

## Social-Emotional Learning: Systemic Innovation for Improved Outcomes

### Guests



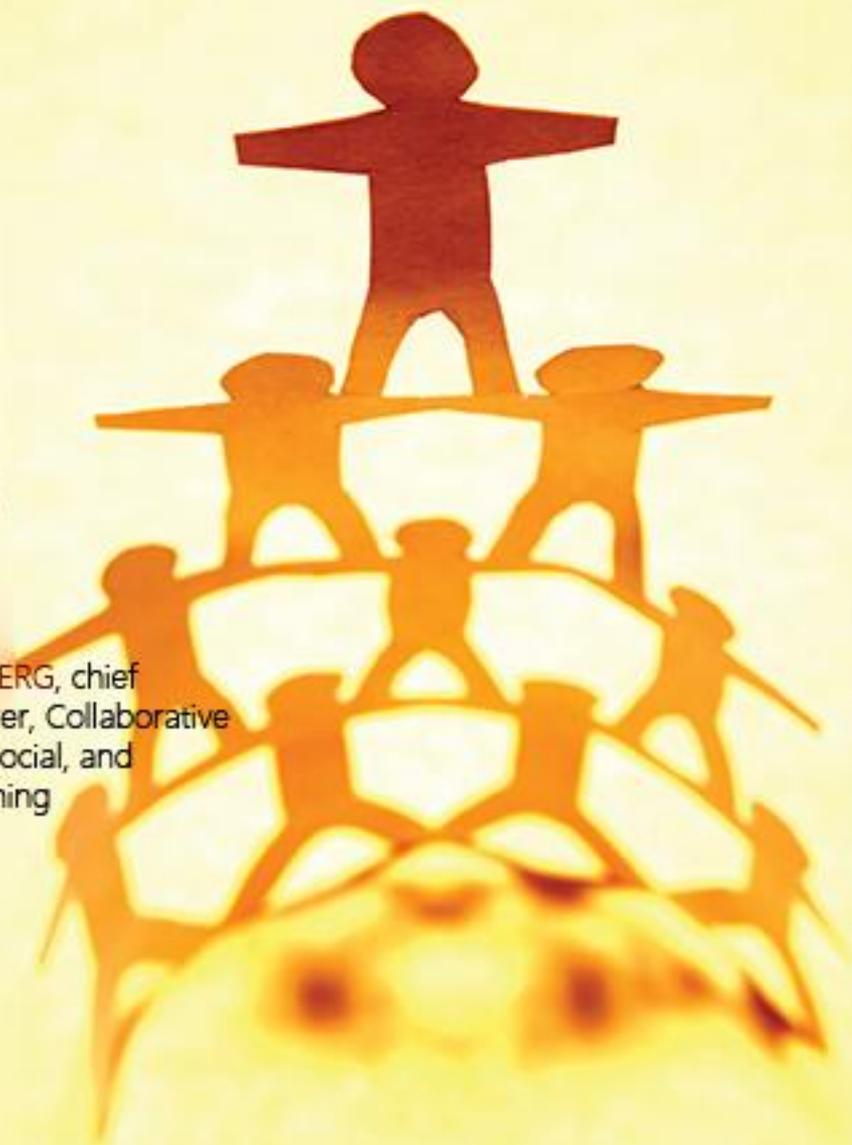
PAUL CRUZ, superintendent,  
Austin Independent School  
District, Texas

SHERRIE RAVEN, director of SEL,  
Austin Independent School  
District, Texas



ROGER WEISSBERG, chief  
knowledge officer, Collaborative  
for Academic, Social, and  
Emotional Learning

Content provided by  
**Committee for Children**



# Social-Emotional Learning:

## Systemic Innovation for Improved Outcomes

### **CASEL**

- ROGER P. WEISSBERG,  
Chief Knowledge Officer

### **AUSTIN ISD**

PAUL CRUZ, Superintendent  
SHERRIE RAVEN, SEL Coordinator

### **MODERATOR**

JOAN DUFFELL  
Committee for Children

# Who is Participating Today?

- ✓ Teacher
- ✓ School Administrator
- ✓ Counselor/School Psychologist
- ✓ District Administrator
- ✓ District Superintendent
- ✓ Other

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

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CASEL was founded in 1994 to make SEL an essential part of every child's education.

- Advance the science of SEL
- Expand effective SEL practice
- Improve federal and state policies

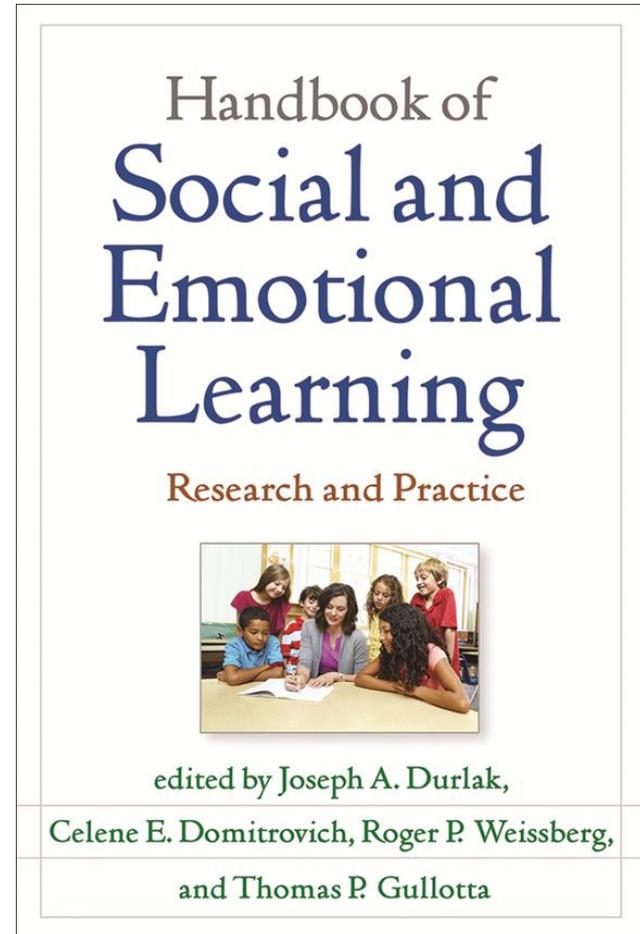
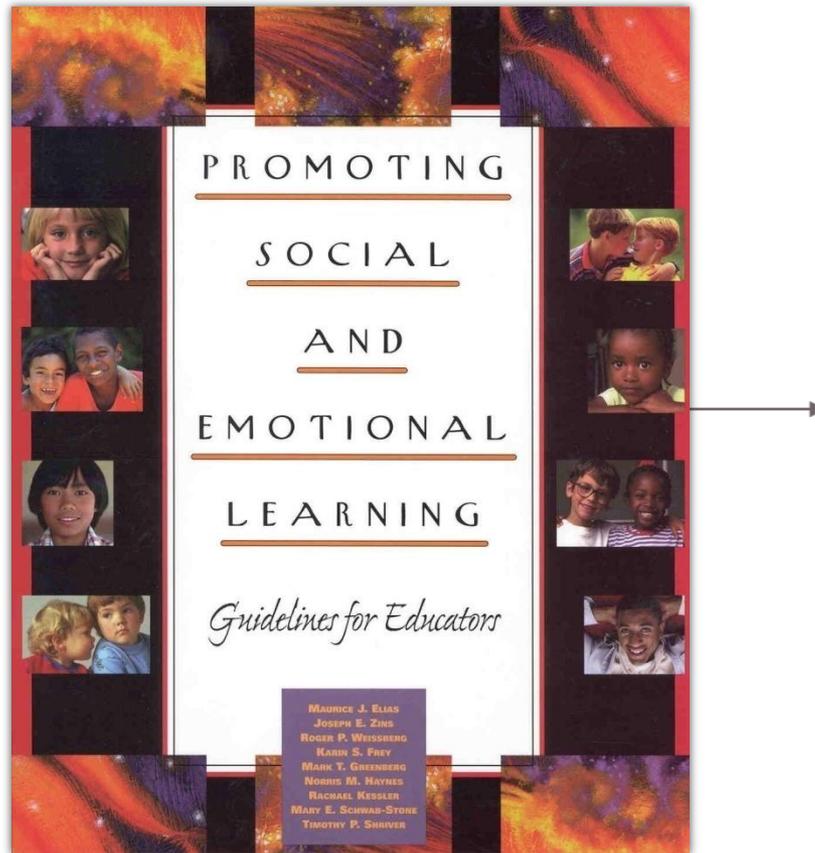
CASEL serves as strategist, collaborator, convener, and supporter for the SEL community

[www.casel.org](http://www.casel.org)



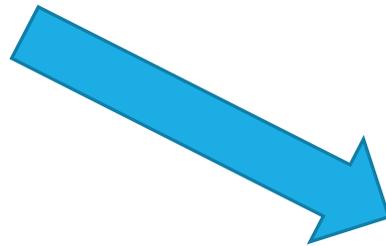
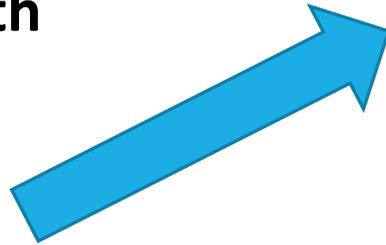
# 1997: CASEL Defines the Field of SEL

## 2015: Current and Future Perspectives on SEL



**Students who receive SEL programming, compared with controls, perform...**

**Social and Emotional Learning**



**9%ile Points Higher in Prosocial Behavior**

**9%ile Points Lower in Conduct Problems**

**10%ile Points Lower in Emotional Distress**

**11%ile Points Higher in Academic Achievement**

(Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011)

## Teachers Believe SEL Benefits Students in School, Work, and Life (Bridgeland et al., 2013)

- Students from all types of backgrounds, both affluent and poor would benefit from learning SEL skills in school 97%
- Preparing students for the workforce 87%
- Students becoming good citizens as adults 87%
- Students ability to move successfully through school and stay on track to graduate 80%
- Preparing students to get to and through college 78%

## *The Economic Value of Social and Emotional Learning (Belfield et al., 2015, p. 5)*

“The aggregate result also shows considerable benefits relative to costs, with an average benefit-cost ratio of about 11 to 1 among the six interventions. This means that, on average, for every dollar invested equally across the six SEL interventions, there is a return of eleven dollars, a substantial economic return.”

# Implications for Practice and Policy

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## SEL works

- Multiple positive outcomes including academic achievement
- Across grades and contexts

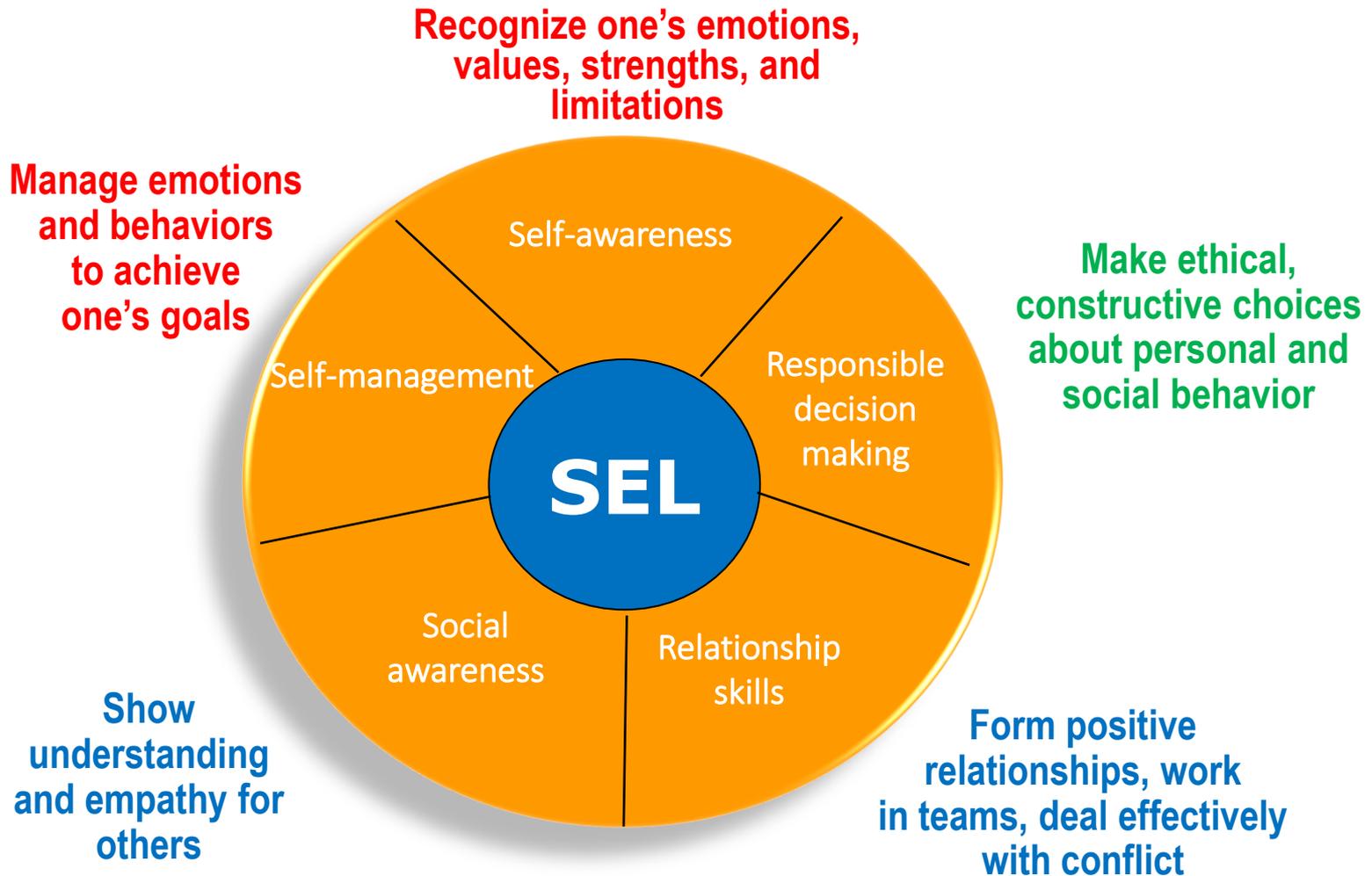
## SEL is doable

- Good results from programs run by existing school and out-of-school staffs
- Teachers want SEL
- SEL has a good return on investment

## SEL needs support

- Implementation matters
- Supported by federal and state policies, leadership, and professional development

# SEL is a Process of Acquiring and Applying the Knowledge, Skills, and Attitudes Related to Five Core Competencies

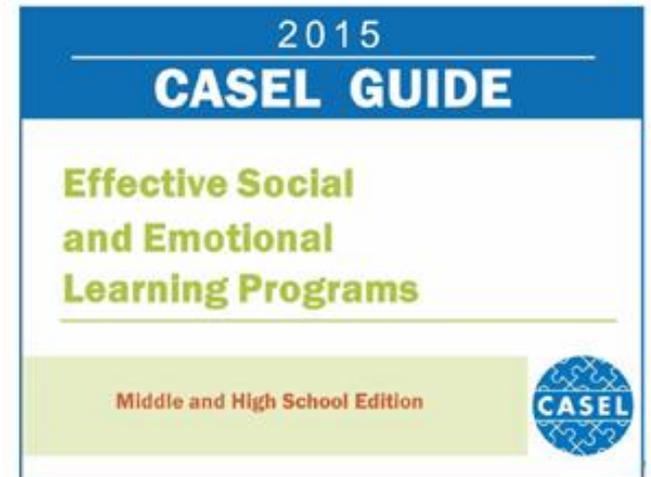
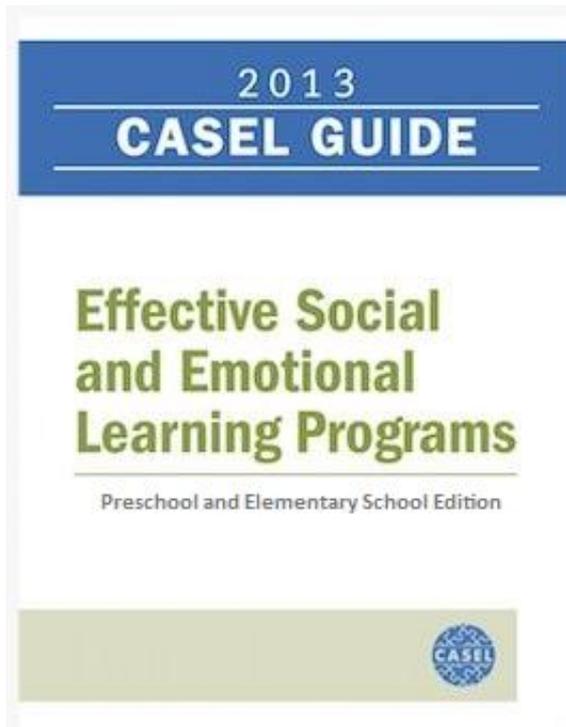
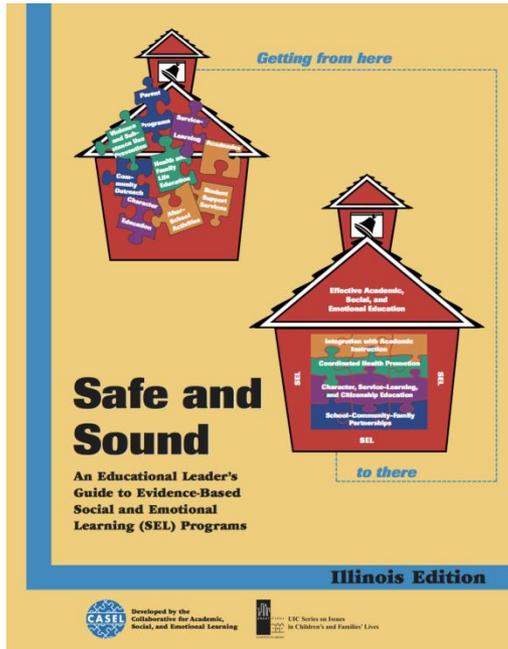


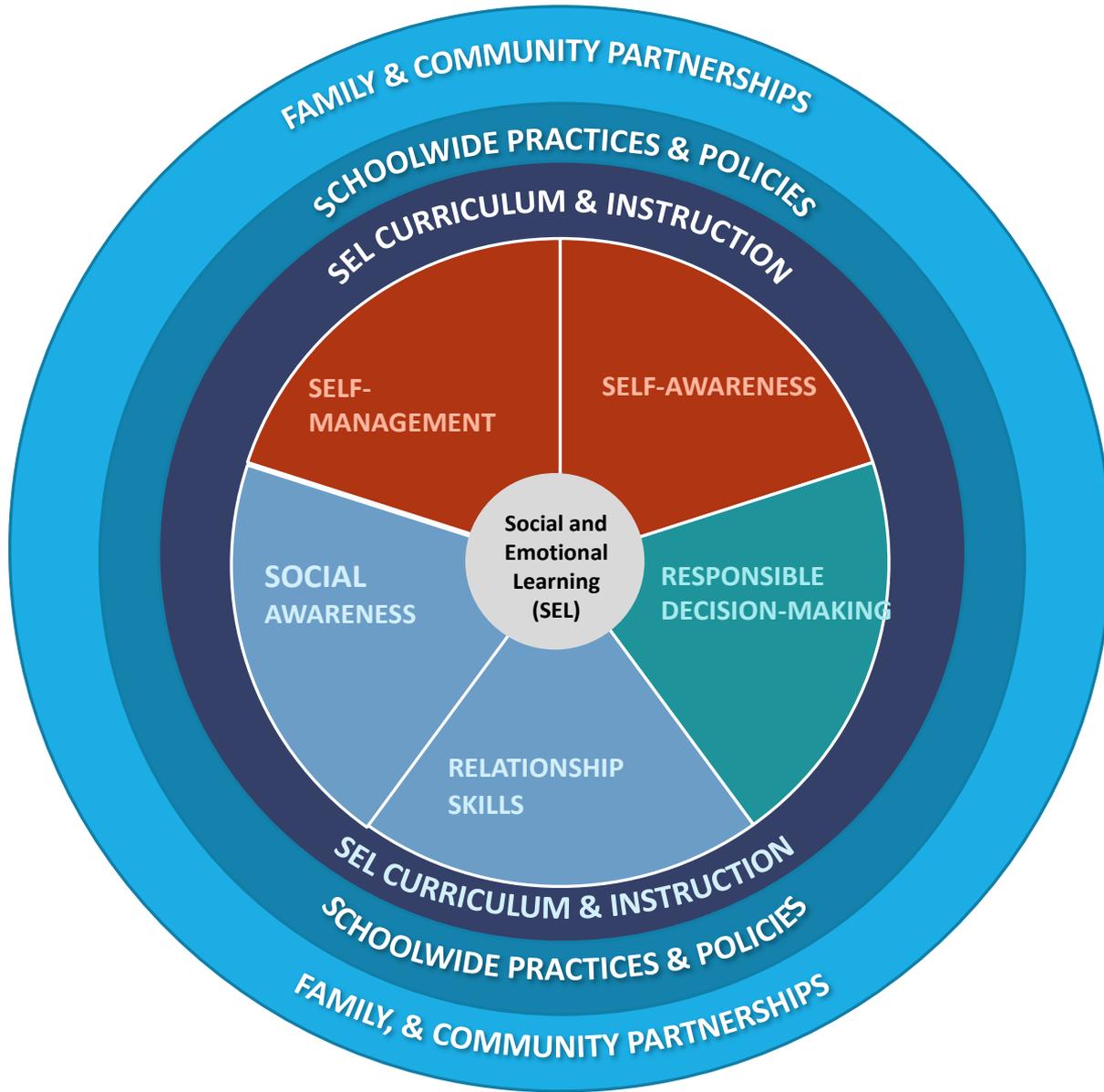
# A Conceptual Framework for Enhancing Students' Social, Emotional, and Academic Competence

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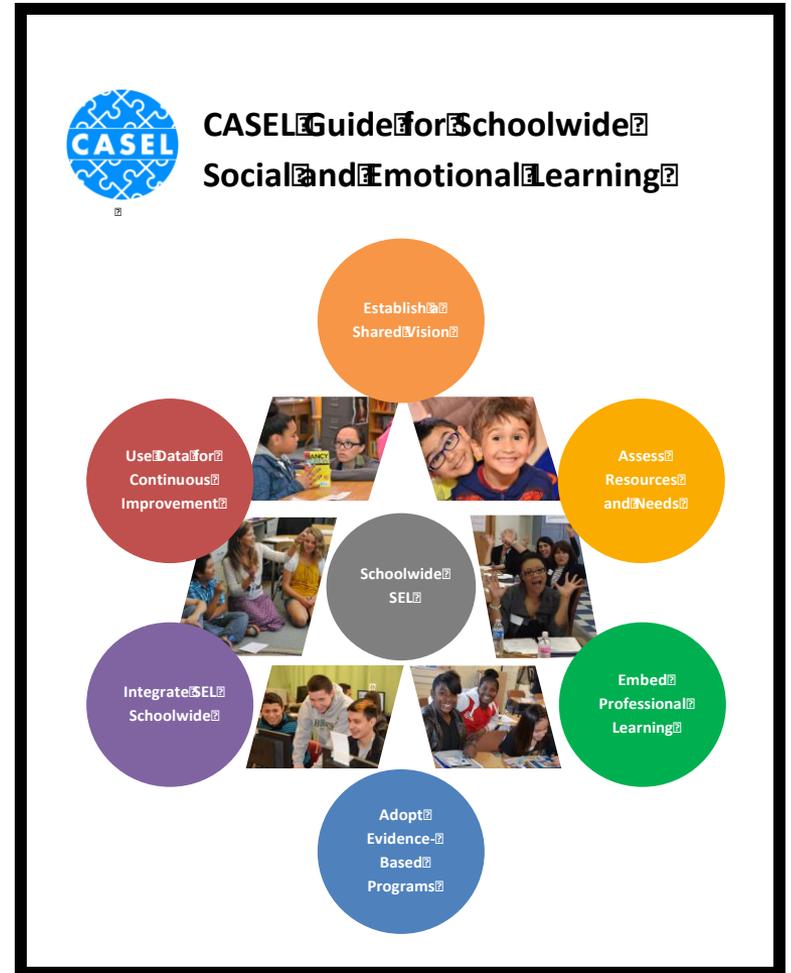
# CASEL Program Reviews





# Systemic School-wide SEL

- Establish a shared vision
- Assess resources and needs
- Embed professional learning
- Implement evidence-based programs and practices
- Integrate school-wide and beyond
- Use data for continuous improvement

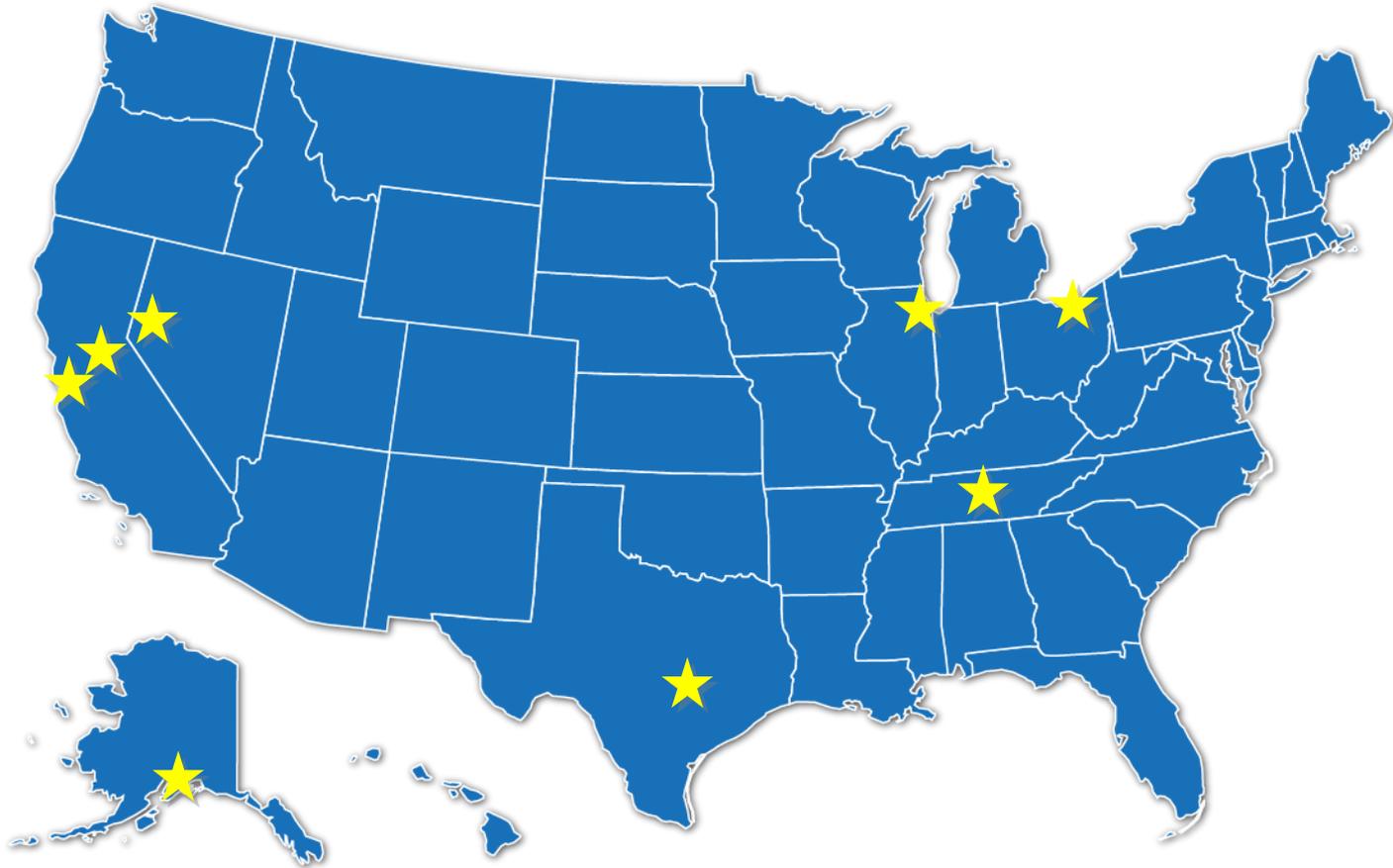


# Systemic District-wide SEL

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- Cultivate commitment and support for SEL
- Assess SEL needs and resources
- Establish classroom, school-wide, and community SEL programming
- Establish systems for measurement and continuous improvement

# CASEL-NoVo National SEL Initiative Collaborating Districts



# AUSTIN

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- Fast growing city
- 84,000 students
- 130 campuses
- 60% Economically Disadvantaged
- 60% Hispanic
- 26% Anglo



# WHY

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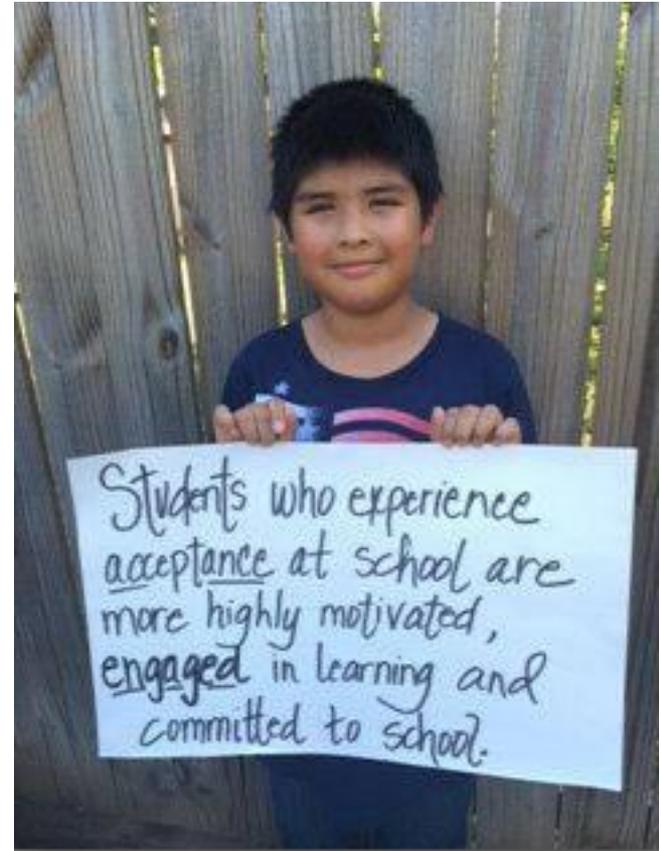
Austin ISD's new vision is to reinvent the urban education experience. The vision is part of the district's 2015–20 strategic plan, or as we're calling it—Urban Education 2.0.

# WHAT

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## SEL Vision:

Create a culture of caring and personal responsibility



# WHAT

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## **SEL Mission:**

Provide the tools for academic achievement, sound decision-making, positive relationships, and lifelong success



# WHOLE CHILD, EVERY CHILD

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HOW

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# SEL Implementation

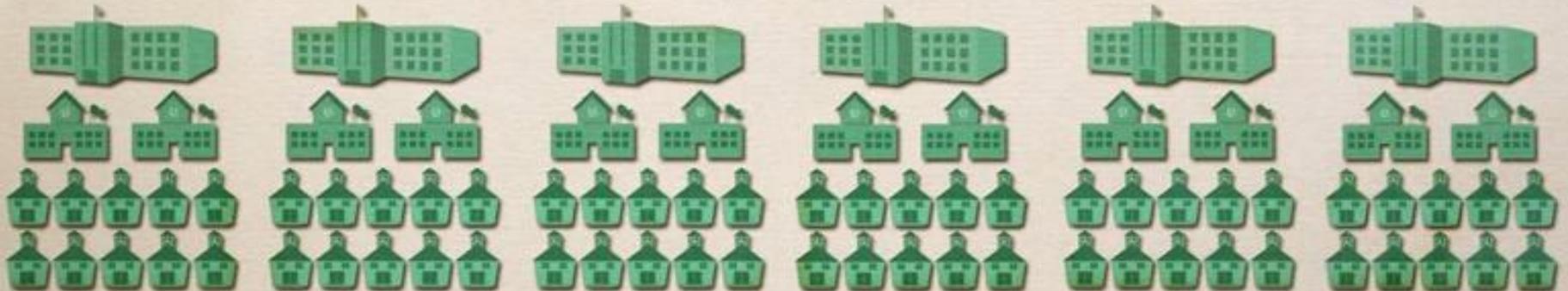
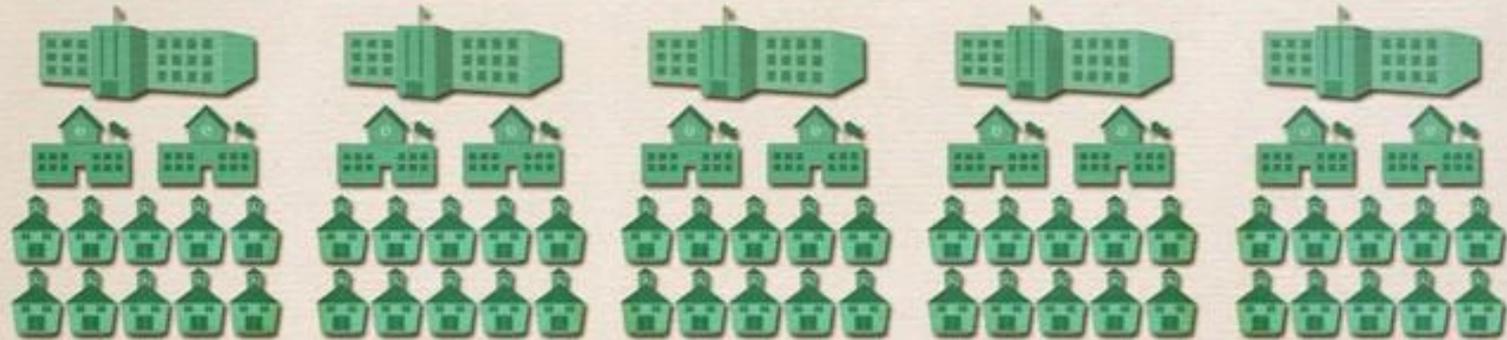
2011

2012

2013

2014

2015





Explicit  
Instruction



Climate  
and  
Culture

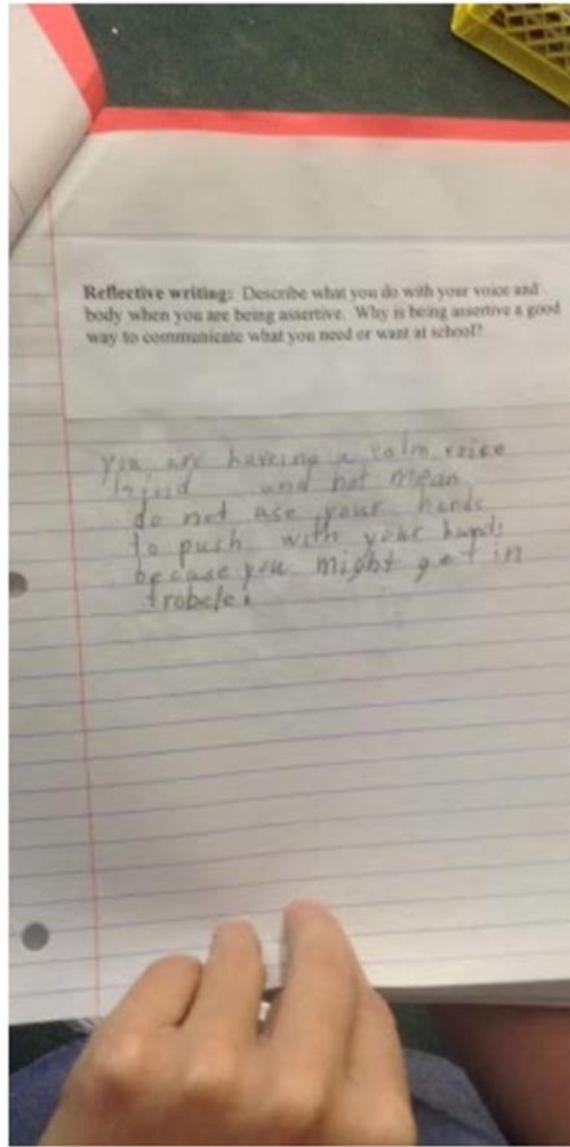


Integration



Families and  
Community





# STAFF SOCIAL CONTRACT

respect ✓✓✓✓	empathetic ✓
fair ✓✓✓✓	helpful
genuinely	courteous ✓
consistently	supportive
approachable	safely
open ✓	honestly
integrity	cooperatively ✓✓
collegiate ✓	receptive
calm	faith
encouraging	trust ✓
integrity	flexible
carefully	
calmly ✓	





# Anger Management

NATASSA  
CHLOE

Here are some tips to manage your anger.

## TIP #1: Be Self aware.

Be aware of what is going on. Identify the problem and think of a solution.



## TIP #2: Exercise

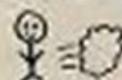
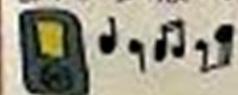
Go for a run/walk. Work out. These are great ways to relieve anger/stress, and improve thoughts.

## TIP #3: Listen to music

Music is a quick way to change your mood.

PLUS, if you are listening, that is exercise.

So it's 2-for-1!



Ready...

GO!

## TIP #4: Write.

Writing is a great way to manage anger. It is a way to release feelings instead of letting them build up inside.

## TIP #5: Draw.

Scratching, doodling, or sketching might also help.

ART!!!

## TIP #7:

Talk 2 someone you trust.

Tell a trusted friend, they can help you.



## TIP #8: Distract yourself.

If there is something that just won't go away, distract yourself. ☺



## TIP #6:

BREATH.

When you are angry, count to 10 while taking deep breaths to help control your anger.



10

# Problem-Solving Steps



**S**  
Say the  
problem  
without  
blame

**T**  
Think  
of  
solutions  
safe and  
respectful

**E**  
Explore  
consequences  
what could  
happen if...

**P**  
Pick  
the  
best  
solution  
make  
your  
plan



Wilma ♥ Rudolph ♥

She was born on June 23, 1940  
Died November 2, 1994 She played  
basketball and Track



She had a disease that  
infected her leg.



**S**: She had difficulties making  
the team because of her  
disability.

**T**: She could have kept practicing,  
Convince the Coach or not give up.

**E**: She could have got on a good team, go to the  
Olympics and succeed in sports.

**P**: keep practicing, didn't give up, and try  
to convince the Coach to let her on the  
team.

# I wonder?

I wonder about life and how I'm supposed to live it.

I wonder about sports and how I'm doing.

I wonder if my friends know I love them even though I don't tell them.

I wonder if Mrs. Garcia thinks I'm annoying!!!



## Clases para Padres

*Para padres que quieren desarrollar una comunicación  
positiva con sus hijos*

Escuchar con atención y estar en desacuerdo respetuosamente

Martes, 8 de octubre, 6:30 - 8:00 p.m.

Manejar la ansiedad y evitar suposiciones

Martes, 19 de noviembre, 6:30 - 8:00 p.m.

Cómo resolver problemas / Cómo hacer un plan

Martes, 28 de enero, 6:30 - 8:00 p.m.

Zona de paz y sender de paz en casa

Martes, 25 de febrero, 6:30 - 8:00 p.m.

El poder del espectador

Martes, 25 de marzo, 6:30 - 8:00 p.m.

Lugar: Eastside Memorial High School  
1012 Arthur Stiles Rd Austin, TX 78721

**Para obtener más información, llame:**  
Caroline Chase (512) 414-4278



**Pizza gratis y guardería a las 6 p.m.!**

# One School's Story: Govalle Elementary



**533 students**

**94% - Economically  
Disadvantaged**

**33% - Limited English Proficient  
(LEP)**

**9% - Migrant - - Special Ed**

**11% - African American**

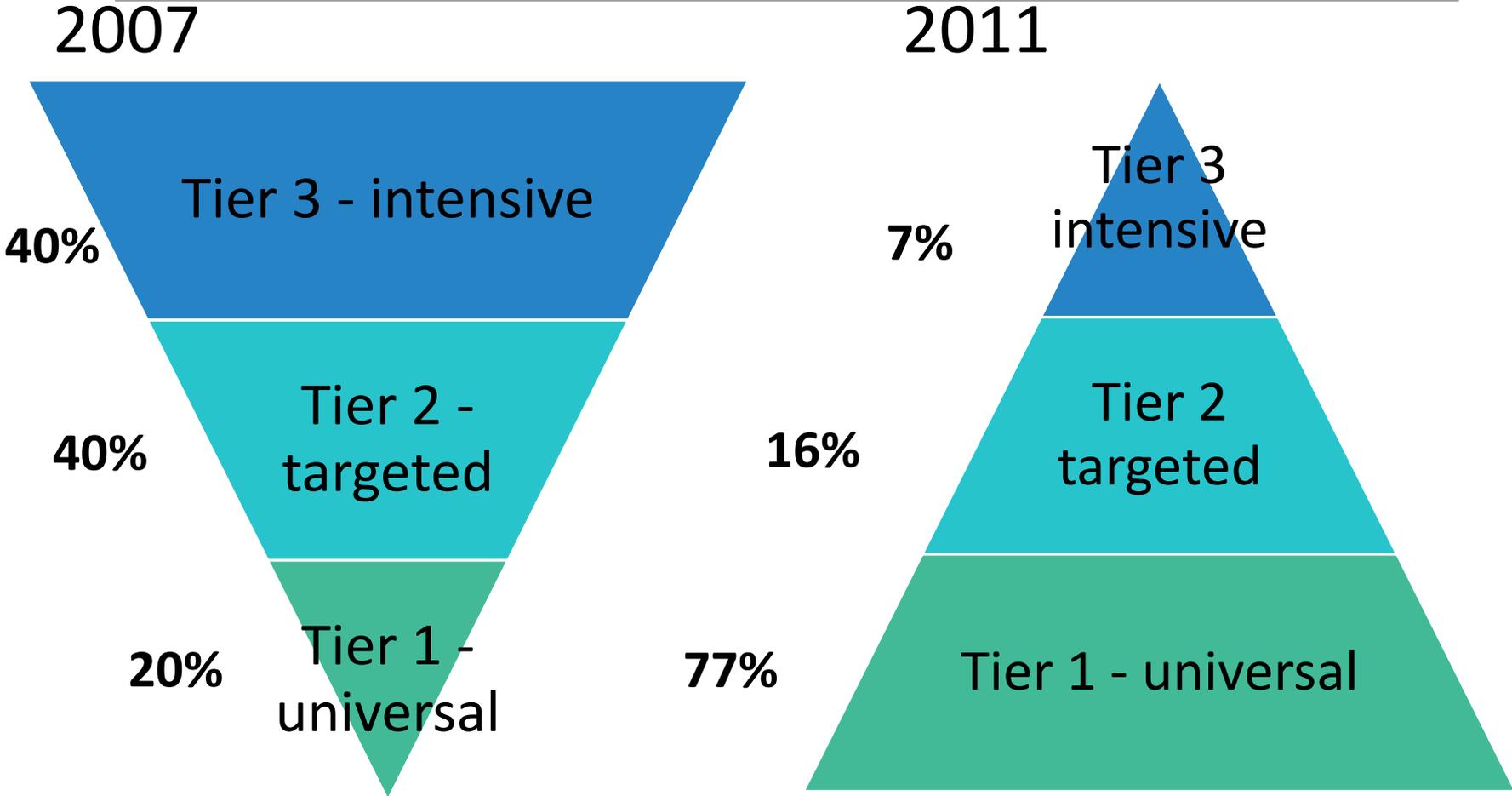
**1% - American Indian**

**1% - Asian**

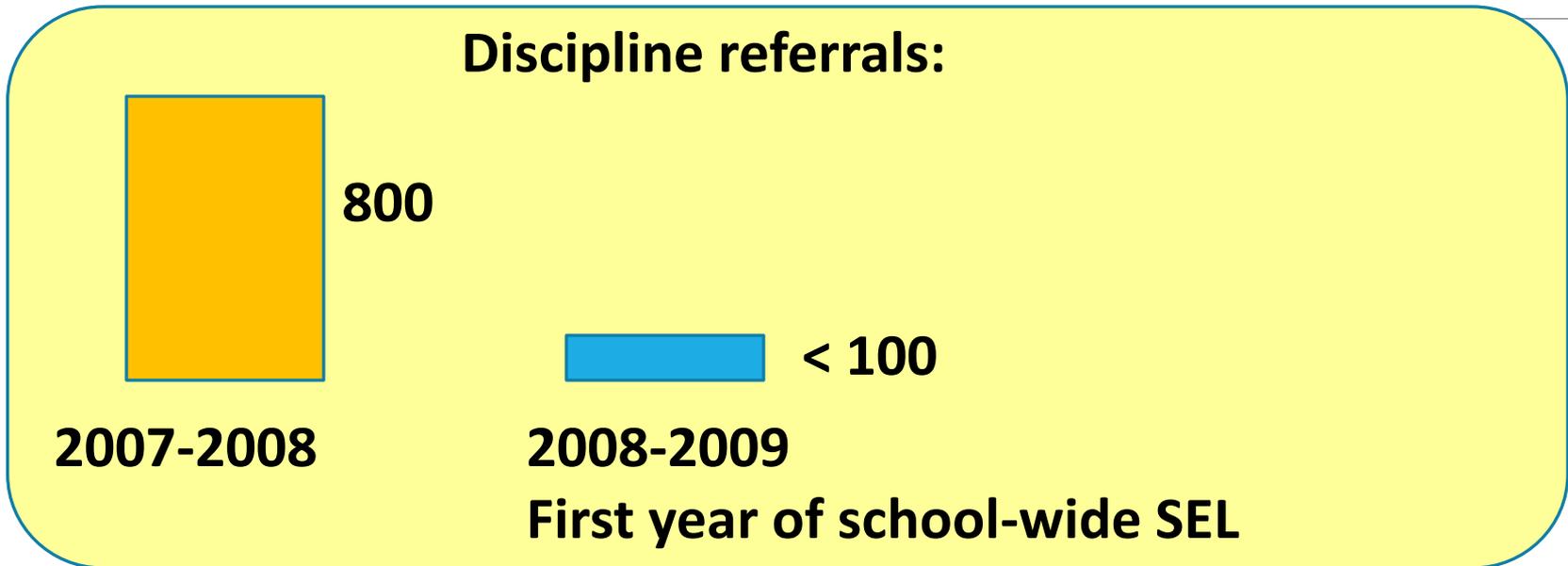
**85% - Hispanic or Latino**

**2% - White**

# Flipping the behavior picture



# Flipping the behavior picture



**2011 Recognized status on TAKS**

# Austin's Story

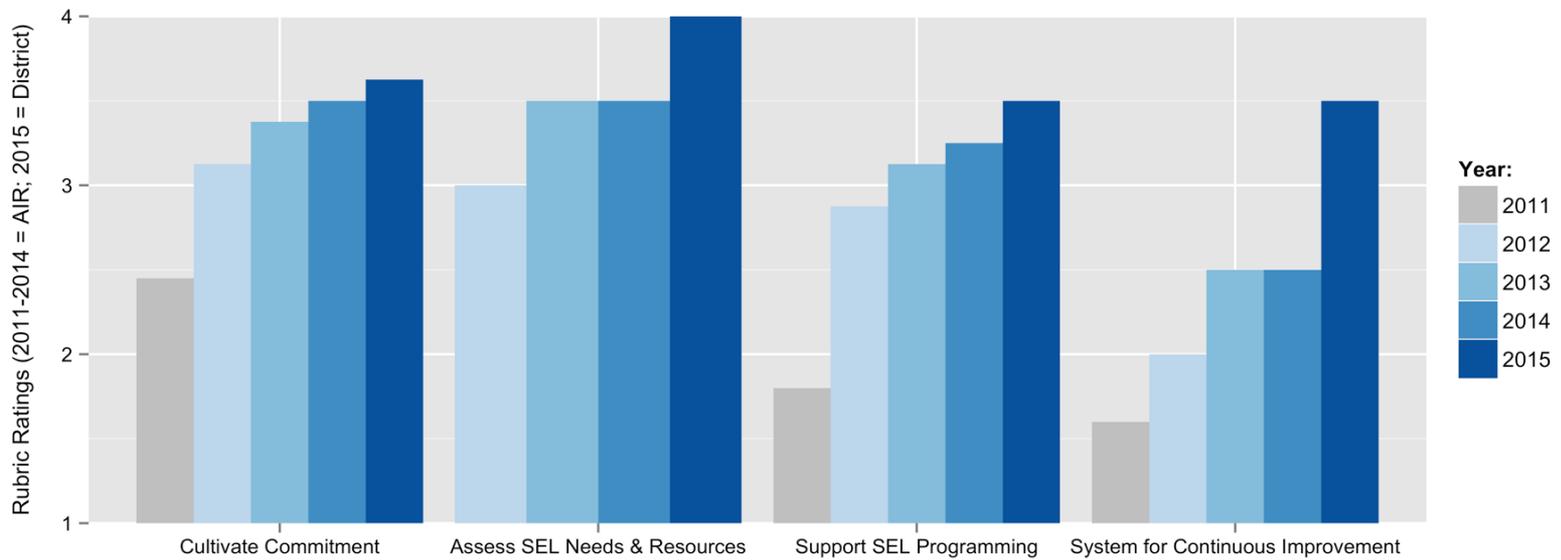
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# District-wide SEL Evaluation in AISD: From Planning (2010-2011) to Present (2014-2015)

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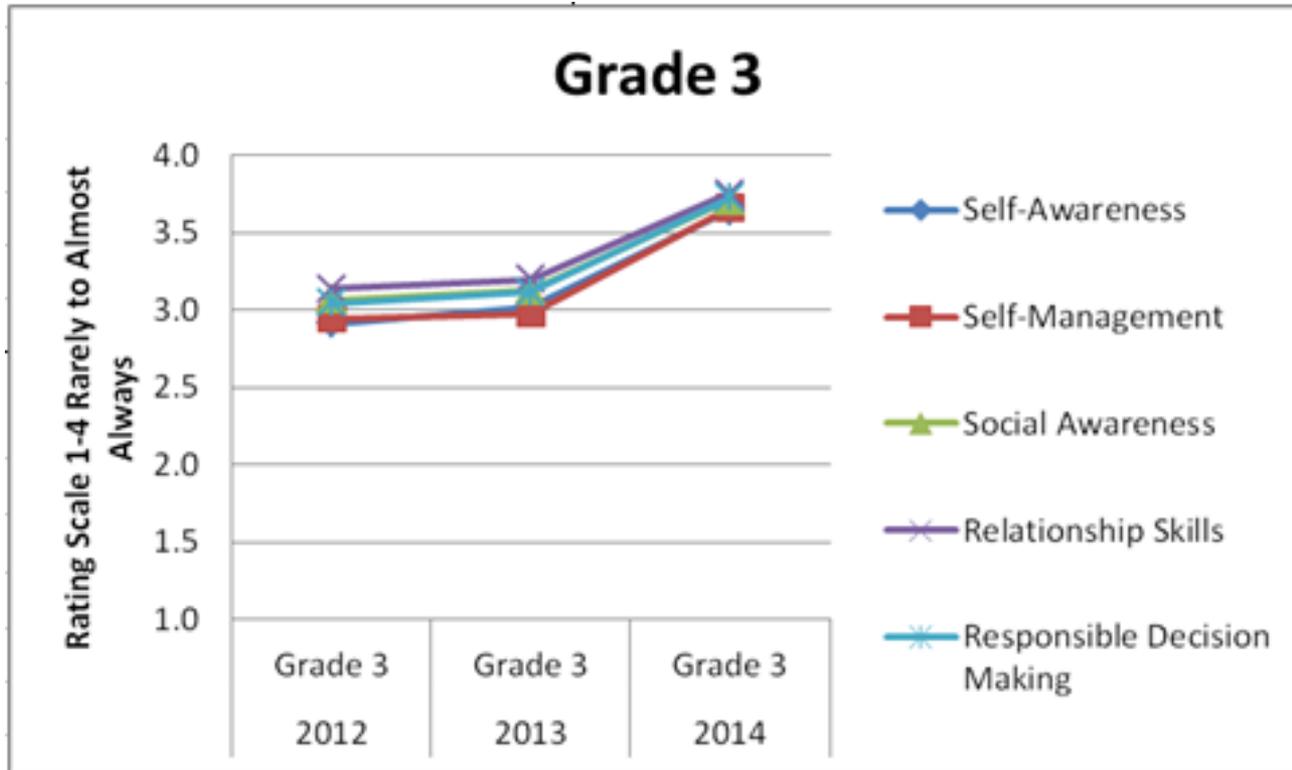
- SEL implementation
- SEL competencies
- Student behaviors
- Academic performance

# Implementation – AISD Rubric Scores



NOTE: 2011-2014 Ratings Made by AIR; 2015 Ratings Made by District

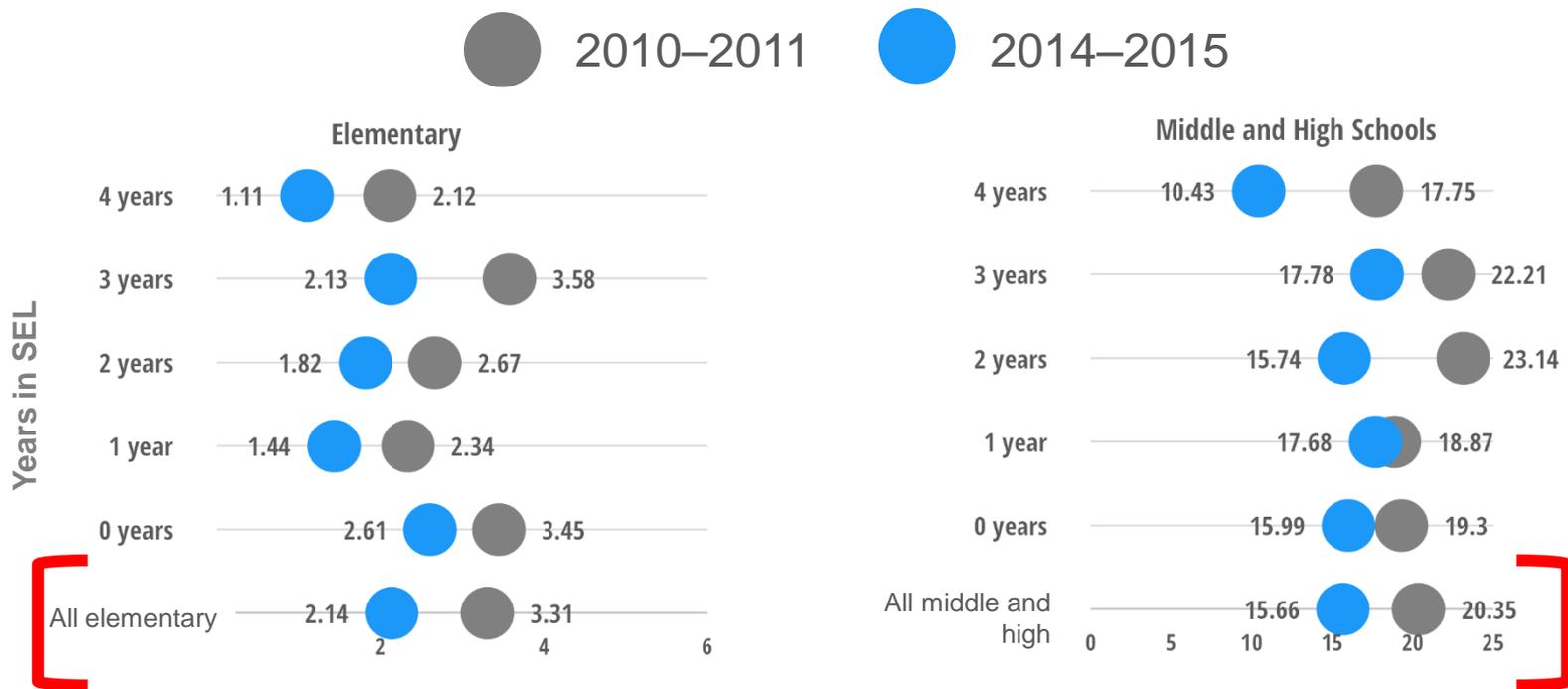
# Social and Emotional Competencies: Teacher Ratings (3<sup>rd</sup>) and Self-Report (7<sup>th</sup> & 10<sup>th</sup>)



- 3<sup>rd</sup> graders improved over time; 7<sup>th</sup> and 10<sup>th</sup> graders remained steady over time

# Student Disciplinary Referrals: From 2010–2011 and 2014–2015

Since 2010-2011, disciplinary referrals decreased district-wide.



**Average school % of students with disciplinary referrals  
(excluding mandatory removals) 2010–2011 and 2014-2015.**

# Annual High School Dropout and Graduation Rates from 2010-2011 and 2013-2014

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	<b>2010-2011</b>	<b>2013-2014</b>
• Dropout	4.37%	2.90%
• Graduation	80.0%	86.3%

# Student Academic Performance from Spring 2012 and Spring 2015 – Elementary Schools Only

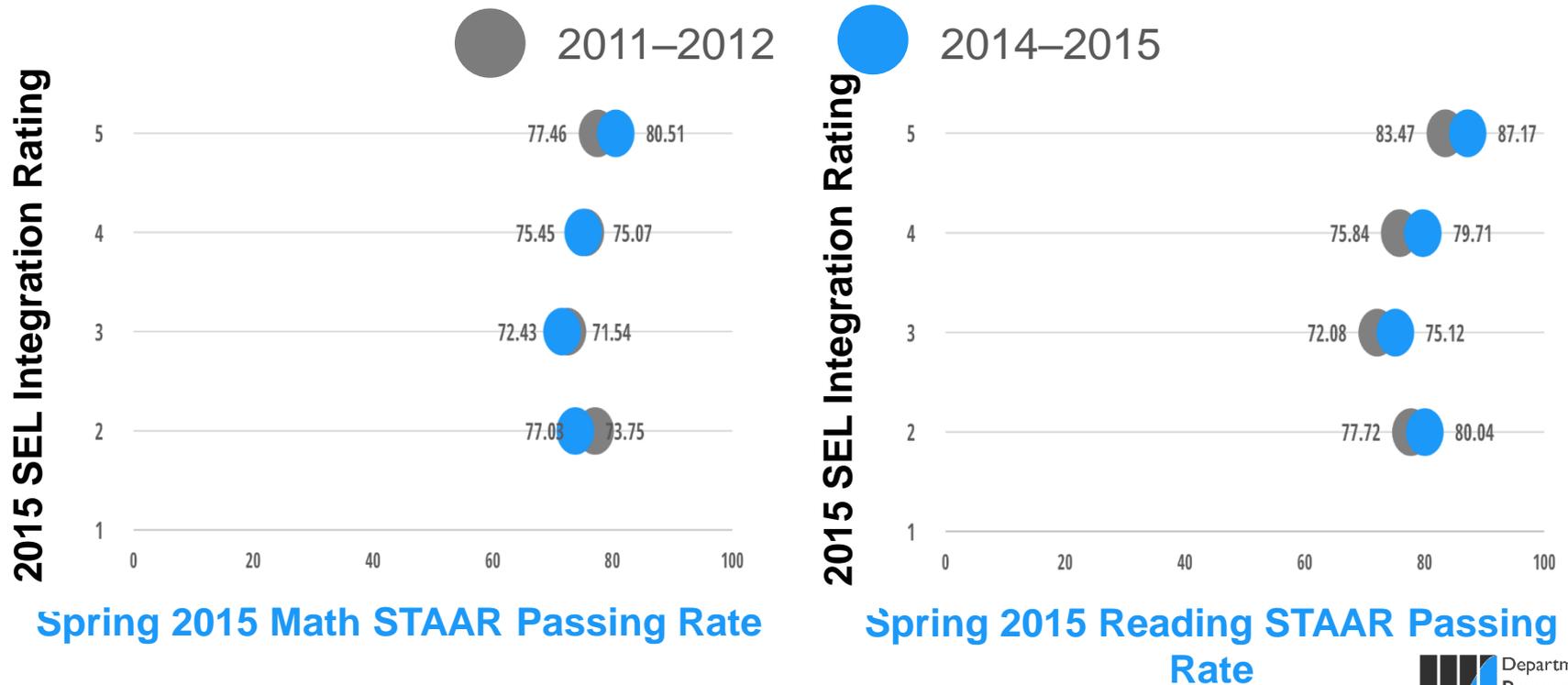
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	<b>Spring 2012</b>	<b>Spring 2015</b>
• STAAR – Math	75%	76%
• STAAR – Reading	77%	80%

Average school passing rates on the State of Texas Assessments of Academic Readiness (STAAR).

# Systemic SEL is Associated with Improved Academic Performance

Schools that integrate SEL into instruction most saw the most improvement in math, according to implementation rubric ratings.



# Strategies to Foster Evidence-Based Systemic SEL in 50% of the Nation's Schools by 2025

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1. Co-convene kindred groups to advance research, policy, and practice
2. Advance social and emotional competence assessment
3. Document outcomes and develop models & resources with collaborating districts
4. Leverage evidence, models, and resources to support SEL nationwide
5. Develop model state SEL student learning standards and implementation guidelines
6. Increase federal supports for SEL research and practice

# Take Home Messages

**We can not always build the future for our youth, but we can build the youth for our future.**

—Franklin D. Roosevelt

**Education is the most powerful weapon you can use to change the world.**

—Nelson Mandela

# Discussion

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