

What is SEL?

Social and emotional competencies include:

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SELF-AWARENESS

Recognizing your own emotions and accurately assessing your strengths and challenges.

SELF-MANAGEMENT

Effectively regulating your emotions and behaviors in different situations.

SOCIAL AWARENESS

Understanding the perspective of and empathizing with others, inclusive of our diverse backgrounds.

RELATIONSHIP SKILLS

Creating healthy relationships, communicating clearly, and cooperating with others.

RESPONSIBLE DECISION-MAKING

Making positive choices about personal behavior and social interactions.

Why SEL?

Social and emotional learning helps children and adults succeed in academic, social, and professional life through the development of a wide range of intra and interpersonal life skills including:

- Self-efficacy
- Goal Setting
- Relationship Building
- Empathy
- Conflict Resolution
- Problem-Solving
- Team Work



POSITIVE OUTCOMES IN WCSD

Education that promotes SEL—no matter the setting or grade level—has been proven to yield benefits for months and even years to come. As a result of implementing SEL district-wide, WCSD has seen positive outcomes for both students and teachers.

STUDENTS

Students who report higher social and emotional competencies on the WCSD Annual Student Climate Survey have:

+ Significantly higher reading and math test scores and weighted high school GPAs

+ Lower rates of suspension and absenteeism

Students who report higher social and emotional competencies are also:

+ Less likely to be at-risk for dropout

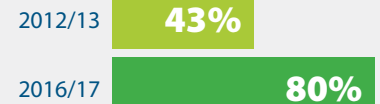
+ More likely to graduate on-time

Since SEL began in 2012, graduation rates have increased by 20 points.

TEACHERS

Research shows that teachers in all academic areas can effectively teach SEL. In 2012-13, only 43% of school staff reported that their school followed an SEL curriculum in at least some grades. In 2016-17, that number rose to 80%.

Schools following a SEL curriculum



Staff who work at schools with high buy-in for SEL report significantly less work stress and burnout than staff who work at schools where buy-in for SEL is lower.

For more information about SEL in WCSD

Trish Shaffer, SEL Coordinator
 Washoe County School District
<https://www.washoeschools.net>

SEL in WCSD

WCSD has been implementing SEL since the 2012-13 school year

Below are key factors to how we've built and prioritized SEL throughout the district.

1

STRONG DISTRICT LEADERSHIP

Washoe has created a strong SEL culture that extends from top district leadership to each teacher and educational service provider.

"Our district is unique in that every school—grades preK to 12—is implementing SEL. We've achieved such widespread buy-in at every level in part because the district has made SEL a priority—it is part of our strategic plan and practiced from central office to classrooms. Through the SEL standards, we've worked hard to create a common language around SEL, and educators realize that social and emotional learning isn't just a piece of the plate, it is the plate." – Trish Shaffer, Multi-Tiered System of Supports / SEL Coordinator, Washoe County School District

2

SYSTEMATIC INTEGRATION OF SEL STANDARDS

Integrating SEL standards throughout the school day is a critical component of WCSD's SEL implementation, a lynchpin for success. District leadership has worked hard to:

- Ensure all staff members have a deeper understanding of SEL and how teachers can incorporate teaching social and emotional competencies into all areas of instruction.
- Provide teachers and site leaders with concrete strategies for fostering SEL in learning and encouraging positive climate and high engagement.
- Build effective systems of accountability.

3

COMPREHENSIVE PROFESSIONAL DEVELOPMENT

Washoe uses a train-the-trainer model to minimize costs and maximize impact.

- An SEL Leadership Team, comprised of at least one administrator and 4-8 staff, is designated at each school and participates in an initial 3-day training session.
- Training continues throughout the school year and includes quarterly supplemental sessions, on-site coaching, classroom observations, after-school sessions, book clubs, and parent courses.
- School-based SEL Leadership Teams are responsible for guiding site-based professional learning and implementation.

4

QUALITY SEL ASSESSMENTS

WCSD believes that social and emotional data is critically important to the successful implementation of SEL. To support this, we have:

- Established a data-rich culture by developing user-friendly data tools, protocols, and trainings to help make informed decisions around SEL.
- Created an early warning risk index to identify students who may be at risk of falling off the pathway to graduation to facilitate early intervention.
- Collaborated with CASEL, the University of Illinois at Chicago, WCSD teachers, and students to develop a measure of students' social and emotional competency.

5

FAMILY-COMMUNITY PARTNERSHIPS

WCSD is dedicated to partnering with our community and families.

- Offers SEL mini-conferences to staff, community members, and families.
- Hosts over 50 Parent University courses annually on SEL at home, fostering resilience, etc.
- Collaboration with MTSS/SEL and Family School Partnerships departments for events targeting families and professional learning for staff.

TELLING OUR SEL STORY

WCSD created a public "data story" page www.wcsddata.net, which features an overview of WCSD's research and reporting on the link between social and emotional competencies and student outcomes.