

THRIVING: USING SEL AS A LEVEL FOR EQUITY

THE ARC OF PA INCLUDI-CON - JUNE 2022

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WELCOME!

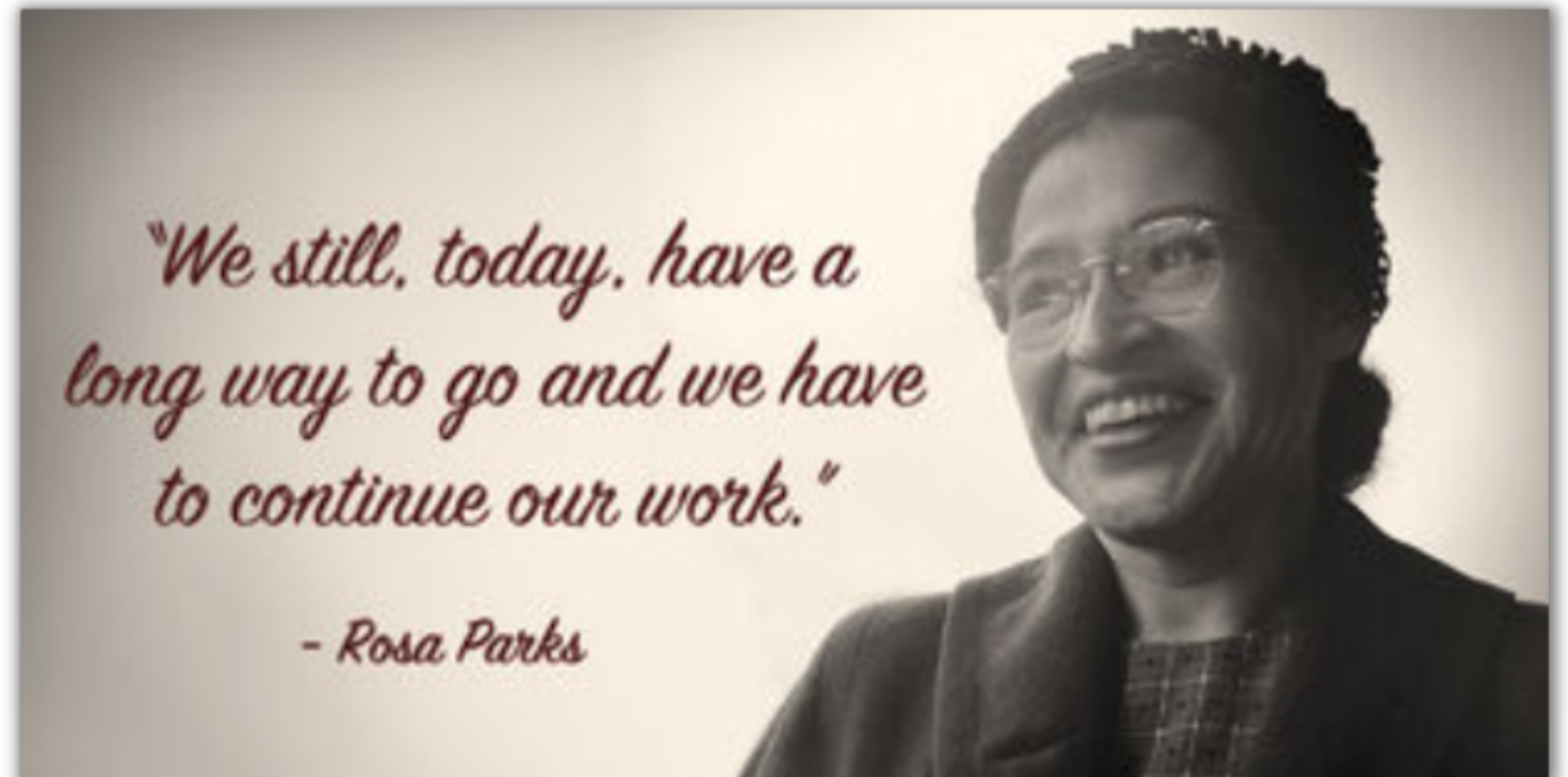
AGENDA

- Welcoming Activity
- Shared Agreements
- The 5 CASEL Competencies
- Transformative SEL Overview
- Analysis
- Agency
- Action
- Recap
- Optimistic Closure

WELCOMING ACTIVITY

QUOTE REFLECTION...

WHAT DOES THIS QUOTATION BRING
UP FOR YOU?



SHARED AGREEMENTS

IT'S IMPORTANT THAT WE MAKE THIS GROUP OUR OWN AND THAT WE ALL HAVE A CHANCE TO BE LEARNERS AND TEACHERS. THESE ARE NORMS FOR HOW GROUP MEMBERS WILL INTERACT WITH EACH OTHER, TO ENSURE THAT EVERYONE HAS A CHANCE TO PARTICIPATE

**IN EVERY PLACE A LEARNER;
IN EVERY PLACE A LEADER**

**ACCEPT NON-CLOSURE AND
ONGOING DELIBERATION**

**APPROACH THE WORK WITH A
SOLUTIONS-ORIENTED LENS**

**ENCOURAGE A BRAVE SPACE FOR
MEANINGFUL CONVERSATIONS**

**SPEAK TO BE UNDERSTOOD;
SEEK TO UNDERSTAND**

**WE ARE ALL SAFE TO
CONTRIBUTE OR TO PASS**

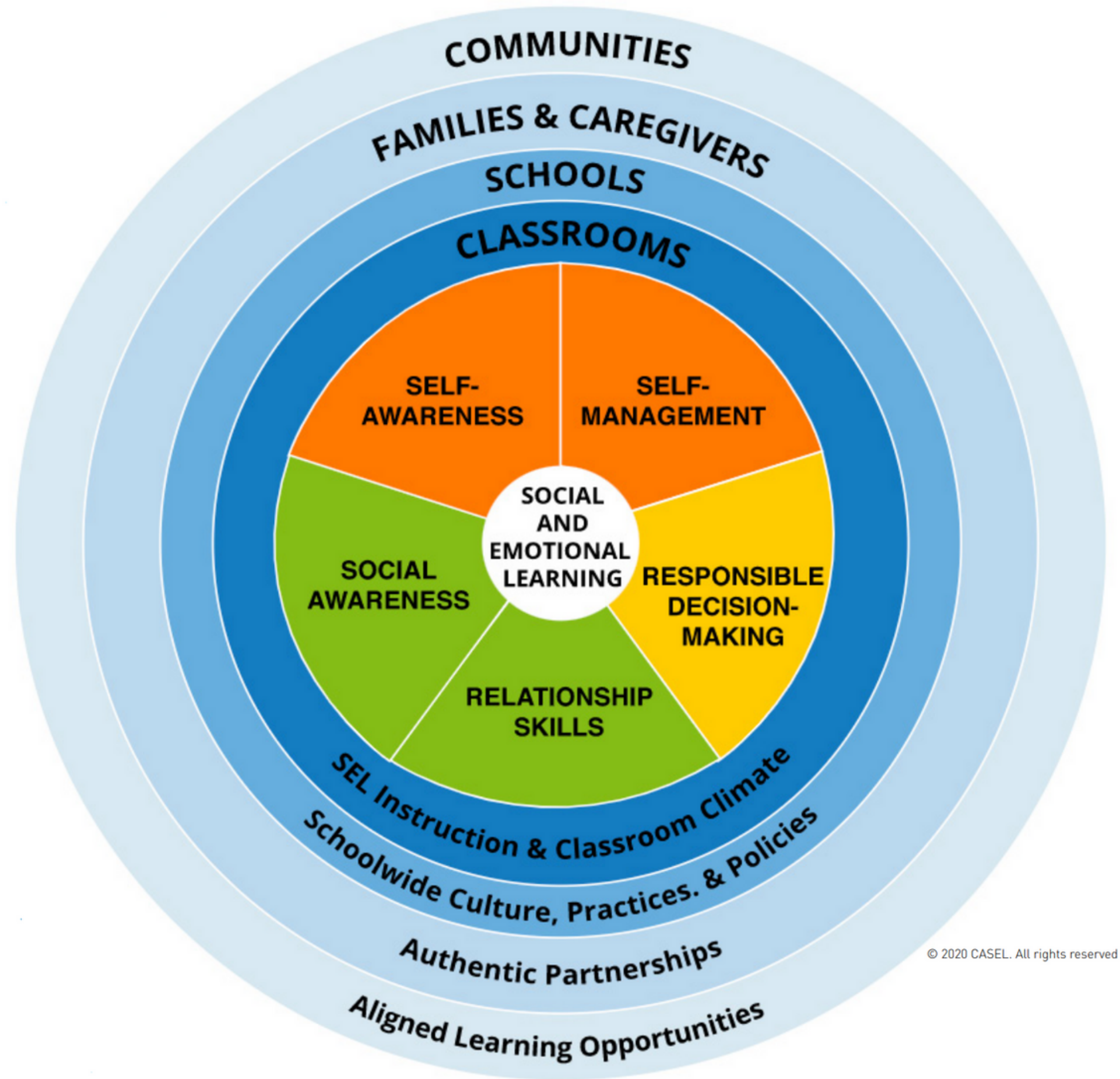


WHAT IS SOCIAL EMOTIONAL LEARNING?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

CASEL 5 SEL COMPETENCIES

WHAT IS SOCIAL EMOTIONAL LEARNING?



SELF-AWARENESS

THE ABILITIES TO UNDERSTAND ONE'S OWN EMOTIONS, THOUGHTS, AND VALUES AND HOW THEY INFLUENCE BEHAVIOR ACROSS CONTEXTS.

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF- MANAGEMENT

THE ABILITIES TO MANAGE ONE'S EMOTIONS, THOUGHTS, AND BEHAVIORS EFFECTIVELY IN DIFFERENT SITUATIONS AND TO ACHIEVE GOALS AND ASPIRATIONS.

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

SOCIAL AWARENESS

THE ABILITIES TO MANAGE ONE'S EMOTIONS, THOUGHTS, AND BEHAVIORS EFFECTIVELY IN DIFFERENT SITUATIONS AND TO ACHIEVE GOALS AND ASPIRATIONS.

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations and systems on behavior

RELATIONSHIP SKILLS

THE ABILITIES TO MANAGE ONE'S EMOTIONS, THOUGHTS, AND BEHAVIORS EFFECTIVELY IN DIFFERENT SITUATIONS AND TO ACHIEVE GOALS AND ASPIRATIONS.

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION- MAKING

**THE ABILITIES TO MAKE CARING
AND CONSTRUCTIVE CHOICES
ABOUT PERSONAL BEHAVIOR AND
SOCIAL INTERACTIONS ACROSS
DIVERSE SITUATIONS.**

- Demonstrating curiosity and open-mindedness
- Learning how to make a reasoned judgment after analyzing information, data, and facts
- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

**WHAT QUESTIONS DO
YOU HAVE SO FAR?**






CASEL: Overview



Copy link



Watch on  YouTube

TRANSFORMATIVE SEL IN GRADES K-12

A BRIEF INTRODUCTION

A process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being.

WHAT IT LOOKS LIKE IN GRADES K-12

- Authentic partnering with a deep focus on sharing power
- Academic content that integrates issues of race, class and culture.
- Instruction that honors and makes connections to students' lived experiences and identities, and scaffolds learning to build an understanding of others' lived experiences.
- Civic engagement and social change
- Prioritizing students' individual and collective agency
- Focus on creating belonging and engagement for all individuals.

TRANSFORMATIVE SEL

ANALYSIS

How do we foster more equitable learning environments and producing equitable outcomes for children and young people?

AGENCY

The personal belief that one has the capacity to understand and effect community change through their own purposeful actions and embrace positive sense of self.

ACTION

Understanding the ways in which individuals or groups employ resources to express and realize resilience; Sharing and transfer of power and scaffolding of learning.

ANALYSIS

ELEMENTARY SCHOOL

What is Social Emotional Learning? Analysis in ES looks at identifying the CASEL 5 core competencies and how they lay the foundation for later application in life - **early self awareness** for college and career.

MIDDLE SCHOOL

SEL skills and strategies are readily applied in MS. Students have begin to have an understanding of self and others. Students look to **create like-minded groups circles of belonging**.

HIGH SCHOOL

SEL skills and strategies and readily applied and built upon. Students have a deep understanding of self and **seek to understand their place in the world** beyond High School.

3 A'S PROTOCOL - ANALYSIS

ENGAGING AND LEARNER-CENTERED STRATEGY THAT BUILDS COMPREHENSION OF COMPLEX OR NEW CONCEPTS.

Agree

What do you agree with? In thinking about Transformative SEL, is there anything you are already doing at your school site?

Argue

What questions do you have or do you disagree with? Is there a challenge that you foresee in applying at your school site?

Aspire

What can you take from this section and apply tomorrow (or Monday!) at your school site? Is there anything you want to try?

AGENCY

ELEMENTARY SCHOOL

Partnering among students and adults with a deep **focus on sharing power and decision-making** between young people, educators. Making **connections to students' lived experiences** and identities.

MIDDLE SCHOOL

Scaffolds learning to build an understanding of others' lived experiences. **Civic engagement and social change**, such as reflecting on personal and social identities

HIGH SCHOOL

Deeping sense of self and examining prejudices and biases, interrogating social norms, disrupting and resisting inequities, and co-constructing equitable and just solutions. **Forward Thinking...** "What's next for me?"

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ACTION

ELEMENTARY SCHOOL

Academic content that integrates Social Emotional Learning. Focus on **creating belonging and engagement** for all individuals.

MIDDLE SCHOOL

Prioritizing students' individual and **collective agency** to take action.
Deeping academic content integration of skills and strategies.
Focus on **creating belonging and engagement** for all individuals.

HIGH SCHOOL

Authentic partnering among students and adults with a deep focus on **sharing power and decision-making** between young people, educators, families, and communities. Focus on **creating belonging and engagement** for all.

3 A'S PROTOCOL - ACTION

ENGAGING AND LEARNER-CENTERED STRATEGY THAT BUILDS COMPREHENSION OF COMPLEX OR NEW CONCEPTS.

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RECAP

SUMMARY 1

Transformative SEL is *not something we do to or for our students*; Rather is something we **empower our children** to embrace, understand and act upon.

SUMMARY 3

Agency: Deep understating of positive impact I can make for myself and others.

SUMMARY 2

Analysis: Discovering *how* we can foster positive self-awareness; Engaging students in authentic self-discovery and understanding.

SUMMARY 4

Action: Acting upon my Agency.

OPTIMISTIC CLOSURE

MY TOMORROW TAKEAWAY



The slide features a decorative header and footer consisting of six colored rectangular blocks: yellow, magenta, cyan, purple, lime green, and orange.

THANK YOU!

THIS SPACE IS FOR ANY ADDITNIONAL INFO THAT NEEDS TO BE COMMUNICTED AFTER SESSION