Schoolhouse SUPPLIES

Evaluation Report
2019-2020

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Introduction

In late summer 2019, Anne Gurnee Consulting, LLC (AGC) met with Schoolhouse Supplies (SHS) leadership to develop a plan for evaluation activities designed to continue to assess the impact of SHS services on their intended audiences with a focus on the needs of students and teachers in high-need schools and districts. The approach was to include:

- Background research on how supplies, and accessibility to them, affect and impact both teachers and their students.
- A year-long case study using teachers and administration at Davis Elementary, a K-5 school in the Reynolds School District intending to learn more about how supplies and SHS services impact a high-needs school newly added to the schools SHS serves.
- Focus groups with Reynolds school teachers (K-12) held in the spring designed to gather more detailed information on high-needs students and their teachers.

With the onset of COVID-19 in mid-March and the subsequent shut-down of schools and in-person interactions limited, AGC and SHS cancelled the spring focus groups and added a spring survey that was sent to over 1,500 Portland-area teachers. AGC also included a few highlights from the annual Kids in Need Foundation (KINF) survey collected in February 2020.

This report offers a summary of the data collected during the 2019-2020 academic year, documents key findings and provides leadership with data-driven recommendations for modifications, improvements and next steps.

Research

The information gathered in surveys and focus groups through AGC's evaluation work in 2018-2019 helped to define key areas where the provision and availability of classroom supplies help both teachers and students. Those areas include:

- Reduction of stress for both students and teachers
- Increase in student engagement
- Improvement of relationships between students and teachers
- Improvement in the overall school culture

As a next step, AGC reviewed recent educational research and literature to demonstrate how the work done by SHS helps to improve the educational experience and overall outcomes for students. This research review was submitted originally to SHS in October 2019. The full research review is included in Appendix.
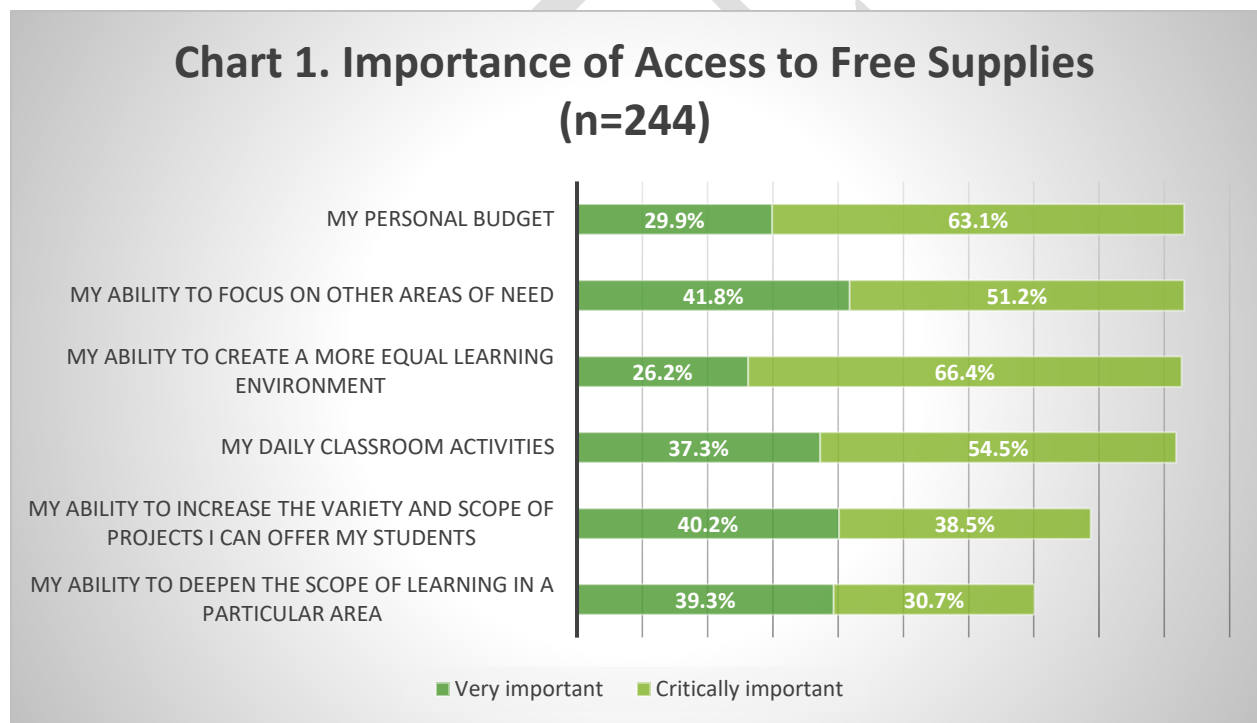
KINF Survey

The Kids in Need Foundation distributed its 2019 survey in late February 2020. In general, AGC found that the data collected locally mirrored the findings from Schoolhouse Supplies own evaluation work. Over 200 educators responded to the survey (244).
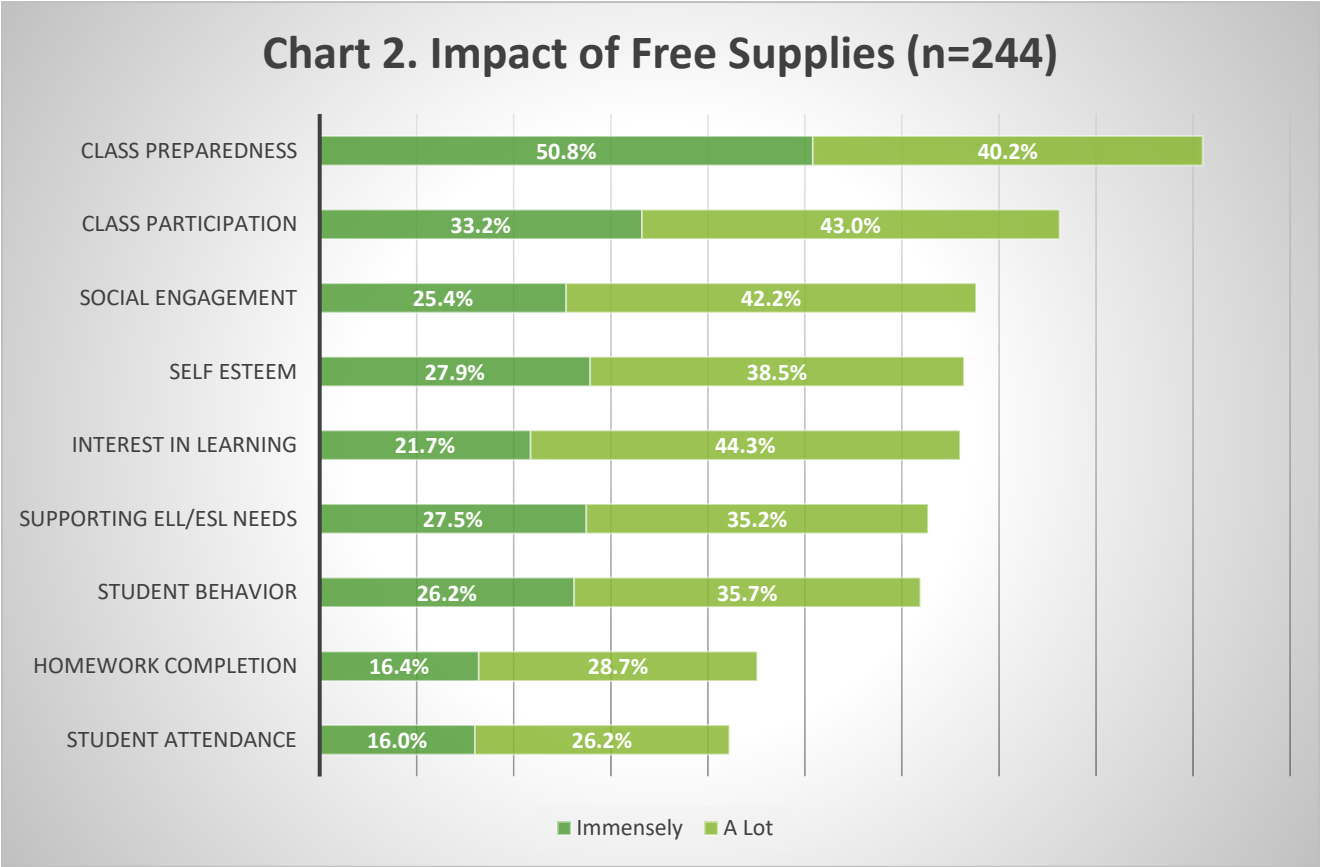
The KINF survey asked first about the importance of access to free supplies from SHS, the local KINF Teacher Resource Center. Respondents reported that access to free supplies were very important or critically important to:

- Their personal budget (93%)
- Their ability to focus on other areas of need (93%)
- Their ability to create a more equal learning environment (92.6%)
- Their daily classroom activities (91.8%)

Chart 1 summarizes these findings.

Chart 1. Importance of Access to Free Supplies (n=244)

Category	Very important	Critically important
MY PERSONAL BUDGET	29.9%	63.1%
MY ABILITY TO FOCUS ON OTHER AREAS OF NEED	41.8%	51.2%
MY ABILITY TO CREATE A MORE EQUAL LEARNING ENVIRONMENT	26.2%	66.4%
MY DAILY CLASSROOM ACTIVITIES	37.3%	54.5%
MY ABILITY TO INCREASE THE VARIETY AND SCOPE OF PROJECTS I CAN OFFER MY STUDENTS	40.2%	38.5%
MY ABILITY TO DEEPEN THE SCOPE OF LEARNING IN A PARTICULAR AREA	39.3%	30.7%

■ Very important ■ Critically important

The KINF Survey next asked about how much the access to free supplies at SHS has impacted a variety of learning-related functions. The top areas of impact here were class preparedness (91%) and class participation (76.2%). Chart 2 summarizes these findings.

Chart 2. Impact of Free Supplies (n=244)

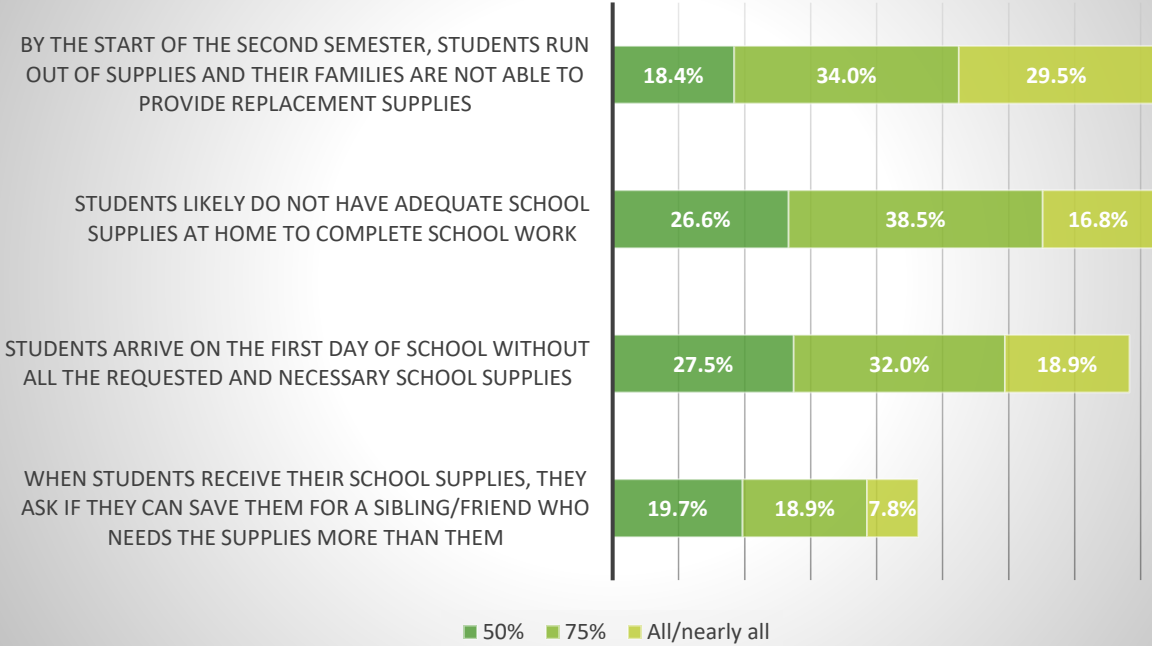| Category	Immensely	A Lot
CLASS PREPAREDNESS	50.8%	40.2%
CLASS PARTICIPATION	33.2%	43.0%
SOCIAL ENGAGEMENT	25.4%	42.2%
SELF ESTEEM	27.9%	38.5%
INTEREST IN LEARNING	21.7%	44.3%
SUPPORTING ELL/ESL NEEDS	27.5%	35.2%
STUDENT BEHAVIOR	26.2%	35.7%
HOMEWORK COMPLETION	16.4%	28.7%
STUDENT ATTENDANCE	16.0%	26.2%

■ Immensely ■ A Lot

A final question worth highlighting asked respondents about the percentage of students encountering various supply-related scenarios. The two most common scenarios, with respondents reported 50% or more of their students experiencing these scenarios, were:

- By the start of the second semester, students run out of supplies and their families are not able to provide replacement supplies (81.9%)

- Students likely do not have adequate school supplies at home to complete school work (81.9%)

Chart 3 summarizes these findings.

Chart 3. Students & Supplies Scenarios (n=244)

Horizontal bar chart with the following categories and values:

BY THE START OF THE SECOND SEMESTER, STUDENTS RUN OUT OF SUPPLIES AND THEIR FAMILIES ARE NOT ABLE TO PROVIDE REPLACEMENT SUPPLIES
- 50%: 18.4%
- 75%: 34.0%
- All/nearly all: 29.5%

STUDENTS LIKELY DO NOT HAVE ADEQUATE SCHOOL SUPPLIES AT HOME TO COMPLETE SCHOOL WORK
- 50%: 26.6%
- 75%: 38.5%
- All/nearly all: 16.8%

STUDENTS ARRIVE ON THE FIRST DAY OF SCHOOL WITHOUT ALL THE REQUESTED AND NECESSARY SCHOOL SUPPLIES
- 50%: 27.5%
- 75%: 32.0%
- All/nearly all: 18.9%

WHEN STUDENTS RECEIVE THEIR SCHOOL SUPPLIES, THEY ASK IF THEY CAN SAVE THEM FOR A SIBLING/FRIEND WHO NEEDS THE SUPPLIES MORE THAN THEM
- 50%: 19.7%
- 75%: 18.9%
- All/nearly all: 7.8%

Legend: ■ 50% ■ 75% ■ All/nearly all

Case Study – Davis Elementary

Another component of the evaluation this year was to look more closely at a single elementary school in the Reynolds School District, Davis Elementary. This school was chosen because of its location in a high-needs neighborhood and because all schools in Reynolds have only been part of the SHS service area for one full year (2018-2019) prior to the beginning of this case study. The intent was to capture some key insights into schools, their teachers and their students prior to extensive engagement with SHS to identify key areas of need, the nature of that need and to see how the initial connection to SHS impacts the school and its students. Unfolding over the course of this year (2019-2020), the case study included background research on this district, a site visit and observations at the school during the SHS backpack event in early fall, two interviews with the principal and three focus groups with a small group of teachers.

District & School Demographics

Reynolds School District (SD 7) is located in the extreme northeast section of Portland, Oregon. Students who attend Reynolds live (roughly) north of SE Stark and east of NE 143rd through Troutdale. In 2018-2019, Reynolds served approximately 10,750 students.

Davis is a K-5 school located at 19501 NE Davis Street in Portland. In 2018-2019, enrollment at Davis was approximately 450 students.

Table 1 summarizes the race/ethnicity demographics of the district and school. Table 2 summarizes the key need-related demographics of the district and school.

Table 1. Reynolds School District & Davis Elementary Student Demographics (2018-2019)

Race/Ethnicity	Reynolds SD Percentage (2018-19)	Davis Elem Percentage (2018-19)
American Indian/Alaska Native	1%	<1%
Asian	7%	8%
Black/African American	9%	11%
Hispanic/Latino	42%	48%
Multiracial	7%	7%
Native Hawaiian/Pacific Islander	3%	4%
White	32%	21%

Table 2. Need-related Demographics of Reynolds School District & Davis Elementary (2018-2019)

Need-related Category	Reynolds SD Percentage/Count (2018-19)	Davis Elem Percentage/Count (2018-19)
Languages Spoken	71	23
Ever English Learners	45%	53%
Free/Reduced Price Lunch	79%	>95%
Students with Disabilities	16%	16%

Principal Interviews

AGC conducted two interviews with the principal at Davis Elementary, one in September and another in January. Ashley Furlong is the current principal at Davis Elementary. She has been at the school for seven years after having moved to Oregon from out-of-state. She began as a teacher at David and has been the principal since 2017. According to Ms. Furlong, 100% of the students qualify for free/reduced price lunch and 20% are considered "mobile" students. Spanish is the primary language spoken other than English.

When asked about the strengths of Davis, she cited:

- Parent involvement (but not through "official" channels such as a PTO)
- Many community partners (taken years to build, includes many churches)
- A focus on social/emotional learning for past several years
- School provision for family needs (e.g. food backpack for weekends, clothing closet, etc.)

When asked about the challenges facing Davis, she offered:

- Trauma for both students and families
- A marginalized population
- Threat of deportation
- Housing expenses and loss as prices rise

There are 30 teachers in the building and approximately 20 other staff. Eight of the current staff are bilingual. There is a Head Start located in the building serving about 20 additional children annually. Davis also includes two specialized communication-focused classrooms for special education students. Fortunately, there has been low turnover at Davis in the staff and faculty in recent years.

Family involvement is high despite the lack of a formal PTO. At least 400 typically attend during themed family nights, and families report feeling safe and welcome at the school.

In the fall, when asked about the SHS backpack program and its impact, Ms. Furlong offered the following:

- Great to have extras for later kids
- Students were "excited," proud; "I set up an office at home with my supplies."
- Teachers were "ecstatic," glad to have supplies available for home
- Families were grateful, "shocked;" many still bring in supplies, but not because Davis requires it

The backpacks donated and distributed were sent home with students for home use.

In the January visit with Ms. Furlong, AGC followed up on the backpacks and their impact. Ms. Furlong offered the following:

- Backpacks were a welcome addition to their school start
- Quality of the backpacks was not great; many had to be replaced
- Still had some left to give to new students or to replace damaged/lost backpacks
- Would rather have had fewer supplies and higher quality backpacks

AGC also asked whether she had heard any feedback on the Free Store. All reports were positive, but she knew that many teachers struggled to find time to visit. Technology needs were high on her list of needed items. The tech available at Davis was old and limited.

AGC also asked what she felt the impact of inadequate supplies was on both teachers and students. Table 3 summarizes her thoughts.

Table 3. Effect of Inadequate Supplies According to Davis Elementary Principal

Teachers	Students
Expends their personal funds	Creates difference if students bring supplies from home
Limits their lesson choices/creativity	Elimination of art activities
Makes education less equitable	Creates rationing in the classroom → stress
Adds stress to teachers	Creates an effect long-term on students' performance in specific subjects (e.g. writing, art)
	Makes education less equitable

Focus Group – Fall

The focus group for the Davis Case Study was small but full of insight. The same three teachers joined each of the three focus groups, the last one conducted virtually due to the COVID-19 closures. All three teachers are female and teach in the K-3 grades at Davis. Two had been teaching at Davis for over 15 years. One was in her second year at the school.

In the fall, many of the questions related to the backpacks that their students had recently received and the state of their classroom supplies in general at the beginning of the year. According to the teachers, the backpacks were well received overall by both students and families. One teacher said that families were "very excited" and "grateful" for the backpacks. Another teacher said that some of her children were "waiting all week" for the backpack day. Davis Elementary sent backpacks home with students so that they could use the supplies there. One teacher added:

> *"Most of the children have such a hard time with just basic necessities here, and so to be able to have those supplies at home to use for homework or just whatever activity they want to use them for was amazing. I'd say at least 60% of my class is using the backpack that they received as their main backpack."*

Two teachers mentioned that it would have been nice to have the backpacks a bit earlier because of the need to put bus tags on backpacks. Some already had backpacks and the bus tags had to be switched. Others did not have a backpack at the beginning of the year, and teachers struggled with knowing how to handle this issue.

When asked about the status of their supplies at the beginning of the year, all three felt they were in good shape, but all planned to use their shopping times at the Free Store throughout the year. Teachers at Davis primarily store their own stash of supplies in their rooms, and there are very few communal supplies available. They did, however, relate that the culture of the school among teachers is open and sharing.

One comment that echoed a finding from last year was the following: "There's more that they can do when I have these extra supplies." The teachers related that their ability to do more and creative types of teaching and experiences with their students is directly related to the supplies the have or can easily and/or affordably get.

When asked about the effect on students who do not have adequate supplies, the teachers offered the following:

- *"[There is] social pressure that peers will view them differently because they don't have the cool pencil box. And then when you give it to everybody then it's not like, 'Oh, I'm sticking out like a sore thumb because I got this backpack and I'm the only kid.' Everybody does."*
- *"I feel like these kids are constantly like stressing or having anxiety over – do I have that?"*

One teacher also commented how supplies help with student engagement:

> *"I found a lot of my kids if they didn't have something to work with, it was an easy out. Like, 'Oh, well, I have this, so I don't need to do any work today,' versus, 'Oh, I'm going to go out and like try and find what I need so I can do it or ask for help. Oh, don't have it. Not going to do it.'"*

When asked about the effect on themselves as teachers when they did not have enough supplies, the teachers mentioned the amount of money they spend personally on supplies. Having the available supplies in a high-needs school allows them to be generous about the supplies that go home which keep students engaged in learning at home as well as school and helps build a trusting relationship between teachers and students.

Focus Group – Winter

We began the winter discussion by discussing the status of supplies in their classrooms. Top items of need included:

- Crayons
- Markers
- Erasers
- High-quality pencils
- Paper (all kinds: copy paper, lined paper, colored paper, construction paper, etc.)
- Paint

One teacher noted that she spends 10 minutes a day just sharpening pencils (this is especially true with lower-quality pencils) which underscores the very real cost of lower-quality supplies.

Paint in varying skin colors is very important in these classrooms as well. One teacher noted:

> *"[At SHS I found] a two-row paint set, and they had colors that worked for skin. It was the most wonderful thing. So, I took all four sets [allowed] and we used those four sets in our class and shared them. We talked about how wonderful it was because you go to use the ones that we get here at school every now and then, and they come with this weird brown that's almost black and yellow and orange. There's nothing that works that you can even mix to make skin. The kids were so happy to have colors that were just beautiful skin shades."*

All of the teachers had already been to SHS more than once and planned to continue going when allowed. When asked why other teachers they know choose not to go, the teachers commented that some perceive it as out of their way if they, for example, live in the opposite direction. Another noted that the proximity to Costco is a plus and a potential reminder to incentivize visits to the Free Store. They also felt that once teachers come, they are "hooked."

One teacher underscored how important SHS has been to building of her classroom library:

> *"I do have to say one thing I think Schoolhouse Supplies has changed for me: it's my library. If you go into my classroom, I have a huge library set of books, and I did used to be a little hesitant to let students check them out. I didn't want to lose my books because I love my library. And I wouldn't say that I'm always hitting the jackpot there with books. But I just realized that books are flowing no matter where they're coming from. So, I just let the kids take a book home. My library doesn't look like it's getting smaller, but that's one thing, I can kind of let go."*

When asked about the status of the general supplies at the school, they all agreed that they were fairly depleted at this point of the year. They mentioned that a local church had made a big donation more than a year ago that was still around because the supplies offered were so low-quality that none of the teachers wanted them. "They are just so minimally valuable," one teacher commented.

The conversation turned next to the effect on teachers when supplies were not available for the lessons they wanted to teach. Teachers offered the following strategies they use when this occurs:

- Ask colleagues for the supplies needed
- Purchase the supplies (with personal funds) from Amazon so they can be delivered and save the teacher the time of physical shopping
- Modify the planned lesson to use the supplies needed
- Change the plans entirely to use the supplies available

All the above add up to more time and work for the teacher. They offered examples:

- *"A good example is in September for our Bridges Math. We are supposed to make faces out of paper plates, and sometimes if we don't have paper plates (e.g. we forgot to order them for the year, etc.), you could go to Dollar Store and buy them and that would be really easy. But I just cut circles the same size as the paper plates. Sometimes I actually just draw on something, and the students actually do cut them out. I want to see if they know how to cut things like that. [Cutting becomes] a lesson. Is not about lessons for Math."*
- *"I think for me the frequency of my changing a lesson is a lot, but part of that is because I don't have as much experience. I'm a newer teacher, and so I am still not used to that. So, I see something to do in class and I think, 'That would be really cool. How do I adopt that with the things that I have?' I'm either going to sit there the night before and cut out 20 of whatever it is myself, or we are not going to do it because the cutting is too complex for my students. They can't do it. They cut it in half, and they cry."*

We then discussed the effect on the students when there are not enough supplies. The teachers offered the following primary issue: an increase in challenging behaviors (e.g. emotional outbursts of anger, sadness, etc.). These clearly relate to the trauma background from which many of their students come, but it also means that the lack of supplies gets in the way of learning for these students in simple but profound ways.

Focus Group – Spring

The conversation this spring took a notable turn as we focused on how the COVID-19 closures were affecting these teachers. By mid-May, these teachers had begun to adapt to the new world of virtual teaching, but they were challenged by some specific areas such as technology needs for both themselves and their students and the social/emotional needs of their students.

On the technology front, they had been frustrated by:

- Internet that is less than robust for themselves and their students
- Sharing computers and other tech with other family members (teachers and students)
- Differing tech at different homes which means that certain educational programs work in one home but not another
- Blocks on district computers that do not allow access to certain (seemingly benign) web sites

One teacher reported that they had initially left their laptop at school and by the time she retrieved it, the district had wiped it clean of all content which left her without her collection of plans, templates, educational resources, etc. Another mentioned that she had to purchase a printer and ink because she usually did all her printing at school and now could not. All of the teachers also added that they feel they have grown in their knowledge and use of technology as a result of the closure.

On the social/emotional needs of their students, concerns they mentioned included:

- Loneliness, missing friends
- Confusion
- Unstable family situations
- Missing the stability and structure of school
- Personal needs (e.g. family income, food, etc.)

When asked what supplies they were needing, many related to their need to set up "classrooms" in their homes. For these, they specifically needed:

- Chart paper
- Easels
- Whiteboards and whiteboard supplies
- Printer/ink
- Faster internet (for uploading videos)
- Cameras/microphones

All of the teachers said that not all their students had logged on to their district's tracking system (Schoololgy). Some have never logged on at all; others are sporadic. One teacher found the Remind system to be a good way to communicate with parents and will likely use it more beyond this closure.

When considering student needs coming back in the fall, they all agreed that social/emotional needs would top their list. They expect to have to use more time than usual getting students used to being back in school, emotionally regulating themselves and interacting well with other students and adults. As teachers, they are hoping that the district is preparing for this need by:

- Providing additional back-up for behavior issues that arise
- More flexibility in how the new year rolls out (e.g. extra recess, singing, cooperative games),
- Less emphasis on academics (at least at first).

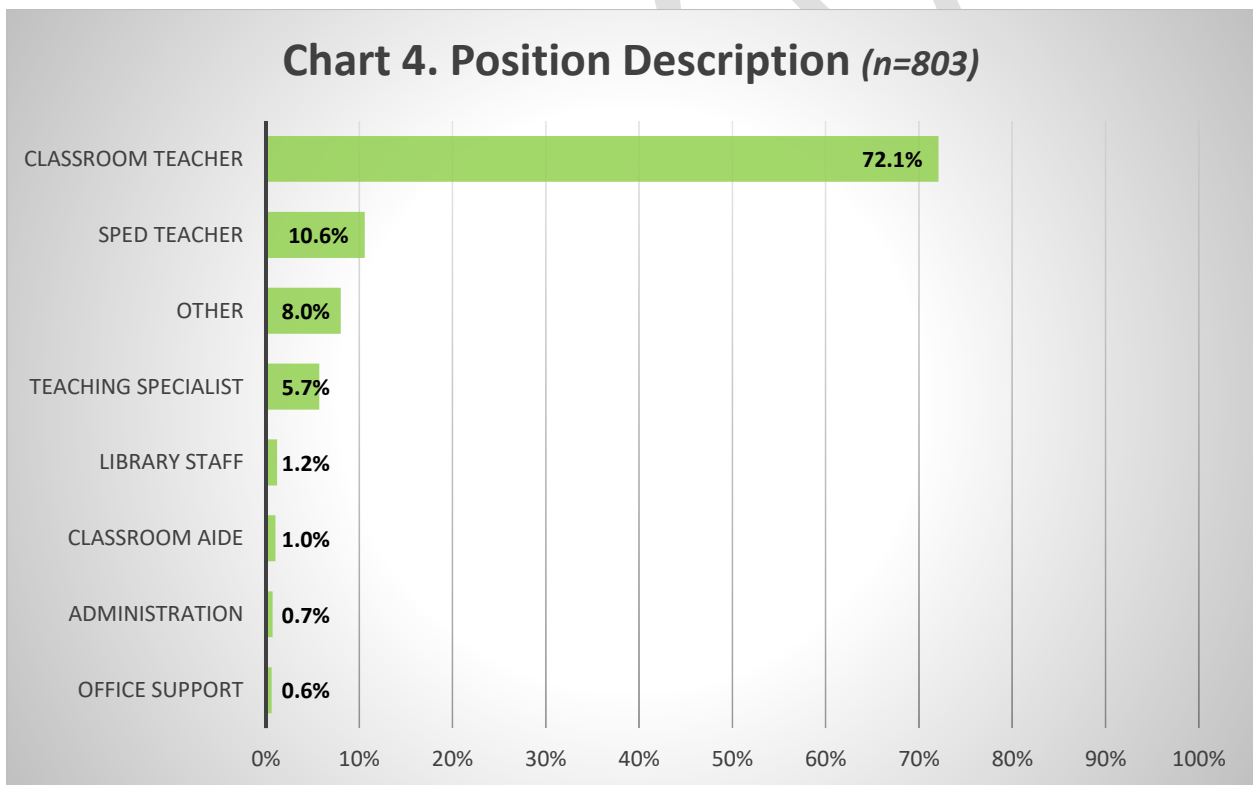However, they are not confident that this will be the district's response.

Spring Survey 2020

SHS distributed the Spring Survey 2020 in conjunction with a Teacher's Appreciation Week event (virtual) offered in early May. The survey was sent to over approximately 1,500 SHS users in the Portland Metro area. Over 800 educators responded to the survey (n=803) and offered a wealth of information about their current and predicted needs amid the COVID-19 crisis.

Respondent Demographics

The majority of the respondents to the Spring Survey described themselves as classroom teachers (72%). Another 17% were either special education teachers, teaching specialists or classroom aides. Those responding in the "other" category (8%) held various positions including several SUN program managers, school counselors, and specialized teachers (e.g. art, music, coach, etc.). Chart 4 summarizes the positions of those responding.

Chart 4. Position Description *(n=803)*

Position	Percentage
CLASSROOM TEACHER	72.1%
SPED TEACHER	10.6%
OTHER	8.0%
TEACHING SPECIALIST	5.7%
LIBRARY STAFF	1.2%
CLASSROOM AIDE	1.0%
ADMINISTRATION	0.7%
OFFICE SUPPORT	0.6%

The majority of respondents represented the elementary (K-5) grade level (65%). The small group responding "other" served full grade bands (e.g. K-5, 7-12, K-12), served older students (e.g. post high school) or served the community in general. Chart 5 summarizes the grade level responses of those responding.

Chart 5. Grade Levels (n=803)

Grade Level	Percentage
PREK	6.2%
K-2	33.5%
3-5	31.4%
6-8	23.2%
9-12	26.5%
OTHER	1.2%
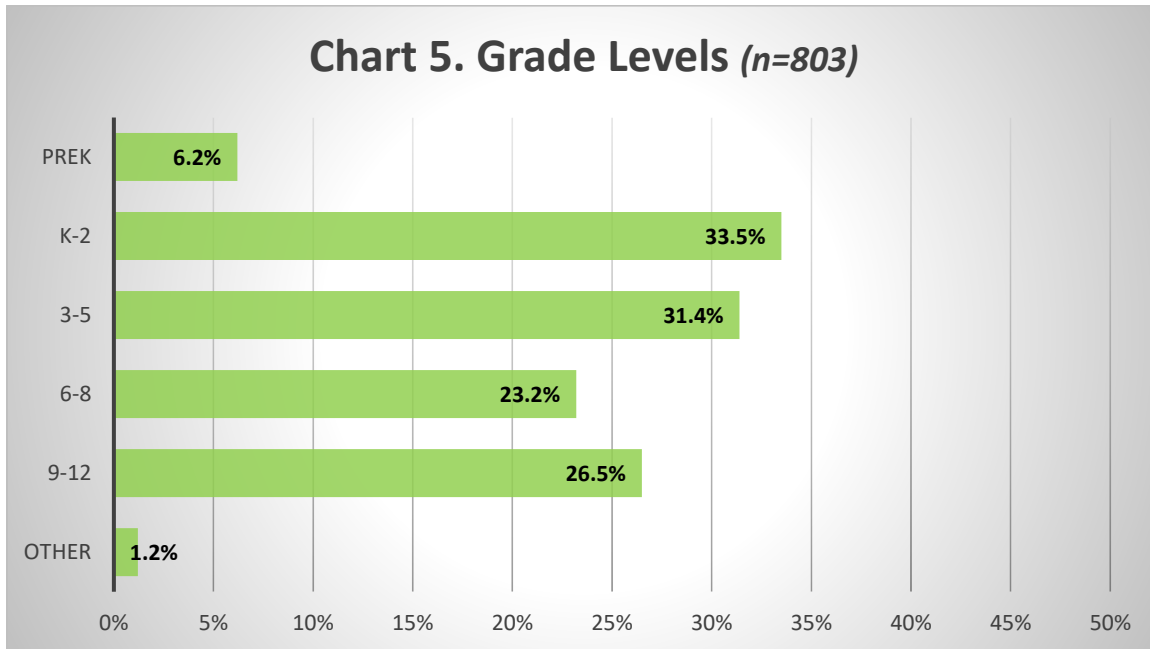
Current Learning Experiences

The survey asked two questions to learn more about how learning is currently being delivered and what kind of learning experiences they were delivering now amid the COVID-19 shutdown. The first question asked them to describe the learning experiences they were currently offering to students. Table 4 summarizes these responses.

Table 4. Current Learning Experiences for Students (n=801)

Experience Options	Percentage
Digital learning with lessons created by me or my school/district colleagues	84.6%
Digital learning with curriculum provided by the school/district	38.5%
Digital learning with curriculum provided by an outside source	28.5%
Non-digital learning options (e.g. packets, reading materials, books, etc.)	33.0%

Beyond the answer options offered on the survey, quite a few respondents offered other options including:

- Not currently at the school or offering any online content (e.g. SUN staff)
- Providing basic support (e.g. food, hygiene products, etc.)
- Providing physical educational support (e.g. homework packets)
- Offering mental health support

The survey also asked what type of lessons they were currently trying to facilitate. Table 5 summarizes these findings.

Table 5. Type of Lessons Currently Facilitating with Students (n=797)

Experience Options	Percentage
Modified version of the lessons I planned earlier in the year	64.2%
Review material only (no new content per district mandate)	14.6%
My lessons as planned earlier in the year	3.6%
Other	17.6%

A significant number of respondents (18%) offered other ways to describe their current lessons. Table 6 summarizes these responses.

Table 6. Additional Lesson Options Currently Offered (n=140)

Type of Lesson	Number of Responses	Sample Quote
Mix of previously planned lessons & review	15	*"I am using the materials the children are familiar with from the classroom, picking up where we left off. I am introducing new material and providing review."*
Social/emotional support	14	*"A combination of modified video lessons, teaching parents how to work with their young children, suggestions for enrichment experiences at home, and social emotional support for families and students. I have spent more time trying to connect with parents and connect them to resources they need (food, internet access, educational materials, etc.) than anything else."*
Enrichment	7	*"Lessons more for enrichment / reading."*
Art/music	6	*"Enjoyable, relaxing art for children and adults."*
STEM	5	*"I teach biomedical sciences, so we have totally switched over to a curriculum around viruses, epidemiology, and vaccine development."*

Current Needs of Teachers & Students

The heart of the Spring Survey revolved around questions pertaining to current and predicted needs of both teachers and students, and the respondents had much to offer. The teachers, who at the time this survey was administered in early May, were very much still deep into delivering content mostly virtually to their students. Not surprisingly, their own needs related to technology ranked very high, especially the need for quality digital resources, support with how to teach virtually and technology-related supplies. Table 7 summarizes their responses.

Table 7. Current Needs of Teachers (n=793)

Experience Options	Average
Quality digital resources	3.09
Support with how to teach virtually	2.78
Tech supplies (e.g. hardware, software, etc.)	2.57
Help with tech issues	2.49
Time management	2.47
Digital classroom management	2.37
Physical supplies (e.g. pens, paper, white boards, etc.)	2.29
Connectivity (adequate internet connection)	2.27

Rating scale: 1-Low need; 2-Slight need; 3-Moderate need; 4-High need; 5-Very high need

Several teachers expanded on this question with additional thoughts about their current needs. Table 8 summarizes some of these thoughts.

Table 8. Additional Thoughts about Teacher Needs (n=50)

Needs	Number of Responses	Sample Quote
Social/emotional support for self, students & families	12	"I can usually use my colleagues as resources. Despite this, the entire situation is a surreal and unsettling."
Supplies – physical	7	"Whiteboard, pens and eraser for Team meetings with students. Very thankful for the ream of paper I took home from Schoolhouse Supplies. I am printing and sending letters students wrote thanking essential workers."
Technology – internet access	6	"My personal wi-fi I bought to work with my budget is way too slow for online teaching."
Digital resources	6	"My biggest need at the moment (especially if this continues next year) seems to be access to more online resources for students to connect and interact with."
Technology – support & training	5	"Helping my kids connect to Google Classroom. Helping my kids learn to upload an assignment to turn it in. Helping my kids learn how to email a photo they've taken on their phone. Helping my kids develop a new schedule that includes doing school at home."

When considering the needs of students, respondents mentioned first two less tangible areas: support from home/family and time management support. They also ranked technological needs such as internet connectivity and technology supplies highly. The highest ranked physical supply needed was books, although in the comment section, audio books and quality digital reading materials were mentioned frequently. Table 9 summarizes their responses. Table 10 highlights some additional thoughts offered about student needs.

Table 9. Current Needs of Students (n=794)

Experience Options	Percentage
Support from home/family	3.98
Time management support	3.90
Connectivity (adequate internet connection)	3.85
More quality reading material (e.g. books)	3.83
Tech supplies (e.g. hardware, software, etc.)	3.76
More quality digital learning materials	3.44
Physical supplies (e.g. pens, paper, white boards, etc.)	3.34

Rating scale: 1-Low need; 2-Slight need; 3-Moderate need; 4-High need; 5-Very high need

Table 10. Additional Thoughts about Student Needs (n=46)

Needs	Number of Responses	Sample Quote
Basic needs (e.g. food, rent, hygiene, etc.)	10	*"Our families need financial support to help pay for food, rent, bills etc. Many of our families were struggling before the pandemic and now many are in crisis."*
Physical supplies	8	*I've delivered bags of materials twice to families already, but they need more books and hands on stuff.*
Social/emotional support	7	*"Meals, shelters for domestic violence, hotlines for mental health and physical illness questions, counseling options."*
Technology – support & training	6	*"They need support in how to filter information and navigate the software. They are tech savvy with social media, but that doesn't mean they are skilled at operating Google Classroom or adjusting notifications."*
Physical supplies for organization	5	*"Tools or supplies that help them to study at home. A pillow, a little table, an adequate chair."*
Technology – Internet access	5	*"Some of my students need internet! I talked with four today that would be attending but cannot due to no internet."*

Predicted Needs of Teachers & Students

We also asked an open-ended question of the educators about their predicted needs for the fall assuming that school resumes as normal. Responses were detailed and wide-ranging, but definite themes emerged. Some of the top items are compiled in Table 11.

Table 11. Top 20 Predicted Needs of Teachers (n=720)

Needs	Number of Responses
Cleaning supplies (e.g. wipes, cleaning spray, etc.)	80
Pencils	63
Books (incl. class sets, audiobooks, etc.)	54
Hand sanitizer/soap	50
Paper (incl. lined, 11x17, etc.)	49
Social/emotional support, training, materials	49
Art supplies	38
Dry erase markers	34
Face masks	30
Incentives/prizes	26
Notebooks (incl. spirals, comp books, etc.)	24
Markers	23
Chromebooks/computers	22
Pens	22
Binders	16
Gloves	15
Tissue	14
Whiteboards	12
Erasers	12
Scissors	12

Many teachers (48) indicated that there would be the usual need for basic supplies but for several different reasons:

- Educators will need to restock classrooms and other learning spaces as usual.
- Families, especially those affected economically by the recent shutdown, will have a reduced ability to help with the standard supply lists.
- Many educators sent as many supplies home with students as possible when the shutdown began leaving their classrooms in higher need of supplies than usual.
- Educators are predicting that they will not be able to share supplies as usual in their classrooms and will need duplicate sets of most supplies so that students can have individual/personal sets.

Several other teachers (41) cited the need for technology hardware for both teachers and students. Many teachers expressed specific concerns about the technology sent home with students (e.g. outdated, in poor repair, etc.), and many felt that the tech tools sent home would not make it back to school at all. Teachers feel compelled to be ready for another shutdown by ensuring that students have the technology tools that they need ready to go, and they also plan to use tech more frequently in the classroom so that students are more familiar with it and ready to "go digital" again.

On a related note, many educators (33) indicated the need for more/better tech support for themselves and for students. Many are hoping for specific training in tech and digital learning resources in the near future.

Some notable quotes regarding their need for technology support and training included:

- *"We have learned that we have to better prepare our students to use technology in their daily lives. It is their future. How do we do this when working in a district that has a deficit & isn't able to replace devices that have been damaged, lost, or are not returned during distance learning?"*
- *"Tech needs - I never want to be in this situation again. I want my students to be comfortable with accessing online resources and digital notes."*
- *"[I need] training for me and my students on digital learning."*

The next question asked educators to predict student needs when they return in the fall. Table 12 tallies the top predicted needs of students.

Table 12. Top 20 Predicted Needs of Students (n=724)

Needs	Number of Responses
Pencils	127
Social/emotional support, training, materials	106
Paper (incl. lined, 11x17, etc.)	80
Books (incl. class sets, audiobooks, etc.)	74
Notebooks (incl. spirals, comp books, etc.)	53
Binders	48
Markers	40
Hand sanitizer/soap	38
Pens	37
Art supplies	33
Snacks/food	32
Backpacks	30
Glue/glue sticks	29
Crayons	28
Cleaning supplies	24
Erasers	24
Chromebooks/computers	23
Scissors	22
Tissue	20
Colored pencils	19

A large number of educators (84) again called out the need for basic supplies, perhaps a higher need than in previous year for the reasons cited earlier. Technology needs also ranked very highly with over 100 educators (105) specifically asking for help with computer hardware. Some of the specific needs mentioned included:

- Chromebooks/computers/laptops
- iPads/tablets
- Printers and ink
- Chargers for tech devices
- Cameras
- Headphones
- Adaptors/cords

Another significant category of need is the need for faster, more robust internet connectivity. Twenty-four educators (24) listed this need as critical for the fall given the likelihood of future closures.

The survey also asked if there would be new, special or more critical needs if school is online again this fall. Table 13 lists the top needs in response to this question.

Table 13. Top 10 Predicted Students Needs for Future Online Learning (n=706)

Needs	Number of Responses
Books (incl. class sets, audiobooks, etc.)	57
Paper (incl. lined, 11x17, etc.)	48
Pencils	46
Art supplies	34
Chromebooks/computers	34
Social/emotional support, training, materials	32
Markers	16
Snacks/food	16
Notebooks (incl. spirals, comp books, etc.)	15
Audio headphones	15

Here the need for technology hardware, technology support/training and internet connectivity was very high. Table 14 summarizes the demand for these high need items.

Table 14. Technology Needs for Online Learning in Fall (n=706)

Needs	Number of Responses
Technology hardware	143
Internet connectivity for students	122
Technology support/training	28

The following quotes help underscore the need for available, quality, 1:1 computing for all students, robust internet connectivity and the support and training to help them learn to use it well:

- *"About one third of my students are MISSING. Their parents don't have email and their phone numbers often get disconnected. These kids didn't have computers before. A few got a laptop checked out, but they are having trouble using it–either wi-fi, login, or other directions. About another third checked out laptops and engage only about once or twice a week."*
- *"All students will need hotspots and Chromebooks as the standard for learning will look different than it currently does."*
- *"ALL students need access to technology–the equipment and the internet."*
- *"They will need to learn at an advanced pace in order to make up for lost time. In order to do this, it will be more important than ever for students to be able to access technology and internet resources at home."*
- *"The devices my district has handed out to families to use are old. So, technology would be, in my opinion, where we could use help. As of now, families are receiving one device to be shared by any elementary student in that household. Some of our families have four elementary students and only one device."*
- *[We] need more structured training, quick access to technology. It took 5+ weeks for the district to access and distribute technology!"*
- *"Adequate technology for my kids that is consistent. It is hard when some kids are using tablets, some are using Chromebooks, and some are using a parent computer. When there are technical issues, I do not know how to offer technical support with so many different devices."*
- *"How will our district ever get all these Chromebooks back? I think we will need thousands of new devices and chargers."*
- *"[The] critical needs have to be technology equipment, access, and the understanding of how to use. The inequities right now are staggering."*

Lastly, the survey asked what support Schoolhouse Supplies could offer if a mid-year transition from classrooms to virtual learning happened again next school year. Educators' responses were numerous and diverse, but a few key themes emerged. Many of same types of physical supplies were mentioned frequently such as books (105), pencils (102), paper (98) and art supplies (56). Also, 145 educators commented again the need for basic/general supplies, often in multiple sets for individual and not shared use. Technology hardware (85) and internet connectivity (38) were also frequently cited.

However, there were a number of unique suggestions offered as well. One repeated suggestion (49) was the idea that SHS produce supply kits for students. These kits commonly included items such as paper, pencils, quality reading materials, crayons, markers, pencil sharpeners, basic art supplies, etc. Ideas about how these could be distributed was varied including:

- Delivering directly to students
- Delivering to schools to distribute to students
- Delivering to teachers to distribute to students
- Mailing directly to students
- Distributing in conjunction with district food distribution sites
- Allowing families to pick them up directly from SHS location

Some teachers suggested that SHS create specifically themed kits such as STEM supplies, art supplies, reading, PE, etc.

Another related idea was for SHS to create teacher supply kits for home-based teaching. These would include whiteboards, easels, chart paper, markers, whiteboard supplies, office supplies, etc. Some went further and suggested tech kits for teachers that would include projectors, cameras, microphones, headphones, etc.

Many educators also noted the general and pervasive need for technology hardware (86) and internet connectivity support (38) for themselves and their students. Another simple area of support noted here but in no previous questions was the idea for SHS to help with gift cards which would give them buying power to procure more of whatever they needed for online learning.

Key Findings

From the Davis Elementary case study and the Spring Survey, the following key findings emerge:

1) Technology tools are a specific area of need for both teachers and students – this includes
   - Robust internet for students and teachers
   - Updated Chromebooks, laptops, tablets, etc.
   - Printers/ink for teachers working at home
   - Ancillary tech tools like headphones, chargers, adaptors, cords, cameras, microphones, etc.

2) Technology training and support is needed by teachers, students & families:
   - Students need to learn how to use tech for applications beyond games and social media
   - Teachers need help upgrading their own tech skills including how to:
     - Make/upload videos
     - Teach effectively using digital tools for their grade level
     - "Manage" virtual classrooms
     - Support students social/emotional needs and development virtually
     - Keep students engaged and excited about learning
   - Families need help:
     - Troubleshooting tech issues
     - Supporting their child with virtual learning (e.g. time management, what to do when a child needs extra help, emotional regulation, etc.)

3) "Basic" supply needs will likely be greater in the fall because of COVID-19 closures – reasons for this include:
   - Restocking classrooms and other learning spaces as usual
   - Providing extra supplies for families negatively affected economically
   - Restocking classrooms that are more empty than usual because teachers sent home supplies with students when the shutdown began
   - Needing duplicate sets of all supplies to eliminate "shared" supplies in classrooms
   - Needing supplies to send home again for subsequent shutdowns

4) Personal protective equipment (PPE) is a new need – this includes:
   - Face masks for students and teachers
   - Gloves

5) Cleaning supplies will remain a high need – this includes:
   - Soap
   - Hand sanitizer
   - Towels
   - Cleaning wipes
   - Disinfecting cleaning solutions

6) Economic realities will make the need for basic food, hygiene and clothing greater than usual – this includes:
   - Snacks
   - Food/lunch/breakfasts – including on weekends/holidays
   - Hygiene supplies – soap, laundry detergent, toothbrush, toothpaste, shampoo, deodorant, etc.
   - Clothing of all kinds/sizes

7) Educators are very concerned about the social-emotional needs of their students
   - Surpasses their concern for lagging academic knowledge/skills
   - Want to be allowed extra time with students in the fall to rebuild these skills and are *not* confident this will be allowed by schools/districts
   - Need physical supports such as:
     - Fidgets
     - Incentives/prizes
     - Noise-cancelling headphones
     - Soft furnishings for their classroom "safe spaces" (e.g. floor/sofa cushions, curtains, etc.)

8) Educators need support in setting up home-based virtual classrooms – this includes:
   - Robust tech and internet connectivity
   - Easels, chart paper, whiteboards, whiteboard supplies, etc.
   - Small whiteboards and whiteboard supplies for students (work well for feedback during video calls)
   - Tech needs like cameras, microphones, etc.
   - Fun things like decorations, posters, puppets, etc.

Recommendations

Moving forward, these findings suggest the following recommendations for Schoolhouse Supplies:

1) Prepare for greater supply needs this fall – this includes:
   - Communicate with donors in anticipation of the need to gain their support
   - Consider any changes to the Free Store structure to facilitate the increased demand (e.g. extended hours, weekend hours, additional shopping timeslots for high-needs schools, etc.)
   - Prepare volunteers for extra work needed to provide for teachers/students
   - Offer more supplies than usual through the backpack program

2) As the likelihood for virtual classrooms seems assured in the future, be ready with basic supply kits for students and teachers
   - Prepare in advance take-home kits for students that can be distributed through SHS, teachers, schools, districts or community partners
   - Also consider specialized kits for STEM, art, math, reading, PE, etc.

3) Consider novel supply distribution options to get school supply kits in the hands of students quickly and efficiently – possibilities include partnering with:
   - District food distribution sites
   - Oregon Food Bank or other food distribution non-profits
   - Churches and other houses of worship
   - "Critical" industries that will stay open during another shutdown (e.g. grocery stores, Costco, etc.)
   - Logistics and delivery-based companies (e.g. FedEx, USPS, UPS, Amazon, etc.)

4) Help equip teachers' at-home classrooms – this includes:
   - Robust tech and internet connectivity
   - Easels, chart paper, whiteboards, whiteboard supplies, etc.
   - Small whiteboards and whiteboard supplies for students (work well for feedback during video calls)
   - Tech needs like cameras, microphones, etc.
   - Fun things like decorations, posters, puppets, etc.

5) Support teachers' needs for social/emotional learning (e.g. fidgets, incentives/rewards, headphones) – this includes:
- Fidgets
- Incentives/prizes
- Noise-cancelling headphones
- Soft furnishings for their classroom "safe spaces" (e.g. floor/sofa cushions, curtains, etc.)

6) Leverage SHS partnerships to help meet the unique needs currently facing educators – this includes:
- Providing technology-related hardware
- Providing tech support and training for teachers and families

7) Leverage SHS partnerships and/or advocate for internet connectivity for all:
- School closures have underscored the urgent need to provide robust internet connections for high-need families to make learning more equitable for all

Appendix

Students & Stress

Carlson, Doug. 3 Ways Stress Negatively Affects Student Performance. Posted on 9/21/16.

https://fosteredu.pennfoster.edu/3-ways-stress-negatively-affects-student-performance

Synopsis: Stress decreases sleep quality (which then negatively impacts concentration, learning, listening, memory and problem-solving); stress makes students angrier; stress worsens student achievement.

Pascoe, Michaela. Nearly Half of all Australian Students Are Stressed. Here's How to Fix it. Sydney Morning Herald. Posted on 1/28/18.

https://www.smh.com.au/lifestyle/health-and-wellness/nearly-half-of-australian-school-kids-are-stressed-heres-how-to-fix-it-20180126-h0omvq.html

Synopsis: Impacts of stress include: decreased student motivation, increased risk of dropout, poorer academic achievement, diminished mental health, concentration difficulties, trouble with social relationships, trouble completing school tasks, increase in risky behavior.

Zakrzewski, Vicki. Is Social-Emotional Learning a Luxury? Greater Good Magazine. (UC Berkeley). Posted on 10/4/12.

https://greatergood.berkeley.edu/article/item/is_social_emotional_learning_a_luxury

Synopsis: Social-emotional Learning (SEL) is useful for all students but particularly for students from disadvantaged backgrounds.

Quote: "As Paul Tough reports in his new book, *How Children Succeed*, studies over the last 10 years have shown that the body's reaction to stress—caused by things such as violence, exposure to substance abuse, and neglect in infancy and childhood—can have very serious and long-lasting negative effects on kids' psychological, physical, and neurological development.

This, in turn, negatively impacts their academic success: Children who experience this kind of stress often suffer from learning and behavioral problems, including difficulty concentrating and sitting still; they also have a hard time handling challenging situations and regulating their emotions."

Willis, Judy. The Neuroscience Behind Stress and Learning. Edutopia. Posted on 7/18/14.

https://www.edutopia.org/blog/neuroscience-behind-stress-and-learning-judy-willis

Synopsis: Good overview of how stress affects us neurologically as it pertains to learning. When teachers take steps to reduce stress, students learning better, gain emotional resilience, achieve higher levels of cognition.

Quotes: "The amygdala is part of limbic system in the temporal lobe. It was first believed to function as a brain center for responding primarily to anxiety and fear. Indeed, when the amygdala senses threat, it becomes over-activated. In students, these neuroimaging findings in the amygdala are seen with feelings of helplessness and anxiety. When the amygdala is in this state of stress-induced over-activation, new sensory information cannot pass through it to access the memory and association circuits.

"This is the actual neuroimaging visualization of what has been called the affective filter by Stephen Krashen and others. This term describes an emotional state of stress in students during which they are not responsive to learning and storing new information. What is now evident on brain scans during times of stress is objective physical evidence of this affective filter. With such evidence-based research, the affective filter theories cannot be disparaged as "feel-good education" or an "excuse to coddle students" -- if students are stressed out, the information cannot get in. This is a matter of science."

Willis, Judy. Strategies to Prevent the Neurotoxic Impact of School Stress. Edutopia. Posted on 10/2/13.

https://www.edutopia.org/blog/neurotoxic-impact-of-school-stress-judy-willis

Synopsis: Stress negatively impacts cognition, memory, behavior

Quotes: "Functional neuroimaging scans of the brain "in action" show how stressors influence which parts of the brain process incoming information and which regions direct behavioral responses. The stressed brain resides in a behavior-reactive state that has impaired learning and reasoning, instead of in a reflective state. Stressors that shift the brain into the reactive mode put the lower, emotional brain in charge and reduce input to and output from the higher cognitive executive function networks in the reflective prefrontal cortex. This shifts response control to the reactive lower, emotional brain."

"Yale researcher Amy Arnsten and colleagues described the neural circuits responsible for conscious self-control as highly vulnerable to even mild stress. They reported that when these executive function circuits are blocked, "primal impulses go unchecked and mental paralysis sets in." Additional neurochemical changes in norepinephrine levels and cortisol during stress can rapidly switch off the firing of neurons in the prefrontal cortex that forms long-term memory and directs executive functions."

"Chronic stress can alter the connections among neurons that allow us to communicate -- the basis of memory storage and retrieval -- and control emotional responses. John Morrison and his colleagues at the Mount Sinai School of Medicine have shown in animal research how chronic stress increases the number of dendrite connections in the lower emotional centers of the brain while shriveling dendrite connections in the prefrontal cortex. They reported that the prefrontal cortex dendrites can regrow if the stress disappears, but this ability to rebound may be limited if the stress is especially severe or sustained."

Student Engagement

Pino-James, Nicolás. Golden Rules for Engaging Students in Learning Activities. Edutopia. Posted on 12/8/14. Updated 12/11/15.

https://www.edutopia.org/blog/golden-rules-for-engaging-students-nicolas-pino-james

Synopsis: Engaged students exhibit more positive behavior, positive emotion and improved thinking.

Quote: "Researchers have found that effectively performing an activity can positively impact subsequent engagement (Schunk & Mullen, 2012)."

Schunk, D. H., & Mullen, C. A. (2012). Self-Efficacy as an engaged learner. In S. Christenson, A. Reschly, & C. Wylie (Eds.), Handbook of research on student engagement (pp. 219-235). Boston, MA: Springer US.

Teachers & Stress

McNeil, Elisa. Teacher Burnout May Be Linked to Students' Stress Study Finds. EdWeek. Posted on 7/1/16.

https://blogs.edweek.org/teachers/teaching_now/2016/07/teacher_burnout.html

Synopsis: Stress may be contagious in a classroom between and among all.

Oberle, Eva & Schonert-Reichl, Kimberly A. Stress Contagion in the Classroom? The Link Between Classroom Teacher Burnout and Morning Cortisol in Elementary School Students. Social Science & Medicine. 6/2016.

https://www.sciencedirect.com/science/article/abs/pii/S0277953616302052

Synopsis: More burnout for teachers meant more stress (higher cortisol) for students.

Quote: "This is the first study to show that teachers' occupational stress is linked to students' physiological stress regulation."

Sparks, Sarah. How Teachers' Stress Affects Students: A Research Roundup. EdWeek. Posted on 6/7/17.

https://www.edweek.org/tm/articles/2017/06/07/how-teachers-stress-affects-students-a-research.html

Synopsis: Findings include:

- Teacher stress contributes to student stress
- New teachers with higher stress at the beginning of the year show less effective teaching strategies, poorer classroom management, and less ability to create a safe and stimulating classroom environment.
- Teachers perceive classroom level of stress based on their perceptions of whether they have the cognitive ***and other resources*** to meet students' needs.

Quote: "The researchers [UT Austin] used federal Schools and Staffing Survey data to create profiles of the "demands" on teachers, based on: their and their students' background characteristics; whether their classes had high proportions of English-learners, students with disabilities, or students in poverty; and whether their racial group made up a minority of those in the school. They then compared those demands to teachers' reported resources and whether the teachers felt they had autonomy in their classrooms. Teachers whose demands were greater than their perceived resources were only half as likely to say they would choose to become teachers again as were teachers who saw their demands and resources as balanced. Teachers who reported more resources than demands (a smaller group), were more than twice as likely as teachers with

"balanced demands and resources" to say they would become teachers again and would return to their district next year."

Shernoff, Elisa S., Mehta, Tara G., Atkins, Marc S., Torf, Raechel. Spencer, Jordan. A Qualitative Study of the Sources and Impact of Stress Among Urban Teachers. School Mental Health. 3/19/11.

https://link.springer.com/article/10.1007/s12310-011-9051-z

Synopsis: Lack of material resources cited as a major contributor to teacher stress.

Quote: "At least one-half of the cases identified **lack of resources**, excessive workload, school-level disorganization, managing behavior problems, and accountability policies as significant sources of stress. The majority of teachers reported that occupational stress significantly impacted their personal relationships and physical health, and teachers identified human and **material resources** as most important to reducing work-related stress."

Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology, 104*(4), 1189-1204.

http://dx.doi.org/10.1037/a0029356

Synopsis: Stress affects teachers' efficacy and sense of job satisfaction.

Quote: Among the outcome variables, perceived stress related to students' behavior was negatively associated with sense of teaching efficacy. In addition, perceived stress related to workload and sense of teaching efficacy were directly related to sense of job satisfaction.

Teacher/Student Relationships

Price-Mitchell, Marilyn. Does Your Classroom Cultivate Student Resilience? Edutopia. Posted on 5/20/15.

https://www.edutopia.org/blog/8-pathways-cultivate-student-resilience-marilyn-price-mitchell

Synopsis: Student resilience leads to a number of positive school and life outcomes for students.

Quote: "Good student-teacher relationships are those where students feel seen, felt, and understood by teachers. This happens when teachers are attuned to students, when they notice children's needs for academic and emotional support."

Zakrzewski, Vicki. Four Ways Teachers Can Show They Care. Greater Good Magazine. UC Berkeley. Posted 9/18/12

https://greatergood.berkeley.edu/article/item/caring_teacher_student_relationship

Synopsis: Strong student-teacher relationships are one of the strongest indicators of student achievement.

Quote: "Science has found that students who have caring relationships with teachers are academically more successful and show greater "pro-social" (or kind, helpful) behavior. A caring teacher can transform the school experience especially for students who face enormous difficulties, such as dropping out or dysfunctional home lives. One student who faced these kinds of hardships told a researcher that the greatest thing a teacher can do is to care and to understand."

"According to research, few factors in education have a greater impact on a student's educational experience than a caring relationship with his or her teacher."

Spilt, J.L., Koomen, H.M.Y. & Thijs, J.T. Education Psychology Review (2011) 23: 457. https://doi.org/10.1007/s10648-011-9170-y

Synopsis: Teacher-student relationships play a major role in student achievement and teacher efficacy.

Quote: Teachers are important adults in children's scholastic lives, and there is some evidence that teacher wellbeing, at least indirectly, has significant effects on children's socioemotional adjustment and academic performance

Pino-James, Nicolás. Golden Rules for Engaging Students in Learning. Edutopia. Posted on 12/8/14. Updated 12/11/15.

https://www.edutopia.org/blog/golden-rules-for-engaging-students-nicolas-pino-james

Synopsis: Several ideas about how to engage students offered. Strong student-teacher relationships encouraged to help students succeed.

Quote: High-quality teacher-student relationships are another critical factor in determining student engagement, especially in the case of difficult students and those from lower socioeconomic backgrounds (Fredricks, 2014). When students form close and caring relationships with their teachers, they are fulfilling their developmental need for a connection with others and a sense of belonging in society (Scales, 1991)

Fredricks, J. A. (2014). Eight Myths of Student Disengagement: Creating Classrooms of Deep Learning. Los Angeles: Corwin.

Scales, P. C. (1991). Creating a developmental framework: The positive possibilities of young adolescents. In A portrait of young adolescents in the 1990s: Implications for promoting healthy growth and development. ERIC

Riley, Heather, Terada, Youki. Bringing the Science of Learning into the Classroom. Edutopia. Posted on 1/14/19.

https://www.edutopia.org/article/bringing-science-learning-classrooms

Synopsis: Stable relationships with caring adults provide much needed support for students, especially those with traumatic backgrounds.

Quotes: "And because the brain is malleable and continually developing well into adulthood, a student can still meet his or her full potential, despite initial—or even ongoing—negative experiences. According to a 2015 Harvard report, having at least one adult in a child's life who provides a stable, caring, and supportive relationship is one of the strongest ways to build resilience and help stack the scale against adversity."

"Science shows that children who do well despite serious hardship have had at least one stable and committed relationship with a supportive adult. These relationships buffer children from developmental disruption and help them develop "resilience," or the set of skills needed to respond to adversity and thrive. This working paper from the National Scientific Council on the Developing Child explains how protective factors in a child's social environment and body interact to produce resilience, and discusses strategies that promote healthy development in the face of trauma."

National Scientific Council on the Developing Child (2015). *Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper No. 13*. Retrieved from www.developingchild.harvard.edu.

School Culture

Riley, Heather, Terada, Youki. Bringing the Science of Learning into the Classroom. Edutopia. Posted on 1/14/19.

https://www.edutopia.org/article/bringing-science-learning-classrooms

Synopsis: The organizational culture of the school (climate) also helps to produce an environment that leads to student well-being and achievement.

Quotes: Both pedagogical and social strategies can be integrated into classrooms and school systems in ways that are consistent with the emerging science. According to a 2018 study, starting the day off with a simple relationship-building activity—welcoming students at the door—can increase academic engagement by 20 percentage points while decreasing disruptive behavior by 9 percentage points.

Results revealed that the PGD (Positive Greeting at the Door) strategy produced significant improvements in academic engaged time and reductions in disruptive behavior. Moreover, results from a social validity questionnaire indicated that teachers found the PGD strategy to be feasible, reasonable, and acceptable.

Cook, C. R., Fiat, A., Larson, M., Daikos, C., Slemrod, T., Holland, E. A., … Renshaw, T. (2018). Positive Greetings at the Door: Evaluation of a Low-Cost, High-Yield Proactive Classroom Management Strategy. Journal of Positive Behavior Interventions, 20(3), 149–159. https://doi.org/10.1177/1098300717753831

Davenport, Mary. Building Positive Staff Culture Takes Work. Edutopia. Posted on 5/7/18

https://www.edutopia.org/article/building-positive-staff-culture-takes-work

Synopsis: Article includes suggestion for how to build a positive culture.

Quotes: "Other research indicates that schools focused on building relational trust among staff are more successful at sustained implementation of best practices."

"Strong relational trust also makes it more likely that reform initiatives will diffuse broadly across the school because trust reduces the sense of risk associated with change.

"Further, relational trust supports a moral imperative to take on the difficult work of school improvement.

http://www.ascd.org/publications/educational-leadership/mar03/vol60/num06/Trust-in-Schools@-A-Core-Resource-for-School-Reform.aspx

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Thapa, A., Cohen, J., Guffy, S., & Higgins-D'Alessandro, A. A Review of School Climate Research. 9/1/13. Review of Research in Education v. 43.

https://journals.sagepub.com/doi/abs/10.3102/0034654313483907

Synopsis: Great overview of research on impact of school climate. Authors include the physical setting and resources of the school in the concept of school climate. Includes a *long* list of impacts of positive school climate.

Quotes: "School climate matters. Sustained positive school climate is associated with positive child and youth development, effective risk prevention and health promotion efforts, student learning and academic achievement, increased student graduation rates, and teacher retention."

"A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students, families and educators work together to develop, live, and contribute to a shared school vision. Educators model and nurture an attitude that emphasizes the benefits of, and satisfaction from, learning. Each person contributes to the operations of the school as well as the care of the physical environment. (p. 4)"

"Feeling safe in school powerfully promotes student learning and healthy development (Devine & Cohen, 2007)."

"Safe, caring, participatory, and responsive school climates tend to foster a greater attachment to school and provide the optimal foundation for social, emotional, and academic learning for middle school and high school students (Blum, McNeely, & Rinehart, 2002; Goodenow & Grady, 1993; V. E. Lee, Smith, Perry, & Smylie, 1999; Osterman, 2000; Wentzel, 1997)."

"Research has also shown that teachers' work environment, peer relationships, and feelings of inclusion and respect are important aspects of positive school climate. In a study of 12 middle schools, Guo (2012) found that the teachers' work environment, which may be considered an indicator of teachers' relationships with each other and school administrators, fully mediated the path from a whole school character intervention to school climate change. This indicates the critical foundational role of positive adult relationships for a positive school climate."

Angus J. MacNeil , Doris L. Prater & Steve Busch (2009) The effects of school culture and climate on student achievement, International Journal of Leadership in Education, 12:1, 73-84.

https://doi.org/10.1080/13603120701576241

Synopsis: Outlines a study comparing low-high functioning schools on various school climate factors.

Quotes: "The findings of this study suggest that students achieve higher scores on standardized tests in schools with healthy learning environments."

"The first major purpose of a school is to create and provide a culture that is hospitable to human learning (Barth 2001)."

Barth, R. S. (2001) Learning by Heart (San Francisco, CA: Jossey Bass).

"As stated by Fairman and Clark (1982) in more precise and descriptive language, healthy schools are schools that exhibit the following types of cultures, also known as dimensions of organizational health: goal focus, communication, optimal power equalization, resource utilization, cohesiveness, morale, innovativeness, autonomy, adaptation and problem-solving adequacy."

Fairman, M. and Clark, E. (1982) Organizational Problem Solving: An Organizational Improvement Strategy (Fayetteville, AK: Organizational Health Diagnostic and Development Corp.).