

# Social Emotional Learning in the Merrimack School District

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Program Evaluation

# SEL Committee Members

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MES	TFS	RFS	JMUES
Holly Lubelczyk	Kim Kelliher	Kelly Chiappetta	Claire Mitchell
Sarah Champigny	Amy Deese	Sarah Claire	Louis Mailloux
Jamie Cordeiro	Kara Daly	Allison MacGuire	Bill Sawyer
	Paula Carelli	Kim Ross	
	Chris Rheault		

Committee Facilitators: Melissa Moyer, Fern Seiden, Kathleen Hoppa, and Cassie Earley

## MSD SEL Evaluation Timeline and Process

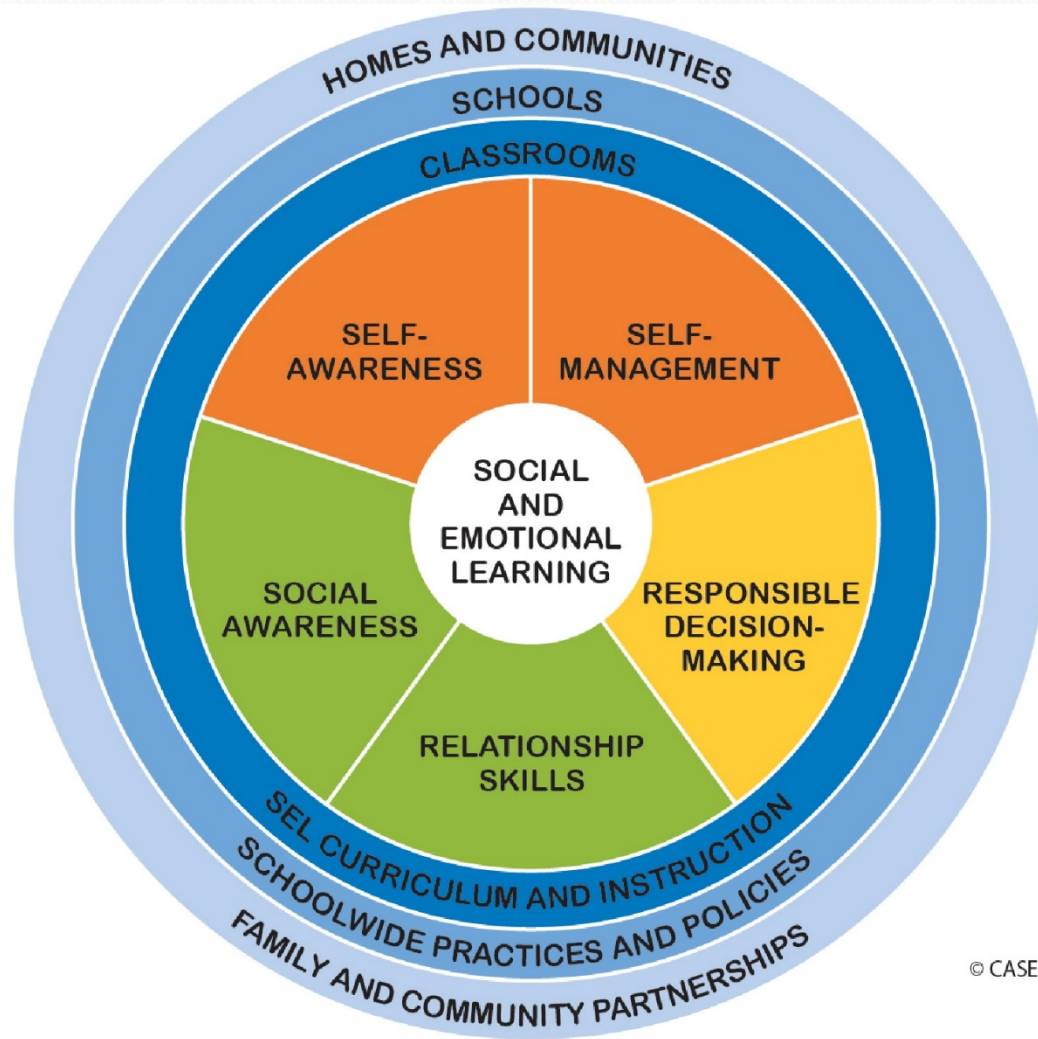


# Social Emotional Learning (SEL) is:

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Social Emotional Learning (SEL) is the 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.

- Collaborative for Academic and Social Emotional Learning



# The Core SEL Competencies Identified by The Collaborative for Academic and Social Emotional Learning (CASEL)

*CASEL is the leading clearinghouse  
for research, policy and programing  
that support evidence-based SEL for  
students Pre-K-12.*

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# SEL: Is and Is Not

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## Is...

- A component of System of Care and Learning Supports
- A partnership with families
- Competency based
- Integrated with academics
- Creating optimal conditions for learning
- Preparing students for college and career readiness
- Promoting student voice and inquiry based learning

## Is Not...

- Mental health treatment
- Character education
- Teaching values
- Parenting at school

# Statement of Purpose for Social Emotional Learning in the Merrimack School District

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- Social-emotional learning provides the foundation for cognitive growth, academic success and emotional resiliency. We are committed to delivering social-emotional competencies within a comprehensive, multi-tiered system that will create optimal conditions for learning for every student.

- Sub-Committee for SEL, Summer 2016

Family and Community Partnership

Specialized  
Instruction by  
Counselor  
(Academic, Career,  
or Social-  
Emotional)  
Tier 1 or 2

Universal, explicit  
social-emotional  
learning taught by  
classroom teachers

School-wide  
climate initiatives



Optimal Learning Conditions and Outcomes for  
All Students





## MSD SEL K-5 Tier 1 Criteria

- *S.A.F.E. (Sequenced, Active, Focused, Explicit) (CASEL)*
- *Clear scope and sequence*
- *Taught with fidelity by classroom teacher*
- *Align with CASEL core competencies*
- *Minimum 18-20 lessons*
- *Evidence-based*
- *Evaluative tools*
- *Teacher PD / Ease of use*
- *Multiple modalities*
- *Structured lesson plans*
- *Parent / Family Component*
- *Developmentally appropriate*
- *Cultural sensitivity*
- *Integrated with school climate and culture*
- *Reasonable budget*

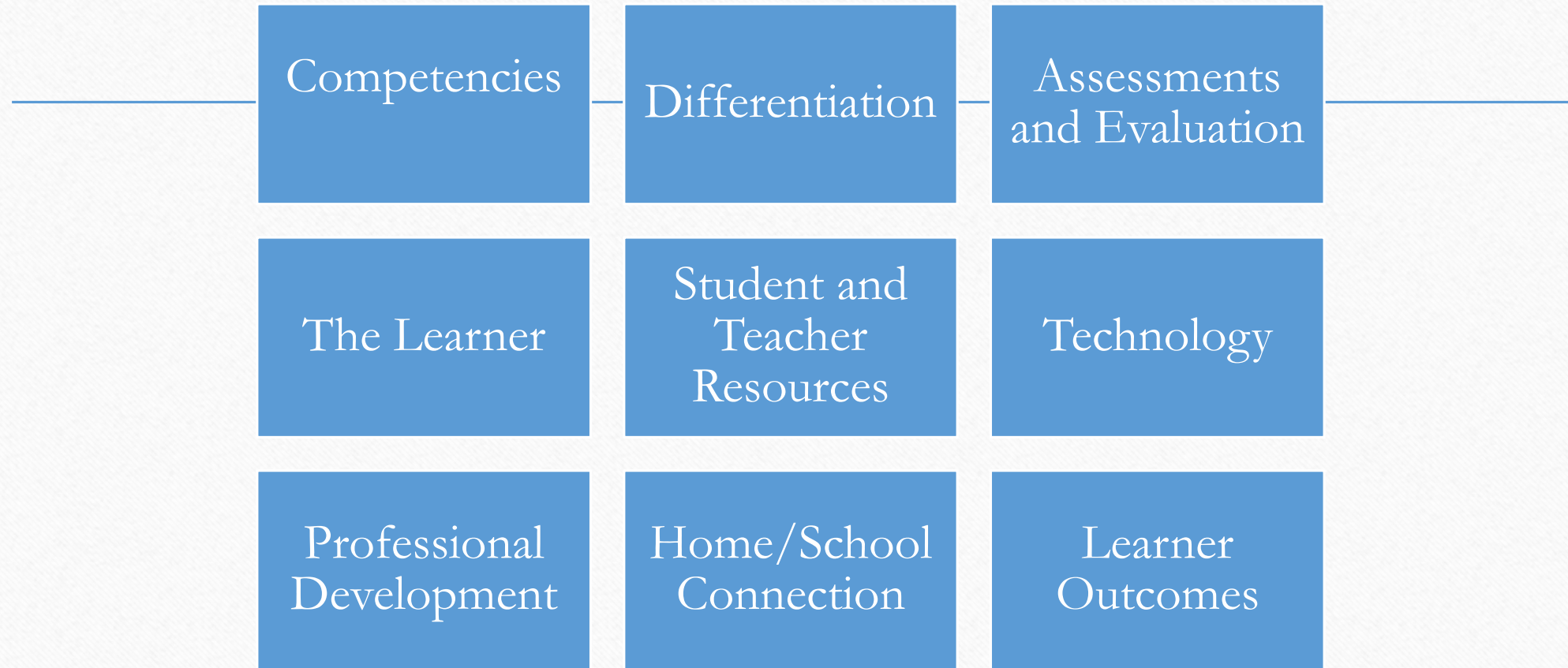
## Comparing SEL Programs

Program	Score and Sequence Articulated	Taught with fidelity (monitor implementation)	Align with CASEL	18-20 lessons	Evidence-Based	Evaluative Tools (Student Behavior)	Teacher PD
Open Circle	X		X	34	X	X	four days
RULER	X	X	X	16;75	X	X	four days (2 phases)
Mind Up			X	15	X	X	three days
PATHS	X	X	X	40-52	X	X	two days
Second Step	X	X	X	22-28	X	X	1-4 hours
Empowering Minds	X		X	30	X		

## Comparing SEL Programs

	Multiple Modalities	Structured Lesson Plans (Explicit Skills)	Parent/Family Component	Developmentally Appropriate	Cultural Sensitivity	Connected to climate and Culture	Sustainability	Cost
Open Circle	X	X	X	X	X	X	Train the trainer	\$250 per classroom; \$16,000 training
RULER	X		X	X	X	X	Train the trainer	\$10,500 (per school)
Mind Up	X	X		X	X		Train the trainer	\$6,400 / school
PATHS	X	X	X	X	X	X	Train the trainer	\$5,000 training/+20,000 materials
Second Step	X	X	X	X	X	X		\$12-13,000 district
Empowering Minds	X			X		X		\$10,000 / school

# Rubric Components



# Second Step Evaluation Results

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- Curriculum Standards
- Student and Teacher Resources
- The Learner
- Home School Communication

# Second Step Units of Study K-5

Skills for  
Learning

Empathy

Emotion  
Management

Problem  
Solving

Executive  
Functioning

# SEL Roll-out Next Steps

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- Scheduling of Professional Development
- Home Communication Plan
- PD Planning and Coordination – Summer work
- Assessment and Evaluation

# Reflections from our Educators

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- Kim Kelliher, TFS, Kindergarten
- Allison MacGuire- RFS, Grade 3
- Bill Sawyer – JMUES, Grade 5