Strengthening Student Support Systems With Social-Emotional Learning
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San Bernardino City Unified School District
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Director of Pupil Services,
Oxnard School District
Diana Lay
Moderator,
Panorama Education
Panorama is on a mission to help educators act on data to improve student outcomes.

**Stakeholder Surveys**
- School Climate, Family Engagement, Teacher-Student Relationships, Back-to-School

**Student Success**
- Whole Child Platform, SEL, Academics, Behavior, Attendance, Intervention Tracking

**Social-Emotional Learning**
- CASEL Measurement, Student & Staff Well-Being, Equity Scales
What we’ll discuss today

• **Discuss** updates to CASEL’s definition of SEL

• **Share** how to embed SEL, sense of belonging, and inclusive learning environments into culturally responsive PBIS, MTSS & school improvement plans

• **Understand** and address experience gaps between student groups

• **Model** equipping teams to engage in data-based decision-making around SEL supports

• **Identify, deliver, and track** social-emotional learning (SEL) interventions to improve visibility, communication and collaboration

• **Q&A**
What is Social-Emotional Learning (SEL)?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

*Underlined phrases indicate 2020 CASEL updates*
What Changed?

- **Equity**: Explicitly states how SEL can advance educational equity and excellence.

- **Agency**: Elevates identity, agency, and belonging as critical pillars of SEL.

- **Community**: Acknowledges the positive impact that SEL can have on building just communities through collective goal setting and making caring decisions.

- **Environment**: Emphasizes how environments, relationships, and broader contexts (e.g., societal realities, individual realities, socioeconomic status, family dynamics, cultural background, access to opportunities, and experiences in schools) shape learning and development.

Fix Systems, Not Students

Supporting Students and Families

- MTSS
- Racial Equity and Social Justice
- SEL and Belonging
- Restorative Practices
SEL & MTSS Alignment and Collaboration

ACADEMIC & CLIMATE STRUCTURES

TIER I
All settings, all students
Preventative, proactive

- Priority Standards, GVC-Core Curriculum
- Learning Targets, Lesson/Unit Planning
- Professional Learning Communities (PLCs)
- Team Generated Formative Assessments
- Positive Behavior Instruction Supports (PBIS)
- Social Emotional Learning (SEL) & Trauma Informed Practices
- Racial Equity and Social Justice
- Restorative Justice

TIER II
Small groups of students

- Evidence-based interventions for small group of students
- Progress monitoring
- Student Intervention Team (SIT) for behavior
- Professional Learning Communities (PLCs)
- Restorative Justice
- Racial Equity and Social Justice

TIER III
Individual Students

- Evidence-based interventions for students
- Progress monitoring
- Student Intervention Team (SIT) for academic & behavior
- Function of Behavior & Behavior Support Plans (FBA/BSP)
- Restorative Justice
- Racial Equity and Social Justice
Restorative Justice Tiers of Support

TIER I
All settings, all students
Preventative, proactive

- Community Building Circles
- Calming Area
- Affective Statements
- Think Sheet
- Teaching Circles
- Class/School-Wide Expectation
  Circles

TIER II
Small groups of students

- Responsive Circles
- Restorative Inquiry
- Restorative Chats
- Celebration and Honoring
  Circles
- Peer Mediation Groups
- Healing Circles
- Responsive Support Circles

TIER III
Individual Students

- Circles of Understanding
- Restorative Conference
- Re-Entry meetings/Circles
Strengthening Tier 1 by Aligning CR-TFI and Student Voice Data

Implementing MTSS with fidelity is linked to improved student outcomes. For that reason, Portland Public Schools measure fidelity using instruments like the **Culturally-Responsive Tiered Fidelity Inventory (CR-TFI)** and the **Fidelity Implementation Tool (FIT)**. The data collected through the CR-TFI or FIT can be used for continuous improvement of existing systems. **Leveraging stakeholder perception data** is a key component of fidelity of implementation and can strengthen how schools design and improve systems of support for behavior. See CR-TFI Feature 1.11

1. **Identify priorities from the student perception data**
   
   We use the ladder of inference to reflect on our inquiry process, noting our assumptions and biases as we draw conclusions and decide what to do with the data.

2. **Align with Tier 1 best practice frameworks**
   
   We check to see what themes and ideas overlap between stakeholder perception data and best practices that we can build upon to support all students.

3. **Commit to develop or improve a Tier 1 system, support, or structure**
   
   We engage in team conversations, representative of our community, to decide what systems/supports to build or improve and decide the best structure and resources to leverage. We might consult existing district action maps.

4. **Reflect on Equity Using the Racial Equity and Social Justice Lens**
   
   Throughout our inquiry and decision-making processes, and especially once we've decided on a course of action, we reflect on our processes and outcomes and name how we can advance equity even more.
CR-TFI & Voice Data Example

PD Example: My school decided that we would prioritize the "Diversity and Inclusion" topic. We've chosen the following focus question: *How fairly do adults at your school treat people from different races, ethnicities, or cultures?*

**Student Survey Data**
Ex. 60% of students feel that adults treat people from different backgrounds fairly

**Fidelity Data about Systems**
*TFI Item 1.3: Behavioral Expectations (Partially Implemented)*: We do not have 5 or fewer positively stated rules and expectations consistently taught and enforced school-wide

**Build Out Systems**
-develop the common rules and expectations

**Next Step**

**Student Survey Data**
Ex. 60% of students feel that adults treat people from different backgrounds fairly

**Fidelity Data about Systems**
*TFI Item 1.3: Behavioral Expectations (Fully Implemented)*: We have 5 or fewer positively stated rules and expectations taught and reinforced school-wide

**Clarify Systems**
-vet rules and expectations and norms for cultural inclusivity

**Next Step**

Source: Demetrius Lancaster, Professional Learning Manager, Panorama Education
Download the Equity and Climate Surveys on your Resource List

Or visit https://pan-ed.com/equity-survey-edweek
San Bernardino City USD

Our District at a Glance

- 93.6% Graduation Rate Class of 2019
- 72 Schools
- 53,027 Students Enrolled (includes charter schools)
- 7,403 Employees
- 10 Golden Bell Award-Winning Programs
- 5 California Gold Ribbon Schools
- 17 California Distinguished Schools
- 5 California Honor Roll Schools
- 4 National Forum Schools to Watch
- 2 Model Continuation High Schools
Our Culture and Climate Journey

- 2002: Positive Behavior Interventions and Supports (PBIS)
- 2013: Restorative Practices
- 2016: Student Voice Survey 2017 Family Voice Survey
- 2017: Trauma - Responsive Schools
- 2018: Social - Emotional Learning Competencies and Measurement
Framework Alignment
Social-Emotional-Behavioral Multi-Tiered System of Support

Panorama Student Survey
Connection
- Restorative Practices

Panorama Family Survey
Learning
- Positive Behavior Interventions and Support

All Staff: Self-Assessment Survey

Climate & Culture Team: Tiered Fidelity Inventory
### SWSS Staff Site Data Tracking

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<tr>
<th>Suspension RATE (Student)—Subgroups</th>
<th>All</th>
<th>His</th>
<th>AA</th>
<th>W</th>
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### Panorama Climate and Culture Data

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<tr>
<th>Group Name</th>
<th>Group Size</th>
<th>Climate of Support for Academic Learning</th>
<th>Knowledge &amp; Fairness - Discipline, Rules, Norms</th>
<th>Safety</th>
<th>Sense of Belonging (School Connectedness)</th>
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<td>74%</td>
<td>73%</td>
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#### Student Race

| African American | 1,907 | -2 | 0 | -4 | -4 |
| American Indian  | 75    | +5 | +5 | +1 | -1 |
| Asian            | 310   | +4 | -1 | 0  | +4 |
| Filipino         | 89    | +8 | -1 | +4 | +6 |
| Hispanic         | 16,201| 0  | -1 | +1 | 0  |
| Pacific Islander | 80    | +3 | -3 | -5 | -1 |
| Two or More Races | 495  | +1 | -1 | -5 | -4 |
| White            | 971   | -2 | 0  | -7 | 0  |

#### Special education status

| Yes | 2,318 | -1 | -4 | -4 | +1 |
| No  | 17,810| 0  | +1 | +1 | 0  |
Panorama - Safety Question: Do teachers treat students fairly at this school?

All Elementary Responses

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<th>Response</th>
<th>Number of Responses</th>
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<td>513 (17%)</td>
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<td>Yes, most of the time</td>
<td>832 (27%)</td>
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<td>Yes, all of the time</td>
<td>1553 (51%)</td>
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All Elementary Responses by Student Ethnicity

Based on the disaggregated data, there is an opportunity for growth for our staff.
Social-Emotional Development for Staff

Cultural Proficiency within the context of SEL

Social Awareness:
- Taking other’s perspectives
- Identifying diverse social norms, including unjust ones

Self-Awareness:
- Identifying personal, cultural and linguistic assets
- Examining prejudices and biases

Relationship Skills:
- Establish and maintain healthy and supportive relationships...with diverse individuals and groups

Responsible Decision-Making:
- Reflecting on one’s role to promote personal, family and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts
Social-Emotional Development for Students

Implementation of Restorative Practices

**Self-Awareness:**
- Identifying one’s own emotions
- Linking feelings, values and thoughts
- Integrating personal and social identities

**Social Awareness:**
- Taking other’s perspectives
- Demonstrating empathy and compassion
- Identifying diverse social norms, including unjust ones

**Self-Management:**
- Managing one’s own emotions
- Demonstrating personal and collective agency

**Relationship Skills:**
- Developing positive relationships
- Resolving conflicts constructively
- Standing up for the rights of others

**Responsible Decision-Making:**
- Identifying solutions to personal and social problems
- Evaluating personal, interpersonal, community, and institutional impacts
Download the Social-Emotional Learning Survey on your Resource List

Or visit pan-ed.com/SEL-survey-edweek
Oxnard School District
Acknowledging the Hard

poverty
pandemic
neglect
violence
substance abuse
Embracing the Pause
Example of Oxnard Support Staff’s Agenda

**Example of Agenda Overview**

1. **Acknowledging** the Hard and Pausing
2. **Modeling** Data Dive and Outcome
   - Vulnerability and values incorporation
3. **Facilitating** Curiosity: Support Staff Data Exploration
4. **Holding** support staff compassionately accountable
   - Who will do what by when
   - Incorporating adult agency and providing clear structure and tools
Our Goal:

We must use data to inform our decision-making regarding SEL support for our students.
Let's take a [data] dive.
Leading with Values

- Assets Based Thinking
- Transparency
- Curiosity
- Equity
- Vulnerability
- Cognitive Processing
- Prioritization
- Intentionality
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<th>SEL (K-5)</th>
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## Assets-Based Thinking

### Strength-Based Thinking
- What’s working?
- Co-constructing
- Sustainable Solutions
- Discover & Adapt
- Emphasizing Possibilities
- Engage
- Persistent
- Understand
- Opportunity
- Celebrate Success
- Adapt to
- Empower
- Process-focused
- Dynamic
- Unique

### Deficit-Based Thinking
- What’s wrong?
- Problem Solving
- Short-Term Solutions
- Predict & Control
- Overcoming Weakness
- Intervene
- Resistant
- Diagnose
- Crisis
- Punish Non-Compliance
- Reform
- Control
- Behavior-focused
- Static
- Deviant
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</tbody>
</table>
How do these results compare to benchmarks?

41%

Your score

Compared to schools across the country, your score is near the 20th percentile on this topic.
How did different groups respond?

<table>
<thead>
<tr>
<th>Group by</th>
<th>Results by group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ELL Status</td>
<td></td>
</tr>
<tr>
<td>Student Special Education Status</td>
<td></td>
</tr>
<tr>
<td>Student Gender</td>
<td></td>
</tr>
<tr>
<td>Student Grade Level</td>
<td></td>
</tr>
<tr>
<td><strong>Student Race</strong></td>
<td></td>
</tr>
</tbody>
</table>

Total of 77 responses
## How did students respond to each question?

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you are feeling pressured, how easily can you stay in control?</td>
<td>42%</td>
</tr>
<tr>
<td>How often are you able to pull yourself out of a bad mood?</td>
<td>29%</td>
</tr>
<tr>
<td>When everybody around you gets angry, how relaxed can you stay?</td>
<td>45%</td>
</tr>
<tr>
<td>How often are you able to control your emotions when you need to?</td>
<td>49%</td>
</tr>
<tr>
<td>Once you get upset, how often can you get yourself to relax?</td>
<td>45%</td>
</tr>
<tr>
<td>When things go wrong for you, how calm are you able to remain?</td>
<td>38%</td>
</tr>
</tbody>
</table>
How often are you able to pull yourself out of a bad mood?

29% responded favorably
Overview

Viewing 66 of 976 students who match these attributes:

- Gender: Male
- Grade Level: 7
- Race Ethnicity: Hispanic

TIMEFRAME

- Q1
- Q2
- Q3 (current)
- YTD

Academics: 26%
Attendance: 77%
Behavior: 85%
SEL: 36%

Gender: Male
Grade Level: 7
Race Ethnicity: Hispanic
### Overview

Viewing 13 of 976 students who match these attributes:

- Gender
  - Male
- Grade Level
  - 7
- Race Ethnicity
  - Hispanic
- SEL
  - Reported No Strengths or Reported Some Strengths

#### TIMEFRAME
- Q1
- Q2
- Q3 (current)
- YTD

#### student performance

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Academics</th>
<th>Attendance</th>
<th>Behavior</th>
<th>SEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eloy Bayer</td>
<td>C-</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Marcel Cardo</td>
<td>D+</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Trenton Durso</td>
<td>F</td>
<td>11</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Create group intervention plan

### Selected students
- Eloy Bayer
- Marcel Cardo
- Trenton Ducos
- Anthony Laude
- Paul Lewis

### Group name
7th Grade SEL Group

### Intervention type
- **SEL**

#### Tier
- Tier 2
- Tier 3

### Intervention goal
What skills are you aiming to improve?

### Intervention strategies
- **Select a strategy**
- **+ Add custom strategy**

### Champion
Assign a champion

### Start date
03/21/2019

### Duration
- 6 weeks

### How will you track progress?
Selecting notes only means progress will be tracked manually with notes. Selecting a method from the list (or using a custom method) will allow you to track progress visually with a graph and goal line.

#### Monitoring method
- Notes only

#### Monitoring frequency
- Weekly

By ________, ________ students will be able to ______________ as measured by ______________.
We can, even in the virtual environment, reach out and connect with our kids. And we can still hold staff compassionately accountable for moving forward, even in today’s unknown circumstances.
Download the SEL Interventions Toolkit on your Resource List

Or visit pan-ed.com/sel-interventions-toolkit-edweek
Continuous Learning Opportunities

<table>
<thead>
<tr>
<th>Resources</th>
<th>student Voice Equity and Inclusion Survey</th>
<th>Student Voice Social-Emotional Learning Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frameworks</td>
<td>Culturally Responsive Tiered Fidelity Framework from Portland Public Schools and SBCUSD</td>
<td>Fidelity Implementation Tool (FIT) from Portland Public Schools</td>
</tr>
<tr>
<td>SEL Strategies</td>
<td>15 SEL Interventions Toolkit</td>
<td>Adult SEL Toolkit</td>
</tr>
<tr>
<td></td>
<td>15 SEL Interventions Toolkit</td>
<td>Student Consultancy Protocol</td>
</tr>
<tr>
<td></td>
<td>15 SEL Interventions Toolkit</td>
<td>Calming Breathing</td>
</tr>
<tr>
<td></td>
<td>15 SEL Interventions Toolkit</td>
<td>Virtual Temperature Checks</td>
</tr>
</tbody>
</table>
SBCUSD Tiered Resources

**Staff Supports**
Resources to support Staff SEL Needs:

- **Tier 3:**
  - Virtual Crisis Intervention Response
  - Adult Mental Health First Aid Training

- **Tier 2:**
  - Virtual Counseling Services
  - Behavior Intervention Process

- **Tier 1:**
  - Admin Professional Development Services to support Staff SEL Needs:
    - Coping Strategies
    - Relationship-Building
    - Community-Building

**Student Supports**
Resources to support Student SEL Needs:

- **Tier 3:**
  - Single Referral Process Physical & Mental Health Supports (Expansion of Community Partners)
  - Virtual Mental Health Therapy
  - Virtual Suicide Risk Assessment
  - Virtual Crisis Intervention Response
  - Youth Mental Health First Aid Training

- **Tier 2:**
  - Counselor Essential & Optional Tasks
  - Behavior Intervention Process

- **Tier 1:**
  - Virtual Classroom Supports:
    - Coping Strategies
    - Relationship-Building
    - Community-Building
    - Expectation Model, Teach, Enforce
Questions & Answers
Thank you!

Questions?
info@panoramaed.com