



MDE SEL Competencies: What They Are, and How to Assess and Address Them

Part 3: How one District Aligns SEL Standards, Assessment, and Practice

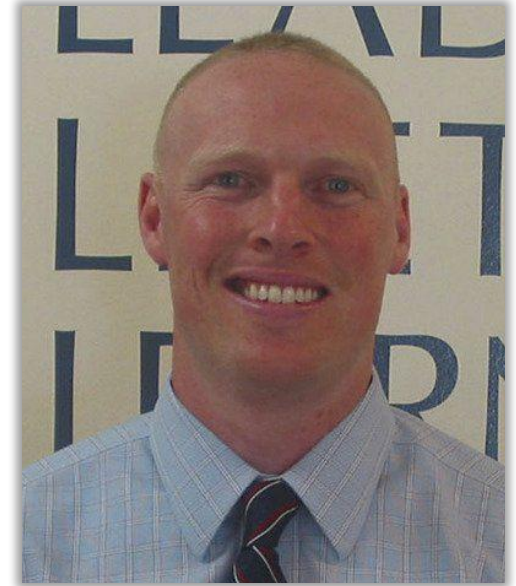




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Today's Focus

- To explore how one organization has brought research into practice through a collaborative process.

Site Context

- We are an Intermediate School District
- Main offices located in Traverse City, Michigan
- Services a 5 county region
- 24 Public School Districts and Academies
- Prior regional work in PBIS, MIBLSI (Integrated Systems Model) and MiExcel
- Second Step curriculum used by most partner districts

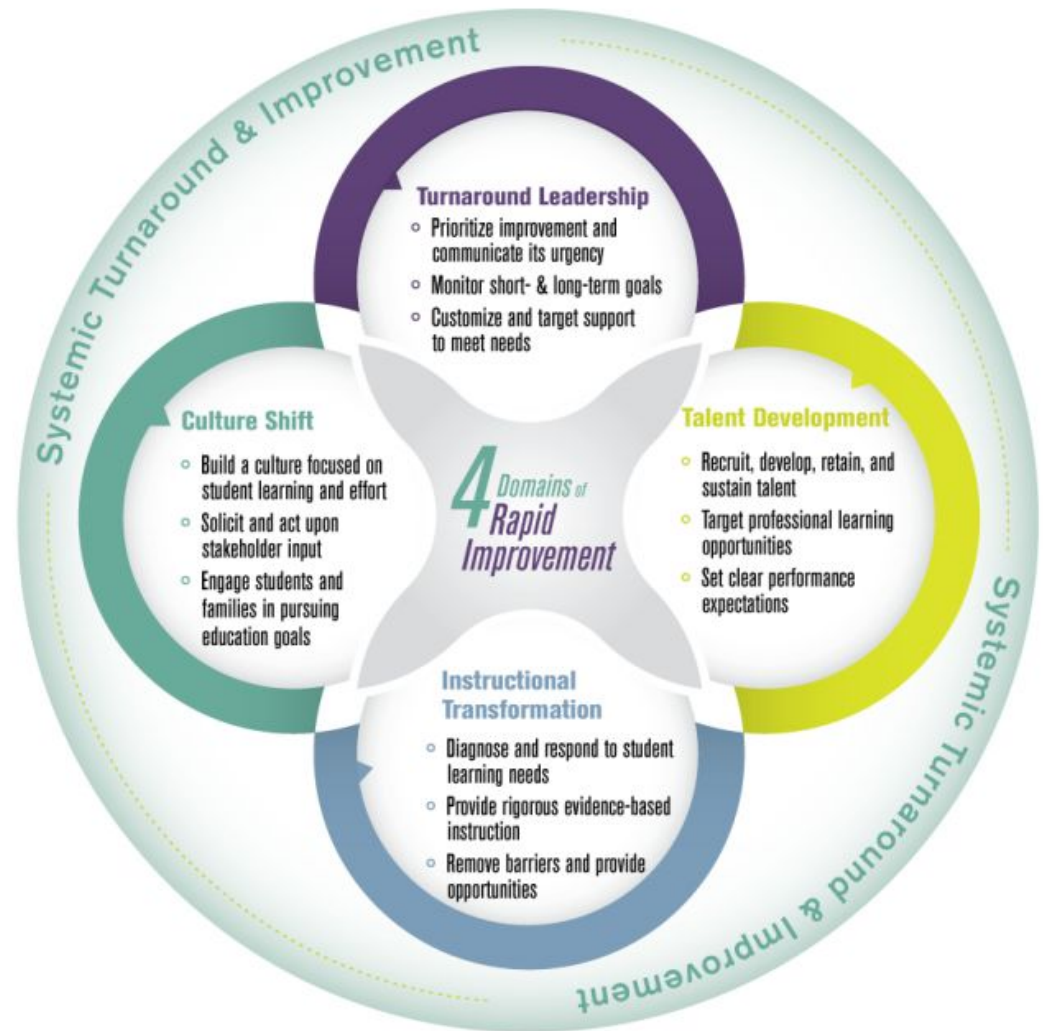


Polis



SIP Framework

Center for School Turnaround (2017)



A Quick SEL Research Review

Leads to Academic Outcomes and Improved Behaviors

[2011 Meta-Analysis](#)

Impact Is Long-Term and Global

[2017 Meta-Analysis](#)



11:1 Return on Investment

[2015 Columbia review](#)

Can Help Reduce Poverty, Improve Economic Mobility

[AEI/Brookings](#)

The research on the impact of SEL is compelling

More than two decades of research demonstrates that education promoting social and emotional learning (SEL) gets results.

<https://casel.org/impact/>

Connecting Research to Practice

Research Review

CA/SEL in Michigan

Local Impact

CHILD DEVELOPMENT

Child Development, January/February 2011, Volume 82, Number 1, Pages 405-432

The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions

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Abstract

This article presents findings from a meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students. Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement. School teaching staff successfully conducted SEL programs. The use of four recommended practices for developing skills and the presence of implementation problems moderated program outcomes. The findings add to the growing empirical evidence regarding the positive impact of SEL programs. Policymakers, educators, and the public can contribute to healthy development of children by supporting the incorporation of evidence-based SEL programming into standard educational practice

Michigan Department of Education Early Childhood to Grade 12 Social and Emotional Learning (SEL) Competencies and Indicators

Currently, Michigan has Content State Standards that focus on academics. However, there is little that attend to the other aspects of learning for children/students. SEL competencies help complete the academic process for all youth, infants to school-aged, through graduation. In combination with the Michigan Health Education Standards, SEL competencies help support a well-rounded education that teaches to the whole child. When caregivers and schools focus on the development of the whole child, utilizing SEL competencies to guide instruction and interactions with children and students, academic achievement improves, as well as the skills needed for college and career readiness. Furthermore, a focus on SEL helps create an environment that enables teachers to teach and students to learn which research shows is necessary for school and life success.

Barrett & Scott, 2006 applied to our regional behavior data (1 year)

Instructional Time:

(20 min per) x (35463 incidents) = 709260 instructional minutes

Equivalent to 10.3 instructional years lost for region

Average .54 years per district

Administrator Time:

(25 min per) x (35463 incidents) = 886575 minutes

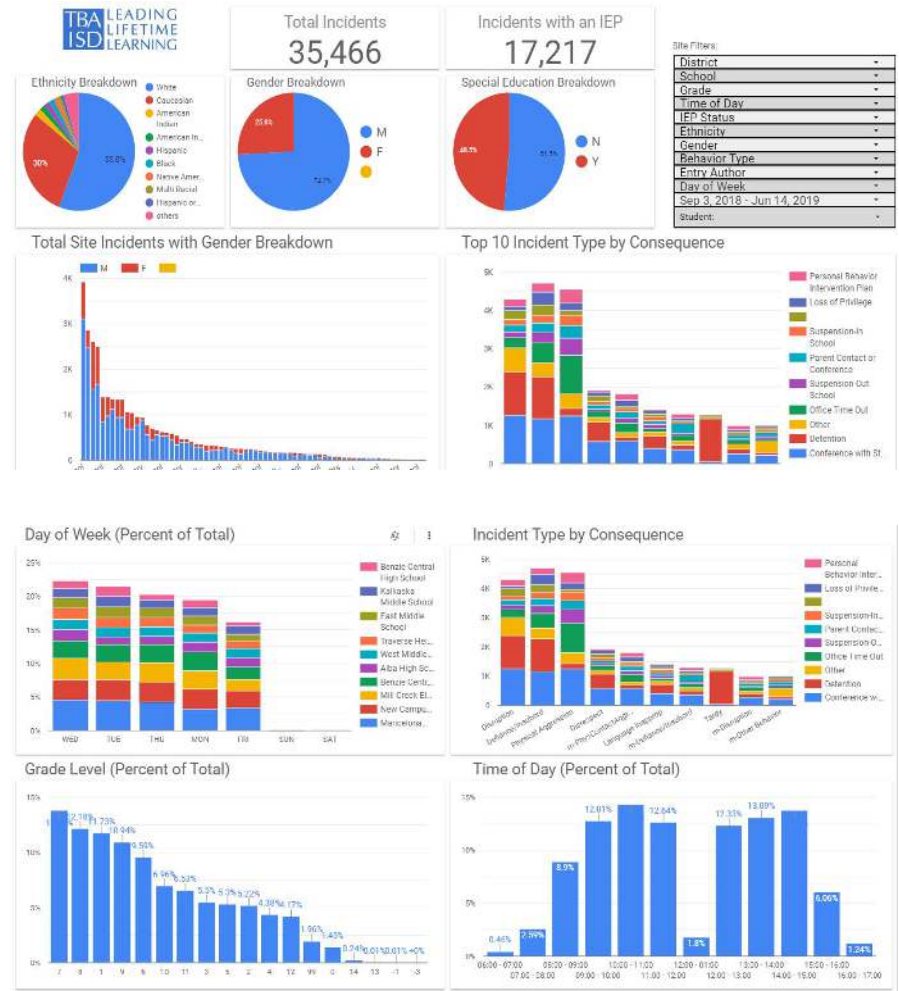
12.96 years of time lost for region

Average .68 years per district

Making the Best of What's Around

Wouldn't there be efficiency in contracting data input locations?

- Standardized capture mode
 - Powerschool
- Standardized the display
 - Google Data Studio
- Standardized the discussion
 - Analysis of Region, Districts, Schools, Grades, Students data



Analyze the Data

..Identify the limits of what you have

SELweb Modules					Behavior Dashboard
	Emotion Recognition	Self-Control	Social Perspective Taking	Social Problem Solving	
Overall					
K					
1					
2					
3					
4					
5					
6					
7					
8					
	Social Awareness	Self-Management	Social Awareness	Relationship Skills & Responsible Decision-Making	Behavior Dashboard
CASEL/MDE Competencies					

Sequence of Activity



Construct a Plan with a Solid Foundation

(Adapted from Handbook of SEL Research and Practice, 2015)

Leadership

Promotes, plans and evaluates SEL

Teaching and Learning

Teachers and teacher teams plan, implement and assess student mastery of SEL objectives

Professional Development

The school provides professional development for staff on evidence-based approaches to promote SEL

Learning Environment

The entire school community supports SEL through communication, education, and association of its members.

Construct a Plan - Examination of Options

Leadership

Promotes, plans and evaluates SEL

Examples

- Written materials promote SEL of all students
- Establish a multi-year plan for implementing planned, ongoing, coordinated programming of SEL.
- Regularly reflect on multiple measures (behavior, observation, performance, climate) and use this data for decision making.
- Ensure learning outcomes include SEL objectives.

Construct a Plan - Examination of Options

Teaching and Learning

Teachers and teacher teams plan, implement and assess student mastery of SEL objectives

Examples

- Establish a formal assessment system to track social emotional learning over time.
- Use student data that shows current level of mastery of social emotional objectives to plan skills instruction.
- All staff are guided by a plan that aligns SEL, curriculum, instruction, and assessment.
- Staff integrate strategies and materials to enhance SEL across academic areas of instruction.

Construct a Plan - Examination of Options

Professional Development

The school provides professional development for staff on evidence-based approaches to promote SEL

Examples

- Includes social emotional learning objectives, skills, strategies, and conditions for learning.
- Includes on-site coaching for teachers who implement classroom based instruction on SEL.

Construct a Plan - Examination of Options

Learning Environment

The entire school community supports SEL through communication, education, and association of its members.

Examples

- The principal promotes a sense of community, cooperation, and cohesion among teachers and staff to support the work of learning.
- All interactions in the school environment reflect a climate of trust, respect and collaboration that is focused on norms and adult social emotional competencies.
- The school discipline policy outlines developmental appropriate consequences, endorses positive behavior management strategies, and guides teachers in using misbehavior as an opportunity to reinforce SEL concepts and skills.

Quality Action Plan Development

Action Plan	Leadership: Leadership promote, plan and evaluate SEL.	Teaching and Learning: Teachers and teacher teams plan, implement and assess student mastery of SEL objectives.	Professional Development: The school provides professional development for staff on evidence-based approaches to promote SEL.	Learning Environment: The entire school community supports SEL through communication, education, and association of its members.
What are the goals and objectives (to include targeted populations)?				
Which evidence-based best practices can be useful in reaching your goals?				
What actions need to be taken so the selected program "fits" your school?				
What organizational capacities are needed to implement the work?				
What is the plan for implementing the work?				
How will the quality of the implementation be monitored and assessed?				
When/how will we know this was the right work?				
How will continuous quality improvement be incorporated?				

Quality Action Plan Development - Timeline

Action Plan	Leadership: Leadership promote, plan and evaluate SEL.	Teaching and Learning: Teachers and teacher teams plan, implement and assess student mastery of SEL objectives.	Professional Development: The school provides professional development for staff on evidence-based approaches to promote SEL.	Learning Environment: The entire school community supports SEL through communication, education, and association of its members.
December				
January				
February				
March				
April				
March				
April				
May				
June				
Summer Work				

Continuous Improvement - ISD Reflections

Turnaround Leadership	Talent Development
<ul style="list-style-type: none">-Targeted supports for staff-Establish an implementation plan	<ul style="list-style-type: none">-Targeted P.D. based on focus-Clear expectations on implementation expectations-Increased frequency of leadership team meetings
Instructional Transformation	Culture Shift
<ul style="list-style-type: none">-Implementation of quality Tier 1 resources-Audit current state-Monitor adult/student performance changes	<ul style="list-style-type: none">-Staff survey-Evaluating practices

Poll and Chat

Chat:

What do you see as our next key step in implementation to be successful?

