



# Systemic Integration of SEL: Deep Implementation

Education Innovation and Research Webinar Series

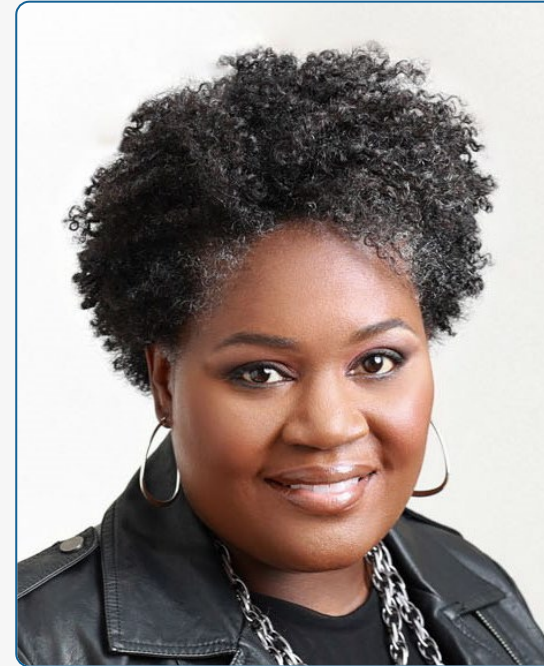
Thursday, November 7, 2024



# Today's Table Setters



**Amy Detgen**  
Associate Director  
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



**Jess Gropen, PhD**  
Project Director  
Circle Up



**Nick Yoder, PhD**  
Associate Vice President  
Harmony Academy at  
National University



# Today, our panelists will discuss...

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The value to teachers and students of systemic SEL implementation in schools and classrooms

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What deep and systemic implementation of SEL looks like in schools and classrooms



# Agenda

Opening Comments

Discussion of Systemic SEL Integration

Presentation of EIR SEL 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>
<b>Level of Innovation/ Scale</b>	Develops and tests innovative education practices	Refines innovative education practices at a regional or national scale	Scales innovative education practices nationally
<b>Evidence</b>	<b>Demonstrates a Rationale</b> (high quality research findings of an evaluation)	<b>Moderate Evidence</b>	<b>Strong Evidence</b>
<b>Grant Amount</b>	Up to \$6 Million	Up to \$10 Million	Up to \$15 million
<b>Anticipated Award</b>	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

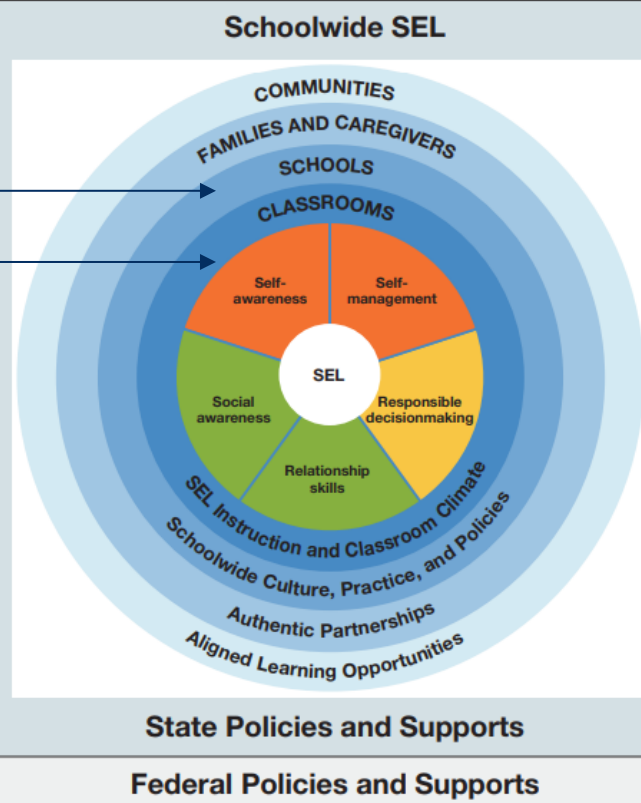




# What is Systemic SEL?

## Macro-level

A Framework for Conceptualizing Systemic SEL in Educational Settings



SOURCE: Image adapted from Weissberg et al., 2016, p. 7.

Systemic SEL is an approach to create equitable learning conditions that actively involve all Pre-K-12 students in learning and practicing social, emotional, and academic competencies that are important for success

These conditions require aligned policies, resources, and actions at state and district levels that encourage local schools and communities to enhance the personal and professional capacities of adults to:

1. implement and continuously improve evidence-based programs and practices
2. create an inclusive culture that fosters caring relationships and youth voice, agency, and character
3. and support coordinated school-family-community partnerships to enhance student development

(Mahoney et al., 2020)



# Schoolwide SEL: Meso-level

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



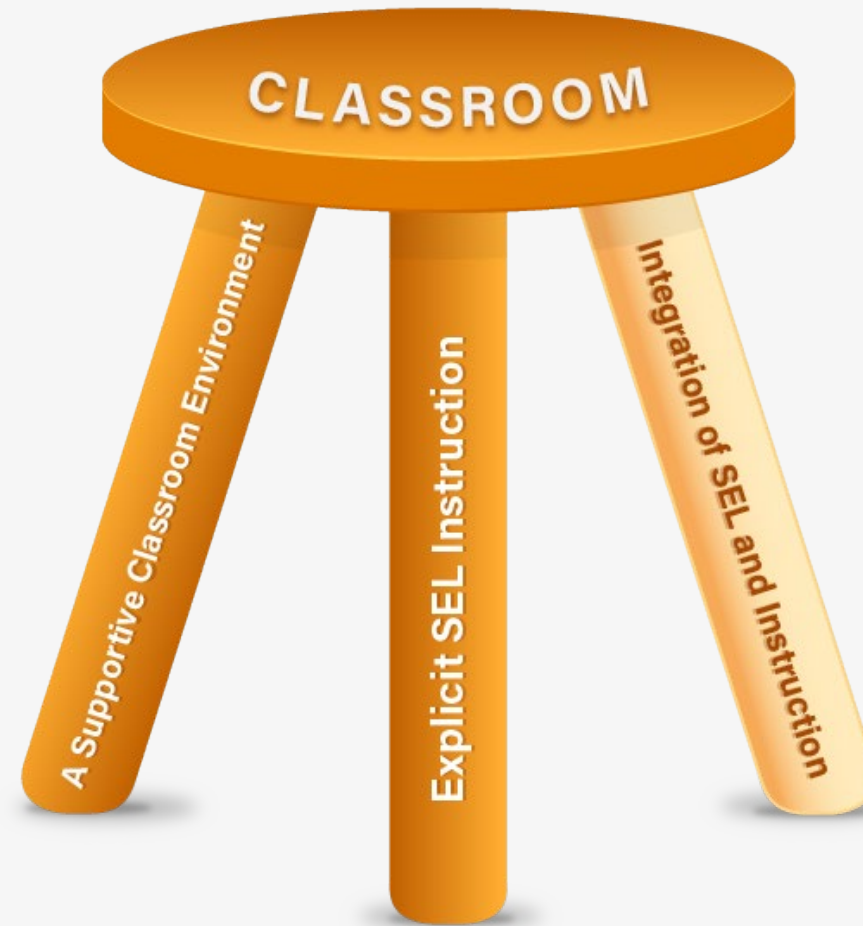
Aligned community partnerships



Systems for continuous improvement



# Classroom-wide SEL: Micro-level



# Circle Up



**Jess Gropen, PhD**  
Project Director



# Buy-In

- Strong, pre-existing relationship with education partner
- Participation from staff at every level
  - District leadership
  - School Leadership
  - Instructional Coaches
  - Teachers



# Co-Design

- Designing with instead of for learners
- Leverages “collective creativity” to brainstorm new ideas and innovations
- Gives participants voice and agency, and builds ownership in the outcome



# Adaptation

- “The widespread use of an innovation that is modified according to the needs of local users”  
(Morel et al, 2019)
- “Ignore fidelity and what will you take to scale? Ignore adaptation and your design will crack. This is more than a challenge. It is a dilemma. It can only be managed, never resolved”  
(McDonald et al, 2009)



# Integration

- Circle Up tools and strategies embedded in daily lessons
- Circle Up Time every week
- Instructional Coaches support integration via monthly PLCs
- Comprehensive approach includes tier-2 and tier-3 supports





# Harmony



**Nick Yoder, PhD**  
Associate Vice President  
Harmony Academy at National University



# Harmony SEL-Academic Integration Goals

- Create space for you to grapple with the complex ideas that reimagine the student experience.



Harmony Everyday Practices

Relationship building activities



Harmony Explicit Skill Instruction

Core social and emotional skills



Instructional Pedagogy

Environments

Rigorous Instruction



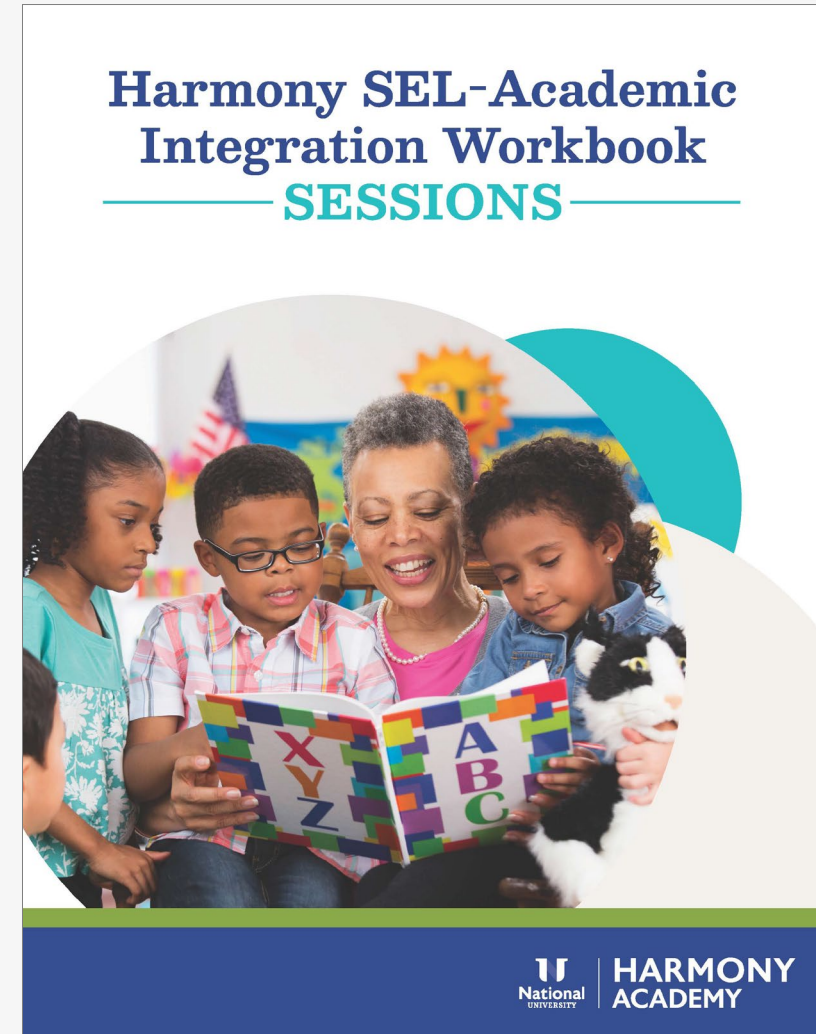
Academic Skills

Science of Reading

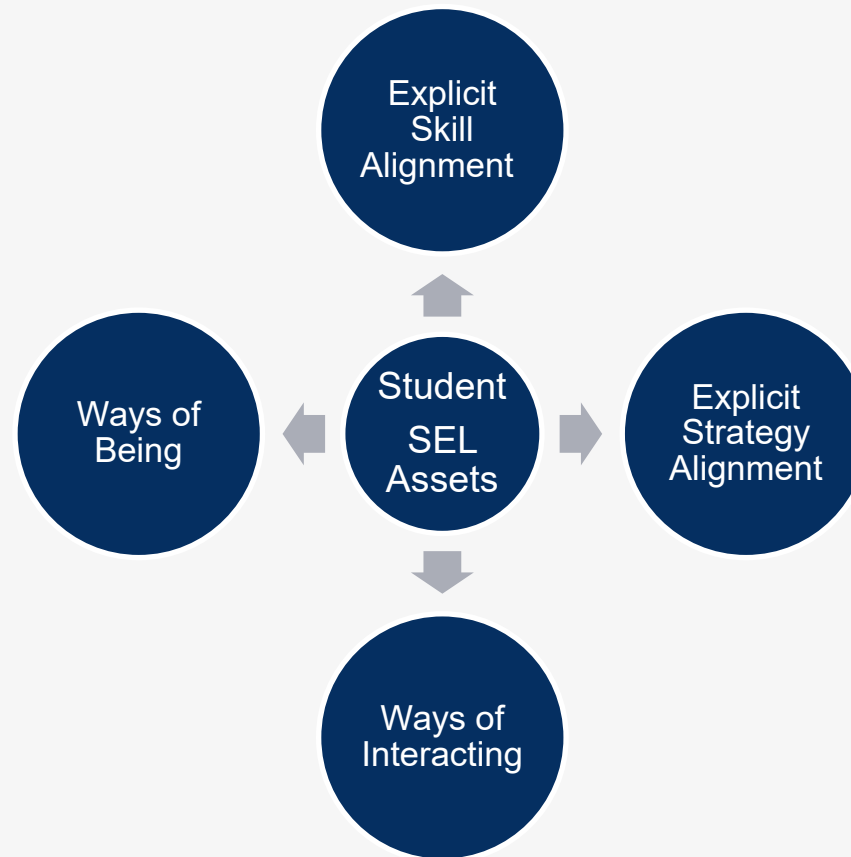


# Harmony SEL-Academic Integration Structure

- Professional Learning
- Coaching & Modeling
- School Leads
- Micro-learning
- Online Community of Practice
- Tools & Resources
  - Harmony Curriculum
  - Integration Workbook & Toolkit



# SEL-Academic Integration Taxonomy



Yoder, N., Ward, A., Wolforth, S. (2022). Instructional practices that integrate equity-centered social, emotional, and academic learning [updated brief]. Washington, DC. American Institutes for Research.



# Affirming Learning Environment Practices

## Warmth & Support

- Educators ensure students feel cared for, provide feedback in culturally responsive ways, and take steps to form relationships.

## Responsibility & Choice

- Educators provide students opportunities to take responsibility in the classroom and for their learning and offer choices that are meaningful to students.

## Youth-Centered Problem-Solving

- Educators share power with their students in the classroom, offering opportunities for students to solve the interpersonal and classroom issues that may arise.

## Power of Language

- Educators approach communication with their students in ways that are meaningful and encourage student engagement.



# Learning Design & Instruction Practices

## Cooperative Learning

- Students work together in diverse groups to achieve a collective goal.

## Group Discussions

- When planned with meaning and purpose, provide students with opportunities to communicate their ideas and learn from one another.

## Self-Assessment and Self-Reflection

- Students critically examine their assets, areas of growth, and understanding of how location, resources, and strategies influence progress toward learning goals.

## Balanced Instruction

- Skillfully and intentionally hold space for emotional, social, and cognitive support while simultaneously building content knowledge

## Expectations and Rigor

- The beliefs about students in relation to content and the meaningful and challenging presentation of course work.

## SEL Competency Building

- The intentional nurturing of students' social and emotional skills so students experience SEL connections in all components of the lesson.





# Conversation with the Panel

# Resources for Today's Session

- U.S. Department of Education EIR Program – [EIR@ed.gov](mailto:EIR@ed.gov)
- CASEL: Collaborative for Academic, Social, and Emotional Learning – <https://casel.org/>
- Circle Up: <https://www.cast.org/our-work/projects/circle-up-integrating-academic-social-emotional-learning-sel-udl>
- Harmony: <https://harmony-academy.org/>





# Upcoming EIR Webinar Series Events

## Systemic Integration of SEL: Academic Areas

- Thursday, November 21, 2024
- 2pm ET / 11am PT





**Thank You!**