

Purpose: To provide a brief on the California MTSS Facilitator Training and 2018 National MTSS Professional Learning Institute in Sacramento in July.

- This was three and a half days of conferencing and workshops around California’s Scaled-Up Multi-Tiered System of Supports initiative, during which I focused mainly on the Social-Emotional Learning realm.

I attended workshops on:

- Social-Emotional Learning within the statewide context
- Hope and Healing in Education
- Why Social-Emotional Learning Matters for MTSS
- Leadership Development in MTSS / Shifting from Reacting to Creating
- Dismantling the school to prison pipeline
- Tier 1 & 2 Strategies for Social-Emotional Learning
- And more...

- To refresh, MTSS (Multi-Tiered System of Supports) is a framework that blends academic, behavioral and social-emotional interventions to best support all our students.
- Social-Emotional Learning (SEL) is the process by which children and adults develop and experience foundational skills to be successful in school, college, career and life. SEL skills support a positive culture, climate and community.

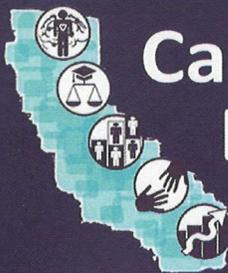
**Guiding Principles and Core Competencies of SEL**

<p><b>Guiding Principles:</b></p> <ol style="list-style-type: none"> <li>1. Adopt WHOLE CHILD Development as the Goal of Education</li> <li>2. Commit to Equity</li> <li>3. Build Capacity</li> <li>4. Partner with Families and Community</li> <li>5. Learn and Improve</li> </ol>	<p>Use these</p>   <p>To achieve these</p> 	<p><b>Core Competencies:</b></p> <ol style="list-style-type: none"> <li>1. Self-Awareness</li> <li>2. Self-Management</li> <li>3. Social-Awareness</li> <li>4. Relationship Skills</li> <li>5. Responsible Decision-Making</li> <li>6. Growth Mindset</li> </ol>
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Handouts – *California’s Social and Emotional Learning – Guiding Principles*  
*SCUSD SEL Core Competencies*  
*Social Emotional Learning Standards*

Video (YouTube) – 5 Keys to Social and Emotional Learning Success (Edutopia)

[https://www.youtube.com/watch?v=DqNn9qWoO1M&list=PL10g2YT\\_In2gCNJMk3hDaxo9IbB75Ex\\_R](https://www.youtube.com/watch?v=DqNn9qWoO1M&list=PL10g2YT_In2gCNJMk3hDaxo9IbB75Ex_R)



# California's Social and Emotional Learning Guiding Principles



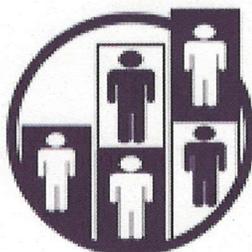
## 1 Adopt Whole Child Development as the Goal of Education

Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness. Name SEL as not a “nice to have,” but a “must have” to ensure student success in school, work, and community.



## 2 Commit to Equity

All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.



## 3 Build Capacity

Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.



## 4 Partner with Families and Community

Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.

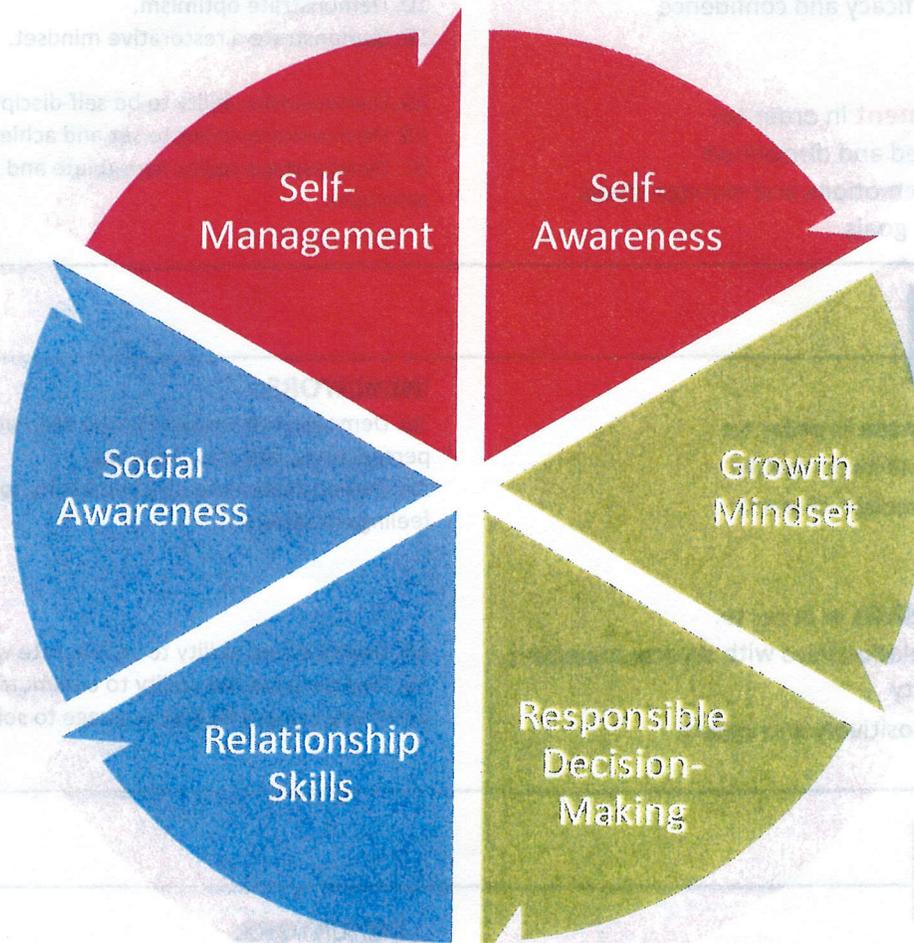


## 5 Learn and Improve

Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.



# SCUSD SEL Core Competencies



We **A**re. We **B**elong. We **C**an.



# Social Emotional Learning Standards

SEL is the process by which children and adults develop and experience foundational skills to be successful in school, college, career, and life. SEL skills support a positive culture, climate, and community.

## We Are.

Develop **Self-Awareness** in order to:

- Recognize and identify emotions
- Experience optimism
- Embody gratitude
- Cultivate self-efficacy and confidence

Develop **Self-Management** in order to:

- Be self-motivated and disciplined
- Regulate one's emotions and manage stress
- Set and achieve goals

### INDICATORS:

- 1A. Demonstrate a sense of confidence.
- 1B. Express gratitude.
- 1C. Demonstrate ability to recognize and understand one's emotions.
- 1D. Demonstrate optimism.
- 1E. Demonstrate a restorative mindset.
- 2A. Demonstrate ability to be self-disciplined.
- 2B. Demonstrate ability to set and achieve goals.
- 2C. Demonstrate ability to regulate and manage one's emotions.

## We Belong.

Develop **Social Awareness** in order to:

- Experience and show empathy
- Affirm and appreciate diversity

Develop **Relationship Skills** in order to:

- Build positive relationships with diverse members in the community
- Communicate positively and clearly

### INDICATORS:

- 3A. Demonstrate respect for the diversity of perspectives, cultures, and race.
- 3B. Demonstrate empathy and ability to share the feelings of others.
- 4A. Demonstrate ability to collaborate with others.
- 4B. Demonstrate the ability to communicate positively using affective language to solve problems.

## We Can.

Develop **Responsible Decision-Making** in order to:

- Base decisions on safety, social, and ethical considerations
- Evaluate, reflect, and consider the well-being of self and others

Develop **Growth-Mindset** in order to:

- Embrace mistake-making and risk-taking
- Strengthen perseverance
- Nurture resilience

### INDICATORS:

- 5A. Demonstrate responsibility by acting independently and reflecting on the impact of one's decisions in the community.
- 5B. Demonstrate integrity by being honest and behaving ethically in all situations.
- 6A. Demonstrate perseverance and steadfastness when challenged or facing difficult situations.
- 6B. Demonstrate resilience.