



Supporting Social, Emotional, & Academic Development

Teachers, principals, and student support personnel all play an important role in creating a school culture that supports the development and success of all students.

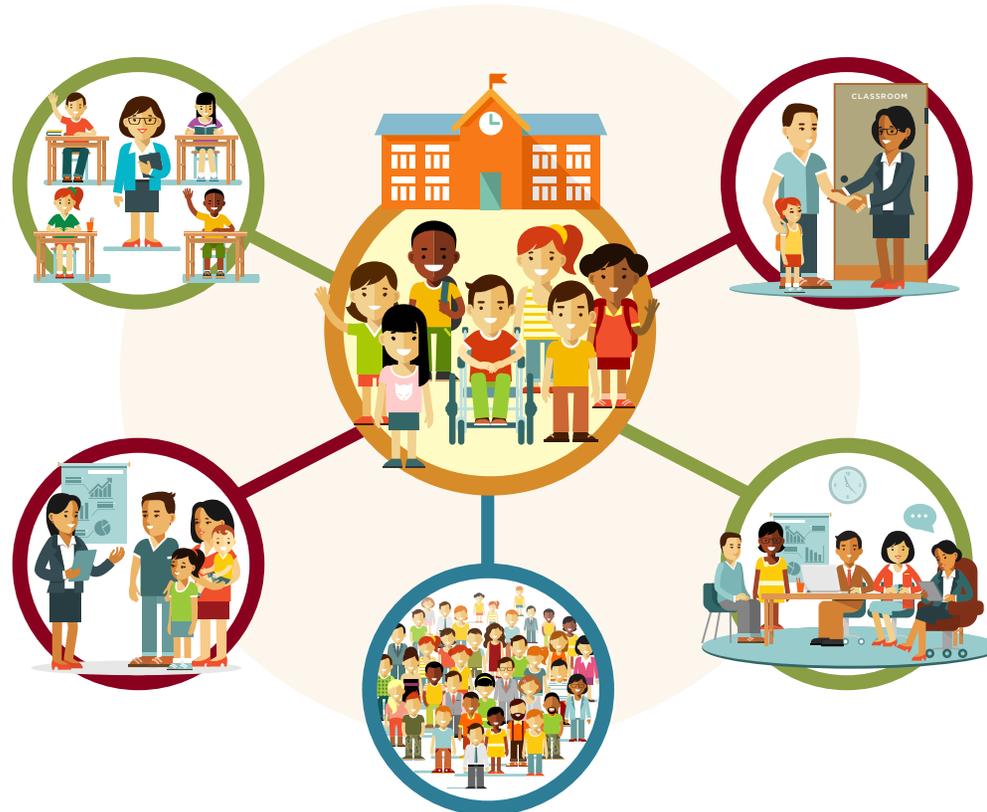
What questions can the adults in a school ask themselves as they work to create a supportive school climate?

Teachers and Students

- Have I set up my classroom in ways that promote positive academic mindsets?
- Do all my students feel...?
 - ... they belong in this learning community.
 - ... they can succeed at this.
 - ... they will see their ability and competence grow with effort.
 - ... that the work has value for them.
- Am I using grade and attendance data to tell me who needs more support?

Principals and Families

- What can I do to develop a positive school culture in which students and families feel engaged and empowered?



Teachers and Families

- Am I establishing positive relationships with families at the beginning of the year?
- Am I communicating and engaging with families regularly so we can be partners in supporting students to succeed in class?

Principals and Teachers Working Together

- Are teachers working collaboratively on our common goals for students?
- Do we have strong monitoring and support systems for students that are opt-out, instead of opt-in? How are we assessing whether our systems and strategies are working and for whom?

All School Staff Working Together

- How can we create a culture where teachers, school staff, and families are working together in true partnership to support student learning and engagement?
- How are we allowing students' to bring facets of their lived experiences in to our school?

Resources for Educators

Selected UChicago Consortium research discussed in *Supporting social, emotional, & academic development: Research implications for educators*. PDF copies of these reports are available for download at <https://consortium.uchicago.edu>.

Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance (2012)

Camille A. Farrington, Melissa Roderick, Elaine Allensworth, Jenny Nagaoka, Tasha Seneca Keyes, David W. Johnson, and Nicole O. Beechum

Summarizes the research on five categories of noncognitive factors that are related to academic performance, and examines whether there is substantial evidence that noncognitive factors matter for students' long-term success, clarifying how and why these factors matter, and determining if these factors are malleable and responsive to context.

Foundations of Young Adult Success: A Developmental Framework (2015)

Jenny Nagaoka, Camille A. Farrington, Stacy B. Ehrlich, and Ryan D. Heath; with David W. Johnson, Sarah Dickson, Ashley Cureton Turner, Ashley Mayo, and Kathleen Hayes

This research-backed framework illustrates how, where, and when the “key factors” to success develop from early childhood through young adulthood, emphasizing the kinds

of experiences and supportive relationships that guide the positive development of these factors. It also emphasizes factors that are particularly malleable, as well as the age at which each of the key factors comes into prominence, offering adults the most promising window for positive intervention.

How Do Principals Influence Student Achievement? (2018)

Elaine M. Allensworth and Holly Hart

Principals are often seen as the primary agents of change to improve student achievement in their schools. Yet the role of the principal is complex, and there are many ways that principals might potentially influence classroom instruction and student learning. What matters most? Researchers used data from hundreds of schools to learn how principals were most effective at achieving higher learning gains on standardized tests. Then, they visited 12 schools, interviewing principals and teachers, to see firsthand what principals in schools with improving learning gains were doing that principals in schools without improving learning gains were not.