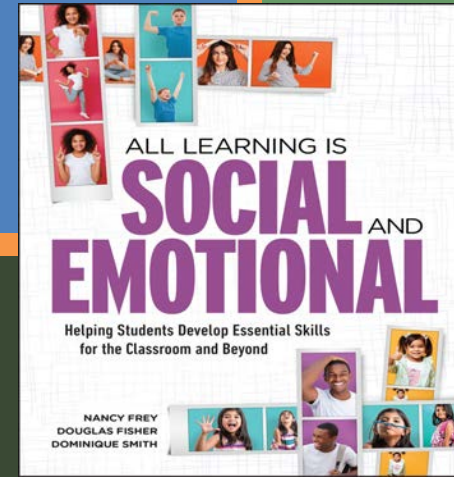


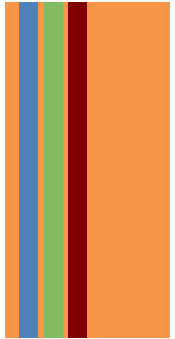
Exploring the Potential of SEL for Our Students



Wireless Password: Psalm 16:11

*Powerful Conversations Network, Meeting 1
September/October 2019*

+ Who are we?



A+ Education Partnership promotes policies and investments in what works through both advocacy and our programs focusing on:

- Research-based practices
- Professional development
- High academic standards
- Innovation in schools



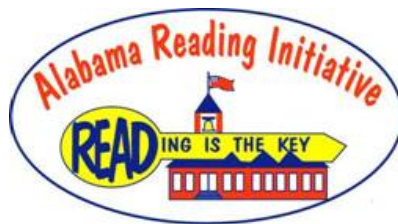
A program of A+ Education Partnership, the Alabama Best Practices Center is designed to support Alabama's teachers, principals, superintendents, and other leaders with cutting-edge professional development through statewide networks.



A program of A+ Education Partnership, A+ College Ready partners with middle and high schools to create cultures of high expectations for all students, teachers and administrators by increasing access to Advanced Placement courses and teacher training on implementing rigorous standards in grades 6-12.

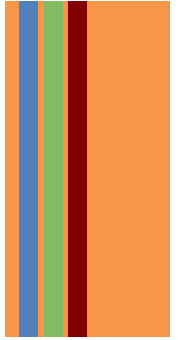


**Partners with the
Alabama State Department of Education Initiatives**





Follow and Tag us on Social Media!



@al_bpc and @aplusala



Alabama Best Practices Center
and
A+ Education Partnership

#ALPartners



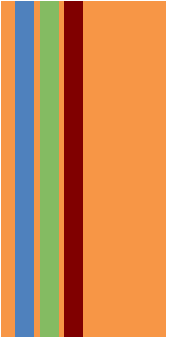
@aplusala



Follow our Blog!
www.bestpracticescenter.org



Are you up-to-date on Education News?



Sign up for A+ Education Partnership's weekly news round up, *The Gist!* Keep up with the latest education news AND our weekly blog posts!

Go to aplusala.org and click "Stay Informed" in the top right corner!

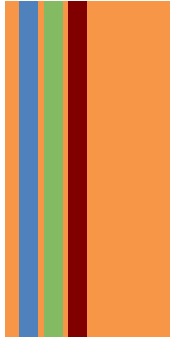
Making Connections



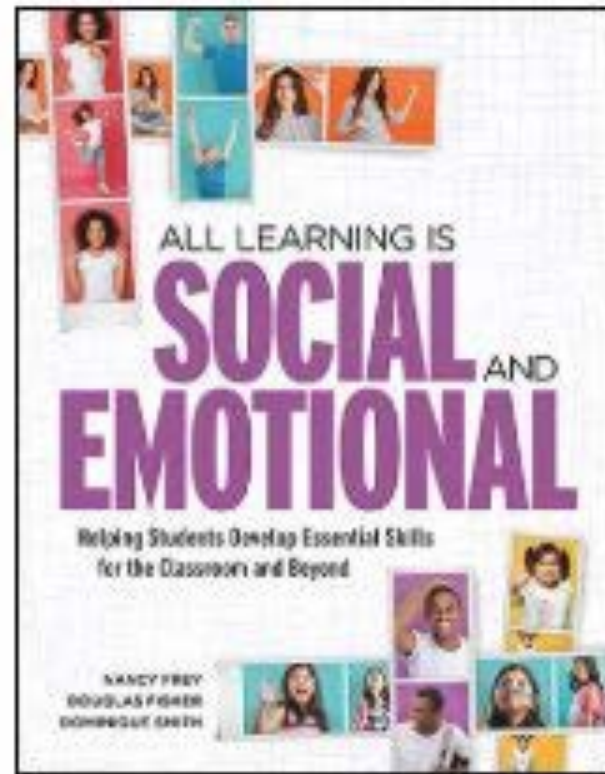
- What?** *Identifying and Sharing Three E's: Enthusiasms, Experiments, and an Expectation*
- Why?** To reflect on individual passions, practices, and hopes and exchange ideas with colleagues
- How?** Respond to the three prompts in the 1st column of the template on p. 3 of the learning packet. When directed, stand and find partners with whom to exchange responses.



Essential Questions



1. In what ways can our beliefs and practices positively impact our students' social and emotional learning?
2. In what ways can we integrate positive social and emotional learning into the design and enactment of powerful academic experiences for all of our students?



+ Today's Learning Targets



1. Construct a personal definition and understanding of social-emotional learning as it applies to students within my sphere of influence.
2. Formulate a rationale for enhancing awareness of SEL beliefs and practices across all segments of our school community.
3. Develop a surface understanding of the five components of an “Integrated SEL Framework.”

- + 4. Decide upon a personal focus for intensive study and intentional practice during the course of this academic year.



- 5. Collaboratively craft a tentative plan for:
 - a. increasing awareness of SEL across all members of our school community, and
 - b. identifying and integrating a limited number of foundational first action steps into our collective daily practice.
- 6. Participate in co-creating a statewide community of practice committed to collaborative learning and mutual support.

Roles and Norms



What? *Determining table roles and reviewing norms of participation*

Why? Effective adult and student learning relies on participants having specific roles and abiding by a set of agreed-upon norms

How? Team members select roles (can double up, if needed) and review norms. Share any suggested changes/revisions of norms with facilitator (learning packet, p. 4).



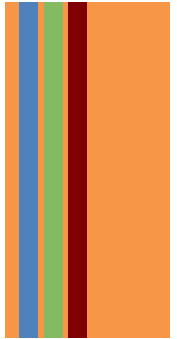
+

Overview of Social-Emotional Learning

The What and The Why

A Simple Introduction to SEL

<https://www.youtube.com/watch?v=ikehX9o1Jbl>



- What?** *Video Viewing and Identification of Your Most Important What and Why*
- Why?** To focus on the what and why of SEL and think about what's important to you
- How?** As you view the video, jot down ideas that help you define the “what” of SEL and those that provide a rationale, or the why. Following viewing, write your “what” on a yellow sticky note and your “why” on green sticky note. Be prepared to share your choices and reasons for selection with your table team.

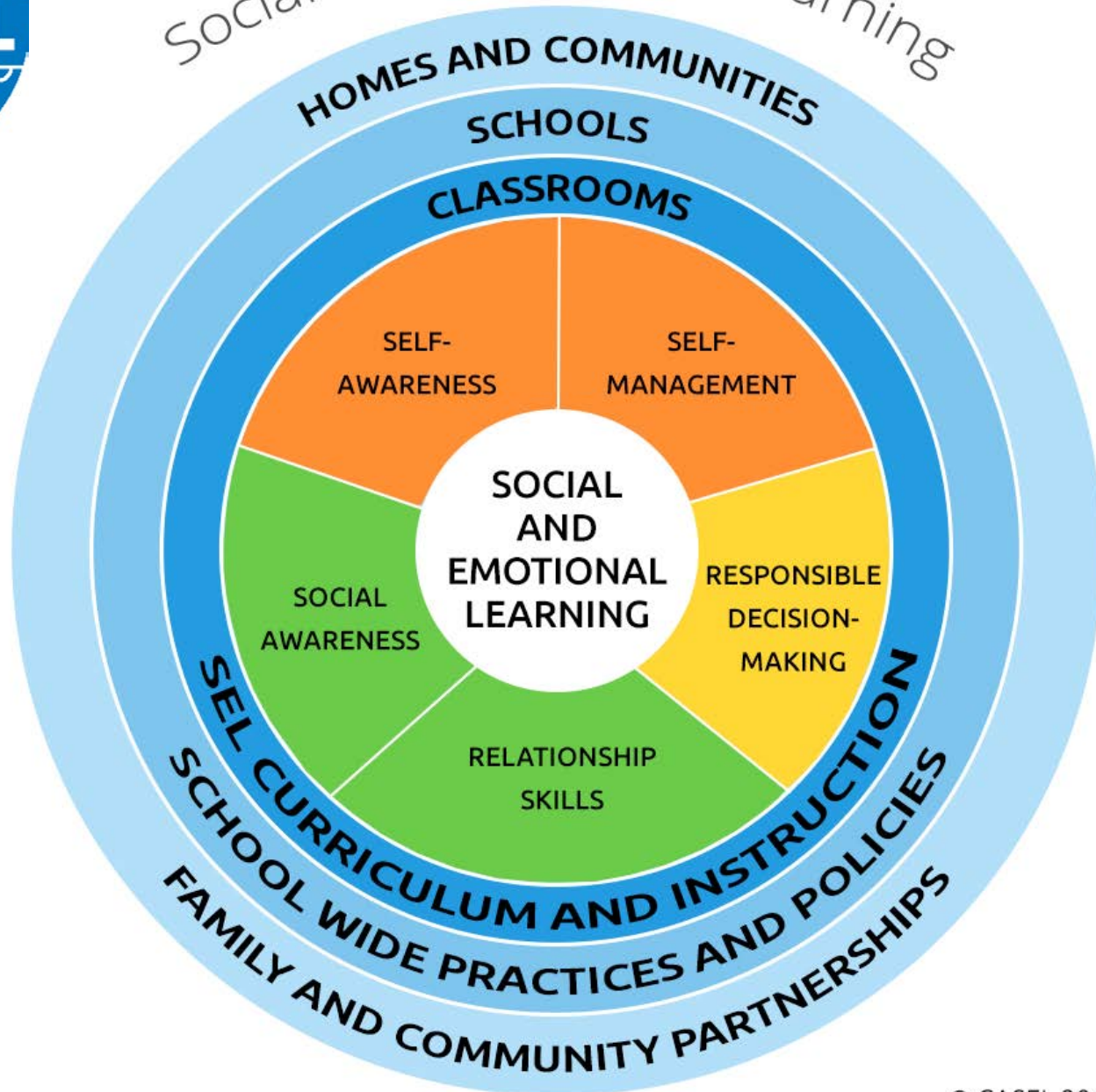


Social-emotional engagement is far more than having a character-building curriculum. It includes:

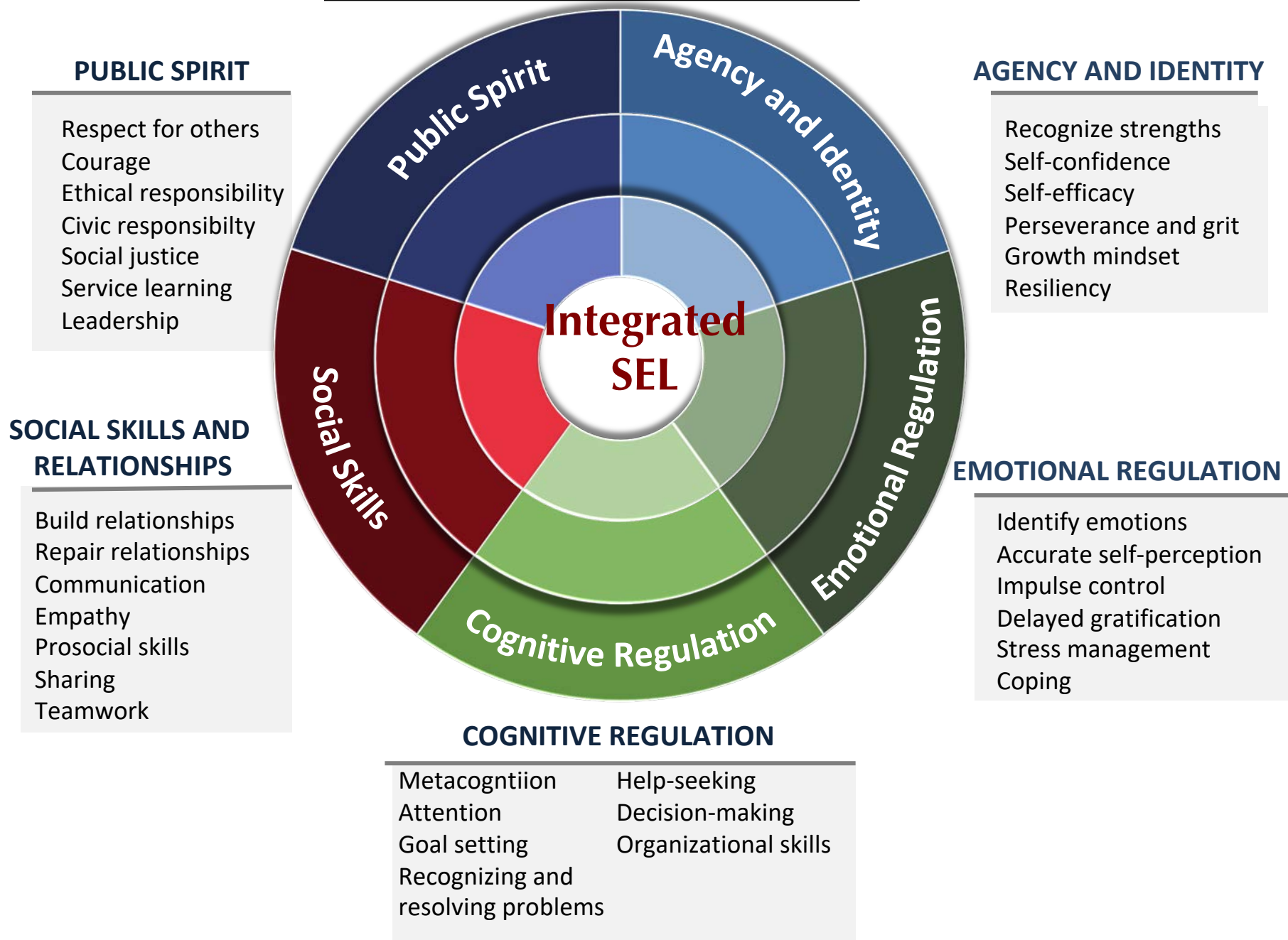
- Cultural proficiency of the school
- Creating a welcoming environment
- Relationships
- Invitational teaching
- Restorative practices



Framework for Systemic Social and Emotional Learning



Frey, Fisher, & Smith Framework



What is SEL?



- | | |
|--------------|---|
| What? | <i>Creating a Gist Statement</i> |
| Why? | To reflect on individual passions, practices, and hopes and exchange ideas with colleagues |
| How? | Read your selected passage on p. 6, preparing to share your insights at your table. Together, create a Gist statement using the template on p. 7. When directed, stand and find partners with whom to exchange responses. |

Focusing on Competencies



What?

*Individual and Team Strengths;
Connections and Expectations*

Why?

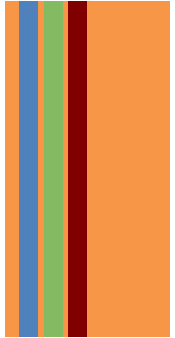
Develop an initial understanding of the competencies associated with 5 components of SEL framework, apply these to self your and team, and learn about other school teams.

How?

Respond to questions on p. 8 of the learning packet to create a visual profile of your team. Team recorder transfers group thinking to a wall chart. Teams move together to the designated space and follow directions to view other teams' charts.



Groupings



Group 1	Group 2	Group 3
• All Talladega Schools • All Attalla City Schools • Deschler HS • Tarrant City Team • Walker County Team • AMSTI	• All Vestavia Hills Schools • Blount County Team • Florence City Team • Others not listed	• All Oxford City Schools • Centre MS • All Guntersville City Schools • All Saraland Schools

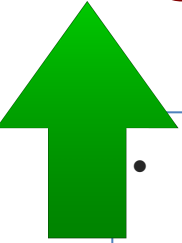
Tweet Your Chart Using This Hashtag



#alpartners

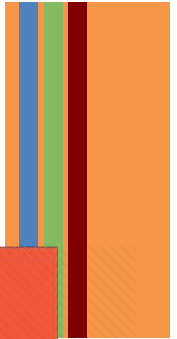


Science Links SEL to Student Gains



- Improved attitudes about self, others, and school
- Better social-emotional skills
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

- Fewer conduct problems
- Less emotional stress
- Lower drug use



Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011) *The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions*. *Child Development*: 82 (1), 405-432.

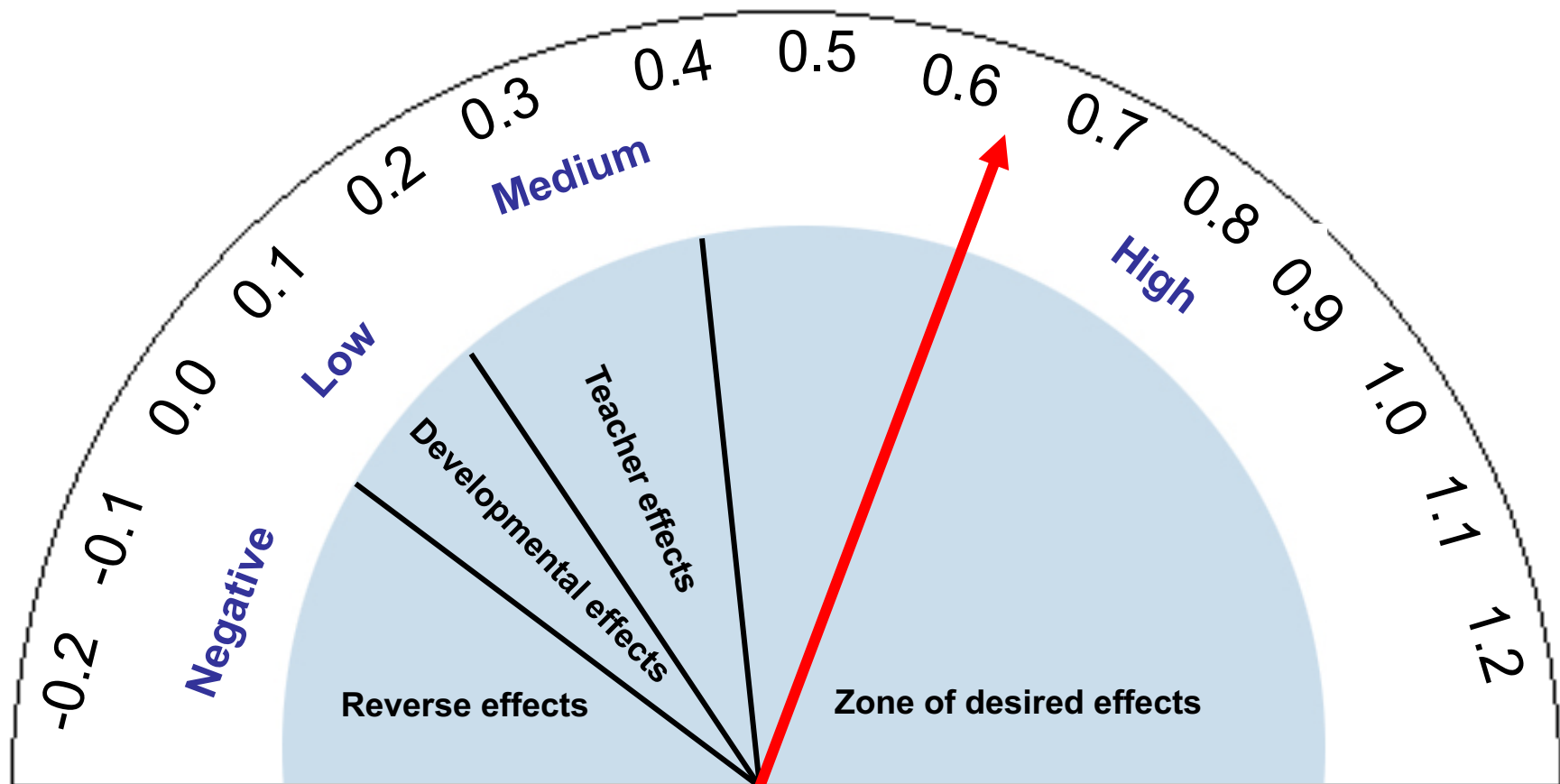


Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer.**

Benefits to Adults in Schools:

- Teachers with high levels of social competence 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
 - regulating their own emotions

Source: Jennings, P.A. & Greenberg, M.T. (2009) *The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes.* American Educational Research Association.



Social and emotional skills: $d = .62$

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432.

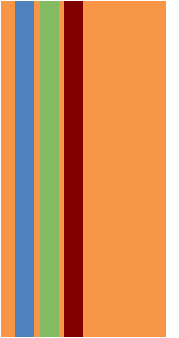
+ SEL: Important to Brain Development



“The science on how the brain develops helps explain why young people’s social, emotional, and academic development are intertwined. In addition to basic physiological needs like nutrition and sleep, brain development requires social relationships, emotional experiences, and cognitive resources, which ready the brain to take advantage of learning opportunities.”

National Commission on Social, Emotional, and Academic Development,
The Brain Basis for Social, Emotional, and Academic Development, p. 16

+ More About the Benefits



<https://www.youtube.com/watch?v=YMDp8FHvZt0#action=share>

Researchers from Columbia University's Center for Cost-Benefit Analysis performed a cost-benefit analysis on six prominent SEL programs, chosen both because of their wide use in schools and to ensure a diversity of student populations, goals, and outcome measures. Outcomes included higher life-time earnings, improved health (mental and physical), and reduced juvenile crime. The study found that across all of the interventions analyzed, benefits outweighed the costs of the programs by a ratio of 11:1. This means that for every \$1 spent on effective SEL programming, the return on investment is \$11 in long-term benefits to students, schools and communities.

<https://apertureed.com/research/are-sel-programs-worth-the-time-money-a-look-at-the-return-on-investment/>

The Why of SEL



What?

Making the Case

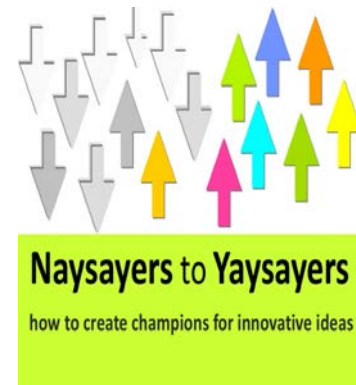
Why?

Understand the benefits to students that result from SEL and develop rationale for SEL focus to share with others.

How?

Individually and silently read the text on p. 12, preparing to use the evidence for a dialogue with others. Move to the designated section of the room—administrators, IPs/instructional coaches to meet with others in your role group to prepare a rationale for SEL that you might use with the designated stakeholder group.

Responding to the Naysayers



What?

Preparing for Productive Dialogue

Why?

To be prepared for “push-back” you may receive when talking with stakeholders about SEL.

How?

Skim pp. 5-6 in the text. Follow directions on p. 14 of the learning packet as you think about the text and prepare for sharing and dialogue with your *school team*.



Previewing the Five + Components of Integrated SEL

Identity and Agency
Emotional Regulation
Cognitive Regulation
Social Skills
Public Spirit

5 Tenets of Social and Emotional Learning



Identity is how we define ourselves.

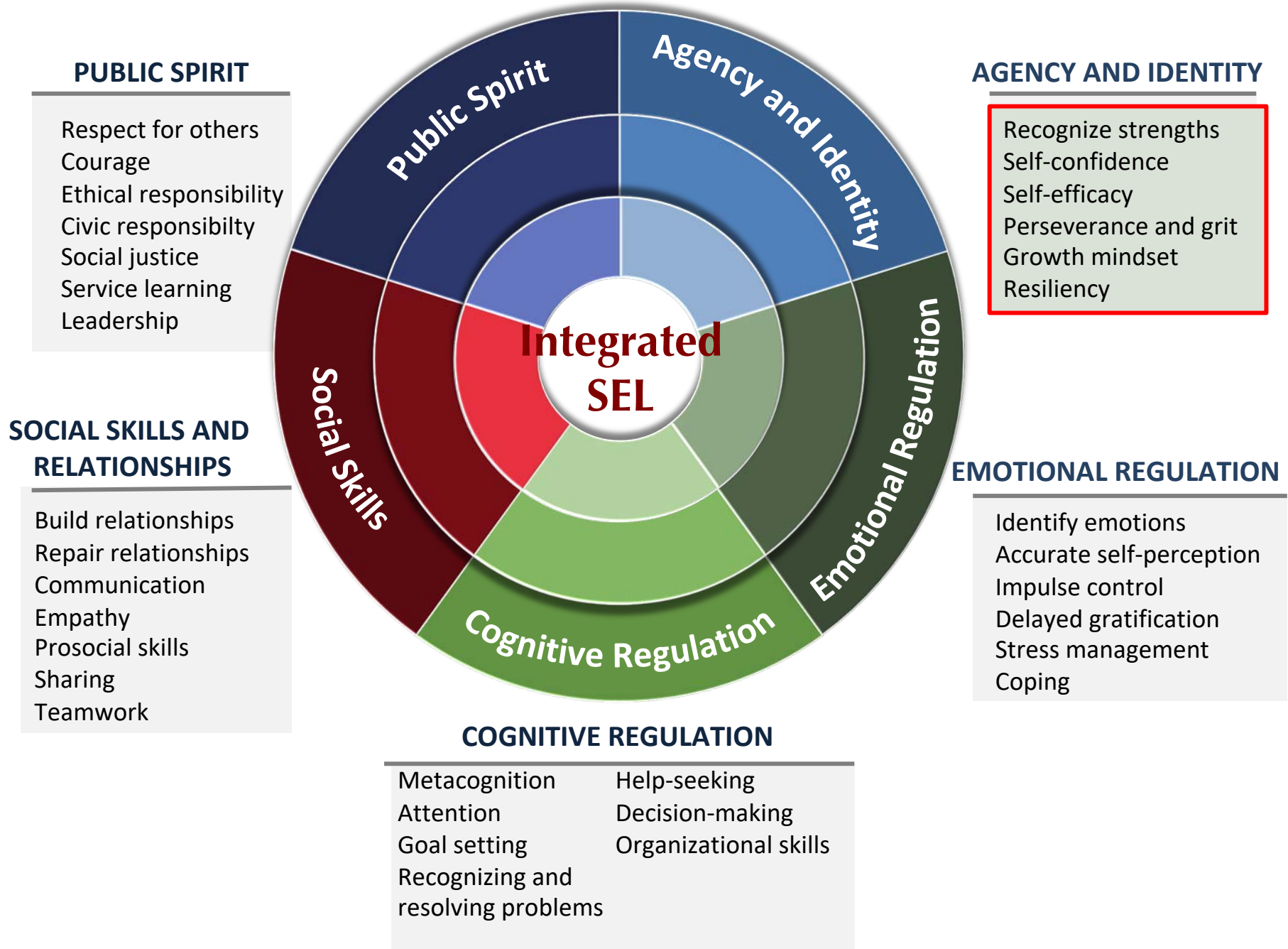


People learn from their lives through the stories they tell to and about themselves.

Agency is belief in one's capacity to act upon the world.



People with a limited sense of agency may be immobilized, angry, blame others, and even lash out.





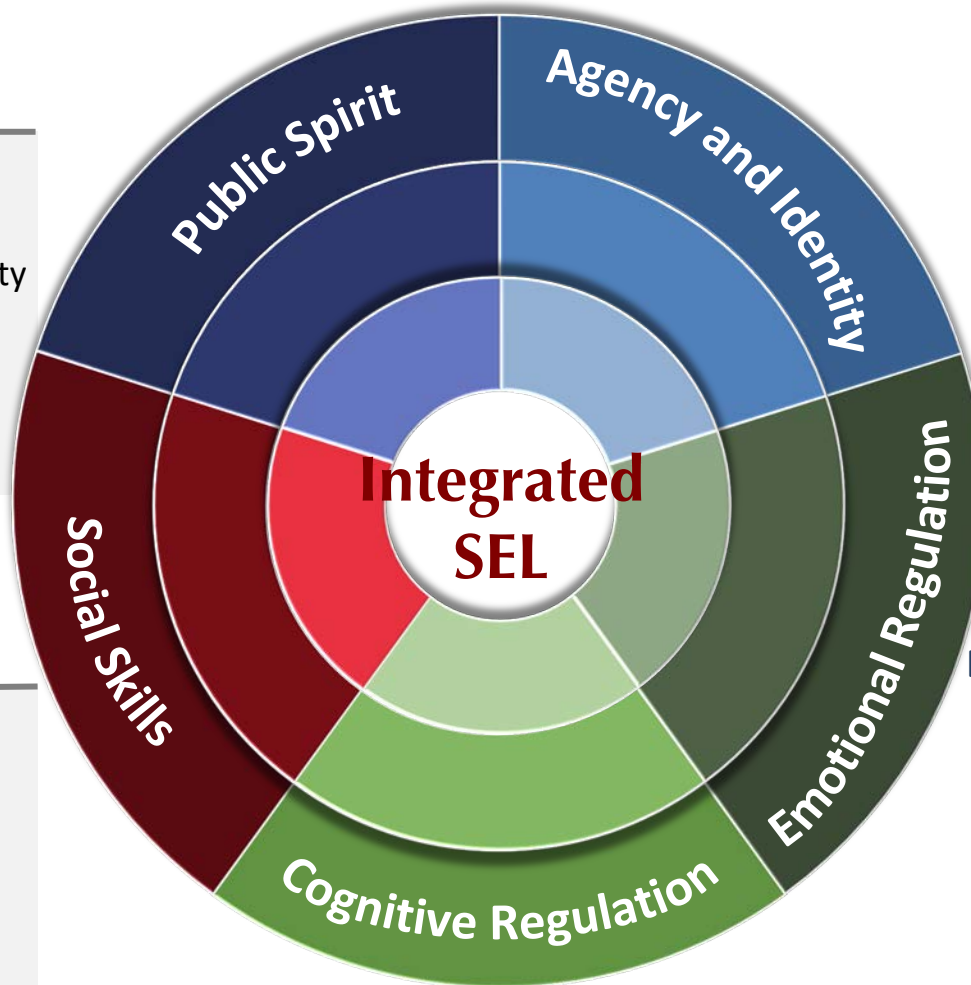
SEL Tenet 2: Emotional Regulation

PUBLIC SPIRIT

Respect for others
Courage
Ethical responsibility
Civic responsibility
Social justice
Service learning
Leadership

SOCIAL SKILLS AND RELATIONSHIPS

Build relationships
Repair relationships
Communication
Empathy
Prosocial skills
Sharing
Teamwork



AGENCY AND IDENTITY

Recognize strengths
Self-confidence
Self-efficacy
Perseverance and grit
Growth mindset
Resiliency

EMOTIONAL REGULATION

Identify emotions
Accurate self-perception
Impulse control
Delayed gratification
Stress management
Coping

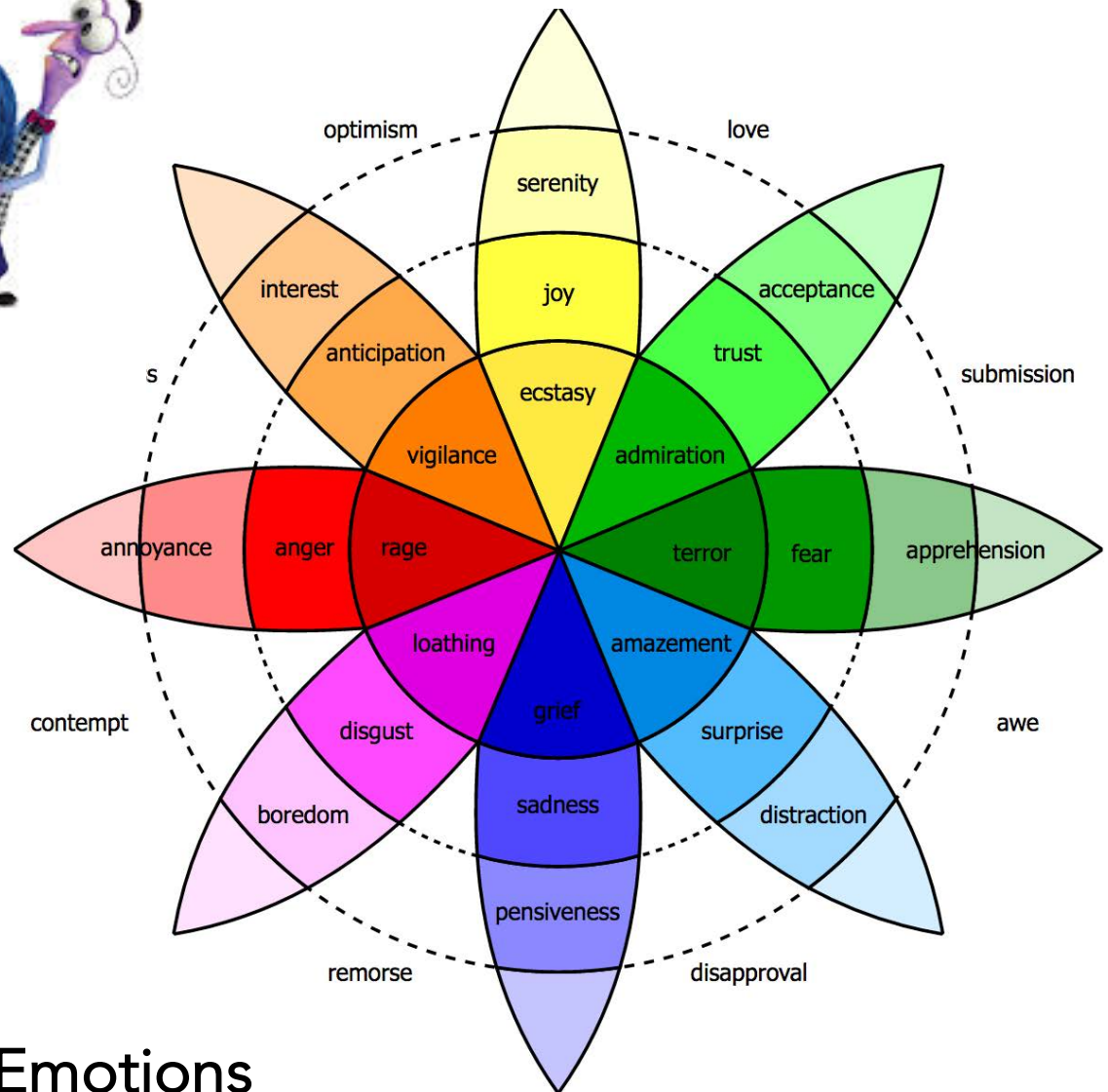
COGNITIVE REGULATION

Metacognition	Help-seeking
Attention	Decision-making
Goal setting	Organizational skills
Recognizing and resolving problems	



Help students identify and label emotions.

Pultchik's Wheel of Emotions



SEL Tenet 3: Cognitive Regulation

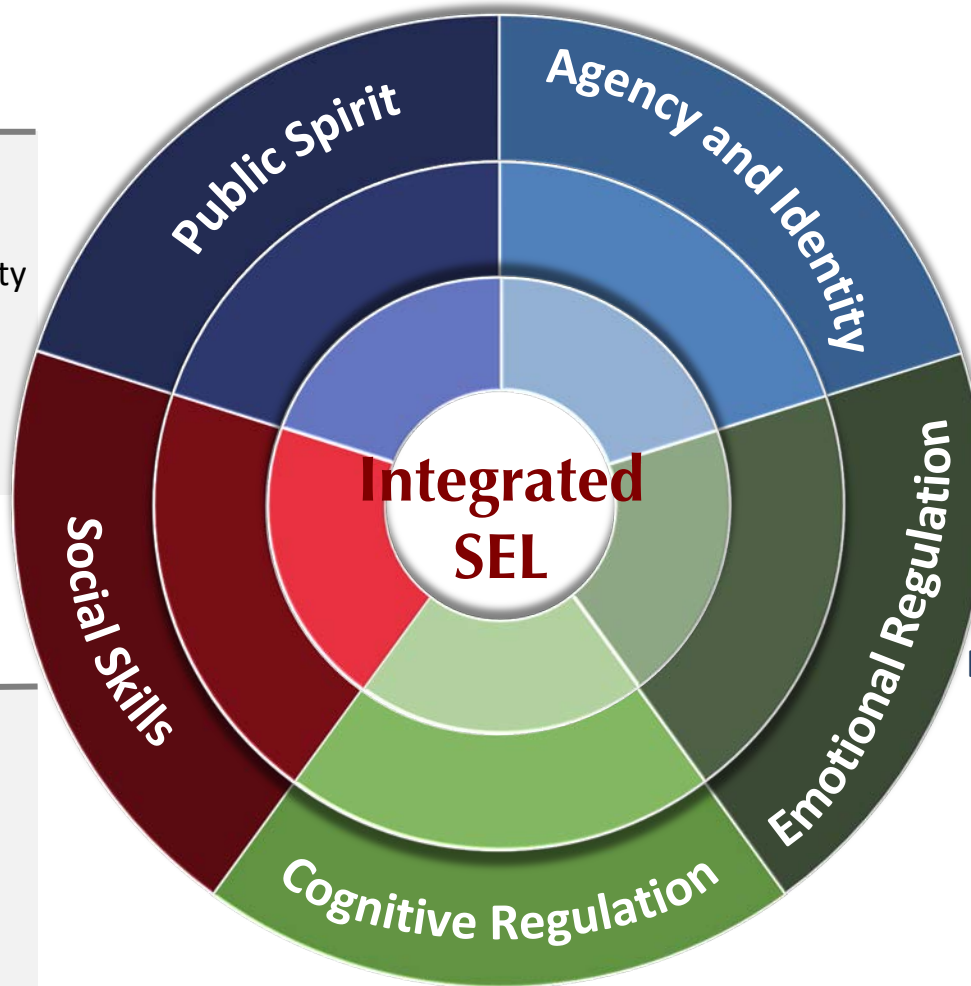


PUBLIC SPIRIT

Respect for others
Courage
Ethical responsibility
Civic responsibility
Social justice
Service learning
Leadership

SOCIAL SKILLS AND RELATIONSHIPS

Build relationships
Repair relationships
Communication
Empathy
Prosocial skills
Sharing
Teamwork



AGENCY AND IDENTITY

Recognize strengths
Self-confidence
Self-efficacy
Perseverance and grit
Growth mindset
Resiliency

EMOTIONAL REGULATION

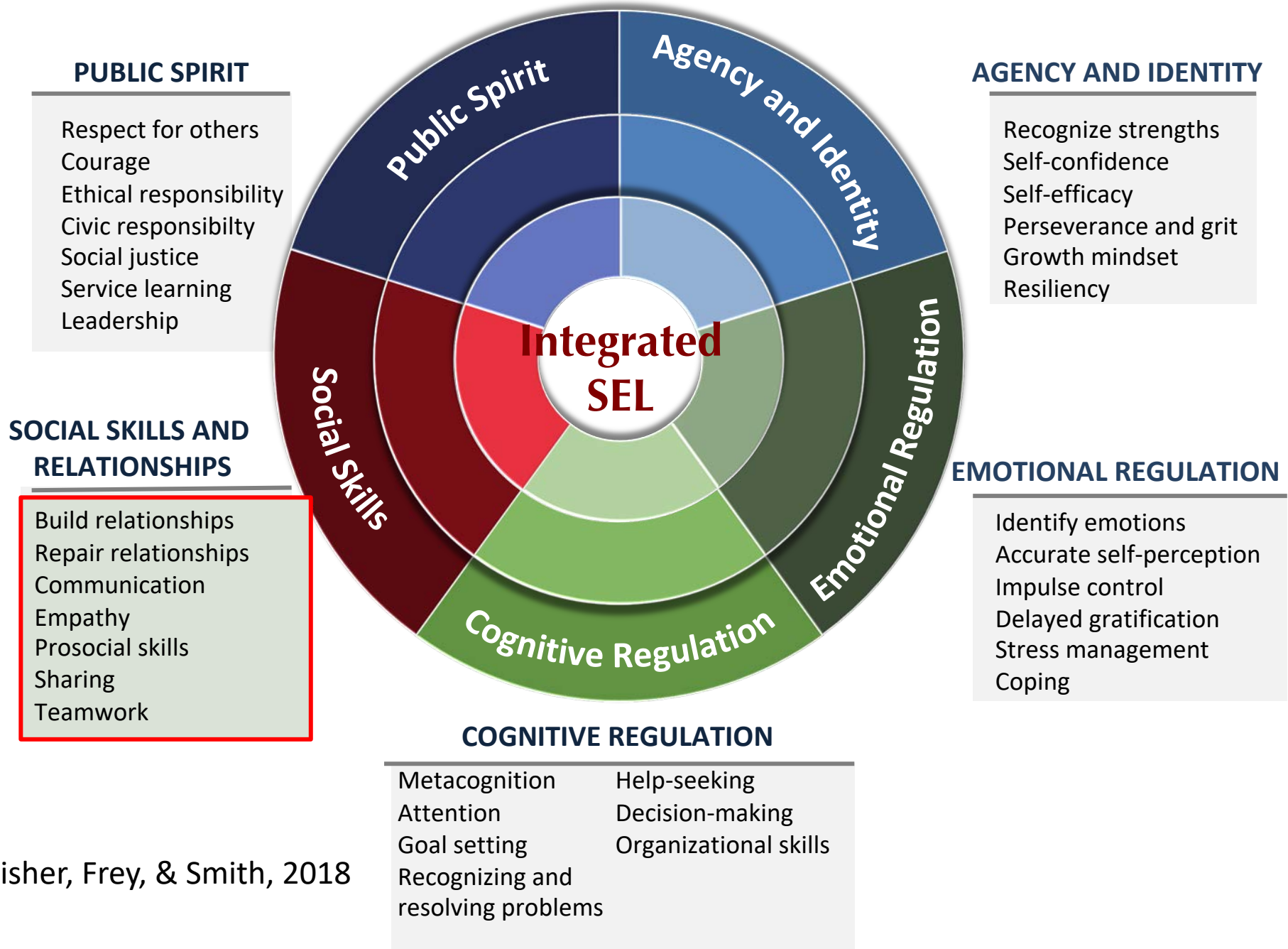
Identify emotions
Accurate self-perception
Impulse control
Delayed gratification
Stress management
Coping

COGNITIVE REGULATION

Metacognition	Help-seeking
Attention	Decision-making
Goal setting	Organizational skills
Recognizing and resolving problems	

SEL Tenet 4: Social Skills





Fisher, Frey, & Smith, 2018

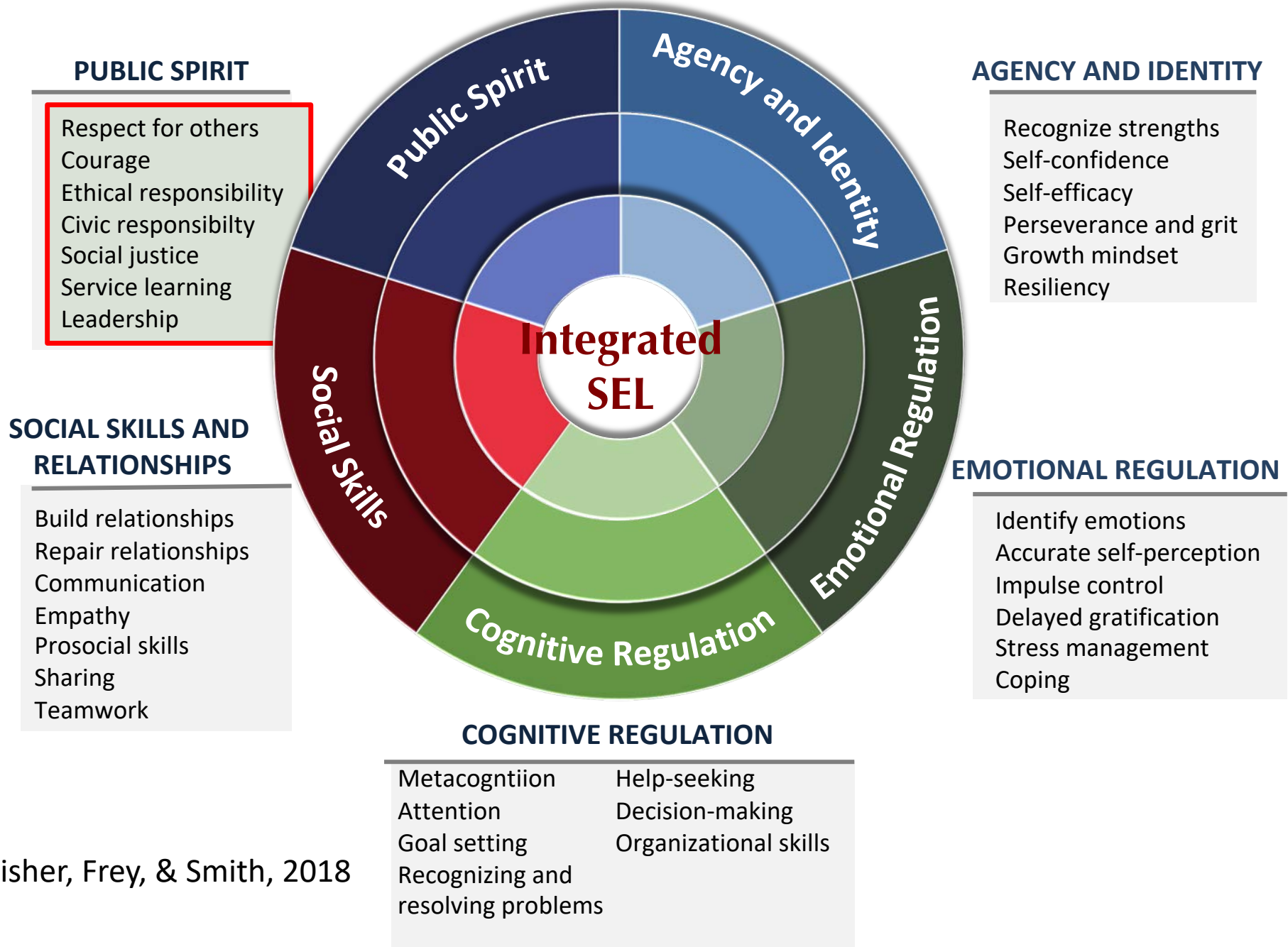




SEL Tenet 5: Public Spirit



Public Spirit is an active interest and personal investment in the well-being of one's community.



Fisher, Frey, & Smith, 2018

Why You Should Be Excited About Upcoming Attractions!



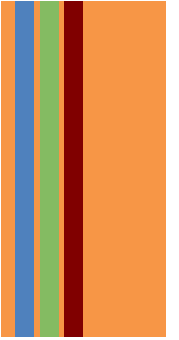
What? *Jigsaw Cooperative Learning*

Why? Develop an awareness of the five components of the Integrated SEL Framework in order to understand the “big picture” and have the background needed to make an informed decision related to an area of focus.

How? Select a colored index card from the center of your table to receive an assignment. Read your assigned excerpts from the text to prepare to meet with other “experts.” Use template on p. 15 for notetaking. Follow directions to join an expert group.



Expert Groups



Identity and Agency

Emotional Regulation

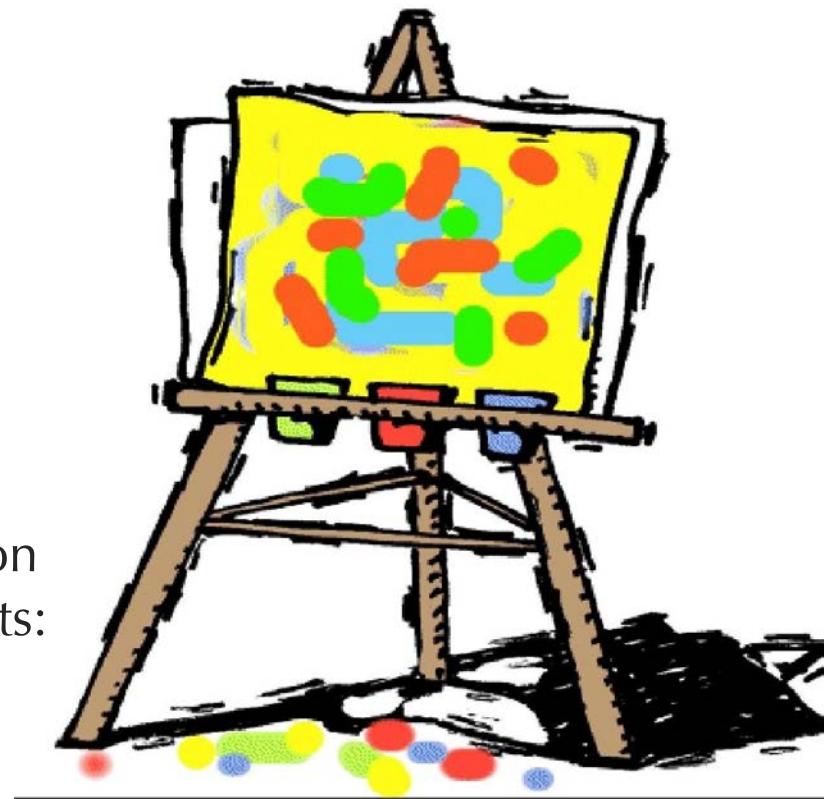
Cognitive Regulation

Social Skills

Public Spirit

Expert Team Work

1. Name a facilitator
2. Engage in group dialogue to agree upon collective responses to the four prompts:
 - **Meaning**
 - **Rationale**
 - **Connections**
 - **Reflection**



Assessing Our Current Status



What? *Individual Response and Team Dialogue*

Why? Reflect on your school's current status—from your personal perspective; dialogue with school team members; and assess the potential value of administering this survey to your faculty

How? Individually and silently respond to the 20 survey items. When directed, your school team engages in dialogue, sharing and comparing perceptions. Think together about the value of having school-wide data emerging from this survey.



+

Organization for Our Learning

Schema for 2019-20 PCN Learning

Session 1	• The What and Why of SEL • Overview of “Integrated SEL Framework” (Chapter 1) • First dive into the other five core components of an “Integrated SEL Framework”: identity and agency; emotional regulation; cognitive regulation; social skills; public spirit • “Creating an SEL School” (Chapter 5, All Learning is Social and Emotional)
Session 2	• School Showcase: What Our Team Did to Enhance SEL Across Our School • Identity and Agency (Chapter 2) • Learning from Our “Experts” in I & A • Emotional Regulation: A Deeper Look at Competencies and Ways to Foster • Learning from Our “Experts” in ER • Cognitive Regulation: Metacognition, Problem-Solving, Decision-Making • Learning from Our Experts in CR
Session 3	• School Showcase: What Our Team Did to Enhance SEL Across Our School • Social Skills: Opportunities and Obstacles (Chapter 5) • Learning from Our “Experts” in Social Skills • Public Spirit: Competencies and Connections to Other Components • Learning from Our “Experts in Public Spirit



Dialogue and Decision-Making About Individual Areas of Focus



Individual Interest/Preference + School Need

- Refer back to notes taken during the jigsaw (p. 16, learning packet).
- Prioritize school needs.
- Identify individual interests.
- Consider the “divide and conquer” approach where each team member chooses a different area of focus.

Expectations for Work in Area of Focus



- Engage in a close reading
- Participation in a dialogue group with others who share your area of focus
- Contribution to the PCN session featuring your area of focus
- Lesson design to incorporate or integrate one or more competencies into a class or intentional use of a strategy designed to promote an identified competency
- Reflection on how your classroom experience worked

+



Creating a School-wide Focus
on SEL: Vision and Strategies

What Do We Imagine Creating for Our Students?

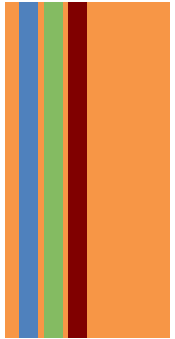


What? *A Beginning Vision*

Why? To engage in initial thinking about a vision for SEL at your school

How? Individually and silently jot down adjectives that convey your hopes and wishes for your school environment, (b) teacher mindsets and actions, and (c) student dispositions and behaviors that will support SEL. When directed, share in your school team.

What Can We Learn From Bright Lights' Approach?



What?

Team Reflection

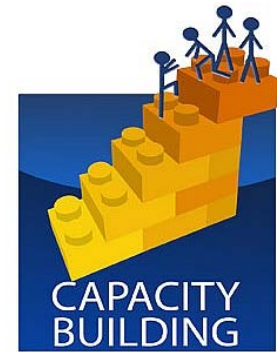
Why?

Think about leadership moves that promote effective planning and successful implementation

How?

Individually and silently read the scenario on pp. 142-143 in the text. As you read, identify what this principal did that you believe promoted effective planning and successful implementation. Engage in table team dialogue to share ideas and respond to the other two prompts for each identified idea. As a school team, reflect on what you might adopt.

Building Capacity



What?

The 3 A's

Why?

Focus on strategies that your school can use to build capacity in SEL

How?

Individually and silently read the scenario on pp. 143-145 in the text. As you read, identify an idea with which you Agree, one with which you might Argue, and one to which you Aspire. Follow the protocol on p. 24 for table team dialogue.



Reviewing Survey Instruments



- ASCD's Whole Child's Five Tenets (www.ascd.org/whole-child.aspx): *Individual and School Team Assessment*, p. 25, learning packet
- *Student Assessment of Social-Emotional Engagement Within Our School,* p. 26, learning packet
- New Family Survey, pp. 147-148 of *All Learning is Social and Emotional*

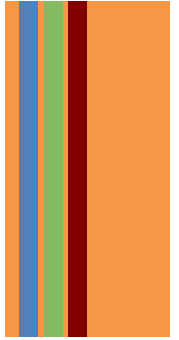
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School Team Planning



Ed Trust's 5 Characteristics of High-Performing Schools



Important to Keep in Mind in Any Planning

1. They focus on what they can do, rather than on what they can't.
2. They provide lots of guidance to teachers about what to teach and what work is “good enough” – leaving nothing about teaching or learning to chance.
3. They put all kids – not just some – in a demanding high school core curriculum.

Characteristics (continued)

4. Good districts and schools know how much teachers matter, and they act on that knowledge.
5. In high performing systems, leaders are organized, inclusive and have the courage to take on the hard stuff.

Planning for Interim Work



- **Planning for Transfer of Learning**
 - Key Understandings
 - Important Dispositions
 - Goals and/or Learning Targets
 - Learning Tasks/Strategies
 - Setting and Schedule
- **Planning for Data Collection**
 - What do we need to find out?
 - Whose input do we need?
 - Which survey or other data collection method might we use?
 - When might we administer?



Individual Reflection and Feedback

