

# Classroom Management Approaches to Support School Connectedness

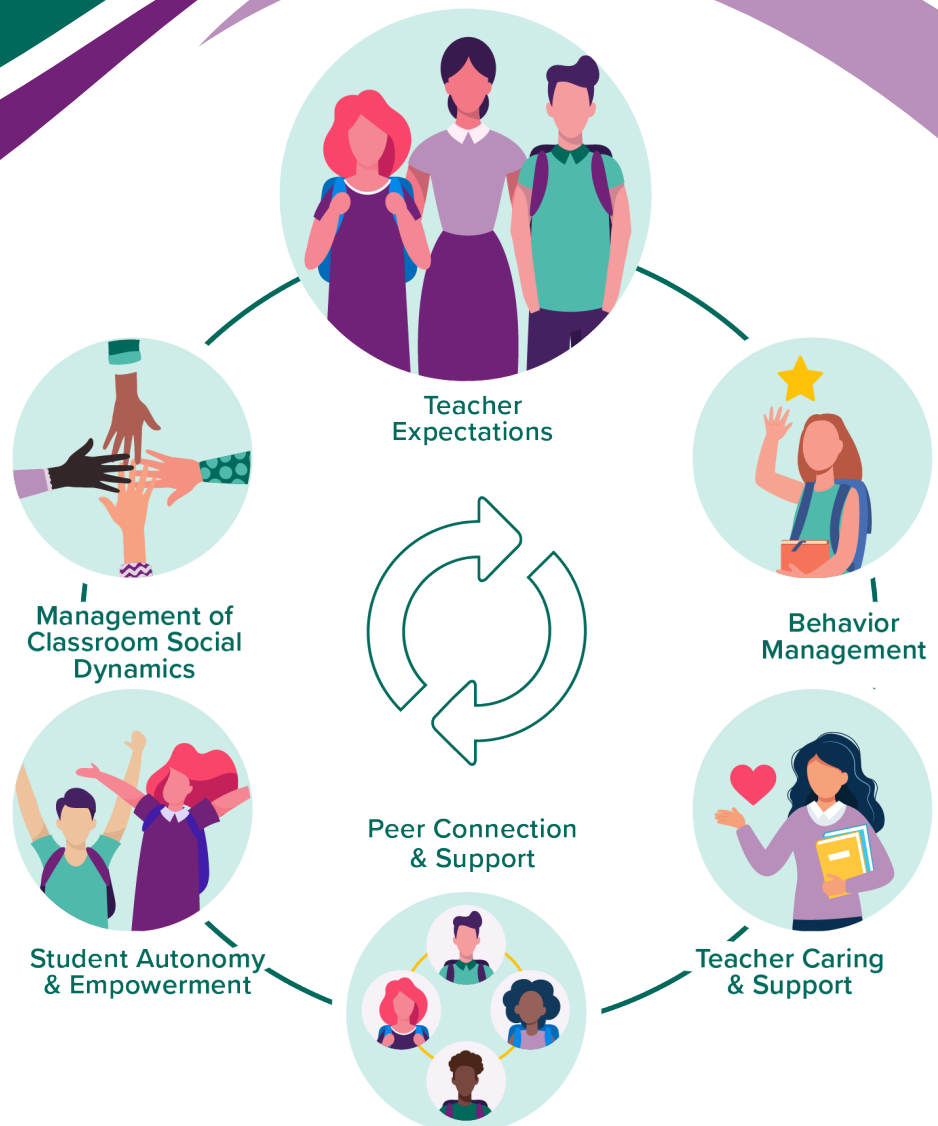
## Teacher Expectations

**School connectedness** is the belief held by students that adults and peers in the school care about their learning as well as about them as individuals. Students who feel connected and engaged at school are less likely to report risky behaviors (such as early sexual initiation, substance use, violence, and suicide) and have more positive academic outcomes.<sup>1-6</sup>

**Classroom management** is the process that teachers and schools use to create positive classroom environments in face-to-face or virtual learning modes. Classroom management includes teacher- and student-led actions to support academic and social-emotional learning among all students.<sup>7</sup> Well-managed classrooms that incorporate positive behavior management strategies are one way that teachers and other school staff can build school connectedness.<sup>8</sup>

### Which classroom management approaches and skills increase connectedness?

CDC researchers reviewed scientific papers on classroom management and identified six classroom management approaches that promote student connectedness and engagement. Strategies to support these approaches were identified through a structured review of web-based practice resources. Teacher Expectations is one of these approaches.



**Teacher Expectations.** When students believe that their teachers have high expectations for them, they are also likely to be more engaged in school and report feeling like they belong at school. For example, students have a stronger sense of school belonging and higher levels of engagement in school when they believe that teachers think they can do well in school and have the ability to perform to their potential (e.g., “My teacher believes I can do well in class”).<sup>9</sup>



## Teacher Expectations

These skills can help students feel that teachers believe they can do well in school.

Skill	Example Strategies
<p><b>Communicating to students that you believe they can do well in class</b></p>	<p>Let students know that you have confidence in their ability to succeed and expect them to produce quality work. Hold them accountable if they don't put in the effort required to do well in class, but also let students know that you are their ally. Emphasize the positive wherever possible, reiterate your belief in their abilities, and be available to them as a resource.<sup>10</sup></p> <p>Consider sending home “postcards” with updates and reflections on students’ accomplishments. This approach not only shows students that you see and believe in their capabilities, but also serves as a way to connect with families.<sup>11</sup></p>
<p><b>Communicating to students that you believe they have the abilities to perform to their potential</b></p>	<p>Ask students what they are or could be doing to contribute to their families and communities and have them set one personal goal for something they want to achieve (socially, civically, academically) during the semester or school year. Periodically check in on their progress.<sup>12</sup></p>

## Tools and Templates

- Search Institute. [Checklist: Building Developmental Relationships During the COVID-19 Crisis.](#)

### Reflection Notes

*How do I currently do this?  
What could I do to improve?*



## References

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