

Fostering Social & Emotional Learning in ALL

January 2017

Fostering SEL in ALL

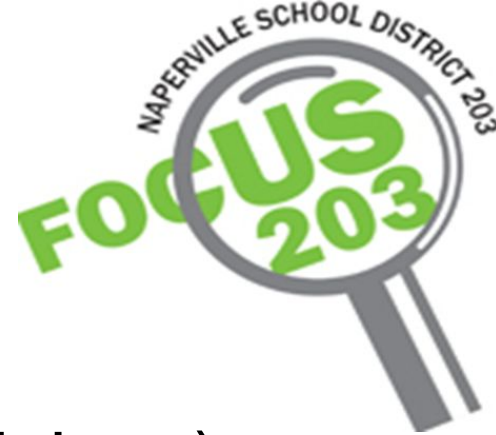


Christine Igoe, Ed.D

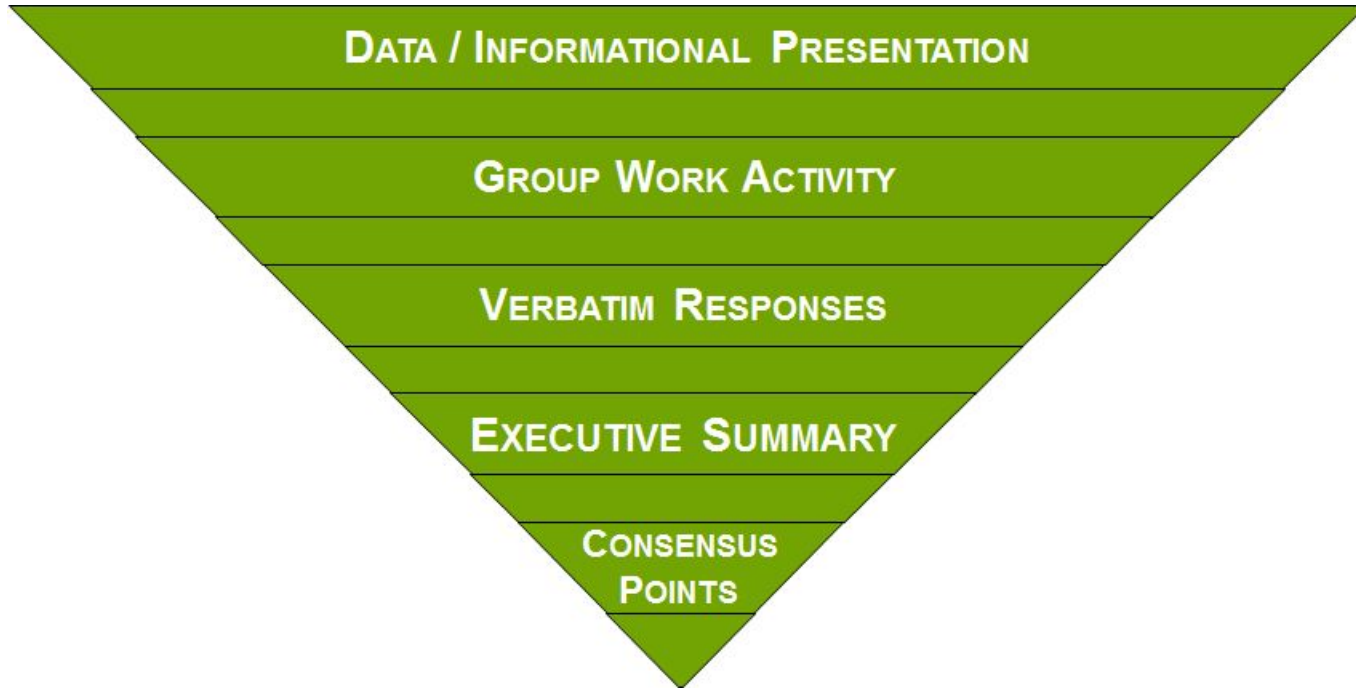
Asst. Superintendent of Student Services

Typical Session Schedule

- Welcome
- Data/Informational Presentation
- Instructions for Small Group
Work Activity
- Small Group Work (Dialogue/Decisions)
- Small Group Reporting to Large Group
- Closing



Session Documentation



Website/Social Media

Website: www.naperville203.org

Mobile App: 

Social Media:



facebook



Questions/Comments



- Fill out “Question/Comment” form
- Call: 630.420.6475
- Email: Focus203@naperville203.org
- Ask questions during Small Group time



NAPERVILLE SCHOOL DISTRICT 203
COMMUNITY ENGAGEMENT PROGRAM

I would like to be contacted by a *Focus 203* community engagement representative who can respond to this question/comment:

Your question or comment may be directly related to the community engagement project or any other matter regarding District 203.

Name: _____

Address: _____

Phone: _____

E-Mail: _____

NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203
203 W. Hillside Road • Naperville, IL 60540
Phone: 630.420.6475
Email: Focus203@naperville203.org
Website: www.naperville203.org

Fostering Social & Emotional Learning in ALL

Social Emotional Learning



Noncognitive
Skills

Soft skills

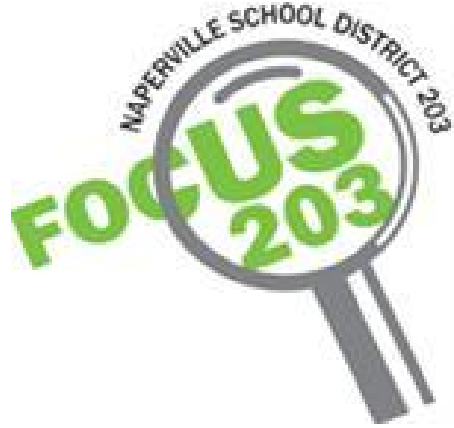
RESILIENCE

Grit

Social skills

Emotional Intelligence

Focus 203



In 2013, during Focus 2020, the community engagement process identified social & emotional learning as a priority for our students.

Focus 2020

1.18.D: **Develop and implement an effective social-emotional plan** that will enable students to demonstrate the skills needed to be competent in their families, with their peers, in their school, at their work settings, and in their communities.

Strategic Focus 1
Design and Implement effective practices that promote learning experiences for all

By June 30, 2016

- Implement All Day Kindergarten program at all District 200 elementary schools to maximize early learning opportunities
- Develop and implement rigorous curriculum aligned to Common Core State Standards in science, history and civics
- *K-12 Literacy (2013-2015) *K-12 Math (2013-2015)
- Implement a continuous improvement plan for high school achievement across line departments that result in enhanced on-campus experiences for students and faculty
- Implement a long-term plan for STEM education that prepares students for success in a global economy
- Implement summer school reconduction that maximizes the opportunities to restore student learning

Develop and implement high-quality online and blended learning experiences to meet student diverse learning styles

By June 30, 2018

- Divide and implement rigorous C-12 science courses aligned to Next Generation Science Standards
- to achieve college and career readiness
- Implement effective program design for English Language Learners to ensure successful transition into general education
- Design and implement effective program design for Dual-credit Learners to achieve college and career readiness
- Develop and implement effective social-emotional plan that will enable students to demonstrate the skills needed to be competent in their families, with their peers in their schools, at their work settings, and in their communities
- Implement a Multi-tiered System of Support (MTSS) for all students' academic and behavioral development for college and career readiness

By June 30, 2020

- Optimize student support services that enable students to identify, select, and achieve pathways for college and career readiness
- Optimize junior high school programs to maximize instructional time, learning opportunities, and differentiated experiences
- Implement an early and K-12 world and classical language experience
- Recommend a driven education program that will ensure viable options for students to become safe and responsible citizens
- Implement an effective service delivery model designed to meet the unique needs of each learner with disability and to increase the overall achievement of students with disabilities

Commitments to Our Community

Strategic Focus 2
Foster an equitable high-performance culture focused on student learning

By June 30, 2016

- High-level a concept-driven model of school improvement process that maximize instructional efficacy and student achievement
- Design and implement a teacher evaluation system that ensures high-quality instruction
- Implement a teacher mentoring program to build teacher efficacy and increase student learning
- Implement a professional learning plan on culturally responsive practices and ensure that such practices are employed in all learning environments

By June 30, 2018

- Develop and implement a job-embedded professional learning to improve teacher efficacy and student learning
- Implement a comprehensive model of learning to improve instructional efficacy and student learning
- Implement a balanced assessment system to progress staff and students for success with the next generation of assessments
- Implement a tool for measuring and reporting student achievement and growth to effectively communicate student learning and progress to students, parents, and the community

By June 30, 2020

- Develop and implement measures to evaluate student/parent/secondary achievement of the District 203 mission
- Ongoing implementation of a Diversity Equity and Inclusion strategy to learning and achievement of college and career success

Commitments to Our Community

Strategic Focus 3
Steward resources effectively to promote student learning

By June 30, 2016

- Develop and implement updated "Public Safety" line guidelines that ensure all funds are used for their intended purpose and comply with state law
- Implement an effective resource management system that manages and distributes curriculum resources
- Implement a District-wide printing optimization program to maximize productivity and effective stewardship of District assets

By June 30, 2018

- Conduct a thorough analysis of how to best structure time in the school day and conduct a thorough analysis of how to maximize student learning and professional collaboration
- Submit recommendations for consideration of simplified fee structures that address equity and improve fiscal management
- Design and implement an effective student technology device strategy to maximize student learning

By June 30, 2020

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Commitments to Our Community

Strategic Focus 4
Enhance communication and community relations

By June 30, 2016

- Implement a Communication and Community Relations Program initiative which involves engagement in public community consultation for the district
- Implement updated District and school websites to maximize functionality for parents, students, staff, and community

By June 30, 2018

- Implement a cross-district partnership program that establishes relationships to provide students with authentic learning experiences
- Implement a cross-district strategy which involves engagement with the community and its support for the schools

By June 30, 2020

- Continue and build two-way communication and community engagement opportunities to maintain informed and contributing stakeholders

Commitments to Our Community

Why SEL?



Academic
achievement gains
of 11 percentile
points

Increase in positive
attitudes about
school/self/others

Positive link
between
Kindergarten social
skills

SEL screeners as a
component of
college entrance
requirement

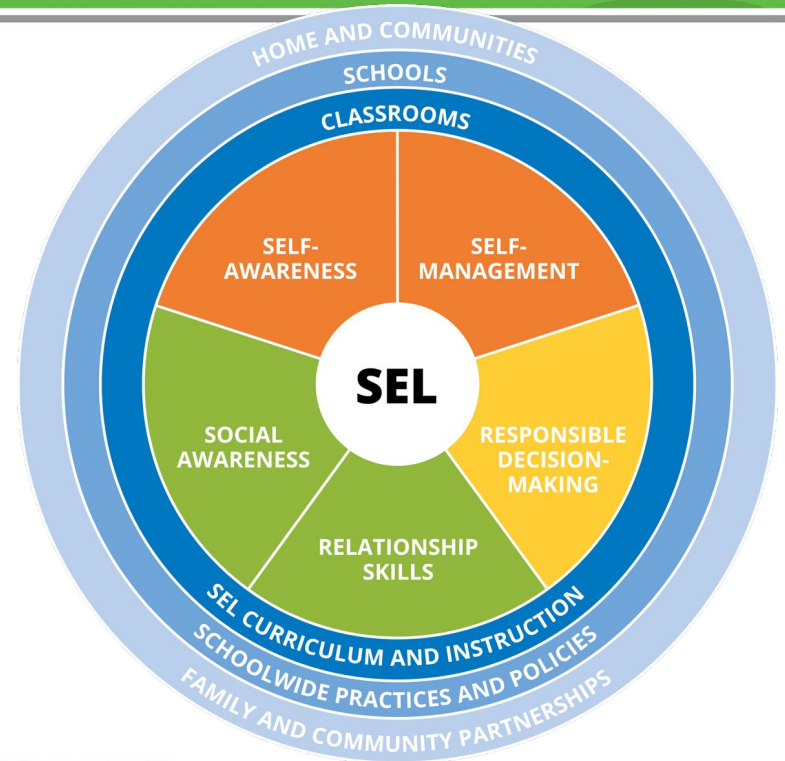
What is SEL?

Illinois Social & Emotional Learning Standards

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success

Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships

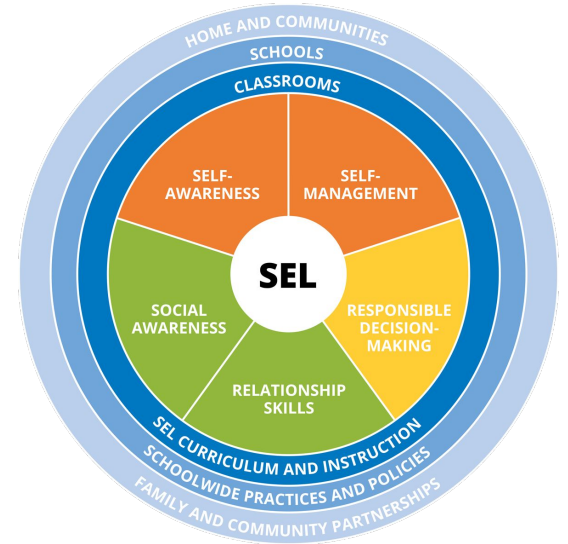
Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts





D203 Mission

Our Mission is to educate students to be **self-directed learners, collaborative workers, complex thinkers, quality producers and community contributors.**



SEL in 203



Vision

All students will utilize social, emotional and academic skills in order to become resourceful and resilient life-long learners.

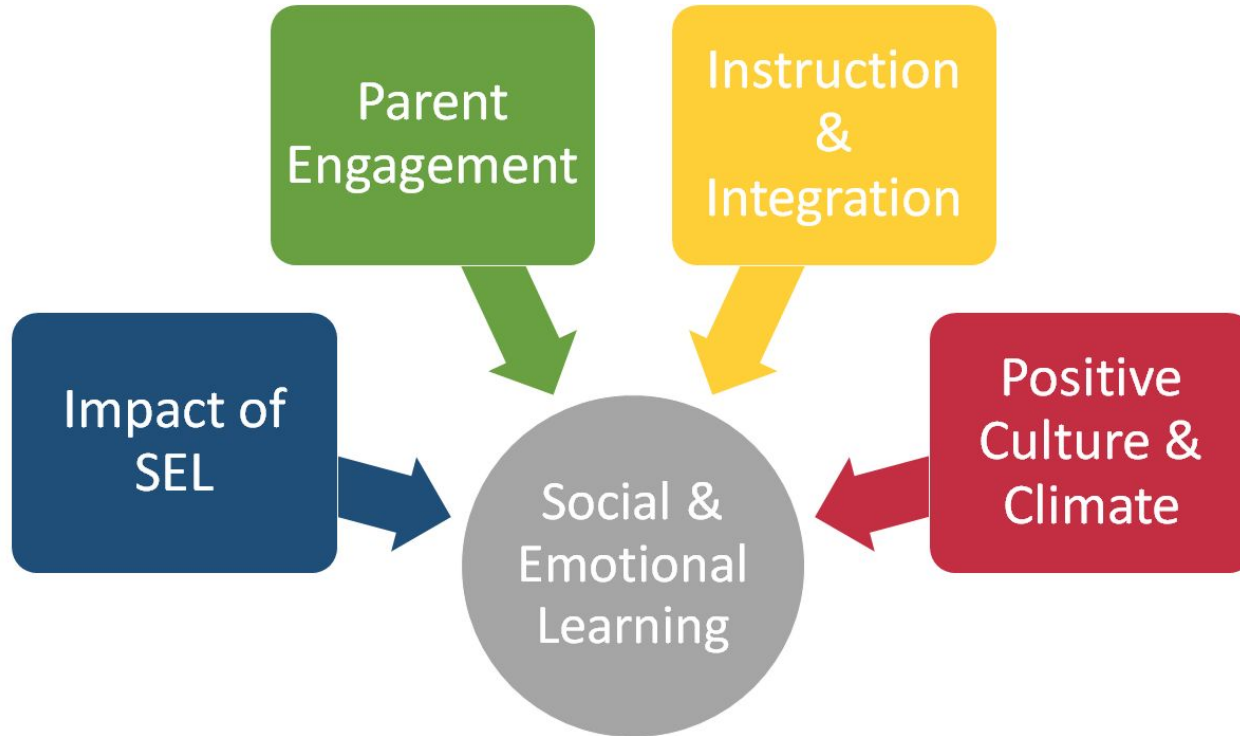
Mission

We cultivate resourceful, resilient citizens by teaching social, emotional and academic skills in a nurturing learning environment.

Beliefs

- All students need a balance of academic and social-emotional learning.
- Students learn and apply SEL skills when they are explicitly and intentionally integrated into daily lessons.
- A positive school culture and climate is the foundation for all social & emotional learning.
- All stakeholders are responsible for contributing to the ongoing development of SEL skills.

SEL Framework



Identify and Manage One's Emotions



K-2

Recognize and label the 5 basic emotions
Explore different strategies to manage behavior

3-5

Describe situations that cause a variety of emotions
Demonstrate ways to express emotions in a socially acceptable way

6-8

Describe how thoughts and emotions affect decisions
Independently apply strategies that motivate successful performance and manage stress

9-12

Analyze how thoughts and emotions affect decision making and responsible
Evaluate how expressing more positive attitudes influences others

SEL & English Language Arts



LITERACY PHILOSOPHY

Literacy is the foundation of all learning and involves the ongoing process of developing reading, writing, speaking, and listening skills. To be fully literate in the 21st century, District 203 students must display a deep understanding and appreciation for a wide variety of genres, audiences, and modes of communication. Learning develops in a rigorous curriculum that conceives of literacy as a cross-curricular phenomenon, respecting the role each academic subject plays in forming students who are lifelong learners and able to participate in a variety of communities.



Social awareness:
The ability to take the perspective and empathize with others

SEL & Mathematics



Self-Management:
The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations- effectively managing stress, controlling impulses and motivating oneself.

SEL & Science & Engineering

D203 Science Philosophy

District 203 believes in a student-centered environment that will spark imagination and curiosity through inquiry-driven investigations and inspire critical interpretation of science information.

Students will actively participate in science and engineering practices to understand the core ideas and connections between physical, Earth and space, and life science, and to understand, use, and interpret scientific explanations of natural phenomena.

Students will be empowered to draw, share, and defend conclusions based on evidence and design solutions that can be applied to the world around them.

Science & Engineering Inquiry & Innovation

Self Awareness:

The ability to recognize one's own thoughts, emotions, and values and how they influence behavior.

SEL & Specials & Electives



Responsible Decision Making:
The ability to make constructive choices and personal behavior and social interactions based upon ethical standards, safety concerns, and social norms.

SEL in Action

SEL

IN

Naperville 2013
Community Unit School District 

Expected Outcomes

- Increased academic achievement
- Increased positive school climate
- Increased student attendance
- Increased utilization of appropriate coping skills



Parent Engagement



- Digital Citizenship
- Resiliency
- Networking
- Strengths Based Parenting



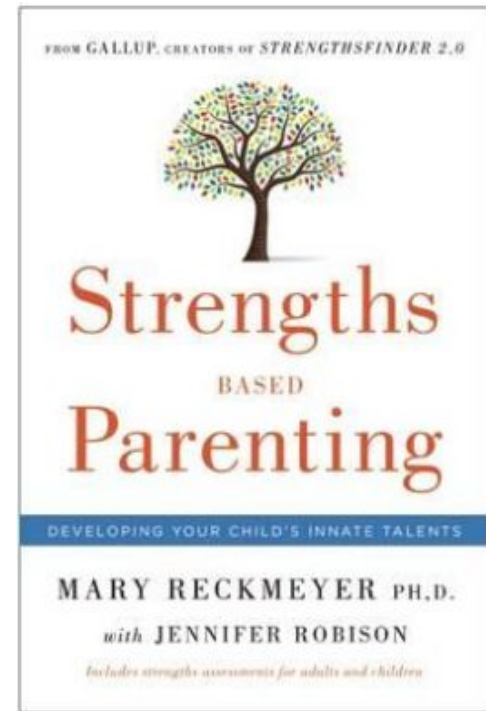
Strengths Based Parenting



February 28th

*NNHS Learning
Commons*

7:00 - 9:00 p.m.



SEL Snapshots



Quick look at the priority skills and vocabulary for each grade level.

Provides information about home connections and extension ideas for families.

What will I learn in Kindergarten?

SEL



PRIORITY STANDARDS

- Recognize and accurately label emotions and how they are linked to behavior
- Identify one's likes and dislikes, needs and wants, strengths and challenges
- Identify ways to work and play well with others

VOCABULARY

Emotion
Behavior
Fear
Anger

1. I can name my basic emotions (happy, sad, mad, scared, disgusted) and share my feelings with you.
2. I can use self-talk to calm myself down.
3. I can tell you what I like and don't like.
4. I can tell you what I need and want.
5. I can identify ways to take turns and share.

Home Connections

To support social & emotional development at home, take time to model labeling your own emotions. You can help your child to develop turn-taking through playing games together. Promote positive self-talk when things don't go the way your child hoped. For more information on how to continue these conversations with your child, check out this [Parent Toolkit](#).

RESOURCE link (once approved by BOE)

Naperville 203
Community Unit School District



Small Group Work Activities

Activity Roles



Select a Recorder and Facilitator

Recorder Responsibilities –

- Complete the information on the group's worksheet (PINK)

Facilitator Responsibilities—

- Facilitate Discussion
- Keep Group Focused/On Task
- Report Group's Information

Small Group Activities



- Recorded information should reflect consensus/general agreement of group members
- Monitor progress to complete the tasks in allotted time
- Only group recorder's worksheet will be collected

Task One



What behaviors or SEL competencies do you see as strengths for children today?

What behaviors or SEL competencies do you see as lagging skills for children today?

Task Two



- 1. What additional resources do you need as it relates to your child's social and emotional development?**
- 2. How would you like to learn about these resources?**

Task Three



How would you like to receive information regarding your child's social/emotional growth?

Task 4

What information should be included in the SEL snapshots to ensure they are a useful tool for families?

What will I learn in Kindergarten?

SEL



PRIORITY STANDARDS

- Recognize and accurately label emotions and how they are linked to behavior
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Home Connections

To support social & emotional development at home, take time to model labeling your own emotions. You can help your child to develop fun-making through playing games together. Promote positive self-talk when things don't go the way your child hoped. For more information on how to continue these conversations with your child, check out this [Parent Toolkit](#).

RESOURCE link (once approved by BOE)

Naperville 203
COMMUNITY UNIT SCHOOL DISTRICT

Naperville 203
Community Unit School District

Resources



"Students Who Are College and Career Ready in Reading, Writing, Speaking, Listening, & Language." *Students Who Are College and Career Ready in Reading, Writing, Speaking, Listening, & Language* | *Common Core State Standards Initiative*. Common Core State Standards Initiative, 2016. Web. 1 Nov. 2016.

"Standards for Mathematical Practice." *Standards for Mathematical Practice*. Common Core State Standards Initiative, 2016. Web. 1 Nov. 2016.

"Science and Engineering Practices." *NGSS Hub*. National Science Teachers Association, n.d. Web. 7 Nov. 2016.

"The Career Ready Practices." *The Career Ready Practices* | *Advance CTE*. Advance CTE: State Leaders Connecting Learning to Work, 2016. Web. 9 Nov. 2016.

"Illinois Learning Standards." *Illinois Learning Standards for Physical Development and Health*. Illinois State Board of Education, n.d. Web. 11 Nov. 2016.

"Illinois Learning Standards." *Illinois Learning Standards for Fine Arts*. Illinois State Board of Education, n.d. Web. 11 Nov. 2016.

"State of Parenting." *Parent Toolkit*. NBC News, n.d. Web. 06 Jan. 2017

"School-family partnerships to promote social and emotional learning." Handbook of school-family partnerships. Albright, M. I., & Weissberg, R. P. 2010.

Thank You



We hope you will join the discussion
Strengths-Based Parenting

February 28, 7 PM

Learning Commons

Naperville North HS