Bringing Social and Emotional Learning to the Forefront

What Happens When Districts Prioritize SEL?

November 2016
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• A recording of the webinar will be available at:
  – www.aypf.org
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  – http://www.air.org/topic/social-and-emotional-learning
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#SEL4Districts
Today’s Presenters

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What is SEL and Why Does it Matter?

Jennifer Brown Lerner
Deputy Director
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Social and Emotional Learning (SEL)
Definitions

SEL is composed of multiple skills and competencies that individuals need to be successful in school, work, and life.

Social and emotional learning is the process of developing and using the skills, attitudes, and knowledge that help youth and adults (CASEL, 2013).

- Identify and regulate emotions.
- Develop positive relationships.
- Make responsible decisions.
## Ready for Success: Foundations for Learning and Growth

<table>
<thead>
<tr>
<th>Knowledge, Skills, Abilities</th>
<th>Personal Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Academic Knowledge</td>
<td>■ Physical/Mental Health and Welfare</td>
</tr>
<tr>
<td>■ Academic Success Behaviors</td>
<td>■ Resilience</td>
</tr>
<tr>
<td>■ Technical Knowledge and Skills</td>
<td>■ Self-Esteem</td>
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<tr>
<td>■ Communication Skills</td>
<td>■ Motivation</td>
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<tr>
<td>■ Problem-Solving</td>
<td>■ Independence</td>
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<tr>
<td>■ Critical Thinking Skills</td>
<td>■ Personal and Civic Responsibility</td>
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<tr>
<td>■ Social Skills and Teamwork</td>
<td>■ Financial Resources for Postsecondary Education</td>
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<tr>
<td>■ Goal-Setting</td>
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<tr>
<td>■ College Knowledge</td>
<td></td>
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<tr>
<td>■ Career Knowledge</td>
<td></td>
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<tr>
<td>■ Self-Advocacy Skills</td>
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Source: AYPF’s Success at Every Step available at [http://www.aypf.org/resources/successateverystep/](http://www.aypf.org/resources/successateverystep/)
Other Frameworks

- Office of Career, Technical and Adult Education (OCTAE) Employability Skills
- Foundation for Young Adult Success (University of Chicago)
- Partnership for 21st Century Skills
- Quality Youth Development
- 11 Principles of Character Education (Character.org)
- Achieve-Connect-Thrive (ACT) Skills Framework
- Positive Youth Development
Importance of SEL

Increases Students’ Capacity to Learn

- Social-Emotional Skills (22nd percentile)
- Positive Attitudes (ninth percentile)
- Prosocial Behaviors (ninth percentile)
- Academic Achievement (11th percentile)

- Conduct Problems (ninth percentile)
- Emotional Distress (10th percentile)

Source: Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011)
Importance of SEL

Importance for Life Outcomes

Teachers’ ratings of student social and emotional competence at kindergarten, predicts…

- On-time high school graduation
- Graduation from college
- Full-time job by age 25

- Involvement with police before adulthood
- Being arrested
- On wait list for public housing
- Receiving public assistance

*Source:* Jones, Greenberg, and Crowley (2015)
SEL in ESSA

How does SEL fit within ESSA, broadly?

- Provides a broader definition of student success
- Supports the development of a positive learning environment
- Broadens Title I funds to support well-rounded education
- Broadens suggested professional learning experiences
- Suggests broader school improvement strategies
- Other (e.g., 21st Century Learning Community Learning Centers)

Source: Aspen Education and Society Program and CCSSO (2016); Osher and Shriver (2016)
**SEL as “fifth” indicator**

<table>
<thead>
<tr>
<th>Elementary and Middle Schools</th>
<th>High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement Indicator</td>
<td>Academic Achievement Indicator (may include student growth)</td>
</tr>
<tr>
<td>Academic Progress Indicator (may include student growth)</td>
<td>Graduation Rate Indicator</td>
</tr>
<tr>
<td>Progress in Achieving English Language Proficiency Indicator</td>
<td>Progress in Achieving English Language Proficiency Indicator</td>
</tr>
<tr>
<td>Indicator(s) of School Quality or Student Success</td>
<td>Indicator(s) of School Quality or Student Success</td>
</tr>
</tbody>
</table>

Collaborating Districts Initiative

Melissa Schlinger
Vice President of Programs and Practice
CASEL

@caselorg
#SEL4Districts
CASEL’s Collaborating Districts Initiative (CDI)

A national collaboration with 10 large urban school districts aimed at supporting their capacities to systemically promote social and emotional learning (SEL) for all students.

Research questions:

• What does systemic SEL mean and how is it achieved?
• Is systemic SEL feasible in large urban districts?
• What are the outcomes for students?
What does it mean to be a CDI district?

A partnership with CASEL includes the following key elements:

- Support for strategic planning and monthly technical assistance
- Support for evaluation of implementation at the district and school levels
- Access and support with CASEL/CDI developed implementation tools
- Participation in CASEL’s Collaborating District Community Events
  - Annual national convening to learn from each other
  - Monthly virtual convenings with SEL leads from each district
  - Superintendent Roundtables
  - Professional learning series – in person
  - Equity & SEL Work Group
  - Research & Evaluation PLC
Collaborating Districts

CDI Districts
- Anchorage, AK
- Atlanta, GA*
- Austin, TX
- Chicago, IL
- Cleveland, OH
- El Paso, TX*
- Nashville, TN
- Oakland, CA
- Sacramento City, CA
- Washoe County, NV

Districts Served: 10
Number of Students: 854,911
CASEL’s Theory of Action

1. Communication of SEL as a Priority to Stakeholders
2. Development of a Vision & Long-term Plan
3. Align Financial and Human Resources
4. Build Central Office Expertise and Capacity
5. Assess SEL Resources and Needs
6. Offer Comprehensive SEL Professional Learning for all Staff
7. Align and Integrate SEL with all other District Initiatives
8. Develop and Implement K-12 SEL Standards & Assessments
9. Select and Implement Evidence-based Programs for all students in all grades in all schools
10. Establish Systems for Continuous Improvement Focused on Using SEL Data to Inform Practice and Policies

Cultivate Commitment and Organizational Support for SEL

Assess SEL Resources and Needs

Support Classroom, Schoolwide, and Community SEL Programming

Establish Systems for Continuous Improvement
Levels of Schoolwide SEL

- Self-Awareness
- Self-Management
- Responsible Decision-Making
- Relationship Skills
- Social Awareness

Home and Communities
Schools
Classrooms
SEL Curriculum and Instruction
Schoolwide Practices and Policies
Family and Community Partnerships
COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING

DISTRICTWIDE SOCIAL AND EMOTIONAL LEARNING

Cultivate Commitment & Support for SEL

Assess SEL Resources & Needs

Establish Classroom, Schoolwide & Community SEL Programming

Establish Systems for Continuous Improvement

Schoolwide Social and Emotional Learning

Short-Term Outcomes

- Self-Efficacy
- Connectedness
- Sense of Purpose
- Prosocial Behavior
- Reduced Conduct Problems, Risky Behaviors, and Emotional Distress
- Improved Academic Performance

Long Term Outcomes

- College Readiness
- Career Readiness
- Healthy Adult Relationships
- Positive Mental Health
- Engaged Citizenship

COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING
CASEL District SEL Resource Center is a comprehensive library to house all of the learnings, resources, tools and artifacts from the CDI, designed to help new districts beginning their SEL implementation as well as experienced districts who are looking for support on deepening their work.

The site will provide support for approaching the resources through use of a questionnaire/survey to help users navigate and prioritize content. Users will access content through:

- Individual sections of the TOA
- Searching for key terms
- Browsing an alphabetical index of topics

Expected release date: February 2017
Audience Q&A

To submit live questions, please use the “Questions” box

#SEL4Districts
Washoe County School District
District Vision & Commitment

• Strategic Plan
  – Revision 2015
  – Continuation 2020

• Four Fundamentals

• Data-rich culture
  – Data warehouse
  – Multiple data sets

• ALL schools, pre-K-12, participate

• Integration is foundation of implementation
Planning for Sustainability

• Integration
  – Academics
  – Language
  – Strategies used within central office meetings
  – Professional development
  – Job descriptions revised
  – Building capacity within site leaders
  – Initiatives
  – Professional growth system
Social and Emotional Learning Standards

Self-Awareness

*Develop self-awareness competencies to:*
- Identify one’s emotions
- Maintain an accurate and positive self-concept
- Recognize individual strengths
- Experience a sense of self-efficacy

**INDICATORS**
1A. Demonstrate knowledge of one’s emotions.
1B. Demonstrate knowledge of personal strengths, challenges, and potential.
1C. Demonstrate a sense of self-efficacy.

Self-Management

*Develop self-management competencies to:*
- Regulate emotions
- Manage stress
- Monitor and achieve behaviors related to school and life success

**INDICATORS**
2A. Demonstrate ability to manage emotions.
2B. Demonstrate an understanding of honesty and integrity.
2C. Demonstrate ability to set and achieve goals for success.
Needs Assessment

• Department of Accountability
  – Position allocated to complete
• Methodology
  – Focus groups
  – Inventory
• Findings
  – Counselors doing bulk of work in isolation
  – Lack of consistency and cherry picking
  – Staff were supportive of deeper implementation
• Implications
  – Need a common language for PD and implementation
  – Clarify foundational practices for consistency
  – Data collection system for continuous improvement needed
On-Going Communication

- SEL Snapshot
- Social Media
  - FB/Twitter
  - Super-cast & TED talk
- News
  - Local paper & broadcasts
- “Friday Minute”
- Director of Legislative Affairs – LCE. P16. Ed Alliance
- Community Foundation
- Council on Family Engagement
- Local Business Leaders
- Political Representatives
Consensus Building and Professional Development

• Started with 12 schools
  – Whole staff
  – Leadership teams
• Intensive integration across ALL PD
• Professional learning at Lead Teach Learn
• SEL-IT team
• Adoption of evidence-based programs
Professional Development Plan: 93 Schools

• 3 days of professional learning for SEL Leadership Teams
• Co-taught (integration!)
• Academics, Climate & Culture, Evidenced-based Programs
• Implementation calendar
• Commitments and expectations
• Outcomes, follow-up training, & on-site coaching
On-Going Learning & Support

• SEL Facilitated Planning Days
• SEL Mini-Conferences
  – Families attending
• On-site coaching
• Professional learning options
• Trained afterschool programs
• Pre-services & ARL courses
Accountability & Assessment

- IES research-practitioner partnership CASEL and WCSD
  - Climate survey with SEC metrics. Adopted by Washoe and Austin, TX school districts, as well as states of NV & AK
  - School & classroom results only
- Early Warning System
- Student Voice
- Discipline Data
  - Minors & majors
- Academic Personalized Plans
Outcomes in WCSD

• Students with higher self-reported Social and Emotional Competencies:
  – Scored higher in math and reading on 15-16 SBAC
  – Have higher rates of attendance
  – Report liking school more & better peer relationships
  – More likely to be “on-track” to graduation
Graduation 2006 through 2009:
- Class of 2006: 57%
- Class of 2007: 55%
- Class of 2008: 56%
- Class of 2009: 56%

Graduation 2012 through 2015:
- Class of 2012: 66%
- Class of 2013: 70%
- Class of 2014: 73%
- Class of 2015: 75%

Washoe County School District
Every Child, By Name And Face, To Graduation
Audience Q&A

To submit live questions, please use the “Questions” box

#SEL4Districts
Evaluating Social and Emotional Learning (SEL) Efforts

Moving SEL Forward

Nick Yoder, PhD
Senior Consultant and Researcher
November 2016

@Education_AIR
#SEL4Districts
When Districts Support and Integrate SEL

- Overview of SEL
- Description of the CASEL Collaborative District Initiative (CDI)
- Overview of Research Results
- Policy Recommendations

Source: [http://educationpolicy.air.org/sites/default/files/SELBrief.pdf](http://educationpolicy.air.org/sites/default/files/SELBrief.pdf)
District Implementation and Outcome

Initiative-wide growth on four activity categories and district outcomes

Assessing Social and Emotional Competencies in the CDI

Source: casel.org
Academic and Behavioral Outcomes

• In 2014–15 across the eight districts:
  – Academic performance (grade point average [GPA]) improved in four districts.
    » GPA declined in one district; results were mixed across grade levels in three.
  – Attendance improved in four districts.
    » Attendance declined in one district.
  – Suspensions decreased in all six districts with data.
Academic and Behavioral Outcomes

Sample change in academic performance: GPA in one CDI district

Sample change in suspensions in one CDI district
Six Policy Recommendations

1. Make SEL a priority in school districts and states.
2. Integrate SEL into academic instruction.
3. Create environments that promote SEL.
4. Provide training and support for SEL programs and practices.
5. Coordinate efforts to support all systems.
6. Use data to assess progress.
Ready to Assess

ARE YOU READY to Assess Social and Emotional Development?

- Stop and learn about the assessment landscape.
- Think about assessment purpose, rigor, practicality, burden, and ethics.
- Act with confidence to choose the right assessments or alternative solutions.

*Ready to Assess: Stop. Think. Act.* is a suite of tools that can help education leaders, practitioners, and policymakers decide whether and how to assess students’ social and emotional development.

<table>
<thead>
<tr>
<th>Tool Name</th>
<th>Web Address</th>
<th>Developer</th>
<th>Other Ages/Grades Covered</th>
<th>Constructs Measured</th>
<th>Respondents</th>
<th>Number of Items and Length to Respond</th>
<th>Cost Associated (Y/N)</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Skills Improvement System (SSIS)</td>
<td><a href="http://www.pearsonclinical.com/education/products/10000322/social-skills-improvement-system-ssis-rating-scales.html">http://www.pearsonclinical.com/education/products/10000322/social-skills-improvement-system-ssis-rating-scales.html</a></td>
<td>Gresham, F. M., &amp; Elliott, S. N. (2008). Social Skills Improvement System Rating Scales. Minneapolis, MN: NCS Pearson. Distributed by Pearson</td>
<td>Early childhood (6–5 years) • Elementary school (Grades K–5, 5–10 years) • Middle and high school (Grades 6–12, 11–18 years) • Workforce (18+ years)</td>
<td>Communication • Cooperation • Assertion • Responsibility • Empathy • Engagement • Self-control • Problem behaviors • Externalizing • Bullying • Hyperactivity/inattention • Internalizing • Autism spectrum • Reading achievement • Math achievement • Motivation to learn</td>
<td>Self • Family • Teacher/staff • Peer • Observation • Performance based • Other</td>
<td>80–140 items; 10–25 minutes</td>
<td>Y</td>
<td>Classroom • Schoolwide • Afterschool • Other</td>
</tr>
<tr>
<td>Social-Emotional Assets and Resilience Scales</td>
<td><a href="http://strongkids.uoregon.edu/SEARS.html">http://strongkids.uoregon.edu/SEARS.html</a></td>
<td>Merrell, K. W., Cohn, B. P., &amp; Tom, K. M. (2011). Development and validation of a teacher report measure for assessing social-emotional strengths of children and adolescents. School Psychology Review, 40, 226–241.</td>
<td>Early childhood (6–5 years) • Elementary school (Grades K–5, 5–10 years) • Middle and high school (Grades 6–12, 11–18 years) • Workforce (18+ years)</td>
<td>Responsibility • Social competence • Self-regulation • Empathy</td>
<td>Self • Family • Teacher/staff • Peer • Observation • Performance based • Other</td>
<td>35–41 items</td>
<td>Y</td>
<td>Classroom • Schoolwide • Afterschool • Other</td>
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THANK YOU

• Please fill out the survey upon exiting the webinar

• Materials and video will be posted online at:
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