

ASCD's Whole Child Approach



<http://sitool.ascd.org>

www.ascd.org/wholechildsnapshots



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.

Jennifer Poulos, Associate Director, has over a decade of experience that spans the for-profit, non-profit and government sectors, in conducting and managing research and evaluation projects to examine critical federal and state 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.





Two Decades After Massachusetts Education Reform, Persistent Gaps Remain

Education reform at 20
Common Core, funding issues put Massachusetts' great gains at risk
By Tom Hirschman June 12, 2012

Fact check: Massachusetts student achievement is first in nation
October 22, 2012 By Howard Blume

Not adding up
Two decades after ed reform promised a level playing field among poor and affluent communities, Massachusetts is again a state of haves and have-nots
By Linda Ebersole
WEEK: November 2012
JAN 12, 2013



What are key lessons from other states?: Study Approach

SEL Learning in States
What can be learned from states with SEL-related policies?

Local policy environment(s)
What is the policy environment in Massachusetts for bringing about statewide change related to SEL?
And changes in practice and measurement?

Impact on practice and measurements

Key Considerations moving forward






What are key lessons from other states?: Study Approach

Impact on practice and measurements

Key Considerations moving forward

- Literature Review
- Policy Scan
- Interviews with SEL-agenda states and districts
- Interviews with Massachusetts state leaders, district leaders, and practitioners

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.

Findings from our national scan

Improving SEL Integration

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SEL is not often an independent priority. RI developed a cross-functional agency team.




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KS has free-standing SEL standards; CT has chosen to integrate SEL into existing content standards.

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Critical supports:

- Professional development;
- Funding; and
- Effective practice.

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Topic 4: Assessment and accountability.
Some accountability is important, but more assessment may not be well-received.

Many states use "proxies" for SEL data, and student self-report data.

Poll Question



Which of the following state supports would you find most helpful to advancing SEL work in your state/district/school?

Massachusetts: SEL Progress within an Academic Leader state

Local policy context in Massachusetts

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

Blueprint for District Leaders (continued)

<p>KEY CHALLENGE</p> <p>Prioritizing SEL</p>	<p>LESSONS FROM FOCAL DISTRICTS</p> <ul style="list-style-type: none"> • Leaders must actively prioritize SEL. • Everyone must contribute to the SEL effort. • SEL must be tailored to the local context.
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QUESTIONS FOR DISTRICT LEADERS

- Who are the key constituents to engage in the SEL work? What would convince them of its importance?
- What local partners 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?
- Do any of my schools, administration, or teachers already demonstrate a positive climate or strong SEL focus? How can I help share their successes with others?

KEY CHALLENGE



Prioritize: SEL requires leadership at the district-level.

LESSONS FROM FOCAL DISTRICTS

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?






KEY CHALLENGE

Prioritize: SEL requires leadership at the district-level.



In Gardner, Reading and Fall River, SEL is a leadership focus. Superintendents and district leadership teams have initiated and/or prioritized this work.

KEY CHALLENGE


Operationalize: “Ingredients” matter.

LESSONS FROM FOCAL DISTRICTS

Funding, human capital, and sustainable capacity need to all be considered.


KEY QUESTIONS FOR DISTRICT LEADERS

- What funding sources exist in my district?
- Who on my team, or in my district, could serve as SEL leaders, coaches, trainers?
- What resources (professional development, curriculum resources) exist that can be used to enhance SEL competencies?






KEY CHALLENGE

Operationalize: “Ingredients” matter.



District leadership in Gardner, MA designated 2 SEL teacher leaders per school; these staff receive training from the district and provide professional development to school colleagues.

KEY CHALLENGE

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?






KEY CHALLENGE

Integrate: SEL creates broad-based solutions.



In Reading, MA, a community coalition, that includes the school district, has led a focus on SEL issues as part of community-level focus on substance abuse.

KEY CHALLENGE



Measure and Evaluate: Supporting a SEL focus with data.

LESSONS FROM FOCAL DISTRICTS

Determine which skills matter, and develop ways to monitor and track growth in these skills.


KEY QUESTIONS FOR DISTRICT LEADERS

- What concrete steps can each member of my team take to further SEL? How will we know that they have occurred?
- How will our district team, families and students, themselves, know that students are gaining SEL competencies?
- What data do we already collect about student progress, school climate, and teacher climate?






KEY CHALLENGE

Measure and Evaluate: Supporting a SEL focus with data.





In Fall River, a district-level SEL network coordinates trainings on best practices with SEL school teams, and monthly SEL data reviews.



Poll Question

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



"This isn't something else on the plate; this is our plate. Once you get the plate established, everything else flourishes."



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



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
www.ascd.org/multimetric
- Leadership Institute for Legislative Advocacy
January 24-25, Washington, D.C.
www.ascd.org/lila



Questions?

