

Social Emotional Learning

November 2019



JOSEPH SEARS

EST. 1899

RESPONSIBILITY KINDNESS HONESTY RESPECT

Vision and Mission



Vision Statement

All students will be prepared to advance and thrive, now and into the future.

Mission Statement

The Joseph Sears School delivers a personalized educational experience that empowers and challenges each student to grow academically and develop personally.

Strategic Priorities

- The Sears Student
 - Curriculum, Instruction and Assessment that fosters growth and challenge
- The Sears Educator
 - Developing and retaining high-performing faculty and staff with a focus on continuous improvement
- The Sears Community
 - Engaging all to communicate and collaborate respectfully and transparently
- The Sears Finances and Operations

Social Emotional Learning



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Competencies:

- **Self-Awareness:** Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
- **Self-Management:** Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.
- **Social Awareness:** Understand the perspectives of other and empathize with them, including those from diverse backgrounds and cultures.
- **Relationship Skills:** Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- **Responsible Decision-Making:** Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

What is the goal of this work?

- The goal is to equip our students with the tools they need in order be able to achieve and maintain the high expectations we have for them here and beyond.
- Without a strong social and emotional foundation:
 - Academic achievement and/or growth may not be achieved
 - Academic achievement and/or growth may be short-lived

What is the relationship between SEL and Behavior/Discipline?



- Behaviors are a manifestation of social and emotional competency.
 - When students are strong in their social and emotional competence, their behaviors generally demonstrate that.
 - When students are lacking in these aspects, they tend to exhibit unexpected and inappropriate school behaviors.

What is our history with SEL?

- Purchased Programs for Elementary
 - Second Step
 - Foundations
 - Nora Project
 - CHAMPS
 - Zones of Regulation
- We have tried different models of providing Tier 1 SEL instruction through advisory programming in the Junior High, however, we have not had a strategic approach to this.
- Educational Audit indicated a need for consistent and relevant application

Social Emotional Learning Overview

- Social Emotional Learning Committee
 - Selected a focus and timeline for all competencies
 - Self-Awareness and Self-Management 19/20
 - Social-Awareness and Relationship Skills 20/21
 - Responsible Decision-Making 21/22
 - Selected a method of Tier 1 Delivery
 - Mindful Mornings
 - Mindful Minutes
 - Movement Minutes
 - Selected/Wrote Programming
 - Zones of Regulation
 - Advisory



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Mindful Mornings

- 5 School Wide Events
- 1 hour of instruction dedicated to Social Emotional Learning
- Elementary
 - Zones of Regulation
- Junior High
 - Self-Confidence
 - Identifying and Managing Stress and Emotions
 - Goal Setting
 - Self-Perception
 - Celebration!

Mindful Minutes

- “Mindfulness training may improve emotion regulation through changing neurobiological responses associated with our ability to remember that a stimulus is no longer threatening,” said Gunes Sevinc, first author of the paper, who is a postdoctoral research fellow at MGH.
 - [MGH News and Public Affairs](#) – October 15, 2019
- 1 minute of School Wide Mindfulness
 - 1 month of Instruction
 - Music
- Common Language
 - Some teachers/classes have extended or supplemented

Movement Minutes

- Although many educators know about the connection between learning and movement, nearly as many dismiss the connection once children get beyond 1st or 2nd grade. Yet the relationship between movement and learning is so strong that it pervades all of life—and emotions are intertwined into the mix as well. Educators generally consign movement, emotion, and thinking to separate “compartments.” Students may feel awkward if they want to express emotions or move around when teachers want them to be still and think. Teachers need to realize that what the students are experiencing is simply a healthy integration of mind and body (see Figure 4.2).
 - Teaching with the Brain in Mind, Eric Jensen 2005
- Junior Kindergarten – 40 minutes
- Kindergarten – 30 minutes
- 1st – 8th Grades – 20 minutes
 - 6th – 8th Grades - 5 minutes per 60 minutes of instruction

How will we know if we have made an impact?

- BESS (Behavioral and Emotional Screening System)
 - JK-8 – Fall
 - JK – 5 – Spring
 - Externalizing Behaviors – Those behaviors a student exhibits toward their environment when they experience stress
 - Internalizing Behaviors – Those behaviors a student exhibits toward their “self” when they experience stress
 - Adaptive Behaviors – Those behaviors a student is able to demonstrate which support their effective functioning in daily life
- Signs of Suicide
 - 6th – 8th – Spring
- Student Survey on Character Traits
 - JK – 8 Fall & Spring

Next Steps

- Implement this year's program
- Monitor and evaluate our programming
- Design our programming for next year



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Support for SEL

- Parent and Community Education
- Parent and Community Support and Feedback
- Support for Students who are Struggling



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Let's hear from our students!

Questions?



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