

Distance Learning Consortium

The SEL Three Signature Practices: for Students

Kern County Superintendent of Schools
Orange County Department of Education
San Diego County Office of Education
San Bernardino County Superintendent of Schools

[* Link to DL Consortium content](#)

The Three SEL Signature Practices: for Students

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Objectives

- Understand the foundations & benefits of social-emotional learning
- Learn how to create structures that foster belonging & engagement for students with the Three Signature Practices

Welcoming Activity

Make a goal for yourself

What are you hoping to walk away with today?
(Personally, professionally, or for students)



Multi-Tiered System of Support

Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

All Means All



Administrative Leadership

Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations



Integrated Educational Framework

Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices



Family & Community Engagement

Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve



Inclusive Policy Structure & Practice

Strong LEA / School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework

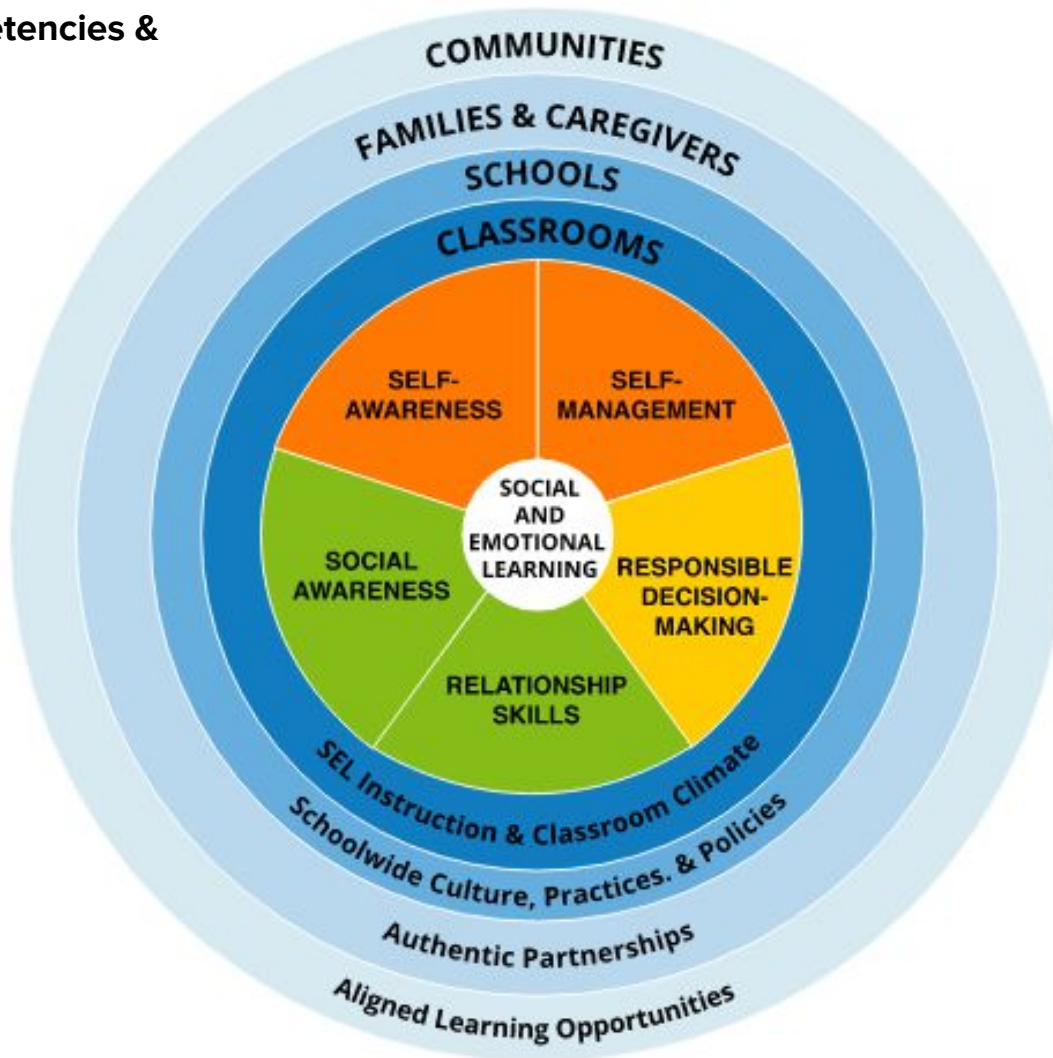
- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

CASEL's Core Competencies & Skills

- Identifying emotions
- Examining prejudices and biases
- Having a growth mindset

- Taking others' perspectives
- Identifying diverse social norms, including unjust ones

- Developing positive relationships
- Demonstrating cultural competence
- Standing up for the rights of others



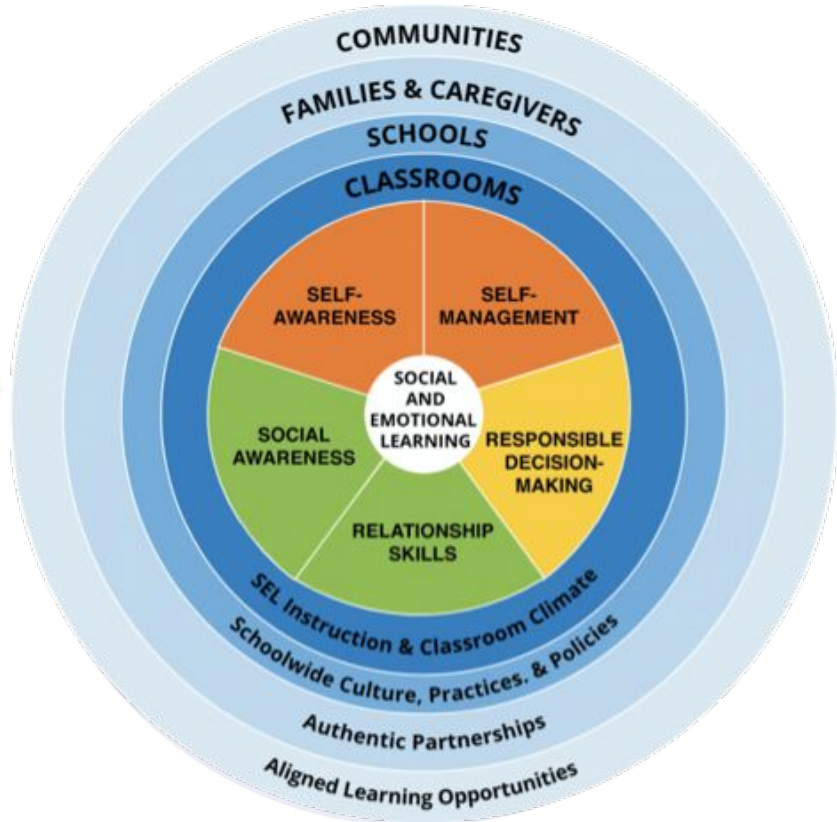
- Managing one's emotions
- Setting personal and collective goals,
- Identifying solutions for personal and social problems
- Demonstrating curiosity & open-mindedness

Benefits of SEL for Students

HOW?

Implementation Focus Areas
Build Foundational Support and Plan
Strengthen Adult SEL Competencies and Capacity
Promote SEL for Students
Reflect on Data for Continuous Improvement

WHAT AND WHERE?



WHY?

Research-based Student Outcomes	
Short-Term	<ul style="list-style-type: none"> Improved attitudes about self, others, and tasks Perceived classroom and school climate
Intermediate	<ul style="list-style-type: none"> Positive Social Behaviors and Relationships Academic Success Fewer Conduct Problems Less Emotional Distress Less Drug Use
Long-Term	<ul style="list-style-type: none"> High School Graduation College/Career Readiness Safe Sexual Behaviors Healthy Relationships Mental Health Reduced Criminal Behavior Civic Engagement

Integrated SEL Approaches during the day contribute to positive outcomes

SEL Approaches

- **Explicit SEL Skills Instruction** →
- **Teacher Instructional Practices**
- **Integration with Academic Curriculum Areas**
- **Organizational, Culture, and Climate Strategies**

Short-Term Outcomes

SEL Skill Acquisition:
Five Competence Areas →

Improved Attitudes:
Self, Others, Learning, and Schools →

Enhanced Learning Environment: Supportive, Engaging, and Participatory →

Behavioral/Academic Outcomes

Positive Social Behavior

Fewer Conduct Problems

Less Emotional Distress

Improved Academic Performance

California Department of Education's Research-Based Distance Learning Principles recommend SEL and inclusive academic practices

Collaborative learning opportunities.

Assessment through formative feedback, reflection, and revision.

Distance Learning Instruction Planning Guidance

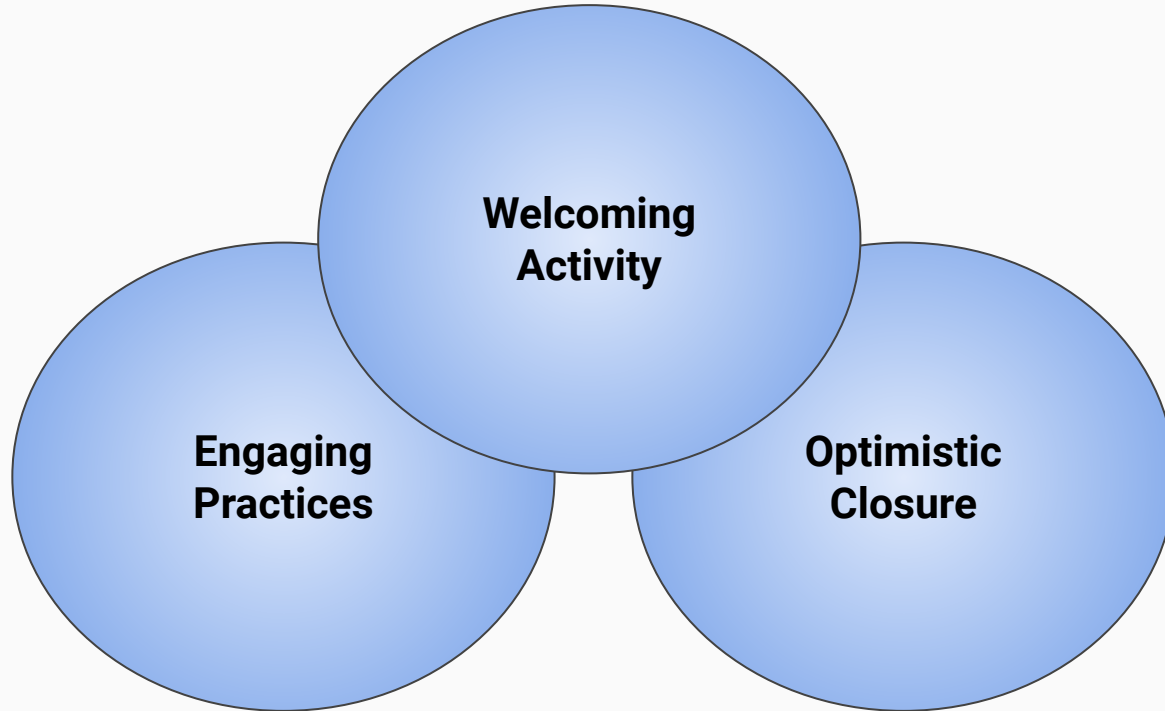
Explicit teaching of self-management strategies.

Activities such as experiments, debates, data analysis, and groups solving challenging

offer students approaches that are universally designed

Three Signature SEL Practices

For the Classroom



1. Welcoming Inclusion Activity- Setting the Tone

Routine

Sense of Safety

Sets Norms

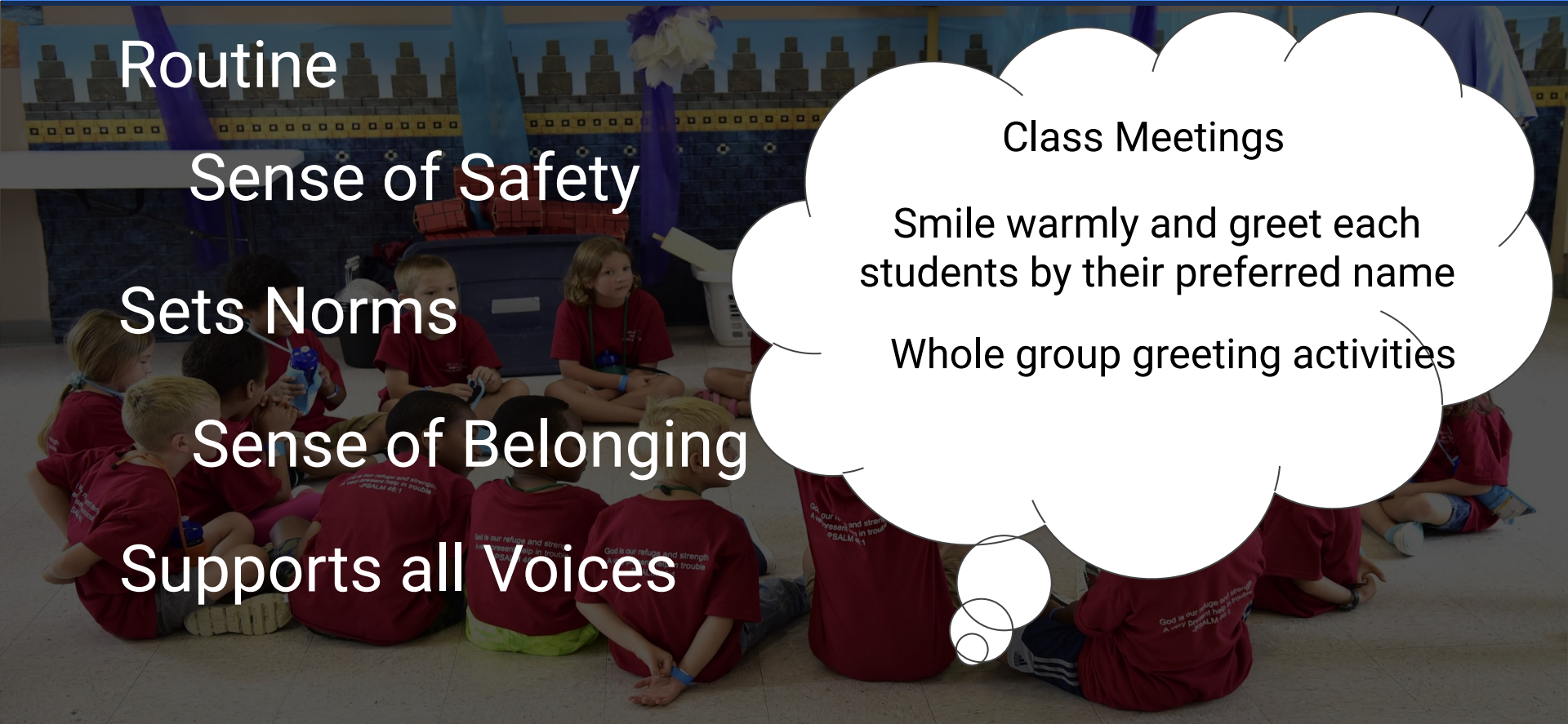
Sense of Belonging

Supports all Voices

Class Meetings

Smile warmly and greet each student by their preferred name

Whole group greeting activities



2. Engaging Practices: Sense-Making & Brain Breaks

Relationships

Responsiveness

Empowerment

Collaboration

Mindful Minute Breaks

Opportunities for Interaction

Explicitly teach SEL skills

Turn to Your Partner

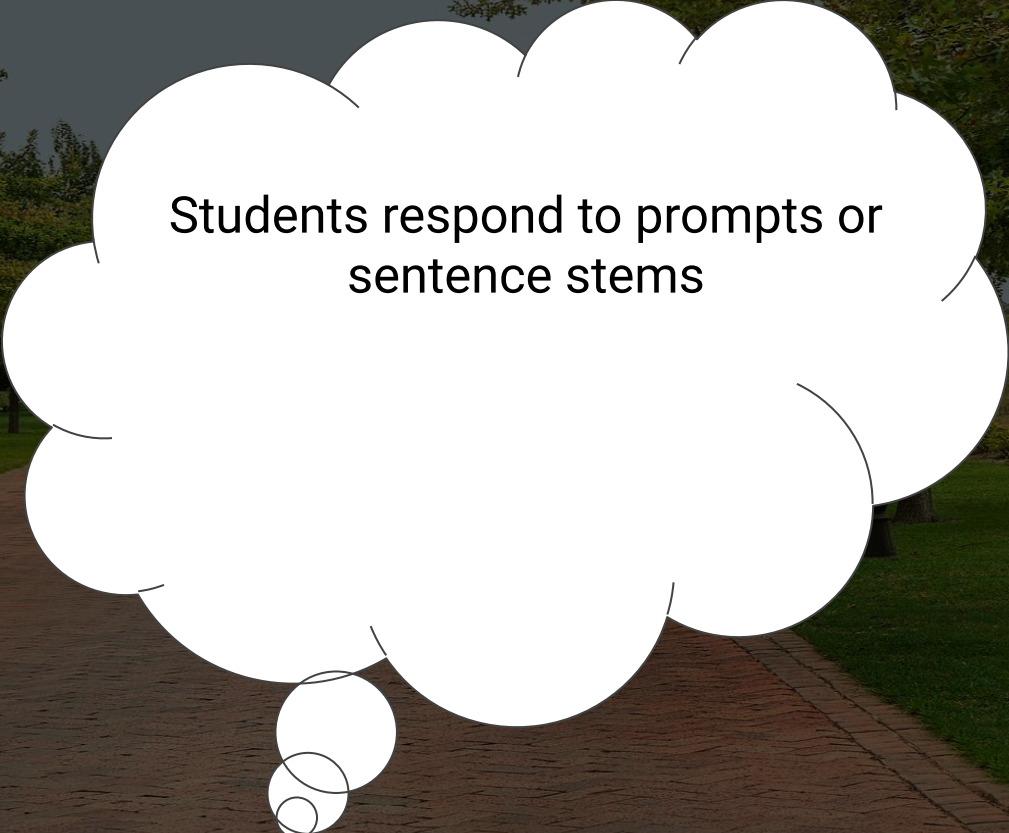
3. Optimistic Closure: Reflections & Looking Forward

Reflection

Reinforces learning

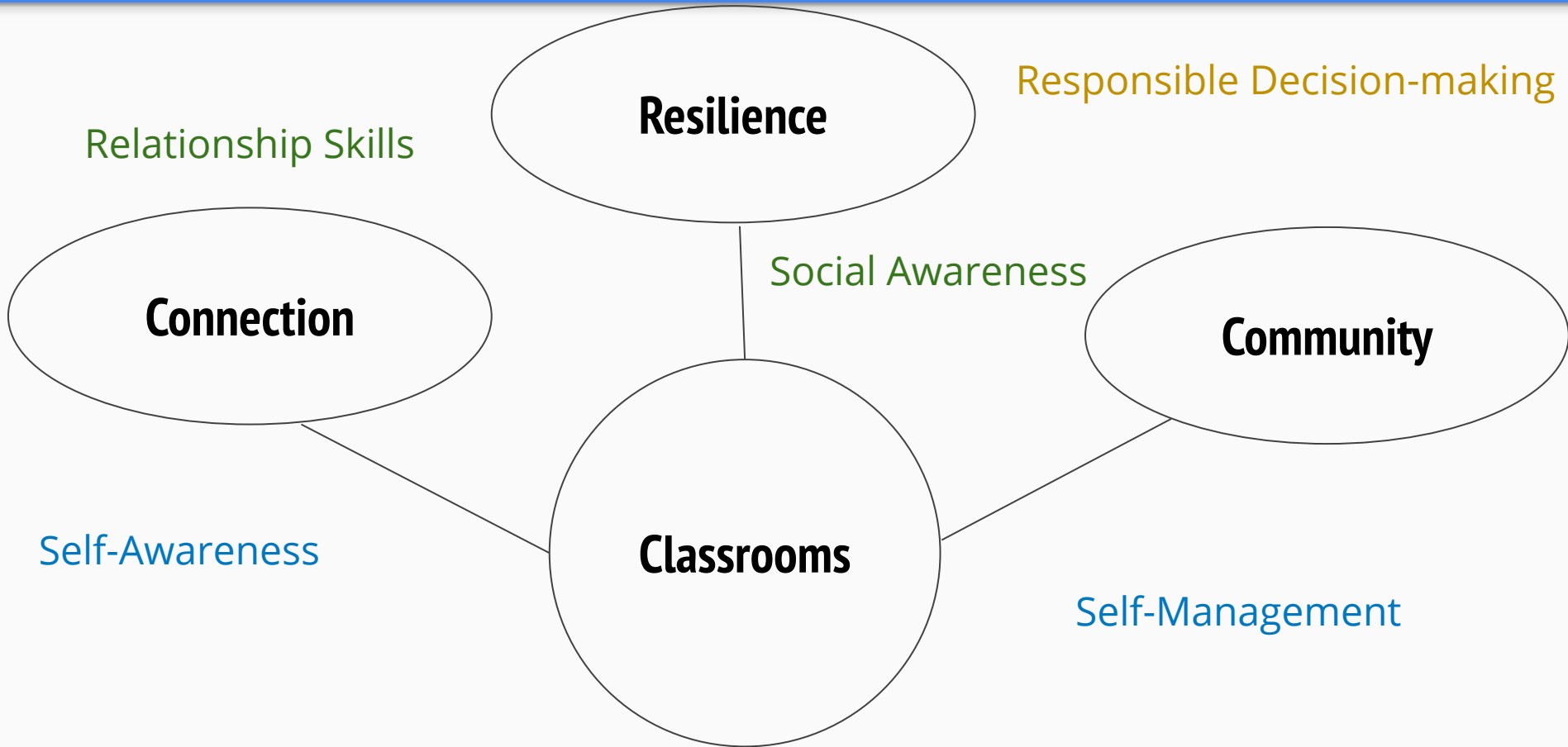
Makes connections to
home/community

Looking forward



Students respond to prompts or
sentence stems

Why the 3 Signature Practices for Students?



What could this look like in the Classroom for a day?

Elementary Level or Middle School/HS Level:

Academic Content (Connection): **Mathematical Practices, 1. Make sense of problems and persevere in solving them.**

1. **Welcoming Activity:** Greet students by name at the door. Based on [Four Corners](#) from the [SEL 3 Signature Practices Playbook](#), students respond to [Mindset Questions](#) related to growth mindset/perseverance by walking to the numbered corner that matches their thinking. *Virtual modifications are noted in Mindset Questions
2. **Engaging Practices:** During academic content lessons, use the following activities: [Engaging with Data](#) and [Mindful Minute](#) from the SEL 3 Signature Practices Playbook.
3. **Optimistic Closure:** Students respond to the sentence stem "Something I learned today..."

Optimistic Closure

Think back to your goal...

What is one next step you'd like to take to promote SEL in your school/classroom?

Thank You!