



SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY

WIFI:
Network: EDC-Conference
Password:
Improve Education

➤ **Welcome to the
Social, Emotional, and
Behavior Academy Fall Kickoff
Event!**



AGENDA

go.edc.org/925Agenda

9:00

Welcome and Introductions

9:10

Glows, Grows, and Action Planning

10:10

Break

10:20

Using Data to Realize your Action Plan

11:30

Lunch

1:00

Team Breakouts

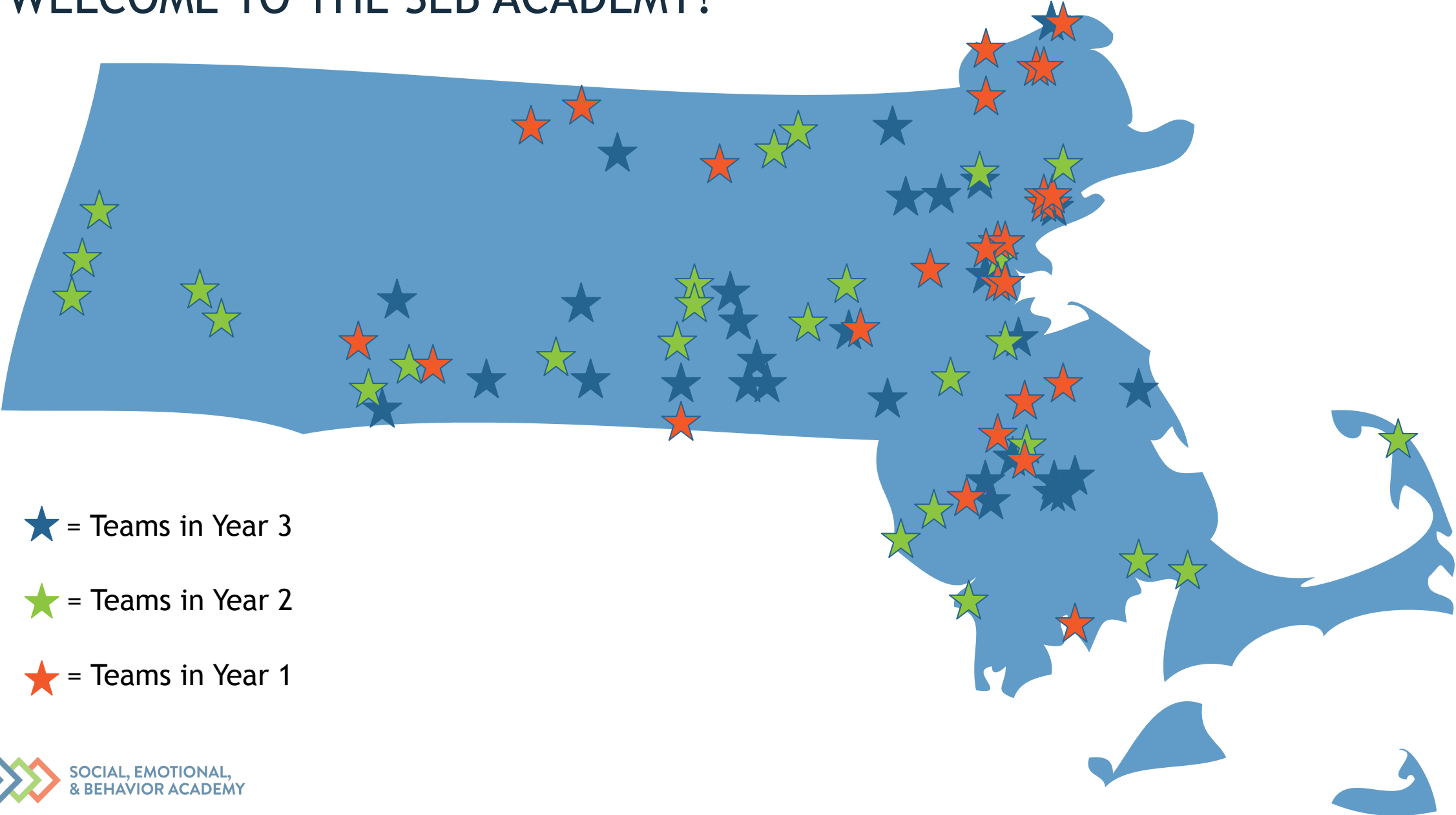
2:30

Community Closing

Considerations for our hybrid space:

- State your name before you begin speaking
- Speak clearly and loudly so our virtual participants can hear you
- Keep side chatter to a minimum

WELCOME TO THE SEB ACADEMY!

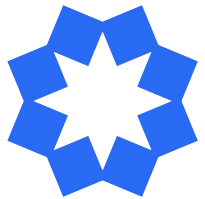




COLLABORATIVE LEADERSHIP



MASSACHUSETTS
Department of Elementary
and Secondary Education

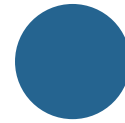


EDC.ORG

*May***Institute**
Shaping Futures. Changing Lives.

MEET OUR TEAM

Project Management



Shai Fuxman

Academy Director



Tori Todd

Director of Learning Opportunities

















Keri Lemoine

Products/Website Coordinator



OUR SEB ACADEMY COACHING AND TRAINING TEAM

- | | | |
|--|---|--|
|  Akira Gutierrez-Renzulli
SEL/Mental Health |  Erik Maki
PBIS |  Marcie Handler
PBIS |
|  Bonnie Lipton
SEL/Mental Health |  Jim Vetter
SEL/Mental Health |  Michelle Pratt
PBIS |
|  Chelsea Salvatore
PBIS |  Kamilah Drummond-Forrester
SEL & Equity |  Sara Niño
Belonging/Equity |
|  Christine Downs
PBIS |  Lauren Gilman
SEL/Mental Health |  Shai Fuxman
SEL/Mental Health |
|  Emily Baton
PBIS |  Lilita Matison
Mental Health |  Tori Todd
SEL/Belonging |

Glow, Grow, and Action Planning



Session Objectives

- 01 Reflect on your work
- 02 Build and strengthen community
- 03 Set intentions for the upcoming school year

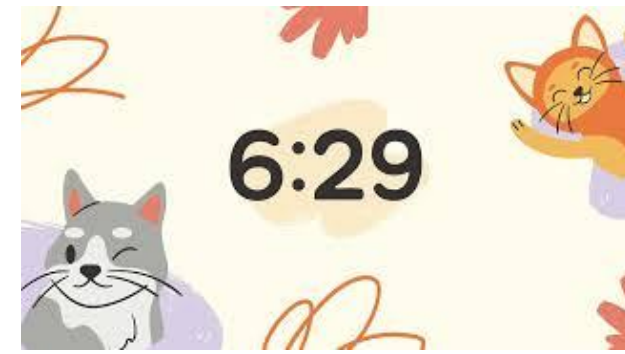


...imagine how children could excel when the system is designed for their full success - where they don't have to overcome the system or be someone else to thrive.” (p.56)

—GHOLDY MUHAMMAD, UNEARTHING JOY (2023)



COMPOSING OUR GLOW AND GROW STORIES



SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY

Fall Kick-Off - Returning Teams Glows & Grows

Activity: Our “Glow & Grow” Stories

Objective:

In this interactive session, returning team members will have the opportunity to reflect on their work, build and strengthen community partnerships, and ease into intentions for the upcoming school year.

Instructions:

The following activity consists of three sections. The first should be completed individually. You will complete the second with your school/district site colleagues. If you are the only member of your site team in attendance today either in-person or virtually, you will join colleagues who are also attending today’s Kick-off individually (3 - 4 individuals = one group). After, you will gather with two other teams from the larger community for the conclusion of our shared session. Lastly, you will take the learnings, ideas, and hopes generated from our time together to the next session where you will begin to transform these into concrete, actionable pieces!

Our SEB Community is here to support YOU, so please raise your in-person or digital hand if you need support or have any questions!

Part One: Individual Reflection (10 min.)

Begin by reflecting on the following questions. Next, use the template below to create your “Glow & Grow” story. After, share your reflection with your site’s team members or others who have joined today’s gathering as a sole member of their site team.



Part One: Instructions

- Begin by **individually reflecting** on where you were in late May/early June last school year.
- In what goal areas did **you** “glow?” What went well? What was **your** relationship to this glow?
- Use the handout/digital template to support your reflection.



OUR COLLECTIVE GLOW AND GROW STORIES



Part Two: Group Reflection & Consensus (25 min.)

Over the next segment of time, school site teams and individuals representing their SEB sites will have the opportunity to consider perspectives and takeaways from the individual reflection and come to a consensus/individually draft a “shared story” for their school/district site using the template below. You and two other sites will gather together to share your stories.

Reflection Template:

Once upon a time, in a not-so-distant land named [DISTRICT NAME], there was a team of _____ who were looking to help the children of their land ___[your goal for students last year]_____.

The team was called ___[give yourselves a name if you don't have one]___, and included [# of people], who each had a superpower.

- [name], whose super power was [x] (repeat for each person)
- [name], whose super power was [x] (repeat for each person)

Last year, there was a challenge with _____. So [team name] decided to put their superpowers to work by ___[strategies/ practices/ changes implemented]_____.

Over the year, the ___ team learned _____ about their community and _____ about themselves.

They were proud of things that went really well and bummed about things that didn't go as well. For example, _____ went really well. They could see their good work work in [describe evidence/clues that tell you what was successful].

As things go, some things didn't quite work out the way they thought. For example...

[3 examples of challenges or unanticipated results]. However, these challenges gave way to lots of learning about how to move forward in the next chapter:

- 1 thing we want to continue is...
- 1 thing we will be discontinuing is...
- 1 thing we want to adapt is....

This year, [team name] is hoping to [dream for this year]. They know they can do it because they have the [name talents/ super powers/ commitment/ skill/ disposition] to make it happen.

Although this team is mighty, they know they can be even stronger with help from others in the SEB Kingdom Community. Some advice that they're looking for is [request/ question to your community].

With their powers combined, they will accomplish their dream of [dream you have] for empowering the youth of the land of [district name] to ___[goals for students]___.



Part Two: Instructions

- Connect with your site team to come to consensus and draft a “shared” group story.
- Individuals representing their sites will create a “shared story” by incorporating the thoughts, suggestions, learnings of others.





OUR COLLECTIVE GLOW AND GROW STORIES



Part Three: Instructions

- Connect with two other site teams. Introduce yourselves to one another.
- Each group will share their collective story.
- Take turns sharing your appreciations, connections, learnings/takeaways.



Part Three: Community Share-out (15 min.)

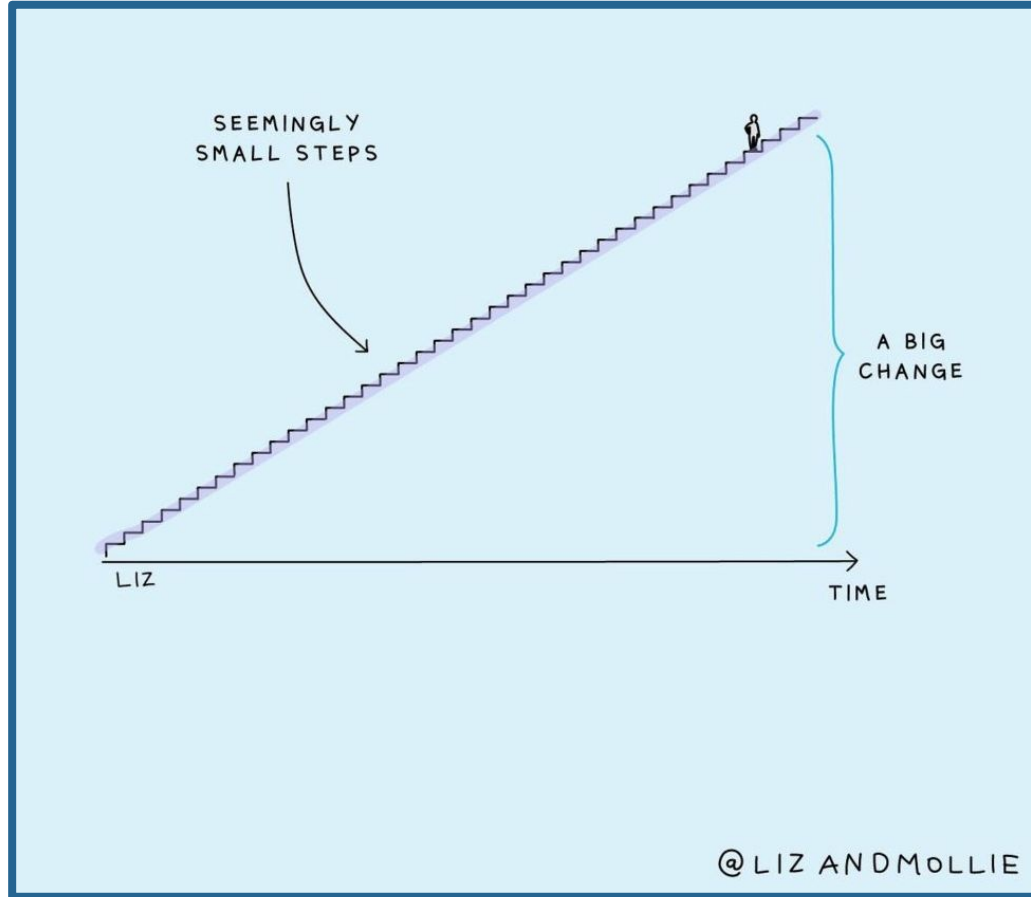
For the next segment of this activity, your team will connect with two other site teams (including individuals representing their site). Each site will have 5 minutes to tell their “shared story” with two different school/district sites.

Community Share-out Guidance:

- Connect with two other teams. Introduce yourselves to one another.
- Each group will share their collective story.
- Take turns sharing your appreciations, connections, learnings/takeaways.



MOVING FORWARD: ACTION PLANNING & NEXT STEPS



[Image Source: Big Feelings: How to Be Okay When Things Are Not Okay by Liz Fosslien](#)

The goal of today's session was not to have your goals/objectives refined or finalized.

The goal is to capture the spirit of what you have achieved, what you have learned, and what you hope to accomplish this year.



CLOSING REFLECTION



What is one word to describe how you are feeling in this moment?

In-Person Participants:
Turn and share with a partner.


Virtual Participants: Drop it into the chat.

"There is no power for change greater than a community discovering what it cares about."

MARGARET J. WHEATLEY

QR Code for Today's Agenda

AGENDA AND MATERIALS

Time	Section	Materials
9:00-9:10	Welcome and Introductions	
9:10-10:10	Glows, Grows, and Action Planning	go.edc.org/elowsanderows
10:10-10:20	Break	
10:20-11:30	Using Data to Realize Your Action Plan	go.edc.org/SEBData
11:30-12:30	Lunch	
12:30-1:30	Staying Solutions-Focused	go.edc.org/solutionstinking
1:30-2:30	Team Time	go.edc.org/Y2teamfolders go.edc.org/Y3teamfolders
2:30-3:00	Community Closing	sebacademy.edc.org/upcoming-events go.edc.org/SEB-Academy-Year2and3-KickOff-valuation QR Code for Evaluation Survey: 





Time for a Break



Using Data to Realize Your Action Plan



Session Objectives

- 01 Learn from peers who are using data effectively
- 02 Examine multiple data sources
- 03 Inventory the data sources in use at your school/district

Today's Focus Data-Driven Decision Making



**Data
Averse**

**Data
Aficionado**



WHY DO I NEED DATA?

- Identify strengths and gaps
- Guide selection of SEL/MH supports
- Identify students who might be struggling
- Measure impact of programs and supports
- Measure students' progress
- Get a pulse on school climate





PROGRESS AND OUTCOME DATA

Progress/
Fidelity
Data

Did we implement the systems and strategies we agreed on?

Outcome
Data

Is the plan resulting in progress toward our goals?



TYPES OF HOLISTIC DATA

As, we review the four different types of Holistic data, here are a few concepts to keep in mind.

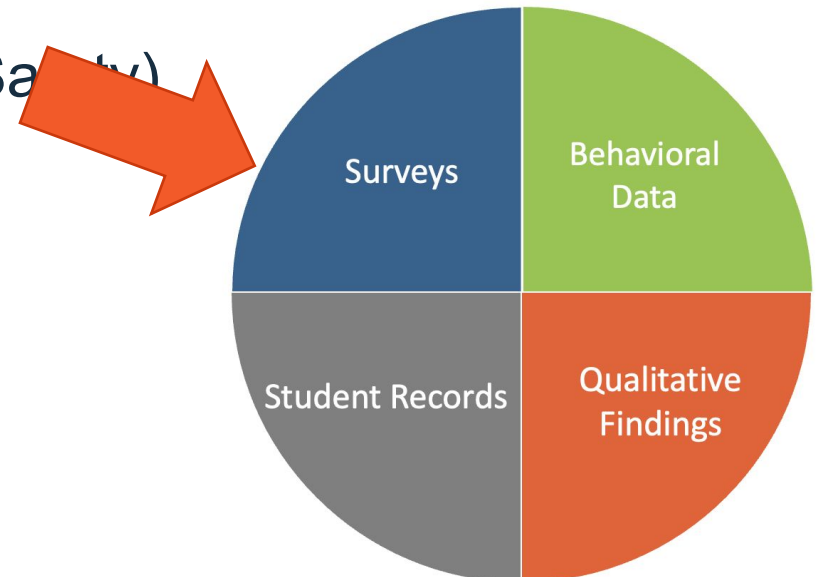
- Celebrate what data you collect currently
- Think about what data you might need to be collecting
- How does the data you collect link to your action plan and how do you share it?



SURVEY-BASED ASSESSMENTS

Can be used to assess:

- SEL competencies (e.g., CORE Districts SEL Survey, Panorama SEL Survey)
- School climate (e.g., School Climate Survey)
- Behavioral health (e.g., Youth Risk Behavior Survey)
- Developmental assets (e.g., Search Institute's Developmental Assets Survey)
- School safety (e.g., School Survey on Crime and Safety)

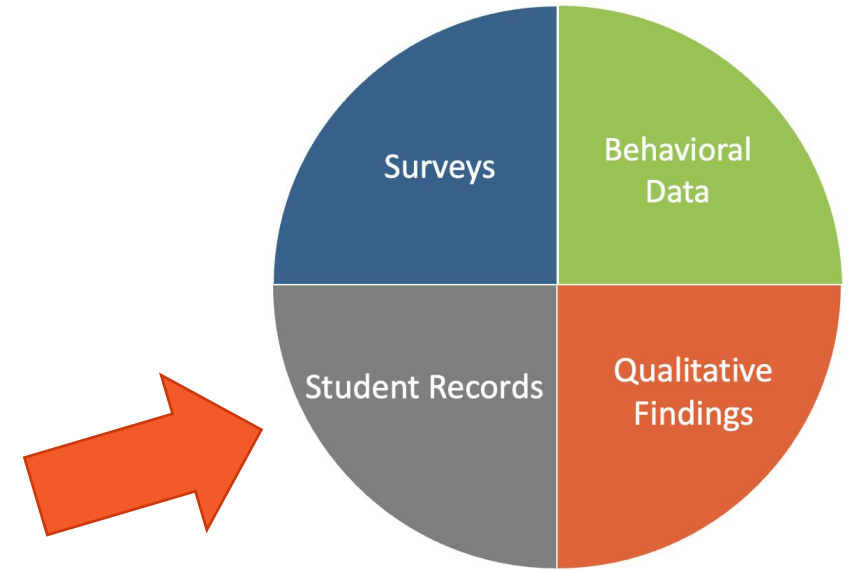




STUDENT RECORDS

Examples:

- Attendance records
- Discipline referrals
- Suspensions and expulsions
- Information about transient families
- Guidance counselor/social workers caseloads and issues
- Referrals to mental health services
- Contacts with law enforcement/juvenile justice

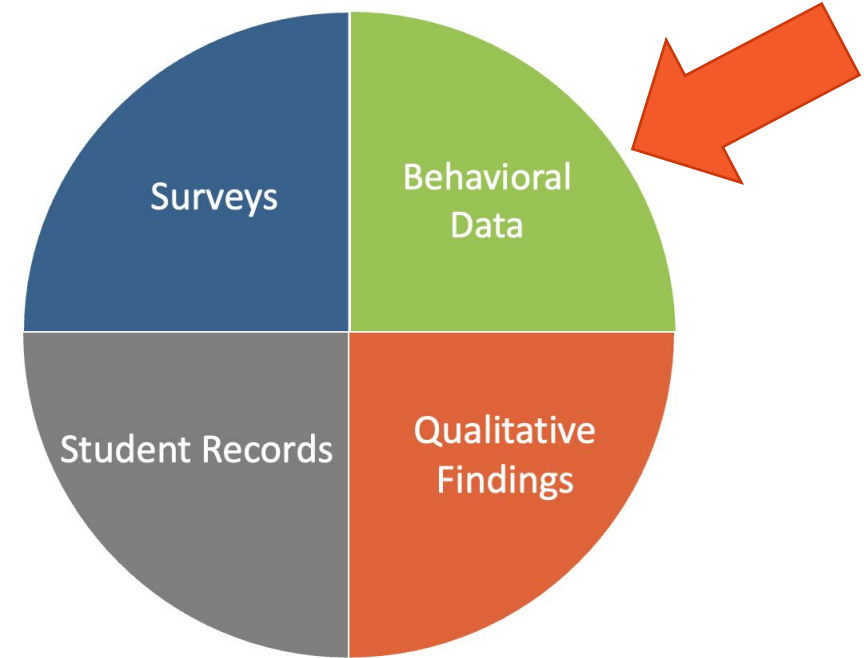




AGGREGATED BEHAVIORAL AND PSYCHOSOCIAL DATA

Examples:

- Structured Interview Protocols (e.g., Mental health screeners)
- Observation and rating scales (e.g., Social Skills Improvement System, SEL Edition)
- Teacher/Caregiver Reports (e.g., Devereux Students Strengths Assessment)





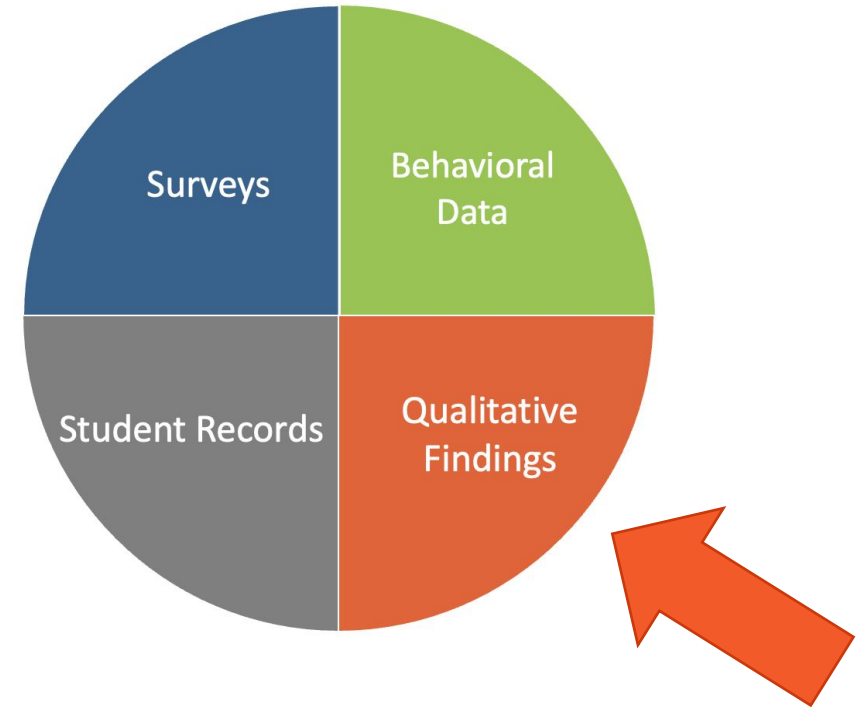
QUALITATIVE FINDINGS

Collection Methods:

- Focus groups
- Empathy interviews
- Student shadowing
- Observations

Possible Topics:

- Relationships, personal reflections on current SEL/mental health practices and supports, classroom instruction related to SEL/mental health, school culture/climate





DATA SHARING EXAMPLE: EMAIL

Hello,
Attached are the results from the ILT surveys for staff and students. Please note that 76% of students who took the English survey correctly identified what ROAR means, whereas only 17% of students who took the Portuguese survey answered this question correctly. Let's focus on incorporating ROAR language and directly expressing to all of our students what ROAR stands for daily (Respect, Ownership, Attitude, Responsibility). It is also my hope that with the extension of morning announcements into the classroom coupled with ROAR lesson plans for the next SEL cycle, we will continue to provide additional reinforcement. Also, most of our students said that they feel somewhat to very engaged in remote learning...good work team! 😊

Table 1b School Climate: Average Item Scores for All Grades Combined

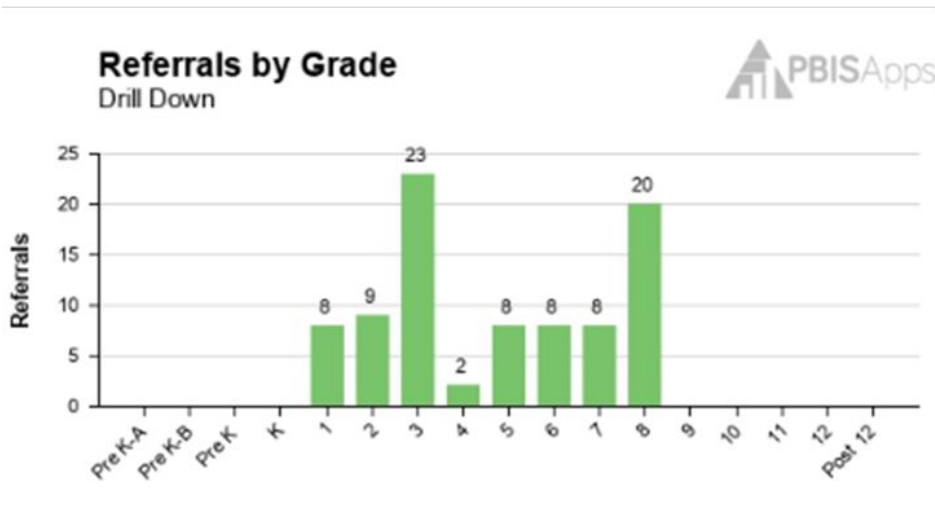
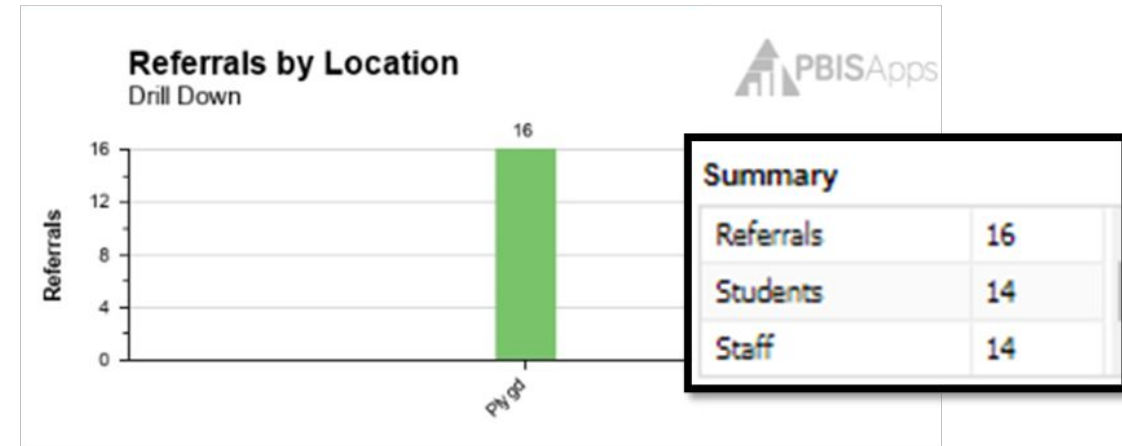
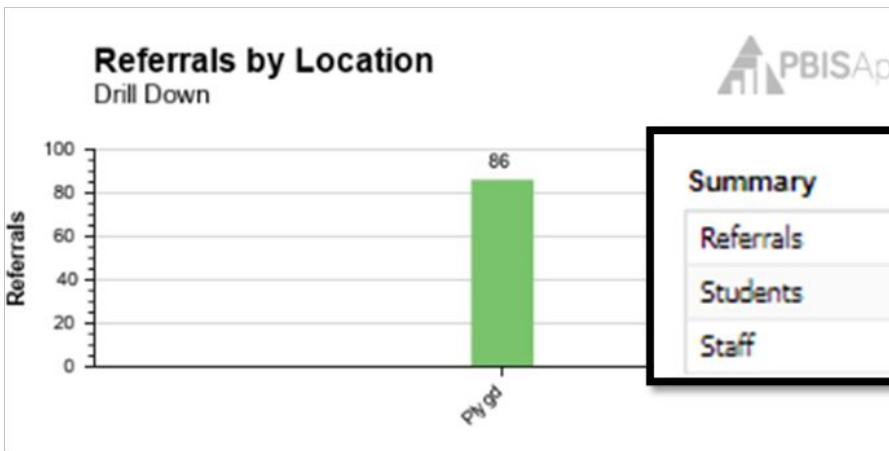
Subscale	2014-2015	2015-2016
Teacher-Student Relations	2.89	3.07
Student-Student Relations	2.26	2.31
Student Engagement School-wide	3.03	3.29
Clarity of Expectations	2.91	3.06
Fairness of Rules	2.82	2.96
School Safety	2.65	2.80
Bullying School-Wide*	3.07	2.87
Total School Climate	2.66	2.77

*A higher score represents an unfavorable response

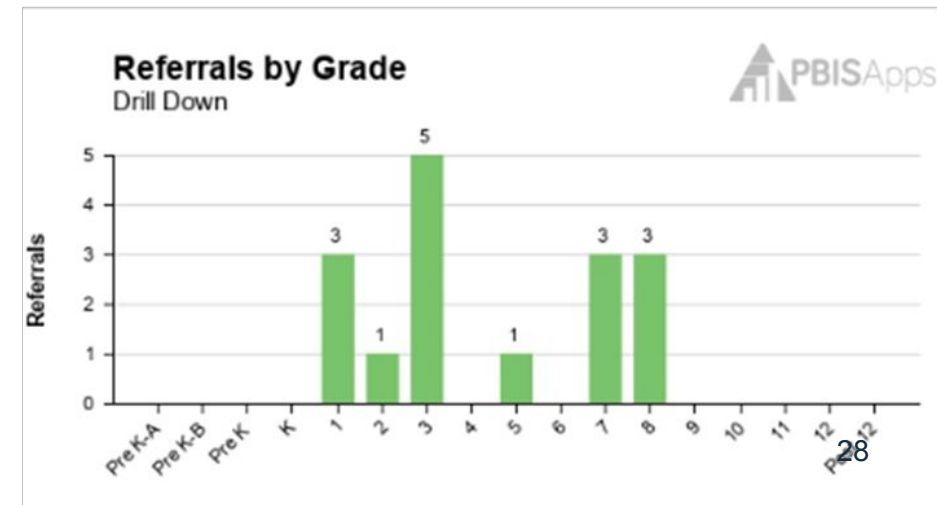


DATA SHARING EXAMPLE: IN A PRESENTATION

Less than 30 ODRs (major or minor) (average 1 referral per day) from the playground for next 30 days



GOAL MET!!!





BIG IDEA

Collect Data!

**Present the
data in a user-
friendly fashion
(i.e., graph)**

**Use the data to
make decisions**



USING DATA TO REALIZE YOUR ACTION PLAN: PANEL DISCUSSION

Nilda Irizarry

Director of Student and Family Support

Longmeadow Public Schools

Patrick Riley

Principal

Truro Central School

Elizabeth Burch

Behavior Specialist
King Philip Middle School

Norfolk Public Schools



DATA INVENTORY TOOL

> Part 1: Identify Goals for Data-Informed Decision-Making

Social, emotional, and behavioral data, whether implementation or outcome, can be leveraged in many ways. Consider your goals for collecting data. Check off how you would like to use data to inform your MTSS.

Data Goals	
	Understand the needs and strengths of students, staff, and families
	Inform what tiered supports to offer or how to match students to appropriate supports
	Monitor the implementation of tiered supports
	Learn about student and program outcomes
	Adjust and improve tiered supports
	Understand how particular groups of students are doing
	Monitor the fidelity of systems or processes
	Identify disparities based on subgroup analysis
	Other
	<i>If you selected other, please describe:</i>

What are you trying to accomplish, and how is data going to inform your process?

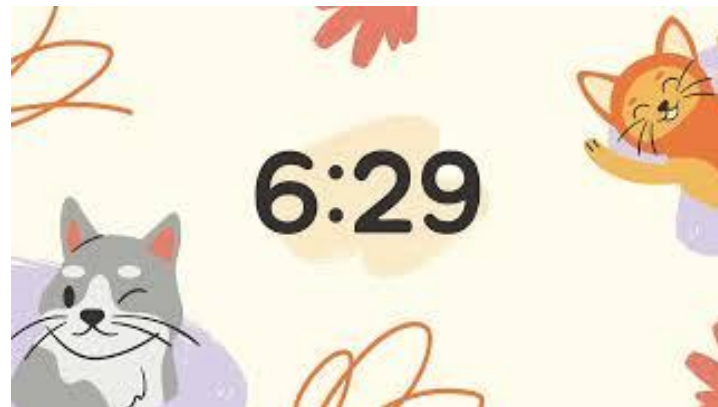
Part 2: Identify Data Sources

Complete the table below to clarify the purpose, access, and use of SEB data currently available in your school/district.

Data Goals	Data Questions	Data Sources*	Where is the data stored?	Who has access?
EXAMPLE: Understand the needs and strengths of students	What are <u>students SEL strengths</u> ?	Panorama	Panorama dashboard	All teachers have access to Panorama data through <u>Panorama dashboard</u> .

Part 3: Data Processes

Data Purpose?	Data Source?	How Often Reviewed?	By Whom?	Decisions
EXAMPLE: Identifying student needs	PHD-9 and GAD-7 (Universal Mental Health Screening Tools)	Twice a year when data collected	Panorama dashboard	Based on universal screening data identify students who need Tier 2 and/or 3 supports



Explore the Tool

Spend 10 minutes exploring the Data Inventory tool

go.edc.org/SEBData

Discussion Questions

- What types of survey data do you have, and how are you using it?
- How do you use data to track the implementation of SEL curriculum or behavioral interventions (process data)?
- How do you collect and analyze qualitative data (formal or informal)?
- What is your team's process or routine for data-driven decision-making?



Time for Lunch



Staying Solutions Oriented



Session Objectives

- 01 Re-center in the big picture of what we are working toward
- 02 Consider barriers impacting your team's success
- 03 Brainstorm creative solutions



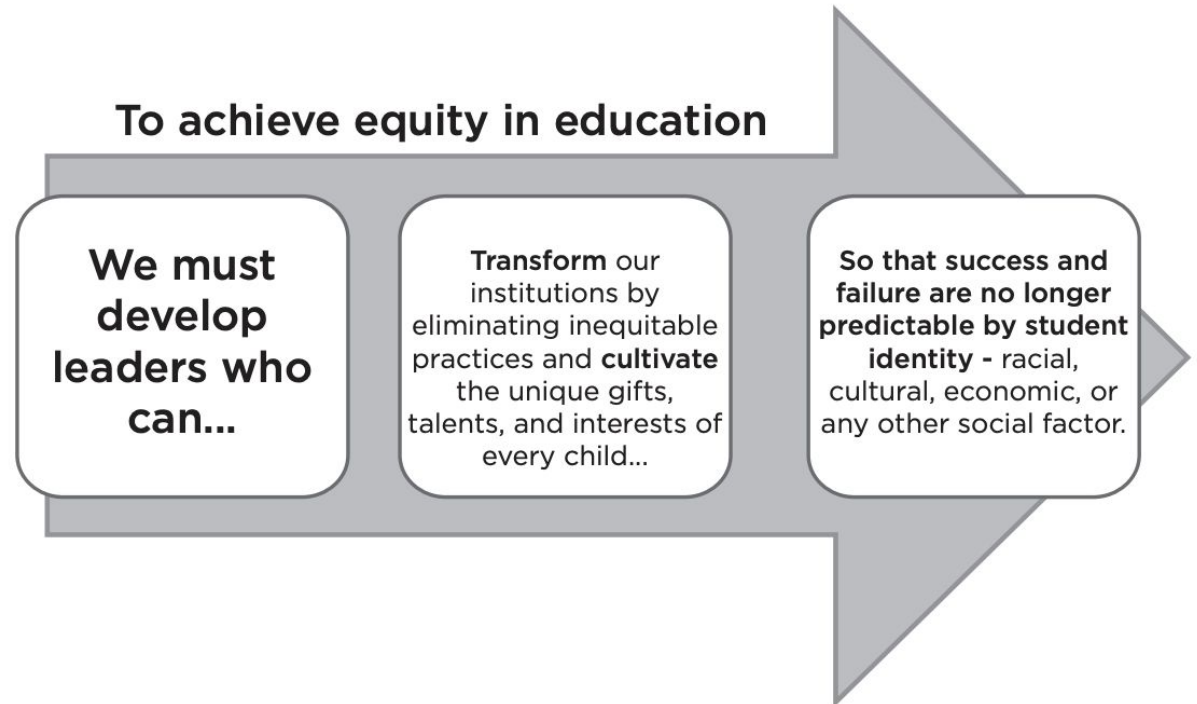
EQUITABLE EDUCATIONAL OUTCOMES



Educational equity: each child receives what they need to develop to their full academic and social potential

Working towards equity in schools involves:

- Ensuring equally high outcomes for all
- Interrupting inequitable practices, examining biases
- Creating inclusive multicultural school environments for adults and children
- Discovering and cultivating the unique gifts, talents and interests that every human possesses

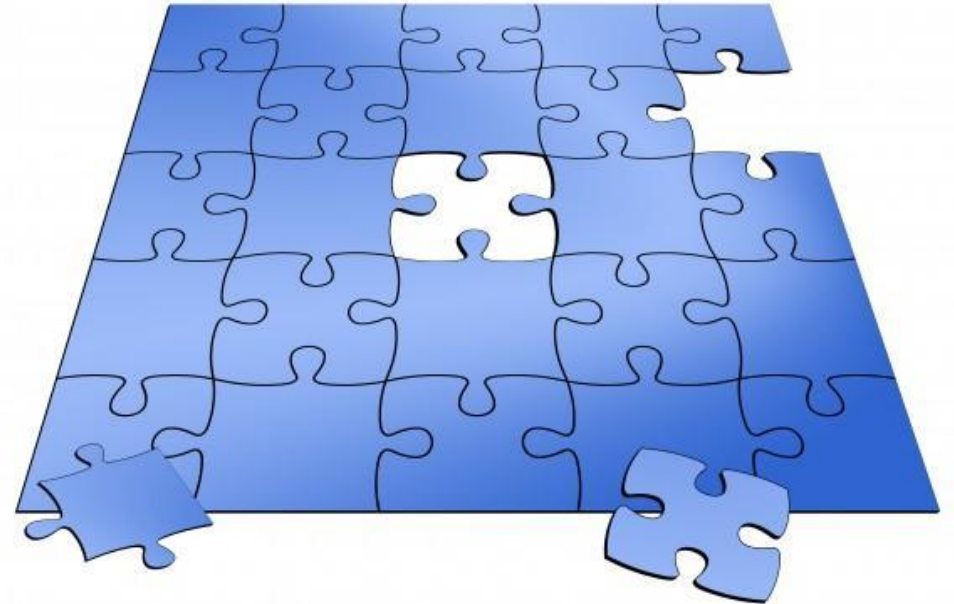




PIECES OF THE SAME PUZZLE

SEL, Mental Health, Belonging, Behavior, Academics... etc. are all pieces of the same “equitable educational outcomes” puzzle

How can we make sure we don't stall out while we are piecing together the puzzle?





SHIFTING MINDSETS: COMMON CONCERNS WE HEAR

Students should learn these skills at home.

I'm a [content area] teacher, not an SEL teacher. I'm not trained for this.

We already don't have enough time for content. How am I supposed to fit something else in?

It's the school counselor's job to handle SEL, Mental Health, and behavior challenges

SEL and PBIS fit better in elementary school than in secondary.

Stop and Jot



Take 3 minutes to make a list of all of the barriers that you feel are impacting the success of your SEB academy team's work.



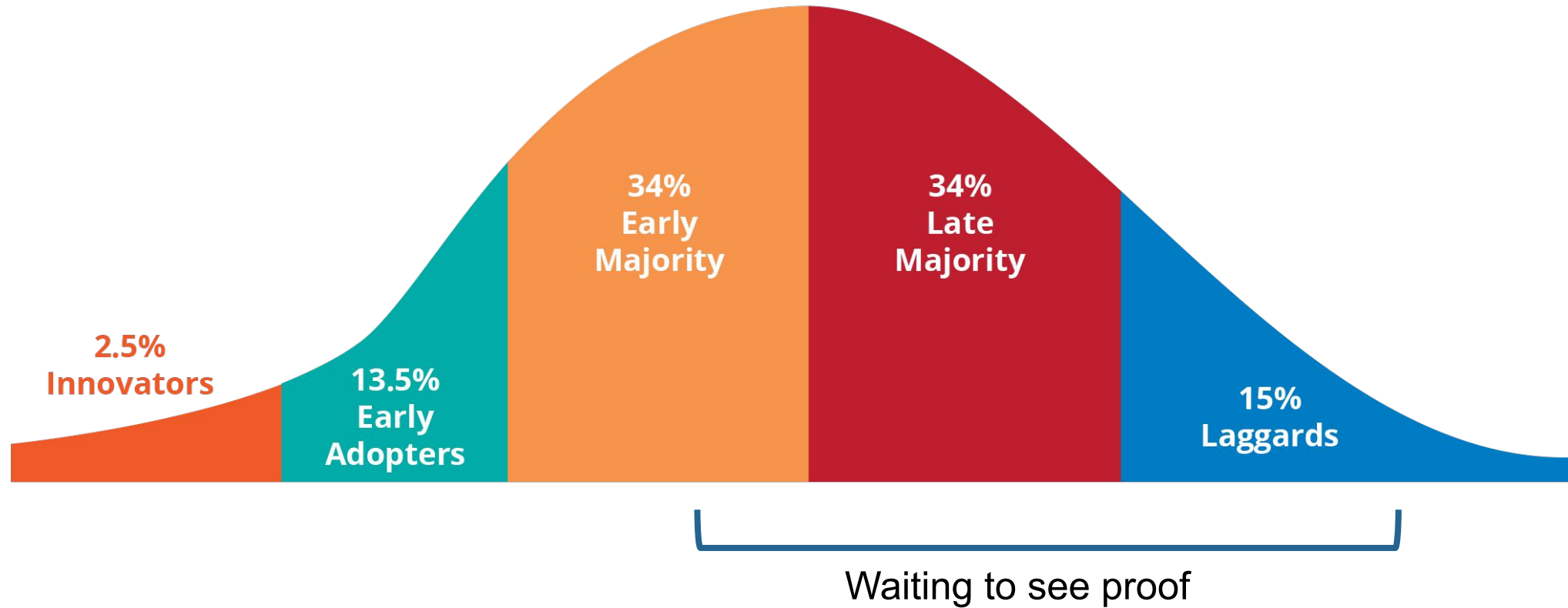
SHIFTING MINDSETS: BEYOND BUILDING BUY-IN

Our team cares, but no one else at our school has bought in. We need to get everyone on board before we...

Buy-in *does* matter... but if buy-in is the end goal, we end up spinning our gears



SHIFTING MINDSETS: BEYOND BUILDING BUY-IN

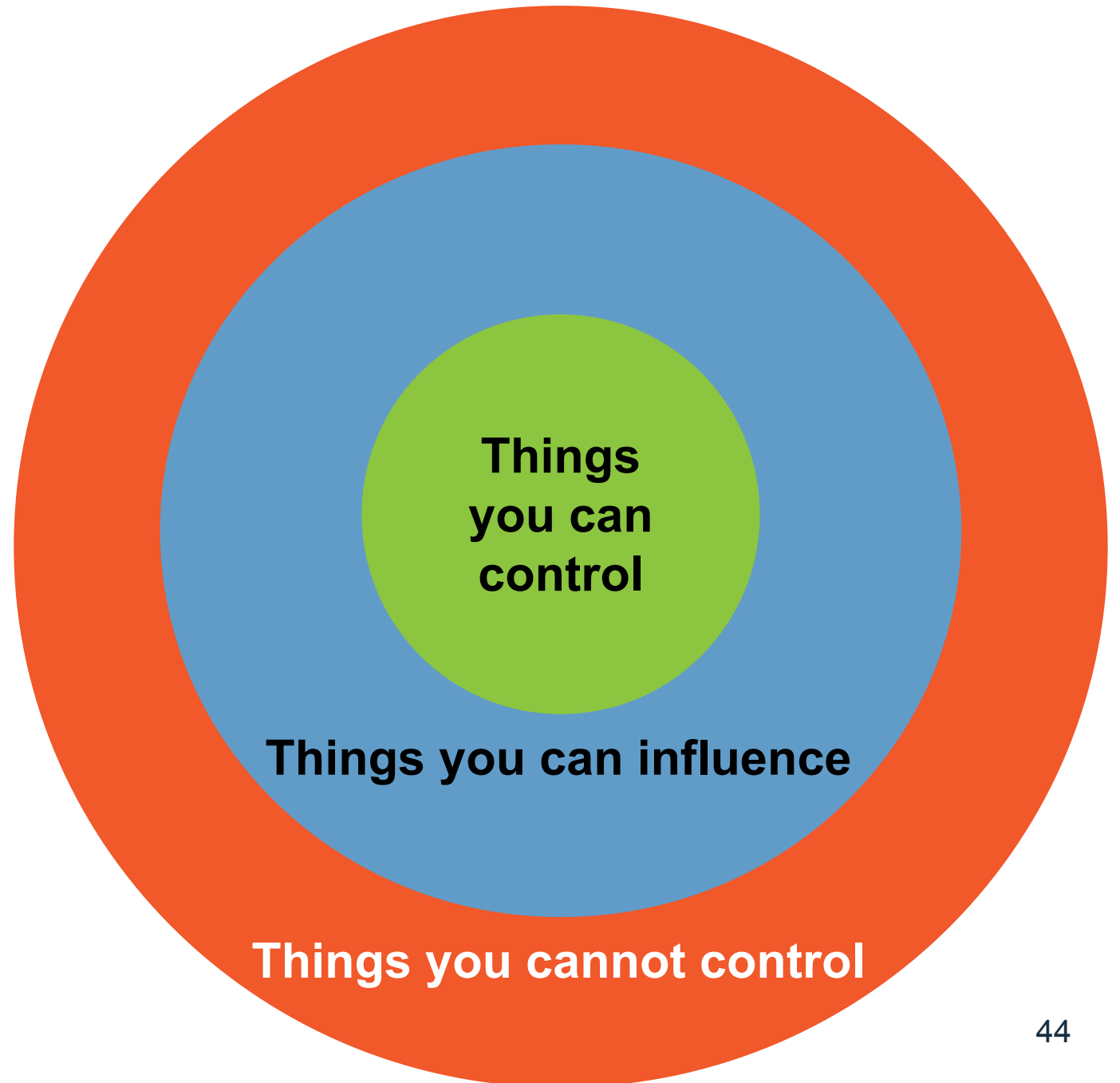




TAKING ACTION

In order to take action, we have to think about our problems and barriers differently.

Instead of thinking of barriers as things we cannot control, we have to get specific where we *do* have control, or at least influence, over these barriers.





PROTOCOL: SOLUTIONS-FOCUSED THINKING

go.edc.org/solutionstinking



1. Combine your barrier lists with the other members of your team. Get as specific as you can with these barriers.
2. Look for trends
 - a. Which of these barriers are common on our lists?
3. For these common barriers consider:
 - a. What possible solutions are there to this barrier?
 - b. What parts of this solution are within our team's control?

Solutions-Focused Thinking			
DIRECTIONS			
<ol style="list-style-type: none"> 1. List all of the barriers and problems that you see impacting your SEB Academy work. 2. Combine your problem lists with the other members of your team. Get as specific as you can with these problems and barriers. 3. For each common problem/barrier, brainstorm at least one solution. 4. Name the pieces of these solutions that are within your team's locus of control. 			
Problems/Barriers	Get Specific	What possible solutions are there to this barrier/problem and/or questions to ask your team?	What parts of this solution are within our team's control?
Example: We don't have time to teach SEL lessons.	Example: MS ELA teachers have been tasked with teaching SEL lessons, but don't make time in their schedule to teach Tier 1 SEL lessons.	<p>implement SEL lessons during the first 5 minutes of class in a select number of "pilot" classrooms.</p> <p>incorporate 3-5 SEL prompts teachers can integrate into lessons, aligned with academic content (ex: the character felt frustrated, how might you feel if you were in that situation?)</p>	Classroom teachers on our SEB team can start as our "pilot" classrooms.
Example: There is no time for PD around SEL.	Example: The instructional leadership team (ILT) pre-determines teacher PD for the year and it focuses only on math/ELA curriculum implementation.	<p>A member of the SEB team joins ILT and supports planning PD.</p> <p>The SEB team works with ILT to review the PD calendar and supports ILT to highlight and incorporate SEL strategies in academic-focused PD.</p>	<p>SEB team members are able to join ILT.</p> <p>We can better understand the composition of various teams within our school and the decision-making authority they have.</p>

Whole-Group Debrief

Please share one barrier that your team thought of, one solution, and one piece of that solution that is within your team's control.

Team Work Time



Get Something Done!

You will have 1 hour of work time with your team to get something done

For example:

- Debrief from today's learning
- Refine your goals for the upcoming year
- Check in with your coach
- Schedule upcoming team meetings



BREAKOUT SPACES

To access your team's google folder:

- Year 2 teams:
go.edc.org/Y2teamfolders
- Year 3 Teams:
go.edc.org/Y3teamfolders

**Hybrid teams - join the Zoom room:
go.edc.org/SEBKickoff925**



3039 - Shrewsbury (hybrid)

Community Closing





UPCOMING EVENTS

Webinars

- **Surveys and Screeners to Inform MTSS for SEB**
Tuesday, October 8 from 9:30-11:00 AM
- **MTSS Through an Equity Lens**
Tuesday, October 15 from 9:30-11:00 AM
- **Supporting Educator Wellbeing**
Tuesday, October 22 from 9:30-11:00 AM
- **Centering Belonging** Tuesday,
October 29 from 9:30-11:00 AM

Register for events at:

sebacademy.edc.org/upcoming-events



CLOSING CIRCLE

3, 2, 1

Please share

- **3** things that you learned today
- **2** words to describe how you are feeling
- **1** commitment for your work this year





SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY



<https://go.edc.org/SEB-Academy-Year2and3-KickOffEvaluation>

➤ Thank You

