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):

- Problem-solving
- Perseverance
- Reflection
- Respect
- Compassion
- Innovation
- Negotiation
- Collaboration
- Caring
- The power to relate constructively to self & other
- Communicating
- The power to interpret, express & influence
- Thinking
- The power to think critically, creatively & productively
- Voice
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?

<table>
<thead>
<tr>
<th>Psychological</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ life satisfaction, sense of purpose, self-awareness, and absence of emotional problems</td>
<td>Adapting a healthy lifestyle and students’ overall health</td>
</tr>
</tbody>
</table>

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

Responsibility & 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?
<table>
<thead>
<tr>
<th>School</th>
<th>QN</th>
<th>SEL Competencies</th>
<th>Student Questions</th>
<th>Student PA</th>
<th>Teacher Questions</th>
<th>Teacher PA</th>
<th>Parent Questions</th>
<th>PERCENT AGREEMENT (PA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample School</td>
<td>E4</td>
<td>Responsible Decision-Making</td>
<td>Teachers at my school provide effective instruction.</td>
<td>81.53</td>
<td>At my school, students develop confidence in applying mathematical strategies to real-life situations outside of school.</td>
<td>97.06</td>
<td>Teachers at my school provide effective instruction.</td>
<td>93.42</td>
</tr>
<tr>
<td>Sample School</td>
<td>F10</td>
<td>Responsible Decision-Making</td>
<td>I have developed the skill to apply math to situations outside of school.</td>
<td>74.10</td>
<td>At my school, students develop confidence in applying mathematical strategies to real-life situations outside of school.</td>
<td>99.50</td>
<td>I believe my child is developing the ability to apply math to real-life situations.</td>
<td>91.09</td>
</tr>
<tr>
<td>Sample School</td>
<td>E12</td>
<td>Responsible Decision-Making</td>
<td>I regularly engage in active investigations and experiments in science.</td>
<td>72.14</td>
<td>At my school, students regularly engage in active investigations and experimentation in science classes.</td>
<td>99.50</td>
<td>I believe my child regularly engages in active investigations and experiments in science.</td>
<td>89.57</td>
</tr>
<tr>
<td>Sample School</td>
<td>C11</td>
<td>Responsible Decision-Making</td>
<td>I get opportunities to decide how assignments are done in this class.</td>
<td>42.03</td>
<td>Students have opportunities to provide input into the design and focus of their work.</td>
<td>69.50</td>
<td>My school has opportunities to provide input into the design and focus of their work.</td>
<td>71.84</td>
</tr>
<tr>
<td>Sample School</td>
<td>C6</td>
<td>Relationship Skills</td>
<td>I feel like I am part of my school community.</td>
<td>78.73</td>
<td>I feel like I am part of the JCPS community.</td>
<td>87.30</td>
<td>I believe my child feels like a part of his/her school community.</td>
<td>90.01</td>
</tr>
<tr>
<td>Sample School</td>
<td>C8</td>
<td>Relationship Skills</td>
<td>I have classmates I have opportunities to work together on projects.</td>
<td>68.14</td>
<td>I provide opportunities for my students to work together on projects.</td>
<td>91.17</td>
<td>My school has opportunities to work with other students on projects.</td>
<td>87.78</td>
</tr>
<tr>
<td>Sample School</td>
<td>C12</td>
<td>Relationship Skills</td>
<td>I have a lot of chances to share my ideas in class.</td>
<td>72.85</td>
<td>Students are provided many opportunities to share their ideas in class.</td>
<td>94.50</td>
<td>My child is provided many opportunities to share their ideas in school assignments.</td>
<td>73.98</td>
</tr>
<tr>
<td>Sample School</td>
<td>B13</td>
<td>Self-Awareness</td>
<td>I feel my teachers really care about me.</td>
<td>74.18</td>
<td>I feel the teachers at my school really care about students.</td>
<td>97.06</td>
<td>I feel the teachers at my school really care about students.</td>
<td>91.60</td>
</tr>
<tr>
<td>Sample School</td>
<td>B12</td>
<td>Self-Awareness</td>
<td>I believe I can talk with my counselor.</td>
<td>85.00</td>
<td>I believe students at my school can talk with their counselor or dean.</td>
<td>92.88</td>
<td>I believe my child can talk with his/her counselor or dean.</td>
<td>93.76</td>
</tr>
<tr>
<td>Sample School</td>
<td>E19</td>
<td>Self-Awareness</td>
<td>A broad range of guidance and support services are available to me at my school.</td>
<td>80.30</td>
<td>NA</td>
<td>NA</td>
<td>A variety of guidance and support services is available to my child.</td>
<td>91.73</td>
</tr>
<tr>
<td>Sample School</td>
<td>B17</td>
<td>Self-Awareness</td>
<td>I am very satisfied with my school.</td>
<td>77.26</td>
<td>I am satisfied with my department/work place.</td>
<td>94.62</td>
<td>I am satisfied with my child's school.</td>
<td>95.32</td>
</tr>
<tr>
<td>Sample School</td>
<td>E2</td>
<td>Self-Management</td>
<td>My teachers provide academically challenging content.</td>
<td>89.09</td>
<td>My school provides academically challenging curriculum.</td>
<td>94.62</td>
<td>I believe my child's school provides academically challenging content.</td>
<td>97.89</td>
</tr>
<tr>
<td>Sample School</td>
<td>E3</td>
<td>Self-Management</td>
<td>Teachers at my school assign meaningful homework on a regular basis.</td>
<td>70.98</td>
<td>Teachers at my school assign meaningful homework on a regular basis.</td>
<td>94.62</td>
<td>Teacher(s) assign my child meaningful homework on a regular basis.</td>
<td>91.44</td>
</tr>
<tr>
<td>Sample School</td>
<td>E6</td>
<td>Self-Management</td>
<td>I receive individual attention from my teachers to help me learn better.</td>
<td>52.86</td>
<td>At my school, teachers provide individual attention to help students learn better.</td>
<td>94.62</td>
<td>I believe my child receives individual attention from the teachers to help him/her learn better.</td>
<td>81.27</td>
</tr>
<tr>
<td>Sample School</td>
<td>C14</td>
<td>Self-Management</td>
<td>When I am taught something that I don't get, I keep working at it until I get it.</td>
<td>82.36</td>
<td>Teachers at my school don't let students give up until they get it.</td>
<td>97.06</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Sample School</td>
<td>C15</td>
<td>Self-Management</td>
<td>I keep working at schoolwork and homework until I get it right.</td>
<td>74.36</td>
<td>Most students work hard on their schoolwork until they get it right.</td>
<td>79.99</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Sample School</td>
<td>B4</td>
<td>Social Awareness</td>
<td>I really like other students in my school.</td>
<td>86.53</td>
<td>I like the staff at work.</td>
<td>99.50</td>
<td>I believe my child feels strong ties with other students in his/her school.</td>
<td>89.34</td>
</tr>
<tr>
<td>Sample School</td>
<td>B13</td>
<td>Social Awareness</td>
<td>My school provides a caring and supportive environment for students.</td>
<td>81.55</td>
<td>My school provides a caring and supportive environment for students.</td>
<td>97.06</td>
<td>I believe my child's school provides a caring and supportive environment.</td>
<td>94.14</td>
</tr>
<tr>
<td>Sample School</td>
<td>C9</td>
<td>Social Awareness</td>
<td>My school provides a caring and supportive environment for students.</td>
<td>83.33</td>
<td>My school provides a caring and supportive environment for students.</td>
<td>85.98</td>
<td>I believe my child's school provides a caring and supportive environment.</td>
<td>90.14</td>
</tr>
<tr>
<td>Sample School</td>
<td>C10</td>
<td>Social Awareness</td>
<td>Students at my school help each other when needed.</td>
<td>77.82</td>
<td>Students at my school help each other when needed.</td>
<td>99.50</td>
<td>Students at my school's help each other.</td>
<td>87.00</td>
</tr>
<tr>
<td>Sample School</td>
<td>C13</td>
<td>Social Awareness</td>
<td>My teacher lets me share what I know in different ways (projects, presentations, tests, etc.).</td>
<td>86.52</td>
<td>I provide students different ways to show what they know (projects, presentations, tests, etc.)</td>
<td>88.69</td>
<td>My child is provided different ways to show what they know (projects, presentations, tests, etc.).</td>
<td>91.50</td>
</tr>
</tbody>
</table>
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

- **Physiological Needs**: breathing, food, water, shelter, clothing, sleep
- **Safety and Security**: health, employment, property, family and social ability
- **Love and Belonging**: friendship, family, intimacy, sense of connection
- **Self-Esteem**: confidence, achievement, respect of others, the need to be a unique individual
- **Self-Actualization**: morality, creativity, spontaneity, acceptance, experience purpose, meaning and inner potential
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?
| QN | School | CSS Constructs | Student Questions | Sample School | School Engagement | I learn interesting and useful things at school. | Sample School | School Engagement | I think school is fun and challenging. | Sample School | School Engagement | I enjoy going to school. | Sample School | School Engagement | I really like other students in my school. | Sample School | School Engagement | I feel that I belong in my school. | Sample School | School Engagement | I feel like I am part of my school community. | Sample School | School Discipline Climate | I feel comfortable stating my opinion in class even if it disagrees with the opinions of other students. | Sample School | School Discipline Climate | My teachers respect my opinion in class even if it disagrees with their opinions. | Sample School | School Discipline Climate | I feel free to disagree openly with my teachers about political and social issues. | Sample School | Political Discussion | I often talk about politics or national issues with my teachers or other adults at school. | Sample School | Caring Environment | I feel my teachers really care about me. | Sample School | Caring Environment | I believe I can talk with my counselor or dean. | Sample School | Caring Environment | My school provides a caring and supportive environment for students. | Sample School | Personal Safety | I feel safe walking to and from school. | Sample School | Personal Safety | I feel safe outside the building before and after school. | Sample School | Personal Safety | I feel safe and secure at school. | Sample School | Overall Satisfaction | I am very satisfied with my school. | Sample School | Overall Satisfaction | I would rather go to this school than any other school. | Sample School | Overall Satisfaction | I am very satisfied with ICPS. | Sample School | Personalization | There is at least one adult at my school whom I feel I can trust. | Sample School | Personalization | When I have a problem there is at least one adult at my school whom I can talk about my problem. | Sample School | Personalization | There is at least one adult at my school who says positive things to me frequently. | Sample School | Self Efficacy | When I make a decision, I think about what might happen afterwards. | Sample School | Self Efficacy | I set goals and then work to achieve them. | Sample School | Self Efficacy | I do what I believe is right, even if my friends make fun of me. | Sample School | Self Efficacy | I accept responsibility for my actions when I make a mistake or get in trouble. | Sample School | Collaboration | My classmates and I have opportunities to work together on projects. | Sample School | Collaboration | When my classmates and I work together, we give each other feedback. | Sample School | Collaboration | Students at my school help each other when needed. | Sample School | Voice | I get opportunities to decide how assignments are done in this class. | Sample School | Voice | I have lots of chances to share my ideas in class. | Sample School | Voice | My teacher lets me show what I know in different ways (projects, presentations, tests, etc.). | Sample School | Perseverance | When I'm taught something that I don't get, I keep working at it until I get it. | Sample School | Perseverance | I keep working at schoolwork and homework until I get it right. | Sample School | Composition | Students are willing to help other students, even if they are not friends. | Sample School | Composition | My teachers encourage students to perform kind actions. |

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

**WHAT?**
(What does the data say?)

**SO WHAT?**
(What are the implications of the data?)

**NOW WHAT?**
(What are my next steps? What areas do I want to work on next year?)
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

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

Diversity, Equity, Poverty
Thanks!

Any questions?

**Academic Support Programs**
[alicia.averette@jefferson.kyschools.us](mailto:alicia.averette@jefferson.kyschools.us)
[lamesa.marks-johns@jefferson.kyschools.us](mailto: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](mailto:dena.dossett@jefferson.kyschools.us)
[florence.chang@jefferson.kyschools.us](mailto:florence.chang@jefferson.kyschools.us)
[tamara.lewis@jefferson.kyschools.us](mailto:tamara.lewis@jefferson.kyschools.us)
[joseph.prather@jefferson.kyschools.us](mailto:joseph.prather@jefferson.kyschools.us)

**Diversity, Equity, and Poverty**
[krista.drescher-burke@jefferson.kyschools.us](mailto:krista.drescher-burke@jefferson.kyschools.us)