Emotional Learning
Social and

A Guide for Alaskan School Districts

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

What Are the Next Steps for Your District?

AASB/ICE offers a variety of support services 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-specific criteria to choosing an SEL curriculum
- Integrating SEL into existing district initiatives (Teaching Frameworks, PBIS, RTI, etc)
- Infusing SEL into out of school time and with families

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, CHIPS).

Teaching Frameworks
SEL teaching practices can be a resource for educators in meeting the expectations of the framework adopted by their school district. SEL teaching practices focus on understanding students' interests and backgrounds and engaging them 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 collaboration, communication, problem-solving, and managing stress.

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Note that we have a common SEL language, which has brought our staff closer together. It has helped us to

AASB/ICE is a member of the National Association of State Boards of Education (NASBE) and the Alaska Association of School Boards (AASB).
A Comprehensive SEL Approach

SEL Evidence Base

Social and emotional learning (SEL) is a framework that focuses on developing social and emotional skills. These skills are essential for children's success in school and in life. SEL programs are designed to help students develop the knowledge, skills, and attitudes needed to manage emotions, make responsible decisions, establish positive relationships, and achieve academic success.

Evidence Base

Research indicates that students receiving quality SEL instruction demonstrate improved academic and social behavior. They become more engaged learners, have better attendance, and are less likely to experience mental health issues. SEL programs have been shown to reduce school discipline problems and improve student achievement.

Examples of evidence-based programs:

- Social and emotional learning
- Positive behavioral interventions and supports
- Collaborative for Social Emotional Learning

Program evaluation and feedback:

- Student and teacher satisfaction
- Improved academic and social outcomes

Steps to Support

1. **Social-Emotional Learning (SEL) Skills**
   - Positive social-emotional learning
   - Social-emotional learning in the classroom

2. **Adolescent Development**
   - Early childhood development
   - Middle and high school development

3. **School Climate**
   - Positive school culture
   - Supportive school environment

4. **Classroom Environment**
   - Engaging classroom activities
   - Safe and inclusive learning environment

5. **Program Evaluation and Feedback**
   - Student and teacher satisfaction
   - Improved academic and social outcomes

6. **Evidence-Based Programs**
   - Social and emotional learning
   - Positive behavioral interventions and supports
   - Collaborative for Social Emotional Learning

7. **Implementation**
   - Educator training
   - Resources and tools

8. **Sustainability**
   - Funding and support
   - Continuous improvement

9. **School-Community Partnerships**
   - Collaboration with parents, community organizations, and businesses

10. **Advocacy and Policy**
    - High school teacher engagement
    - Advocacy for SEL programs

11. **Advocacy and Policy**
    - Advocacy for SEL programs
    - Policy development and implementation
(4) Personalizing Learning and the Learning Environment

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

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

BELONGING, CONNECTION, AND AFFECTION with peers and adults

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

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

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

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

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

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

Trust and Attachment

Caring, Acceptance, and Cooperation

Respect and Recognition

Personal Responsibility

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

Vision and Clarity of Purpose

Leadership and High Performance

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

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

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

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

Clear Boundaries, Accountable Consequences, and Guided Discipline

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

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

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 resume, 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
- Dealt 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

Honesty and Integrity
- Takes 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.

http://www.apicc.org

http://www.industrialskillscoalition.com

ALASKA'S INDUSTRY CONNECTION FOR A SKILLED PROFESSIONAL WORKFORCE
**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.

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