

**Exploring the Potential of SEL for Our Students
Powerful Conversations Network – Session #3
February 2020**

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?

Learning Targets

1. Learn from colleagues' experiences with SEL.
2. Explore the five social sub-skills and reflect on where your school's current efforts are to help students develop in these identified areas.
3. Reflect on the seven public spirit sub-skills, rate your students' current strengths, and share activities and programs your school offers to increase student capacity in each of these areas.
4. Create a resource related to the SEL component you investigated for use by members of our statewide community.
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.

Learning Design

9:00 Registration and Networking

9:30 *Welcome, Introductions, Learning Targets*

- Reflecting and Connecting: *Give One-Get One*
- Organizing for Collaborative Dialogue: *Roles and Norms*

Study Group Work Time

- Social Skills and Public Spirit Prepare to Present
- Identify & Agency, Emotional Regulation, & Cognitive Regulation Regroup to Prepare Resource for Network

Social Skills

- Overview: *Lecturette*
- Deepening Knowledge of Five Sub-skills: *Reverse Gallery Walk*
- School Team Talk About Social Skills: *Questions for Reflection*

Public Spirit

- Overview: *Lecturette*
- Deepening Knowledge of Seven Sub-skills: *Share-a-Thon*
- School Team Talk About Pubic Spirit: *Questions for Reflection*

Learning Fair in Open Space

- Learning Fair Exhibits
- Open Space Dialogue

Creating a School-Wide Focus on SEL

- What Do We Imagine Creating for Our Students? *A Beginning Vision*
- What Can We Learn from Bright Lights' Approach: *Team Reflection*
- Building Capacity: *The Three A's*

Final Reflection and Feedback

2:30

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SEL Competencies

Excerpted from “Integrating SEL Into Everyday Instruction,” by N. Frey, D. Smith, & D. Fisher, QRG, ASCD

Identity and Agency

1. **Strength recognition**—the awareness of one’s own strengths and talents.
2. **Self-confidence**—often domain specific, this is the belief in one’s self that empowers learning when it is well-grounded but can inhibit learning when it is not.
3. **Self-efficacy**—the belief in one’s ability to take action, complete a task, and attain goals, it influences self-confidence and is, in turn, influenced by one’s skill sets.
4. **Growth mindset**—the belief that one can develop one’s abilities further through focused efforts, dedication, and hard work.
5. **Perseverance and grit**—respectively, willingness to stick with a challenge, and the outward expression of this willingness, generally demonstrated during the pursuit of a goal.
6. **Resiliency**—the ability to withstand setbacks and bounce back from negative experiences, both in the classroom and in life.

Emotional Regulation

1. **Identifying emotions**—the ability to recognize emotions in others. This is the first step in being able to understand, navigate and manage one’s own emotions.
2. **Emotional self-perception**—the awareness of one’s own emotional state. It’s more than simply having labels—students need to learn to apply them accurately.
3. **Impulse control**—the ability to think before acting, especially when emotions are high.
4. **Delaying gratification**—a behavior associated with maturity. Build students’ capacity to delay gratification by making goals reasonable and attainable.
5. **Stress management**—techniques that change the physiological state through breathing, stretching, movement, and temporary distraction equip students with tools to mediate their emotional responses.
6. **Coping**—the adaptive ability to respond protectively to anxiety, including seeking social supports and help.

Cognitive Regulation

1. **Metacognition**—the ability to recognize one’s thinking, to consider the actions needed to complete the task, and identify the strategies one might use to do so.
2. **Attention**—not so much the development of a long attention span as the inclination and ability to redirect attention to the learning environment after it has been lost.
3. **Goal setting**—the ability to commit to a desired learning end, monitor progress along the way for motivation, and celebrate growth.
4. **Problem recognition and resolution**—the ability to recognize that a problem exists and muster the experience, expertise, and guidance from adults to formulate and apply effective solutions.
5. **Help seeking**—the ability to distinguish between productive and destructive struggle and the willingness to reach out for assistance when required.

Cognitive Regulation, cont’d

6. **Decision making**—the ability to think about different possibilities or paths, select one, and then take action.
7. **Organizational skills**—the ability to make and follow checklists and schedules, manage time, and adopt study habits.

Social Skills

1. **Prosocial skills**—positive actions that contribute to friendships and collaborative working relationships.
2. **Sharing**—taking turns and sharing resources.
3. **Teamwork**—the skills to productively collaborate with others to reach a desired goal.
4. **Relationship building**—the ability to establish connections with peers and teachers.
5. **Communication**—the verbal and non-verbal techniques used to share ideas, ask questions, and express feelings.
6. **Empathy**—the ability to understand and connect with others.
7. **Relationship repair**—the ability to take ownership of conflict or damage, make amends, and accept restorative efforts.

Public Spirit

1. **Respect for others**—the ability to see worth and value in each human life regardless of differences.
2. **Courage**—persistence in the face of fear. Courage is exhibited when someone takes on a meaningful goal, despite psychological or social risk.
3. **Ethical responsibility**—Ethically responsible decisions can require judgments about right and wrong and accepting responsibility for one’s actions. An ethically responsible individual acts in a way that is honorable and principled.
4. **Civic responsibility**—the mark of participatory democracy that seeks to give voice to all, right wrongs, and contribute to the common good.
5. **Social justice**—a commitment to the human rights of all people and the pursuit of material improvement in the quality of life of others.
6. **Service learning**—an academic approach that melds academic learning with community well-being.
7. **Leadership**—the ability to inspire others, organize and delegate responsibilities, communicate thoughtfully and honestly, and hold oneself accountable for collective work.

Organizing for Work in Collaborative Groups

Roles and Responsibilities

- **Group facilitator's** responsibilities are to:
 - Ensure that all group members stay focused on the task at hand, following the directions or protocol for the activity.
 - Remind group members of expectations for dialogue as appropriate.
- **Recorder/Reporter's** role is to:
 - Document group work in the format called for by the activity, e.g., writing on easel paper, taking informal notes to help with group memory, etc.
 - Be prepared to provide a brief report to the large group, as required.
- **Timekeeper's** role is to:
 - Assist the facilitator with pacing by monitoring time at appropriate intervals.
 - Keep time for speakers during activities that allocate a specific amount of time per speaker.
- **Materials Manager's** role is to:
 - Obtain any necessary materials for group work, e.g. easel sheets, markers, etc.
 - Organize, and when indicated, post group products.
- **Direction Clarifier's** role is to:
 - Listen carefully as instructions are provided by PCN facilitators; ask questions for clarification when needed.
 - Check to be certain that each team member understands the task and related procedures; clarify as needed.
- **Process Monitor's** role is to:
 - Observe and listen to team members' interactions to note use of the expected behaviors listed below.
 - When requested by PCN facilitator, provide feedback to team on a specified behavior.

Expectations for Dialogue in Collaborative Groups

- **Be fully present.** *Focus on today's learning and on colleagues with whom you interact. Attempt to avoid unrelated use of digital devices and side-bar conversations.*
- **Be open to and respect all points of view.** *Listen to understand perspectives that differ from your own, asking "What makes you say that?" to better understand each colleague's thinking.*
- **Listen actively.** *Listen with an open mind and without thinking of what you'll say next. Set aside judgment to listen to others and to yourself more deeply. If you feel judgmental or defensive, ask yourself, 'I wonder what brought her to this belief?' 'I wonder what he's feeling right now?' 'I wonder what my reaction teaches me about myself?'*
- **Accept responsibility for active and equitable participation** by each group member. *Encourage those who are not speaking to offer their perspectives. Monitor your own speaking—voicing, but not dominating.*
- **Focused and collaborative thinking and speaking.** *Contribute your ideas to group dialogue; connect to the thinking of others when possible.*
- **Check for understanding.** *Before countering or adding to another's comment, be sure you fully understand what has been said—by paraphrasing and posing questions for clarification.*
- **Allow think times.** *Be intentional in your use of pauses—after a question is posed and following a team member's comment*

Deepening Knowledge Related to Five Sub-skills of the Social Dimension: Reverse Gallery Walk

Directions: Over the next 20 minutes, your table will be visited by experts who focused on Social Skills. They will present a poster depicting key ideas associated with their particular sub-skill together with a visual representation of their area. Use the space below to make notes as they share. Be ready to pose questions that you may have about this sub-skill to the expert team.

If you are using a strategy in your classroom to develop the particular sub-skill or if your school as a school-wide program or initiative, please write the name of this strategy/program together with you name and email address on a sticky note and give to someone on the expert team.

Sub-skill	Big Ideas with page #s	Strategies/Programs	Questions
Prosocial Skills			
Relationship Building			
Communication			
Empathy			
Relationship Repair			

School Team Talk about Social Skills: *Questions for Reflection*

Directions: As a team, select the questions from p. 115 you’d like to discuss as you think about the extent to which you are currently developing your students’ skills in this area. Use the space below to jot down key ideas emerging from your team dialogue, including any assessment you make of current status.

Question:	Key Ideas/Team Consensus

Deepening Knowledge of Seven Sub-skills Related to Public Spirit: *Share-A-Thon*

Directions:

1. When directed, stand, taking this learning packet, some sticky notes, and a strip of self-adhesive dots with you, and move to the wall chart directed by your session facilitators.
2. Listen to the experts for each sub-skill, in turn, as they share strategies and/or programs related to their areas. Record ideas in the chart below.
3. Using the sticky notes you brought with you, record any strategies or programs you are using in your school to help students develop this particular skills. Also record the name and email address of a contact person who could program specific details related to the program.
4. Before leaving the station, use one of the self-adhesive dots you brought with you to record your team members' sense of the importance of focusing on this skill with your school's students.

Sub-skill	Strategy or Program – contact & email	<i>How important do we believe this skill to be to our students?</i>
Respect for Others		1 2 3 4 5 Low High
Courage		1 2 3 4 5 Low High
Ethical Responsibility		1 2 3 4 5 Low High
Civic Responsibility		1 2 3 4 5 Low High
Social Justice		1 2 3 4 5 Low High
Service Learning		1 2 3 4 5 Low High
Leadership		1 2 3 4 5 Low High

School Team Talk about Public Spirit: *Questions for Reflection*

Directions: As a team, select the questions from p. 141 you'd like to discuss as you think about the extent to which you are currently developing your students' skills in this area. Use the space below to jot down key ideas emerging from your team dialogue, including any assessment you make of current status.

Question:	Key Ideas/Team Consensus

What Do We Imagine Creating for Our Students? *A Beginning Vision*

Directions: (1) Individually and silently jot down key adjectives that describe what you imagine in your school as a result of your focus on SEL. (2) Following silent reflection, the table facilitator leads team in sharing out adjectives in round-robin fashion while the team recorder keeps a running record of ideas shared. (3) Someone in each school team should document the final product of this learning task.

Learning Environment	
Teacher Mindsets and Actions	
Student Dispositions and Behaviors	

What Can We Learn from Bright Lights' Approach: *Team Reflection*

Directions:

1. Individually and silently read pp. 142-143, the opening scenario for Chapter 7 of our text. As you read, highlight the moves and suggestions that Principal Bell made to lead her faculty toward strategic planning for an SEL initiative. Record these in Column 1 in the graphic organizer below. Upon completion of the reading, begin thinking about the potential positive impact of each of the principal's identified actions or suggestions on the ultimate success of this initiative—and the barriers or push-backs she may have helped the faculty avoid.
2. When directed, move to school team dialogue during which you share your insights, piggyback on one another's ideas as you complete the analysis, and collectively reflect on what ideas or actions your leadership team might want to adopt from this school as you begin SEL planning.

 <i>What, specifically, did Principal Bell do or say to advance her faculty's thinking and planning regarding SEL? [List each discrete point on a separate line.]</i>	+ <i>In what ways do you believe the identified move might contribute positively to a successful approach to SEL?</i>	- <i>What possible barriers or negative outcomes do you think the principal's moves may help avoid?</i>



Key Points to Keep in Mind As We Plan for SEL:

Building SEL Capacity: *The 3 A's*

Directions: Individually and silently read an excerpt from “Building SEL Capacity,” on pp. 143-145 of your text (stopping at Figure 7.1.) As you read, look for ideas or concepts with which you (1) **AGREE**, (2) want to **ARGUE** about (or something that you want to discuss with others at your table to deepen your understanding), and (3) to which you **ASPIRE**. Note your three choices in the graphic organizer below. Be sure to record the specific location in the text so you can point your tablemates to your specific selections.

	Location in the Text — note page number, paragraph, and line(s)	Rationale for My Choice
I AGREE with this idea/concept.		
I want to ARGUE about this idea/concept or discuss it further with my colleagues.		
This is something to which I ASPIRE .		

Part II: When time is called, the table facilitator should lead colleagues in a dialogue about the reading and the selected 3 A's. The process begins with a volunteer sharing their “AGREE,” and providing a brief explanation. Follow this with a round-robin discussion where all tablemates share their agrees. The facilitator should next move to “ARGUE,” using the same round-robin discussion process. And, finally, the discussion should shift to the “ASPIRATIONS” of each person related to the reading.

Introducing the New 3 Rs, Excerpts from *Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners* pp. 66-68

Directions: Individually and silently read this short excerpt from the PCN book for the next school year. As you read, think about what you might want to share with your teammates using the *Say Something Protocol*.

“We no longer just *teach*. We’re in charge of making sure our students *learn*. And the recent emphasis in education has been this: *All* students can and must learn. Each and every one of them.

“Which brings us to the new three *Rs*:

- Relationships: A meaningful connection with another human being—in particular, a student’s health-enough, safe-enough relationship with a teacher.
- Responsibility: A sense of self-worth, efficacy, and competence. A student with these characteristics can engage in the challenging business of learning and mastering content.
- Regulation: The ability to take in stimuli and manage emotional and behavioral responses accordingly.”

“These new three *Rs* enable us to frame intervention options to meet with four areas of need...emotional, relational, physical, and control. This shift from four needs to three intervention options reminds us that things are not always linear and simple; behavior can be complex and confusing, and there’s no single intervention that perfectly aligns with each need. Many students have several unmet needs that can be addressed with one clearly thought-out intervention. Other students may have a single prevailing unmet need that requires a multipronged intervention. There’s no one-size fits all when it comes to intervention.”

“...Before focusing on the intervention piece of the puzzle, however, it’s essential that you partner with your teammates, colleagues, parents, and students to ensure the following:

1. You’re taking care of yourself, knowing that your ability to teach, lead, and develop others is compromised when you’re not in peak emotional, physical, and psychological condition (Souers & Hall, 2016).
2. You’re embracing a culture of safety, knowing that your primary responsibility when it comes to children is to ensure that they are safe and well cared for.
3. You’re considering your own systems of meaning, knowing that your awareness of your thoughts and beliefs will affect how you process your professional responsibilities.
4. You’re shifting your focus from student *behaviors* to student *needs*, knowing that every behavior is at some level an expression of a need.