Social Emotional Learning: A Critical Partner to Rigorous Academics


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Citizens of the World Charter Schools (CWC Schools)

• National network of academically rigorous schools where students of diverse backgrounds learn to high levels and grow into caring and responsible citizens of the world.

• Serving ~1,400 students across 5 schools in LA and NY

• 62% students of color, 51% qualify for FRPL, 16% English learners, 9% with special needs

• CWC Hollywood ranked in the top 6% of all schools in Los Angeles Unified School District on the last state exams.
Session Outcomes

• Impact and expand the conversation about what an excellent education contains, requires and accomplishes.

• Illustrate why and how we have embedded social emotional learning (SEL) into our academic program
CWC Schools Purpose

Our purpose is to realize human potential by strengthening the bonds among us and developing true citizens of the world.
CWC Schools Mission

Our mission is to impact and expand the conversation about what an excellent education contains, requires and accomplishes.
Operationalizing the Purpose & Mission

• Crafted CWC Graduate Profile

• Embedded social emotional learning in the academic program
• What does it mean to prepare students to “realize their potential”?

• How should we define what we want for our graduates?
CWC Graduate Profile

“What endures are the dispositions and habits of character we have been able to nurture. What stays with us, what sticks from our education are the patterns of behavior and thinking that have been engrained and enculturated over time.”

CWC Graduate Dispositions

• Self-Aware
• Response-able
• Confident
• Efficacious
• Agile
• Courageous
• Culturally Competent

• Curious
• Empathetic
• Compassionate
• Systems Thinker
• Global
• Scholarly
CWC Graduate Profile – Sample Dispositions

**Self-Aware:** Recognizes one’s own emotions, thoughts and behaviors. Possesses the ability to accurately assess one’s current passions, strengths and limitations, including an understanding of how one is perceived by others.

**Culturally Competent:** Possesses the mind set, knowledge and skills that enable positive, effective interactions with others. Demonstrates leadership that bridges divides and leverages difference.
CWC Academic Model Frame

• Link dispositions to programmatic elements

• Programmatic elements = tools used in K-12
  – Practices & Approaches
  – Curricular Materials
  – Assessments
Why Embed Social Emotional Learning?

• SEL is essential to the development of human potential

• Better SEL →
  ✓ Better academic outcomes
  ✓ Better relationships
  ✓ More able to participate in school
  ✓ Better mental health and behavioral outcomes
  ✓ Greater social acceptance

(Durak, et al 2011)
CWC SEL Model

Social-Emotional Comprehension

Social-Emotional Execution
CWC SEL Model

Social-Emotional Comprehension
Comprehension: Self Awareness
Comprehension: Mindfulness

• “Just Breathe,” a film by CWC Mar Vista parent Julie Bayer Salzman
Cool Tools uses concrete objects to teach abstract SEL concepts
CWC SEL Model

Social-Emotional Execution
Execution: Playworks
Execution: Peace Corners
**Execution: Problem Solving Referral**

**Problem Solving Referral Form**

**Student Name:** Whitman  
**Grade:** 3  
**Date:** 11/10/14  
**Time:** 1:00pm

**Description of Incident:**

Whitman was playing in the restroom. When Ms. Gretel called him to get out of the restroom, Whitman decided to hide. Lastly, when Ms. Gretel tried talking to him, he laughed instead of taking it seriously.

**Review:**

After reflection, I feel I did it because...

I wanted to play.

It was inappropriate or unsafe because:

If the ground is wet then I slip and fall.

**Here are some solutions I can use next time:**

| ACTION PLAN (future steps to be safe, consequences, interventions, etc.) | Evaluate your solution. Write Yes or No. |
|---|---|---|---|
| Exit shoes/feet | Is it responsible? | Is it safe? | Is it mindful? | Will it work? |
| Tell a teacher | ✔️ | ✔️ | ✔️ | ✔️ |
| Stop sign | ✔️ | ✔️ | ✔️ | ✔️ |

Please discuss this with me, complete the parent box and sign and return to the office tomorrow.

**Parent Box:** Please record the action steps you will take to ensure this incident does not occur again (Examples include: daily reminders about agreements, restriction from activities, consequences at home, counseling, daily contact with teacher, reward system at home, etc.).

Until he can show us (and his staff) that he can use the restroom on his own, he will be escorted to the bathroom. He also signed in Ms. Gretel and talked about action plans (as stated above).

**Parent Signature:** [Signature]  
**School Signature:** [Signature]
Execution: Student Voices

• “Heart Smart,” a video by CWC Silver Lake
CWC SEL Model

Social-Emotional Comprehension

Social-Emotional Execution
CWC SEL Model

Social-Emotional Comprehension + Social-Emotional Execution = Consequences of Social-Emotional Learning
Consequences: Achievement

- Throwing paper, apologizing, tell friends
- towels in bathroom, help clean up, not to play
- Not doing work, work quietly, focus power
- Playing and so my friends get started
- Distracting others, can work too, right away
- Mindful walking
- Body scan (relax your head, shoulders)
- Mindful listening
- Mindful eating

Math Agreements

- Persevere: when things feel challenging
- Listen: closely so that you learn from others
- Try it on: even if it is new or scary
- Quiet: during individual work time, lessons, and tests
- Learn from Mistakes: It's smart!
- Explain: your thinking so others can understand and learn from you
- Use Tools: like math manipulatives and pencil/paper strategies
- Ask for Help: from a kid or teacher; after you have tried it yourself
Consequences: Achievement

• “The Second Grade Experience,” a video by CWC Hollywood
Consequences: Social Acceptance
Consequences: Social Acceptance

COLOR:
orange = girls
purple = boys

LINES: mutual relationship between 2 students

NODE SIZE: larger size equals higher SEL competency score
Consequences: Social Acceptance

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“The Conversation”

• How has this impacted and expanded your understanding of what an excellent education contains, requires and accomplishes?

• How can you continue to impact and expand this conversation?
Q&A

• Step Up / Step Back
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CWC K-12 Graduate Dispositions

SELF
These dispositions capture the readiness that our graduates will possess internally.

Self-Aware
Recognizes one’s own emotions, thoughts and behaviors. Possesses the ability to accurately assess one’s current passions, strengths and limitations, including an understanding of how one is perceived by others.

Response-able
Demonstrates the capacity for self-management. Effectively regulates one’s own emotions, thoughts, and behaviors in a variety of situations.

Confident
Possesses a healthy sense of identity, including an understanding of one’s own community, culture and historical context. Resilient. Operates with a deep conviction in one’s ability to attain mastery.

Efficacious
Independent, disciplined and self-motivated. Consistently sets and achieves goals. Strives always for excellence.

Agile
Open-minded and adaptable. Embraces ambiguity and the unknown. Nimble and able to manage accelerated growth, change and disruption.

Courageous
Able to be vulnerable. Willing to stand for, and act in accordance with, one’s values.

TOGETHER
These dispositions are the tendencies that our graduates display in relationship with others, both one-on-one and within communities.

Culturally Competent
Possesses the mind set, knowledge and skills that enable positive, effective interactions with others. Demonstrates leadership that bridges divides and leverages difference.

Curious
Craves opportunities to expand one’s understanding. Is eager to learn, and cognizant of the limitations of one’s own perspective and experience.

Empathetic
Able to stand in another’s shoes by sensing how another person feels, and able to take another’s perspective.

Compassionate
Takes action to alleviate suffering. Acts with altruism, kindness and a desire to include.

WORLD
These dispositions are the tendencies that our graduates display as they orient towards the world at large.

Systems Thinker
Recognizes interconnectedness and interdependence. Demonstrates sophisticated levels of critical thinking and problem solving. A systems thinker is able to meaningfully connect seemingly unrelated ideas and transcend current realities.

Global
Operates with a belief that all actions impact others, everywhere. Demonstrates a desire to move forward together, and leave the world in a better place.

Scholarly
Possesses deep and broad historical content knowledge. Demonstrates a voracious appetite for reading.Produces effective oral and written communication.