

California Department of Education Social Emotional Learning Newsletter



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Disclaimer: The professional learning opportunities and resources contained within are intended solely to provide access to information. The inclusion of an opportunity or resource is neither an endorsement nor recommendation by the California Department of Education (CDE).

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Do you have a favorite resource, interesting article, informative event, etc. that you'd like to share? Send us an email at CaliforniaSEL@cde.ca.gov.

WHAT'S NEW?

Congratulations to our education community members that are so very close to closing out the 2020-21 school year. What a year this has been! As an education community we have adapted to unprecedented changes — at the start of the year and throughout the school year. Along with those changes, we saw a renewed call for social justice, and a test of our democratic institutions.

The end of a school year, especially this one, is an important time to reflect on both the challenges *and* successes experienced over the year. We have been humbled and inspired reading stories about how educators found creative ways to provide social and emotional support for their students. It is important to take time to celebrate what we have overcome and also reflect on where we want to go.

The California Department of Education (CDE), along with the Social and Emotional Learning (SEL) State Team, curated the resources in this issue to support educators and their students to reflect and plan for a bright future. For those educators enjoying a well-deserved summer break, we wish you a time of rejuvenation and renewal. For those of you continuing on and/or gearing up for expanded learning during the summer, we wish you a summer of deep connections with students. You are all supporting a brighter future for our state.

Reflection and Goal-Setting Foster Self-Awareness



WATCH THIS

A 3-minute video demonstrating student goal-setting and reflection:
[Virginia Beach City Public Schools](#).



READ THIS

Read [Edutopia's](#) article, *Treating Reflection as a Habit, Not an Event*, to learn more about some simple strategies that can make reflection a regular and meaningful routine.

Making the Connection

In *Toward Transformative Social and Emotional Learning: Using an Equity Lens*, Jagers, Rivas-Drake, and Borowski state "Social and Emotional development is a life-long and reflection-driven process." Self-Awareness is a crucial component of SEL. As we gain the skills of Self-Awareness, we truly move toward becoming our most authentic and powerful selves. Reflection and Goal-Setting activities are effective ways for students to gain Self-Awareness.

The research and studies included in the [U.S National Institutes of Health's National Library of Medicine](#) help to refine the Self-Awareness concept by identifying the unique outcomes associated with the concepts of self-reflection, insight, rumination, and mindfulness. Beneficial outcomes include self-development, acceptance, and proactivity (as an alternative to reactivity). One study states, that "Increased reflection results in increased self-development." Self-reflection and insight result in beneficial outcomes!

What is Self-Awareness? For students, Self-Awareness is often "Why I do what I do, when I do what I do." In the academic world, Self-Awareness is: 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.

Reflection and Goal-Setting Foster Self-Awareness continued...

Examples of Self-Awareness include:

- 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

All of these abilities and capacities contribute to good mental health. Self-Awareness through Reflection is a superpower and a mental wellness foundational skill. Through honest self-recognition, we can more readily learn from the past, live in the present, and set goals to wisely prepare for the future. By using Reflection and Goal Setting activities, teachers and students are able to gain the lessons learned through life experiences and set a future course that replaces apprehension with confidence, and “fear-sight” with foresight.



Image by [Piyapong Saydaung](#) from [Pixabay](#)

Jagers, Rivas-Drake, and Borowski further note that “Transformative SEL (TSEL) is a process whereby students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences; learn to critically examine root causes of inequity; and develop collaborative solutions to community and social problems.” TSEL that includes Reflection and Goal Setting creates real space for staff and students to grow together, gain effective TSEL skills, and become powerful change makers in communities.

For All Grades

Three SEL Practices for Every Day.

Read the article, *3 SEL Practices Teachers Can Use Every Day*. It includes cue questions for reflection and suggestions for looking forward/goal setting.

Source: [Edutopia Three SEL Practices](#)

Glow and Grow. Find ideas in the article, *5 Reflection Activities to Help Students Glow and Grow*. There, find reflection activities and guides for using with various grade levels.

Source: [Education Rickshaw](#)

Goal Setting as a Skill to Learn. Find worksheets and templates at the end of the article on *Goal Setting for Students, Kids, & Teens*. Includes strategies, games, links to other resources, and an extensive reference list.

Source: [Positive Psychology](#)

SMART Goals. Learn new strategies in the article, *How to do Goal Setting with your Students This School Year*. The article relates goal-setting to literature and includes worksheets and a guide to SMART (specific, measureable, attainable, realistic, and trackable) goal-setting.

Source: [We Are Teachers](#)

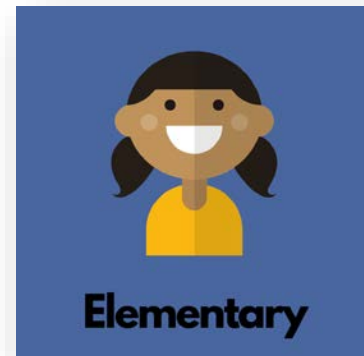
For Elementary School

Leader in Me. This article, *The 7 Habits Tree for Kids*, illustrates the Covey Seven Habits Tree and characters for elementary age students, with descriptions of the seven habits for children.

Source: [Leader in Me](#)

Student Leadership Guides. Find free sample lessons from the Student Leadership Guide. (Sample Guides are free; other resources are for purchase or subscription.)

Source: [Leader in Me Student Guides](#)



Reflection and Organization. Find ideas for reflection and self-organization activities in elementary school classrooms, in the article, *Elementary School Children are "Getting Things Done"*, by David Allen.

Source: [Edutopia: Getting Things Done](#)

For Middle and High School

Intention-Setting in the Classroom.

In this article on intention setting in the classroom, find detailed ways that intention and goal setting enhance success for students in individual and group work.

Source: [Edutopia Intention Setting](#)

Grades Six Through Eight Goal

Setting. Find lesson plans on goal setting for grades six to eight. This handout also includes the teacher guide with worksheets and reflection prompts.

Source: [Colorado Education Initiative](#)



Image by [mohamed Hassan](#) from [Pixabay](#)

“Do Now”. This blog post provides quick activities that educators can begin to implement tomorrow. *Engaged Teaching: ‘Do Now’ Activities for Your Lessons* includes reflection and looking forward activities.

Source: [Edutopia “Do Now”](#)

Discover Your Purpose. This article provides eight practices for middle school, high school, and college students to set long-term educational goals. The set of practices invites students to explore who they are and what they value.

Source: [Greater Good in Education](#)

Making the Best of Me: Goal

Setting. Read excerpts from the book *Making the Best of Me*, with goal-setting activities for middle and high school students. The weekly planner will help students stay on track with their goals.

Source: [EduCare Foundation Goal Setting](#)

Making the Best of Me: Reflection.

Read excerpts from the book *Making the Best of Me*, with reflection activities for middle and high school students. Activities include an Honesty Wheel, in which students “catch” their feelings and discover what they are all about.

Source: [EduCare Foundation Reflection](#)

For School Staff

SEL for Adults: Self-Awareness and Self-Management. This article provides definitions and examples of self-awareness and self-management, and links to research and practices.

Source: [Greater Good in Education SEL for Adults](#)

How to Achieve Your Goals. This article details the link between goals and intentions and how the combination creates greater success.

Source: [Well and Good](#)

For Parents and Caregivers

Parent Goal Setting. This article provides guidance on how to set realistic goals. There are also links to a crisis line and search for counselors.

Source: [Real Life Counseling](#)

Tips for Teaching Kids How to Set Goals (And Reach Them!).

This article provides seven tips for teaching children how to set goals and encouraging perseverance.

Source: [Parents Magazine](#)

Quality Professional Learning Supports Reflection and Goal Setting

A high-quality professional learning system provides educators with continual opportunities to reflect on practice and set measurable goals. To learn how California schools and districts are implementing high-quality professional learning systems to meet the needs of their students, educators, and communities, please visit [California Professional Learning Stories](#). Hear from the [California Mathematics Project](#), which has been helping teachers and leaders understand lesson study to focus on equity. Learn about the [Instructional Leadership Corps](#), which is a network of teachers and educational leaders building and supporting teacher-led professional learning across California.

As more professional learning is being offered online in response to the pandemic, educators are thinking about how to offer quality remote opportunities. The [Quality Professional Learning at a Distance Module](#) provides guidance and resources for research-informed educator professional learning in remote settings aligned to the state's [Quality Professional Learning Standards](#). The module includes remote professional learning stories from Glendale Unified School District and Long Beach Unified School District. Learn how these two districts planned and delivered remote professional learning opportunities for educators in response to school closures.

UPCOMING EVENTS



From Surviving to Thriving! Four-Part Webinar Series

In four webinar sessions, Dr. Michele Borba will guide participants from across California through each chapter of her latest book, *Thrivers: The Surprising Reasons Why Some Kids Struggle and Others Shine*. She will outline the seven essential character traits that help children thrive, including the ability to nurture a caring heart, develop a strong mind, and cultivate a determined will. Participants will leave each session with relatable and applicable ideas to help students learn and grow.

This series is designed for families, educators, and all champions for kids and youth and is offered in both spring and summer. The first 1,000 registrants will receive Dr. Borba's book, *Thrivers: The Surprising Reasons Why Some Kids Struggle and Others Shine*.

Summer Webinar Series

- Session #1: June 2, 2021, 10 to 11 a.m.
- Session #2: June 9, 2021, 10 to 11 a.m.
- Session #3: June 16, 2021, 10 to 11 a.m.
- Session #4: June 23, 2021, 10 to 11 a.m.

Registration for the Summer webinar series can be found on Supporting Inclusive Practices' From Surviving to Thriving! [Summer Series web page](#).

If you have any questions, contact Supporting Inclusive Practices Project Coordinator [Janelle Mercado](#) or Program Assistant [Jessica Takacs](#).

Pursuing Equity for Black Students in K–12 Education: Exploring the Intersection of Race and Disability Thought Leader Conversation (TLC) Series

The WestEd National Center for Systemic Improvement (NCSI) continues to host this webinar series that centers the conversation of race and disability across the national landscape through its Thought Leader Conversation series.

- Session #5: Systems Conference (July 18, 2021, from 12:30 to 2 p.m.)

Registration for this event will be provided soon. Information on this webinar series and additional resources can be found on the [WestEd NCSI Pursuing Equity web page](#).

Panorama’s Free Virtual Summit: A Resilient Reopening

On Thursday, July 29, 2021, from 8:30 a.m. to 2 p.m., Panorama will be hosting a free virtual summit. The website notes, “The summit aims to provide a joyful and restorative place for educators to acknowledge, validate, and support one another after an incredibly challenging year, and feel ready to take action when we return to our communities. No one knows what the future holds. We can’t predict what 2021-2022 will look like in our schools, **but we can prepare by pouring our energy into the constants that will always matter: relationships and support networks**. We can build toolkits, work on our systems, and foster connections with students, families, and fellow educators. We’re looking forward to engaging in this work together at ‘A Resilient Reopening,’ and hope that you will join us!” [Register and learn more on Panorama’s website](#).

Training on Social and Emotional Learning

For educators wanting to dive deeper on inclusion, the Greater Good Science Center (GGSC) curated and developed new content specifically for California schools and districts to support the social and emotional well-being of students and educators. This content includes videos, practices, and facilitation guides that school leaders can use to train educators to support students in crisis, as well as care for their own social and emotional needs. All of this content lives on the [Greater Good in Education](#) website and is **FREE** for educators working in California schools, but **users must register for the site using [this specific link](#) in order to access the content**.

If you previously registered for a general Greater Good in Education account, you won’t be able to access the content with your current log-in. Please send an email to ggsceducation@berkeley.edu to let GGSC know that you need to access the California State SEL content—they can update your account! Once you are logged in, you will find the “California Social-Emotional Learning” materials linked in the uppermost right-hand corner of the site, above “My Account” and “About Us.” If you need help navigating the site, reach out to ggsceducation@berkeley.edu for assistance.

WHAT IS THE SOCIAL AND EMOTIONAL LEARNING INITIATIVE?

The [California SEL Initiative](#) is supported by the CDE's participation in the Collaborative for Academic and Social Emotional Learning [Collaborating States Initiative](#) (CSI), a collaborative learning community of state teams from more than 20 states, sharing resources and best practices to advance implementation of SEL across the nation. The team is comprised of SEL, youth development, and education experts from across the state, whose goal is to articulate the state's SEL goals across pre-kindergarten through grade twelve, in both the school day and expanded learning contexts, and make recommendations to the CDE about those goals.

In 2017, the CDE SEL State Team, catalyzed by the national CSI, collaborated on creating the [SEL Guiding Principles](#), a set of statements intended to provide guidance to education leaders as they consider SEL in their counties, districts, schools, and expanded learning programs.

Use them to discover how your district can:

- Adopt whole child education as the goal of education
- Commit to equity
- Build capacity
- Partner with families and communities
- Learn and improve



The SEL State Team also set a goal of curating a collection of systematically gathered, comprehensive, and free resources aligned with these principles. The result is the [Social Emotional Learning in California: A Guide to Resources \(Guide\)](#), which provides California's educators a curated suite of free SEL practice resources that will assist in the implementation of local SEL initiatives and programs. These resources are aligned with the California's SEL Guiding Principles that are referenced in the Guide's resource snapshots, along with other key information. In spring of 2020 over 250 educators in California applied to join our NEW State SEL Work Group focused on implementing recommendations from the first state team. In June members began to focus specifically on policy recommendations, resources, or development of SEL competencies. Director Barbara Murchison, of the Educator Excellence and Equity Division, and Director Michael Funk, of the Expanded Learning Division, co-lead this work.

Please forward this newsletter to anyone who may be interested. To **subscribe** to the SEL listserv if you are not already, send a "blank" message to join-sel-planning@mlist.cde.ca.gov. Also, follow us on Twitter. Our handle is @CDE_SEL.