



**Social and Emotional Learning (SEL) Summit  
Agenda  
February 6, 2018**

<b>Registration &amp; Refreshments</b>	All	8:30 – 9:00
<b>Welcome</b>	Kimberly O'Malley <i>RTI International</i>  Angela Quick <i>RTI International</i>	9:00 – 9:20
<b>Personalization for Social Emotional Learning in High Schools</b>  Personalization for Academic and Social Emotional Learning (PASL) is a systemic school-wide and research-based approach in which administrators, guidance counselors, and teachers intentionally and deliberately attend to students' academic, social emotional and behavioral needs. In this session, we will share the experiences of the implementing of PASL in Broward County, Florida. In particular, we will discuss the importance of attending to the adult-student relationship, modeling, and a reform approach that allows for each school to adapt PASL to their local context and student needs.	Dr. Stacey Rutledge <i>Florida State University / National Center for Scaling Up Effective High Schools (NCSU)</i>  Dan Traeger <i>Broward County Public Schools (FL)</i>  Jeff Rosen <i>RTI International</i>	9:20 – 10:05
<b>Break</b>		10:05 - 10:20
<b>Contextualizing SEL: International Research and Work</b>  Integrating social and emotional learning requires that educational organizations 1) are guided by a framework of skills they believe to be worth pursuing; and 2) have a means of accurately measuring these skills. But there are numerous frameworks out there and many ways of measuring. How does one choose an appropriate set of skills to focus on, how does it measure them, and how does it go about teaching them? This presentation will address these challenges by discussing three separate international projects and consider implications that are germane for both educational practitioners and researchers.	Elizabeth Randolph <i>RTI International</i>  Lee Nordstrum <i>RTI International</i>  Amy Mulcahy-Dunn <i>RTI International</i>	10:20 – 11:05
<b>Q&amp;A with Presenters</b>	All	11:05 - 11:30
<b>Making Meaning and Reflections</b>	All	11:30-11:45

<p style="text-align: center;"><b>Lunch</b> <b>Role-A-Like Networking</b></p> <p>This time is designed for participants to network with colleagues in like roles (administrative and instructional)</p>		11:45- 12:30
<p style="text-align: center;"><b>Table Discussions</b> (choose 2)</p> <p><b>A. Growing Educators' use of SEL through Personalized Learning</b> In this session, participants will learn about an innovative, personalized approach to teaching educators about social emotional learning. This year the Johnston County Public School district is giving school staff members voice and choice in their professional development, including opportunities to learn about SEL concepts. Educators are exploring SEL activities first-hand through learning modules for a more comprehensive understanding of the material and an added opportunity for personal growth. The first of five learning modules focuses on self-awareness and will be shared during this discussion.</p> <p><b>B. Creating Opportunities for Students to Develop Skills in Distress Tolerance and Interpersonal Conflict Resolution</b> Participants will explore activities that can easily be delivered in an assembly, classroom, small group, or 1:1 setting to enable students to tolerate stress and other distressing emotions and engage in effective conflict resolution with peers and adults. Participants will engage in a brief distress tolerance activity that can be used with students to help them navigate periods of distress in a non-disruptive and productive manner as well as discuss mindfulness exercise and conflict resolution strategies</p> <p><b>C. Educating the Whole Child in North Carolina</b> In 2016, The State Board of Education passed a resolution establishing the use of the Whole School, Whole Community, Whole Child (WSCC) model as the framework for its work. The WSCC model focuses its attention on the child, emphasizes a school-wide approach, and acknowledges learning, health, and the school as being a part and reflection of the local community. This session will discuss how to use this model to bring the education and health sectors together. Available resources, using health and academic data to determine priorities and strategies and School Health Advisory Councils will be discussed.</p> <p><b>D. Five Key Strategies for Teaching Mindfulness to Children</b> How many times do you think you have asked your students to "pay attention" or to "calm down?" These words are not foreign to teachers and school leaders. In the table discussion, participants will gain a better understanding of the neuroscience of how the brain works and how mindfulness practices can impact their classrooms and schools. Through a hands-on approach, participants will learn five key strategies for teaching mindfulness. Participants will receive simple tools for using mindfulness practices immediately.</p>	<p>Amanda H. Allen <i>Johnston County Public Schools</i></p> <p>Morgan Vail <i>Communities in Schools of North Carolina</i></p> <p>Kelly Langston <i>NC Department of Public Instruction</i></p> <p>Ellen Essick <i>NC Department of Public Instruction</i></p> <p>Dr. Albert P. DuPont <i>APD Consulting Group</i></p>	12:30 – 1:45

<p><b>E. Integrating the SEL Competencies into an MTSS Framework</b>  Durham Public Schools (DPS) has two teams working on district-wide initiatives with a significant amount of parallel content and functionality. First, DPS is strengthening our Multi-Tiered System of Support (MTSS), using data to ensure maximum academic and social-emotional growth for every DPS student. Second, DPS is establishing a framework towards an effective, district-wide learning climate, with the five SEL competencies (as promoted by the Consortium of Social, Emotional, and Academic Learning) as its base. The two teams are coordinating their efforts under the MTSS umbrella to bring a common language and positive experience to DPS students, and support at all three tiers of the MTSS triangle. We will share learnings from that intra-district partnership.</p> <p><b>F. How Home Visits Support Teacher-Student Relationships</b>  Parent Teacher Home Visits (PTHV) is a model for visiting students' homes to build trust and positive partnerships between families and schools. The visits connect the expertise of the family with the classroom expertise of the teachers. Based on 5 core practices; 1) visits are voluntary; 2) educators are trained and compensated; 3) we don't target students; 4) we share hopes, dreams and goals; and 5) educators go in pairs and reflect after the visit, participants will learn and discuss how home visits build trust and positive, collaborative relationships aimed at supporting student success.</p>	<p>Chris Soto  <i>Durham Public Schools</i></p> <p>Kathy McKnight  <i>RTI International</i></p>	
<p><b>Break</b></p>		<p>1:45 - 2:00</p>
<p><b>SEL in Action: A District Movement</b></p> <p>Using aligned programs, integration and professional learning, Metro Nashville Public Schools (MNPS) has created an SEL scope and sequence and "I Can" statements that articulate SEL standards for each grade level. With support from CASEL, schools are piloting School Climate/SEL school walk-through protocols for use in principal consultations and for providing targeted support to ensure the most effective SEL practices for adults and students. Hear more about MNPS' district-wide initiatives.</p>	<p>Kyla Krengel  <i>Metro Nashville Public Schools</i></p>	<p>2:00 – 2:45</p>
<p><b>Making Meaning and Reflections</b></p>	<p>All</p>	<p>2:45 – 2:55</p>
<p><b>Debrief &amp; Closing</b></p>	<p>Angela Quick,  <i>RTI International</i></p>	<p>2:55 - 3:00</p>