Connecting Theory to SEL Practice: A Conversation to Understand How Practitioners Tailor Local SEL Initiatives and Interventions

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WELCOME AND INTRODUCTIONS

Introductions

Dr. Kristin Gagnier

Senior Research Scientist

AnLar

Facilitator

Dr. Sonji Jones-Manson

American Psychological Association (APA)

Executive Branch Science and Technology Policy

Fellow, U.S. Department of Education

Expert Panelists

Stephanie Jones
Gerald S. Lesser Professor in Early Childhood Development, Graduate School of Education, Harvard University

Emily Doolittle
Team Lead for Social Behavioral Research, Institute of Education Sciences

Erin Bogan
Senior Director of Impact at Equal Opportunity Schools, former Director or Evaluation Research at CASEL, Education Consultant, The Bogan Group LLC

Grantee Panelists

Dr. Christi Bergin
The Curators of the University of Missouri Special Trust, 2018 grantee, Prosocial and Active Learning (PAL) Classrooms

Joe Rosenbaum
United Way of Massachusetts Bay Inc., 2017 grantee, BoSTEM

Agenda

Time	Activity
1:30	Welcome, Objectives and Agenda
1:35	Panel Reflections
2:10	Breakout Sessions
2:30	Share Out
2:45	Q&A

The EIR Program seeks innovations that:

Explore new ways of addressing persistent challenges that other educators can build upon.

Sustain, replicate, and scale successful evidence-based practices in new schools, districts, and states, while addressing the barriers to scale, like cost effectiveness and implementation fidelity.

Build the evidence based on effective educational practices to improve achievement for high-need students.

Expert Panel Pre-discussion Questions

- Do you feel there is a need for those in the SEL field to clarify and articulate theories and/or theoretical frameworks that underpin SEL? What implications could this clarity have on advancing foundational SEL knowledge and practice?

- The two most prominent SEL frameworks divide SEL competencies differently: One into five core areas, another into three. Do these two theoretical frameworks make different recommendations for practitioners as they develop interventions and select measures to assess their success?

Grantee Panel Pre-Discussion Questions

- What framework or theory did you use when structuring your logic model and outlining your intervention's theory of change?

- Why did you select this framework or theory? What role did the theory or framework play in building your logic model or theory of change?

- Name at least one measure you wish you had for your SEL work.

Are you aware of theories that inform SEL work?

YES	NO	SOMEWHAT
78	23	14

Which theories (SEL or others) inform your SEL work?

Breakout Session Discussion Questions

- Without clarity on the theory(ies)that guide/ground the analysis of SEL work in schools and communities, how do we explain or improve the general understanding of our work and the value of SEL in education?

- Absent clear theoretical underpinnings, is the work best understood as a development of a toolbox that offers a selection of best practices, frameworks, and measures for schools and communities to access and tailor as needed? Or, are we purposefully testing theoretical frameworks with the goal of moving the field towards a set of evidence-based standards, guidelines, or practice-models to support student SEL growth and development?

Resources

- **U.S. Department of Education EIR Program** – EIR@ed.gov

- **National Center on Safe Supportive Learning Environments -** https://safesupportivelearning.ed.gov/

- **WestED Center to Improve Social and Emotional Learning and School Safety** - https://selcenter.wested.org/

- **IES National Center for Education Research (NCER), Interventions Reviewed for Measure 2 -** https://ies.ed.gov/ncer/aboutus/PerformanceMeasures/Measure2/social_emotional.asp

Additional Resources [1]

- **IES National Center for Education Research (NCER),** *Evaluation of Learning Renewal- SEL programs for Supporting Pandemic Recovery –* https://ies.ed.gov/funding/grantsearch/details.asp?ID=5832

- *Designing and Implementing Social Emotional Learning Programs to Promote Equity (ed.gov) -* https://oese.ed.gov/files/2022/03/FINAL-EIR_SEL-Programs-White-Paper.pdf

- **EDInstruments -** https://edinstruments.org/

- **Strengthening Students' Social and Emotional Skills** https://www.rand.org/pubs/research_reports/RRA379-4.html

Additional Resources ₂

- **Inter-agency Network for Education in Emergencies - *PSS-SEL Toolbox***
  https://inee.org/tools/pss-sel-toolbox

- **Harvard Graduate School of Education's *Explore SEL***
  http://exploresel.gse.harvard.edu/

- https://measuringsel.casel.org/wp-content/uploads/2019/08/AWG-Framework-Series-B.2.pdf

- **Youth Communication -** https://youthcomm.org/

- Ford, M. E., & Smith, P. R. (2007). **Thriving with social purpose: An integrative approach to the development of optimal human functioning.** *Educational Psychologist*, 42(3), 153-171.
  https://doi.org/10.1080/00461520701416280

QUESTIONS?

THANK YOU!