

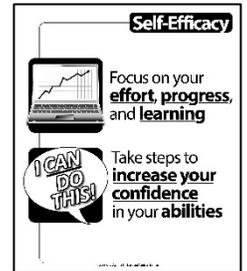


Invitation to Apply

There are just **2 openings** left for Missouri districts to participate in the **Social-Emotional Learning for All (SEL for All)** project, offered jointly by the Missouri Department of Elementary & Secondary Education and the University of Kansas Research Collaboration. Participating districts will receive **free, virtual PD (including follow-up training and coaching)** for staff at 3 schools/building levels throughout the 20-21 school year.

The PD will support all school staff to **embed instruction and practice** on a different SEL competency at each building level/grade cluster:

- **Elementary staff** will build students' **self-efficacy** (individuals' perceptions about their capability to perform at an expected level, achieve goals, and complete moderately challenging tasks); student outcomes include increased willingness to learn challenging content, persistence in the face of setbacks, and self-awareness of their effort, learning, and progress.
- **Middle school/Jr High staff** will support students' **assertiveness** (the ability to express one's wants, needs, and thoughts while respecting others - even when it's difficult); student outcomes include enhanced ability to seek assistance and supports (for academic, emotional, and physical needs), develop and express their personal boundaries to resist peer pressure, and communicate effectively with peers, teachers, and family (even in difficult or emotional situations).
- **High school/Sr High staff** will empower students to develop **self-regulation** (the ability to use a proactive, self-directed process for reaching goals, learning skills, managing emotional reactions, and accomplishing tasks); student outcomes include improved ability to resist distractions and manage emotional reactions, take ownership of their learning and effort, and submit higher quality work on time.



SEL for All helps build each participating school's capacity to support social-emotional learning at a Tier 1 level (reaching all students); project staff will work with district and building-level administration to create a customized plan for the year, which will include several virtual training and coaching visits to support school staff in learning and implementing strategies for competency instruction, as well as reflecting on and refining those efforts over time. **SEL for All** offers a way to **use the academic content you're already teaching (or the interactions you're already having with students as a counselor, administrator, etc.) to simultaneously support students' social-emotional learning**. Listen to participating educators share their experiences in our educator impact and administrator school implementation videos: <http://cccframework.org/videos.html>.

Applying is Easy!

We are excited to partner with 5 Missouri school districts; complete the application by providing the requested information for your school. Completed applications should be submitted by email to **Michelle Loewenstein** at researchcollabpd@ku.edu.

If you have questions or just want to learn more about the project details, email Elise Heger at eheger@ku.edu to arrange a conference call.

SEL for All – 2020-21 Professional Development Timeline & Objectives

An **SEL for All** trainer will provide virtual sessions for staff at 3 schools in your district 3 times per year; days/times will be determined jointly based on district PD schedule and suggested timeline (see table below and on following pages).

Activity	Timeline	Objectives
1-hour virtual call with district and building leadership prior to Session 1	Virtual Meeting Total time: 1 hour	Discussion Topics: <ul style="list-style-type: none"> • Professional Development and Coaching across year • Data collection points (e.g., pre-/post-test, selected sequence indicators, Teacher Reflection Survey) • Critical pieces of PD process (i.e., instructional plans and coaching) • Elements of leadership support
<p>Session 1: Exploring and customizing the lessons.</p> <ul style="list-style-type: none"> • Training for Staff: 4.5 hours • Individual/Small/Whole Group Coaching: 60-minutes • Leadership Meeting: 30-minutes 	Fall/Winter 2020 (school determines specific date) Total time: 6 hours	<p>Session 1 will focus on three primary instructional criteria: 1) provide instruction that facilitates students’ understanding of the competency and components, 2) guide students to determine how the competency applies to them personally, and 3) facilitate students’ reflection on their strengths and areas for growth related to the competency.</p> <p>Teachers will explore and practice teaching the lessons for each competency. When appropriate, they will customize the lessons for their specific student population.</p> <p>At the conclusion of the first session teachers will:</p> <ul style="list-style-type: none"> • Understand the importance of social-emotional learning into core content. • Be prepared to teach the lessons for each competency. • Have identified a timeline for implementing the lessons. • Customize the lessons to meet the needs of their students. <p>All participants will:</p> <ul style="list-style-type: none"> • Begin an instructional plan that addresses Instructional Criteria 1-3.
<p><i>Between Session 1 & Session 2: Teachers implement planned instruction of lessons for each competency to address instructional criteria 1-3 and receive a virtual coaching session to discuss progress and barriers.</i></p>		

Activity	Timeline	Objectives
Between Session 1 & Session 2: Teachers implement planned instruction of lessons for each competency to address instructional criteria 1-3.		
<p>Session 2: Embedding the competency.</p> <ul style="list-style-type: none"> • Teacher Reflection: Individual/Small/Whole Group Coaching: 2.5-hours • Training for Staff: 2 hours • Leadership Meeting: 30-minutes 	<p>Dec 2020/Jan 2021 (school determines specific date)</p> <p>Total time: 5 hours</p>	<p>Session 2 will focus on embedding opportunities for students to practice the competency. Teachers will explore three additional instructional criteria: 4) have students practice the competency over time, including each component, 5) provide feedback to students throughout their practice of the competency components, and 6) facilitate students' reflection on their development of competency components.</p> <p>At the conclusion of the second session teachers will:</p> <ul style="list-style-type: none"> • Understand the importance of embedding ongoing opportunities for students to practice, receive feedback, and reflect on their growth in the competency. • Receive small group and individual coaching in effectively addressing the instructional criteria for their specific grade levels/content areas/student populations. • Create a plan (with coaching and support as needed) for addressing the new instructional criteria by providing opportunities for students to practice, receive feedback, and reflect on their growth in the competency within specific contexts or content areas of the school. • Identify two data sources to measure impact of instruction and identify areas to re-teach. Data sources should be collected regularly and will be reviewed during Session 3.
Between Session 2 & Session 3: Teachers embed ongoing competency practice with built-in opportunities for teacher feedback and student reflection. Teachers also finish the Reflection on Instruction survey before Session 3.		
<p>Session 3: Reflecting on Instruction</p> <ul style="list-style-type: none"> • Teacher Reflection: Individual/Small/Whole Group Coaching: 90-minutes • Training for Staff: 4 hours • Leadership Meeting: 30-minutes 	<p>April/May 2021 (school determines specific date)</p> <p>Total time: 6 hours</p>	<p>Session 3 will focus on analyzing data. Teachers will analyze their responses to the Reflection on Instruction survey and the two other data sources identified in Session 2. Teachers will create individual and building level actions plans for scaling up and sustaining competency instruction.</p> <p>During this session teachers will:</p> <ul style="list-style-type: none"> • Identify areas of strength and opportunities for growth related to their competency instruction. • Create individual and building level action plans for scaling up and sustaining competency instruction.

SEL for All - 2020-21 District Application

District Information

Please type or print your district's information below.

District Name

Street Address

City

ZIP

District Contact Phone Number

School Information – Elementary School

School Information

Please type or print your school's information below.

School Name:

Street Address:

City:

Zip:

School Phone Number:

School Details

Number of staff:

Building grade levels:

Project Timeline and Activities

Please identify 3 dates within the suggested timeframes to have project staff provide virtual PD as outlined in the 2020-21 Professional Development Timeline (above table).

<i>Session 1: Fall/Winter 2020</i> <i>Date:</i>	<i>Session 2: Winter 2020-21 (Dec/Jan)</i> <i>Date:</i>	<i>Session 3: Spring 2021 (e.g., Apr/May)</i> <i>Date:</i>
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Primary Administrator Contact for Your School

An administrator from your school will be your school's primary contact for **SEL for All**. This person will serve as the project lead for your school, which includes facilitating communication between project staff and the school.

Name:

Position/Role:

Email Address:

Signature:

School Information – Middle School

School Information

Please type or print your school's information below.

School Name:

Street Address:

City:

Zip:

School Phone Number:

School Details

Number of staff:

Building grade levels:

Project Timeline and Activities

Please identify 3 dates within the suggested timeframes to have project staff provide virtual PD as outlined in the 2020-21 Professional Development Timeline (above table).

<i>Session 1: Fall/Winter 2020</i>	<i>Session 2: Winter 2020-21 (Dec/Jan)</i>	<i>Session 3: Spring 2021 (e.g., Apr/May)</i>
<i>Date:</i>	<i>Date:</i>	<i>Date:</i>

Primary Administrator Contact for Your School

An administrator from your school will be your school's primary contact for **SEL for All**. This person will serve as the project lead for your school, which includes facilitating communication between project staff and the school.

Name:

Position/Role:

Email Address:

Signature:

School Information – High School

School Information

Please type or print your school's information below.

School Name:

Street Address:

City:

Zip:

School Phone Number:

School Details

Number of staff:

Building grade levels:

Project Timeline and Activities

Please identify 3 dates within the suggested timeframes to have project staff provide virtual PD as outlined in the 2020-21 Professional Development Timeline (above table).

<i>Session 1: Fall/Winter 2020</i> <i>Date:</i>	<i>Session 2: Winter 2020-21 (Dec/Jan)</i> <i>Date:</i>	<i>Session 3: Spring 2021 (e.g., Apr/May)</i> <i>Date:</i>
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Primary Administrator Contact for Your School

An administrator from your school will be your school's primary contact for **SEL for All**. This person will serve as the project lead for your school, which includes facilitating communication between project staff and the school.

Name:

Position/Role:

Email Address:

Signature:

Administrator Approvals

District Superintendent

I agree to support 3 schools from my district to participate in **SEL for All** by approving release time to attend trainings; supporting the implementation of school-wide, class-embedded instruction that supports the development of students' social-emotional learning; and providing access to relevant data to support data-based decision making.

Name:

Signature:

Date:

Principal – Elementary School

I agree to support my school to participate in **SEL for All** by approving release time to attend trainings; supporting the implementation of school-wide, class-embedded instruction that supports the development of students' social-emotional learning; and providing access to relevant data to support data-based decision making.

Name:

Signature:

Date:

Principal – Middle School

I agree to support my school to participate in **SEL for All** by approving release time to attend trainings; supporting the implementation of school-wide, class-embedded instruction that supports the development of students' social-emotional learning; and providing access to relevant data to support data-based decision making.

Name:

Signature:

Date:

Principal – High School

I agree to support my school to participate in **SEL for All** by approving release time to attend trainings; supporting the implementation of school-wide, class-embedded instruction that supports the development of students' social-emotional learning; and providing access to relevant data to support data-based decision making.

Name:

Signature:

Date:

How to submit

E-mail applications to researchcollabpd@ku.edu