Boosting Climate Through Social-Emotional Teaching

www.ksdetasn.org/mtss

Objectives

- Outline the connections between Social Emotional Learning and School Climate

- Overview of the process to help identify your students' SEL needs

- Connect to resources for curricula options

- Discuss implementation methods and measurement systems

- Determine your next steps

KSDE Social Emotional Character Development (SECD) Standards

- Character Development
  - Core Principles
  - Responsible Decision Making and Problem Solving

- Personal Development
  - Self-Awareness
  - Self-Management

- Social Development
  - Social Awareness
  - Interpersonal Skills

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Why focus on Social Emotional Learning

❑ 11 %ile gain on standardized math and reading tests – *Durlak, Weissberg, et. all (2011)*

❑ Every $1 invested in Social Skills instruction = $11 in economic returns for the community – *Teachers College, Columbia University (2015)*

❑ Statistically significant associations between SEL skills in Kindergarten and adult outcomes such as employment, education, criminal activity, and mental health - *Jones, Greenburg, and Crowley (2015)*

❑ Teachers who are good at regulating their emotions are more likely to display positive affect and have higher job satisfaction - *Brackett, et al., (2010)*

What and Why of School Climate

"School climate refers to the quality and character of school life."

-National School Climate Center

- ❑ Boost student achievement
- ❑ Increase attendance
- ❑ Improve school safety and student morale
- ❑ Decrease teacher turnover and increases teacher satisfaction
- ❑ Lower dropout rates and increase graduation rates

-National Center on Safe and Supportive Learning Environments

The SEL and School Climate Connection

- Students and Staff evaluate the school's:

  - **Engagement** (cultural and linguistic competence, relationships, school participation);

  - **Safety** (emotional safety, physical safety, bullying/cyberbullying, substance abuse);

  - **Environment** (physical environment, instructional environment, mental health, discipline)

  -US Department of Ed. School Climate Surveys (EDSCLS)

SEL Adoption Process

1. Establish a team

2. Evaluate your current needs

3. Select potential curricula/frameworks

4. Research and pilot to narrow the list

5. Get feedback

6. Determine assessment system

7. Adopt and prepare for implementation

1. Establish a Team

- Well rounded, Multidisciplinary Team
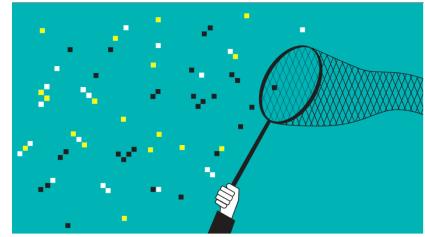- Consider community partners
  - Ex. Community Mental Health, Lion's Club, etc.
- Familiarity with the Kansas Social Emotional Character Development (SECD) Standards
- Regular meetings

2. Evaluate your current needs

- Use the data that you have
  - Examples:
    - Attendance
    - Behavior Referrals
    - Demographics
    - Communities That Care
    - Kindergarten Readiness, Graduation Rates, etc.

- How are you measuring SEL Growth?

3. Select potential curricula/frameworks

- Look for Evidence-Based Programs first
  - Look at the sample population used

- Commonly used resources:
  - Collaborative of Academic and Social Emotional Learning (CASEL)
  - What Works Clearinghouse
  - Kansas College and Career Competency Framework
  - Substance Abuse and Mental Health Services Administration (SAMHSA)
  - Wallace Foundation

- Collaborative of Academic and Social Emotional Learning (CASEL)
  - http://www.casel.org
- What Works Clearinghouse
  - https://ies.ed.gov/ncee/wwc/
- Kansas College and Career Competency Framework
  - https://sites.google.com/site/kscccframework/
- Substance Abuse and Mental Health Services Administration (SAMHSA)
  - https://www.samhsa.gov/nrepp
- Wallace Foundation
  - http://www.wallacefoundation.org/knowledge-center/Pages/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.aspx

4. Research and pilot to narrow the list

- Talk with the publishers, ask for samples
- Talk with other districts that use the materials
- Look at alignment with the SECD Standards and to your students' needs
- Create variables: multiple classrooms in multiple buildings
- Analyze perceptions and outcomes

5. Get feedback

- Expand the group that is looking at the curriculum options

- Gather balanced feedback
  – Veteran and new teachers
  – General and Special Ed.
  – Students, Community, and Staff

- Create a survey or other way of collecting information from your staff on preferences

6. Determine assessment system

- Think back to your baseline data

- Social Emotional Growth measured locally

- Plan for how to measure implementation fidelity

7. Adopt and prepare for implementation

- Purchasing and ordering

- Training

- Ongoing coaching and support

- Plan for sustainability
  - Financially = http://financialsustainability.casel.org
  - Staffing = Build internal capacity
  - Systematically = Connect SEL to other district priorities (i.e. KESA, Content area instruction, etc.)

Closing

Future Trainings? Go to….
https://ksdetasn.org/mtss/trainings

Questions? Contact me at….
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