

2017 Rural Education Summit

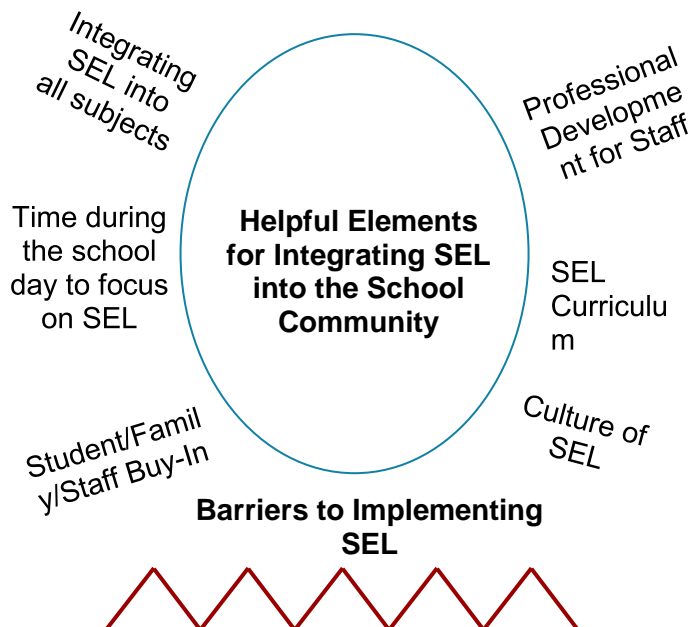
Social Emotional Learning

Why are we doing this work?

To help students acquire the social and emotional skills they need to succeed in school, work, and life.

What is the challenge?

- Many students do not receive sufficient coaching in Social and Emotional Learning (SEL) because there may be a lack of interest, time, or resources available to devote to SEL at a school/district level.



- Lack of buy-in
- Lack of time to fit in PD, or time in SEL instruction
- Lack of appropriate curricular resources

Why is this the right work for rural education?

- The research demonstrates the importance and long-term benefits of SEL, so it's the right thing to do for kids.
- [*Social Emotional Learning Boosts Student Scores, Graduation Rates, Even Earnings. New Study Finds.*](#)



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Theory of Change:

Schools prioritize SEL ⇒ Teachers gain SEL skills and ability to teach SEL skills ⇒ Students acquire SEL skills ⇒ Students apply SEL skills to academic work and behavior at school and more broadly ⇒ Students do better at school and outside of school ⇒ Students have better economic, educational, and social opportunities beyond school.

Next Steps:

1. List of best practices and schools with success – models
2. Educate funders and stakeholders on the critical need for SEL
3. Compile list of which districts and BOCES are using which frameworks, by quadrant of state
4. Required SEL planning in UIP
5. SEL training required in relicensure
6. Develop a showcase SEL Healthy
7. Assessment: Priority setting re: what and why to be measured
8. Explore C-Peer work (pilot phase)
9. SEL Observation data collection through SSRS (S-CAP)

Expected Outcomes:

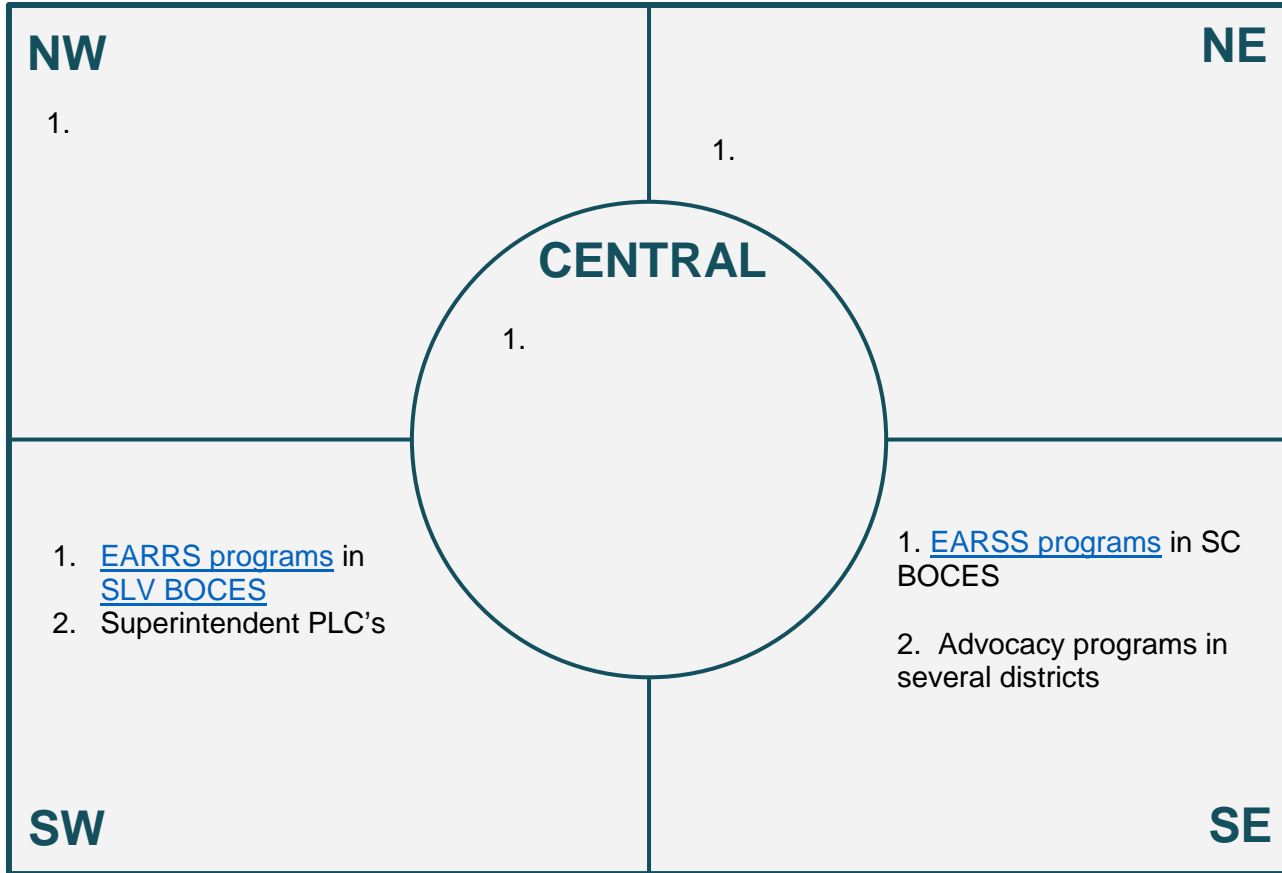
- All schools provide SEL surveys of students; results to be tracked as baseline, and growth measured each year
- Pilot districts and schools using SEL measures in accountability – CAP Capstone aligned with SEL characteristic; data collected and tracked
- Comprehensive School Climate Inventory for Parents Students and Staff expanded statewide
- Improvement of survey results year-to-year for all districts and BOCES surveyed



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What is already happening across Colorado?



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Breakout Session Notes

Resources

- [Second Steps \(Buena Vista\)](#)
- Redesigning college programs to incorporate SEL into freshman and sophomore classes
- Expanded Learning opportunities – SEL courses with [Rose Foundation](#)
- [Tools of the Mind curriculum](#) – play-based learning (Monte Vista)
- [Playworks SEL](#) through physical activity
- SEL in teacher prep [Adams State University](#)
- [Animal Assisted Therapy](#)
- Freshman and senior seminar career training: [Growth Mindset](#)
- Respect for [all cultures education](#)
- ACT Infographic research studies available in digital version (Fred Bost)
- [Boettcher Foundation Leadership Development and Scholarship](#) prep outreach through counselors
- Tessera – Implementing with onboarding process with students and staff
- Best practices compiled by CO Universities across state ([Elaine Belansky](#))
- School districts in San Luis getting resources from [CO Health Foundation](#) for program development
- [Life is Good Foundation](#): Optimism
- Baca County [Rachel's Challenge](#)

Building level

- Social-emotional curriculum, creative curriculum (Buena Vista)
- ["Mind Up"](#) from Hawn Foundation (De Beque)
- Why Try Curriculum Resources (East Grand)
- Advisory period focuses on SEL and college readiness
- STAR Approach Openness and Awareness (see, tell, ask, repeat)
- Therapy dogs in counseling centers in response to SEL issues
- Conscientiousness work-based career success standards taught in home room class and in trade classes
- Health Education for all 6th-8th grade classes (East Grand)
- CEI [high school advisory implementation support](#)

Classroom

- Districtwide Capturing Kids [Hearts PBIS Restorative Justice Program](#) (Monte Vista)
- Buffalo SD Merino
- Emphasis on Mindfulness – Love and Logic (Linda in Archuleta)
- Invest in [Kids Incredible Years Program](#) (East Grand)
- Developing comprehensive health and wellness plans including SEL health (Elaine Belansky CU)
- NECO PWR Partnership El Pomar grant SEL

Professional Development

- Partnerships: GEN Schools, BOCES, Community Orgs., CEI, Developmental assets, CEI
- [Healthy Schools Collective Impact](#)



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<p>and workforce (Don Crow)</p> <ul style="list-style-type: none"> ● Focus on Service Learning and volunteer hours (East Grand) ● Opportunity to integrate SEL efforts into UIP statewide (CDE) ● Rubric for SEL to use in walk-through observations 	
<p>Assessments</p> <ul style="list-style-type: none"> ● Smart Source data collection ● TS Gold Assessment SEL embedded (Buena Vista) ● SEL surveys of students ● Pilot districts and schools using SEL measures in accountability to see how it might work, I/S?-CAP Capstone aligned with SEL characteristic ● Comprehensive School Climate Inventory for parents, students, and staff (East Grand) ● Tessera (Fred Bost) ● Student Perception Survey (Laura Archuleta) ● Using Tessera in Sept./April as guidance (Kit Carson) ● SEL Observation data collection through SSRS (S-CAP) 	<p>Next Steps</p> <ul style="list-style-type: none"> ● Required SEL planning in UIP ● Compile list of which districts are using which frameworks ● SEL training required in relicensure ● List of best practices and schools with success – models ● Develop a showcase on SEL Healthy ● Educate funders and stakeholders on critical need for SEL ● Look at existing programs, model teachers, and other district activities to use as best practices: Asset map ● Assessment: Priority setting regarding what and why to be measured ● Explore C-Peer work (pilot phase)

