



SEL & Academic Integration

Education Innovation and Research Webinar Series

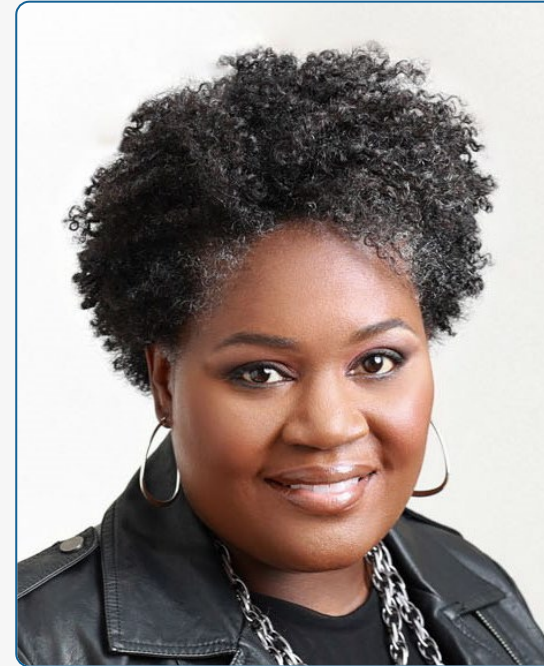
Thursday, November 21, 2024



Today's Table Setters



Patrice Williams
Deputy Director, Education
FHI 360



Sonji Jones-Manson, Ph.D.
Management and Program Analyst
Education Innovation and Research Program
U.S. Department of Education



Today's Panel



Ally Skoog-Hoffman, PhD
Senior Director of Research &
Learning
CASEL



Mark Van Ryzin
Research Associate Professor
University of Oregon



Tamara Cooper
Senior Manager, Federal Grants
New Teacher Center



Today, our panelists will discuss...

What integrating SEL into academic areas can look like

How to manage potential challenges related to integrating SEL into academic areas



Agenda

Opening Comments

Discussion of SEL Integration in Academic Areas

Presentation of EIR SEL Academic Integration Projects

Discussion





EXPLORE new ways of addressing persistent challenges that other educators can build upon.



SUSTAIN, REPLICATE AND SCALE successful evidence-based practices in new schools, districts, and States, while addressing the barriers to scale, like cost-effectiveness and implementation fidelity.



BUILD THE EVIDENCE based on effective educational practices to improve achievement for high-needs students.

USING AND BUILDING EVIDENCE

A TIERED EVIDENCE GRANT PROGRAM

	<u>Early-Phase</u>	<u>Mid-Phase</u>	<u>Expansion</u>
Level of Innovation/ Scale	Develops and tests innovative education practices	Refines innovative education practices at a regional or national scale	Scales innovative education practices nationally
Evidence	Demonstrates a Rationale (high quality research findings of an evaluation)	Moderate Evidence	Strong Evidence
Grant Amount	Up to \$6 Million	Up to \$10 Million	Up to \$15 million
Anticipated Award	13-23 awards	8-15 awards	4-8 awards

CASEL: Collaborative for Academic, Social, and Emotional Learning



Ally Skoog-Hoffman, PhD
Senior Director of Research & Learning, CASEL



10 Indicators of Schoolwide SEL

WHAT DOES SEL

**LOOK LIKE IN
A SCHOOL?**



Explicit SEL instruction



SEL integrated with academic instruction



Youth voice and engagement



Supportive school and classroom climates



Focus on adult SEL



Supportive discipline



A continuum of integrated supports



Authentic family partnerships



Aligned community partnerships



Systems for continuous improvement



The Evidence-Base of SEL



RESEARCH CONFIRMS

Social and emotional learning supports academic achievement.

Across PreK-12, SEL in schools has **consistent, positive impact** on student academic achievement.

Durlak et al., 2022

Brain science shows that social, emotional, and cognitive development are intertwined and integral to **academic learning and success**.

Immordino-Yang, 2011

Academic instruction that makes social and emotional connections results in **deeper, longer-term learning**.

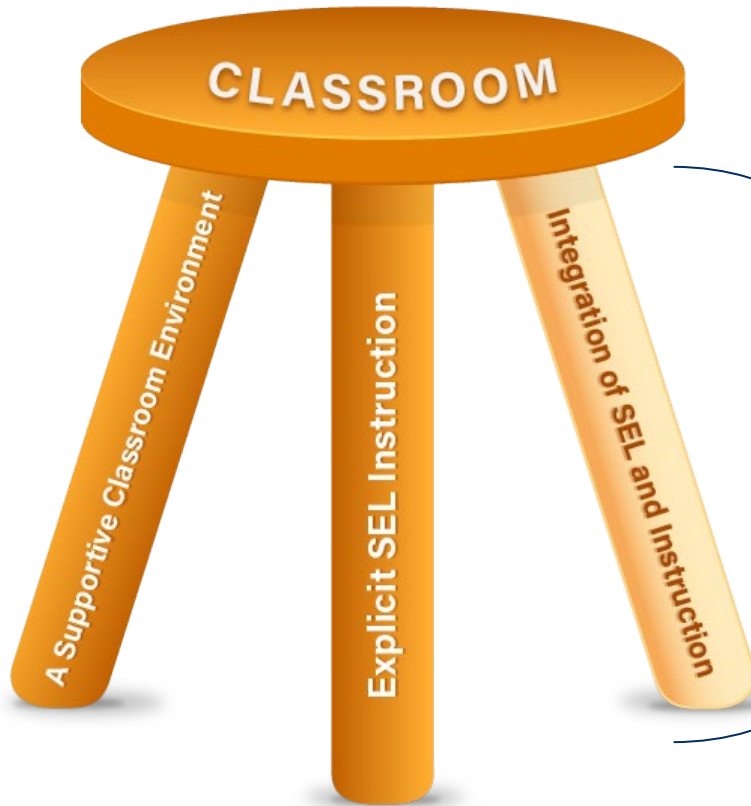
Farrington et al., 2012

Years after students participated in SEL, their academic performance was an average of **13 percentile points higher** than peers.

Taylor et al., 2017



Key Features of SEL Integrated into Academics



- Student-centered approaches
- Aligning SEL and academic objectives
- Using interactive pedagogy

SEL integrated into Academics: Essential questions to consider

- ✓ Are SEL standards/goals clearly embedded in academic learning?
- ✓ Do students regularly share their perspectives on how social and emotional competencies connect to what they're learning?
- ✓ Do teachers actively engage students in co-constructing knowledge and making meaning of content through classroom discussions and collaborative structures?
- ✓ Do teachers use intentional strategies to foster student ownership over their learning, including connecting their perspectives and experiences to instruction?



PeerLearning.net



Mark Van Ryzin
Research Associate Professor
University of Oregon



How can we integrate social-emotional skill development into everyday instruction?

Put students in small learning groups under specific conditions (cooperative or peer learning)

1. Create the incentive to collaborate
2. Ensure individual accountability
3. Explicitly develop group social skills
4. Guide group processing, reflection, and celebration

Without this structure, we run the risk of negative outcomes:

- Conflict over approach/tasks
- Loafing/free-riding
- Negative social *and* academic experiences for students



What benefits does this have?

Every group member has an important contribution to make

- Less opportunity for distraction
- Structure contingencies to activate peer norms in favor of engagement

Many conversations can be happening at once

- All students have the opportunity to contribute
- Easier for shy students to speak up in small groups

Less pressure on the teacher to be the center of attention

- Guide on the side instead of sage on the stage
- Encourages student agency and ownership

Social skills built experientially via scaffolding/reinforcement



Why isn't this approach more widespread?

1. Core principles not widely understood
2. Can be complex to design and deliver
3. Educators lack sufficient training and support

PeerLearning.net: a software platform for implementing small-group learning

- Fidelity to design principles
- Accepts existing curricula and learning materials in any subject
- Scalable, accessible, sustainable



The screenshot displays the PeerLearning.net interface. At the top, it shows "Peer Instruction" with a "Manage" button and "Student View" selected. A timer indicates 7:23 time remaining. Below this, a filter bar shows "Needs Help (1)" and "Done (9)". The main area is a grid of 10 student groups, each with a list of members and their current scores. For example, Group 1 has 1 point and includes Peter Parker, Fox Kazi, and Mary Jane. Group 8 has 2 points and includes Bruce Wayne, Shahan Kazi, and Carissa Bunnell. At the bottom left, there is a "Your Tasks" section with a checklist: "Listen to your peer instructor", "Ask questions", and "Take notes", all of which are checked. Below the tasks is an "INSTRUCTOR ORDER" section showing a sequence of students: 1. Peecho Kazi, 2. Brett Ansite. On the right side of the interface, a "Content" tab is active, displaying a slide titled "Types of Plants". The slide contains text and a flowchart. The flowchart starts with "Types of Plants" and branches into "Makes Seeds" and "Makes Spores". "Makes Seeds" further branches into "Flowering" (with a Tulip example) and "Nonflowering" (with a Conifer example). "Makes Spores" branches into "No roots, stem, or leaves" (with an Algae example) and "Has roots, stem & leaves", which further branches into "Few roots, stem & leaves" (with a Moss example) and "Has roots, stem & leaves" (with a Fern example). Below the flowchart, there is a section titled "Plants That Make Seeds" with a small image of a flower and text explaining the process of pollination.

Does this actually work?

PeerLearning.net vs. Business as Usual (1-year randomized trial)



- **Significant growth in all five CASEL SEL competencies, as well as peer support, prosocial behavior**
- **Significant reductions in stress, mental health problems**
- **Significant improvements in teacher efficacy and reductions in stress/burnout**
- **Dosage effects**



New Teacher Center (1)



Tamara Cooper
Senior Manager, Federal Grants
New Teacher Center



New Teacher Center (2)

Advancing SEL through a Whole-School Professional Learning Model

Accelerate skills, mindsets, and instructional practice of teachers, which includes creating challenging, engaging, persevering and caring classrooms

Improve SEL for systemically underserved students, including developing SEL competencies in growth mindset, self-efficacy, self-management, social awareness and classroom relationships

Improve academic learning for systemically underserved students, including performance on Math and ELA state assessments

Improve school-culture and conditions, as well as retention of effective teachers

Our Process



Advancing student SEL competencies, focus on academic learning



Developing ICs to provide comprehensive and structured job-embedded supports to teachers



Building capacity of school leaders to create a strong culture and climate promoting deep integration of SEL

Participant Perceptions of Capacity-Building

- Schools held agency to align their SEL goals, school priorities, and coaching implementation.
- Shifts in school climate were more apparent when more staff members received PLC-based coaching as opposed to 1:1 coaching, perhaps because schools implementing PLC-based coaching reached more teachers.
- The most commonly noted changes in teaching practice were
 - 1) shifting the academic struggle to students
 - 2) increasing opportunities for student talk.

From our participants

When we first started doing the learning walks, we were noticing that everything was a lot of teacher led stuff. Where we go into [classrooms] now, and it is very much a ton of small groups or a student at the board doing some of the teaching versus just the staff member lecturing. And it's a different environment. It's a student-friendly one.

-- Principal

Staff ... now are talking differently about education and about their perceptions and expectations.... We've built more capacity in our organization for people that are thinking in terms of evidence-based practices.... And in a rural district, which sometimes lags behind, they're saying, hey, let's do that a little different[ly].

-- Superintendent

Preliminary Evidence of Impacts

- Teachers whose coaches had higher ratings on **foundational coaching skills** like finding appropriate entry points had higher scores on a composite measure of **effective teaching practice** (as measured by the Tripod 7Cs student survey, $d = 0.36$, $p = .018$)
- Students of those teachers also had **better SEL outcomes**, including relationship skills ($d = 0.33$, $p = .017$), self-management ($d = 0.37$, $p = .017$), social awareness ($d = 0.47$, $p = .005$), and growth mindset ($d = 0.89$, $p = .001$)
- Teachers of **fully-trained coaches** also had better measures of **effective teaching practice** (Tripod 7Cs Challenge, Clarify, Confer)



Conversation with the Panel

Resources for Today's Session

- U.S. Department of Education EIR Program – EIR@ed.gov
- CASEL: Collaborative for Academic, Social, and Emotional Learning – <https://casel.org/>
- New Teacher Center – <https://newteachercenter.org/>
- PeerLearning.net – <https://www.peerlearning.net/>
 - Brief overview of theory/research: <https://markvanryzin.medium.com/helping-students-to-cope-with-the-mental-health-and-academic-challenges-of-covid-19-f54ba7a59d97>
 - CASEL certification: <https://pg.casel.org/peer-learning-net/>
 - Blueprints certification: <https://www.blueprintsprograms.org/programs/1527999999/cooperative-learning/>



Upcoming EIR Webinar Series Events

Webinar: The Importance of Participating in Education Research

- Thursday, January 16, 2025
- 2pm ET / 11am PT
- Invitation Coming Soon!





Thank You!