

A young boy with a short haircut, wearing a red hoodie, is shown in profile, looking slightly to the left with a thoughtful expression. The background is a blurred classroom with another student in a green shirt visible in the distance. A semi-transparent white banner is overlaid across the middle of the image, containing the main title.

Building Relationships & Connections to Close the Achievement Gap



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Ef Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Biomes = a natural community of plants and Animals making a large habitat.

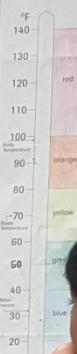
- 1. Polar-Arctic: habitat
- 2. Deserts - Ab
- 3. Ocean
- 4. Wetland
- 5. Mountain
- 6. Grassland
- 7. Tundra

Reading the book earns .50
Listening to book 10

- 1. Raz Kids - M
- 2. Spelling City
- 3. Work on P
- 4. Read on P
- 5. homework

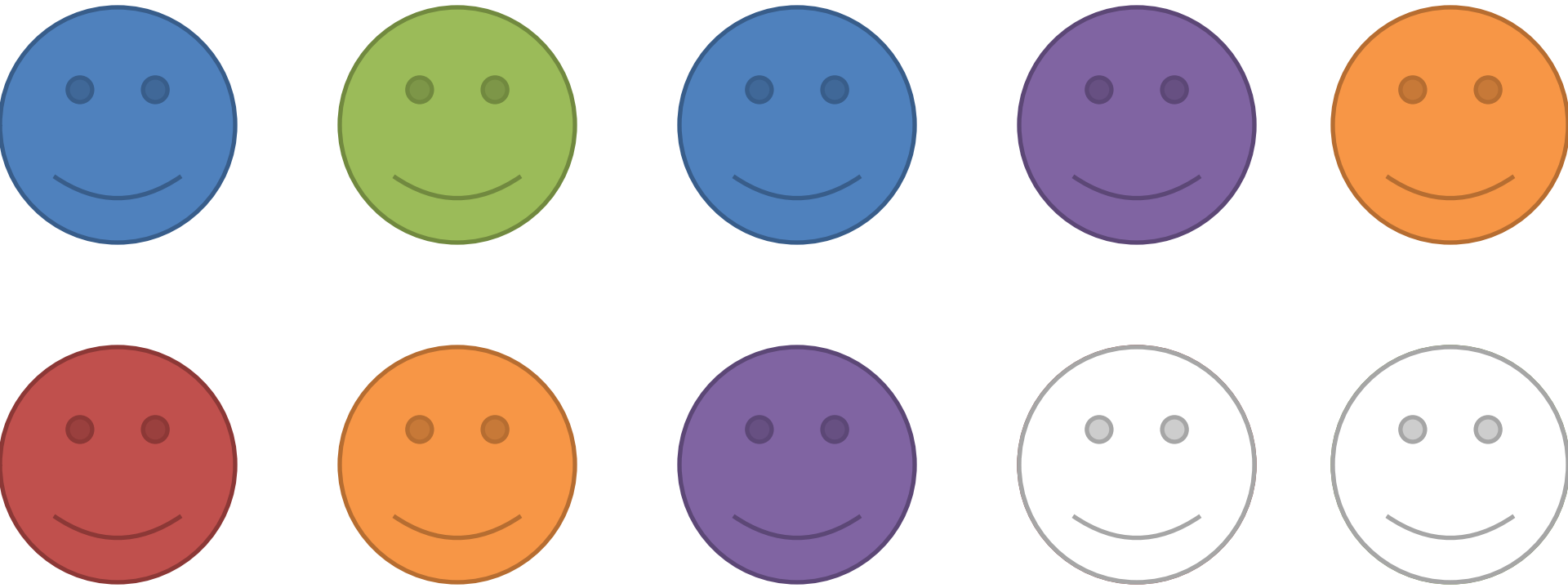
WELCOME to Mrs. Krueger's Room

Thermometer



Learn

In some instances positive student-teacher relations led to less likely drop out rates:



In some cases an 86 % decrease in the odds of dropping out

Lee & Burkam 2001



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“Regardless of how school bonding is conceptualized, high levels of school bonding have been consistently associated with positive youth outcomes, including academic outcomes, such as increased academic motivation, self-efficacy, and higher grade point averages”

Oelsner, Lippold, and Greenberg 2011



“Researchers have found student engagement a robust predictor of student achievement and behavior in school, regardless of socioeconomic status. Students engaged in school are more likely to earn higher grades and test scores, and have lower drop-out rates. In contrast, students with low levels of engagement are at risk for a variety of long-term adverse consequences, including disruptive behavior in class, absenteeism, and dropping out of school.”

Klem and Connell 2004



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Student-Teacher Relationships Strategies

- Angel List
- Celebrate Success
- Classroom Culture
- Cultural Competency
- Extended Time
- Honor Students as Individuals
- Reclaim Unstructured Time
- Acknowledge Students for Accomplishments
- Talent Management
- Mentor Students
- Schoolwide-Behavior System

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Strategy Jigsaw/Conceptualize

(10 min.)

- Working at your table develop a brief description of the strategy that your group is focusing on.
- Create a list of different ways that you can see this strategy implemented in your classroom/program (try to develop ways in which this can be imbedded in the program)
- Assign a spokesperson to share your tables conclusions





Bibliography

- Oelsner, J., Lippold, M. A., & Greenberg, M. T. (2011). Factors Influencing the Development of School Bonding Among Middle School Students. *The Journal of Early Adolescence*, 31(3), 463–487. <http://doi.org/10.1177/0272431610366244>
- Klem, A. M. and Connell, J. P. (2004), Relationships Matter: Linking Teacher Support to Student Engagement and Achievement. *Journal of School Health*, 74: 262–273. doi: 10.1111/j.1746-1561.2004.tb08283.x
- Lee, V. E., & Burkam, D. T. (2001). Dropping out of High School: The Role of School Organization and Structure.

