



Welcome to Today's Webinar!

Integrating Social-Emotional Learning Into State and District Policies

This event will begin at 2 p.m. Eastern Time.



Webinar Objectives



- Identify reasons why SEL is important and essential to impact student outcomes.
- Identify approaches states and districts have taken to implement SEL policies.
- Describe the role SEL plays in successfully integrating current education initiatives.
- Identify implementation strategies to integrate SEL into SEA and LEA initiatives.

Questions, Event Feedback, and Contact Information



Q&A

If you have a question for the presenters, please type it in the Q&A Pod, or e-mail ncssle@air.org during the webinar.

Feedback Form

At the end of the presentation, a series of questions will appear. Please provide feedback on this event so that we can better provide the resources you need. All answers are completely anonymous and are not visible to other participants.

For assistance during the webinar, please contact the National Center on Safe Supportive Learning Environments at ncssle@air.org.

Partnering Organizations



Center on Great Teachers and Leaders (GTL Center)
www.gtlcenter.org



National Center on Safe and Supportive Learning Environments (NCSSLE)
<http://safesupportivelearning.ed.gov>



Collaborative for Academic, Social, and Emotional Learning (CASEL) www.casel.org



Pacific Regional Comprehensive Center
<http://www.pacificcompcenter.org/>



Polling Question 1



Which of the following best describes your role?

- State education agency (SEA) staff
- Local education agency (LEA) staff
- Regional comprehensive center staff
- Student support staff
- School administrator
- Classroom teacher
- Community stakeholder
- Institute of higher education staff
- Social-emotional learning (SEL) program staff
- Nonprofit organization staff
- Other

Polling Question 2



Which of the following best describes the primary reason you chose to participate in today's session?

- To learn what comprises SEL
- To understand what states have done to implement SEL in schools
- To understand what districts have done to implement SEL in schools
- To obtain tools and strategies regarding how to integrate SEL with other state and district initiatives
- More than one of the above
- Other



Polling Question 3



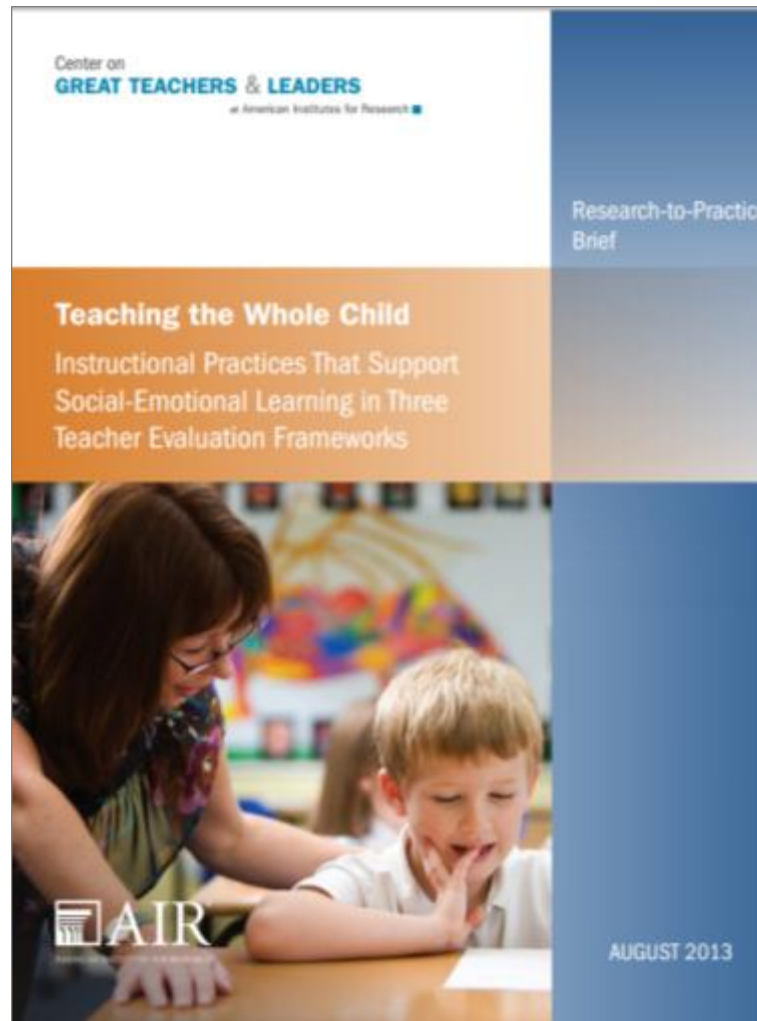
Have you accessed any of the following resources about social and emotional learning?

- The CASEL webpage at www.casel.org
- *Building Academic Success on Social and Emotional Learning: What Does the Research Say?* (Zins et al., 2004)
- The Meta-analysis of K to 12 SEL Programs (Durlak et al., 2011)
- The Missing Piece: A National Teacher Survey on How SEL Can Empower Children and Transform Schools (Bridgeland et al., 2013)
- The Illinois Student Learning Standards for SEL - http://www.isbe.net/ils/social_emotional/standards.htm
- *The 2013 CASEL Guide: Effective SEL Programs – Preschool and Elementary School Edition*
- George Lucas Educational Foundation – SEL Section - <http://www.edutopia.org/social-emotional-learning>

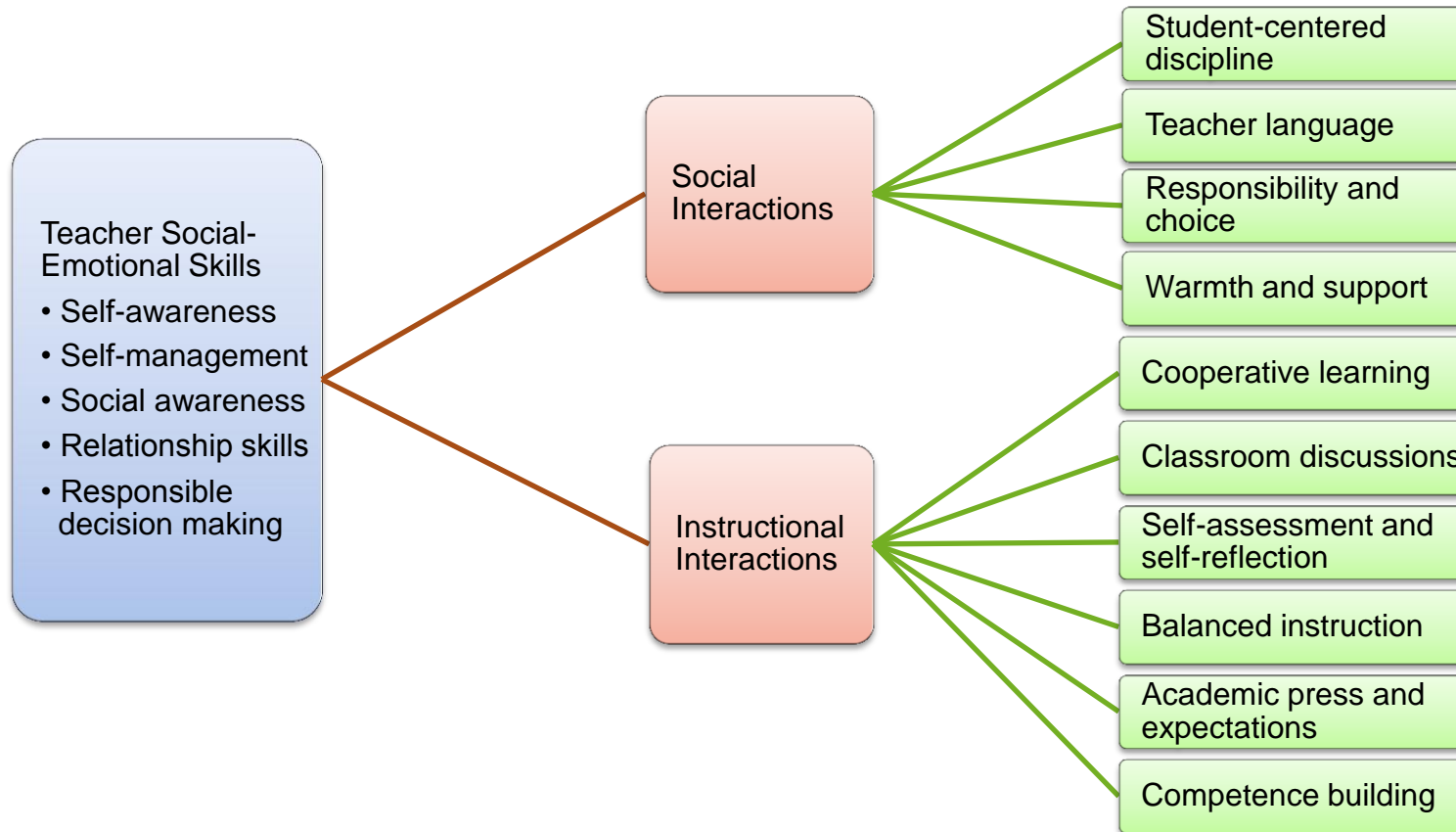


- The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.
- www.gtlcenter.org  [@GTLCenter](https://twitter.com/GTLCenter)  facebook.com/gtlcenter

Integrating SEL: A Research-to-Practice Brief



Teacher SEL Self-Assessment





- 1 Social and Emotional Learning:
From Research to National Perspectives**
Roger Weissberg, Ph.D.
- 2 Curricular SEL Integrations: Metro Nashville**
Pamela Randall, Ed.D.
- 3 Integrating SEL in Curriculum and Instruction:
Aligning SEL With Common Core State
Standards and the Danielson Framework**
Ruth Cross
- 4 Social, Emotional, and Character Development
(SECD) Standards: Another Kansas FIRST!**
Sue Kidd



Social and Emotional Learning: From Research to National Perspectives

Roger Weissberg, Ph.D.
President and Chief Executive Officer, CASEL



Safe Supportive Learning
Engagement | Safety | Environment

Center on
**GREAT TEACHERS
& LEADERS**

at American Institutes for Research



 **PREL**
www.prel.org



Essential Questions Each Community Must Answer



What do we want our children to be, to know, and to be able to do when they graduate?



How can the entire community be organized to ensure that all students reach the stated goals?

Collaborative for Academic, Social, and Emotional Learning (CASEL)



- CASEL was founded in 1994 to make SEL an essential part of every child's education.
 - Advance the science of SEL
 - Expand effective SEL practice
 - Improve federal and state policies
- CASEL serves as strategist, collaborator, convener, and supporter for the SEL community.
- www.casel.org



- **Connect pre-K to 12 SEL with developmentally and culturally appropriate instruction and programming.**
- **SEL enhances social-emotional-character development and academic performance through educational methods that:**
 - **actively engage students,**
 - **provide opportunities for students to contribute positively, and**
 - **enhance authentic communication among students and school staff.**
- **School culture and climate affect students' behavior and attitudes. And students' behavior and attitudes affect school culture and climate.**
- **Coordinate school, family, and community programming.**
- **Align federal, state, and district policies and supports to foster quality evidence-based school-wide and classroom programming.**

What Is SEL?



SEL is a process of acquiring and applying the knowledge, skills, and attitudes related to five core competencies.

Recognize one's emotions, values, strengths, and limitations.

Manage emotions and behaviors to achieve one's goals.

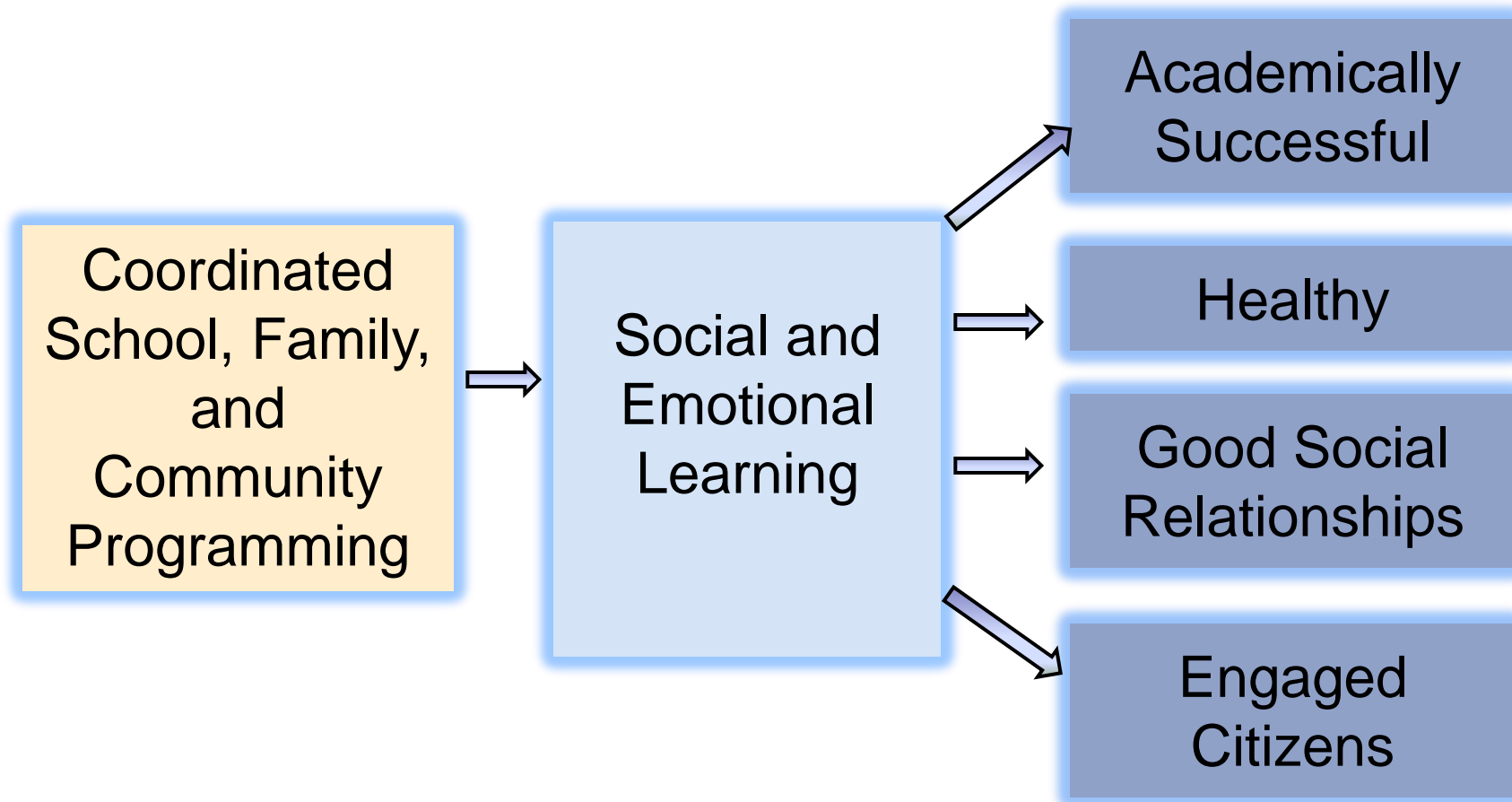
Make ethical, constructive choices about personal and social behavior.



Show understanding and empathy for others.

Form positive relationships, work in teams, deal effectively with conflict.

SEL Conceptual Framework





Learning Environment

SE Skills Development

↑22%ile
Social and Emotional Skills

↑9%ile
Positive Attitudes

↑9%ile
Prosocial Behavior

↑11%ile
Academic Achievement

↓9%ile
Conduct Problems

↓10%ile
Emotional Distress

Durlak, Weissberg, Dymnicki, Taylor & Schellinger, (2011)

SAFE Programs Are Effective



- Sequential: Sequenced activities to teach skills
- Active: Active learning to practice skills
- Focused: Focused time on skill development
- Explicit: Explicit targeting of specific skills

THE MISSING PIECE

A REPORT FOR CASEL

A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools

May 2013





SEL works.

- Multiple positive outcomes, including academic achievement
- Across grade levels and contexts

SEL is doable.

- Good results from programs run by existing school staff

SEL needs support.

- Implementation matters
- Supported by federal and state policies, leadership, and professional development



1. Promote federal policies that encourage SEL.
2. Promote state standards, guidelines, and policies.
3. Support systemic SEL in collaborating districts.
4. Conduct research on districtwide SEL, and develop tools to accelerate high-quality implementation nationwide.
5. Partner with SEL program providers, colleges of education, and professional organizations to scale SEL.
6. Strategically communicate to foster widespread demand for SEL as an essential part of education.

Goals of the CASEL State Scan



State Scan

With funding from the Buena Vista Foundation and NoVo Foundation, CASEL is conducting a review of educational standards related to social and emotional learning from preschool to high school in all 50 states and the six territories. The purpose of the CASEL State Scan is to understand whether and how states currently address social and emotional learning in their learning standards—an important step toward achieving the goal that every child receives high quality education in social and emotional learning.

[» SEL IN YOUR STATE](#)

Related Documents

State Scan of Social and Emotional Learning Standards, Preschool through High School

The preliminary findings from the first year of...

- To identify and review state learning standards related to SEL
- To understand how state standards are developed
- To promote development and adoption of well-articulated , comprehensive SEL standards

What Are the Key Features of High-Quality SEL Standards?



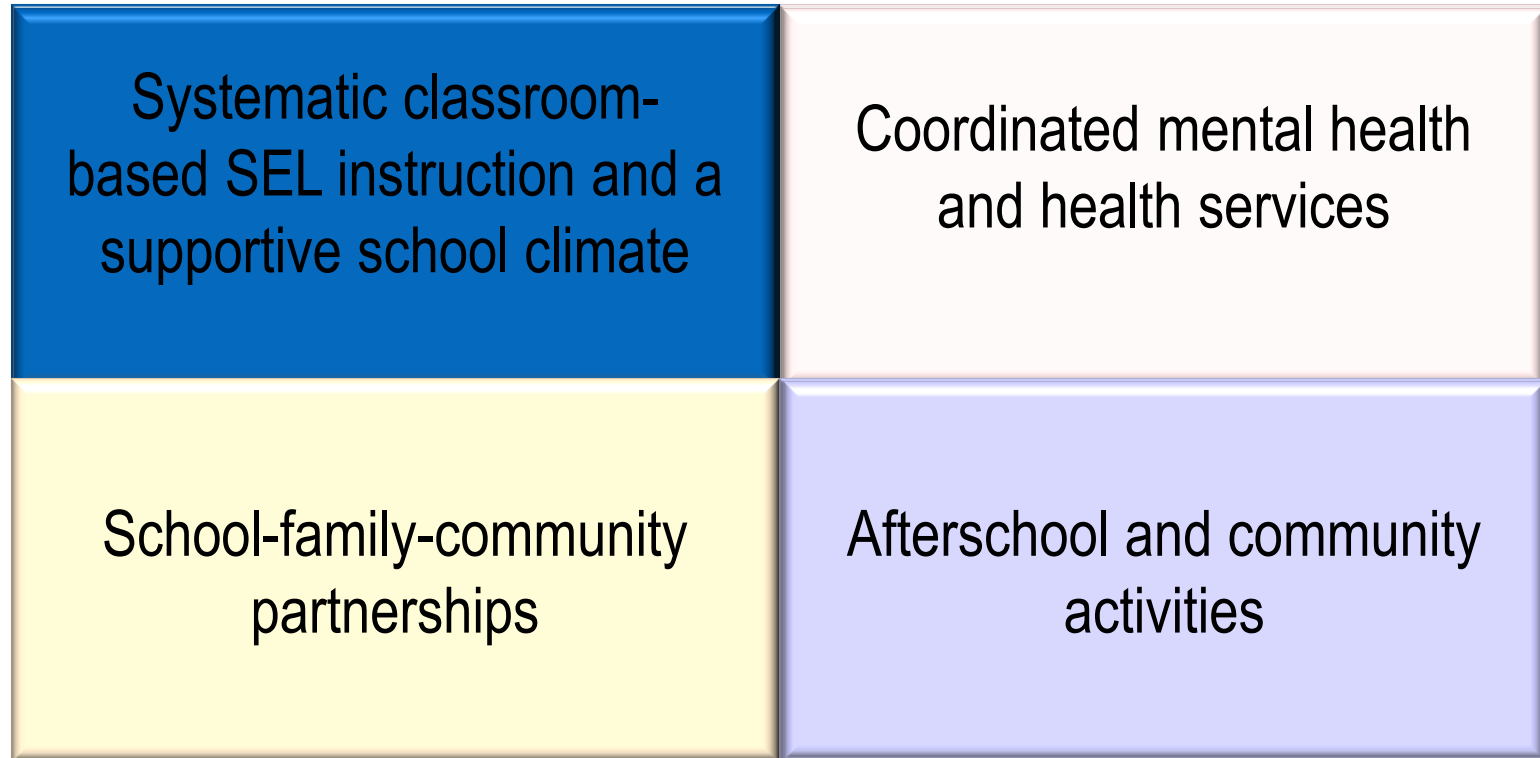
- Free-standing, comprehensive standards across grade-level and SEL domains that provide simple, clear, concise, consistent statements grounded in research
- Integrated with standards in other subject areas
- Age appropriate, with developmental benchmarks
- Guidance on how adults can support students through teaching practices
- Guidance on how to create a positive learning environment and school climate
- Guidelines on how to make instruction culturally and linguistically sensitive and relevant
- Tools to support high-quality implementation, including evidence-based programs, assessment, and professional development

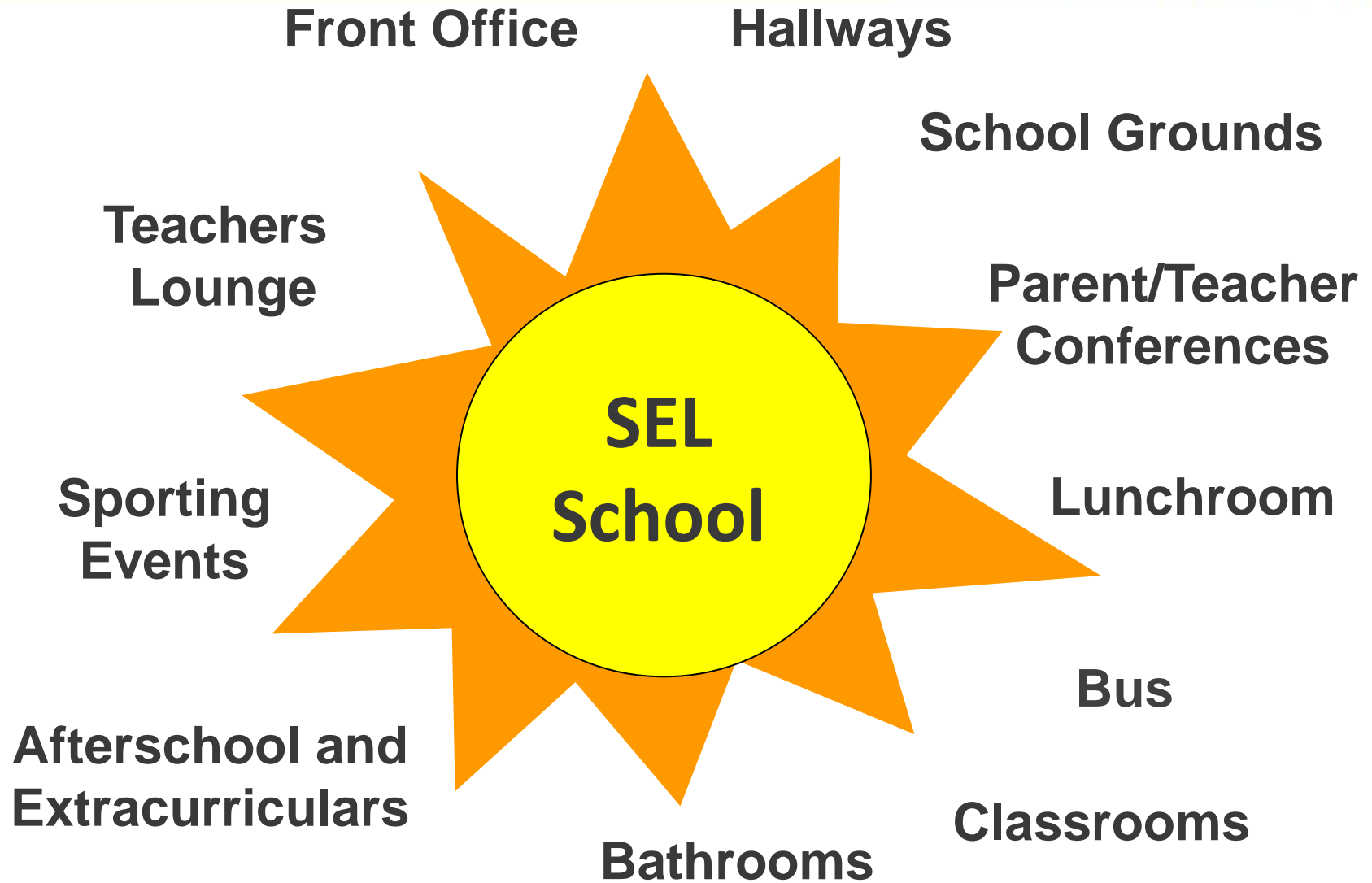
Key Activities for Systemic SEL Implementation



- Assess SEL-related needs and resources
- Establish a plan for communicating about SEL
- Align budgets and staffing to support SEL
- Model SEL competence
- Design professional development programs to build internal capacity
- Develop SEL learning standards and assessments
- Adopt evidence-based SEL programs
- Integrate SEL with existing initiatives
- Monitor process and student outcomes

A Coordinated Districtwide SEL Model





Check Out Our Relaunches Website, and Sign Up for SEL Exchange at:

www.casel.org!



CASEL Collaborative for Academic, Social, and Emotional Learning

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About Us | Why It Matters | In Schools | Policy & Advocacy | Research

Good science links Social & Emotional Learning to the following:

STUDENT GAINS

- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behaviors
- 11 percentile point gain on standardized achievement tests

REDUCED RISKS FOR FAILURE

- Conduct problems
- Aggressive behavior
- Emotional distress

Benefits of Social and Emotional Learning

Social and emotional learning improves student outcomes.

» READ MORE

SEL in Action

CASEL's National Initiative and Collaborating Districts described in a key document prepared for the CASEL 2011 Forum.

» READ MORE

Recent Research

Meta-Analysis Summary

Read about a new study showing that students who participate in school-based programs focused on social and emotional learning profit in multiple ways.

» READ THE SUMMARY

Twitter Feed

CASEL.org: If you have a subscription to @EducationWeek, check out a piece on our State Scan project - <http://bit.ly/Um7X5>
Posted 5 hours, 37 minutes ago

CASEL.org: LionsQuest RFP worth \$400k for district-wide Lions Quest prgm implementation! Deadline 5/25/2011. <http://bit.ly/tFvQmb> //via @LionsQuest
Posted 1 day ago

CASEL.org: @OpenCircleOrg Thanks for the shout-out! :-)
Posted 5 days ago

Also:



Questions?



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Curricular SEL Integrations: Metro Nashville

Pamela Randall, Ed.D.
Senior Staff Advisor - CDI, CASEL



Polling Question 4



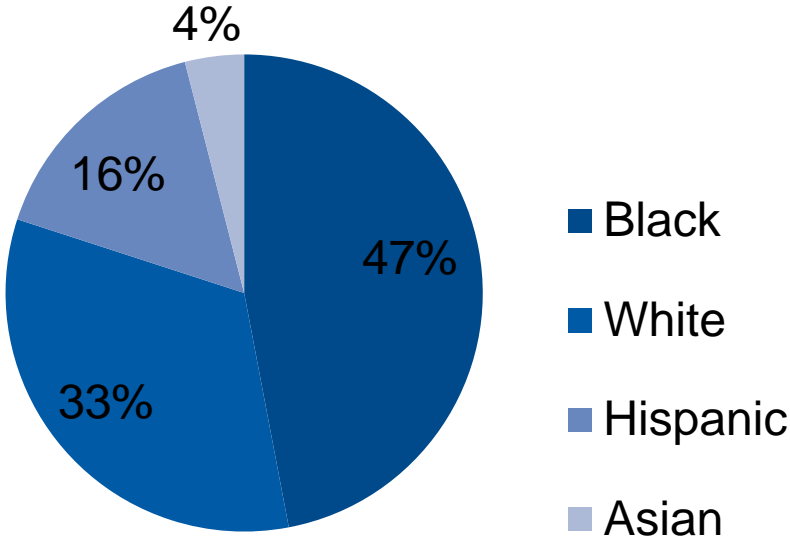
Has your district established an SEL implementation plan?

- Yes
- No
- Unsure



District information:

- 80,000 students
- 150 schools
- 71% economically disadvantaged





Vision: Metropolitan Nashville Public Schools will provide every student with the foundation of knowledge, skills and character necessary to excel in higher education, work and life.

Mission: Metropolitan Nashville Public Schools will transform all schools into high-performing schools that demonstrate excellence through the academic, social and emotional success of every student. Every graduate will be prepared for college and career.

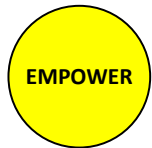
To Accomplish Our Mission, We Are Guided by Three Essential Questions



1. Are all students **growing** academically, socially, and emotionally every year?



2. Are all students **achieving** high academic standards?



3. Are all students **empowered** by having voice, choice, and ownership in their learning experiences?





Are all students growing academically, socially, and emotionally every year?



Metropolitan Nashville Public Schools is committed to ensuring that all students grow academically, socially, and emotionally, so that they develop the knowledge, skills, and character necessary to excel in higher education, work, and life.



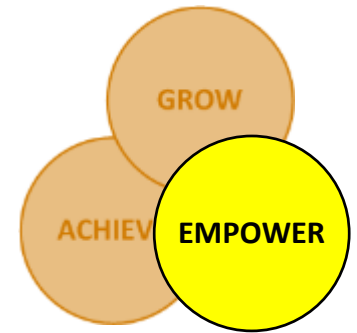
Are all students achieving high academic standards?



Metropolitan Nashville Public Schools is committed to ensuring that all students meet, or exceed, academic targets so that they are provided with increased opportunities to achieve success.



Are all students empowered by having voice, choice, and ownership in their learning experiences?



Metropolitan Nashville Public Schools is committed to ensuring that all students acquire the essential abilities, attitudes, and resources to improve their own future.



Personalized Learning

- Strengthen relationships
- Raise academic rigor
- Set high expectations
- Customize content and instruction to meet learners' diverse needs





- Quality Teaching
 - We will recruit, retain, and empower great teachers.
- Equity and Excellence
 - We will direct resources and supports to the specific needs of learners.
- Transformational Leadership
 - We will increase principal flexibility and accountability.



What Is Our SEL Vision?



Metropolitan Nashville Public Schools will build a comprehensive, coordinated, and systemic web of services by collaborating with schools, communities, and families to align resources so that students are academically successful and socially competent. We want to ensure that every student develops the social and emotional competencies essential for lifelong success.



The district has crosswalked these initiatives:

- Project-Based Learning K–12
- Responsive Classroom K–5
- Common Core State Standards



Our plan is to facilitate the social and emotional well-being of students in prekindergarten through Grade 12, by working to:

- Engage all students, prekindergarten through Grade 12, with comprehensive SEL, encapsulating a common language and framework
- Develop SEL competencies as a basis for reviewing, revising, and implementing policies, procedures, and practices in our district
- Create in all stakeholders awareness and understanding of SEL and a commitment to fostering the social and emotional learning of our students

Social and Emotional Learning Core Competencies





If there IS a plan to implement SEL, has it been broadly communicated to all stakeholders?

- YES
- NO
- UNSURE

Questions?



If you have a question for the presenters, please type it in the Q&A Pod, or e-mail ncssle@air.org during the webinar.



Integrating SEL in Curriculum and Instruction: Aligning SEL With Common Core State Standards and the Danielson Framework

Ruth Cross

Project Director and Training Specialist, CASEL



Polling Question 6



How do you intend to use the information from this section of the webinar?

- To inform potential future implementation of SEL practices in our district
- To inform and enhance current implementation of SEL practices in our district
- To gather information to share with others with whom I work to make the case to explore SEL practices in our district
- To extend my own knowledge level and apply in the classroom
- To work with staff to develop procedures for integrating SEL in curriculum and instruction
- More than one of the above
- Other (Please detail in the Q&A pane.)

Procedures From the Field



- Consider process and content.
- Develop a memorandum of understanding between CASEL, the DuPage Regional Office of Education, and school districts to promote quality implementation of SEL.
- Form a professional learning community (PLC) to support this work.
- Provide coaching support to school districts.
- Utilize the CASEL Theory of Action as a process for guiding the SEL implementation (www.casel.org) (Slide 22).

Implementing SEL Leadership PLC



Purpose: The Area One SEL Professional Learning Community will meet for the shared purpose of implementing social and emotional learning to promote adult competencies and student achievement and support success in life.

Objectives: In order to support our purpose, the work of this group will be characterized by:

- Opportunities for collective inquiry and collaborative sharing
- Opportunities for the study of current research related to implementing SEL to support student success

PLC Objectives



- Differentiate learning opportunities to meet individual needs.
- Create opportunities to develop and strengthen adult competencies within school communities.
- Connect SEL to all aspects of school improvement (i.e., comprehensive planning, culture and climate, leadership, curriculum, instruction, assessment and data analysis, and family and community involvement).
- Establish a network for sharing and mentoring.

Developing SEL Standards



- State passed Illinois Children's Mental Health Act in 2003
- Illinois State Board of Education (ISBE), CASEL, administrators, and teachers representing different parts of the state developed goals, standards, and performance benchmarks
- Adopted by ISBE in 2004; posted on ISBE website (www.isbe.org)
- School districts required to develop a policy that ensured all students social and emotional needs would be developed through procedures and curriculum
- Professional development funded for three years through the ICMHP, now SEL implementation is under the State Systems of Support



- **Goal 31: Develop self-awareness and self-management skills to achieve school and life success.**
 - Standard A: Identify and manage one's emotions and behavior.
 - Standard B: Recognize personal qualities and external supports.
 - Standard C: Demonstrate skills related to achieving personal and academic goals.

(The goals were developed around the CASEL Five SEL Competencies, which is a handout in the File Pod.)

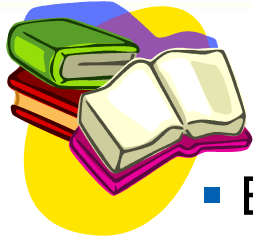


- **Goal 32: Use social awareness and interpersonal skills to establish and maintain positive relationships.**
 - Standard A: Recognize the feelings and perspectives of others.
 - Standard B: Recognize individual and group similarities and differences.
 - Standard C: Use communication and social skills to interact effectively with others.
 - Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

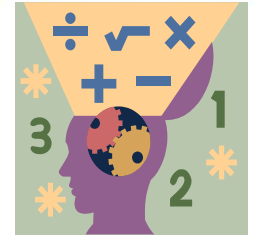


- **Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**
 - Standard A: Consider ethical, safety, and societal factors in making decisions.
 - Standard B: Apply decision-making skills to deal responsibly with daily academic and social situations.
 - Standard C: Contribute to the well-being of one's school and community.

Six Key Shifts in ELA and Mathematics



- English/Language Arts, Literacy (ELA)
 - Informational Text: Building knowledge through content-rich nonfiction and informational texts.
 - Citing Evidence: Reading and writing grounded in evidence from text.
 - Complex Text: Regular practice with complex text and its academic vocabulary.
- Mathematics
 - Focus. Deepening understanding of content and concepts and their application inside and outside the math classroom.
 - Coherence. Each standard progresses from grade to grade, building new understanding on foundations from previous years.
 - Rigor: In major topics, pursue conceptual understanding, procedural skills and fluency, and application with equal intensity.



Source: “Six Shifts in Common Standards,” adapted from Student Achievement Partners

Mathematics Common Core State Standards and SEL



The Common Core State Standards require students to focus deeply on objectives at each grade level so that they gain a strong foundation; solid conceptual understanding; a high degree of procedural skill; and the ability to solve mathematics problems in and outside the mathematics class.

Students will experience...	And so may need.....
Math from a number of different perspectives and develop key concepts	<ul style="list-style-type: none"> • Self-control as tasks require more focus. (Self-Management) Goal 31 , A • Self-motivation to stay engaged with complex concepts and apply to a variety of different situations. (Self-Management) Goal 31 C Goal 33 B • Relationships with others to build on each others’ knowledge and experience (social awareness and relationship skills) Goal 32, C
Practice of core functions to build speed and accuracy in calculation so they have access to more complex concepts and procedures	<ul style="list-style-type: none"> • To seek help if they struggle, learning core concepts, unfamiliar math vocabulary and structure (Relationship Skills) Goal 31 B and Goal 32, B • Manage stress as they develop speed and accuracy. (Self-Management) Goal 31 A • Empathy for classmates who are struggling (Social Awareness) Goal 32 A,B • Use communication and social skills when working with others in learning groups. (Relationship Skills Goal 32, C)
The slide format was adopted from CPS	The content was developed in the PLC discussions

Aligning SEL and Common Core State Standards Process



- Build a clear knowledge base: Participants attended training, provided by ISBE, around the Common Core.
- PLC participants began the conversation regarding how Common Core lesson design should include SEL so that students had the skills to meet the learning targets.
- Reviewed the alignment of the Anchor Statements for Common Core with SEL created by CASEL. (See handout in File Pod.)
- Work groups in the PLC used the templates, which are also attached, to start the work.
- School districts used this work to develop their own templates. (See Villa Park District 45 Template for Grade 3 Math). Districts shared their work.
- SEL district teams worked with the curriculum departments.

ELA Common Core State Standards and SEL/Chicago Public Schools



The Common Core States Standards require students to engage deeply in much *more complex text* than most have been exposed to previously. And not just read the text but **deeply engage in its vocabulary, point of view, and author's intent**, all while connecting to prior knowledge and prior reading.

Students will experience...	And so may need.....
Longer periods of engagement with text	<ul style="list-style-type: none"> • Self-control (Self-Management) Goal 31 A • Self-motivation to stay engaged with text (Self-Management) Goal 31 A • Perspective-taking as they make meaning of the text (Social Awareness) Goal 32 A, B
Frustration with unfamiliar vocabulary or more complex text structure	<ul style="list-style-type: none"> • Seeking help if they struggle with longer passages, unfamiliar vocabulary and structure (Self and social awareness) Goal 31,B Goal 32 C • Manage stress as they encounter more unfamiliar vocabulary than before (Self-Management) Goal 31 A • Empathy for classmates who are struggling (Social Awareness) Goal 32 A
Increased frequency working with peer groups to examine and problem solve around text	<ul style="list-style-type: none"> • Setting and achieving goals (decision making) Goal 33 B • Understanding social and ethical norms for behavior when working in peer groups (Social Awareness) Goal 32 B, C • Communicating clearly and working cooperatively with peers (Relationship Skills) Goal 32 C • Considering the well-being of self and others (Responsible Decision-Making) Goal 33 C

SEL and Instruction Process



- Cultivate the social and emotional competencies of adults.
- Teach the SEL skills with an evidence-based program.
- Review the Charlotte Danielson Teaching Framework.
- Extend PLC conversations around adult skills that support instructional practice. (See conversation summary handout in File Pod.)
- Engage the staff in looking at their own SEL competencies, reflecting on the domains and the connection with these competencies.
- Reflect on what is working related to this process.
- Guide the work in their districts using district SEL teams

Teaching Framework to Improve Practice With SEL Content

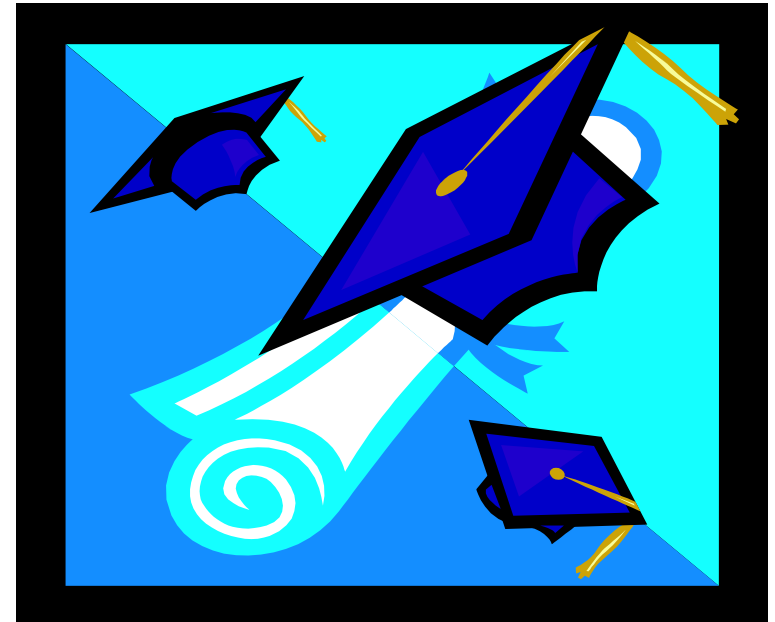


- Domain 1: Planning includes self-awareness, social awareness, and decision-making skills to plan around a deep understanding of student needs, content, instruction, and assessment practices.
- Domain 2 : Establishing a respectful and supportive classroom environment for all requires teachers to have and model all of the SEL competencies.
- Domain 3: Delivering instruction requires strong relationship and decision-making skills that promote communication, engagement, flexibility, and responsiveness.
- Domain 4: Reflecting on professional responsibilities requires self-awareness, self-management, ability to collaborate, and ability to make accurate decisions.

Data Collection



- Needs and resource assessment
- Climate survey
- Attendance
- Office discipline referral
- Graduation rate
- Advanced Placement course selection
- Academic scores
- Teacher rating scales
- Teacher-created rubrics



Questions?



If you have a question for the presenters, please type it in the Q&A Pod, or e-mail ncssle@air.org during the webinar.



Social, Emotional, and Character Development (SECD) Standards: Another Kansas FIRST!

Sue Kidd, Coordinator, Kansas Character Development Initiative, Kansas Department of Education





ADOPTED by Kansas State Board of Education, April 2012

■ Purpose...

- Framework for integrating **social-emotional learning** with **character development**
- Students **learn, practice and model essential personal life habits** that contribute to academic, vocational, and personal success
- Learning to be **caring and civil, make healthy decisions, problem solve effectively, value excellence, be respectful AND responsible, be good citizens, and empathetic and ethical individuals**

Mission of the Kansas State Board of Education



“To prepare Kansas students for lifelong success through rigorous academic instruction, 21st century career training, and *character development* according to each student's gifts and talents.”



Polling Question 7



Does your state (or district) have support for developing character and supporting social, emotional learning with their stated missions, vision or purpose statement?

- Yes
- No
- I don't know
- I don't know but will check



■ What are the conditions and initiatives that have come together?

- Legislative Support
- Bullying Legislation
- Partnership in Character Education Program (PCEP) Grant and Safe and Supportive Schools (S3)
- 21st Century Accreditation
- College and Career Ready Core Curriculum: English Language Arts and Literacy, Mathematics, Social Studies, Science
- Multi-Tier Systems of Support (MTSS/RTI)
- Kansas Career Pipeline

UNIFIED SCHOOL DISTRICT

Relevance

- Curriculum
- Instruction
- Student Engagement
- Technology

Results

- Achievement
- Growth
- Gap
- Other Measures

Relationships

- Staff
- Students
- Parents
- Community

Responsive Culture

- Leadership
- Early Childhood
- School Climate
- Nutrition & Wellness
- Innovation

Rigor

- College & Career Readiness
- Career & Technical Education
- Resources
- Data
- Professional Learning



Accreditation

Foundational Elements

- | | | |
|-----------------------|------------------------------------|-----------------------------|
| 1. Licensed educators | 4. Local Graduation Policies | 7. External Assistance Team |
| 2. KAR 91-31-34 | 5. School Improvement Plan | 8. Curricula |
| 3. State Law | 6. Secondary Programs and Services | 9. Programs and Services |

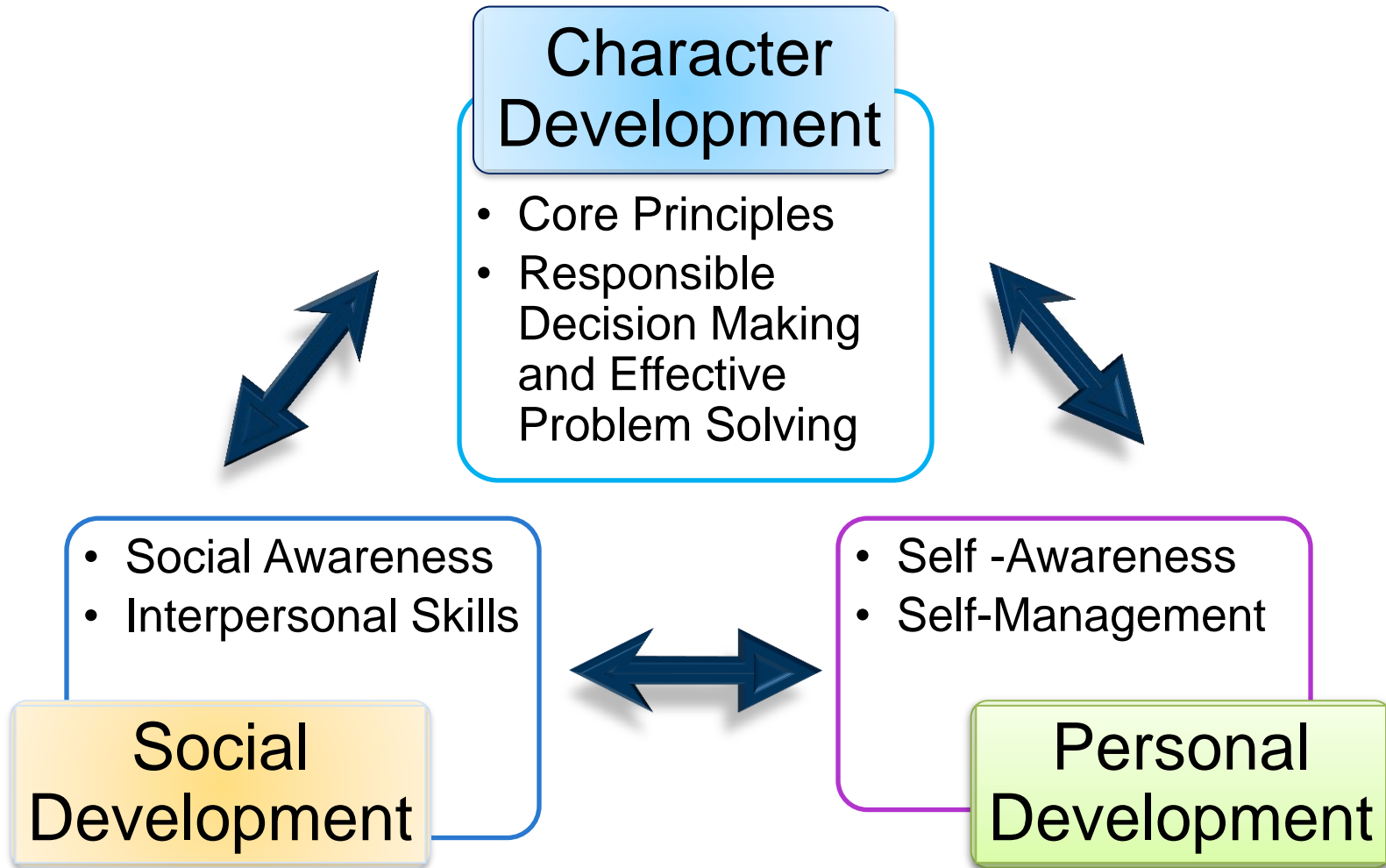
Performance Elements

- | | | | |
|--------------------------------------|-------------------------------|---------------|---------------|
| 1. Yes on Achievement, Growth or Gap | 2. % of students tested (95%) | 3. Graduation | 4. Attendance |
|--------------------------------------|-------------------------------|---------------|---------------|





- Meta-analysis of SEL programs, involving 270,034 kindergarten–high school students
- SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an *11-percentile-point gain in achievement*.





- ***Social, Emotional, and Character Development Model Standards***
Adopted KSBE, April 2012
 - Character Development Standard, K–12 With Instructional Examples
 - Personal Development Standard, K–12 With Instructional Examples
 - Social Development Standard, K–12 With Instructional Examples
- **SECD Alignment with Kansas College and Career Readiness Standards and 21st Century Accreditation Standards**



Project 2012–13 Empathy Clay Creatures



Hoisington High School (HHS) art students assist third graders focusing on creating clay creatures snuggled in a clay vessel conveying empathy.





Art class paints the HHS 2011–12 Character Core Values on the wall.



Student creates a ceramic cardinal design in art for the HHS entrance.



The HHS cardinal fight song is painted on the wall from the front gym doors to the second floor along the stairway.

Pittsburg High School (PHS) Freshman Transition Program



- Four-Year Plan
 - College and career ready
 - Meet with students as eighth graders to tour building
- First 30 Days
 - Critical for establishing pattern
 - First day: orientation, relationships
- Freshmen-Only Seminar
- Freshman Advocate



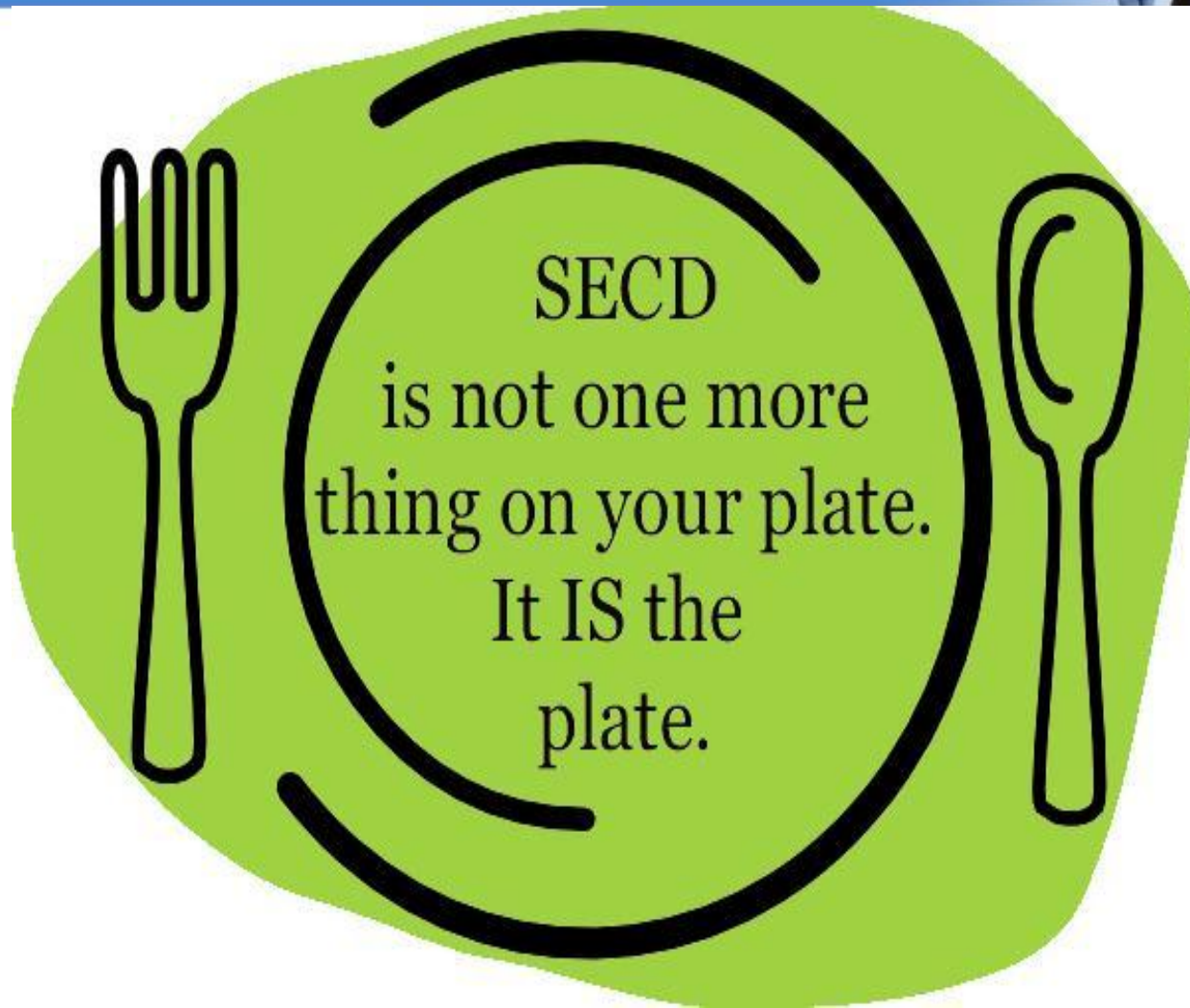
- Involves up to 100 students for major performances
- Social Issues Plays
 - *Phat Girls!* – Eating Disorders
 - *Bang! Bang! You're Dead!* – Bullying/School Violence
 - *Rx* – Prescription Drug Abuse
 - *You Belong to Me!* – Dating Violence
 - *13 Reasons Why* – Suicide
 - Students With Disabilities



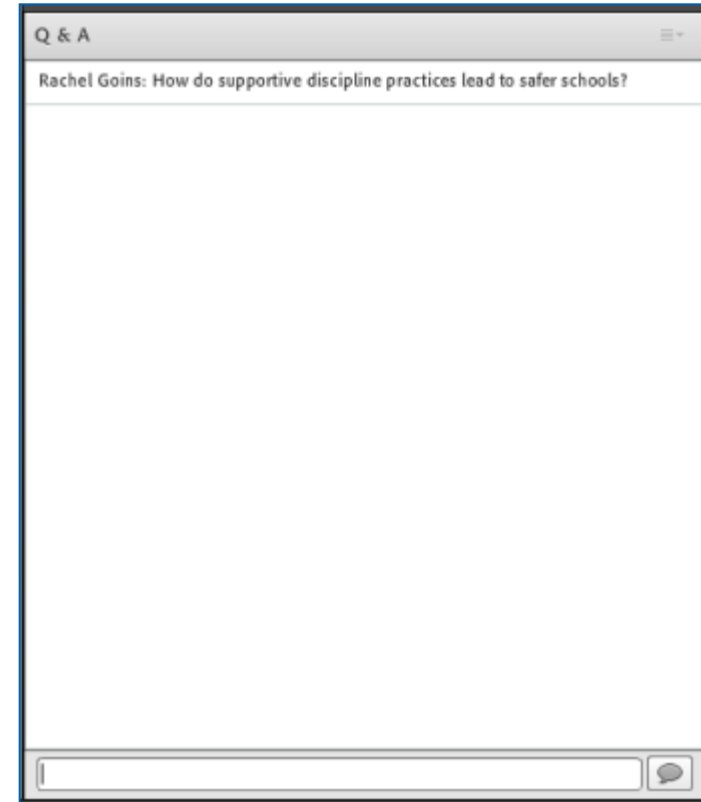


Presentation Topics

1. Academic Integrity; Coping With Failure
2. Being a Parent, Not a Friend; Students Solving Their Own Problems
3. Stress Reduction and Management
4. Cyber Bullying and Cyber Threats
5. How the Use of Alcohol and Drugs Affect Student Success
6. Prosocial Behaviors; Catch Them Doing Something Right



Questions?



If you have a question for the presenters, please type it in the Q&A Pod, or e-mail ncssle@air.org during the webinar.



1. Students need the SEL competencies to successfully hit the learning targets of the Common Core State Standards, as well as create knowledgeable, responsible, caring, contributing students.
2. Quality SEL programming requires coordination at the federal, state, district, school, and classroom levels.
3. District leadership and commitment is essential to strategically integrate social and emotional learning practice.
4. Teacher buy-in for SEL will happen if there is substantive professional development with ongoing coaching and evidence that SEL will support and enhance the teacher's instructional practice.
5. The addition of Character Development concepts and strategies to the Social and Emotional Learning skills helps to create the culture in which social and emotional learning can take place and thrive.

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