

What Conditions of Teaching and Learning Look Like

The National Education Association believes that we can mitigate the issues that distract our students and ensure that all students arrive at school ready to learn by providing small class sizes, educators with training in culturally relevant pedagogy, and sufficient SISPs for our students. With these conditions in place, teachers can dedicate more time to individual students and understand the environments in which they live. Students can receive the social and emotional supports they need from their school social worker, nurse, and psychologist, and both teachers and students will be free to accelerate achievement.

Research shows that, when students are well-fed, have proper health care, participate in at least 60 minutes of physical activity a day, and receive culturally responsive instruction, they are more likely to perform better academically, have fewer absences, and graduate.

A great public school recognizes the unique needs of every student and addresses those needs by providing both students and teachers with the supports they require to effectively learn and teach. A great public school provides guidance and supports for instruction, guidance and supports for learning, a positive classroom ecology, a positive school ecology, and it gives teachers a voice in accountability.

For more information on what makes a great public school, please visit:

www.nea.org/gpsindicators

Is Your School a Great Public School?

Conditions of Teaching and Learning

Series 7 of 7



A Great Education

As students progress during the school year, it is essential that they are provided all the resources and supports they need to succeed.



A quality education begins with access to an exemplary early childhood education and continues with development of students socially, emotionally, and cognitively, preparing them for college and 21st-century careers. The bridge from early childhood education to graduation is only made possible with:

- High standards and a rigorous curriculum;
- Teaching and learning conditions conducive to engagement and enrichment;
- Educators of the highest quality;
- Valid assessments;
- Engaged families and community; and,
- Sufficient funding for advanced courses, modern materials and facilities, and educator professional development.



Great Public Schools Indicators Framework

The National Education Association's Great Public Schools (GPS) Indicators Framework elaborates on the seven criteria fundamental to a quality education and calls on all educators, families, community leaders, and policy makers to join the effort to ensure that every student has access to a great public school. Together, we can achieve greatness. Here we focus on one of the seven criteria required for student success—Conditions of Teaching and Learning.

Conditions of Teaching and Learning

Imagine the school bell just rang, and students are pouring into the classroom—each one heading to his or her assigned seat. The teacher begins the lesson, but is constantly disturbed by a leak from the ceiling. One student has to move her desk to avoid getting wet. The leak, however, is the least of the students' concerns. Half of them begin the school day hungry, tired, or distracted by the previous night's events. In this over-crowded classroom of 30, three students are food-insecure, one is homeless, and 11 have been victims of violent crime.

Across the country, students and teachers are going without the supports they need to learn and teach. Our students deserve more. Large class sizes inhibit successful class management and reduce valuable personalized instruction and attention. Students have a wide range of needs, and these needs cannot be met without a well-trained teacher's attention and the support services offered by specialized instructional support staff (SISPs) and education support professionals (ESPs).

How You Can Advocate for a Great Public School—Conditions of Teaching and Learning

Essential Pieces

Guidance and Supports for Instruction

Guidance and Supports for Learning

Educator Voice in Accountability

Positive Classroom Ecology

Positive School Ecology

Action Steps

Request that your principal provide educators performance feedback and instructional support.

Ask your school principal if educators are provided time to plan and collaborate during the school day.

Ask your school principal if your child will have access to a full-time school counselor, school nurse, social worker, and psychologist.

Ask your child's educator if they have the opportunity to participate in school and district policy setting.

Monitor your child's class size(s) and ask other parents about their child's class size(s).

Ask your school board to require reports on school behavioral interventions leading to disciplinary exclusion.

Ask your school principal to ensure all school personnel receive training on culturally relevant pedagogy and intervention techniques in incidents of student bullying and harassment.