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**New UChicago Consortium research synthesis:
How can teachers and administrators support equitable outcomes for all students?**

Today, the University of Chicago Consortium on School Research (UChicago Consortium) is releasing a new research synthesis to help teachers and principals support equitable outcomes for all students. *Supporting social, emotional, & academic development: Research implications for educators* suggests ways teachers, administrators, and school support personnel can use insights from research to create pre-k-12 schools and classrooms that advance educational equity. The synthesis was supported by the W. Clement & Jessie V. Stone Foundation

“This is a moment of opportunity for educators and policymakers to design schools and classrooms that help foster student engagement and support educational equity,” said Elaine Allensworth, Lewis-Sebring Director of the UChicago Consortium on School Research. To reach ambitious goals around educational attainment for all students, educators need to organize schools and classrooms in ways that intentionally recognize the critical role social-emotional factors play in students’ learning.”

The synthesis brings together the UChicago Consortium’s ground-breaking research on the influence of school climate on student achievement, the importance of mindsets and developmental experiences, as well as other leading education research. It draws attention to the critical role of engagement and mindsets in student success; how teachers and administrators can create strong school climates that support students and engage families as partners; and how responsive classrooms can enable all students to have strong academic engagement.

Teachers and administrators can learn more about:

- Why engagement is critical for learning
- How classroom conditions and teacher practices influence engagement
- How teachers shape students’ mindsets and change their learning experience
- Why responsive classrooms support engagement for all students
- Why partnership among teachers, administrators, school staff and families is crucial

“Too often in education, there is a gap between what we know and what we do. Social and emotional learning is an example of this. Research tells us of the importance of social and emotional skills starting in early childhood and continuing to adulthood, but they are often not fully integrated into classroom practices and school culture,” said Sara Slaughter, Executive Director of the W. Clement & Jessie V. Stone Foundation. “That is why there is an acute need for tangible strategies, informed by research, that practitioners can use in their everyday work.”

The research synthesis will be released at an event in New York City on Friday, October 19. A subsequent event in Chicago will follow. PDF copies of the synthesis are available for free at consortium.uchicago.edu/publications.

[The University of Chicago Consortium on School Research](#) conducts research of high technical quality that can inform and assess policy and practice in the Chicago Public Schools. We seek to expand communication among researchers, policymakers, and practitioners as we support the search for solutions to the problems of school reform. The Consortium encourages the use of research in policy action and improvement of practice, but does not argue for particular policies or programs. Rather, we help to build capacity for school reform by identifying what matters for student success and school improvement, creating critical indicators to chart progress, and conducting theory-driven evaluation to identify how programs and policies are working.

W. Clement & Jessie V. Stone FOUNDATION

Celebrating its 60th anniversary, [the W. Clement & Jessie V. Stone Foundation](#) is dedicated to bringing about positive change in five major urban areas – Chicago, Boston, Philadelphia, New York City, the San Francisco Bay Area -- with a commitment to providing the educational and developmental opportunities that support equitable outcomes and enable all children and young people to fulfill their potential.

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