Get Your "R's" in Order!

A Successful person is…

Jot down three

skills, attributes, or competencies

that a person needs for

success.

Durlak Research

- Meta-Analysis of SEL programs involving 270,034 Kindergarten – High School Students

- SEL Participants demonstrated significantly **improved social and emotional skills, attitudes, behavior, and academic performance that reflected an <u>11-percentile-point gain in achievement.</u>**

- Durlak JA, Weissberg RP, Dymnicki AB, Taylor RD, Schellinger KB., **The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions.**

PCEP IMPACT

A continuing multi-year experimental research study in over 50 Kansas high schools has shown the following results between 2008-2010:

- Increased math achievement
- Narrowed reading achievement gap between experimental and control schools
- Significant decline in suspensions and expulsions

How did we get to this place?

- The conditions and initiatives that have come together.
  - *Legislative mandate*
  - *Bullying Legislation*
  - *Safe and Supportive Schools (S3)*
  - *21st Century Accreditation*
  - *College and Career Ready Core Curriculum: ELA, Math, Social Studies, Science*
  - *Multi-Tier Systems of Support (MTSS)*
  - *Kansas Career Pipeline*

Mission of the Kansas State Board of Education

"to prepare Kansas students for lifelong success through rigorous academic instruction, 21st century career training, and character development according to each student's gifts and talents."

leadership and support for student learning

Kansas
state department of
Education

UNIFIED SCHOOL DISTRICT

Relevance
- Curriculum
- Instruction
- Student Engagement
- Technology

Results
- Achievement
- Growth
- Gap
- Other Measures

Relationships
- Staff
- Students
- Parents
- Community

Responsive Culture
- Leadership
- Early Childhood
- School Climate
- Nutrition & Wellness
- Innovation

Rigor
- College & Career Readiness
- Career & Technical Education
- Resources
- Data
- Professional Learning

KANSAS

SCHOOL BUS

Accreditation

Foundational Elements

1. Licensed educators
2. KAR 91-31-34
3. State Law
4. Local Graduation Policies
5. School Improvement Plan
6. Secondary Programs and Services
7. External Assistance Team
8. Curricula
9. Programs and Services

Performance Elements

1. Yes on Achievement, Growth or Gap
2. % of students tested (95%)
3. Graduation
4. Attendance

RIGOR
College & Career Readiness
Career & Technical Education
Professional Learning
Resources Data
RELEVANCE
Curriculum
Instruction
Student Engagement
Technology
RESULTS
Achievement
Growth
Gap
RESPONSIVE CULTURE
Leadership
Early Childhood
School Climate
Nutrition & Wellness
Innovation
RELATIONSHIPS
Staff
Parents
Students
Community

Habits of Mind

1. Persisting
2. Managing impulsivity
3. Listening with understanding and empathy
4. Thinking flexibly
5. Thinking about your thinking
6. Striving for accuracy
7. Questioning and problem solving
8. Applying past knowledge to new situations
9. Thinking and communicating with clarity and precision.
10. Gather data through all senses.
11. Creating, imagining, and innovating
12. Responding with wonderment and awe
13. Taking responsible risks
14. Finding humor
15. Thinking interdependently
16. Remaining open to continuous learning

- Bena O. Kallick & Arthur L. Costa

College and Career Ready Goal

Common Core component…

Students who are college and career ready must **identify and demonstrate well-developed social-emotional skills** and **identified individual and community core principles** that assure academic, vocational, and personal success.

CORE BELIEFS

Personal management and relationship skills are vital in all aspects of learning and of life.

Students are most able to act in respectful and responsible ways when they have learned and practiced a range of social, emotional and character development skills.

Effective social, emotional and character development skills support academic achievement in students and constructive engagement by staff, families and communities.

Students learn best in a respectful, safe and civil school environment where adults are caring role models.

Bullying/Harassment Prevention and safe school initiatives are most sustainable when embedded systemically in a **whole school** Social, Emotional, and Character Development (SECD) programming.

Character Development

- Core Principles
- Responsible Decision Making and Effective Problem Solving

Social Development

- Social Awareness
- Interpersonal Skills

Personal Development

- Self -Awareness
- Self-Management

Kansas Social, Emotional, and Character Education Standards

SECD
is not one more
thing on your plate.
It IS the
plate.

So….let’s look at bit more deeply at the three strands…

Social Development

Definition:

Developing skills that establish and maintain positive relationships and enable communication with others in various settings and situations.

Rationale:

Building and maintaining positive relationships and communicating well with others are central to success in school and life. Recognizing the thoughts, feelings, and perspectives of others leads to effective cooperation, communication, and conflict resolution.

Social Development

Social Awareness

A. Be aware of the thoughts, feelings, and perspectives of others.
B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.

K-2 / 3-5 / 6-8 / 9-12

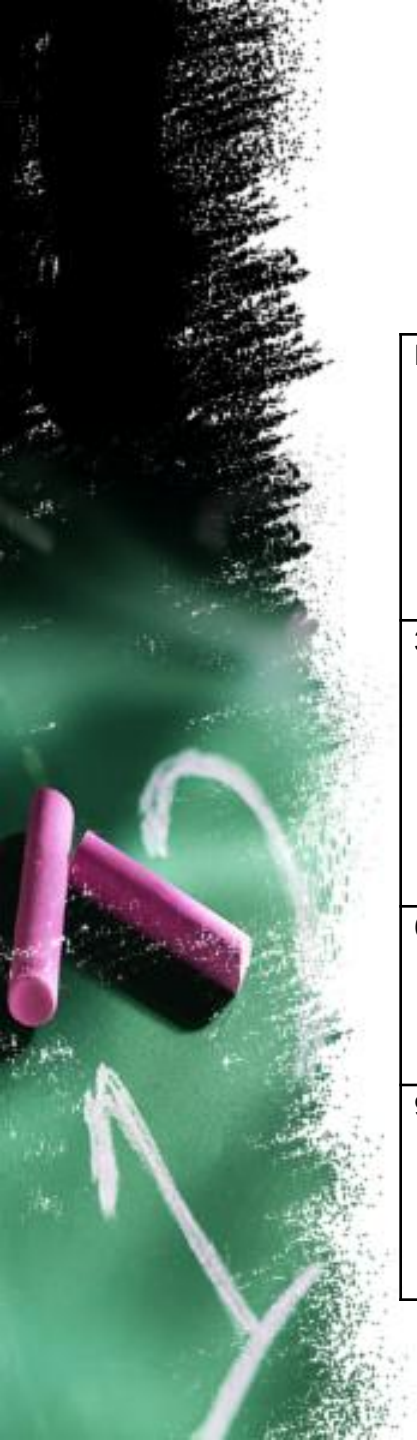
Knowing | Doing

Interpersonal Skills

A. Demonstrate communication and social skills to interact effectively.
B. Develop and maintain positive relationships.
C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

K-2 / 3-5 / 6-8 / 9-12

Knowing | Doing



Social Awareness

A. Be aware of the thoughts, feelings, and perspective of others.

K-2	1. Identify a range of emotions in others (for example, identify “sad” by facial expression; identify “mad” by tone of voice). 2. Identify possible causes for emotions (for example, losing dog may make you “sad,” your birthday may make you “happy”). 3. Identify possible behaviors and anticipate reactions in response to a specific situation (for example, sharing candy may make your classmate smile; taking pencil may make your classmate yell at you). 4. Identify healthy personal hygiene habits.
3-5	1. Describe a range of emotions in others (for example, sadness could be frustration, loneliness, disappointment). 2. Describe possible causes for emotions (for example, there may be multiple reasons for one emotion). 3. Describe possible behaviors and reactions in response to a specific situation (for example, list behaviors that a classmate might show after getting in trouble at school). 4. Develop and practice responsibility for personal hygiene, and describe its impact on social interactions.
6-8	1. Describe others’ feelings in a variety of situations. 2. Discern nonverbal cues in others’ behaviors. 3. Summarize another’s point of view. 4. Recognize how their behavior impacts others. 5. Recognize the factors that impact how they are perceived by others.
9-12	1. Evaluate opposing points of view. 2. Analyze the factors that have influenced different perspectives on an issue. 3. Differentiate between the factual and emotional content of what a person says. 4. Demonstrate empathy for others. 5. Analyze the factors that impact how they are perceived by others in various settings. (for example, job interview, family gatherings, school activities.)

Dig Deeper

- Look through the Social Development Stand and Answer the question below.

- How could the Social Development standards in this strand impact classroom management and discipline referrals?

Personal Development

Definition:

Developing skills to help students identify, understand and effectively manage their thoughts, feelings and behaviors.

Rationale:

Personal and academic success are built upon the ability to consider thoughts, understand feelings and manage one's responses. Personal thoughts and feelings impact management of experiences and determine behavior outcomes.

Personal Development

Self Awareness - Understanding and expressing personal thoughts and emotions in constructive ways.

A. Understand and analyze thoughts and emotions
B. Identify and assess personal qualities and external supports

K-2 / 3-5 / 6-8 / 9-12

Knowing	Doing

Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.

A. Understand and practice strategies for managing thoughts, and behaviors.
B. Reflect on perspectives and emotional responses.
C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.

K-2 / 3-5 / 6-8 / 9-12

Knowing	Doing

Dig Deeper

- Look through the Personal Development Stand and Answer the question below.

- How could the Personal Development standards in this strand impact student achievement?

Character Development

Definition:

Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision making.

Rationale:

Our schools have the job of preparing our children for American citizenship and participation in an interdependent world. Success in school and life is built upon the ability to make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.

Character Development

Core Principles

A. Recognize, select, and ascribe to a set of core ethical and performance values as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing.
B. Develop, implement, promote, and model core ethical and performance principles.
C. Create a caring community.

K-2 / 3-5 / 6-8 / 9-12

Knowing | Doing

Responsible Decision Making and Effective Problem Solving

A. Develop, implement, and model responsible decision making skills.
B. Develop, implement, and model effective problem solving skills.

K-2 / 3-5 / 6-8 / 9-12

Knowing | Doing

Dig Deeper

- Look through the Character Development Stand and Answer the question below.

- How could the Character Development standards in this strand be important in the real world?

Classroom Activities

- Look at the Grade Level Groups (K-2, 3-5, 6-8, 9-12) that best fit your students.
- Discuss the Instructional Examples for each Strand.
- Determine how you can incorporate the SECD Standards into your curriculum.

S E C D : HHS Students working & collaborating across curriculum.

e Safe. Be Responsible. Be Respectful. Be a Learner.

The HHS cardinal fight song is painted on the wall from the front gym doors to the second floor along the stairway.

THOMAS MORE PREP-MARIAN HIGH SCHOOL
HAYS, KANSAS
PARENT POWER PROGRAM 2013-2014

PRESENTATION TOPICS:

1. Personal Finance: Why It Matters to You *(the importance of teaching financial literacy to youth)*
2. Multiculturalism: Worlds of Opportunity
3. How to Communicate with Teenagers
4. Live, Learn, Lead *(the importance of being involved in school)*
5. Bullying
6. Young men to Gentlemen and Young ladies to Gentle-Women *(how to teach respect, responsibility, and compassion)*

- **Social, Emotional, and Character Development Model Standards. April 2012**
- Character Development Standard, K-12 with Instructional Examples
- Personal Development Standard, K-12 with Instructional Examples
- Social Development Standard, K-12 with Instructional Examples
- SECD Alignment with Kansas College and Career Readiness Standards and 21st Century Accreditation Standards

http://www.ksde.org/Default.aspx?tabid=5454

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“If schools only focus on academic instruction and school management in their efforts to help students attain academic success, they will likely fall short of their goals.”

Zins, Weissberg, Wang, Walberg, “Building Academic Success on Social and Emotional Learning; What does the research say”, (2004) New York: Teachers College Press