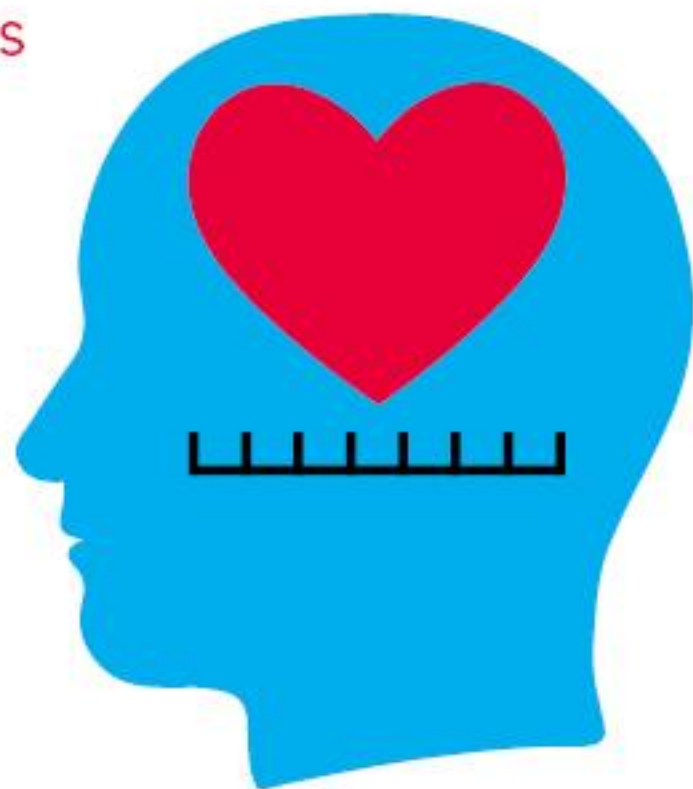


# Improving SEL With Measurement

Perspectives From District Leaders

Content provided by



# Improving SEL with Measurement

## *Perspectives from District Leaders*



# Brian Rainville

*Director of Educator Engagement*

*[www.panoramaed.com](http://www.panoramaed.com)*

Join the discussion

 #SELwebinar

# What we'll discuss

- What is Social-Emotional Learning (SEL) and why is it important?
- How are districts using measurement of SEL to better support students and teachers?
- What's next for SEL in your district?
- Questions & Answers





# Michael Hanson

*Superintendent*





# Greg Wolcott

*Assistant Superintendent*



**WOODRIDGE SCHOOL DISTRICT 68**



# Tricia Baumer

*Director, Operations Planning and Implementation  
Office of Transformation and Innovation*



The background of the slide is a dark, moody photograph of a graduation ceremony. Silhouettes of graduates in gowns and caps are visible against a bright, hazy sky at sunrise or sunset. Many graduates have their arms raised, and several caps are seen flying through the air in a parabolic arc above the crowd.

# What is Social-Emotional Learning and why is it important?

# Social-Emotional Learning

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



Collaborative for Academic, Social, and Emotional Learning



# WOODRIDGE SCHOOL DISTRICT 68



**Greg Wolcott**

*Assistant Superintendent*



## Starting from near zero

- Social-emotional learning was a concept to us in name-only
- Focused on academics, we were missing important things happening in classrooms
- SEL sat with social workers and counselors, but it should be *all adults*
- A lightbulb moment with “Significant 72”



Thomas Jefferson Junior High School

Woodridge, Illinois



## Taking it a step further

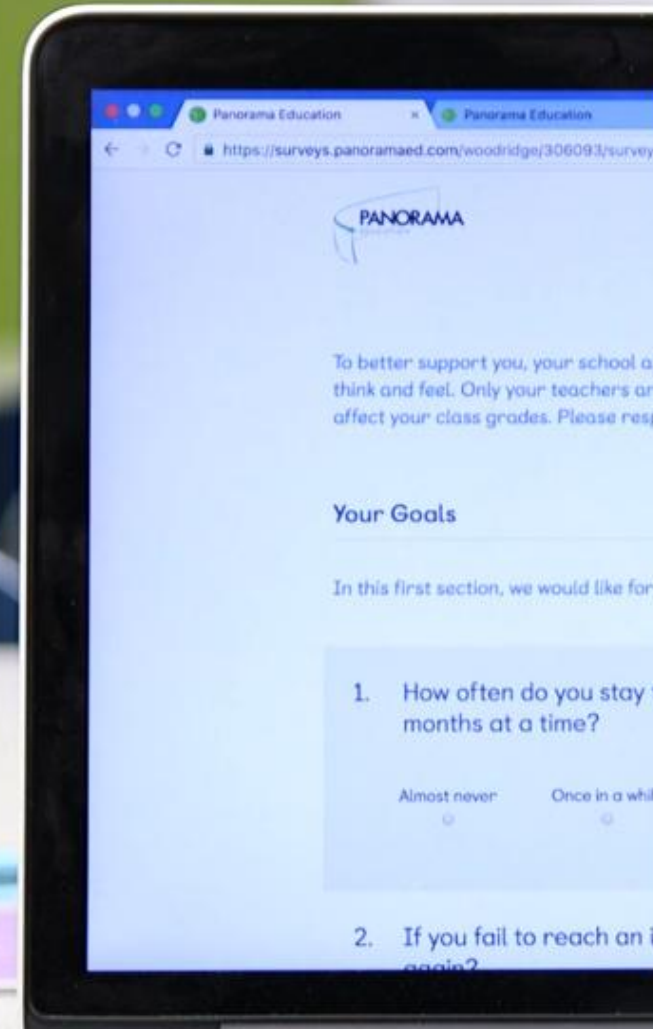
- Our positive deviance “outlier” study highlights value of relationships
- Used free, classroom-level tools like the ‘Get to Know You’ Survey with teachers
- Teachers saw the value and became more comfortable with SEL tools
- Tried to use measurement to improve, but needed improved measures





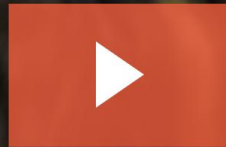
## Student self-reports on SEL

- Previous assessments highlighted externalizing students, not internalizing ones
- Panorama offered more complete picture for all students
- Gradually grew from a handful of teachers, to a pilot school, to district-wide measurements
- Our approaches look a little different in each school—and our data supports this practice



# Woodridge School District 68

How teachers and school leaders improve social-emotional learning with measurement



*Watch the video*

Thomas Jefferson Junior High School  
📍 Woodridge, IL

## Video: Measuring SEL in Woodridge 68

<https://panoramaed.wistia.com/medias/iqecf2w0s3>



**Michael Hanson**  
*Superintendent*

## Where did we begin?

- Started with the California Healthy Kids Survey
- Academics are the singular focus on school accountability
- NCLB Waiver to establish the CORE Districts
- Moved to a holistic accountability system, includes social-emotional learning
- “A flashlight, not a hammer”



## Defining the right measures

- Research connects domains of social-emotional learning to academic outcomes
- Identified an initial set of four CORE social-emotional learning constructs
- Remaining open to advancing measurement

## CORE'S SEL COMPETENCIES

Growth Mindset

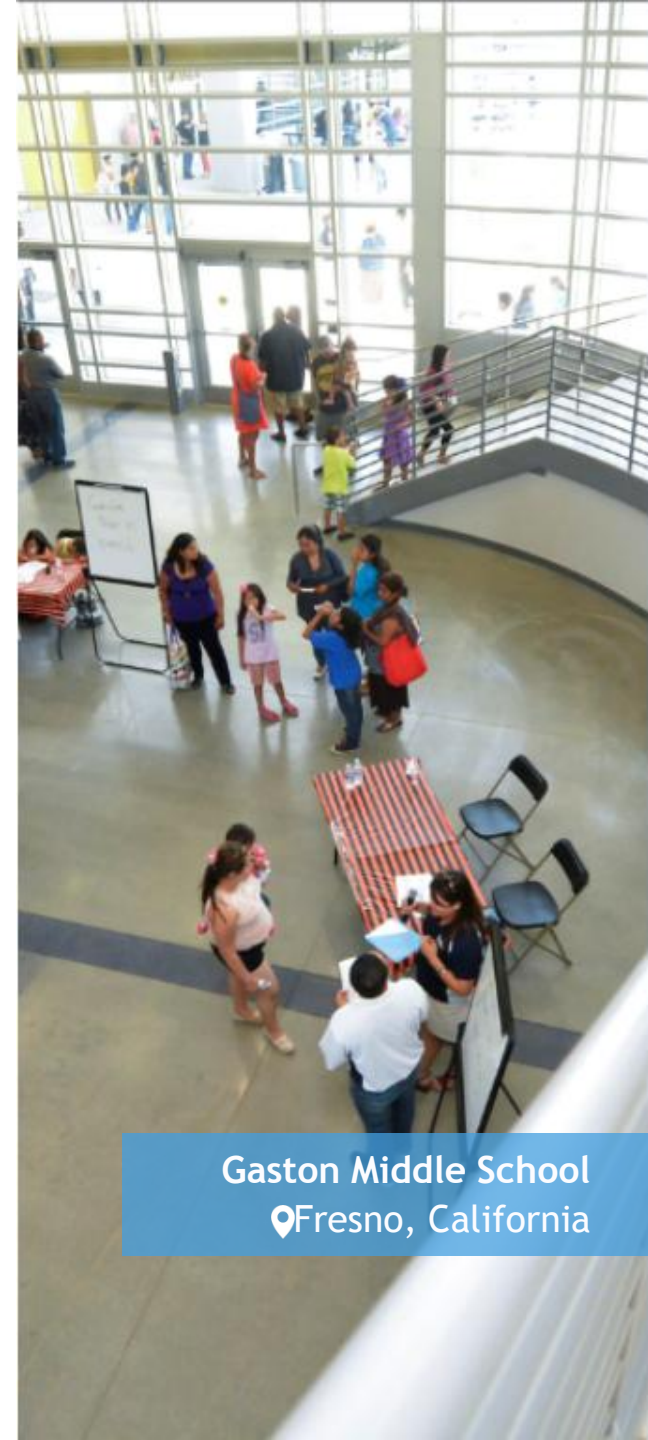
Self-Efficacy

Self-Management

Social Awareness

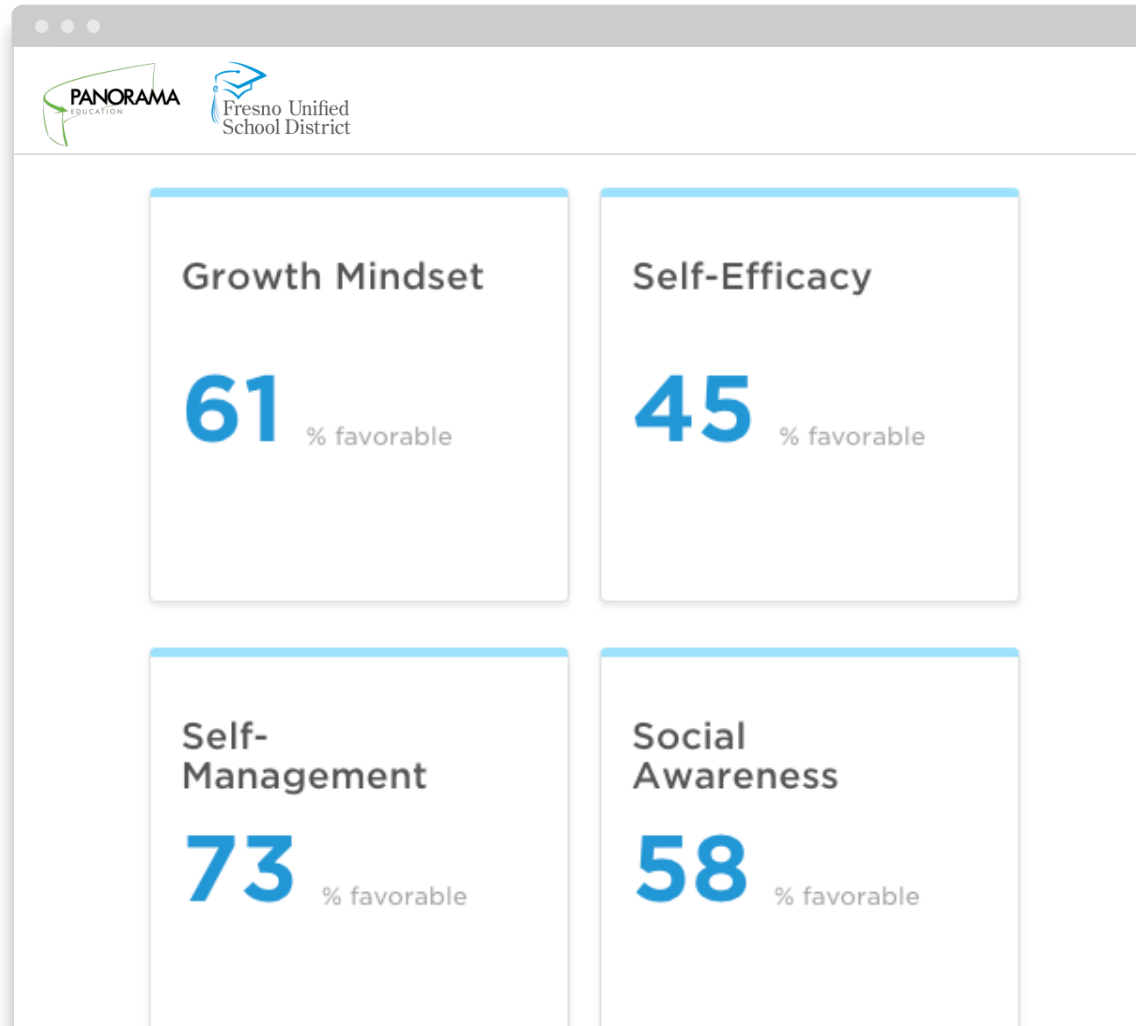
## Driving impact across our schools

- Capitalize on existing structures and teams
- Regional meetings of Climate-Culture Teams (2x/year)
- SEL Cohort Accountable Community
- Coaching by teachers on special assignment (TSAs) to individual schools
- Field-based support model
- Use SEL data to target instruction and student supports

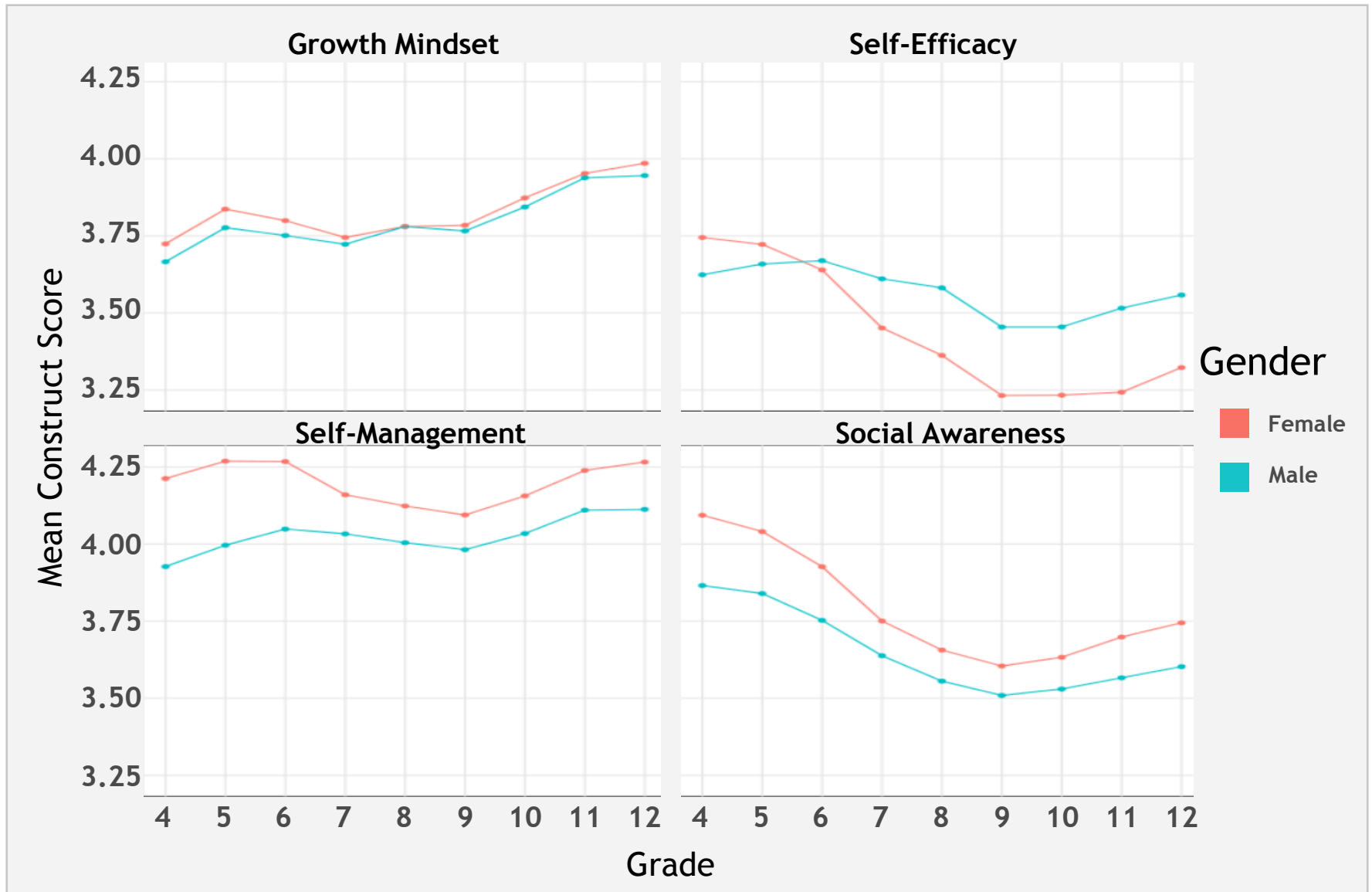


Gaston Middle School  
Fresno, California

# What did Fresno secondary students call out as the weakest SEL area?



# How do CORE-wide scores vary by Grade and Gender?



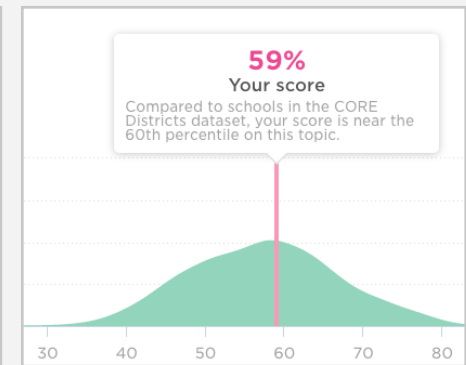
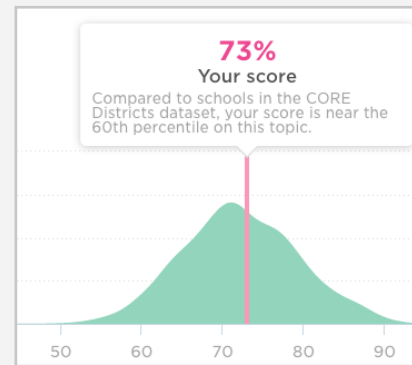
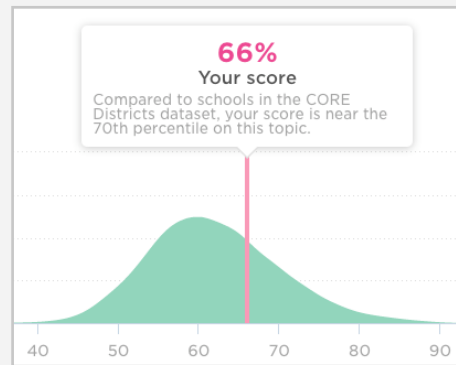
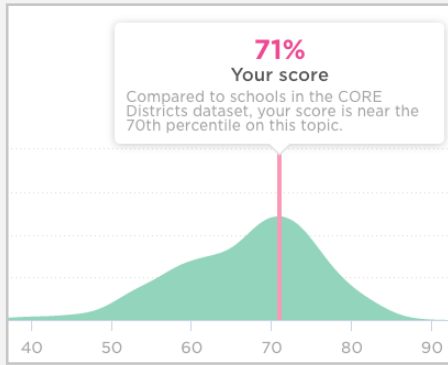
# How does Fresno compare to CORE benchmarks?

## Social Awareness

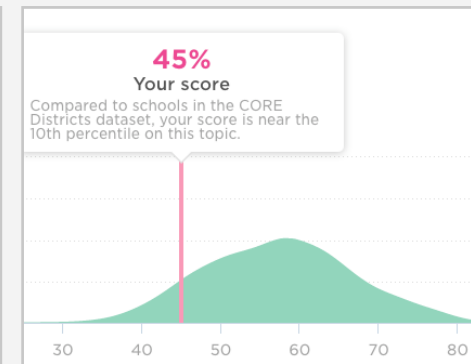
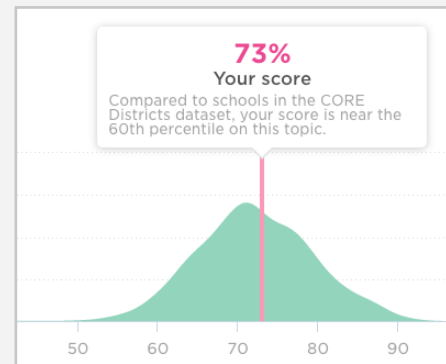
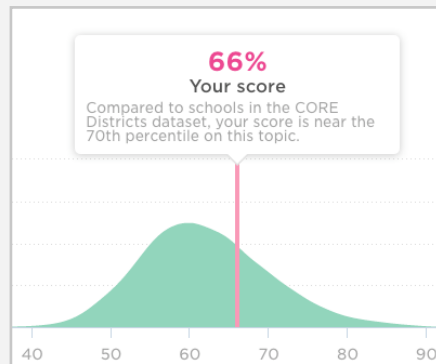
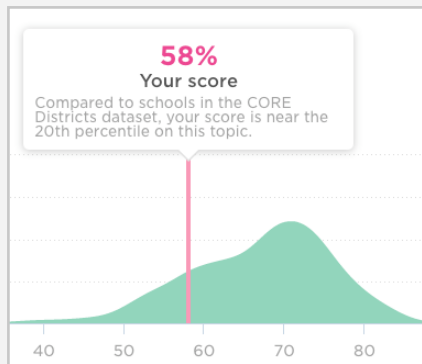
## Growth Mindset

## Self-Management

## Self-Efficacy



## Elementary (Grades 4-6)



## Secondary (Grades 7-12)



## Tricia Baumer

*Director, Operations Planning and Implementation  
Office of Transformation and Innovation*

## Office of Transformation and Innovation (OTI)

- Runs a competitive Choice School proposal process that enables campus leadership and teacher teams to create their dream school (Transformation School) or bring a successful program school-wide (Innovation School)
- Serves as a laboratory for the entire district
- Supports 15 Choice Schools using or developing innovative school models



## Defining our process

- Choice Schools have autonomy to establish their own practices and structures for social-emotional learning
- **Year 1 & 2** - successful Choice School applications included strong social-emotional learning components
- **Year 3** - SEL plan required as part of the application



Bryan Adams High School  
📍 Dallas, Texas

## Current practices

- OTI facilitates a Cross-Functional Support Team that provides Choice Schools central office support for plan implementation and holds them accountable for milestones
- Social-emotional data
  - used to improve support *and* accountability
  - is not make or break
  - encourages collaborative practice within Choice Schools



A photograph of a paved road with a yellow center line, flanked by trees with autumn foliage in shades of yellow, orange, and green. The sky is a clear, deep blue. The overall scene is peaceful and scenic.

# What's next for Social- Emotional Learning in your district?

# Case Study: SEL in Woodridge 68



Woodridge School District 68

How teachers and school leaders improve social-emotional learning with measurement

Watch the video

Thomas Jefferson Junior High School  
Woodridge, IL

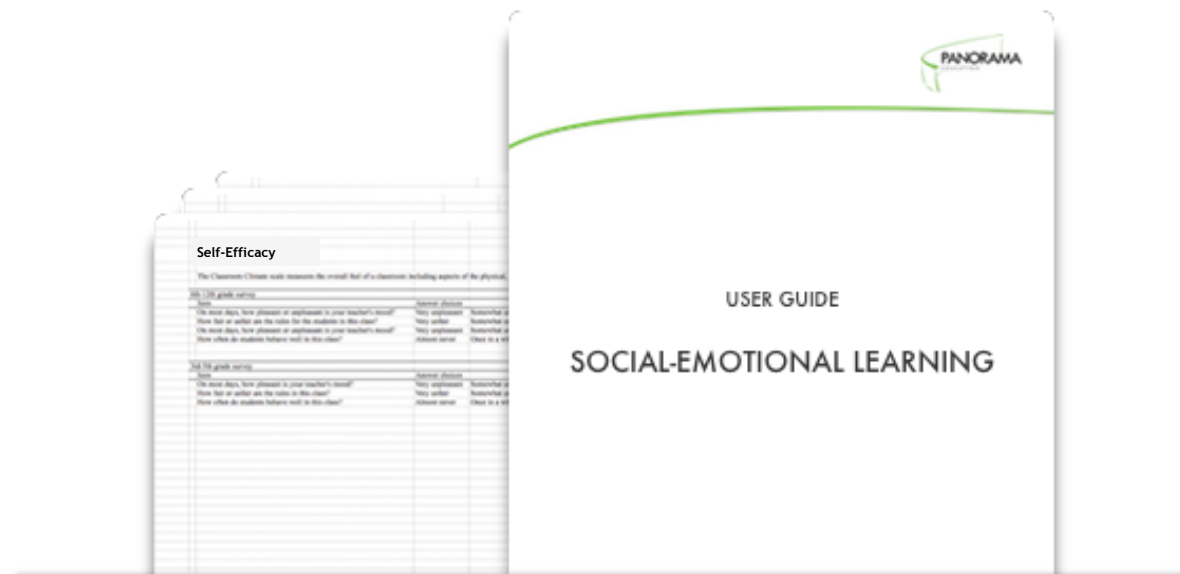
 **WOODRIDGE SCHOOL DISTRICT 68**

"I need to know if it's working." Woodridge School District 68 has decided to put social-emotional learning (SEL) at the core of the district's philosophy for developing students that thrive in high school, college, careers, and beyond.

**LOCATION**  
Woodridge, Illinois, a suburban community

*Watch the full video and read the case study:*  
[www.panoramaed.com/resources/woodridge](http://www.panoramaed.com/resources/woodridge)

# Panorama Social-Emotional Learning Measures



*Free, open-source survey from Panorama Education:*

[www.panoramaed.com/social-emotional-learning](http://www.panoramaed.com/social-emotional-learning)

# Questions & Answers

Join the discussion

 #SELwebinar

# THANK YOU

Questions?

[info@panoramaed.com](mailto:info@panoramaed.com)