

# Special Board Meeting on Social and Emotional Learning

April 25, 2016

MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
**EDUCATION**



**Chad d'Entremont, Ph.D.**

**Executive Director,**

**Rennie Center for Education Research & Policy**



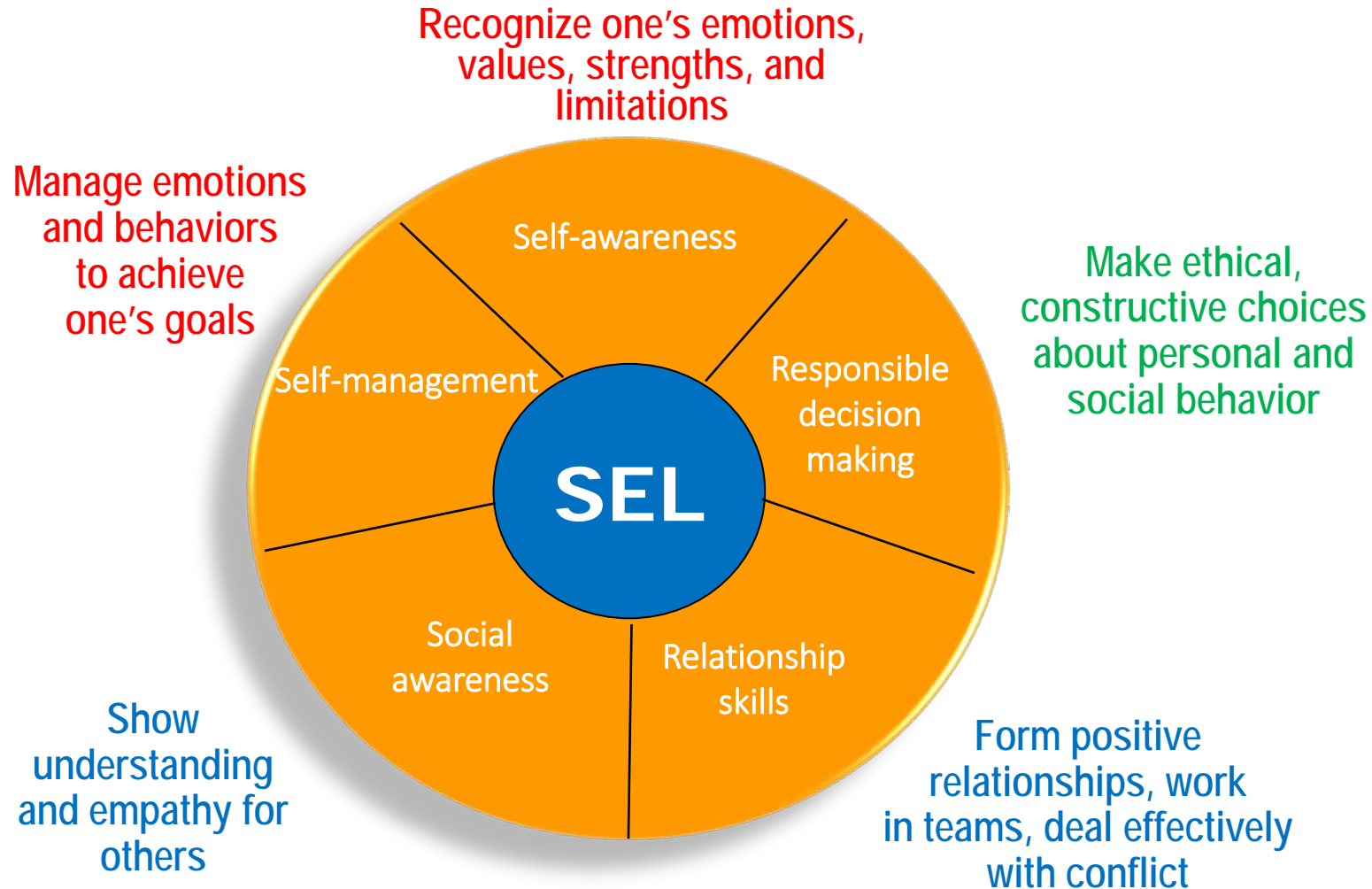
# CASEL Definition of SEL

Presented by Linda Dusenbury, Ph.D.

Director of CASEL's Collaborating States Initiative



# SEL is a Process of Acquiring and Applying the Knowledge, Skills, and Attitudes Related to Five Core Competencies



Recognize one's emotions, values, strengths, and limitations

Manage emotions and behaviors to achieve one's goals

Make ethical, constructive choices about personal and social behavior

Form positive relationships, work in teams, deal effectively with conflict

Show understanding and empathy for others



Self-awareness

Responsible decision making

Relationship skills

Social awareness

Self-management

SEL



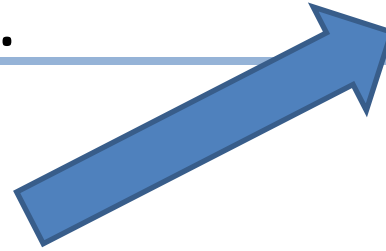
The research base for SEL is strong, with a long history of rigorous studies, longitudinal follow-ups and multiple replications finding desired behavioral and academic outcomes.

A few examples...



**Students who receive SEL  
programming, compared with  
controls, perform...**

**Social and  
Emotional  
Learning**



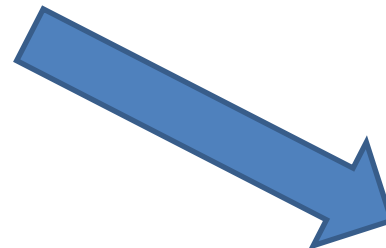
**9%ile Points Higher  
in Prosocial  
Behavior**



**9%ile Points Lower  
in Conduct  
Problems**



**10%ile Points  
Lower in  
Emotional Distress**



**11%ile Points  
Higher in Academic  
Achievement**

(Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011)



# The Economic Value of SEL

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## Benefit-Cost Analysis of SEL:

- Programs: 4Rs, Positive Action, Life Skills Training, □ Second Step, Responsive Classroom, and Social and Emotional Training (Sweden).
- Conclusion: “...the weighted average benefit-cost ratio across all six interventions with prior evidence of effectiveness indicates that identified benefits outweigh the costs by a factor of 11:1, with an average net present value per 100 participants of \$618,380.” (p. 46)

(Belfield, Bowden, Klapp, Levin, Shand & Zander, 2015)



## Nationally, Teachers Believe SEL Benefits Students in School, Work, and Life (Bridgeland et al., 2013)

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- Students from all types of backgrounds, both affluent and poor would benefit from learning SEL skills in school 97%
- Preparing students for the workforce 87%
- Students becoming good citizens as adults 87%
- Students ability to move successfully through school and stay on track to graduate 80%
- Preparing students to get to/through college 78%



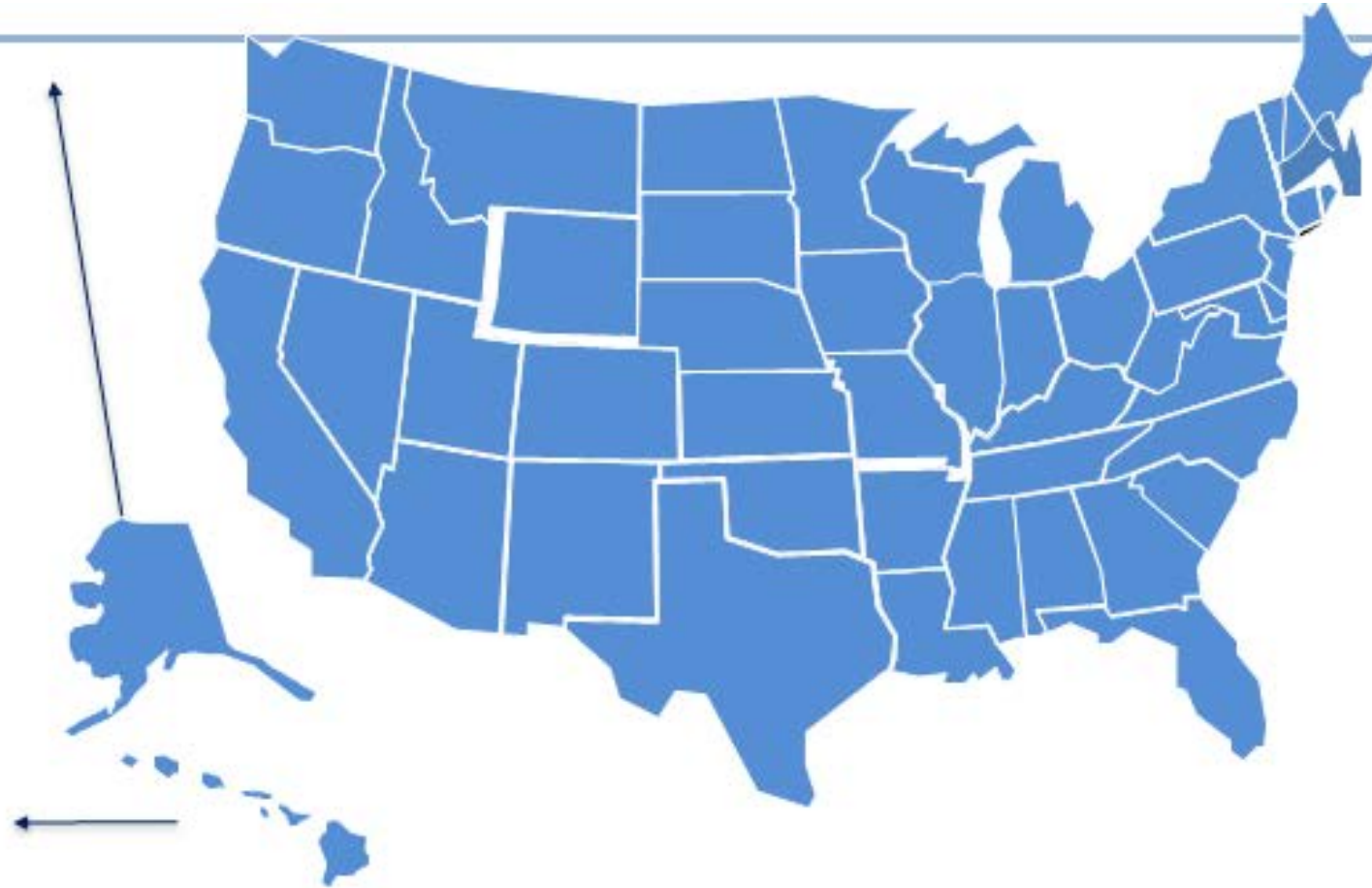


Conclusion: Across the country, we see growing momentum for statewide implementation of SEL.

The example of state learning standards...



# Free-Standing Standards for SEL at the Preschool Level





# Teaching and the Development of Agency:

What we can measure and for what purposes

**Ronald F. Ferguson, PhD**

The Malcolm Wiener Center at the Harvard Kennedy School,  
the Achievement Gap Initiative at Harvard University,  
and Tripod Education Partners, Inc.



## TESTED OUTCOMES

Reading Skills  
Math Skills  
Reasoning Skills  
Academic Knowledge

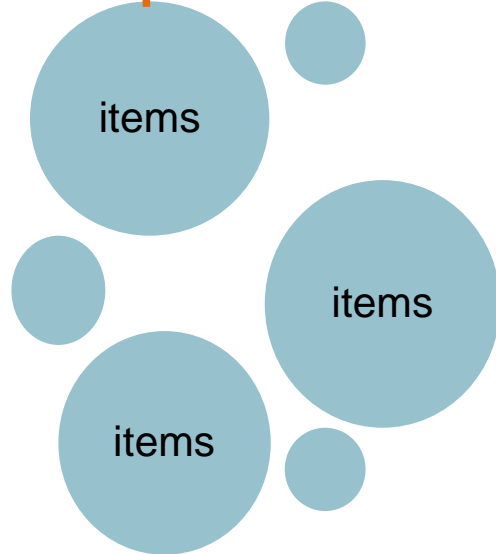
## AGENCY-RELATED FACTORS

Growth Mindset  
Conscientiousness  
Future Orientation  
Social Emotional Skills

- Interpersonal
- Intrapersonal

SUCCESS  
IN SCHOOL AND LIFE

## Student Survey Responses



## Tripod 7Cs™ of Effective Teaching

1. Care
2. Confer
3. Captivate
4. Clarify
5. Consolidate
6. Challenge
7. Classroom Management



# Status versus Development

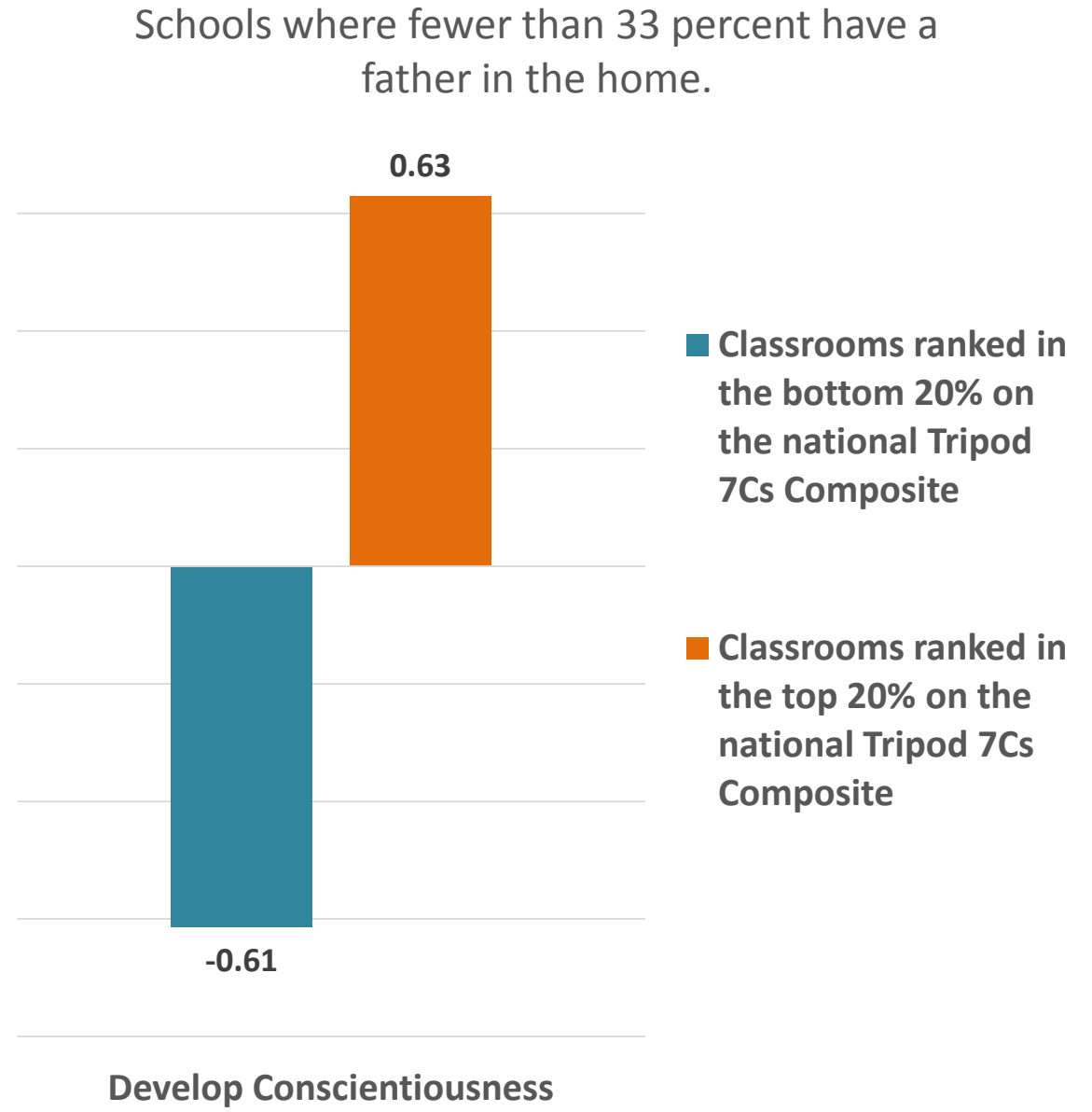
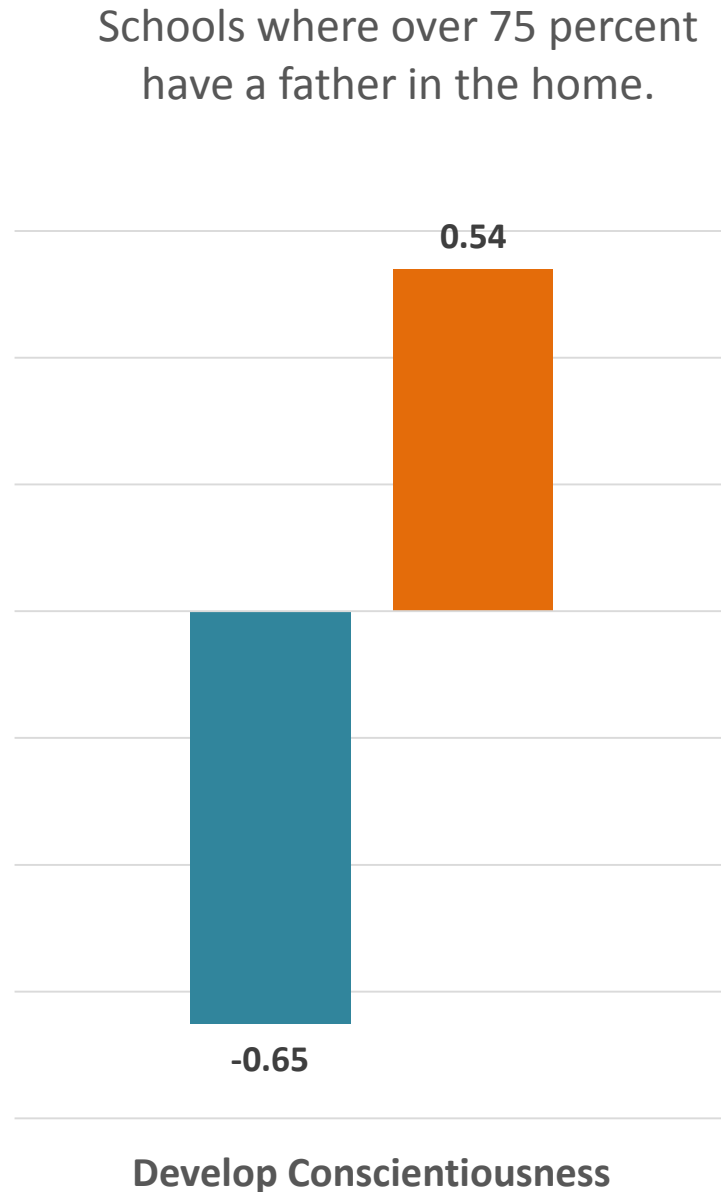
Example of a status item:

**I am the type of person** who pays attention to the quality of my work.

Example of a development item:

**In this class we learn** to pay attention to the quality of our work.

# Tripod 7Cs™ Composite of Student-Survey Based Teaching Quality Measures Predicts Development of Agency Related Factors, Irrespective of Student Socioeconomic Backgrounds



Numbers are in student-level standard deviation units defined on a sample of over 300,000 students in over 16,000 6<sup>th</sup> to 9<sup>th</sup> grade classrooms.



Student perceptions of teaching (at least using the Tripod 7Cs composite) help predict between-school differences in learning gains.

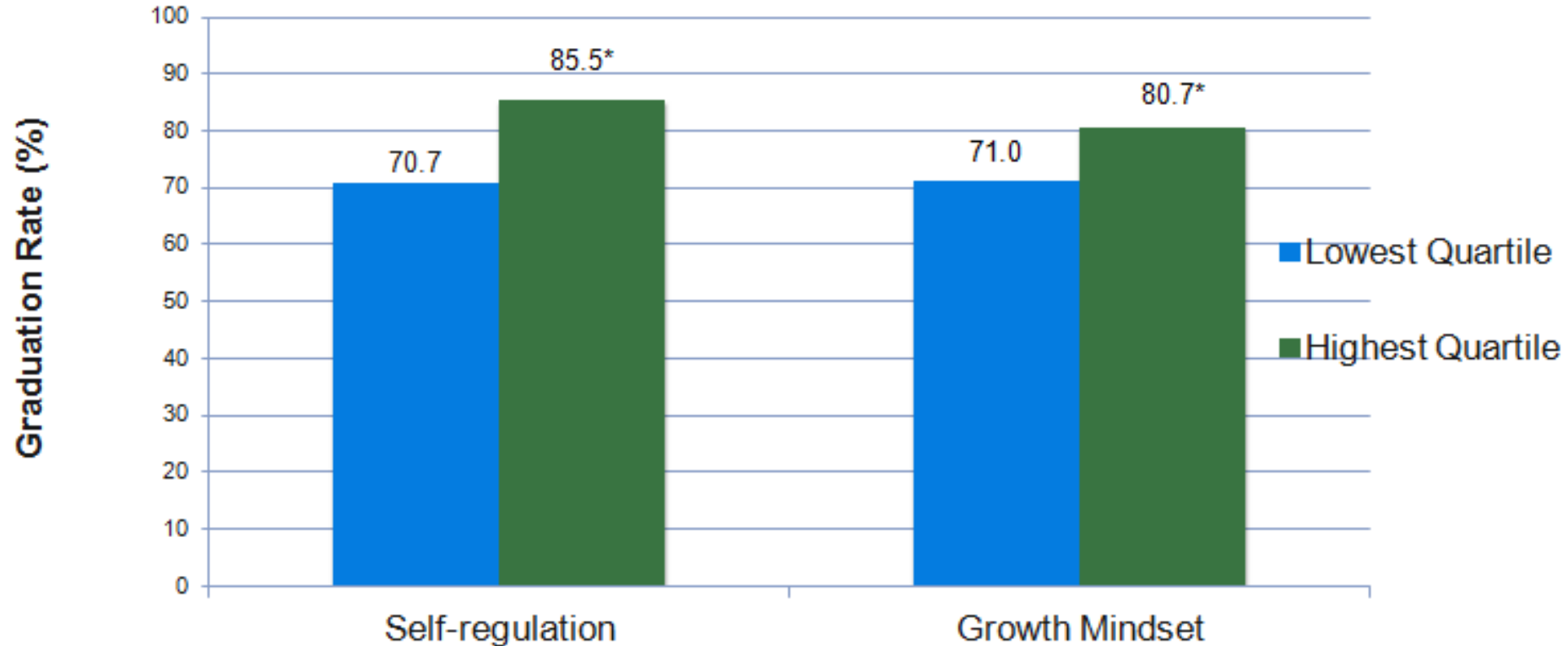
This suggests that between school differences in student perceptions of teaching can be valid measures for distinguishing between schools. However, for any measure of instructional quality, there is much more variation within than between schools.

Whether student perceptions of their own status dispositions and mindsets should be used for between-school comparisons and interpreted as reflecting school quality is questionable.

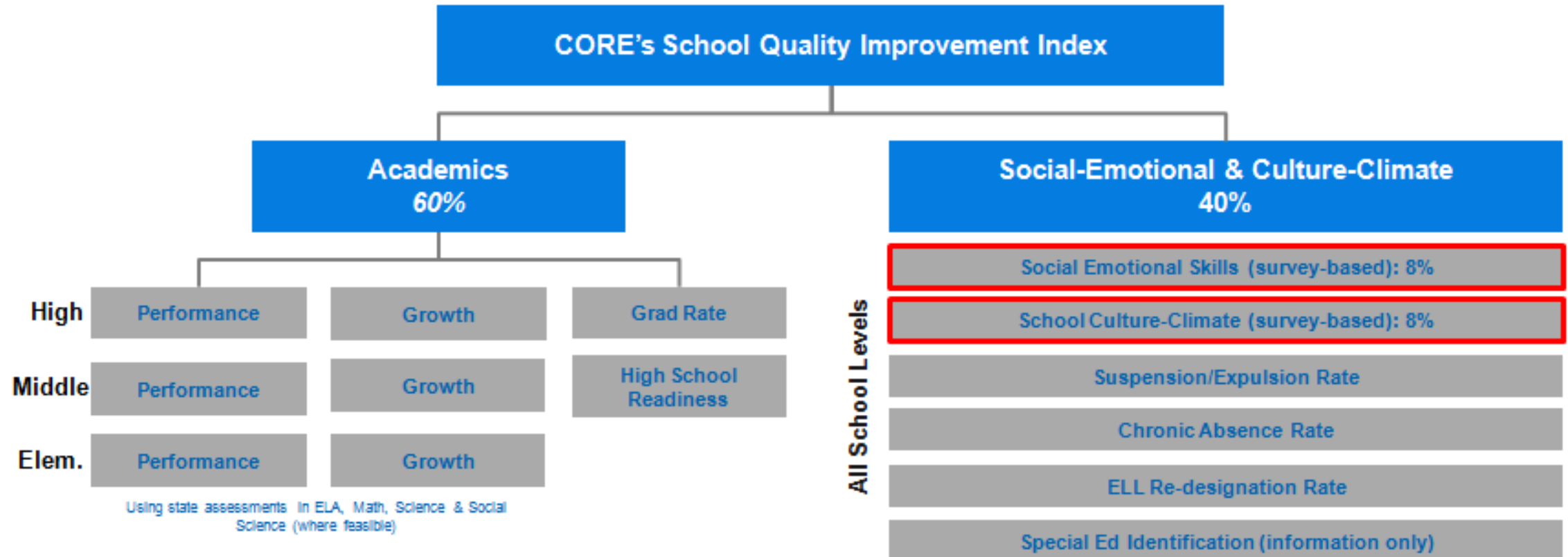
**Sara Bartolino Krachman**  
**Co-Founder and Executive Director,**  
**Transforming Education**

# Longitudinal analyses from Massachusetts show that 8<sup>th</sup> grade social-emotional skills predict on-time graduation rates

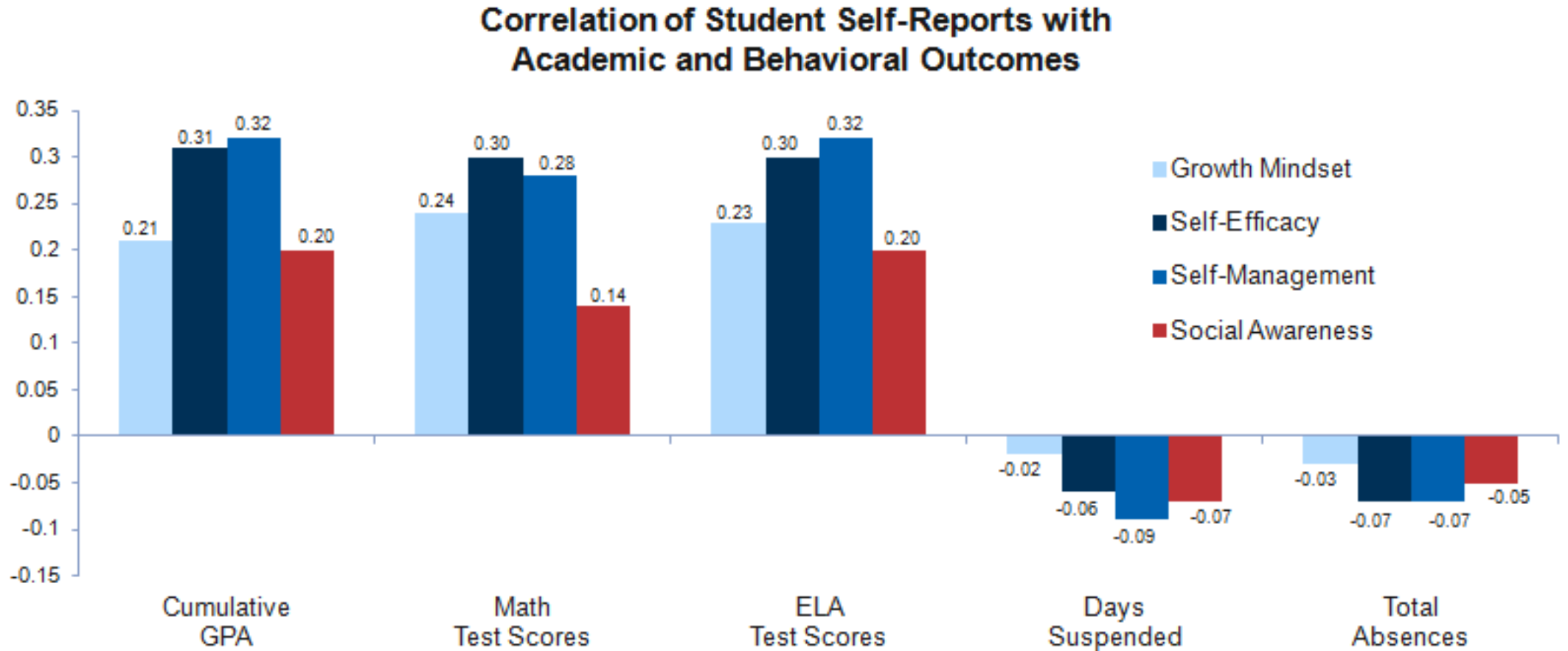
Top and Bottom Quartiles of SE Measures by Graduation Rate



# CORE's accountability and continuous improvement system balances academic, social-emotional, and culture/climate outcomes



# A 450,000-student field test showed that self-reported SE competencies correlate with academic and behavioral outcomes



**Meg Mayo-Brown**  
**Superintendent,**  
**Fall River Public Schools**

# Operationalizing SEL at a district level

## FALL RIVER PUBLIC SCHOOLS WELLNESS INITIATIVE



COORDINATED  
WRAP-AROUND SERVICES



POSITIVE CHILD AND  
YOUTH DEVELOPMENT



POSITIVE SCHOOL AND  
CLASSROOM CULTURE



HOME-SCHOOL CONNECTIONS

# Building Capacity for SEL

## Accelerated Improvement Plan

- Details 4 strategic objectives for district improvement

### Strategic Objective 3:

***Ensure success for all students through the development of students' social and emotional wellness.***

S03.1 Create a positive school and classroom climate.

S03.2 Empower parents through enhanced home school connections.

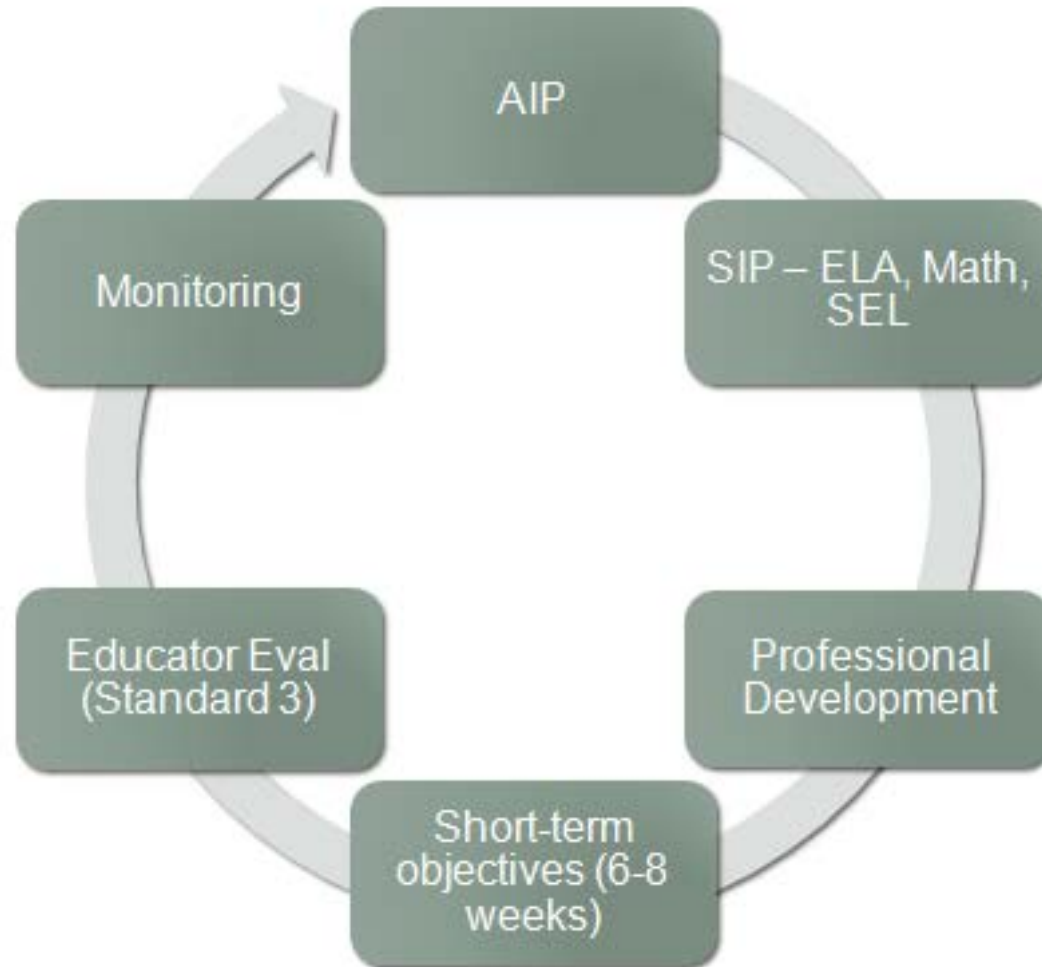
S03.3 Develop and enhance positive youth development opportunities.

S03.4 Provide differentiated support to students based on identified needs.

social emotional



# Building a district system to support SEL



# Results?

American Institutes for Research (AIR) 2015 evaluation:

*“Students attending WAZ schools gained 5.8 percentage points on state English language arts tests and 7.9 percentage points on state mathematics tests. During the same period, scores in the state as a whole dropped 0.4 percentage points in English language arts, and gained 1.4 percent in math.”*

*“The program also appears to have played a role in school turnaround. Among WAZ schools, those that started 2010 in Level 4 status... 66 percent had exited that status by 2014, compared to 40 percent among non-WAZ schools.”*

# MASS Position Paper

Supporting the social, emotional, behavioral, and mental health needs of students is applicable to every district in the Commonwealth.

Necessary partnerships to support the SEL needs of students:

- Social service agencies
- DESE
- Higher education
- Legislation

**Dana Brown**  
**Principal,**  
**Malden High School**

# **Audrey Jackson**

**Fifth Grade Teacher,**

**Joseph P. Manning School, Boston**

**& 2016 Massachusetts Teacher of the Year**