Kansas leads the world
in the success of each student.

Kansans CAN

#KansansCan

KANSAS STATE DEPARTMENT OF EDUCATION   www.ksde.org

Kansans CAN

A NEW Vision for Kansas….

Kansas leads the world in the success of each student.

Kansans **CAN**

KANSAS VISION FOR EDUCATION

Kansas leads the world in the success of each student.

Successful High School Graduate

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification, or in the workforce, without the need for remediation.

RESULTS

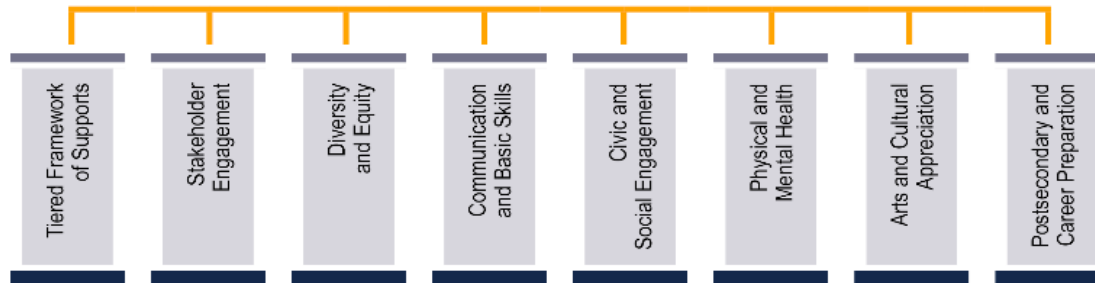| Social-Emotional Factors Measured Locally	Kindergarten Readiness	Individual Plans of Study	High School Graduation	Postsecondary Success

Evidence-Based Practices

Evidence-Based Practices

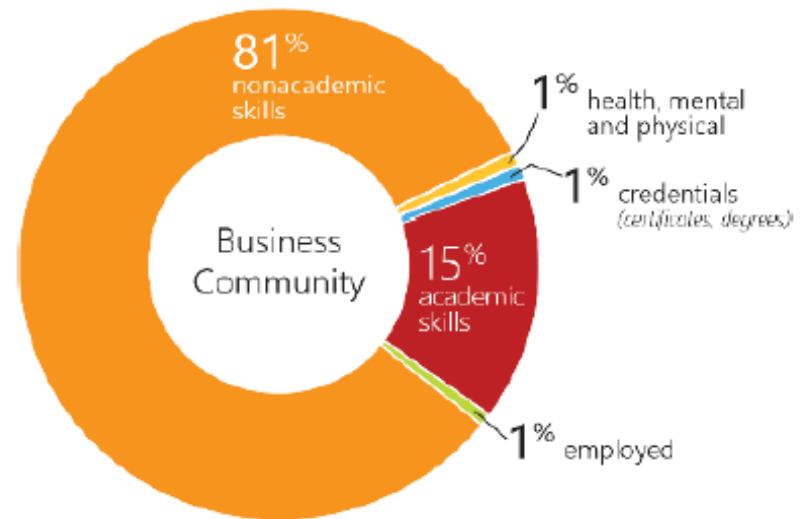| RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR
Staff	Curriculum	Leadership	Career and Technical Education
Students	Instruction	Early Childhood	Professional Learning
Families	Student Engagement	District Climate	Resources
Community	Technology	Nutrition and Wellness	Data

Foundational Structures

- Tiered Framework of Supports
- Stakeholder Engagement
- Diversity and Equity
- Communication and Basic Skills
- Civic and Social Engagement
- Physical and Mental Health
- Arts and Cultural Appreciation
- Postsecondary and Career Preparation

General Community Survey Results

70% nonacademic skills

3% health, mental and physical

2% credentials (certificates, degrees)

General Community

23% academic skills

2% employed

Business Community Survey Results

81% nonacademic skills

1% health, mental and physical

1% credentials (certificates, degrees)

Business Community

15% academic skills

1% employed

THE VERDICT IS IN: SEL MATTERS

A new study reveals that students who participate in school-based programs focused on social and emotional learning benefit in multiple ways as compared to students who do not experience programming in social and emotional learning.

Check out these incredible findings!

9% improvement in prosocial behavior

9% improvement in attitudes about self, others, and school

9% reduction in problem behaviors

10% reduction in emotional distress

11% increase in standardized achievement test scores

23% increase in social and emotional skills

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82 (1)*, 405-432.

All **50** States now have preschool SEL competencies

8 states have K–12 SEL competencies *(up from 1 in 2011)*

8 additional states developing guidelines

16 states have SEL-related web pages

2017, *Collaborating States Initiative,* CASEL.

THE ECONOMIC VALUE OF SOCIAL AND EMOTIONAL LEARNING

Clive Belfield

Brooks Bowden

Alli Klapp

Henry Levin

Robert Shand

Sabine Zander

"

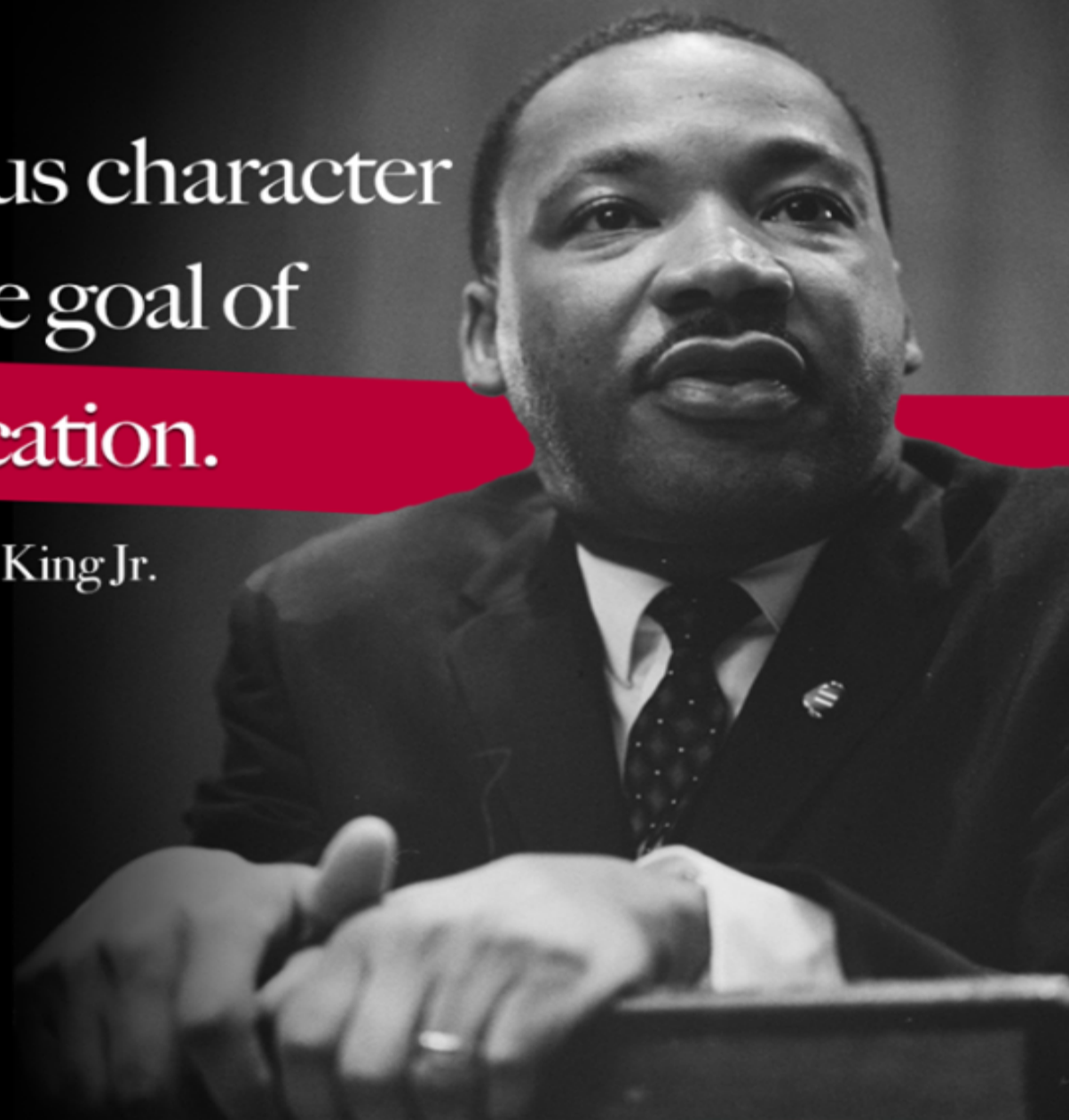Intelligence plus character
— that is the goal of
true education.

Martin Luther King Jr.

Kansans **CAN**

SOCIAL EMOTIONAL CHARACTER DEVELOPMENT

Revision Committee

January, 2018

Kansas leads the world in the success of each student.

Standards

- Kansas was the first state to adopt Social, Emotional and Character Development standards.

- The standards were adopted in 2012

- Access the standards here:
  http://www.ksde.org/Teaching-Learning

Character Development
- Core Principles
- Responsible Decision Making and Problem Solving

Social Development
- Social Awareness
- Interpersonal Skills

Personal Development
- Self-Awareness
- Self-Management
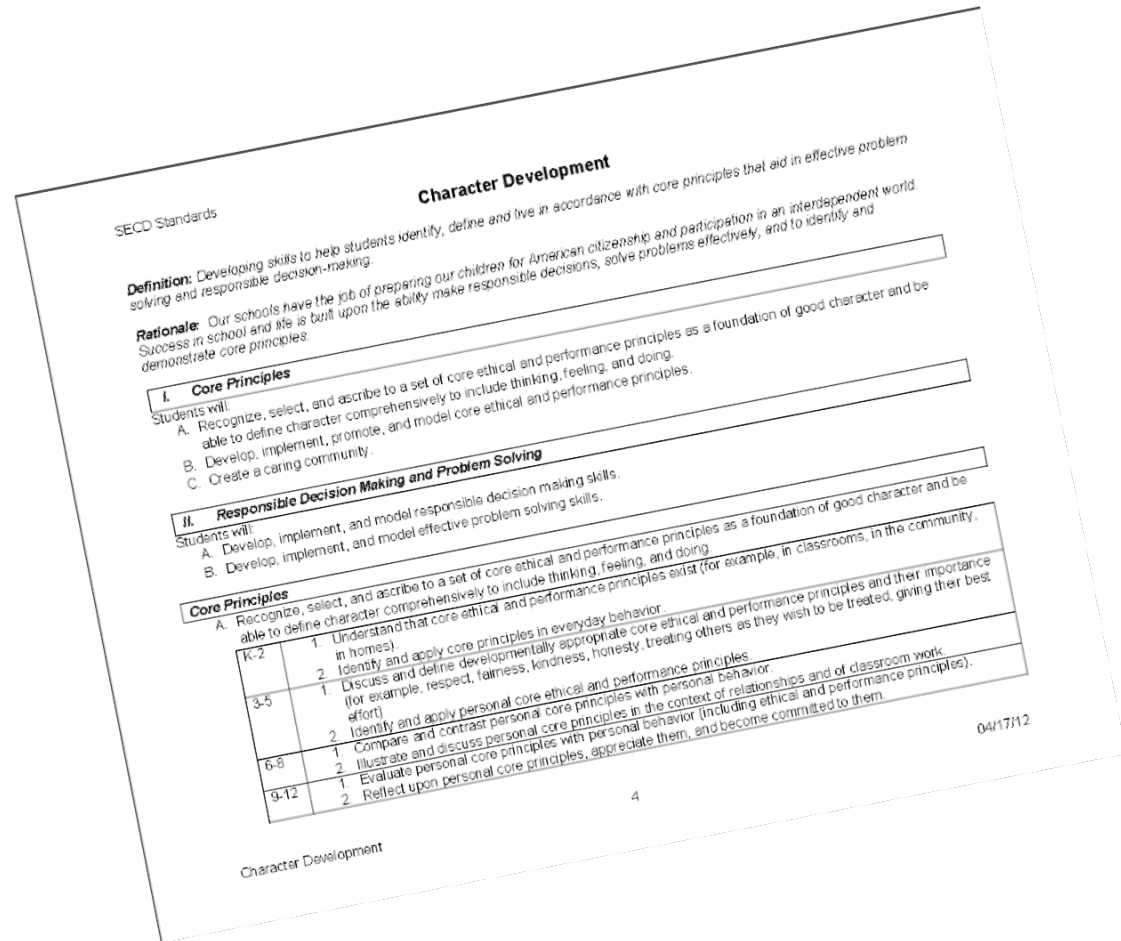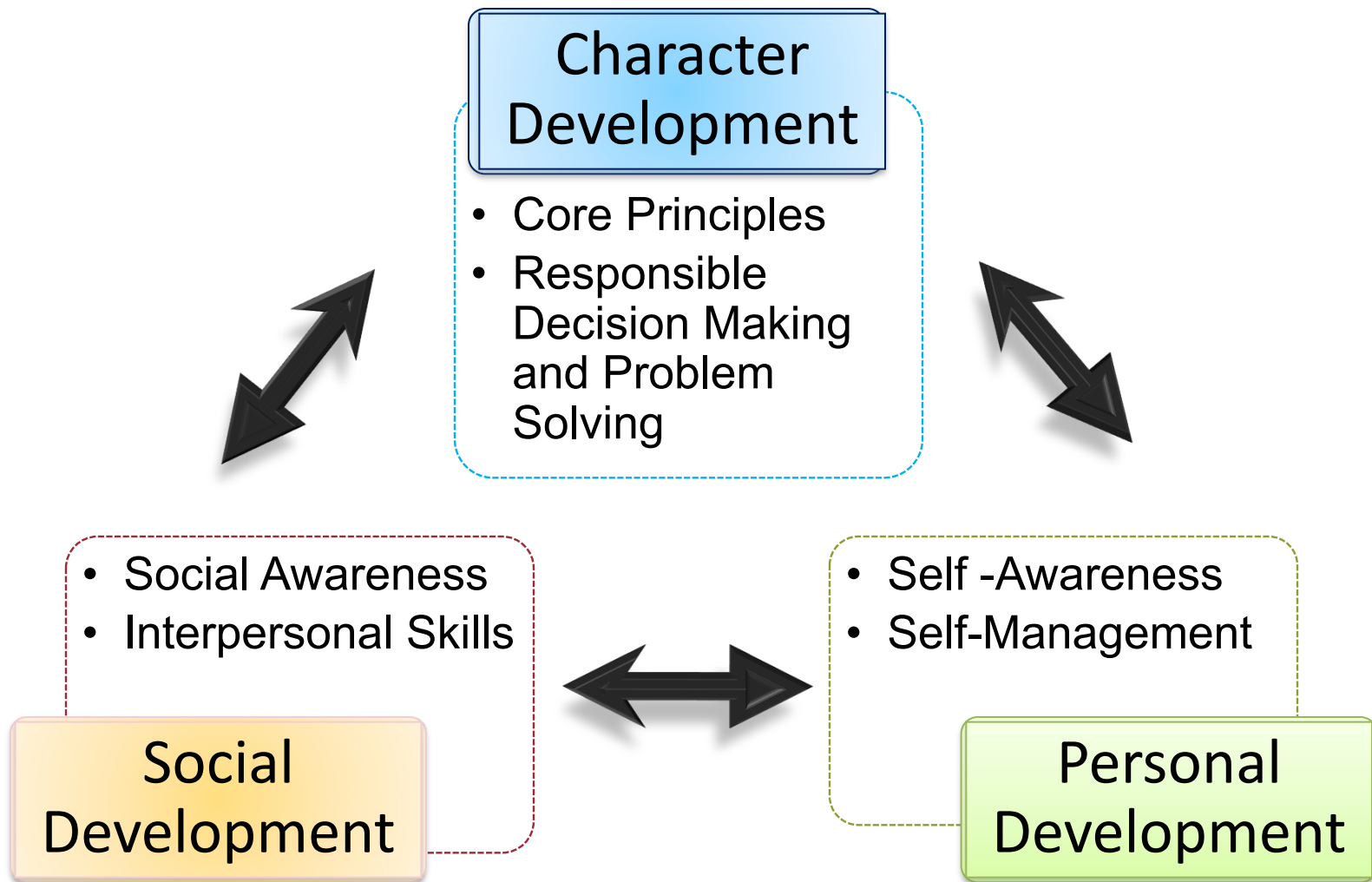
Kansas Social, Emotional, and Character Education Standards

State Board SECD Goal

Each student develops the social, emotional, and character competencies that promote learning and success in life.

Purpose

Social, Emotional, and Character Development (SECD) Standards provide schools a framework for integrating social-emotional learning (SEL) with character development so that students will learn, practice and model essential personal life habits that contribute to academic, career, and personal success.

Definition

SECD standards encompass practicing good citizenship as respectful, responsible, empathetic and ethical individuals, through making healthy decisions, practicing personal safety, understanding risk prevention, promoting a positive school culture, problem solving effectively, and valuing excellence.

Core Beliefs

•SECD skills are teachable and measurable.
•SECD skills are essential for academic achievement.
•SECD skills are developed within a continuous growth process throughout life.
•SECD skills are acquired by students through intentional, integrated efforts of the entire school, family and community.
•SECD skills are best learned in a respectful, safe and civil school environment where adults are caring role models.
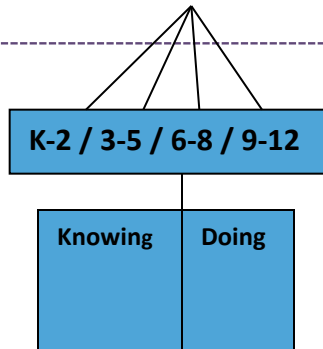
Character Development

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 students for citizenship in a global society. Success in school and life is built upon the ability to make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.
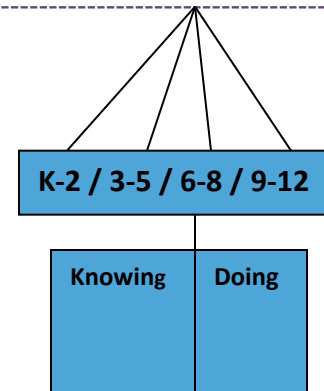
Social, Emotional, Character Development Standards

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 students for citizenship in a global society. 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 problem solving.

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

K-2 / 3-5 / 6-8 / 9-12

Knowing	Doing

K-2 / 3-5 / 6-8 / 9-12

Knowing	Doing

# Personal Development

Definition:

Developing skills to 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 responses. Personal thoughts and feelings impact management of experiences and determine behavior outcomes. Children will deal with personal development in increasingly complex ways as they progress through elementary, middle, and high school.
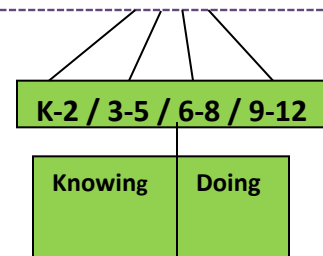
Social, Emotional, Character Development Standards

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. Children will deal with personal development in increasingly complex ways as they progress through elementary, middle, and high school.

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

1. Identify thoughts and emotions
2. Identify personal qualities.

K-2 / 3-5 / 6-8 / 9-12

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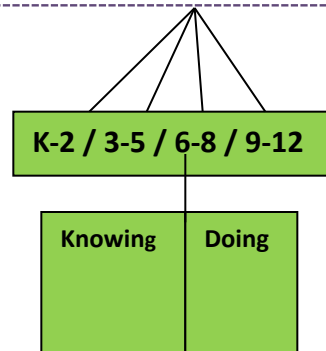
Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.

1. Understand and practice strategies for managing thoughts, and behaviors.
2. Reflect on perspectives and emotional responses of self and others.
3. Set and monitor goals to achieve success in school and life.

K-2 / 3-5 / 6-8 / 9-12

Knowing	Doing

Social Development

Definition:

Developing skills to help students establish and maintain positive relationships and enable effective 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 collaboration, communication, and conflict resolution.

Social, Emotional, Character Development Standards

Social Development

Definition: Developing skills that establish and maintain positive relationships and enable effective 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 collaboration, communication, and conflict resolution.

Social Awareness

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

K-2 / 3-5 / 6-8 / 9-12

Knowing	Doing

Interpersonal Skills

1. Demonstrate communication and social skills to interact effectively.
2. Develop and maintain positive relationships.
3. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

K-2 / 3-5 / 6-8 / 9-12

Knowing	Doing

Social-Emotional

KSDE Contact:
Kent Reed, Education Program Consultant
Career Standards and Assessment Services
kreed@ksde.org
785-296-8109

Social-Emotional Requirements
(statutory/regulatory)

- Bullying (KSA 72-8256)
- Jason Flatt Act (Youth Suicide)
- Erin's Law (Child Sexual Abuse)
- SB 367 (Juvenile Justice)
- Individuals with Disabilities Education Act (IDEA)
- Elementary and Secondary Education Act (ESEA)
- Student Discipline Data (suspensions, expulsions etc.)

Social-Emotional Initiatives

- SECD Curricular Standards
- Kansas College and Career Competencies Project KU
  - Train the Trainer
  - Pilot Schools
- Trauma-Informed Schools
- School Mental Health Framework
- National and Kansas Schools of Character Recognition Program
- Transition to College Algebra (Growth Mindset)

Suggested Edits/Inclusion

- Jason's Law (youth suicide)
- Erin's Law (child sexual abuse)
- KSA 72-8256 (bullying)
- School Mental Health
- Trauma-Informed/ACES
- Self-Harm
- Recovery and Resiliency
- Growth Mindset
- Civic Engagement
- Ethical Use of Technology

SECD Standards Revision
Rubric

Component	Character Development	Social Development	Personal Development	Notes
Suicide (Jason Flatt Act)	*Core Principles* • Create a set of core ethical and performance principles • Create a caring community • Address statutory social-emotional/school mental health requirements • Understand cultural differences *Responsible Decision making* • Develop, implement and model responsible decision making skills • Develop, implement and model effective problem solving skills • Ethical use of technology across the grade levels	*Social Awareness* • Be aware and understand the thoughts, feelings and perspective of others • Demonstrate awareness of cultural issues and a respect for human dignity and differences • Be aware and understand the indicators of self-harm in others *Interpersonal Skills* • Demonstrate communication and social skills • Develop and maintain positive relationships • Demonstrate the ability to prevent, manage and resolve interpersonal conflicts • Promote a caring community	*Self-Awareness* • Understand and analyze thoughts, mindsets and emotions • Understand how to help others *Self-Management* • Understand and practice strategies for managing thoughts and behaviors, such as self-regulation, self-harm, recovery and resiliency • Reflect on perspectives and emotional responses • Set, monitor, adapt and evaluate goals to achieve success in school and life	**Core Principles** • Address statutory social-emotional requirements (1.1) • Identify adult care-givers **Character Development** • Self-harm awareness • Community of caring • Self-respect • Self-harm interventions • Identify adult care givers • Recovery/Resiliency **Social Development** • Be aware and understand the indicators of self-harm in others (I.A, B; II. A, B, C) • Understand how to help others (I. A, B; II. A, B, C) • Effective communications skills (I. A, B; II. A,B,C) • Community of caring (1.B) • Conflict resolution (I.A, B) • Bullying awareness (1.A, B; II. A,B,C) ------------------------ **Personal Development** • Self-regulation • Growth mindset • Recovery and resiliency • Refusal skills

Character Development

Personal Development

Social Development

Employment

Interests

Market Self

Strengths

Increase Knowledge & Skills

Take Action

Know Yourself

Values

IPS

Make Choices

Explore Options

Pathways

Goal Setting

Decision Making

Labor Market Trends

Postsecondary

Career Development Cycle

JCL Consulting

CD.I.C

CD.I.A

PD.I.A

PD.I.A

PD.II.C

PD.I.B

PD.I.B

PD.II.A

SD.II.C

SD.II.A

CD.II.A

SD.I.B

SD.II.B

CD.II.B

CD.II.A

CD.II.B

PD.II.C

CD.II.A

SD.I.A

CD.I.B

PD.II.B

PD.I.B

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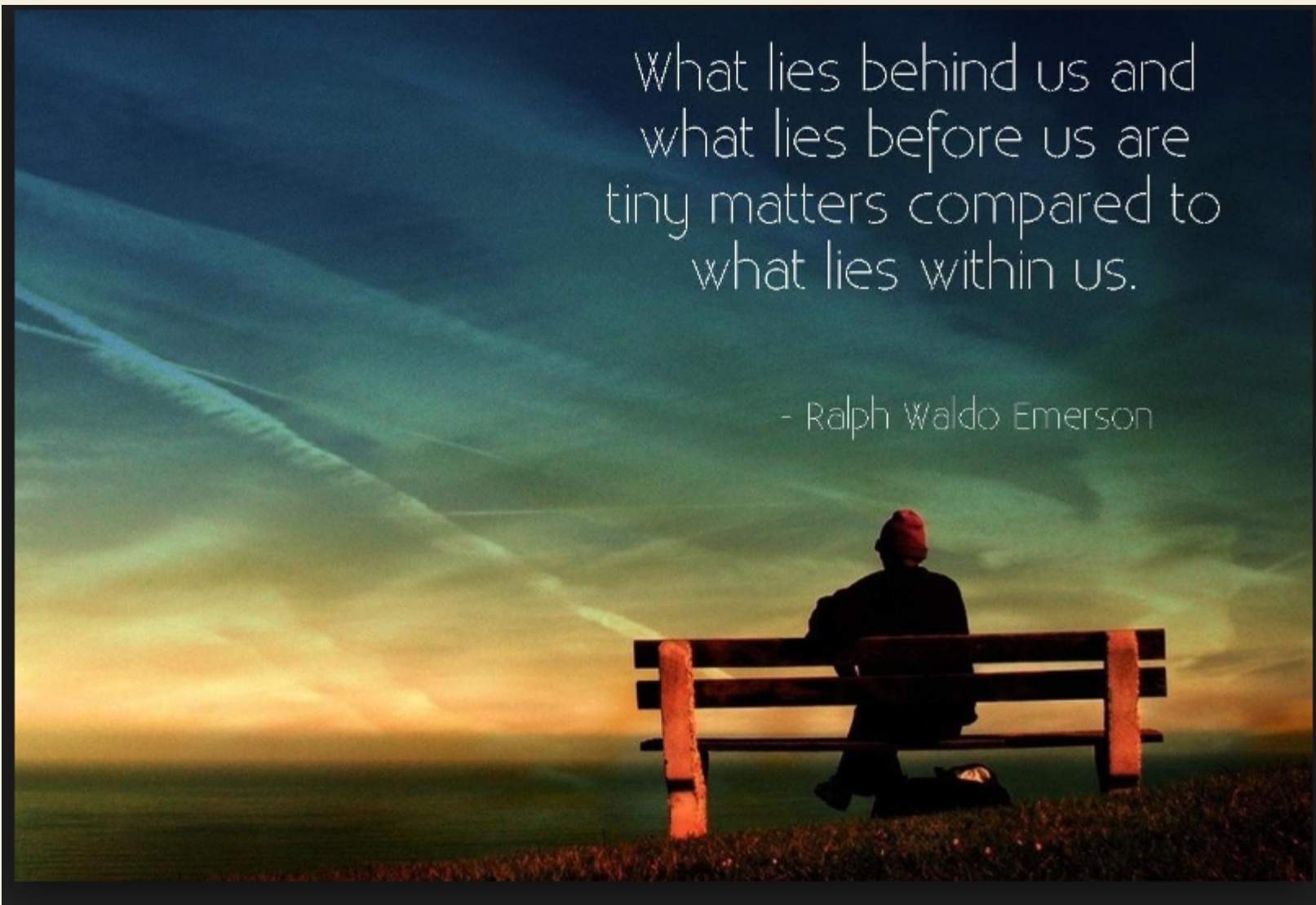
"If schools only focus on academic instruction and school management in their efforts to help students attain academic success, they will likely fall short of their goals."

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

Standards Alignment

What lies behind us and what lies before us are tiny matters compared to what lies within us.

– Ralph Waldo Emerson

You have BRAINS in your HEAD.
You have FEET in your SHOES.
You can STEER yourself any
DIRECTION you CHOOSE.
~ Dr. Seuss

IF THE **COOL KIDS CLUB** DOESN'T INCLUDE EVERYONE. IT'S ACTUALLY NOT VERY COOL AT ALL.

The "Hero's Welcome" editorial cartoon by Canadian artist Pia Guerra. (Courtesy of Pia Guerra/)

A NEW Vision for Kansas….

Kansas leads the world in the success of each student.

Kansans **CAN**

00:58

Tips for a Successful Career Expo from ESSDACK.

CAREER/POST SECONDARY EXPO

CAREER EDUCATION DAYS:

PLANNING FOR THEIR FUTURE

INTERCONNECTED SYSTEMS OF CARE

Appropriate Information Sharing
Supported Navigation through Systems of Care
Continuous Communication Loop
Family Driven & Youth-Guided Planning
Wraparound Support

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COMMUNITY & FAMILY

COMMUNITY & BUSINESS PARTNERSHIPS

FEW

Intervention & Support Teams

Safety & Re-Entry Plans

Seamless Referral & Follow-Up Processes

Deepened Collaboration with Youth, Families, & Community Providers

SOME

Early Identification, Screening, & Progress Monitoring

Effective Individual & Group Interventions

Wellness Plans

Co-Planning Strategies with Students, Families & Community Providers

ALL

Relationship Building, Resiliency & Rich Social-Emotional Learning

Trauma Sensitive Practices

Mental Health & Wellness Education

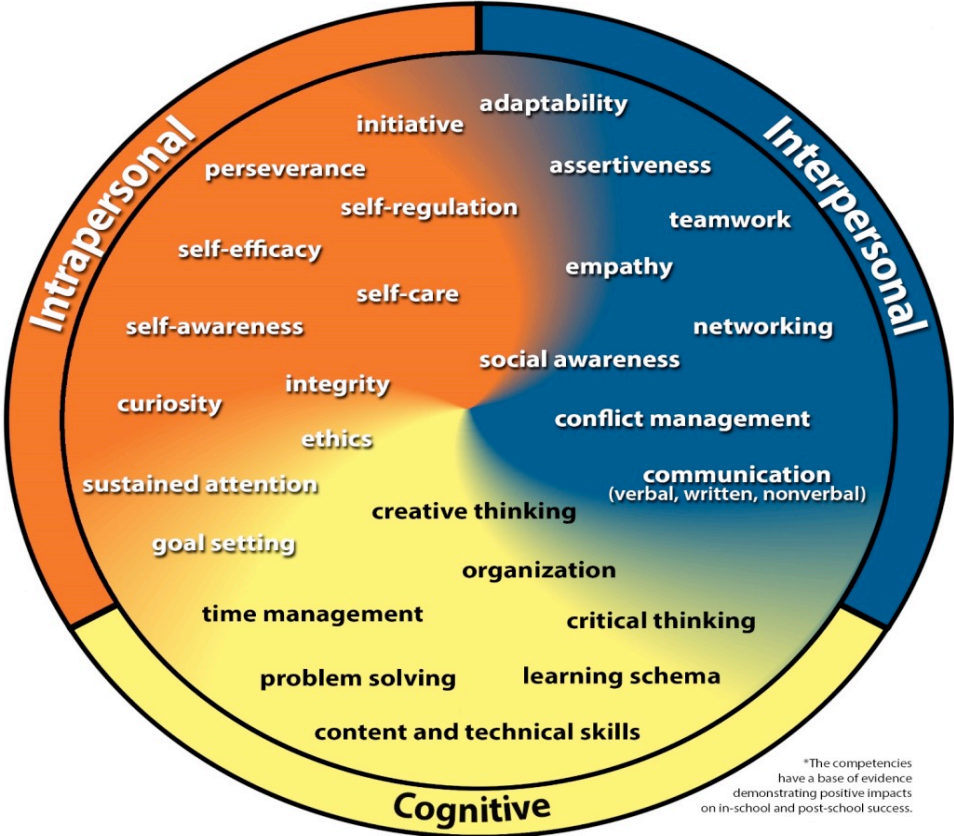Universal Screening and Early Identification

FOUNDATION

Integrating School Mental Health within Multi-Tier Systems of Support:

1. Strong Universal Implementation
2. Integrated Leadership Teams
3. Youth-Family-School-Community Collaboration at all Levels
4. Culturally Responsive Evidence Based Practices
5. Data-Based Continuous Improvement
6. Positive School Culture & Climate
7. Staff Mental Health Attitudes, Competencies & Wellness
8. Systemic Professional Development & Implementation
9. Confidentiality & Mental Health Promotion Policies
10. Continuum of Supports

In Partnership with the Kansas State Department of Education and TASN ATBS School Mental Health Initiative

Adapted from Wisconsin Department of Public Instruction. *The Wisconsin School Mental Health Framework: Integrating School Mental Health with Positive Behavioral Interventions & Support.* December 2015.
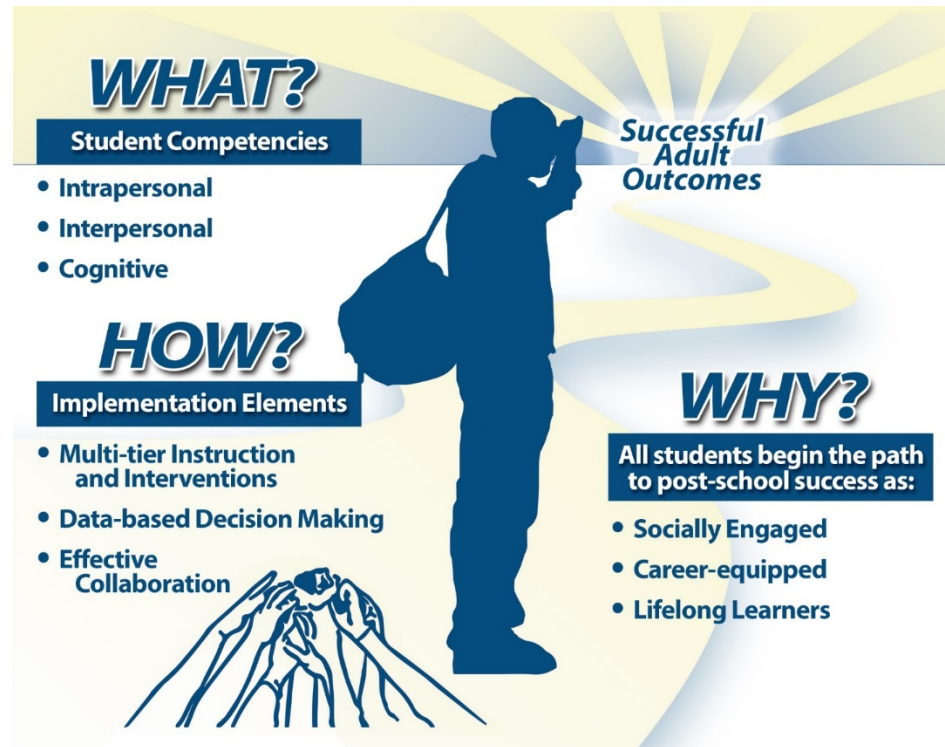
College and Career Competency Wheel

Intrapersonal

adaptability
initiative
perseverance
assertiveness
self-regulation
teamwork
self-efficacy
empathy
self-care
self-awareness
networking
social awareness
integrity
curiosity
conflict management
ethics
sustained attention
communication
(verbal, written, nonverbal)
creative thinking
goal setting
organization
time management
critical thinking
problem solving
learning schema
content and technical skills

Interpersonal

Cognitive

*The competencies have a base of evidence demonstrating positive impacts on in-school and post-school success.

Gaumer Erickson, A.S., Noonan, P., & Soukup, J.H. (2016). College & Career Competency Wheel (3rd ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century.* Washington, DC: National Academies Press.

For more information, visit:
http://ResearchCollaboration.org/page/CCCFramework

Research Collaboration

Helping students become socially engaged,
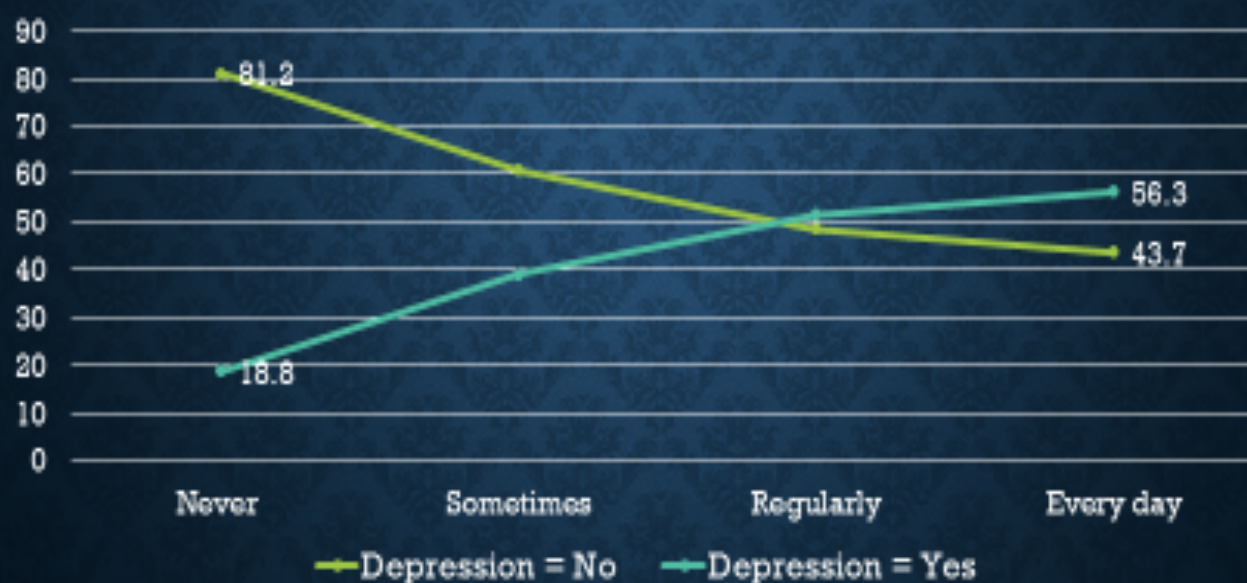# career equipped, lifelong learners

Gaumer Erickson, A.S. & Noonan, P.M. (2012). College and Career Competencies
Framework. *Lawrence KS: University of Kansas, Center for Research on Learning*

Understanding and Supporting Students' Social, Emotional, and Character Development

How Panorama Aligns with Kansas SECD Standards
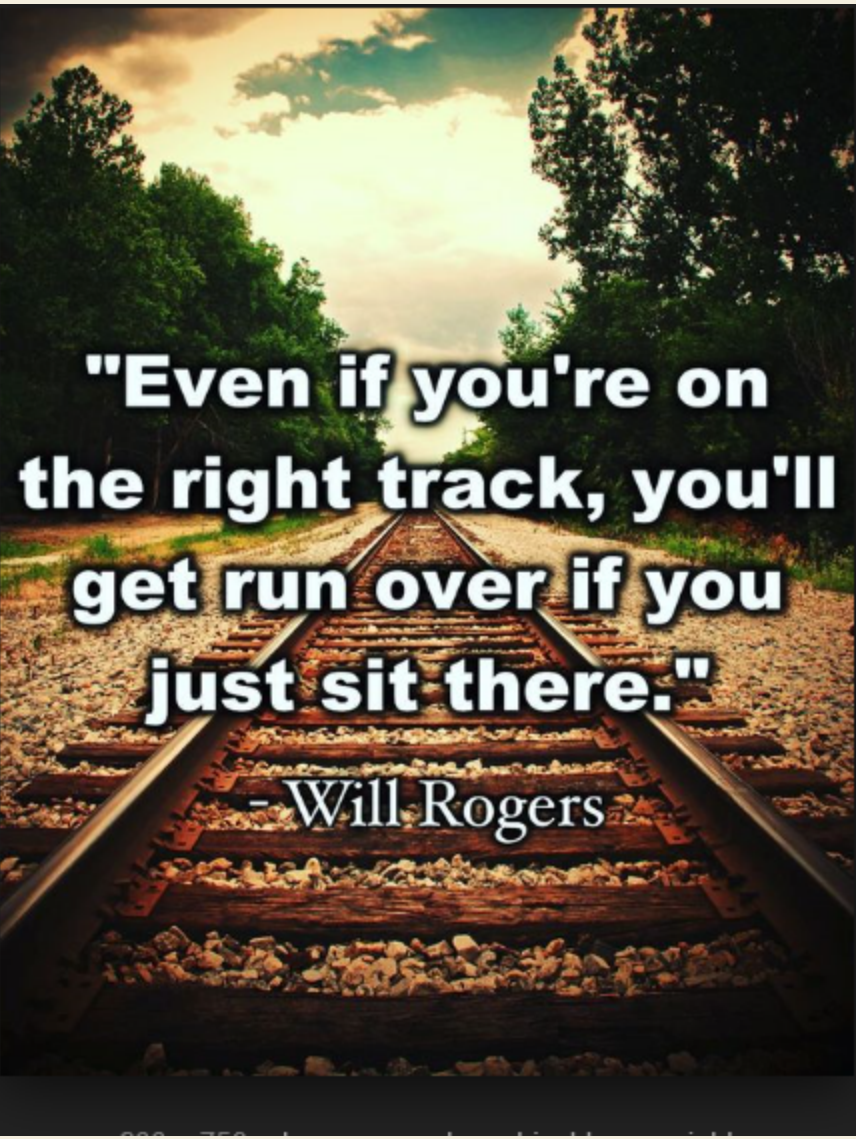
"Even if you're on the right track, you'll get run over if you just sit there."

– Will Rogers

WHO'S AWESOME?

You're awesome!

For More Information on Improving Social/Emotional/Character Outcomes Contact:

Kent Reed
School Climate/Culture and Integration Specialist
Career Standards and Assessments
(785) 296-8109
kreed@ksde.org