



## *Research and Promising Practices in Social and Emotional Learning*

**Facilitator:** Lynne Sacks – Associate Director of Programs and Research, Education Redesign Lab

**Panelists:**

- Richard Fournier - Director of District Partnerships, Transforming Education
- Margaret Marotta Smith - Assistant Super, Salem Public Schools
- Brian Turner - Director of Professional Development and Assessments, Newton Public Schools

# **By All Means Breakout Session: Examples of Ongoing District Efforts with SEL**

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May 19<sup>th</sup>, 2017

Richard Fournier, Director of District Partnerships

# Agenda

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1. Transforming Education:
  - Who are we?
2. MESH / SEL In US Education
3. Example:
  - Holyoke, MA

When you know better,  
you do better.

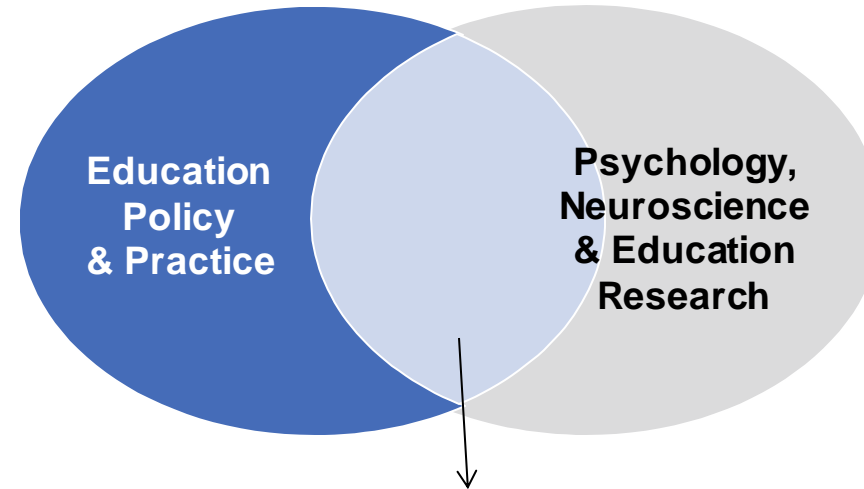
- Maya Angelou



# TransformEd supports school systems in equipping students with the mindsets and skills they need to succeed

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Strategic advisor to education systems serving more than 1 million students



With a national network of leading scientists, partner in new research and foster shared learning

Transforming Education marshals this expertise to advance:

Policy  
Practice  
Shared Learning

# We refer to these Mindsets, Essential Skills, and Habits as “MESH”



# MESH includes both intra- and interpersonal competencies

MESH refers to the subset of intra- and interpersonal competencies that are supported by the most compelling longitudinal research and that are, therefore, most relevant and actionable for educators, e.g.

## Self-Management

- The ability to regulate your actions and beliefs

## Growth Mindset

- The belief that your ability can improve over time

## Social Awareness

- The ability to empathize with others; take different perspectives



# Research shows that MESH positively affects ...

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## STUDENT ACADEMICS

- MESH predicts high school and college completion.
- Students with strong MESH have greater academic achievement within K-12 and college.
- Fostering MESH as early as pre-school has both immediate and long-term impact.

## CAREER SUCCESS

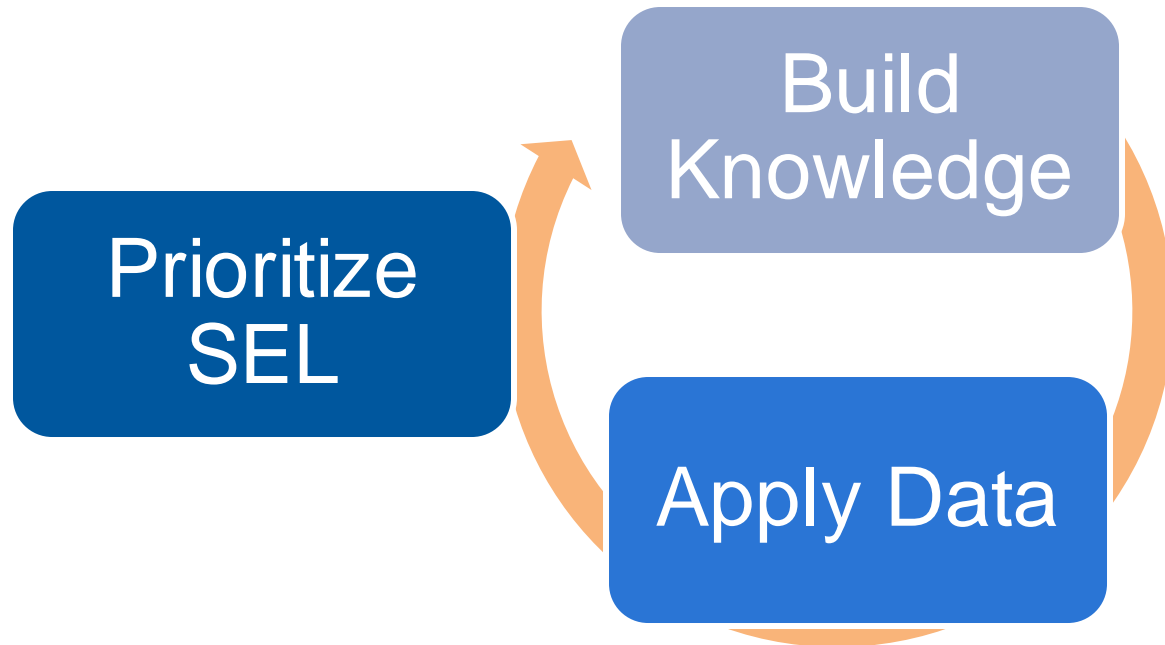
- Employers value MESH and seek employees who have them.
- Higher MESH predicts a greater likelihood of being employed.
- Stronger MESH in childhood predicts higher adult earnings and greater financial stability.

## HEALTH & WELL-BEING

- Adults with stronger MESH are less likely to commit a crime and be incarcerated.
- Strong MESH decreases the likelihood of being a single or unplanned teenage parent.
- The positive health effects associated with stronger MESH include reduced mortality and lower rates of obesity, smoking, substance abuse, and mental health disorders.

# District Partnership Approach

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## **Sustainable Integration:**

- ✓ Educators and administrators are regularly utilizing MESH data to inform practice and policy
- ✓ Knowledge, skills, and common language around MESH is beginning to scale within district



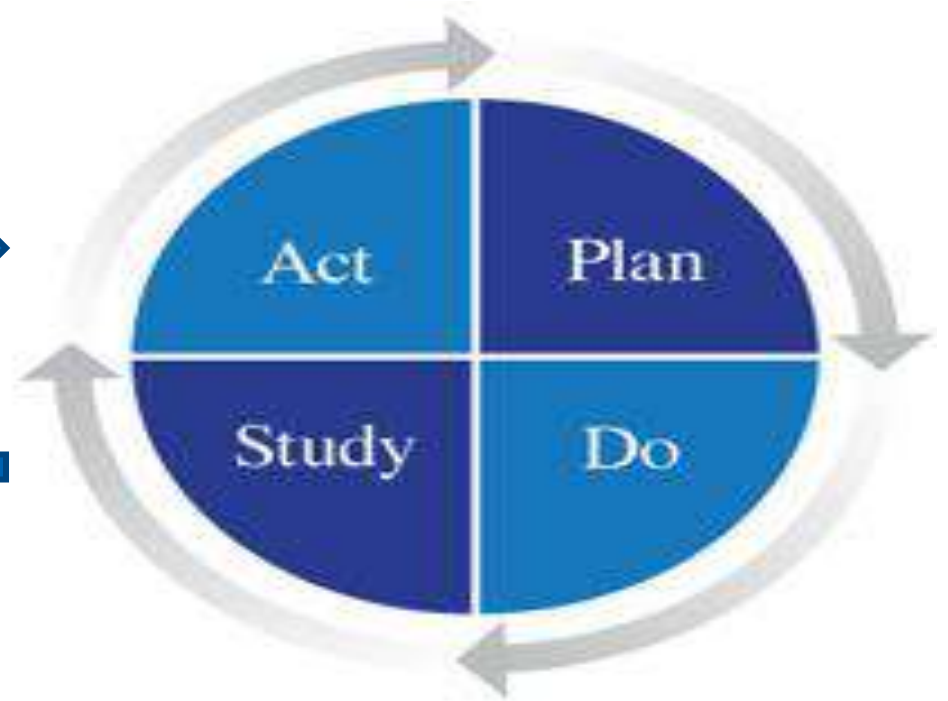
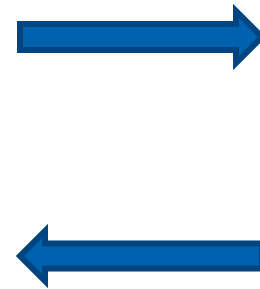
# Formative Assessment & Practice: Learning Cycles

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What do we want to achieve?

How will we know that a change is an improvement?

What changes can we make that will result in improvement?



# What does this look like in the classroom?

Combination of chosen best **practices**, interventions, or new ideas to increase social awareness in appropriate grades – **monitored by informal data gathering**, share with colleagues.



**Data application:** what does the data tell us about student social awareness at the classroom, school, or district level? Which practices seem promising? Develop plan of action following year

**Example:  
Social Awareness**

Gathering baseline **valid & reliable** Data on Social Awareness

- Teacher Surveys K-12
- Student Surveys 5-12

Gathering **valid & reliable** Data on Social Awareness

- Teacher Surveys K-12
- Student Surveys 5-12

# What does this look like in the classroom?

Social Awareness is 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.\*

**Example:  
Improving Social Awareness  
11<sup>th</sup> Grade:**



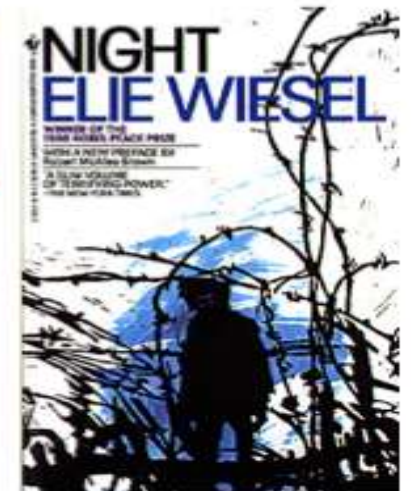
**Reading and Role Playing** in order to become immersed in another person's perspective and experience

Reading narratives and/or role playing as someone with a different experience can build empathy, strengthen peer relationships, and enhance pro-social behaviors

**What is role playing?** Students at any age can pretend to be another person, adopting that person's beliefs and experiences for the role.

Example: **Attribute Linking** (from *Facing History and Ourselves*) for middle and secondary

- Students look for attributes they share before they discuss issues on which they may differ, the exercise emphasizes commonality over differences and helps students recognize the value of negotiation
- This can help students engage in a variety of topics, such as bullying, citizenship and civic engagement.



# SEL Integration in Holyoke, MA

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Progress:

2016-2017

- In the process of Prioritizing SEL and Building Knowledge

2017-2018

- Begin implementing survey measures
- Begin analyzing and applying data
- Continuing to scale knowledge



# SEL Integration in Holyoke, MA

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## SEL Planning Team:

- Chief Academic Officer
- Director of Curriculum and Instruction
- Teachers
- Guidance Counselors
- Director of Climate and Culture



Learning about:  
SEL in research, policy, practice (including leadership, culture, organizational theory)

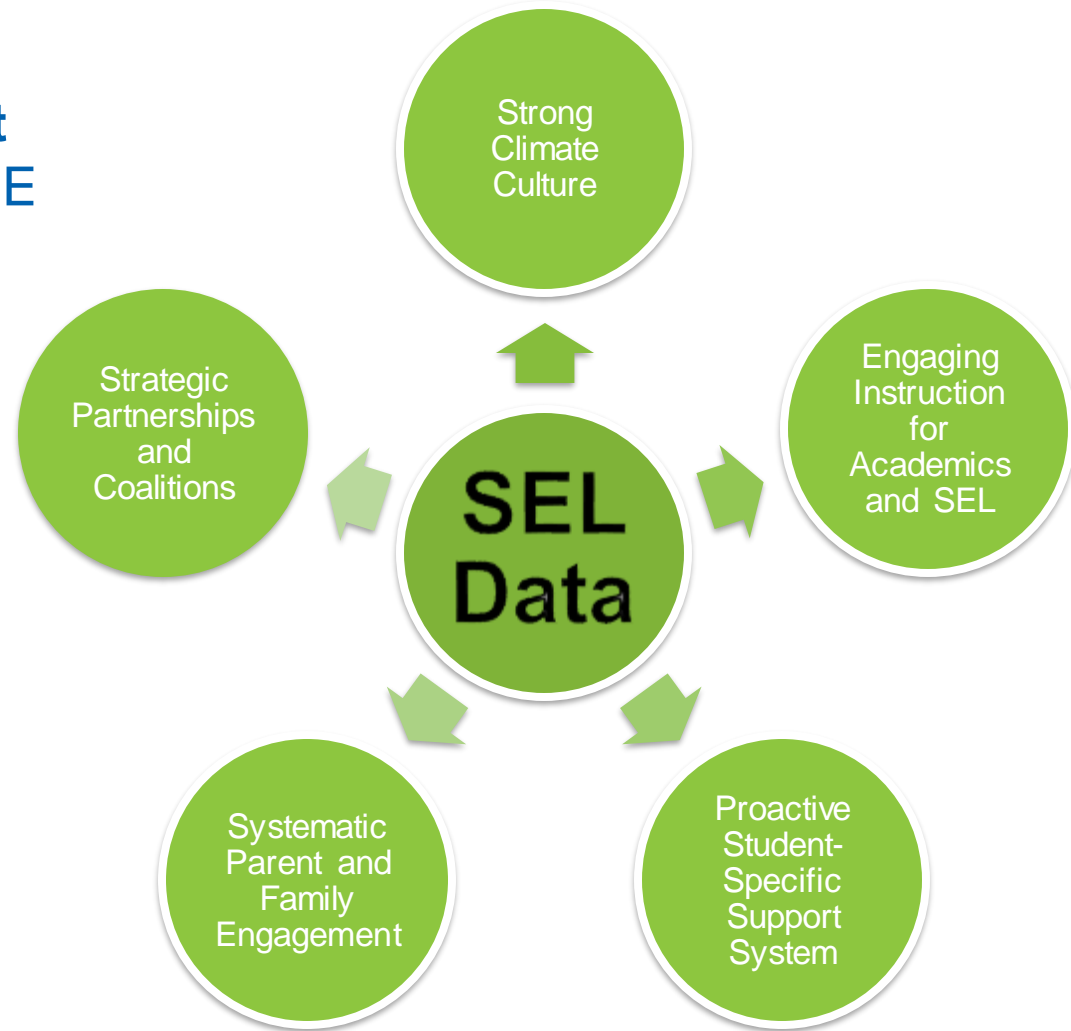
SEL Ambassadors

Developing common measures and language

Developing action plan for 2017-2019

# SEL Integration in Holyoke, MA

Work coincides with a **Systems for Student Success Initiative** planning grant from DESE



# SEL Integration in Holyoke, MA

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## Sample key lessons learned thus far:

### *Challenges*

- Organizational change: thinking about integration of SEL from classroom, school, and district level is a skillset

### *Successes*

- Moving forward with a team of diverse planners is critical for buy-in

# Thank you & free resources

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**TransformingEducation.org -- revising soon!**

- MESH Toolkits for Professional Development (videos, animations, research-based resources)
  - Social Awareness
  - Growth Mindset
  - Self-Management
  - Self-Efficacy – coming soon!
  - Mindfulness – coming soon!

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city**connects**  
OPTIMIZED STUDENT SUPPORT

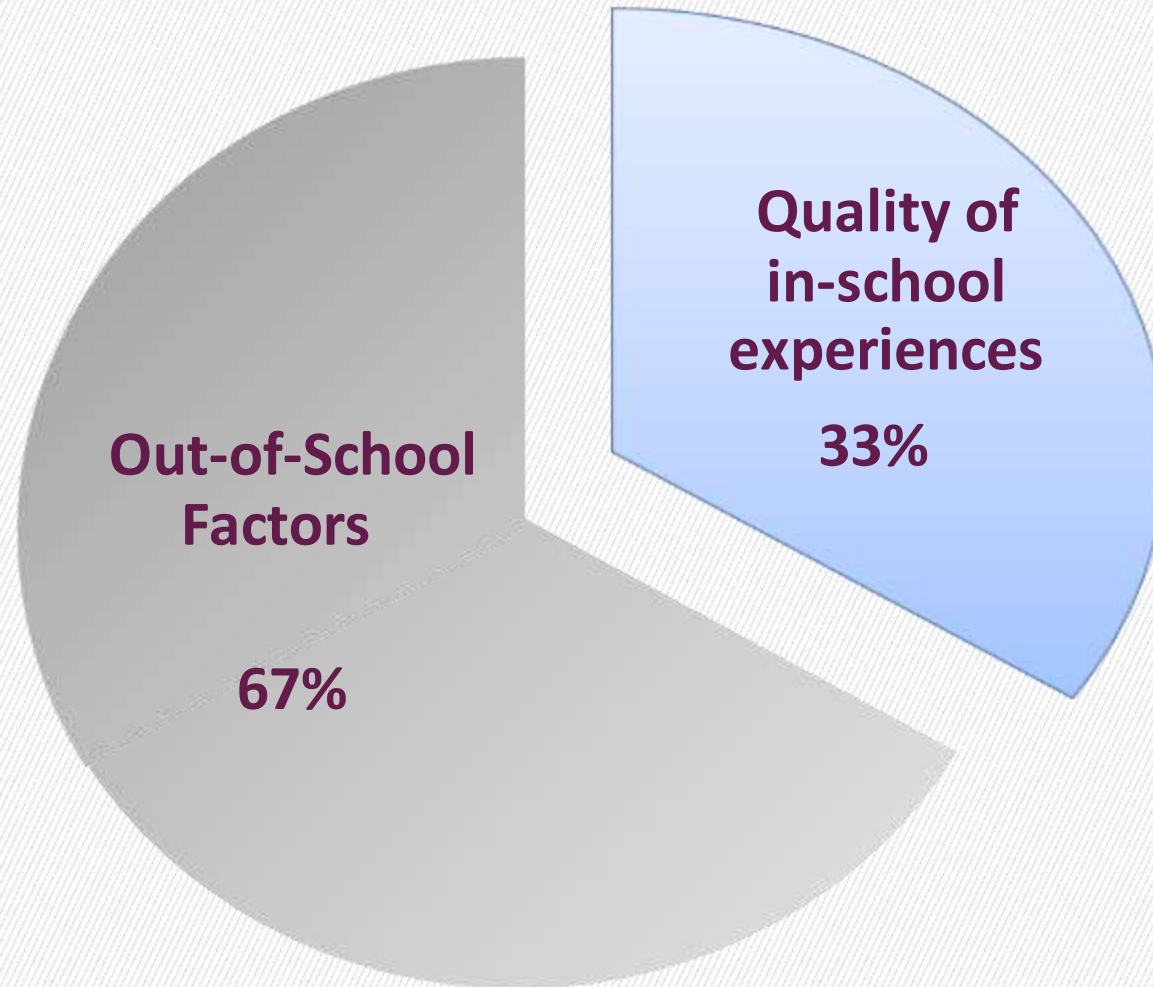
# Salem Public Schools

May 2017




# The problem

Out-of-school factors impact achievement







# The City Connects core practice




- **Identify** each child's unique strengths and needs in major developmental domains, in collaboration with every classroom teacher




- **Develop** service plan for every child, working with family, school, and community agencies



- **Connect** student to a tailored set of support services and prevention/enrichment opportunities in the community and in school



- **Follow up** and track services; document in Student Support Information System database



- **Evaluate** intermediate and long-term outcomes

# How it works....

REVIEW OF EVERY STUDENT  
WITH THEIR TEACHER



INDIVIDUAL  
STUDENT REVIEW

PROPOSED  
PLAN & TIER



FAMILIES



COMMUNITY PARTNERS

TAILORED SUPPORT PLAN  
FOR EVERY STUDENT



# Salem Connects....Our Schools

- Pre-K – 8 Rollout Sept. 2017
- Donated start-up funds secured by Mayor Driscoll
- Information/presentation to school leaders & school committee
- Collaborative realignment without the addition of staff
  - Co-created job descriptions with union SAC team
  - 7/25 present SACS volunteered as CC Coordinators
  - no break in service, no pay differentiation, extensive PD & support
- On-line needs assessment survey of staff and families
- Ongoing communication w/ CC, district, & schools



# Salem Connects....

## Our Partnership Collaborative

- 35 youth serving organizations partnering with a school based point person to share and gather information.
- providing individualized student solutions collectively rising to the challenge of filling city-wide gaps and meeting large scale student needs



# Salem Connects....Oursalem.org

- Oursalem.org is a website for families, partner organizations and City Connects Coordinators to identify and refer students to programming and resources. The website is launching this June in Spanish and English and will serve as an invaluable tool for improved communication and access.





# Valuing Social & Emotional Learning

## System-wide Goals:

- Academic excellence
- Educational equity
- Support positive social and emotional learning
- Continue to improve our capacity to manage data effectively to improve teaching and learning

# Building a Multi-Tiered System of Support for Social-Emotional Learning and Behavior

Build positive, preventive and supportive school climate

Focus on student outcomes related to social & emotional competence

THROUGH

Implementing cohesive multi-tiered system of supports for SEL and behavior

BY

- Increasing consistency of Tier 1 implementation and practices
- Improving effectiveness of Tier 2 & 3 systems of support
- Using data for problem solving and decision making

# NPS Core Tier 1 Approach (Pre-K-12): 3 Pillars

## 1. Positive Community

- Safe, preventive, supportive school climate
- Caring, positive relationships with adults
- Sense of belonging, significance and fun

## 2. Engaging Academics

- Active, interactive and participatory
- Focus on inclusion, responsibility, ownership, opportunities to contribute and problem solve

## 3. Positive SEL & Behavioral Supports

- High expectations for all & consistent expectations that are explicitly taught
- Social and emotional learning skill building
- Proactive approach to discipline

# Evaluation Plan

## Student Outcomes

- Increase in number of students exposed to Tier 1 SEL practices
- Reduce suspensions, absences, office discipline referrals, referrals for special education
- Increase students' perception of connectedness

## Adult Outcomes

- Increase number of educators trained in NPS Tier 1 Approach
- Improve knowledge, skills, and attitudes related to social and emotional learning practices

# School Connection Survey

## Seven Student Connectedness Categories, Results by Subgroups

1. Academic Support
2. Academic Engagement
3. Adult Support
4. Student Support
5. Community Support
6. Emotional Engagement
7. Connection to Sports/Clubs/Activities after school (Middle School Only)

Responsive School Teams use the datawise process to analyze data.