

RESEARCH
EVIDENCE
BASE

SOCIAL AND EMOTIONAL
LEARNING AT HMH

THE HMH RESEARCH MISSION STATEMENT

Houghton Mifflin Harcourt® (HMH®) is committed to developing innovative educational programs and professional services that are grounded in learning science evidence and efficacy. We collaborate with school districts and third-party research organizations to conduct research that provides information to help improve educational outcomes for students, teachers, and leaders at the classroom, school, and district levels. We believe strongly in a mixed-methods approach to our research, an approach that provides meaningful and contextualized information and results.

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“There is a striking confluence of experience and science on one point: Children learn best when we treat them as human beings, with social and emotional as well as academic needs. As one teacher put it, “I don’t teach math; I teach kids math.” To reach a child’s mind, we must be concerned for the whole person.”

National Commission on Social, Emotional, and Academic Development, 2019

FOREWORD

At Houghton Mifflin Harcourt (HMH), we believe that learning is a cognitive, social, and emotional process for the whole child. Learning has highs and lows, victories and setbacks—each of which causes emotions that drive and impact how students learn and view themselves as learners. Learning goes beyond acquiring facts and expanding knowledge and becomes a personal story of curiosity, perseverance, and growth. We believe that schools, and those who collaborate with them, have a responsibility to empower learners and the educators who guide them to provide opportunities in safe environments that allow every child to be engaged and supported in the interwoven

cognitive, behavioral, social, and emotional facets of learning. We commit to empowering ALL students to author their own learning story.

As a company, we are committed to developing and nurturing the social-emotional skills students need to achieve their goals. We are committed to providing programs and services that integrate social-emotional learning competencies. As The Learning Company™, we are fully committed to empowering all students to write their own positive and lifelong learning stories so that they can reach their fullest potential.



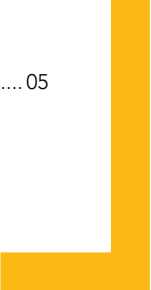
INTRODUCTION





INTRODUCTION

The Need for Social and Emotional Learning05



THE NEED FOR SOCIAL AND EMOTIONAL LEARNING

EVIDENCE FROM RESEARCH

As defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020), SEL is “the process through which all young people and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.” The ever-growing body of research around social and emotional learning (SEL) demonstrates that there are multiple benefits associated with SEL that begin during early childhood and continue through adulthood (Bleidorn et al., 2019; Danner et al., 2021; Mahoney et al., 2018; Murano et al., 2020; Taylor et al., 2017).

In the current era of technological innovation, the rampant usage of social media and ubiquitous technology have provided networks of connection and socialization but have also contributed to the rise in reported mental health issues, particularly in adolescents. Alarming statistics draw attention to these issues in our students and children. Researchers have found links between social media use and higher depression, envy, lower body satisfaction, and fear of missing out (Ellis et al., 2020; Fabris et al., 2020; Jarman et al., 2021; Radovic et al., 2017). National surveys of adolescents in the United States show that 31.9% had anxiety and 13.3% had depression (National Institute of Mental Health, 2017; 2019). The Centers for Disease Control and Prevention reports that 25% of students in the United States have been bullied, 19% have seriously considered attempting suicide, 11% have experienced sexual violence, and 9% have made a suicide attempt (CDC, 2020). Results from the 2019 Monitoring the Future study show that 38% of 12th graders nationally have used illicit drugs in the past year, and 4–6% have misused prescription drugs in the past year (National Institute of

Health, 2020).

It is evident that schools can no longer ignore these issues that are plaguing our students, as the issues impede students’ learning. At least two-thirds of high school students agree that attending a school focused on SEL would help improve relationships with teachers and peers, their learning of academic material, and their preparation for college, careers, and citizenship (DePaoli et al., 2018).

Not only do the students acknowledge that being taught these skills would be beneficial, but an overwhelming majority of administrators (96%), teachers (93%), and parents (81%) also believe that SEL is just as important as academic learning (McGraw Hill, 2018). Almost all (99%) principals surveyed answered that social and emotional skills are teachable in a school setting, and 95% felt very fairly committed to developing students’ social and emotional skills in their schools (DePaoli et al., 2017). More than 9 in 10 teachers want a greater focus on SEL in schools, and 80% of teachers want more support to address SEL (Bridgeland et al., 2013). Beyond the school community, 3 out of 5 parents and caregivers say that being happy/not overly stressed is more important than academics (Learning Heroes, 2018). Additionally, 8 in 10 employers say that social and emotional skills are the most important skills for success but are also the hardest skills to find (Cunningham & Villasenor, 2016).

Therefore, addressing the social and emotional needs of students is paramount and an issue that district administrators and educators can no longer sideline.

BENEFITS OF SEL

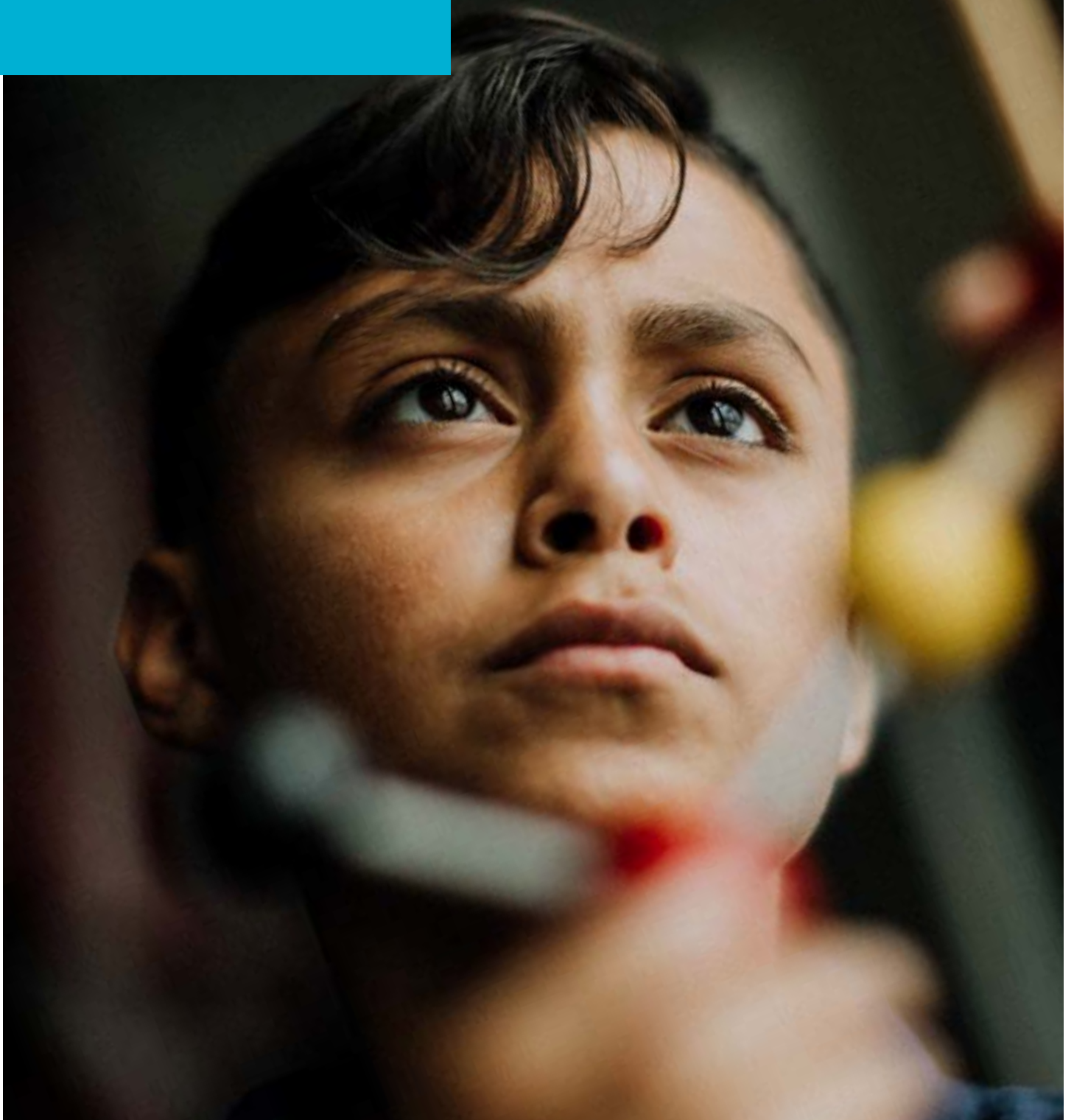
Research has supported the notion that SEL instruction is crucial not only to enhance students' well-being but also to increase students' academic achievement. A meta-analysis of 82 school-based SEL programs for K–12 students found that in follow-up assessments, an average of 3.5 years after the last intervention, these programs led to student gains that were an average of 13 percentile points higher than the gains of students not in SEL programs (Taylor et al., 2017). A meta-analysis on 40 studies that examined the effects of pre-K–12 SEL interventions on academic achievement found positive effects of SEL on math (ES = +0.26), reading (ES = +0.25), and science (ES = +0.19) (Corcoran et al., 2018). Another meta-analysis of 48 interventions for preschool students found benefits of SEL interventions on the development of social and emotional skills and the reduction of problem behaviors, with the largest effects found for targeted interventions delivered to students identified as at risk (Murano et al., 2020).

However, the benefits do not stop there. The research overwhelmingly shows that there are also many crucial real-life benefits for students now and in the future. These benefits include, but are not limited to, improved social behavior and emotional well-being, better physical and mental health, higher graduation rates, greater lifetime earnings, and reduced criminal activity and substance use (Jones et al., 2016; Jones et al., 2019; Mahoney et al., 2018). A recent meta-analysis of 82 research studies involving 100,000 students worldwide found that this impact was long-term, lasting from six months to 18 years (Taylor et al., 2017). Another study found results in a return on investment of 11 to 1, such that for every \$1 invested there is an \$11 return (Belfield et al., 2015). Benefits were the same regardless of socioeconomic background, students' race, or school location.

Research also shows that when teachers receive SEL training as part of their professional development, there are resulting benefits for the teachers as well as their students. A recent meta-analysis of 43 studies that examined the effects of providing SEL interventions to in-service pre-K–12 teachers found that SEL training significantly and positively increased teachers' social and emotional competence and well-being, and decreased their psychological distress (Oliveira et al., 2021). Studies have also shown that mindfulness-based SEL programs for in-service teachers increase the quality of their classroom interactions and classroom management (Harris et al., 2016; Jennings et al., 2017).

As evidenced above, the benefits of SEL are far reaching, going beyond individual students to impact schools, the communities they serve, and our greater global society. As such, SEL has become an area of focus for school districts across the nation. With national education policies that have pushed learning standards and standardized tests in the name of equitable educational opportunities for all students not achieving the desired results, SEL has become a priority for leaders from education, research, policy, business, the military, and more as we move from a nation at risk to a nation at hope (National Commission on Social, Emotional, and Academic Development [NCSEAD], 2019). It is the hope of the commission, as well as the young people, parents, teachers, school and district leaders, community leaders, and experts that it represents, that, when implemented well, SEL will transform schools into truly equitable environments “where the minds and spirits of children can thrive” (NCSEAD, 2019, p.19).

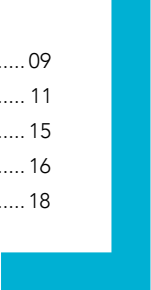
**FRAMEWORK:
WHAT IS SEL?**





FRAMEWORK: WHAT IS SEL?

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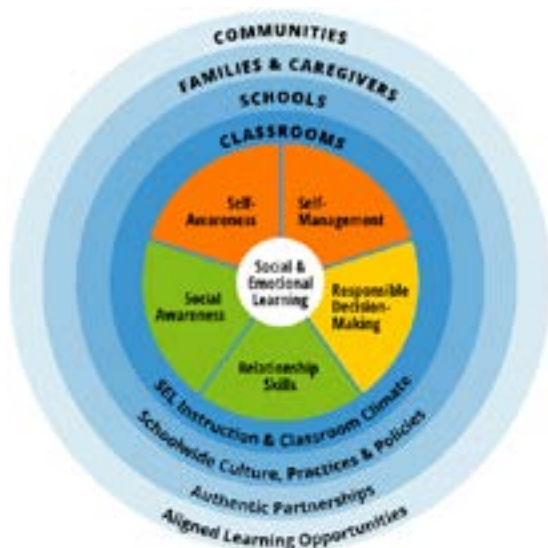


THE CASEL AND NCSEAD FRAMEWORKS

THE CASEL FRAMEWORK

The Collaborative for Academic, Social, Emotional Learning (CASEL) provides an SEL framework that takes an ecological approach to social and emotional development. The guidelines recognize that multiple environments, including the classroom, the school, the student's home, and the larger community, interact to support or inhibit social and emotional development. It also incorporates a focus on SEL curriculum and instruction, school-wide practices and policies, and family and community partnerships. The CASEL framework promotes SEL instruction to be SAFE: Sequenced, Active, Focused, and Explicit.

More than just a program or lesson, SEL is about how teaching and learning happen, as well as what one chooses to teach and where learning will occur. Within the CASEL framework are the five core competencies listed below. When prioritized across settings—districts, schools, classrooms, families, and the wider community—SEL competencies can prepare students for academic success, school and civic engagement, health and wellness, and fulfilling careers (CASEL, 2020).



- 1. Self-awareness:** The individual's ability to recognize and label their emotions, to recognize their strengths, and to build skills related to confidence and self-efficacy.
- 2. Self-management:** The ability to regulate one's actions, thoughts, and emotions in any situation or environment. This competency includes skills such as impulse control, stress management, self-motivation, perseverance, goal setting, and organizational skills.
- 3. Social awareness:** This competency is related to understanding that other people have different perspectives and are worthy of respect. It includes having empathy for others and appreciating diversity. These skills center around listening and working to understand other people.
- 4. Relationship skills:** These skills involve the ability to create and maintain healthy relationships with people regardless of their abilities or backgrounds. This competency focuses on social engagement, communicating clearly, working cooperatively, and negotiating conflict, as well as seeking and offering help.
- 5. Responsible decision-making:** This includes making personal and social choices that are related to ethics, safety, and social norms, as well as considering the consequences of those choices. Skills related to this competency involve analyzing situations, recognizing and solving problems, and evaluating ethical responsibility.

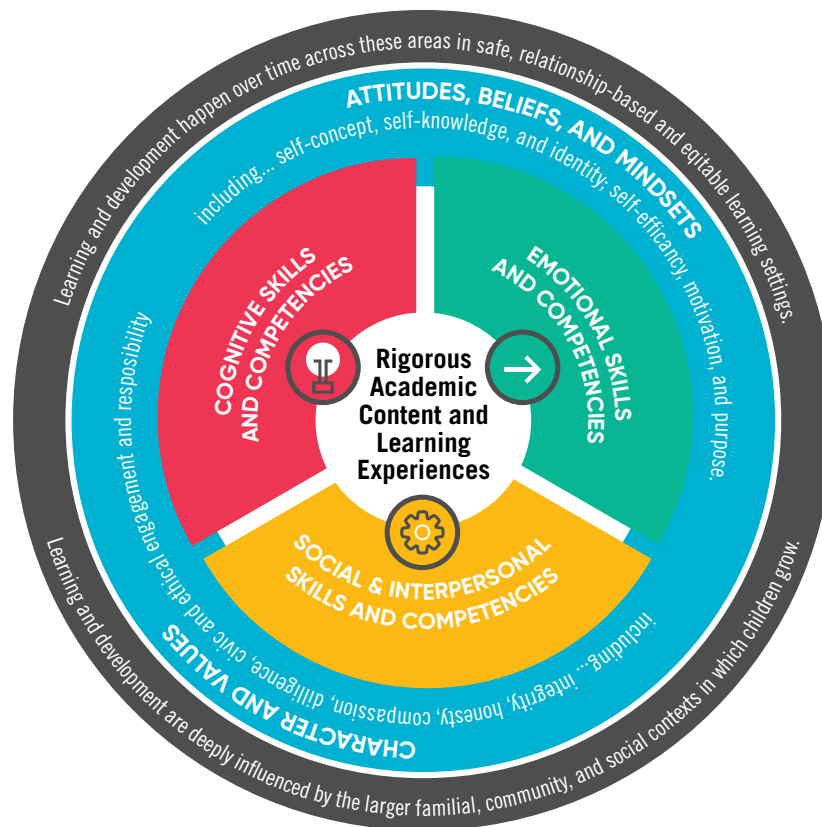
THE NCSEAD FRAMEWORK

To expand upon the CASEL guidelines, the National Commission on Social, Emotional, and Academic Development (NCSEAD, 2019) developed an SEL framework that encapsulates a multi-faceted framework stating that "learning has many dimensions, and they are inextricably linked" (p.15).

The framework proposes three main dimensions that are needed to equip students to engage in rigorous academic

content and learning experiences: 1) social, emotional, and cognitive skills and competencies; 2) attitudes, beliefs, and mindsets; and 3) character and values. These dimensions develop interdependently and are entwined to promote academic achievement. Relationships within and between the home, school, and greater community are central influencers of meaningful learning and development.

Evidence Base for How Learning Happens



COGNITIVE

Including the ability to:

- Focus and pay attention
- Set goals
- Plan and organize
- Persevere
- Problem solve



SOCIAL & INTERPERSONAL

Including the ability to:

- Navigate social situations
- Resolve conflicts
- Demonstrate respect towards others
- Cooperate and work on a team
- Self-advocate and demonstrate agency



EMOTIONAL

Including the ability to:

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

THE WHOLE CHILD APPROACH TO LEARNING

EDUCATING THE WHOLE CHILD WITHIN A WHOLE SCHOOL AND A WHOLE COMMUNITY

The whole child approach to learning is a research-centered model for teachers and school administrators alike. It is a multifaceted approach that highlights multiple systems at work inside the school, including content and pedagogy, addressing barriers to learning, and creating conducive spaces for teachers and students to do their work.

Drawing on a research synthesis from the fields of learning sciences and child development, Darling-Hammond et al. (2019) propose a framework in support of the whole child within a whole school and a whole community approach as the way to provide optimal learning and developmental outcomes for all students, teachers, and schools. Grounded in the standpoint that children and the many contexts that they experience are interrelated, the framework demonstrates how physical, psychological, cognitive, social, and emotional processes are mutually influential in producing learning (Fisher & Bidell, 2006; Lerner & Callina, 2013). Specifically, it highlights four components of a whole child approach that schools should incorporate in order to achieve the learning outcomes that they seek:

1. **A supportive environment** that includes a caring, culturally responsive learning community where students are well-known and valued; structures that allow for continuity in relationships, consistency in practices, and predictability in routines; and relational trust between and among staff, students, and parents
2. **Productive instructional strategies** integrated within meaningful work that actively engages students in tasks that help them achieve conceptual understanding and transferable knowledge and skills; inquiry interwoven

with explicit instruction and well-scaffolded opportunities to practice and apply learning; collaborative learning opportunities in which students question, explain, and elaborate their thoughts as they co-construct solutions; ongoing diagnostic assessments and opportunities to receive timely and helpful feedback; and opportunities to develop metacognitive skills through planning and management of complex tasks, self- and peer-assessment, and reflection on learning

3. **SEL opportunities** that incorporate explicit instruction in social, emotional, and cognitive skills, such as intrapersonal awareness, interpersonal skills, conflict resolution, and good decision-making; opportunities to learn and use social-emotional skills, habits, and mindsets throughout all aspects of the school's work in and outside of the classroom; and educative and restorative approaches to classroom management and discipline, so that students learn responsibility for themselves and their community
4. **A system of supports** that provides access to integrated physical health, mental health, and social service supports; extended learning opportunities that nurture positive relationships, support enrichment and mastery learning, and close achievement gaps; and multi-tiered systems of support to address learning barriers both in and outside of the classroom based on a shared developmental framework uniting a capable and stable staff with families and support providers

This approach implores communities, educators, and key decision makers to work together to ensure the implementation of policies that would result in successful learners who are knowledgeable, emotionally and physically healthy, civically active, artistically engaged, prepared for economic self-sufficiency, and ready for adulthood (Association for Supervision and Curriculum Development

[ASCD], 2007). It requires a reimagining of the learning environment to join academic content with students' social, emotional, and cognitive development throughout the day. It requires faith in the strong research base that supports the incorporation of SEL both in and outside of school to strengthen academic learning as opposed to viewing SEL

as something that takes away from it (NCSEAD, 2019). A climate that respects and protects basic civil, political, economic, social, and cultural rights is fundamental to the promotion of a better world (World Health Organization, 2004).

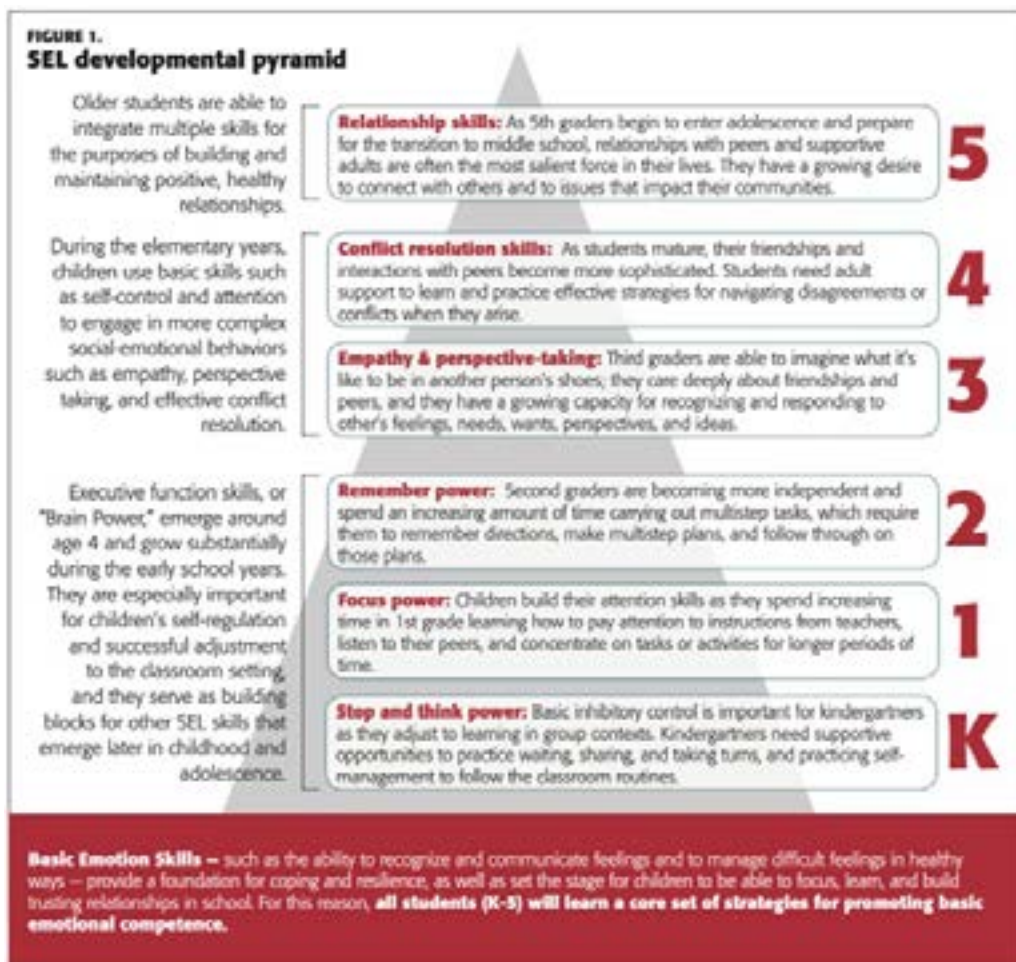
A STRATEGY-BASED APPROACH TO SEL

Based on interviews with educators across the country, researchers from the Harvard Graduate School of Education report four common challenges of SEL programs (Bailey et al., 2019):

1. SEL programs feel irrelevant because they don't accurately reflect students' lived experiences.
2. Competing academic priorities leave insufficient time for SEL.

3. Teachers and staff do not receive enough support to implement SEL programs successfully.
4. SEL programs feature rigid lesson plans that do not allow teachers to respond to students' needs.

Based on their research, Bailey and colleagues (2019) suggest an alternative strategic approach to SEL that is developmental, flexible, and local.



IMPORTANCE OF TEACHERS' WELL-BEING

Far too many teachers are stressed and emotionally exhausted, and rates of burnout, stress, depression, and attrition among teachers are high (Luthar & Mendes, 2020; Rajendran et al., 2020). A recent international survey of over 250,000 teachers in 15,000 schools around the world found that 49% of teachers worldwide and 52% of teachers in the United States reported experiences “a lot” or “quite a bit” of stress at work, and 25% of teachers worldwide and 26% of teachers in the United States reported the desire to leave the teaching profession (Organization for Economic Cooperation and Development [OECD], 2020).

These findings are very disturbing as teachers' emotional state affects students' learning and student outcomes. Students learn less when teachers are stressed and when they sense teacher hostility. Evidence from developmental science clearly shows that the resilience and well-being of children depends on the psychological health of their adult caregivers—a group including parents and educators (Luthar & Mendes, 2020; National Academy of Science, Engineering, and Medicine [NASEM], 2019). In a survey of over 4,000 teachers and faculty administered during the first three months of the COVID-19 pandemic, one in four females and one in five males reported clinically significant levels of burnout (Authentic Connections, 2020). Analyses showed that the top three predictors of teacher burnout were 1) daily structure, 2) interpersonal support, and 3) feelings that their concerns were being heard and addressed by administrators at school. Moreover, teachers and faculty who had significant caregiving responsibilities at home (i.e., for children or for dependent adults) were especially vulnerable to burnout and stress.

Other studies have shown that teachers who reported higher levels of burnout had students with higher levels of the stress hormone cortisol each morning, suggesting classroom tensions could be “contagious” (Oberle & Schonert-Reichl, 2016), and that teachers who showed higher levels of stress at the beginning of the year displayed fewer effective teaching strategies over the rest of the school year, including clear instruction, effective classroom management, and creation of a safe and stimulating classroom climate for their students, than did the teachers with lower initial stress levels (Sparks, 2017). These findings are critical to address because of evidence showing that there are significant costs of teacher burnout for not only teachers themselves but also for those they

care for—their students, and also their own family members at home (Luthar & Mendes, 2020; NASEM, 2019).

These struggles must be recognized as the positive impact of caring relationships is significant. Children who have positive relationships with adults—those that are contextually and developmentally appropriate, reciprocal, reliable, and flexible—typically have more access to interactions that support social and emotional learning (Brion-Meisels & Jones, 2012).

To better support teachers in managing stress, school districts are finding ways to foster SEL within teachers. For example, within CASEL's Collaborating Districts Initiative (CDI), partner districts are focusing on the need for adult SEL, such that teachers, school leaders, and all staff have the self-awareness, social awareness, and relationship skills that are needed to support students in the development of social-emotional skills. This includes examining one's own biases when learning to engage in culturally responsive practice with students from cultures that are different from one's own (CASEL, 2017; Niemi, 2019). Some targeted strategies that districts can implement to support teachers in their own SEL, as well as that of their students, include the following:

- **Offering professional development tied to emotional resilience:** Start with emotional literacy in learning to understand, name, and engage with emotions in healthy ways.
- **Showing the value of self-care:** Administrators should model taking care of themselves and give others permission to do so.
- **Fostering mindfulness practices:** These are indispensable and invaluable in helping educators to be present at any moment in order to make clearheaded decisions about how to respond to challenging students and situations immediately.
- **Providing pre-service training in emotional intelligence:** All parties must commit to cultivating emotional intelligence and resilience and managing stress.

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer. They are better able to protect themselves from burnout by developing and managing nurturing relationships with their students, managing behavior in their classrooms, serving as behavioral role models for children, and regulating their own emotions (Jennings & Greenberg, 2009).

TRANSFORMATIVE SEL

CASEL (2022) promotes transformative SEL, which is a “process whereby young people and adults build strong, respectful, and lasting relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being.” Transformative SEL supports the implementation of SEL practices to help transform inequitable settings and systems and advocates for justice-oriented civic engagement.

Evidence from research shows that the combination of social inequities and traumatic experiences is a mediator of stress and is a risk factor for poor physical and mental health in children and adults alike (Adams et al., 2020; Anda et al., 2020; Fortuna et al., 2020; Herringa, 2017). Therefore, schools are encouraged to elevate students’ cultural assets, student voice, and agency and collaborate with families to develop culturally responsive strategies and approaches to enhance students’ SEL.

Transformative SEL helps promote social justice through increased engagement and civic life (Jagers et al., 2019). Social justice refers to providing fair opportunities and privileges to all individuals of society regardless of race/ethnicity, gender, ability, etc. Schools can promote social justice by beginning with broadening students’ worldviews and perspectives of different ideas and backgrounds. Promoting safe learning environments encourages students to become empathetic individuals and citizens in the greater community.

The ultimate goal of transformative SEL is equity: this includes equitable learning environments as well as equitable outcomes for all students regardless of their race, gender, ethnicity, language, disability, family background, or family income (Council of Chief State School Officers, 2017).

Within a transformative SEL framework, the five core CASEL competencies are expressed as: culture, identity, agency, belonging, and engagement (Jagers et al., 2019).

According to CASEL, the core principles of transformative SEL include:

- Authentic partnering among students and adults with a deep focus on sharing power and decision-making between young people, educators, families, and communities.
- Academic content that integrates issues of race, class and culture.
- Instruction that honors and makes connections to students’ lived experiences and identities, and scaffolds learning to build an understanding of others’ lived experiences.
- Enhancing and foregrounding social and emotional competencies needed for civic engagement and social change, such as reflecting on personal and social identities, examining prejudices and biases, interrogating social norms, disrupting and resisting inequities, and co-constructing equitable and just solutions.
- Prioritizing students’ individual and collective agency to take action for more just schools and communities.
- Focus on creating belonging and engagement for all individuals (CASEL, 2022).

SEL ASSESSMENTS

SEL outcomes can be assessed in many ways, including self-report surveys, interview protocols, observer reports, and performance-based assessments (CASEL, 2021). This section provides an overview of the strengths and limitations of each method.

Self-report surveys are questionnaires that require students to provide ratings of their own abilities, beliefs, or feelings. Advantages of self-report surveys include ease of administration and cost efficiency, while disadvantages include potential for bias, especially memory effects (i.e., respondents may not accurately recall behaviors or actions), social desirability biases (i.e., respondents may provide answers they think are “correct” or “desirable”), and reference biases (i.e., respondents may base their self-ratings on their evaluations of others) (CASEL, 2021).

Interview protocols require an interviewer to ask questions or to prompt responses about a prescribed topic or issue; advantages include the ability to gather in-depth responses without requiring any reading ability from respondents, while disadvantages include the time and resources required to

administer as well as the same biases that affect self-report surveys (CASEL, 2021).

Observer reports ask a teacher, parent, or clinician to use a rating scale or structured rubric to evaluate student behaviors (e.g., self-management and relationship skills); advantages including being free from self-report biases and being easier to use with younger students (i.e., those who lack the reading skills or self-awareness to complete a survey), while disadvantages include the time and cost of administration, the potential for observer bias, and the restriction to measuring only observable behaviors and not beliefs, feelings, or awareness (CASEL, 2021).

Performance-based assessments are structured tasks, games, or simulations that provide structured opportunities for students demonstrate their SEL skills in a “real-world” scenario; the primary advantage is the freedom from subjective judgments, while the disadvantages include time and cost for training, administration, and scoring (CASEL, 2021).

Table 2. Suitability of assessments by competency classification

Type of assessment	Intrapersonal awareness	Intrapersonal skills	Interpersonal awareness	Interpersonal skills
Examples of competencies	Growth mindset, self-efficacy	Self-control, goal setting, stress management	Empathy, social awareness	Social perspective taking, collaborative problem solving
Self-report survey questionnaires	X		X	
Interview protocols	X		X	X
Observations and rating scales		X		X
Performance-based		X		X

An interactive compilation of SEL assessments screened and selected by CASEL can be accessed at <https://measuringSEL.casel.org/assessment-guide>.

BEST PRACTICES FOR SEL ASSESSMENT

In a recent synthesis of SEL research, Jones and colleagues (2019) recommend two core principles for SEL intervention and assessment. First, the researchers recommend that precision in terminology is essential to avoid the problematic “jingle jangle fallacy” of educational and psychological science, in which the same name is used to refer to different constructs (e.g., in the context of SEL, executive function is used to mean both self-regulation and working memory) and different names are used to refer to the same construct (e.g., 21st-Century Skills, Lifelong Learning Skills, Character Skills have all been used interchangeably with SEL). Second, given that no single assessment is complete or perfect, researchers recommend combining assessment data from multiple informants, types, instruments, and points in time when possible to seek convergent validity (Jones et al., 2019, Ura et al., 2020).

Additionally, SEL researchers have put forth the following six guidelines for gathering reliable and valid assessment data (Campbell et al., 2016; Jones et al., 2016; Schoon, 2021):

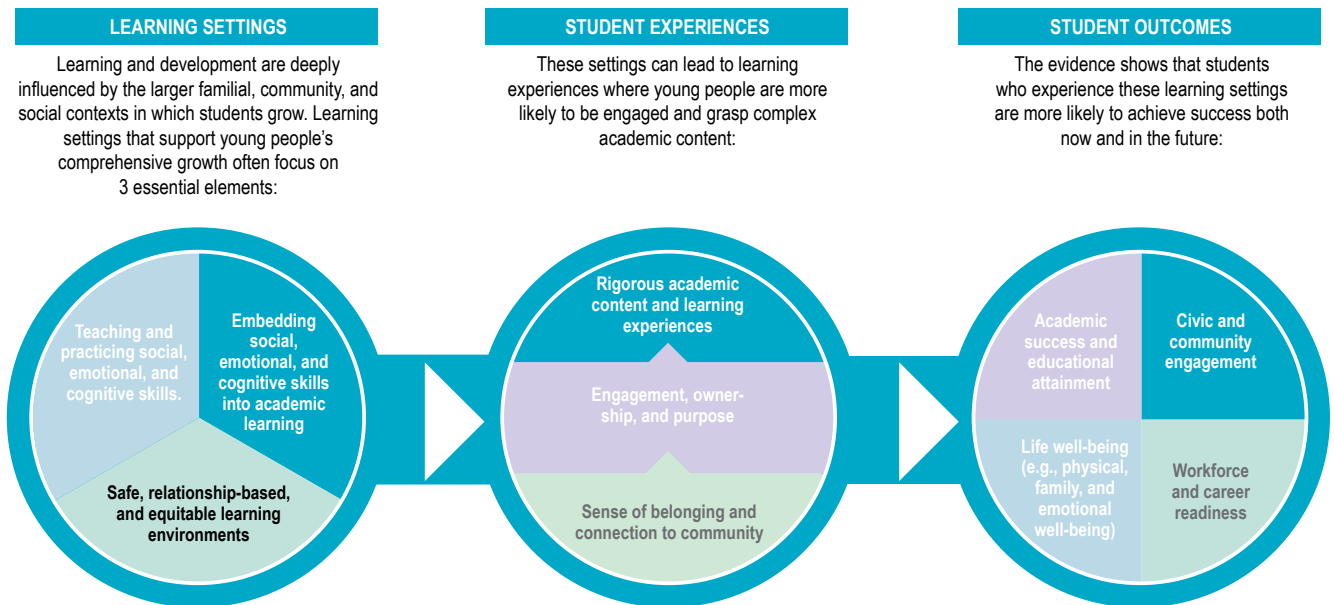
1. Measures should be developmentally-appropriate in scope and content;
2. Measures should be culturally-appropriate;
3. Measures should cover a comprehensive set of domains;
4. Administration should not take too long and should not put too much burden on the respondents;
5. There should not be too many training requirements for the administrator or observer; and
6. There should be consideration for assessment context, taking into account the setting of the assessment, as well as variations in expression across subgroups or across different cultures.

RAISING STUDENT ACHIEVEMENT

KEY PRINCIPLES FOR EFFECTIVE SEL PROGRAMS

In schools that incorporate SEL at full scale, students experience increased academic gains as they are better equipped to persevere and thus master difficult academic content and concepts (Durlak et al., 2011; Mahoney et al., 2018; Taylor et al., 2017). Researchers attribute this to the nature of the learning—learning that is steeped in instructional practices and learning environments that reflect what is known about how people actually learn (Darling-Hammond et al., 2019).

In their extensive site visits and interviews, the National Commission on Social, Emotional, and Academic Development (2019) observed that when schools with a clear vision of what it means to educate the whole child within a whole school and whole community framework put together key principles (see diagram below), learning experiences occur where highly engaged students take ownership and find purpose in their learning. They build the traits needed for active, productive citizenship as they engage in explicit opportunities to contribute to their school and community and receive recognition for their efforts.



Aspen Institute National Commission on Social, Emotional, and Academic Development

CASEL'S THEORY OF ACTION

In its work with the Collaborating Districts Initiative (CDI), CASEL developed and tested a Theory of Action for districts incorporating SEL into every aspect of the school day. The Theory of Action is outlined in a district implementation rubric that includes the following elements:

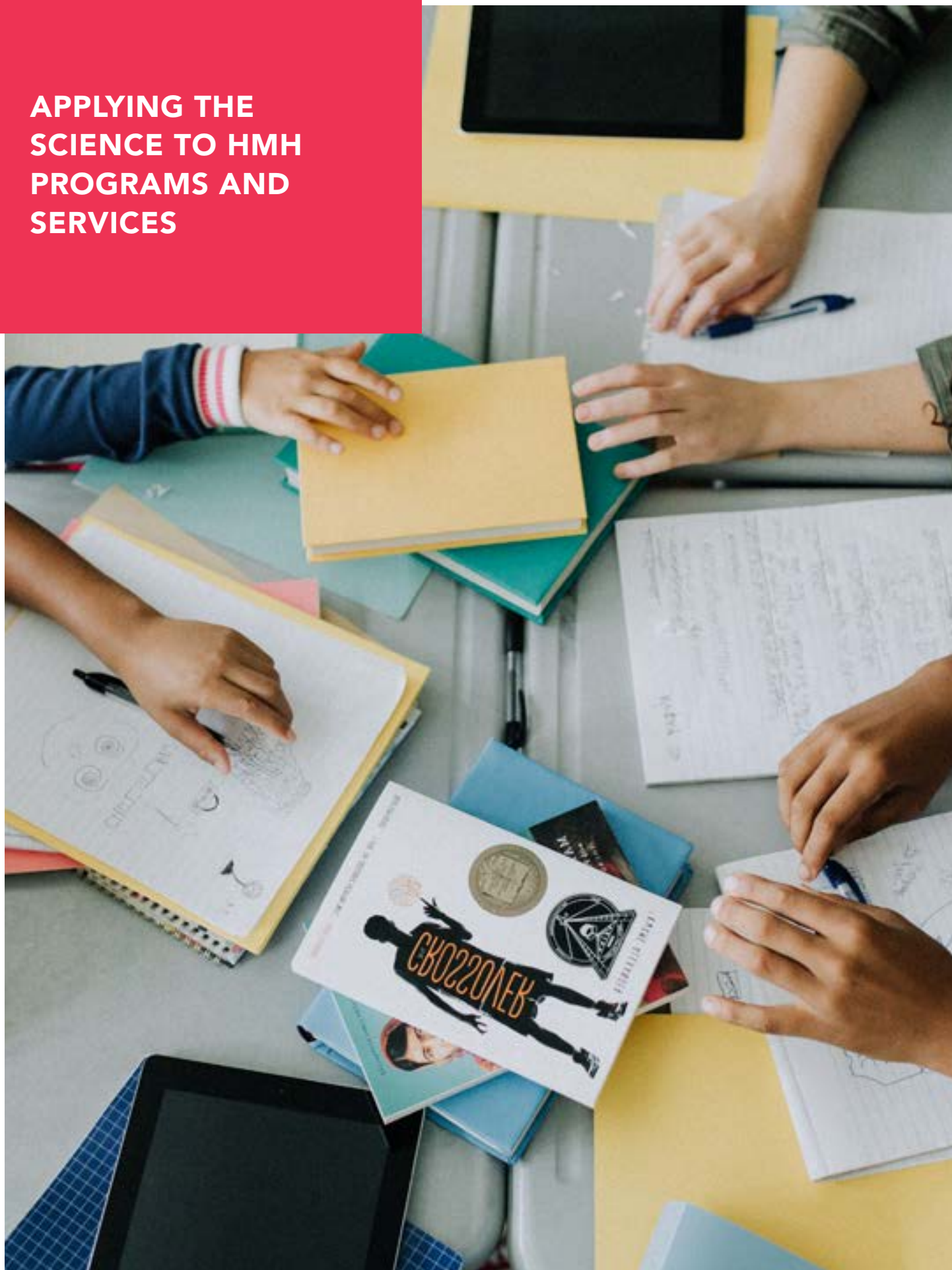
1. Conduct SEL-related resource and needs assessment.
2. Develop a district-wide vision that prioritizes academic, social, and emotional learning for all students.
3. Develop expertise in academic, social, and emotional learning theory, research, and practice at the central office level.
4. Design and implement effective professional development programs to build internal capacity for developing academic, social, and emotional learning.
5. Align resources to support academic, social, and emotional learning and programming.
6. Communicate about academic, social, and emotional learning with a variety of stakeholders.
7. Establish K–12 learning standards for students' social and emotional competence.
8. Adopt and implement evidence-based programs for academic and SEL in all schools.
9. Integrate SEL programming with other existing initiatives, including academic improvement, at the district and school levels.
10. Establish systems to continuously improve academic, social, and emotional learning programming through inquiry and data collection.

An evaluation of the CDI project was conducted during the first four years of work for eight large urban districts implementing SEL for all students to determine implementation of elements included in the Theory of Action, as well as district and student outcomes. The evaluation demonstrated that not only is school-wide SEL programming feasible, but that there are positive student learning outcomes (American Institutes for Research [AIR], 2015).

- Districts were able to install, implement, and take steps to institutionalize SEL, even when senior leadership changed. When faced with budgetary challenges, districts continued to develop and sustain a strong commitment to the systematic implementation of SEL. SEL made it into strategic plans, and there was significant progress in aligning and integrating SEL with other district initiatives and priorities.
- Across the districts, students' academic, as well as behavioral, outcomes were more positive in the SEL implementation years than they had been in the years prior to implementation. Performance on state achievement tests and GPA outcomes were significantly higher in the SEL implementation years for three out of the four districts who collected this data.

To implement SEL in the classroom, CASEL has developed two program guides divided by grade levels. For more information, visit the CASEL website to access the 2013 CASEL Guide: Effective Social and Emotional Learning Programs – Preschool and Elementary School Edition and the 2015 CASEL Guide: Effective Social and Emotional Learning Programs – Middle and High School Edition.

**APPLYING THE
SCIENCE TO HMH
PROGRAMS AND
SERVICES**



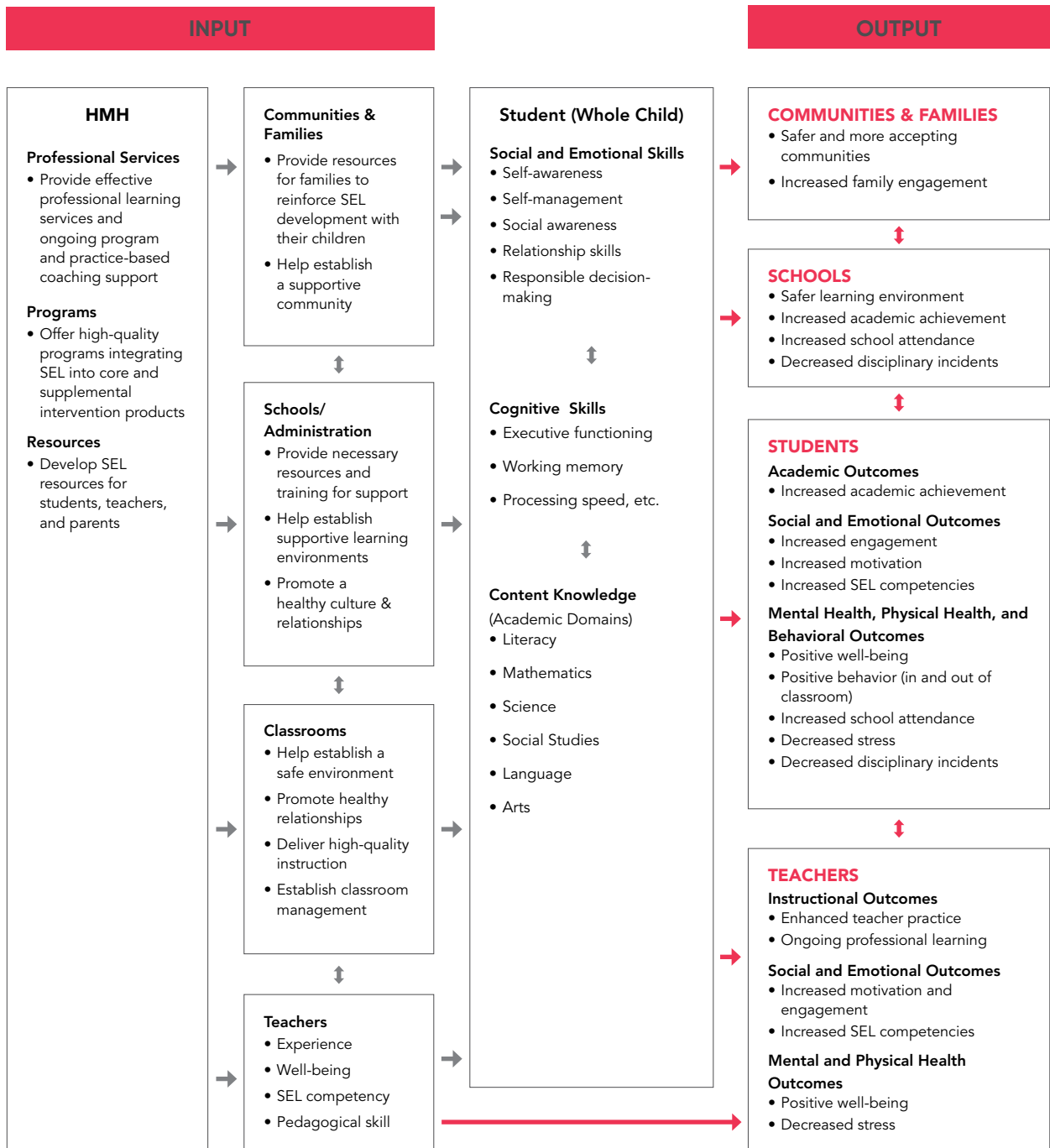
Based on the breadth of evidence demonstrating the benefits of attending to students' and educators' social and emotional learning, HMH is committed to providing high-quality programs and service offerings that integrate social and emotional learning throughout the students' learning experience.



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HMH SEL LOGIC MODEL



SYSTEM-WIDE APPROACH

We believe in a multi-tiered, system-wide approach that embeds SEL into teaching and learning designed to effectively engage and support the school community. This is an approach that has been adopted by many schools to address students' academic, social, and emotional needs. Utilizing a Multi-Tiered System of Supports (MTSS) creates a coherent continuum of evidence-based, system-wide practices that provide a rapid response to the academic and behavioral needs of students. There is frequent data-based monitoring to inform instructional decision-making so as to empower all students to achieve high standards (Kansas Technical Assistance System Network, 2008).

Within MTSS, Response to Intervention (RTI) is incorporated with Positive Behavioral Interventions and Supports (PBIS). RTI Tier 1 supports consist of social and emotional skills instruction being integrated into the work of the whole class. All students receive this SEL instruction, whether embedded in a content-area curriculum or delivered as a standalone SEL program. For Tier 2, supports may consist of small-group counseling or problem-solving working groups, where students exhibiting similar behaviors are grouped together for targeted instruction. A Tier 3 support requires intensive instruction including, but not limited to, one-on-one counseling or crisis management.

Positive Behavioral Interventions and Supports (PBIS) provide supports that increase in intensity based on students' behavioral and social needs. The purpose of PBIS is to take a proactive approach to addressing school discipline by promoting positive behaviors school-wide,

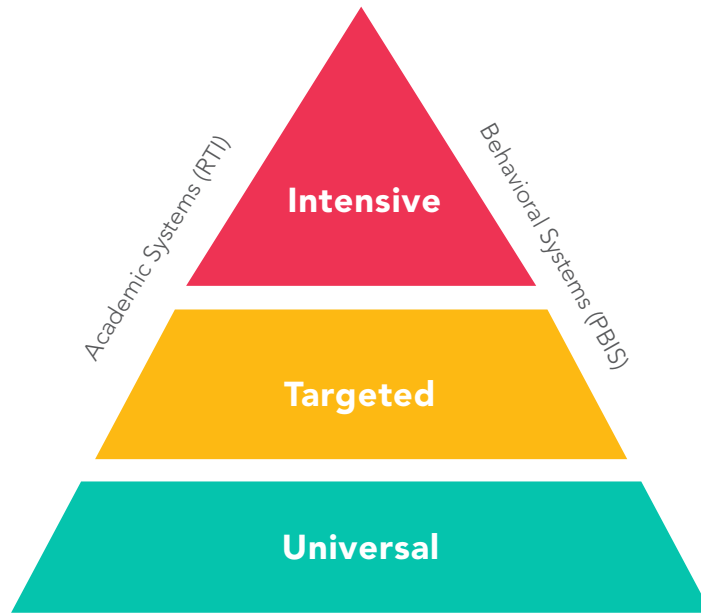
identifying problem behaviors early, and responding to and reducing those behaviors through research-based instruction and intervention (Stewart et al., 2007).

At each level, key components of the model include clearly defined expectations explicitly taught to all students, opportunities for students to practice the skills, reinforcement for students who meet expectations, and a system for monitoring student progress (Lane et al., 2006; Sugai et al., 2000).

Effective PBIS implementations can be found in schools and districts that:

- Foster positive social interactions between students, teachers, and administrators;
- Teach behavioral expectations in a socially and age-appropriate way;
- Reinforce positive behavior with methods that are targeted toward students; and
- Use implementation and student-level data to drive instruction and intervention (Bruhn et al., 2014).

Schools that have a culture that utilizes MTSS can establish the social and emotional supports that are needed for all children to achieve both academic and social-emotional success. These schools have demonstrated increased achievement on both academic and social measures (Cohen et al., 2007).



HMH supports students' academic and behavioral goals with an MTSS model.

HMH SEL MULTI-TIERED SYSTEM OF SUPPORT

	Student/Classroom	HMH Program	Teacher/Leader (PL)	District	Community/Family Engagement
INDIVIDUAL	<i>Liaison with mental health professionals</i>	<i>Liaison with mental health professionals</i>	<ul style="list-style-type: none"> Individual coaching Individualized PL on specific SEL strategies 	<ul style="list-style-type: none"> Providing resources and support systems for individualized needs 	<i>Liaison with mental health professionals</i>
			<i>Liaison with mental health professionals</i>	<i>Liaison with mental health professionals</i>	
TARGETED	<ul style="list-style-type: none"> Small-group counseling Targeted small-group SEL instruction 	<ul style="list-style-type: none"> SEL components integrated in content-specific intervention programs (e.g., <i>Read 180</i>, <i>Math 180</i>) Supplemental SEL programs (e.g., <i>Hero Academy</i>) SEL classroom library 	<ul style="list-style-type: none"> Coaching a team of educators on specific SEL strategies and implementation (e.g., Coaching Studio) Teachers collaborate with school psychologists, parents, etc. Professional Learning Communities 	<ul style="list-style-type: none"> Providing resources and support systems Needs assessments 	<ul style="list-style-type: none"> Community resources (parent portal) Providing resources for support groups (ELs, dyslexia, SPED, etc.)
UNIVERSAL	<ul style="list-style-type: none"> Universal SEL strategies that can be used on individual students when needed (e.g., mindfulness) Whole-group SEL instruction Building trusting relationships between teacher and students 	<ul style="list-style-type: none"> SEL components integrated in content-specific core programs (e.g., Intros) 	<ul style="list-style-type: none"> Professional learning on SEL supports and implementation Getting Started training Teachers/Leaders can model positive SEL behavior, attitudes, mindsets, etc. Providing resources (posters, brochures, etc.) 	<ul style="list-style-type: none"> Wellness promotion District-wide campaign <i>One Book, One School</i> (HMH trade book) Providing resources and support systems Needs assessments (data analysis and reporting) 	<ul style="list-style-type: none"> Communication with parents (PTO, newsletters) Raising awareness Community resources (parent portal) Community events with motivational speakers

**HOW OUR
PROGRAMS &
SERVICES DELIVER**





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HOW OUR PROGRAMS DELIVER

CORE ELA

HMH Into Reading

HMH Into Reading® incorporates the latest research, strategies, and practices, including those outlined in the five competencies of the CASEL framework, to build a community of curious, resilient learners who develop a growth mindset and persist in the face of challenge. HMH Into Reading provides SEL opportunities for instruction and practice in several ways.

The social and emotional learning opportunities begin with 27 SEL Anchor Charts across the K–2 and 3–5 grade spans. There are two to four charts per CASEL competency that touch on key concepts through student-friendly explanations and fun artwork. The SEL Anchor Charts are the basis of SEL opportunities throughout the program.

Grades K–2 Anchor Charts



Self-Management

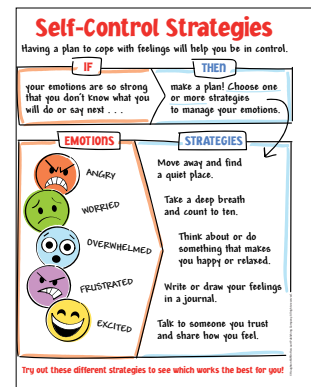


Positive Self-Talk

Grades 3-5 Anchor Charts

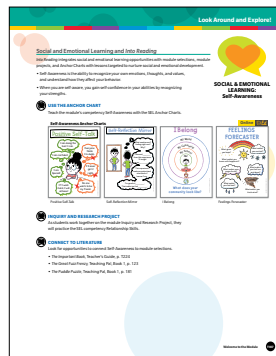
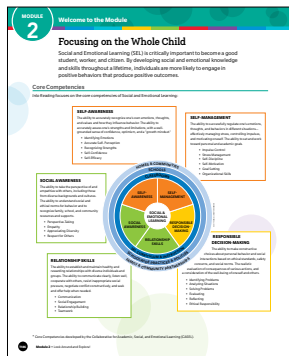
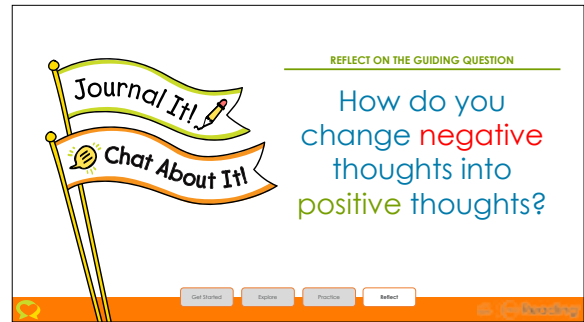
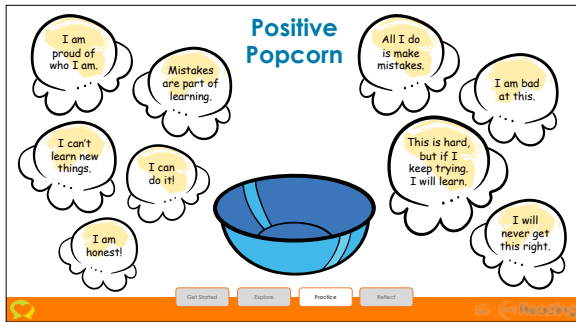


Empathy

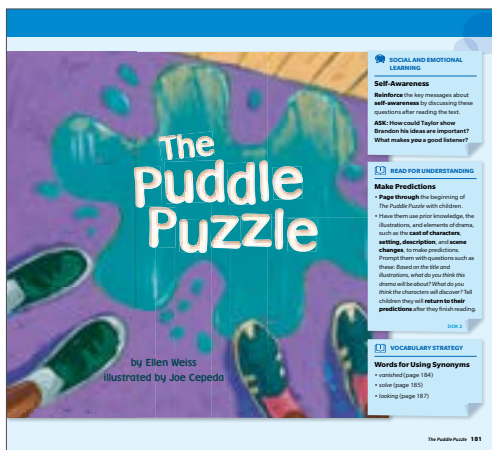


Self-Control Strategies

The Show and Teach Lessons offer explicit instruction of SEL through freestanding interactive lessons. The lesson format is presentation slides intended for whole-class instruction that can be presented virtually or in the classroom. Through the use of characters, art, and interactions, each lesson deconstructs an SEL Anchor Chart and explores the important concepts within the CASEL competencies. Lessons also include the recurring features *Journal It!* and *Chat About It!* for student reflection.



In the Teacher's Guide and at the module level, *HMH Into Reading* includes a *Focus on the Whole Child* feature to explain the SEL competency featured in that module. It displays the CASEL wheel and the key concepts for foundation as well as details of the module's competency alignment, the related Anchor Charts, and the text connections within the student selections.



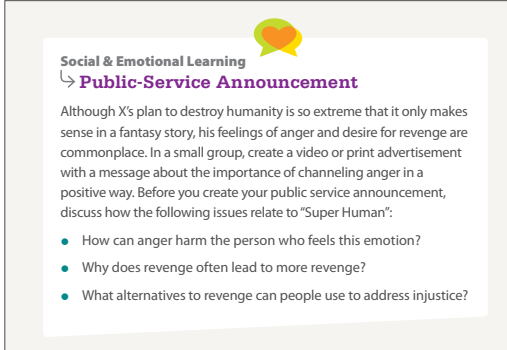
The SEL connection to literature is also shown at the beginning of each applicable student selection in the Teaching Pal. Here, an SEL note is featured that gives the teacher talking points or questions for a selection's characters or situations and helps facilitate the connections to the module-level competency.

CORE ELA

HMH Into Literature

To be successful in life beyond school, young people must be able to work collaboratively in teams and demonstrate literacy skills in a variety of settings. Additionally, teachers across the content areas are increasingly charged with providing instruction that focuses on real-world skills such as collaboration, perseverance, and tenacity. *HMH Into Literature*® builds opportunities for collaboration and reflection into instruction to enhance learning and engagement. Both collaboration and reflection serve to foster students' individual social-emotional competencies and a culture of collaboration, self-awareness, and responsibility.

- *HMH Into Literature* honors cultural diversity. Each grade level includes selections by authors from a wide range of racial and ethnic backgrounds.
- To promote student engagement with selections, each lesson in *HMH Into Literature* begins with two or three Engage Your Brain activities that tap into students' prior knowledge and preview topics and themes in the selection.
- The post-reading Choices feature includes social and emotional learning activities that help students develop SEL competencies while reinforcing comprehension and analysis of selection content.
- The Student Edition also includes an essay by program author Carol Jago that explains social and emotional learning and provides guidance on how reading literature can strengthen SEL competencies.
- The *HMH Into Literature* Teacher's Edition includes SEL notes that offer support for implementing Choices activities or provide additional opportunities for SEL instruction.

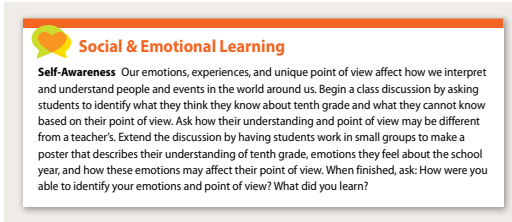


Social & Emotional Learning
↳ **Public-Service Announcement**

Although X's plan to destroy humanity is so extreme that it only makes sense in a fantasy story, his feelings of anger and desire for revenge are commonplace. In a small group, create a video or print advertisement with a message about the importance of channeling anger in a positive way. Before you create your public service announcement, discuss how the following issues relate to "Super Human":

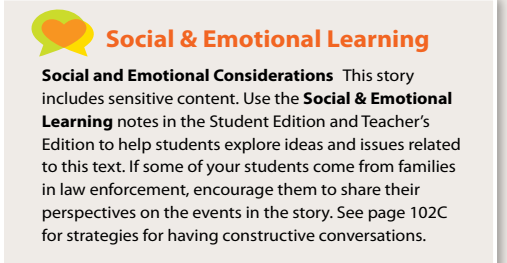
- How can anger harm the person who feels this emotion?
- Why does revenge often lead to more revenge?
- What alternatives to revenge can people use to address injustice?

Student Edition



Social & Emotional Learning

Self-Awareness Our emotions, experiences, and unique point of view affect how we interpret and understand people and events in the world around us. Begin a class discussion by asking students to identify what they think they know about tenth grade and what they cannot know based on their point of view. Ask how their understanding and point of view may be different from a teacher's. Extend the discussion by having students work in small groups to make a poster that describes their understanding of tenth grade, emotions they feel about the school year, and how these emotions may affect their point of view. When finished, ask: How were you able to identify your emotions and point of view? What did you learn?



Social & Emotional Learning

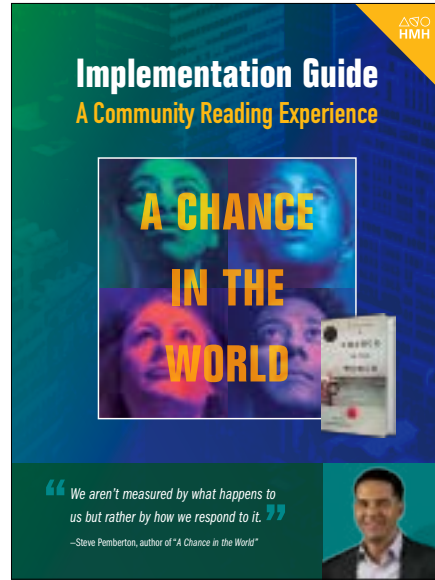
Social and Emotional Considerations This story includes sensitive content. Use the **Social & Emotional Learning** notes in the Student Edition and Teacher's Edition to help students explore ideas and issues related to this text. If some of your students come from families in law enforcement, encourage them to share their perspectives on the events in the story. See page 102C for strategies for having constructive conversations.

Teacher's Edition

A Chance in the World

A Chance in the World: A Community Reading Experience was developed with social and emotional learning as a primary focus. The program is an in-depth instructional guide to Steve Pemberton's memoir about his childhood in the foster-care system and his adult search to uncover the secrets of his identity.

The *Chance in the World* program features a set of interactive handouts for exploration of SEL competencies before and after reading. It also offers activity prompts to guide students in taking action in their community. The program can be used in individual classrooms or as a whole-school reading project to enhance the school environment.



Social & Emotional Learning

An Integrated Curriculum

Social and emotional learning (SEL) refers to a wide range of skills that support students' academic and developmental needs. This approach is often referred to as "teaching the whole child" because it addresses aspects of learning that are usually absent from content standards. Numerous studies conducted over several decades have shown that SEL instruction can increase academic outcomes while also improving classroom behavior and student well-being. Various states and districts have adopted SEL frameworks from organizations such as the Collaborative for Academic, Social, and Emotional Learning (CASEL). In addition, the 2015 Every Student Succeeds Act (ESSA) includes requirements related to SEL. CASEL offers a framework that groups SEL skills under five core competencies.

Although dedicated SEL resources are available for schools, many researchers believe that SEL is most effective when integrated with content instruction. In the HMH All-School Read Experience, SEL is an integral part of the curriculum. Before and after reading each section of the book, students will use charts, graphic organizers, and surveys to examine their own cognitive and behavioral patterns and explore issues and concerns that matter to teenagers.

Content Warnings

Note that the program's Social and Emotional Learning feature includes warnings of graphic violence and other potentially disturbing content in *A Chance in the World*. Before students begin reading, you should consult with school or district experts such as psychologists and social workers to decide on strategies for addressing this content. These professionals may also be able to identify students who have experienced trauma and might need additional support.

Self-Awareness recognizing one's own emotions, thoughts, and values, and how they influence behavior

Self-Management regulating one's emotions, thoughts, and behaviors in different situations

Social Awareness empathizing with and taking the perspective of others, including those from diverse backgrounds and cultures

Relationship Skills establishing and maintaining healthy and rewarding relationships with diverse individuals and groups

Responsible Decision-Making making good choices about personal behavior and social interactions based on ethics, safety concerns, and social norms

Social-Emotional Learning

A Chance in the World Curriculum Guide 6 © Houghton Mifflin Harcourt Publishing Company

Exploration and Reflection

SOCIAL & EMOTIONAL LEARNING HANDOUT 1

Exploration Before Reading	Reflection After Reading
<p>Social Awareness How can physical abuse affect the way people interact with others? How can it change the way people feel about themselves?</p>	
<p>Responsible Decision-Making What should you do if you think that someone you know is experiencing abuse at home or bullying at school? What factors might make it hard to solve this type of problem?</p>	
<p>Self-Awareness What can people draw on for strength when they are in a painful or dangerous situation?</p>	

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INTERVENTION ELA

READ 180 and System 44

Teachers of *READ 180*® and *System 44*® classrooms begin by establishing a safe learning environment for all intervention students. The programs are designed to increase student engagement, promote positive behaviors, and motivate students to succeed while teachers build strong relationships with their students.

Self-Awareness. Building on existing structures that instill a sense of belonging and purpose, *READ 180* helps students become aware of their own academic mindset and behaviors. The program adds a focus on growth mindset, which helps to build students' knowledge of growth mindset and increase their awareness of their own mindsets. Students cultivate a growth mindset by approaching learning tasks with perseverance. In addition, the gradual release approach used in all *READ 180* and *System 44* instruction ensures that students gain confidence as they move from full support to independent work, taking on increased responsibility for their own learning, thereby building students' self-efficacy.

Building Your Brain

With effort and practice, your brain cells grow new connections that make you smarter! Choosing positive behaviors helps build your brain.

1 Set a goal. Choose a goal you want to achieve. Raise the challenge level as you learn.

2 Get in a growth mindset. Remember that your brain is like a muscle. Believe that you will improve with effort!

3 Make a plan. Find out what skills you need to reach your goal. Write down the steps you'll take.

4 Practice. Practice using different strategies. Ask for help when you need it.

5 Stick with it. When it gets tough, stick with it! Remember that learning makes you smarter!

Working for Success

How did the individuals in the video use strategies to build their brain and work toward success?

Individual	Mindset	Positive Behaviors
	<input type="checkbox"/> Fixed <input type="checkbox"/> Growth	
	<input type="checkbox"/> Fixed <input type="checkbox"/> Growth	
	<input type="checkbox"/> Fixed <input type="checkbox"/> Growth	

The READ 180 Experience 15

Students exercise and stretch their brain “muscle” with a variety of activities designed to help improve their academic mindset in *READ 180 Universal*.

Self-Management. Positive behavioral supports provide a continuum of supports that increase in intensity depending upon the degree of students' behavioral and social needs and that promote students' self-regulation. Students can monitor their own learning through the Student Dashboard, which allows students to set goals, regulate their learning progress, and motivate themselves toward achieving their goals. Tracking academic goals increases students' intrinsic motivation, classroom engagement, and the desire to continue to succeed. Students can also track and monitor their own progress through the use of additional print materials such as the *System 44* Self-Monitoring Chart, available as a resource.

Relationship Skills. Instructional routines such as Oral Cloze, Think (Write)-Pair-Share, and Peer Feedback encourage students to collaborate with one another while engaging with the scaffolded materials that structure and support their responses. The instructional routines help to create a learning environment in which students can actively participate in a nonthreatening and flexible way while building relationships with one another. In addition, during Independent Reading, students may express their knowledge through book conferences with the teacher, collaboration with classmates, and presentation projects with the class.

Responsible Decision-Making. Text selections incorporate stories with characters making constructive and respectful choices about actions and behaviors, encourage students to self-reflect on their own decision-making skills in challenging scenarios, and include problem-solving discussions in response to real-life issues.

Social Awareness. The programs' authors created text sets and a library that reflects the diversity of the nation's population. Students connect with content both in the lessons, Anchor Media, and in the classroom library (i.e., paperbacks, audiobooks, eBooks) that features a balance of genders and ages; diverse cultures, ethnicities, and religions; people of different abilities; and people of various

socioeconomic status. Texts were selected to ensure that facts were accurately represented and authentically inclusive. Students see themselves and their classmates reflected in the text selections provided, thereby deepening their understanding and encouraging empathy of people of various backgrounds.



In an efficacy study conducted by the American Institutes for Research during the 2016–17 school year, researchers examined the change in adolescent students' mindset for *READ 180* Universal students in four districts compared with a group of students not enrolled in the *READ 180* program. The study demonstrated statistically significant increases in growth mindset for Black students, Hispanic students, English learners, and boys enrolled in *READ 180* Universal in comparison to other striving readers who were not a part of the treatment program.

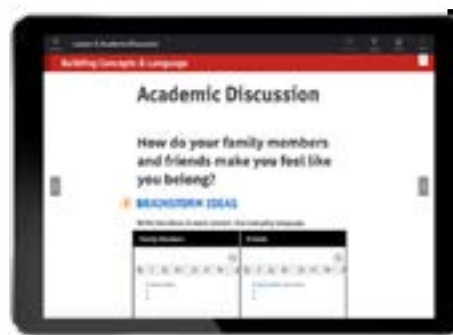
Please refer to the full study at:

<https://www.hmhco.com/research/read-180-universal-mindset-study-early-outcomes>

English 3D

English 3D® provides a safe environment that encourages students to take risks while learning language. Engaging and rigorous content and instruction serve to accelerate students' academic language development and build their confidence to actively participate in core classes. *English 3D* supports students' social and emotional learning in the following ways:

- Asset-based language is used throughout *English 3D* to emphasize the cultural and linguistic capital students bring with them to school, as well as the advantages of being a multilingual learner.
- Daily structured partner and group interactions teach students language for respectful dialogue, such as facilitating discussions, stating perspectives, listening actively, politely agreeing and disagreeing, collaborating with others, and offering feedback.
- High-interest topics and themes are relevant to students' lives, such as bullying, honesty, belonging, identity, and mindset. Debating and reading texts about meaningful issues give students a forum for contemplating and making sense of their life experiences.
- Formal writing assignments and speeches give students the opportunity to strengthen planning and organizing skills, draw on personal experiences, and integrate aspects of their personal identities and opinions into their work.
- Family Letters and resources help teachers make connections between school and home and foster partnerships with families and caregivers to support student success.



- The Independent Reading Library explores literary themes such as friendship, individuality, working together, valuing one's heritage, and overcoming adversity. Curated to provide "windows and mirrors," the texts reflect students' own diverse backgrounds while providing views into other cultures and experiences.

English 3D Language Launch serves as an on-ramp to *English 3D*, supporting multilingual learners who need additional targeted language development before the main path of instruction.

Language Launch includes three units that honor the diversity of students' lived experiences while building a strong community of language learners. Students have opportunities throughout the Issues to share their cultures and personal identities, link feelings to thoughts, and practice evaluating personal and community impacts of learning multiple languages. Essential routines promote collaborative and respectful exchanges, build student engagement, scaffold written and oral responses, and support teachers with eliciting responses in ways that develop students' confidence.



SUPPLEMENTAL

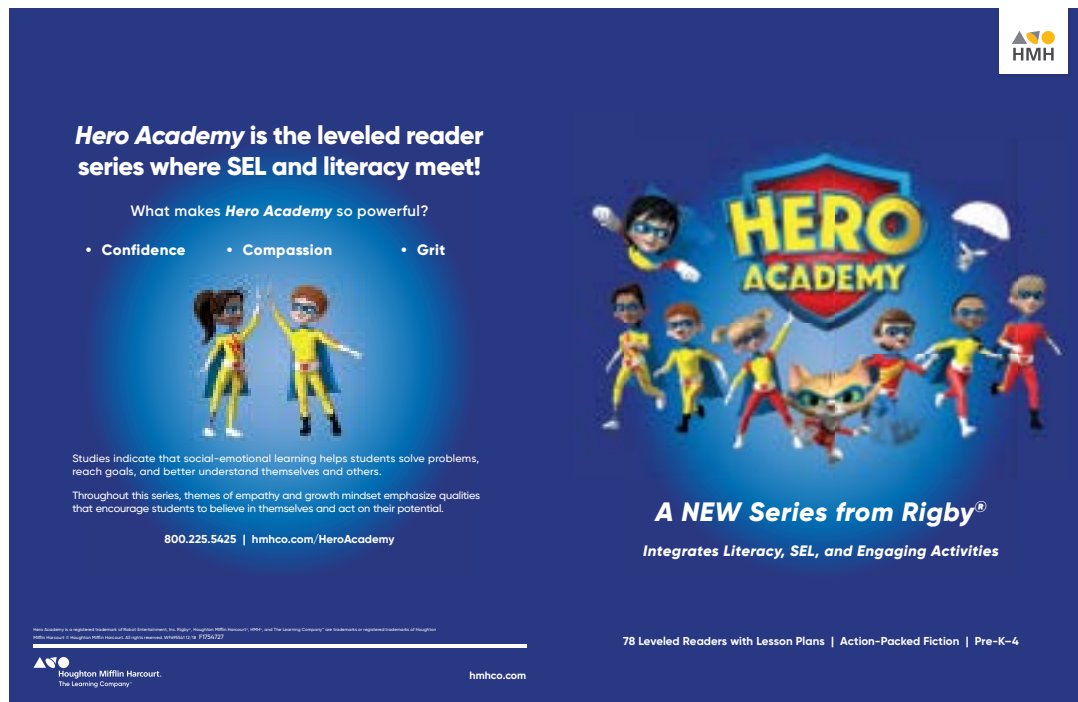
Hero Academy

Hero Academy is an engaging leveled reader series designed under the Rigby® brand for pre-K to Grade 4 that features seven inspiring student superheroes that face challenges presented by eight unforgettable villains. The reoccurring cast of fictional characters has story plots that span across 78 incrementally leveled books. *Hero Academy* focuses on a growth mindset and social and emotional learning of students through its stories and activities in every lesson plan. Throughout the books, the young superheroes model SEL qualities, such as helping a friend, following directions, making mistakes, and acting with empathy and compassion. These SEL behaviors surface repeatedly throughout each book to inspire students to act the same.

Hero Academy helps to:

- increase students' desire to keep reading with engaging themes and topics,
- foster curiosity, analysis, and synthesis,
- make real-world connections, and
- encourage use of writing and speaking to express high depth-of-knowledge levels.

In every lesson, there is explicit instruction on the social and emotional skill that is addressed in the book, and it is followed by two SEL activities. The first recalls the SEL skill that the characters displayed in the book and questions students about how they would have acted in that situation. The second SEL activity asks students to think of their own experiences with that SEL skill to make a real-world connection.



Hero Academy is the leveled reader series where SEL and literacy meet!

What makes *Hero Academy* so powerful?

- Confidence
- Compassion
- Grit

Studies indicate that social-emotional learning helps students solve problems, reach goals, and better understand themselves and others.

Throughout this series, themes of empathy and growth mindset emphasize qualities that encourage students to believe in themselves and act on their potential.

800.225.5425 | hnhco.com/HeroAcademy

HERO ACADEMY

A NEW Series from Rigby®

Integrates Literacy, SEL, and Engaging Activities

78 Leveled Readers with Lesson Plans | Action-Packed Fiction | Pre-K-4

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The Learning Company

hnhco.com

Waggle

Waggle® is a supplemental, adaptive practice solution for math and English language arts that personalizes learning, unifies resources, and empowers teachers. Its real-time data enables teachers to differentiate instruction at the individual, small-group, and class levels in and out of the classroom.

Waggle cultivates resilience and motivates learners to persevere while advancing students' math and English language arts proficiency levels. One key element of *Waggle* is the focus on growth mindset and communicating the importance of persistence by showing students scaffolded learning goals and their progress toward meeting them. Each time students interact with an item type, they are rewarded for positive learning behaviors. *Waggle* empowers students to try, try again until they achieve proficiency while celebrating the effort it took to achieve it.

Waggle covers the five SEL competencies in the following manner:

Self-Awareness:

- Students create avatars that best represent them during their learning journey.
- *Waggle* provides badges and points for showing effort and perseverance, in addition to students mastering skills and demonstrating proficiency, building self-efficacy through endorsing positive learning behaviors.

Self-Management:

- Students select work at their own pace from their student dashboard, promoting organizational skills and self-discipline.
- When students begin to struggle, *Waggle* offers multiple options for what to do next through a Break Screen, allowing students to take a break from the current assignment or choose something else to work on.

Social Awareness:

- *Waggle* ELA passages, as well as math and ELA video instructional content, are focused on social awareness, including promoting empathy, respect for others, and appreciating diversity.

Relationship Skills:

- Teachers can build relationships with their students through sending messages to students based on the Shout Out section on the Teacher Dashboard, which highlights student accomplishments.

Responsible Decision-Making:

- *Waggle* introduces stories, passages, etc. that show characters exhibiting responsible decision-making skills.

CORE MATH

Into Math and Into AGA

To engage students in productive perseverance, students first engage with a Spark Your Learning task. Here, teachers follow a routine of supporting students through productive perseverance:

- Set the Stage—motivate learners
- Think It Through—encourage perseverance
- Turn and Talk—communicate mathematically
- Let’s Talk—build shared understandings
- Support Sense Making—promote language routine

From here, teachers will move on to Learn Together with instruction to continue to build understanding. *Into Math*® and *Into AGA*® offer videos that have specific segments in which teachers can learn about students engaging in productive perseverance. Teachers can provide these opportunities for students to develop grit.

Into Math and *Into AGA* develop a growth mindset and encourage learning strategies that are critical to student success and confidence in math. The learning mindset, and more specifically social and emotional learning strategies, are embedded at point of use for teachers and students. This is integrated into the solution by building on techniques that foster a sense of purpose, belonging, and self-efficacy in students through our exclusive partnership with Mindset Works®. Students are encouraged to develop awareness of their mindsets in order to continue to grow and achieve—and to believe they can do mathematics. Students are also encouraged to seek challenges. The materials for students and the supplementary materials for teachers push students toward the sort of reflection that is critical to obtaining a growth mindset in mathematics. The exercises provide problems that allow students to apply their understanding, gathering positive feedback by demonstrating their knowledge. The teacher materials give many suggestions for sparking student discussion and further engaging learners in the process of exploration. As students develop their mindset, teachers are also building their confidence and knowledge of mathematics teaching and learning.

Teacher Edition

The screenshot shows a digital interface for a math program. It includes sections for 'On Your Own' with several math problems, a 'Wrap-Up' section, an 'Exit Ticket', and a 'Put It in Writing' section. At the bottom, there is a 'Learning Mindset' section with a 'Bounce Back' notice and a 'Practice and Homework Journal'.

Student Edition

The screenshot shows a 'Learning Mindset' scale with four levels. Each level is represented by a blue bar with a number and a corresponding statement. The statements are:

- 1 I can add one-digit numbers.
- 2 I can show how to add two-digit numbers and multiples of ten by adding tens with tens.
- 3 I can write equations to add two-digit numbers and multiples of ten by adding tens with tens.
- 4 I can explain how to solve various word problem types to add two-digit numbers and multiples of ten by adding tens with tens.

INTERVENTION MATH

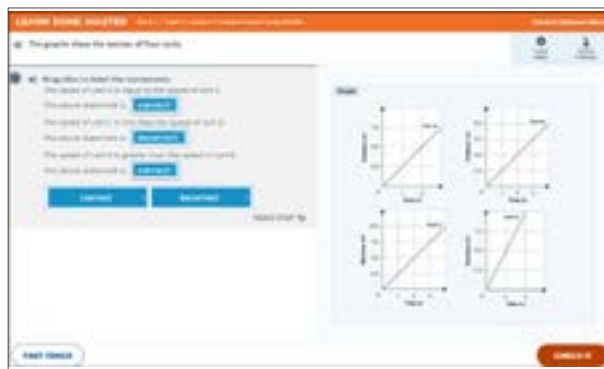
MATH 180

MATH 180[®] explicitly situates mathematics in career contexts, exposing students to a variety of potential visions of future success. Each *MATH 180* unit begins with an Anchor Video that presents the upcoming content through high-interest situations. In the Decimals and Integers Block, for instance, students learn how the performances of the world's top athletes are often separated by only tenths or even hundredths of a second. In another Anchor Video in the Proportional and Linear Relationships Block, students see how marketers use ratios and social media to highlight the importance of social issues. Whether promoting a social cause or a consumer product, workers in marketing and sales use ratios to convey information to influence thinking and actions.

Every Block, or unit, of *MATH 180* contains engaging, media-rich, multistep simulations in which students take on the authentic tasks of social media marketers, restaurant managers, medical and educational professionals, and many other engaging, high-interest careers. Students get to experience the mathematical concepts as concrete, representational, and intensely purposeful before they are asked to perceive them as abstract and algorithmic.

MATH 180 provides opportunities for students to act autonomously and with agency in every area of instruction. Throughout the Learn Zone, students have the opportunity to attempt an accelerated Fast Track if and when they feel confident and competent to meet the challenge. In the Success Zone, the traditional summative assessment is imbued with agency; students choose which questions and question types to tackle in order to earn points and move forward.

Additionally, *MATH 180* arms students with multiple strategies for tackling routine, nonroutine, and contextualized problems, and then allows students to choose among multiple solution paths. While working through a given problem, students receive immediate feedback that asks them to identify their own mistakes and correct them in real time; this provides them with ownership of the learning process, allowing them to internalize their loci of control and understand that their mistakes are learning opportunities, rather than personal failures. Students are also granted the agency to choose from a variety of scaffolding resources: Instructional and Anchor Videos, worked examples, the math glossary, and a library of *mTools*, virtual manipulatives designed to foster deep concrete and representational understanding.



SEL CORRELATION ALIGNMENT REPORTS

SEL CORRELATION ALIGNMENT REPORTS

The SEL Correlation Alignment Reports associate the texts in the programs with the widely used CASEL framework. The alignment uses the five core social and emotional skills and competencies of CASEL to show how the literary and informational selections can be used by teachers for increasing student awareness and knowledge of important key behaviors for each SEL competency—Self-Awareness, Self-Management, Social Awareness, Responsible Decision-

Making, and Relationship Skills. Each SEL competency is further broken down into subcategories that support the primary concept.

In the SEL correlation alignment reports, subcategories highlighted in blue text indicate a concept that is explicitly taught in a selection that had a passage or theme directly related to that particular SEL competency. Subcategories in black text indicate concepts that are implicitly taught—meaning that students learn the concept through practice, interaction, or teacher instruction, but the selection is not directly related to an SEL competency.

LINK TO SEL ALIGNMENT REPORTS

Early Learning	<i>Big Day for PreK®</i>	https://hnhco.box.com/s/4b9rycjj6yvfrsfahvdvez9veldgask
ELA	<i>Collections</i>	https://hnhco.box.com/s/cribivms98evyl5ctqom92afkix9umh
	<i>Hero Academy</i>	https://hnhco.box.com/s/953eqbyuf1iws027rql6ub41bmigfjv
	<i>Into Literature</i>	https://hnhco.box.com/s/ni1f2q9zof753sjvmhmn13al4j52oolf
	<i>Into Reading</i>	https://hnhco.box.com/s/wl4uzkrdpn9yzj21vx4q5mzwajehsxpt
	<i>Journeys</i>	https://hnhco.box.com/s/4mptcuas0j1wgazic6vdwr8gec4nk0su
	<i>READ 180 Universal</i>	https://hnhco.box.com/s/dyhht2e7udou4qtpi7jnlfxo9wnkkybu
	<i>System 44</i>	https://hnhco.box.com/s/krwaz8z6uq2wdg5x5sqbo58qr50bw1b4
MATH	<i>Into Math</i>	https://hnhco.box.com/s/wg90bltfhi00wwa47os8uz5a5clz60ss
	<i>MATH 180</i>	https://hnhco.box.com/s/ils9xz3nu6xjweqodrpv63dm48wktlmi

HOW OUR SERVICES DELIVER

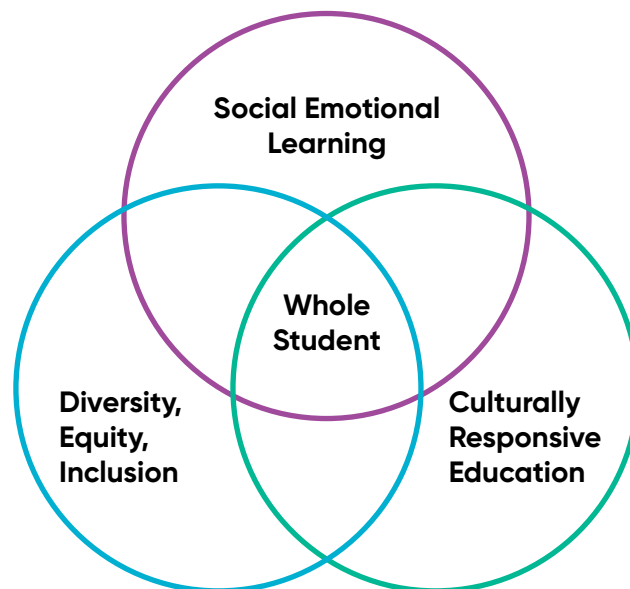
PROFESSIONAL SERVICES

Through a continuum of support for leaders and teachers, the work of Professional Services is focused on the whole student. Establishing a safe, affirming, inclusive environment is foundational to students thriving socially, emotionally, and academically. This is intentionally and explicitly woven throughout HMH Professional Services because it is fundamental to our beliefs about growth, development, learning, and well-being. Additionally, we conceptualize the whole student approach at the intersection of Social Emotional Learning (SEL), Diversity, Equity, & Inclusion (DEI), and Culturally Responsive Education (CRE).

Program Implementation Support

Professional Services support for HMH program implementation includes a focus on SEL and is grounded in the CASEL framework.

- Follow-Up sessions focus on creating an effective learning environment that ensures students are accountable for their learning and feel confident, safe, and respected.
- Live Online Courses provide an opportunity to deepen and extend practices through SEL, equity, and culturally responsive education through modular-based topics.
- Coaching experiences are student-centered and inclusive of teaching and learning practices that foster SEL competencies, equity, and cultural responsiveness.
- Teacher's Corner™ provides bite-sized professional learning through both synchronous and asynchronous resources and live events.



Transformational Leadership Consulting

The International Center for Leadership in Education (ICLE), a division of HMH, supports systems in creating cultures of rigor, relevance, and relationships. Relationships make relevance possible. Relevance makes rigor possible. Rigor makes live success possible.

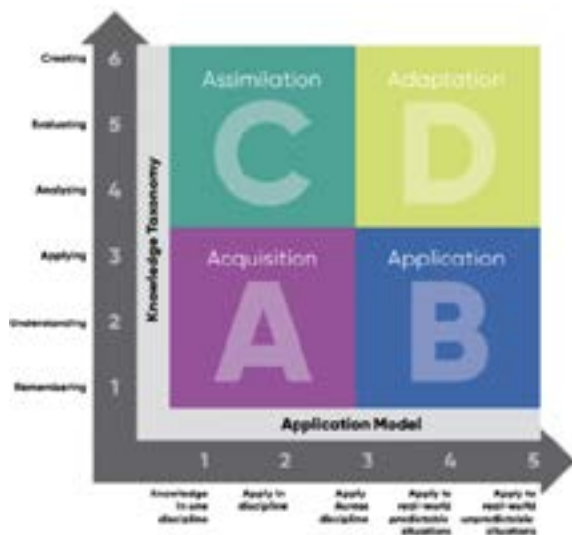
- ### Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by ICLE to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement. It can be used in the development of both instruction and assessment. In addition,

teachers can use it to monitor their own progress as they add rigor and relevance to their instruction and as they select appropriate instructional strategies for differentiating instruction and facilitating higher achievement goals.

- ### Relationships Framework

High-quality relationships make rigor and relevance possible. The Rigor and Relevance Framework includes the importance of social and emotional learning as both a conduit to and outcome of high-quality interactions and relationships. The framework consists of emotional skills, cognitive skills, and social and interpersonal skills.



FAMILY ENGAGEMENT


HMH programs provide resources to help families support students' social, emotional, and academic learning. In many of our programs, e.g., *READ 180* and *System 44*, families and caregivers can go online to the Family Portal to learn about the program and materials. Program sites include videos that provide tips for families about how to support their children's learning and offer links to additional resources and research to help caregivers understand their children's needs. Additionally, in *MATH 180*, the Family Portal brings the learning home by providing guidance for parents to both understand the power of the growth mindset and to cultivate mathematical learning opportunities.

In recognition of the importance of family and community engagement, the Family Portal was developed to support the diversity of students' family members and caregivers. The Family Portal, which is available in Spanish and English, includes a variety of information and resources to support instruction at home for all families, including those with special education students and English learners.


In addition, the Family Portal provides a space for sharing success stories and experiences with teachers and other families. For example, in *READ 180*, each *Real Book* Workshop includes four or five strategies to support teachers in involving and engaging parents, including:

- Strategies for soliciting and hearing the concerns, hopes, needs, and insights of parents
- Suggestions for sharing expectations about parent involvement and asking parents about their expectations
- Channels for asking parents what they view as important in helping students succeed and adding those things to classroom practice
- Frequent communications with parents and families (via email, letters, and suggestions on school websites)
- Invitations for parent volunteers
- Information on supporting *Real Book* work at home while helping students build independence
- Information on classroom assignments and the role of homework in reinforcing class discussion/learning

Across our programs, Teacher's Editions provide both teachers and parents with relevant strategies that they can use at home. Parent reports of student progress as well as communication letters to parents are available in multiple languages. Access to digital books and other learning resources help students engage with their families in the learning process.

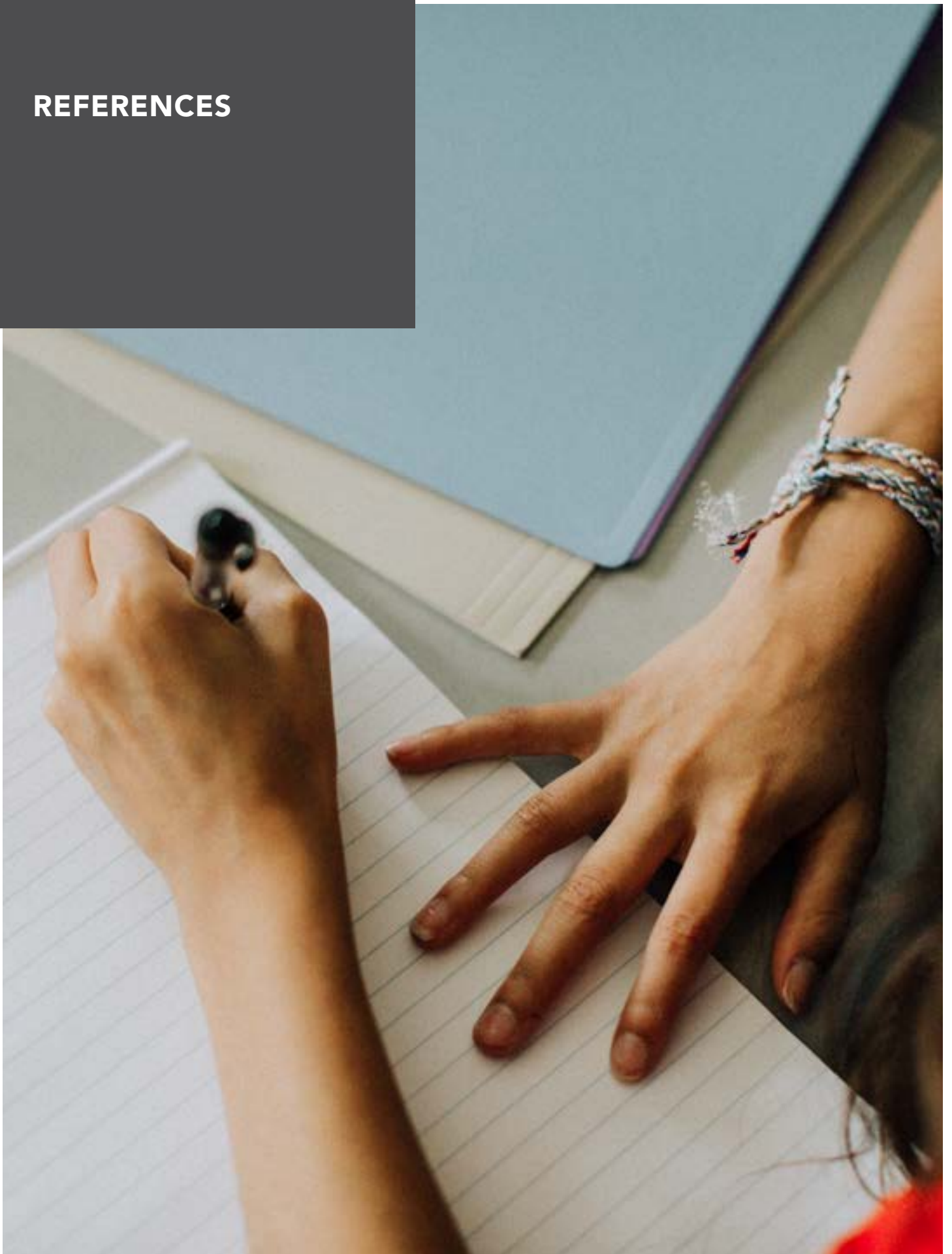


"Educating the whole learner cannot be reduced to a simple set of policies or proposals. It is, instead, a mindset that should inform the entire educational enterprise."



National Commission on Social, Emotional, and Academic Development, 2018

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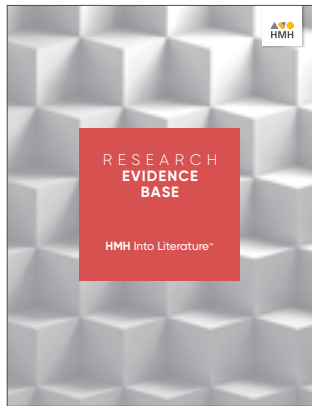
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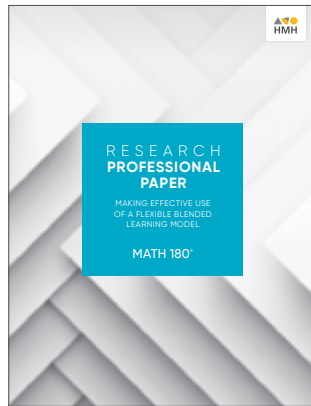
HMH RESEARCH PUBLICATIONS

Research Into Practice Into Results



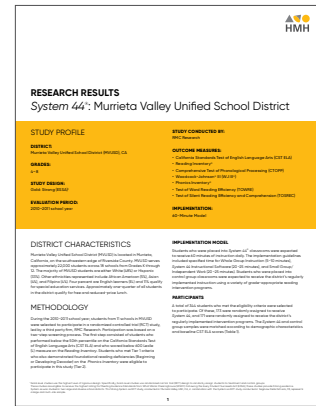
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Research Evidence Base papers provide an in-depth account of the theoretical underpinnings, evidence base, and expert opinions that guide the design and development of new and revised programs. These papers map known research and design principles to practical applications of the program.



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Research Professional Papers highlight an important theoretical construct, practical application, program component, or other topic related to learning in the context of HMH programs. They are authored by experts in the field, researchers, and thought leaders within the industry.



RESEARCH RESULTS PAPERS

Research Results papers summarize the findings from research studies conducted on HMH programs, including research conducted internally by HMH and externally by third-party research firms. Research Results papers document the efficacy of a program in terms of ESSA evidence levels: strong evidence, moderate evidence, promising evidence, and evidence that demonstrates a rationale for program effectiveness.

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