PSELI GLOSSARY OF TERMS

SOCIAL & EMOTIONAL LEARNING
PALM BEACH COUNTY

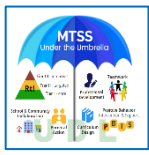| TERM	MEANING
Academic Content Integration:	The teacher blends core academic content with SEL content, creating activities and questions that reinforce SEL concepts within a curricular lesson. • *Ex. While reading a story out loud, students are asked to identify calming down strategies used by a character.* • *Ex. After studying Abraham Lincoln, students are asked to look at the five core competencies and pick out which SEL skills Lincoln displayed.* • **https://austinisdselblog.com/2015/09/11/sel-word-of-the-year-integration/**
Adult SEL Practice:	Refers to building experiential understanding and practical social-emotional (SE) competencies in adults, by applying SE tools and practices in their personal and professional lives to better embody social and emotional learning in spaces where education is fostered. These include self-awareness practices, self-regulation and stress reduction tools, resilience and self-care strategies, compassion and empathy practices. The intention is to build a strong foundation for adults to model and transfer SEL skills to peers and children.
Afternoon Meeting:	Modeled after Morning Meeting, a key feature of the Responsive Classroom Approach, the Afternoon Meeting is a structured gathering with children and practitioners in a circle for twenty to thirty minutes practiced during afterschool using the four components: • **Greeting:** Out-of-school time (OST) practitioners and youth greet one other by name. • **Sharing:** Youth share information about life events, personal preferences and points of view on different subjects. Listeners often offer empathetic comments or ask clarifying questions. • **Group Activity:** Everyone participates in a brief activity that fosters group cohesion and helps youth practice cognitive, social and emotional skills (for example, reciting a poem, dancing, singing, or playing a game). • **Afternoon Message:** Children read and interact with a short message written by staff. The message is crafted to help children make social-emotional connections to academic content, current events or life skills.

	Birth to 22: United for Brighter Futures:	An alliance of community partners, coalitions, youth-serving organizations, families, community members and youth who collaborate to share information and identify actions and programs to support the healthy growth, development and education of children and youth from prenatal to young adulthood. http://pbcbirthto22.com/
	CASEL:	The Collaborative for Academic, Social, and Emotional Learning is an institutional source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students. CASEL collaborates with leading experts and support districts, schools, and states nationwide to drive research, guide practice, and inform policy. https://casel.org/
	Cohort 1 and Cohort 2 Schools:	Cohort 1 and 2 are not part of the PSELI schools. Instead, they are comprised of the various District elementary and middle schools that opted in to receive training and resources in SEL implementation and best practices.
	Equity:	**Equity as an Outcome:** • Equity is the state that would be achieved if a student's success and well-being was no longer predictable by any social, cultural or economic factor. **Equity as an Action:** Making progress on equity in schools involves individuals who are willing to: • Interrupt and dismantle harmful or inequitable practices and policies, eliminate biases, and create truly inclusive, culturally responsive school environments for adults and children; • Ensure that each child receives what they need when they need it, to develop to their full academic and social potential. • Cultivate the unique gifts, talents and interests that reside in every child. *(Racial Equity Leadership Network) https://www.southerneducation.org/what-we-do/leadership-development/reln/*
	Explicit Instruction:	A research-based teaching model that involves teaching a specific skill or concept using several systematic steps to support students with learning new content or mastering previously taught concepts. This approach gives special and general education teachers the resources and tools to implement in any grade level or content area. https://explicitinstruction.org/, https://goalbookapp.com/toolkit/strategy/explicit-instruction

	Expanded Learning Opportunity (ELO):	Local content expert organizations that offer children and youth at eligible afterschool and summer programs a wide range of hands-on learning experiences through partnerships with Prime Time.
	LSI:	Learning Sciences International provides web-based and on-site measuring growth tools for performance management in education. https://www.learningsciences.com/
	Morning Meeting:	A model designed to establish a climate of trust, motivate students, and encourage collaboration. Each morning, students and teachers meet in a structured gathering in a circle for twenty to thirty minutes to interact with one another using four components: • **Greeting:** Students and teachers greet one other by name. • **Sharing:** Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions. • **Group Activity:** Everyone participates in a brief activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game). • **Morning Message:** Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.
	MTSS or Multi-tiered System of Supports:	An approach of providing high-quality instruction and interventions to support a student's individual learning ability. Includes monitoring a students' progress and adjusting instruction as needed.
	Out-of-School Time (OST):	A time when school is not in session, including before and after school, as well as the summer months. Includes academic (e.g., reading and math), specialty (e.g., STEM, arts enrichment) or multipurpose programs.
	Out-of-School Time SEL Academy:	The OST SEL Academy is an experiential eight-part professional development series designed to incrementally build adult practice of the five core SEL competencies/six SEL domains, and promote effective implementation of explicit SEL instruction, programs and practices with youth in the out of school time space. The OST SEL Academy is part of the OST SEL Learning Pathway which is supported by SEL coaching and data-driven continuous improvement.
	Out-of-School Time Practitioner:	A professional who works with children and youth when school is not in session, including before and after school, as well as summer months. Also known as an afterschool counselor.

	PBC-PQA:	Palm Beach County Youth Program Quality Assessment (PBC-PQA) - A two-part validated assessment tool designed to measure the quality of OST youth programs and identify staff training needs.
	PSELI - Partnerships for Social and Emotional Learning:	PSELI is a multi-year initiative that brings together urban school districts and out-of-school-time organizations to help students and educators in six communities across the nation gain greater opportunities for SEL.
	Phase 1 and Phase 2 Sites:	Phase 1 sites are the seven PSELI-involved elementary schools and OST programs that are implementing SEL strategies during the period 2017-2018 through 2020-2021. Phase 2 sites are an additional seven PSELI-involved elementary schools and OST programs that will not begin implementing SEL strategies until 2021-2022. While they wait to implement, Phase 2 sites are serving as a comparison group for Phase 1 sites by participating in the same data collection.
	Prime Time Palm Beach County	A nonprofit organization that provides resources and supports for out-of-school time practitioners to develop programs that inspire children to be their best and allow them to thrive socially and academically. https://www.primetimepbc.org/
	Quality Advisors:	Certified professional coaches who assist OST programs to analyze assessment data, create improvement plans and then work hands-on with frontline staff and directors to implement high-quality youth development strategies. This is accomplished through joint planning, conducting observation-feedback sessions, providing resources and modeling strategies to support program staff in achieving the quality standards for afterschool.
	Quality Improvement System (QIS):	The Palm Beach County Quality Improvement System (QIS) for afterschool consists of services and supports to increase afterschool program quality for students in Palm Beach County.
	RAND:	RAND is the primary SEL evaluator for PSELI. The RAND Corporation is a nonprofit institution that helps improve policy and decision making through research and analysis. https://www.rand.org/
	Responsive Classroom:	An evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. https://www.responsiveclassroom.org/
	Second Step:	Second Step is a classroom curriculum rooted in social-emotional learning (SEL). https://www.secondstep.org/

	SEL Champion:	The SEL Champion works on a school campus to help improve the implementation of school-wide SEL. He or she assists the SEL Lead in promoting SEL.
	SEL Competencies (CASEL):	• **Self-awareness** refers to the ability to recognize one's own feelings and thoughts and how they influence one's behaviors. This includes accurately assessing personal strengths (as well as one's challenges or limitations), setting realistic goals, and possessing a well-grounded sense of confidence and optimism, and a "growth mindset." • **Self-management** is the ability to regulate one's emotions, thoughts, and behaviors in different situations. This includes skills and strategies for delaying gratification, managing stress, controlling impulses, motivating oneself, and achieving personal and academic goals. • **Social awareness** is the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. Social awareness also includes understanding social and ethical norms for behavior and recognizing family, school, and community resources and supports. • **Relationship skills** refer to the ability to establish and maintain healthy and positive relationships, including those with diverse individuals and groups. Relationship skills include knowing how to communicate clearly, listen well, cooperate with others, resist negative social pressure, negotiate conflict constructively, and effectively seek help when needed. • **Responsible decision-making** is the ability to make constructive choices about personal behavior and social interactions, including about school and life expectations, based on a consideration of ethical standards, safety concerns, social norms, and realistic evaluation of consequences of various actions. Responsible decisions reflect concern for one's well-being as well as the well-being of others.
	SEL Curriculum/ Approach:	Any of various structured approaches to teaching and employing SEL skills. Examples include Responsive Classroom and Second Step. Not only are there multiple frameworks for SEL, there are also many terms used to describe these skills, including: whole child development, 21st century skills, life skills, soft skills and character.
	SEL Lead:	The SEL Lead is the main advocate and organizer behind a school's efforts to adopt site-wide social-emotional learning.
	SEL Specialist/ Resource Teacher:	A person who is responsible for supporting staff and sites through training, coaching and other means, to deepen adult SEL practice and continuously improve explicit SEL instruction, program and practice implementation during the school day or after school in order to help enhance students' social and emotional development.

	SEL Standards:	The set of goals that enable children to attain specific SEL skills by certain grade levels established by the school district and OSTI.
	SEL Walkthrough/ Learning Walk:	A non-evaluative classroom observation based upon the social-emotional learning framework. Used to gather data to improve SEL support services.
	SELweb:	SELweb is a web-based system used to assess key dimensions of children's social-emotional comprehension from kindergarten through third grade in the PSELI schools.
	Signature Practices:	Intentionally chosen strategies, activities, and protocols that foster interactions, model SEL in action and help create an equitable experience.
	Social and Emotional Learning (SEL):	The process through which people 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 in order to fully benefit from education and succeed in other areas of life.
	SEL Summer Institute:	A conference designed for PSELI administrators, teachers, OST directors, OST practitioners, and non-instructional staff to promote social and emotional learning.
	Wallace Foundation:	The Wallace Foundation is the grant funder for the PSELI project. The Wallace Foundation is a philanthropy working nationally to answer important questions that, if solved, could help strengthen practices and policies within a field. The Foundation's work includes a focus on improving and enrichment for children.
	Weikart Center for Youth Program Quality:	A division of the Forum for Youth Investment, the Weikart Center offers a research-based improvement system that helps create positive developmental environments for youth.