Implementation Planning
Sub-Committee

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Agenda

- General Information
  - Who we have talked to, what we are looking at

- Key Summary Findings
  - Share out
  - Time for questions

- Discussion of Basic Options

- Feedback
  - Parents, Student, Teachers, Administrators
  - Trio share / Trio Feedback
General Research & Consultation

CASEL - Jordan Trejo, Research Associate & Mary Serbe, Coordinator of Practice, Collaborating Districts Initiative

Oakland Unified - Mary Hurley, Coordinator of SEL and Leadership

Castilleja School - Terese Brennan-Marquez, Director of Counseling and Social Emotional Learning

Acknowledge Alliance - Sara Kremer, Director of Resilience Consultation Program & Tracy Lyons, Program Manager and Overseer of SEL Lessons

Secondary Research - Review of websites and articles
Key Learnings for Successful Implementation (p1)

Implementation Plans should begin with the end in mind (what SEL should look like)

A phased in approach (three to five years) is recommended so that all schools are engaged thus avoiding a pilot in which only interested schools volunteer or are selected.

A successful implementation plan considers phasing, depth, breadth and quality of programs and are more successful when tied with district vision, goals, policies, etc.

Build understanding and capacity for all stakeholders (teachers, parents, students, etc.) and tie SEL into academic success
Key Learnings for Successful Implementation (p2)

Ongoing funding and commitment to SEL is imperative

Because this is a philosophy change, the entire district focus must include SEL

Choose schools that already have capacity and resources to pilot the program

Data monitoring for each group and each phase is necessary to evaluate success and make relevant changes

CASEL has influenced successful district rollouts
Considerations for Implementation

Critical Factors-Awareness building/capacity building/readiness assessment before implementation for all stakeholders

Vertical roll out versus Horizontal roll out

Elementary schools already have SEL competencies (CASEL) embedded in report cards

High schools have 2 part time SEL (or Wellness or Culture/Climate) Teachers on Special Assignment (TOSA)

We are not able to recommend additional staffing
Questions for Small Groups

Group 1-2 (starts with): What would a successful SEL Implementation look like 5 years from now?

Group 3 (starts with): What are the essential elements for year one?

Group 4 (starts with): Vertical or horizontal roll out (piloting a curriculum)?

Group 5-6 (starts with): Consider the 4 stakeholders (teachers, students, parents, community). What does support for each stakeholder look like?