Planting Seeds in Fertile Soil:
Positive Youth Development Practices &
Social-Emotional Learning

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Our Panelists

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Peninsula Bridge
Peninsula Bridge and SEL: Our Evolution

Math

Peninsula Bridge Programming (pre OSTC)

English Language Arts

Math

Peninsula Bridge Programming

OSTC

English Language Arts

SEL

STEAM
Challenge: How do we identify and explicitly teach/track SEL skills?
After determining our three areas of focus, we then **identified 3-4 key skills** under each heading and collaboratively **defined** each of them for transparency and understanding within the organization and to be shared with all stakeholders. (Example on the next slide)
# Achieve: Learning Strategies

<table>
<thead>
<tr>
<th></th>
<th>4: Advanced</th>
<th>3: Proficient</th>
<th>2: Developing</th>
<th>1: Rarely Evident</th>
<th>Total Score</th>
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<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>You consistently follow through on completing tasks and reaching goals. You always avoid distractions.</td>
<td>You often follow through on completing tasks and reaching goals. You often avoid distractions.</td>
<td>You usually follow through on completing tasks and reaching goals. You are sometimes challenged by distractions.</td>
<td>You struggle with completing tasks and following through on goals. You are often distracted by other things.</td>
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<tr>
<td><strong>Seeking and Applying Feedback</strong></td>
<td>You frequently seek feedback and apply it confidently, thoroughly, and thoughtfully.</td>
<td>You acknowledge and accept feedback and apply most of it to make corrections.</td>
<td>You usually acknowledge and accept feedback and apply some of it to make corrections.</td>
<td>You seldom acknowledge or accept feedback and seldom apply it to make corrections.</td>
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## Peninsula Bridge Middle School Academy SEL Overview

### 2016-17

<table>
<thead>
<tr>
<th>Month</th>
<th>Non-Cognitive Skill Focus</th>
<th>Goal</th>
<th>Activities</th>
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<tr>
<td>September/October</td>
<td>Collaboration and Respect</td>
<td>You are a contributing member of the class and learning community. Your actions always demonstrate empathy and respect for others.</td>
<td>• STEAM Marble Run&lt;br&gt;• Shark Infested Water&lt;br&gt;• Community Values (SSS)&lt;br&gt;• Group Skits&lt;br&gt;• Group Cheer/Slogan&lt;br&gt;• Seers and Doers Listening and Drawing Activity</td>
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Breakthrough
Silicon Valley
What was the status quo?

Students were demonstrating skills within Breakthrough, but they weren’t transferring those skills to other educational environments.
An idea was born.

Teach our students to have a growth mindset, and develop the non-cognitive skills that would pave the way for their success IN and BEYOND Breakthrough.
Our students must internalize AND transfer these skills
We tried some things

Tailored Curriculum for Summer Study Hall
What had to die?

The idea that MORE CURRICULUM was the solution.
Pre-packaged curriculum was not the answer. We needed to build NCS and SEL into what students were already doing at BSV.
What changed: Program Design

Example: Redesign of After-School Program

• Shift in focus from math to problem-solving
• Emphasizing the ‘Three Cs’ Communication, Collaboration, and Critical Thinking
• Frequent Naming and Messaging
• Additional focus on debriefing and reflection.
We have become:

• FACILITATORS as opposed to TEACHERS
• Confident in what we were ALREADY DOING; but more reflective about our PRACTICES
• “Namers” and clear messengers of what we were doing and WHY.
• Intentional about SEL in our program design; it had to be the foundation, not a supplement.
Our Wisdom to Share

• NCS cannot be taught out of context.
• NCS are naturally happening within our programs.
• We should not sneak in what should be celebrated.
• SEL should be at the core of our program design.
THINK Together
• SEL in the after-school program built a Growth Mindset Culture

• Staff and student mindset supported through professional development & modeled during opening activities and casual check-ins

• Turned opportunities into growth

• Intelligence is malleable—built on student confidence

• Able to re-focus on accomplishments rather than tasks undone
Thanks!

What questions do you have for us?