

Classroom Climate Survey

This is a good point for readers to assess where they are in their thinking and practices with regard to classroom climate. We encourage readers to fill in the following survey for each of the three strands and compare answers in groups with colleagues.

Community and Mutual Support

How are students encouraged to get to know one another and to get to know other people?

When are students listened to, acknowledged, and affirmed as worthwhile, important, and cared-for people?

When do students learn group responsibility and interdependence?

What opportunities are there for learning social skills and cooperative learning?

How are conflict-resolution strategies being learned and practiced in the classroom and around the school?

Quiz
Chapter 14 – Classroom Climate
Name: _____

The Skillful Teacher, 6th edition (2008)
Saphier, Haley-Speca & Gower
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Risk Taking and Confidence

What are the times when students are encouraged to take risks and find out it's okay to do so?

What do I do to disabuse students of the life-limiting belief in the virtue of speed versus care and perseverance?

When does the belief “good students solicit help and lots of feedback on their work” get communicated in the classroom?

In what ways do students learn that effort makes the difference?

Influence

What are the times when students are in a controlling or influencing role?

What principles of learning are students knowledgeable about and encouraged to use?

What are the opportunities for giving control to students within the models of teaching being used?

What opportunities are there to have students be authentic knowledge producers and structure classroom discourse from the constructivist perspective?

What opportunities are there for students to be experts?

What are the ways in which the local community culture is viewed as a source of “authorized” curriculum and thus as a worthwhile source of knowledge?