Key Priorities for Evidence-Based SEL Practices

Mary Utne O’Brien Award Webinar
featuring Dr. Sheldon Berman and Byron Sanders
Mary Utne O’Brien Awards for Excellence in Expanding the Evidence-Based Practice of SEL

CASEL awards SEL leaders for their innovation and to support excellence in the field of SEL.

The award honors the legacy of Mary Utne O’Brien, former CASEL executive director, who played a leading role in the early years of CASEL and SEL.

It is designed to highlight priorities that advance evidence-based practice in states and school districts.
2020 Mary Utne O’Brien Awards for Excellence in Expanding the Evidence-Based Practice of SEL

CASEL celebrates leaders who have provided the vision, inspiration, and practical strategies for developing the infrastructure and support for high-quality SEL at the district or school level.

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@caselorg | #SELVoices
Insights into Social-Emotional Learning and Culturally Responsive Practice
The social curriculum is as important as the academic curriculum.
ANDOVER’S MISSION

We will provide every student with opportunities and support to:

Demonstrate growth in foundational content and skills.

Communicate effectively, think critically, problem solve creatively, work collaboratively, and evaluate objectively.

Be self-directed and persevering agents of their own learning.

Demonstrate cultural awareness, an appreciation of self, empathy toward others, a sense of responsibility, and commitment to civic engagement.
Caring & Culturally Responsive Classrooms

Rigorous Curriculum

Advance Student Learning

Progress Monitoring

Inclusive Instruction
WE WON’T STOP UNTIL ALL STUDENTS

Feel
SAFE, CONNECTED, CONFIDENT, VALUED AND HONORED FOR THEIR UNIQUENESS

Think
GLOBALLY, DEEPLY, CREATIVELY, AND TAKE OWNERSHIP OF THEIR LEARNING

Believe
BELIEVE THEY CAN ACHIEVE THEIR GOALS AND THEIR GROWTH IS UNLIMITED

Know
THEY ARE THE CENTER OF A COLLABORATIVE TEAM OF CARING ADULTS

Show Pride
TO BE PART OF THE APS COMMUNITY

ANDOVER PUBLIC SCHOOLS
Helping children become sensitive observers of the feeling states of others
- Helping them understand the causes of these feelings and
- Helping them learn appropriate ways to respond to other’s feelings and to resolve differences.
SEL Practices at Andover

Teaching Empathy & Social Skills
- Helping children become sensitive observers of the feeling states of others
- Helping them take the perspective of others
- Helping them resolve conflicts positively
- Giving them the ability to move from debate to dialogue and polarization to common ground.

Community Building
- Morning Meeting as a daily routine
- Class Meetings/Open Circle
- Buddy Programs
- Homeside Activities (Caring School Communities)
- Schoolwide Community-Building Activities
- Developmental Discipline and Restorative Practices

Curriculum Integration
- Collaborative learning in every subject area
- Integration into content in literacy and social studies
- Specific high school courses: Facing History and Ourselves

Service Learning
- Intergenerational
- Educational
- Environmental
- Humanitarian
- Political action
SENSE OF COMMUNITY

Students’ experience of being valued, influential contributors to a group that is dedicated to the learning and well-being of all its members.
CLASSROOM CLIMATE

❖ To what degree do I as an individual get to make my presence felt in helping things function here?

❖ How am I empowered to be a player, an influencer, someone who matters as opposed to a silent cipher whose existence makes no observable difference in the flow of life in the room?
CREATING A CARING COMMUNITY
Morning Meeting, a daily routine that builds community, creates a positive climate for learning and reinforces academic and social skills.
POSSIBLE COMMUNITY BUILDING COMPONENTS

- Morning and Closing Meetings
- Class Meetings/Open Circle
- Buddy Programs
- Homeside Activities (*Caring School Communities*)
- Schoolwide Community-Building Activities
- Service Learning Activities
- Developmental Discipline and Restorative Practices
EQUITY, COMMUNITY AND SEL

SEL supports equity and access because belonging to a caring, inclusive community of learners encourages all students to be fully engaged and to grow socially, emotionally and academically.

SEL is not about “fixing” students or promoting dominant culture values. Its goal is to provide culturally inclusive and identity-safe classroom communities by bringing conversations about race and identity into the classroom.

SEL takes an asset-based approach that affirms students’ strengths and cultural identities and appreciates the lived experiences they bring to the classroom.

SEL, when pursued through an equity lens, develops in students a social consciousness and sense of social responsibility, guided by a moral compass that empowers one to make ethically-grounded decisions.
EQUITY RECOMMENDATIONS:

Districts, schools, and organizations can:

- **Adopt equity policies** that acknowledge the value that differences in student background play in promoting learning and development.
- **Provide instructional materials and professional development** that incorporate cultural responsiveness.
- **Help teachers address implicit biases.**
- **Implement universal design** and **multi-tiered systems of support** to ensure differentiated support for students based on their needs.
- **Support professional learning** focused on equity, diversity, and cultural responsiveness.
- **Provide consistent public messaging** that developing students’ skills requires **culturally responsive and inclusive instructional practices.**
LESSONS LEARNED

- SEL requires as consistent planning as the academic curriculum
- SEL needs to be intentionally embedded in the academic curriculum
- SEL requires modeling by adults and living the skills in the classroom through conscious community building
- Building community requires cultural authenticity
- Service learning deepens the meaningfulness of SEL
- Methods of discipline either foster or undermine SEL goals
- An essential ingredient of effective SEL is high-quality professional development
- Administrative vision and leadership are critical
A Nation At Hope
A caring school community gives our students a vision of the way the world could be.
Social and Emotional Learning: Power
SOCIAL AND EMOTIONAL LEARNING: POWER
OUR NORTH STAR

ALL YOUTH in marginalized communities are equipped to imagine and create their best lives and world.
• City-wide collaboration to develop and implement aligned SEL strategy for in school and out of school

• Key strategy for Dallas – lockstep alignment between partners and in/out of school efforts

• Amazing partnership – Dallas ISD
POWER in Community

- Appreciating and elevating the ecosystem
- Human-centered design
- Family engagement
- Professional learning
TRAUMA INFORMED APPROACH
A typical adjudicated youth has experienced an average of 14 DISTINCT TRAUMAS in their lifetime.
Creative solutions | recidivism
Creative Solutions alumni are LESS LIKELY than their peers to reoffend.

10% Creative Solutions alumni 7 year average recidivism rate

38% 7 year average state recidivism rate for youth offenders in all intervention programs
Our path forward

The Next Horizon for Social and Emotional Learning
THANK YOU

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