Social and Emotional Learning
in the
Washoe County School District!

Megan Waugh, principal Diedrichsen Elementary

Trish Shaffer, Coordinator WCSD

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Today's objectives…

- What is Social Emotional Learning (SEL)?

- Why is it a priority?

- What does it look like in WCSD schools?

Which Three Values Would You Wish Your Children Would Internalize Forever?

Friendship

Peace

Wisdom

Beauty

Long Life

Riches

Popularity

Family

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SEL is a process for helping children and adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically.
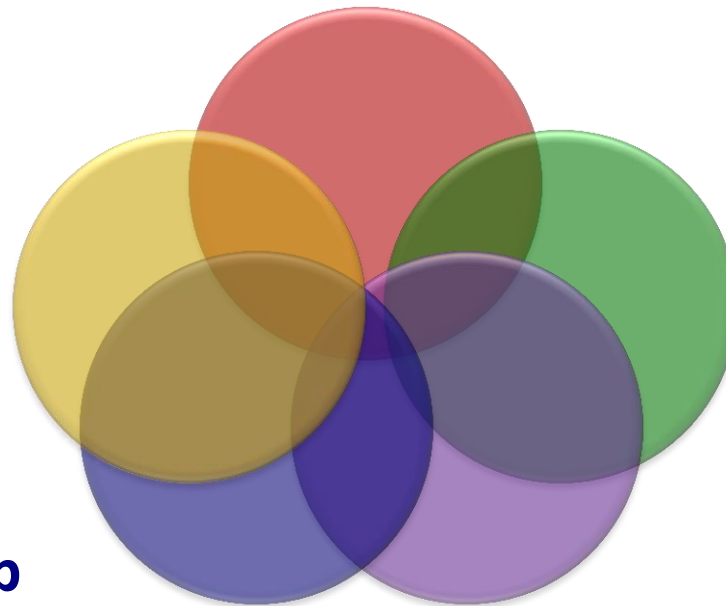
What is SEL?

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What is Social and Emotional Learning?

SEL is a process whereby young people and adults acquire knowledge, skills, and dispositions related to five competencies:

Self-Awareness

Responsible Decision-Making

Self-Management

Relationship Skills

Social Awareness

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How does your school and your own classroom feel to all the members of the learning community?

Social and Emotional Learning

Habit of Practice

How are you intentionally teaching the knowledge and skills of SEL?

Climate

Infusion

Direct Instruction

How do you intentionally address SEL through other academic areas and instructional strategies?

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Text Complexity

Students will experience…	And so may need…..
Longer periods of engagement with text	• Self-control as they get wiggly (Self-Management) • Self-motivation to stay engaged with text (Self-Management) • Perspective-taking as they make meaning of the text (Social Awareness)
Frustration with unfamiliar vocabulary or more complex text structure	• Seeking help if they struggle with longer passages, unfamiliar vocabulary and structure (Relationship Skills) • Manage stress as they encounter more unfamiliar vocabulary than before (Self-Management) • Empathy for classmates who are struggling (Social Awareness)
Increased frequency working with peer groups to examine and problem solve around text	• Setting and achieving goals (Self-Management) • Understanding social and ethical norms for behavior when working in peer groups (Social Awareness) • Communicating Clearly and Working Cooperatively with peers (Relationship Skills) • Considering the well-being of self and others (Responsible Decision-Making)

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Adapted from Chicago Public Schools

Close Reading

Close Reading: "A close reading is a careful & purpose reading. Well actually, its rereading. It's a careful & purposeful **rereading** of a text. It's an encounter with the text where students really focus on what the author had to say, what the author's purpose was, what the words mean, and what the structure of the text tells us." (Fisher, 2012)

Elements of Close Reading Include:	Self-Management skills required	Relationship skills required	Responsible Decision Making skills required
Individual reading of complex text	• Self control • Self motivation • Perspective Taking	n/a	n/a
Group exploration of complex text	• Self control • Self motivation • Perspective Taking • Setting and Achieving goals	• Communicating clearly • Working collaboratively • Resolving conflicts • Seeking help	• Considering the well-being of self and others • Recognizing one's responsibility to behave ethically • Evaluating realistic consequences of various actions
Student-led discussion and analysis of text	• Regulating one's emotions • Self control • Self motivation • Perspective Taking • Setting and Achieving goals	• Communicating clearly • Working collaboratively • Resolving conflicts • Seeking help	• Considering the well-being of self and others • Recognizing one's responsibility to behave ethically • Basing decisions on safety, social and ethical considerations • Evaluating realistic consequences of various actions

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Why Our Students Need SEL

- Improved academic performance

- Improved mental health, climate, and relationships

- Entrance requirement for colleges

  – Educational Testing Services

  – Institute of Education Sciences (IES)

    • Climate Survey

- Employers want it

  – Fortune 500 Companies

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SEL Improves Student Outcomes

Science Links SEL to Student Gains:

- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

And Reduced Risks for Failure:

- Conduct problems
- Emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (in press). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*.

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SEL Pays Off Long Term

At age 21 – fifteen years after participating in a good SEL program – Seattle young people still outpaced their peers:[1]
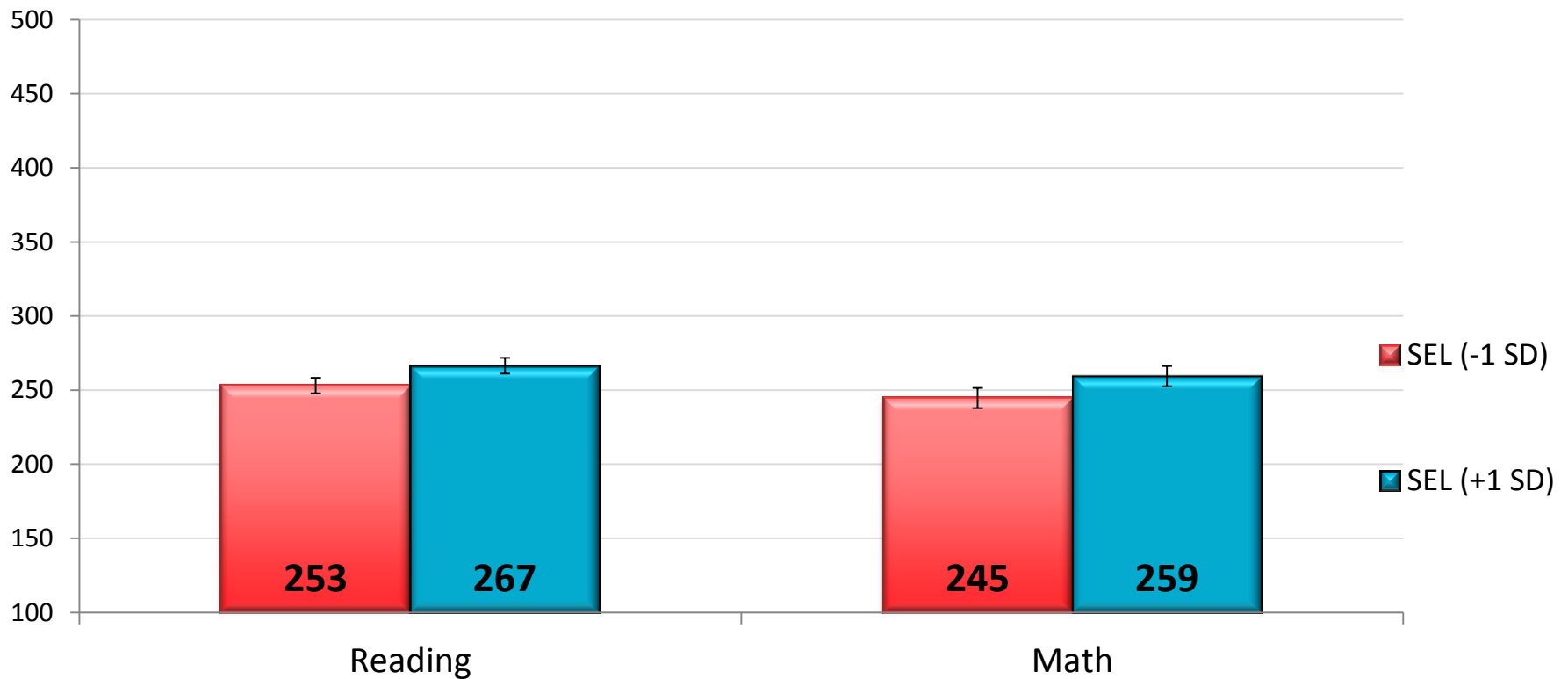
- Higher HS graduation and college attendance

- Better rates of employment and economic status

- Better emotional and mental health

- Fewer with criminal record and substance problems

- Cost-benefit: $3.14/student for $1.00 invested[2]

Sources:
1. Hawkins, J. D., Kosterman, R., Catalano, R.F., Hill, K.G., Abbott, R.D. (2005). Positive Adult Functioning Through Social Development Intervention in Childhood: Long-Term Effects from the Seattle Social Development Project. *Archives of Pediatrics & Adolescent Medicine, 159* (1), pp. 25-31.
2. Aos, S., Lieb, R., Mayfield, J., Miller, M., , Pennucci, A. (2004). *Benefits and Costs of Prevention and Early Intervention Programs for Youth*. Washington State Institute for Public Policy. Accessed from http://www.wsipp.wa.gov/rptfiles/04-07-3901.pdf.

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WCSD - SEL and CRT Scores

What Employers Want…

- U.S. Dept. of Labor, Employment, and Training Administration Research Project-Skills employers most look for in potential employees:

    - Learning to learn skills

    - Listening and oral communication skills

    - Adaptability: creative thinking and problem solving

    - Personal management: self esteem, goal-setting/self-motivation

    - Groups Effectiveness: interpersonal skills, negotiation, teamwork

    - Organizational effectiveness and leadership

    - Competence in reading, writing, and computation

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SEL at Diedrichsen Elementary

- CCSS

- Making Connections

- Creating Awareness/It is NOT "another thing to do"

- School Wide Common Vocabulary

- Cross-Walked with Diedrichsen PBIS

SEL at Diedrichsen Elementary

- Structured Discussions

- Aligned with current curriculum

- Integrated Throughout All Curricular Areas

Impact on Student Performance

- Students Take Risks/Ask for Clarification/Support Each Other

- Student Ownership of Learning

- Building Environments of Respect and Rapport

- Integrated into our SIP Program

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Hear and See SEL at Diedrichsen

Vision for SEL: Classroom, School, District, State, Nation, World

Educators, students, families, and community members work together to support the healthy development of all students.

All students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers.

Students are contributing in positive ways to their school and community.

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