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# A District-focused Strategy: Scaling Social and Emotional Learning

Grantmakers for Education Conference, Brooklyn , NY  
October 24<sup>th</sup>, 2012



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**Dr. Robert Sherman, Director,  
*Initiative for Social and Emotional Learning,  
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**Dr. Roger Weissberg,  
*President and CEO,  
Collaborative for Academic, Social, and Emotional Learning***

**Dr. Tony Smith,  
*Superintendent,  
Oakland Unified School District***



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***I learn best when . . .***



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## What is Social and Emotional Learning (SEL)?

SEL involves processes through which children and adults learn to recognize and manage emotions, demonstrate care and concern for others, develop positive relationships, make good decisions, and behave ethically, respectfully, and responsibly.



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# Illinois K-12 Student SEL Learning Goals

Self	Other	Decision-making
<p>Develop <b>self-awareness</b> and <b>self-management</b> skills to achieve school and life success.</p>	<p>Use <b>social-awareness</b> and <b>interpersonal skills</b> to establish and maintain positive relationships.</p>	<p>Demonstrate <b>decision-making</b> skills and <b>responsible behaviors</b> in personal, school, and community contexts.</p>



Learning Environment

SE Skills Development

↑22%ile  
Social and Emotional Skills

↑ 9%ile  
Positive attitudes

↑9%ile  
Prosocial Behavior

↑11%ile  
Academic Achievement

↓9%ile  
Conduct Problems

Ⓜ10%ile  
Emotional Distress



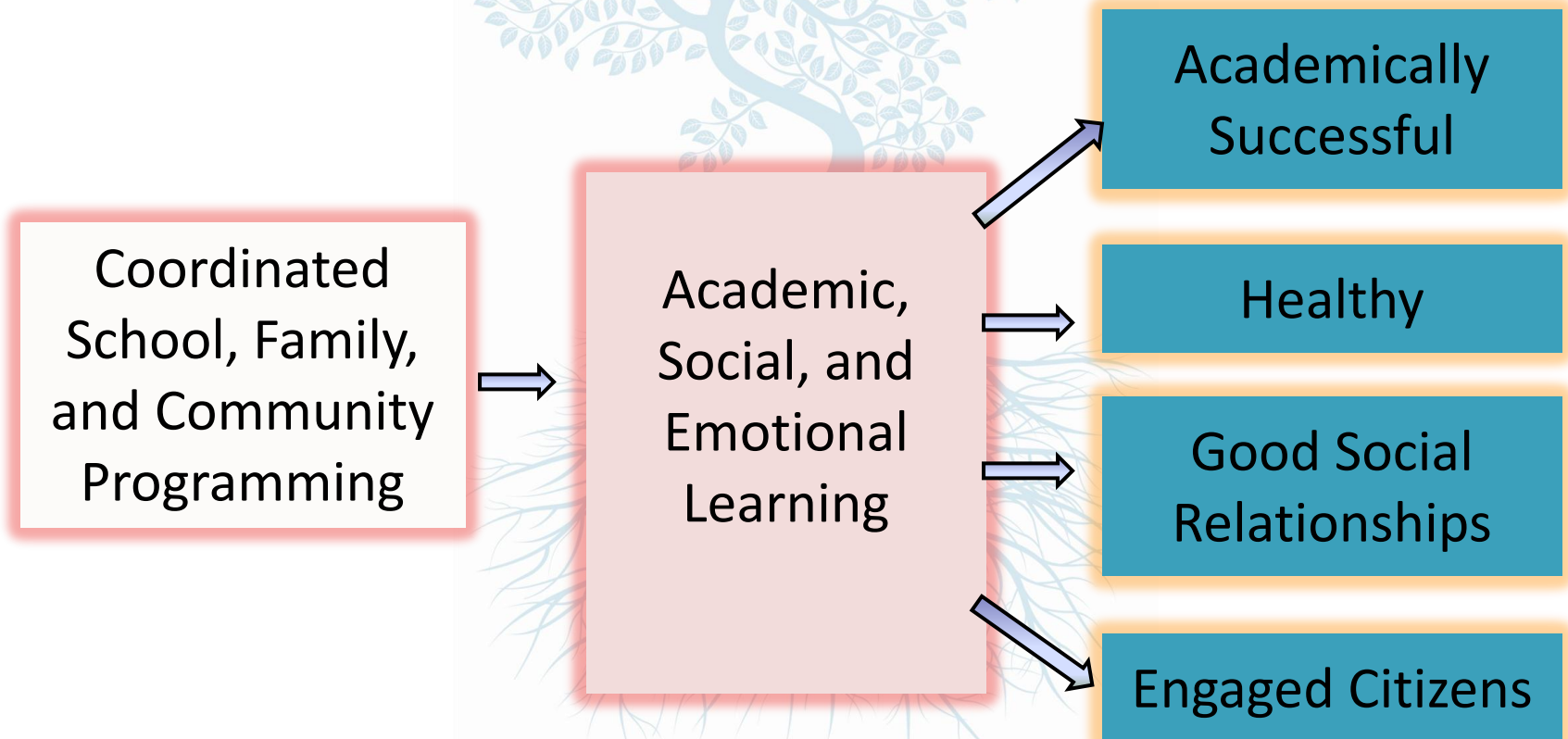
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# A+SEL Conceptual Framework





# Academic, Social, and Emotional Learning

- Academic Mindsets
- AIDS Education
- Bullying Prevention
- Character Education
- Civic Engagement
- Conditions for Learning
- Climate
- Deeper Learning
- Drug Education
- Emotional Intelligence
- Executive Function
- Family Life Education
- Grit

- Health Promotion
- Interpersonal Skills
- Intrapersonal Skills
- Mental Health Promotion
- Multicultural Education
- Project-based Learning
- Resilience
- Restorative Practices
- Service-learning
- Self-discipline
- 21<sup>st</sup> Century Skills
- Violence Prevention
- Whole Child







## SEL as a Coordinating Framework

SEL can help schools and communities move from...

- Fragmented efforts
- Piecemeal implementation
- No common language





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# SEL as a Coordinating Framework

...to a better place for kids

- Built on student strengths
- Academic *and* life success
- Coordinated efforts
- Systemic integration





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*NoVo Foundation is dedicated to catalyzing a transformation in global society, moving **from a culture of domination to one of equality and partnership**. We support the development of capacities in people—individually and collectively—to **help create a caring and balanced world**. We envision a world that operates on the principles of **mutual respect, collaboration, and civic participation**, thereby reversing the **old paradigm predicated on hierarchy, violence, and the subordination of girls and women***

**In addressing violence and promoting collaboration, we invest in *Advancing Social and Emotional Learning* to support girls and boys with skills that help them work well together for success in academics and life.**

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2007

2009

## Business and Organizational Planning Process



**Restructuring**

2010-2011

**CASEL-NoVo National Initiative:  
Collaborating Districts Initiative**

2011

**Cohort I**

2012

**Cohort II**



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## CASEL-NoVo National SEL Initiative

1. Support systemic SEL in **collaborating districts**.
2. Conduct **research** on district-wide SEL and **develop tools** to accelerate high-quality implementation **nationwide**.
3. Promote **state standards, guidelines, and policies** .
4. Promote **federal policies** that encourage SEL.
5. **Partner** with SEL program providers, colleges of education, and professional organizations to scale SEL.
6. **Strategically communicate** to foster **widespread demand** for SEL as an essential part of education.



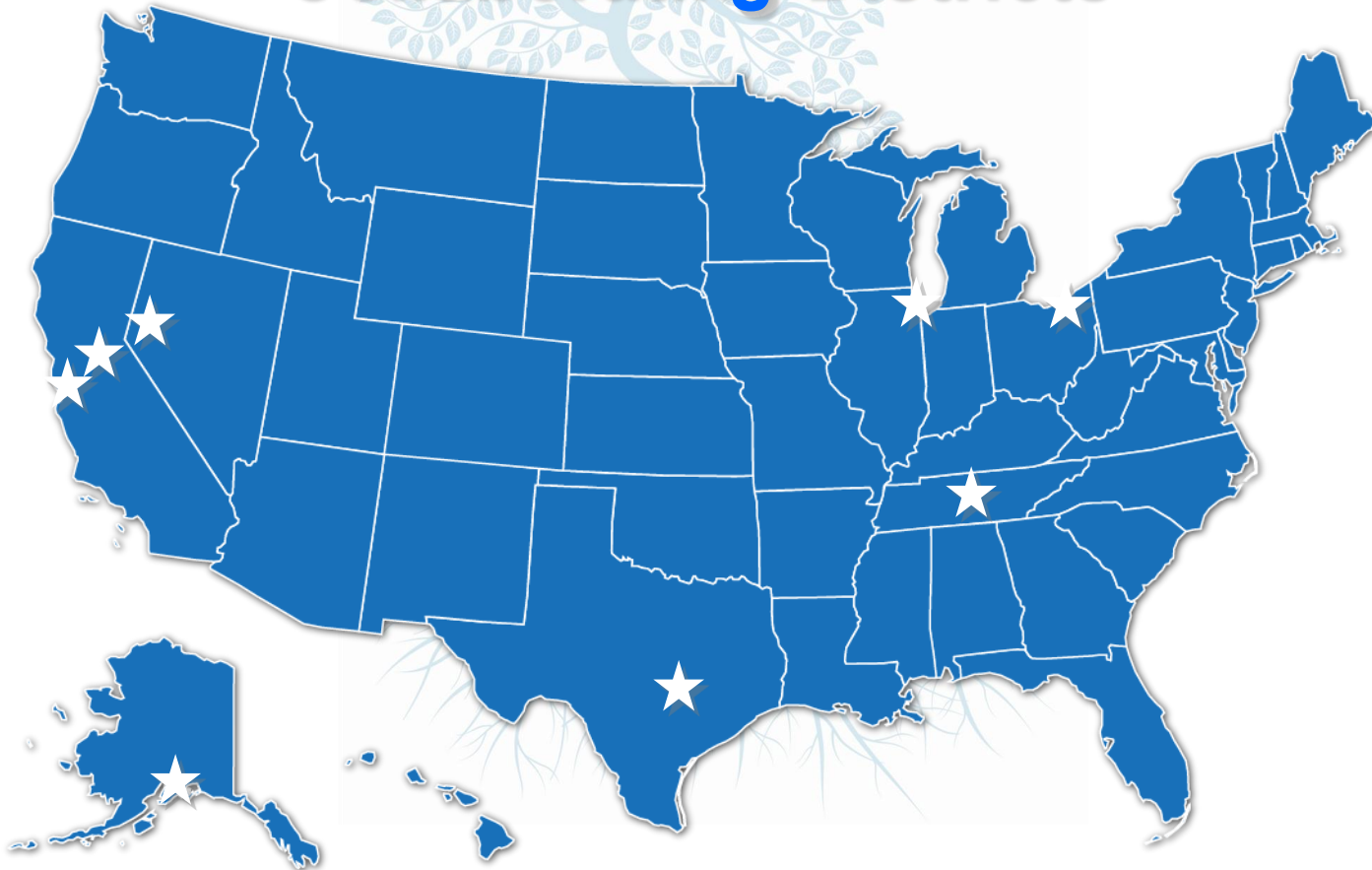
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# CASEL-NoVo National SEL Initiative Collaborating Districts





## Strategies for District-wide SEL

- Assess SEL-related needs and resources
- Develop SEL vision and long-term plans
- Communicate with stakeholders
- Align budgets and staffing
- Implement professional development
- Develop SEL learning standards and assessments
- Adopt evidence-based programs
- Integrate SEL with family and community initiatives
- Monitor implementation process and student outcomes
- Participate in learning community with other districts



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# District-wide SEL Evaluation with the American Institutes for Research

1. SEL implementation process
2. Coordinated school-wide and classroom practices
3. School climate
4. SEL competencies
5. Student behaviors
6. Academic performance





“We cannot always build the future for our youth, but we can build our youth for the future”

– Franklin D. Roosevelt



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- **Planning grants – \$125,000**
- **Implementation grants - \$750,000 over 3 years**
- **CASEL general operations funding**
  - **CASEL consultation to districts**
  - **Cross-site convenings**
- **Evaluation**



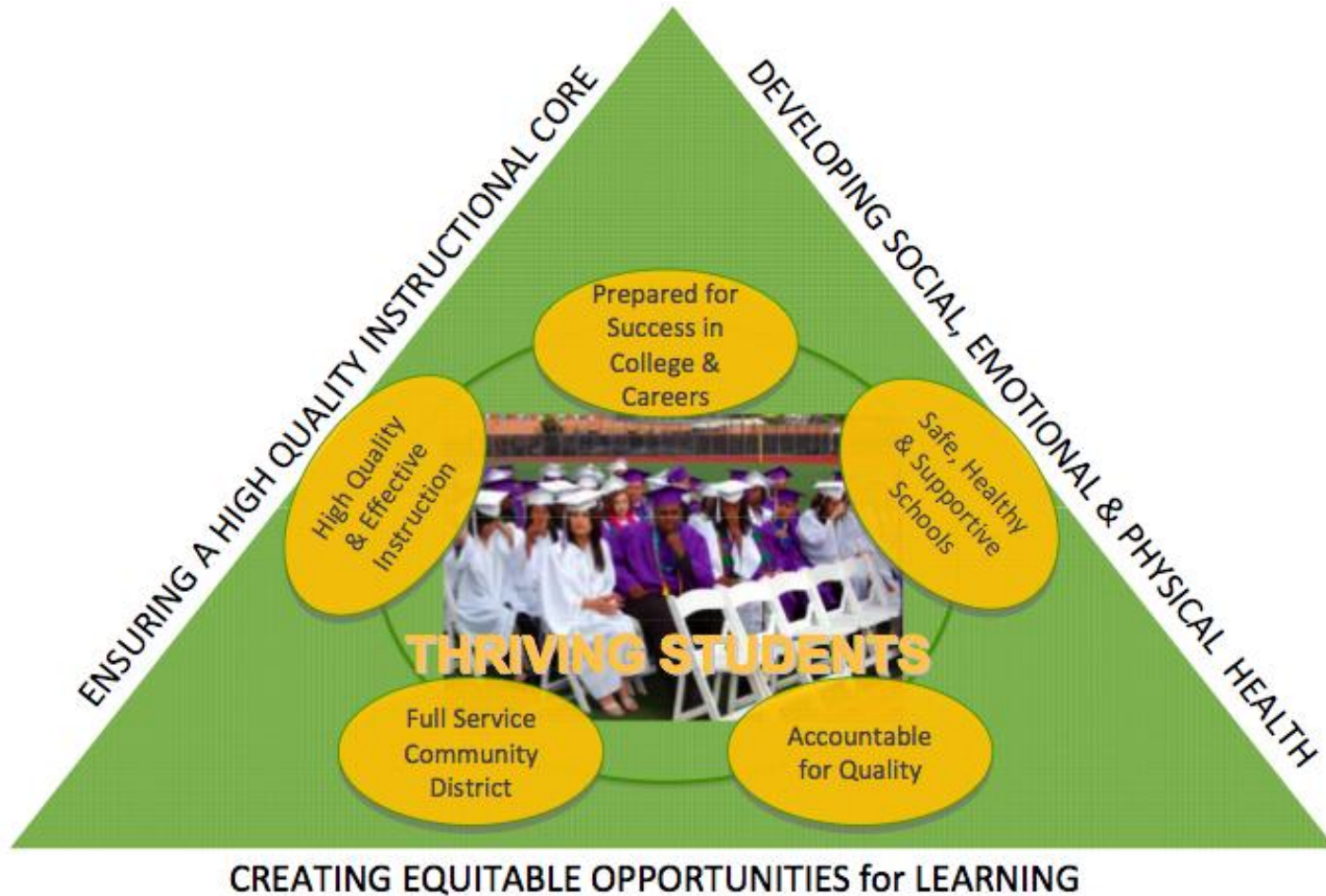
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## The OUSD Community Schools, Thriving Students Model





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# **SOCIAL AND EMOTIONAL LEARNING IN OAKLAND UNIFIED SCHOOL DISTRICT**

## **DRAFT 1.0**

### **Our Vision 2020**

We are a thriving school district where Social Emotional Learning is fully realized as an integral part of our culture.

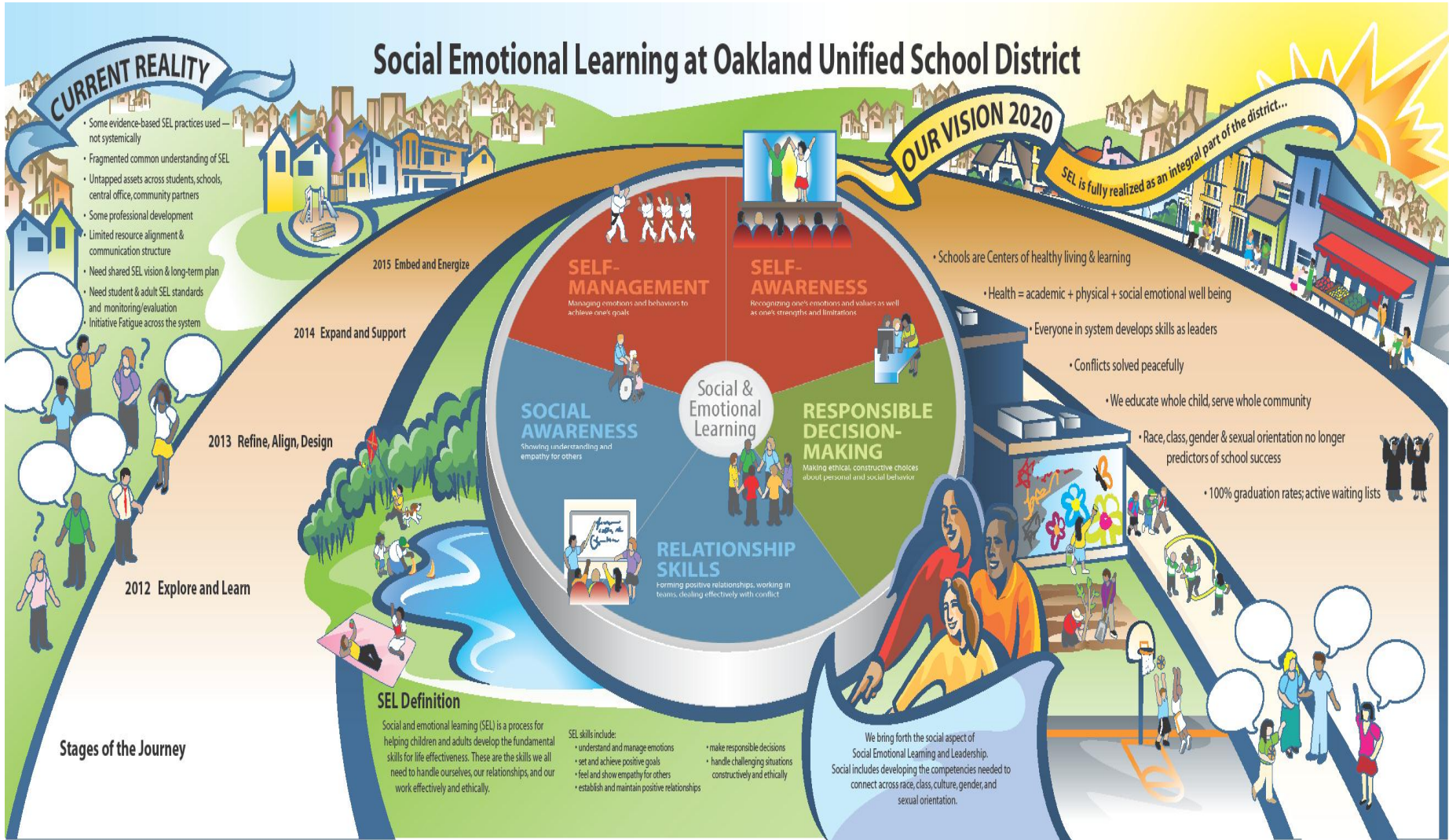
- Schools are centers of healthy living and learning.
- Race, class, gender and sexual orientation are no longer predictors of school success.
- We educate the whole child and serve the whole community.
- SEL skills are explicitly taught, modeled and practiced.
- SEL competencies are visible at every level of the organization.
- Conflicts are solved peacefully throughout our community

And as a result we see:

- Remarkable increases in academic success for all of our students.



## Social Emotional Learning at Oakland Unified School District





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***What have you heard today  
about Social and Emotional  
Learning that will impact your  
grantmaking?***