

Academic Press - Social Support

Related Text

Academic Press

the extent to which school members, including students and teachers, experience a normative emphasis on academic excellence and conformity to specific standards of achievement. (McDill, Natriello, & Pallas, 1986).

Subcomponent(s)		Summary / Definition	Supporting Research	Suggested Data Source(s)
Post-Secondary Readiness	Curriculum Rigor	Are students accessing a rigorous curriculum? Is our curriculum properly preparing students for post-secondary success? The quality and intensity of the high school curriculum is the strongest predictor of post-secondary success.	(Adelman, 1999) (ACT, 2004) (Bedsworth, et.al., 2006) (Education Trust, 2004)	Student Performance Data (Appendix F: Sources 9, 12, 13, and 16)
	Post-Secondary Prepared and Aware	Are students aware of post-secondary options available after high school and how to access these opportunities? Schools that are attempting to create high levels of academic press ensure that students are aware of post-secondary options available to them and have resources available to assist them in understanding options after high school, on how to enter these institutions, and on how to attend their schools of choice.	(Pathways to College Network, 2004) (SREB, 2004) (ACT, 2004) (Achieve, 2005)	Student self-report surveys Student post-secondary pursuit patterns data
Classroom Press	Classroom curricular rigor, pedagogy, and assessment	Are students receiving a rigorous curriculum in our classrooms? Are teaching <u>delivering the curriculum</u> and assessing students in ways that will promote learning and understanding? This includes the quality of the assignments given, the pedagogy used, and assessments given. Examples would be classrooms where there are objective and challenging standards; course content is covered in ways which promote student understanding and create a desire for the students to learn more; assign meaningful homework and provide useful feedback to students; use mastery goals; provide feedback through a variety of ways, and they strive to protect the integrity of the grades they reward.	(Rosenthal & Jacobs, 1968) (Lee and Smith, 1999) (Shouse, 1995) (Mussoline & Shouse, 2001)	Student End of Course surveys (Appendix E) -Good Pedagogy (19, 26, 20, 33, 14, 21, 12, 27, 28, 23, 18) -Rigor Scale (2, 15, 16, 13, 17, 1, 4, 3) -Engagement Scale (6,5, 8, 10) Student Performance Data (Appendix F: Sources 5, 6, 7, and 8) Walkthroughs (System for Inclusion in Development) Document analysis of assignments and assessments (Future Potential)
	Teacher push towards academic performance	Do our teachers push students to achieve at high levels and have high expectations for our students? This addresses the affective side of teachers in the classroom that work to create an overall environment of academic press. These teachers have high expectations; show	(Lee & Smith, 1999) (Pathways to College Network, 2004) (Shouse, 1995)	Student surveys: Appendix C and E

Subcomponent(s)		Summary / Definition	Supporting Research	Suggested Data Source(s)
		personal concern for the students; affirm students' backgrounds and use their language, culture, and experiences; use effective instructional tools whenever possible; and they push students to work for high grades.		
Necessary Student Characteristics	Persistence/Work Ethic/Beliefs	Do students in our school work hard and persist in their academic pursuits? In schools where students self report strong work ethic and belief, student academic performance increases. Examples of indicators are the following: students self report to do their best, complete homework, do well in class, do extra work when they don't understand something; students think it is very important that they do well in class; and students have a good perception of the overall school academic demand.	(Lee et. al., 1999) (Mussoline and Shouse, 2001)	Student Survey: Appendix C
	Goals Beyond High School	Do students have a vision for their life and clear goals? In schools where large numbers of students have post-secondary plans, the academic performance of students is higher. Examples in the literature that have been shown to be connected to students performance are the following: students believe they need to pursue a bachelor's degree; students expect to take a college-preparatory curriculum and actually enroll in the curriculum, students who visit a college campus with their family; and attend a school with peers who plan on attending post-secondary institutes.	(Bedsworth, et. al., 2006)	Student Survey: Appendix C
School Academic Support Structures		Does our school promote academics? Do we recognize students for their academic pursuits and have a discipline and attendance climates that support student learning? This category contains a number of school related features including the following: students are regularly recognized for excellence in academic pursuits; schools work hard to establish appropriate and effective attendance and disciplinary procedures.	(Lee, et. al., 1999) (Mussoline & Shouse, 2001) (Shouse, 1995)	Student surveys: Appendix C Teacher survey: Appendix D
Student Academic Preparedness		Are students arriving in our school on an academic trajectory to be post-secondary prepared? If students are academically prepared for the rigors of the high school experience, then students are more likely to be successful in their school work. This category establishes benchmarks for college readiness skills for students entering our high schools.	(ACT, 2004) (Pathways to College Network, 2004)	Student performance data (Appendix F – Source #1, #2, #3, #4)
Necessary Collective Teacher Beliefs		Do teachers in our school believe in students and that they can overcome any barriers the students may bring to their classrooms? High expectations, communicated between teachers, engender mutual support for academic objectives. The end result is a norm of high expectations that is part of a school's social context, encouraging a press towards academic goals. In other words, in schools where teachers believe they play a large role in student learning, there are higher levels of student performance. Conversely, in schools where teachers believe that student learning largely lies outside of their control (is a result of student socio-economic factors, student apathy, etc....), there is diminished student learning.	(Lee & Smith, 1996) (Hess, 2004)	Teacher Survey: Appendix D Student Survey: Appendix C

Academic Press Bibliography

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