

Connecting School Climate, Next Generation Content Standards, and Social and Emotional Learning

West Virginia Safe and Supportive Schools
Conference

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Center on
GREAT TEACHERS & LEADERS

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Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

In Pairs, Consider the Following

- Those actions or events that bring my students quickly to anger are...
- Those actions or events that bring my students quickly to frustration are...
- Those actions or events that bring me quickly to anger are...
- Those actions or events that bring me quickly to frustration are...
- Those actions or events that bring my students quickly to enjoyment are...
- Those actions or events that bring me quickly to enjoyment are...

Objectives

- Discuss the connections between school climate reform and college- and career-readiness standards (Next Generation).
- Discuss the instructional shifts required for college- and career- readiness.
- Consider social and emotional learning skills as a connector to school climate.
- Review social and emotional learning strategies educators can use to help colleagues make the instructional shift.

Literature Supports the Benefits of Improved School Climate

- Improved test scores
- Improved graduation rates
- Improved school safety
- Improved student attendance
- Reduced dropout rate
- Improved working environment (student-teacher and peer relationships)
- Higher rates of teacher satisfaction



West Virginia School Climate Index (WVSCI)

Table. Bivariate Correlation Between the WVSCI and Selected Outcome Measures

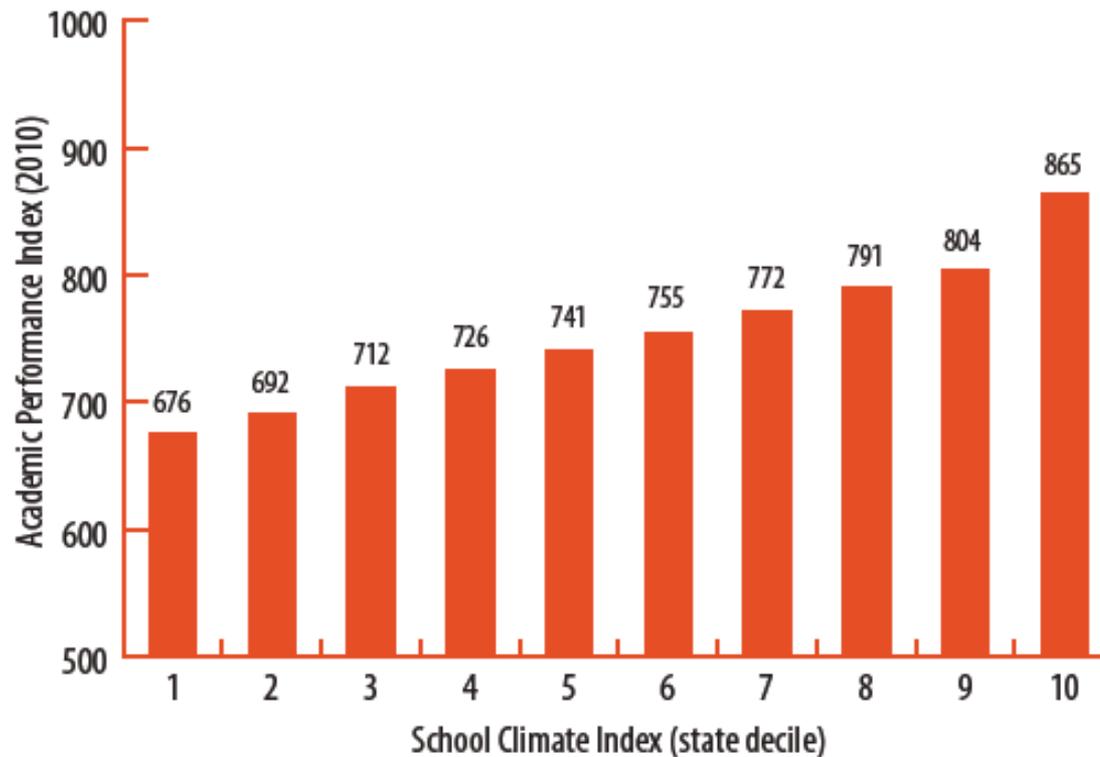
Outcome Measure	School Climate Index	Interpretation
Math proficiency (%)	.300	Moderate
RLA proficiency (%)	.475**	Moderate
Science proficiency (%)	.365*	Moderate
Social studies proficiency (%)	.575**	Moderately Strong
Median growth percentile math	.318*	Moderate
Median growth percentile RLA	.451**	Moderate

* Significant at the .05 level (2-tailed) ** Significant at the .01 level (2-tailed)

Source: Whisman, 2013

California Safe and Supportive Schools (S3) Data— 789 High Schools

Figure 1. School Academic Performance Index by School
Climate Index (state decile)



Maryland S3 Data Self-Report

	A	B	C	D	F
■ Fight on School Property (past 12 months)	9.8%	15.1%	23.8%	30.9%	63.5%
■ Threatened/Injured - Weapon (past 12 months)	8.3%	10.4%	14.5%	18.9%	50.5%
■ Skipped School Because Feeling Unsafe (last 30 days)	8.7%	11.3%	15.3%	19.0%	44.9%
■ Harrassment/Bullying at School (current year)	28.3%	27.7%	28.1%	35.3%	53.6%
■ Cyberbullied in last 3 months	12.1%	13.2%	14.1%	18.3%	33.2%
■ Alcohol use (last 30 days)	28.8%	33.0%	35.8%	42.7%	63.4%
■ Smoked Cigarettes (last 30 days)	6.8%	11.0%	16.5%	25.6%	53.7%
■ Marijuana use (last 30 days)	13.1%	20.5%	28.8%	37.1%	66.4%
■ Prescription drug use for non-medication purposes (last 30 days)	6.0%	8.1%	11.6%	16.4%	49.8%
■ Other substance abuse (last 30 days)	4.0%	5.2%	8.1%	12.0%	47.1%
■ Skipped/Cut school (last 30 days)	19.6%	25.0%	32.6%	42.8%	63.8%

(Table data based on 23,665 student self-reports.)

True or False?

Implementing lessons that focus on student prosocial behavior does not align to the Next Generation Content Standards and Objectives (CSO) or college- and career-readiness standards.

False

Assumption

School climate and the development of student social and emotional skills are part of yet another program that detracts from mastering academic standards.

True or False?

Emotions influence learning because emotions affect student attention, perception, and motivation.

True

S3 and College-and Career-Readiness Standards: Integrating Initiatives and Engaging All Learners

Safe and Supportive Learning Environments

S3 Model

- Engagement
 - Relationships
 - Respect for diversity
 - School participation
- Safety
 - Emotional safety
 - Physical safety
 - Substance use
- Environment
 - Physical environment
 - Academic environment
 - Wellness
 - Disciplinary environment

College- and Career- Readiness Standards

Common Core Instructional Environment

- Academic
 - High-quality instruction
 - Access to high-quality materials and resources
 - Strong academic interventions
- Emotional
 - Culturally relevant teaching practices
 - Building a sense of collective responsibility
 - Student connection to curriculum
 - Teacher satisfaction
- Social
 - Student engagement and connection to curriculum
 - Positive classroom management strategies
 - Focus on building strong student-teacher relationships

Instructional Environment for College-and-Career Readiness Standards

Safe and Supportive Learning Environments

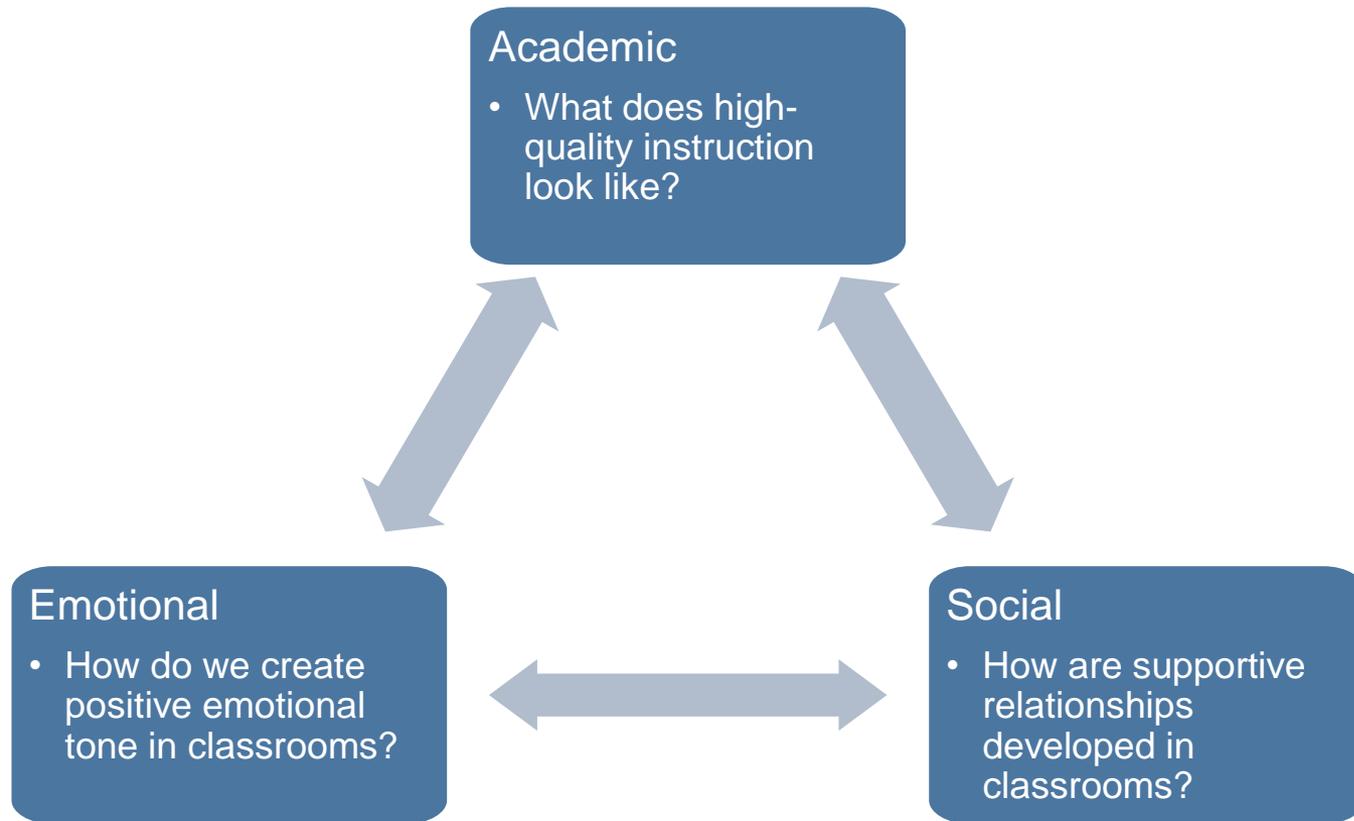
Color Key Blue = Relationships Green = Safety Purple = Academic Rust = Disciplinary Environment	Academic	Emotional	Social
Engagement <ul style="list-style-type: none"> •Relationships •Respect for diversity •School participation 	To enact high-quality instruction , students and teachers must form respectful relationships , and participate actively in the learning process .	A positive emotional environment is directly connected to the components of Engagement. When everyone is respected, cultural relevant pedagogy is present, and teachers and students are more likely to have satisfactory engagement.	There is a direct link between student engagement and a positive social environment. Both focus on building positive relationships, and engaging students in a student-centered curriculum.
Safety <ul style="list-style-type: none"> •Emotional safety •Physical safety •Substance use 	If students are to engage in rigorous learning tasks , they must feel emotionally and physically safe , particularly feeling as though they can and know how to take intellectual risks .	The more connected students are to school, and the more they see their cultural experiences in school, the more emotionally safe they will feel in schools.	To engage in classrooms, students need to feel emotionally and physically safe. Emotional safety also occurs when teacher actions represent positive classroom management strategies, and letting the students know the teacher cares.
Environment <ul style="list-style-type: none"> •Physical environment •Academic environment •Wellness •Disciplinary environment 	A positive classroom environment that is well organized and focuses on positive discipline provides a structure for teacher and students to engage in rigorous instructional tasks.	When schools have a positive disciplinary environment , with the goal of helping students regulate their own actions, schools are developing collective responsibility within the school and helping students connect to school.	Disciplinary environments are directly affected by the types of relationships students and teachers have, the classroom management strategies employed, and the level of engagement in lessons (if students are academically engaged they are less likely to misbehave).

Instructional Environment for College-and-Career Readiness Standards

Safe and Supportive Learning Environments

Color Key Blue = Relationships Green = Safety Purple = Academic Rust = Disciplinary Environment	Academic <ul style="list-style-type: none"> •High-quality instruction •Access to high-quality materials and resources •Strong academic interventions 	Emotional <ul style="list-style-type: none"> •Culturally relevant teaching practices •Building a sense of collective responsibility 	Social <ul style="list-style-type: none"> •Student engagement and connection to curriculum •Positive classroom management strategies
Engagement <ul style="list-style-type: none"> •Relationships •Respect for diversity •School participation 	<p style="text-align: center; font-size: 2em;">There is direct link between student engagement and a positive social environment. Both focus on building positive relationships and engaging students in a student-centered curriculum.</p>		
Safety <ul style="list-style-type: none"> •Emotional safety •Physical safety •Substance use 			
Environment <ul style="list-style-type: none"> •Physical environment •Academic environment •Wellness •Disciplinary environment 			

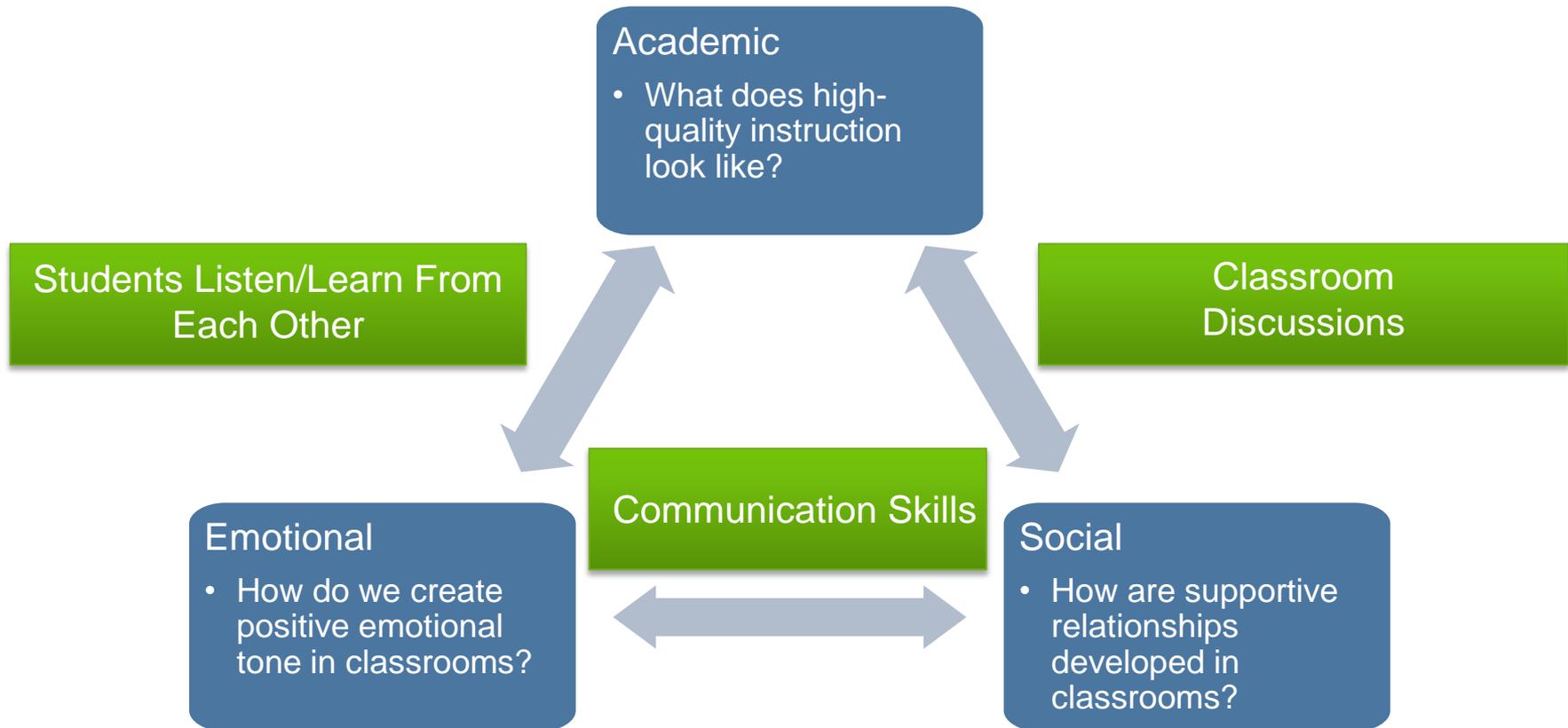
Three Interconnected Components of the College- and Career-Readiness Standards Instructional Environment



Source: AIR, 2014

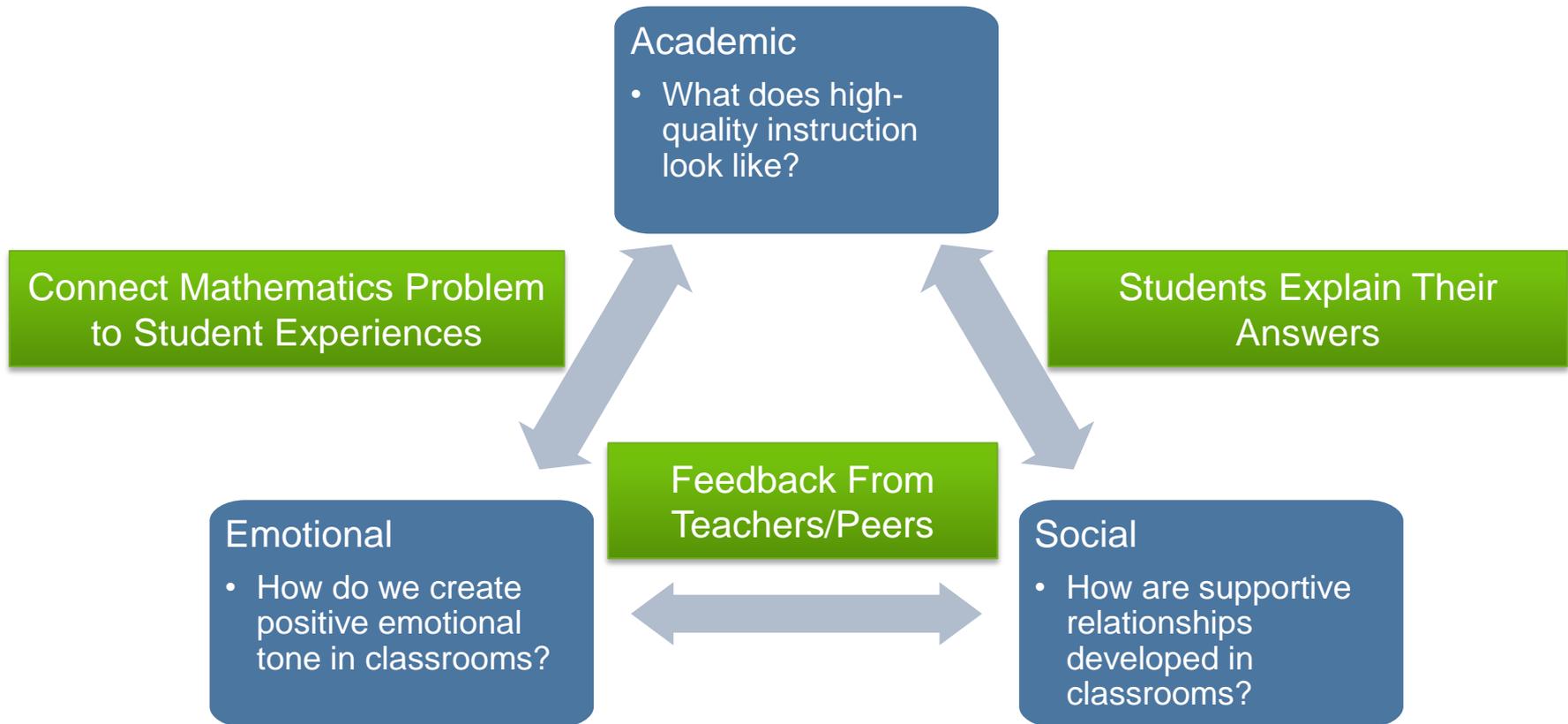
English Language Arts Instructional Shift, Text-Based Answers:

Students have rich and rigorous conversations that are dependent on a common text.



Mathematics Instructional Shift, Deep Understanding:

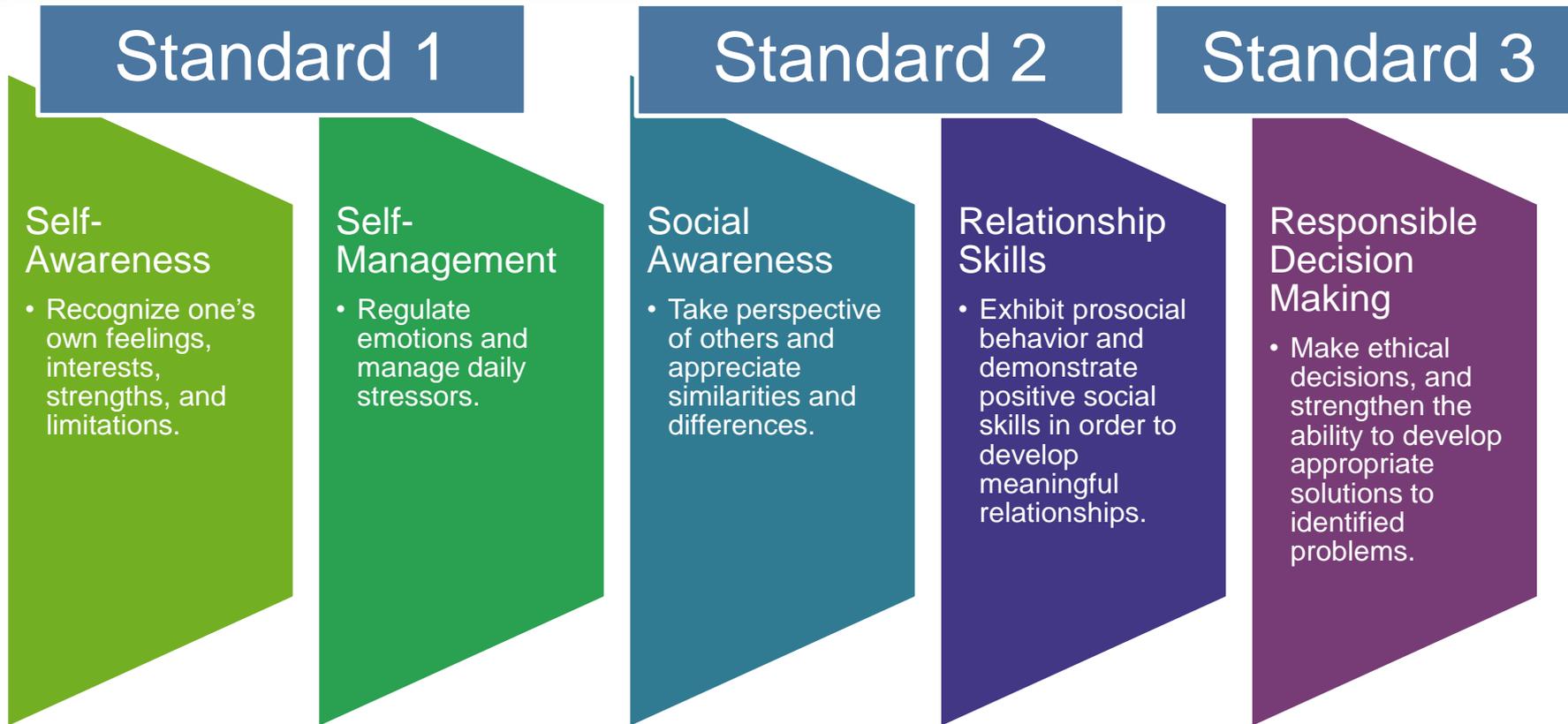
Teachers teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives so that students are able to see mathematics as more than a set of mnemonics or discrete procedures.



Ladder to Success



West Virginia Manual for Expected Behavior in Safe and Supportive Schools (Policy 4373) What is Social and Emotional Learning?



Source: Collaborative for Academic, Social, and Emotional Learning, 2013 (www.casel.org)

West Virginia Social Skill Standard 1: Grades 9–12

Example Behaviors That Document Mastery of Self-Awareness and Self-Management

Individual Behavior:	Initiative Behavior:	Responsive Interaction:	Work Skills Interactions:
<ul style="list-style-type: none"> • Use class time productively • Balance school and other activities to meet obligations • Develop academic and personal goals • Control emotions • Identify and manage resources • Practice and model Internet etiquette 	<ul style="list-style-type: none"> • Express feelings appropriately • Give compliments • Express dissatisfaction appropriately • Respect the space of others • Stand up for a friend • Initiate postsecondary planning • Utilize technology skills to advance attainment of personal and academic goals 	<ul style="list-style-type: none"> • Recognize feelings of others and respond appropriately • Deal with disappointment in a manner that does no harm • Respond to complaints • Use constructive criticism to make improvements • Complete postsecondary applications 	<ul style="list-style-type: none"> • Maintain focus on work tasks • Ask for feedback and respond appropriately • Use negotiation skills • Interact appropriately with team members • Act as a responsible and respected representative of the school • Encourage positive habits in self and others

Source: Expected Behavior in Safe and Supportive Schools (2011)

West Virginia Social Skill Standard 2: Grades 5–8

Example Behaviors That Document Mastery of Social Awareness and Interpersonal Skills

Individual Behavior:	Initiative Behavior:	Responsive Interaction:
<ul style="list-style-type: none"> • Participate appropriately in group activities in a variety of roles • Dress appropriately for a variety of situations • Exhibit sportsmanship and appropriate audience behavior • Refrain from spreading rumors 	<ul style="list-style-type: none"> • Engage in communications that balance speaking and listening • Utilize cooperation and negotiation in group work • Engage in polite conversation with others about individual, social, and cultural differences • Give and ask for directions in public 	<ul style="list-style-type: none"> • Respond politely to school and public authorities • Resolve conflict peacefully • Express empathy • Deal with embarrassment in nonaggressive ways • Accept praise with humility • Make one's own responsible decisions in peer settings

Source: Expected Behavior in Safe and Supportive Schools (2011)

West Virginia Social Skill Standard 3: Grades 2–4

Example Behaviors That Document Mastery of Decision-Making Skills and Responsible Behavior

Individual Behavior:	Initiative Behavior:	Responsive Interaction:
<ul style="list-style-type: none"> • Assist in development of classroom rules/norms • Make wise behavior choices • Identify digital resources that inform decision making 	<ul style="list-style-type: none"> • Engage respectfully with persons of different individual, social, and cultural norms • Evaluate behavior choices before taking action • Set personal and academic goals 	<ul style="list-style-type: none"> • Accept responsibility for behaviors • Participate in schoolwide and community service projects • Choose appropriate behavior when confronted with various options

Source: Expected Behavior in Safe and Supportive Schools (2011)

Start With a Next Generation Example

RL.9-10.3 states, “Analyze how complex characters (e.g., those with multiple conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme” (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010).

- **What skills do students need to have in order to meet this standard?**
- **How does a positive school and classroom climate promote those skills?**

Why Focus on the Social and Emotional Components of Classrooms?

- Increases student capacity to learn (Yoder, 2013).
 - Helps students manage emotions that occur during learning.
 - Student self-awareness of what they know and do not know.
- SEL prepares students to meet college- and career-readiness standards (Dymnicki, Sambolt, & Kidron, 2013).
 - Communicate with teachers and peers around content.
 - Take perspective of their classmates during discussions.
 - Make responsible academic decisions.

Collectively, SEL skills help students become engaged in classrooms, interact in positive environments, and take intellectual risks.

Implementing SEL

- **Ways to implement SEL:**
 1. Target specific SEL skills during specified instructional time.
 2. Integrate SEL skills with academic content.
 3. Promote practices that develop safe and supportive schools and classrooms.
 4. Implement general pedagogical practices.

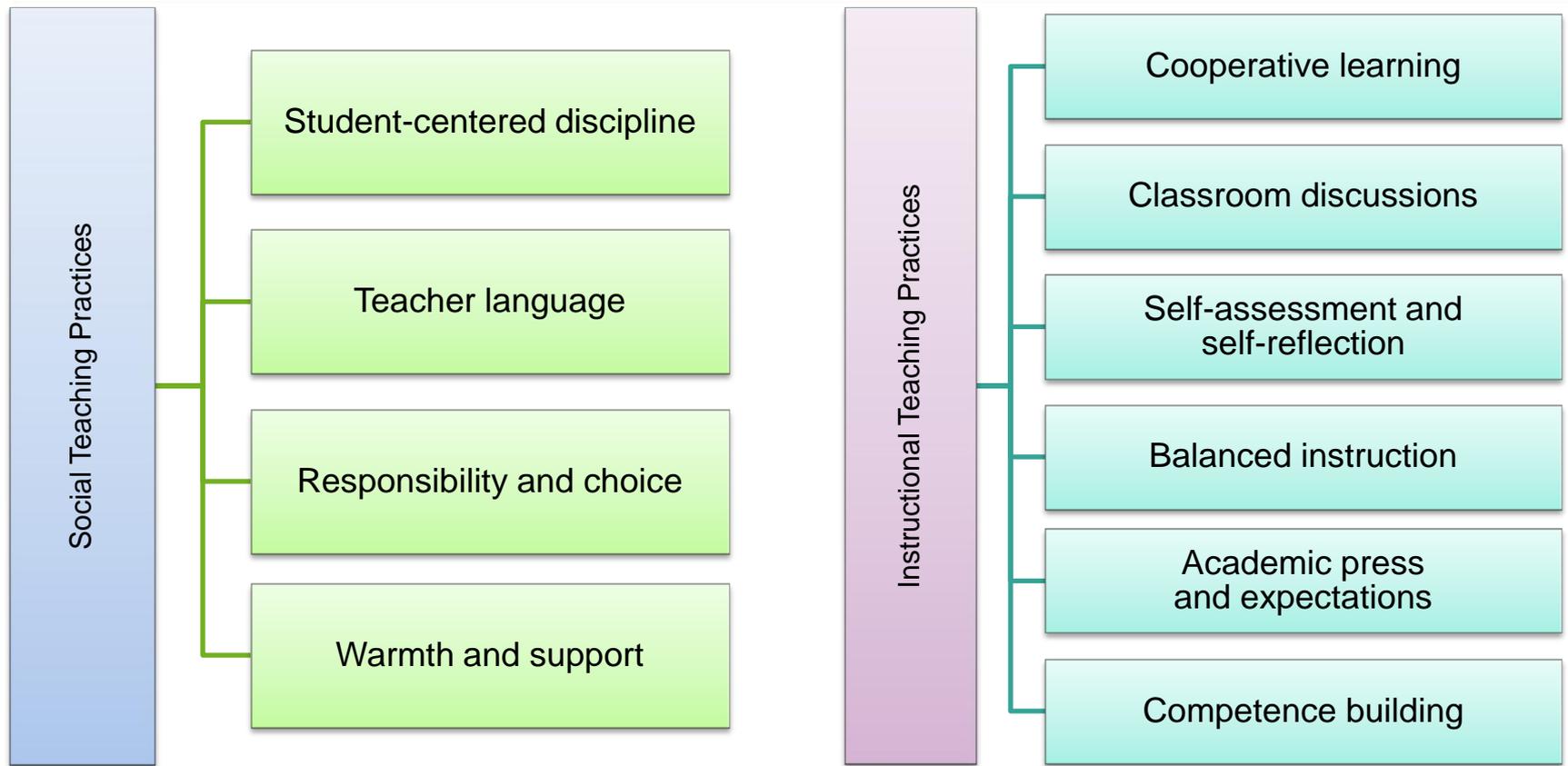
Source: CASEL, 2013

Teacher-Student SEL Competencies: Connections to Next Generation

Example Experiences With Next Generation Shifts	SEL Connections— Students	SEL Connections— Teachers
<p>1. Students will experience working with unfamiliar vocabulary words in their literacy text.</p>	<p><i>What self-management skills will students need to use in order to complete this task successfully?</i></p>	<p><i>What self-management skills will teachers need to use in order to help students successfully complete this task?</i></p>
<p>2. In mathematics, they will have to explain their answers in a more nuanced way, in which they will have to explain their solution path rather than supply only their answer.</p>	<p><i>What social skills will students need to use in order to complete this task successfully?</i></p>	<p><i>What social skills will teachers need to use in order to help students successfully complete this task?</i></p>

Source: <http://www.gtlcenter.org/sel-school>

Introducing the 10 Teaching Practices That Promote SEL

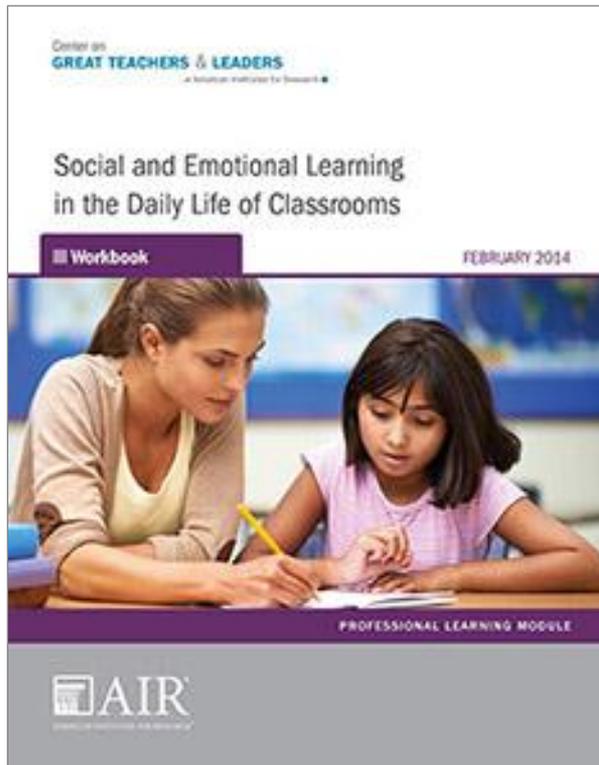


Source: Yoder, 2013

Two Ways to Integrate the 10 Teaching Practices

1. SEL Workbook
2. Teacher SEL Self-Assessment Tool

SEL Workbook



The SEL workbook takes you step by step to find connections between the teaching practices that promote SEL and professional practice frameworks.

Source: <http://www.gtlcenter.org/sel-school>

Example of Systems Review

SEL Teaching Practice	Alignment to District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
Student-Centered Discipline	Danielson Framework: 2a. Creating an environment of respect and rapport 2d. Managing student behavior	<ul style="list-style-type: none"> ▪ State-sponsored online workshops that focus on designing lessons that promote student choice ▪ Ongoing professional learning communities to review student disciplinary data
	Needed SEL Skills	
	1. What social, emotional, and cognitive skills do students need to exhibit in order to effectively participate in this teaching practice? <ul style="list-style-type: none"> • Emotion regulation—calm themselves when upset • Self-awareness—know what gets them upset 	2. What social, emotional, and cognitive skills do teachers need in order to enact these practices effectively? <ul style="list-style-type: none"> • Relationship skills—develop positive relationships with kids • Self-awareness—know their own comfort level in terms of how much control they can release

Source: <http://www.gtlicenter.org/sel-school>

Teacher SEL Self-Assessment Tool



The Teacher SEL Self-Assessment Tool takes you step by step to self-assess your implementation of the 10 teaching practices that promote SEL and your own social and emotional competencies.

Source: <http://www.gtlcenter.org/sel-school>

True or False?

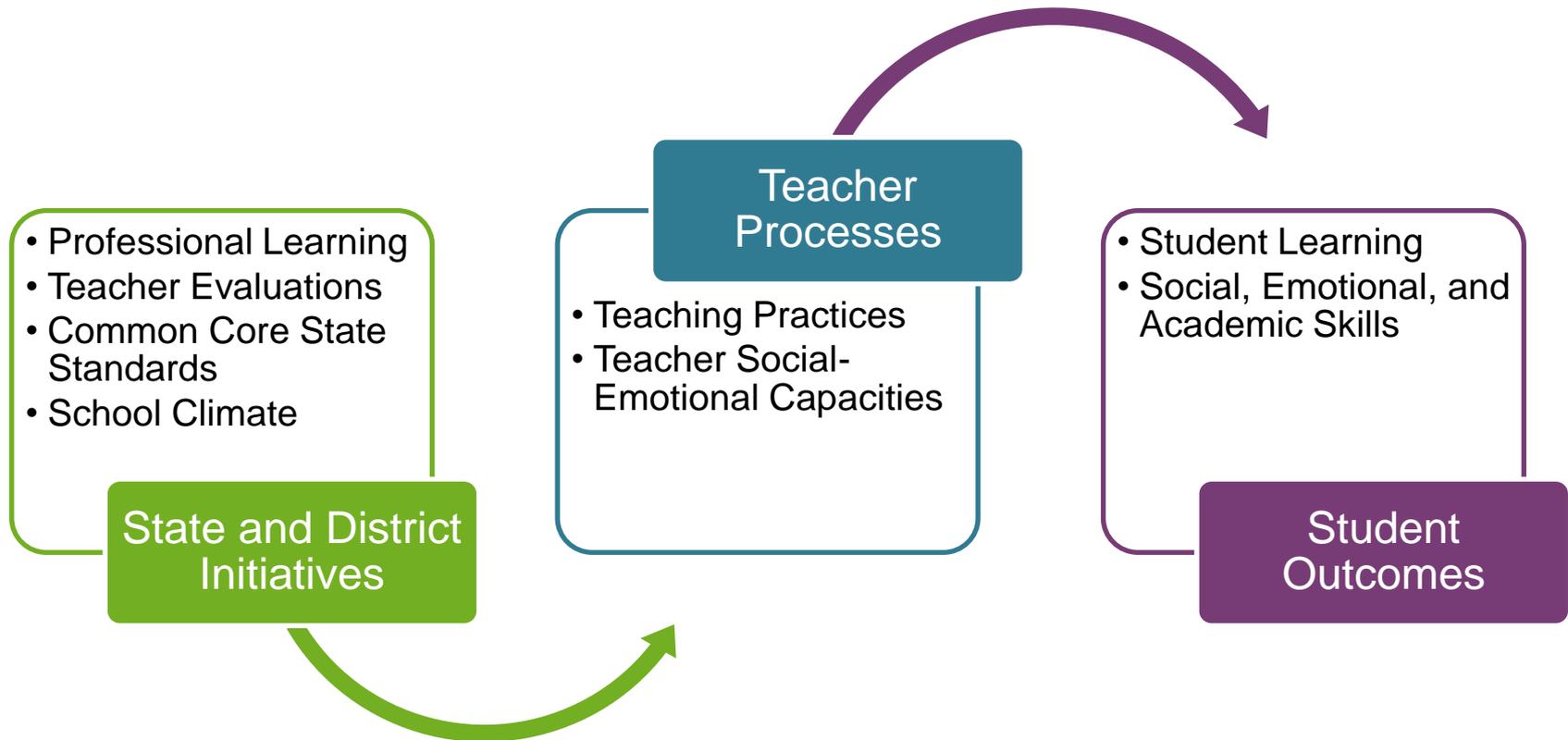
The connection of school climate and college and career readiness should focus only on bullying prevention or decreasing negative behaviors.

False

At Your Tables

- What is one thing that your school could easily do to implement school climate and Next Generation?
- What is one challenge for your school to implement school climate and Next Generation?

Integrating SEL Throughout the Learning Process



Source: <http://www.gtlcenter.org/sel-school>

References

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Questions?

Breakout Session Discussion Questions

- What interventions have you implemented that might be a *natural fit* with college- and career-readiness standards?
- Which of the strategies are you implementing that could support the instructional strategies for college and career readiness?
- What are key social and emotional skills that you want to help your students develop in your classrooms?
 - How do those SEL skills help facilitate student mastery of college- and career-readiness standards?

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