



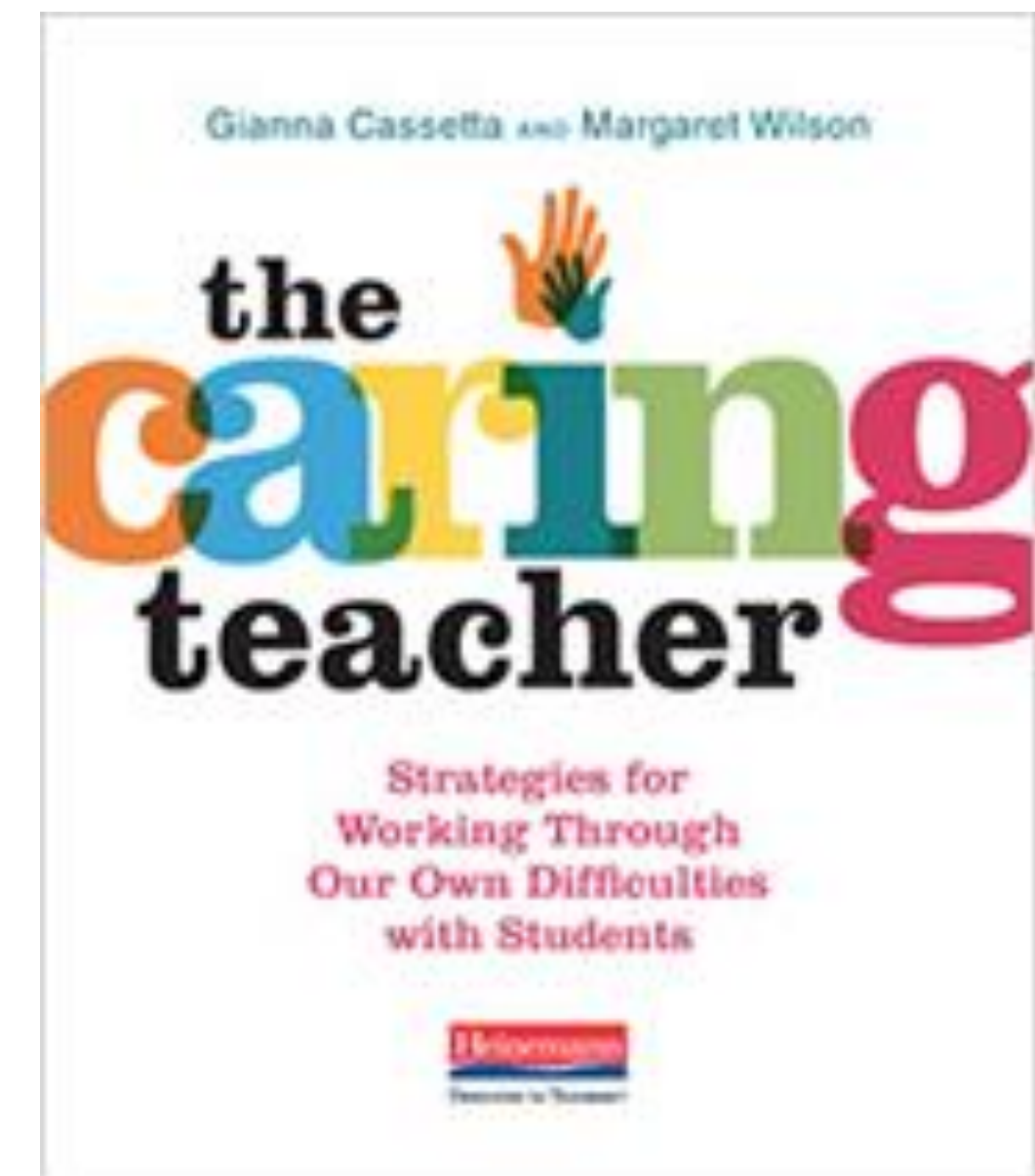
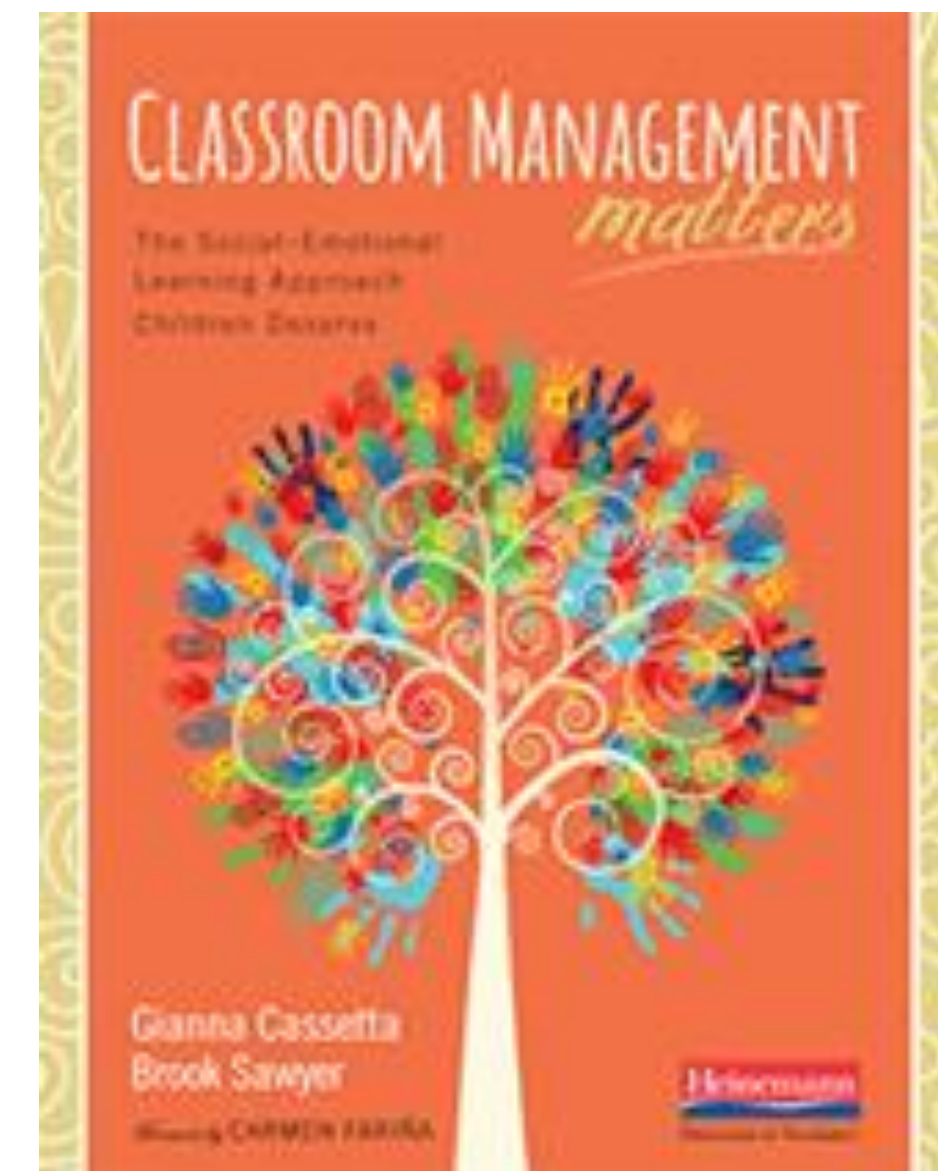
*Leading With Emotional Intelligence: The
Foundation for Student SEL Success*

about the

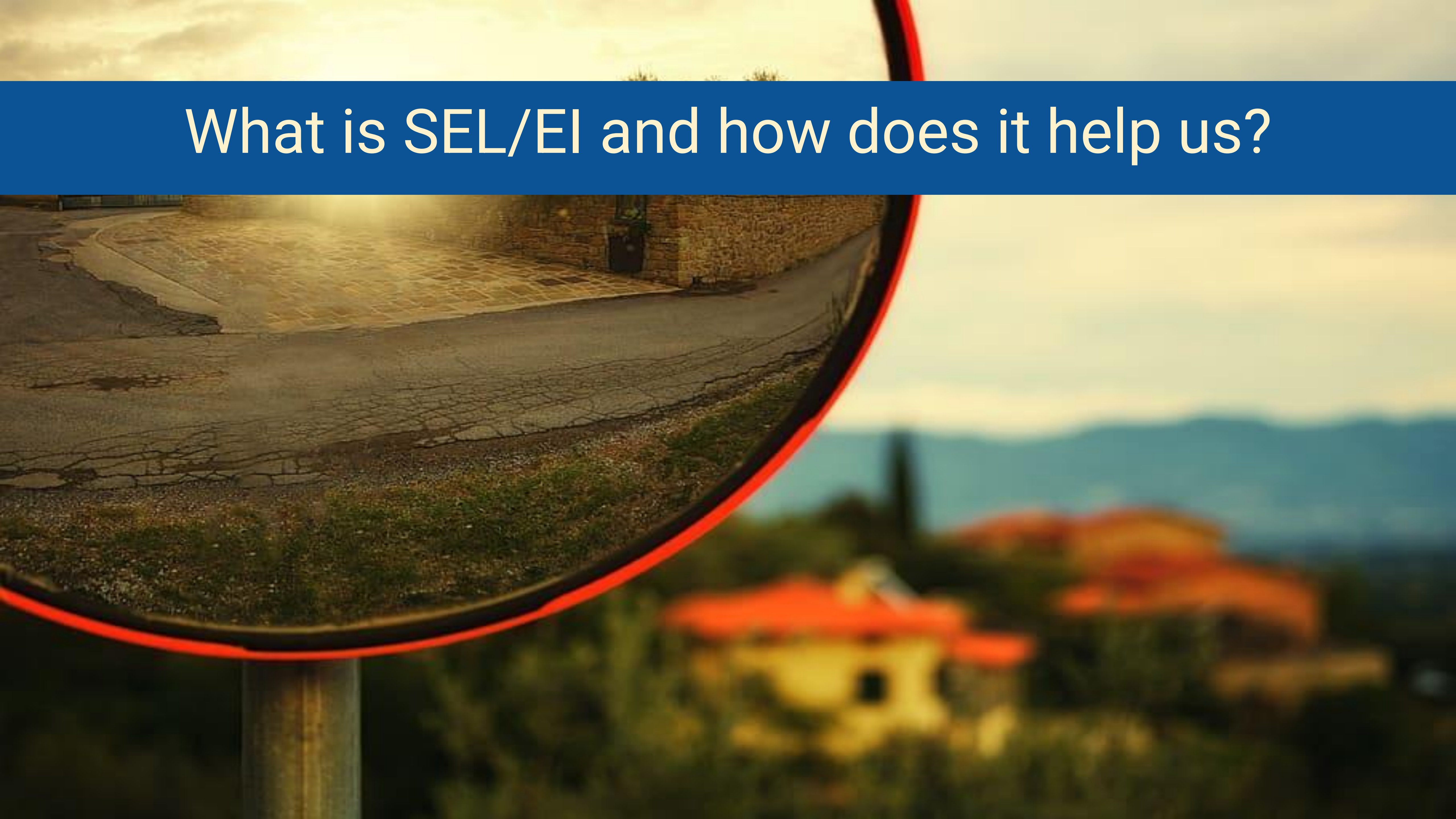
consultant:

Gianna is the co-author of three Heinemann books, *Classroom Management Matters: The Social and Emotional Learning Approach That Children Deserve*, *No More Taking Away Recess and Other Problematic Discipline Practices*, and *The Caring Teacher: Strategies for Working Through Your Own Difficulties with Students*. Gianna also authored *Literacy Centers: A Standards Based Approach for Grades 3 and Beyond* and is featured in accompanying instructional videos on effective literacy practices, including *Step into Guided Reading*, for the New Zealand based Learning Media. She is currently co-authoring a blended learning course entitled, *Uncovering Unconscious Bias through Embodied Emotional Intelligence*.

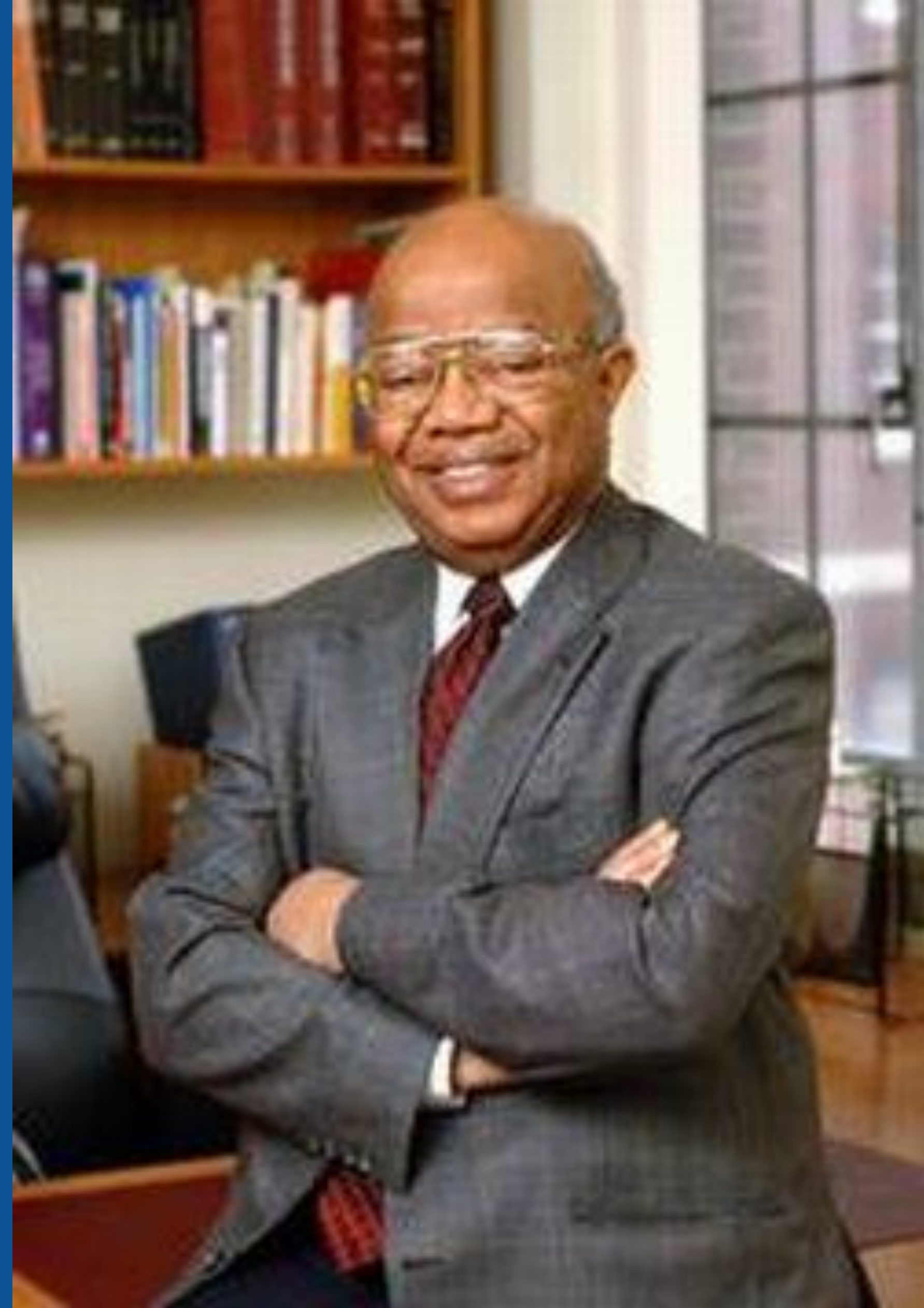
She began her teaching career in 1992 in District 2 in New York City. Her passion for education led her to co-found and lead public, charter conversion, and charter schools in Harlem, New York, and in Denver, Colorado. Gianna has been a teacher, coach, school leader, district level leader and education consulting firm leader. She is a certified Goleman EI Emotional Intelligence Coach, a Certified Administrator of The Emotional and Social Intelligence Competency Inventory (ESCI) 360 Assessment developed by Daniel Goleman and Richard Boyatzis, and founder of The Plain Red Horse Coaching and Consulting.



What is SEL/EI and how does it help us?



“No significant learning occurs without a significant relationship.”



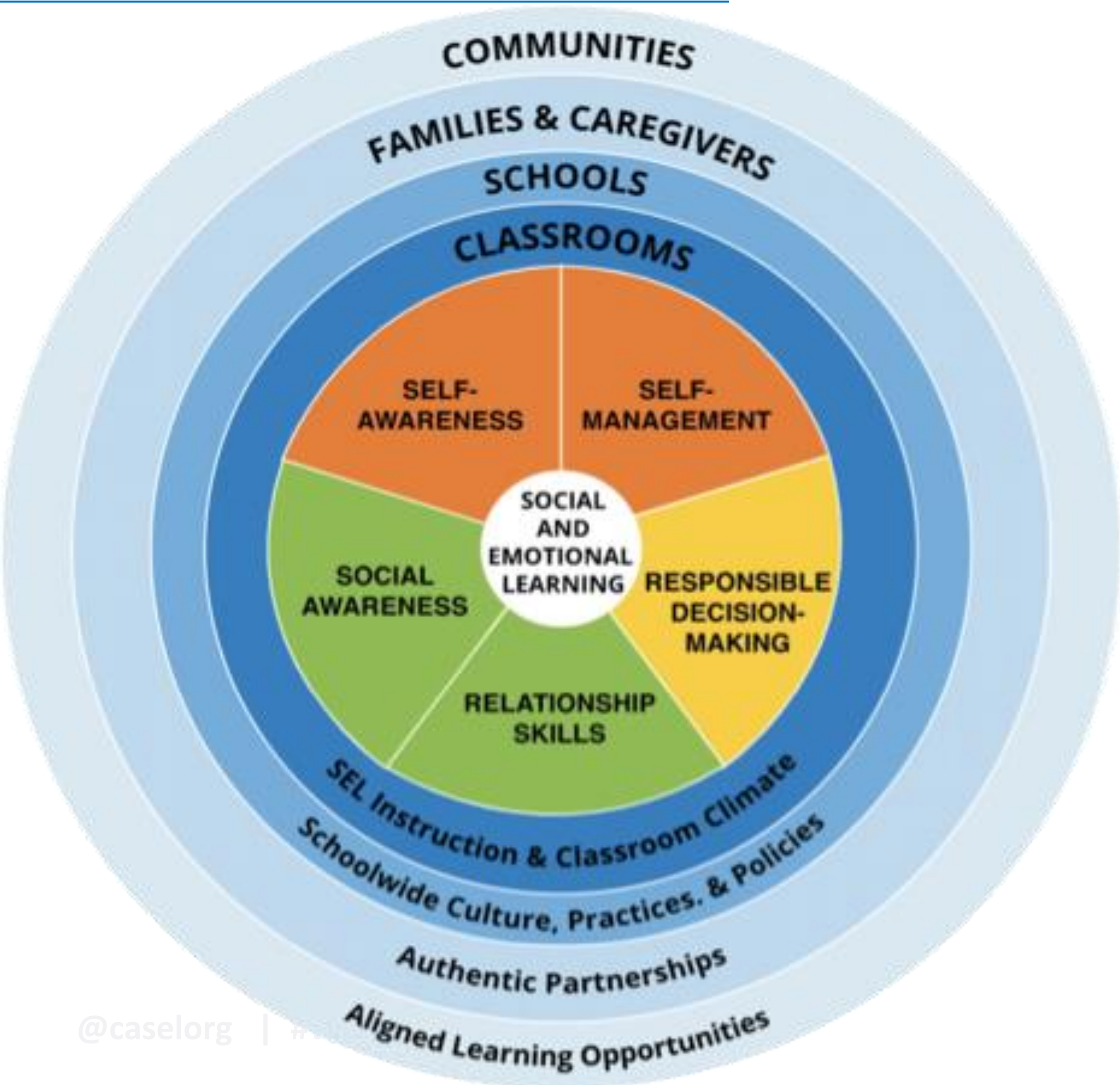
Dr. James Comer, the “Father” of SEL

EI and SEL

- The term “Emotional Intelligence” was popularized by Dan Goleman in his 1996 book *Emotional Intelligence*.
- Emotional Intelligence is essentially “adult SEL”.
- Emotional intelligence is the ability to recognize what you’re feeling and understand how your emotions affect your performance and relationships.
- Self-awareness is at the heart of emotional intelligence.
- Dr. Comer’s work on child development, and Dan Goleman’s follow up work on emotional intelligence led to the development of CASEL (*Collaborative for Academic and Social Emotional Learning*)

The CASEL Framework

(Collaborative for Academic, Social and Emotional Learning)



Self-Awareness: Understanding emotions and recognizing that your thoughts, feelings and actions are connected.

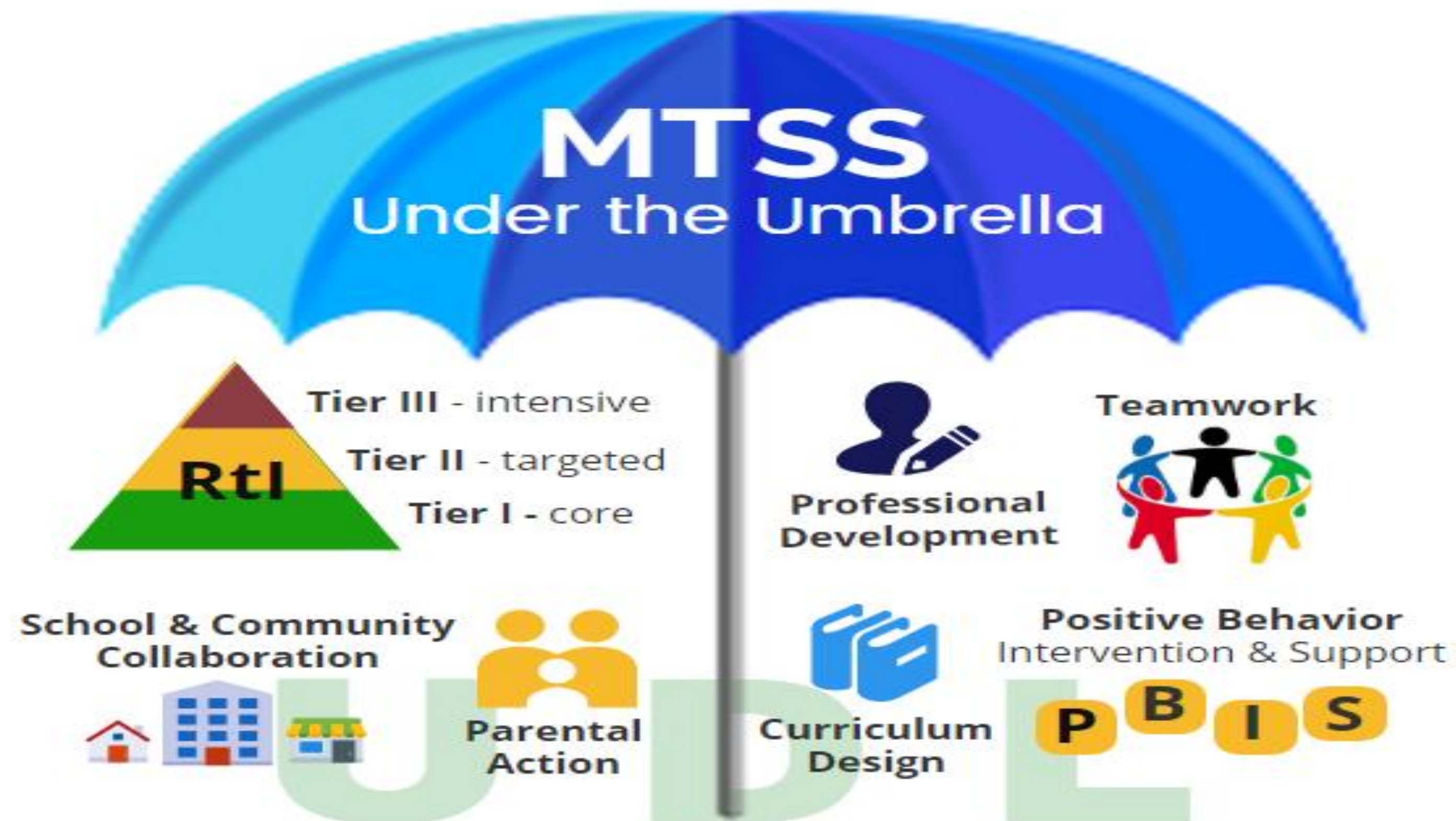
Self-Management: Regulating emotions and behavior to manage stress and work through challenges.

Social-Awareness: Understanding how others feel and appreciating differences.

Relationship Skills: Developing healthy, respectful and rewarding relationships with others.

Responsible Decision-Making: Making positive choices about personal behavior in all types of situations.

Multi tiered System of Supports

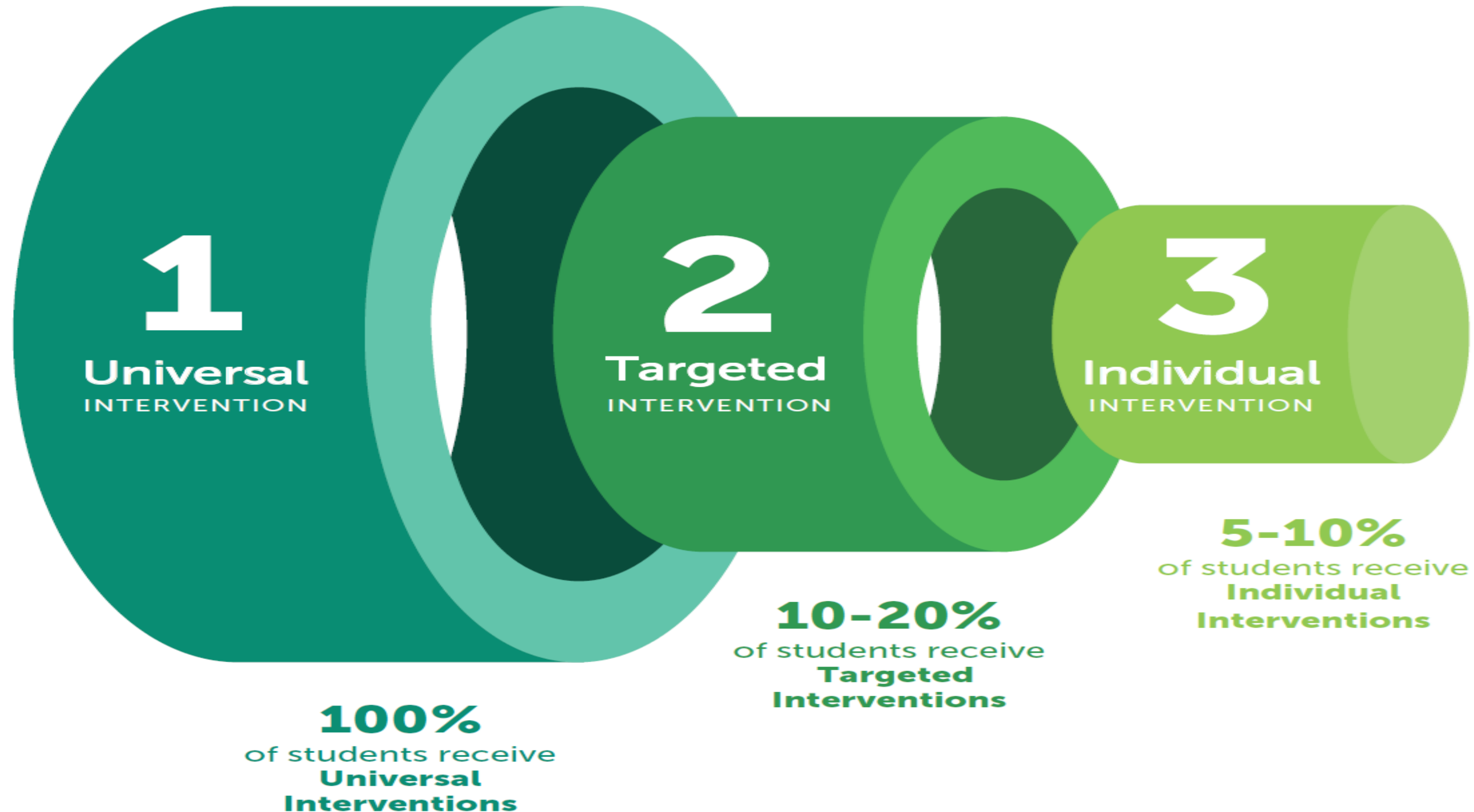




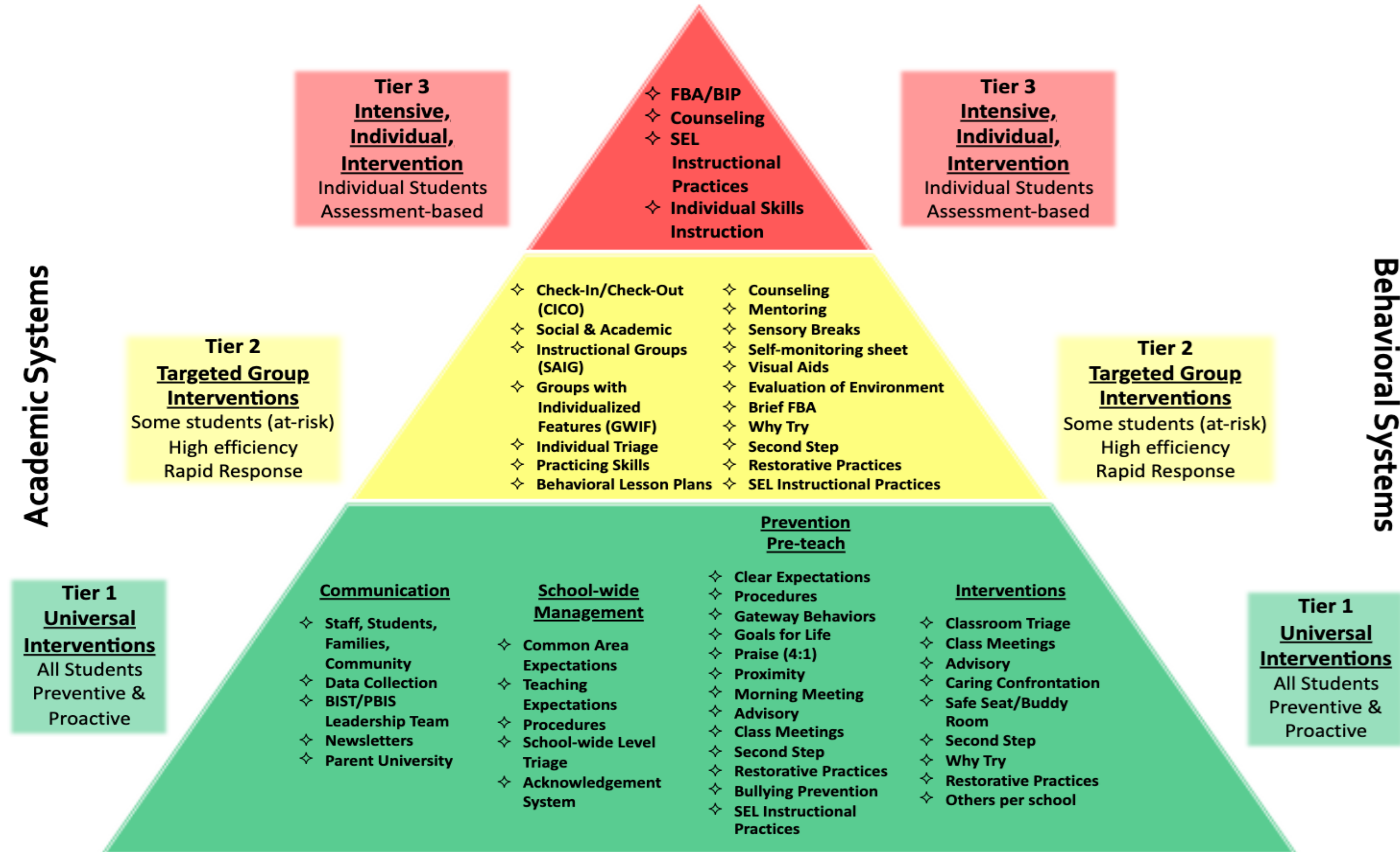
**Behavior Intervention
Monitoring Assessment System**

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**SOLID DATA for informed decisions
across all MTSS Tiers**



Social Emotional Learning (SEL) Supports



Essential steps to implementation of SEL:

- **Address SEL and equity/antiracism simultaneously, so they are mutually reinforcing to each other**

“When SEL does not result in equity, it can become weaponized, and more focused on making students compliant or easier to have in the classroom.” –Heron Russell, Teacher, Boston Public Schools

Source: SEL Roundtable Discussion hosted by Rodel, April 25, 2018.

- **Ensure that adults are developing social and emotional competencies**

... “competencies would better position teachers to be more equitable and facilitative of empowering students from diverse backgrounds.”

Source: Casel, Equity & Social and Emotional Learning: A Cultural Analysis

Why focus on adult SEL first?

- All humans have bias.
- Research indicates that the US educational system i.e. structures policies and practices upholds supremacy of white culture. Supremacy as defined as “the state or condition of being superior to all others in authority power or status”. School systems tend built and operate on bias in favor of the dominant culture.
- All humans have varying degrees of social and emotional development of core competencies based on education, training, personal experiences, and awareness of bias.
- Cultivating self-awareness is essential to interrupting bias through establishing equity in pursuit of justice
- When we consciously apply an anti-bias lens to evaluate our decisions, our ways of “doing school”, and our policies we can get closer to achieving the above.
- This anti-bias lens is anti-racism

Similarity Bias — *We prefer what and who is like us over what is different*

Expedience Bias — *We prefer to act quickly rather than take time*

Confirmation Bias - *We have a tendency to seek out information to confirm our own beliefs*

**“IF YOU HAVE A BRAIN, YOU HAVE BIAS”
-Neuroleadership Institute**

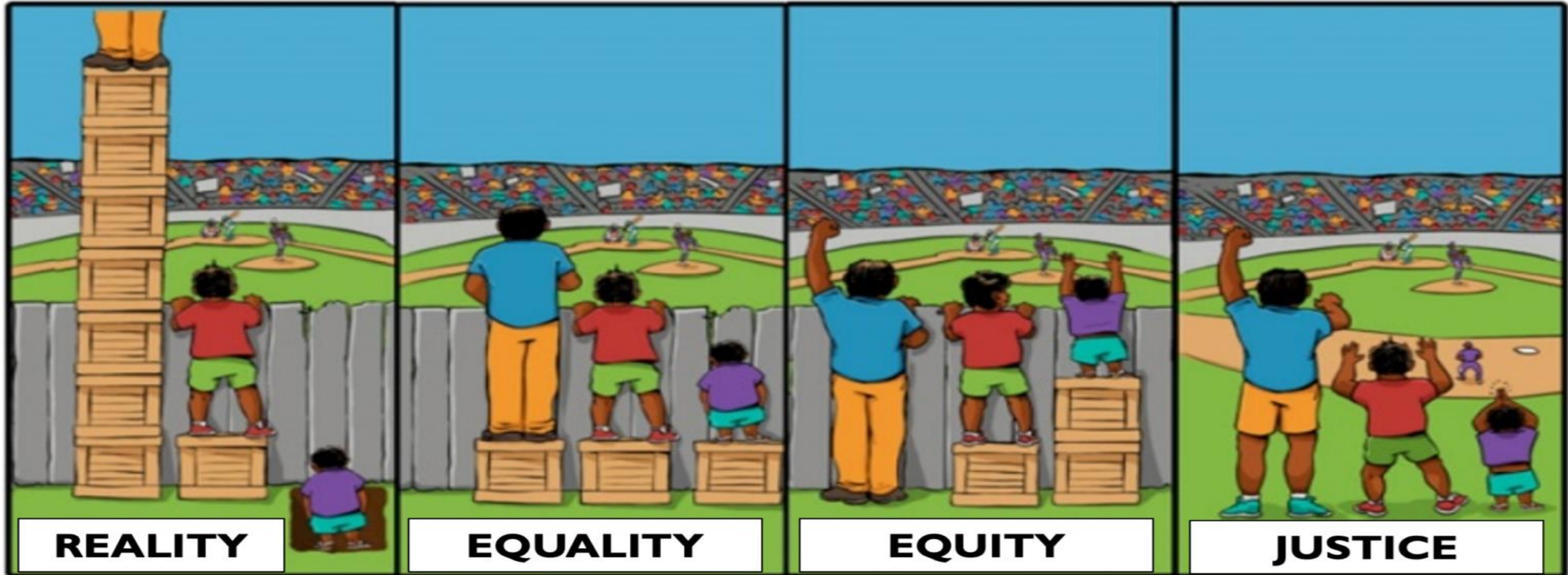
Distance Bias — *We prefer what's closer over what's farther away*

Experience Bias — *We take our perception to be the objective truth*

Safety Bias — *We protect against loss more than we seek out gain*

Cultural Bias - *We have a tendency to judge others by the standards of our own culture*

Negativity Bias - *We have a tendency to feel negative events more intensely than positive ones*



REALITY

One gets **more than** is needed, while the other gets **less than** is needed. Thus, a huge disparity is created.

EQUALITY

The assumption is that **everyone benefits from the same supports**. This is considered to be equal treatment.

EQUITY

Everyone gets the support they need, which produces equity.

JUSTICE

All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

What Does it Mean to Look at SEL from an Anti-Racist Lens?

- **RACIST:** One who is supporting a racist **policy** through their actions or inaction or expressing a racist idea.
- **ANTIRACIST:** One who is supporting an antiracist **policy** through their actions or expressing an antiracist idea.

“A racist policy is any measure that produces or sustains racial inequity between racial groups. An antiracist **policy** is any measure that produces or sustains racial equity between racial groups. **By policy, I mean written and unwritten laws, rules, procedures, processes, regulations, and guidelines that govern people.** There is no such thing as a nonracist or race-neutral policy. Every policy in every institution in every community in every nation is producing or sustaining either racial inequity or equity between racial groups.”

Ibram X Kendi, *How to be an Antiracist*

Examples of Policies(written and unwritten) That Uphold Racism

- Believing that success comes primarily from hard work, as opposed to access
- Using behavior management practices that penalize “attitude” violations
- Dress codes that ban Afrocentric hairstyles, headwear, or clothing
- Grading for effort rather than learning
- Failing to make learning criteria explicit to students
- Teaching only the “classics”
- Ignoring student to student use of racist language
- Leaving “hard” topics out of the history curriculum
- Analyzing data without disaggregating discipline, referral or academic data by race, gender, ability, LGBTQ+ etc.

School that don't use an Anti-racism lens when assessing and implementing SEL:

- Understand the purpose of SEL for students of color from a deficit mindset
- Over-emphasize self-management and self-regulation
- De-value student resistance to structures and practices...interpreting this resistance as “noncompliance” or “defiance” and evidence of poor self-management skills
- Assert colorblind and identity neutral principles and values
- Avoid the topic of race
- Underestimate the power of the unconscious

(National Equity Institute)

“We have to understand that SEL happens within a context. You can't teach people how to get along without talking about why we don't get along.” Dena Simmons

**Using a Theory of Action to Guide the
Work: *A Year In Reflection*
*“The Planning Year”***

CASEL Theory of Action Outline

Focus Area 1: Build Foundational Support Plan

- 1-A Develop a shared vision and aligned SEL goals
- 1-B Assess SEL Needs and resources
- 1-C Develop and execute a district plan for systemic SEL implementation
- 1-D Develop and execute an aligned evaluation plan
- 1-E Organize the district to promote collaboration among school and district leaders around SEL, academics, and equity.
- 1-F Communicate about SEL as a district priority.
- 1-G Align financial resources to support SEL.
- 1-H Implement HR practices and policies that support SEL.

Focus Area 2: Strengthen Adult SEL Competencies and Capacity

- 2-A Strengthen central office SEL expertise.
- 2-B Design and implement an effective SEL professional learning program for school staff.
- 2-C Strengthen staff social, emotional, and cultural competence.
- 2-D Develop structures that promote trust, community, and collective efficacy among staff.
- 2-E Track progress on adult-focused SEL goals and continuously improve practice.

CASEL Theory of Action Outline Cont'd

Focus Area 3: Promote SEL for Students

- 3-A Adopt and implement K-12 SEL standards or guidelines
- 3-B Adopt and implement evidence-based programs and practices
- 3-C Integrate SEL with academics
- 3-D Develop and strengthen family partnerships
- 3-E Develop and strengthen SEL-related community partnerships
- 3-F Align discipline policies and practices with SEL
- 3-G Integrate SEL with continuum of student supports
- 3-H Track progress on student-focused SEL goal and continuously improve practice

Reflect on Date for Continuous Improvement

- 4-A Reflect on progress towards annual SEL goals
- Make improvements to the action plan.

Theory of Action |

Planning YEAR

Item Number	Theory Action Part:	Action Item	Activity Type:	Year	Description
1	Build Foundational Support & Plan	Create/identify an Executive Leadership position to influence and oversee ongoing plans.	1-E	Planning year	<p>Modified Director of School Culture role to include oversight of SEL/MH, discipline and diversity, equity and inclusion</p> <ul style="list-style-type: none"> • “The SEL team/lead has influence at the cabinet level and is housed in a department that focuses on all students, such as Teaching and Learning, College and Career Readiness, and/or Equity. “ • “District structures promote cross-department collaboration, and the SEL team partners with key departments to develop common goals and aligned strategies for supporting schools and students.” • “SEL is embedded into frameworks for equity, academics, and school improvement.” <p><small>CASEL District Rubric, Focus Area 1-E</small></p>

2	Build Foundational Support & Plan	Apply for DESE “SEL and MH” grant to support students’ SEL, Behavioral Health, and Wellness.	1-G	Planning year	<ul style="list-style-type: none"> ● Receive funding to focus on all grant categories. <ul style="list-style-type: none"> ○ Category A: Universal Mental Health Screening. ○ Category B: Coordinate Services Through Multi-Tiered Systems of Support. ○ Category C: Create and Sustain Partnerships with Community-Based agencies to increase access to services. ● Complete grant continuation document to secure SY22-23 funding.
3	Build Foundational Support & Plan	Create Position to Support Development and Implementation of Social, Emotional Learning and Behavioral and Mental Health Supports and Programs.	1-A 1-B 1-G	Planning year	<ul style="list-style-type: none"> ● Facilitate the launch of digital platforms to assess/screen student functioning in the areas of Social Emotional Learning, Social, Emotional and Behavioral Functioning and Mental Health. ● Communicate closely with DESE resources regarding grant funding, and necessary steps to maintain funding. ● Foster vertical and horizontal alignment and team cohesion across buildings. ● Manage relationships and contacts outside of FRCS related to SEL and Behavioral/Mental Health work. ● Coordinate universal screening windows. ● Coordinate Student Social Emotional Learning Assessment. ● Coordinate School Climate Stakeholder Surveys. ● Purchase and secure resources to support student social, emotional and behavioral

					<ul style="list-style-type: none"> development. Assist in MTSS Asset mapping & Self-Assessment. Develop protocols for responding to incidents involving student risk and safety concerns. (online and in person)
4	Build Foundational Support & Plan	Establish partnerships with local consultants to create HR practices and policies informed by Student SEL/Adult SEL (Emotional Intelligence) best practices.	1-B 1-H	Planning year	<ul style="list-style-type: none"> Collaborate with Plain Red Horse Coaching & Consulting to revise the hiring process: <ul style="list-style-type: none"> Ensure alignment with a culturally competent SEL lens Revise interview questions Revise postings Revise interview “look fors” Collaborate with Plain Red Horse Coaching & Consulting to develop an Anti-racism policy and process for staff commitment and accountability
5	Build Foundational Support & Plan	Establish partnerships with local consultants to assess current district SEL needs to inform future practices for supporting Student SEL and	1-B 1-F	Planning year	<ul style="list-style-type: none"> Collaborate with Plain Red Horse Coaching & Consulting to develop and begin to deliver professional development opportunities. Complete intake interviews with Elementary, Middle and High School Culture teams members (School Adjustment Counselors, School Counselors, School Culture Liaisons, Deans of Culture, Behavior Coach/Interventionist), Building Level Principals and two MS teachers. Reflect intake interview themes in the theory of action and recommendations

		Adult SEL (Emotional Intelligence).			<ul style="list-style-type: none"> guided by the CASEL Framework. Present and discuss results of theory of action and recommendations to SLT. Use partnership to establish a work plan for strengthening adult SEL Begin to develop a shared vision and aligned SEL goals.
6	Build Foundational Support & Plan	Partner with local agencies, district staff, and building staff to create opportunities to assess current interventions and practices in place for students with the goal of expanding student support (MTSS).	1-B 1-E	Planning year	<ul style="list-style-type: none"> Complete mapping of available social, emotional, and behavioral supports for students at the ES, MS, and HS, with the assistance of the Brookline Center. Begin to assess the impact of social, emotional, and behavioral supports and programming through analysis of universal screening data (BIMAS). Establish alliances with area behavioral and mental health providers to better support and refer students, families, and staff.
7a	Build Foundational Support & Plan	Partner with local agencies, district and building level staff to identify and implement	1-G	Planning year	<ul style="list-style-type: none"> Utilize DESE MH/SEL Grant monies to fund BRYT program space, staff, and materials at the ES.

		programming to support students with the highest level of social, emotional, and behavioral need.			
7b	Promote SEL for Students	Utilize the BRYT model to build selected students' capacity for SEL.	3-B 3-D 3-E 3-F 3-G 3-H	Planning year	<ul style="list-style-type: none"> • Partner with the Brookline Center to implement the BRYT program at ES, • Implement the program using guidance documents and coaching from the BRYT team including tools, framework, and ongoing counsel to help
8	Promote SEL for Students	Inform and train staff about use of Universal Screening Tool to assess student social, emotional and behavioral functioning, including development of CASEL Core Competencies.	3-C	Planning year	<ul style="list-style-type: none"> • Introduce BIMAS-2 screening tool to all staff in the context of the MTSS framework. • Provide professional development on how to complete universal assessment on each assigned student. • Provide technical support to teachers and counselors prior to and during the screening window.

<p>9</p>	<p>Build Foundational Support & Plan</p>	<p>Complete the MTSS SEL/MH Self-Assessment Tool with district and building based staff.</p>	<p>1-B</p>	<p>Planning year</p>	<ul style="list-style-type: none"> • Identify and engage a variety of district personnel to assess the existing SEL supports, and identify needs. • Utilize evidenced based tool designed to help school- or district-based teams rapidly consider, document, and reflect on the current status of Adult SEL (Emotional Intelligence), school/district's SEL and MH supports for students, and identify priorities for the planning and development of a multi-tiered system of supports (MTSS). • Utilize the data collected to identify short and long term SEL and MH priorities to be used to shape district wide SEL goals.
<p>10</p>	<p>Build Foundational Support & Plan</p>	<p>Purchase and activate digital platform to centralized student data and documentation of interventions to inform student supports and practices.</p>	<p>1-B 1-F 1-G</p>	<p>Planning year</p>	<ul style="list-style-type: none"> • With the support of district technology, data management, and curriculum staff, upload student and staff profiles to the identified platforms for use. • Along with the introduction of BIMAS-2™ to the school community, preview the Panorama platform.

11a	Strengthen Adult SEL Competencies & Capacity	Strengthen senior leadership team (SLT) expertise via partnership with Plain Red Horse Coaching and Consulting.	2-A 2-C 2-D	Planning year	<ul style="list-style-type: none"> Facilitate professional development workshops to School Leadership Team to level set knowledge of SEL, Adult SEL (Emotional Intelligence) and Antiracism. Establish foundational practices of adults looking inward to begin their own Adult SEL (Emotional Intelligence) and antiracism journey, and outward to support the student journey towards greater social and emotional competence.
11b	Strengthen Adult SEL Competencies & Capacity	Strengthen/ deepen senior leadership team (SLT) adult social, emotional, and cultural competence.	2-C	Planning year	<ul style="list-style-type: none"> Offer School Leadership Team 1:1 coaching sessions Facilitate School Leadership Team group coaching Facilitate School Leadership Team meetings
12a	Build Foundational Support & Plan	Select SLT members to participate in and complete the The New Teacher Project Black Teacher Talent Fellowship to increase capacity to contribute to	1-H	Planning year	<ul style="list-style-type: none"> Receive support developing a recruitment and retention plan for black teachers at FRCS

		diversifying staff at FRCS			
12b	Strengthen Adult SEL Competencies and Capacity	Participating SLT members to <u>connect</u> with existing self-awareness skills to build understanding of how Adult SEL (Emotional Intelligence) and identity influences candidate selection.	2-A 2-C 2-D	Planning year	<ul style="list-style-type: none"> Receive professional development to increase awareness of history, barriers and best practices for recruiting and retaining black teachers.
13	Promote SEL for Students	Identify manuals, handbooks, and work books that align with the needs of students across the MTSS to build staff competencies, and increase consistency of	3-B 3-G	Planning year	<ul style="list-style-type: none"> Purchase additional materials to guide staff in identifying, implementing and progress monitoring SEL/MH tiered interventions for all students.

		approaches.			
14	Promote SEL for Students	Research, discuss, and purchase a curriculum for use across student's school <u>day</u> to support their physical, emotional, and behavioral wellbeing.	3-A 3-B 3-C	Planning year	<ul style="list-style-type: none"> ● Research available curriculums <ul style="list-style-type: none"> ○ Ensure alignment to national and state standards. ○ Determining the number of lessons provided is sufficient. ○ Consider the inclusion of the program in Panorama's Playbook. ● Discuss options with Instructional Leaders. <ul style="list-style-type: none"> ○ Inclusion in the Integrated Arts curriculum. ○ Opportunities for content integration with core academic areas. ○ Staff expertise to deliver ● Purchase Great Body Shop for Grades K-8
15	Promote SEL for Students	Invest capital in the procurement of a variety of flexible seating options for students Grades K-12.	3-B 3-C 3-G	Planning year	<ul style="list-style-type: none"> ● Provide the community with a menu of flexible seating options that gives students an opportunity to regulate their body in ways that are not available with traditional chair and desk learning. ● Utilize flexible seating to give students an increased sense of agency when it comes to their learning, promoting not only a stronger classroom community but also better academic outcomes.