School Year 2022/23
Capacity Builders Series:
Systems of Support

February 2023

Equity ● Quality ● Collaboration ● Community

Welcome & Housekeeping

Agenda

- Welcome & Housekeeping
- District Spotlight
- Systems of Support
  - What, Why, & How
  - Connecting SEL to CoP
- Homework
- Funding Updates

Housekeeping

- Please take a few minutes to register for this event by using this link: https://forms.office.com/r/G1Q2jPPUdU

- Please pull up the slides, we will be working in them during the session: https://docs.google.com/presentation/d/1SzVGyIymPkll-pwnNqv0SlJXjYzc2ZTN1VkEofgh0XM/edit?usp=sharing

- All resources are archived on ROE 35 google site and ISBE's Standards and Courses webpage

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District Spotlight

[Norwood](#)- Build understanding and capacity about the ILS for ELA for 5-8th grade teachers

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Today's Essential Questions

- What is Social Emotional Learning?
- Why are social emotional learning and trauma informed practices essential for school communities?
- How can social emotional wellness be integrated into everyday learning in the classroom?
- How can we take a systems level view of social emotional learning to promote healthy school cultures?

What is Social Emotional Learning?

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SOCIAL EMOTIONAL LEARNING

SEL IS.....

A support for students	Essential
More than strategies	
Student learn how to regulate themselves.	Embedded in the curriculum
Support for students and	
Embedded into the classroom	Awareness of mental health issues and its impact on health
	A mindset
Honoring a person's psychological safety	
Recognizing a health is tied to social-emotional wellness	Looking at the whole child
Supports for our students	
Culturally responsive	

SEL IS NOT......

CRT	A quick fix
A boxed curriculum	Selective
Just about feelings	One shot deal at the beginning of school year
Just done in an advisory	
Something that's done once or twice a week.	
Not therapy	
Something not "canned"	
Not mechanical	
Doesn't happen overnight	45 min once a week
One and done	
	Not a stigma

SEL IS…

…the process whereby children and adults develop essential social and emotional competencies to:

- Recognize and manage emotions
- Handle oneself and tasks effectively
- Develop care and concern for others
- Establish positive relationships
- Make responsible decisions

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SEL Is Not…

…just a curriculum program that occurs during a scheduled time of day!

Research states that SEL is most effective when embedded
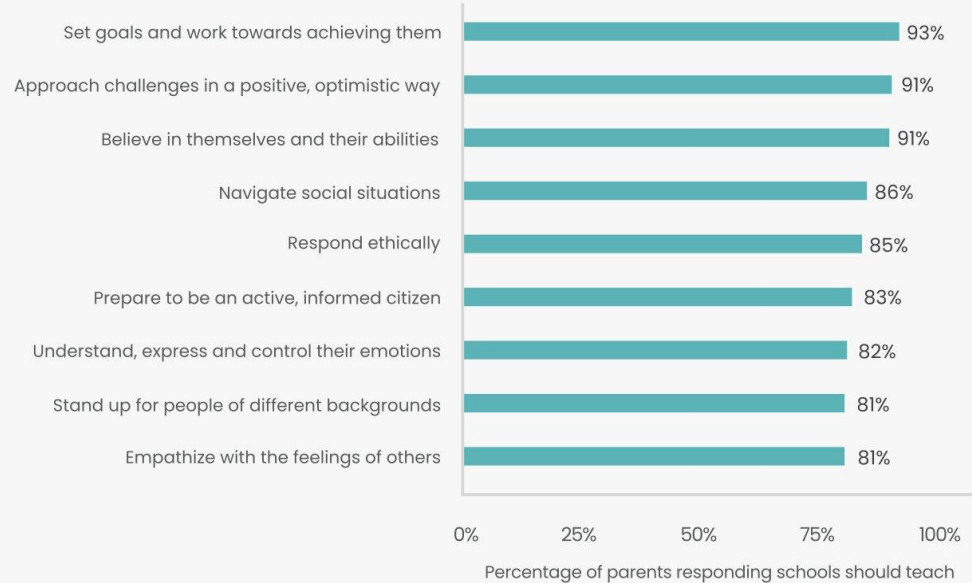
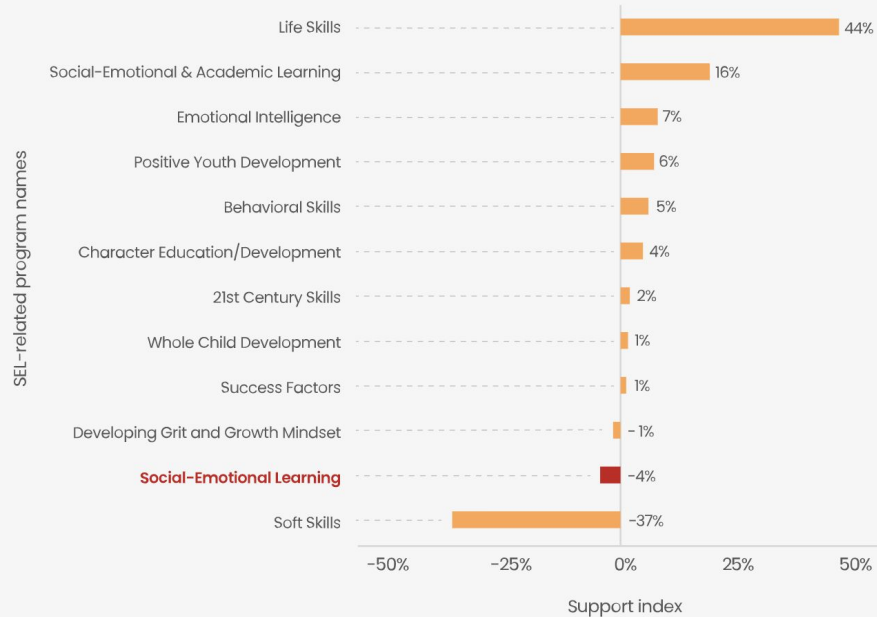throughout the school day in all content areas!

Challenges Facing Us

- 30% increase of children's hospital visits due to adverse mental health crisis

- 51% increase from 2016-2021 in ER visits of children due to suicidal thoughts

- 84% of schools agree that student behavior was negatively impacted by the pandemic

- 47,000 students in Illinois reported attempting suicide in 2015

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Safe2Tell Data   Article on mental health emergencies   Research on behavioral impacts of Covid   Article on mental health days   Research on suicidal though increase

Broken Terminology, Aligned Values

The benefits of SEL are well-researched:

SEL leads to **improved academic outcomes** and behaviors

SEL benefits are **long-term** and global

SEL is a **wise financial investment**

Social and emotional skills **help improve lifetime outcomes**

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For more: https://casel.org/fundamentals-of-sel/what-does-the-research-say/

Impact of SEL:
long-lasting and global

A 2017 research study finds that SEL programs benefit children for months and even years.

82
different programs reviewed
(38 outside U.S.)

97,000+
Students, kindergarten
through middle school

6 mo – 18 yrs
after programs completed

SEL Students Benefit in Many Areas

✔ Academic performance
✔ SEL skills
✔ Positive attitudes
✔ Positive social behaviors

• Conduct problems
• Emotional distress
• Drug use

Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits.

Benefits were the same regardless of socioeconomic background, students' race, or school location.

How can social emotional learning be embedded into instruction?

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How can we embed SEL into everyday learning?

Group 1
- Embed within the classroom management for teachers
- School Reach teams embed SEL content AREA 6 - Write Action Plans
- Coaches come together monthly then invited teachers to training
- Looking at MTSS systems academics + SEL components
- Community of Practice, Needs assessment to determine focus
- Reevaluate our MTSS systems
- Core (Tier 1) must be effective
-

Group 2
-School-wide implementation (start with training staff and shifting mindsets–need to build trust among staff) Collective efficacy!
-Ensure SEL is school-based vs. curriculum-based
-Teach around understanding the brain + stress responses
-Moments of regulation throughout the day—breathing!
-CASEL 3 Signature Practices for each lesson
-Daily Community Circles / Morning Meetings
-Permission to implement and support in the process! From administrators/district leaders. Build time in schedule!
-Modeling and partnership w/coaches, teachers, AP, counselors, etc.
-Celebrate successes when implemented!
-Set up calming corners and/or peace tables

Group 3
-Most schools are implementing SEL daily in a procedural way. Needs to be more integrated into everything through the day.
-Using a variety of resources especially at the elementary schools; 6 through 12 beginning to use more restorative models
-Jostens Renaissance and Character Strong has been effective

Must be built into the culture!
Must have a safe space for tough conversations
Support for staff, coaches for counselors, social workers, leaders, etc.
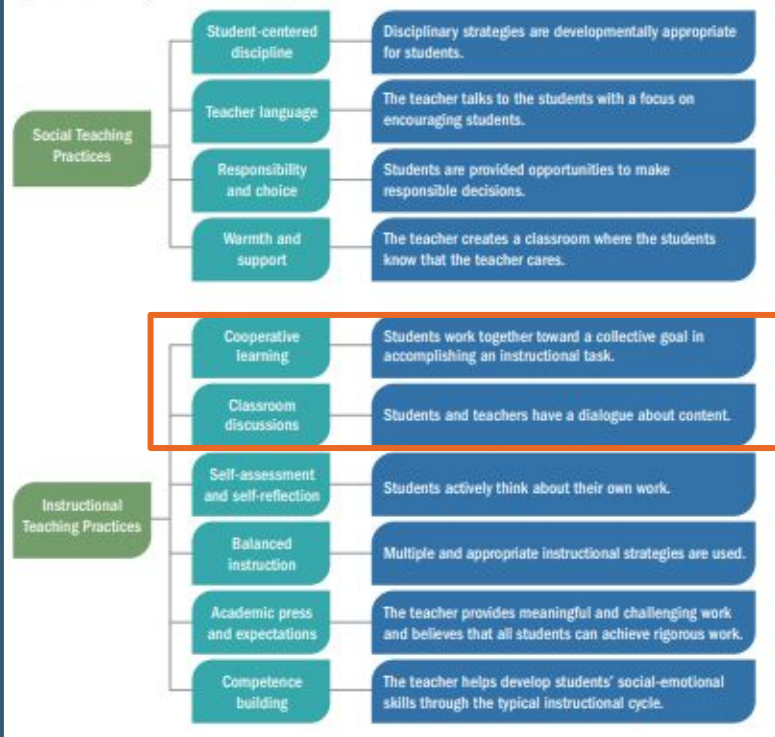Utilizing TRS-IA to assess SEL needs, Hub resources

Group 4
- In order to embed during the day, teachers need "permission" to stop the curriculum and focus on the issue/utilize the tools they have been given.
- Make sure everyone has tools to address things; don't just say, "Wait for the counselor…"
- Ensure everyone is comfortable using tools.
- Pre-Service & teacher-training programs need some work to support new teachers.
- Model behaviors so they become embedded… respect each other (teachers roll eyes)
- Teachers need to be aware of how much students are watching them and see their behaviors and what message that sends.
- Teachers also need tools and space to regulate themselves; admins sometimes have to defend bad teacher behavior.
- Teachers need to respect students, and we need to connect their feelings with the moments that cause those feelings.
- Circles/Restorative Practices; #1 question… How can I help?
- Teachers spend all day with each other but don't always really know each other, so there's a disconnect when we talk about teachers really knowing their students.

Aligning Standards to Practice

	Birth - 2	3 - 8	9 - 12
HEALTH Priority Standards	**STATE GOAL 24** - Promote and enhance health and well-being through the use of effective communication and decision-making skills.		

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).	**24.A.2a** Identify causes and consequences of conflict among youth.	**24.A.3a** Describe possible causes and consequences of conflict and violence among youth in schools and communities.	**24.A.4a** Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families, and communities.	**24.A.5a** Compare and contrast strategies to prevent conflict and resolve differences.
24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).	**24.A.2b** Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).	**24.A.3b** Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).	**24.A.4b** Formulate strategies to prevent conflict and resolve differences.	
		24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.		

Figure 1. 10 Teaching Practices That Support SEL[1]

Social Teaching Practices
- Student-centered discipline — Disciplinary strategies are developmentally appropriate for students.
- Teacher language — The teacher talks to the students with a focus on encouraging students.
- Responsibility and choice — Students are provided opportunities to make responsible decisions.
- Warmth and support — The teacher creates a classroom where the students know that the teacher cares.

Instructional Teaching Practices
- Cooperative learning — Students work together toward a collective goal in accomplishing an instructional task.
- Classroom discussions — Students and teachers have a dialogue about content.
- Self-assessment and self-reflection — Students actively think about their own work.
- Balanced instruction — Multiple and appropriate instructional strategies are used.
- Academic press and expectations — The teacher provides meaningful and challenging work and believes that all students can achieve rigorous work.
- Competence building — The teacher helps develop students' social-emotional skills through the typical instructional cycle.

"Writing with Our Senses"
Elementary (3–5): Language Arts

Academic focus
Students visualize and recognize sensory detail and emotion in text, then write using sensory detail.

SEL focus
Students identify emotions elicited by text, listen to their partner, and share their partner's thinking with the class.
(SEL Core Competencies: Self-awareness, Social Awareness, Relationship Skills)

Materials
- "Daybreak in Alabama" by Langston Hughes (see attached)
- Copy of "Daybreak in Alabama" for each pair
- Paper and pencil for each student

Before The Lesson
- Pair students and give partners a few minutes to connect and get to know each other. (You may need to create a group of three.)

- Teach (or review) "Turn to Your Partner" by explaining that when you give this prompt, partners will turn to face each other and begin talking. When you signal by raising your hand, partners will finish what they are saying and turn their attention back to you. Practice this several times before teaching this lesson.

- Read aloud stories and/or poems that include evocative, sensory language. Read them for enjoyment, inviting students to talk about what the stories or poems make them imagine and feel.

The Lesson
1. **Introduce the lesson.** Gather the class with partners sitting together. Explain that the students will hear a poem today and talk about it with their partner. In the whole-class discussion, they will practice sharing *their partner's* thinking (not their own) with the class. Ask and briefly discuss:

CASEL **Guide to Schoolwide SEL**

Lesson Plans

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Examples in Action
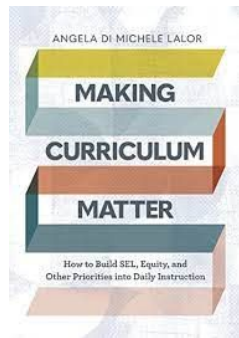
Curriculum Leadership Book Study
- Driving question - how do we as leaders facilitate the ***design*** of a standards-aligned curriculum that prioritizes SEL, civic engagement, and equity?

School-Based Support

School has identified a need to focus on whole school trauma programming based on the results of the TRS-IA to increase from 1.8 to 2.3 (Area 2 SEL Hub)

Action Plan Goal:
- Identify and prioritize social-emotional learning standards at all grade levels
- Embed SEL standards into tier 1 curriculum so students meet those standards

Examples in Action

- https://poweredbycompass.org/
- https://www.empathy-week.com/
- https://www.pbis.org/tools/all-tools
- https://www2.ed.gov/policy/gen/guid/school-discipline/index.html
- https://www.learningforjustice.org/?source=redirect&url=teachingtolerance
- https://iys.cprd.illinois.edu/
- https://pg.casel.org/review-programs/
- https://www.illinoiscivics.org/curriculum-toolkit/safe-and-reflective-classrooms/

How can we take a systems level view of SEL to promote healthy school cultures?

What systems must be considered when planning for implementation of the social emotional learning standards?

Group 1

- Need a team, set goals and determine action plans
- Needs assessment
- Embedded and continuous
- Resources available for students and teachers
- What grants are available?

- Community resources and outreach
- Talking groups/sharing experiences
- Know your students and teachers. What are their needs?
- Is there a protocol to follow? Where to turn.
- Do teachers talk about their students SEL?

Group 2

-Using the same framework + language in all classrooms!
-Building time + freedom within schedules (Ex: giving teachers the autonomy to have a circle for 20 min)
-Getting serious about prioritizing relationships
-Building community (Ex. using circles–try it and you will see the benefits!)
-What is our value-system as a school? Are we prioritizing our values?
-Staff training! Understanding child development.
-Leadership buy-in! Sustainable PD
-SEL Committee and model classrooms that other teachers can observe!
-Addressing barriers ("I tried it and it didn't work.")
-Celebrating successes and milestones along the way

Group 3

-SEL must be built into all systems at a district level in order to create an SEL culture in all that we do.
-Begin by looking at how we (staff) can address standards instead of jumping to a box curriculum.
-Each community will have different needs. Must give autonomy to make an action plan to meet those needs.
-Integrating SEL into Danielson may help to build equity and SEL into everyday teaching.
-Integrate TRS-IA action plan with SIP
-Potential mandate SEL progress monitoring piece
-Systems start at the state level. Collaborating about SEL to understand what others are doing and what resources are available.

Group 4

- Look back at RTI pyramid. If you're having trouble in tiers 2 & 3, go back to tier 1 and review the system base.
- Common language and messaging are vital… pre-k through 12!
- Similar mindset and tools. Engage, Explain, & Expect.
- PBIS only goes so far and focus more on positive behaviors, but a lot of time is eaten up by PBIS details (tickets, parties, celebrations).
- Build positive culture and nurture relationships.
- Need life skills, not a quick fix.
- Teachers' expectations need re-evaluated… teachers want consequences.
- Sometimes it's the optics for the other students bc behaviors might get reinforced.
- Bus drivers need restorative practices training.
- What does "school-wide" mean? Agreed upon definition/expectation.
- Clear expectations; able to "earn back"??? (Support all students)

Multi-Tiered System of Support

Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

All Means All

Administrative Leadership

Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations

Integrated Educational Framework

Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices

Family & Community Engagement

Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve

Inclusive Policy Structure & Practice

Strong LEA / School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

Actualize

WATERFALL:

In the chat:

What could you create using today's learning using your initial/district needs assessment?

Homework

- Continue to complete and submit your PL plans for approvals
- Continue to submit reimbursement forms to Krissy Darm at kdarm@roe35.org

Reimbursement

- ROE/ISC/Districts are eligible for reimbursements for implementation expenses related to facilitating new or existing CoP's
  - Wages for ROE/ISC staff participating in/ facilitating communities of practice
    - **Set up a meeting with Krissy to discuss this process
  - Reimbursement for ordinary expenses or tangible materials required when ROE/ISC/Districts facilitate communities of practice
  - Virtual Platforms
  - Technology needed for offering virtual communities of practice (webcams, mics, etc)
  - Substitute pay for teachers participating
  - Books for book studies
  - Stipends for participating educators
  - Costs associated with travel

- Each ROE/ISC Region is eligible to put in for reimbursements ~~up to $11,200~~
- NEW: Starting in February: Each ROE/ISC is eligible for reimbursements on a first come first serve basis.

Reimbursement Process

- ❏ Send and collect needs assessment data from local education agencies in your region
- ❏ Complete the PD Plan and submit to Krissy (kdarm@roe35.org) for team review and approval
    - ❏ If you are struggling with the PD plan completion, consider using these guiding questions when answering
- ❏ Begin executing the PD plan by facilitating a new community of practice or support an existing community of practice based around information from the needs assessment data and information shared during Capacity Building Sessions
- ❏ Save and compile any supporting expense documentation (receipts, invoices, copy of check to pay invoice, direct deposit vouchers, copy of timesheet, etc.).
- ❏ Complete the Expense Reporting file and send both the expense reporting file and any supporting documentation to Krissy Darm at kdarm@roe35.org with the subject line: Capacity Builders (ROE number/ ISC Name/ District Name)

Please submit reimbursements as soon as possible so ROE 35 and ISBE can work on the reallocation of funds come spring.

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Meeting Dates & Times

Upcoming Zoom Meetings

March 6

May 21

June 5 (office hours reimbursement questions)

10:00 - 11:30 a.m.

Mark your calendars!

Capacity Builders Project Timeline

Assess needs

Submit PD Plan

Implement Plan with Districts

Submit Reimbursement Forms

Thank You!

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