Webinar Wednesday

The Principal’s Role in Schoolwide Social and Emotional Learning

October 16, 2019
3:00 p.m. – 4:00 p.m.

(Please use the Chat box to type in your questions. Today’s presentation and video recording may be downloaded at: www.naesp.org/webinars)
Facilitators

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CASEL
The Collaborative for Academic, Social, and Emotional Learning (CASEL) was founded in 1994 to help make social and emotional learning (SEL) an essential part of education by advancing:

- Research
- Practice
- Policy
- Collaboration

Starting a movement...
What is the Collaborating Districts Initiative?

• A national collaboration launched in 2011 aimed at supporting school districts’ 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?

• Began with 8 large, urban districts:
  • Anchorage, AK
  • Austin ISD, TX
  • Chicago, IL
  • Cleveland, OH
  • Nashville, TN
  • Oakland, CA
  • Sacramento, CA
  • Washoe County, NV
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
Baltimore, MD
Minneapolis, MN

2019
Guilford County, NC

*CASEL also partners with two suburban districts: DuPage County, IL and Warren City, OH
Landmark 2011 study documented multiple benefits of SEL

2011 meta-analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed:

Science Links SEL to Student Gains:
• Social-emotional skills
• Improved attitudes about self, others, and school
• Positive classroom behavior
• 11 percentile-point gain on standardized achievement tests

And Reduced Risks for Failure:
• Conduct problems
• Emotional distress

A 2017 research study finds that social and emotional learning (SEL) programs benefit children for months and even years. Different programs reviewed (38 outside U.S.) involved 97,000+ students, kindergarten through middle school, and effects were assessed 6 mo – 18 yrs after programs completed.

**SEL Students Benefit in Many Areas**

**HIGHER...**
- Academic performance
- SEL skills
- Positive attitudes
- Positive social behaviors

**LOWER...**
- Conduct problems
- Emotional distress
- Drug use

Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits. Benefits were the same regardless of socioeconomic background, students’ race, or school location.

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,

SEL works: Linked to young adult outcomes

Statistically significant associations exist between measured social-emotional skills in kindergarten and young adult outcomes across multiple domains:

Kindergartners who were stronger in SEL competence were more likely to:

✓ graduate from high school
✓ complete a college degree
✓ obtain stable employment in young adulthood

And less likely to be:

× living in public housing
× receiving public assistance
× involved with police
× in a detention facility

SEL works: Strong return on investment

The average return on investment for six evidence-based programs is 11 to 1 meaning for every dollar invested there is an $11 return, savings from costs not incurred for intervention.

FINDING: Principals continue to believe SEL skills are teachable and should be a priority in schools.

**Figure 1.** Percentage of principals that believe a larger focus on SEL would have a VERY MAJOR benefit on this:

- Students’ engagement with school: 68%
- Students’ feeling of safety at school: 72%
- Relationship among students and amount of bullying: 73%
- Relationship between teachers and students: 74%
- Positive school climate: 81%
FINDING: Principals report a range of barriers and challenges to implementing SEL.

For these potential challenges schools might face in trying to implement teaching SEL skills, how much of a challenge is each for your school?

<table>
<thead>
<tr>
<th></th>
<th>Very Big Challenge</th>
<th>Fairly Big Challenge</th>
<th>Very/Fairly</th>
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<tbody>
<tr>
<td>Lack of reinforcement of these skills outside school</td>
<td>33%</td>
<td>31%</td>
<td>64%</td>
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<tr>
<td>Teachers not having enough time</td>
<td>33%</td>
<td>28%</td>
<td>61%</td>
</tr>
<tr>
<td>Lack of funding dedicated to support social and emotional learning</td>
<td>33%</td>
<td>26%</td>
<td>59%</td>
</tr>
<tr>
<td>Teachers needing more training to support students’ social and emotional skills development</td>
<td>26%</td>
<td>31%</td>
<td>57%</td>
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WHAT IS 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.
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
What does SEL look like in a classroom, school, community?
ACHIEVING SCHOOLWIDE SEL
What would it look like, feel like, sound like if you had created the type of school you’d want for your children?
What does SEL look like, feel like, sound like?
Indicators of Schoolwide SEL

<table>
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<tr>
<th>Explicit SEL instruction</th>
<th>Supportive discipline</th>
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<tr>
<td>SEL integrated with academic instruction</td>
<td>A continuum of integrated supports</td>
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<tr>
<td>Youth voice and engagement</td>
<td>Authentic family partnerships</td>
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<tr>
<td>Supportive school and classroom climates</td>
<td>Aligned community partnerships</td>
</tr>
<tr>
<td>Focus on adult SEL</td>
<td>Systems for continuous improvement</td>
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</table>
Systemic schoolwide implementation of SEL

1. Organize
   - Build Awareness, Commitment, and Ownership
   - Create a Plan

2. Strengthen Adult SEL

3. Promote SEL for Students

4. Practice Continuous Improvement

SCHOOLWIDE SEL

CLASSROOM
- 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

COMMUNITY
- Authentic family partnerships
- Aligned community partners

FAMILY
- Systems for continuous improvement
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.

What is Schoolwide SEL?
Schoolwide SEL engages the entire school community in creating caring, participating, and equitable learning environments that provide social, emotional, and academic growth.

How It Works

Scroll for more

What is SEL?

About the CASEL School Guide →

schoolguide.casel.org
Focus Area 1
Build Foundational Support and Create a Plan

Administrator Actions:
• Create a highly-functioning representative SEL team
• Dedicate time and space to engage the school community in foundational learning
• Lead the collaborative development of a shared vision for SEL
• Engage your team in reviewing current implementation, needs and resources, setting goals and developing an implementation plan
• Allocate resources to support SEL goals and implementation.
• Communicate frequently about SEL as a school priority
Focus Area 2
Strengthen Adult SEL Competencies and Capacity

Administrator Actions:

- Create opportunities for staff to learn about and strengthen SEL professional skills and their own social and emotional competence
- Create structures that foster trust and collaboration among staff
- Identify ways to explicitly model SEL in your interactions with staff, families, and students.
Focus Area 3
Promote SEL for Students

Administrator Actions:
● Align **school** climate, programs, and practices to promote SEL
● Review and adopt an **evidence-based SEL program** and ensure staff have access to related curriculum, professional learning, and ongoing coaching
● Support teachers in developing 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

Administrator Actions:
• Create a schoolwide **continuous improvement culture**, including modeling your own reflective practice with data and learning from mistakes
• Provide the SEL team and other involved staff with access to **high-quality SEL-related data**
• Offer opportunities for staff to cultivate knowledge and **skills for analyzing data** and presenting it to others
• Ensure that staff have authority **to act on what they’re learning.**
Principal and District Perspective: An Example from Austin, Texas
Austin
Implementation
Plan

SEL 1.0
• started with Second Step in elementary and middle schools; School-Connect in high school
• rolled out in cohorts – 2-3 vertical teams (feeder patterns) per year
• 130 schools in 5 years
• campus steering committees; district advisory team
• Implementation rubric use

SEL 2.0
• Inclusion of equity work
• Assistant supervisors/principal supervisors involved in study group
• SEED campuses – increasing campus ownership of work
Principal Perspective – Lessons Learned

1. Order of focus areas 1-3 does matter

2. Communicate early and often

3. Time spent building adult connections is always worth it

4. Explicit instruction and integration are both important, and both require monitoring and feedback

5. Students can be one of the best ways to bring families into the work

6. You’re never finished – continuous improvement is forever
“The reason a leader’s manner matters so much lies in the design of the human brain: what scientists have begun to call the open-loop nature of the limbic system, our emotional center.”

- Daniel Goleman, Primal Leadership
THANK YOU!

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