

Archimedes and His Lever



Teaching and Learning is A Relationship

(or)

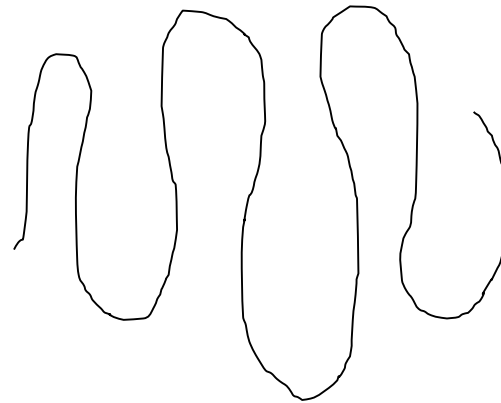
The constructive act of two or more people bonded by shared experience, meaning, and value

Understanding the Relationship: What's the Difference Between Shape 1 and Shape 2?

Shape 1

A

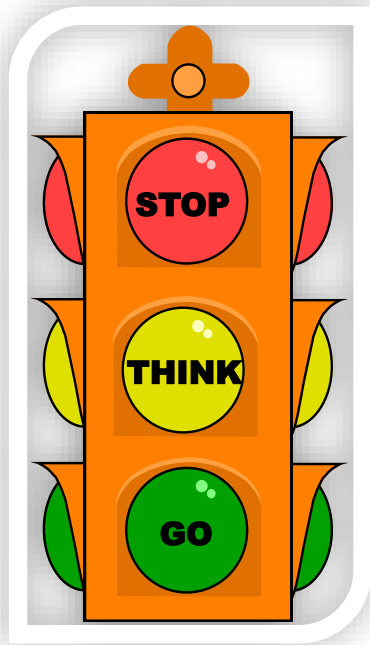
Shape 2



**Teaching and
Learning is *not***

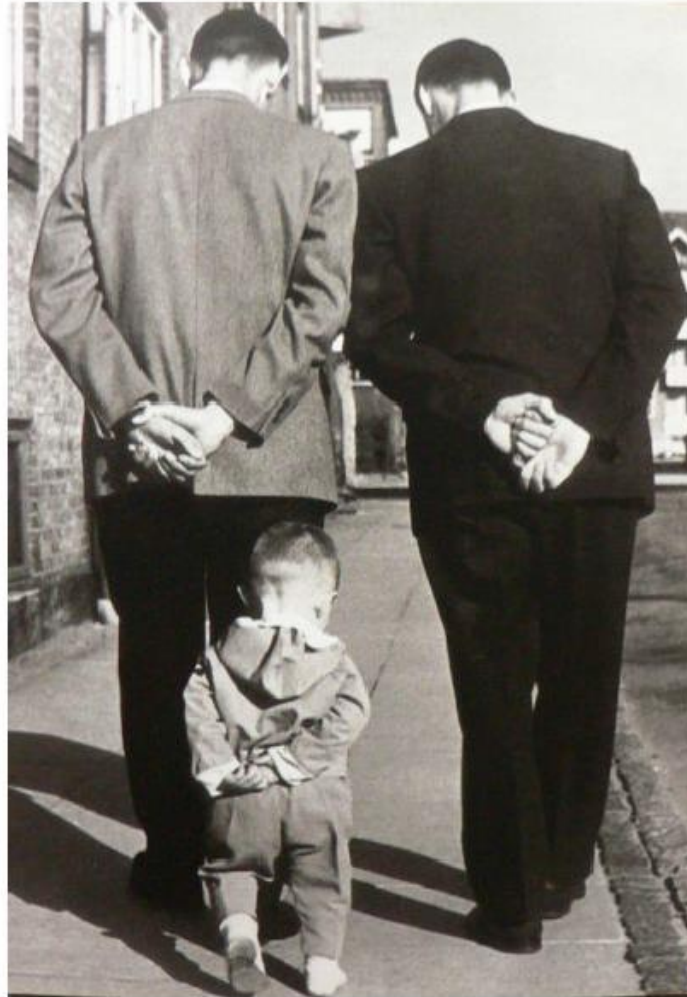
**A Mechanical Transfer
Operation
of a Body of Facts
to a Body**

A Caring, Connected, Responsible, Contributing Problem Solver



- **STOP**, CALM DOWN, & **THINK** before you act
- Say the **PROBLEM** and how you **FEEL**
- Set a **POSITIVE GOAL**
- **THINK** of lots of **SOLUTIONS**
- **THINK** ahead to the **CONSEQUENCES**
- **GO** ahead and **TRY** the **BEST PLAN**

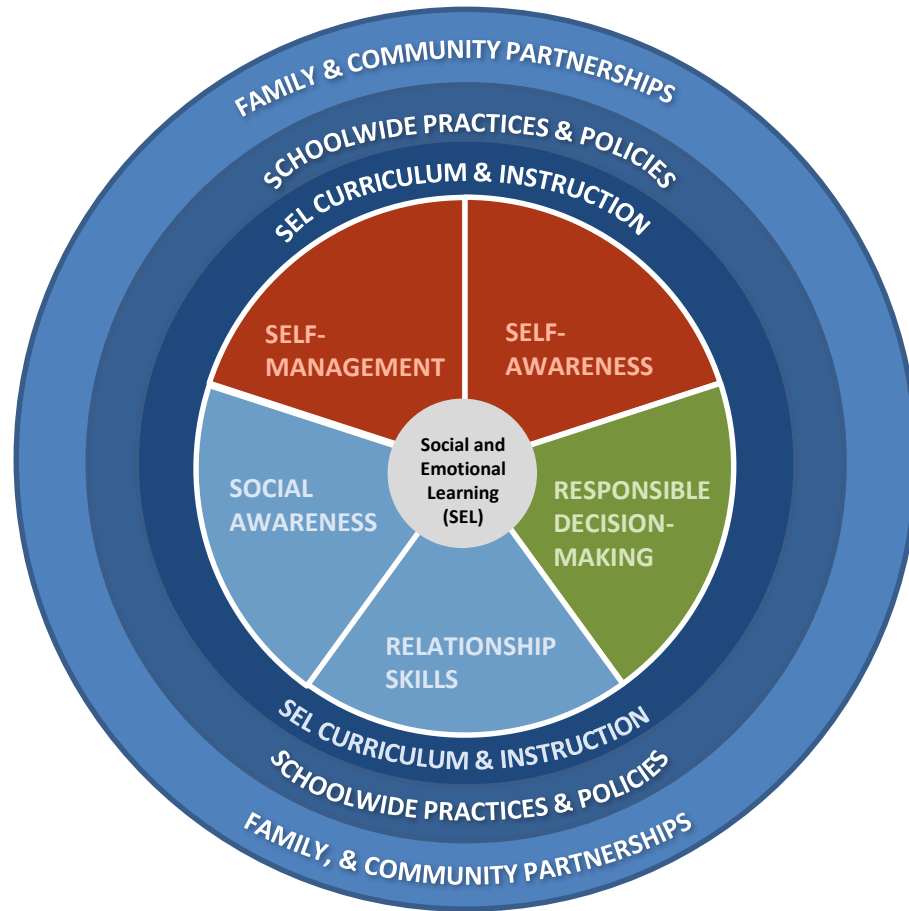
Born to Learn Socially



Meltzoff, 2016

Our Lever:

A New Paradigm Rooted In Comprehensive Social Emotional and Academic Learning!

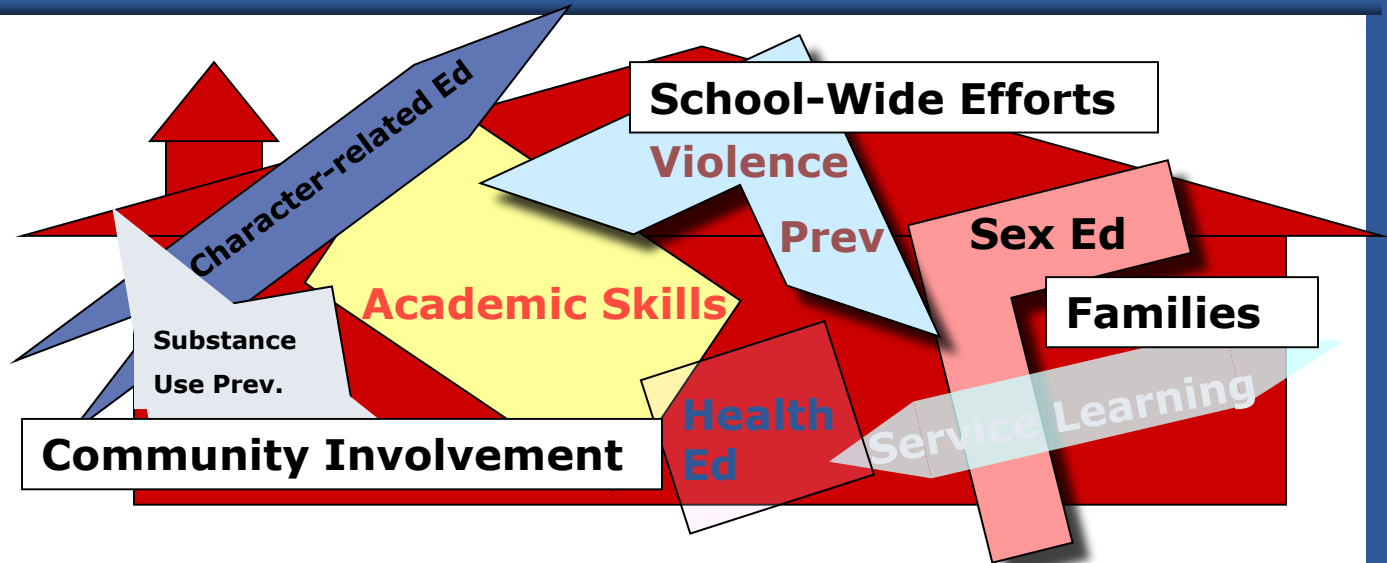


Excellent SEL Includes a Developmental Approach to 3 Domains

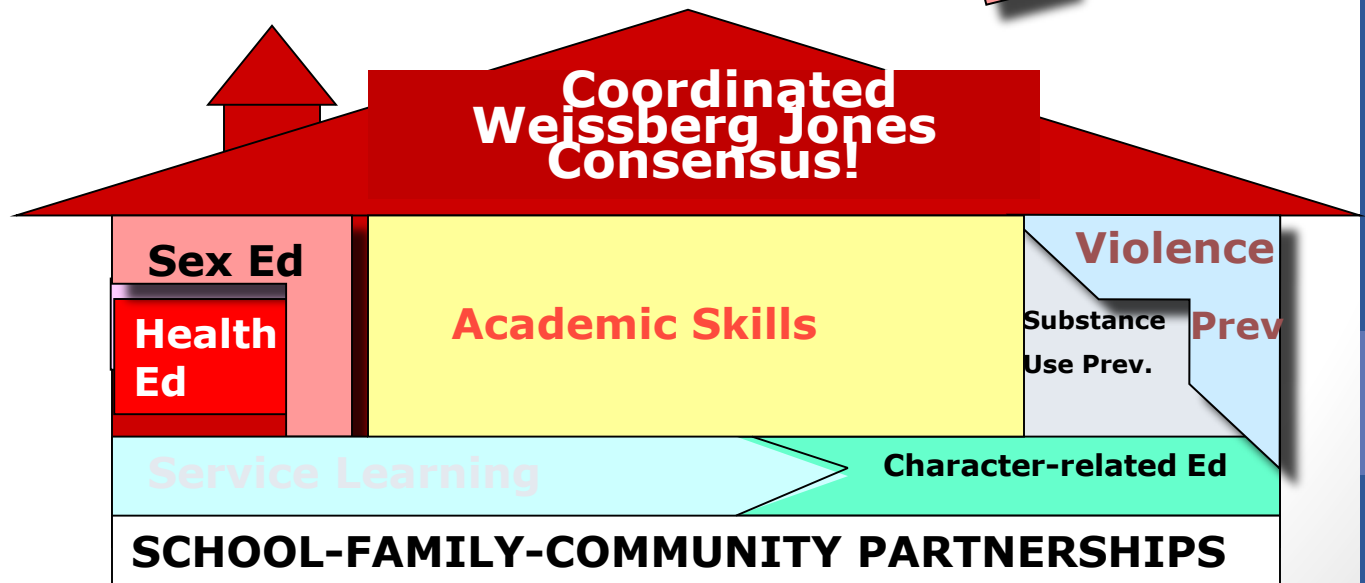
- Classroom Curriculum & Instruction
 - Benchmark is a scope and sequence.
 - Success depends on teacher training and support for high quality instruction.
- School Climate & Culture
 - Benchmark is SEL based policies and practices, ie, restorative justice
 - Success depends on school wide commitment, adult modelling, and youth leadership.
- Community & Family
 - Benchmark is support from key actors and activities.
 - Success depends on stakeholder engagement, meaningful reinforcement, and parent and student agency.

Our Challenges: Coordination and Integration

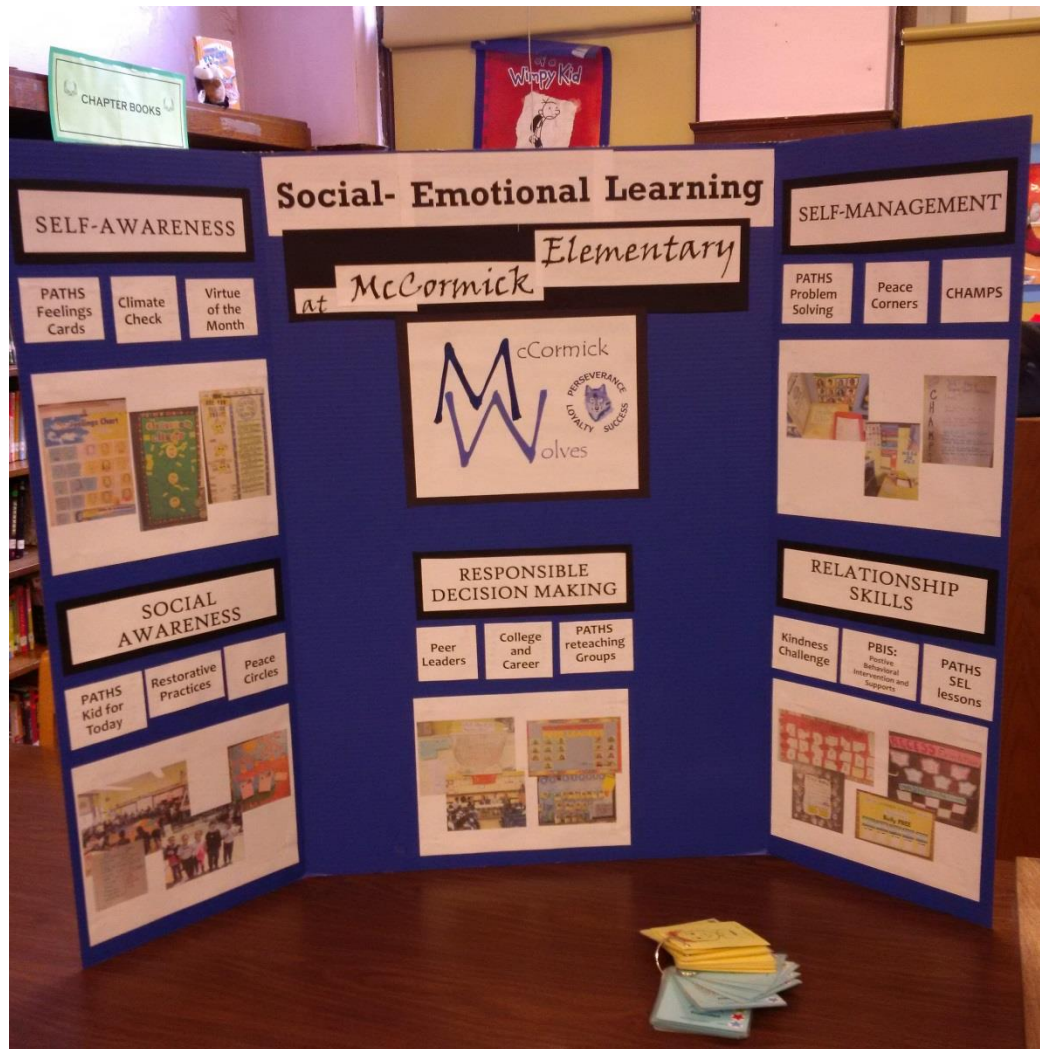
Programs without a Common Framework



A Common Framework Provides Synergy



McCormick Elementary Gets It!

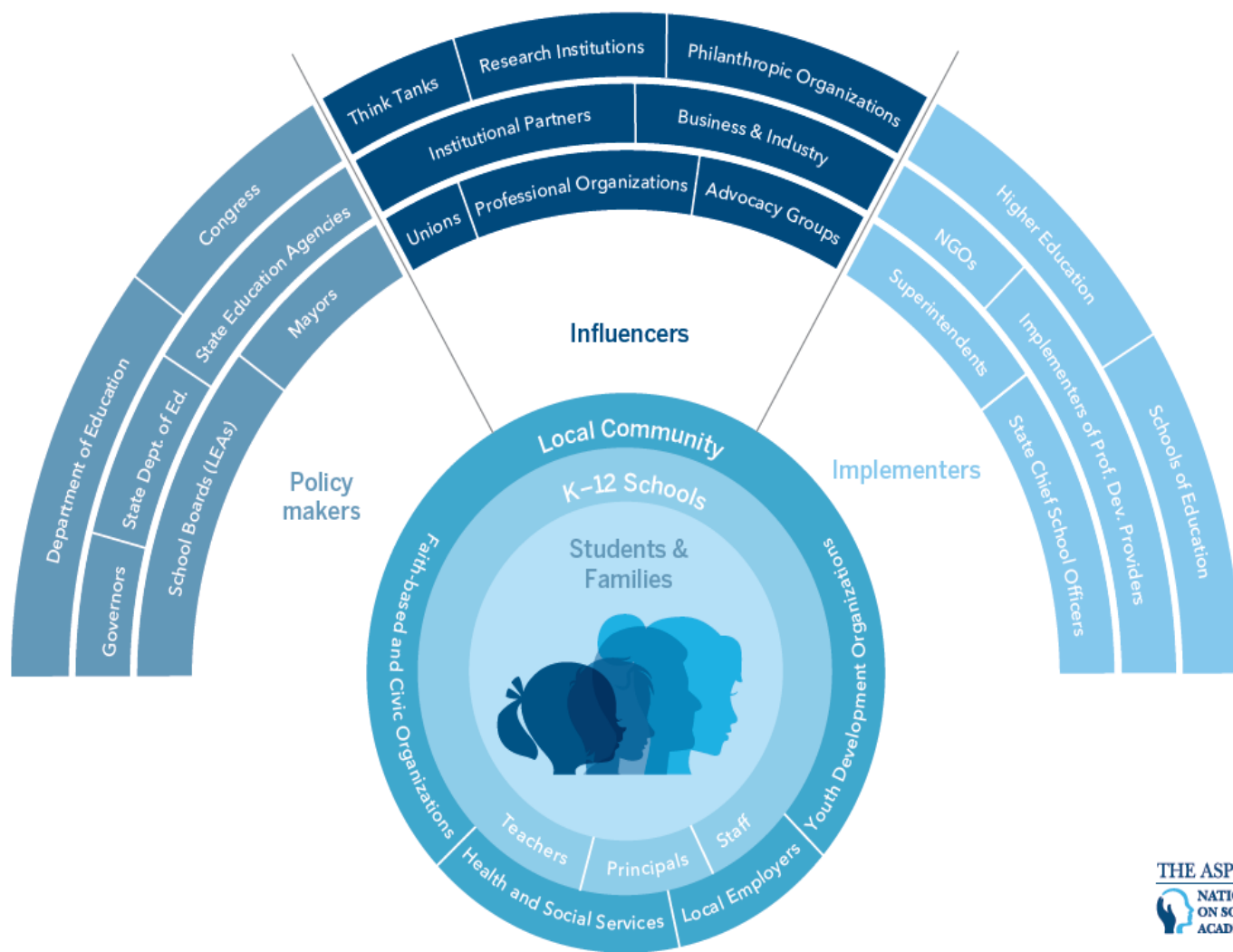


Massachusetts Math Teachers get it too!

- “In mathematics classrooms, for example: students should reflect on how they respond when facing a difficult challenge or making a mistake, learning that with effort, they can continue to improve, and be successful (self-awareness); engaging and persisting in solving challenging problems (self-management); collaborating and learning from others and showing respect for others’ ideas (social awareness and relationship skills); applying the mathematics they know to make decisions and solve problems in everyday life, the workplace, and society at large (responsible decision making). Effective mathematics instruction builds upon these competencies to improve student learning and engagement.”

Massachusetts Curriculum Framework for Mathematics Public
Comment Draft November 29, 2016

K-12 EDUCATION ECOSYSTEM



***Comprehensive System of Learning Supports*****Identifying and Supporting Illinois Social Emotional Learning Standards**

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Standard A- Identify and Manage one's emotions and behaviors.		Standard B- Recognize personal qualities and external supports.		Standard C- Demonstrate skills related to achieving personal and academic goals.	
Evaluate how expressing one's emotions in different situations affects others.	Evaluate how expressing more positive attitudes influences others.	Implement a plan to build on a strength, meet a need, or address a challenge.	Evaluate how developing interests and filling useful roles support school and life success.	Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.	Monitor progress toward achieving a goal, and evaluate one's performance against criteria.
<ul style="list-style-type: none"> • Create a project highlighting the communities assets and how it can affect the student's choices. • Guide students on how to use upset feelings to ask for help rather than express anger. • Model the ability to express hurt without withdrawal, blame or aggression. • Analyze outcome differences in characters expressing fear in various situations (in the presence of a potential assailant, in the presence of a friend). • Discuss the impact of denial on mental health. 		<ul style="list-style-type: none"> • Guide students to identify skills and credentials required to enter a particular profession and begin to prepare accordingly. • Discuss decision-making based on what is legal rather than media images of success. • Assist students in developing relationships that support personal and career goals. • Journal how examples of the professional work or community service of an adult in the student's life has contributed to an important life goal. • Coordinate activities to tutor younger students. 		<ul style="list-style-type: none"> • Mentor students to set long-term academic/ career goals with dates for completion and actions steps. • Predict possible barriers to achieving the goal and help design contingency plans for overcoming them. • Analyze how current decisions about health behaviors may affect long-term plans. • Have groups discuss the steps needed to achieve the goal of getting a summer job and create a plan. • Reflect on improving coping strategies. 	

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standard A- Recognize the feelings and perspectives of others.		Standard B- Recognize individual and group similarities and differences.		Standard C- Use communication and social skills to interact effectively with others.		Standard D- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	
Demonstrate how to express understanding of those who hold different opinions.	Demonstrate ways to express empathy for others.	Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.	Evaluate how advocacy for the rights of others contributes to the common good.	Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.	Plan, implement, and evaluate participation in a group project.	Evaluate the effects of using negotiation skills to reach win-win solutions.	Evaluate current conflict-resolution skills and plan how to improve them.
<ul style="list-style-type: none"> • Role-play effective communication strategies. • Debate opposing points of view on current issues. • Analyze the factors that have influenced the students perspective on an issue...why do they think the way they do? • Practice responding to ideas rather than the person stating them. 		<ul style="list-style-type: none"> • Allow students to analyze their perceptions of cultural variations based on their experiences. • Analyze how the media creates and reinforces societal expectations of various social and cultural groups. • Practice opposing intolerance and stereotyping (mock trials with students are being accused of non-conformist behaviors). 		<ul style="list-style-type: none"> • Role-play scenarios on giving and receiving help. • Discuss the effects of giving and receiving help. • Reflect after working groups-how well the group works together, follows the lead of others, supports each person in the group, provide structure, and supports ideas. • Model strategies for collaborating with peers and adults. 		<ul style="list-style-type: none"> • Create a list of the causes of conflict in various situations (with a friend, dating, a neighbor, political opponent, another country). • Discuss strategies for dealing with sexual harassment and an abusive relationship. • Evaluate appropriateness of strategies to resolve conflicts (self-management, debates, mediation, decision making by a leader, war). 	

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Standard A- Consider ethical, safety, and societal factors in making decisions.		Standard B- Apply decision-making skills to deal responsibly with daily academic and social situations.		Standard C- Contribute to the well-being of one's school and community.	
Apply ethical reasoning to evaluate societal practices.	Examine how the norms of different societies and cultures influence their members' decisions and behaviors.	Analyze how present decision making affects college and career choices.	Evaluate how responsible decision making affects interpersonal and group relationships.	Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.	Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.
<ul style="list-style-type: none"> • Create posters describing the value of resisting peer pressure that causes social or emotional harm to self or others. • Convene a student jury to review a current event/ scenario on a social topic or behavior. • Form groups of students to outline a service project within the community to show how it might make a positive impact on society. • Discuss ethical issues in social policy. 		<ul style="list-style-type: none"> • Journal how student's social relationships have impact on their academic performance. • Discuss how the student's interests, personality traits, and aptitudes affect career choices. • Guide students to reflect on past relationships with friends and how that might impact decisions on future relationship choices. • Discuss class schedule choices with students and how it connects to their career choices. 		<ul style="list-style-type: none"> • Design a student created survey to identify school needs and prioritize the results. • Develop a project plan on the identified needs. • Conduct a research project on the school need of interest to the groups. • Work collaboratively with the community to raise awareness of the need within the school. • Communicate the results. 	



Illinois'

Standards

and

Practices



DISTRICT RESOURCE CENTER

launched May 2017

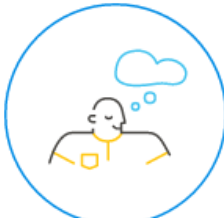
drc.casel.org

DISTRICT FRAMEWORK



Communication

Communicate SEL as a priority to stakeholders



Vision

Develop a districtwide vision and plan



Align Resources

Align financial and human resources



Build Expertise

Develop central office expertise and capacity



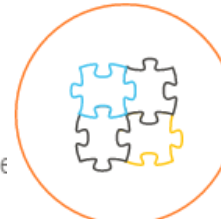
Needs Assessment

Conduct SEL related needs and resources assessment



Professional Development

Design and implement effective professional development programs



Integration

Integrate SEL with district initiatives



Programming

Adopt and implement evidenced-based programs



Standards

Establish K-12 SEL standards



Continuous Improvement

Establish systems for continuous improvement





Our Moment...

- The country is exhausted by the debate about testing and punishing. Regardless of ideological or political perspective, we need new ideas focused on teaching and learning.
- Teachers are urgently concerned about the social and emotional development of their students and want more ways to address them. 90% or more believe SEL is important.
- The new and powerful combination of data in the Brookings report represents the idea that evidence based SEL programming has arrived at a moment of unprecedented opportunity.

Our Moment...


- There is a broad cultural shift toward self directed and individually designed learner experiences and away from content focused uniformity—triggered largely by the explosion of technology
- Our children are continuing to suffer—stress, depression, the achievement gap, substance abuse—all remain painfully high.
- There are both established and new entrants into the field coming under many names— “non cognitive,” “mindsets,” “grit,” “character”—and there is real confusion about their alignment. Importantly, this confusion is hurting efforts to create scale.

Encouraging News




On the Agenda

- SEL is a shared priority among these audiences.
- Other items on the education agenda are a chance to tune and target the message (but they are not necessarily competing with SEL).
- According to respondents, their communities are active and likely to stay engaged on this topic.

 Policy
• SEL
• Training/PD
• College & career readiness
• Gaps in academic achievement
• Program & instructional quality
• Leadership development

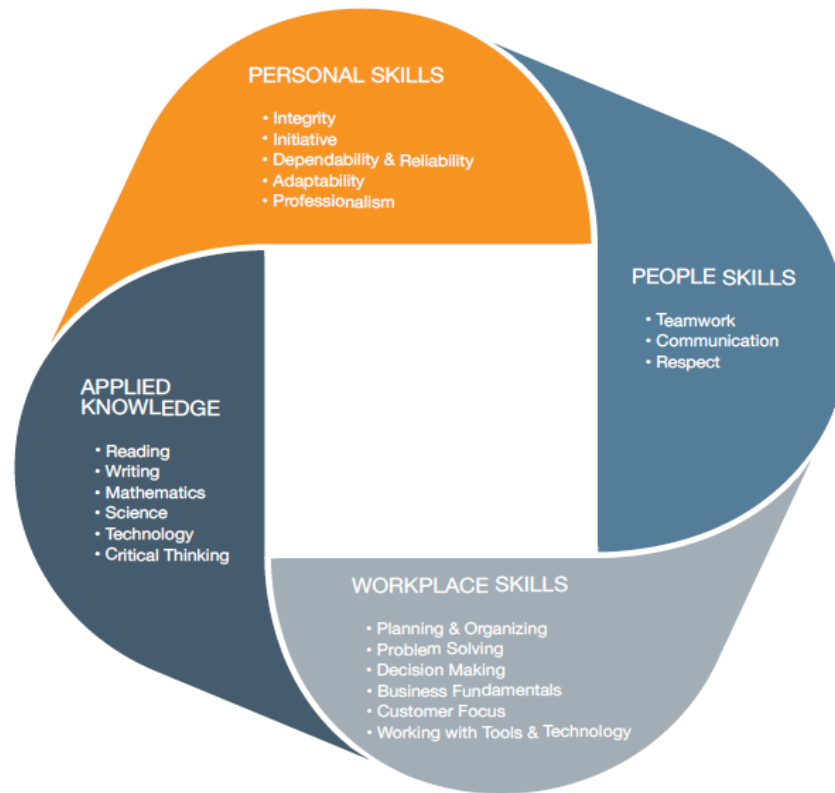
 K-12
• SEL
• Academic achievement
• Gaps in academic achievement
• Budget & resources
• Program & instructional quality
• Student engagement

 Afterschool
• SEL
• Program & instructional quality
• Gaps in academic achievement
• Family engagement
• Training/PD
• Summer learning

(Top 6 priorities rank ordered, respondents could select up to 3 priorities out of 16)

Education Need Not Be A Divisive And Partisan Issue

National Network of Business and Industry Associations: Common Employability Skills



SEL's Unique Asset: A Progressive-Conservative Bridge

WHAT'S IN A NAME?

Researchers, policy makers, and practitioners have used many names to describe various parts of the non-cognitive domain. These are often rooted in different applications, but the underlying constructs are similar. A selection of relevant fields include:

- | | |
|---|---|
| <ul style="list-style-type: none">• Social and Emotional Learning• Non-Cognitive Skills• 21st Century Skills• Deeper Learning• College and Career Readiness• Soft Skills | <ul style="list-style-type: none">• Academic Mindsets• Character• Student Agency• Emotional Intelligence• Nonacademic Skills• Employability Skills |
|---|---|

Furthermore, the non-cognitive constructs within each field are described using a wide range of terms, including:

- | | |
|---|--|
| <ul style="list-style-type: none">• Skills• Mindsets• Attributes• Competencies• Traits• Strengths• Behaviors• Progressions• Virtues | <ul style="list-style-type: none">• Constructs• Abilities• Dimensions• Feelings• Attitudes• Strategies• Strands• Habits |
|---|--|

Each of these areas often work in their own silo, but there are fundamental similarities between social-emotional learning, character, 21st century skills, and each of the rest. However, nothing exists to show how they are related to each other, or just as importantly, where specifically they differ. The Taxonomy Project aims to make these connections clear for researchers, policy makers, and practitioners.

Evidence Is Clear SEL & Academics:

It is not a question of either-or.

It's only a question of

Education

vs.

Indifference

Next Steps:

Communication and Broad Understanding

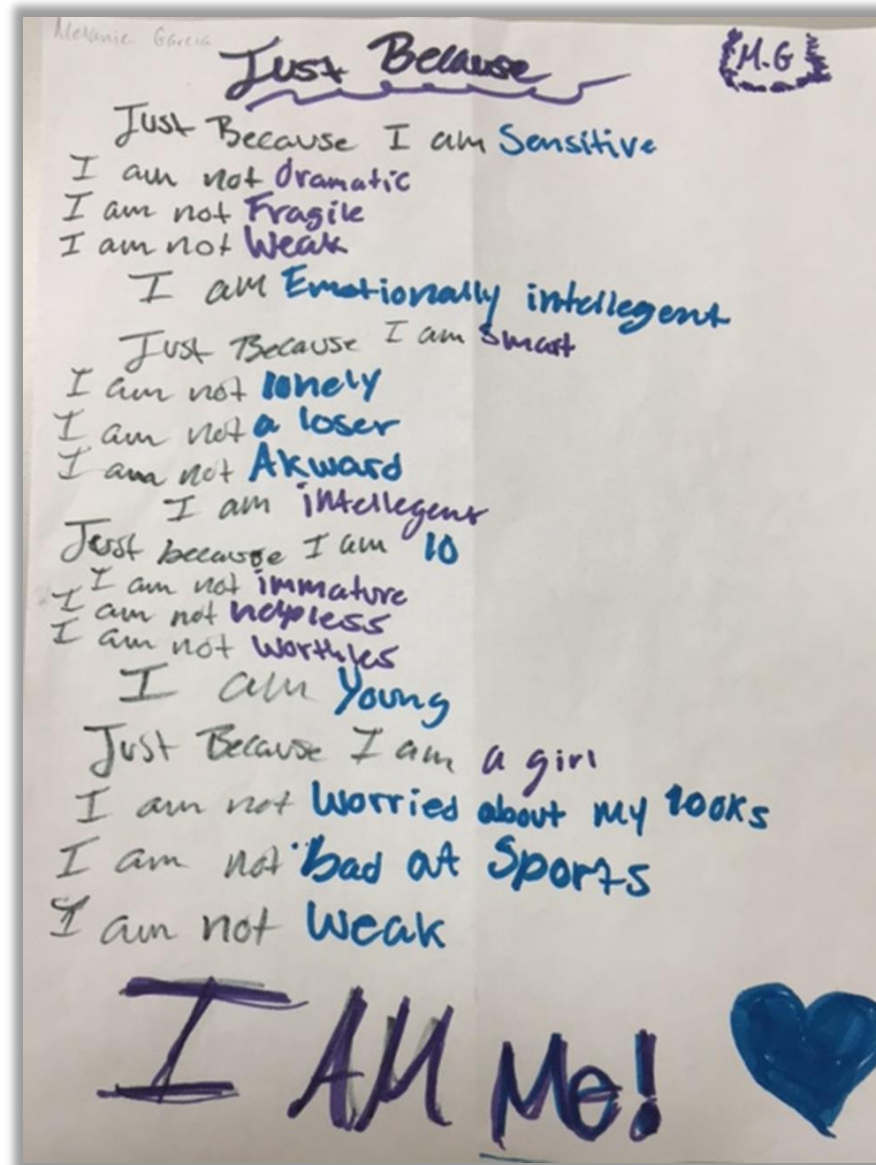
Change the narrative and the paradigm and build an influence platform:

- From a focus on deficits to a focus on competence, equity, and inclusion
- From a focus on education as information to a focus education as inspiration
- From a focus on tests to a focus on positive social, emotional, and academic development
- From a focus on schools to a focus on schools, families and communities

Pharrell Williams

"I'm telling you, the world is a beautiful place but it does not work without empathy and inclusion. God is love. This universe is love and that's the only way it will function. And I get it, sometimes the divisive stuff works in life. We learned that lesson last year, that sometimes divisiveness works. But you have to choose what side you're on. I'm choosing empathy. I'm choosing inclusion. I'm choosing love for everybody, just trying to lift everyone. Even when I disagree with someone I'm wishing them the best and hoping for the best because we can't win the other way."

Melanie Garcia – Chicago



Lune Stewart
Mar. 13, 2017

Officer Shawn Anderson
(Mar. 18, 2017)

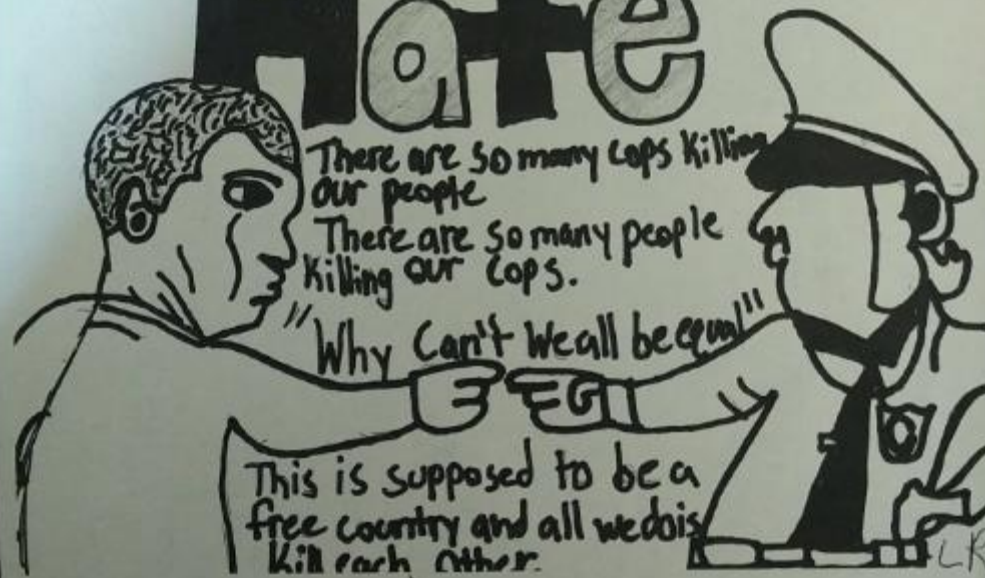
Tamir Rice
(Nov. 22, 2014)

John Crawford III
(Aug. 5, 2017)

Tanisha Anderson
(Nov. 13, 2014)

Officer Jason Weiland
(Mar. 22, 2017)

Officer Justin Terne
(Mar. 27, 2017)



My Inspiration

