

# **Shoreline SEL Adoption Committee**

**Meeting 3 - 11.4.19**

# Norms

- Keep all kids and grade levels at the center of our work
- Push each others thinking
  - ask for clarification
  - presume positive intent
- Be aware of voices not in the room
- Be genuine, vulnerable and open-minded
- Practice active and respectful listening
- Look at every issue from multiple perspectives including equity
- Start and end on time
- Keep an open spirit, especially when brainstorming

# Outcomes

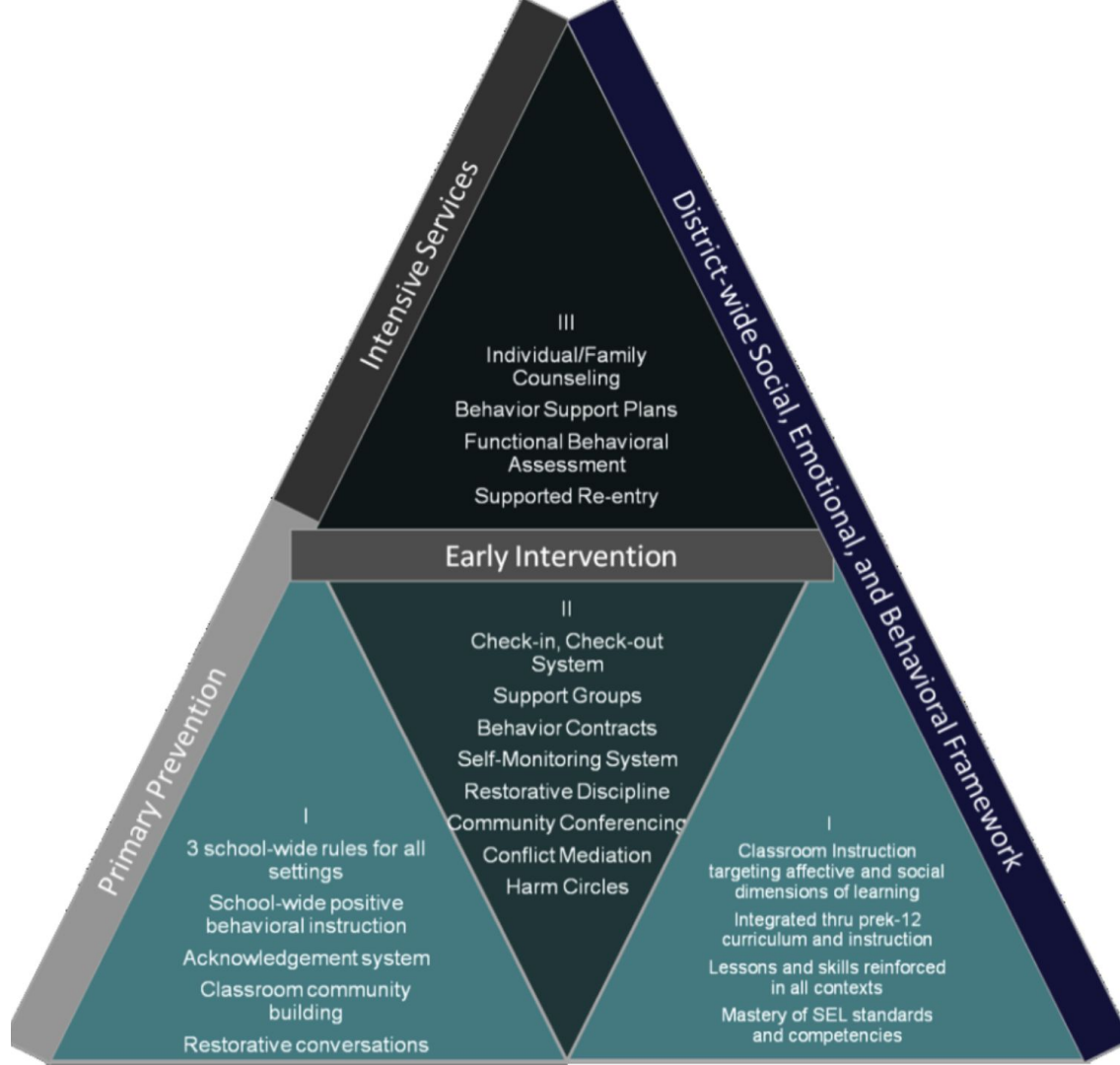


- Unpack and apply the state standards.
- Learn about best practices in SEL instruction
- Consider how SEL aligns with our strategic plan

# Committee Mission

This committee will review and select social emotional learning materials that support the focus and coherence of the Washington State Social Emotional Learning Indicators, as well as support our vision for student learners as stated in the Shoreline Instructional Strategic Plan.





# **Dive into the standards**

Homework -

Anything that surprised you?

Anything that stood out?

Any other thoughts?



**School feels easy to Brenden.** He is getting straight As, and at back-to-school night, his teachers tell his mother he's a model student. He is prepared, responsible, and analytic. A few months into school, his mother gets a phone call that he is being disrespectful to his classmates, calling them "dumb and slow," and refusing to work with partners. When she asks Brenden about this, he tells her he feels frustrated and that his classmates are slowing the class down. When he is put in a partnership or small group, he says another student copies off of him instead of doing their own work. He is frustrated because he ends up doing all the work and nobody else even tries, and he does not understand why others do not try harder.



# Unpacking the Standards

1. Which social and emotional competencies are areas of strength for this student?

Brenden has self-management skills as he is a model student, so he is able to regulate his behavior in the classroom. He also appears to know what he is good at, as he is a straight-A student and may know how to seek help when needed. It does not appear that Brenden is struggling academically.

2. Which social and emotional competencies does this student need to build?

Brenden has demonstrated self-control in the classroom with academic content; however, he does not appear to have self-control within the interpersonal domain, as he calls students "dumb and slow." He also seems to have a hard time taking others' perspectives and showing empathy for his peers.





**Javier mostly enjoys school.** He gets decent grades. Although he prefers to keep to himself most of the time, he willingly works with his classmates when the teacher requires it. He enjoys playing kickball at gym and is often one of the leaders when forming teams, but he frequently gets frustrated when he makes an out. When that happens, he sometimes just quits the game, has a hard time focusing after gym, and mopes around the classroom, telling everyone that he "sucks" at sports.



**Mr. Jones is loved by his students.** After each period, students stay behind to talk to him about homework, their social lives, or common concerns that they have about their futures. Mr. Jones also is loved by his peers. They constantly stop by to crack a joke or tell them about their weekend plans. Even though Mr. Jones has great relationships, his students are not achieving at rates that his principal would like, and oftentimes when he is observed, the class has engaging conversations that often veer off subject. Mr. Jones is not aware that he does this and is consistently perplexed by why his students are not achieving at higher levels—everyone seems so engaged.



# Best Practices

## SEL Approaches

- **Explicit SEL Skills Instruction** →
- **Teacher Instructional Practices**
- **Integration with Academic Curriculum Areas**
- **Organizational, Culture, and Climate Strategies**

## Short-Term Outcomes

- **SEL Skill Acquisition:** Five Competence Areas →
- **Improved Attitudes:** Self, Others, Learning, and Schools →
- **Enhanced Learning Environment:** Supportive, Engaging, and Participatory →

## Behavioral/Academic Outcomes

- **Positive Social Behavior**
- **Fewer Conduct Problems**
- **Less Emotional Distress**
- **Improved Academic Performance**

# Best Practices

Effective SEL approaches often incorporate four elements represented by the acronym **SAFE**:

- *Sequenced*: Connected and coordinated activities to foster skills development. (In a step-by-step fashion)
- *Active*: Active forms of learning to help students master new skills and attitudes. Ex: role plays, behavior rehearsal with feedback
- *Focused*: A component that emphasizes developing personal and social skills.
- *Explicit*: Targeting specific social and emotional skills.

# Best Practices

Ideally schools will use SAFE approaches to support the social and emotional development of their students. For example:

- Children can be taught through **modeling and coaching** to recognize how they feel or how someone else might be feeling.
- Prompting the use of a **conflict-resolution skill** and using dialoguing to guide students through the steps can be an effective approach to helping them apply a skill in a new situation.
- Through class meetings students can practice **group decision-making and setting classroom rules**.
- Students can learn **cooperation and teamwork** through participation in team sports and games.

# Best Practices

- Students can deepen their understanding of a current or historical event by analyzing it through a set of questions based on a **problem-solving model**.
- **Cross-age mentoring**, in which a younger student is paired with an older one, can be effective in building self-confidence, a sense of belonging, and enhancing academic skills.
- Having one member of a pair describe a situation to his partner and having the partner repeat what he or she heard is an effective tool in teaching **reflective listening**.

**Turn to your elbow partner and brainstorm other examples you are doing in your school or someone you know is doing in your school.**

# Best Practices- Across Multiple Settings

Educational goals of SEL are more likely to be achieved when evidence-based approaches are used to reach students in **all settings** where they spend their time —

in **classrooms**,

throughout the **school**,

in the **home**,

and in the **community**.

# In the Classroom

In the classroom SEL is **promoted through explicit instruction**, often using an **evidence-based program**, and should also be **integrated across classroom instruction** and academic curriculum. SEL plays an important role in **classroom climate**—for example, how teachers build **relationships** with students, how students build relationships with each other, and **how conflict and discipline are addressed**.



# Schoolwide

Imagine a school where the leaders consistently **model good practices, proactively train staff, welcome parents as partners, focus on relationships** (student-student, adult-student, adult-adult), use **positive discipline policies, and invest time and resources in and out of the classroom**. Research shows that social and emotional learning (SEL) helps create and is most effective in **safe and supportive learning environments** like these.

# Home Partnerships

Social and emotional learning starts at home. Parents and families are **critical partners in helping their children develop social and emotional** know-how. They can model the kinds of skills, attitudes, and behaviors we want all students to master. And they can be **important advocates for SEL** at school.

Examples include caregiver letters, take-home worksheets, family nights, family workshops, and more. Resources range from highly structured or scripted events to suggested best practices.

# Community Partnerships

In addition, **community organizations that partner directly with schools offer students opportunities to practice the SEL skills** they are learning at home, throughout the school day, and in their afterschool programming. These may include out-of-school-time providers (before and after school programs), community-based nonprofit organizations such as the YMCA, and health care providers.

Examples include community service projects, career nights, volunteer opportunities for community members, and more. Resources range from highly structured or scripted events to suggested best practices.

# Equity Elaborations

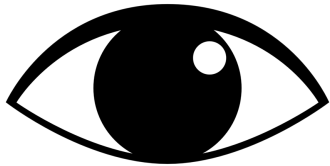
In small groups, review the Equity Elaborations and discuss:

Based on these, what characteristics should we look for in a curriculum?

**Given what you have learned about SEL,  
what would an ideal SEL Classroom, School  
look like, sound like, feel like?**

**CHALK TALK**

**Looks Like**



**Sounds Like**



**Feels Like**



# **Exit Slip**