

Webinar Wednesday

The Principal's Role in Schoolwide Social and Emotional Learning

October 16, 2019
3:00 p.m. – 4:00 p.m.

(Please use the Chat box to type in your questions. Today's presentation and video recording may be downloaded at:
www.naesp.org/webinars)

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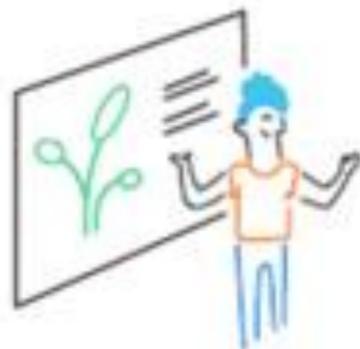
CASEL

The Collaborative for Academic, Social, and Emotional Learning (CASEL) was founded in 1994 **to help make social and emotional learning (SEL) an essential part of education by advancing:**



Research

+



Practice

+



Policy

+



Collaboration

[Starting a movement...](#)



What is the Collaborating Districts Initiative?

- A **national collaboration** launched in 2011 aimed at supporting school districts' capacities to systemically promote social and emotional learning (SEL) for all students.
- Research questions:
 - What does **systemic SEL** mean and how is it achieved?
 - Is systemic SEL **feasible** in large urban districts?
 - What are the **outcomes** for students?
- Began with 8 large, urban districts:
 - **Anchorage, AK**
 - **Austin ISD, TX**
 - **Chicago, IL**
 - **Cleveland, OH**
 - **Nashville, TN**
 - **Oakland, CA**
 - **Sacramento, CA**
 - **Washoe County, NV**



2011

Anchorage, AK
Austin, TX
Cleveland, OH

2012

Chicago, IL
Nashville, TN
Oakland, CA
Sacramento City, CA
Washoe County, NV

2015

Atlanta, GA

2016

El Paso, TX

2017

Boston, MA
Dallas, TX
Denver, CO
Palm Beach, FL
Tulsa, OK

2018

Baltimore, MD
Minneapolis, MN

2019

Guilford County, NC



CASEL's Collaborating Districts Initiative



*CASEL also partners with two suburban districts: DuPage County, IL and Warren City, OH

Landmark 2011 study documented multiple benefits of SEL

2011 meta-analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed:

Science Links SEL to Student Gains:

- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

And Reduced Risks for Failure:

- Conduct problems
- Emotional distress



Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011) The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*: 82 (1), 405-432.

Impact of SEL: long-lasting and global

A 2017 research study finds that social and emotional learning (SEL) programs benefit children for months and even years.



82

different programs reviewed
(38 outside U.S.)

97,000+

Students involved,
kindergarten through
middle school

Effects assessed

6 mo – 18 yrs

after programs completed



SEL Students Benefit in Many Areas



HIGHER...

Academic performance

SEL skills

Positive attitudes

Positive social behaviors



LOWER...

Conduct problems

Emotional distress

Drug use

Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits. Benefits were the same regardless of socioeconomic background, students' race, or school location.



SEL benefits adults: Positive impact on teachers



Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer.**

Teachers with high levels of social competence are better able to protect themselves from burnout by:

- ✓ developing and managing nurturing relationships with their students
- ✓ managing behavior in their classrooms
- ✓ serving as behavioral role models for children
- ✓ regulating their own emotions,



Source: Jennings, P.A. & Greenberg, M.T. (2009) *The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes*. American Educational Research Association.

SEL works:

Linked to young adult outcomes



Statistically significant associations exist between measured **social-emotional skills in kindergarten and young adult outcomes** across multiple domains:

Kindergartners who were stronger in SEL competence were **more likely** to:

- ✓ graduate from high school
- ✓ complete a college degree
- ✓ obtain stable employment in young adulthood

And **less likely** to be:

- ✗ living in public housing
- ✗ receiving public assistance
- ✗ involved with police
- ✗ in a detention facility



Source: *Damon E. Jones, Mark Greenberg, and Max Crowley. Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. American Journal of Public Health: November 2015, Vol. 105, No. 11, pp. 2283-2290.*

SEL works:

Strong return on investment



The **average return on investment** for six evidence-based programs is

11 to 1

meaning for every dollar invested there is an \$11 return, savings from costs not incurred for intervention



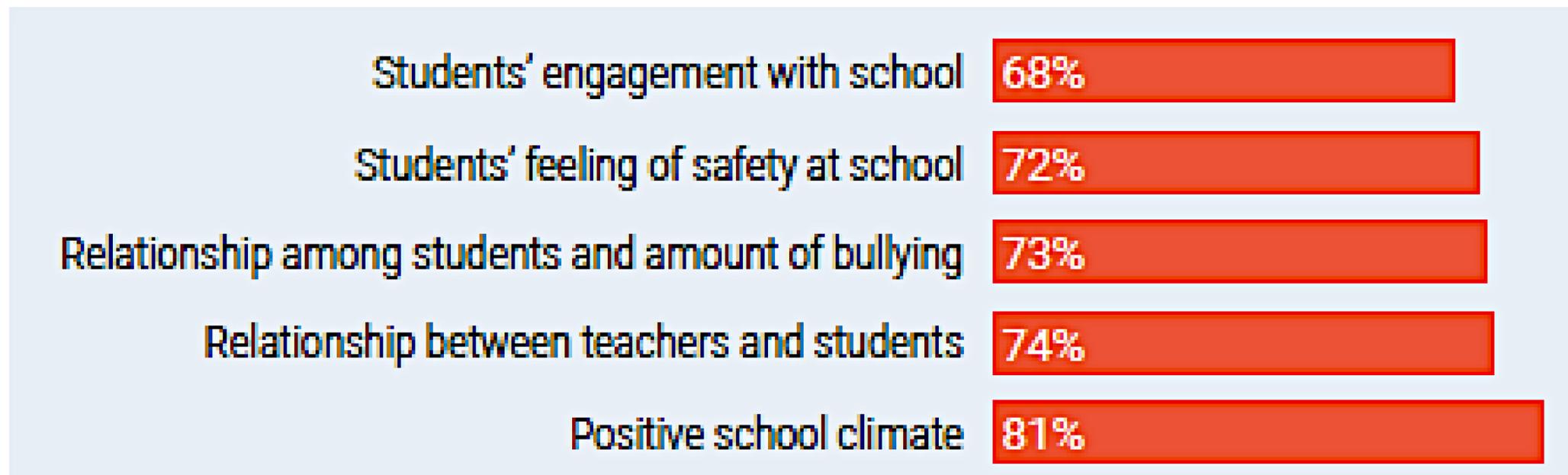
Source: Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The Economic Value of Social and Emotional Learning. New York: Center for Benefit-Cost Studies in Education.

REPORT: READY TO LEAD

2019 Update on Principals' Perspectives of SEL

FINDING: Principals continue to believe SEL skills are teachable and should be a priority in schools

Figure 1. Percentage of principals that believe a larger focus on SEL would have a VERY MAJOR benefit on this:



REPORT: READY TO LEAD

2019 Update on Principals' Perspectives of SEL

FINDING: Principals report a range of barriers and challenges to implementing SEL.

For these potential challenges schools might face in trying to implement teaching SEL skills, how much of a challenge is each for your school?

	Very Big Challenge	Fairly Big Challenge	Very/Fairly
Lack of reinforcement of these skills outside school	33%	31%	64%
Teachers not having enough time	33%	28%	61%
Lack of funding dedicated to support social and emotional learning	33%	26%	59%
Teachers needing more training to support students' social and emotional skills development	26%	31%	57%



**WHAT IS SOCIAL AND EMOTIONAL
LEARNING (SEL)?**

SEL is...

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

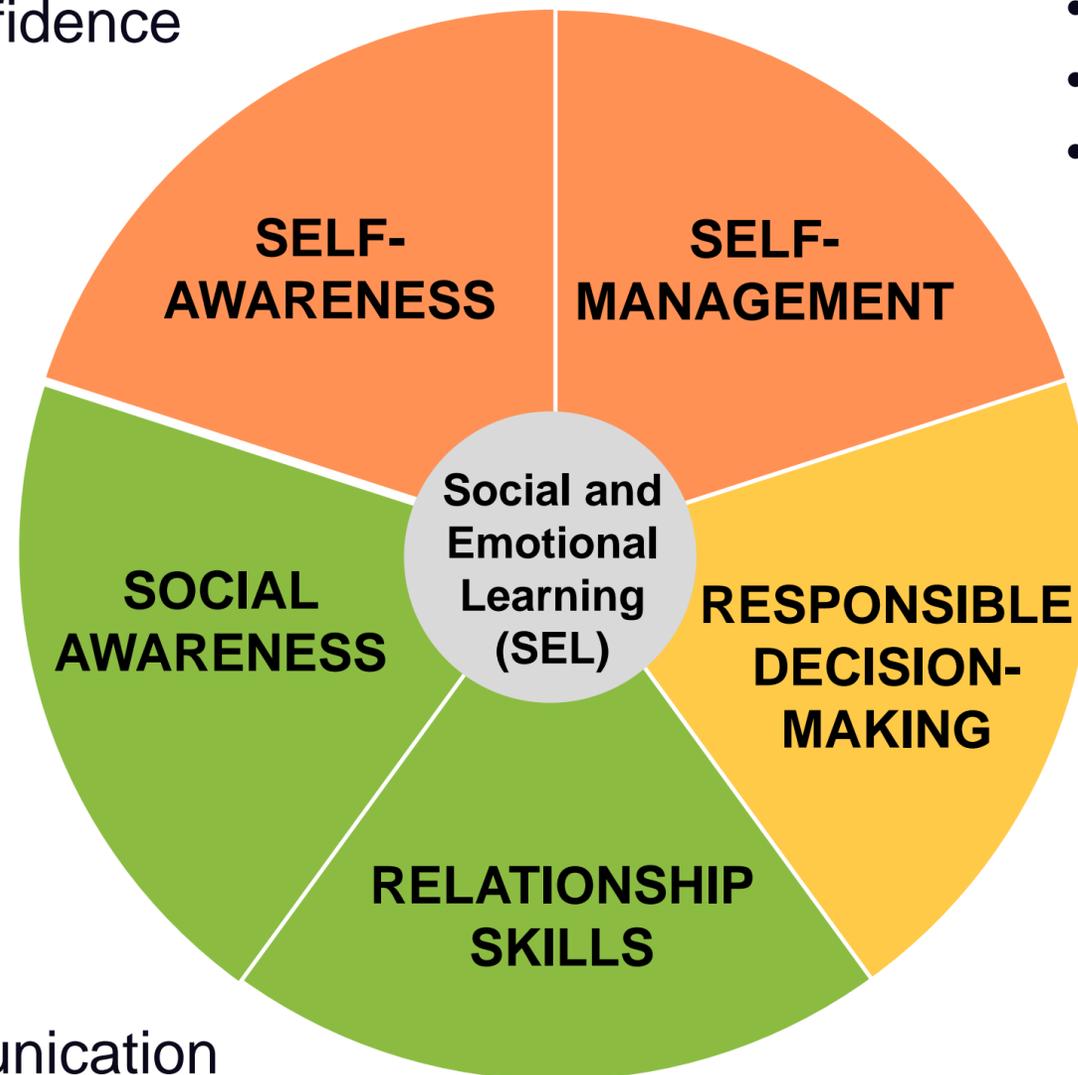
Social and Emotional Learning

SEL

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

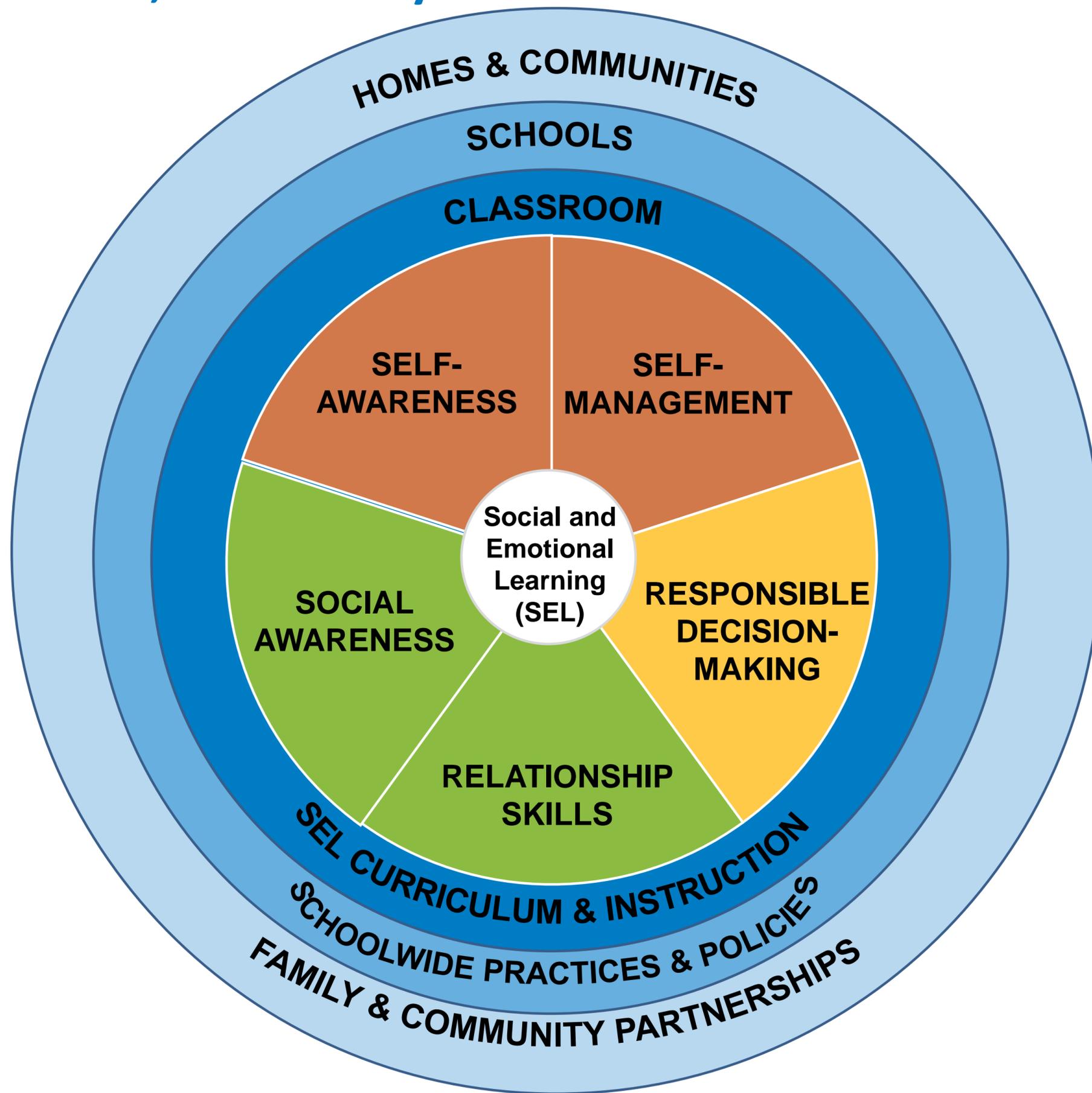


- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



What does SEL look like in a classroom, school, community?



ACHIEVING SCHOOLWIDE SEL



What would it look like, feel like, sound like if you had created the type of school you'd want for your children?



What does SEL look like, feel like, sound like?

Indicators of Schoolwide SEL



Explicit SEL instruction



Supportive discipline



SEL integrated with academic instruction



A continuum of integrated supports



Youth voice and engagement



Authentic family partnerships



Supportive school and classroom climates



Aligned community partnerships



Focus on adult SEL



Systems for continuous improvement

Systemic schoolwide implementation of SEL



CLASSROOM		Explicit SEL instruction	
		SEL integrated with academic instruction	
SCHOOL		Youth voice and engagement	
		Supportive school and classroom climates	
		Focus on adult SEL	
		Supportive discipline	
FAMILY		A continuum of integrated supports	
		Authentic family partnerships	
	COMMUNITY		Aligned community partnerships
			Systems for continuous improvement



The CASEL Guide to Schoolwide Social and Emotional Learning

Schoolwide SEL helps students excel academically, build stronger relationships, and lead happier, healthier, more fulfilling lives.

How it Works

Scroll for more



What is Schoolwide SEL?

Schoolwide SEL engages the entire school community in creating caring, participating, and equitable learning environments that provide social, emotional, and academic growth.

What is SEL?

About the CASEL School Guide →

schoolguide.casel.org

Focus Area 1

Build Foundational Support and Create a Plan



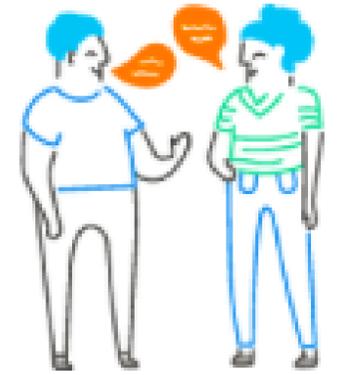
Administrator Actions:

- Create a highly-functioning representative **SEL team**
- Dedicate time and space to engage the school community in **foundational learning**
- Lead the collaborative development of a **shared vision** for SEL
- Engage your team in reviewing current implementation, needs and resources, **setting goals and developing an implementation plan**
- **Allocate resources** to support SEL goals and implementation.
- **Communicate** frequently about SEL as a school priority



Focus Area 2

Strengthen Adult SEL Competencies and Capacity



Administrator Actions:

- Create opportunities for staff to **learn** about and strengthen SEL professional skills and their own social and emotional competence
- Create structures that foster trust and **collaboration** among staff
- Identify ways to explicitly **model SEL** in your interactions with staff, families, and students.

Focus Area 3

Promote SEL for Students



Administrator Actions:

- Align **school** climate, programs, and practices to promote SEL
- Review and adopt an **evidence-based SEL program** and ensure staff have access to related curriculum, professional learning, and ongoing coaching
- Support teachers in developing supportive **classroom** environments that engage in explicit SEL and integrate SEL throughout instruction
- Develop authentic **family partnerships**
- Leverage strategic and aligned **community partnerships**



Focus Area 4

Practice Continuous Improvement



Administrator Actions:

- Create a schoolwide **continuous improvement culture**, including modeling your own reflective practice with data and learning from mistakes
- Provide the SEL team and other involved staff with access to **high-quality SEL-related data**
- Offer opportunities for staff to cultivate knowledge and **skills for analyzing data** and presenting it to others
- Ensure that staff have authority **to act on what they're learning.**

Principal and District Perspective: An Example from Austin, Texas



Austin Implementation Plan

SEL 1.0

- started with Second Step in elementary and middle schools; School-Connect in high school
- rolled out in cohorts – 2-3 vertical teams (feeder patterns) per year
- 130 schools in 5 years
- campus steering committees; district advisory team
- Implementation rubric use

SEL 2.0

- Inclusion of equity work
- Assistant supervisors/principal supervisors involved in study group
- SEED campuses – increasing campus ownership of work



Principal Perspective – Lessons Learned

1. Order of focus areas 1-3 does matter
2. Communicate early and often
3. Time spent building adult connections is always worth it
4. Explicit instruction and integration are both important, and both require monitoring and feedback
5. Students can be one of the best ways to bring families into the work
6. You're never finished - - continuous improvement is forever



The Open Loop

“The reason a leader’s manner - - - matters so much lies in the design of the human brain: what scientists have begun to call the open-loop nature of the limbic system, our emotional center.”

- Daniel Goleman, Primal Leadership



Q&A





THANK YOU!

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