

**An Update on District Goal 2:**  
*Successfully implement a  
comprehensive Social and Emotional  
Learning (SEL) program.*



*February 27, 2019*

# To choose and implement a program, we must first:

- Identify why we we believe SEL is important
  - Steady increase in the number of students and families in crisis at OPS and in the county.
  - Parent surveys indicate that our families are also noticing that children are experiencing increased anxiety and struggling with solving interpersonal conflicts.
- Identify what our obligation is to implement SEL with regard to state standards and requirements
  - [NJ State SEL Competencies](#)
  - Health & PE Requirements
- Create a consistent understanding for Social Emotional Learning





# What is Social Emotional Learning?

Acquisition and application of 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
- Make responsible decisions
- [Brief video on SEL](#)

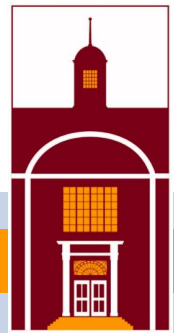


# What are the Five Core Competencies



- CASEL ([Collaborative for Academic, Social, and Emotional Learning](#))
  - Five Social Emotional Competencies

© CASEL 2017



# Core Competency #1 Self-Awareness

**The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”**

- *Identifying emotions*
- *Accurate self-perception*
- *Recognizing strengths*
- *Self-confidence*
- *Self-efficacy*



## Core Competency #2 Self-Management

**The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.**

- *Impulse control*
- *Stress management*
- *Self-discipline*
- *Self-motivation*
- *Goal-setting*
- *Organizational skills*



## Core Competency #3 Social Awareness

**The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.**

- *Perspective-taking*
- *Empathy*
- *Appreciating diversity*
- *Respect for others*



## Core Competency #4 Relationship Skills

**The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.**

- *Communication*
- *Social engagement*
- *Relationship-building*
- *Teamwork*

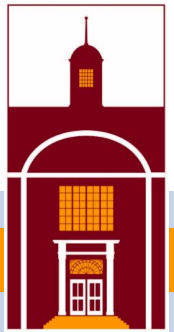




# Core Competency #5 Responsible Decision Making

**The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.**

- *Identifying problems*
- *Analyzing situations*
- *Solving problems*
- *Evaluating*
- *Reflecting*
- *Ethical responsibility*



# CASEL is Built on the Following . . .

## SEL Approaches

- **Explicit SEL Skills Instruction** →
- **Teacher Instructional Practices**
- **Integration with Academic Curriculum Areas**
- **Organizational, Culture, and Climate Strategies**

## Short-Term Outcomes

**SEL Skill Acquisition:**  
Five Competence Areas →

**Improved Attitudes:**  
Self, Others, Learning, and Schools →

**Enhanced Learning Environment:** Supportive, Engaging, and Participatory →

## Behavioral/Academic Outcomes

**Positive Social Behavior**

**Fewer Conduct Problems**

**Less Emotional Distress**

**Improved Academic Performance**

# How are we currently addressing SEL at OPS?

## **Captain Snout Lessons and Game**

- ▷ Addresses competencies of self-awareness, self-management, relationship skills, and responsible decision-making across our K-6 classrooms
- ▷ Based on the book: **Captain Snout and the Super Power Questions: Don't Let the ANTs Steal Your Happiness**

## **Heroes -- Helping Everyone Respect Others**

- ▷ Addressed competencies of self-awareness, social awareness, and responsible decision-making

## **Turkey Grams**

- ▷ Notice, appreciate, and communicate gratitude

## **Be Brave Bingo**

- ▷ Encourage risk-taking and increase awareness

## **It's Not Just You!**

- ▷ Common humanity piece of self-compassion



# How are we currently addressing SEL at OPS?

Program	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making
Captain Snout Book & Game	✓	✓		✓	✓
HEROs - Helping Everyone Respect Others	✓		✓	✓	✓
TurkeyGrams	✓	✓		✓	✓
Be Brave Bingo	✓	✓	✓		✓
It's Not Just You	✓	✓	✓		

# Choosing a Social Emotional Learning Program

## SEL Program Focus Areas

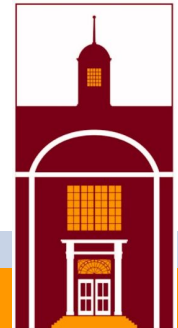
Interpersonal Skills  
Character  
Cognitive Regulation  
Emotional Processes  
Mindset

## Factors Considered - *What components are important for our community?*

### A Resource Guide to SEL Programs

Partnering with the right SEL program can be key to success with students. Here are the 25 leading SEL and character education programs profiled in *Navigating SEL From the Inside Out*:

1. **The 4Rs (Reading, Writing, Respect & Resolution) Program** is a grade-specific Pre-K–5 curriculum that integrates the teaching of social and emotional skills and language arts through the use of diverse children’s literature. Primary focus: 43 percent interpersonal skills. [www.morningside-center.org/node/36](http://www.morningside-center.org/node/36)
2. **Caring School Community (CSC)** is a K–6 program that builds classroom and school community while teaching SEL skills. Primary focus: 78 percent interpersonal skills. [www.collaborativeclassroom.org/caring-school-community](http://www.collaborativeclassroom.org/caring-school-community)
3. **Character Education Partnership (CEP)** is a K–12 program that provides a framework for character education. Primary focus: 50 percent interpersonal skills. [www.character.org/](http://www.character.org/)
4. **Character Counts!** is a K–12 program that provides a framework for character education. Primary focus: 50 percent interpersonal skills. [www.charactercounts.org/](http://www.charactercounts.org/)
5. **Character.org** is a K–12 program that provides a framework for character education. Primary focus: 50 percent interpersonal skills. [www.character.org/](http://www.character.org/)
6. **Lions Quest** is a Pre-K–12 program that integrates SEL, character education, drug and bullying prevention, and service learning to promote school and life success. Primary focus: 60 percent interpersonal skills. [www.lions-quest.org](http://www.lions-quest.org)
7. **MindUP™** is a Pre-K–12 program that offers a framework and curriculum for SEL designed to be modeled by teachers in the classroom. Primary focus: 44 percent cognitive regulation. [www.mindup.org](http://www.mindup.org)
8. **The Mutt-i-grees Curriculum** is a Pre-K–12 program that combines SEL with humane education, building upon children’s love of animals to promote SEL competence, academic achievement, and awareness of the needs of shelter pets. Primary focus: 56 percent interpersonal skills. [www.education.muttigrees.org](http://www.education.muttigrees.org)

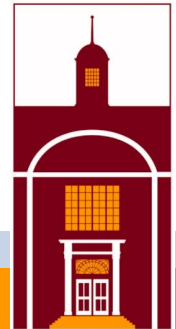


# Choosing a Social Emotional Learning Program

## Factors Considered - *What components are important for our community?*

- *Is there an explicit instruction piece to the program? Why?*
  - ▷ Ease of implementation
  - ▷ Validity of implementation
  - ▷ Greater accountability measures
  - ▷ Structures for meeting PE/Health standards (which now includes SEL components)

Program Name	Grade Range Covered	Grade-by-Grade Sequence	Average Number of Sessions Per Year	Classroom Approaches to Teaching SEL			Opportunities to Practice Social and Emotional Skills	Contexts that Promote and Reinforce SEL				Assessment Tools for Monitoring Implementation and Student Behavior		
				Explicit Skills Instruction	Integration with Academic Curriculum Areas	Teacher Instructional Practices		Classroom-wide	School-wide	Family	Community	Monitoring Implementation		Measuring Student Behavior
												Self-report	Observation	
4Rs	PreK-8	✓	35 period-long class sessions	✓	✓ English/language arts		●	●	●	●	○	✓		✓
Caring School Community	K-6	✓	Year-long, with 30-35 class meetings		Academic integration strategies provided	✓	●	●	●	●	●	✓	✓	✓
Competent Kids, Caring Communities	K-5	✓	35 lessons	✓	Academic integration strategies provided		●	●	●	●	○	✓	✓	✓
Getting Along Together	K-5	✓	43 lessons, 32 class council	✓	Academic integration strategies provided	✓	●	●	●	●	○		✓	✓



# Choosing a Social Emotional Learning Program

## Other Factors Considered:

- How much time per week is necessary?
- What type of professional development is needed?
- How does the program scaffold across grade levels?
- How does the program include non-classroom teachers?
- How strong is the family engagement component?
- What structures are inherent in the program to ensure sustainability?
- What competencies are focused on?

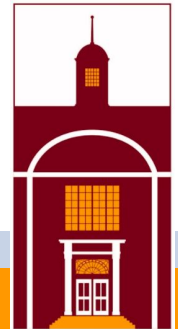
According to CASEL, Effective SEL approaches are SAFE:

**-Sequenced:** Connected and coordinated activities to foster skills development.

**-Active:** Active forms of learning to help students master new skills and attitudes.

**-Focused:** A component that emphasizes developing personal and social skills.

**-Explicit:** Targeting specific social and emotional skills.



# Choosing a Social Emotional Learning Program

## Narrowing down the Programs:

- **Caring School Communities**
  - ▷ Primary Focus: **78% *Interpersonal Skills***
  - ▷ Connected with the Center for Collaborative Classrooms
- **Second Step**
  - ▷ Primary Focus: **52% *Emotional Processes***
  - ▷ Previously purchased at OPS (approx. 2010) and used in numerous Bergen County districts
- **Open Circle**
  - ▷ Primary Focus: **65% *Interpersonal Skills***
  - ▷ Program out of Wellesley College



# Choosing a Social Emotional Learning Program

## Timeline of Next Steps:

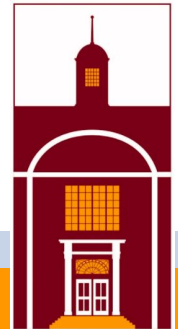
**3/15** - Create committee to review curricular materials

**4/15** - Arrange for vendor presentations of programs

**4/30** - Evaluation of programs based on identified criteria

**6/1** - Create Implementation Plan including:

- Schedule for professional development
- Notification of stakeholder groups
- Implementation Goals



# Resources Utilized

- Franks, L. Earl et al. “Leading Lessons: Social and Emotional Learning.” *Principal Magazine*, National Association of Elementary School Principals, November/December 2018, [https://www.naesp.org/sites/default/files/LeadingLessons\\_ND18.pdf](https://www.naesp.org/sites/default/files/LeadingLessons_ND18.pdf).
- “CASEL Ratings of Social Emotional Learning Programs.” *CASEL*, Collaborative for Academic, Social, and Emotional Learning, 2019, <https://casel.org/guide/ratings/elementary/>.
- Jones, Stephanie et al. “Navigating Social and Emotional Learning From the Inside Out.” *The Wallace Foundation*, March 2017, <https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>.
- “Programming.” *Open Circle*, 2019, <https://www.open-circle.org/our-approach/programming>.
- “Home Page.” *Second Step*, 2019, <https://www.secondstep.org/>.
- “Caring School Community.” *Center for the Collaborative Classroom*, 2019, <https://www.collaborativeclassroom.org/programs/caring-school-community>.