



WASHINGTON TOWNSHIP PUBLIC SCHOOLS

*District School Counseling Department*

*Presents....*

# Social Emotional Learning

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# What is Social Emotional Learning?

Social Emotional Learning or SEL is an integral part of education and human development.

SEL is the process through which children 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.



# What is Social Emotional Learning?

(continued)

SEL also advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation.

SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

~ Collaborative for Academic, Social, and Emotional Learning (CASEL)



# Five SEL Core Competencies & Sub-Competencies

## Self-Awareness



- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
  - Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

## Self-Management



- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
  - Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

## Responsible Decision-Making



- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
  - Evaluate personal, ethical, safety, and civic impact of decisions

# Five SEL Core Competencies & Sub-Competencies

(continued)

## Relationship Skills

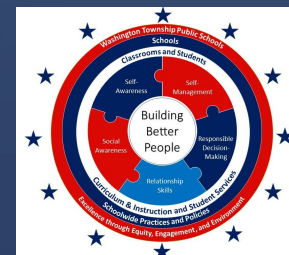


- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
  - Evaluate personal, ethical, safety, and civic impact of decisions

## Social Awareness



- Establish and maintain healthy relationships
  - Utilize positive communication and social skills to interact effectively with others
  - Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
  - Identify who, when, where, or how to seek help for oneself or others when needed





*Washington Township Public Schools are  
Building Better People  
by helping **all** students achieve success  
and plan for their futures.*



# Panorama Education

## Supporting Student Success

**Our goal is to support the whole student with a research-based SEL survey assessment**

- Provide a valid and reliable way to measure and improve social-emotional learning in our district
- Create a district-wide SEL common language and framework
  - Build each student's SEL skills and competencies
  - Promote and enhance student's connection to school, positive behavior, and academic achievement
  - Create an environment that is safe, caring, engaging, and where students thrive
  - Develop student and staff SEL and well-being

[Panorama Website](#)



# Survey Information

## Grades K-2

- Classroom Teachers assigned to your child will complete 7 questions per student from the SEL Teacher Perception Survey

## Grades 3-5

- Classroom Teachers will select ELA/SEL class time between December 7th and December 23<sup>rd</sup> to offer a synchronous time for the [38 questions survey taking 13 minutes](#)



## Grades 6-12

- Physical Education/Health Teachers will select a class period between December 7th and December 23<sup>rd</sup> to offer a synchronous time for the [48 questions survey taking 16 minutes](#)

## Vocabulary

- Teachers also have an opportunity to review the [mini-vocabulary lesson](#) with students prior to the taking the survey



# Survey Information (continued)

## Absences

- If a student is **absent** during the synchronous survey time, assigned School Counselors can hold virtual office time for completion

## Parent Approval

- If a parent **declined** approval for their child to take the survey, students will not have access to this site and will be offered a mindfulness [Body Scan](#) activity or another relevant activity from their teacher



## Results

- In **January**, survey results will be available to parents and assigned school staff
  - Our goals are **student voice** and **family engagement** in the SEL process of your child

## Action

- When necessary, staff can offer **school interventions** such as school-wide activities, short-term individual/group school counseling or appropriate referral

Thank you for supporting  
your children!

#buildingbetterpeopleWTPS



*Jennifer Grimaldi, Director*

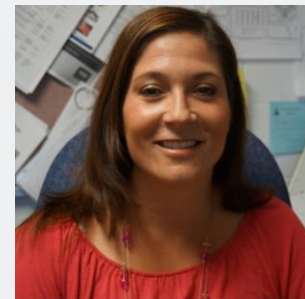


**Building Better  
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