Centering Self-Awareness

Developing and Assessing Social Emotional Skills

+ Centering Self-awareness

Agenda

- Check-in & About Us & Session Goals
- Review WA State SEL Standards & Benchmarks
- Centering Self-awareness
- Lesson & Assessment Build
- Closing

+ Check-in

Using the Mood Meter 2nd Anchor Tool from the SEL evidence based RULER Approach

+5	enraged	terrified	stressed	scared	shocked	+5	surprised	astonished	amazed	exhilarated	Ecstatic
+4	overwhelmed	furious	frustrated	tense	stunned	+4	hyper	delighted	excited	optimistic	elated
+3	fuming	frightened	angry	nervous	restless	+3	energized	cheerful	motivated	enthusiastic	proud
+2	anxious	apprehensive	worried	Irritated	annoyed	+2	positive	happy	joyful	inspired	thrilled
+1	disturbed	troubled	concerned	uneasy	peeved	+1	pleased	content	hopeful	playful	blissful
–5	–4	–3	–2	–1		+1	+2	+3	+4	+5

RED (Unpleasant/High Energy) — YELLOW (Pleasant/High Energy)

BLUE (Unpleasant/Low Energy) — GREEN (Pleasant/Low Energy)

–1	disgusted	glum	disappointed	unhappy	down	–1	at ease	easygoing	pleasant	fulfilled	gratified
–2	pessimistic	morose	discouraged	sad	bored	–2	calm	composed	satisfied	grateful	compassionate
–3	alienated	miserable	lonely	jaded	tired	–3	relaxed	chill	restful	blessed	idyllic
–4	despondent	hopeless	sullen	exhausted	fatigued	–4	mellow	contemplative	peaceful	comfortable	harmonious
–5	despair	depressed	forlorn	spent	drained	–5	sleepy	complacent	tranquil	cozy	serene
–5	–4	–3	–2	–1		+1	+2	+3	+4	+5

+ Check-in

- 4 Corners Ice Breaker Activity
  - Novice
  - Apprentice
  - Practitioner
  - Expert

+ About us

WA State SEL Standards & Benchmarks

WA State SEL Standards & Benchmarks

- Unpacking the WA State Standards & Benchmarks

- Standards organized into two categories: SELF & SOCIAL

  - Self-awareness, Self-management, Self-efficacy

  - Social awareness, Social management, Social engagement

- Significance of standards & benchmarks for teachers

+ WA State SEL Standards and Benchmarks

Addressing Social Emotional Learning in Washington's K-12 Public Schools

Washington's K-12 Social Emotional Learning Standards and Benchmarks

SELF		SOCIAL	
STANDARD 1	SELF-AWARENESS – Individual has the ability to identify and name one's emotions and their influence on behavior.	STANDARD 4	SOCIAL AWARENESS – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
BENCHMARK 1A	Demonstrates awareness and understanding of one's emotions.	BENCHMARK 4A	Demonstrates awareness of other people's emotions, perspectives, cultures, language, history, identity, and ability.
1B	Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets, and aspirations.	4B	Demonstrates an awareness and respect for one's similarities and differences with others.
1C	Demonstrates awareness and understanding of family, school, and community resources and supports.	4C	Demonstrates an understanding of the social norms of individual cultures.
STANDARD 2	SELF-MANAGEMENT – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.	STANDARD 5	SOCIAL MANAGEMENT – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.
BENCHMARK 2A	Demonstrates the skills to manage and express one's emotions, thoughts, impulses, and stress in constructive ways.	BENCHMARK 5A	Demonstrates a range of communication and social skills to interact effectively with others.
2B	Demonstrates constructive decision-making and problem solving skills.	5B	Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.
		5C	Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.
STANDARD 3	SELF-EFFICACY – Individual has the ability to motivate oneself, persevere, and see oneself as capable.	STANDARD 6	SOCIAL ENGAGEMENT – Individual has the ability to consider others and a desire to contribute to the well-being of school and community.
BENCHMARK 3A	Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.	BENCHMARK 6A	Demonstrates a sense of social and community responsibility.
3B	Demonstrates problem-solving skills to engage responsibly in a variety of situations.	6B	Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.
3C	Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.	6C	Demonstrates effective strategies to contribute productively to one's school, workplace, and community.
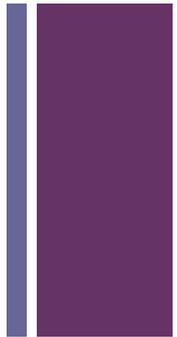
SELF

Standard 1 Self-Awareness: Individual has the ability to identify and name one's emotions and their influence on behavior.

- Benchmark 1A: Demonstrates awareness and understanding of one's emotions.

- Benchmark 1B: Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets, and aspirations.

- Benchmark 1C: Demonstrates awareness and understanding of family, school, and community resources and supports.

SELF

Standard 2: Self-Management – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.

- Benchmark 2A: Demonstrates the skills to manage and express one's emotions, thoughts, impulses, and stress in constructive ways.

- Benchmark 2B: Demonstrates constructive decision-making and problem solving skills.

SELF

Standard 3: Self-Efficacy – Individual has the ability to motivate oneself, persevere, and see oneself as capable

- Benchmark 3A: Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals

- Benchmark 3B: Demonstrates problem-solving skills to engage responsibly in a variety of situations

- Benchmark 3C: Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.

+ SOCIAL

Standard 4: Social Awareness – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures

- Benchmark 4A: Demonstrates awareness of other people's emotions, perspectives, cultures, language, history, identity, and ability.

- Benchmark 4B: Demonstrates an awareness and respect for one's similarities and differences with others.

- Benchmark 4C: Demonstrates an understanding of the social norms of individual cultures

SOCIAL

Standard 5: Social Management – Individual has the ability to make safe and constructive choices about personal behavior and social interactions

- Benchmark 5A: Demonstrates a range of communication and social skills to interact effectively with others.

- Benchmark 5B: Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

- Benchmark 5C: Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, languages, history, identity, and ability.

SOCIAL

Standard 6: Social Engagement – Individual has the ability to consider others and a desire to contribute to the well-being of school and community.

- Benchmark 6A: Demonstrates a sense of social and community responsibility.

- Benchmark 6B: Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.

- Benchmark 6C: Demonstrates effective strategies to contribute productively to one's school, workplace, and community

Centering Self-Awareness

We will be arranging them…

- Standard 1 & 4 – (Awareness)

- Standard 2 & 5 – (Management)

- Standard 3 & 6 – (Efficacy/Engagement)

- Learn and practice with the self then learn and practice with the society
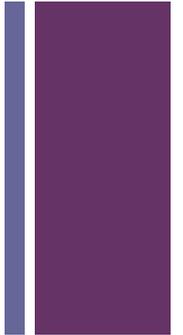
SEL FLOW

WASHINGTON STATE
SEL Standards Flow

6 **SOCIAL ENGAGEMENT** 5th GRADE

5 **SELF-EFFICIENCY** 4th GRADE

4 **SOCIAL MANAGEMENT** 3rd GRADE

3 **SELF-MANAGEMENT** 2nd GRADE

2 **SOCIAL AWARENESS** 1st GRADE

1 **SELF-AWARENESS** KINDERGARTEN

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Standard 1: Individual has the ability to identify and one's emotions and their influence on behavior

Benchmark 1A	Teachable/Assessable skills
■ Demonstrates awareness and understanding of one's emotions	■ What am I thinking? (cognitive awareness) ■ What am I feeling in my body? (physiological awareness) ■ What am I expressing to others? (behavioral awareness)

What am I thinking, feeling, expressing?

- **Self-Awareness at grade band K-2**

  - I can I say, sign, or draw what I'm hearing in my brain.

  - I can say, sign, or draw what I'm feeling in my body.

  - I know what I'm wearing on my face, sounding in my voice, and showing with my body.

- **Self-Awareness at grade band 3-5**

  - I can draw, write, or speak about what I'm thinking using precise vocabulary.

  - I can draw, write, or speak about what I'm feeling in my body using precise vocabulary.

  - I can recognize what my face, my tone, and my body language is communicating to others.

What am I thinking, feeling, expressing?

■ **Self-Awareness at grade band 6-8**

- I can recognize and label my thoughts and feelings.

- I can recognize and label how I am feeling in my body.

- I understand how my thoughts and feelings can shape my expression and impact me and those around me.

■ **Self-Awareness at grade band 9-12**

- I can recognize, label, and manage my thoughts and feelings and understand how they shape each other.

- I can recognize, label, and manage the feelings in my body.

- I know what is on my face, in my tone, and in my body language.

Assessment Organizer

Pt. 1 Self-awareness learning opportunities

Self-awareness learning opportunities

- Read aloud, math, art, poetry, dance, science, lunch, recess, going to the movies, sports, etc…
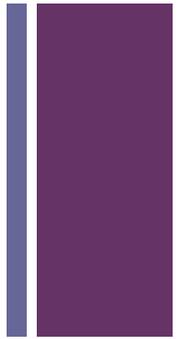
Self-awareness learning opportunities

- On the paper, close your eyes, take and inventory of the first 2 hours of your day with kids. (if it's only a short time do the first 20 minutes) find one place in the routine of that time where there is an opportunity for kids to apply self-awareness skills (what am I thinking, what am I feeling in my body, what am I expressing to others) – remember practice doesn't have to be only labeling ones' self it can start with labeling a character as long as there can be physical evidence (or empathetic evidence) to be provided.

- Okay now right that activity down.

- Repeat with the next 2 hours and the next 2 hours. Now look at the 3 things you've listed. Does one of those jump out as easier than the others? Take that and label it on the 4th line down.

+

Assessment Organizer

Pt. 2 Learning Goals

+ Learning Goals
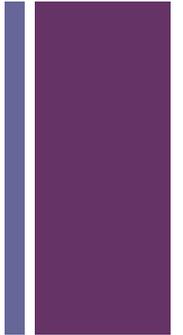
- Transformational vs. Transactional SEL goals.
    - Does the goal provide the students with skills that will help them in their lives?
    - Does the goal provide a service to the adults?
        - Cafeteria Problem

- Students will be able to…

- Work time and share out

Assessment Organizer

Pt. 3 Instructional Steps

+ Instructional Steps

■ What materials and prep will you need for your lesson?

■ Work time & share out.

+

Assessment Organizer

Pt. 4 Assessment Methods

Assessment Methods

Part 1: Types of Assessments

- Formative – Informs instructor and guides instructional decisions
  - Common types: pre-test, survey, thumb-o-meter/fist of five (scaling), exit tickets, reflective closing activity

- Summative – Provides data on effectiveness of instruction
  - Common types: post-test, essay/journal writing, culminating portfolio, state test, survey, oral interview, project

- Self-assessment – Results are reflective in nature and intended for use by the student
  - Common types: self-rating rubric, survey, journaling, questionnaire

+ Assessment Methods

- What type of assessment do you think would be most beneficial for your kids?

- Work time and share out
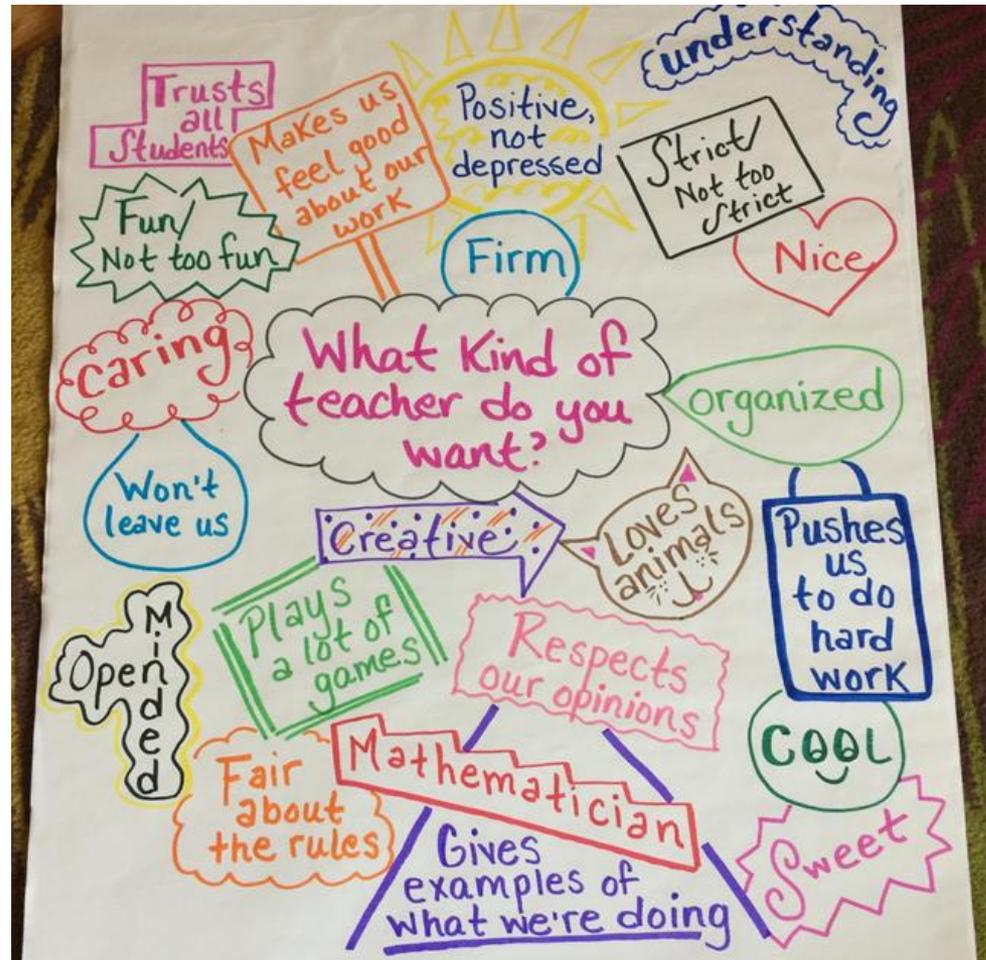
Closing

Thank you for being here!

- As we close we can do a brief reflective activity called the "Yes Circle"