

# Social Emotional Learning (SEL) Professional Development Eudora School District Needs Assessment

After studying Eudora School District data, needs, and gaps, the Eudora School District Stakeholder Group established research-based Social Emotional Learning priorities (based on the CASEL model). As a first step in creating awareness, Stakeholders made presentations to staff throughout the district about what Social Emotional Learning is, how it benefits children and schools, and what the District's priorities are. SEL curriculum will be established through the District's CLI process, and school climate is being addressed through Positive Behavior Supports and other initiatives.

Research shows two additional areas on which to focus in regards to SEL staff development. Stakeholders led discussion groups to obtain feedback from staff about professional development needs related to:

## 1. Building Positive Relationships

ie: Teachers model and create authentic relationships with students and staff; Collaboration is valued and effectively utilized

## 2. Use of SE-Competent Teaching Strategies

ie: Strategies and methods are personalized, encourage autonomy, engage social processes, effectively use reinforcement, promote SE skills

The following pages contain feedback from those staff discussions. Parallel with our CLI process, staff development topics were converted to outcomes (ie: what the teacher is supposed to know or be able to do in regard to the topic) rather than methods, activities or materials. Outcomes point to *why* professionals would spend professional development time learning something, rather than simply including nebulous topics (such as book/ program titles) in a professional development plan.

The feedback is broken out by SEL priority area in two different groupings: those topics that help staff develop their *own* SEL skills, and those topics that help staff facilitate SEL skills in students. The first grouping may be most immediately relevant for staff developing a strong professional foundation, and the second grouping will be more relevant as we develop and implement our SEL curriculum.

Feedback about various methods and specific models will be an area of further exploration and research by the stakeholder group, and in conjunction with the District's SEL curriculum.

### SEL Priorities

#### Self Awareness

- Identify & recognize emotions
- Accurate self-perception
- Recognize strengths, needs, values
- Self-efficacy
- Sense of Purpose

#### Social Awareness

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

#### Responsible Decision-Making

- Problem identification & situation analysis
- Problem solving
- Evaluation and reflection
- Personal, moral, ethical responsibility

#### Self-Management

- Impulse control
- Stress management
- Self-motivation; initiative
- Self-discipline
- Goal setting
- Organizational skills

#### Relationship Management

- Communication
- Social engagement & building relationships
- Working cooperatively
- Negotiation, refusal and conflict management
- Help seeking
- Help providing

SEL Priorities established by consensus of  
Eudora Stakeholder Group on October 1, 2009

# Social Emotional Learning (SEL) Professional Development Needs Assessment Priorities

## **Self-Awareness**

### *Teacher:*

Examining our own attitudes, feelings and beliefs  
Emotion regulation even when buttons are being pushed  
Recognizing and reading facial expressions, voice tone, body language, or words  
Recognizing personal, family and cultural diversity  
Not taking kids reactions personally  
Modeling and labeling our own emotions and expressions  
❖ How do we shift our focus from content of *what* we are teaching to *whom* we are teaching?

### *Student:*

Identifying and labeling emotions  
Exploring the nature of feelings and the appropriate ways they can be expressed.  
Strategies for courage and confidence: ok to be wrong, just try  
Understanding and expressing feelings  
Overcoming difficult outside/ home situations

## **Social Awareness**

### *Teacher:*

Empathy training for staff to understand where students are coming from  
Understanding others' frames of reference and differences, and accepting people as they are. Agreeing to disagree without anger.  
Understanding emotional intelligence  
Learning different techniques to respond to students' ideas  
Making school relevant for students that have checked out  
Understanding messages behind student behavior, including attention seeking, shutting down or learned helplessness  
Understanding possible outside influences on behavior  
Learning to identify student needs  
Support information on autism, ADHD and restraining children

### *Student:*

Deliberate strategies for teaching respect

# Social Emotional Learning (SEL) Professional Development Needs Assessment Priorities

## **Self Management**

### *Teacher:*

Relaxation and stress management for teachers  
Strategies for de-escalating student behavior  
How to redirect disrespectful behavior in a positive way

### *Student:*

Strategies for self calming, emotion regulation and impulse control  
Taking responsibility for actions and communicating truthfully

## **Relationship Management**

### *Teacher:*

Welcoming, communicating and developing relationships with all types of families  
Understanding and relating to diversity and how it impacts children and families (blended, gay/lesbian, illiterate, cultural, low SES, negative past school experiences)  
How to not to take it personally when dealing with angry parents, listen to WHAT they are saying.  
How to establish a close classroom community where everyone is included and valued, strategies for connecting with kids (active listening and modeling)  
Creating frequent opportunities for individualized success  
Understanding boundaries. When to listen and when it's time to refer.  
Interacting with positive word choices  
Understanding when to nurture independence and when to lend support  
How to interact with mutual respect  
Ways to have appropriate interactions with families/students outside of school  
Role playing activities for teachers---to show us what to do  
Identifying and preventing challenging behaviors and reinforcing positive behaviors

### *Student:*

Social skills training  
Teaching kids conflict resolution skills  
How to interact with mutual respect  
Developing relationship skills with adults and peers

## **Responsible Decision Making**

### *Teacher:*

Strategies to integrate SEL with our behavior code  
Classroom problem solving strategies

### *Student:*

Time management and organizational skills