Evaluation criteria

Meta-analysis of data collected
Evidence-Based Programs Reviewed
Research and Interviews with schools and professionals
Opening Statement

○ Curricula Subcommittee Charge
  ○ Review research & analyze data pertinent to Evidence-Based SEL programs – practices, outcomes and evidence

○ Recommend SEL programs to the SCC for its consideration

○ Propose an SEL assessment & evaluation system
Evaluating SEL Programs

○ CASEL Review Process

○ California Department of Education Standards in Mental and Emotional Health (K-12)

○ Chose only Evidence Based SEL programs

○ Evaluation Form
CASEL SELect

For a program to earn this designation, the program must meet three requirements:

- Be a well-designed classroom-based program that systematically promotes students’ social and emotional competence, provides opportunities for practice, and offers multi-year programming.

- Deliver high-quality training and other implementation supports, including initial training and ongoing support to ensure sound implementation.

- Be evidence-based with at least one carefully conducted evaluation that documents positive impacts on student behavior and/or academic performance.
Meta-Analysis of Data Collected

- CAE is working with Research, Evaluation, and Assessment Dept. to identify SEL areas of growth specific to the PAUSD community
- Adopted SEL curriculum will ideally include these in addition to other SEL competencies
- So far, PAUSD-specific areas for focusing SEL growth include:
  - school safety, school connectedness, bullying, depression, suicidal ideation, sexual harassment, and absenteeism
Digest of Evidence-Based Programs Reviewed

- **6 Seconds** Self Science Program from the Emotional Science Network (K-6)
- **Responsive Classroom** - The Center for Responsive Schools (K-8)
- **The Ruler Approach** - Yale Center for Emotional Intelligence (K-8)
- **Facing History** (Middle / High School)
- **4R’s** Reading, Writing, Respect and Resolution (Pre K-8) from the Morningside Center for Teaching Social Responsibility
- **Tribes** - Learning Community
6 Seconds Self Science

Turning Emotional Intelligence Theory Into Practice
6 Seconds - Self Science

- is a complete curriculum - elementary, middle school, high school
- includes mindfulness and reflection
- trains teachers, counselors and parents
- includes assessments for students and adults
- includes implementation evaluation
School Climate
- Adult Emotional Intelligence
- Youth Emotional Intelligence

Assessments

Transformational Learning

Education Supports
- Self-Science process
- Parenting with EQ programs
- EQ for Education certification

Educators
- EQ Tools for Education & Practitioner certifications

Families

Youth
Strong Link Between Academic Success and Social-Emotional Learning
Responsive Classroom: Key Principles

- SEL curriculum and academic curriculum are equally important

- How children learn is important

- Cognitive growth occurs through social interaction

- Children need social skills - cooperation, assertion, responsibility, empathy, self-control
Responsive Classroom: Key Principles

- Knowing the children we teach - individually, culturally, developmentally - is as important as knowing the content we teach.

- Knowing the families of the children we teach is essential to their children’s education.

- How the adults at the school work together is as important as individual competencies.
Responsive Classroom: Essential Practices

- Morning Meeting
- End of the Day Debrief
- Attention to Language
- Building Teacher Capacity
- Making Lessons Engaging and Interactive
Yale Center for Emotional Intelligence
~ The Ruler Approach ~

The RULER approach to social emotional learning developed in 2005 by Marc Brackett as an evidence-based model for teaching emotional intelligence.
RULER CORNERSTONES

- Recognizing emotions in self and others
- Understanding the causes and consequences of emotions
- Labeling emotions accurately
- Expressing emotions appropriately
- Regulating emotions effectively
RULER Cornerstones (continued)

- **Recognizing emotions**: noticing a change in one's thoughts or body. Noticing a change in facial expression or voice of oneself or another.

- **Understanding emotions**: learning the causes and consequences of an emotion. Learning how disappointment, excitement and anger may influence attention, thoughts and decision making.

- **Labeling emotions**: making connections between emotional experience and emotional words. A “feelings” vocabulary” is an example. Students who can differentiate milder feelings from stronger ones can help students communicate effectively.

- **Expressing emotions**: how and when to express emotions with different people limit different contexts. Students develop “display rules” for emotions like anger and sadness. In our culture, expressing anger is generally more acceptable for boys than for girls, while expressing sadness is more acceptable for girls than for boys.

- **Regulating emotions**: These are not meant to be learned in any sequence or order, and there can be significant overlap between categories. RULER directed research has indicated that students who become skilled with these methods of emotional learning and expression will develop resilience, tolerate frustration, and build greater self esteem.
RULER: The 4 Anchors

RULER teaches the 4 “anchors” of emotional literacy: tools (methods) which enable the five categories of social-emotional learning. Students learn through self and social awareness, empathy development, perspective taking ability, and fostering a healthy emotional climate. RULER utilizes “The Feeling Words Curriculum”, which is a language-based program for students. RULER also has a program to carry student learning into the home. Other “anchor” tools include:
RULER Anchors

- “Charter”: the charter is a document which emphasizes the importance of each student to feel respected, valued and empowered.
- “Mood Meter”: to help develop an emotional vocabulary, set daily goals for how they want to feel in school and where their feelings are at that moment.
- “Meta-Moment”: helps students recognize triggers and respond to challenging experiences with their “best self.”
- “Blueprint”: a problem solving tool to build empathy and understand others’ perspectives.
RULER Implementation

The implementation strategy of RULER spans over a two to three year period. It is designed to be supported within multiple levels of stakeholders, from students and parents to district leaders including the superintendent, school board, building-level administrators, teachers, and support staff. RULER is intended to be embedded into the district mission, curriculum, and behavior support policies.
RULER Research

Several quantitative and qualitative studies exist demonstrating RULER as an effective method to promote positive change in students, leading to better academic and social-emotional outcomes. RULER has also been shown to reduce teacher burnout.
Not a specific SEL curriculum, but a mixture of pedagogy and content, and a scope and sequence that work together to help generate outcomes that are consistent with CASEL SEL Indicators.
Uses a core methodology which integrates the study of history and literature with ethical decision-making and innovative teaching strategies.

Through their explorations of the complexities of history, students make connections to current events, reflect on the choices they confront today, and consider how they can make a difference.
The Facing History and Ourselves Journey

1. The Individual and Society
2. Choosing to Participate
3. Judgement, Memory & Legacy
4. History
5. We and They
Facing History and Ourselves

Pedagogical Triangle

Promotes students’ historical understanding, critical thinking, and social-emotional learning
• CASEL has named Facing History and Ourselves as one of only nine programs in the US that has a proven positive effect on students - improved academics, increased empathy, increased pro-social behaviors.
Program provides ongoing coaching, professional development, and curriculum resources to teachers and schools that are actively using FH methodologies.

A study conducted by Dennis Bar of Harvard Graduate School of Education found that teachers who participate in FH seminars and receive coaching and support, experience greater professional satisfaction and demonstrate greater self-efficacy for creating engaging classrooms.
Morningside Center for Teaching Social Responsibility

- Morningside Center offers two SEL programs **4R’s (K-8)** and **Restore 360 (3-12)**
- **Casel SELeect** Evidence Based Program
- U.S. Department of Education, the Centers for Disease Control, and the W.T. Grant Foundation,
Read Alouds
Book Talk
Applied Learning
Common Core

- The 4Rs builds on an interactive curriculum that uses great children's literature as a springboard to teaching SEL skills. In weekly lessons, teachers engage students in reading, writing, discussion, and skills practice aimed at fostering caring, responsible behavior.
4R’s and Restore 360
Working Together

○ The 4R’s develops the academic, social and emotional skills of students by integrating SEL into language arts.

○ Restore 360, complements the 4R’s by creating a sense of community among students, builds their social and emotional skills, and provides a positive alternative to punitive discipline policies that can lead to suspension.

○ Morningside Center provides training and classroom coaching to prepare teachers to teach weekly lessons based on the 4R’s curriculum - includes 3 day training, site visits and a mentor program
CASEL - 4Rs has been evaluated in a large (n=1,184) randomized control trial that followed students over a three-year period.

RESEARCH

○ CASEL Evaluation and Rating
○ American Institute for Research - Teaching the Whole Child - Research to Practice
○ Social and Emotional Learning in Schools From Programs to Strategies - Social Policy and Research, Harvard University
○ Educating the Whole Child: Engaging the Whole School - Guidelines and Resources to SEDL in New York State
Tribes Grades K-12

Interview: Lauri Guidi, principal, elementary school, California.
- Trained as Tribes Trainer
- Utilized Tribes throughout her 25 years as teacher.
- Currently implements Tribes approach alongside Responsive Classroom and Second Step.
Tribes General Observations

- Tribes more “home grown”, organic, designed to make it one’s own, through a decentralized learning structure based on the 4 Agreements.
- Tribes described as an approach to “practice skills”, not to teach skills.
- Second Step, Responsive Classroom seen as more appropriate to teach skills.
Tribes Methods

The 4 Agreements:
- Attentive Listening
- Ability to Pass: participate or not
- Mutual Respect
- No put-downs.
Tribes Community Emphasis

Community Emphasis Approach: By decentralizing the learning environment, Tribes focuses on character building alongside academic learning. Reducing fear of negative evaluation increases opportunity for learning. Building confidence in learning in turn reduces tendency towards negative evaluation.
Tribes Research

Current Research is not Extensive: Tribes offers implementation research results for
- Beginning teacher education program, 2011.
- West Ed. Regional Educational Laboratory, 2004.
- Public schools in Beloit, WI, and assessment and evaluation research for elementary schools in Kilgore Texas, both in 1998-1999.
- Kilgore Texas study showed a 70% decrease in school referrals for behavioral problems.
Tribes Assessment

Tribes offers K-12 a format survey assessment measure designed to assess extent of success of implementation of program. Successful implementation is seen as key to external results. For example, the “right to pass” is assessed both as an end in itself (dependent variable/implementation success) as well as a means to an end (independent variable/reduced student truancy)
Programs to be reviewed

- Roots to Empathy
- Caring School Community
- Bucks Institute of Learning
- Social Thinking
- Paths
- Open Circle
- Ripple Effects
Research and Interviews with Schools and Professionals

- Nueva Lower and Upper Campus
- Acknowledge Alliance
- Stanford SCOPE
- Minton Reynolds, Facing History Program Associate
Next Steps and Big Ideas

Guiding Questions

○ What research and data have been reviewed by the subcommittee?
○ What findings does the subcommittee believe are most important for the full SCC to discuss?
○ What feedback does the subcommittee need from the full committee in order to prepare recommendations for SCC review?