



Student Support Initiatives

Social Emotional Learning (SEL) 2.0

Presented by:

Office of Academics

Office of School Performance & Accountability

SEL Leadership Team

November 14, 2017



BCPS Social Emotional Learning

Year 1

- SEL Leadership Team
- Standards Developed
- Curriculum Identified
- Implementation Plan Development

Year 2

- Pilot – 28 Schools
- Research and Data Collection
- Strategy Development
- Asset/Resource Development
- Professional Development
- Stakeholder Engagement

Year 3

- District-wide Rollout
- Training/Professional Development
- Support Building



A scenic view of a mountain valley. In the foreground, a calm lake reflects the surrounding landscape. The middle ground shows a valley floor with some buildings and a mix of evergreen and deciduous trees. In the background, majestic snow-capped mountain peaks rise against a blue sky with scattered white clouds. The overall atmosphere is serene and natural.

Aspen Institute

Social-Emotional Development & Equity in
Education

July 6th, 2017

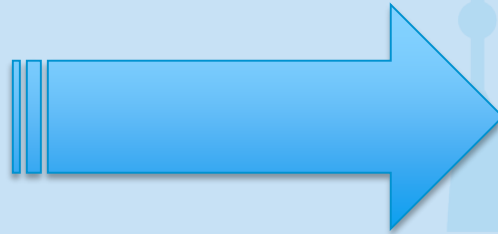
“Stubborn problems
always require
a shift in paradigm.”

Jamelle Sanders

15 May 2013 3:44 pm

The Shift...

SEL 1.0



SEL 2.0



SEL 2.0

The Shift
to
Social Emotional &
Academic Development

SEAD

- Equity
- Integrated Identity
- Happiness
- Agency
- Redesign of Learning



PARADIGM SHIFTS: How we will need to talk about and think about Social Emotional Learning differently in order to intentionally interrupt barriers to dramatic progress

	SEL 1.0 From...	SEL 2.0 To...
1 WHY	Social-Emotional Learning	Learning is Social and Emotional
2 WHY	Preparing students for the world that is (college and career readiness)	Preparing students to create the world we need (workforce skills of the future, agency, integrated identity)
3 WHO	Assumption that students of color and low-income students are missing skills they need for school and life	Assumption that <i>all</i> students have existing skills that need to be drawn out and strengthened based on their unique assets and needs

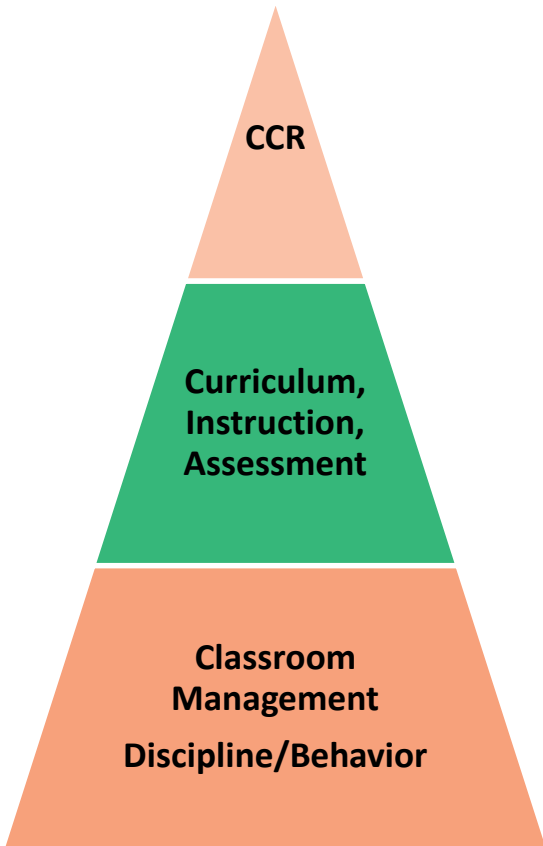


PARADIGM SHIFTS: How we will need to talk about and think about Social Emotional Learning differently in order to intentionally interrupt barriers to dramatic progress

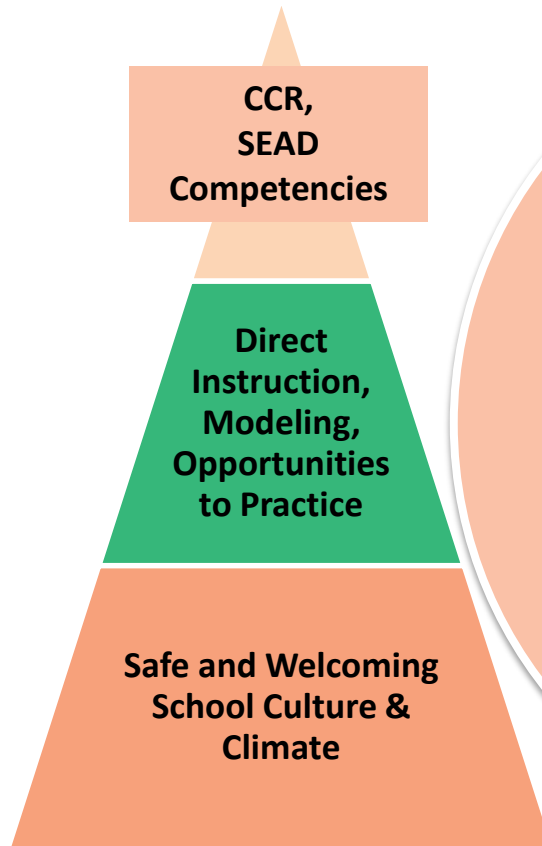
	SEL 1.0 From...	SEL 2.0 To...
4 HOW	Educators implementing culture, race, and context-neutral off-the-shelf, evidence-based programs	Educators, students, families and communities redesigning learning environments, schools, and education systems together that are targeted to each young person’s culture, lived experience and how they’re situated relative to opportunity in society based on their identity (race, income, language, immigration status, gender, sexual orientation, religion, special needs, etc...).
5 HOW	Social emotional development as a tool to help marginalized students build skills to cope with racism and bias	Social emotional development as a process for young people of every identity to understand, overcome and disrupt racism, bias, and inequity.



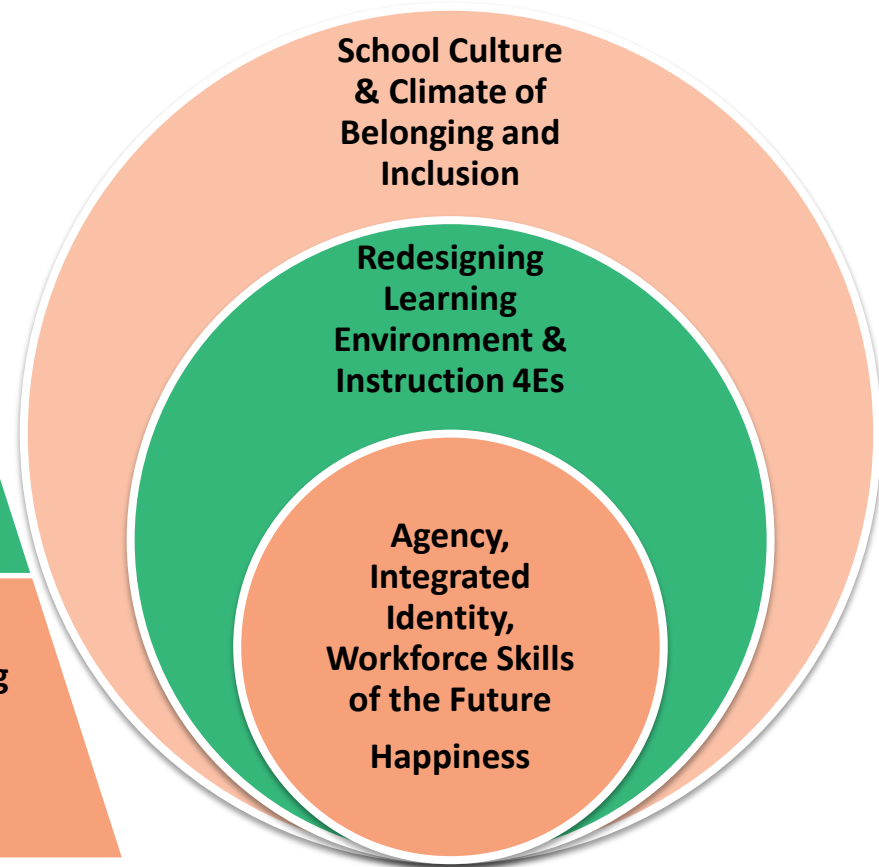
Traditional School Model



SEL 1.0



SEL 2.0=SEAD



Examples and Self Assessment

	Traditional School	SEL 1.0	SEL 2.0
AIM OF SCHOOL	College and Career Planning	College and Career Readiness	College and Career Readiness Navigating and Changing the World
TEACHING & LEARNING	Lecture	Group Work Collaboration Self-regulation skills instruction	Expeditionary Learning, Project Based Learning Culturally Relevant
CULTURE & CLIMATE	Classroom Management Punitive Discipline	Restorative Justice and Approaches	Culturally Inclusive Community, Psychologically Safe



Why Shift...

Learning is Social

AND

Emotional



The Shift...Five Big Themes

1. Vision & Purpose
2. Fixing the Environment NOT the Student
3. Adults Training and Support on SEAD
and Cultural Competency
4. Addressing Inequality
5. System Redesign



The Shift...Practical Strategies in 4E Settings

Elective Classes Extracurricular & Enrichment Experiences (4Es)

Opportunities for Developing & Demonstrating Social
and Emotional Competencies

music, dance, theater, visual arts, sports,
robotics, coding, debate, service learning...

- ✓ Child Centered
- ✓ Interest Driven
- ✓ Provide Rich Learning Experiences



4E Settings & Opportunity

These settings can provide students with more immediate opportunities to use and build their SEAD assets by:

Creating Opportunities for:





- ✓ Success outside of academics
- ✓ Interaction with more diverse group of students
- ✓ Use of different learning styles
- ✓ Leadership & teamwork
- ✓ Flexible time use
- ✓ Informal connections with adults and peers
- ✓ Community orientation and involvement
- ✓ Student Choice (of activity, roles)
- ✓ Student Recognition

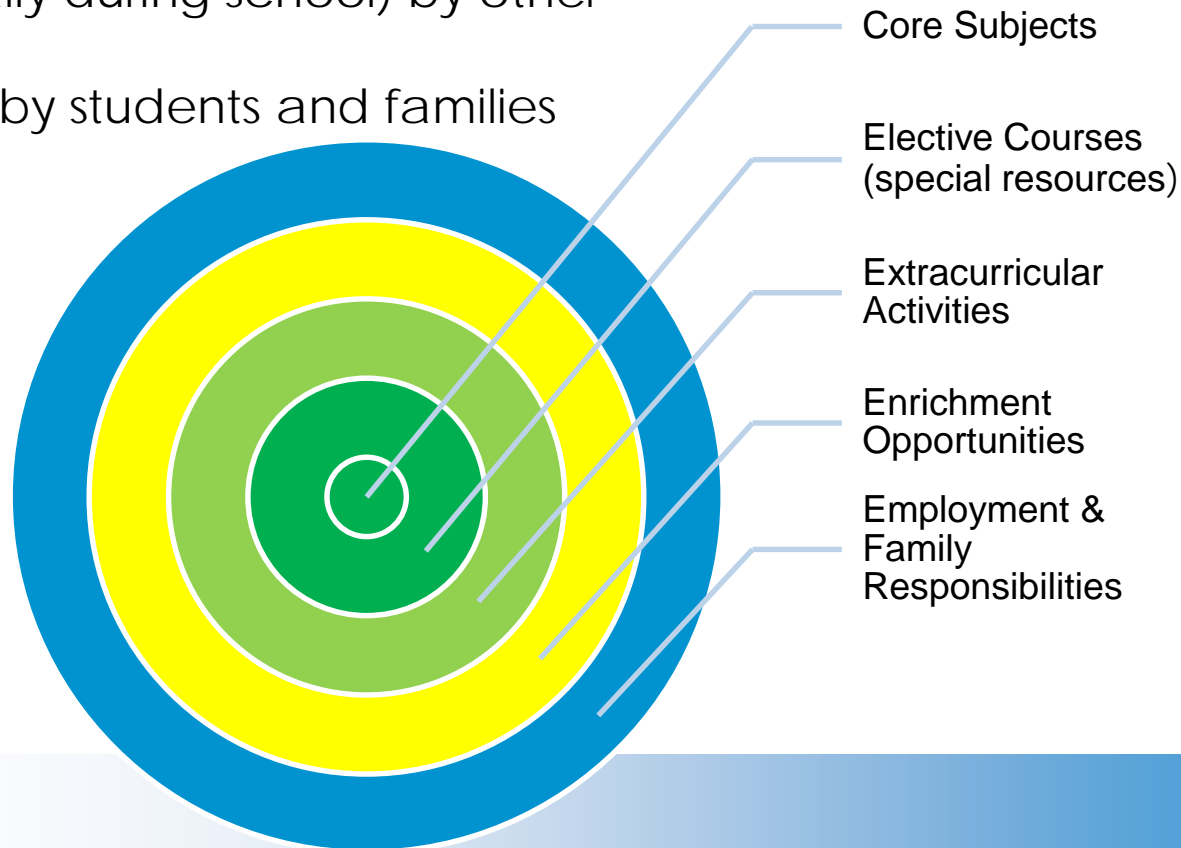
That increase students' opportunities for:

- ✓ Belonging/membership
- ✓ Empathy/personal stories
- ✓ Personalized/sharing
- ✓ Emotional exploration and experience
- ✓ Creative expression
- ✓ Mastery
- ✓ Resiliency
- ✓ Identity
- ✓ Healing



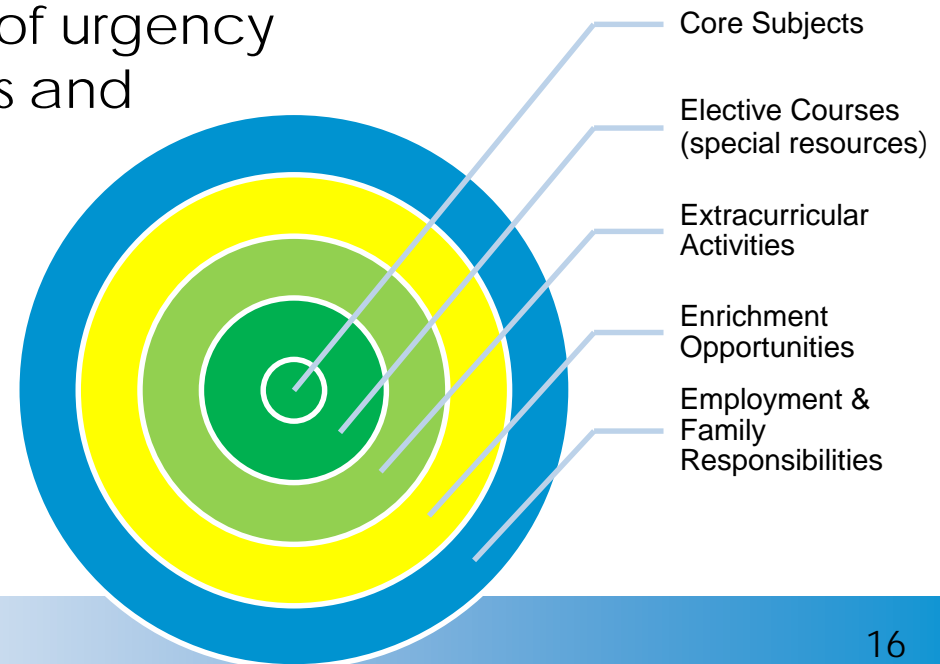
Where and when are these opportunities available to students? How do they relate to core academic courses?

-  School day/school year for credit
-  Before/after school offered by school
-  Offered after-school, weekends summers
-  (occasionally during school) by other orgs
- Organized by students and families



How does Equity Play out Across the 4Es Opportunities Ecosystem?

- Access disparities usually exist in all rings by race/equity, income and culture.
- Opportunity gaps will therefore likely be underestimated if disparities in the rings aren't tracked.
- RECOMMENDATION: Begin to collect access and usage DATA across the rings to create a more accurate sense of urgency and illustrate the gaps in access and quality.



What Assets Already Exist?

LIKELY NOT ENOUGH “SLOTS”:

- Painting a realistic picture of 4E assets will have to be done at the district and building/neighborhood levels.
- Intentional mapping of assets across the 4Es will likely uncover assets not known to schools or families.
- It is likely that these assets however, will not be sufficient to meet needs, especially in low-income communities and schools.
- It should not be assumed that the community has the capacity to create enrichment and employment opportunities sufficient to fill gaps.
- Schools will need to examine their contributions through electives and extracurricular activities.

BUT WILLING LEADERS:
Opportunities can be developed by expanding the definition of who can participate in and who can lead 4E learning opportunities:

- Teachers
- Other professionals
- Volunteers
- Students
- Family members



Operationalize Opportunities Across the 4Es

District-Level Opportunity Coordination Office of Equity & Academic Attainment

- Baseline data collection
- Development of Equity and Access Opportunity Plan based on data
- Identification of resources in/out of district
- Connections with other organizations

Building-Level opportunity coordination

- Develop and implement building level plan
- Collect, connect & use student and opportunity information
- Identify and supervise student-level advisors/coaches



How Do We Operationalize Opportunities Across the 4Es?

- **Student-level Leaders**
 - Must have the time, intentionality, and capacity
 - Must address academic as well as social and emotional development and actively map participation in 4Es
 - Should have opportunity to connect with others in school and family to support 4E planning

Reminder:

BUT WILLING LEADERS:

Opportunities can be developed by expanding the definition of who can participate in and who can lead 4E learning opportunities:

- **Teachers**
- **Other professionals**
- **Volunteers**
- **Students**
- **Family members**



What is non-negotiable?

- The School must own the 4Es by broadening their definition of learning and provide time & place for young peoples' expression of SEAD
- Broadening definitions of who can lead and participates in that learning.
- Redesign the learning environment



What Does Success Look Like?

All young people have **adequate and equitable access to high quality, varied opportunities** to develop and demonstrate their social and emotional skills through participation in non-core subject areas during the school day as well as other extracurricular and enrichment experiences outside of school.



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