Social Emotional Learning as a Key Component in Response to Crises (2.5 days)

MS Band of Choctaw Indian Tribal School District

Day One
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Objectives

1. Be able to strategically and collaboratively <u>develop</u> a school-wide *Social Emotional Learning Action Plan* focusing on supporting staff and students that embraces Choctaw culture and addresses the impact of Covid-19.

2. Be able to strategically and collaboratively <u>implement</u> a school-wide *Social Emotional Learning Action Plan* focusing on supporting staff and students that embraces Choctaw culture and addresses the impact of Covid-19.

Crises we are presently facing?

- World ?
- Nation ?
- Mississippi ?
- MS Band of Choctaw Indians
- Community ?
- School ?
- Personal ?

How have these crises had an impact on your students?

Definition of SEL

Social Emotional Learning
The process through which
children and adults
understand and manage emotions,
set and achieve positive goals,
feel and show empathy for others,
establish and maintain positive relationships,
and make responsible decisions.

CASEL, 2020

What resonates the most in this definition to you?

Each community must answer

In your Random groups, discuss and make notes as you will be using these ideas to take back to develop your Vision and Purpose for your School SEL Plan.

- What do we want for our children?
- What do we want our children to know and to be able to do when they graduate?
- How can the entire community be organized to ensure that all students reach the stated goals?

Creating a VISION for SEL

The Vision for the SEL should include:

- Worth fighting for
- Easy to understand
- A school-wide focal point that is aligned with student learning and with the social emotional Standards Serves as an inspiration call to action and provides foundation for SEL planning and implementation.
- Consider what your school stands for… reflect on the mission; what defines the school; and what's the motto?
- The way the school community lives together.

Be prepared to share your Vision and receive feedback from the large group.

Why SEL?   What's the Purpose of the SEL Plan for your school?

Pre-reading included: NEA, *Social-Emotional Learning Should be Priority during COVID-19 Crisis*

http://neatoday.org

In small random groups, use these questions to guide a discussion and take notes you may use as you continue to develop your SEL Plan.

- What is the rationale for Social Emotional Learning?
- Why is SEL a priority during this or any crisis?

SEL purpose?
What is your WHY? WHAT will it accomplish?

Consider how SEL will:
- Help cultivate and enrich relationships with families and other partnerships
- Create opportunities where everyone (students and adults) to connect, heal, and build their capacity to support students.
- Create safe, supportive, and equitable learning environments that promote all students' social and emotional development
- Use data as an opportunity to enrich relationships and improve support for students, their families, and your staff.

SEL Standards draft by MDE, 2020

- https://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/sel_standards_complete_9.22.20_draft.pdf

- As a School Team, review the proposed MDE SEL Standards.
- The Graphic details the 5 domains and their corresponding anchor standards. (pages 11-51)
- How are these standards already being presented to your students?

SEL School wide Teams in your Google Doc

- Who should be on your SEL School-wide Team as you develop your plan for safe, supportive, and equitable environments that provide opportunities for social, emotional and academic learning?
- What will be their roles?
- How will you insure all of your stakeholders (students, families, community, teachers) are represented?
- How will you develop a sense of community and support to students who are struggling, even if physically distanced?
- Who will be the "Coordinator" of the SEL for your school? And what will be their responsibility?

Are you including Adult SEL Competence in your Plan? How?

- How are you fostering a supportive staff environment that cultivates the social and emotional competence and capacity of the adults in the building?
- Staff working together to facilitate SEL instruction?
- How do you foster a positive school community?
- How are you modeling social and emotional competence?
- What kind of professional growth for educators is offered for their personal social and emotional learning?
- What support is being provided to your teachers and staff thru the community?

CONTEXT for school-wide implementation

Considering the events and your situation, identify factors that may provide opportunities or obstacles to supporting your SEL Plan.

- What programs do you already have in place? (MTSS, PBIS, character education, Leader in Me, Counselor Comprehensive programs, Capturing Kids' Hearts, mental health and wellness, Panorama, Core Essentials, etc.)
- Perceptions & Attitudes? What exists and what can you expect from teachers, staff, families, students, community?
- Other district initiatives and programs (i.e. Whole Child)

Thoughts regarding Choctaw culture?

- How important is it that your SEL program needs to deeply consider culture as a part of the framework?

- Will your SEL plan include attention to complex social-historical landscapes?

Social Emotional Learning as a Key Component in Response to Crises (including COVID19)

Day Two

Charlotte Christian & Julia Cole

Who is "Self"?

- How does the family and community help to define "self" in Choctaw culture?
- How does cultural heritage and language transfer to an understanding of self in relation to others
- How is the understandings of the self influenced by specific practices of social engagement and communication?

Why would it be critically important to consider cultural differences when developing and implementing SEL programs for Choctaw students?

GROUP ONE:

- How do we effectively incorporate Choctaw culture into SEL frameworks?
- How could you insure your SEL program creates spaces for teachers and school leaders to engage in discussions of deep cultural analysis that include the development of sociopolitical consciousness.

GROUP TWO:

- Indigenous education scholars point out, "all curricula and pedagogy are culturally based." If so, whose cultural knowledge and practices are they based on? How will you include Choctaw culture in your SEL program?

GROUP THREE

- How will your educators assess culturally sustaining interactions for supporting educational equity and, how will this be included in your SEL plan?
- How can school environments cultivate the interests and talents of students from diverse backgrounds.

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Assistance & Support – included on your Google Doc

- What assistance do you need?
- Where can you get this assistance?
  For:

- Communication
- Evaluation
- Implementation
- Mental Health
- Relationship Building
- Self Care

- Student, Family, Community Engagement
- Embedding SEL
- Distance Learning
- Racial Inequities

1) Self-Awareness – Domain #1

It is the ability to accurately recognize one's:
- own emotions
- thoughts
- values and how they influence behavior
- accurately assess one's strengths and limitations with a well-grounded sense of confidence, optimism, and a "growth mindset."   CASEL, 2020

➢ Self based upon the Choctaw family and community
➢ Understanding of Self in relation to others based upon Choctaw cultural heritage
➢ Understanding of self in relation to othrs based upon Choctaw language
➢ Understanding of self influenced by specific practices of social engagement?

2) Self-Management – Domain #2

This is the ability to successfully regulate one's:

- emotions
- thoughts
- behaviors in different situations
- effectively manage stress
- controlling impulses
- motivate oneself
- the ability to set and work toward goals

CASEL 2020

- Ability to cope with acculturative stress?
- Coping with discrimination? Prejudice?

3) Social-Awareness- Domain #3

This is the ability to

- Take the perspective of others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior
- Recognize family, school, and community resources and supports
- Have Empathy for others

➢ Discerning the importance of diversity (situational)
➢ Recognizing cultural demands and opportunities

4) Relationship Skills- Domain # 4

Relationship Skills are the abilities to establish and maintain healthy and rewarding relationships with diverse individuals and groups:

- communicate clearly
- listen well
- cooperate with others
- resist inappropriate social pressure
- negotiate conflict constructively
- seek and offer help when needed

Relationship Skills resources

In groups, scan your assigned text, discuss, and a spokesperson will share with the large group your Big Rocks.

- Group 1: Relationship Mapping (pg 6)
- Group 2: Addressing the Root Causes of Disparity in School Discipline (pg 6) *Download the Guide and view the presentation that sums up this resource.*
- Group 3: Fostering Healthy Relationships and Promoting Positive Discipline in Schools (pg 7)
- Group 4: Five Minute Chats with Students (pg 7)

5) Responsible Decision-Making

This is the ability to make constructive choices about personal behavior and social interactions based on:

- ethical standards
- safety concerns
- social norms
- the realistic evaluation of consequences of various actions
- consideration of the well-being of oneself and others

- Assessing the impact of one's beliefs and biases
- Pursuing inclusive, mutually beneficial solutions
- Reflecting on the broader ethical consequences of one's decisions for intragroup and intergroup, and Tribal relations

SEL Professional Learning Communities & PD-as a Strategy in your SEL Plan

What will be your Action Steps?

1. What opportunities do you provide teachers to learn about, practice, and receive support for integrating social and emotional competencies into all instruction, implementing community-building strategies, and elevating students' voices?

2. What are your needs around creating equitable learning environments, engaging in culturally responsive practices? Did you use readiness assessments? How will your Team continuously articulate learning goals for the school's SEL professional learning?

3. How can you support teachers to provide equitable learning? Culturally responsive practices?

4. How will your Plan support teachers to integrate SEL into instruction?

5. Will you scaffold professional learning that is supported both virtual or in-person?

6. Will it include opportunities and challenges of distance learning and how might these insights improve existing teaching and learning structures?

7. Will it include reflections on Choctaw identities and biases and confront racial injustices where it happens?

Communication as a Strategy

How important will it be to communicate the SEL plan with stakeholders? (i.e. Students, Teachers, Staff, District school leadership, Families, Community, Tribal leaders)

What will be your Communication Strategies considering your Stakeholders, your goal, your message, and your mediums.

- This should be included as a Strategy along with detailed tasks in your Action Steps.

Evaluation/ Measuring Success

- What assessment will you give to students to gather specific SEL data that will measure SEL?
- Which member of your SEL Team is responsible for which data?
- How will data be shared?
- How will you evaluate and revise plans if necessary?

- Based upon your data, how will you determine what professional learning opportunities should be provided to staff?

- *Participants should work in Teams to include how they will evaluate their Plan and the success of its implementation. Include this in your Google Doc, too.*
- *Be sure to check your Resource Guide for ideas for evaluation of SEL.*

Timeline for SEL Plan Development & Implementation

- Use backward mapping to sketch a timeline.
- Determine the completion date, and work backwards to determine the start and end dates for the Action Steps (as well as milestones for completion of major parts of the plan's implementation).