Early Literacy and Social Emotional Engagement Project (ELSEE)
Franklin-McKinley School District

Background
The Early Literacy and Social Emotional Engagement Project (ELSEE) is a four-year collaborative initiative led by the Franklin-McKinley School District in partnership with the Office of Education Head Start & State Pre-K, New Teacher Center, and the Early Learning Lab.

Activities
The Early Learning Lab, in partnership with The David and Lucile Packard Foundation, acts as an external catalyst to support innovation and learning. It serves to synthesize collaborative projects and initiatives with practitioners, coaches, and administrators.

Conclusion
The participating agencies are the Franklin-McKinley School District, San Jose City Library, Head Start and State Pre-K, New Teacher Center, and the Early Learning Lab.

Program Goals
1. Support young children’s social emotional development, including challenging behaviors, and enhance early literacy skills in TK and T-K.
2. Build the principles of effective classroom management into PK-2 and TK-1, including identifying challenging behaviors, reinforcing positive behaviors, and developing strategies to support the learning environment.

Program Outcomes
- Increased Family Engagement: Participants provided additional social emotional and early literacy strategies to establish in home-learning connections.
- Improved Teacher Practice: Teachers increased their knowledge and competency for implementing effective classroom management.
- Improved Student Outcomes: Students exhibited positive behaviors for the week.

Measures
Year 1: Qualitative
- Somewhat structured inferences: Site administrators, implementation facilitators, classroom teachers, and program design strategies.
- Teachers focused groups.

Year 1: Quantitative
- 2015 ED
- SPIEQ (fall and spring: profit and risk)
- Learning Zone coaching dosage and interactions tracking.
- Quick Check—weekly tool for teachers to reflect on.

Year 2: Qualitative
- Teachers increasingly view social emotional learning as an important and coherent part of the curriculum.
- Educator focus groups, design partners, administrators, site coaches, and program design strategies throughout the day.

Year 2: Quantitative
- Supports were helpful in implementing the strategy.
- The Early Learning Lab, in partnership with The David and Lucile Packard Foundation, acts as an external catalyst to support innovation and learning.

Classroom Impact
- Small steps lead to positive change.
- Teachers are increasing their knowledge of social emotional learning and integrating it into their daily practice.
- Educator focus groups, design partners, administrators, site coaches, and program design strategies throughout the day.
- Teachers increasingly view social emotional learning as an important and coherent part of the curriculum.

Key Takeaways
1. Small, consistent changes in teacher practices can make big differences in children’s behavior in the classroom.
2. Teachers are increasing their knowledge of social emotional learning and integrating it into their daily practice.
3. Educator focus groups, design partners, administrators, site coaches, and program design strategies throughout the day.
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