



Social Emotional Learning (SEL) in Michigan

DARTEP October 2, 2020

Welcome

SEL bingo:

















- Pick the emotion you felt at the beginning of the meeting.
- How did that emotion impact the way you processed information?

1

2

3

4

	A	B	C	D
	<h2>Emotions</h2>			
	 happy	 sad	 angry	 excited
	 afraid	 shy	 guilty	 tired
	 jealous	 loved	 hopeful	 bored
	 proud	 sorry	 embarrassed	 surprised

What Is SEL?

SEL is the **process** of developing and using the skills, attitudes, and knowledge that help youth and adults (CASEL, 2012):

1

Identify and regulate emotions.

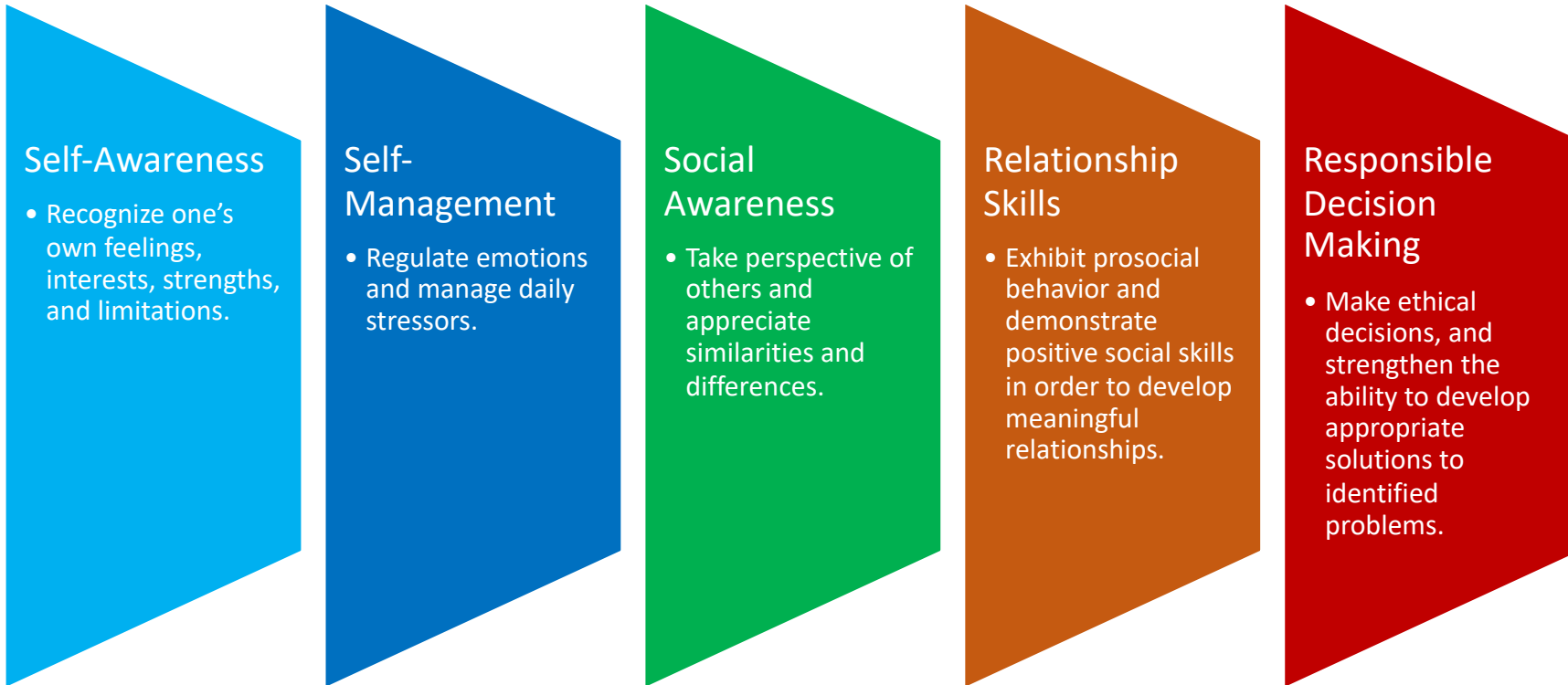
2

Develop positive relationships.

3

Make responsible decisions

Components of SEL



Goals of SEL Programming



to promote students' **social-emotional** skills



positive attitudes,



lead to improved adjustment

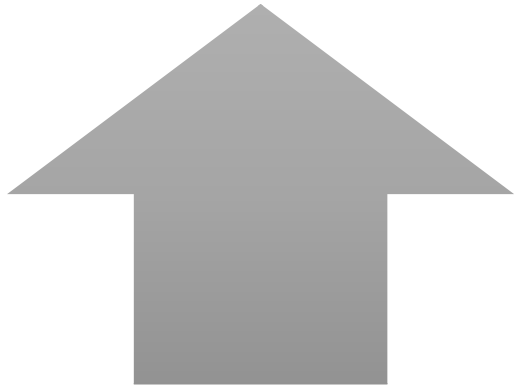


academic performance as reflected:

in more positive social behaviors,
fewer conduct problems,
less emotional distress,
better grades and achievement test scores.

Why Is SEL Important?

Increases Students' Capacity to Learn



- Social-emotional skills (9 percentage points)
- Positive attitudes (5 percentage points)
- Prosocial behaviors (5 percentage points)
- Academic achievement (13 percentile points)



- Conduct problems (6 percentage points)
- Emotional distress (6 percentage points)
- Drug use (6 percentage points)

Source: Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Taylor, Oberle, Durlak, & Weissberg, 2017

SEL Timeline in Michigan



Michigan SEL Alliance (MiSELA)



MiSELA Core Areas of Focus

Core Area 1

Determine and/or design a set of precondition recommendations before the implementation of SEL

Core Area 2

Development of the “knowledge conference” and professional development

Core Area 3


Dissemination of research to promote SEL.

Improve health, safety, & wellness of all learners

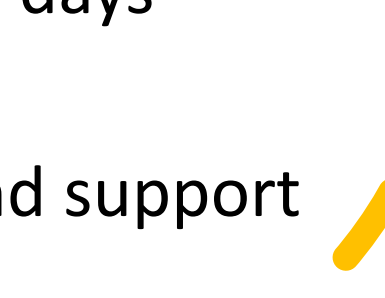



GOALS

- Expand early childhood learning opportunities
- Improve early literacy achievement
- Improve the health, safety, and wellness of all learners
- Expand secondary learning opportunities for all students
- Increase the percentage of all students who graduate from high school
- Increase the percentage of adults with a post-secondary credential
- Increase the numbers of certified teachers in areas of shortage
- Provide adequate and equitable school funding




Measured by
percent of
youth who:

- participate in school breakfast programs
 - have on-track attendance
 - were physically active for at least 60 minutes per day on five or more of the past seven days
 - used tobacco product and/or electronic vapor products during the past 30 days
 - received school mental health and support services
- 



Measured by
percent of
youth who:

- have been bullied on school property in the past 12 months
 - felt so sad or hopeless almost every day for two weeks or more in a row;
 - seriously considered attempting suicide during the past 12 months
 - were ever told by a doctor that they had asthma; currently have asthma
 - tested for lead; had high lead levels
 - Michigan's national rank for overall child well-being, economic well-being, education, health, family & community
- 

MDE's vision for Systemic SEL

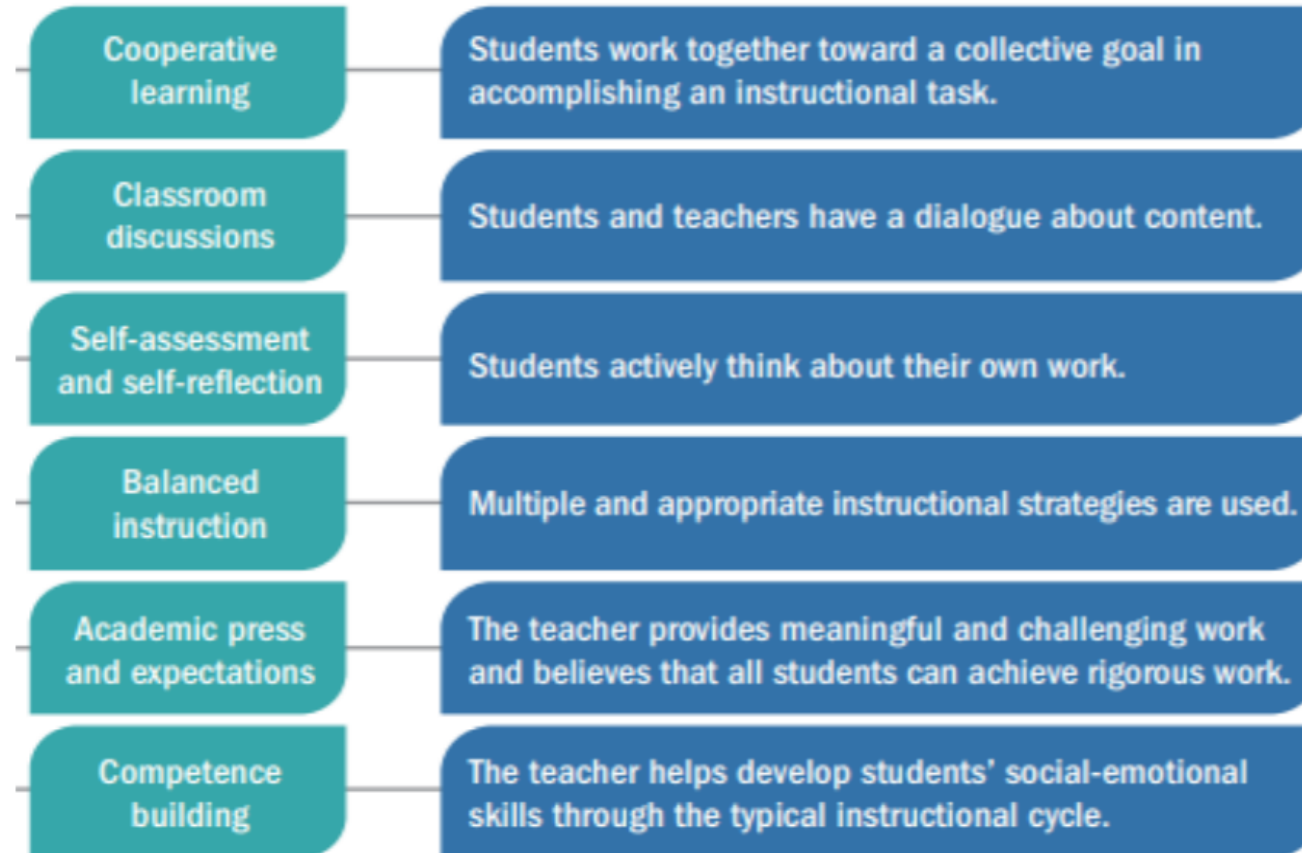
- Shared Purpose
- Sustainable
- Anchored by an infrastructure (MTSS, WSCC)
- Supported across the domains of a child's life (home, school, community)
- Inseparable from equity: *identity belonging agency*

SEL Supports: *four technical assistance centers*

- 1. Region 8 Comprehensive Center-** support for an MDE Systemic SEL Community of Practice
- 2. Center for Improvement of Social Emotional Learning and School Safety (CISELSS)-** support a strategic communication plan for ‘Systemic SEL’
- 3. Collaborative for Academic & Social Emotional Learning (CASEL)-**MI is a member of the Collaborating States Initiative (CSI)
- 4. CASEL/Chief Council of State School Officers (CCSSO)-** national community of practice addressing SEL/MTSS/Equity

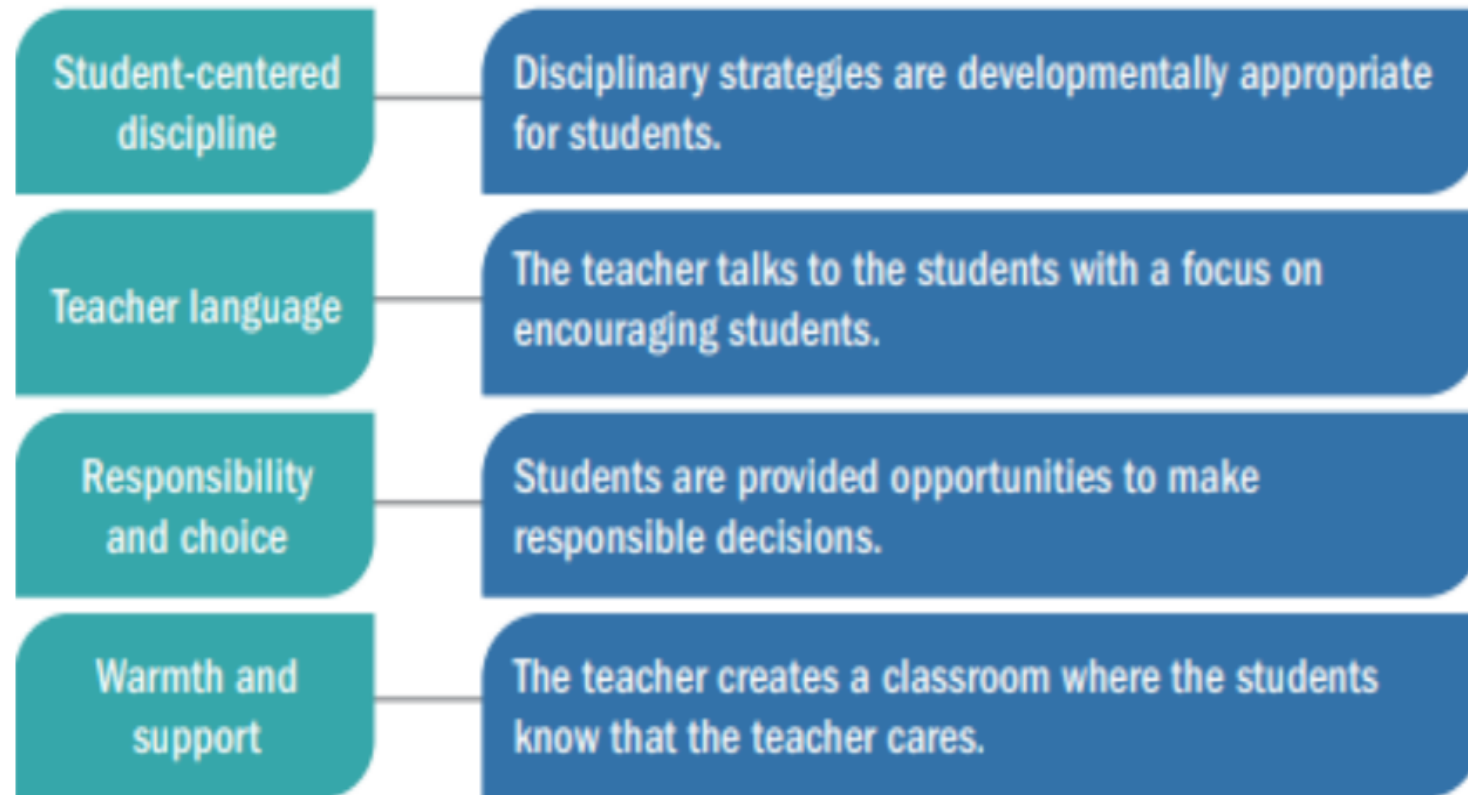
10 Teaching practices that support SEL

Figure 4. Teaching Practices That Support Academic, Social, and Emotional Learning*



*Figure comes from Yoder & Gurke, 2017

10 Teaching Practices that support SEL (cont...)



Equity Elaborations-Identity, Agency, Belonging

CASEL 5 Competencies	Equity Elaborations
Self-awareness	Involves understanding one's emotions, personal identity, goals, and values. This includes accurately assessing one's strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to understand the links between one's personal and sociocultural identities and to recognize how thoughts, feelings, and actions are interconnected.
Self-management	Requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through personal and group-level challenges in order to achieve personal and educational goals.
Social-awareness	Involves the ability to take the perspective of those with the same and different backgrounds and cultures and to empathize and feel compassion. It also involves understanding social norms for behavior in diverse settings and recognizing family, school, and community resources and supports.
Relationship skills	Includes the tools needed to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with differing social norms and demands. It involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed.
Responsible decision-making	Requires the knowledge, skills, and attitudes to make caring, constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to critically examine ethical standards, safety concerns, and behavioral norms for risky behavior; to make realistic evaluations of consequences of various interpersonal and institutional actions; and to take the health and well-being of self and others into consideration.

Revisions to Weissberg et al. (2015)

SEL Resources

MDE School Mental Health site www.Michigan.gov/schoolmentalhealth

SEL Learning Competencies

https://www.michigan.gov/documents/mde/SEL_Competerencies-__ADA__Compliant_FINAL_605109_7.pdf

Connecting Social and Emotional Learning to Michigan's School Improvement Framework

https://www.michigan.gov//documents/mde/GTL-GLCC-MDE_SEL-Guide-FINAL_605612_7.pdf

Crosswalk of the Michigan Model for Health and SEL Competencies

https://www.michigan.gov//documents/mde/The_Michigan_Model_for_Health_Word_version-ADA_605903_7.pdf

SEL Resources (cont...)

- MDE SEL & COVID page
- <https://www.michigan.gov/mde/0,4615,7-140--523548--,00.html>
- Michigan Virtual SEL online learning modules
- <https://www.michigan.gov/mde/0,4615,7-140-74638-199286--,00.html>

(Within MV Online Learning Modules SEL and Culturally Responsive Practice, look for link to Great Lakes Equity Center webinar.)

Eastern Michigan University: SEL in Teacher Preparation in 2016

- **Focused on adults' SEL & self-care as the starting point**
- **Adopted Positive Youth Development framework**
- **Situated professional learning & development**
- **Practiced experiential and reflective learning**



Where we are today: EMU Connecting Corps

- Collaboration begins, grounds, and leads the conversation
- EMU College of Education, Ypsilanti Community Schools, 826Michigan, and WISD
- SEL is situated within:
 - Positive Youth Development framework
 - Anti-racist pedagogy and curriculum
 - Place Based Education & Culturally Responsive Teaching and Learning
 - EMU Writing Project

Our Learning Continues in 2020

- Authentic partnerships: lead the work
- Relationships: situated within sociocultural and historical contexts
- Compliance-driven models: fruitless but seductive
- Learning to teach: a personal journey and systemically bounded
- The work: messy and never done



Thank you!!

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