proactive Social-Emotional Culture Action Guide

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| **PROACTIVE SOCIAL EMOTIONAL CULTURE** |
| Effective leaders intentionally create environments that foster the social-emotional well-being of all students. In environments where schools focus on core social emotional skills, students thrive academically and behaviorally. |
| Element | Look-Fors |
| *What does it look like when this element is strong?* | Evidence  |
| Relationship Building Staff build meaningful and intentional relationships with students **AND** staffSocial-Emotional Learning The school works to build core skills necessary to foster the social-emotional well-being of students **AND** staff | **Students**1. Students have healthy and rewarding relationships with adults and peers
2. Students communicate and cooperate with peers and adults in a way that

 supports a positive classroom climate1. Students make constructive choices about personal behavior and social interactions, evaluate consequences of various actions, and consider the wellbeing of oneself and others
2. Students understand others perspective, empathize with others, and understand social and

 ethical norms for behavior 1. Students are self-aware, they recognize their own emotions, thoughts, and values and how they influence behavior
2. Students can self-regulate their thoughts, emotions, and behaviors in different situations, and identify their current state of emotional regulation
3. Students can identify the connection between their physiological state and their emotional reaction, effectively manage stress, control impulses, and motivate themselves to work toward personal and academic goals
4. Students can communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed

**Teachers**1. Teachers and leaders use authentic affirmation to validate student actions ideas and contributions, and encourage students to do the same of one another
2. Teachers demonstrate resilience and proactively engage in self-care
3. Teachers are self-aware and self-regulate themselves during moments of student stress
4. Staff can state their current state of emotional regulation
5. Staff identify the connection between their physiological state and their emotional reaction
6. Staff successfully regulate their own emotions, thoughts, and behaviors in stressful situations
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| Proactive and Positive School-Wide Management Systems Positive and proactive practices drive school wide and classroom management systems | **Classroom**1. Classroom rules are developmentally appropriate manner and applied in a way that support social-emotional well-being of students
2. Rules do not single out students
3. Students with specific learning needs are not expected to exhibit behaviors that conflict with their disability or need
4. Corrections support student engagement with content
5. Non-intrusive behavior strategies are used before implementing negative

consequences (e.g. reminder, redirection, non-verbal correction, private correction)**Teachers**1. Teacher delivers negative consequences that educate the student, calmly and consistently, alongside positive consequences
2. Teacher delivers negative consequences that are logical to the undesirable behavior, applied immediately, and are considerate of a student’s dignity (firm but anger-free)
3. Teachers respond to student behavioral needs using a graduated system of reinforcement and consequences
4. Teacher delivers consequences that are natural and logical responses to student behavior
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| Supportive Classroom Environment The classroom is a reflective and solution-oriented community where students are valued and supported by the environment, theteacher, and their peers | **Classroom**1. Teachers and students take risks and talk about their own mistakes and identify a solution to a problem
2. All adults (paraprofessionals, teacher, school leaders, etc.) are normed on the implementation of behavioral support plans and execute plans with fidelity
3. Culturally responsive classroom management strategies are evident
4. Leaders and teachers are aware that current practices in discipline might discriminate against certain students
5. The classroom environment communicates respect for diversity
6. Classroom environment reaffirms connectedness/community
7. Instead of seeing a student’s negative response to a peer or adult as disrespectful, teacher can identify the student’s response as student resistance to an unfair situation
8. Teachers and leaders are responsive to feedback around effective support of students with social-emotional needs
9. Behavioral supports are monitored and adjusted as necessary and are aligned to student need
10. Student strengths are leveraged to inform intervention

**Teachers**1. Teachers recognize their own cultural lens and biases
2. Teachers are aware of student’s cultural backgrounds
3. Teacher language does not marginalize or disparage students
4. Teacher cues (verbal and non-verbal language and gestures) are respectful; language and tone are supportive
5. Teacher models the behavior they expect from students
6. Teachers seek and respond to feedback from students
7. Teachers recognize behavioral challenges as social-emotional needs and work to identify and support root cause (understand likes, dislikes, triggers, strengths, and needs)

**Students**1. Students practice and apply skills taught daily
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