Let's Talk CTE & SEL, ASAP!

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Director of College & Career Education

What is SEL?

Social and emotional learning is a process through which children and adults develop the fundamental skills for life effectiveness. These are the skills we all need to handle ourselves, our relationships, and our work effectively and ethically.

SEL 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.

We all report about the shortage of qualified workers. Employers are appealing the importance of employability skills. Many of the most sought-after employability skills are directly linked to social and emotional learning competencies and the seamless connection between the two in CTE programming. A crosswalk of CDSOS standards and emotional learning competencies.
NYSED SEL Benchmarks

1. Develop self-awareness and self-management skills essential to success in school and in life.

2. Use social awareness and interpersonal skills to establish and maintain positive relationships.

3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.
SEL Signature Practice: Optimistic Closure

Gots & Wants

What I learned today was...

What we need to work on tomorrow is...

Framework for a Safe, Supportive School Community

- School Culture and Climate
  - Positive school culture and climate
  - Increased positive relationships between staff and students
  - Increased academic performance
  - Increased effectiveness in providing mental health supports

- Discipline
  - Explicit instruction in social emotional core competencies
  - Integration of SEL within the curriculum

- Instruction
  - Adult modeling: teacher examples of self-regulation and emotional management

- Professional Development
  - Increased school connectedness
  - Improved attendance
  - Reduced chronic absenteeism

- Parent and Family Engagement
  - Increased parental involvement

- After-School/Community School Programs
  - Increased parent and community engagement

Self-Awareness
Self-Management
Social Awareness
Relationship Skills
Responsibility
Decision-Making

We Regulate

Develop self-awareness and self-management skills essential to success in school and in life.

- Identify and manage one's emotions and behavior
- Recognize personal qualities and external supports
- Demonstrates skills related to achieving personal and academic goals
We Regulate: Develop self-awareness and self-management skills essential to success in school and in life.

- Work Plans
- Time Sheets
- Daily Journal
- Career Plan
- Identify Available Resources
- ...

We Connect: Use social awareness and interpersonal skills to establish and maintain positive relationships.

- Recognize the feelings and perspectives of others
- Recognize individual and group similarities and differences
- Use communication and social skills to interact effectively with others
- Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

We Lead: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts

- Consider ethical, safety, and societal factors in making decisions
- Apply decision-making skills to deal responsibly with daily academic and social situations
- Contribute to the well-being of one's school and community
We Lead: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

- Team Leader
- Project Manager
- CTSOS
- OSHA certification

How do we support the faculty and staff in embracing SEL?

Is SEL as important as academic learning?

- 81% of parents said YES
- 93% of teachers
- 96% of administrators

ESSA

"...mandates that states include at least one non-academic indicator within their system to assess student outcomes."

- Establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success
- Safe and healthy students
- Mental health programs

In-School Suspension Room

- What is the purpose?
  - Punishment?
  - Teaching?
  - De-escalation?

Do your work.
Welcoming Ritual

What is something sweet you are looking forward to this month?

Small Things Teachers Can Do Every Day

- Use students' names often
- Establish shared agreements and rules with students
- Enforce ground rules and agreements consistently with the help of students
- Model behaviors of respect, caring, self-control, and fair decision-making
- Be consistent and predictable with ALL students
- Provide specific feedback: verbal or written
- Use energetic, enthusiastic, and receptive body language and words to convey interest and respect
- Use a respectful 'Quiet Down' signal to gain class attention
How do we maintain community throughout the school year?

What is your hunch about why this matters?

Optimistic Closure
Share one word or phrase that summarizes your learning for today.

SEL Skills That Are Critical in the Workplace

1. Ability to work in a team structure
2. Ability to make decisions and solve problems
3. Ability to communicate effectively with people inside and outside an organization
4. Ability to plan, organize and prioritize work

How do we maintain teamwork throughout the school year?

Why does it matter?
Five + 1 Core Social Emotional Competencies Embedded within NYS SEL Goals

**We Regulate**

Develop **self-awareness** and **self management skills** essential to success in school and in life.
- Identify and manage one's emotions and behavior
- Recognize personal qualities and external supports
- Demonstrates skills related to achieving personal and academic goals

**We Connect**

Use **social awareness** and **interpersonal skills** to establish and maintain positive relationships.
- Recognize the feelings and perspectives of others
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**We Lead**

Demonstrate **ethical decision-making skills and responsible behaviors** in personal, school, and community contexts
- Consider ethical, safety, and societal factors in making decisions
- Apply decision-making skills to deal responsibly with daily academic and social situations
- Contribute to the well-being of one's school and community
## EMPLOYABILITY PROFILE

**Student Name:**

**Identification Number:**

**School Name:**

<table>
<thead>
<tr>
<th>Type of Work-based Learning Experience(s):</th>
<th>Worksite Name/Location(s):</th>
<th>Description of Experience(s):</th>
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</table>

### EVALUATION GRADING SCALE: General Key

<table>
<thead>
<tr>
<th>Unsatisfactory (1)</th>
<th>Needs Improvement (2)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.</td>
<td>Inconsistently demonstrates the skills needed for the position. Further development is needed.</td>
<td>Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.</td>
<td>Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves overall team.</td>
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### PERFORMANCE SKILLS

<table>
<thead>
<tr>
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<th>PERFORMANCE EXPECTATIONS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>COMMENTS: STUDENT WORK READINESS SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE</td>
<td>Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.</td>
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<td>PUNCTUALITY</td>
<td>Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.</td>
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<tr>
<td>WORKPLACE APPEARANCE</td>
<td>Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.</td>
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<tr>
<td>TAKES INITIATIVE</td>
<td>Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.</td>
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<tr>
<td>QUALITY OF WORK</td>
<td>Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.</td>
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<td>KNOWLEDGE OF WORKPLACE</td>
<td>Demonstrates understanding of workplace policy and ethics.</td>
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<td>RESPONSE TO SUPERVISION</td>
<td>Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.</td>
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<td>COMMUNICATION SKILLS</td>
<td>Gives full attention to what other people are saying, asks questions as appropriate and understands what was heard. Communicates concerns clearly and asks for assistance when needed.</td>
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<tr>
<td>SOLVES PROBLEMS and MAKES DECISIONS</td>
<td>Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative.</td>
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<td>COOPERATES WITH OTHERS</td>
<td>Interacts and communicates with others in a friendly and courteous way. Shows respect for others' ideas, opinions and racial and cultural diversity. Effectively works as a member of a team.</td>
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<td>RESOLVES CONFLICT</td>
<td>Identifies the source of conflict, suggests options to resolve it and helps parties reach a mutually satisfactory agreement.</td>
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<td>OBSERVES CRITICALLY</td>
<td>Carefully attends to visual sources of information. Evaluates the information for accuracy, bias and usefulness. Develops a clear understanding of the information.</td>
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<td>TAKES RESPONSIBILITY FOR LEARNING</td>
<td>Identifies one's strengths and weaknesses. Sets goals for learning. Identifies and pursues opportunities for learning. Monitors one's progress toward achieving these goals.</td>
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<tr>
<td>READS WITH UNDERSTANDING</td>
<td>Reads print materials in a variety of formats (signs, books, instruction sheets, forms, charts, etc.) to locate, understand, apply and manage information they contain.</td>
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<tr>
<td>SOLVES PROBLEMS USING MATH</td>
<td>Works with mathematical information (numbers, symbols, etc.), procedures, and tools and applies skills to answer a question, solve a problem, verify the reasonableness of results, make a prediction or carry out a task that has mathematical dimensions.</td>
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<tr>
<td>HEALTH AND SAFETY</td>
<td>Complies with health and safety rules for specific workplace.</td>
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<td>TECHNOLOGY</td>
<td>Uses job-related tools, technologies and materials appropriately.</td>
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**ADDITIONAL INFORMATION**

Based on your knowledge of this student, how would you rate his/her overall work performance?

**OTHER WORK-RELATED (JOB SPECIFIC/TECHNICAL SKILLS); STRENGTHS and/or ACADEMIC ACHIEVEMENTS**

Signature of reviewer: ___________________________ Print name: ___________________________ Title: ___________________________ Review date: ___________________________
How to Conduct a Tailgate Talk

Use T2 Tailgate Talks as guides to help you conduct 10-15 minute tailgate training sessions for your crew.

The Concept

A tailgate talk is a short informational meeting held with employees to discuss a worksite related safety topic. The term tailgate meeting comes from the practice of meeting around the tailgate of a pickup truck on site. The goal of the tailgate talk is to inform employees of specific hazards associated with a task and the safe way to do a job. Tailgate talks also serve as reminders to employees of what they already know while establishing the supervisor’s credibility and conscientiousness about his/her responsibilities for safety.

Tips for Running Successful Tailgate Talks

- Keep them brief. Ten to 15 minutes is an ideal amount of time for a tailgate talk.
- Keep them specific. Tailgate meetings must address specific hazards or safe workplace practices that relate to the job and/or work the employees are actually performing.
- Keep them relevant. Meetings should draw on the experience of employees and utilize that experience to remind them of the dangers of particular construction processes, tools, equipment and materials.
- Limit sessions to a small number of workers. Six to ten is a good number.
- Always give workers an opportunity to ask questions at the end of the tailgate talk. Don’t make snide remarks to employees who do ask questions, as this will discourage others from asking questions later.
- Conduct tailgate talk training sessions an average of once a week. Dedicate a specific time for the training. Hold sessions early in the week, but not on Monday mornings. Choose a quiet spot that is comfortable for your workers.
- Keep a short record of what topic was discussed, when, and which employees were present so you can avoid repetition and maximize the impact of the talks.
- Practice what you preach. Nothing makes a trainer lose credibility faster than to have a worker see him/her doing something that violates the safety procedures that were covered in a previous tailgate talk. Always set a good example.
- Remember to always just KISS (Keep it Simple for Safety).
Prepare Your Presentation

- Present one topic per session. It is easier for most workers to digest one topic at a time.
- Use topic-related fact sheets like the Tailgate Talks provided by the T2 Center (found at: www.t2center.uconn.edu).
- Look for visual aids (examples: warning signs, a flipchart, an illustration on poster board).
- Photocopy handouts ahead of time.
- Read through the materials the night before.

Conduct the Session

- Keep your presentation informal. Hold sessions on employees’ turf.
- Limit sessions to no more than 15 minutes to avoid losing employees’ attention. Employees are more likely to look forward to shorter sessions.
- Conduct sessions regularly. Consistently held sessions reinforce the importance of safety. Employees are more likely to put concepts into action and constant reinforcement keeps ideas fresh.
- Do not “lecture.”
- Do not use words your employees won’t understand.
- Use visual aids.
- Involve the workers in discussion of the topic.
- Allow time for questions at the end.
- Have workers sign a sheet showing they were trained and keep it on file.

Basic Training Tips:
- Be enthusiastic about the topic.
- Don’t speak in a monotone voice.
- Don’t “spoon-feed” information to trainees. Get them involved.
- Choose topics employees can relate to.
- Set a good example.
- Reward good ideas and safe practices.
- Show you really care.

For more Tailgate Talks, Safety Briefs or more information about the Connecticut Technology Transfer Center, visit us at: www.T2center.uconn.edu

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### Tier 3: Tertiary Interventions - Specialized, individualized, serves high-risk students (1-5% of total population)

### Tier 2: Secondary Interventions - Specialized, serves groups with at-risk behaviors (5-15% of total population)

### Tier 1: Universal Interventions - School-wide or classroom-wide, serves all students (Effective for approximately 80% of total population)

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>SEL</th>
<th>Mental Health Support</th>
<th>Behavioral Supports &amp; Interventions</th>
<th>Restorative Practices</th>
<th>Academic Supports &amp; Interventions/RTI</th>
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<tbody>
<tr>
<td>• Explicit Instruction in SEL Competencies</td>
<td>• Targeted explicit instruction in SEL competencies, strategies, and skills</td>
<td>• Individual/small group counseling</td>
<td>• Faculty/staff mentor</td>
<td>• Peer Tutoring and Paired Reading</td>
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<tr>
<td>• Integration of SEL within the content areas</td>
<td>• Practice and coaching with feedback</td>
<td>• Support groups (e.g., anger management, etc.)</td>
<td>• Daily Check In/Check Out</td>
<td>• Small group supplemental instruction</td>
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<tr>
<td>• General teaching practices that model and support SEL</td>
<td>• Peer-to-peer SEL workshops</td>
<td>• Family Engagement</td>
<td>• Daily Progress Reports (DPR)</td>
<td>• Guided Instruction</td>
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<tr>
<td>• School climate surveys (student, staff, families)</td>
<td>• SEL focused community building circles</td>
<td>• Substance abuse prevention counseling</td>
<td>• Social and Academic Instructional Groups (Small Group)</td>
<td>• Visual/auditory aids/cues and manipulatives</td>
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<tr>
<td>• SEL Plan based on survey and other student data</td>
<td>• Tiered intervention</td>
<td>• Referral to services</td>
<td>• Individual Behavior Contract</td>
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<tr>
<td>• Family engagement</td>
<td>• Targeted afterschool support program(s)</td>
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<td>• Academic and/or behavioral coach</td>
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<th>Tier 2</th>
<th>SEL</th>
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<td>• Peer Mediation</td>
<td>• Peer Tutoring and Paired Reading</td>
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<td>• Support groups (e.g., anger management, etc.)</td>
<td>• Daily Check In/Check Out</td>
<td>• Restorative Problem-Solving Circles</td>
<td>• Small group supplemental instruction</td>
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<td>• Peer-to-peer SEL workshops</td>
<td>• Family Engagement</td>
<td>• Daily Progress Reports (DPR)</td>
<td>• Formal Restorative Conference</td>
<td>• Guided Instruction</td>
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<td>• SEL focused community building circles</td>
<td>• Substance abuse prevention counseling</td>
<td>• Social and Academic Instructional Groups (Small Group)</td>
<td>• Community service</td>
<td>• Visual/auditory aids/cues and manipulatives</td>
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<tr>
<th>Tier 3</th>
<th>SEL</th>
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Adapted from Illinois SS/HS State Group and Erie 2 BOCES