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Please enjoy this complimentary excerpt from
The Illustrated Guide to Visible Learning by John
Hattie, Douglas Fisher, Nancy Frey, and John Taylor
Almarode.

LEARN MORE about this title!

VL Signature Practice #1:
**CLASSROOM AND
SCHOOL CLIMATE**

VL SIGNATURE PRACTICE #1

CLASSROOM AND SCHOOL CLIMATE

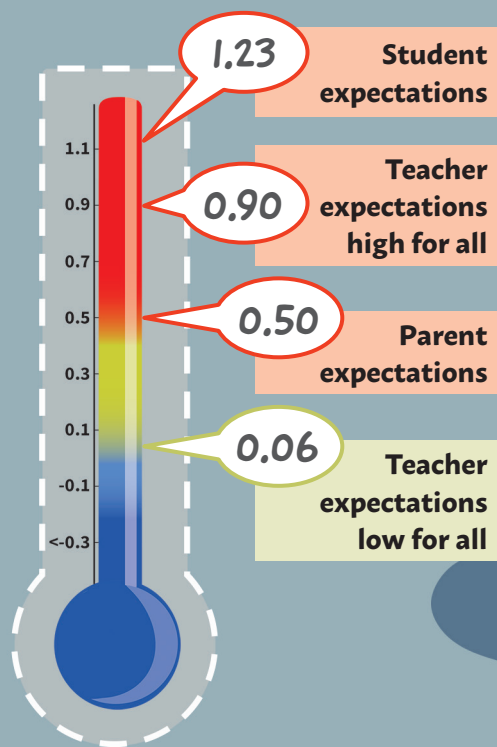
School climate starts with expectations. We tend to get what we expect. When we expect greatness, we are more likely to achieve it. And when we expect mediocrity, we are spectacularly effective in realizing low levels of learning.

Teachers with high expectations believe ALL their students will grow exceptionally, not simply make “normal” progress. A core notion is that teachers who have high (or low) expectations tend to have this for ALL students.

High-expectation teachers do the following:³

- Undertake diagnosis to determine what students already know and can do, and what challenges in their learning they need next
- Communicate learning intentions and success criteria with the class
 - Ask more open questions, designed to extend or enhance students’ thinking by requiring them to think more deeply
 - Invite students to ask questions about their work they are not sure about
 - Manage behavior positively and proactively
 - Make more positive statements and create a high-trust class climate where errors are seen as opportunities not embarrassments
 - Take a facilitative role and support students to make choices about their learning
 - Link achievement to motivation, effort, and goal setting
 - Teach the skills students need to work alone and with a variety of peers for positive peer modeling
 - Provide less grouping by ability and allow all learners to engage in advanced activities
 - Undertake more assessment and monitoring so that their teaching strategies can be adjusted when necessary
 - Respond to incorrect answers by exploring the wrong answer, rephrasing explanations, or scaffolding the student to the correct answer
 - Give specific, instructional feedback about students’ achievement in relation to learning goals and where to move next in teaching and learning

HIGH EXPECTATIONS



Teachers need to have high expectations and stretch goals for all students regardless of their prior ability, race/ethnicity, disability status, social class, or gender identity.

Teachers with lower expectations assign tasks that are less cognitively demanding, spend time repeating information, focus on classroom rules and procedures, and accept a lower standard of work.



When teachers believe that students are low-achieving students⁴ they

- Are criticized more often for failure
- Receive less feedback
- Are called on less often
- Have less eye contact with the teacher
- Have fewer friendly interactions with the teacher
- Experience acceptance of their ideas less often

LOW EXPECTATIONS



All students can accelerate their learning, although there may be different paths and times to succeed.

SCHOOL CLIMATE FACILITATES BELONGING

“Belonging is the feeling that we’re part of a larger group that values, respects, and cares for us—and to which we feel we have something to contribute.”⁵ Students learn more when they feel that they belong in their classrooms and school. **Belonging’s effect on learning is 0.46.** In addition, when educators feel they belong to the school, they perform better and students learn more. There are several dimensions of belonging⁶ that can be fostered in schools.



WELCOMED

How we are greeted each time we meet signals importance and fosters belonging.

Indicators for Students

- Greeting students
- Showing enthusiasm for students’ return to class

Indicators for Staff

- Greeting colleagues
- Asking authentic questions
- Engaging in authentic conversations

INVITED

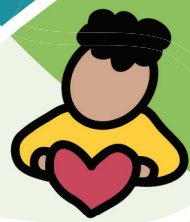
The ways people are invited signals their value and fosters a sense of belonging.

Indicators for Students

- Asking peers to play and dialogue
- Extending invitations for extracurricular events and clubs
- Modeling inviting behavior

Indicators for Staff

- Sending invites for meetings and learning events
- Extending invitations for other professional opportunities (advising, club sponsorship)



PRESENT

Who is in attendance and actually present.

Indicators for Students

- Strong student attendance rates
- Participating in class activities

Indicators for Staff

- Strong staff attendance rates
- Participating in team meetings and learning activities

KNOWN

The depth to which we know others.

Indicators for Students

- Pronouncing names correctly
- Strong teacher-student relationships
- Focusing on strengths

Indicators for Staff

- Addressing biased and stereotyped language
- Emotional intelligence and positive dialogues

ACCEPTED Ways we are recognized and celebrated as a member of the group.

Indicators for Students

- Positive body language and nonverbal messages
- Symbols of respect for all student groups
- Culturally sustaining instructional materials

Indicators for Staff

- Positive body language and nonverbal messages
- Inclusive beliefs and actions about students, staff, and community

LOVED

When it comes to school, we're talking about the selfless, unconditional love that conveys compassion and empathy.

Indicators for Students

- Providing comfort
- Showing patience, effort, and unity

- Building meaningful relationships

Indicators for Staff

- Making statements of empathy
- Using words of grace and forgiveness

NEEDED

We know that our contributions are valued because others rely on us for consequential work.

Indicators for Students

- Helping each other
- Peer tutoring
- Collaborating with peers

Indicators for Staff

- Peer coaching
- Peer-to-peer conversations
- Sharing resources and ideas

BEFRIENDED

Being friendly and encouraging and facilitating friendships.

Indicators for Students

- Structured opportunities for students to interact with a wide range of peers
- Integrated peer relationship development in the curriculum

Indicators for Staff

- Social opportunities for staff to interact
- Collegial and friendly interactions in hallways, restrooms, and classrooms

SUPPORTED

Recognition of our uniqueness, and systems to aid our participation.

Indicators for Students

- Strong instructional scaffolds in place
- Sophisticated tiers of support
- Modeling and demonstrating, not just telling information

Indicators for Staff

- Professional learning is practical and responsive to staff needs and interests
- Peer coaching and feedback
- Restorative conversations

HEARD

Active listening to others sends a message that they are valued and have ideas worth considering.

Indicators for Students

- Active listening (and teachers talking less)
- Soliciting feedback from students
- Student choice and decision-making in how they demonstrate understanding

Indicators for Staff

- Staff involvement in decisions
- Distributed leadership
- Leaders engaged in dialogue, not monologue

INVOLVED

We participate in the tasks and workflow of the group.

Indicators for Students

- Opportunities for collaborative learning
- Using academic language
- Students setting goals for their learning

Indicators for Staff

- Collaborating with colleagues in team meetings
- Contributing to tasks required to operate the school



SCHOOL CLIMATE FOSTERS CLASSROOM COHESION AND FRIENDSHIPS

In great classrooms, students cooperate and collaborate to reach common goals. They describe the environment as friendly and supportive, and there are classroom agreements and systems in place to ensure that a respectful environment is maintained. In these classrooms, students tend to learn more.

Members of cohesive groups tend to have several characteristics.⁷ They

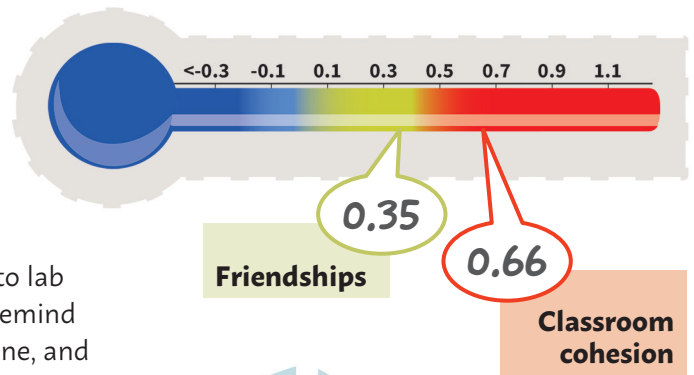
- have a collective identity
- experience a bond and a desire to remain part of the group
- share a sense of purpose, working together on a meaningful task
- establish a structured pattern of communication
- provide opportunities for students to sit with and interact with different peers on a regular basis
- structure collaborative tasks with individual accountability and opportunities for success
- encourage and reward student cooperation
- model friendly and supportive behavior for students



- facilitate class conversations and group agreements about the operation of the classroom
- teach procedures for routine tasks, such as entering the room, submitting work, gaining attention, and requesting support
- spend class time focused on group goals
- balance cooperation with competitions, dividing the class into groups and having them compete as groups in academic tasks
- allow students to vote on aspects of the classroom such as layout, discussion topics, reading materials, jobs, or rewards

Cohesion is also built and reinforced when groups of students have shared experiences and opportunities to recall and reflect on those experiences.

Shared experiences, from field trips to lab experiments to books read together, remind students that they belong, are not alone, and function as a group. These shared experiences reinforce the idea that the members of the group are connected to one another in meaningful ways.



Remember our conversation about well-being?

Classroom cohesion and friendships should aim to promote a sense of well-being. A sense of well-being is foundational to learning.

SCHOOL CLIMATE INCLUDES TEACHER RELATIONSHIPS AND TEACHER SUPPORT

At the most basic level, we all want to be liked. And we perform better when we have strong relationships with those teaching us. Healthy, growth-producing relationships help students learn; when they see their teachers as supportive, they learn more. In a phrase, these teachers are warm demanders who expect that students treat the teacher and their peers respectfully and that they participate in the academic tasks assigned to them.⁸ Warm demanders approach students, including students with problematic behavior, with unconditional positive regard,⁹ a genuine caring despite what that student might do or say.

High-impact teachers balance relationships and support, are warm demanders, and implement invitational teaching. This involves:¹⁰

TRUST

the ongoing relationships between the teacher and students. In trusting classrooms, teachers and students assume positive intentions, and seek to build, maintain, and repair those relationships

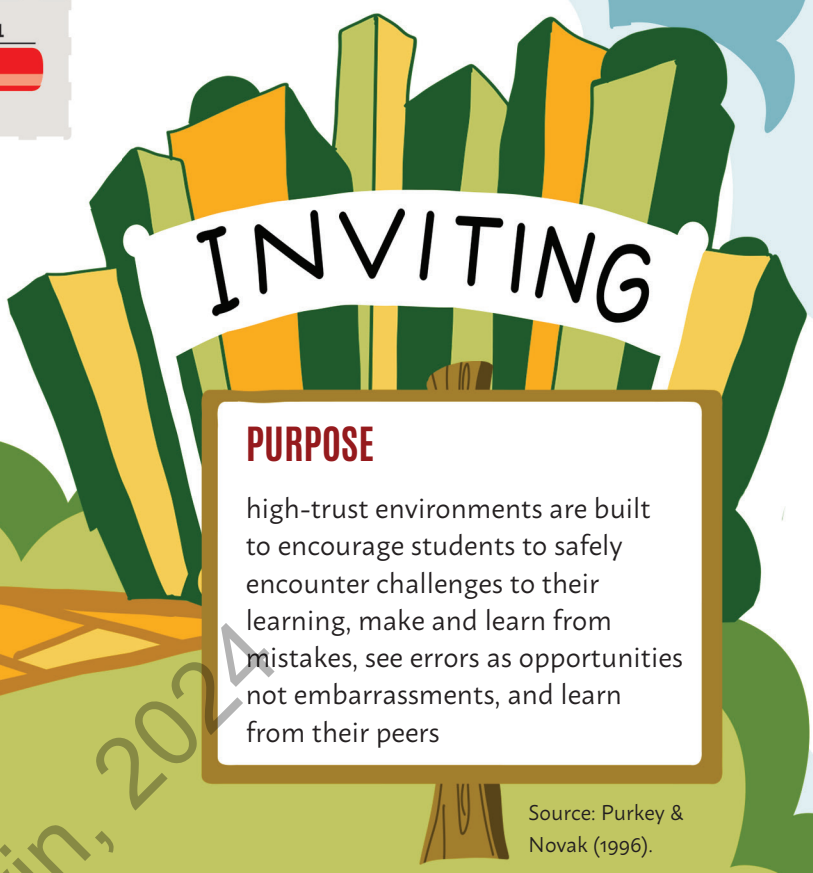
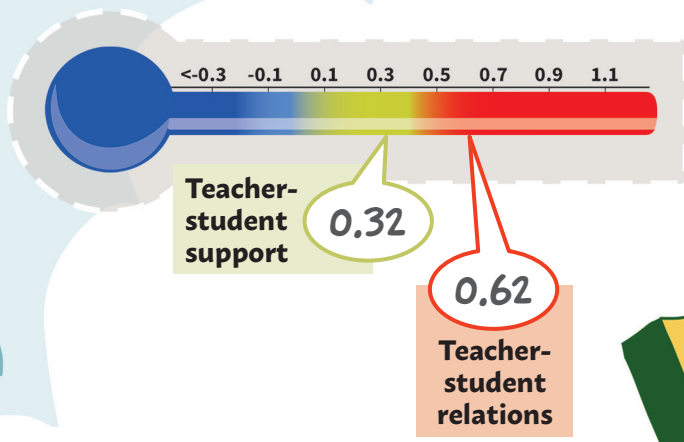
OPTIMISM

the potential of each classroom member is untapped, and every classroom member is responsible for finding ways to help others exceed what they think is their potential. Teachers are important in creating optimistic learning environments, and so are students. In an inviting classroom, students support the learning of their peers and understand that they are key in one other's learning

RESPECT

actions are fostered that communicate an understanding of everyone's autonomy, identity, and value to the learning community. Shared responsibility is crucial, and members of the classroom, including the teacher, see themselves as stewards for maintaining the social and emotional well-being of others

INTENTIONAL



INVITING

PURPOSE

high-trust environments are built to encourage students to safely encounter challenges to their learning, make and learn from mistakes, see errors as opportunities not embarrassments, and learn from their peers

Source: Purkey & Novak (1996).

INTENTIONALITY

an invitation to learning means that the practices, policies, processes, and programs of classrooms and schools are carefully designed to convey trust, respect, and optimism to all

When intentionality and invitation are combined, there are four possible types of teachers:¹¹

<p>Intentionally uninviting teachers . . .</p> <ul style="list-style-type: none"> • Are judgmental and belittling • Display little care or regard • Are uninterested in the lives and feelings of students • Isolate themselves from school life • Seek power over students 	<p>Intentionally inviting teachers . . .</p> <ul style="list-style-type: none"> • Are consistent and steady with students • Notice learning and struggle • Respond regularly with feedback • Seek to build, maintain, and repair relationships
<p>Unintentionally uninviting teachers . . .</p> <ul style="list-style-type: none"> • Distance themselves from students • Have low expectations • Don't feel effective, and blame students for shortcomings • Fail to notice student learning or struggle • Offer little feedback to learners 	<p>Unintentionally inviting teachers . . .</p> <ul style="list-style-type: none"> • Are eager but unreflective • Are energetic but rigid when facing problems • Are unaware of what works in their practice and why • Have fewer means for responding when student learning is resistant to their usual methods