

**Arkansas Department of Education
Public School Accountability Division
School Improvement Unit**

**STRENGTHENING THE
INSTRUCTIONAL
PROGRAM**

TURNAROUND PRINCIPLE #4



Presenters

School Improvement Specialists

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Building School Climate to Improve Student Achievement Among Poverty Learners



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Objective

- ❖ **Participants will learn best practices and strategies to improve school climate which will improve the performance of poverty students.**



Think About.....

- ❖ **Various ways to identify students living in poverty**
- ❖ **Support systems that benefit students in poverty**
- ❖ **The impact of school climate on students in poverty**
- ❖ **Instructional strategies to increase the success rate of poverty students**



Poverty is the extent to
which an individual does
without resources.

Ruby Payne

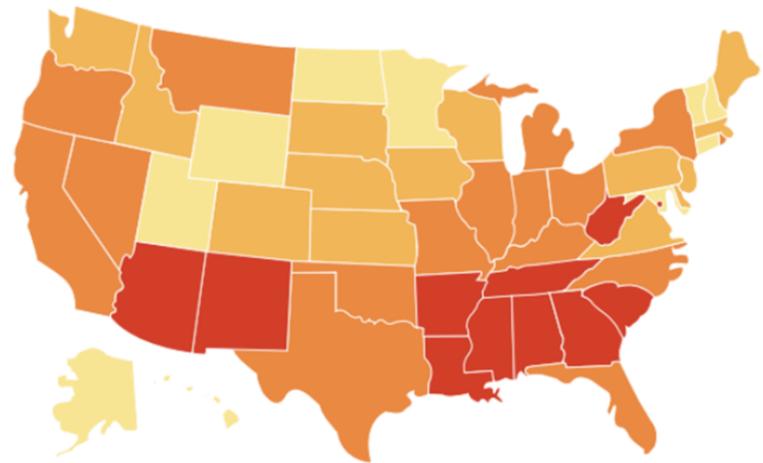
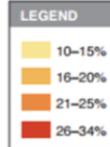


Poverty

- ❖ **Situational Poverty**
- ❖ **Generational Poverty**
- ❖ **29% students under age 18 live in poverty.**
- ❖ **(Arkansas is ranked 48th in the country)**

CHILD POVERTY BY STATE

The percentage of children under age 18 who live in families with incomes below the federal poverty level



Kids Count Data Center



Implications of Poverty

- ❖ **Educators must understand the hidden rules of poverty.**
- ❖ **Students need nurturing role models and support to successfully move from one class to another.**



Hidden Rules of Poverty

- ❖ **Schools operate using middle class norms and hidden rules of the middle class.**
- ❖ **Teachers must develop cultural competence by developing an understanding of different classes to avoid clashing of classes.**



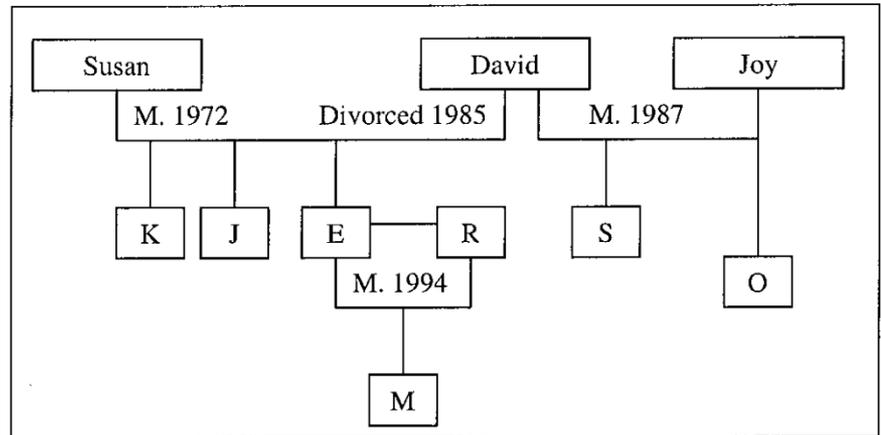
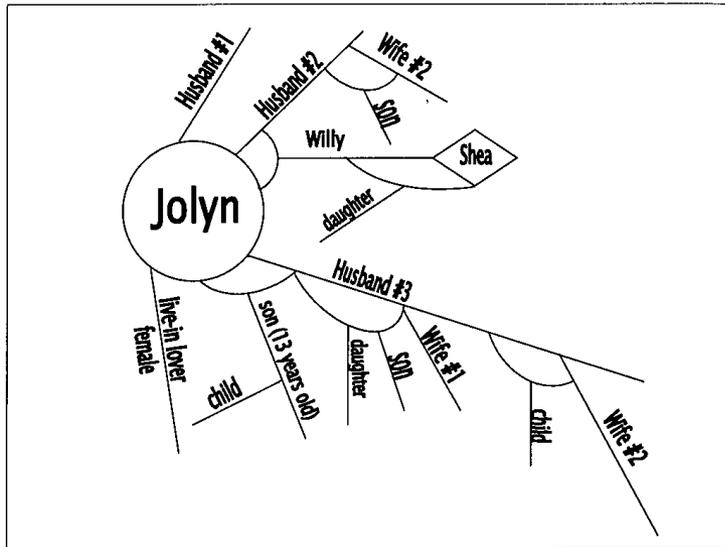
Hidden Rules Among Classes

Ruby Payne, A Framework for Understanding Poverty

	Poverty	Middle	Wealth
POSSESSIONS	People	Things	One of a kind objects, pedigrees
MONEY	To be spent	To be managed	To be conserved, invested
FOOD	Did you have enough?	Did you like it?	Was it presented well?
CLOTHING	Individual style	Quality? Brand?	Designer? Artistic?



Family Patterns



Generational Poverty

Middle Class

Payne, Ruby K. *A Framework for Understanding Poverty*. Highlands, TX: Aha! Process, 2001. Print.



Possible Support Resources

- ❖ **Financial Resources**
- ❖ **Emotional/Mental Resources**
- ❖ **Physical Resources**
- ❖ **Role Models**
- ❖ **Support Systems**
- ❖ **Knowledge of Middle Class Rules**



Sharing Personal Experiences

- ❖ **Think Time (real life student poverty situation)**
- ❖ **Share in groups of 3-4**
- ❖ **Discuss various resources provided**
- ❖ **Volunteers share with the group**



Teachers.....

“The greatest single factor affecting student achievement is the teacher in the classroom.”

Robert Marzano



Why Is School Climate Important?

❖ **“ Students don’t care how much you know until they know how much you care.”**

John C.

Maxwell



Indistar Indicator (142)

All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).



Indistar Indicators in Action

Interacting Socially

[http://www.indistar.org/action/
Instruction/ID/ID_2/index.html](http://www.indistar.org/action/Instruction/ID/ID_2/index.html)



Greeting Students

- ❖ **All teachers greet all students every day!**
- ❖ **When students feel welcomed and wanted, behavior improves and so does student achievement.**



Perceptual Surveys

- ❖ **Use perceptual surveys with students to determine the extent to which teachers are implementing effective practices to promote a positive climate and establish a positive relationship with students.**



Perceptual Data

- ❖ **Feedback and Guidance**
- ❖ **Proximity**
- ❖ **Individual Help**
- ❖ **Praise**
- ❖ **Effective Questioning**
- ❖ **Courtesy**
- ❖ **Personal Regard**

Engaging Students

- ❖ **Upgrade your attitude.**
- ❖ **Build relationships and respect.**
- ❖ **Get buy-in.**
- ❖ **Embrace clarity.**
- ❖ **Show your passion.**



Upgrade Your Attitude

- ❖ **Hold positive beliefs about your students.**
- ❖ **Plan for engaging students everyday!**



Build Relationships and Respect

- ❖ **A strong student-teacher relationship in kindergarten effected students' school outcomes through 8th grade with a .72 effect size when it comes to student achievement.**
- ❖ **Students need to see, hear, and feel the caring.**



Understanding Effect Size

- ❖ **Under 0.00=negative effect**
- ❖ **0.00-0.20=marginal effect**
- ❖ **0.20-0.40=positive effect**
- ❖ **0.40-0.60=substantial effect**
- ❖ **0.60-2.00=enormous effect**



Teacher Student Relationships

- ❖ **“No significant learning occurs without a significant relationship.”**

Dr. James

Comer



Indistar Indicators in Action

**Building Relationships to
Improve Instruction**

***Indistar* Video**



Nurture Positive Teacher-Student Relationships

- ❖ **Share about yourself for 60 seconds everyday.**
- ❖ **Respect your students.**
- ❖ **Upgrade interactive language.**



Gaining Student Buy-in

- ❖ **Cite the bigger kid challenge**
- ❖ **Offer an incentive**
- ❖ **Spark students' curiosity**
- ❖ **Start a competition**
- ❖ **Use their imagination**



Embrace Clarity

- ❖ **Use fewer words, use body language, use metaphor/ analogies.**
- ❖ **Positively state what you want students to do.**
- ❖ **Keep directions clear and simple.**



Show Your Passion Through Nonverbal Communication

- ❖ **Stay active in the classroom**
- ❖ **Purposely vary your voice**
 - ❖ *Indistar* Indicator: All teachers speak with expression and use a variety of vocal tones. (124)
- ❖ **Focus your eyes on students**
 - ❖ *Indistar* Indicator: All teachers maintain eye contact. (123)
- ❖ **Stay positive.**



Motivate and Engage

Build the Learner's Mind-set

- ❖ **Use inclusive questions versus exclusive questions.**
- ❖ **Avoid statements that lower expectations.**
- ❖ **Consistently use student affirmation statements.**



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