

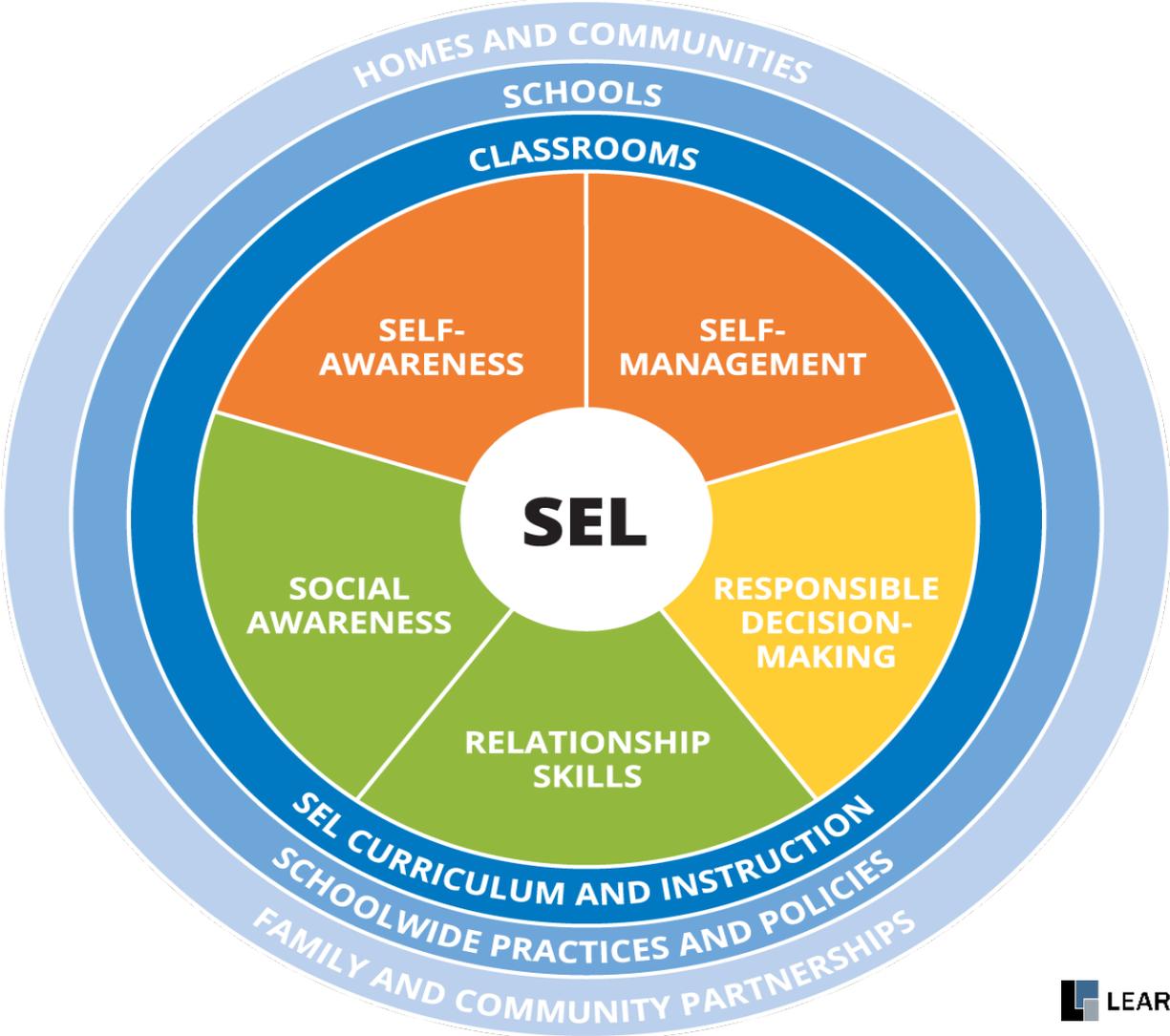
# Encouraging SEL in the Context of New Accountability



Hanna Melnick, Channa Cook-Harvey, and Linda Darling-Hammond



# What is SEL?



# Addressing SEL leads to...

- Higher achievement
- Higher graduation rates
- Safer schools
- Prevention of bullying
- Less teacher stress
- Improved college and career-ready skills

Achievement gains persist over time.





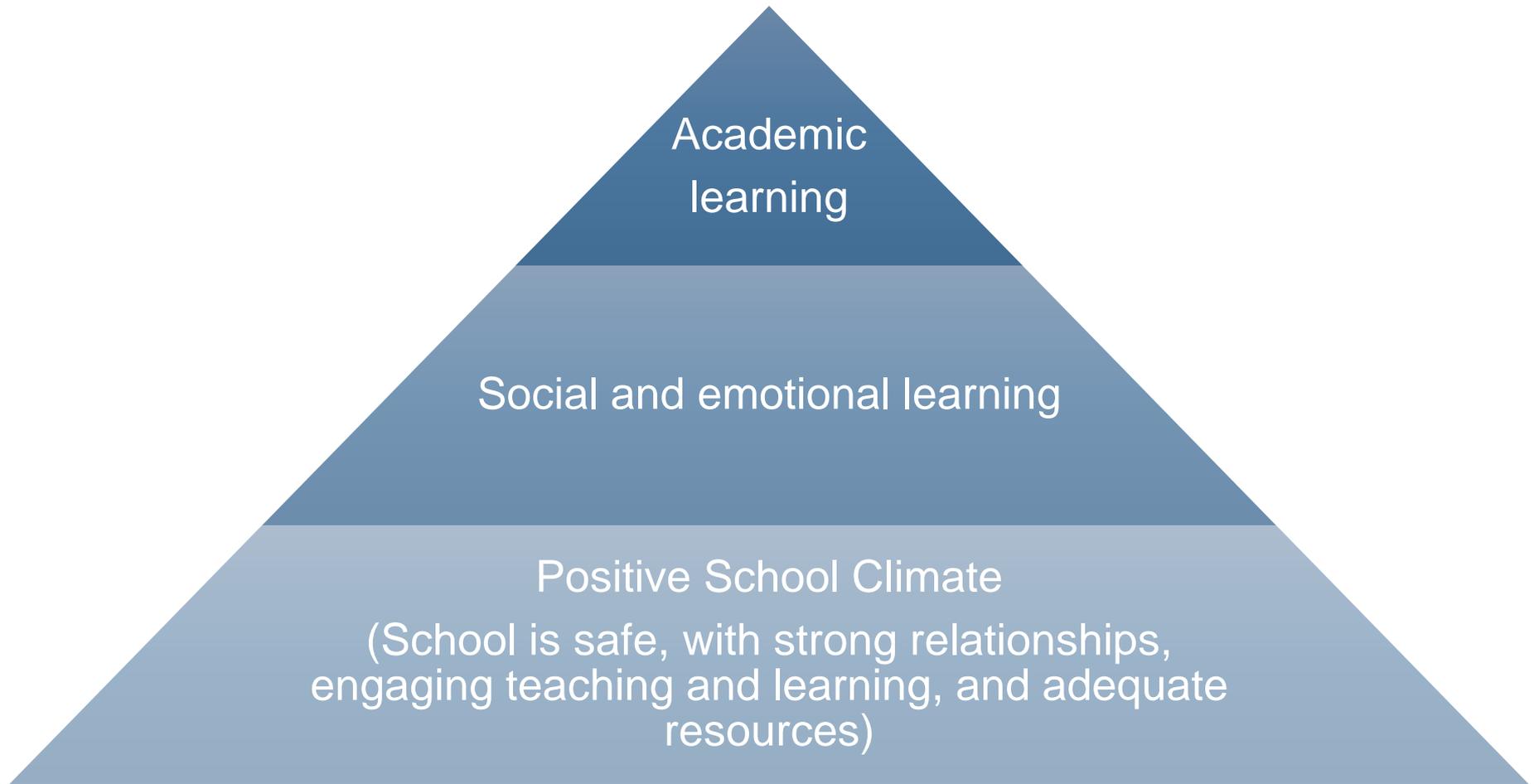
According to a 2013 survey of 704 employers .... half of those surveyed said they had trouble finding recent graduates to fill vacancies in their companies. Even though applicants had the technical prowess, **they lacked the communication, adaptability, decision-making, and problem-solving skills** needed to do the job.

– Committee for Children and CASEL, 2016

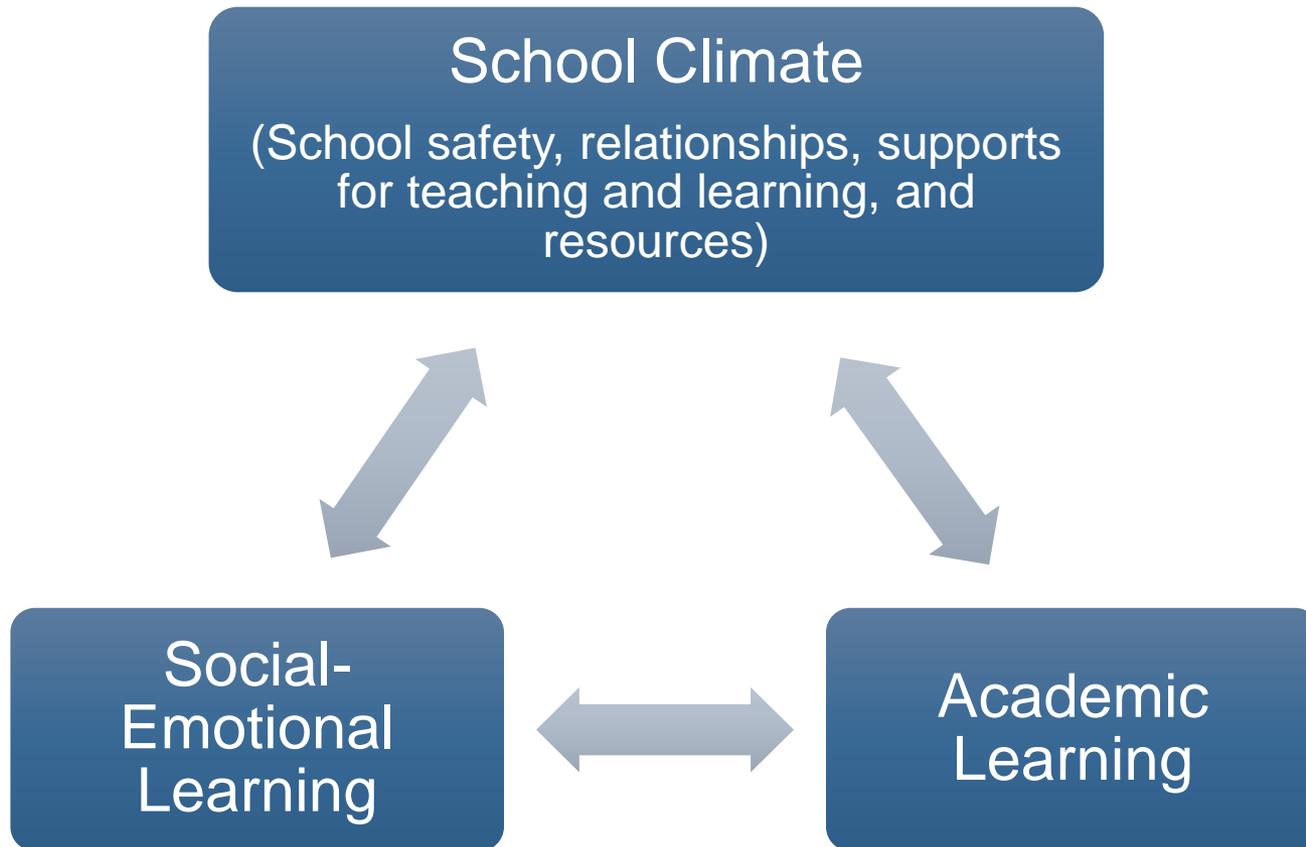
# Supporting SEL in the classroom



# School climate: the foundation for SEL



# Positive school climates lead to social, emotional, and academic learning



# Opportunities for SEL in ESSA

- **Broader definition of school success**
- **Making accountability and continuous improvement more comprehensive**
  - Title I, Part A
- **Funding SEL curriculum and programs**
  - Title I and Title IV
- **Improving professional development**
  - Title II

# Types of indicators in an an accountability and continuous improvement system

<b>Federal</b>	Indicators used for federal and state accountability, used to identify schools in need of improvement.
<b>State-reported</b>	Indicators publicly reported for schools statewide, used for state and local improvement.
<b>State-supported</b>	Tools and measures provided by the state to districts or schools for voluntary use
<b>Locally selected</b>	Measures schools and districts may develop or select and adopt for their own purposes.

# How can we measure SEL and school climate? Where do measures fit in accountability systems?

	<b>Measure</b>	<b>Federal</b>	<b>State-reported</b>	<b>State-supported or local</b>
<b>Student outcomes</b>				
<b>School climate</b>				
<b>SEL</b>				

# How can we measure SEL and school climate? Where do measures fit in accountability systems?

	<b>Measure</b>	<b>Federal</b>	<b>State-reported</b>	<b>State-supported or local</b>
<b>Student outcomes</b>	Suspension rates Chronic absenteeism rates	X	X	X
<b>School climate</b>				
<b>SEL</b>				

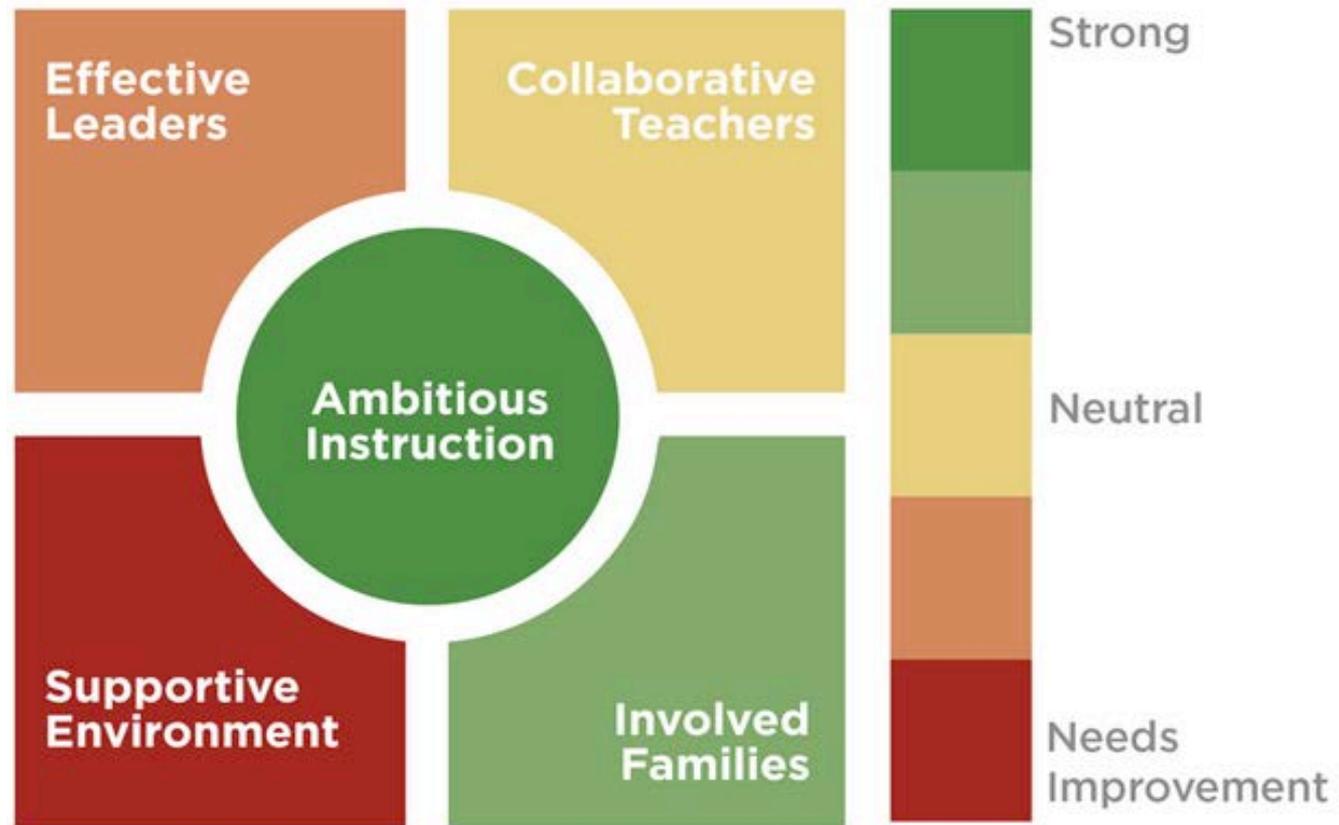


# How can we measure SEL and school climate? Where do measures fit in accountability systems?

	<b>Measure</b>	<b>Federal</b>	<b>State-reported</b>	<b>State-supported or local</b>
<b>Student outcomes</b>	Suspension rates Chronic absenteeism rates	X	X	X
<b>School climate</b>	Surveys of school climate and supports for SEL	X*	X	X
<b>SEL</b>				

12 \*Only student surveys meet ESSA's requirements.

# Using school climate surveys to improve – Illinois



Source: 5Essentials Survey, <https://illinois.5-essentials.org/2017/>

# Using school climate surveys to improve – New York City

Source: New York City Department of Education, <http://schools.nyc.gov/Accountability/>

# How can we measure SEL and school climate? Where do measures fit in accountability systems?

	<b>Measure</b>	<b>Federal</b>	<b>State-reported</b>	<b>State-supported or local</b>
<b>Student outcomes</b>	Suspension rates Chronic absenteeism rates	X	X	X
<b>School climate</b>	Surveys of school climate and supports for SEL	X*	X	X
<b>SEL</b>	Surveys, observations, or performance assessments of students' social-emotional competencies			X

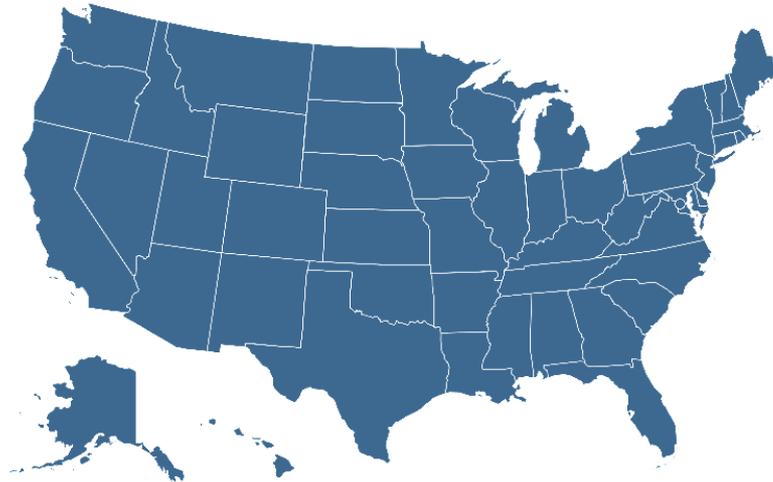
15 \*Only student surveys meet ESSA's requirements.

# SEL vs. Support for SEL – Sample Survey items

<b>Students' individual social-emotional skills</b>	<b>School supports for SEL (School Climate)</b>
I think about what might happen before making a decision.	This school encourages students to feel responsible for how they act.
I respect my classmate's opinions during a disagreement.	This school helps students solve conflicts with one another.

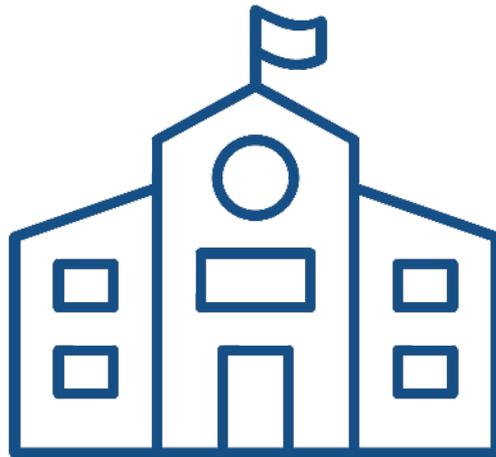
# What can states do?

1. Set standards or guidelines for SEL
2. Encourage surveys and other measures that shine a light on SEL
3. Identify and fund SEL curricula and interventions
4. Train teachers and school leaders on SEL



# What can districts do?

1. Use observation tools and assess and continuously improve SEL
2. Reform discipline policies and practices to support students' SEL
3. Build time for SEL into the school day and teachers' professional development



# Learning Policy Institute Resources



## Encouraging Social and Emotional Learning in the Context of New Accountability

Hanna Melnick, Channa M. Cook-Harvey, and Linda Darling-Hammond



APRIL 2017

## Download reports

[learningpolicyinstitute.org/reports](http://learningpolicyinstitute.org/reports)

## Sign up for updates

[bit.ly/LPIupdates](http://bit.ly/LPIupdates)

## Follow LPI on Twitter

@LPI\_Learning