



# State of the Schools Report: Social and Emotional Learning (SEL) during COVID-19



**Frameworks of Tampa Bay, Inc.**

December 2020

## OVERVIEW

In many respects, 2020 has been an unprecedented year. While we as adults all have been affected in some way by the COVID-19 pandemic and by social unrest, perhaps even more affected have been those who do not always have the language to express it—our children.

As a nonprofit organization that empowers educators, youth services professionals, and parents and guardians with training, coaching, and research-based resources to equip students of all ages with social and emotional skills, Frameworks of Tampa Bay is uniquely poised to offer insights into how the present times have impacted students.

By gathering data at the student level, classroom level, school level, and in some cases district level, Frameworks is able to see patterns across its 90 partner schools (public, private, and charter) and its growing list of partnering youth-serving organizations.

This report offers highlights from Frameworks' data collected thus far in the 2020-2021 school year, as well as implications and suggestions for best practices in social and emotional learning (SEL) as communities look ahead to 2021.





## SOCIAL AND EMOTIONAL LEARNING (SEL)

---

### BUILDING TOOLS FOR SUCCESS

Social and emotional learning is defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as follows:

“Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.”

- Collaborative for Academic, Social, and Emotional Learning (CASEL)

The five core competencies of SEL are outlined on the following page and should be reinforced at the classroom level, in schools, with families and caregivers, and in the broader community, as noted on the grey bands in the image.

It is to follow research-based best practices while honoring every voice that Frameworks of Tampa Bay works with multiple stakeholder groups, empowering educators, youth services professionals, and parents and guardians with training, coaching, and research-based resources.



## CORE COMPETENCIES OF SEL

**Self-Awareness:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

**Self-Management:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

**Social Awareness:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

**Relationship Skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

**Responsible Decision-Making:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.



Source: Collaborative for Academic, Social, and Emotional Learning (CASEL)

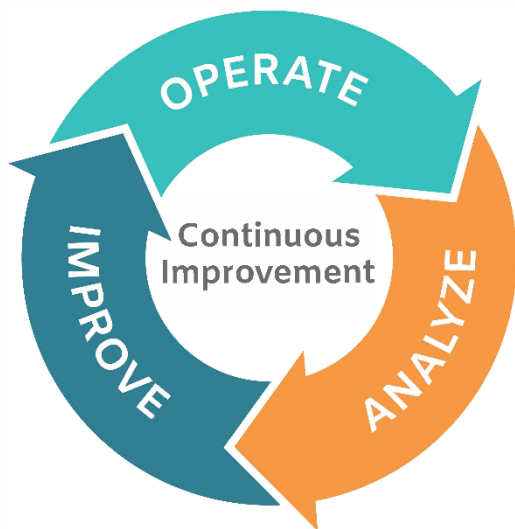
## THE PROCESS

### DATA COLLECTION

Frameworks of Tampa Bay is committed to ongoing data collection and program evaluation, using both qualitative and quantitative data to inform programming decisions. Our goal is to serve children, and that means helping schools and organizations achieve, measure, and share their success.

Every partnering school or organization engages in rigorous data collection to inform decision-making. Frameworks collaborates with each partner to design a robust program evaluation approach, combining causal data, such as teacher and student reports on social and emotional growth, along with correlational data points that can signify an overall improvement in climate and culture, such as attendance records, suspension data, and academic achievement scores. Our measurement approach also includes qualitative data, such as interviews with students, teachers, parents/guardians, administrators, and the broader community.

By sharing highlights from partner schools' data at the start of the 2020-2021 school year, Frameworks hopes to contribute to the broader field and to further a collective understanding of how best to support our students, families, and school communities moving forward.



After collecting data, Frameworks engages with partners in a cycle of continuous improvement in order to build off of strengths while also targeting areas for growth.

In addition to collaborating with school leaders, Frameworks coaches work with individual teachers and groups of teachers to identify positive trends from their data, as well as to set meaningful goals and create a plan for meeting those goals with ongoing support.

“Once you have that sense of culture and family in your classroom, it makes everything run so much smoother.”  
– Partnering Teacher

---





## STUDENT DATA HIGHLIGHTS

---

### STUDENT STRENGTHS

At Frameworks’ “SElect School” partners, where educators commit to ongoing professional development and coaching, each participating teacher assesses the social and emotional strengths of each student in his/her class at the beginning, middle, and end of the year using a valid, reliable survey tool (the DESSA-mini).

Frameworks then analyzes the data and provides user-friendly, non-evaluative reports to make the data actionable.

Key takeaways from the 2020 beginning-of-year reports across schools include:

---

Teachers observed and recorded the social and emotional strengths of **1,402** students to allow for targeted support and progress monitoring.

On average, teachers rated **20.38%** of students as falling in the category of needing significant SEL instruction and support.

**50%** of schools reported more students as showing significantly high social and emotional needs at the start of this year compared to the start of last year.

On average, teachers rated **19.75%** of students as showing significant strengths regarding their social and emotional competencies.





## TEACHER DATA HIGHLIGHTS

---

### THE TEACHER EXPERIENCE

At the heart of any school-based SEL success story is a caring teacher who is committed to professional development. An SEL curriculum or strategy can be excellent on paper, but if a teacher is not empowered with the understanding and tools necessary to bring it to life, it will sit on a shelf gathering dust. For this reason and more, Frameworks is committed to serving teachers through ongoing professional development, coaching, and research-based resources.

At the start and end of each program year, Frameworks conducts a survey of teachers across all partnering SElect Schools.\* Additionally, after each professional development workshop, Frameworks surveys participants for their input and feedback.

Key takeaways from the 2020 beginning-of-year data across schools include:

---

**92%** of teachers believe all educators should receive training on how to teach social and emotional skills to students.

**41%** of teachers feel confident in their ability to provide SEL instruction, and **44%** feel balanced and able to manage their stress.

On average, **35%** of teachers feel that they do not have specific strategies for nurturing the social and emotional skills that students need to succeed personally and academically.

**97%** of teachers across schools want to improve their ability to teach social and emotional skills to students.

\*Survey questions adapted from Brackett, M. A., Reyes, M. R., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2012). Assessing teachers' beliefs about social and emotional learning. *Journal of Psychoeducational Assessment*, 30(3), 219-236.



“I always enjoy the information Frameworks presents and the supporting role the organization plays in promoting SEL for students, teachers, and families.”  
– Guidance Counselor and Workshop Participant

---





## PROFESSIONAL DEVELOPMENT

---

### THE TEACHER EXPERIENCE

Given the above-highlighted teacher perspectives and the context of the 2020-2021 school year, professional development focused on supporting students' social and emotional needs—a pursuit that begins with fostering our *own* wellness as adults—is more critical now than ever.

Educators see the need for proactive SEL instruction that moves beyond explicit lessons to check off a box and that instead is embedded throughout the school day, whether virtually or in person. Particularly given that most teacher preservice programs do not focus on this skillset, we owe it to educators—and ultimately to students—to meet this need.

Below is a sample of Frameworks' engaging, interactive professional development workshop offerings for preK-12 educators, rated an average of 4.8 out of 5 stars across schools\*. Each workshop has clear objectives and offers user-friendly tips and tools.

- **Foundational Social and Emotional Learning (SEL)**
- **Staying Connected during COVID-19**
- **SEL and Classroom Management**
- **Understanding SEL and Adverse Childhood Experiences (ACEs)**
- **SEL and Educator Wellness**
- **Classroom Discussions as an SEL Tool**
- **Integrating SEL and Academic Instruction**
- **Navigating Academic Press and Expectations**
- **Cooperative Learning/Engagement Strategies and SEL**
- **Community Building Sessions™**
- **SEL Collaborative Learning Communities**

Workshops are tailored to meet partners' goals and can be held in person or virtually. Sessions can be held as one-time learning opportunities or as a series and can be used for professional development points (PDPs) with district approval.

---

For additional details and for information on workshops for parents/guardians and youth-serving professionals, visit <https://myframeworks.org/our-services/>.

\*Based on a recent sample of ratings from 42 professional development workshops



**LEARN MORE**

---

## **ABOUT FRAMEWORKS OF TAMPA BAY**

Frameworks of Tampa Bay is a nonprofit organization that empowers educators, youth services professionals, and parents and guardians with training, coaching, and research-based resources to equip students with social and emotional skills.

Frameworks offers school and district consultation, educator and mentor professional development, teacher coaching, parent and community engagement sessions, and data and evaluation services.

In doing so, we support adults in helping children build the skills that they need to face challenges and uncomfortable emotions in constructive ways, preparing them to succeed personally, academically, and one day professionally.

**WEBSITE**      <https://myframeworks.org/>

**EMAIL**      [info@myframeworks.org](mailto:info@myframeworks.org)

**PHONE**      813-514-9555

**MAIL**      402 East Oak Avenue  
Tampa, FL 33602

## **ABOUT THE AUTHOR**

Shea Quraishi, Ed.D. is Chief Academic Officer at Frameworks of Tampa Bay, a nonprofit organization that empowers educators, youth services professionals, and parents and guardians with training, coaching, and research-based resources to equip students of all ages with social and emotional skills. Shea is a former elementary school teacher, having taught in New York, California, Tennessee, and Florida. She also has served as a teacher mentor and curriculum writer, as well as having extensive experience leading professional development on topics ranging from classroom management strategies to early literacy. A lifelong learner, Shea earned a master's degree in education at Stanford and a doctorate in education leadership and policy at FSU, focusing her dissertation research on teachers' perceptions of social and emotional learning program implementation.

---

*This report is the intellectual property of Frameworks of Tampa Bay, Inc.*