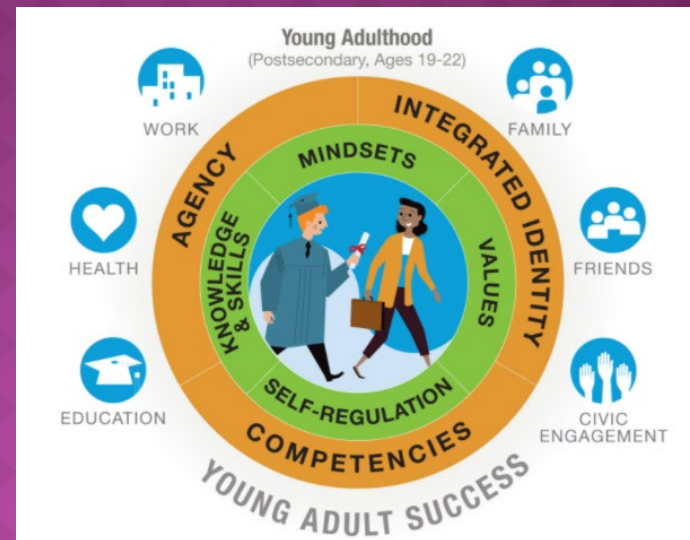




# EOC CHARTER HIGH SCHOOL

Social and Emotional Learning for All



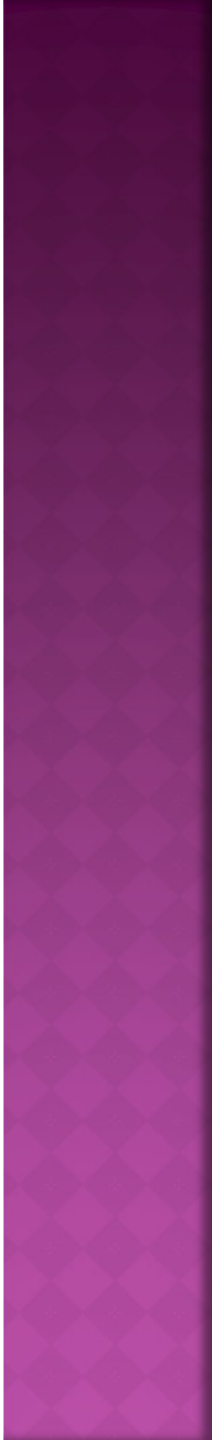
# QUESTIONS FOR OUR SESSION

- What is Social and Emotional Learning (SEL)?
- How does SEL promote success in school and life?
- What is our plan for the next three years?
- What will SEL integration look like at the agency, school, and classroom levels?
- What are EOC's next steps?

# WHAT IS SOCIAL, EMOTIONAL LEARNING?

What comes to mind when you hear the words “social and emotional learning”?

What are  
your **hopes**  
**and dreams**  
for your  
children and  
the children  
in your  
community?



# HOW IS SEL DEFINED?

Social and emotional learning (SEL) provides the structure and process for adults and students to develop fundamental emotional and social **competencies** and experiences to:

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

SEL builds and deepens a positive school climate!

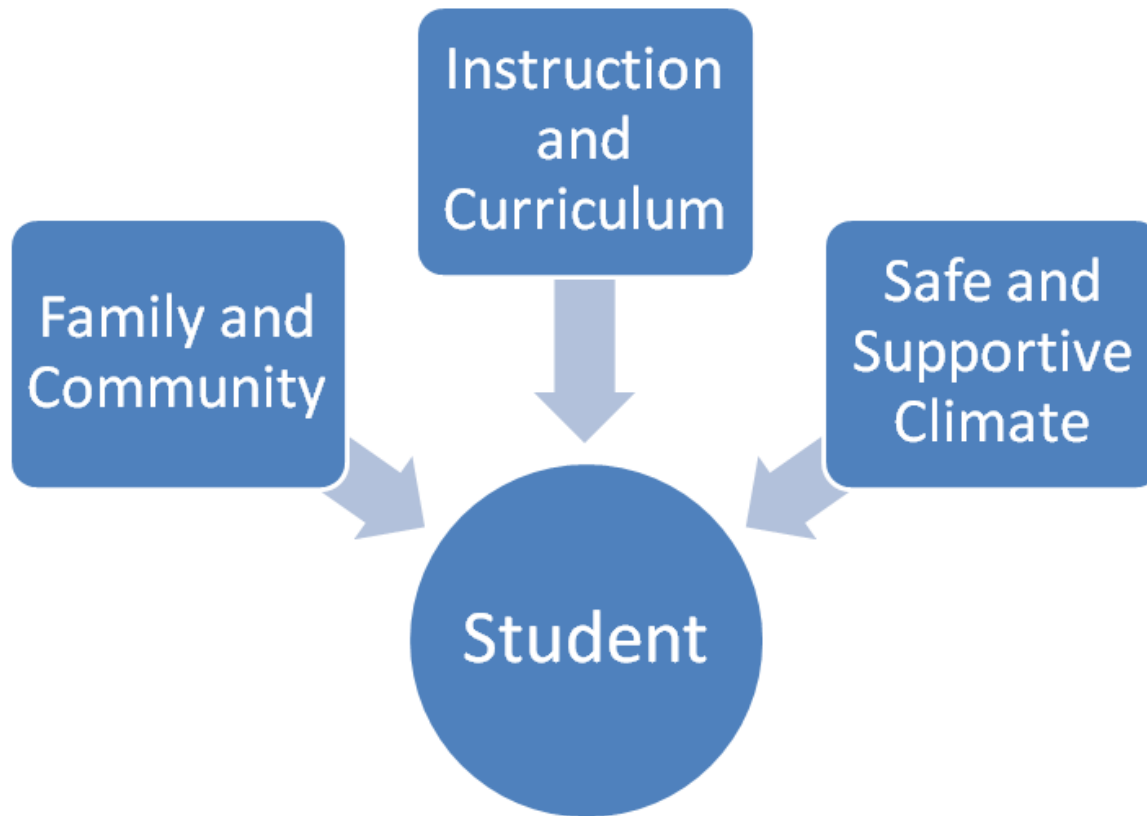
# CORE COMPETENCIES OF SEL

## Social & Emotional Learning Core Competencies



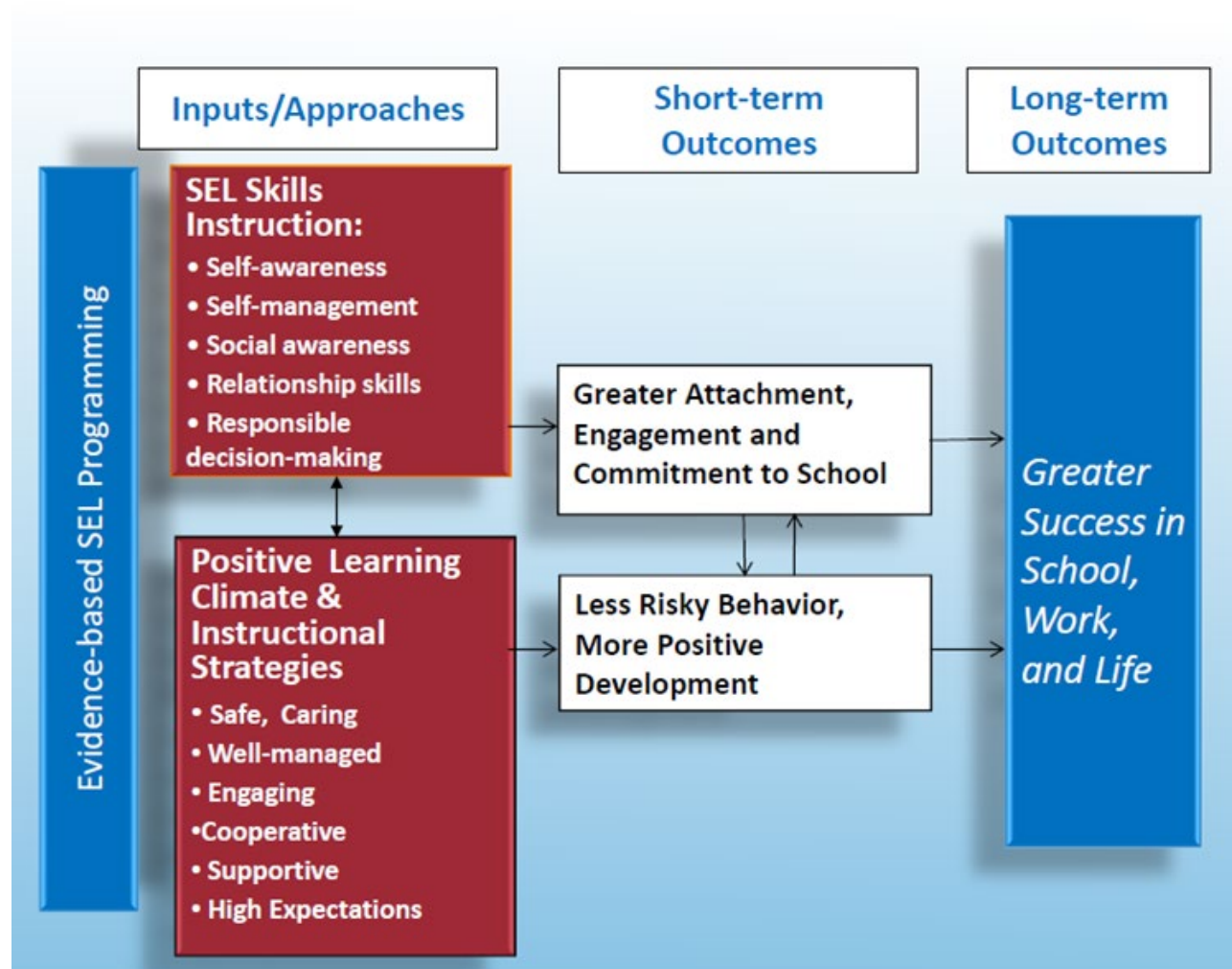
# THE STUDENT IS THE FOCUS!

## Student Learning Experience



# WHY SHOULD OUR SCHOOL EMBRACE SEL?

## SEL Promotes Success in School & Life



# WHAT DOES AN EFFECTIVE SEL PROGRAM LOOK LIKE?

<https://www.edutopia.org/video/social-and-emotional-learning-101>



# RESEARCH ON SEL



## **Increased Academic Outcomes Documented!**

Social-emotional skills led to improved attitudes about self, others, and school and an **11 % point gain on standardized achievement tests!**



## **Reduced Risk of Failure Documented!**

Social Emotional Skills led to decrease in conduct problems and emotional distress!

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011) The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development: 82 (1), 405-432.*

# ADULT SEL COMPETENCE & LEARNING

- Adults who have the ability to recognize, understand, label, express, and regulate emotions are more likely to demonstrate patience and empathy, encourage healthy communication, and create safe learning environments. *(Brackett, Katella, Kremenitzer, Alster, and Caruso, 2008)*
- Teachers skilled at regulating their emotions report less burnout and more positive affect while teaching. *(Brackett, Mojsa, Palomera, Reyes, & Salovey, 2008)*
- School leaders with strong SEL competencies build and maintain positive and trusting relationships among members of the school community. *(Patti and Tobin, 2006)*

# WHAT IS OUR PLAN?

- Year 1 Focus: Awareness and Evaluation of SEL Practices and Instruction
  - School and Community Learning Together
  - Identifying current practices and needs (CNA)
  - Gather SEL Data
- Year 2 Focus: Expansion of SEL Practices
  - Build, Expand, Structure, Solidify
  - Data tracking and Collection
- Year 3 Focus: Community Integration of SEL
  - Parents and Leaders as Teachers
  - Student led SEL groups.

# WHAT DOES SEL LOOK LIKE NOW?

- SEL Behavior Instruction and Practice
  - 11 skills that are foundation to Social Emotional Learning are taught within the first week of school and reviewed at the beginning of each quarter. (Page 22 of Handbook)
- Year 2 Focus: Expansion of SEL Practices
  - Build, Expand, Structure, Solidify
  - Data tracking and Collection
- Community is Being Introduced to SEL
  - Links at <https://chs.ypic.com/community-letters/>
  - Informational Brochures available for pick up
  - Live webinars hosted throughout the school year
- Benchmark Year Data Collection
  - Discipline and case note data
  - Referral Special Education and Section 504 data
  - Exit Special Education and Section 504 data
  - Staff, Student and Community Perception data

# WHAT WE HOPE IT WILL LOOK LIKE?

- Staff and students integrate social emotional skills into personal, professional and academic environments.
- Social Emotional Learning will become integrated into agency policies, standards, and practices.
- Continual expansion and growth of SEL resources
- Expanded SEL instruction
- Improved climate and school culture
- Increased student engagement
- Increased teacher and student achievement and production.
- Global 21<sup>st</sup> century social skills
- Decreased drop-rate
- Improved interpersonal relationships

# WHERE CAN I FIND OUT MORE?

Want to learn more about SEL?

- <https://casel.org/weekly-webinars/>
- [https://www.youtube.com/watch?v=ikehX9o1Jbl&feature=emb\\_logo](https://www.youtube.com/watch?v=ikehX9o1Jbl&feature=emb_logo)
- <https://www.edutopia.org/video/5-keys-successful-social-and-emotional-learning>
- [https://www.youtube.com/watch?v=aOPRaDb5Mws&feature=emb\\_logo](https://www.youtube.com/watch?v=aOPRaDb5Mws&feature=emb_logo)

Want to speak to someone about SEL?

Contact Paula Ramirez (Academic Advisor) through email at [pramirez@ypic.com](mailto:pramirez@ypic.com) or by calling 928-329-0990 extension 4112



# PEOPLE AND ORGANIZATIONS TO THANK

Our staff would really like to thank the following organizations and people for allowing us to duplicate and use images, data, and practices:

- ❖ Sacramento City Unified School District
- ❖ Davis School District
- ❖ Collaborative for Academic, Social, and Emotional Learning (CASEL)
- ❖ Jessica Buckway ([jebuckway@dsdmail.net](mailto:jebuckway@dsdmail.net)) from Davis School District