Building Capacity in Districts To Improve School Climate And Social-Emotional Learning
Building Capacity in Districts

To Improve School Climate and Social-Emotional Learning

#SELwebinar
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Join the discussion

#SELwebinar
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What we’ll discuss

- Organizing for change
- Surfacing key insights from data
- Planning for action
- Questions & answers
About San Bernardino City Unified School District

- Over 50,000 students in 76 schools
- 8th largest district in California
- District-wide focus on increasing graduation rates and significantly reducing suspensions
Facing new challenges when serving the whole student

- We need to do more to ensure equity
  ...but we didn’t understand the reasons behind the attendance and behavior picture in our district

- We need to better understand all of our stakeholders
  ...but we didn’t have reliable data to about social-emotional learning and school culture/climate

- We have a lot of data
  ...but we didn’t have a robust process for building educators’ capacity for using data
Organizing for change
The Change Model

Excellence in school climate and social-emotional learning at every school in the district.

Best practices at every school, rather than in pockets
Trainer of Trainers: Roles & Responsibilities

- Principals & Assistant Principals
- HS Head Counselors
- Student Wellness & Support Services Staff
- School Climate & Cluster Teams
- Site-based Administrators
School Climate & Culture Coaches (SC3)

- Principal helps protect time for SC3s to work with staff, attend monthly meetings, and attend 2 training days

- Build deeper understanding of the following key areas:
  - **Year 1** - Connecting with self and others
  - **Year 2** - Clear behavior expectations
  - **Year 3** - Authentic and meaningful relationships
Collecting reliable culture/climate & SEL data

SEL
- Growth Mindset
- Self-Efficacy
- Social Awareness
- Self-Management

Culture/Climate
- School Climate
- Safety
- Sense of Belonging (School Connectedness)
## Surfacing Key Insights

<table>
<thead>
<tr>
<th>Which results stood out?</th>
<th>Why is this the case?</th>
<th>What other data does this relate to? (ex. Behavior, attendance, academics)</th>
<th>What is one classroom or school practice that could follow these results?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Concerning:</td>
<td></td>
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</tbody>
</table>
### Addressing Discipline Disproportionality

#### Elementary

<table>
<thead>
<tr>
<th>Student Race</th>
<th>Climate for Learning</th>
<th>Fairness of Rules</th>
<th>Safety</th>
<th>Sense of Belonging</th>
</tr>
</thead>
<tbody>
<tr>
<td>All respondents</td>
<td>77%</td>
<td>75%</td>
<td>67%</td>
<td>72%</td>
</tr>
<tr>
<td>African American</td>
<td>-4</td>
<td>-7</td>
<td>-6</td>
<td>-10</td>
</tr>
<tr>
<td>American Indian</td>
<td>+1</td>
<td>+1</td>
<td>-4</td>
<td>-6</td>
</tr>
<tr>
<td>Asian</td>
<td>+1</td>
<td>+1</td>
<td>-8</td>
<td>+3</td>
</tr>
<tr>
<td>Filipino</td>
<td>-5</td>
<td>-4</td>
<td>0</td>
<td>-6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+2</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>+6</td>
<td>0</td>
<td>+1</td>
<td>-3</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>-2</td>
<td>0</td>
<td>-3</td>
</tr>
<tr>
<td>White</td>
<td>-1</td>
<td>-3</td>
<td>-2</td>
<td>-3</td>
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#### Secondary

<table>
<thead>
<tr>
<th>Student Grade Level</th>
<th>Climate for Learning</th>
<th>Fairness of Rules</th>
<th>Safety</th>
<th>Sense of Belonging</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>+9</td>
<td>+10</td>
<td>-1</td>
<td>+3</td>
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<tr>
<td>7</td>
<td>+5</td>
<td>+6</td>
<td>0</td>
<td>+8</td>
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<td>8</td>
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<td>-9</td>
<td>-8</td>
<td>-3</td>
<td>-10</td>
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<tr>
<td>11</td>
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<td>-7</td>
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<tr>
<td>12</td>
<td>-3</td>
<td>-2</td>
<td>+4</td>
<td>-4</td>
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Creating action plans
Single Plan for Student Achievement

- Building school climate and SEL into school plans
- Setting data-informed goals with inquiry process
- Shared ownership with clear roles and responsibilities
- Using data to track progress
Creating Student Support Plans Informed by SEL

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Analyze: What is happening?</th>
<th>Decide: What is the SEL goal for this student?</th>
<th>Plan: Which interventions are best for this student?</th>
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How do we get started?
Our Process for Getting Started

- Look at the data you already have (attendance, behavior, coursework)
- Look to collect additional data (school climate & SEL)
- Engage all stakeholders in the process
- Backwards map: Where are you trying to go?
Panorama Social-Emotional Learning Measures

Free, open-source survey from Panorama Education:

www.panoramaed.com/social-emotional-learning
Templates: Data Inquiry & Student Support Plans

Additional resources available for educators:

www.panoramaed.com/resources
Questions & Answers

Join the discussion

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Thank You

Questions?

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