Special Board Meeting on Social and Emotional Learning
April 25, 2016
Chad d’Entremont, Ph.D.
Executive Director,
Rennie Center for Education Research & Policy
CASEL Definition of SEL

Presented by Linda Dusenbury, Ph.D.
Director of CASEL’s Collaborating States Initiative
SEL is a Process of Acquiring and Applying the Knowledge, Skills, and Attitudes Related to Five Core Competencies

- **Self-awareness**: Recognize one's emotions, values, strengths, and limitations.
- **Self-management**: Manage emotions and behaviors to achieve one's goals.
- **Social awareness**: Show understanding and empathy for others.
- **Relationship skills**: Form positive relationships, work in teams, deal effectively with conflict.
- **Responsible decision making**: Make ethical, constructive choices about personal and social behavior.
The research base for SEL is strong, with a long history of rigorous studies, longitudinal follow-ups and multiple replications finding desired behavioral and academic outcomes.

A few examples...
Students who receive SEL programming, compared with controls, perform...

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)
The Economic Value of SEL

Benefit-Cost Analysis of SEL:

• Programs: 4Rs, Positive Action, Life Skills Training, Second Step, Responsive Classroom, and Social and Emotional Training (Sweden).

• Conclusion: “…the weighted average benefit-cost ratio across all six interventions with prior evidence of effectiveness indicates that identified benefits outweigh the costs by a factor of 11:1, with an average net present value per 100 participants of $618,380.” (p. 46)

(Belfield, Bowden, Klapp, Levin, Shand & Zander, 2015)
Nationally, 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/through college 78%
Conclusion: Across the country, we see growing momentum for statewide implementation of SEL.

The example of state learning standards...
Free-Standing Standards for SEL at the Preschool Level
Teaching and the Development of Agency: What we can measure and for what purposes

Ronald F. Ferguson, PhD
The Malcolm Wiener Center at the Harvard Kennedy School, the Achievement Gap Initiative at Harvard University, and Tripod Education Partners, Inc.
TESTED OUTCOMES
- Reading Skills
- Math Skills
- Reasoning Skills
- Academic Knowledge

AGENCY-RELATED FACTORS
- Growth Mindset
- Conscientiousness
- Future Orientation
- Social Emotional Skills
  - Interpersonal
  - Intrapersonal

SUCCESS IN SCHOOL AND LIFE
Tripod 7Cs™ of Effective Teaching

1. Care
2. Confer
3. Captivate
4. Clarify
5. Consolidate
6. Challenge
7. Classroom Management

Student Survey Responses
Status versus Development

Example of a status item:
I am the type of person who pays attention to the quality of my work.

Example of a development item:
In this class we learn to pay attention to the quality of our work.
Tripod 7Cs™ Composite of Student-Survey Based Teaching Quality Measures Predicts Development of Agency Related Factors, Irrespective of Student Socioeconomic Backgrounds

Schools where over 75 percent have a father in the home.

Develop Conscientiousness

-0.65

0.54

Schools where fewer than 33 percent have a father in the home.

Develop Conscientiousness

-0.61

0.63

Classrooms ranked in the bottom 20% on the national Tripod 7Cs Composite

Classrooms ranked in the top 20% on the national Tripod 7Cs Composite

Numbers are in student-level standard deviation units defined on a sample of over 300,000 students in over 16,000 6th to 9th grade classrooms.
Student perceptions of teaching (at least using the Tripod 7Cs composite) help predict between-school differences in learning gains.

This suggests that between school differences in student perceptions of teaching can be valid measures for distinguishing between schools. However, for any measure of instructional quality, there is much more variation within than between schools.

Whether student perceptions of their own status dispositions and mindsets should be used for between-school comparisons and interpreted as reflecting school quality is questionable.
Sara Bartolino Krachman
Co-Founder and Executive Director,
Transforming Education
Longitudinal analyses from Massachusetts show that 8th grade social-emotional skills predict on-time graduation rates.

Note: *Indicates the difference is statistically significant at 95% confidence level
Source: Harvard CEPR & TransformEd 8th grade study, 2011-2016
CORE’s accountability and continuous improvement system balances academic, social-emotional, and culture/climate outcomes.
A 450,000-student field test showed that self-reported SE competencies correlate with academic and behavioral outcomes.
Meg Mayo-Brown
Superintendent,
Fall River Public Schools
Operationalizing SEL at a district level
Building Capacity for SEL

Accelerated Improvement Plan

• Details 4 strategic objectives for district improvement

Strategic Objective 3:

*Ensure success for all students through the development of students’ social and emotional wellness.*

S03.1 Create a positive school and classroom climate.

S03.2 Empower parents through enhanced home school connections.

S03.3 Develop and enhance positive youth development opportunities.

S03.4 Provide differentiated support to students based on identified social emotional needs.
Building a district system to support SEL

- Monitoring
- Educator Eval (Standard 3)
- Short-term objectives (6-8 weeks)
- Professional Development
- SIP – ELA, Math, SEL
- AIP
American Institutes for Research (AIR) 2015 evaluation:

“Students attending WAZ schools gained 5.8 percentage points on state English language arts tests and 7.9 percentage points on state mathematics tests. During the same period, scores in the state as a whole dropped 0.4 percentage points in English language arts, and gained 1.4 percent in math.”

“The program also appears to have played a role in school turnaround. Among WAZ schools, those that started 2010 in Level 4 status… 66 percent had exited that status by 2014, compared to 40 percent among non-WAZ schools.”
Supporting the social, emotional, behavioral, and mental health needs of students is applicable to every district in the Commonwealth.

Necessary partnerships to support the SEL needs of students:
- Social service agencies
- DESE
- Higher education
- Legislation
Dana Brown
Principal,
Malden High School
Audrey Jackson
Fifth Grade Teacher, 
Joseph P. Manning School, Boston 
& 2016 Massachusetts Teacher of the Year