

FIRE ISLAND UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION

Work Session Agenda

January 22, 2019

4:30 p.m.

Call to Order

Pledge of Allegiance

- ITEM 1 Presentation – Character Traits – *P. Tamberino*
- ITEM 2 Presentation – Social Emotional Learning – *A. Lalor*
- ITEM 3 Adjournment

Creativity Curiosity Judgment Perspective Bravery Perseverance

Zest Honesty Social Intelligence Kindness Love Leadership

Fairness Teamwork Forgiveness Love of Learning Gratitude Spirituality

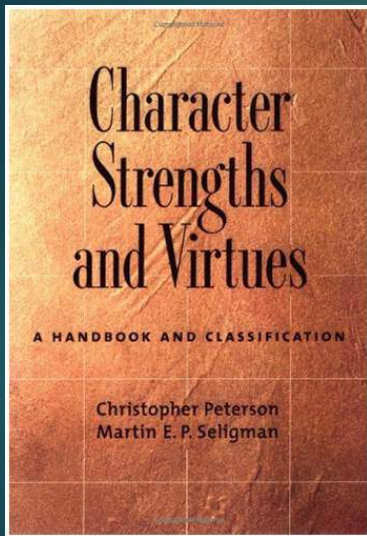
How The Science of Character Strengths Is Informing SEL at Woodhull

Philip Tamberino, Teacher on Special Assignment



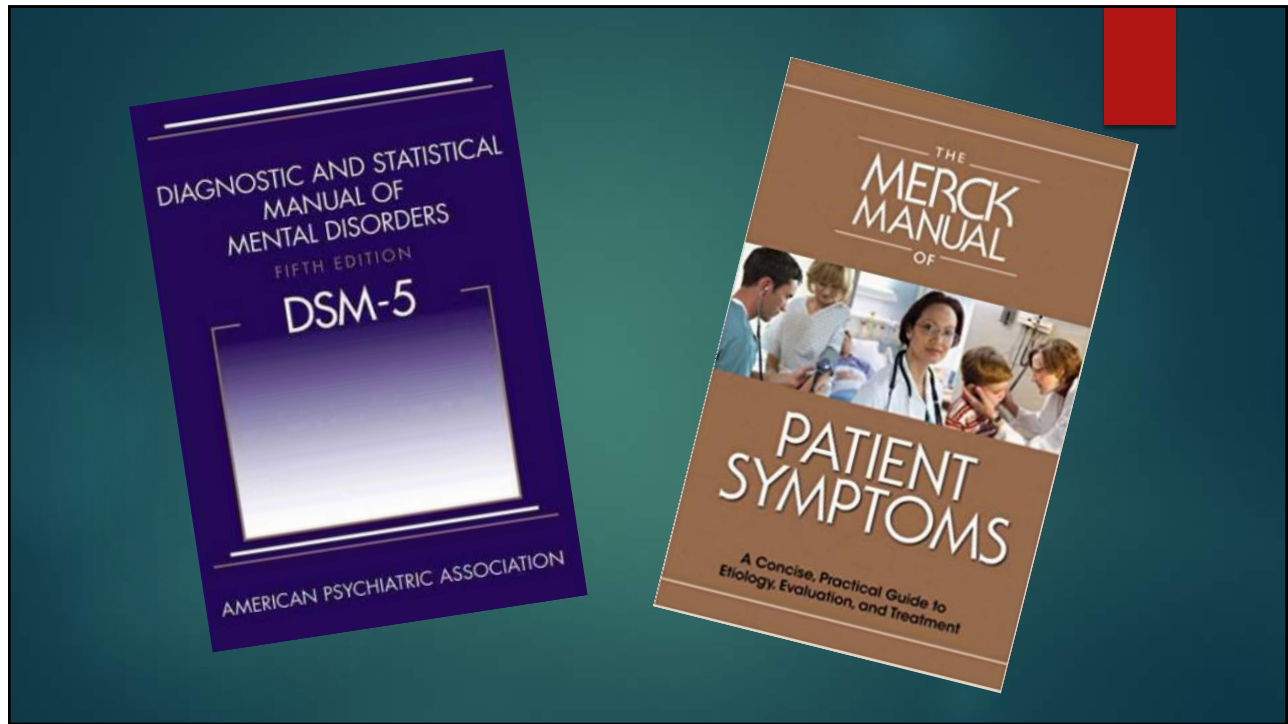


2004



55 Scientists
 2500 Years of World Literature
 10 Specific Criteria
24 Distinct Character Strengths

- Definition
- History
- Measures
- Outcomes & Correlations
- Development
- Enabling & Inhibiting Factors
- Gender, Cross-National & Cross-Cultural Aspects
- Interventions
- What Is Not Known?
- Must-Read Articles and Books



Key Shifts

- ▶ **Definition of "Character"** – More than a euphemism for "integrity" or high moral quality, it refers to the unique combination of strengths that make a person who s/he is.
- ▶ **Countering "Negative Bias"** – It is more valuable to build on strengths than concentrate only on areas of "weakness."
- ▶ **All Strengths Matter** – Each strength exists in every person, in varying degrees, and can serve as a pathway to well-being.
- ▶ **Strengths Can Be Developed** – People can grow strengths and learn to use them with greater discretion; they are not fixed across time or situations.
- ▶ **Strengths Can Be Overused, Underused, or Misused** – Each strength has an ideal zone of use, beyond which it no longer functions as a pathway to well-being.



A Research-Based SEL Curriculum



Mayerson Academy



VIA Classification



CASEL Framework

A Research-Based SEL Curriculum

- Pre-organized for PK-2, 3-4, and 5-6 groupings
- Four schoolwide units covering one full year:
 1. Self-Awareness
 2. Self-Management
 3. Social Awareness
 4. Relationship Skills
- Activities and strategies derived from clinical studies
- Mindfulness, character strengths, and responsible decision-making integrated throughout
- Able to be implemented during morning meeting times

Helping Students Grow

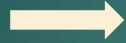


Awareness

What are your strengths?

Tools:

Vocabulary
Mindfulness
Stories (oral, literary, or film)
Assessments by self or others

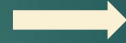


Exploration

How do your strengths connect to your past, present, and future?

Tools:

Journaling
Letter-writing
Working with partners



Application

How will you use your strengths to accomplish what you want?

Tools:

Goal-Setting
Projects
New Practices or Activities

Learn about your character strengths



www.viacharacter.org

- Non-profit research organization
- Free, scientifically-validated survey
- Youth version (ages 10-17) available
- 10-15 mins to register & complete



**Fire Island School District
Board of Education Presentation**
January 22, 2019

Presented by
Angela Di Michele Lalor

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What are the latest updates to New York State expectations for students?

1. Next Generation Learning Standards
2. Social and Emotional Learning



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Next Generation Learning Standards: ELA

- o Lifelong Practices of Readers and Writers
- o Merged the Reading for Information and Reading for Literature Standards
- o Revised the Grade-Level Reading Expectations for Text Complexity
- o Revised the Writing Standards
- o Reduced the Number of Anchor Standards
- o Ensured Literacy is Included in the Content Areas



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Lifelong Practices of Readers and Writers

Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers:</p> <ul style="list-style-type: none"> • think, write, speak, and listen to understand • read often and widely from a range of global and diverse texts • read for multiple purposes, including for learning and for pleasure • self-select texts based on interest • persevere through challenging, complex texts • enrich personal language, background knowledge, and vocabulary through reading and communicating with others • monitor comprehension and apply reading strategies flexibly • make connections (to self, other texts, ideas, cultures, eras, etc.) 	<p>Writers:</p> <ul style="list-style-type: none"> • think, read, speak, and listen to support writing • write often and widely in a variety of formats, using print and digital resources and tools • write for multiple purposes, including for learning and for pleasure • persevere through challenging writing tasks • enrich personal language, background knowledge, and vocabulary through writing and communicating with others • experiment and play with language • analyze mentor texts to enhance writing • strengthen writing by planning, revising, editing, rewriting, or trying a new approach

Merged Reading Standards

Original	Revised
<p>RL: With prompting and support, retell familiar stories, including key details.</p> <p>RI: With prompting and support, identify the main topic and retell key details in a text</p>	<p>KR2: Retell stories or share key details from a text. (RI&RL)</p>

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Next Generation Learning Standards: Math

- Move Standards to Different Grade Levels
- Provide Opportunity for Students to Explore Standards
- Clarification of Standards
- Add and Consolidate Standards
- Maintain the Rigor of the Standards

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Example:

Original	Revised
2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	<p>NY-2.OA.2a Fluently add and subtract within 20 using mental strategies. Strategies could include: counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.</p> <p>NY-2.OA.2b Know from memory all sums within 20 of two one-digit numbers</p>

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- **September 2017:** Adoption of NYS Next Generation Learning Standards.
- **Phase I: Raise Awareness (Winter 2018-Winter/Spring 2019):** Professional development on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.
- **Phase II: Build Capacity (Spring 2019-Summer 2020):** Professional development continuing on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.
- **Phase III Full Implementation (September 2020 – ongoing):** Full implementation of the NYS Next Generation Learning Standards.
- **Spring 2021:** New grade 3-8 tests measuring the NYS Next Generation Learning Standards. The timeline regarding the full-implementation/assessment alignment at the high-school level has not yet been determined and will be forthcoming; however, full-implementation/assessment alignment will not be before the school year 2020-2021.

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Student Learning Targets



Standard	Learning Target
<p>4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL)</p> <p>In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)</p>	<p>I can describe a character, setting, or event using specific details in the text.</p> <p>I can explain events, procedures, ideas, or concepts.</p> <p>I can explain what happened and why, based on specific evidence from the text.</p>

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What questions do you have about the Next Generation Learning Standards or the Fire Island curriculum?



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Social and Emotional Learning *“is the process through which children, youth, and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions”* (Collaborative for Academic, Social, and Emotional Learning, 2015, para. 1)

Activity: Connections

SEL Competency	Related SEL Skills	Connections
<p>Self-awareness: Students recognize their own emotions and their influence on behavior. They understand their strengths and limitations and possess a grounded sense of confidence.</p>	<ul style="list-style-type: none"> Label and recognize their own and others' emotions Identify emotional triggers Analyze own emotions and their effects on others Recognize own strengths and limitations Identify own needs and values Understand and practice a growth mindset 	<p style="color: red; text-align: center;">How do adults use these skills in their everyday life?</p>

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<https://www.youtube.com/watch?v=DqNn9qWoO1M>



Turn and Talk:

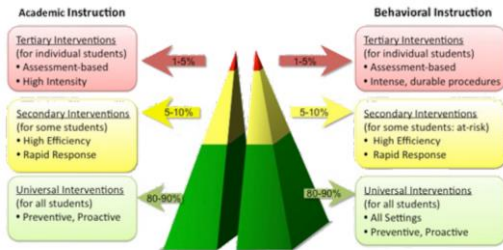
How do students see adults use these skills?



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Designing Schoolwide Systems for Student Success



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Strategies for Support:

Model: Teachers, parents, peers model social and emotional skills for students.

Feedback: Teachers, parents, peers provide students with feedback on their application of the skills.

Reflect: Students reflect on their use of social and emotional skills and strategies.

Goals: Students set goals to improve their use of social and emotional skills and strategies.

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Instruction that supports SEL






Decision-making benchmark:	3B.2a. Identify and apply the steps of systematic decision making.
SEL learning targets:	I can make a decision by considering <ul style="list-style-type: none"> my options what is important what strategy I will use to follow through

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Fire Island Professional Development

Hint Cards: Hint cards ask probing questions for students to use if they are stuck before consulting the teacher.

Skill		an ability and capacity acquired through deliberate, systematic and sustained effort to carry out a complex task or activity
Strategy		an approach for achieving a desired outcome
Disposition		a quality of mind and character

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What questions do you have about Social and Emotional Learning and the related professional development?



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Fire Island Board of Education Presentation

January 22, 2019

SEL Competency	Related SEL Skills	Connections
<p>Self-awareness: Students recognize their own emotions and their influence on behavior. They understand their strengths and limitations and possess a grounded sense of confidence.</p>	<ul style="list-style-type: none"> • Label and recognize their own and others' emotions • Identify emotional triggers • Analyze own emotions and their effects on others • Recognize own strengths and limitations • Identify own needs and values • Understand and practice a growth mindset 	
<p>Self-management: Students effectively regulate their emotions, thoughts, and behaviors. They are self-motivated, can manage their stress and emotions and are capable of setting their own goals and monitor their attainment.</p>	<ul style="list-style-type: none"> • Set plans and work toward goals. • Overcome obstacles • Identify/use strategies to pursue goals • Monitor progress toward goals • Control impulses and emotions • Manage stress • Focus attention • Use feedback constructively • Demonstrate positive motivation, hope, and optimism • Seek help when needed. • Persevere • Advocate for themselves. 	
<p>Social awareness: Students empathize and take the perspectives of diverse others. They understand social and ethical norms and recognize their network of supports.</p>	<ul style="list-style-type: none"> • Identify social cues to determine how others feel • Predict others' feelings and reactions • Evaluate others' emotional reactions • Listen to others carefully & accurately • Understand others' points of view and perspectives • Recognize and appreciate individual and group similarities and differences • Identify and use resources of family, school, and community 	
<p>Relationship skills: Students can communicate clearly and listen actively. They work well together, seeking and offering help and support.</p>	<ul style="list-style-type: none"> • Cultivate relationships with others • Work cooperatively toward group goals • Evaluate the effectiveness of their 	

SEL Competency	Related SEL Skills	Connections
<p>They negotiate conflict and resist inappropriate social pressures.</p>	<p>communication</p> <ul style="list-style-type: none"> • Manage and express emotions in relationships, respecting diverse viewpoints • Communicate effectively • Provide help to those who need it • Demonstrate leadership skills when necessary, being assertive and persuasive when appropriate • Manage and resolve interpersonal conflicts • Use strategies to resist inappropriate social pressures 	
<p>Responsible decision making: Students consider ethical standards, safety concerns, social norms, realistic consequences, and well-being to make constructive and respectful behavioral choices.</p>	<ul style="list-style-type: none"> • Identify problems when making decisions, and generate alternatives • Implement problem-solving skills when making decisions • Become self-reflective and self-evaluative • Make decisions based on moral, personal, and ethical standards • Make responsible decisions that affect the individual, school, and community • Negotiate fairly • Identify strategies used to resist peer pressure • Reflect on how current choices affect the future 	