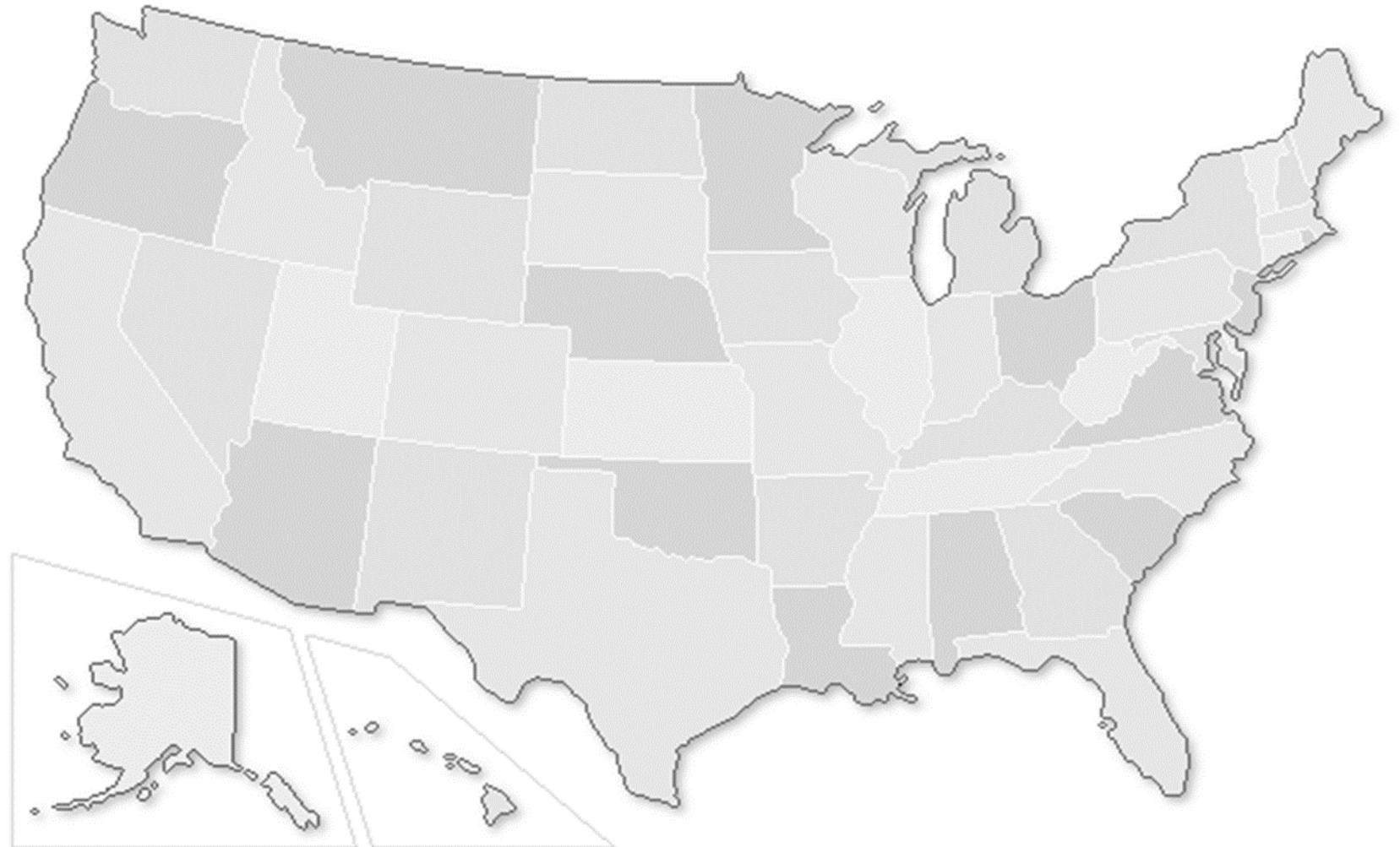


Tell Us Where You Are



This presentation was produced under
U.S. Department of Education
contract No. ED-ESE-14-D-0008
with Synergy Enterprises, Inc.

The views expressed herein do not necessarily
represent the positions or policies of
the U.S. Department of Education.

No official endorsement by the U.S. Department of Education of
any product, commodity, service, methodology, technique, or
enterprise mentioned here is intended or should be inferred.



Disclaimer



Assessing Organizational Readiness

Social and Emotional Learning



Facilitators



Andrew Francis

Education Specialist



Dave McConnell

Lead Technical Specialist



Chat Facilitators



Yana List

Education Specialist



Jenn Conner

Lead Education Specialist



Using Zoom


raise hand

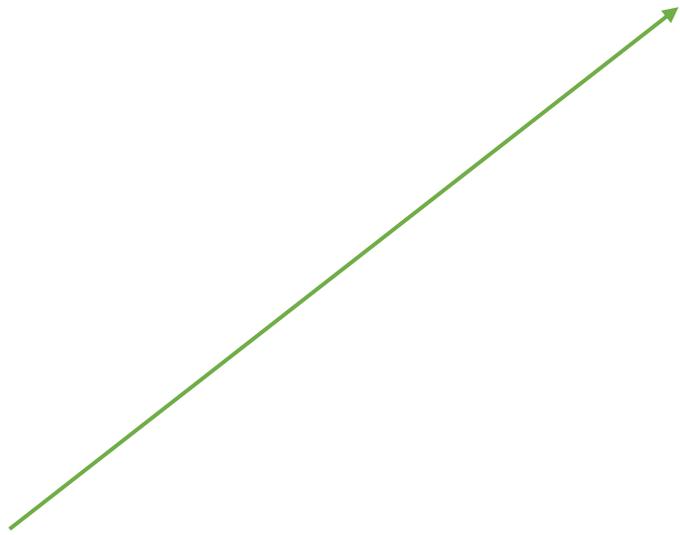

yes


no

go slower go faster more




Mute


Stop Video


Invite

 1
Participants


Share


Chat

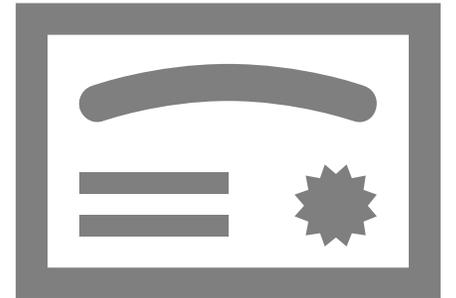

Record

Leave Meeting



Certificates

Will be provided for each day of the series and emailed to you within 1 week.





The Series

Assessing Organizational Readiness

Structuring for Social and Emotional Learning

Planning Successful SEL Activities

Ensuring Continued Success

1 p.m. ET



Today's Documents

Discussion Board

You are here: Home → Forum Home → Discussions → Social and Emotional Learning (Four-part Series) → Thread

Documents and Links

Un-subscribe from this thread

18 September 2020 12:42 PM

#1

David McConnell
MODERATOR



Total Posts: 42
Joined 2018-08-08
PM

Day 1: Assessing Organizational Readiness

Need to register for tomorrow's session? <https://y4y.ed.gov/webinars/>

CASEL website: <https://casel.org/>

Video - Self-Awareness Example: <https://www.youtube.com/watch?v=dZL2eZBe4Ew&list=PLqSvevVI2ir-MthHDHyBhgEvWVsjqgbzO&index=2&t=0s>

Video - SEL Competencies Defined by Students: <https://www.youtube.com/watch?v=EYBSV75YH5c&t=6s>

American Institutes of Research: Social and Emotional Learning Practices: A Self-Reflection Tool for Afterschool Staff Tool:
<https://www.air.org/resource/social-and-emotional-learning-practices-self-reflection-tool-afterschool-staff>

Objectives



- Define social and emotional learning
- Assess programs' organizational readiness
- Review relevant Y4Y tools







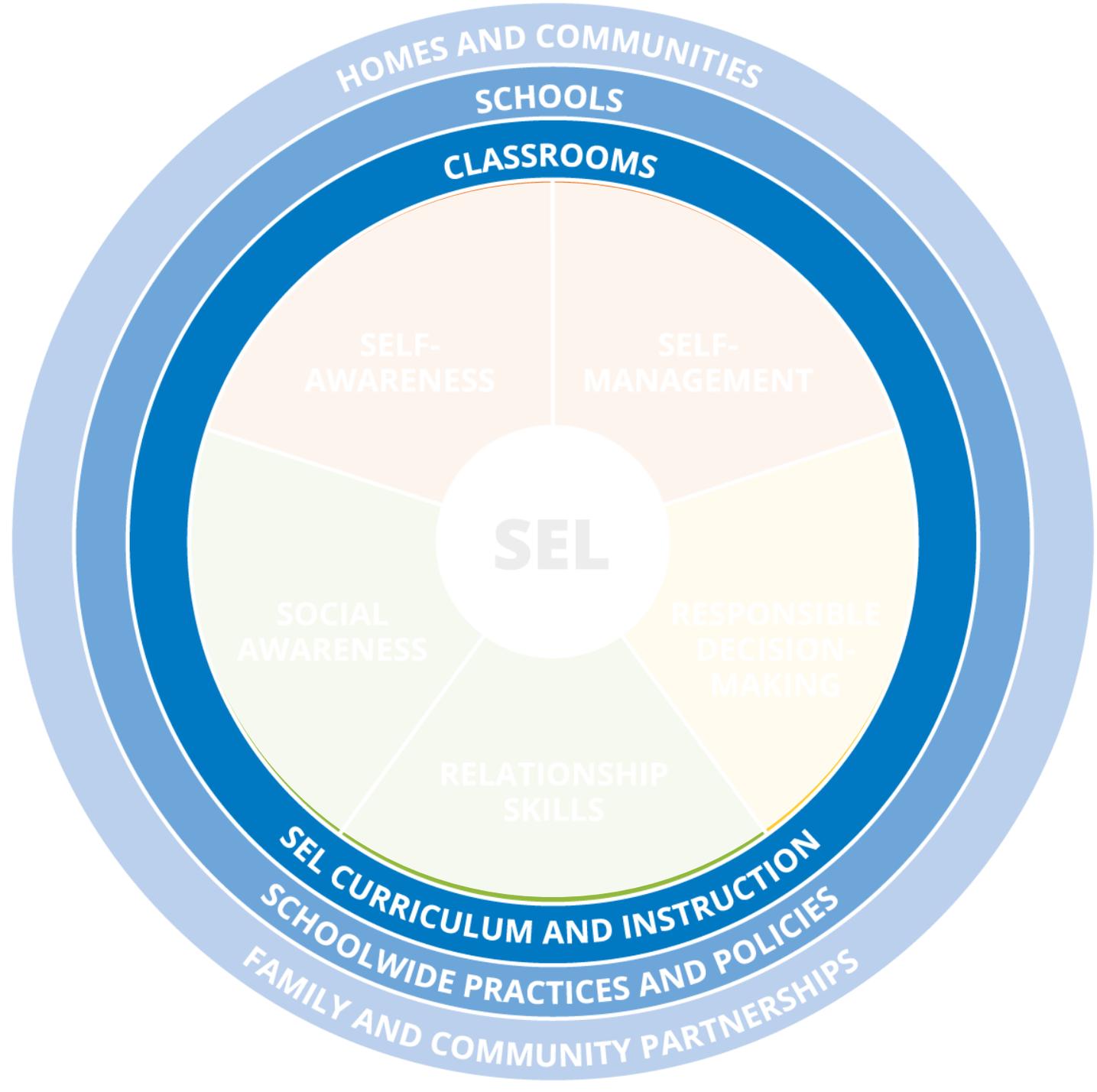
The process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to:

- understand and manage emotions
- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions

Definition of Social and Emotional Learning



CASEL's SEL Framework





CASEL's SEL Framework





Benefits





Steps to Social & Emotional Learning





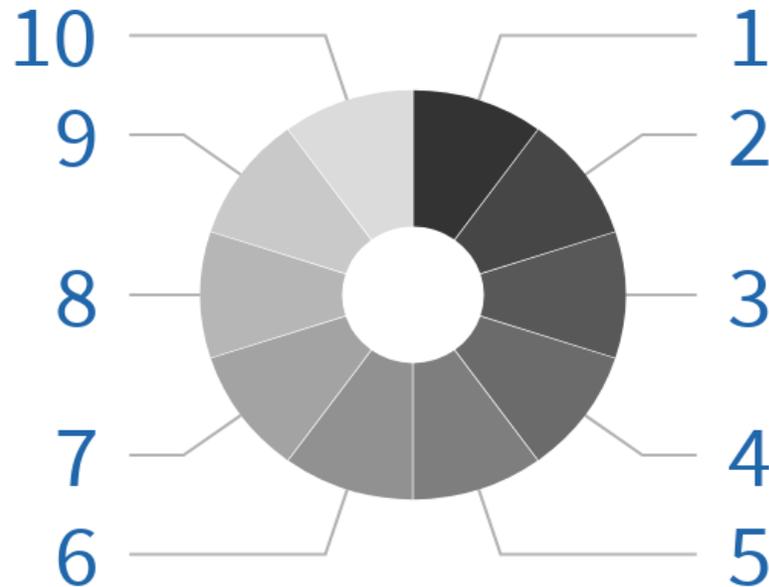
Steps to Social & Emotional Learning



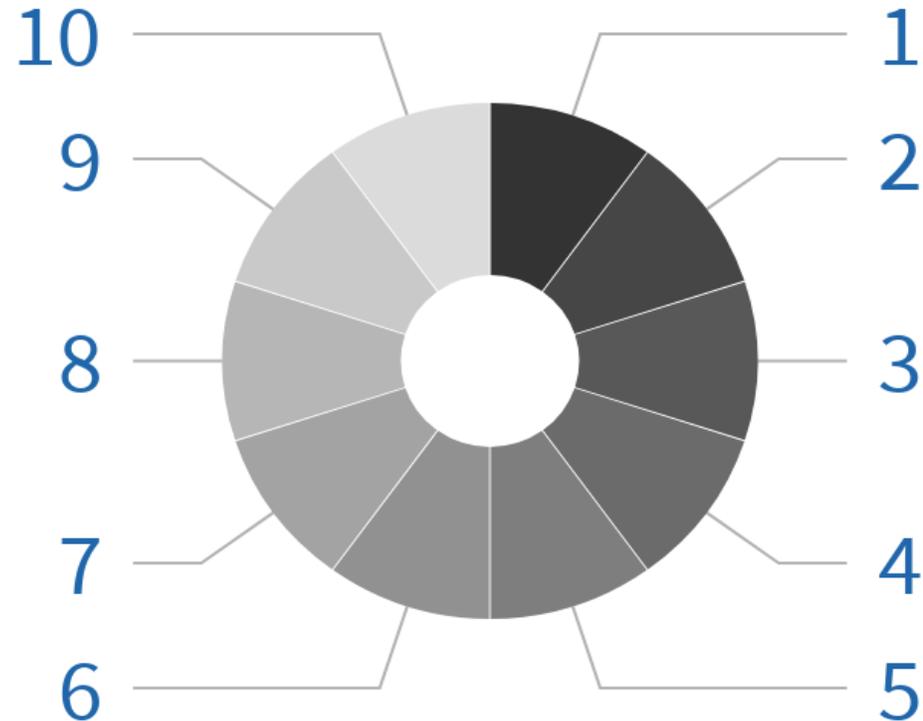
When poll is active, respond at PollEv.com/y4ypoll

Text **Y4YPOLL** to **37607** once to join

Rate your Social Emotional Learning Knowledge level on a scale of 1 -10 with 10 being "I'm a Supreme Expert!" and 1 being "What's SEL?"



Rate your Social Emotional Learning Knowledge level on a scale of 1 -10 with 10 being "I'm a Supreme Expert!" and 1 being "What's SEL?"





Assess Organizational Readiness

Plan

Design

Implement

Assess



Six Indicators of Organizational Readiness



School-day and out-of-school time partnerships

Understanding of social and emotional learning needs



Adequate time, space and budget to implement social and emotional learning

Policies and procedures to guide social and emotional learning



Activity design that supports social and emotional learning



Competent Staff





School-Day and out-of-School Time Partnerships

Indicator 1



**Are school-day leaders on your
program team?**

YES

NO



**Are you aware of school-day
SEL plans and activities?**

YES

NO



**Are school-day teachers in your program
involved in the design and
implementation of SEL activities during
the school day?**

YES

NO



Understanding of Social and Emotional Learning Needs

Indicator 2



CASEL's Five
Core SEL
Competencies



Self-Awareness

- Recognizing one's own emotions, thoughts, and values and how they influence behavior.
- Assessing one's strengths and limitations.
- Having a well-grounded sense of confidence, optimism and a growth mind-set.





Social-Emotional Learning

Self-Awareness



Self-Management

- Regulating one's emotions, thoughts and behaviors
- Effectively managing stress
- Controlling impulses
- Setting and monitoring goals





Stop



Think



Act

Self-Management Practice



Responsible Decision Making

- Making constructive choices based on ethical standards, safety concerns and social norms.
- Identifying, analyzing and solving problems.
- Evaluating consequences realistically.
- Considering the well-being of oneself and others.





Relationship Skills

- Establishing and maintaining healthy and rewarding relationships.
- Cooperating with others.
- Resisting social pressure.
- Negotiating conflict constructively.
- Seeking and offering help when needed.



Relationship Skills Chatbox Activity



Movies with a message!

Share examples of a show or movie that you've used with students in the past to teach good relationship skills.





Social Awareness

- Being able to empathize with others.
- Understanding social and ethical norms for behavior.
- Recognizing family, school, and community resources and supports.



SEL Competencies Defined by Students





Skills Domain Tool



You for Youth | Social and Emotional Learning

1

Five Skill Domains of Social and Emotional Learning (SEL)

Self – Awareness

The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism and a “growth mind-set.”

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.



Self – Management

The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations - effectively managing stress controlling impulses and motivating oneself. The ability to set and work toward personal and academic goals, including the ability to organize time and tasks.

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

Responsible Decision Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms. The ability to identify, analyze, and solve problems. The realistic evaluation of consequences of various actions, and consideration of the well-being of oneself and others.



Assessing Readiness Resource

SECTION 1. Social Practices Reflection

Think about how often you implement practices with your participants. Think about how often you implement practices with your participants on a scale of 1 to 4, rate how often and how well you implement these practices.

- 1 = I do not implement this practice.**
- 2 = I struggle to implement this practice.**
- 3 = I implement this practice reasonably well.**
- 4 = I implement this practice extremely well.**

1. Youth-Centered Problem Solving

SEL Practices	
a. I work with my participants to co-develop program norms, at the beginning of the program, that address the social and emotional needs of the youth.	
b. I invite youth to suggest consequences that will be implemented if a rule is broken.	
c. I make sure participants make the connections between their choices and potential consequences.	
d. I am consistent in implementing program rules and consequences.	
e. I try to understand the social and environmental factors that are causing behavior problems in my program.	
f. I hold discussions with participants so that we can solve problems that occur in the program.	
g. I ask participants to reflect on our jointly developed program norms and guidelines when there is a problem or conflict.	
h. I teach participants strategies to handle the emotions that affect their ability to focus in the program (e.g., stress, frustration).	
i. I model strategies that will help participants to monitor and regulate their emotions.	

SECTION 2. Program Implementation Practices

Think about how often you implement a variety of practices with your participants and academic skills. Using a scale of 1 to 4, rate how often and how well you implement these practices.

- 1 = I do not implement this practice.**
- 2 = I struggle to implement this practice.**
- 3 = I implement this practice reasonably well.**
- 4 = I implement this practice extremely well.**

5. Cooperative Learning/Group Learning

SEL Practices	
a. I encourage participants to work with other youth when they are having trouble with assignment program activity.	
b. I create program experiences in which participants must apply their positive social skills to be successful.	
c. I hold individuals and the group accountable for skill development during small-group work.	
d. I provide opportunities for participants to share what they are learning and to receive feedback from each other.	
e. I provide space to allow participants to reflect on how well they are working together during group work.	

SECTION 3. Reflection on Social and Emotional Competencies

Now think about your own social and emotional competencies and how those influence your ability to implement the social and program implementation practices in each section. Use the scoring guide below to rate how your SEL skills influence your work with participants. Consider each statement, and score yourself according to where you fall on the scale that is true for you.

- 1 = Strongly disagree.** I have a difficult time with this practice. I know I do not use the skills mentioned, but I do not necessarily find them relevant to my instructional practices.
- 2 = Disagree.** I demonstrate some of these skills with participants. I do not use them often and/or more support, I could demonstrate these skills more to improve my work with participants of this practice.
- 3 = Agree.** I am strong in this area. I know I do a good job modeling these skills with participants. I use these skills most of the time when I implement the instructional practices.
- 4 = Strongly agree.** I am very strong in this area. I am able to use these skills consistently when implementing the instructional practices.

Self-Awareness

	Strongly disagree	Disagree	Agree	Strongly agree
I am aware of the practices that I need to improve in order to grow professionally.	1			
I can effectively implement social and program implementation practices with participants.	1			
I am usually aware of how my emotions, culturally grounded beliefs, and background are precursors to my emotional reactions, and I understand how they impact my practices with participants.	1			
I understand how student responses (positive and negative) affect my emotions and my behaviors in the program.	1	2	3	4
I am aware of how my cultural beliefs and background affect my practices with participants.	1	2	3	4

SECTION 4. Culminating Activities and Action Planning

- In the table below, indicate the score you received for each social and emotional competency on the blank line in column two. Next, calculate your percentage for each set of practices by dividing your score by the total possible score and placing it in column three. This will give you a sense of your overall rating for each set of practices.**

Instructional Practice	Your score	Your percentage
1. Youth-Centered Problem Solving	____/36	
2. Program Staff Language	____/12	
3. Responsibility and Choice	____/16	
4. Warmth and Support	____/28	
5. Cooperative Learning/Group Learning	____/20	
6. Group Discussions	____/20	
7. Self-Reflection and Self-Assessment	____/24	
8. Balanced Program Practices	____/20	
9. Encouraging Grit and Persistence	____/16	
10. Competence Building—Modeling, Practicing, Feedback, and Coaching	____/20	

2. Reflect on your scores.

1. On which SEL practice did you score the highest? Why?	
2. On which SEL practice did you score the lowest? Why?	



Six Indicators of Organizational Readiness



School-day and out-of-school time partnerships

Understanding of social and emotional learning needs



Adequate time, space and budget to implement social and emotional learning

Policies and procedures to guide social and emotional learning



Activity design that supports social and emotional learning



Competent Staff





Can leaders and staff explain the specific social and emotional needs of students?

Do your program's and activities' SMART Goals address students social and emotional needs?

What assets at the community, state or national level can help you implement high-quality social and emotional learning activities?

Guiding Questions for Indicator 2



Adequate time, space, and budget to implement social and emotional learning

Indicator 3



Have you created a schedule for your social and emotional learning activities?

Have you secured appropriate space(s) to conduct your social and emotional learning activities?

Will our budget or in-kind resources support your social and emotional learning plan?

Guiding Questions for Indicator 3



Sample Program Timeline

Program Schedule							
<i>ABC Summer Learning Program</i>							
Monday							
Times	Group 1: Third Grade				Group 2: Fourth Grade		
	Activity Name	Description	Staff	Space	Activity Name	Description	Staff
9:00-9:30	Breakfast		All Staff	Cafeteria	Breakfast		All Staff
9:30-10:30	Gardening		Betty	Outdoor Garden	Reading		Bob
10:30-11:30	Reading		Bob	Room 352	Ceramics		Betty
11:30-12:30	Cooking		Samantha	Art Room	Soccer		Joe
12:30-1:00	Lunch		All Staff	Cafeteria	Lunch		All Staff
1:00-2:00	Soccer		Joe	Field	Robotics		Samantha



Sample Program Budget

Summer Learning Program Budget

Creating a summer learning program involves estimating costs and determining how you will finance the program. A summer learning program budget is a "program" budget, but still needs to be developed separately to ensure accurate cost estimation. Use the spreadsheet below and the corresponding work order to develop your overall budget. The budget assumes you are using a 21st CCLC grant to fund at least a portion of your summer learning program. Use the "Grant Funded" column to record those costs. Use the "Other Funding" column to record funds that are coming from other grants, partner in-kind donations or school-district funds included in the spreadsheet to help. If you want to add new categories, to this sheet or to the corresponding spreadsheets, just right click and choose "Insert" above or below, this will keep your formulas working.

Category	Grant Funded	Other Funding	Funding Source	Notes
Director	0.00		21st CCLC grant	The salaries for these first four positions are included on this budget because they are the only positions. The budget doesn't change if the number of programs being offered.
Coordinator	0.00		21st CCLC grant	
Assistant Coordinator	0.00		21st CCLC grant	
Management Coordinator	0.00		21st CCLC grant	



Policies and procedures to guide social and emotional learning

Indicator 4



Culture and Climate Statements

Vision

Mission

Culture

Climate



Vision Statement



Purpose



Problem



Outcome



Vision Statement

SHORT

INSPIRING

Vision Statement:

All students who are in circumstances that put them at risk will be safe, healthy and supported, graduate from high school and grow into mature, successful adults.

BIG
PICTURE

STUDENTS
FAMILIES



Mission Statement

What will we do?

Who will we serve?

How will we serve them?





Mission Statement Supporting the Vision

Vision

All students who are in circumstances that put them at risk will be safe, healthy and supported, graduate from high school and grow into mature, successful adults.

Mission

ABC 21st CCLC Program will provide evidence-based out-of-school time activities five days a week and hold monthly family events to support all participants and meet their social, emotional, physical and academic needs.



Values and Culture Statements

Values

What your organization believes.

Culture Statements

Describe the culture you want to create.

Brainstorm: Values



Respect

Kindness

Cooperation

Honesty

Empathy

Inclusiveness

Diversity

Dedication

Collaboration

Integrity



Culture and Climate Statements

What program values look like in action and behaviors expected from staff.

Values

to write

Culture
Statements

to write

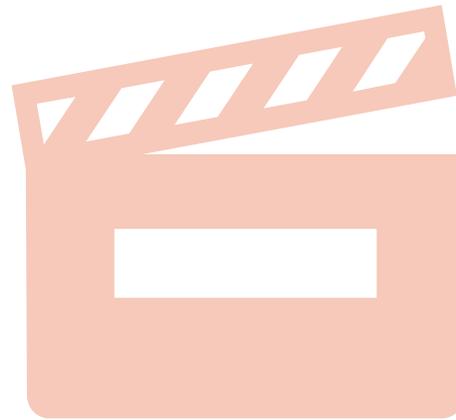
Climate
Statements



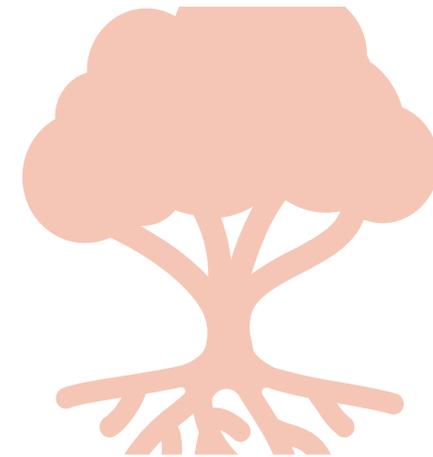
Climate Statements



**Descriptive
Behaviors**



Action-Oriented



Exemplify Values



Climate Statements

Build respectful relationships with all stakeholders.

We will always use a level 2 voice with students.

We will look in the eyes of those to whom we are speaking.

We will never discipline a student in front of others.

We will never use negative talk.

We will leave personal issues at home.

We will always respect the property of school-day teachers.



Assessing Culture and Climate



Culture and Climate Perception Survey



State or Territory Guidance on Program Evaluation



Partnering School or District Framework



Observation Tools: checklists, consultation



Observation Checklist



You for Youth | Positive Learning Environment

1

Positive Learning Environment Observation Checklist

This checklist includes indicators of a positive learning environment across six program components: safety, interpersonal relationships, teaching and learning, student engagement, staff interactions, and family and community engagement. You and your staff may use the checklist “as is” or customize it by adding target indicators of a positive learning environment that reflect your desired program culture and climate. The checklist can then be used as an observation tool to help identify challenges and areas of strength, reflect on findings, and set priorities as you seek to create a safe, supportive, welcoming space.

Site or Center: _____ Date: _____ Observer: _____

Time period/activity(ies) observed: _____
(e.g., full afternoon session; first hour of program session; second of six weekly STEM activity sessions)

Observation Checklist

For each indicator, rate the extent to which it’s evident on a scale of 1 (*Low*) to 3 (*High*). Use the Notes column to record details or ideas you’d like to discuss with others on your program team.

Program Component	Indicator	Notes on Rating Chosen	Rating 1=Low 2=Medium 3=High
Safety	Description: Indicators for this component pertain to physical, social and emotional security.		
	<i>Security procedures are implemented (e.g., securing entrances and exits, identifying visitors, taking attendance, monitoring student movement).</i>		
	<i>Program areas meet internal student-to-adult ratio goals.</i>		
	<i>Expectations for student behavior and social interactions are clearly communicated orally as well as visually where all students can see them (e.g., posted anchor charts, rules or site guidelines).</i>		
	<i>The environment appears safe and comfortable, with appropriate noise levels in each area.</i>		



This resource is in the public domain. Authorization to reproduce it in whole or part is granted. This resource was funded by the U.S. Department of Education in 2019 under contract number ED-ESE-14-D-0008. The views expressed here are not necessarily those of the Department. Learn more about professional development planning and 21st CCLC learning at <https://y4y.ed.gov>.





Gather Data



Culture and Climate Perception Survey

Culture and Climate Perception Survey: Student

This survey is voluntary. You do not need to complete it, but we hope you do! Your answers will help make this program even better.

Directions: For each statement, put an X in the box that matches your response. For example, if a statement says, "Kids eat a lot of ice cream" and you agree, place an X in the Agree column box for that question. (P.S. There are no questions about ice cream.)

	In this program...	Disagree a Lot	Disagree	Neutral	Agree	Agree a Lot
1	I feel safe in hallways.					
2	I often hear staff yell at other students.					
3	I see staff treat all students with respect.					
4	I have been taught to understand how others think and feel.					
5	I see staff listening to students.					
6	I see other students receive rewards for good behavior.					
7	I believe that students know how they are expected to act.					
8	I see students respecting others who are different from them.					
9	I feel safe in program areas.					
10	I have been taught how to identify my emotions.					
11	I try my best.					
12	I see students being friendly with each other.					
13	I believe the consequences of breaking rules are fair.					
14	I see students caring about one another.					
15	I see students being removed for breaking rules.					
16	I participate in program activities.					
17	I think students are punished a lot.					
18	I see staff praising students often.					
19	I believe program rules are fair.					
20	I see staff praising students for doing the right thing.					
21	I feel safe in bathrooms.					
22	I believe the adults who work here care about their students.					
23	I have been taught to accept the positive and negative consequences of my behavior.					
24	I complete my work.					



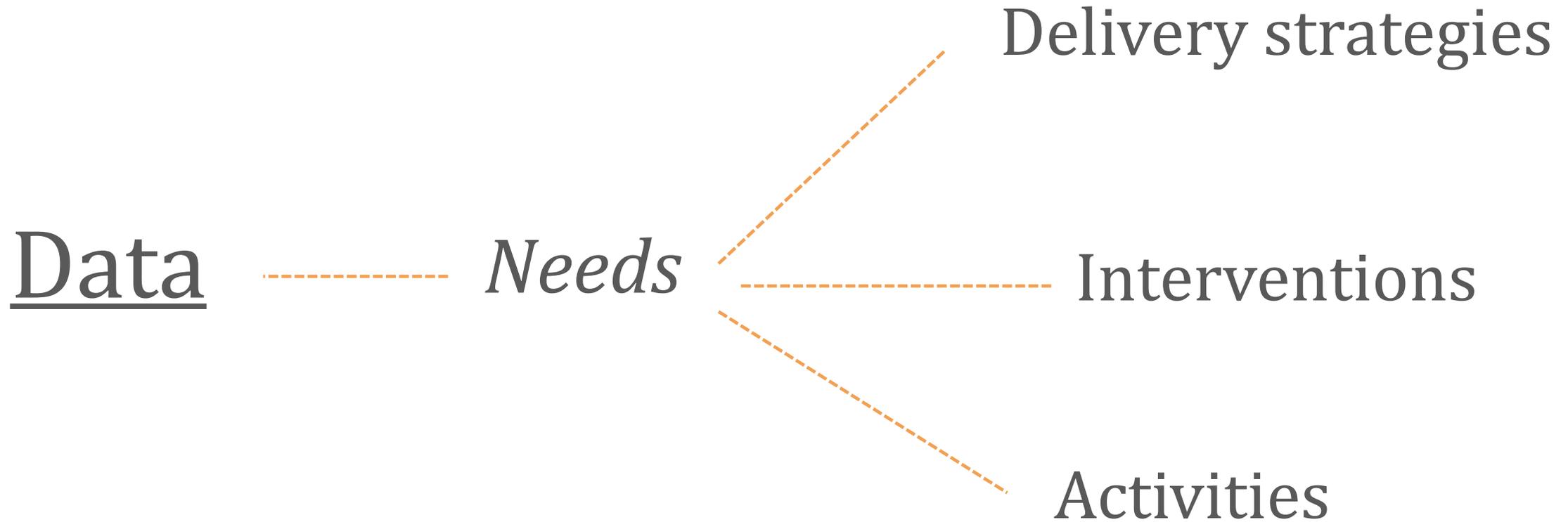


Activity Design That Support Social and Emotional Learning

Indicator 5



Intentionally Design Activities





Data

- *40% of students received a disciplinary referral due to fighting.*
- *Students are interested in martial arts.*

Activity

Students engage in the practice of tae kwon do and other sports to achieve fitness and develop positive conflict management skills.



Are program activities intentionally designed to build the social and emotional skills identified in your needs?

Have you considered the activity types and delivery methods most appropriate to your students' social and emotional learning needs?

Guiding Question for Indicator 5



Competent Staff

Indicator 6



Assessing Readiness Tool



Assessing Social and Emotional Learning Organizational Readiness

There are a number of indicators that can help you assess your program's readiness to successfully implement a social and emotional learning program. The questions in this chart can help you assess your current level of readiness with regard to several key indicators. Discuss each question with your team, and record your answers in the Responses and Documentation column. If your team answers "no" to a question, brainstorm possible staff development resources in addition to the listed resources from the Y4Y Social and Emotional Learning course. Use the last column to record one or two next steps.

Indicator of Organizational Readiness	Questions to Consider	Responses and Documentation	Potential Resources	Next Steps
School day/out-of-school time partnership	Are school-day leaders on your program team?		<ul style="list-style-type: none"> • Step 2 will help you build a strong program team. • Other: 	•
	Will out-of-school time social and emotional learning align with the program used during the school day?		<ul style="list-style-type: none"> • Step 6 will help you identify ways to collaborate with the school day to create a positive climate and culture and form positive behavior interventions. • Step 7 will help you expand school-day initiatives with your 21st CCLC activities. • Other: 	•
	Is there a plan for sharing logistical resources such as space, budget and professional learning?		<ul style="list-style-type: none"> • Step 5 will help you think through time, space, and budget and share with school-day leadership. • Other: 	•
	Are school-day teachers recruited to help design and lead social and emotional learning?		<ul style="list-style-type: none"> • Step 8 will help you think about school-day staff who have specific knowledge and skills. • Other: 	•

Assessing Readiness – Indicator 6



Indicator	1	2	3
Do staff members generally demonstrate self-awareness, self-management, social awareness, relationship management and responsible decision making?			
Are they prepared to model these social and emotional skills?			
Do they know strategies and approaches for integrating these skills at the program and activity levels?			
Do staff know what the research says about the benefits of social and emotional learning?			



The Series

Assessing Organizational Readiness

Structuring for Social and Emotional Learning

Planning Successful SEL Activities

Ensuring Continued Success

1 p.m. ET



What will you take back and apply to your program after today's virtual training?



YOU FOR YOUTH

<https://y4y.ed.gov/>



Social and Emotional Learning

Introduction →



Estimated time to complete: 2 hours

Upon completion, you will receive a **Basic Level** certificate of completion.

Explore the history, benefits and importance of social and emotional learning in 21st CCLC programs. Learn about the 10 steps you can implement to ensure an impactful experience.

Implementation Strategies →



Estimated time to complete: 5-7 hours

Upon completion, you will receive an **Advanced Level** certificate of completion.

Go step-by-step through each step of planning, designing, implementing and assessing high-quality social emotional learning activities. Get tips, tools and examples to prepare your program for success.



Questions





It's easy to join our mailing list!

Just send your email address by text message:

Text

Y4YINSIDER

to **22828** to get started.



Message and data rates may apply when signing up via text.



Contact

Visit y4y.ed.gov

y4ywebinars@seiservices.com