Creating an SEL Roadmap
A District’s Journey To Support the Whole Child

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Creating an SEL Roadmap

A District’s Journey to Support the Whole Child
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What we’ll discuss

• What is social-emotional learning? (SEL)

• How are districts creating systems that support students’ SEL skills?

• The SEL journey at Everett Public Schools (WA)

• Questions & answers
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secondSTEP
by Committee for Children
Catherine Matthews
Director of Assessment and Research

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Director of Student Support Services
Social-Emotional Learning

“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.
Moving from definition to practice in social-emotional learning

A SET OF SKILLS

INvolves students & adults

A PROCESS
Strategies Related to SEL Intervention Success

- Training and professional development for staff who will implement SEL
- Repeated opportunities to practice SEL skills
- Family engagement

Varied Curricular Approaches to SEL

DIRECT INSTRUCTION

ACTIVITY-BASED

WHOLE SCHOOL
What does SEL look like in your district?

- SEL frameworks, standards, or philosophy
- Interventions and systems of interventions
- Positive behavior and restorative practices
- Programs or curricula

- Professional development and skill-building for adults
- Measurement and SEL data
- Dedicated office or person acting as SEL champion
- School-driven or district-wide?
About Everett Public Schools

- Located in Everett (WA), 20 miles north of Seattle

- 20,255 students across 27 schools

- 37% FRPL, 13% ELL, 14% Special Education, 60+ languages spoken

- Strategic plan places a new emphasis on social-emotional well-being and life readiness

- Our 4 traditional high schools have graduation rates among the highest in WA
Shifting our focus to each student’s success

**GROUNDWORK**

- Focus on “all students”
- Increasing graduation rates
- **Expectations** necessary for college and career readiness
- *Second Step* Program used as "guidance-led curriculum" for elementary grades
- Special services for students with multiple needs
- “State of Schools Reviews” focused on academic data

**NOW**

- Focus on “each student”
- Graduating every student
- **Supports** needed for thriving in college, career, and life
- *Second Step* Program integrated into school experience for elementary and middle schools
- Trauma-informed practices infused throughout schools
- “State of Schools Reviews” focuses on SEL + academic data for holistic picture of progress
MTSS at Everett Public Schools

• In process of developing our own MTSS model

• Tier 1 includes the Second Step Program, universal SEL instruction

• Tier 1 & 2 includes our Panorama SEL survey to identify strengths and opportunities for support

• Tier 3 includes providing intensive counseling and therapeutic services for our students
How are we using data to understand and build students’ SEL?
What are SEL domains are we measuring at Everett PS?

- Growth Mindset
- Grit
- School Safety
- Teacher-Student Relationships
- Self-Management
- Sense of Belonging
- Social Awareness
# Teacher-Student Relationships

One school’s survey results for questions about Teacher-Student Relationships

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>How many of your teachers are respectful towards you?</td>
<td>91%</td>
</tr>
<tr>
<td>If you walked into class upset, how many of your teachers would be concerned?</td>
<td>62%</td>
</tr>
<tr>
<td>When your teachers ask how you are doing, how many of them are really interested in your answer?</td>
<td>56%</td>
</tr>
<tr>
<td>How many of your teachers would you be excited to have again in the future?</td>
<td>55%</td>
</tr>
<tr>
<td>If you came back to visit class three years from now, how many of your teachers would be excited to see you?</td>
<td>47%</td>
</tr>
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</table>
Understanding different experiences across subgroups

<table>
<thead>
<tr>
<th>Subgroup Name</th>
<th>Grit</th>
<th>Growth Mindset</th>
<th>School Safety</th>
<th>Self-Management</th>
<th>Sense of Belonging</th>
<th>Teacher-Student Relationships</th>
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</thead>
<tbody>
<tr>
<td>All respondents</td>
<td>55%</td>
<td>56%</td>
<td>54%</td>
<td>71%</td>
<td>37%</td>
<td>64%</td>
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<tr>
<td><strong>What is your gender?</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
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<td>-1</td>
<td>0</td>
<td>+3</td>
<td>-3</td>
<td>+3</td>
</tr>
<tr>
<td>Male</td>
<td>+1</td>
<td>+2</td>
<td>+1</td>
<td>-3</td>
<td>+3</td>
<td>-2</td>
</tr>
<tr>
<td><strong>What is your grade level?</strong></td>
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</tr>
<tr>
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<td>+5</td>
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<td>+2</td>
<td>+1</td>
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Growth Mindset

Survey results from students in grades 6-12 across the district compared to national benchmark.

56%
Your score
Compared to schools across the country, your score is near the 80th percentile on this topic.

Most frequent
Percent favorable

Your score
National dataset
Distribution of school scores nationally

Survey results from students in grades 6-12 across the district compared to national benchmark.
What’s next for SEL in Everett?

• “State of the Schools Review” brings to life the School Improvement Plan and Board Strategic Plan

• Review critical data about academic and non-academic indicators

• Share updates on work done in response to data and evaluate effectiveness of interventions

• Celebrate successes and present next steps for continued progress
What resources can we use to create our school or district’s SEL roadmap?
Free, open-source SEL survey from Panorama Education:

www.panoramaed.com/social-emotional-learning
Classroom Activities to Introduce SEL

Free activities for preschool, elementary, and middle school:

Visit cfchildren.org and search “activity”

ACTIVITY—CLASS COAT OF ARMS

Students Working Together to Create a Class Symbol that Represents the Whole

Working together as a team can strengthen interpersonal bonds and can help foster a supportive, collaborative climate in the classroom and beyond. This activity from the Second Step Bullying Prevention Unit is a great way to strengthen that supportive class climate, not to mention an opportunity for a history lesson in coats of arms and their meanings.

Materials

- Large sheet of poster paper or download our Free Coat of Arms PDF here (Good for 8.5 x 11 and larger formats)
- Variety of art supplies
- Picture of the school mascot
- Class or school mottos

Preparation

If you didn’t download the provided image, draw the outline of a coat of arms on the sheet of poster paper.

Steps

1. Introduce the project:
   We are going to create a class coat of arms. A coat of arms uses pictures, colors, and words to show what’s important to the group.

ACTIVITY—FRIENDSHIP-MAKING

Learn What to Say and How to Break the Ice When Meeting New People

In this activity meant for kids from elementary through middle school, students practice what to say and how to break the ice as a way of getting to know others when beginning a new friendship. Asking friendly questions of others can be an effective way to start a conversation, because many people find it easy to talk about themselves. It’s also a way to show interest in and care for others.

(This activity has been adapted from the Steps to Respect program.)

Activity Preparation

Level: Grades 3 – 8
Subject area: Bullying prevention

1. Pair up students for this activity.
2. Copy the Conversation Steps list below, one copy for each pair of students.
3. Copy the Making a Conversation skill-practice strips so that you have one strip for each pair. Cut up the strips and distribute one to each pair of students.
4. Allow 4 minutes for students to work through the practice conversation. Have students switch parts after 2 minutes. Monitor the practice and coach as necessary.
5. Read the student instructions to the class before starting the activity.

Student Instructions:

- Use the practice strips to practice making a conversation.
- Listen to the partner as they talk.
- Talk to your partner in such a way that your partner feels supported by the conversation.
- Feel free to practice a second time if you wish.
- Share with your class what you talked about and how you felt about the conversation.
Questions & Answers

Join the discussion
#SELJourney