



# SOCIAL & EMOTIONAL LEARNING

THE IMPACT IT'S HAVING ON OUR SCHOOLS



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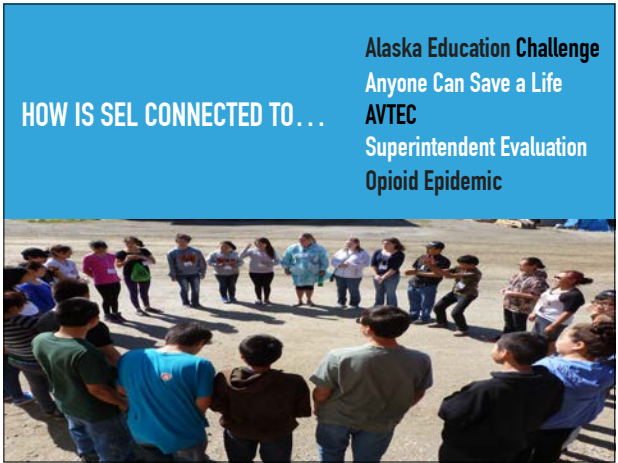
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## HOW IS SEL CONNECTED TO...

- Alaska Education Challenge
- Anyone Can Save a Life
- AVTEC
- Superintendent Evaluation
- Opioid Epidemic

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## AGENDA

- Our Agreements
- What are SEL Skills Anyway?
- SEL Alaska Style
- Who Me? The Board's Role
- Positive Outcome for Our Kids
- Reflection

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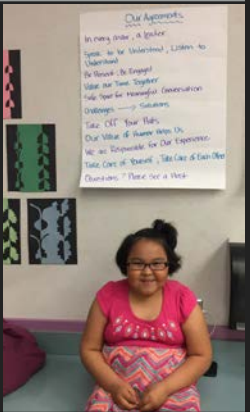
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## OUR AGREEMENTS

- ▶ Speak to be Understood, Listen to Understand
- ▶ Be Present; Be Engaged
- ▶ Value Our Time Together



First Alaskans Institute

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## WHAT IS SOCIAL & EMOTIONAL LEARNING ANYWAY?

- ▶ Find a buddy with a DIFFERENT COLOR CARD.
- ▶ Person 1: Read the skill on your card. Each person answers the question: "How does this skill help kids succeed in school?"
- ▶ Person 2 reads their skill. Both people tell how this skill helps students succeed in school.
- ▶ When you see my hand raised, it's time to stop and return to the tables.

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## Social And Emotional Learning (SEL)

SEL is the process that supports children, youth and adults in developing skills for life and school. SEL reaches beyond classrooms and teaches the skills we each need to successfully manage life tasks.



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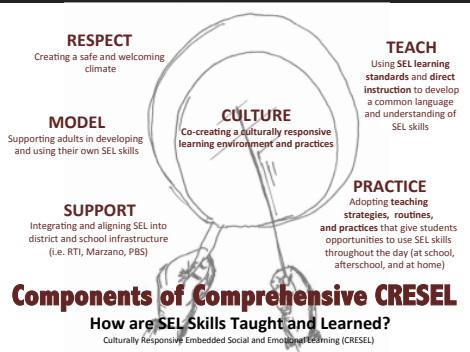
# SEL IS NOT SOMETHING NEW



## Want a Great Career? Alaskan Employers Expect

Skills/Competencies	Work Attitudes	Work Values
<p><b>Writing</b> Communicating effectively in writing</p> <p><b>Reading</b> Understanding written information</p> <p><b>Speaking</b> Communicating effectively in person</p> <p><b>Listening</b> Understanding spoken information</p> <p><b>Teamwork</b> Working effectively with others</p> <p><b>Problem Solving</b> Using critical thinking to solve problems</p> <p><b>Self-Management</b> Managing time, stress, and emotions</p> <p><b>Decision Making</b> Making ethical choices about personal and social behavior</p> <p><b>Relationship Skills</b> Forming positive relationships, working in teams, conflict resolution</p> <p><b>Social Awareness</b> Showing understanding and empathy for others</p>	<p><b>Respectful</b> Showing respect for others and their differences</p> <p><b>Responsible</b> Taking ownership of one's actions and being accountable</p> <p><b>Team Player</b> Working well with others to achieve common goals</p> <p><b>Adaptable</b> Being flexible and open to change</p> <p><b>Proactive</b> Taking initiative and being self-motivated</p> <p><b>Resilient</b> Bouncing back from setbacks and challenges</p> <p><b>Communicative</b> Being clear and concise in communication</p> <p><b>Organized</b> Managing time and resources effectively</p> <p><b>Detail-Oriented</b> Being thorough and accurate in work</p> <p><b>Customer-Focused</b> Providing excellent service to clients</p> <p><b>Collaborative</b> Working well with others in a team</p> <p><b>Self-Motivated</b> Being driven to achieve goals without supervision</p> <p><b>Positive</b> Maintaining a good attitude and optimism</p> <p><b>Committed</b> Being dedicated and loyal to the organization</p> <p><b>Flexible</b> Being able to adapt to changing circumstances</p> <p><b>Responsible</b> Taking ownership of one's actions and being accountable</p> <p><b>Team Player</b> Working well with others to achieve common goals</p> <p><b>Adaptable</b> Being flexible and open to change</p> <p><b>Proactive</b> Taking initiative and being self-motivated</p> <p><b>Resilient</b> Bouncing back from setbacks and challenges</p> <p><b>Communicative</b> Being clear and concise in communication</p> <p><b>Organized</b> Managing time and resources effectively</p> <p><b>Detail-Oriented</b> Being thorough and accurate in work</p> <p><b>Customer-Focused</b> Providing excellent service to clients</p> <p><b>Collaborative</b> Working well with others in a team</p> <p><b>Self-Motivated</b> Being driven to achieve goals without supervision</p> <p><b>Positive</b> Maintaining a good attitude and optimism</p> <p><b>Committed</b> Being dedicated and loyal to the organization</p> <p><b>Flexible</b> Being able to adapt to changing circumstances</p>	<p><b>Work-Life Balance</b> Having a good balance between work and personal life</p> <p><b>Job Security</b> Having a stable and secure job</p> <p><b>Professional Growth</b> Having opportunities for learning and development</p> <p><b>Meaningful Work</b> Doing work that is interesting and purposeful</p> <p><b>Good Pay</b> Receiving fair compensation for one's work</p> <p><b>Flexibility</b> Having flexible work schedules and options</p> <p><b>Respectful</b> Working in a respectful and inclusive environment</p> <p><b>Collaborative</b> Working well with others in a team</p> <p><b>Self-Motivated</b> Being driven to achieve goals without supervision</p> <p><b>Positive</b> Maintaining a good attitude and optimism</p> <p><b>Committed</b> Being dedicated and loyal to the organization</p> <p><b>Flexible</b> Being able to adapt to changing circumstances</p> <p><b>Responsible</b> Taking ownership of one's actions and being accountable</p> <p><b>Team Player</b> Working well with others to achieve common goals</p> <p><b>Adaptable</b> Being flexible and open to change</p> <p><b>Proactive</b> Taking initiative and being self-motivated</p> <p><b>Resilient</b> Bouncing back from setbacks and challenges</p> <p><b>Communicative</b> Being clear and concise in communication</p> <p><b>Organized</b> Managing time and resources effectively</p> <p><b>Detail-Oriented</b> Being thorough and accurate in work</p> <p><b>Customer-Focused</b> Providing excellent service to clients</p> <p><b>Collaborative</b> Working well with others in a team</p> <p><b>Self-Motivated</b> Being driven to achieve goals without supervision</p> <p><b>Positive</b> Maintaining a good attitude and optimism</p> <p><b>Committed</b> Being dedicated and loyal to the organization</p> <p><b>Flexible</b> Being able to adapt to changing circumstances</p>

# SEL IS A PROCESS, NOT A PROGRAM



# SEL ALASKA STYLE

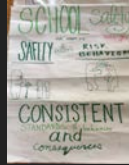


CREATING A WELCOMING AND SAFE CLIMATE

# RESPECT

School Climate & Connectedness Survey (SCCS)

- Caring Adults
- Community Support
- Cultural Connectedness
- High Expectations
- Parent and Community Involvement
- Peer Climate
- Respectful Climate
- School Safety
- Social and Emotional Learning
- Student Involvement
- Risk Behaviors



USING SEL LEARNING STANDARDS AND DIRECT INSTRUCTION

# TEACH

Evidenced-Based Direct Instruction:

- Connected and Respected (LYSD, Nome, BSSD)
- Caring School Community (Kodiak)
- Second Step (Hydaburg, Sitka)

Culturally Responsive SEL Standards:

- LYSD, Hydaburg, Sitka, Nome



Authentic Cultural Activities

**4A** Act out hunting and fishing; Act out how to cut fish; Ice fishing and fishing with nets; Drive Beluga whale to shallow water; Play lap game; Relate communication and social skills to successful basketball teams; Play lap game to practice those skills;

**4B** Mouse food hunting and clearing food; Develop positive relations with the land and with the people; Leave something for the mouse when you take their food; How the mouse helps us and how to give back to the mouse; Talk about Yuuyaraq – Yup'ik Rules of Life; Focus on living harmoniously with each other; School Buddy Program;

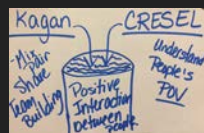
**4C** Act out how to handle or avoid conflict walk away; Tell teachers; Role Play; Start by looking at animal relationships, such as competition in a food web; Expand to human conflicts and demonstrate how one conflict can have a rippling effect to others; Compare conflicts in Nature to conflicts in our own life and develop a problem solving strategy chart to showcase in classroom;

USING SEL SKILLS ALL DAY - IN SCHOOL, SPORTS, AFTER SCHOOL AND AT HOME

# PRACTICE

Kagan Cooperative Learning in Nome:

- District-wide K-12 teaching practices
- Superintendent models during inservice
- Train after school providers
- Family Fun Nights



# SUPPORT

**Culturally Responsive Education Plan for 5th Grade District**

5th Grade District believes that culturally responsive teaching practices and social emotional learning are essential for the learning experiences of all 5th graders, and must be woven into the curriculum to ensure the "why" of all instruction. For creating responsive schools it is essential to the success of building, school, and families, and requires collaboration with our community. To accomplish this work over the next five years (2019-2023), the district will provide the time, funding, and support needed to reach our goals. This will include focused professional development, staff mentoring, and program coordination, as well as family and community activities.

Culturally Responsive Teaching Practices	Social Emotional Learning	5th Grade SEL Framework
The foundation for our culturally responsive teaching practices will be the 5th grade SEL standards and competencies with our community. 5th graders will understand the story culture of this place, and by that role in cultivating all 5th graders.	The district will use social emotional learning as a tool for building a strong foundation for the 5th grade SEL standards and competencies. This will include focused professional development, staff mentoring, and program coordination, as well as family and community activities.	5th Grade SEL Framework The foundation for our culturally responsive teaching practices and social emotional learning will be the 5th grade SEL standards and competencies with our community. 5th graders will understand the story culture of this place, and by that role in cultivating all 5th graders.



# MODEL

At Hydaburg School, we actively and intentionally nurture TRUST by:

- Valuing cultural wisdom and competency
- Creating emotional and physical safety
- Bringing an open mind, without judgment
- Listening to understand
- Being patient with each other
- Using positive, strength-based, creative problem solving
- Sharing our passion for the work
- Building relationships through humor



\* Developed by Hydaburg City School Staff and Community Connections during August 2016 inservice

# CULTURE

Community & Youth Conversations  
(co-created with FAI based on the ANDORE model)

- School teams use the harvest for planning each CRESEL component

Why our strong Yupik culture is important to me ...

to feed body soul and mind

I belong to my people

my language is important

Without it, I would not dance.



POSITIVE OUTCOMES FOR OUR KIDS

SEL IS MAKING A DIFFERENCE FOR OUR STUDENTS. WE HAVE HAPPY LEARNERS – STUDENTS WHO CAN FOCUS ON ACADEMICS BECAUSE THEY'RE NOT SIDE-TRACKED BY A LOT OF OTHER ISSUES. BECAUSE OF THAT, OUR TEST SCORES ARE HIGHER AND WE HAVE FEWER OFFICE REFERRALS.

- SEL gives kids the skills they need to meet PBIS expectations
- Academic achievement



AK Elementary Principal

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POSITIVE OUTCOMES FOR OUR KIDS

MATH IS OFTEN A SCARY SUBJECT FOR STUDENTS—ONE THAT MANY HAVE A HISTORY OF NOT SUCCEEDING IN. WITH SEL WE'VE CREATED A SAFE ENVIRONMENT IN WHICH STUDENTS ARE WILLING TO TRY AND PERSEVERE. I'VE SEEN MY STUDENTS BECOME BRAVE LEARNERS WHO ACTUALLY WANT TO COME TO SCHOOL AND WHO STRIVE TOWARDS ACADEMIC ACHIEVEMENT.

- Joy for learning
- Expanding definition of student success
- Students advancing to graduation quicker



AK High School Math Teacher

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POSITIVE OUTCOMES FOR OUR KIDS

SEL BUILDS COMMUNITY IN MY CLASSROOM. I'VE NOTICED MORE PARTICIPATION AND ENTHUSIASM FOR LEARNING. SEL IS IMPORTANT AT MY SCHOOL BECAUSE SO MANY STUDENTS ARE DEALING WITH ABSENT PARENTS AND UNSETTLED HOME LIVES. SCHOOL MIGHT BE THE ONLY PLACE WHERE THEY FEEL CONNECTED AND THAT NEEDS TO REMAIN CONSTANT.

- Kids want to be in school
- Trauma informed practices



AK Kindergarten Teacher

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POSITIVE OUTCOMES FOR OUR ADULTS

NOW THAT WE HAVE A COMMON SEL LANGUAGE, A CONVERSATION AT LUNCH BECOMES A VALUABLE BRAINSTORMING SESSION. IT HAS BROUGHT OUR STAFF CLOSER TOGETHER. WE WANTED SEL TO HELP US CHANGE THE CULTURE IN OUR SCHOOL. WE'VE REALIZED THAT THE CHANGE STARTS WITH US.

- Greater community support and interest
- Adults modeling SEL skills
- Elders feel valued and support vision of education
- Staff retention because feel more connected
- Using classified staff as important team members
- Increased partnerships with Tribal entities and other community organizations



AK 5th Grade Teacher

PRACTICE & MODEL: THE OPPORTUNITY TO USE OUR OWN SEL SKILLS

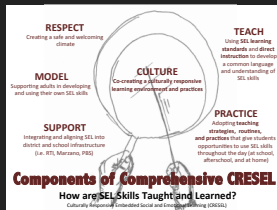
## WHO ME? THE BOARD'S ROLE IN SEL

- ▶ Form groups of three.
- ▶ Arrange your chairs in a triangle with your knees almost touching.
- ▶ Look at the drum handout. Choose one of the components. Answer the question, "How can our Board support this component by modeling, setting the direction or dedicating resources?"
- ▶ Decide who is person 1, 2, 3.
- ▶ Each person will have one minute to answer the question. Group members should listen only with no questions or comments. If the person finishes answering before the timer sounds, the group simply holds the silence.
- ▶ At the end, the group will have three minutes to have conversation.

## CHOOSE ONE COMPONENT TO TALK ABOUT.

### HOW CAN MY BOARD SUPPORT THIS COMPONENT BY:

- ▶ MODELING,
- ▶ SETTING THE DIRECTION, OR
- ▶ DEDICATING RESOURCES?



Explicitly Named the SEL Skills      Engaged with Others

Active      Culture at the Center

Set a Respectful and Safe Climate (our agreements)

Practiced Your Own SEL Skills      Self Reflection

Responsible for Participating

# CONGRATULATIONS

## WE JUST DID SEL!

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REFLECTION

**WHAT SEL SKILL DID YOU SEE YOURSELF OR YOUR COLLEAGUES USING THIS MORNING?**

**THANK YOU!**

Heather Coulehan  
SEL Coordinator  
[hcoulehan@aaab.org](mailto:hcoulehan@aaab.org)  
(907) 463-1660



**Self-Awareness**  
1A: Individual demonstrates an awareness of own emotions.  
1B: Individual demonstrates awareness of personal qualities.  
1C: Individual demonstrates awareness of external supports.  
1D: Individual has a sense of personal responsibility.

**Self-Management**  
2A: Individual demonstrates ability to manage emotions constructively.  
2B: Individual demonstrates honesty and integrity.  
2C: Individual demonstrates ability to set and achieve goals.

**Social Awareness**  
3A: Individual demonstrates awareness of other people's emotions and perspectives.  
3B: Individual demonstrates consideration for others and a desire to contribute to the wellbeing of their school and community.  
3C: Individual demonstrates an awareness of cultural issues and a respect for human dignity and differences.  
3D: Individual can read social cues and respond appropriately.

**Relationship Skills**  
4A: Individual uses positive communication and social skills to interact effectively with others.  
4B: Individual develops constructive relationships.  
4C: Individual demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

**Decision-Making Skills**  
5A: Individual considers ethical, safety and societal factors in making decisions.  
5B: Individual uses effective decision-making skills.  
5C: Individual applies problem-solving skills to deal responsibly with daily academic and social situations.

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