

THE CALIFORNIA COLLABORATIVE ON DISTRICT REFORM

INTEGRATING ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING TO ADVANCE EQUITY AND ACHIEVEMENT

TUESDAY, DECEMBER 6 AND WEDNESDAY, DECEMBER 7
OAKLAND UNIFIED SCHOOL DISTRICT
1000 BROADWAY, SUITE 680
OAKLAND, CA

MEETING AGENDA

DAY I: TUESDAY, DECEMBER 6

- 8:30 am **Breakfast.** Light breakfast will be available in the Laurel and Lake Merritt conference rooms.
- 9:00 am **Convene Meeting.** Jennifer O'Day will convene the meeting with opening remarks, introductions, and an overview of the agenda. Deputy Superintendent Devin Dillon will welcome the group to Oakland Unified School District (OUSD).
- 9:20 am **Reflections from San José.** Nancy Albarrán, Superintendent of San José Unified School District, will share an update with the group about developments in San José since the Collaborative met there in May 2016.

SESSION I

Setting the Oakland Context

- 9:35 am **Social and Emotional Learning (SEL) in the Oakland Context.** OUSD leaders will introduce the focal problem for this meeting by providing information on the Oakland context and how an emphasis on SEL emerged and has continued to evolve, with particular attention to how SEL advances the district's commitment to equity and ties to academic goals. Full group discussion will follow.

SESSION II

Examining the Connection between SEL and Academic Outcomes: Patterns in the CORE Districts Data

- 10:20 am The CORE Districts have added to the growing research base on the connections between SEL competencies and academic learning through analysis of survey and assessment data across their member and data partner districts. This session will be an interactive exploration of CORE Districts data and a discussion of research findings about the implications of SEL for academic learning and educational attainment.
- 11:10 am **Break.**

SESSION III
Integrating SEL and Academics

- 11:20 am **Instructional Practices that Support SEL and Academic Learning.** OUSD leaders believe that SEL work is not an add-on set of programs or expectations, but rather a fundamental component of how learning occurs. Critical, therefore, is the integration of SEL competencies, programs, and expectations with the district’s academic agenda. The purpose of this session is to unpack some of the strategies OUSD is employing to bring these pieces together, as well as to explore some of the challenges they are facing. This session will begin with an inquiry-based activity among OUSD-Mills College teacher scholars to demonstrate the SEL competencies needed to meet the academic challenges of the Common Core State Standards.
- 12:20 pm **Lunch.**
- 1:00 pm **Curriculum that Supports SEL and Academic Learning: A Consultancy with OUSD.** From a focus on instruction (pedagogy), we will then turn to curriculum and the curricular choices OUSD has made both to integrate SEL into their Common Core implementation, as well as the more targeted SEL curricula to use in the district. The group will first explore a curriculum excerpt, then turn to a problem of practice that has emerged in OUSD.
- Following the presentation of Oakland’s problem of practice, meeting participants will reflect and share their insights in small groups by following a consultancy protocol. The full group will then reconvene to share key takeaways. The session will conclude with reflections from OUSD district leaders about what they have heard and how they might move forward.

SESSION IV
Transforming Adult Behavior and Culture

- 2:40 pm To successfully address the SEL needs and competencies of students requires attention not only to instruction and curriculum, but also to the culture and structures that shape the formal and informal interactions between adults and students and among the adults themselves. From the outset of their SEL work, OUSD leaders have thus focused on the development of SEL strategies and competencies among the adults in the system, beginning with the central office. In this session, participants will have the opportunity to experience OUSD’s approach, reflect on their own leadership and SEL competence, and explore some of the challenges associated with creating an adult SEL culture.
- 4:30 pm **Reflections on the Every Student Succeeds Act (ESSA) and the Overall Policy Environment.** We will close the day with a brief discussion of the evolving regulations for ESSA, potential changes in the federal and state policy landscape, and the implications of these developments for California.
- 4:50 pm **Summary and Reflection on the Day’s Discussion.**
- 5:00 pm **Adjourn for the Day.**
- 6:30 pm **Reception Followed by Dinner** at Picán Restaurant.

DAY 2: WEDNESDAY, DECEMBER 7

8:30 am **Breakfast.** Light breakfast will be available in the Laurel and Lake Merritt conference rooms.

SESSION V

Understanding and Addressing the Connections Among Equity, Race, and SEL

9:00 am **Superintendent Fishbowl.** SEL is part of OUSD's district-wide strategy to improve opportunities and outcomes for all students in the district, especially those who struggle with trauma and other barriers within and outside their school walls. Understanding and responding to the ways in which race and class shape students' opportunities, interactions, and identities is critical to realizing more equitable education systems. This session will begin with reflections from several districts to explore the role that SEL can play in helping students define their place in school and society.

10:00 am **Small Group Discussion.** We will continue the morning session's exploration of equity issues through small group discussions. District leaders from other Collaborative districts will begin by sharing their reflections about the equity issues in their local context, followed by discussion in small groups about the key issues emerging from the morning's conversation.

SESSION VI

Measuring Progress and Making the Work Visible

11:00 am **Measuring SEL Competencies.** Although states, districts, and schools have developed a set of commonly understood measures for monitoring academic progress, the same kinds of metrics have not been well established in schools for tracking SEL growth. Yet as districts embrace SEL and establish expectations for what SEL should look like, key questions emerge: How do we measure SEL competencies for both students and adults? What evidence do we have that we are making progress toward our goals? This session will give participants an opportunity to discuss some of the opportunities, challenges, and emerging plans in districts and in the education field more broadly as educators look for ways to monitor progress with SEL.

12:00 pm **Lunch.**

12:30 pm **Reporting on SEL Competencies.** Measurement is only part of the challenge. District leaders also need ways to provide feedback to students, parents, teachers, and other adult leaders about progress with developing SEL competencies. Reporting may be especially important for making the work visible and helping stakeholders throughout the system what SEL efforts entail and how they contribute to a district's overall goals. This session will examine report cards and other mechanisms for sharing information about SEL progress.

SESSION VII

Identifying Next Steps for the Collaborative

1:30 pm **Collaborative Updates.** We will conclude with a brief update on current Collaborative projects in support of our members and discussion of next steps.

1:45 pm **Summary and Reflection on the Day's Discussion.**

2:00 pm **Adjourn Meeting.**

