Jumpstart Your SEL:
TEN Things You Can do this Summer for Stronger SEL Learning Next School Year

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Guiding Question:

What can I do this summer to enhance SEL next school year?

- Why SEL?
- Ten Steps
- ACT Resources for next steps
- Q&A
What is the Value of SEL?
What Do You Think?

*Take a moment to think to yourself: what are the key benefits of an enhanced SEL program to your school and students?*

(Pause)
Educators believe greater emphasis on SEL learning would have major benefits.¹

- **In School**: 77% of all teachers say SEL will improve academic performance.
- **At Work**: 87% believe SEL will be a major benefit in preparing students for the workforce.
- **In Life**: 87% believe SEL will help students become good citizens.

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A new study reveals that students who participate in school-based programs focused on Social and Emotional Learning benefit in multiple ways as compared to students who do not experience programming in Social and Emotional Learning.

Check out these incredible findings!

- 23% improvement in prosocial behavior
- 10% improvement in attitudes about self, others, and school
- 9% reduction in problem behaviors
- 11% reduction in emotional distress
- increase in standardized achievement test scores
- increase in social and emotional skills

Summer Time Planning
TEN Things you can do this Summer for Enhanced SEL
Develop Your Leadership Team SEL Stance

Enhance your knowledge

- Value and Purpose of SEL
- Key SEL Frameworks & Competencies
- How SEL is best implemented
1. Develop Your Leadership Team SEL Stance

- Identify internal SEL expertise
- Allocate time this summer or fall for a team-building SEL Primer
- Assign Summer Reading and Watching
Social and Emotional Learning (SEL) and Why It's Important

SEL Skills Contribute to Lifelong Success

Ask any teacher or educational leader – student Social and Emotional Learning (SEL) and the development of noncognitive skills and character strengths is critically important to success in school, and in life.

Many studies find that these attributes contribute as much or more than academic skills to academic achievement, career success and lifelong well-being.

Further Evidence in Support of SEL
Cultivate Buy-In

- Form a Faculty Team
- Get Parents Involved
- Establish a Student Advisory Team
- Solicit Input on Strengths
- Acknowledge Areas for Improvement
3. Conduct a needs assessment or diagnostic

- Some diagnostic tools for districts are available online.
- Survey administrators, teachers, and counselors:
  - What do they know about SEL and what do they want to know?
  - What are areas of SEL strength, and what are areas of opportunity?
- Talk to us at ACT if interested in working our beta-diagnostic tool.
4. Engage School Counselors

- Survey and Focus Group Interviews
- Knowledge, Skills, Strengths, Interests
- What doing already
- What opportunities for growth in SEL in schools?
- What resources desired
• Consistency, Coherence, Continuity
• Enhanced ability to use, develop, adapt and manage standards, scopes and sequences, programs, and measurements
• ACT Holistic Framework/Tessera
Maintaining Composure (E) adaptable, stress tolerant, self-confident

Socializing with Others (X) assertive, optimistic, sociable

Getting Along Well with Others (A) cooperative, helpful, patient

Sustaining Effort (C) dependable, persistent, organized

Keeping an Open Mind (O) curios, flexible, accepting of differences
Domains (5)
- Maintaining Composure
- Socializing with Others
- Getting Along with Others
- Sustaining Effort
- Keeping an Open Mind

Components (23)
- Dependability
  - Order
  - Persistence
  - Rule Consciousness
  - Goal Striving
  - Self Control
- Overcoming Challenges
- Maintaining Effort
- Focusing

Subcomponents/SEL Skills (50)

The skills level is the most actionable

ACT Behavioral
Performance Level Descriptors

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<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sustaining Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component</strong></td>
<td>Persistence</td>
</tr>
<tr>
<td><strong>Sub-Component</strong></td>
<td>Overcoming Challenges—Continues to work on tasks despite the difficulty level, the presence of significant obstacles, or previous setbacks.</td>
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**Performance Level Descriptors for Overcoming Challenges**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Highly Effective (7.55)** | - Willingly attempts challenging tasks and often perseveres through frustrations  
- Almost always examines personal mistakes to learn from them, even without prompting  
- Uses multiple relevant resources to overcome academic difficulties (e.g., instructions, books, web resources, interviews) |
| **Effective (6.38)** | - Attempts challenging tasks and generally only asks for help when frustrated  
- Uses more than one related resource to help him/her overcome academic difficulties (e.g., instructions, relevant books or subject-area materials)  
- Usually examines personal mistakes to learn from them with prompting |
| **Somewhat Effective (5.42)** | - Will attempt challenges if needed but immediately seeks assistance when difficulties arise  
- Sometimes examines personal mistakes to learn from them with prompting |
| **Not Effective (2.06)** | - Does not attempt challenging tasks or gives up at the first sign of difficulty  
- Generally unreceptive to the idea that mistakes or setbacks have value  
- Does not use additional resources to help him/her overcome academic difficulties |
6. Revisit School Discipline

- Can Discipline be a Vehicle for SEL?
- What practices would need to change?
- What steps should you take?
7. Exploring and Determining SEL Metrics

- Consider metrics in multiple categories
- Knowledge, attitudes, program implementations:
  - Surveys, Rubrics
- Outcomes Tied to Goals
  - Improved Academic Outcomes-
    Longer Term
  - Improved Attendance and Behavioral
    Outcomes
  - School Climate
  - SEL Skills
### SEL skills can be evaluated.

**ACT Tessera Measures Five Social and Emotional Learning Skills**

<table>
<thead>
<tr>
<th></th>
<th>Grit</th>
<th>Teamwork</th>
<th>Ingenuity</th>
<th>Resilience</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Persistent</td>
<td>Pleasant</td>
<td>Creative</td>
<td>Poised</td>
<td>Takes charge</td>
</tr>
<tr>
<td></td>
<td>Goal-oriented</td>
<td>Sensitive to others</td>
<td>Thoughtful</td>
<td>Good at dealing with stress,</td>
<td>Assertive</td>
</tr>
<tr>
<td></td>
<td>Exceeds expectations</td>
<td>Easy to get along with</td>
<td>Problem-solvers</td>
<td>criticism, and setbacks</td>
<td>Expresses freely</td>
</tr>
<tr>
<td></td>
<td>Effortful</td>
<td>Cooperative</td>
<td>Open-minded</td>
<td>Flexible</td>
<td>Persuasive</td>
</tr>
<tr>
<td></td>
<td>Mastery-oriented</td>
<td>Helpful</td>
<td>Accepting</td>
<td>Restained</td>
<td>Cheerful</td>
</tr>
<tr>
<td></td>
<td>Likes challenges</td>
<td>Caring</td>
<td>Interested and open</td>
<td></td>
<td>and optimistic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Confident</td>
</tr>
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Each of the five SEL strengths is crosswalked to one of the Big Five facets:
- Conscientiousness
- Agreeableness
- Emotional Stability
- Openness
- Extraversion

ACT
8. Using SEL Assessments

- Student I.P.S. Meetings
- Individual Counseling/Consulting
- Lunch Groups
- After School Groups
8. Using SEL Assessments

8th Grade IPS Conference Notes

Name: __________________________ Date: ________________

Attendees: ________________________________

Tell me about yourself: ________________________________

Favorite Class: ________________________________
Least Favorite Class: ________________________________

Extracurricular Activities: ________________________________

Community/VOL: ________________________________
Grade/Attendance Check: ________________________________

Tessera Results: ________________________________
Do any of these surprise you? ________________________________

Cluster Finder Results: ________________________________

Your Career Ideas: ________________________________

MHS Enrollment: ________________________________
Recommended SEL skills to assess.

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Teamwork
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Ingenuity
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Resilience
- Poised
- Good at dealing with stress, criticism, and setbacks
- Flexible
- Restrained

Leadership
- Takes charge
- Assertive
- Expresses freely
- Persuasive
- Cheerful and optimistic
- Confident
9. Planning Faculty Professional Learning

- Faculty PD days: Back to School or School-Year
- Faculty SEL study group
- Faculty PLC groups for SEL
- Online SEL coursework—Blended Learning
- SEL Conference-going
10. Identify Opportunities for SEL Instruction

- Embedded into classroom instruction
- M.T.S.S. Approach
  - Advisory Programs/ Homeroom
  - Morning Meeting Time
  - Workshops/Groups
  - Individual Coaching/ Counseling
Pack Time

Tessera Construct... *Teamwork*

Essential *Teamwork* Question: What does it take to relate well and work productively with other people?

Objective: Students will learn to communicate their thoughts and feelings in a civil manner.

**Friday, May 4, 2018**
Conversation Starter: What are some different communication styles? *assertive, aggressive and passive* What are some problems/issues that can arise with aggressive communication? *passive* communication?

**Monday, May 7, 2018**
Conversation Starter: (quickly review communication styles). In what settings/situations is assertive communication the most effective? Why?

**Thursday, May 10, 2018**
Conversation Starter: Working as part of a group can be great or it can be very frustrating. Without mentioning any names, talk about some times when group work has been great/better than working individually. Talk about some times when working in a group was frustrating.

**Monday, May 14, 2018**
Conversation Starter: It can be frustrating to be part of a group when someone is not doing their share of the work. What are some appropriate ways to handle someone who is not doing their part?

**Friday, May 18, 2018**
Conversation Starter: Sometimes people worry about what others might think of them and their ideas when working in a group. What are some ways to overcome that apprehension?

**Monday, May 21, 2018**
Conversation Starter: Sometimes a group will make a bad decision because they think agreeing is more important than making the best decision. What are some ways to prevent bad decision-making in a group setting?

**Wednesday, May 23, 2018**
Conversation Starter: It’s the last day of school! What are your plans for the summer? What are you most looking forward to?

Tenacity/Grit
Organisation/Responsibility
Teamwork/Cooperation
Composure/Resilience
Curiosity/Ingenuity
Leadership/Communication Style
Social and Emotional Learning (SEL) and Why It's Important

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Evidence in Support of SEL

A Rosetta Stone for Noncognitive Skills: Understanding, Assessing, and Enhancing Noncognitive Skills in Primary and Secondary Education
See why noncognitive skills are increasingly viewed as important and get the history of the Big 5 Factors.

ACT Tessera Comprehensive Theory of Action
The evidence to demonstrate that this product is built upon a solid foundation of scientific research and logic.

Infographic: Why it is imperative to Assess Social and Emotional Learning (SEL) Skills
This infographic visualizes facts and figures on the status of SEL in schools today, from the viewpoints of educators to the economic outcomes measured thus far.

Eight Steps to Strengthening SEL in Your School District
Questions?
Thank you for joining us!

Interested in learning more? Contact us at ConsultingServices@act.org

Register at www.act.org/ccrw