

Connecticut's Landscape Scan of Social-Emotional Learning (SEL)

Connecticut's Definition of SEL - the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Public Act 19-166).

District Landscape Scan - SEL efforts are evolving across schools and districts in Connecticut. Currently, the Connecticut State Department of Education (CSDE) is interested in learning about district implementation, capacity building, and resources. This landscape scan aims to provide a snapshot of the great work that is already taking place, as well as emerging concerns and trends in the field. Additionally, the CSDE hopes the scan will be the first step in providing a systematic collection of data to supplement, not replace, efforts. The CSDE will share the de-identified data results with the Social and Emotional Learning and School Climate Advisory Collaborative, Connecticut Association of Public School Superintendents (CAPSS) SEL subcommittee, and districts by the fall of 2020 (informed from Education Northwest and the Office of Superintendent of Public Instruction-Washington State, 2018). Please note that question 23 asks about specific needs related to COVID-19. Please use that question to share your COVID-related concerns.

Completion Date: September 16, 2020

Recommendation: The CSDE strongly encourages districts to establish a core team to address the below-mentioned survey questions. The team composition should include personnel in charge of SEL programming (e.g., district and school leadership, student support services, teachers, family/community partnerships, etc.).

The survey questions will take about 45 minutes, and the survey is comprised of 24 questions that address several topics related to SEL:

- plan (mission, goals, and strategic plans);
- fiscal and policies;

- approaches to supporting student SEL;
- professional development;
- implementation, assessment and measurement;
- SEL and COVID-19
- resources used for SEL; and
- recommendations for the CSDE about SEL.

Introduction

1. What is the name of your district/Charter?

Contact Information

Name:

Phone:

Email:

2. Who is represented on the team completing this survey? Check all that apply.

- Superintendent
- Assistant Superintendent
- Director, Coordinator, Supervisor
- Principal
- Assistant Principal
- Student Support Services
- School guidance counselor(s)
- School psychologist(s)
- Teacher
- Other, please describe below

Planning- Mission, Goals, and Strategic Plans

3. Is there a districtwide effort to address SEL for students?

If yes, is information on your SEL efforts publicly available on your website?

Yes

No

If yes, please provide the URL(s) to any districtwide, SEL efforts including school climate, school safety or school discipline programs, policies or initiatives in the box below

If no, are any of your schools addressing SEL for students?

Yes, please provide the school name(s)

No

Not sure

4. If your district has specific staff members assigned to SEL, at what total level of effort, in terms of FTE's, across all personnel?

5. Does your district have a formal definition of SEL? (please write the definition or the URL in the box below with the source of your definition).

6. Is SEL named as part of your district's mission?

Yes.

Please include the aspects of your district's mission statement that contain SEL (or the URL in the box below).

No

Not sure

7. Is SEL included in the District's strategic operating plan and/or improvement plan goals?

Yes.

Please write the goal(s) or share the URL in the box below.

No

SEL is not explicitly mentioned but is present in the district in other ways.

Not sure

8. Has your district developed or adopted SEL standards?

Yes.

What standards do you use for which grade levels (grades 4-12)? Please provide information and the URL in the box below.

- No
- Not Sure

9. Are you using the CSDE publication: *Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3* as a planning tool?

- Yes
- No
- Not sure

10. Is SEL a district expectation for promoting a positive school climate?

- Yes
- No
- Not sure

Fiscal Budget and Policy

11. How is your district resourcing SEL related work?

- Federal or State Grants (e.g., Title 1, IV, etc...)
- District Budget
- Donations
- Grants from a foundation
- Other, please describe below

12. Has your district's board of education adopted policies that promote SEL?

Yes.

Please share the policy URL in the box below.

No

No, but SEL is included in other policies

Not sure

Approaches to Supporting Student SEL

13. Which of the following are part of your district's approach to supporting student SEL?

Please select all that apply.

Free-standing lessons designed to enhance students' social and emotional competence explicitly.

Teaching practices such as cooperative learning and project-based learning, which promote SEL.

Integration of SEL and academic curriculum such as language arts, math, social studies, or health.

Organizational strategies that promote SEL as a schoolwide initiative that creates a climate and culture conducive to learning.

All of the above

14. SEL is a critically important component of positive school climate. In addition to SEL, which of the following are part of your district's approach to promoting a positive school climate? Please select all that apply.

We do not have a specific approach for a positive school climate.

Inclusive disciplinary practices

Multi-Tiered System of Supports (e.g., positive behavior supports, SRBI)

Peer mediation/peer court

Mentoring

Group counseling

Applying a racial/educational equity lens

- Advisory periods
- Culturally responsive practices
- Community and family engagement practices
- Restorative Practices
- Districtwide initiatives (e.g., Mix It Up at Lunch, Random Acts of Kindness, Capturing Kids Hearts, Choose Love, Open Circle)
- Other, please describe in the box below

Professional Development

15. Which of the following are part of your district's approach to supporting **adult** SEL?
Please select all that apply.

- We do not have a specific approach to adult SEL
- Explicit professional development that focuses on supporting adults' SEL competencies
- Creating positive working conditions
- Including SEL practices within staff meetings
- Support on building positive relationships with students, families and colleagues.
- Provide educators with support and activities meant to promote their own SEL
- Professional Development on adult SEL
- Teacher/Principal coaching on adult social and emotional needs
- Social support networks (e.g., new teacher cadres)
- Mentoring supports
- SEL supports for parents
- Not sure
- Other, please describe below

16. What professional development (PD) on SEL is available through the district? Please list in the box below.

17. Who has access to the PD? Please select any groups of staff members who receive PD.

Group Identified:

- | | |
|--|--|
| <input type="checkbox"/> Central office leadership | <input type="checkbox"/> School psychologist |
| <input type="checkbox"/> School leadership | <input type="checkbox"/> Specialist (e.g., speech and language, occupational therapist) |
| <input type="checkbox"/> Instructional coaches | <input type="checkbox"/> Librarian |
| <input type="checkbox"/> Department heads | <input type="checkbox"/> Paraprofessionals |
| <input type="checkbox"/> Teachers (EL, special education co-teachers, classroom, trade, CTE) | <input type="checkbox"/> Non-Instructional Staff (e.g., IT, office staff, security, custodial staff) |
| <input type="checkbox"/> Nurse | <input type="checkbox"/> Parents/families |
| <input type="checkbox"/> School counselor | <input type="checkbox"/> Unsure/None |
| <input type="checkbox"/> Social worker | <input type="checkbox"/> Others, please describe below |

18. On average how many hours of PD does the district provide to school staff on SEL per year?

- 0 hours
- 1-5 hours
- 6-10 hours
- 10-20 hours
- 20 + hours
- Not sure

Implementation, Assessment and Measurement of SEL *[defined as the process of gathering the data and fashioning them into interpretable form for*

decision-making) and measurement (instrument used to see progress (behavioral or performance) overtime quantitatively and/or qualitatively.]

19. Does your district use a tool to measure the SEL development of all students?

Yes. Please name the tool(s) in the box below.

No

Not sure

20. Does your district use SEL needs assessments (students and/or school-wide) to drive programming needed for the school year?

Yes.

Please describe the tool you use in the box below.

No

Not sure

Resources

21. What additional information, supports, or resources does your district need to implement SEL successfully? Please indicate your district's **five most important** priorities.

	Priority	Not a priority
More time during the school day for SEL(e.g., more flexibility in scheduling)	<input type="radio"/>	<input type="radio"/>
More time for adults to build their knowledge and SEL capacities (e.g., time for teacher in-services)	<input type="radio"/>	<input type="radio"/>
Additional funding for SEL resources	<input type="radio"/>	<input type="radio"/>

	Priority	Not a priority
Access to vetted SEL resources for students	<input type="radio"/>	<input type="radio"/>
Access to vetted SEL resources for adults(e.g., Evidence-based programs	<input type="radio"/>	<input type="radio"/>
Strategies to integrate with academic instruction	<input type="radio"/>	<input type="radio"/>
General practices to promote SEL	<input type="radio"/>	<input type="radio"/>
Pre-service coursework on SEL at higher education institutions	<input type="radio"/>	<input type="radio"/>
Access to research about SEL	<input type="radio"/>	<input type="radio"/>
Information on equity-focused SEL content	<input type="radio"/>	<input type="radio"/>
Information on SEL and integration with other initiatives	<input type="radio"/>	<input type="radio"/>
Additional staff members working on SEL-related topics at the district office	<input type="radio"/>	<input type="radio"/>
Crosswalk of SEL standards with academic learning standards(i.e., a tool showing how SEL integrates into academics)	<input type="radio"/>	<input type="radio"/>
Grades 4-12 SEL Components of Social, Emotional and Intellectual Habits	<input type="radio"/>	<input type="radio"/>
Online Modules for training on SEL	<input type="radio"/>	<input type="radio"/>
Districtwide implementation guidance	<input type="radio"/>	<input type="radio"/>

SEL and COVID-19

22. During the period of school closure, has your district's approach to SEL changed in response to COVID-19?

- Yes
- No

If Yes, how have you implemented SEL during school closure?

23. What COVID-related SEL needs does your district anticipate when schools reopen?

24. What recommendations about SEL do you have for the CSDE, including other people we should talk with to understand how SEL is being implemented in districts?

Thank you for your participation and we appreciate your support. Click the arrow to submit your response. A copy will be emailed to you.

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