Division Implementation of Social and Emotional Learning

Considerations and Lessons Learned

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LOUDOUN COUNTY PUBLIC SCHOOLS
VIRGINIA
Connecting with others while sharing your thoughts on SEL quotes.

Self-Awareness, Social Awareness, & Relationship Skills
What is Social-Emotional Learning? (SEL)
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.
SEL Framework

- 5 Core Competencies
- Curriculum, Practices, & Partnerships
- Classroom, School, Home & Community
What Shows Us SEL Works?

SEL works: Compelling national evidence

Science Links SEL to Student Gains:
- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests
- Fewer conduct problems
- Less emotional stress
- Lower drug use

...and adults benefit too

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer because they’re able to work more effectively with challenging students —one of the main causes of burnout.

Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of education, employment, criminal activity, substance use, and mental health.

We know it works!

★ Academics
★ Behavior
★ Emotional Distress
★ Drug Use
★ 11:1 Return on Investment
★ Can Help Reduce Poverty, Improve Economic Mobility
★ Improve Lifetime Outcomes
LOUDOUN COUNTY PUBLIC SCHOOLS

Stats

● 3rd largest school division in Virginia
● 83,762+ students
● 94 schools
  → 16 High Schools
  → 16 Middle Schools
  → 1 Intermediate
  → 59 Elementary School
  → 2 educational centers
● Add 1-3 schools every year (about 2,500 new students)
● Fun fact: Loudoun County Economic Development estimates that 70 percent of the world’s internet traffic passes through Loudoun County.
Learning Intentions

- Introduce strategic approaches for implementing SEL in a large school division
- Define key areas for consideration before implementation
- Discover considerations for developing, implementing, & sustaining SEL
- Explore resources & tools for supporting SEL implementation
SEL Implementation

Planning
❖ Identifying the need
❖ Building Awareness
❖ Gaining Support & Commitment
❖ Stakeholder Input
❖ Curriculum

Developing
❖ Structures
❖ Training
❖ Coaching
❖ Measuring outcomes

Implementing
❖ Doing the work
❖ Continuing support
❖ Gathering feedback
❖ Providing feedback
❖ Connection to Division Initiatives

Sustaining
❖ Expanding
❖ Adjusting the learning
❖ Embedding into current practices
❖ Ease & efficiency
❖ How can we do this work better?
PLANNING:
Preparing to Take SEL Division-Wide

- School Board Support & Budget Approval: Executive Summary Data from Early Adopter of SEL
- Input from stakeholder groups - Gifted & Special Education
- Interest Survey for Elementary Principals
- Choosing the Curriculum
  - RFP Process
  - Representation on Selection Committee - *Teacher Input*
Outlining Commitments

1. **Dedicated time** each day in the master schedule for classroom teacher to deliver SEL lessons.

2. Administer the **assessment** of impact (student-level, school outcomes, etc), provided by the division.

3. Beginning with Kindergarten and First Grade with the **plan of full K-5 implementation** by year

4. Identification of SEL leads to attend Agust training & **provide school-based training to teams** prior to the first day of school for students.

5. Commitment to **professional learning opportunities** offered by the division throughout the year. (Administrator August Training & SEL Quarterly Lead Meetings)
PLANNING: Material Logistics

- Ordering Curriculum Materials - Teachers & Principals
- Materials to Schools
- Importance of Inventory
- Managing Electronic Resources
- Google Site
DEVELOPING

Training Process

- Provide Initial Training to SEL Leads
- Administrator Training
- Enhance Learning through SEL Lead Meetings

Coaching Process

- Classroom Walkthrough
- Debrief Meeting
- Providing timely, specific feedback

Measurement Process

- Student Knowledge of Content
- Teacher Perception of Impact
- Referrals - Office, Nurse, School Counseling
IMPLEMENTING

Be In the Schools

- Quarter 1 Visit
- Quarter 2 Walkthrough & Debrief
- Quarter 3 Walkthrough & SEL Implementation Rubric
- Quarter 4 - Varies by Need (Rubric, Intro to SEL - new grades & parents)

Provide Feedback

- Debrief Meetings - Opportunities for Coaching
- Uncover Need for School-Based Professional Learning

Connections to Division Initiatives

- Equity - School Counseling - Academics (PL-PBL-PA) - PBIS/RTI (MTSS)
SUSTAINING

- Plan for Expansion of SEL
  - Adding Grade Levels & New Schools
  - New Lead & Administrator Training

- Add Professional Learning Opportunities Through Modules
- Build Adult SEL Capacity
- Coaching & School Visits
- Integration into Division Priorities
  - Academics
  - Equity
  - Profile of a Graduate
CONTINUOUS IMPROVEMENT: Lessons Learned

Opportunity to Learn

- Observation & Feedback on Adult Social-Emotional Competencies
- Workshops for Parents-High Parent Interest - Request for More Materials & Workshops
- Limited Spanish Second Step Materials - Grades 4 & 5
- Deeper Learning- Opportunities to Apply Outside of the School Setting
- Impact Data (Teacher Perception Survey)
- How to support students needing more than core
Opportunity To Grow

- Adult SEL Opportunities & Resources
- Workshops for Parents
- Supplemental Resources for EL & Parent Communication
- Business Partnerships & Continued Support with Helping Schools Reach Parents with SEL
- Coming Soon!
- Considering Universal Screener & Creating Decision Trees
Engaging Strategy: Indicators of SEL

1. Use the Key Indicators of SEL document to identify evidence of SEL in the video.

2. Next, use the document to identify evidence of SEL indicators currently being supported in your school or school division.

3. Share the SEL indicators you’ve identified in your school with the group.

4. What might be an area of focus for starting or continuing this work with SEL?
CASEL’s Focus Areas for Implementation

Schoolwide Implementation Rubric

SEL Implementation Timeline
Optimistic Closure

My Next Step

Focuses on **Self-Awareness** (Self-Efficacy) & **Self-Management** (Self-Discipline, Goal-Setting)
Let’s Stay Connected!

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Resources:

LCPS MTSS Website
CASEL.org
References


Citation for Presentation