

**Measuring Conditions for Learning Worldwide  
WERA Workshop at 2016 APERA-TERA Conference  
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Conditions for Learning are those aspects of school climate and student's school-based experience and perception that affect attendance, motivation, academic learning, social and emotional learning, and well being. Four social emotional conditions of learning are particularly important: safety, support, challenge, and peer norms and social emotional capacity. Conditions for Learning can be measured through student surveys, which can and have been used for research, continuous improvement, and accountability.

This workshop will both provide the theoretical, psychometric, and empirical background on conditions for learning AND provide practical tools for measuring the conditions for learning in participant's s home country and across countries. Copies of the survey will be provided for use and adaption, and links will be provided for other survey's and resources to use in identifying surveys, collecting, analyzing and presenting survey data, and using these data to select and evaluate interventions.

The leader of this workshop and colleagues has successfully used surveys to measure conditions for learning in Bangladesh, The Democratic Republic of the Congo, China, Guiana, Nigeria, Nicaragua, The Philippines, South Africa, Thailand, and the United States. He has also worked with educators from 10 South East Asian and Pacific Island Countries to validate and adapt the survey for use in their countries.

Note: This Workshop will be held on November 11, 2016 in two segments from 15:10 to 18:00.

**David Osher  
Biographical Sketch**

David Osher is Vice President and Institute Fellow at the American Institutes for Research. Osher expertise includes conditions for learning, social and emotional learning (SEL), and youth development. He has led the development of 5 surveys of school climate and supported the use of these surveys for needs assessment, progress monitoring, and evaluation. Osher, who has conducted research in 14 countries, 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. Osher serves on numerous expert panels and editorial boards and has authored or co-authored over 400 books, monographs, chapters, articles, and reports and 200 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.