



Madison Public Schools

Social Emotional Learning



Madison Public Schools Vision for 21st Century Education

The Madison Public Schools: "Every child, every day, leading the way"

The Madison Public Schools are driven by a mission to prepare all learners to make a unique, positive contribution in a complex, global society. We are committed to fostering the diverse talents and abilities of each and every child in an emotionally and physically safe environment. We envision learning as joyful and learners as passionate. We support our educators as innovators in a dynamic pursuit of continuous improvement.

We are committed to the work that will lead to the development of all learners' capacities to:

- put ideas into action by thinking critically and creatively to identify and solve authentic, complex problems;
- communicate and collaborate purposefully and effectively using a variety of media;
- approach learning with effort and persistence while responding to success and failure with resiliency, reflection, and adaptability in an ever-changing world;
- make ethical and responsible decisions.

How does Madison Public Schools
take a systems approach in fostering
Social Emotional Learning
for all students?

Whole Child Wellness Team

The Mission of the WCWT is to become expert in child development research. The team leverages their expertise in order to examine current practices across the system, identify needs, make recommendations, monitor progress, and nurture the health of the K-12 system to benefit all students.

The WCWT is committed to helping our students through the process of acquiring life skills that include the ability to recognize and manage (cope by using effective strategies) emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging tasks effectively.

Work Completed to Date:

- Created list of **developmental milestones** to guide the work of the district
- Created **Tiered Support** Teacher guide for SEL
- Created **K-12 Guiding Document** that will serve as cornerstone for the Wellness Curriculum Cycle
- **Recommended programs and systems** to approach students' SEL health

How does Madison Public Schools take a systems approach in fostering Social Emotional Learning for all students?

01	Professional Development	<ul style="list-style-type: none">• Responsive Classroom• Safe Schools Trainings• PACT Grant• Effective School Solutions
02	Curriculum Development	<ul style="list-style-type: none">• Wellness Cycle• Guiding Document• Capacities
03	Tiered Support	<ul style="list-style-type: none">• Tier I -Responsive Classroom• Tier II- specific supports with progress monitoring• Tier III- increased intervention levels
04	Selected Targeted Programming	<ul style="list-style-type: none">• Mindfulness• Start with Hello• Clubs at the HS

Professional Development

- **Responsive Classroom Training K-8**
 - RC is a way of teaching that emphasizes social, emotional, and academic growth in a safe and strong school community.
 - Described by the Collaborative for Academic, Social, Emotional Learning as “*one of the most well designed evidence-based social and emotional learning programs*”

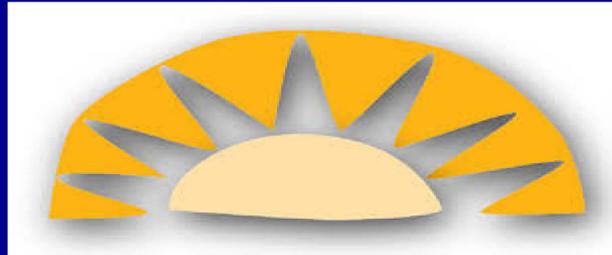
Core Belief of Responsive Classroom

Social-Emotional Competencies

- Cooperation
- Assertiveness
- Responsibility
- Empathy

Academic Competencies

- Academic Mindset
- Perseverance
- Learning Strategies
- Academic Behaviors



Professional Development

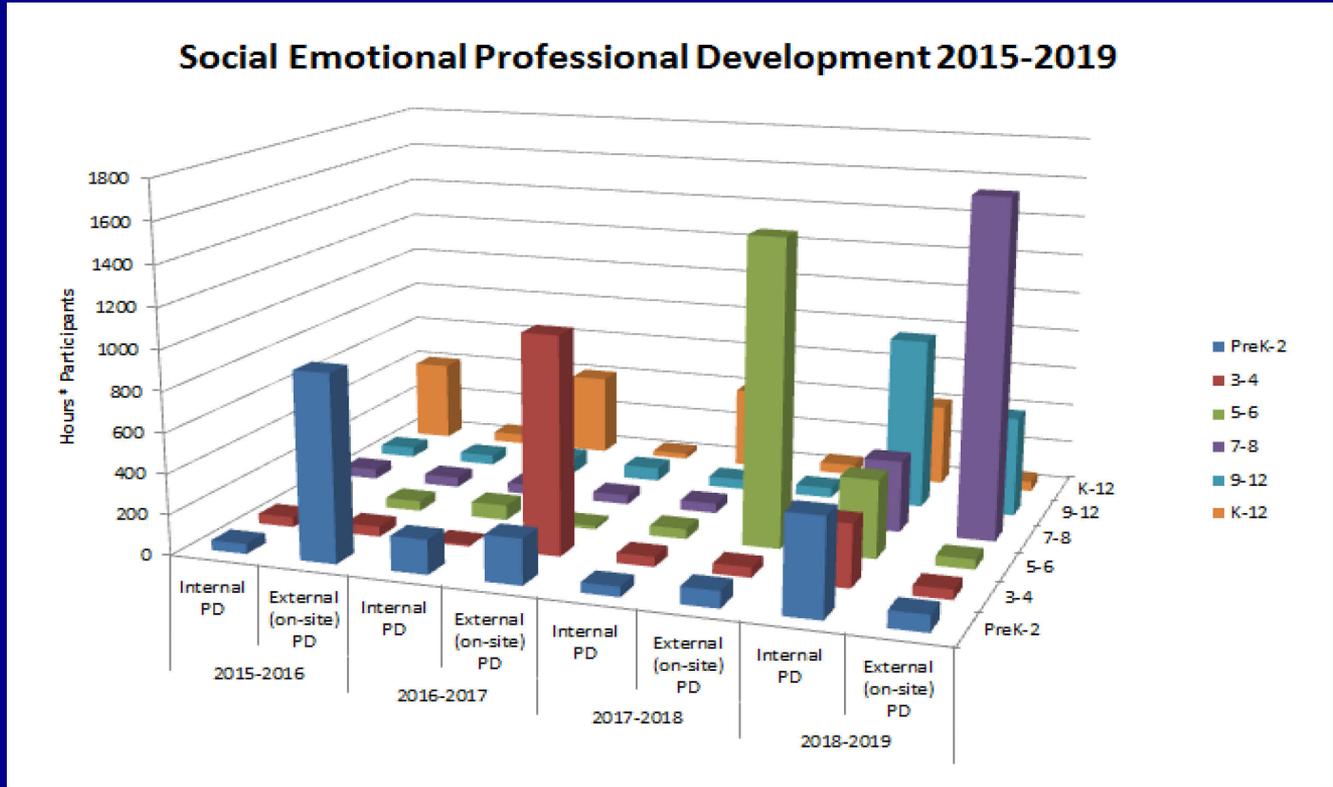
- Safe Schools Training K-12
 - Modules delivered to across the system in:
 - School Violence
 - Bullying: recognition and response
 - Sexual Harassment
 - Indicators of Suicide/Risk of Injury
 - Child Abuse
 - Human Trafficking

Professional Development

- PACT Grant- Sexual Assault, Harassment, and Victim Shaming including Bystander Training
- Effective Schools Solutions
- Restorative Practices Training- Whole Child Wellness Team
- More

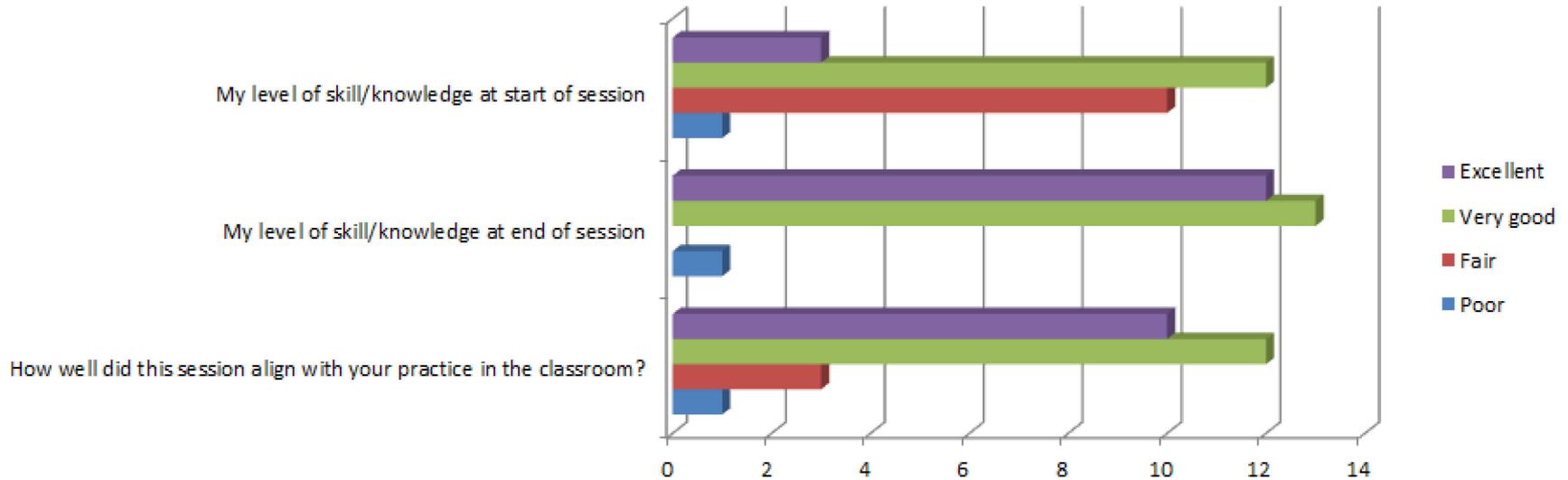
Social Emotional Professional Development

Social Emotional Professional Development 2015-2019



Feedback on RC PD from Teachers

Grade 5-6 Teachers & Related Services Staff Responded to the Professional Development Survey of the Final Responsive Classroom Session on June 26th 2018



Curriculum Development

- Wellness Cycle:
 - Physical Education
 - Health
 - Guidance

Curriculum Development

PK-12 Stage One: Guiding Document

Content: Social Emotional Health

Long-term Transfer Goal(s):

Students will be able to independently use their learning in new situations to...

Respond to situational challenges and social interactions based on consideration of societal norms, safety, and belief systems. (*Problem Identification; Imagining; Citizenship*)

Analyze risk factors and evaluate the consequences to self and others before taking action. (*Analyzing; Reflection; Alternate Perspectives*)

Respectfully and responsibly communicate with others from a variety of backgrounds and perspectives. (*Alternate Perspectives; Collective Intelligence; Citizenship*)

Apply techniques to regulate one's thoughts, emotions and behaviors to deal with internal and external stressors in a variety of situations and settings. (*Synthesizing; Perseverance; Reflection*)

Evaluate and identify mutually supportive group and individual relationships for the development of a positive and healthy self. (*Analyzing; Decision Making; Reflection*)

Contribute and respond to a digital world with a responsibility to identify merit and bias, identify perspectives, exhibit values, and employ safe and appropriate behavior. (*Citizenship; Alternate Perspectives; Engaging in Global Issues*)

Curriculum Development

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking	Creative Thinking	Collaboration/ Communication	Self-Direction	Global Thinking
<p>Problem Identification</p> <p>Students will be able to clarify the problem and pose significant questions for investigation.</p>	<p>Innovation</p> <p>Students will be able to take an existing solution or object in order to consider limitations and possible transformations.</p>	<p>Collective Intelligence</p> <p>Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.</p>	<p>Reflection</p> <p>Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s).</p>	<p>Engaging in Global Issues</p> <p>Students will be able to analyze complex issues and their implications and/or consequences.</p>
<p>Analyzing</p> <p>Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.</p>	<p>Imagining</p> <p>Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry.</p>	<p>Product Creation</p> <p>Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.</p>	<p>Perseverance</p> <p>Students will be able to identify problem(s) and use appropriate strategies to continue toward a desired goal.</p>	<p>Alternate Perspectives</p> <p>Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews.</p>
<p>Synthesizing</p> <p>Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.</p>	<p>Design</p> <p>Students will be able to engage in an appropriate process to refine their product.</p>	<p>Presentation</p> <p>Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding.</p>	<p>Decision Making</p> <p>Students will be able to propose ethical, responsible decisions based on data/evidence and context.</p>	<p>Citizenship</p> <p>Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner.</p>

Tiered Support



Tier I-

- Wellness Curriculum
- Responsive Classroom (K-8)
- SAIL, PRIDE, PAW Groups (5-12)

Selected Targeted Programming in Tier 1

Based on Developmental Levels and identified needs:

- Start with Hello
- Look for the Good
- Spread the Word to End the Word
- Mindfulness Workshops
- Extracurricular Clubs and Activities



Tier II Support

When Tier I is not enough...

	Instruction and Intervention	Screening & Progress Monitoring Tools	Frequency of Instruction and Intervention
Tier II 5-15%	<ul style="list-style-type: none">● Group and/or individual sessions with counseling staff● Weekly Check in-Check outs● Push-In support from Social Worker, Guidance/School Counselors or School Psych● Daily/Weekly Feedback via Behavior Plan	<ul style="list-style-type: none">● Structured observations● Behavior Plan Data● Informal Behavior Rubrics	At least weekly

When Tier II is not enough...

	Instruction and Intervention	Screening & Progress Monitoring Tools	Frequency of Instruction and Intervention
Tier III 1-5%	<ul style="list-style-type: none">● More frequent/focused group and/or individual sessions with counseling staff● Daily Check in-Check outs● Push-In support from Social Worker, Guidance/School Counselors, or School Psych● Functional Behavior Analysis (FBA)● Behavior Intervention Plan (BIP)● Access to Effective School Solutions Program (ESS) for Grades 7-12	<ul style="list-style-type: none">● Structured observations● Behavior Plan Data● Informal Behavior Rubrics	At least weekly, most often several times a week

Tier III Support

PAL Program (K-6)

Effective School Solutions (7-12)

- These programs provide the structure and supports that helps at-risk students be educated within mainstream and/or self-contained classes.
 - Daily group therapy
 - Weekly individual therapy
 - Family therapy, available in the evening to accommodate parent schedules
 - Monthly evening parent support group
 - School avoidance interventions, including home visits
 - Instructional support in conjunction with MPS Special Education Teaching Staff

Ongoing Examination of Systems to Benefit Student Wellness

- Full Day K Added in 2013
 - Focus on Increasing Social/Emotional Development Programming, not additional Academic Curriculum
- Doubled Recess for Elementary Students
 - Included in 2019-2020 Brown School Intermediate Model
- PE Twice Weekly for K-4 and Every Other Day for Gr 5-8
- K-6 Quiet Time - Daily for All Students
- GPA/Class Rank Study/Approach
- Trimester Model at DHHS - Ubiquitous Choice to Match Interests
- DHHS Program of Studies - tool to calculate workload of courses for students

Ongoing examination of systems to benefit student wellness

- Homework Policy
- Approach to Deemphasizing Role of High Stakes Testing K-12
- Student-centered Approach to Furniture and Flexible Seating for Students
- The new Brown School Intermediate Model 2019-2020
- Student Choice in Middle School Related Arts Offerings
- Brown School Two Teacher Teaming Model/Polson Grade 6 2019-2020 Model
- Overall Instructional Approach -
 - Student Choice
 - Active/Project Based Learning
 - Focus on Individual Learners

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