

On the Road to Collecting Social Emotional Learning Data

Keeneyville School District 20

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Keeneyville School District 20

3 Schools:

- Greenbrook Elementary: Pre-K to Grade 5
 - District Early Childhood Center
- Waterbury Elementary: K-5
- Spring Wood Middle School: 6-8



Demographics of District 20

1595 Students

38%	White	53%	Low Income
18%	Black	18%	English Learners
31%	Hispanic	13%	With Disabilities
8%	Asian	1%	Homeless
1%	American Indian		
4%	Two or More Races		



Demographics of Greenbrook

1595 Students

23%	White	63%	Low Income
27%	Black	29%	English Learners
39%	Hispanic	14%	With Disabilities
7%	Asian	1%	Homeless
1%	American Indian		
3%	Two or More Races		



Demographics of Waterbury

471 Students

58%	White	34%	Low Income
7%	Black	21%	English Learners
20%	Hispanic	11%	With Disabilities
9%	Asian	1%	Homeless



Demographics of Spring Wood

534 Students

38%	White	57%	Low Income
18%	Black	5%	English Learners
32%	Hispanic	13%	With Disabilities
8%	Asian	2%	Homeless
2%	American Indian		
2%	Two or More Races		



Why is SEL Important in D20?

Our District believes that:

- High academic achievement and success in school and the world does not come solely from hitting the books.
- In a highly connected world, it is critical for our students to have strong social-emotional skills in order to be highly successful in school, in career, and in life.



SEL Support

Through an ongoing partnership with the DuPage County Regional Office of Education and the Collaborative for Academic, Social, and Emotional Learning (CASEL), Keeneyville District 20 has worked hard for the past six years to bring a focus on social-emotional learning into each of our classrooms and school communities.



Our Road to SEL Implementation

It's been a
“long and winding road”
to where we are today.



Our Road to SEL Implementation

2013-2014

- Our superintendent made a commitment to use SEL to improve the school and District culture for all learners.
 - An SEL Implementation Plan was developed.
 - The District Culture Task Force analyzed 5Essentials Data to identify gaps for improvement.
 - The District Culture Task Force adopted an SEL vision and working norms which were then adopted by the board.
- All staff participated in an SEL 101 workshop to deepen their SEL knowledge.



Our Road to SEL Implementation

2014-2015

- The District SEL Team used a survey and learned that the knowledge of SEL and the use of SEL tools was inconsistent across the District.
 - The District SEL Implementation Plan was revised based on information from the CDI rubric.
 - The SEL Team developed professional development activities to build SEL awareness in each building.
 - Staff members used a tool to self-reflect on their own SEL competencies.



Our Road to SEL Implementation

2015-2016

- The District SEL Team developed and implemented additional activities to strengthen adult SEL competencies in order to build positive staff relationships.
 - A common language based on the SEL competencies was developed. K-2, 3-5, 6-8
 - Additional professional development opportunities were provided to staff.



Our Road to SEL Implementation

2016-2017

- The District's Strategic Planning Committee identified SEL to be a major strand in our three year plan.
 - Staff members in all buildings identified what SEL should look like for our staff and students and SEL posters were created.
 - Schools identified SEL resources to meet the individual needs of their building.



Our Road to SEL Implementation

2017-2018

- SEL resources and strategies to teach the five competencies to students were identified for each building

Greenbrook - Responsive Classrooms

Waterbury - Second Step

Spring Wood - Restorative Practices



Our Road to SEL Implementation

2017-2018 continued

- The District hired an SEL Coach to support and work with staff on SEL skills and strategies.
- Additional professional development was provided to all staff to improve the implementation of SEL at the building level.
- A walk-through protocol was developed.
- Walk-throughs were performed at each building.



The Development of Our Walk-Through Protocol

What is an SEL Walk-Through?

- An SEL walk-through is a brief classroom visit to observe what SEL competencies students are exhibiting during the time of the visit.
- It's a very quick snapshot in time.
- The end goal is to assess how SEL competencies are being exhibited by students across the District.



The Development of Our Walk-Through Protocol

Who participates in our walk-throughs?

- The team consists of an SEL Team member, a non-SEL Team member, and either the SEL Coach or the Director of Teaching and Learning.
- Teacher team members are of different grade bands (K-2, 3-5, 6-8).
 - Team members do not observe in their own building
 - Building administrators are not allowed to participate as this was determined to be a non-evaluative process.



The Development of Our Walk-Through Protocol

What is the process of the walk-through?

- The team observes a classroom for 3-5 minutes.
- All classrooms including art, music, PE, and library are included.
- Observers observe for one-half day (AM or PM).
- Observers refrain from taking notes or filling out forms while in a classroom.
- After all classrooms have been visited, the observation cycle begins again.
- An AM and PM cycle is completed for each school.



The Development of Our Walk-Through Protocol

Prior to participating in a walk-through, the SEL Coach meets with each team to:

- Identify the purpose of our walk-throughs,
- Understand the critical content of each “look for”,
- Develop inter-rater reliability between observers by viewing short classroom video clips, and
- Discuss confidentiality of the observations.



The Development of the Walk-Through Protocol

How is data collected?

- The District SEL Team uses a District-created SEL Walk-Through Data Collection Tool.
- Data is only tagged with the time of day, school location, and grade band (K-2, 3-5, 6-8).
- There is no way to identify specific classrooms or teachers.
- No discussions are held until the debriefing at the end of the observational period.
 - After the first observation, the team decided to split the data collection look fors in half.



Analysis of Data

What did the data tell us?

Our baseline data of 179 classroom observations found that:

- 73.2% of our students were observed to be actively listening.
- 56.3 % of our students were observed having positive, meaningful interactions with each other.
 - 77.5 % of our students were observed following established routine and procedures.



Analysis of Data

What surprised us...

- Only 47.5% of our District's classrooms had norms or shared agreements that could easily be seen in the classroom.
- Only 46.1% of observed students were asking for help from either the teacher or peers.
- Only 53.4% of observations saw students having the opportunity for choice in the classroom.



During the Analysis of Data

We needed to remember
that the data from these observations
was not to be used to make
value judgements.



Data Sharing

- After analyzing the data, the Director of Teaching and Learning and the SEL Coach shared the observational data with building administrators.
- Building administrators shared the District data with their staff member and were given building specific data that could be used for school improvement planning or building initiatives.



Where do we go from here?

The District SEL Team used the collected data to create three goals for the 2018-2019 school year. These were to increase the number of:

- Classrooms creating and posting shared agreements,
- Classroom posting the District SEL poster in very visible locations, and
- Positive, meaningful interactions the school community has with each other.



Next steps...

Where do we go from here?

- Continue to:
 - Conduct walk-throughs in all 3 buildings
 - Collect and analyze the data
 - Share the data with District administrators, building administrators, and staff
 - Celebrate the successes
 - Problem solve for improvements
 - Determine District and building action plans



***We hope you
enjoyed learning
about our
bumpy journey!***

