

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

November 2016





Our Panelists



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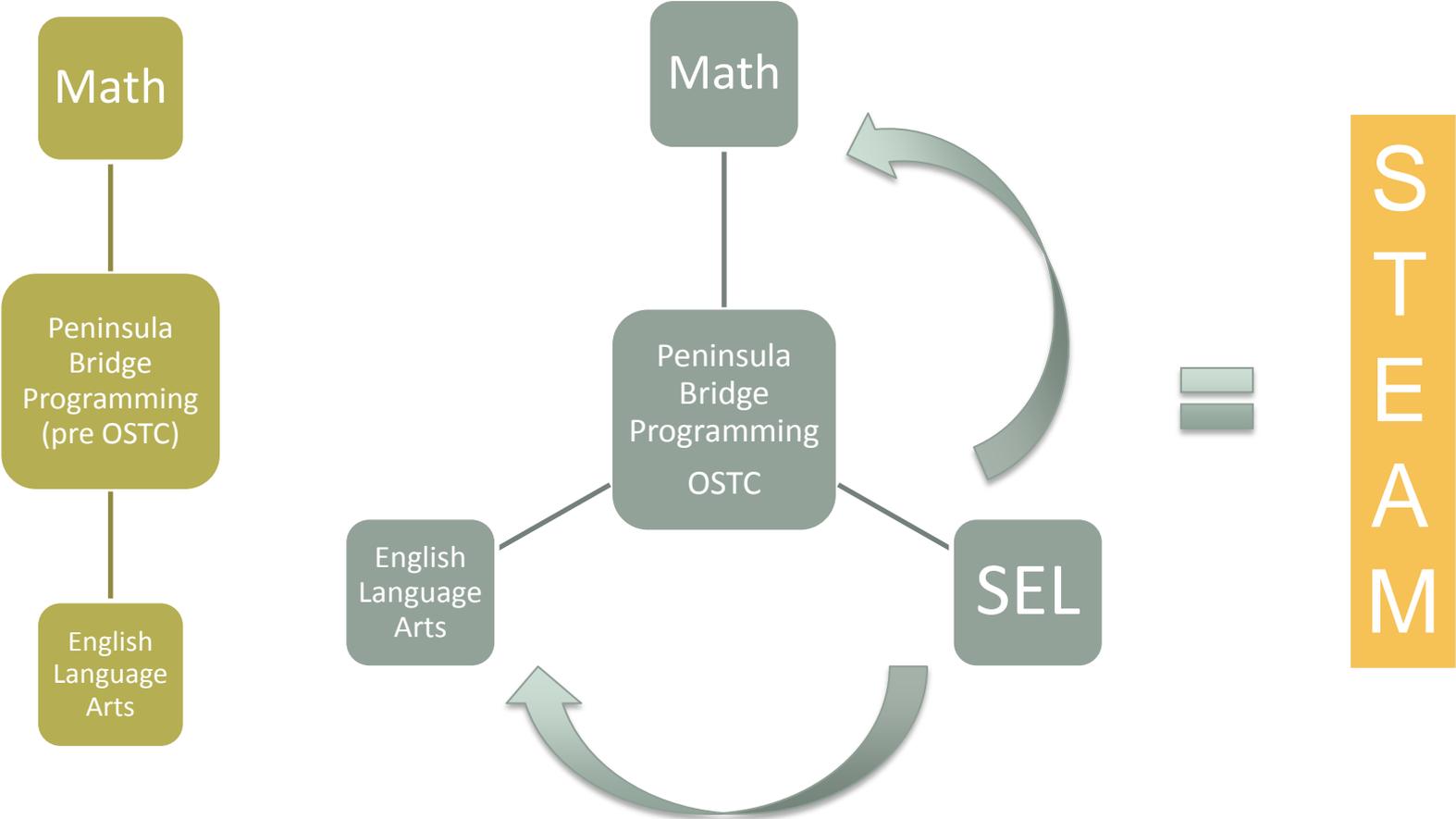


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Peninsula Bridge

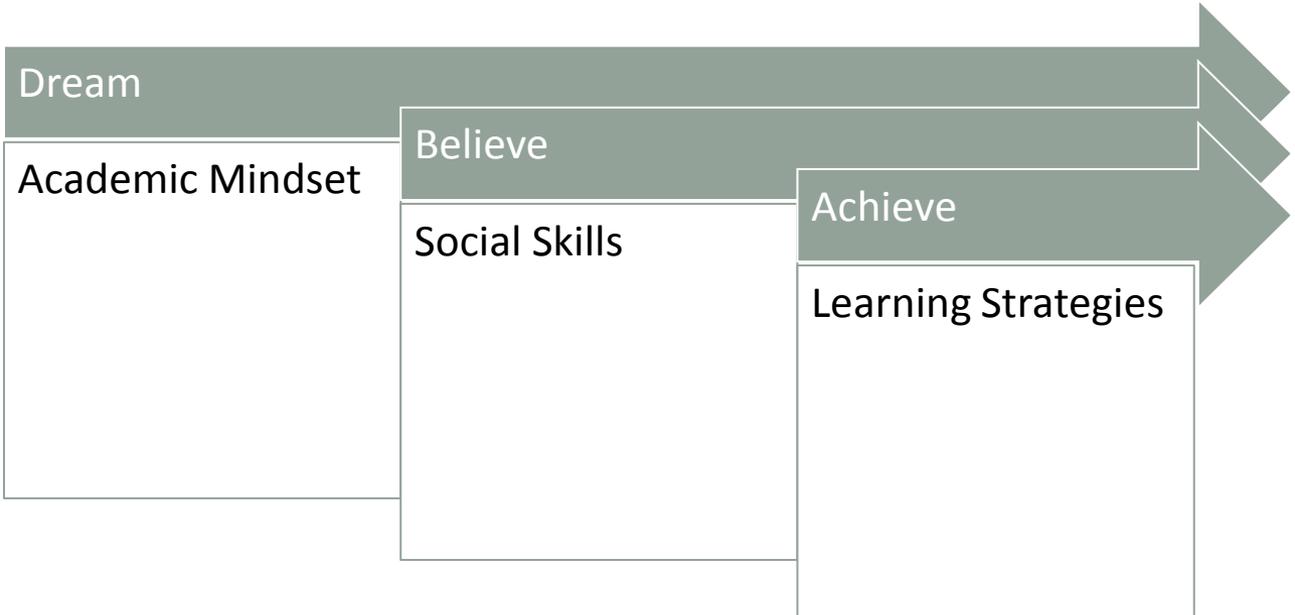
Peninsula Bridge and SEL: Our Evolution



Challenge: How do we identify and explicitly teach/track SEL skills?



Dream Believe Achieve: A 12 Year Process (5th-College Completion)



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)

Dream Believe Achieve: A 12 Year Process (5th-College Completion)

ACHIEVE: Learning Strategies					
	4: Advanced	3: Proficient	2: Developing	1: Rarely Evident	Total Score
Focus	You consistently follow through on completing tasks and reaching goals. You always avoid distractions.	You often follow through on completing tasks and reaching goals. You often avoid distractions.	You usually follow through on completing tasks and reaching goals. You are sometimes challenged by distractions.	You struggle with completing tasks and following through on goals. You are often distracted by other things.	
Seeking and Applying Feedback	You frequently seek feedback and apply it confidently, thoroughly, and thoughtfully.	You acknowledge and accept feedback and apply most of it to make corrections.	You usually acknowledge and accept feedback and apply some of it to make corrections.	You seldom acknowledge or accept feedback and seldom apply it to make corrections.	

Tracking Growth and Program Quality

Peninsula Bridge Middle School Academy SEL Overview 2016-17

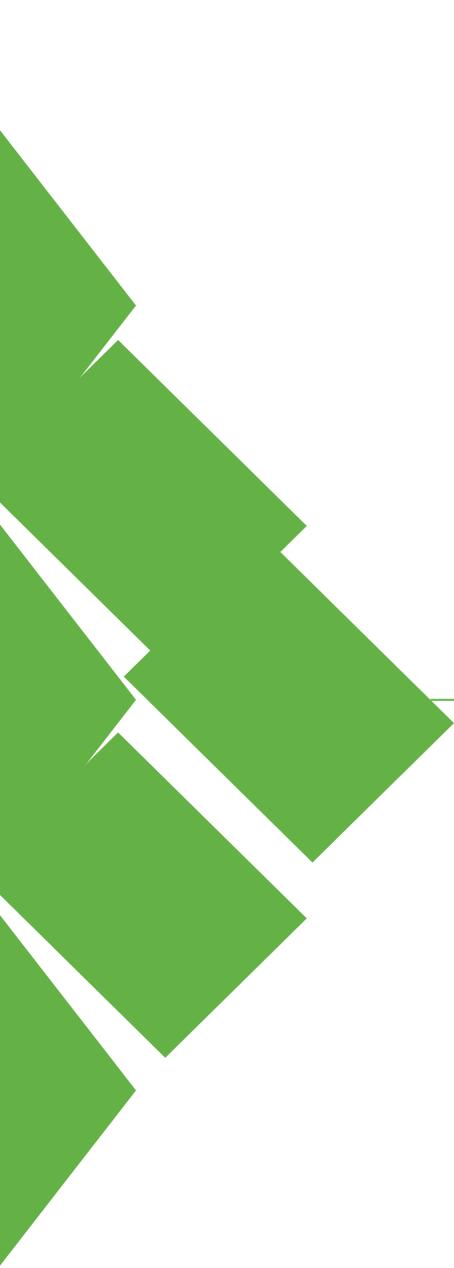
Month	Non-Cognitive Skill Focus	Goal	Activities
September/ October	Collaboration and Respect	You are a contributing member of the class and learning community. Your actions always demonstrate empathy and respect for others.	<ul style="list-style-type: none">• STEAM Marble Run• Shark Infested Water• Community Values (SSS)• Group Skits• Group Cheer/Slogan• Seers and Doers Listening and Drawing Activity



Breakthrough Silicon Valley

What was the status quo?

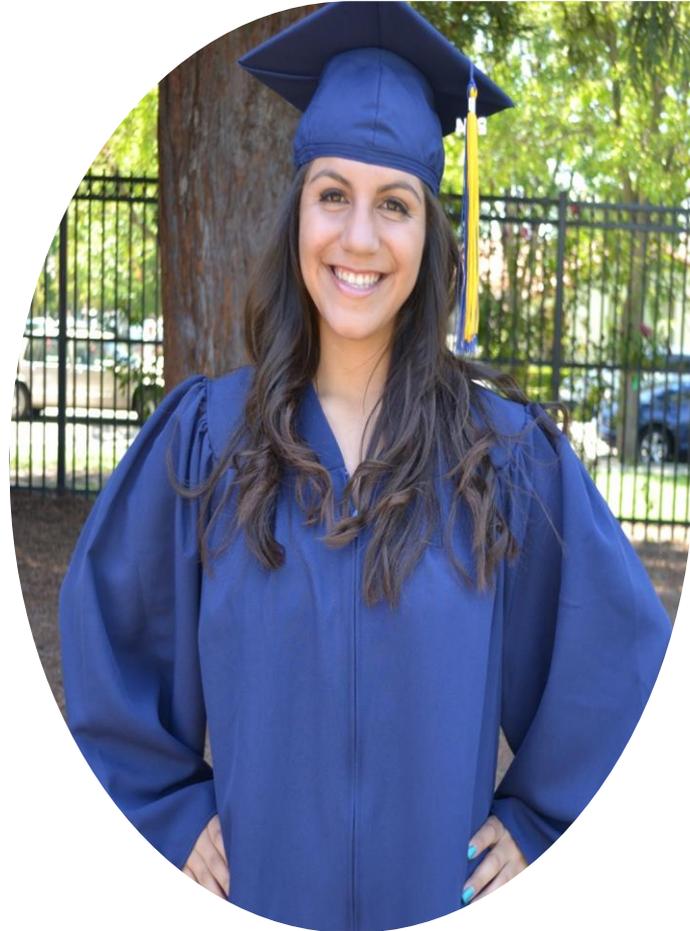
Students were demonstrating skills within Breakthrough, but they weren't transferring those skills to other educational environments.



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**

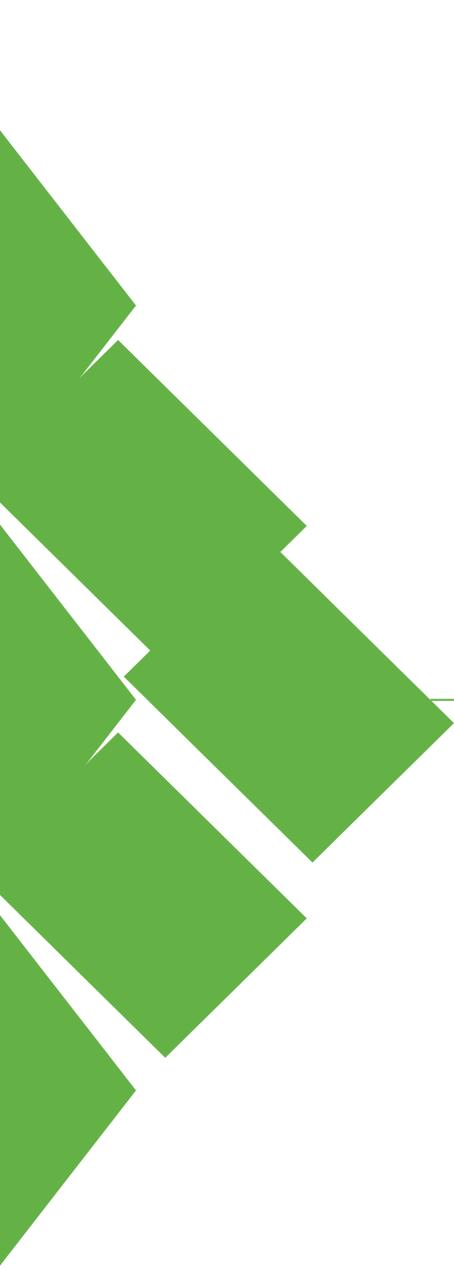




We tried some things

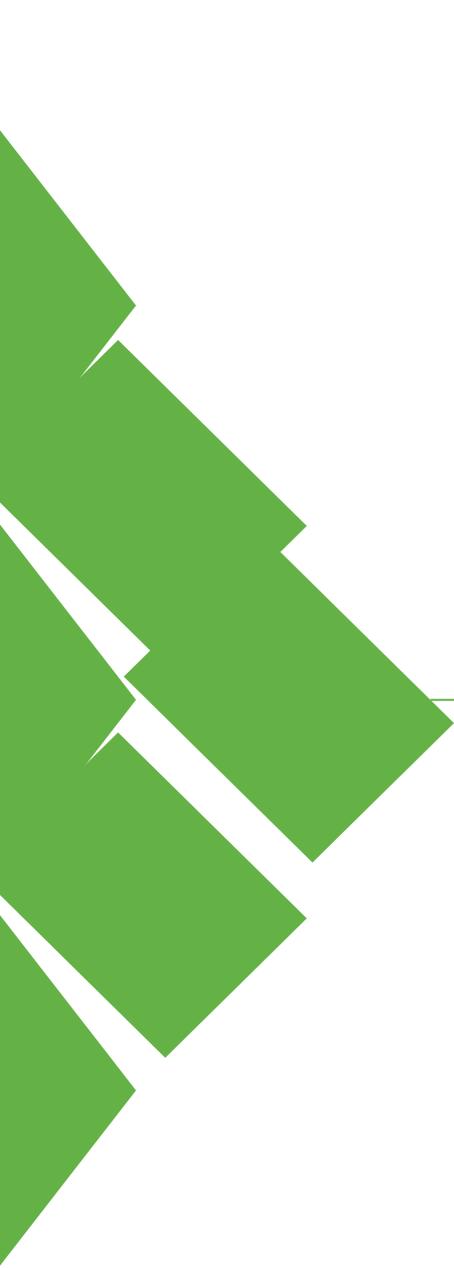


Tailored Curriculum
for Summer Study
Hall



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?

