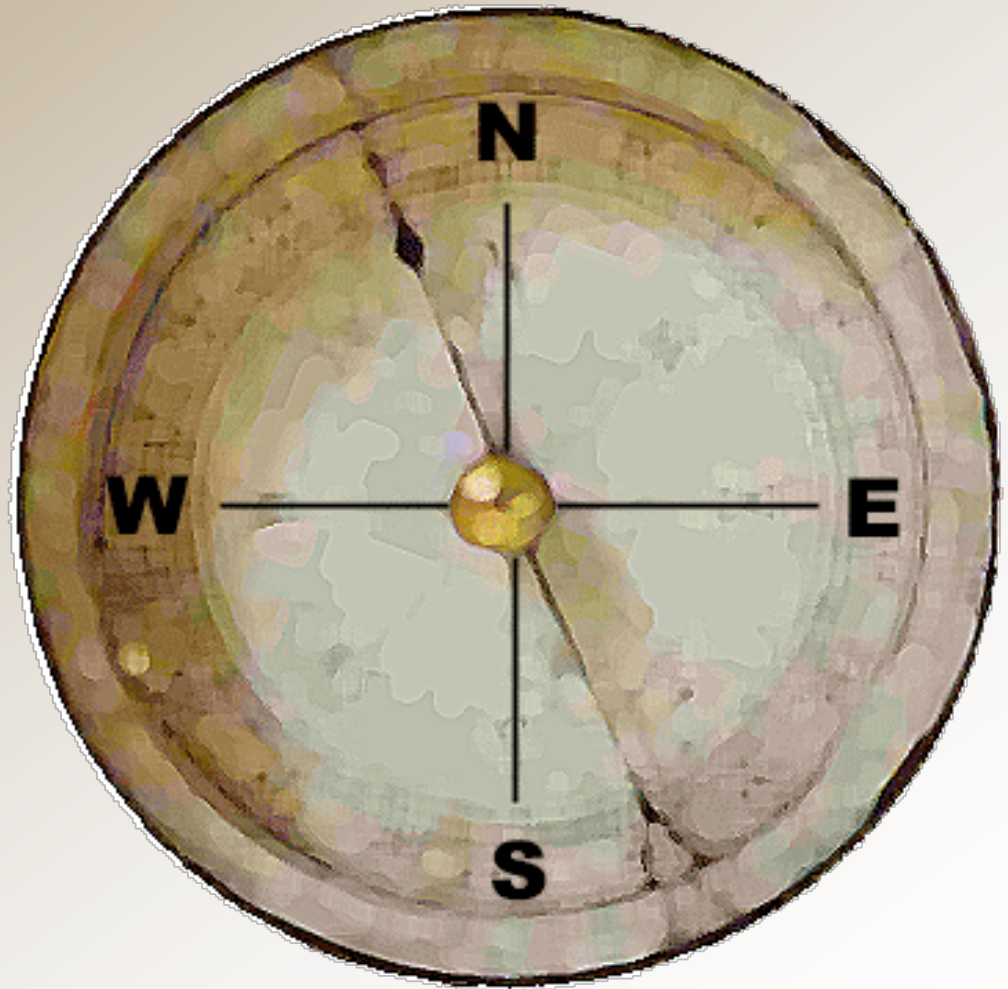


SEL and SBAR

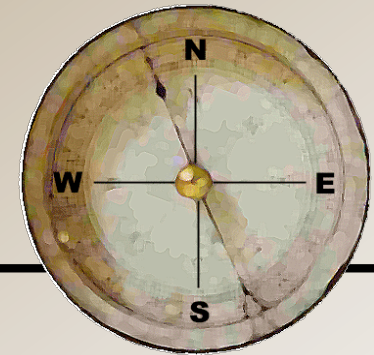


**Please sit in grade level groups
for today's training**

Introductions and Welcome



Training Goals:



To link Social and Emotional Learning (SEL) and Standards Based Assessment and Reporting (SBAR)

To define Social and Emotional Learning

To understand why our district is implementing Social and Emotional Learning

To connect SEL to current classroom and school practices

SEL and SBAR: The *Left Side* of the Report Card

*What does this mean
to a parent, teacher,
and child?*

Student's Name _____ School Y _____

Key to Grading:
O - Outstanding
S - Developing Satisfactorily
N - Needs Improvement

Work Habits, Attitude, and Conduct

| | 1st Qtr | 2nd Qtr |
|------------------------------------|---------|---------|
| Assumes Responsibility | | |
| Completes Work on Time | | |
| Demonstrates Self Control | | |
| Demonstrates Organizational Skills | | |
| Follows Directions | | |
| Has a Positive Attitude | | |
| Respects Authority | | |
| Works Cooperatively in Groups | | |
| Works Independently | | |
| Works Neatly | | |

Assumes Responsibility

What reasons did you use to assign a student an 'O'?

Student's Name _____ School Y _____


Key to Grading:
O - Outstanding
S - Developing Satisfactorily
N - Needs Improvement

Work Habits, Attitude, and Conduct

| | 1st Qtr | 2nd Qtr |
|------------------------------------|---------|---------|
| Assumes Responsibility | | |
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| Follows Directions | | |
| Has a Positive Attitude | | |
| Respects Authority | | |
| Works Cooperatively in Groups | | |
| Works Independently | | |
| Works Neatly | | |

Follows Directions

What are we really grading?



Student's Name _____ School Y _____

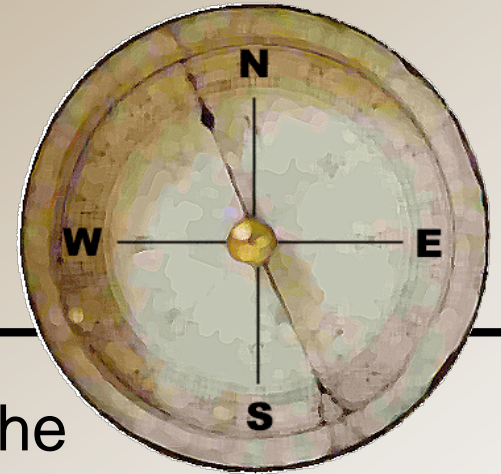
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| Works Neatly | | |

The Definition of SEL...



Social and Emotional Learning (SEL) is the process through which we learn to:

- recognize and manage emotions
- care about others
- make good decisions
- develop positive relationships
- avoid negative behaviors

SEL links academic achievement with skills necessary for succeeding in school and in life

Our Need to Implement SEL: *Reducing Risky Behavior*

2003 Center for Disease Control (CDC) Report:

28% of youth reported feeling so sad or hopeless every day for two weeks or more that they stopped doing their normal activities

16% made a plan to commit suicide sometime during the last 12 months

Our Need to Implement SEL: *Reducing Risky Behavior*

2007 Youth Risk Behavior Survey:

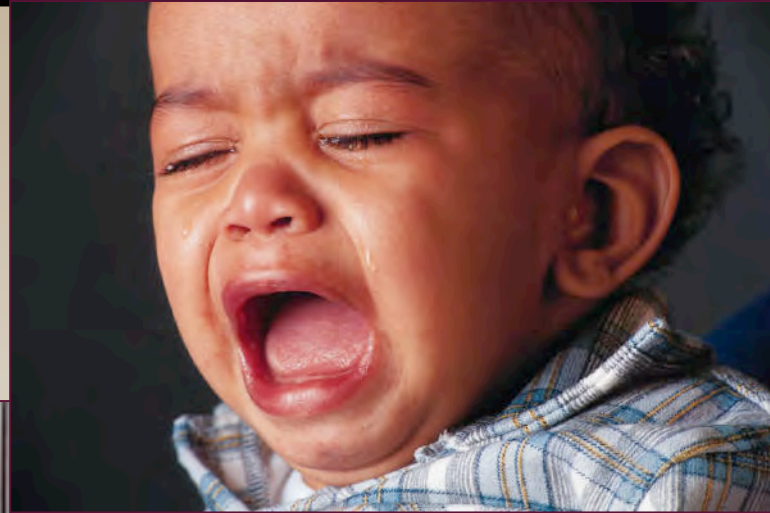
In Alaska: 12.3% of boys and 15.9% of girls made a plan to commit suicide

In Anchorage: 13.8% of boys and 16.2% of girls made a plan to commit suicide in the last 12 months

The Positive Affect of Intentional SEL

| Outcomes | Percentile Improvement |
|-------------------------------|-------------------------------|
| ■ Social-emotional skills | 23 |
| ■ Attitudes | 9 |
| ■ Positive social behaviors | 9 |
| ■ Academic performance | 11 |

Why SEL... *Emotions affect how and what we learn*



Why SEL... *Relationships provide the foundation for learning*



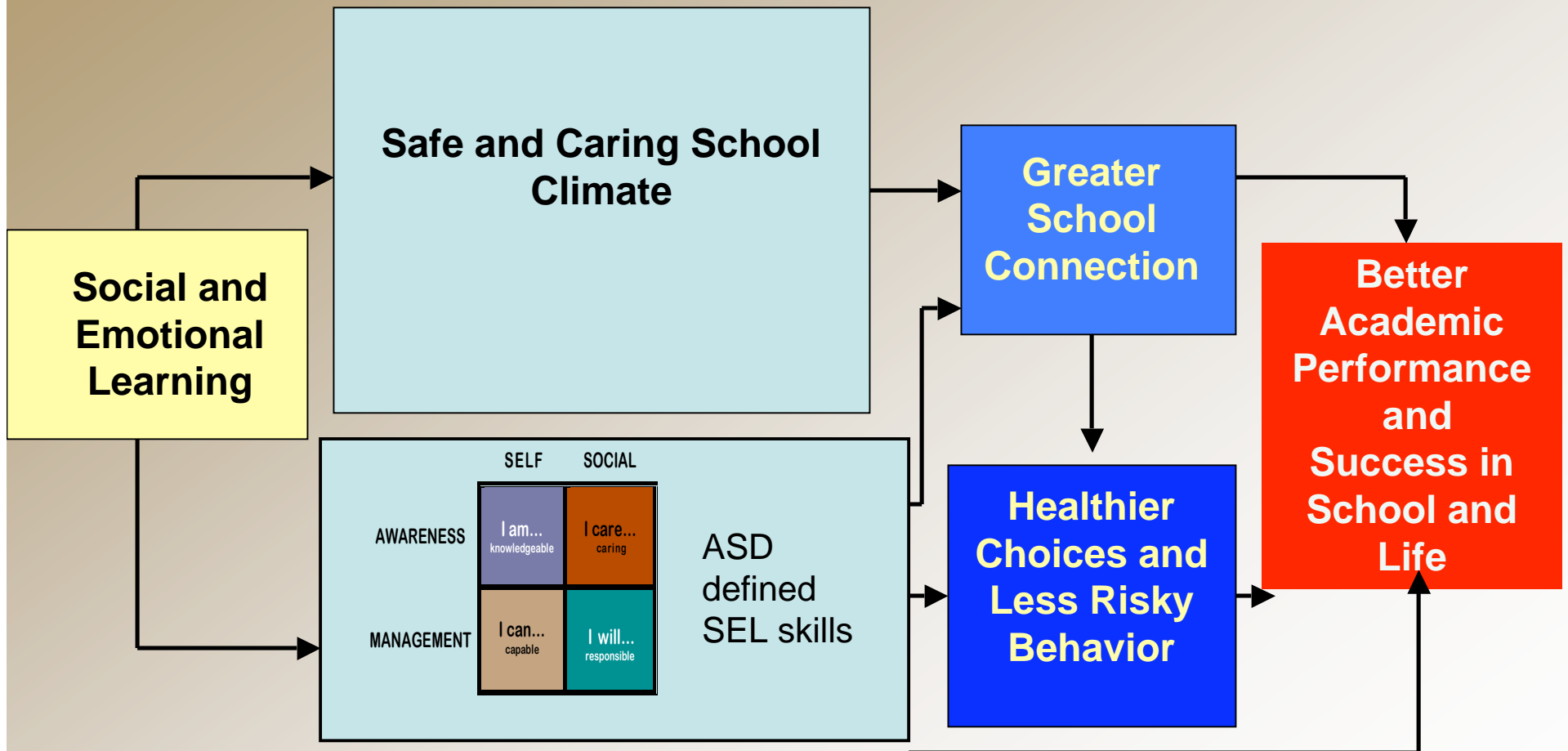
Why SEL... *Relevant skills can be taught*



Why SEL... *Benefits to physical health*



Why SEL... *Positive effects on academic performance*



Why SEL... *Demanded by employers*

Want a Great Career? Alaskan Employers Expect:

Skills/Competencies

Reading

Able to comprehend written material and take appropriate action

Speaking

Expresses ideas clearly and concisely to individuals and in groups; has good customer communication skills; gives clear directions.

Writing

Spells correctly; writes legibly; express ideas clearly and concisely; write a business letter, & fill out forms properly.

Listening

Able to comprehend what is said and take action.

Work Attitudes

Responsible/Self-Disciplined

Is a self-starter; is committed to and accountable for work assigned; does not just do the bare minimum to get the job done; is loyal to the employer.

Willing to Learn/Pride in Doing a Good Job

Is flexible, willing, and able to respond to change in work assignments or learn new technology and new ways of doing things; is willing to do the job over until he/she gets it done right.

Safety-Conscious

Always thinks about safety in every aspect of the job; takes responsibility for his/her own actions and notices and corrects unsafe situations in the workplace; does not always have to be told to use

Work Values ("Work Ethic")

Honesty and Integrity

Bases actions on a personally held set of values; can be trusted to follow the rules even when supervisors are not present; keeps his/her word.

Good Manners

Always shows courtesy and respect toward others.

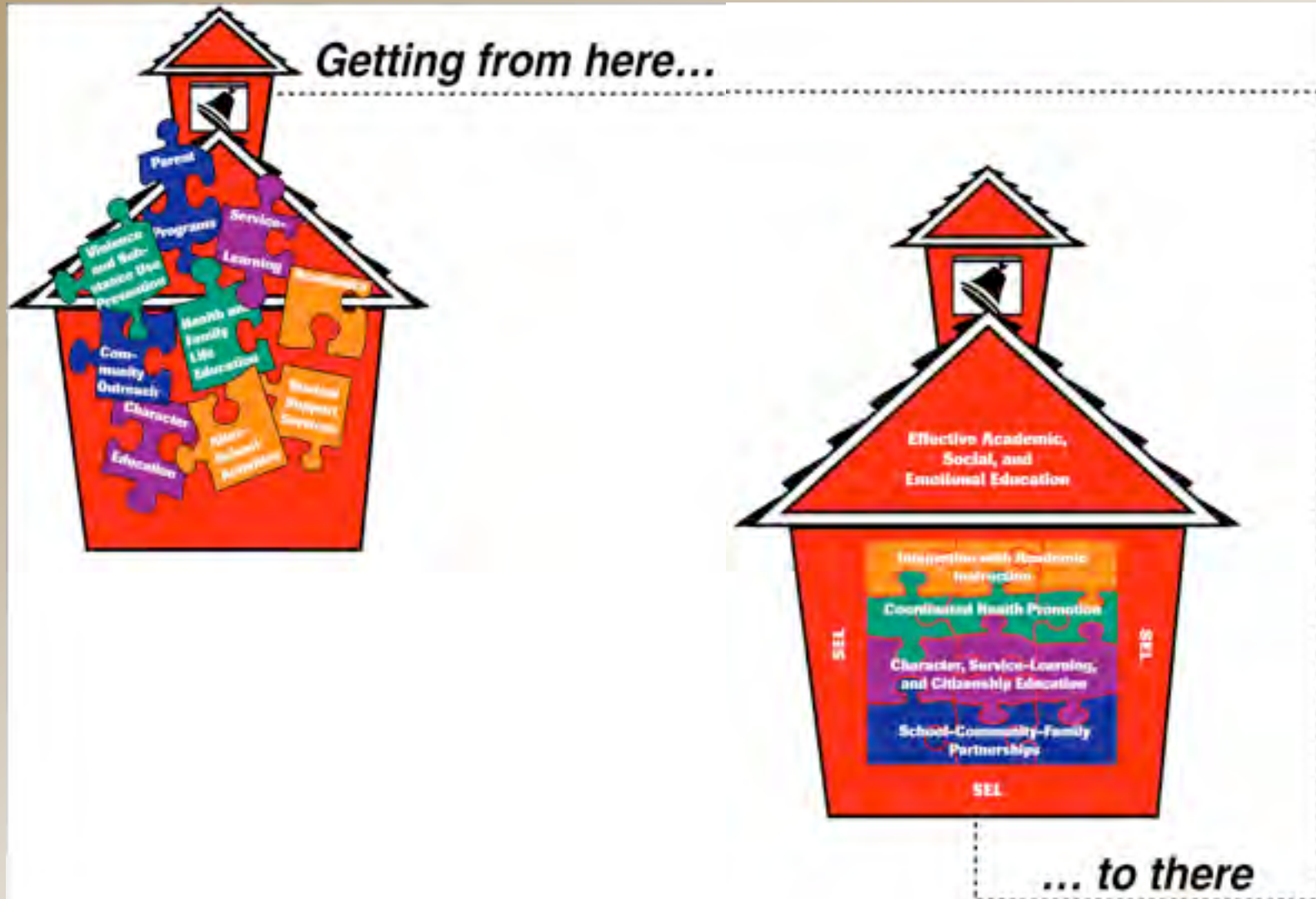
Accepts Advice, Supervision, Criticism

Has high self-esteem and does what is asked; accepts criticism and uses it to improve.

Dependability/Follows Through

Works diligently to complete the tasks, alerts supervisor to problems or delays so that there are no surprises about work not being done.

Why SEL... *A coordinating framework*



Foundation of SEL

Social and Emotional Learning (SEL) Standards Six-Year Instructional Plan 05/10/04
Page 1 of 6

| Year 1 FY 2003 - 2004 | Year 2 FY 2004 - 2005 | Year 3 FY 2005 - 2006 | Year 4 FY 2006 - 2007 | Year 5 FY 2007 - 2008 | Year 6 FY 2008 - 2009 |
|---|--|---|---|---|--|
| GOAL 1: <ul style="list-style-type: none"> ▪ Increase achievement of all students ▪ Reduce achievement gap | | | | | |
| <p>ASD Instructional Leadership convenes to explore options for universal implementation of the Developmental Assets Framework via a research connecting them to academic achievement.</p> <p>Decision made to pursue adoption of ASD Social and Emotional Learning (SEL) Standards and Benchmarks.</p> | <p>Consensus process developed and implemented among all major ASD stakeholder groups leading to the adoption of which SEL standards/benchmarks will be used in the Anchorage School District.</p> | <p>Learning groups provide input into the proposed standards and benchmarks:</p> <ul style="list-style-type: none"> -Curriculum Coordinators -Diversity Committee -Executive Directors -Principals -M.S.C. -Parents/PTA -SAB -Teachers <p>SEL standards submitted to School Board for adoption, September. Spring</p> <p>Systematic trainings offered to ASD administration and faculty on ASD SEL standards and benchmarks.</p> | <p>SEL Curriculum Coordinator offers specific trainings to school communities that elect to intensify the adoption of ASD SEL standards and benchmarks.</p> | <p>Mechanism developed to track/measure school communities that implement SEL standards and benchmarks show increase over previous year in motivation to learn and academic achievement of NCLB sub-groups on district and state tests.</p> | <p>Measures show positive correlation between SEL implementation and motivation to learn and academic achievement of NCLB sub-group.</p> |
| <p>Safe and Drug Free Schools Supervisor secures funding hires an ASD Social and Emotional</p> | <p>SEL Curriculum Coordinator hired using SDFS and</p> | <p>Inventory, alignment, and correlation of</p> | <p>Matrix developed for each grade level overlaying ASD</p> | <p>100 additional trainings conducted.</p> | <p>100 additional trainings conducted.</p> |

Questions to Consider



- A. Tell about one characteristic, skill or trait that has led to your success or that has helped you to navigate through your storms?**
- B. Make a wish for your students - if you could give them all a strength, a characteristic, or a trait, what would that be?**

Questions to Consider



Tell about one characteristic, skill or trait that has led to your success or that has helped you to navigate through your storms?

Questions to Consider



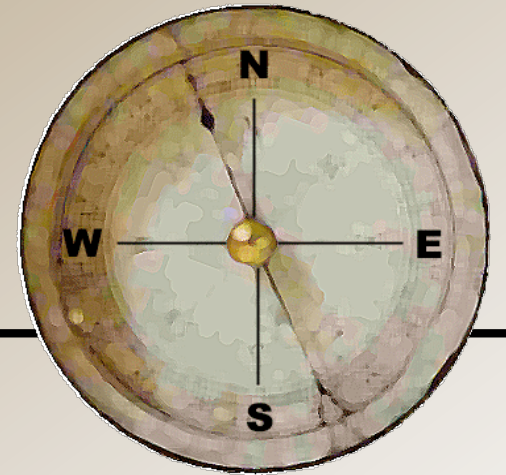
Make a wish for your students - if you could give them all a strength, a characteristic, or a trait, what would that be?

Questions to Consider



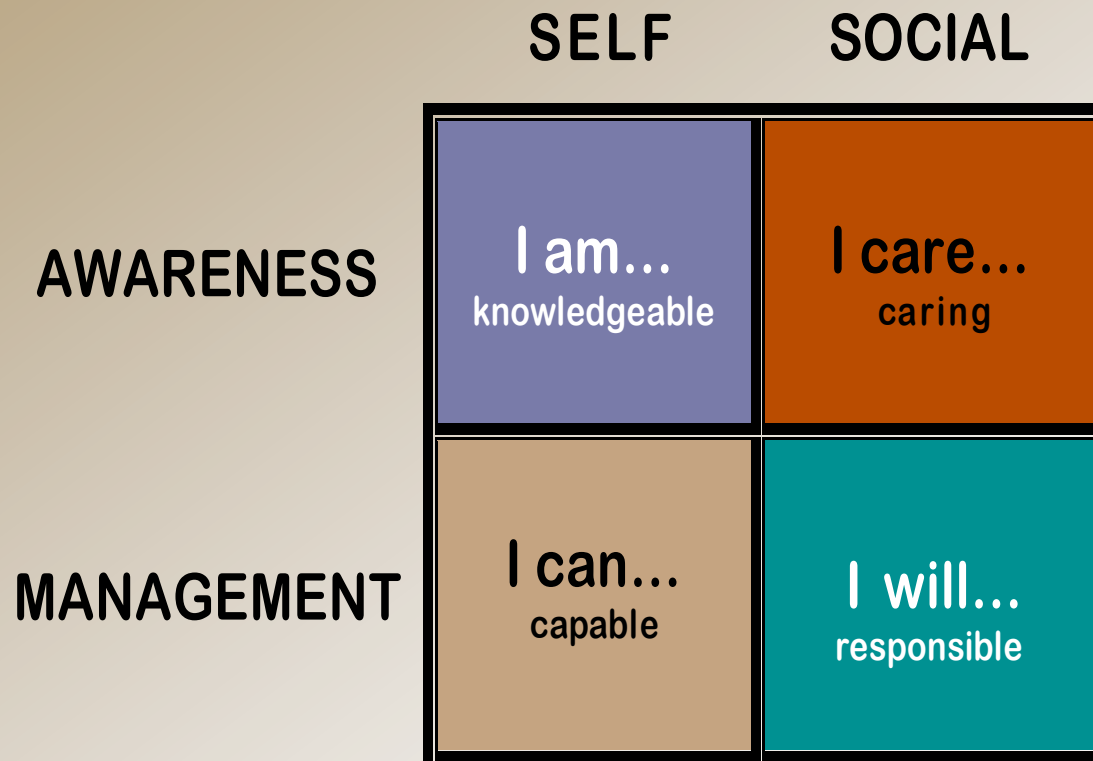
- A. Tell about one characteristic, skill or trait that has led to your success or that has helped you to navigate through your storms?**
- B. Make a wish for your students - if you could give them all a strength, a characteristic, or a trait, what would that be?**

Backwards Design...



Let's teach the skills that we say have been essential to our life-long success, and that we wish for all of our students.

The 4 Quadrants



SELF

1A. Students demonstrate awareness of their emotions.
(I am aware of what I am feeling.)

AWARENESS

I am...
knowledgeable

1B. Students demonstrate awareness of personal traits.
(I am aware of my traits, I know what I can do, and I know areas I can work on.)

AWARENESS

I am...
knowledgeable

1C. Students demonstrate awareness of their external supports.
(I am aware of the supports I have around me.)

I can...
capable

I will...
responsible

1D. Students have a sense of personal responsibility.
(I am aware of my responsibilities.)

MANAGEMENT

SELF

I can...
capable

2A. Students demonstrate ability to manage their emotions constructively.
(I can responsibly manage my emotions.)

SELF

2B. Students demonstrate an understanding of honesty/integrity.
(I can act in an honest manner.)

knowledgeable

caring

2C. Students use effective decision-making skills.

(I can make good decisions.)

I can...
capable

responsible

MANAGEMENT

2D. Students demonstrate ability to set and achieve goals.

(I can set and achieve goals that will help me to be successful.)

SOCIAL

AWARENESS

I care...
caring

3A. Students demonstrate awareness of other people's emotions and perspectives.
(I care about the feelings and viewpoints of others.)

SOCIAL

AWARENESS

I care...
caring

3B. Students demonstrate consideration for others and a desire to positively contribute to their community.
(I care about others and do my part to make my community better.)

3C. Students demonstrate an awareness of cultural issues and a respect for human dignity and differences.

(I care about and respect the individual differences of others.)

3D. Students can read social cues.
(I care about how I perceive others and am being perceived by them.)

SOCIAL

4A. Students use positive communication and social skills to interact effectively with others.

(I will interact with others.)

SOCIAL

MANAGEMENT

I will...
responsible

4B. Students develop constructive relationships.

(I will work on having constructive relationships.)

I am knowledgeable

I care... caring

MANAGEMENT

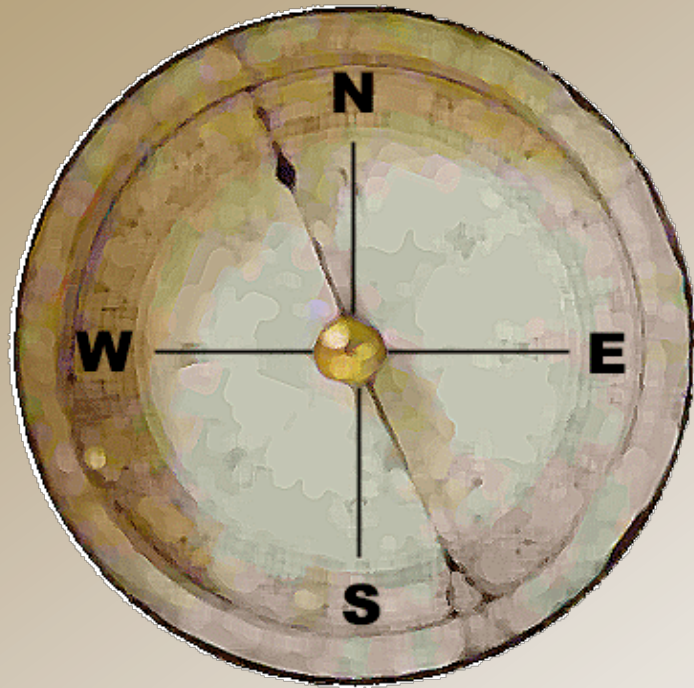
4C. Students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

(I will deal with interpersonal conflicts constructively.)

I can... capable

I will...
responsible

SEL: A Habit of Practice



Social and Emotional Learning is more than something we do from 10 to 10:30 on Thursday mornings...

It *is* what we *believe* about children and how we show that every day

**Social and Emotional Learning
Habit of Practice**

Climate

Intentional
Instruction

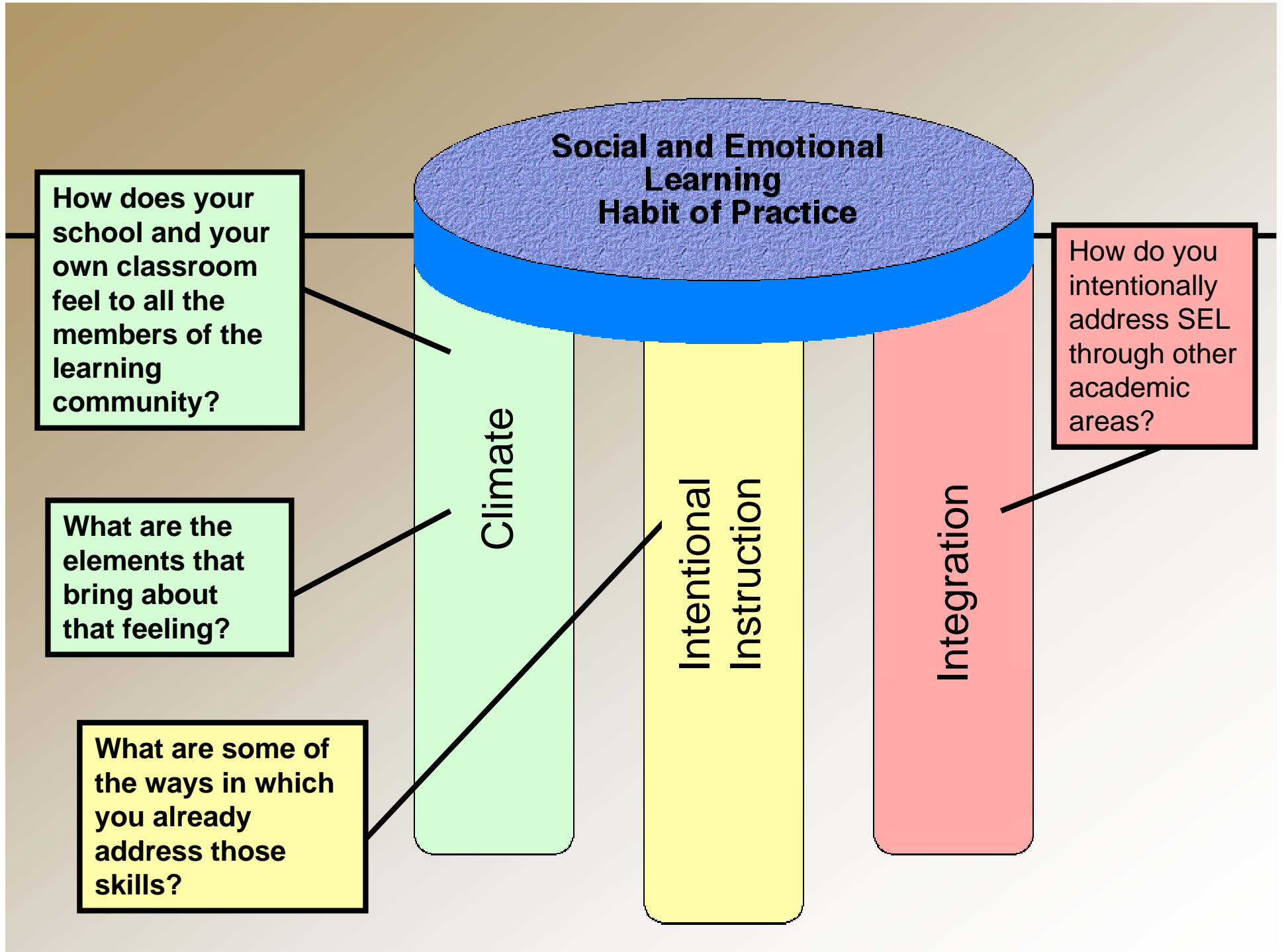
Integration

How does your school and your own classroom feel to all the members of the learning community?

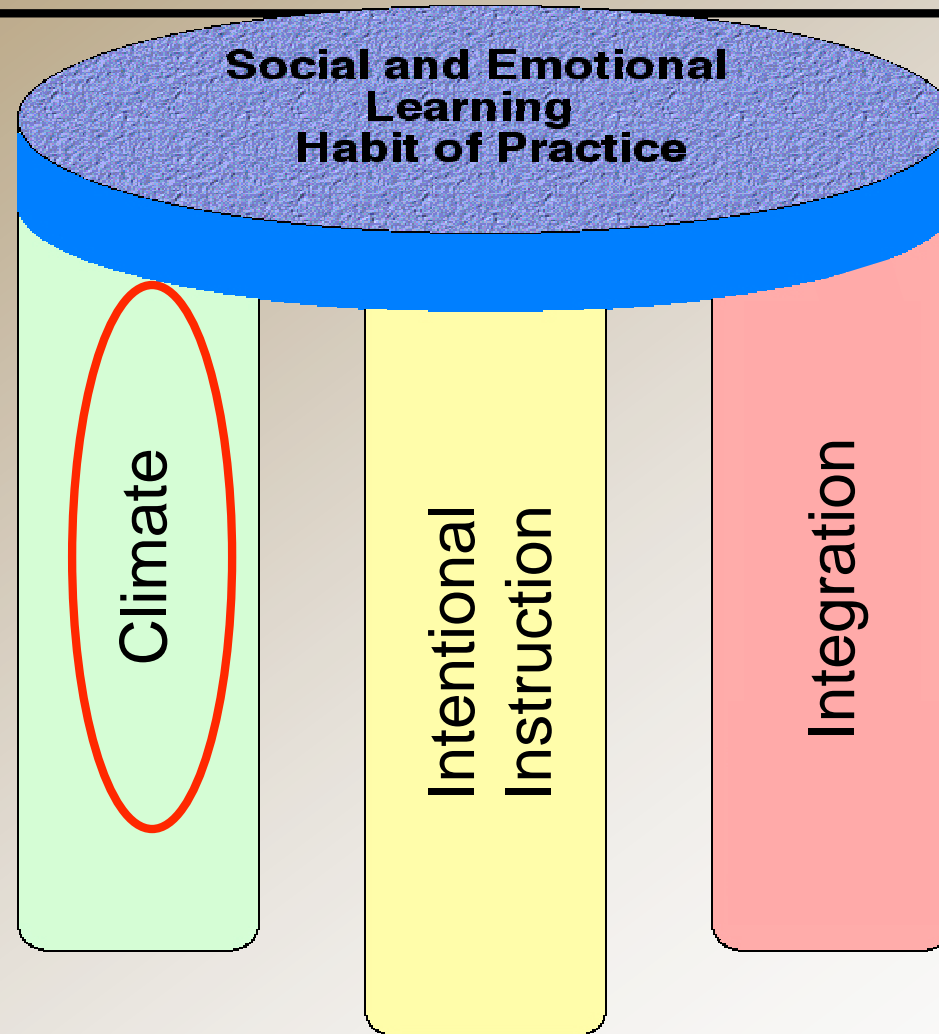
What are the elements that bring about that feeling?

What are some of the ways in which you already address those skills?

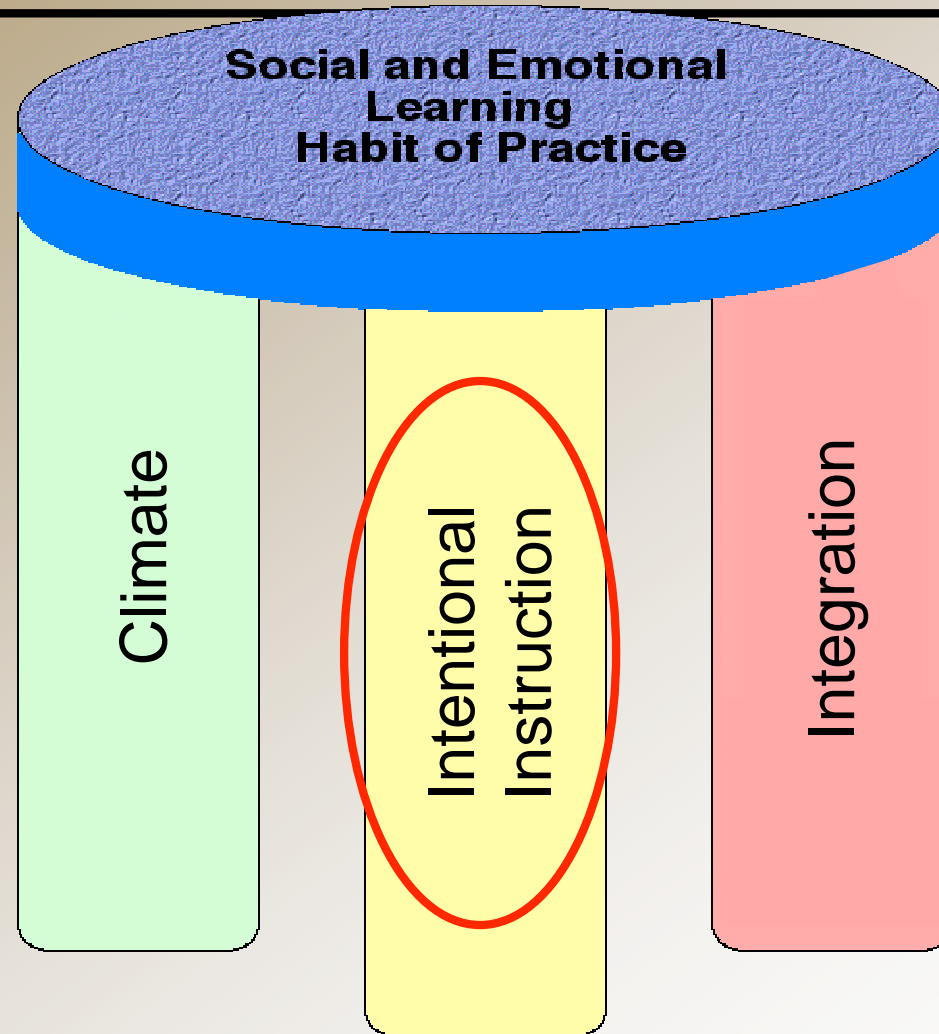
How do you intentionally address SEL through other academic areas?



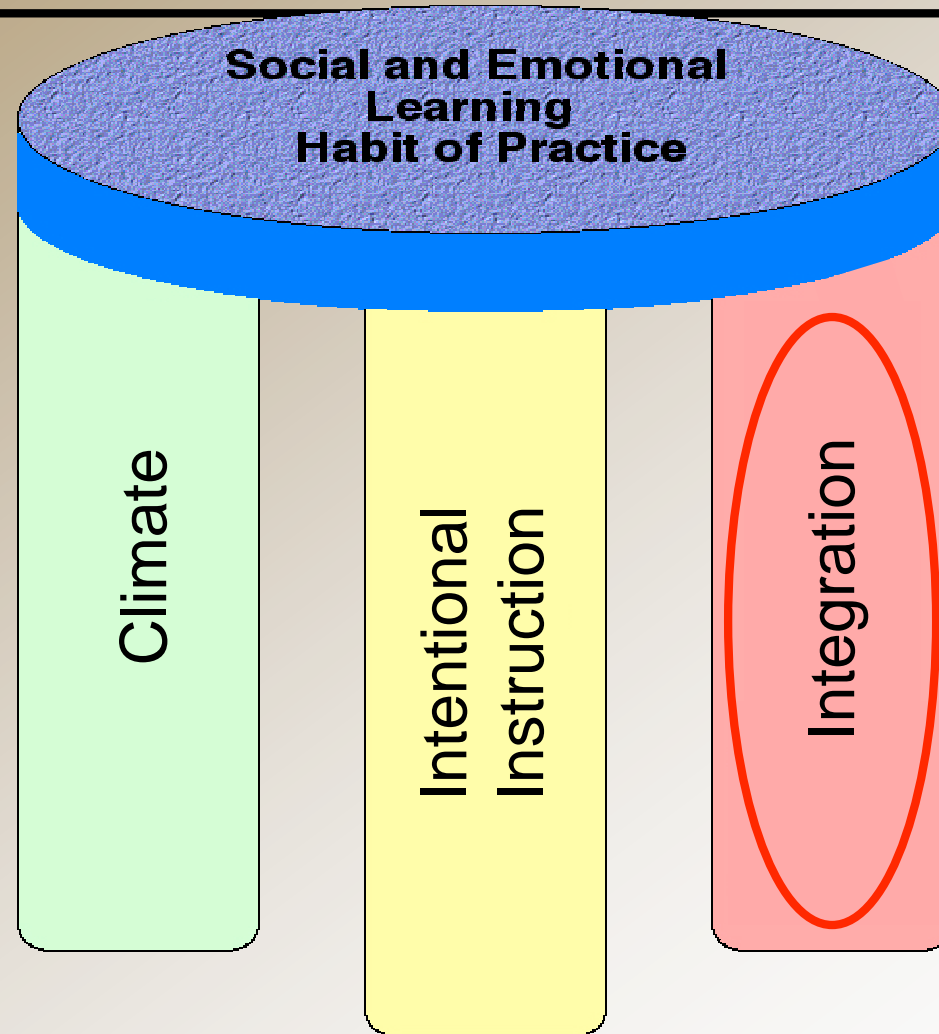
Your Classroom Strategies to Incorporate SEL



Your Classroom Strategies to Incorporate SEL



Your Classroom Strategies to Incorporate SEL



Intentional Integration

Link to Website 

In ASD 5th and 6th grade teacher Chris Opitz's classroom, catch a glimpse of how he integrates Math and SEL



Watch for the ways Chris embeds these SEL strategies:

**Fish bowl *Goal Setting *Self-Assessments*

Intentional Integration

- What did you notice in this video?
- What is something in your practice that you already do to integrate SEL?
- What would like to do more of to integrate SEL with other content areas?

| | | | |
|------------|--|--------------------------|--------------------------|
| | | SELF | SOCIAL |
| Student | | | |
| AWARENESS | | I am... knowledgeable | I care... caring |
| MANAGEMENT | | I can... capable | I will... responsible |

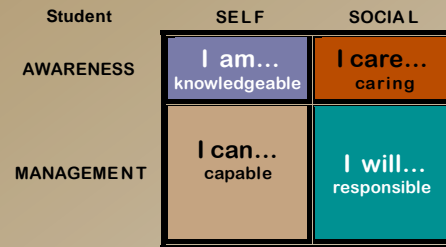
| | | | |
|------------|-------|--------------------------------|---------------------------------|
| | Adult | SELF | SOCIAL |
| | | | |
| AWARENESS | | I see you... knowledgeable | I care about you... caring |
| MANAGEMENT | | I believe in you... capable | I support you... responsible |

| | | |
|------------|--------------------------|--------------------------|
| | SELF | SOCIAL |
| Student | | |
| AWARENESS | I am... knowledgeable | I care... caring |
| MANAGEMENT | I can... capable | I will... responsible |

I know how to pronounce your name correctly and I use it regularly

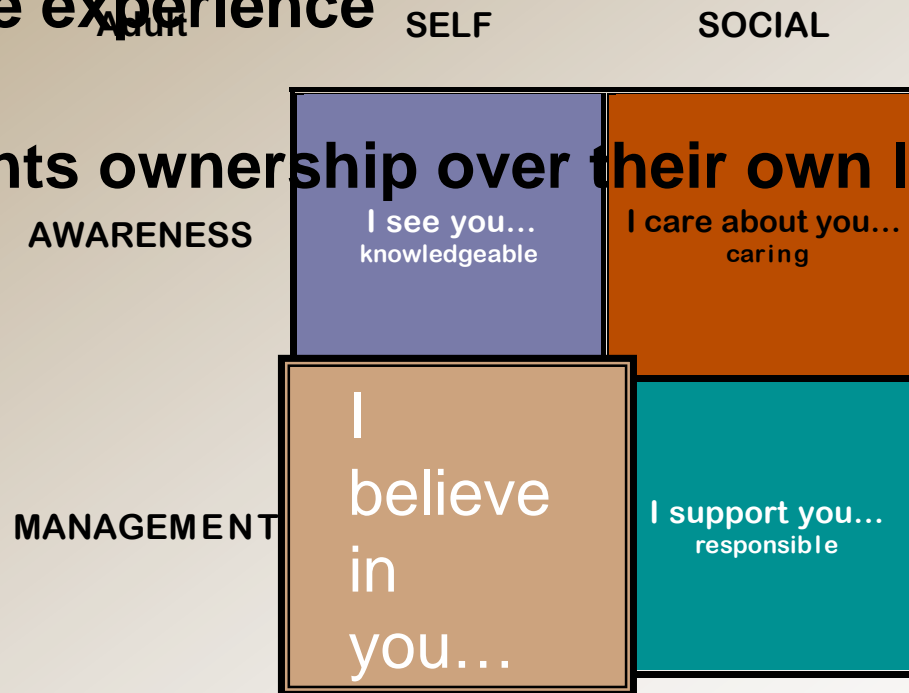
| | | | |
|------------|-------|-------------------------|---------------------------------|
| | Adult | SELF | SOCIAL |
| | | | |
| AWARENESS | | I see you... | I care about you... caring |
| MANAGEMENT | | I see you... capable | I support you... responsible |

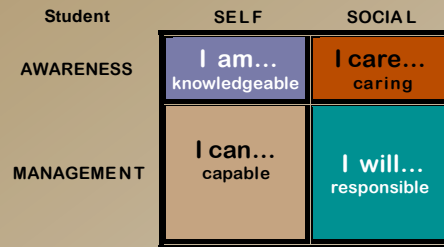
I create many opportunities during which we all get to know one another, and have the chance to watch one another grow and change



Creating a climate where it is okay to take risks and to learn from the experience

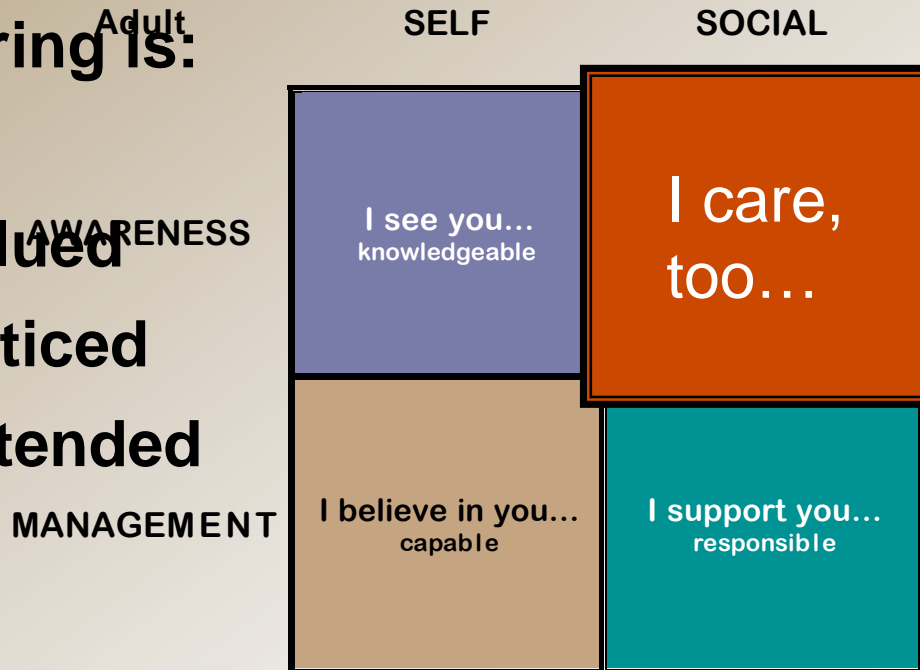
Giving students ownership over their own learning





Taking the time to build and maintain an environment where caring is:

Valued
Noticed
Extended



| | | | |
|------------|--|--------------------------|--------------------------|
| | | SELF | SOCIAL |
| Student | | | |
| AWARENESS | | I am... knowledgeable | I care... caring |
| MANAGEMENT | | I can... capable | I will... responsible |

Through our words and actions

Adult SELF SOCIAL

Through providing meaningful activities to build
community



Intentional Alignments

SEL Standards Correlation with Houghton Mifflin

Grade: 4

Submitted by: Linda Green

| Theme | Main Story | Standard(s) | Description/Prompt |
|-------|---|-------------|--|
| 1 | Akiak | 2D-1D | What does Akiak do to show her ability to set and achieve goals? What does Mick do to show responsibility toward his dog team? |
| 1 | Grandfather's Journey | 3A-3C | How does the author show that he understands how his grandfather feels? |
| 1 | Read Aloud: <u>Lost & Found: Treasure</u> | 2D | What goal does Clifford set as a teenager? How does he achieve this goal? |
| 1 | Finding the Titanic | 3A-3B-3C | Why should the Titanic be left as a peace monument? |
| 1 | Read Aloud: <u>On the Frontier with Mr. Audubon</u> | 4A | How does Joseph use positive communication with Mr. Audubon to help improve Mr. Audubon's image among people? |
| 1 | By the Shores of Silver Lake | 3A-3B-3C | By promising to be the eyes for Mary, how is Laura showing that she cares? |
| 1 | Querencia: Chester Cricket's | 4B | How do Chester and Lily interact effectively with each other? |

Houghton Mifflin

Moderator: [SEL Team](#)

Users browsing this forum: [sociallemotionaladmin](#)

 new topic

[sociallemotional.makeforum.org](#) Forum Index -> Houghton Mifflin

Topics

[PDF HM Kindergarten](#)

[PDF HM 1st Grade](#)

[PDF HM 2nd Grade](#)

[PDF HM 3rd Grade](#)

SEL Related Curricula



RCCP

Please add to an existing topic; only starting a new topic if it is unique.
Moderator: [SEL Team](#)



Great Body Shop

Please add to an existing topic; only starting a new topic if it is unique.
Moderator: [SEL Team](#)



Second Steps

Please add to an existing topic; only starting a new topic if it is unique.
Moderator: [SEL Team](#)



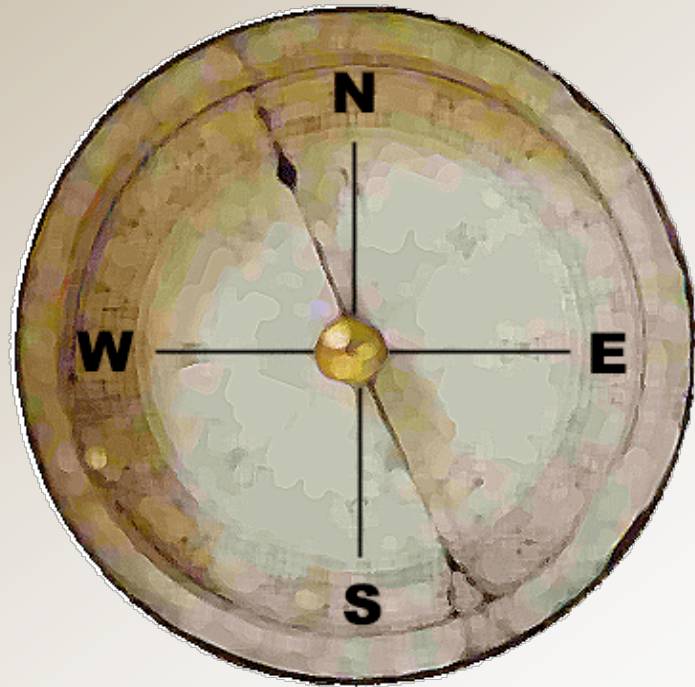
Houghton Mifflin

Houghton Mifflin SEL alignment
Moderator: [SEL Team](#)

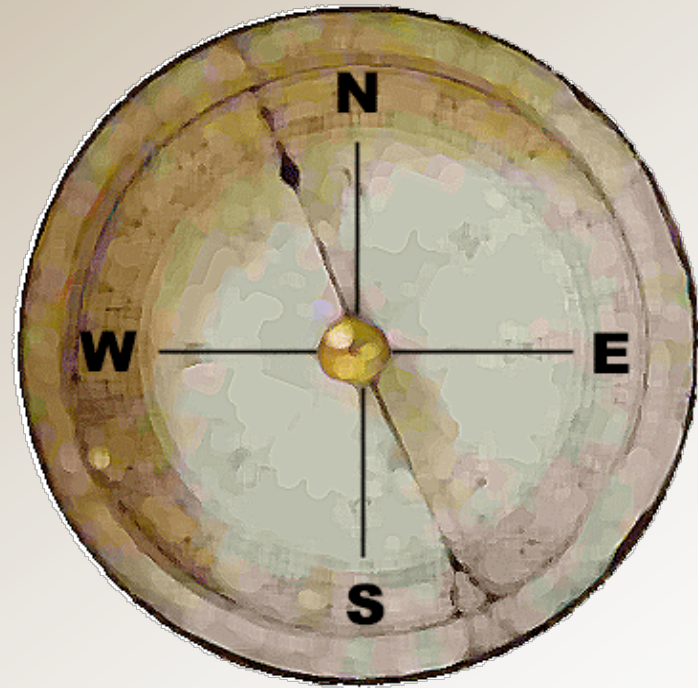
Assuming the Best

Read the article

While you're reading, please highlight the passages or lines that particularly strike you as important or powerful



Golden Lines



Do you believe in me?



Feedback...



Resources

1. <http://casel.org>
2. <http://edutopia.org>
3. <http://asdk12.org/depts/SDFS/SEL/index.asp>
4. <http://asd-sel.wikispaces.com>