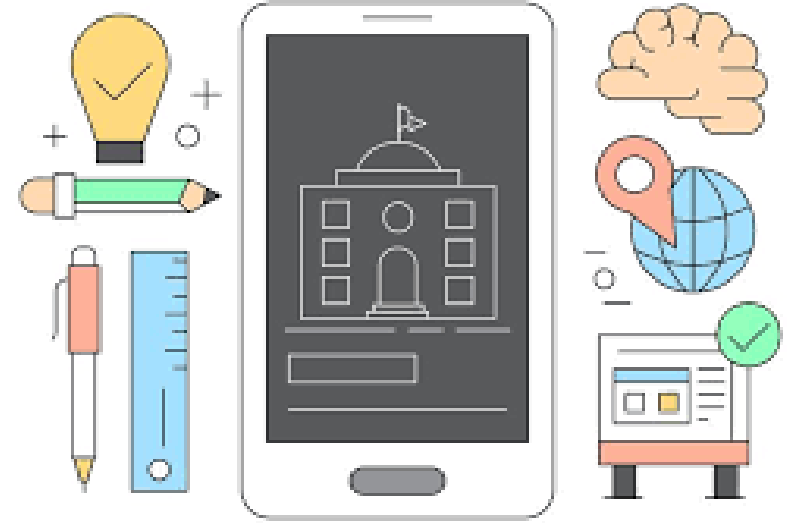


# Social and Emotional Learning:



## Building relationships and culture

## VISION

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1

**ALL**

Students  
Proficient  
and Showing  
Growth in  
All Assessed  
Areas



2

**EVERY**

Student  
Graduates  
from High  
School and  
is Ready for  
College and  
Career



3

**EVERY**

Child Has  
Access to  
a High-  
Quality Early  
Childhood  
Program



4

**EVERY**

School Has  
Effective  
Teachers and  
Leaders



5

**EVERY**

Community  
Effectively  
Uses a  
World-Class  
Data System  
to Improve  
Student  
Outcomes



6

**EVERY**

School and  
District is  
Rated “C”  
or Higher



# Think about your favorite teacher from school...



# So, what is SEL?

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# What is SEL?

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Social and emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL is an integral part of education and human development.

# But why SEL?

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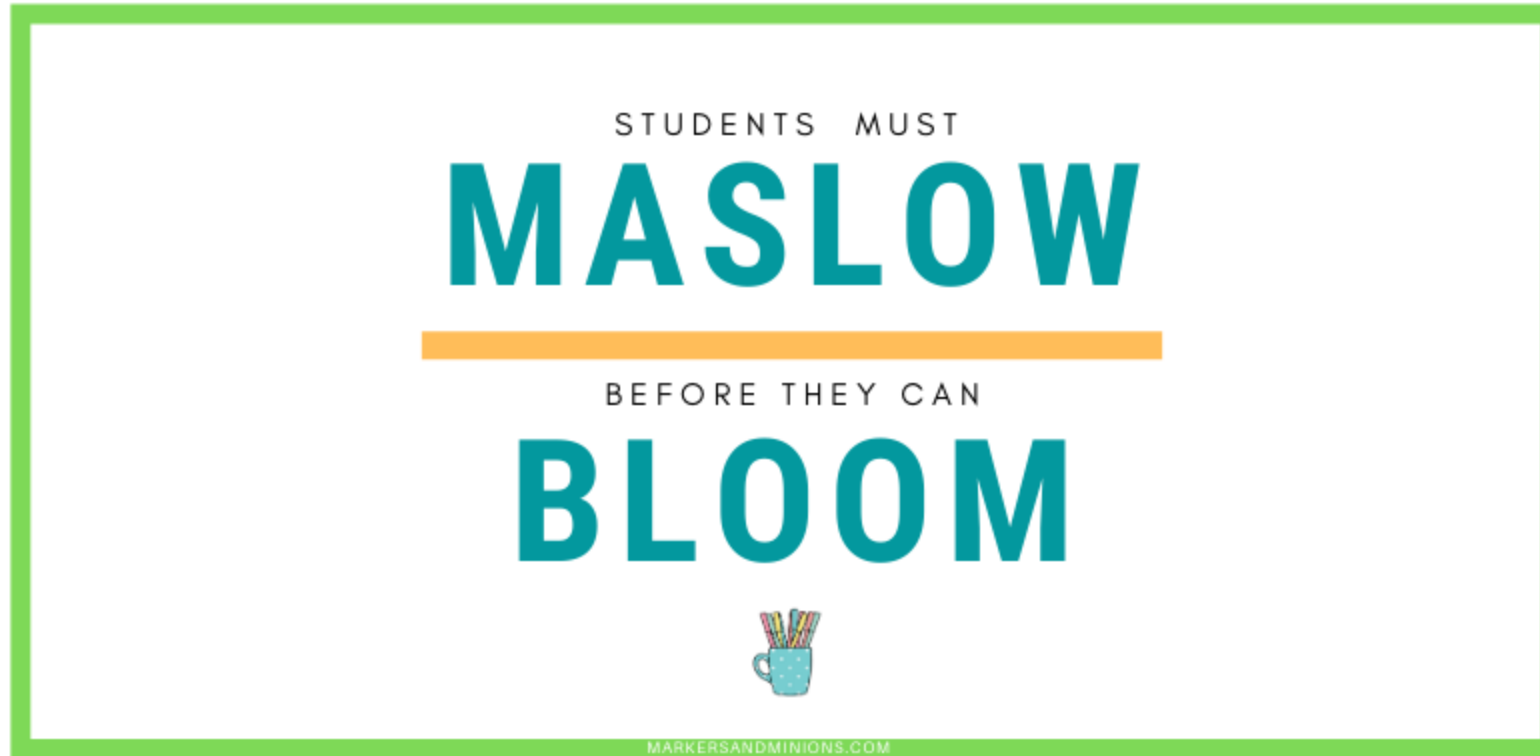
# Benefits of SEL Implementation

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- Improve Reading and Math scores
- Improve graduation rates and overall student GPA
- Improve teacher effectiveness
- Decrease suspensions and expulsions



# Maslow before Bloom

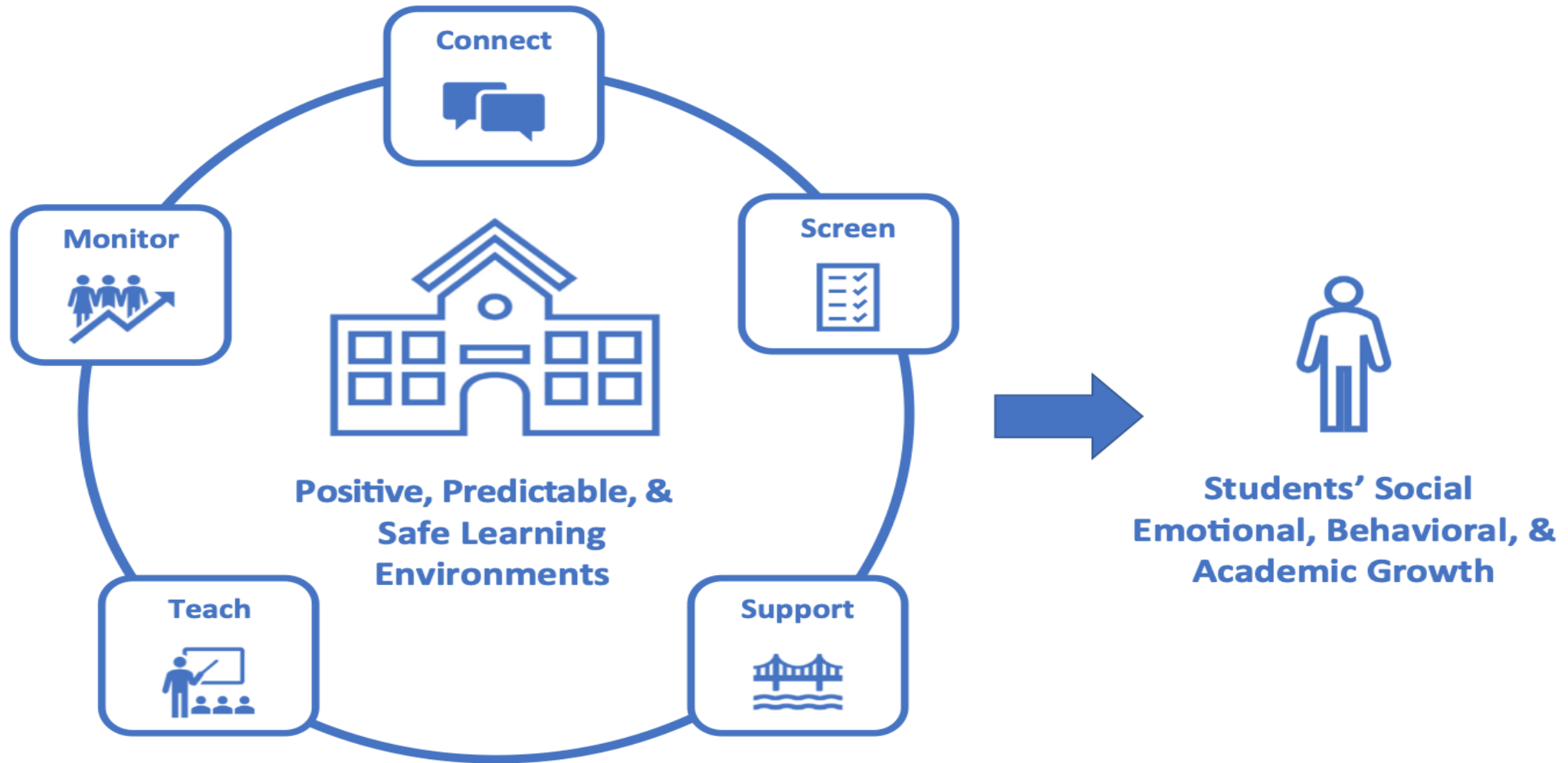


# Video



# How do we make it happen?

# Ensuring SEL



# Ensuring SEL

## Connect

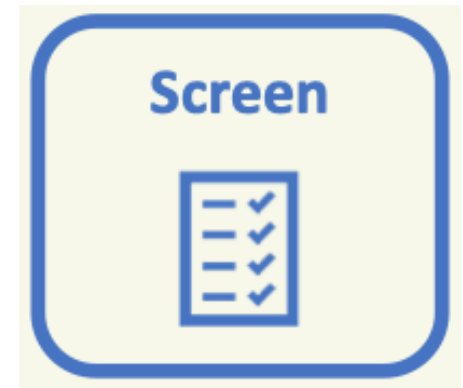
- Enhance **relationships** among educators, students, and families to promote **effective communication** both during typically times and during times of disrupted learning.
- **Check in** with students daily and with families regularly to identify support needs as they emerge.



# Ensuring SEL

## Screen

- Formally or informally **screen** to efficiently identify students who need more support (related to health, safety, SEB needs, academic concerns).
- For students who require additional support, you may need to **differentiate and intensify** and consider Tier 2 or Tier 3.



# Ensuring SEL

## Support

- Establish a **safe environment** (in class and/or online). Teach, prompt, and acknowledge **predictable routines, positive expectations** and **SEB skills**.
- Bridge expectations (teach connections) across settings (e.g., home, school, community).



# Ensuring SEL

## Teach

- Effectively **teach and prompt** critical **academic** skills, and actively **engage** students in learning.
- Prompt and reinforce expectations and SEB skills throughout instruction
- Provide **positive and supportive feedback** to support skill development.





# Ensuring SEL

## Monitor

- Continue to **monitor** implementation and safety, health, SEB, and academic needs to
  - (a) **enhance** supports for all students and
  - (b) **identify** students who require more support (Tier 2 or Tier 3) over time.
- Match the intensity of monitoring to the intensity of need.

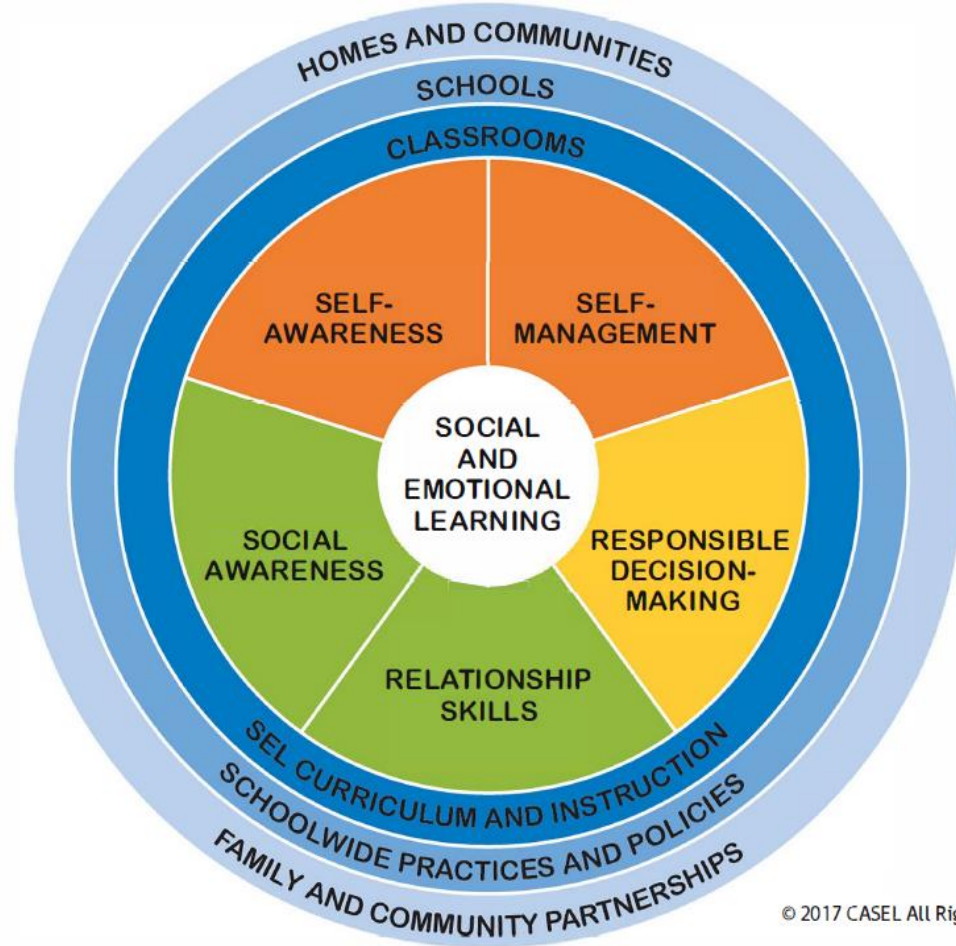


# Mississippi's SEL Standards

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# Collaboration for Academic and Social Emotional Learning

## Five Core Social Emotional Competencies



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- The MS SEL standards are comprised of 5 domains aligned to content and the national model from the Collaborative for Academic and Social Emotional Learning (CASEL) as well as other states including Tennessee and Illinois.

<https://casel.org/>

# Mississippi Social and Emotional Standards

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The SEL Standards are comprised of 5 domains

Domain 1: Self Awareness

Domain 2: Self-Management

Domain 3: Social Awareness

Domain 4: Relationship Skills

Domain 5: Responsible Decision Making

# Grade Bands

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Each domain is divided into 4 grade bands (i.e., K-2, 3-5, 6-8, and 9-12) and contains measurable performance standards that students should be able to master before exiting the given grade band.



# SEL Domains and Corresponding Anchor Standards

<b>Domain 1: Self-Awareness</b> Self-awareness is the ability to identify one's thoughts, values and emotions and recognize how these shape behavior. Self-awareness involves the assessment of one's abilities (i.e., strengths and areas of growth) and includes the need for confidence, optimism and knowledge of which areas can be improved.	<b>Domain 2: Self-Management</b> Self-management is the ability to self-regulate emotions, thoughts and behaviors across settings and to set and work towards personal and academic goals.
1A. Identify emotions and related feelings in one's self. 1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests). 1C. Determine one's strengths and areas for growth. 1D. Develop personal responsibilities and a feeling of one's abilities, qualities and judgment.	2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life. 2B. Identify and utilize skills needed in organization and self-motivation. 2C. Demonstrate ability to set and accomplish specific tasks and goals.
<b>Domain 3: Social Awareness</b> Social awareness is the ability to empathize with and relate to others, including those from diverse backgrounds. Social awareness involves understanding societal norms for behavior and contribution to community well-being.	<b>Domain 4: Relationship Skills</b> Relationship skills include the ability to effectively communicate, cooperate, seek and provide support to others, manage conflict, and effectively handle peer pressure in order to establish and maintain positive relationships.
3A. Demonstrate an understanding of others' emotions and perspectives, including social cues. 3B. Develop an awareness of and respect for individual differences, including cultural diversity. 3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.	4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others. 4B. Develop and maintain positive relationships with others. 4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.
<b>Domain 5: Responsible Decision-Making</b>	
Responsible decision-making includes the ability to make constructive choices and problem-solve based on safe, ethical, and social norms while evaluating the outcomes of previous choices.	5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community. 5B. Analyze outcomes of decisions including the consideration of their effects on others.

# Domain 1: Self Awareness

Domain 1: Self-Awareness
Self-awareness is the ability to identify one's thoughts, values and emotions and recognize how these shape behavior. Self-awareness involves the assessment of one's abilities (i.e., strengths and areas of growth) and includes the need for confidence, optimism and knowledge of which areas can be improved.
1A. Identify emotions and related feelings in one's self. 1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests). 1C. Determine one's strengths and areas for growth. 1D. Develop personal responsibilities and a feeling of one's abilities, qualities and judgment.



Domain: category of specific content




Anchor Standards: what students should know and be able to do

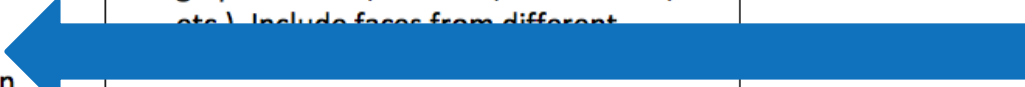


# Domain 1: Self Awareness


1A. Identify emotions and related feelings in one's self.		
Grade Band	Performance Standards	Strategies
K-2	<ol style="list-style-type: none"><li>1. Identify positive and negative emotions (i.e., happy, sad, mad, angry, surprised, loved, embarrassed, anxious, afraid, proud) based on characteristics associated with each emotion.</li><li>2. Determine the antecedents to own emotions.</li><li>3. Utilize words or gestures to communicate own feelings.</li></ol>	<ul style="list-style-type: none"><li>• Discuss with students what facial features are associated with various emotions using pictures (e.g., photos, graphic visuals, in books, on websites, etc.). Include faces from different</li><li>• Use words to label own emotions to students.</li><li>• Read/view age-appropriate books to students and discuss the emotions of the characters, labeling their emotions and discussing incidents that happened before specific emotions that may have triggered them.</li><li>• Post a check-in chart for students to use to communicate their emotions by having clips with their names and pictures on them that they use to clip to a labeled graphic of an emotion.</li><li>• Play games using dice, a spinner, drawing out of a hat of emotion choices and have students act out an emotion, tell what they do when they have a certain feeling, and describe a specific time when they have experienced a certain emotion.</li></ul>



**Anchor Standard:**  
what students should  
know and be able to do



**Performance Standards:**  
measurable skills that  
children should be able to  
master by the end of the  
school year



**Strategies:** practical  
teaching strategies  
relevant to the  
performance standards,  
concrete examples



# Resource Appendix

## *Resources for Self-Awareness*

1. Grounding Techniques & Self Soothing for Emotional Regulation  
<https://eddinscounseling.com/grounding-techniques-self-soothing-emotional-regulatic>
2. Identifying Values  
[http://www.personaldevelopmentinsights.com/wp-content/uploads/2017/05/Personal\\_Development\\_Worksheet-Identifying-Values\\_CarmenWyld\\_PDI.pdf](http://www.personaldevelopmentinsights.com/wp-content/uploads/2017/05/Personal_Development_Worksheet-Identifying-Values_CarmenWyld_PDI.pdf)
3. Myers-Briggs Type Indicator (MBTI)  
<https://positivepsychology.com/self-awareness-exercises-activities-test/>
4. Trigger Worksheet  
<https://positivepsychology.com/self-awareness-exercises-activities-test/>
5. Mindfulness Meditation  
<https://ggie.berkeley.edu/practice/eating-a-raisin-with-mindfulness/>
6. Personal SEL Self-Assessment  
<https://schoolguide.casel.org/resource/adult-sel-self-assessment/>

For more resources to assist with self-awareness, visit the following websites:

- <https://positivepsychology.com>

# SEL in the Classroom

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# SEL Implementation Ideas

- Plan a social-emotional teaching strategy/activity during each recorded/live virtual meeting OR include a social-emotional focus in each unit, packet, etc.
  - Use components from your SEL curriculum or other high-quality sources
- Encourage students to participate in live virtual meetings, and reserve time at each meeting for students to converse.
- Encourage students to practice self-care (i.e., breaks, exercise).
- Follow up with students individually who are dealing with more trauma or having a harder time.
  - For trauma-informed resources, view [https://ggie.berkeley.edu/trauma-trauma-informed-and-resiliency-informed-schools/#tab\\_\\_2](https://ggie.berkeley.edu/trauma-trauma-informed-and-resiliency-informed-schools/#tab__2)

**“Students can’t be  
what they don’t  
see”**

# SEL for Staff and Employees

- Schedule video check-ins on your virtual school platform to connect as a school, grade-level, pair, etc. for...
  - Collaborating on instruction
  - Easing the workload
  - Connecting socially
- Practice self-care.
  - Lifestyle - eat healthy and get enough sleep & exercise
  - Take breaks.
  - Create boundaries
  - Scheduled work times
  - Dedicated workspace

**Schedule a visit with a professional, if needed.**

**1 Minute of Encouragement**  
*Send a short video, text, Facebook message to a colleague*

**Join a virtual group (e.g., hobby, social, book club).**

**Prioritize & Eliminate**  
*Make a to-do list. Put them in order of most-to-least importance. Circle the first half. Cross out the second half, and don't do those.*

<https://storage.trailstowellness.org/trails-2/covid-19-resources/self-care-during-covid-19-for-everyone.pdf>

# People Involved

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# Collaborative Partners

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- MDE Office of Special Education
- MDE Office of Elementary Education and Reading
- MDE Office of Secondary Education (Counseling)
- MDE Office of Early Childhood
- MDE Office of Teaching and Leading
- REACH MS
- CASEL
- CEEDAR

# Training Opportunities

REACH MS was recently awarded GEER funds to implement a “mini” cohort to assist with the implementation of Mississippi’s new SEL standards through their *Implementation of Social Emotional Learning through Effective, Collaborative Teams* (iSELECT) program. As a part of this program, 50 schools will be chosen through an application process to receive a SEL curriculum (a \$2500\* value!), training on implementing school-wide SEL and Mississippi’s new K-12 SEL Standards, and limited coaching. Eligible schools are those that have not yet purchased an evidence-based SEL curriculum.

•

REACH has recorded and provided a short webinar to assist with the application process –[iSelect Application Process](#). Please review this webinar for important dates and other details. Interested schools can apply [HERE](#). Applications will be accepted until 2/1/2021. Notifications will be made on 2/26/2021. The contact person designated on the application and the school administrator will be notified via email.

•

- For questions, please email us at [reachms@usm.edu](mailto:reachms@usm.edu).



# Access for ALL Guide

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# What is the AFA Guide?

The Access for All Guide will provide districts with instructional implementation **strategies** and **supports** for struggling learners in the following areas:

Academic

Physical

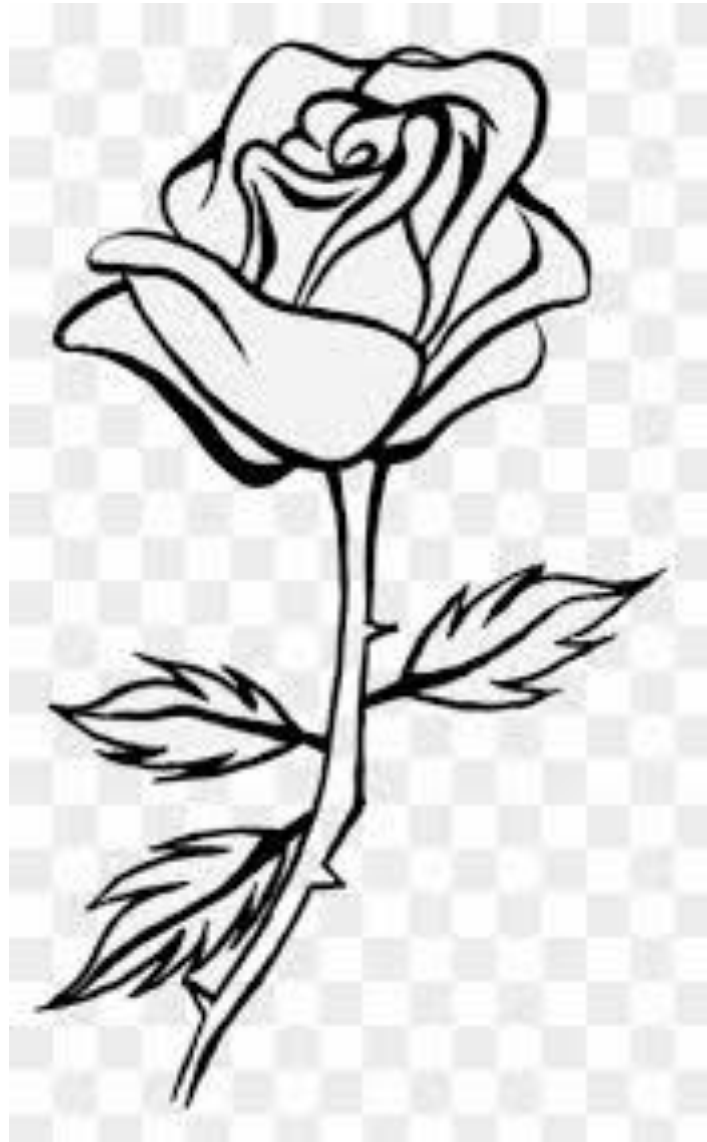
Speech/  
Language

Social/  
Emotional

Behavioral

Organizational  
Skills

# SEL Rose Activity



# SEL Gratitude Jar

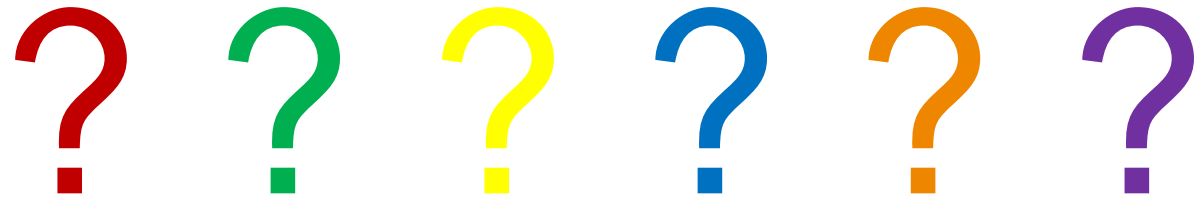


# Resources

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- <https://www.mdek12.org/OAE/2019-Access-for-All-Guide>
- [https://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/sel\\_standards\\_complete\\_9.22.20\\_draft.pdf](https://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/sel_standards_complete_9.22.20_draft.pdf)
- <https://casel.org/>
- <https://www.centervention.com/social-emotional-learning-activities/>

# QUESTIONS





MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

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# Ginger Koestler

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# Student Intervention Supports

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## **Academic Intervention Specialist and Gifted Contact**

Mat Sheriff

[msheriff@mdek12.org](mailto:msheriff@mdek12.org)

## **English Learner Specialist**

Sandra Elliott (PreK – 12)

[selliott@mdek12.org](mailto:selliott@mdek12.org)

## **Behavior Intervention Specialist**

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[gkoestler@mdek12.org](mailto:gkoestler@mdek12.org)