Welcome!

Leveraging Schoolwide SEL to Create Supportive and Equitable Learning Environments

Learning Forward ♦ December 10, 2019
The Collaborative for Academic, Social, and Emotional Learning (CASEL) collaborates with leading experts and supports districts, schools, and states nationwide to drive research, guide practice, and inform policy.

How?

We strive to equip educators and policymakers with the knowledge and resources to advance social and emotional competencies and equitable learning environments so all students can thrive.
CASEL’s tools and resources: Support high-quality SEL implementation

SEL District Resource Center
Resources from districts where SEL programs, practices, and policies are working to support high-quality SEL implementation.
drc.casel.org

Schoolwide Guide to SEL
Guidance for systemic SEL implementation in a school.
schoolguide.casel.org/

SEL State Resources
Sample policies and practices that support SEL.
casel.org/csi-resources/

SEL Assessment Guide
Guidance to choose and use an SEL assessment.
measuringsel.casel.org/assessment-guide/

Program Review Guides
Recommendations for selecting high-quality SEL programs.
casel.org/guide/

SEL Starts at Home
Resources to bring SEL into your home and community.
casel.org/in-the-home/
What’s one memory you have of your favorite elementary, middle, or high school teacher?
Think of a good experience you’ve had working with a team. What factors made it go well?
What was your least favorite job? How did you perform in that job, compared with jobs that you enjoyed more?
Describe a skill you use often at your job that makes you good at what you do.
WHAT IS SEL?
Social and Emotional Learning (SEL)

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

- Communication
- Social engagement
- Building relationships

- Working cooperatively
- Resolving conflicts
- Helping/Seeking help

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

- Responsible decision-making

- Social and Emotional Learning (SEL)
SEL is...

The process through which children and adults 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.
SEL benefits students and adults: Compelling national evidence

Science Links SEL to Student Gains:

- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests
- Fewer conduct problems
- Less emotional stress
- Lower drug use

...and adults benefit too

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer because they’re able to work more effectively with challenging students — one of the main causes of burnout.

Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of education, employment, criminal activity, substance use, and mental health.

To download a presentation template on SEL research, go to the CASEL Guide to Schoolwide SEL: Focus Area 1A> Foundational Learning
SEL benefits adults: Positive impact on teachers

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer.

Teachers with high levels of social competence are better able to protect themselves from burnout by:

✔ developing and managing nurturing relationships with their students
✔ managing behavior in their classrooms
✔ serving as behavioral role models for children
✔ regulating their own emotions,
Employers value SEL

92% of surveyed executives say skills such as problem-solving and communicating clearly are equally or more important than technical skills.

The Top 10 skills identified by the World Economic Forum all involve social and emotional competence.

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgment and decision-making
8. Service orientation
9. Negotiation
10. Cognitive flexibility

And research shows that social and emotional skills and attitudes also contribute to the other skills such as critical thinking.

Source: Future of Jobs Report, World Economic Forum
CASEL’s Collaborating Districts Initiative

2011
Anchorage, AK
Austin, TX
Cleveland, OH

2012
Chicago, IL
Nashville, TN
Oakland, CA
Sacramento City, CA
Washoe County, NV

2015
Atlanta, GA

2016
El Paso, TX

2017
Boston, MA
Dallas, TX
Denver, CO
Palm Beach, FL
Tulsa, OK

2018
Washington, DC
Baltimore, MD
Minneapolis, MN

2019
Guliford County, NC
WHY MAKE SEL A FUNDAMENTAL PART OF SCHOOLING?
The “why” guides the way
SEL to what end?

• Compliance?
• College and career readiness?
• Academic achievement?
• Engagement?
• Community?
• Empowerment?
• Liberation?
• Transformation?
• Social justice?
CASEL’s Beliefs

SEL to what end?

• SEL is relevant for all students in all schools and affirms diverse cultures and backgrounds.
• SEL is a strategy for systemic schoolwide improvement.
• SEL is a way to uplift student voice and promote agency and civic engagement.
• SEL supports adults in strengthening practices that promote equity.
• Schools must engage students, families, and communities as authentic partners in social and emotional development.
WHAT DOES SEL LOOK LIKE?
Beyond the “SEL Lesson”
What experiences are students having that develop their social and emotional skills?

<table>
<thead>
<tr>
<th>In classrooms?</th>
<th>Interactions with support staff and administrators?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="In classrooms" /></td>
<td><img src="image2" alt="Interactions with support staff and administrators" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In out-of-school time activities?</th>
<th>With their family?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="In out-of-school time activities" /></td>
<td><img src="image4" alt="With their family" /></td>
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</tbody>
</table>
What would we expect to see over time?

Indicators of Schoolwide SEL

- Explicit SEL instruction
- SEL integrated with academic instruction
- Youth voice and engagement
- Supportive school and classroom climates
- Focus on adult SEL
- Supportive discipline
- A continuum of integrated supports
- Authentic family partnerships
- Aligned community partnerships
- Systems for continuous improvement
As you watch this video, look for indicators of schoolwide SEL.

*What indicators do you see...*

- In classrooms?
- Throughout the school?
- In partnership with families?
- Through community partnerships?
HOW DO WE GET THERE?
Systemic schoolwide implementation of SEL

- Explicit SEL instruction
- SEL integrated with academic instruction
- Youth voice and engagement
- Supportive school and classroom climates
- Focus on adult SEL
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Focus Area 1

Build Foundational Support and Plan

1A: Build Awareness, Commitment, and Ownership
• Create a highly-functioning representative SEL team
• Engage the school community in foundational learning
• Collaboratively develop a shared vision for schoolwide SEL

1B: Create a Plan
• Review current implementation, needs and resources, and set goals
• Plan a professional learning strategy
• Establish two-way communication structures between SEL team and stakeholders
• Create a stable budget and staffing to support SEL
Focus Area 2

Strengthen Adult SEL Competencies and Capacity

- Cultivate adult **learning** to strengthen staff skills and social and emotional competence
- Create structures that foster trust and **collaboration** among staff
- Support staff in **modeling** SEL competencies and mindsets
Focus Area 3

Promote SEL for Students

- Align **school** climate, programs, and practices to promote SEL
- Foster supportive **classroom** environments that engage in explicit SEL and integrate SEL throughout instruction
- Develop authentic **family partnerships**
- Leverage strategic and aligned **community partnerships**
Focus Area 4

Practice Continuous Improvement

- Reflect on and share implementation and outcome data to track progress toward goals
- Use data reflection to inform next steps and refine implementation strategies
The CASEL Guide to Schoolwide Social and Emotional Learning

Schoolwide SEL helps students excel academically, build stronger relationships, and lead happier, healthier, more fulfilling lives.
Your Time
Continuous Improvement: Where do we want to go? Where are we now? How do we get there?

- A deliberate and structured process to address problems of practice and improve outcomes.
- It allows you to consistently collect, reflect on and use implementation and outcome data to inform decisions and drive improvement to SEL implementation.

Effective CI requires an intentional and planned approach.
Systemic SEL implementation has continuous improvement as its foundation

Key questions underlying the implementation process:

Where do we want to go?
Where are we now, and where have we been?
How do we get from where we are now to where we want to be?
Are we moving in the right direction?
What are we learning that will help us reach the next step on our journey?
Track Your School’s Progress Toward Implementing Schoolwide SEL

Monitoring and reflecting on your progress toward Schoolwide SEL is an important part of quality implementation. Here are three tools that can help.

*Rubric & Planner*
Engage in a full review of your current implementation, set goals and identify action steps.

*Walkthrough Protocol*
Look for signs of high-quality implementation by observing for the indicators of schoolwide SEL.

*Staff, Family & Community Partner Survey*
Gather stakeholder perceptions to help inform decisions and next steps.

[schoolguide.casel.org/track-progress](http://schoolguide.casel.org/track-progress)
So where are we now, and where have we been?

**Rubric Reflection**

1. Independently review the SEL implementation rubric, keeping in mind a school you have worked in or a school you are familiar with. (6 min.)

2. Once done, please turn to a table mate and discuss the reflection questions. (6 min.)

What resonated with you?

What surprised you?

What aspects of implementation do you want to pay more attention to?
Implementation Challenges and Strategies

- Hear voices from the field
- Practice using the CASEL School Guide through the lens of a case study
OUR MISSION

Our mission at John Spry Community School is to provide a quality learning experience, integrating bilingual education, the Fine and Performing Arts and technology while nurturing the whole child in a global community.

OUR VISION

John Spry Community School empowers students of all abilities to achieve their potential, becoming lifelong learners and compassionate, respectful citizens who contribute to positive change within their local community and global society.
Implementation Challenges and Strategies

Earhart High School
Pride Elementary
King Middle School
Chavez/Cibolo Elementary
Where did you move?
Choose the picture that is the best metaphor for the direction you moved during this breakout session.
Take our 3 minute survey!

Session ID: 2445

NOTE: Session ID should be in all CAPS and is case-sensitive.

Your responses power our report.