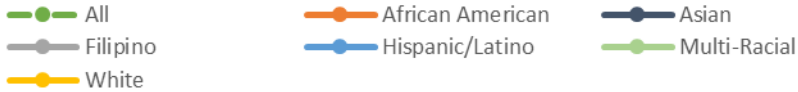
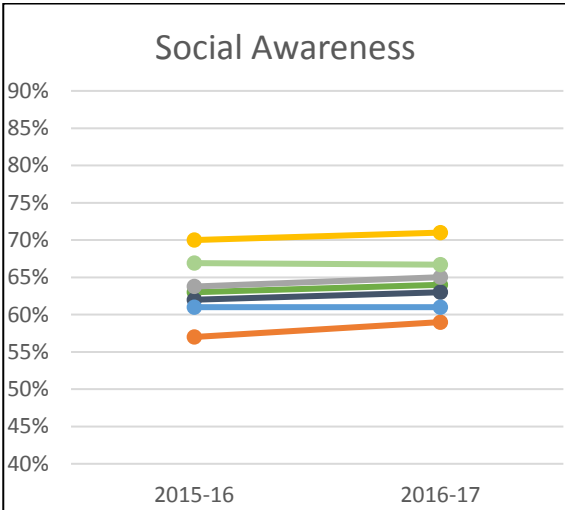
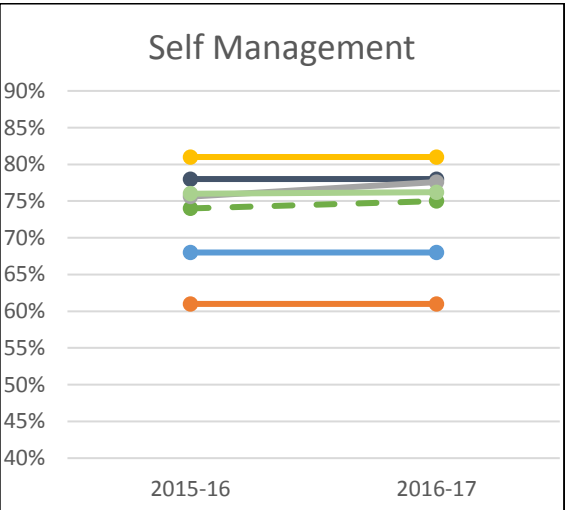
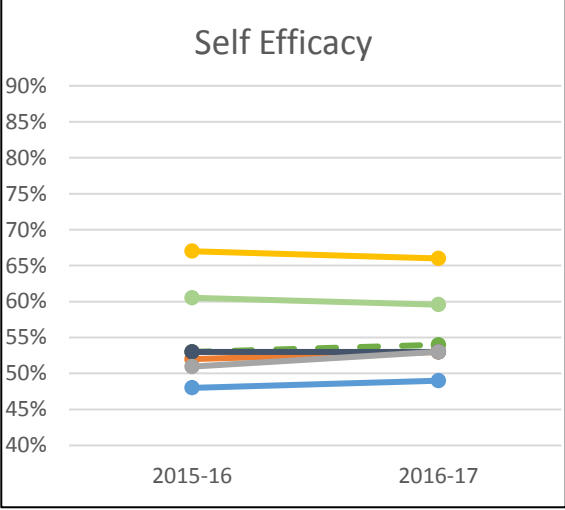
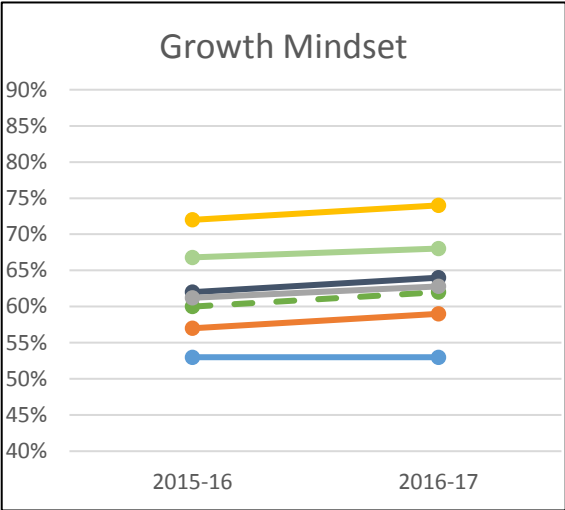


Increase the percent of SFUSD students who have Positive Results in the four Social Emotional Skill Areas



Data Definition & the Preliminary Data Findings

Social-emotional learning (SEL) refers to a broad set of skills that students need in order to be successful as learners. The Collaborative for Academic, Social, and Emotional Learning (CASEL), the leading

organization conducting research on SEL, defines it as “the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively.”ⁱ

In 2013, San Francisco and five other California districts (Fresno, Long Beach, Los Angeles, Oakland and Santa Ana) were granted a waiver from the federal accountability system, No Child Left Behind. In its place, the six districts, forming a consortium known as CORE, installed the School Quality Improvement System, which measures school quality based on a variety of academic and non-academic metrics, including SEL skills. Leaders of the CORE districts believe that based on compelling research and their own experience as educators, social-emotional competencies are an important complement to academic preparation in helping students succeed in college, career, and life. Many skills or competencies fit under the umbrella of SEL or “non-cognitive” skills, but four were adopted as accountability metrics by the CORE Districts:

Growth Mindset: The belief that one's abilities can grow with effort. Students with a growth mindset see effort as necessary for success, embrace challenges, learn from criticism, and persist in the face of setbacks. A growth mindset may contribute to better grades in school and a willingness to take on new challenges.ⁱⁱ

Self-Efficacy: The belief in one's own ability to succeed in achieving an outcome or reaching a goal. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and environment. Self-efficacy can boost student achievement and emotional health and wellbeing.ⁱⁱⁱ

Self-Management: The ability to manage one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, and setting and working toward personal and academic goals. Strong self-management skills are associated with fewer dropouts, better academic and social outcomes, and better outcomes with regard to physical health, substance dependence, personal finances, and criminal offenses.^{iv}

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. Social awareness may contribute to better behavior and achievement in school and increased engagement with community and school resources and is associated with better peer relationships, fewer risky behaviors.^v

Surveys measuring baseline competencies in the four SEL skill areas were first administered to SFUSD students in non-charter schools in grades 4 through 12 in the spring of 2016. It is anticipated that SFUSD will continue to measure student's SEL competencies on an annual basis.

Across grade levels and school years, Self-Management had the highest percentages of students with positive results; Self-Efficacy had the lowest. All competencies saw small improvements (1-2%) in the average for all students between 2015-16 and 2016-17. Though this is encouraging, because this data has only been collected for two years, it is difficult to discern a pattern. African American, Hispanic/Latino, and Pacific Islander students scored below average on all four SEL competencies measured. The data also show an inverse relationship between grade level and Self-Efficacy; students in lower grade levels exhibit positive Self-Efficacy results at a higher rate compared to students in upper grade levels. This suggests that Self-Efficacy may decrease among students as they age.

Story Behind the Curve

Basic needs not being met, unresolved trauma, low expectations of student ability, stereotypes and bias have all been linked to low scores in the four SEL competencies. SEL skills have been shown to contribute to the achievement gap separating wealthy from disadvantaged students and are considered more responsive to direct intervention than cognitive ability. This is promising news, as it means that there is an opportunity to address gaps in achievement for students, in particular, low-income students and students of color.^{vi}

CORE's collaborative offers the following explanation for the use of SEL indicators in assessing student's performance as a tool to improve student outcomes. "The CORE Districts are the first in the nation to include the measurement of social and emotional factors in a system of school improvement and accountability – our School Quality Improvement Index.^{vii} We have done so because we believe they offer schools and educators more and better information that furthers understanding of students and what they need to learn and succeed. This information can be used to inform and shape strategies to help students succeed in school and prepare them for success in college, careers and life. Beyond narrow measures of academic achievement, measurement of social and emotional well-being offers schools another way to assess their efforts to help students."

For additional information and a case study of how social-emotional competencies were prioritized and assessed see the document developed by Transforming Education, a nonprofit specializing in helping schools assess and develop students' social-emotional skills.^{viii}

What Works: A Selection of Best Practices for Improving Social and Emotional Competencies for Children and Youth

There is an increasing amount of research on policies and practices to support social and emotional skills development in schools and in families; however, there is limited research in community-based settings.^{ix} The following ten practices are an overview of the instructional practices that the American Institutes for Research has found to have an impact on SEL outcomes in classroom settings, and can be reinforced in a community-based context.^x

Student-centered discipline refers to the types of classroom-management strategies teachers' use in their classrooms. In order to be effective at student-centered discipline, teachers need to use disciplinary strategies that are developmentally appropriate for their students and that motivate students to want to behave in the classroom. This occurs when students have opportunities to be self-directive and have some say in what happens in the classroom.

Teacher language refers to how the teachers talk to students. Teachers should encourage student effort and work, restating what the student did and what that student needs to do in order to improve. For example, teacher language should not be simply praise (e.g., "You did a great job") but should encourage students (e.g., "I see you worked hard on your math paper. When you really think about your work, and when you explain your thinking, you get more correct answers").

Responsibility and choice refers to the degree to which teachers allow students to make responsible decisions about their work in their classroom. The teacher creates a classroom environment where

democratic norms are put into place and where students provide meaningful input into the development of the norms and procedures of the classroom as well as the academic content or how the academic content is learned. Democratic norms do not mean that everything the students say gets done, but that the teacher provides structures so that the students have a voice in the classroom.

Warmth and support refers to the academic and social support that students receive from their teacher and from their peers. The teacher creates a classroom where the students know that teachers care about them. Teachers can demonstrate that they care about their students by asking students questions (academic and nonacademic), following up with students when they have a problem or concern, providing the teacher's own anecdotes or stories, and acting in ways in which students know that taking risks and asking questions are safe in the classroom.

Cooperative learning refers to a specific instructional task in which teachers have students work together toward a collective goal. Teachers ask students to do more than group work; students are actively working with their peers around content in a meaningful way.

Classroom discussions refers to conversations students and teachers have around content. During classroom discussions, teachers ask more open-ended questions and ask students to elaborate on their own thinking and on the thinking of their peers. When classroom discussions are done well, students and teachers are constantly building upon each other's thoughts and most of the dialogue is student driven.

Self-reflection and self-assessment are instructional tasks whereby teachers ask students to actively think about their own work. In order for students to self-reflect on their work, teachers should ask them to assess their own work. This does not mean that teachers simply provide the answers and students look to see if they got the answer right or wrong. Students need to learn how to assess more rigorous work against performance standards that have been provided by the teacher or co-created in the classroom. The process should not stop there; students also need to think about how to improve their work on the basis of their self-assessment.

Balanced instruction refers to teachers using an appropriate balance between active instruction and direct instruction, as well as the appropriate balance between individual and collaborative learning. Through balanced instruction, teachers provide students with opportunities to directly learn about the material as well as engage with the material.

Academic press refers to a teacher's implementation of meaningful and challenging work, and academic expectations focus on the teacher's belief that all students can and will succeed. Students should sense that academics are extremely important, that the teacher wants them to succeed, and that they have to exert effort in challenging work in order to succeed.

Competence building occurs when teachers help develop social-emotional competencies systematically through the typical instructional cycle: goals/objectives of the lesson, introduction to new material/modeling, group and individual practice, and conclusion/reflection. Each part of the instructional cycle helps reinforce particular social-emotional competencies, as long as the teacher integrates them into the lesson.

Selected References for more Information on the ‘Story Behind the Curve’ and highlighted ‘Best Practices’

-
- ⁱ CASEL. What is SEL. <http://www.casel.org/what-is-sel/>
- ⁱⁱ Transforming Education. (2014). Introduction to Growth Mindset. [https://static1.squarespace.com/static/55bb6b62e4b00dce923f1666/t/5664fc04e4b02b0e9540757b/1449458692484/Introduction to Growth Mindset Handout Final.pdf](https://static1.squarespace.com/static/55bb6b62e4b00dce923f1666/t/5664fc04e4b02b0e9540757b/1449458692484/Introduction+to+Growth+Mindset+Handout+Final.pdf)
- ⁱⁱⁱ Transforming Education. (2014). Introduction to Self-Efficacy. [https://static1.squarespace.com/static/55bb6b62e4b00dce923f1666/t/5664fc40e4b058c26c25798d/1449458752041/Introduction to Self Efficacy Handout Finalv2.pdf](https://static1.squarespace.com/static/55bb6b62e4b00dce923f1666/t/5664fc40e4b058c26c25798d/1449458752041/Introduction+to+Self+Efficacy+Handout+Finalv2.pdf)
- ^{iv} Transforming Education. (2014). Introduction to Self-Management. [https://static1.squarespace.com/static/55bb6b62e4b00dce923f1666/t/5664fc6ee4b058c26c257b58/1449458798624/Introduction to Self-Management Handout Final.pdf](https://static1.squarespace.com/static/55bb6b62e4b00dce923f1666/t/5664fc6ee4b058c26c257b58/1449458798624/Introduction+to+Self-Management+Handout+Final.pdf)
- ^v Transforming Education. (2014). Introduction to Social Awareness. [https://static1.squarespace.com/static/55bb6b62e4b00dce923f1666/t/5664fc8ee4b058c26c257cd9/1449458830947/Introduction to Social Awareness Handout Final.pdf](https://static1.squarespace.com/static/55bb6b62e4b00dce923f1666/t/5664fc8ee4b058c26c257cd9/1449458830947/Introduction+to+Social+Awareness+Handout+Final.pdf)
- ^{vi} West, M. (2016). Should non-cognitive skills be included in school accountability systems? Preliminary evidence from California’s CORE districts. Economic Studies at Brookings. <https://www.brookings.edu/research/should-non-cognitive-skills-be-included-in-school-accountability-systems-preliminary-evidence-from-californias-core-districts/>
- ^{vii} CORE Districts. About the School Quality Improvement Measures. <http://coredistricts.org/core-index/>
- ^{viii} Krachman, S.B., Arnold, R., & Larocca, R. (2016). Expanding the Definition of Student Success: A Case Study of the CORE Districts. <https://test-transforming-education.pantheonsite.io/wp-content/uploads/2017/04/TransformingEducationCaseStudyFINAL1.pdf>
- ^{ix} CASEL. Social and Emotional Skills in Action. <http://www.casel.org/in-action/>
- ^x American Institutes for Research. Teaching the Whole Child: Instructional Practices that Support Social-Emotional Learning in Three Teacher Evaluation Frameworks. (2014) <http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>