

## PROFESSIONAL LEARNING TEAM REPORT

School Year: 2015-2016

### PLT Title

Exploring SEL at the High School Level

### Blurb for PLT Conference Brochure

In year one of a two-year effort to explore SEL at the high school level, we examine the research and practice in the field relative to three separate areas: 1 – The brain research on areas related to SEL. 2 – Profiles of high school age students. 3 – Current best practices at the secondary level. Join us while we explore our findings and opportunities to continue our learning next year.

### Contact Information (*Write \* next to facilitator's name.*)

Name	School	Grade Level or Subject
John Muldoon*	BHS	Admin
Erin McCarthy	BHS	Special Education
Jillian Goodwin	BHS	Special Education
Emily Macnow	BHS	Special Education
Adrienne Talamas	BHS	Spanish
Ezra Flam	BHS	Theatre
Melissa Glotzbecker	BHS	Special Education
Emily Taylor	BHS	Guidance
Liz Baker	BHS	Admin
Paul Ketchen	BHS	Music
Leslie MacIntosh	BHS	Spanish
Anna Sommers	BHS	ELA

### PLT SMART Goal

Develop a deep understanding of Social Emotional Learning and related material to share with the school community.

### This PLT Goal is also

A Professional Practice Goal

A Student Learning Goal

Neither

### Key Actions

1. A a whole group, read foundational articles on SEL, reflect and synthesize.
2. Split into three groups focused on:
  - a. The brain on SEL
  - b. Student profiles
  - c. Best practices
3. Each group will curate outside resources, including at least one book which they will ready and discuss together
4. Outsize material will be synthesized into smaller summaries and relevant key actions to be taken
5. Each group will condense the summaries and key actions into easily read and understood SEL resources to share with the faculty
6. Year 2 TBD

## Findings

1. SEL is a much larger topic that we originally thought
  - a. The brain science behind SEL is relatively new and constantly evolving. The easiest way to view the brain and SEL, is to think about it as a multi-level filter, where 99 percent of “inputs” are filtered out. Inputs with an emotional connection, or connection to previous knowledge bases receive preferential processing and are less likely to be filtered out.
  - b. Looking at student profiles helps to identify which students may be struggling by not rising to our attention. Struggle does not look the same in all students, sometimes you need to dig a little in order to see what is really going on.
  - c. A comprehensive set of best practices for the high school level does not currently exist. In fact, there are quite few resources available to high schools looking for proven practices. The majority of worthy practices that were uncovered relate to taking traditional high school events and practices, and then reworking them to better reflect what we know about how the teenage brain works.

## Recommendations / Next Steps

1. Continue the PLT into a second year
2. Examine new best practices resources as they become available
3. Continue PD on brain science, effective instruction and relationship building.

