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Nota di contenuto	Frontmatter -- Contents -- List of Contributors -- Introduction. School Discipline, Student Achievement, and Social Inequality -- Chapter One. Academic Performance and Expectations of Canadian Students -- Chapter Two. School Discipline in Chile -- Chapter Three. School Discipline and Achievement in Israel -- Chapter Four. School Discipline, Performance, and the Presence of Immigrants in Italian Schools -- Chapter Five. School Discipline and Academic Achievement in Japan -- Chapter Six. School Disciplinary Climate, Behavioral Problems, and Academic Achievement in the Netherlands -- Chapter Seven. School Discipline, Math and Science Achievement, and College Aspirations in Contemporary Russia -- Chapter Eight. School Disciplinary Climate and Consequences for Student Achievement in South Korea -- Chapter Nine. Class and Racial Differences in U.S. School Disciplinary Environments -- Index -- Studies in Social Inequality
Sommario/riassunto	Improving Learning Environments provides the first systematic comparative cross-national study of school disciplinary climates. In this volume, leading international social science researchers explore nine national case studies to identify the institutional determinants of variation in school discipline, the possible links between school

environments and student achievement, as well as the implications of these findings for understanding social inequality. As the book demonstrates, a better understanding of school discipline is essential to the formation of effective educational policies. Ultimately, to improve a school's ability to contribute to youth socialization and student internalization of positive social norms and values, any changes in school discipline must not only be responsive to behavior problems but should also work to enhance the legitimacy and moral authority of school actors.
