Conditions for Learning

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History and Survey Components
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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 3rd Grade Analyses Findings:
  - 3rd 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!!!