We Must Create Schools of Social-Emotional Competence and Character

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Today's Takeaways

Why social-emotional competence and character should be one of schools' defining features.

The MOSAIC approach to SECD is the future.

How to create an infrastructure to lead school improvement efforts toward becoming a School of SE-Competence and Character.

Involve parents by putting SE-Competence and character into report cards.

We are preparing our students for an uncertain future! But one constant will be the importance of caring interpersonal relationships.

"Did you know 2018?" video

https://www.youtube.com/watch?v=Zsyw0RYiD_I

- *To thrive in the 21st century, students need more than traditional academic learning. They must be adept at collaboration, communication and problem-solving, which are some of the skills developed through social and emotional learning (SEL). Coupled with mastery of traditional skills, social and emotional proficiency will equip students to succeed in the swiftly evolving digital economy.*
- Report of the World Economic Forum, 2016, p. 4
- https://www.weforum.org/reports/new-vision-for-education-fostering-social-and-emotional-learning-through-technology

"I am because WE are." – Bantu

So, who are WE and what can WE become together?
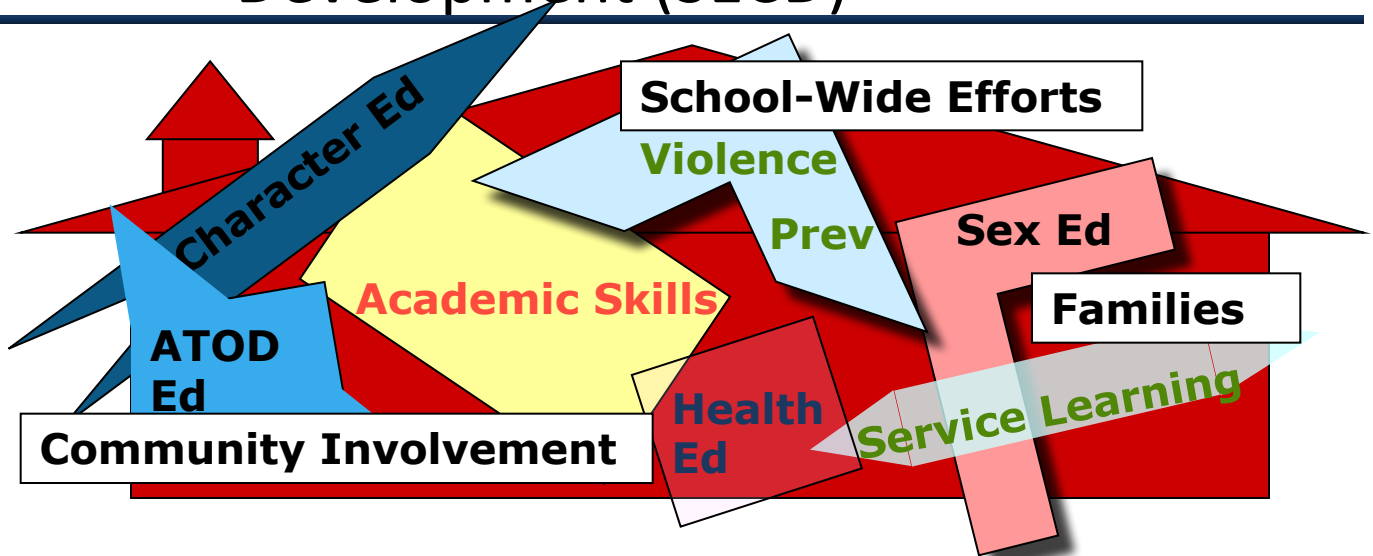
College, Career, Community, & Life Ready

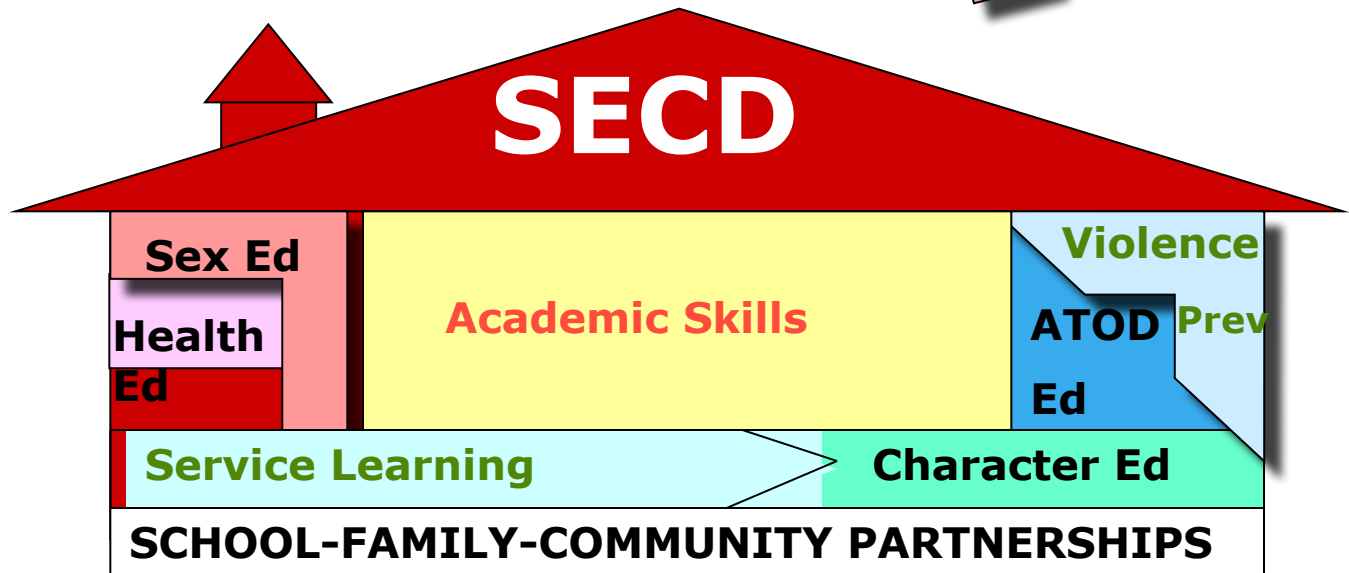What happens between ← here and here → requires Courageous Leadership

We must Turn our Jumbled Schoolhouses into Places that Synergistically Promote Social-Emotional and Character Development (SECD)

A Jumbled and Fragmented Schoolhouse

Character Ed · School-Wide Efforts · Violence Prev · Sex Ed · Academic Skills · Families · ATOD Ed · Community Involvement · Health Ed · Service Learning

A School of Social-Emotional & Character Competence

SECD · Sex Ed · Health Ed · Academic Skills · Violence Prev · ATOD Ed · Service Learning · Character Ed · SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

We Must Shift Our Focus

- **Preparation for College Completion"+"**

Ready, Willing, and Able– Savitz-Romer & Bouffard

Closing the Revolving Door– Rutgers Collaborative Center

If You Had a Magic Wand, What Values Would You Wish Your Children Would Internalize Forever?

- Friendship
- Peace
- Wisdom
- Beauty

- Long Life
- Riches
- Popularity
- Family

We Need an Integration of Social-Emotional Competence and Character

MOSAIC

Mastering Our Skills And Inspiring Character

MASTERING OUR SKILLS
AND INSPIRING CHARACTER

If Skills are the propellers,

Virtues are the rudder.

The Journey of Life

requires both.

What Kind of Schools Do you Want for YOUR Grandchildren?

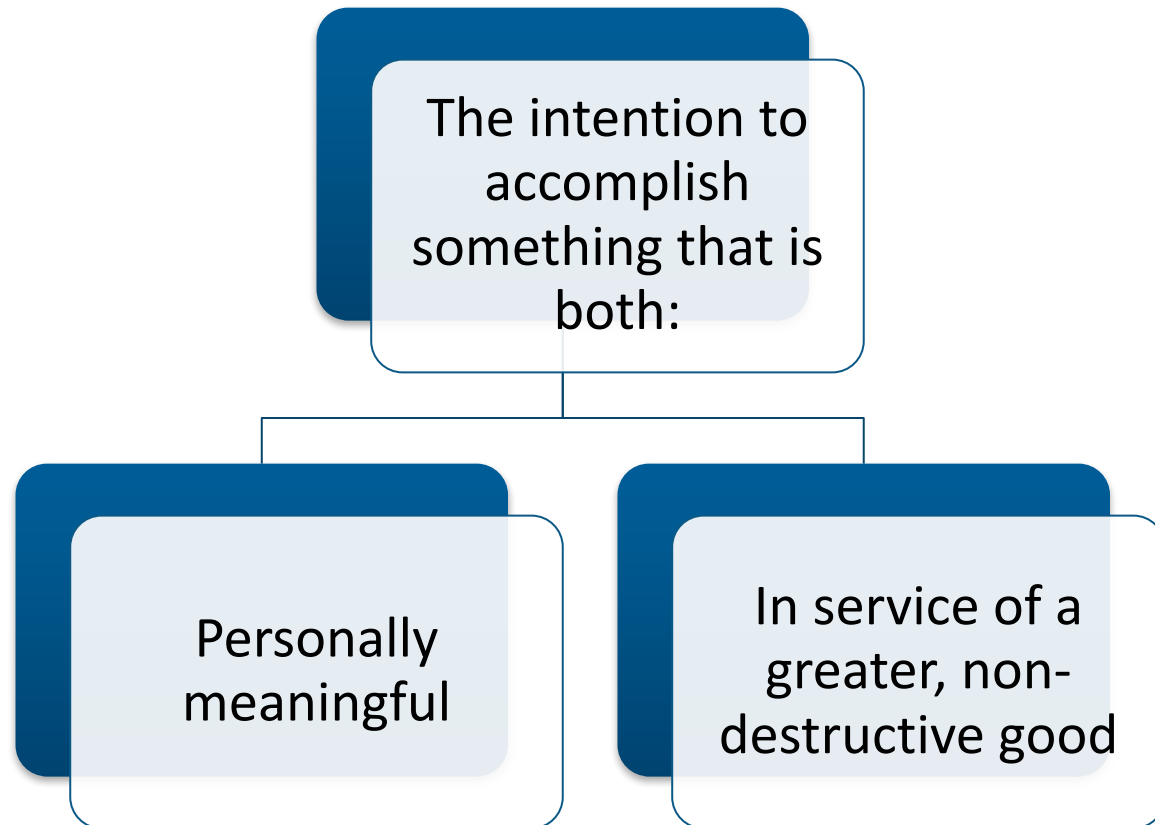# NJSHACC Guidelines for Successful Schools
The Culture of a Learning Organization

- *INSPIRING*......................*of one another*
- *CHALLENGING*…………..*take risks to improve*
- *SUPPORTIVE*…………….*collective efficacy*
- *SAFE AND HEALTHY*……*others' keepers*
- *ENGAGED*………………..*collaborative norms*
- *RESPECTFUL*……………..*no-fear communication*
- *COMMUNITIES OF LEARNERS…set and pursue goals for learning together*

- *See: http://selinschools.org/new-jersey-culture-and-climate-coalition/*

Successful Organizational Guidelines- Schools and Units

- *Have a conversation at your tables regarding the dimensions of the NJ SHACC Guidelines:*

- How would you assess whether a classroom was following each of the guidelines?

- How would you assess whether or not your school was following each of the guidelines?

- *For both students and adults, how would you make your settings more Inspiring? Supportive? More of a Community of Learners?*
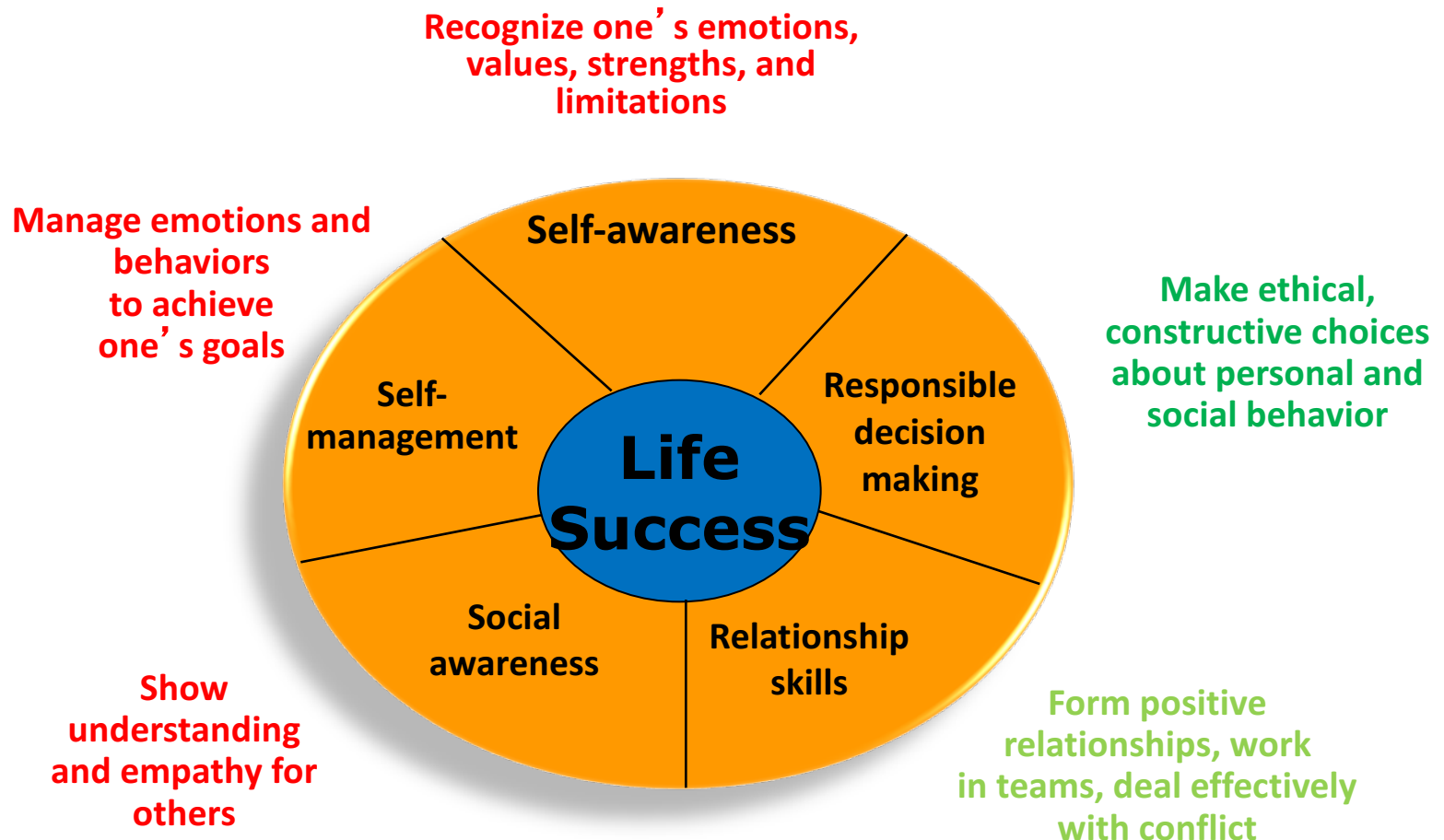
Positive (Noble) Purpose: William Damon

The intention to accomplish something that is both:

Personally meaningful

In service of a greater, non-destructive good

Character Virtues Supporting Noble Purpose

1) Compassionate Forgiveness and Gratitude

2) Constructive Creativity

3) Helpful Generosity

4) Optimistic Future-Mindedness

5) Responsible Diligence

What Skills are Needed for Success in School and Life/Participatory Competencies?

Recognize one's emotions, values, strengths, and limitations

Manage emotions and behaviors to achieve one's goals

Make ethical, constructive choices about personal and social behavior

Self-awareness

Self-management

Life Success

Responsible decision making

Social awareness

Relationship skills

Show understanding and empathy for others

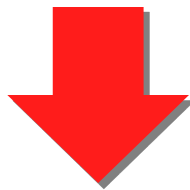**Form positive relationships, work in teams, deal effectively with conflict**

Benefits of SECD

Good Science Links SECD to the Following Student Gains:

- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 10-11 percentile-point gains on standardized achievement tests

And Reduced Risks for Failure:

- Conduct problems
- Aggressive behavior
- Emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*. (available at www.casel.org) and M. Berkowitz & M. Bier, *What works in character education.* (Washington, DC: Character Education Partnership, 2006) (available at www.characterandcitizenship.org.)

Social-emotional and character competencies are as basic, foundational, and essential to academic achievement as reading competence

LCCA in New Brunswick Middle School:
A MOSAIC Curriculum, A School of Character

1. Crosswalk of Themes, Skills, Virtues

2. The product of many conversations, strong infrastructure, and putting skills on the report card

It's Like Reading

- Students must read well to succeed in any other subject area. Similarly, students must have social-emotional competencies to succeed in any learning environment. And so, we must have dedicated periods of reading instruction, but also infusion of reading throughout the school day and year. It is identical with social-emotional competencies. We need Throughlines.

Essential Features of Leadership/ Implementation Support Teams

- Think about the most effective leadership/implementation support teams you have ever been a part of.

- Describe the characteristics that you feel were essential for the team's success.

- *Discuss for 3 minutes with a colleague and create your combined list!*

Essential Features of Leadership/ Implementation Support Teams

Ensure Basic Structure Qualities Are in Place	- **Provide advanced notice for meeting times and include an agenda in the notice.** - **Distribute and define roles and responsibilities.** - **End meetings with clear action steps and time frames assigned to specific people.**
Building Personal and Shared Visions	- Forge shared agreements around the mission, vision, and purpos - Lead goal-setting efforts, including both short and long term - Ask strategic questions when actions do not reflect agreed-upon visions.
Create a Safe Environment	- Model cooperation and cohesion. Promote positive school culture and climate.
Reflect, Reassess, and Improve	- Actively engage in evaluation of program implementation. - Translate reflection into actionable steps toward improvement. - Focus on staff strengths. - Work to match tasks with individual strengths.

Essential Features of Leadership/ Implementation Support Teams

- **Nurture Relationships**
- Recognize significant events in the lives of staff.
- Celebrate success.
- Promote a caring culture and develop procedures to support staff facing difficult personal circumstances.

- **Encourage Communication**
- Develop structures to promote the free flow of information throughout the school community.
- Model constructive disagreement and problem-solving skills.

- **Actively Model and Encourage Optimism**
- Use data to illustrate progress.
- Spread a message of hope and perseverance.

- **Act Like a Leader**
- Work to meet the needs of your team at any given time.
- Facilitate group collaboration.

Courageous Leadership Conversation

- **If you had courage…**

- what is one **ongoing practice or custom** currently present in your school or workplace that **you would stop** doing?

- what is one **SECD-related practice** you are not doing in your school or workplace that **you would start** doing?

- what is one **aspect of the culture** in your school or workplace that **you question and** would finally want to **resolve**?

- how would you **begin a conversation** among those in your school or workplace **about the core ethical principles** that you would most want to define what you do, how you do it, and how people will treat one another?
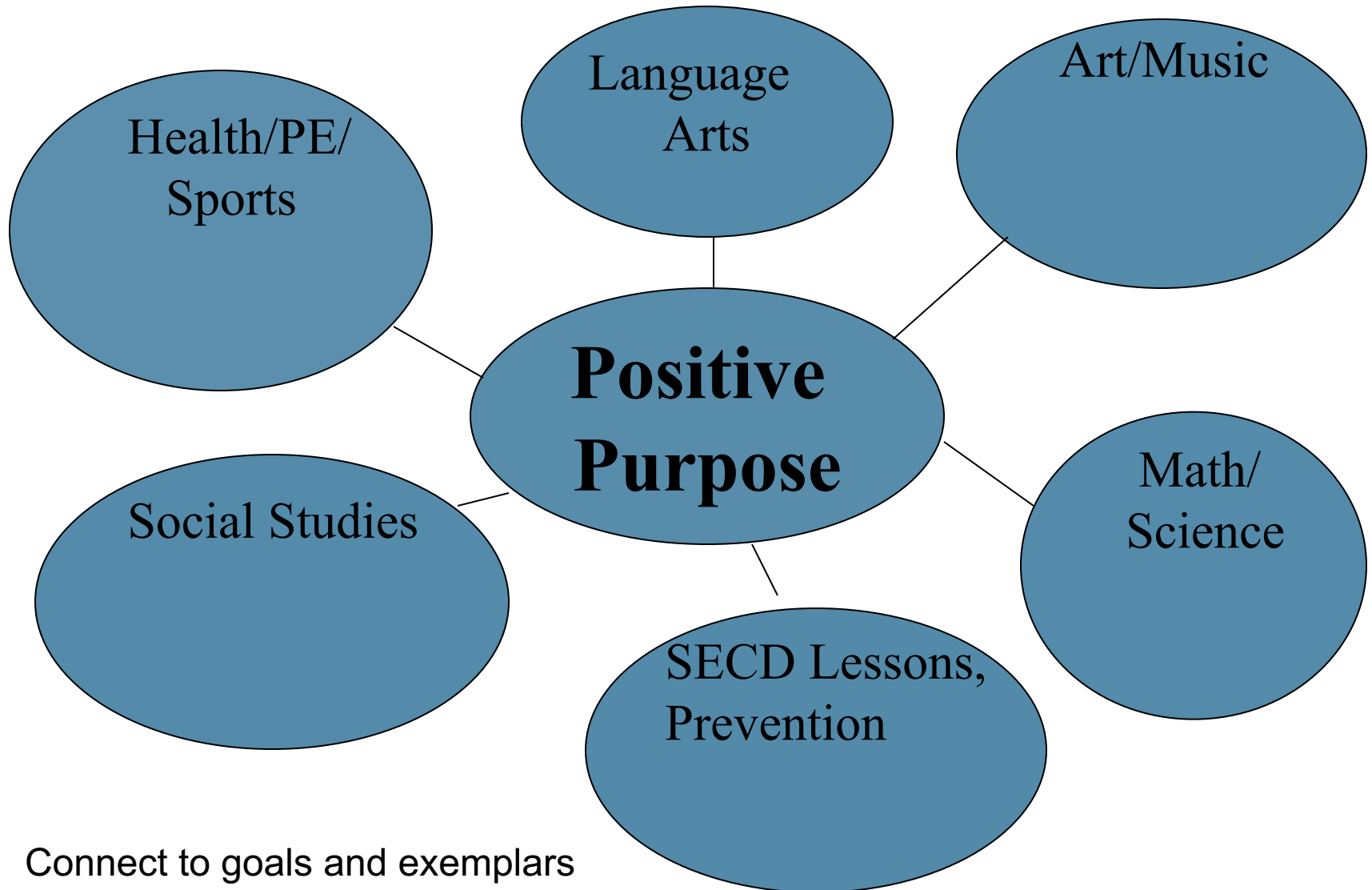
Action-Focused Pedagogy

Engaging students in learning that relates to analysis, reflection, and action

Action leads to changes in themselves, their class, school, and community

Help Students Identify Their Broad Priority/Values in Multiple Intelligence Projects and Products

- What is one rule that you believe is important to live your life by, that gives your life meaning and purpose?

- If you could change one thing about yourself, what would it be?

- Is there some situation or place that you think is unfair/makes you upset/you can't stand?

- If we lived in a perfect world, how would people behave differently than they do now?

Integration of Purpose/Other Virtues into Academics: Fill in the Blanks

Connect to goals and exemplars

Action-Focused Pedagogy and Bullying (Gangs, Drugs, etc.)

- Yes-No-Maybe to think about relevant school and social issues and cause cognitive dissonance:

- *There are people who deserve to be treated badly because of certain things about them.*

- *It's okay to say not so good things about others on the internet, as long as they can't tell that it was you who said it.*

- *Smoking (taking drugs, drinking, etc.) may be bad for some, but it won't happen to me.*

Laws of Life Contract

❧

I, _____, *pledge to live my life by the law of*

_____

❧

Over the next few months, I plan to live out my Law of Life by accomplishing these specific goals:

• •

*Goal 1:*_____

_____

In order to achieve this goal, I will go through the following steps:

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

I plan to have achieved this goal by:

Problems I might face in reaching my goal:	*How I plan to **solve** them:*

Help Students Create Contracts That Enhance Sense of Positive Purpose and/or Other Focal Virtues

Positive Purpose Essay Prompt

- *In your classes and in your life you may have learned about and encountered people with a strong sense of purpose. Similarly, you might feel your own sense of purpose. In a five-paragraph essay, that includes an introduction, three body paragraphs, and a conclusion, please respond to the following:*

- *What is your definition of purpose?*

- *What might be your purpose? Why?*

- *How would someone know that is your purpose in life?*

Best Practices to Promote Student Voice and Opportunities to Activate Positive Purpose

• Students need to be contributors to their schools and schools should teach students how to represent each other and how to be represented within a democratic structure.

• Students need systematic opportunities to play a role in service opportunities and school decision making, especially around problems that affect them– HIB, substance abuse, academic cheating, cyberbullying, gangs.

• Buddying and mentoring are for everyone.

• Essential preparation for having a voice includes SEL skill development and practice.

Assessment to Accelerate Progress

Tony Bryk:

Assessment for Research and Assessment for Improvement

Choices in Organizing Report Card Comments

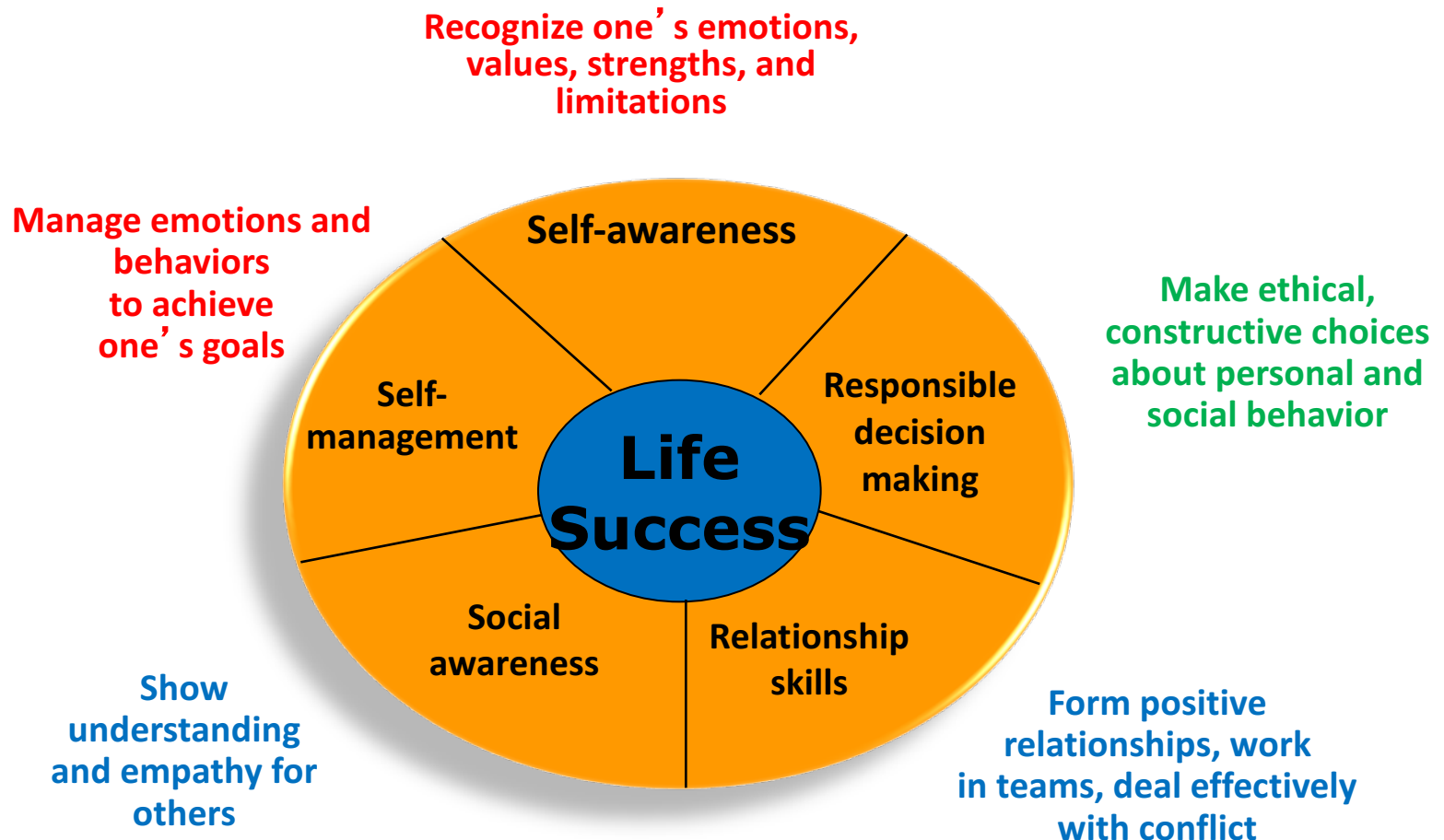**How are your report card comments organized?**

How was the decision made to do it that way?

How often has that decision been reviewed?

Choices in organizing comments:

- Individualized vs. Default?
- Comments across classes vs. by each class vs. only some classes
- If Default List…

  - Each comment rated vs. Select some from a list?

  - Option to write in comments?

  - Number of comments?

    - On drop-down list?

    - If selecting, how many can be assigned per quarter?

Decide the Skills You Most Want Your Students To Have, and Assess Them on your Report Card!!!

Recognize one's emotions, values, strengths, and limitations

Manage emotions and behaviors to achieve one's goals

Make ethical, constructive choices about personal and social behavior

Self-awareness

Self-management

Responsible decision making

Life Success

Social awareness

Relationship skills

Show understanding and empathy for others

Form positive relationships, work in teams, deal effectively with conflict

Report Cards As Opportunity for Communication

Guiding Parent-Teacher Conversations

- Identifies areas of strength and areas in need of improvement that parents should know about

- Conversation frames teachers and parents as allies in building child's SECD

- Serves as springboard for planning interventions and monitoring progress

- Outreach w/o burdening teachers

  - ***Similarly, SECD comments can guide parent-child conversations***

Report Cards As Opportunity for Communication

Guiding Student-Teacher Conversations

- Provides systematic feedback to students based on teachers' observations during the past marking period

- Makes connections between the skills assessed and future success

- Serves as springboard for planning interventions and monitoring progress, giving student important responsibility

Example: Rating Each Comment Each Trimester (One rating for all) classes)

RESPONSIBILITY FOR LEARNING	1st	2nd	3rd
Participates and cooperates in a group setting	-	-	√
Uses time effectively	+	+	+
Listens and follows directions	√	√	√
Completes class work	-	√	+
Completes and returns homework on time	-	√	√
Produces neat and organized work	-	√	√
REPONSIBILITY FOR BEHAVIOR	1st	2nd	3rd
Displays self-control	-	√	√
Follows classroom rules	√	+	+
Follows school rules	+	+	+
Accepts and respects authority	+	+	+
Accepts responsibility for own behavior	-	√	√
Respects rights and property of others	-	-	√

Monclair-Kimberley Academy Charcter Ratings

These are reflections on the character of

_____

Done by

_____

- Imagine the individual speaking the words under each of the seven expectations and judge how true these words are in reflecting the person's character.

- Circle 5 for an exemplar with strong conviction, 4 for a positive role model, 3 for someone with significant positive and negative qualities, 2 for a poor model, and 1 for someone altogether lacking character.

- Then describe incidents or examples to support your rating.

CHARACTER EXPECTATIONS	RATING	SUPPORT
RESPECTFUL		
I treat others the way I want to be treated. I listen to the ideas and opinions of other people, and I care about their feelings. I am polite to everyone and remember to use good manners. I am honest with people, in my words and in my actions.	1 2 3 4 5	_____ _____ _____ _____

District-Selected SEL Skills

- **Self-Awareness & Self-Management**
- **Shows Emotional Awareness**
- (Recognize and label one's emotions and connect feelings to situations)
- **Shows Emotion Regulation and Focus**
- (Use strategies to keep oneself calm and focus on goals)

- **Social Awareness & Relationship Skills**
- **Recognizes and Respects the Feelings and Perspectives of Others**
- (Understand and respect others' feelings and point of view; appropriately offer help to others)
- **Establishes and Maintains Cooperative Relationships**
- (Making friends and appropriate interactions with peers and adults)
- **Constructively Resolves Interpersonal Conflict**
- (Stay calm and in control during conflicts with others)

District-Selected SEL Skills

- **Responsible Decision Making**

- **Independent Decision Making**
- (Make good and safe decisions on your own and begin to think of solutions to problems)
-
-
- **Problem Solving in Groups**
- (Being a valuable, involved, and constructive participant in groups settings)

Self-Awareness & Self-Management

Shows Emotional Awareness

(Recognizes and labels one's emotions and connects feeling to situations)

•**Grade 3**:

•Can recognize and accurately label a range of emotions, including pride, surprise, frustration, lonely, honesty, fairness most of the time **with prompting**;

•can connect feelings to situation in which they take place **with prompting.**

•**Grade 4:**

•Can recognize and accurately label a range of emotions, including pride, surprise, frustration, lonely, honesty, fairness **most of the time**;

•can connect feelings to situation in which they take place **with prompting.**

•**Grade 5**:

•Can recognize and accurately label a range of emotions, including pride, surprise, frustration, lonely, honesty, fairness most of the time;

•can connect feelings to situation in which they take place **without prompting**.

Rating: Emergent– Proficient—Advanced/Below– At– Above Grade Level Expectations
Comments:

A Guide to SECD Assessment in YOUR Schools
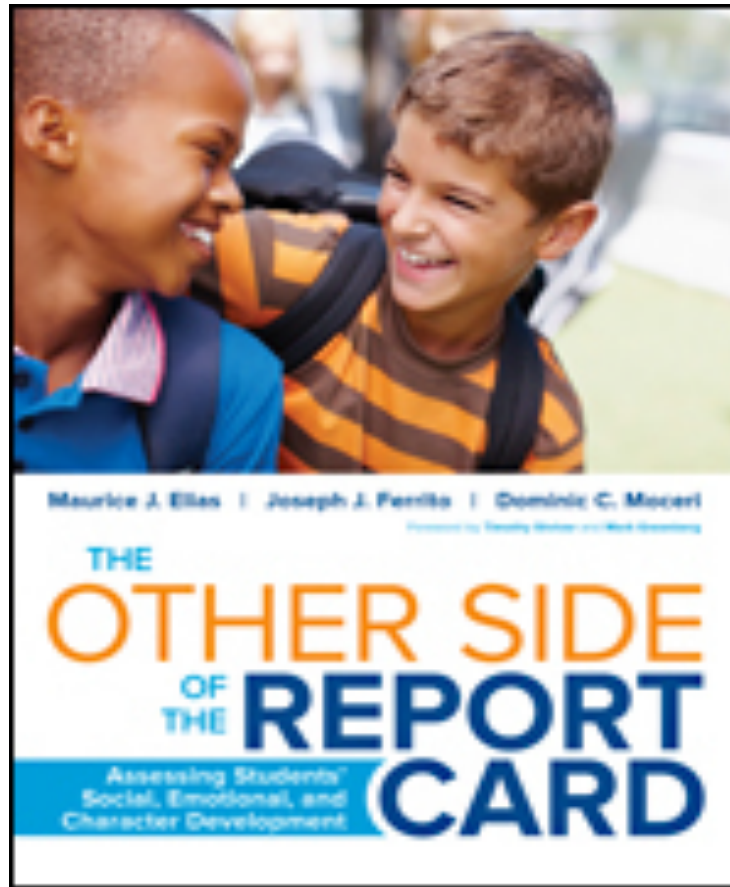
Academy for Social-Emotional Learning in Schools: *SELinSchools.org*

- Overarching goals are to address the gap in professional development of school leaders and diverse education professionals that exists today and to create a community for on-going mentoring, resource support, and sharing of experiences from walking the talk!

- The Academy offers a two certificate programs connected to a virtual Professional Learning Community:

- Certificate for School Leadership in Social-Emotional Learning and Character Development. (SELinSchools.org)

- Certificate for Direct Instruction of Social-Emotional Learning and Character Development. (sel.rutgers.edu)

- Academy Overview Video: http://novo.cse.edu/

SEL Academy – Direct Instruction

The SEL Academy Program in (Direct) Instruction offers teachers, student support professionals, and out-of-school program personnel an opportunity to learn explicit skills and strategies that will enable them to bring social-emotional learning into their classrooms.

There are three courses, Foundations of SECD, SECD Pedagogy and Practice, and a supervised practicum at participants' own work sites.

Program Participants Include:
✓ Current or aspiring teachers,
✓ Counselors, school psychologists, social workers
✓ Out-of-school program providers

Address issues such as harassment, intimidation and bullying prevention, suicide prevention, and substance abuse prevention and best practices for implementing social skills groups in and after school.

Certificate for Instruction in Social-Emotional Learning and Character Development

- SEL/SECD Practicum
  - Implement SEL/SECD in a classroom/small group/after-school program.
  - Assess the implementation strategy, process, and outcomes.
  - Suggest implementation strategy and/or process improvements.
  - Participants are guided by an experienced mentor and supported by cohort and vPLC; project must occur in their setting.

Certificate awarded from Rutgers and College of Saint Elizabeth upon successful completion of all three courses.

Certificate for Instruction in Social-Emotional Learning and Character Development

Accelerated Program of Study

SEL 201 – Accelerated Theory, Research, Pedagogy and Practice Course

- Combines two of the courses into one, 10 week course.

- The Accelerated Course is only for those participants who have been initiating and implementing SECD-related programs for at least 5 years.

SEL Academy - School Leaders

The ***Certificate in School Leadership for SEL and Character Development*** is a 3-course, post-baccalaureate certificate program that prepares school leaders to implement SECD initiatives and promote a positive culture and climate in their schools.

The certificate includes a foundational course, a leadership-centered course, and a project-based practicum, which is supported by an experienced mentor.

A Certificate is awarded from Rutgers and College of Saint Elizabeth upon successful completion of all three courses.

Certificate in School Leadership for SEL and Character Development

- The program is designed to give participants the knowledge and skills to coordinate SECD implementation efforts in their own schools, with emphasis on school climate, culture, values, leadership, student voice and engagement, and SEL skills development. Participants learn to:
  - Effectively use tools that are available for assessing school culture and climate.
  - Reorganize and "unjumble" the schoolhouse so SECD can be conveyed to students systematically and create the infrastructure to support it
  - Align the mission, vision, values, strategic goals of the school/district with SEL/SECD and positive climate
  - Effectively manage change processes

Certificate in School Leadership for SEL and Character Development

- Practicum Course
  - This project-oriented practicum course provides participants with a supportive, structured environment to plan, develop and execute an individualized strategic plan for implementing a school-wide social-emotional learning and school culture and climate initiative.
  - The practicum is designed to provide participants with:
    - A professionally supervised experience of direct practice at the school-wide level.
    - Mentoring from faculty and experts in this work.
    - Guided professional practice of school-focused coordination of SECD/SCC.
    - Strategies and resources to make a positive difference in their educational setting.
    - Experience in collaborating with one's cohort in the practicum and with the resources and experts available through a virtual PLC.

SEL Academy - Virtual PLC

- A unique feature of the courses and the certificate programs in the Academy is participants' involvement in a virtual Professional Learning Community (vPLC). Beginning with participation in one's coursework and practicum, there is an emphasis on being part of a community of learners who support and assist one-another during the courses– and beyond.

The Paths to Purpose:
Service, Inspiration, Finding a Calling

One thing I know: The only ones among you who will be really happy are those who will have sought and found how to serve.

Albert Schweitzer

It did not really matter what we expected from life, but rather what life expected of us.

Viktor Frankl

Everyone can be great because everyone can serve.

Martin Luther King, Jr.

Contact Information

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  (www.secdlab.org, sel.rutgers.edu)

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