

Kansas Social-Emotional Character Development

A Foundational Component to Success in Education and Life

Social-Emotional and Character Development (SECD) skills encompass intrapersonal and interpersonal abilities, such as self-awareness, social awareness, problem solving, and decision making. These are skills that can be taught, and they are foundational to student success in school and life. It is important for schools to measure the social and emotional development of students, just as academic development is measured. These measures can inform instructional practice, moving social and emotional learning from a singular endeavor to an integrated part of daily instruction.

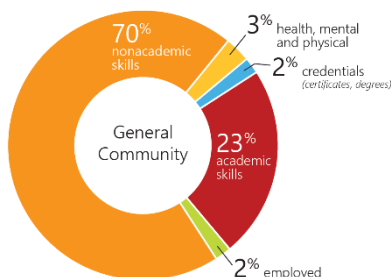
State Board of Education Outcome Supporting Social-Emotional Learning

The Kansas State Board of Education (KSBE) has recognized the importance of SECD by making it one of five board outcomes, which include:

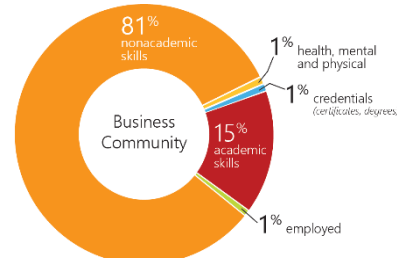
- Social-emotional growth measured locally
- Kindergarten Readiness
- Individual Plan of Study
- High School Graduation Rate
- Postsecondary attendance/completion

SECD outcomes are essential elements in producing successful high school graduates, and alignment with community and business expectations for student success.

General Community
Survey Results



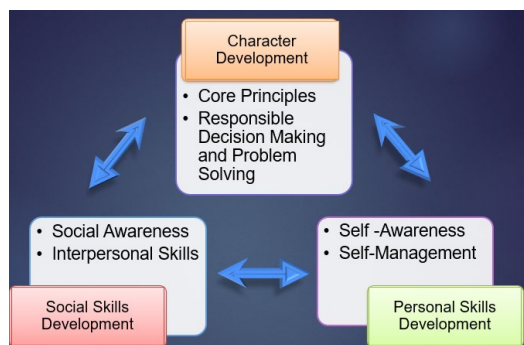
Business Community
Survey Results



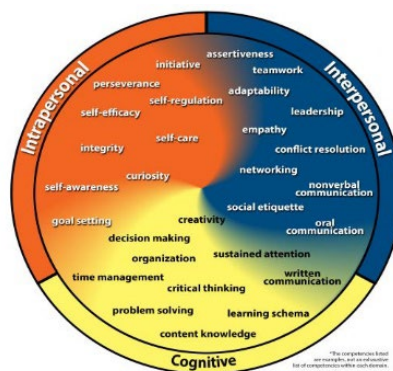
State Standards and Frameworks Supporting the Implementation of Social, Emotional Character Development

Kansas is a leader in social-emotional and character development and was the first state to develop SECD standards. These standards are in the process of revision, and the newly revised standards are expected to be completed by August of 2018. Kansas SECD Standards focus on three essential strands; character development, personal skills development, and social skills development.

Aligned with the Kansas SECD Standards are the Kansans Can Competencies, a framework currently designed for middle and high school students. For a full list of Kansas SECD standards, and for more information on frameworks visit the Kansas State Department of Education (KSDE) website at <http://www.ksde.gov/Default.aspx?tabid=852>



KSDE SECD Framework



Kansans Can Competencies Gaumer Erickson & Noonan
2013, www.CCCframework.org

SECD Measured Locally: Guidance and Considerations for Kansas

The needs and strengths of each school system are unique. The KSBE expects individual school systems to measure social-emotional learning, and determine the best way to assess, implement and support SECD locally. There are five key factors that should be considered when determining how to measure SECD locally:

Purpose – Collect data on social-emotional competencies and determine how data will be utilized to promote and improve SECD practices.

Rigor – Consider the comprehensive nature of the measure, the validity and reliability of the measure, and the formative nature of the measure.

- Kendziora, K.T. & Yoder, N., (2016, October), *When Districts Support and Integrate Social and Emotional Learning (SEL)*. www.air.org

Resources:

American Institute for Research. www.air.org

Association for Supervision, Curriculum and Development. www.ascd.org

Character Lab. www.characterlab.org

Character.org. www.character.org

Collaborative for Academic, Social, and Emotional Learning (CASEL). www.CASEL.org

College and Career Competency Framework. www.CCCframework.org

Kansas Multi-Tier System of Supports. www.ksdetasn.org/mtss

- Early Childhood Behavior and Social Emotional Learning Implementation Guide ksdetasn.org/resources/1705
- Early Childhood Social Emotional and Behavior Structuring ksdetasn.org/resources/1574
- Pre K – 12 Social Emotional and Behavior Structuring Guide ksdetasn.org/resources/1614

Kansas Autism and Tertiary Behavior Supports ksdetasn.org/atbs

- Social Competencies ksdetasn.org/atbs/social-competencies
- Teacher Resources ksdetasn.org/atbs/teacher-resources

Practicality – Consider the feasibility of implementing the chosen assessment. Consider what factors or programs are being measured and the number of students being served.

Burden – Consider staff capacity, and the need to maintain balance with other initiatives. Considerations may include infrastructure needs, data needs, budget, and potential stress impacting children, families and teachers.

Ethics – Consider the potential risks and benefits based on the stated purpose, rigor of the assessment, and the practicality of implementing the assessment.

Kansas School Mental Health Initiative. ksdetasn.org/smhi

- Evidence Informed Interventions ksdetasn.org/smhi/evidence-informed-interventions
- Resiliency ksdetasn.org/smhi/resiliency
- Trauma Informed Schools ksdetasn.org/smhi/trauma-informed-schools
- Systems of Care ksdetasn.org/smhi/systems-of-care-resources

Kansas State Board of Education Vision for Education.

<https://www.ksde.gov/Default.aspx?tabid=1007>

KSDE SECD Standards.

<https://www.ksde.gov/Default.aspx?tabid=852>

KSDE Measuring Social-Emotional Character Growth Toolkit.

https://www.ksde.gov/Portals/0/Learning%20Services%20Documents/draft11_toolkit.pdf

National Center on Safe Supportive Learning Environments.

safesupportivelearning.ed.gov

Technical Assistance System Network. www.ksdetasn.org

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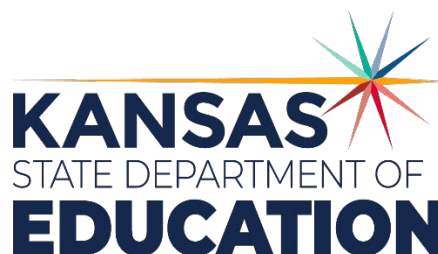
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