Outcomes

Clarify a specific and common vision for social and emotional learning

Define safe learning environments

Identify common practices for building safe learning environments

Develop next steps for building and supporting safe learning environments
Learning from Research

- Enacting Social-Emotional Learning: Practices and Supports Employed in CORE Districts and Schools by PACE

Building positive and safe learning environments

- All Hands on Deck School Safety Project

Practices that promote and support SEL & safe learning environments

- School and District level
Network of California School districts

- Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, and Santa Ana
- Serve over 1-million students

Conditions

- Received waiver under NCLB to develop innovative accountability system that included measuring social-emotional learning
Aim to measure and improve SEL

- Focus on closing the achievement gap in middle school math for African American and Latinx students and hypothesized that SEL plays an important role in improving academics
How to join

Web

1

2

Text

1

2
What challenges have you faced (or do you anticipate facing) in implementing social and emotional learning?
Interactive Question
Conceptions of SEL varied widely among district, school and classroom level respondents

- Definitions were often broad and overlapping
- SEL as a means versus an end

Multiple practices used to advance SEL

- Formal or institutionally driven vs. informal or driven by the interests and concerns of individual faculty and staff
- District level
Research has shown that a key element of effective implementation is common language and definition, as well as coordinated work towards a shared vision.

Durlak, 2011 & Durlak et al., 2011
**Which of these categories aligns with your own definition of social and emotional learning?**

| Supporting student mental and emotional well-being |
| Creating a safe and supportive school climate |
| Developing social skills and appropriate behavior |
| Supporting adolescent development |
| Building a culture of inclusion and acceptance of difference |
| Addressing the needs of the whole child |
### CASEL definition:

Social and emotional learning (SEL) is the process through which children and adults 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, 2019

### SEL Competencies

- Growth Mindset
- Self-efficacy
- Self-management
- Social awareness
Respondents definitions of SEL

- Supporting student mental and emotional well-being
- Creating a safe and supportive school climate
- Developing social skills and appropriate behavior
- Supporting adolescent development
- Building a culture of inclusion and acceptance of difference
- Addressing the needs of the whole child
Next Steps Idea

Go back to your school or district and decide on a common definition or description of SEL along with competencies that align to that definition.
Safe Learning Environments
Overview of All Hands on Deck School Safety Project

Three North Carolina School districts
- Surry County, Johnston County and, New Hanover County
- Serve different regions of the state
- 1 Elementary, 3 Middle, 2 High Schools

Conditions
- Received North Carolina Department of Instruction grant to be proactive in supporting school safety
Aim

- Increase adult awareness, motivation and knowledge of strategies to combat cognitive biases

- Develop positive relationships
- Foster growth mindsets
- Foster awareness of bias
- Strengthen equity
What word would you use to describe what a safe learning environment looks and sounds like? You may submit more than one word.
Considerations

1. What does feedback look between faculty members and between faculty and students?
2. How do adults build and manage their own SEL competence?
3. What resources, proactive strategies, policies and/or opportunities do adults and students have in the environment?
4. How does the classroom and school environment reflect an active, inclusive, equitable and rigorous learning environment?
5. How do students know that they are welcome, expected, protected, cared for, and included?
6. What do the authentic relationships look and sound like?
Next Steps Idea

Identify stakeholders in the building that can help define and cultivate safe learning environments
Common practices for building safe learning environments
Examples of practices that support SEL

**Figure 5. The Six School-Level Practices to Support Student SEL**

1. Strategies to promote positive school climate and relationships
   - Whole-school culture-building strategies
   - Promoting personal interaction to build trust and relationships
   - Advisory period
   - Organizing schedules and students to support relationships
   - Inclusion strategies

2. Supporting positive behavior
   - Positive behavior management and restorative practices
   - Setting and enforcing clear values and expectations
   - Targeted supports for individuals or groups

3. Promoting engagement, relationships, and SEL-related skills using elective courses and extra-curricular activities
   - Elective courses
   - Clubs to support leadership and inclusion
   - Afterschool programs and activities

4. SEL-specific classroom practices and curricula
   - Creating a positive classroom environment
   - Strategies for managing emotions
   - Modeling appropriate language and mindsets

5. Marshalling human capital resources in support of SEL
   - Staff leadership teams focused on school culture-climate and SEL
   - Non-instructional roles
   - Supporting adult SEL

6. Measurement and data use
Categories of District level support for school-level SEL

- Priorities and Frameworks
- Staffing
- Programs and Curricula
- Training
- Measurement and Data Use
### What approach to SEL is the best?

<table>
<thead>
<tr>
<th>Comprehensive program</th>
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</thead>
<tbody>
<tr>
<td>Coordinated, focused strategies or interventions</td>
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<tr>
<td>Any strategies or interventions</td>
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</table>
## Effective Programs and Interventions

<table>
<thead>
<tr>
<th>S</th>
<th>Sequenced activities that lead in a coordinated and connected way to skills</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Active forms of learning</td>
</tr>
<tr>
<td>F</td>
<td>Focused activities to develop one or more social skills</td>
</tr>
<tr>
<td>E</td>
<td>Explicit targets concerning specific skills</td>
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</table>
Next Steps Idea

- Plan
- Do
- Act
- Study
Upcoming

RTI SEL Summit
June 25, 2019

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