Leading SEL as a Lever for Equity in Discipline & Instructional Practices
Leading Social-Emotional Learning as a Lever for Equity in Discipline & Instructional Practices
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Panorama helps educators act on data to improve student outcomes.

Currently serving 900+ districts nationwide and 10 million students.
Educational equity means that each child receives what they need to develop to their full academic and social potential.

Source: National Equity Project
Hold Liberation + Justice

EQUALITY

EQUITY

Reality

LIBERATION
What is Social-Emotional Learning (SEL)?

“Supporting the whole child”
Shawn Bush, Student Services Director, MSD Lawrence

“All learning is social and emotional.”
Superintendent Berman, Andover Public Schools

“How we “…understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”
CASEL definition of SEL

“How we develop our identities as learners and as individuals”
XQ Institute

“You can’t pour from an empty cup.” (Adult SEL)
Kathy FitzJeffries, Winston-Salem/ Forsyth County Public Schools
What we’ll discuss today

• **Share** how districts are restructuring student supports for equitable discipline & instructional practices with MTSS & SEL

• **Discuss** how districts are leveraging equity-centered and culturally responsive SEL practices

• **Understand** how districts can lead adult SEL to examine implicit bias in schools

• **Q&A**
Chapel Hill-Carrboro City Schools
Chapel Hill-Carrboro City Schools

- Located in Chapel Hill, North Carolina
- Serving 12,000 students
- 51% White, 16% Hispanic American, 14% Asian American, 11% Black students
- Second largest in the nation for achievement and disciplinary gaps between White and Black students
- Discipline disproportionalities
  - Students with disabilities: 4.3
  - Black male students: 3.88
  - Latino students: 2.05
  - Black female students: 2.0
Embedding Equity into the Strategic Plan

empower • inspire • engage

Develop a continuum of services to promote the social, emotional and academic development of all students.

Student Success

Family & Community Engagement

Employee Experience

Organizational Effectiveness

Establish a district instructional framework for all grade levels Pre-K-12, based on high-yield best practice, culturally relevant strategies within a personalized learning environment so all children receive equitable educational experiences.
Our Multi-Tiered System of Support (MTSS)

**What:** Multi-tiered systems of support (MTSS) is a model that represents a coherent, unified approach to student support, with Tier 1 core supports for all students, layered with Tier 2 evidence-based practices to address targeted needs, as well as Tier 3 supports focused on students with the most intensive needs.

**Why:** Define clear practices with a continuum of services to meet the academic and SEL needs for all students.
Multiple Tiers of Systems of Support

A continuum of services and supports for students to ensure academic and behavioral success.

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<td>Safe Touch Lessons</td>
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<td>Conferencing Problem Solving Circles</td>
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<td>Brief Functional Behavior</td>
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<td>Assessment (FBA)</td>
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<td>Family Conferences</td>
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<td>Complex FBA/BIP</td>
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<td>Community Conferences</td>
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<td>Agency/Team</td>
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The Role of SEL as a Lever for Equity in our MTSS

- **Comprehensive counseling framework** ensures access to social-emotional learning across the district
- **SEL supports embedded into Tier 1** provide uniformity and consistency of services to reach each student
- **Universal SEL screener** shows early warning signs to provide targeted SEL supports before chronic absences, discipline, failing grades
- **Support for teachers** to support the SEL needs of all students

How can I use SEL data to drive supports for all students?

How can I use SEL data to drive group supports?

How can I use SEL data to inform 1-on-1 supports?
Examining SEL & Student Voice Data for How Unconscious Bias Can Show Up for Adults in Schools

**Teacher-Student Relationships**: Measures how strong the social connection is between teachers and students within and beyond the school.

- If you walked into class upset, how many of your teachers would be concerned?
- How many of your teachers are respectful towards you?

**Adult SEL will yield us higher gains for students by holding a mirror up to ourselves.**
Both students and adults are facing increased isolation and stressors with virtual learning.

We are building adult capacity for consistent SEL practices before the school year.
  - Connecting through check-ins
  - Using specific engaging strategies in teacher practices
  - Closing out lessons with optimistic closures

Our counselors, social workers, and psychologists must also actively support classroom teachers and each other.

The whole is greater than the sum of its parts; all of us are becoming whole in this process of supporting the SEL needs of our community.
Download the Social-Emotional Learning Survey on your Resource List

Or visit https://pan-ed.com/SEL-survey-edweek
MSD of Lawrence Township
Metropolitan School District
Lawrence Township

- Located in Indianapolis, Indiana
- Serving 16,000 students
- 45% Black, 21% White, 27% Hispanic American, 7% two or more races, 1% Asian American
- 63% free/reduced lunch
- Graduation rate: 92.7%
“We are not fulfilling the true promise of SEL if we continue to use it as another form of policing under the empty promises of words that feel and sound good. As Dena Simmons said, SEL devoid of examination of the systems of oppression faces the risk of becoming “white supremacy with a hug.”

...SEL devoid of culturally-affirming practices and understandings is not SEL at all.”

- Communities for Just Schools Fund (article)
1. The social-emotional needs of children are based in prior knowledge and experience, including racial identity and racial trauma.

2. Adults who prioritize the social-emotional wellbeing of a student build stronger connections and authentic relationships, which support academic outcomes.

3. Culturally responsive teaching is a demonstration of SEL.
Rigorous Instruction + Relationships

<table>
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<th>Rigorous Expectations</th>
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<td>How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.</td>
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<tr>
<td>60th - 79th percentile compared to others nationally</td>
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<td>How strong the social connection is between teachers and students within and beyond the classroom.</td>
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*Data taken from the Panorama SEL Survey for MSD Lawrence + National Benchmarks*
Adult SEL & Equity Learnings

1. Representation is necessary but not sufficient. One person or department is not enough; we must build racial consciousness across the district.

2. Adult SEL is a way to help adults feel comfortable in the discomfort of owning their own racial identity.

3. We don’t “do equity” - We must bring an equity lens to every piece of our work, and communicate the connections between our district practices and equity as the end goal. Some examples:
   ○ Study team for early literacy program to improve outcomes, particularly for students of color
   ○ Restructured gifted/AP identification and programming, increasing Black students taking AP classes by X% and increased Hispanic American students taking AP classes by X%
   ○ Adjusted hiring practices to hire more teachers of color
   ○ Support Black-owned business in district contracts
Student Voice on Equity & Inclusion

Panorama Equity and Inclusion Survey

Elevate student voice to promote equity and achievement

Download the survey: https://pan-ed.com/32uw2Kw
Ready for Rigor
A Framework for Culturally Responsive Teaching

Awareness  Learning Partnerships  Information Processing  Community of Learners & Learning Environment

Watch full PD developed by Demetrius Lancaster & Becky Barstein, Panorama Education: https://pan-ed.com/culturally-responsive-sel
Awareness

SEL Alignment: Relationship Building, Self-awareness, Social Awareness

**For our students...**

**Culture Box (Click here)**
Each student collects a different artifacts that represent their culture, such as photographs, letters, recipes, objects, etc. Students can share the objects with classmates and/or write about how the objects together represent their culture.

**Try:** Creating and sharing your culture box.

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**For our caring adults...**

**Equity Centered SEL Pedagogy (Click Here)**
Reflect on the pitfalls and recommendations the National Equity Project puts forth as educators reflect their own implicit biases and increase their own self-awareness.

**Bonus:** Use a Keep, Start, Stop Protocol independently or as a team to reflect on shifts to make in your teaching practice this fall.

Source: [https://nationalequityproject.org/about/social-emotional-learning-equity](https://nationalequityproject.org/about/social-emotional-learning-equity)

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Learning Partnerships

SEL Alignment: Relationship Building, Social Awareness

For our students...

7Cs: Cogens (Cogenerative Dialogues)
Lead consistent small group discussions with diverse groups of students where students meet three to four times sharing what is working, what makes them roll their eyes, and what motivates them.

Pass the Baton: Group members invite new students to the “cogen” to rotate in new student voice.

For our caring adults...

Practice Reality Pedagogy
Practice seeing students “student learning experts” instead of blank slates. Seek to understand students’ realities. Try different strategies like KWL charts, frayer models, PollEverywhere, or 2x10 relationship building.

Wondering: How could the information you gather while we can see into one another’s homes help inform your instructional practice in the fall?

Source: http://www.ascd.org/publications/educational-leadership/sept16/vol74/num01/Seven-Cs-for-Effective-Teaching.aspx
Watch full PD developed by Demetrius Lancaster & Becky Barstein, Panorama Education: https://pan-ed.com/culturally-responsive-sel
For our students...

**7Cs: Co-Teaching**
Position students as the experts: allow them to occupy the role of “teacher” and explicitly communicate that school values their unique gifts. Students’ success is grounded in lesson preparation, facilitation, and peer learning.


For our caring adults...

**Mindful Adult Feedback**
How can we mindful of how we process and receive feedback, especially from students? Use this [feedback guide](https://brightmorningteam.com/wp-content/uploads/2019/09/Giving-and-Receiving-Feedback.pdf) from Elena Aguilar with teams and students!

*Embrace the Pause*: If you start to feel flooded, pause, normalize your reaction, and ask “How might future me X years from this respond?”


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For our students...

Take 3: Student Created Rituals
Elevate student expertise to co-create and lead daily classroom practices like the welcome ritual, brain and self-care breaks, and end of day closing activities.

Consider: Asking students not just “what activities should we do” but “what should these activities look like, sound like, feel like”

For our caring adults...

Consistent Adult Learning Spaces
Engage in consistent/monthly learning spaces where educators read, watch, and/or listen to thought leaders in order to facilitate their own identity development and professional learning.

Check Out: Example low-lift “book club” formats and suggestions here.

Watch full PD developed by Demetrius Lancaster & Becky Barstein, Panorama Education: https://pan-ed.com/culturally-responsive-sel
Questions & Answers
Thank you!

Questions?
info@panoramaed.com