



Project **CATALYZE** is a unique program that seeks to boost students' social and emotional learning by introducing specific skills to help teachers manage stress and improve their teaching effectiveness. Evidence-based SEL programs may be more effective in supporting students' academic and social-behavioral outcomes when teachers have strong social-emotional skills and can build supportive relationships. Students with strong SEL skills and feelings of connection with their teachers and peers are more likely to manage their stress effectively and to engage in instruction and learn successfully.

PATHS® + CARE

By combining these two effective programs, we hope to catalyze a boost in teacher, classroom, and student outcomes. Working with the Office of Social and Emotional Learning, we will invite 40 elementary schools to participate in the project. All first-through fourth-grade students will receive the PATHS® SEL program delivered by their teachers. Half of the schools will be randomly assigned to also have their teachers receive the CARE program in addition to the PATHS® program. The study will follow students into their next year when the study will add the fourth-grade teachers.

Project CATALYZE will examine whether a well-tested SEL program for students called the PATHS® Curriculum is even more effective when teachers receive the CARE curriculum, a professional development program that supports their own well-being and management of stress.



*Catalyzing Student Success
with Teacher and Student
SEL in Chicago Public
Schools*



PATHS®

A CASEL Select Program, the PATHS® program promotes peaceful conflict resolution, emotion regulation, empathy, and responsible decision making. PATHS® has been evaluated in multiple, large (e.g., n=2,397 students) randomized control trials in urban schools in grades PreK–5 (nine RCTs) and is the most tested SEL program in the world. Evaluations have followed students for up to three years. Results showed PATHS® improved academic performance and engagement, climate and social and emotional attitudes, behaviors and skills, and reduced conduct problems and emotional distress (see more information on PATHS® at <http://www.episcenter.psu.edu/ebp/altthinking>)

CARE

Cultivating Awareness and Resilience in Education (CARE) is a unique professional development program that offers teachers tools and resources for reducing stress, preventing burnout, enlivening teaching and helping students thrive socially, emotionally and academically. CARE has been studied in a series of rigorous studies in urban contexts examining the impacts of CARE on teacher, classroom, and student outcomes. Results showed CARE improved teacher well-being, emotion regulation, and mindfulness and the quality of classroom interactions. CARE also improved student engagement. Among students low in social skills, CARE improved reading competence (see more information on CARE at <https://createforeducation.org/care/>).



We hypothesize that building teachers' capacity with the CARE Program will:

Enhance teachers' SEL skills and well-being

Increase the quality of PATHS® curriculum implementation and classroom interactions

Improve students' SEL skills, engagement, motivation, and academic achievement

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