

# Social Emotional Learning Program Data and Evaluation

Social Emotional Learning Benchmarks Workgroup  
December 16, 2015



## Partnership

Integrating social, emotional,  
and intellectual learning

“..a wise teacher recognizes that learning always involves feelings and that those feelings are experienced as much by the teacher as by those who are taught ”

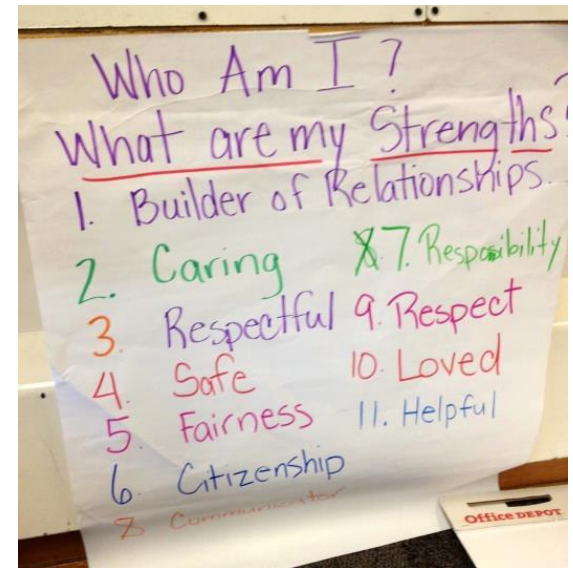
Adapted from Saarni, C. (1997). Emotional competence and self-regulation in childhood. In P. Salovey & D.J. Sluyter (Eds.) Emotional Development and Emotional Intelligence: Educational Implications. New York: Basic Books.

# SEL and Evidence-Based Practice

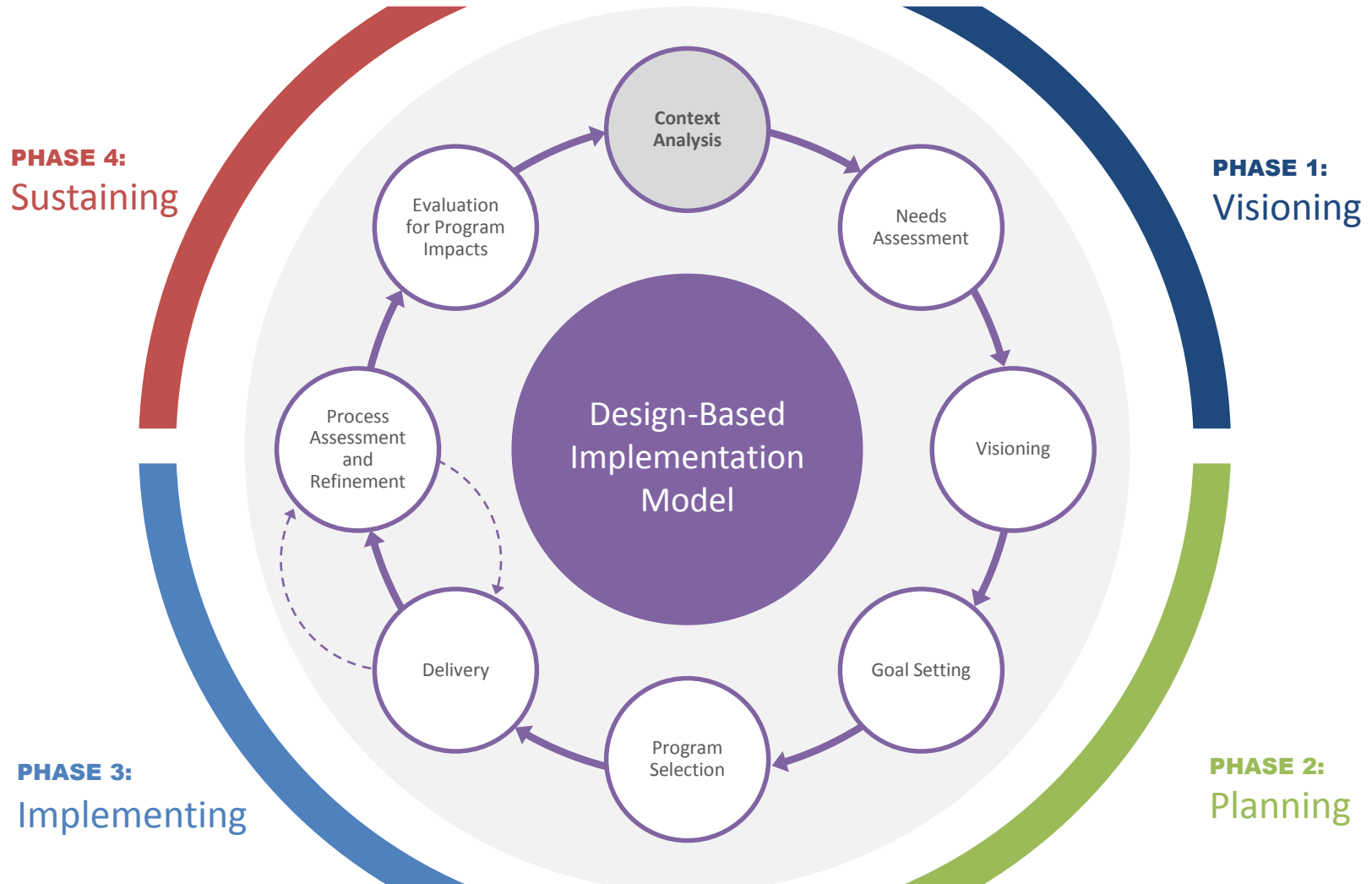
- Integrate research findings into real world settings.
- Use programs shown to be effective.
- Gap between what is shown to be effective and what is actually used in schools.
- EBPs are often poorly implemented and rarely sustained.
- Field of translation/implementation science focuses on bridging the divide between research and practice-
  - Readiness
  - Quality of implementation
  - Feedback and communication systems
  - Data-driven decision making

# Essential Elements of Effective (and Sustainable) SEL Initiatives

- Engaged leadership
- Knowledge of SEL and rationale for addressing SEL as a priority issue
- Adequate resources and staffing
- Buy-in from constituents
- Process plan to guide implementation
- Support for high quality program delivery
- Measurement and evaluation plan
- Commitment to ongoing refinement



# 3DL Framework for Quality SEL Programs



# Bellevue School District Social Emotional Learning

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# Outcomes

- **Overview** of Social Emotional Learning (SEL) in Bellevue School District
- **Implementation** of SEL
- **Connection** to Bellevue School District SEL K-12 Standards



# Connections to the Bellevue School District Instructional Initiatives





# Bellevue School District Instructional Initiatives

Preparing students for a positive and productive life through the development of **interpersonal skills** and a **commitment to the community**.





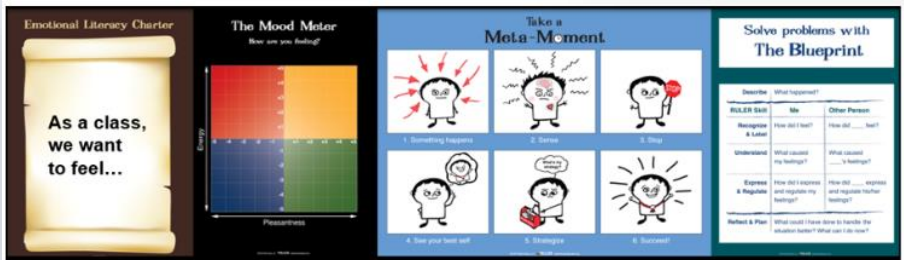

Positive and  
Productive Life

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





# BSD P-12 SEL Curriculum Resources

Target Audience	Curriculum/Resource
P-2	<p>Second Step</p>  
3-5	<p>RULER</p> 
6-8	<p>Anti-Bullying Lessons (Second Step) &amp; Curriculum Adoption Committee in Progress</p> <ul style="list-style-type: none"> <li><b>Piloting MindUP and RULER during 2015-16 school year</b></li> </ul>
9-12	<p>Anti-Bullying Lessons &amp; Curriculum Adoption Committee to begin in January 2016</p>
K-12	<p>Virtues &amp; Character Development</p> 



# Implementation in Reflection

## Hits!

- We have Tier 1 curriculum being taught early learning through 5<sup>th</sup> grade!
- Developing relationships with community partners
- Building capacity for SEL
- Beginning to see how SEL can be integrated throughout the school day and P-12 experience
- SEL = Skills + Experiences

## Wishes

- Fidelity depends on Building Leadership
- Should have built SEL capacity with staff FIRST
- Curriculum  $\neq$  SEL
- Middle School curriculum “died on the shelf” due to poor implementation
- Train-the-trainer model is not effective
- Differentiation is key

# BSD SEL Standards K-12



# K-5 DESSA: Universal Screener





# K-5 SEL Progress Report Criteria

Social Emotional Learning (SEL) Goals	1st	2nd	3rd
Self-awareness and self-management skills			
Social-awareness and interpersonal skills			
Decision-making skills and responsible behaviors			
<p>Comments:</p> <p>Throughout the year, students learn and practice interpersonal skill development through our SEL curriculum. Self-awareness and self-management include identifying, managing, and expressing one's emotions appropriately. Social-awareness and interpersonal skills include being able to establish and maintain positive relationships using effective communication. Decision-making skills and responsible behaviors include making appropriate choices to manage daily academic and social situations.</p>			



# TPEP connections...

Revised Teacher Evaluation Criteria		Criteria Definitions
1.	Centering instruction on high expectations for student achievement.	PLANNING: The teacher sets high expectations through instructional planning and reflection aligned to content knowledge and standards. Instructional planning is demonstrated in the classroom through student engagement that leads to an impact on student learning.
5.	Fostering and managing a safe, positive learning environment.	
6.	Using data to inform instruction and implement strategies to address those needs.	ABOUT STUDENTS: The teacher understands individual intellectual and social development and uses that knowledge to advance student learning.

**CLASSROOM MANAGEMENT:** The teacher fosters and manages a safe, culturally sensitive and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.

	Improve student learning.	to foster student achievement.
7.	Communicating and collaborating with parents and school community.	PARENTS AND COMMUNITY: The teacher communicates and collaborates with students, parents and all educational stakeholders in an ethical and professional manner to promote student learning.
8.	Exhibiting collaborative and collegial practices focused on improving.	PROFESSIONAL PRACTICE: The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.





# Impact & Progress Monitoring

- How do we measure that the program is working?
  - Very murky!
  - Work group formed with Seattle Public Schools, Bellevue, and UW