INNOVATION CONFIGURATION

Social and Emotional Learning

2016 – 2019

Executive: Chief, Office of Student Support Initiatives and Recovery

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Course Group Number: 39001702

Purpose

The purpose of this initiative is to provide students with the Social and Emotional Learning (SEL) Skills to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the primary goal, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the *required* SEL knowledge and skills.

Implementation of SEL programs in schools provides a foundation for creating a safe learning environment where all students can succeed. Effective program includes multi-component school-based interventions involving classroom-based curricula that focuses on teaching students skills to enhance social and emotional competencies as well as academic learning.

Academic Achievement. Through SEL, students can learn to handle their feelings for a number of purposes, including helping them to focus on their studies and improve individual performance. Better social skills have been shown to correlate with students' increased time-on-task and with higher achievement scores and higher grades.

Healthy Personal-Social Development. Through SEL, students can learn to exhibit pro-social behavior and character skills that will serve them well not only in school, but throughout their lives. They can learn to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, make responsible decisions, and solve problems.

School Climate. A sustainable, positive school climate can be supported and furthered by SEL, as can efforts to reduce dropout rates, to foster youth development and academic achievement, and to increase the knowledge, skills, and disposition necessary for students to be responsible and productive members of the school community and society as a whole. SEL can increase attendance, and a related sense of connection to school and to adult members of the school community. When school members feel safe, valued, cared for, engaged, and respected, learning can measurably increase.

Goals:
- **Improved academic achievement:** Students involved in SEL programming experienced significantly greater academic achievement than students who do not receive SEL.
- **Improved school attitudes and behaviors**: SEL instilled greater motivation to learn, a deeper commitment to school, increased time devoted to schoolwork, better classroom behavior, and improved attendance and graduation rates.
- **Fewer negative behaviors**: Among students receiving SEL instruction, disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals decreased significantly.
- **Reduced emotional distress**: Reports of student depression, anxiety, stress, or social withdrawal significantly decreased among students receiving SEL instruction.

School SEL Leadership Teams select a SEL model from a managed menu of research-based options and based on approval of the District SEL Leadership Team's Vetting Sub-Committee. Every school is required to include a SEL Plan in the School Improvement Plan.

Needs Assessment

In school year 2014-15, BCPS conducted a pilot of a new survey instrument developed and administered through Panorama Education. The charts below show the variability in average positive responses for the schools who participated in the survey. Numbers in red indicate that the individual school had the lowest percent of students responding favorably to that set of questions whereas numbers in green indicate schools that have the highest number of students responding favorable. For example, in elementary schools the school with the highest rating in School Climate received favorable responses from 85% of students surveyed, and the school with the lowest rating had favorable ratings from 53% of the students surveyed. Responses to the same questions for 6-12 students ranged from 36% to 47% favorable.

Fall 2015 Student Survey about Schools
Panorama Student Survey (School-Level) 3-5

Name	Overall	Behavioral Mindset	Dispositional Mindset	School Belonging	School Climate	School Engagement	School Mindset	School Rigorous Expectations	School Safety	School Teacher-Student Relationships	Valuing of School
	84%	84%	81%	82%	85%	76%	83%	91%	86%	87%	86%
	74%	63%	59%	77%	78%	65%	61%	82%	75%	82%	77%
	73%	63%	59%	79%	74%	68%	61%	81%	65%	81%	80%
	71%	61%	58%	76%	73%	63%	60%	80%	66%	80%	76%
	68%	54%	51%	71%	73%	63%	53%	78%	61%	76%	76%
	68%	60%	57%	73%	68%	58%	59%	75%	65%	75%	74%
	66%	68%	73%	69%	62%	66%	71%	78%	38%	74%	74%
	65%	62%	68%	66%	63%	66%	65%	78%	38%	77%	73%
	62%	65%	66%	65%	61%	63%	65%	74%	31%	70%	71%
	61%	58%	59%	60%	64%	55%	59%	75%	41%	69%	70%
	58%	59%	63%	58%	53%	59%	61%	68%	34%	64%	64%

Fall 2015 Student Pilot
Panorama Student Survey (School-Level) 6-12

Name	Overall	Behavioral Mindset	Dispositional Mindset	School Belonging	School Climate	School Engagement	School Mindset	School Rigorous Expectations	School Safety	School Teacher-Student Relationships	Valuing of School
	44%	55%	49%	34%	36%	32%	52%	54%	43%	40%	58%
	43%	54%	47%	34%	41%	30%	51%	49%	43%	37%	56%
	43%	57%	49%	32%	37%	29%	53%	55%	43%	41%	55%
	42%	59%	37%	33%	42%	19%	48%	47%	60%	36%	45%
	40%	57%	45%	31%	36%	24%	51%	49%	43%	34%	49%
	53%	62%	58%	47%	47%	39%	60%	67%	50%	50%	61%
	48%	54%	52%	42%	42%	38%	53%	64%	40%	49%	61%
	45%	55%	48%	39%	38%	27%	52%	63%	47%	41%	54%
	43%	56%	44%	34%	41%	23%	50%	54%	54%	39%	48%
	42%	58%	43%	30%	40%	21%	50%	46%	57%	36%	48%
	44%	53%	46%	32%	34%	26%	49%	64%	44%	46%	53%
	41%	56%	45%	33%	36%	25%	51%	49%	46%	38%	48%
	50%	59%	48%	42%	47%	32%	54%	64%	55%	50%	56%

We currently have academic interventions and school-wide positive behavior plans in place, and yet we are challenged to progress at a rate commensurate with our expectations. We need a paradigm change in order to make substantial quantitative and qualitative changes for our students.

Research has shown that well-implemented Social and Emotional programs that are SAFE (sequential, active, focused, and explicit) result in, on average, an 11% gain in academic achievement as well as decreases in behavioral issues. Moreover, students participating in SEL programs have more self-control and self-regulation skills, develop positive social skills such as empathy, compassion, patience, and generosity, and experience more joy and optimism, and have greater enthusiasm for learning.

The benefits of implementing evidence-based SEL programming with fidelity are tremendous, and something that each and every one of our students deserve. BCPS is a large district, and there is great variability between schools in all of the areas discussed above. While some schools have students with greater academic and behavioral issues, and social and emotional issues, than others, all of our students would benefit from SEL programming as a means for helping them to reach their highest potential. The long-term goal is to have a unified SEL program operating with high fidelity in every school, in every grade.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Innovation Configuration.

Desired Outcomes and Performance Indicators

1.0 Teachers

Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

1.1 Help students understand their feelings and beliefs as well as develop self-confidence.

<div align="center">Performance Indicators</div>

Level 4	Level 3	Level 2	Level 1
Teach students to develop their own proficiency in tuning into internal cues including sensations, images, and thoughts. Teach students to develop the ability to name their emotions independently of instructional support. Teach students to become independently aware of their emotional triggers and how their thoughts and feelings impact others. Teach students to use conscious breathing and progressive relaxation exercises to attain a calm, relaxed, and focuses state.	Guide students to tune into their internal cues including sensations, images and thoughts. Guide students to accurately name their emotions. Guide students to become aware of their emotional triggers and how their thoughts and feelings impact others with instructional support. Guide students through conscious breathing and progressive relaxation exercises to attain a calm, relaxed, and focuses state.	Are aware of the need for students to learn to tune in to their internal cues including sensations, images, and thoughts, but lacks the knowledge and skills to instruct students. Are aware of the need for students to develop emotional literacy but lack the knowledge and skills to instruct students. Are aware of the need for students to become aware of their emotional triggers and how their thoughts and feelings impact others but lack the knowledge and skills to instruct students. Are aware of the need for teaching students conscious breathing and progressive relaxation exercises to attain a calm, relaxed, and focuses state, but lack the knowledge and skills to instruct students.	Lack awareness of the needs for students to tune in to their internal cues including sensations, images, and thoughts. Lack awareness of the need for students to develop emotional literacy. Lack awareness of the need for students to become aware of their emotional triggers and how their thoughts and feelings impact others. Lack awareness of the need for teaching students conscious breathing and progressive relaxation exercises to attain a calm, relaxed, and focuses state.

1.2 Help students to develop self-efficacy and self-esteem by recognizing their own strengths, limitations, needs and values.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Guide students through self-reflection to identify and develop an understanding of their strengths, limitations, needs and values. Use tools, materials, and strategies, including narration and journaling, to promote students' self-reflection.	Provide specific and relevant feedback and encourages students to ask for support from others with some guidance by applying various researched based SEL strategies and techniques most of the time.	Provide some specific feedback and directs students to ask for support from others by applying various researched based SEL strategies and techniques some of the time.	Provide general feedback and motivates students to obtain support from others by applying external rewards or punishments.

Self-Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

1.3 Help students to manage and express emotions appropriately, control impulses.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Help students to control attention to maintain optimal work performance and to regulate emotions. Encourage students to advocate for themselves to exhibit positive motivation and optimism, to use feedback constructively and to seek help when needed.	Model and guide students to control students' attention and interpersonal conflict.	Rely on external rewards and punishments to manage students' attention and interpersonal conflict.	Do not yet recognize the value of providing students with strategies for self-management or attention control.

1.4 Help students to overcome challenges, set goals and persevere.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Encourage students to plan and work toward goals, monitor progress, and create strategies to overcome obstacles.	Provide examples of goal-setting and plans lessons to help students develop intentional habits of perseverance and specific strategies for setting goals.	Discuss and provide models of goal-setting and perseverance in the classroom through direct instruction.	Do not yet recognize the value of providing students with strategies for setting goals and monitoring progress.

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

1.5 Desired Outcome: Teacher helps students to use strategies to become aware of others' emotions, develop an awareness, respect and appreciation for diversity.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Help students use social cues to predict and evaluate others' feelings and emotions. Demonstrate an awareness of others' emotions. Aware of cultural factors and respect for individual differences. Aware of how to help and support as needed. Identify and use family, school, and community resources in times of need. Help students appreciate diversity through understanding and respecting others' points of view.	Discuss with students how social cues can be used to predict and evaluate other's feelings and emotions. Make a concerted effort to identify community resources that can be used to support students in times of need. Provide a classroom setting and culture that reflect an understanding of individual differences and encourages students to be mindful of others points of view.	Observe how students react to others' actions but does not share observations with students or help students understand how social cues can be used to predict and evaluate others' feelings and emotions. Understand diversity and different points of view but does not consistently guide students to be empathetic nor provide a classroom culture reflective of the importance of respecting others at all times. Refer students in need to seek assistance in obtaining help and support from sources outside of classroom.	Lack awareness of how social cues can be used to predict others' feelings and emotions. Classroom culture and materials are not reflective of the diversity of the students nor are students encouraged to consider others' points of view when discussing coursework or expectations. Do not take emotions into account when addressing to students concerns, behaviors or academic performance. Family and community resources not considered as teacher's role or responsibility.

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflicts constructively, and seeking and offering help when needed.

1.6 Help students communicate effectively and exhibit cooperative learning to work toward group goals.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Use communication and social skills to positively interact with others.	Use some communication and social skills to interact with others in a positive manner.	Use some form of communication skills to interact with students in a positive manner.	Very seldom interacts with students in a positive manner.

Develops constructive relationships with individuals of diverse backgrounds, abilities, and lifestyles. Demonstrate the ability to prevent, manage, and resolve interpersonal conflict in constructive ways. Help students to demonstrate leadership skills when necessary by being assertive, persuasive, and resisting inappropriate social pressures.	Assist students with leadership skills by a positive leader and be able to handle social pressures.	Show very little demonstration of leadership skills to assist students handle social pressures.	No demonstration of leadership skills to assist students in their leadership capacity.

Responsible Decision-Making Skills. The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

1.7 Desired Outcome: Teacher helps students to consider a variety of factors when making decisions and how to be aware of consequences.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Consider ethical and societal factors and use a systematic approach to make decisions. Identify decisions and how they affect their future, problem-solve effectively, and to be accountable for behaviors in school, personal, and community contexts. Apply problem-solving skills to responsibly address daily academic and social situations.	Use varied research-based approaches to help students make wise decisions. Show students how problem solve and be accountable for behaviors. Apply some problem-solving skills for academic and social situations. Take students through a problem-solving process so that they will understand how to make wise decisions.	Use some approach to help students make decisions. Show students how to problem solve. Apply some problems skills for his or her responsibility. Make decisions with very little input from students. Occasionally help students make decisions, but do not use the problem-solving process.	Use no approach to assist students in making decisions on any level. Use no approach to problem solving. Apply few skills for success. Make decisions with no input from students. Very seldom help students make decisions.

| Understand and demonstrate personal responsibility. Positively contribute to their community.

Become self-reflective by identifying problems when making decisions and implementing problem solving skills when appropriate to generate alternatives.

Make decisions based on moral, personal and ethical standards and to negotiate fairly.			

Data Collection Plan: Teachers			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Attendance Feedback Form in PD Mgmt. System	1x/workshop	PD Provider
2. Participants' Learning	Workshop-embedded assessments and feedback	1x/workshop	PD Provider
3. Organizational Supports	School-wide SEL Action Plans	1x/year	District SEL Leadership Team
4. Participants' Practice	Small Group Meeting Minutes	1x/meeting	School SEL Team
5. Student Outcomes	School Climate Survey	1x/year	District SEL Team

Evaluation Plan

Level 1. Participant Reactions		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teachers	Attendance Feedback Form in PD Mgmt. System	Summary of attendance Summary of feedback
Level 2. Participant Learning		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teachers	Workshop-embedded assessments and feedback	Analysis of workshop-embedded assessments
Level 3. Organizational Support		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teachers	School-wide SEL Action Plans	District-wide review of SEL Action Plans
Level 4. Participants' Use of New Knowledge and Skills		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Teachers	Small Group Meeting Minutes	Review of Small Group Meeting Minutes
Level 5. Student Learning Outcomes		
Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation
Teachers	School Climate Survey from prior year as lagging indicator	Identify SEL-related questions from current Climate Survey