

DISTRICTWIDE SEL ESSENTIALS FOR SUPERINTENDENTS

A Toolkit to Support District Leadership in Systemic Implementation of Social and Emotional Learning



in collaboration with



Webinar Panelists



Sheldon Berman
Superintendent,
Andover Public
Schools and Co-Chair,
AASA SEL Cohort



Janet Robinson
Superintendent,
Stratford Public Schools
and Co-Chair, AASA
SEL Cohort



Justina Schlund
Director of Field
Learning,
CASEL





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Leveraging our collective expertise, network, and resources to:

- **Examine the role of superintendents** in systemic SEL implementation, including the particular actions that help accelerate and sustain SEL
- **Build superintendents' SEL knowledge** and capacity to lead their districts in systemic SEL implementation
- **Support top district leaders** in their efforts to foster supportive and equitable learning environments for all students
- **Accelerate collaborative learning** that can foster long-term commitment and sustainability for SEL

Commitment to SEL from Superintendents Nationwide *(click to access the video)*



SEL is...

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



Theory of Action for Systemic School and District SEL

How?

What and where?

Why?

District and School Theories of Action

Build Foundational Support and Plan

Strengthen adult SEL competencies and capacity

Promote SEL for Students

Practice Continuous Improvement



Student Outcomes

Short-Term

- Improved attitudes about self, others, and tasks
- Perceived classroom and school climate

Intermediate

- Positive Social Behaviors and Relationships
- Academic Success
- Fewer Conduct Problems
- Less Emotional Distress
- Less Drug Use

Long-Term

- High School Graduation
- College/Career Readiness
- Safe Sexual Behaviors
- Healthy Relationships
- Mental Health
- Reduced Criminal Behavior
- Engaged Citizenship

District Framework

4 Focus Areas



Focus Area 1
Build Foundational Support and Plan

- Develop a **shared vision and plan** for SEL
- **Communicate** SEL as a district priority
- Organize district to promote **collaboration** among school and district leaders around SEL, academics, and equity
- **Align resources** for SEL



Focus Area 2
Strengthen Adult SEL competencies and capacity

- Strengthen **central office expertise**
- Design and implement a **professional learning program for SEL**
- Strengthen **adult social, emotional, and cultural competence**
- Promote **trust, community, and collective efficacy** among staff



Focus Area 3
Promote SEL for Students

- Adopt and implement PreK-12 **SEL standards or guidelines**
- Adopt and implement **evidence-based programs and practices**
- Develop and strengthen **family and community partnerships**
- **Integrate SEL** with academics, district priorities, and policies



Focus Area 4
Practice Continuous Improvement

- Planning for improvement (**Plan**)
- Documenting implementation (**Do**)
- Data reporting and reflecting (**Study**)
- Action planning and sharing (**Act**)

CASEL's suite of resources:

Support quality SEL implementation



SEL District Resource Center

Resources from districts where SEL programs, practices, and policies are working to support high-quality SEL implementation.

<https://drc.casel.org>



CASEL Guide to Schoolwide SEL

Guidance for systemic SEL implementation in a school.

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



SEL State Resources

Sample policies and practices that support SEL.

<https://casel.org/csi-resources/>



SEL Assessment Guide

Guidance to choose and use an SEL assessment.

<http://measuringSEL.casel.org/assessment-guide/>



Program Guides

Recommendations for selecting high-quality, evidence-based SEL programs.

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



SEL Starts at Home

Resources to bring SEL into your home and community.

<https://casel.org/in-the-home/>



10 High Leverage Superintendent Actions



Building the Foundation

Develop Foundational Support for SEL among Key Stakeholders, Including the School Board



Vision

Engage a Diverse Group of Stakeholders to Create a Shared Vision for the District That Establishes SEL as Core to Student Success



Communication

Communicate Consistently About SEL as a District Priority



Resource Allocation and Alignment

Build SEL Priorities into Staffing, Funding, and Budgeting for Sustained SEL Implementation



District Organization

Organize the District to Promote Collaboration among School and District Leaders around SEL, Academics, and Equity



Strengthen Your SEL Knowledge

Become Versed in the Science of SEL, the Implementation of SEL, and What SEL Looks Like in Schools and Classrooms



Lead Adult SEL Culture

Model SEL Through Interactions with All District Students, Staff, Families, and Communities



Policy Alignment

Adopt District Policies That Support SEL



Family & Community Partnership .

Develop Relationships with Families and Community Partners to Align Missions and Promote SEL



Equitable Outcomes

Ensure the District's SEL Implementation Supports the Goals of Achieving Equitable Outcomes for All Students



drc.casel.org/superintendent

THE NEED FOR VISION AND POLICY SUPPORT

Sheldon Berman, Superintendent





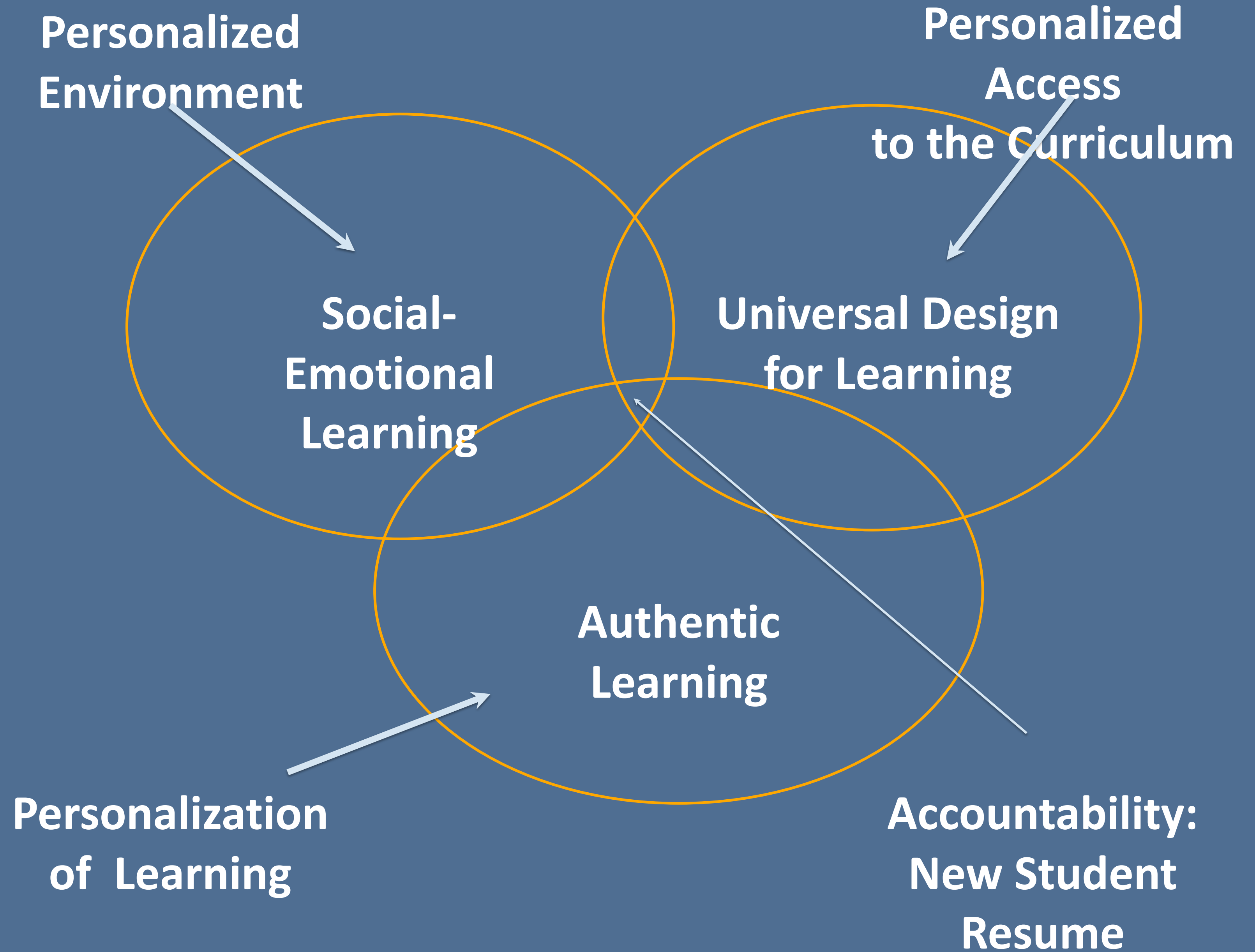
Andover Public School's Mission

We will provide every student with opportunities and support to:

- Demonstrate growth in foundational content and skills.
- Communicate effectively, think critically, problem solve creatively, work collaboratively, and evaluate objectively.
- Be self-directed and persevering agents of their own learning.
- **Demonstrate cultural awareness, an appreciation of self, empathy toward others, a sense of responsibility, and commitment to civic engagement.**



Personalized Learning in Andover



The social curriculum is as important as the academic curriculum.





Andover Public School's
Social Skill Instruction

- Helping children become sensitive observers of the feeling states of others
- Helping them understand the causes of these feelings and
- Helping them learn appropriate ways to respond to other's feelings and to resolve differences.



**SECOND STEP: A
EMPATHY DEVELOPMENT
CURRICULUM**

- 30 annual lessons, K-8
- Scripted for teachers
- Students engage in reading social situations, role play, and discuss alternatives

Andover Public School's **Community Building**








- Students' experience of being valued, influential contributors to a group that is dedicated to the learning and well-being of all its members.
- **Morning Meeting**, a daily routine that builds community, creates a positive climate for learning and reinforces academic and social skills.



Andover Public School's Integration into Instruction



One Community, One Nation

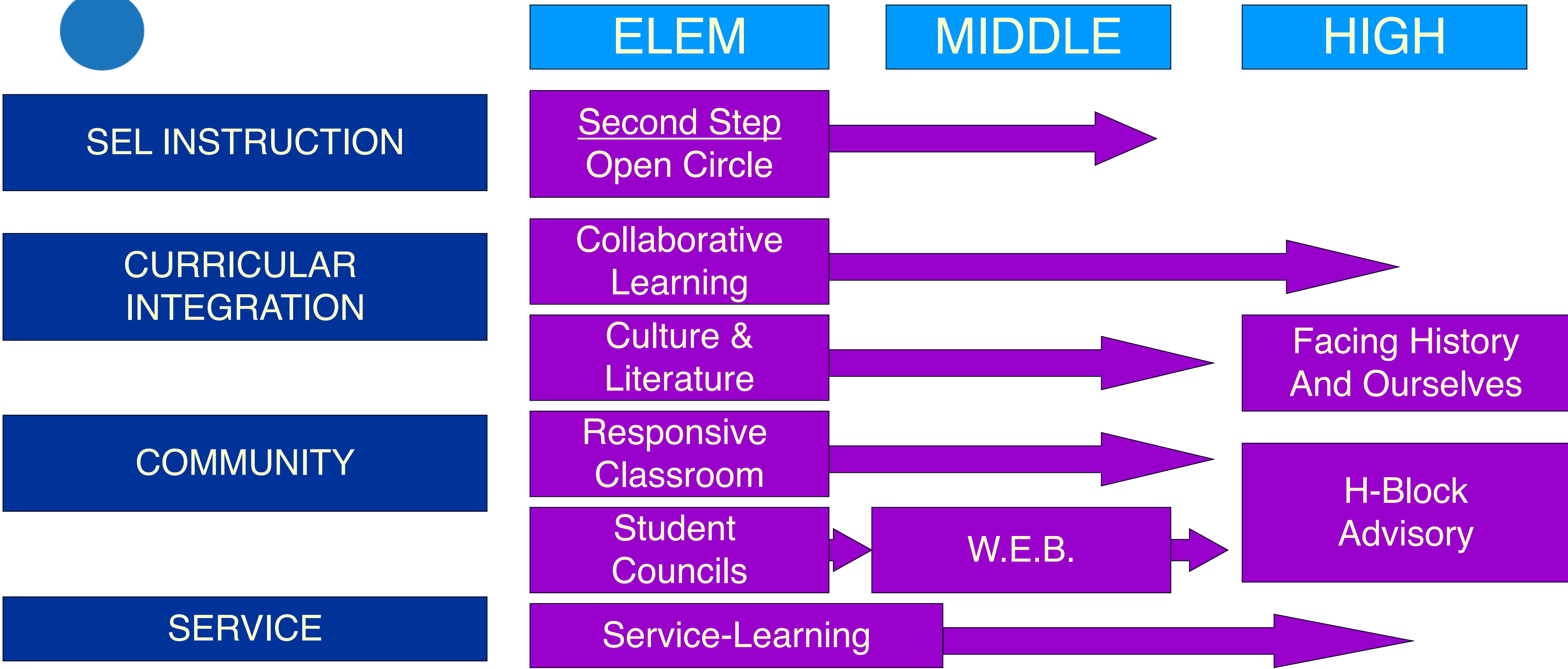
	CIVIC DISPOSITIONS	ELEMENTARY DEFINITIONS
	Commitment to Social Justice Promotion of and respect for others' right to an equal voice in government, to be equal in the eyes of the law, and to be treated fairly.	Help others to be treated fairly.
	Individual Responsibility Involvement in one's community by serving, staying informed, and accepting consequences of one's actions.	Understand and believe you make a difference in your community.
	Promotion of the Common Good Support of beliefs and actions that benefit the community.	Support what is best for the community.
	Open-Mindedness Willingness to understand the perspective of others and honor differences.	Carefully listen to and consider the ideas of others.
	Critical-Mindedness Ability to remain neutral, ask probing questions, and evaluate positions (including one's own).	Ask questions and consider the views of others before reaching a decision.
	Compassion Concern for the well-being of others.	Show kindness and care for one another.
	Negotiation & Compromise Ability to share ideas and work together to solve problems or reach agreement.	Solve problems together through discussion.

Andover Public School's **Service Learning**

- Intergenerational
- Educational
- Environmental
- Humanitarian
- Political action



Comprehensive and Systemic Approach





Lessons Learned

- SEL requires as **consistent planning** as the academic curriculum
- SEL requires **modeling by adults** and living the skills in the classroom through conscious community building
- Building community requires **cultural authenticity**
- **Service learning** deepens the meaningfulness of SEL
- Methods of **discipline** either foster or undermine SEL goals
- SEL needs to be **intentionally embedded** in the academic curriculum
- An essential ingredient of effective SEL is **high-quality professional development**
- Administrative vision and **leadership** are critical



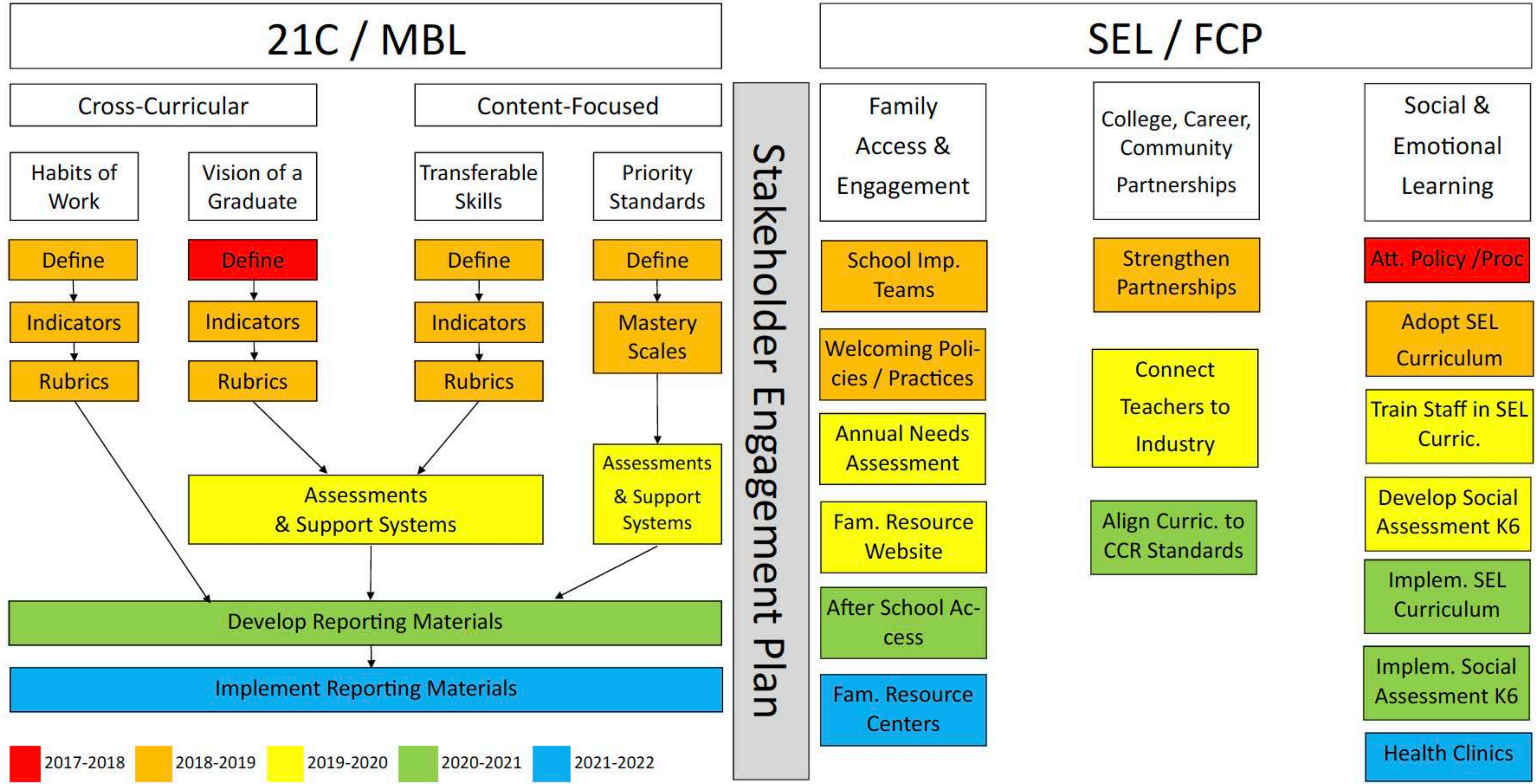
THE NEED FOR STRATEGIC PLANNING AND ADULT SEL

Janet Robinson, Superintendent





The mission of the Stratford school community is to ensure that all students acquire the knowledge, character and 21st century skills to succeed through high quality learning experiences and community partnerships within a culture of diversity and respect.



■ 2017-2018
 ■ 2018-2019
 ■ 2019-2020
 ■ 2020-2021
 ■ 2021-2022

2020 SEL EXCHANGE: SAVE THE DATE

October 14-16, 2020

Chicago, IL | Schaumburg Convention Center

Pre-Conference Day: October 13, 2020

- Largest SEL conference with **2,000+ attendees** from around the country and the world.
- For anyone who is **seeking to understand, experience and apply** the latest developments in SEL.

<https://selexchange.casel.org>



Q&A





THANK YOU!

Justina Schlund, CASEL jschlund@casel.org

Shelley Berman, Andover Public Schools, sheldon.berman@andoverma.us

Janet Robinson, Stratford Public Schools, robinsonj@stratk12.org

