

SCUSD ELEMENTARY SEL Site Interviews

(June 27, 2013)

Interview Info

Date: _____

School Name: _____

Interviewee name(s) and position(s): _____

Introduction to SEL

SEL Professional Learning

To begin, I am going to ask some questions about professional learning or professional development as it relates to social emotional learning or SEL.

1. Has the Site Administrator attended any District sponsored SEL Professional Learning? Yes No

2. Has the Site Administrator attended any non-District sponsored SEL Professional Learning? Yes No

2a. If yes,

- a. Who provided the Professional Learning?
- b. What was the Professional Learning topic?

3. Have any other school staff participated in SEL Professional Learning or Professional Learning that addresses components of SEL? Yes No

3a. If yes,

- a. Who provided the Professional Learning?
- b. What was the Professional Learning topic?
- c. How much time was dedicated to SEL?
- d. Was the Professional Learning optional or mandatory?
- e. Who and approximately what percent of that staff attended?

_____ Teachers
 _____ Counselors, psychologist, social workers
 _____ Specialists (special education, ESOL, speech, library, music, art, physical education)
 _____ Classroom aides
 _____ Office staff
 _____ Lunchroom staff
 _____ Other school staff

4. Have any teachers participated in Common Core teaching practices? Yes No

4a. If yes, how many? (percent of teachers) _____

5. Has the site administrator attended training on the District's Bullying Prevention Policy and Administrative Regulations? Yes No

5a. If yes, did the site administrator train the school staff on the policy and reporting procedures? Yes No

6. If you have Professional Learning that address SEL planned in the next year, what are the topics?

7. What are your SEL Professional Learning needs?

Notes:

Instructional Methods

There are many instructional methods that help create a relationship-centered classroom that nurtures and supports social and emotional learning in students. Here is a list of some:

Handout # : Instructional Methods and Opportunities for Student Contribution Handout

1. As I read some instructional methods, please tell me approximately what percentage of your teachers regularly use these approaches and at which grade they are introduced?

	% of teachers utilizing this approach:	Grade level approach introduced:
Cooperative learning		
Modeling behaviors		
Student-led discussions		
Inquiry-based learning		
Readers'/writers' workshop		
Theme-based units		
Group projects		
Student self-evaluation & reflection		
Other		

Describe other:

Notes:

Teaching Practices that Support SEL

Many educators intuitively understand the importance of social and emotional learning, and most schools already engage in a variety of activities that promote students' social and emotional competence.

1. Are SEL skills explicitly taught in core academic subjects? Yes No

1a. If yes:

	Content area	Description of SEL integration	At which grade levels?
1.			
2.			
3.			
4.			
5.			

Notes:

Elementary SElect Programs

CASEL or the Collaborative for Academic, Social, and Emotional Learning does extensive research on school-based programs that successfully promote SEL competencies. Through this research they have identified programs that are successful in promoting students' self control, relationship building, and problem solving. This handout lists the programs endorsed by CASEL.

Handout # : CASEL SElect Program List Handout

1. Is the elementary school implementing of the following CASEL SElect designation programs? Yes No

1a. Elementary program details:

- | | |
|---|---|
| <input type="checkbox"/> 4Rs | <input type="checkbox"/> Raising Healthy Children |
| <input type="checkbox"/> Caring School Community | <input type="checkbox"/> Resolving Conflict Creatively Program |
| <input type="checkbox"/> Competent Kids, Caring Communities | <input type="checkbox"/> Responsive Classroom |
| <input type="checkbox"/> I Can Problem Solve | <input type="checkbox"/> RULER Approach |
| <input type="checkbox"/> The Incredible Years Series | <input type="checkbox"/> Second Step |
| <input type="checkbox"/> Michigan Model for Health | <input type="checkbox"/> Social Decision Making/Problem Solving Program |
| <input type="checkbox"/> MindUP | <input type="checkbox"/> Steps to Respect |
| <input type="checkbox"/> Open Circle | <input type="checkbox"/> Too Good for Violence |
| <input type="checkbox"/> PATHS | <input type="checkbox"/> Tribes Learning Communities |
| <input type="checkbox"/> Positive Action | |

	1 st program:	2 nd program:
Program Name		
% of targeted students reached:		
% of targeted teachers trained:		
Implementation level:	<input type="checkbox"/> Beginning <input type="checkbox"/> Partial <input type="checkbox"/> Complete	<input type="checkbox"/> Beginning <input type="checkbox"/> Partial <input type="checkbox"/> Complete
Length had program:		
If grant funded, by whom?		
Year funding ends:		

2. How is program implementation measured?

3. How are outcomes measured?

Notes:

Other programs that Support SEL

There are many programs that support SEL competencies. This next set of questions will ask about any programs that may be used at your site.

Handout # : SEL Competencies

1. In your school, do you have other programs that teachers use to promote SEL skills? Yes No

1 st program:	
Program Name:	
Targeted grade levels:	
% of targeted students reached:	
% of targeted teachers trained:	
Implementation level	<input type="checkbox"/> Beginning <input type="checkbox"/> Partial <input type="checkbox"/> Complete
SEL competencies are explicitly promoted	<input type="checkbox"/> Self awareness <input type="checkbox"/> Relationship skills <input type="checkbox"/> Self management <input type="checkbox"/> Responsible decision making <input type="checkbox"/> Social awareness
2nd program:	
Program Name:	
Targeted grade levels:	
% of targeted students reached:	
% of targeted teachers trained:	
Implementation level	<input type="checkbox"/> Beginning <input type="checkbox"/> Partial <input type="checkbox"/> Complete
SEL competencies are explicitly promoted	<input type="checkbox"/> Self awareness <input type="checkbox"/> Relationship skills <input type="checkbox"/> Self management <input type="checkbox"/> Responsible decision making <input type="checkbox"/> Social awareness
3rd program:	
Program Name:	
Targeted grade levels:	
% of targeted students reached:	
% of targeted teachers trained:	
Implementation level	<input type="checkbox"/> Beginning <input type="checkbox"/> Partial <input type="checkbox"/> Complete
SEL competencies are explicitly promoted	<input type="checkbox"/> Self awareness <input type="checkbox"/> Relationship skills <input type="checkbox"/> Self management <input type="checkbox"/> Responsible decision making <input type="checkbox"/> Social awareness
4th program:	
Program Name:	
Targeted grade levels:	
% of targeted students reached:	
% of targeted teachers trained:	
Implementation level	<input type="checkbox"/> Beginning <input type="checkbox"/> Partial <input type="checkbox"/> Complete
SEL competencies are explicitly promoted	<input type="checkbox"/> Self awareness <input type="checkbox"/> Relationship skills <input type="checkbox"/> Self management <input type="checkbox"/> Responsible decision making <input type="checkbox"/> Social awareness

1b. Which SEL competencies are explicitly promoted?

1st program:

- Self awareness
- Self management
- Social awareness
- Relationship skills
- Responsible decision making

2nd program:

- Self awareness
- Self management
- Social awareness
- Relationship skills
- Responsible decision making

Notes:

Opportunities for Students to Contribute to their Classroom, School, and Community

Handout # : Instructional Methods and Opportunities for Student Contribution Handout

1. What opportunities do students have to contribute in a positive way to their classroom, school, and community?

	Current?	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Student mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer mediation/ conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-age buddies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service-learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe other:

Notes:

Learning Environment and Partnerships that Promote SEL

The next set of questions is going to ask how your school builds a safe and caring learning environment.

School sites often have community partners provide services and resources at the school, many of which support social and emotional learning. This next few questions will ask about such partnerships.

1. Does your school have any partners or organizations that your school collaborates with to help support SEL in your school? Yes No

1a. If yes, who?

	Partner name	How they help promote SEL at your school	Who coordinate/works with partner?	# of students served	Grade levels served	When did partnership begin?
#1						
#2						
#3						
#4						
#5						
#6						
#7						

In addition to the programs and activities that your partnerships offer....

2. What other approaches do you use to build a safe and caring school community?

	Activity	Participating grade levels	How are students engaged in this activity?	Position of person coordinating
1.				
2.				
3.				
4.				
5.				

2. What other activities outside the classroom provide students with the opportunity to work collaboratively, build relationships and practice SEL skills?

	Activity	Participating grade levels	How are students engaged in this activity?	Position of person coordinating
1.				
2.				
3.				
4.				
5.				

3. How do teachers build sense of community in their classrooms?

	Activity	Participating grade levels	How are students engaged in this activity?	Position of person coordinating
1.				
2.				
3.				
4.				
5.				

Notes:

SEL Leadership Team

Next I am going to ask questions about a leadership team that promotes social and emotional learning. A SEL Leadership Team is a group of people who gain an in-depth knowledge on SEL, participate in the SEL planning process, and advocate for SEL.

1. Does your school have a team of people who addresses social and emotional learning? Yes No

a. When was this team formed? _____

b. How often do they meet?

Weekly Monthly Each semester/trimester Annually Other: _____

c. Who comprises the team? (list # of representatives)

_____ Administrators

_____ Teachers

_____ Counselors, psychologist, social workers

_____ Specialists (special education, ESOL, speech, library, music, art, physical education)

_____ Parents

_____ Union representation

_____ Other school staff _____

_____ Community stakeholders

d. Do you think you have adequate representation in the team? Yes No

i. If no, what is missing?

e. What are the roles and responsibilities of the team?

f. Describe some of the outcomes the team has accomplished?

Notes:

2. Do you have student support teams that support SEL? Yes No

2a. If yes, who represents this team?

Administrator

School counselors

Psychologist

Social Workers

School nurse

Other:

Special Education Teacher

Reading Specialist

ESL Teacher

Classroom teacher

Behavior Intervention Specialist

2b. How often does the team meet with instructional staff to discuss individual students?

Daily

Bi-monthly

Quarterly

Weekly

Monthly

Other:

2c. How does your student support team identify at-risk students?

2d. What is the process for assigning interventions to students who are struggling academically or personally?

Notes:

Data

School Climate Data

All schools collect data. The following questions are to assist the District in identifying what data school sites are collecting and how this data is being used.

Handout #4: School Climate Handout

1. Do you collect data on school climate? Yes No

	1st survey	2nd survey	3rd survey
Survey name:			
Who participates?			
Frequency			
How is data analyzed?			
How do you use/share this data?			

Notes:

Discipline data

It is our understanding that the District has a uniform procedure that all of the sites follow in regard to discipline data collection and reporting, that schools collect and report discipline data by incident and date, and it is stored in the District data system Zangle. And that this data is reviewed annually by the School Site Council for the School Development and Improvement Plan.

Other than reporting discipline data into Zangle and reviewing the data for SDIP, how does your site review, share with staff, and discuss the discipline data?

Notes:

Attendance Data

It is our understanding that the District has a uniform procedure that all of the sites follow in regard to reporting attendance data, that attendance is entered into Zangle daily and that Budget Services monitors this data. We also understand that the School site Council reviews this annually for the School Development and Improvement Plan.

Other than reporting attendance data into Zangle and reviewing the data for SDIP, how does your site review, share with staff, and discuss the attendance data?

Notes:

Handout # : Instructional Methods and Opportunities for Student Contribution Handout

Instructional Methods

% of teachers using these approaches and at what grades

- Cooperative learning
- Modeling behaviors
- Student-led discussions
- Inquiry-based learning
- Readers'/writers' workshop
- Theme-based units
- Group projects
- Student self-evaluation and reflection
- Other?

Opportunities for Student Contribution

Opportunities for students to contribute to the class, school, and community (current and what grades)

- Student mentoring
- Peer leadership
- Cross-age buddies
- Service-learning
- Other (please describe)

CASEL SElect Programs

Following are effective SEL programs in preschool and elementary school that received the CASEL SElect designation. Visit www.casel.org for the full program ratings and descriptions and for periodic updates, including upcoming reviews of middle and high school programs, which will be released in 2013. To nominate a program for review, please submit information at www.casel.org/guide and click “Nominate a Program.”

Preschool

Program Name	URL
AI's Pals	www.wingspanworks.com
HighScope Educational Approach for Preschool	www.highscope.org
I Can Problem Solve	www.researchpress.com/product/item/4628
The Incredible Years Series	www.incredibleyears.com
PATHS	www.channing-bete.com/paths
Peaceworks: Peacemaking Skills for Little Kids	www.peaceeducation.org
Tools of the Mind	www.toolsofthemind.org

Elementary School

Program Name	URL
4Rs	www.morningsidecenter.org
Caring School Community	www.devstu.org
Competent Kids, Caring Communities	www.ackerman.org
I Can Problem Solve	www.researchpress.com/product/item/4628
The Incredible Years Series	www.incredibleyears.com
Michigan Model for Health	www.emc.cmich.edu/mm/default.htm
MindUP	www.thehawnfoundation.org/mindup
Open Circle	www.open-circle.org
PATHS	www.channing-bete.com/paths
Positive Action	www.positiveaction.net
Raising Healthy Children	www.sdr.org
Resolving Conflict Creatively Program	www.morningsidecenter.org www.esrnational.org
Responsive Classroom	www.responsiveclassroom.org
RULER Approach	www.therulerapproach.org
Second Step	www.cfchildren.org/second-step.aspx
Social Decision Making/Problem Solving Program	www.ubhcisweb.org/sdm
Steps to Respect	www.cfchildren.org/steps-to-respect.aspx
Too Good for Violence	www.mendezfoundation.org/toogood
Tribes Learning Communities	www.tribes.com

Download the 2013 CASEL Guide at www.casel.org/guide.

HANDOUT # : CASEL's FIVE SEL COMPETENCIES

CASEL has identified five core groups of social and emotional competencies:

Self-Awareness

Identifying emotions
Accurate self-perception
Recognizing strengths
Sense of self-confidence
Self-efficacy

Social Awareness

Perspective-taking
Empathy
Appreciating Diversity
Respect for Others

Self-Management

Impulse control
Stress management
Self-discipline
Self-motivation
Goal setting
Organizational skills

Relationship Skills

Communication
Social Engagement
Building relationships
Working Cooperatively
Resolving conflicts
Helping/Seeking help

Responsible Decision Making

Problem identification
Situation analysis
Problem-solving
Evaluation
Reflection
Ethical responsibility

Social & Emotional Learning Core Competencies



Handout #4: School Climate Handout

School climate refers to the quality and character of school life. It is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. Some of the items used to measure school climate include:

- Quality of interpersonal relationships between and among students, teachers, and staff;
- Teacher expectations for student achievement
- Norms, values and expectations that support people feeling socially, emotionally and physically safe
- Respectful relationships and cultural sensitivity among students, staff, and parents
- Relevance of classroom lessons
- Motivation for student learning and classroom involvement
- Degree to which students, teachers, and staff contribute to decision-making at the school
- Quality of facilities maintenance