

Social Emotional Learning Implementation Plan



A Presentation to the School Committee

December 2019

Grounded in district goals

"By December 2019, create a district-level implementation plan for effective social and emotional learning expectations and practices." We are tasked to

"Create a common understanding of the benefits of the skills, habits, and mindsets of social and emotional learning and develop a shared, systematic approach to explicitly teach, integrate, and assess these competencies."

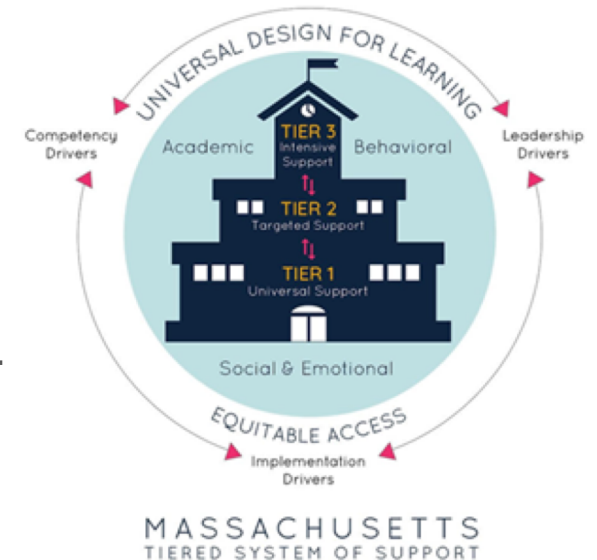


Supported by State Frameworks

Starting from Strength

A plan that's Proactive

Tiered Supports to meet the needs of ALL



Four General SEL Approaches

1. Free-standing explicit lessons
2. General teaching practices that create classroom and school-wide cultures that facilitate and support SEL;
3. Integration of skill instruction and practices that support SEL within the context of an academic curriculum; *and*
4. Support for the administrators and school leaders that facilitate SEL

Curriculum + Climate = Cohesion

SEL is for everyone- including staff.

This means:



- Staff need supports- for teaching and modeling SEL competencies
- Supports need to be coordinated across settings, and
- Professional Development will be aligned within and across levels

Building Based Steering Committees

- Inventory of building based practices
- Building based efforts
- Identify topics by grade and by level
- Bright spots
- Time to coordinate our efforts



District Steering Committee

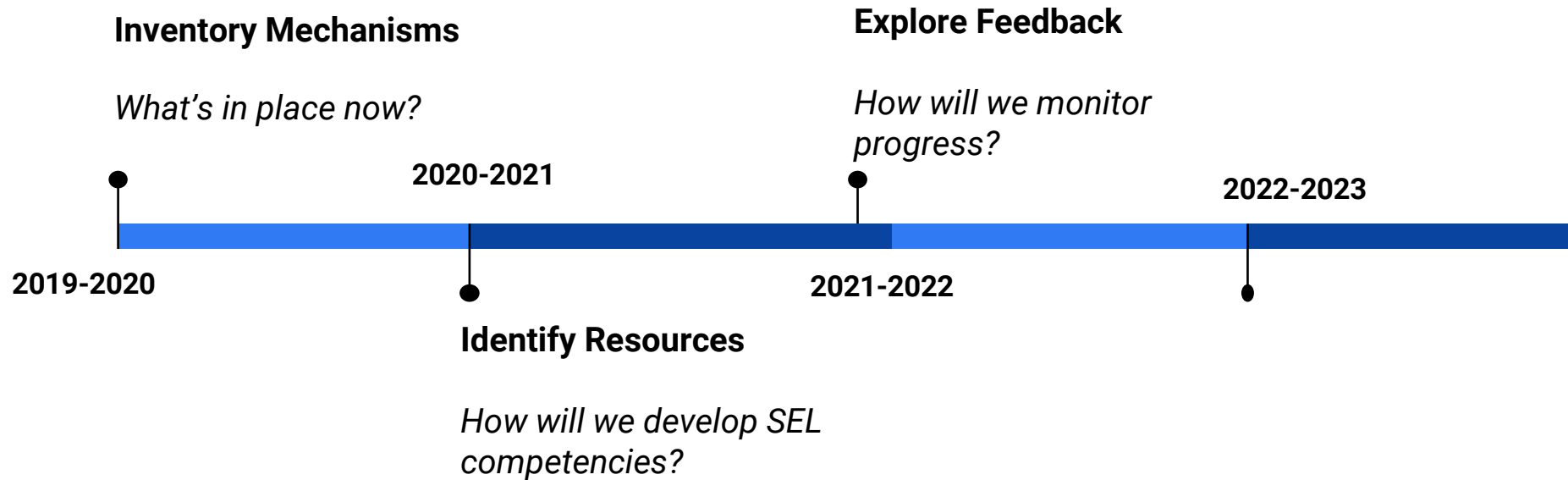
- Dual role
- Sub committees: Culture, Curriculum and Student Services
 - Identify strengths, needs and make recommendations

Implementation Overview



- District representatives will need to come to **consensus** on SEL outcomes by grade level span
- Each school will continue to develop **routines and practices** that offer students opportunities to practice and apply their skills across settings and environments
- Receive **feedback** and reinforcement on their use of the skills

What will this look like over time?



SEL Programming and Approach: Pre-K through Grade 4

- Common structures are currently shared throughout our six Pre-K through Grade 4 schools. [Responsive Classroom](#) is a highly regarded, research-based approach that emphasizes social, emotional, and academic growth. The components of Responsive Classroom at the elementary level include *Morning Meeting*, *Interactive Modeling*, *Academic Choice*, and *Establishing Rules and Routines*.
- Each component is connected to a different aspect of social emotional learning, and serve as the vehicles used by educators to model and teach explicit skills, to practice SEL competencies in daily interactions, and to reinforce a growth mindset.
- Steering committee curriculum subgroups will consider the array of resources available and decide on research-based program(s) that educators will use to explicitly target the five SEL competencies

Social and Emotional Learning at the Middle Level

Sherwood Middle School adopted **Responsive Advisory** as the class meeting model. Responsive Advisory Meeting uses four components (arrival welcome, announcements, acknowledgments, and activity) to meet students' needs for belonging, significance, and fun while helping them build skills and explore their interests.

Oak Middle School is working to adopt an **Advisory** program, as Advisory was identified as an important component of OMS's self-study. An Advisory program is a crucial component of middle school because it connects an educator (the advisor) with a group of students (the advisees) to provide academic and social-emotional support, and to strengthen the community of the school.

Social and Emotional Learning at SHS

Shrewsbury High School has endorsed an **Advisory approach** to teaching social emotional learning skills. Earlier this year, a small group of staff facilitated the implementation of Advisory meetings, with the goal that teachers would lead a total of four meetings. This experience led to consensus that more meetings, along with a program to inform meeting topics, was needed. Additionally, SHS faculty participated in professional development using **Character Strong**, a program that strengthens social emotional learning competencies in all members of the school community. The program includes resources for families, along with this sample of resources for educators:

- Vertically aligned mini-lessons for grades 9-12 that target character strengths and SEL skills, including Empathy, Healthy Habit Development, Resilience, Emotional Intelligence, Mindfulness, Influence, Stress Regulation, Growth Mindset, and Civil Discourse.
- Interactive games and activities designed to help students practice SEL skills
- Character Dares challenges that task students and staff to apply SEL skills outside the classroom

Questions?



Thanks to all the educators that contributed time and energy to this strategic priority:

- On the District Steering Committee
- As part of the ExSEL Network
- In partnership with William James College

Thanks.

