

Wellness/SEL Parent Town Hall Meeting



Wednesday, Feb 1st, 2017
7:00 - 8:30 pm
Gunn HS Library

Welcome and Check In

- What did you need to ‘set aside’ to be here tonight?
- What are you hoping to learn by being here?

Agenda

- Why Social Emotional Learning (SEL)?
- Why SEL at Gunn?
- SEL Standards and Benchmarks - proposed
- SEL Program Design - draft
- Impact to Gunn Bell Schedule
- Q & A
- Feedback

Why social-emotional learning?



50%
social-emotional

50% cognitive

What are the most important childhood predictors of life satisfaction in adulthood? (Layard et al., 2014)

1. Emotional health
2. Prosocial behavior



The least important predictor?

- Academic success



When we don't include social & emotional well-being...

Depression

30%

Self-injure

7%



Anxiety

51%

Hopeless

45%

Eating disorders

25%

Substance abuse 42%

Benefits of social-emotional learning (CASEL; Heart-Mind Online)

Promotes:

- Academic success
- Health & well-being
- Communication skills & teamwork
- Positive attitudes about self, school, peers, teachers
- Health, wealth, & public safety in the long-run
- Future job skills: teamwork, problem-solving, & interpersonal skills

Prevents:

- Alcohol & drug abuse
- Violence
- Truancy
- Bullying



Other Research on SEL

CASEL

Collaborative for Academic, Social, and Emotional Learning

Stanford, SCOPE SEL Research

Dr Linda Darling-Hammond

Stanford, Growth Mindset

Dr Carol Dweck

Aspen Institute SEL Initiative

CASEL State Consortium

CA participant

Framework for 21st Century Learning

The Greater Good

UC-Berkeley

Dr Angela Duckworth - Research about Grit: Perseverance and Passion

Dr Dan Siegel - Brainstorm

The Wallace Foundation

recent publication

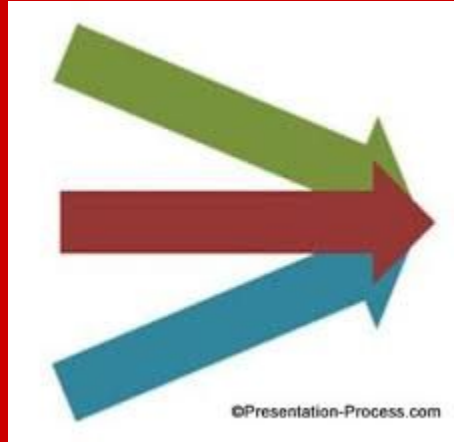
Foundations for Young Adult Success: A Developmental Framework

WHY Social-Emotional Learning at Gunn?

WASC GOAL

K-12 SEL Committee

BOE GOAL



GUNN 9-12 SEL

Gunn WASC/School Improvement GOAL

GOAL #1: Develop a culture that broadly defines and promotes multiple paths to success, embraces self-discovery and social emotional well-being and values the love learning beyond traditional metrics of achievement.

Strategy #3: WELLNESS - Create a comprehensive Social and Emotional Learning Curriculum that will allow students to develop awareness and skills to improve their emotional wellness and foster emotional growth.

“Top 8” Words used to Describe GHS

Caring/Accepting	Inclusive, Cares for students, Accepting, Welcoming, Kindness	25%
Stressful	Pressure-cooker, Stressed-out, Stress, Stressful and tiring	24%
Challenging/Rigorous	Challenging, Rigorous, Intense, High expectations, Demanding	23%
Competitive	Competitive, Cutthroat, Competition to be the best	19%
Academic	Academic, Studious, Academically intensive, Academic driven	16%
Difficult/Hard	Hard, Tiring, Exhausting, A struggle	15%
High quality	Awesome, Cool, Excellent, Amazing, The best	12%
Fun	Fun, Enjoyable, Entertaining, Lots of fun	12%

Board Of Education (BOE) GOAL

PAUSD BOE 2016-17 Annual Goal #3. Wellness and Safety:

Action # 4: Paly Advisors and Gunn “TitanConnect” team collaborate with faculty, counselors, administrators and wellness staff to develop a plan to improve student connectedness to adults, to school, to one another and to the community through an advisory system.

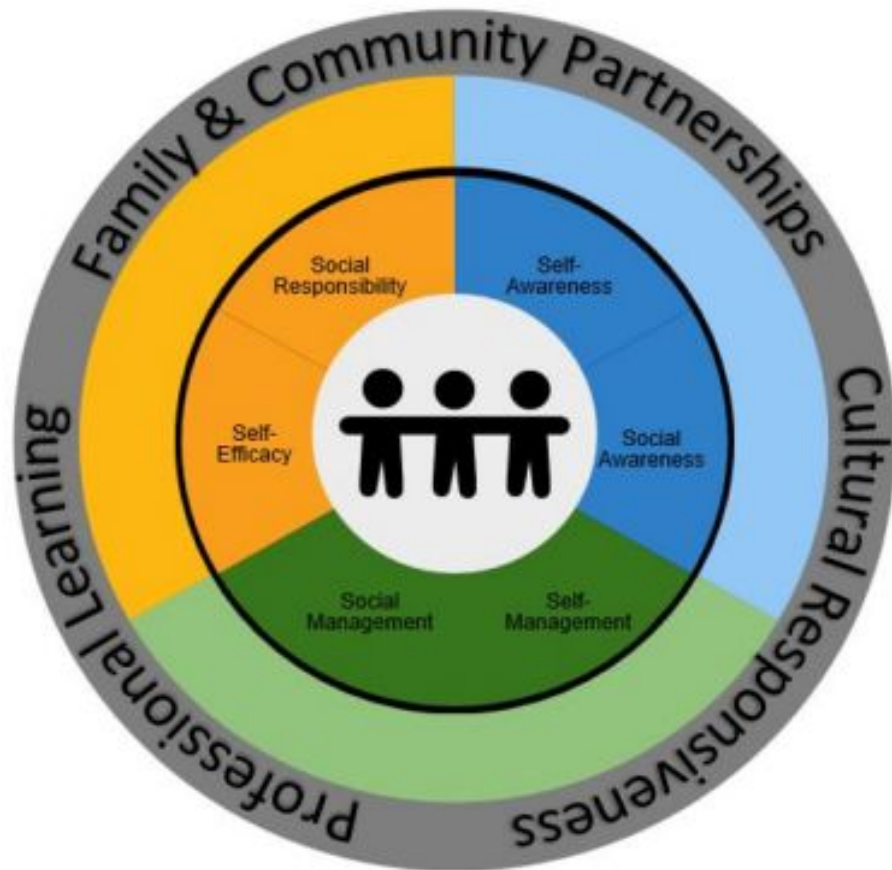
- *Advisory systems are prepared for full implementation in 2017-18*

K-12 Social Emotional Learning (SEL) Committee

Design Subcommittee Charge:

- Review research, analyze data, and propose recommendations for a K-12 SEL framework, learning standards and grade level targets

Washington State SEL Standards



[Link to WA Standards Report](#)

SELF		SOCIAL	
STANDARD 1	SELF-AWARENESS – Student has the ability to identify and name one’s emotions and their influence on behavior.	STANDARD 4	SOCIAL AWARENESS – Student has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
1A	Demonstrates awareness of own emotions.	4A	Demonstrates awareness of other people’s emotions and perspectives.
1B	Demonstrates awareness of personal strengths and areas for growth.	4B	Demonstrates awareness of cultural issues and a respect for human dignity and differences.
1C	Demonstrates awareness of family, school, and community resources and supports.	4C	Demonstrates an understanding of social cues.
STANDARD 2	SELF-MANAGEMENT – Student has the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations.	STANDARD 5	SOCIAL MANAGEMENT – Student has the ability to make constructive and respectful choices about personal behavior and social interactions.
2A	Demonstrates the ability to manage emotions constructively.	5A	Demonstrates positive communication and social skills to interact effectively with others.
2B	Demonstrates honesty and integrity.	5B	Demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways.
2C	Demonstrates effective decision-making and problem solving skills.	5C	Demonstrates the ability to develop positive and constructive relationships.
STANDARD 3	SELF-EFFICACY – Student has the ability to define a goal, persevere, and see oneself as capable.	STANDARD 6	SOCIAL RESPONSIBILITY – Student has the ability to identify one’s social space and to advocate for one’s community.
3A	Demonstrates the ability to set, persevere, and achieve goals.	6A	Demonstrates a sense of social and civic responsibility.
3B	Demonstrates ability to assume responsibility.	6B	Demonstrates the ability to work with others to set, persevere, and achieve goals.
3C	Demonstrates the ability to self-advocate.	6C	Demonstrates effective strategies to advocate for school and community.

Each Benchmark has grade-band Indicators

STANDARD 1 SELF-AWARENESS – Student has the ability to identify and name one’s emotions and their influence on behavior.

Benchmark 1A Demonstrates awareness of own emotions.

Student: *“I can identify and tell you how I feel.”*

Parents & Teachers: *“I see you feel _____.”*

Indicators K-12

Continuum Early Elementary (K-2) Late Elementary (3-5) Middle School (6-8) Early High School (9 & 10) Late High School (11 & 12)

Indicators	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)
<ul style="list-style-type: none"> • Recognize emotions and feelings. • Describe their emotions and the situations that cause them. • Recognize and describe behaviors. 	<ul style="list-style-type: none"> • Distinguish among intensity levels of their emotions. • Identify physical symptoms and thoughts related to emotion. • Recognize emotions are linked to thoughts and behaviors. 	<ul style="list-style-type: none"> • Recognize uncomfortable emotions as indicators of situations in need of attention. • Analyze emotional states that contribute to or detract from their ability to solve problems. • Explain the possible outcomes associated with the different forms of communicating emotions 	<ul style="list-style-type: none"> • Distinguish actual feelings from how others expect them to feel. • Describe the external event or internal thought that brought on an emotion. • Understand the effect of self-talk on emotions. 	<ul style="list-style-type: none"> • Describe how changing their perspective of an event can alter how they feel about it. • Use self-reflection to assess if their emotional response was proportional to the situation. • Evaluate how expressing one’s emotion in different situations affects others. 	

What are your HOPES, DREAMS, and IDEAS for SEL . . .

- 12 Conversation Stations around the room
- 1 standard per station; focused parent-parent dialogue
- Move to the station matching the number on name tag
- Brainstorm learning experiences that would develop the SEL skills and competencies associated with the standard, benchmarks, and indicators
- Indicate if examples are best learned at 9/10 or 11/12

Our Challenge:

- High quality 9-12 SEL program requires regular dedicated time in our schedule:
 - multi/week ideal
 - once/week optimal
 - every-other week adequate
 - anything less inadequate)
- Students need increased access to academic interventions many times needs exist in multiple courses
- Current bell schedule has one 50-minute flex time and that will not meet all of our students' needs

DRAFT Model: Mentor/Advisory/SEL Integration

WHAT: Continue Re-Design and Expansion of 'Titan Connect'

WHO: One trusted adult with 20-25 students who meet regularly 9th-12th grade

WHEN:

week	Monday	Tuesday	Wednesday	Thursday	Friday
ONE		9th SEL 10-12 Choice		11th SEL 9,10,12 Choice	
TWO		10th SEL 9,11,12 Choice		12th SEL 9-11 Choice	

DRAFT SAMPLE: 5 day week - 2 Flex per week

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	A: 8:25 - 9:45	D: 8:25 - 9:45	B: 8:25 - 9:50	E: 8:25 - 9:50	C: 8:25 - 9:40
	Brunch: 9:45 - 10:00	Brunch: 9:45 - 10:00	Brunch: 9:50 - 10:05	Brunch: 9:50 - 10:05	Brunch: 9:40 - 9:55
	B: 10:00 - 11:15	Flex/Mentor: 10:00 - 10:50	C: 10:05 - 11:25	Flex/Mentor: 10:05 - 10:50	D: 9:55 - 11:05
	C: 11:25 - 12:40	E: 11:00 - 12:15	D: 11:35 - 12:55	B: 11:00 - 12:10	E: 11:15 - 12:25
	Lunch: 12:40 - 1:20	Lunch: 12:15 - 12:55	Lunch: 12:55 - 1:35	Lunch: 12:10 - 12:50	Lunch: 12:25 - 1:05
	F: 1:20 - 2:35	A: 12:55 - 2:15	F: 1:35 - 2:55	A: 12:50 - 2:00	F: 1:05 - 2:15
	PLC/Collaboration: 2:45 - 3:40	G: 2:25 - 3:40	Staff/Dept Meetings: 3:05 - 3:45	G: 2:10 - 3:30	G: 2:25 - 3:35

- Continue to need a 4-day, 3-day and 2-day schedules for when holidays occur

Current Timeline for Gunn HS

- **Feb:** District K-12 SEL committee recommends standards/framework
- **Mar:** Gunn staff/students identify revised schedule
- **April-June:** Select and design SEL curriculum
- **July-Aug:** Teacher training for SEL curriculum
- **Aug:** Gunn TitanConnect team implements Phase One (9th and 10th)

Questions and Answers