

October Parent Coffees

Haycock 2023-24 October 19 and 20



Understanding the Social Emotional Learning (SEL) Screenener





SEL Screener: Partnering with Families

What is SEL?

Social-emotional learning (SEL) is the process through which **all young people and adults** acquire and apply the knowledge, skills, and attitudes to:

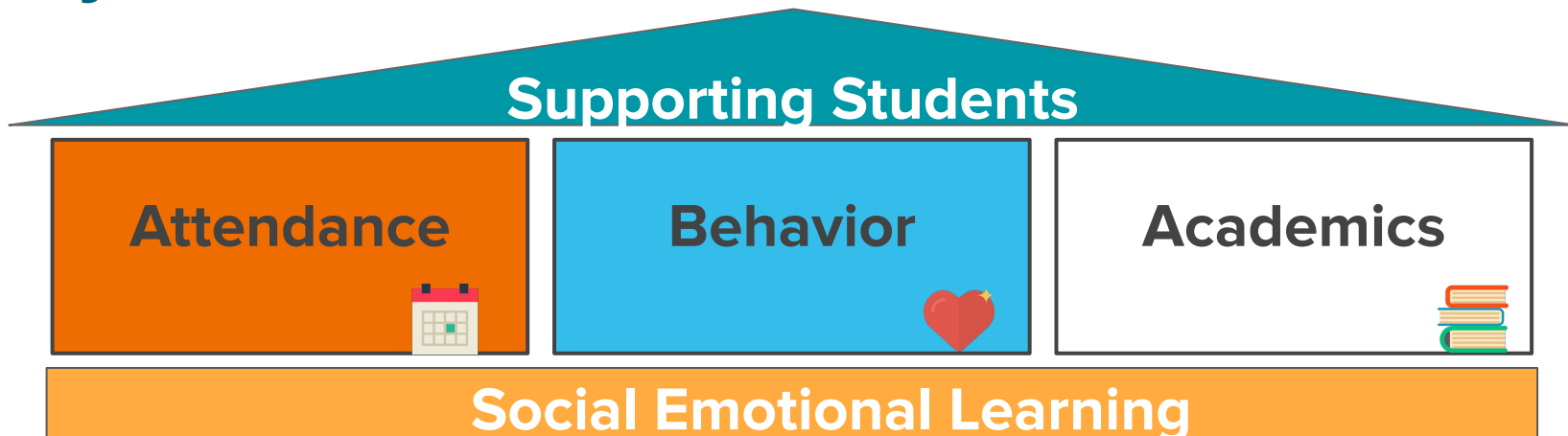
- develop healthy identities
- manage emotions
- achieve personal and collective goals
- feel and show empathy for others
- establish and maintain relationships
- make responsible and caring decisions

Social Emotional Learning Across a Lifetime

- Families are our students first SEL teachers.
- SEL skills develop across a lifetime.
- Schools and families can partner to support the growth of SEL skills and wellness for all students.



Why Focus on SEL?



- SEL leads to **improved academic outcomes** and behaviors
- SEL benefits are **long-term** and global
- Social and emotional skills **help improve lifetime outcomes**

CASEL.org

Collaborative for Academic, Social, and Emotional Learning (CASEL)

What Does the Screener Measure?



Domain	Supports & Environment	Skills & Competencies	Well-being
Topic	Valuing of School Supportive Relationships Belonging Cultural Awareness & Action	Responsible Decision-Making Self-Management Social Awareness Relationship Skills	Challenging Feelings Positive Feelings

3 Domains
10 Topics
18 Questions

- Informs practices and interventions across all tiers of support
- Aligned with the nationally recognized CASEL framework for Social and Emotional Learning (SEL)

Changes for this year

- Differentiated questions for grades 3-5 and 6-8
- More questions per topic
- Separate reports for grades 3-5 and 6-8
- Topic and item level reporting

For More Information

- Contact your child's teacher or school-based counselor, psychologist, or social worker for questions about your particular student.
- For general information about the screener:
 - [FCPS Social and Emotional Learning](#)
 - [FCPS Screener Report and Guide](#)
- For more information on supporting SEL at home:
 - [CASEL: Our Children Are Leaders](#)
 - [SEL At Home](#)

Guidance Lessons for Grades K-6



Meet Our School Counselors



Ms. Lilienthal

Grades: K, 2, 4, 6

Room 110



Ms. Padgett

Grades: 1, 3, 5, 6

Room 207



Categories for our Lessons





Social and Emotional

Understanding of self and others

Emotional regulation

Conflict resolution

Communication skills

Friendship skills

Coping Strategies

Acceptance/Inclusion

Self-Awareness

Respect/Responsibility

Academic and Career

Strengths

Executive Functioning to include listening skills and organization

Communication skills

Career Exploration

Study skills and Work Habits

Time management

Interpersonal skills

Cooperation and Teamwork

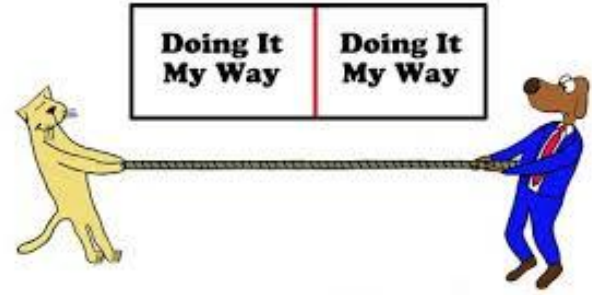
Goal setting

Test Taking

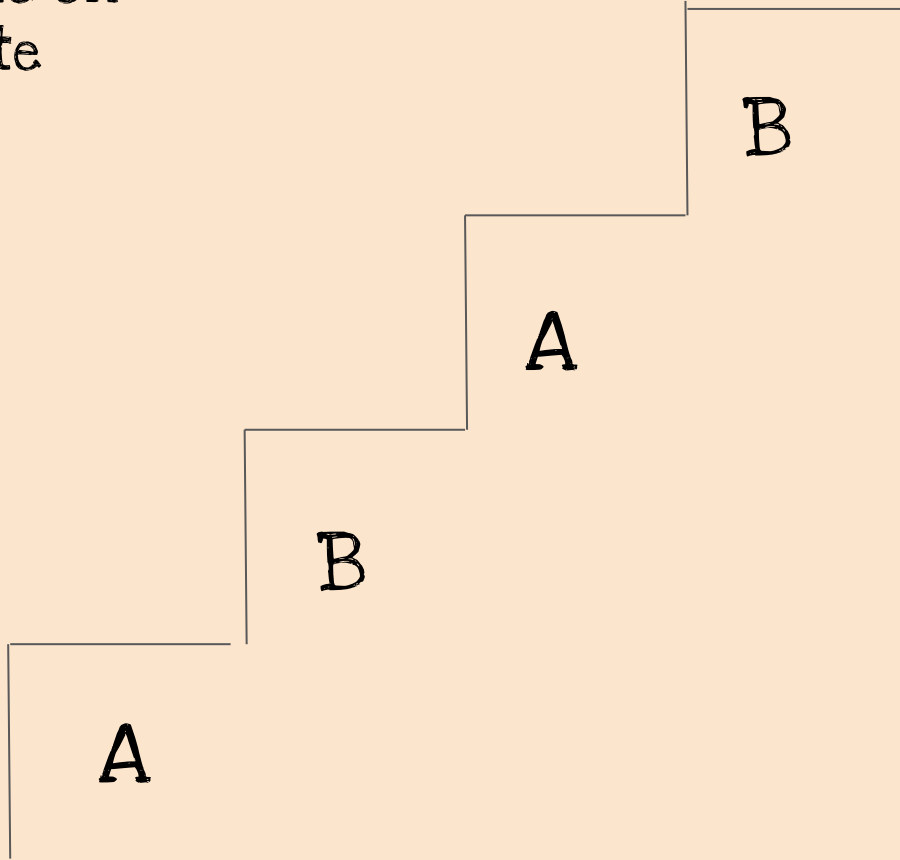


Resolving Basic Conflict

- Conflict happens when...
- Getting the person's attention and eye contact
- Polite words and voice
- Communicating what you feel, want, need
- Suggesting a solution or alternative
- Working together to find a solution that is agreeable to both parties



Choices at each step
To escalate OR
de-escalate



Tattling vs. Asking for Help

- Big/small
- Effort
- Goal
- Topics and behaviors for immediate adult intervention



DIVERSITY IS A STRENGTH

You are not better than anyone.

You are just as good as anyone.



GROWTH MINDSET

Think This...

vs.

FIXED MINDSET

Not That...

Is this my best work?

I'm done!

I can do hard things!

This is too hard!

I will try a different
strategy!

I give up!

Mistakes help me
improve!

I made a
mistake!

I will ask a friend for
help.

I am just not good
at math.



Cooperation Rocks

Lessons from Camp Highroads

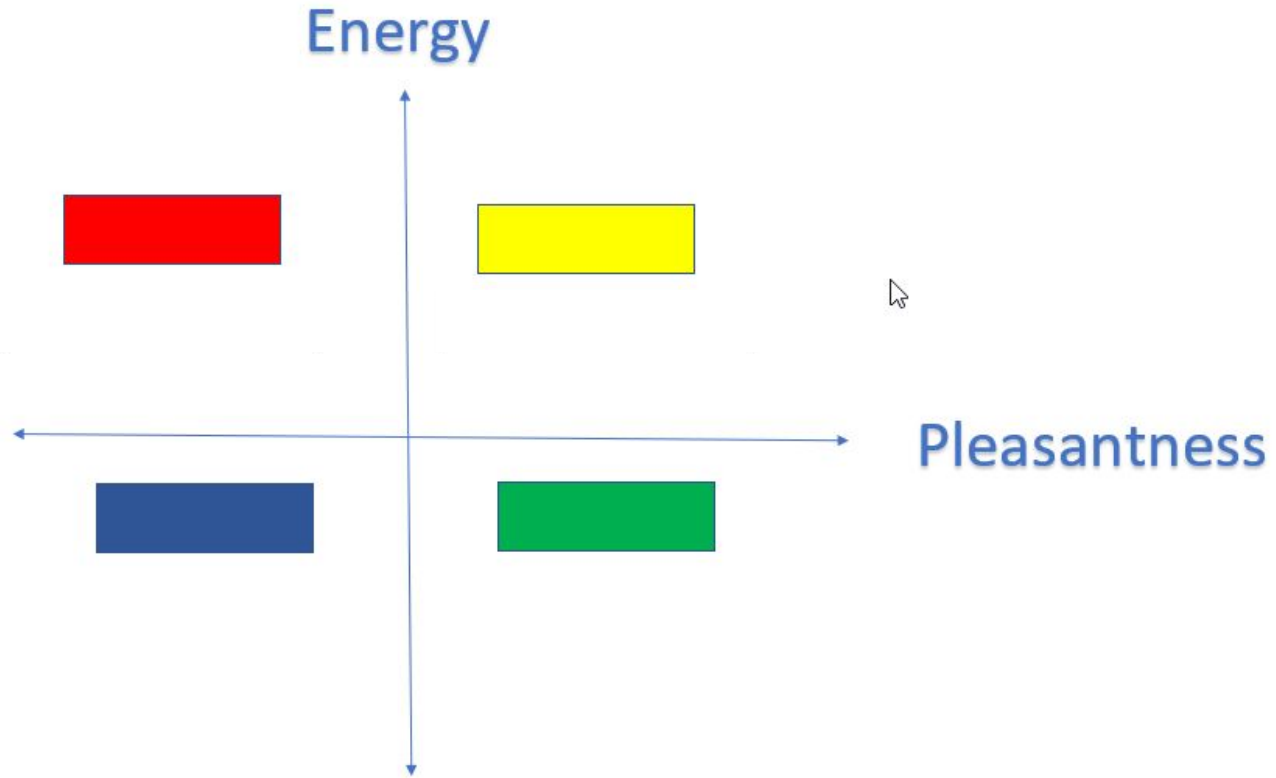




Emotional Regulation

Using the mood meter to increase emotional intelligence

The
Emotional
Ruler






control

Taking Control of Organization: Skills for Success

The Why, How and When?
Of Getting Yourself Organized
for
Success at School



Guide to Understanding the New Language Arts Progress Report Standards



Communicating about Progress



The Science of Reading
Word Reading x Language Comprehension =
Reading Comprehension

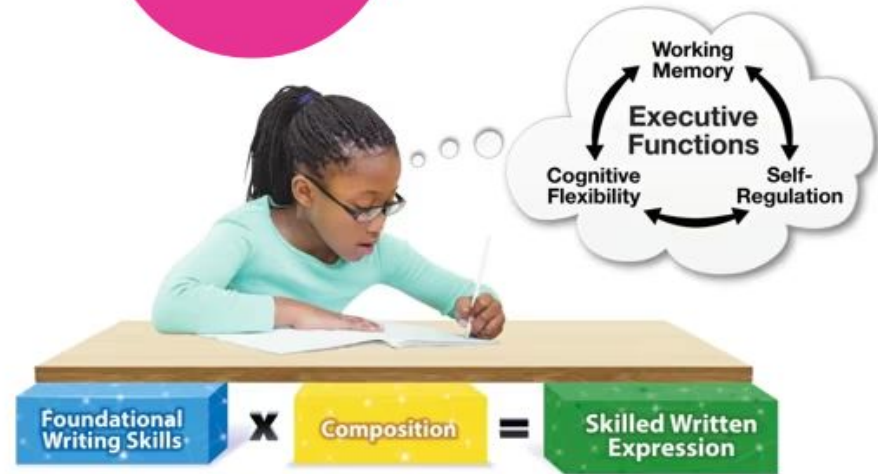


Figure 8.2 Writing as the Mental Juggling Act
Figure also on page 234 of the LETRS manual.

Aligned Progress Report Standards



Standards are aligned to the work we are doing in LA.

There should be no need for NT or NA on these standards for any quarter.

These are evaluated using materials at expected levels (grade level or extended standards).

Language Arts		Q1	Q2	Q3	Q4	F
LC LC WR RC Composition Foundational Writing Skills	Listens and speaks for specific purposes					
	Uses background knowledge and vocabulary to communicate ideas when listening to or reading texts					
	Uses phonemic awareness and phonics to read fluently and accurately					
	Understands texts read aloud and texts read independently					
	Writes with clarity and expression to convey a purpose					
	Uses writing conventions in handwritten or digital work					
<i>Reading Effort</i>						
<i>Writing Effort</i>						



Standard 1

Original

The student listens and speaks for specific purposes.

New

This standard has not changed.

What the teacher is looking for:

Students interacting appropriately in a variety of activities:

- Morning meeting
- Interactive read-alouds
- Number talks
- Content discussions (social studies/science)
- Specials (PE, art, etc)



Standard 2

Original

Locates and uses information from a variety of sources.

New

Uses background knowledge and vocabulary to communicate ideas when listening to or reading texts.

What the teacher is looking for:

Students applying background knowledge and vocabulary during:

- Morning meeting
- Interactive read-alouds
- Independent reading
- Partner reading
- Number talks
- Content discussions (social studies/science)
- Specials (PE, art, etc)



Standard 3

New

Original

Reads with accuracy and fluency.

Uses phonemic awareness and phonics to read fluently and accurately.

What the teacher is looking for:

Students applying understanding of phonemic awareness and phonics to:

- Decode unfamiliar words
- Aide in reading fluently



Standard 4

Original

Reads with understanding.

New

Understands texts read aloud and texts read independently

What the teacher is looking for

Students applying background knowledge, word meanings, and context clues to:

- Comprehend text read aloud
- Comprehend text read independently



Standard 5

Original

Writes with purpose, clarity, and expression.

New

Writes with clarity and expression to convey a purpose.

What the teacher is looking for

Students applying different writing styles to meet the purposes of:

- Entertaining the reader, this may include:
 - Poetry
 - Realistic fiction
 - fantasy/science fiction stories
- Conveying information/facts, this may include:
 - Biographies
 - Science reports
 - Personal narrative
 - Reports on countries, events or key moments in history
- Persuading the reader



Standard 6

Original

Edits for usage and mechanics in own writing.

New

Uses writing conventions in handwritten or digital work.

What the teacher is looking for

Students applying editing and revising skills to

- Improve readability of writing
- Strengthen arguments
- Express ideas coherently

How to help at home

- Read with your students (in any language!)
- Explore new topics together!
- Ask your students questions about their day, what's going on in the world, anything!
- Get beyond “yes/no” questions! The more opportunities students have to think and express themselves the better!
- Read a variety of genres together!
- Get “caught” reading! Modeling is important!



General Information about Standards Based Grading

4 - Consistently demonstrates concepts and skills of standard taught this quarter

3 - Usually demonstrates concepts and skills of standard taught this quarter

2 - Sometimes demonstrates concepts and skills of standard taught this quarter

1 - Seldom demonstrates concepts and skills of standard taught this quarter

For more information see this resource:

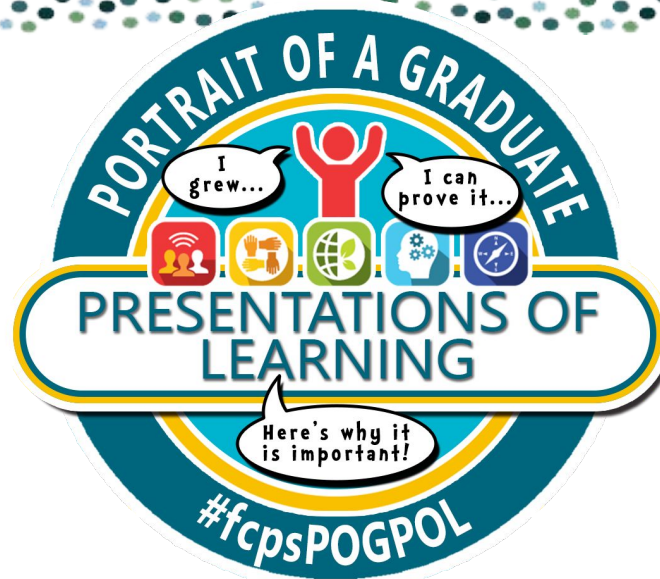
<https://www.fcps.edu/academics/grading-and-reporting/elementary-school/elementary-grading-and-reporting-handbook-1>

Portrait of a Graduate

Presentations of Learning

POG POL





PORTRAIT OF A GRADUATE

The KEYS to success in life!



WHAT SKILLS DO YOU USE EVERY DAY?

- **At work?**
 - **In the community?**
 - **At home?**
- 

COMMUNICATOR



Sharing thoughts, feelings, ideas and perspectives so others can understand us, and we can understand them.

ETHICAL & GLOBAL CITIZEN

Recognizing similarities and differences among cultures, caring for our planet and acting responsibly.



COLLABORATOR

Working respectfully with others by honoring different viewpoints, ideas and perspectives to achieve common goals.



CREATIVE & CRITICAL THINKER

Creating unique solutions to challenges that arise, and making the world a better place by asking: "How can I make a difference?"



SKILLS FOR SUCCESS!
Today! Tomorrow!
In the FUTURE!

GOAL DIRECTED & RESILIENT INDIVIDUAL

Making healthy choices when choosing friends, managing time, and setting goals to accomplish important tasks.



SKILLS FOR SUCCESS!

POG is all about students using and growing skills that will help them succeed in all aspects of life!



**Across
school
subjects...**



**At home, in the community
and with hobbies and
interests....**



**In future careers,
passions and
relationships!**

OUR GOAL: STUDENT EMPOWERMENT!



- Their Success!
 - Their Story!
 - Their Strengths!
 - Their Perspective!
- IN THEIR OWN WORDS!**

HOW WILL STUDENTS FOCUS ON THIS?

It's easy!



**They'll learn about
the skills, including
what they look like
and why they are
important.**



**They will
apply the
skills as they
learn in their
classes.**



**They will reflect on
HOW the skills helped
them find success
and WHAT they can
do to grow!**

HOW CAN YOU HELP?

Ask questions that will encourage your child to talk more deeply about their day!

INSTEAD OF:

~~What did you
do today?~~

TRY:

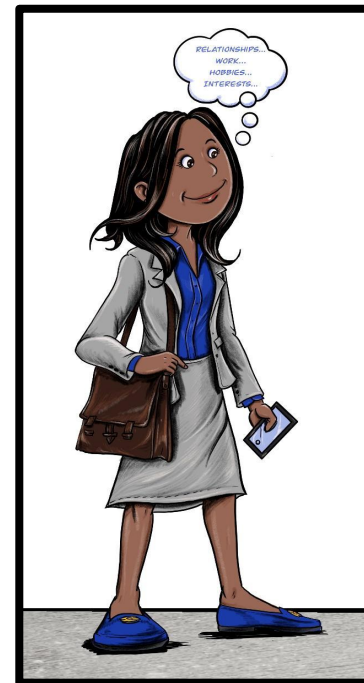
What did
you share?

What did you get
better at?

What new ideas did
you come up with?

Who did you
work with?

THE OUTCOME?



SKILLS FOR SUCCESS, TODAY, TOMORROW AND IN THE FUTURE!

In their own words!

RESOURCE TO HELP!

*Easy ways to
encourage
better dialog!*

Portrait of a Graduate Skills: The KEYS to SUCCESS in life!
POG is all about students using and growing skills that help them succeed in ALL ASPECTS of life!

In all school subjects... At home, in the community with hobbies and interests In future careers, passions and relationships!

COMMUNICATOR
Sharing thoughts, feelings, ideas and perspectives so others can understand us, and we can understand them.

ETHICAL & GLOBAL
Recognizing similarities and differences among cultures, caring for our planet and acting responsibly.

CREATIVE & CRITICAL THINKER
Creating unique solutions to challenges that arise, and making the world a better place by asking: "How can I make a difference?"

SKILLS FOR Today! To In the future!

HOW CAN YOU
Ask questions that will help your

INSTEAD OF:
What did you do today?

These will lead to specific answers

Family Portrait of a Graduate (POG) Questions for Home
Better questions get better answers! When you are talking to your kids at home, consider these ideas so that students will talk, share, and discuss important skills.

How I'm using skills

- "Who in your class did you work with today? What did you work on?"
- "What new ideas did you create today?"
- "How or what did you share today?"
- "What are you doing in school that you are excited about? What do you like about it?"
- "What is the hardest thing you did today? What made it hard? What are you doing to make it seem easier?"
- "What are you proud of that you are doing? Why?"
- "Who is someone that you enjoy working with? (Teacher or student) What makes them enjoyable?"

How I'm growing

- "What are you getting better at? How do you know?"
- "What do you do best? Why is it important?"

Why the skills are important

Have a Conversation! Consider sharing stories about how YOU work with others, share ideas, and solve problems at work, home, and in the community. This will help students see how these skills are important in your life, too, and help them see connections between school skills and adult skills! "Today I..." or "At my job I..."

Questions for Tonight!
Consider these prompts as you listen to student presentations!

I grew!

- "What skills are you focusing on? How did the skill help you learn?"
- "What did you learn? What was successful? What was challenging?"

I can prove it!

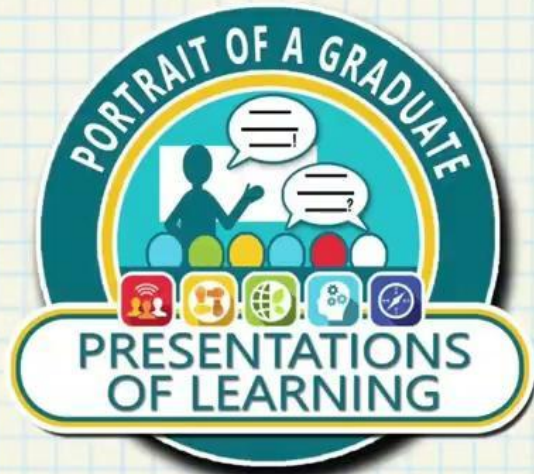
- "When, specifically, did you use the skill? Can you show me how it helped?"
- "Why did you pick this to share?"
- "Can you tell me more about..."

Here's why it matters!

- "Why is this skill important in other subjects? When do you use this skill at home or in the community?"
- "How could this skill be important in the future or as an adult?"

Presentations of Learning

FIELD TEST
PRESENTATIONS



**POG POL
Student
feedback**

QUESTIONS? CONNECTIONS? NEXT STEPS?

