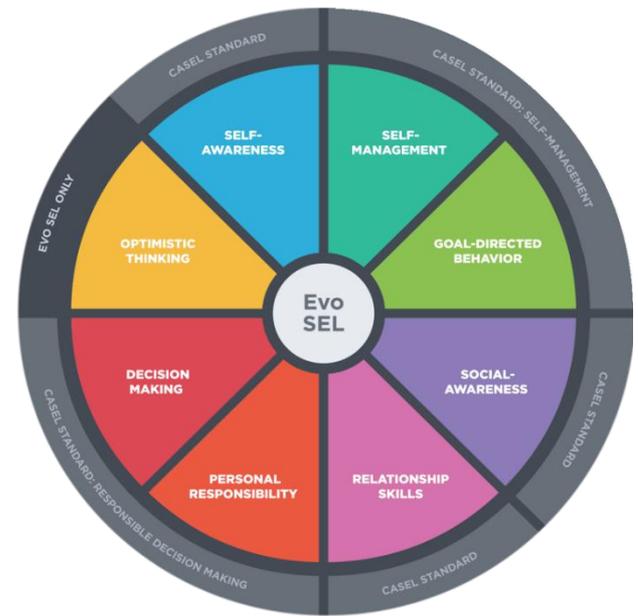


# 2019 Ohio ASCD Taking the SEL Deep Dive



## Engaging the Community to Support Youth People's Social Emotional Learning

MARGUERETHE JAEDE

Future Ready Columbus

LASHAUN CARTER

Franklin County Children Services

FUTURE  
**READY**  
COLUMBUS<sup>\*</sup>





LIKE ME

# CASEL: Collaborative for Social, Emotional, and Academic Achievement

## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

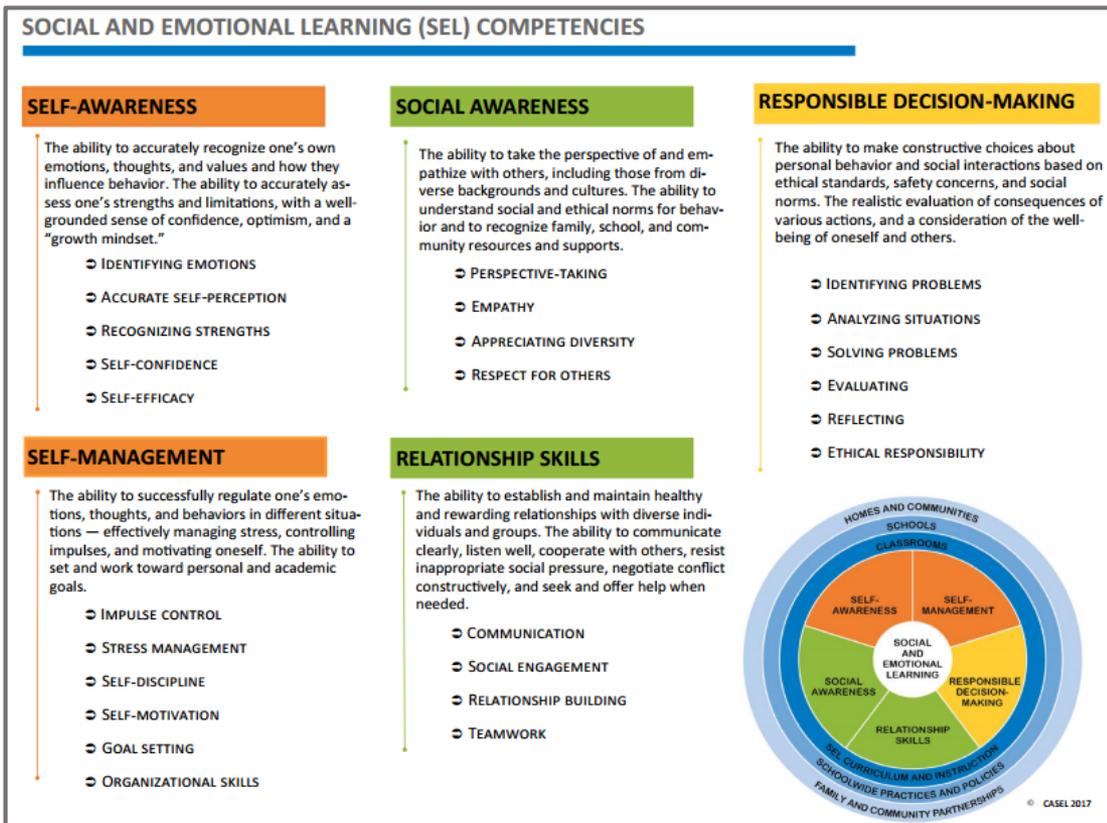
- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



Pair:

Share a social emotional strength and how it supports your success at work.

# CASEL: Collaborative for Social, Emotional, and Academic Achievement



Square:

Share a social emotional strength that children need to be successful at school.

# Outcomes

## Participants will have

- an understanding of how Adaptive Schools<sup>®</sup> serves as a foundation for collaborating in the presence of difference
- an understanding of how educator professional learning and data-informed practices can lead to improved youth outcomes
- An understanding of the relationship between social emotional learning and equity.

# Agenda

Welcome

Building a community of practice

Educator professional learning

Centering equity in the CI process

# P4S/SEL-C Historical Timeline

## Evolution:

Learn4Life

Partnership4Success (P4S) – Early Warning Indicators (EWI)

Future Ready Columbus (FRC)

Social Emotional Learning Collaborative (SEL-C) Pilot

P4S/SEL Merger

## New initiatives in progress/development:

Common Reporting

WYC Collective Impact Pilot

Youth Outcome Tool



# Building a Community of Practice

"Communities of practice are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis."

- Wenger



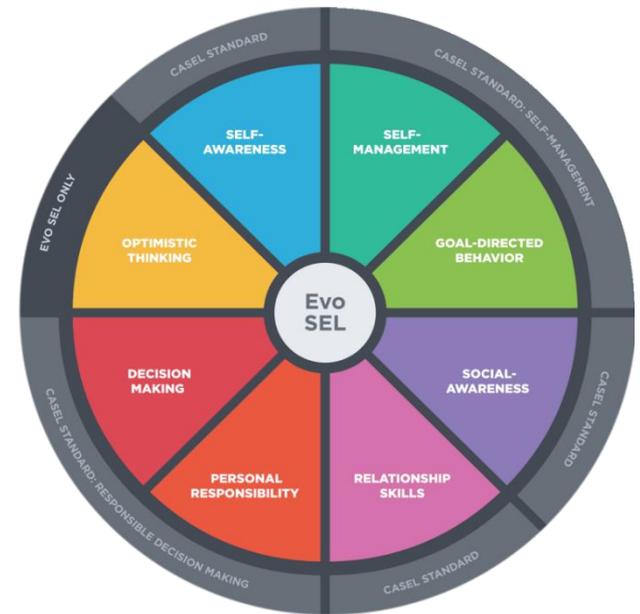
# Caring Adult Interlude No. 1



# APERTURE EDUCATION

BRINGING THE WHOLE CHILD INTO FOCUS

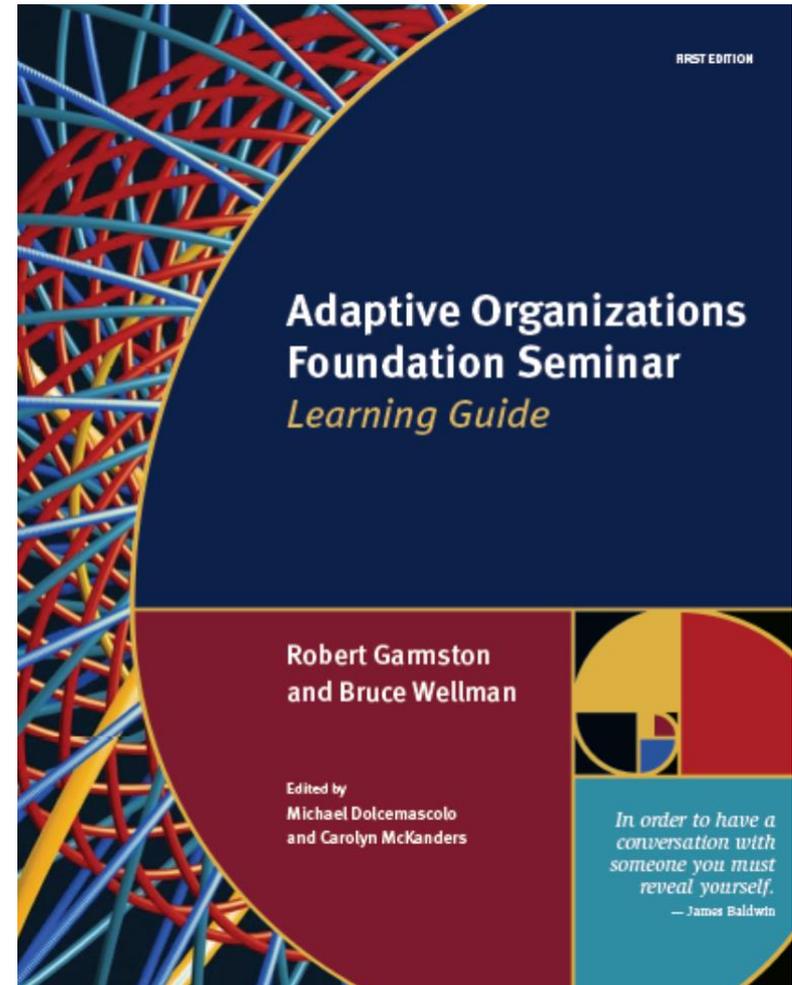
- Strength-based assessment of behaviors related to social and emotional competence
- Simple, practical, and easy to use
- Lead to strategies and instruction to support students
- Useful in documenting outcomes
- Meet or exceed professional standards



American Educational Research Association (AERA), American Psychological Association (APA), National Council on Measurement in Education (AERA, 2014).

# Adaptive Schools®

Productive teams  
are developed,  
not born.



# Inclusion: *Mix-Freeze-Partner*

## **When the music stops:**

- Find an eye contact partner

## **Partners:**

- Share a holiday tradition



# Inclusion: *Positive Self Talk*

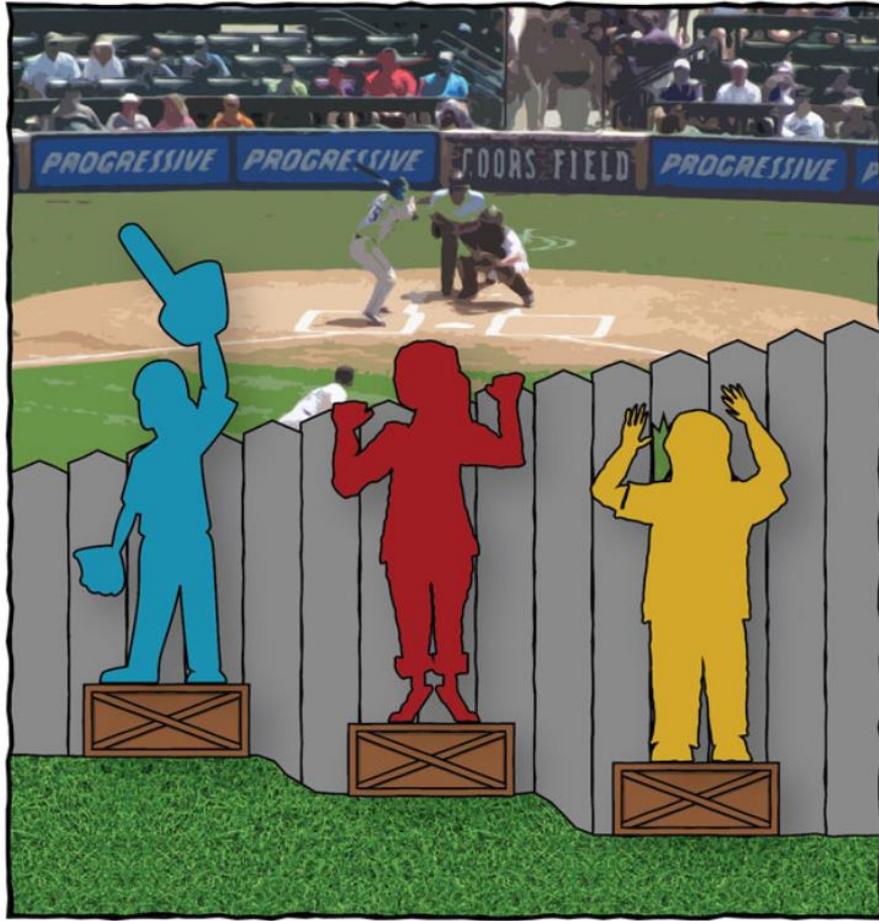
## Individually:

- Jot down some **positive self talk** you use when experiencing a challenge  
... like never ending winter

## Partner:

- Share your example with an elbow partner
- Close your eyes and envision... spring 😊





# Centering Equity

Learning happens between and across communities, not just within them and is a continuous process... To create small scale change work through cohesive communities: to create big scale change, build a movement, but creating bridges between disconnected communities.

- Helen Brevan



# Caring Adult Interlude No. 2



Please create a name tag indicating your preferred pronouns



## **Cause I Ain't Got a Pencil**

by Joshua T. Dickerson

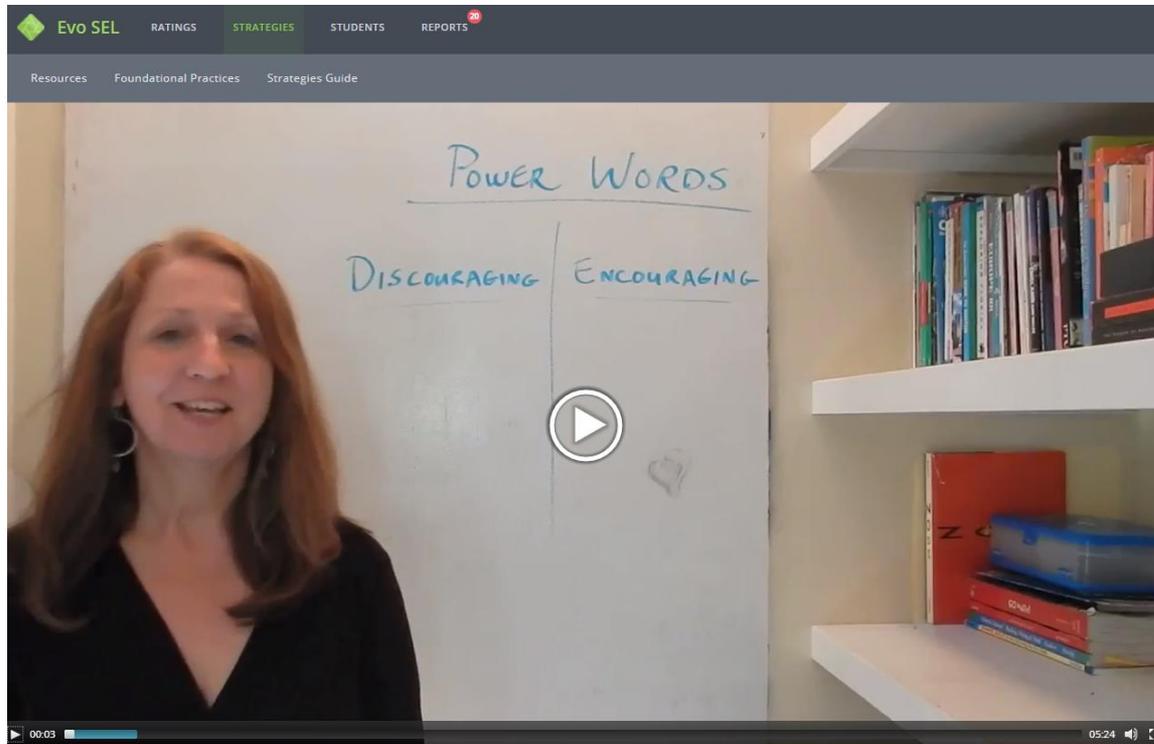
I woke myself up  
Because we ain't got an alarm clock  
Dug in the dirty clothes basket,  
Cause ain't nobody washed my uniform  
Brushed my hair and teeth in the dark,  
Cause the lights ain't on  
Even got my baby sister ready,  
Cause my mama wasn't home.  
Got us both to school on time,  
To eat us a good breakfast.  
Then when I got to class the teacher fussed  
Cause I ain't got a pencil.

## **Relationship Skills:**

A child's consistent performance of socially acceptable actions that promote and maintain positive interactions with others.



# Power Words



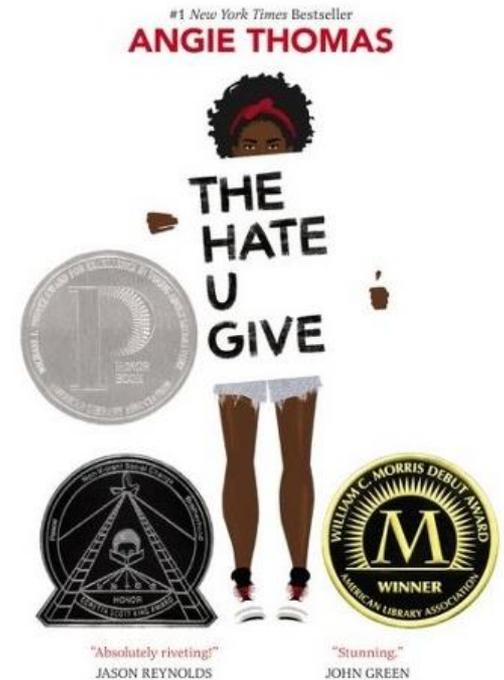
# Power Words



# Consider a time...

*“That’s the problem. We let people say stuff, and they say it so much it becomes okay to them and normal for us. What’s the point of having a voice if you’re gonna be silent in the moments you shouldn’t be?”*

- Starr (p. 251)



**Release Date: Oct 5**

RELATIONSHIP SKILLS/SOCIAL AWARENESS

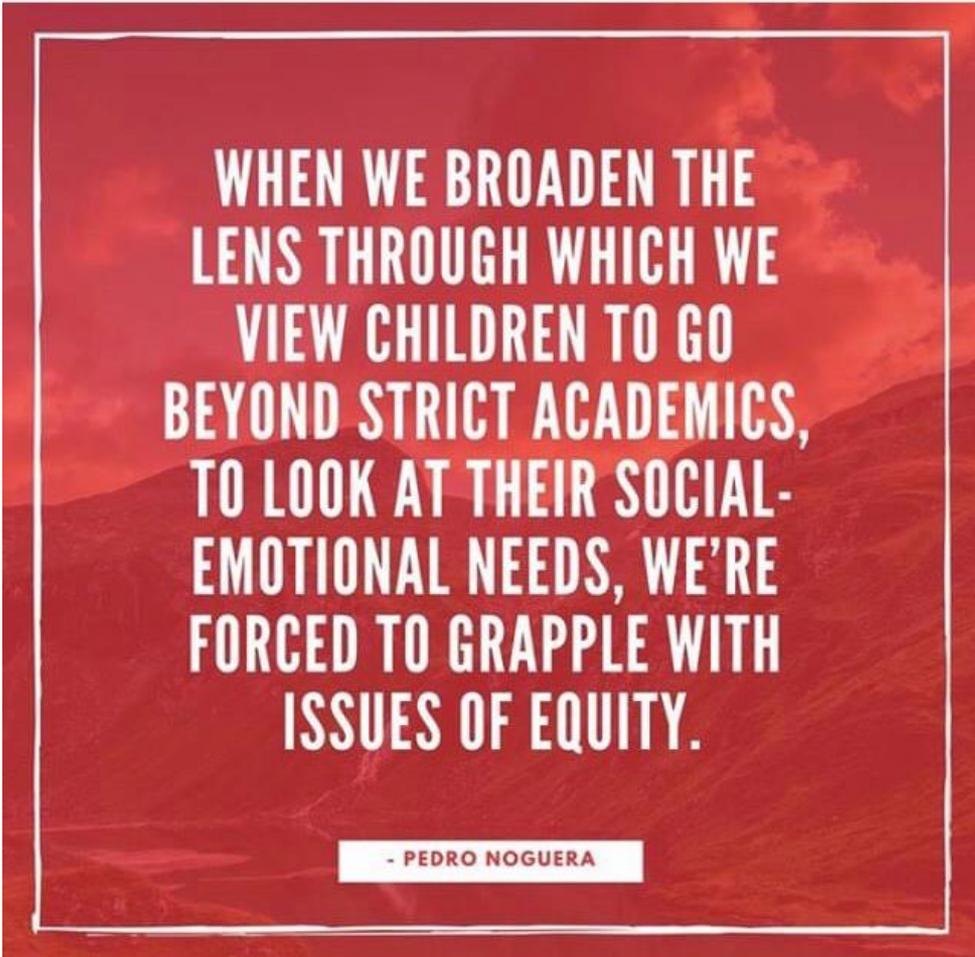


RELATIONSHIP SKILLS



SOCIAL-AWARENESS

# Small Group Reflection



WHEN WE BROADEN THE  
LENS THROUGH WHICH WE  
VIEW CHILDREN TO GO  
BEYOND STRICT ACADEMICS,  
TO LOOK AT THEIR SOCIAL-  
EMOTIONAL NEEDS, WE'RE  
FORCED TO GRAPPLE WITH  
ISSUES OF EQUITY.

- PEDRO NOGUERA

*They dropped out  
the moment they  
entered your  
school and did not  
feel loved.*

*- Adrian Jones (Stuff)*

④ Focus on task despite  
a problem or distraction

- Power Hour - Emmen Petigrow  
(Homework)

- Reading Hour - Carolyn D.

- Reading Buddies: Jean & Shawna getting in  
the books (and the fun)

# Why SEL?

*Employers hire on the hard skills and  
- fire on the soft skills.*

- Former Columbus Chamber of Commerce President/CEO



# Caring Adult Interlude No. 3

# Social, Emotional, and Academic Development

FAST  
FACTS



*What we know about social, emotional, and academic development.*



## **Nine out of ten**

teachers believe social and emotional skills can be taught and that it benefits students.<sup>1</sup>



## **Four in five**

teachers want more support to address students' social and emotional development.<sup>1</sup>

## **75% of the words**

students use to describe how they feel at school are negative. Students most commonly report they are tired, stressed, and bored.<sup>2</sup>

*stressed happy  
tired bored*

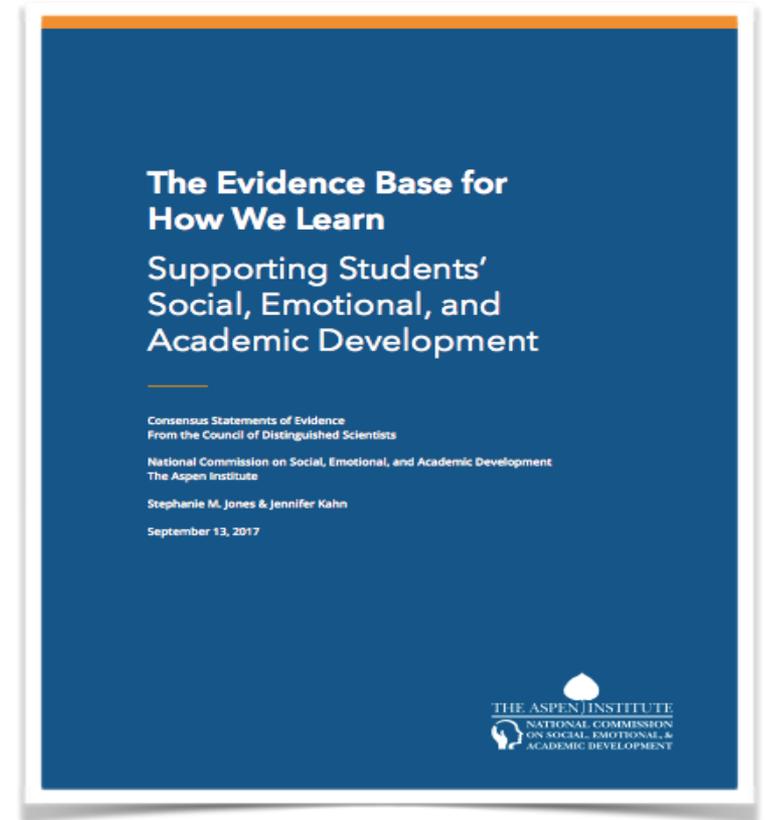


*Integrating social and emotional development improves students' attitudes and engagement.<sup>3</sup>*

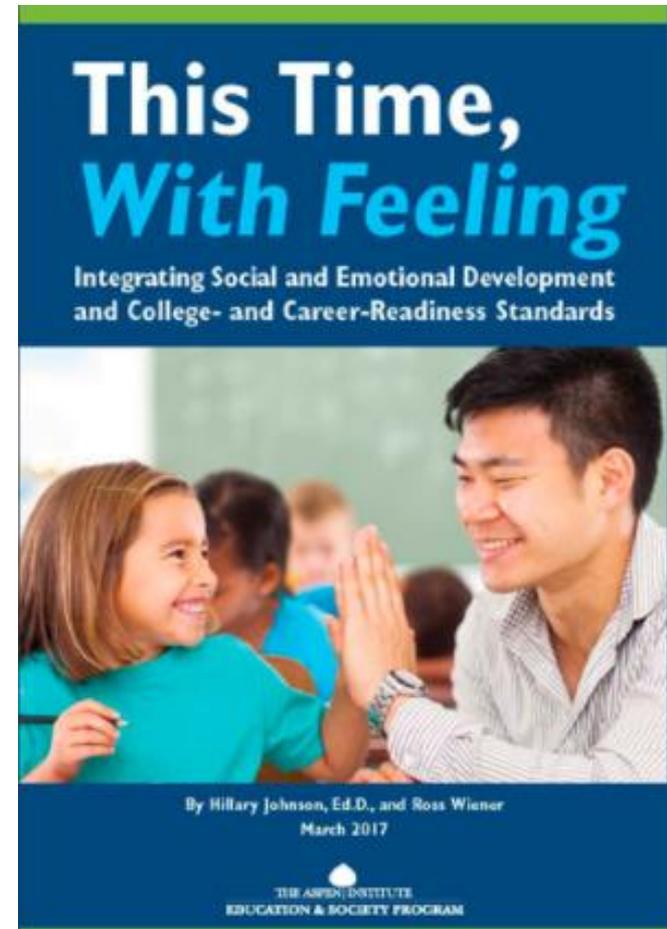


# Paired Verbal Fluency

**60-45-30**



Aspen Institute, 2017



Aspen Institute, 2017

# Each Child, Our Future

*In Ohio, each child is challenged, prepared and empowered.*

Ohio's Strategic Plan for Education: 2019-2024  
June 2018



## Four Learning Domains



### Foundational Knowledge & Skills

Literacy, numeracy and technology



### Well-Rounded Content

Social studies, sciences, languages, health, arts, physical education, etc.



### Leadership & Reasoning

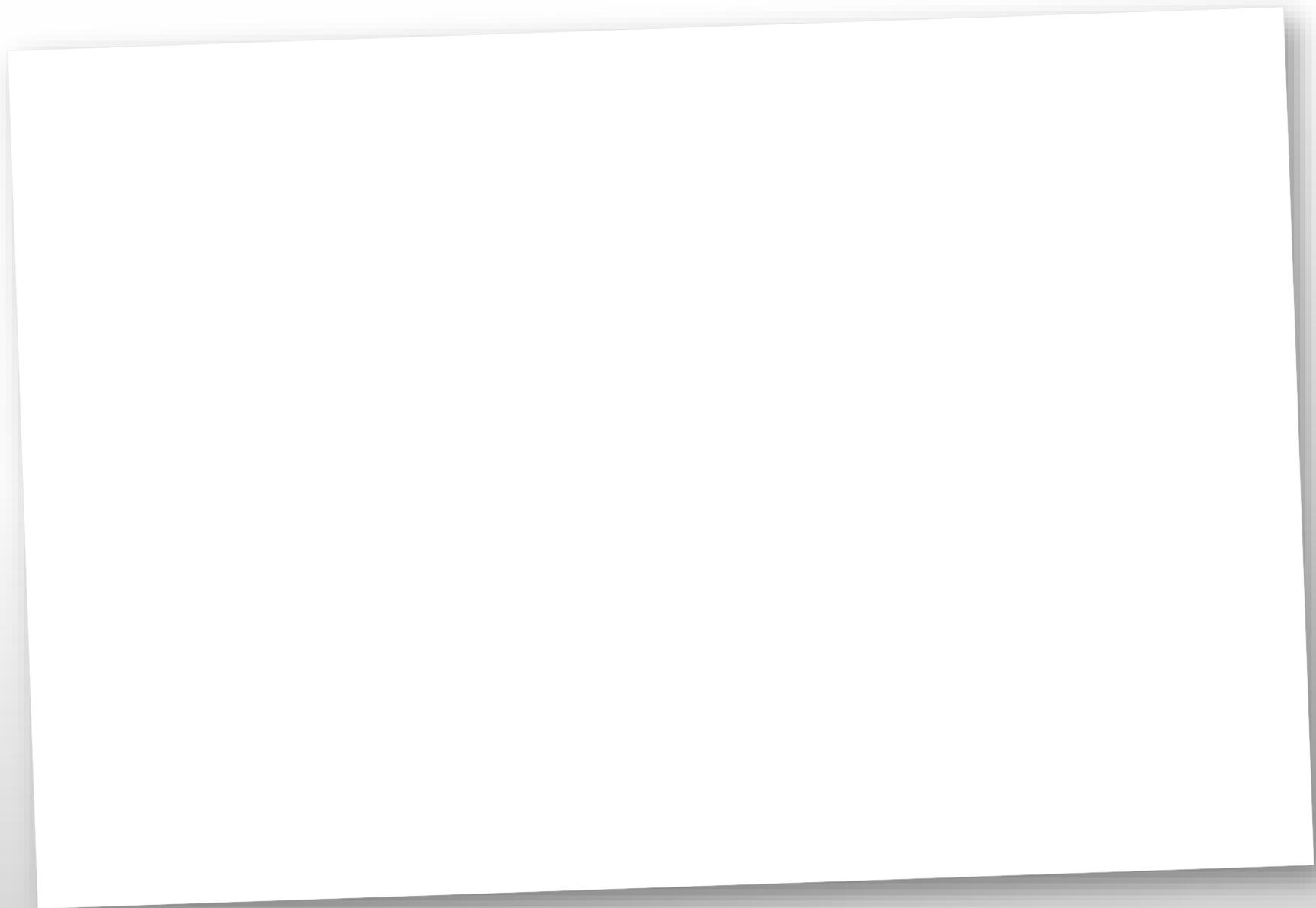
Problem-solving, design thinking, creativity, information analytics



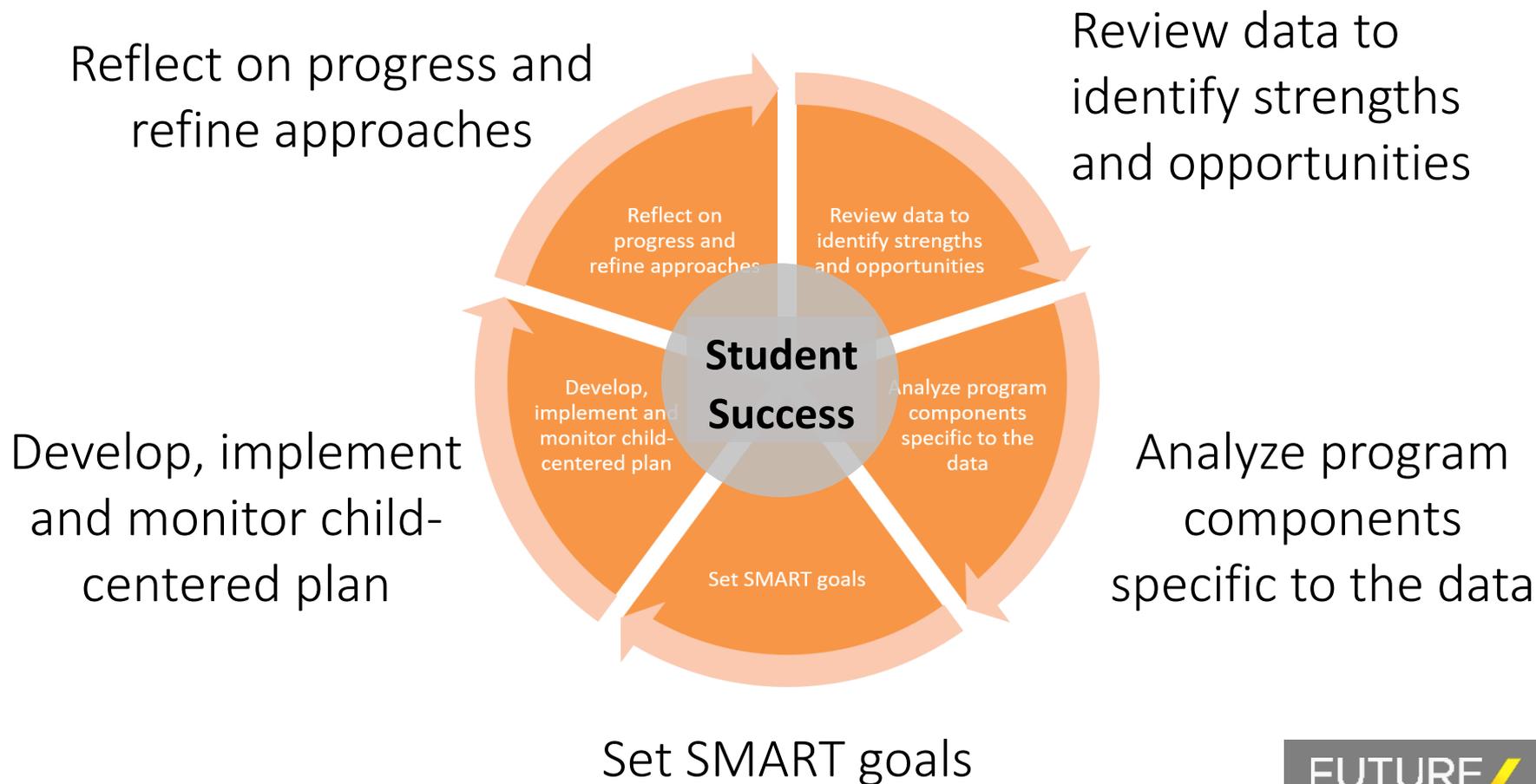
### Social-Emotional Learning

Self-awareness & management, social awareness, relationship skills, responsible decision-making

**SOCIAL-EMOTIONAL LEARNING** – Life is a shared journey. Research shows that being part of a community improves life satisfaction and health. Living as part of community involves understanding the importance of social interaction and personal feelings. Social-emotional learning includes competencies of self-awareness, self-management, social awareness, collaboration, empathy, relationship skills, and responsible decision-making. The elements of social-emotional learning give children tools to become resilient and persistent in life.



# P4S/SEL-C Continuous Improvement Process



# SEL CI Plan – Guiding Questions

Date	CI Step	Questions	Notes
	<p><b>Review data to identify strengths and opportunities</b></p>	<ul style="list-style-type: none"> <li>• What are you noticing about your agency’s SEL data?</li> <li>• What are some trends and/or patterns?</li> <li>• How does the data compare to what you expected?</li> <li>• How might you compare the strengths and needs?</li> <li>• How might students’ SEL needs be categorized?</li> <li>• As you consider strengths and needs, over what might your program have the most control?</li> </ul>	
	<p><b>Analyze program components specific to the data</b></p>	<ul style="list-style-type: none"> <li>• As you consider the strengths and needs the data has uncovered, in what areas might your program/staff be best positioned to influence?</li> <li>• What are some program strategies currently in place that positively impact social emotional learning?</li> <li>• Which program components might best leverage strengths and/or scaffold the needs of agency staff and/or the youth you serve?</li> </ul>	
	<p><b>Set SMART Goals</b></p>	<p style="text-align: center;"><b>See back</b></p>	
	<p><b>Develop, implement and monitor a child-centered plan</b></p>	<ul style="list-style-type: none"> <li>• In what ways does SEL align with your agency’s mission?</li> <li>• Which social emotional competencies do you see explicitly aligned to agency/program mission and/or philosophy.</li> <li>• Based on what you know about the youth in your program, how might you adapt strategies already in place to intentionally and explicitly focus on SEL?</li> <li>• Where might there be space/time in your existing programming to implement new SEL strategies?</li> <li>• How might you focus resources to make the biggest impact?</li> </ul>	
	<p><b>Reflect on progress and refine approaches</b></p>	<ul style="list-style-type: none"> <li>• What trends are noticing since the new or revised strategies were implemented?</li> <li>• What additional information might you need to collect?</li> <li>• How might you adapt or refine your approaches for a greater impact?</li> <li>• What are some things you have not yet explored?</li> <li>• What might be some evidence you could collect (other than DESSA scores) that would let you know your strategies were having an impact?</li> </ul>	

# SEL CI Plan Template

Organization		Cycle Start Date	
Program		Cycle End Date	
Site		Program Contact	

**Review data to identify strengths and opportunities**

<b>Data analyzed</b> (e.g., DESSA mini; DESSA; Other)	
Strengths	<i>What strengths do the youth you serve exhibit?</i>
Opportunities	<i>What are some opportunities for growth?</i>

**Analyze program components related to strengths/opportunities identified above (currently in place program features that support the SEL growth)**

<b>Name of Program Component 1 &amp; relationship to data</b>	<i>Brief description of how program component is related to SEL and specifically the strengths &amp; opportunities listed above</i>
<b>Name of Program Component 2 &amp; relationship to data</b>	<i>Brief description of how program component is related to SEL and specifically the strengths &amp; opportunities listed above</i>
<b>Name of Program Component 3 &amp; relationship to data</b>	<i>Brief description of how program component is related to SEL and specifically the strengths &amp; opportunities listed above</i>

# Living Document – Collaborative Process

## Review the TEMPLATE



- What stands out to you?
- What might need further explanation?
- What might supports might be needed for agencies new to the collaborative?

**Combine with another group**

**Curate comments and questions**

**Be prepared to share**

The purpose of a good [continuous improvement] system is not to fill out paperwork or to prove to others that we have covered our bases, but to help well-trained [OST educators] cope with complexity and detail of [scaffolding positive outcomes for young people] in a modern world.

*- Atul Gawande (Checklist Manifesto)*

# Best Practice Sharing

*“This continuous improvement process started a much bigger conversation.”*

- P4S/SEL-C Partner

Who are we?

What are we doing?

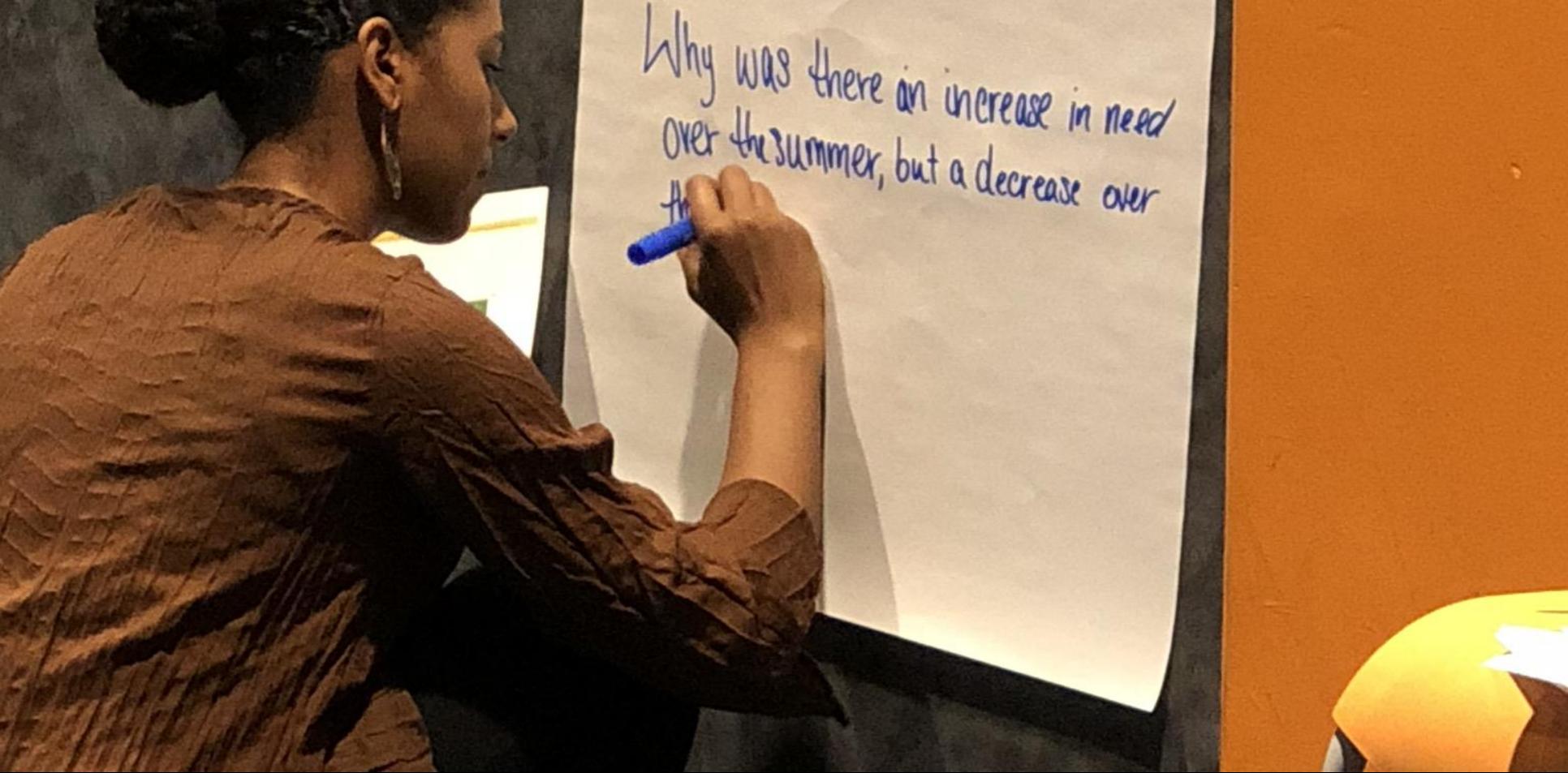
Why are we doing it this way?

Who are we?

What are we doing?

Why are we doing it this way?

... and who benefits?



Why was there an increase in need  
over the summer, but a decrease over  
the

# Equity Data Walks

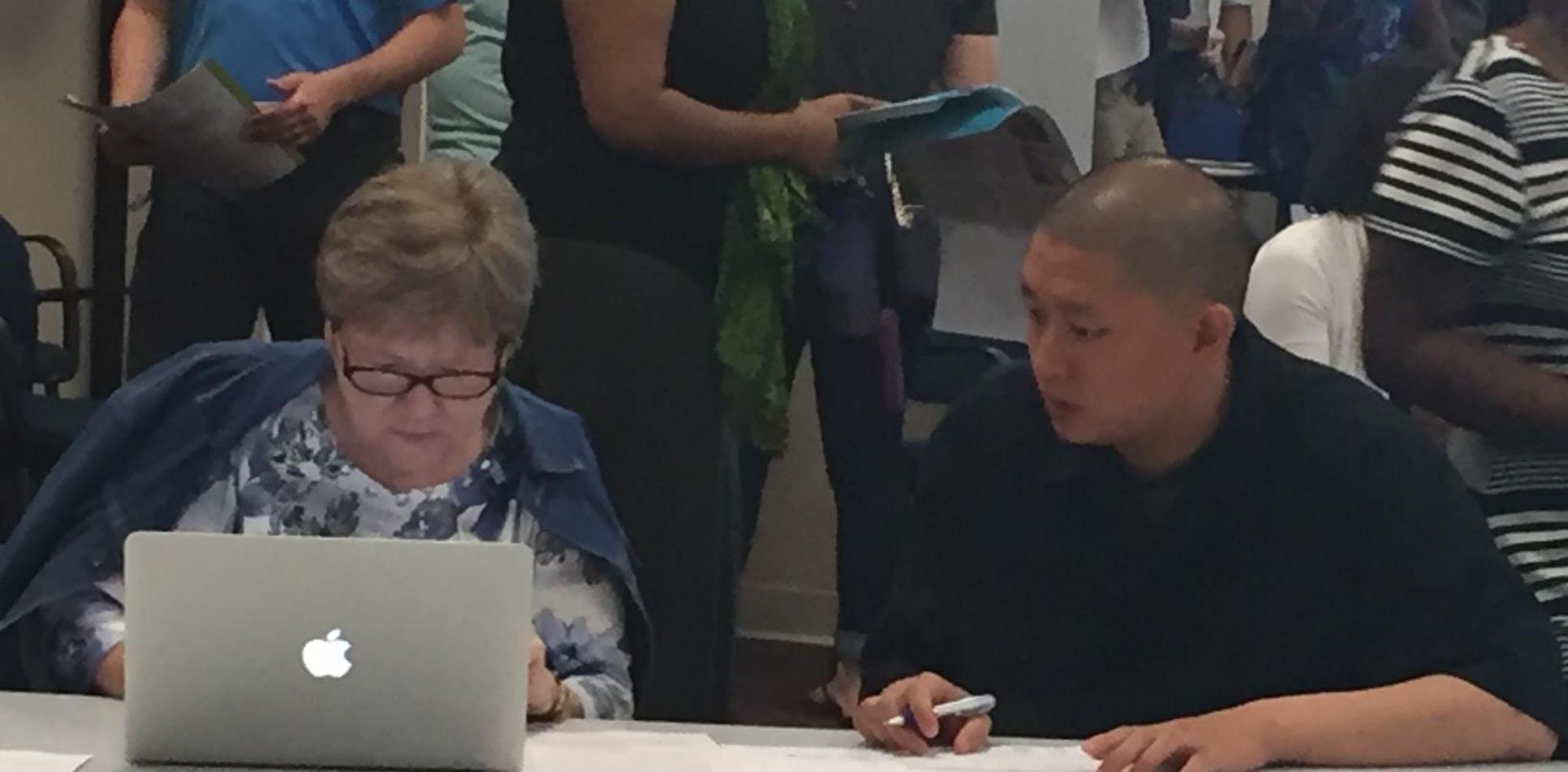
What questions might you ask, or answer might you give, if this were your agency's data?



**The Education Trust**

## **Guiding Questions:**

1. What are your general reactions to the data? What questions do these data raise for you?
2. What might be the story behind the data? How does this connect to your personal experience?
3. What further information might be helpful?
4. What might be some solutions can you think of to address the issues raised by these data?

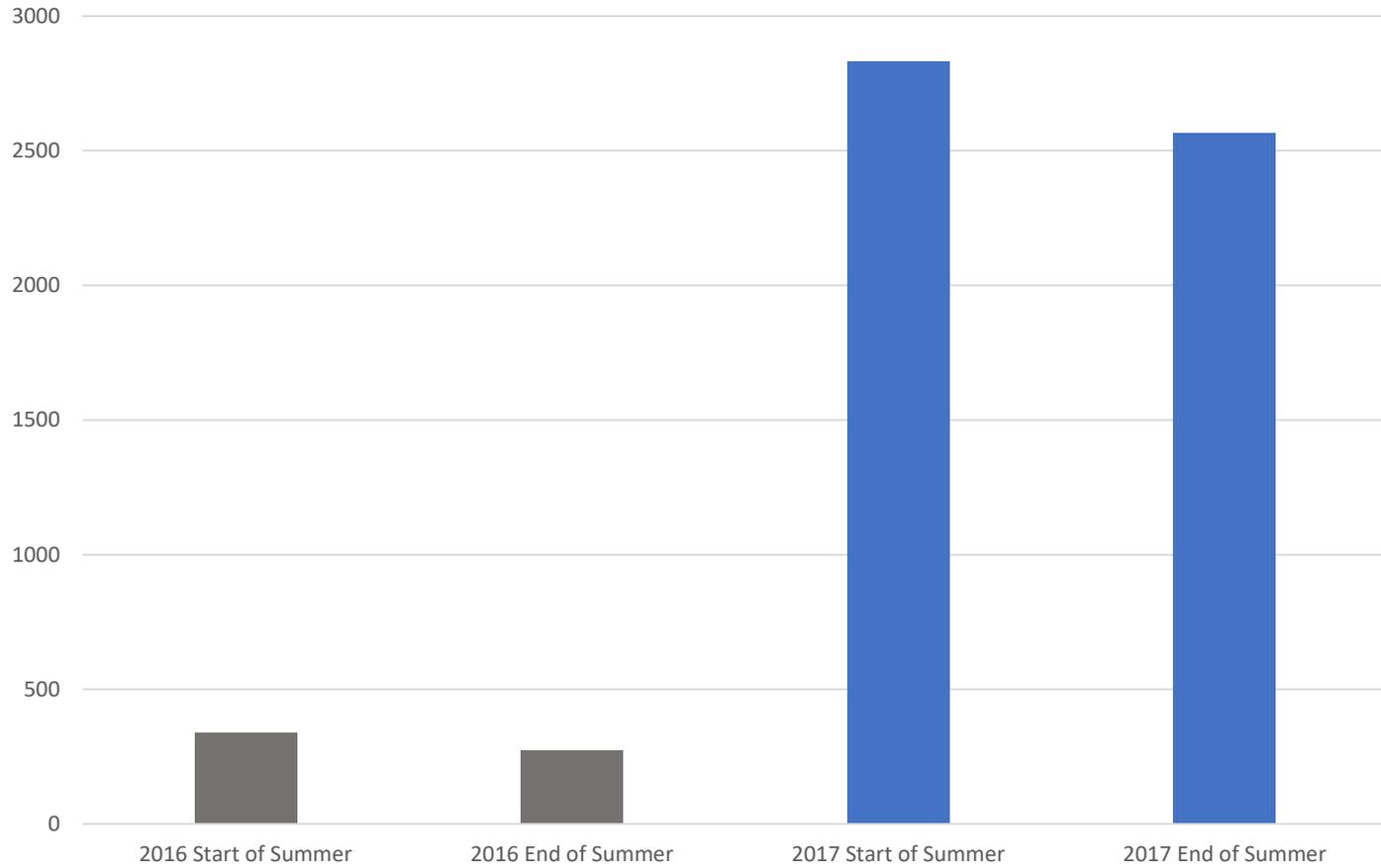


# Developing data comfort & analysis skills

*However beautiful the  
strategy, you should  
occasionally look at the  
results.*

*- Winston Churchill*

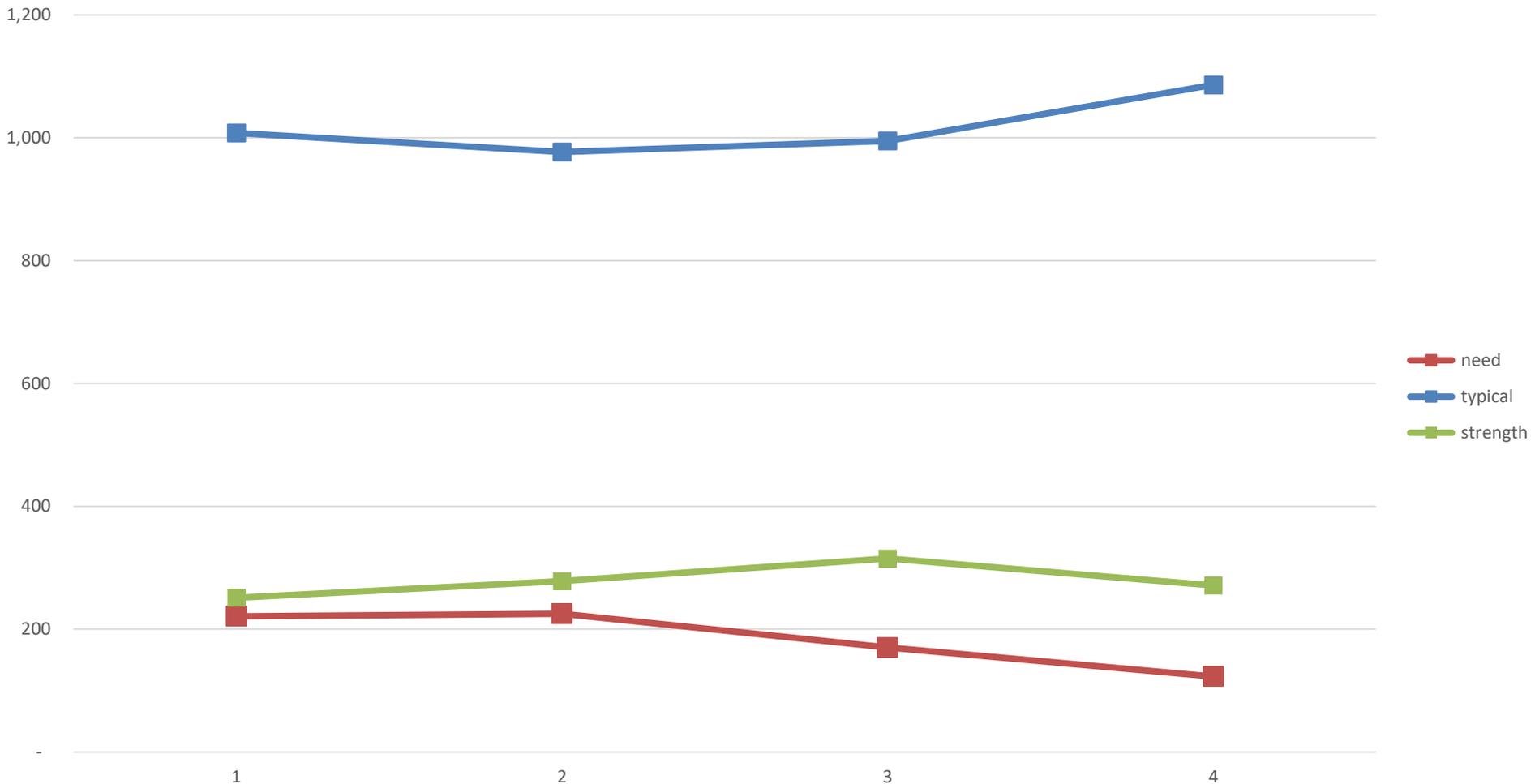
## Franklin County Children Rated Using the DESSA-mini



# Social Emotional Learning Collaborative (SEL-C)

## 2017-2018 School Year Assessments

*Among 1,480 Franklin County students rated in all 4 periods just once*

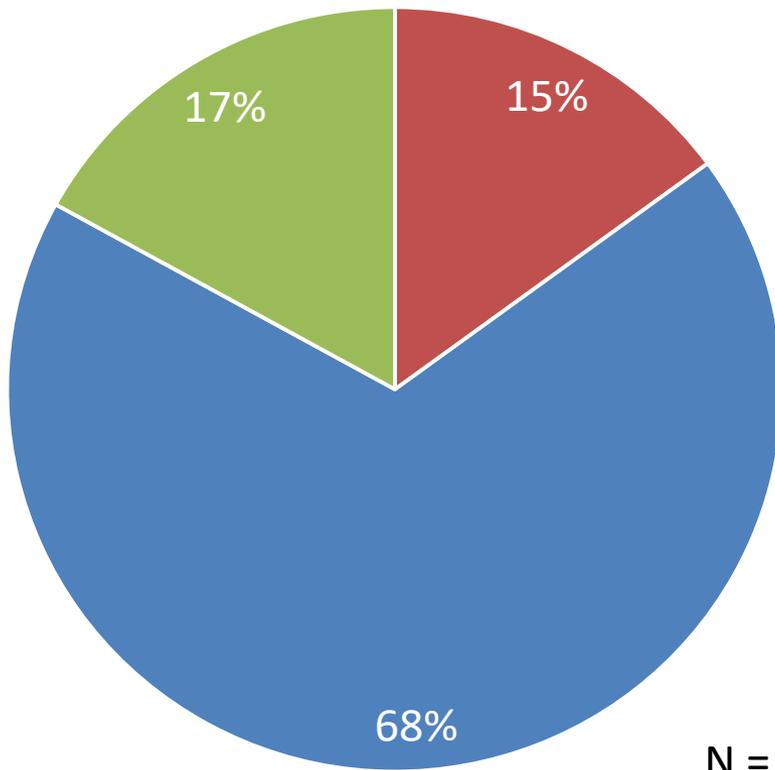


# Social Emotional Learning Collaborative (SEL-C)

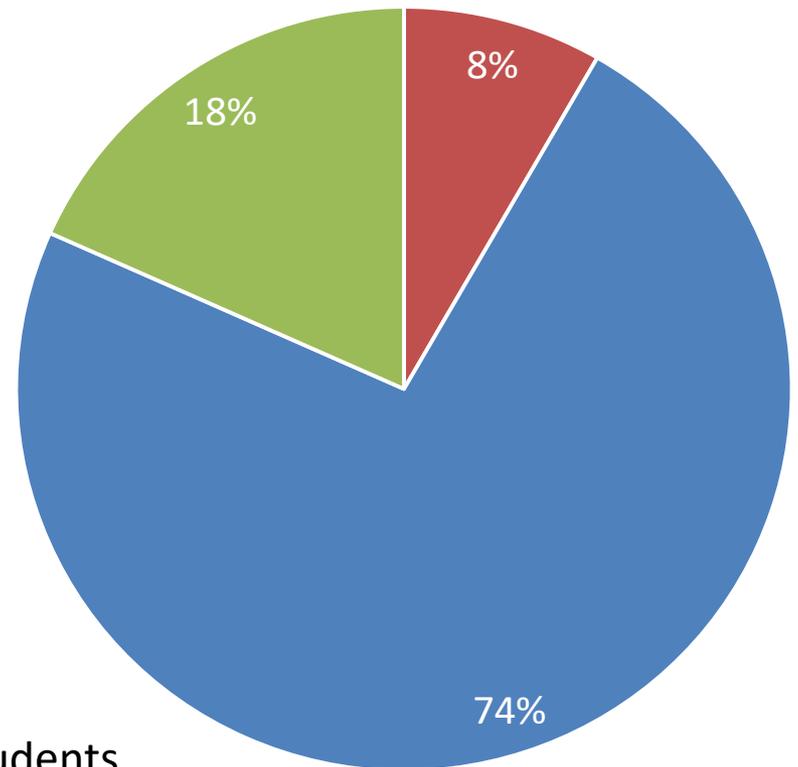
## Distribution of Students Rated in Each Assessment Period

*Among 1,480 Franklin County students rated in all 4 periods just once*

First Assessment



Final Assessment



N = 1,480 Students

# Social Emotional Learning Collaborative (SEL-C)

## Distribution of Students Rated in Each Assessment Period

*Among 1,480 Franklin County students rated in all 4 periods just once*



There are **20 more Columbus children** demonstrating social emotional strength which translates to an **increase in both grades and test scores.**

There are **98 fewer Columbus children** demonstrating social emotional needs which translates to reductions in conduct problems and a decrease in anxiety and depression.

N = 1,480 Students

# Social Emotional Learning Collaborative (SEL-C)

Out of 1,480 Students with one rating at the beginning and end of summer 2018...

- 320 (20%) Students Improved

- 213 (14%) Students Moved to a Lower Category

		N	T	S
Starting Assessment	N	45	158	18
	T	71	793	144
	S	7	135	109
		Ending Assessment		

*We looked at students who were at **Risk** in Behavior on the EWI platform and compared that with students who showed up in **need** on the DESSA-mini. We found a pretty close match for boys, but girls showed much less need in SEL.*

*We are wondering...*

*- P4S/SEL-C Partner*



Telling your organization's  
story

Who is your audience?



# IMPACT FINDINGS AND RECOMMENDATIONS

Professional Development for  
Central Ohio  
Out-of-School Time Providers

# Social, Emotional, and Academic Development

FAST  
FACTS



*What we know about social, emotional, and academic development.*



## **Nine out of ten**

teachers believe social and emotional skills can be taught and that it benefits students.<sup>1</sup>



## **Four in five**

teachers want more support to address students' social and emotional development.<sup>1</sup>

## **75% of the words**

students use to describe how they feel at school are negative. Students most commonly report they are tired, stressed, and bored.<sup>2</sup>

*stressed* *happy*  
*tired* *bored*



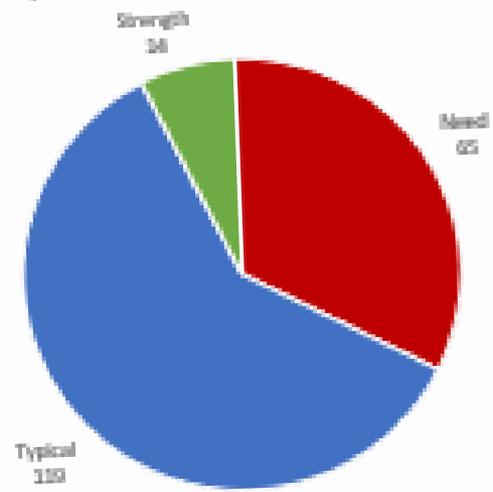
*Integrating social and emotional development improves students' attitudes and engagement.<sup>3</sup>*

DESSA is a psychometrically sound, research-validated, and standardized, strength-based measure of the social and emotional competencies of children in kindergarten through 8th grade. Students are assessed as being in one of 3 categories: **Need**, **Typical**, or **Strength**.

Agency	Students Assessed
Service Provider A	78
Wilson Elementary School	51
Service Provider B	50
Service Provider C	48
Service Provider D	23
Total Ratings	250
<b>Total Unique Students</b>	<b>198</b>

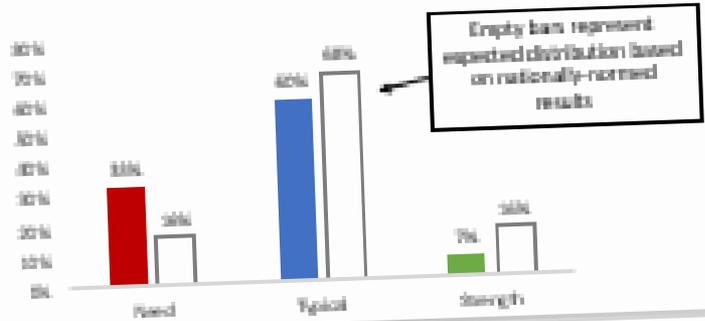
**How WSA Students Rate**

*The vast majority of students are in Need or Typical*



**Students are Disproportionately In Need**

% of students in each category compared to the expected



Distribution of Student Assessments by Competency



*In what ways  
did this work  
impact the  
life of a child?*

A photograph of asphalt with a yellow stripe. The text 'MOST IMPORTANT POINTS' is overlaid on the image. The letters 'M', 'I', and 'P' are black, while the other letters are white. The text is arranged in three lines: 'MOST' on the first line, 'IMPORTANT' on the second line, and 'POINTS' on the third line. The yellow stripe is on the left side of the image, and the text is positioned to the right of it.

**M**OST  
**I**MPORTANT  
**P**POINTS

# Thank you!

Everything we do in our community of practice reflects shared leadership and adaptive practices. Our role is to serve as the liaison between funders, providers, school systems and other community stakeholders on behalf of young people. We do not position ourselves as experts, but instead as skilled facilitators who create and maintain environments where expertise emerges, leadership and responsibility is shared, and collaboration happens in the presence of difference

*- LaShaun & Marguerethe*