

Supporting the Whole Child: Practice, Policy, and Measurement

September 7, 2018

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***Restrooms are located to the right of the stage
and by the registration tables***

Turn and Talk – Introduce Yourself

1. Name
2. Organization
3. How does the idea of the “whole child” fit into your work?

Enacting Social-Emotional Learning: Practices and Supports Employed in CORE Districts and Schools

Taylor N. Allbright

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Supporting the Whole Child, Sacramento, CA

September 7, 2018

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Study Overview

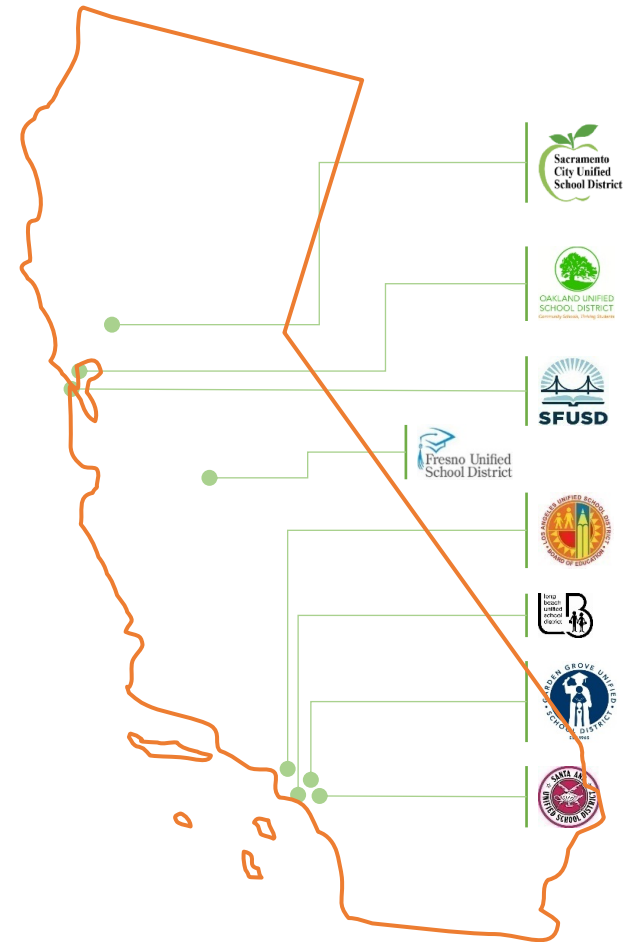
- Growing consensus that schools can and should attend to students' social-emotional learning (SEL)
 - SEL refers to beliefs, attitudes, personality traits, & behaviors (distinct from academic achievement) that are perceived as beneficial
- Many SEL competencies (e.g., self-control, growth mindset) predict academic, economic, and physical outcomes (Almlund et al., 2011)
- Yet definitions of SEL and understanding of SEL practices often unclear (Jones & Doolittle, 2017)
- Many districts and schools are struggling to implement programs and practices to support SEL
- We explored practices in schools with high reports of SEL on student surveys

Research Questions

- How do educators **define** social-emotional learning?
- What **strategies** do schools use to enact and support various conceptions of SEL?
- How do **districts** support schools' SEL practices?

Context of CORE Districts

- Current focus on accelerating math achievement for African American and Latino students, grades 4-8
- CORE hypothesized that SEL plays a role in math success
- CORE invited us to examine SEL practices that may support their goals of accelerating math achievement



Context of CORE Districts

The CORE Districts administer SEL surveys:

SEL Competency	Definition
Growth Mindset	The belief that one's abilities can grow with effort
Self-Efficacy	The belief in one's own ability to succeed in achieving a goal
Self-Management	The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations
Social Awareness	The ability to empathize with others, understand social and ethical norms, and recognize resources and supports

Methods

- Multiple case study of “positive outlier” schools, outperforming schools with similar demographics & resources
- Selected 2 schools each in 5 districts
- Selection criteria included:
 - Served large proportions of African American and/or Latino youth, who were top quartile in SEL in both 2015 and 2016
 - Schools were also performing relatively well in math
- Data sources: Interviews ($n=71$), observations, documents
- Data analysis: case memos, cross-case analysis

Research Questions

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Respondents varied widely in conceptions of SEL.



Supporting student mental and emotional well-being



Creating a safe and supportive school climate



Developing social skills and appropriate behavior



Supporting adolescent development



Building a culture of inclusion and acceptance of difference



Addressing the needs of the whole child

Research Questions

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Six Categories of SEL Strategies

1. Promoting positive climate and relationships

- Whole-school culture-building
- Personal interactions for trust and relationships
- Advisory periods

Instead of looking at a punitive approach for everything and also having a blanket zero tolerance policy, we have more case-by-case responses to students.... That's what we do with restorative practice, to sort of to disrupt our punitive ways that we were used to going about responding to discipline.

-School administrator

Six Categories of SEL Strategies

3. Elective courses and extra-curricular activities

- Courses like music or PE support communication & relationships
- Student clubs

So we really put an emphasis on how making mistakes is the only way to we can learn, how mistakes are really put in this special place where we applaud them, look at them ... So we go through all of that to talk about how these things make your brain grow... And every so often throughout the year we will pick...our favorite mistake and have the students do error analysis on those mistakes.

-Math teacher

Six Categories of SEL Strategies

5. Hiring, organizing, and training personnel

- Staff leadership teams
- Using non-instructional staff
- Opportunities for adults to learn about SEL

6. Measurement and data use

- Use of CORE survey data to guide school efforts
- School- or staff-led data collection efforts

Common Themes among Outlier Schools

- **Building on existing assets**
 - Using strengths such as a well-developed sports program or a music program as a vehicle for promoting SEL
- **Implementing with intention**
 - Deliberate structure of trainings, roles, and expectations
 - Investment of staffing and financial resources
- **Promoting student agency and leadership**
 - Using youth-led efforts such as kindness clubs, student-led lessons, and buddy programs

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District Support for SEL



Priorities and Frameworks



Staffing



Programs and Curricula



Training



Measurement and Data Use

Implications for Policy and Practice

- Build common understandings and alignment regarding SEL
- Make the connection between SEL and racial equity intentional and explicit
- Develop frameworks for embedding SEL in academic content areas
- Consider the full range of SEL strategies

Thank you!

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Educating the Whole Child: Improving School Climate to Support Student Success



Linda Darling-Hammond
Channa Cook-Harvey

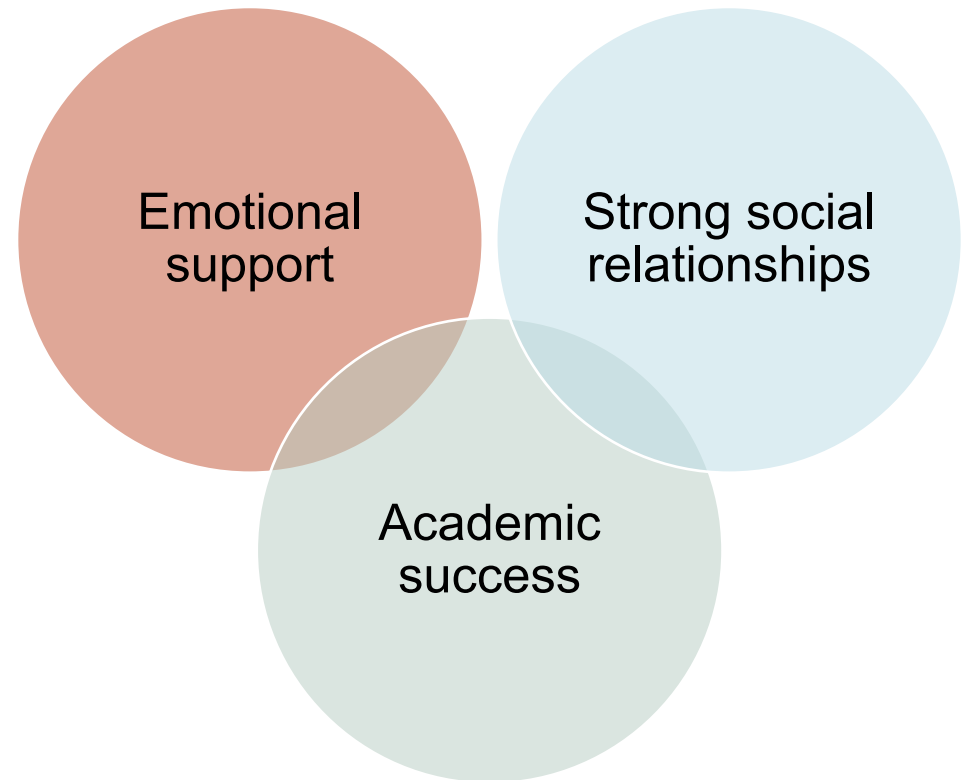
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School Climate Matters

Hundreds of studies have found that a positive school climate supports stronger achievement, better behavior, more attachment, and stronger long-term outcomes for students.

WHY?



What We Know from Science

The brain and the development of intelligences are malleable. The brain develops throughout life as a function of experiences that activate neural pathways which permit new kinds of thinking and performance. The kinds of experience matter greatly.

Secure relationships

Rich, stimulating environments

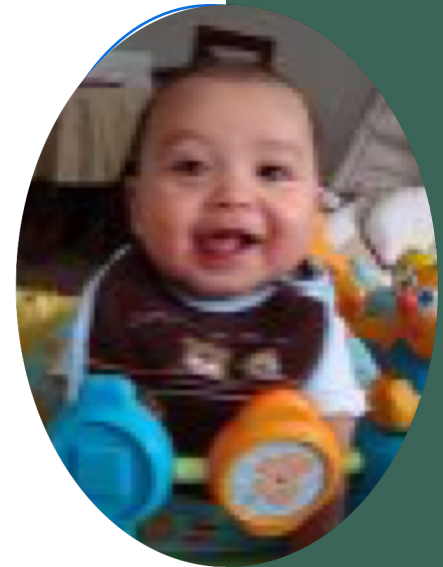
Back-and-forth conversation



Variability in human development is the norm. The pace and profile of each child's development is unique.

Human relationships are the essential ingredient that catalyzes development & learning.

Adversity affects development and learning -- and how schools respond matters.

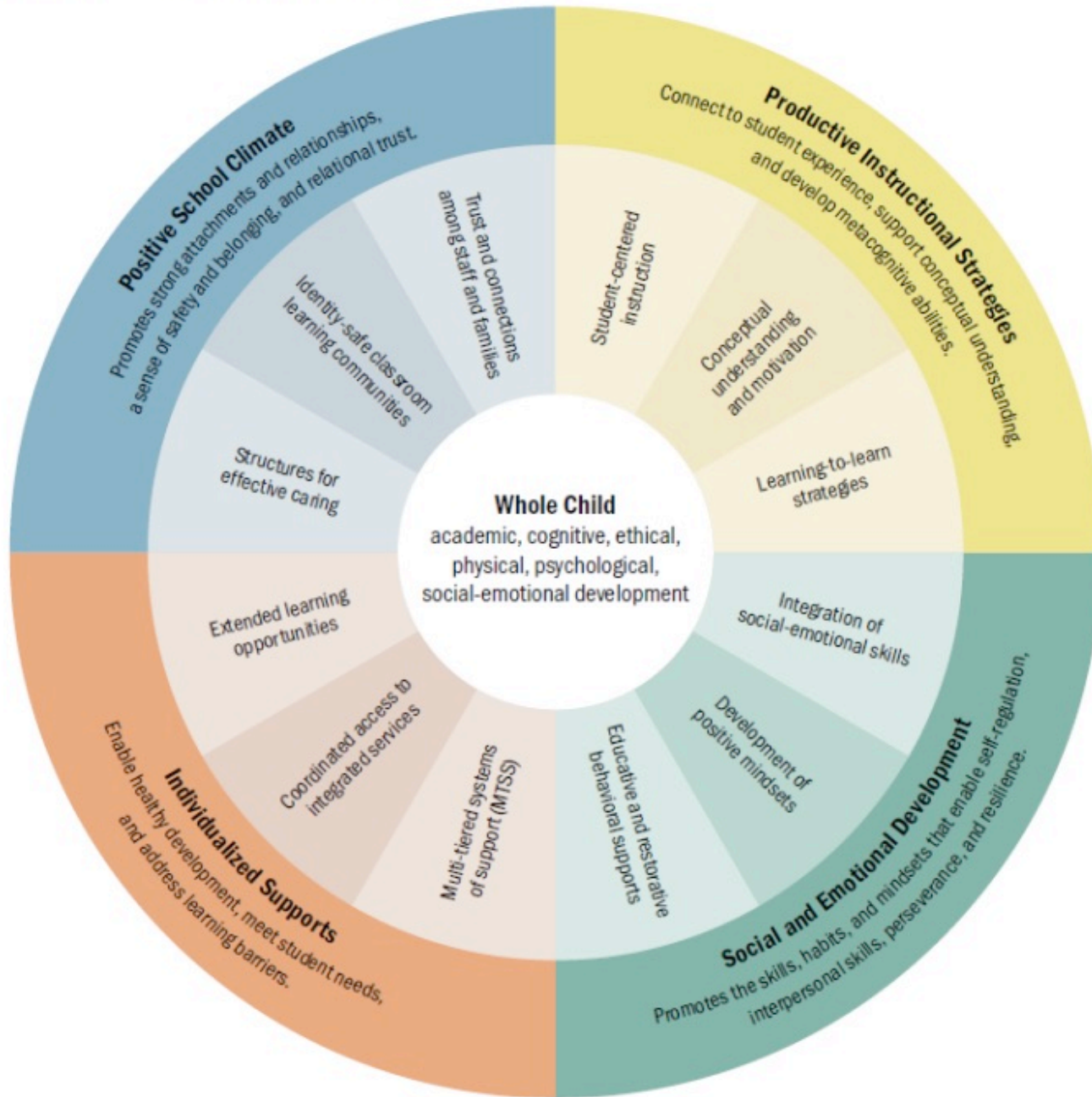


Learning is social, emotional and academic.

Children actively construct knowledge based on their experiences, relationships, and social contexts.



A Framework for Whole Child Education



I. Environmental conditions that support success along the developmental and learning continuum:



- structures for effective caring;
- identity-safe classrooms that support belonging;
- relational trust among staff and families

1. Structures for Effective Caring

School and classroom structures should be designed to create and support *strong attachments and positive, long-term relationships* that provide both academic and social-emotional support.




**Smaller schools / SLCs
Personalizing structures:**

- Advisories
- Block scheduling
- Looping
- Teaching teams that share students

**Schools with longer
grade spans (PK-8, 6-12)**

2. Learning Communities

Schools and classrooms should be developed as learning communities in which all children feel a sense of *physical and psychological safety and belonging* and teachers engage in practices that help them *know their students well*.



Intentional community-building with shared norms

Identity-safe classrooms in which all are respected and stereotype threat is reduced.

Two-way pedagogies that help teachers learn about students in order to teach them well

Structure and consistency

3. Trust and Alignment Among Adults

School practices should be designed to *strengthen relational trust* among educators and between school staff and families to provide deeper knowledge about children and greater alignment between the home and school.



Responsive leaders who distribute leadership & encourage participation

Collaboration among staff re: planning & addressing problems of practice

Authentic parent participation: home visits, student-teacher-parent conferences, engagement in student learning & school operations

II. Support for Social and Emotional Development



Self-regulation
Executive function
Intrapersonal awareness
Interpersonal skills
Growth mindset and
A sense of agency that
support resilience and
productive action.

4. Integration of Social-Emotional Skills

Schools and classrooms should provide *regular opportunities to integrate social emotional skills* into academic curricula and throughout the school day.



Support executive functioning w/ strong organizational routines & explicit teaching

Explicitly teach SEL skills, e.g. self-regulation, empathy, collaboration, conflict resolution

Practice mindfulness and / or tools for stress management

5. Development of Mindsets

Students should receive guidance and support to *develop habits and mindsets that promote perseverance, resilience, and the ability to take and use feedback productively*



Support key mindsets that support academic success:

- 1) a feeling of belonging at school,
- 2) belief in the value of the work,
- 3) belief that effort will lead to competence (growth mindset), and
- 4) a sense of self-efficacy

..by affirming competence and structuring opportunities for mastery on authentic tasks (practice, feedback, support, revision, recognition)

6. Educative and Restorative Behavioral Supports

Behavior supports and practices should aim to be educative and restorative rather than punitive and exclusionary



Explicitly teach skills

Encourage students to take responsibility

Enable students to make amends and proactively contribute to their community.

III. Instructional strategies that support academic capacity, competence, efficacy, and motivation.



Well-scaffolded instruction and ongoing formative assessment that

- supports individualized and collaborative learning
- takes students' prior knowledge & experiences into account, and
- provides the right amount of challenge and support on relevant and engaging learning tasks.

7. Student-Centered Instruction

Teaching should address and *build on children's prior knowledge and experiences*, both to scaffold learning effectively and to inform practices that are individually and culturally responsive.



Build on strengths, interests, & experiences with cultural competence

Design tasks that are authentic, engageable, & well-supported (thus motivating)

Focus on mastery & learning goals, not competition

8. Learning to Learn

To enable learning that is transferable and supports a growth mindset, teaching should be designed to develop *metacognitive thinking and reflection*



Model and teach self-regulation & metacognition: self-direction, goal-setting, planning, finding resources, evaluating, sense-making

Provide specific, concrete feedback using tools like rubrics that support self- and peer-assessment / reflection

Encourage mastery-oriented performance assessment & revision of work that support growth mindset

IV. Structures that reach beyond the classroom to provide systems of academic and social support.



These include personalized supports that respond to students' needs and address adversity.

9. Integrated Services

Schools should coordinate *access to integrated services* that enable children's healthy development.



Wraparound programs that provide access to health and social services on-site and/or through community partnerships

Community school designs that provide integrated services, family & community engagement, extended learning opportunities, and collaborative structures

10. Multi-tiered Systems of Support

Schools should create a collaborative, unified approach to working with staff, families, and support providers to *meet student needs and addresses learning barriers* based on a shared developmental framework.



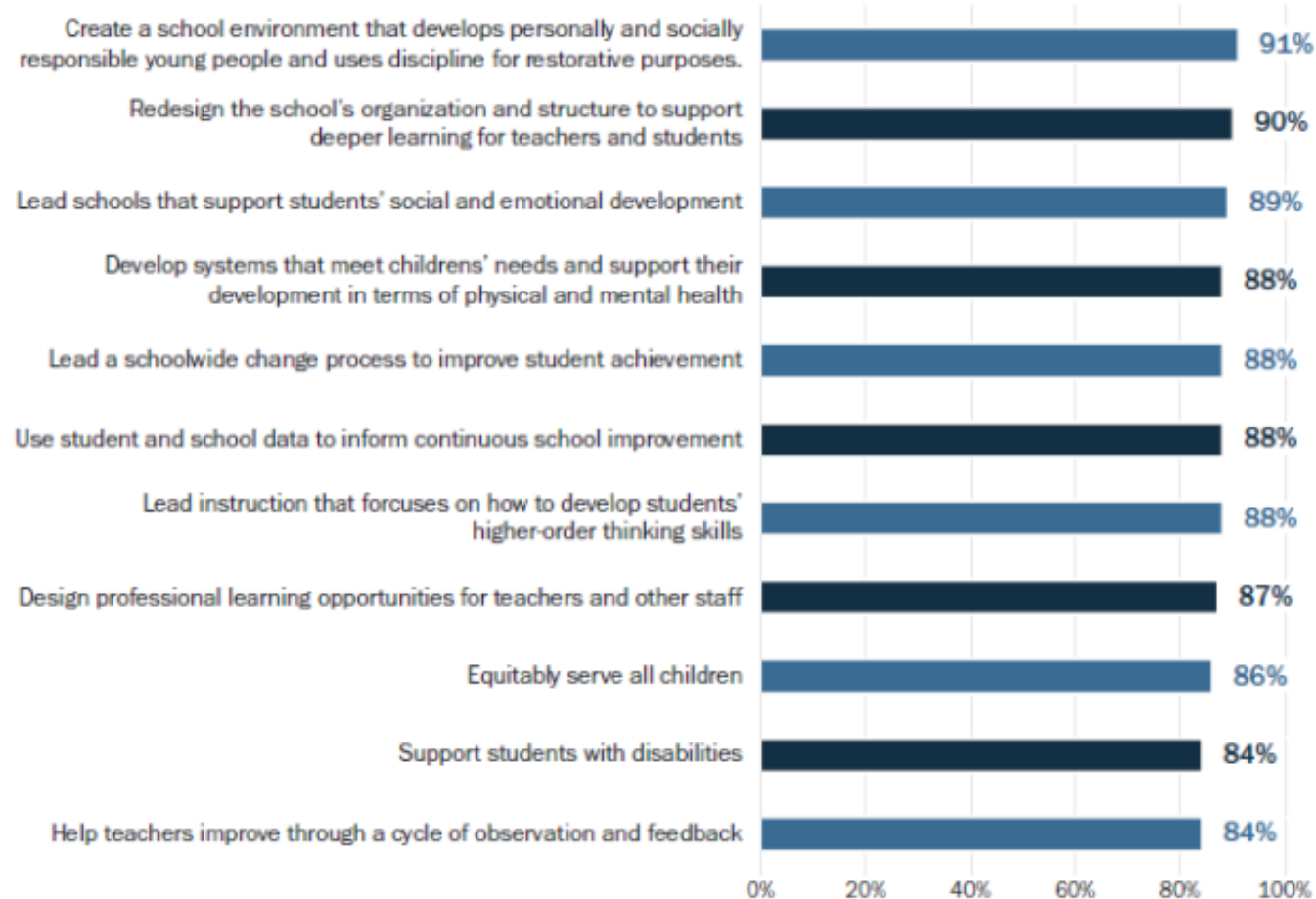
Teach all adults developmental principles to use in interacting with children

Use multi-tiered systems of support to address academic and social needs responsively without lengthy identification and labeling processes

Extend learning through tutoring, after school support, summer enrichment, internships

California Principals Report Wanting More Professional Development

By topic



Source: Podolsky, A., Darling-Hammond, L., & reardon, s., & Doss, C. (2018). *California positive outliers: Districts beating the odds*. Palo Alto, CA: Learning Policy Institute. (Forthcoming).



Recommendations

1. Focus the System on Developmental Supports for Children



INCLUDE MEASURES OF SCHOOL CLIMATE, SOCIAL-EMOTIONAL SUPPORTS, AND SCHOOL EXCLUSIONS IN ACCOUNTABILITY AND IMPROVEMENT SYSTEMS.



ADOPT GUIDANCE FOR SOCIAL, EMOTIONAL, AND COGNITIVE LEARNING THAT CLARIFIES THE COMPETENCIES STUDENTS SHOULD BE HELPED TO DEVELOP AND THE PRACTICES THAT CAN HELP THEM ACCOMPLISH THESE GOALS.



REPLACE ZERO-TOLERANCE POLICIES WITH DISCIPLINE POLICIES FOCUSED ON SOCIAL-EMOTIONAL LEARNING AND RESTORATIVE DISCIPLINE.



INCORPORATE EDUCATOR COMPETENCIES REGARDING SUPPORT FOR SEL AND RESTORATIVE PRACTICES INTO LICENSING AND ACCREDITATION REQUIREMENTS.



PROVIDE FUNDING FOR SCHOOL CLIMATE SURVEYS, SOCIAL-EMOTIONAL LEARNING AND RESTORATIVE JUSTICE PROGRAMS, AND REVAMPED LICENSING PRACTICES TO SUPPORT THESE REFORMS.

2. Design Schools to Provide Settings for Healthy Development



Design schools for strong relationships by creating small schools & SLCs, advisory systems, teaching teams, looping teachers with students, and organizing schools with longer grade spans.



Develop schoolwide norms and supports for identity-safe, culturally responsive classrooms that teach social, emotional, and cognitive skills.



Provide integrated student supports through community school models and partnerships.



Develop multi-tiered systems of support (MTSS), from universal designs for learning through academic & nonacademic supports available without labelling or delay.



Provide extended learning time to ensure that students do not fall behind, from tutoring models such as Reading Recovery, to after school supports and summer enrichment.



Design outreach to families through home visits and flexibly scheduled conferences; outreach and regular positive communication ..

3. Ensure Educator Learning



INVEST IN EDUCATOR WELLNESS: PREPARATION AND MENTORING THAT IMPROVE EFFICACY, MINDFULNESS AND STRESS MANAGEMENT, SEL PROGRAMS, AND SUPPORTIVE ADMINISTRATION.



DESIGN PREPARATION PROGRAMS THAT PROVIDE A STRONG FOUNDATION IN PRACTICES THAT SUPPORT DEVELOPMENT AND LEARNING – AND HOW TO DESIGN SUCH SCHOOL ENVIRONMENTS.



OFFER IN-SERVICE PROGRAMS THAT HELP EDUCATORS REFINE STUDENT-CENTERED PRACTICES; USE DATA ABOUT SCHOOL CLIMATE & STUDENT OUTCOMES TO IMPROVE; PROBLEM SOLVE AROUND CHILDREN'S NEEDS, AND ENGAGE IN COLLEGIAL LEARNING.



INVEST IN EDUCATOR RECRUITMENT AND RETENTION, HIGH-RETENTION THROUGH HIGH-RETENTION PATHWAYS INTO THE PROFESSION THAT DIVERSIFY THE EDUCATOR WORKFORCE, HIGH-QUALITY MENTORING, AND COLLEGIAL ENVIRONMENTS FOR PRACTICE.

Thank You!

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Supporting the Whole Child: Implications for Practice

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Lunch Discussion

- 1. What is a takeaway for you from the morning's program?**
- 2. What can practitioners look for to know if they are effectively implementing whole child approaches?**

How Measurement Can Support the Whole Child

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A Policymaker Perspective on Supporting the Whole Child

Assemblymember Kevin McCarty (D-Sacramento)

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Thank you for coming!

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