Social Emotional Learning, Equity, and Student Engagement:

Building Blocks to Deeper Learning

Deeper Learning Symposium 2017

Agenda

I. Introduction and Video

II. What is Social Emotional Learning (SEL)?

III. School Data Reflections Part I

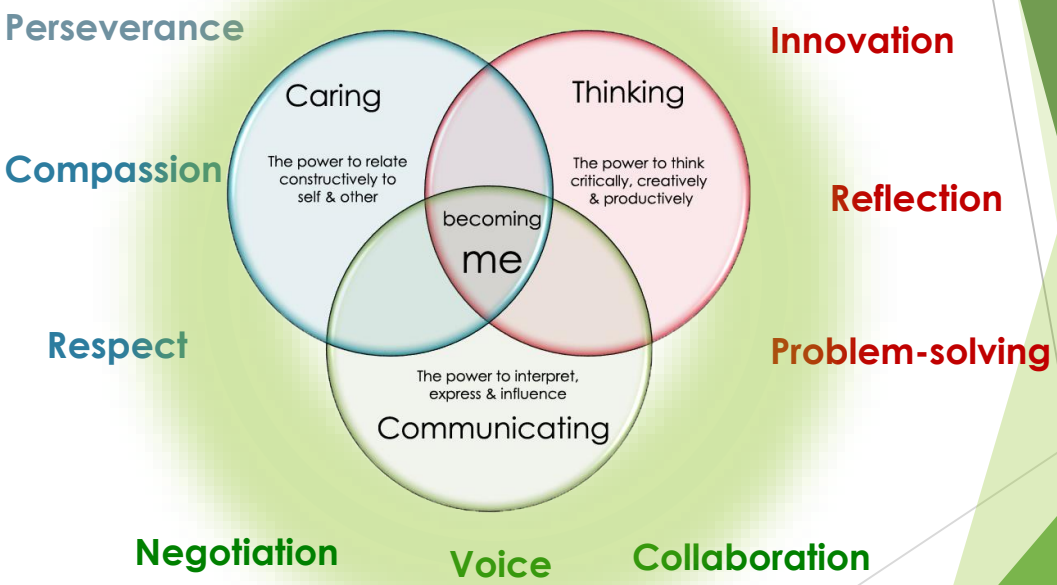
IV. Conditions for Learning and Equity

V. School Data Reflections Part II

VI. Action Planning

VII. Wrap-Up/Closing

JCPS Deeper Learning Framework
With Initial Focus Capacities and Dispositions
(include, but are not limited to):



Video:

https://www.youtube.com/watch?v=8AAtdox_oDc&t=3s

Share-out:

What ideas are highlighted in fostering student learning and engagement in this video?

What contributes to students' well-being at school?

What are major threats?

Bullying

- 19% of students reported being victims of an act of bullying at least a few times a month

Anxiety

- More than 1 in 2 students feel very anxious, even if they are well prepared for a test

What can improve students' well being?

Supportive Teachers

- Students' perceptions of learning support are associated with higher life satisfaction

Positive Peer Relationships

- Students with a strong sense of belonging perform better and are more satisfied

Source: PISA study

Did You Know? In JCPS…

- One out of four students from lower income backgrounds does not feel a sense of belonging at his or her school (CSS 2016)
- African-American students rate their sense of belonging lower than other student groups.
- In JCPS, students' sense of belonging was the strongest predictor, among all CSS constructs, of suspensions and achievement
- One out of four middle and high school students disagree that students at their school help each other when needed

What is Social Emotional Learning (SEL)?

Shareout

When you hear the term SEL, what word(s) come to mind?

How is SEL defined?

Social and 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.

CASEL (Collaborative for Academic, Social, and Emotional Learning)

SEL Competencies

The Five
Social and Emotional
Learning Core
Competencies

Self-Management

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal Setting
- Organizational Skills

Self-Awareness

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Social Awareness

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Relationship Skills

- Communication
- Social engagement
- Relationship building
- Teamwork

Responsible Decision-Making

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

How does SEL Improve Sense of Belonging & School Culture?

SEL…

- *Tailors to the "whole child" and teaches strategies needed to bring success*
- *Teaches social skills and helps students be more aware of their feelings, emotions, and behaviors as well as feelings, emotions, and behaviors of others*
- *Encourages appropriate behavior, self management, social and self awareness, empathy for others, respect, cooperation, regulating emotions, self-control, goal setting, critical thinking and problem solving skills*
- *Improves attitudes, skills, and behaviors that are necessary for students to establish healthy relationships with their peers and teachers, and to work together efficiently.*

Implementing SEL in the School/Classroom

Create Connections with Students

Assume the Best

- Believe in the character and ability of your students

Set School-wide & Classroom Expectations

- Let students have a part in creating them

Create Conversation

- Ask yourself, “What are my students already talking about, and how can I introduce those into our school/classroom in a constructive way?”

Create Connections with Students

Be Involved in Their Lives

- "They won't care how much you know until they know how much your care." – Maya Angelou

Have One-on-One Meetings or Interviews

- Intentionally set some time

Be Vulnerable

- Be real and change the perception that teachers are infallible

Practices that Promote Students' Social & Emotional Skills

Whole School/ Classroom Discussions

Responsibilty & Choice

Friendly Language

Teachable Moments

An event or experience that presents a good opportunity for learning something about a particular aspect of life.

Data Reflection: Report #1

- Do parents, teachers, and students agree on items?
- Are there any patterns in the data?
- Are there any surprising data points?

MIDDLE REPORT #1

JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE SCHOOL SURVEYS (CSS) 2017 RESULTS - EMBARGOED

PERCENT AGREEMENT (PA)

School	QN	SEL Competencies	Student Questions	Student _PA	Teacher Questions	Teacher _PA	Parent Questions	Parent_ PA
Sample School	E4	Responsible Decision-Making	Teachers at my school provide effective teaching.	81.53	Teachers at my school provide effective instruction.	97.06	Teachers at my child's school provide effective instruction.	93.42
Sample School	E10	Responsible Decision-Making	I have developed the skill to apply math to situations outside of school.	74.10	At my school, students develop confidence in applying mathematical strategies to real-life situations outside of school.	99.50	I believe my child is developing the ability to apply math to real-life situations.	91.09
Sample School	E12	Responsible Decision-Making	I regularly engage in active investigations and experiments in science.	72.14	At my school, students regularly engage in active investigations and experimentation in science classes.	99.50	I believe my child regularly engages in active investigations and experiments in science.	89.57
Sample School	C11	Responsible Decision-Making	I get opportunities to decide how assignments are done in this class.	42.93	Students have opportunities to provide input into the design and focus of their work.	69.50	My child has opportunities to provide input into the design and focus of their work.	71.84
Sample School	B6	Relationship Skills	I feel like I am part of my school community.	79.73	I feel like I am part of the JCPS community.	87.30	I believe my child feels like a part of his/her school community.	90.01
Sample School	C8	Relationship Skills	My classmates and I have opportunities to work together on projects.	69.14	I provide opportunities for my students to work together on projects.	91.17	My child has opportunities to work with other students on projects.	87.78
Sample School	C12	Relationship Skills	I have lots of chances to share my ideas in class.	72.85	Students are provided many opportunities to share their ideas in class.	94.50	My child is provided many opportunities to share their ideas in school assignments.	73.98
Sample School	B11	Self-Awareness	I feel my teachers really care about me.	74.18	I feel the teachers at my school really care about their students.	97.06	I feel the teachers at my child's school really care about him/her.	91.60
Sample School	B12	Self-Awareness	I believe I can talk with my counselor or dean.	85.00	I believe students at my school can talk with their counselor or dean.	92.18	I believe my child can talk with his/her counselor or dean.	93.76
Sample School	E19	Self-Awareness	A broad range of guidance and support services are available to me at my school.	80.30	NA	NA	A variety of guidance and support services is available to my child.	91.73
Sample School	B17	Self-Awareness	I am very satisfied with my school.	77.26	I am satisfied with my department/work place.	94.62	I am satisfied with my child's school.	95.32
Sample School	E2	Self-Management	My teachers provide academically challenging content.	89.09	My school provides academically challenging curricula.	94.62	I believe my child's school provides academically challenging content.	97.89
Sample School	E3	Self-Management	Teachers at my school assign meaningful homework on a regular basis.	70.98	Teachers at my school assign meaningful homework on a regular basis.	94.62	Teacher(s) assign my child meaningful homework on a regular basis.	91.44
Sample School	E6	Self-Management	I receive individual attention from my teachers to help me learn better.	52.86	At my school, teachers provide individual attention to help the students learn better.	94.62	I believe my child receives individual attention from the teachers to help him/her learn better.	81.27
Sample School	C14	Self-Management	When I'm taught something that I don't get, I keep working at it until I get it.	82.36	Teachers at my school don't let students give up when the work gets hard.	97.06	NA	NA
Sample School	C15	Self-Management	I keep working at schoolwork and homework until I get it right.	74.38	Most students work hard on their schoolwork until they get it right.	79.99	NA	NA
Sample School	B4	Social Awareness	I really like other students in my school.	86.53	I like the staff at work.	99.50	I believe my child feels strong ties with other students in his/her school.	89.34
Sample School	B13	Social Awareness	My school provides a caring and supportive environment for students.	81.55	My school provides a caring and supportive environment for students.	97.06	I believe my child's school provides a caring and supportive environment.	94.14
Sample School	C9	Social Awareness	When my classmates and I work together, we give each other feedback.	83.33	When students work together, they give each other feedback.	85.98	My child works on projects where they receive feedback from their peers.	90.14
Sample School	C10	Social Awareness	Students at my school help each other when needed.	77.82	Students at my school help each other when needed.	99.50	Students at my child's school help each other.	87.00
Sample School	C13	Social Awareness	My teacher lets me show what I know in different ways (projects, presentations, tests, etc.).	86.52	I provide students different ways to show what they know (projects, presentations, tests, etc.).	88.69	My child is provided different ways to show what they know (projects, presentations, tests, etc.).	91.50

JCPS: Data Management and Research: DMD:gcl

NA= (less than 5 respondents, item not available, pilot item - online only) Results found at: https://www.jefferson.kyschools.us/node/1209

6/5/2017

Conditions for Learning and Equity

Equity: Sense of belonging and academic success

- Feeling encouraged to participate was found to be positively related to academic self-efficacy.

- "African American male students' academic success is likely influenced by their perceptions of themselves within the school context. In other words, when students do not perceive themselves to be a contributing part of the school community, they are at greater risk of dropping out."

Uwah et al., 2008

What contributes to sense of belonging?

- "….the degree to which the school environment is perceived as fair and inclusive, or equitable, has been associated with students' sense of belonging at the school."
- Sample of 58 high schools, nearly 20,000 students.
- In schools with punishment gap, Black students believed there was lower school equity and had lower feelings of school belonging. No effect on White students.

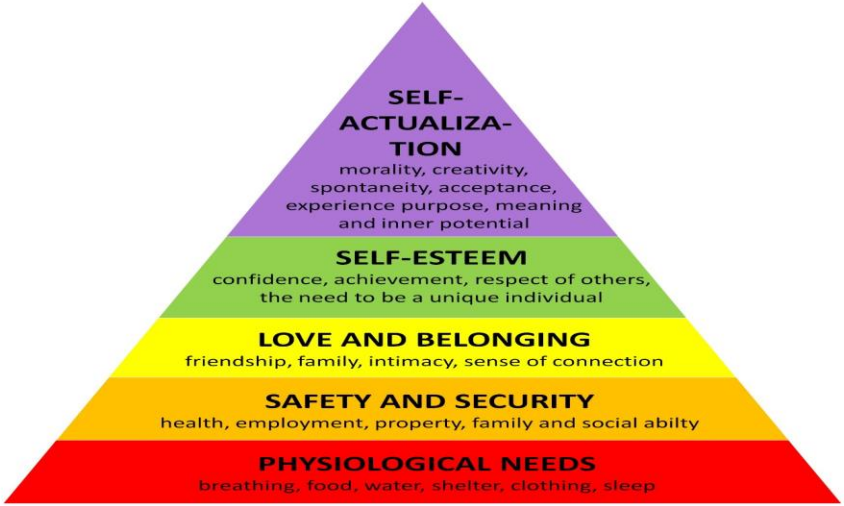
(Bottiani, Bradshaw, and Mendelson, 2017)

Recommendations from National Research Groups

Student voice should be key in understanding school climate.

Important that teachers are supported in their own social and emotional competencies—will influence how well they can support students.

Maslow's Hierarchy of Needs



Data Reflection: Report #2

- Are there differences between student groups at your school?
- How do you think you can be helped in better supporting your students?
- Describe a time you were active in helping a student feel a sense of belonging? What did you do to make that a positive experience?
- Describe a time when you could have done more to help a student feel a sense of belonging.
- What about the culture and climate of your school contributes to students' sense of connectedness/engagement? (either positive or negative)?
- What changes can be made by you personally or within your school overall to increase students' sense of belonging?

MIDDLE REPORT #2

JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE SCHOOL SURVEYS (CSS) 2017 RESULTS - EMBARGOED

Students by Race + Gender (% Agreement)

QN	School	CSS Constructs	Student Questions	ALL Students	Black Male	Black Female	White Male	White Female	Hispanic Male	Hispanic Female	Other Male	Other Female
B1	Sample School	School engagement	I learn interesting and useful things at school.	85.1	90.0	91.3	82.1	83.5	80.5	77.8	86.2	82.6
B2	Sample School	School engagement	I think school is fun and challenging.	60.0	59.8	64.9	53.3	62.5	79.5	59.5	66.2	61.6
B3	Sample School	School engagement	I enjoy going to school.	47.4	45.3	48.4	38.0	56.3	49.5	32.8	49.5	56.6
B4	Sample School	School belonging	I really like other students in my school.	86.5	92.8	83.3	87.6	84.3	99.5	84.5	88.8	81.6
B5	Sample School	School belonging	I feel that I belong in my school.	82.8	82.8	80.2	83.3	84.5	89.5	70.9	85.2	77.3
B6	Sample School	School belonging	I feel like I am part of my school community.	79.7	78.0	79.8	75.4	83.0	89.5	85.9	77.3	88.4
B7	Sample School	School discussion climate	I feel comfortable stating my opinion in class even if it disagrees with the opinions of other students.	70.8	83.5	67.6	72.8	64.5	79.5	61.4	78.1	70.9
B8	Sample School	School discussion climate	My teachers respect my opinion in class even if it disagrees with their opinions.	72.3	65.4	75.8	72.3	74.3	69.5	76.8	69.9	67.4
B9	Sample School	School discussion climate	I feel free to disagree openly with my teachers about political and social issues.	59.5	62.8	61.4	58.0	59.8	69.5	63.1	47.7	51.4
B10	Sample School	Political discussion	I often talk about politics or national issues with my teachers or other adults at school.	32.9	36.9	31.6	29.0	36.1	32.8	31.3	21.7	37.4
B11	Sample School	Caring Environment	I feel my teachers really care about me.	74.2	68.7	77.2	72.1	75.2	79.5	79.5	81.6	78.8
B12	Sample School	Caring Environment	I believe I can talk with my counselor or dean.	85.0	86.6	84.1	82.3	87.0	79.5	85.9	88.8	85.7
B13	Sample School	Caring Environment	My school provides a caring and supportive environment for students.	81.6	78.0	88.7	78.6	83.1	79.5	85.2	74.5	78.1
B14	Sample School	Personal safety	I feel safe walking to and from school.	77.3	80.5	82.5	76.4	73.8	88.4	77.3	79.5	70.3
B15	Sample School	Personal safety	I feel safe outside the building before and after school.	90.8	91.2	92.9	89.6	90.7	99.5	94.7	81.6	92.4
B16	Sample School	Personal safety	I feel safe and secure at school.	90.5	86.6	90.8	90.1	92.6	99.5	94.7	88.8	85.7
B17	Sample School	Overall satisfaction	I am very satisfied with my school.	77.3	74.1	81.0	72.6	81.1	89.5	66.2	85.2	74.5
B18	Sample School	Overall satisfaction	I would rather go to this school than any other school.	72.5	71.2	66.7	76.1	75.3	79.5	61.4	63.5	62.5
B19	Sample School	Overall satisfaction	I am very satisfied with JCPS.	74.0	72.0	77.4	74.3	71.8	79.5	75.7	80.3	75.4
B22	Sample School	Personalization	There is at least one adult at my school whom I feel I can trust.	89.3	89.1	87.2	88.2	91.6	88.4	94.7	85.2	88.0
B23	Sample School	Personalization	When I have a problem there is at least one adult at my school whom I can talk about my problem.	85.5	84.9	84.8	82.8	88.1	88.4	94.7	85.2	81.6
B24	Sample School	Personalization	There is at least one adult at my school who says positive things to me frequently.	79.9	83.8	82.2	74.1	83.2	77.3	76.8	74.5	78.8
C4	Sample School	Self Efficacy	When I make a decision, I think about what might happen afterwards.	81.5	83.7	82.6	75.0	87.1	89.5	76.8	81.0	71.9
C5	Sample School	Self Efficacy	I set goals and then work to achieve them.	85.9	93.8	87.3	80.5	87.4	88.4	85.9	78.1	85.7
C6	Sample School	Self Efficacy	I do what I believe is right, even is my friends make fun of me.	82.9	85.2	88.1	81.4	80.5	99.5	81.3	78.1	84.7
C7	Sample School	Self Efficacy	I accept responsibility for my actions when I make a mistake or get in trouble.	86.9	84.6	90.7	81.6	89.5	89.5	90.0	95.9	88.4
C8	Sample School	Collaboration	My classmates and I have opportunities to work together on projects.	69.1	69.9	79.4	62.5	69.2	79.5	58.6	66.2	82.3
C9	Sample School	Collaboration	When my classmates and I work together, we give each other feedback.	83.3	86.7	84.3	78.0	86.1	79.5	90.4	74.5	89.2
C10	Sample School	Collaboration	Students at my school help each other when needed.	77.8	78.2	77.0	72.3	82.8	69.5	90.4	88.8	65.0
C11	Sample School	Voice	I get opportunities to decide how assignments are done in this class.	42.9	50.7	45.5	37.8	40.0	69.5	31.3	63.8	49.5
C12	Sample School	Voice	I have lots of chances to share my ideas in class.	72.9	74.9	77.8	70.5	70.8	79.5	72.2	88.4	65.0
C13	Sample School	Voice	My teacher lets me show what I know in different ways (projects, presentations, tests, etc.).	86.5	87.2	92.4	82.5	86.9	79.5	95.0	85.2	85.7
C14	Sample School	Perseverance	When I'm taught something that I don't get, I keep working at it until I get it.	82.4	82.3	83.8	81.4	82.6	89.5	95.0	70.9	81.0
C15	Sample School	Perseverance	I keep working at schoolwork and homework until I get it right.	74.4	75.3	73.6	74.2	76.4	66.2	72.2	62.5	71.9
C16	Sample School	Compassion	Students are willing to help other students, even if they are not friends.	54.2	61.8	52.5	50.5	54.3	69.5	63.1	62.5	40.9
C17	Sample School	Compassion	My teachers encourage students to perform kind actions.	87.0	82.6	92.4	84.4	88.0	89.5	90.4	84.7	92.6

JCPS: Data Management and Research: DHD/gcB

NA= (less than 5 respondents, item not available, new item - online only) Results found at: https://www.jefferson.kyschools.us/node/1209

3/30/2017

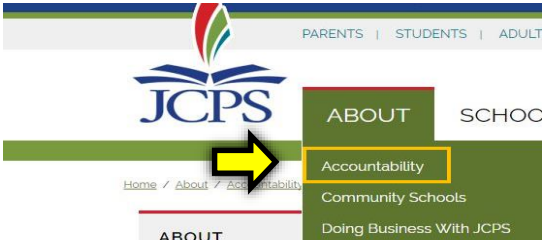
How can I utilize the data and information about SEL to devise a plan for my classroom/school?

WHAT?	SO WHAT?	NOW WHAT?
(What does the data say?)	(What are the implications of the data?)	(What are my next steps? What areas do I want to work on next year?)

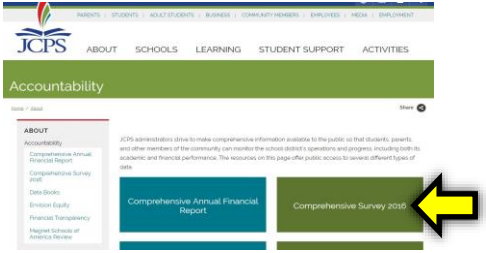
ACCESSING CSS RESULT

1. Access JCPSKY.net then click the "ABOUT" tab.

2. Click "Accountability"

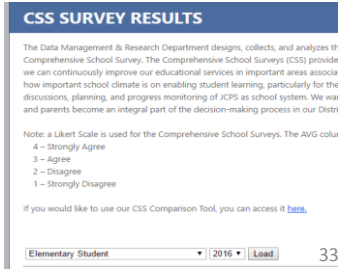


3. Click on the green box "Comprehensive School Survey "



4. Scroll down on page and click the View the CSS results link

5. Finally, click on the survey results links to access the CSS Tools



FOR DIRECT ACCESS to CSS go here:
https://www.jefferson.kyschools.us/node/1209

Resources

Academic Support Programs
https://www.jefferson.kyschools.us/student-support

Data Management, Planning and Program Evaluation
https://www.jefferson.kyschools.us/department/data-management-planning-and-program-evaluation-division

Deeper Learning
https://www.jefferson.kyschools.us/department/academic-services-division/professional-learning-support-services/deeper-learning

Diversity, Equity, Poverty
https://www.jefferson.kyschools.us/department/diversity-equity-and-poverty-programs-division

Thanks!

Any questions?

Academic Support Programs
alicia.averette@jefferson.kyschools.us
lamesa.marks-johns@jefferson.kyschools.us
Or call the SEL Department @ 502-485-3318

Data Management, Planning, and Program Evaluation:
dena.dossett@jefferson.kyschools.us
florence.chang@jefferson.kyschools.us
tamara.lewis@jefferson.kyschools.us
joseph.prather@jefferson.kyschools.us

Diversity, Equity, and Poverty
krista.drescher-burke@jefferson.kyschools.us