SOCIAL & EMOTIONAL LEARNING
THE IMPACT IT’S HAVING ON OUR SCHOOLS

HOW IS SEL CONNECTED TO...
- Alaska Education Challenge
- Anyone Can Save a Life
- AVTEC
- Superintendent Evaluation
- Opioid Epidemic

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

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

TEACH: USING COMMON LANGUAGE AND DEVELOPING UNDERSTANDING

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.

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.
SEL IS NOT SOMETHING NEW

SEL IS A PROCESS, NOT A PROGRAM

SEL ALASKA STYLE

Components of Comprehensive CRESEL

How are SEL Skills Taught and Learned?

Culturally Responsive and Embedded Social and Emotional Learning (CRESEL)
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 (BSSD, Nome, BSSD)
‣ Caring School Community (Igiugig)
‣ Second Step (Hydaburg, Sitka)

Culturally Responsive SEL Standards:

‣ USDS, Hydaburg, Sitka, Nome

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
‣ Work with school providers
‣ Family Fun Nights
INTEGRATING AND ALIGNING SEL WITH DISTRICT AND SCHOOL INFRASTRUCTURE

SUPPORT

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

SUPPORTING ADULTS IN DEVELOPING THEIR OWN SEL SKILLS

MODEL

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CO-CREATING CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS WITH THE COMMUNITY

CULTURE

Community & Youth Conversations (co-created with F.A.I. based on the ANDORE model)

- School teams use the harvest for planning each CRESEL component
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

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

AK High School Math Teacher

POSITIVE OUTCOMES FOR OUR KIDS

SEL builds community in my classroom. I've noticed more participation and openness 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
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.

AK 5th Grade Teacher

POSITIVE OUTCOMES FOR OUR ADULTS

- 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

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?
CONGRATULATIONS
WE JUST DID SEL!

REFLECTION

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

THANK YOU!
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self-Awareness
1A. Individual demonstrates 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 well-being 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.