Welcome!

Reflecting and Looking Forward
360°/365 Professional Learning Community
October 25, 2017
Agenda

➢ Welcome and Introductions
➢ PACE/CORE Research on Effective Practices
➢ Revisit and Reflect on Original Alignment Rubric
➢ Reflecting on AIR Findings
➢ Lunch
➢ Poster Walk: Solutions to Common Challenges/Barriers
➢ Team Planning Time for 2018
➢ Announcements, Next Steps, and Closing

Goals:

● Revisit effective alignment practices and assess progress towards elements of the Alignment Rubric and the Action Plans.
● Learn what research has shown are effective practices for strengthening SEL skills at the site level.
● Begin to identify new activities to strengthen SEL practices and alignment in the 2018-19 school year.
Welcome to Today’s Guests

- Michael Funk - CDE
- Rebecca Goldberg & Anh Ton - S.D. Bechtel Jr. Foundation
- Heather Hough - PACE/CORE
- Fausto Lopez & Deb Moroney - AIR
- John Madrid - CVAF
- Jennifer Peck - PCY
PLC 2018

- Focus on site level practice - pilot implementation at 2 to 5 sites
- 4 PLC meetings per year
- 20-30 hours of consultation hours/year
- $10,000-15,000/year stipend
- Application process January – February 2018
- Planning March – May 2018
- Implementation June 2018 – August 2019
Our study: The CORE Districts

- 8 school districts
- > 1M students
- ~ 1,600 schools
- > 51,000 teachers
CORE’s School Quality Improvement Index

Goal: College & Career Ready Graduates

Academic Domain
- Achievement and Growth
- Graduation Rate
- High School Readiness Rate (Gr. 8)

Social-Emotional & Culture-Climate Domain
- Chronic Absenteeism
- Student/Staff/Parent Culture-Climate Surveys
- Suspension/Expulsion Rate
- Social Emotional Skills
- ELL Re-Designation Rate
- Special Education Disproportionality

Focus: Elimination of Disparity and Disproportionality

All Students Group & Subgroups
### Surveys of Students’ Social Emotional Skills

<table>
<thead>
<tr>
<th>SE Competency</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth Mindset</strong></td>
<td>The belief that one’s abilities can grow with effort. Students with a growth mindset see effort as necessary for success, embrace challenges, learn from criticism, and persist in the face of setbacks.</td>
</tr>
<tr>
<td><strong>Self-Efficacy</strong></td>
<td>The belief in one’s own ability to succeed in achieving an outcome or reaching a goal. Self-efficacy reflects confidence in the ability to exert control over one’s own motivation, behavior, and environment.</td>
</tr>
<tr>
<td><strong>Self-Management</strong></td>
<td>The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, and setting and working toward personal and academic goals.</td>
</tr>
<tr>
<td><strong>Social Awareness</strong></td>
<td>The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</td>
</tr>
</tbody>
</table>
SEL by Student Demographics, Overall vs. Within School

- Overall
- Within Schools

Standardized Difference Between Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>Overall</th>
<th>Within Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian, Amer.-At-Hd.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic, Lati.-At-Hd.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian-White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free-And Frpl.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELLELL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spec. Ed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N=299,111

Policy Analysis for California Education
Disparities Within Schools Between Racial-Ethnic Groups in SEL Reports

![Graph showing disparities in SEL responses between racial-ethnic groups.](image)
Study approach

• Outlier analysis: Selected middle schools with top quartile SEL in both years for either African American or Hispanic/Latino students

• Visited 2 schools each in 5 districts

• Interviewed central office and school site staff

• Research questions:
  1. How do educators in the central office and case schools define social-emotional learning?
  2. What strategies do they use to support these various conceptions of SEL?
  3. To what extent and how do they use SEL measures and data in their efforts to support SEL?
The CORE-PACE Research Partnership

Continuous improvement

Smarter policy & practice

To support learning within the CORE Improvement Community, we focused on middle school (CIC focused on closing achievement gaps in math in grades 4-8)
Definitions of “social emotional learning”

- The question “What is SEL?” drew a wide variety of responses from educators, both within and across districts.
- Most were unfamiliar with specific constructs, although “growth mindset” was the most well understood.

- “noncognitive factors”
- “success skills”
- “mindsets, essential skills, and habits”
- “character”
- “personal qualities”

VS.

- “SEL”
- “growth mindset”
- “self-efficacy”
- “social awareness”
- “self-management”
Definitions of “social emotional learning”

- The question “What is SEL?” drew a wide variety of responses from educators, both within and across districts.
- Most were unfamiliar with specific constructs, although “growth mindset” was the most well understood.
- When asked to define “social emotional learning,” conceptions of SEL fell into seven categories:
  - 1) supporting student mental and emotional well-being
  - 2) creating a safe and supportive school climate
  - 3) developing social skills and appropriate behavior
  - 4) supporting adolescent development
  - 5) building a culture of inclusion and acceptance of difference
  - 6) cultivating mindfulness
  - 7) addressing the needs of the whole child
SEL practices at the school level

• Strategies to promote positive climate and relationships
  • Whole school culture-building strategies
  • Fostering trust and relationships through personal interaction
  • Promoting inclusion via student pairing and mainstreaming
  • Advisory
  • Structural support for 6\textsuperscript{th} graders
  • Families/looping
• Setting and enforcing clear values and expectations
• Positive disciplinary practices
• Targeted SEL interventions and approaches for struggling or “at risk” students
  • Programs targeted at individuals
  • \textit{Interventions and programs tailored to racial subgroups}
• Team building through elective courses
SEL practices at the school level (continued)

• Extra-curricular activities
  • Clubs & Electives
  • Sports & Music
  • Afterschool programs

• SEL-specific:
  • Courses and curricula
  • Classroom practices

• Marshalling human capital resources in support of SEL
  • Staffing
  • Supporting adult learning
  • Culture/climate teams
District-level practices to support SEL implementation in schools

• SEL frameworks and priorities
• Staffing
• Programs and curricula
• Training and adult learning
Cross-Cutting Themes Related to SEL Practices and Supports

• Building on existing assets
• Designing schools where kids, families and staff want to be
• Ensuring coherence and alignment
• Approaches need to match needs
SEL measurement & data use

• District- and School-Level Administrators Expressed Awareness of and General Support for The CORE SEL Survey Data
• Awareness Was Not as Strong Among Other School Educators
• At the district level, they used the data for:
  • Accountability
  • Focusing interventions
• At the school level, they used the data to plan and identify areas of need
• Many Respondents Identified Challenges to Using the CORE SEL Data
  • Not timely, not individual, not understood, no time to do it
• In some schools, they used other sources of data to inform SEL efforts
  • E.g., monthly culture-climate and behavior surveys
Continuous Quality Improvement

Rubric

Action Plan Strategies with Consultant Support

Assess

Plan

Improve

Action Plans
Quotes from AIR Interviews

**Success:** 360/365 forced us to be more intentional and more focused and more strategic in terms of how we engage with expanded learning. It was instrumental in helping us to cultivate a space to collaborate, plan, and think about how we can be more explicit in how we collaborate.
Quotes from AIR Interviews

- **Challenge:** Keeping that momentum... the day to day for all of us can be extremely busy, and so the challenge is for [our team] to really hold each other accountable to continue to move on this momentum.
Quotes from AIR Interviews

- **Challenge:** [One] of the barriers [is the] mindset of our own staff... on the importance of social/emotional learning indicators. They always think of SEL as the fluffy stuff, kind of like, the support service side of the house....instead of seeing it as the best practice and good teaching.
Next Steps

➢ Implement your action plans and keep them updated!
➢ Connect with your Consultant at least once monthly
➢ Return online evaluations