

Open House: Den Time



August 18, 2022

Program Rationale: Illinois' Children's Mental Health Act

As a result of Illinois' Children's Mental Health Act, the Illinois State Board of Education requires school districts to incorporate SEL development that aligns with the [Illinois Social and Emotional Learning \(SEL\) Standards](#).

Program Rationale: Student Need

- ❑ During the 2018-2019 school year, administration and faculty volunteers evaluated student needs.
- ❑ Social emotional skill development was identified by faculty as an area of need/growth.
- ❑ During the 2019-2020 school year, a formal Student Support Initiative Advising Committee was created “to consider and weigh in on major philosophical and structural decisions regarding the Student Support Initiative.”

Program Rationale: Student Support Initiative Committee Work

- ❑ During the development stage (Winter 2020-Fall 2021) administration collaborated with faculty.
- ❑ Two sub-committees were formed to develop the structures and materials that form the backbone of Den Time:
 - *Academic Support Subcommittee* - to focus on the purpose, structures, and procedures for various academic supports
 - *Curriculum Writing Group* of faculty who designed Den lessons

SEL Screening: Panorama Survey

- ❑ In 2014, Harvard University collaborated with Panorama Education to create the “Panorama Student Survey” that measures social emotional skills and competencies (SEL).
- ❑ District 94 implemented the Panorama Student Survey during the 2021-2022 school year to gather data about student perceptions of supports at school, as well as student SEL development.

Panorama Survey

- ❑ The survey is customizable to focus on district values.
- ❑ D94 administration has identified survey topics/skills.
- ❑ Approximately 1,500 students completed the 15 to 20 minute survey in August of 2021 and May of 2022.
- ❑ All students will be surveyed during Den Time in the fall and spring of the 2022-2023 school year.

Panorama Survey Data

Data from the 2021-2022 administration highlighted a key area of strength:

Supportive Relationships ⓘ

83%



60th-79th percentile

“Supportive Relationships” are defined as “how supported students feel through their relationships with family, friends, and adults at school.”






Panorama Survey Data

Areas of need identified through the 2021-2022 administration:

Sense of Belonging 

39%








    
0th-19th percentile

Valuing of School 

50%



    
0th-19th percentile

Panorama Survey Data

Grit 

52%



0th-19th percentile

Growth Mindset 

49%



20th-39th percentile

Emotion Regulation 

44%



40th-59th percentile

Self-Efficacy 

40%



0th-19th percentile

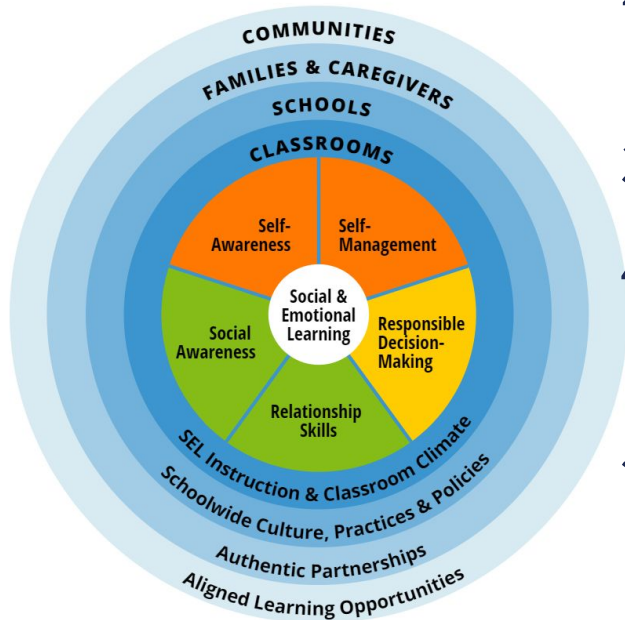


DEN TIME

DEN LESSONS	ACADEMIC SUPPORT
<ul style="list-style-type: none">❑ Designed by WeGo faculty members❑ Differentiated by grade level❑ Based on CASEL standards❑ Focused on “Essential Questions”❑ Utilized to complete non-academic tasks❑ Includes lessons from counselors	<ul style="list-style-type: none">❑ Content area support for select students in English, math, science and social studies❑ Study hall❑ An hour each week for case manager contact with Special Education students

WHAT IS CASEL'S FOCUS?

1. Develop healthy identities
2. Manage emotions and achieve personal and collective goals
3. Feel and show empathy for others
4. Establish and maintain supportive relationships, and
5. Make responsible and caring decisions



CASEL COMPETENCIES



THE CASEL 5:

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: *self-awareness, self-management, social awareness, relationship skills, and responsible decision-making*. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

www.casel.org/what-is-SEL

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

SELF-AWARENESS

SELF-MANAGEMENT

RESPONSIBLE DECISION-MAKING

RELATIONSHIP SKILLS

SOCIAL AWARENESS

BELL SCHEDULE

Late Start Mondays

0		8:30 - 9:10
1		9:15 - 9:55
2		10:00 - 10:40
3		10:45 - 11:25
4	L	11:30 - 11:50
5	U	11:55 - 12:15
6	N	12:20 - 12:40
7	C	12:45 - 1:05
8	H	1:10 - 1:30
9		1:35 - 2:15
10		2:20 - 3:00

Daily Schedule

0		7:04 - 7:50
1		7:55 - 8:41
2		8:46 - 9:32
3		9:37 - 10:23
Den Time		10:28 - 10:58
4	L	11:03 - 11:23
5	U	11:31 - 11:54
6	N	11:59 - 12:22
7	C	12:27 - 12:50
8	H	12:55 - 1:18
9		1:23 - 2:09
10		2:14 - 3:00

**1ST HOUR
Begins at
9:15 a.m. on
Mondays**

DAILY SCHEDULE

Freshman and Junior Den Schedule for August 2022

Monday	Tuesday	Wednesday	Thursday	Friday
15 FIRST DAY	16 Den Lesson	17 Den Lesson	18 Den Lesson	19 Den Lesson
22 Late Start	23 Den Lesson	24 Academic Support	25 Den Lesson	26 Academic Support
29 Late Start	30 Den Lesson	31 Academic Support	1 Den Lesson	2 Academic Support

Sophomore and Senior Den Schedule for August 2022

Monday	Tuesday	Wednesday	Thursday	Friday
15 FIRST DAY	16 Den Lesson	17 Den Lesson	18 Den Lesson	19 Den Lesson
22 Late Start	23 Academic Support	24 Den Lesson	25 Academic Support	26 Den Lesson
29 Late Start	30 Academic Support	31 Den Lesson	1 Academic Support	2 Den Lesson

9th Grade Essential Questions

How do we form and shape a personal identity?

How do my emotions impact my actions?

How do we define “happiness” for ourselves?

What roles do I play in defining my own future?

10th Grade Essential Questions

How do I make choices that set me up for success?

How can I investigate potential opportunities for happiness?

What can struggles teach us about ourselves?

What goals can I create to achieve postsecondary success?

11th Grade Essential Questions

How have my actions and identity helped me achieve my goals?

What are my future career interests?

What steps have successful people taken to achieve their goals?

What turning points determine our individual paths to adulthood?

12th Grade Essential Questions

How have my personal and social identities helped define my goals?

What factors shape our values and beliefs?

What has contributed to my success?

What is holding me back?

9th Grade Curriculum

August lessons focus on getting to know you and team/community building activities such as "[Facts about Me](#)," "[CSI: Classroom Scene Investigation](#)," and a "[Masking Tape and Cards Challenge](#)," which are tied to self and social awareness.

"How to be a Wildcat," lessons include conversations with 11th grade mentors and metacognitive activities regarding academic goals and extra curriculars, as well as college and career planning that emphasizes responsible decision-making and self-management.

Student success lessons such as SMART goal planning ([handout #1](#), [handout #2](#), [handout #3](#)) and growth mindset analysis ([grit video](#), [growth mindset video](#), and [growth mindset graphic](#)) also highlight the importance of self-awareness and self-management.

CASEL lessons apply the five SEL skills listed above. Lessons range from self-analysis of [personal strengths](#) that develop self-awareness to [gratitude lessons](#) that support not only self-awareness but also relationship skill development.

10th Grade Curriculum

August lessons focus on getting to know you and team/community building activities such as “[The Candy Bar Challenge](#),” “[The Password Is](#),” and a “[Reflecting on Freshman Year](#)” meme that require teamwork and highlight communication.

Sophomores will spend time defining “success” for themselves through readings like “[The Top Ten Skills that Recruiters are Looking For in 2021](#)” and clips about [success stories](#) like Steve Jobs and Oprah Winfrey. They’ll also learn how to write [SMART Goals](#) and participate in a “[Grade Improvement Challenge](#).”

Throughout the year, students will participate in a series of “Career Challenges” that examine concepts like grit through a variety of lessons and personal reflections including scientist and UPenn professor Angela Duckworth’s [Video](#), Carol Dweck [Growth Mindset Video](#), a [TED Talk](#) on self-efficacy.

Tenth grade Den lessons will also focus on effective decision making through activities like “[The Size of the Problem](#),” “[Adventures on WeGo Island](#),” and “[Learning from Failure](#).”

11th Grade Curriculum

August lessons focus on getting to know you and team/community building activities such as "[Facts about Me](#)," "[CSI: Classroom Scene Investigation](#)," and a "[Partner Drawing](#)" collaboration that are tied to self and social awareness.

"Roadtrip Nation," lessons include activities about the future including "[Find Your Road](#)" [videos](#) from [Naviance](#) about pursuing interests, "[The Ballad of the Turtle Walker](#)" anecdote regarding career opportunities, and a discussion about "failure" as a tool for growth ([James Dyson background video](#) and [James Dyson on failure video](#)) that develop self-awareness and management, in addition to responsible decision-making.

College and career planning activities such as [Khan Academy test prep](#), [SAT skill feedback](#), analysis of [virtual college tours](#), and [deconstructing the "Common App"](#) (used by more than 900 colleges and universities), will be integrated into junior Den Time.

12th Grade Curriculum

August lessons focus on getting to know you and team/community building activities such as “[The Six Degrees of Separation](#)” and “[22 to Connect to You.](#)”

During the 1st semester, students will investigate college and career interests and opportunities using tools such as the [Illinois Career Information System](#), the [FAFSA website](#) and [worksheets](#), the [Common App](#), and [Naviance](#) to examine post-secondary options and opportunities.

Lessons will also focus on self-motivation and self-management through activities such as “[Motivation](#)” and journal writing and self-analysis of one’s own current skill level in these areas.

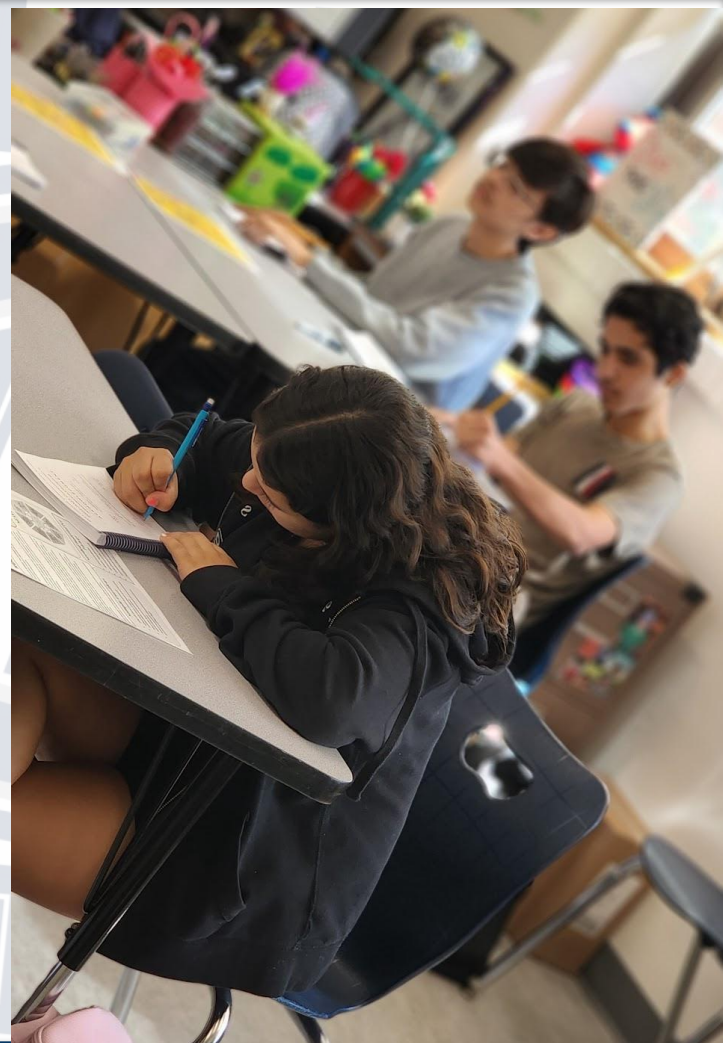
Senior Dens will also work closely with Counselors as they begin to transition their focus beyond high school.

**Please feel free to contact either of the
Assistant Principals for more information:**

Mary Howard (630) 876-6205 or mhoward@d94.org

Pete Martino (630) 876-6331 or pmartino@d94.org

Thank You!



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