

SOCIAL EMOTIONAL LEARNING

PLAYBOOK





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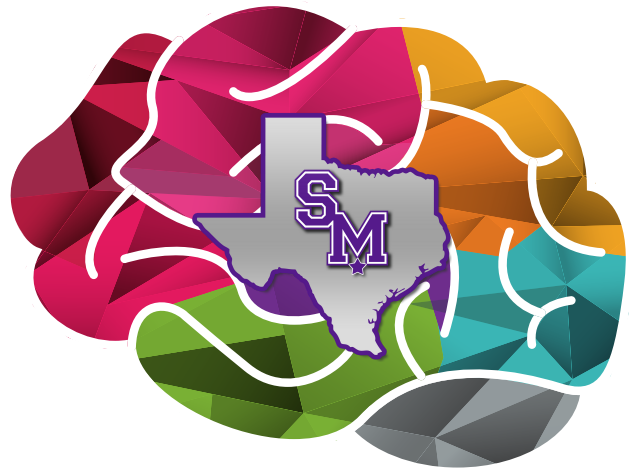
OPEN LETTER

We care deeply for the academic and social development of every child. Our social emotional learning framework builds strong relationships founded in the critical skills every child needs to be successful citizens of the global community.

Through participation in the San Marcos CISD Social Emotional Learning Framework, students will develop social emotional skills, including self-advocacy, resilience, and empathy, as well as a strong cultural identity. Graduates will be able to contribute to their community through responsible decision-making and effective communication.

San Marcos families value their connection to their public schools and educators. Across all areas of the community, all demographic groups and ideologies, our community members value social and emotional learning. Our community finds it important to enhance critical thinking and problem solving, self-management and interpersonal skills, and preparation for success in the workforce. The SMCISD SEL Framework was designed to provide opportunities for students, educators and community members to support the development of these critical skills.

Our district leaders hope to facilitate authentic conversations, find bold new ideas, and give all stakeholders a voice in the decisions made to enhance social and emotional competencies. To advance this effort, the following document will contain a comprehensive guide to the SMCISD Social and Emotional Framework including overarching objectives, SEL Learning Standards broken into grade appropriate groups, roles and responsibilities of every stakeholder, and ways to involve our parents and community in supporting our students.



"The mind is not a vessel to be filled
but a fire to be kindled"

-Plutarch

SOCIAL EMOTIONAL LEARNING

What is Social Emotional Learning?

Schoolwide SEL has the potential to create profound change. This change is a long-term process and is most effective when all members of your school community are aware of, committed to, and take ownership of SEL.

A schoolwide approach to SEL relies on the ongoing, collaborative effort of all staff, teachers, students, families, out-of-school time partners, and other community partners. This collaboration begins with establishing a strong foundation of support among all stakeholders. San Marcos CISD would like to invite our multidisciplinary team, staff, students, families, and all school stakeholders to envision SEL with the same definition:

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.

Why is Social Emotional Learning Important?

The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2017) found a growing body of research indicating schools promoting social and emotional learning show critical gains in students' academic, social, personal, and professional success (Durlak et al., 2011).

To this end, San Marcos CISD created a Social and Emotional Playbook to build critical gains in the following areas:

- Improved school environments including increased attendance, higher academic performance, greater social and emotional competence, and decreased disciplinary referrals.
- Coordinated student and community support programs into one initiative with a common infrastructure, vision and language (Ex. student, staff, and community well-being programs, academic advancement supports, bully prevention programs, substance abuse programs).
- Enhanced consistency, clarity, and vertical alignment of SEL curriculum with a universal mission and vocabulary helps students effectively use the student standards to improve skills.
- Unified cultural responsiveness through authentic partnerships with families and community members

SEL COMPETENCIES

The CASEL model of SEL adopted by SMCISD addresses five broad and interrelated areas of competence: **self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.**

The San Marcos CISD Playbook can be used to teach each of the 5 competencies with aligned student objectives at various developmental stages from early elementary to late high school. Our district serves stakeholders from diverse cultural contexts, and SMCISD is dedicated to meeting the needs of all students and families with equity. The SEL Playbook highlights skills students should know and be able to achieve for academic success, school and civic engagement, health and wellness, and fulfilling careers.

- Self-awareness- the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
- Self-management-the ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
- Social awareness-the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures
- Relationship skills-The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
- Responsible decision making- the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.



SEL FRAMEWORK

In SMCISD, we endorse a SEL Framework that promotes a systemic approach to the use of SEL. Many teachers have been taking this approach organically, and many understand that SEL promotes young people's academic success, engagement, good behavior, cooperation with others, problem-solving abilities, health, and well being, while also preventing a variety of problems such as truancy, alcohol and drug use, bullying, and violence.

We have powerful evidence that SEL is gaining momentum across the district, but to ensure clarity and consistency, we have more to do. In order to meet the goal of unifying understanding and support of SEL universally throughout our district, we have created an aligned framework to describe the foundations, pillars, and mission of our SEL program. The SEL Playbook provides specific and thoughtful steps to help teachers do the work they themselves have identified as important — to cultivate their students' social and emotional competencies. If we choose to act, together we can help teachers become better teachers, and help students reach their fullest potential.

This framework outlines the systematic and comprehensive approach to designing social and emotional well being. The foundational elements of the SEL framework include:

The SEL Mission Statement, students will develop social-emotional skills, including self-advocacy, resilience, and empathy, as well as strong cultural identity. Graduates will be able to contribute to their community through responsible decision-making and effective communication.

Data and Evaluation, San Marcos CISD is engaging stakeholders with the LEAPS survey. The data from this survey will be used to analyze student's experiences at school and help adults understand the school experience from a learner's perspective.

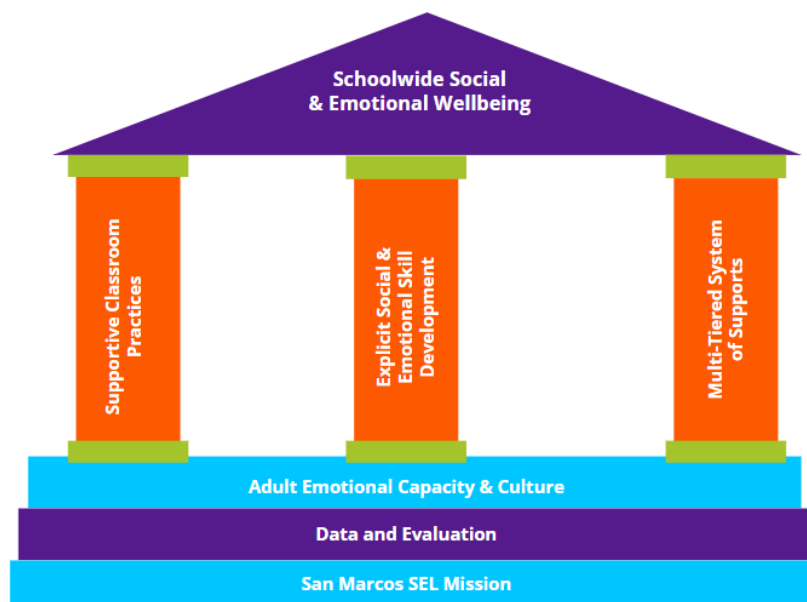
Adult Emotional Capacity and Culture, a growth mindset of continuous learning supports adult capacity to build SEL competencies for the learners in their classrooms. SMCISD is determined to create a culture highlighting the worth and value of every stakeholder.

The three pillars of the SEL Framework include:

Supportive Classroom Practices - including morning meeting, positive behavior intervention systems

Explicit Skill Development - SEL Learning Standards, Character Strong

Multi-Tiered Systems of Support - Menu of mental health supports, LEAPS survey data



SEL OBJECTIVES

The SEL Objectives further defines and highlights the pillars and foundation of the framework. These pillars and foundational values represent the actualization of the 5 competencies of the SMCISD CASEL based SEL program. The intention of each component of the framework is listed below for clarity and consistent execution.

Create safe, stable, nurturing environments that students need in order to develop emotional regulation, supportive relationships, cultural identity, self-advocacy, resilience, and empathy.

Support the development of social emotional skill development through explicit instruction, intentional practice, adult modeling, and academic integration.

Create and utilize a menu of tiered supports to meet the individualized needs (behavioral, mental health, and social emotional) of all students.

Cultivate all adults' social emotional capacities, including self-awareness, emotional regulation, self-care, and empathic interactions with adults and students.

Maximize district based data analysis systems to monitor and refine implementation.

SEL GOALS

Goal 1: Supportive Classroom Practices

May 2023, 90% of classrooms use all components of the responsive classroom morning meeting everyday.

Goal 2: Explicit SEL Instruction

May of 2023, elementary counselors will deliver 1 SEL lesson every 6 weeks for all grade levels and secondary teachers will deliver 1 SEL lesson weekly to students during flex and advisory.

Goal 3: Multi-Tiered Systems of Support

May of 2023, all elementary and secondary campuses will assess students SEL skills 3 times a year.

SEL LEARNING STANDARDS

The SMCISD SEL Playbook includes the following Learning Standards to help organize, implement, and improve the ultimate goal of schoolwide SEL and well-being. Implementation of the Learning Standards will achieve the objective of mastery in each of the elements of the foundation and pillars of the SEL Framework. SMCISD will also have an opportunity to track our school's progress through the LEAPS surveys delivered at the beginning, middle and end of each school year.

Self Awareness: The ability to understand our own emotions, thoughts, and values and how they influence behavior across contexts.					
Learning Standard	Early Elem	Late Elem	Middle School	Early HS	Late HS
Identify one's own emotions	Access and accurately label 40 words to describe emotions	Access and accurately label 180 words to describe emotions	Access and accurately label 299 words to describe emotions	Access and accurately label 320 words to describe emotions	Access and accurately label 330 words to describe emotions
Link one's own emotions to one's behavior	Recognize and accurately describe personal behavior associated with specific emotions	Describe a range of emotions and the situations that cause them	Become aware of stressful or motivational triggers	Analyze how thoughts and emotions affect behavior	Evaluate contexts for emotional expression

Self Management: The abilities to manage one's emotion, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.					
Learning Standard	Early Elem	Late Elem	Middle School	Early HS	Late HS
Manage one's own emotions and behavior	Identify one's own level of emotional response	Demonstrate an understanding of personal behavior as intentional or impulsive	Apply strategies to manage stress	Generate ways to demonstrate self efficacy (The confidence or strength of belief that we have in ourselves that we can make our learning happen" (Hattie, 2016)	Evaluate how self efficacy influences performance outcomes
Demonstrate skills necessary for setting personal and collective goals	Recognize and accurately describe personal behavior associated with specific emotions.	Describe a range of emotions and the situations that cause them	Analyze outcomes of short term goals to determine why goals were attained or not attained	Identify and apply strategies to mitigate barriers to achieving goals	Identify a post graduate goal that is specific, measurable, achievable, realistic, and timely

Social Awareness: The abilities to understand perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.					
Learning Standard	Early Elem	Late Elem	Middle School	Early HS	Late HS
The ability to take other's perspectives	Understanding the mental states of others might differ from one's own including emotional responses, preferences, beliefs, and basic knowledge	Put themselves in another's shoes, see the other person's point of view, and understand the other person's thoughts and feelings.	Understand the cause of another person's thoughts and feelings	Anticipate the feelings and perspectives of others in multiple settings	Demonstrate an understanding of contrasting perspectives and express empathy for others

Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.					
Learning Standard	Early Elem	Late Elem	Middle School	Early HS	Late HS
Use communication and social skills to interact effectively with others	Identify strategies to work and play well with others	Develop effective practices for group work and making friends	Maintain friendships and working relationships with others	Identify positive and negative implications of relationships with others	Be assertive using multiple strategies to avoid engaging in unwanted, unsafe, unethical, or unlawful conduct
Demonstrate the ability to resolve conflict constructively	Identify common conflicts that may arise and a response to resolve the conflict	Determine common causes of conflicts and effective prosocial responses to resolve the conflict	Predict how conflicts may arise and potential resolutions for those conflicts	Utilize listening and communication skills to help resolve conflicts	Evaluate the effects of using listening and communication skills to reach win-win solutions

Responsible Decision Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.					
Learning Standard	Early Elem	Late Elem	Middle School	Early HS	Late HS
Consider ethical standards and safety concerns, and evaluate benefits and consequences of various actions	Explain why it is important to be safe, respectful and practice these behaviors	Consistently demonstrate making choices to be safe, respectful and responsible	Generate strategies for avoiding pressures to engage in unsafe and unethical actions	Accept personal responsibility for chosen actions	Examine the implication of decision made from a global perspective

ROLES AND RESPONSIBILITIES

Superintendent/District Level Staff

Passionate about promoting social and emotional learning as an essential part of every child's education

- Model social and emotional competence while motivating, guiding, and keeping the district SEL team accountable by reviewing data and regularly discussing student outcomes with campus level administrators.
- Identify goals to scale the implementation of district level SEL based on the mission and vision of the overall program.

Campus Principal

Passionate about holding all stakeholders responsible for promoting social and emotional learning as an essential part of every child's education

- Lead communications with staff, families, students, and community members on the status of SEL implementation and encourage feedback and input from these valued stakeholders in return.
- Review accountability data provided by campus SEL Leads
- Develop and ensure the delivery of professional development to ensure high leverage practices for school wide SEL.

School Board

Fully embrace social emotional learning as a paradigm for decision making

- Represent constituents by directing policy, accountability, and community leadership through the promotion of social and emotional learning
- Actions that represent full support of social emotional learning
- As community leaders who advocate for children and the school district, support systems enabling the development and manifestation of the 5 competencies of social emotional learning

Faculty/ Staff/ Volunteers

Regard social emotional learning as an indispensable vehicle for student success.

- Model SEL, character, and personal accountability for well-being of self and others.
- Intentionally teach and model SEL competencies
- Actively and mindfully aware of our own adult social and emotional functionality

Parents/Guardians

Acknowledge their value and advocate for their child's social emotional growth

- Reinforce and model the 5 social emotional learning competencies

Family and Community Support Early Elementary

Families are a child's first teacher and an essential factor in the cultivation of social and emotional competencies throughout a child's life. When schools and families work together, they can build strong connections that reinforce social and emotional skill development. In fact, research suggests that evidence-based SEL programs are more effective when they extend into the home (Albright & Weissberg, 2010). The following pages of the SMCISD Playbook offers suggestions for families and community members to reinforce social and emotional learning through common vocabulary, family activities, and skill building in developmentally appropriate segments.

Activities

- Play an emotional vocabulary game with your child. Write a feeling word that starts with a letter of the alphabet. See if you can add a word each time you play.
- Read the book "The Way I Feel", and have your student role play different emotions.
- Read the book "We Are All Alike, We Are All Different", discuss how individuals in their community are alike and different.
- When conflict arises brainstorm possible responses to resolve the conflict in a peaceful way.
- Acknowledge when your student is safe, respectful, responsible ; model and explain how your behavior is safe, respectful and responsible.

Skills

- Identify a trusted adult
- Recognize and label emotions
- Describe ways people are similar and different
- Walk away from a triggering situation
- State recognizable traits of individuals

Vocabulary

Afraid
Brave
Calm
Disappointed
Grumpy
Impatient
Panic
Surprised
Uncomfortable

Family and Community Support Late Elementary

Families are a child's first teacher and an essential factor in the cultivation of social and emotional competencies throughout a child's life. When schools and families work together, they can build strong connections that reinforce social and emotional skill development. In fact, research suggests that evidence-based SEL programs are more effective when they extend into the home (Albright & Weissberg, 2010).

Activities

- Write emotional vocabulary words and have your child describe a situation in which they might have experienced these emotions in their own lives.
- When in conversation with your child about an event, have them identify whether their behavior was intentional or impulsive.
- Identify ways to show empathy when out by playing the game "You are a Social Detective". This game is played by observing the facial expressions and body language of other people and guessing how others might feel.
- Help your child define friendship. Make a list of what friendship is and what it is not.
- Intentionally acknowledge safe respectful responsible actions using the 3:1 acknowledgement versus correction ratio.

Skills

- Predict how their behavior affects the emotions of others
- Use "I" messages to express their perspective
- Describe how others might feel based on verbal and physical cues
- Demonstrate socially appropriate behavior in a variety of settings
- Set goals and actively works to accomplish them

Vocabulary

Aggressive
Astonished
Bold
Dread
Encouraging
Harsh
Insulted
Overwhelmed
Regret
Watchful

Family and Community Support Middle School

Families are a child's first teacher and an essential factor in the cultivation of social and emotional competencies throughout a child's life. When schools and families work together, they can build strong connections that reinforce social and emotional skill development. In fact, research suggests that evidence-based SEL programs are more effective when they extend into the home (Albright & Weissberg, 2010).

Activities

- Have a discussion with your child about what motivates them and why they find this motivational. Then, have a discussion with your child about what triggers a stressful reaction and why they feel this way.
- Speak with your child about strategies you use to manage stress.
- Identify key emotional language describing the emotional state of characters in a story or movie. Ask your child why they think the character is feeling this way.
- Have a conversation with your child. Describe a conflict you faced with a friend or a group of friends and the various resolutions available to you at the time. Which one would your child choose? Or would they create their own solution?
- Engage in meaningful conversation with students around possible strategies to avoid unsafe or unethical actions.

Skills

- Distinguish between positive and negative peer pressure
- Apply conflict resolution skills to de-escalate, defuse and resolve
- Provide support and encouragement to others in need
- Define their responsibility for the outcomes involved in safe, risky, and harmful behaviors
- Recognize outside influences and discern whether those influences are supportive and non-supportive

Vocabulary

Anticipating
Bewildered
Critical
Devoted
Dominated
Grave
Modest
Secure
Tempted
Weary

Family and Community Support Early High School

Families are a child's first teacher and an essential factor in the cultivation of social and emotional competencies throughout a child's life. When schools and families work together, they can build strong connections that reinforce social and emotional skill development. In fact, research suggests that evidence-based SEL programs are more effective when they extend into the home (Albright & Weissberg, 2010).

Activities

- Play a song of your child's choice that evokes emotions and how listening to this song makes them feel and behave.
- Ask your student to name a current goal, discuss potential obstacles and how they plan to overcome these barriers.
- Have your child journal about the feelings they observe others having in different settings.
- Ask your child to identify positive and negative relationships in their own lives, and what makes these relationships positive or negative.
- Share a personal experience about a time when you expected personal responsibility for an action; what was difficult and what were the benefits.

Skills

- Understand the effect of inner voice on self worth
- Honor what different social and cultural groups bring to the community
- Owning the positive and negative consequences of our choices
- Name a short goal and how you are accountable for achieving the goal
- Consistently express empathy for others

Vocabulary

Bashful
Contempt
Dignified
Eager
Humiliated
Longing
Mocking
Pity
Startled
Vain

Family and Community Support Late High School

Families are a child's first teacher and an essential factor in the cultivation of social and emotional competencies throughout a child's life. When schools and families work together, they can build strong connections that reinforce social and emotional skill development. In fact, research suggests that evidence-based SEL programs are more effective when they extend into the home (Albright & Weissberg, 2010).

Activities

- Select a movie your child enjoys and discuss the emotions displayed and if the emotions matched the situation.
- Have your child identify a social influencer they admire. Describe the social qualities of this person making them influential. How did they reach this level of recognition and are these qualities that could help your child achieve their goals? After understanding the qualities they need to reach their goals, create a post-graduation goal that is specific, measurable, achievable, realistic, and timely.
- Acknowledge when your child expresses understanding for a different perspective.
- Role play how you speak with a friend who wanted you to do something unsafe, unethical or unlawful.
- Consider post-secondary plans and discuss the global implications of your student's path.

Skills

- Value and express authentic feelings regardless of social norms or expectations
- Express genuine self worth and resilience
- Connecting choices in the present to future outcomes
- Empower themselves and others through their interactions and relationships
- Engage in civil discourse when perspectives align or contrast

Vocabulary

Assessing
Commiserating
Baffled
Mystified
Numb
Dictating
Spiteful
Mischievous
Astounded
Conceited

SOCIAL EMOTIONAL LEARNING



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