

## **Determining Readiness for Social Emotional Academic Development**

A successful start to any initiative can promote strong, sustainable implementation. However, certain educational initiatives, especially those that have the ability to have far-reaching impacts on every layer of school, take time, attention and careful planning to ensure a sustainable future. Social Emotional and Academic Development (SEAD) programming is one of them. Because SEAD implementation has proven to be challenging for many schools, Compass Academy and City Year have compiled this in-depth collection of resources to guide and support schools in knowing whether they are ready to implement.

### **SEAD Programming**

What is SEAD? The National Commission on Social, Emotional Academic Development defines SEAD as “the comprehensive development of the whole student throughout K-12 education. At its core, SEAD calls for the integration of social and emotional development with academic learning. In much the same way that academic skills can be cultivated, research demonstrates that social and emotional competencies can be nurtured and developed over the course of a student’s school experience.”

SEAD programming can happen in many different ways. However the Collaborative for Academic, Social and Emotional Learning (CASEL) believes that the strongest SEAD programs are those that include:

1. Lessons that explicitly teach SEAD skills and understandings
2. The integration of school-wide classroom practices that reinforce the SEAD skills and understandings
3. School-wide integration of SEAD skills and understandings into the content of academic classes

As you can see, the SEAD programs that have the largest impact will demand attention at every level of the school: from the support of every teacher in the building, to the systems and structures that support the goals.

### **A Compelling Case for SEAD**

While the time and effort that you and your staff put into this initiative may be great, the possible impacts can be profound. SEAD skills and strategies can lead to significant improvements in academic as well as social emotional indicators including standardized tests, attendance, drop-out rates and challenging classroom behaviors. Below are three links that make a compelling case for SEAD programming.

- [SEAD Infographic](#) - One pager from the National Commission on Social, Emotional Academic Development
- [Impact of Social Emotional Learning](#) - Overview of the impact of SEL on students - written by (CASEL)
- [Read to Lead: A National Principal Survey on How Social Emotional Learning Can Prepare Children and Transform Schools](#) - The results of a study about principal’s perspectives on SEL & key recommendations - written by CASEL

### **Getting Ready for Analysis**

Determining your school’s readiness to implement strong SEAD programming will require you to carefully analyze the systems, structures and resources at the school’s disposal. We recommend that this analysis be performed by a leadership team who will be responsible for collecting documents, reviewing data and evaluating the readiness of the school. This team should include:

- School leader(s)
- 1-2 teachers
- Ideally, at least one person who has deep experience implementing SEAD programming (consultants, City Year representatives, other school leaders). Deep expertise in SEAD is highly recommended to support accurate analysis of the school’s readiness.

One person on the leadership team should be identified as the project manager, to establish and support deadline completion. The process and associated links below are designed to support the team in navigating an analysis process. Please see the following resources as guidelines and suggestions for your journey.

**Possible Readiness Analysis Process:**

Process Step	Meeting Goals	Duration	Supporting Resources
<b>1.Framing Meeting</b>	<ol style="list-style-type: none"> <li>Lay the ground-work for a leadership team to support SEAD work</li> <li>Get familiar with the SEAD Readiness Rubric</li> <li>Clarify the process and develop a timeline</li> </ol>	2 - 2.25 hours	<ul style="list-style-type: none"> <li><a href="#">Framing Meeting Agenda</a></li> <li><a href="#">Assessing Readiness Process</a></li> <li><a href="#">Readiness Rubric</a></li> <li>Copies (or links) to at least one of the resources listed in the Compelling Case section of the <a href="#">Assessing Readiness Process</a> Document</li> </ul>
<b>2.Initial Data Collection</b>	<ol style="list-style-type: none"> <li>Collect &amp; organize possible evidence aligned to the Characteristics of Implementation outlined on the SEAD Readiness Rubric</li> </ol>	2 hours	<ul style="list-style-type: none"> <li><i>Possible Evidence.</i> Use the <a href="#">Readiness Rubric</a> for ideas</li> <li><a href="#">Teacher &amp; Leader Survey</a> (paper copy &amp; process)</li> <li><a href="#">Staff &amp; Leader Survey</a> (google form)</li> <li><a href="#">Leader Interview</a></li> <li><a href="#">Classroom Walkthrough Tool</a></li> </ul>
<b>3.Evidence Analysis Meeting</b>	<ol style="list-style-type: none"> <li>Share <i>Possible Evidence</i> collected since the Framing Meeting</li> <li>Create a shared vision of the school's readiness</li> <li>Determine how to proceed towards implementation of SEAD programming</li> </ol>	2.5 hours	<ul style="list-style-type: none"> <li><a href="#">Evidence Analysis Meeting Agenda</a></li> <li><a href="#">SEAD Readiness Rubric</a></li> <li><i>Possible Evidence</i> collected - Copies for each team member</li> <li><a href="#">SEAD Readiness Data</a></li> </ul>
<b>4.Planning for Implementation Meeting</b>	<ol style="list-style-type: none"> <li>Plan for implementation of SEAD programs OR Plan for further school development toward readiness</li> </ol>	1+ hours	<ul style="list-style-type: none"> <li><a href="#">SEAD Planning Meeting Agenda</a></li> <li><a href="#">SEAD Readiness Rubric</a></li> <li><a href="#">SEAD Readiness Data</a></li> <li>School Strategic Planning Materials</li> <li>Anchor Chart Paper</li> <li>8.5 x 14 Paper</li> <li>Markers</li> </ul>