Social Emotional Learning
Curriculum Committee (SCC)

Interim Board Report
Palo Alto Unified School District
November 1, 2016

Presented by: Dr. Brenda Carrillo and Dr. Denise Herrmann
Benefits of SEL

● Acknowledges “whole child” approach to education
● Provides students with essential social-emotional competencies to be successful in life
● Improves academic achievement
● Increases prosocial behaviors (such as kindness, sharing, and empathy)
● Improves student attitudes toward school
● Reduces depression and stress among students
SCC Inception

- April 2016 – Invitation for SCC extended to PAUSD community
- Over 60 applicants expressed interest
- Committee of 24 reflect diversity of community
- Stakeholders - Students, administrators, community partners, teachers, school staff & parents
- Committee Leads: Dr. Denise Herrmann and Dr. Brenda Carrillo (Co-chairs) and Ken Yale (facilitator)
SCC Purpose

- Take a “whole child” approach to achievement
- Adopt Social Emotional Learning (SEL) framework, standards, benchmarks, and curricula to ensure children acquire and effectively:
  - Apply knowledge, attitudes, and skills necessary to understand and manage emotions
  - Set and achieve goals
  - Develop and demonstrate empathy for others
  - Establish and maintain positive relationships, and make responsible choices
SCC Charge

Recommend framework, standards, learning targets, curricula and plan for developing the social and emotional competencies of all PAUSD students
# SCC Subcommittee Structure

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<tr>
<th>Design Subcommittee</th>
<th>Curriculum, Assessment &amp; Evaluation Subcommittee</th>
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<tbody>
<tr>
<td>Review research, analyze data, and propose recommendations for an SEL framework, learning standards and grade level targets.</td>
<td>Review research and analyze data; propose SEL curriculum and assessment measures; propose SEL assessment and evaluation system.</td>
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<th>Districtwide Implementation Plan Subcommittee</th>
<th>Communications Subcommittee</th>
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<td>Create a successful 5-year implementation plan.</td>
<td>Prepare interim and final reports to Board.</td>
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SCC Required Criteria

- Align with PAUSD’s Strategic Plan and Annual Goals
- Be supported by current research and evidence-based practices
- Specify frequency & duration of SEL activities at each grade level
- Support unified Pre K-12 approach to SEL and well-being
- Reflect culturally relevant and inclusive practices
- Include comprehensive assessment/evaluation system
- Include recommendations for district-wide implementation
- Be implemented within current budget for staffing
- Be presented to PAUSD BOE by Feb. 14, 2017
Design Sub-Committee: Focus

• Review current research.

• Analyze existing data.

• Propose recommendations for:
  • SEL Framework,
  • Learning Standards, and
  • Grade Level Targets.
Design Subcommittee: Sources of Data

- Greater Good Science Center, Vicki Zakrzewski
- New Teacher Center
- School Districts-Oakland Unified, Austin Independent (TX), Bellevue, (WA)
- CASEL (Collaborative for Academic & Social Emotional Learning)
- Washington State SEL Framework
- State, County, City, District, School Policies & Programs
- PAUSD Data
Design Subcommittee: Findings

- SEL is rapidly evolving field
- CASEL is most implemented/tested model, but is missing critical elements/contexts that examines values, mindsets, and identity - particularly in context of race, gender, class, culture, equity, and agency
- SEL must be tailored/adapted to target community and evolving research, systemically implemented (beyond the classroom), and developmentally differentiated (age-appropriate)
- Requires systemic/adult capacity and buy-in to do deep work in competent, safe environments
- Must be woven into academic practice
Design SubCommittee: Findings

- PAUSD schools already implementing related programs
- California Education Code: calls for Principles of Character
- SCCOE: refers to CASEL and Mindfulness w.r.t. Student Wellness
- District surveys/studies indicate need for belonging, meaning and purpose in learning, resiliency, healthier mindsets around definitions of success, worth, and value, and more constructive communication and connectedness between students, teachers, and parents
- Surveys also indicate need to address systemic/cultural deficits
Design Sub-Committee: Framework Review

CASEL’s Framework

University of Chicago/Wallace Foundation Framework
Washington State SEL Framework
Washington State SEL Framework

Structure
• Nested, interdependent framework
• Standards to define essential knowledge and skills
• Benchmarks on identifying when standards are met

Guiding Principles
Professional Learning: Ongoing & job-embedded (throughout K-12)
School/Family/Community Partnership: Respectful and collaborative communication between schools, families, and community partners
Cultural Responsiveness: Thoughtful and responsive to diverse cultures of students, families, educators, and staff that make up school communities
SCC Future Work

Continued research and data analysis, and will review subcommittee proposals, vet them with focus groups, and finalize SCC’s recommendations, culminating in a final report and recommendations to the Board.