FAQ

As a teacher, what will my specific role/responsibility be?

KBAS is currently in the first year of research to better understand how to implement a successful SEL program, region-wide. Teacher expectations are not defined right now, but every teacher, school leader, and staff member will play a role in administering the SEL competencies for all KBAS students, K-12. Ric Zappa, head of schools, will work closely with the APs/deans and school leaders to determine how to best implement SEL in our schools.

What resources will be available?

The APs/deans community of practice is currently exploring existing curricula and lesson plans that are developmentally appropriate for students, K-12. We are also investigating SEL assessments that are currently available and being used by school districts around the country.

When will SEL Professional Development happen and who will provide it?

Professional Development will be ongoing and decided by each individual school leader, appropriate for the school's vision for implementing the SEL framework.

Professional Development will be facilitated by any number of sources determined by each school leader including but not limited to Ric Zappa, APs/deans, school leaders, teachers who have interest and knowledge in the subject, counselors, learning specialists, and any outside resources available. As the region grows and SEL becomes an integral component to curriculum and culture, the RSO will determine how to best serve schools based on budget and need.

How will success be measured?

We are investigating states and districts that have established SEL standards to determine best practices. To ensure that the SEL program is actually working, we believe that a defined level of accountability is important. A formal, year-end report will be necessary to determine the region's progress.

Will teachers need to plan for SEL?

Although we are investigating proven curriculum and published lesson plans, there will be some planning involved for teachers. The extent of the planning will be determined by the available resources.

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How will the SEL curriculum fit in with the KIPP character work and restorative practices?

Everything that we've reviewed and come to understand about SEL embraces restorative practices and the KIPP character values. SEL is not a replacement, but a foundation.

Will teachers be evaluated on progress?

Observations, feedback, and coaching will be consistent within the SEL framework. It could become integrated with teachers' O3s, check-ins, and Individual Development Plans (IDP).

Where will the time to implement SEL in the daily schedule come from?

The Austin Independent School District currently teaches SEL skills in each school (122 schools, K-12) in 30 minutes a week with a 5-minute daily check-in. For KBAS, it may be in advisory, team and family, Pride (KIPP King), grade-level meetings, and wellness classes (SF Bay). Each school leader will determine the best time in the school's schedule.

Will it affect our school's discipline system?

No. SEL is not a discipline system. SEL will have many benefits to school culture and academic achievement, and it will also enhance student-teacher relationships, potentially decreasing the use of school discipline systems.

Implementation Plan
Year 1: Readiness Phase

- Region Commits to SEL Initiatives
- Region Engages Key Stakeholders and Creates SEL Steering Committee (SLs, APs/Deans of Culture Community of Practice)
- Develop and Articulate a Shared Vision
- Conduct a School-Wide Needs and Resources Assessment
- Develop an Action Plan for SEL Implementation
- Review and Select Evidence-Based Program(s) Strategies
- Create a Summer learning opportunity for teachers

Year 2: Implementation Phase 1

- Conduct Initial Professional Development Activities with AP/Deans and selected staff members

- Launch SEL Instruction in Piloted Schools/Classrooms/Advisories/Team and Family

- Curriculum, scope and sequence, lesson plans, and some resources become available and developed

- Outreach to parent community

Year 3: Implementation Phase 2

- Expand Classroom-Based SEL Programming and integrate SEL Region-Wide

- Revisit Implementation Activities and Adjust for Continuous Improvement

- Provide Ongoing Professional Development

- Evaluate Practices and Outcomes for Continuous Improvement

- Develop an Infrastructure to Support SEL Programming

- Integrate SEL Framework and Practices Region-Wide

- Nurture Partnerships with Families and Community

- Annual report to disclose progress, achievement, and benefits

How does Social Emotional Learning Fit in Schools

Promoting Social Emotional Learning

Guidelines for Educators

Elias, et al

Note: This is the work we did in our first year of research. We examined each guideline and separated the guideline by rationale, examples of what it looked like, and our own notes for integration.

Guideline # and Explanation	Rationale	Examples	Notes for Integration
APPLICATION OF SOCIAL AND EMOTIONAL SKILLS TO DIVERSE AREAS OF DEVELOPMENT			

1. Educators need explicit plans to help students become knowledgeable, responsible, and caring. Learning of skills requires exposure and practice.	Building of a toolbox to learn life skills that will help them cope in different environments. 1. Life skills and social competencies. 2. Health-promoting and problem-prevention skills. 3. Coping skills and social support for transitions and crisis. 4. Positive, contributory services. Building these competencies will allow students to thrive in academic settings. Even in adolescence, skill development continues, primarily through the feedback, reflection, learning, and growth that result from new experiences.	1. Helping children cope with divorce 2. Coping effectively with an ill teacher and her substitute 3. Resolving conflicts and creating peaceable relationships 4. Positive contributory service for different age groups-role model system 5. Problem solving steps used by different programs: social decision making, violence prevention system	• Using time of the day to build community culture and life skills: homeroom time, team and family. • Mentor Program within upper grade level and lower grade levels • Creating boys and girls program • Health program within PE class (Sex Ed and Drug Prevention Program)
2.Building successful SEL skills are linked to developmental milestones & helping students cope with ongoing events & circumstances.	Social and emotional skills are necessary to reduce the the incidence of "emotional hijacking" throughout school years and life in various situations. Real life events are the best way for practicing how to use	All of these are examples of real life situations where teaching of SEL skills can happen and students can apply learned skills: 1. Facing the pressure of smoking, vandalizing or	Reflection sheets when students are sent to the office that are specifically designed to measure elements of SEL (using feeling words, identifying physical & emotional triggers, what did the teacher do and say).

	Rationale	Examples	Notes for Integration
	SEL skills to cope during stressful, difficult, rare and unpredicatable condiditons.	being disrespectful. 2. Dealing with test anxiety, public speaking, performances or other presentations. 3. Having to wait for something that you really want.	Teachers use specific pre-emptive strategies to be pro-active when the class is going to engage in a lesson or activity that may challenge SEL skills. Process with the students beforehand what might be difficult & strategies to manage personal behavior. (What should it specifically look like?)
THE IMPORTANCE OF CHARACTER, VALUES, AND SELF-ESTEEM	**Rationale**	**Examples**	**Notes for Integration**
3. SEL programs emphasize the promotion of prosocial attitudes and values about self, others, and work	When children are given the 4 Cs (Confidence, Competencies, Chances and Caring), they develop self-esteem, which is defined as knowing what the values of a community are and feeling like you are acting on those values.	1. Drawing on the community to provide support.	-Analyzing literature or historical documents/events through the lens of character and/or values -Planned and strategically implemented across classrooms and outside of them -Feedback on character traits and values -Separate coursework designed to target self-esteem -Insights and thoughts from community employers about what they look for in employees and co-workers -Providing opportunities for recognition from peers -Boys and Girls Group
PROVIDING DEVELOPMENTALLY APPROPRIATE SOCIAL AND EMOTIONAL EDUCATION	**Rationale**	**Examples**	**Notes for Integration**

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4. Informal instruction of SEL skills should be combined with formal academic instruction.	Social and emotional instruction needs to be anchored by being systematic and curriculum-based at each level of schooling. Flexibility needs to exist to address unexpected life events in a way that is minimally disruptive to academic process.	1.Duel lesson planning around value or character strength (i.e. literature used focuses on the value or character strength and assignments that follow address that value/strength). 2.Teach separate "target lessons" that aim to strengthen relationships, strengthen awareness of self, and deal with relationships and situations they may be confronted with (different aspects of program: classroom program, schoolwide program, adult contact program, domains of intelligence.computer-based education program, career awareness, theme based assemblies, parent communication).	Developmental periods: Preschool/early elem: autonomy, trust, initiative Elem/Intermediate: Cooperation, sustained attention, assertiveness, harmonizing skills Middle: Identity, learning about one's own patterns of handling impulses, stress, difficulties High School: listening and understanding, self-expression, honesty, facing difficulties, trust, becoming future-oriented, compromise, expressions of loving, caring and support
BUILDING A RESPONSIVE AND EMPOWERING CLASSROOM ATMOSPHERE	**Rationale**	**Examples**	**Notes for Integration**
5. SEL programs engage students as active partners in creating a classroom atmosphere where caring, responsibility, trust, and commitment to learning can thrive.	A sense of belonging motivates children to develop their skills and contribute to the welfare of all. Research suggests that teachers who provide an environment that has firm boundaries and positive relationships results in strengthening	1. Creating classroom expectations and coming to group decisions as a class. (ie. "Class Constitution" or "Bill of Rights and Responsibilities") 2. Allowing students to have classroom responsibilities. 3. Building positive relationships among students and with	-Creating a "caring community of learners" where its acceptable to take risks and make mistakes. -An environment of safe, warm boundaries is created where teachers model respectful interactions with others. -Creating an emotional attachment to

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		teachers 4. Class meetings, sharing circles, and councils.	teachers, peers, and the school through communicating caring within teaching in order to maintain students feeling of hopeful about their ability to learn.
	students' attachment to school, their interest in learning, and their ability to refrain from self-destructive behaviors, and their positive behaviors.		
USING A COMPREHENSIVE FRAMEWORK FOR ALL CONTENT AREAS	Rationale	Examples	Notes for Integration
6. Academic and SEL goals are unified by a comprehensive, theory-based framework that is developmentally appropriate.	The most effective SEL instruction has a conceptual thread woven through through all topics and classrooms. The goal is to adopt a consistent framework that fosters the development of social and emotional skills, rather than a fragmented focus on isolated issues.	Utilize different unifying themes and strategies ie: 1. Problem Solving 2. Classroom Community Building 3. Social Bonding 4. Emotional Intelligence	The framework can then be applied using consistent language and strategies toward specific developmental issues of concern in a particular classroom, school, or community.
INSTRUCTIONAL METHODS THAT ENHANCE SOCIAL AND EMOTIONAL LEARNING	Rationale	Examples	Notes for Integration
7. SEL instruction uses a variety of teaching methods to actively promote multiple domains of intelligence.	SEL can enrich and be enriched by the other intelligences: verbal, artistic, musical, logical/mathematical, spatial, and body/kinesthetic. By using activities that call on a variety of intelligences, teachers allow for the strengths and weaknesses of a broad range of children.	1. Storytelling and biography 2. Group discussions 3. Rehearsal and practice (role playing) 4. Self-awareness and self-regulation 5.Self-reflection and goal setting 6. Artistic expression 7. Play 8. Cooperative and small group learning	Sensitivity to the interests and needs of one's class, as well as flexibility of methods, are hallmarks of effective SEL instruction. Varying methods for introducing SEL lessons can be important to engaging some students, but other children often look for and seek regularity. By recognizing that the needs of the class are constantly shifting,

			teachers are able to fully respond to the teachable moment.
8. Repetition and practice are vital to the integration of cognition, emotion, and behavior.	Repetition and practice are recognized as key to retaining academic learning; these concepts are even more important for SEL as students are potentially unlearning habitual thoughts and behaviors while they are learning new ones.	Performing/giving class affirmations on a regular schedule\n\nUsing circles consistently as a tool for academic instruction and culture building\n\nWriting in weekly reflection journals (gratitude, what went well)\n\nDeveloping class norms and reinforcing them all the time\n\nChoosing focus behaviors that apply to students in the class and to content (dual purpose lessons, literary analysis)	Teachers may need support in developing and maintaining routines\n\nStudents may initially show resistance to talking about the same things every day/week or to engaging in ungraded activities; teachers will need to be ready with convincing rationales
PROMOTING THE USE OF SOCIAL AND EMOTIONAL INTELLIGENCE THROUGHOUT THE DAY	**Rationale**	**Examples**	**Notes for Integration**
9. Educators can enhance the transfer of SEL from lesson-based or other formal instruction to everyday life by using prompting and cueing techniques throughout all aspects of school life.	Students easily revert to earlier, more dominant habits when emotions are strong. To avoid this, social and emotional skills must be addressed and practiced in a wide range of contexts.	Modeling - Teacher behavior reflects their social and emotional relationships, making a strong statement of values and expectations.\n\nCueing and Coaching - Children don't necessarily learn how to transfer skills once they are presented. When	Situations arise all throughout the school day where students have to use self-control, express feelings, or engage in problem solving. By exploiting teachable moments, teachers provide support and enable students to make choices based on behavior and less likely to be overrun with

		situations arise, teachers can coach students to think of others' perspectives, construct positive solutions, keep calm when upset etc. Scaffolding dialogue - Teachers use questioning for creative thinking and new insight on the part of the child.	emotions Sports are a natural environment to teach and use these skills
10. The integration of SEL with traditional academics greatly enhances learning in both areas.	"Learning takes place in an emotional and behavioral context" (61). When students "attach" academic skills, feelings, and actions to each other, they are likely to use the same clusters of skills in real life. Finally, SEL focuses on teaching a range of thinking habits, which aligns with the higher-order thinking skills that academic curricula are designed to foster.	• book discussions (at any level) can focus on SEL problem-solving: e.g. What is the main character's problem? How do other characters feel about it? What do you think s/he will do about the problem? What will happen if s/he does that? • social studies classes can approach historical and current events through a problem-solving model • Cross-curricular projects or	• providing social/emotional context creates memory prompts that help students retain and access information later • ELA, history, and science standards lend themselves easily to creating social/emotional context for problem-solving; math could use extended word problems or real-life applications • requires support in planning: time for collaboration

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		programs can develop clusters of SEL skills; e.g. studying the interrelatednes s of people, animals, and environment	(for cross-curricular units or projects), identifying texts or issues that can provide context for both SEL and achieving the standards
HOW IS SEL ADAPTED FOR DIFFERENT POPULATIONS?	**Rationale**	**Examples**	**Notes for Integration**
11. The SEL curriculum may have to be adapted for children with special needs.	All classrooms contain learners of widely different levels of accomplishments and needs. Building a cohesive environment and community, focused on development of student's social competencies, mixed -ability groups can greatly improve the inclusive experience.	1. Providing lesson with skilled role models 2. Standardized behavior management systems where students are building inner competencies to manage themselves and handle the stresses of a normal classroom environment.	• Small group activities that give student responsibility. • Work is presented using instructional techniques and includes substantial opportunities for practice and repetition. • Teachers connect with students prior knowledge and personal experiences. • One on one interaction with students - pair up with a student who will show more compassion and interest to focus on friendship, cooperation, and caring.
12. Coordination between	SEL Programs are	In New Jersey staff	All children in the

the SEL curriculum and other services creates an effective and integrated system of service delivery.	valuable adjuncts to treatment of individuals with severe behavior disorders, either individual or some type of family therapy. SEL programs can play a critical role in the success of full-inclusion programs, even for students who are severly troubled.	members have become experts at creating adaptations of lessons to their populations. Among their innovations are 1. combinations of classroom-based lessons with academic infusion and special skill building groups 2. activities that use the computer 3. uplinks to public school district collaborations 4. activities that promotes self reflection and self regualation	school receive SEL programing. Children identified as at risk for behavioral and academic difficult receive small group social skills training while their parents participate in parent education and support groups.
WHAT PREPARES AND SUSTAINS A TEACHER IN EFFECTIVE SEL INSTRUCTION?	**Rationale**	**Examples**	**Notes for Integration**
13. Staff development opportunities provide teachers with theoretical knowledge essential to teaching social and emotional skills.	Clarity around SEL implementation in the classroom and vision with teacher recognizing SEL as part of creating education and healthy development. The goal of a classroom program is to help develop personal qualities essential to well-being and success in school, on the job, and within families and community.	Two boys were mad at each other. A teacher intervened and figured out what the problem was. Both students were mad at each other for teasing. Both wanted to remain friends and decided on ways to communicate better 1. Tell each other when they got on each others nerves 2. Common language This was beneficial because if they kept	• Teachers bring their own creativity and spontaneity to this work. • Teachers help move student relationships from strangers to a cohesive group of individuals who find e motional support and empowerment in their connections. • Being aware and responsive

		this concept they would no longer need adults to coach them.	to changing dynamics of classroom relationships • Create a positive learning experience for students
14. Staff development provides modeling and practice in experiential learning.	Teachers need staff development to become effective models for their students • Coaching and inservice exercises have supported teachers in creating a positive view of and experience with discipline as an act of protection and guidance • Teachers develop skills and attitudes that help give students clear feedback about what is and is not safe and appropriate	PD includes teaching teachers how to use three factors: • Caring (Noddings, 1992 and Elias and Tobias, 1996) and firm guidance • Openness. SEL training provides guidelines for appropriate self-disclosure for teachers and how they can become better teachers. • Responsiveness; Staff development experiences offer support in gaining skills than allow teachers to respond to the "teachable moment" and to embrace the spirit of spontaneity, flexibility and reasponsiveness.	Teachers need support from leadership. There must bei recognition that guiding teachers to be authentic and flexible is relatively new. This is a sensitive and long term process.
15. Staff development	Teachers need	Staff development is	1. Peer observation and

activities are visibly and regularly supported by feedback from colleagues, administrators, and others.	ongoing support in order to be successful: 1. Admin empower teachers by encouraging them to have an active voice in decisions that affect them 2. Admin model and encourage clear communication and a constructive strategy for resolving conflicts among staff 3. Admin foster a sense of shared purpose and enjoyment among the staff 4. Admin provide active support for teachers who want to try new approaches	ongoing and reflects the way SEL operates in the classroom. Teachers use partner chats, talk about goals and strategies, and learn about one another. Teachers can meet during shared prep, grade-level meetings, and common planning time. The result of communication has had significant impact: teachers develop sense of awareness, and reevaluate why thing do or don't work.	co-teaching models 2. Shared experiences at faculty meetings 3. Supervision by mentor teachers 4. Create relationships with support staff: psychologist, counselor, SPED teachers, AP/deans of culture 5. Create a clear system for dealing with disclosure of abuse or neglect so that classroom teachers to not carry the burden.
16. SEL programs are most effective when teachers and administrators adopt a long-range perspective.	1. For teachers and students alike, the effects of SEL appear to get stronger the longer a program is implemented at a particular setting.	1. Developing relations with students is a key component to this guideline and SEL skills.	1. Changes is student behavior seem to follow a similar progression. 2. SEL skills develop gradually through childhood and

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	2. Teacher presentation of a program tends to be relatively superficial until the second or third year, when teachers really make a program their own.		adulthood. 3. Student benefits are accompanied by teacher benefits.
THE IMPORTANCE OF CREATING A SUPPORTIVE CLASSROOM AND SCHOOL CLIMATE	**Rationale**	**Examples**	**Notes for Integration**
17. A caring, supportive, and challenging classroom and school climate is most conducive to effective SEL teaching and learning.	How students experience their school and classroom climate is significantly related to their psychosocial and academic development, school adjustment, and performance outcomes.	Supportive environments include the following: 1. Free and open interaction and dialogue between staff and students 2. High standards of behavior and achievement, including ability to think critically 3. Collaboration, cooperation, and constructive group problem-solving activities 4. Equity, fairness, and respect for diversity of race, culture, ethnicity, social class, religion, gender, ability 5. Supportive, positive learning experiences	Surveys can be used among students and staff as a starting to place to determine how both parties feel about the culture, whether they feel welcome, respected, etc. One school developed a "respect and trust" campaign after being surprised by low survey results, indicating whether the students felt respected by adults on campus There are many simple ways to create this kind of school culture - having conversations with students, greeting students, responding to student concerns Restorative Practices naturally fosters relationships between students and staff and provides opportunities for conversation around teacher and student concerns

		6. Strong connections between adults and students, and commitment to the mission and goals of the school	
IS EMPOWERING STUDENTS THE LASTEST BANDWAGON, OR IS IT REALLY IMPORTANT?	**Rationale**	**Examples**	**Notes for Integration**
18. Students derive more benefit from SEL programs that they help to design, plan, and implement.	Programs in which students have meaningful input and influence, show higher levels of student participation. Students can often identify obstacles that may impede the program when their suggestions are sought before it is fully developed, allowing teachers and others a chance to remove those obstacles.	1. Use focus groups to identify concerns and get reactions 2. Conduct surveys on perceptions and needs 3. Obtain students' input to help guide the design, development, and implementation 4. Talk individually to students about interests, challenges, and desires in selecting SEL activities. 5. Involve students on SEL planning teams with staff, parents, and community.	Involving students on teams can turn adversarial relationships into collaborations by making room for student ideas and thoughts. Not to be confused with giving students full control, but a sense of empowerment in the SEL programs planning, implementation, and success.
WHY ALL THIS TALK ABOUT COORDINATING	**Rationale**	**Examples**	**Notes for Integration**

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AND INTEGRATING SEL ACTIVITIES?			
19. SEL programs and activities that are coordinated with and integrated into the regular curriculum and life of the classroom and school are most likely to have the desired affect on students, and are most likely to endure.	A major obstacle to SEL program success occurs when the skills taught are not part of the regular curriculum, but instead are add-ons.	Higher-order thinking and problem-solving skills are interwoven throughout the curriculum. Methods that have been used include: Group meetings and activities to reinforce SSEL instruction. Berkeley Heights, New Jersey used Social Decision Making Clubs. Reinforcing social problem-solving steps through academic instruction and real-life application. (See example 19A) for History/Current Events Outline and Personal Problem-solving record	During the planning stages, it is important for goals to be clearly defined and operationalized. SEL programs are introduced to schools by being integrated throughout the curriculum, or they may be presented as specific program activities. All stages in the process of program adoption-including identification, review, planning, goal setting, orientation, implementation, and ealuation - should be conducted collaboaratively and shoud involve staff, students, students and parents as well as community representatives.
ALIGNING WITH DISTRICT GOALS	**Rationale**	**Examples**	**Notes for Integration**
20. SEL programs that are most clearly aligned with district goals and that have the support of the district administration are most likely to succeed.			
THE ROLE OF HOME AND SCHOOL COLLABORATION	**Rationale**	**Examples**	**Notes for Integration**
21. When home and school collaborate closely to implement SEL programs, students gain more and the SEL program's effects are	When programs and strategies are consistent across contexts, students more easily practice and adopt	Increase family/school communication: -family homework assignments -letters describing current work	This really requires a point person who can organize parent involvement and who is also very knowledgeable about

	skills/habits/mindsets. Parents can also support the school by sharing their own unique skills and abilities.	-invitations to observe or participate in classes -Family Science Night -Read Aloud Night -take home videos/DVDs/podcasts for families that are not able to attend school events Parent participation in curriculum: -serve on planning teams -serve as instructors or co-instructors -provide logistical and/or material support -mentor students or groups -liaise between the school and community groups	the SEL efforts at school. It also requires overcoming parents' own hesitation about being too involved, especially with older students. A final obstacle would be coordinating parents who speak different primary languages and making sure any/all structures the school uses to involve parents are inclusive and accessible to all.
THE VALUE OF SECURING COMMUNITY INVOLVEMENT AND SUPPORT	**Rationale**	**Examples**	**Notes for Integration**
22. Adequate community involvement in and support for SEL programs enhances their effects	The school should be connected to the community in meaningful and helpful ways. Actions of the school are enhanced when it engages the wider community in its work of educating and developing the communities children.	Senior programs • Foster grandparent; links unrelated children and seniors in a simulated grandparent/grandchild relationship • A grandmother shared her experiences with a student • initiatives that build social emotional learning	Schools are more than buildings. They are contexts that impart important socialization messages to children. • If they are inviting, empowering, nurturing, and competence enhancing; then the students will see themselves as important and believe that their future

most enduring and pervasive.

			matters. • Students must know that SEL skills matter and can help them in all facets of life.
SELECTING AND STARTING A PILOTPROGRAM	**Rationale**	**Examples**	**Notes for Integration**
23. In selecting a specific SEL program, educators must consider identified local needs, goals, interests, and mandates; staff skills; pre-existing efforts; the nature of instructional procedures; the quality of materials; the developmental appropriateness of the program; and its respect for diversity.	It is important to ask questions about programs (whether they intended for classroom, grade-level, or school). There are a lot of pre-packaged programs that market "emotional intelligence" for kids, but do not produce genuine and sustainable results.	Questions to ask: 1. What is out there, and how does it match up with what you already do? 2. How does the program assume children learn and change? (Program should give educators a way of addressing things not in program) 3. Is it developmentally appropriate? 4. What s the quality of the materials? 5. How does the program address diversity?	It is important to choose a program that fits within what is already being done (especially in terms of school rules and behavior systems). If it is not a fit, there is no evidence that shows it endures, even on a short-term basis.
24. SEL activities and programs are best introduced as pilot programs			
25. Professional development and supervision are important at all levels.			

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26. Be clear about your planning process and your view of how programs expand successfully in your setting.	Expanding the program is easier when it is guided by a clear approach to planning, implementation, management, and evaluation based on an underlying theory or model of change, and when adequate and ongoing administrative support is available.	Identifying expectations and responsibilities for everyone involved, from parents and teachers' aides to the superintendent and other administrators to community members is important.	The school board has a role as program supporter and, perhaps, funds provider; cultivating its support should be a proactive task.
27. An SEL program or approach that addresses a wide range of life skills and problem prevention areas tends to have the most impact.			
28. Allow the necessary time and support for the program to strengthen and grow.	**People rush into implementation or try to share materials or in other ways cut corners as program expands.**	**Actions are equivalent of withholding water from a newly soded lawn.**	**Essential conditions for implementing program effectively:** • **Delivering program consistently and on frequent basis and to coordinate efforts.** • **Adequate materials must be available.** • **Organizational support must be provided.** • **The teaching of the program must cover all or much of the school year.** • **Implementation must span multiple years without gaps in instruction.**

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29. Systematically involving students who are receiving special education helps build a cohesive program climate and increases generalization of learned skills to situations students encounter in daily living.	A school is a community. When students are excluded, intentionally or not a school is diminished. When ways are found to involve all members of a community everyone gains.	It takes less than a life time but longer than 2 or 3 years. It takes about 18 months for all parties to adapt, adjust and abide by it	What a program is accomplishing. What are a programs goals, what exactly the program needs to consist of are matters that merit frequent reconsideration Spirit of continuous improvement .
30. To foster long-term commitment, it is helpful to have a designated program coordinator, social development facilitator, or a social and emotional development committee. Committees typically are responsible for seeing that the various activities needed to effectively meet program goals are carried out. They monitor SEL related efforts inside and outside the school.	To ensure that programming is getting the desired results. Ensure quality control and accountability. Fund raise in order to have the necessary support for professional development and strategic outcomes. To produce a yearly report with outcomes outlining the program's success.	KBAS SEL department housed at the RSO. Trained coaches to provide added support to schools. Development committee to raise needed funds.	Department augmented in the second year of implementation by ONE. By TWO-THREE in the third year of implementation.
31. Long-lasting SEL programs are highly visible and recognized. These programs "act proud" and are not "snuck in" or carried out on unofficially "borrowed" time. They do not act in opposition to school or district goals, but rather are integral to these goals.	SEL may never be considered something that has been added to a teacher's plate, but rather teachers need to understand that it "is" the plate.	School needs a SEL curriculum, schedule, and guidelines to implement and integrate into the school's curriculum.	Research existing curriculum; create a KBAS vision for implementation and integration as early as 2016-2016.
32. Effective SEL approaches are portfolios, exhibitions, group presentations, and print	SEL awareness educates and invites other groups such as parents, after school	In order to sustain a department of SEL personal, added funds will be	

and electronic media both inside and outside of school to invite participation, SEL programs, and encourage the involvement and commitment of the larger community. By using a variety of approaches, SEL programs extend the reach of the program beyond formal school and classroom settings, and reach out to bring others in.	programs, hospitals, insurance companies (investors and donors).	necessary. Donors may include hospitals, clinics, and insurance companies, as well as donors interested in the pursuit of the emotional well-being of all students.	
33. The longer a program is in place, the more it will have to be adapted to changing circumstances. Implementation must be monitored and the program's outcomes evaluated regularly	In order to keep the program current, evaluation and reflection by the SEL director, department, and schools is necessary to ensure program success.	• End-of-year School Leader evaluation of the program. • Ongoing evaluation by coaches, teachers, SEL department head • Yearly report of outcomes	Evaluation should be ongoing throughout the the three year plan and beyond.

Social-Emotional Learning Implementation phase

NOTE: We used CASEL's Implementation and sustainability factors Phases to get more specific about implementation. We grouped the guidelines into relevant subject headings: Professional Development, launching SEL in classrooms, expanding SEL competencies beyond the classroom, evaluation and adjustments.

Conduct Professional Development Activities	13. Staff development opportunities provide teachers with theoretical knowledge essential to teaching social and emotional skills. 14. Staff development provides modeling and practice in experiential learning. 15. Staff development activities are visibly and regularly supported by feedback from colleagues, administrators, and others. 16. SEL programs are most effective when teachers and administrators

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	adopt a long-range perspective.
Launch SEL Instruction in Classrooms	**1. Educators need explicit plans to help students become knowledgeable, responsible, and caring. Learning of skills requires exposure and practice.** **4. Informal instruction of SEL skills should be combined with formal academic instruction.** **5. SEL programs engage students as active partners in creating a classroom atmosphere where caring, responsibility, trust, and commitment to learning can thrive.** **6. Academic and SEL goals are unified by a comprehensive, theory-based framework that is developmentally appropriate** **7. SEL instruction uses a variety of teaching methods to actively promote multiple.** **8. Repetition and practice are vital to the integration of cognition, emotion, and behavior.** **11. The SEL curriculum may have to be adapted for children with special needs.** **13. Staff development opportunities provide teachers with theoretical knowledge essential to teaching social and emotional skills.** **14. Staff development provides modeling and practice in experiential learning.** **15. Staff development activities are visibly and regularly supported by feedback from colleagues, administrators, and others.** **17. A caring, supportive, and challenging classroom and school climate is most conducive to effective SEL teaching and learning.** **19. SEL programs and activities that are coordinated with and integrated into the regular curriculum and life of the classroom and school are most likely to have the desired affect on students, and are most likely to endure.**
Expand Classroom-Based SEL Programming and Integrate SEL School-Wide	**4. Informal instruction of SEL skills should be combined with formal academic instruction.** **8. Repetition and practice are vital to the integration of cognition, emotion, and behavior.** **11. The SEL curriculum may have to be adapted for children with special**

	needs. **13. Staff development opportunities provide teachers with theoretical knowledge essential to teaching social and emotional skills.** **15. Staff development activities are visibly and regularly supported by feedback from colleagues, administrators, and others.** **19. SEL programs and activities that are coordinated with and integrated into the regular curriculum and life of the classroom and school are most likely to have the desired affect on students, and are most likely to endure.** **21. When home and school collaborate closely to implement SEL programs, students gain more and the SEL program's effects are most enduring and pervasive.** **22. Adequate community involvement in and support for SEL programs enhances their effects.**
Step 10: Revising Implementation Activities and Adjust for Continuous Improvement	**11. The SEL curriculum may have to be adapted for children with special needs.** **12. Coordination between the SEL curriculum and other services creates an effective and integrated system of service delivery.** **19. SEL programs and activities that are coordinated with and integrated into the regular curriculum and life of the classroom and school are most likely to have the desired affect on students, and are most likely to endure.** **28. Allow the necessary time and support for the program to strengthen and grow.** **30. To foster long-term commitment, it is helpful to have a designated program coordinator, social development facilitator, or a social and emotional development committee. Committees typically are responsible for seeing that the various activities needed to effectively meet program goals are carried out. They monitor SEL related efforts inside and outside the school.** **31. Long-lasting SEL programs are highly visible and recognized. These programs "act proud" and are not "snuck in" or carried out on unofficially "borrowed" time. They do not act in opposition to school or district goals, but rather are integral to these goals.** **32. Effective SEL approaches are portfolios, exhibitions, group**

| | presentations, and print and electronic media both inside and outside of school to invite participation, SEL programs, and encourage the involvement and commitment of the larger community. By using a variety of approaches, SEL programs extend the reach of the program beyond formal school and classroom settings, and reach out to bring others in.

33. The longer a program is in place, the more it will have to be adapted to changing circumstances. Implementation must be monitored and the program's outcomes evaluated regularly |
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Sustainability Factors

| A.   Provide Ongoing Professional Development | 13. Staff development opportunities provide teachers with theoretical knowledge essential to teaching social and emotional skills.

14. Staff development provides modeling and practice in experiential learning.

15. Staff development activities are visibly and regularly supported by feedback from colleagues, administrators, and others.

16. SEL programs are most effective when teachers and administrators adopt a long-range perspective. |
| --- | --- |
| B.   Evaluate Practices and Outcomes for Continuous Improvement | 33. The longer a program is in place, the more it will have to be adapted to changing circumstances. Implementation must be monitored and the program's outcomes evaluated regularly |
| C.   Develop an Infrastructure to Support SEL Programming | 1. Educators need explicit plans to help students become knowledgeable, responsible, and caring. Learning of skills requires exposure and practice.

2.Building successful SEL skills are linked to developmental milestones & helping students cope with ongoing events & circumstances. |
| D.   Integrate SEL Framework and Practices School-Wide | 1. Educators need explicit plans to help students become knowledgeable, responsible, and caring. Learning of skills requires exposure and practice.

4. Informal instruction of SEL skills should be combined with formal academic instruction. |

		5. SEL programs engage students as active partners in creating a classroom atmosphere where caring, responsibility, trust, and commitment to learning can thrive.
		9. Educators can enhance the transfer of SEL from lesson-based or other formal instruction to everyday life by using prompting and cueing techniques throughout all aspects of school life.
		10. The integration of SEL with traditional academics greatly enhances learning in both areas.
		12. Coordination between the SEL curriculum and other services creates an effective and integrated system of service delivery.
E.	Nurture Partnerships with Families and the Community	9. Educators can enhance the transfer of SEL from lesson-based or other formal instruction to everyday life by using prompting and cueing techniques throughout all aspects of school life.
		21. When home and school collaborate closely to implement SEL programs, students gain more and the SEL program's effects are most enduring and pervasive.
		22. Adequate community involvement in and support for SEL programs enhances their effects
		30. To foster long-term commitment, it is helpful to have a designated program coordinator, social development facilitator, or a social and emotional development committee. Committees typically are responsible for seeing that the various activities needed to effectively meet program goals are carried out. They monitor SEL related efforts inside and outside the school.
		32. Effective SEL approaches are portfolios, exhibitions, group presentations, and print and electronic media both inside and outside of school to invite participation, SEL programs, and encourage the involvement and commitment of the larger community. By using a variety of approaches, SEL programs extend the reach of the program beyond formal school and classroom settings, and reach out to bring others in.
F.	Communicate with the Entire School Community about SEL Programming	1. Educators need explicit plans to help students become knowledgeable, responsible, and caring. Learning of skills requires exposure and practice.
		9. Educators can enhance the transfer of SEL from lesson-based or other formal instruction to everyday life by using prompting and cueing techniques throughout all aspects of school life.
		17. A caring, supportive, and challenging classroom and school

	climate is most conducive to effective SEL teaching and learning. **21. When home and school collaborate closely to implement SEL programs, students gain more and the SEL program's effects are most enduring and pervasive.** **22. Adequate community involvement in and support for SEL programs enhances their effects**		

Here's where we are now. Currently, all 11 KIPP schools in the Bay Area are teaching SEL curriculum for the first time: School Connect for high school; Second Step for Middle School.

School Culture: SEL/RP Grades K-12

	Milestones & Metrics			
	Summer Preparation and Planning	**T1 (Aug. 11th - Oct. 24th)**	**T2 (Oct. 27th - Feb. 6th)**	**ST3 (Feb 9th - Jun. 5th)**
Full Implementation of SEL curriculum and RP.	Establishing an SECD Planning Group and SECD Steering Committee: Teacher leads from each school and Program Coordinators. Order and ensure each school has the appropriate curriculum, access to the curriculum, and online supports provided by the curriculum.	Program Coordinators collect and share data collection system established—shared with others School visit by AP/Deans Culture w/data collection begin using the SEL Observation Tool School Leader CoP builds SEL training – SEL integration into Team and Family/Advisory Heads of Schools and other members of A Team are trained in SEL and RP	Program Coordinators collect and share data collection system established— shared with others School visit by AP/Deans Culture w/data collection continues Regular PD by SEL lead; restorative circles to support teachers	Survey questions are identified, administered, and results shared with KBAS community Provide expert information about mental health, children's developmental processes, and the effectiveness of various prevention efforts.
Program Coordinators, School Leaders, AP/Deans, and Teacher Performance	100% of teachers understand regional initiative and implementation of SEL and RP.	Grade-Levels dedicate time for SEL and RP collaboration Regional Leaders,	Teachers Participate fully in the team planning process. Identify problems and strengths that can	Suggest specific strategies for implementing SECD programming into any classroom and subject area

| Indicators | 100% of teachers are trained in SEL curriculum during summer professional development.

Each school has dedicated time to the introduction and teaching of SEL curriculum and the consistent use of circles with dedicated time in the schedule for each. | School Leaders, and AP/Deans are modeling SEL skills

Teachers are modeling SEL skills

Teachers are implementing the curriculum consistently and with fidelity | be addressed by SECD.

Develop realistic objectives for school improvement

Help design the school-community needs assessment and identify appropriate strategies and interventions | |
|---|---|---|---|---|
| **Implementation Milestones** | 100% of KBAS schools are prepared to teach the SEL curriculum as evidenced by all the above criteria.

All schools have focused and dedicated SEL teaching blocks. | School leaders, program coordinators, teachers, APs/Deans receive feedback based on the SEL observation tool kit. | Appropriate assessment instruments and evaluation designs have been created | Results from the surveys indicates significant progress in positive school culture based on 3.8 and above on the HSR survey. |

KIPP:
Work hard. Be nice.