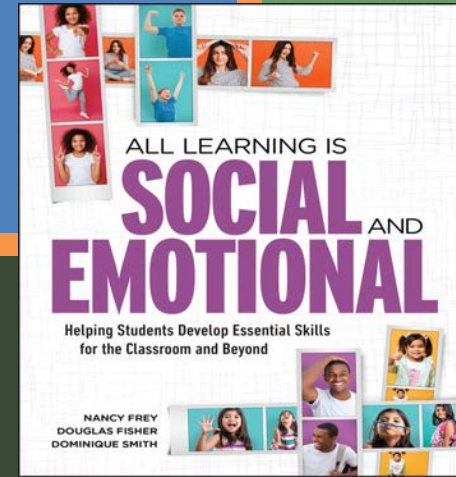


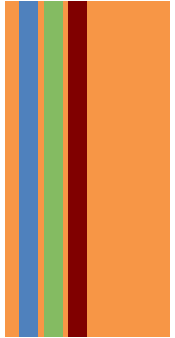
Exploring the Potential of SEL for Our Students



**Wireless Password:
Psalm 16:11**

*Powerful Conversations Network, Meeting 2
November 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



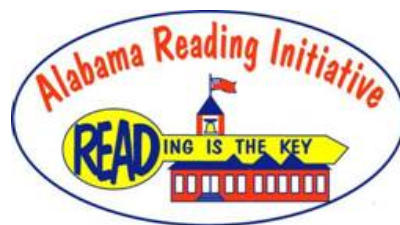
A program of A+ Education Partnership, the Alabama Best Practices Center is designed to support Alabama's teachers, principals, superintendents, and other leaders with cutting-edge professional development through statewide networks.



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.

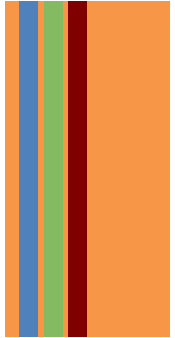


**Partners with the
Alabama State Department of Education Initiatives**





Follow and Tag us on Social Media!



@al_bpc and @aplusala



Alabama Best Practices Center
and
A+ Education Partnership

#ALPartners



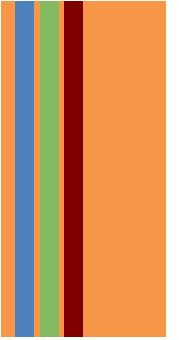
@aplusala



Follow our Blog!
www.bestpracticescenter.org



Are you up-to-date on Education News?

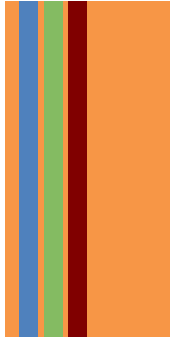


Sign up for A+ Education Partnership's weekly news round up, *The Gist!* Keep up with the latest education news AND our weekly blog posts!

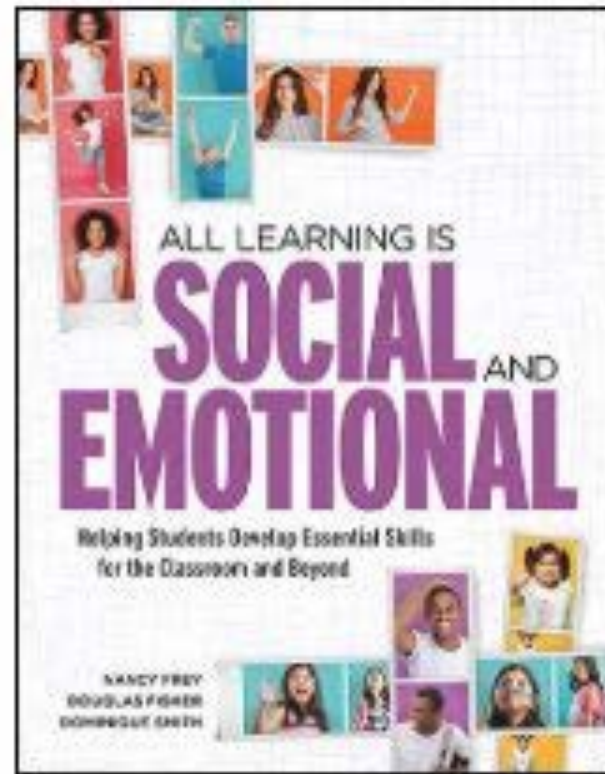
Go to aplusala.org and click "Stay Informed" in the top right corner!



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. Reconnect with the “Integrated Framework.”
2. Deepen our understanding of a selected component of the framework through dialogue in a study group.
3. Broaden our knowledge of two additional components of the framework.



4. Decide upon interim work related to my selected compc and collaboratively plan how to present the outcomes of this in the PCN Showcase.



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.

Making Connections



What?

Elevator Speeches

Why?

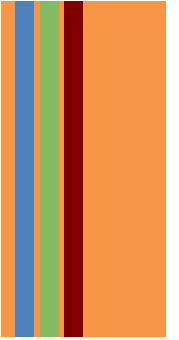
Reconnect with the Integrated Framework for SEL and with colleagues.

How?

Select a colored index card as indicated on the next slide to communicate your component of the Framework. During the 1st round, find a colleague who shares your component. Exchange elevator speeches, comparing your key messages. Then connect with someone who has a different component and exchange speeches. Return to your home table to consolidate your learning.

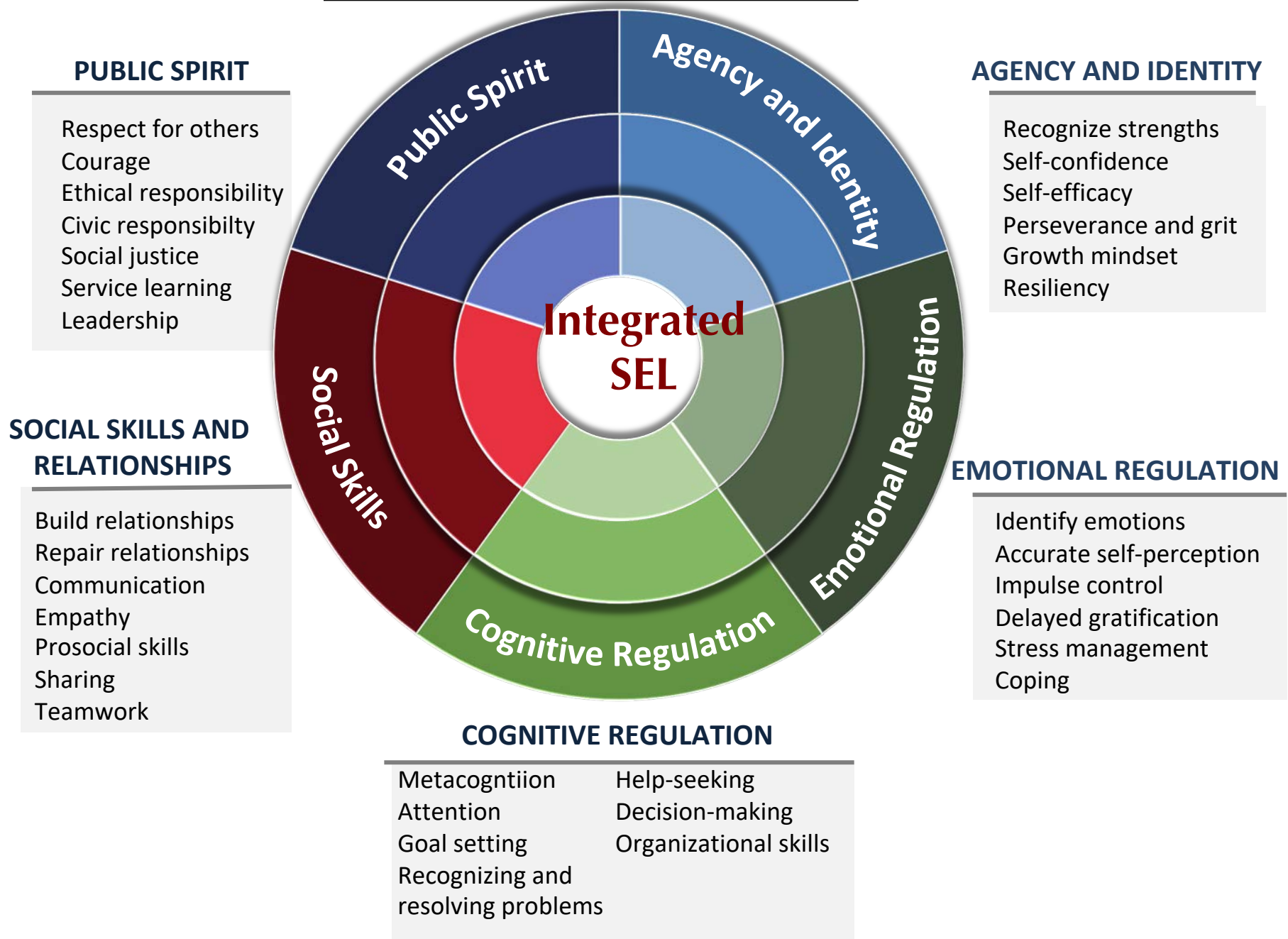


Elevator Speech



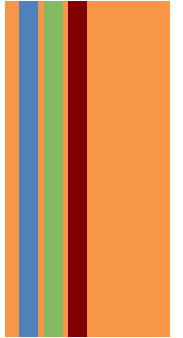
1. Agency and Identify
2. Emotional Regulation
3. Cognitive Regulation
4. Social Skills
5. Public Spirit

Frey, Fisher, & Smith Framework





Establishing Study Groups



Move to one of the tables in the area of the room designated for your component:

- Agency and Identify
- Emotional Regulation
- Cognitive Regulation
- Social Skills
- Public Spirit

Roles and Norms

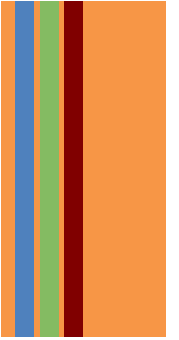


What? *Determining study group roles and reviewing norms for collaborative dialogue*

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 (double up, if needed) and review norms. Select the norm you believe will be most important the effective work in your study group.

+ Work in Study Groups



Part I: Dialogue

- Consult your reading guide for notes related to the A-C-E text-based protocol.
- Engage in collaborative dialogue to deepen your understanding of the chapter associated with your selected component.

Part II:

- Focus on the assignment provided to your table team in the Study Group Handout.
- Engage in dialogue that will lead to completion of produce that you will use to present to other colleagues.
- Make assignments to group members, attempting to include all in your presentation.

Identity is how we define ourselves.



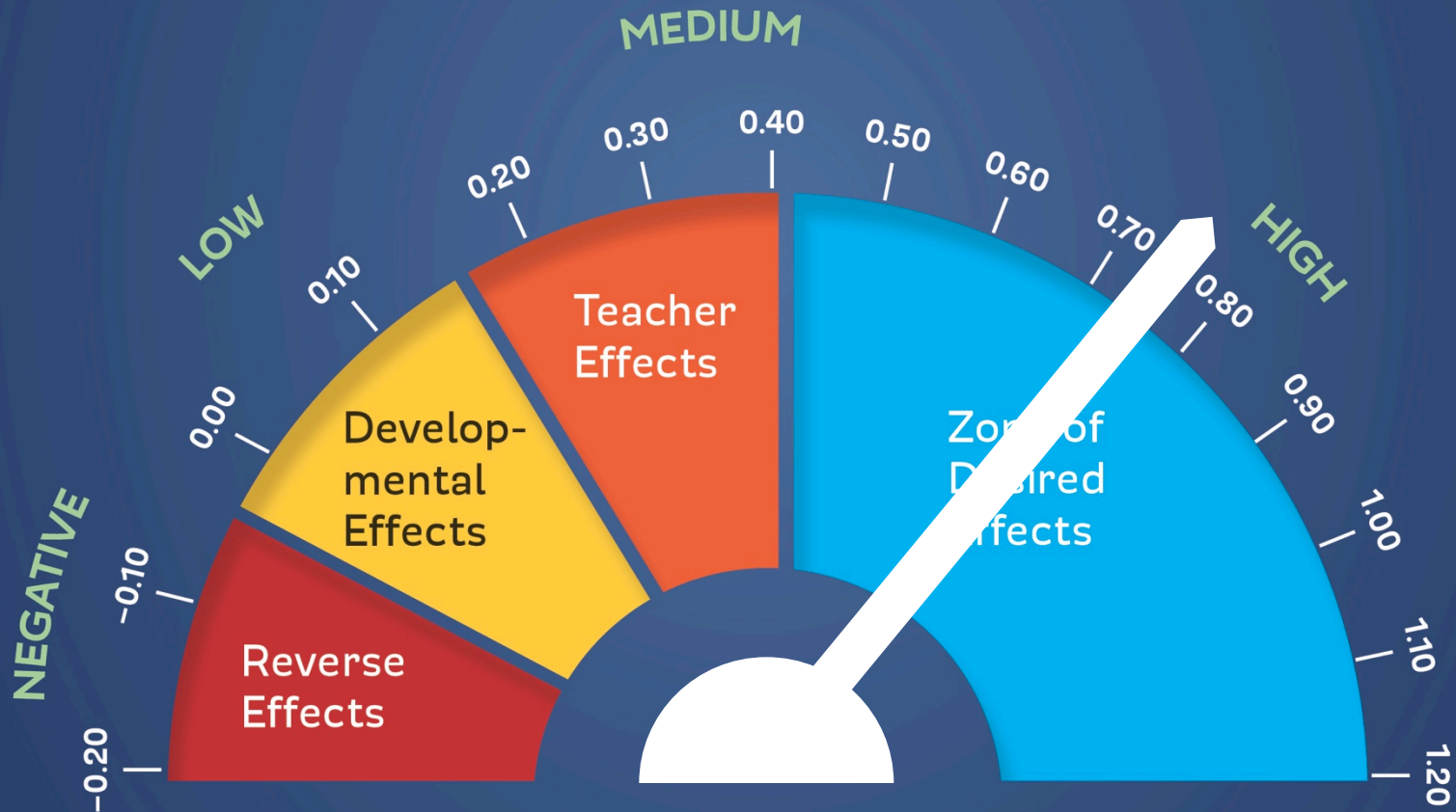
People learn from their lives through the stories they tell to and about themselves.

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



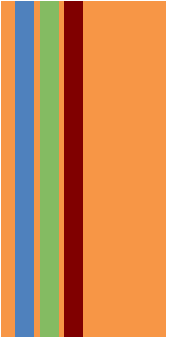
People with a limited sense of agency may be immobilized, angry, blame others, and even lash out.

Feedback: $d = 0.75$



Source: Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.

Six Skills Associated with Identify and Agency



What? *Table Team Jigsaw*

Why? Quickly overview the six skills comprising this component of SEL.

How? Assign each table team member one of the six skills. Each “expert” individually and silently reviews assigned pages in chapter completing grid for his/her skill. Facilitator leads a lightning round of sharing; timekeeper attends to pacing.



Feedback
should spark
thinking and
action.

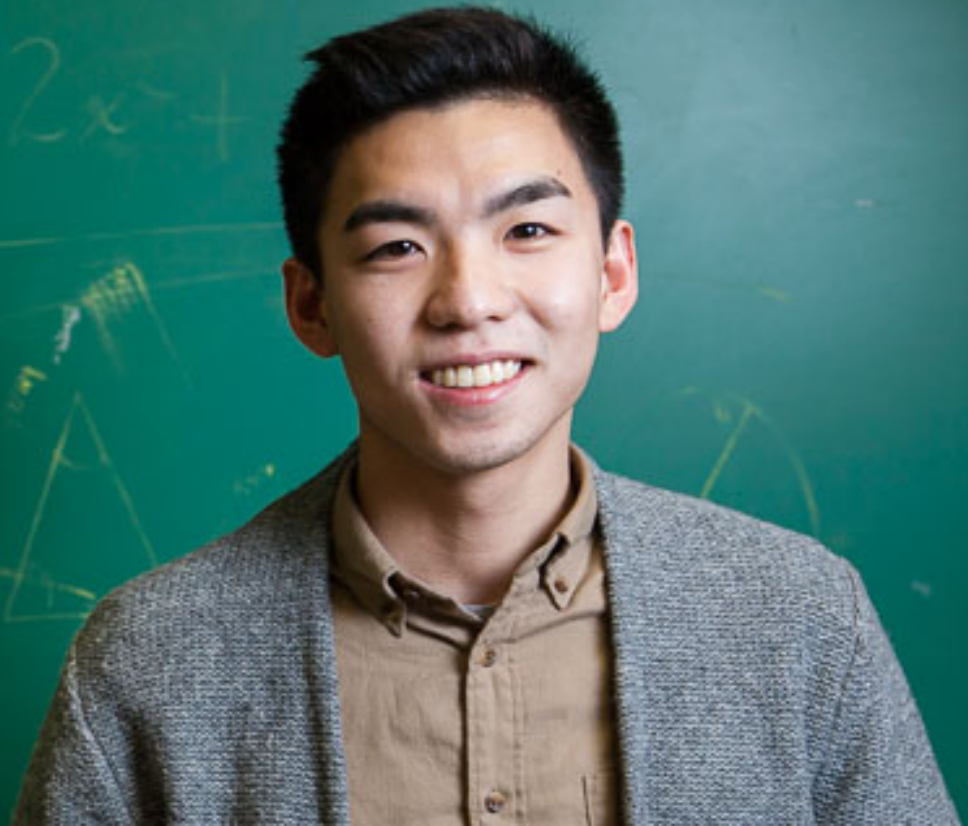
What we say to children, as well as how we say it, contributes to their identity and sense of agency, as well as success.

The messages that students receive externally become the messages they give themselves.



Types of Feedback

p. 23-24, 25

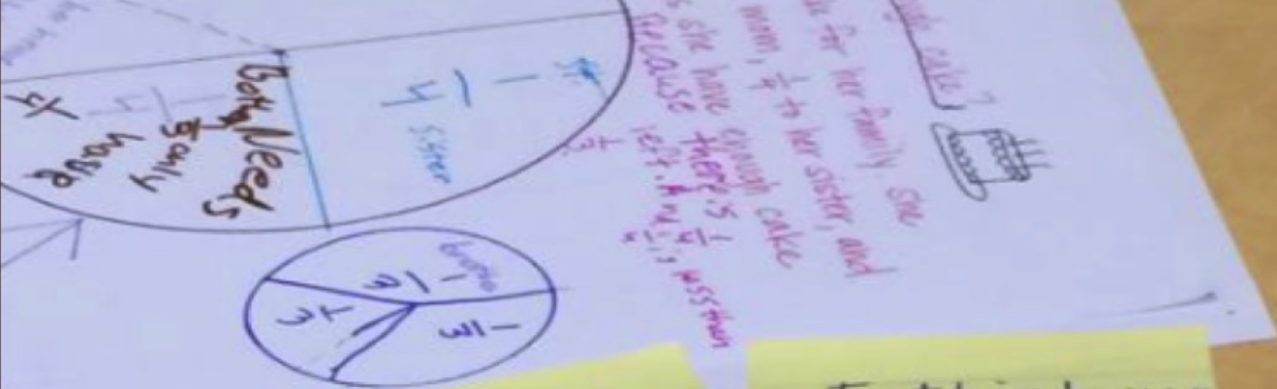




Sources of feedback

- Teacher
- Peers
- Self





Dear Sarah,
 I wish you
 had a dotted
 line to show
 how much more
 cake she needs.
 A. Anderson

I think you
 showed me all
 you know and
 also made
 put some words
 to go with the
 pictures.
 Brooks

For feedback.

Feed back
 needed

Have students critique their own assignments

- How much time and effort did you put into this?
- What do you think your strengths and weaknesses were in this assignment?
- How could you improve your assignment?
- What are the most valuable things you learned from this assignment?

Scatterplots Intro

4a

Objectives

- ✓ - I can identify the parts of a scatter plot.
- ✓ - I can distinguish between positive, negative, and no correlation.
- ✓ - I can plot data on a scatterplot.
- ✓ - I can interpret the data on a scatterplot. (draw conclusions)

Video

I Can
Statements

Self- assessment in elementary

Assess YOURSELF!

- I'm a **Novice**.

I'm just starting to learn this, and I don't really understand it yet.

- I'm an **Apprentice**.

I'm starting to get it, but I still need someone to coach me through it.

- I'm a **Practitioner**.

I can mostly do it by myself, but I sometimes mess up or get stuck.

- I'm an **Expert**.

I understand it well, and I could thoroughly teach it to someone else.

~~~~~  
Which statement **BEST** describes you?

# Exit Slips

1

I'm Just  
learning  
(I need more help)

2

I'm Almost  
there!  
(I need more practice)

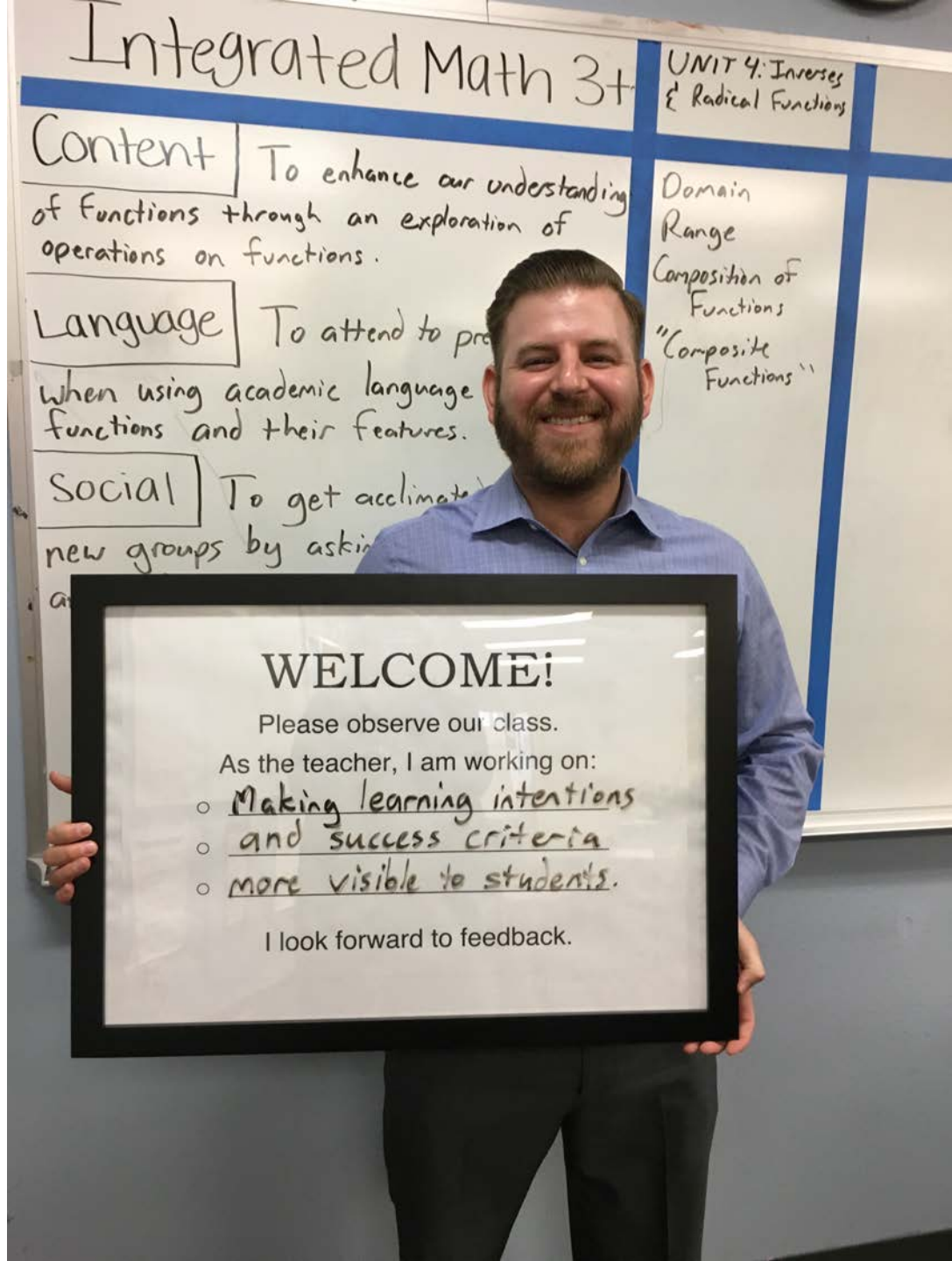
3

I OWN  
it!  
(I can work independently)

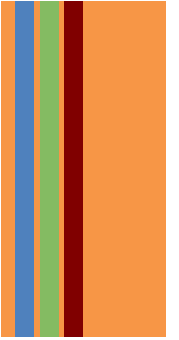
4

I'm a  
Pro!  
(I can teach others)

Model  
what it  
means to  
seek  
feedback



# Top Ten Strategies for Building Identity and Agency



**What?**     *Study Group*

**Why?**     Learn about teaching strategies that build this component of SEL.

**How?**     Listen to this study group's count-down of the top ten strategies, taking notes on p. 5 of the learning packet and preparing to ask any questions that you may have about this report.



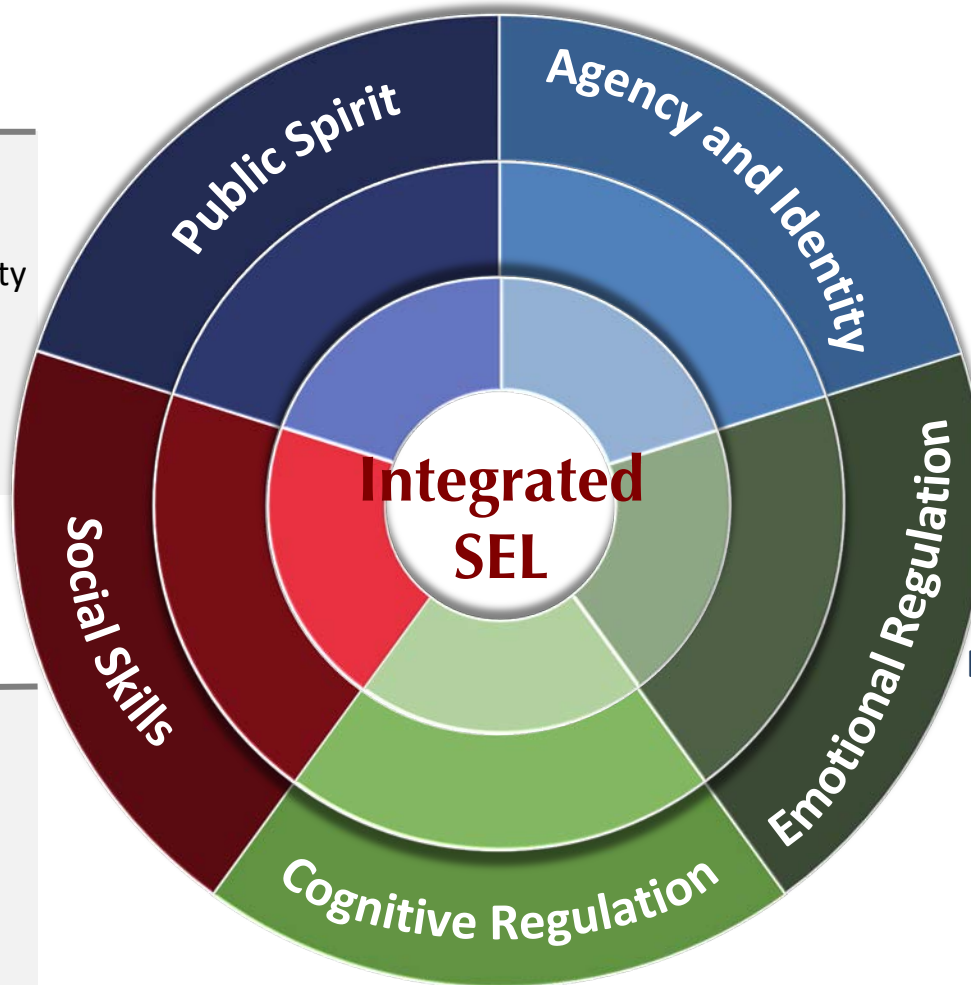
## **SEL Tenet 2: Emotional Regulation**

## 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

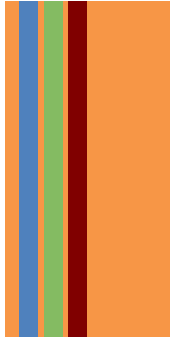
## EMOTIONAL REGULATION

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 |                       |

# Exploring Skills Associated with Emotional Regulation



**What?** *Round-Robin Learning from Study Groups*

**Why?** Broaden your understanding of four skills associated with student capacity to engage in emotional regulation.

**How?** Follow directions to move through a round-robin learning process, using pages in learning packet for note-taking: A-Identifying Emotions, p. 6; B-Developing Emotional Self-Perception, p. 7; C-Impulse Control and Delayed Gratification, p. 8; D. Stress Management, p. 9.

## SEL Tenet 3: Cognitive Regulation

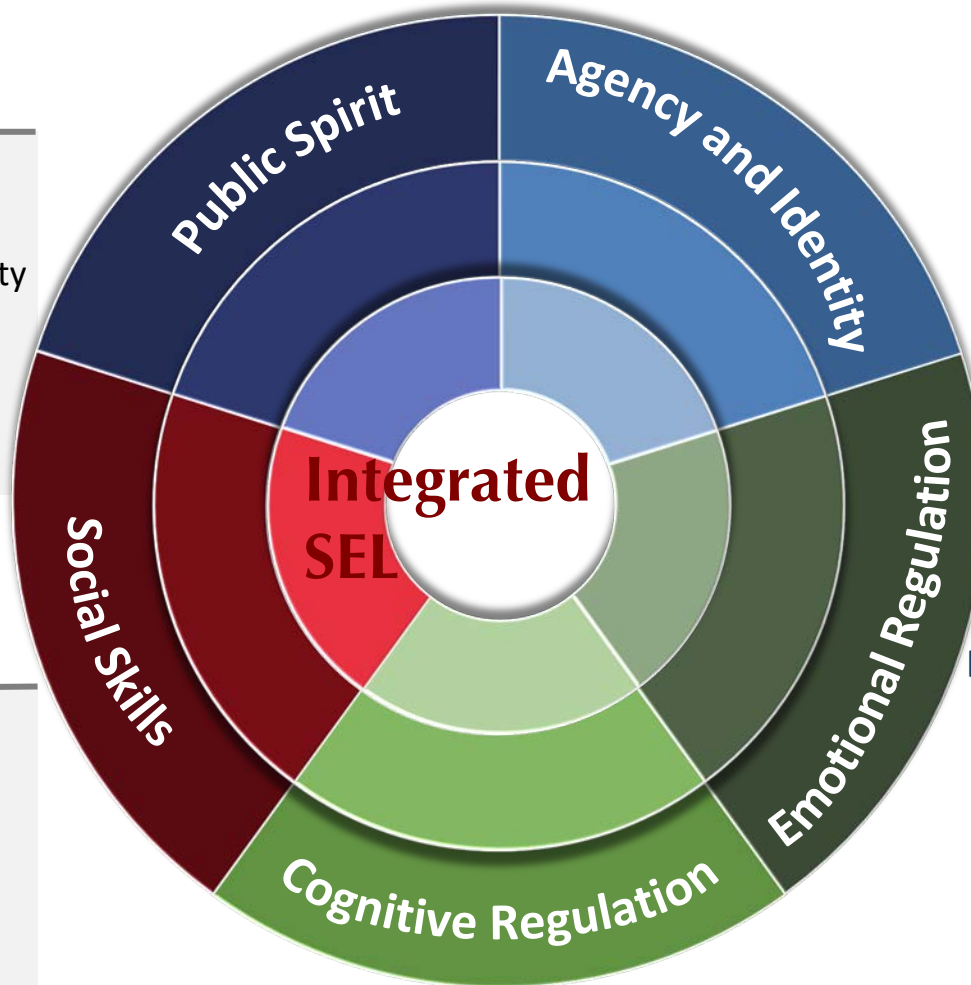


## PUBLIC SPIRIT

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

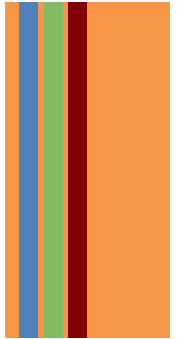
## EMOTIONAL REGULATION

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 |                       |

# Skills Related to Cognitive Regulation



**What?** ***Taking Stock***

**Why?** Review 7 skills related to cognitive regulation and identify a current area of focus and a possibility for future work.

**How?** As a school team identify one skill that you are currently addressing and talk about why this skill might be important for your students' SEL. Identify one that you might focus on in the future and consider its importance. When directed, stand and exchange ideas with someone from another district.

| <b>What highly effective teachers do...</b> | <b>Such that students...</b> |
|---------------------------------------------|------------------------------|
| Communicate clear learning intentions       |                              |
| Have challenging success criteria           |                              |
| Teach a range of learning strategies        |                              |
| Know when students are not progressing      |                              |
| Provide feedback                            |                              |
| Visibly learn themselves                    |                              |

| <b>What highly effective teachers do...</b> | <b>Such that students...</b>           |
|---------------------------------------------|----------------------------------------|
| Communicate clear learning intentions       | Understand the learning intentions     |
| Have challenging success criteria           | Are challenged by success criteria     |
| Teach a range of learning strategies        | Develop a range of learning strategies |
| Know when students are not progressing      | Know when they are not progressing     |
| Provide feedback                            | Seek feedback                          |
| Visibly learn themselves                    | Visibly teach themselves               |



Assessment capable learners say...

"I know where I'm going."



Assessment capable learners say...

“I have the tools I need.”



Assessment capable learners say...

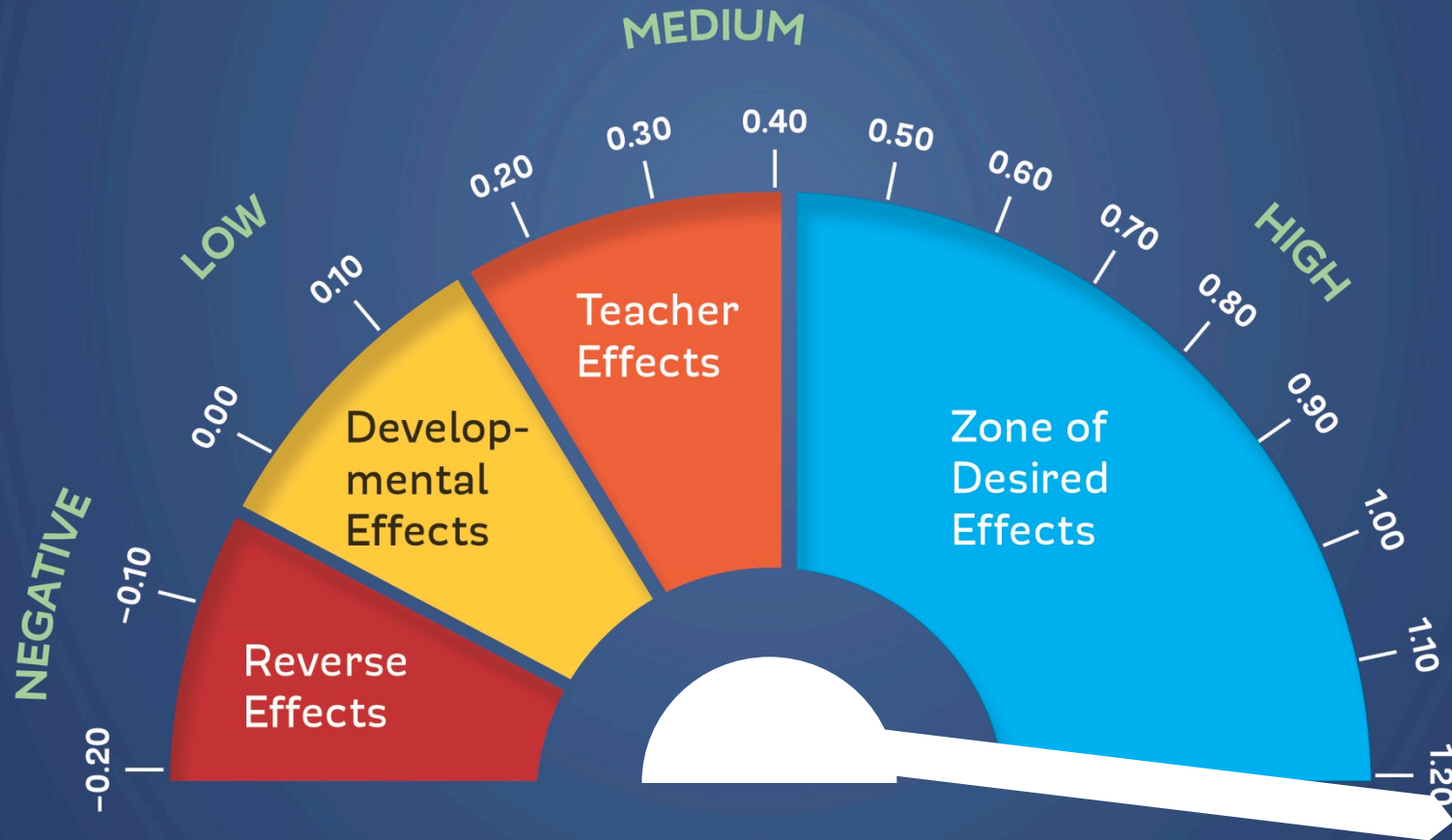
“I gauge my progress.”



Assessment capable learners say...

"I recognize what's next."

# Assessment-capable learners: $d = 1.44$



Source: Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.

# Self-Assessment



# The helping curriculum

p. 83

## How have you helped today?



**Did you offer help?**



**Did you ask for help?**

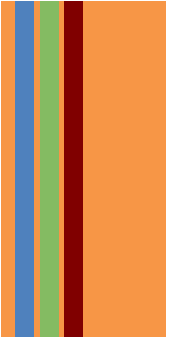


**Did you accept help?**



**Did you politely  
decline help so you  
could try it yourself?**

# Analysis of a “A Learning Process Inventory”



**What?**      ***Study Group Report***

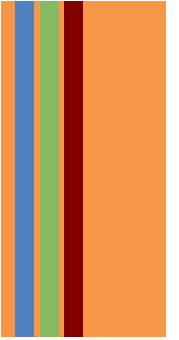
**Why?**      Learn about an Inventory that you might use with students.

**How?**      Move as directed by your session facilitators. Listen to members of this study group share insights about the Inventory. Prepare to pose questions and interact with the presenters.



## Planning for Interim Work with Your Study Group

# Planning for Interim Work and the PCN Showcase



- Reconvene with your Study Group.
- Refer to p. 12 in the learning packet as you plan for “action research” related to some aspect of your selected SEL component.
- Decide how to communicate in the interim--especially to plan your display for PCN 3.

+



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

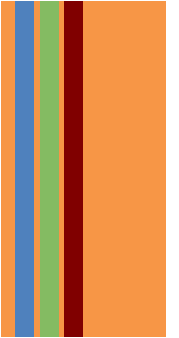
**How?**      Individually and silently jot down adjectives that convey your hopes and wishes for your school environment, (b) teacher mindsets and actions, and (c ) student dispositions and behaviors that will support SEL. When directed, share in your school team.

+



## School Team Planning

# School Team Planning



**What?**      *Collaborative Planning*

**Why?**      Develop a plan for transferring your learning to colleagues back home.

**How?**      Use the planning template on pp. 14-15 to identify goals, plan activities, and set a timeline for transferring learning. Consider any data collection that would assist your school in better meeting the SEL needs of your students.



# Individual Reflection and Feedback

