Social and Emotional Learning (SEL)

School Improvement Goal,
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Social and Emotional Learning

Steps Before Implementation

1. Leadership Commitment to Schoolwide SEL Initiative.
   Leadership commitment ensures support for SEL at the highest levels, including systematic schoolwide classroom instruction.

2. Principal Engages Key Stakeholders and Creates SEL Steering Committee.
   The principal shares information about SEL with key school and community stakeholder groups (e.g., teachers, families, student support personnel, support staff, community members), and creates an SEL steering committee, consisting of representatives of some or all of those groups, that is authorized to make decisions.

3. Develop and Articulate Shared Vision.
   The steering committee, including the principal, creates a vision of student social, emotional, and academic development and shares that vision with school leaders.

4. Conduct a Schoolwide Needs and Resources Assessment.
   The steering committee, including the principal, conducts a needs and resources assessment of current SEL programs and practices throughout the policy context both locally and statewide; student and staff needs; school climate; readiness to implement SEL as a schoolwide priority; and possible barriers to implementation.

   The steering committee, including the principal, develops an action plan based on the results of the needs and resources assessment, which includes goals, benchmarks, and a timeline for SEL implementation, as well as a plan for addressing the six sustainability factors.

6. Review and Select Evidence-Based Program(s)/Strategies.
   The steering committee, including the principal and key stakeholders, reviews and selects evidence-based SEL program(s)/strategies that meet identified SEL goals.

Implementation

1. Conduct Initial Professional Development Activities.
   Trainers from the evidence-based program provide initial professional development to ensure that initial implementation staff (e.g., administrators and teachers) are grounded in its theory, principles, and strategies.

2. Launch SEL Instruction in Classrooms.
   Teachers begin implementing the selected evidence-based SEL program in classrooms and have begun to reflect on the instructional and implementation process. The initial program launch provides an opportunity for staff to become familiar with the program, and reflection prepares staff for schoolwide expansion.

3. Expand Classroom-Based SEL Programming and Integrate SEL Schoolwide.
   All teachers, after reflecting on initial implementation and making necessary adaptations, have begun implementing the SEL program in their classrooms, and SEL practices are being integrated into other school activities.

4. Revise Implementation Activities and Adjust for Continual Improvement.
   The steering committee, including the principal, revisits all SEL planning and implementation activities at biweekly intervals to determine if changes or adaptations are needed to improve programming. Regular review of activities and programming is essential to check on progress and ensure timely attention to any problems.

6 Sustainability Factors

1. Provide Ongoing Professional Development.
   The principal commits resources for ongoing professional development and provides opportunities for reflection and feedback for all school staff (e.g., teachers, support staff, playground monitors, custodians, etc.). Ongoing professional development and reflection keep SEL instruction and activities fresh and allow for continuous improvement.

2. Evaluate Practices and Outcomes for Continuous Improvement.
   The steering committee, including the principal, continually monitors the school’s SEL practices and outcomes, making appropriate adaptations and improvements. Regular and ongoing evaluation of practices and outcomes help ensure that the school is reaching its goals and implementing programming as intended.

3. Develop Infrastructure to Support SEL Programming.
   The school leadership creates an infrastructure, including policies, funding, time, and personnel, to support SEL programming. Establishing an infrastructure for SEL ensures that it remains a visible priority in the school and is therefore more likely to be sustained.

   The steering committee, including the principal, works with staff to review all school activities to maximize the integration of SEL in the school. Integration of SEL into all school activities provides opportunities for students to practice and reinforce the SEL skills they are learning in the classroom.

5. Nurture Partnerships with Families and Communities.
   The school leader and steering committee establish school-family-community partnerships that effectively support and integrate students’ social, emotional, and academic development. Family and community partnerships can provide financial resources and external expectations to sustain SEL programming, and provide additional support for students to reinforce SEL skills they are learning in school.

6. Communicate with the Entire School Community about SEL Programming.
   The steering committee, including the principal, regularly shares information about the school’s SEL programming and celebrates successes with staff, families, students, and community members.

How Will We Know?

- Increased State Assessment Test Scores
- Higher Daily Attendance Rate
- Lower Disciplinary Referral frequency
- Greater attendance and participation at non-required school events
- Increased school compliance with NCLB, district, and state student and school goals
- Improvement in School Climate as demonstrated by school climate surveys
- Increased relationships between school and attending families

Resources

- 2 Day Training Seminar, Chicago. $500 Per-Team Member, plus travel and per-diem.
- Substitute Costs for teacher team members for training and school planning.
- School-Wide commitment to focus on SEL Program as bulk of school business.
- Continuation of school Web Program.
- Implementation of viable appropriate and valuable programs to reinforce the SEL program as discovered and learned by Committee.

Survey says……..

A 2008 Meta-analysis Survey by Loyola University of 207 implemented programs and 286,000 Urban, Rural, and Suburban students found the following results and impacts of successfully implemented SEL Programs:

- 23% increase in skills
- 9% improvement in attitudes about self, others, and school
- 9% improvement in prosocial behavior
- 9% reduction in problem behaviors
- 10% reduction in emotional distress
- 11% increase in standardized achievement test scores (math and reading)

References


Center for Social and Emotional Education. http://www.centerforSEL.org


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