

Using School Climate Data to Meet Student Needs

February 5, 2019



**National
Urban League**



**LEARNING
POLICY
INSTITUTE**
Research. Action. Impact.

Moderator



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Agenda

Welcome & Introduction

Robyn Brady Ince, *Vice President, Education Policy and Advocacy*,
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Presentations

Channa M. Cook-Harvey, *Director of Social and Emotional Learning*, Folsom
Cordova Unified School District, California

Windy Lopez-Aflitto, *Vice President, Content and Partnerships*, Learning
Heroes

L-Mani Viney, *President of the Viney Group for Social Impact, Educator*,
Piscataway High School, and *Executive Director*, Kappa Foundation

Panel Discussion

Presenter



Channa Cook-Harvey

*Director of Social and
Emotional Learning*

Folsom Cordova Unified School
District, California

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What We Know From Science

1. Development is malleable.
2. Variability in human development is the norm.
3. Human relationships are the essential ingredient.
4. Adversity affects learning.
5. Learning is social, emotional, and academic.
6. Children actively construct knowledge based on their experiences, relationships, and social contexts.



Whole Child Framework

1. Building a positive **school climate** in both classrooms and the school as a whole
2. Shaping positive student behaviors through **social and emotional learning**
3. Developing productive **instructional strategies** that support motivation, competence, and self-directed learning
4. Creating **individualized supports** that address student needs, including the effects of trauma and adversity



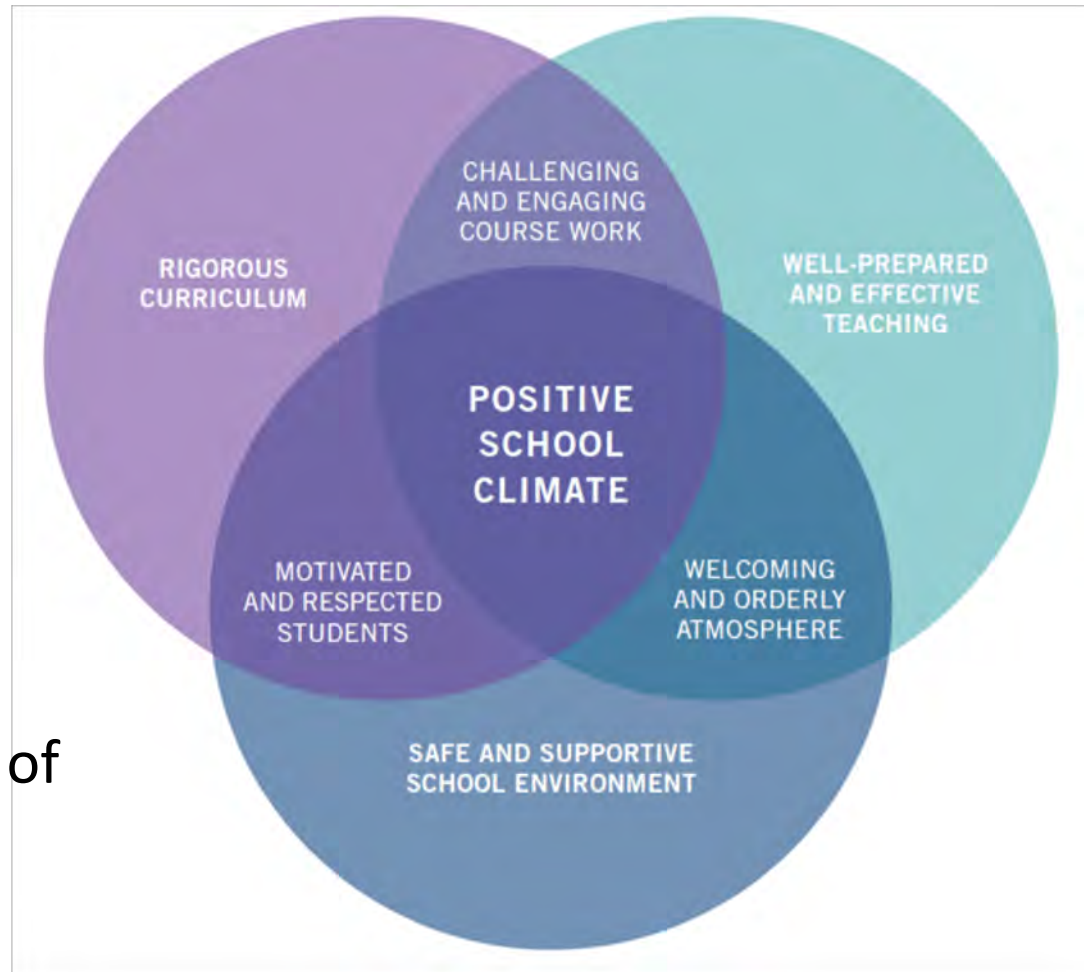
Learning Environments Matter

Climate is how we *feel*.

- Our perception and interpretation of the environment including: learning opportunities, physical, social, and emotional safety.

Culture is what we *do*.

- How we act upon shared agreements; co-creation of norms for behavior and speech; intentional and unintentional



Source: Alliance for Excellent Education, 2014

Conditions for Social, Emotional & Academic Learning

- Regular opportunities to learn and integrate SEL and cognitive skills throughout the day.
- Guidance to develop skills, habits, and mindsets that promote perseverance, resilience, agency (e.g., growth mindset).
- Educative and restorative behavior supports that foster belonging and skill building rather than exclusion.



Source: Collaborative for Academic, Social, and Emotional Learning

The process through which people acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Engaging Learning Experiences

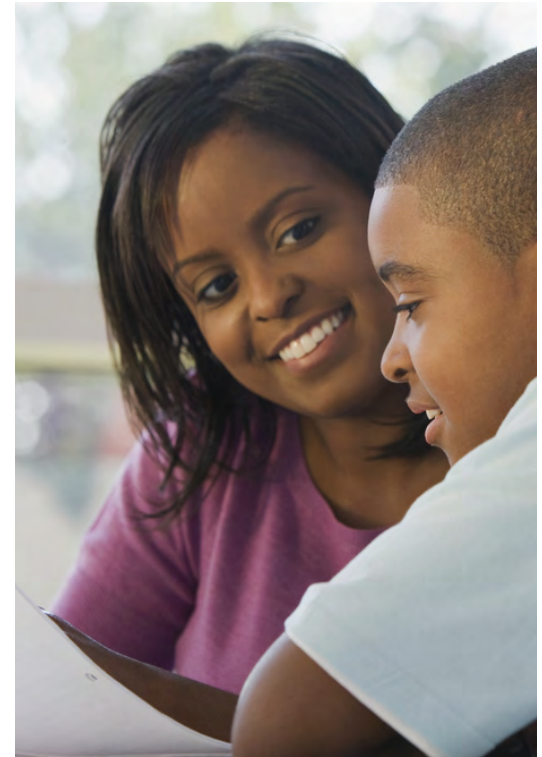
Well-scaffolded instruction and ongoing formative assessment that:

- Takes students' prior knowledge, cultural practices, and experiences into account
- Provides the right amount of challenge and support on relevant, engaging tasks
- Integrates inquiry and explicit instruction, reduces cognitive load, and stereotype threat
- Supports metacognition, learning to learn, and growth mindset through feedback, reflection, and revision



Personalized and Integrated Supports

- Teach all adults developmental principles to use when interacting with children
- Use multi-tiered systems of support to address academic and social needs responsively without lengthy identification and labeling processes
- Extend learning through tutoring, after school support, summer enrichment, internships



Presenter



Windy Lopez-Aflitto

Vice President, Content and Partnerships

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**LEARNING
HEROES**

Developing Life Skills in Children: Engaging Parents, Educators, and Communities around Social, Emotional, and Academic Learning

February 2019





VISION

With parents as their children's learning heroes, children excel in school, leading lives of opportunity.

MISSION

Inform and equip parents to best support their children's educational and developmental success.



Developing Life Skills | Key Insights



Research Methodology

TEN FOCUS GROUPS IN 5 CITIES:

Dayton, OH
Wilmington, NC
Oakland, CA
Philadelphia, PA
Colorado Springs, CO

NATIONAL ONLINE SURVEY OF K-8 PARENTS:

National survey of more than 2,000 K-8 parents

- ★ 500 African American parents oversample;
- ★ 500 Latino parents oversample;
- ★ 100 Low income parents oversample

Fielded August 25-September 12, 2017

Offered in both English and Spanish

Quotas set so representative by key demographics



Survey conducted by Edge Research

Note: Survey recruited through Survey Sampling International online, non-probability panel

Key Insights

1



SKILLS BEGIN AT HOME; REINFORCED AT SCHOOL

2

REAL WORLD EXAMPLES BRING STRATEGIES TO LIFE

3



EDU-JARGON DOESN'T TRANSLATE

4

MEASUREMENT MISGIVINGS ABOUT LIFE SKILLS

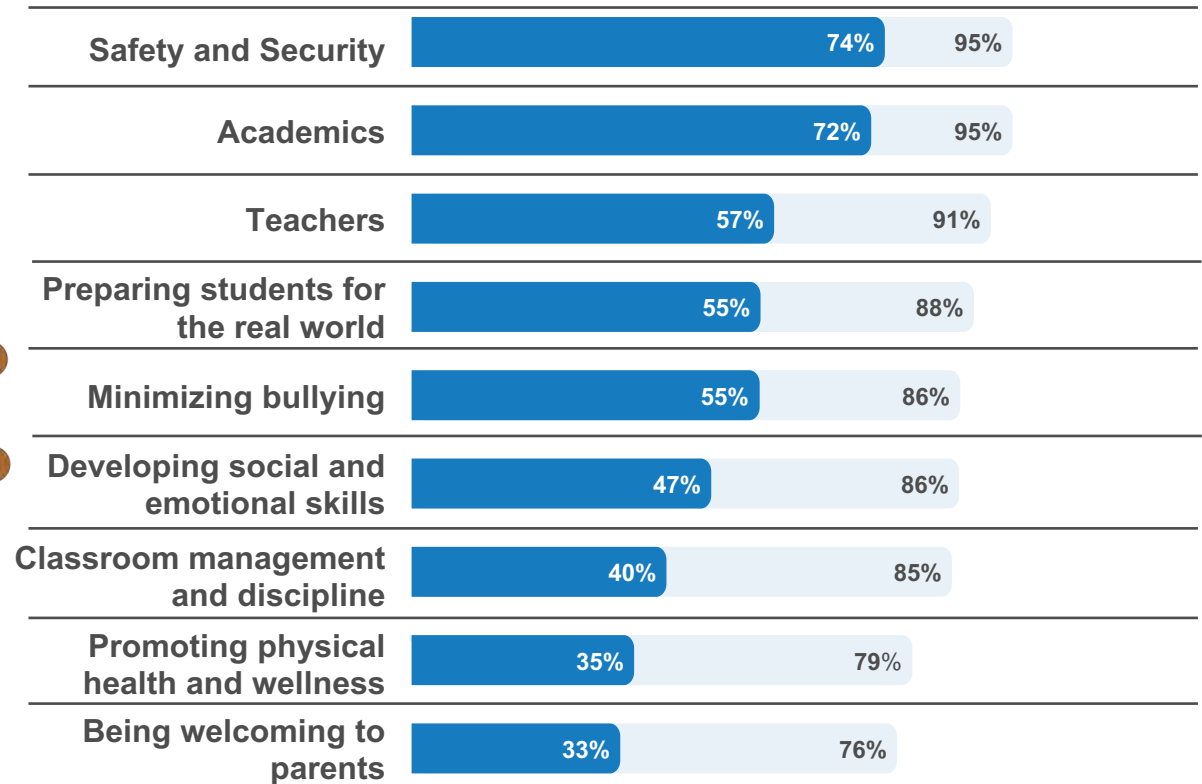
Parents Expect Schools to Play a Role



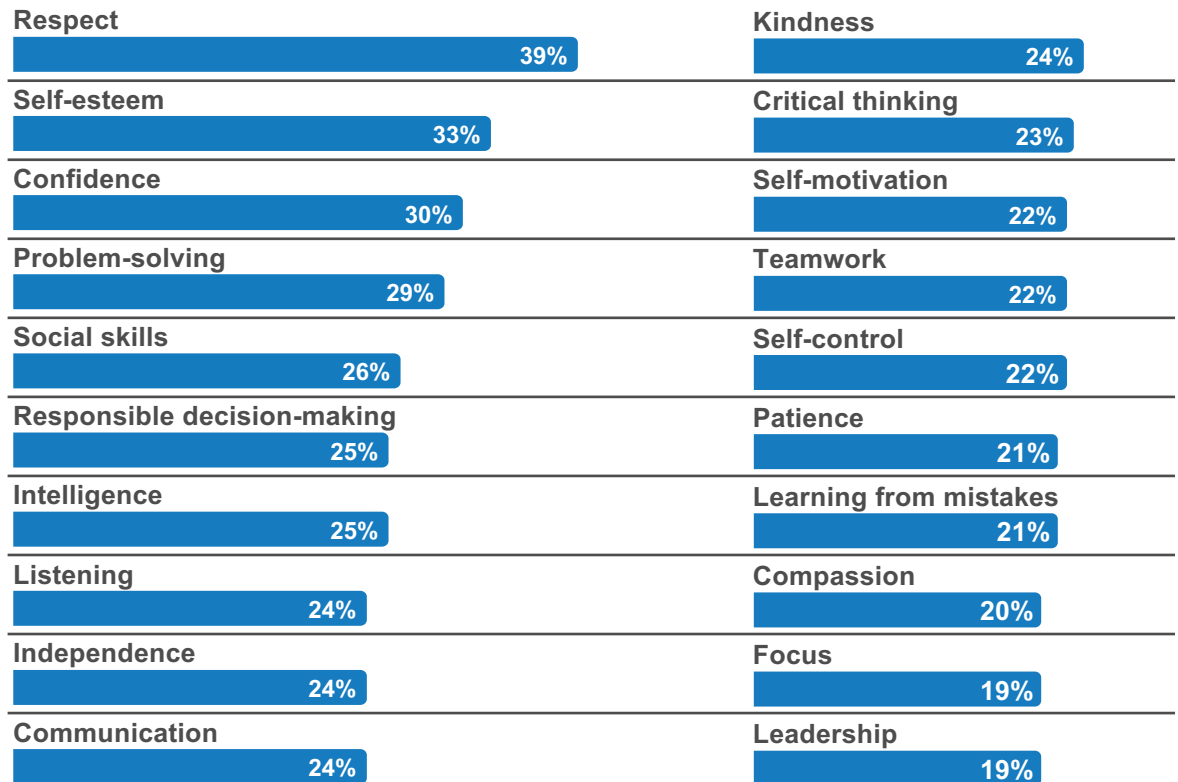
Question:

Importance as you think about your child and his/her school

■ Top priority
■ High priority



Parents Top Skills & Traits



Fewer Select These Skills & Traits

Optimism

10%

Tolerance

10%

Persistence

10%

Curiosity

10%

Resilience

8%

Coping

8%

Growth mindset

8%

Mindfulness

8%

Self-directed learning

7%

Flexibility

7%

Learning mindsets

7%

Self-regulation

6%

Prosocial behavior

4%

Cognitive regulation

4%

Grit

3%

Executive function

3%

Perspective taking

3%

When We Say... Parents Hear... Try This...

Self Regulation

...like therapy?

Self control

Grit

Grit sounds negative.
Grit is like a struggle.

Taking on challenges •
Learning from effort

Growth Mindset

Not sure what that means.
Is that seeing a different
picture?

Learning from mistakes

Executive Function

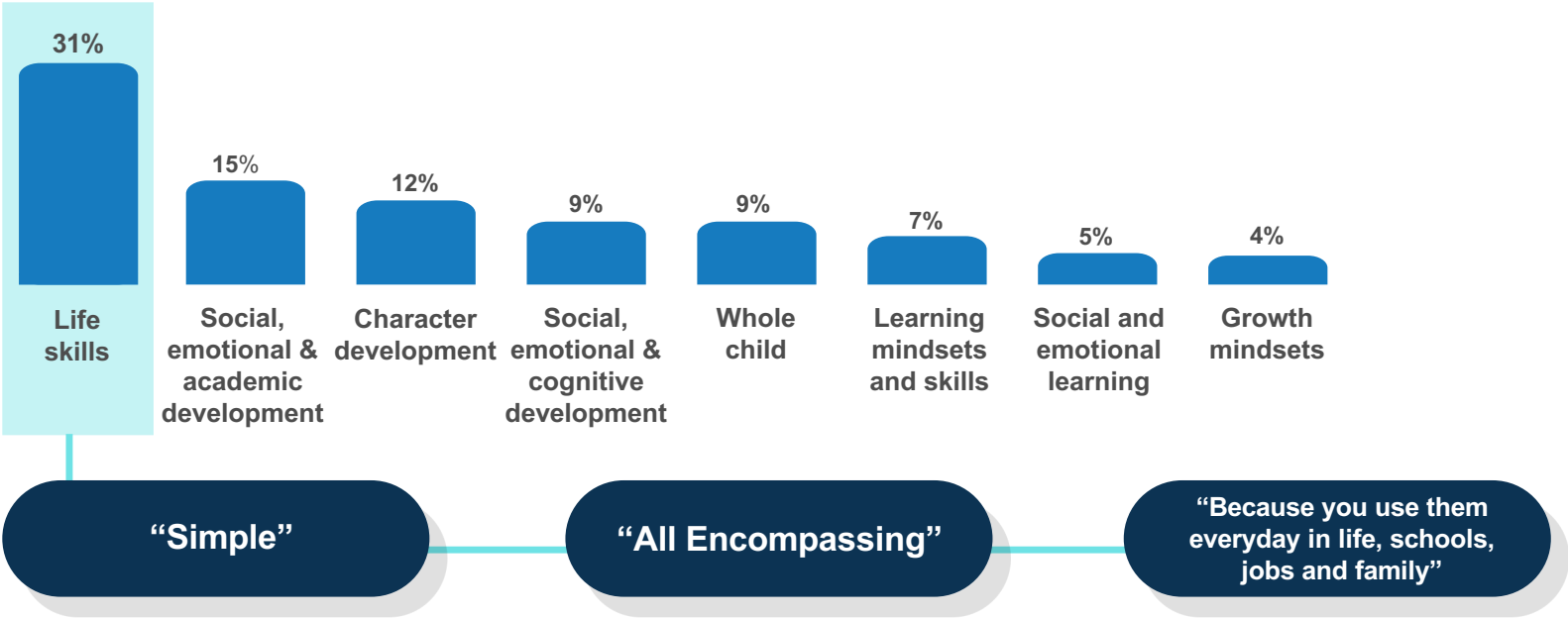
Is that going to the
bathroom?

Organizational skills



Parents Choose Life Skills

QUESTION:
Which one term do you prefer to describe the skills and traits that you identified as important?

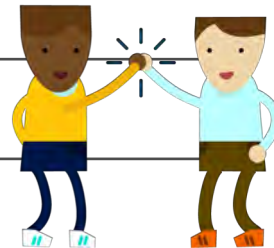
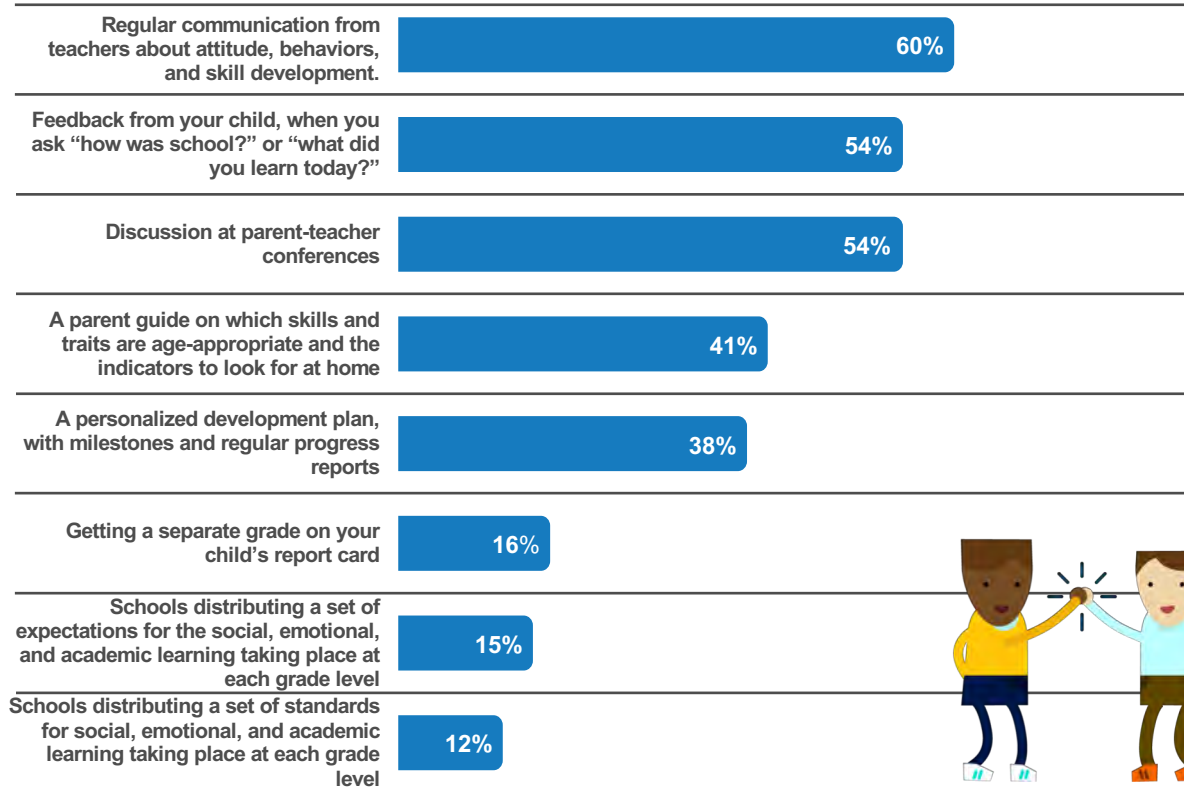


Pushback on formal assessments But... parents value feedback

% of parents selecting, multi-select
No major differences across sub-groups

Question:

What type of feedback is most helpful to you as a parent to understand your child's progress in this type of learning?



Resources | How Learning Happens



Developing Life Skills: Resources and Materials

- Partnered with the National Commission on Social, Emotional, and Academic Development on a ‘Communications Playbook’ to support the field in communicating with parents about the integration of social, emotional, and academic learning.
- **Available at belearninghero.org/parent-mindsets/**
These are meant to be integrated, adapted, and modified to support existing program models.
Tools include:
 - Developing Life Skills in Children: A Roadmap for Communicating with Parents
 - Parent Perspectives Workshop Facilitator’s Guide
 - Videos, Social Media Assets, Posters and more.
 - Case studies (April 2019)

Workshop Framework: Introductions

Introductions (5-10 MINUTES)

- *Introduce yourself, the notetaker and your respective roles for the workshop.*
- *Model the self-introduction first, and then invite participants to introduce themselves around the circle.*

Please share your name; how many children you have (ages / grades); and name one emotion you feel about being here today – happy, curious, nervous, excited, stressed, etc.

Opening Discussion (10 MINUTES)

- We're here today to talk about a topic that you may or may not have heard much about called developing life skills. Life skills are relevant to your child, your role as a parent and to [\[insert name of your school / organization here\]](#), because they impact how children learn. You are the expert on your child and know what motivates them as a learner, so we want your ideas and feedback about supporting their development of these life skills. To help guide the conversation, I have some questions and short activities to get your feedback about which life skills you think are important for your child.
1. When you think about life skills, which ones are the most important for your child to develop?
 2. Why is it important that your child develops life skills?
 3. How does your child develop life skills? Can life skills be taught?
 4. When and how did you develop life skills?

Facilitator Note:

- *Consider writing the discussion questions on large poster paper so participants can both read and hear the questions as a way to support different types of learners.*
- *If participants need help getting the conversation started, consider showing several examples of life skills using the Gallery Walk words.*
- *The notetaker may write participants' responses on large poster paper for reference during Activity 1.*

Workshop Framework: Activity 1

Gallery Walk of Life Skills (10 MINUTES)

- We're going to get up and move now! Around the room, you will see words or phrases that have been used to describe the life skills or qualities we're talking about today.
- As you walk around the room:
 - Put a plus sign (+) on the words that are most important to you.
 - Put a minus sign (-) on the words that sound negative or not important to you.
 - Put a question mark (?) on the words that sound confusing.
- *To get parents started, it may be helpful for the facilitator to walk around the room reading the words and phrases aloud before asking them to begin the Gallery Walk.*

Facilitator Note: Activity 1 Alternatives

- *Instead of having participants write directly on the word sheets, participants each receive a small set of sticky notes. Participants write a plus, minus or question mark on an individual sticky note, sticking it on the word sheets as they walk around the room.*
- *Hand out the Activity 1 worksheet (see appendix). Give participants 8-10 minutes to complete it independently before starting the discussion.*
- *Hand out the Activity 1 worksheet (see appendix). Slowly read the words and phrases aloud. Participants write a plus, minus or question mark next to the words as you read them aloud.*
- *If the families you're working with have low-literacy levels, you can read the words aloud. Participants can identify whether the skill is important to them by raising their hand. (For confidentiality, you may ask participants to close their eyes).*

WHEN I GROW UP, I WANT TO BE...



- A. A doctor
- B. A good friend
- C. A basketball player
- D. All of the above

Think about the skills that help you learn and grow as an adult everyday - the ones that help you think, relate and act responsibly.

Let's make sure we teach these skills to our children!

[#HowLearningHappens](#)

YOUR 6-YEAR- OLD NEEDS TO KNOW...



- A. How to add and subtract
- B. How to play well with others
- C. How to calm herself down
- D. All of the above

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[#HowLearningHappens](#)

The logo for Learning Heroes features the word "LEARNING" in red, bold, 3D block letters with a red five-pointed star above the letter "I". Below "LEARNING" is the word "HEROES" in blue, bold, 3D block letters. The entire logo is set against a white background that is tilted slightly to the right.

**LEARNING
HEROES**

Thank you!

Contact

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[More resources at Bealearninghero.org](http://Bealearninghero.org)

Presenter



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Panel Discussion



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Resources



Educating the Whole Child: Improving School Climate to Support Student Success

Linda Darling-Hammond and Channa M. Cook-Harvey



SEPTEMBER 2018

Report: learningpolicyinstitute.org/product/educating-whole-child-report

Learning Policy Institute:
learningpolicyinstitute.org

National Urban League:
nul.iamempowered.com

Folsom Cordova United School District:
www.fcusd.org

Learning Heroes:
bealearninghero.org

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kap.site-ym.com/page/foundation

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