



EDUCATION INNOVATION & RESEARCH (EIR)

*Designing and Implementing SEL
Programs to Promote Equity*

MEET OUR EXPERT

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MEET OUR PANELISTS – California MTSS



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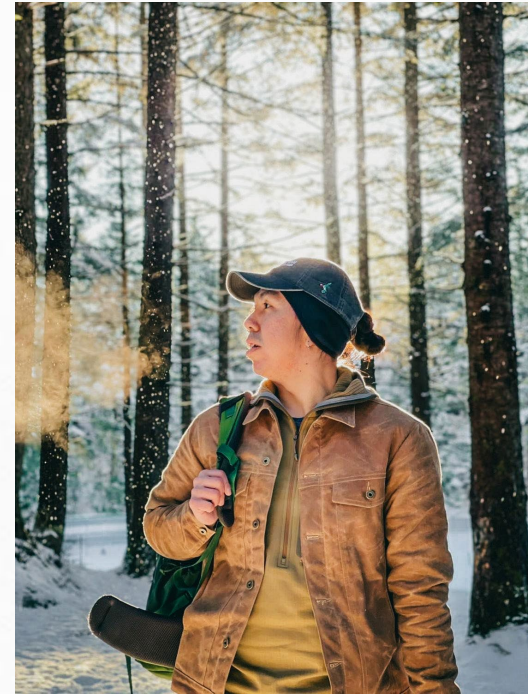
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MEET OUR PANELISTS - CRESEL



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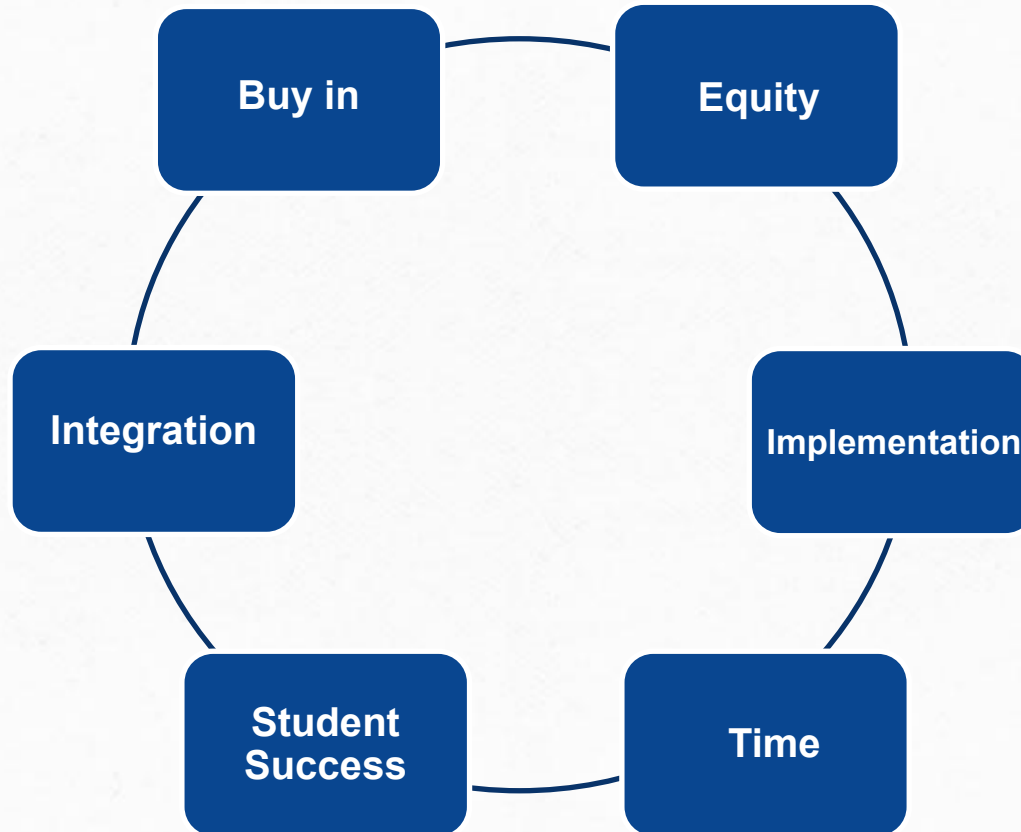
OBJECTIVES

- **Strategies and recommendations** for developing, implementing, and evaluating SEL programs with an equity focus.
- **Key components** of successful equity-centered SEL programs including:
 - Fostering students' understanding and value of their own identities, exploring and highlighting ways we are all connected and deserving of respect.
 - Practices to build students' self-awareness, making space for student agency and student voice.
 - Adapting lessons and classroom culture in ways that are supportive and culturally sustaining for students.

WHO'S JOINING US TODAY?



WHAT ARE YOUR BIGGEST CHALLENGES?



RECOMMENDATIONS



EIR GRANTEE APPROACHES AND STRATEGIES



CALIFORNIA MTSS: FRAMEWORK

California MTSS FRAMEWORK

The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.



Whole Child Domain

**Inclusive Academic Instruction
Features**

**Inclusive Behavior Instruction
Features**

**Inclusive Transformative
Social-Emotional Instruction and
Mental Health Support Features**

Essential Domains and Features to Support the Whole Child

Administrative Leadership Domain

Strong & Engaged Site
Leadership Features

Strong Educator Support
System Features

Integrated Supports Domain

Organizational Structure
Features

Strong & Positive School
Culture Features

Family and Community Engagement Domain

Trusting Family Partnerships
Features

Trusting Community
Partnerships Features

Inclusive Policy Structure and Practice Domain

Strong LEA / School
Relationship Features

LEA Policy Framework
Features

Adapted with permission from: SWIFT Education Center. (2016).
Domains and Features Placemat. Lawrence, KS. swiftschools.org



CALIFORNIA MTSS: Continuum of Support

California MTSS Continuum of Support

Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic, behavior, social-emotional, and mental health development of ALL students in the most inclusive and equitable learning environment.



ALL STUDENTS

UNIVERSAL SUPPORT

Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavior, social-emotional, AND mental health development.



SOME STUDENTS

SUPPLEMENTAL SUPPORT

Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.



FEW STUDENTS

INTENSIFIED SUPPORT

Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are provided in addition to, not in place of universal supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

Transformative SEL: How we got to now



California's Social and Emotional Learning Guiding Principles



1 Adopt Whole Child Development as the Goal of Education

Take a systems approach to promoting student social and emotional learning, physical well-being, and civic life readiness. Name SEL as not a “nice to have” to ensure student success in school, work,



2 Commit to Equity

All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.

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3 Build Capacity

Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.



4 Partner with Families and Community

Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.



5 Learn and Improve

Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.

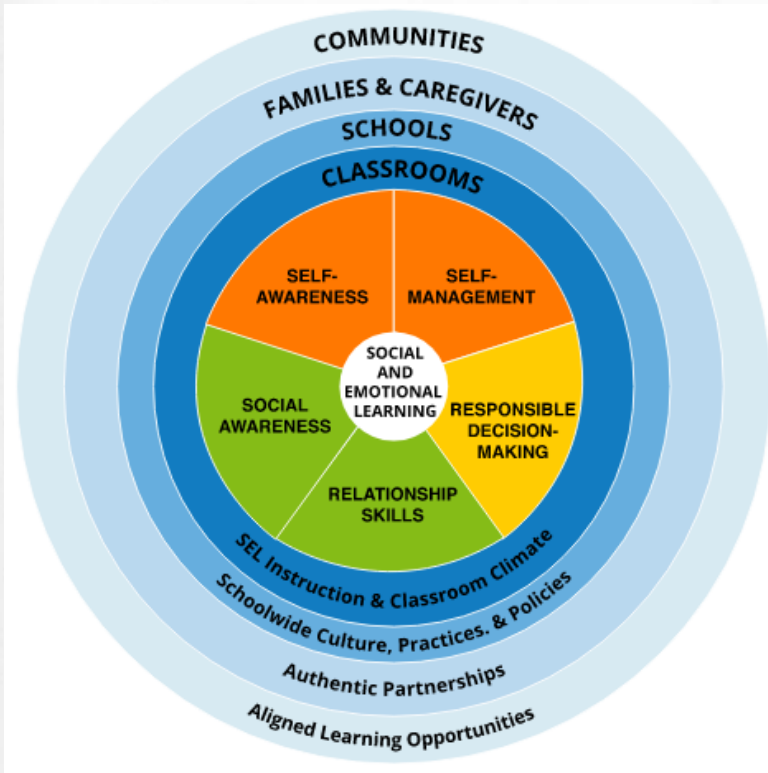
<https://www.cde.ca.gov/eo/in/socialemotionalllearning.asp>

What is Transformative SEL?

“Transformative SEL” is a **process whereby young people and adults build strong, respectful, and lasting, relationships** that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being

CASEL's Framework

SEL is the process through which all young people and adults acquire and apply the knowledge, skills and attitudes to:



- **Focus on Oneself**
 - Develop healthy identities
 - Manage emotions
 - Achieve personal and collective goals
- **Individual's Role in Society**
 - Feel and show empathy to others
 - Establish and maintain supportive relationships, and
 - Make responsible and caring decisions

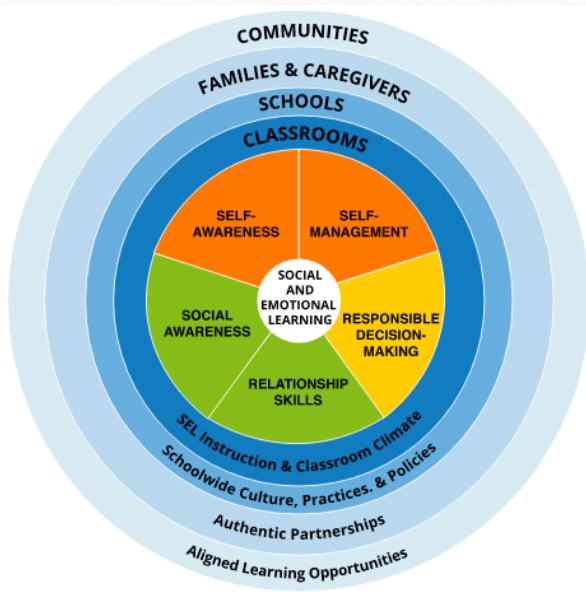
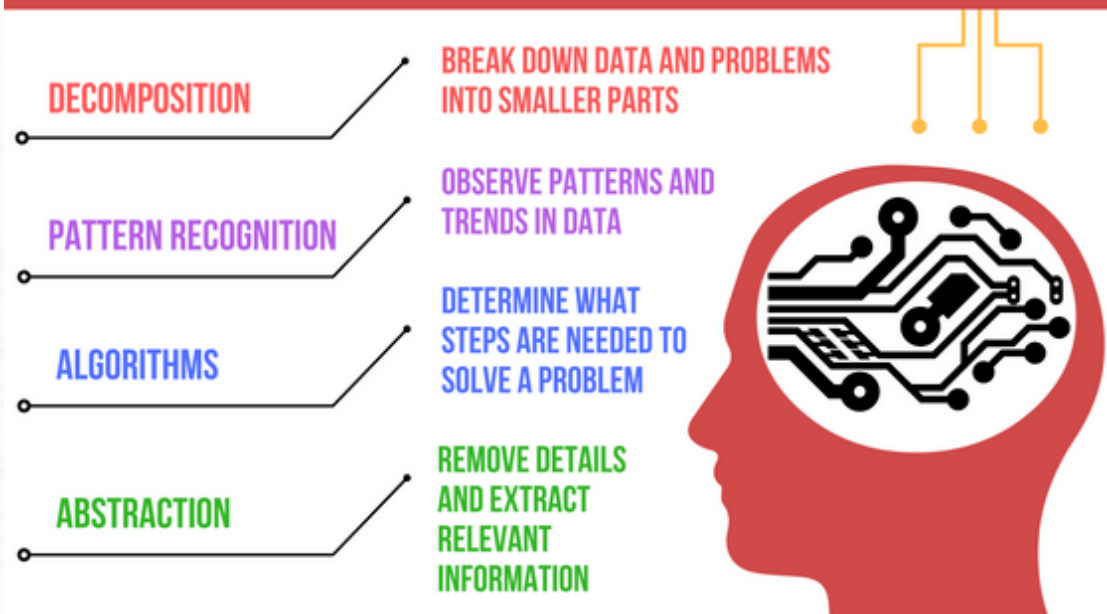
How to Implement Transformative SEL

- Facilitate co-learning through **critical examination of root causes of inequities**
- Build **strong, respectful and lasting relationships**
- and the development of **collaborative solutions** to personal, community and societal concerns

SEL and Computational Thinking

Computational thinking is a cognitive process by which humans identify and/or formulate real world problems (i.e., undefined and complex) into solutions that can be represented as sequential steps or rules to be executed by a human, computer, or combination, while understanding the capabilities and limitations of computers and ensuring that the solution is fit for its designed purpose.

COMPUTATIONAL THINKING



CRESEL

Culturally Responsive Embedded Social & Emotional Learning

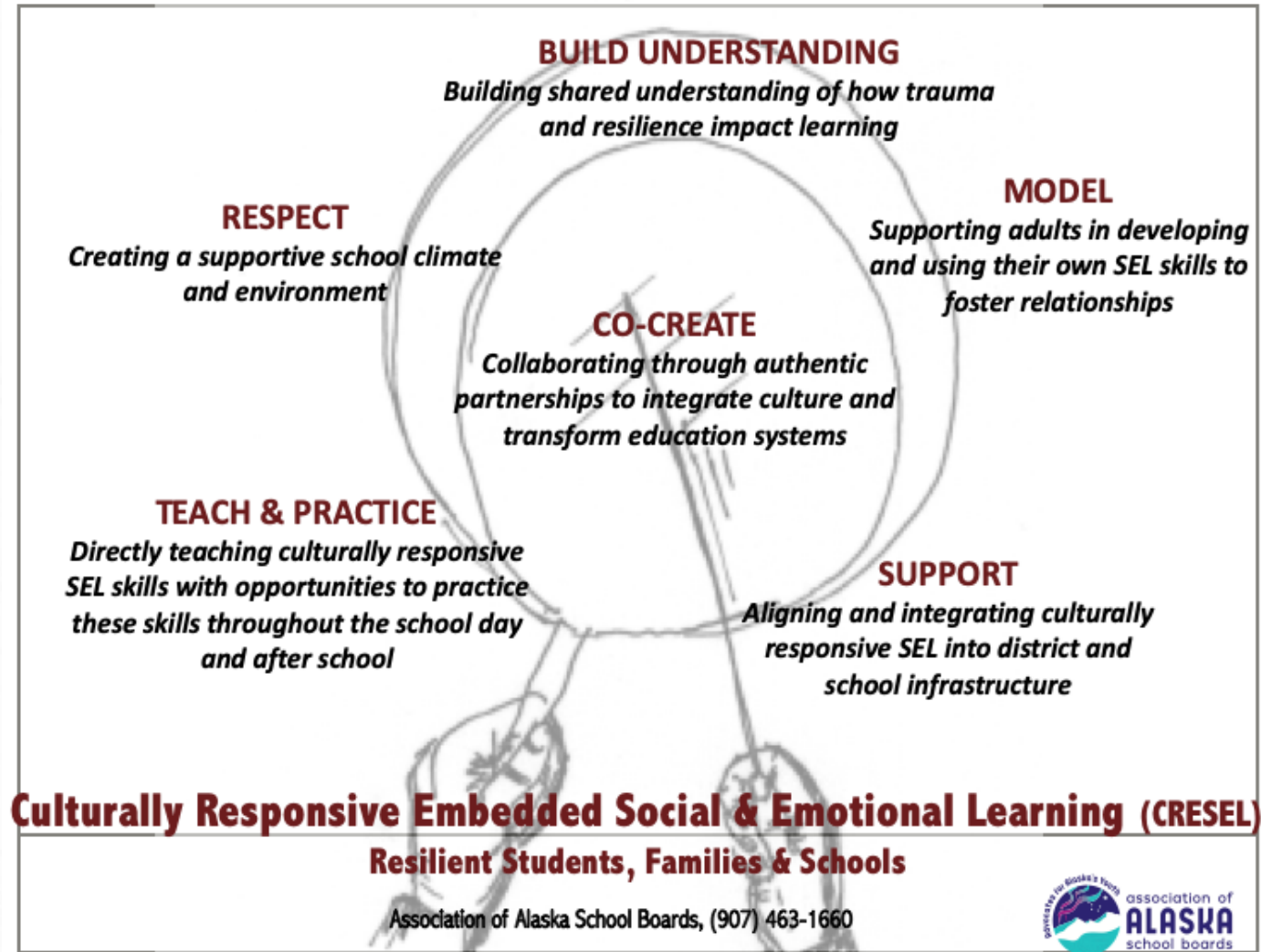


CRESEL - Culturally Responsive Embedded Social & Emotional Learning



“We wanted to support SEL, but we knew that most of the approaches out there weren’t necessarily a good fit for our communities. So, we used the Alaska Cultural Standards to frame the key elements of the program.” - Lori Grassgreen

CRESEL - Culturally Responsive Embedded Social & Emotional Learning, con't



CRESEL- Strategy #1: Host Community Conversations



Partnerships



CRESEL - Strategy #1: Host Community Conversations, con't

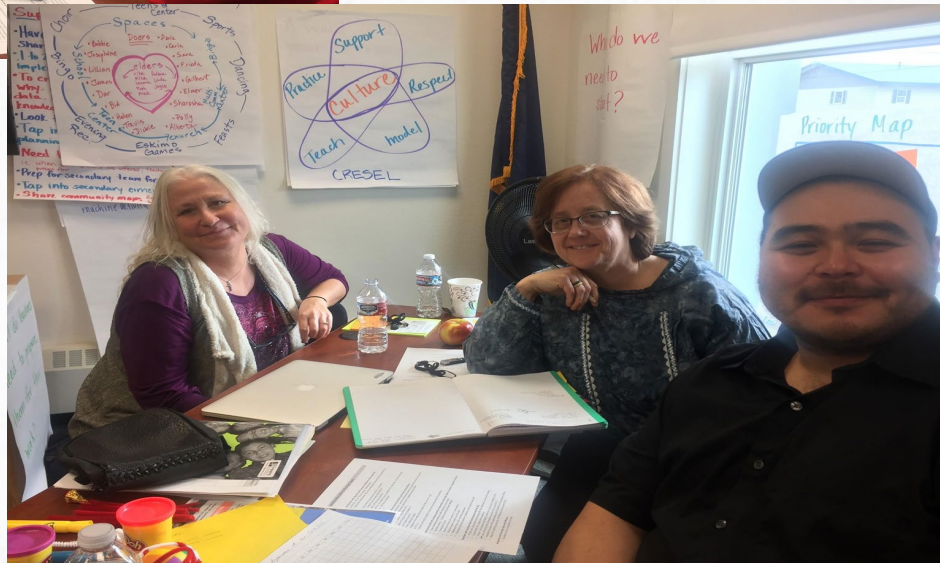
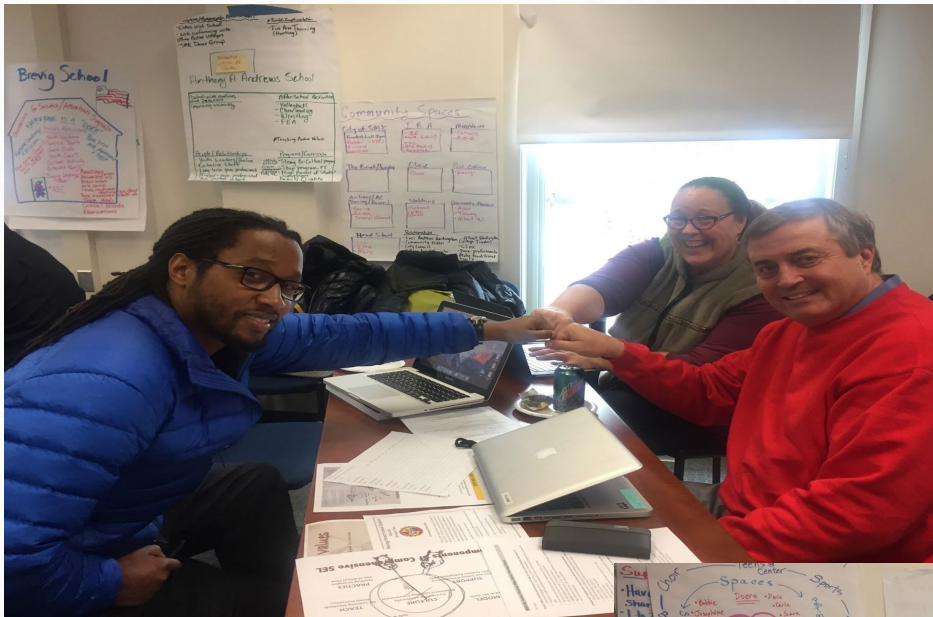


Student Co-Design

“To be actually culturally responsive is to really adopt the language of the community themselves. It’s not like SEL hasn’t existed before, it’s just been called something else. Identifying words and practices that are already there and encouraging the school district to use that language instead fosters ownership by the community.” - Shak'shaani éesh Frank

CRESEL - Strategy #2: Redefine Leadership

Stakeholder Data Review



CRESEL- Strategy #2: Redefine Leadership, con't



**In Every
Chair a
Leader**

“Think about the people who work in the school from the community, like the front office staff or maintenance or the bilingual teachers. They are leaders. They are from the community, know the community, and so it’s about putting structures in place that really recognize people and the leadership and knowledge that they bring.” - Heather Coulehan

CRESEL - Strategy #3: Provide a Map and Companions

Preparing	Starting	Applying	Refining
<p>a. Co-create staff agreements about how all staff will collaborate and communicate to achieve a shared vision See sample tool: Developing Community Agreements</p> <p>b. Honor staff agreements to model SEL skills in practice during the school day.</p> <p>c. Develop a professional learning plan for SEL to outline customized professional learning for school staff that is clearly tied to the schoolwide goals for SEL. See sample tool: SEL Professional Development Plan</p> <p>d. Ensure that the school professional development plan provides time for adults to reflect on their own SEL and</p>	<p>f. Provide ongoing professional learning focused on SEL standards, curriculum, and practices for each role in the school community, including classified staff, paraprofessionals, leadership, and certificated staff.</p> <p>g. Build staff capacity to model each SEL competency in interactions with students. See sample tool: Modeling SEL for Students</p> <p>h. Collaborate with afterschool providers to connect in-school skill instruction with afterschool skill instruction. Meet at least once per month with the after school team and collaborate in professional learning.</p>	<p>i. Examine and revise daily schedules and adult assignments to maximize relationship-building. Ensure every student has at least one adult at school who checks in with them daily.</p> <p>j. Provide coaching to build capacity in all roles.</p> <p>k. Use SEL practices to deliver professional development, including in other content areas, to model the integration of SEL into all content areas and to reinforce adult SEL skill development.</p>	<p>l. Embed structured collaboration time (e.g., learning community) to improve practice and build collective impact.</p> <p>m. Train new staff each year in the SEL research base, SEL standards, schoolwide practices, and curriculum. Institutionalize the procedures for training new staff.</p> <p>n. Ensure ongoing professional learning for all staff that deepens every year.</p>

Leadership 2.
Foster the collective belief that everyone, no matter their role in the school community can intentionally model and promote SEL skills in students and adults.

Professional Learning and Alignment

CRESEL - Strategy #3: Provide a Map and Companions, con't



Adult SEL Skills



HEAR FROM OUR EXPERT

Dr. David Kirkland





LET'S CONTINUE THIS CONVERSATION

- U.S. Department of Education EIR Program – EIR@ed.gov
- Gagnier, K. M., Okawa, A., and Jones-Manson, S. (2022). Designing and Implementing Social Emotional Learning Programs to Promote Equity. White paper produced by AnLar and the Office of Elementary and Secondary Education; Education, Innovation, and Research Program (EIR)
https://oese.ed.gov/files/2022/03/FINAL-EIR_SEL-Programs-White-Paper.pdf
- U.S. Department of Education Office of Safe and Supportive Schools (OSSS):
<https://oese.ed.gov/offices/office-of-formula-grants/safe-supportive-schools/>
- All current and former EIR proposals and abstracts can be read in full at the awards page on the EIR website at <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/education-innovation-and-research-eir/awards/>



THANK YOU



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