

1. Foundational SEL Learning

Opportunities

- With your group, revise an existing lesson or create a new lesson together, using the SEL-integrated Lesson or Activity Planning Checklist
- Individually, review the introductory SEL presentation and begin adapting it for use with your staff, families, school, and other community partners

2. Professional Learning To Cultivate

Adult SEL

- Individually, complete the Personal Assessment and Reflection — SEL Competencies for School Leaders, Staff, and Adults tool, using it as a framework and process to reflect on your own social and emotional growth
- With your group, discuss how you could use this tool with your staff, your school, etc., to begin/continue cultivating adult SEL, and then consider possible next steps

3. Environment to Support Adult SEL

- Individually, note the areas you model well and those areas of modeling in which you need to grow on the Modeling SEL as a Staff handout
- With your group, share specific examples for each of the SEL competencies and/or troubleshoot areas in need of growth

4. Staff-Shared Agreements To Cultivate Adult SEL

- With your group, complete steps 1 (begin with the second part of step 1) through 3 on the Creating Shared Agreements tool, imagining that your group is your after-school team
- Individually, consider what challenges may arise from this activity with your staff
 - Troubleshoot with your group
- Discuss with your group how you can effectively use norms throughout the year

5. Cultural Responsiveness

- Assign each group member a portion of the article “Reasons for Hope: You Can Challenge Educational Inequities”
- After silent reading and annotating, each group member should discuss the key content, general meaning, and their personal interpretation of their section
- As a whole group, summarize and reflect on any new meanings regarding forms of biases, prejudices, or stereotypes
- Individually, reflect on what SEL competencies are being used within this activity
 - Discuss as a group
- Brainstorm together how you may use a similar activity with your staff

6. Shared Agreements to Promote SEL for Youth

- Individually, read the Developing Schoolwide norms handout
- As a group, determine if you would like to complete the elementary or middle-high school activity
 - Assign roles: 1) teacher(s) and 2) student(s)
 - Complete the activity by fulfilling the various roles
- Individually, consider what challenges may arise from this activity with your staff
 - Troubleshoot with your group
- Discuss with your group how you can effectively use norms throughout the year

7. Youth Voice and Engagement

- Individually, select the rung of empowerment your program is on
- With your group, share concrete examples for each of the seven rungs and/or troubleshoot those areas in which your program needs to grow

8. Evidence-Based SEL Programs and Practices

- As a group, discuss what evidence-based program(s) you are using/have used/are exploring
- As a group, share why you are using/have used/are exploring using an evidence-based program
- Individually, answer the questions on the Selecting an Evidence-Based Program handout and reflect on whether the evidence-based program you are using/have used/are exploring addresses your responses
- If the group has no experience with evidenced-based programs, visit <https://dpi.wi.gov/sspw/mental-health/social-emotional-learning/sel-alignment-tools> for some possibilities

9. Discipline Policies and Practices That Support SEL

- Individually, review the handout
- As a group, discuss the questions:
 - How do you/can you collect and analyze data to understand trends and uncover any inconsistencies in disciplinary practices and disparities between student subgroups?
 - How do you/can you eliminate subjective or unclear rules and policies where implicit biases can arise (e.g., policies around disrespect, insubordination, defiance)?
 - How do you/can you establish procedures for addressing the root causes of behaviors? Root causes may include inconsistent program-wide and/or schoolwide norms or rules, a lack of knowledge or skill, or poor relationships with adults or peers. Procedures that include taking time to listen to students' perspectives help school personnel understand the root cause.
 - How do you/can you provide structured ways for staff to support students in reflecting on the impact of their behavior, problem-solving, and repairing any harm they have caused?
 - How do you/can you establish clear policies for using program suspensions and expulsions only as a last resort when safety is a factor?
 - How do you/can you ensure that students and families are familiar with the program's discipline policies?

10. Family Partnerships

- Individually, read the Strategies for Establishing School-OST-Family Partnerships in Support of SEL, noting what you have tried or haven't tried
- As a group, share successes and troubleshoot challenges
- With the whole group, discuss other ways of engaging families in support of SEL

11. School and OST Partnership for Aligned SEL

- Individually, complete the Guiding Questions for Building Strong Partnerships between School Day and Out-of-School-Time Educators
- As a group, discuss the steps you took to be able to check “yes” and troubleshoot those areas where you checked “not yet”
 - Complete the “next steps” column as you discuss