The Leaders' Guide to Comprehensive SEL Implementation

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Brief Table Question

What challenges have you experienced in incorporating SEL/Character in your work and/or everyday school routines?

Reflect on This

- Pair-Share:

- *From whom have you learned the most about leadership?*

- *How would you summarize the 2-3 key aspects of leadership he or she conveyed to you?*

Consider This Honestly

- How would the staff of schools you are in describe you?

- How would the students describe you?

- How would the parents describe you?

- Please be sure to differentiate between how you would HOPE they would describe you, and how they ACTUALLY would describe you.

Reflect on This

- Ask yourself, What have I done in the past few weeks and months that would lead them to use these words about me?

- The Challenge of Courageous Leadership:

What can you do to make it most likely that you would be described as you wish by students, staff, and parents?

From John W. Whitehead

Children are the living message we send to a time we will not see.

So.....

What messages are we sending when we send children based on the way we organize and lead our schools?

What is Needed to be College, Career, Community, & Life Ready… in 2028?

www.youtube.com/watch?v=QpEFjWbXog0&t=10s

One constant will be the importance of caring interpersonal relationships, civil discourse, and a commitment to democratic citizenship and the skills to enact it.

We cannot learn without caring relationships:

https://www.nytimes.com/2019/01/17/opinion/learning-emotion-education.html
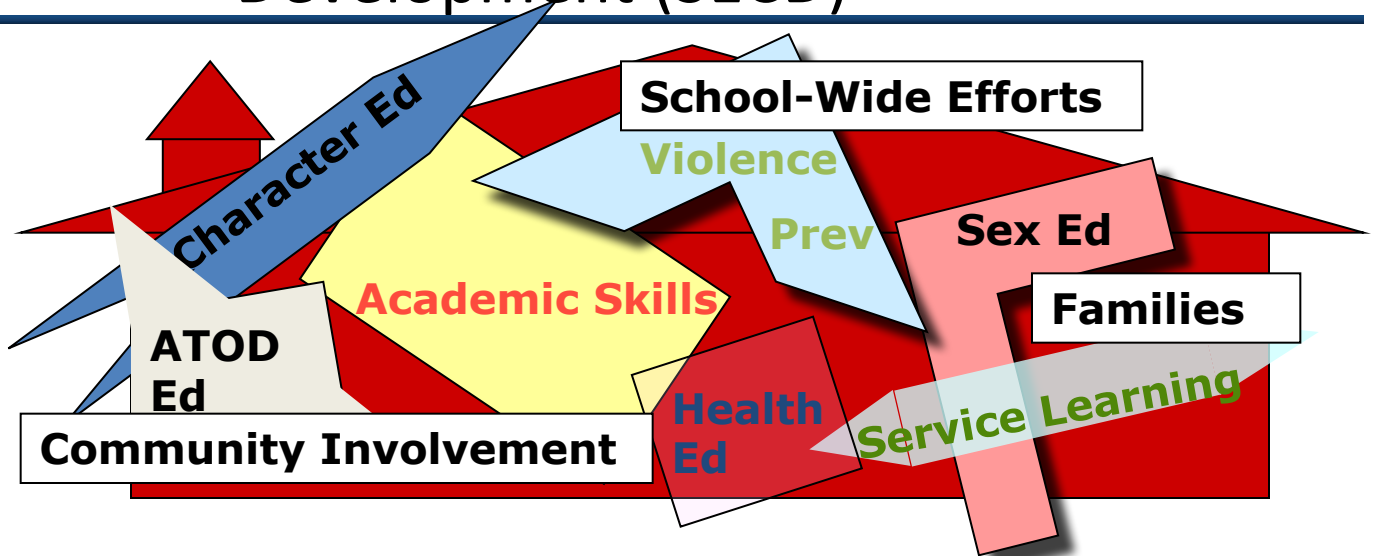
A person is a person through other persons. —Bantu

The Task is One of Ethical and Moral Responsibility and Educational Equity

We must guarantee that children are in a positive school climate and will systematically learn social-emotional competencies and character virtues essential for life, college, and career success. *It cannot be optional.*
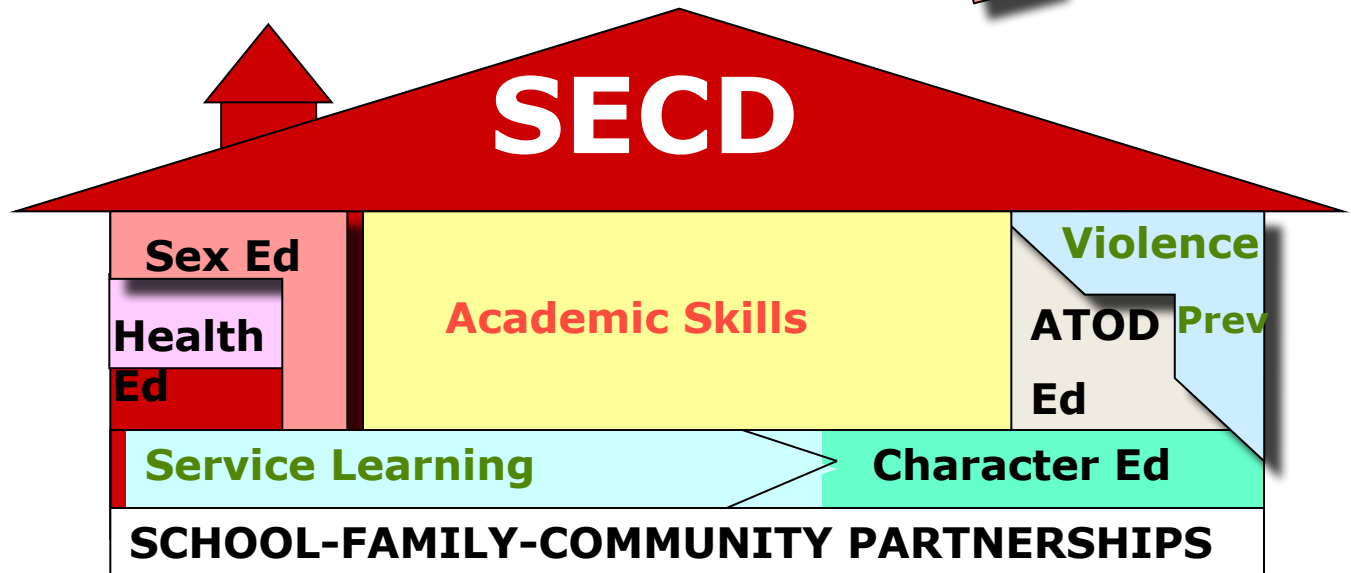
For the future, educational equity and excellence require full preparation for the tests of life--academic, civic, social-emotional, and character--not mainly a life of tests.

We must Turn our Jumbled Schoolhouses into Places that Synergistically Promote Social-Emotional and Character Development (SECD)

A Jumbled and Fragmented Schoolhouse

Character Ed

School-Wide Efforts

Violence Prev

Sex Ed

Academic Skills

Families

ATOD Ed

Health Ed

Community Involvement

Service Learning

A School of Social-Emotional & Character Competence

SECD

Sex Ed

Violence Prev

Academic Skills

ATOD Ed

Health Ed

Service Learning

Character Ed

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

We Must Shift Our Focus

- **Preparation for College Completion"+" and Career Continuity**

Ready, Willing, and Able– Savitz-Romer & Bouffard

Closing the Revolving Door– Rutgers Collaborative Center

If You Had a Magic Wand, What Values Would You Wish Your Children Would Internalize Forever?

- Friendship
- Peace
- Wisdom
- Beauty

- Long Life
- Riches
- Popularity
- Family

CHALLENGES OUR YOUTH CARRY AROUND WITH THEM EACH DAY

- Increased pace of life
- Greater economic demands on parents
- Alterations in family composition and stability
- Breakdown of neighborhoods and extended families
- Weakening of community institutions
- Unraveling of parent-child bonds due to work, school demands, time, drugs, mental health, and economic burdens
- Climate of war, terror, and societal bullying and intimidation
- Ongoing exposure to an array of digital media and pervasive advertising that encourage violence as a problem-solving tool and other health-damaging behaviors and unrealistic lifestyles

How Students Can Truly Achieve and be Resilient: Climate, Character, and SEL Competencies

True academic and life resilience integrates intellectual, emotional, and social facets of learning. These are inextricably interconnected.

Positive, Character-Building School Culture and Climate

+

Explicit Instruction in SEL Skills

+

Habits of mind that include:
◆ curiosity,
◆ explaining one's reasoning,
◆ feedback processes,
◆ asking questions,
◆ defining and solving problems,
◆ striving to communicate clearly and proudly.

Source: *SEL and Academics: Research Brief,*
Collaborative for Academic, Social and Emotional Learning, 2007.

SEL4US Guidelines for Successful Schools
The Culture of a Learning Organization

- *INSPIRING...................of one another*
- *CHALLENGING.............take risks to improve*
- *SUPPORTIVE................collective efficacy*
- *SAFE AND HEALTHY......others' keepers*
- *ENGAGED....................collaborative norms*
- *RESPECTFUL..................no-fear communication*
- *COMMUNITIES OF LEARNERS...set and pursue goals for learning together*

- *See: http://selinschools.org/new-jersey-culture-and-climate-coalition/*

Successful Organizational Guidelines- Schools and Units

- *Have a conversation at your tables regarding the dimensions of the SEL4NJ Guidelines:*

- How would you assess whether a classroom was following each of the guidelines?

- How would you assess whether or not your school was following each of the guidelines?

- **For both students and adults, how would you make your schools- all aspects of them-- more Inspiring? Supportive? More of a Community of Learners?**

Creating an SECD Classroom/Group Culture and Climate

- **How do I establish a comfortable learning environment in my classroom?**

- **How do I prepare my students to practice and apply new skills and information?**

- **How do I manage discipline in my classroom?**

- **What are the 3-4 values that I most want my class to operate by and that I want my students to internalize?**
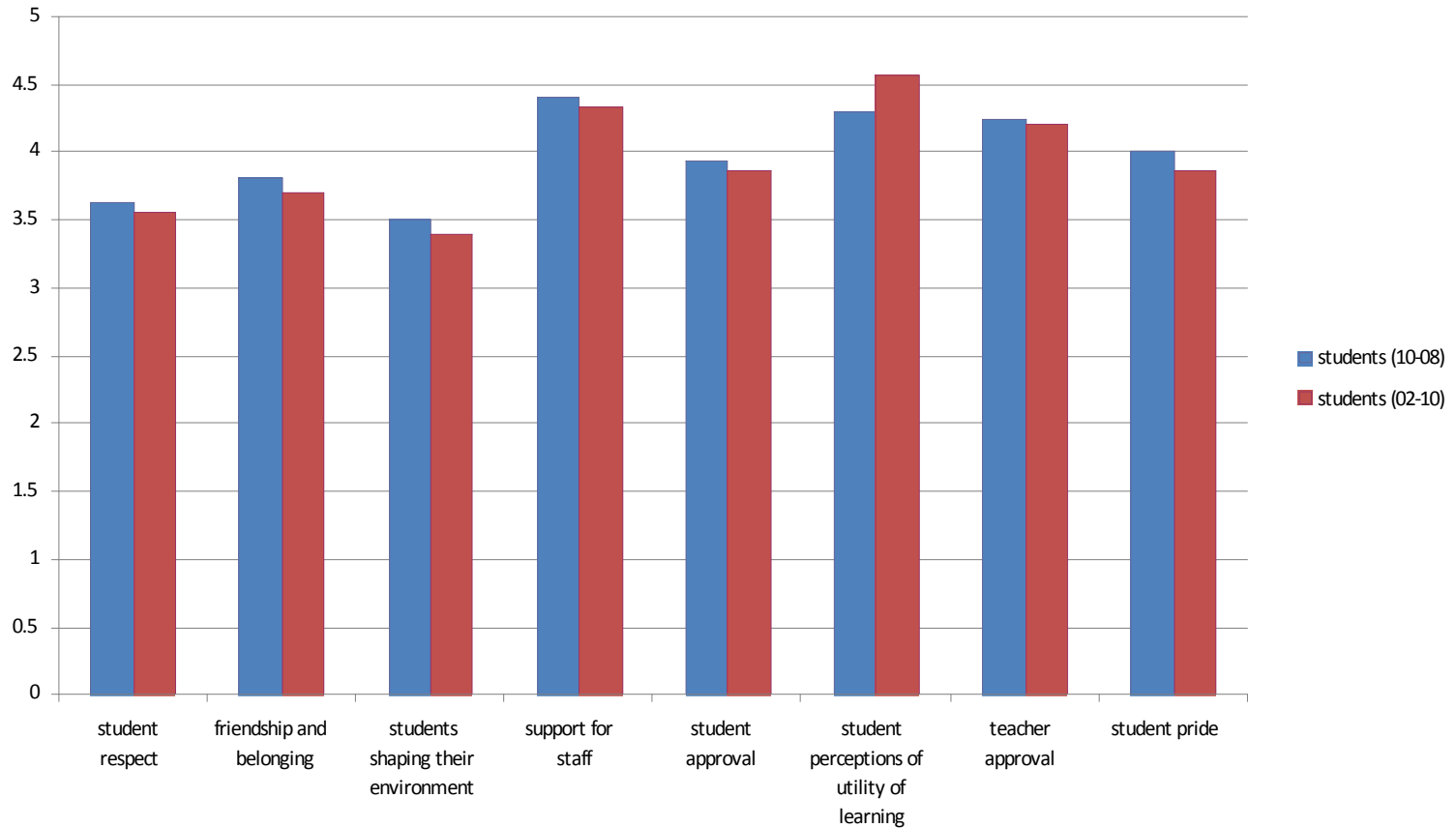
Don't We Want Good Staff and Student Morale??

- Feeling of purpose
- Reconnection with reasons for entering education/walking into the school building
- Meaningful collaboration
- Being appreciated-- kvelling over accomplishments
- Seeing the connection of one's actions to valued outcomes– efficacy and contribution

School Climate/Belonging/Respect, Harassment, Intimidation, and Bullying, and Academics
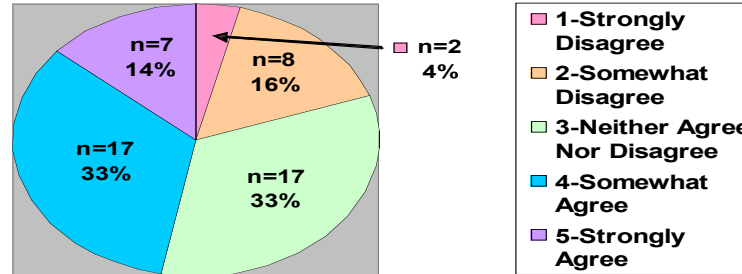
"There is … powerful evidence that school climate affects students' self-esteem and self-concept. School climate also colors school-based risk-prevention efforts. Effective risk-prevention and health-promotion efforts are correlated with a nurturing school climate. It also promotes academic achievement. As a result of these findings, fostering socially, emotionally, and physically safer schools has become a primary focus of the U.S. Department of Justice and virtually all state education departments." (Cohen, 2006, p. 212-213.)

From Cohen, J. (2006). Social, Emotional, Ethical, and Academic Education: Creating a Climate for Learning, Participation in Democracy, and Well-Being. *Harvard Educational Review, 76* (2), 201-237.

Erin M Bruno Elementary School Students
October 2008 and February 2010

| Category	students (10-08)	students (02-10)
student respect	3.63	3.56
friendship and belonging	3.81	3.70
students shaping their environment	3.51	3.40
support for staff	4.41	4.33
student approval	3.93	3.86
student perceptions of utility of learning	4.30	4.57
teacher approval	4.24	4.21
student pride	4.00	3.86

Staff perceptions of **STUDENT APPROVAL** ("Students like being in this school")

1-Strongly Disagree	2-Somewhat Disagree	3-Neither Agree Nor Disagree	4-Somewhat Agree	5-Strongly Agree
n=2 (4%)	n=8 (16%)	n=17 (33%)	n=17 (33%)	n=7 (14%)

Staff perceptions of **STUDENTS' PERCEPTIONS OF UTILITY OF LEARNING** ("In this school, students don't feel like they learn anything useful")
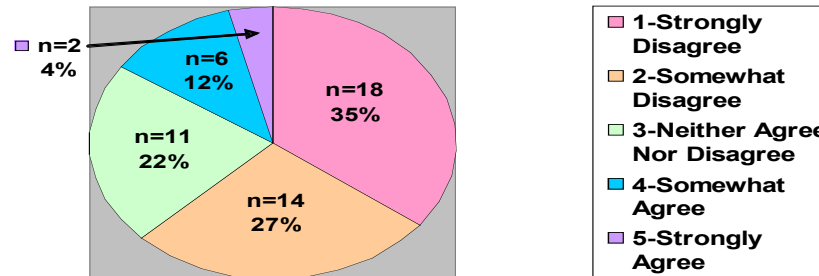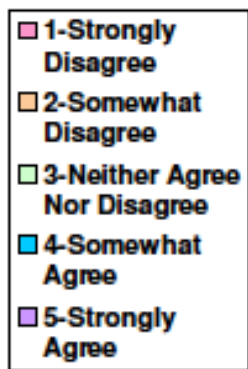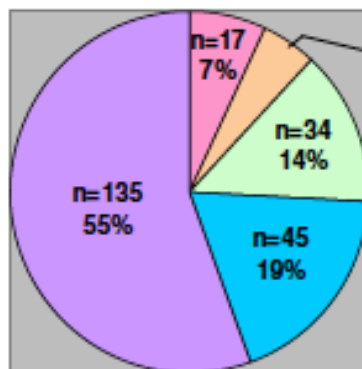

1-Strongly Disagree	2-Somewhat Disagree	3-Neither Agree Nor Disagree	4-Somewhat Agree	5-Strongly Agree
n=18 (35%)	n=14 (27%)	n=11 (22%)	n=6 (12%)	n=2 (4%)

Student perceptions of **STUDENTS ARE BULLIED** ("Students are often bullied or teased in my school") **MEAN = 2.56**
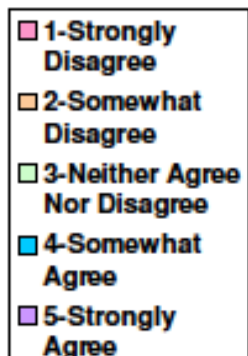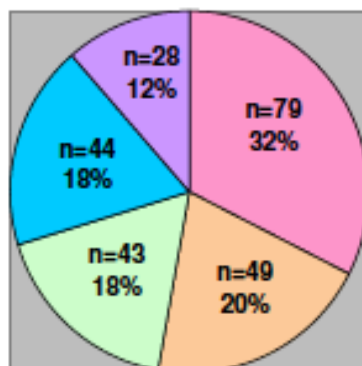
1-Strongly Disagree	2-Somewhat Disagree	3-Neither Agree Nor Disagree	4-Somewhat Agree	5-Strongly Agree
n=79 (32%)	n=49 (20%)	n=43 (18%)	n=44 (18%)	n=28 (12%)

Student perceptions on **LEARNING TO DEAL WITH BULLYING** ("In my school, students learn how to deal with bullying and teasing") **MEAN = 4.11**

1-Strongly Disagree	2-Somewhat Disagree	3-Neither Agree Nor Disagree	4-Somewhat Agree	5-Strongly Agree
n=17 (7%)	n=12 (5%)	n=34 (14%)	n=45 (19%)	n=135 (55%)

Guiding Questions for Data Review

1. What are your school's **strengths**?
2. What is your school doing that makes these areas strong?
3. What are your **surprises** from this survey?
4. What results did you think would be different?
5. What **practices** do you think led to these results?
6. Do you notice **patterns** that stand out (e.g., grade level, ethnicity, gender)?
7. What are your school's **challenges**?
8. What is your school doing systematically in each area of the SECD Logic Model- student attachment/contributions/engagement, positive recognition, SECD skill development, classroom climate improvement, to reach **all** students with "no alibis, no exceptions, no excuses"?

DSACS Data on
Bully-Climate- Voice Connection

- **Data from Years 3 and 4 of the DSACS project, the first years in which we collected anonymous data on students' perception of bullying.**

- **We examined the relationship between the degree of bullying in school and the extent to which students felt they were being given useful strategies to handle bullying, and their perception of the school climate. The overall data set represents 115 schools and 48 districts, and 48,000 students, across the full range of DFG's in NJ, across the entire state geographically.**

- **Across all data sets for both years, for disadvantaged schools vs. others, and for elementary, middle, and high schools, the finding were remarkably consistent.**
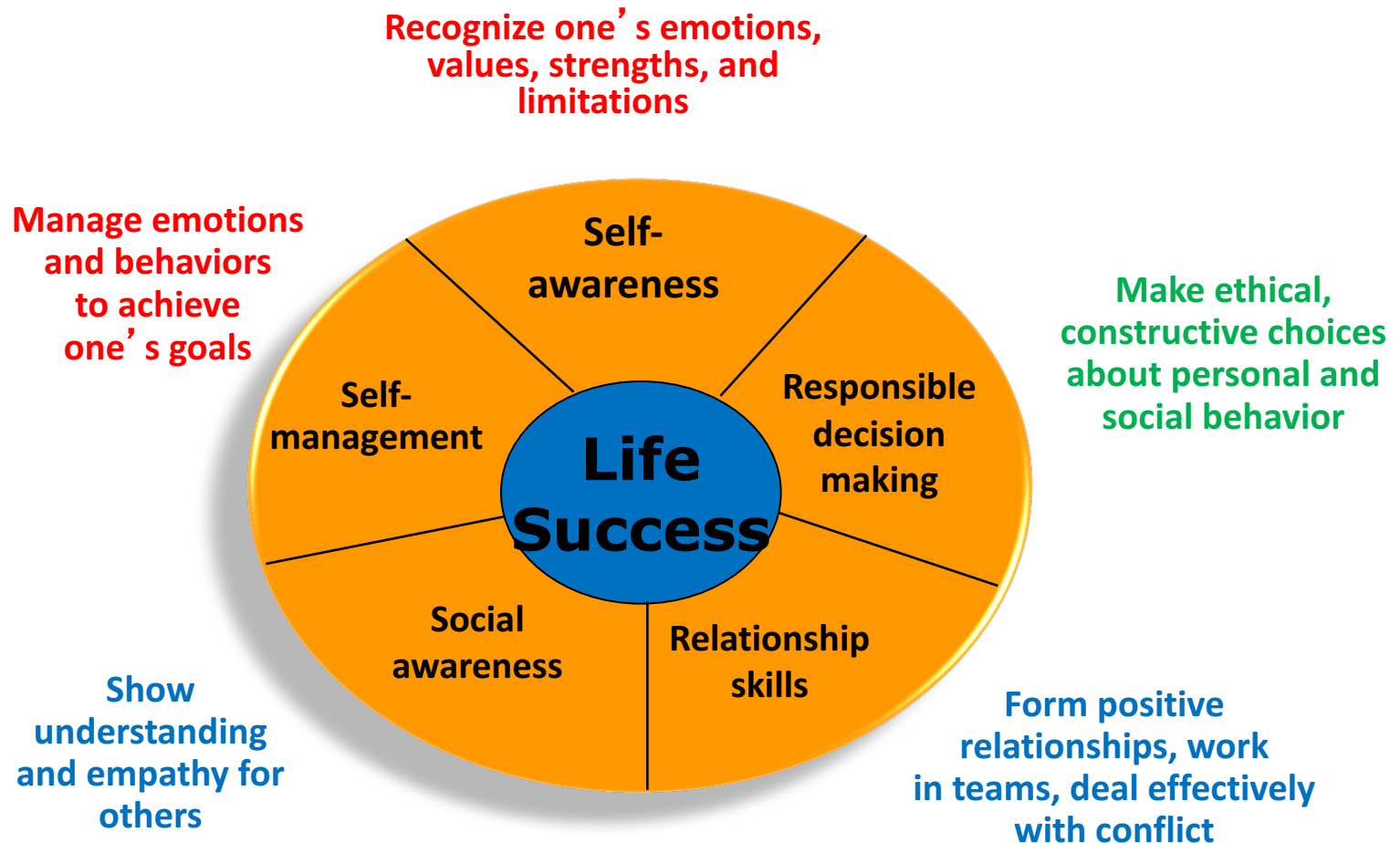
Key Findings

- Bullying is related to the climate of the school and is most strongly and significantly related to the **respect that students feel in the school**, especially among their peers.

- Where there is a respectful environment, bullying is less likely to exist in schools.

Key Findings

- The extent to which students feel they are truly learning strategies to cope with HIB in their schools is most strongly related to the:

  extent to which they perceive teachers as being *caring and supportive to students and to one-another*, and

  secondarily to extent to which students feel they are *involved in shaping their school environment in positive ways*.

- Students appear to find HIB prevention and intervention messages valuable when staff members are seen as genuinely caring and when students are engaged in the school.

What Skills are Needed for Success in School and Life/Performance Character?

Recognize one's emotions, values, strengths, and limitations

Manage emotions and behaviors to achieve one's goals

Make ethical, constructive choices about personal and social behavior

Self-awareness

Self-management

Responsible decision making

Life Success

Social awareness

Relationship skills

Show understanding and empathy for others

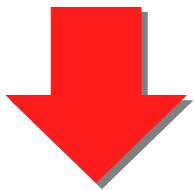Form positive relationships, work in teams, deal effectively with conflict

Benefits of SECD

Good Science Links SECD to the Following Student Gains:

- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 10-11 percentile-point gains on standardized achievement tests

And Reduced Risks for Failure:

- Conduct problems
- Aggressive behavior
- Emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*. (available at www.casel.org) and M. Berkowitz & M. Bier, *What works in character education.* (Washington, DC: Character Education Partnership, 2006) (available at www.characterandcitizenship.org.)
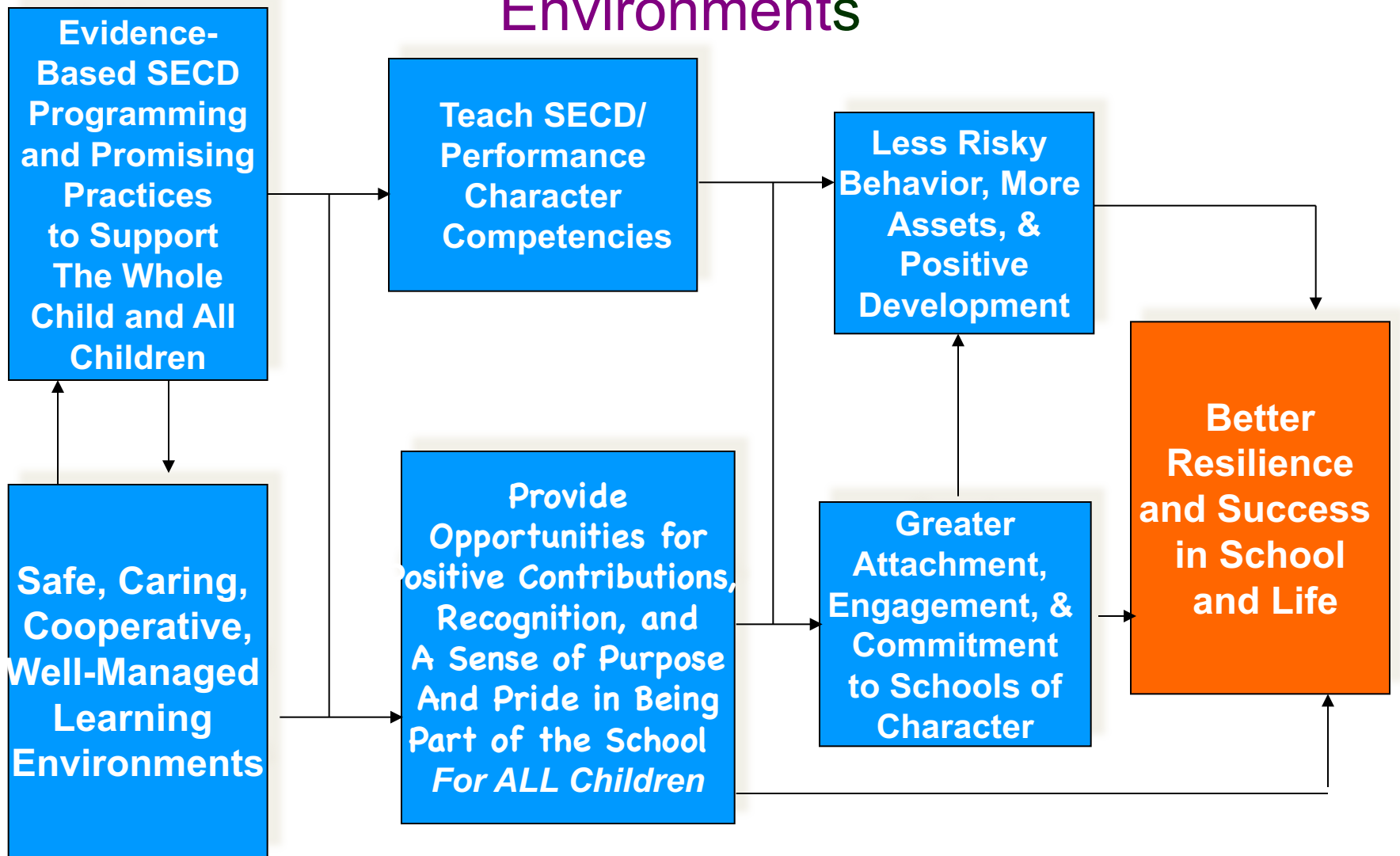
"Simply passing the accountability assessment is not enough for them to navigate this complex world"
(Metz Elementary Principal)

- *To thrive in the 21st century, students need more than traditional academic learning. They must be adept at collaboration, communication and problem-solving, which are some of the skills developed through social and emotional learning (SEL). Coupled with mastery of traditional skills, social and emotional proficiency will equip students to succeed in the swiftly evolving digital economy.*

- Report of the World Economic Forum, 2016, p. 4

- https://www.weforum.org/reports/new-vision-for-education-fostering-social-and-emotional-learning-through-technology

Resilience Comes from a Confluence of SECD and Supportive School and Community Environments

Evidence-Based SECD Programming and Promising Practices to Support The Whole Child and All Children

Teach SECD/ Performance Character Competencies

Less Risky Behavior, More Assets, & Positive Development

Safe, Caring, Cooperative, Well-Managed Learning Environments

Provide Opportunities for Positive Contributions, Recognition, and A Sense of Purpose And Pride in Being Part of the School *For ALL Children*

Greater Attachment, Engagement, & Commitment to Schools of Character

Better Resilience and Success in School and Life

We Need an Integration of Social-Emotional Competence and Character

MOSAIC

Mastering Our Skills And Inspiring Character

MOSAIC
MASTERING OUR SKILLS
AND INSPIRING CHARACTER

If Skills are the propellers,

Virtues are the rudder.

The Journey of Life

requires both.

What is the MOSAIC Approach to Building SECD?

1. Skill Mastery

2. Character Inspiration

3. Purposeful Action

Principal Kafele

https://www.youtube.com/watch?v=U98d6CQbz4s

The Power of Purpose

Stanford University psychologist William Damon (2003, p. 9) defines noble purpose:

"stable and generalized intention to accomplish something that is at once meaningful to the self and of positive consequence to the world beyond the self"

2 Minute Reflection and Pair-Share:

What are the implications of a greater educator focus on Purpose?

Positive (Noble) Purpose

The intention to accomplish something that is both:

Personally meaningful

In service of a greater, non-destructive good
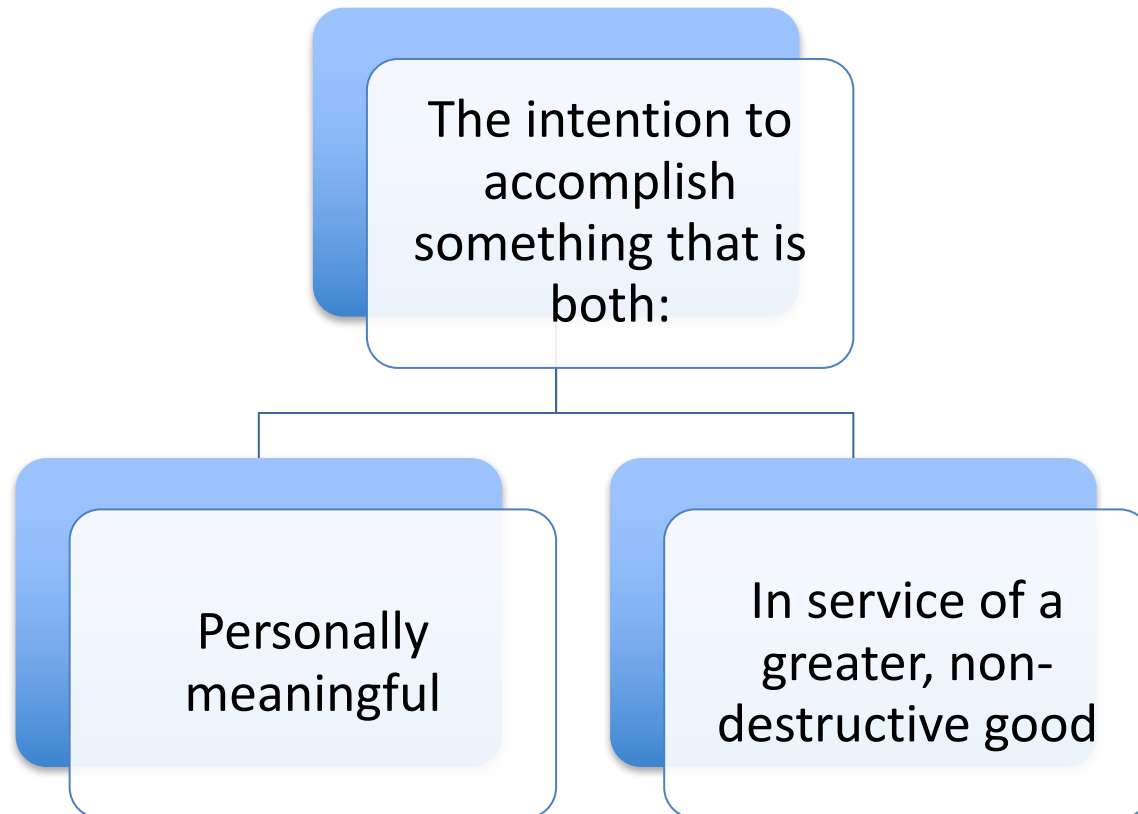
SECD is Directed by Purpose–Ideally, Positive Purpose

Many persons have a wrong idea of what constitutes true happiness. It is not attained through self-gratification but through fidelity to a worthy purpose.

Helen Keller

If you believe you are here for a purpose, your energies will be focused. A sense of mission will give you strength. You will do remarkable things.

Rabbi Lord Jonathan Sacks

MOSAIC Approach: Best Practices

- Focus on a few key skills
- Focus on a few, salient virtues, ideally consistent with school motto, mission, values
- Children are amnesiacs--- focus on generalization
- Continuity and salience are crucial
- You can't succeed without others' support– and neither can your students

Lessons for Skill Mastery

Four Focal SEL Skills:

1. Emotion Regulation
2. Communication
3. Empathy
4. Social Problem Solving

Trigger Situations and SMART Goals

Lessons for Character Inspiration

5 Character Virtues Supporting "Noble Purpose"
(Damon, Templeton)

1. Constructive Creativity
2. Responsible Diligence
3. Optimistic Future-mindedness
4. Helpful Generosity
5. Compassionate Forgiveness

Sample: October MOSAIC Curriculum Lesson

Formalizing goal-setting in school toward Positive Purpose

- Set the expectation- do on a half-year or marking period basis-- 3 goals to:

- Make myself better

- Make my classroom better

- Make my school better

- Make the wider community and world better

SEL 2.0 Defined

➢ Social-emotional and character competencies are as **basic, foundational, and essential** to academic achievement as reading competence, and must be fostered in schools of character

➢ **All** SEL/SECD must be **trauma-informed**

Questions/Reflections

How Shall We Proceed, to Arrive at Where We Know We Must Be?

CASEL's 5 Keys to SEL video on Edutopia

- What have we learned from working in over 400 schools in the past 10 years?

Leadership Involves Articulating the Rationale and Helping Others in One's Organization and Constituencies to Understand It

That Includes Addressing Pervasive, Inaccurate Myths (LC)

Six Leadership Lessons Learned from DSACS

1) School Identity Clarification, Integration, Social Marketing

2) Infrastructure Development and Support

3) Climate and Culture Assessment, Feedback, Planning

4) Promote Student Voice and Engagement in Learning and the Life of the School and Community

5) Connect to Existing Mandates

6) Connect to Those Who Are Walking the Walk

Set Direction and Build Collaborative, Empowering Structures

- *School Identity Clarification, Integration, Social Marketing*
  - **Identify core values, essential life habits, themes, what the school stands for; consider Laws of Life-based interventions– *ADDRESS MYTHS-- LC***
  - **Unjumble the school house developmentally in support of the core; prune before you plant**
  - **Integrate core elements throughout the curriculum and report cards**
  - **Articulate the role of SECD in reaching goals and the scope and sequence in assuring all students will improve SECD skills in systematic, continuous, coordinated ways**

- *Infrastructure Development and Support*
  - **Work from and with existing climate, discipline, character, SEL, etc. teams**

  - **Distribute leadership, help teams learn to work and problem-solve, obtain administrative support, and achieve and celebrate success– *LC Card Examples of Process, Continuous Improvement***

Essential Features of Leadership/ Implementation Support Teams

- Think about the most effective leadership/implementation support teams you have ever been a part of.

- Describe the characteristics that you feel were essential for the team's success.

- *Discuss for 3 minutes with a colleague and create your combined list!*

Essential Features of Leadership/ Implementation Support Teams

Ensure Basic Structure Qualities Are in Place	- **Provide advanced notice for meeting times and include an agenda in the notice.** - **Distribute and define roles and responsibilities.** - **End meetings with clear action steps and time frames assigned to specific people.**
Building Personal and Shared Visions	- Forge shared agreements around the mission, vision, and purpos - Lead goal-setting efforts, including both short and long term - Ask strategic questions when actions do not reflect agreed-upon visions.
Create a Safe Environment	- Model cooperation and cohesion. Promote positive school culture and climate.
Reflect, Reassess, and Improve	- Actively engage in evaluation of program implementation. - Translate reflection into actionable steps toward improvement. - Focus on staff strengths. - Work to match tasks with individual strengths.

Essential Features of Leadership/ Implementation Support Teams

- **Nurture Relationships**
- Recognize significant events in the lives of staff.
- Celebrate success.
- Promote a caring culture and develop procedures to support staff facing difficult personal circumstances.

- **Encourage Communication**
- Develop structures to promote the free flow of information throughout the school community.
- Model constructive disagreement and problem-solving skills.

- **Actively Model and Encourage Optimism**
- Use data to illustrate progress.
- Spread a message of hope and perseverance.

- **Act Like a Leader**
- Work to meet the needs of your team at any given time.
- Facilitate group collaboration.

Be Unafraid to Assess to Improve and Make Youth Partners in School Culture

- *Climate and Culture Assessment, Feedback, Planning*
  - Climate Assessment of Students, Staff, Parents
  - Identification of other indicators and data gathering procedures to contribute to assessment and ongoing evaluation
  - Data Review and 8-week Planning Cycle Worksheets
  - Respectful, Reflective PD for Classroom Environment—*School Climate LC [Pick top 5 from list]*
- *Promote Student Voice and Engagement in Learning and the Life of the School and Community*
  - Systematically build and provide SECD skills, service learning, student government, participation opportunities
  - Set powerful norms for respectful relationships in classrooms and elsewhere
  - Greet students, recognize absences and life events, and ensure all have a positive connection with staff or peer mentors

Best Practices for Fostering Youth Engagement and Building Students' SECD: Share Success!!

- **Meaningful, Participatory Student Government**
- *Service Learning-- Lions-Quest International*
- **Feedback/Sharing Opportunities**
- **Open Forums for School Problem Solving**
- **Staff/Student Committee Involvement**
- **Having a Voice/Diversity Monitoring**
- **Buddies, Mentors, and Tutors**
- **Opportunities for Reflection**
- *Opportunities for Identifying and Developing one's Laws of Life*

BFBN, Benjamin Franklin Middle School, Ridgewood, NJ: Where YOU are the news! www.edutopia.org

Examples in Laminated Cards

Language Arts Integration:
Laws of Life Essay Writing and Sharing

- What is the Laws of Life Essay?

- Case examples: Plainfield, NJ; Jersey City, NJ; Greenwich, CT Public School Districts:

- Student essays compiled in *Urban Dreams (see Laminated Card)*

- Extending the effects into homes and communities

- Integrate into Visual and Performing Arts

Set Direction and Build Collaborative, Empowering Structures

- *School Identity Clarification, Integration, Social Marketing*
  - Identify core values, essential life habits, themes, what the school stands for; consider Laws of Life and Purpose-based interventions; *address myths-- LC*
  - Unjumble the school house developmentally in support of the core; prune before you plant
  - *Articulate the role of SECD in reaching goals and the scope and sequence in assuring all students will improve SECD skills in systematic, continuous, coordinated ways*
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Sustainability and Scaling Up: Dual Challenges That Must Be Met

EDUCATIONAL SUCCESS REQUIRES INTERDEPENDENCE.

The analogies to remember are:

- a warm quilt

- Olympic rowing

- a relay race

- a room lit by a circuit that is 99.9% complete

This work is Fundamentally Transformational.

Build Bridges for Ongoing Support and Continous Improvement

- *Connect to Existing Mandates*
  - Show how SECD is essential to meeting existing mandates, including:
  - Harassment, Intimidation, Bullying/Violence Prevention Policies, ATOD Policies, etc.
  - School and District Goals
  - Effective implementation of Core Curriculum Content Standards
  - Expected/Mandated Behaviors of School Professionals and their Accountability Systems
- *Connect to Those Who Are Walking the Walk for Sustainability*
  - -- those implementing other whole school models (CASEL/SEL; Character.org/NSOC; LACE; Responsive Classroom; Whole Child)
  - -- value your SECD colleagues and share and steal shamelessly

    Leadership videos at www.secdlab.org

Courageous Leadership Conversations About SECD Implementation

- **If you had courage…**

- what is one **ongoing practice or custom** currently present in your school or workplace that **you would stop** doing?

- what is one **SECD-related practice** you are not doing in your school or workplace that **you would start** doing?

- what is one **aspect of the culture** in your school or workplace that **you question and** would finally want to **resolve**?

- how would you **begin a conversation** among those in your school or workplace **about the core ethical principles** that you would most want to define what you do, how you do it, and how people will treat one another?

Questions/Reflections

Let's Take a Look

- "Smart Hearts" video, www.edutopia.org

- What sound pedagogical techniques are you seeing to foster skill and values development?
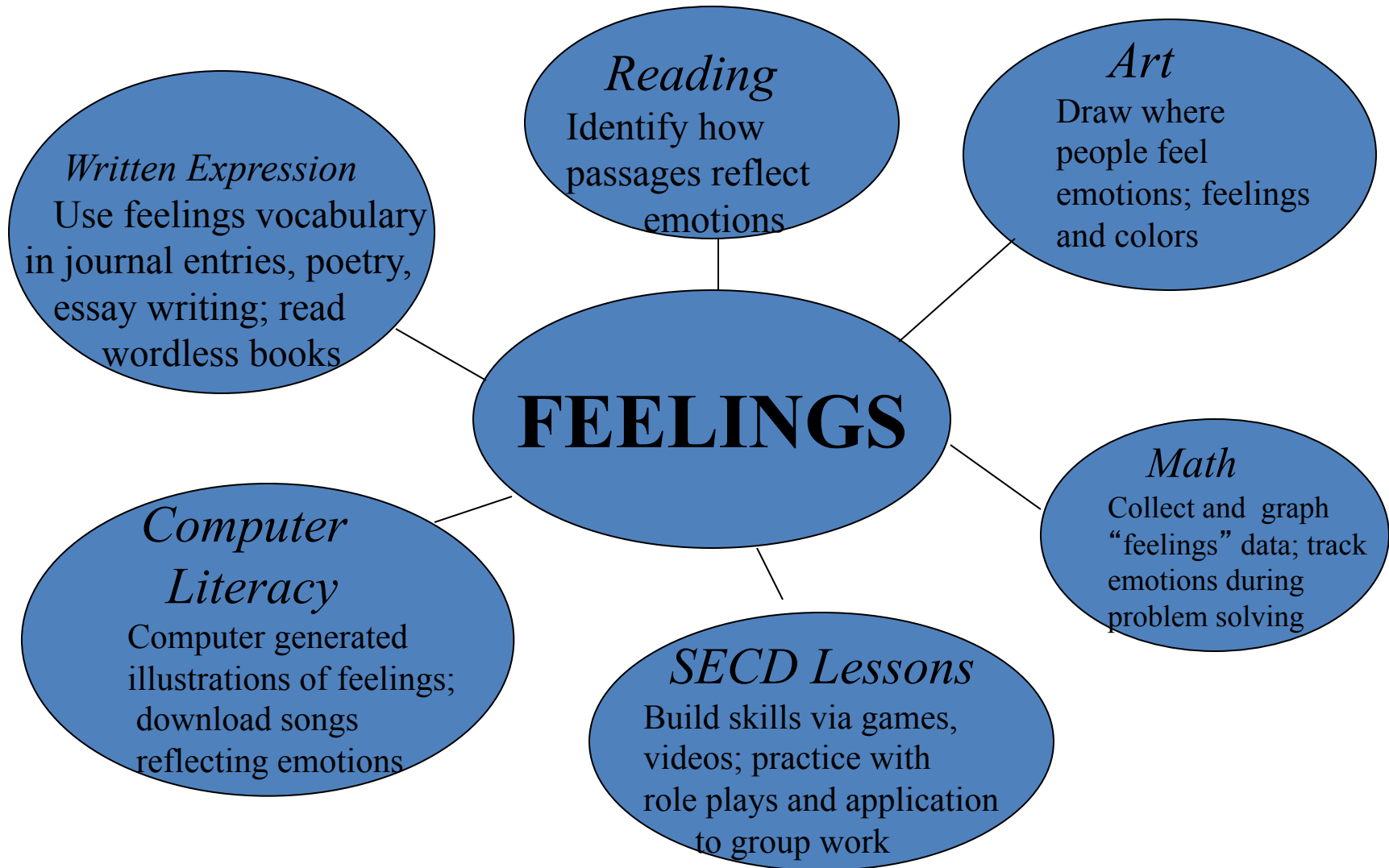
Skills and Virtues Don't Generalize On Their Own: "The Rs Have it!"

- **Review prior activities** at the start of lessons;

- Provide a **Rationale** for the value/utility of skills for youth

- **Reminders**
  - **Anticipate use of skills**

  - **Visual Reminders:** place (student-made, ideally) posters, signs, and reminders of themes, values, and skills in classrooms, guidance offices, group rooms, the main office, and on bulletin boards.

  - **Testimonials:** share examples of times they have (or could have) used skills, virtues

  - **Prompts:** develop verbal and nonverbal prompts to remind students to use skills, connecting them to all school routines and curriculum content in ALL areas
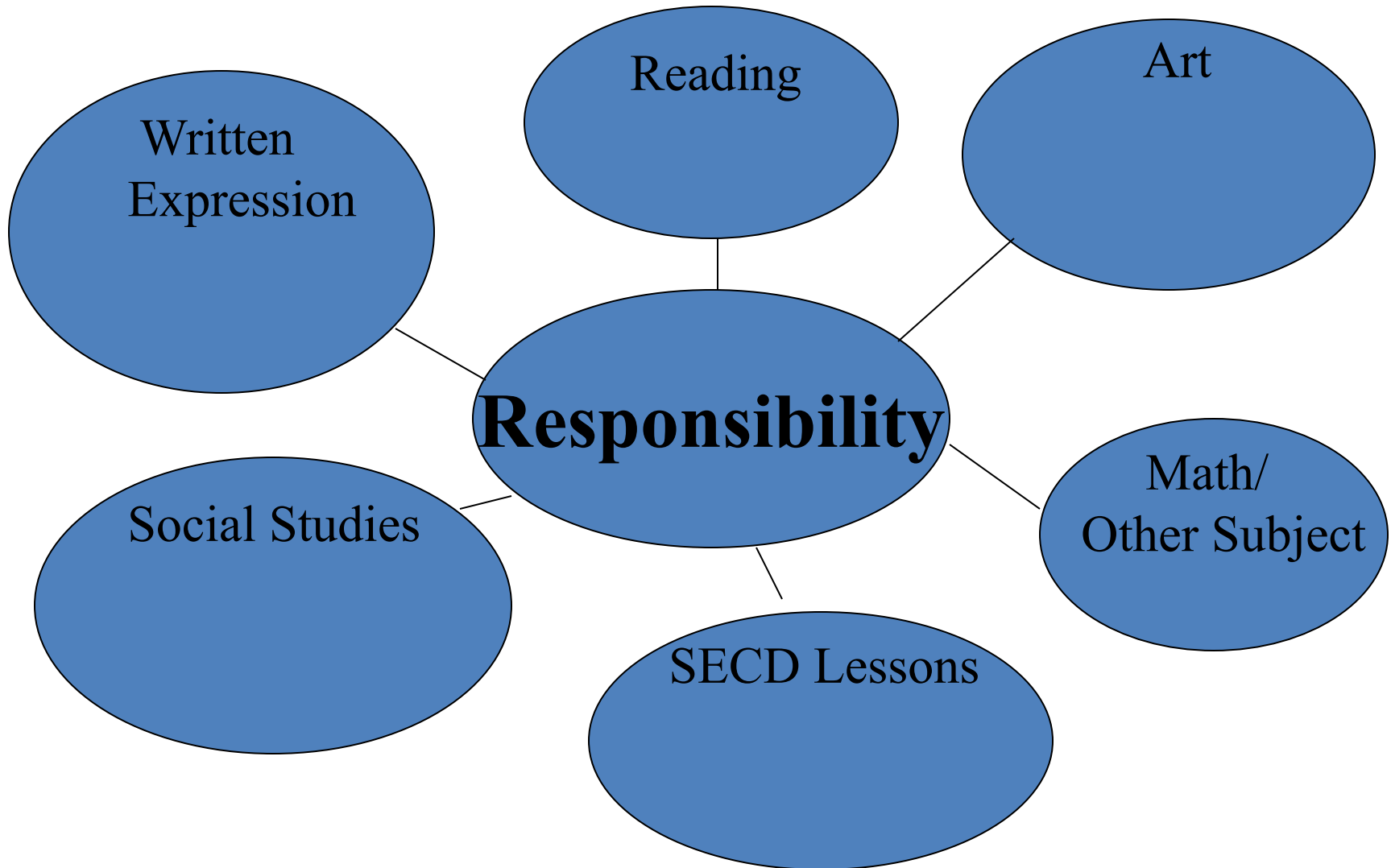
Skills and Virtues Don't Generalize On Their Own: "The Rs Have It!"

- **Reminders**
  - **Post ThroughLine Sheets and use them** in non-MOSAIC classes
- **Reinforcement/Recognition**
  - Recognize and appreciate student use of themes, virtues, skills
- Provide Opportunities for **Reflection:**

  -- Through journaling and discussion, to cultivate habits of thoughtfulness and sharing

Integration of SECD into Lessons

FEELINGS

Reading
Identify how passages reflect emotions

Art
Draw where people feel emotions; feelings and colors

Written Expression
Use feelings vocabulary in journal entries, poetry, essay writing; read wordless books

Computer Literacy
Computer generated illustrations of feelings; download songs reflecting emotions

SECD Lessons
Build skills via games, videos; practice with role plays and application to group work

Math
Collect and graph "feelings" data; track emotions during problem solving

Integration of SECD into Lessons: Fill in the Blanks

Written Expression

Reading

Art

Responsibility

Social Studies

Math/ Other Subject
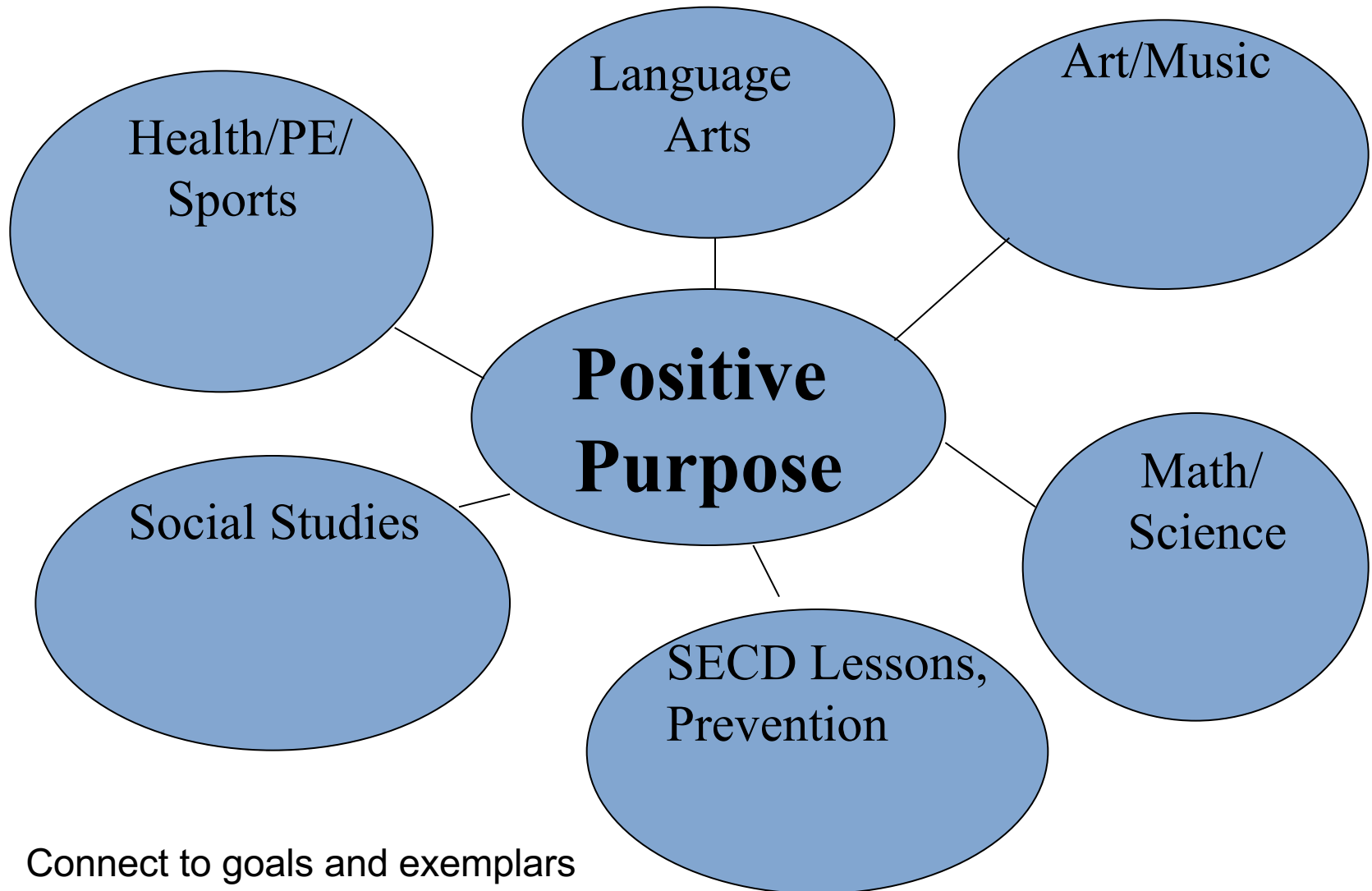
SECD Lessons

SECD Responsibility Lesson Integration

- *Math*: Check work, ask for help if you don't know
- *Language arts*: Synonyms, examples in stories, how carried out by characters, why challenging
- *Pedagogy*: Keep track of assignments, tests; leave time for preparation; how to be a good group member
- *Science*: care for the environment, conservation of resources, e.g., water, soil, clean air; lab etiquette
- *Art*: Photograph examples of responsibility; create responsibility collages, mosaics
- *Health*: proper care of body, nutrition, sleep patterns, hygiene
- *SECD Lessons*: Skills needed to be responsible

Integration of Purpose/Other Virtues into Academics: Fill in the Blanks

Health/PE/Sports

Language Arts

Art/Music

Positive Purpose

Social Studies

Math/Science

SECD Lessons, Prevention

Connect to goals and exemplars
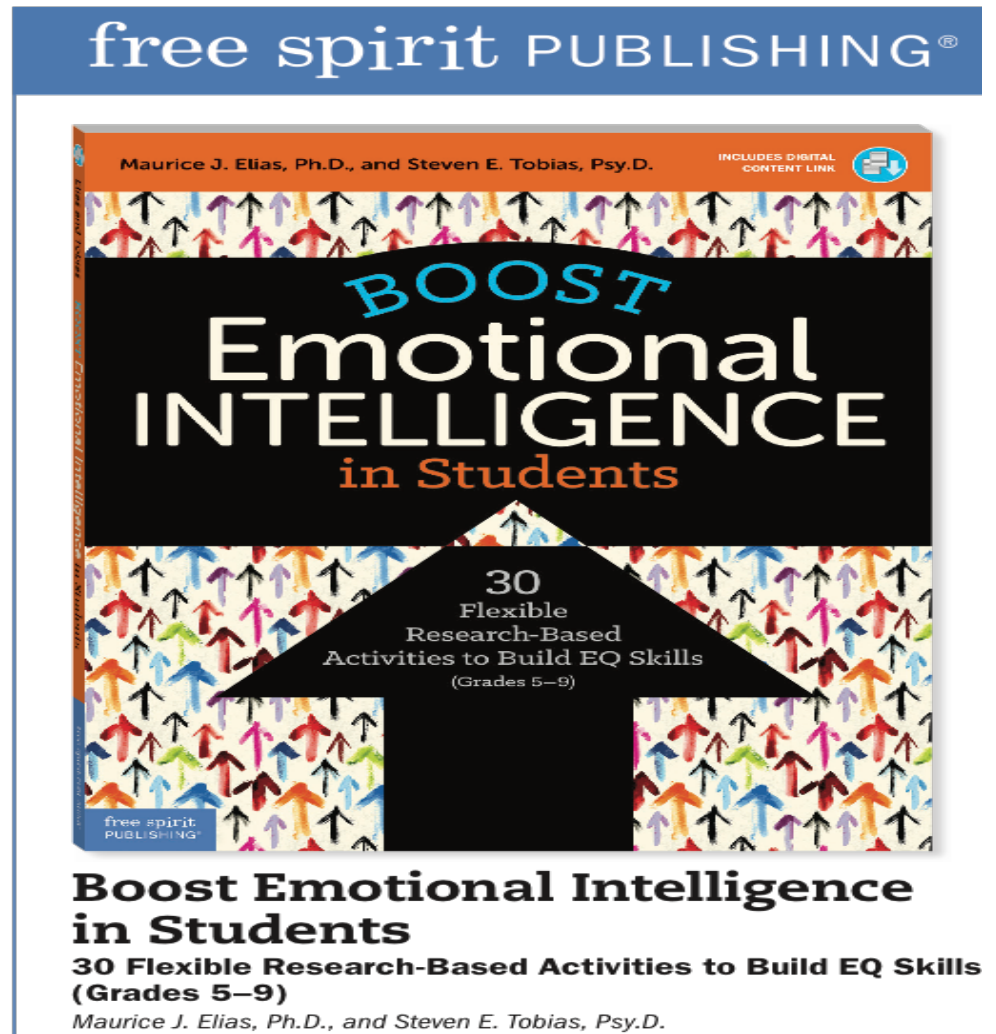
Essential Features of SECD

- They are not just programs– they must be part of a multiyear school improvement strategy

- Require a positive school climate

- Provide a common language

- Flexibility with consistency

- Specific lessons focused on SECD

- Opportunities for integration across all subjects via skills, themes, core virtues

- They are supported by an in-school Leadership Team

Activities for Counselors, School Psychologists, Social Workers to Use in Skill-Building Groups at Tier 1 or Tier 2

For Grades 5-9

Complements existing SEL programs your school might be using

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Emotional
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Flexible
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Activities to Build EQ Skills
(Grades 5–9)

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Boost Emotional Intelligence in Students
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The Possibilities for Youth Action Are Greater Than We Might Realize

New Jersey Social Studies Standards Are Forward Looking and are More than SS Standards

- **Mission**: *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

- **Vision:** An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.

- Exemplifies fundamental values of American citizenship through active participation in local and global communities.

- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.

- Considers multiple perspectives, values diversity, and promotes cultural understanding.

- Recognizes the implications of an interconnected global economy.

- Appreciates the global dynamics between people, places, and resources.

- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Focal Social-Emotional Skills *Developed* in the Students Taking Action Together (STAT) Approach

1. Empathy
2. Perspective Taking
3. Communication
4. ***Social Problem Solving***
5. Emotion Regulation

Students Should be able to Think, Speak, and Act on Statements Like These: **Yes-No-or Maybe**

- All schools should have metal detectors for the protection of students and staff.

- Students should participate in school committees about bullying, drugs and alcohol, and discipline.

Pedagogy to Promote Critical Thinking, People Getting Along Better, and Being Civil & Civically Engaged

- **(a) Peer Opinion Sharing**: Yes-No-Maybe
- **(b) Respectful Empathic Debate**: asking students to argue from the perspective of all sides of an issue, especially ones they disagree with, perhaps regarding specifics of how a situation was handled, or the specific actions taken
- **(c) PLAN Problem Solving:** an overall framework for analyzing all issue, to provide a repeated strategy that can become internalized

STAT in Action: Video Examples from www.secdlab.org/STAT

- **(a) Peer Opinion Sharing**: Yes-No-Maybe

- **(b) Respectful Empathic Debate**: asking students to argue from the perspective of all sides of an issue, especially ones they disagree with, perhaps regarding specifics of how a situation was handled, or the specific actions taken

General STAT Instructional Strategies

- **(e) Responsible Listening**: having to summarize the positions one just heard

- **(d) Collaborative Creativity**: how else could the problem have been viewed? What other solutions might have been considered? How were/are obstacles dealt with creatively?

- **(f) Audience-Focused Communication**: how can students be prepared for and share what they have learned with others? Write a letter to a newspaper? Have a meeting? Create an artistic or musical depiction? Reach out to an elected official?   Some other kind of social action? How can they learn to monitor the success of their plans, and make improvements as needed for the future?

Audience-Focused Communication and Social Action

- Key to the approach is for **students to create products they have to prepare, deliver, and defend collaboratively**. These might be social action improvements in their classrooms or schools, or they might be alternative solutions to historical problems or proposed solutions to current events.

- A part of the learning process that creates flexibility is for **students to get feedback on what they create and have the opportunity to modify in light of feedback**. This will include situations where their ideas are not supported.

PLAN Problem Solving
Social Action Strategy

STAT uses the **PLAN** social action strategy applied to existing curriculum content; it is not an "add on"

1) creating a problem description (**P**), which defines the issue being discussed,

2) brainstorming a list of options (**L**) to solve the problem,

3) developing and acting on an action plan to solve the problem (**A**), and

4) noticing successes as part of ongoing evaluation and refinement (**N**).

See the PLAN Graphic Organizer in the PLAN materials, and PLAN overviews in *The Front Page* and *Educational Viewpoints* articles at www.secdlab.org/STAT

Example of STAT in Action

- **Example #1: Current Problem in the School**
  - **Note: We recommend using this topic to introduce STAT to students**

  - **Topic:** Cafeteria food

- 　　　Start with a Yes-No-Maybe or debate, and then have students consider the problem from different perspectives, using the PLAN framework

Example #1 of STAT in Action

- Consider a debate, or a Yes-No-Maybe discussion, based on this statement:

  There is nothing students can do to change the food that is served in the cafeteria. These are adult decisions only.

- P: What are the problems related to the food in the cafeteria? What are the issues from the perspective of teachers, administrators, those involved in food preparation and serving? What feelings do they have? What are the perspectives and feelings of different student groups?

- L: What options do different groups consider to be acceptable ways to resolve the problem? What are the pros and cons of these ideas? What seem most/least realistic?

-

Example #1 of STAT in Action

- A: How can the idea be carried out? Who has to do what? When? Where? What obstacles to the plan might be faced? How can these be addressed? How will we know if the plan is being successful? How can we use feedback to improve the plan?

- N: (after the plan is tried:) How did it work out? What consequences were considered that could have been anticipated? What can be learned from these experiences that can be used in the future, for this or other kinds of school issues?

- ***This framework can be used for other school issues, such as bullying, drugs, gangs, cheating, discipline***

Examples of STAT in Action

- **Example #2: Social Studies/History class**

  – **Topic: the Civil War**

  – **(Note:** *Topics should be linked to whatever is being covered in your curriculum; PLAN can be used to orient students or to deepen/integrate their understanding while or after they are reading/viewing/ listening to your assigned materials.)*

Example #2 of STAT in Action

- Consider beginning with a debate, or a Yes-No-Maybe discussion on this question, based on this statement:

  All through history, many countries have had slaves. What the South was doing was no different.

- Then, with background reading from your current curriculum, consider the problem from different perspectives, using the PLAN framework

Example #2 of STAT in Action

- P: How did the North and the South define the problem in the country? What were the issues, from each perspective? Who were the key people involved in making important decisions?

- L: What were their goals? What options did they consider to be acceptable ways to resolve the problem? What did they ultimately decide?

- A: How did they carry out their plan? What obstacles did they encounter? How did they deal with them?

- N: How did it work out? What can be learned from their experiences that are relevant to the present?

Assessing What Matters

- Tony Bryk: Assessment for Research and Assessment for Improvement

- Table conversations about SECD Asssessment

Choices in Organizing Report Card Comments

How are your report card comments organized?

How was the decision made to do it that way?

How often has that decision been reviewed?

Choices in organizing comments:

- Individualized vs. Default?
- Comments across classes vs. by each class vs. only some classes
- If Default List…

  - Each comment rated vs. Select some from a list?

  - Option to write in comments?

  - Number of comments?

    - On drop-down list?

    - If selecting, how many can be assigned per quarter?

Connect SECD to Academics

- Effective mastery of social-emotional competencies is associated with **greater well-being and better school performance**; failure to achieve these competence can lead to a **variety of personal, social, and academic difficulties** (Guerra & Bradshaw, 2008; Masten & Coatsworth, 1998; Weissberg & Greenberg, 1998).

- There is consistent evidence that students' character is essential for their **success in school and life**.

- SECD is the combined influence of SEL and CE and represents the view that skills are required to enact character motivations successfully, requiring both to be encouraged, supported, ***and assessed***.

A Guide to SECD Assessment in YOUR Schools
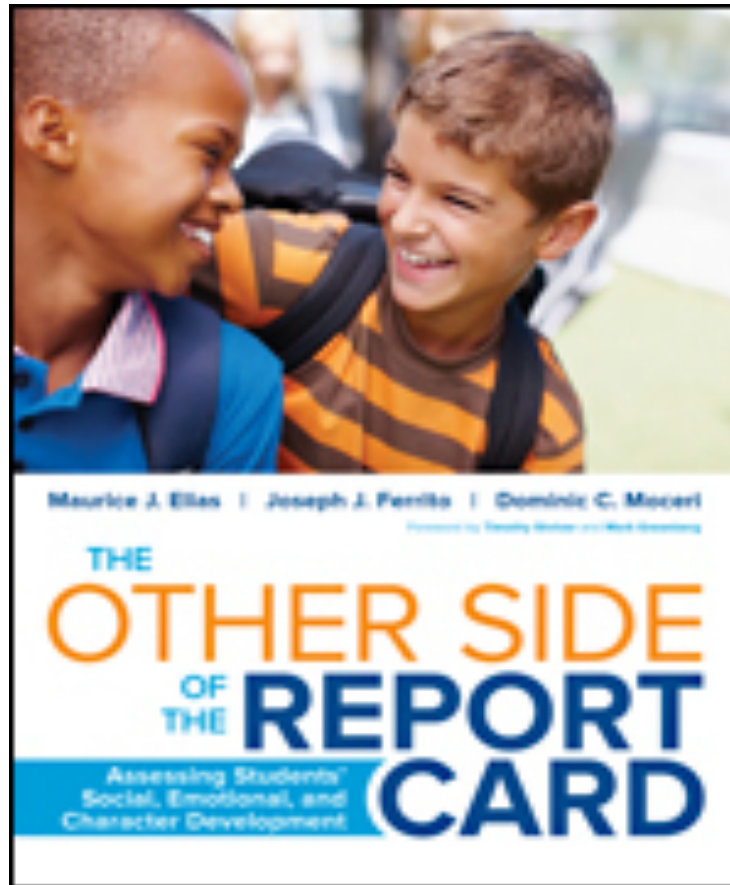
Questions/Reflections

Brief Table Question

- How prepared are staff members and administrators to carry out SECD?

Recommendations to Guide Policy

- Every teacher, student support services provider, and administrator should have **demonstrated competence** in implementing evidence-based SECD programming and positive climate promotion at the classroom and/or school level (as appropriate).

Academy for Social-Emotional Learning in Schools: *SELinSchools.org*

- Overarching goals are to address the gap in professional development of school leaders and teachers that exists today and to create a community for on-going mentoring, resource support, and sharing of experiences from walking the talk!

- The Academy offers a virtual Professional Learning Community and two certificate programs.

- Certificate for School Leadership in Social-Emotional Learning and Character Development.

- Certificate for Instruction of Social-Emotional Learning and Character Development. (sel.rutgers.edu)

- Academy Overview Video: http://sel.cse.edu/

What is the Online Professional Development Community?

- A unique feature of the courses and the certificate is participants' involvement in a virtual Professional Learning Community (vPLC). Beginning with participation in one's classes and practicum, there is an emphasis on being part of a community of learners who support and assist one-another during the courses– and beyond.

From Vision to Actuality: Realistic Planning (handout)

Ask yourself these questions:

Discussion Questions: Anticipating and Addressing Challenges to Implementation and Sustainability

- How can schools maintain and articulate a clear link between SECD and related initiatives, core academic content & district mandates (e.g., school engagement/climate, safety, violence and victimization, substance abuse, student literacy in multiple domains)?

- In light of staff turnover, what kind of professional development is needed to maintain & deepen district-wide knowledge of SECD principles?

- How do we connect to collaborators? (Schools of Character, SEL4US, SEL4NY, regional support networks– SEL4NYC)

- What are the opportunities and obstacles to my school becoming a School of Character?

- What strengths can I mobilize to accomplish this goal? What are the compelling rationales?

- What alliances do I need to foster? What capacities must be built?

- How will I exercise Courageous Leadership?

- What are the actions I most need to take…
- … in the next week?
- … in the next two weeks?
- … in the next month?
- … in the next 2-3 months?
- … in preparation for the end of the school year?
- … in preparation for the start of the next school year?
- … who else must be involved?

Research Confirms Long-Held Good Sense

- *To educate a person in mind and not in morals is to educate a menace to society.* -- Theodore Roosevelt

- *We are going to ask our children not just to talk but to act, serve, and live in accordance with a set of higher values and with a buoyant optimism.*-- R. Sargent Shriver

- *Intelligence plus character - that is the goal of true education.* -- Rev. Dr. Martin Luther King, Jr.

Courage, Persistence, and Support Structures/Empowering Settings Are Needed to Sustain Nurturance and Truly Foster Moral and Performance Character

"Don't let what you cannot do interfere with what you can do."

John Wooden

"The children are waiting."

Ted Sizer

Contact Information

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- Rutgers University Social-Emotional and Character Development Lab (www.secdlab.org)

- Academy for Social-Emotional Learning in Schools (SELinSchools.org)

- Students Taking Action Together (www.secdlab.org/STAT)

- Twitter: @secdlab   @SELinSchools

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