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- SOCIAL AND EMOTIONAL LEARNING -
LEADERSHIP PROFESSIONAL LEARNING COMMUNITY MEETING SUMMARY

Location: DuPage ROE Center for Professional Learning, Lombard, IL

Date/Time: Dec 7, 2015 8:30 – 11:30 AM

Facilitators: Marjorie Cave (DROE), Ruth Cross (CASEL)

Districts represented: Bensenville District 2, Wood Dale District 7, Bloomingdale District 13, Queen Bee District 16, West Chicago District 33, Villa Park District 45, Salt Creek District 48, Downers Grove District 58, Maercker District 60, Center Cass District 66, Woodridge District 68, Hinsdale High School District 86, CSSD 89, Carol Stream District 93, Hinsdale District 181, Fenton District 100, Wheaton Warrenville District 200, Lisle District 202, Naperville District 203, Elmhurst District 205, LaGrange District 102, Oswego District 308, NDSEC, SASSED. (Attendees: 58.)

WELCOME & INTRODUCTIONS – In an effort to **engage in differentiated learning to meet individual needs** attendees were invited to join job alike groups (district central office, high school, middle school and elementary school).

UPDATES - The grant has funding available to support an additional DuPage district. Contact Marjorie Cave if you are interested in learning more about becoming a partner district. 630-945-0536.

LEARNING & SHARING:

1. Connections: SEL and the Election

This year's election has provided teachable moments specifically related to SEL. Attendees read and discussed - "[The Trump Effect, The Impact of the Presidential Campaign on our Nation's Schools](#)", a brief summarizing responses to an online survey conducted over a week with over 2,000 educators K-12 responding with over 5,000 comments. Discussion highlights addressed: the importance of leadership; the value of SEL skills while engaging in discourse; the importance of respect thru the tension of democracy; differences inherent in our society; and the need to explicitly address the impact of social media (Keeneyville 20 digital citizenship and social media use the THINK Strategy = Is it... True, Helpful, Inspiring, Necessary, Kind.) Many educational leaders have developed effective responses and guidance for dealing with the Trump Effect. Additional resources shared include:

- The Austin Independent School District, a CASEL Partner District, held a town meeting to address post-election concerns. [Video of a town meeting to ease post-election tensions.](#)
- Example of district communication – a [letter](#) from Superintendent of Boston Schools to the community following the election specifically addressing SEL.
- Marjorie suggested an opportunity to engage faculty in identifying strategies to address SEL in a conversation connecting SEL competencies ASK: What Self awareness skills are needed?.....etc.

2. Connections: Implementing SEL System-wide

Education First, "Social and Emotional Learning: Why Students Need It. What Districts are Doing About It." explores six implementation questions and offers recommendations based on several districts' approaches as they implement SEL in their communities. Questions addressed Purpose, Scale, Instruction, Measurement, Adult SEL, & Sustainability.

<http://education-first.com/library/publication/social-emotional-learning-students-need-districts/>

Discussion highlights included:

PURPOSE: What problem are we trying to solve? Why is SEL our solution? What does SEL offer our district systemically to advance student growth?

Schools in Illinois are mandated to teach the SEL standards. Initially many districts focused on addressing SEL because of specific problems like a crisis (suicide, bullying, etc), taking a reactive approach. We prefer a proactive approach. SEL should not be a crisis response, but should be an effort to improve student learning. Currently, it's important to understand ESSA and state requirements around SEL assessment.

SCALE: How many schools in district? (Pilot versus Scale)

Some districts (44) have taken a full scale implementation approach, but realize that different buildings are at different levels of implementation. It's important to be flexible and consider needs to customize building efforts. A single high school district (100) taking the scale approach adjusted their implement approach. Initially, there was a SEL/advisory period once a week, then went to 2x's a month and realized it was not the most effective way of instructing. So now they are working on one standard per month and share information with student via google drive and teacher have handouts/information use at their discretion. Considerations come with this top down approach. Another district (20) started the roll out by addressing adult competencies and having professional development for all staff on SEL. They are working on SEL through building relationships between staff and students. A special education cooperative (SASED) approached the roll out as a whole coop (scale) but also has to allow flexibility to match up with districts we are housed in, which is a unique challenge we face.

INSTRUCTION: Should we teach SEL explicitly or thru integration into existing content?

- District 16 - Second Step lessons delivered by teachers are built into the daily schedule in classrooms.
- District 20 - Staff are expected to have both academic and SEL learning targets posted in their rooms. They are embedding their implementation versus as program/set time for SEL.
- District 44 SEL Committee members create a monthly newsletter that is distributed to all staff. Teachers are given time during PLC to work on SEL instruction. On early release days teachers incorporate SEL lessons.
- District 45 - Second Step for explicit teaching, plans to integrate into content. Challenge - the view that SEL is only Second Step and there isn't anything else that needs to be done.
- District 68- Caring School Communities. It worked well in some settings, but there was an expectation of a certain level of SEL competency on the part of teachers that some of them didn't have). Currently beginning Mindfulness training and "box breathing" techniques, full day kindergarten starts next year and Mindful Practices curriculum will become part of the curriculum and program.
- District 86: Is using RULER. The plan was to have both explicit and infused instruction. The Bridgeport Schools use RULER by infusing it and that is not how it is designed.
- District 200 - Infusion vs stand-alone program. How to document it? It's happening in many places but it is hard to record it. Each school has an SEL SIP. That leads to sustainability. But they don't have a document that shows what they are doing as a document. What is needed for district and for teachers as far as documents?
- We do more of an infusion approach. At the elementary level, we have been integrating our FIT standards. Second Step is also part of the curriculum at the elementary level. The indicators for each of the competencies have been narrowed down to a smaller number and principals choose the indicators that they would like to focus on in their buildings and have them include this as part of their

SIP. The PLC process allows teachers to share what they are doing to address these competencies. The challenge is not to give teachers an overwhelming amount of documents that they have to reference in order to include this in their curriculum. Another challenge is not making information for teachers broad yet specific so we allow them to have freedom in how to teach the SEL standards. We find that we might be lacking in the area of explicit instruction. It is also difficult to document what is happening at the high school level due to the number of departments and courses offered.

- NDSEC –We would like uniformity within SEL but because we are a Cooperative, most classes in buildings follow the District’s plan. Connected to 9 Districts.
- SASSED has Program and Service goals for all of our programs to implement CHAMPS as part of a SEL/Positive and Safe climate, as well as, working on promoting positive mental health across the whole coop in a tiered manner. We strongly believe adults have to have the competencies before effectively embedding them into classrooms.

*Shared resource - Tools from ISBE Classrooms in Action: <http://www.ilclassroomsinaction.org/sel.html>

Also see the apps for technology and content standards.

MEASUREMENT: How do we measure the quality of SEL implementation and use the results?

Approaches include: rubrics aligned to standards as well as screeners.

Rubrics - D89 uses rubrics based on grade level standards to provide data for students’ SEL. Responsive Classroom Middle School Resources.

Screeners -

- D 45 is looking at screeners. Recently recommended an SEL screener (DESSA SSE) for elementary, DESSA goes well with Second Step.
- D16 uses SABRES (part of FAST) as universal screener for all students this year. Teachers do the assessment. It is used as a piece of data at problem-solving meetings. Using 2nd Step for T1.
- D44 uses DESSA as a universal screener focusing on SEL competencies. Presentation at the Opening Institute Day to all staff.
- D68 - [video](#) Panorama Surveys (Harvard) for an SEL screener (3rd-8th grade, student self-report) Panorama also has screeners using 2 by 10 intervention for students who "pop" on SEL screeners, also re-teaching Second Step.

Ruth Cross: CASEL is not designing assessments. They are recommending formative assessments for teaching specific skills. They worked with Dr. Robert Marzano who developed some rubrics for SEL.

Climate surveys are important but do not assess individual skills. Whether a school is a safe and caring place provides a foundation. Then, how are we teaching and measuring the individual skills to individual students? Teacher/student rating scales are a problem. Some screeners are more focused on negative behaviors. It’s important to recognize positive behaviors as well as problems.

*Federal/State legislation - Important to understand ESSA & state requirements around SEL assessment.

ADULT SEL: How do we support our teachers and parents in SEL implementation?

One approach: Adult competencies are explicitly addressed in the initial phases of implementation.

District administrators and principals are responsible for supporting staff over the course of two years.

Principals provide support through monthly staff meetings and in-service days. Sustaining the efforts occurs through the PLC process and allows staff to continue to share the ways they are integrating these competencies into their lessons. New staff hires are assigned to PLCs, so even if they missed the initial phases of training, they are able to collaborate with veteran teachers to work on ways to incorporate SEL into their lessons. Training staff on new strategies is ongoing. Documenting and measuring successes is a challenge. ***Educators SEL skills are vital to teaching content (See Jones’ research, Harvard).***

SUSTAINABILITY: How do we sustain SEL efforts?

- District leadership must support SEL in order for it to grow. Challenges in turnover in leadership in a district and/or school impacts getting buy-in from staff for SEL.
- Having each school have an SEL SIP goal leads to sustainability. It is important to document what they are doing and show continuous improvement.

- Teachers need to understand that SEL supports ALL teaching and learning for ALL students. When social workers take responsibility, teachers step away from that paradigm and it is seen as a Tier II or III activity.
- Common language supports sustainability. We need to educate parents and extend the language.
- The need for communication to all stakeholders is critical. Be sure to do this all year, every year.

RESOURCE SHARING: (click on links for resources)

School Climate Solutions [911 –Post Election Strategies and Resources](#)

Boston Public Schools: [Guide to Facilitating Difficult Classroom Conversations](#).

Facing History and Ourselves: [\(Re\)Building Classroom Community Post-Election](#)

*[What Next?:How to Move Forward Together After a Divisive Election](#)

Committee for Children: [Helping Kids Feel Safe and Supported Post-Election](#).

Child Development Institute: [How Parents Can Help Children & Teens Cope with the Stress of the Election Results](#).

NEW PARTNERSHIP WEBSITES: <http://dupagesel.org> and <http://www.casel.org>

ISBE ONE-PAGE SEL Standards Documents: <http://www.ilclassroomsinaction.org/sel.html>

UPCOMING EVENTS (click on links for registration information)

February 1, 2017 - [CASEL training, based on CASEL SEL School-wide Implementation Guide](#)

February 2, 2016 – [Dr. Pamela Randall-Garner, CASEL Social Emotional Learning and Restorative Justice: Teaching our Children the Skills of Building Peer Relationships for a Safe School Climate, CCSD District 93, Glenbard Parents Series](#)

February 22, 2016 - Next [Partnership SEL PLC meeting](#)

February 28, 2016 – [Dr. Marc Brackett, Midwest Principals Association](#)

SEL Leadership Professional Learning Community

Purpose: The DuPage SEL Professional Learning Community will meet for the shared purpose of implementing social and emotional learning to promote adult competencies, student achievement and support success in life.

Objectives: In order to support our purpose the work of this group will be characterized by:

- *Opportunities for collective inquiry and collaborative sharing;*
- *Study of current research related to implementing SEL to support student success;*
- *Explore how SEL is embedded in all aspects of school improvement efforts (ie Comprehensive Planning, Culture and Climate, Leadership, Curriculum; Instruction, Assessment and Data Analysis, and Family/Community Involvement);*
- *Differentiated learning opportunities to meet individual needs;*
- *Opportunities to develop and strengthen adult competencies within our school communities; and*
- *Establish a network for sharing and mentoring related to social and emotional learning.*

“Together we are more than anyone of us alone”