4
Missing	-	-

School 3 – Round 2

Demographic Variable	Frequency	
	n	*%*
Gender		
Did Not Disclose Name	3	37.5
Female	5	62.5
Male	-	-
Position		
General Education Academic Teacher	4	50.0
Special Education Teacher (Self-Contained/BSI/ICS)	2	25.0
Special Area Teacher (Art/PE/Music/ESL)	1	12.5
Administrator	-	-
Student Support Personnel (Nurse/Counselor/Social Worker/Psychologist/ISS)	1	12.5
Grade Level		
Lower Elementary (Pre-K – 2)	4	50.0
Upper Elementary (3-6)	1	12.5
Middle School (6-8)	-	-
Multiple Grade Levels (Across the aforementioned catego	2	25.0
Missing	1	12.5

School 7 – Round 2

Demographic Variable	Frequency	
	n	*%*
Gender		
Did Not Disclose Name	4	33.3
Female	6	50.0
Male	2	16.7
Position		
General Education Academic Teacher	6	50.0
Special Education Teacher (Self-Contained/BSI/ICS)	2	16.7
Special Area Teacher (Art/PE/Music/ESL)	1	8.3
Administrator	-	-
Student Support Personnel (Nurse/Counselor/Social Worker/Psychologist/ISS)	3	25.0
Grade Level		
Lower Elementary (Pre-K – 2)	4	33.3
Upper Elementary (3-6)	4	33.3
Middle School (6-8)	-	-
Multiple Grade Levels (Across the aforementioned catego	2	16.7
Missing	2	16.7

School 10 – Round 4

Demographic Variable	Frequency	
	n	*%*
Gender		
Female	10	100.0
Male	-	-
Position		
General Education Academic Teacher	4	40.0
Special Education Teacher (Self-Contained/BSI/ICS)	4	40.0
Special Area Teacher (Art/PE/Music/ESL)	-	-
Administrator	-	-
Student Support Personnel (Nurse/Counselor/Social Worker/Psychologist/ISS)	2	20.0
Grade Level		
Lower Elementary (Pre-K – 2)	1	10.0
Upper Elementary (3-6)	-	-
Middle School (6-8)	7	70.0
Multiple Grade Levels (Across the aforementioned catego	2	20.0
Missing	-	-

School 1 – Round 4

Demographic Variable	Frequency	
	n	*%*
Gender		
Female	6	100.0
Male	-	-
Position		
General Education Academic Teacher	1	16.7
Special Education Teacher (Self-Contained/BSI/ICS)	3	50.0
Special Area Teacher (Art/PE/Music/ESL)	-	-
Administrator	-	-
Student Support Personnel (Nurse/Counselor/Social Worker/Psychologist/ISS)	2	33.3
Grade Level		
Lower Elementary (Pre-K – 2)	1	16.7
Upper Elementary (3-6)	3	50.0
Middle School (6-8)	-	-
Multiple Grade Levels (Across the aforementioned catego	2	33.3
Missing	-	-

School 2 – Round 4

Demographic Variable	Frequency	
	n	*%*
Gender		
Did Not Disclose Name	1	14.3
Female	6	85.7
Male	-	-
Position		
General Education Academic Teacher	2	28.6
Special Education Teacher (Self-Contained/BSI/ICS)	3	42.9
Special Area Teacher (Art/PE/Music/ESL)	-	-
Administrator	-	-
Student Support Personnel (Nurse/Counselor/Social Worker/Psychologist/ISS)	2	28.6
Grade Level		
Lower Elementary (Pre-K – 2)	-	-
Upper Elementary (3-6)	3	42.9
Middle School (6-8)	-	-
Multiple Grade Levels (Across the aforementioned catego	3	42.9
Missing	1	14.3

School 9 – Round 3

Demographic Variable	Frequency	
	n	*%*
Gender		
Female	7	87.5
Male	-	-
Position		
General Education Academic Teacher	4	50.0
Special Education Teacher (Self-Contained/BSI/ICS)	3	37.5
Special Area Teacher (Art/PE/Music/ESL)	-	-
Administrator	-	-
Student Support Personnel (Nurse/Counselor/Social Worker/Psychologist/ISS)	1	12.5
Grade Level		
Lower Elementary (Pre-K – 2)	-	-
Upper Elementary (3-6)	7	87.5
Middle School (6-8)	-	-
Multiple Grade Levels (Across the aforementioned catego	1	12.5
Missing	-	-

School 5 – Round 2

Demographic Variable	Frequency	
	n	*%*
Gender		
Did Not Disclose Name	5	21.7
Female	17	73.9
Male	1	4.3
Position		
General Education Academic Teacher	8	34.8
Special Education Teacher (Self-Contained/BSI/ICS)	6	26.1
Special Area Teacher (Art/PE/Music/ESL)	1	4.3
Administrator	-	-
Student Support Personnel (Nurse/Counselor/Social Worker/Psychologist/ISS)	7	30.4
Grade Level		
Lower Elementary (Pre-K – 2)	-	-
Upper Elementary (3-6)	-	-
Middle School (6-8)	21	81.3
Multiple Grade Levels (Across the aforementioned catego	-	-
Missing	2	8.7

Appendix E
Reliability Analysis (Round 2)

Structure Qualities

Item	Corrected Item-Total Correlation	Chronbach's Alpha if Item Deleted
Agendas for meetings are distributed in advance.	.517	.716
There are agendas available at meetings.	.403	.739
There is a suggested note-taker each meeting who keeps minutes.	.625	.700
Minutes include action plans, roles and responsibilities, and timing.	.708	.674
Committee members are assigned specific tasks to complete in between meetings.	.607	.698
The SCC committee has created and distributed leadership and authentic roles for most/all team members.	.387	.735
The SCC committee models positive communication and centers its conversations on social emotional and academic learning.	.451	.735
Reverse code meeting occurrence.	.092	.766
Reverse code meeting time.	.130	.769

Creating a Safe Environment

Item	Corrected Item-Total Correlation	Chronbach's Alpha if Item Deleted
The SCC committee has established SCC committee norms and strategies to ensure mutual trust and respect among team members.	.752	.873
The SCC committee encourages transparency and inquiry among colleagues.	.849	.840
The SCC committee fosters actionable self-reflection, facilitates meaningful conversations, builds relationships, and encourages systematic thinking toward goals.	.772	.868
The SCC committee models constructive disagreement and problem-solving skills.	.738	.885

Shared Vision

Item	Corrected Item-Total Correlation	Chronbach's Alpha if Item Deleted
SCC committee members are committed to a shared vision for an improved school.	.557	.902
The SCC committee vision is concise (100 words or fewer, ideally).	.656	.899
The SCC committee vision is powerful enough to enable stakeholders to look beyond barriers and focus thoughts on the benefits of their efforts.	.829	.872
The SCC committee vision is consistent with district-level mandates.	.858	.868
SCC committee members have compared the shared vision to the current reality in order to create goals.	.872	.866
The SCC committee has strategies to ensure consensus decisions.	.682	.890
The SCC committee connects its ideas to existing mandates.	.565	.901

Setting Goals Based on Vision

Item	Corrected Item-Total Correlation	Chronbach's Alpha if Item Deleted
The SCC committee vision has been translated into specific long-term goals.	.753	.677
The SCC committee vision has been translated into specific short-term goals.	.672	.724
Systems have been created to track and assess short- and long- term goals to gauge progress and to self-correct.	.657	.729
Have you set your own individual goals within the committee?	.415	.855

Social-Emotional Learning Focus (later combined with Setting Goals Based on Vision subscale)

Item	Corrected Item-Total Correlation	Chronbach's Alpha if Item Deleted
The SCC committee has ensured that school personnel are familiar with the 7 skills of SEL.	.619	.791
The SCC committee has utilized SEL report card data to outline the specific social and emotional changes we expect to target within students.	.623	.801
The SCC committee has utilized school climate data to determine the specific social and emotional changes we expect to target school-wide.	.712	.750
There are efforts to coordinate SEL across grade levels and encourage a developmental approach to SEL skills.	.673	.773

Reflection, Reassessment, and Improvement

Item	Corrected Item-Total Correlation	Chronbach's Alpha if Item Deleted
The committee approaches obstacles to planned initiatives by meeting and reassessing our plan.	.421	.857
The SCC committee has developed data collection strategies.	.761	.712
The SCC committee has utilized the SEL report card data to reliably track SEL progress within students.	.688	.761
The SCC committee has developed appropriate procedures to determine whether systems that improve social and emotional competencies are performing adequately (including the SCC).	.736	.725

Optimize Strengths

Item	Corrected Item-Total Correlation	Chronbach's Alpha if Item Deleted
The SCC committee has identified existing resources, such as other committees within the school, administrator support, and Rutgers team support that are available to support our shared vision.	.633	.647
The SCC committee has taken inventory of the existing efforts within their school and school-wide leaders to build and support social-emotional competencies and character.	.609	.652
The SCC committee publicly celebrates and communicates small wins, accomplishments, successes, and acknowledges and appreciates efforts in small and large ways.	.549	.690
The SCC committee communicates and collaborates with other SCC's in the district to encourage sharing of ideas and resources.	.450	.771

Enhance Visibility

Item	Corrected Item-Total Correlation	Chronbach's Alpha if Item Deleted
The SCC committee has identified mechanisms to share critical information among stakeholders (e.g., parents, teachers, administrators, etc.).	.599	.902
The SCC committee members and their goals are highly visible to students.	.820	.854
The SCC committee members and their goals are highly visible to teachers.	.763	.873
The SCC committee members and their goals are highly visible to parents.	.811	.857
The SCC committee collaboratively established a school identity/core values and actively and explicitly markets that identity within and outside of school.	.754	.870

Nurture Relationships

Item	Corrected Item-Total Correlation	Chronbach's Alpha if Item Deleted
The SCC committee recognizes significant events in the lives of staff, such as birthdays, marriages, and births.	.784	.771
The SCC committee helps promote recognition of significant events in student lives, such as birthdays, family trauma, cultural events, and holidays.	.784	.771
The SCC committee promotes a caring culture, as well as procedures that support staff in facing personal challenges and meeting obligations outside of school.	.668	.875

Encourage Communication

Item	Corrected Item-Total Correlation	Chronbach's Alpha if Item Deleted
The SCC committee develops structures that promote the free flow of information with school personnel, such as daily bulletins, common Web pages, professional sharing during faculty meetings, and joint planning time.	.602	.620
The SCC committee actively seeks staff input and ensures that all perspectives are addressed.	.676	.590
The SCC committee seeks to communicate with those in other schools who are "walking the walk" for advice and guidance.	.502	.702
The SCC committee uses online means of communication, such as Google classroom, to communicate, share ideas, and collaborate on projects within the committee.	.362	.749

Actively Model and Encourage Optimism

Item	Corrected Item-Total Correlation	Chronbach's Alpha if Item Deleted
The SCC committee holds a shared belief that "we can make a difference."	.815	.833
The SCC committee leader inspires members to accomplish things that might be beyond their grasp, and portrays a positive attitude about the ability of staff to accomplish substantial initiatives.	.782	.867
The SCC committee models cooperation and cohesion, and are promoters of the desired culture of the building.	.792	.847

Leadership

Item	Corrected Item-Total Correlation	Chronbach's Alpha if Item Deleted
The SCC committee adapts leadership style to the needs of specific situations.	.750	.770
The SCC committee leader is directive or nondirective as the situation warrants.	.670	.804
The SCC committee leader encourages people to express diverse and contrary opinions.	.737	.776
The SCC committee leader is comfortable with making major changes in how things are done.	.567	.850

**Highlighted items were deleted.

Appendix F
Factor Analysis (Round 2)

Factor 1 (Building Personal and Shared Visions)

Variance	Item
.863	The SCC committee vision is consistent with district-level mandates.
.847	The SCC committee vision is concise (100 words or fewer, ideally).
.825	SCC committee members have compared the shared vision to the current reality in order to create goals.
.827	The SCC committee vision is powerful enough to enable stakeholders to look beyond barriers and focus thoughts on the benefits of their efforts.
.501	The SCC committee has strategies to ensure consensus decisions.

Factor 2 (Setting Goals Based on Vision)

Variance	Item
.775	The SCC committee has utilized school climate data to determine the specific social and emotional changes we expect to target school-wide.
.730	There are efforts to coordinate SEL across grade levels and encourage a developmental approach to SEL skills.
.701	The SCC committee has utilized SEL report card data to outline the specific social and emotional changes we expect to target within students.
.627	The SCC committee has ensured that school personnel are familiar with the 7 skills of SEL.
.619	The SCC committee has utilized the SEL report card data to reliably track SEL progress within students.
.575	The SCC committee has taken inventory of the existing efforts within their school and school-wide leaders to build and support social-emotional competencies and character.

Factor 3 (Creating a Safe Environment)

Variance	Item
.812	The SCC committee models positive communication and centers its conversations on social emotional and academic learning.
.751	The SCC committee encourages transparency and inquiry among colleagues.
.690	The SCC committee has established SCC committee norms and strategies to ensure mutual trust and respect among team members.
.647	The SCC committee fosters actionable self-reflection, facilitates meaningful conversations, builds relationships, and encourages systematic thinking toward goals.
.643	The SCC committee models constructive disagreement and problem-solving skills.

Factor 4 (Enhance Visibility)

Variance	Item
.734	The SCC committee members and their goals are highly visible to students.
.732	The SCC committee members and their goals are highly visible to teachers.
.676	The SCC committee members and their goals are highly visible to parents.
.589	The SCC committee collaboratively established a school identity/core values and actively and explicitly markets that identity within and outside of school.

Factor 5 (Leadership)

Variance	Item
.854	The SCC committee leader adapts leadership style to the needs of specific situations.
.813	The SCC committee leader encourages people to express diverse and contrary opinions.
.681	The SCC committee leader is comfortable with making major changes in how things are done.
.655	The SCC committee leader is directive or nondirective as the situation warrants.

Factor 6 (Actively Model and Encourage Optimism)

Variance	Item
.781	The SCC committee holds a shared belief that "we can make a difference."
.747	The SCC committee models cooperation and cohesion, and are promoters of the desired culture of the building.
.663	SCC committee members are committed to a shared vision for an improved school.
.596	The SCC committee leader inspires members to accomplish things that might be beyond their grasp, and portrays a positive attitude about the ability of staff to accomplish substantial initiatives.

Factor 7 (Encourage Communication)

Variance	Item
.744	The SCC committee develops structures that promote the free flow of information with school personnel, such as daily bulletins, common Web pages, professional sharing during faculty meetings, and joint planning time.
.694	The SCC committee actively seeks staff input and ensures that all perspectives are addressed.
.644	The SCC committee has identified mechanisms to share critical information among stakeholders (e.g., parents, teachers, administrators, etc.).
.584	The SCC committee has identified existing resources, such as other committees within the school, administrator support, and Rutgers team support that are available to support our shared vision.
.547	The SCC committee seeks to communicate with those in other schools who are "walking the walk" for advice and guidance.

Factor 8 (Nurture Relationships)

Variance	Item
.855	The SCC committee recognizes significant events in the lives of staff, such as birthdays, marriages, and births.
.804	The SCC committee promotes a caring culture, as well as procedures that support staff in facing personal challenges and meeting obligations outside of school.
.799	The SCC committee helps promote recognition of significant events in student lives, such as birthdays, family trauma, cultural events, and holidays.

Factor 9 (Reflection, Reassessment, and Improvement)

Variance	Item
.565	The SCC committee has developed appropriate procedures to determine whether systems that improve social and emotional competencies are performing adequately (including the SCC).
.549	The SCC committee has developed data collection strategies.
.534	Systems have been created to track and assess short- and long-term goals to gauge progress and to self-correct.

Factor 10

Variance	Item
.682	Reverse code meeting occurrence

Factor 11

Variance	Item
.824	Have you set your own individual goals within the committee?

Not included:

The SCC committee uses online means of communication, such as Google classroom, to communicate, share ideas, and collaborate on projects within the committee.
The SCC committee publicly celebrates and communicates small wins, accomplishments, successes, and acknowledges and appreciates efforts in small and large ways.
The committee approaches obstacles to planned initiatives by meeting and reassessing our plan.
The SCC committee connects its ideas to existing mandates.
The SCC committee vision has been translated into specific short-term goals.
The SCC committee has created and distributed leadership and authentic roles for most/all team members.
The SCC committee vision has been translated into specific long-term goals.

**Items on the Optimize Strengths subscale were scattered into other factors such as Setting Goals Based on Vision and Encourage Communication.

Appendix G
SCC Committee Survey Feedback Report
School: XXXXXXX   *Date of Assessment*: Spring 2017

Area of Perception (Composites)	Description	n	Mean	SD	Interpretation
Creating a Safe Environment	How well the SCC committee fosters a supportive and safe environment	9	3.56	0.54	Done consistently/ routinely
Building Personal and Shared Visions	How coherent, concise, and meaningful the SCC committee's vision is	9	3.44	0.71	Procedures carried out at times
Setting Goals Based on Vision	How well the SCC committee sets and meets both group and individual goals	9	3.30	0.54	Procedures carried out at times
Reflection, Reassessment, and Improvement	How well the SCC committee collects and uses data to improve student SEL competency	9	2.82	0.85	Procedures carried out at times
Optimize Strengths	How well the SCC committee uses their resources and acknowledges success	9	3.48	0.44	Procedures carried out at times
Enhance Visibility	How visible the SCC committee's goals are to students, teachers, and parents	9	2.94	0.85	Procedures carried out at times
Nurture Relationships	How well the SCC committee fosters positive relationships among both students and staff	9	3.11	1.08	Procedures carried out at times
Encourage Communication	How well the SCC committee encourages communication by seeking input from others as well as how accessible it makes communication	9	3.41	0.57	Procedures carried out at times
Actively Model and Encourage Optimism	How well the SCC committee models and promotes efficacy and optimism	9	3.41	0.62	Procedures carried out at times

Interpreting the Mean
- *(1.00-1.49) = Not evident or discussed*
- *(1.50-2.49) = Discussed but no action*
- *(2.50-3.49) = Procedures carried out at times*
- *(3.50-4.00) = Done consistently/routinely*
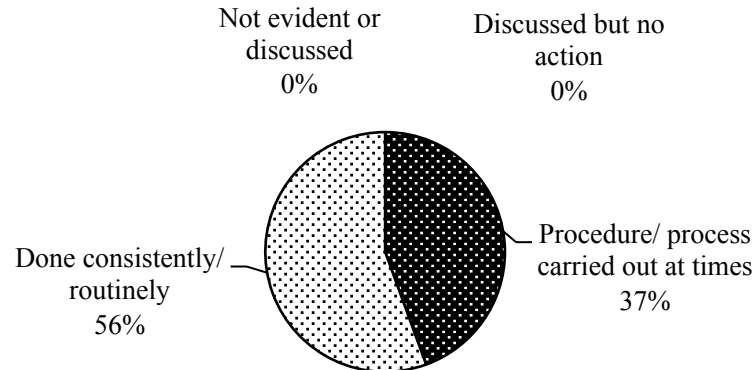
Interpreting the SD
The standard deviation (SD) measures how concentrated the responses are around the mean; the more agreement across participants, the smaller the standard deviation. Larger standard deviations across items signal that there were diverse opinions in the SCC
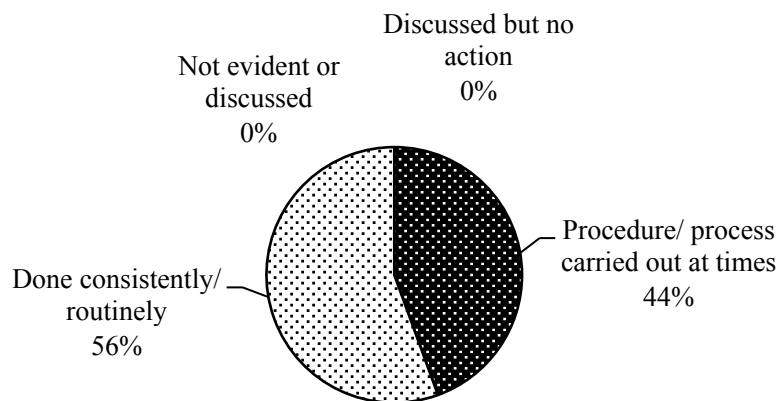
Interpreting the n
The n value represents the number of committee members who responded to the survey. Smaller n values indicate that the survey was only completed by a few people and therefore may not be representative of the entire committee.

Appendix G

SCC Committee Survey Feedback Report

School: XXXXXXX   *Date of Assessment*: Spring 2017

SCC COMMITTEE SURVEY SPOTLIGHT ITEMS

FOCUS ON STRENGTHS

The SCC committee publicly celebrates and communicates small wins, accomplishments, successes, and acknowledges and appreciates efforts in small and large ways.
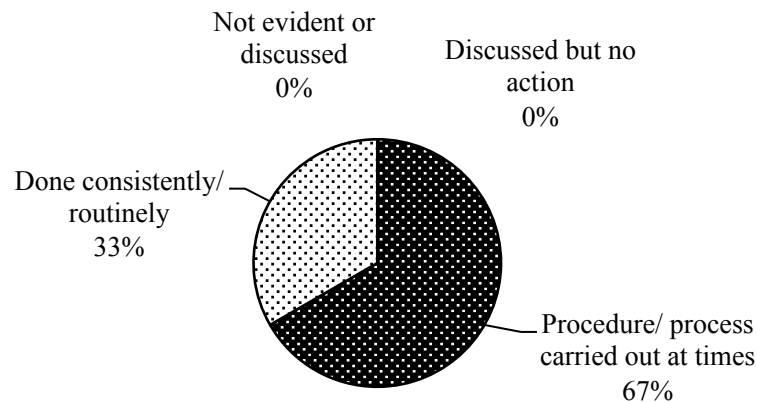
Not evident or discussed 0%

Discussed but no action 0%

Done consistently/ routinely 56%

Procedure/ process carried out at times 37%

POSITIVE ENVIRONMENT

The SCC committee fosters actionable self-reflection, facilitates meaningful conversations, builds relationships, and encourages systematic thinking toward goals.
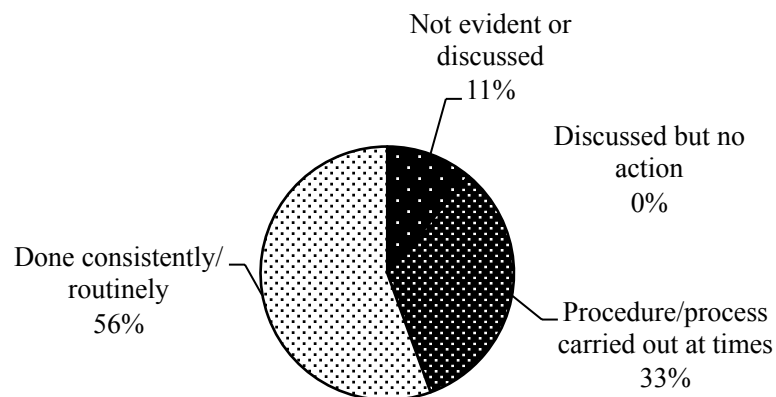
Discussed but no action 0%

Not evident or discussed 0%

Done consistently/ routinely 56%

Procedure/ process carried out at times 44%

Appendix G

SCC Committee Survey Feedback Report

School: XXXXXXX   *Date of Assessment*: Spring 2017

VALUED ROLES

The SCC committee has created and distributed leadership and authentic roles for most/all team members.

Not evident or discussed 0%

Discussed but no action 0%

Done consistently/ routinely 33%

Procedure/ process carried out at times 67%

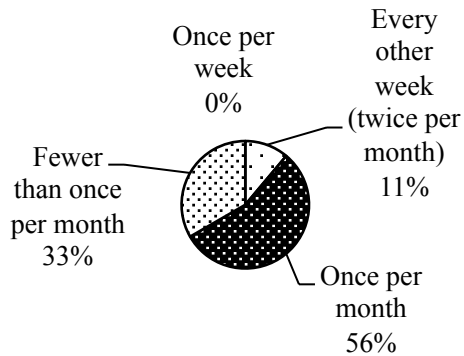## COMMUNICATION

The SCC committee develops structures that promote the free flow of information with school personnel, such as daily bulletins, common Web pages, professional sharing during faculty meetings, and joint planning time.
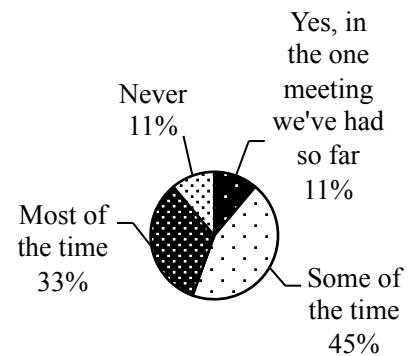
Not evident or discussed 11%

Discussed but no action 0%

Done consistently/ routinely 56%

Procedure/process carried out at times 33%

Appendix G

SCC Committee Survey Feedback Report

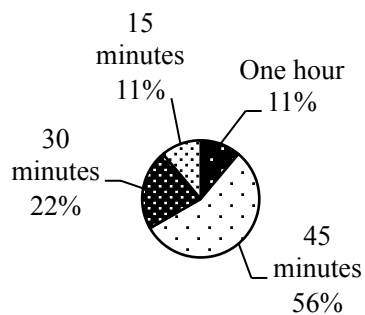*School*: XXXXXXX　　　　　　　　　　　*Date of Assessment*: Spring 2017
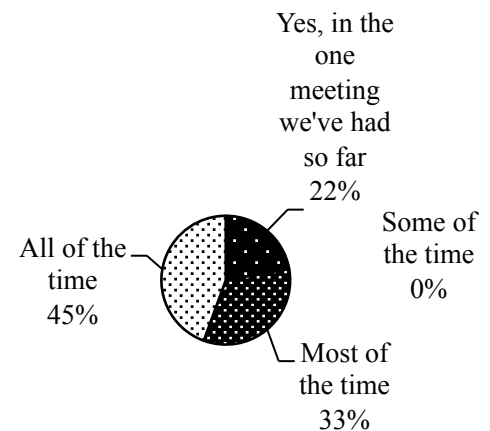
MEETING FREQUENCY
My SCC Committee meets:

Once per week 0%

Every other week (twice per month) 11%

Fewer than once per month 33%

Once per month 56%

AGENDA NOTICE
Agendas for meetings are distributed in advance.

Never 11%

Yes, in the one meeting we've had so far 11%

Most of the time 33%

Some of the time 45%

MEETING LENGTH
On average, meetings take place for approximately:

15 minutes 11%

One hour 11%

30 minutes 22%

45 minutes 56%

AGENDA AVAILABILITY
There are agendas available at meetings.

Yes, in the one meeting we've had so far 22%

Some of the time 0%

All of the time 45%

Most of the time 33%
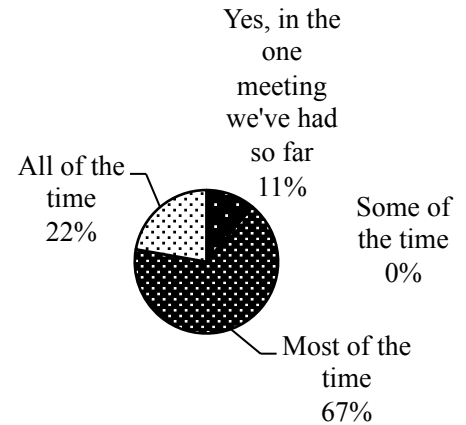
Appendix G

SCC Committee Survey Feedback Report
School: XXXXXXX   *Date of Assessment*: Spring 2017

NOTE-TAKER
There is a suggested note-taker each meeting who keeps minutes

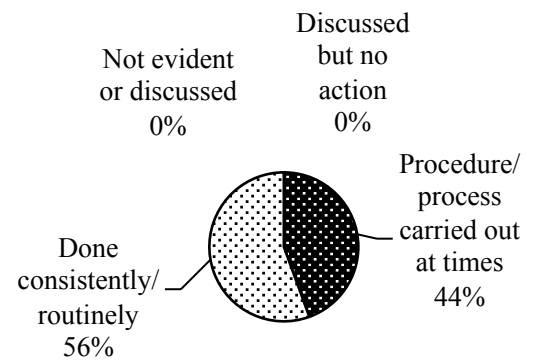Yes, in the one meeting we have had so far 11%
Some of the time 0%
Most of the time 11%
All of the time 78%

ASSIGNED TASKS
Committee members are assigned specific tasks to complete in between meetings

Yes, in the one meeting we've had so far 11%
All of the time 22%
Some of the time 0%
Most of the time 67%

MINUTES
Minutes include action plans, roles and responsibilities, and timing.

Yes, in the one meeting we've had so far 11%
Never 0%
Most of the time 11%
All of the time 78%

POSITIVE COMMUNICATION
The SCC committee models positive communication and centers its conversations on social emotional and academic learning

Not evident or discussed 0%
Discussed but no action 0%
Procedure/process carried out at times 44%
Done consistently/routinely 56%

Appendix H
School Culture and Climate Committee Functioning Assessment

Dear SCC Committee Member,

You are receiving this because you are a member of your school's culture and climate committee. Please take a few minutes to complete the following survey to help monitor and improve your SCC committee's overall functioning. Your input is greatly appreciated and thank you for your assistance!

Please enter your first and last name:

_____

Which school are you from?

○ School 1

○ School 2

○ School 3

○ School 4

○ School 5

○ School 6

○ School 7

○ School 8

○ School 9

○ School 10

What is your position and subject area?

_____

Which grade level(s) do you teach?

_____

Below are qualities and practices of successful and effective school culture and climate committees. Please respond to the following:

Structural Qualities
1. My SCC Committee meets: (Suggested meeting time is twice per month):

    a. Once per week

    b. Every other week (twice per month)

    c. Once per month

    d. Fewer than once per month

2. On average, meetings take place for approximately:

    a. One hour

    b. 45 min

    c. 30 min

    d. 20 min

    e. 15 min

    f. 10 min

    g. Fewer than 10 min

3. Agendas for meetings are distributed in advance.

    a. No meeting has taken place

    b. Never

    c. No, not in the one meeting we have had so far

    d. Yes, in the one meeting we have had so far

    e. Some of the time

    f. Most of the time

    g. All of the time

4. There are agendas available at meetings.

    a. No meeting has taken place

    b. Never

    c. No, not in the one meeting we have had so far

    d. Yes, in the one meeting we have had so far

    e. Some of the time

    f. Most of the time

    g. All of the time

5. There is a suggested note-taker each meeting who keeps minutes.

    a. No meeting has taken place

    b. Never

    c. No, not in the one meeting we have had so far

    d. Yes, in the one meeting we have had so far

    e. Some of the time

    f. Most of the time

    g. All of the time

6. Minutes include action plans, roles and responsibilities, and timing.

    a. No meeting has taken place

    b. Never

    c. No, not in the one meeting we have had so far

    d. Yes, in the one meeting we have had so far

    e. Some of the time

    f. Most of the time

    g. All of the time

7. Committee members are assigned specific tasks to complete in between meetings.

    a. No meeting has taken place

    b. Never

    c. No, not in the one meeting we have had so far

    d. Yes, in the one meeting we have had so far

    e. Some of the time

    f. Most of the time

    g. All of the time

8. The SCC committee has created and distributed leadership and authentic roles for most/all team members.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

9. The SCC committee models positive communication and centers its conversations on social emotional and academic learning.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

Comments

_____

Creating a Safe Environment
1. The SCC committee has established SCC committee norms and strategies to ensure mutual trust and respect among team members.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

2. The SCC committee encourages transparency and inquiry among colleagues.

    a. Not evident or discussed

    b. Discussed but not action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

3. The SCC committee fosters actionable self-reflection, facilitates meaningful conversations, builds relationships, and encourages systematic thinking toward goals.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

4. The SCC committee models constructive disagreement and problem-solving skills.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

Comments

_____

Building Personal and Shared Visions

Please answer the questions below based upon the following definition of a vision statement:
A vision statement is a broad, aspirational statement about what the organization aspires to accomplish and/or the values and principles by which the organization will conduct itself.

1. SCC committee members are committed to a shared vision for an improved school.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

2. The SCC committee vision is powerful enough to enable stakeholders to look beyond barriers and focus thoughts on the benefits of their efforts.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

3. The SCC committee vision is consistent with district-level mandates.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

4. SCC committee members have compared the shared vision to the current reality in order to create goals.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

5. The SCC committee connects its ideas to existing mandates.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

Comments

_____

Below are statements that school culture and climate committees should strive to include in their practice. Each school may be currently functioning at a different level, and these may develop and strengthen over time. Please indicate the status of your school with regard to these competencies:

Setting Goals Based on Vision
1. The SCC committee vision has been translated into specific long-term goals.

   a. Not evident or discussed

   b. Discussed but no action

   c. Procedure/process carried out at times

   d. Done consistently/routinely

2. The SCC committee vision has been translated into specific short-term goals.

   a. Not evident or discussed

   b. Discussed but no action

   c. Procedure/process carried out at times

   d. Done consistently/routinely

3. Systems have been created to track and assess short- and long-term goals to gauge progress and to self-correct.

   a. Not evident or discussed

   b. Discussed but no action

   c. Procedure/process carried out at times

   d. Done consistently/routinely

4. The SCC committee has ensured that school personnel are familiar with the 7 skills of SEL.

   a. Not evident or discussed

   b. Discussed but no action

   c. Procedure/process carried out at times

   d. Done consistently/routinely

5. The SCC committee has utilized SEL report card data to outline the specific social and emotional changes we expect to target within students.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

6. The SCC committee has utilized school climate data to determine the specific social and emotional changes we expect to target school-wide.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

7. There are efforts to coordinate SEL across grade levels and encourage a developmental approach to SEL skills.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

Comments

_____

Reflection, Reassessment, and Improvement

1. The SCC committee has developed data collection strategies.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

2. The SCC committee has utilized the SEL report card data to reliably track SEL progress within students.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

3. The SCC committee has developed appropriate procedures to determine whether systems that improve social and emotional competencies are performing adequately (including the SCC).

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

Comments

_____

Optimize Strengths
1. The SCC committee has identified existing resources, such as other committees within the school, administrator support, and Rutgers team support, that are available to support our shared vision.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

2. The SCC committee has taken inventory of the existing efforts within their school and school-wide leaders to build and support social-emotional competencies and character.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

3. The SCC committee publicly celebrates and communicates small wins, accomplishments, successes, and acknowledges and appreciates efforts in small and large ways.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

Comments

_____

Enhance Visibility
1. The SCC committee members and their goals are highly visible to students.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

2. The SCC committee members and their goals are highly visible to teachers.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

3. The SCC committee members and their goals are highly visible to parents.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

4. The SCC committee collaboratively established a school identity/core values and actively and explicitly markets that identity within and outside of school.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

Comments

Nurture Relationships

1. The SCC committee recognizes significant events in the lives of staff, such as birthdays, marriages, and births.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

2. The SCC committee helps promote recognition of significant events in student lives, such as birthdays, family trauma, cultural events, and holidays.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

Comments

Encourage Communication

1. The SCC committee develops structures that promote the free flow of information with school personnel, such as daily bulletins, common Web pages, professional sharing during faculty meetings, and joint planning time.

   a. Not evident or discussed

   b. Discussed but no action

   c. Procedure/process carried out at times

   d. Done consistently/routinely

2. The SCC committee actively seeks staff input and ensures that all perspectives are addressed.

   a. Not evident or discussed

   b. Discussed but no action

   c. Procedure/process carried out at times

   d. Done consistently/routinely

3. The SCC committee seeks to communicate with those in other schools who are "walking the walk" for advice and guidance.

   a. Not evident or discussed

   b. Discussed but no action

   c. Procedure/process carried out at times

   d. Done consistently/routinely

Comments

Actively Model and Encourage Optimism

1. The SCC committee holds a shared belief that "we can make a difference."

   a. Not evident or discussed

   b. Discussed but no action

   c. Procedure/process carried out at times

   d. Done consistently/routinely

2. The SCC committee leader inspires members to accomplish things that might be beyond their grasp, and portrays a positive attitude about the ability of staff to accomplish substantial initiatives.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

3. The SCC committee models cooperation and cohesion, and are promoters of the desired culture of the building.

    a. Not evident or discussed

    b. Discussed but no action

    c. Procedure/process carried out at times

    d. Done consistently/routinely

Comments

_____

Leadership

1. The SCC committee leader adapts leadership style to the needs of specific situations.

    a. Some of the time

    b. Most of the time

    c. All of the time

2. The SCC committee leader is directive or nondirective as the situation warrants.

    a. Some of the time

    b. Most of the time

    c. All of the time

3. The SCC committee leader encourages people to express diverse and contrary opinions.

    a. Some of the time

    b. Most of the time

    c. All of the time

Comments

_____