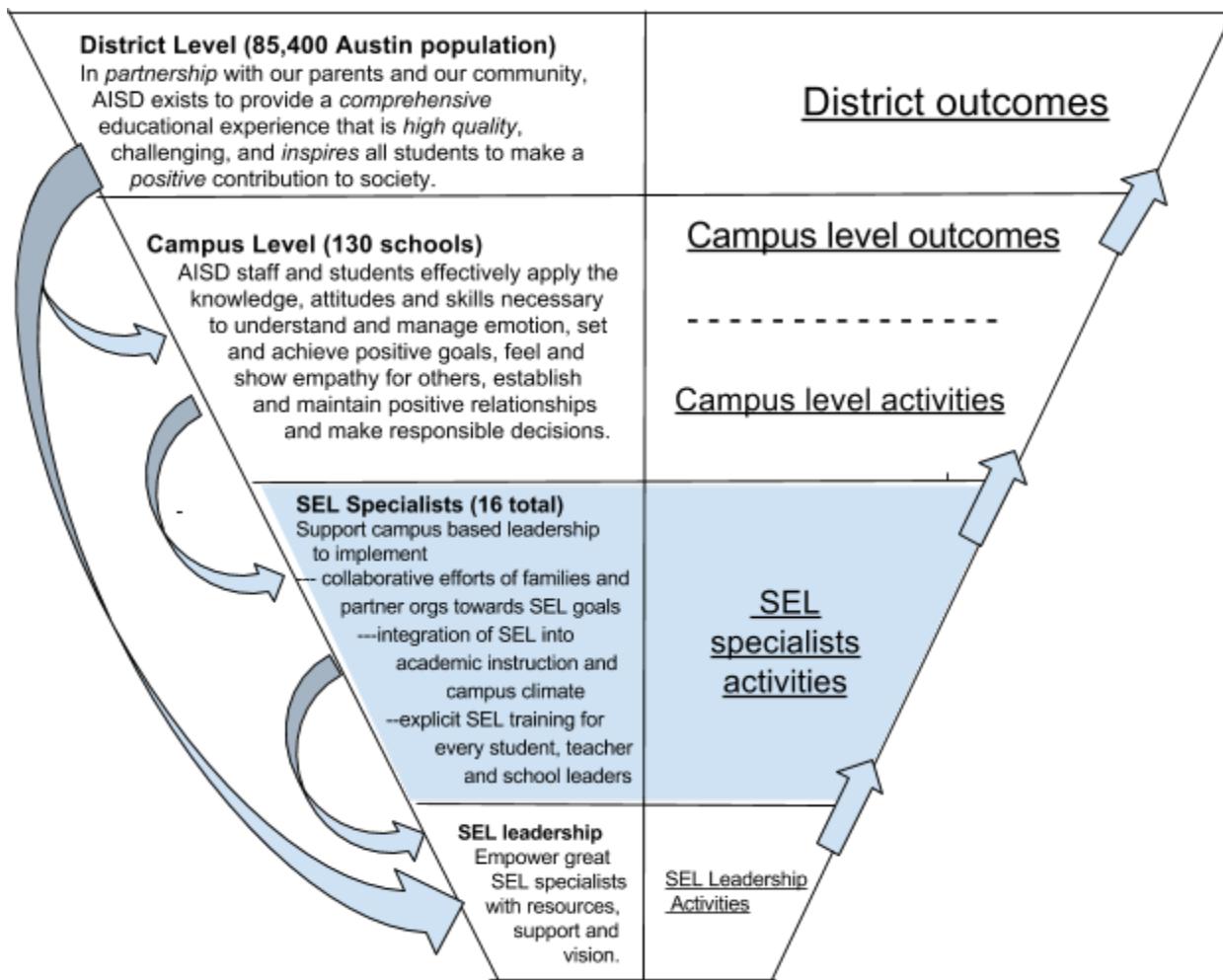
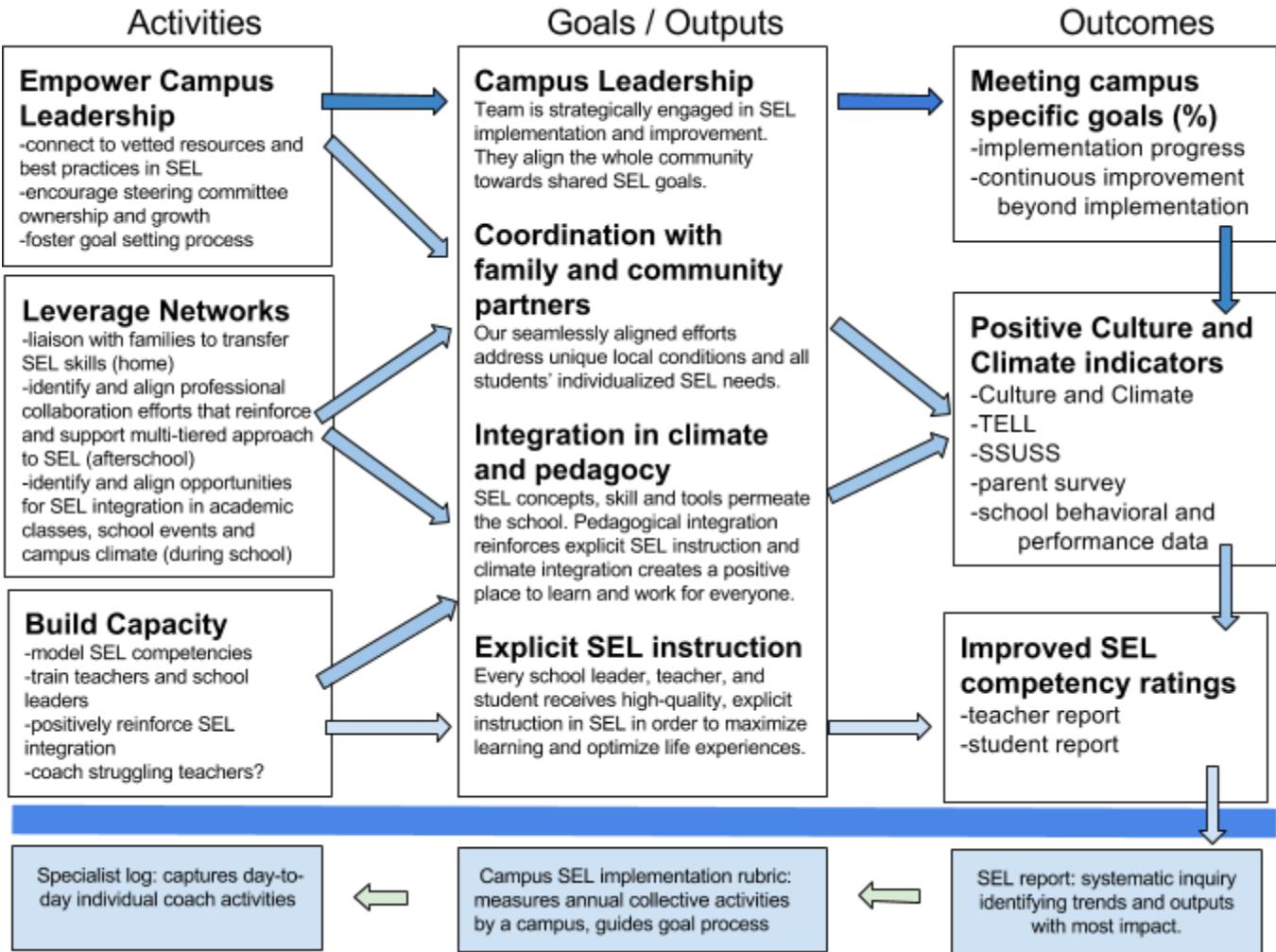


How does SEL implementation support AISD's mission?



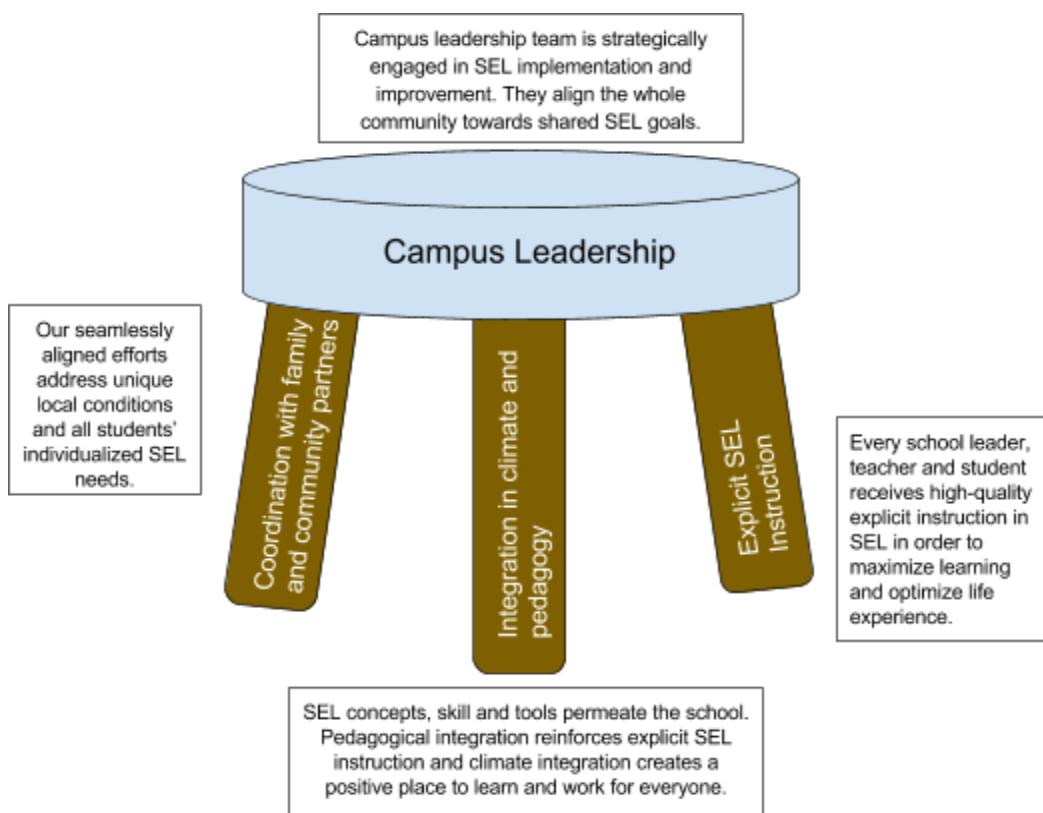
The role of the SEL specialist is to connect schools to best practices in SEL and align and inspire efforts towards SEL implementation, responding to the unique challenges and opportunities that characterize each campus. Though a common approach is shared, the day-to-day activities and objectives of SEL specialists vary widely based on campus needs. Without a systematic way of understanding these activities, the work of the SEL specialists could seem arbitrary and unpredictable. However, with a systematic way of understanding these activities, we can begin to analyze which activities lead to the best results. This report articulates a systematic way to understand and evaluate the work of the SEL specialists, while maintaining the responsive freedom necessary for the work to be effective in diverse situations.

How do the SEL specialists support SEL implementation?



SEL Specialists - What are their goals?

SEL specialists work in three general ways to accomplish four general goals. Their activities fall into these categories: 1) empower campus SEL leadership, 2) leverage SEL networks, and 3) build SEL capacity. At each campus, the weighting of these activities may be different. For example, a school new to SEL implementation, or one with a new administration, might focus more on activities from the first category. To contrast, in a school with an established SEL steering committee, the specialist would probably do more activities in category two or three. All efforts and activities are guided towards four desired outcome in these areas: 1) campus leadership, 2) coordination with family and community partners, 3) campus and climate integration, and 4) explicit SEL instruction. The broad objectives for a thriving, fully implemented SEL program are pictured the the diagram below. In reality, campuses are at varying stages of implementation and face setbacks due to changes in staff, funding or overall situation. The campus SEL leadership team uses these goals as a guidepost for creating yearly improvement goals and analyzing their progress.



Note about SEL Specialists Prerequisites-

Before a SEL specialist can serve these objectives, he/she must have certain prerequisite understanding of evidence-based resources in SEL, district priorities, and community partner offerings. SEL specialists are supported in this area by their leadership team, which oversee an extensive initial onboarding process, as well as ongoing professional development about the emerging SEL field. Perhaps most notable to their unique job description, the SEL specialist's understanding of SEL skills must extend to their personal application, as they model SEL skills for the whole district.

Goal #1: Campus Leadership

The campus leadership team is strategically engaged in SEL implementation and improvement. They align the whole community towards common SEL goals.

Goal Justification:

- Campus leaders are responsible for culture and climate, and student safety.
- Campus leaders know their campus best.
- Campus leaders often lack the time to keep up-to-date with the emerging field of best practices in SEL.
- Just like we don't expect campus leaders to be an expert in every academic subject area but hold them responsible for general academic achievement, campus leaders need support in this area in order to meet their holistic responsibilities.
- Intuition and experience are valuable when leading campus culture, but that is not enough. Without the support of a specialist in SEL, it would be like the blind leading the blind.
- The day-to-day demands of parents, students and teachers, as well as testing accountability measures, make it challenging to give priority to SEL. While proven to be effective, SEL still often feels "intangible" and less of a priority up against those more immediate pressures.
- Campus culture, climate and student safety are too important to leave without support.

The role of the SEL specialist:

SEL specialists are responsible for staying up-to-date with the emerging field of best practices in SEL. They are able to connect campus leaders to vetted resources and best practices, based on the needs assessment of the campus leaders.

- SEL specialists recruit and encourage participation and increased ownership over the SEL steering committee. This is especially active during implementation, but also to carry continuity during personnel transitions on campus.
- SEL specialists foster regular meetings with the school principal and SEL facilitator to track goal progress to ensure process doesn't get lost in the day-to-day operations of running a school.
- SEL specialists engage in this activity on many campuses and are supported by fellow SEL specialists who know the trends and common pitfalls in creating an effective campus leadership team.
- SEL specialists provide valuable encouragement to the leadership team in moments of challenge and bring lessons from challenge back to the district team.
- SEL specialists celebrate moments of success and bring best practices at the campus level back to the district team
- SEL specialists gives feedback via the yearly implementation rubric as well as ongoing formative feedback

How SEL specialists help support this goal:

- Guiding goal setting process with data principal meetings

- Collaboration with SEL facilitator
- Support of Steering Committee
- Supporting communication of implementation goals with rest of staff and parent community
- Foster reflection process with greatest audience possible

Variables that may impact SEL specialists efforts:

- Availability of leadership team
- Prioritization of SEL implementation at campus level
- Position of SEL facilitator in school
- Funding of SEL facilitator/discretionary funds

Evaluation:

- The SEL specialists's daily activities are captured by a log and are evaluated by performance review process including ongoing conversation, self evaluation, and observation.
- The annual measurable outputs are captured by the SEL implementation rubric. Several items on the SEL implementation rubric address the effectiveness of the leadership team. Outputs that are captured are frequency of principal/coach meetings, facilitator/coach meetings, steering committee meetings, collaborative classroom visits and principal communication about SEL. The implementation rubric also measures qualitative factors, such as the diversity of the steering committee, the quality of goal setting process and the inclusiveness of the annual reflection and planning meeting. The implementation rubric serves as a summative assessment of the campuses activities for the year. It also serves as a formative assessment when complemented by a end of year review meeting with staff and committee to plan for the next year.
- The short term outcomes of this objective are measured with the % of campus based goals achieved. The specific goals and metrics for meeting the goal will vary based on the history of SEL implementations, strengths and challenges. A strategically engaged leadership team should meet most of its goals.
- The research and evaluation team can use the information from the SEL specialist log to identify activities most related to an effective leadership team. We can identify which outputs from the implementation rubric are more related to achieving campus based goals.

Goal #2: Coordination with family and community partners

Our seamlessly aligned efforts address unique local conditions and all students' individual SEL needs.

Justification:

- SEL in the classroom not always enough, nor is it a perfect fit for every student.
- If work is aligned, multi-tiered, it can create universal coverage in SEL skills for every student.
- If parent, professional partner and camps SEL initiatives were working in different directions, it can undo the work of SEL implementation.
- Campus leadership can't know all the partner organization's strengths, weaknesses and objectives.

Role of the SEL specialist:

- SEL specialists connect campus leaders to aligned community partners, according to campus based goals.
- SEL specialists create channels for communication and collaboration between families and partner organizations about SEL objectives and implementation practices, according to campus based goals.
- Campus SEL specialist coordinates with parent SEL specialist to foster meaningful reinforcement of SEL in the home.
- As a team, SEL specialists and family and community partners coordinate efforts to be mutually beneficial, creating multi-tiered levels of SEL intervention.***

How SEL specialists help support this goal:

- SEL specialists often serve as an in depth liaison with one community partner and work as a team to be familiar with all community partners objectives and processes
- SEL specialists align their work with professional partners on campus (No Place for Hate, Communities in Schools, CARY, CP&I, etc.)
- SEL specialists coordinate family events with the SEL parent specialists
- SEL specialists support communication from school to family and community partners

Variables that may impact SEL specialist's ability to support this goal:

- Clear articulation of objectives and processes by each participating partner
- History of campus and program collaboration
- Funding for partner programs
- Previous trends of family engagement

Evaluation:

- Activities: SEL specialists' daily activities are captured by a log and evaluated by performance review process including ongoing conversation, self evaluation, and observation.
- Outputs: The annual measurable outputs are captured by the implementation rubric. One item addresses the frequency of communication to parents and another item addresses school wide-events for partner org No Place for Hate. The implementation tool could be developed to

better address coordination of efforts with other partner organizations and address the quality of programs for parents.

- Outcomes: Short term outcomes are measured annually by surveys that assess campus common indicators, including the Culture and Climate, SSUSS (Student Substance Use and Safety Survey), TELL, and Parent survey.
- Long term outcomes can be used to identify partnerships most appropriate for which situations, increased funding, less redundancy, and more mutual support for SEL implementation.

Goal #3: Integration in climate and pedagogy

SEL concepts, skill and tools permeate the school. Pedagogical integration reinforces explicit SEL instruction and climate integration creates a positive place to learn and work for everyone.

Justification:

- 30 minutes a week is not enough time to effectively learn SEL skills; rather, SEL skills must be integrated into all aspects of each student's education.
- Integration of SEL concepts can contribute to personal relevance of academic material and increased engagement.
- Integration of SEL practices by teachers can contribute to improved behavior management routine and reduced distractions.
- Integration of SEL skills across entire community can make space safer for learning.

Role of the SEL specialist:

- SEL specialists know the scope and sequence of SEL skills and potential for academic integration
- SEL specialists know the evidence of practice that helps teachers manage classroom culture and climate (i.e. Responsive Classroom, mindfulness techniques, etc)
- SEL specialists connect to vetted resources from many subject areas to learn best practices for integrating SEL into all academic and non-academic areas of school
- SEL specialists know outside resources that contribute to campus climate and culture (i.e. Welcoming schools, No Place for Hate, etc)

How SEL specialists help support this goal:

- SEL specialists work with teachers to match SEL **concepts** with appropriate academic content by writing model lessons or working with teacher to create lessons that integrate SEL skills into specific academic areas.
- SEL specialists work with teachers to integrate SEL **skills** into behavior management practices (PD, 1:1 coaching or positive reinforcement)
- SEL specialists work with teachers to Integrate SEL **tools** into school environment--(peace areas, gardens)
- SEL specialists lead PDs (group or individual)
- SEL specialists conduct regular classroom visits, (leaving notes that positively reinforce SEL integration)

Variables that may impact SEL specialist's ability to support this goal:

- Receptivity of campus leaders and teachers to feedback/training
- Relationship quality between teachers and other supervisors and instructional coaches
- Demands on PD calendar
- Funding for events, displays and environmental changes like peace areas

Evaluation:

- Activities: SEL specialists' daily activities are captured by a log and evaluated by performance review process including ongoing conversation, self evaluation, and observation.
- The annual measurable outputs are captured by the implementation rubric, but are limited to measures of SEL integration and peace areas.
- Short term outcomes are measured annually by surveys that assess campus common indicators, including the Culture and Climate, SSUSS, TELL, and Parent survey

Goal #4: Explicit SEL Instruction

Every school leader, teacher and student receives high-quality, explicit instruction in SEL in order to maximize learning and optimize life experience.

Justification:

- We often mistakenly assume that children will learn social and emotional skills without being taught.
- SEL could be taught to every student, but without scope or sequence to build on previous knowledge, instruction would be unwieldy.
- Having a common language around key SEL skills helps communities navigate obstacles and acknowledge success.
- Few teachers have been trained in SEL as part of their certification.

Role of the SEL specialist:

- SEL specialists create buy in about the importance of explicit SEL instruction
- SEL specialists know research and vetted tools for explicit instruction
- SEL specialists bring common language to the school community regarding SEL
- SEL specialists build teacher capacity to teach SEL

How SEL specialists help support this goal:

- SEL specialists model the use SEL competencies for schools leaders, teachers and students.
- SEL specialists train schools leaders and teachers in SEL competencies, research and best practices for instruction. The teachers transfer the knowledge they have learned from SEL specialists in the classroom through explicit instruction and integration into other academic areas and through their instructional practices.
- SEL specialists model explicit SEL lessons
- SEL specialists reinforce SEL implementation through classroom observations.
- SEL specialists coach individual teachers, by request

Variables that may impact SEL specialist's ability to support this goal:

- Quality of materials and appropriateness to different ages and need
- Competing priorities for advisory time
- Number of individuals requesting coaching

Evaluation:

- Activities: SEL specialists' daily activities are captured by a log and evaluated by performance review process including ongoing conversation, self evaluation, and observation.
- The annual measurable outputs are captured by the implementation rubric in terms of number of teachers doing explicit instruction.

- While long term outcomes in this area are also influenced by the child's family community and the school's overall culture and climate, the impact of explicit SEL instruction are measured in SEL competencies, through teacher report and student report.

How does AISD measure the process?

