Making the Connection: Creating and Maintaining Conditions for Learning

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What Affects Learning Outcomes?

Teaching

Learning

Capacities

Conditions

Better Outcomes
Climate and CFL

- Climate is key for student, faculty, and family engagement
  - School culture
  - Quality of relationships
- Conditions for Learning are those element of climate that (a) students experience personally and (b) directly affect academic outcomes
- While CFL are necessary, but not sufficient for educational improvement,
  - They appear to be leading indicators
  - They are particularly important for children of color and for students who are greater levels of risk (Osher, Sidana, & Kelly, 2008)
Supportive Relationships Between Teachers and Students Promote:

- Student engagement
- Positive attitudes towards learning
- A sense of belonging toward school
- Academic motivation
- Academic achievement

Conditions for Learning (CFL)

**Safety**
- Physically safe
- Emotionally safe
- Treated fairly and equitably
- Avoid risky behaviors
- School is safe and orderly

**Support, Care, & Connection**
- Meaningful connection to adults
- Experience of Care & Respect
- Strong bonds to school
- Positive peer relationships
- Effective and available support

**Challenge & Engagement**
- High expectations
- School is connected to life goals
- Strong personal motivation
- Academic Engagement
- Rigorous academic opportunities

**Social Emotional Competency**
- Emotional intelligence
- Self Regulation
- Culturally competence
- Responsible and persistent
- Cooperative team players
- Contribute to school community

Osher et al., 2008
Biggest Math Gains in Schools that Combine High Levels of Student Social Support and School Academic Press*

Lee, et al. (1999)

*Extent that school members experience strong emphasis on academic standards and success
### Safety and Statewide Tests

The chart illustrates the correlation between PSAE tests and conditions for learning in Chicago for various subjects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>School Safety</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>0.30</td>
<td>0.20</td>
</tr>
<tr>
<td>Math</td>
<td>0.35</td>
<td>0.25</td>
</tr>
<tr>
<td>Reading</td>
<td>0.25</td>
<td>0.20</td>
</tr>
<tr>
<td>Science</td>
<td>0.20</td>
<td>0.15</td>
</tr>
</tbody>
</table>
Social and Emotional Conditions for Being Off Track

- School Safety
- Challenge
- Student Support
- Social and Emotional Skills

Mean Scale Score

- Off Track
- On Track
School Climate and Graduation Rates

Climate scores for high schools have a direct relationship with graduation rates. Rush, 2010

Source: EMIS, CSEE, 2005-06
African American students provided the lowest ratings on the Safety Scales and the Social Emotional Scales.
Comprehensive Review of “Students Need for Belonging in the School Community” (Osterman, Review of Educational Research, 2000)

- Positive Relationships With Staff And Peers Associated With:
  - Intrinsic Motivation
  - Accept Others Authority While Developing A Strong Sense Of Identity
  - Experience of Autonomy
  - Accept Responsibility To Regulate Their Own Emotions

- Experience Of Acceptance Associated With:
  - Positive Orientation To School, Class Work, & Teachers

- Dropouts Feel Estranged From Teachers And Peers
What Happens When You Combine Poor Safety and Poor Instruction

- Perception of Safety was the highest correlate of attendance in the Bryk et al. (2010) study of Lessons from Chicago School Reform
- “Reinforcing Cycle When Safety and Order Concerns Combine with Deadening Instruction”
  - “We found virtually no chance of improving student attendance in schools that lacked safety and order and where instruction alignment was weak or predominantly basic-skill oriented.” (p. 104)
- It is hard to engage students in classes marked by disorder, tardiness, and poor self-regulation (Osher et al, 2010).
Why Are Conditions for Learning Important?

- Maximizing the amount of time that students really attend to learning
  - E.g., working memory (Davidson, 2002)
- Maximizing the opportunity for the teacher to:
  - Concentrate and differentiate
  - Teach in the Zone of Proximal Development (Vygotsky, 1978)
    - Personalizing instruction
    - Scaffolding learning and support
The Zone of Proximal Development for Learning and Development

Adapted from: Nakkula, & Toshalis, 2006
What About Student Capacity: Evidence of Success with SEL

- 23% increase in skills
- 9% improvement in attitudes about self, others, and school
- 9% improvement in prosocial behavior
- 9% reduction in problem behaviors
- 10% reduction in emotional distress
- 11% increase in standardized achievement test scores (math and reading)

Comparing What Works Clearing House Improvement Indices for 2 Evidence-based Reading and Math Programs

Aggregate Improvement Index for all interventions in the CASEL Meta-Analysis of 207 SEL Programs

- Little Books: Reading Achievement
- Everyday Mathematics: Math Achievement
- SEL Programs Academic Performance
- SEL Programs Social Emotional Skills

The diagram shows the aggregate improvement index for different interventions. The highest improvement is observed in SEL Programs Social Emotional Skills with an index of 23. The next highest is SEL Programs Academic Performance with an index of 11. Everyday Mathematics: Math Achievement has an index of 6, and Little Books: Reading Achievement has an index of 12.
How One Can Build and Leverage Conditions for Learning An Example: Cleveland, Ohio’s Academic Improvement Model

What we do for students who have high risk factors:
- What we do for all students
- What we do for students who have risk factors

Academic Achievement
Conditions for Learning

Academic Achievement Plan General Resources
References

References