Social-Emotional Learning: Systemic Innovation for Improved Outcomes

Guests

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Content provided by Committee for Children
Social-Emotional Learning: Systemic Innovation for Improved Outcomes

CASEL
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AUSTIN ISD
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  - SHERRIE RAVEN, SEL Coordinator

MODERATOR
  - JOAN DUFFELL
    Committee for Children
Who is Participating Today?

- Teacher
- School Administrator
- Counselor/School Psychologist
- District Administrator
- District Superintendent
- Other
Collaborative for Academic, Social, and Emotional Learning (CASEL)

CASEL was founded in 1994 to make SEL an essential part of every child’s education.

- Advance the science of SEL
- Expand effective SEL practice
- Improve federal and state policies

CASEL serves as strategist, collaborator, convener, and supporter for the SEL community

www.casel.org
1997: CASEL Defines the Field of SEL
2015: Current and Future Perspectives on SEL

PROMOTING SOCIAL AND EMOTIONAL LEARNING
Guidelines for Educators

Handbook of Social and Emotional Learning
Research and Practice
edited by Joseph A. Durlak, Celene E. Domitrovich, Roger P. Weissberg, and Thomas P. Gullotta
Students who receive SEL programing, compared with controls, perform...

Social and Emotional Learning

9%ile Points Higher in Prosocial Behavior

9%ile Points Lower in Conduct Problems

10%ile Points Lower in Emotional Distress

11%ile Points Higher in Academic Achievement

(Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011)
Teachers Believe SEL Benefits Students in School, Work, and Life (Bridgeland et al., 2013)

• Students from all types of backgrounds, both affluent and poor would benefit from learning SEL skills in school 97%

• Preparing students for the workforce 87%

• Students becoming good citizens as adults 87%

• Students ability to move successfully through school and stay on track to graduate 80%

• Preparing students to get to and through college 78%
The Economic Value of Social and Emotional Learning (Belfield et al., 2015, p. 5)

“The aggregate result also shows considerable benefits relative to costs, with an average benefit-cost ratio of about 11 to 1 among the six interventions. This means that, on average, for every dollar invested equally across the six SEL interventions, there is a return of eleven dollars, a substantial economic return.”
Implications for Practice and Policy

SEL works
- Multiple positive outcomes including academic achievement
- Across grades and contexts

SEL is doable
- Good results from programs run by existing school and out-of-school staffs
- Teachers want SEL
- SEL has a good return on investment

SEL needs support
- Implementation matters
- Supported by federal and state policies, leadership, and professional development
SEL is a Process of Acquiring and Applying the Knowledge, Skills, and Attitudes Related to Five Core Competencies

- Recognize one's emotions, values, strengths, and limitations
- Manage emotions and behaviors to achieve one's goals
- Self-management
- Show understanding and empathy for others
- Social awareness
- Responsible decision making
- Relationship skills
- Form positive relationships, work in teams, deal effectively with conflict
- Make ethical, constructive choices about personal and social behavior
A Conceptual Framework for Enhancing Students’ Social, Emotional, and Academic Competence

SEL Approaches:
- Explicit SEL Skills Instruction
- Integration with Academic Curriculum Areas
- Teacher Instructional Practices
- Organizational, Culture, and Climate Strategies

SEL Skill Acquisition:
Five Competence Areas

Improved Attitudes:
Self, Others, Learning, and Schools

Enhanced Learning Environment:
Supportive, Engaging, and Participatory

Positive Social Behavior
Fewer Conduct Problems
Less Emotional Distress
Improved Academic Performance
CASEL Program Reviews
Systemic School-wide SEL

- Establish a shared vision
- Assess resources and needs
- Embed professional learning
- Implement evidence-based programs and practices
- Integrate school-wide and beyond
- Use data for continuous improvement
Systemic District-wide SEL

• Cultivate commitment and support for SEL

• Assess SEL needs and resources

• Establish classroom, school-wide, and community SEL programming

• Establish systems for measurement and continuous improvement
CASEL-NoVo National SEL Initiative Collaborating Districts
AUSTIN

- Fast growing city
- 84,000 students
- 130 campuses
- 60% Economically Disadvantaged
- 60% Hispanic
- 26% Anglo
Austin ISD's new vision is to reinvent the urban education experience. The vision is part of the district's 2015–20 strategic plan, or as we're calling it—Urban Education 2.0.
SEL Vision:
Create a culture of caring and personal responsibility

Students who experience acceptance at school are more highly motivated, engaged in learning and committed to school.
WHAT

SEL Mission:
Provide the tools for academic achievement, sound decision-making, positive relationships, and lifelong success
WHOLE CHILD, EVERY CHILD
HOW
SEL Implementation

2011  2012  2013  2014  2015
Explicit Instruction
Climate and Culture
Integration
Families and Community
Reflective writing: Describe what you do with your voice and body when you are being assertive. Why is being assertive a good way to communicate what you need or want at school?

You are having a calm voice, loud, and not mean, do not use your hands to push with your legs because you might get in trouble.
Staff Social Contract

- Respect
- Empathetic
- Fair
- Genuinely
- Consistently
- Approachable/open
- Integrity
- Collaboratively
- Caring
- Encouraging
- Incredibility
- Carefully
- Calmly
- Helpful
- Courteous
- Supportive
- Safely
- Honestly
- Cooperatively
- Receptive
- Faith
- Trust
- Flexible
Anger Management

Here are some tips to manage your anger:

**TIP #1: Be Self-aware.**
Be aware of what is going on. Identify the problem and think of a solution.

**TIP #2: Exercise.**
Go for a run/walk. Work out. These are great ways to relieve anger/stress and improve thoughts.

**TIP #3: Switch to Music.**
Music is a quick way to change your mood. PLUS, if you are difficulty that is exercise.
So it's 2-for-1.

**TIP #4: Write.**
Writing is a great way to manage anger. It is a way to release feelings instead of letting them build up inside.

**TIP #5: Draw.**
Sketching, coloring, or painting might also help.

**TIP #6: Breathe.**
When you are angry, count to 10 while taking deep breaths to help control your anger.

**TIP #7: Talk to someone you trust.**
Tell a trusted friend, they can help you.

**TIP #8: Distract yourself.**
If there is something that just won't go away, distract yourself.
Problem-Solving Steps

S: Say the problem without blame
Think of solutions safe and respectful

E: Explore consequences what could happen if...

T: Pick the best solution make your plan

P: Put the plan into action

Wilma Rudolph

She was born on June 23, 1940
Died November 12, 1994
She played basketball and track

S: She had difficulties making the team because of her disability

T: She could have kept practicing, convinced the coach or not give up

E: She could have got on a good team, go to the Olympics, and succeeded in sports

P: Keep practicing, didn’t give up, and try to convince the coach to let her on the team.

She had a disease that infected her leg.
I wonder?

I wonder about life and how I'm supposed to live it.

I wonder about sports and how to do it.

I wonder if my friends know I love them even though I don't tell them.

I wonder if Mrs. Garcia think I'm annoying!!!
Clases para Padres
Para padres que quieren desarrollar una comunicación positiva con sus hijos

Escuchar con atención y estar en desacuerdo respetuosamente
Martes, 8 de octubre, 6:30 - 8:00 p.m.

Manejar la ansiedad y evitar suposiciones
Martes, 19 de noviembre, 6:30 - 8:00 p.m.

Cómo resolver problemas / Cómo hacer un plan
Martes, 28 de enero, 6:30 - 8:00 p.m.

Zona de paz y sender de paz en casa
Martes, 25 de febrero, 6:30 - 8:00 p.m.

El poder del espectador
Martes, 25 de marzo, 6:30 - 8:00 p.m.

Lugar: Eastside Memorial High School
1012 Arthur Stiles Rd Austin, TX 78721
Para obtener más información, llame: Caroline Chase (512) 414-4278

Pizza gratis y guardería a las 6 p.m.!
One School’s Story: Govalle Elementary

533 students

94% - Economically Disadvantaged
33% - Limited English Proficient (LEP)
9% - Migrant
11% - African American
1% - American Indian
1% - Asian
85% - Hispanic or Latino
2% - White
Flipping the behavior picture

2007

Tier 1 - universal: 20%
Tier 2 - targeted: 40%
Tier 3 - intensive: 40%

2011

Tier 1 - universal: 77%
Tier 2 - targeted: 16%
Tier 3 - intensive: 7%

40% 20%

40%
Flipping the behavior picture

Discipline referrals:

- 2007-2008: 800
- 2008-2009: < 100

First year of school-wide SEL

2011 Recognized status on TAKS
Austin’s Story

- SEL implementation
- SEL competencies
- Student behaviors
- Academic performance
Implementation – AISD Rubric Scores

NOTE: 2011-2014 Ratings Made by AIR; 2015 Ratings Made by District
Social and Emotional Competencies: Teacher Ratings (3rd) and Self-Report (7th & 10th)

- 3rd graders improved over time; 7th and 10th graders remained steady over time

Since 2010-2011, disciplinary referrals decreased district-wide.

## Annual High School Dropout and Graduation Rates from 2010-2011 and 2013-2014

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<tr>
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<th>2010-2011</th>
<th>2013-2014</th>
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<tbody>
<tr>
<td><strong>Dropout</strong></td>
<td>4.37%</td>
<td>2.90%</td>
</tr>
<tr>
<td><strong>Graduation</strong></td>
<td>80.0%</td>
<td>86.3%</td>
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### Student Academic Performance from Spring 2012 and Spring 2015 – Elementary Schools Only

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<thead>
<tr>
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<th>Spring 2012</th>
<th>Spring 2015</th>
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<tr>
<td>STAAR – Math</td>
<td>75%</td>
<td>76%</td>
</tr>
<tr>
<td>STAAR – Reading</td>
<td>77%</td>
<td>80%</td>
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Average school passing rates on the State of Texas Assessments of Academic Readiness (STAAR).
Systemic SEL is Associated with Improved Academic Performance

Schools that integrate SEL into instruction most saw the most improvement in math, according to implementation rubric ratings.

Spring 2015 Math STAAR Passing Rate

2011–2012: 77.46% to 80.51%
2014–2015: 75.84% to 79.71%

Spring 2015 Reading STAAR Passing Rate

2011–2012: 72.43% to 71.54%
2014–2015: 72.08% to 75.12%
Strategies to Foster Evidence-Based Systemic SEL in 50% of the Nation’s Schools by 2025

1. Co-convene kindred groups to advance research, policy, and practice
2. Advance social and emotional competence assessment
3. Document outcomes and develop models & resources with collaborating districts
4. Leverage evidence, models, and resources to support SEL nationwide
5. Develop model state SEL student learning standards and implementation guidelines
6. Increase federal supports for SEL research and practice
Take Home Messages

We can not always build the future for our youth, but we can build the youth for our future.

—Franklin D. Roosevelt

Education is the most powerful weapon you can use to change the world.

—Nelson Mandela
Discussion