



Minds on.

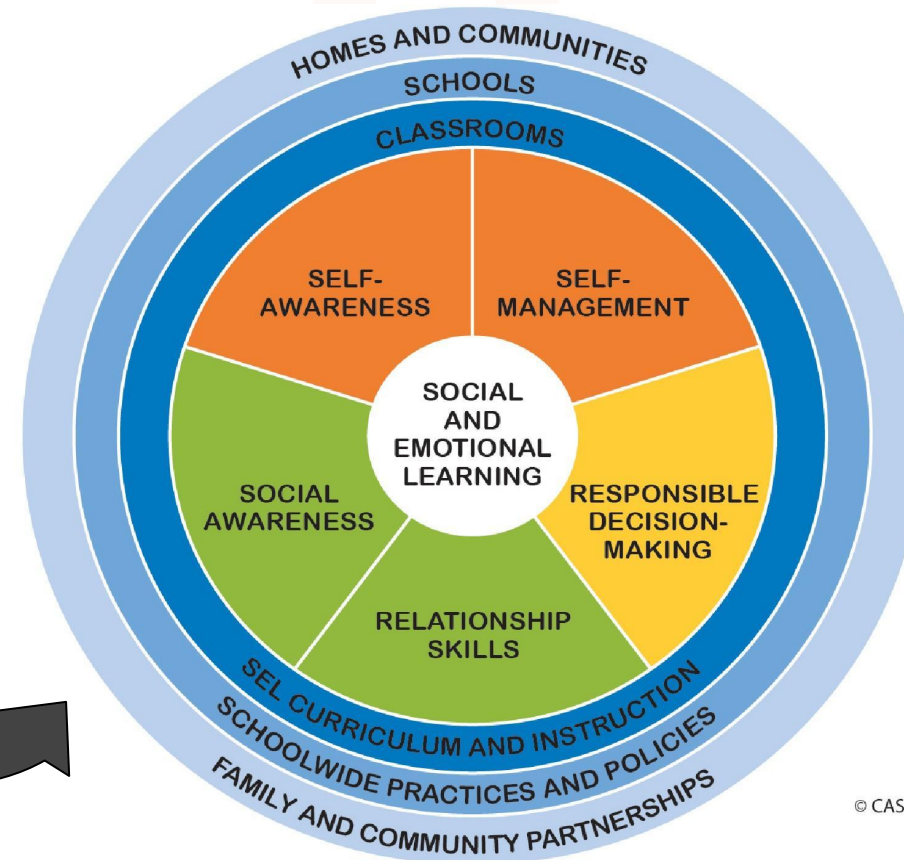
Elementary: Student Support Services

March 5, 2019

Principal Meeting



Dr. Chris Soto, Social-Emotional Learning Coordinator
Mrs. Tomeka Ward-Satterfield, School Counseling Coordinator
Mr. James Futrell, Director of Student Services - Engagement and Access





Expected Outcomes

- Develop the capacity to lead a discussion about the SEL competencies.
- Be able to explain the primary approaches to teaching/integrating the SEL competencies into the school day.
- Access and begin to utilize Principal-specific tools for schoolwide SEL implementation.

SEL Systems Survey sent and data analyzed. SEL becomes one of the ES School Counselor Leadership Themes for professional learning..

SEL Curriculum Rubrics completed by School Counseling PLC teams. Begin stakeholder capacity-building PDs.

Oct. 2018

Feb. - April 2019

Fall/Summer 2018

Nov. 2018 - Jan. 2019

SEL Curriculum Rubric created. Eight curricula identified as candidates for district approval (from survey data and recommendations).

Project Team convened that will use the completed SEL Curriculum Rubrics to make a recommendation towards a small number of district approved curriculum (perhaps one).

	1	2	3	4	5	
Evidence	No Evidence No clear theory of change and has not demonstrated effectiveness through a research study	Minimal Evidence Has a clearly articulated theory of change, but has not demonstrated effectiveness through a research study	Some Evidence Shows some evidence of effectiveness through less rigorous research studies	Evidence Has demonstrated effectiveness through one rigorous research study	High Evidence Has documented evidence of effectiveness based on at least two rigorous, external research studies	
Support	No support Few to no resources to support implementation	Minimal Support General guidance provided but no specific resources	Moderate Support Limited resources available, like a curriculum guide available for purchase	Support Some resources are available to support implementation, like resources to support curriculum delivery	High Support Comprehensive resources available from an expert to support implementation, including resources for building staff competencies and school practice	
Engagement	Not Engaging Most lessons or activities seem stale or bland.	Minimally Engaging A few lessons or activities may be moderately enjoyable with some interactivity, but only with high effort on the part of the facilitator	Moderately Engaging Most lessons or activities could be engaging and interactive, with some effort on the part of the facilitator	Engaging The lessons or activities all have the potential to be engaging and interactive with some effort on the part of the facilitator	Highly Engaging The lessons or activities are engaging and fun, entice interaction between students by design, and are easily facilitated (or promote student leadership)	

	1	2	3	4	5	
Feasibility	Not Feasible Lessons or activities difficult to find or decipher and therefore not usable	Minimally Feasible Some lessons or activities are designed well, but are generally too lengthy and/or too complex to fit into the school schedule	Moderately Feasible Most lessons or activities are designed well, but special accommodations to the schedule would need to take place to adequately facilitate during the school day	Feasible The lessons or activities are all well-designed and can readily be implemented during the school day with minimal disruption	Highly Feasible The lessons or activities are highly integrated into bite sized lessons that are easily implemented using a shared language that can translate across the school	
Equity	1 Not equitable There is evidence that lessons and/or activities are directed towards a small subset of students without regard to diverse populations or learners	2 Minimally Equitable The lessons or activities seem "neutral" and do not address racial, cultural or cognitive diversity in any meaningful way	3 Moderately Equitable Some lessons or activities address racial, cultural or cognitive diversity, but only superficially or as a separate unit or set of activities	4 Equitable There is a clear effort to provide lessons and activities throughout the curriculum that directly address racial, cultural and cognitive diversity	5 Highly Equitable Lessons and activities are thoughtfully constructed (and graphically represented) to meet the specific SEL needs of a diverse group of racial, cultural, and cognitive children	
Integration	1 Not integrated Lessons or activities are exclusively facilitated by student support staff (counselors, social workers, etc.)	2 Minimally Integrated Lessons or activities are accessible to a range of educators, but seem to require a strong knowledge base or significant training to facilitate	3 Moderately Integrated Lessons or activities are accessible to a range of educators and require a limited knowledge base or professional development	4 Integrated Lessons or activities are highly accessible to a broad range of educators and are generally intuitive and easy to facilitate, both inside and outside of designated times	5 Highly Integrated SEL competencies are threaded throughout easy to facilitate lessons, both inside and outside of designated times, and the content is accessible to stakeholders inside and outside of school	

To Review at Your Discretion...

Mind Up

<https://mindup.org/mindup-classroom-implementation/>

<https://mindup.org/>

Second Step

<https://www.youtube.com/watch?v=QYO-bWlzOEs>

<https://www.secondstep.org/>

Class Catalyst

<https://vimeo.com/284439825>

<https://mindfulpractices.us/>

Zones of Regulation

<https://www.youtube.com/watch?v=VuIyGcyKlig&t=77s>

<http://www.zonesofregulation.com/index.html>

Move This World

https://www.youtube.com/watch?v=-0WaJg5ub_M

<http://movethisworld.com/>

PATHS

<https://www.channing-bete.com/prevention-programs/paths/program-implementation.html>

<https://www.channing-bete.com/prevention-programs/paths/paths.html>

Peace of Mind

<https://teachpeaceofmind.org/meet-linda/>

<https://teachpeaceofmind.org/>

Why Try

https://www.youtube.com/watch?v=rrMK6D4il_g

<https://www.whytry.org/>



Schoolwide SEL Implementation

- Three primary ways to deliver SEL content:
 - Through the explicit instruction of SEL competencies.
 - Through integration with classroom content.
 - Through teacher instructional practices.



Schoolwide SEL Implementation

- Which competencies did you see being taught in the lesson?
- What did you see that is already happening in your buildings?
- What would be new for your building?
- What stood out from the video as most interesting?

Classroom Examples of Social-Emotional Learning

- How will you foster **adult** Social-Emotional Learning in your school?

Suggested Timeline Moving Forward



Focus Area 1A: Build Awareness, Commitment, and Ownership		Focus Area 4: Practice Continuous Improvement	Focus Area 1A: Build Awareness, Commitment, and Ownership	Focus Area 1B: Create a Plan	Focus Area 2: Strengthen Adult SEL
Month(s)		Month(s)	Month(s)	Month(s)	Month(s)
May - August		August	September - October	September - October	October - March
Key Activities		Key Activities	Key Activities	Key Activities	Key Activities
Create a Team	Foundational Learning	Continuously Improve Schoolwide SEL Implementation	Shared Vision	Rubric and Goal Setting Communication Planning	Learn
<ul style="list-style-type: none"> Before the end of the previous school year, principal identified SEL team lead and key team members, and allocated a budget for SEL. Team met three times over the summer to: <ul style="list-style-type: none"> Establish team roles, norms, and meeting procedures, and put weekly meetings on the calendar for each Tuesday for the school year. Attend a two-day districtwide training on schoolwide SEL implementation. Throughout the year, team drafted agendas and ensured that invitations were shared with family partnership lead and key community partners. 	<ul style="list-style-type: none"> Team planned and provided an all-staff SEL 101 introduction during an in-service day before the start of the school year. Team planned and provided an after-school introduction to SEL for all families during the first month of school. 	<ul style="list-style-type: none"> During the all-staff meeting, team also surveyed staff on their perceptions of school and classroom climate and what support they need for SEL implementation. 	<ul style="list-style-type: none"> Held all-staff meeting to brainstorm priorities for shared vision. Team used notes from all-staff meeting to draft shared vision. Introduced draft vision to all parents and community partners on Back-to-School Night and invited feedback. Integrated all feedback from families, students, and community partners into the vision. Shared a final draft to school staff. Held an all-school vote on the vision to ensure widespread agreement. Shared final draft in the school's newsletter and printed posters to hang throughout common areas. 	<ul style="list-style-type: none"> Team completed Schoolwide SEL implementation rubric. Based on rubric and staff survey, team identified three key priorities for school year: strengthen staff SEL and relationships, adopt an evidence-based program, and strengthen classroom climate. Team developed a communication plan using school's newsletter and social media account to provide updates and invited families and community partners to reply and share feedback. 	<ul style="list-style-type: none"> Initiated an adult SEL professional learning series. Scheduled and planned three professional learning sessions for all staff using two hours during each school in-service day. <ul style="list-style-type: none"> SEL team planned sessions on: <ul style="list-style-type: none"> Developing staff shared agreements (October) Setting personal SEL goals (January) SEL team coordinated with an outside provider to provide session on cultural responsiveness (March).



Work Session

- Go to the website for [The Collaborative for Academic, Social, and Emotional Learning \(CASEL\) / Tools and Resources](#)
- Go to the google folder **Principals' SEL Toolkit**: <http://bit.ly/2EnoPQB>
 - > In your folder
 - > **CASEL Guide to SEL Implementation (PDF)**
 - > Indicators of Schoolwide SEL (PDF)
 - > Preparing for Effective SEL Implementation (PDF)
 - > Principals Resource Checklist (PDF)
 - > Sample SEL 101 (PPT Presentation)
 - > **SEL School Guide (TOOL)**
 - > **Creating a Communication Strategy (TOOL)**
 - > **Professional Learning Plan (TOOL)**
 - > <https://schoolguide.casel.org/focus-area-1a/overview/>

To Start Now...



Focus Area 1A: Build Awareness, Commitment, and Ownership

Month(s)	
May - August	August
Key Activities	
Create a Team	Foundational Learning
<ul style="list-style-type: none"> Before the end of the previous school year, principal identified SEL team lead and key team members, and allocated a budget for SEL. Team met three times over the summer to: <ul style="list-style-type: none"> Establish team roles, norms, and meeting procedures, and put weekly meetings on the calendar for each Tuesday for the school year. Attend a two-day districtwide training on schoolwide SEL implementation. Throughout the year, team drafted agendas and ensured that invitations were shared with family partnership lead and key community partners. 	<ul style="list-style-type: none"> Team planned and provided an all-staff SEL 101 introduction during an in-service day before the start of the school year. Team planned and provided an after-school introduction to SEL for all families during the first month of school.



FOCUS AREA 1A RUBRIC

Build Awareness, Commitment, and Ownership

Note your school's progress and needs in these areas:

SEL Team

Foundational SEL Learning Opportunities

Shared Vision

1

An SEL team is in the initial stages of development.

2

An SEL team meets occasionally with few structured roles and responsibilities.

3

An SEL team meets somewhat regularly with partially structured roles and responsibilities. Students, families, and community groups are consulted when teams are making decisions that would directly impact them.

4

An SEL team with designated roles and responsibilities, meets at least monthly to lead schoolwide SEL. The team is representative of the school community and includes students, families, and community groups in decision-making processes.

Foundational SEL learning opportunities are being planned for staff, families, and community partners to develop awareness of, commitment to, and ownership of SEL.

Foundational SEL learning opportunities have been provided to some key stakeholders (staff, families, and community partners). Members of the school community have a general understanding of SEL and its impact on students' development.

Foundational SEL learning opportunities have been provided for school staff, families, and community partners but are not yet offered annually. Many members of the school community can discuss SEL's importance and its impact on students' development.

Foundational SEL learning opportunities are provided for all school staff in the first year of implementation and then at least annually for new school staff, families, community partners, and as part of the onboarding process. Almost all members of the school community can discuss SEL's importance and its impact on student outcomes and understand their own role in helping students develop social and emotional competencies.

A shared vision for schoolwide SEL has not yet been developed.

The SEL team has begun engaging stakeholders, including students, families, staff, and community members, as collaborators for developing a shared vision for schoolwide SEL.

The SEL team collaborated with a group of stakeholders who are representative of the school community to develop a shared vision for schoolwide SEL that has been communicated to the entire school community.

The SEL team collaborated with a group of stakeholders who are representative of the school community to develop a shared vision for schoolwide SEL. The shared vision has been communicated to the entire school community, informs planning and implementation, and is revisited regularly.



To discuss with your peers...

- When looking at Focus Area 1A of the SEL schoolwide implementation timeline, what are some challenges and opportunities that exist in your school?
- What kind of resources can assist you with these areas? What do you need to ensure completion of 1A?

Please fill out the following survey on current SEL implementation and SEL Support.

<https://bit.ly/2NI3ENs>

