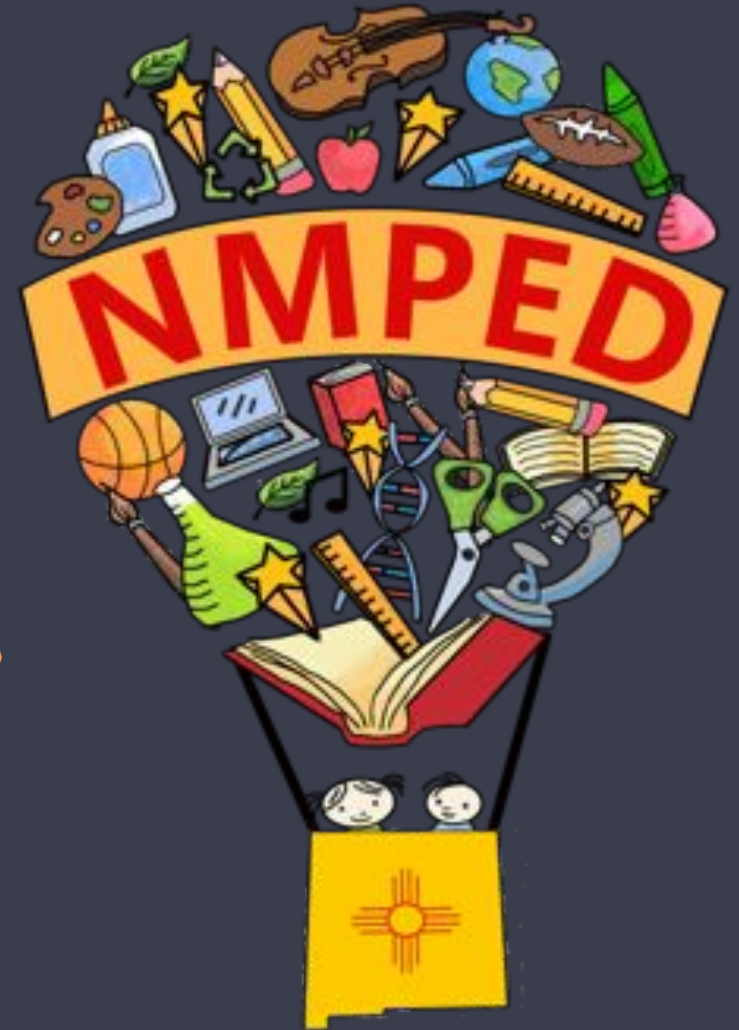


Social and Emotional Learning (SEL): The why and the how

Leslie Kelly – Behavioral Health Coordinator
Safe and Healthy Schools Bureau
New Mexico Public Education Department

Leslie.Kelly@state.nm.us

Investing for tomorrow, delivering today.



Welcoming Activity

- In the chat, please indicate on a scale of 1-10, please rate how familiar you are with SEL. (1 meaning you have little to no experience and 10 means you're an expert)
- Please share how far away you are right now, from the place of your birth? Guestimate of how many miles.

A photograph of three children sitting on the floor in a library. A young girl with blonde hair is on the left, looking towards the center. A young boy with dark curly hair is in the middle, smiling and looking up. A young girl with dark skin is on the right, looking down at a book. They are all sitting cross-legged. In the background, there are white bookshelves filled with books. The text "WHAT IS SEL..." is overlaid in large white letters.

WHAT IS SEL...



casel.org



SEL is....

Social and emotional learning (SEL) is an integral part of education and human development. 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 advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

What is Social and Emotional Learning (SEL)?

- 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.

Benefits and Facts about SEL



SEL Alignment with PED Strategic Plan:

- Pillar 2: Support the Whole Child

Whole Child and Culturally Responsive Education
Increase student learning and development
by supporting schools and classrooms to
engage in deeper, enriched academic
learning that is integrated with social-
emotional learning and that is culturally and
linguistically responsive.

STRATEGY II-C. SOCIAL-EMOTIONAL LEARNING

Build educators' capacity to support culturally responsive social-emotional learning.

STRATEGIES	OBJECTIVES	KEY PERFORMANCE OUTCOMES
II-C. Social-Emotional Learning	<ul style="list-style-type: none">• Ensure that all districts and charters adopt the social and emotional learning framework• Ensure that every school provides consistent opportunities for students to cultivate, practice, and reflect social and emotional competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making)	<ul style="list-style-type: none">• Effective practices implemented as a result of the social and emotional learning framework• Students gain increased social and emotional learning competencies, including self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making

Science Links SEL to Student Gains:

Landmark study documented multiple benefits of SEL

2011 meta-analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed:

Science Links SEL to Student Gains:

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

Reduced Risks for Failure:

- Conduct problems
- Emotional distress



Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011) *The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions.* *Child Development*: 82 (1), 405-432.

Impact of SEL: long-lasting and global

A 2017 research study finds that SEL programs benefit children for months and even years.

82

different programs reviewed
(38 outside U.S.)

97,000+

Students, kindergarten
through middle school

6 mo – 18 yrs

after programs completed

SEL Students Benefit in Many Areas

- ✓ Academic performance
- ✓ SEL skills
- ✓ Positive attitudes
- ✓ Positive social behaviors
- Conduct problems
- Emotional distress
- Drug use

Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits.

Benefits were the same regardless of socioeconomic background, students' race, or school location.



SEL benefits adults, too

Positive impact on teachers

Teachers with high levels of social competence are better able to protect themselves from burnout by:

- Developing and managing nurturing relationships with their students
- Serving as behavioral role models for children
- Regulating their own emotions



Source: Jennings, P.A. & Greenberg, M.T. (2009) *The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes*. American Educational Research Association.

A photograph of a male teacher with glasses and a red shirt leaning over a desk, smiling and interacting with a young female student who is focused on writing in a notebook. The image is semi-transparent and serves as a background for the text on the right side of the slide.

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer.

Benefits of SEL:

Strong return on investment

Wise financial investment according to cost-benefit research. The **average return on investment** for six evidence-based programs is:

11 to 1



meaning for every dollar invested there is an \$11 return, savings from costs not incurred for intervention

Benefits of SEL: Linked to young adult outcomes

Statistically significant associations exist between measured **social-emotional skills in kindergarten** and **young adult outcomes** across multiple domains:

Kindergartners who were stronger in SEL competence were **more likely** to:

- ✓ graduate from high school
- ✓ complete a college degree
- ✓ obtain stable employment in young adulthood

And **less likely** to be:

- ✗ living in public housing
- ✗ receiving public assistance
- ✗ involved with police
- ✗ in a detention facility



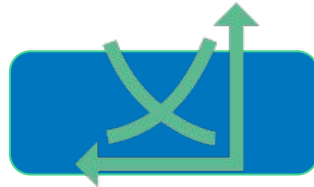
The benefits of SEL are well-researched:



SEL leads to **improved academic outcomes** and behaviors



SEL benefits are **long-term** and global



SEL is a **wise financial investment**



Social and emotional skills **help improve lifetime outcomes**



For more: <https://casel.org/fundamentals-of-sel/what-does-the-research-say/>

The Five Facts About SEL:

1. SEL is for everyone. Learning and practicing self-awareness, self-management, social awareness, relationship skills, and responsible decision-making creates a foundation for any goal you hope to achieve — whether it relates to school, career, family, or civic life. That's why SEL is important for all students no matter their academic levels, ability types, behavior records, or home lives. In fact, SEL isn't limited to students. It also helps *adults* examine their own feelings and thoughts, manage stress, collaborate with colleagues, navigate different perspectives, and make caring choices.

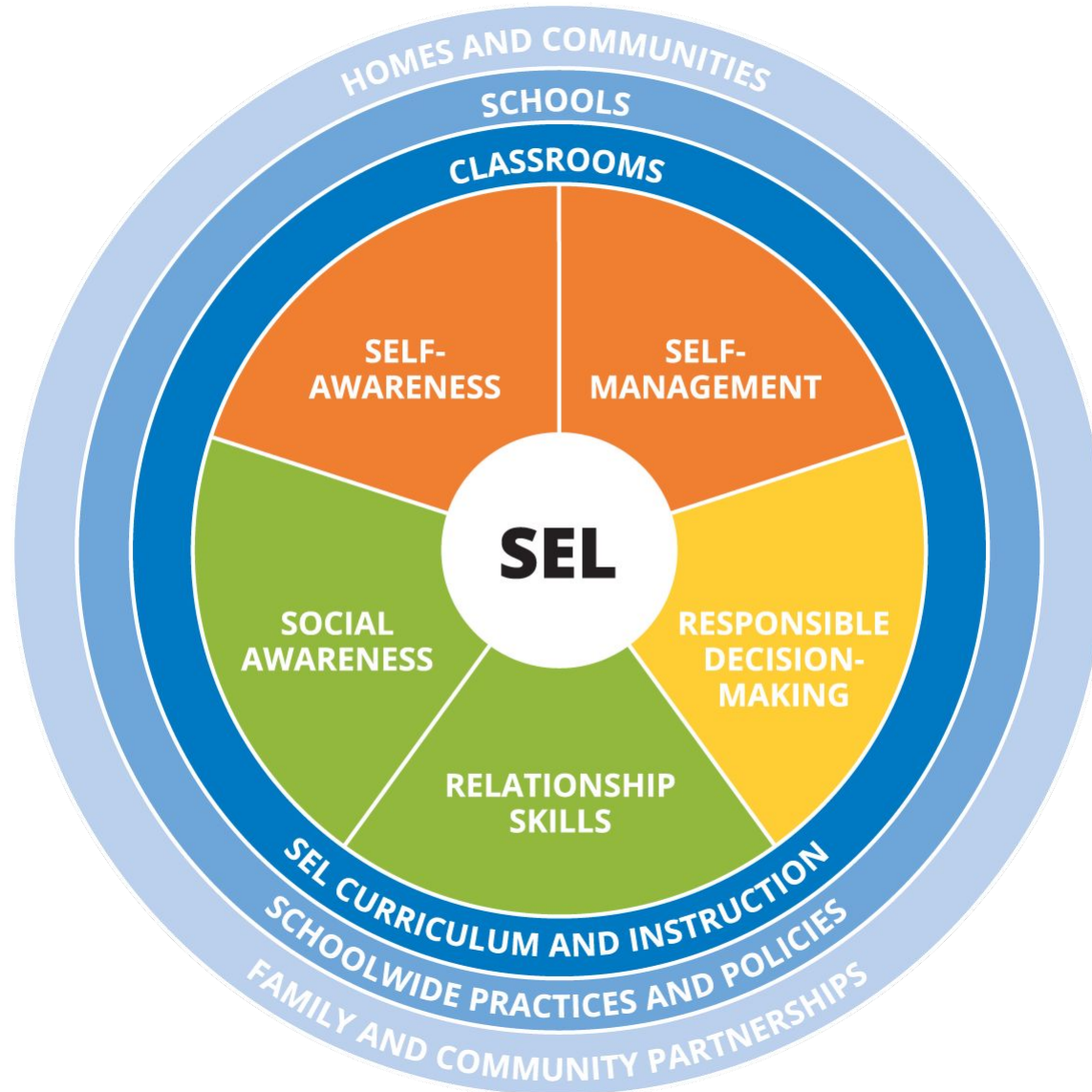
2. SEL is grounded in science. [A large body of research](#) across multiple countries shows the impact of SEL on a wide range of outcomes that support students' success and well-being. Focused on *what* we learn and *how* we learn, SEL draws from [brain science](#) and practical implementation to highlight how best to promote healthy development. Research has shown that we think and learn best when we have supportive relationships, feel a sense of security and belonging, and have opportunities to develop and practice our social, emotional, and cognitive skills across many different contexts.

3. SEL bolsters academic learning. One important outcome of SEL is that it increases students' [academic performance](#). SEL builds skills that boost academic achievement in core subject areas while creating the relationships and environments that are most conducive to learning. In fact, [93% of teachers](#) want a greater focus on SEL in schools because they know that it improves students' academic performance, classroom behaviors, and attitudes about school.

4. SEL builds on strengths. SEL gives students opportunities to learn about, appreciate, and build on their unique talents, interests, perspectives, and experiences. While SEL helps [reduce risky behaviors and improve mental health](#), it's not intended to “control” children's behaviors or diagnose problems. Instead, it's meant to enhance the many social and emotional strengths that all students already possess.

5. SEL extends across schools, homes, and communities. SEL is about students, educators, families, and communities working together to create learning experiences and environments that best promote social, emotional, and academic growth. Rather than the work solely of teachers or parents, this coordination ensures students have consistent opportunities to learn and practice SEL across all the places where they live and learn. This also means that SEL isn't one-size-fits-all, but that school-family-community partnerships determine the shared vision, goals, and plans for SEL in their communities.

What does SEL look like in a classroom, school, community?



Self-Awareness

- Using “I statements” and feeling words to describe how something makes me feel.
- I’m aware of how my own cultural background creates a lens through which I see and interpret the world. I understand how certain biases might exist because of this lens.
- I notice behaviors, tone of voice and other personal reactions I might have to certain situations or ideas.
- I view challenges as an opportunity to grow and develop, personally and professionally.



Self-Management



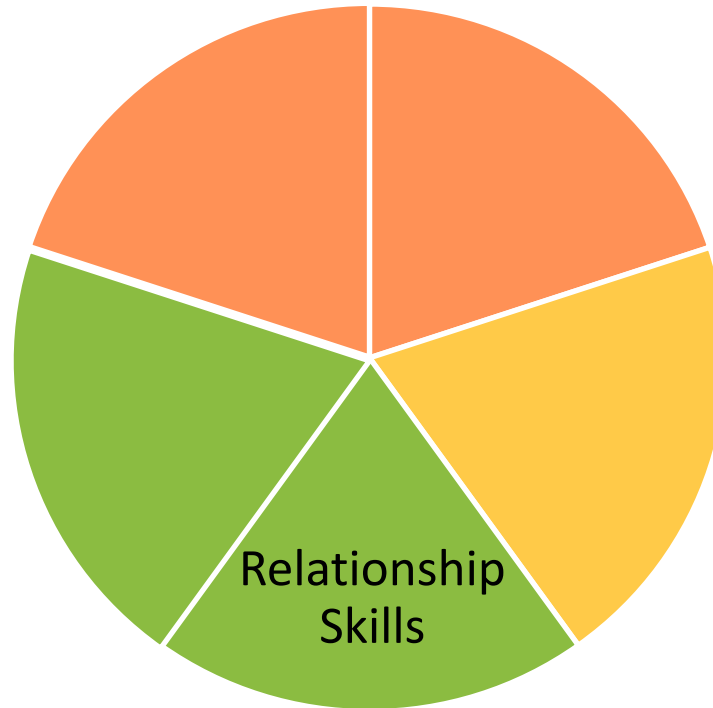
- I can recognize situations that make me feel stressed and take appropriate steps to change them. I have strategies that help me self-regulate and calm down when I need to.
- I'm willing to ask for help from others.
- I manage conflict constructively by finding win-win situations.
- When I disagree with somebody, I use courteous language and maintain a restorative mind-set.

Social Awareness

- I can recognize situations that make me feel stressed and take appropriate steps to change them. I have strategies that help me self-regulate and calm down when I need to.
- I can sense how others might feel about something. I can see the world from their eyes and understand why they may feel the way they feel.
- I respect other people, even those who aren't like me. I value the perspectives of others and feel enriched by diversity. I'm willing to compromise
- When I disagree with somebody, I use courteous language and maintain a restorative mind-set.

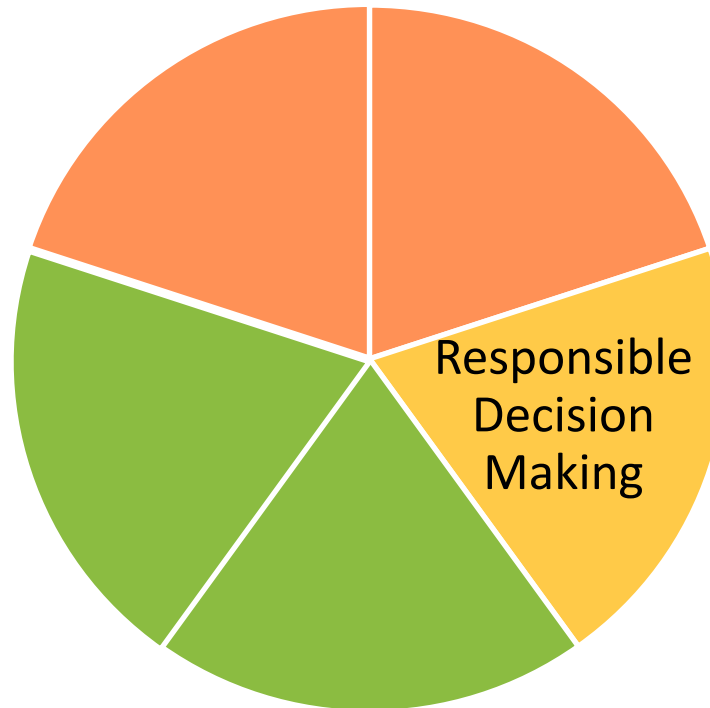


Relationship Skills



- I build positive and productive relationships with people around me. I connect with individuals at my school or in my department who I don't normally interact with.
- I get to know others and allow them to get to me while respecting everybody's individual comfort levels and boundaries, including my own.
- I am willing to give and receive constructive, helpful feedback during collaboration.

Responsible Decision Making



- I place the needs of my students before personal or political interests. I consider my ethical and legal obligations before making decisions.
- I can identify problems and find creative and positive solutions. I work to gather all relevant information before making a conclusion.
- I understand that my choices have consequences. I think about how my decisions will impact myself and others. I think about how others may view my choices

Social and Emotional Learning For Adults

- Using “I statements” and feeling words to describe how something makes me feel.
- I’m aware of how my own cultural background creates a lens through which I see and interpret the world. I understand how certain biases might exist because of this lens.
- I notice behaviors, tone of voice and other personal reactions I might have to certain situations or ideas.

- I can recognize situations that make me feel stressed and take appropriate steps to change them. I have strategies that help me self-regulate and calm down when I need to.

- I can sense how others might feel about something. I can see the world from their eyes and understand why they may feel the way they feel.

- I respect other people, even those how aren’t like me. I value the perspectives of others and feel enriched by diversity. I’m willing to compromise

- When I disagree with somebody, I use courteous



- I can recognize situations that make me feel stressed and take appropriate steps to change them. I have strategies that help me self-regulate and calm down when I need to.
- I’m willing to ask for help from others.
- I manage conflict constructively by finding win-win situations.

- When I disagree with somebody, I use courteous language.
- I place the needs of my students before personal or political interests. I consider my ethical and legal obligations before making decisions.

- I can identify problems and find creative and positive solutions. I work to gather all relevant information before making a conclusion.

- I understand that my choices have consequences. I think about how my decisions will impact myself and others. I think about how others may view my choices.

- I build positive and productive relationships with people around me. I connect with individuals at my school or in my department who I don’t normally interact with.
- I get to know others and allow them to get to me while respecting everybody’s individual comfort levels and boundaries, including my own.

The SEL 3 Signature Practices:

How to begin and end classes and meetings for adults and students

1. Welcoming Rituals-Routines/ Inclusion Activities :

smiling warmly and greeting every person by their preferred name
whole group greeting activities
morning circles
interactive “do-nows” ie. peer to peer homework help

2 . Engaging Strategies, Brain Breaks, and Transitions

Think, Ink, Pair, Share (silent time to reflect; time to write; partner discussions; close w group share out)

Mindful Minute Brain Break- (calming-focusing activity)

Dance breaks – purposefully scheduled time to move and refresh brain

Transitions-“It’s time to put the toys away so we can play another day..”

3. Optimistic Closures:

Something I learned today.....

I’m curious about.....

I am looking forward to tomorrow because.....

On a scale of 1-10.....



Brain Break:

- Arm Stretch Energizing Brain Break:
- https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cad=rja&uact=8&ved=2ahUKEwjhgPnenIz3AhUqKzQIHRn0DtsQFn_oECBEQAw&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D9QQ53FcCp74&usg=AOvVaw2me19iRkN2LA87r6rT054f

New Mexico Public Education Department's

Social Emotional Learning Framework



New Mexico's Social and Emotional Learning Framework for Schools

- 1. Positive Developmental Relationships: a learning environment that is supportive, culturally responsive and focused on meaningful connection, relationships and building community.**
 - a. Teacher-student relationships are a priority for all adults in the building
 - b. Culture and identity are valued and explored
 - c. Classroom routines and procedures exist
 - d. Community building is intentional and encouraged

New Mexico Social and Emotional Learning Framework

School Self-Assessment

1. Positive Developmental Relationships: a learning environment that is supportive, culturally responsive and focused on meaningful connection, relationships and building community.

	Fully Implemented	Partially Implemented	Not Implemented	Resources
<p>a. Teacher-student relationships are a priority for all adults</p> <p>b. Culture and identity are valued and explored</p> <p>c. Classroom routines and procedures exist</p> <p>d. Community building is intentional and encouraged</p>	<p>Teachers use inclusive, relationship centered, and culturally responsive practices to create supportive classroom environments. Strategies are developmentally appropriate and focus on creating a community of learners that supports, honors, and acknowledges the cultural assets, contributions, and needs of all students. Shared agreements are collaboratively developed, consistently modeled by adults and students, and woven into daily routines and practices</p>	<p>Teachers have prioritized and planned to build inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Classroom shared agreements have been collaboratively developed in some classrooms.</p>	<p>Teachers have not yet prioritized the use of inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments.</p>	<p>Supportive environment – belonging and emotional safety</p> <p>creating opportunities through relationships</p> <p>learner-autobiography-lesson-plan/</p> <p>Identity safe classrooms</p> <p>Teaching tolerance</p> <p>questions for reflective practices</p> <p>Classroom shared agreements lesson plan</p> <p>classroom community building</p> <p>Partner clocks</p> <p>Creating shared class goals</p> <p>Turn to you partner</p> <p>Three signature SEL classroom practices</p>

2. Intentional Development of Skills, Mindsets and Habits - students have consistent opportunities to cultivate, practice and reflect on social and emotional competencies in a way that is developmentally appropriate and culturally responsive.

- a. The 5 SEL competencies are taught, modeled and practiced
- b. Explicit SEL instruction is provided consistently
- c. All students are exposed to an age appropriate, evidence based SEL curriculum
- d. Student voice is present and encouraged

2. <u>Intentional Development of Skills, Mindsets and Habits</u> - students have consistent opportunities to cultivate, practice and reflect on social and emotional competencies in a way that is developmentally appropriate and culturally responsive.				
	Fully Implemented	Partially Implemented	Not implemented	Resources
a. The 5 SEL competencies are taught, modeled and practiced b. Explicit SEL instruction is provided consistently	All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals. SEL instruction is connected to other opportunities for practicing and reflecting on SEL competencies throughout the day.	All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals	The school has not yet dedicated time for students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction.	SEL in the classroom self-assessment SEL integrated lesson or activity planning checklist SEL integrated lesson or activity planning checklist SEL integrated sample lesson plans Modeling SEL for students Modeling SEL for young people Explicit SEL instruction
c. All students are exposed to an age appropriate, evidence based SEL curriculum	The school is implementing with fidelity an evidence-based SEL program and practices across all grade levels, and providing ongoing implementation support to staff. Program and practices are aligned to the school's SEL vision and goals, and are culturally- and linguistically-responsive to students. The SEL team regularly uses data on fidelity of implementation to	The school is beginning to provide professional learning around evidence-based SEL program and practices aligned to the school's SEL vision and goals, and cultural and linguistic strengths.	The SEL team is in the process of collaboratively selecting an evidence-based program aligned to the school's vision and goals, and cultural and linguistic strength	Selecting an Evidenced-based program Adopting an evidenced based program for SEL

d. Student voice is present and encouraged	Staff honor and elevate a broad range of student perspectives and experiences by engaging them as leaders, problem solvers and decision-makers, offering ways for students to shape SEL initiatives, instructional practices, and school climate. Students regularly initiate and lead activities, solutions, and projects to improve their classrooms, school and the broader community	Students are offered many opportunities to take on leadership and decision-making roles that inform SEL initiatives, instructional practices, and school climate. Students have opportunities to lead activities, solutions, and projects to improve their classrooms, school and the broader community.	Students do not yet have opportunities to take on leadership and decision-making roles.	Elevate Student Voice
--	--	--	---	---------------------------------------

3. Rich Instructional Experiences - SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies.

- a. Academic and growth mindsets are fostered
- b. SEL and academic objectives are aligned
- c. SEL competencies are integrated into instruction, e.g.; grade level benchmarks, evident in all subject matter
- d. Grading policies should reflect a competency based approach to education that is grounded in empowering students to make important decisions about their learning, how they will create and apply knowledge and how they will demonstrate learning.

3. <u>Rich Instructional experiences</u> - SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies.				
	Fully Implemented	Partially Implemented	Not Implemented	Resources
a. Academic and growth mindsets are fostered	SEL standards/goals are clearly embedded in academic learning, and students regularly share their perspectives on how social and emotional competencies connect to what they are learning. Teachers actively engage students in co-constructing knowledge and making meaning of content through classroom discussions and collaborative structures. Teachers use intentional strategies to foster student ownership over their learning, including connecting their perspectives and experiences to instruction. SEL	SEL standards/goals are embedded in academic learning in some classrooms. Some teachers use classroom discussion and collaborative structures to engage students, and encourage students to connect their perspectives and experiences to instruction.	Teachers have not yet prioritized the integration of SEL into instruction	Using interactive pedagogy
b. SEL and academic objectives are aligned				Fostering academic mindsets
c. SEL competencies are integrated into instruction, e.g.; grade level benchmarks, evident in all subject matter				Aligning SEL and academic objectives Integration of SEL and instruction

d. Grading policies should reflect a competency based approach to education that is grounded in empowering students to make important decisions about their learning, how they will create and apply knowledge and how they will demonstrate learning.	The school or district uses rigorous, common expectations for learning (knowledge, skills, and dispositions) that are explicit, transparent, measurable, and transferable. Students' are met where they are at and their progress is based on evidence of mastery. Assessment is meaningful, positive and an empowering learning experience that yields timely, relevant and actionable evidence. Students are actively learning using different pathways and varied pacing.	Some of the school's or district uses and/or are exploring the use of rigorous, common expectations for learning (knowledge, skills, and dispositions) that are explicit, transparent, measurable, and transferable. Students' are met where they are and their progress is based on evidence of mastery. Assessment is meaningful, positive and an empowering learning experience that yields timely, relevant and actionable evidence. Students are actively learning using different pathways and varied pacing.	The school/district is using traditional grading policies not reflected in competency based grading.	aurora-institute.org
--	--	---	--	--

4. Environments Filled with Safety and Belonging - conditions for belonging and emotional safety are created by being responsive to students' perspectives and needs, affirming all students' full identities, and establishing structures that create predictability and consistency.

- a. Environments are filled with safety and belonging
- b. School wide discipline policies and practices are instructive, restorative, developmentally appropriate and equitably reinforced
- c. Staff and student relationships are evident and valued.
- d. Staff relationships are supportive, respectful and collaboration exists
- e. Student relationships are respectful, friendly and inclusive

4. <u>Environments filled with safety and belonging</u> - conditions for belonging and emotional safety are created by being responsive to students' perspectives and needs, affirming all students' full identities, and establishing structures that create predictability and consistency.				
	Fully Implemented	Partially Implemented	Not Implemented	Resources
a. Environments are filled with safety and belonging	Leadership and staff are deeply knowledgeable about students' lived experiences, cultural backgrounds, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for students to learn about cultural differences, explore and celebrate their own social and cultural identities, and collaboratively develop inclusive and equitable learning environments	Leadership and staff are familiar with most students' cultural backgrounds, life circumstances, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for some students to learn about cultural difference	Leadership and staff are not yet familiar with their students' cultural backgrounds, life circumstances, or the local community context.	Anti-Defamation League (ADL) Anti-Bias tools and strategies National Center on Safe Supportive Learning Environments: Creating safe and Respectful environments in our nations classrooms A supportive classroom environment Belonging and Emotional Safety
b. School wide discipline policies and practices are instructive, restorative, developmentally appropriate and equitably enforced	Discipline policies and practices promote SEL, including providing opportunities for students to reflect, problem solve, and build positive relationships. These policies and practices take into account students' developmental stages, cultural backgrounds, and individual differences. Data demonstrates that these practices are used consistently and equitably in the classroom and throughout the school.	The school is reviewing or has identified discipline policies and practices that support SEL and are restorative, instructive, and developmentally appropriate. Data are reviewed frequently to determine if policies and practices have been applied equitably	Discipline policies and practices have not yet been reviewed to determine how well they align with SEL	Trauma Learning Policy Initiative Establish Discipline Policies that Promote SEL Student-centered discipline SEL alignment to schoolwide systems, polices, programs and practice

<p>c. Staff and student relationships are evident and valued</p> <p>d. Staff relationships are supportive, respectful and collaboration exists</p> <p>e. Student relationships are respectful, friendly and inclusive</p>	<p>All staff and students examine their own social and emotional competence, collaborate with peers to practice new SEL strategies, and develop skills for cultivating supportive, equitable learning environments. All staff engage in ongoing, high quality professional development and integrate SEL into staff meetings and PLC's.</p>	<p>Some staff and students examine their own social and emotional competence, collaborate with peers to practice new SEL strategies, and develop skills for cultivating supportive, equitable learning environments. Some staff engage in ongoing , high quality professional development and are planning to integrate SEL into staff meetings and PLC's</p>	<p>Staff and students do not examine their own social and emotional competence, are not engaged in ongoing SEL professional development and have not integrated SEL into staff meetings and PLC's</p>	<p>Creating Opportunities through relationships adult PD modules</p> <p>Foster a supportive school climate</p> <p>Self-Care and Re-Energizing</p>
---	---	---	---	---

5. Integrated Systems and Supports - SEL is seamlessly integrated into a continuum of academic and behavioral supports which are available to all students and ensure that all student needs are met.

- a. Identify and communicate how SEL align with existing systems; MLSS, SAT, and/or PBIS-positive behavior interventions and supports
- b. Align SEL to universal strategies, such as, school mental health, restorative practices and/or trauma informed practices
- c. SEL is evident in out of school time programming
- d. SEL is integrated into family and community communications, activities and programming

5. <u>Integrated Systems of Supports</u> - SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.				
	Fully Implemented	Partially Implemented	Not implemented	Resources
a. Identify and communicate how SEL aligns with existing systems; i.e., MLSS, SAT, PBIS	The school provides a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students. The SEL team has created common language and aligned all student supports and related programs and initiatives with schoolwide SEL goals and priorities. Each year, the SEL team takes stock of all supports and is strategic about how to improve integration in the coming year.	The school provides a partial continuum of supports to meet the academic, social, emotional, and behavioral needs of all students. The SEL team is taking steps to create common language and align all student supports and related programs and initiatives with schoolwide SEL goals and priorities.	A continuum of supports is partially in place. The SEL team is considering ways to create common language and align student supports with schoolwide SEL goals and priorities	Integrate Student Supports with School wide SEL SEL and PBIS Integration
b. Align SEL to universal strategies, such as school mental health, restorative practices and/or trauma informed practices				

c. SEL is evident in Out of School programming	School staff and community partners in out of school time programming are aligned around SEL common language, strategies, and communication	School staff and community partners in out of school time programming are in the process of aligning around SEL common language, strategies, and communication	School staff and community partners in out of school time programming have not aligned around SEL common language, strategies, and communication	Strategies for Establishing School-OST-Family Partnerships in support of SEL Collaboration Tools for Building SEL Across the School Day and Out of School Time https://schoolguide.casel.org/resource/collaboration-tools-for-building-sel-across-the-school-day-and-out-of-school-time/
d. SEL is integrated into family and community communications, activities and programming	School leaders and school staff have multiple avenues for ongoing two-way communication with families and community inviting both to understand, experience, inform, and support the social and emotional development of their students in partnership with the school. This partnership includes family and community participation on the SEL team and meaningful opportunities to learn more about and contribute to SEL in the school.	School leaders and staff regularly communicates with families and community and invite feedback from both about the school's efforts to promote students' SEL.	School leaders and staff do not yet communicate with families and community about SEL. School	Community Partnerships https://schoolguide.casel.org/focus-area-3/family-partnerships/

6. Use of Data to Assess Need and Impact - Implementation and outcome data are collected and used to monitor progress toward goals and continuously improve all SEL related systems, practices, and policies with a focus on equity.

a. Identify, Collect and Review data: Consider your purpose for collecting data

b. Use of Framework rubric to assess implementation

c. Use of individual reflection tools (student, staff, families) for practice development and continuous improvement.

6. <u>Use of Data to Assess Need and Impact</u> - Implementation and outcome data are collected and used to monitor progress toward goals and continuously improve all SEL-related systems, practices, and policies with a focus on equity.				
	Fully Implemented	Partially Implemented	Not Implemented	Resources
a. Identify, collect and review data, considering your purpose for collecting data	The school uses a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school level decisions during each meeting. The team is empowered to lead staff in this process by regularly (at least quarterly) communicating their findings and creating opportunities to use data to drive continuous improvement at the school, classroom, family, and community level.	The school is in the early stages of identifying a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions	The school has not yet identified a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions	Indicators of schoolwide SEL Continuously improve schoolwide SEL implementation SEL Data Reflection Protocol
b. Use of NM SEL Framework to assess implementation	A team of school staff, including an administrator have used the NM SEL Framework to assess comprehensive SEL implementation	A team of school staff, including an administrator are planning to use the NM SEL Framework to assess comprehensive SEL implementation	The school has not planned to use the NM SEL Framework to assess comprehensive SEL implementation	
c. Use of individual reflection tools for all, (students, staff, administration, families) for practice development and continuous improvement	School leaders and staff use reflection tools with students, families/community, staff and administration to practice continuous improvement	Some staff use reflection tools with students, families/community, staff and administration to practice continuous improvement	School leaders and staff do not use reflection tools.	Indicators of Schoolwide SEL: Strengths and Needs Reflection SEL Data Reflection Protocol

What has been happening in New Mexico?

- January 2020 NM SEL Framework launched
- 2020-2022 received approximately 1,600,00 of Federal Relief dollars to fund 223 SEL mini-grants to schools
- UNM Project ECHO for SEL series 2020-21 and 2021-22
- Partnership with Transforming Education for targeted work with 10 districts
- August 2021 New Mexico SEL platform launched :
www.newmexicoselportal.com
- Spring 2022 SEL course published on CANVAS
- Fall 2021 SEL4NM chapter started in New Mexico

Optimistic Closure:

- Mercedes Holtry – Something Out of Nothing-(show video)

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjO2_Plh2AhUDJTQIHbUGDygQwqsBegQIAxAB&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DfXHBHdTjkaU&usg=AOvVaw0TMmBMWirmIW9pt32SK_E1

- How does Mercedes demonstrate her understanding of the 5 competencies ?
- What would classrooms, schools, districts look and feel like if all adults placed a premium on relationships, knowing and respecting their students' identities, while communicating high expectations and success for all?

Resources

- **13 Powerful SEL Activities – (secondary)**

<https://www.edutopia.org/article/13-powerful-sel-activities-emelina-minero>

- **Free Social & Emotional Activities for Elementary Students**

<https://www.gryphonhouse.com/activities/category/post-social-emotional/elementary/>

- **5 ways to incorporate SEL in middle school**

<https://www.edutopia.org/article/5-ways-incorporate-sel-middle-school>

- **The SEL 3 Signature Practices**

https://www.ggie.berkeley.edu/practice/the-sel-3-signature-practices/#tab_2

- **Adult SEL Self-Assessment**

<https://schoolguide.casel.org/resource/adult-sel-self-assessment>

- **Growth mindset article**

<https://schoolguide.casel.org/resource/carol-dweck-on-fixed-and-growth-mindset-thinking-among-teachers/>

Resources

- SEL for New Mexico – advocacy/policy/learning group

[SEL4NM](#)

- Graphic Intersection of SEL/MLSS/UDL and Early Childhood

<https://youtu.be/kXAxwdUo244>

- PED on line free SEL portal

www.NewMexicoSELportal.com

Thank you !

Leslie G. Kelly, MA.

Behavioral Health Coordinator

New Mexico Public Education Department

Safe and Healthy Schools Bureau

Leslie.Kelly@state.nm.us