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CENTER FOR PROFESSIONAL LEARNING
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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: April 12, 2017 8:45 – 11:30 AM

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

Districts represented: Medinah District 11, Bloomingdale District 13, Queen Bee District 16, Keeneyville District 20, 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, Carol Stream District 93, Hinsdale District 181, Fenton District 100, LaGrange District 102, Wheaton Warrenville District 200, Lisle District 202, Naperville District 203, Elmhurst District 205, LaGrange District 102, Oswego District 308, SASSED (Attendees: 53)

WELCOME & INTRODUCTIONS & UPDATES – Late start due to SEL Leadership work group meeting. Welcomed new attendees. Reviewed Purpose, Objectives and Shared Agreements. Shared information about grant opportunities available through [Education First Innovation Fund](#) and CASEL ([Social-Emotional Competence Assessment Design Challenge](#)). Reviewed items in [CASEL website events/news](#) and [CASEL Connections Newsletter](#). Coming Soon: CASEL District Resource Center to support the systemic implementation of districtwide, school-based social and emotional learning (SEL) through the use of resources gathered from districts where SEL programs, policies, and practices are working.

LEARNING & SHARING:

Based sharing and conversations on key guiding questions for SEL implementation in Education First publication [Social and Emotional Learning: Why Students Need It. What Districts are Doing About It](#)

1. SEL INSTRUCTION: How do We Teach SEL Skills - One District's Journey

Hinsdale High School District 86 - Using The RULER Approach to Teach Social and Emotional Learning, Presenters: Pam Bylsma, Brad Verthein, Megan Parker, Robyn Corelitz, and Ayesha Truman (PPT attached) [RULER](#) is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating emotions. The desired outcome is that RULER becomes an integral and enduring part of the district. District Journey:

- 2011-2012 district joined the DROE CASEL District Partnership. False start? Learning opportunity, proposal rejected by Board of Education.
- 2014-15 Planning Process - teaching of skills, identifying an evidence-based approach, signs of efficacy, consideration included Ruth Cross (CASEL coach) input, teacher input, Dr. Marc Brackett (Yale, RULER) support
- Adults First: 2015-17 Identify staff practices for SEL skills and build a common language for staff
- 2017-18 System-wide Implementation of plan for SEL skill acquisition for all students
- 2018... Ensure implementation quality. Monitor and measure progress as we implement. Systems/cultural change. Recognize research on systems and cultural change and allow 5-10 years.

- Persistence has been key. Frustrations encountered have been related to staff, administration, speed.
- Threshold moments included: choosing our plan (RULER), finding funding for training trainers, teacher & student testimony.

Related Resources:

RULER <http://ei.yale.edu/ruler/>

Bridgeport School District <http://www.tauckfamilyfoundation.org/portfolio/grantee/yale-university>

Seattle Public Schools: <http://www.seattleschools.org/students/support/ruler>

[Inspired](#) provides SEL activities, tools, and a 5-step process (Lady Gaga supported)

District Level Support expanded notes and presentation powerpoint (see attached)

2. MEASUREMENT: Approaches to Assessment and Continuous Improvement.

CASEL: Jeremy Taylor, PhD, CASEL Director of Assessment and Continuous Improvement discussed work CASEL is doing with CDI districts related to monitoring systemic SEL implementation progress; reliably and validly measuring students' social and emotional competencies; and using SEL data to improve practice and support student.

To support systemic SEL implementation CASEL's Theory of Action identifies ten activities with supporting benchmarks in their District Theory of Action Rubric. The School Rubric has six activities. The implementation process can be monitored using these tools. CASEL has collected staff data in CDI district schools to monitor and measure SEL implementation as it relates to the CASEL Theory of Action. Schools can use this data to monitor progress and inform decisions related to addressing SEL. There will be an effort to continue this discussion with partnership districts/schools interested in using measurement tools available through CASEL.

Related Resources:

- CASEL's [District Theory of Action Rubric](#)

3. ADDITIONAL SHARING: Kristy Rauch, Educational Consultant, [Center for the Collaborative Classroom](#) provided a brief overview of the work of the non-profit organizations and the support they provide related to SEL and literacy. To learn more about the Collaborative Classroom model, [download our white paper on the Collaborative Classroom Core Principles](#) or visit the resource site [Inside the Collaborative Classroom](#).

ADDITIONAL SEL RESOURCES:

- [Embedding SEL Across the Curriculum](#) Education Week – Tom Vander Ark, March 27, 2017
- Policy Analysis for California Education (PACE) new report on ["Using Surveys of Social Emotional Learning and School Climate for Accountability and Continuous Improvement."](#), March, 2017
- The Aspen Institute recently published [This Time, With Feeling: Integrating Social and Emotional Development and College-and-Career-Ready Standards](#) to "help education leaders understand the mutually reinforcing relationship" between students' social emotional development and outcomes on college-and career-ready standards.
- [Explore Transforming Education Educator Resources](#)
- [Explore Resources on CASEL site](#)
- [Innovative Approaches and Measurement Considerations for the Selection of the School Quality and Student Success Indicator under ESSA](#) – examines how states might respond to the student success or school quality indicator accountability provision (i.e., the so-called "5th indicator") under ESSA.
- Learn more about the [ASCD Whole Child approach](#). ASCD's PD Online® course, [An Introduction to the Whole Child](#), currently available free to all educators.
- **NEW Partnership websites:** <http://dupagesel.org> and <http://www.casel.org>

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”