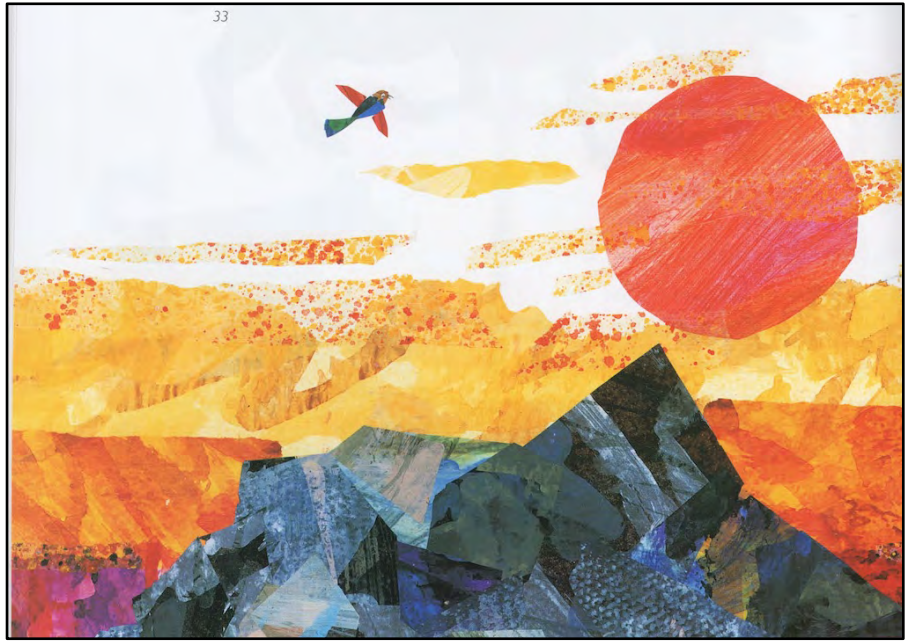
Welcome

A story…

“The Mountain That Loved A Bird”
By Alice McLerran



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Welcome

A story…

Joy thought for a while. "I fly long distances," she said, "and I have rested on many mountains. No other mountain has ever cared whether I came or went, and I should like to return to you. But I could only do so in the spring before I build my nest, and because you are so far from food and water I could only stay a few hours."

"I have never seen anything like you before," repeated the mountain. "Even if it were only for a few hours, it would make me happy to see you again."

"There is one more thing you should know," said Joy. "Mountains last forever, but birds do not. Even if I were to visit you every spring of my life, there might be only a few visits. Birds do not live very many years."

"It will be very sad when your visits stop," said the mountain, "but it would be even sadder if you fly away now and never return."

Joy sat very still, nestled against the side of the mountain. Then she began to sing a gentle, bell-like song, the first music the mountain had ever heard. When she had finished her song, she said, "Because no mountain has ever before cared whether I came or went, I will make you a promise. Every spring of my life, I will return to greet you, and fly above you, and sing to you. And since my life will not last forever, I will give to one of my daughters my own name, Joy, and tell her how to find you. And she will name a daughter Joy also, and tell her how to find you. Each Joy will have a daughter Joy, so that no matter how many years pass, you will always have a friend to greet you and fly above you and sing to you."

The mountain was both happy and sad. "I still wish you could stay," it said, "but I am glad you will return."

"Now I must go," said Joy, "for it is a long way to the lands that have food and water for me. Goodbye until next year."
She soared off, her wings like feathered fans against the sun.
The mountain watched her until she disappeared into the distance.

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A story…

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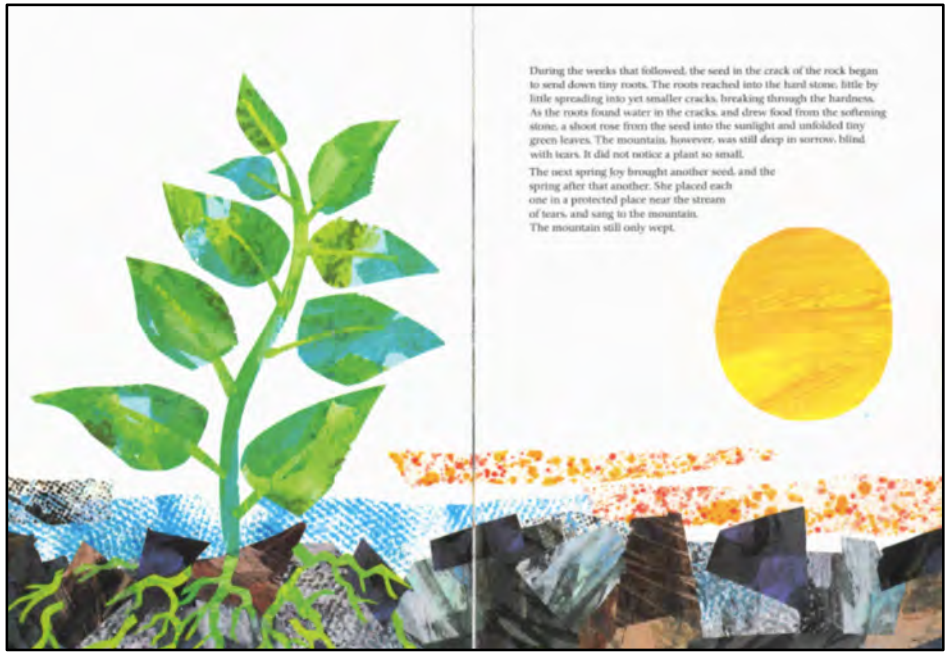

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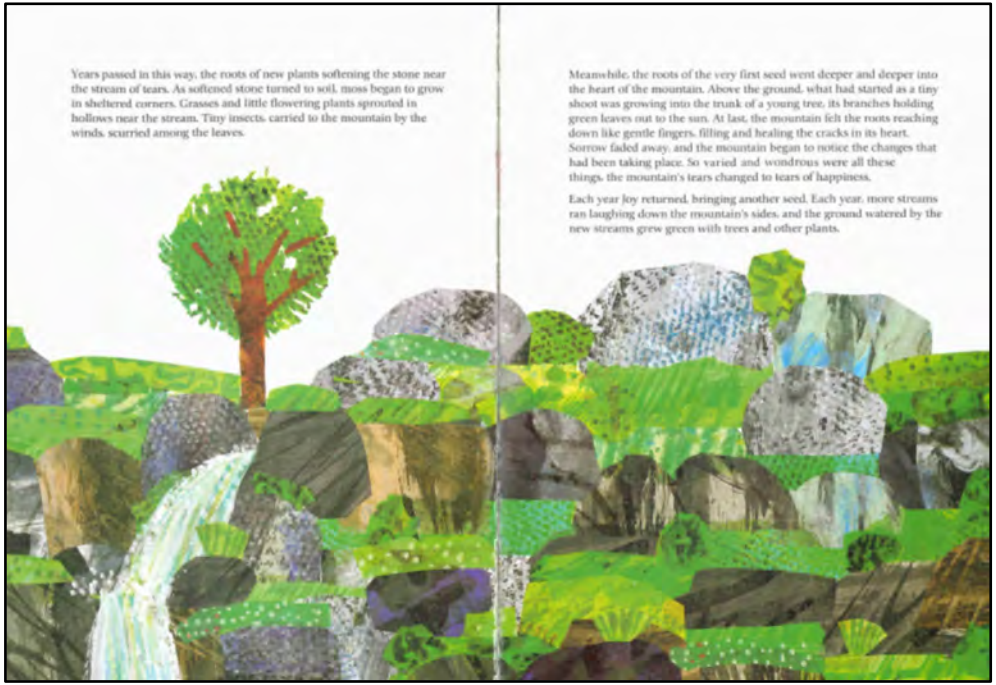
A story…



Years passed in this way, the roots of new plants softening the stone near the stream of tears. As softened stone turned to soil, moss began to grow in sheltered corners. Grasses and little flowering plants sprouted in hollows near the stream. Tiny insects, carried to the mountain by the winds, scurried among the leaves.

Meanwhile, the roots of the very first seed went deeper and deeper into the heart of the mountain. Above the ground, what had started as a tiny shoot was growing into the trunk of a young tree, its branches holding green leaves out to the sun. At last, the mountain felt the roots reaching down like gentle fingers, filling and healing the cracks in its heart. Sorrow faded away, and the mountain began to notice the changes that had been taking place. So varied and wondrous were all these things, the mountain's tears changed to tears of happiness.

Each year Joy returned, bringing another seed. Each year, more streams ran laughing down the mountain's sides, and the ground watered by the new streams grew green with trees and other plants.

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Welcome

Who?

What?

Why?

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Welcome

Who?

What?

Why?

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Welcome

Now – you.

Turn to the person next to you, and…

Who? What? Why?

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Social-Emotional Learning (SEL)

A new buzz item?

In 2017…

~20% of students ages 12–18 reported being bullied at school during the school year.

National Center for Education Statistics, 2018 report (pub. April 2019)

National Center for Education Statistics (NCES), Institute of Education Sciences (IES), in the U.S. Department of Education, and the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice.

Social-Emotional Learning (SEL)

A new buzz item?

In 2017…

~15% of students in grades 9–12 reported being electronically bullied during the previous 12 months. (20% female vs. 10% male)

National Center for Education Statistics, 2018 report (pub. April 2019)

National Center for Education Statistics (NCES), Institute of Education Sciences (IES), in the U.S. Department of Education, and the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice.

Social-Emotional Learning (SEL)

A new buzz item?

In 2017…

~41% reported that they thought the bullying would happen again.

National Center for Education Statistics, 2018 report (pub. April 2019)

National Center for Education Statistics (NCES), Institute of Education Sciences (IES), in the U.S. Department of Education, and the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice.

Social-Emotional Learning (SEL)

A new buzz item?

In 2017…

~16% said they had carried a weapon

National Center for Education Statistics, 2018 report (pub. April 2019)

National Center for Education Statistics (NCES), Institute of Education Sciences (IES), in the U.S. Department of Education, and the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice.

Education

Why?

School Violence exists…but,

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Education

Where did this all come from?

Who teaches ABOUT emotions?

Who teaches what to DO with emotions?

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Education…

MANY districts, schools and teachers NOW teach some form of Social-Emotional Learning

-What if we approached SEL with data?

-What if a platform existed that would help quantify implementation models?

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Imagine…

Imagine…

- Monitor student growth around emotional regulation
- Target SPECIFIC skills for goal-setting: grit, mindset
- Analyze big picture trends within student populations
- Evaluate curriculum & its connections to SEL
- And MORE!

*Image from Mindful.org

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Defining Our Terms…

Social-Emotional Learning

-subset of Executive Functioning Skills*

"**Working memory** governs our ability to retain and manipulate distinct pieces of Information over short periods of time."

"**Mental flexibility** helps us to sustain or shift attention in response to different demands or to apply different rules in different settings."

"**Self-control** enables us to set priorities and resist impulsive actions or responses."

*Harvard – Center on The Developing Child

Highly interrelated
Operate in coordination

*Image from Exploringyourmind.com

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Defining Our Terms...

Social-Emotional Learning

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

*@caselorg

*CASEL: Collaborative for Academic, Social & Emotional Learning

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Defining Our Terms within SEL…

Social-Emotional Learning

Self-awareness: Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

Self-management: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.

Social awareness: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.

Relationship skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

Responsible decision-making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

CASEL

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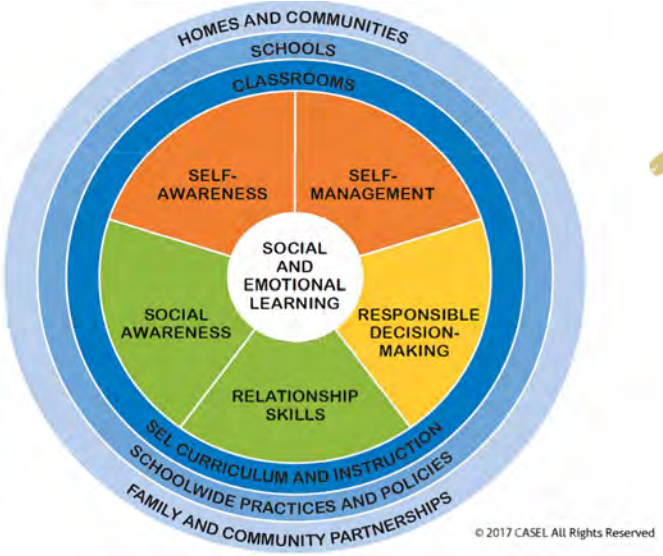
SEL: Learning within a System

IF we know the skills…we CAN determine the outcomes @ each grade level



AMERICAN SCHOOL COUNSELOR ASSOCIATION

naeyc®
National Association for the Education of Young Children

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Our System & Defining Our Outcomes…

Identify & Manage Emotions
Resolve Interpersonal Conflicts
Positive relationships

Mindset
Grit
Empathy
Communication
Managing Emotions

Self-awareness
Self-management
Social awareness

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Types of Measures?

Surveys
Direct Assessments
Rubric-based
observational scales

What is the Assessment Guide?

The Assessment Guide provides several resources for leaders and implementation teams in PreK-12th grade settings who are making decisions about selecting and using measures of student SEL. This includes guidance on how to select an assessment and use student SEL competency data, a catalog from which to select assessments, equipped with filters and bookmarking, and real-world accounts of how practitioners are using these data. Upcoming features include a platform to nominate measures for inclusion and a user forum for practitioners to ask questions and share their experiences.

@MeasuringSEL

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We chose a survey tool…

PanoramaEd

Student Voice

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We chose a survey tool…

Defined When & Which

Grades 4, 6, 8, 10, 12
Grit
Self-Efficacy
Social Awareness
Emotion Regulation

Grades 3, 5, 7, 9, 11
Growth Mindset
Self-Management
Classroom Effort
Learning Strategies

Surveys 1x/year

Grades 4, 6, 8, 10, 12

Grit
Self-Efficacy
Social Awareness
Emotion Regulation

Topic	Percent Favorable	Compared to others nationally
Social Awareness	71%	60th-79th percentile
Grit	59%	40th-59th percentile
Self-Efficacy	56%	40th-59th percentile
Emotion Regulation	49%	60th-79th percentile

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Surveys 1x/year

Grades 4, 6, 8, 10, 12

Grit
Self-Efficacy
Social Awareness
Emotion Regulation

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Surveys 1x/year

Grades 4, 6, 8, 10, 12

Grit
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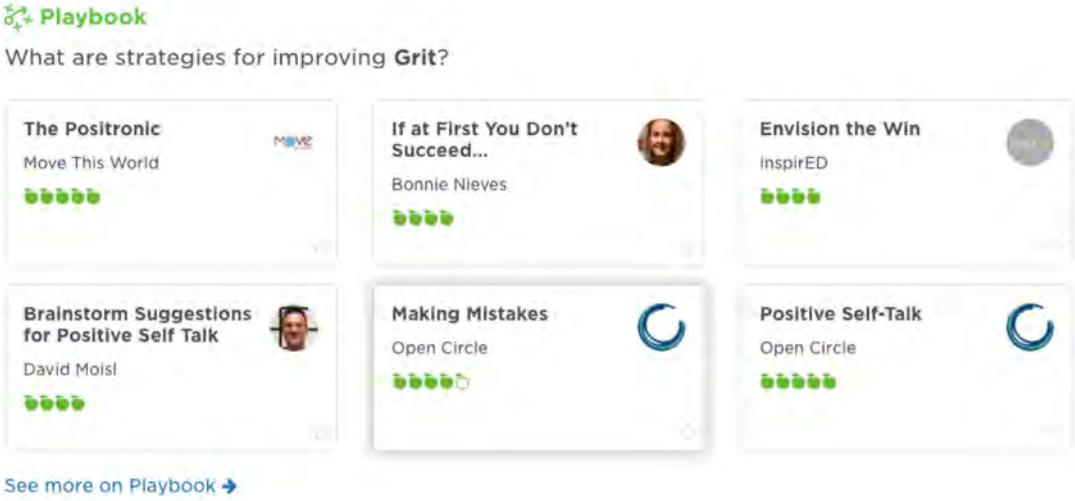

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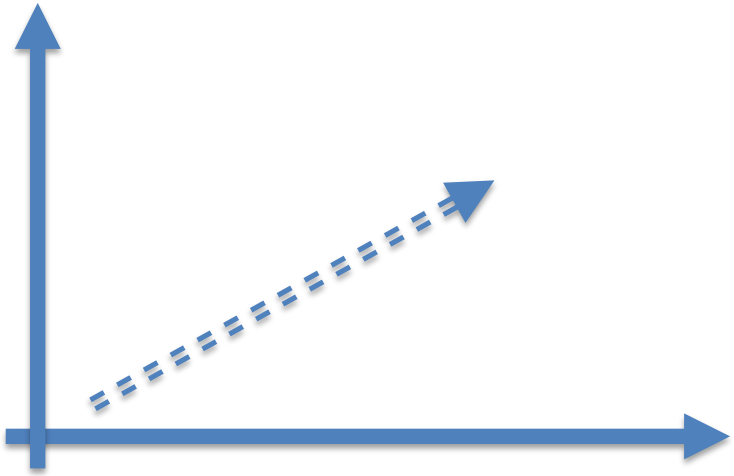
SEL: Learning within a System

Build skills INTO the curriculum…



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How?

Programs & Tools

Conscious Discipline
Mindfulness
Mindset Works
Capturing Kids Hearts

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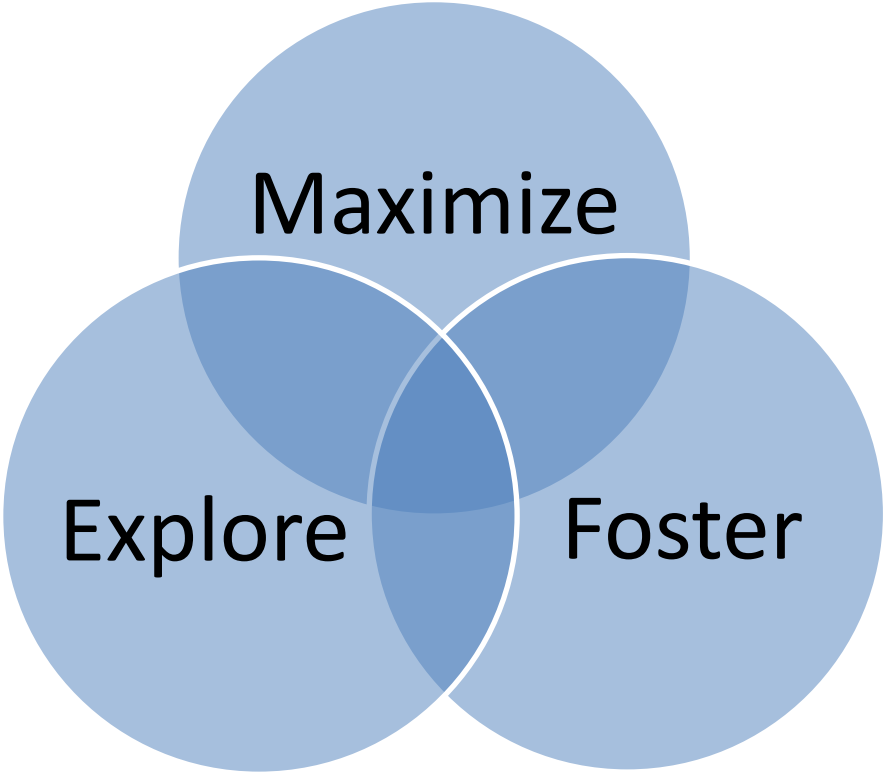
Why?



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Resources

Mindfulness

Conscious Discipline

Capturing Kids Hearts

SEL Assessment Guide
https://measuringsel.casel.org/access-assessment-guide/

Statistics
https://nces.ed.gov/pubs2019/2019047.pdf

PBS
https://florida.pbslearningmedia.org/collection/xavier-riddle-and-the-secret-museum/?utm_source=Twitter.com&utm_medium=social&utm_campaign=XavierRiddle#.XhITbxdKjOQ

Panorama Education

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