Kansas leads the world in the success of each student.

Kansans CAN

#KansansCan

KANSAS STATE DEPARTMENT OF EDUCATION  www.ksde.org
A NEW Vision for Kansas....

Kansas leads the world in the success of each student.
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

Evidence-Based Practices

Social-Emotional Factors Measured Locally
Kindergarten Readiness
Individual Plans of Study
High School Graduation
Postsecondary Success
General Community Survey Results

- 70% nonacademic skills
- 3% health, mental and physical
- 2% credentials (certificates, degrees)
- 23% academic skills
- 2% employed

Business Community Survey Results

- 81% nonacademic skills
- 1% health, mental and physical
- 1% credentials (certificates, degrees)
- 15% academic skills
- 1% employed
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

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

February 2015 (Revised)

Clive Belfield
Brooks Bowden
Alli Klapp
Henry Levin
Robert Shand
Sabine Zander

Center for Benefit-Cost Studies in Education
Teachers College, Columbia University
www.cbcse.org
Intelligence plus character — that is the goal of true education.

Martin Luther King Jr.
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.
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.

Knowing / Doing

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

**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 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
<table>
<thead>
<tr>
<th>Component</th>
<th>Character Development</th>
<th>Social Development</th>
<th>Personal Development</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 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 | **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 | **Self-Awareness**  
- Understand and analyze thoughts, mindsets and emotions  
- **Understand how to help others** | **Core Principles**  
- Address statutory social-emotional requirements (1.1)  
- **Identify adult care-givers** |
|          | **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 | **Self-Management**  
- Understand and practice strategies for managing thoughts and behaviors, such as self-regulation, self-harm, recovery and resiliency  
- 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** | **Character Development**  
- Self-harm awareness  
- Community of caring  
- Self-respect  
- Self-harm interventions  
- Identify adult care givers  
- Recovery/Resiliency |
|          | **Interpersonal Skills**  
- Be aware and understand the indicators of self-harm in others | **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 |
“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.”

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.
Tips for a Successful Career Expo from ESSDACK.
Measuring Social - Emotional Character Growth Tool Kit
RESTORATIVE SCHOOLS INITIATIVE

announces

THE Kansas Restorative Schools NETWORK

LAUNCH EVENT

Sunday, November 12, 2:00 p.m.
Luyken Fine Arts Center at Bethel College
North Newton, Kansas

Preregistration for this FREE event is required. Visit our website at kipcor.org to register.

CONNECT with restorative educators from across the state
BUILD relationships for local learning communities
INTERACT with the new network portal

In partnership with the KIPCOR film series:
the KANSAS PREMIERE of
HEALING JUSTICE
a World Trust film about justice and the school-to-prison pipeline
FILM BEGINS at 2:00 P.M.

Intentional networking (recommended for new members) begins at 4:00pm. The launch is open to anyone interested in becoming a supporter or member of Kansas Restorative Schools (KRS) Network.

*New network memberships will be available at the launch event at reduced rates. More information is available by contacting KIPCOR.

a program of the KANSAS INSTITUTE FOR PEACE AND CONFLICT RESOLUTION
more information: www.kipcor.org | KIPCOR@bethelks.edu | 316-284-5217
INTERCONNECTED SYSTEMS OF CARE
Appropriate Information Sharing
Supported Navigation through Systems of Care
Continuous Communication Loop
Family Driven & Youth-Guided Planning
Wraparound Support

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
- initiative
- perseverance
- self-regulation
- self-efficacy
- self-awareness
- curiosity
- integrity
- ethics
- sustained attention
- goal setting
- time management
- problem solving
- creative thinking
- organization
- critical thinking

Interpersonal
- adaptability
- assertiveness
- teamwork
- empathy
- networking
- social awareness
- conflict management
- communication (verbal, written, nonverbal)

Cognitive
- content and technical skills
- learning schema

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

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

Helping students become socially engaged, career equipped, lifelong learners

**WHAT?**

Student Competencies
- Intrapersonal
- Interpersonal
- Cognitive

**HOW?**

Implementation Elements
- Multi-tier Instruction and Interventions
- Data-based Decision Making
- Effective Collaboration

**WHY?**

All students begin the path to post-school success as:
- Socially Engaged
- Career-equipped
- Lifelong Learners

KANSAS YOUTH BULLYING & DEPRESSION/SUICIDE (2016)

- DURING THIS SCHOOL YEAR HOW OFTEN HAVE YOU BEEN BULLIED AT SCHOOL?
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
Everything that happens to you is your teacher.
The secret is to learn to sit at the feet of your own life and be taught by it.

Polly B. Berends
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
Your character is more important than how good you are at the sport. Your athleticism is only temporary, but your character, the type of person you are, lasts forever. Be compassionate. Be grateful. Be honest. Be humble.