

# Conditions for Learning

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# History and Survey Components

## Denine A. Goolsby

# Humanware Defined

## Humanware

- Humanware was born out of a tragic event that occurred in one of our schools.
- On October 10, 2007, a student entered Success Tech with a gun.
- He shot and injured two students and two teachers.
- He then took his own life.

# The Birth of Our SEL Focus

- Dr. Eugene Sanders
- Audit from American Institutes for Research
- One of the approaches recommended was CFL
  
- Began as a paper pencil administration
  - One time a year
  - Grades 5-12
  
- Now given as an electronic survey
  - Three times a year
  - Grades 2-12

# Skills for Tomorrow

- When we talk about improving the Conditions for Learning in schools, our focus must be that:
  - The environment is safe and respectful
  - The curriculum challenges all students
  - Students are supported
  - Students learn and apply social-emotional competencies in their daily interactions
- There is a strong correlation between student success and supportive conditions.





## Celebrate the Good Times

Think about a time that you felt really good about working with a particular student. How did it make you feel? Share that positive moment. What did you do to make that a memorable experience? How did the student receive your intervention?

# What is in the CFL report?

- Response rates by grades
- Percentage of students whose responses indicate that the school is performing adequately or better
- Four scales
  - Safe and respectful climate
    - How physically and emotionally safe students feel
  - Challenge
    - How much students perceive that teachers and other adults in the school encourage them to think, work hard, connect what they learn to real life and do their best
  - Student Support
    - How much students feel listened to, cared about and helped
  - Social and Emotional Learning
    - Students' perceptions of their peers' social and problem-solving skills

# Outcomes and Data Review

## Dr. Christopher Broughton

# What have we learned?

- Students have provided consistently high responses to the online survey.
  - Between 80-85% response rate for the past 2 years (3 administrations per year).
    - Higher response rates from our 2-4 and 5-8 students and schools.
- **Safe and Respectful Climate**
  - Our CMSD high school students report feeling more physically and emotionally safe than elementary and middle school students.
    - For the most part, our students feel that they are challenged.

# What have we learned continued...?

- **Challenge**

- Our CMSD elementary school students feel less challenged by their teachers and other adults to think, work hard, and do their best than their middle and high school counterparts.

- **Student Support**

- Our CMSD elementary school students feel less listened to, cared about and helped by their teachers and other adults in their school compared to middle and high school students.

- **Social Emotional Learning**

- Our CMSD high school students perceptions of their peers' social and problem solving skills is drastically lower than elementary and middle school students.

# Why is CFL important?

- It is our duty as a District to make our students feel safe, challenged, supported, and have a high degree of SEL.
- Also, these factors are important for academic achievement.
- Internal 3<sup>rd</sup> Grade Analyses Findings:
  - 3<sup>rd</sup> grade students who show increases in safety are significantly more likely to score higher on our NWEA reading assessment.
    - Results show that every mean unit increase in safety can lead to as high as 4 points in growth on the NWEA reading assessment.
    - SEL and support have indirect impact on achievement through safety. Increase in SEL and support lead to increases in perceptions of safety, which in turn positively impacts student achievement.

## Your School's Performance on the Individual Questions and how you can help.

- This section reveals the responses of your students on various questions.
- The **bolded** number represents the most frequent response.

# Your School's Performance on the Individual Questions

- **Questions to contemplate at schools:**
- **Safe and Respectful Climate**
  - How did the students respond?
  - What is in place to address this?
- **Emotional Safety**
  - What programs or tools do we have in place to address this?
- **Challenge**
  - What are the implications of your students' responses? How can this be addressed?
- **Student Support**
  - Why is this important?
- **Social Emotional Learning**
  - How can we teach students other methods of problem-solving?

# School and District Connection

## Jillian Ahrens

# District Resources to Address CFL Data Implications

CFL Moving Forward

PATHS

PRIM

Scope and Sequence

SEL Competencies

Anti-bullying Toolkit

Leading with Trust

District Website

CASEL Website

Metaphor Cards

Student Support Team (SST)

Planning Center/PCIA

Ripple Effects

Class Meetings

W.A.V.E.

N.O.W. Teams

Quality Standards/External Agencies

Student Advisory Committees

Humanware/SEL



# THANK YOU!!!

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Cleveland Metropolitan School District