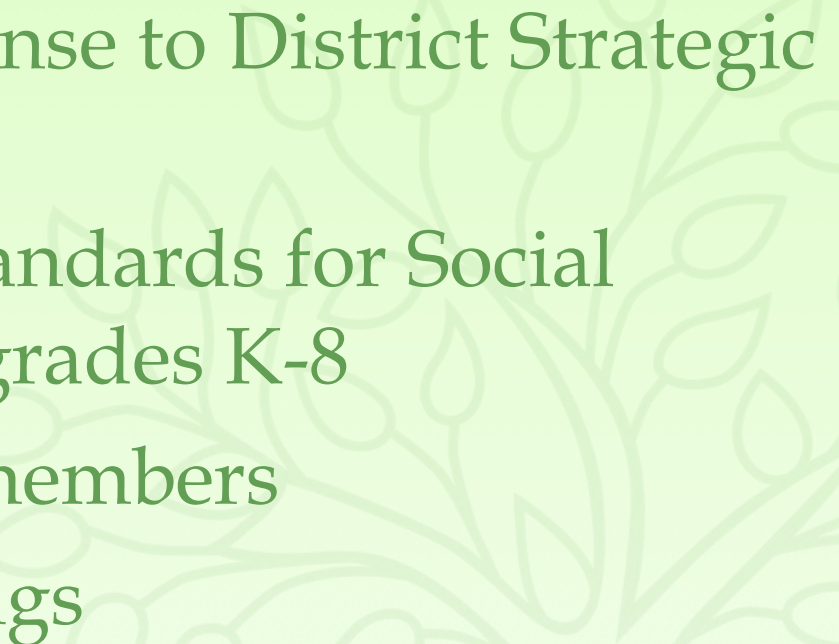




Social Emotional Learning Committee Update April 28, 2015

Committee Background

- ▶ Initiated 2013-2014 in response to District Strategic Plan
 - ▶ Focused on Illinois State Standards for Social Emotional Learning (SEL) grades K-8
 - ▶ Comprised of fifteen staff members
 - ▶ Conducted monthly meetings
- 

Essential Questions

- ▶ What standards and core beliefs support the social emotional growth and well-being of our students?
- ▶ How does the District implement the core social emotional learning (SEL) beliefs to ensure student skills are addressed across all content areas?
- ▶ How can the District capture students' social-emotional growth grades K-8?

Committee Members

| | |
|-------------------------|----------------------|
| Joanna Amaral | Hubbard Woods |
| Susan Antman | Skokie |
| DJ Barraca | Washburne |
| Marie Dickey | Crow Island |
| Louisa Erickson | Skokie |
| Ellie Hotchkiss | Hubbard Woods |
| Debra Kahn | Washburne |
| Faith Laux | Washburne |
| Kathy Powers | Greeley |
| Liz Saule | Washburne |
| Daniel Ryan | Hubbard Woods |
| Jason Scheetz | Hubbard Woods |
| Betty Weir | Curriculum |
| Candace Yurkonis | Hubbard Woods |
| Kate Wilkenson | Crow Island |

A Summary of Our Work: Year One

- ▶ Developed community and staff survey and analyzed results
- ▶ Drafted program mission and beliefs statement
- ▶ Drafted overarching essential questions and overarching enduring understandings

A Summary of Our Work: Year Two

- ▶ Finalized mission and belief statement
- ▶ Completed overarching essential questions and overarching enduring understandings
- ▶ Reviewed and reflected upon the progression of the State SEL standards
- ▶ Conceptualized tool to document students' SEL skill development grades K-8

District SEL Mission Statement

“Social-emotional learning nurtures children’s capacity to become empathetic, accepting, and responsible citizens. Children learn to embrace struggles as opportunities for growth, develop self-awareness, and solve problems. Ultimately, social-emotional learning is the foundation of all learning – as emotional well-being is essential to healthy, productive engagement in society.”

Belief Themes

- ▶ Communication
- ▶ Community
- ▶ Empathy
- ▶ Self-Management and Awareness
- ▶ Relationships
- ▶ Resiliency



Beliefs and Overarching EQs/EUs

| Winnetka Beliefs and Illinois State Standards (http://www.isbe.net/ils/social_emotional/standards.htm) | K-8 Program Enduring Understandings | K-8 Program Essential Questions |
|--|--|---|
| <p>Self-Management and Awareness</p> <ul style="list-style-type: none">• We believe children can learn to identify, manage, and responsibly express their emotions.• We believe that children who are aware of their choices understand how those choices can affect others.• We believe reflection helps children develop an awareness of their personal strengths and weaknesses. <p>1A: Identify and manage one's emotions and behavior. 1B: Recognize personal qualities and external supports. 3B: Apply decision-making skills to deal responsibly with daily academic and social situations.</p> | <ul style="list-style-type: none">• Emotions exist for a purpose.• How we behave impacts ourselves and others.• Taking responsibility for your actions is important.• Developing self-awareness of thoughts and feelings informs decision making. | <ul style="list-style-type: none">• Why is awareness of and management of your emotions important?• How do you understand your behavior and how it affects others?• How do we make responsible decisions? |

Framework for SEL Development

- ▶ Goals for Framework:
 - ▶ Direct focus on SEL skills central to the standards and student developmental trajectories
 - ▶ Gather information about a child's SEL development over time
 - ▶ Support transitions from grade to grade
 - ▶ Support conversations regarding SEL student skills with families

Sample Framework: K-8

Sample SEL Developmental Continuum: K-8 Broad Brush

[illegible]

Sample Framework: Grade Specific

Grade Level Specific Document

| Criteria | Emerging | Developing | Developed |
|--------------------------------------|--|--|---|
| Communication | Description of what emerging communication behavior would look like. | Description of what developing communication behavior would look like. | Description of what developed communication behavior would look like. |
| Community | Description of what emerging community behavior would look like. | Description of what developing community behavior would look like. | Description of what developed community behavior would look like. |
| Empathy | Description of what emerging empathy behavior would look like. | Description of what developing empathy behavior would look like. | Description of what developed empathy behavior would look like. |
| Self-Management and Awareness | Description of what emerging self-awareness and management behavior would look like. | Description of what developing self-management and awareness behavior would look like. | Description of what developed self-management and awareness behavior would look like. |
| Relationships | Description of what emerging relationships behavior would look like. | Description of what developing relationships behavior would look like. | Description of what developed relationships behavior would look like. |
| Resiliency | Description of what emerging resiliency behavior would look like. | Description of what developing resiliency behavior would look like. | Description of what developed resiliency behavior would look like. |

Committee Next Steps

- ▶ Complete SEL assessment framework
- ▶ Refine the developmental framework based on staff feedback
- ▶ Initiate pilot of the checklist in K-8 classrooms in 2016-17





Q & A



Social Emotional Learning Curriculum Revision

TO: School Board
Trisha Kocanda, *Superintendent*

FROM: Alison Hawley, *Director of Curriculum, Instruction & Assessment*
Daniel Ryan, *Principal of Hubbard Woods School*
Betty Weir, *Teacher on Special Assignment*

DATE: April 28, 2015

Essential Questions

- What standards and core beliefs support the social emotional growth and well-being of our students?
- How does the District implement the core social emotional learning (SEL) beliefs to ensure student skills are addressed across all content areas?
- How can the District capture students' social-emotional growth grades K-8?

Background

In the Fall of 2013, the District Social Emotional Learning (SEL) Curriculum Committee initiated year one of the curriculum review cycle. The following goals were accomplished:

- Developed and analyzed community and staff survey related to SEL beliefs
- [Drafted SEL Mission and Belief statements.](#)
- Drafted overarching essential questions and overarching essential understandings for grades K-8.

During the 2014-15 school year, the SEL Committee has met for a total of 6 hours. Our goal has been to finalize our mission and belief statements, as well as the overarching essential questions and understandings. Additionally, we have conceptualized an assessment tool that will help us document children's SEL development grades K-8. The goal of the committee is to begin a small-scale pilot of this tool next year and gather feedback for revisions and an implementation plan.

Update

The April 28, 2015 School Board meeting, SEL Committee co-chairs Daniel Ryan and Betty Weir will present the SEL curriculum's overarching essential questions and overarching enduring understandings for approval. The presentation will include the following:

- Progress toward curriculum review goals and the committee process.
- Preview of the curricular overarching essential questions and understandings. ([Click here to view preview all overarching EQs and EUs.](#))
- Action steps related to a framework for SEL growth moving into next year.

Next Steps

The SEL Committee is scheduled to meet for five sessions during the 2015-16 school year to refine the SEL Framework that will then be piloted in selected classrooms. Additional steps include:

- Incorporating staff feedback into the SEL Framework and the construction of an SEL Development Checklist.
- Drafting developmental progressions for each SEL belief.
- Creating a plan for implementing the developmental checklist during the 2016-17 school year.

[Click here](#) to view the Presentation to be shown at the School Board meeting.