

## **3 Key Features of Positive Classroom Climates**

### **#1: A Sense of Belonging and Feeling Connected**

*"Possibly the most critical element to success within school is a student developing a close and nurturing relationship with at least one caring adult. Students need to feel that there is someone within school they know, to whom they can turn, and who will act as an advocate for them."*

(from Massachusetts Department of Education report on student success)

*"Research shows that a positive relationship with an adult who is available to provide support when needed is one of the most critical factors in preventing school violence. Effective schools make sure that opportunities exist for adults to spend quality, personal time with children."*

(from the Final Report and Findings of *The Safe School Initiative*. US Department of Education and US Secret Service, 2004)

How can we help **each student to feel welcome** in our classrooms?

- greet each student by name each day
- smile ☺

## **#2: Student Autonomy and Self-Determination**

Self-motivation will be nurtured in classroom environments in which adults **seek and respect the input of students.**

*Ideas for the classroom:*

- class climate "report card"

A belief in eliciting the views of children and adolescents also requires that we provide **opportunities to strengthen their problem-solving and decision-making skills.**

*Ideas for the classroom:*

Even the provision of seemingly small **choices** has a major impact on self-motivation.

*Ideas for the classroom:*

### #3: Sense of Competence

*"If people are in environments in which there is little, if any, acknowledgement of their strengths and an inordinate focus on their weaknesses, they are more likely to feel defeated and even hopeless."*

(Dr. Robert Brooks)

To help students develop a sense of competence:  
**fortify "Islands of Competence"**

*Ideas for the classroom:*

**provide opportunities to help others**

*Ideas for the classroom:*





















**lessen fear of failure**

*Ideas for the classroom:*

- My Favorite No: Learning From Mistakes

My Writing Self-Evaluation Rubric  
 Writing Workshop

Name \_\_\_\_\_

	OK	Good	My Best
I write and work all the time during Writers' Workshop. 			
I write using temporary spelling on the rough draft. 			
I fix up and fancy up spelling for the diamond draft. 			
I try my best. 			
I do my best on the illustrations. 			

Comments: \_\_\_\_\_

1 I am treated fairly by my teacher.

A No.

B Sometimes.

C Yes.

2 When Math is too hard I can ask my teacher for help.

A No.

B Sometimes.

C Yes.

3 My teacher makes learning fun.

A No.

B Sometimes.

C Yes.

4 My classmates and I follow directions given in class.

A No.

B Sometimes.

C Yes.

5 My teacher expects me to learn and do well in class.

A No.

B Sometimes.

C Yes.

6 It's important to me to get good grades.

A No.

B Sometimes.

C Yes.

7 I try to connect what I am studying to what I already know.

A No.

B Sometimes.

C Yes.

8 My teacher believes that I can learn math concepts.

A No.

B Sometimes.

C Yes.

9 When I try my best, I am happy with the quality of my work.

A No.

B Sometimes.

C Yes.

10 I believe I can learn and do well in my math class.

A No.

B Sometimes.

C Yes.