Advancing Social and Emotional Learning Integrated with Rigorous Content through a Whole-School Professional Learning Model

The New Teacher Center, New York City Department of Education, Eastern Oregon Regional Educator Network, Minnesota Southwest West Central Service Cooperative, and evaluation partner SRI International respectfully submit this five-year proposal for the EIR Mid-Phase program in response to Absolute Priority 1 (Moderate Evidence), and Absolute Priority 3 (Field-Initiated Innovations in Social and Emotional Learning [SEL]). This project takes an exceptional approach to address the U.S. student achievement gap and teacher effectiveness.

Partner sites will implement NTC’s whole-school professional learning model, which accelerates academic learning and instructional practices through job-embedded instructional coaching anchored in SEL competencies. This project will support 1,366 K-8 teachers and 64,920 K-8 students (approximately 60% of whom are high-need, as they qualify for the federal Free or Reduced Price Lunch Program) in 124 schools, with more than 50% of the total schools designated rural. The goals of this project are to: 1) build the capacity of partner sites to lead a high-quality, sustainable whole-school professional learning strategy; 2) prepare coaches to provide SEL-anchored instructionally focused support; 3) provide teachers with SEL-anchored instructional support; 4) support school leaders to sustain instructionally focused teacher support; and 5) enable all stakeholder groups to engage in a continuous cycle of learning driven by data and communication to inform improvements. Outcomes include: 1) accelerate the skills, mindsets, and instructional practices of teachers; 2) improve SEL for systemically underserved students; 3) improve academic learning for systemically underserved students; and 4) improve school culture and conditions, and retention of effective teachers.