

Social Emotional Learning (SEL) Resources for 1st – 3rd Grade: A Pilot

*MA Department of Elementary & Secondary
Education*

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ABOUT THE SEL RESOURCES 1ST – 3RD GRADE

History

June 2015

MA Pre-K and Kindergarten Standards for Social Emotional Learning and Approaches to Play and Learning (SEL/APL) approved

January 2016-May 2019

SEL subcommittee of DESE's Early Learning Program Quality Workgroup(PQW) drafts SEL Resources for 1st - 3rd Grade



Development Process: SEL Resources for 1st – 3rd Grade

- Phase I: Grade Level Resources drafted (January 2016-Fall 2017)
- Phase II: Revision to integrate resources across first-third grade age range (2017-2018)
- Phase III: Format revised to match the format of the GPKLE (2018-2019)
- Phase IV: Edit and format all sections; begin vetting (2018-2019)
- Phase V: Pilot of resources in the field (2019-2020)

SEL Resources and GPKLE comparison

2018 GPKLE	SEL Resources
<p>Includes SEL as first content area, along with others: ELA, Math, Science/ Tech/Engineering, Social Studies, Arts.</p> <p>Includes ideas for experiences and practices that would address the PreK-K standard</p> <p>Organized with columns for standards, activities, indicators/evidence of learning, and supportive practices for educators</p>	<p>SEL is the first content area for a future Grades 1-3 Guidelines for Early Elementary Learning Experiences (GEELE)</p> <p>Includes ideas for experiences and practices that address the standard, at appropriate levels for 1st – 3rd Grade</p> <p>Standards are placed in a header row; other content organized with columns for activities, indicators, and supportive practices for educators</p>



Organization of the SEL Resources

- General introduction discusses the purpose and uses of the SEL Resources.
- Core Resource for each standard includes three components: suggested Activities, Indicators or Evidence of Learning, and Supportive Practices
- One Core Resource for each of the twelve SEL skill areas seen in the PreK-K SEL standards, plus APL5: Cooperation.
- Resource content aligned with CASEL's five core SEL competency areas

Organization of the SEL Resources

<i>SEL Standard: SEL1*</i> : The child will be able to recognize, identify, and express his/her emotions.		
Activities/ Instructional Strategies: ideas of things to do in the classroom to teach or promote these identified behaviors and skills.	Indicators or Evidence: signs to look for, child behaviors and/or skills a child might demonstrate to show progress toward this standard	Supportive Practices: strategies or categories of actions that can be taken to provide a context of support for the targeted behaviors or skills
<p>Possible learning activities: Children could...</p> <ul style="list-style-type: none"> practice labelling and defining different emotions; play Emotions' Bingo. Sort pictures of emotions into categories (happy, sad, confused); show how they are feeling during morning meeting (e.g. select which facial expression in a group of pictures best shows how they are feeling that day); use pictures to identify another person's emotional state, interpreting body language; identify/label feelings of characters in readings; tell each other, in pairs, about something that made them feel happy, sad etc.; access art and music activities to provide opportunities to express emotions/feelings; use journal/ craft activities to express emotions/feelings. 	<p>Indicators /Possible evidence of learning Children may...</p> <p><i>Progress from being able to:</i></p> <ul style="list-style-type: none"> recognize and label basic emotions (widely recognized basic emotions include: happiness/joy, sadness, anger, fear, disgust, and surprise)(PQW); identify emotions/ how they are feeling (PQW); begin to appropriately express and share one's own feelings in a variety of ways (PQW); <p><i>to being able to:</i></p> <ul style="list-style-type: none"> recognize and label more complex emotions, (e.g. shame, embarrassment, guilt, pride, jealousy and love) (PQW); identify emotions in pictures (PQW); describe the reasons for one's own feelings and the situations that cause those feelings, with decreasing support (PQW); <p><i>until eventually being able to:</i></p> <ul style="list-style-type: none"> associate a wide range of emotions with facial expressions, body language and behaviors (PQW); identify emotions in characters in stories, or in other people (PQW) ; express difficult or strong emotions appropriately (PQW). 	<p>Supportive practices: Educators could...</p> <ul style="list-style-type: none"> with visuals, ask students to show how they are feeling during morning meeting (e.g. select which facial expression in a group of pictures best shows how they are feeling that day); provide vocabulary words for complex feelings (e.g., frustrated, anxious, excited, embarrassed, proud, satisfied, confused, etc.); use self-talk to label personal feelings and model appropriate expression of emotions; have students fill out/place a name clip in the morning (as students arrive, or in morning meeting) where on the chart they are feeling. Students will be able to see that their peers do not always feel the same way that they are feeling; make connections with literary characters regarding needs, wants and feelings; read aloud or shared reading of books with clear and/or strong emotions, or emotion-focused books: <ul style="list-style-type: none"> Arthur by Marc Brown No David, by David Shannon The Invisible Boy" by Trudy Ludwig Wilfred Gordon McDonald Partridge, by Mem Fox



Sample Indicators: SELF-AWARENESS 1 Developmental Progressions

Evidence of learning. Children may:

Progress from being able to:

- recognize and label basic emotions (e.g. happiness, sadness, anger, and fear, (PQW);

to being able to:

- recognize and label more complex emotions, (e.g. shame, embarrassment, guilt, pride, jealousy and love) (PQW);

until eventually being able to:

- identify emotions in characters in stories, or in other people (PQW) ;



Sample Indicators: SELF-AWARENESS 3 Developmental Progressions

Evidence of learning. Children may:

Progress from being able to:

- show pride or satisfaction in their work or accomplishments (WSS);

to being able to:

- show awareness that mistakes are part of learning (WSS);

until eventually being able to:

- practice skills to reach their desired level of achievement (TSG);



Activity Examples: Self-Awareness-Accurate Self-Perception

CHILDREN MAY:

- identify their personal strengths, including their preferred ways of communicating: writing, speaking, drawing, acting, etc; use these to demonstrate what they know through their strengths (i.e., use technology, oral reports, or do skits instead of a written report).
- describe their cultural or family traditions and celebrations; be sure to support respect for all

Supportive Practices Examples: Self-Awareness-Accurate Self-Perception

Educators may:

- adapt and adjust curriculum content, materials and instruction according to the interests and experiences of students, with the goal of staying relevant to the interests, personalities, characteristics and personal histories of students (CSEFEL)
- display culturally relevant materials that allow children to “see themselves” in books, dolls, photographs, posters, and dramatic play materials.

PILOTING OF THE SEL RESOURCES 1ST – 3RD GRADE

Pilot Plan: Choices for each Site

Choose one or a combination of the following:

- A.** Early elementary educator(s) engage in **content review** of one or more Core Resources. May be a Professional Development activity if done as a group
- B. *Implementation:*** Educators choose one or more SEL Resources to implement, using activities and supportive practices to plan instruction or classroom supports
- C.** Some **combination of A and B** for one or more SEL Core Resources.

Methods for Gathering Pilot Feedback

During the pilot process:

1. IF IMPLEMENTING: Make anecdotal notes during activities or when supportive practices are used, or as soon AFTER as is practical
2. Either content reviewers OR implementers may choose to use the **PILOT GRID** as a tool

At END of pilot:

Each pilot site will complete an online **PILOT FEEDBACK SURVEY**



Timetable for Pilot Participation

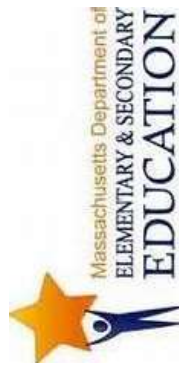
- Fall 2019: Educators indicate interest, complete online Recruitment Survey.
- Pilot Introductory Webinar, offered multiple times (October 18th and 21st, with later dates to be announced)
- Each pilot site chooses when to begin pilot work (the pilot will run from October through February).
- Completion of Pilot Feedback Survey is expected no later than February 28, 2020.

Survey Question Examples:

Rate TO WHAT EXTENT....

- Is the resource document “user-friendly”?
- Are activities appropriate for first through third grade children (6-9 years of age)?
- Are the activities sensitive to the diverse languages and cultures that may be represented in a classroom/community?
- Do the activities support the inclusion of children with disabilities?
- Do the activities and supportive educator practices help you to understand:
 - social emotional competencies? and
 - how to implement SEL in a developmentally appropriate way?
- Would you use the document to support planning?

WHERE TO BEGIN?



Identifying Areas of SEL Need

- Previously identified area(s) of SEL need
- Guidance from considering the district/school improvement goals are?
- See Transforming Education Website for [Tool IV: Social Emotional Competencies Selection Process](https://drc.casel.org/sel-as-a-lever-for-equity/)

• SEL Instructional/Teaching Strategy Mapping Tool

- To emphasize ways in which SEL impacts equity: See CASEL leadership reflection tool on beliefs and actions at the intersection of SEL and equity:

<https://drc.casel.org/sel-as-a-lever-for-equity/>



Identifying Areas of SEL Need: SEL INSTRUCTIONAL/TEACHING STRATEGY MAPPING TOOL

A	B	C				D
Direct Instruction Strategies	Integrated Teaching Strategies	Social Emotional Competencies				Additional Development
School-wide and Classroom	School-wide and Classroom	Self Awareness	Social Awareness	Relationship Skills	Responsible Decision Making	Please note additional personal qualities the teaching strategies may help develop
		Self Management	Character	Responsible Decision Making	Responsible Decision Making	
		Self Management	Character	Responsible Decision Making	Responsible Decision Making	
		Self Management	Character	Responsible Decision Making	Responsible Decision Making	
Ex. Begin class						



Sample rows from DEFINITIONS and EXAMPLES document

D E F I N I T I O N :	Cooperative play and learning. Cooperation includes reciprocity, turn taking, and sharing. Small group work includes project-based learning and partner work to solve problems, discuss ideas or complete a task. Cooperation is the basis of successful group play at recess and on the playground. Cooperation is a key part of collaborative problem-solving and group collaboration. Cooperation connects with or overlaps strongly with relationship skills such as listening to and respecting the perspective of others, leadership, conflict resolution, and helping one another.
E X A M P L E	Students working in small groups in productive ways demonstrate cooperation and/or collaborative skills in multiple ways, including: <ul style="list-style-type: none">• Taking turns in group discussions• Showing understanding of and participating in assigned



NEXT STEPS

Next Steps

- Complete pilot enrollment form at least two weeks prior to the month you will begin. Enrollment form tasks which SEL Resource(s) you would like to review and which option (A, B or C) you will be choosing
- Once enrollment form is received, the Resources will be emailed to the contact person
- A link to the Survey Questions will be emailed to the contact person.
- Complete the Survey Questions at end of your selected Pilot Period.
- Feedback will be reviewed and incorporated March-August 2020

FREQUENTLY ASKED QUESTIONS (FAQ)



Frequently Asked Questions

Q: Are the activities sequenced?

A: No, any activity may be used in any order, and for any of the three grades, with few exceptions. (Some book titles are best suited for younger or older students)

Q: We already do PBIS/ Responsive Classroom/ Open Circle (or other SEL programs). Will doing these activities/supportive practices be redundant?

A: You are encouraged to implement only items which are not already in use

Frequently Asked Questions

Q: Do pilot sites choosing implementation need to implement ALL the activities and supportive practices in each resource?

A: No, we ask that each classroom implement **a minimum of two to four items** (2-4 activities and/or 2-4 supportive practices) from each resource they choose to pilot; we welcome written feedback including your suggestions and reactions to the content of all items, but implementation of ALL items may turn out not to be practical.

Frequently Asked Questions (cont.)

Q: How much work/educator time is required before the pilot begins?

A: This will vary depending on how much time each educator or group of educators needs in order to assess needs and identify which resources they choose to pilot.

Q: How much work/educator time is required to complete the post-pilot feedback survey?

A: The time will vary depending on:

1. the number of resources that were chosen to pilot (from one to thirteen)
2. the number of educators/ classrooms/ schools providing input into each survey

Frequently Asked Questions (cont.)

Q: Is pilot participation open only to classroom teachers or may support staff implement it?

A:. We welcome pilot participation from all educators working with students, including speech-language pathologists, adjustment counselors or social workers, nurses, etc.

Q: Will pilot districts receive tangible materials as part of the pilot, and if so, what are they?

A: Unfortunately DESE does not have funds to support printing and mailing of materials, so all files and documents will be provided digitally in email attachments.

Frequently Asked Questions (cont.)

Q: If you are sending tools or email with codes for pilot items, will you provide a sheet to make sense of the codes/organizational structure?

A: The SEL CORE RESOURCES document, with resources for thirteen different competency areas, includes the letter-number identifiers for all activity (a), indicator (i) and supportive practice (s) items.

Frequently Asked Questions (cont.)

Q: If we have questions or concerns, who should we reach out to?

A: Jane Haltiwanger is the pilot coordinator; however, if/when the volume of emails or phone calls is too great, other members of the PQW or Early Learning Team will assist.

Q: Is DESE working on SEL Resources for upper grades as well?

A: The new PK-12 Comprehensive Health Curriculum Frameworks will include SEL; we have noted interest in seeing more resources for additional grades and have shared this with appropriate DESE staff.

Other questions?

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