

K-12 SEL Instructional Materials Committee

4/28/22

CPHS Conf. Room; 3:15-4:15pm

Present: Waddell, Aguilar, Esquivel, Babcock, Ponds (Donald), Silva-Ponds, Mebes, Jessup, Derting, Maher.

Welcome & Norms: Marissa guided the team through the operating norms/agreements, and assigned a note taker (Aguilar). Will share folder of materials with the team.

Overview of “Review Tools”: Bias Tool (shared folder), examples: gender equal representations, family structures, people with disabilities, etc. Overview of “Standards Tool” as well.

Implementation of the SEL curriculum is a building decision. Emphasis on this point was made.

Building Feedback on pilot:

Davis:

- Purposeful People going well, especially the younger grade teachers; applying during morning routine.

- Variety of scenarios with various cartooned persona people allow for opportunities for rich conversations.

- Giving the students the vocabulary to use to describe their feelings. I.e., “How many of you thought you showed perseverance in today’s math class?”

- Feels like there is a nexus with other school wide initiatives (breathing exercises, FIRE). With every trait and vocab word associated with SEL, students are able to articulate their feelings better.

- Allows for common vocabulary... ”What does FIRE look like? How do you do that?” Only negative feedback from staff, “one more thing”.

- Demonstrating purposeful people activities in staff meeting to help address this concern. Have demonstrated PP to WWPS personnel.

Sager:

- Mixed Feelings; strong at start, did some mapping (counseling dept.), 32 weeks.

- Realized too hard to do in 15 minute increments; structure of the advisory model for when these were implemented.

- Frustration with “another thing”; logistical issue with PE teachers’ lack of technology/access.

- Idea was good, and initially kids were engaged.

- Feedback: More training needed. Bringing in a trainer from Character Strong.

- Teacher experience with CS at other schools allows for opportunity to see how it was rolled out in another school; super user friendly. [Waitsburg: 2 Lead Teachers who would put out the hard copy of the lesson each week; selected a class period where they added 30 minutes to that class every week. Teachers had ability to do more or less with it. Once a month had a joint middle school/high school activity.]

CPHS:

--Similar to the middle school. Not a great implementation strategy was done in retrospect. Linked weekly activities to a Google Sheet but could not accomplish all of the lesson in one 30 minute time block. Also, arranged grade level teachers meant a lot of movement for student and attendance was problematic.

--Idea to move forward: Align a monthly CS topic to the CP Way.

--Supportive of the standards and Emotional Intelligence aspect of the work, however, more questions exist before knowing how they really feel about it.

--“stressful and painful” – brought to administration, solutions were to pare down the lessons and extend the time spent on lessons, but too short of a window of trial to know if that has made an impact. Students reporting feeling overwhelmed by yet “another thing”.

--Support the idea for connecting to the CP Way; students dread it; not for a lack in “going in” by the teachers, feel that the teachers value SEL but CS does not excite that in the staff or students.

--Being intentional about what we pick out will be really important.

--Do the solutions match the mandate? What is being asked of us? [Clarification was given that state mandate includes requirement for direct instruction of a SEL curriculum in all schools.]

--Do current curriculum adoptions “count” as SEL curriculum? I.e., can SEL learning be embedded into the existing course curriculums? [Clarification was given that these are able to be done in ways that work for the school but the standards have to be the focal point. “Content area adoptions” do not have SEL components as a current requirement.]

--Ensure that the Character Strong and CP Way are connected with each other. CP way as the “What” and SEL as the “How”.

Closing:

--Each building grouped up, purpose: “What do we need to know from staff before making a decision?”