



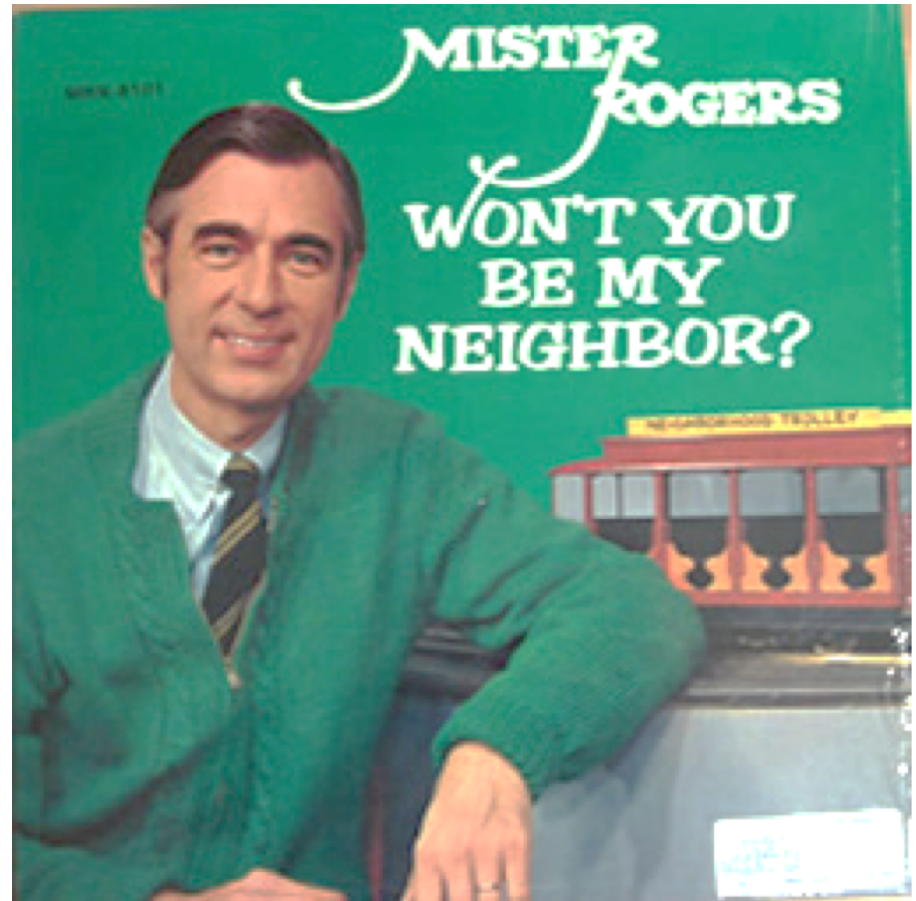
Guiding District-wide Implementation with Data and Research

Objectives

- Explore key lessons learned in the district-wide implementation of evidence-based SEL programming
- Adapt Frameworks of Tampa Bay's tools and practices to suit local contexts
- Describe the implications of SEL research for program adoption and implementation.

Introductions – Meet a Neighbor!

- Name
- Background
- Current position
- What brought you to this workshop



Frameworks of Tampa Bay



Mission: To teach youth to manage their emotions,
develop healthy relationships,
and make good decisions
for academic, career, and personal success

Five Core SEL Competencies



Collaborative for Academic, Social, and Emotional Learning

POSITIVE YOUTH DEVELOPMENT



Build healthy and strong relationships

Frameworks Service Model

Overview

Teacher Training

- SEL overview education
- Program-specific SEL training for educators
- District-wide, school-wide, and grade-level training

Coaching

- Providing ongoing coaching and support for SEL program implementation in schools and other nonprofit organizations

Direct Service

- Frameworks staff teaches curriculum in classroom
- Partners: local schools (public and private) and other nonprofits

Evaluation Support

- Assisting schools or other nonprofits in developing a plan for SEL program evaluation
- Data collection, analysis, and support

Parent and Community Education

- Building awareness and support of mission
- Training for parents, youth program coordinators, and general community on social and emotional learning

Overview of Middle School Program



- LifeSkills® Training
- 4-year initiative
- 48 middle schools
- Elective and P.E. teachers
- Four initial schools
- Teacher training
- Fidelity monitoring

Community Building Sessions



District Context

Mission: To provide an education and the supports which enable each student to excel as a successful and responsible citizen.

Vision: Preparing students for life.



Data

- Fidelity checks
- Focus groups
- Annual Blueprints report
- LifeSkills® survey
- Annual district report



Key Lessons Learned

1. First, Learn
2. Collaboration is Key
3. Engage Stakeholders
4. Cultural Sensitivity is Key
5. Be Forward-Thinking about Data
6. Celebrate Successes
7. Turnover is Inevitable
8. Adjust and Adapt
9. Avoid a Prescriptive Approach

1. First, Learn

WHO –

- Who is being served? (socioeconomic status, locations, etc.)
- Who will own what tasks?
- Who are your stakeholders, and how will you engage them?
- Who possesses strengths in the area of focus? Who might benefit from additional training and coaching?

WHAT –

- What outcomes are you trying to achieve?
- What is the programming history at these sites?
- What resources and/or technical support may be needed?

WHEN –

- When will programming be rolled out?
- When in the school day will this program take place?

WHERE –

- Where can funding be secured?

WHY –

- Why does this work matter to you?

HOW –

- How will you measure success?
- How does this program align with district/state standards?



2. Collaboration is Key

Dedicated point-person

- At least one from each org.
- Built-in avenue for feedback
- Clear, well-defined roles



It takes a village

- Each point-person has a team

Ongoing, open communication

- Weekly check-ins
- Finger on pulse
- Solution-oriented

3. Engage Stakeholders



- Programs often exist only on paper
(Ringwalt et al., 2009)
- Teachers' adherence to SEL curriculum affects student outcomes
(Low, Smolkowski, & Cook, 2016)
- Beyond fidelity - enthusiasm and integration

3. Engage Stakeholders

Teachers

- Meaningful leadership roles - SEL Champions
- Centralized virtual library of resources

Principals

- Principal's Manual
 - Introduction to SEL
 - Tips and techniques
 - Administrator's role
 - Look-fors
 - Tools for ongoing support

School District

- Quarterly newsletters
- Twitter

**SOCIAL EMOTIONAL LEARNING:
IMPORTANCE OF SCHOOL LEADERSHIP**

Competence in the use of SEL skills is promoted in the context of safe and supportive school, family, and community learning environments in which children feel valued and respected and connected to and engaged in learning.

As the school leader, some key approaches to SEL implementation and support would include:

- **Preparing** yourself and your staff for change
- **Providing support** and up to date information about SEL to all stakeholders
- **Speak publicly** about the value and the science of SEL and its connection to student achievement and to making teachers' and parents' work easier
- **Model** SEL components often (activities included in the manual)
- **Advocate** and engage other stakeholders to discuss the best ways to support SEL
- **Find a mentor** or partner with other schools that has a shared vision about the importance of SEL

Remember: SEL is as much about adult change as it is about improvements in student performance.

➤ *Why is my role as an administrator important?*

In order for social and emotional learning programs to be comprehensive and effective, there must be an environment of formal and informal developmental instruction at every level of the learning community provided by well-trained teachers, principals and building staff. The climate needs to nurture the social and emotional development of students while involving all adults who have influence in the development of each child. Leadership is necessary to provide on-going support and direction for social and emotional learning and assist in the integration of social-emotional learning into the learning community.

➤ *Research demonstrates successful implementation of social and emotional learning is dependent on principals being heavily invested and involved in the implementation.*

Teachers and principals are not alone in the learning community. All building staff members influence the overall atmosphere of the school and the educational experience of the students. Guidance Counselors, Instructional Facilitators, Reading Specialists, nurses, Learning Support and Emotional Support staff are pivotal to the success of students. These staff members can assist teachers by developing students' social and emotional learning through consistent modeling of the concepts outside the classroom. Every staff member who has contact with students must recognize and act on the important role they play in the emotional development of the children.

➤ *Ongoing Adult Learning Supports a Socially Emotionally Healthy School Culture*

Professional development not only means training – it also needs to focus on the learning advantages of collegial dialogue. School personnel are constantly looking for fresh ideas and effective methods of teaching and working with students. New ideas and shared experiences motivate staff members and builds confidence in their ability to integrate a new curricular focus. Personal connections with other staff members creates opportunities for discussion of successes, frustrations and questions. Critical insight and understanding results from effective professional development. The development of a healthy social and emotional classroom and school environment is an outcome of effective social and emotional professional development processes.

Adapted from the PATHS Elementary School Principals Guide. Greenberg, Rosen, Rosen & Morel

Administrator Manual: How to Incorporate Social Emotional Learning into Your School

Idea Sharing



4. Cultural Sensitivity is Key

Parent communication and input

- Lesson opt-out option:
 - Smoking: Myths and Realities
 - Smoking and Biofeedback
 - Alcohol: Myths and Realities
 - Marijuana: Myths and Realities

Language options

- Access to curriculum
- Access to assessments



5. Be Forward-Thinking about Data

Consistent assessments

- Plan ahead where possible
- If necessary to adapt, do so early

Ongoing program evaluation

- Fidelity checks
 - Formal
 - Informal
- Focus groups
 - Teachers
 - Principals



6. Celebrate Successes

Celebrate and celebrate often **Newsletter**

- Shout-outs to school personnel
- Useful anecdotes
- Distributed widely

Annual awards luncheon

- Honor SEL advocates
- Hear from students impacted

SEL Champions celebration

- Reflect on accomplishments
- Express gratitude



7. Turnover is Inevitable



Plan for turnover

Plan for positions, not people

- Ease of onboarding

Careful, consistent documentation

- Rationale for decisions
- Comprehensive meeting minutes
- Date stamps
- Well-organized system (print, virtual, or both)

8. Adjust and Adapt



Annual review

Weekly and monthly meetings

- Day-to-day discussions
- High-level/sustainability planning

Blueprints sustainability workshop

- Collaboration across regions

Program adaptation

- Stakeholder input

9. Avoid a Prescriptive Approach

CONTEXT
MATTERS

Adapt tips and tools

- You know your context best!

Advocacy starts at the top

- Relationship-building
- Explain the program's importance

Quick Share

**What's one SEL strategy
you're going to commit to
trying at your site/context?**



Post your takeaways!



@FrameworksofTampaBay



@Frameworks_TB

Q&A



Thank you!

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