

## **ASCD's Whole Child Approach**

- Shifting from a focus on narrowly defined academic achievement to a broader vision of education and well-being that promotes the long term development and success of children.
- Emphasizes the need for collaboration and coordination across multiple stakeholders (educators, families, community members, and policymakers).
- Based on five key tenets. Every child must be healthy, safe, engaged, supported, and challenged.



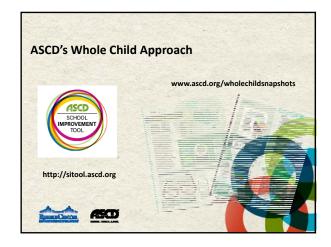


## **ASCD's Whole Child Approach**

Although the education field has long embraced the importance of supporting the whole child and social and emotional learning, systems and policies have not always kept up.







## **ASCD and Rennie Center Partnership**

- Raise awareness and advance understanding about the importance of policies and practices that support the whole child.
- · Share lessons learned for states, districts, and schools.







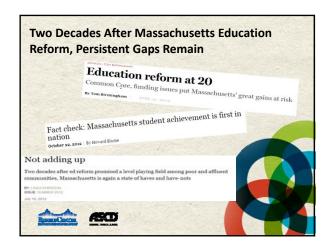
Chad d'Entremont, Ph.D., Executive Director, is responsible for shepherding the Rennie Center's mission to ensure education decision-making is based on deep knowledge of evidence-based practice. He has authored research on reform strategies ranging from early childhood education to early college designs and helped launch multiple initiatives to support local communities in the design, implementation, and evaluation of education reforms. Chad began his career as a teacher. He has a Ph.D. from Teachers College, Columbia University.

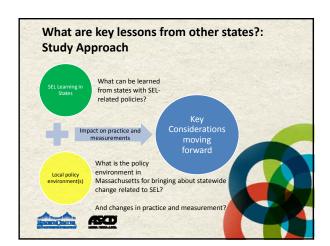
education policy issues. Jennifer holds a Masters of Public Policy from Georgetown University, and a Bachelors of Arts from the College of the Holy Cross.

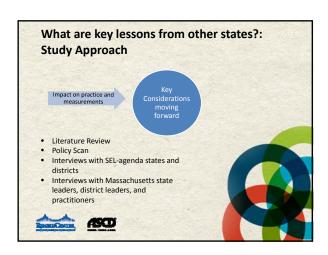












## **Improving SEL Integration** Topic 1: What is SEL? And who owns it? SEL needs its own "home", while remaining aligned with other initiatives. Topic 2: State-level standards: Important but Insufficient. SEL standards can be useful tools, but they do not guarantee practice. Topic 3: State-level supports can foster local innovation. States can work across districts, centralize resources, and secure and allocate funding. Topic 4: Assessment and accountability. Assessment is important, but links to accountability must consider data availability and expectations for learning. **Improving SEL Integration** SEL is not often an independent priority. RI developed a cross-functional Topic 1: What is SEL? And who owns it? SEL needs its own "home", while remaining aligned with other Topic 2: State-level standards: Important but Insufficient. SEL standards can be useful tools, but they do not guarantee practice. Topic 3: State-level supports can foster local innovation. States can work across districts, centralize resources, and secure and allocate funding. Topic 4: Assessment and accountability. Assessment is important, but links to accountability must consider data availability and expectations for learning. **Improving SEL Integration**

integrate SEL into

Topic 1: What is SEL? And who owns it? SEL needs its own "home", while remaining aligned with other initiatives.

Topic 2: State-level standards: Important but

SEL standards can be useful tools, but they do not quarantee practice.

Topic 3: State-level supports can foster local innovation.
States can work across districts, centralize resources, and secure and allocate funding.

Topic 4: Assessment and accountability.

Assessment is important, but links to accountability must consider data availability and expectations for learning.

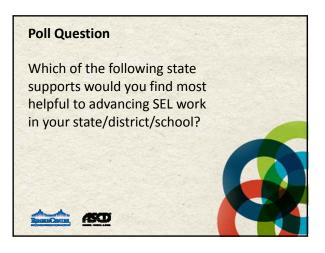
Insufficient.

ASD

4

# Improving SEL Integration Topic 1: What is SEL? And who owns it? SEL needs its own hame, while remaining aligned with other initiatives. Topic 2: State-level standards: Important but Insufficient. SEL standards can be useful tools, but they do not guarantee practice. Topic 3: State-level supports can foster local innovation. States can work across districts, centralize resources, and secure and allocate funding. Topic 4: Assessment and accountability. Assessment is important, but links to accountability must consider data availability and expectations for learning.





## **Massachusetts: SEL Progress** within an Academic Leader state



- Legislative Action
- Student supports & Learning Standards
- Community Development
- Professional Learning Standards & **Professional Development Offerings**







Eluppint for District Leaders | motional

Prioritizing SEL

- Leaders must actively prioritize SEL.
   Everyone must contribute to the SEL effort.

- What local purtners have a vested interest in students' social and emotional success? How have local early education and care programs addressed SEL?
   What constituents already support a SEL approach?

## Prioritize: SEL requires leadership at the district-level.

All learning is social and emotional. Effective reform strategies do not require choosing between academics, SEL and other priorities.

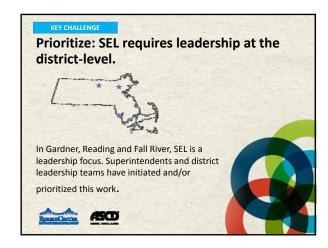
## KEY QUESTIONS FOR DISTRICT LEADERS

- What is my district's mission and vision? And elements of SEL are inherent in this vision?
- Do any of my schools already demonstrate a strong SEL vision? How did I foster the "spread" of this work?
- What local partners have a vested interest in supporting student SEL success?

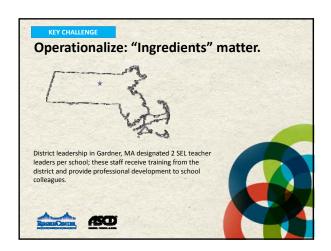




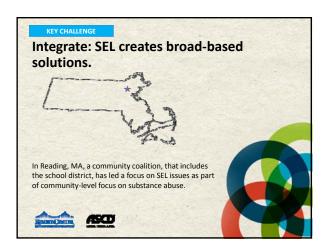


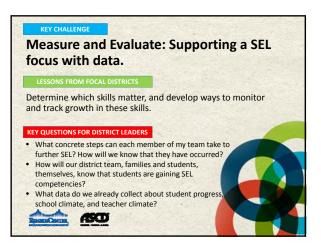


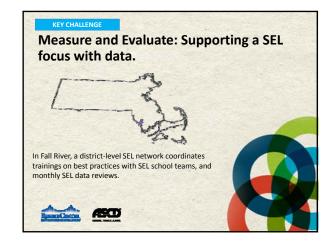




## Integrate: SEL creates broad-based solutions. LESSONS FROM FOCAL DISTRICTS Alignment with other strategies in a district increases effectiveness. KEY QUESTIONS FOR DISTRICT LEADERS What initiatives are already in place that attend to SEL-related needs? What are my district's biggest learning needs? And how could addressing SEL improvements meet these goals? How can SEL enhance our academic curriculum?







## Poll Question Of the district challenges described, which one is most relevant to your district's progress with social and emotional learning?



# Rennie Center's Condition of Education in the Commonwealth Condition of Education's 2016 Release on January 21, 2016 The Condition of Education in the Commonwealth project provides an annual, evidence-based review of student progress and proficiency throughout the education pipeline from birth into adulthood. The 2016 Condition of Education will focus on social and emotional learning in Massachusetts and produce: • Data Report • Action Guide Condition of Education IN THE COMMONWEALTH

## **ASCD's Next Steps**

Continue to support educators' and policymakers' efforts at the national, state, and local levels.

- Whole Child Snapshots www.ascd.org/wholechildsnapshots
- Multimetric Accountability <u>www.ascd.org/multimetric</u>
- Leadership Institute for Legislative Advocated January 24-25, Washington, D.C.
   www.ascd.org/lila





