



Facilitator's Guide

Title of Training:	Embedding Social Emotional Learning Schoolwide (Session 2)
Resources Provided:	<p>Presentation Materials:</p> <ul style="list-style-type: none"> • Trainer Presentation: <ul style="list-style-type: none"> ◦ Embedding Social Emotional Learning Schoolwide Presentation (PPT) ◦ Embedding Social Emotional Learning Schoolwide Presentation (Google Slides) • Data I Notice, I Wonder Activity (create your own editable copy) • Reflection Questions for School Leaders and Administrators (create your own editable copy) Reflection Questions (PDF) <p>Sample Materials: (Greece Central School District)</p> <ul style="list-style-type: none"> • Social Emotional Learning Activities and Teaching Practices Science, Grades 6-8 • Greece CSD 2020-21 School Reopening Plan • Day 1 Principal Community, Circles, Collaboration • Back to School Staff Circle Lesson • Greece Central School District Strategic Plan; Envision 2022 • Greece Central School District SEL Elementary Website • Talk Moves • Crosswalk Connections Document • Greece Central School District 2020-21 Code of Conduct • Greece Central School District 19-20 Vaping Intervention Process • 4 Major Challenges Moving Forward with SEL

- [Data Analysis for Continuous School Improvement Sample Pages](#)
- [Greece Central School District Data Dive: Narrated Video with David Blahowicz](#)
- [R*E*N Regional Equity Network Building Leadership Capacity](#)

Additional Resources:

(CASEL)

- [Guide to Schoolwide Social and Emotional Learning](#)
- [Key Insights from the Collaborating Districts Initiative](#)
- [Guide to Schoolwide SEL, Focus Area 2 Strengthen Adult SEL](#)
- [Blank Rubric Template](#)
- [Personal Assessment and Reflection: SEL Competencies for Teachers](#)
- [Adult SEL Self-Assessment](#)
- [Case Study: SEL District Partners](#)
- [Staff, Family and Community Partner Survey on SEL Implementation](#)

(Harvard Graduate School of Education)

- [How To Guide: In-Person Relationship](#)
- [Strategies and Lesson Plans Virtual Relationship Mapping](#)

(LinkedIn)

- [Guide to Screening Candidates: 30 Essential Behavioral Interview Questions](#)

(Washington State Office of Superintendent of Public Instruction)

- [Washington Office of Superintendent of Public Instruction Courses](#)

(Oakland Unified School District)

- [Three Signature SEL Practices for Adults](#)
- [Three Signature SEL Practices for Challenging Times](#)
- [Three Signature SEL Practices for the Classroom](#)
- [SEL 3 Signature Practices Playbook](#) (Seen on slide 19)

(Rennie Center)

- [Social and Emotional Learning Opportunities for Massachusetts, Lessons for the Nation](#)

Objectives:	<ol style="list-style-type: none"> 1. Staff will be able to describe a systemic approach to implement SEL, reviewing implemented models, recognizing that schools and districts can promote social and emotional development even in times of budgetary stress and leadership turnover. 2. Staff will be able to recognize the importance of implementing SEL schoolwide, such that SEL is not an add-on but a part of the fabric of school life. 3. Staff will be able to connect SEL with other important efforts that occur within the school (e.g., universal design for learning, educator effectiveness, discipline, mental health, bullying, trauma responsive practices and cultural responsiveness). 4. Staff will be able to identify strategies to embed SEL within a cycle of continuous improvement to reflect SEL as a priority. 5. Staff will be able to identify and create action steps to explicitly embed SEL within the daily function and instruction of schools and classrooms.
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Notes to Facilitator

This is the second unit of a six part e-learning series with each 3-hour unit being delivered in synchronous sessions.

Each unit is meant to be facilitated within a group setting either in person or remote over a 3 hour time period. However, facilitators may decide to break it up into multiple sessions, for example in three 1-hour sessions, to meet the needs of your audience. Additionally, each of the KEY INSIGHTS could be their own focus in synchronous or asynchronous training experiences.

This unit was designed to provide the theory, research, and relevant examples of each of the seven key insights proposed from the [Washington Office of Superintendent of Public Instruction](#)

regarding Schoolwide Implementation of SEL. We recognize that each of these seven keys are substantial topics, which could require additional processing time with the turnkey training groups.

This unit is set up for trainers and professional development leaders to scaffold the training and resources to meet the needs of the districts and groups being led through the work.

In this training today, the facilitators will specifically explore Key Insights 1-4.

Key Insight 5 - Adult SEL - will be further explored in Unit #3 of the 6 unit TRLE series on SEL.

Key Insight 6 regarding data has an asynchronous voice over recording that narrates the deep dive and data processes used by the example district of Greece Central School District.

Key Insight 7 is designed as an asynchronous portion to allow for further examination of CASEL case studies of districts from across the nation with successful SEL schoolwide implementation.

Each unit is meant to be facilitated within a group setting either in person or remote over a time period of your choice. However, facilitators may decide to break it up into multiple sessions, for example in three 1-hour sessions, to meet the needs of your audience. Additionally, each of the KEY INSIGHTS could be their own focus in synchronous or asynchronous training experiences.

Please use this guide, which accompanies the slide deck, for additional information related to the activities and specific implementation information.

Participant Materials

Prior to turn-keying the material, facilitators might want to consider making a Google Slide deck or another resource of their choosing for participants to be able to engage virtually, and have in-depth conversations around the material. Resources such as Padlet, Google Slides and voiceover recordings are being utilized throughout the session, and similar online learning tools will need to be created by the facilitator, or determine alternative online learning tools.

Consider sharing the slide deck link to all participants prior to starting the professional development. Throughout the guide there are also links to other resources that you may choose to share, or go into in greater depth.

Technical Requirements

The session was designed to be delivered virtually over your platform of choice (Zoom , Google Meet, Microsoft Teams etc.) It is recommended to choose a platform that has breakout room capabilities for participants to engage in smaller, rich, group dialogue.

Walkthrough

Slide 1: Welcome

Provide time for participants to gather materials they might need for the learning.

Suggestion: Use the chat function to have participants sign in indicating their name, position/role, and what educational organization they are representing.

Slide 2: Embedding SEL Schoolwide

Title Slide

Slides 3-6

No notes provided for these slides

Slide 7: Welcoming Ritual Stages of Barney Fife

Provide time for a welcoming ritual. A welcoming ritual is one of three signature practices of the CASEL SEL Signature Practices Playbook. A Welcoming Inclusion Activity is meant to be brief, but an activity that brings the “voice of every participant into the room”.

Invite participants to select which road best represents their current emotional state and record the picture number in chat. Participants are also invited to attach a word or phrase that fits their selected image.

There are a variety of welcoming activities that can be found in CASEL's Playbook:

https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf

Select one that works best for the audience to build community and to connect to the work ahead.

This is a great opportunity to introduce the 3 signature practices of Welcoming/Inclusion activities, Engagement Strategies and Optimistic Closures with your audience.

Facilitator Pause Point: Why is it important to think about our emotional state at the start of our time together? What are the benefits to the group or individual?

Slide 8: Norms

Establishing norms for online learning experiences reinforces different behaviors, but also can improve the virtual meeting by providing participants with anticipated processes.

Norms can be written to reflect the needs and dynamics of the group.

Suggestion: If using Zoom or an online platform that includes a polling feature, participants can vote on which norms they agree. This allows participants to have voice and choice in the

selection of norms for interaction.

The norms written for this slide are more specifically crafted for an audience of professional developers, and suggest strategies to assist participants in adhering to the norms for interaction.

Slide 9: Long term learning targets

Review of the long term learning target related to the TRLE Grant work and Social Emotional Learning (SEL)

Facilitator's Pause Point: The learning target indicates for “all students”, and the language is specifically designed for inclusivity. Consider linking to the Culturally Responsive-Sustaining (CR-S) Education Framework. “The framework was designed to support education stakeholders in developing and implementing policies that educate all students effectively and equitably, as well as provide appropriate supports and services to promote positive student outcomes.”

The 4 principles of CR-S Education are supported in this presentation...

- 1. Welcoming and affirming environment**
- 2. High expectations and rigorous instruction**
- 3. Inclusive curriculum and assessment**
- 4. Ongoing professional learning**

Slide 10: e-Learning series

Outline of the session in this e-Learning Series with representation of resources and contributing partners.

Note: The original module materials are from the Washington office of Superintendent of Public Instruction - <https://learn.ospi.k12.wa.us/>

Slide 11: Objectives for training

Review of the objectives for participants.

Facilitator's Pause Point: Objectives are developed and arranged to promote a deeper understanding, connections, and suggesting actions to participants.

Slide 12: NYSED Social Emotional Learning: A Guide to Systemic Whole School Implementation

Facilitator's Pause Point: Throughout this training there are explicit citations to this document/resource to provide additional information on each of the Key Insights.

Slide 13: CASEL Guide to Schoolwide Implementation

CASEL Wheel is a visual of how schoolwide SEL implementation supports the 5 SEL Competencies for students and adults.

See: *NYSED Social Emotional Learning: A Guide to Systemic Whole School Implementation* - pages 8, 9 & 10

Slide 14: CASEL Guide to Schoolwide SEL Implementation

Links:

<https://schoolguide.casel.org/how-it-works/>

<https://www.casel.org/wp-content/uploads/2017/03/Final-CDI-Report-3-17-17.pdf>

Facilitator's Pause Point - This resource from CASEL is comprehensive (March 2020) and has a printable compilation of key activities and tools for school teams. Additionally, the CASEL Guide to Schoolwide SEL: Implementation Timeline is available to be used by districts.

Slide 15: 7 Key Insights from District Level Work

<https://www.casel.org/wp-content/uploads/2017/03/Final-CDI-Report-3-17-17.pdf>

Facilitator's Pause Point - The document linked provides additional descriptions and overviews of each of the 7 Key Insights. Consider using this document to review each insight prior to the section of the PowerPoint as a pre-reading with participants.

Slide 16: Insight 1

1. Systemic SEL is possible, even with leadership changes and relatively small budget.

Consider and look for the initial system implementations that have little or no cost associated with them and a policy driven approach.

Examples could include:

1. Examining the possibility of SEL elementary report cards
2. Initiatives that could be in place (e.g., PBIS, Leader In Me) and dovetail with SEL
3. School Strategic Plan work
4. Empowering Your People - SEL teacher leaders
5. Reopening work and assurances related to COVID-pandemic that connected to SEL

See: *NYSED Social Emotional Learning: A Guide to Systemic Whole School Implementation* - page 20

Slide 17: 4 Major Challenges Moving Forward with SEL

The Rennie Center undertook a scan of all 50 states to understand the extent to which SEL is integrated into policy. As a result of their study, they identified 4 challenges when it comes to implementing SEL.

Challenge #1 - Prioritizing SEL

- To prioritize SEL - what is the entry point into leading this work
- Assessing the current state of SEL work in the district/school
- Identify implication of SEL schoolwide implementation for all constituent roles

Facilitator's Pause Point: Consider using the 4 challenges as a blueprint for school leaders to follow. Also, have participants think and reflect on where they are in this work whether from the lens of personal investment or within their school district.

Slide 18: An Implemented & Continuous Model

Examples of SEL Schoolwide Implementation from Greece Central School District. As a district, their work began in 2016, and the following slides highlight some of the work and strategies this district used to implement SEL schoolwide and to sustain their practices.

Much of the work in the district was tied to the Strategic Framework Committee that created the linked plan. The Committee started with a focus on developing students who possess the knowledge and skills to be healthy, productive, and active in their community.

[4 Main Challenges Handouts - Google Slides](#)

See: *NYSED Social Emotional Learning: A Guide to Systemic Whole School Implementation* - pages 16-19, 23-24

Slide 19: Connecting SEL to District wide goals

An overview of the document and where Greece CSD has specifically called out SEL in multiple focuses and goals in the district - with specific pride in Goal 4.

This is something that is felt to be innovative, and moves beyond the traditional school improvement structure. It's a focus on specific SEL strategies that not only support students but also adults. Based upon some of the data points mentioned earlier, there was an urge to change the approach to education to more of a Wellness approach - wellness is social and emotional, mental, physical.

Facilitator's Pause Point: In working with districts or school systems, have them reflect and consider if there has been a similar shift in their ideas and policies regarding safety and school environments.

Slide 20: Prioritizing Remote Learning Environments & Resources Related to SEL

Given the uniqueness of the 20-21 school year, Greece CSD examined priorities related to SEL in remote learning environments. The links on this slide are all ways that the school district examined both topics or involved stakeholders in providing feedback regarding the topics.

Slide 21: Greece Responses to 4 Challenges Related to SEL Implementation

As the first part of the process, Prioritizing SEL, Greece CSD identified several examples to "invest" in SEL with no cost or limited cost.

Slide 22: Activity to Assist with Processing - Padlet

Padlet Activity - <https://padlet.com/sstephensselgst/14ret5gwk49n0k7d>

Participants respond to the following questions...

1. How can I help make SEL a priority in our district?
2. What are some systems or structures already in place that now can turn into opportunities for SEL?
3. Looking at the human capital in our district/school, who do we already have on staff that can start talking the language of SEL or can take a leadership role in modeling practice?

Slide 23: Activity to Assist with Processing - SEL Reflection Questions for School Leaders and Administrators

- [Reflection Questions for School Leaders and Administrators](#) (this link will prompt you to create your own copy of the document) | [Reflection Questions \(PDF\)](#)

In breakout rooms, review the reflection questions for **PRIORITIZING SEL**.

- Think about a district you are working with or supporting.
- What might their responses be to these questions be?
- What additional questions might they need to consider or reflect on?

Slide 24: Delve Deeper to Extend Learning

Facilitator's Pause Point: Embedded in this presentation are several slides that highlight additional reading or research related to the topics. This additional material can serve as extension or asynchronous learning related to theory, methodology, and best practices on the topic of SEL and embedding programs schoolwide.

Rennie Center Education Research & Policy -

https://www.renniecenter.org/sites/default/files/2017-01/Social%20and%20Emotional%20Learning%20-%20Opportunities%20for%20MA%2C%20Lessons%20for%20the%20Nation_1.pdf

Slide 25: **Insight 2**

Systemic SEL is possible, even with leadership changes and small budgets.

Conversations around policy driving practice approach (shared decision making). Empower people in the district to drive the work. Include a connection to COVID- have a reopening committee (no cost). Utilize teacher leaders in TOSA type roles.

See: *NYSED Social Emotional Learning: A Guide to Systemic Whole School Implementation* - pages 16-17, 21-22

Slide 26: 4 Major Challenges

Challenge 2- Operationalize

Shifting the vision to incorporate SEL requires resources and training with a focus on funding, allocating human capital, and building professional capacity.

Entry point into leading this work, Assessing current state of SEL, Identifying implications of all constituents roles in this work.

Slide 27: SEL 5 Year Plan

Major lesson: **SEL implementation takes time.** This structure has set up much of the district committee work. Remember to share the “why” and make that a continuous piece of the conversation. Identify the agents of change and gather voice in the work.

Facilitator's Pause Point - What is a realistic timeline for embedding SEL school wide with the district? Consider consensus building, infrastructure building, and the purpose (why) behind the plan. Refer back to the CASEL Guide to Schoolwide SEL: Implementation Timeline - [CASEL Guide to Schoolwide SEL- Implementation Timeline .pdf](#)

Slide 28: Guide to Screening Candidates

Embed SEL practices and beliefs into the hiring process. Screen candidates for soft skills. Behavioral interview questions are a proven way to reveal a person's ability to collaborate, adapt, and more. This also assists with establishing the SEL culture and expectations at the beginning with a potential hire.

Facilitator's Pause Point: Consider how establishing SEL practices from the beginning of an individual's association with a district could set the tone for future interactions. Is this potential candidate's belief's in alignment with the district's SEL vision and mission?

Slide 29: Greece Challenge 2: Operationalize

Examples of how Greece CSD Prioritized SEL and leveraged human and relational capital.

Slide 30: Activity to Assist with Processing - SEL Reflection Questions for School Leaders and Administrators

[SEL Reflection Questions for School Leaders and Administration](#)

In breakout rooms, review the reflection questions for **Operationalizing SEL.**

- Think about a district you are working with or supporting.
- What might their responses be to these questions be?
- What additional questions might they need to consider or reflect on?

Slide 31: Continue to Explore for Extended Learning

Facilitator's Pause Point: Embedded in this presentation are several slides that highlight

additional reading or research related to the topics. This additional material can serve as extension or asynchronous learning related to theory, methodology, and best practices on the topic of SEL and embedding programs schoolwide.

Book: *The Listening Leader*, by Shane Safir. School transformation arises from the daily interactions-how a teacher talks to a student about arriving late, how a parent is greeted when they enter a building, or ways we give and receive feedback. These moments are the building blocks of culture.

Slide 32: Break

No notes are provided for this slide.

Slide 33: **Insight 3**

SEL can and should be integrated into every aspect of school.

Code of conduct work. Work your way back into the classroom-analysis of referrals and how they are written and looking at how they are written based on demographics.

Community partnerships-gathering voice from stakeholders.

See: NYSED Social Emotional Learning: A Guide to Systemic Whole School Implementation – pages 31-40

Slide 34: 4 Major Challenges Moving Forward with SEL

Challenge 3: Integration

Slide 35: SEL implementation looks different for each district

Begin with a needs assessment. Examples of Greece school-wide implementation. Administration, teachers, and students need ownership for each item.

Slide 36: Roles in Implementation

Description of roles for administrators, teachers, and students to show that each of the key school groups have ownership and critical roles. Greece CSD example

Slide 37: Strategic Plan

Surveys to students, staff, and community. Greece code of conduct and vaping intervention program links to share. Blocks of time given during the day for survey completion. This results in a greater return on participation.

Facilitator's Pause Point: Given the Greece CSD example, how has this district layered SEL in their programs and discipline processes and procedures? To what degree has the district you are supporting established multiple points of implementation, or could establish multiple points of implementation?

Slide 38: SEL and Parents

Parents/Guardians need to understand SEL. Parent guides were created and shared with parents in Greece. Monthly parent universities on different topics are offered to build parent knowledge of SEL.

Facilitator's Pause Point:

<https://schoolguide.casel.org/resource/tool-staff-family-and-community-partner-survey-on-sel-implementation/>

Slide 39: School Discipline

School discipline example to share. Focus question: What are the strengths and challenges?

Facilitator's Pause Point: What is the narrative the data is informing for all student groups? What are some equity challenges that are uncovered from the data?

Slide 40: Student referrals

Share the two graphs with referral data. Focus on the number of referrals for defiance.

Slide 41: Activity to Assist with Processing

[SEL Reflection Questions for School Leaders and Administration](#)

In breakout rooms, review the reflection questions for **INTEGRATE SEL**.

- Think about a district you are working with or supporting.
- What might their responses be to these questions be?
- What additional questions might they need to consider or reflect on?

Slide 42: Feeling Curious to Extend Learning

Facilitator's Pause Point: Embedded in this presentation are several slides that highlight additional reading or research related to the topics. This additional material can serve as extension or asynchronous learning related to theory, methodology, and best practices on the topic of SEL and embedding programs schoolwide.

Data Analysis for Continuous School Improvement by Victoria L. Bernhardt

Sample pages -

<https://www.readpbn.com/pdf/Data-Analysis-For-Continuous-School-Improvement-Sample-Pages.pdf>

Slide 43: **Insight 4**

Successful implementation can follow multiple pathways, based on each district's unique needs and strengths.

See: NYSED Social Emotional Learning: A Guide to Systemic Whole School Implementation – pages 25-26, 49-51

Slide 44: Acts of Improvement

Data analysis is only one piece of the puzzle in continuous school improvement. Everything implemented in the school must be about the target, which can include SEL.

Slide 45: Theory of Action (Possible Pathway Model for Transforming School Environments to Support Social Emotional Learning)

It is important to know where to start with SEL. The district might start in an area that is not actually a need or an area where there is not a high degree of buy in or stakeholder support.

Beginning with a needs assessment allows for the identification of the values, vision, learning needs, assets, leaders and more. This model allowed the Greece CSD to get tighter on the vision and rollout of SEL. The example shows how that district invested resources and professional development, and metrics for monitoring the work and as well as how it was going to be taught.

Facilitator's Pause Point: This model could be adapted for any district to use or follow.

Slide 46: SEL Needs Assessment

Explains their importance and purpose.

Slide 47: Conducting a SEL Needs Assessment?

The SEL needs assessment is a powerful tool that identifies what is already working well in your district and what still needs to be done to achieve your goals for SEL implementation.

In the example of Greece CSD, this was a starting point, almost a preassessment to what their current state was in terms of SEL. This process helped to identify gaps, misconceptions, levels of buy-in and interest from all stakeholders, as well as narrow in where the focus should be in year 1 and help us to get to the end goals by year 5.

Slide 48: Break

No notes are provided for this slide.

Slide 49 - 52: Data Analysis Activity - I Notice, I Wonder

Data Analysis Activity:

Participants will be placed in breakout rooms to discuss the data shared with them on slides 42, 43, and 44. Participants have access to the Google Slide deck and can provide their insights on examined data.

Rather than describing the data (graphs) to the participants, they will use a protocol in their breakout rooms.

Protocol: What do I notice? What do I wonder?

<https://docs.google.com/presentation/d/1KklQXdsd9UMqTTnVTpqby9iQKUe-PxLpEPMApYP3K6>

[A/edit?usp=sharing](#)

Key takeaways: The responsibility of SEL is with all staff in a district. Example: Bus drivers- a high # of student discipline referrals take place on the bus. How can this problem be solved?

Facilitator's Pause Point: Consider conducting a similar activity with data from districts supported in the turn-key trainings.

Slide 53: Response to 4 Challenges

Challenge: Integrate - Institutionalizing SEL as a common practice

Strategies for Integration, Additional vs Interwoven components

Continued development of the Greece CSD model to the 4 Challenges

Slide 54: **Insight 5**

Facilitator's Pause Point: Consider a possible conversation opportunity with training participants...

Possible topic for discussion -

Adult SEL is different from professional development.

OR

How does Adult SEL differ from student SEL?

See: NYSED Social Emotional Learning: A Guide to Systemic Whole School Implementation – pages 35-36

Slide 55: 4 Major Challenges Moving Forward with SEL

Challenge 4 - Measure/Evaluate

Slide 56: Assessment Survey

Facilitator's Pause Point: Personal Assessment Survey from CASEL (Google Form) Show participants the form and explain how it is used. Additionally, the second link is to a blank rubric that can allow a district to assess in many areas of SEL schoolwide implementation.

<https://schoolguide.casel.org/focus-area-2/overview/>

<https://schoolguide.casel.org/uploads/sites/2/2020/04/Blank-Rubric-Template-3.30.20.pdf>

Slide 57: Personal Assessment

SEL Personal Assessment Survey

Slide 58: SEL Competency Survey

In Greece CSD, each teacher took their own survey in regards to the competencies and how they gauged themselves. Then, the entire staff reflected on strengths and challenges in regards to each competency and sorted the graphs into those categories. This work allowed the district to see what SEL competencies staff had difficulties in, as well as which statements were approached with the greatest strength or difficulty.

Slide 59: Hunches and Hypothesis

Using data around adult SEL to move your work forward. Greece CSD brainstormed short term actions and future PD needs that staff would like to have in order to develop their own SEL skills. This is about staff ownership of the work, and giving staff a voice in the process. Empowering staff with data and having them come to solutions as a result of their brainstorming is a great way to create buy-in.

Slide 60: Activity to Assist with Processing

[SEL Reflection Questions for School Leaders and Administration](#)

In breakout rooms, review the reflection questions for **MEASURE/EVALUATE**.

- Think about a district you are working with or supporting.
- What might their responses be to these questions be?
- What additional questions might they need to consider or reflect on?

Slide 61: Extension Activity

Facilitator's Pause Point - Consider having group participants take the CASEL Adult Self Assessment, and then reflect on the results.

<https://schoolguide.casel.org/resource/adult-sel-self-assessment-ost/>

Slide 62: Resolute Exploration for Extended Learning

Facilitator's Pause Point: Embedded in this presentation are several slides that highlight additional reading or research related to the topics. This additional material can serve as extension or asynchronous learning related to theory, methodology, and best practices on the topic of SEL and embedding programs schoolwide.

Suggested Readings:

Courageous Conversations about Race, Glenn E. Singleton

The Four Agreements: A Practical Guide to Personal Freedom, Don Migeul Ruiz

dare to lead, Brene Brown

Slide 63: **Insight 6**

How to collect data and use it. Types of data from satellite, to map, to street level.

See: NYSED Social Emotional Learning: A Guide to Systemic Whole School Implementation – pages 43-47

Slide 64: Activity to Assist with Processing - Self-Reflection

Facilitator's Pause Point - Suggested Activity

Have participants in the training read the quote, and then consider how data is typically used or looked at in the district. Where is the district on the continuum of believe/action with this quote?

Slide 65-67: Data Dive Process

Facilitator's Pause Point - David Blahowicz narrates a section of slides to thoroughly describe the DATA DIVE PROCESS that Greece CSD enacted as a way to use data for continuous improvements related to SEL implementation.

https://drive.google.com/file/d/1j4U3MITlqY8pd_qzM03ZudvPYcnKPpSW/view?usp=sharing

This material could be reviewed synchronously or asynchronously with training participants.

Slide 68: Greece CSD Response to 4 Challenges Related to SEL Schoolwide Implementation

Measure/Evaluate - Accountability, but not with high stake consequences

- a. Surveys/Observations/Climate and Culture
- b. Student Outcomes

Greece CSD provides examples of how the district continues to monitor and evaluate the effectiveness of their SEL programming.

Slide 69: **Insight 7**

Districts benefit from collaborating with each other.

Slide 70: Greece CSD SEL Partnership Examples

Regional Equity Network - Partnering with all Monroe County School Districts

Partnering with Monroe BOCES 2

Partnering with Children's Institute: Strengthening Social and Emotional Health

Facilitator's Pause Point: Working with the participants in your training, consider a brainstorming activity to determine obvious collaborative partners for the SEL initiatives of the district.

Slide 71: Case Studies

Facilitator Pause Point: The link (<https://casel.org/districts-2/>) connects to 20 schools serving 1.7 million students that are working in partnership with CASEL on SEL Schoolwide Implementation. Each of these case studies is an additional opportunity for districts to see and examine work being done across the nation on this topic.

Consider having training participants explore these case studies and then using a reflection set of questions in a Google Form

(https://docs.google.com/forms/d/e/1FAIpQLSe3ILBIRVszjrYjSs_id67KhI2OwVhzY3Pu1-XXL18wo99zdq/viewform?usp=sf_link) to reflect on their learning. This could be done synchronously or asynchronously with participants.

This could also serve as an exit ticket for participants and for the facilitator to gather responses and data that could assist to inform future training.

Slides 72-73

No notes are provided for these slides.