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Exploring the Ingredients of Continuous Quality Improvement to Improve Social and Emotional Learning

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About the Forum

The Forum is committed to changing the odds that all children and youth are ready for college, work, and life. We connect leaders to ideas, services, and networks that can help them make more intentional decisions that are good for young people, even in the face of limited resources. We help leaders who are trying to improve & align policies, plan & partner for impact, and/or strengthen programs & adult practice.
David P. Weikart Center for Youth Program Quality is a leader in empowering education and human service leaders to adapt, implement, and scale best-in-class, research-validated quality improvement systems to advance child and youth development. Training and technical assistance in quality improvement system design, effective performance data, and lower stakes accountability has helped OST networks across the country be successful, scale-able, and sustainable. The Weikart Center is a critical part of the Forum for Youth Investment’s overall effort to build leadership capacity to advance readiness and equity.
Welcome & Check-In

In the chat box, please share...

- Name
- Pronouns
- Role
- How you’re doing in dog scale...
Learning Objectives

Participants will:

• understand the elements of continuous quality improvement (CQI) and how they can be used to improve social and emotional learning.

• develop a shared vision of high quality through the Wisconsin Model Early Learning Standards and the aligned Social and Emotional Learning Program Quality Assessment (SEL PQA) from the Weikart Center.

• Learn how to incorporate performance feedback into a continuous improvement process.

• Engage staff, youth, and other stakeholders in the process.
Agenda

• Opening Activity: Discuss why we talk about quality & what it takes to support social emotional learning
• Central ideas and Practice: Exploring the ingredients of Continuous Quality Improvement
• Application: CQI journeys to support Wisconsin’s SEL competencies
• Implementation: Action planning
• Closing: Reflection & resources
Why do we talk about “quality?”

Why am I here?

We are here because instructional quality matters.
It’s more important than ever that we are providing safe and supportive learning environments for kids because, 

Child and youth development matters.
Researchers Agree on What It Takes to Support Development

The National Research Council & Institute for Medicine list the following key features of positive youth development settings:

• Physical and psychological safety
• Appropriate structure
• Supportive relationships
• Opportunities to belong
• Positive social norms
• Support for efficacy and mattering
• Opportunities for skill-building
• Integration of family, school and community efforts

- Community Programs to Promote Youth Development, 2002
What does it take to support SEL?

With your partner, share...

➢ What does SEL mean to you?
➢ What are you doing in your program already to support SEL?
SEL is defined as...

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2016).
Expert Practitioner Consensus on SEL

SEL Challenge Findings

• Preparing Youth to Thrive: Promising Practices (2015)
• Methodology & Findings (2016)
• Preparing Children to Thrive (2019)
• Demonstration Project (2019)
• www.selpractices.org
How do we get there?
Ingredients of a Successful Continuous Quality Improvement System

• Shared vision of high quality
• Performance feedback
• Continuous improvement process and supports to engage in the process
• Incentives and guidelines for participation
Shared vision of high quality
Wisconsin Model of SEL Competencies

Alignment of Weikart Center Assessments and Trainings with Wisconsin Model Early Learning Standards

<table>
<thead>
<tr>
<th>No.</th>
<th>Aligned PGA Scale</th>
<th>Training Methods Workshops</th>
<th>CASEL Domain</th>
<th>PK DE</th>
<th>1st-2nd</th>
<th>3rd-4th</th>
<th>5th-6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Emotional Coaching</td>
<td>Self-Awareness</td>
<td>Learners will be able to demonstrate awareness of their emotions and how they differ from others. Wisconsin Model Early Learning Standards (WMELS) Domain A &amp; B.</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Action Coaching</td>
<td>Self-Management</td>
<td>Learners will be able to with adult guidance, display self-appropriate self-management.</td>
<td></td>
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<tr>
<td>3</td>
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</table>

SOCIAL COMPETENCE (Pre-K - 5th Grade)

Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.

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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Skills (SEL) + Building Trustworthiness</td>
<td>Community</td>
<td>Adult guidance, initiate conversations, express attentively, respond to conversations, and stop and focus on topic for multiple exchanges especially with adults. WMELS Domain B &amp; C.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Social Skills (SEL) + Building Support</td>
<td>Relationship Skills</td>
<td>Learners will be able to make and keep friends. Learners will be able to communicate with others. Learners will be able to independently adopt behavior based on peer feedback and environmental cues. Learners will be able to work cooperatively and productively in a group to accomplish a set goal</td>
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SEL Pyramid of Program Quality Standards

ENGAGING ENVIRONMENT
- Supporting Plans & Goals
- Supporting Youth Interests
- Furthering Learning

INTERACTIVE ENVIRONMENT
- Cultivating Empathy
- Promoting Responsibility & Leadership
- Fostering Teamwork

SUPPORTIVE ENVIRONMENT
- Fostering Growth Mindset
- Scaffolding Learning
- Emotion Coaching

SAFE SPACE
- Creating Safe Spaces
From Standards to Outcomes

Staff practices

![Diagram showing Staff practices leading to Youth Outcomes]

- Supporting Plans & Goals
- Supporting Youth Interests
- Furthering Learning
- Cultivating Empathy
- Promoting Responsibility & Leadership
- Fostering Teamwork
- Fostering Growth Mindset
- Scaffolding Learning
- Emotion Coaching
- Creating Safe Spaces

Youth Outcomes

- Emotion Management
- Problem Solving
- Empathy
- Teamwork
- Initiative
- Responsibility
How Learning Happens

Quality
instruction
content
context

Engagement
behavior, interest
with challenge

Skills/beliefs
social
emotional
cognitive

Transfer of outcomes
ready for school, work & life
Performance Feedback
Performance Data Characteristics

- **TIMELY** – Available in real time
- **FEASIBLE** – Resource use is minimized
- **OBJECTIVE and ACTIONABLE** – Focused on behaviors/conditions
- **MULTI-PURPOSE** – Data collection and use is a learning experience
### Assessing Staff SEL Practices

#### III. INTERACTIVE ENVIRONMENT: FOSTERING TEAMWORK | PROMOTING RESPONSIBILITY AND LEADERSHIP | CULTIVATING EMPATHY

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SUPPORTING EVIDENCE/ANECDOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff do not provide young people with an intentional activity where listening to the stories, experiences, feelings, or viewpoints of others is part of the activity.</td>
<td></td>
</tr>
<tr>
<td>3. Staff provide young people an intentional activity where listening to the stories, experiences, feelings, or viewpoints of others is part of the activity but not its sole focus (e.g., staff have young people discuss and plan what organizations might be open to their community action project).</td>
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</tr>
<tr>
<td>5. Staff provide young people with an intentional activity where listening, understanding, and acknowledging the personal stories, experiences, feelings, culture, or viewpoints of others is the sole focus of the activity (e.g., staff have young people in small groups share about an experience that shaped their life).</td>
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Continuous Improvement Process
The Youth Program Quality Intervention

**ASSESS**
Observe programming. Collect data about your program.

**PLAN**
Use the data to create an improvement plan with your team.

**IMPROVE**
Carry out your plan. Train & coach staff.
"Sites that engage in these continuous improvement practices are set up to give attention and care to their most important product – the program experiences of their youth participants."
Aligned Supports

1. quality assessment
2. improvement planning
3. coaching by site leaders to support staff practice
4. staff attendance at targeted trainings for professional skill building
## It Takes A Village

<table>
<thead>
<tr>
<th>Network Leader</th>
<th>Site Leader</th>
<th>Program Staff</th>
<th>External Assessors</th>
<th>Network Consultants, Trainers, and/or Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan trainings</td>
<td>Attend <strong>PQA Basics</strong> (live or online)*</td>
<td>Attend <strong>PQA Basics</strong> (live or online)*</td>
<td><strong>Attend External Assessor Reliability Training</strong></td>
<td>Support site team through program self assessment</td>
</tr>
<tr>
<td>Coordinate external assessments</td>
<td>Train staff and lead team program self assessment (Form A and B)</td>
<td>Participate in program self assessment</td>
<td>Conduct external assessment (Form A and B)</td>
<td><strong>Attend Youth Work Management Training of Trainers</strong></td>
</tr>
<tr>
<td>Manage program self assessment</td>
<td>Attend <strong>Scores Reporter Webinar</strong></td>
<td>Enter data into Online Scores Reporter</td>
<td></td>
<td><strong>Attend Youth Work Methods Training of Trainers</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Attend Coaching for Continuous Improvement Training</strong></td>
</tr>
</tbody>
</table>
Targeted Training for Professional Skill Building

- Youth Voice
  - Planning and Reflection

- Building Community
  - Cooperative Learning
  - Homework Help

- Active Learning
  - Ask • Listen • Encourage
  - Reframing Conflict

- Structure and Clear Limits

Youth Voice in Governance
Professional Learning Community

Essentials of an SEL Framework

Facilitating Problem Solving
Engaging Youth in Supported Struggle
Foundations and Self-Awareness of Cognitive Development

Cultivating Empathy
Foundations and Self-Awareness of Emotional Development

Emotion Coaching
Foundations and Self-Awareness of Social Development

Promoting Responsibility and Leadership
Fostering Teamwork

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Incentives and Guidelines for Participation
Types of incentives

- Monetary – requirement of funding
- Professional Learning Community
- High quality professional learning
- Heightened awareness of individual performance
- Access to data
- Performance feedback
  - Supervisor review
  - Customer review
Low Stakes Accountability

• A majority of individuals must:
  • Have access to evidence-based supports known to improve performance.
  • Be capable of attaining the performance level with reasonable time and effort.
  • Consider attainment of the performance level to be a “good use” of time and effort.
  • Believe that the measure of performance is precise and fair.
  • Are not threatened with loss of professional status or income as a result of a single low score, and without recourse.
Changes in youth behavior motivate staff

“Friday is fun day, and we do not usually have our academic time. One kid actually ran over to the education specialist to say, “Hey, are we doing that emotion thing today?” And she dropped what she was doing and did it with him. ... he was dealing with something ... and felt comfortable enough to ask. I think that was really powerful that what we are doing is really important for our kids.”
Putting it all Together: Let’s Practice!
Continuous Quality Improvement in Action

What do we want to focus on? (WI SEL competency)
Learners will be able to recognize and respect that individual differences are important to self and others.

What does high quality look like? (SEL PQA items from Cultivating Empathy scale)
Staff provide young people with an intentional activity where listening, understanding, and acknowledging the personal stories, experiences, feelings, culture, or viewpoints of others is the sole focus of the activity.
Staff provide explicit opportunities for all young people to affirm, appreciate, or show kindness to others.

How do we measure it?
Self-assessment using the SEL PQA
How do we use that data to improve?

Set a goal around this practice with your staff/colleagues.

When will we check back in to see how we’re doing?

Identify a timeline for your improvement cycle. (1 week, 2 months, a full program season, etc)

What resources or supports do we need to have in place to improve?

What coaching, training, or other supports might we need?
Taking It Back: Action Planning
✓ Use the crosswalk to choose an SEL competency to focus on with your team.

✓ Download the SEL PQA to explore the best practice aligned to the competencies and how to measure it in your program.

✓ Use the Assess-Plan-Improve Implementation Worksheet to map out how you will improve these practices in your program.

Visit us online for training and support  
www.forumfyi.org/weikartcenter
Reflection

A commitment I am making to myself as a result of what I’ve learned today is...
Get in touch with us!

CQI Process, Training & Supports:
Adrienne Bard
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Alignment Tool, Measures:
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Barbara@cypq.org

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