

Dover School District Social-Emotional Learning Task Force

Executive Summary



SEL Stakeholders

Task Force Member	Dover School District Position	Building
Christine Boston, Ed.D	Assistant Superintendent Student Services	Dover School District SAU Office
Travis Bickford	School Psychologist, NCSP	Dover Middle School
Joan Breault, Ed.D	Dean of Students	Bellamy Academy
Catherine Essenheimer	School Psychologist	Dover School District
Lynda Nelson	Special Education Case Manager	Horne Street Elementary School
Justin Pagnotta	School Counselor	Dover High School
Katherine Schulten	General Education Teacher	Dover Middle School
Karli Shill	Behavior Specialist	Woodman Park Elementary School
Baylee St. Pierre	Transition Coordinator	Dover High School
Emily Tucci	General Education Teacher Dover Teacher's Union	Garrison Elementary School
Thomas Waldron	Building Level Administration Dean of Students	Dover High School

What is SEL & Its Impact?

SEL Definition: a 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.

Impact:

- High-quality implementation of SEL programming increased student academic performance by **11 percentile points**
- **Studies noted Long-term positive effects (up to 18 years)** on academics, conduct problems, emotional distress, and drug use.
- Return on investment (**ROI**) was **11 to 1**. For every dollar invested there is a \$11 return when using evidenced-based SEL programming.



DSD Strategic Plan Alignment
Objectives 2.1, 2.2., 2.3

Formula for Implementation Success



What needs to be used & done:

SEL Evidence-Based Programs
NIRN Hexagon Tool
Data-Based Decision Making
Fidelity Measures

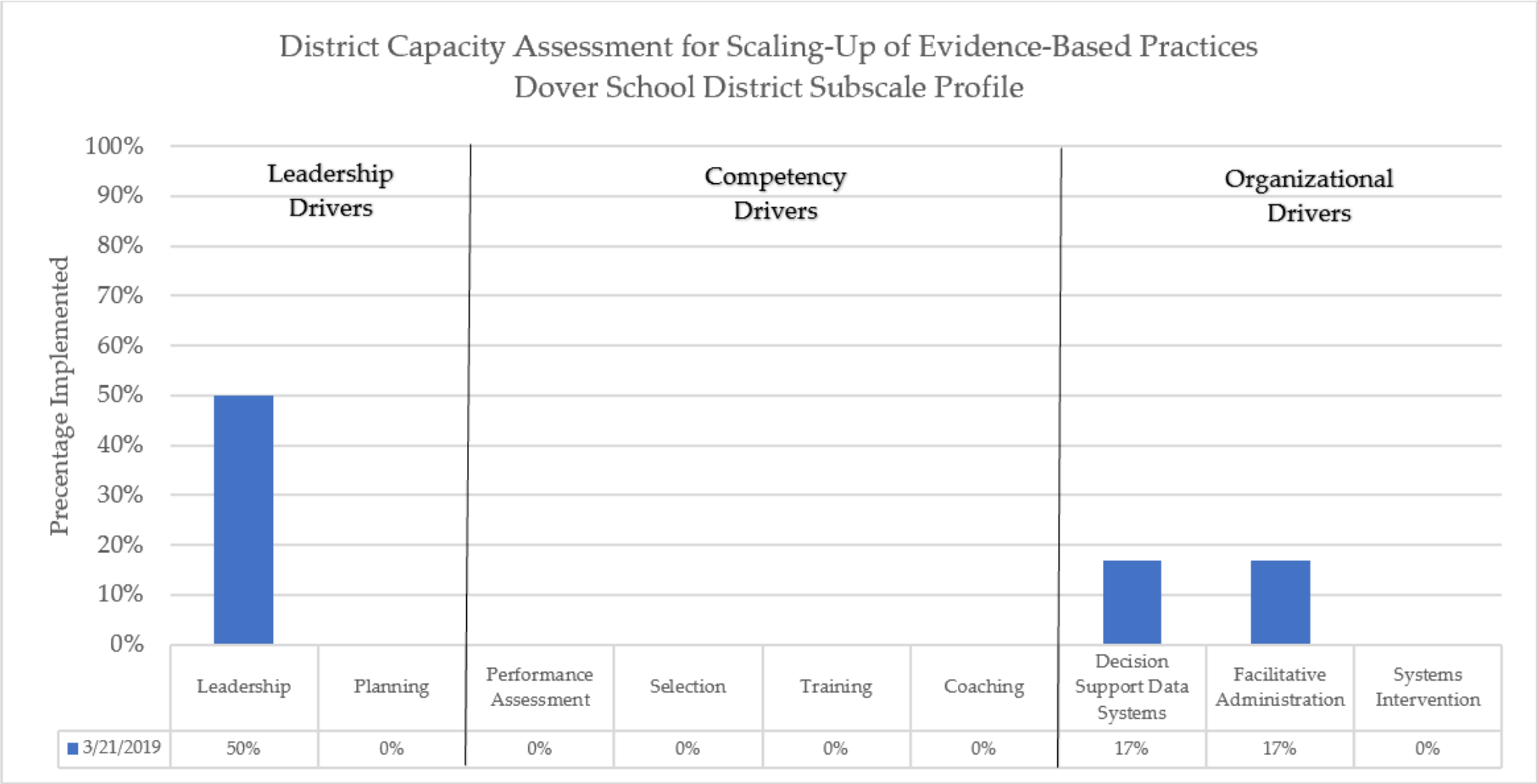
How system-wide supports are developed & used:

District Implementation Team
Building Implementation Teams

Where – Hospitable Environments

School Climate Surveys

SEL Implementation Status is at 9% = Exploration Stage



DSD School Climate – School Personnel

Dover School District Teacher/Staff CAYCI SES Constructs			
Total Number of Respondents: 294			
The degree to which teachers & staff perceive that...			
Academic Learning Pathway		CAYCI Mean	DSD Mean
Academic Motivation	...Students are interested and engaged in school.	3.69 SD Range: (3.21-4.17)	3.45
Perceived Learning Support Systems	...There is a system in place to effectively link students to services which support their learning outside of the traditional classroom.	3.73 SD Range: (3.29-4.17)	3.48

Health & Social Services		CAYCI Mean	DSD Mean
Internalizing Behavior	...Students experience negative feelings/behaviors directed inward towards themselves.	4.28 SD Range: (3.97-4.60)	3.79
Externalizing Behavior	...Students engage in behaviors directed outward toward the external environment, such as poor attention or impulsivity.	3.29 SD Range: (2.77-3.82)	2.86
Student Psychological Well Being	...Students experience an overall positive sense of self.	3.69 SD Range: (3.20-4.19)	3.23

School Climate & Youth Development Pathway		CAYCI Mean	DSD Mean
School Connectedness	...Students enjoy and feel a sense of belonging to the school.	4.30 SD Range: (3.89-4.71)	3.92
School Support of Pro-Social Activities	...Students have opportunities and reinforcements for their involvement in positive programs and activities.	3.84 SD Range: (3.34-4.35)	3.65
Student Safety	...Students experience personal safety at home, at school, and in their communities.	4.05 SD Range: (3.61-4.50)	3.75
Student Social Skills	...Students demonstrate effective social and life skills as they engage in pro-social interactions with others.	3.62 SD Range: (3.16-4.08)	3.30
Perceived School Climate	...Perceive that the school demonstrates consistent, positive norms, values, relationships, and procedures.	3.84 SD Range: (3.35-4.34)	3.43
Teacher & Staff Commitment	...They have an overall bond or experience with the school, including with other teachers/staff.	3.90 SD Range: (3.41-4.40)	3.16

Excelling	Emerging	Needs Improvement
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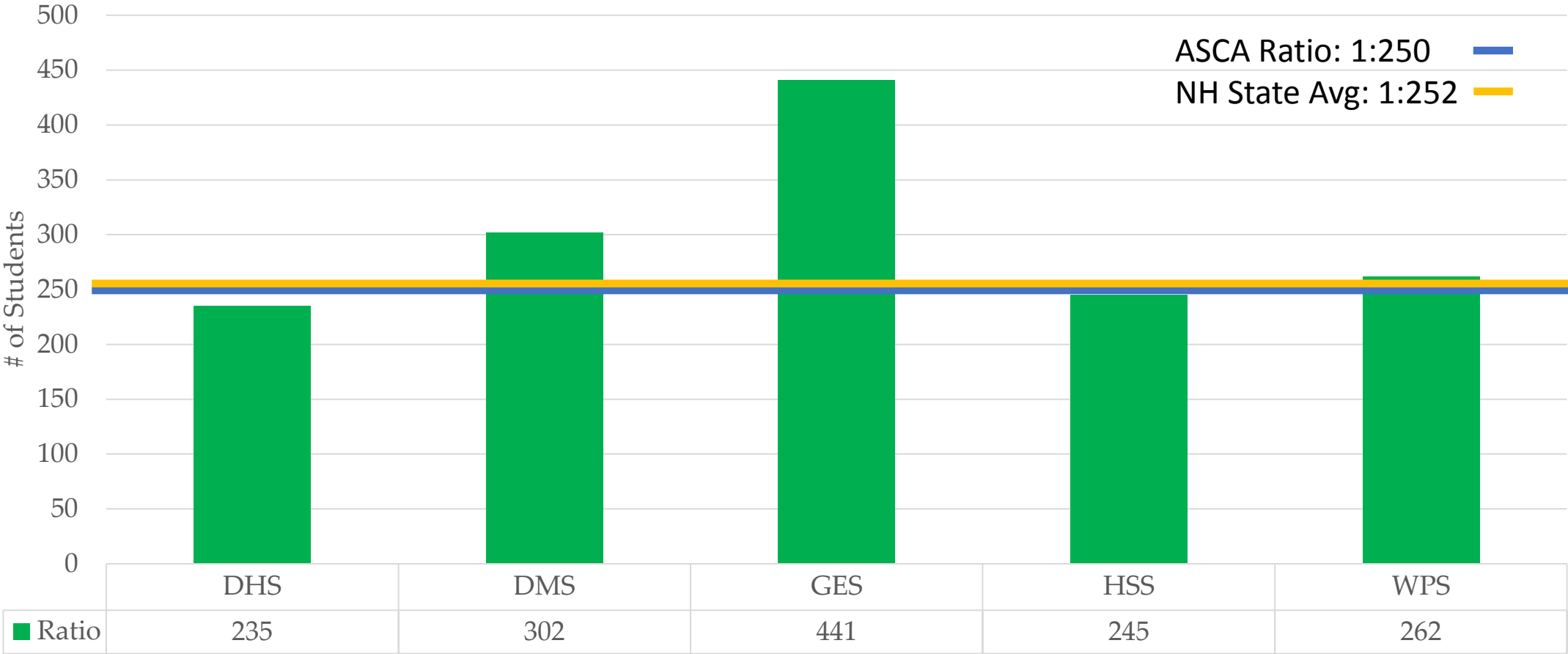
DSD School Climate – Parent/Caregiver

Dover School District Parent/Caregiver CAYCI SES Constructs			
Total Number of Respondents: 577			
The degree to which parents & caregivers report that...			
Academic Learning Pathway		CAYCI Mean	DSD Mean
Experiences of Teacher & School Support	...Their children are supported by the teachers and staff at the school.	4.14 SD Range: (3.80-4.49)	3.64
School Climate & Youth Development Pathway		CAYCI Mean	DSD Mean
Overall School Experience	...They have had an overall positive school experience.	5.83 SD Range: (5.19-6.48)	5.13
Family & Community Pathway		CAYCI Mean	DSD Mean
School & Community Support Services for Parents/Caregivers	...The school provides parents and caregivers with support and assistance when needed.	3.29 SD Range: (2.95-3.64)	3.24
Engagement Efficacy	...They have enough time and energy to be involved in their children's education and school activities.	4.06 SD Range: (3.70-4.42)	3.80
Perceived Parental & Caregiver Support	...They feel supported by other parents & caregivers within the school community.	3.77 SD Range: (3.38-4.16)	3.55
School Support for Parent/Caregiver Engagement	...Their children's school provides opportunities for parent/family involvement.	4.10 SD Range: (3.76-4.44)	3.49

Excelling	Emerging	Needs Improvement
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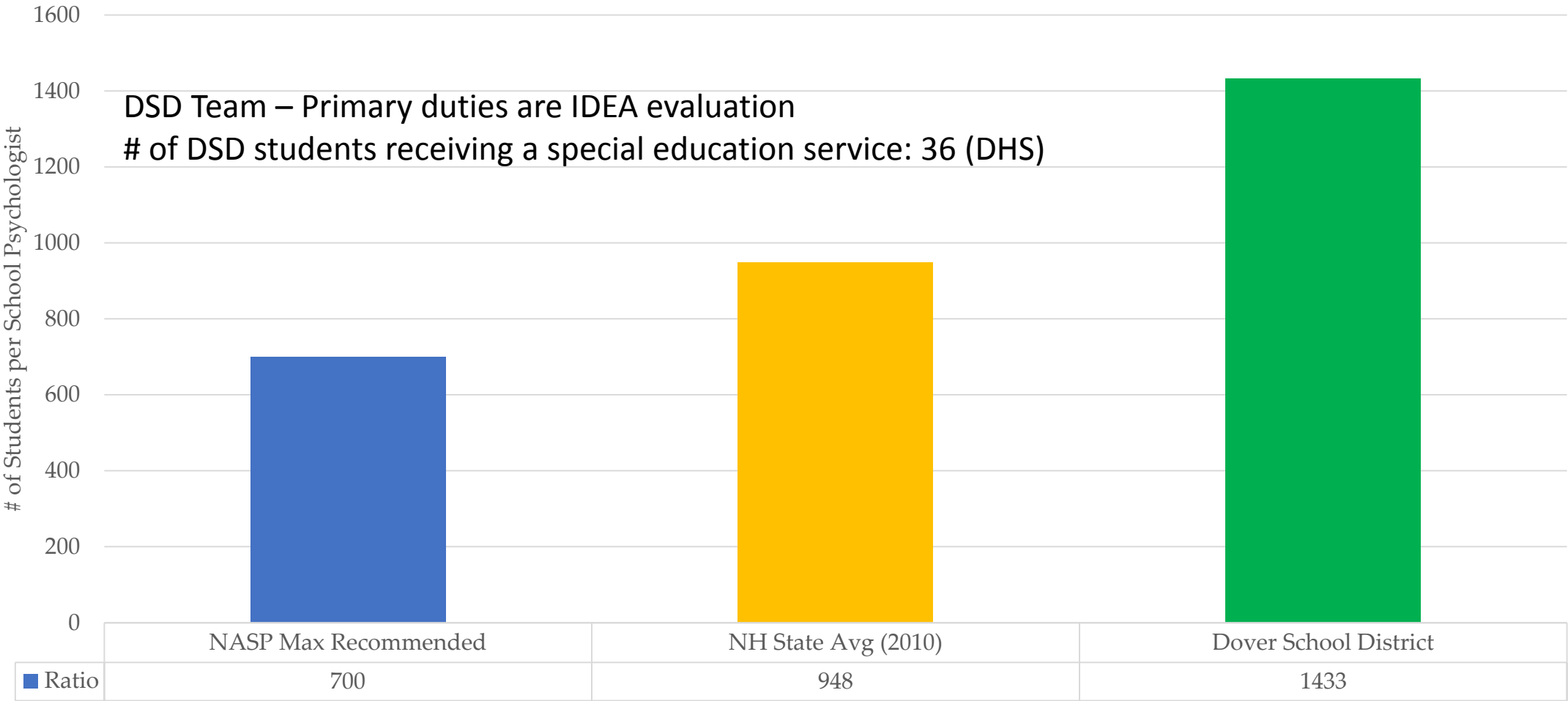
SEL Personnel – School Counselors

Dover School District: School Counselor to Student Ratio



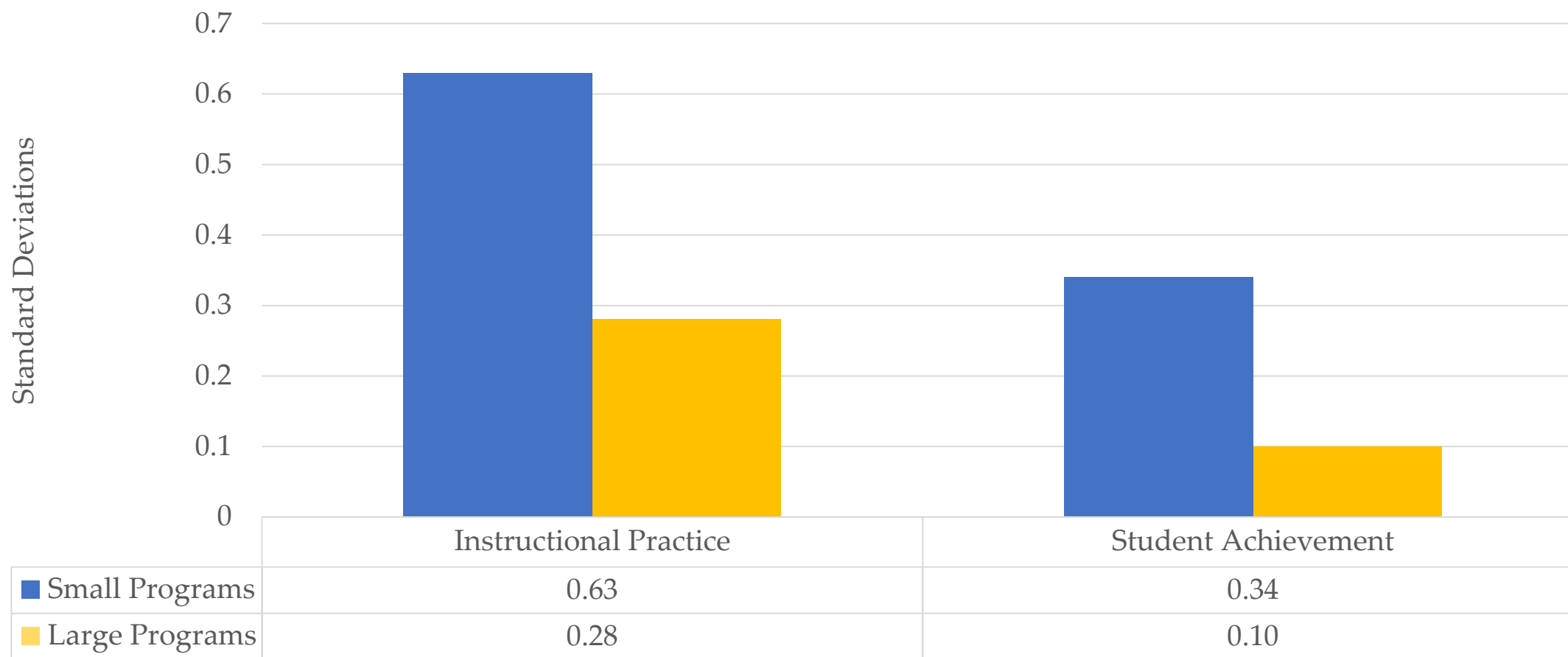
SEL Personnel – School Psychologists

Dover School District: School Psychologist to Student Ratio



SEL Personnel – Instructional Coaching Effects

Instructional Coaching Effects: Studies of coaching programs with samples of fewer than 100 teachers versus samples of 100 teachers or more

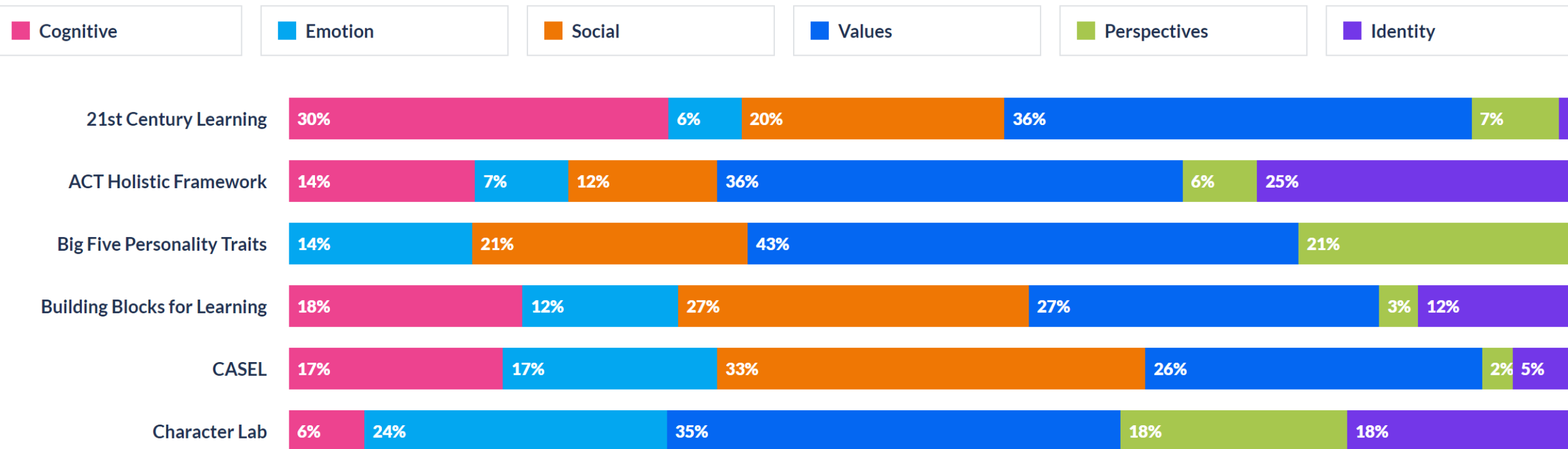


Adapted from Kraft, M. et al. (2018)

SEL Task Force Recommendations

- Identify a SEL Framework that fits the DSD local context
- Align SEL components with Dover School District Committees
- An SEL Initiative will require multiple funding streams (local, state, federal, charities)
- Develop a Multi-Tiered System of Supports (MTSS) that Integrates SEL
- Administer school climate survey annually or bi-annually
- Utilize the District Capacity Assessment (DCA) to track infrastructure progress
- Adopt the NIRN Hexagon Exploration Tool to consider innovations & programming
- Professional Development – consider a SEL instructional coaching model
- Establish Implementation Teams – district & building-level
- **Moving Forward Start Small But With An Eye of District-Wide Implementation**

Identify a SEL Framework for DSD



**NH Work Study
Practices**

Communication

Self-Direction

Collaboration

Creativity

Align SEL Components to DSD Committees

SEL Program Components¹⁶

Classroom Activities Beyond Core Lessons

Integrate SEL skills/practices into academic curriculum, school-wide activities, & non-classroom settings.

Climate & Culture Supports

Promotion of positive norms, beliefs, values, and expectations that help students and staff feel safe, connected, & engaged.

Applications to Out-of-School Time

Adaptation of SEL practices to afterschool settings.

Adaptability to Local Context

Consideration of mandatory vs flexible features of a program to address diverse populations within the school organization.

Professional Development & Training

Trainings for teachers, administrators, support staff, etc. that provide opportunities to build student and adult SEL skills.

Support for Implementation

Resources designed to help school staff facilitate effective classroom & school-wide implementation.

Tools to Assess Program Outcomes

Formal & informal tools to evaluate student and adult outcomes, which may include observations, surveys, evidence-based assessments.

Family Engagement

Activities, events, & recommendations for incorporating families in students' SEL development.

Community Engagement

Activities, events, & recommendations for building connections between students & their community.

Curriculum Planning Council

Mission: To evaluate, approve and support the design and implementation of effective instruction and curriculum that ensures equitable access and success for all students.

Teaching & Learning Committee

Mission: To unite the Dover educational community in working collaboratively to create a system of competency-based learning to empower all learners to become dynamic global citizens.

Data Committee

Mission: To design a systematic approach to using and communicating data to continually improve the effectiveness and quality of instruction, learning, and operations.

Professional Development Committee

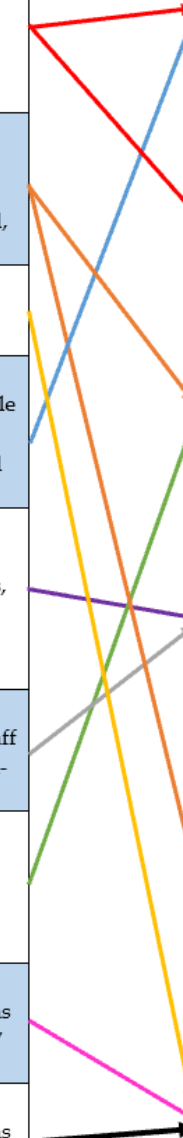
The mission is to support the design and implementation of highly effective professional development Dover School District's faculty as designed in the District's Professional Development Model.

Wellness Committee

Mission: The mission of the Dover School District Wellness Committee is to promote the health and well-being of the Dover School Community through initiatives that: Inspire individuals to take responsibility for their own health / Encourage wellness behaviors / Identify resources contributing to well-being / Support a sense of community.

Community Engagement

Mission: The mission is to build understanding about inclusive equitable community engagement; develop an implementation plan to continually improve community involvement in our schools.



SEL Implementation Costs & Funding

Type of Implementation	Trainee Completion	Cost/Completed Trainee	Cost/Improved 1-Yr Outcome
Exploration	65%	\$1,052	\$365
Assignment	13%	\$7,811	\$924

Romney, Israel, and Zlatevski (2014)

Joyce & Showers, 2002 ³³	OUTCOMES: % of participants who demonstrate knowledge, demonstrate new skills in a training setting, and use new skills in the classroom		
Training Components	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
Demonstration in Training	30%	20%	0%
Practice & Feedback in Training	60%	60%	5%
Coaching in Classroom	95%	95%	95%

³³ Joyce, B., & Showers, B. (2002). *Student Achievement Through Staff Development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development

Possible SEL Funding Streams

Local: Superintendent & School Board allocating budget resources aligned to SEL

State: HB 677 & RSA 198:64
Grants for Implementation of MTSS-B

Federal: Title I, II, IV, & V, IDEA

Multi-Tiered Systems of Support (MTSS)

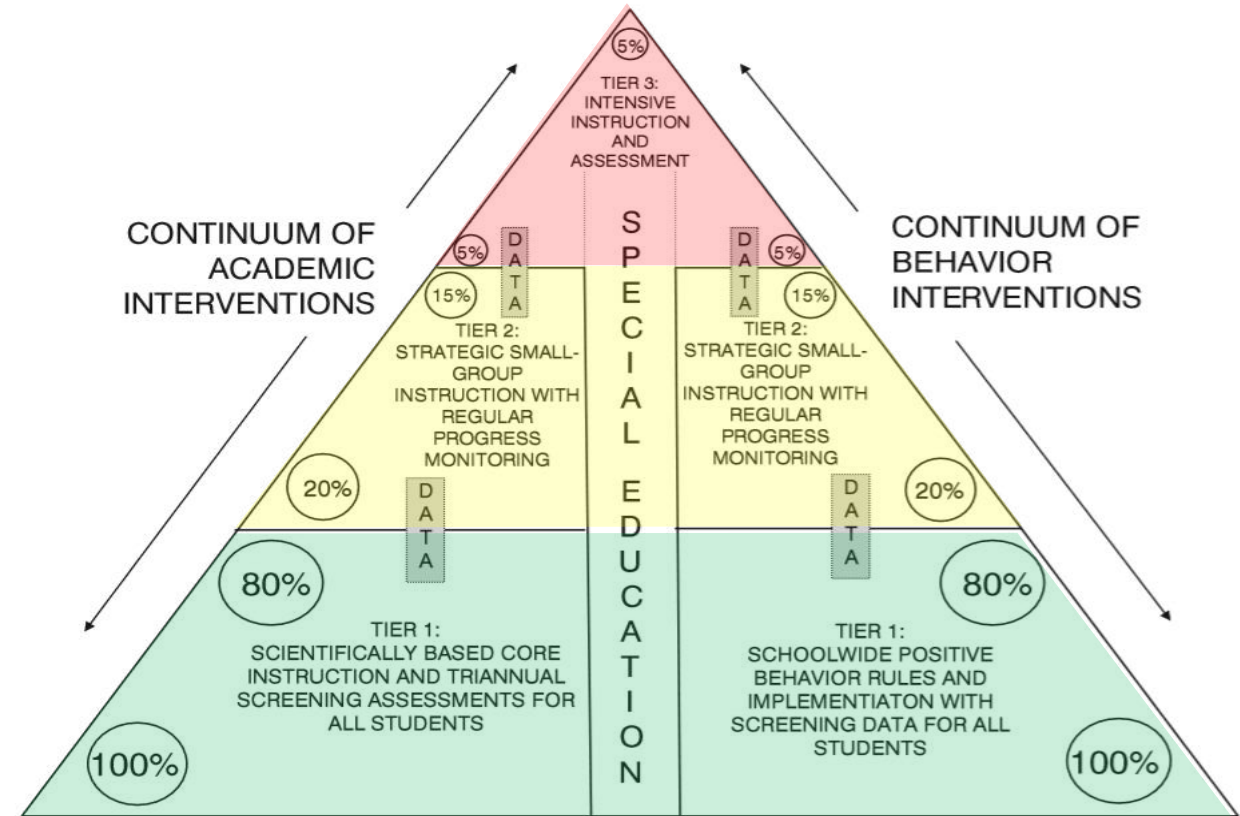
What is MTSS?

- Multiple tiers of integrated support for academics and behavior
- Screening to determine which students could benefit from additional supports.
- Progress monitoring of evidence-based strategies.
- Data-driven decision-making

Learning is a social and emotional process. For this reason, students are most successful academically when they:

1. Know themselves and can manage themselves;
2. Take the perspectives of others and relate effectively with them; and
3. Make sound choices about personal and social decisions.

CASEL (October 2018)



Brown-Chidsey and Bickford (2016)

Example Logic Model for Schoolwide SEL Implementation

