What Conditions of Teaching and Learning Look Like

The National Education Association believes that we can mitigate the issues that distract our students and ensure that all students arrive at school ready to learn by providing a sufficient number of specialized personnel like counselors, nurses, and social workers; class sizes small enough for one on one attention; a family resource center; and educators with training in culturally responsive teaching and implicit bias.

With these conditions in place, teachers can dedicate more time to teaching and accelerating achievement than tackling needs better addressed by professionals like nurses and social workers. Research shows that, when students are well-fed, have proper health care, participate in at least 60 minutes of physical activity a day, and receive culturally responsive instruction, they are more likely to perform better academically, have fewer absences, and graduate.

Help us achieve the best conditions for teaching and learning by taking the action steps listed in this brochure and reading up on the policies and practices that make a great public school (GPS) at nea.org/GPSIndicators.

For tools and resources that can help you achieve a GPS, fill out the Opportunity Checklist at myschoolmyvoice.nea.org where you will be asked questions about your school and emailed resources related to your needs.
A Great Education

As students progress during the school year, it is essential that they are provided all the resources and supports they need to succeed.

A quality education begins with access to an exemplary early childhood education and continues to develop students socially, emotionally, and cognitively, preparing them for college and 21st-century careers. The bridge from early childhood education to graduation is only made possible with:

- High expectations and a well-rounded curriculum;
- Teaching and learning conditions that lift all students, no matter their zip code;
- Educators of the highest quality;
- Meaningful assessments;
- Engaged families and community; and,
- Sufficient funding for advanced courses, modern materials and facilities, and educator professional development.

Great Public Schools Indicators Framework

The National Education Association’s Great Public Schools (GPS) Indicators Framework elaborates on the seven criteria fundamental to a quality education and calls on all educators, families, community leaders, and policy makers to join the effort to ensure that every student has access to a great public school. Together, we can achieve greatness. Here we focus on one of the seven criteria required for student success—Conditions of Teaching and Learning.

Conditions of Teaching and Learning

Imagine the school bell just rang, and students are pouring into the classroom—each one heading to his or her assigned seat. The teacher begins the lesson, but is constantly disturbed by a leak from the ceiling. One student has to move her desk to avoid getting wet. The leak, however, is the least of the students’ concerns. Half of them begin the school day hungry, tired, or distracted by the previous night’s events. In this over-crowded classroom of 30, three students are food-insecure, one is homeless, and 11 have been victims of violent crime.

Across the country, students and teachers are going without the supports they need to learn and teach. Our students deserve more. Large class sizes inhibit successful class management and reduce valuable personalized instruction and attention. Students have a wide range of needs, and these needs cannot be met without a well-trained teacher’s attention and the support services offered by specialized instructional support staff (SISPs) and education support professionals (ESPs).

How You Can Advocate for a Great Public School—Conditions of Teaching and Learning

Great Public Schools Indicators Framework

The National Education Association’s Great Public Schools (GPS) Indicators Framework elaborates on the seven criteria fundamental to a quality education and calls on all educators, families, community leaders, and policy makers to join the effort to ensure that every student has access to a great public school. Together, we can achieve greatness. Here we focus on one of the seven criteria required for student success—Conditions of Teaching and Learning.

Conditions of Teaching and Learning

Imagine the school bell just rang, and students are pouring into the classroom—each one heading to his or her assigned seat. The teacher begins the lesson, but is constantly disturbed by a leak from the ceiling. One student has to move her desk to avoid getting wet. The leak, however, is the least of the students’ concerns. Half of them begin the school day hungry, tired, or distracted by the previous night’s events. In this over-crowded classroom of 30, three students are food-insecure, one is homeless, and 11 have been victims of violent crime.

Across the country, students and teachers are going without the supports they need to learn and teach. Our students deserve more. Large class sizes inhibit successful class management and reduce valuable personalized instruction and attention. Students have a wide range of needs, and these needs cannot be met without a well-trained teacher’s attention and the support services offered by specialized instructional support staff (SISPs) and education support professionals (ESPs).

How You Can Advocate for a Great Public School—Conditions of Teaching and Learning

Great Public Schools Indicators Framework

The National Education Association’s Great Public Schools (GPS) Indicators Framework elaborates on the seven criteria fundamental to a quality education and calls on all educators, families, community leaders, and policy makers to join the effort to ensure that every student has access to a great public school. Together, we can achieve greatness. Here we focus on one of the seven criteria required for student success—Conditions of Teaching and Learning.

Conditions of Teaching and Learning

Imagine the school bell just rang, and students are pouring into the classroom—each one heading to his or her assigned seat. The teacher begins the lesson, but is constantly disturbed by a leak from the ceiling. One student has to move her desk to avoid getting wet. The leak, however, is the least of the students’ concerns. Half of them begin the school day hungry, tired, or distracted by the previous night’s events. In this over-crowded classroom of 30, three students are food-insecure, one is homeless, and 11 have been victims of violent crime.

Across the country, students and teachers are going without the supports they need to learn and teach. Our students deserve more. Large class sizes inhibit successful class management and reduce valuable personalized instruction and attention. Students have a wide range of needs, and these needs cannot be met without a well-trained teacher’s attention and the support services offered by specialized instructional support staff (SISPs) and education support professionals (ESPs).

How You Can Advocate for a Great Public School—Conditions of Teaching and Learning

Great Public Schools Indicators Framework

The National Education Association’s Great Public Schools (GPS) Indicators Framework elaborates on the seven criteria fundamental to a quality education and calls on all educators, families, community leaders, and policy makers to join the effort to ensure that every student has access to a great public school. Together, we can achieve greatness. Here we focus on one of the seven criteria required for student success—Conditions of Teaching and Learning.

Conditions of Teaching and Learning

Imagine the school bell just rang, and students are pouring into the classroom—each one heading to his or her assigned seat. The teacher begins the lesson, but is constantly disturbed by a leak from the ceiling. One student has to move her desk to avoid getting wet. The leak, however, is the least of the students’ concerns. Half of them begin the school day hungry, tired, or distracted by the previous night’s events. In this over-crowded classroom of 30, three students are food-insecure, one is homeless, and 11 have been victims of violent crime.

Across the country, students and teachers are going without the supports they need to learn and teach. Our students deserve more. Large class sizes inhibit successful class management and reduce valuable personalized instruction and attention. Students have a wide range of needs, and these needs cannot be met without a well-trained teacher’s attention and the support services offered by specialized instructional support staff (SISPs) and education support professionals (ESPs).