



ESSA's Non-Academic Measure: What States Should Know About School Climate and SEL

 @EdPolicyAIR

Tuesday, November 1, 2016 | 1000 Thomas Jefferson St. NW, Washington, D.C. 20007

Schedule

Noon – 1:15 p.m.

- **Welcome**

Angela Minnici
Vice President, AIR
Director, Education Policy Center at AIR

- **Introduction**

Evie Blad
Reporter, *Education Week*

- **Presentations**

Timothy P. Shriver
Chairman, Special Olympics

Cynthia A. Cave
Assistant Superintendent, Policy and
Communications, Virginia Dept. of Ed.

David Osher
Vice President and Institute Fellow,
AIR

Nick Yoder
Senior Consultant, AIR

- **Discussion**

- **Q&A**

BIOGRAPHIES

Angela Minnici

Vice President, AIR
Director, Education Policy Center at AIR



Angela Minnici, Ph.D., is a Vice President at the American Institutes for Research. As Vice President she oversees AIR's federally funded comprehensive centers, which provide states with technical assistance to help improve teaching and learning. Minnici is also the director of the Education Policy Center at AIR, a vehicle for rigorous research and evidence-based perspectives on education issues spanning pre-kindergarten to careers.

She began her career as a public school teacher and has held various positions in education and research working with diverse education stakeholders such as federal and state policymakers, teachers, administrators, parents and other education organizations. Minnici earned her doctorate in administrative and policy studies from the University of Pittsburgh.

Evie Blad

Reporter, *Education Week*



Evie Blad is a reporter for *Education Week*, where she covers school climate, student engagement, social-emotional learning, discipline, and student well-being.

Before coming to *Education Week* in 2013, she was a reporter for the *Arkansas Democrat-Gazette*, where she covered K-12 education at the state and local levels, higher education, and health issues.

Blad has appeared on NPR, the Diane Rehm Show, and PBS Newshour.

Cynthia A. Cave

Assistant Superintendent for Policy and Communications, Virginia Department of Education



Cynthia Cave, Ph.D., is Assistant Superintendent for Policy and Communications for the Virginia Department of Education. She has been part of the department for 19 years. Former positions include

Director of Student Services in the Division of Special Education and Student Services and Director of Policy. She also held the position of Director of Public Relations in the Policy and Communications Division. Prior to coming to the Department of Education, she was Assistant Commissioner for field services for the Department of Rehabilitative Services and Deputy Commissioner for Administration for the Department of Health. Before joining the state, she worked in various positions in local government.

David Osher

Vice President and Institute Fellow, American Institutes for Research



David Osher, Ph.D., is Vice President and Institute Fellow at the American Institutes for Research. Osher is an expert on conditions for learning and school climate, social and emotional learning, youth development, violence prevention, school safety, supportive school discipline, cultural competence, family engagement, collaboration, mental health services and implementation science. He has led impact and qualitative evaluations of initiatives and programs, systematic reviews, expert panels as well as projects that have developed four major surveys and supported schools, districts, and states promote conditions for learning, including school safety and to address disciplinary disparities.

Osher is Principal Investigator of The National Center on Safe and Supportive Learning Environments, The National Resource Center on Mental Health Promotion and Youth Violence Prevention, and the National Evaluation and the Technical Assistance Center for the Education of Children and Youth who are Neglected, Delinquent or At Risk. He is or was also Principal Investigator of experimental, quasi-experimental, and qualitative research studies that examine whole child, youth development, and social and emotional learning programs at a school and district level both in the U.S. and internationally. These studies include the global evaluation of UNICEF's Child Friendly Schools, the evaluation of 8-District Collaborating Districts Initiative, a statewide youth development program in Alaska, and multiple evidence-based social and emotional learning programs.

Osher serves on numerous expert panels and editorial boards and has authored or co-authored over 400 books, monographs, chapters, articles, and reports, including *Safe, Supportive, and Successful Schools Step by Step* and *Teaching and Working with Children who have Emotional and Behavioral Challenges*,

and 185 peer reviewed papers and invitational presentations. Osher received his A.B., A.M., and Ph.D. from Columbia University, and has served as dean and taught at a liberal arts college and two professional schools of human services.

Timothy P. Shriver

Co-Chair, National Commission on Social, Emotional and Academic Development
Co-Founder and Chair, Collaborative for Academic, Social and Emotional Learning
Chairman, Special Olympics



Timothy Shriver, Ph.D., is Chairman of Special Olympics and in that capacity, he happily serves together with over 5.3 million Special Olympics athletes in 169 countries, all working to promote health, education, and a more unified world through the joy of sports.

Before joining Special Olympics, Shriver was a leading educator focusing on the social and emotional factors of learning. Starting in 1983, he studied child development with Dr. James Comer at the Yale Child Study Center, and there discovered the inescapable link between emotion, relationships and learning. In 1987 he created the country's first comprehensive school-based primary prevention program in New Haven, Conn. The Social Development Department featured a K-12 social and emotional learning curriculum, a citywide Extended Day Academy, a parent education program, and a mental health team dedicated to positive school climate and effective services for those most in need. The effort was nationally recognized and remains a model. In 1994 Shriver co-founded and currently chairs the Collaborative for Academic, Social, and Emotional Learning (CASEL), the world's leading school reform organization in the field of social, emotional and academic learning. He is President of the Joseph P. Kennedy Jr. Foundation, a member of the Council on Foreign Relations, a member of the National Advisory Child Health and Human Development Council at the NIH and a non-executive director of WPP plc.

Shriver earned his undergraduate degree from Yale University, a master's degree from Catholic University, and a doctorate in education from the University of Connecticut. He is the author of the *New York Times* Best Seller *Fully Alive: Discovering What Matters Most*, has produced 4 films, written for dozens of newspapers and magazines, founded Lovin' Scoopful Ice Cream Company and has been awarded numerous honorary degrees and awards for his work in education and on behalf of persons with disabilities.

Shriver lives in the Washington, DC area with his wife Linda Potter. They have five adult children.

Nick Yoder

Senior Consultant, American Institutes for Research



Nick Yoder, Ph.D., is a senior consultant at AIR working on school climate, social and emotional learning, and educator effectiveness efforts. Yoder leads the focal area on safe and

supportive environments and SEL for the Center on Great Teachers and Leaders, where he works with states and regional comprehensive centers on the integration of school climate, teaching conditions, and SEL with other initiatives (e.g., college and career readiness standards, educator effectiveness and professional learning). This includes supporting states in developing SEL standards, implementation tools, and professional learning experiences. Yoder also leads AIR's SEL Solutions, which provides technical assistance to districts in implementing a coordinated and purposeful SEL and school climate effort. In addition, Yoder conducts evaluations of interventions that support the academic, social, and emotional needs of students and teachers. Before joining AIR, Yoder was a teacher in Chicago Public Schools, an instructional coach in the Detroit area, and a preservice instructor and researcher at the University of Michigan.