

Modesto City Schools: Board of Education

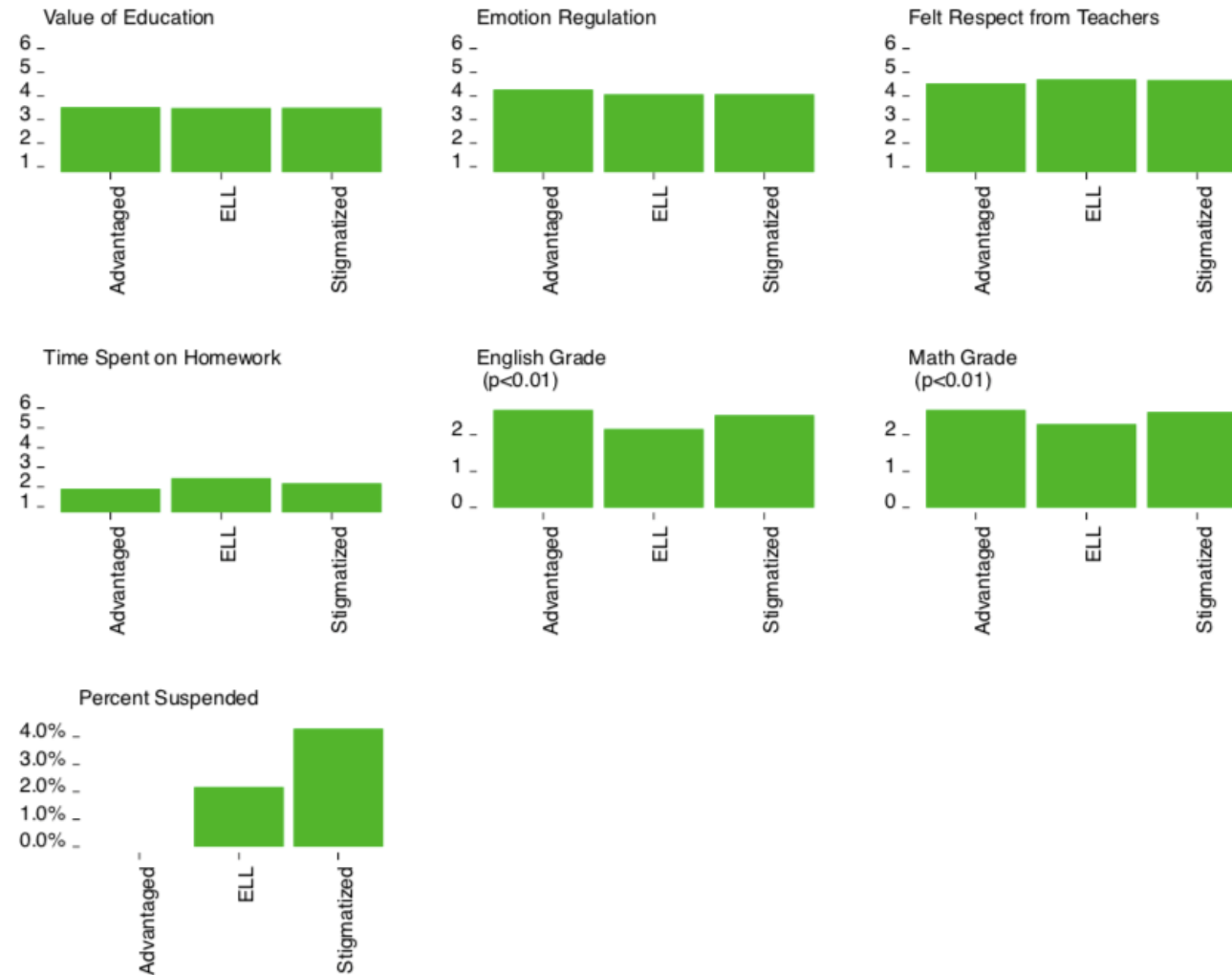
Dr. Jason Okonofua

Mindset Science Solutions
Bi-Directional Program

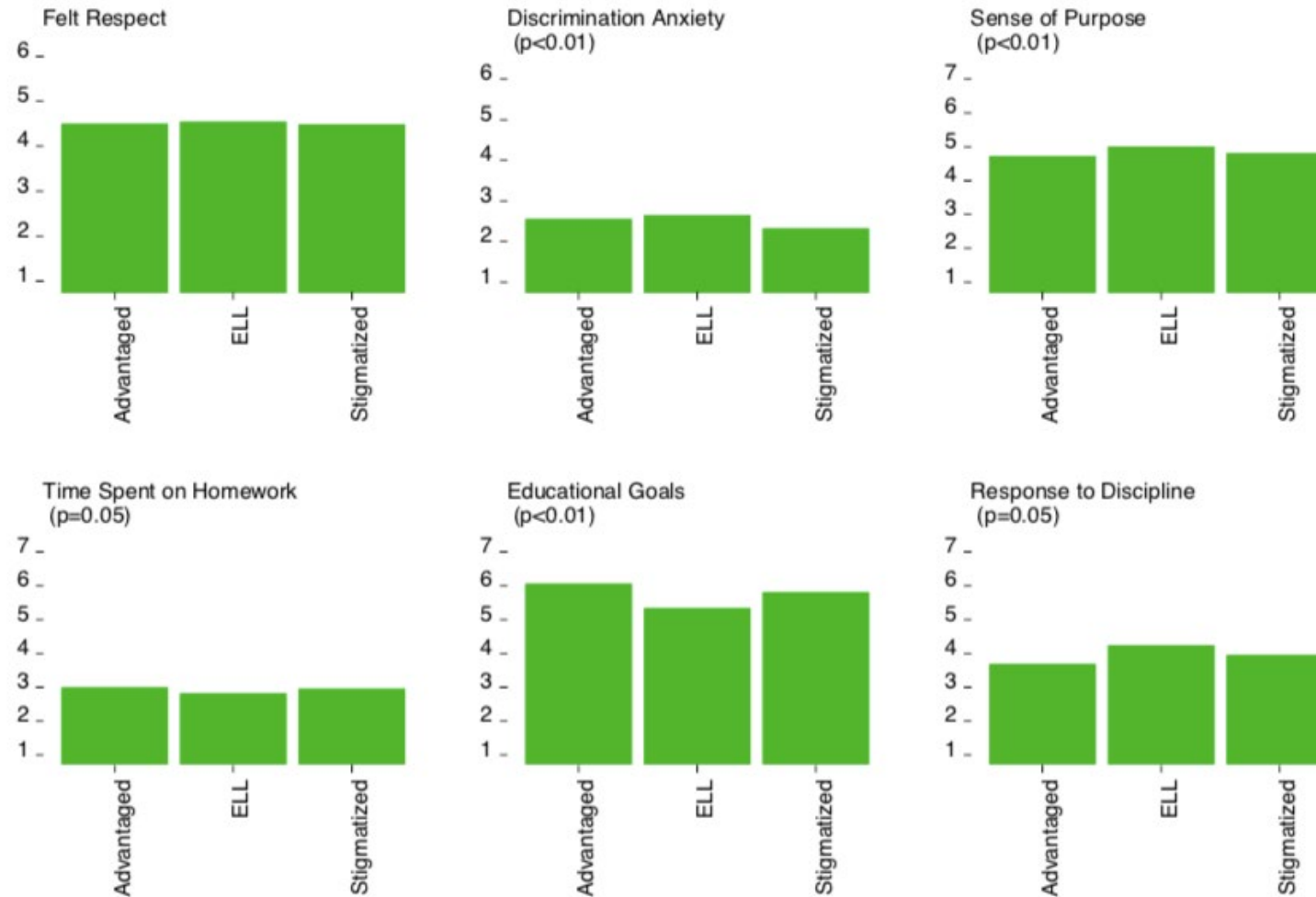
2x2 Randomized Controlled Trial

	Student Control (Study-Skills)	Student Treatment (Growth-Mindset)
Teacher Control (Technology-Use)		
Teacher Treatment (Values-Mindset)		

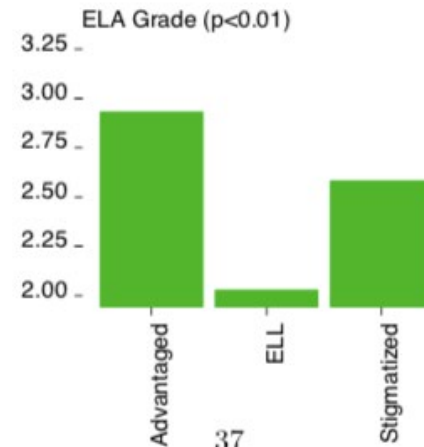
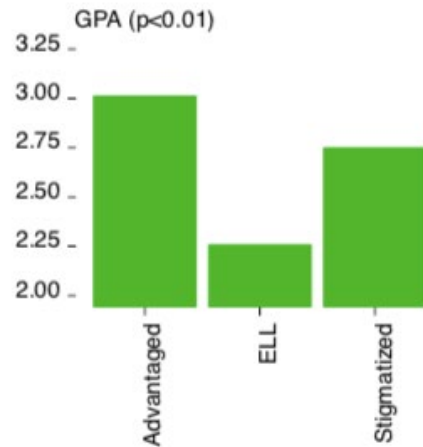
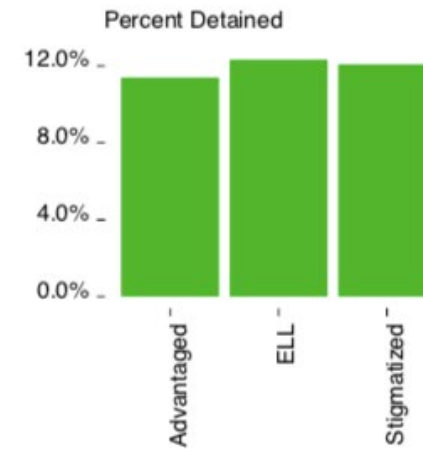
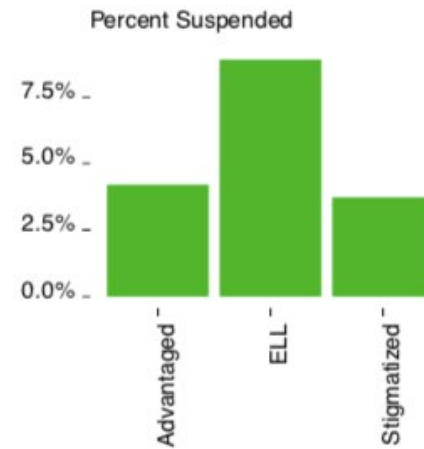
Baseline: Elementary Schools



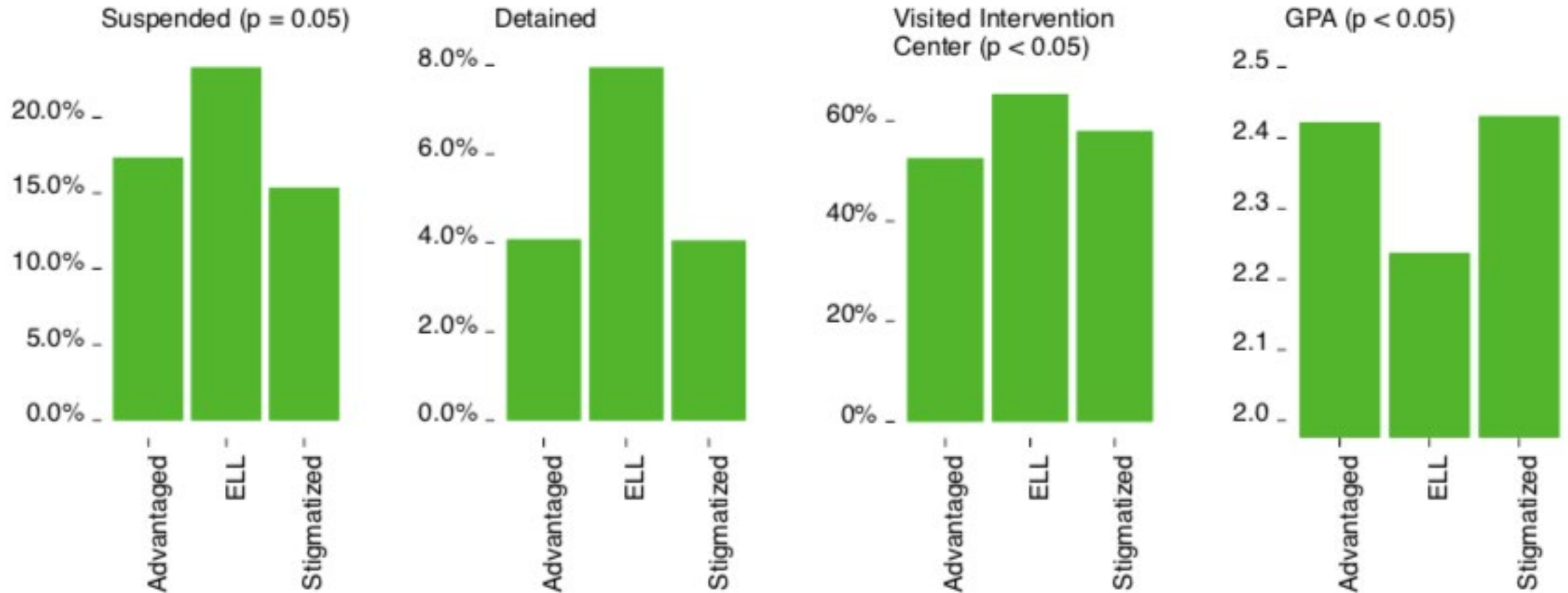
Baseline: Middle and High Schools



Baseline: Middle and High Schools



Baseline: Elliott Continuation School and Elliott Alternative Programs

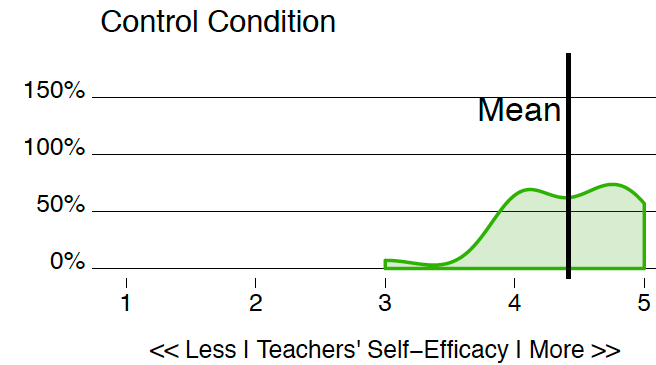
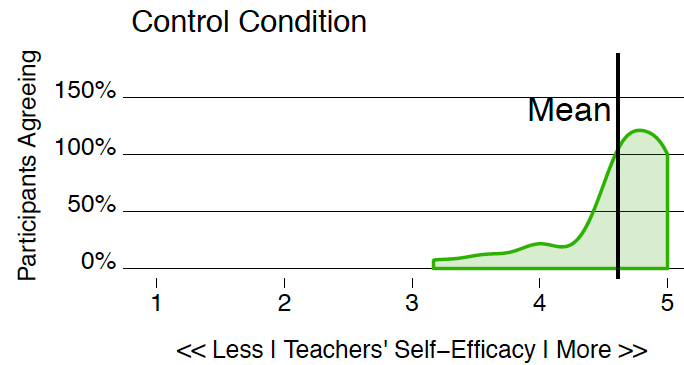
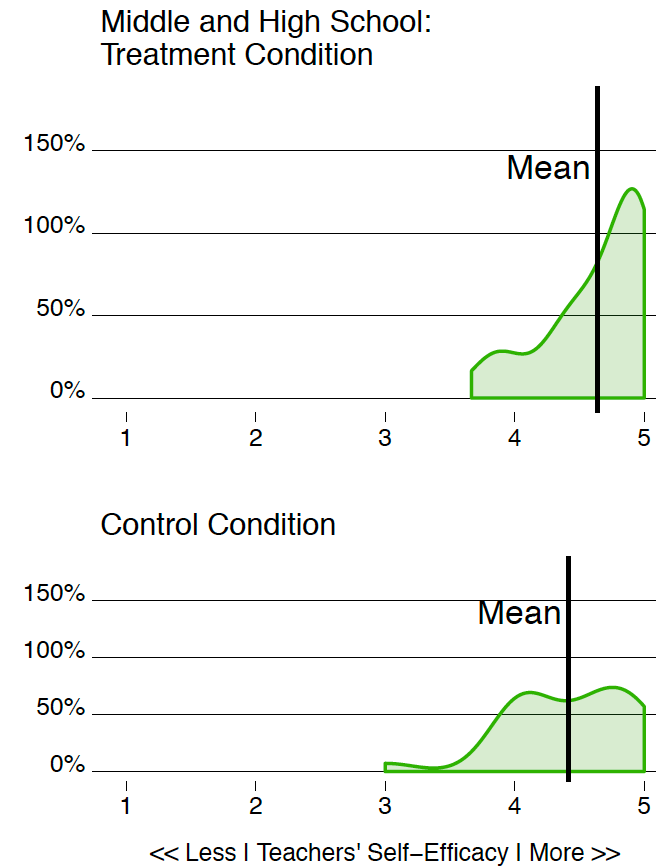
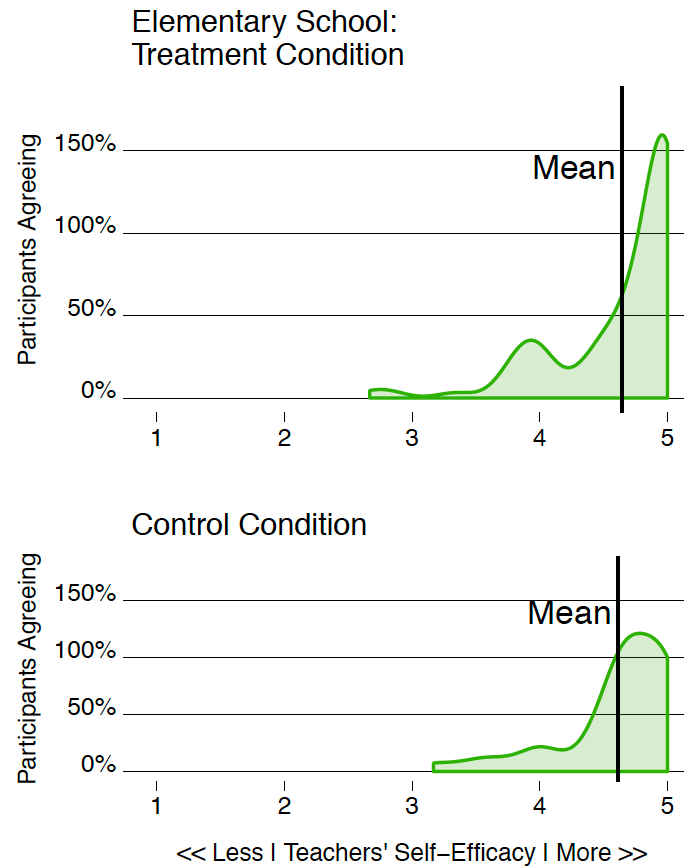


Teacher Outcomes

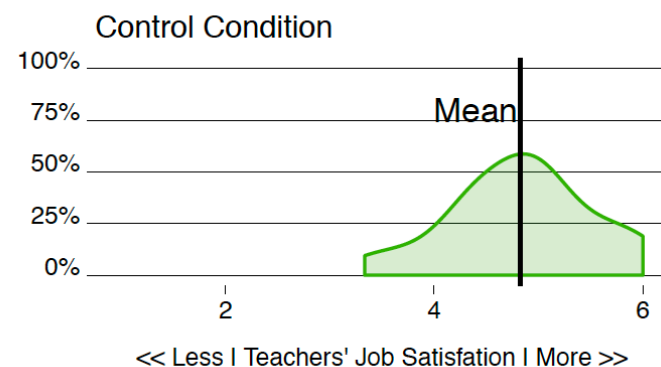
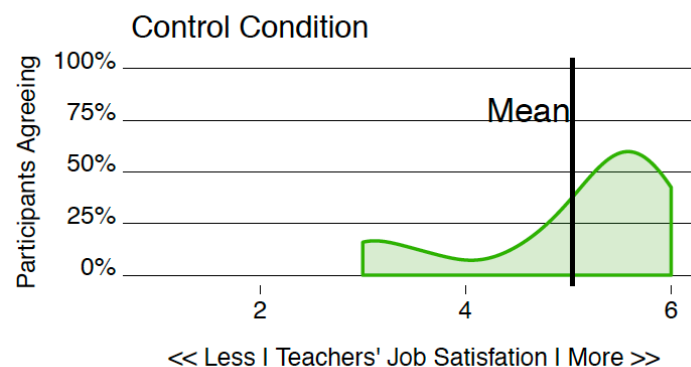
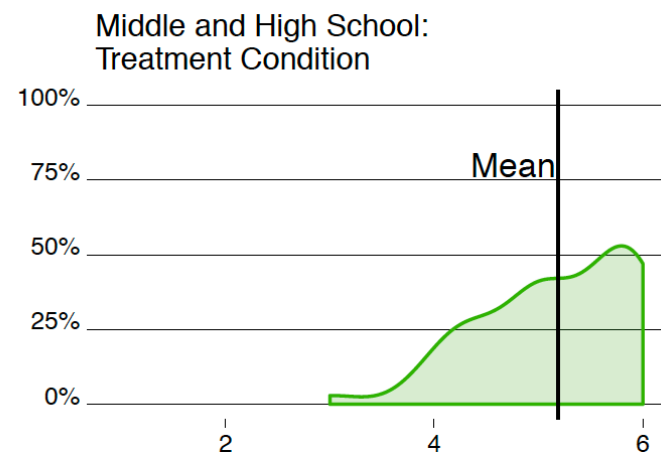
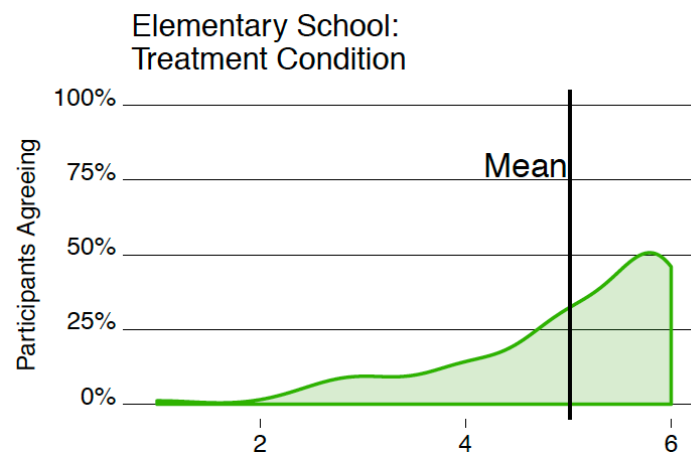
Teacher Efficacy

Job Satisfaction

Teacher Effects: Self-Efficacy



Teacher Effects: Job Satisfaction



Middle & High School Student Outcomes

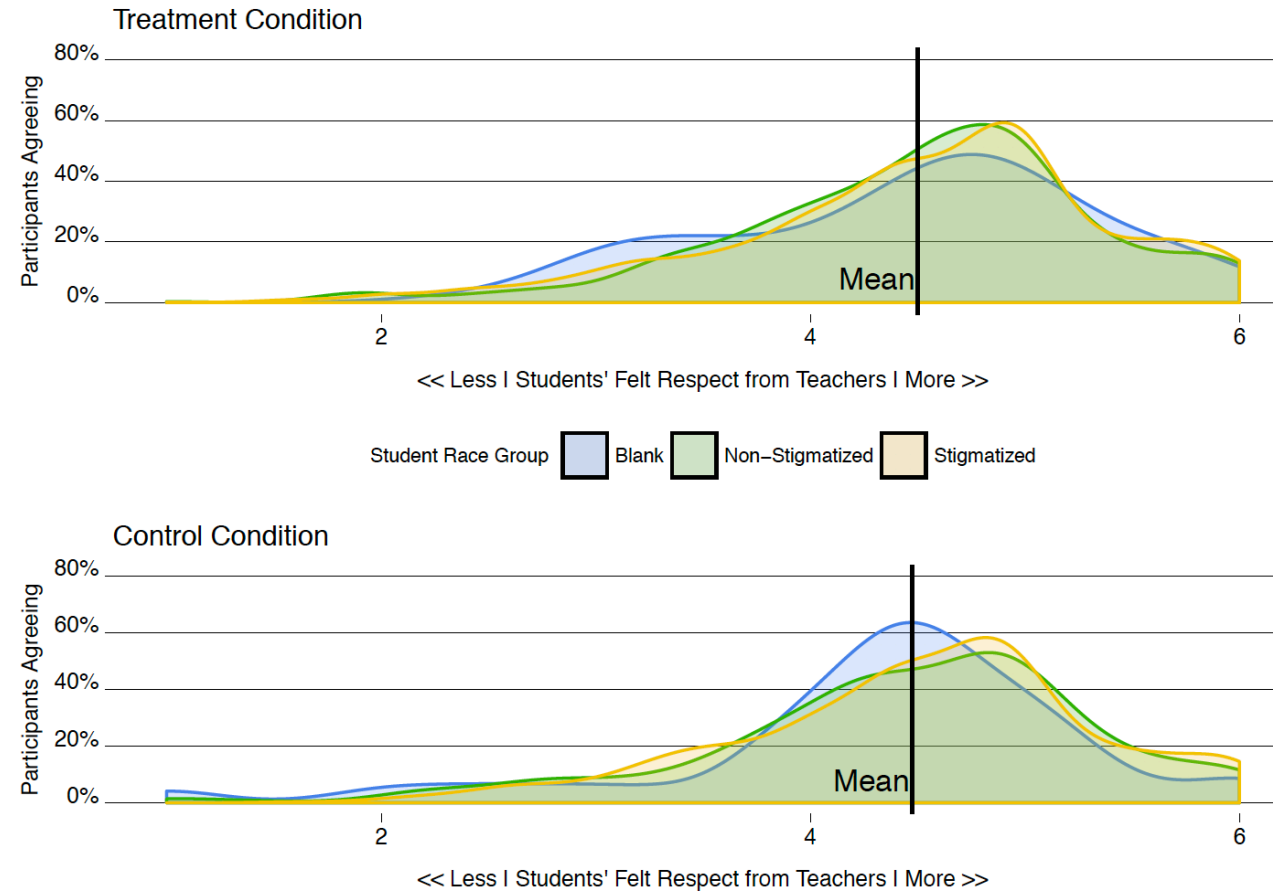
Felt Respect

Education Goals

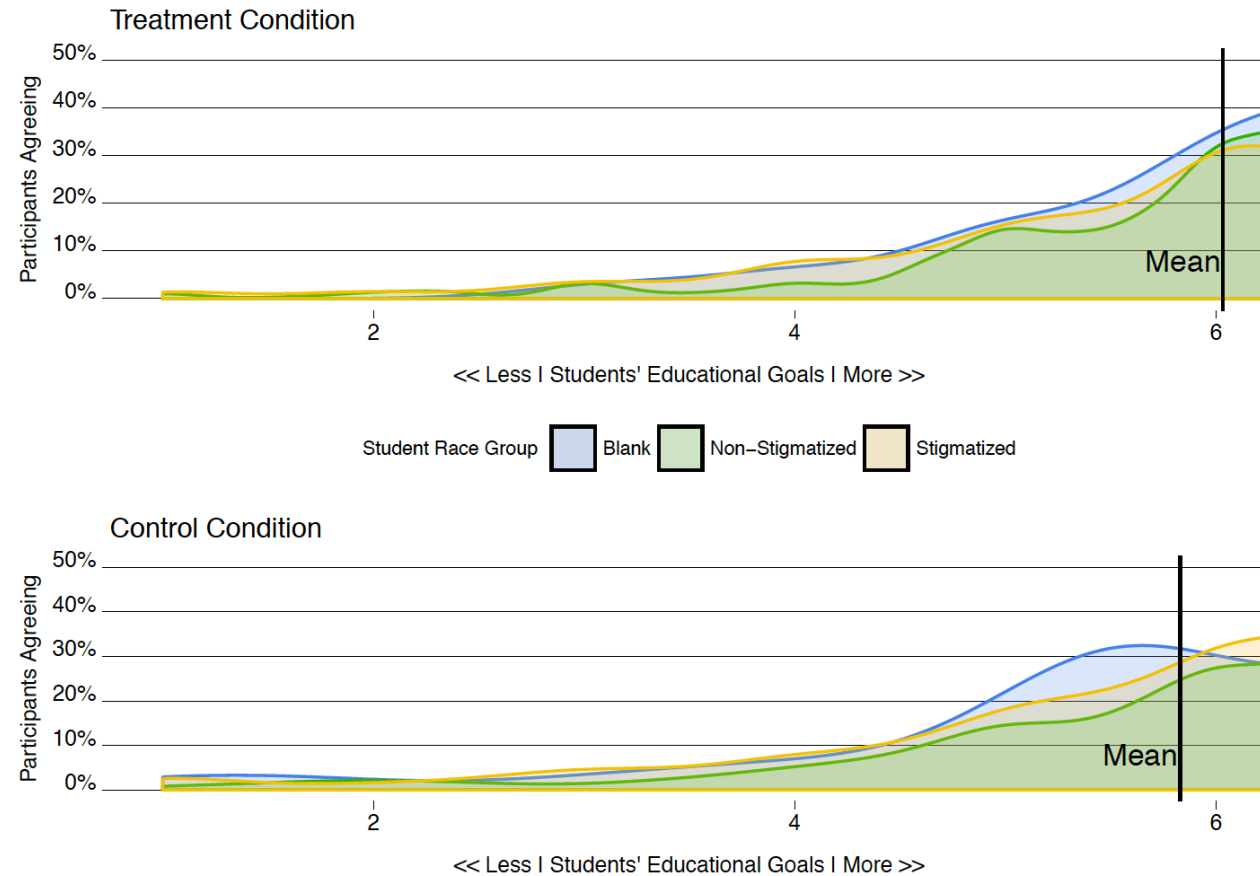
Sense of Purpose

Belonging Uncertainty

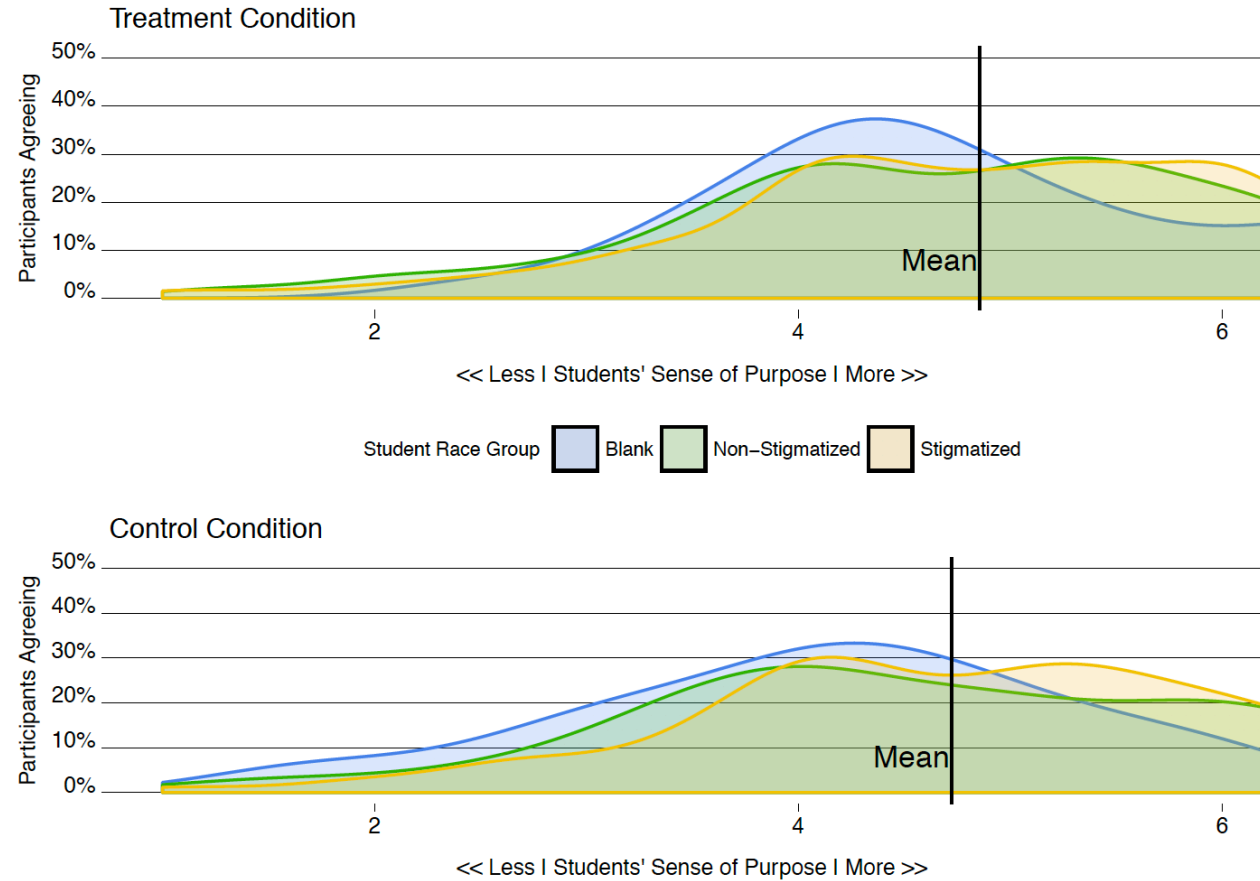
Middle & High School Student Effects: Felt Respect



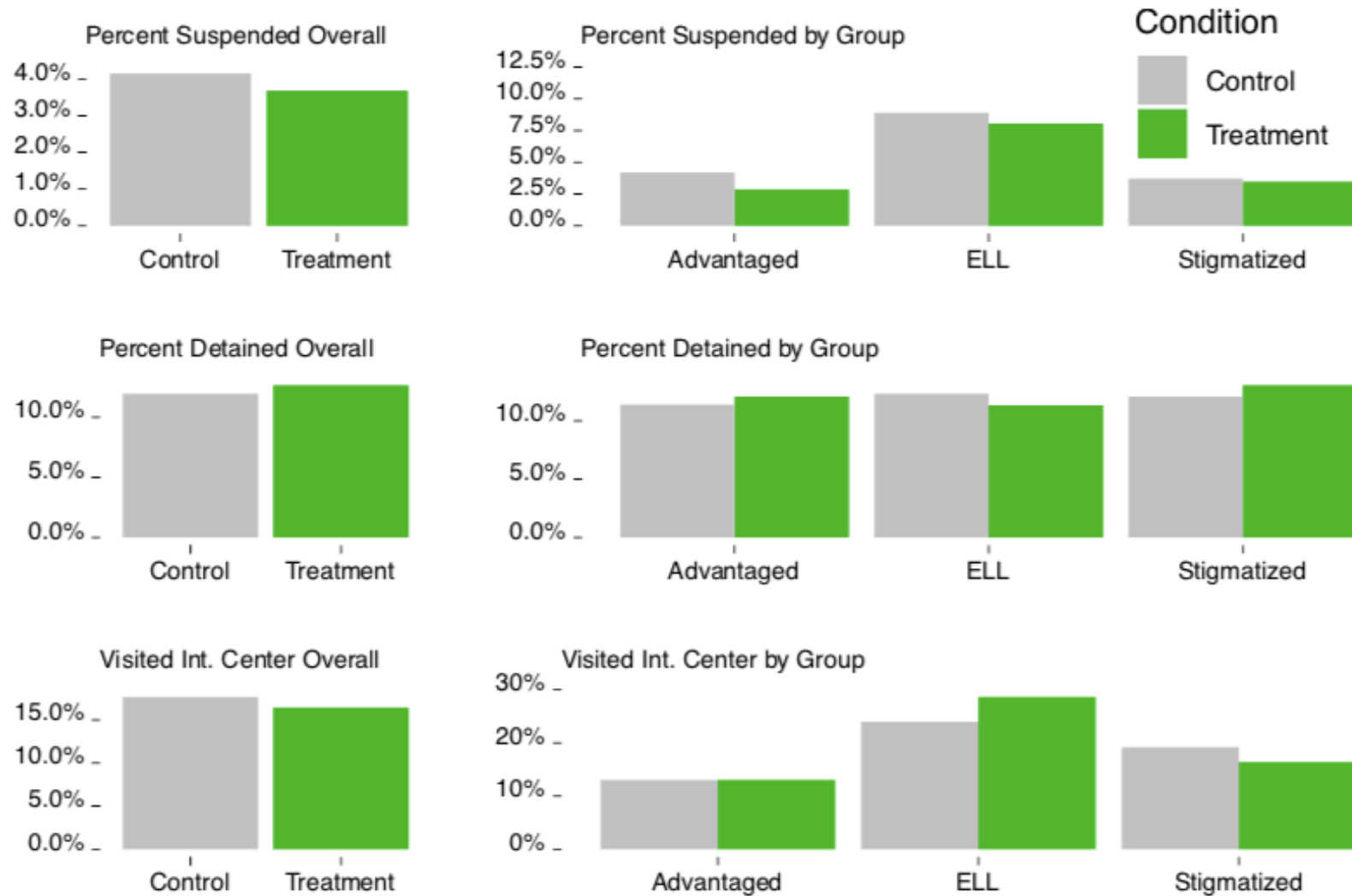
Middle & High School Student Effects: Education Goals



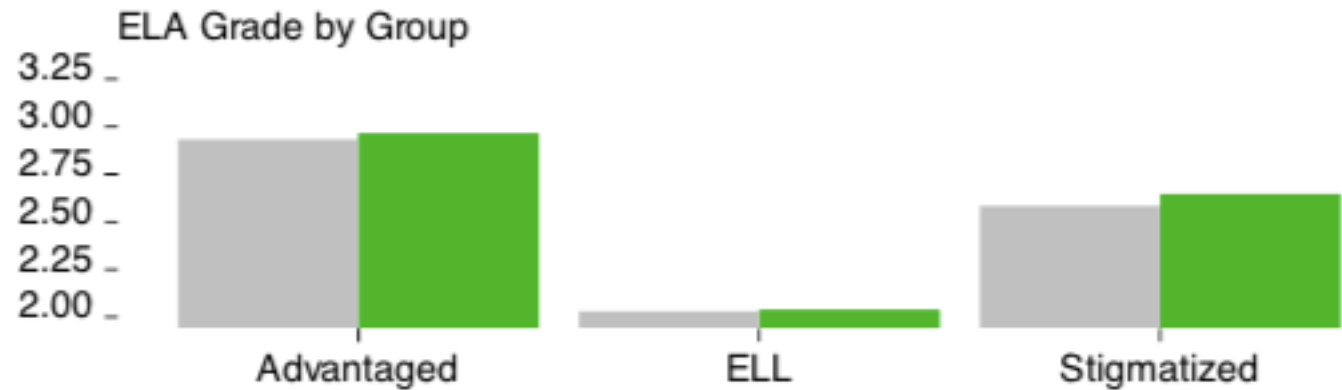
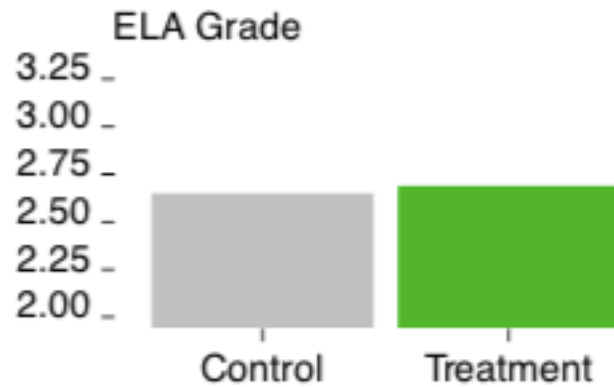
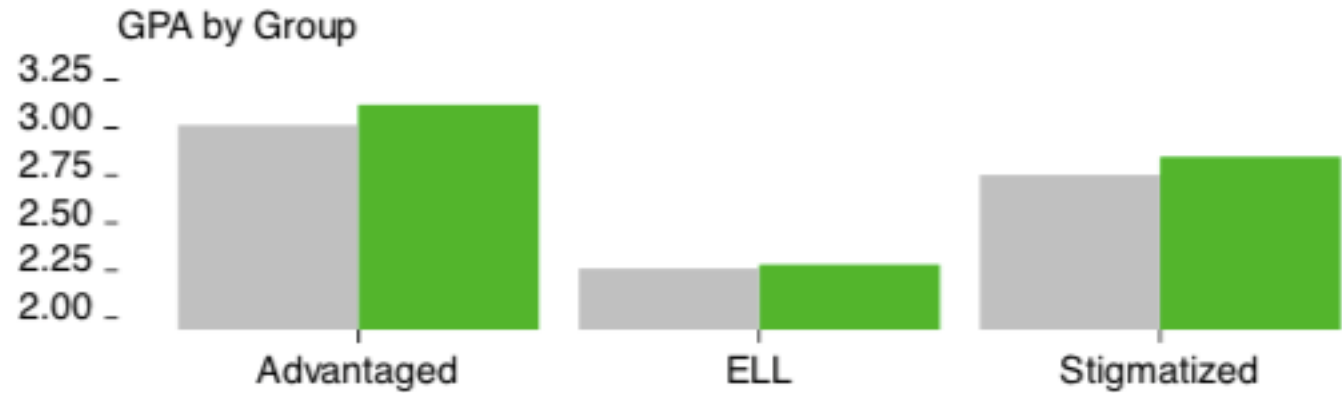
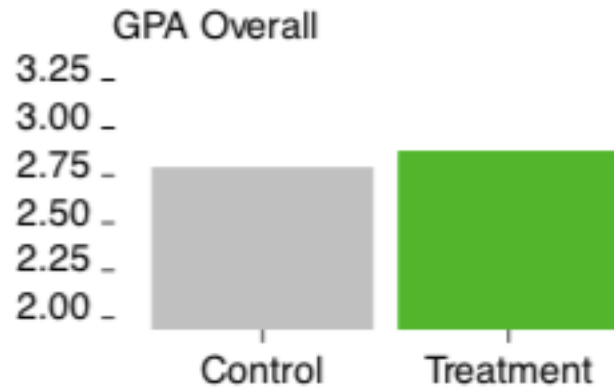
Middle & High School Student Effects: Sense of Purpose



BP – Effects on Middle and High Schools



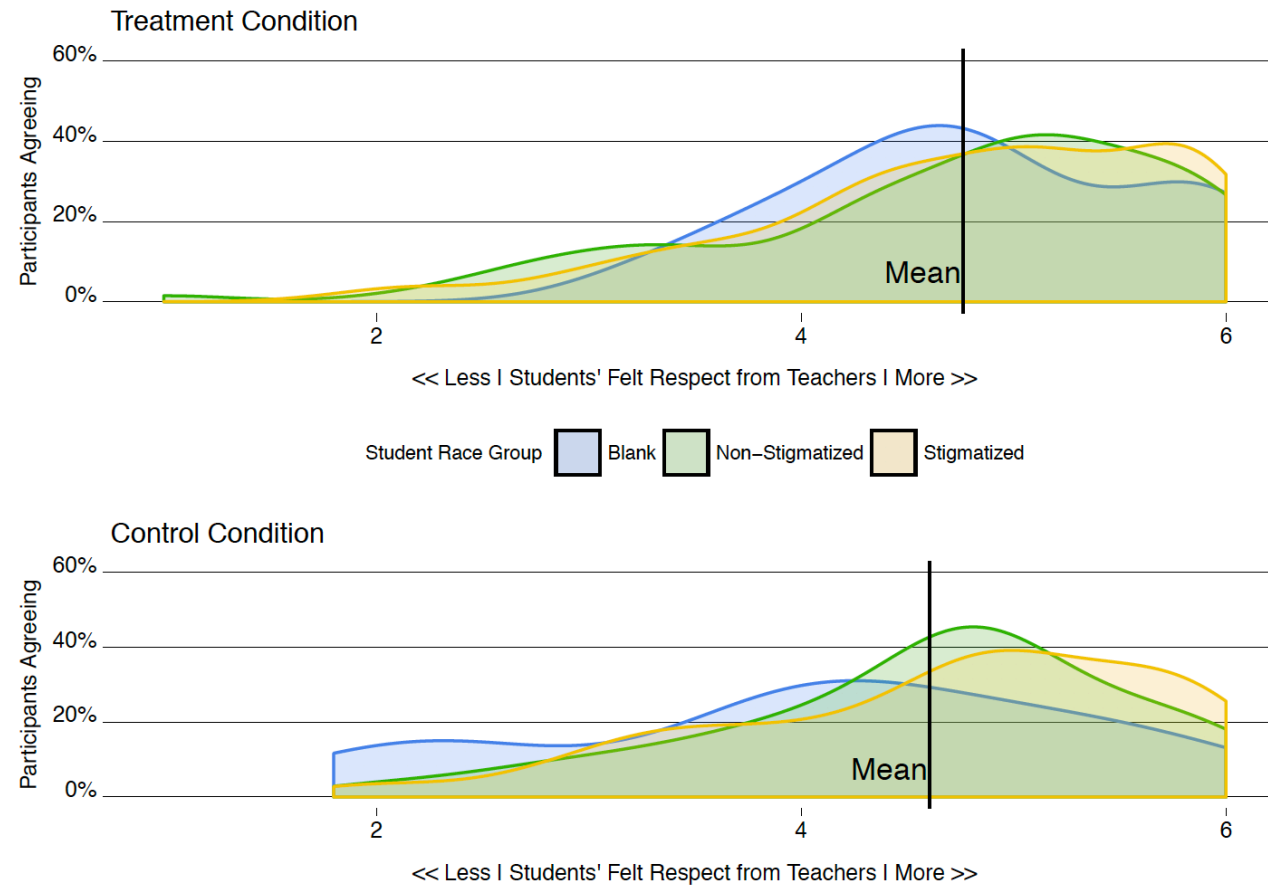
BP – Effects on Middle and High Schools



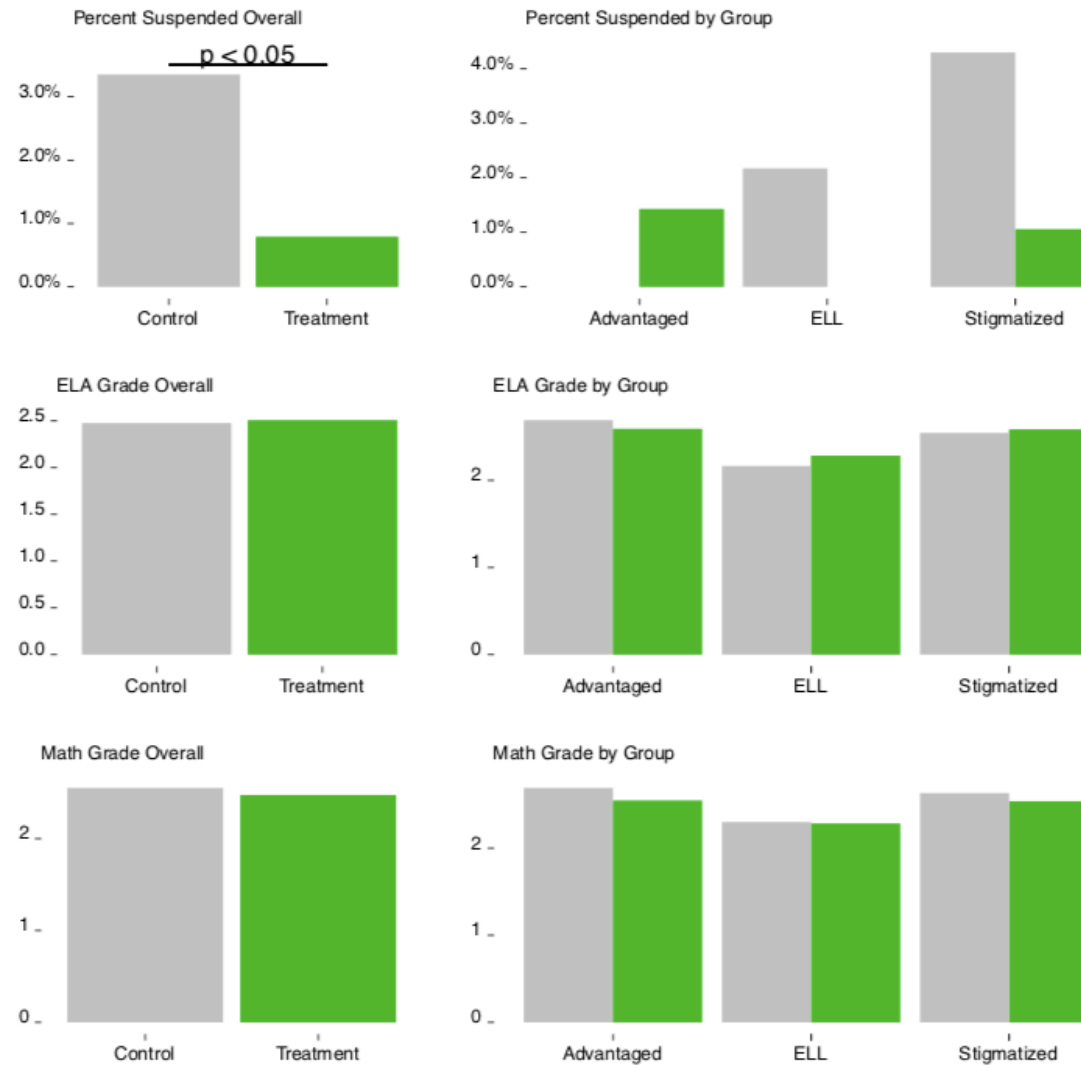
Elementary School Student Outcomes

Felt Respect

Elementary School Student Effects: Felt Respect



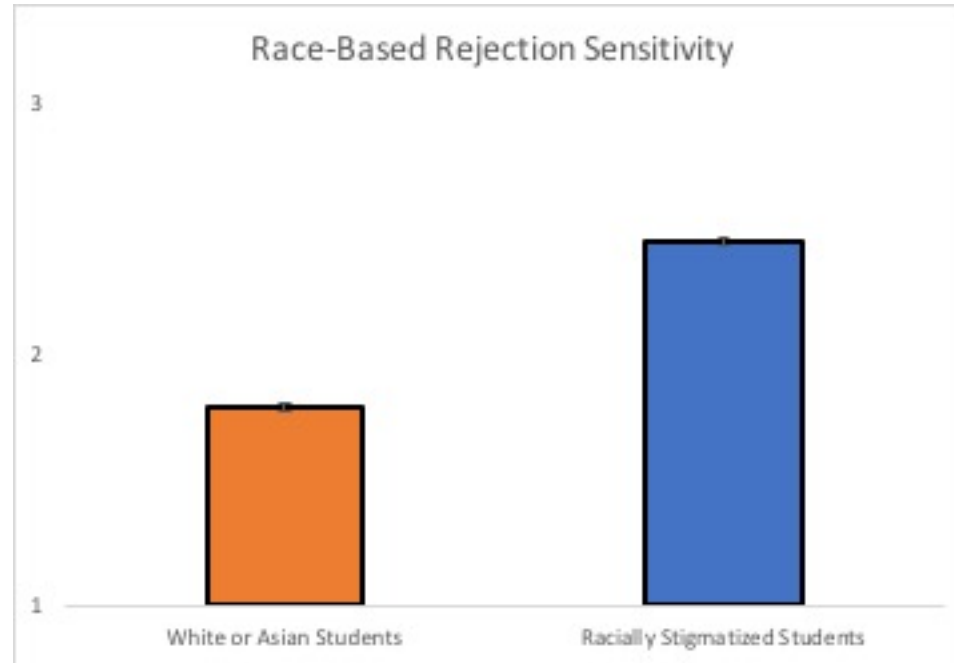
BP – Effects on Elementary Schools



Student Perceptions and Academic Outcomes

Fall 2019: Additional Survey Outcomes for Middle and High School Students

Fall 2019 Outcomes



- How concerned or anxious would you be that the teacher might not call on you because of your race/ethnicity?
- I would expect that the teacher might not call on me because of my race/ethnicity

1=Very Unconcerned - 6=Very Concerned

Recommendations

Mindset Recommendations

- There does not appear to be evidence that student-based psychological intervention would be beneficial in this context.
- Thus, there are no recommendations for direct intervention with students. Rather, in general, changes should be made to the context (e.g., school social climate)

Mindset Recommendations

- A bidirectional program is a series of exercises designed to enhance one's mindfulness, perception, and judgment.
 - The exercises can draw from a variety of science-based approaches that focus on relevant processes:
 - Means to bolster empathy and perspective taking
 - Means to encourage beliefs about the malleability of behavior
 - Means to increase job satisfaction
 - Means to increase sense of self-efficacy in relationships
- The current findings indicate that a bidirectional program with teachers can improve teacher-student relationships, reduce overall discipline rates, and mitigate racial disparities in discipline outcomes.

Mindset Recommendations

- Implement the a bidirectional program with all teachers at all schools in the district
 - In elementary schools, all teachers participated in the program (only half of which received the experimental condition) and there was an overall +50% reduction in suspensions and mitigation of race disparities in suspensions.
 - In middle and high schools, only ELA teachers participated in the program (only half of which received the experimental condition) and there was a less strong effect but in the same direction.
 - Thus, it is reasonable to expect overall reductions in suspensions and mitigation of race disparities when more/all teachers receive the treatment program.

Mindset Recommendations

- Incorporate a Bidirectional Program in onboarding of new teachers in the district
 - To maintain the benefits of the program and the longevity of its effects, it will be beneficial to embed it in normal practices for how new teachers are oriented into the district.

Bias Reduction Recommendations

- Complement the bidirectional program with Cultural Competency professional development
 - The program led teachers to feel more capable of connecting with their students. It can then be that much more beneficial for teachers to know best practices for connecting with *all* students – something that has been found to be lacking for students from racially stigmatized groups.
 - For example, the “Double Check” model for professional development

For more specifics about effective Cultural Competency see: Bradshaw, C. P., Pas, E. T., Bottiani, J. H., Debnam, K. J., Reinke, W. M., Herman, K. C., & Rosenberg, M. S. (2018). Promoting cultural responsiveness and student engagement through double check coaching of classroom teachers: An efficacy study. *School Psychology Review*, 47(2), 118-134; Bradshaw, C. P., & Rosenberg, M. S. (Eds). (2018). *Double Check: Promoting culturally responsive behavior management and enhanced student engagement*. New York, NY: Guilford Press.

Structural/Policy Recommendations

- Add Restorative Practices in school policy
 - Prevention:
 - Add policy for culture change to more focus on positive school climate than on punitive responses to misbehavior
 - For example, establish and disseminate shared vision for community accountability and support
 - For example, preemptive relationship-building events each year
 - Such as a school period when teachers, students, and administrators engage in informal “check-ins” or “meet and greets”

For more specifics see: Blood & Thorsborne, 2005; Costello, Wachtel, & Wachtel, 2009; McCluskey et al., 2008; McMorris, B.J., Beckman, K. J., Shea, G., Baumgartner, J., & Eggert, R. C., 2013

Structural/Policy Recommendations

- Add Restorative Practices in school policy
 - Intervention
 - Specifically create reconciliation process for students, teachers, and administrators when a student receives exclusionary discipline
- Core features:
 1. those affected by an infraction or crime come together to identify how people were impacted by the incident,
 2. they jointly problem-solve and identify actions that will repair the harm

For more specifics see: Coates, Umbreit, & Vos, 2003; Gal & Moyal, 2011; McGarrell & Hipple, 2007
Drewery, 2013; Zehr, 2002; Zehr & Toews, 2004

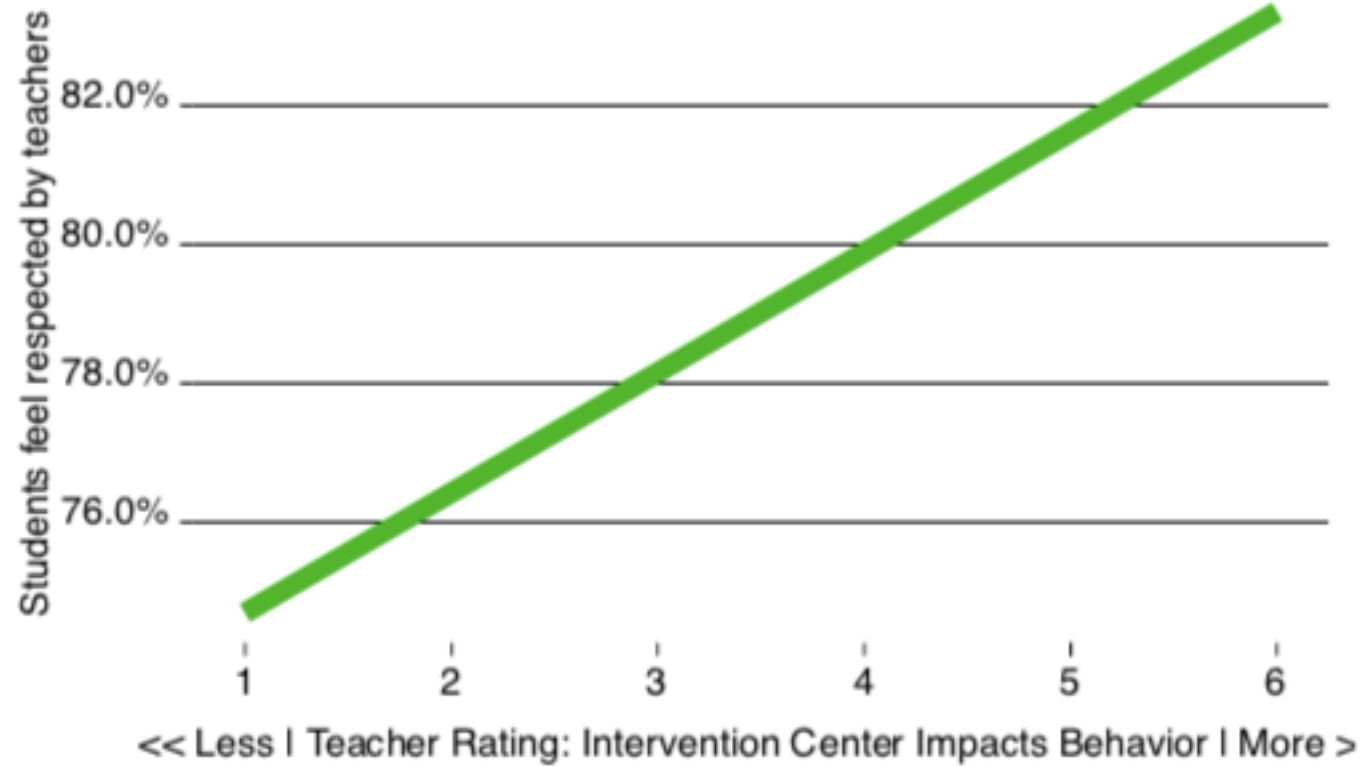
Teacher Support Recommendations

- Create policy geared toward teachers feeling more satisfaction in their jobs
 - For example, yearly affirmation events that involve awards/honors based on high-quality teacher-student relationships and specifically with ELL and racially stigmatized students – based anonymous surveys from students). Teachers should also be allowed to voice their experiences (e.g., via anonymous surveys) and for the district leadership to engage with it.
 - For students, it will help them to feel respected and heard
 - For teachers, it will help them to feel more motivated and affirmed

Teacher Support Recommendations

- Create policy geared toward making teachers more capable of connecting with students outside of curriculum
 - For example, weekly informal meet and greet events among school staff, teachers and students
- Provide teachers with means to decompress and be able to discuss bias in a safe environment
 - For example, monthly department meetings geared toward open conversations about bias and stigma in their classrooms

Perceptions of Intervention Centers



Intervention Centers Recommendations

- Create uniform procedures for Intervention Centers (ICs)
 - Systematic surveying of students and referrers to ICs for reasons for referrals and expectation upon return to classes
 - Specific guidelines for IC referrals that result in brief consultation versus longer removal from class
 - Systematic guidelines for methods to keep students in IC engaged with academics missed for duration of time in IC
 - Systematic proposals for students “behavioral plan” for goals and expectations for better behavior after stay in IC

Questions?