Innovations in SEL Action Research and Practice:
Considerations of Diversity, Ecological Models, and Educators’ SEL Competence

November 5, 2018

Hosted by: Kimberly Schonert-Reichl, CASEL Board Member
            Robert Jagers, CASEL Vice President of Research

Award recipients: Dr. Anne Gregory, Rutgers University
                  Dr. Camille Farrington, University of Chicago
                  Dr. David Osher, American Institutes for Research
Joseph E. Zins Award
Webinar Hosts

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Applied developmental psychologist and professor, University of British Columbia
Board Member, CASEL

DR. ROBERT JAGERS
Vice President of Research
CASEL
Collaborative for Academic, Social, and Emotional Learning (CASEL) was founded in 1994 to help make social and emotional learning (SEL) an essential part of education, PreK - high school.

CASEL’s work leverages state, district, and school contexts with a worldwide network of collaborators to:

- Advance the science of SEL
- Expand high-quality, evidence-based SEL practice
- Improve state and federal policies
Joseph E. Zins work exemplified the blending of rigorous scientific research and effective practice. He was nationally and internationally respected for his expertise in the areas of social and emotional learning and the prevention of youth problem behavior.

Since 2007, Zins Awards honors outstanding action researchers at different career stages:

- Early Career Award for Outstanding Contributions to Action Research in Social and Emotional Learning
- Distinguished Scholar Award for Outstanding Contributions to Action Research in Social and Emotional Learning
Joseph E. Zins Award
2018 Recipients

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Managing Director and Senior Research Associate
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DR. DAVID OSHER
Vice President and Institute Fellow
American Institutes for Research
EQUITABLE ACCESS TO CULTURALLY-RESPONSIVE SEL INITIATIVES AND ADULTS IN SCHOOLS

Anne Gregory, Ph.D.
Framework of Equitable Supports

**Universal/Prevention Focus**
- Developing Social/Emotional Capacity
- Building Relationships and Community

**Targeted Supports**
- Tier 2

**Intensive Supports**
- Tier 3

Quantity; Quality; Equity
Fidelity of implementation

- Quantity = “dosage” of intervention
- Quality = core tenets of intervention
- Equity = Fair access to intervention; Bias-aware, respectful; Culturally conscious intervention

Also see Massachusetts Dept of Elementary and Secondary Education’s SEL Equity Continuum at [http://www.doe.mass.edu/candi/SEL/](http://www.doe.mass.edu/candi/SEL/)
Restorative Practices and Equitable Supports

**Universal/Prevention Focus**
Developing Social/Emotional Capacity
Building Relationships and Community

**Tier 1 RP:**
Affective language, Restorative dialogue, Community building circles,
Explicit practices to confront racial/social (in)justice

**Targeted Supports**

**Tier 2 RP:**
Problem-solving circles, mediation, and informal restorative conversations
(repair minor harm)

**Intensive Supports**

**Tier 3 RP:**
Formal restorative conferencing re-entry circles

Quantity; Quality; Equity
Black students are more likely to be suspended

A Black student had 7.57 times higher odds than a White student

*A Black student had 2.46 times higher odds than a White student

6th to 12th grades in Kentucky over three years

Black versus White students odds

(Morris & Perry, 2016)

(*accounting for school effects, student SES, gender, special ed. status, family structure)
Restorative Practices
and Equitable Supports

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Quantity; Quality; Equity
RP Tier 1 Quality:
Include tenets of good Community Building Circles?

<table>
<thead>
<tr>
<th>Safety</th>
<th>Belonging</th>
<th>Student Voice</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Circle Format</td>
<td>• Positive adult-student respect/responsiveness</td>
<td>• Student Ownership</td>
<td>• Social and Emotional Skills</td>
</tr>
<tr>
<td>• Circle Agreements</td>
<td>• Positive student-student respect/responsiveness</td>
<td>• Risk-Taking</td>
<td>• Thinking</td>
</tr>
<tr>
<td></td>
<td>• Relevancy</td>
<td>• Problem-Solving</td>
<td>• Understanding</td>
</tr>
</tbody>
</table>

- Belonging
  - Positive adult-student respect/responsiveness
  - Positive student-student respect/responsiveness
  - Relevancy

- Student Voice
  - Student Ownership
  - Risk-Taking
  - Problem-Solving

- Learning
  - Social and Emotional Skills
  - Thinking
  - Understanding
RP Tier 1 Quantity:
Include tenets of good Community-Building Circles? (Based on student report)

**Circle Feedback**

Thank you for agreeing to complete this. Please tell us about your experience of the circle.

**DATE**

Please mark one box for each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>YES!</th>
<th>Yes</th>
<th>No</th>
<th>NO!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Did you personally care about the topic you discussed?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Was the topic relevant to what you experience outside of school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Were the people in the circle respectfully listening to one another?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Did you feel that adults respected the student ideas and opinions?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Did you learn something from this circle?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Do you feel the circle helped build positive relationships in the classroom?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please respond to each of the following by circling a response.

<table>
<thead>
<tr>
<th>I AM A:</th>
<th>Student</th>
<th>Parent/ Caregiver</th>
<th>Teacher</th>
<th>Support Person</th>
<th>School Administrator</th>
<th>Other Staff</th>
</tr>
</thead>
</table>

Be Heard!

*School staff will NOT see your feedback. Only the Research Team will see your feedback.*

**Relevancy:** Did you personally care about the topic being discussed?

- **Yes**: 92%
- **No**: 8%

Data from the BCF RJ Project.

Following four schools implementing Restorative Justice from a racial and social justice lens.

Supported by the Brooklyn Community Foundation (BCF)
A vast majority of students/staff agree that, “Adults in your school encourage awareness of social issues affecting your culture.”

- **Faculty, 2017**: 88.10%
- **Students, 2017**: 73.30%

Data from the BCF RJ Project.  
Survey item from Byrd’s (2015) Racial Climate Scale
Restorative Practices and Equitable Supports

**Intensive Supports**
- **Tier 3 RP:**
  - Formal restorative conferencing
  - Re-entry circles

**Targeted Supports**
- **Tier 2 RP:**
  - Problem-solving circles, mediation, and informal restorative conversations
  - (repair minor harm)

**Universal/Prevention Focus**
- **Developing Social/Emotional Capacity**
- **Building Relationships and Community**
- **Tier 1 RP:**
  - Affective language, Restorative dialogue, Community building circles,
  - Explicit practices to confront racial/social (in)justice

Quantity; Quality; Equity
RP Tier 2 Equity: Fair Access to Restorative Conversations?

• Did Black students, students in special education, and LGBQ students report similar frequency in restorative interactions with adults in the school?

• Sample “RP Use” items:
  • “When someone misbehaves, my teachers ask students questions about their side of the story.”
  
  • “When someone misbehaves, my teachers have that person talk to who they hurt and asks them to make things right.”
RP Tier 3 Equity: Fair access to restorative interventions?

Anyon, Gregory et al., 2016
Equitable Supports:
Future directions

Intensive Supports

Tier 3

Targeted Supports

Tier 2

Universal/Prevention Focus
Developing Social/Emotional Capacity
Building Relationships and Community

Tier 1

Equity: Fair access, Bias-aware and respectful, culturally conscious
CREATING SCHOOLS & CLASSROOMS
to be RICH DEVELOPMENTAL SPACES

Camille Farrington, Ph.D.
Traditional “Banking” Model of Classroom Instruction

Teacher “Teaches”

Facts

Student 
Learns 
Memorizes
Traditional Model of Classroom Instruction

Teacher “Teaches”

Mindsets

Skills

Student Learns
STUDENT BACKGROUND CHARACTERISTICS

- Social Skills
- Academic Mindsets
- Academic Performance
- Learning Strategies
- Academic Behaviors
- Academic Perseverance
- Classroom Conditions
Becoming Effective Learners (BEL-S)/
*CULTIVATE* (student survey)
Between students and Within students:
Differences between Classrooms → Noncog differences → Grade differences
Foundations for Young Adult Success
A Developmental Framework
What are the developmental windows for each Foundational Component?

- **Early Childhood**
  (Preschool, Ages 3-5)
  - Agency
  - Knowledge & Skills
  - Mindsets
  - Self-Regulation
  - Values
  - Competencies

- **Middle Childhood**
  (Elementary School, Ages 6-10)
  - Agency
  - Knowledge & Skills
  - Mindsets
  - Self-Regulation
  - Values
  - Competencies

- **Early Adolescence**
  (Middle Grades, Ages 11-14)
  - Agency
  - Knowledge & Skills
  - Mindsets
  - Group-Based Identity
  - Values
  - Competencies

- **Middle Adolescence**
  (High School, Ages 15-18)
  - Agency
  - Knowledge & Skills
  - Mindsets
  - Individuated Identity
  - Values
  - Competencies
Developmental Experiences

- Contribute
- Describe
- Practice
- Evaluate
- Choose
- Connect
- Tinker
- Envision
- Encounter
- Integrate
Foundations for Young Adult Success

IF all young people are going to develop agency, an integrated identity, and a set of socially valued competencies by young adulthood...

THEN it becomes the role of educators to ensure that each and every young person has supportive adults, rich developmental experiences, and meaningful opportunities to be engaged in the world. These ought to be the organizing principles of every student’s PreK-12 experience.
The **BELE Network** is a diverse group of nonprofit organizations working to:

- increase access to high-quality opportunities that foster students’ learning and development

- dismantle structural inequality in schools and create equitable learning environments where all students – regardless of race or class – have the agency, opportunities and tools they need to thrive.
Equitable schools & classrooms are designed to be

- Responsive to the assets, needs, and cultures of the young people who inhabit them
- Developmentally appropriate
- Participatory and liberatory

To ensure that EVERY STUDENT is

- Engaged in rich developmental experiences that build their capacity to engage in the world
- Seen, known, loved, inspired, cared for, & challenged to grow by a community of conscious adults
Implications for Measurement:
Which metrics are likely to yield more reliable and actionable data?

**YES!**
- Students’ perceptions of learning settings
- Opportunities for developmental experiences
- Quality of students’ connections to adults

**NOT SO MUCH**
- Individual Student Noncog/Social-Emotional Competencies
Supporting Social, Emotional, & Academic Development
Research Implications for Educators

Eleina H. Allensworth, Camilla A. Farrington, Molly F. Gorden, David W. Johnson, Kyleia Klein, Simaya McDaniel, and Javry Haynes
SEL AND ROBUST EQUITY

David Osher, Ph.D.
AIR’s mission is to conduct and apply the best behavioral and social science research and evaluation towards improving people's lives, with a special emphasis on the disadvantaged.
SEL can buttress robust equity which includes the ability to:

- **Participate** successfully in rich learning opportunities
- **Collaborate** with others to promote equity and equitable outcomes, and
- **Address** the current and future challenges that individuals and the world face.
Social Emotional Learning (SEL) and its benefits are nested in social historical cultural contexts that affect what we see, how we make sense of it, with whom we interact, and what opportunities and responsibilities are afforded us.

We are both shaped by and we shape these contexts.

SEL can help us build our life and influence others purposively, actively, and responsibly - particularly when the conditions are right.
Succeeding in this world requires the ability to be self-generative, creative, inner-directed, socially aware, sensitive, and responsible, flexible, and psychologically resilient.

“The future will be about pairing the artificial intelligence of computers with the cognitive, social and emotional skills and values of humans.”

“In a structurally imbalanced world, the imperative of reconciling diverse perspectives and interests, in local settings with sometimes global implications, will require young people to become adept in handling tensions, dilemmas and trade-offs.”

Andreas Schleicher, Head of PISA and OECD’s Indicators of Education Systems Programme

http://www.oecd.org/education/andreas-schleicher.htm
The context that remains

- Inequality
- The institutionalization of privilege and prejudice
- The segregation of experience

https://www.google.com/search?q=the+souls+of+black+folk+and+image
SEL & Rich Learning Opportunities

- Personalization
- Deeper Learning
- Critical Thinking
- Creativity
- Design Work
- Identity Formation
- Perspective Taking
- Meaning Making
- Collaborative Learning and Problem Solving

(Darling-Hammond et al., 2018; Noguera, P, Darling-Hammond, L, & Friedlaender, 2017; Osher, 2017; Osher et al., 2017)
To collaborate with others to promote equity and equitable outcomes and to address the current and future challenges that individuals and the world face.

- Combine a sense of justice and injustice with the ability to address injustice strategically
- Leverage the ability to work with others and to move towards collective resilience and positive social change
Develop the self and social-awareness and relationship skills that support:

- caring,
- humility,
- agency,
- code switching,
- addressing the impacts of institutionalized prejudice and privilege.
ADDRESSING INSTITUTIONALIZED PREJUDICE & PRIVILEGE

• Implicit Bias
• Micro-aggressions
• The generation and sustaining of stereotype threat
• A lack of empathy and perspective taking
• Self-justifying thinking and mindsets
• Victim Blaming (Ryan, 1972)
• Competing oppression & struggles for dignity
  (Berg et al., 2017; Goldenberg, 1978; Oeur, 2016; Osher, 2015, Sennet, 2003)
Social Emotional Conditions for Engagement, Wellbeing, & Performance (Learning, Teaching, & Creativity)

**Safety**
- Physically safe
- Emotionally and socially safe
- Identity safe
- Respectful

**Connection and Support**
- Belonging & membership
- Connectedness
- Perception of support
- Effective and available support
- Culturally Responsive

**Challenge**
- High goals & expectations
- Strong personal motivation
- Academic mission
- Rigorous academic opportunities
- Developmental/cultural fit

**Social Emotional Competence**
- Emotionally intelligent
- Culturally competent & humble
- Responsible and persistent
- Collaborative & empathic
- Growth Mindsets
- Model & value creativity

(Cantor et al., 2017; Darling-Hammond et al., 2018; Osher et al., 2017, 2018; Release May 2019; Osher, Cotla, & Linick, 2018; Osher & Kendziora, 2018; Steele & Claude-Vagas, 2013; Salinger & Osher, 2018)
Teacher Attunement, Stress, and Cultural Responsiveness as an Example

• Students benefit from:
  • attunement,
  • cultural responsiveness,
  • developmental relationships,
  • Personalization (Osher et al., 2018; Darling Hammond et al. 2018)

• Teacher stress along with a lack of self and social awareness and cultural competence undermines all this (Artiles, 2010; Cantor et al. 2018; Osher et al., 2014, 2012, 2017)

• This is amplified by teacher-student mismatch and poor conditions for learning (Egalite, & Kisida, 2018; Osher & Kendziora, 2010; Yarnell, & Bohrnstedt, 2018)
Supporting Teacher Attunement, Wellness, and Cultural Responsiveness

- improving conditions for teaching  \( (Yoder \& Osher, 2018) \)
- reducing teacher stress & burnout  \( (Jennings, \text{Minnici}, \& Yoder, \text{Forthcoming 2019}; \ Oberle, \& \text{Schonert-Richl}, 2016; \ Yoder \& Osher, 2018) \)
- supporting teacher cultural responsiveness  \( (Gay, 2010, \text{Ladson-Billings}, 1997) \)
- supporting teacher teacher and leader readiness to value and address diversity  \( (Osher, 2018). \)
Creating conditions for robust academic equity

CREATING SAFE, EQUITABLE, ENGAGING SCHOOLS
A COMPREHENSIVE, EVIDENCE-BASED APPROACH TO SUPPORTING STUDENTS

edited by
DAVID OSHER
DEBORAH MORONEY
SANDRA WILLIAMSON

Release
November 27, 2018
SEL Resources-
www.air.org/SEL

- A series of tools that support proper use of SEL assessments, Ready to Assess
- A coaching tool that helps administrators and coaches support implementation of SEL practices, SEL Coaching Toolkit
- A brief on policy levers to support SEL implementation, When Districts Support and Integrate Social and Emotional Learning (SEL)
- 10 things educators can do to support the integration of SEL and healthy learning environments, Creating Healthy Schools: Ten Key Ideas for the SEL and School Climate Community
- A series of tools that support embedding SEL in afterschool practices, The In-School and Afterschool Social and Emotional Learning Connection: A Planning Tool and Social and Emotional Learning Practices: A Self-Reflection Tool for Afterschool Staff
- A short video that explains the connection between SEL and college and career readiness, Social and Emotional Learning Explained: How SEL Helps Students in College, Career and Life
FUTURE PRIORITIES

Rob Jagers, Ph.D.
1. Schools are undertaking SEL-oriented school discipline reform. If we don’t consider issues of equity during implementing reforms, we may inadvertently serve more advantaged students while perpetuating inequality.

2. When schools implement SEL initiatives, they can use a framework of equitable supports to forefront fair access, bias awareness, and culturally conscious practice.

3. Classrooms, schools, and school districts/networks must strive to be equitable developmental spaces for the young people and adults who inhabit them.
Key statements

4. Measuring students’ perceptions of learning settings, their opportunities for developmental experiences, and the quality of their connections to adults will yield more actionable data than trying to measure the development of students’ social-emotional skills.

5. SEL can support robust equity which includes the ability to participate successfully in deeper learning, collaborate with others, and address challenges that individuals and the world face.

6. Equity requires that all students and adults develop the self-and social-awareness and relationship skills that enable them to address the impacts of institutionalized prejudice and privilege.
Q&A
THANK YOU!

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