

Washington SEL Capacity Building Training Series

Strengthening SEL Implementation in Schools and Districts

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REL Northwest support

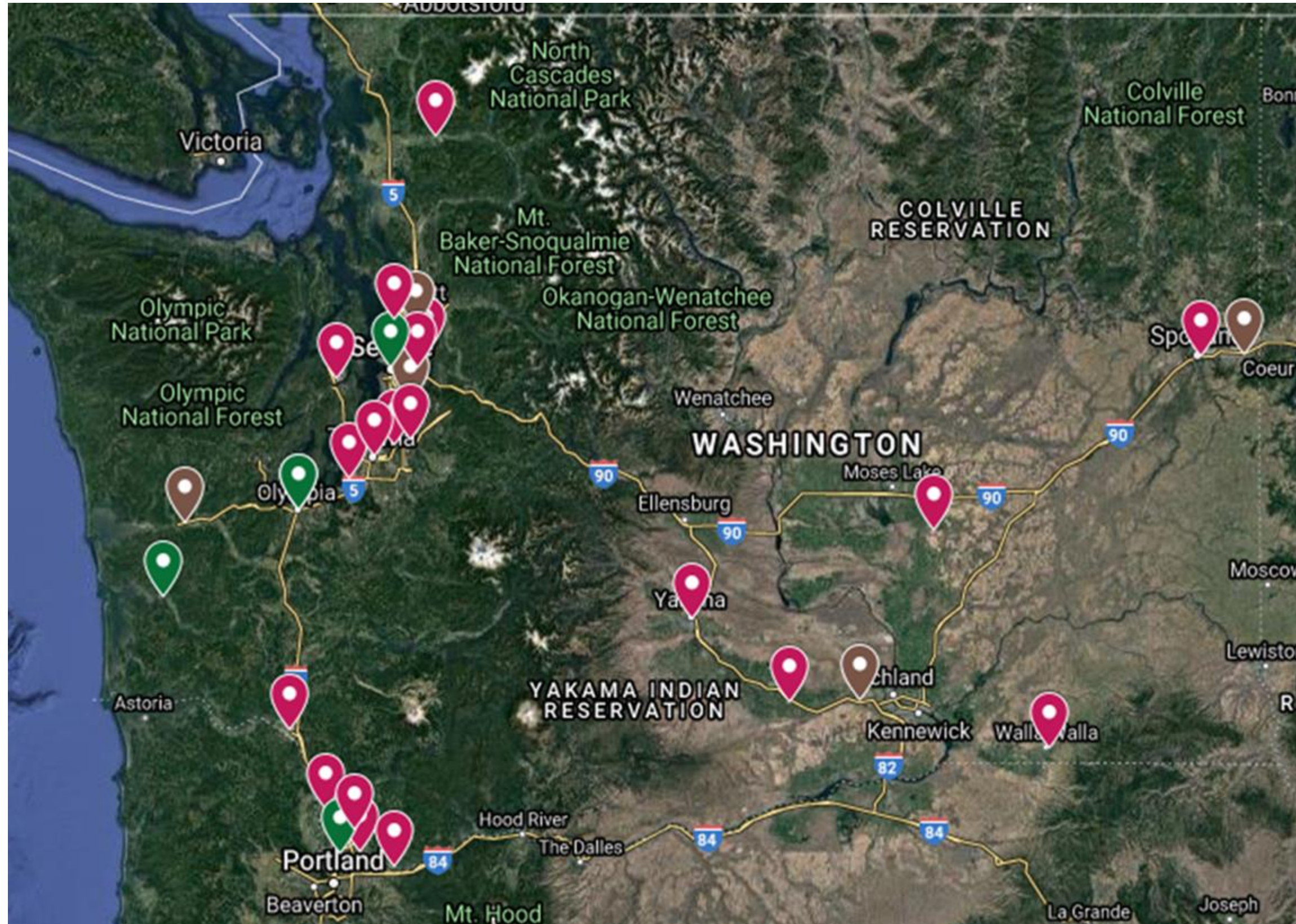
Incorporating data and research into everyday decision making

Delivering customized training, coaching, and technical support

Providing capacity building on data system development and data use

Conducting high-quality research and evaluation

Cohort member team locations



Source: Google Maps

Benefits of a cohort model

- Supports and motivates adult learning
- Provides a variety of emotional and psychological supports
- Broadens perspectives

Updated Washington SEL Capacity Building Series calendar

June 2020 (120-minute webinar)	Strengthening SEL Implementation in Schools and Districts
September 2020 (90-minute webinar)	Promoting Educational Equity Through SEL
October 2020 (90-minute webinar)	Collaborating with Community Members as Partners for SEL
January 2021 (90-minute webinar)	Promoting Academic Success Through SEL
February/March 2021 (Four-hour in-person session)	Building SEL into Multi-Tiered Systems of Support

Agenda

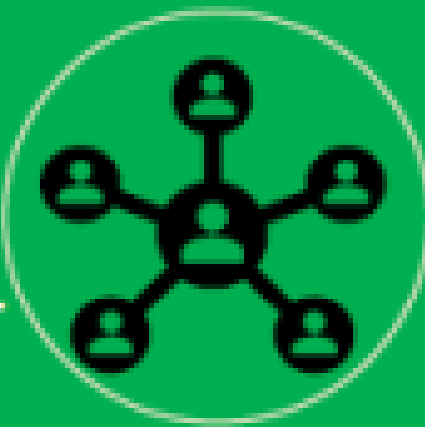
1. Welcome and introduction
2. Overview of SEL implementation research and the WA SEL landscape
3. Systems conditions research
4. Adult capacity building research
5. Goal development
6. Closing and next steps



Building connections: Essential elements of the WA SEL Implementation Guide

- Create a positive school climate and culture
- Link SEL to existing school policies and practices
- Focus on classroom-based approaches that promote SEL
- Select and implement evidence-based SEL practices
- Use data for continuous improvement

Create conditions to support students' SEL



- Collaborate with families
- Collaborate with community stakeholders
- Collaborate with ELO providers

Collaborate with families, communities, and ELO providers



- Create leadership team
- Develop a vision statement
- Conduct a needs and readiness assessment
- Create an implementation plan
- Create a professional learning system

Build adult capacity

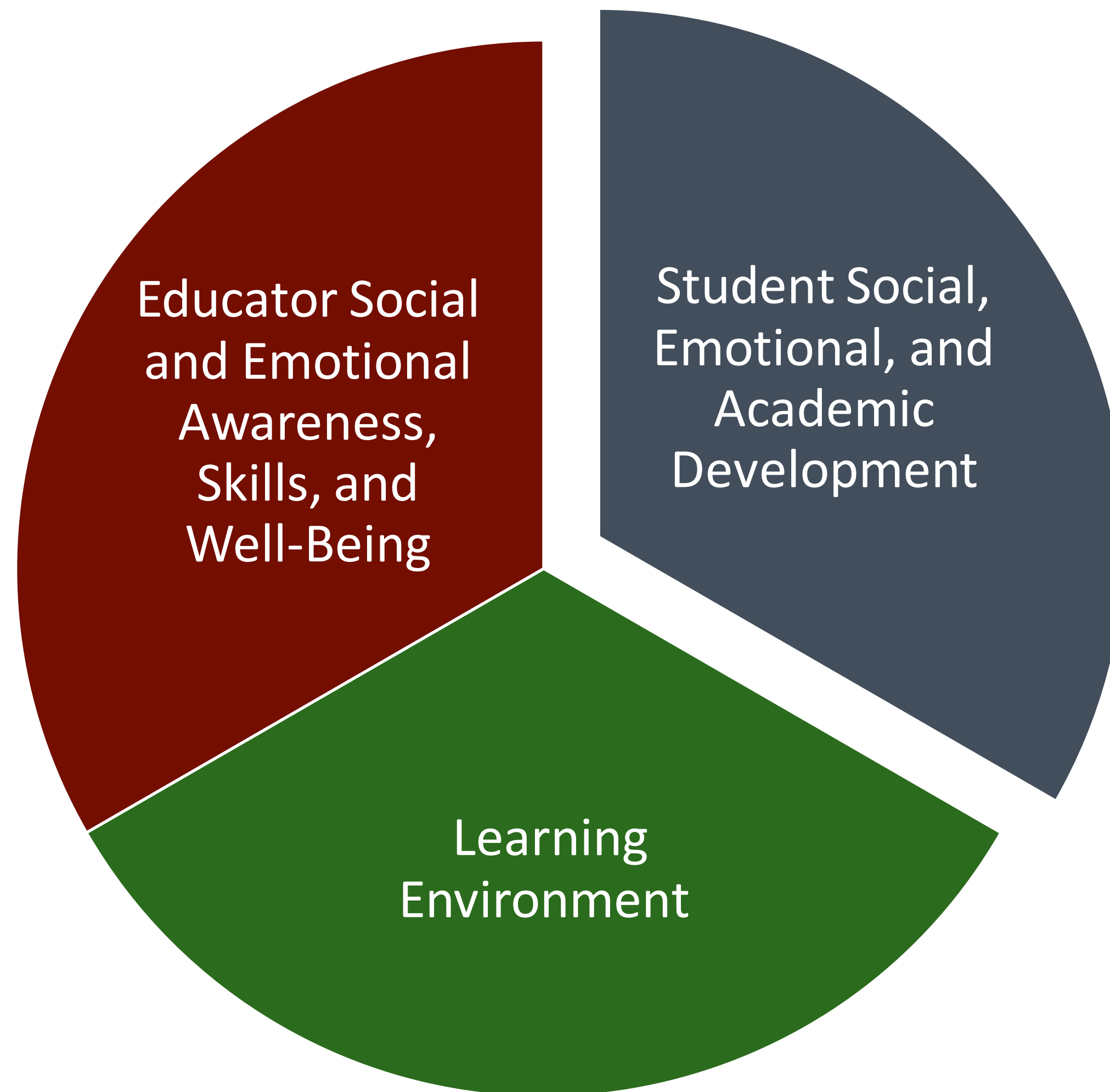


(<https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health/social-and-emotional-learning-sel>, p. C-26)

Overview of SEL Implementation Research and the Washington SEL Landscape

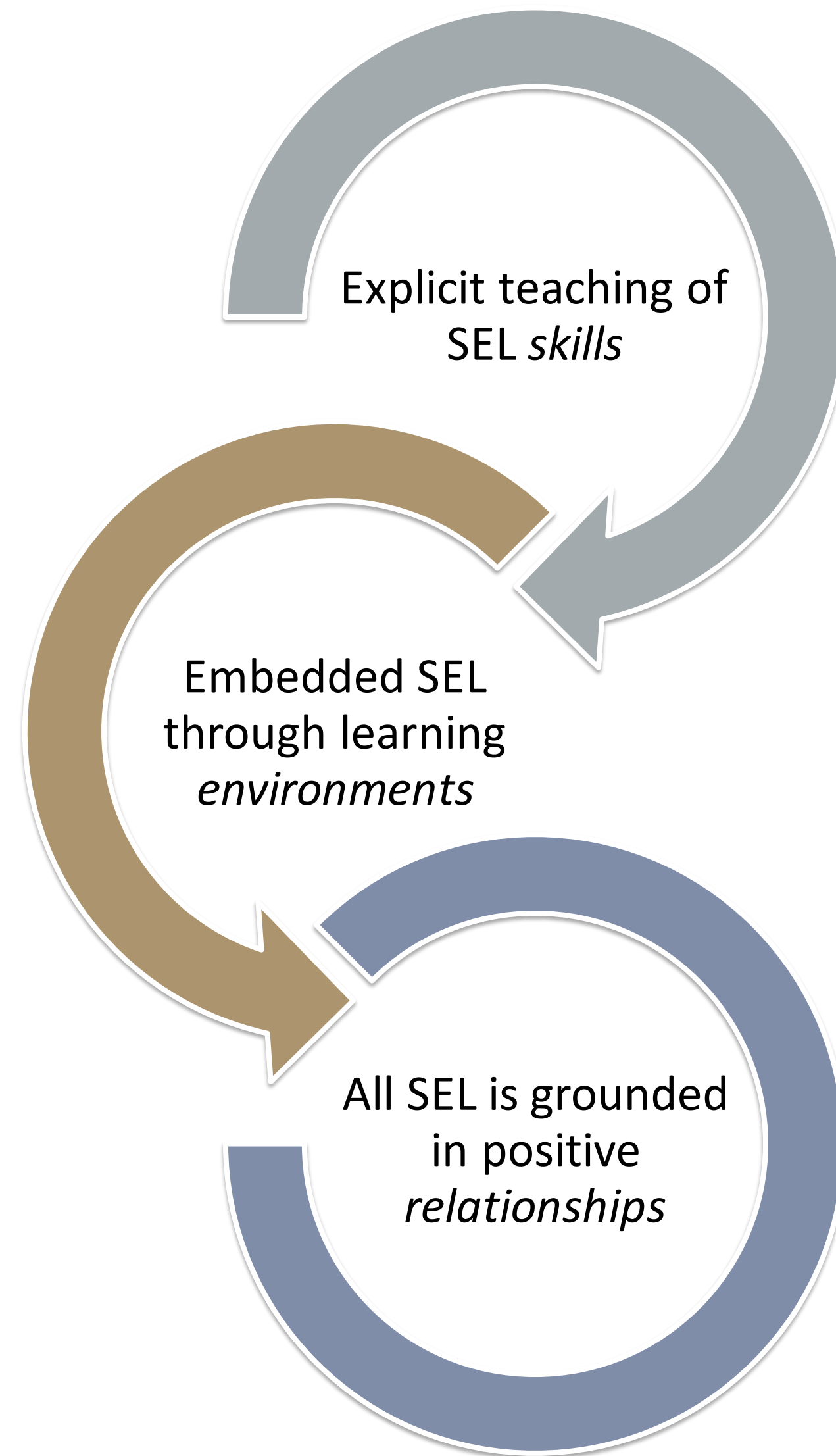


“Social and emotional development is multi-faceted and integral to academics—to how school happens, and to how learning takes place.”
(Jones & Kahn, 2017)

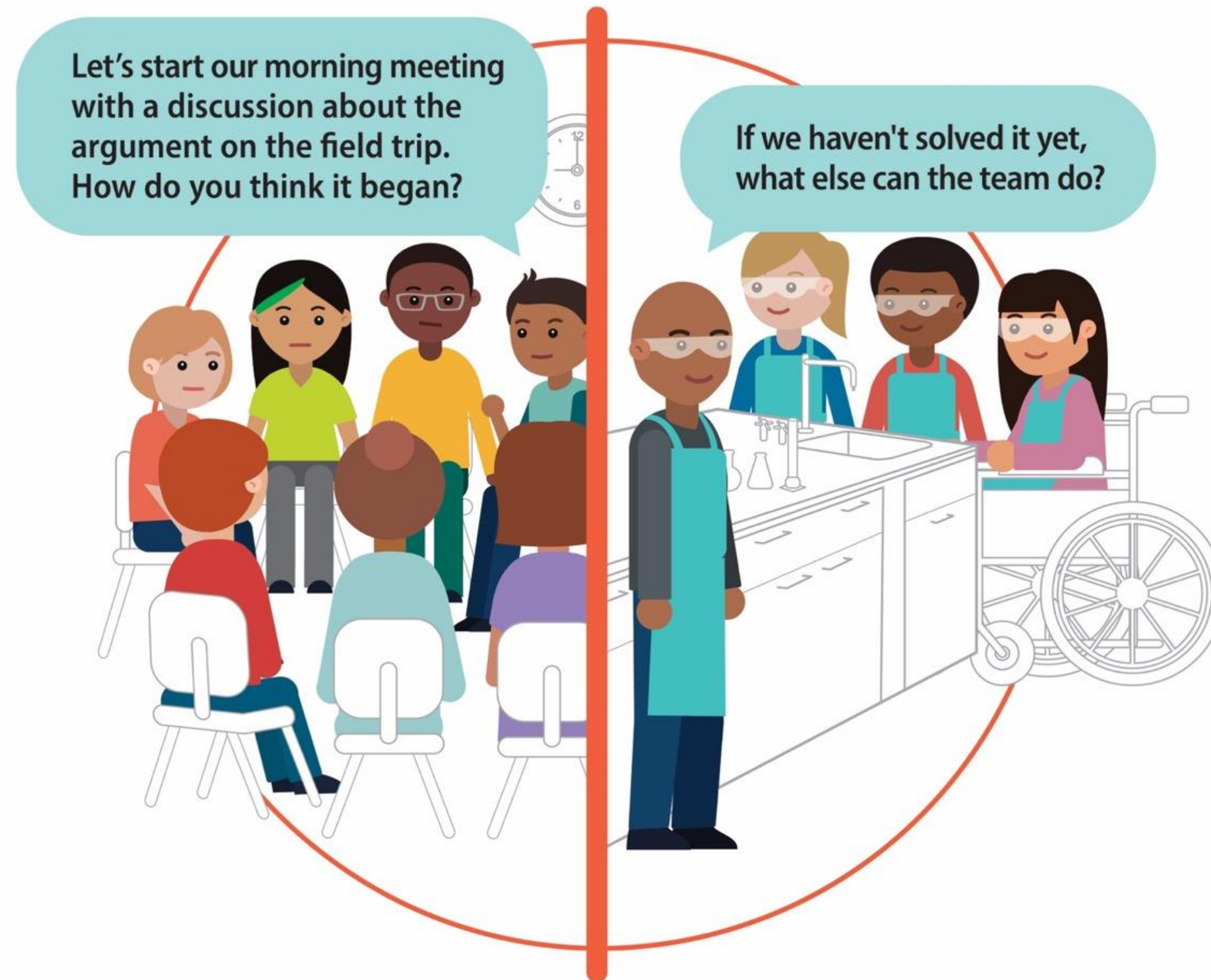


What do we mean by “SEL implementation”?

SEL
implementation
in a school can
encompass a
constellation of
programs and
practices.



Social and emotional learning is a shared responsibility...



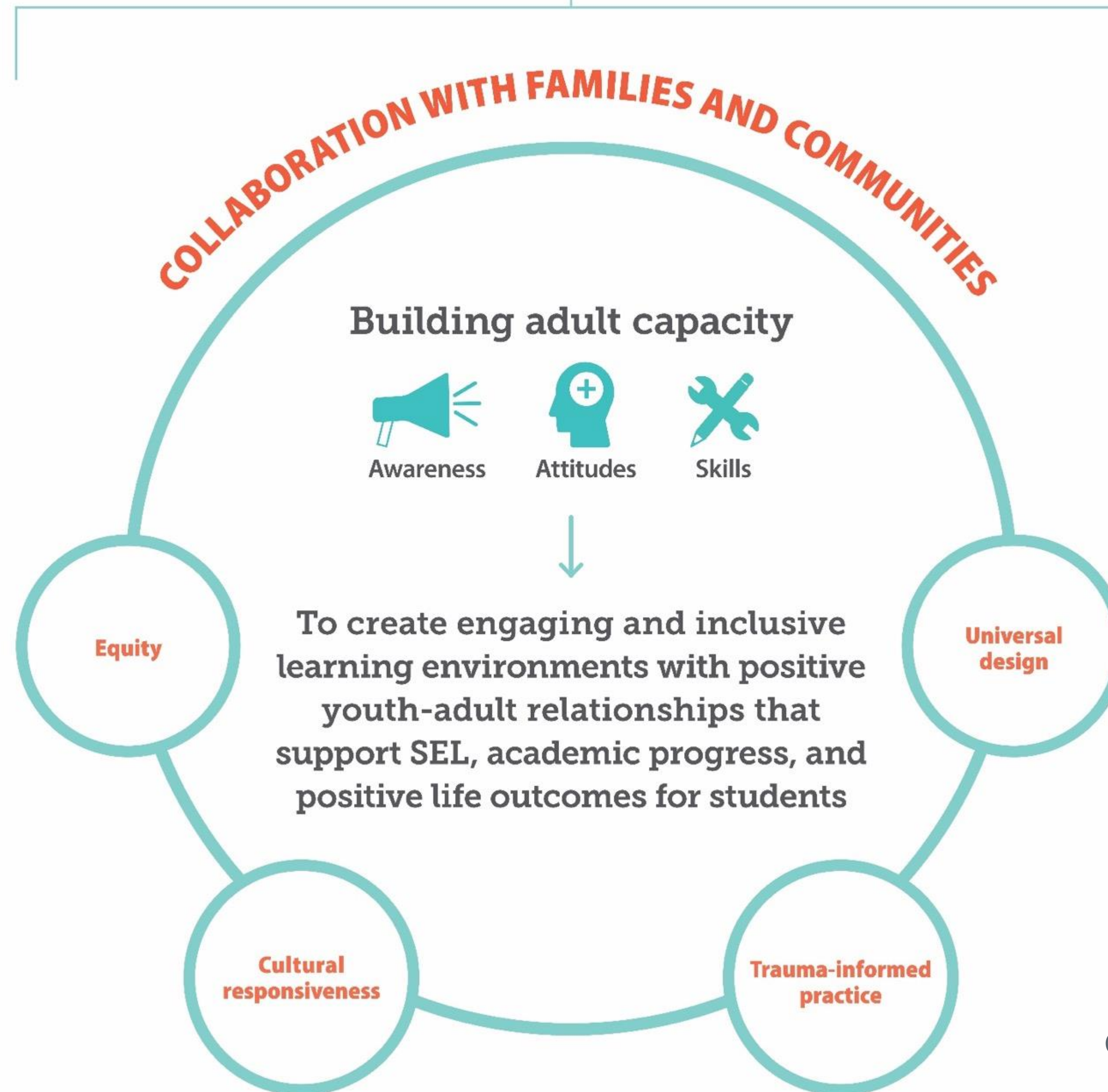
IN SCHOOLS

Schools can support SEL by incorporating specific SEL curricula, interweaving SEL concepts in academic learning, and fostering a positive school climate.

(<https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health/social-and-emotional-learning-sel>, p. C-2)

How can Washington schools further integrate and connect their SEL programs and practices?

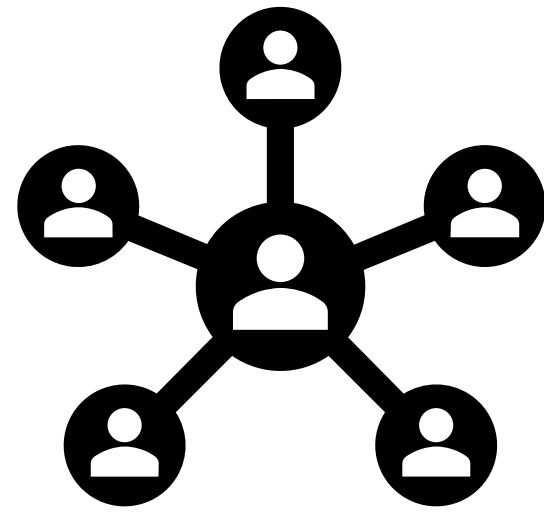
Conditions to Support SEL



A Communitywide Vision for Social and Emotional Learning in Washington

<https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health/social-and-emotional-learning-sel> (page C-7)

TRAINING HANDOUT: Ask A REL Responses



*What does the research say about the **systems conditions** in schools and districts that support quality SEL implementation and positive school climate that ultimately help students succeed?*



*What does the research say about effective strategies for building **adult capacity** to support student and adult SEL?*

1. Many schools are adopting evidence-based SEL, yet there are concerns about the fidelity of implementation

Implementation refers to how a program or practice is delivered to students.

Structural Fidelity:

To what degree are the “active ingredients” of the program or practice being implemented?

Process Fidelity:

How, and how well, are these “active ingredients” being implemented?

2. Many factors can influence SEL implementation in schools

National and Community-Level Context

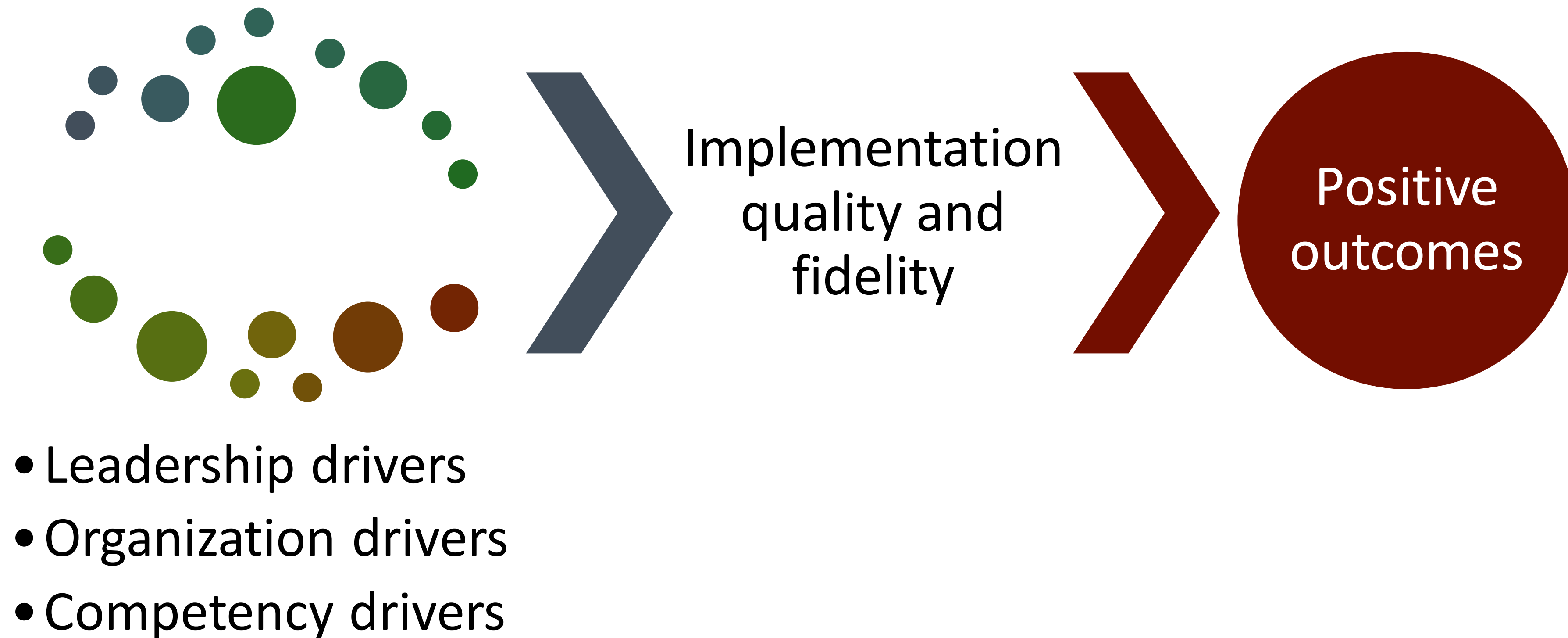
School and district
capacity and culture

Features of the
program and PD
provided

Student
characteristics

Teacher
characteristics

3. Strategic, ongoing attention to these factors is necessary to ensure that students benefit from evidence-based programs



We see many of these themes when we look at the SEL implementation landscape in Washington state

Perspectives of Washington stakeholders on SEL implementation

Participants commonly report that quality and depth of SEL implementation is uneven

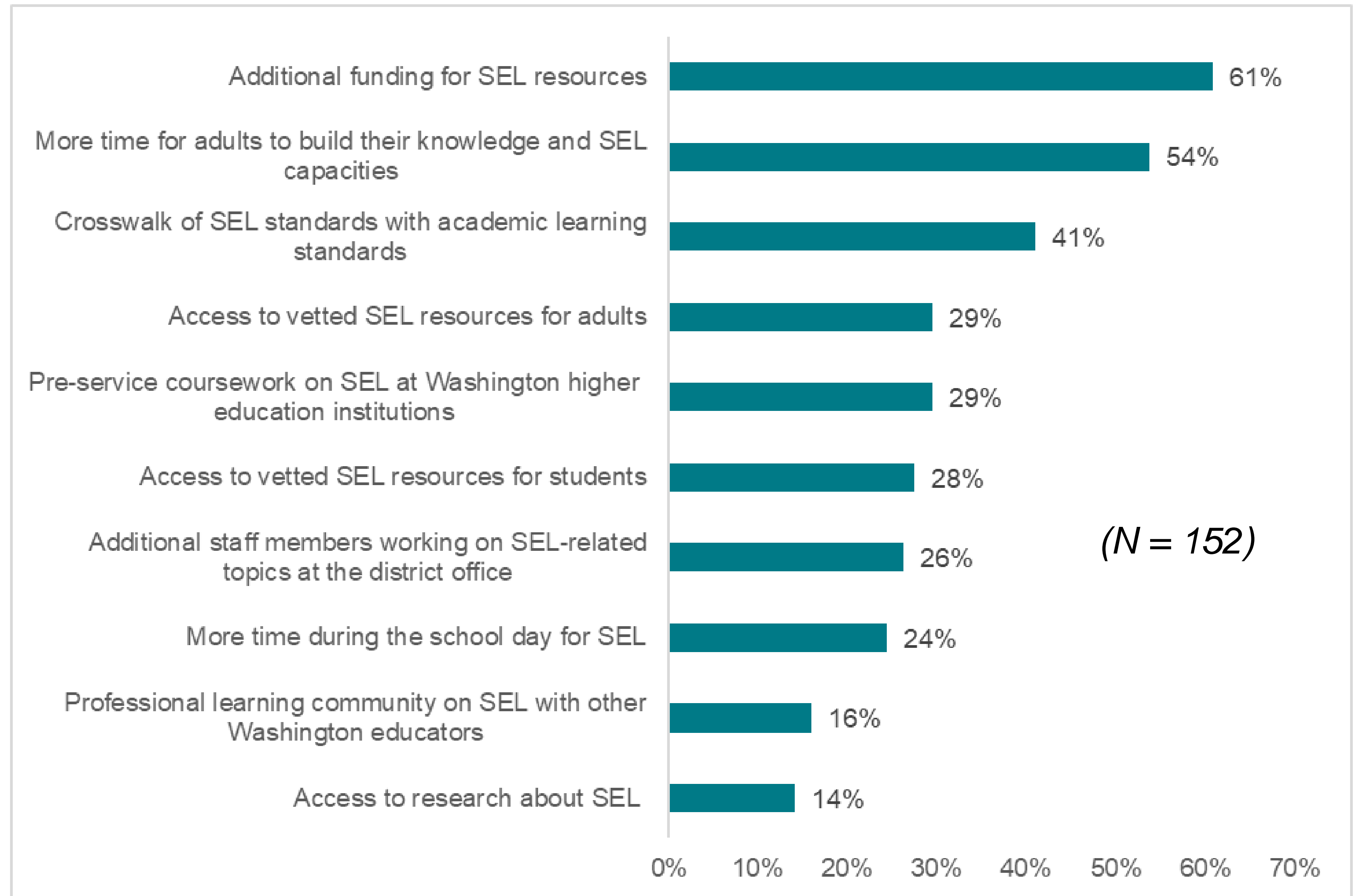
- SEL is increasingly visible—but broadly defined.
- Many schools using “homegrown” SEL models with limited demonstrated effectiveness
- Many districts statewide are addressing SEL in their mission, goals, and strategic plans, yet few are adopting SEL-specific policies or procedures
- SEL programs and practices are not consistently connected or sustained over time

Perspectives of Washington stakeholders on SEL implementation

Many participants highlighted the need for a systems approach and strategic investments in infrastructure

- Leaders can make clear that SEL is fundamentally important to education by developing relevant policies, procedures, and infrastructure
- There is strong agreement that both preservice training and ongoing PD are necessary to improve implementation quality
- Educators across the state are seeking guidance and tools for implementation, but use of SEL resources varies by district size, location, and financial resources

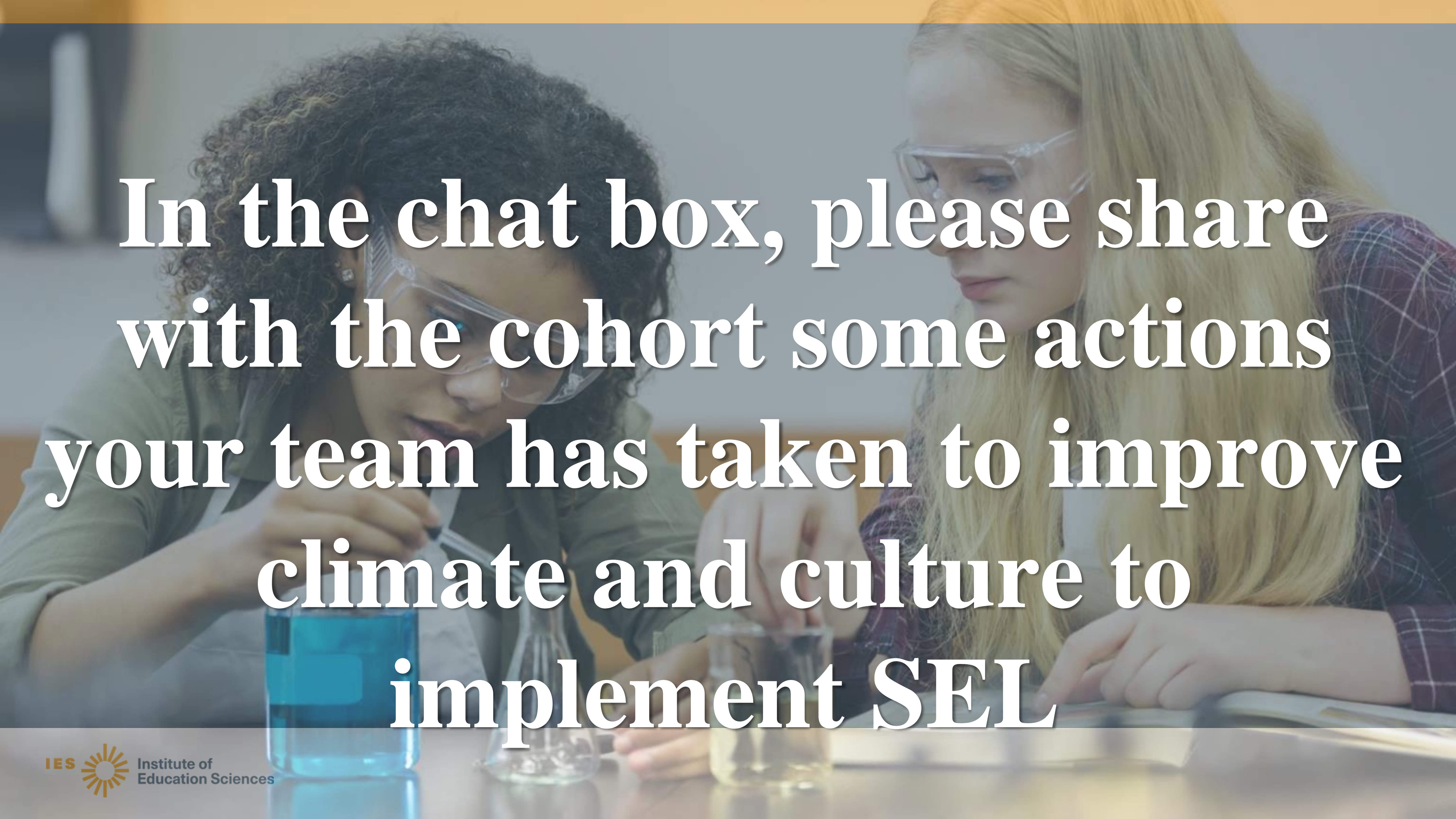
Lack of funding and PD time were commonly cited as implementation barriers by district-level staff members



Summary

- **Adoption of an evidence-based program is not enough.** There is a need to build a “support system” to select programs that “fit” local conditions, provide ongoing PD and coaching, align policies and practices to support implementation, and provide data for continuous improvement.
- **Adaptation to local contexts may be expected,** but needs to be systematic to preserve the “active ingredients” of the evidence-based program
- This resonates with calls within Washington and across the nation for a more **systemic approach to SEL**—one that integrates it within larger initiatives and support systems to increase the quality and equity of schools

Systems Conditions for SEL



**In the chat box, please share
with the cohort some actions
your team has taken to improve
climate and culture to
implement SEL**

Considering systems conditions for SEL implementation phases



- Individual
- Classroom
- Building
- District

Implementation readiness

$$R=MC^2$$

Readiness= Motivation x Capacity
(General and Intervention Specific)

Supportive contexts to improve school climate and culture

- Clear and inclusionary **positive disciplinary policies** and practices
- Adult and student **relationships that build skills** through guidance
- Engage **student voice and engagement** in the school community
- Active and **engaged in the full process** of implementation
- Balancing local **contexts and adaptation to fidelity**
- **Clear communication** to schools, educators, students, and families

Leadership to build system conditions

“Many transformations can be identified as important, but the three that we deem to be essential are leading with vision and courage, beginning and integrating efforts schoolwide, and implementing with integrity.”

(Elias, O’Brien, & Weissburg, 2006, p. 1)



Measuring SEL implementation

- Practice and implementation measures monitor how educators deliver SEL
- Climate and culture measures describe the learning environment
- Student competency measures look at specific skill development and growth

“Efforts for SEL implementation are most successful when developing and articulating short- and long-term outcomes with reasonable goals specific to SEL implementation including student growth in short-term, specific SEL activities and longer-term indicators of success.”

(Jones, Bailey, Brush, & Kahn, 2018, p. 2)

Ready, Willing, and Able

Getting to Outcomes model (Chiman et al., 2004)

1. Assess needs and resources
2. Identify goals and objectives
3. Select an evidence-based program
4. Adapt the program to fit the local context
5. Develop a plan for program implementation and evaluation

Goals were chosen based on priorities and identified needs in each school and included changes in students' skills and behavior as well as teacher and staff perceptions and behavior.

Measuring the balance of fidelity and user-friendly, aligned evaluation tools was a primary interest.



Ready, Willing, and Able

- Three cohorts
 - Forty-one schools completed a readiness assessment
 - Twenty-four completed a planning grant
 - Fifteen chose to participate

Learning serves as a growth model to expand SEL implementation.



Create conditions to support students' SEL

Use the content of the training so far to reflect on and discuss the questions below as your team connects with others in the breakout rooms.

- Based on the research provided, what are additional factors to consider in data collection across the phases of adoption, delivery, and sustainability?
- Within your context, how might data be collected for readiness, delivery, and sustainability to support quality implementation?

Adult Capacity for SEL



Students benefit from SEL instruction

- Positive teacher-student relationships
- Stronger connections with school
- Increased SEL skills such as self-regulation skills, empathy, and responsible decisionmaking
- Better academic, behavior, and social outcomes



[This Photo](#) by Unknown Author is licensed under CC



Polling question: What does the research say about the benefits associated with **Adult SEL Capacity**?

Adults with *higher levels* of SEL capacity are more likely to:

- ☐ Be effective teachers of SEL skills in elementary and middle school grades
- ☐ Incorporate SEL skills in their classroom and behavior management practices in pre-K as well as grades K-12
- ☐ Believe SEL is important to helping students achieve better academic, social, and behavioral outcomes
- ☐ Enjoy teaching, have better relationships with students, and experience lower burnout
- ☐ All the above

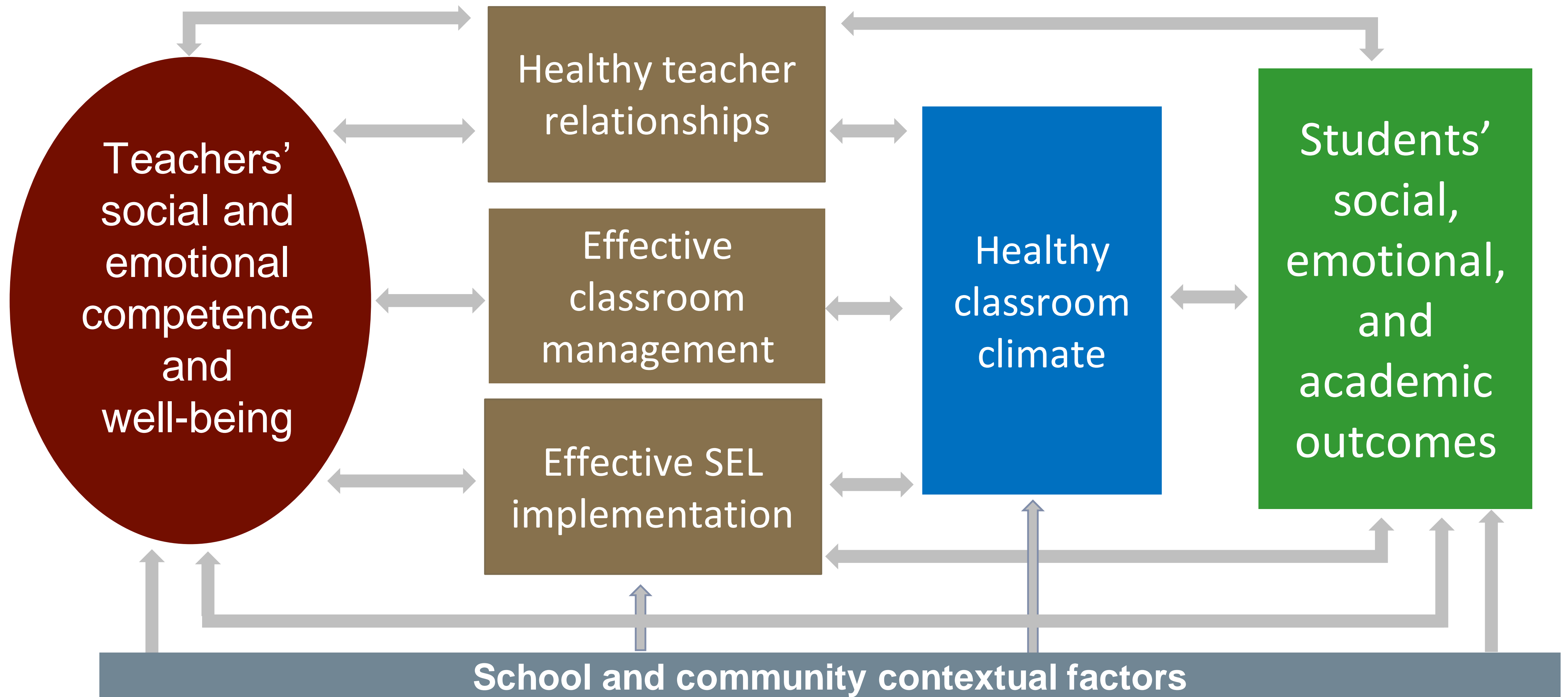


What does the research say about the benefits associated with **Adult SEL Capacity**?

Adults with *higher levels* of SEL capacity are more likely to experience all of the following:

- Be effective teachers of SEL skills in elementary and middle school grades
- Incorporate SEL skills in their classroom and behavior management practices in pre-K as well as grades K-12
- Believe SEL is important to helping students achieve better academic, social, and behavioral outcomes
- Enjoy teaching, have better relationships with students, and experience lower burnout

Prosocial classroom



5

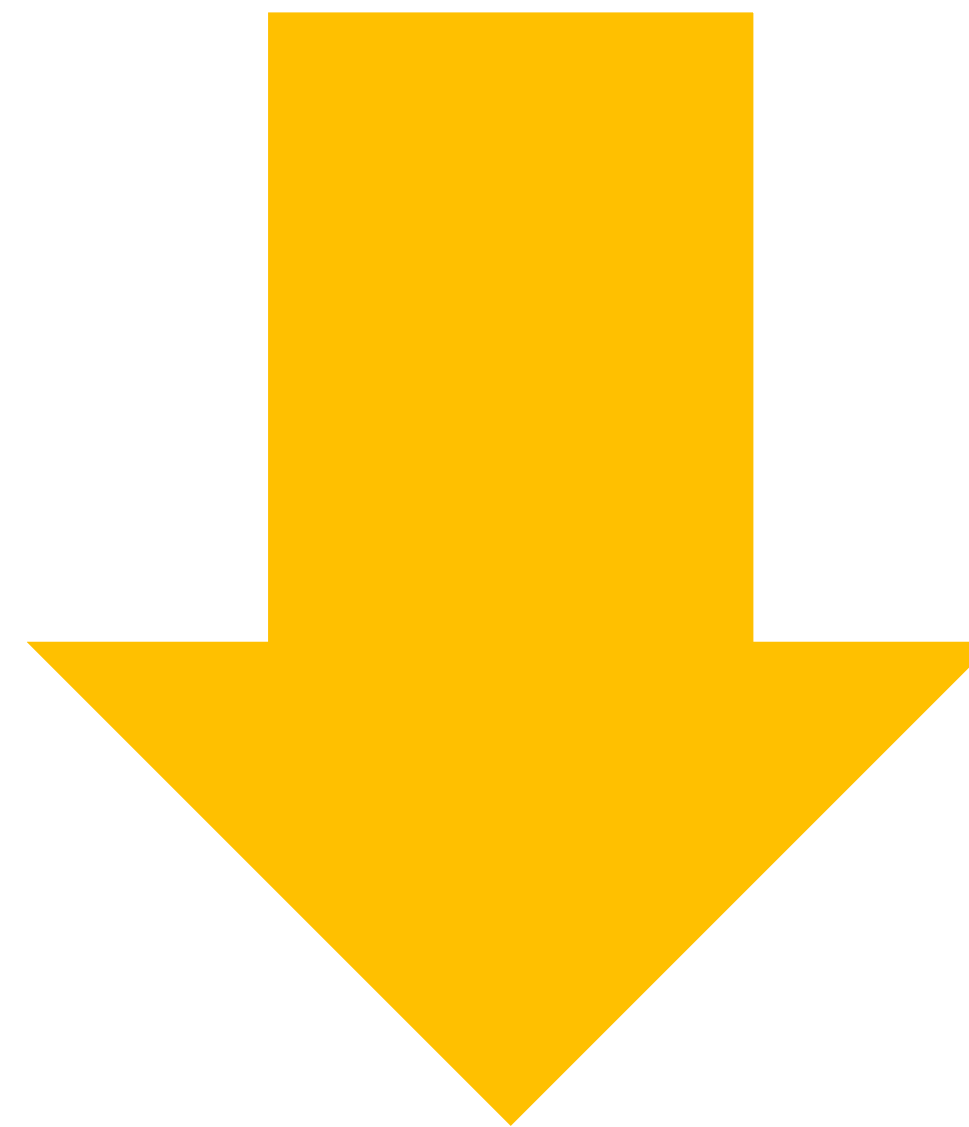
Adult SEL capacities



Adults can learn
SEL skills that will
improve their
outcomes

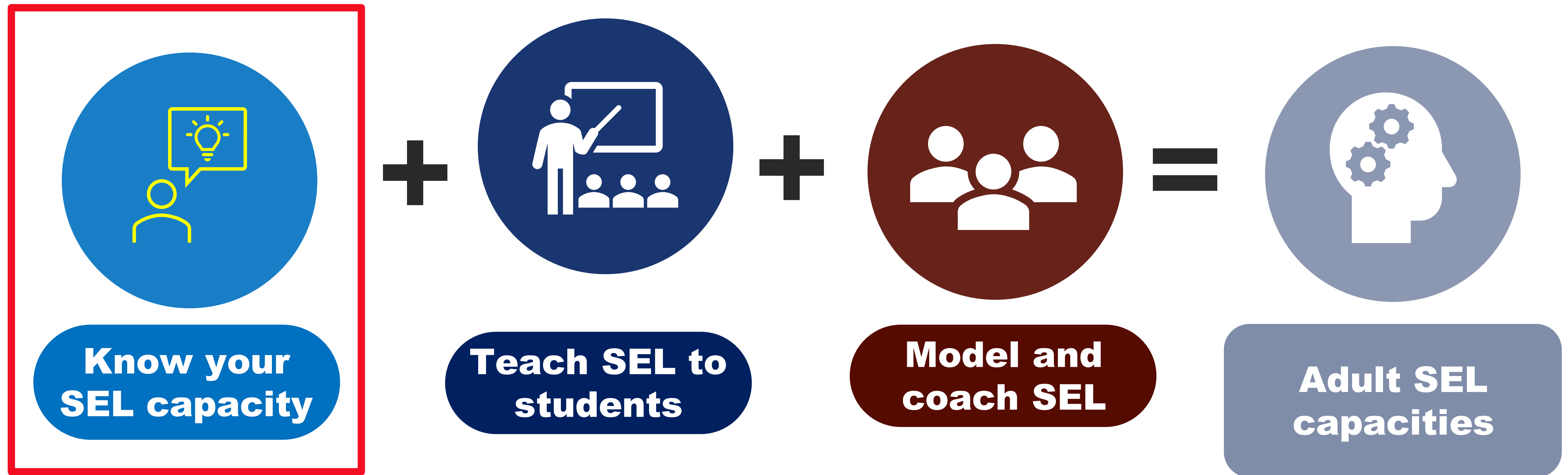


Emotional regulation
Self-efficacy
Focused attention
Working memory
Occupational self-compassion



Work-related stress
Burnout

What do adults need to know and be able to do?





Thinking about SEL and what you learned in this training, how well are the following indicators of adult SEL capacity implemented in your setting? (**Polling Question**)

Adults in my setting . . .

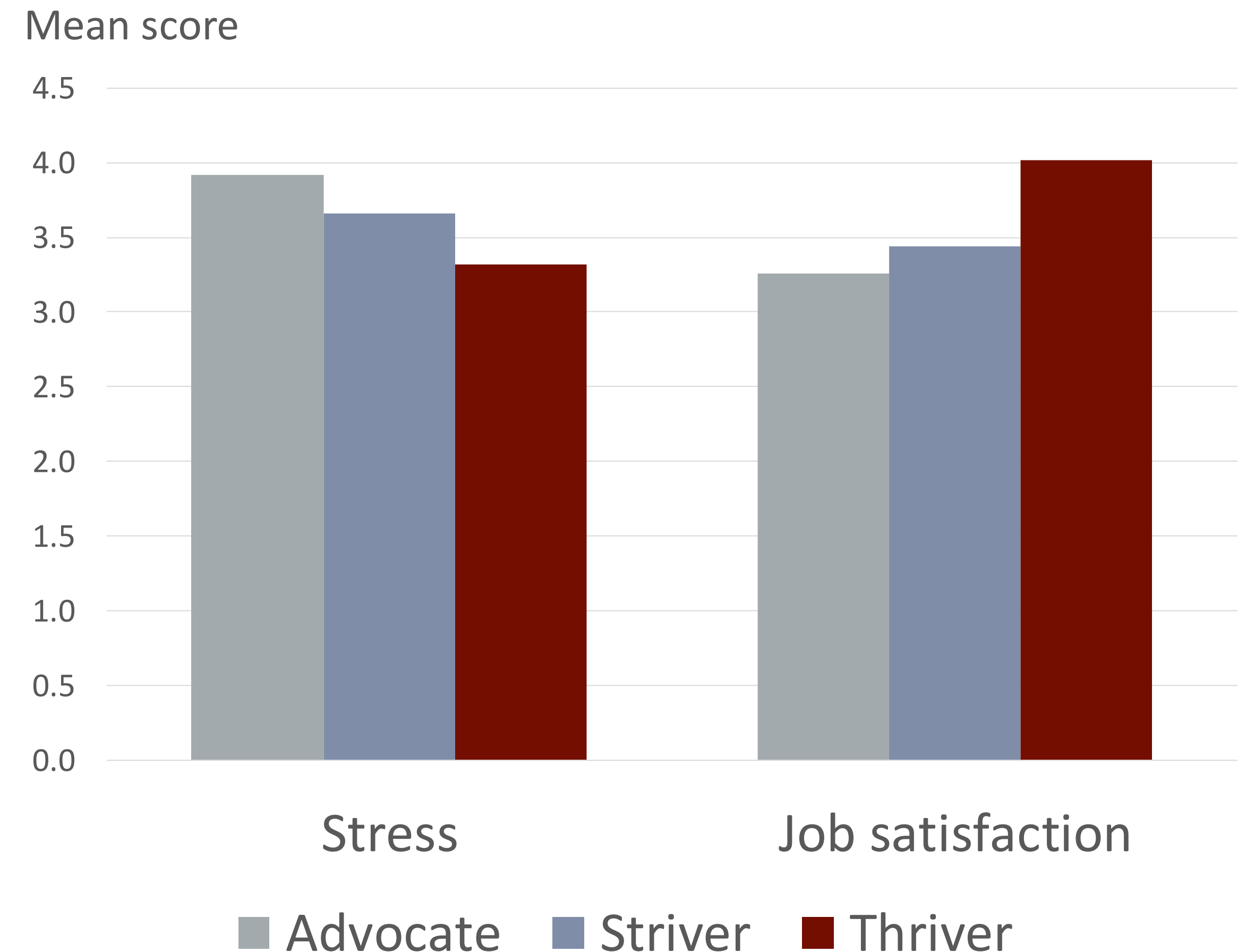
- Believe in the importance of SEL for student success
- Have a strong commitment to teaching SEL to students
- Provide developmentally appropriate and culturally responsive SEL instruction
- Design and adapt lessons to leverage students' strengths and abilities
- Use SEL to nurture caring, supportive, and encouraging relationships
- Use behavioral strategies and guidelines that promote intrinsic motivation
- Model, coach, and teach students to resolve conflicts, work cooperatively with peers, and engage in respectful interactions with others

Beliefs about SEL make a difference in student and adult outcomes

- **SEL-thrivers** reported high comfort, commitment, and cultural support to teach SEL
- **SEL-advocates** reported high comfort and commitment to teach SEL, but low cultural support
- **SEL-strivers** reported high commitment to teach SEL, but low comfort and cultural support

(Collie et al., 2017)

SEL-thrivers reported the lowest stress and highest job satisfaction



Thinking about SEL and what you have learned in this training, please decide if these statements are true or false in your setting. Please use the Chat Box to share the reasons for your answer.

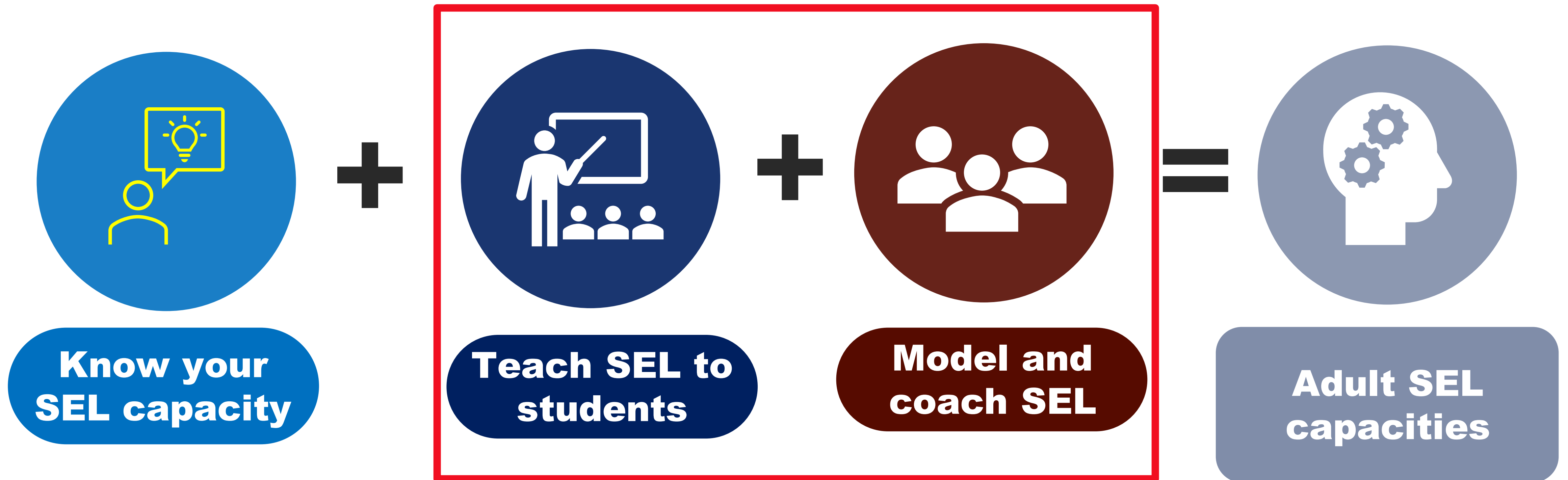
Building SEL capacity will require adults to engage in *learning and unlearning*.

- True
- False

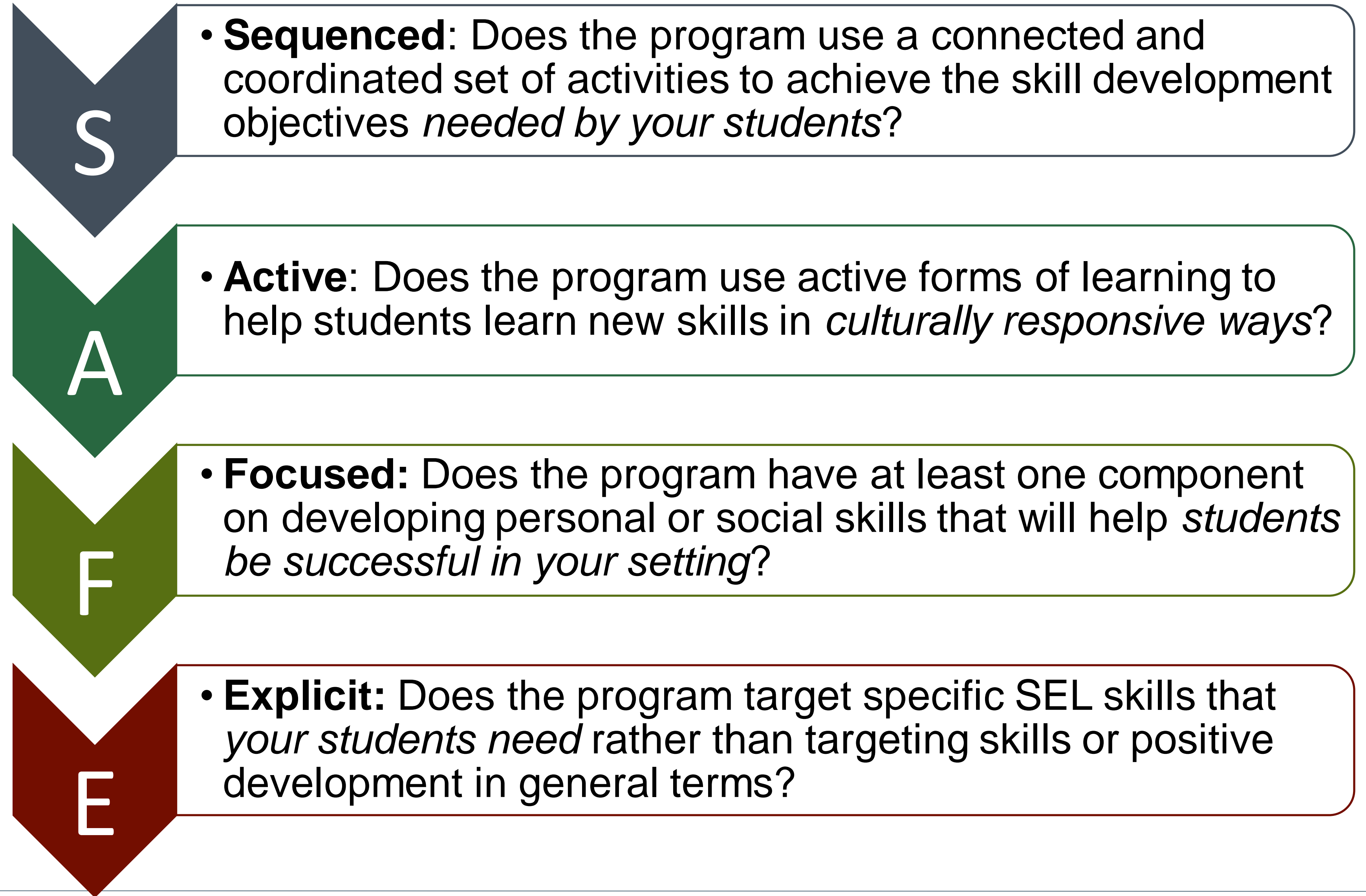
Effective SEL requires *all adults* to shift their mindsets, teaching approaches, and behaviors for all students.

- True
- False

What do adults need to know and be able to do?



Selecting evidence-based programs and strategies



(Durlak et al., 2011)



Thinking about SEL and what you learned in this training, how do you think the statement below relates to building adult SEL capacity in your setting? Please share in the chat box!

“Changing where it counts the most—in the daily interactions of teachers and students—is the hardest to achieve and the most important.”



Model and coach SEL skills

How adults can use
SEL to strengthen
relationships
with students

- Know how their attitudes, values, and experiences influence their relationships
- Show genuine interest in students as individuals
- Have high expectations for each student
- Identify and intervene early if students have social, emotional, or academic difficulties
- Set up opportunities for students to practice SEL skills throughout the school day



Identify priorities for building SEL adult capacity

Think about SEL and what you have learned in this training. Discuss with your colleagues and share your answers in the chat box.

- What are the strongest adult SEL capacities in your setting? Are these strengths consistent across all adults regardless of position, race, ethnicity, gender, or grade span?
- What are one to three priorities for strengthening adult SEL capacity for your setting?
- What next steps will your team take to strengthen adult SEL capacity in these priority areas?

Goal Development

SMART goal

Specific

Measurable

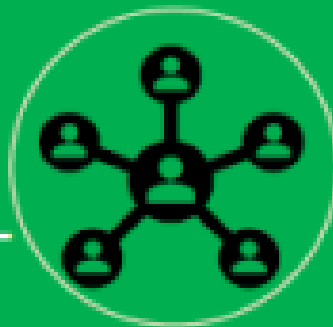
Attainable

Realistic

Timely

“Even though nearly all teachers and principals we’ve surveyed say they are addressing SEL, educators often have a hard time describing what this means concretely [...] Educators need support from school, district, or state leaders to identify management priority areas and adopt clear definitions of student outcomes they are promoting.”

Create conditions to support students’ SEL



Collaborate with families, communities, and ELO providers



Build adult capacity



Goals to action

	Helpful	Harmful
Internal	Strengths	Weaknesses
External	Opportunities	Threat

- SWOT analysis is a road map that guides one from the general to the specific.
- SWOT analysis promotes group discussion about strategic issues and strategy development.
- SWOT analysis helps a group or organization start a discussion

Goals to action example

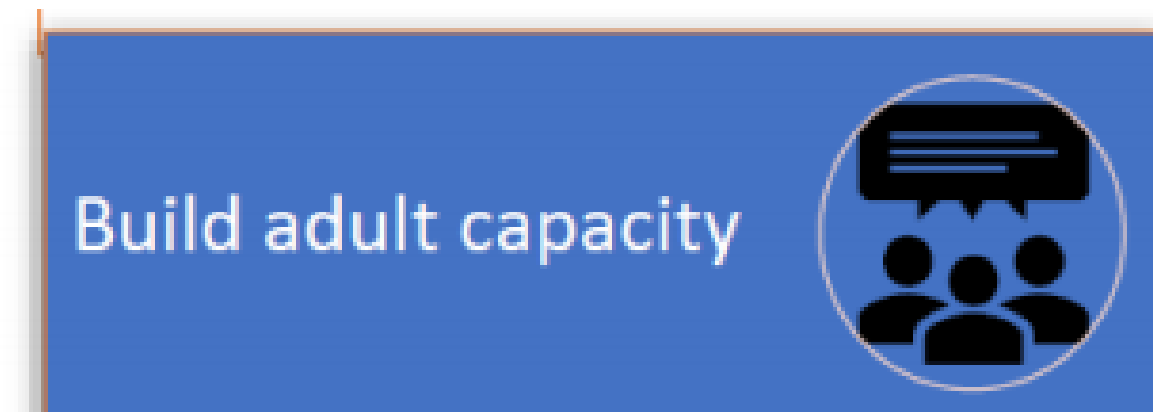
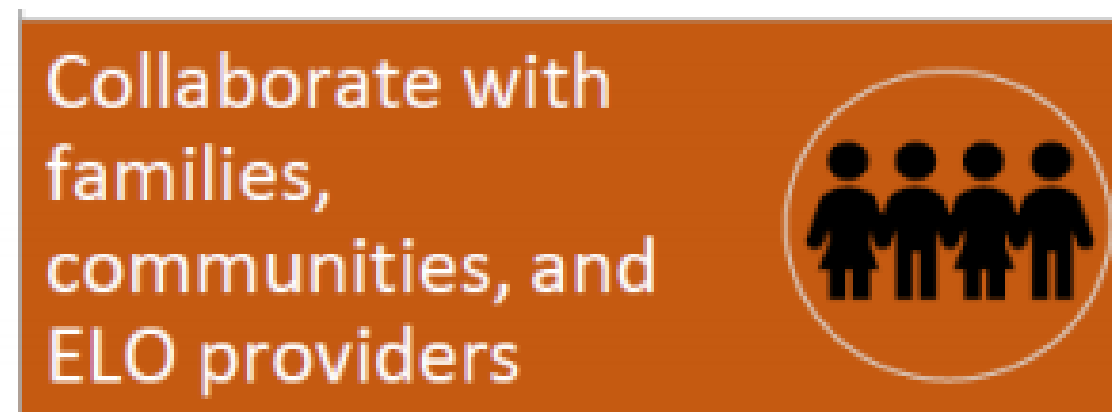
	Helpful	Harmful
Internal	Strengths <ul style="list-style-type: none"> Multiple schools report grade and content area teams are requesting support in having a better understanding to implement SEL. We utilize student and parent surveys to address school climate Some schools have an active student council and a morning show in which students share news around the school as well as announcements. Staff members have embraced trauma-informed practices and are working on better communication to families 	Weaknesses <ul style="list-style-type: none"> We have yet to define what SEL means in our context. Our discipline data show differences between some grades and areas (cafeteria after breakfast) that are concerning. Response rates to parent surveys are very low 37%). We have had some significant turnover (9 of 15 teachers have been at their school for two years or less). Daily schedules have been in place for years and don't allow additional time for SEL curriculum.
External	Opportunities <ul style="list-style-type: none"> Other districts are also working to implement; could partner and share some ideas with them. Many students have set up opportunities to connect in the community (letters to soldiers, canned food drive, Cheer on HS seniors). We have some community partners that also address SEL implementation (B&G club, Hispanic Heritage center)—we can partner better 	Threat <ul style="list-style-type: none"> We have a lot of communication going out to families and not much coming in. Unsure of possible budget changes that will affect staffing and materials allocations. Professional learning calendar is already developed and is focused on improving writing scores.

Next Steps

Next Steps: Use what you have learned in this training to:

Review your data to **set 1-3 goals** for SEL implementation.

Identify strategies to include the Washington Essential Elements.



Use a **SWOT analysis** to determine actions to address quality implementation.

Post goals and strategies in the Google Drive to share ideas and connect with other cohort members.



Ask A REL Get customized responses to your questions

<https://ies.ed.gov/ncee/edlabs/regions/northwest/askarel/>

Ask A REL is a collaborative reference desk service provided by the 10 regional educational laboratories (RELs). It functions in much the same way as a technical reference library, providing references, referrals, and brief responses in the form of citations on research-based education questions.



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