

OUR YELLOW BRICK ROAD

A Successful person is...

***Jot down/brainstorm
three skills, attributes,
or competencies that a
person needs for
success.***

**Kansas's Path to State-adopted Social, Emotional, and
Character Development Standards**

What's at the end of Today's Road?


Objective

Participants will:

- Become familiar with SECD Standards
- Identify how SECD Standards fit into their classroom, building, or district
- Create new SECD connections to current classroom content
- Identify allies and road blocks



The Wizard of Oz and Character Education

-  L. Frank Baum

- What did they want from the Wizard?
- What does this have to do with Character Ed?

Fist to Five

- How much do you already know about the Kansas Model SECD Standards?



First Steps

“Respect each other, then learn to love each other and together we are champions.”

Rick Barta

Durlak Research

- Meta-Analysis of Social-Emotional Learning (SEL) programs involving 270,034 Kindergarten – High School Students
- SEL participants demonstrated significantly **improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.**

Durlak JA, Weissberg RP, Dymnicki AB,
Taylor RD, Schellinger KB.,

**The impact of enhancing students'
social and emotional learning: a
meta-analysis of school-based
universal interventions.**



Social, Emotional and Character Development Skills

SECD is about teaching, practicing, modeling and encouraging essential personal life habits that are almost universally understood as making people successful human beings.

[E.Dunkelblau, Character Education Partnership](#)



How did we get to this place?

- **What are the conditions and initiatives that have come together?**
 - **Legislative mandate**
 - **Bullying**
 - **Safe and Supportive Schools**
 - **21st Century Accreditation**
 - **Common Core Curriculum**
 - **Multi-Tier Systems of Support (MTSS)**
 - **College and Career/Kansas Career Pipeline**

UNIFIED SCHOOL DISTRICT

Relevance

- Curriculum
- Instruction
- Student Engagement
- Technology

Results

- Achievement
- Growth
- Gap
- Other Measures

Relationships

- Staff
- Students
- Parents
- Community

Responsive Culture

- Leadership
- Early Childhood
- School Climate
- Nutrition & Wellness
- Innovation

Rigor

- College & Career Readiness
- Career & Technical Education
- Resources
- Data
- Professional Learning



Accreditation

Foundational Elements

- | | | |
|-----------------------|------------------------------------|-----------------------------|
| 1. Licensed educators | 4. Local Graduation Policies | 7. External Assistance Team |
| 2. KAR 91-31-34 | 5. School Improvement Plan | 8. Curricula |
| 3. State Law | 6. Secondary Programs and Services | 9. Programs and Services |

Performance Elements

- | | | | |
|--------------------------------------|-------------------------------|---------------|---------------|
| 1. Yes on Achievement, Growth or Gap | 2. % of students tested (95%) | 3. Graduation | 4. Attendance |
|--------------------------------------|-------------------------------|---------------|---------------|

Habits of Mind?

- One of the three “keys for success” stressed in the Kansas College and Career Ready Standards
 - **Habits of Mind**
 - Collaboration
 - Focus on Instruction



Habits of Mind

1. Persisting
2. Managing impulsivity
3. Listening with understanding and empathy
4. Thinking flexibly
5. Thinking about your thinking
6. Striving for accuracy
7. Questioning and problem solving
8. Applying past knowledge to new situations
9. Thinking and communicating with clarity and precision.
10. Gather data through all senses.
11. Creating, imagining, and innovating
12. Responding with wonderment and awe
13. Taking responsible risks
14. Finding humor
15. Thinking interdependently
16. Remaining open to continuous learning

Bena O. Kallick & Arthur L. Costa

College and Career Ready Goal

Common Core component...

Students who are college and career ready must **identify and demonstrate well-developed social-emotional skills** and **identified individual and community core principles** that assure academic, vocational, and personal success.



Core Beliefs

- Personal management and relationship skills are vital in all aspects of learning and of life.
 - Students are most able to act in respectful and responsible ways when they have learned and practiced a range of social, emotional and character development skills.
 - Effective social, emotional and character development skills support academic achievement in students and constructive engagement by staff, families and communities.
 - Students learn best in a respectful, safe and civil school environment where adults are caring role models.
 - Bullying/Harassment Prevention and safe school initiatives are most sustainable when embedded systemically in **whole school Social, Emotional, and Character Development (SECD) programming.**
-
-

SECD Standards

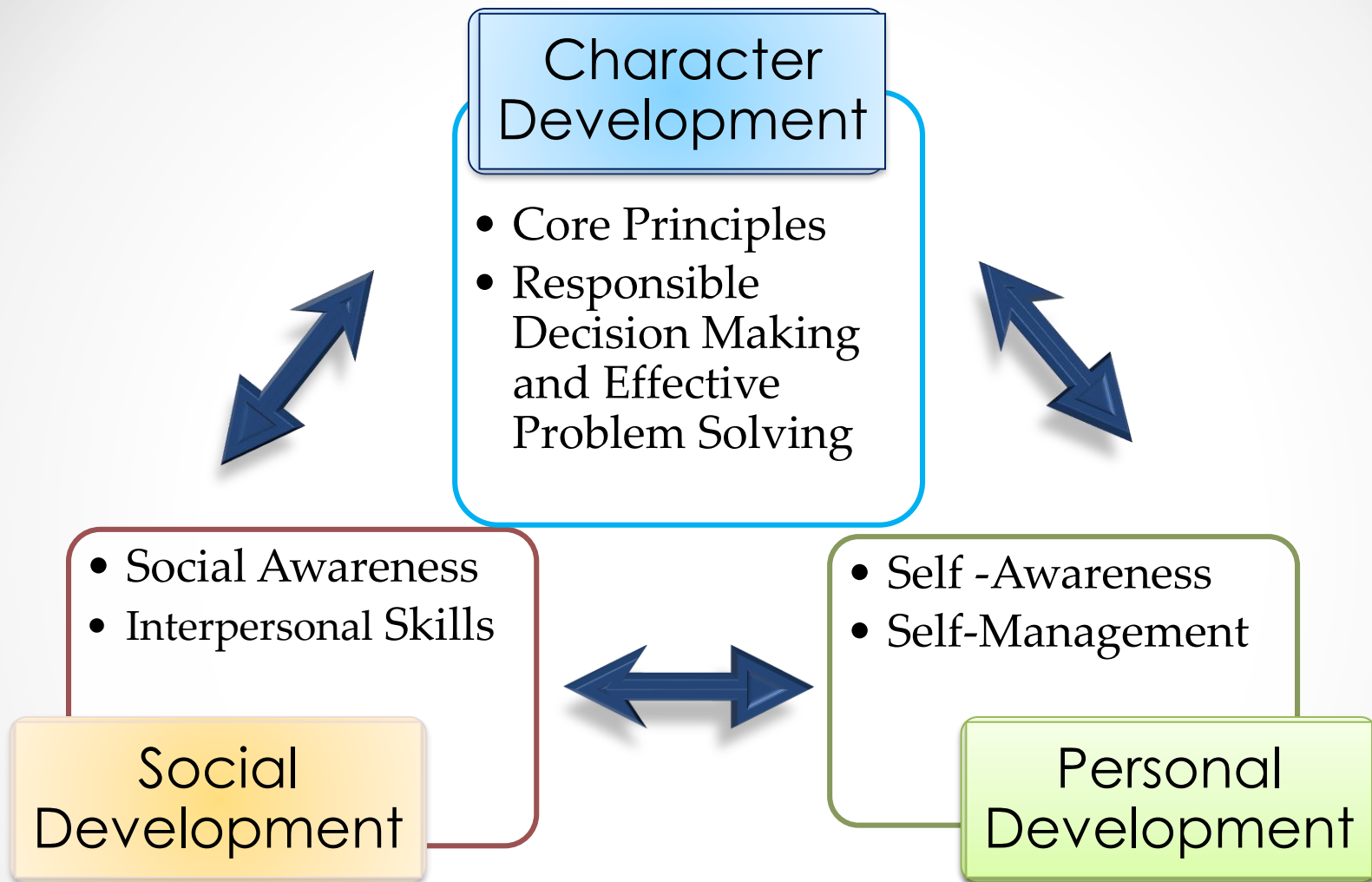
- Social Emotional Character Development Standards presented to Kansas Board of Education early 2012.

Final product adopted in April 2012.

www.kssecd.org

- The SECD Standards (Conditions for Learning) of Kansas Schools. will support positive change in the climate and culture





Kansas Social, Emotional, and Character Education Standards

Social, Emotional, Character Development Standards

Character Development

Definition: Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision making.

Rationale: Our schools have the job of preparing our children for American citizenship and participation in an interdependent world. Success in school and life is built upon the ability to make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.

Core Principles

1. Recognize, select, and ascribe to a set of core ethical and performance values as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing.
2. Develop, implement, promote, and model core ethical and performance values.
3. Create a caring community.

Responsible Decision Making and Effective Problem Solving.

1. Develop, implement, and model responsible decision making skills.
2. Develop, implement, and model effective problem solving skills.

Social, Emotional, Character Development Standards

Personal Development

Definition: Developing skills that help students identify, understand and effectively manage their thoughts, feelings and behaviors.

Rationale: Personal and academic success are built upon the ability to consider thoughts, understand feelings and manage one's responses. Personal thoughts and feelings impact management of experiences and determine behavior outcomes.

Self Awareness -
Understanding and expressing personal thoughts and emotions in constructive ways.

- A. Understand and analyze thoughts and emotions
- B. Identify and assess personal qualities and external supports

Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.

- A. Understand and practice strategies for managing thoughts, and behaviors.
- B. Reflect on perspectives and emotional responses.
- C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.

Social, Emotional, Character Development Standards

Social Development

Definition: Developing skills that establish and maintain positive relationships and enable communication with others in various settings and situations.


Rationale: Building and maintaining positive relationships and communicating well with others are central to success in school and life. Recognizing the thoughts, feelings, and perspectives of others leads to effective cooperation, communication, and conflict resolution.

Social Awareness

- A. Be aware of the thoughts, feelings, and perspectives of others.
- B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.

Interpersonal Skills

- A. Demonstrate communication and social skills to interact effectively.
- B. Develop and maintain positive relationships.
- C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.



**SECD is not on more
thing on your place.
It IS the plate.**

SECD Placemat

- Pick your favorite lesson/part of day -
 - Where does SECD fit into what you are already doing?
 - How can you incorporate other elements of SECD into your favorite lesson/time of day?

Sample Classroom Activities

- Look at the Grade Level Groups (K-2, 3-5, 6-8, 9-12) that best fit your setting.
- Discuss the Instructional Examples for each Strand.
- Determine how you can/already do incorporate the SECD Standards into your curriculum.

Next Steps

- Brainstorm
 - What are the people and/or processes at your school that could propel this initiative forward?
 - What are the people and/or processes at your school that might challenge this initiative?



The Wicked Witch and Flying Monkeys

- Administrators leading the way
- “Only counselors can do this.”
- “See that paper there? If it’s not on fire, we don’t have time for it.”
- “I don’t have time; I have to prepare for assessments.”
Teacher buy-in.
- Not a short term commitment
- Not enough money in the budget
- Can’t implement another program
- Where to begin?
- Common Core debate



In our own backyard...

- [Circle School District – National School of Character](#)
- [Hoisington High School](#)
- **SOAR Alternative School, Olathe, KS**
- **504s, IEPs**

Elevator Speech

Questions to think about...

- —What information do I know now from this meeting?
- —Who should I share this information with?
- —What do I want from this sharing?



A composite image featuring a path through a field of red flowers leading to a glowing green cityscape at night. The path is yellow and leads from the bottom center towards the middle ground. On the left and right sides, there are several trees with green foliage. In the background, a cityscape with tall buildings is illuminated with bright green light, creating a futuristic or magical atmosphere. The sky is dark blue, suggesting dusk or night. The overall scene is a blend of nature and technology.

“If schools only focus on academic instruction and school management in their efforts to help students attain academic success, they will likely fall short of their goals.”

Zins, Weissberg, Wang, Walberg, “Building Academic Success on Social and Emotional Learning; What does the research say,” (2004) New York: Teachers College Press

Want more?

- www.kssecd.org
 - To find an SECD coach in your area!
- Western Kansas S3 Conference
 - April 9 in Dodge City

Contact Information

Beth Hufnagel

bhufnagelcst@olatheschools.com

Audrey Neuschafer

Audrey.neuschafer@swplains.org

www.kssecd.org