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## An Implementation Evaluation of Social and Emotional Skills Curricula in a Cohort Model

Lancelot Falcon

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AN IMPLEMENTATION EVALUATION OF SOCIAL AND EMOTIONAL SKILLS  
CURRICULA IN A COHORT MODEL

by

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A Dissertation Presented to the Faculty of the  
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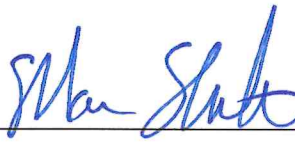
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## ABSTRACT

This Improvement Science Dissertation in Practice (ISDiP) evaluates the implementation of social and emotional learning (SEL) lessons to address SEL challenges for 9<sup>th</sup> grade students attending WC High School (pseudonym). WC High School is one of four comprehensive high schools in Eugene, Oregon. A networked improvement community (NIC) composed of district leadership, school administrators, and teachers used the “collaborative for academic, social, and emotional learning” (CASEL) framework to develop and provide lessons supporting SEL throughout the academic year. The NIC created these lessons to give students opportunities to improve self-management, growth mindset, self-efficacy, and social awareness by implementing periodic tasks that met state standards and criteria while providing academic instruction by the humanities instructors. Student acquisition of SEL skills was measured via the mindset, essential skills, and habits (MESH) survey, used in the humanities classes twice in the first trimester of the 2022–2023 academic year, to determine how often students used the SEL skills provided in the humanities classes. Through various questions, the MESH survey identified these SEL skills within four key competencies: self-management, self-efficacy, growth mindset, and social awareness.

Positive growth occurred within three competencies (self-management, self-efficacy, and growth mindset) between the first and second MESH surveys, indicating that students were learning and applying SEL skills provided in the humanities classes. Even with a general decline in social awareness scores, this ISDiP justifies continuing the humanities program by measuring student development and further practice of SEL skills each semester. It also supports implementing the program across all grade levels.

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The lead researcher would like to show appreciation for all the support received during this complicated journey. Without others' time, knowledge, and compassion for my crankiness, this Improvement Science Dissertation in Practice would not have been possible. This is doubly true for my ISDiP advisor, who gave me their time, encouragement, and guidance to express my study through the incredibly complex language of academia.

To the 9<sup>th</sup> grade humanities team, it is impossible to express my gratitude for your wisdom, infinite compassion for students, and ability to bend and not break. I am in awe of you. To the students and families who made this project possible, I am forever grateful for the insight you have provided.

Last but not least, I wish to thank my partner for the love, patience, and occasional order to go to bed during this endeavor. I also thank my daughter for helping me stay grounded and reminding me that the world does not spin on academics alone.

## TABLE OF CONTENTS

ABSTRACT.....	i
ACKNOWLEDGEMENTS .....	ii
LIST OF TABLES .....	vi
LIST OF FIGURES .....	vii
Chapter 1 .....	1
Plan .....	1
Purpose and Import .....	1
Background .....	1
Literature Review .....	7
Benefits of Social and Emotional Learning for Students .....	8
Effects of the COVID-19 Pandemic on Individuals .....	12
Benefits of Providing Social and Emotional Learning in the Classroom .....	17
Hypothesized Outcomes .....	20
Definition of Key Terms .....	21
Collaborative for Academic, Social, and Emotional Learning .....	21
Confirmation Bias .....	21
Plan-Do-Study-Act.....	21
Professional Learning Community .....	22
Social And Emotional Learning.....	22
Addressing the Problem of Practice .....	22
Ethical Considerations .....	23
Chapter 2 .....	24

Results .....	24
Methodology .....	24
Curricula.....	25
Description of Measures .....	26
Study Participants .....	29
Implementation .....	31
Explanation of Assessment Cycles of Analysis and Implementation.....	32
Quantitative Findings .....	35
Qualitative Data .....	47
Chapter 3 .....	57
Discussion .....	57
Discussion of Findings .....	57
Limitations .....	63
Implications.....	67
Recommendations .....	68
Concluding Remarks .....	69
References .....	70
APPENDIX A IRB APPROVAL .....	77
APPENDIX B OPT-OUT FORM AND SIGNATURE .....	79
APPENDIX C 9 <sup>TH</sup> GRADE HUMANITIES CURRICULA.....	83
APPENDIX D CURRICULA TIMELINE.....	105
APPENDIX E1 STUDENT SELF-REPORT MESH SURVEY .....	107
APPENDIX E2 STUDENT SELF-REPORT MESH SURVEY (SPANISH).....	113

APPENDIX E3 STUDENT SELF-REPORT MESH SURVEY PAPER COPY (SPANISH)...	115
APPENDIX F EXAMPLE OF HUMANITIES UNIT CALENDAR .....	117
APPENDIX G CASEL PERMISSION TO REPRINT .....	125
APPENDIX H LICENSE PERMISSION FOR KUHFIELD CONTENT.....	127



## LIST OF TABLES

Table 1 Possible Outcomes of Improvement Science Dissertation in Practice .....	21
Table 2 Demographics of WC High School 9th Grade Humanities Class .....	30
Table 3 Proportional Comparisons of the Number of Students Falling Into a Numerical Score Range and the Difference Between the October and December Scores .....	36
Table 4 Likert Scale Comparison of the Four Competencies, October and December 2022 .....	38
Table 5 Proportional Comparisons of Student Answers in the Self-Management (A), Growth Mindset (B), Self-Efficacy (C), and Social Awareness (D) Competency Questions and the Difference Between the October and December Surveys.....	42

## LIST OF FIGURES

Figure 1 Mathematics and reading forecasts based on typical growth, partial and complete absenteeism, and summer loss estimates. ....	3
Figure 2 Collaborative for academic, social, and emotional learning framework. ....	6
Figure 3 Theme map for literature review. ....	8
Figure 4 Collaborative for academic, social, and emotional learning framework for systemic social and emotional learning. ....	10
Figure 5 Plan-do-study-act outline for this social and emotional learning improvement science dissertation in practice. ....	25
Figure 6 Weighted average scores of mindsets, essential skills, and habits competencies, October and December 2022. ....	46
Figure 7 Trimester 1 Schedule of WC High School 9th Grade Humanities classes. ....	49
Figure 8 Measurement of the percentage of total positive attendance days, 2019 – 2023. ....	55

## **Chapter 1**

### **Plan**

#### **Purpose and Import**

This Improvement Science Dissertation in Practice (ISDiP) assessed a means for training high school students who have experienced declines in Social Emotional Learning (SEL) skills. These declines are due to losing a traditional educational experience following at-home learning during the COVID-19 pandemic. SEL lesson plans were developed and implemented throughout the academic year using the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework and the Advancement Via Individual Determination (AVID) study skills framework in social studies classes. These classes also supported students with health and behavioral lessons. Three primary questions guided this ISDiP:

- Can providing SEL skills through a CASEL framework provide benefits for students that experience entropy in SEL skills?
- Have school closures during the COVID-19 pandemic decreased the SEL skills that support academic success, relationship building, and thoughtful decision-making?
- Can teaching SEL skills in school increase students' scores in the MESH surveys' four competencies of self-management, growth mindset, self-efficacy, and social awareness?

This ISDiP provides further insight into the benefits of producing explicit instruction on SEL to students in public education. This study could benefit K–12 environments by bridging the gap in SEL skills.

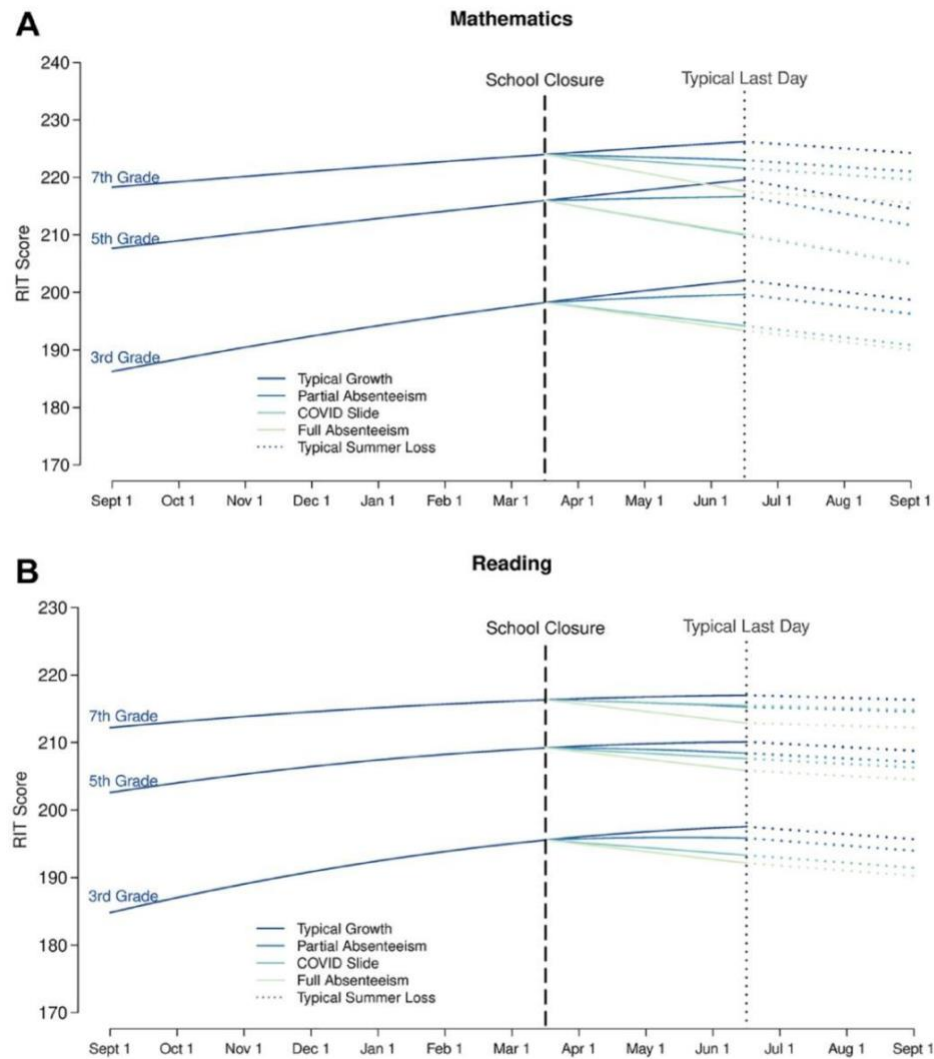
#### **Background**

As school districts attempted to react to the COVID-19 pandemic, school leadership became aware of the academic decline many students experienced due to the distress the

pandemic caused. Countries around the globe made efforts to protect their citizens, but these carried emotional, social, and physical tolls. Although students experience natural academic declines from an extended time away from the classroom (e.g., summer breaks), research has highlighted much more significant declines in children's social skills, mental health, and academic success during the COVID-19 pandemic and resulting school closures. Kuhfeld et al. (2020) found that when comparing learning rates from the 2019-2020 school year to learning rates from the 2018-2019 school year, students showed a significantly steeper decline in academic achievement during the COVID-19 pandemic, more significant summer loss of academic skills and slower recovery of lost academic skills that occurred during the summer (Kuhfeld et al., 2020). Kuhfeld's data are presented in Figure 1.

Figure 1

Mathematics and reading forecasts based on typical growth, partial and complete absenteeism, and summer loss estimates.



The Eugene School District 4J, a K-12 public school district in and around Eugene, Oregon, identified concerning trends when assessing student well-being across all grade levels using an assessment called the Survey on Distance Learning and School Climate. In a district population of over 16,000 students, 3,266 answered questions regarding their progress with

distance learning. A series of 34 questions asked for input on the types of obstacles students experienced in the areas of at-home instruction, the amount of interaction students had with teachers, how often technology was used for learning; and the quality of social connections students had with peers and staff, among other topics. The answers to these questions began alerting district leadership that many students were not returning to school sufficiently prepared to be successful.

Across the school district, the surveys indicated that students were struggling academically. Within the answers of over 320 WC High School students, for items such as “I can stay focused long enough to complete my assignments,” over 45% of respondents either “Strongly disagreed” or “Disagreed.” Over 45% of students reported not spending enough time learning and completing school work via distance learning, whereas approximately 30% reported success with online learning. The survey also provided information that identified emotional complications among students. When asked how much students felt they were learning through distance coursework, with answers from the options of “Learning much less,” “Learning somewhat less,” “Learning about the same,” “Learning more,” and “Learning much more.” Over 31% of students identified the “Learning much less” choice, and over 43% selected the “Learning somewhat less” answer choice. When asked about feelings, 64% of students identified themselves as “Bored,” 58% experienced stress, and 43% felt general worry either “Frequently” or “Almost always” (Loureiro, 2021).

This ISDiP intends to provide information on how Eugene School District 4J supported secondary students with curricula built around social and emotional skills within a cohort model, provided in a safe environment that fosters the practice of these soft skills.

## **Educational Problem of Practice**

Starting in the 2019–2020 school year, Eugene School District 4J began to identify academic concerns among its students following several signs, including conversations based on anecdotal examples from staff observation; behavioral reports; data identifying a vast number of students who were either “At risk” or “At extreme risk” of not graduating; a decline in graduation rates from 2019 to 2022; an increase in student dropout rates, especially within the most underserved groups (i.e., special education, students that identified as homeless, students of color, English language learners); and attendance reports showing a decrease in students attending school. Eugene School District 4J also used data collected from the 2020–2021 School Climate Survey about student behavior, relationships, and mental well-being. It became clear that 9<sup>th</sup> grade students struggled during the COVID-19 pandemic, especially regarding attendance and behavior. Eighth grade students entered high school with less ability to foster and maintain healthy relationships, identify emotions, empathize with others, and struggled to address stressors. These declines in academics and the soft skills that support academic success may have derived from the lack of practicing such skills in a traditional educational setting due to school closures, distance learning, and limited physical access to normative peer groups.

The humanities curricula were built using the CASEL framework to provide a structured system that taught noncognitive skills and supported the social-emotional learning (SEL) competencies required for academic success. The Eugene School District 4J used the CASEL framework to develop a series of educational lessons to provide SEL skills. The CASEL framework also identified the importance of a strong relationship between families, schools, and classrooms, which created support in all areas of a child’s life. These lessons were designed to support students in learning and applying skills to develop healthy identities, manage emotions,

achieve goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2017). Figure 2 presents the “CASEL wheel.”

*Figure 2*

*Collaborative for academic, social, and emotional learning framework.*



In addition to this CASEL framework, Eugene School District 4J also applied the upstream equity framework. Upstreaming maintains that providing interventions to increase access to learning while removing barriers to academic success is critical. Upstream equity also believes that equitable education must be intentionally designed and implemented. Upstream equity, which focuses on the teachings of equity trainer Tema Okun, addresses systemic racism



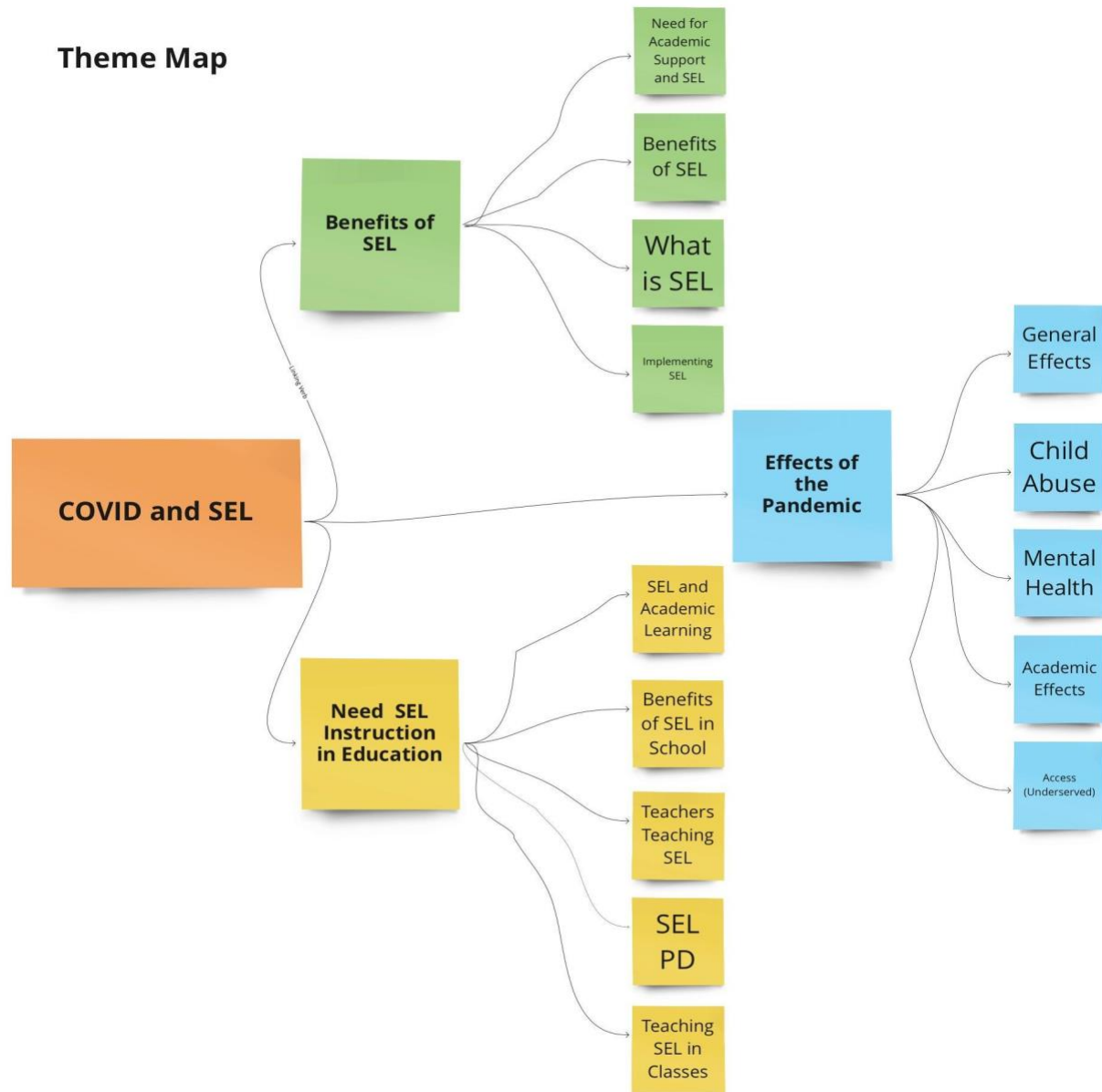
in education by identifying the normalization of White culture and making changes that afford equity to all students (Leach, 2022). Based on these two frameworks, Eugene School District 4J developed a curriculum and block model that dedicated daily SEL instruction during two class periods. Ninth grade students received these dedicated times to support their social and emotional development and to provide safe classrooms and educational equity.

### **Literature Review**

This ISDiP is based upon research on the social and emotional competencies that supported students by providing relationship-building skills. This ISDiP also explores helping students develop the vocabulary to identify their emotions and teaching them thoughtful decision-making to manage them and achieve personal goals. This review also identifies the effects of the COVID-19 pandemic on students' cognitive, physical, and emotional health and their effects on academic performance. This literature review had three primary goals to support evaluating the potential benefits of the SEL curriculum for students. The first goal was to understand the general benefits of providing SEL skills through the CASEL framework. The second goal was to understand how the COVID-19 pandemic created declines in SEL skills and caused academic harm for many students. Finally, this ISDiP intended to understand how providing SEL instruction in schools could help repair the SEL skills that experienced a decline. Figure 3 presents a theme map for the literature review.

Figure 3

Theme map for literature review.



### Benefits of Social and Emotional Learning for Students

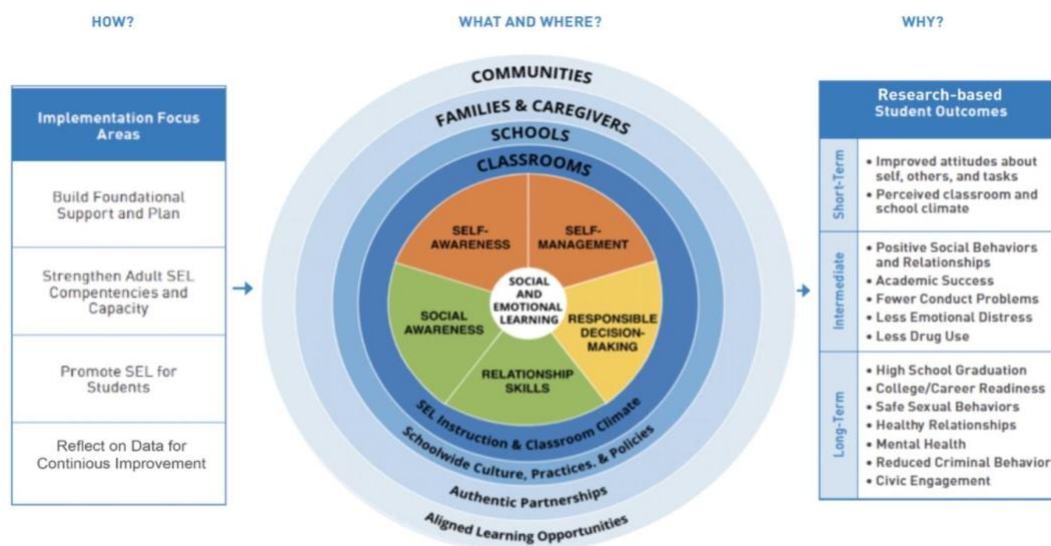
Students experienced increased academic and emotional complications, arguably due to unintended consequences of worldwide lockdowns to minimize the spread of the COVID-19

virus. As schools welcomed students back, it became evident there was a need to address declines in grades, missing credits for graduation, and emotional and behavioral concerns. In response to this, providing students with SEL support became critical. Students might have lacked the necessary skills to work with others, regulate emotions, stay organized, and meet academic goals if they did not receive SEL interventions. These behaviors could determine academic success and contribute to developing meaningful relationships (Taylor & Kilgs, 2014).

Jones and Bouffard (2012) identified SEL as a collection of skills needed to support individual success in all areas of life. The authors also recognized the difficulty of finding success in school if academic skills and SEL abilities were separate entities. While researching how to support children's mental health in school, Reinke et al. (2011) identified education as the primary institution that supports adolescents in developing the social, academic, cognitive, and physical skills needed for academic success. Reinke et al. (2011) also identified the importance of developing skills and goals that support students beyond high school. CASEL created a framework that identified self-awareness, self-management, social awareness, relationship skills, and responsible decision-making as necessary competencies that served students academically and increased the likelihood of success in all areas of life. CASEL also connected the implementation of the five SEL competencies within academic institutions by integrating SEL throughout the schools' curricula and culture, across school practices and policies, and collaboration with families and community stakeholders. Through district commitment, planning and building foundational support, training, promoting the CASEL framework, and using data to inform future actions, intentional steps are taken to support the whole child, as Figure 4 demonstrates (Jagers et al., 2019).

Figure 4

*Collaborative for academic, social, and emotional learning framework for systemic social and emotional learning.*



The skills identified within the SEL framework are not purely academic. SEL comprises three conceptual categories of skills (self-awareness and management, social skills, and responsible decision-making) that allow individuals to identify, healthily express, and regulate emotions and behaviors. These soft skills also support empathy and understanding of others' perspectives. The social skills that come from SEL support interactions between people, including recognizing social cues, identifying and understanding another person's behavior, and determining how to interact appropriately with others. Moreover, SEL supports skills that regulate cognition, including controlling attention and inappropriate responses and improving working memory and cognitive flexibility (Jones & Bouffard, 2012). While these skill sets are only sometimes associated with academic success, they provide the necessary tools to interact effectively with people. SEL skills also support understanding and control over one's emotions

and the ability to process information and avoid obstacles to academic success, such as procrastination, rushed decisions, and failing to follow through on choices.

Controlling one's emotions and successfully interacting with the world can positively affect multiple areas of a student's life. Correlations have been found between students who cannot self-manage, have a fixed mindset, or possess limited social awareness and higher numbers of school suspensions (Loeb et al., 2019). SEL supports closer relationships between students and teachers on a broader academic level, as students can practice self-regulation and work independently. When students and teachers have closer relationships, students can receive more academic support from their teachers. Strong relationships allow students to access more opportunities for positive social interactions and further build upon their existing social skills (Jones & Bouffard, 2012). These social, emotional, and cognitive opportunities for growth are the building blocks for academic success. Research shows that students who develop social-emotional competencies experience an average increase of 11 percentile points in educational achievement (Taylor & Kilgus, 2014). Regarding the social and emotional benefits of these skills, children who are strong in these SEL skills demonstrate the ability to develop healthy and mutually supportive relationships, are more likely to make positive emotional adjustments, and have improved mental health (Jones & Bouffard). Additionally, these positive social and emotional characteristics have a broader effect on the climate of a school, contributing to fewer problematic behaviors and more positive relationships (Taylor & Kilgus, 2014).

As the COVID-19 pandemic illustrated, individuals must understand how to interact with others, process information, and address the emotional challenges of a global pandemic. Evidence has shown that many students have returned to school without the SEL skills needed to succeed in the classroom (Jones & Bouffard, 2012). Support is needed to address the

deterioration of these skills (Zacher & Rudolph, 2020). High schools should not be the only grade levels that receive these SEL skills. Children also face challenges when transitioning from middle to high school, where tremendous cognitive and social change occurs (Mahmud, 2020). Therefore, access to educational support systems is critical for all students, and it is essential to reinforce SEL skills across all subjects. Providing a school-wide curriculum allows for practicing SEL skills in various academic settings, thereby supporting academic growth (Mahmud, 2020).

### **Effects of the COVID-19 Pandemic on Individuals**

The COVID-19 pandemic began in China in late 2019 and became a globally disruptive event (Sakarneh, 2021). In an abundance of caution, schools, businesses, and homes were put into lockdown to give the scientific and medical communities time to understand the morbidity and mortality of COVID-19 infections among children. The research was directed to determine how children may spread the virus (Raffetti & Baldassarre, 2022). The global lockdowns affected up to 1.6 billion students worldwide, or 94% of the world's student population. Schools remained closed for over 38 million children as of November 28, 2021, while over 700 million students had access to partially opened schools by this time (Raffetti & Baldassarre, 2022). While providing time to understand the COVID-19 virus better, unintended consequences resulted from the isolation mandated for many communities.

Due to quarantine requirements, social distancing, and lockdown, all groups' likelihood of suffering from mental health difficulties became significantly higher (Sadovyy et al., 2021). According to Amorin-Woods (2021), pandemic impacts occurred on the macro (entire communities, states, and countries), mezzo (family unit), and micro levels (individual); thus having a wide range of societal consequences. On the mezzo level, the pandemic impacted familial norms and traditions. For many, the pandemic forced delays of "adult launching," or

when individuals left the family home. Seniors completing their secondary education did not receive traditional graduation experiences, severely impacting their education.

Mental health harms may have significant consequences that could take years to support and correct. One primary concern of lockdowns was how much the lack of interactions with other people would affect children's mental health. In a comprehensive investigation of school districts' websites, Huck and Zhang (2021) identified the effects of school closures on emotional health and mental well-being by identifying how schools connected to three primary themes; teacher lack of familiarity with learning tools, district ability to offer social-emotional support to students, and frequency of teacher-student and teacher-family interactions. As schools locked their doors, students became separated from their primary locations for SEL tools and practice and where they developed meaningful relationships and continued their learning (Huck & Zhang, 2021). As students maintained social-distancing, their mental health declined, especially in the sympathetic nervous system (SNS) and the parasympathetic nervous system (PNS). Amorin-Woods (2021) identified the SNS as the area responsible for the fight-flight-freeze response, while the PNS addresses need related to rest, digestion, reproduction, and repair. Hyperactivity of the SNS creates an opportunity for the sympathetic component of the PNS to take over and control a person's immediate thoughts, actions, and cardiovascular health, especially with prolonged distress (Amorin-Woods, 2021). As the pandemic continued, students experienced psychological and environmental trauma that left a lasting imprint on their brains. Students continue to experience the trauma and distress from the lockdown, and the child experiencing the hyperactivity of the SNS leaves their mind in an uncontrolled state of fight, flight, or freeze. This trauma can manifest through anger, emotional and physical stress, and illness.

The prolonged stressors of the pandemic have created trauma among children of all ages. With the constant stress of the COVID-19 pandemic, students around the world have experienced trauma, anxiety, anger, panic, and physical pain (Amorin-Woods, 2021). Xiong et al. (2020) identified that anxiety, depression, PTSD, psychological distress, and stress were shared by the populations of China, Spain, Italy, Iran, the US, Turkey, Nepal, and Denmark (Xiong, 2020). The effects of distress are varied, but manifestations of distress create long-lasting problems at home and within relationships.

The lockdown impacted over 124,000 US schools, with more than 55 million students missing significant in-person instruction time by June 2020 (Pattison et al., 2021). In an attempt to provide education during the lockdown, many school districts offered content to students through online learning platforms. When schools began to close down, Singh et al. (2020) reviewed articles that identified how older students felt anxiety over the uncertainty of what would happen with schooling due to the pandemic, particularly regarding the possibility of exams being canceled, exchange programs halted, and academic events affected (Singh, 2020). As families determined how they would address their children's home confinement, students became anxious about the possibility of various academic cancellations. There was also concern about how school experiences would be affected more generally, and many children also felt distressed over the loss of physical activities and opportunities for socialization (Singh et al., 2020).

The pandemic affected students in unexpected ways. Schools were forced to make quick decisions on providing instruction, and many schools used online platforms to teach students at home. The outcomes of these online learning opportunities did not guarantee that students would be active in their education. While most schools met the challenge of creating a means to provide



instruction to their students, the consequences of online learning experiences affected the students attempting to participate in academic instruction while simultaneously adapting to new academic platforms needed for online education. In a recent study by Di Malta et al., the negative impacts of distance learning on mental health were correlated with poor academic performance (Di Malta et al., 2022).

Students experienced unplanned consequences as the lockdowns continued, and online education became the primary form of learning. Many parents and teachers expressed concerns over the effects of students not being in class. Students needed to catch up in their classes as teachers had to learn how to teach online, and distance learning created difficulties in providing academically rich instruction (Reich et al., 2020). As online classes continued, schools raised concerns over what would happen when students returned to school, especially given that many would return from lockdown with academic deficits. During the abbreviated 2019–2020 school year, it was predicted that students would return to instruction within the school building with an estimated 63%–68% average gains in reading and 37%–50% average gains in math compared to a typical school year (Kuhfeld et al., 2020). Thus, teachers would have to help many students catch up.

The difficulties that resulted from online education often caused students to fall behind in work, experience declines in nutrition, and lead to increased numbers of dropouts. At the same time, dropout rates increased because many families required additional economic support from their children. There were concerns that, over time, these increased dropout rates would cause long-term economic consequences as the labor supply declined and there were not enough people to fill positions that required a high school diploma (Dixon et al., 2021).

Concern also exists regarding the impacts of the pandemic on vulnerable populations. Children with disabilities or pre-existing health conditions, those who are economically underprivileged, and those who experience stress due to a family member or themselves contracting the virus are vulnerable to unexpected costs. These vulnerable families also experienced the inability to receive necessary medical care and limited access to academic support required to meet their child's specialized needs during public emergencies (Singh et al., 2020). Families who could not afford tutors or lacked access to academic support during the lockdown were frequently forced to become teachers to their children. Parents of special needs children were required to adapt school work for their kids even though they did not always have the specialized skills to do so (Sonnenschein et al., 2022). Children, therefore, failed to receive the required instruction and skill-building from special education classes, and their parents could not bridge their children's learning gaps, thus compounding students' stress from school during an already stressful pandemic (Panagouli et al., 2021). These disparities within special education also appeared in other underserved populations. More significant learning losses had been identified among low-income students, Black and Hispanic students, and students receiving special education services (Sakarneh, 2021). The equity gaps widened as distance learning continued through the 2020-2021 school year.

Concerns over children's mental and emotional well-being were more acute as psychological conditions, increased irritability, inattention, and clinging behavior were identified by medical professionals and families, in all children, during the 2019-2020 period when school closures were prevalent (Singh et al., 2020). The likelihood of post-traumatic stress caused by pandemic-induced anxiety more than tripled, which resulted in altered sleeping patterns, difficulty concentrating, and loss of energy (Giusti et al., 2021). Because of the pandemic, many

students faced difficulties returning to normalcy, and an estimated 500,000 students nationwide left high school without a diploma. The loss of high school graduates will reduce effective labor input, which could increase criminal activity and create a loss of billions of dollars from public education (Dixon et al., 2021). Overall, the effects of the ongoing pandemic will continue to have long-term consequences for children, their families, and the entire social system. However, there may be an opportunity for the education system to provide care and instruction regarding children's SEL.

### **Benefits of Providing Social and Emotional Learning in the Classroom**

By learning and practicing SEL skills regularly, students can develop a healthy sense of self and gain the necessary self-control, empathy, social skills, and learning ability (Ahmed et al., 2020). While these skills are often learned at home and within social groups, these abilities can be further improved within the education system. Ahmed et al. (2020) determined that contemporary schools must focus on developing students' social and emotional competencies, including education on social responsibility, citizenship, and supporting all students in becoming confident and active community members.

As education systems focused on the academic instruction students required to graduate, there was a risk of failing to recognize that wellness factors, including physical education and emotional health, were also critical for students to heal from trauma (Pattison et al., 2021). Some institutions developed curricula for SEL and have adjusted schedules to create time for these lessons. Such skills must be taught at all grade levels, in every subject, and throughout the academic day rather than during singular opportunities or within one dedicated place (Ahmed et al., 2020). Schools that support a consistent SEL curriculum may improve student behavior, support healthy relationships, increase thoughtful decision-making and social-emotional

functioning, help create a positive school climate, and ensure students' success beyond the classroom (Taylor & Kilgs, 2014).

Education systems are intended for students to practice the necessary skills to be academically successful in reasonably safe environments; it is also critical for schools to provide opportunities for students to practice SEL. Students can discuss, evaluate, and change behaviors by allowing them to understand their emotions and thoughts through engagement with others. Group work and teacher feedback allow students to practice these skills and make changes in a safe environment. These regular opportunities to interact with others and assess thoughts and feelings may support students' mental health, which the pandemic has negatively impacted by causing depressive symptoms, poor concentration, and impaired academic performance (Giusti et al., 2021). SEL lessons could help students adapt to negative outside forces and stressors from postsecondary education, careers, and relationships.

Many schools have provided social and emotional lessons in class, but they do not always produce successful outcomes. Many schools have failed to provide quality instruction and do not implement lessons school-wide (Jones & Bouffard, 2012). Schools must integrate daily SEL lessons into the curriculum across all subjects to create the greatest impact on the entire learning community. The curriculum must be taught carefully and evaluated to assess student growth. SEL concepts must also be included on playgrounds, in the cafeteria, and in every other environment where interactions with other individuals occur (Jones & Bouffard, 2012). Through statistical data collected nationally, a renewed focus on the need to create stronger support for promoting positive mental health and prevent existing mental health issues amongst school-aged children. This focus created a need for schools to work with families, intervention support groups, and healthcare workers to provide additional student support (Graham et al., 2011).

Schools must provide staff with professional development and ample time to provide SEL instruction successfully.

The social and emotional instruction students require is taught through thoughtful curriculum building, detailed assessment, and lesson adjustment based on student needs. However, staff can only efficiently and successfully provide this content with the proper training. As with any new skill, educators must invest much work and time to implement SEL lessons successfully. To increase the success of social and emotional instruction across the entire spectrum of educational experience, schools must provide training and professional development throughout a teacher's career (Markowitz et al., 2018). Continued SEL training support should be a focus for colleges that prepare future educators within all grade levels. Unfortunately, many school districts do not provide further professional development and training in social-emotional learning skills.

Many educators recognized the need for additional support, training, time, resources, and intentional connections between teachers, students, and services. Teachers also need more robust support and interventions for students who struggle academically, socially, emotionally, and mentally (Graham et al., 2011). As social and emotional needs increase, it is essential to develop more robust systems for ongoing training for staff and peer support that allows successful veteran educators to support new teachers. It is also necessary for teachers to develop a culture of self-reflection to improve the lessons provided (Markowitz et al., 2018).

Schools can no longer focus on students' academic success alone; they must also consider how the school environment supports mental health, social processes, and relationships. In other words, schools must focus on imparting skills and practices that support the development of personally responsible citizens. By supporting students, they can become

thoughtful citizens who understand their own emotions, empathize with others, make intelligent decisions, and adjust to changes in their lives (Jagers et al., 2019). In short, schools must support the development of the whole child.

### **Hypothesized Outcomes**

This study hypothesizes three primary outcomes, as displayed in Table 1 below. Upon implementing this ISDiP, the following hypotheses were proposed:

Neutral-effect scenario: students would have retained all of the SEL skills they possessed when lessons began in October, but also not increased SEL skills from curricula provided by the humanities program. Teachers would have made changes once failures in curriculum or instruction were identified.

Negative-effect scenario: the curriculum that teaches SEL skills would show a decline in SEL skills. Teachers would have observed changes once failures in curriculum or instruction were identified.

Final scenario: the positive effects of the humanities curricula would have shown an increase in the social and emotional skills applied. If there were substantial gains, this would have justified expanding the social and emotional intervention curriculum through all four grade levels of high school.

**Table 1**

*Possible Outcomes of Improvement Science Dissertation in Practice*

Null-effect	Negative-effect	Positive-effect
<ul style="list-style-type: none"> <li>- No notable losses in SEL skills brought to the humanities class.</li> <li>- No notable gains in SEL growth after instruction.</li> <li>- Make changes to curricula.</li> <li>- Continue to assess over the entire school year.</li> </ul>	<ul style="list-style-type: none"> <li>- Decreases in the development of SEL skills.</li> <li>- Negative application of SEL skills in all classes.</li> </ul>	<ul style="list-style-type: none"> <li>- Positive increases in the development of SEL skills.</li> <li>- Positive application of SEL skills in all classes.</li> <li>- Expand the application of the SEL curriculum to all high school grade levels.</li> </ul>
<ul style="list-style-type: none"> <li>- Increase and/or decrease of SEL skills based on “STUDENT SELF-REPORT SURVEY ON MESH COMPETENCIES” (Pre and Post-Assessment)</li> </ul>		

## Definition of Key Terms

### *Collaborative for Academic, Social, and Emotional Learning*

This is a framework that addresses five broad and interrelated areas of competence – self-awareness, self-management, social awareness, relationship skills, and responsible decision-making – and highlights examples for each (CASEL, 2017).

### *Confirmation Bias*

This is the tendency to process information by looking for information that is consistent with one’s existing beliefs (Casad, n.d.).

### *Plan-Do-Study-Act*

This is an iterative, four-step model for improving a process. The first step is developing a plan in which predictions of outcomes are stated and tasks are assigned. The plan’s “who, what, when, and where” are decided in this phase. In the “do” phase, the plan is implemented. Data and

results obtained are then analyzed in the “study” phase. Finally, the plan is adopted, adapted, or abandoned in the “act” phase based on the data evaluation in the previous step. Learning from one cycle should guide the following cycles (Christoff, 2018).

### ***Professional Learning Community***

This comprises a collective of educators who plan, teach, and adjust curriculum that supports students in their learning. By sharing standard curriculum and formative assessments, department teams can compare the work completed in their classes, evaluate what worked and what did not, problem-solve for those who do not understand the material, and enrich instruction for those who do understand (DuFour, 2014).

### ***Social And Emotional Learning***

This is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2017).

### **Addressing the Problem of Practice**

This ISDiP evaluates the implementation of SEL skills and determines whether SEL curricula can address challenges for 9<sup>th</sup> grade students at WC High School through periodic (i.e., daily or weekly) lessons that met state standards and criteria. The humanities team developed lesson plans using the CASEL framework to provide lessons to support SEL during the academic year. This framework targeted four primary competencies – self-management, self-efficacy, growth mindset, and social awareness—which have been identified as supporting students’ success in academics and life.



## **Ethical Considerations**

The dictated policies in research and the use of assessments in the classroom, created by the Eugene School District 4J, served as the initial ethical filter for this ISDiP. Approval was also requested from the George Fox University Institutional Review Board (IRB) and granted on August 24, 2022 (see Appendix A). Once support was granted from the IRB board, forms were sent to families asking for permission to involve their 9<sup>th</sup> grade students in this ISDiP and to offer the opportunity to opt-out. In Eugene School District 4J, no parental consent is required for activities that are part of a curriculum or instructional program. The ISDiP was conducted to assess the success of a pre-approved district curriculum, and therefore passive consent from parents was required (i.e., they could opt out, but if there was no response, the student was included; see Appendix B). Providing this information allowed families to see the survey questions and guaranteed the anonymity of responses. It was also important that families understood the project's adherence to the Family Educational Rights and Privacy Act (FERPA), which protects student information. One parent responded by asking for more details about the MESH questions. No families requested to opt their child out of this ISDiP. The identities of students were only known to the teachers providing instruction. However, all teachers at Eugene School District 4J undergo yearly mandatory training for maintaining confidentiality, as established by the FERPA and other reporting regulations.

## **Chapter 2**

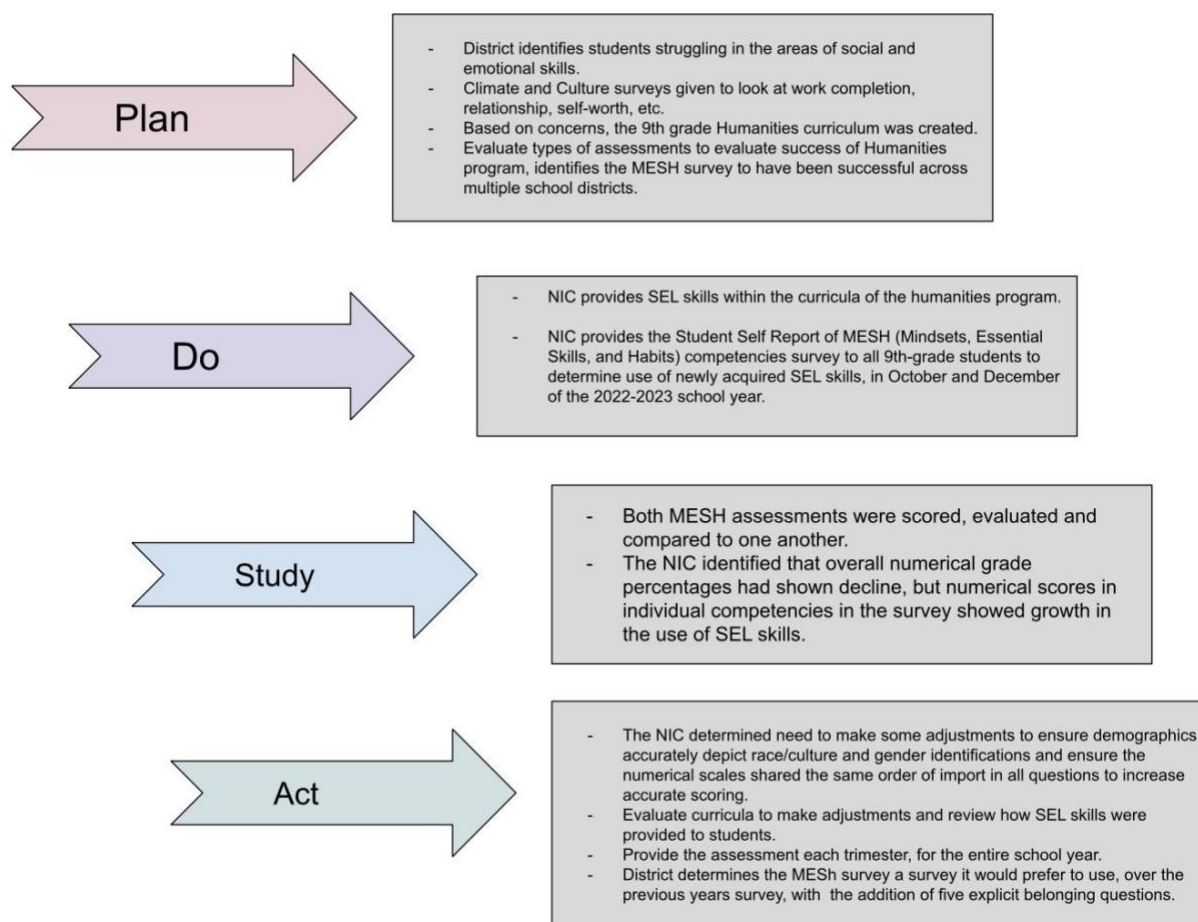
### **Results**

#### **Methodology**

The networked improvement community (NIC), a team consisting of teachers and administrators, used the improvement science process of a “plan-do-study-act” (PDSA) framework to direct the planning, execution, and evaluation of the ISDiP. The “plan” phase of this ISDiP began with the NIC developing social and emotional lessons, using the CASEL framework. The NIC examined anecdotal evidence, including findings from data-team meetings regarding 9th grade students struggling during the 2019-2020 academic years of the COVID-19 pandemic. The NIC also identified struggling students by reviewing attendance and behavioral data. Through the anecdotal evidence and answers provided in the 2020-2021 school climate surveys, many 9th grade students were identified as entering high school with a decline in SEL. Due to school closure, online education, limited physical access to normative peer groups, and a lack of SEL support in the transition between the middle and high school settings, students were neither socially nor emotionally prepared for academic pursuits. For this ISDiP, the NIC initially considered focusing on the students with the lowest survey scores. It was ultimately determined that it was appropriate to evaluate all students in the 9<sup>th</sup> grade cohort, as there was no burden to track all 9th grade students. Tracking all freshman growth and decline in accessing SEL skills would provide more data to support the outcome of this ISDiP. The PDSA model is shown in Figure 5.

Figure 5

*Plan-do-study-act outline for this social and emotional learning improvement science dissertation in practice.*



## Curricula

SEL lessons were provided weekly through curricula developed using the CASEL framework. CASEL targets four primary competencies (i.e., self-management, self-efficacy, growth mindset, and social awareness; see Appendix C). The “Timeline of SEL Themes for the Course” sheet breaks the academic year into six themes (Community, Self-Awareness, Relationships, Communication, Decision Quality, and Reflections on Learning). The NIC created further objectives for the curriculum, including building strong relationships through

group agreements, respect, safety, belonging surveys, frames, and storytelling, “I statements” to express personal values, Socratic circles to practice varieties of communication, non-violent communication, clear values, and outcomes. Students would find greater success through intentional lessons on organization and thoughtful decision-making, including AVID grade checks, personal goal-setting practice, analyzing a personal decision and the potential consequence, and goal reflection (see Appendix D).

### **Description of Measures**

After the first 30 days of the 2022–2023 school year, the “Do” phase of this ISDiP involved delivering the mindsets, essential skills, and habits (MESH) survey (see Appendix E1) to all 9<sup>th</sup> grade humanities students. The MESH survey asked questions about behaviors in the previous 30 days and was re-administered for this evaluation at the end of the first trimester. The MESH survey was selected due to its accessibility, ease of use, and characteristics identified in a 2014 multi-district pilot trial and implementation survey provided by Transforming Education. This survey monitored progress relating to the CASEL framework and increases in SEL skills over the first trimester of the 2022–2023 school year.

Once students completed the surveys, the team categorized scores according to various demographic identifiers, including gender, race, whether students received support from special education, 504 plans that provide accommodations to remove barriers for students with a medical diagnosis that did not qualify for an IEP, or English-language competency. Anecdotally, teachers found the students that scored the highest and lowest on the MESH survey were many of the same students that had the highest and lowest grades for the humanities class. The NIC found some areas of difficulty when they reviewed the design of the MESH survey. The survey was intended for neuro-typical English-speaking populations and did not account for students

receiving 504 accommodations, individualized education plans (IEP), or English language learner (ELL) services. The team used Google Forms so that some accommodations could be provided, such as a Spanish-language survey (see Appendices E2 and E3), no time limit, alternative testing sites, and a paper version; these measures addressed concerns regarding students of color and neuro-divergent students. At the end of the first trimester, the humanities team administered the second MESH survey to their students to determine changes in the students' use of SEL skills in school.

The “Study” section of this ISDiP involved compiling the survey scores from October to December to compare and determine differences. Upon completing the evaluation of both assessments, teachers noted that scores were lower in the second survey, when counting the numerical values earned out of the total 125 points. To only look at students' overall numerical scores would indicate that the curriculum was not successful in providing SEL skills. There was positive growth between scores in the 70%–90% range, while most other areas were lower, although not significantly. The team determined that scores from the second survey were lower because of more complicated content in core classes, which made it challenging for students to continue to focus and practice SEL skills versus at the beginning of the year.

The “Act” phase of this ISDiP examined the drop in scores to determine the need for providing this assessment throughout the academic year. To accurately measure the use of SEL skills, it may be necessary to assess students through their academic careers. In theory, scores should improve as students continue to learn, practice, and develop their SEL skills. Many of these decisions will be determined by whether the district continues the humanities program when the current 10-week trimester system is changed to a semester model. For the rest of the

2022-2023 school year, Eugene School District 4J determined that all high schools would provide the MESH survey in the humanities classes.

As students returned to schools, the NIC was formed, comprising district leadership, school administrators, teachers on special assignments (TOSAS), and the instructors that became the 9<sup>th</sup> grade humanities team. As the NIC considered means to support 9<sup>th</sup> grade students, a series of questions were developed:

1. What challenges are teachers facing in 9<sup>th</sup> grade classes?
2. What would we like to see happening in all 9<sup>th</sup> grade classes?
3. What do students need to reduce feeling overwhelmed and increase motivation and success?
4. To promote consistency and clarity across subject areas, what were common instructional themes that all humanities instructors could agree on?
5. What can be done to create participation and build unity so students feel connected to school?

The humanities team consisted of teachers (identified as IL, IM, and IB) who supported all 9<sup>th</sup> grade students through a cohort model that provided students two periods with the same humanities instructors, allowing these teachers and students to build trusting relationships within the dedicated class periods. This group collectively reviewed lesson and assessment outcomes during their professional learning community (PLC) time. Humanities teachers also utilized PLC time to develop instructional-supports and learning skills from the AVID program in writing, inquiry, collaboration, organization, and reading strategies (WICOR). The NIC developed universal design for learning (UDL) strategies that would be used to support all students, such as translating materials for English language learners and using restorative justice practices to

promote equitable communication between students. The NIC documented changes, shared lessons, and notable events during classes and meetings in a schedule that would be changed as appropriate (see Appendix F). The humanities program made appropriate adjustments to the curriculum or form of instruction to ensure all 9th grade students were supported. Monthly district “Steering Committee” meetings occurred in which all members of the NIC met, evaluated the program’s success at each high school, and decided upon future steps to continue the humanities program. The team assessed the growth of the CASEL curricula through a PDSA model.

### **Study Participants**

As identified in Table 2, the participants of this study consisted of 160 (163 in October) 9<sup>th</sup>-grade students from WC High School. Participating students identified as “Female,” “Male,” “Gender fluid,” “Non-binary,” “Transgender,” “Transgender female,” or “Transgender male,” with a small group selecting the “Rather not say” option. This group of 9<sup>th</sup> grade students could choose to identify as “Indigenous American or Alaska Native,” “Asian,” “Black or African American,” “Hispanic or Latinx,” “Native Hawaiian or Other Pacific Islander,” “White,” “Two or more races/ethnicities,” or “Rather not say.” Within this cohort, 23 students identified as utilizing supportive services through 504s, English-language development, or individualized education plans. Within the demographic race and gender identifications, some students selected multiple answers at once versus selecting one option as instructed, rendering the demographics section of these surveys inaccurate. The accurate student count was 163 in the gender categories, but it shows 170 and 177 in the race and ethnicity categories. The survey has been corrected to no longer allow for multiple selections within the racial and gender identifiers. The racial and

gender identity questions were the only sections that allowed for more than one selection, leaving the MESH competency answers unaffected.

**Table 2**

*Demographics of WC High School 9th Grade Humanities Class*

Gender	Female	Gender Fluid	Male	Non-Binary	Rather Not Say	Transgender	Transgender Female	Transgender Male
	61	7	91	6	3	1	2	4
Race/Ethnicity	Asian	Black or African American	Hispanic or Latinx	Indigenous American or Alaska Native	Native Hawaiian or Other Pacific Islander	Rather Not Say	Two or More Races/Ethnicities	White
	6	6	35	6	4	9	19	99
Supportive Services	English-Language Development	Individualized Education Plan						
	3	16	8					

The 9<sup>th</sup> grade cohort was the target group because of anecdotal evidence of struggling in classes and transitioning from 8th to 9th grade. Students also identified struggles with learning online, not feeling safe, and experienced difficulties building relationships at school in the previous years' Culture and Climate Survey the Eugene School District 4J had given (Loureiro, 2021). Eugene School District 4J deemed it necessary to provide instructional support for 9<sup>th</sup> grade students due to concerns that positive or negative experiences from the first year would have consequences for a student's entire high school experience. Further concerns existed that, primarily due to complications arising from the COVID-19 pandemic, middle school students likely lacked the necessary SEL instruction and practice during their 8<sup>th</sup> grade year to have the appropriate soft skills required to meet academic, social, and emotional needs during high school.

This ISDiP initially planned to provide surveys to all 9<sup>th</sup> grade students but only to track a selection of the lowest-scoring students. Upon further consideration, pre-and post-surveys were



administered to all students in the humanities cohort rather than just a sample, which allowed the collection of additional detailed data for the curricula evaluation. The humanities curriculum was intended to support all 9th grade students, so the NIC decided there was no need to identify individual students or a sample group to provide separate interventions for at-risk students. This curricula was the intervention. The MESH survey allowed humanities teachers the ability to access further data to better identify where the curricula were successful and where they required work. By utilizing all students, this ISDiP assessment theoretically allowed the comparison of various data and scores for different demographic categories, such as race and gender identity.

Upon approval from the IRB board, opt-out surveys were sent to all families via a text alert and an email with the necessary documentation. Two weeks were given to families to withdraw their child from this ISDiP. All students could participate, as no opt-outs were returned. Students had become accustomed to taking surveys, so the SEL lessons and MESH surveys were given during regular class time. In other words, students participated in this activity as it was already embedded in the class day.

### **Implementation**

The 9<sup>th</sup> grade humanities curriculum lessons supported social-emotional development in school using the WA State SEL standards, benchmarks, and indicators (SBIs). The SBIs provided a framework identifying observable developmental milestones for students and provided data that could inform teachers and provide direction to support improvements and adjustments to appropriate SEL instruction. The team met every Monday during their shared prep to discuss the subsequent lessons and concepts that needed further support. The three humanities instructors would compare strengths and areas needing improvement throughout the curriculum, ensuring all three cohorts received the same instruction and SEL interventions.

Each humanities cohort met every day for the entire academic year and followed the 9<sup>th</sup> grade humanities curriculum, which was separated into five units (Unit I: Community Building & Strategies for Success; Unit II: Self-Awareness, Identity, Self-Management; Unit III: Relationship Skills; Unit IV: Quality Decision-Making; and Unit V: Year-End Review: A Reflective Presentation of Learning). As the team provided lessons in these units, they followed Washington's standards and benchmarks that had been identified within these lessons. Assignments and student participation served as formal and informal assessments to determine student progress, with the pre-and post-assessments identifying the overall success of the curriculum each trimester.

### **Explanation of Assessment Cycles of Analysis and Implementation**

This ISDiP intended to assess how successful 9th grade students practiced newly acquired SEL skills taught from a humanities curricula, using the MESH survey to quantify their daily use of those skills. As part of this process, all 9<sup>th</sup> grade students completed the MESH survey at the beginning of October, which served as the baseline screener and the post-assessment to measure growth in SEL skills developed and practiced. The MESH screener identified four primary competencies: 1) self-management, or a student's ability to regulate their emotions, thoughts, and behaviors in different situations; 2) self-efficacy, or a student's ability to succeed in reaching a goal; 3) growth mindset, or the ability to believe that one's abilities are not fixed and grow with effort; and 4) social awareness, or the ability to assume the perspective of someone else and empathize with them, understand social and ethical behavioral norms, and recognize resources and supports (Transforming Education, n.d.). The screener asked students 25 questions on a 5-point Likert scale for a total of 125 points. Examples of items included: "Please answer with 'Almost Never,' 'Once In A While,' 'Sometimes,' 'Often,' or 'Almost All The

Time’: ‘During the past 30 days: I came to class prepared. I remembered and followed directions. I got my work done right away instead of waiting until the last minute’. The MESH survey ended with seven demographic questions (identification number, teacher’s last name; class period; gender; grade, race/ethnicity; and whether the student received academic support through special education, 504, or English-language learner support), with no point value.

A driving factor for using the MESH survey, in this ISDiP, came from the description and recording of a multi-district initiative consisting of Los Angeles, Long Beach, Fresno, Garden Grove, Santa Ana, Sacramento, Oakland, and San Francisco. The “CORE Districts” wanted to utilize a survey that identified the social-emotional learning skills of students and how often these skills were practiced. This study also identified the means for determining the internal consistency and validity of the survey provided, providing clear evidence of the survey’s value in identifying student needs. According to a study performed by a collective of several California school districts, the group sought new ways to work together to identify, implement, and scale new student success strategies, focusing on MESH skills, culture, and climate in schools.

The MESH survey was a means to assess competencies in a meaningful, measurable, and malleable way, as these competencies are predictive of critical academic, career, and life outcomes (Transforming Education, n.d.). For the study in the California schools, internal consistency was measured using a Cronbach’s alpha ranging from 0 to 1, with higher values suggesting that student results across items were more consistent (higher reliability). With standardized academic assessments, which typically contain many items and are used for high-stakes purposes, the collective California districts expected to find internal consistency values between 0.80 and 0.90. Values lower than 0.70 could suggest that the assessment results contain

more error variance than is desirable; however, low estimates can often also be a function of short assessments with few items (Transforming Education, n.d.). The factors considered within the California initiative provided the supportive evidence required to justify its use as a means to measure the success of the humanities program in providing curricula that improved the usage of SEL skills.

The CORE also considered interrater reliability, measuring the degree of convergence among multiple raters, recognizing that teachers' and students' surveys assessed some of the same competencies. Multiple teachers assessed an individual student's MESH competencies to provide insight into how different raters interpret each measure and the consistency in scoring student competencies based on these measures (Transforming Education, n.d.). The CORE's pilot determined survey validity through student responses from forms A or B of the primary MESH surveys in CORE's School Quality Improvement Index. The CORE used complementary validating scales to assess competencies (e.g., a survey of emotional regulation used as a scale for self-management or a study of social perspective used as a scale for social awareness; Transforming Education, n.d.). The validating measures for self-management, social awareness, and self-efficacy provided strong evidence for each form of the MESH measures provided during the CORE's pilot (Transforming Education, n.d.).

At WC High School, the MESH survey aligned with the SEL skills provided in the humanities program and would provide accuracy in measuring SEL skills. The survey was provided at the beginning and end of the ISDiP, serving as the quantitative focus for measuring SEL behavior. The humanities team also evaluated student growth through qualitative measures (teachers' anecdotal observations, evaluation of lesson success during PLC meetings, and conversations with students). Quantitative data were also collected by teachers weekly in the

form of assignment scores, quizzes, and final midterm grades; which were also sent home to families. The team discussions occurred weekly during assigned PLCs, Fridays after school, and monthly all-school NIC meetings at the district building. Some observational data supported validity. One teacher reported that they were able to identify some accuracy in the MESH survey scores, especially when comparing those scores with the class's numerical grade range. The teacher looked at all overall grade point averages (GPA) and picked the six highest and lowest student grades. When comparing those numerical grades to the six highest and lowest scores from the MESH survey, the teacher found the six highest and lowest scores in the assessment and classroom grades belonged to the same students.

### **Quantitative Findings**

This ISDiP aimed to determine whether the designed curriculum could successfully support students developing SEL skills. In the best-case scenario, the positive effects of the 9<sup>th</sup> grade humanities curriculum would increase the social and emotional skills practiced in classes. The three hypotheses of this ISDiP predicted that students would show no gains or losses in the MESH assessment scores, negative yields, or positive gains once students' survey scores could be compared between the surveys provided in October and December 2022.

As Table 3 demonstrates, comparing the 163 survey participants in October with the 160 participants in December, changes occurred in seven out of 10 percentile score ranges (100-90, 89-80, 79-70 ...) out of 125 possible points from the MESH survey. Regarding the numerical grade range, there was a +2 in the 90%–100% interval, +11 in the 60%–69% interval, and +1 in the 40%–49% interval. When comparing the grade ranges of both months, a decline of 9.09% occurred in the “passing” range of 70%–100%, and a 9.3% increase occurred in the 0%–69% “no pass” range.

**Table 3**

*Proportional Comparisons of the Number of Students Falling Into a Numerical Score Range and the Difference Between the October and December Scores*

<b>MESH Scores (Grade range)</b>	<b>Scores</b>	<b>10/22 Student Total (163 students)</b>	<b>12/22 Student Total (160 students)</b>	<b>Difference</b>
	100-90	0	2	2
	89-80	23	21	-2
	79-70	76	67	-9
	69-60	47	58	11
	59-50	14	9	-5
	49-40	1	2	1
	39-30	0	0	0
	29-20	2	1	-1
	19-10	0	0	0
	0-9	0	0	0

This ISDiP did not show a strong association between the instruction provided by the humanities program and the learning and use of SEL skills, demonstrating a decline in numerical grade scores. The means to determine growth for this ISDiP would be through the 25 questions about the four primary competencies: self-management, self-efficacy, growth mindset, and social awareness. Positive changes were identified when evaluating the collective group of 9<sup>th</sup> grade students through these four competencies. In comparing the 25 questions between the pre-and post-surveys, growth in the use of SEL skills could be identified in several of the individual questions in each competency.

Table 4 shows total student scores of 5-point ordinal Likert scales, between the October and December surveys, and compares the differences found in the four competencies in self-

management, growth mindset, self-efficacy, and social awareness. Comparing the October and December surveys show some midrange growth in three of the competencies, which means there were deductions in the highest values of each competency. There is positive growth in the self-efficacy competency, which shows significant deductions in the lowest values and increases in the highest values. In self-management, there are reductions in the values of “Almost Never” and “Almost All The Time,” but there is growth in the values of “Sometimes” and “Often.” These changes in numerical values indicate an increase in the regularity of positive actions practiced between October and December. The growth mindset competencies identify declines in the “Completely True,” “Mostly True,” and “Not At All True” numerical values, which increases the values of “A Little True” and “Somewhat True,” showing some improvement from the bottom of the numerical range. While there is improvement in the lowest numerical value, there is a 10-point decline between the two highest values and only an 8-point total change in the 3 and 2 values, leaving the overall competency numbers still more on the lower end of the numerical scale. In self-efficacy, the deductions in the “Not At All Confident,” “A Little Confident,” and “Somewhat Confident” values created a 36-point increase between the highest “Completely Confident” and “Mostly Confident” values, which is the largest positive increase to the highest numerical values. Finally, social awareness scores also show a shift from the highest values with a decline in the 5, 2, and 1 numerical values but show a positive increase in the midrange 3 and 4 values. By comparing the total use of each numerical value of the 5-point scale, there is evidence of major positive gains in one competency and shifts to the midrange values in the other three. While the changes within overall numerical values of the Likert scale are minor, there is evidence of greater positive change in the use of each SEL skill when the individual questions of each competency are compared with the October and December surveys.

**Table 4***Likert Scale Comparison of the Four Competencies, October and December 2022*

<b>Self-Management</b>	<b>Oct-22</b>	<b>Dec-22</b>	<b>Point Difference</b>	<b>Percentage</b>
	5	611	567	-44 -7.20%
	4	464	517	53 11.42%
	3	277	272	-5 -1.80%
	2	66	68	2 3.03%
	1	40	25	-15 -37.50%
<b>Growth Mindset</b>	<b>Oct-22</b>	<b>Dec-22</b>	<b>Point Difference</b>	<b>Percentage</b>
	5	54	49	-5 -9.26%
	4	58	53	-5 -8.62%
	3	140	146	6 4.29%
	2	172	174	2 1.16%
	1	224	222	-2 -0.89%
<b>Self-Efficacy</b>	<b>Oct-22</b>	<b>Dec-22</b>	<b>Point Difference</b>	<b>Percentage</b>
	5	150	185	35 23.33%
	4	215	216	1 0.47%
	3	175	170	-5 -2.86%
	2	69	53	-16 -23.20%
	1	39	20	-19 -48.70%
<b>Social Awareness</b>	<b>Oct-22</b>	<b>Dec-22</b>	<b>Point Difference</b>	<b>Percentage</b>
	5	241	226	-15 -6.22%
	4	490	501	11 2.25%
	3	400	403	3 0.75%
	2	110	108	-2 -1.82%
	1	55	50	-5 -9.10%

When looking at the individual questions within each competency, numerical scores showed that students did show more growth in how often they used their newly acquired SEL skills. In the nine questions regarding self-management, there were significant declines in the highest numerical value (“Almost All Of The Time”) within the question “I came to class prepared,” with a significant increase in the third highest value of “Sometimes.” In question 5 (“I worked independently with focus”), declines in the two highest and two lowest numerical values occur, with a positive increase in the “Often” value. Question 6 (“I stayed calm even when



others bothered or criticized me”) also showed declines in the highest value of “Almost All The Time” and the lowest value of “Almost Never” but did show a positive increase in the second-highest value of “Often.” Much like the overall numerical value scores, many of the self-management questions were placed within the midrange values of the scale. The most significant growth measured occurred in question 2 (“I remembered and followed directions”), which shows a six-point increase in the “Often” value, and question 3 (“I got my work done right away instead of waiting until the last minute”), with an 8-point increase in the “Almost All The Time” and “Often” values. Question 4 (“I paid attention even when there were distractions”) provides evidence of mixed changes, with a significant 8-point decline in the highest value, a 14-point increase in the second highest value of “Often,” but also a 5-point increase in the “Once In A While” value from “Almost Never.” Without comparing individual competency answers, there would be little indication of the positive growth from the December survey.

In the growth mindset questions, students were tasked to determine how true each statement was, with positive growth shown in the lowest values of the scale with the numerical values of 1 “Not At All True” and 2 “A Little True.” The December numbers showed a downward trend in the belief that intelligence is fixed, and students began to lean more toward the belief that intelligence can change. There were declines in the highest values of “Completely True” and increases in the lowest values (“Not At All True”) on the scale in questions “My intelligence is something that I can’t change very much” and “Challenging myself won’t make me any smarter,” with students leaning more in the “Somewhat True” and “A Little True” values on the scale. There was some increase in the “Mostly True” and “Somewhat True” values when answering the “There are some things I am not capable of learning” question, which decreased the scores in the “A Little True” value and a 1-point increase in the “Not At All True”

value. There was an 8-point decline in the “If I am not naturally smart in a subject, I will never do well in it” value, which means students were showing a decline in their belief in a growth mindset.

There was an overall increase within the self-efficacy questions, where answers of “Not At All Confident” began to shift toward “Completely Confident” in all four statements (“I can earn an A in my classes,” “I can do well on all my tests even when they are difficult,” “I can master the hardest topics in my classes,” and “I can meet all the learning goals my teachers set”), showing increases in the higher numerical values in a range between 8 and 15-points. The numerical value increase in this series of questions contradicted the previous growth mindset questions that showed a decline in the numerical values that would indicate a student’s belief in their ability to work hard, learn the complex subject matter, and increase their intelligence through study. As the outcomes of the growth mindset and self-efficacy questions were variations of a similar belief structure about mindset, these differences may be a product of how the questions were asked and how the scale values were numbered. Evaluating and reordering the growth mindset questions was determined prudent to create numerical value scales more like those in the other competency questions.

Student social awareness demonstrated the most significant decline among all the competencies from October to December 2022. For the question “How much did you care about other people’s feelings?” an 11-point numerical value drop occurred between the two highest values on the scale (“Cared A Tremendous Amount”) and (“Cared Quite A Bit”) versus the 10-point increase in the medium scale value of (“Cared Somewhat”). Responses to “How often did you compliment others’ accomplishments?” showed a decline in the highest value option of “Almost All The Time” and the midrange value of “Sometimes,” and a 6-point increase in the

“Often” and “Almost Never” values. The changes in numerical values on the December survey show several questions decreasing in the higher value answers and an increase in the lower values. The “How well did you get along with students who are different from you?” item is the final area that witnessed a significant decline in the social awareness competency, with a 7-point decrease in the “Get Along Extremely Well” value and a 7-point increase in the “Get Along Pretty Well,” “Get Along Somewhat,” and “Get Along A Little Bit” midrange values. Question 24 asked students, “To what extent were you able to stand up for yourself without putting others down?” and responses of “A Tremendous Amount” declined by 7-points, while “Quite A Bit,” “A Little Bit,” and “Not At All” increased between 1 and 3-points.

Finally, positive increases were found in the question “How clearly were you able to describe your feelings?” which showed a 7-point increase between the two highest values and an 8-point decrease between the two lowest values on the scale. There were declines in three out of the four values in the “When others disagree with you, how respectful were you of their views?” question, with a 12-point increase in the second highest value on the scale of “Quite Respectful.” There was a strong numerical value change in the “To what extent were you able to disagree with others without starting an argument?” question, with a 5-point increase in the highest “A Tremendous Amount” value and an increase in the “Somewhat” and “A Little Bit” values, which did cause a decline in the second highest value of “Quite A Bit.” While this set of competency questions did show declines in how students respectfully interacted with one another, there were improvements in how students could express their feelings and how differences could be had with others without conflict. This competency required the NIC to evaluate lessons involving social awareness and to reteach those skills or adjust the curricula. Most of the October and December competency question comparisons are presented in Table 5.

**Table 5**

*Proportional Comparisons of Student Answers in the Self-Management (A), Growth Mindset (B), Self-Efficacy (C), and Social Awareness (D) Competency Questions and the Difference Between the October and December Surveys*

A

Self-Management 10/22	1. I came to class prepared.	2. I remembered and followed directions.	3. I got my work done right away instead of waiting until the last minute.	4. I paid attention, even when there were distractions.	5. I worked independently with focus.	6. I stayed calm even when others bothered or criticized me.
	Almost all the Time 5	Almost all the Time 5	Almost all the Time 5	Almost all the Time 5	Almost all the Time 5	Almost all the Time 5
	92	65	28	30	55	48
	Often 4	Often 4	Often 4	Often 4	Often 4	Often 4
	48	68	57	59	63	49
	Sometimes 3	Sometimes 3	Sometimes 3	Sometimes 3	Sometimes 3	Sometimes 3
	19	25	57	53	31	42
	Once in a While 2	Once in a While 2	Once in a While 2	Once in a While 2	Once in a While 2	Once in a While 2
	1	2	16	11	9	13
	Almost Never 1	Almost Never 1	Almost Never 1	Almost Never 1	Almost Never 1	Almost Never 1
	2	2	4	9	4	10
Self-Management 12/22	1. I came to class prepared.	2. I remembered and followed directions.	3. I got my work done right away instead of waiting until the last minute.	4. I paid attention, even when there were distractions.	5. I worked independently with focus.	6. I stayed calm even when others bothered or criticized me.
	Almost all the Time 5	Almost all the Time 5	Almost all the Time 5	Almost all the Time 5	Almost all the Time 5	Almost all the Time 5
	77	61	34	22	53	41
	Often 4	Often 4	Often 4	Often 4	Often 4	Often 4
	60	74	59	73	61	61
	Sometimes 3	Sometimes 3	Sometimes 3	Sometimes 3	Sometimes 3	Sometimes 3
	16	21	49	46	38	38
	Once in a While 2	Once in a While 2	Once in a While 2	Once in a While 2	Once in a While 2	Once in a While 2
	6	3	14	16	7	15
	Almost Never 1	Almost Never 1	Almost Never 1	Almost Never 1	Almost Never 1	Almost Never 1
	2	2	5	4	2	6

B

	10. My intelligence is something that I can't change very much.	11. Challenging myself won't make me any smarter.	12. There are some things I am not capable of learning.	13. If I am not naturally smart in a subject, I will never do well in it.
<b>Growth Mindset 10/22</b>	<b>Completely True 5</b>	<b>Completely True 5</b>	<b>Completely True 5</b>	<b>Completely True 5</b>
	16	7	24	7
	<b>Mostly True 4</b>	<b>Mostly True 4</b>	<b>Mostly True 4</b>	<b>Mostly True 4</b>
	22	15	13	8
	<b>Somewhat True 3</b>	<b>Somewhat True 3</b>	<b>Somewhat True 3</b>	<b>Somewhat True 3</b>
	42	29	42	27
	<b>A Little True 2</b>	<b>A Little True 2</b>	<b>A Little True 2</b>	<b>A Little True 2</b>
	38	42	45	47
	<b>Not at All True 1</b>	<b>Not at All True 1</b>	<b>Not at All True 1</b>	<b>Not at All True 1</b>
	44	69	38	73
	10. My intelligence is something that I can't change very much.	11. Challenging myself won't make me any smarter.	12. There are some things I am not capable of learning.	13. If I am not naturally smart in a subject, I will never do well in it.
<b>Growth Mindset 12/22</b>	<b>Completely True 5</b>	<b>Completely True 5</b>	<b>Completely True 5</b>	<b>Completely True 5</b>
	11	6	24	8
	<b>Mostly True 4</b>	<b>Mostly True 4</b>	<b>Mostly True 4</b>	<b>Mostly True 4</b>
	19	7	15	12
	<b>Somewhat True 3</b>	<b>Somewhat True 3</b>	<b>Somewhat True 3</b>	<b>Somewhat True 3</b>
	44	32	44	26
	<b>A Little True 2</b>	<b>A Little True 2</b>	<b>A Little True 2</b>	<b>A Little True 2</b>
	36	49	39	50
	<b>Not at All True 1</b>	<b>Not at All True 1</b>	<b>Not at All True 1</b>	<b>Not at All True 1</b>
	51	67	39	65

C

	14. I can earn an A in my classes.	15. I can do well on all my tests, even when they're difficult.	16. I can master the hardest topics in my classes.	17. I can meet all the learning goals my teachers set.
Self-Efficacy 10/22	Completely Confident 5	Completely Confident 5	Completely Confident 5	Completely Confident 5
	60	38	22	30
	Mostly Confident 4	Mostly Confident 4	Mostly Confident 4	Mostly Confident 4
	38	51	52	74
	Somewhat Confident 3	Somewhat Confident 3	Somewhat Confident 3	Somewhat Confident 3
	37	52	44	42
	A Little Confident 2	A Little Confident 2	A Little Confident 2	A Little Confident 2
	17	14	29	9
	Not at All Confident 1	Not at All Confident 1	Not at All Confident 1	Not at All Confident 1
	10	7	15	7
	14. I can earn an A in my classes.	15. I can do well on all my tests, even when they're difficult.	16. I can master the hardest topics in my classes.	17. I can meet all the learning goals my teachers set.
Self-Efficacy 12/22	Completely Confident 5	Completely Confident 5	Completely Confident 5	Completely Confident 5
	66	44	30	45
	Mostly Confident 4	Mostly Confident 4	Mostly Confident 4	Mostly Confident 4
	46	55	53	62
	Somewhat Confident 3	Somewhat Confident 3	Somewhat Confident 3	Somewhat Confident 3
	31	44	53	42
	A Little Confident 2	A Little Confident 2	A Little Confident 2	A Little Confident 2
	14	13	18	8
	Not at All Confident 1	Not at All Confident 1	Not at All Confident 1	Not at All Confident 1
	4	5	7	4

## D

	18. How carefully did you listen to other people's points of view?	19. How much did you care about other people's feelings?	20. How often did you compliment others' accomplishments?	21. How well did you get along with students who are different from you?	22. How clearly were you able to describe your feelings?	23. When others disagreed with you, how respectful were you of their views?	24. To what extent were you able to stand up for yourself without putting others down?	25. To what extent were you able to disagree with others without starting an argument?
Social-Awareness 10/22	Extremely Carefully 5	Cared a Tremendous Amount 5	Almost all the Time 5	Got Along Extremely Well 5	Extremely Clearly 5	Extremely Respectful 5	A Tremendous Amount 5	A Tremendous Amount 5
	27	50	32	35	12	32	28	25
	Quite Carefully 4	Cared Quite a Bit 4	Often 4	Got Along Pretty Well 4	Quite Clearly 4	Quite Respectful 4	Quite a Bit 4	Quite a Bit 4
	87	60	49	66	34	62	70	62
	Somewhat Carefully 3	Cared Somewhat 3	Sometimes 3	Got Along Somewhat 3	Somewhat Clearly 3	Somewhat Respectful 3	Somewhat 3	Somewhat 3
	43	28	60	54	60	53	46	56
	Slightly Carefully 2	Cared a Little Bit 2	Once in a While 2	Got Along a Little Bit 2	Slightly Clearly 2	Slightly Respectful 2	A Little Bit 2	A Little Bit 2
	2	17	15	3	38	10	13	12
	Not Carefully at All 1	Did Not Care at All 1	Almost Never 1	Did Not Get Along at All 1	Not at All Clearly 1	Not at All Respectful 1	Not at All 1	Not at All 1
	3	7	6	4	18	5	5	7

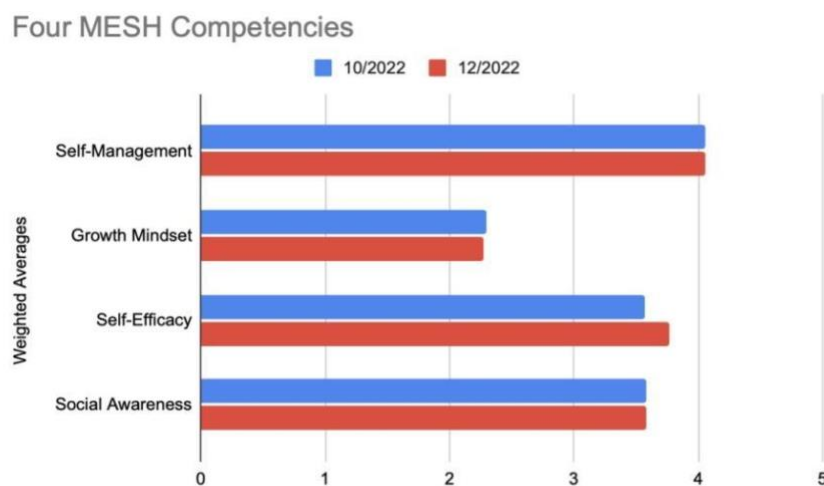
	18. How carefully did you listen to other people's points of view?	19. How much did you care about other people's feelings?	20. How often did you compliment others' accomplishments?	21. How well did you get along with students who are different from you?	22. How clearly were you able to describe your feelings?	23. When others disagreed with you, how respectful were you of their views?	24. To what extent were you able to stand up for yourself without putting others down?	25. To what extent were you able to disagree with others without starting an argument?
Social-Awareness 12/22	Extremely Carefully 5	Cared a Tremendous Amount 5	Almost all the Time 5	Got Along Extremely Well 5	Extremely Clearly 5	Extremely Respectful 5	A Tremendous Amount 5	A Tremendous Amount 5
	29	45	28	28	17	28	21	30
	Quite Carefully 4	Cared Quite a Bit 4	Often 4	Got Along Pretty Well 4	Quite Clearly 4	Quite Respectful 4	Quite a Bit 4	Quite a Bit 4
	88	54	55	69	36	74	73	52
	Somewhat Carefully 3	Cared Somewhat 3	Sometimes 3	Got Along Somewhat 3	Somewhat Clearly 3	Somewhat Respectful 3	Somewhat 3	Somewhat 3
	39	38	54	56	60	52	46	58
	Slightly Carefully 2	Cared a Little Bit 2	Once in a While 2	Got Along a Little Bit 2	Slightly Clearly 2	Slightly Respectful 2	A Little Bit 2	A Little Bit 2
	3	17	15	5	35	4	14	15
	Not Carefully at All 1	Did Not Care at All 1	Almost Never 1	Did Not Get Along at All 1	Not at All Clearly 1	Not at All Respectful 1	Not at All 1	Not at All 1
	2	7	9	3	13	3	7	6

When comparing competency scores among all of the MESH survey questions, growth was seen in 17 out of 25 questions. Four questions indicated minimal change, and four indicated that direct support was needed. Because the areas of concern were in social awareness, these areas needed special consideration as these skill sets can have concerning implications at school and in relationships beyond high school. In this ISDiP, the assessment cycle was approximately three months, with analysis of SEL skills practiced after the completion of the second MESH survey. The completion of assessments at the beginning and end of the first trimester provided two sets of scores to compare and determine where growth occurred. When comparing the weighted averages of each competency, the growth or decline of each section was minimal, but

.02% growth can be seen in self-management, and 5.62% growth can be identified in self-efficacy, where growth mindset declined by 1.04% and social awareness declined by .28%. This limited timeframe may account for some of the incremental shifts, in either direction, when measuring the four competencies of the MESH survey to determine how successful students were in learning and practicing SEL behaviors. There were positive changes found when comparing the October and December survey scores. There is a possibility that the changes would be more apparent if the analysis cycles were every trimester for an entire year, with the baseline survey given after the first 30 days of the trimester. The weighted averages are presented in Figure 6.

*Figure 6*

*Weighted average scores of mindsets, essential skills, and habits competencies, October and December 2022.*





## **Qualitative Data**

Within this ISDiP, curricula changes during weekly PLC meetings, observation of students using SEL skills in their humanities classes, examples of student agency, comparison of multi-year attendance data and observations of the three humanities teachers providing instruction, served as the qualitative data. Within the five-period schedule, this group of instructors shared the same preparation time during the first period every day. This schedule created opportunities for intentional collaboration for assessing progress and making adjustments to lessons as needed. These 90-minute sessions allowed the humanities team to meet weekly or even more often if necessary. DuFour (2014) identified PLCs as an intentional shared time to create standard curriculum and formative assessments. Within the PLC framework, the humanities team was able to compare the work completed in their classes, evaluate what worked and what did not, problem-solve for students who did not understand the material, and enrich instruction for individuals that did. During these PLCs IL, IM, and IB shared assignment responsibilities in their unit calendar, discussed areas of difficulty in assignments and student concerns, checked alignment with the curriculum timeline, and processed and shared their feelings about their experiences. These PLCs allowed teachers to share their evolving work and concerns regarding structure and expectations without sacrificing individual instructional styles.

The humanities program did benefit from the explicit opportunities for IL, IM, and IB to ensure students were receiving instruction that met the goals of the humanities program but also to make immediate changes to lessons and assessments that were not successful. These conversations created meaningful opportunities to improve curricula for the entire program and to adjust the lessons to meet the needs of the cohorts better. A secondary benefit of the regular attention to the humanities curricula within PLCs could be seen when adjustments were required

for disruptions from state or district-required activities. For example, the unit calendar identified a day when students were required to take the Preliminary Scholastic Aptitude Test (PSAT), to prepare students that were planning on taking the Scholastic Aptitude Test (SAT) for university admission. As this assessment disrupted the majority of classes, the humanities team was able to make thoughtful steps to support their 9th grade students by using the shortened class periods to create specific activities and opportunities that would still support student social-emotional and academic needs (IL created questions for a panelist discussion and activities for parlor games day, IM created time for students to participate in community circles to discuss class concerns in a safe environment, and IB provided a study hall opportunity). The humanities schedule is presented in Figure 7.

Figure 7

*Trimester 1 Schedule of WC High School 9th Grade Humanities classes.*

Teacher	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5
<b>IL</b>		<b>Prep</b>	<b>Ethics</b>	<b>9th Humanities – A Global Studies –A Cohort 8</b>	<b>9th Humanities – A Global Geo –A CT – Global Studies A Cohort 9</b>	<b>Ethics</b>
<b>IM</b>		<b>Prep</b>	<b>9th Humanities – A Global Geo –A Cohort 1</b>	<b>9th Humanities – A Global Geo –A Cohort 3</b>	<b>9th Humanities – A Global Geo –A Cohort 2</b>	<b>Economics</b>
<b>IB</b>		<b>Prep</b>	<b>9th Humanities – A Global Geo –A Cohort 7</b>	<b>9th Humanities – A Global Geo –A Cohort 6</b>	<b>9th Humanities – A Global Geo –A Cohort 5</b>	<b>9th Humanities – A Global Geo –A Cohort 4</b>

In observations of humanities classes, there were examples of the NIC members providing SEL skills and students successfully using those skills. Students underwent notable changes between October and December, especially within the culture and climate of the humanities classes. When observing IM, connections were made as students walked through the door. IM stood in the hall, greeted each student as they entered, and occasionally checked in about a missing assignment or a reminder to take a quiz during office hours. The cohort model

allowed the opportunity for members of the NIC to quickly build positive academic habits while also practicing the classroom rituals that would benefit the 9th-grade students in any class. These skills practiced within the safety of the cohorts could prepare students to utilize those abilities beyond high school, supporting the theory Ahmed et al. (2020) identified in their belief that such competencies will support students in becoming confident and active community members.

Students knew to enter the classroom, observe the teacher's note on the board that identified "No laptops today," and to sit down to wait for further instructions. The teacher thanked students for being on time, ready to start, not immediately asking for the bathroom, and being polite. The academic and SEL skills were embedded in every lesson during the day, creating intentionality in making positive organization and relationship-building habitual. Students were treated as respected adults, and most responded with the same respect. During this observation, IM asked students why they did not have to ask permission to use the bathroom. A student raised their hand and explained that "Using the bathroom is a human right." The NIC was not only teaching students to be respectful in class but also teaching them how to respect themselves. The skills taught in the humanities classes were not new concepts, but making them part of the curricula required teachers to be constantly aware of their implementation of those best practices. The NIC members being actively purposeful increased student access to SEL skills.

Many of these humanities classes had respectful group discussions and interactions that allowed individual students to be heard. When a student expressed ideas that did not follow the classroom norms, teachers and students could express their concerns without fearing reprisal or ostracization. Beliefs in the form of "I" statements were expressed (Example: "I believe your statement about homosexuality being a mental illness is not based on reliable evidence and is

only opinion.”), and conflicts were often addressed as soon as they occurred. Teachers could have difficult discussions with students that allowed both parties to be heard. These interactions often produced agreements that permitted all students to have positive outcomes, often through agreed-upon compromises. For example, when two students in different humanities classes needed to be placed with different teachers, the instructors could acknowledge the students’ concerns and explain why the teacher change would better serve the students and the class. The students recognized the instructors’ concerns, listened to the reasons for the adjustment, and agreed to the change based on the evidence provided. The change benefited all parties involved.

Each member of the NIC discussed the progress of lessons and the purpose of the MESH surveys with their students. These conversations provided time for questions and suggestions to improve the humanities program. In IL’s class, students asked about cultural and gender identifiers in the demographic portion of the survey. Some students felt that the identifiers of race and gender did not fully represent them. The teacher emailed the researcher and presented the students’ concerns. Since changing demographic information was not used to assess growth, the following identifiers were added to the surveys: gender fluid, transgender female, transgender male, and Middle Eastern. While these demographic indicators could be considered negligible, for students to feel safe enough to understand their identification, speak up, and foster change, it could be argued that those changes were critical for WC High School students.

Over time, according to IM, each cohort created different warm-up activities that became tailored from the suggestions of students and better met their needs. The NIC allowed students to practice their SEL abilities and make activities their own, creating group bonding that further strengthened the cohorts. By students practicing thoughtful communication, the NIC could make changes to meet those requests and develop the curricula to serve the students in a more

meaningful way. Being fully involved in the changes to lessons and demographic options in the survey benefited students as they could be more thoughtful as they felt a degree of ownership of the curricula and the measurements of success.

As attendance has been one of the regular data points for the Eugene School District 4J to identify students' struggles during the lockdown, it was thought that attendance could also be valuable for evaluating 9th-grade student success. Changes could be determined by looking at the percentage of positive attendance, starting the year before school closures (2018-2019) and tracking attendance to the current school year, as attendance is one indicator of academic success. The comparison of school attendance did not show conclusive evidence of improvement from the humanities curricula. In the 2018-2019 academic year, 9th-grade students showed an 80% attendance rate, and the 10th-grade students were at 88%. The 11th and 12th-grade students had yet to be tracked by Hoonuit, a data tracking tool used by the Eugene School District 4J. This represented the WC High School student attendance baseline, as this school year was the last full academic year before schools closed and students began at-home instruction. As COVID-19 became identified as a global pandemic in the 2019-2020 school year, attendance rates showed a significant change for the 9th-grade students, which increased their attendance to 95%, while the 10th-grade students showed a decline to 82%, and 11th-grade students were at an 84% positive attendance rate. This is the point where the Eugene School District 4J released students for spring break, and at-home instruction eventually began, which turned into a hybrid model that provided alternative days for students to be physically at school and online to allow for the 6-feet distance requirements.

The 2020-2021 school year became the first academic year that Hoonuit identified the attendance rates for all high school grade levels but also began to show changes in attendance

percentages. The 9th and 10th-grade students both showed an increase in positive attendance to 88%, while the 11th-grade students showed a 60% attendance rate, and the 12th-grade students were lower at 52%. During the 2021-2022 academic year, the 9th-grade cohort was created, and the specialized humanities program began to provide SEL curricula. During this academic year, 9th-grade students showed a drop in attendance to 89%, the 10th-grade class increased to an 89% positive attendance rate, 11th-grade students increased their attendance to 86%, and the 12th-grade class increased their attendance to 60%. After a full year of students returning to the traditional brick-and-mortar high school and 9th-grade students receiving the first year of SEL instruction in the humanities program, changes across all four grade levels could be identified.

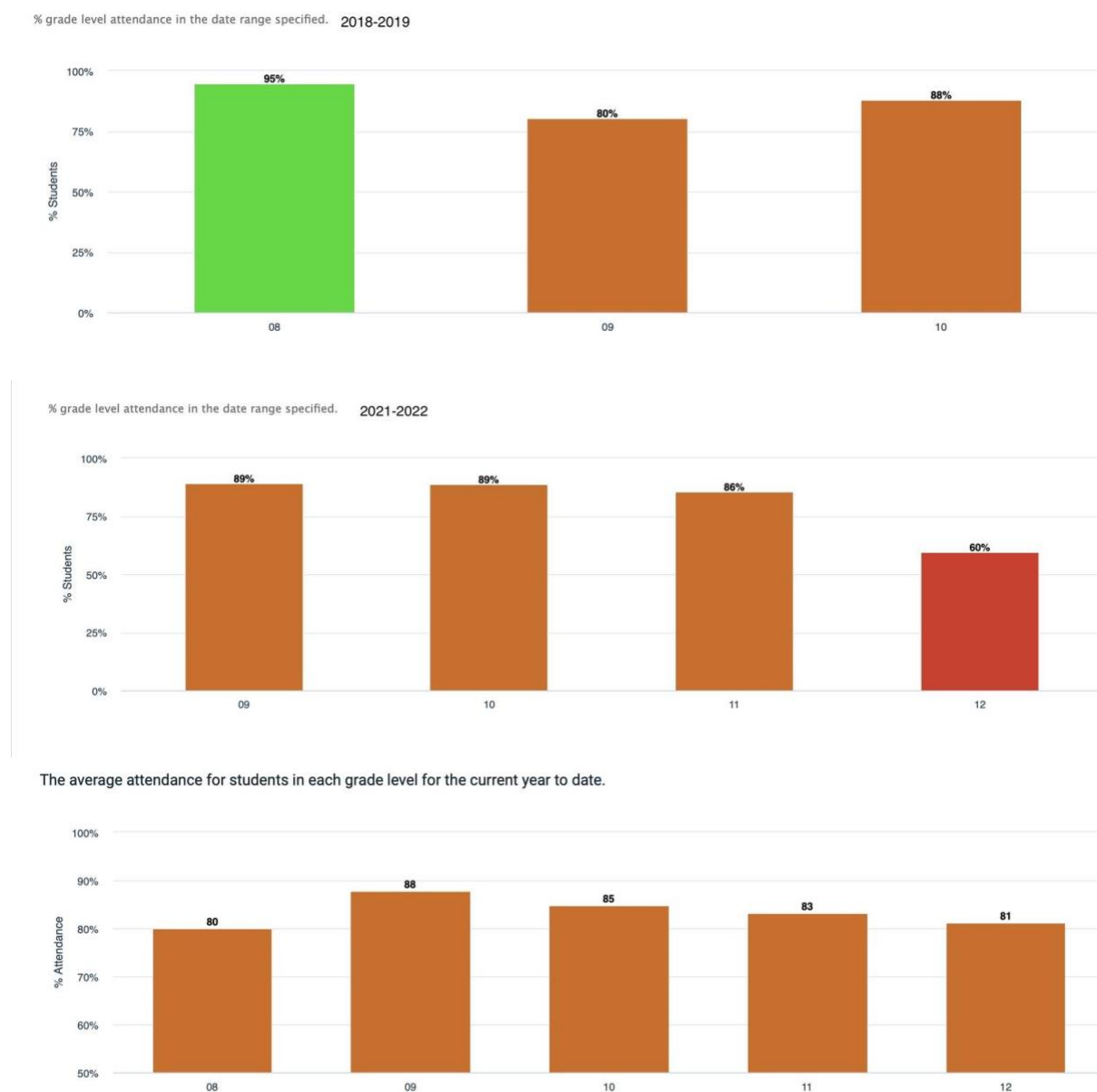
When comparing the 2018-2019 school year with the 2022-2023 academic year, the attendance rate of 9th-grade students showed an increase in positive attendance from 80% in 2018-2019 to 88% in the 2022-2023 school year. This is a positive increase, but these students were not involved in the humanities program. Believing improvements in SEL skills would lead to greater academic success and increase attendance rates, 10th-grade attendance would need to be reviewed. For the academic year of 2022-2023, as of March, 10th-grade students showed a 4% decline to an 85% positive attendance rate. The decline in attendance for the first cohort to experience the humanities curricula may not indicate a failure within the humanities program. Several factors could influence the attendance rates; including the lack of practice of SEL skills during the 10th-grade year, the potential growing pains of the first year of a new curricula and academic model, or the complications that came from students returning to a traditional instructional model after several months of distress from a pandemic, and declines in both academic and SEL abilities, experienced from at-home instruction.

There is value in continuing to follow attendance as one potential indicator of success over several academic years. As the humanities program continues to evolve, it could be advantageous to follow the first 9th-grade cohort for the four years of their high school experience and track changes over time. With regular adjustments to the humanities curricula and teachers becoming more comfortable with the program, the second humanities cohort may show a more accurate depiction of positive changes. Following the positive attendance of the 2022-2023 9th grade class through their high school career could give more accurate information on their SEL and academic progress. The measurement of the percentage of positive attendance days can be seen in Figure 8.



*Figure 8*

*Measurement of the percentage of total positive attendance days, 2019 – 2023.*



Much of the evidence provided in this ISDiP did not show significant gains from the humanities program but did identify incremental improvement within SEL competencies. Over time, surveys, attendance, and grade comparisons may show further student growth in using the

SEL skills acquired during their 9th-grade year. The teachers of the humanities curricula were able to provide more immediate illustrations of the success they saw in their daily interactions with their students.

Members of the NIC were able to identify examples that gave evidence of student success—for one of the three instructors, the first trimester concluded with a 90% pass rate. According to instructor IB, students recognized the benefits of the community circles where they could have respectful conversations about topics of concern, connect with one another, and feel safe in their opinions because there were expectations of a respectful exchange of ideas. IB also identified that students were able to discover academic success as they learned and practiced the Pomodoro method, the study strategy that builds in intentional small 25-minute periods of focus, 10-minute breaks in between those blocks, and 25-minute breaks after four 25-minute sessions. Several 9th grade students claimed they were not only using the study strategy in their humanities class but were utilizing the Pomodoro technique for other classes as well. IB explained that students regularly asked for circle discussions and study time to continue to improve using the Pomodoro method. Instructors from the NIC watched their students practice the SEL competencies and academic skills, grow more confident, and succeed in the humanities classes.

## **Chapter 3**

### **Discussion**

#### **Discussion of Findings**

The findings of this evaluation aligned with much of the existing literature. School reports showed many areas of decline in academic and social-emotional skills and dropout, attendance, and graduation rates. In surveys provided by Eugene School District 4J, students identified their frustration with at-home learning and recognized that they were learning at a different rate than in previous school years. It was evident that WC High School students returned to classes with deficiencies in academic skills. Anecdotal evidence of student behavior, as well as referral reports, underlined a decline in social-emotional skills. Many students were not coming to class or completing homework, dropping out of school, or getting in trouble. Students had only minimal success in recovering the skills lost during school closures, indicating the need for systematic, quality instruction across all aspects of a student's education, as noted in the ISDiP time frame from October to December.

The CASEL framework identified the ability to provide structure in teaching non-cognitive skills and the SEL competencies that support academic success (CASEL, 2017). The CASEL framework did provide a means to ensure SEL skills were appropriately embedded in the curricula. The curricula allowed students to learn and apply skills to manage emotions, achieve goals, establish and maintain supportive relationships, and make responsible decisions. There is a relationship between the amount of instruction provided, only in the humanities classes, and the small gains identified in this ISDiP. The minor improvements in students using acquired SEL skills provide some credence to literature that identifies notable growth only from a system-wide approach. There are opportunities to create relationships that can further support

SEL growth. Connections between the community, schools, and classrooms, as the CASEL framework models, have not been fully realized at WC High School. Developing relationships between all stakeholders has the possibility of further improvement in skill building. This also lends credence to Jones & Bouffard's (2012) belief that many schools have failed to provide critical SEL skills school-wide, which decreases the possibility of children quickly rebuilding the skills lost during the lockdown. WC High School should support all students by implementing the SEL curriculum in all classes, at every grade level, by instructors who have been given regular quality training.

The data collected in this ISDiP supported claims that growth in the use of SEL skills occurred when comparing the pre-and post-assessment scores within the four competencies of self-management, growth mindset, self-efficacy, and social awareness. The quantitative data provided the best examples of positive growth in identifying and using these competencies. Of the nine survey questions on self-management, five of the answers demonstrated growth, and the other four showed no significant positive or negative changes. The four competencies that did show growth would meet many of the skillsets Ahmed et al. (2020) believed needed to be developed, focusing on students' social and emotional competencies. While it did not meet their suggestions of strengthening social responsibility and citizenship, arguably, the competencies that did show growth could develop into those missing skills. In all four questions concerning growth mindset, student scores decreased, indicating that the students believed intelligence is set. The scores in the growth mindset answers may not accurately reflect students' beliefs.

The formatting of the growth mindset numerical scale was unlike the scale patterns of most other MESH competencies. This small change to the order of values in the scale may not have allowed for accurate data in these questions. There is hope, as students identified that

challenging themselves could support intellectual growth, they could learn new things, and they could do well in a subject even if they were not “naturally smart.” There was value in ensuring the point values of these questions were properly addressed to express student beliefs better, especially as the skills presented in the social awareness competency questions reflect what Taylor & Kilgs (2014) believe are many of the strengths that can support a strong school climate. In the self-efficacy section, students showed growth in believing they could earn As in classes, understood they could do well on complex tests, and believed they could meet teachers’ learning goals.

While social awareness did indicate some growth in listening to other points of view, abilities to describe feelings, and respectfully disagreeing with opposing views, students showed declines in caring about the feelings of others, complimenting the accomplishments of others, getting along with students who are different, and having the ability to stand up for themselves without putting others down. The social awareness competency questions merely measured how students had developed and practiced those relationship skills over three months, which is not much time to improve the academic and SEL abilities that have declined during school closures and at-home learning. This ISDiP is intended to measure the success of providing SEL skills to secondary students with a curriculum built around social and emotional skills. Many answers within the MESH survey indicated that 9<sup>th</sup> grade students were slowly developing and using lost SEL skills. The concern lies with how these SEL skills are provided to all students in the Eugene School District 4J and if they are provided with a regularity that allows improvement through practice.

Many of these skills are part of the development of the culture and climate of the classroom and could potentially benefit the culture and climate of the entire school. There is

safety in the cohort humanities classes, where students could practice those skills in an environment dedicated to SEL development and practice. However, that safety is not guaranteed outside of the humanities classes. Ninth-grade students were at the beginning stages of developing these SEL skills and were likely only able to consistently apply these abilities in the context of their humanities classrooms. To narrow the degree to which students use all of these competencies, there is likely greater accuracy in asking how often students use SEL skills in their humanities classes and how often they use them in other classes. This limited skill building in the humanities classes coincides with the argument that the development and practice of skills should not be dedicated to only one class or period of time. For students to gain mastery of SEL behavior, they are better served if they use those abilities in all of their classes and in various contexts. The SEL curricula also require instruction and practice beyond the humanities program, with the development of SEL behaviors exercised within the contextual variety that comes from providing SEL instruction in every department throughout the day.

The upstream equity framework maintains that support and equitable education must be intentionally designed and implemented. There were indicators that the SEL curricula provided lessons in behaviors that supported equitable learning for all students, even if those improvements were minor. There is concern that only minor improvements will not successfully dismantle the racist norms Leach (2022) identified as the greatest obstacle to the success of students of color. Future studies allow for further documentation of the benefits of these lessons in greater detail. Students and staff benefitted from the safety of the cohort, providing skills that helped all students meet their needs. Healthy relationships were developed among 9<sup>th</sup> grade students and their humanities teachers through respectful communication, creating more opportunities for all students to be heard and valued. These SEL skills were not as prevalent at

the beginning of the first trimester but became notable as the first trimester continued. While these SEL skills were observable within the humanities classes, the SEL skills taught were less evident in non-humanities classes.

Within the framework of public education, the questions did yield data that identified growth within the 9<sup>th</sup> grade humanities cohorts surveyed. The MESH survey successfully assessed students' SEL abilities and provided reasonably accurate information on areas of improvement and skill areas that should be revisited and retaught. This survey could measure student SEL abilities at the middle and high school levels, as SEL curricula could be offered in middle and high school. Some concepts and vocabulary may be too complicated for the K–5 populations, but that does not mean that SEL skills should not be taught at the grade school level. Suppose SEL lessons are intentionally planned for K-12 schools. In that case, the curriculum could be taught at the appropriate grade level, with SEL skills building upon one another as students continue their public education until graduation.

During the 2020-2021 academic year of the 9<sup>th</sup> grade humanities program, district leadership and humanities teachers recognized that thorough means to assess student use of SEL skills were needed. The previous student surveys focused on culture, climate, and belonging instead of how successful the humanities curriculum provided SEL skills. Once adjustments to some of the areas of concern were made, including adjustments to the numerical values scale in one of the competencies and ensuring students were not able to select multiple options in the demographics section, the Eugene School District 4J opted to implement the MESH surveys in all high schools, with the addition of detailed questions about the sense of belonging in classes. Demographic information must be accurate, as the surveys could not accurately identify areas of growth and decline amongst the racial/ethnicity identifiers, nor could growth be compared within

the underserved populations in the schools' LGBTQ community. Without the ability to measure growth within the demographics in the MESH survey, it is significantly more challenging to determine if the curriculum is applying the upstream equity framework appropriately to support equitable education for our most underrepresented students. If the humanities program continues to be assessed throughout the 2022-2023 school year, there is a probability that students will continue to show further growth in the usage of the SEL skills provided in their classes.

SEL skills have been identified to support children in developing healthy relationships, can make positive emotional adjustments, and have improved mental health, as documented in the literature review. As Zacher & Rudolph (2020) noted, students from every grade level returned from the pandemic with deficits in SEL skills and required support to regain what had been lost. There are questions about why 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students are not receiving an intentional SEL curriculum. This humanities program has provided instruction for two cycles of 9<sup>th</sup> grade students for the 2021-2022 and 2022-2023 academic years. Positive SEL behaviors have a broader effect on the climate of a school, contributing to fewer problematic behaviors and more positive relationships; but there is a higher probability of this occurring when all grade levels are acquiring, practicing, and utilizing SEL skills across all subjects. The evidence from this ISDiP that 9<sup>th</sup> grade students using SEL skills in school had been positive and had shown the potential of SEL curricula being provided to high school students.

There are concerns overall with grade level students needing access to SEL curricula, as distance learning has been shown to affect all grade levels. Literature has identified the negative impact of the pandemic on the macro (entire communities, states, and countries), mezzo (family unit), and micro levels (individual). Students receiving SEL skills development during their academic experience would allow for further opportunities to build upon the lessons received



during their 9<sup>th</sup> grade year. Students practicing healthy SEL skills at school can also benefit them within their community, home, and on personal levels that are not directly connected with academics. Reinke et al. (2011) expressed the need for SEL improvement to support academic success and students' success when they leave for college, careers, and the next steps of adulthood. If the SEL curricula are provided only to 9<sup>th</sup> grade students, there is a strong possibility that the opportunities to support students beyond high school will be missed.

### **Limitations**

The first limitation to be addressed is time. Student growth in learning and practicing SEL skills was measured during a relatively small timeframe. Three months is insufficient to accurately provide skills that have declined during at-home instruction and show growth in reclaiming those lost skills. In the development of the MESH survey, there were contradictory outcomes in the growth mindset and self-efficacy competencies. As mentioned in the quantitative findings section, students showed a general decline in the numerical values in the growth mindset questions but showed significant growth in the self-efficacy questions. These competencies share characteristics that indicate growth or fixed mindsets, but overall numerical values are very different. There is a possibility that the growth mindset questions' numerical values and scales were not similar to the other competencies and potentially caused confusion for students. An example of this formatting could be seen in the question "There are some things that I cannot learn," which then required students to answer in a numerical range of value options of 5 "Completely True," 4 "Mostly True," 3 "Somewhat True," 2 "A Little True," and 1 "Not At All True", where the lowest numerical value is the indicator of growth. The majority of the competency question values were opposite (5 "Completely Confident," 4 "Mostly Confident," 3 "Somewhat Confident," 2 "A Little Confident," and 1 "Not At All Confident"). This potential

confusion was addressed by arranging the numerical value scale in the order that reflected the value order of the other competencies (5 “Not At All True,” 4 “A Little True,” 3 “Somewhat True,” 2 “Mostly True,” and 1 “Completely True”). This numerical value shift in the scale would likely be a more accurate measurement of how students score themselves in their beliefs in a growth mindset.

There was a development error in the survey in the demographics area. Instead of students being able to only select one option in the gender, race, and ethnicity questions, students were able to select multiple options and a few students did so. This error created numerical inaccuracies in the gender, culture, and ethnicity options. The numerical inaccuracies in the demographic information did not affect the survey questions involving the four MESH competencies. There were lost opportunities to evaluate growth by these two categories. Regardless of the demographic error, survey numbers identified positive growth across the majority of the four competencies in the MESH survey. There is value in considering the chance that factors beyond the humanities curricula could be part of academic and SEL growth.

As mentioned in the literature review, previous research identified that students were returning to school with deficits in their academic and social skills primarily due to limited access to peers, teachers, and the regularity of the traditional K–12 model of secondary education. There is a degree of recuperation from those deficits, based on data from extended absences, holidays, or summer closures, where students can regain some of the losses from time out of the classroom. Furthermore, some gains identified in the MESH survey could derive from simply being in school and interacting with peers. This influence could be better understood by comparing MESH assessments from the humanities program with surveys provided to other grade levels that do not have access to the SEL skills provided in the humanities curriculum.

This ISDiP only compared two MESH surveys given at the beginning of October and at the end of December, which did not identify other potential factors that could affect students in the practice of their SEL skills. The surveys included accommodating formatting considerations, providing access to multiple languages through the survey program, and accommodations such as extended time or using paper copies of the evaluation. As designed, there were no means to measure the effectiveness of the curriculum for neurodivergent students as there was no clear understanding of how a particular disability might inform a student's experience and understanding of the curriculum and survey. Another area that could be a potential obstacle for students taking this survey is alternative languages. This survey did not consider cultural differences in meaning once the assessments were translated into another language. Much like using Google Translate, the blanket expression of one language to another is close, but such a general translation does not identify differences in age, location, and experience. Some answers run the risk of being lost in translation.

This ISDiP did not consider students whose basic needs, such as access to food, housing, and safety, were not met or students that experienced obstacles like chemical dependencies. Each of these subjects could serve as a reason for a decline in academic and SEL skills. Homelessness, domestic violence, and addiction could also be reasons for student dropout rates and declines in graduation rates. WC High School provides interventions and support for students without housing and counselors to care for those with chemical dependencies, and food/clothing resources to relieve families in need. Nevertheless, these are reactive measures and are not part of intentional outreach to students and families before students disappear. WC High School also has recovery actions for students that have dropped out or have become homeless, like alternative academic plans, McKinney-Vento services (The United States federal law that

provides federal money to homeless programs.), and opportunities to earn a general education diploma (GED). These are not preventative, and only support after the student leaves school. The humanities curricula implement the concept of the hierarchy of needs but may not sufficiently explain how these needs obstruct students from accessing their education if not met.

In the area of instruction, there were several limitations. As mentioned in the literature review, staff, training, and skills were all identified as crucial factors in implementing a successful SEL curriculum. New teachers should be provided explicit training on implementing SEL skills in the classroom by their selected Universities. Additionally, teachers should have access to professional development to continue improving their SEL skills, school districts should give teachers training, and evaluations should include assessing how successfully teachers implement these soft skills in their classes. The three teachers in the humanities program at WC High School have differing academic philosophies, experiences, and training. For the teachers in this NIC, two of the instructors had multiple years of professional development and previous experience providing instruction that incorporated SEL skills in their daily lessons. These teachers could seamlessly use the humanities curriculum, as it was already in their wheelhouse.

Inexperienced instructors may show a more significant learning curve as the teacher gains experience providing instruction on SEL skills. In time, the inexperienced instructor would improve and become more comfortable providing a curriculum focusing on SEL skills. Outside of the humanities program and occasional professional development on SEL, there needs to be a focused plan to provide staff the time and support to improve their abilities to provide supportive SEL guidance in all classes. Furthermore, outside of the humanities program, students in the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades do not have the same access to the SEL curriculum resources that are currently provided to 9<sup>th</sup> grade students.

There was also a belief by some NIC members that academic, social, and emotional skills must be provided daily in every classroom, grade level, and curriculum. Every student attending WC High School for the 2022–2023 school year, regardless of grade level, has experienced some academic and social-emotional decline and mental health difficulties.

### **Implications**

Concerns exist around the implementation of quality schoolwide instruction on social and emotional skills by instructors that have been provided regular professional development. Research shows that WC High School is not the only school where students face struggles in academics, building relationships, and thoughtful decision-making about their learning and critical daily choices (Singh, 2020). There is also recognition that many schools do not have the means to provide SEL instruction, nor do they have the means to quantify the outcomes of SEL curricula. While this ISDiP has focused on a short window of time, the humanities program would greatly benefit from continuing to assess the success of the SEL curricula throughout the school year. The humanities program developed within Eugene School District 4J, with regular assessment through the MESH survey to track growth or to make corrections in the curricula, is a tool that could benefit many schools across the country. In order to provide these skills to students, there will need to be intentional training for districts and teachers and lessons for students throughout the day at all grade levels. SEL implementation within various school contexts will be the most successful model for schools, but this may require significant changes to the structure of school districts, budgeting considerations for professional development, and time for teachers to learn and practice these SEL strategies in their classrooms.

There is concern that this SEL instruction is not being provided for all grades. There is a risk of a decrease in SEL skills if not regularly practiced. If SEL skills are not taught to all grade

levels, there is a risk of the gradual decline of the use of the skills acquired during freshman year. The humanities cohort indicates that the curricula provided can connect students to many behaviors that will help increase academic success for the 9th grade cohorts. However, if these SEL skills are not taught and practiced in all grade levels, there is a risk of students not practicing the behaviors and mindsets they have learned and will not continue to develop them over time. There is a strong possibility that the SEL skills intended to support academic success could be lost, and students will continue to struggle, which can lead to further declines in graduation and increases in dropout rates.

### **Recommendations**

Within Eugene School District 4J, I strongly recommend the continued study, assessment, and improvement of the 9<sup>th</sup> grade humanities cohort curriculum. With any system that is in its infancy (this being the second full year of this program at Eugene School District 4J), adjustments can be made to continue to improve the program schoolwide. An area that requires consideration from the school district is the regularity of the surveys throughout the humanities experience. The MESH assessments should be provided at least twice during the first semester of the year and then every semester thereafter. If this program is to be limited to 9<sup>th</sup> grade students, it would nonetheless be valuable to continue to assess these students throughout their academic careers to measure their progress up to graduation. However, students of all grade levels would benefit from these lessons. Regular lessons across all grade levels allow for continued practice and better prepare students to use these skills beyond high school. If taught for all four years of a student's high school career, new SEL lessons can be implemented to meet the cognitive needs of students as they change over time, thus adding further complexity to their practical use of SEL skills in all areas of their lives.

## **Concluding Remarks**

This ISDiP has evaluated the effectiveness of a curriculum that supports SEL for 9<sup>th</sup> grade students. Eugene School District 4J provides anti-racist, equitable learning for all its students and supports students in developing stronger SEL skills. However, while the Eugene School District 4J had been striving to meet all students' needs better, the COVID-19 pandemic bolstered the requirement for a more holistic education. Schools are often where students can safely explore who they are, and many high school experiences foster relationships that will inform students' futures and what they are capable of. Sometimes, WC High School is where students can find the food, care, and stability unavailable in other parts of their lives. When state and school leaders closed schools out of concern for the safety of students and staff, many individuals were separated from the one safe place they could rely on.

Between the upheaval of schools having to make significant changes quickly and the distress caused by the pandemic, Eugene School District 4J has recognized that students and staff require care in many areas. At the time of this ISDiP, the pandemic is ongoing. As the school year continues and we recognize the challenges that are not being met, a curriculum like the 9<sup>th</sup> grade humanities program will likely become increasingly vital to serving students' needs.

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APPENDIX A  
IRB APPROVAL

2221011

5

## GEORGE FOX UNIVERSITY HSRC INITIAL REVIEW QUESTIONNAIRE

Title: Evaluation of the Implementation of Social and Emotional Skills Through Explicit Curricula.

Principal Researcher(s): Lancelot Falcon

Date application completed: 8/23/2022

(The researcher needs to complete the information above on this page.)

## COMMITTEE FINDING:

\_\_\_\_\_ (1) The proposed research makes adequate provision for safeguarding the health and dignity of the subjects and is therefore approved.

\_\_\_\_\_ (2) Due to the assessment of risk being questionable or being subject to change, the research must be

\_\_\_\_\_ (3) The proposed research evidences some unnecessary risk to participants and therefore must be revised to remedy the following specific area(s) on non-compliance:

\_\_\_\_\_ (4) The proposed research contains serious and potentially damaging risks to subjects and is therefore not approved.

  
\_\_\_\_\_  
Chair or designated member

Date 8/24/2022



APPENDIX B  
OPT-OUT FORM AND SIGNATURE

Dear WC 9<sup>th</sup> Grade Families,

WC High School cares about the academic and social/emotional success of your child. Part of our plan to support all of our freshmen is through the 9<sup>th</sup> grade humanities cohort. This block program supports the social, emotional, and intellectual development of new students attending WC High and seeks to foster safety, belonging, support, joy, and success in school. Moving toward that goal, the program centers on students' self-knowledge, interpersonal connection, social-emotional skills, academic skills, and decision-making skills.

This curriculum will focus on supporting students' social and emotional learning competency through the use of regularly implemented social and emotional development supports. As part of this process, all students in grade 9 will be asked to complete a survey in the fall called the Mindsets, Essential Skills, and Habits (MESH) survey. The screener will ask students a total of 25 questions (example: Please answer "almost never," "once in a while," "sometimes," "often," or "almost all the time." During the past 30 days, I came to class prepared. I remembered and followed directions. I got my work done right away instead of waiting until the last minute.) as well as three demographic questions.

This data will then be gathered and reviewed to determine the success of the curriculum by comparing the scores from the first survey with the same survey provided at the end of trimester 1. All 9<sup>th</sup> grade students will receive the survey as part of the class and as part of a doctoral research project. No identifiable information will be provided in the research (names, age, family information, etc.), and students will be given anonymous markers for documentation. By comparing students' pre-and post-surveys, the curriculum used can be assessed for its ability to provide students with social and emotional skills to support the success of your child in school as well as that of future students.

If you are not willing to have your child/children participate, please complete the form below and return it to the WC front office or email the completed form to Lancelot Falcon at [falcon\\_1@4j.lane.edu](mailto:falcon_1@4j.lane.edu).

Please let us know if you have any questions or would like to discuss this further.

Sincerely,

Lancelot Falcon

Assistant Principal, WC High School

Doctoral Candidate; George Fox University

### Opt-Out Signature Form

I have read the information provided. I understand that my child/children's participation in the survey is voluntary. I understand that data from this survey will be shared for the purposes of a dissertation study; however, my child's name will not be associated with their data; instead, an alias will be given to maintain confidentiality.

I agree to have my child/children listed below complete the Mindsets, Essential Skills, and Habits (MESH) survey, but I do not wish for their information to be part of the dissertation study. I understand that there is no penalty for my student(s) information not documented in the dissertation study.

Please return this form with your child's name and your name signed below to the building's school office if you do not want your child to participate in the study.

Names of child/children who will participate in completing the brief MESH survey for Fall 2022.

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Child Name

---

Grade

---

Child Name

---

Grade

---

Child Name

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Grade

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Signature: Parent/Guardian/Legally Responsible Adult

---

Date

## APPENDIX C

9<sup>TH</sup> GRADE HUMANITIES CURRICULA

This course supports the social, emotional, and intellectual development of 9<sup>th</sup>-grade students in cohorts that seek to foster safety, belonging, support, joy, and success in school. Moving toward that goal, it centers students' self-knowledge, interpersonal connection, social-emotional skills, academic skills, and decision-making skills.

We believe that belonging is upstream equity and that our most significant leverage in impacting student success is creating a community where students express a sense of connection. In our system, some students have been marginalized. This marginalization is the result of exclusion and is the antithesis of belonging.

By cultivating connectedness, we can minimize or eliminate the marginalized experience.

Academic success is predicated on connection to a group and the context which gives it meaning.

UNIT I: COMMUNITY BUILDING & STRATEGIES FOR SUCCESS

UNIT II: SELF-AWARENESS, IDENTITY, SELF-MANAGEMENT

UNIT III: RELATIONSHIP SKILLS

UNIT IV: QUALITY DECISION-MAKING

UNIT V: YEAR-END REVIEW: *A reflective presentation of learning*

RATIONALE:

Social Emotional Learning

[Currently under consideration: OR SEL Standards and Benchmarks, HB2166]

CASEL:

“Social and emotional learning (SEL) is the process through which students 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. Social and emotional skills are

critical to being a good student, citizen, and worker, and many risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when integrated efforts are used to develop student's social and emotional skills.

Social and emotional competence is a fundamental element of academic success. There is increasing evidence that social and emotional competence is critical to academic engagement and long-term academic achievement (Durlak et al., 2011). Several recent publications on college and career readiness, deeper learning, and 21st-century skills cite social and emotional competencies, often called 'noncognitive skills,' as fundamental to students' level of engagement in middle and high school, their postsecondary performance and completion and their workplace success" (CASEL, 2015).

From: WA State Social Emotional Learning Standards, Benchmarks, and Indicators (SBIs)

"Effectively supporting social-emotional development in schools requires collaboration among families and communities. It also involves building adults' capacity to support a school climate and culture that recognizes, respects, and supports differences in abilities, experiences, and ethnic and cultural differences and celebrates diversity.

The purpose of the SEL standards, benchmarks, and indicators (SBIs) is to provide a framework identifying observable developmental milestones for students, recognizing that educators benefit from clear definitions of skills and dispositions articulating how learners develop. The indicators were developed to provide developmental examples of these skills and dispositions. The WA SEL Implementation Guide helps establish a roadmap for schools across the state to develop a comprehensive and school- or community-specific plan to improve social-emotional competencies for all the students they serve. The guiding principles (equity, cultural

responsiveness, universal design, and trauma-informed practices) that are articulated in the WA SEL Implementation Guide support the development of the SBIs.

### Understanding Behavior

Adult–student relationships are critical to student learning, and it is essential that educators understand there are the cultural variations in child–adult relationships. For example, a student challenging an adult could be interpreted as being disrespectful. However, but for some students, it may be part of a developmental process through which they are evolving their voices.

Likewise, a quiet student who does not respond when an adult attempts to engage them may not be defying authority but responding in a way that feels safe for them. These variations require educators to draw on students’ strengths and to view students developmentally rather than judgmentally. The SBIs should not be used to identify deficits.

### Understanding Bias

Research shows that whether a teacher “believes in” their student affects how well that student does in school, regardless of their abilities. Educators should know that teachers’ expectations can be influenced by their implicit biases. Implicit biases are attitudes or stereotypes activated unconsciously and involuntarily (see the definition for implicit bias in the glossary of the WA SEL Implementation Guide). We all have implicit biases. Punitive discipline, for example, may be the result of some of these biases. Once people are aware of these biases, they can be successfully mitigated and interrupted (Flannery, 2015). In applying the following SBIs, educators must put their own SEL into practice to sharpen their skills, starting with self-awareness, which can shift attitudes and provide a platform of objectivity when working with their students.

### The Four Principles



All of the work contained in Washington’s SEL framework for the Implementation Guide is informed by developmental appropriateness, cultural responsiveness, universal design, and trauma-informed approaches. The framework is meant to be adaptable and relevant to various cultures. All students come to school with different needs, and curricula and instruction should be applied with an equity lens. This does not mean that everyone gets the same, but rather that students get what they need based on their differing abilities. For example, students who have experienced trauma and adversity may need the protection of safe relationships and spaces at school. More information about these principles can be found in the WA SEL Implementation Guide.

#### Using the Indicators

The SBIs are intended to help educators understand what to look for (i.e., those behaviors that indicate a specific level of competency). They provide examples of observable behaviors across developmental levels to guide educators’ decisions about which learning opportunities are critical, relevant, and appropriate for use with their students. They are designed to be used by teachers as they plan opportunities for students to learn, practice, and demonstrate an understanding of their emotions and behaviors. SEL is not a one-size-fits-all program to implement in a school or classroom; it should be adapted to meet the needs of individual students as they develop their social-emotional competencies. Again, the indicators also are not to be used to assess deficits. Instead, students, educators, and families should use the SBIs and their examples of developmental behaviors to establish realistic SEL goals.

#### Environmental and Instructional Conditions for Learning

The four principles of developmental appropriateness, cultural responsiveness, universal design, and trauma-informed approaches define environmental and instructional conditions for learning

for each benchmark. These conditions for learning are essential to building social-emotional competencies. Environmental and instructional conditions for learning create a learning environment that systemically provides a foundation for achievement by encouraging SEL. The conditions intertwine SEL and academic instruction, using students' natural learning abilities to the fullest extent possible.

When applying these conditions to SEL, it is essential to realize that adaptability includes considering differing abilities, cultures, health, motivations, personalities, ages, senses of safety, and academic relevance. Every brain is wired differently for academic and social-emotional learning, so adaptability is key.

The environmental conditions build upon the premise that a positive emotional environment strengthens learning. Scottish (1996) argues that “our ability to think and to learn effectively is closely linked to our physical and emotional wellbeing,” while Brandt (1998) notes that “motivation to learn is influenced by the individual’s emotional states.” The environment influences learning, and instruction is best delivered within a supportive social-emotional frame. The Instructional conditions focus on making what students learn meaningful and challenging; making the social-emotional content developmentally appropriate; and ensuring that students can learn in their way, have choices and feel in control, can use what they already know as they construct new knowledge, have opportunities for positive social interaction with both peers and adults, receive helpful feedback, acquire and use strategies, and experience an emotionally safe climate (Brandt, 1998).

The instructional conditions focus on making what students learn meaningful and challenging; making the social-emotional content developmentally appropriate; and ensuring that students can learn in their way, have choices and feel in control, can use what they already know as they

construct new knowledge, have opportunities for positive social interaction with both peers and adults, receive helpful feedback, acquire and use strategies, and experience an emotionally safe climate” (Washington Office of Superintendent of Public Instruction, 2022).

#### Advancement Via Individual Determination

All students need to learn how to learn, particularly as they return to our buildings after more than a year of comprehensive distance learning. Note-taking, studying, time management, and organizing assignments are all skills that must be taught and practiced to perfect but are not always explicitly taught in high school. With guided, scaffolded support from AVID, educators can teach students how to master these and other academic behaviors that will help them succeed in school and life. The inclusion of AVID in all 9<sup>th</sup> graders’ experiences will elevate student engagement and increase opportunities for all students, especially for those who are not enrolled in the AVID elective.

AVID impacts an entire school system by transforming instruction, systems, leadership, and culture. AVID’s goal is to ensure all students’ postsecondary readiness and improved academic performance based on increased opportunities. AVID shifts how teachers facilitate learning without layering on a new curriculum. Teachers can add tools from AVID to augment the learning of any subject. AVID helps teachers shift from delivering content to facilitating learning, resulting in an inquiry-based, student-centric classroom. These elements are at the core of our approach to closing the opportunity gap.

#### OR GRADUATION REQUIREMENTS: Personalized Learning

Graduation Requirement: Each student shall develop an education plan and build an education profile (OAR 581-022-2000).

**Education Plan:** A formalized plan and a process that involves student planning, monitoring, and managing their learning and career development during grades 7–12. Students create a plan for pursuing their personal and career interests and post-high school goals connected to activities that will help them achieve their goals and successfully transition to the next steps.

**Education Profile:** Document student progress and achievement toward graduation requirements, goals, and other personal accomplishments identified in the student's education plan.

### Quality Decision-Making

Traditionally students are asked to decide what they want to do in and after high school without ever being taught a process by which they are making quality decisions. Using a quality decision-making process to create their plan and profile, including examining values, inquiry into helpful information, and creating multiple alternative pathways, students will examine their choices in how they engage with the school in a more profound, more purposeful way. Beyond creating a plan for their academic future, students will develop and practice a proven framework to approach future complex decisions in many aspects of one's life.

### Year-End Review – A reflective presentation of learning

Student-led demonstrations of learning ask students to reflect on their growth as a student and community members to deepen their ownership of their education. By giving students the responsibility of presenting the year in review, students are asked to identify strengths and shortcomings they perceive in themselves and discuss how that these have influenced their school experience. By examining their successes and challenges, students can better understand the year's outcomes, set future goals, rethink ineffective habits, and identify a path forward that plays to their strengths.

## UNIT I: COMMUNITY BUILDING & STRATEGIES FOR SUCCESS

WA STATE STANDARD 4 – SOCIAL AWARENESS – Individuals can take the perspective of and empathize with others from diverse backgrounds and cultures.

BENCHMARK 4A – Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities.

BENCHMARK 4B – Demonstrates an awareness and respect for similarities and differences among community, cultural, and social groups.

BENCHMARK 4C – Demonstrates an understanding of the variation within and across cultures.

WA STANDARD 5 – SOCIAL MANAGEMENT – Individuals can make safe and constructive choices about personal behavior and social interactions.

BENCHMARK 5A – Demonstrates a range of communication and social skills to interact effectively with others.

BENCHMARK 5B – Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

BENCHMARK 5C – Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, languages, histories, identities, and skills.

WA STATE STANDARD 6 – SOCIAL ENGAGEMENT – The individual can consider others and show a desire to contribute to the well-being of the school and community.

BENCHMARK 6A – Demonstrates a sense of school and community responsibility.

BENCHMARK 6C – Contributes productively to one’s school, workplace, and community.

## AVID CHARACTER DEVELOPMENT 9-CD

### SELF-AWARENESS

Develop an understanding of personal learning styles.

Complete self-evaluations about conflict resolution, personal behavior, and core values,  
Apply conflict management skills.

Develop awareness of personal strengths/skills and utilize them to better the school and  
community.

## B. GOALS

Calculate grade point average and set academic and personal goals for success, be sure to  
monitor goals at the end of each grading period.

## D. OWNERSHIP OF LEARNING

Access grades online or from teachers regularly.

Analyze grade reports to create a study/action plan for continued academic improvement.

Seek opportunities outside the AVID classroom to ask questions, clarify thinking, and identify  
points of confusion.

Create positive peer connections through independent study groups.

## AVID COLLABORATION 9-COLL

### TYPES OF INTERACTIONS

Develop positive peer interaction skills by establishing group norms. before, and reflective  
discussions following collaborative activities.

Participate in team building lessons to learn about valuing and effectively working with others.

## AVID ORGANIZATION 9-ORG

### Organization and Time Management

Refine organization and neatness of binder through ongoing course support, peer discussion,  
personal reflection, and goal setting.

Utilize a planner/agenda to track class assignments and grades

Utilize a planner/agenda to balance social and academic commitments and color code planner to identify different topics (academic, social, extracurricular, etc.)

Assess time usage and create a time management plan, which will allow for academic, extracurricular, and recreational activities

CASEL Competencies and Sub-Competencies

Social Awareness

Perspective-Taking

Empathy Appreciating Diversity

Respect for Others

9th Grade Humanities

Unit 1 Outcomes

The students will be able to:

Identify personal and group values, behaviors, and practices that create a positive learning environment. WA 2.2A; WA 4.4A, 4B, 4C; WA 5.5A, 5B, 5C; WA 6.6A, 6B, 6C; AVID 9-CD A4, A5

Identify how one's perspective affects interactions with others, especially those who are from different cultures and live with different experiences. WA 4.4A, 4B, 4C; WA 5.5A, 5C.

Reflect on and summarize their personal definitions of "respect," "safety," and "belonging." AVID 9-COLL A1, A2.

Reflect on and self-monitor their behaviors through the lens of the class agreement. AVID 9-COLL A1, A2.

Evaluate strategies for working together, underscore how advocacy for the rights of others contributes to the common good, and recognize how bias can affect group dynamics. WA 6.6A, 6B, 6C.

Use strategies based on cooperation and respect to resist the social pressures that may result in marginalization and bias within my school and community. WA 4.4A, 4B; WA 6.6A, 6C.

Organize school-related activities and tasks using a planner. AVID 9- ORG A2, A3

Identify school and community resources using the Official Guide to 9th Grade. WA 1C.

Explain how high school academic success results are measured and recorded. AVID 9-CD D1;

Summarize the process components of academic success in high school. AVID 9-CD D1, D2, D3, D4

## UNIT II: SELF-AWARENESS, IDENTITY, SELF-MANAGEMENT

WA STATE Standard 1 – Self-Awareness – Individuals can identify their emotions, personal assets, areas from growth, and potential external resources and supports.

BENCHMARK 1A – Demonstrate awareness and understanding of one’s own emotions and emotion’s influence on behavior.

BENCHMARK 1B – Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.

BENCHMARK 1C – Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports.

WA STATE STANDARD 2 – SELF-MANAGEMENT – Individuals can regulate emotions, thoughts, and behaviors.

BENCHMARK 2A – Demonstrates the skills to manage one’s emotions, thoughts, impulses, and stress constructively.



BENCHMARK 2B – Demonstrates responsible decision-making and problem-solving skills.

WA STATE STANDARD 3 – SELF-EFFICACY – Individuals can motivate themselves, persevere, and see themselves as capable.

BENCHMARK 3A – Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.

BENCHMARK 3B – Demonstrates problem-solving skills to engage responsibly in various situations.

BENCHMARK 3C – Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.

WA STATE STANDARD 5 – SOCIAL MANAGEMENT – Individuals can make safe and constructive choices about personal behavior and social interactions.

BENCHMARK 5A – Demonstrates a range of communication and social skills to interact effectively with others.

BENCHMARK 5B – Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

BENCHMARK 5C – Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, languages, histories, identities, and abilities.

AVID ORGANIZATION 9-ORG

ORGANIZATION AND TIME MANAGEMENT

Refine the organization and neatness of the binder through ongoing course support, peer discussion, personal reflection, and goal setting.

Utilize a planner/agenda to track class assignments and grades

Utilize a planner/agenda to balance social and academic commitments.

Begin developing a high school portfolio of personal academic work, accomplishments, awards, and extracurricular involvement to show evidence of growth and use for college and scholarship applications.

CASEL Competencies and Sub-Competencies:

Self-Awareness

Identifying Emotions

Accurate Self-Perception

Recognizing Strengths

Self-Confidence

Self-Efficacy

Self-Management

Impulse Control

Stress Management

Self-Discipline

Self-Motivation

Goal Setting

Organizational Skills

9<sup>th</sup> Grade Humanities

Unit 2 Outcomes

The students will be able to:

Identify many elements of their intersectional identity. WA 1.1B

Recognize their personal physiological stress responses and identify three self-regulation techniques that they would use. WA 2.2.A, 2.B; WA 3.3.B,3.C.

Assess their strengths and challenges in self-awareness and self-management through the lens of CASEL sub-proficiencies. WA 1.1A, 1B, 1C; WA 2.2A; AVID 9-CD A4.

Compare and contrast personal value sets relevant to context (frame). WA 1.1.C

Create and use a system of organization for their school materials. AVID 9-ORG A1, A2, A3, A4.

Access their Naviance account. AVID 9-ORG A5. OGR- PL Plan and Profile.

### UNIT III: RELATIONSHIP SKILLS – SOCIAL AWARENESS, COMMUNICATION, CONFLICT RESOLUTION

WA STATE STANDARD 4 – SOCIAL AWARENESS – Individuals can take the perspective of and empathize with others from diverse backgrounds and cultures.

BENCHMARK 4A – Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities.

BENCHMARK 4B – Demonstrates an awareness and respect for similarities and differences among community, cultural, and social groups.

BENCHMARK 4C – Demonstrates an understanding of the variation within and across cultures.

WA STATE STANDARD 5 – SOCIAL MANAGEMENT – Individuals can make safe and constructive choices about personal behavior and social interactions.

BENCHMARK 5A – Demonstrates a range of communication and social skills to interact effectively with others.

BENCHMARK 5B – Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

BENCHMARK 5C – Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, languages, histories, identities, and abilities.

WA STATE STANDARD 6 – SOCIAL ENGAGEMENT – The individual can consider others and show a desire to contribute to the well-being of the school and community.

BENCHMARK 6A – Demonstrates a sense of school and community responsibility.

BENCHMARK 6B – Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.

BENCHMARK 6C – Contributes productively to one’s school, workplace, and community.

#### AVID CHARACTER DEVELOPMENT 9-CD

##### D. OWNERSHIP OF LEARNING

Seek opportunities outside of the AVID classroom to ask questions, clarify thinking and identify points of confusion.

Create positive peer connections through independent study groups.

#### COLLABORATION 9-COLL

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, justify one’s views and understanding and make new connections in light of the evidence and reasoning presented.

#### CASEL Competencies and Sub-Competencies

Social Awareness

Perspective-Taking

Empathy Appreciating Diversity

Respect for Others

Relationship Skills

Communication

Social Engagement

## Relationship Skills

### Teamwork

#### 9th Grade Humanities

#### Unit 3 Outcomes

The students will be able to:

Apply strategies for setting and keeping healthy boundaries in relationships with peers and adults. WA 4.4A, 4B, 4C; WA 5.5C; WA 6.6A

I can establish and maintain relationships with people whose backgrounds and identities vary from my own while recognizing the impact of privilege and oppression. WA 4.4A, 4B, 4C; WA 5.5C

I can reflect on and adjust my communication style with others, practice cultural humility, and constructively respond to feedback about improving my communication with them. WA 4.4A, 4B, 4C; WA 5.5A

Identify the values and characteristics of non-violent communication and apply them in their contact with others. WA 5.5B

Distinguish between passive, aggressive, passive-aggressive, and assertive communication styles as they apply to real-world situations. WA 5.5B

Integrate “I statements” appropriately into their interpersonal communication when expressing personal values, perspectives, feelings, needs, etc. WA 5.5B

Apply conflict-resolution skills to de-escalate, defuse, and resolve conflicts and differences. WA 5.5B

Recall the five levels of Maslow’s Hierarchy of Needs. WA 5.5B

Analyze how and why an emotion can trigger behaviors in different contexts. WA 2.2A

Describe a conflict (either personal or otherwise) objectively and apply Maslow's Hierarchy to interpret the unmet needs of the parties involved. WA 5.5B

Evaluate personal contributions to group effectiveness and adjust one's behavior accordingly.

WA 3.3B; AVID 9-COLL D3

Evaluate strategies for working together, underscore how advocacy for the rights of others contributes to the common good, and recognize how bias can affect group dynamics. WA 6.6B

Integrate communication skills in various situations, including Collaborative Study Groups and Socratic Circles. WA 5.5A; AVID 9-CD D5, D6.

Use cooperative strategies for collaborating with peers, adults, and others in the community (e.g., acknowledge opinions, compromise, contribute, encourage, listen, and reach a consensus) to move group efforts forward with an awareness of the needs of everyone. WA 5.5A; 9-COLL D3.

#### UNIT IV: QUALITY DECISION-MAKING

#### OR GRADUATION REQUIREMENTS: Personalized Learning

##### Required Elements

Describe person, academic, and career interests.

Describe personal, academic, and career goals (short-term and long-term).

Plan courses and learning experiences that support the student's interests and goals, including opportunities for meeting academic standards, essential skills, technical knowledge and skills, extended application, and participation in career-related experiences.

WA STATE STANDARD 2 – SELF-MANAGEMENT – Individuals can regulate emotions, thoughts, and behaviors.

BENCHMARK 2B – Demonstrates responsible decision-making and problem-solving skills.

WA STATE STANDARD 3 – SELF-EFFICACY – Individuals can motivate themselves, persevere, and see themselves as capable.

BENCHMARK 3A – Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.

BENCHMARK 3B – Demonstrates problem-solving skills to engage responsibly in various situations.

BENCHMARK 3C – Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.

#### AVID COLLEGE AND CAREER READINESS 9-CP

##### C. COLLEGE AND CAREER KNOWLEDGE

3. Research a career of interest based on career values.
4. Participate in career awareness tests and activities to help build awareness of personal strengths.

#### AVID CHARACTER DEVELOPMENT 9-CD

##### B. GOALS

Examine academic strengths and weaknesses that will aid in course selection patterns.

Create short-, mid-, and long-term goals that support academic and personal growth.

Review and revise personal and academic goals during key times throughout the year.

Discuss goals in an oral presentation, using organized information that integrates appropriate media.

#### COLLEGE AND CAREER READINESS 9-CP

##### C. COLLEGE AND CAREER KNOWLEDGE

3. Research a career of interest based on career values.

4. Participate in career awareness tests and activities to help build awareness of personal strengths.

#### CASEL Competencies and Sub-Competencies

##### Responsible Decision-Making

##### Identifying Problems

##### Analyzing Situations

##### Solving Problems

##### Evaluating

##### Reflecting

##### Ethical Responsibility

##### Unit Outcomes

The students will be able to:

Analyze a decision of personal consequence using the decision chain. CASEL RDM; WA 2.2B

Evaluate alternative forecasting pathways for high school completion. AVID 9-CP C3, C4.

Generate high-quality, creative alternatives. CASEL RDM; WA 2.2B

Demonstrate a clear understanding of personal strengths and assets to support achieving personal goals and aspirations. WA 1.1B; AVID 9-CP C4

Prioritize their values and goals to generate a first draft of their plan and profile. AVID 9-CD C2, C3

Justify their 10<sup>th</sup>-grade course forecasting choices through their plan and profile. AVID 9-CD B4, B5

Create short-term, mid-range, and long-term goals using the SMART goal construct. AVID 9-CD C2, C3



## UNIT V. YEAR-END REVIEW

A reflective presentation of learning

### OR GRADUATION REQUIREMENTS: Personalized Learning

1. Documentation of personal progress and achievement toward

Academic Standards

Credit Requirements

2. Reflection on the current status of personal, educational, and career goals.

WA STATE STANDARD 3 – SELF-EFFICACY – Individuals can motivate themselves, persevere, and see themselves as capable.

BENCHMARK 3A – Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.

WA STATE STANDARD 6 – SOCIAL ENGAGEMENT – The individual can consider others and show a desire to contribute to the well-being of the school and community.

BENCHMARK 6A – Demonstrates a sense of school and community responsibility.

BENCHMARK 6B – Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.

BENCHMARK 6C – Contributes productively to one's school, workplace, and community.

### AVID CHARACTER DEVELOPMENT 9-CD

#### SELF-AWARENESS

Develop an understanding of personal learning styles.

Complete self-evaluations about conflict resolution, personal behavior, and core values

Apply conflict management skills...

Develop awareness of personal strengths/skills and utilize them to better the school and community.

## AVID CHARACTER DEVELOPMENT 9-CD

### B. GOALS

Review and revise personal and academic goals during key times throughout the year.

Discuss goals in an oral presentation, using organized information that integrates appropriate media in the presentation.

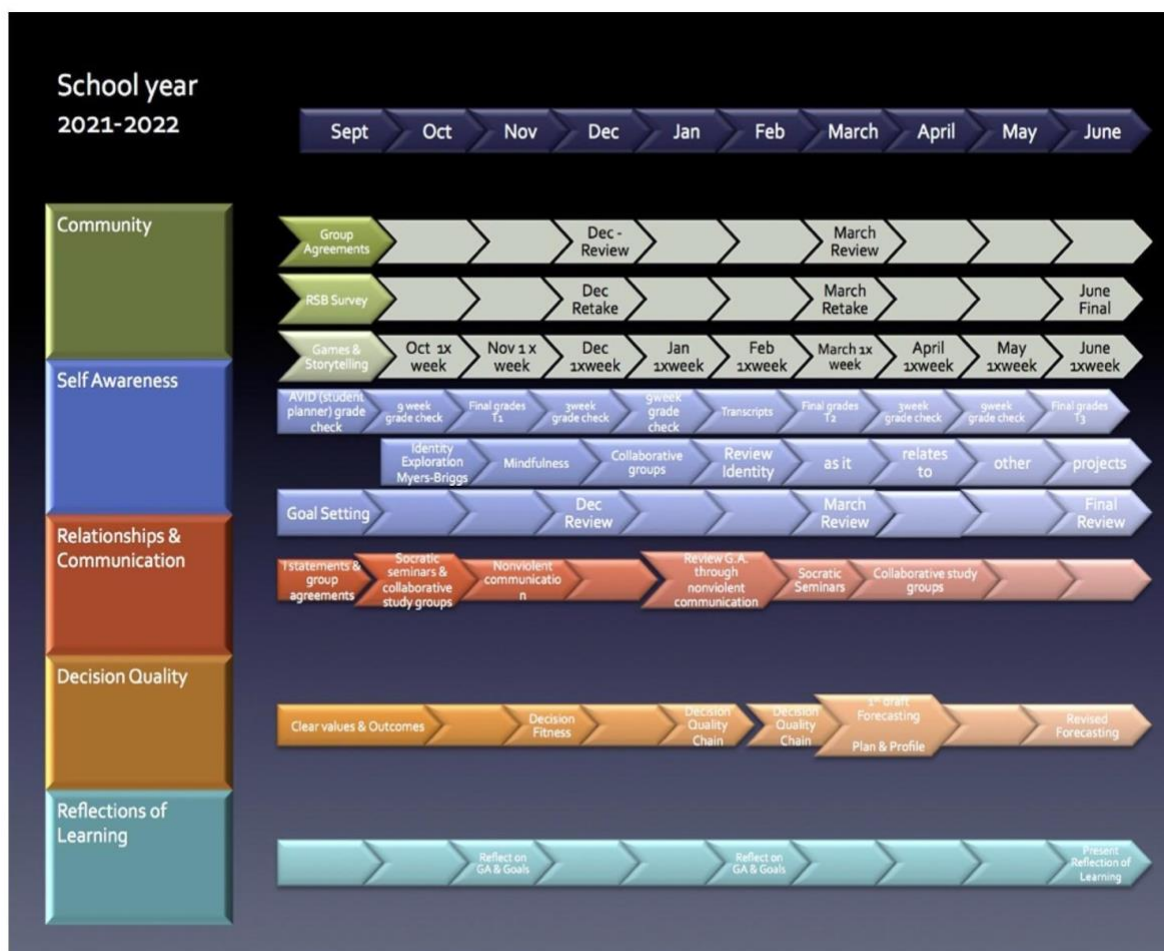
### Unit Outcomes

The students will be able to:

Create and deliver a presentation that includes the following:

- A reflection of learning through the year. AVID 9-CD B5; AVID 9-CD B6, B7.
- Description of their goals and plan for their high school education. OGR- PL Plan and Profile;
- Explanation of how their Plan and Profile support their educational, vocational, and personal goals. OGR- PL Plan and Profile; WA 6.6B
- Reflection on progress toward achieving goals OGR- PL Plan and Profile. WA 1.1B; WA 3.3A
- Demonstrate the ability to make revisions to address growth and build on strengths. OGR- PL Plan and Profile; WA 3.3A
- Reflection on what they have learned about themselves as a learner (what knowledge, skills, and processes help them to be successful students and how they will use that knowledge in high school and beyond) OGR- PL Plan and Profile; WA 1.1A, 1B; WA 3.3A, 3C; WA 3.3A
- Reflection on what they have learned about themselves as a contributing member of their educational communities. WA 3.3C; WA 6.6A, 6C.

APPENDIX D  
CURRICULA TIMELINE



APPENDIX E1

STUDENT SELF-REPORT MESH SURVEY

This survey asks about your behavior, experiences, and attitudes related to school. We look forward to using your feedback to try to make schools better.

Some of the survey questions will ask you about specific periods of time (such as the past 30 days). Please pay careful attention to these time periods and classes when you respond.

Thank you for taking this survey!

### Self-Management

First, we'd like to learn more about your behavior, experiences, and attitudes related to school.

Please answer how often you did the following during the past 30 days. During the past 30 days...

1. I came to class prepared.
2. I remembered and followed directions.
3. I got my work done right away instead of waiting until the last minute.
4. I paid attention even when there were distractions.
5. I worked independently and with focus.
6. I stayed calm even when others bothered or criticized me.
7. I allowed others to speak without interruption.
8. I was polite to adults and peers.
9. I kept my temper in check.

(Almost Never, Once in a While, Sometimes, Often, Almost All the Time)

### Growth Mindset

In this section, please think about your learning in general.

Please indicate how true each of the following statements is for you:

10. My intelligence is something that I can't change very much.

- 11. Challenging myself won't make me any smarter.
- 12. There are some things I am not capable of learning.
- 13. If I am not naturally smart in a subject, I will never do well in it.

(Not At All True, A Little True, Somewhat True, Mostly True, Completely True)

#### Self-Efficacy

How confident are you about the following at school?

- 14. I can earn an A in my classes.
- 15. I can do well on all my tests even when they're difficult.
- 16. I can master the hardest topics in my classes.
- 17. I can meet all the learning goals my teachers set.

(Not At All Confident, A Little Confident, Somewhat Confident, Mostly Confident, Completely Confident)

#### Social Awareness

In this section, please help us better understand your thoughts and actions when you are with other people.

Please answer how often you did the following during the past 30 days. During the past 30 days...

- 18. How carefully did you listen to other people's points of view?

(Not Carefully At All, Slightly Carefully, Somewhat Carefully, Quite Carefully, Extremely Carefully)

- 19. How much did you care about other people's feelings?

(Did Not Care At All, Cared A Little Bit, Cared Somewhat, Cared Quite A Bit, Cared A Tremendous Amount)

20. How often did you compliment others' accomplishments?

(Almost Never, Once in a While, Sometimes, Often, Almost All the Time)

21. How well did you get along with students who are different from you?

(Did Not Get Along At All, Got Along A Little Bit, Got Along Somewhat, Got Along Pretty Well, Got Along Extremely Well)

22. How clearly were you able to describe your feelings?

(Not At All Clearly, Slightly Clearly, Somewhat Clearly, Quite Clearly, Extremely Clearly)

23. When others disagreed with you, how respectful were you of their views?

(Not At All Respectful, Slightly Respectful, Somewhat Respectful, Quite Respectful, Extremely Respectful)

24. To what extent were you able to stand up for yourself without putting others down?

(Not At All, A Little Bit, Somewhat, Quite A Bit, A Tremendous Amount)

25. To what extent were you able to disagree with others without starting an argument?

(Not At All, A Little Bit, Somewhat, Quite A Bit, A Tremendous Amount)

Demographic Questions

Finally, we'd like some background information about you.

Name

(Student Pseudonym)

Teacher Name

(Last)

Class Period

(1, 2, 3, 4, 5)



Please identify your gender.

☐ Female

☐ Male

☐ Non-Binary

☐ Gender Fluid

☐ Transgender

☐ Transgender: Female

☐ Transgender: Male

☐ I'd rather not say

What grade are you in?

☐ 9th grade

☐ 10th grade

☐ 11th grade

☐ 12th grade

What is your race or ethnicity? (Please pick only one answer.)

☐ Indigenous American or Alaska Native

☐ Asian

☐ Black or African American

☐ Hispanic or Latinx

☐ Middle Eastern

☐ Native Hawaiian or other Pacific Islander

☐ White

☐ Two or more races/ethnicities

☐ I'd rather not say

Do you receive support from:

☐ Individualized Education Plan (IEP)

☐ 504

☐ English-Language Development (ELD)

☐ None

## APPENDIX E2

## STUDENT SELF-REPORT MESH SURVEY (SPANISH)

Student Self-Report Survey on MESH Competencies (Final)

PreguntasRespuestasAjustes

Puntos totales: 125

## Encuesta de autoinforme del estudiante sobre competencias MESH

Esta encuesta pregunta sobre su comportamiento, experiencias y actitudes relacionadas con la escuela. Esperamos usar sus comentarios para tratar de mejorar la escuela.

Algunas de las preguntas de la encuesta le preguntarán sobre períodos de tiempo específicos (como los últimos 30 días). Preste mucha atención a estos períodos de tiempo y clases cuando responda.

¡Gracias por participar en esta encuesta!

Sección 2 de 6

Autogestión Primero, nos gustaría saber más sobre su comportamiento, experiencias y actitudes relacionadas con la escuela.

Responda con qué frecuencia hizo lo siguiente durante los últimos 30 días. Durante los últimos 30 días... (Casi nunca, De vez en cuando, A veces, A menudo, Casi todo el tiempo)

1. Llegué a clase preparado. \*

12345

Casi nunca☐ ☐ ☐ ☐ ☐

Casi todo el tiempo

## APPENDIX E3

## STUDENT SELF-REPORT MESH SURVEY PAPER COPY (SPANISH)

## Student Self-Report Survey on MESH Competencies Spanish Language (Final)

Preguntas Respuestas Ajustes

Puntos totales: 125

Sección 1 de 6

## Encuesta de autoinforme del estudiante sobre competencias MESH

Esta encuesta pregunta sobre su comportamiento, experiencias y actitudes relacionadas con la escuela. Esperamos usar sus comentarios para tratar de mejorar la escuela.

Algunas de las preguntas de la encuesta le preguntarán sobre períodos de tiempo específicos (como los últimos 30 días). Preste mucha atención a estos períodos de tiempo y clases cuando responda.

¡Gracias por participar en esta encuesta!

Después de la sección 1 Continuar a la siguiente sección

Sección 2 de 6

Autogestión Primero, nos gustaría saber más sobre su comportamiento, experiencias y actitudes relacionadas con la escuela.

Responda con qué frecuencia hizo lo siguiente durante los últimos 30 días. Durante los últimos 30 días... (Casi nunca, De vez en cuando, A veces, A menudo, Casi todo el tiempo)

1. Llegué a clase preparado. \*

	1	2	3	4	5	
Casi nunca	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Casi todo el tiempo

## APPENDIX F

## EXAMPLE OF HUMANITIES UNIT CALENDAR

## Unit 2: Latin America, 2022

**Meet: T 10/4 (IB's room) Discuss: Unit EQs + Final Test, Week 6 (B)**

**Meet T 10/11 IM's room: EQs in the EQ form, Week 7 lessons**

**Meet T 10/18 IL's room: preview Week 8 lessons, analog discussion of Oceania, district info check in (J's email mon)/books**

**Meet T 10/25 IM's: Poster, Mexico lessons, Friday (/Haiti review)**

**Meet T 11/1 IL's: Central America lessons, quiz/final prep/ideas?, Oceania check in...if time**

**Meet T 11/8 IBs': Oceania - populate calendar and come having looked at possible scope**

**Meet Thursday (PD) 11/10: IM's room: Noon-1pm: L.A. Unit Test, Unit 4 Brainstorm**

**Meet 11/15: IL's room 745: LA Finals, Naviance stuff**

**Meet 11/22 IB's room: look at Week 13/Naviance, look at Genocide, Revisit Unit 4 Ideas**

Week	Mon	Tue	Wed	Thu	Fri
6	<p>10/10 2.01 "IB"</p> <p>EQs: Compare Indigenous maps with Non-Indigenous maps of the region.</p> <p>EQ: What are the important regions, landforms, and waterways in Latin America?</p> <p><a href="#">Slide Show (IB)</a>  <a href="#">Guided Notes (IB)</a>  <a href="#">Map 1 Mexico (IB)</a>  <a href="#">Map 2 SA (IB)</a>  <a href="#">Slides (IL)</a>  <a href="#">Wkst (IL)</a></p>	<p>10/11 2.02 "IB"</p> <p>EQ: How do Indigenous and non-indigenous views on land ownership differ?</p> <p><a href="#">Nearpod (IB)</a>  <a href="#">Sources and Questions (IB)</a>  <a href="#">Nearpod (IL)</a>  <a href="#">Wkst (IL)</a></p> <p><a href="#">Unit 2 Vocab list (IL)</a></p> <p><a href="#">Vocab warmup manipulatives (IM)</a></p>	<p>10/12 PSAT/Testing Day</p> <p>48 minute classes... HUM activities this day?</p> <p>"IL" will prep questions for panelists and have parlor games day</p> <p>IM: community circles</p> <p>IB: Study Hall</p>	<p>10/13 H.09</p> <p>HUM EQ: What is high school success? What can I learn from my (slightly) elders?</p> <p>AVID/Leadership visits  <a href="#">AVID/Leadership student panels doc</a></p>	<p>10/14 No School</p> <p>Progress Reports/PD</p> <p>8-11 DEF PD 8-11 SS Curric. PD</p> <p><a href="#">Talent ED goals sheet</a></p>



7	<p>10/17 2.03 "IB"</p> <p>EQ: Research Indigenous Empires and their descendants in what is now Latin America</p> <p><a href="#">Slide Show: How to Research (IB)</a> <a href="#">Research Notes and Comparision (IB)</a></p> <p>Indigenous Empires &amp; Descendants Packet (IB)</p> <p><a href="#">Slides for Monday (IM)</a> <a href="#">Research Notes etc Packet (IM)</a></p> <p>Pre-Colonial Latin America</p>	<p>10/18 2.04 "IB"</p> <p>EQ#11.5: Compare and contrast indigenous cultures of what is now Latin America (Mexico, Central America, and South America)</p> <p>Pre-Colonial Latin America</p> <p>See Links on Previous Day</p>	<p>10/19 2.05 "IM"</p> <p><b>Advisory</b></p> <p>EQ: What happened when the Spanish reached Hispaniola? What were the impacts of First Contact between Europe and the Americas?</p> <p>WFT's –include indigenous belief systems as well as resources/culture???</p> <p><a href="#">Two-Day Packet (IM)</a></p> <p><a href="#">Slides (IM)</a></p>	<p>10/20 2.06 "IM"</p> <p>EQ: What was the triangle trade? What were its effects in the Western Hemisphere?</p> <p>Contact and Columbian Exchange</p> <p>C-Notes:</p> <p>Columbian Exchange Faith Traditions Triangle Trade</p> <p><a href="#">Slides (IM)</a></p> <p>Vocab quiz in Canvas</p>	<p>10/21 H.10</p> <p><b>Assembly</b></p> <p>Organization check#3</p> <p>Grade Check/Goal settings</p> <p><a href="#">Grade check sheet (IM)</a></p>
8	<p>10/24 2.07 "IL"</p> <p><a href="#">Week At A Glance (B)</a></p> <p>EQ: Describe causes and consequences of Spanish colonization in the Americas.</p> <p><i>(Monday is</i></p>	<p>10/25 2.08 "IL"</p> <p>EQ. How did the Encomienda System impact social classes in Latin America?</p> <p>Slides (see 2.07)(IL) Packet (see 2.07)</p> <p>Reading part of packet: I will</p>	<p>10/26 2.09 "IM"</p> <p>EQ: What caused the Mexican Revolution? What were the goals of the Revolution?</p> <p><a href="#">Review activity for start of</a></p>	<p>10/27 2.10 "IM"</p> <p>EQ: How did Mexican artists express the ideals of the Mexican Revolution?</p> <p>Finish packet work</p>	<p>10/28 H.11 "IL"</p> <p>Grief &amp; Trauma as part of honoring Dias de los muertos</p> <p><a href="#">Slides (IL)</a> <a href="#">Rdq &amp; wkst (IL)</a> &amp; I have hard</p>

	<p><i>spacious)</i></p> <p><a href="#">Slides 2.07.8.9</a> (L) <a href="#">Packet for 2.07.8.9</a> (IL)</p> <p>I will use reading questions as the turn in/<b>separate</b> page Tuesday</p>	<p>have kids start by reading aloud and annotating... then give time for them to read. ½ way through class, I'll give them the reading questions as the turn in And start posters if time allows</p>	<p><a href="#">class</a> (IM)</p> <p><b>Why Revolt? (fever model) (10 min)</b></p> <p><b>Art piece intro (10 min)</b></p> <p><a href="#">Slides</a> <a href="#">Packet</a> packet work</p> <p>EQ: Evaluate the consequences of Spanish Colonization?</p> <p>Slides (see 2.07) (IL) <a href="#">Exit Ticket</a> Group poster/gallery walk on the 3 G's impacts &amp; write reflection exit ticket</p>	<p>Intro Art</p> <p><a href="#">Timeline activity cards</a> (IM)</p> <p><a href="#">Art Slides</a></p>	<p>copies of Dia de los Muertos coloring the kids will do while they listen to Martin Prechtel for 10 minutes</p>
9	<p>10/31 2.11 "IM"</p> <p><b>Fall Festival (53 minute classes)</b></p> <p>Finish Mex Revolution</p>	<p>11/1 2.12 "IM"</p> <p>EQ: Why did the people of Haiti revolt? What were the results of the Haitian Revolution?</p> <p>Latin American Independence/Liberation</p> <p>Haiti Revolution</p> <p><a href="#">Packet</a> (IM) <a href="#">Slides</a> (IM)</p>	<p>11/2 2.13 "IM"</p> <p>EQ: What different perspectives on revolution existed in 1801?</p> <p><b>"IM" had sub, stretched Haiti out. HUM day for IL &amp; IB?</b></p> <p>Latin American Independence/Liberation</p> <p><a href="#">Perspectives for Day 2</a></p> <p>Haiti Revolution</p> <p><i>Comparison to DR (comes later)</i></p>	<p>11/3 2.14</p> <p><b>Haiti, conclusion</b></p> <p>Slush day... "IL" will work on review of materials and/or mini-quiz for kids</p> <p>"IB" - will finish perspectives.</p>	<p>11/4 H.12</p> <p><b>Pomodoro #2</b></p> <p><b>Careers Month??? '10 Weirdest Jobs"</b></p>

			<i>with Climate lesson)</i>  <a href="#">Reparations to Enslavers</a>		
10	11/7 2.15 “IL”  Central America  <a href="#">Week At A Glance (B)</a>  EQ:What led to the rise of dictatorships and political instability in Central America?  EQ: What is the legacy of American banana corporations in Latin America?  <a href="#">Slides</a> (IL) or my <a href="#">Nearpod</a> (IL) Reading: <a href="#">bananas</a>	11/8 2.16 “IL”  Central America  EQ. How did political and economic policy in Central America lead to modern migration crisis? EQ: How did American imperialism impact modern Central American countries?  <a href="#">“Harvest of Empire”</a> clips re:migration today caused by neo-colonialism  <a href="#">Worksheet</a> (w/ timestamps)	11/9 2.17 “IL”  Central America  EQ: How does colonialism and neo-colonialism relate to current issues of migration?  EQ: Identify and define the Push and Pull Factors of immigration in Latin America.  <a href="#">Slides</a> (IL) <a href="#">Vignettes packet</a> <a href="#">Reflection sheet</a>  In Lak’ech/butterflies ?	11/10 No School PD  Meeting: 12-1 <ul style="list-style-type: none"> <li>Review Test</li> <li>Brainstorm &amp; Map out Unit 4</li> <li>Monday Survey for non-ELA kids</li> </ul>	11/11 No School Veterans Day
11	11/14 2.18 “IB”  EQ: How can honoring Indigenous People and ecology in Latin	11/15 2.19 “IB”  EQ: How can honoring Indigenous People and ecology in Latin America help	11/16 2.20 “IM”  <i>Advisory?</i> (extra day)  Read and	11/17 2.21  Unit Test?  <a href="#">Question Bank</a> <a href="#">Word Bank</a>  Map	11/18 H.13  End Unit II  Pomodoro #3 Organization Check#5

	<p><b>America help solve climate crises?</b></p> <p><a href="#"><u>Week At A Glance (IB)</u></a> Present Day - Indigenous Climate Justice</p> <p><a href="#"><u>I am Amazon</u></a> and cultural values <a href="#"><u>I am Amazon Packet (IB)</u></a> Day 1 - Virtual Field Trips <a href="#"><u>Slide Show (IB)</u></a></p> <p><a href="#"><u>Link to slides re: 4J survey (IM)</u></a></p> <p><b>Abbreviated migration stories and assignment (IM)</b></p> <p><i>(J is sick and I had to plan as if I'm going to have a sub)</i></p> <p><i>I will be doing the Migrations Stories/Assignment on Monday. Slide Show is purely I am Amazon Instructions - IB</i></p>	<p><b>solve climate crises?</b></p> <p>Present Day - Indigenous Climate Justice</p> <p><a href="#"><u>I am Amazon Packet (IB)</u></a> Day 1 - Mini Posters (Template to Come) <a href="#"><u>Costas Question Stems</u></a></p> <p><b>Newsela article:</b> <a href="#"><u>Zitkála-Šá: Advocate for the Rights of Native People</u></a></p> <p>Ties to Mapuche land back/sovereignty mvmt</p> <p><a href="#"><u>Test Review (Essential Questions)</u></a> (IM)</p>	<p><b>Respond packet:</b> <a href="#"><u>Climate Change in Haiti (IM)</u></a></p> <p><a href="#"><u>Haiti slides</u></a> (IM in progress)</p> <p><a href="#"><u>Unit 2 summary slideshow</u></a> (IM)</p> <p><a href="#"><u>Unit 2 selected Vocab review slides</u></a> (IM)</p>	<p><b>Vocab MC Questions Short Questions</b></p> <p><b>Open Note 30ish points</b></p> <p><a href="#"><u>Study Guide (IB)</u></a> <a href="#"><u>Study Guide (IM)</u></a></p> <p><a href="#"><u>FINAL TEST (B)</u></a> <a href="#"><u>Final test (IL)</u></a> in progress <a href="#"><u>Unit Test (IM)</u></a></p>	
--	---	--	--	--	--

	Sept #	Current #
"IM" 2	22	
"IM" 3	22	
"IM" 4	21	
"IB" 2	20	
"IB" 3	24	
"IB" 4	22	
"IB" 5	24	
"IL" 3	24	24
"IL" 4	22	20
Totals		

IV: North Africa & West Asia (Middle East)  
V: Africa (Nigeria case study?)  
VI: South Asia (India focus)  
VII: China  
VIII: Japan (and Korea)

### Global Studies Units

I: Intro to Geography/Humanities

II: Latin America

III: Oceania

#### Equity Pedagogy/CHS Equity Lens

1. Who is affected by this decision?
2. How are underserved groups affected by this decision?
3. How does this decision reduce or increase disparities?
4. What are the possible root causes of these disparities?
5. Which perspectives should be considered when making this decision?

#### IX: Outro to Geography/Humanities

##### Regional Unit Approach:

Themes in each unit include:

Physical Geography... maps/indigenous maps to modern  
Indigenous (modern) and/ ancient cultures (history)  
Faith traditions/philosophies  
Colonization / Liberation  
Modern era issues/Current Events  
Environmental/climate justice

Humanities Themes: [CHS Review doc for 2021-22](#) [District Doc](#)

Theme 1: Community Building and skills for success

Theme 2: SELF-AWARENESS, IDENTITY, SELF-MANAGEMENT

Theme 3: RELATIONSHIP SKILLS

Theme 4: QUALITY DECISION-MAKING

Theme 5: TRIMESTER & YEAR-END REVIEW: *A reflective presentation of learning*

**\*\*Learning standards (student language) for five themes**

UDL - [strategies and structures doc](#)

PLC Pedagogy:

1. What do we want students to know? (skills & content)
2. How will students know that they have learned it?
3. What checks/systems do we have in place if they have not learned it?
4. We reflect and let that inform future planning

APPENDIX G

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Number of figures/tables	1
Number of year(s)	2
Number of students	1
Home page URL	<a href="https://alliance-georgefox.primo.exlibrisgroup.com/discovery/jsearch?vid=01ALLIANCE_GFOX:GFOX">https://alliance-georgefox.primo.exlibrisgroup.com/discovery/jsearch?vid=01ALLIANCE_GFOX:GFOX</a>
Client / Sponsor	George Fox University
Expected posting date	Apr 2023
Portions	Figure 1. Mathematics and reading forecasts based on typical growth, partial and full absenteeism, and summer loss estimates.  Mr. Lancelot Falcon 1430 Willamette St #9

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