Social-Emotional Learning

TASK FORCE 2018-2019

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What is SEL?

Social Emotional Learning is the "process of acquiring knowledge, skills, attitudes and beliefs to identify and manage emotions; to care about others; to make good decisions; to behave ethically and responsibly to develop positive relationships and to avoid negative behaviors"

-Elias & Moceri, 2012

SEL-Strategic Priority:

Goals: The district will have a comprehensive plan for developing the social emotional learning competencies for all students.

- Research competencies/CASEL
- Analyze the 2017-2018 faculty survey
- Gain knowledge through research/readings
- Examine curriculum/ school culture-programs
- Define district SEL competencies/assess progress
- Review other district's SEL plans
- Investigate PD opportunities (summer work)
- Develop a multi-year plan (summer work)

What did our staff say?

SURVEY (2018):

- SEL is an important area for focus and growth
- •Individuals across the district have good training (foundation) that can be shared and built upon
- •We need something more consistent, cohesive, and intentional across the district.

Current practices

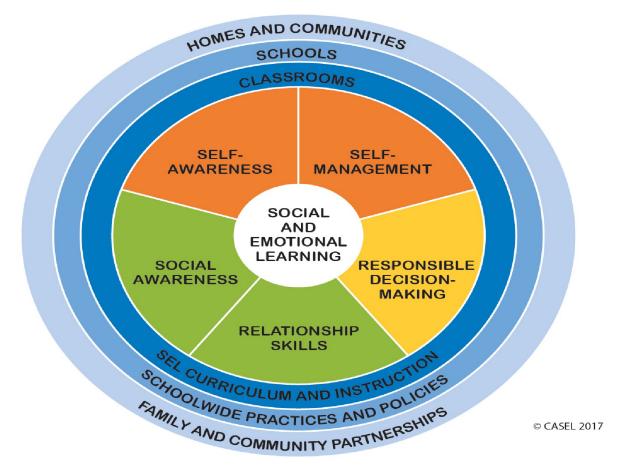
- •Wellness lessons-Anti-bullying
- Technology Lessons-Cyber-bullying
- Second Step-Selected grade levels at Smith
- •Zones of Regulation-Selected grade levels at HPS and HMS
- Model Me videos- HPS
- Social Thinking- Variable across the district
- •Minds Up- Selected grade levels at HMS
- •CARES- school wide values at Lincoln K-4
- •Social worker/psychologist created push in lessons-Lincoln K-4 & 5-8
- •Teacher training to support students (anxiety & coping strategies)- Lincoln 5-8
- •PK implementation Devereux Early Childhood Assessment Program (DECA)

These interventions, strategies, supports and programs vary by campus and grade.

CASEL as a guide:

- "The Collaborative for Academic, Social, and Emotional Learning (CASEL) is the world's leading organization advancing one of the most important fields in education in decades: the practice of promoting integrated academic, social, and emotional learning for all children in preschool through high school".
- Provided resources and approaches as we looked at the needs of our students and district.

CASEL COMPETENCIES



Task Force Progress:

- Examined and Discussed the SEL Inventory/Survey Findings
- •SEL Readings-Background, Approaches & Research
- Members of the task force attended SEL conferences throughout the year
- •Discussed and examined current SEL curriculum, strategies and supported currently implemented
- Examined and discussed other district's approach to SEL
- Identified competencies and a model for our district
- •Identified a priority to retrain Responsive Classroom (primary) & Developmental Design (middle school) as the cultural structure
- Anticipated summer work to continue to develop a multi-year plan for PD and budgetary needs

SEL-Positive Outcomes

- Increased Academic Performance
- Improved Behavior
- Increased Social-Emotional Skills
- •Greater success as adults in the work place
- Decreases in emotional distress and substance abuse

Lincoln Public Schools SEL Model

Global Citizen

Academic Learning

Generalizing SEL Skills

SEL Instruction

- Self Awareness
- Social Awareness
- Relationship Skills
- Self Regulation and Management

SCHOOL CULTURE

Safety Joy Equity Inclusivity

DRAFT

Self Regulation and Management

The ability to successfully manage emotions, thoughts and behaviors and a plan to use skills and strategies to organize in all environments

This looks like:

- Setting goals
- Using coping skills
- Self-initiating
- Controlling impulses
- Persevering
- Attending to task
- Planning and organizing
- Applying coping skills and strategies
- Participating in learning

Relationship Skills

The ability to establish and maintain healthy and positive relationships with the goal of expanding social and learning circles to include diverse individuals and groups

This looks like:

- Cooperating
- Listening
- Negotiating
- Working as a team/Collaborating
- Communicating effectively
- Building relationship
- Engaging socially

Social Awareness

The ability to understand identity and how this informs and impacts the greater world and to understand and empathize with others

This looks like:

- Showing empathy
- Appreciating diversity
- Taking others' perspectives
- Working as a team
- Engaging socially/communicating

Self Awareness

The ability to recognize emotions, thoughts and values and how they influence behavior as well as accurately assess strengths and limitation through a growth mindset model

This looks like:

- Recognizing strengths and challenges
- Demonstrating self-efficiency
- Engaging in self-reflection
- Feeling self- confident
- Being self-motivated

Responsible Decision Making

The ability to make good choices while considering consequences, safety and well-being (of self and others), applying ethical standards and social norms to decisions

This looks like:

- Solving problems
- Reflecting on decisions
- Pursuing equity
- Behaving ethically
- Prioritizing
- Analyzing possible outcomes

NEXT STEPS SEL TASK FORCE

- •Finalize the SEL competencies identified as essential to building strong SEL skills
- •Participate in summer work to further define and articulate a multi-year plan for professional development, curriculum, and funding
- •Articulate a plan for continued training for Responsive Classroom and Developmental Design
- •Develop SEL school-based teams to support the vision and work of the SEL Task Force
- •Continue with an SEL Task Force to look at curricular needs at the district and school levels, with a plan for professional development and implementation of programming and instruction
- •Identify where and how SEL instruction will take place and support needed to implement in the classroom.
- •Identify explicit instruction-Wellness & Advisories at the middle school level
- •Investigate ways to involve parents/guardians Input and Support

Responsive Classroom (primary)

Evidenced -based approach to:

- Building a positive community
- Engaging academics
- Increasing effective classroom management
- Understanding developmental needs and developmentally responsive teaching

Positive outcomes:

- Higher academic achievement
- Improved school climate
- Endorsed by CASEL "well designed evidence-based social and emotional learning programs"

Developmental Design (middle school)

Success = Good relationships, social skills and engagement in learning (self management and social skill building)

Key Elements:

- •Meets middle school student needs (autonomy, competence, relationships, fun)
- Uses Developmentally Appropriate Practices and Content
- Builds Social Skills
- Responds to rule-breaking
- Motivates students to achieve
- Provides interventions to students at risk or struggling
- Creates inclusive classrooms
- ·Builds a strong, healthy adult community