

# Second Step Middle School Program Principal Toolkit



## Creating Schoolwide Success

At Committee for Children, we've learned that a principal's active support is the driving factor in making Second Step effective. This same principal support greatly impacts schoolwide reinforcement of social-emotional learning, which helps ensure that social-emotional skills continue to be used, discussed, and practiced throughout the school.

**Although a number of elements can influence the quality of a school's implementation, research consistently shows that the most important is principal leadership and support.**<sup>1,2,3,4,5,6</sup>

The Second Step Middle School Program's Principal Toolkit provides tools and resources to help principals support the program's success in their schools. Integral to schoolwide implementation of the program, the toolkit includes resources for communicating within the school and wider community, monitoring progress, and evaluating outcomes. Together these tools give principals everything they need to set a course for success, track program progress, gain teacher and community buy-in, and ultimately achieve the positive outcomes of schoolwide social-emotional learning.

The image displays several overlapping screenshots of the Principal Toolkit web application. The main dashboard, titled 'Principal Toolkit (Beta)', features a 'Principal Panel' with three primary action buttons: 'Track teacher program progress', 'Communicate and reinforce Second Step skills and concepts schoolwide', and 'Engage Parents'. Below this, there are sections for 'Lesson Progress' and 'Progress for All Grades'. The 'Lesson Progress' section shows progress for All Grades, Grade 6, Grade 7, and Grade 8, each with a progress indicator and percentage. The 'Progress for All Grades' section includes a table with columns for Teacher Name, Grade, Classes, Total Lesson Progress, and Last Lesson Accessed. A circular callout on the right side of the image states: 'The Principal Toolkit is included with schoolwide licenses only.'

1. Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology, 41*, 327–350.
2. Dusenbury, L., Brannigan, R., Falco, M., & Hansen, W. B. (2003). A review of research on fidelity of implementation: Implications for drug abuse prevention in school settings. *Health Education Research: Theory & Practice, 18*(2), 237–256.
3. Kam, C. M., Greenberg, M. T., & Walls, C. T. (2003). Examining the role of implementation quality in school-based prevention using the PATHS curriculum. *Prevention Science, 4*(1), 55–63.
4. Beets, M. W., Flay, B. R., Vuchinich, S., Acock, A. C., Li, K. K., & Allred, C. (2008). School climate and teachers' beliefs and attitudes associated with implementation of the Positive Action program: A diffusion of innovations model. *Prevention Science, 9*, 264–275.
5. Elias, M. J., Zins, J. E., Graczyk, P. A., & Weissberg, R. P. (2003). Implementation, sustainability, and scaling up of social-emotional and academic innovations in public schools. *School Psychology Review, 32*(3), 303–319.
6. Payne, A. A. (2009). Do predictors of the implementation quality of school-based prevention programs differ by program type? *Prevention Science, 10*, 151–167.

# Principal Panel: Monitor Progress

Follow the entire school's Second Step progress with the Principal Panel. Informed by this data dashboard, school and district leaders can take part in an ongoing conversation with teachers and students about the program, helping them eliminate barriers and encourage progress.

## SECTION RESOURCES

### Total Progress



View advisory activity use and see which are most popular

Stay up-to-date on overall progress at a glance, by grade and teacher

Track completion of program training and professional learning modules

### Lesson Progress



Spot patterns that might indicate a need for additional support

Monitor lesson progress for each class in the school

### Advisory Activity Use



- Find out which activities have been viewed or completed
- Use this information to recommend activities to teachers

### Professional Development Progress



- Monitor teachers' use of the program training and professional learning resources
- See which modules teachers have completed individually vs. in groups

# Communicate Schoolwide: Energize the Whole School

With the Principal Toolkit, program leaders can kick off their Second Step implementation with strong schoolwide communication. Tools like the staff overview presentation help get the whole school excited about Second Step. Principals can find this and many more tools to inspire school staff and get them started by exploring the Communicate Schoolwide section.

## SECTION RESOURCES

### Second Step Introduction



Explore Second Step for Middle School through introductory videos

### Staff Training



- Get teachers excited about Second Step with a kick-off meeting
- Give your staff the training and information they need to teach Second Step lessons and facilitate meaningful classroom discussions

### Research



Take a look at the research behind the program, as well as other online resources

### Alignments



Learn how Second Step skills and concepts align with academic and behavioral standards, SEL competencies, and restorative practices

### Second Step Advisory Program



Get additional support with the "Building Your Second Step Advisory Program" training module in Professional Development

Discover how linking your advisory program with Second Step can help create a safe and supportive school community

# Engaging Families: Reach the Community

Kids and teens take cues from the adults in their lives and are more likely to learn, use, and remember Second Step skills when the adults around them are familiar and involved with the program. With ParenTeen Connect, family letters, and weekly communications, principals and administrators can engage the wider community in the same skills and concepts that students are learning in the classroom. Discover these tools in the Engaging Families section of the Principal Toolkit.

## SECTION RESOURCES

### ParenTeen Connect

Free web-based family resource |



Provides expert advice and practical tools to deal with real parent-teen issues

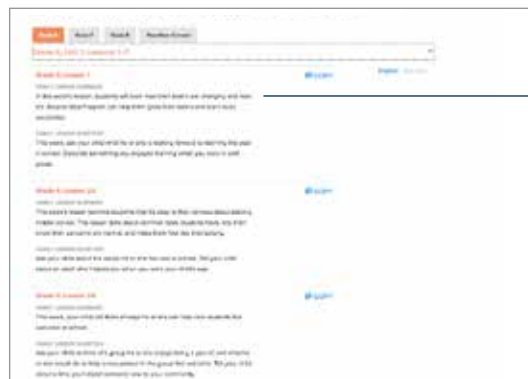
### Family Letter

Keeps families informed at the start of the program |



### Weekly Family Communications

Weekly updates keep families engaged in what students are learning and encourage conversation



# Evaluate: Assess Outcomes

In this section of the Principal Toolkit, administrators and principals can educate themselves on the topic of evaluation, learn more about the different evaluation tools, and get help figuring out which tool is right for their school. Focused specifically on evaluation tools and methods for Second Step, the Evaluate section of the toolkit can help educators assess outcomes and behavior changes after implementation. The Second Step team recommends three evaluation tools from outside organizations, all of which have been carefully reviewed.

## SECTION RESOURCES

### Evaluation Guide

Learn why to evaluate and how to use evaluation results



Discover different types of program evaluations

### Comparison Grid

Decide which recommended tool is right for your school

	Principal Evaluation	Interview & Observation	Student Experience Survey with Qualitative Items
<b>Effort/Investment</b>	<ul style="list-style-type: none"> <li>• Shorter in time</li> <li>• Self-administered</li> <li>• Teacher/parent involvement</li> <li>• Self-management</li> <li>• Broad assessment</li> <li>• Limited population</li> <li>• Sense of ownership</li> <li>• Shared goals</li> </ul>	<ul style="list-style-type: none"> <li>• Involves interviews</li> <li>• Observational</li> <li>• Requires participant</li> <li>• Shared values</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Broad assessment</li> <li>• Self-reporting</li> <li>• Anonymous</li> </ul>
<b>Implementation</b>	Highly visible	Highly visible	Highly visible
<b>Timing</b>	Flexible timing for a day	More timing flexibility than a self-administered	Should be completed by a day
<b>When</b>	Before, during, or after implementation	At various and infrequent times	During, at the end of a day, and end of the year
<b>Who</b>	Students, parents, and teachers	Students, parents, and teachers	Students, parents, and teachers

## Get Started with a Schoolwide License

The Principal Toolkit is included with schoolwide licenses only. In addition to including the toolkit, a schoolwide license allows access to the program's lessons, activities, and resources for a nearly unlimited number of your school's educators and staff—so all students can be supported in and out of the classroom. It's an investment in a positive school climate, and it brings the benefits of SEL to every classroom.

Learn more at [SecondStep.org/middle-school-program](https://SecondStep.org/middle-school-program).

