

AASB Support

What Are the Next Steps for Your District?

AASB/AK ICE offers a variety of support services for collaborating with districts to put SEL into action:

- ▣ Facilitating district/school conversation about SEL
- ▣ Planning guided by district and school data
- ▣ Creating a district SEL vision and common language
- ▣ Providing SEL training and professional development
- ▣ Applying district-specified and culturally relevant criteria to choosing an SEL curriculum
- ▣ Integrating SEL into existing district initiatives (Teaching Framework, PBS, RTI, etc)
- ▣ Infusing SEL into out of school time and with families

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SEL is a Tool

Positive Behavior Support

SEL develops the foundational skills students need in order to meet the expectations in multi-tiered systems of support to address positive school climate and safety (PBIS, CHAMPS).

Teaching Frameworks

SEL teaching practices can be a resource for educators in meeting the expectations of the teacher evaluation framework adopted by their school district. SEL teaching practices focus on understanding students' interests and backgrounds and engaging students in the learning process.

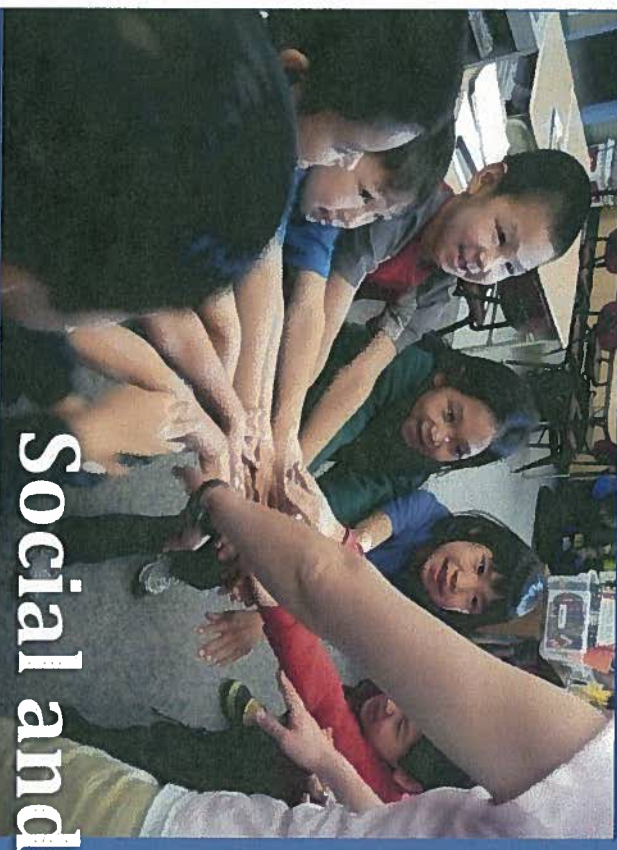
Employability Skills

Alaskan employers are asking schools to prepare students with SEL skills. The "Alaskan Employers Expect" list of skills includes communication, teamwork, problem-solving, and managing stress.

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



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. – AK Elementary Principal



Emotional Learning Social and

A Guide for Alaskan School Districts



Association of Alaska School Boards (AASB) / Alaska ICE

A Comprehensive SEL Approach

K-12 students learn SEL skills through comprehensive programming that includes:

- ✓ Safe, *respectful climate* and learning environment
- ✓ *Common language* and vocabulary (SEL standards)
- ✓ *Explicit skill instruction* from an evidence-based program*

Examples of Evidence-Based Elementary SEL Programs					
	Being Used in Alaska	↑ Academic Performance	↑ Positive Social Behavior	↓ Conduct Problems	↓ Emotional Distress
ARs	✓	✓	✓	✓	✓
Caring School Community	✓	✓	✓	✓	✓
Mind Up	✓	✓	✓	✓	✓
PATHS	✓	✓	✓	✓	✓
Positive Action	✓	✓	✓	✓	✓
Raising Healthy Children	✓	✓	✓	✓	✓
RCCP	✓	✓	✓	✓	✓
Second Step	✓	✓	✓	✓	✓
Social Decision Making	✓	✓	✓	✓	✓
Steps to Respect	✓	✓	✓	✓	✓

* For a complete list of elementary and secondary SEL programs, visit the Collaborative for Academic, Social and Emotional Learning at casel.org

- ✓ **Instructional practices** that engage students in academic content and highlight the SEL skills practiced
- ✓ School and district-wide **policies, procedures, and routines** that support SEL throughout the school day
- ✓ **Adult modeling** of SEL skills
- ✓ Reinforcement in **out-of-school-time, home, and community**

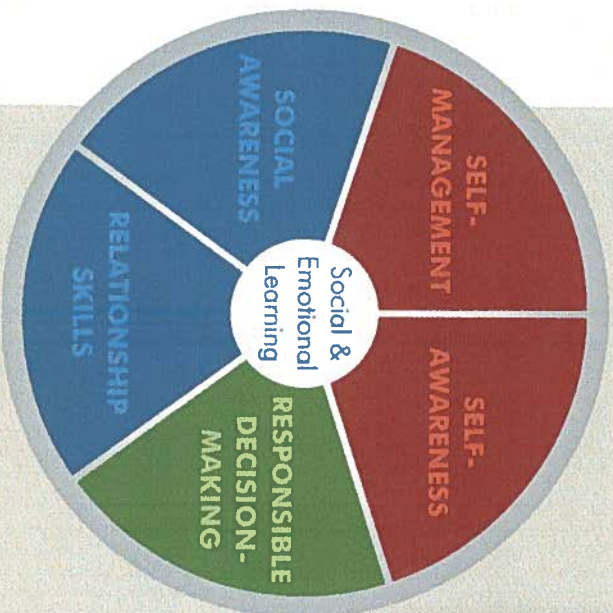
Math is often a scary subject for students—one that many have a history of not succeeding in. With SEL, we've created a safe environment in which students are willing to try and persevere. I've seen my students become brave learners who actually want to come to school and who strive towards academic achievement.

— AK High School Teacher



SEL Evidence Base

Social and emotional learning (SEL) supports children, youth and adults in developing skills for life and school. SEL reaches beyond classrooms. The five SEL competencies teach the skills we each need to successfully manage life tasks such as learning, developing positive relationships, solving everyday problems, and operating in the workplace.



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.

— AK Kindergarten Teacher

Research indicates that students receiving quality SEL instruction demonstrated:

- ➔ **Better academic performance:** 11 percentile points higher on achievement scores
- ➔ **Improved attitudes and behaviors:** greater motivation to learn, deeper commitment to school, and better classroom behavior.
- ➔ **Fewer negative behaviors:** decreased disruptive class behavior, aggression, and delinquency.
- ➔ **Reduced emotional distress:** including depression anxiety, stress, and social withdrawal.

Durlak, et al. (2011) "The Impact of Balancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Interventions." Child Development, Volume 82, Number 1, Pages 405-432.

(4) Personalizing Learning and the Learning Environment

STUDENTS are able to meet their developmental and cultural needs, interests, and aspirations for...

RELATIONSHIPS between and among students and adults to build a community of...

ADULTS engage in school-wide and classroom practices that provide...

Physical and Psychological Safety to interact with others without fear of being harmed, hurt, embarrassed, or targeted

Trust and Attachment

Right Regard and Protection of every student's personal well-being, dignity, and safety

* **Belonging, Connection, and Affection** with peers and adults

Caring, Acceptance, and Cooperation

High Personal, Academic and Social Support and Opportunities to Know Students Well

Voice to express one's own thoughts, feelings, and perspectives and affirm one's personal and group identities

Respect and Recognition

Open Dialogue and Inquiry, Collaborative Problem Solving, and Democratic Governance

Freedom and Independence to take risks, discover, explore, experiment, direct one's actions, and control aspects of one's life

Personal Responsibility

Clear Boundaries, Accountable Consequences, and Guided Discipline

Choice to explore options, make one's own decisions, and engage in learning that is personally relevant and meaningful

Shared Accountability to reflect on and assess individual and group performance and behavior

A Saturation of Opportunities that support students' academic, social, emotional, ethical, and physical development

Creativity and Imagination to produce, present, or perform something of one's own and activate hope and confidence to build a future of one's own making

Vision and Clarity of Purpose

Passion and Enthusiasm to Inspire, Challenge, and Encourage All Students

* **Power and Mastery** to achieve, contribute, and succeed in school and life

Leadership and High Performance

High Expectation and insistence on completion and quality work for every student

DRAFT TEMPLATE

Pre K – Adult Culturally Responsive Embedded Social and Emotional Learning Standards

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.

Want a Great Career?

Alaskan Employers Expect:

Skills/Competencies

Reading

Able to comprehend written material and take appropriate action.

Speaking

Expresses ideas clearly and concisely to individuals and in groups; has good customer communication skills; gives clear directions.

Writing

Spells correctly; writes legibly; expresses ideas clearly and concisely; writes a business letter; & fills out forms properly.

Listening

Able to comprehend what is said and take action.

Math Computation

Able to apply basic skills with accuracy in addition, subtraction, division, multiplication and use of fractions and percentages to accomplish work.

Problem Solving

Can identify source of problem; demonstrates good common sense; is creative and innovative.

Information Management & Technology

Able to use computers to process information; familiar with common technology applications & tools in the workplace.

Knowing How to Learn

Able to teach oneself new skills; able to seek and use new information appropriately.

Applying What is Learned

Possesses various skills including the more complex kinds of thinking, such as reasoning, analysis, and problem solving.

Working with Others

Able to work as a productive team member; able to share information.

Business Process

Eager to learn the principles of business.

Looking for Work

Able and confident to identify job opportunities, to complete a job application, to prepare a résumé, and to promote himself/herself during an interview.

Work Attitudes

Responsible / Self-Disciplined

Is a self-starter; is committed to and accountable for work assigned; does not just do the bare minimum to get the job done; is loyal to the employer.

Willing to Learn/Pride in Doing a Good Job

Is flexible, willing, and able to respond to change in work assignments or learn new technology and new ways of doing things; is willing to do the job over until he/she gets it done right.

Safety-Conscious

Always thinks about safety in every aspect of the job; takes responsibility for his/her own actions and notices and corrects unsafe situations in the workplace; does not always have to be told to use safe procedures; concerned for the safety of others.

Manages Stress and Personal Problems

Deals with job pressures in a positive way; does not let personal problems interfere with getting the work done, either by being distracted at work or by failing to come to work or be on time.

Positive Outlook

Views the good in situations and works constructively to solve problems; has a positive self-image; is self-confident; sets personal goals.

Follows the Rules

Performs tasks in the prescribed manner; doesn't break rules but will help change rules if they should be changed.

Good Team Member

Shares information; works well and credits (praises) other workers; puts the team above personal interests.

Respects Others

Has good manners; shows common courtesy; appreciates multicultural diversity.

Willing to Earn Reward

Able to see long term results of efforts on the job and put in time and effort before expecting a promotion.

Work Values ("Work Ethic")

Honesty and Integrity

Bases actions on a personally held set of values; can be trusted to follow the rules even when supervisors are not present; keeps his/her word.

Good Manners

Always shows courtesy and respect toward others.

Accepts Advice, Supervision, Criticism

Has high self-esteem and does what is asked; accepts criticism and uses it to improve.

Dependability / Follow Through

Works diligently to complete tasks, alerts supervisor to problems or delays so that there are no surprises about work not being done.

Good Attendance / On Time

Can be depended upon to be at work except for very good reasons, such as illness or death in the family; ready to begin work on time.

Accuracy of Work / No Waste

Is careful and avoids mistakes; if mistakes are made, will correct the errors; takes pride in work well done; holds high standards.

Pride & Productivity in Work

Shows initiative; is ambitious; figures out how to get the job done; works as efficiently as possible to get the job done--well.

These critical skills, values, & attitudes were identified by CEOs, personnel directors, and other employer representatives, and revised by Alaska's Youth: Ready for Work, following review by parents, educators, students, & other community members.



Developmental practices that build connections and competence

Developmental practices are the dynamic supports young people need, in different ways and from different people, throughout their lives. Adults can learn these practices, and develop strategies for putting them in place, whenever they engage with young people.

What Adults can do to Build Connections	What Adults can do to Build Competence
<p>Be a Coach – Motivate young people, celebrating their growth and success and encouraging them to persist during hard times.</p> <p>Be Engaging – Choose activities and conversation topics that interest young people and keep their attention.</p> <p>Be Relational – Interact with young people with intention and presence. Be an active listener and respond to their needs in healthy and positive ways.</p> <p>Be Socially and Culturally Responsive – Respect young people’s identities, cultures and beliefs. Help them examine and construct their personal identities.</p> <p>Cultivate Community – Help young people feel they belong. Give them meaningful ways to contribute and participate.</p> <p>Encourage Teamwork – Create opportunities for young people to work in teams. Support teams as they navigate personal dynamics and challenges.</p> <p>Focus on the Young Person – Prioritize and value young people’s needs and interests.</p> <p>Give the Young Person Agency – Give young people voice and let them be decisionmakers. Help them take on developmentally appropriate roles and responsibilities.</p> <p>Provide Safety – Keep young people safe and free from violence. Whenever and however you can, reduce risk and prevent harm.</p> <p>Show Care and Concern – Express warmth and closeness to young people. Be empathetic and compassionate. Show them you are paying attention.</p> <p>Support Personal Reflection – Provide opportunities for young people to reflect and share their thoughts. Be available to listen, process, guide and share your own experiences.</p>	<p>Be a Skillful Planner – Plan activities and experiences that support young people’s growth and development. Design ways for young people to develop and demonstrate important skillsets and mindsets.</p> <p>Be a Personal Trainer – Choose and facilitate experiences that build young people’s abilities. Modify or come up with new experiences as young people progress, or their circumstances change.</p> <p>Be Strengths-Based – Recognize, draw out and build upon young people’s strengths. Create opportunities for young people to express and showcase their talents and skills.</p> <p>Empower the Young Person – Nurture young people’s sense of self and independence. Equip them with the knowledge and skills needed to take on challenges and own their behavior and actions.</p> <p>Facilitate Personal Mastery of Skillsets and Mindsets – Provide the space and time young people need to observe, develop and demonstrate skillsets and mindsets.</p> <p>Make Real World Connections – Show young people how activities and experiences connect to the real world. Create ways for young people to safely test skillsets and mindsets in real ways.</p> <p>Model What You Want – Be a positive example for young people by modeling what you expect from them.</p> <p>Provide Positive Challenges – Push young people to keep growing by offering opportunities to get out of their comfort zone, work hard and try something new.</p> <p>Provide Resources – Give young people access to information, tools and supports they need. Work with others to support young people in ways you cannot.</p> <p>Provide Structure – Establish clear, consistent boundaries and a sense of predictability. Monitor young people and those around them, ensuring positivity, safety and support.</p>

