Identifying and Avoiding the Iceberg: Why Public Policy is Starting to Address the Conditions for Learning

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Virginia DOE Conference: Conditions for Learning: Effective Practices to Support Student Engagement and Success
Incomplete Measurement Can Yield Partial And Distorted Views Of Reality
The Unreadiness/Readiness Triangle

HPHP READINESS MODEL

1. Safety, Discipline & Engagement
   Students feel secure and inspired to learn

2. Action against Adversity
   Schools directly address their students' poverty-driven deficits

3. Close Student-Adult Relationships
   Students have positive and enduring mentor/teacher relationships

4. Shared Responsibility for Achievement
   Staff feel deep accountability and a missionary zeal for student achievement

5. Personalization of Instruction
   Individualized teaching based on diagnostic assessment and adjustable time on task

6. Professional Teaching Culture
   Continuous improvement through collaboration and job-embedded learning

7. Resource Authority
   School leaders can make mission-driven decisions regarding people, time, money & program

8. Resource Ingenuity
   Leaders are adept at securing additional resources and leveraging partner relationships

9. Agility in the Face of Turbulence
   Leaders, teachers, and systems are flexible and inventive in responding to constant unrest

School Experiences Which Contribute to Poor School Climate and Low Academic Achievement

- Lack of connection
- Lack of safety
- Teasing, bullying, gangs
- Negative relationships with adults and peers
- Uncaring interactions
- Low expectations
- Academic disengagement
- Academic frustration
- Poor role models
- School-driven Mobility
- Reactive punitive approaches to discipline
What Affects Learning Outcomes?

- **Teaching**
- **Learning**

Enhanced Capacity to Realize Better Outcomes
Biggest Math Gains in Schools that Combine High Levels of Student Social Support and School Academic Press*

One-Year Achievement Gains in Grade Equivalents

*Extent that school members experience strong emphasis on academic standards and success

Combined with:
- Low social support
- Medium social support
- High social support
Conditions for Learning

**Students are safe**
- Physically safe
- Emotionally and socially safe
- Treated fairly and equitably
- School is safe and orderly

**Students are supported**
- Meaningful connection to adults
- Strong bonds to school
- Positive peer relationships
- Effective and available support

**Students are challenged**
- High expectations
- Strong personal motivation & engagement
- School is connected to life goals
- Rigorous academic opportunities

**Students are socially capable**
- Emotionally intelligent and culturally competent
- Responsible and persistent
- Avoid Risky Behaviors
- Cooperative team players
- Academic Mindsets
Safety and Statewide Tests

![Chart showing correlation between PSAE Tests and Conditions for Learning (Chicago)]

- **School Safety**
  - Writing: [0.25 - 0.30]
  - Math: [0.30 - 0.35]
  - Reading: [0.25 - 0.30]
  - Science: [0.20 - 0.25]

- **Challenge**
  - Writing: [0.20 - 0.25]
  - Math: [0.20 - 0.25]
  - Reading: [0.20 - 0.25]
  - Science: [0.20 - 0.25]
Social and Emotional Conditions for Being Off Track

Mean Scale Score

- School Safety
- Challenge
- Student Support

Off Track  On Track
Perceived Prevalence of Teasing and Bullying Predicts High School Dropout Rates (Cornell, Gregory, & Huang, In Press)

- 278 schools
- 9th grade teacher and student reports on bullying predicted cumulative dropout counts
- As predicative as other drop out predictors
Meta-analysis: SEL Promotes Success in School
Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2009)

Coordinated School, Family, and Community Programming

SEL
- Learning Environment
- SE Skills Instruction

SE Skill Acquisition
- Improved Attitudes

Positive Social Behavior
- Fewer Conduct Problems
- Less Emotional Distress
- Academic Success
1. Does SEL programming positively affect students?

<table>
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<th>Outcomes</th>
<th>Percentile</th>
<th>Imp &amp; (ES)</th>
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<td>Attitudes</td>
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<td>Conduct problems</td>
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<td>Academic performance</td>
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Comparing What Works Clearing House Improvement Indices for 2 Evidence-based Reading and Math Programs with the Aggregate Improvement Index for all interventions in the CASEL Meta-Analysis of 207 SEL Programs
School Experiences Which Contribute to a Healthy School Climate and Academic Achievement

- Connection
- Safety
- Positive Relationships With Adults And Peers
- Caring Interactions
- Academic Challenges
- Academic Support
- Academic Engagement
- Positive Role Modeling
- Social Emotional Learning
- Positive Behavioral Supports
- Access to Needed Services And Supports
Supporting Conditions for Learning

- Connection
- Attachment
- Trust
- Care
- Respect

Social Emotional Learning & Support

Positive Behavioral Approaches & Supports

Learning Supports
- Effective Pedagogy
- Engagement
- Motivation
Key Components of Safe & Successful Schools

- Academic Press
- Support For Students And Faculty To Meet High Academic And Behavioral Standards
- Strong Conditions For Learning And Teaching
- Sense Of Efficacy & Accountability For All Students
Key Components of Safe & Successful Schools

• Effective Collaboration & Coordination Between And Among All Stakeholders
• Continuous Quality Improvement
• 3-level Approach To Promotion, Prevention And Intervention
The Cleveland Metropolitan School District Model for Improved Academic Achievement & Progress Monitoring 3 times/Year

"The Primary Goal of the Cleveland Metropolitan School District is to become a premier school district in the United States of America."