


# Social Emotional Learning (SEL)



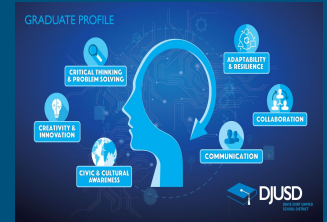
DJUSD Board of Education  
Study Session  
February 20, 2020





# Roadmap of SEL Study Session

- Student Voice
- SEL Competencies
- Current SEL Implementation
- Protocol: Affirm - 3 minutes  
Aspire - 3 minutes  
Ask - 3 minutes





## School Connectedness

	<u>2015</u>	<u>2017</u>	<u>2019</u>
Grade 7	75	74	72
Grade 9	64	65	61
Grade 11	67	69	63

## Caring Adult Relationships

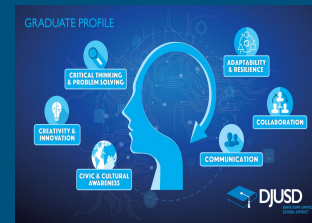
California  
Healthy  
Kids  
Survey  
Data

	<u>2015</u>	<u>2017</u>	<u>2019</u>
Grade 7	72	74	73
Grade 9	66	70	68
Grade 11	71	71	64

## School Perceived as “Safe” or “Very Safe”

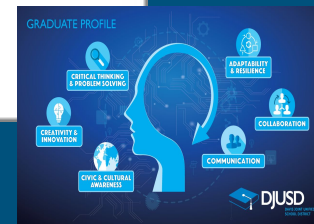
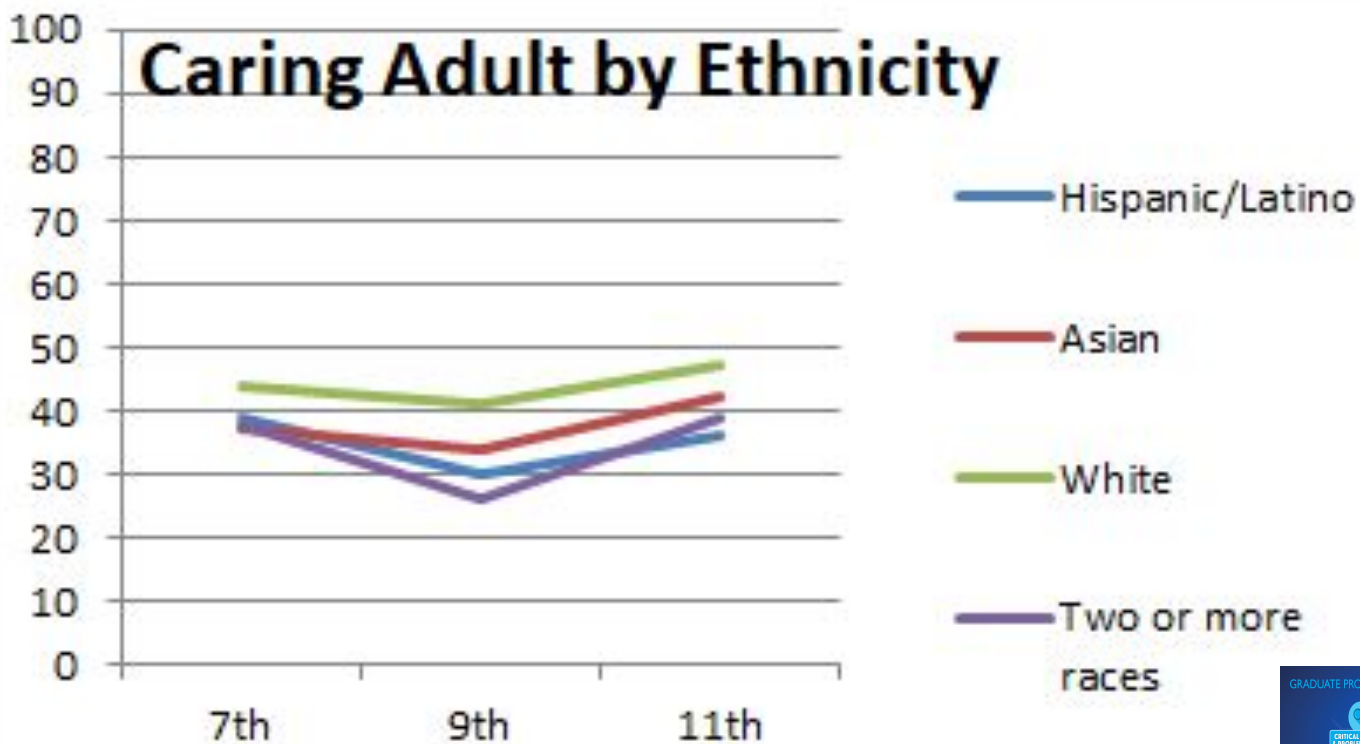
	<u>2015</u>	<u>2017</u>	<u>2019</u>
Grade 7	77	78	79
Grade 9	74	71	71
Grade 11	86	85	77

Average percentage reporting “Agree” or “Strongly agree”



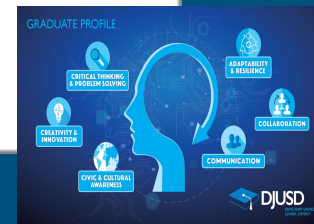
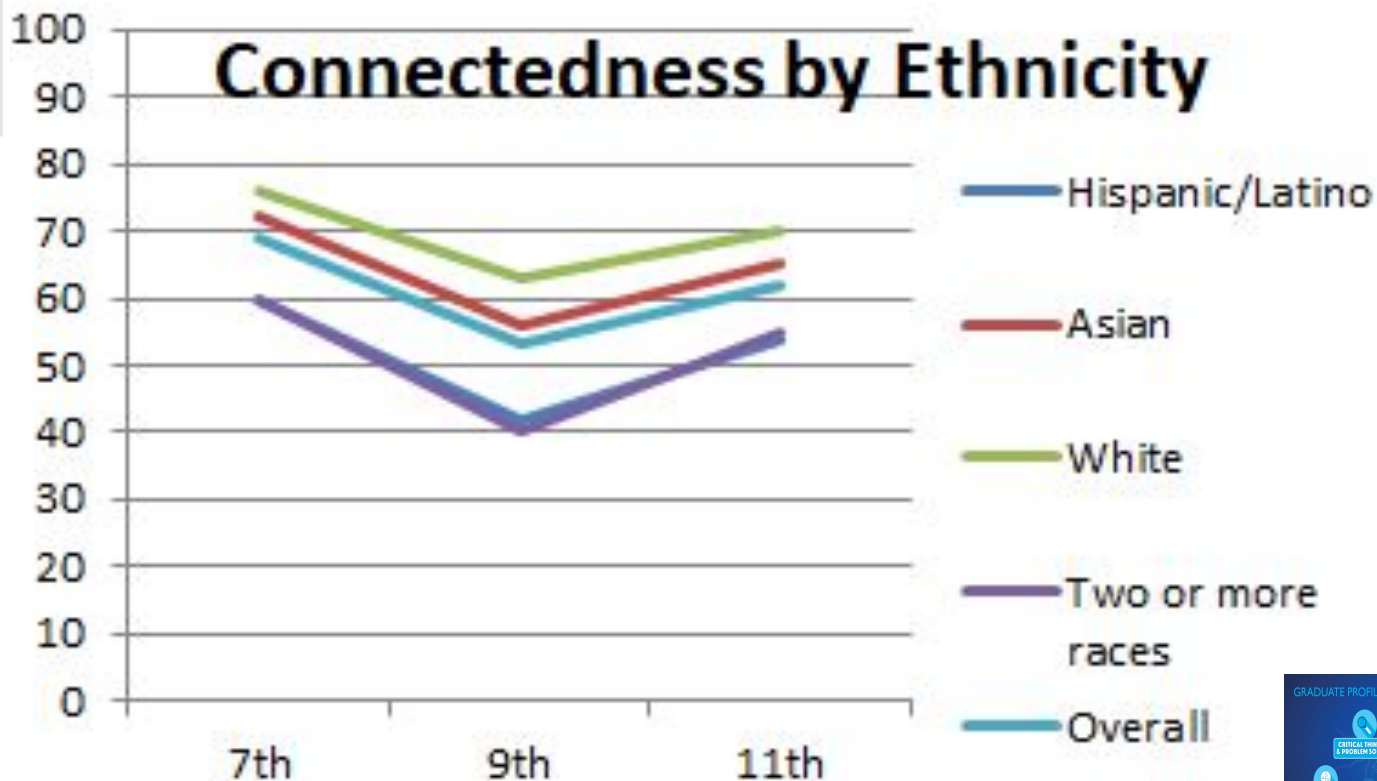


## California Healthy Kids Survey Data





## California Healthy Kids Survey Data





### How many of your teachers make an effort to understand what your life is like outside of school? - Subgroup

None Very little Some A moderate amount All



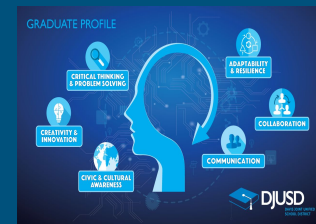
Subgroup:

### How many of your teachers connect what you're learning in class to life outside of the classroom? - Subgroup

None Very little Some A moderate amount All



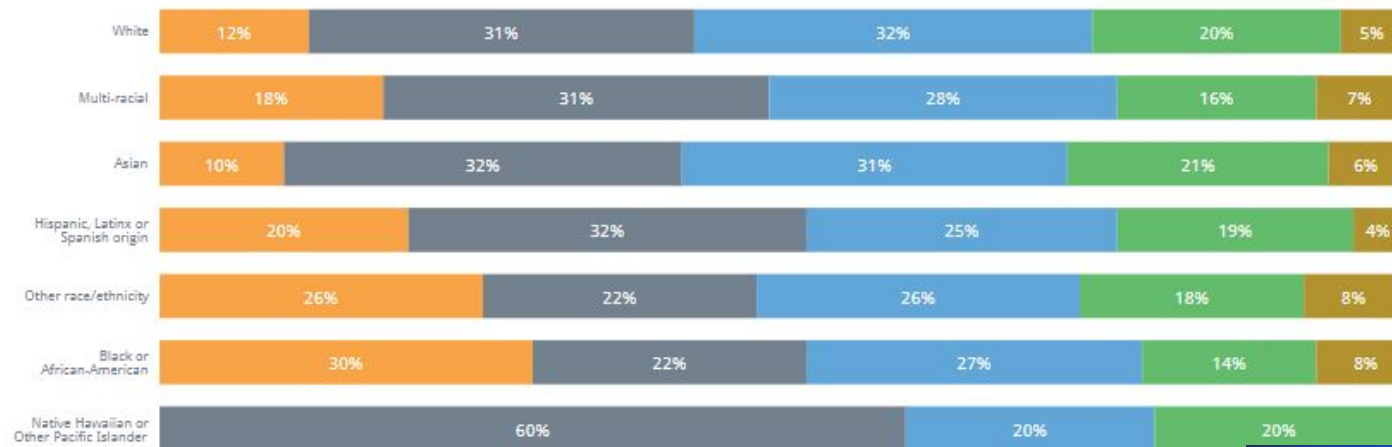
Subgroup:



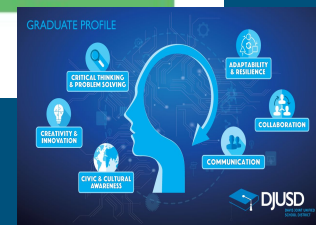


## How many of your teachers make an effort to understand what your life is like outside of school? - Subgroup

None Very little Some A moderate amount All



Subgroup: Race/Ethnicity



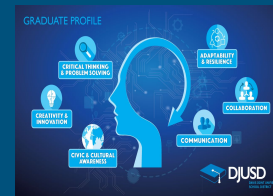


# SEL - Student Voice

“When I was having a rough day, one of my teachers saw my mental health as a priority and allowed me to miss one of my classes and talked with me for a long time while I unloaded all of the stress and pressure I was feeling. I love that teacher.” - Davis High student

Opportunities for student voice beyond the classroom:

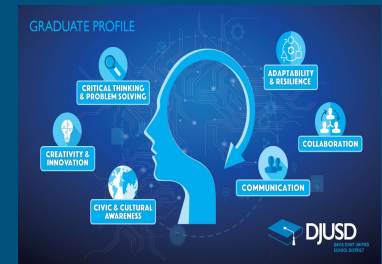
- WEB Leaders/Link Crew/Dino Pack
- Safe School Ambassadors - Jr Highs
- Student groups (ex. GSA and BSU)
- Board of Education listening tours
- Distinguished Speakers







# The Power of Relationships in Schools



### Self-management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations.

### Self-awareness

The ability to accurately recognize one's own emotions and thoughts and how these influence behavior.

### Social awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.

### Relationship skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

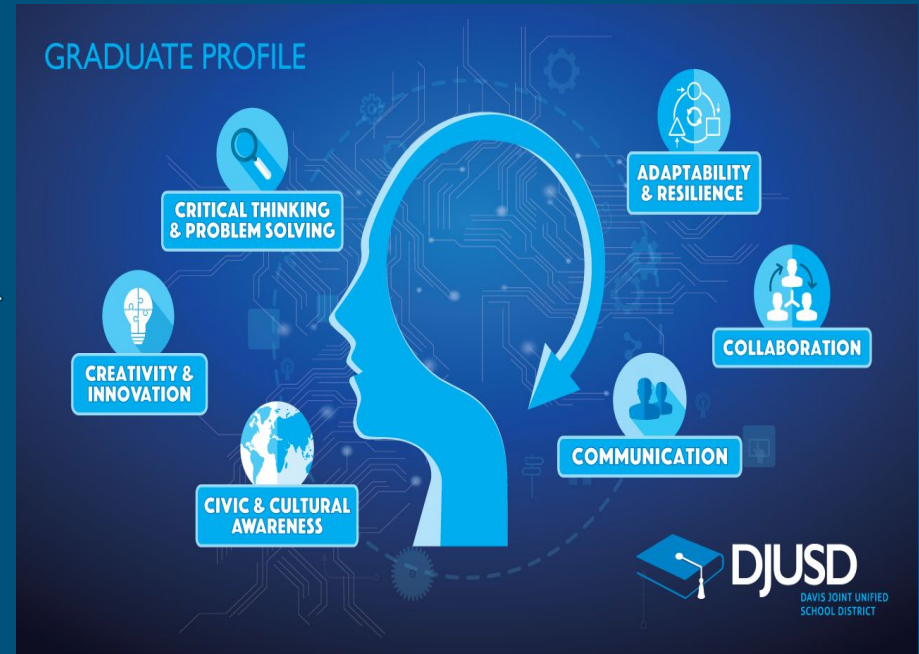
### Responsible decision-making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.



“SEL is the process through which students and adults acquire and effectively apply the knowledge, attitudes and skills necessary to **understand and manage emotions; set and achieve personal goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions.**”

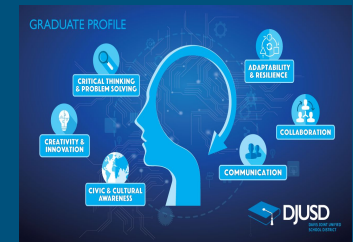
# Social Emotional Learning (SEL)





# The Big Picture: Integrating SEL Across a District

Metro Public Schools, Nashville

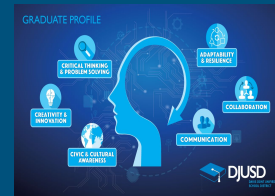


A circular diagram representing the SEL framework. At the center is a white circle with 'SEL' in black. Surrounding it are four colored segments: 'SELF-AWARENESS' (green), 'SELF-MANAGEMENT' (orange), 'SOCIAL-AWARENESS' (blue), and 'RELATIONSHIP SKILLS' (yellow). These are enclosed in a larger circle labeled 'SCHOOL CLASSROOM'. The outermost ring contains text: 'SEL CURRICULUM AND INSTRUCTION', 'SCHOOL LEADERSHIP PRACTICES AND POLICIES', and 'SCHOOL AND COMMUNITY CLIMATE'.

# SEL starts with adults

*The loudest curriculum in the classroom is the teacher*

- ★ Teachers skilled at regulating their emotions report less burnout and more positive affect while teaching. *(Brackett, Mojsa, Palomera, Reyes, & Salovey, 2008)*
- ★ School leaders with strong SEL competencies build and maintain positive and trusting relationships among members of the school community. *(Patti and Tobin, 2006)*
- ★ Research suggests that culturally responsive teaching uses the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. *(Darling-Hammond and Cook-Harvey, 2018)*





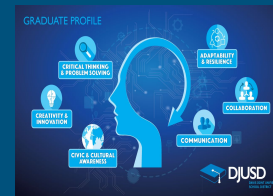
# SEL - Professional Development

- AVID Summer Institute
- Interpreter Network
- LGBTQIA+ Inclusion
- Mental Health First Aid
- MTSS Staff Retreats
- National Equity Project
- PBIS
- PBL 101
- Racial Equity Learning Group
- Reading Apprenticeship
- Restorative Practices
- Tier 1 Supports/Practices
- Trauma-Informed Classrooms

You can't pour  
from an empty cup.



Take care of yourself first.

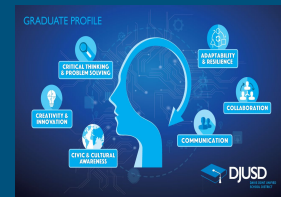




# SEL - PBIS

Korematsu Elementary -Tier I  
Willett Elementary - Tier I  
Holmes Jr. High - Tier I  
Patwin Elementary - Tier I (20-21)  
Cesar Chavez Elementary - Tier II  
Pioneer Elementary -Tier II  
North Davis Elementary - Tier II+  
*Birch Lane Elementary - Tier II+ \**  
*Montgomery Elementary - Tier II\**

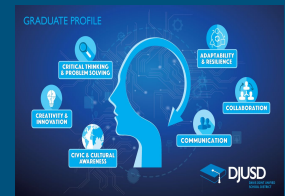
**“SEL and PBIS are both rooted in the belief that students learn best in a safe and well-managed learning environment. PBIS establishes a common purpose and approach to discipline throughout the school by establishing positive expectations for all students. These expectations are taught, practiced, and reinforced through a reward system.**





# SEL - Restorative Practices

- School-wide community-building practices
- Affective statements, affective questions - developing empathy
- Classroom circles
  - Class meetings
  - Restorative / repairing harm
  - Curriculum delivery / discussion
- Paradigm shift from punitive discipline to restorative responses



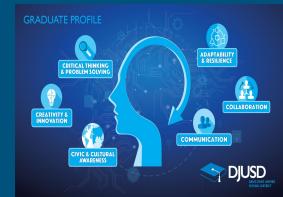




# SEL - Health Education Standards

5th Grade - 1 week    7th Grade - 9 weeks    9th Grade - 18 weeks    11th Grade - 2-5 lessons

- Relationships & Communication
- Social and Emotional Health
- Self-regulation
- Restorative Problem-solving/  
Conflict Resolution
- Suicide Prevention (7th, 9th)
- Boundary Setting/Refusal Skills
- Reproductive/Sexual Health - Consent
- Substance Use
- Sexual Violence/Trafficking (CSEC)  
(7th, 9th)
- Mental Illness Stigma Reduction (9th)

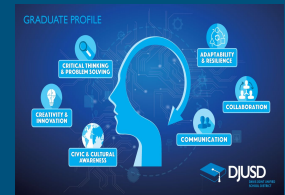


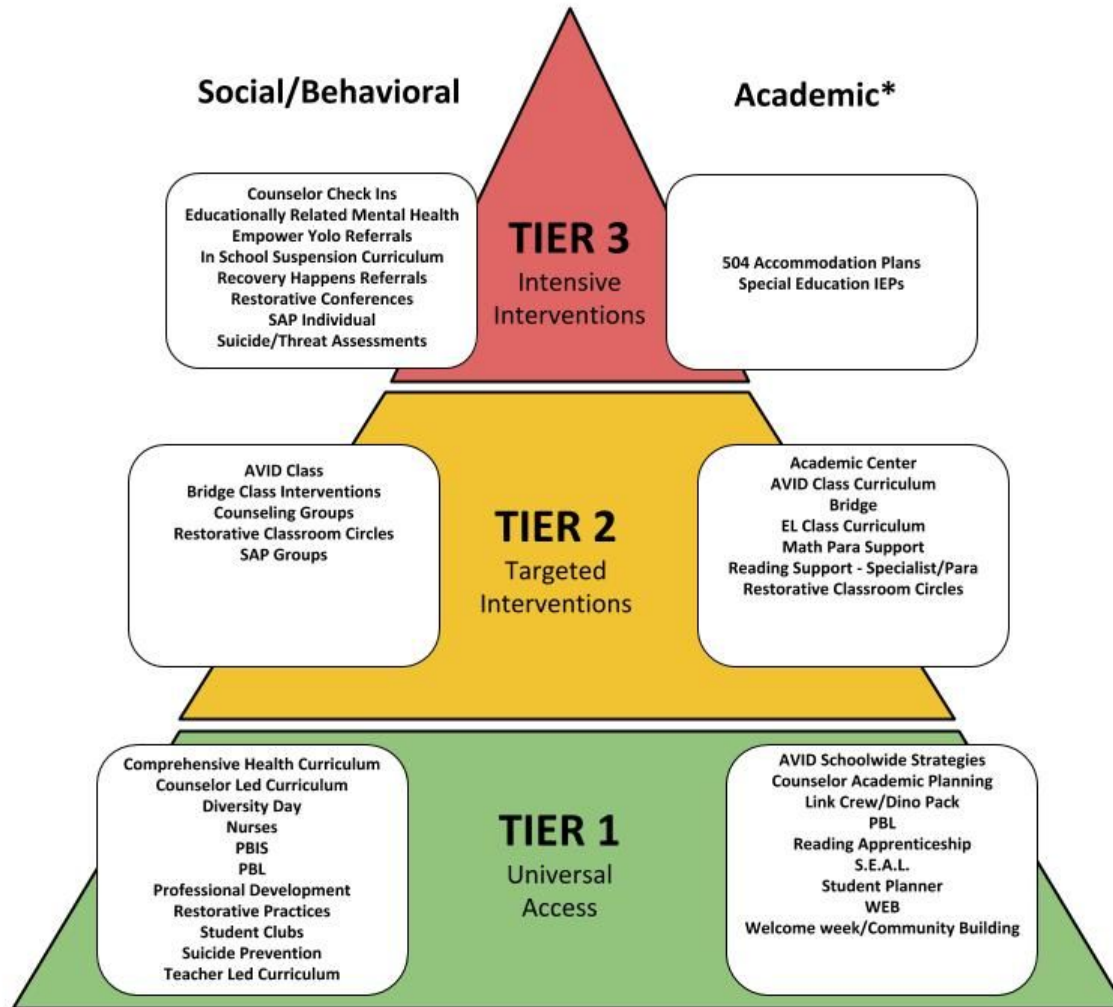


# SEL - K-12 Comprehensive Counseling Program

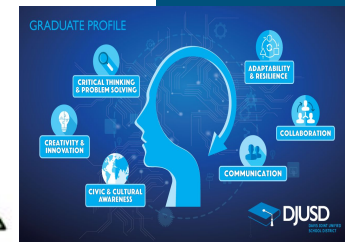


- One on one counseling
  - Coaching students on SEL competencies
- Small groups
  - Explicit instruction
  - Community-building
- Counselor-led classroom curriculum
  - Kelso's Choice
  - Second Step - elementary, 7th, 8th
  - Elementary alignment K-6





\*Only those academic supports which also have SEL components are listed above

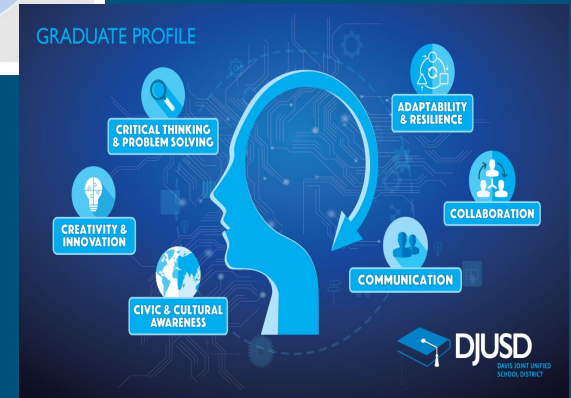


# Study Session Activity - The 3 A's

Affirm - 3 minutes

Aspire - 3 minutes

Ask - 3 minutes





# Next steps for DJUSD

- ★ Shared vision and dedicated funded for SEL
- ★ Explicit permission to focus on embedding culturally responsive, asset-oriented and needs responsive SEL in the classroom, curriculum and the school environment
- ★ Universal expectations and alignment across the district

