

Social Emotional Learning Update #3

Presented to Plymouth Board of Education
November 14th, 2018

Primary District Goal #2

Social Emotional Learning (BOE Goals 2, 3, 5, 6, 7)

A focus on increasing staff awareness and fluency around social emotional learning constructs and techniques will be a major emphasis during the 2018-2019 school year and years to come. The ultimate goal is to graduate students having mastered skills in emotional intelligence.

- Use the CASEL framework in conjunction with the training and tools offered by the Yale Center for Emotional Intelligence to guide our work.
- Continue district-wide SEL committee to develop a rolling three-year SEL plan to identify student and staff outcomes, professional development needs, and assessment strategies.
- Survey all staff and students grades 4-12 by November 1, 2018 (pre-test) and May 15, 2019 (post-test) using the SEL Survey Tool developed.
- Create Emotional Intelligence Charters with the staff at each school.



TRULY CONNECTED

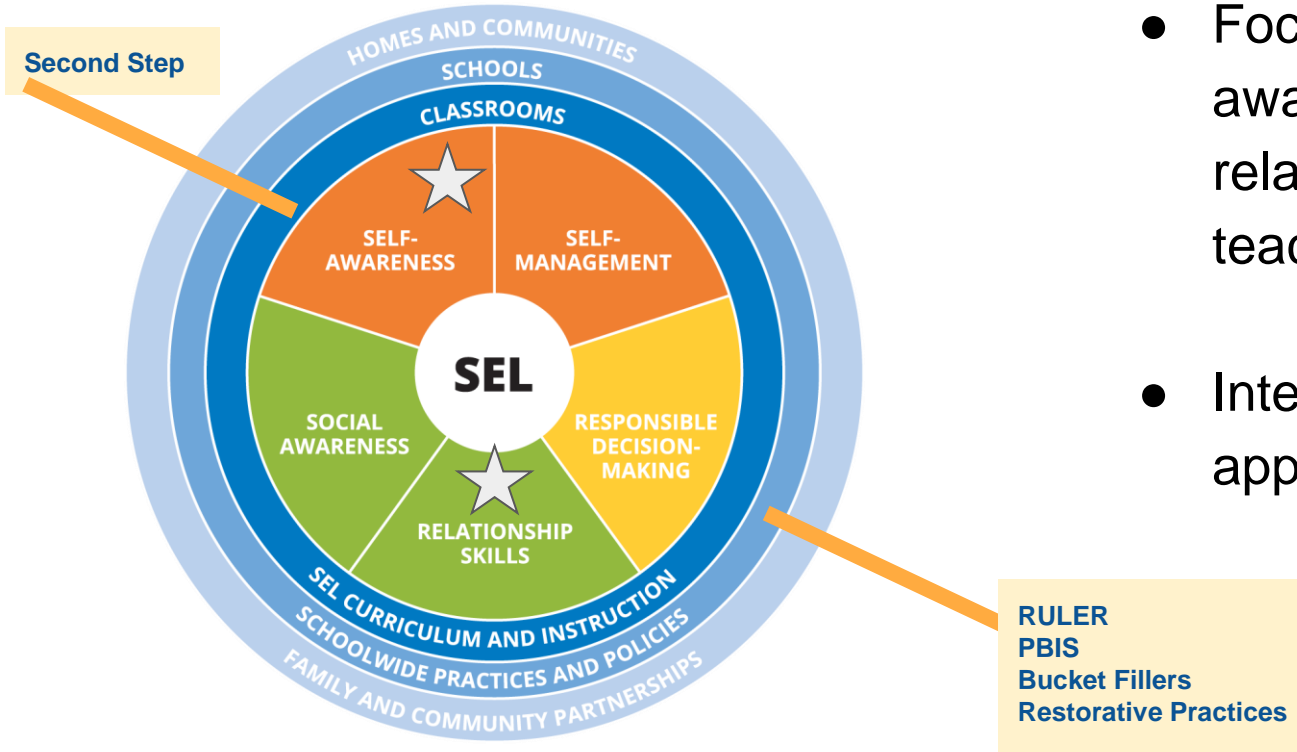
- everyone participates/contributed = same value
- clubs - create family environment
- personal connection/attention from teacher
- encouragement. value ea. student
- working together as a community for the greater good
- encourage individual control over one's own learning
- 'integrated' technology

2017-18

- Build a common understanding of the definition and components of SEL
- Focus on Relationship Building/School Connectedness

CASEL FRAMEWORK

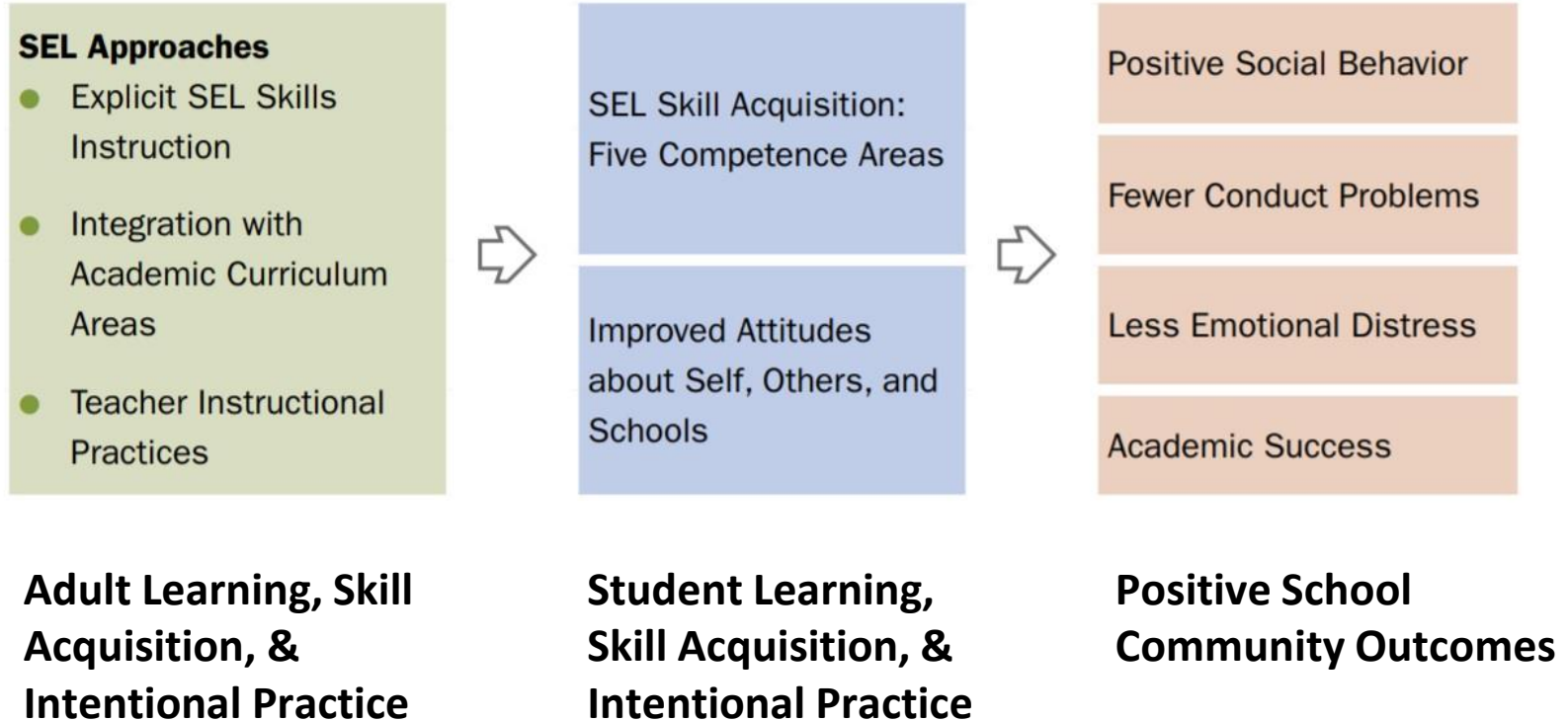
2018-19



- Focus on self awareness and relationship building at teacher level
- Integration of RULER approach

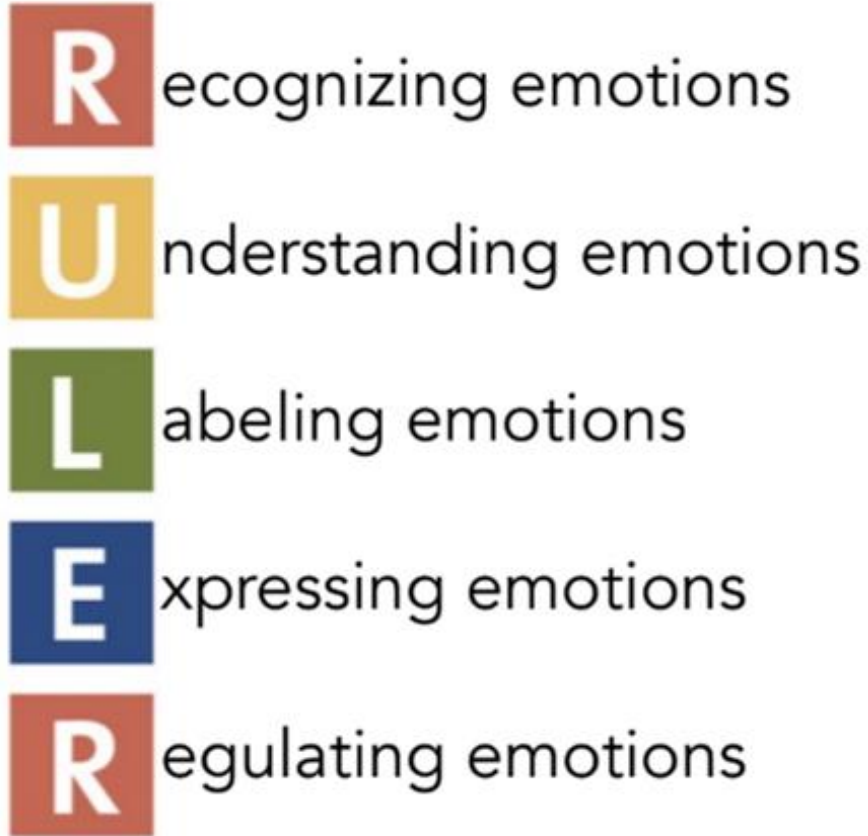
SEL: What's the big picture?

Figure 2. Outcomes Associated with the Five Competencies



What is RULER?

The knowledge,
attitude, and skills
associated with:



ANCHORS OF EMOTIONAL INTELLIGENCE

Emotional Intelligence Charter

As a class, we want to feel...

In order to have these feelings consistently, we will...

We will prevent and manage conflict by...

The Mood Meter
How are you feeling?

Intensity

Pleasantness

Take a Meta-Moment

1. Something happens
2. Sense
3. Stop
4. See your feet and
5. Strategize
6. Succeed


Solve problems with The Blueprint

Describe	What happened?	
RULER Task	We	Other Person
Recognize & Label	How did I feel?	How did _____ feel?
Understand	What caused my feelings?	What caused _____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did _____ express and regulate their feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do next?	

Examples from our schools...

Terryville High School Staff Emotional Intelligence Charter

We want to feel:



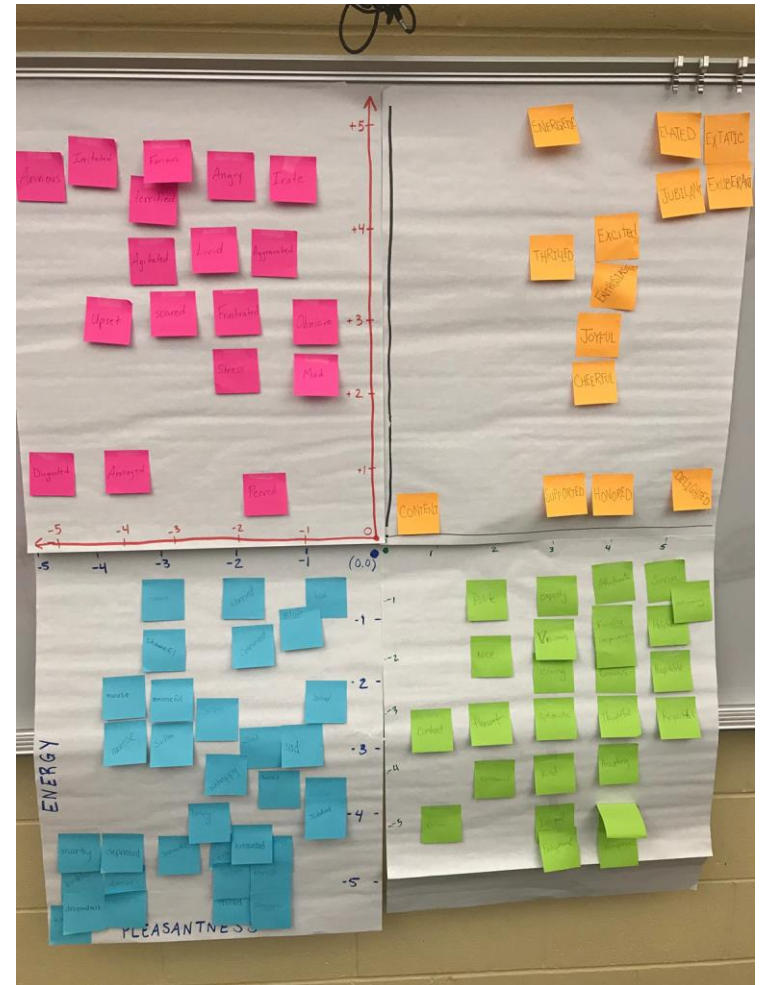
The word cloud features the word "happy" in the largest font, surrounded by other positive words like "excited", "productive", "valued", "satisfied", "energized", "calm", "respected", "accomplished", "positive", "challenged", "supported", and "energized".

So we will:

- Treat others the way they want to be treated (Platinum Rule)
- Smile and greet each other
- Seek and offer support to each other
- Speak positively about us
- Publicly recognize others' successes
- Give every person a fresh start every day
- Make the time to listen to each other
- Embrace discomfort for the sake of growth

When negative emotions and conflict arise, we will:

- Give space to reflect before responding
- Assume positive intent by the other person
- Talk honestly and respectfully with the person in a timely manner
- Take ownership and seek understanding to move forward



SEL Steering Committee

- To monitor and inform work this year to keep the momentum going
- To create a three year plan for moving forward
- To measure progress and review feedback and assessment results around SEL

