Examining The Effect of a Social Emotional Learning Framework at a Hispanic Majority Middle School

Ryan Ewell
College of Education • Department of Educational Leadership • East Carolina University • Greenville, North Carolina

INTRODUCTION

- Purpose: To examine the influence of a Social Emotional Learning (SEL) framework in a Hispanic Majority Middle School.
- Study Site: Selma Middle School (NC) Located in the Johnston County Public School System (JCPS).
- Total population of the intermediate pupils in this school is 573.
- 56.1% Hispanic population.
- 86% of the total student body qualified for the free and reduced lunch program.

NAMING & FRAMING OF POP

- Nationally, disparities in education exist in schools across the United States [1].
- SEL “The process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors [2] can be used to address the previously stated disparities in education.
- A study conducted by [3] highlights that social and emotional skills have previously been largely ignored by educational public policy makers and educational leaders in the public and private school systems across our country.
- “Schools attended by underrepresented minorities tend to offer limited resources and systems of support in relation to those attended to white students [4].

CONCEPTUAL FRAMEWORK

This study focuses on a framework created by the Collaborative for Academic, Social Emotional Learning (CASEL) [5]. CASEL suggest the notion that Social and emotional learning (SEL) heightens learner’s ability to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges.

- Competency: Selma Middle School

- Self-Awareness
- Self-Management
- Responsible Decision Making
- Relationship Skills
- Social Awareness

- Grade Level Coaches & PD for Teachers
- School & District Based SEL Team
- Student Development Liaison
- SEL Based Mentoring
- Club Schedule / Participation
- Grade level coaches & PD for Teachers

RESULTS

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SIGNIFICANCE / IMPACTS ON LEADERSHIP

- Contributes to the promotion of educational equity to bridge the achievement gap between Hispanic students in relation to their white counterparts in regards to academic achievement.
- Will provide evidence of the effectiveness of implementing a social emotional learning framework in a predominantly Hispanic majority school.
- Guide of Educational Leaders of Hispanic majority schools who seek to implement an SEL framework within their buildings to provide equitable access and ensure that all students have the knowledge and skills to succeed as contributing members of a rapidly changing, global society, regardless of race, ethnic background, English proficiency, immigration status, socioeconomic status, or disability.

REFERENCES


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