

# Context, Vision, and Strategy for Social and Emotional Learning (SEL) in Pittsburgh Public Schools

Education Committee | December 7, 2021

Expect great things.



# Agenda

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- Context
- Vision
- Theory of Action
- Implementation Strategies
- Action Steps
- Reminder of Other Supports through ESSER III
- Feedback & Questions

# Context

## Strategic Theme #1

Create a positive and supportive school culture.

### Objectives

1. Meet the holistic needs of all students.
2. Establish a shared commitment and responsibility for positive relationships with every student, family, and staff member.
3. Create effective family and community partnerships in every school.
4. Decrease incidence of racial disproportionality in school discipline (behavioral referrals, suspensions and arrests).



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# Social and Emotional Learning is ...



Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.



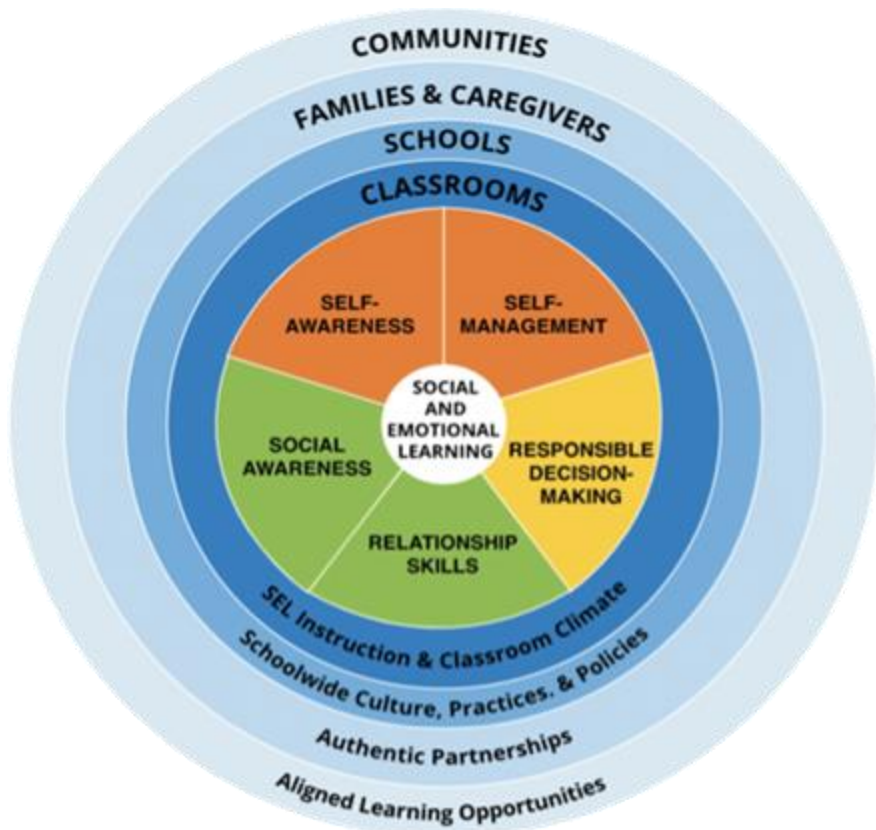


# Social and Emotional Advances...

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



# Indicators of Schoolwide SEL...



CLASSROOM



Explicit SEL instruction



SEL integrated with academic instruction



Youth voice and engagement

SCHOOL



Supportive school and classroom climates



Focus on adult SEL



Supportive discipline



A continuum of integrated supports

FAMILY



Authentic family partnerships

COMMUNITY



Aligned community partnerships



Systems for continuous improvement



# Social and Emotional Learning Competencies

## Self-Awareness

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

## Self-Management

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

## Social Awareness

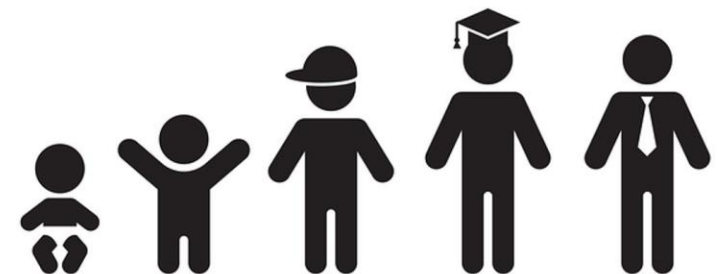
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

## Relationship Skills

- Communication
- Social engagement
- Relationship building
- Teamwork

## Responsible Decision-Making

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



Lesson 1	Lesson 2	Lesson 3	Lesson 4
Trauma Tool Kit	Trauma Tool Kit	Trauma Tool Kit	Trauma Tool Kit
<b>Emotions</b>	<b>Stress Management</b>	<b>Support Systems</b>	<b>Resilience</b>
<p><b>Elementary:</b>  <u>Present Video</u> – “How Are You?”  <u>Discussion</u> –            Talk with students about different emotions and how their bodies show emotions.  <u>Practice/Dive Deeper</u> -            Have the students color their heart showing how they are feeling right now. Depending on your situation, you may want the students to draw how their heart felt during or immediately following the traumatic event. Encourage the students to use designs, colors, and shapes to show their emotions.</p>	<p><b>Elementary:</b>  <u>Present Video</u> – “What Can you Do?”  <u>Discussion</u> –            Talk with students about the connection between emotions, thoughts, and behaviors.  <u>Practice/Dive Deeper</u> -            Have each student create a card illustrating a strategy they can use to feel better. Encourage students to create a least three cards.</p>	<p><b>Elementary:</b>  <u>Present Video</u> – – “Who Can Help?”  <u>Discussion</u> –            Talk with students about needs they had during the difficult event and who helped them meet  <u>Practice/Dive Deeper</u> -            Have the students write a list of some needs and who helps them meet each need. Encourage the students to draw pictures or add designs illustrate each need.</p>	<p><b>Elementary:</b>  <u>Present Video</u> – “How Can You Bounce Back?”  <u>Discussion</u>-            Talk with students about strategies for bouncing back following a difficult event.  <u>Practice/Dive Deeper</u> -            Have students Create a diamante poem, using the examples for each line:            Line 1: Write an uncomfortable emotion. Line 2: Write two adjectives describing the uncomfortable emotion. Line 3: Write three ‘ing’ words describing the uncomfortable emotion. Line 4: but maybe, just maybe Line 5: Write three ‘ing’ words describing the comfortable emotion. Line 6: Write two adjectives describing the comfortable emotion. Line 7: Write a comfortable emotion.</p>



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# Fall 2021 Panorama Survey

What can teachers or other adults at school do to better support you? (Grades 6-12)

work with me  
when I'm  
frustrated

ask do we  
need help or if  
we are ok

Ask how we've  
been or be  
compassionate

Just stay patient  
& keep going  
with me

They've been  
doing a good  
job

I don't know ..

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# Vision Statement

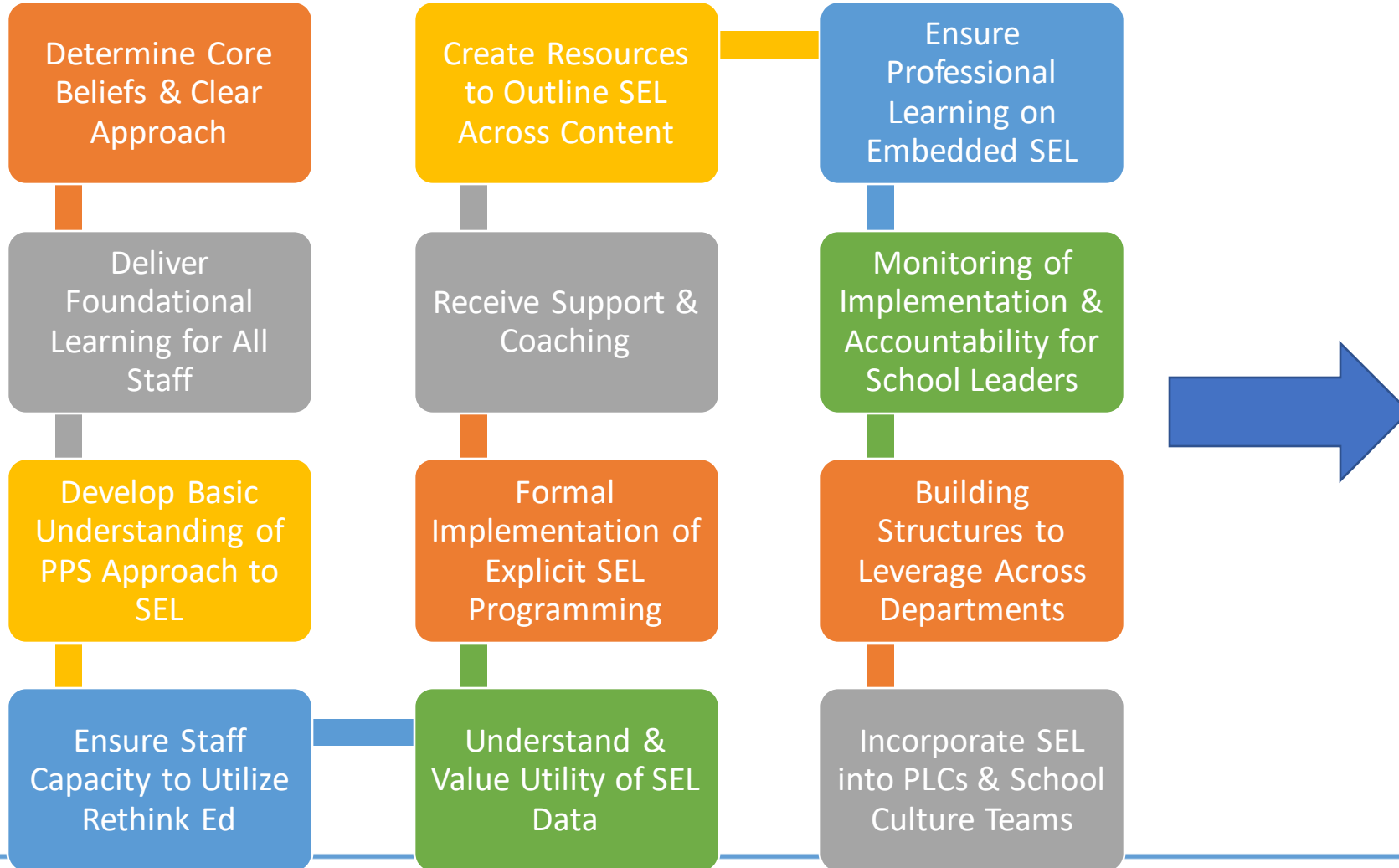
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- Pittsburgh Public School's Student Services Office will create the systems and structures necessary to implement a comprehensive, curriculum-based SEL program for district-wide implementation for all students.
- The student services team will build the capacity of teachers and school leaders for facilitating social-emotional learning and implement an intentional social-emotional learning approach that is designed to both engage students in planned instruction as well as be exposed to on-going reinforcement of key skills as opportunities arise through ...

# Vision Statement (continued)

- Foundational learning for all staff to outline core beliefs and a clear approach for concerted implementation
- Professional learning for all staff designed to build their capacity to utilize the ReThink Ed platform, and Panorama well-being data, to deliver meaningful social-emotional learning in both planned lessons and in the moment “teachable lessons”
- Development of Learning Environment Specialists as key support personnel positioned to support school staff to deliver meaningful social-emotional learning opportunities for all students
- Collaboration between Student Services and Curriculum and Instruction to develop intentional social-emotional learning with the curriculum for all content
- Collaboration between Student Services and school teams/building leaders to achieve systemic implementation of SEL with fidelity
- Accountability structures for central office and school leaders to ensure fidelity of implementation
- On-going, embedded analysis of data to be responsive to student social-emotional needs

# Theory of Action



Then there will be a systemic approach to ensure students receive meaningful social-emotional programming so that they feel confident in their abilities and their value to their class, will know how to ask for and offer help and understand that resources are available to them, and are better able to achieve their full potential as lifelong learners who are academically prepared, fundamentally capable, and globally and civically engaged.

 **Expect great things.**



# Implementation Strategies

- Build and deliver foundational learning for all staff to ensure all staff have a basic understanding of the district-wide core beliefs related to social-emotional learning
- Build and deliver professional learning for all staff to ensure their capacity to utilize the Rethink Ed platform and Panorama well-being data, to deliver meaningful social-emotional learning in both planned lessons and in the moment “teachable lessons.”
- Develop and provide on-going professional development for Learning Environment Specialists to ensure their capacity to provide integral support to school staff that helps drive the work through critical building level structures
- Schedule and participate in collaboration between Student Services and Curriculum and Instruction to develop the ability of all staff to provide social-emotional learning teaching and reinforcement within the curriculum across all content
- Create and implement a system of accountability structures for central office and school leaders to ensure fidelity of implementation and to ensure interdependent departments remain connected to the work in support of long-term sustainability



# Action Steps

- Convene a team, led by Student Services to develop a working definition of social-emotional learning that will drive the work moving forward. Work within the team to map out each step of the process, including a timeline for each Action Step. (December 2021)
- Develop and deliver foundational asynchronous professional learning for all staff to participate in so they understand the definition and core beliefs. (January/February 2022 and ongoing)
- Provide professional learning for Learning Environment Specialists to ensure they have the capacity to support schools to implement the provided curriculum through Rethink Ed, Panorama, and other resources. (January/February 2022)
- Develop and deliver professional learning for all staff to be trained on the Rethink Ed platform so they will be able to access the tools and provide meaningful opportunities for students in the classroom. (February/March 2022 and ongoing)

# Action Steps

- Continue to provide on-going training and support for all staff to utilize the data from the Panorama survey to deliver lessons that are responsive to the identified trends across classrooms, grade-levels, and schools. (February/March 2022 and ongoing)
- Construct culture building activities designed to deepen the understanding of the importance of utilization of the Rethink Ed platform, Panorama survey completion, intentional school level data analysis and response, and documentation of responses to low level (Level 1) disciplinary infractions. (April/May 2022)
- Work directly with curriculum and instruction to create a process through which social-emotional learning opportunities are built into unit maps/scope and sequence across all content areas. (May/June 2022 and ongoing)
- Schedule time with school leaders to increase their capacity to monitor implementation and ensure accountability. (Summer 2022)
- Work together with key school leaders and central office personnel to create protocols for social-emotional learning to be included in professional learning communities and school culture teams. (Summer 2022 and ongoing)

# Additional Efforts Through ESSER III Funding

- 30% of 7% Set-Aside from PDE is required to be used to support the Social and Emotional Learning of students
- We are utilizing these resources for
  - American School Counselor Association (ASCA) professional development, consultation and program evaluation services
  - Therapeutic services for students to support their mental health
  - Association of Black Psychologists SEL Support PD for identified role groups (Counselors, Social Workers, School Psychologists, and Learning Environment Specialists)
  - Staff well-being and school wellness initiatives
  - SAP Support - stipends for internal staff and consultant fees for training
  - SEL integration and alignment with academics



# Feedback & Questions

