


School Climate, the Conditions for Learning, and Academic Achievement

Briefing on School Climate and Academic Achievement
Rayburn House Office Building
June 15, 2010


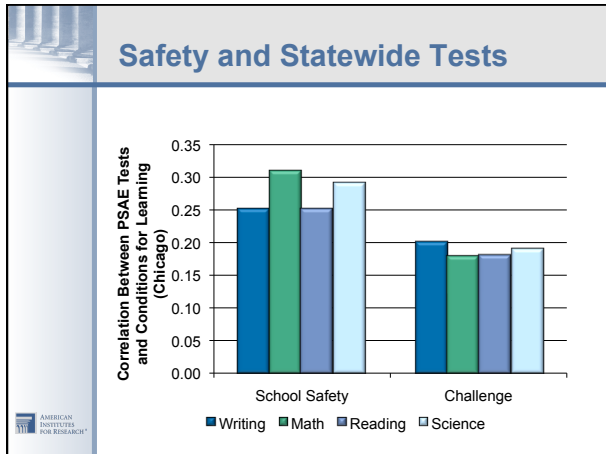
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Social and Emotional Conditions for Learning


Students are safe <ul style="list-style-type: none"> • Physically safe • Emotionally and socially safe • Treated fairly and equitably • Avoid risky behaviors • School is safe and orderly 	Students are supported <ul style="list-style-type: none"> • Meaningful connection to adults • Strong bonds to school • Positive peer relationships • Effective and available support
Students are challenged <ul style="list-style-type: none"> • High expectations • Strong personal motivation • School is connected to life goals • Rigorous academic opportunities 	Students are socially capable <ul style="list-style-type: none"> • Emotionally intelligent and culturally competent • Responsible and persistent • Cooperative team players • Contribute to school community

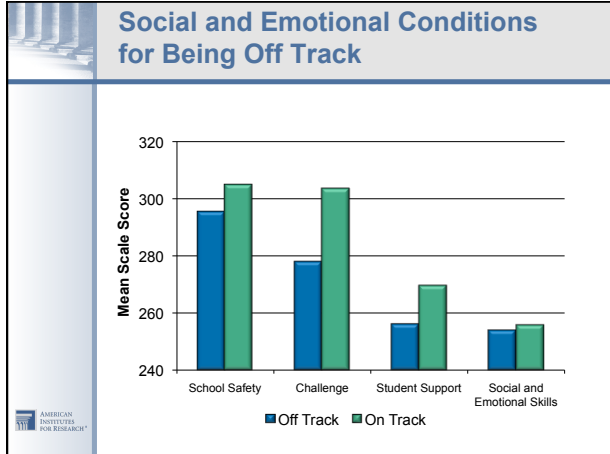
Osher et al., 2008

Impact of Safety on Math Achievement: National Surveys

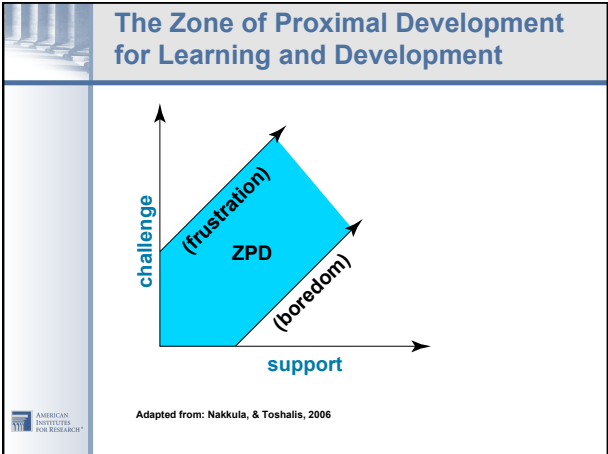
- **NAEP** (*National Assessment of Educational Progress*)
 - At all three grade levels students in schools reporting an above-average climate had higher mean NAEP mathematics scale scores than students in schools reporting average or below-average school climate on the same measure (Greenberg, Skidmore, Rhodes, & Nesbitt, 2001)
- **NELS** (*The National Education Longitudinal Study of 1988*)
 - Adolescent perceptions of connections with teachers predicted academic growth in mathematics (Gregory & Weinstein, 2004)

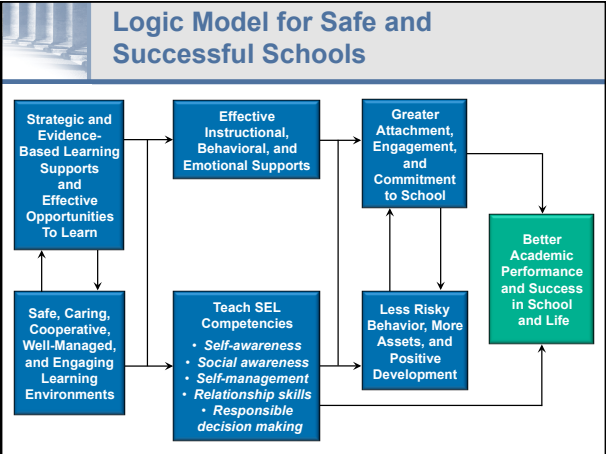
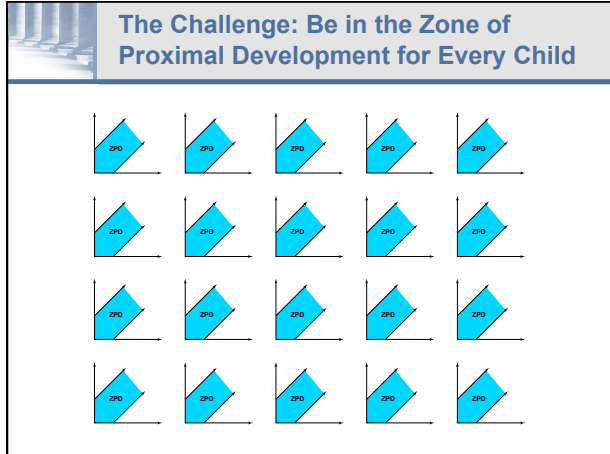




- ### Impact of Connection and Support on Achievement
- Adolescent perceptions of connections with teachers predicted academic growth in mathematics (Gregory & Weinstein, 2004)
 - Students were more likely to perform well on tests when they believed that their teachers cared about them (Muller, 2001; Ryan & Patrick, 2001)
 - “The most critical aspects contributed by the teacher are the quality of the teacher, and the nature of teacher-student relationships.” (Hattie, p.127)
 - School climate moderates the impact of teacher quality and the teacher-student relationships (Osher, Bear, Sprague, & Doyle, 2010; Osher et al. 2008)
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- ### Why Are Conditions for Learning Important?
- Maximizing the amount of time that students really attend to learning
 - E.g., working memory (Davidson, 2002)
 - Maximizing the opportunity for the teacher to:
 - Concentrate and differentiate
 - Teach in the Zone of Proximal Development (Vygotsky, 1978)
 - Personalizing instruction
 - Scaffolding learning and support
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