

Social and Emotional Learning



SCHOOL COMMITTEE PRESENTATION

SEPTEMBER 8, 2015

Social and Emotional Learning



Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Collaborative for Academic, Social and Emotional Learning, www.CASEL.org

Five Core Competencies



- 1. Self-awareness:** recognizing one's emotions, values, strengths, and limitations
- 2. Self-management:** managing emotions and behaviors to achieve one's goals
- 3. Social awareness:** showing understanding and empathy for others
- 4. Relationship skills:** forming positive relationships, working in teams, dealing effectively with conflict
- 5. Responsible decision-making:** making ethical, constructive choices about personal and social behavior

Why Is This Work Important?



- SEL Competencies are necessary to function successfully in school and life
- School communities that support SEL create the optimal environment for academic learning
- Brain research highlights the connection between emotion and cognition
 - Emotions are the gateway to the brain
 - “Setting the emotional climate for learning may be the most important task a teacher embarks on each day” (Hardiman, 34)
- Establishing SEL as a district-wide focus is key to ensuring that ALL students can learn at high levels

SEL Framework = Multiple Layers



- Classroom Practices
- School-wide Practices and Structures
- Direct Instruction
 - Second Step, Open Circle
- Infusion into Content
- Events (speakers at assemblies with before/after conversations with students)
- Family Engagement
 - Written communication, learning opportunities for families, PTO/PTA presentations, Wellness Committee speaker series

Implementation Plan



- Rachel Poliner, Leaders and Learners Consulting
 - Expertise in SEL and change theory
 - Leading trainings and supporting the work of district and school leaders to design multi-year implementation plan
- School-based leadership → SEL Steering Committee in each school, led by the Principal
- SEL Professional Development, led by Rachel Poliner
 - Leadership Council, June 25
 - Elementary Steering Committees, Aug. 17-18
 - Secondary Steering Committees, Aug. 19-20
 - Leadership Council and School Committee, Sept. 24
- District-wide SEL Steering Committee

Next Steps



- **Professional Development, September 30**
 - Led by SEL Steering Committee in each school
 - Planning for this PD began at August SEL Institutes
 - Steering Committees will continue to meet and SEL will continue to be a focus all year
- **District SEL Steering Committee**
 - Support the work of each school
 - Adoption of Illinois SEL Standards to articulate the goals
 - Communication Plan
 - ✦ Web site
 - ✦ Presentations for parents, community, Wellness Committee

Thank You



- **Student Life Modeling Group, 2013-2014**
 - Amy Spangler, Principal, Wellington School
 - Sherri Turner, Assistant Principal, Belmont High School
 - Rosemary Peterson, Nursing Coordinator
 - Peg Hamilton, Early Childhood Coordinator
 - Elyse Shuster, School Committee
 - Mary Jane Weinstein, Assistant Director of Student Services
 - James McIsaac, Assistant Chief, Belmont Police Department
 - Janet Amdur, Youth and Family Services Coordinator, Belmont Health Department

Thank You



- **SEL Task Force, 2014-2015**
 - Janice Darias, Assistant Superintendent
 - Amy Spangler, Principal, Wellington School
 - Ken Kramer, Director of Student Services
 - Rosemary Peterson, Nursing Coordinator
 - Becky Precourt, Guidance Counselor, Wellington
 - Sheila Walsh, Guidance Counselor, Wellington
 - Jess Eisner, School Psychologist, Butler
 - Kristin Romig, Guidance Counselor, Burbank and Butler
 - Emily Taylor, Guidance Counselor, Belmont High School