



ABC: One School's Implementation of the SEL Standards

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Cossitt Elementary School

Cook County School District 102

La Grange, Illinois





1995 District 102 Strategic Plan

Our Journey Begins

The District will provide a school environment that promotes self-worth, open-mindedness, and respect for individual differences, including race, gender, culture and ability.



Program Selection Criteria

- Theoretical base
- Scientific evidence of effectiveness
- Address all concerns of the goal
- Track record of success
- Integrated into the curriculum and other school practices



Child Development Project

(Now known as Caring School Community)
Developmental Studies Center

- Personal Competence
 - Interpersonal Competence
 - Responsible Decision-Making
 - Social Interaction Skills
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Students who feel a strong sense of community...

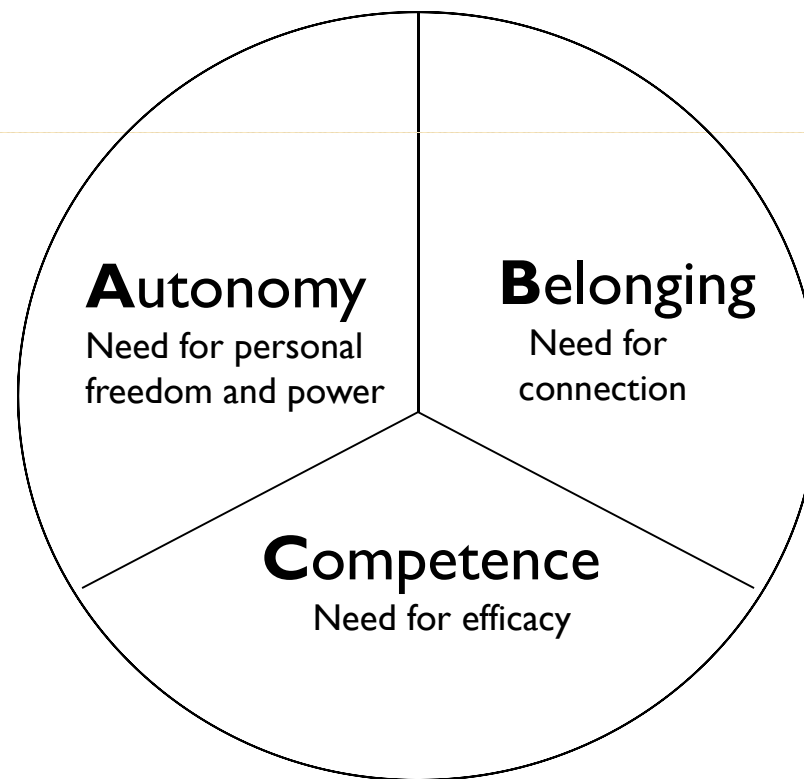
- have higher academic self-esteem
- like more challenging tasks
- want to go farther in school
- are more motivated to learn and to be tolerant
- have more trust and respect for teachers
- like school more
- resolve conflicts more skillfully
- are more concerned about others
- engage in altruistic behaviors more often



Staff Agreements

- We will learn about the program and implement it in our classrooms.
- We will put *all* our focus on this program during training and implementation.
- This will not be an “add-on” program, it will guide all the work we do with students and parents.
- We will stay with the program for at least a year and re-evaluate our efforts at the end of the year.

Our Philosophical Base





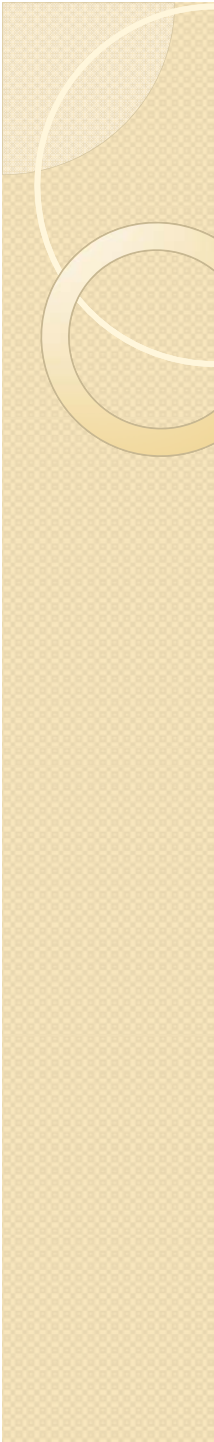
Autonomy, Belonging, Competence

Less

Teacher lecture
Teacher intervention
Inflexible discipline
Competition
Literal comprehension
Independent seatwork
Parent-school isolation
Benevolent dictatorship
Rewards

More

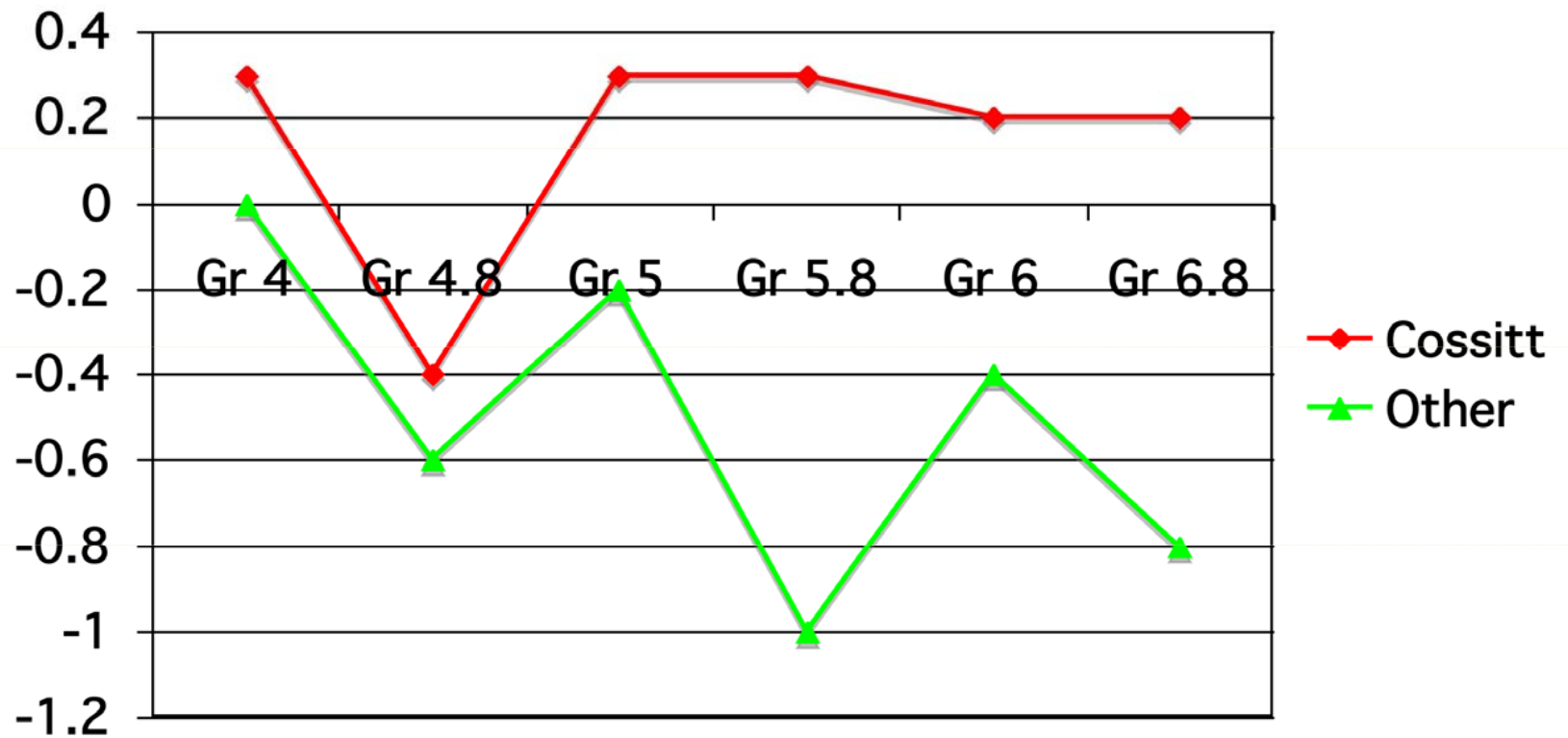
Student input
Student problem solving
Natural consequences
Caring community
Higher level discussions
Cooperative learning
Sense of partnership
Student centered democracy
Self-assessment



We will stay with the program for at least a year and re-evaluate our efforts at the end of the year.

- Student surveys administered in October and May indicated an increase in student sense of autonomy, belonging and competence and overall increasing sense of community.
- Staff anecdotal reports of climate change powerfully reflect the change in the school.
- Parent surveys and anecdotal reports support continuation of the program.
- Staff unanimously agreed to continue training and implementation efforts.

3 Year Longitudinal Data





Parent Participation

- Serve on Strategic Planning Council and on the Action Teams
- Serve on the Coordinating Committee
- Participate in Parent Education activities
 - Completing parent surveys
 - Parent Brunch and evening informational events
 - Presentations at PTC meetings
 - Newsletter articles
 - Curriculum Night presentations
 - Brochures
 - Feedback



Our Quest for Assessment: Setting Benchmarks

COMMUNICATION AND ASSERTIVENESS SKILLS

Asking permission

(how to ask whether he/she may do something)

Express concerns directly

(expresses sympathy and empathy for others in acceptable ways)

Responding to a concern

(listens openly to concerns expressed by others)

COPING SKILLS: ANGER / FRUSTRATION MANAGEMENT


Dealing with anger

(uses acceptable ways to express his/her anger)

Using self-control

(knows and practices strategies to control his/her temper or excitement)

Examples from District 102 SEL Benchmarks, grade 2

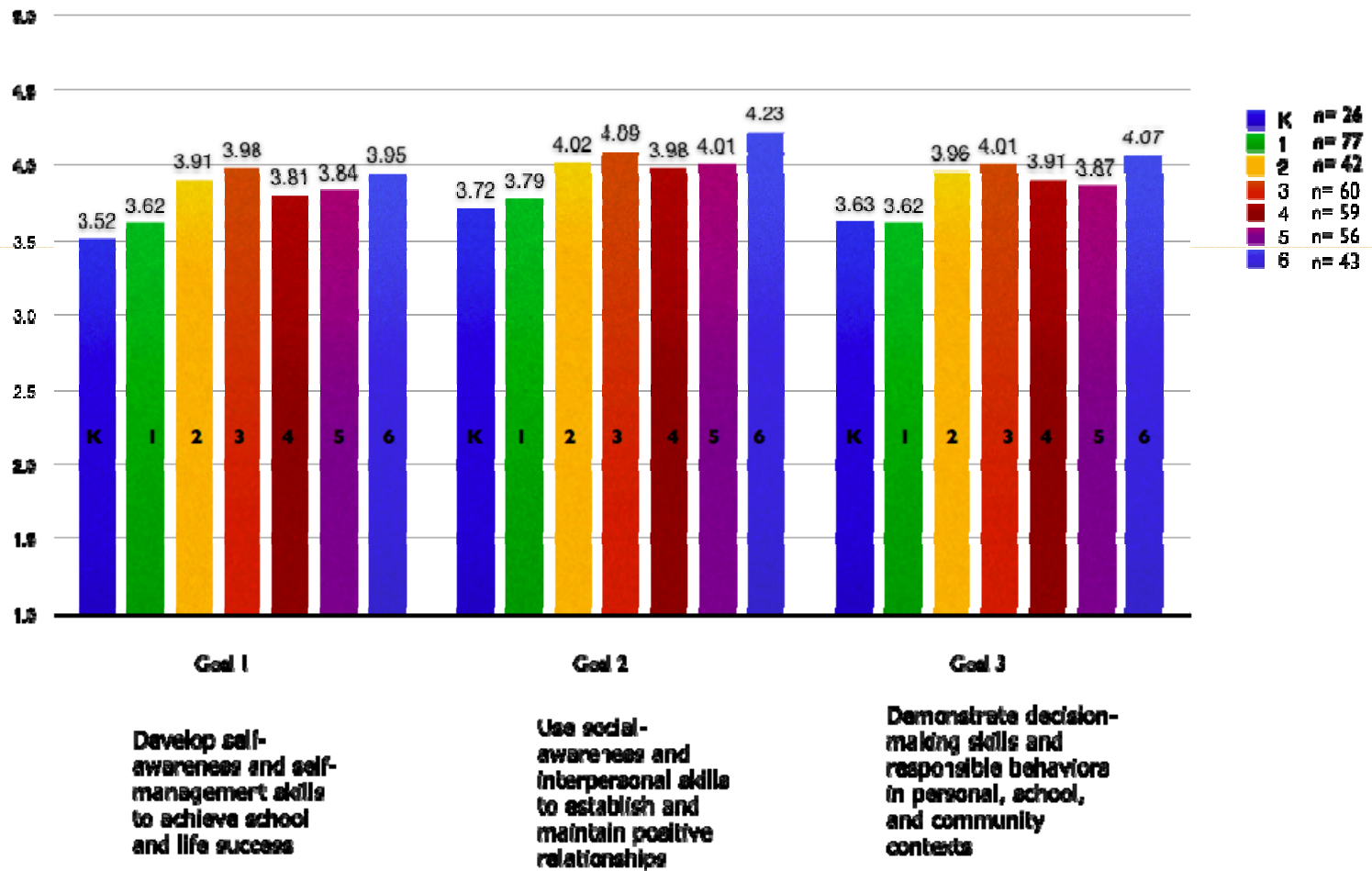


Our Quest for Assessment: Social Emotional Competency Rating Scale (SECRS)

- Developed in collaboration with CASEL
- Teacher rating scale based on SEL benchmarks, aligned with state standards
- Used annually to rate overall student performance and to plan for instructional focus and professional development

Cossitt SECRS 2009

IL SEL Means by Grade Level





Our “Second Step”

- Based on SECRS data, teacher observation and review of state standards, we select a skills-based program to accompany our work with school climate
- Second Step is piloted, then adopted school wide
- Responsive Classroom components are added



Our New Strategic Plan

- **Mission:** District 102, a diverse community rich in tradition, is committed to ensuring that all students develop the academic abilities and *personal attributes* necessary to thrive in an ever-changing world by providing an exemplary curriculum delivered by exemplary educators *within a respectful and responsive environment which meets the needs of the whole child.*
 - **Objective:** Each student will demonstrate age-appropriate social and emotional growth as measured by the district's benchmarks.
 - **Strategy:** We will teach, model, and reinforce those behaviors necessary for each student to make progress towards the district's social and emotional benchmarks.



The Impact of Implementation

2008 School Climate Survey **parent** responses

97% positive ratings on school climate

<8% concerned about bullying in school

2008 School Climate Survey **student** responses

95% positive ratings on relationships with
teachers

<8% concerned about bullying in school

Lunchtime behavioral referrals reduced by
two thirds

Cossitt School on the Illinois Honor Roll since 2003



What's Important

First Grade Norms

- Listen to each other
- Include everyone and be helpful
- Be kind and forgiving

Sixth Grade Norms

- Respect yourself and others
- Be open minded and flexible
- Do your best to succeed at your goals



Contact Information:

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References

***Caring School Community
(Child Development Project)***

**Developmental Studies Center
2000 Embarcadero, Suite 305
Oakland, CA 94606-5300**

www.devstu.org

Second Step

600

**Committee for Children 568 First Avenue South, Suite
Seattle, Washington 98104**

Responsive Classroom

**Northeast Foundation for Children, Inc.
85 Avenue A, Suite 204
P.O. Box 718
Turners Falls, MA 01376-0718**