

# A Data-Informed Approach to Social-Emotional Learning (SEL)



June 15, 2018 – Mental Health America Conference  
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**transforming**  
**education**

# We support school systems in equipping students with the mindsets and skills they need to succeed

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A strategic advisor to school systems

Education Policy & Practice

Psychology, Neuroscience & Education Research

A partner with leading scientists and researchers



Center for Education Policy Research  
HARVARD UNIVERSITY

*Yale Center for Emotional Intelligence*





- **What is SEL?**
- **Why should we measure SEL?**
- **What are examples of a data-informed approach to SEL?**
- **What policies can states and districts take to support SEL?**
- **Resources/Contact**

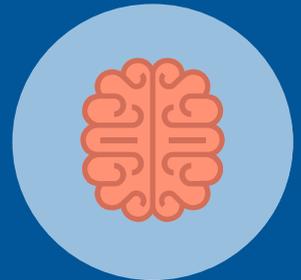


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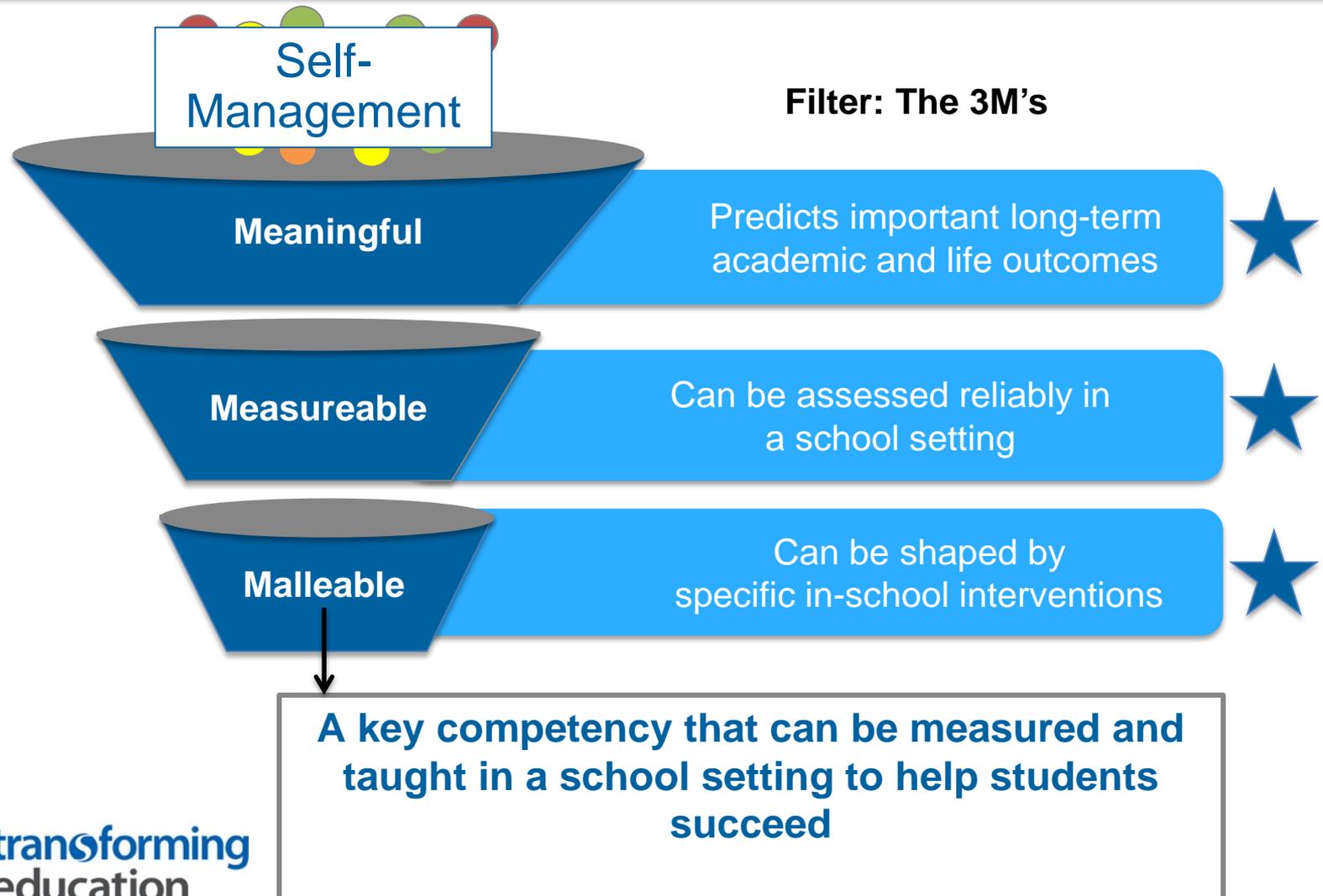
# What is Social-Emotional Learning (SEL?)

**SEL refers to the development of intra- and interpersonal competencies, such as**

- Self-Management
- Growth Mindset
- Social Awareness
- Self-Efficacy



# A research-driven process for SEL competency selection: 3Ms





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# Research shows that SEL matters!

## STUDENT ACADEMICS

- SEL levels predict high school and college completion.
- Students with strong SE competencies (SEC) have greater academic achievement within K-12 and college.
- Fostering SEL as early as pre-school has both immediate and long-term impact.

## CAREER SUCCESS

- Employers value SEC and seek employees who have them.
- Higher SEC predicts a greater likelihood of being employed.
- Stronger SEC in childhood predicts higher adult earnings and greater financial stability.

## HEALTH & WELL-BEING

- Adults with stronger SEC are less likely to commit a crime and be incarcerated.
- Strong SEC decreases the likelihood of being a single or unplanned teenage parent.
- The positive health effects associated with stronger SEC include reduced mortality and lower rates of obesity, smoking, substance abuse, and mental health disorders.

# Growing support for SEL: Urgency

**BULLYING**



**TRAUMA**

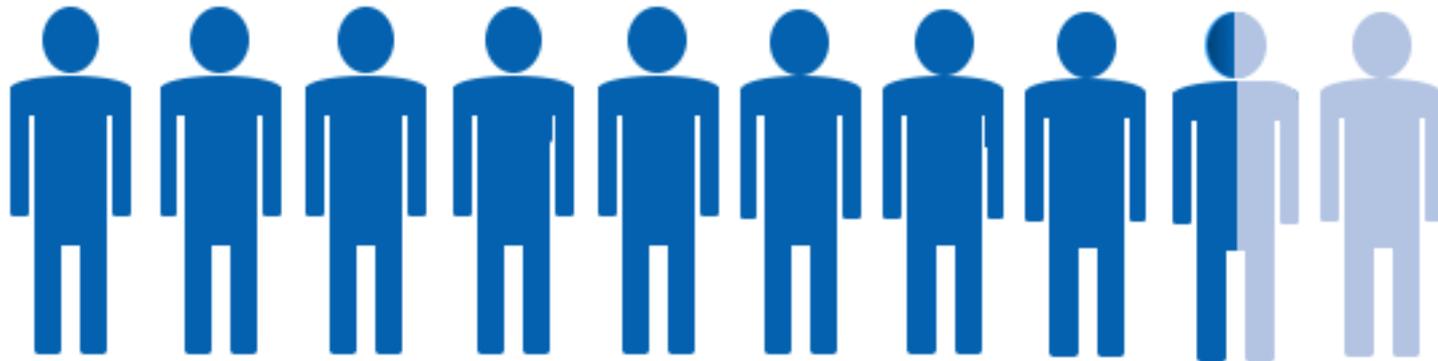


# Growing public support for SEL measurement

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84%

of Americans believe that schools should assess students skills such as cooperation, respect for others, and problem solving.



# 88% of schools are using some program or practice to support SEL

## Discrete Interventions



## Behavior Tracking Systems



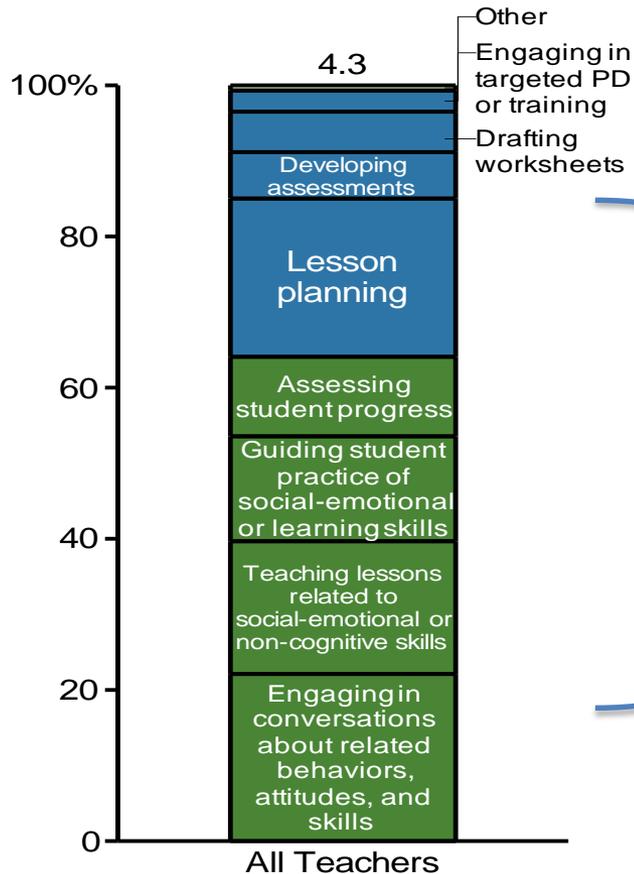
## Educator PD and Teacher "Moves"



## Comprehensive Programs



# As a nation, we're putting considerable resources toward SEL



**\$30B annually**  
on teacher time  
and instructional resources  
related to SEL

# Measuring SEL enables us to make better decisions in supporting the whole child

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**Continuous improvement** →

**Student Success** →

**Equity** →

- Learn more about our students and their school environments
- Celebrate student strengths and work to affirm student identity
- Identify areas in which students need more support
- Understand which practices and approaches are working well for all students
- Invest in what's working
- Ensure that SEL is systematically integrated throughout the school day



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# Example 1: The CORE Districts: Using SEL Surveys



8 school districts



> 1M students



~ 1,600 schools



> 51,000 teachers

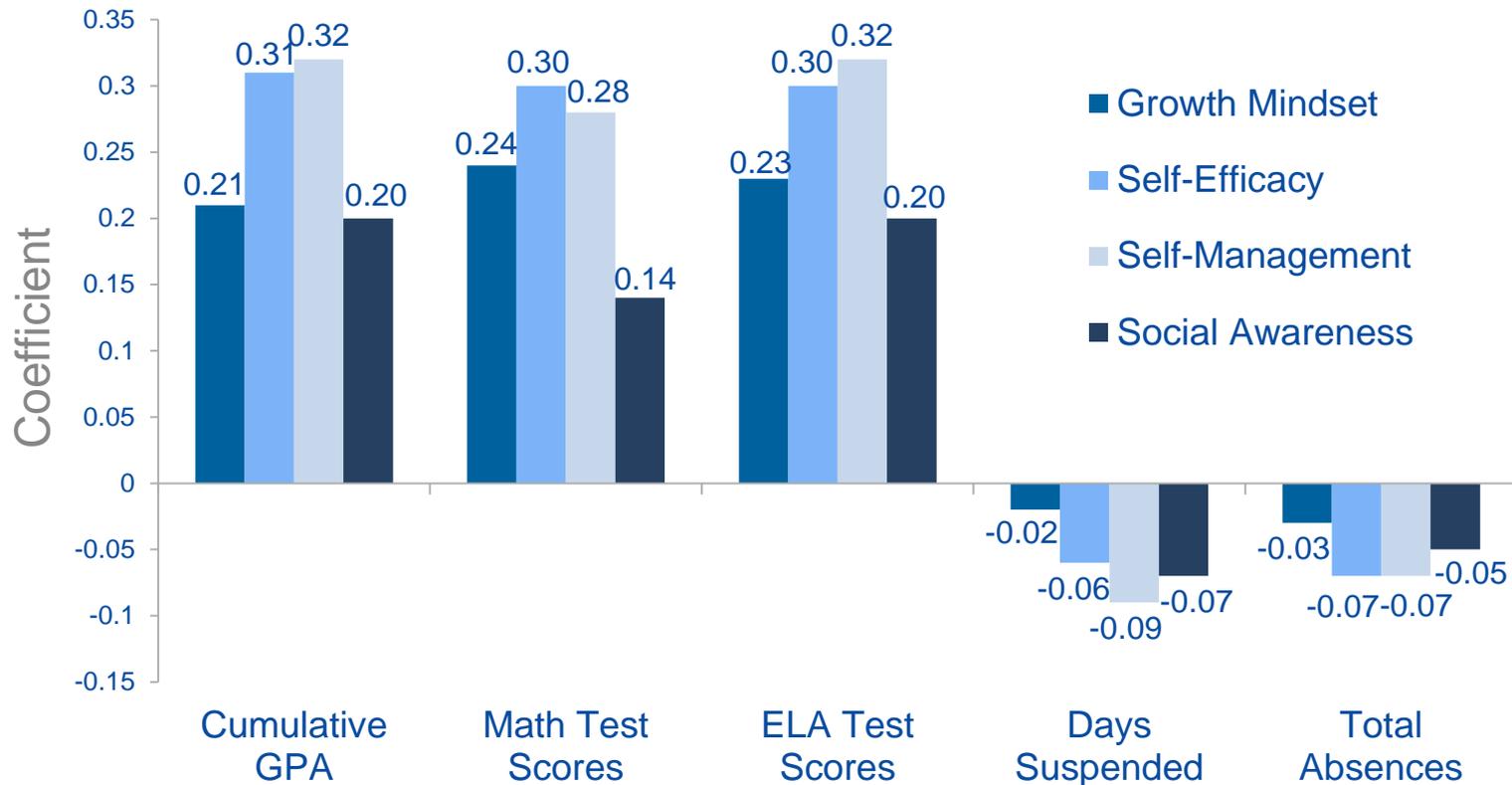
# CORE measures SEL with confidential student self-reports and teacher reports

## Measures by Grade Level, Competency, and Type

	Student Self-Report	Teacher Report	Key Contributors
<b>Grades K-4</b>			
Self-Management		x	Clancy Blair (NYU)
Social Awareness		x	CASEL / AIR
<b>Grades 5-12</b>			
Growth Mindset	x		Carol Dweck (Stanford) & Camille Farrington (CCSR)
Self-Efficacy	x		Camille Farrington (CCSR)
Self-Management	x	x	Angela Duckworth (UPenn)
Social Awareness	x	x	CASEL / AIR

# Student self-reports are significantly predictive of other student outcomes

Correlation of Student Self-Reports with Academic and Behavioral Outcomes

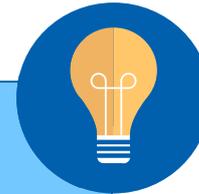


# Example 2 : Professional learning in Harrisonburg (VA)



- Over 6,200 in PreK-12
- Plan to implement SEL district-wide by 2020
- Partnership based on improvement principles

## PLAN



Create SEL Ambassador team & collect SEL survey data

## SCALE



Use formative data to identify and spread best practices

## TEST



Design professional learning and test change ideas

# Example 3 : The exSEL Network (MA)

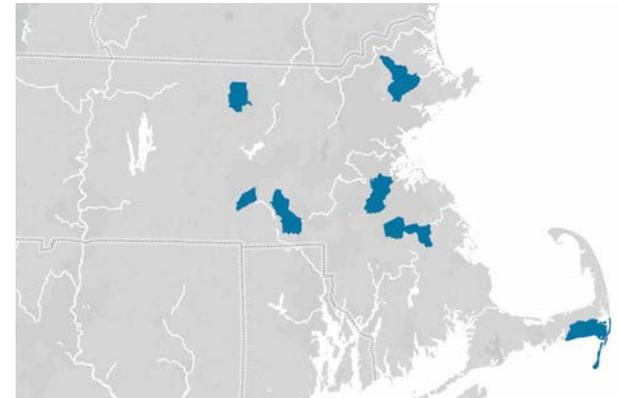


## THE AIM

The exSEL Network's primary aim is to strengthen students' social-emotional mindsets by supporting districts and schools in implementing new and effective SEL practices that lead to improvements in students' skills, behavior, engagement, and academic achievement.

In partnership with exSEL, we are working with a network with districts to:

- Build overall knowledge of social-emotional learning (SEL) practices;
- Use actionable data to drive improvement;
- Share lessons learned with one another;
- Develop a unique plan in each district to address the specific social-emotional needs of its students;
- Strengthen statewide policy around SEL from the ground up; and
- Contribute to a national dialogue about the importance of SEL.





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# What's Next? Policy Recommendations

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## Gather Input on Learning Environments & Student Competencies

- Engage an array of stakeholders
- Pilot culture and climate surveys
- Integrate SEL data collection into school-level needs assessments



## Begin Measuring Social-Emotional Competencies

- Pilot measures with a network of LEAs
- Seek opportunities to tailor other assessments to include SEL measures



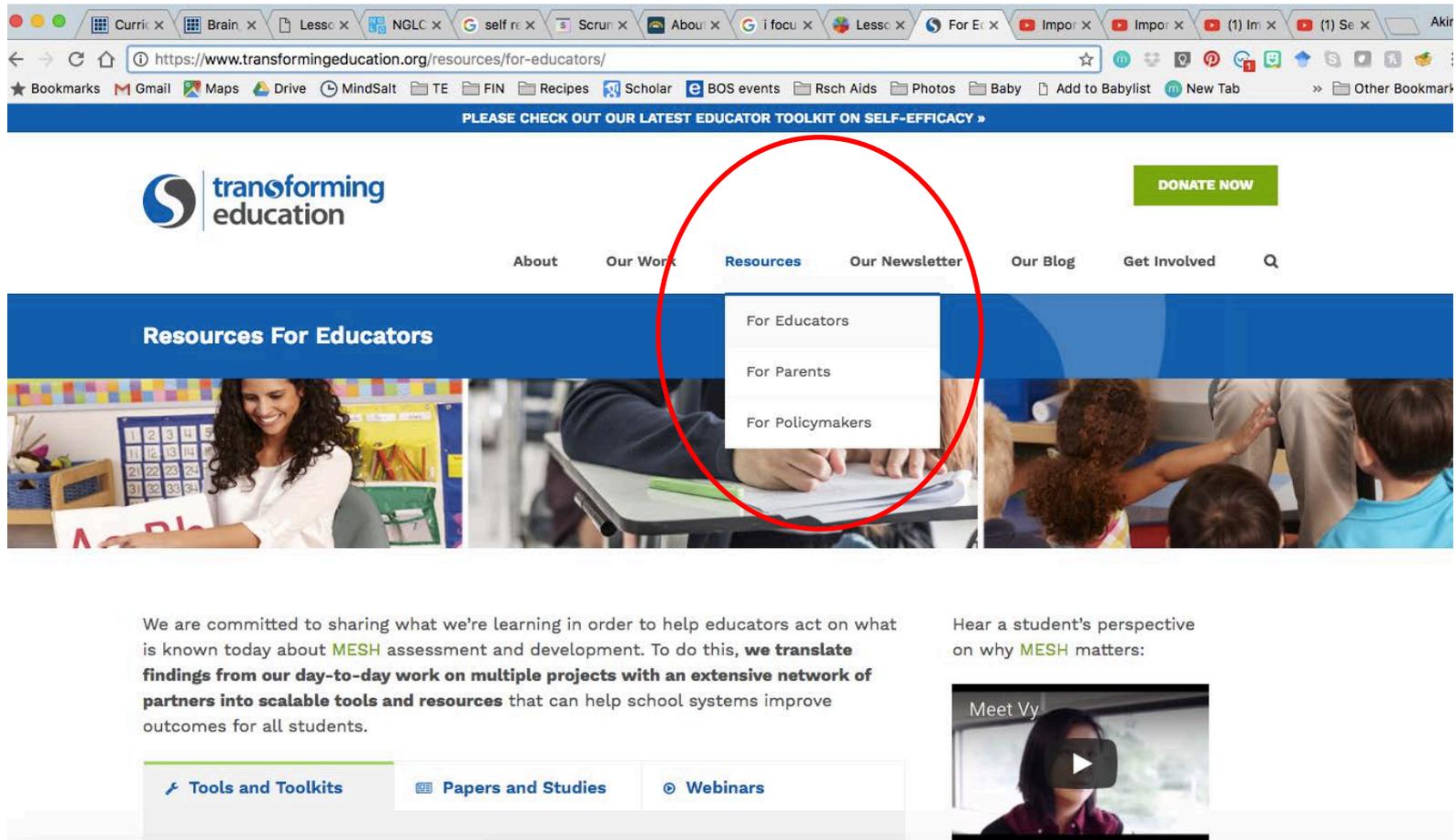
## Use Data to Build Local Capacity & Inform Practice

- Leverage existing funding in Titles I, II, and IV of ESSA
- Support professional learning on SEL and the use of SEL data
- Provide actionable guidance to LEAs
- Engage students in the data conversation



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# Find all of our resources on our website



The screenshot shows a web browser window with the URL <https://www.transformingeducation.org/resources/for-educators/>. The browser's address bar and tabs are visible at the top. Below the browser, a blue banner contains the text "PLEASE CHECK OUT OUR LATEST EDUCATOR TOOLKIT ON SELF-EFFICACY >". The website header features the "transforming education" logo on the left and a "DONATE NOW" button on the right. A navigation menu includes "About", "Our Work", "Resources", "Our Newsletter", "Our Blog", and "Get Involved". The "Resources" menu is highlighted with a red circle, and its dropdown menu is open, showing three options: "For Educators", "For Parents", and "For Policymakers". Below the navigation menu, a blue banner reads "Resources For Educators". The main content area features three images: a smiling woman in a classroom, hands writing on a desk, and a group of children. Below the images, there is a paragraph of text and a video player. The text reads: "We are committed to sharing what we're learning in order to help educators act on what is known today about MESH assessment and development. To do this, **we translate findings from our day-to-day work on multiple projects with an extensive network of partners into scalable tools and resources** that can help school systems improve outcomes for all students." The video player is titled "Meet Vy" and shows a woman speaking.

transforming education

About Our Work **Resources** Our Newsletter Our Blog Get Involved Q

Resources For Educators

For Educators  
For Parents  
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Tools and Toolkits Papers and Studies Webinars

Hear a student's perspective on why MESH matters:

Meet Vy

# Contact



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Questions or Comments: [Bob@TransformingEducation.org](mailto:Bob@TransformingEducation.org)

