BROOKLYN LAB
CHARTER SCHOOL

BACK TO SCHOOL
SUCCESS COACHING PLAYBOOK

This Playbook unpacks the critical role of success coaching and Social Emotional Learning (SEL) supports in providing all students and staff with a nurturing, trauma-responsive environment to work through the ongoing effects of racial oppression, COVID-19, and an economic downturn—together. It leverages insights from Brooklyn Laboratory Charter Schools (LAB) and others, using tools and resources relevant to success coaching and SEL supports in all K–12 instructional programs.

Version 1: August 12, 2020

TURNAROUND FOR CHILDREN   Transcend   CITY YEAR   ASU Mary Lou Fulton Teachers College   the forum FOR YOUTH INVESTMENT   FL Education   Dezudio

This will be the most challenging school year we have ever faced. Students' sense of belonging in our school community, and the quality of relationships with adults and peers in school, is critical to academic growth and ability to thrive. **This Playbook advances actionable solutions that build, maintain, and strengthen the connections necessary for healing and learning.** We must anchor student needs at the center by asking:

- As our students and families face challenges related to health and safety, loss of income, and ongoing racial violence and oppression, how can we support young people and their caregivers so they have the **physical, emotional, and social foundations** needed to successfully engage in learning?

- How can we define a success coaching role and prepare existing employees to focus on areas in need of greatest attention when students return: **safety, connection to the school community, and strong communication and relationships?**

- How can we help students **navigate uncertainty and multiple life and learning transitions?**

Executive Summary

Brooklyn LAB is committed to helping scholars navigate the complex transitions we will all face during the 2020–21 school year. Given the financial and health challenges created by COVID-19, as well as ongoing racial violence and oppression, scholars will need one-on-one support in a variety of learning contexts, including in-person, virtual, and hybrid extended learning options.

We're building the capacity of the full range of adults who work with Brooklyn LAB scholars to serve as success coaches—trusted, loving, primary caregivers who can guide each student in diverse learning environments, help them process pain and trauma—and ultimately, ensure that students have the physical, social, and emotional supports they need to achieve their learning goals.

Together with partner organizations across the country, we organized a series of conversations to understand the best ways to build and use a network of success coaches. We've documented our learning in the Success Coaching Playbook.

Our Partners:
Turnaround for Children, Transcend, City Year, The Mary Lou Fulton Teachers College at Arizona State University, The Forum for Youth Investment, EL Education, Community Success Institute, and Dezudio.

What's in the Success Coaching Playbook?

This Playbook represents a set of professional learning resources that will help educators and schools create a robust success coaching approach.

The Playbook uses research-based frameworks to build a multi-tiered system of supports, protocols, and resources to help success coaches work with youth one-on-one and in small-group settings.

RELATIONSHIPS

ROUTINES

RESILIENCE

Turnaround for Children

Community Success Institute

TIER 3 Support for some students, based primarily on IEPs.

TIER 2 Support for some students, based on needs identified during Tier 1 check-ins.

TIER 1 Support for all students. In the era of COVID-19, schools need **robust practices and protocols** to ensure that they are meeting the **social and emotional needs of all learners.**

Additional Supports All students receive academic instruction, academic feedback/ conferencing, and tutoring as needed.

Transcend

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About Us | Brooklyn LAB

Brooklyn LAB was co-founded in 2013 by Erin Mote and Eric Tucker with the mission to eliminate the achievement gap by preparing scholars with the academic foundation, digital literacy, and leadership skills necessary to succeed in college and professional life. Brooklyn LAB is dedicated to serving the highest need students, regardless of their academic level, English language proficiency, or disability. Meeting the needs of these students has continued to be our focus as we reimagine what the return to school will look like in the fall of 2020.

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PROCESS

Our Process | Driving Questions

"How might we" questions encourage the exploration of creative solutions by fostering a culture of non-judgmental collaboration. It is important to bring a variety of ideas to the table for stakeholders to consider and respond to, so that we can move together toward well-considered solutions that prepare us to respond to rapidly evolving circumstances.

- How might we use success coaching to support students in navigating multiple and complex life and learning transitions?

- How might we improve adults' relationship-building and coaching skills, as well as their ability to understand, design, and deploy tailored approaches to best support students from different contexts and cultures?

- How might we ensure that success coaches foster and maintain high expectations of our students and employ strength-based and culturally relevant approaches?

- How might success coaches work more effectively with students and families to understand and build upon shared values, strengths, and assets to ensure students learn and thrive?

- How might success coaches support students to start, persist, and invest deep effort in rigorous academic tasks and challenges?

- How might success coaches help remove barriers to motivation, including those related to value, self-efficacy, attribution, identity, and emotions?

- How might success coaches dramatically accelerate students' mastery of critical content?

Our Process | Steps

Any school response to COVID-19 must support students' social and emotional well-being. As a laboratory school, part of our mission is to advance design solutions and share tools that other schools can utilize. No school has the time or resources to do this alone. This presentation is part of our effort to share our approach.

We took the following steps during our 14-day collaborative process:

Identify. Brooklyn LAB held initial work sessions to identify challenges associated with student well-being, engagement, and connection.

Discover. Design Teams, including partner organizations, experts, and designers, collaborated with Brooklyn LAB to discover potential solutions for success coaching.

Create. Brooklyn LAB teachers, special educators, counselors, instructional leaders, and administrators attended work sessions to focus on aspects of the challenges they were best equipped to address.

Develop. Teams developed ideas based on the school and community's needs and best practices to address social-emotional supports and foster a safe, supportive culture in which our scholars are prepared to learn and succeed.

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Our Process | Forming Design Teams

Turnaround for Children distills scientific knowledge about how children develop and learn into integrated tools, resources, and strategies for educators, school leaders, and school systems—all designed to establish the conditions and adult practices that drive learning and growth.

Transcend supports communities to create and spread extraordinary, equitable learning environments.

City Year believes that all students can succeed and that developing the skills and mindsets of children and young adults contributes to strong, vibrant communities—outcomes that benefit all of us.

ASU's Mary Lou Fulton Teachers College is committed to producing top-quality educators and world-class scholarly research, bringing people and ideas together to increase the capabilities of individual educators and the performance of education systems.

Our Process | Forming Design Teams

The Forum for Youth Investment provides products and services to help leaders improve partnerships, policies, and practices to change the odds so all young people are ready for college, work, and life.

EL Education's mission is to create classrooms where teachers can fulfill their highest aspirations and students achieve more than they think possible, becoming active contributors to building a better world.

Community Success Institute aims to improve educational outcomes for students living in at-risk and underserved communities by conducting research and designing software, tools and processes necessary to empower communities to build trust through relationships.

Dezudio is an interaction and information design consultancy that creates communications, products, and services that inform decision-making, inspire action, and drive positive behaviors.

BROOKLYN LAB AS A CASE STUDY

Equity at the Core

Our aim throughout the pandemic has been to prioritize the educational needs of the students made most vulnerable by the current education system. Beyond the pandemic, our mission is to continue to support school communities and to put anti-racist, anti-ableist, and equity-centered work at the core of efforts to educate students and operate schools. We center our work around these two critical questions.

How can we best support students to benefit from **high-quality learning and social-emotional supports** given the challenges of COVID-19?

How can we best support students made most vulnerable by system failure and **promote equity by focusing on justice and high expectations?**

What Challenges Will Students Face?

Physical and mental health and safety: Schools must identify and address the stresses and trauma that students have experienced over the last 6 months and will continue to face this coming year. For example, students may face health and safety challenges that impact concentration, feel isolated from family and friends, or not feel safe in their homes.

Disengagement and retention: Student engagement is critical throughout the return to school process. Engagement looks different during remote learning. Teachers and students' lack of familiarity with remote learning may result in insufficient instruction by teachers and low motivation from students. A lack of access to infrastructure (connectivity, devices, quiet learning spaces) can create barriers. Students may become disengaged and unmotivated due to falling behind and be at risk of dropping out.

Increased economic pressure: The economic downturn's impact on livelihoods increases the risk that students and families have to focus on immediate priorities, including housing and food. Some students might look to find jobs instead of focusing on their education.

Increased Economic Pressure

Physical and Mental Health and Safety

Disengagement and Retention

Confronting Racism as School Community

At Brooklyn LAB, we believe education must provide all students equitable access to meaningful opportunities for learning and thriving. In the words of Dr. Bettina Love, author of *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom:* **"When schools reopen, they could be spaces of justice, high expectations, creativity, and processing the collective trauma of COVID-19."**

To achieve this vision, we must work together to listen to and understand students who are made most vulnerable by our education system and collaborate to transform ourselves and our education system to be anti-racist and anti-ableist.

The work of meeting the needs of all students begins with a willingness to reflect on and take action against systems of bias, ableism, and white supremacy. It continues when we take a strengths-based approach to all of our students by asking how we can create the systems and learning environments that reflect everyone. We strengthen this approach by committing to justice and designing systems that plan for variability based on the lived experiences of those who are most deeply impacted.
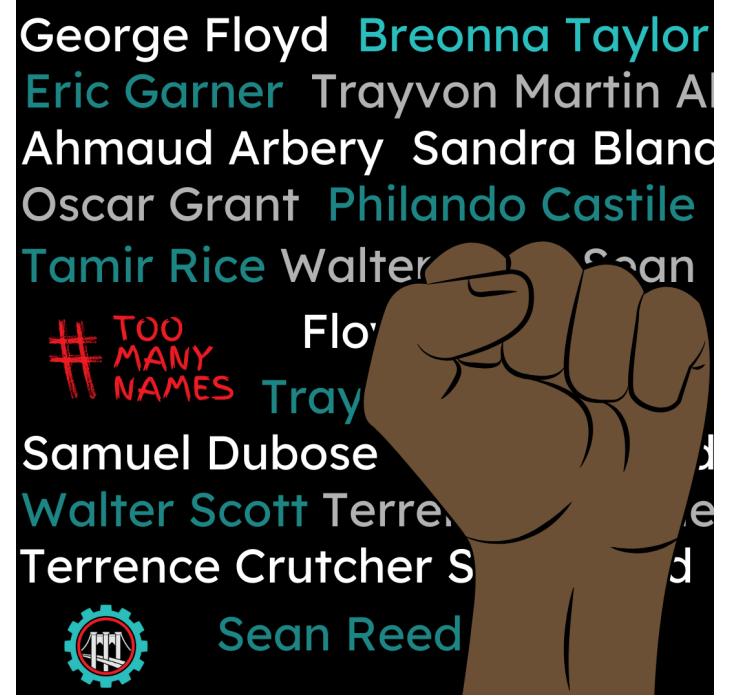
Uncertainty and Transitions

Given the uncertainty of COVID-19 resurgences, schools must consider in-person, hybrid, and entirely online options. Transitioning between these models as realities change presents challenges, particularly for medically fragile populations, special education students, and vulnerable students who are less able to learn remotely.

During a public health crisis, it's important to attend to all student needs, including health, academic, social-emotional, and even financial. Transition, uncertainty, and loss can make the most vulnerable students disengaged without holistic supports.

Minimizing Harm Across Learning Models

Parents with school-age children expect public schools to minimize risks while supporting learning. In-person school entails public health risk. Purely remote learning can increase the risks of nutritional insecurity, loss of parental employment, lack of access to essential services, learning loss, social and emotional impact, and reduced detection of child abuse.
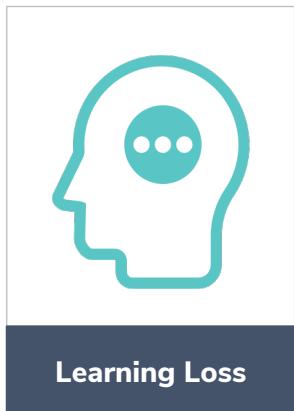
Learning Loss
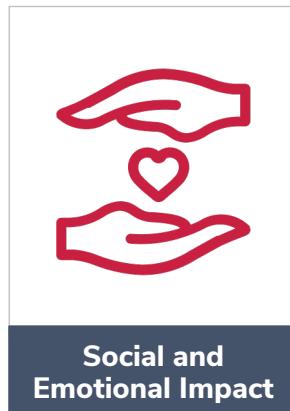
Social and Emotional Impact
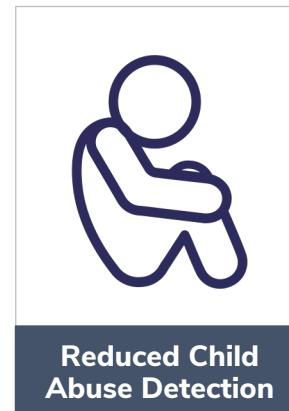
Reduced Child Abuse Detection

Nutritional Insecurity
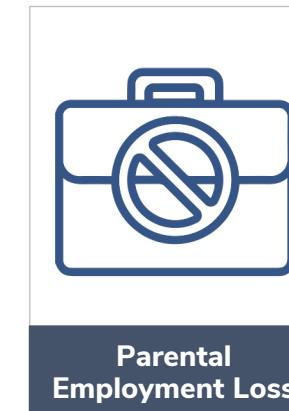
Parental Employment Loss

Lack of Access to Essential Services
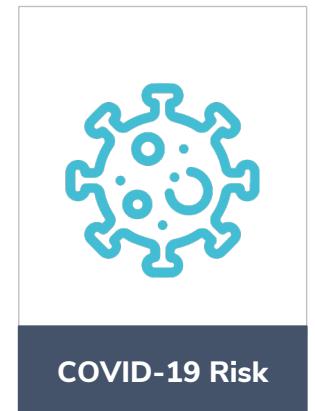
COVID-19 Risk

See: Parabola Project

What Situations Will Students Face? | Student Scenarios

Isabel Diaz

- Struggles with changing circumstances
- English as a New Language
- Individualized Education Plan (IEP) for a specific learning disability
- Lacks bandwidth

Sarah Diaz

- Has a health impairment
- Access to college counselor
- Lacks bandwidth
- Loss of peer group
- Earn money for family

Jason Ai

- Autism in changing environments
- School check-in and mask-wearing is difficult
- Occupational therapy at home
- At high risk if infected by virus
- Parents require childcare

Dillon Baker

- Faces housing insecurity with fluctuating housing
- Parent works away from home
- Academic excellence is hampered by changing schools
- Not initially allowed to attend in person

Sam Brauer

- Struggles with anxiety and depression
- Art room is safe space
- At-risk being away from school
- Musical instrument at-home
- Trusted adult at school

Personas by

Community Success Institute LAB

# Meet Isabel Diaz | Changing Circumstances

"Hi, my name is Isabel. I live in Washington Heights in NYC. I am in 3rd grade.

My sister sets up my video classes between her work and school. Sometimes our internet isn't strong enough for both of us to be online at the same time. My speech therapist at school is the person that helps me the most—she teaches me English, listens to my feelings, and helps me to figure out school. This year, I have a success coach.

I hope that we keep going to school. If we don't, how will I get the help I need?"

- Hybrid (1 day in person/4 at home)
- English as a New Language
- Individualized Education Plan for a specific learning disability
- Speech therapist
- Mom is an essential worker
- Family will quarantine if anyone gets sick

Personas by

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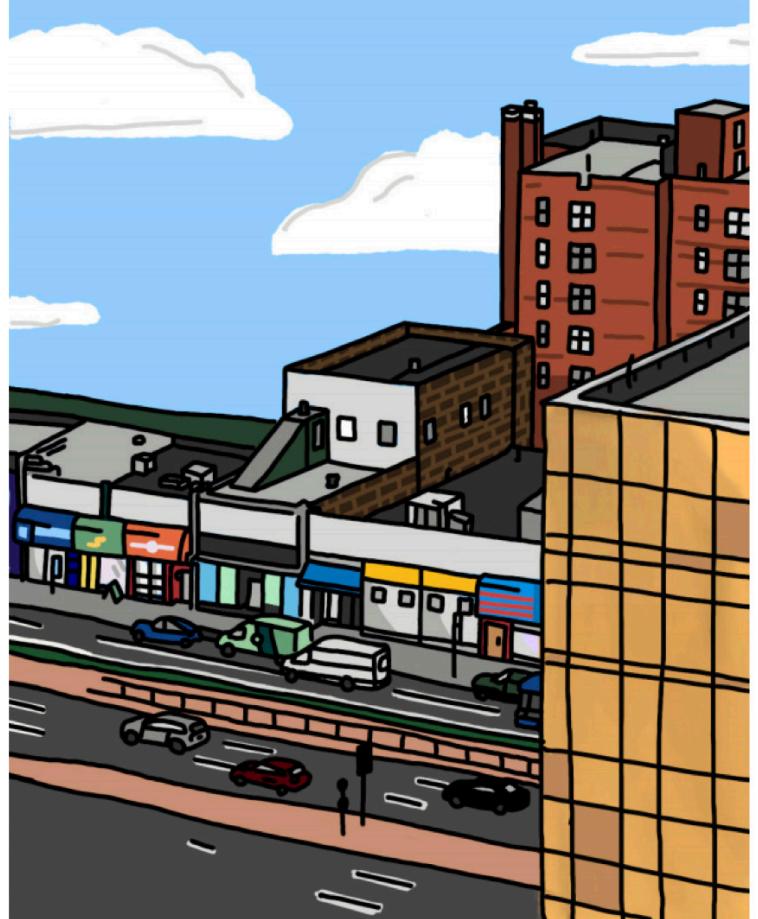
Meet Isabel Diaz | Changing Circumstances

Family members, caregivers and educators are doing their best to support students during a challenging year.

At home

In school

grandma

father

mother

siblings

Isabel

Success coach
(reading interventionist)

Speech and language
pathologist

Math teacher

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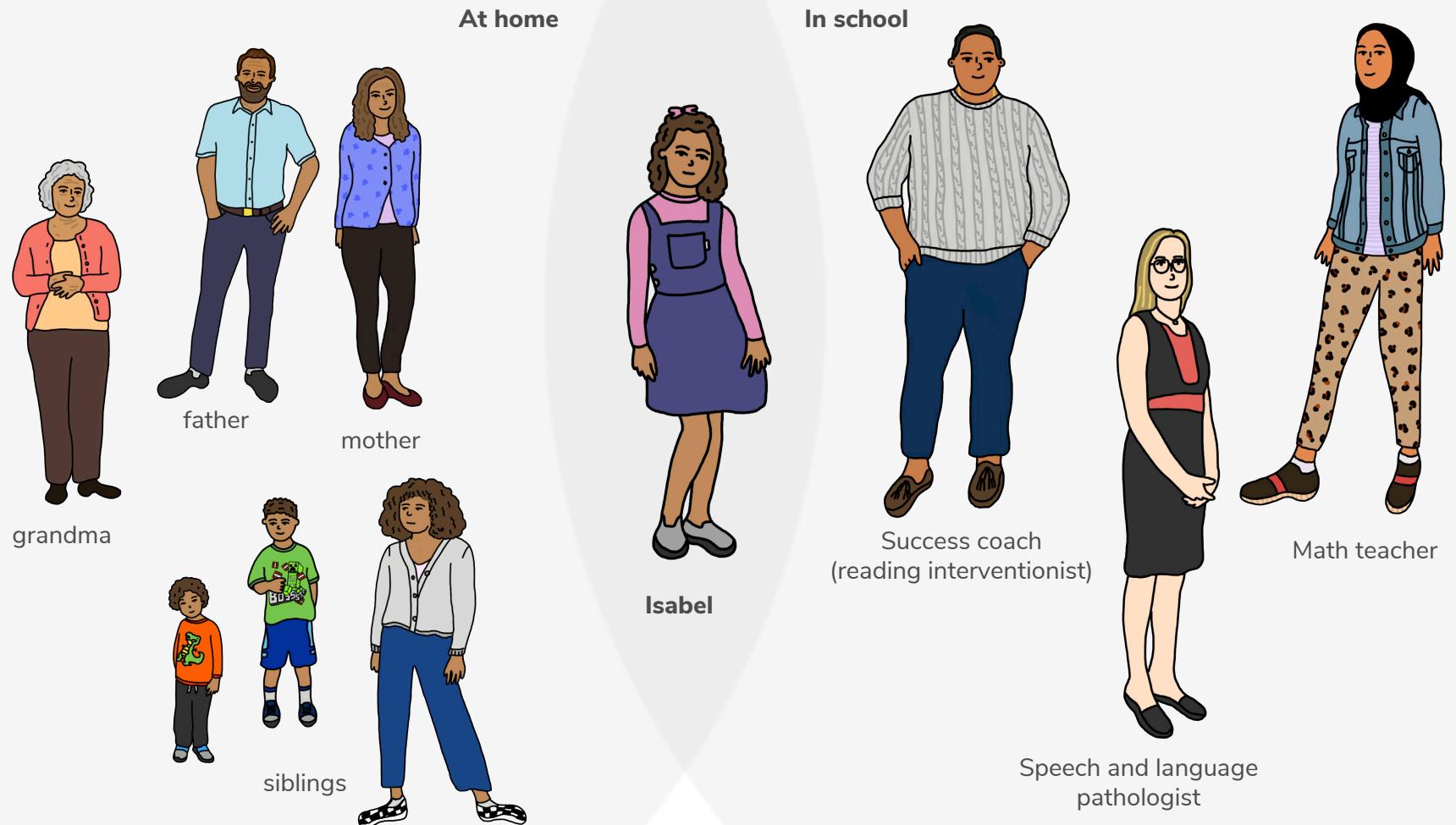
Meet Isabel Diaz | Changing Circumstances

As the year goes on, there may be surprises and challenges—for example, switching to remote learning due to quarantine.

At home

In school **Remote learning**

grandma

father

mother

siblings

Isabel

Success coach
(reading interventionist)

Speech and language
pathologist

Math teacher

Personas by

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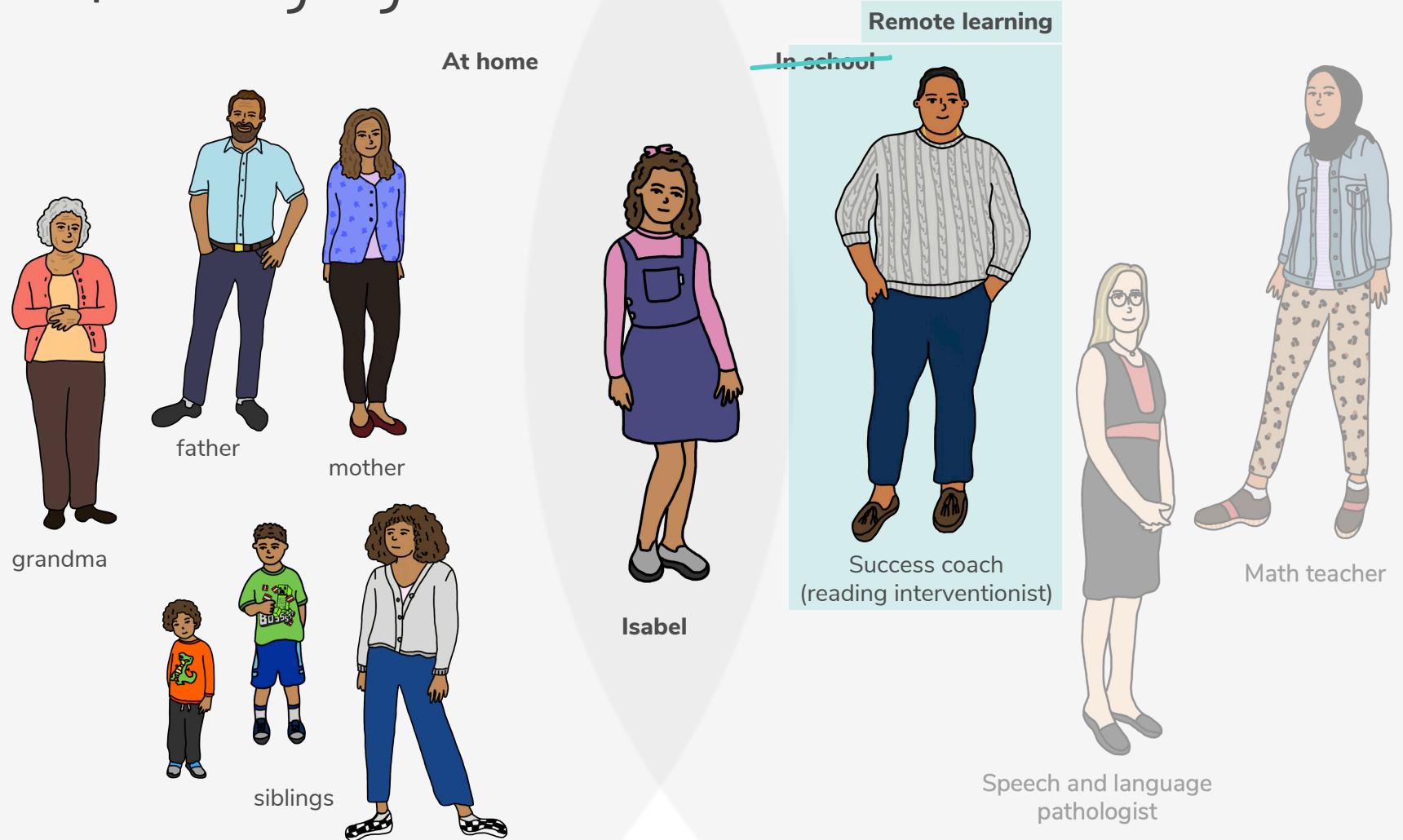
Meet Isabel Diaz | Changing Circumstances

Schools should design support roles to put student experience and needs at the center.
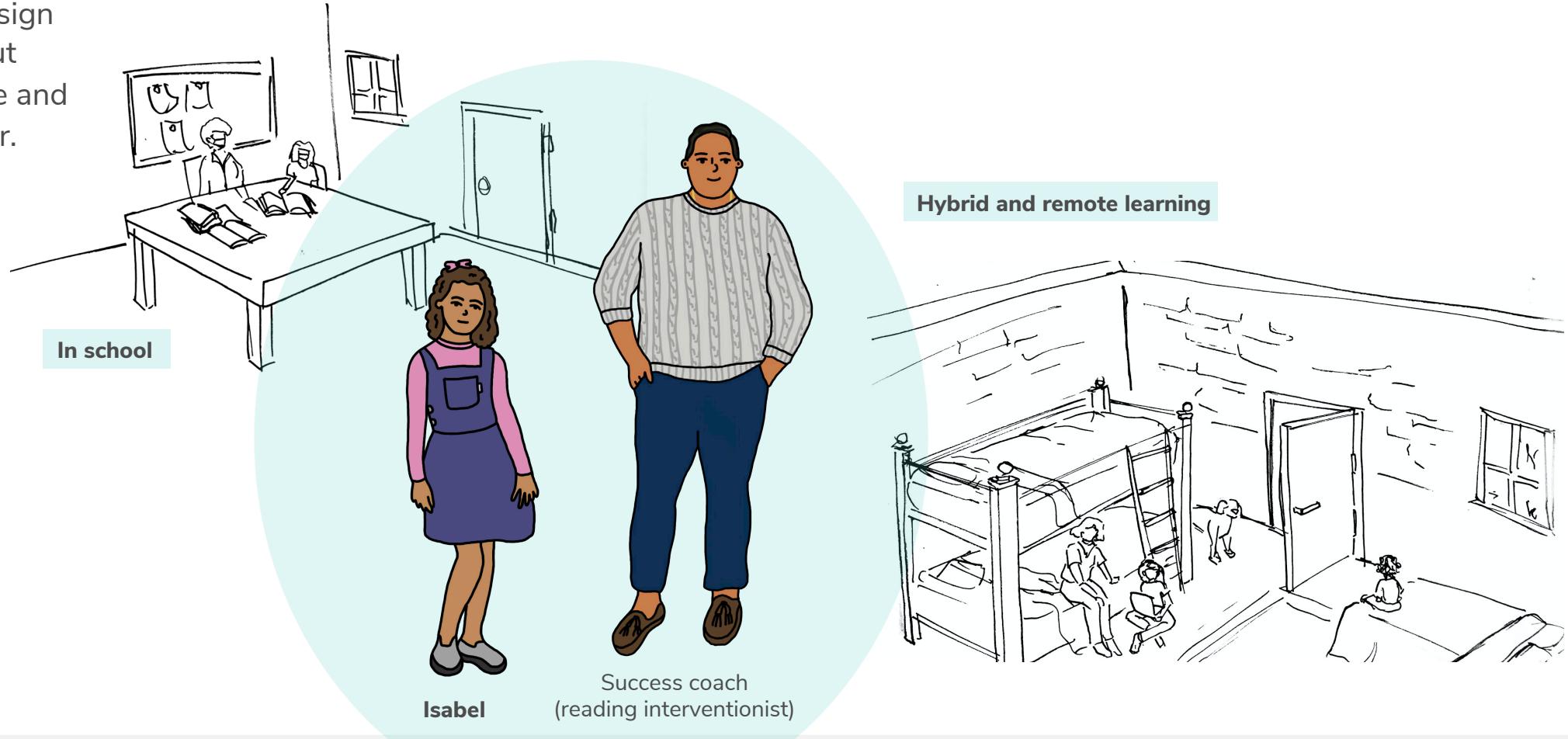
In school

Hybrid and remote learning

Isabel

Success coach
(reading interventionist)

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Cultivating Student Strengths

Turnaround for Children's "Building Blocks for Learning" is a framework for the development of strengths and competencies children need for success in school and beyond. It brings together developmental needs with academic mindsets and skills.

INDEPENDENCE AND SUSTAINABILITY
- Self-Direction
- Curiosity
- Civic Identity

PERSEVERANCE
- Resilience
- Agency
- Academic Tenacity

MINDSETS FOR SELF AND SCHOOL
- Growth Mindset
- Self-Efficacy
- Sense of Belonging
- Relevance of School

SCHOOL READINESS
- Self-Awareness
- Social Awareness/ Relationship Skills
- Executive Functions

HEALTHY DEVELOPMENT
- Attachment
- Stress Management
- Self-Regulation

Each block represents a set of evidence-based skills and mindsets that have been proven by research to strongly correlate to—and even predict—academic achievement.

You can learn more at https://turnaroundusa.org/what-we-do/tools/building-blocks/
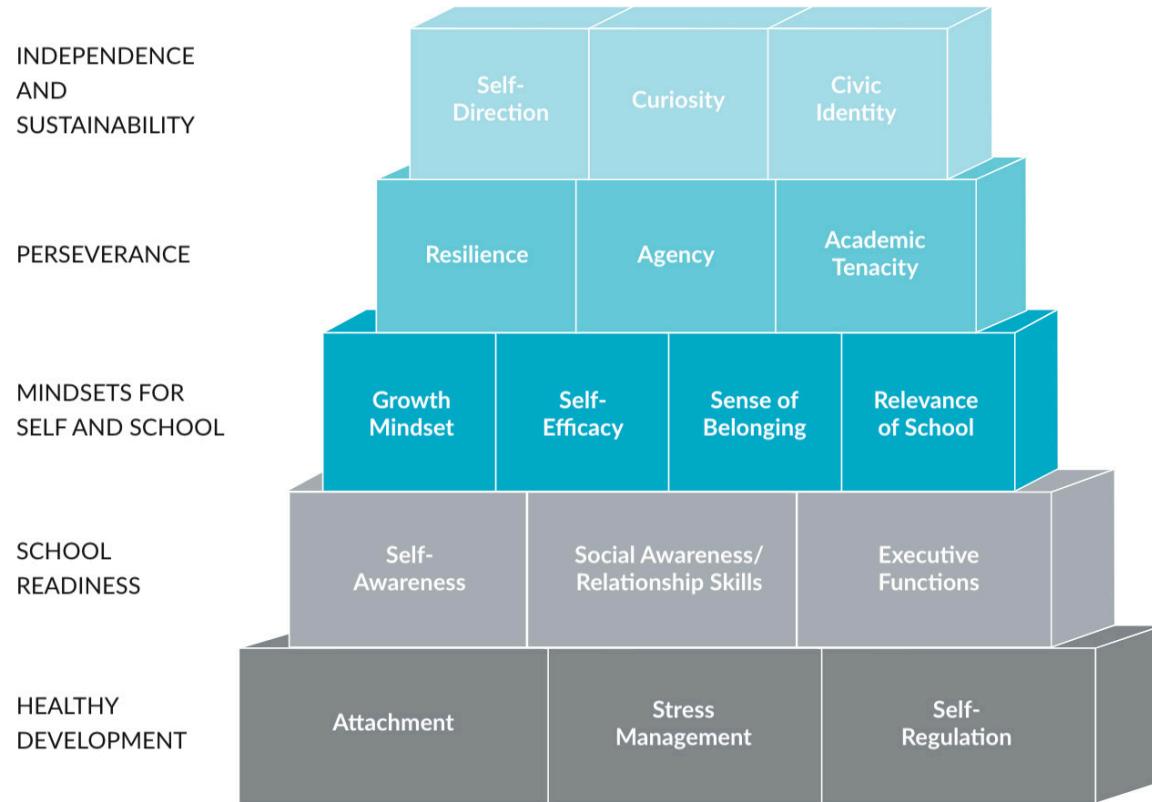
THANK YOU.

As a laboratory school, part of our mission is to advance solutions and share tools that other schools can utilize. No school has the time or resources to do this alone. These resources are part of our effort to learn from others and share aspects of our approach.

We are better together!

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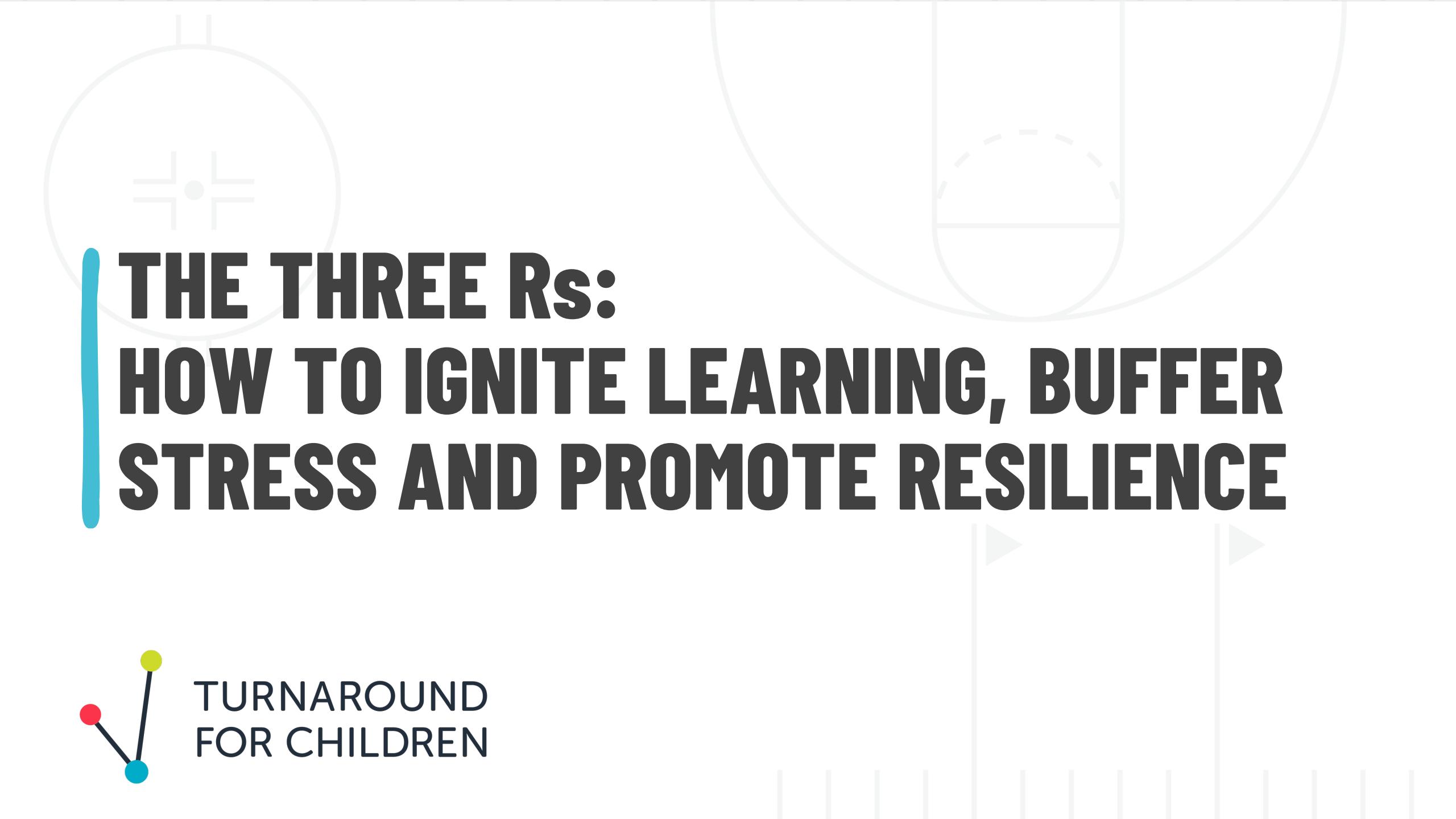
Executive Summary

Historically there has been a false choice in education between the things we need to do for students' social and emotional development, physical and mental health and the pursuit of academic excellence. Today we know that a healthy context for learning and development requires attention to young people's safety, health, mental health, social, emotional and cognitive development, academic skills, identity and agency—not some of these things, all of them, together. And today with the crisis of COVID-19 layered on top of systemic racism in education and beyond, we have no choice but to promote the learning and development of the whole child.

The path to a calm classroom is a calm brain, the path to learning is a calm brain, and the path to a calm brain is prioritizing activities that build relationships, establish routines (and conditions), and promote resilience—what we are calling the New Three Rs. Every adult working with young people needs to be prepared with this knowledge and these tools and practices to support ALL learners.

TURNAROUND
FOR CHILDREN

Brain Development | Context Matters

Context—the environments, experiences and relationships in our lives—is the primary driver of who we become, including the expression of our genes. There is no separation of nature and nurture, biology and environment, or brain and behavior, only a collaboration between them. This means that our lives are not pre-determined by a genetic program. Genes are chemical followers, which means that they are triggered into expression by the environments, experiences and relationships in our lives.

Today, the stress and trauma that children are witnessing and feeling is all around us—on our city streets, in our homes, on TV and on social media 24/7. This is an example of negative context. The COVID-19 pandemic is happening to all of us, but it has hit vulnerable communities the hardest with much higher rates of serious illness and death.

Experiences

Relationships

Environment

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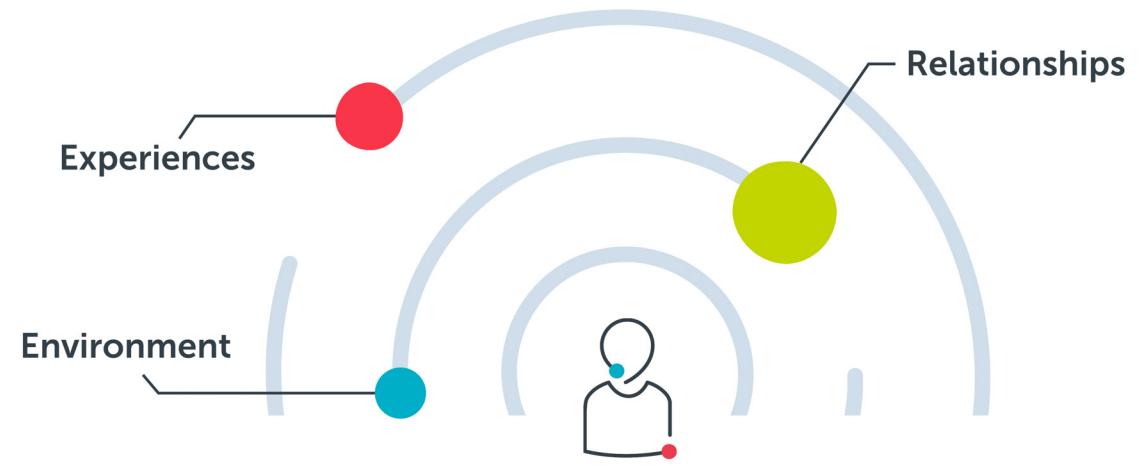
Brain Development | Neurobiology

When we experience stress, cortisol is released through our brains and bodies. If the stress is mild or tolerable, it can be adaptive—making us alert and sharp, which helps us prepare for an event like a test or performance. But when children have persistently high levels of stress, and that stress is not buffered by the presence of a trusted and calm adult, children can get locked in a "fight or flight" feeling. Cortisol can do a lot of harm to the structures of the limbic system, which means that adversity doesn't just happen to children; it happens inside their brains and bodies through the biologic mechanism of stress.

There is a big upside when we turn to oxytocin—the hormonal system that produces feelings of trust, love, attachment and safety. Oxytocin hits the same structures of the brain as cortisol yet is more powerful; it can protect children at the level of the cell from the damaging effects of cortisol. Relationships that are strong and positive cause the release of oxytocin. This not only helps children manage stress, it offsets the damaging effects of cortisol and produces resilience to future stress.

PREFRONTAL CORTEX
- Attention
- Concentration
- Focus

HIPPOCAMPUS
- Learning
- Memory

LIMBIC SYSTEM

AMYGDALA
- Emotional Regulation
- Reactivity
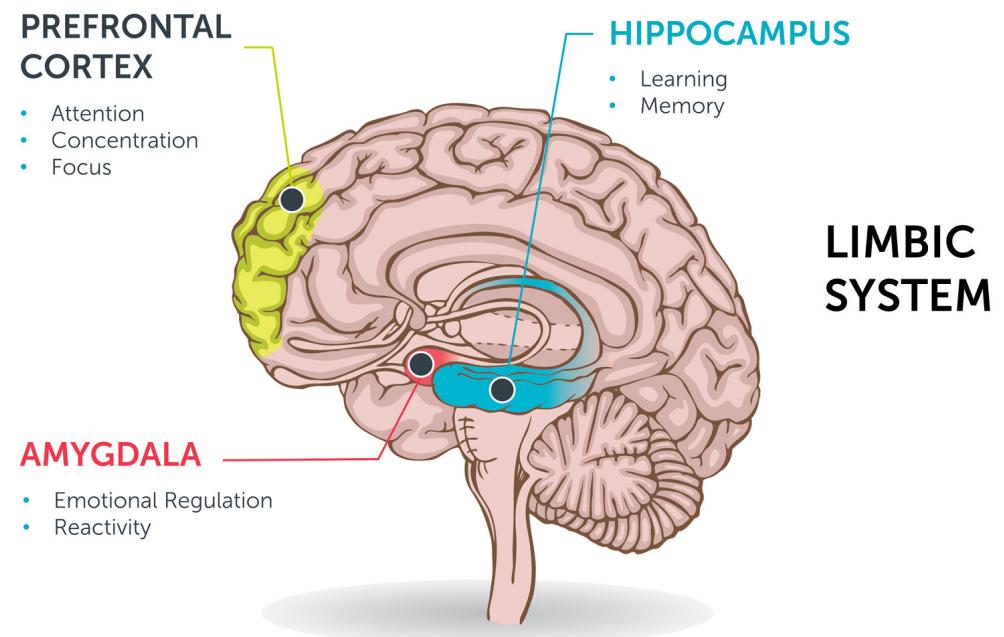
Brain Development | 3 Things to Remember

Malleability

Experience Dependent Growth

Role of Context

The brain is malleable. It is the tissue in the human body that is the most susceptible to change from experience of any tissue in the human body.

The brain becomes more and more wired when it is stimulated by relationships and rich learning experiences, preferably predictable experiences.

Context—the environments, experiences and relationships that we are exposed to—is the primary driver of who we become, including the expression of our genes.

Whole-Child Design
5 Non-negotiables

The science of learning and development calls for us to design schools mapped to the way the brain learns: a design that combines five elements: positive relationships, environments filled with safety and belonging, integrated supports, the intentional development of critical skills, mindsets and habits that all successful learners have and rich meaningful instructional experiences where students discover what they are capable of.

The development of a whole child emerges when we combine these five elements into experiences that connect to one another.

Derived from SoLD Practice Principles: Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., and Osher, D. (2019). Implications for educational practice of the science of learning and development. Applied Developmental Science, 2.

Whole-Child Design
Education Considerations

Today, we know that a healthy context for learning and development requires attention to young people's safety, health, mental health, social, emotional and cognitive development, academic skills, identity and agency—not some of these things, all of them, together. It is all one developmental story.
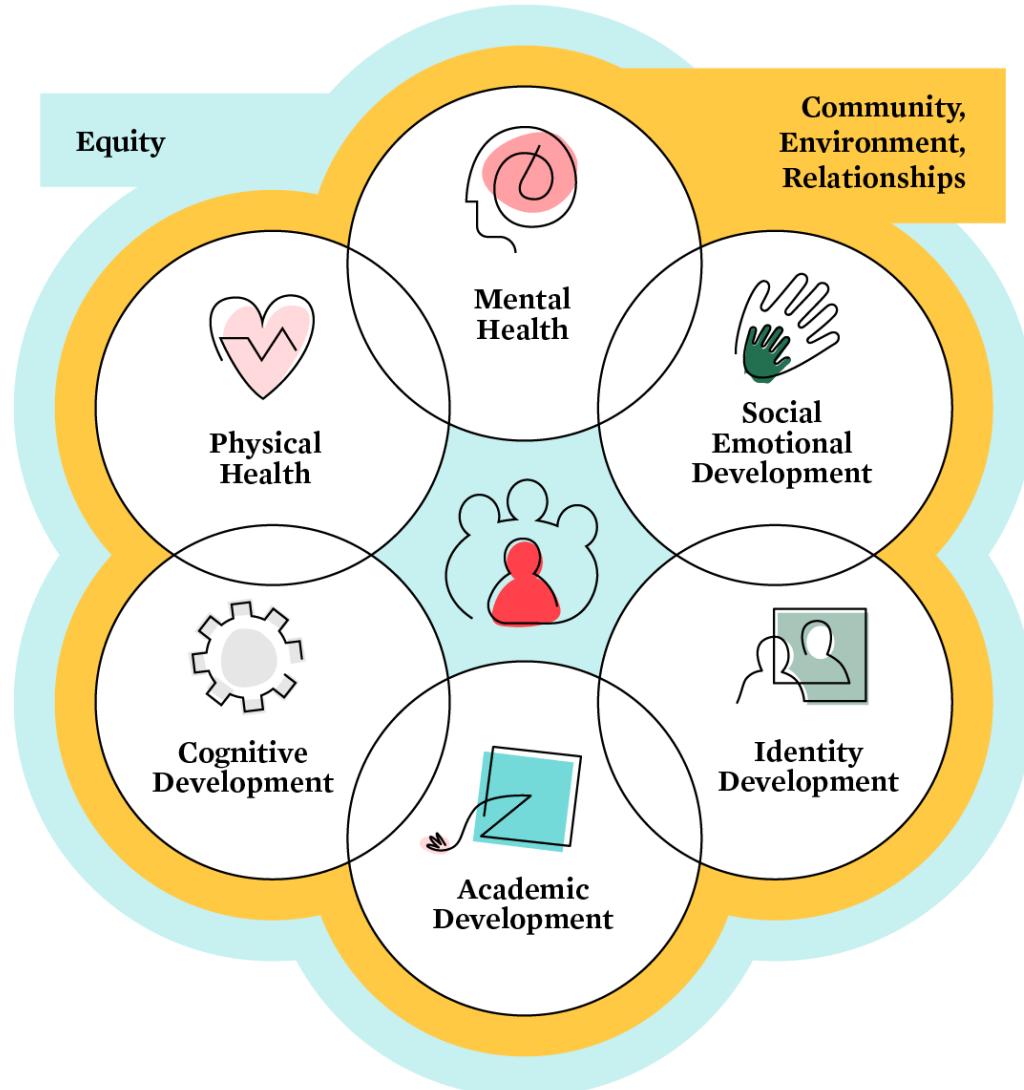
Chan-Zuckerberg Initiative: Whole Child Approach to Education

Equity

Community, Environment, Relationships

Mental Health

Physical Health

Social Emotional Development

Cognitive Development

Academic Development

Identity Development

The Three Rs

The New Three Rs, drawn from the Five Non-Negotiables for Whole-Child Design, prioritize activities that build relationships, establish routines and conditions, and promote resilience, in order to help make our homes, schools, and all learning settings places that protect children and adults against the stress of the multiple crises we face.

Settings that prioritize the Three Rs are like an ecological vaccine, rich in protective factors that ignite the developing brain, promote wellness, and protect children from the damaging effects of stress all at the same time. These are the places where children can develop the complex and deeper learning skills to tackle a thorny word problem, write a critical essay or imagine a practical solution to one of the many challenges in front of us today.

RELATIONSHIPS

ROUTINES

**RESILIENCE**

The Three Rs | Relationships
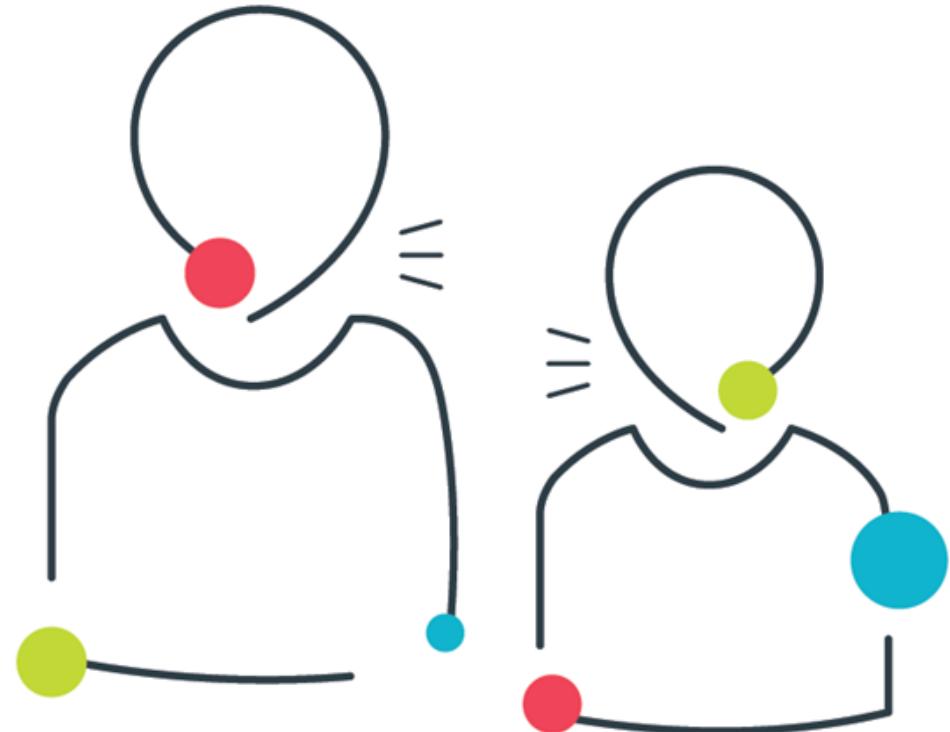
Build and maintain strong relationships — put relationships first.

- Advisories
- Daily Class Meetings
- Looping
- Huddle and Share
- 2x10
- Homework with siblings and family members

You can find more information on each of these strategies at https://turnaroundusa.org/resources-three-rs/.

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The Three Rs | Routines

Build consistent routines in our schools, classrooms, and homes.

- Daily schedule
- Space for difficult conversations
- Routine planner
- Norms that provide physical, emotional and identity safety
- Cognitive unloaders
- Tiered support system
- Things to look forward to plan

You can find more information on each of these strategies at https://turnaroundusa.org/resources-three-rs/.

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The Three Rs | Resilience

Build resilience like a muscle.

- Recognize strengths
- Nutritious food
- Daily exercise
- Mindful practices, from meditation to dancing
- Promote physical and mental wellness
- Co-regulation
- Limit exposure to media

You can find more information on each of these strategies at https://turnaroundusa.org/resources-three-rs/.

Recommendations for Brooklyn LAB

1. **Make sure all adults in the school have at least a foundational understanding of the science of learning and development including:**
    - The impact of stress on the brain, the hormones cortisol and oxytocin, and their effects on learning, emotional regulation, focus and attention
    - The biologic basis of the human relationships, and the specific definition of "positive developmental relationships"
    - The basics of human development: malleability, experience-dependent growth, and the role of context

2. **Focus on the Three Rs:**
    - Make it the job of EVERY adult in the school to focus on building positive developmental relationships with students
    - Build a robust "Tier 1" with universal supports including strong student-adult relationships that prioritize safety and belonging; a culture of high expectations, fair discipline practices, and culturally responsive practices that avoid bias and stereotype; the intentional development of the skills, mindsets, and habits of all successful students; and an environment where students always know where they can go for help, including mental health supports.

Challenges / Next Steps

Assessment & Measurement

There is and will still be a desire to focus on academic growth vs. a holistic picture of student growth which includes assets, strengths, and the development of higher order cognitive and metacognitive skills. There will be an immediate focus on how to quantify learning loss, when in fact, often much is learned in a crisis, if we look for it. A narrow focus on academic assessments (and accountability standards) could miss opportunities to build on growth and could make implementing the Three Rs challenging.

Incentives

Related to assessment, if incentive structures at the local, state, and federal level remain as they are, schools and districts will be less inclined to focus on the context of a learning environment, which is the single biggest factor in what drives student improvement and performance and is not something we routinely measure. We continuously measure the "fish" and do not measure the "lake" in which the fish lives and learns, which drives what happens to the fish.

Either / Or Thinking

We address in the executive summary the "false choice" that has been a part of the American education system from the beginning. We have to avoid thinking in false dichotomies (i.e. deciding between developing academic skills OR attending to students' social and emotional cognitive skill development).

Labeling Children

The word trauma (as in trauma-informed, or trauma-sensitive) is a stigma to children who have it. No one who has it wants to be known as having had it, and no one wants to be taught by someone where they feel labeled. This use of labels sets up an adult-student relationship that is deficit-oriented from the beginning. What we ALL need to know is that trauma causes a disruption in our lives, a disruption to health, mood, behavior, skill development and learning and it can happen to any of us. And what our students want to know is that it can be fixed without stigma and shame; and it can be.

THANK YOU.

Turnaround for Children distills scientific knowledge about how children develop and learn into integrated tools, resources and strategies for educators, school leaders and school systems—all designed to establish the conditions and adult practices that drive learning and growth. Turnaround builds the capacities of every adult to buffer the negative impacts of adversity and intentionally promote healthy development and learning for every student.

Learn more about our work and continue the discussion by visiting us at https://www.turnaroundusa.org/.

TURNAROUND
FOR CHILDREN

PRACTICES AND PROCESSES FOR PROVIDING REMOTE SEL SUPPORTS

Transcend

Executive Summary

As Brooklyn Lab Charter School staff adjusted to an **online learning experience** for all students during COVID-19, a key concern was the social and emotional well-being of their students. Understanding that their student population and larger school community was especially affected by the pandemic, Brooklyn Lab wanted to continue building relationships with their students remotely, ensuring they could provide the **Social and Emotional Learning (SEL)** support students needed.

Partnering with Transcend, Brooklyn Lab school leadership and staff formed a design team to create a set of tools and protocols to offer **two distinct tiers of virtual social and emotional support** for their students.

Remote Social Emotional Learning Supports

July 2020

BROOKLYN LAB CHARTER SCHOOL

[Learn about work our with Brooklyn LAB on providing remote SEL supports.](#)

Transcend

Core Principles

Positive relationship-building is a critical part of ensuring children are ready to learn. At Brooklyn Lab the following beliefs underpin our work towards positive relationships:

- All people have **potential for growth and evolution** (adults and students).

- **Trust and relationships must be built over time,** by consistently checking in with each student once each week at minimum.

- Students should understand and trust that **every adult is a resource.**

- Our role as educators requires us to learn **how racial and other bias affects our understanding of "normal" child development.**

Three Tiers of SEL Support

Transcend and Brooklyn LAB developed a **tiered support system** to support the **well-being, sense of belonging and connection, and investment** of all Brooklyn LAB scholars and families during the school closure and the pandemic.

TIER 3

Support for some students, **based primarily on IEPs.**

TIER 2

Support for some students, **based on needs identified during Tier 1 check-ins.**

TIER 1

Support for all students. In the era of COVID-19, schools need **robust practices and protocols** to ensure that they are meeting the **social and emotional needs of all learners.**

Additional Supports

All students receive academic instruction, academic feedback/conferencing, and tutoring as needed.

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Three Tiers of SEL Support
Protocols for Tier 1 + 2 Activities

This system includes **asset-based protocols and processes** for two levels of SEL supports during COVID-19:

- **Strength-Building Groups**
- **1:1 Success Coaching**

Individual or Group Counseling

TIER 3

Strength-Building Groups
Deans, Social Workers, and administrators with SEL expertise provide supports to scholars in specific areas of need.

Check In/ Check Out
A trusted adult checks in twice each day to set a scholar up for success.

TIER 2

1:1 Success Coaching
To ensure each scholar develops a trusting relationship with an adult where they feel seen/heard, and to ensure the team has a structure for gathering information about individual students to design appropriate supports.

Advisory
To ensure each scholar has the opportunity to socialize with peers, develop strong relationships, and feel like part of a team.

TIER 1

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1:1 Success Coaching

Expectations

Teachers meet individually with each of the 15–20 scholars on their caseload. Check-ins may range from 15–30 minutes and should happen once every two weeks.

Goals

To ensure that every scholar develops a trusting relationship with a Brooklyn LAB teacher where s/he feels seen and heard.

Success Coaching
Tier 1 Remote Social Emotional Learning Support

[Access the Success Coaching Protocol](#)

1. Build Relationship	2. Build Connection	3. Set Goals	4. Reflection
To build a constructive emotional space that allows the teacher and scholar to develop a trusting relationship.	To support the student to identify his/her own strengths and successes in the remote learning context, so that the teacher and scholar can identify ways to leverage those strengths to find asset-based solutions to any challenges.	To support the scholar to develop independence in the remote learning context and stitch together small victories for the scholar over time.	After the call, the teacher spends 2–3 minutes reflecting about the Success Coaching session in the tracker.

TIER 1

1:1 Success Coaching

1. Build Relationship

To build a constructive emotional space that allows the teacher and scholar to develop a trusting relationship.

2. Build Connection

To support the student to identify his/her own strengths and successes in the remote learning context, so that the teacher and scholar can identify ways to leverage those strengths to find asset-based solutions to any challenges.

Example Conversation to Build Connection

"Tell me what life has been like for you since you've stopped going to school each day."

Follow-ups, if the student struggles to respond:

"What is your schedule like during the day?"

"Does your schedule differ on the weekends? If so, how?"

"Has anything happened during this time that you've been learning remotely that has been joyous or sad?"

TIER 1

1:1 Success Coaching | Sample Tracker

The Brooklyn Lab Success Coaching Tracker is a **centralized document** that operationalizes the effort of all adults to support students' SEL. After each check-in, teachers and other adults are asked to consider if a student's social and emotional development might benefit from additional skill-building support. In a remote educational context, **relationship-building must be intentional**. The tracker provides time and space for this relationship building to happen.

	Success Coaching Tracker *Please record the date of each check-in you hold with each student and a short summary of your takeaways from the call, including anything you need to remember to follow up on in the student's next check-in.*								**Flags for Potential Tier 2 Success Coaching Groups** *Place an X in the column for any category that a student may benefit from based on their responses in your check-ins.*				
	Check-In #1 Date	Check-In #1 Takeaways	Check-In #2 Date	Check-In #2 Takeaways	Check-In #3 Date	Check-In #3 Takeaways	Check-In #4 Date	Check-In #4 Takeaways	Healthy Development	School Readiness	Mindsets for Self and School	Perseverance	Independence and Sustainability
Teacher 1													
Teacher 1													
Teacher 1													
Teacher 1													
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TIER 1

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Education

Strength-Building Groups

Expectations

After a Building Block is identified by the teacher in Success Coaching, the school's social worker or other staff with expertise would group scholars to provide this support.

Goals

Staff with expertise in scholars' social and emotional development to provide a structured space for groups of scholars to build skills within the Building Blocks for Learning.

1. Log-In Activity	2. Strong Start	3. Main Activity	4. Closing Discussion
This can be a short answer question, journaling activity, survey, etc. created by the social worker, which scholars begin when they log on and wait for others in the group to join.	Consistent starting routine that includes activities to Unite, Disengage Stress, Connect & Commit. Each practice is designed to fuel a sense of safety and belonging. In the virtual setting, it can help the group form a connection and set a tone for the meeting.	The main activity is the discussion or prompt related to the skills the scholars are trying to develop. For most groups, the majority of the time will be spent processing.	This may take many forms such as small goal-setting, reflection on what was learned during the group, small commitments, etc. Acknowledging scholars' participation and also setting them up to participate in the next session.

TIER 2

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FL Education

Strength-Building Groups

1. Log-In Activity

This can be a short answer question, journaling activity, survey, etc. created by the social worker, which scholars begin when they log on and wait for others in the group to join.

2. Strong Start

Consistent starting routine that includes activities to Unite, Disengage Stress, Connect & Commit. Each practice is designed to fuel a sense of safety and belonging. In the virtual setting, it can help the group form a connection and set a tone for the meeting.

Example Activity Structure for a Strong Start

Strong Start activities always include four rituals:

Unite: an activity to foster community (e.g. Pictionary)

Disengage Stress: an activity to practice calm down strategies (e.g. breathing exercises)

Connect: an activity to fuel peer connections
(e.g. a game of "would you rather")

Commit: an activity to act with intention
(e.g. have scholars set an intention for the session)

session.

TIER 2

Strength-Building Groups
Based on "Building Blocks for Learning"

Turnaround for Children's "Building Blocks for Learning" is a framework for the development of skills children need for success in school and beyond. It brings together developmental needs with academic mindsets and skills.

This framework is used to identify probable areas of need that could be supported in the strength building groups.
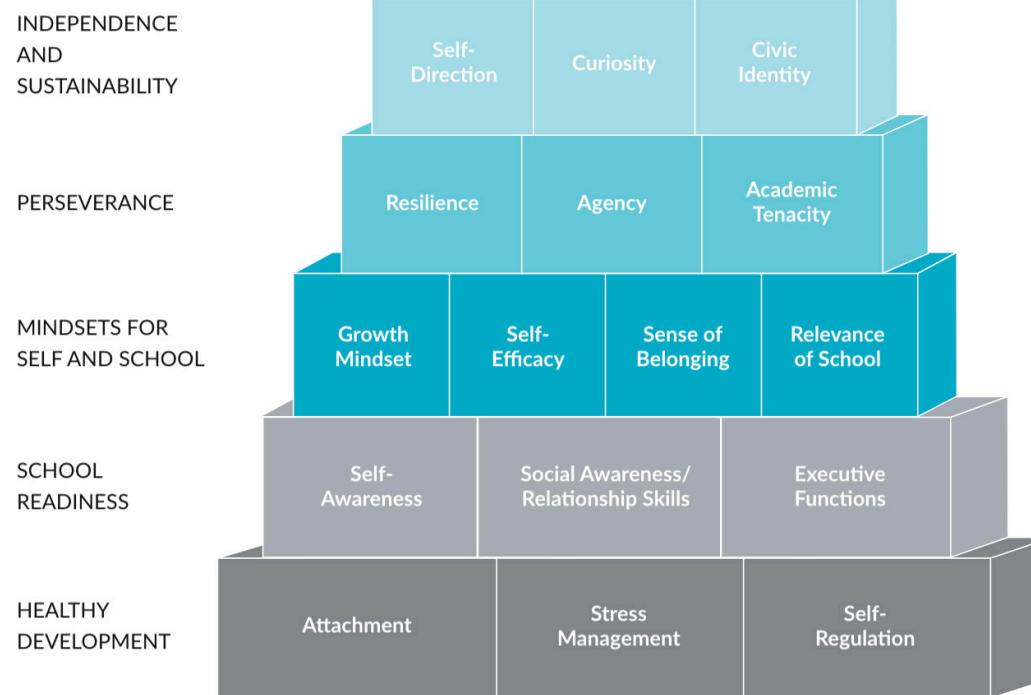
Each block represents a set of evidence-based skills and mindsets that have been proven by research to strongly correlate to—and even predict—academic achievement.

You can learn more at https://turnaroundusa.org/what-we-do/tools/building-blocks/

INDEPENDENCE AND SUSTAINABILITY	Self-Direction / Curiosity / Civic Identity	
PERSEVERANCE	Resilience / Agency / Academic Tenacity	
MINDSETS FOR SELF AND SCHOOL	Growth Mindset / Self-Efficacy / Sense of Belonging / Relevance of School	
SCHOOL READINESS	Self-Awareness / Social Awareness/Relationship Skills / Executive Functions	
HEALTHY DEVELOPMENT	Attachment / Stress Management / Self-Regulation	

TIER 2

THANK YOU.

Transcend supports communities to create and spread extraordinary, equitable learning environments.

Learn more about our work and continue the discussion by visiting us at https://www.transcendeducation.org/.

Transcend

THE CRITICAL SUPPORT ROLE OF STUDENT SUCCESS COACHES

CITY YEAR

Executive Summary

City Year recruits, trains and supports diverse teams of AmeriCorps members who serve full time in public schools as Student Success Coaches (SSCs). As near-peer tutors, mentors and role models, SSCs form developmental relationships with the students they serve and provide research-based supports to develop students' holistic social, emotional and academic skills. They collaborate with teachers to personalize learning, create positive school communities and run afterschool programs.

Student Success Coaches increase schools' capacity to advance whole-child development, address variability in student learning, and advance educational equity by helping to create responsive, engaging, positive learning environments where both students and adults can thrive. These holistic supports are critical—now more than ever—to help children navigate the complex learning and life transitions brought on by the pandemic, offering increased opportunity to thrive in school and beyond.

CITY YEAR

COVID-19 | Impact & Needed Response

Impact on Students

- Research shows **expected learning loss** for scholars of up to a year or more
- The pandemic has **exposed and exacerbated deep-rooted inequities** that **disproportionately impact** children of color and children growing up in low-income households
- Researchers also expect **increased variability in scholar academic levels** next school year
- **Trauma and toxic stress are tied to long-term negative** education, economic and health

Impact on Schools

- School and district **costs will increase** to implement necessary safety and health precautions
- At the same time, districts are **facing large budget cuts** due to decreased tax revenue
- Surveys show **1 in 5 teachers are unlikely to return** in the Fall
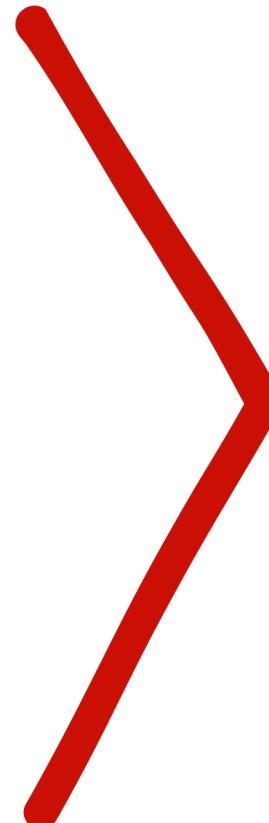
Response to Impact

Attention to Holistic Learning

- Attention to holistic social, emotional and academic skills
- Ability to differentiate learning

Attention to Student Well-Being

- Emphasis on relationships and community
- Mental health and trauma-informed services

Attention to Necessary Staffing and Resourcing

- Flexible adult capacity
- Research-based supports with high return on investment

Student Success Coaches | Definition & Benefits

Student Success Coaches Are...

AmeriCorps members who serve full time on diverse teams in systemically under-resourced schools, forming developmental relationships and providing near-peer, asset-focused, research-based integrated social, emotional and academic supports to students and supplemental capacity in classrooms to personalize learning and create positive learning communities.
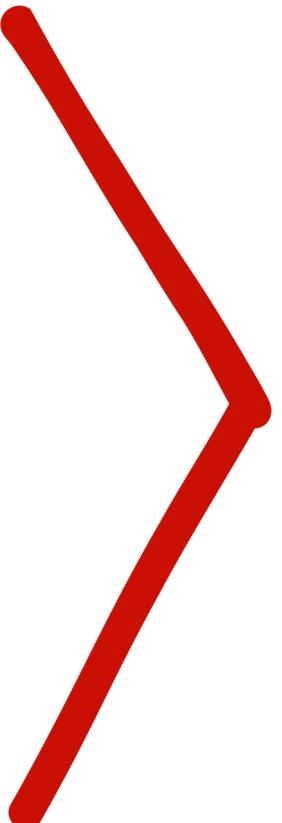
Benefits to Students

As **near-peers** wise enough to offer guidance, yet young enough to relate to students' perspectives, SSCs **develop relationships** with students and provide customized supports, which accelerate students' **social, emotional, and academic development**.
By doing so, they enable students to flourish in critical areas—including the early warning indicators of **attendance, behavior, and course performance** in English or math, which are key predictors of the likelihood of high school graduation and success in post-secondary education.

Benefits to Our Communities

In the course of their AmeriCorps service, SSCs develop valuable, transferable skills that **advance their workforce readiness and boost civic engagement** and enable them to become **more effective leaders** working across lines of difference.

City Year "Whole School Whole Child" Theory of Change

City Year's **Whole School Whole Child** approach helps students and schools succeed by delivering **holistic support** to students, classrooms and the whole school.

Four Core Strategies

Intentional Formative Experiences that Build Meaning Making in Community
Students' learning helps them construct a narrative about themselves, their strengths, and their connection to their community.

Near-Peer Relationships
Students experience a web of positive developmental relationships.

Positive and Developmental Learning Community
Students' school communities foster belonging, learning, growth, and joy.

Continuum of Care Over Multiple Years
Students benefit from consistent, caring, asset-based relationships and interventions throughout their school experience, particularly during transitions between elementary, middle and high schools.

Intermediate Outcomes

Identity Formation
Students possess a self-narrative about who they are as learners and leaders, and the meaning they've gained from their experiences.

Agency
Students believe in their ability to succeed and make a difference in their communities.

Durable Skills
Students attain durable, foundational social emotional, and academic skills.

Long Term Outcome

Students **graduate high school prepared** for post-secondary, career and life success.

Holistic Learning and Support | Student Success Coaches

As near-peer Student Success Coaches, City Year AmeriCorps members are uniquely positioned to form developmental relationships with students that strengthen key social, emotional and academic skills that are essential for success in school and in life.

Student Success Coaches support whole child learning by providing support in four key areas: supportive environments and relationships; integrated systems of supports; individualized and engaging instruction; and social emotional development.

Supportive Environments and Relationships

Integrated Systems of Support

Social Emotional Development

Individualized and Engaging Instruction

Holistic Learning and Support | Key Areas

Supportive environments and relationships

Student Success Coaches...

- Serve as "connective tissue" between students' lives and their learning.

- Create and support an environment of safety, trust, and joy.

- Intentionally build relationships with focused time and effort.

- Strengthen family relationships and continuity between school and home.

- Are trained in asset-based youth development practices informed by the Clover Model from the PEAR Institute, the Developmental Relationships Framework from Search Institute, and others.

- Partner with teachers to create positive classroom environments.

- Facilitate a positive culture of learning, belonging, and engagement through morning greeting, whole school events, and social media.

Holistic Learning and Support | Key Areas

Supportive environments and relationships

Sample Strategies

- **Building intentional developmental relationships.** SSCs prioritize time and focus on building authentic relationships seeking to understand students' interests, desires, needs, and capabilities and how they change over time. City Year uses PEAR's Clover Model, which provides a framework to understand students' developmental capabilities and needs and Search Institutes' Developmental Relationships Framework, which provides specific elements to attend to in building strong relationships.

- **Morning Greeting.** SSCs implement morning greeting or welcome activities, where every scholar and faculty member is greeted as they enter the school each morning. These activities create opportunities to foster a positive school culture and climate while encouraging regular school attendance and promoting positive behavior.
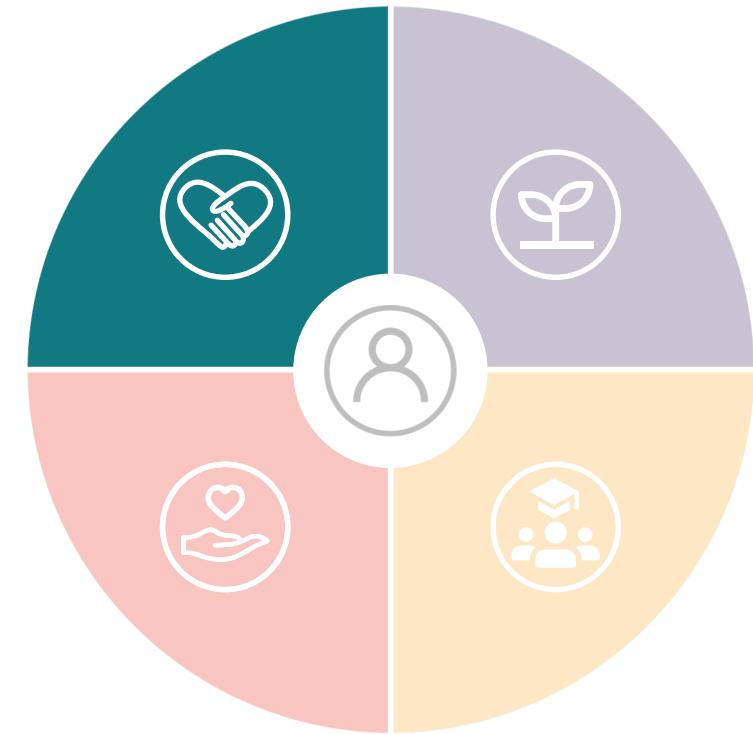
Holistic Learning and Support | Key Areas

Integrated, evolving systems of support

Student Success Coaches...

- Are assigned a "focus list" of students who are struggling academically and/or socially and emotionally, with whom they regularly check in and support academic, cognitive, and social emotional skill building.

- Provide extended learning and afterschool opportunities utilizing high quality curricula and programming.

- Help implement early warning systems by participating on educator teams that use data to inform student supports.

- Utilize progress monitoring strategies to adapt supports to student needs using data.

- Form a support system that is robust, individualized, and continually evolving.

Holistic Learning and Support | Key Areas

Integrated, evolving systems of support

Sample Strategies

- **Check In, Check Out.** SSCs use [Check In, Check Out interventions](#) in which students and Student Success Coaches check in for 10-20 minutes during the day to build relationships, set and review goals, and problem solve.

- **Early Warning Systems of Support.** SSCs support [early warning systems](#) (EWS), in which educator teams meet regularly, using available qualitative and quantitative data to focus on students who demonstrate behaviors that research indicates put them at a higher risk of dropping out of school (e.g. low attendance, behavioral referrals, poor core course performance). EWS provide a process to use school teams and teacher insights to formulate appropriate responses at the most strategic level (i.e. individual student, classroom, grade or school).

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Holistic Learning and Support | Key Areas

Individualized, engaging instruction

Student Success Coaches...

- Provide added capacity in classrooms to give feedback and accelerate learning.

- Engage students regularly in 1:1 coaching sessions and small group sessions to focus on integrated academic and social-emotional development and to help students learn how to learn.

- Use research-based intervention curricula to provide intensive supports to meet student academic needs

- Build an understanding of students' lives and help teachers tailor approaches aligned with students' interests, needs, and desires to enhance student-centered learning.

Holistic Learning and Support | Key Areas

Individualized, engaging instruction

Sample Strategies

- **Integrating academic content and social-emotional competencies.** SSCs intentionally plan for and integrate social-emotional competencies into academic content. For example, in science, SSCs might link the concept of hypothesizing to the social-emotional competency of positive risk-taking or in ELA, practice empathy and social awareness skills by seeking to understand character's motivations and desires.

- **Taking a youth development approach.** Youth Development is a positive approach toward students that considers each young person's developmental needs and strengths, honors their voice and identity, and positions these attributes as assets for growth and learning. This approach is critical to adapting instructional content that is relevant, in a students' proximate zone of learning, and provides opportunities for student input, choice and identity-building.

Holistic Learning and Support | Key Areas

Social and emotional development instruction

Student Success Coaches...

- Provide direct instruction in 1:1 coaching sessions and small group sessions in social emotional learning (SEL) skills and key mindsets of a learner (e.g. growth mindset).

- Use data from SEL assessment tools to elevate student voice to inform instruction, goal-setting, and learning.

- Reinforce and integrate SEL, academic and cognitive skill building during whole class, 1:1 coaching sessions, and small group sessions.

- Provide capacity needed to implement a restorative approach to behavioral supports and learning.
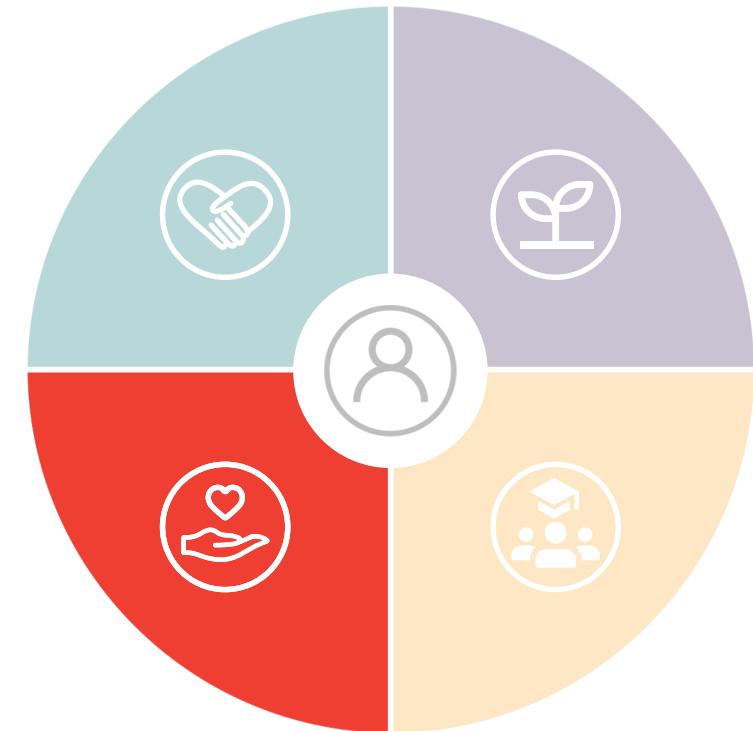
Holistic Learning and Support | Key Areas

Social and emotional development instruction

Sample Strategies

- **Use of social-emotional assessment to elevate student voice.** SSCs use formative assessments, such as the Holistic Student Assessment (HSA), to hear directly from students about their learning experience and use this information to incorporate student voice into adult decision-making. This provides an enhanced understanding of how to structure the learning environment to support relationship building and academic and social-emotional skill-building.

- **Setting and pursuing social emotional development goals.** SSCs work with students to set and pursue social emotional development goals using data from social emotional assessment and high-quality curricula to learn about and practice critical success skills.

City Year Success Coaches | Typical Daily Schedule

8:00

Morning greeting

Greet students to get them excited and ready to engage in learning.

8:30

Attendance calls

Contact absent or tardy students and encourage them to come to school.

9:00

In-class support

Provide academic and student engagement support while teacher delivers instruction.

10:00

Literacy tutoring

Provide one-on-one or small group instruction on foundational literacy skills.

12:00PM

Lunch

Have lunch with students, build relationships, and reinforce social-emotional skills.

1:00

Teacher meeting

Meet with classroom teacher to review student progress data and plan accordingly.

2:00

Math tutoring

Deliver planned instruction on foundational math skills one-on-one or in small groups.

3:00

Parent engagement

Call parents or guardians to share news of student progress.

4:00PM

Homework & Enrichment

Afterschool programming: homework support & lead enrichment activities like clubs, arts and sports.

6:00

Close out the day

Regroup with team, then head home to rest up for another day of service.

City Year Success Coaches | Demographics

City Year's AmeriCorps members who serve as Student Success Coaches are intentionally selected and placed on **diverse teams** to provide mentors who look like and/or can relate effectively to the students and to model the teamwork of people working across lines of difference. SSCs are also selected and trained to have an **asset, strengths, and relationship-based mindset.** These full-time "near-peers" are uniquely positioned to form positive developmental relationships with students.

63%
People of Color

77%
College Graduates

48%
Indicate Interest in Teaching Career

52%
Pell Grant Eligible

Evidence of Impact of Student Success Coaches

EVERYONE GRADUATES CENTER

The more time a student spends with a City Year AmeriCorps member, the higher the student outcomes in the related academic subject area (math and English) and attendance and the better their social-emotional competencies at the end of the year (controlling for start-of-year social-emotional levels).

POLICY STUDIES ASSOCIATES

Schools that partner with City Year are up to 3x more likely to improve proficiency rates in math and 2x more likely to improve on state English assessments. They also gained the equivalent of approximately one month of additional English and math learning, compared with schools that did not partner with City Year.

Deloitte.

City Year is 78% more cost-effective than contracting with individual providers to deliver City Year's holistic set of services. The impact of a City Year team could generate savings that recoup up to 97% of the cost to partner schools.

mdrc BUILDING KNOWLEDGE TO IMPROVE SOCIAL POLICY

Schools with City Year - Diplomas Now had higher on-track student performance and less chronic absenteeism in 6th grade, were more likely to have students reporting positive relationships with a non-teaching adult, more likely to participate in academically-focused after school programming, and teachers were more likely to have positive perceptions of school climate.

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"He motivates me. He's the best person I ever met in the world. **I have no other people like him...** that's always on me, pushing me. Ever since I met Justin for the first time, it was a big difference for me. I felt like he cared for me."

-Manny, sixth grader, speaking about his City Year AmeriCorps member, Justin.

THANK YOU.

At City Year, we believe that all students can succeed and that developing the skills and mindsets of children and young adults contributes to strong, vibrant communities—outcomes that benefit all of us.

Learn more about our work and continue the discussion by visiting us at https://www.cityyear.org/.

CITY YEAR

RECRUITING COMMUNITY EDUCATORS FOR SUCCESS COACHING ROLES

Mary Lou Fulton
Teachers College
Arizona State University

Executive Summary

Under the current model, teachers in the classroom assume many roles: **educator, social worker, success coach, school psychologist,** and more. Our new approach to community education involves establishing **specialized roles**, expanding the **roles of success coaches,** and assembling teams of people to **achieve specific goals**.

Under this new model, success coaching becomes a unique role, held by **community members or paraprofessionals**, driven by their individual interests and abilities. Working with community educators, our approach seeks to align student learning with the **power, beauty, and genuine talent** found in every community, and to advance children's education beyond the "one teacher, one classroom" model.

Mary Lou Fulton
Teachers College
Arizona State University

Beyond "One Teacher, One Classroom"
Making the role of an educator more sustainable

Delivering deeper and more personalized learning requires teams with distributed expertise. By shifting the role of teachers from a "lone goalie" in the classroom to a **specialized community educator** team formation, we can empower educators to focus on core academics and student learning. The outcome of this model is **student-centered, whole-child learning and growth** with more **sustainable roles for educators.**
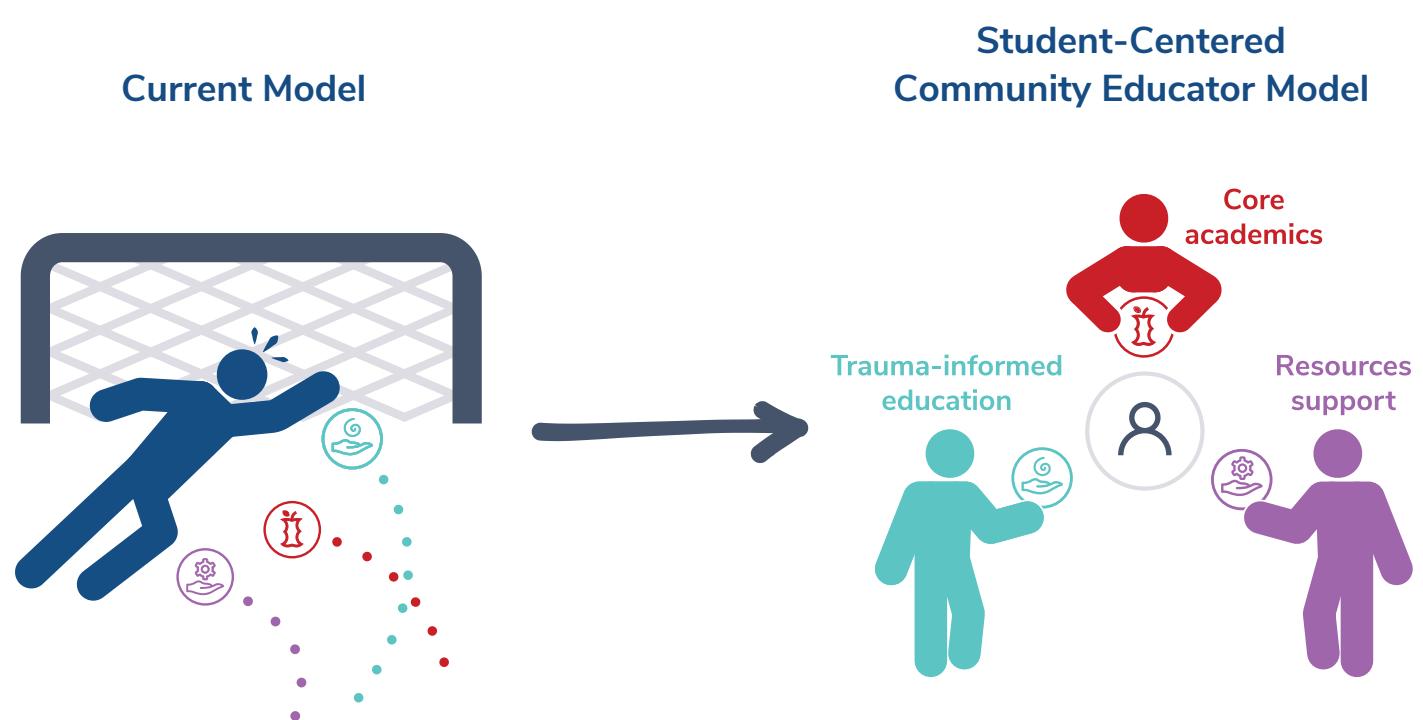
Current Model

Student-Centered Community Educator Model

Core academics

Trauma-informed education

Resources support

Next Education Workforce Model
A team effort

Under this new model, teachers and students receive support from community educators.

Success coaches coordinate their efforts with community educator teams (multiple specialized roles for adults and paraprofessionals), to support small groups of students and to encourage their success.

This model is also adaptable; specific job titles and responsibilities can (and should) vary among learning environments.

Community educators | **Professional educators** | **Educational leaders**

Wraparound Support	Content and Instructional Support	Teaching Assistants	New Teachers	Experienced Teachers	Specialized Teachers	Teacher Leaders	Organizational Leaders
• Socio-emotional supports • Mentoring • Identify and connect with resources • Promote digital literacy • Build resilient community networks	• Academic supports • "Real world" connection • Trauma-informed instruction • Navigate formal and informal systems	• Assessment • Limited instruction • Tutoring • Digital learning facilitation	• Assessment • Short-term planning • Small group instruction	• Assessment analysis • Short and long-term planning • Small and large group instruction	• Assessment and trend analysis • Long-term planning • Instructional intervention and modeling • Academic, career, and socio-emotional support experts	• Roles of an experienced teacher and... • Strategic deployment of educators • Team dynamics	• Innovations around new instructional and staffing models • Innovative budgeting • Advocacy for innovations and new models

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Expanding the Roles of Success Coaching
Pivot toward specialization

Multiple adults wrapping around groups of students to encourage success

Success coaching becomes a specialized role held by community members or paraprofessionals because of interest and ability

Success coaching can focus on more than just the individual child (e.g., Family Success Coaching)

Specialized success coaching (e.g., digital learning)

Differentiated training based on role

Sample Skill Clusters for Success Coaches

Success coaches can develop focused expertise based on their role.

Specialized success coaching skills			
	Curiosity	Building networks and sense of belonging	Navigate formal and informal systems
	Self-awareness	Resilience	Identify and connect with resources
	Self-regulation	Conflict resolution and management	Supporting academic outcomes
	Mindfulness and stress management	Social awareness and relationship skills	Digital literacy

Areas of interest			
	Empathy	Building Community	Resourcefulness

Foundational skills	
	Individual characteristics
	Critical dispositions: child safety and mandatory reporting requirements

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Next Steps and Commitment
Supporting the creation of meaningful roles

- ASU's Mary Lou Fulton Teachers College is currently focused on the creation of core set of trainings for a student success coach

- Potential educational and philanthropic partners can come together to ideate and activate other specific roles

- Aligning existing networks of community and school-focused organizations identify new pipelines

- Ongoing engagement, discovery, and iteration of roles and training

THANK YOU.

The mission of ASU's Mary Lou Fulton Teachers College is to create knowledge, mobilize people and take action to improve education.

Learn more about our work and continue the discussion by visiting us at https://education.asu.edu/.

ASU ® **Mary Lou Fulton**
Teachers College
Arizona State University

Executive Summary

The **Social and Emotional Learning Program Quality Assessment** (SEL PQA) is designed to empower people and organizations to envision the highest quality programming for young people by providing a shared language for adult practice and decision making and by producing scores that can be used for comparison and assessment of progress over time. The SEL PQA provides a framework for supporting kids to reach the highest level of engagement and skill development such that young people can thrive. Right now, given the **myriad challenges and transitions students are facing** that could impact their capacity to excel, it is critical that adults who play a role in a child's education **focus on foundational layers: creating safe space and a supportive environment.**

We have developed **research-based rubrics** that can be leveraged for ongoing evaluation and **continuous improvement.** These tools can be used by schools or districts, or for self-assessment to check progress in creating safe and supportive environments for students in the fall.

Pyramid of Program Quality | SEL PQA at a Glance

The **Social and Emotional Learning Program Quality Assessment** (SEL PQA) articulates and measures staff practices that have been identified by research on positive youth development, social and emotional learning, and the science of learning and development, among others.

The SEL PQA is designed to evaluate the quality of programs and identify staff training needs. It consists of a **set of scoreable standards for best practices** in afterschool programs, community organizations, schools, summer programs and other places where youth have fun, work, and learn with adults.

Higher order engagement through choice, planning, and reflection. **ENGAGING ENVIRONMENT**

Peer interaction through collaboration and community building with empathy. **INTERACTIVE ENVIRONMENT**

Supportive environment to meet the developmental needs of young people and scaffold learning. **SUPPORTIVE ENVIRONMENT**

Psychological and emotional safety, inclusive practices, and welcoming. **SAFE SPACE**

The SEL Pyramid of Program Quality depicts the 4 domains that are covered by the Social and Emotional Learning Program Quality Assessment. Within these 4 domains are 10, theoretically-derived scales that indicate adult practices.

Pyramid of Program Quality | Focus on the Base

We focus the most of our attention at the point of service: the place where young people and adults interact. We believe that the relationships and learning environment that adults create are crucial for youth engagement and skill development such that young people can thrive. **In times of high stress or trauma, it is especially critical to focus on the two foundation layers of the pyramid.**

The multi-tiered approach is derived from an integration of **Maslow's hierarchy of needs, multilevel systems theory, positive youth development,** and the **emerging neuroscience**, such that instructional practices and youth engagement associated with **the base of the pyramid can promote or undermine practices and engagement associated with the top of the pyramid.**

Higher order engagement through choice, planning, and reflection.	**ENGAGING ENVIRONMENT**
Peer interaction through collaboration and community building with empathy.	**INTERACTIVE ENVIRONMENT**
Supportive environment to meet the developmental needs of young people and scaffold learning.	**SUPPORTIVE ENVIRONMENT**
Psychological and emotional safety, inclusive practices, and welcoming.	**SAFE SPACE**

Providing safe spaces and supportive environments are absolutely essential to progress success at the higher levels of the pyramid.

Safe Space

The Safe Space domain **focuses on establishing the foundation for an effective learning environment**, and includes practices that **create a positive emotional climate.**

It presumes that there is a safe physical environment. Adults convey **warmth, respect,** and incorporate a **positive behavior management style,** thereby creating a safe space where adults and young people are mutually accountable to each other.
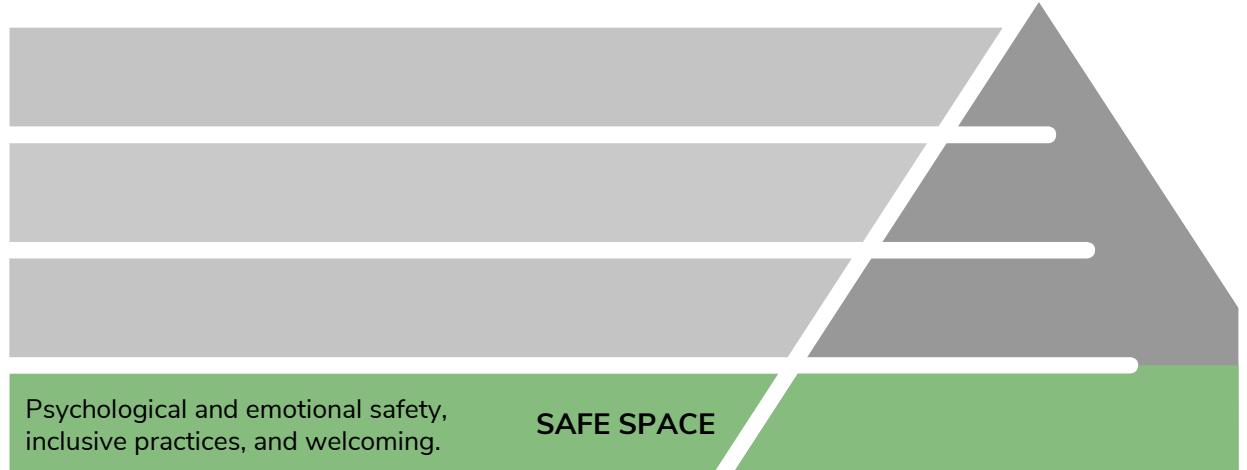
Psychological and emotional safety, inclusive practices, and welcoming.

SAFE SPACE

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Supportive Environment

The Supportive Environment domain focuses on practices where **adults meet the developmental needs of young people by scaffolding learning, modeling skills, and providing encouragement.** These developmentally responsive practices also support opportunities for managing emotions and fostering a growth mindset.

For example, Emotion Coaching is in the Supportive Environment domain, because **staff are coaching young people to learn about, name and manage their emotions. T**his type of emotional fluency sets the stage for developing emotional skills that support positive interactions and learning.
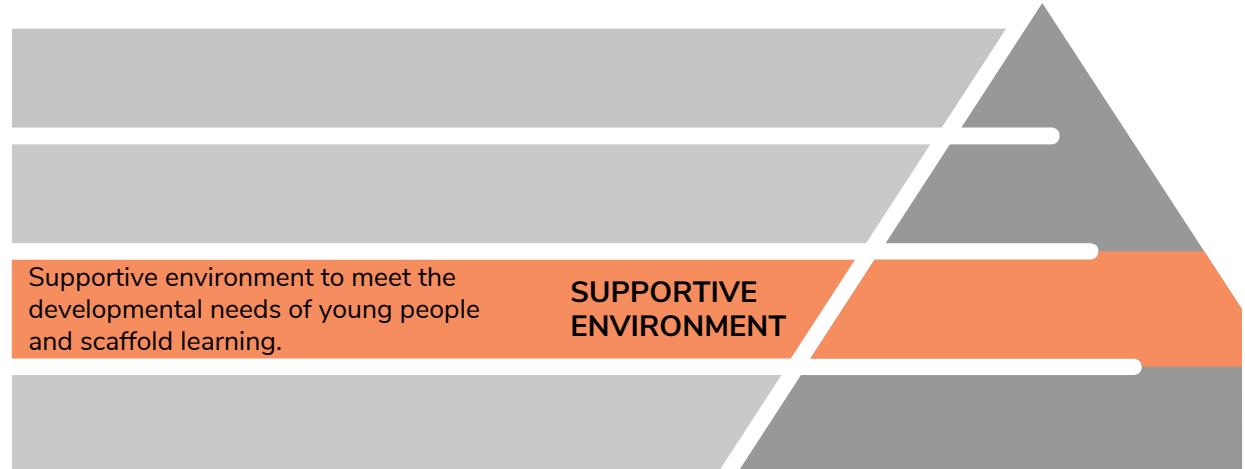
Supportive environment to meet the developmental needs of young people and scaffold learning.

SUPPORTIVE ENVIRONMENT

Safe Space and Supportive Environment | Critical Practices

SAFE SPACE

Creating Safe Spaces

1. Foster Positive Emotional Climate
2. Convey Warmth and Respect
3. Provide Support for Safe Space
4. Demonstrates Positive group Management Style
5. Demonstrates Mutual Accountability
6. Show Active Inclusion

SUPPORTIVE ENVIRONMENT

Emotion Coaching

1. Acknowledge emotions
2. Support young people to name emotions
3. Discuss constructive handling
4. Discuss emotion causes

Scaffolding Learning

1. Break tasks into steps
2. Model skills
3. Encourage young people to improve performance
4. Monitor challenge level

Fostering Growth Mindset

1. Guide young people to self correct
2. Use non-evaluative language
3. Attribute achievement to success

Safe Space | Creating Safe Spaces Sample Rubric

SAFE SPACE

Creating Safe Spaces

1. Foster Positive Emotional Climate
2. Convey Warmth and Respect
3. Provide Support for Safe Space
4. Demonstrates Positive group Mana
5. Demonstrates Mutual Accountabilit
6. Show Active Inclusion

SUPPORTING EVIDENCE/ANECDOTES

| 1. | 1 The emotional climate of the session is predominantly negative (e.g., disrespectful, tense, exclusive, even angry or hostile); negative behaviors, such as rudeness, bragging, insults, "trash talking," negative gestures or other such actions are not mediated by either young people or staff. | 3 The emotional climate of the session is predominantly positive. Negative behaviors are mediated (e.g., countered, curtailed, defused) by staff or young people. | 5 The emotional climate is always positive (e.g., mutually respectful, relaxed, equitable; characterized by teamwork, camaraderie, inclusiveness); young people and staff are observed offering encouragement, affirmations, or support to others. | ☐ |

"Foster Positive Emotional Climate" is an example of a practice/assessment area under Creating Safe Spaces, that can be scored on the PQA rubric.

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Supportive Environment | Emotion Coaching Sample Rubric

SUPPORTIVE ENVIRONMENT

Emotion Coaching

1. Acknowledge emotions
2. Support young people to name emo
3. Discuss constructive handling
4. Discuss emotion causes

Scaffolding Learning

1. Break tasks into steps
2. Model skills
3. Encourage young people to improve
4. Monitor challenge level

Fostering Growth Mindset

1. Guide young people to self correct
2. Use non-evaluative language
3. Attribute achievement to success

SUPPORTING EVIDENCE/ANECDOTES

1.	**1** Staff do not acknowledge, validate, or name emotions of young people.	**3** Staff occasionally acknowledge, validate, and name emotions of young people.	**5** Staff consistently acknowledge, validate, and name emotions of young people (e.g., "It seems you are disappointed that you didn't get the part.").	☐
4.	**1** Staff do not tell or ask young people about the causes of their emotions.	**3** Staff tell young people about possible causes of their emotions – either in response to in-the-moment situations or in discussion of an external situation (e.g., "I think maybe you didn't speak up because you were afraid.").	**5** Staff ask young people about the causes of their emotions (e.g., "Why were you so angry?" "What happened that made you feel that way?").	☐

"Acknowledge Emotions" and "Discuss emotion causes" are examples of a practices/assessment areas under the Emotion Coaching practical area under Supportive Environment, that can be scored on the PQA rubric.

Youth Program Quality Intervention

The Youth Program Quality Intervention (YPQI) is a comprehensive system for improving program quality that involves a three-part approach to program quality: the Assess, Plan, Improve sequence. It is grounded **on a continuous quality improvement approach.**

This sequence begins with assessment in order to identify staff's existing strengths and areas for improvement. These areas then become goals in an **improvement plan, with clear steps and benchmarks for success.** The assess-plan-improve sequence helps programs turn data into useful information for program improvement. Self assessment is a highly effective, low stakes strategy for building a quality-focused culture. Program self assessment can help managers and staff co-create meaningful improvement objectives for the quality of their programs and ultimately the outcome for the participants.
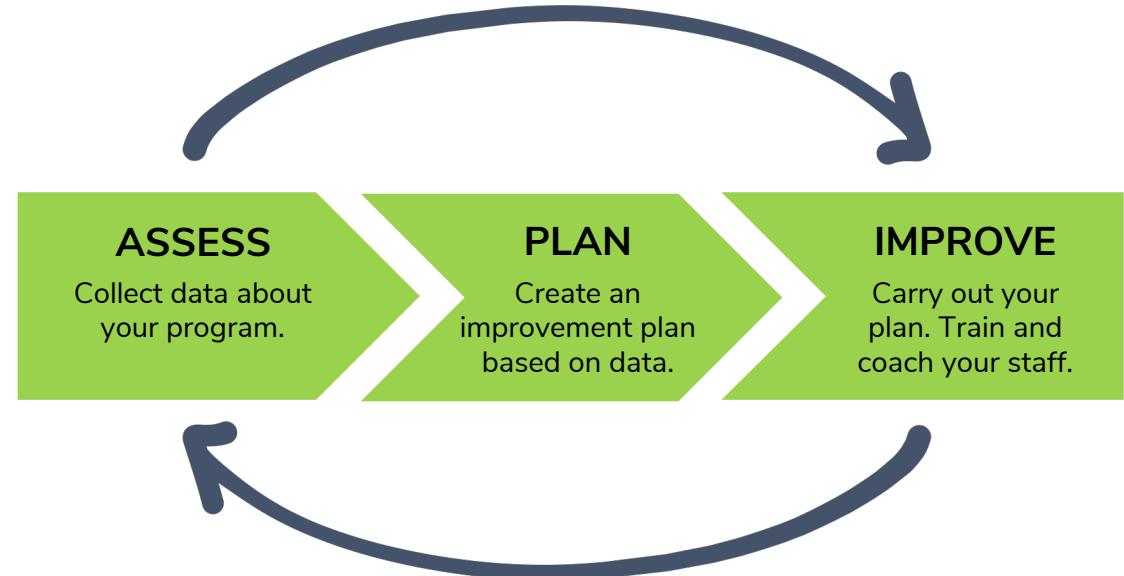
ASSESS
Collect data about your program.

PLAN
Create an improvement plan based on data.

IMPROVE
Carry out your plan. Train and coach your staff.

Foundations and Self Awareness

Our youth work methods workshops provide concrete strategies for educators to improve in their practice to support student's social, emotional, and cognitive development. **Research on SEL implementation also points out the need for educators to start with themselves and their own self-awareness regarding their strengths and areas for growth, which is why all the SEL Methods start with the Foundations and Self-Awareness.**

These workshops provide foundations and tangible approaches for bringing positive youth development practices that support SEL into educational settings. Many of the workshops that support the YPQI process and youth work methods are available online as self-paced courses.

COGNITIVE

EMOTIONAL

Problem Solving & Initiative

Including the ability to:
- Focus and pay attention
- Set goals
- Plan and organize
- Persevere
- Problem solve

Empathy & Emotion Management

Including the ability to:
- Recognize and manage one's emotions
- Understand the emotions and perspectives of others
- Demonstrate empathy
- Cope with frustration and stress

Teamwork & Responsibility

Including the ability to:
- Navigate social situations
- Resolve conflicts
- Demonstrate Respect toward others
- Cooperate and work on a team
- Self-advocacy and agency

SOCIAL

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Self-Assessment for Continuous Improvement

The full SEL PQA is freely available for free download. This research-based tool can help any educator or program formally or informally evaluate their progress toward creating an environment in which young people can flourish.

Download the SEL/PQA tool to begin your process of continuous improvement.

THANK YOU.

The Forum for Youth Investment is committed to changing the odds that all children and youth are ready for college, work, and life. We connect leaders to ideas, services, and networks that can help them make more intentional decisions that are good for young people. We help leaders who are trying to improve & align policies, plan & partner for impact, and/or strengthen programs & adult practice.

David P. Weikart Center for Youth Program Quality is a leader in empowering education and human service leaders to adapt, implement, and scale research-validated quality improvement systems to advance child and youth development. Training and technical assistance in quality improvement system design, effective performance data, and lower stakes accountability has helped OST networks across the country be successful, scale-able, and sustainable. The Weikart Center is a critical part of the Forum's overall effort to build leadership capacity to advance readiness and equity.

Learn more about our work and continue the discussion by visiting us at http://www.forumfyi.org.

the **forum**
FOR YOUTH INVESTMENT | DAVID P. WEIKART
CENTER FOR YOUTH
PROGRAM QUALITY

WE ARE CREW: A TEAMWORK APPROACH TO SCHOOL CULTURE

EL Education

Executive Summary

In EL Education schools, Crew means two things:

- a school culture that nurtures social-emotional and academic development, affirms diverse identities, supports courageous conversations, fosters belonging, and creates authentic and trusting relationships

- a transformational structure for daily whole-class meetings in elementary schools and small advisory groups in secondary schools

This presentation will describe the vision of Crew, and share ideas for integrating key Crew practices to strengthen staff culture, school culture, and individual and small group advising of students at Brooklyn Lab Charter.

EL Education

The Challenge

A definition of student achievement that focuses narrowly on test scores and zero-sum competition is a flawed one. In life, we are judged by our character and by the work that we do. At EL Education, we use a three-dimensional view of student achievement, and we envision school as a team sport instead of an individual one—where everyone supports each other to succeed and to contribute to a better world. As the global coronavirus pandemic has reshaped our community life and shined a spotlight on racial and economic inequity, our need for connection and support has grown. Now more than ever, staff and students need a dedicated space for connection that is culture- and trauma-responsive, where academic learning is joined to social and emotional well-being, supporting one's community, and standing up for racial and social justice.

How might we build **student-empowering cultures and advising structures** that nurture belonging, purpose, and agency and foster student success?

EL Education uses advising structures to help bring to life a three-dimensional vision of student achievement that goes beyond test scores.

Character Framework

What do we all hope our children take away from their school experience? Character can mean many things to different people. EL Education's character framework has three student outcomes. They are built on a solid student identity of purpose, agency, and belonging. That identity is forged by a school program that features compelling curriculum, deeper instruction, and student engaged assessment. All of this rests on a foundation of empowering leadership and crew culture at school.
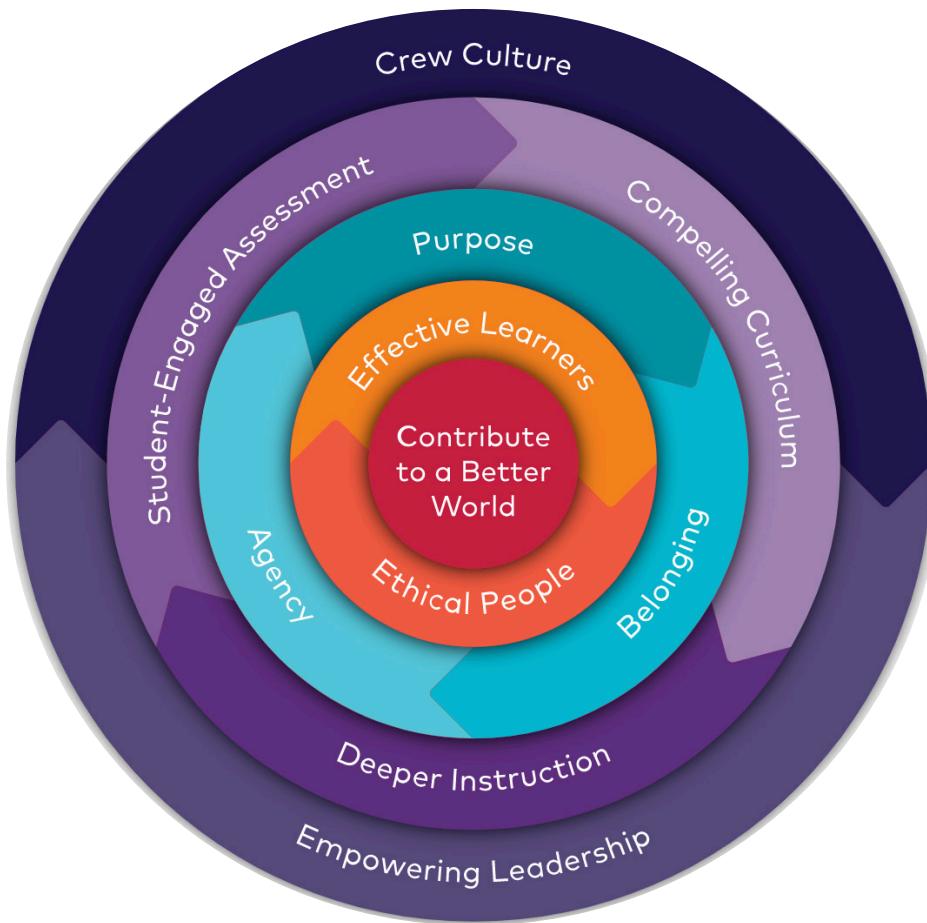
CHARACTER DEVELOPMENT: STUDENT OUTCOMES

- **Students work to become effective learners:** develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration)

- **Students work to become ethical people:** treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion)

- **Students contribute to a better world:** put their learning to use to improve communities (e.g., citizenship, service)

We Are Crew

A key component of the character framework is Crew. **Crew is a schoolwide culture** that supports social and emotional wellness, character development, and academic and life success for students and staff. This culture of care is characterized by strong interpersonal relationships and is embedded and integrated into academic learning throughout the day.

Crew is also a unique and transformational meeting structure for secondary school advisories, elementary school morning and closing circles, and for staff collaboration. The Crew structure provides a dedicated time for connections and care.
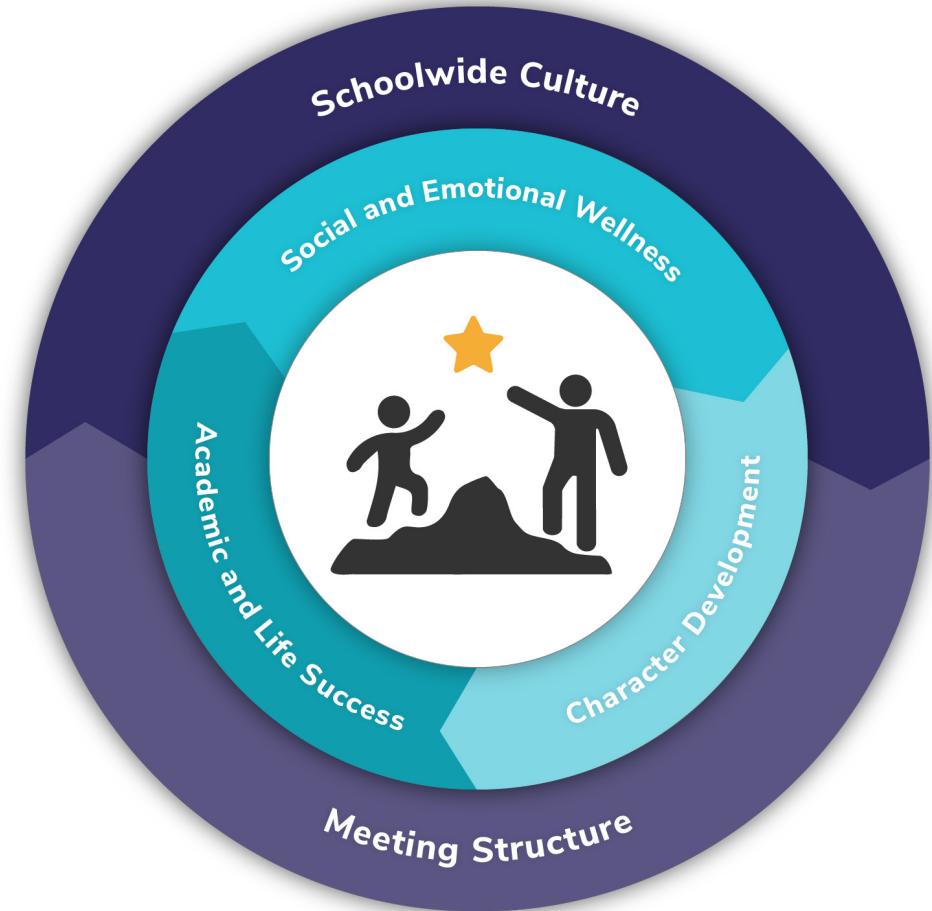
We Are Crew | Principles

The Crew model is based on the following principles:

- Social-emotional wellness and academic learning are **interconnected and interdependent** and should not be separated. In order to learn, students must feel they are safe, that they belong and are valued, and that their ideas matter.

- Student achievement is comprised of mastery of knowledge and skills, character, and high-quality student work. Academic learning is **strongest when these dimensions are joined:** students put their heart into learning when they are a part of a respectful learning community with high standards.
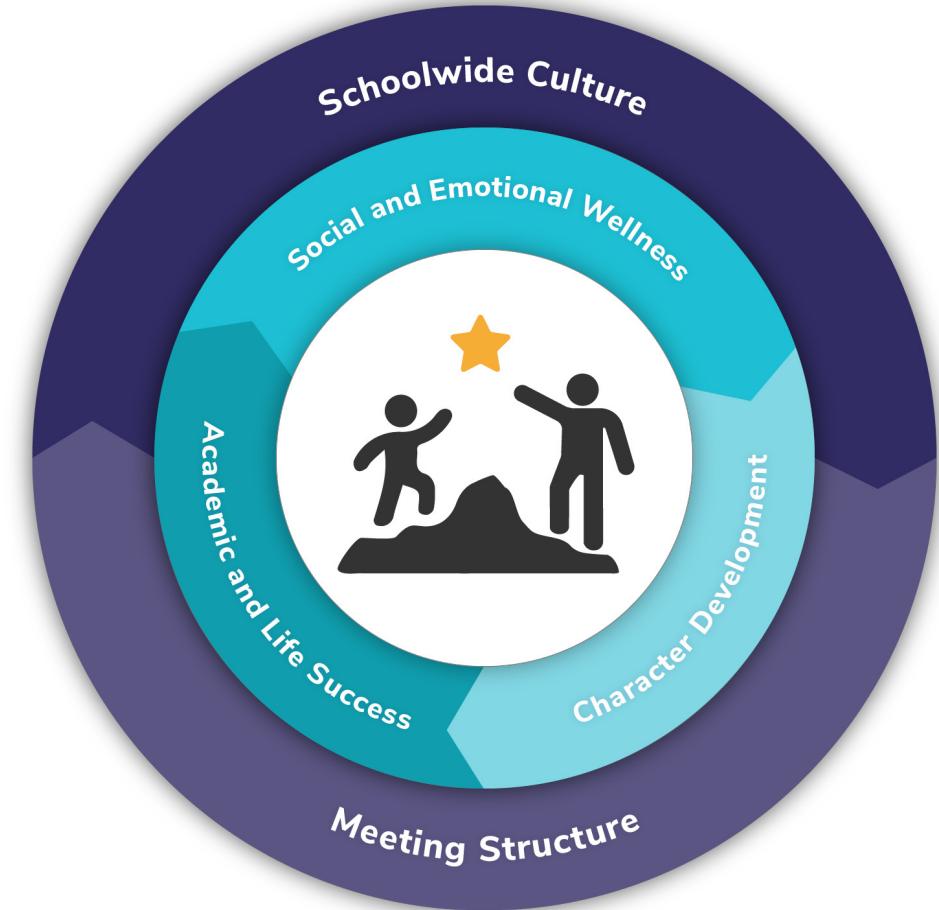
Staff Crew

Staff Crew is the foundation of school-wide Crew culture. It is:

1. A culture of respect and collaboration among staff all day long, and

2. Crew meetings for staff that build the culture and community.

Staff Crew creates the possibility for student Crew culture; it's never the kids that hold school culture back. Staff who belong to a professional learning culture in which everyone is valued, supported, and inspired to grow can model that culture for students.

Staff Crew is led by peers who use protocols that focus on building relationships, establishing shared commitments, and on professional and personal growth. When teachers grapple with courageous conversations together around difficult topics such as emotional health, racism, and identity, it can facilitate interpersonal understanding and build the courage and skills to facilitate these important conversations with students.

"In order for our students to do the work, we as a staff have to do the work."

– Staff Member, Polaris Charter Academy, Chicago, IL

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Student Crew

Student Crew is a **daily advisory structure** for discussion, support, accountability and growth. In elementary schools, Crew meetings involve the whole class in morning and closing meetings, and problem-solving meetings during the day. In secondary schools, Crew meetings are small advisory groups of 10–15 students who support each other's personal and academic health and growth.

Details of Crew structures vary across schools, but Crews all work toward the same goals of personal and academic health and development. Crew principles include:

- **Consistency:** Crews meet with the same group of students regularly, no matter what. In secondary schools, Crews often stay together for multiple years.

- **Flexibility:** Crews across the school use common structures and protocols, and individual Crews also create their own structures and rituals and identity.

- **Shared Leadership:** Most Crew time is spent meeting in a circle, and leadership is shared among the adult Crew Leaders and student Crew members.

Crew gives students voice and agency.

Crew is a safe place for courageous conversations about identity, racism, and emotional health.

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Staff Crew | Case Study

📍 **River Bluff High School**
Lexington, South Carolina

2,000+ students

200+ staff

River Bluff High School in Lexington, South Carolina is a public comprehensive high school serving over 2,000 students, with a staff of over 200. Their size makes it impossible to have whole-staff Crew meetings, as the circle would be too big, but River Bluff has committed fully to the structure of Crew for adults, so they can be ready to lead their students, who meet in Crews every day.

River Bluff created Staff Crews that cross grade level teams, departmental teams, and school roles. A Staff Crew of about 20 might join English teachers, school counselors, football coaches, and administrators, all working together on their personal and professional growth. Staff Crew meetings are places to discuss challenging issues, such as racism and mental health, places to discuss personal and professional goals, and places to learn how to become strong Crew leaders for students.

A cross-school staff team plans the Staff Crew curriculum and Student Crew curriculum, and are given planning time in the summer and release time during the year to lead this work.

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Student Crew | Case Study

📍 **Springfield Renaissance School**
Springfield, Massachusetts

Crews at Springfield Renaissance meet every day as a credit-bearing class to focus on social and emotional health, character, and academic mindsets, and additionally once a day in an academic support period with their crewmates.

As a school that prepares all students for the option of college, Renaissance uses Crew meetings to support students to prepare for Student-Led Family Conferences multiple times per year, Passage Presentations to the community every few years, and all college readiness needs. Crews visit colleges together, support each other in making wise choices for applications, and complete applications and financial aid forms. As a regular district public secondary school, Renaissance is proud of its remarkable record of every single graduate earning college acceptance for more than a dozen years.

| GRADE 6 | GRADE 7 | GRADE 8 | | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |

Students join a Crew of about a dozen kids and one adult Crew leader in sixth grade and stay with their Crew and leader for three years of middle school.

In ninth grade, they join a new Crew and stay with that Crew and leader for four years of high school. Students at Renaissance often use terms like "Crew Mom" and "Crew Dad," or " Crew Sisters and Brothers."

Crew Rituals and Protocols

Greetings and Check-ins

These are short rituals to allow every member to be heard and welcomed, and allow the group to get a sense of how Crew members are doing.

Initiatives

Collaborative games and activities to break the ice, inspire cooperation, create conversation and laughter, and bring the group together to solve problems.

Quotes and Readings

Inspiring readings and quotes, chosen by Crew leaders and members, often open Crew meetings to set a tone for the work.

The Work of the Day

The focus of Crew on a given day could be a Courageous Conversation about a difficult topic; an academic check-in on how Crew members are doing in their classes; an activity or lesson to build mindsets and skills for success; preparation for presentations of learning or college preparation; or service work for the community.

Supporting Crew Culture | 3 Strategies

While not every school is ready implement the structure of Crew, the culture of Crew has lessons and strategies that can benefit all schools:

1

Begin with staff culture

Staff who belong to a professional learning culture in which everyone is valued, supported, and inspired to grow can model that culture for students.

2
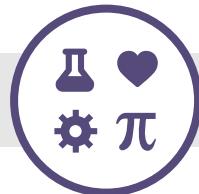
Connect academic growth with character growth, all day long

Integrate social and emotional learning into the classroom and curriculum so that students have a safe space to grow personally and academically.

3

Virtual Crew: adapt Crew to a new learning environment

Depending on student needs and resources, virtual Crew can take place synchronously over video calls or asynchronously via phone calls and online hubs for sharing updates and photos.

Supporting Crew Culture | Begin With Staff Culture

If we hope that school staff will see the full humanity and potential of their students, build strong relationships with students, and cultivate the social and emotional health, character growth, and academic growth of students, they need to be able to do these things with each other.

On almost every staff, there are staff members who feel unheard and unvalued, often because of race, cultural background, and positional authority. When staff can engage in courageous conversations about their own identities, their implicit biases, their experiences with racism and stereotypes, they can further the personal growth and skills they will need to engage in this with students.

Supporting Crew Culture | Connect Academics with Character

Many schools adopt a social and emotional learning program and have lessons once a week and a poster in the hallway: Respect, Responsibility, Integrity, Courage. But these efforts do little if the experience of students all day long in classes does not match those ideals. For these values to take hold in school culture, English and mathematics classes must feel respectful to all students, must inspire and trust them to be responsible, must inspire their courage to take risks to speak up, make mistakes, and take pride in their growing skills with language and numbers.

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Supporting Crew Culture | Virtual Crew

When the coronavirus pandemic shut down schools this spring, Crew was one of the first things to take place in a virtual environment. It provided an important source of stability and connection in an isolating and traumatic time. Depending on student needs and resources, virtual Crew can take place synchronously over video calls or asynchronously via phone calls and online hubs for sharing updates and photos. Ideally, virtual Crew will take place both synchronously and asynchronously, to maximize students' ability to share with each other and support each other.

Learn more with our Virtual Crew online collection of resources, including tips for getting started, facilitating virtual crew with students, and for leading staff crew.

Potential Limitations and Challenges

Building and sustaining a Crew culture is not easy work. There is no shortcut to the hard work of grappling together as a school staff to reimagine a staff culture that can be a model for students. Nor is there a shortcut for keeping that culture strong every day through regular meetings with uncommon support and honesty. It means leaning into courageous conversations about personal and professional identities and goals, about challenges caused by racism, stereotypes, poverty, and the willingness to work together for a common vision of equity, justice, and student success.

To sustain successful student Crew structure, a school needs to dedicate time in the day, ideally every day, for Crews to meet. It needs to support a team of faculty to create a Crew curriculum for Crew leaders to follow and improvise from, and to support all staff members to become strong Crew leaders for students. It needs to dedicate time for Crew leaders to meet with each other to plan, to problem-solve, to mentor new staff, and to make sure that Crew is genuinely meeting the needs of all students.

THANK YOU.

EL Education was born out of a collaboration between The Harvard Graduate School of Education and Outward Bound USA. What started as a concept has grown into a movement. Our mission, now as then, is to create classrooms where teachers can fulfill their highest aspirations and students achieve more than they think possible, becoming active contributors to building a better world.

Learn more about our work and continue the discussion by visiting us at https://www.eleducation.com/.

EL Education

Acknowledgments

Brooklyn LAB would like to thank the following people who have generously contributed their time, expertise, creativity, and guidance to the Success Coaching Playbook: