



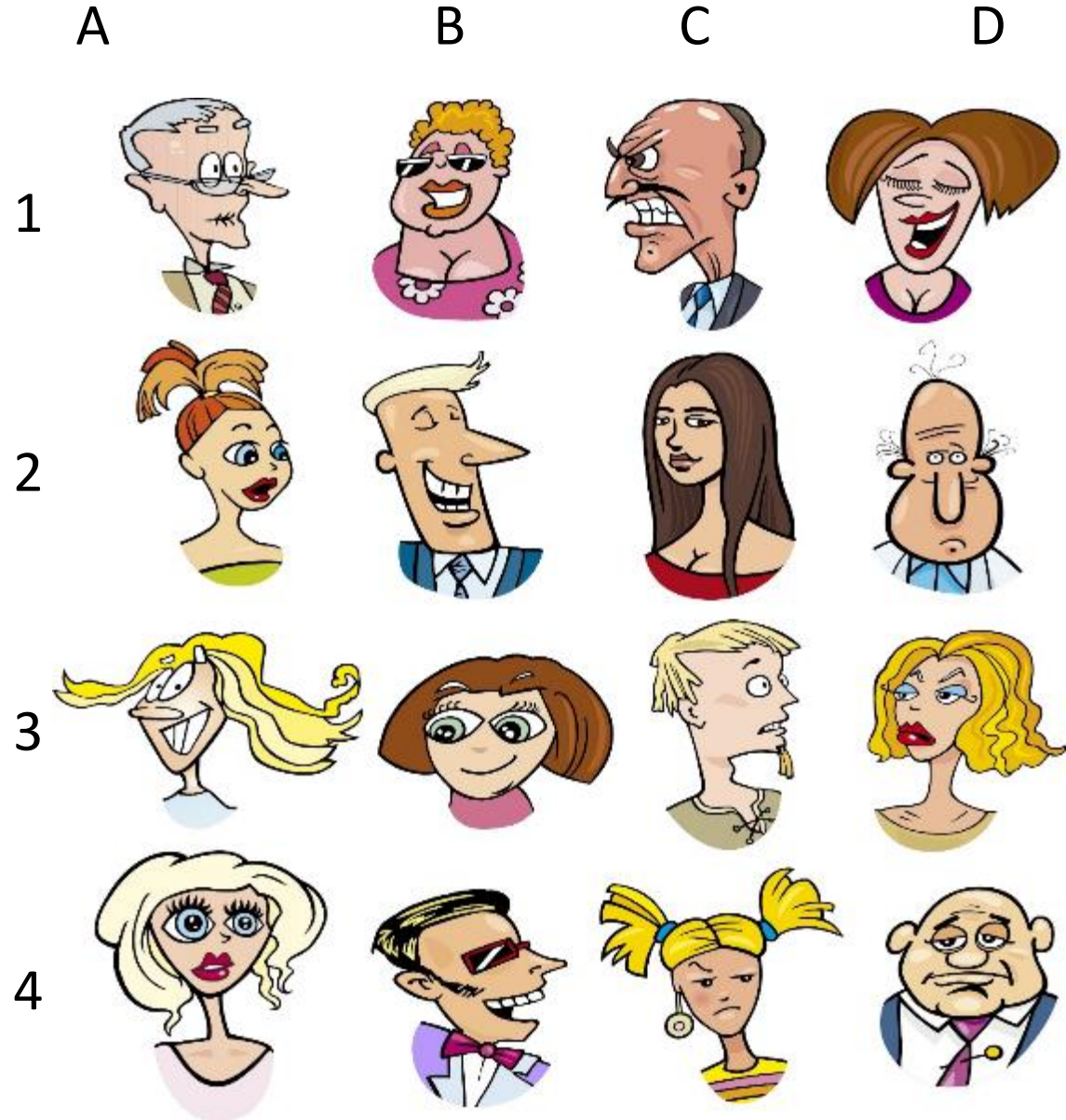
# Implementing Schoolwide Social Emotional Learning (SEL)

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# Welcome

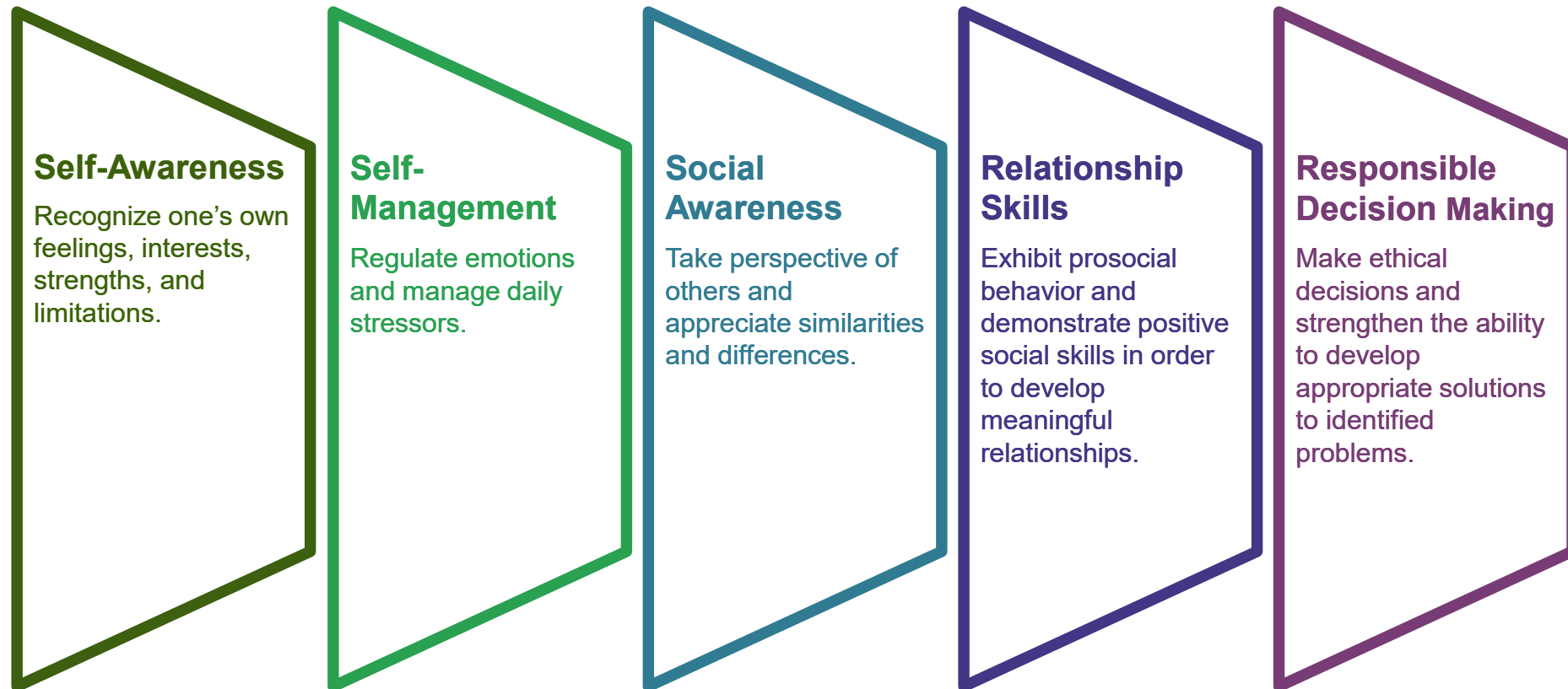
## SEL Bingo

- In groups of three or four
- Pick the emotion you felt at the beginning of the week
- How did that emotion impact the way you processed information impact the way you processed information?



# What is SEL?

# Defining Social Emotional Learning



CASEL, 2013

# What Is Social Emotional Learning (SEL)?

- SEL is the process of developing and using the skills, attitudes, behavior, and knowledge that help youth and adults:
  - Identify and regulate emotions.
  - Develop positive relationships.
  - Make responsible decisions (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2013).
- SEL is a universal intervention.
  - SEL helps build the foundation for success in schools and communities.
  - SEL is a foundational practice of school climate improvement.

# Why Is SEL Important for Students?

- Social and emotional skills help students, particularly students in low-performing schools:
  - Handle their daily stressors.
  - Regulate their own behavior.
  - Manage frustrations.
  - Learn to form relationships.
  - Connect consequences with their choices.

# Why Is SEL Important?

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## Increases Students' Capacity to Learn



- Social-emotional skills (22nd percentile)
- Positive attitudes (9th percentile)
- Prosocial behaviors (9th percentile)
- Academic achievement (11th percentile)



- Conduct problems (9<sup>th</sup> percentile)
- Emotional distress (10<sup>th</sup> percentile)

*Source: Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011*

# Minnesota SEL Competencies/Framework

## Social Awareness Benchmarks and Sample Activities

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten-Grade 3	Identify a range of emotional expressions in others, e.g., by facial expression or tone of voice	During classroom read-aloud, stop periodically to ask students what a character is feeling and how the picture helps them know this.	Arts, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.  English language arts (ELA) Speaking, Viewing, Listening and Media Literacy (SLVML1) 0.1.c, Listen to others and name emotions by observing facial expression or other nonverbal cues.



# Culturally Relevant SEL Guidance

- All behavior is socially and culturally mediated
- Context Matters
- Issues of power and privilege must be recognized
- SEL instruction should build students' skills

# Culturally Sustaining SEL Instruction Best Practices

- Base curriculum on the cultural-linguistic realities of students, and view those realities as assets.
- Perpetuate and foster linguistic, literate, and cultural pluralism by sustaining in-group cultural practices and cross-group cultural practices. Paris (2012) calls this “linguistic and cultural dexterity and plurality” (p. 95).
- Reflect and support communities’ language and cultural practices in ways both traditional and evolving.
- Address what it means to have an identity (e.g., Female, African).

# SEL and Employability

- SEL is important for everyone:
  - Between 1980 and 2012, jobs with high social skill requirements grew by nearly 10 percentage points as a share of the U.S. labor force.
  - Math-intensive but less social jobs (including many science, technology, engineering, and mathematics occupations) shrank by about 3 percentage points in the same period.



Source: Deming, 2017

# SEL and Equity

- Provides greater opportunities to learn
- Attunes to students' lived experiences
- Maintains that skills develop in culturally and context-dependent ways
- Embeds within multitiered systems of support



Source: Gregory & Fergus, 2017

# SEL and Neuroscience

- Emotions influence the way we process information.
- Distinct areas of the brain govern our social and emotional skills.
- Neuroscience demonstrates the malleability of social and emotional skills.

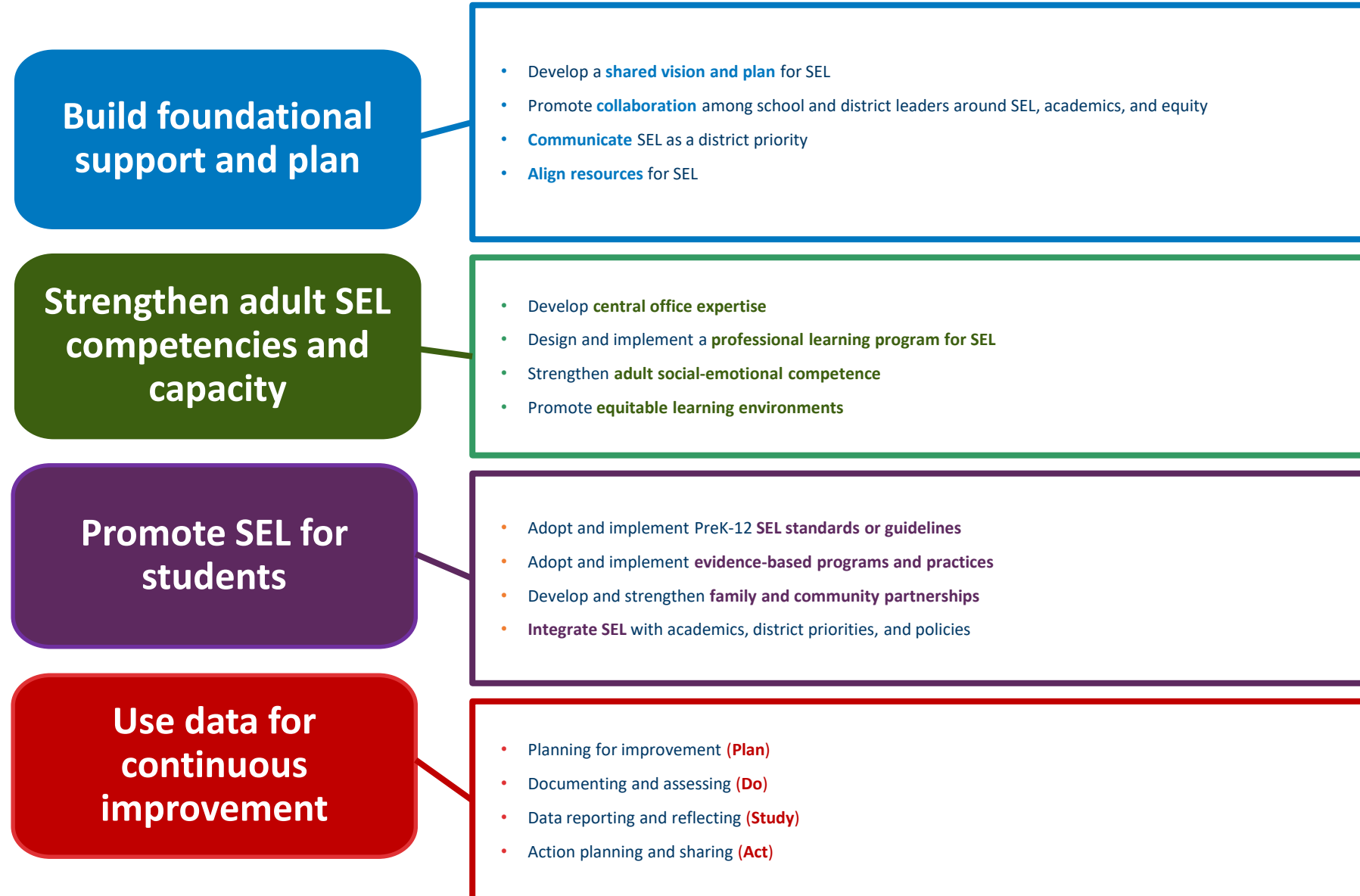


*Source:* Blair & Raver, 2015; Goleman, 2011

# SEL Implementation

CASEL Theory of Action and  
Minnesota Department of Education (MDE) Guidance

# District Theory of Action



# Social Emotional Learning Assessments

SEL Assessment Guidance

Self-Assessing SEL Instruction and Competencies: Teacher Self Assessment



# Types of SEL Assessment

- Outcome Measures
  - Student Perception of SEL Competencies
  - School Climate Assessments
  - Grades, Behavior, Attendance, Graduation
- Process Measures
  - Teaching Practices and Program Fidelity
  - Adult Competencies
  - School/District Practices

# MDE SEL Assessment Guidance

To better understand how district, school, and classroom practices support the social and emotional development of all students, it is important to assess both SEL practices and outcomes. This guide outlines the purpose of SEL assessment as well as the types of SEL assessment such as outcome and process-based assessments.

# Self-Assessing SEL Instruction and Competencies: Teacher Self Assessment

Center on  
**GREAT TEACHERS & LEADERS**  
at American Institutes for Research

Self-Assessing Social and Emotional  
Instruction and Competencies

A Tool for Teachers

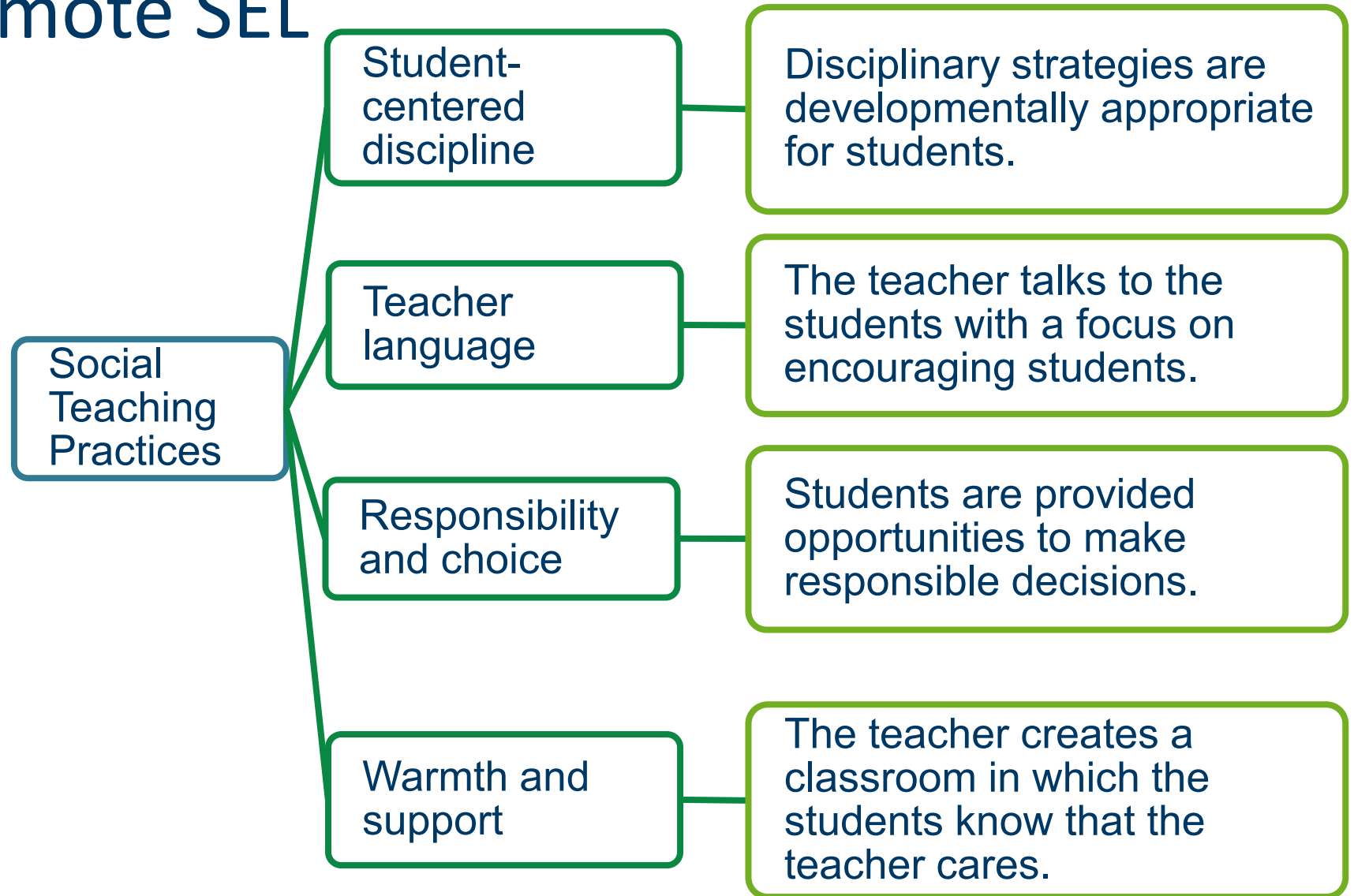
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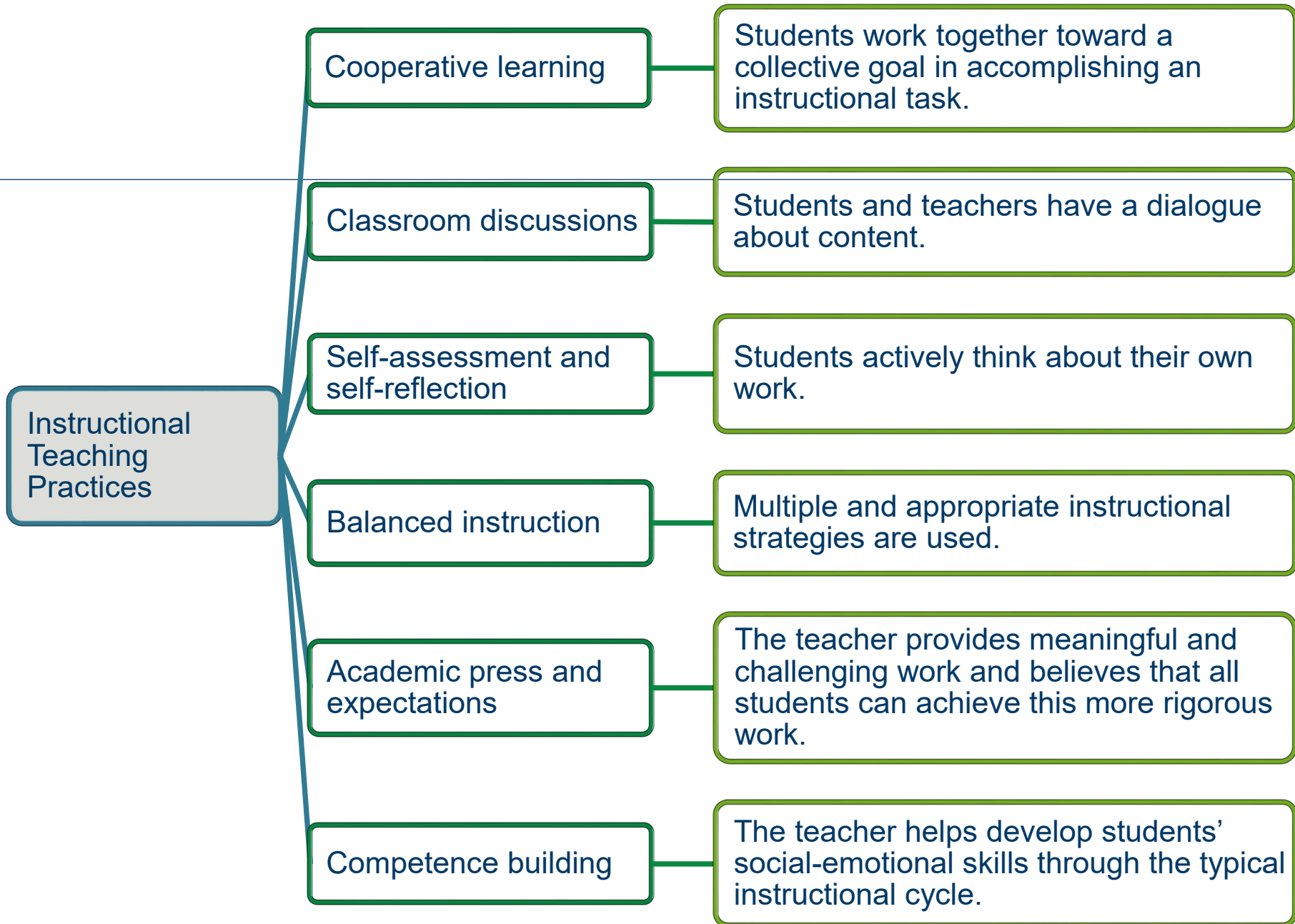


The Teacher SEL Self-Assessment Tool takes you step by step to self-assess your implementation of the 10 teaching practices that promote SEL and your own social and emotional competencies.

*Source: The GTL Center*

# Introducing the 10 Teaching Practices That Promote SEL





# Sample Teaching Practice

## Classroom Discussions

**I help my students identify how to listen.**

(e.g., tracking the speaker, making mental connections)

4 ▼

**I help students learn how to respond to and learn from their peers' contributions during a discussion.**

3 ▼

**I help my students learn how to effectively communicate their points of view.**

(e.g., elaborate on their thinking)

5 ▼

**I hold in-depth discussions about content with my students.**

1 ▼

**I ask my students to listen to and think about their peers' opinions and whether they agree with them.**

2 ▼

# Adult Social and Emotional Competencies

# Teacher Social and Emotional Competencies

- What do your own social and emotional competencies mean to you for your teaching practice?
- What do your social and emotional skills mean for your relationships with your students?





# Why Does SEL Matter for Teachers?

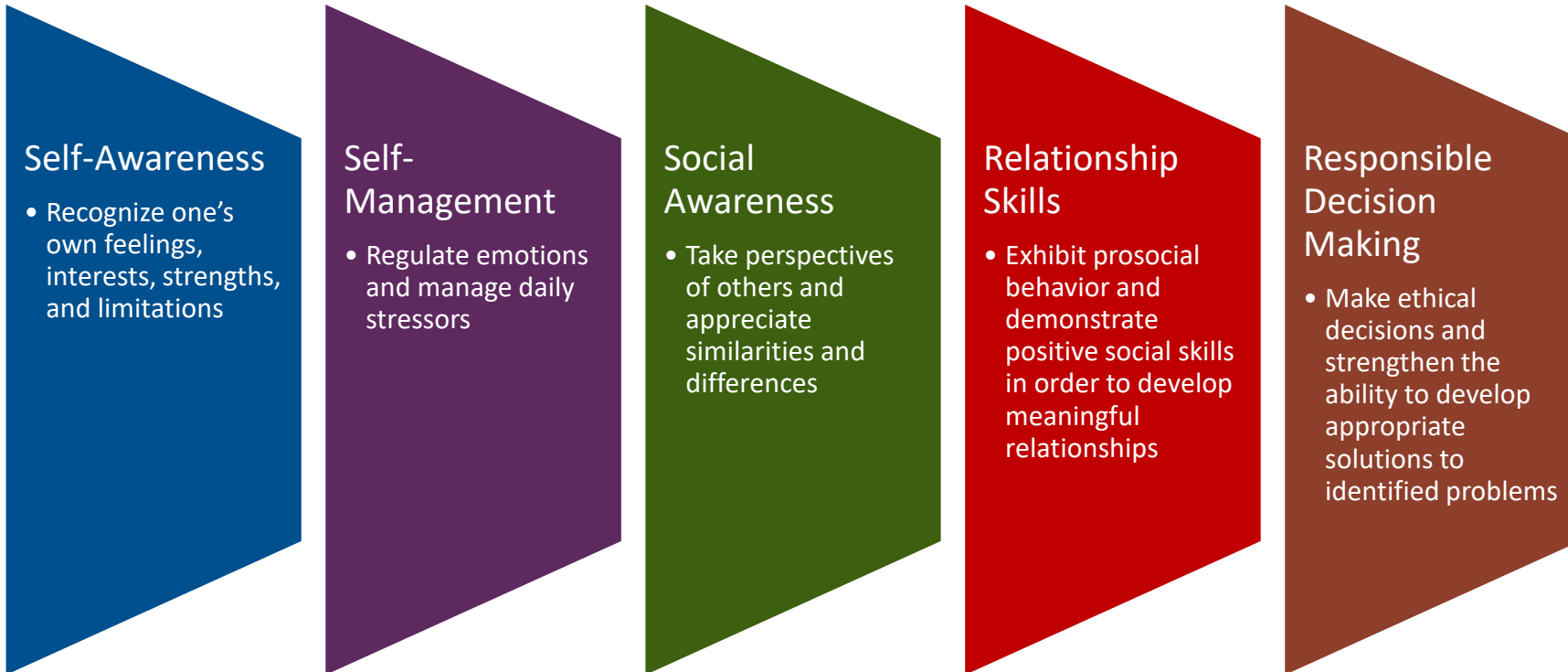
- Influences student-teacher relationships
- Model for students
- Impacts how teachers manage and organize classrooms
- Student achievement enhanced by formative feedback to students
- Manage stress



Source: Jones et al., 2013

# Adult Social and Emotional Skills

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Source: Yoder, 2014b

# Reflecting on SE Competencies

## Part B. Teacher Social-Emotional Competencies

Now think about your own social and emotional competencies and how those competencies influence your ability to implement the **social interaction teaching practices**. Please use the scoring guide below to rate yourself on how your SEL skills influence your **social interaction teaching practices** with your students. Consider each statement and score yourself according to where each statement holds true for you. If you have any questions about the terms in this assessment, [refer to the Teacher and Student sections of our interactive graphic](#).

### Self-awareness

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am aware of <b>social teaching practices</b> that I need to improve upon and grow professionally.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I can effectively implement <b>social teaching practices</b> with my students.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I am usually aware of how my emotions, culturally grounded beliefs, and background are precursors to my emotional reactions, and I understand how they impact my <b>social teaching practices</b> with my students.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Adult Self-Care

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- **Notice** your emotional and physical response to stressful situations.
- **Observe** your emotions with self and with others.
- **Participate** in teacher SEL, mindfulness, or yoga-based programs.
- **Facilitate** connections between SEL and other important efforts in your school.
- **Build** SEL into the daily routines and structures.
- **Seek** outside supports such as counseling or other mental health supports as needed.

# SSTAC Website: [education.mn.gov/safeschools](http://education.mn.gov/safeschools)



SSTAC=School Safety Technical Assistance Center

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[MDE](#) > [Districts, Schools and Educators](#) > [Ensuring Safe and Supportive Schools](#)

## ► Ensuring Safe and Supportive Schools

- [Bullying Concerns and Ways to Help](#)
- [2017 Conference](#)
- [Model Policies](#)
- [Safe and Supportive Schools Act](#)
- [School Climate](#)
- [Training and Procedures](#)

## Contact

MDE.SSTAC@state.mn.us  
651-582-8364

## Ensuring Safe and Supportive Schools

### School Safety Technical Assistance Center

#### Improving Academic Outcomes through Safe and Supportive Schools

Safe, supportive and welcoming schools play a pivotal role in ensuring students are engaged in learning and nothing hinders their ability to achieve their best in the classroom. Too often, bullying interferes with teaching and learning in schools.

The School Safety Technical Assistance Center is dedicated to helping schools and community members develop safe and supportive learning environments, thereby increasing academic success for all students.

This website is a resource for all members of the school community: board members, superintendents, principals, teachers, school support staff, students, families, individuals and community organizations. It provides guidance to support the school community as we work together to provide respectful, safe and supportive schools.

*Safe and Supportive Schools News* is the School Safety Technical Assistance Center's monthly newsletter. It provides news and information about resources, training and events focused on school climate improvement and bullying prevention and intervention. The newsletters are listed below.

# Thank you!

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651-582-8628