

Mequon Thiensville School District



Prioritized K-5 SEL Competencies

WI DPI Disclaimer

The information and views shared during this presentation reflect those of the presenter(s) and do not necessarily reflect the requirements or the views of the Wisconsin Department of Public Instruction.

Essential Question:

How can the DPI/SEL competencies help our elementary schools and district align our work?

Where are we from?



Our Mission: Together, we ignite each student's passion for learning, preparing for a life of infinite possibilities.

Our Vision: Each student, every time, empowered to succeed.

Equity: Non-Negotiables

1. Eliminating Inequalities begins with each of us
2. We are responsible for the prevention of student failure, supporting student's social emotional growth, and overall organizational improvement
9. We will always persevere in serving students- even when a student lacks home support, guidance, and/or requisite knowledge, fails to exert the expected effort, and/or refuses to adhere to the code of conduct

Who are our Students?

Snapshot of our demographics.

Overall Score



Significantly Exceeds Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

District Information

Grades	K4-12
Enrollment	3,771
Within District Mobility	0.1%
Between District Mobility	1.7%
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	0.0%
Asian	7.1%
Black or African American	6.4%
Hispanic/Latino	5.4%
Native Hawaiian or Other Pacific Islander	0.1%
White	76.5%
Two or More Races	4.5%
<i>Student Groups</i>	
Students with Disabilities	9.4%
Economically Disadvantaged	11.4%
English Learners	3.1%

Mequon-Thiensville

District Report Card | 2018-19 | Summary

Priority Areas	District Score	Max Score	State Score	Max Score
Student Achievement	90.5/100	62.3/100		
English Language Arts (ELA) Achievement	46.1/50	31.6/50		
Mathematics Achievement	44.4/50	30.7/50		

District Growth	77.4/100	66.0/100
English Language Arts (ELA) Growth	40.6/50	33.0/50
Mathematics Growth	36.8/50	33.0/50

Closing Gaps	88.1/100	68.8/100
English Language Arts (ELA) Achievement Gaps	19.6/25	18.1/25
Mathematics Achievement Gaps	18.5/25	18.0/25
Graduation Rate Gaps	50.0/50	32.7/50

On-Track and Postsecondary Readiness	93.8/100	84.8/100
Graduation Rate	39.4/40	36.3/40
Attendance Rate	37.9/40	36.6/40
3rd Grade English Language Arts (ELA) Achievement	8.6/10	6.2/10
8th Grade Mathematics Achievement	7.9/10	5.7/10

Priority Area Weights	Percentage Weight
Student Achievement	40.7%
District Growth	9.3%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator:
https://oea-dpi.shinyapps.io/overall_weighting_calculator/

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

Test Participation Information

Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	98.6%	98.2%	98.6%	98.2%
Lowest Subgroup Rate: SwD	95.2%	95.5%	95.2%	95.6%

^ denotes at least a 10-point Overall Score change in a single year when present. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.

Who was involved?

Emily Kruzel



Brenda Pepke



ORIOLE LANE
ELEMENTARY SCHOOL

Stacey Knight



WILSON
ELEMENTARY SCHOOL

Beula Sundar



LAKE SHORE
— MIDDLE SCHOOL —

Amber Ringstad



STEFFEN
MIDDLE SCHOOL

Terry Carr



HOMESTEAD
— HIGH SCHOOL —

Our Journey and “Why”

- In 2017/18 school year, the role of a social emotional coach (licensed school social worker or school counselor) was introduced which allowed for a full-time support staff at all 6 buildings to support the SEL of all students
- In 2018, the district started to move towards standards based learning and grading and DPI rolled out the SEL Competencies
- Later in the spring of 2018, the elementary SEC's worked with the K teachers across the district to develop a standards based report card inclusive of SEL competencies

Our Journey and “Why”

- Now in 2019, the elementary SEC’s have been working with with 1st-5th grade teachers across the district to develop a standards based report card inclusive of SEL competencies
- Additionally, since 2017 to date, the 6 SEC’s have been working on aligning their efforts to have equitable opportunities across settings and purposeful skill building to build skills K through 12

Our Process in Prioritizing

Friday, November 8th - a team of social emotional coaches met during a collaborative meeting.

Each SEC independently read the DPI/SEL competencies and selected 10-12 competencies that were essential skills.

Then, the team engaged in a collaborative activity to examine what competencies were of priority at each building.

Then, we looked for patterns within and across developmental stages.

Lastly, we discussed each of our perspectives and were able to prioritize a set of 11 (K-5) and 10 (6-12) competencies.

What did it look like?

5

Competencies

Emotional Development

PRE-KINDERGARTEN THROUGH 5TH GRADE

EMOTIONAL DEVELOPMENT				
Understand and manage one's emotions				
No.	CASEL Domain	PK-5K	1st-3rd	4th-5th
1	Self-Awareness	Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. Wisconsin Model Early Learning Standards (WMELS) Domain II A.EL.1	Learners will be able to recognize and label a variety of their own basic emotions.	Learners will be able to recognize and label a variety of complex emotions in self and others.
2	Self-Management	Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. WMELS Domain II A.EL.1	Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions.	Learners will be able to express their emotions to self and others in respectful ways.
3	Self-Management	Learners will be able to, with adult guidance, display age appropriate self-control. WMELS Domain II A.EL.1	Learners will be able to, with adult guidance, demonstrate a variety of strategies to manage strong emotions.	Learners will be able to, with minimal adult guidance, manage emotion (e.g., stress, impulses, motivation) in a manner sensitive to self and others.
4	Focus Attention	Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities. WMELS IV A.EL.1	Learners will begin to be able to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions.	Learners will be able to, with adult guidance, use organizational skills and strategies to focus attention in order to work toward personal and academic goals.
5	Social Awareness	Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. WMELS Domain II A.EL.2	Learners will be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.	Learners will be able to identify others' need for empathy and respond in respectful ways.
6	Social Awareness	Learners will be able to associate words and gestures	Learners will be able to predict how someone else	Learners will be able to use perspective-taking

Emotional Development (cont'd)

6TH GRADE THROUGH ADULT

EMOTIONAL DEVELOPMENT cont'd				
Understand and manage one's emotions				
No.	CASEL Domain	6th-8th	9th-10th	11th-Adult
1	Self-Awareness	Learners will be able to recognize and label a variety of complex graded emotions in self and others.	Learners will be able to recognize and label a variety of graded emotions in self and others as they occur and evolve over time.	Learners will be able to identify how the process of recognizing and label emotions informs think and influences relations
2	Self-Management	Learners will be able to express their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal).	Learners will be able to express their emotions in an appropriate and respectful manner in different environments, with different audiences, using a variety of modalities (e.g., verbal and nonverbal).	Learners will be able to understand and explain their expression of emotion can influence how other respond to them.
3	Self-Management	Learners will be able to identify what triggers a strong emotion and apply an appropriate calming or coping strategy to defuse the emotional trigger.	Learners will be able to consistently use appropriate calming and coping strategies when dealing with strong emotions.	Learners will be able to predict situations that cause strong emotions, plan and prepare to manage those emotions.
4	Focus Attention	Learners will be able to independently use organizational skills and strategies to focus attention in order to work toward short-term personal and academic goals.	Learners will be able to independently use organizational skills and strategies to focus attention by working toward long-term personal and academic goals.	Learners will employ focusing skills independently and understand their importance in achieving important goals in times adversity.
5	Social Awareness	Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.	Learners will be able to demonstrate empathy to others who have different views and beliefs.	Learners will be able to demonstrate connectedness, through empathy and engage their communities.
6	Social Awareness	Learners will be able to recognize expressions of empathy in society and communities.	Learners will be able to evaluate verbal, physical, and environmental cues to predict and respond to the emotions of others.	Learners will be able to evaluate verbal, physical social, cultural, and environmental cues to predict and respond to

What did it look like?

Self-Concept

PRE-KINDERGARTEN THROUGH 5TH GRADE

SELF-CONCEPT				
Develop positive self-identity and recognize self as a lifelong learner				
No.	CASEL Domain	PK-5K	1st-3rd	4th-5th
7	Self-Awareness	Learners will be able to exhibit positive self-concept and confidence in their abilities. <i>WMELS Domain II B EL.1</i>	Learners will be able to identify and describe skills and activities they do well and those for which they need help.	Learners will be able to use a "growth mind set" in order to recognize, build on their strengths
	Self-Awareness	Learners will be able to, with adult guidance, recognize and share independent thoughts. <i>WMELS Domain II B EL.1</i>	Learners will be able to identify and explore their own beliefs.	Learners will be able to reflect on similarities and differences between their personal beliefs and those of others.
	Self-Awareness Social-Awareness	Learners will be able to show awareness of being part of a family and a larger community. <i>WMELS Domain II B EL.2</i>	Learners will be able to define the role family and culture play in their identity and beliefs.	Learners will be able to identify their role in their family and community, and how those roles impact their identity.
10	Self-Management	Learners will be able to display curiosity, risk-taking, and willingness to engage in new experiences. <i>WMELS Domain IV A. EL.1</i>	Learners will be able to identify simple goals for personal and academic success.	Learners will be able to assess their level of engagement in their own learning for the achievement of personal goals.
11	Self-Awareness Self-Management	Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities. <i>WMELS Domain IV A EL.2</i>	Learners will be able to, with encouragement, persist toward reaching a goal despite setbacks.	Learners will be able to identify strategies to persist and maintain motivation when working toward short- and long-term goals.

Self-Concept (cont'd)

6TH GRADE THROUGH ADULT

SELF-CONCEPT (cont'd)				
Develop positive self-identity and recognize self as a lifelong learner				
No.	CASEL Domain	6th-8th	9th-10th	11th-Adult
7	Self-Awareness	Learners will be able to use optimism and a "growth mind set" to recognize strengths in self in order to describe and prioritize personal skills and interests they want to develop.	Learners will be able to set priorities to build on personal strengths, grow in their learning, recognize barriers, and employ solutions.	Learners will be able to maintain a "growth mind set" about their ability to succeed and grow and will persist through challenges.
8	Self-Awareness	Learners will be able to self-reflect on their values and beliefs and how their behaviors relate to those values and beliefs.	Learners will be able to use self-reflection to determine if their behavior is reflective of their personal values and modify behavior to match their beliefs.	Learners will be able to use self-reflection to assess their behavior authenticity, honesty, respect and articulate how this impacts their greater community.
	Self-Awareness Social-Awareness	Learners will be able to identify how family and culture impact their thoughts and actions.	Learners will be able to reflect on their own beliefs relative to different familial and societal norms.	Learners will be able to explain how their beliefs can impact the growth and success, and advocate for their beliefs.
10	Self-Management	Learners will be able to consistently set attainable, realistic goals, and persist until their goals are achieved.	Learners will be able to reflect on the progress of personal goals in order to adjust action steps and time frames as necessary.	Learners will be able to set short- and long-term group goals, and create a plan to execute those goals. They will be able to analyze progress and collaborate to adjust goals when needed.
11	Self-Awareness Self-Management	Learners will be able to identify successes and challenges, and how they can learn from them.	Learners will be able to recognize barriers to succeeding and identify supports to help themselves.	Learners will be able to demonstrate perseverance when dealing with challenge and adversity.

What did it look like?

Social Competence PRE-KINDERGARTEN THROUGH 5TH GRADE

SOCIAL COMPETENCE				
Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large				
No.	CASEL Domain	PK-SK	1st-3rd	4th-5th
12	Social Awareness	Learners will be able to demonstrate awareness of self as a unique individual. WMELS Domain II B EL.2	Learners will be able to present their own point of view.	Learners will be able to appreciate diversity by recognizing multiple points of view and perspectives others across cultural and social groups.
13	Social Awareness	Learners will be able to reflect their family, culture, and community when engaged in play and learning. WMELS Domain IV C EL.2	Learners will be able to identify commonalities they share with peers.	Learners will be able to build relationships between diverse groups of people.
14	Social Awareness	Learners will be able to, with adult guidance, begin to notice that other children and families do things differently. WMELS Domain IV C EL.2	Learners will be able to recognize and respect that individual differences are important to self and others.	Learners will be able to demonstrate respect for others by discussing how stereotypes affect self and others.
15	Relationship Skills	Learners will be able to engage in healthy and rewarding social interactions and play with peers. WMELS Domain II C EL.2	Learners will be able to identify the different relationships they have with others.	Learners will be able to, with adult guidance, recognize establish, and maintain healthy and rewarding relationships.
16	Relationship Skills	Learners will be able to, with adult guidance, initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults). WMELS Domain II B EL.2C	Learners will be able to describe in simple terms how words, tone, and body language are used to communicate with others.	Learners will be able to effectively communicate clearly, listen well, and cooperate with others to build healthy relationships.
17	Relationship Skills	Learners will be able to adapt behavior based on adult directives.	Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environment cues.	Learners will be able to independently adapt behavior based upon peer feedback and environment cues.
18	Relationship Skills	Learners will be able to participate in cooperative play with peers. WMELS Domain II B EL.2C	Learners will be able to demonstrate listening skills, start and stop conversations.	Learners will be able to work cooperatively and productively in a group.

Social Competence (cont'd) 6TH GRADE THROUGH ADULT

SOCIAL COMPETENCE (cont'd)				
Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large				
No.	CASEL Domain	6th-8th	9th-10th	11th-Adult
12	Social Awareness	Learners will be able to show respect for others' perspectives.	Learners will be able to identify positive ways to express understanding of differing perspectives.	Learners will be able to demonstrate conversational skills to determine the perspective of others.
13	Social Awareness	Learners will be able to reflect how cross-cultural experiences can influence their ability to build positive relationships.	Learners will be able to support the rights of individuals to reflect their family, culture, and community within the school setting.	Learners will be able to support the rights of all individuals to reflect their family, culture, and community in school.
14	Social Awareness	Learners will be able to identify discrimination of individuals and groups based upon perceived differences.	Learners will be able to assess for personal bias and evaluate strategies to oppose stereotyping.	Learners will be able to ethically argue of ethical positive societal norms.
15	Relationship Skills	Learners will be able to recognize the emotional, physical, social, and other costs of negative relationships.	Learners will be able to independently seek and sustain positive, supportive relationships.	Learners will be able to positive relationship setting your needs, and warning signs to relationships.
16	Relationship Skills	Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas.	Learners will be able to use assertive communication, including refusal of settings and needs met, without negatively impacting others.	Learners will be able to use assertive communication, including refusal of settings and needs met, without negatively impacting others.
17	Relationship Skills	Learners will be able to recognize and respond appropriately to constructive feedback.	Learners will be able to accept constructive feedback.	Learners will be able to use constructive feedback to provide construct when needed.
18	Relationship Skills	Learners will be able to work cooperatively and productively in a group and overcome setbacks and disagreements.	Learners will be able to formulate group goals and work through an agreed upon plan.	Learners will be able to recognize how a member's skills contribute toward group goals.

Social Competence (cont'd) PRE-KINDERGARTEN THROUGH 5TH GRADE (cont'd)

SOCIAL COMPETENCE (cont'd)				
Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large				
No.	CASEL Domain	PK-SK	1st-3rd	4th-5th
19	Relationship Skills	Learners will be able to follow simple group rules.	Learners will be able to understand the perspective of others in a conflict situation.	Learners will be able to identify cause and effect of a conflict.
20	Decision Making	Learners will be able to, with adult guidance, recognize that they have choices in how to respond to situations.	Learners will be able to, with adult guidance, generate possible choices and actions they could take in a given situation, including positive and negative options.	Learners will be able to make constructive choices about personal behavior or social interaction in order to evaluate the consequences of various actions with consideration of well-being for oneself and others.
21	Social Awareness	Learners will be able to follow simple group rules. WMELS Domain II C EL.3	Learners will be able to demonstrate positive behaviors as established in classroom and schoolwide expectations.	Learners will be able to identify and respect social norms for behavior and interactions across different settings.
22	Decision Making Relationship Skills	Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety. WMELS Domain II C EL.3	Learners will be able to describe ways to promote personal safety.	Learners will be able to honor social norms with respect to safety of one and others.
23	Social Awareness Relationship Skills	Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment. WMELS Domain IV A EL.2	Learners will be able to identify how to get help from a trusted adult in a variety of situations.	Learners will be able to identify when and how offer help to others.
24	Decision Making Relationship Skills	Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II A EL.2	Learners will be able to, with adult guidance, identify classroom, school, and community needs.	Learners will be able to identify actions that we positively impact change in a classroom, school, and community.

Social Competence (cont'd) 6TH GRADE THROUGH ADULT (cont'd)

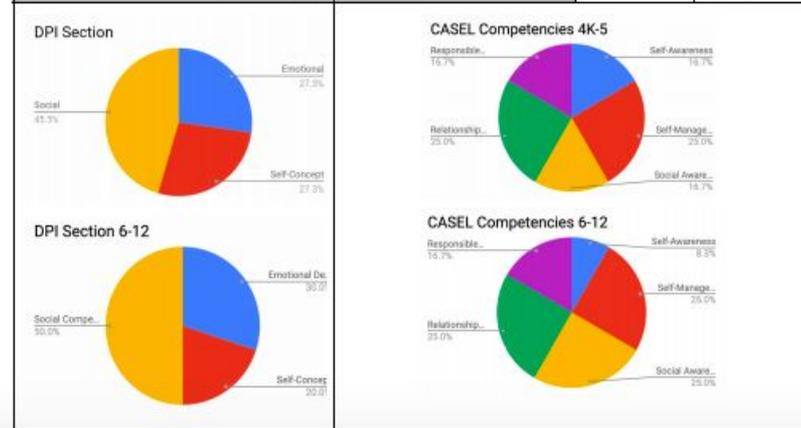
SOCIAL COMPETENCE (cont'd)				
Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large				
No.	CASEL Domain	6th-8th	9th-10th	11th-Adult
19	Relationship Skills	Learners will be able to apply negotiation skills and conflict resolution skills to resolve differences.	Learners will be able to self-reflect on their role in a conflict to inform their behavior in the future.	Learners will be able to consistently resolve into personal conflicts across settings (e.g., school, work, community, and personal relationships).
20	Decision Making	Learners will be able to generate a variety of solutions and outcomes to a problem with consideration of well-being for oneself and others.	Learners will be able to identify the purpose of systemic decision making with social factors in order to make decisions that promote productive social and two relationships.	Learners will be able to evaluate the ways in which public opinion can be used to influence and shape public policy.
21	Social Awareness	Learners will be able to identify how social norms for behavior vary across different settings and within different cultures.	Learners will be able to identify the purpose of social norms for behavior across situations and how these norms are influenced by public opinion.	Learners will be able to evaluate the ways in which public opinion can be used to influence and shape public policy.
22	Decision Making Relationship Skills	Learners will be able to identify the impact of their decisions on personal safety and relationships.	Learners will be able to negotiate and refusal skills to resist unwanted pressures and maintain personal health and safety.	Learners will be able to evaluate factors that impact personal and community health and safety, and appropriate preventative protective strategies (e.g. health and wellness, stress management, healthy relationships).
23	Social Awareness Relationship Skills	Learners will be able to advocate for themselves.	Learners will be able to negotiate and refusal skills to resist unwanted pressures and maintain personal health and safety.	Learners will be able to generate positive choices and proactively advocate for themselves and others across settings (e.g., school, community, work, and personal relationships).
24	Decision Making Relationship Skills	Learners will be able to, with adult guidance, create an action plan that addresses a need in the classroom, school, or community.	Learners will be able to independently create an action plan that addresses real needs in the classroom, school, and community.	Learners will be able to analyze opportunities to improve their community and engage in civic activity to influence issues in public spaces and communities.

MTSD Prioritized SEL Competencies

- Representation of emotional development, self-concept, and social competence
- Representation of 5 CASEL competencies
- 9 overlapping prioritized competencies K-12
- 3 that are unique to developmental needs based on student population

K-12 SEL Prioritized Competencies

#	DPI Section	SEL Competency	4K-5	6-12
2	Emotional Development	Self-Management	X	X
3	Emotional Development	Self-Management	X	X
5	Emotional Development	Social Awareness	X	X
7	Self-Concept	Self-Awareness	X	-
8	Self-Concept	Self-Awareness	X	X
10	Self-Concept	Self-Management	X	X
12	Social Competence	Social Awareness	X	X
18	Social Competence	Relationship Skills	X	X
19	Social Competence	Relationship Skills	X	-
20	Social Competence	Decision Making	X	X
22	Social Competence	Decision Making Relationship Skills	X	X
23	Social Competence	Social Awareness Relationship Skills	-	X
Total Competencies:			11	10



Elementary Moving Forward

- Aligning SEL curricular resources to meet the needs of the prioritized skills/competencies identified
- Prioritized competencies related to Perception Survey (summative measure)
- Continue working on 1st-5th report card

SOCIAL/EMOTIONAL DEVELOPMENT

	Trimester 1	Trimester 2	Trimester 3
Demonstrates active listening (eyes on speaker, mouth quiet, listening ears, quiet body)			
3	Learner consistently and independently demonstrates active listening (eyes on speaker, mouth quiet, listening ears, quiet body) without reminders.	Learner consistently and independently demonstrates active listening (eyes on speaker, mouth quiet, listening ears, quiet body) without reminders.	Learner consistently and independently demonstrates active listening (eyes on speaker, mouth quiet, listening ears, quiet body) without reminders.
2	Learner needs 1 or 2 reminders to demonstrate active listening (eyes on speaker, mouth quiet, listening ears, quiet body).	Learner needs 1 or 2 reminders to demonstrate active listening (eyes on speaker, mouth quiet, listening ears, quiet body).	Learner needs 1 or 2 reminders to demonstrate active listening (eyes on speaker, mouth quiet, listening ears, quiet body).
1	Learner needs 3 or more reminders to demonstrate active listening (eyes on speaker, mouth quiet, listening ears, quiet body).	Learner needs 3 or more reminders to demonstrate active listening (eyes on speaker, mouth quiet, listening ears, quiet body).	Learner needs 3 or more reminders to demonstrate active listening (eyes on speaker, mouth quiet, listening ears, quiet body).
Ask and answer questions in order to seek help, get information, or clarify something that is not understood			
3	Learner consistently and independently asks and answers questions in order to seek help from a peer or adult.	Learner consistently and independently asks and answers questions in order to seek help or get information from a peer or adult.	Learner consistently and independently asks and answers questions in order to seek help, get information, or clarify something that is not understood from a peer or adult.
2	With prompting and support, learner asks and answers questions in order to seek help from a peer or adult.	With prompting and support, learner asks and answers questions in order to seek help or get information from a peer or adult.	With prompting and support, learner asks and answers questions in order to seek help, get information, or clarify something that is not understood from a peer or adult.
1	With teacher assistance, learner asks and answers questions in order to seek help from a peer or adult.	With teacher assistance, learner asks and answers questions in order to seek help or get information peer or adult.	With teacher assistance, learner asks and answers questions in order to seek help, get information, or clarify something that is not understood from a peer or adult.

Essential Question:

How can the DPI/SEL competencies help our elementary schools and district align our work?