

Equity Council

February 27, 2024

SEL Curriculum: Dr. Robert Cordell

Mission

“To provide what kids need,
when they need it - with urgency.”

- Ken Williams, 2023

Academic and Social Emotional Skills:

- Tier 1 Essential Standards (On Grade Level)
- Tier 2 Essential Standards (On Grade Level)
- Tier 3 Universal Academic and Social Behaviors

Tier 1

Teacher Team Essential Actions

ACTION 1: Identify Essential Standards for Each Grade Level or Course

ACTION 2: Create an Essential Standards Unit Plan

ACTION 3: Implement the Team Teaching Assessing Cycle

ACTION 4: Give Common End-of-Unit Assessment for Essential Standards

ACTION 5: Identify Students for Tier 2 Support by Student, Standard and Learning Target

Schoolwide Essential Actions

ACTION 1: Ensure Access to Essential Grade Level Curriculum

ACTION 2: Identify and Teach Essential Academic and Social Behaviors

ACTION 3: Provide Preventions to Proactively Support Student Success



- *Identify and Teach Essential Academic and Social Behaviors*

Tier 2

Teacher Team Essential Actions

ACTION 1: Design and Lead Supplemental Interventions for Academic Essential Standards

ACTION 2: Consider Screening in Immediate Prerequisite Skills

ACTION 3: Monitor the Progress of Students Receiving Supplemental Supports

ACTION 4: Extend Student Learning

Schoolwide Essential Actions

ACTION 1: Schedule Time for Supplemental Interventions

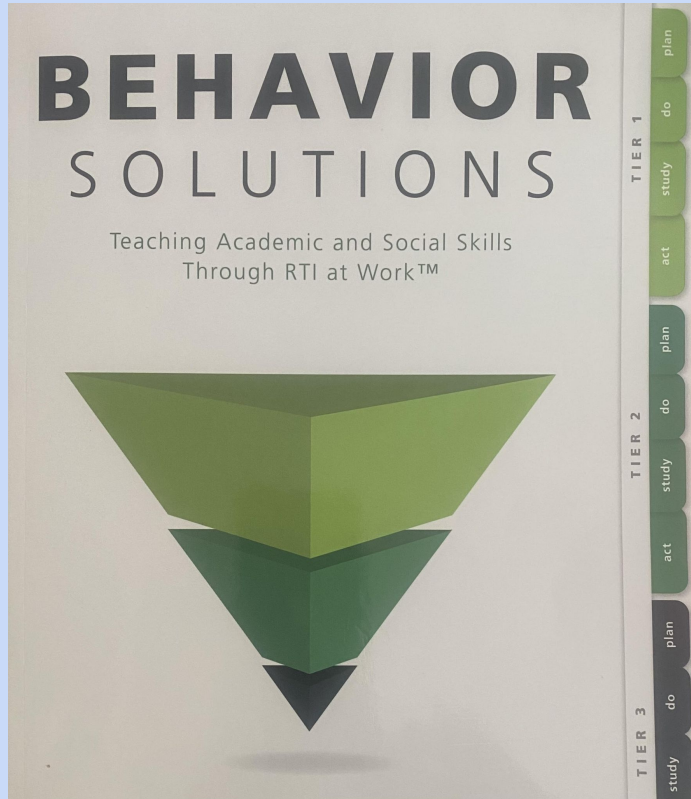
ACTION 2: Establish a Process for Schoolwide Student Intervention Identification

ACTION 3: Plan and Implement Supplemental Interventions for Essential Social and Academic Behaviors

ACTION 4: Coordinate Interventions for Students Needing Skill and Will Supports



- *Schedule Time for Supplemental Interventions*
- *Establish a Process for Schoolwide Intervention Identification*



Implementing Behavior Solutions

Tier 1 - Prevention Cycle

Teaching essential social behavior standards for all students schoolwide.

The PLC and RTI Processes for *Behavior in Tier 1*

1. What knowledge, skills, and dispositions should every student acquire as a result of this unit, this course, or this grade level?
2. How will we know when each student has acquired the essential knowledge and skills?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

TABLE 3.1: Essential Academic and Social Behaviors

Academic Behaviors	 Social Behaviors 
<p>In addition to academic skills and knowledge, some academic behaviors are critical to school and career success.</p>	<p>Success in school and career requires the ability to consistently demonstrate socially appropriate behaviors.</p>
<p>Metacognition: Knowledge and beliefs about thinking</p> <p>Self-concept: A student’s belief in his or her abilities</p> <p>Self-monitoring: The ability to plan and prepare for learning</p> <p>Motivation: The ability to initiate and maintain interest in tasks</p> <p>Strategy: Techniques for organizing and memorizing knowledge</p> <p>Volition: The efforts and techniques needed to stay motivated and engaged in learning (Many educators refer to this as demonstrating <i>grit</i>.)</p>	<p>Responsible verbal and physical interactions with peers and adults: Skills that demonstrate social responsibility, honesty, compassion, respect, self-regulation, and self-control</p> <p>Appropriate language: Skills that demonstrate self-awareness, communication, civility, and character</p> <p>Respect for property and materials: Skills that demonstrate empathy and respect</p> <p>Independently staying on a required task: Skills that demonstrate on-task behavior</p> <p>Regular attendance: Skills that demonstrate punctuality, time management, and accountability</p>

Source: Adapted from Buffum et al., 2018.

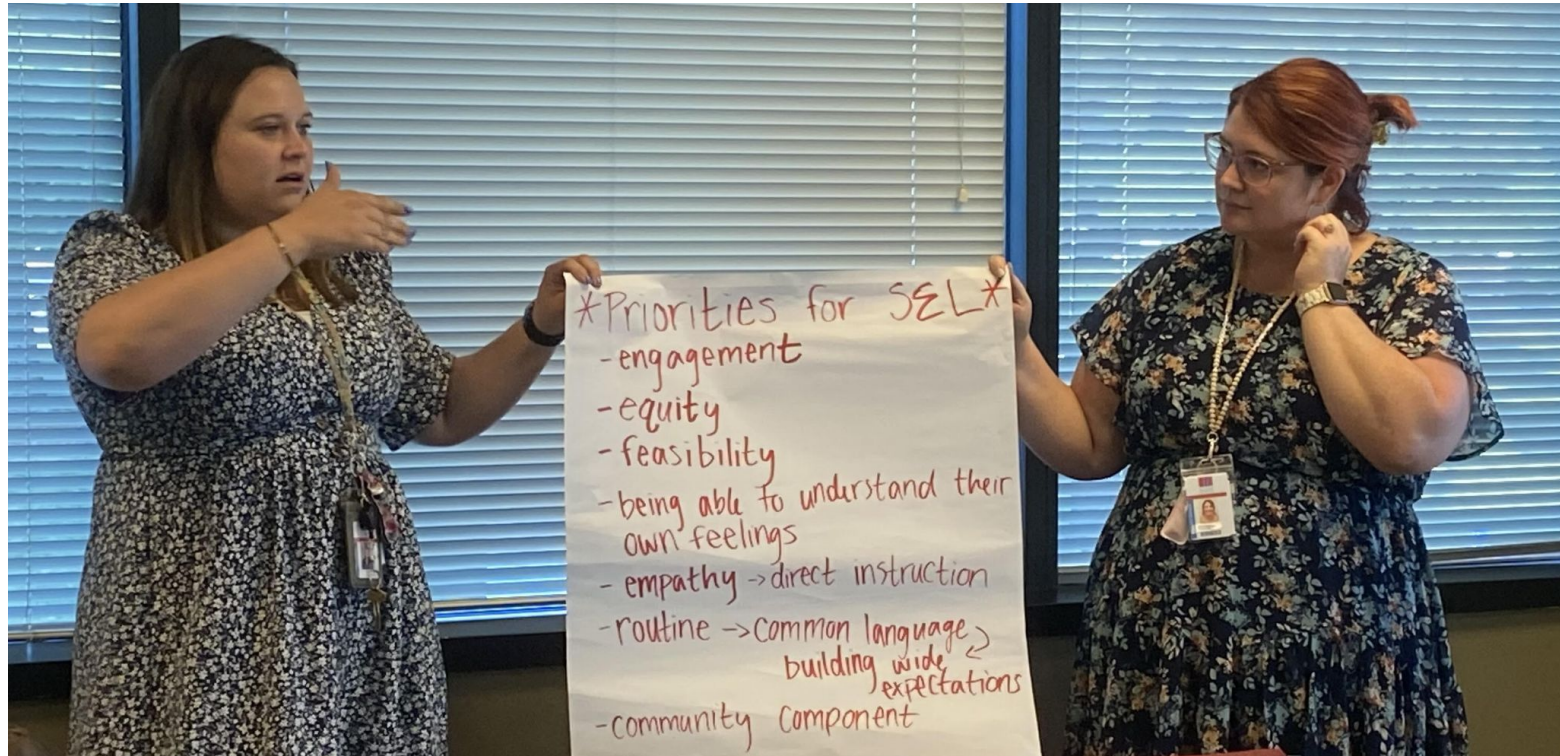


	Safe	Respectful	Responsible	Adult Expectations
Arrival	<ul style="list-style-type: none"> *Walk on the gray line with safe body 	<ul style="list-style-type: none"> *Voices at level 0, level 1 if responding to an adult *Respond to greetings appropriately *Follow adult directions 	<ul style="list-style-type: none"> *Straight to class *Walk on the gray line, with safe body 	<ul style="list-style-type: none"> Be on time for duty at 8:50 (classroom door or designated location) Greet every student Triage students as needed as they enter the room Uphold hallway expectations
Hallway	<ul style="list-style-type: none"> *Walk on the blue line, in line order *Facing forward *Arms crossed, at side, or behind backs 	<ul style="list-style-type: none"> *Voices at level 0 *Follow adult directions 	<ul style="list-style-type: none"> *Have a pass if you are not with your class 	<ul style="list-style-type: none"> Check for student passes when in hallway Stay with class until "hand off" to specials at classroom door Practice hallway expectations as needed Have stopping points to keep class in sight Hold all students accountable for hallway expectations daily Model hallway expectations for students Teach students the rules of traffic flow Adults should avoid conversations while supervising students Have Walkie Talkie on at all times
Dismissal	<ul style="list-style-type: none"> *wait in classroom for call *Hands and feet to self 	<ul style="list-style-type: none"> *Voices at level 0, level 1 if responding to an adult *Respond to greetings appropriately *Follow adult directions 	<ul style="list-style-type: none"> *Use restroom before dismissal *Walk on the blue line, with safe body 	<ul style="list-style-type: none"> Have students ready to be dismissed on time Students wait in the classroom for pick up or dismissal Adult supervision at all times at door or hallway location Room quiet for announcements Adults should avoid conversations while supervising students Have Walkie Talkie on at all times
Cafeteria	<ul style="list-style-type: none"> *Sit in assigned seat: *Facing forward *Legs under table *Only eat your own food *Ask permission to leave table 	<ul style="list-style-type: none"> *Voice level 0 until seated *Voice level 1 while eating *Respond to directions appropriately *Use Manners 	<ul style="list-style-type: none"> *Carry tray with two hands * Pick up all trash from table and floor *lining up in line order and wait for classroom teacher 	<ul style="list-style-type: none"> *Drop off and pick up on time. *Uphold hallway expectations while in line *Supervising adult <ul style="list-style-type: none"> -walk around and check in with students -teach procedures/remind students of expectations -welcome and dismiss students before and after their lunch time
Assembly	<ul style="list-style-type: none"> *Sit criss-cross with hands to self 	<ul style="list-style-type: none"> *Voice level 0 when entering *Voice level 1 when waiting. *Eyes on the speaker 	<ul style="list-style-type: none"> *Sit in assigned seat 	<ul style="list-style-type: none"> Make sure assembly doors are closed. Sit with your class. Monitor student behavior.
Recess	<ul style="list-style-type: none"> *Stay in assigned area using all equipment appropriately 	<ul style="list-style-type: none"> *Take turns *Follow game rules 	<ul style="list-style-type: none"> *follow grade level procedures for lining up 	<ul style="list-style-type: none"> Grade Level consistency/expectations Be on time Supervise all areas of playground/be mobile Two teachers on duty (all on duty for first two weeks) Teachers notify office/clinic if student needs assistance Keep recess doors closed Have walkie talkie on at all times

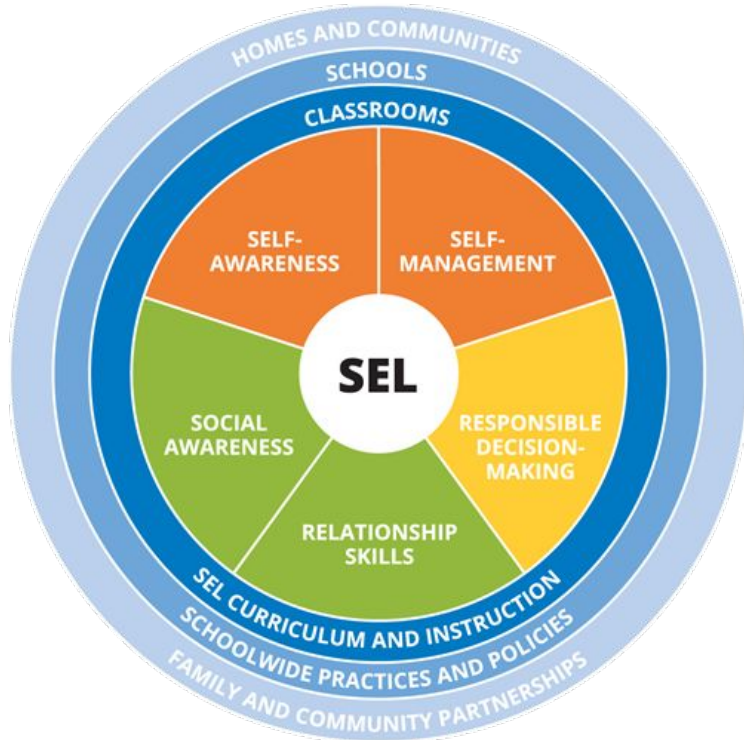


Social & Emotional Learning: Curriculum Planning

Equity Council's SEL Sub Committee



SEL Curriculum: Collaborative Discussion

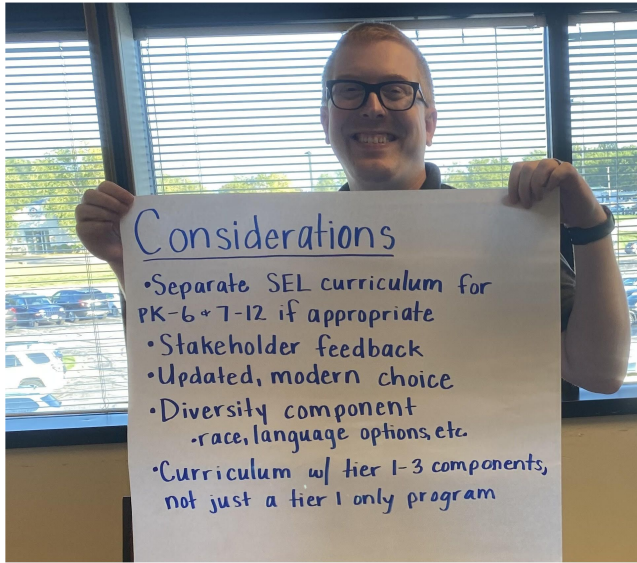


• Hit all 5 CASEL Model Sections

- Student Self-Awareness/Assessment
- Student Ownership
- Being able to understand their own feelings
- Empathy
- Awareness of actions to self and impact on others
- Ability to be held accountable
- Healthy expression of wants/needs
- Healthy expression of frustrations
- Ability to build and maintain lasting relationships

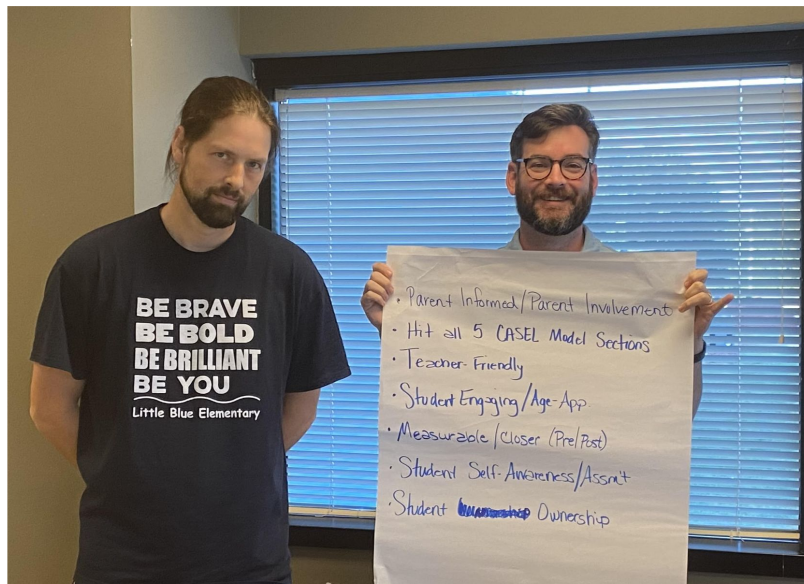
Curriculum Rubric: Collaborative Discussion

Considerations:



- Engaging / Age-Appropriate
- Modern / Updated
- One curriculum for K-12 learners
- Separate curriculums (PK-6 & 7-12)
- Teacher-friendly
- Adequate training for effective implementation
- Building consistency / expectations

Curriculum Rubric: Collaborative Discussion



Considerations Continued:

- Tier 1-3 components
- Common language
- Diversity component
- Race/language options
- Parent involvement
- Stakeholder feedback

**CRITERIA FOR SELECTING SEL CURRICULUM**

Directions: Please read and assess the criteria outlined below for the Social-Emotional Learning (SEL) curriculum you are evaluating. Carefully consider each question before indicating your rating on the scale of 0 - 3.

Completed by: _____ Date: _____

Representing School: _____ Level(s): _____

Curriculum Name: _____

**Rating Scale: 0- Does Not Meet Criteria; 1- Partially Meets Criteria;
2- Fully Meets Criteria; 3- Exceptionally Meets Criteria**

Criteria:	0	1	2	3
Criteria #1 Curriculum materials are research-based with supporting evidence.				
Criteria #2 Curriculum supports the standard in the CASEL Framework/Behaviors: <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills, & Responsible Decision-Making.</i>				
Criteria #3 Curriculum supports a school-wide approach to Social-Emotional Learning.				
Criteria #4 Supplemental materials are provided and are well-organized to support teaching and learning of Tier 1 SEL instruction, as well as suggestions for Tier 2 & 3 interventions.				
Criteria #5 Curriculum includes opportunities to practice the skills being taught and are repeated throughout grade levels.				
Criteria #6 Curriculum offers opportunities for technology integration and support for virtual learners.				
Criteria #7 Program provides for self-assessment and teacher observation throughout the learning process.				
Criteria #8 Program materials include a Universal Screener.				
Criteria #9 Opportunities available for whole/small/individual instruction, resources for English Language Learners (ELL), Special Education, (below, on, advanced learners), and includes home connections to support parent-teacher communication.				
Criteria #10 Curriculum materials support equity in society and do not contain stereotypes in regard to race, color, gender, sexual orientation, religion, national origin, disabilities, age, or homelessness.				
Criteria #11 Lessons are highly engaging, interactive, and relevant.				
Criteria #12 Teacher materials are user-friendly, easy for the teacher to implement, and provided for explicit skills instruction.				
Criteria #13 The materials are cost effective when compared with other vendors.				

CURRICULUM RESOURCE REVIEW

Wednesday, February 21
Large Conference Room @ RSECC
1:00 PM - 4:00 PM

We will have physical copies of the resources
being considered for **K-5 Science** and **K-12
Social/Emotional Learning (SEL)** on display.

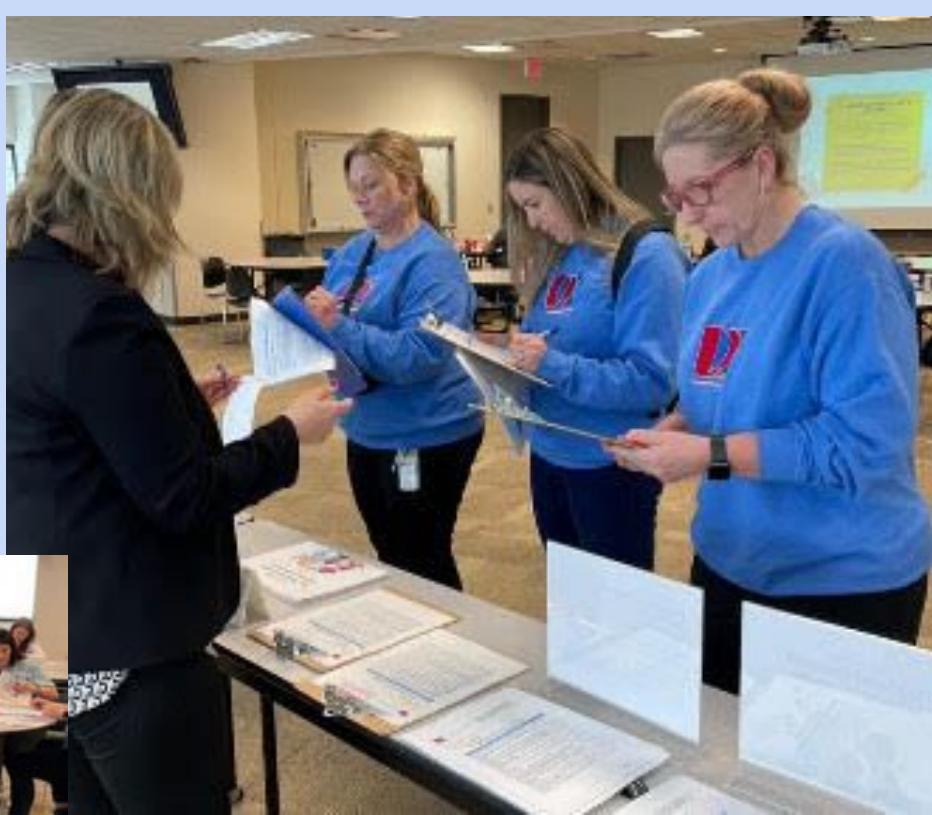
to drop by and review. Feedback forms
your input as we

MOVE
THIS WORLD

Everyday  Speech

The Social-Emotional Learning Curriculum





**Fifty-seven stakeholders
representing 16 district buildings.**

Average Scores
Per Criteria



Everyday  Speech

Rubric Rating Scale:

0- Does Not Meet
Criteria;

1- Partially Meets
Criteria;

2- Fully Meets Criteria;

3- Exceptionally Meets
Criteria

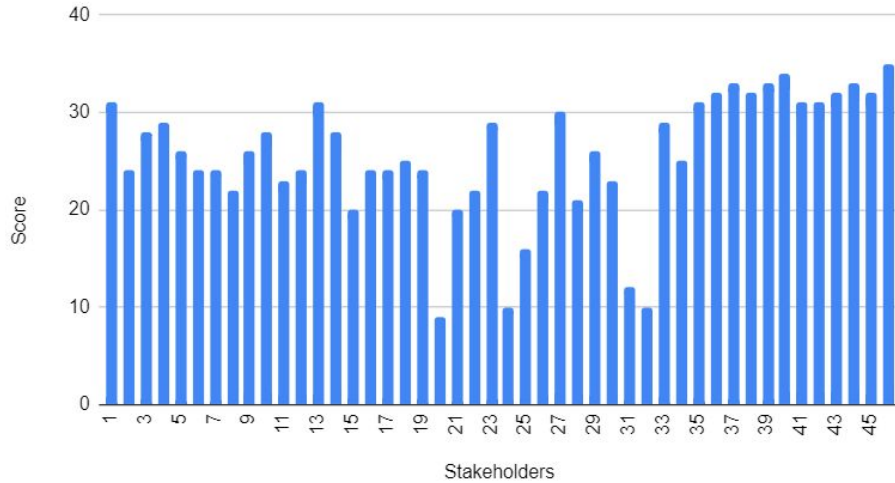
Criteria #1:	2.40
Criteria #2:	2.57
Criteria #3:	2.41
Criteria #4:	2.11
Criteria #5:	2.28
Criteria #6:	2.27
Criteria #7:	2.00
Criteria #8:	0.11
Criteria #9:	2.02
Criteria #10:	2.31
Criteria #11:	2.02
Criteria #12:	2.17
Criteria #13:	1.44
Sum:	25.61

Criteria #1:	2.56
Criteria #2:	2.74
Criteria #3:	2.70
Criteria #4:	2.36
Criteria #5:	2.48
Criteria #6:	2.59
Criteria #7:	2.16
Criteria #8:	0.26
Criteria #9:	1.72
Criteria #10:	2.33
Criteria #11:	2.28
Criteria #12:	2.33
Criteria #13:	2.24
Sum:	28.17

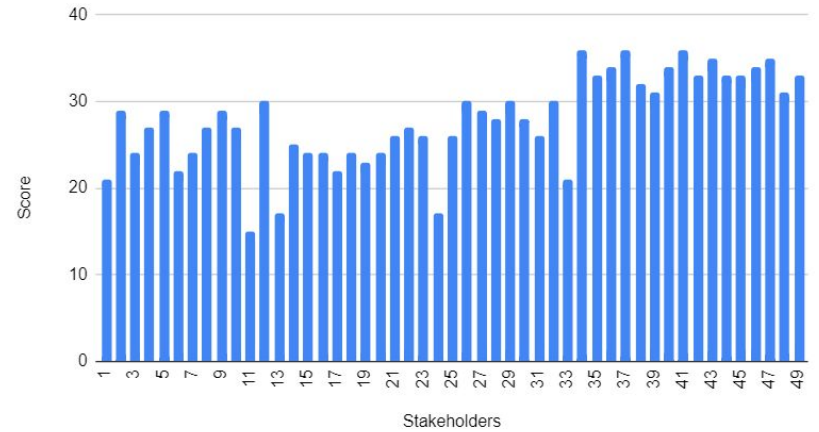


Everyday  Speech

Move This World



Everyday Speech



Social Emotional Curriculum Scores



Next Steps and Timeline

- *March*- ILT will review curriculum feedback
- *March*- contract services for 2024-25
- *April and May*- planning for system-wide Professional Development and training for all schools (schedule to be determined)
- *August*- enhance or redesign our PBIS/SEL/TS planning day(s) for school's teams with SEL instruction and Trauma Smart Lens.
- 1st Day of School- SEL Curriculum begins in all schools

