


# Social-Emotional Learning

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TASK FORCE

2018-2019



# Task Force Members:

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Jenn Williams, 1st Grade Teacher/Hanscom

Kathleen Esposito, School Psychologist/Hanscom (K-3) and Lincoln PK

Mara Salis, Social Worker/Hanscom (K-3)

Erich Ledebuhr, Principal, HMS

Loretta D'Alessandro, Transition Specialist, HMS

Dayna Brown, Lincoln PK & Deaf and Hard of Hearing Teacher

Naomi Konikoff, Student Services Coordinator K-8, Lincoln Campus

Carolyn Dwyer, 4th grade Teacher, Smith/Lincoln

Lateefah Franck, METCO Director, Lincoln Campus

Lauren Taylor, School Psychologist/Lincoln Campus (5-8)

Alyssa Rosenfeld, Social Worker/Lincoln Campus (5-8)

Sarah Collmer, Principal, Smith

Sharon Hobbs, Principal, Brooks

Shelley Moeller, Social Worker Smith School



# What is SEL?

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*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 & Moceris, 2012*



# SEL-Strategic Priority:

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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)
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# What did our staff say?

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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.
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# Current practices

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- 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**:

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- “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




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# Task Force Progress:

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- 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
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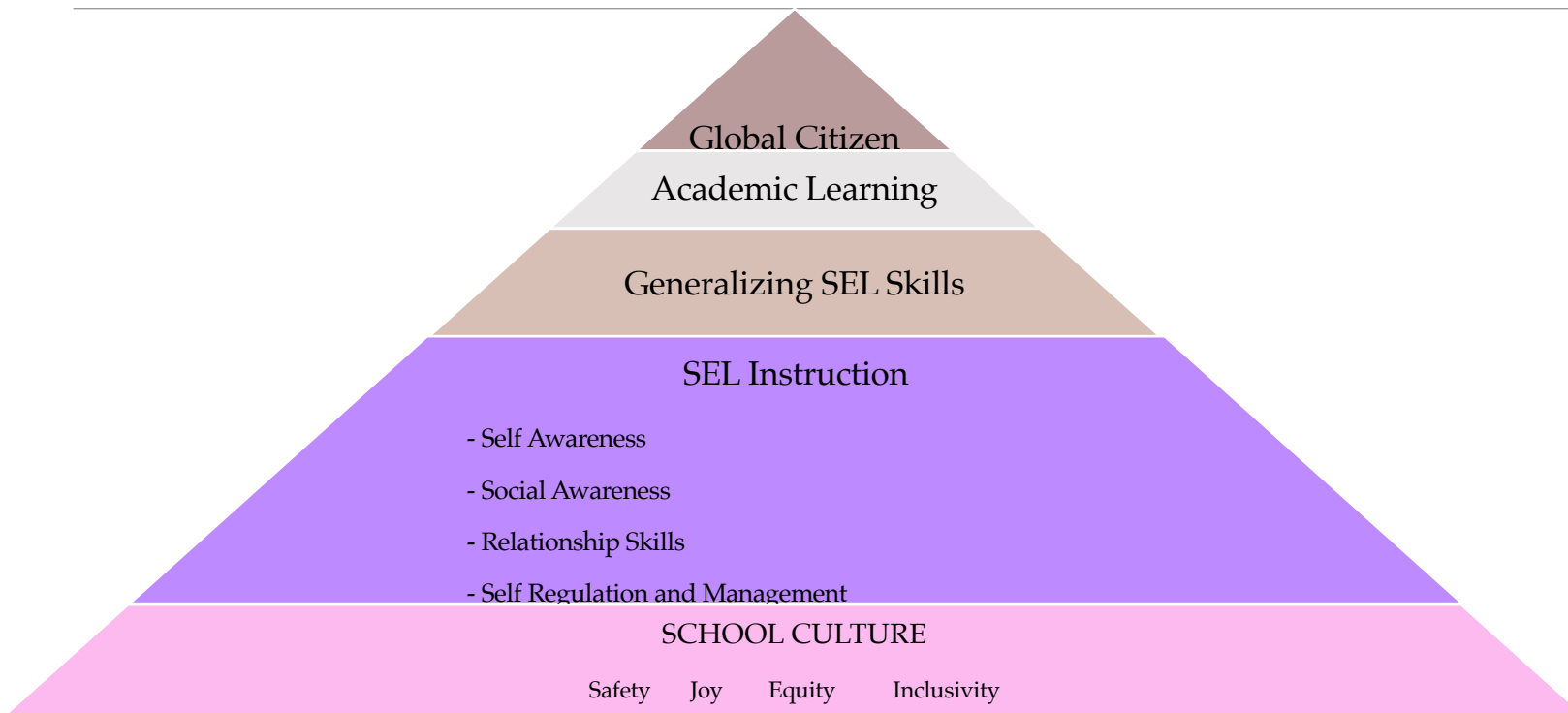
# SEL-Positive Outcomes

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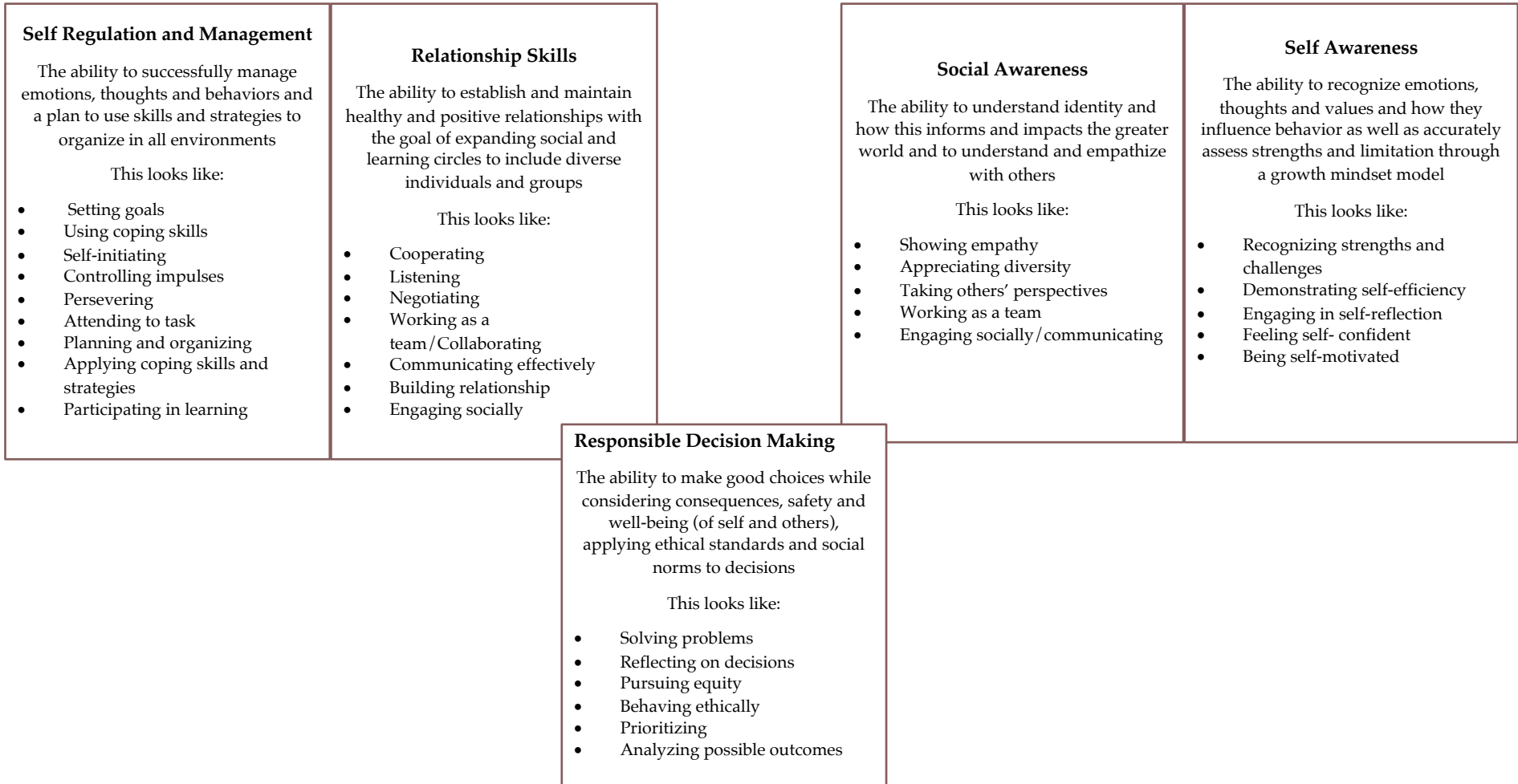
- Increased Academic Performance
  - Improved Behavior
  - Increased Social-Emotional Skills
  - Greater success as adults in the work place
  - Decreases in emotional distress and substance abuse
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# Lincoln Public Schools SEL Model

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# DRAFT



# NEXT STEPS SEL TASK FORCE

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- 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
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# Responsive Classroom (primary)

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## **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”
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# Developmental Design (middle school)

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**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
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