Using Social-Emotional Learning Data to Support Every Student

Sarah Gertner  |  October 3, 2018
What we’ll cover today

• What is Social-Emotional Learning (SEL)?
• What does SEL look like in your districts?
• How are districts addressing central challenges with SEL measurement?
• Resources and Q&A
About Panorama

- Team of 100 educators, implementation specialists, software developers, and researchers based in Boston

- A community of more than 500 districts and 8,500 schools, serving over 7 million students each year

- Four interconnected areas of work: School Climate, Family Engagement, Social-Emotional Learning, and Early Warning Indicators

- Provide research-backed survey content, data analytics, and professional development
What is Social-Emotional Learning?

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.

https://casel.org/what-is-sel/
Why SEL?

Students who are involved in SEL programs...

- 13% academic gains
- Improved classroom behavior & stress management
- 11:1 return on investment
Turn & Talk:
What does SEL look like in your districts?

- SEL framework, standards, or philosophy
- Systems of interventions
- Positive behavior and restorative practices
- Programs or curricula
- Measurement and SEL data
- Professional development and skill-building for adults
- Dedicated office or person acting as SEL champion
- School-driven or district-wide?
Measure

Understand

Act
Measure.

Panorama for Social-Emotional Learning

Dr. Hunter Gehlbach

HARVARD GRADUATE SCHOOL OF EDUCATION

UC Santa Barbara
A comprehensive approach to SEL measurement:

**Student Skills & Competencies**
- Self-Management
- Growth Mindset
- Self-Efficacy
- Grit
- Social Awareness

**Student Supports & Environment**
- Sense of Belonging
- Teacher-Student Relationships
- School Safety
- Student Engagement
- Valuing of School

**Teacher Skills & Supports**
- Teacher Self-Reflection
- Professional Learning
- Resources for Student Support
- Educating All Students
Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:

- Being talented?
- Liking the subjects you are studying?
- Your level of intelligence?
- Putting forth a lot of effort?
- Behaving well in class?
- How easily you give up?
Panorama’s School Safety Scale:

Perceptions of student physical and psychological safety while at school:

- How often are people disrespectful to others at your school?
- How likely is it that someone from your school will bully you online?
- How often do you worry about violence at your school?
- At your school, how unfairly do the adults treat the students?
- If a student is bullied in school, how difficult is it for him/her to get help from an adult?
- How often do students get into physical fights at your school?
Let’s try it out!

*Taking the SEL survey*
**Understand.**

<table>
<thead>
<tr>
<th>Subgroup Name</th>
<th>Grit</th>
<th>Growth Mindset</th>
<th>School Safety</th>
<th>Self-Management</th>
<th>Sense of Belonging</th>
<th>Social Awareness</th>
<th>Teacher-Student Relationships</th>
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## Addressing Equity at San Bernardino City Unified

### "Sense of Belonging" by Grade Level

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### Climate for Learning, Fairness of Rules, Safety, Sense of Belonging by Student Race

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<th>Climate for Learning</th>
<th>Fairness of Rules</th>
<th>Safety</th>
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Improving Graduation Rates at Washoe County School District

- 64,000 students, 59th largest school district in the nation, CASEL Member District
- View SEL as critical lever for achieving a “90 by 20” goal—90% district-wide graduation rate by 2020 (was 66% in 2012); focus on closing gaps between student groups
- Practices put in place:
  - Work closely with CASEL and other collaborating districts
  - Develop and implement “SEL Standards” at every school in district
  - Collect data through district-wide student, teacher, and parent surveys
  - Explore data to understand how SEL connects with academic outcomes, equity, and dropout prevention
Understand.

How SEL Impacts Graduation in Washoe County

2015 District-Wide Graduation Rates for Students

with Low vs. High Social-Emotional Competencies
SEL for MTSS and PBIS

at Val Verde Unified School District

- Val Verde Unified serves 20,000 students in Riverside County, California

- The district strives to improve its 96% graduation rate by combining academic supports with social-emotional supports in an MTSS and PBIS framework

- By analyzing and responding to SEL data, educators are able to deliver Tier 1, 2, and 3 interventions that meet each child’s needs
Strengthening MTSS & PBIS with SEL Data

- **Tiers 2 & 3:** Training intervention counselors and PBIS coordinators to use individual student’s SEL data -- *What supports will meet this student’s needs?*

- **Tier 1:** Protecting time to analyze and respond to schoolwide SEL data -- *Where do our students most need our support to grow?*

Watch the Val Verde webinar [here](https://panoramaed.wistia.com/medias/r8e88iletx)
Growth Mindset & Academic Achievement

- 75,000 students across 84 schools

- Principals had the autonomy to choose one focus skill to set goals around
  - 37 schools chose **Growth Mindset**
  - 12 schools chose **Self-Efficacy**
  - 5 schools chose **Self-Management**
  - 2 schools chose **Social Awareness**

- **2014-2015** - MacArthur Elementary’s data showed students had low perceptions of their Growth Mindset (53%)
Teacher and parent workshops that emphasize the difference between fixed and growth mindsets (*Mindset* by Carol Dweck)

- Student Collaborative Conversations
- Small group/individual counseling
- “Moral Dilemmas” to challenge student thinking around how fictional students might change their academic achievement
- Student surveys to measure and track progress
"If a student holds the belief that they are not naturally smart and they will never do well in something, it's going to be very difficult to address their needs in English Language Arts and mathematics. Our emphasis on Growth Mindset appears to have had a positive impact on student achievement."

-Principal of MacArthur Elementary

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<th>Student Subgroup</th>
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<th>Annual Growth</th>
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<th>Annual Growth</th>
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Read the full Long Beach case study [here](https://panorama-www.s3.amazonaws.com/files/case-studies/long-beach-unified.pdf)
SEL as a Preventative Approach to RTI

“Kids are telling us something early on in the year through SEL screeners that’s not coming up in attendance or coursework until later.”
Resources


- Panorama’s Free ‘Get to Know You’ Survey [https://backtoschool.panoramaed.com/](https://backtoschool.panoramaed.com/)

- CASEL District Resource Center [https://drc.casel.org/](https://drc.casel.org/)


Q & A

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