PROFESSIONAL LEARNING IN ACTION: COLLABORATION TOWARD ALIGNED SEL IMPLEMENTATION

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The Plan

• Introductions
• Expanded Learning 360°/365
• Professional Learning in Action
• Key Components
• Collaboration and Alignment
  • Alignment Rubric
  • Action Plan
• Questions
“It all starts with a handshake”

Three Rounds: Find someone new in the room, introduce yourself, and ask the following questions:

Round 1: What’s going well with SEL alignment?

Round 2: What challenges are you facing?

Round 3: What professional learning is offered?
“360/365 meetings are an opportunity to pause, come together, and talk about our work [while] getting to know and learn about each other’s work.”

– District Team Member
Introduction to Expanded Learning 360º/365
Introduction to Expanded Learning 360º/365

SEL is a foundational component of all youth development programs. In fact, 6 of the Quality Standards for Expanded Learning in California directly promote 3 core areas of SEL.

6 Quality Standards
- Safe & supportive environment
- Active & engaged learning
- Skill building
- Youth voice & leadership
- Diversity, access, & equity
- Healthy choices & behaviors

3 SEL Areas
- WE ARE: Self-awareness, Self-management
- WE BELONG: Social awareness, Interpersonal skills
- WE CAN: Self-efficacy, Growth mindset

I know how I am feeling
I control my own behavior
I care about other people’s feelings
I work well with others
I can overcome challenges
The harder I try, the better I’ll get
Introduction to Expanded Learning 360º/365

Finding Common Ground:
Connecting Social-Emotional Learning During and Beyond the School Day
Introduction to Expanded Learning 360º/365

Goal:

Improved social and emotional learning (SEL) practice and alignment across school day and expanded learning programs

Strategies:

• Build on existing assets, such as youth development.
• Learn from on-the-ground experience.
• Attend to adult social and emotional skills and practices.
Introduction to Expanded Learning 360°/365

Activities:

• Quarterly professional learning community (PLC) meetings
• Action plans that define specific strategies for improvement and alignment
• Consulting support for action plan strategies
• Stipends to support travel and staff time
• Ongoing reflection and improvement

Participants:

• District teams, often including community partners
• Mixed teams of school day and expanded learning staff
• What sparks your interest?
• How does this work relate to efforts you’ve been part of?
• What questions do you have?
Professional Learning in Action
Professional Learning in Action

PLCs are a form of professional development in which educators with shared goals and interests learn and collaborate to improve their craft.

“…through dialogue with different districts we were able to see where SEL fit into our existing program and then what we could do moving forward to enhance it.”

(Dimino, Taylor & Morris, 2015)
PLC Benefits

Coordinated effectively, PLCs are considered one of the most effective forms of professional development that enhance the skills of educators. Benefits include: collaborative professional learning with peers

• gaining of content knowledge to establish a supportive learning environment;

• improved instruction and exposing youth to new content knowledge learned through participation in a PLC

(Joyce & Showers, 2002; Bolam et al., 2005; Newhouse et al., 2015; Pirtle & Tobia, 2014; Newhouse et al., 2015)
Professional Learning Community

Key Components:

✓ Shared values and visions
✓ Collective responsibility
✓ Reflective professional inquiry
✓ Collaboration
✓ Collective and individual learning
✓ Mutual trust, respect, and support among members
✓ Inclusive membership
✓ Openness, networks, and partnerships

(Dufour & Dufour, 2005; Hord, 2004; Jackson & Temperley, 2007; Louis, Kruse, & Bryk, 1995, Stoll et al., 2006)
Expanded Learning 360°/365 teams developed a rubric to define the components of a well-aligned system that supports SEL across school-day and expanded learning settings. The teams collectively agreed on the following:

- A clear and shared strategic plan
- A culture and climate of inclusive decision making
- A shared approach to building stakeholder capacity to meet student needs
- Equitable distribution of resources to meet program goals
- Effective systems and structures for communication and collaboration
- Responsiveness to the diverse needs of our stakeholders
- Engagement in a cycle of continuous quality improvement
Continuous Improvement

- **Collaboration**: active meetings with intra-team planning time to draft and update SEL alignment goals and action plans.
- **Practice**: time to learn new strategies and exchange promising practices, including common pitfalls, across PLC teams.
- **Reflection**: continuous improvement driven by data (qualitative and quantitative), including external support from a consultant with a defined scope of work.

(Dufour & Dufour, 2005; Hord, 2004; Jackson & Temperley, 2007; Louis, Kruse, & Bryk, 1995, Stoll et al., 2006)
Implications
Through active participation in PLC activities, district and expanded learning teams report having:

- Developed a shared language
- Adopted SEL expectations and standards
- Piloted SEL strategies and curricula
- Included SEL in district continuous improvement processes
- Conducted site visits
- Participated in cross-sector PD
- Adopted observation and assessment tools
- Implemented district-level working groups
Collaboration and accountability are powerful forces for change.

- A commitment to participatory planning with skilled facilitation focused on collaboration is an essential catalyst for deep, effective collaboration.

- An action plan can be leveraged as an organizing and accountability tool, particularly when coupled with consultant support and an intentional improvement process.
360º/365 : Two Key Lessons

Districts need more support to deepen and implement their SEL approaches.

School-day staff in the professional learning community want more support with SEL implementation. Where support exists, it is often focused on instruction, not the structures to scale and sustain the work across the district.
The work shifted our thinking around what it takes to implement SEL districtwide and realizing that when we talk about [SEL], it’s not just about the school day [staff], but it’s school day and afterschool.”

– District Team Member
Reflection
Questions
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