

WELCOME!

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SEL BROCHURE



MOSAIC™ BY ACT® WORKSHOPS

The Research Behind Career Readiness: Strengthening Durable Skills to Promote Student Success



Mosaic[™] by **ACT**[®]
Social Emotional Learning

Today's Agenda

- ✓ Introductions & Overview
- ✓ Warm Welcome
- ✓ Dispelling the Myths Surrounding Durable Skills
- ✓ The Research and Evidence
- ✓ Activities and Implementation
- ✓ Recap & Wrap!





Welcome
Think about your favorite
teacher

(past or present).

What words would you use
to describe him/her?

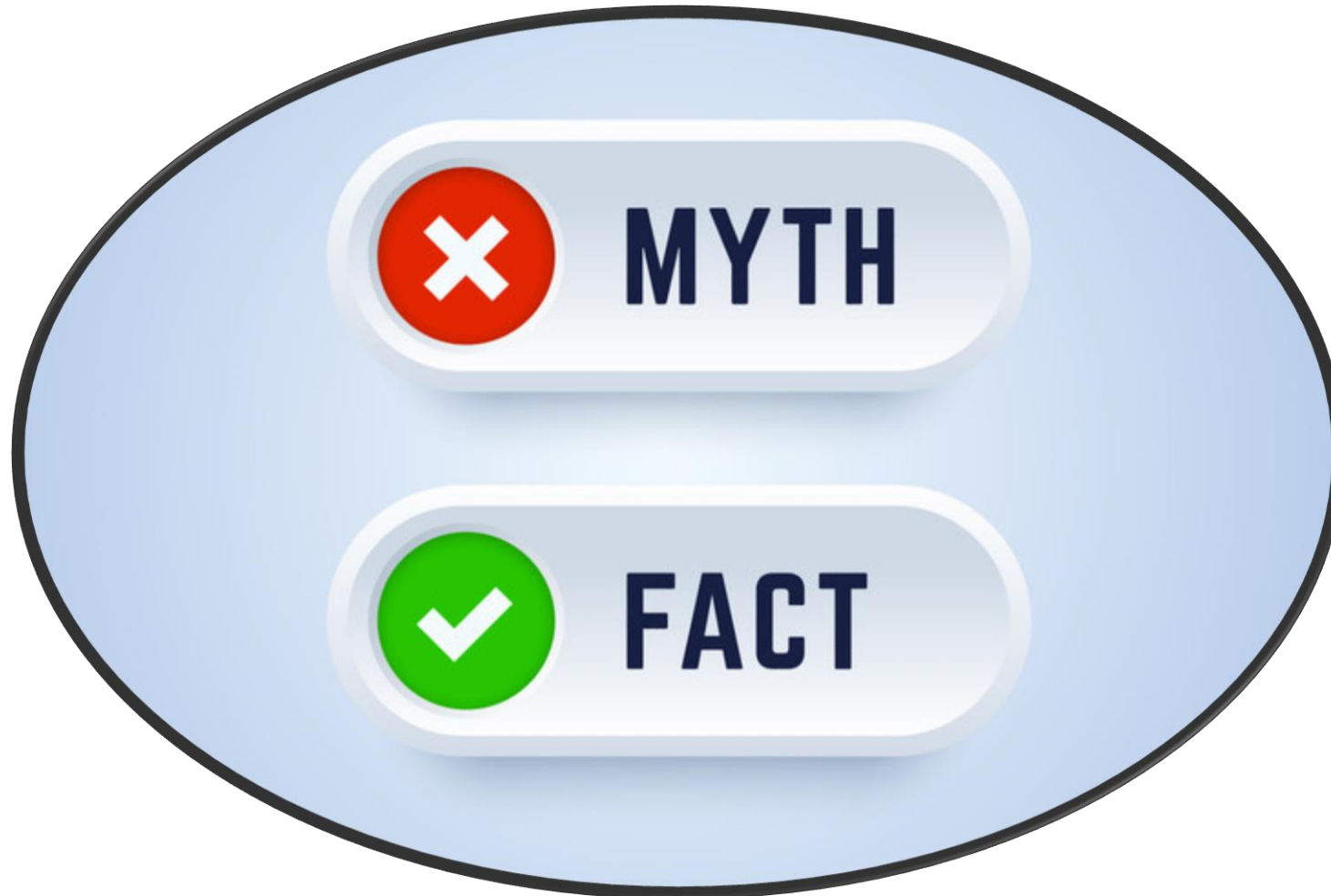




A word cloud of positive traits and qualities. The words are arranged in a roughly circular pattern around the center. The words include: 'engaging' (yellow), 'nurturing' (pink), 'excellent listener' (yellow), 'interested' (pink), 'empathetic' (yellow), 'fun' (red), 'invested' (blue), 'passionate' (green), 'creative' (orange), 'respectful' (red), 'caring' (blue), 'warm' (pink), 'friendly' (green), 'risk taker' (blue), 'understanding' (blue), 'funny' (orange), 'took the time' (blue), 'safe structure' (red), and 'compassionate' (green). The word 'caring' is the largest and most central.

engaging
nurturing
excellent listener
interested
empathetic
fun
invested
passionate
creative
respectful
caring
warm
friendly
risk taker
understanding
funny
took the time
safe structure
compassionate

DISPELLING the MYTHS



DURABLE SKILLS CAN BE CALLED:

SOCIAL AND EMOTIONAL SKILLS

SOFT SKILLS

ESSENTIAL SKILLS

21st CENTURY SKILLS

LIFE SKILLS

NON-COGNITIVE SKILLS

Interpersonal, self-regulatory, and task-related behaviors important for adaptation to and successful performance in education and workplace settings.

DURABLE SKILL EXAMPLES :

Interpersonal, self-regulatory, and task-related behaviors important for adaptation to and successful performance in education and workplace settings.

MAINTAINING COMPOSURE

SUSTAINING EFFORT

SOCIAL CONNECTION

KEEPING AN OPEN MIND

GETTING ALONG WITH OTHERS

DURABLE SKILLS **ARE NOT:**

- Empty, feel-good activities
- A course on teaching morals or values
- Associated with religion or politics
- A replacement for mental health supports
- Exclusively meant for K12 students

THE **VALUE** OF DURABLE SKILLS

What Do Teachers Think?

93% Want a greater focus on SEL

22% Feel they are “very prepared” to teach SEL

51% Feel their school **DOES NOT** offer sufficient SEL professional development

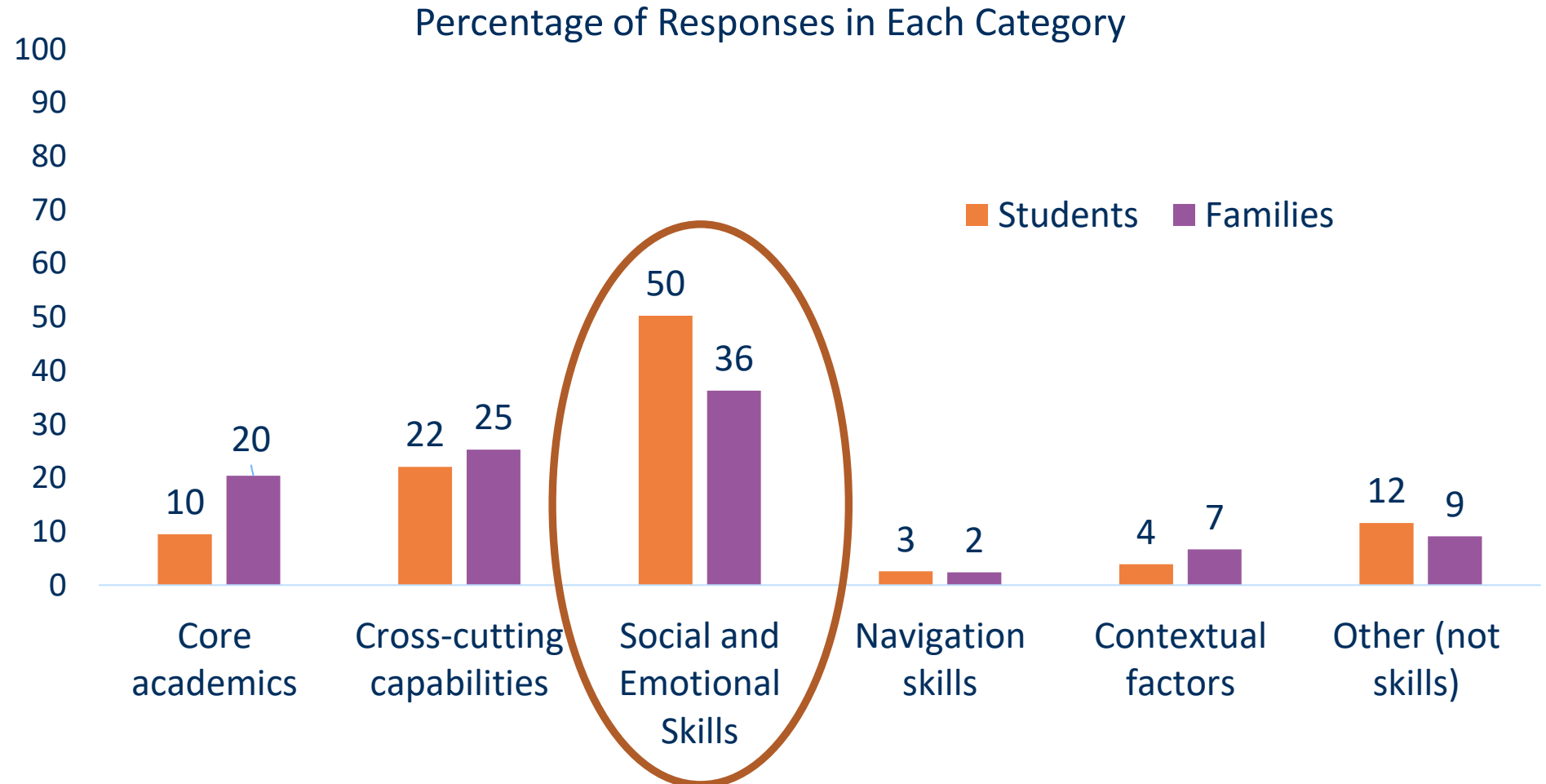


Source: 2018 Social and Emotional Learning report, 2018

THE VALUE OF DURABLE SKILLS

ACT survey with 600+ students and their caregivers who were asked to...

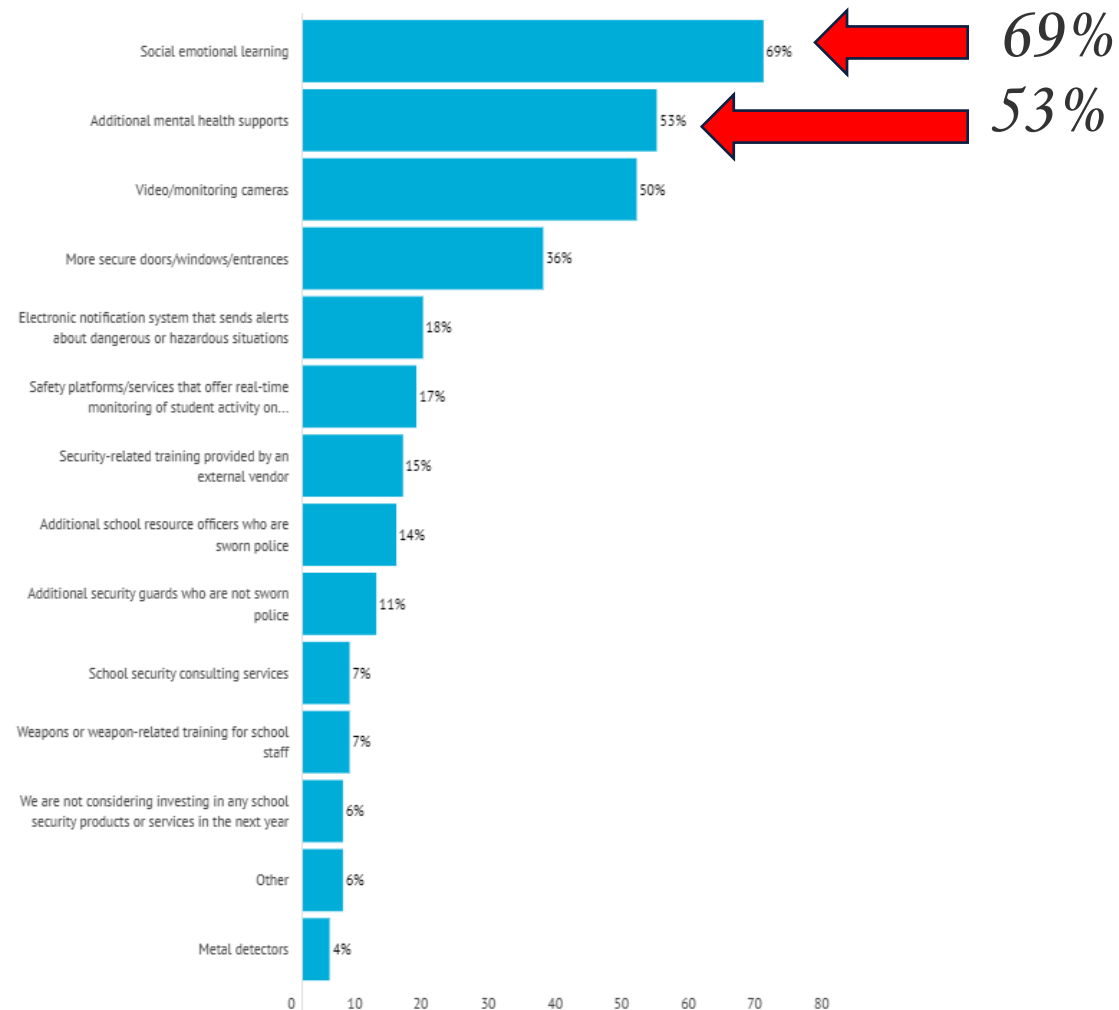
*List the five skills that you think are **most important** for student success in school...*



EDWEEK
11/21/2022

SCHOOL SECURITY PRODUCTS

Which school security products or services—if any—is your district/school considering investing in over the next year? Select all that apply.



3:25

5G%



[Redacted]

Information Inbox



[Redacted] to me

3:22 PM



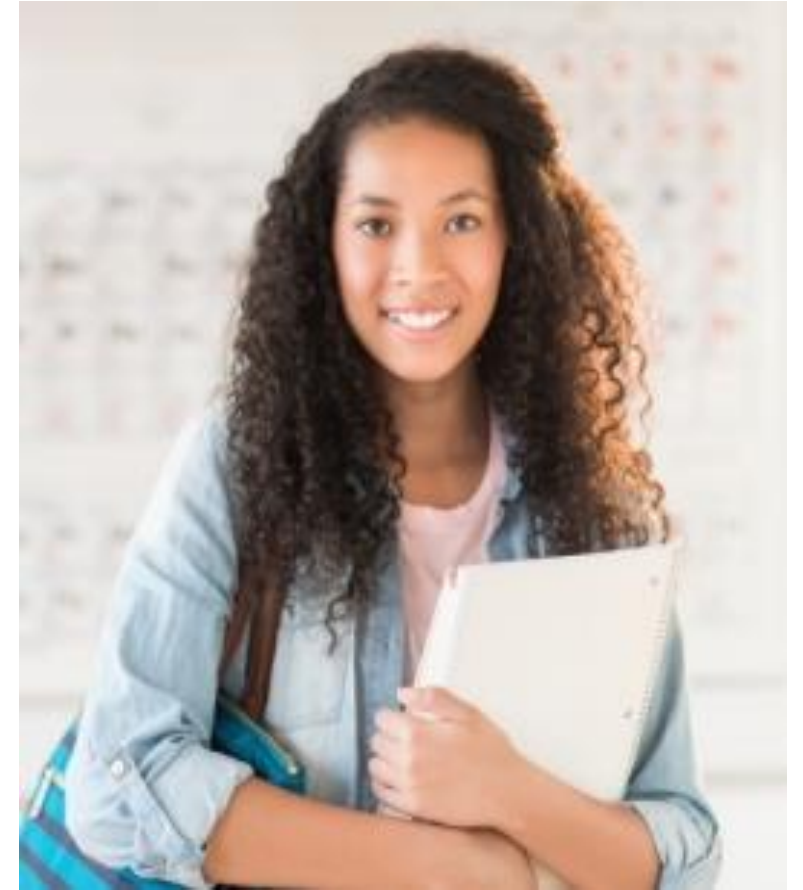
Dear [Redacted] Families,

This afternoon our building was accidentally placed into lockdown. We were able to quickly determine what occurred and that no emergency ever existed. The [Redacted] police responded immediately to the call and confirmed the error of the lockdown call. We will be reviewing our procedures to ensure that future mistakes like this are avoided. Our students and staff did an excellent job of treating this as a lockdown drill and we concluded the lockdown by sharing with the school that it was a drill. After the lockdown, police maintained a minimal presence as to prevent unnecessary worry from students and staff.

Sincerely,

[Redacted]



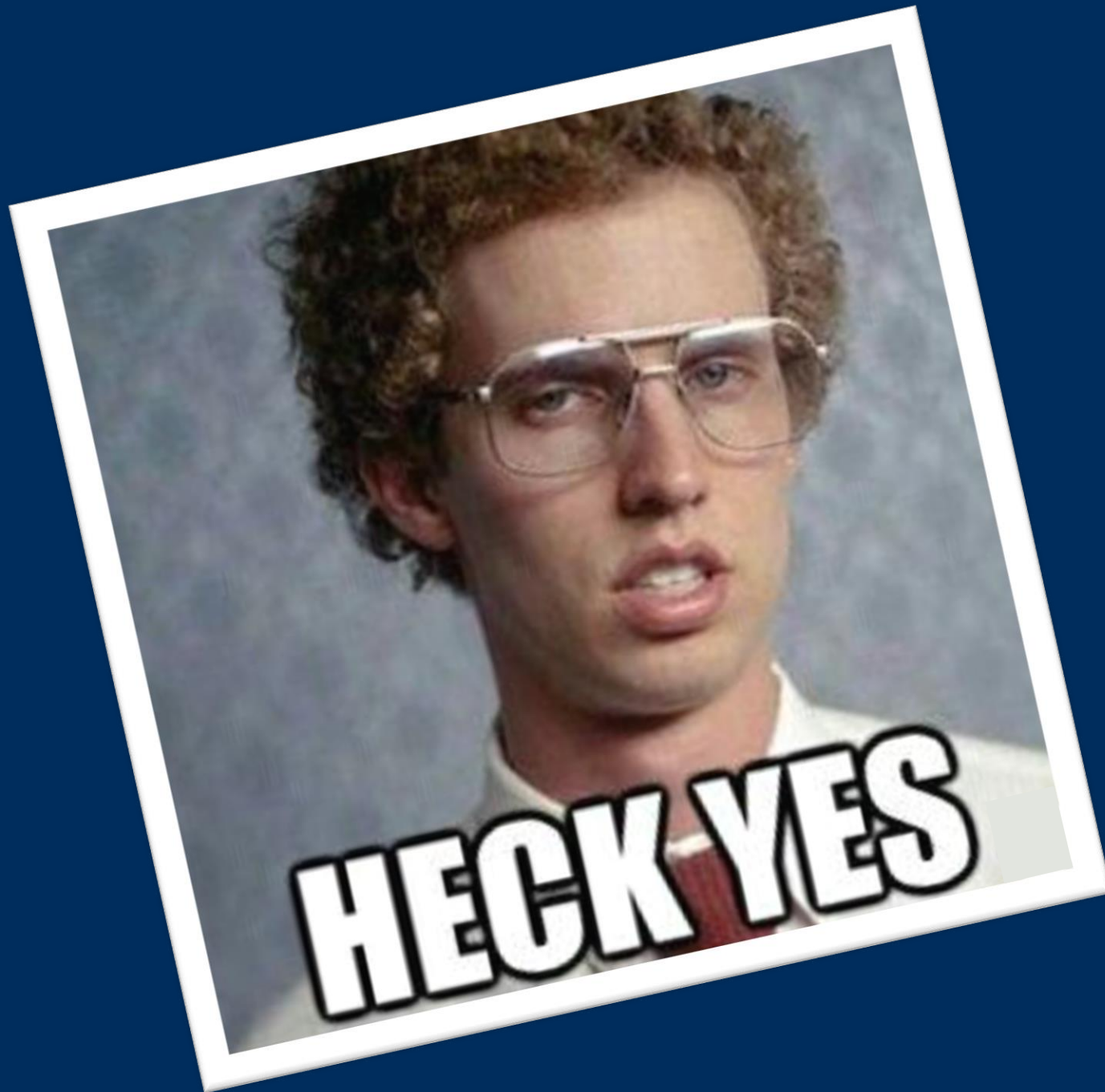




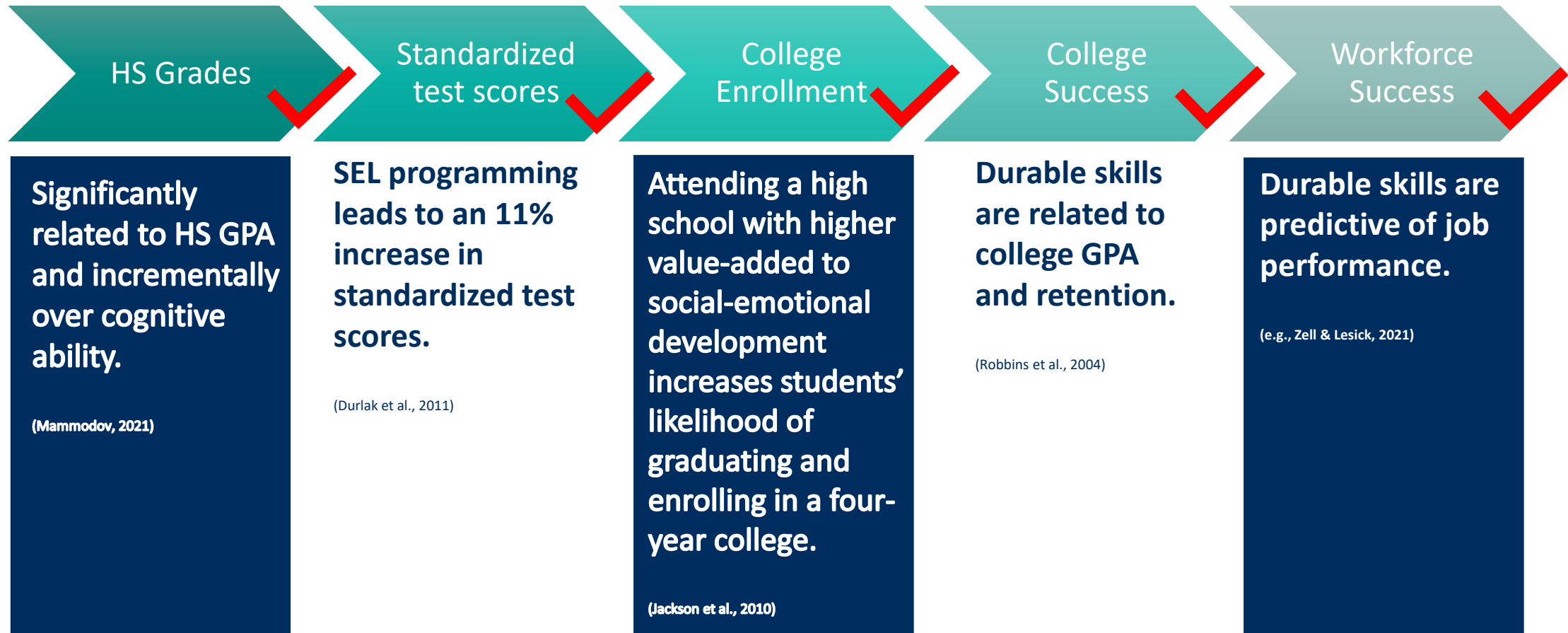
THE RESEARCH and DATA

Do **DURABLE SKILLS** really make a difference in academics and career readiness?

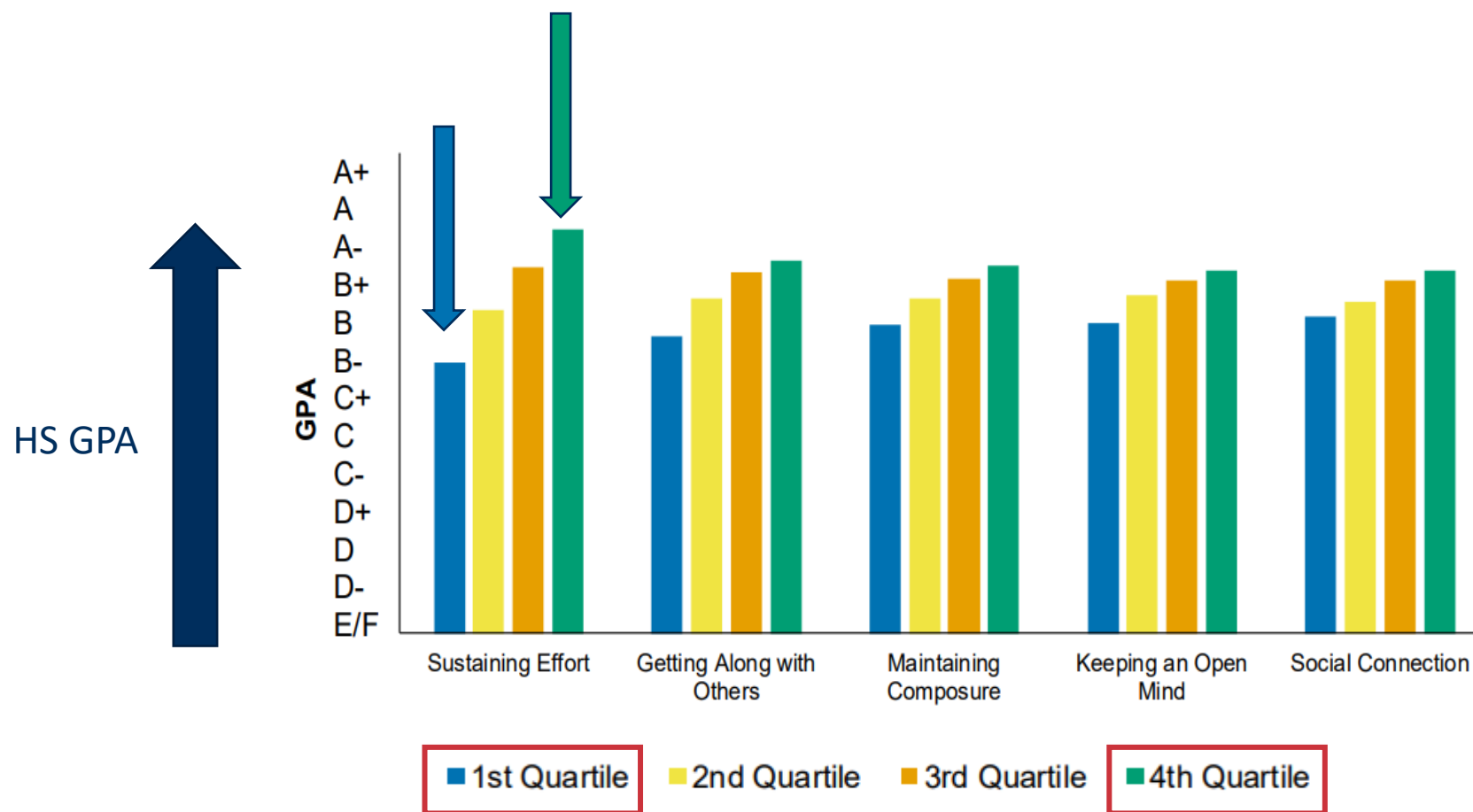




THE IMPORTANCE OF DURABLE SKILLS



HS Success



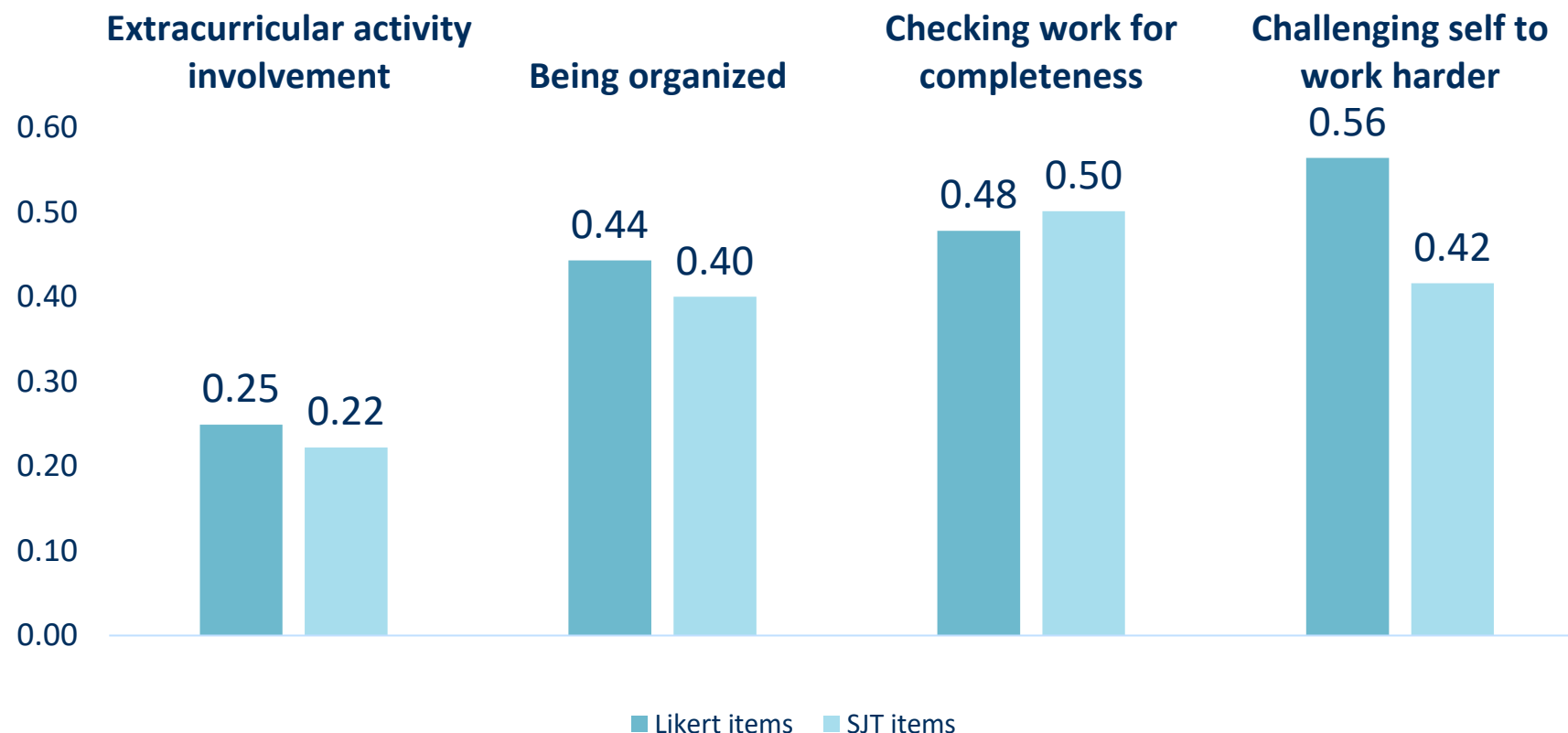
Durable skills
account for
24% of the
variance in **high
school GPA**

(ACT, 2022)

Helping people achieve education and workplace success.

HS Success

- Sustaining Effort has a **positive** relationship with **school-related behaviors** such as:



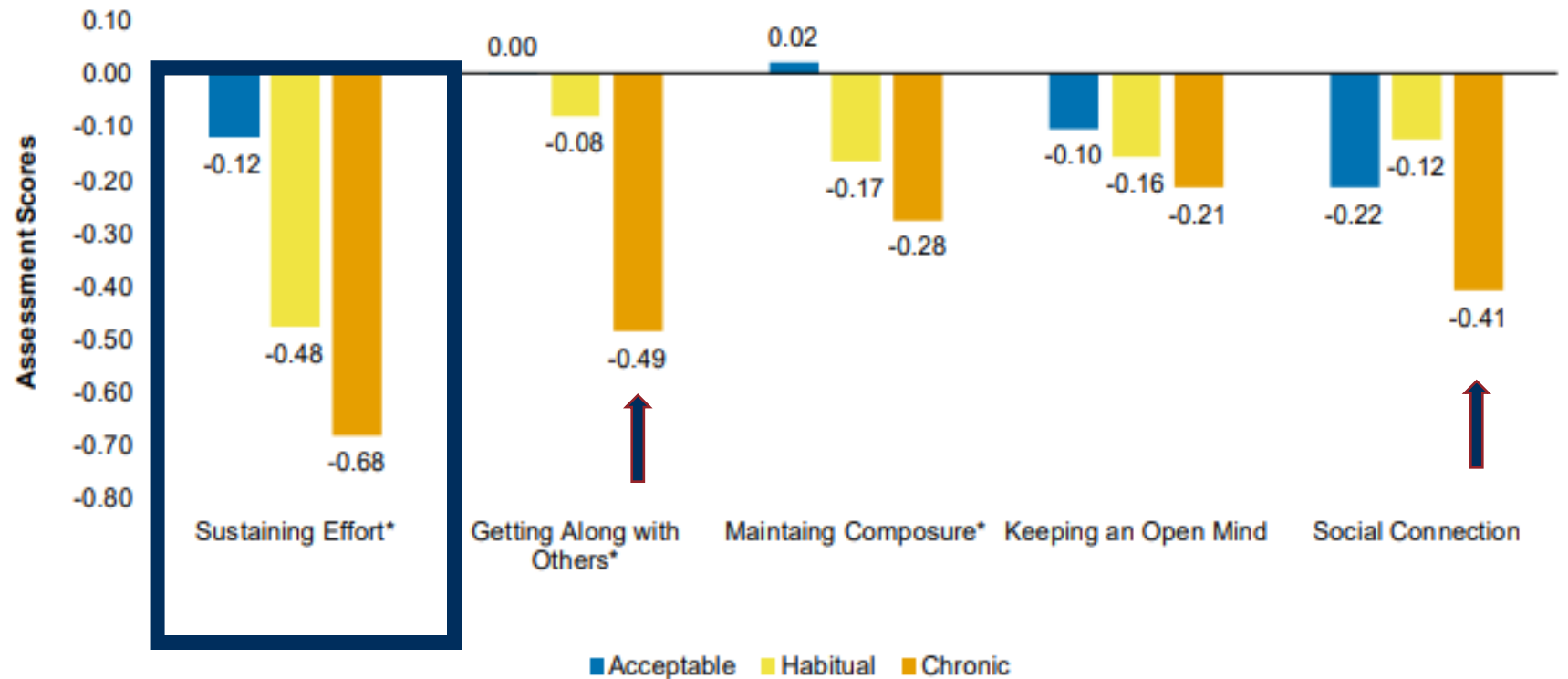
(Murano et al., in press)

Helping people achieve education and workplace success.

HS Success

Durable skills
account for 3% of
the variance
in **attendance**

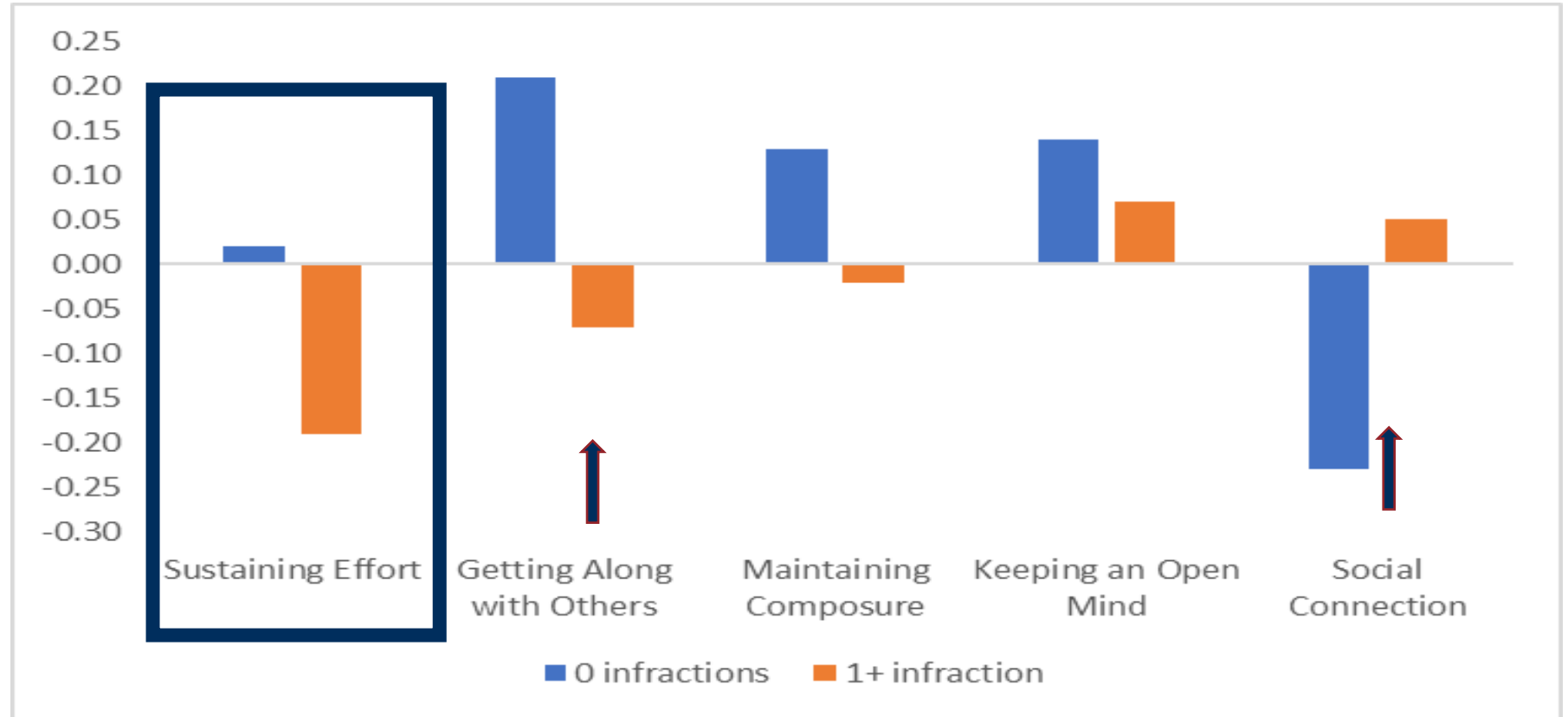
(ACT, 2022)



Helping people achieve education and workplace success.

HS Success

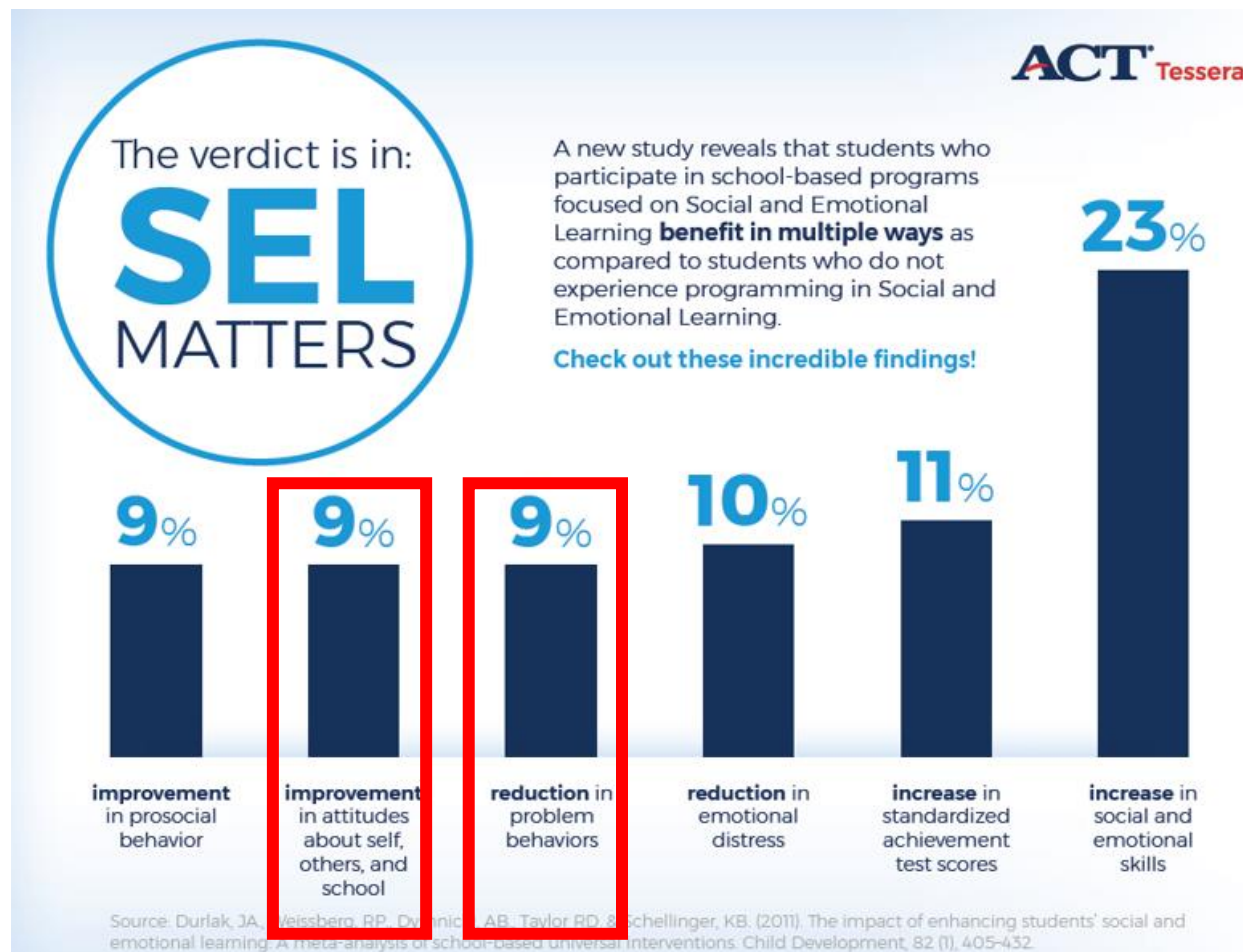
Durable skills
account for 7% of
the variance
in **disciplinary
infractions**



(ACT, 2022)

Helping people achieve education and workplace success.

HS Success

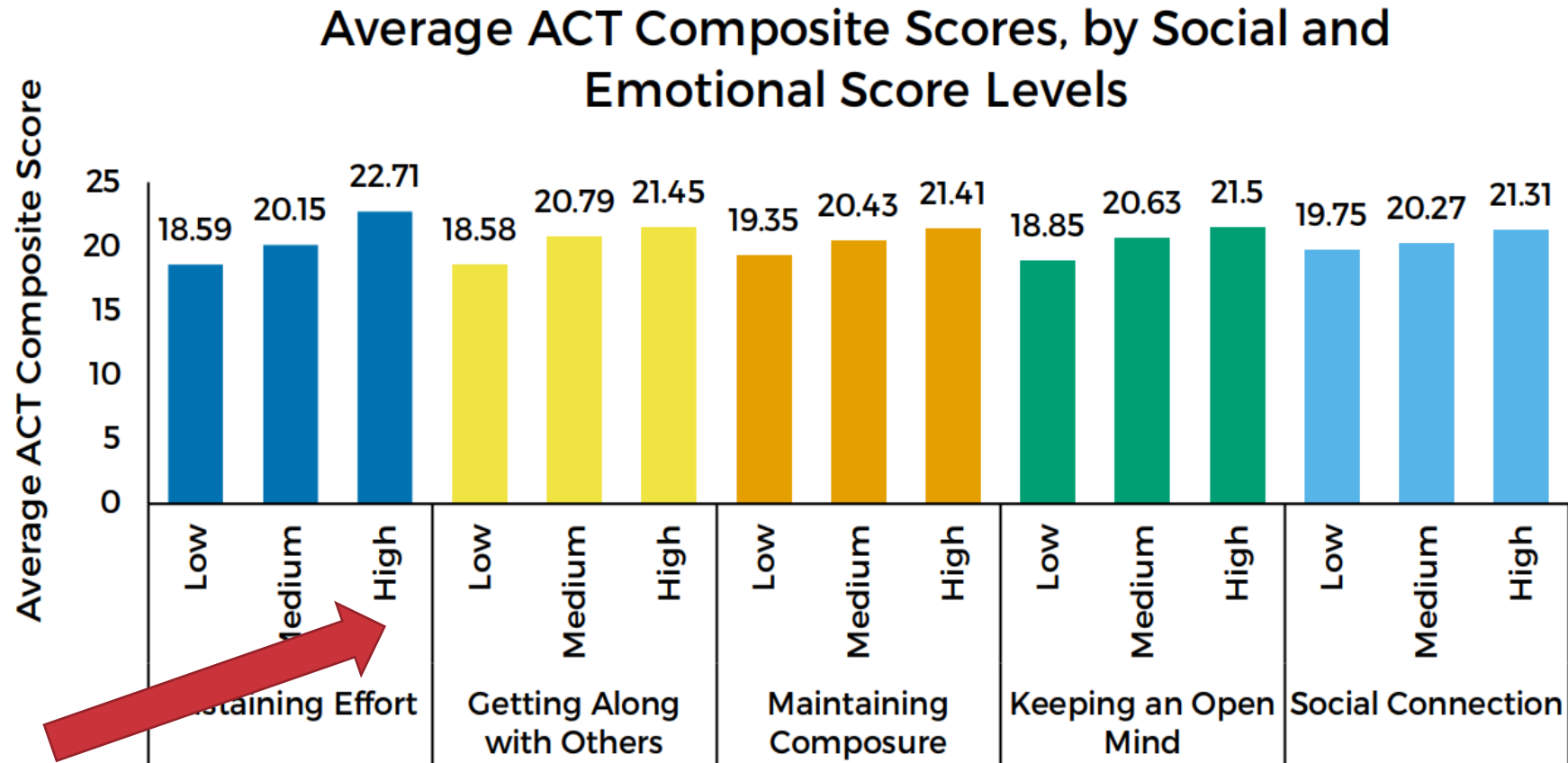


Helping people achieve education and workplace success.

- New 2023 meta-analysis study amalgamating 424 total studies with 575,361 students
- Students who participated SEL interventions demonstrated significant improvement in:
 - School climate/safety
 - Civic attitudes/behaviors
 - Social and emotional skills
 - Peer relationships
 - More prosocial behaviors and less externalizing behaviors

Cipriano et al., 2023

Standardized Test Scores

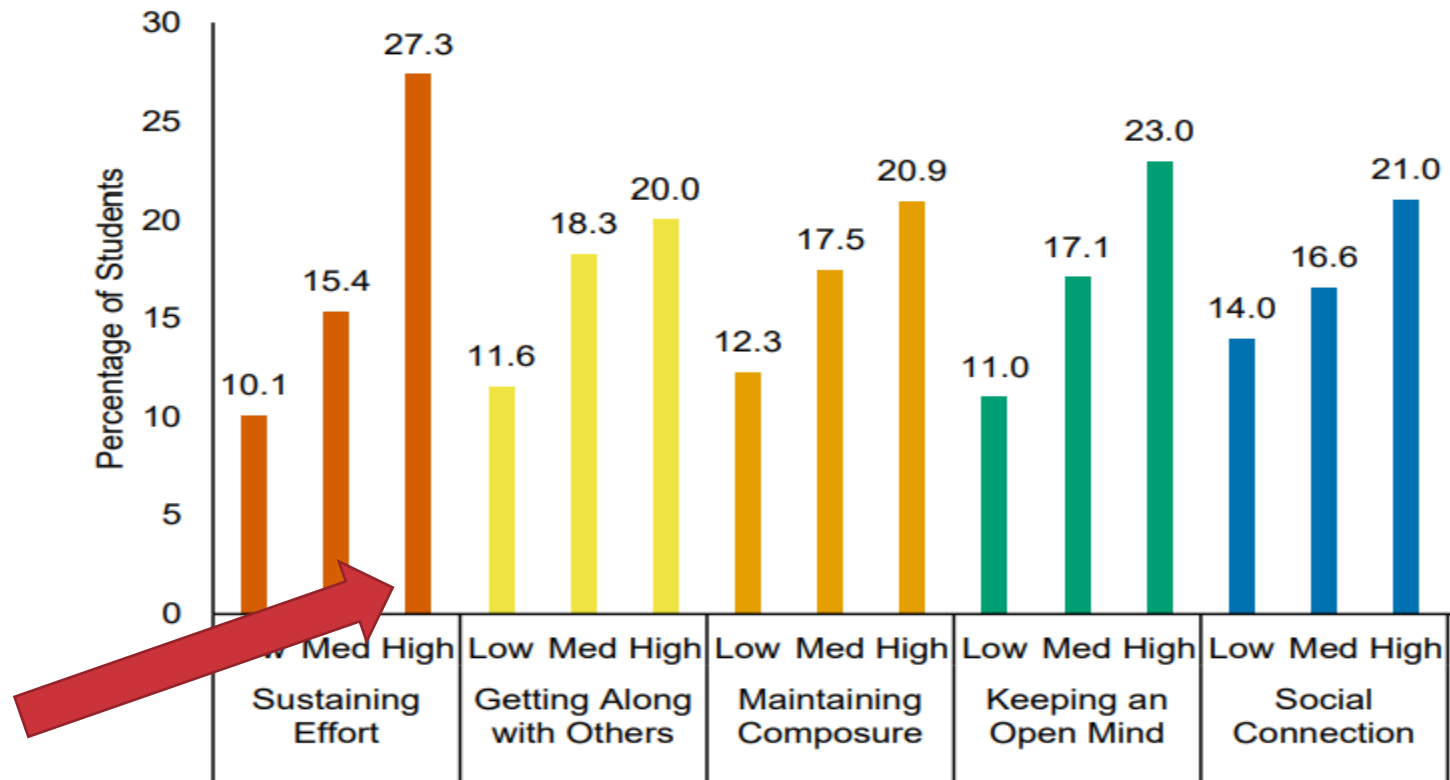


(Anguiano-Carrasco et al., 2022)

Helping people achieve education and workplace success.

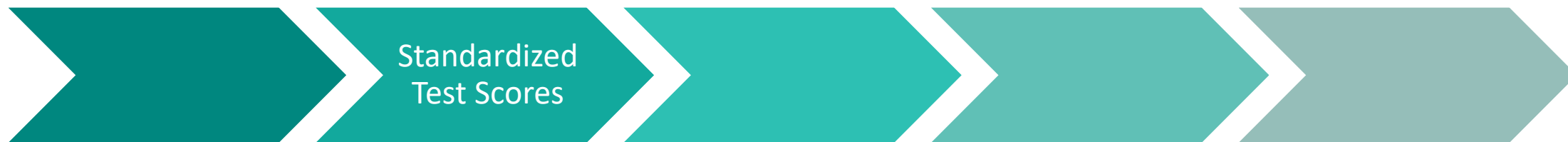
Standardized Test Scores

Percentage of Students Who Met or Exceeded the ACT STEM Benchmark



(Anguiano-Carrasco et al., 2022)

Helping people achieve education and workplace success.

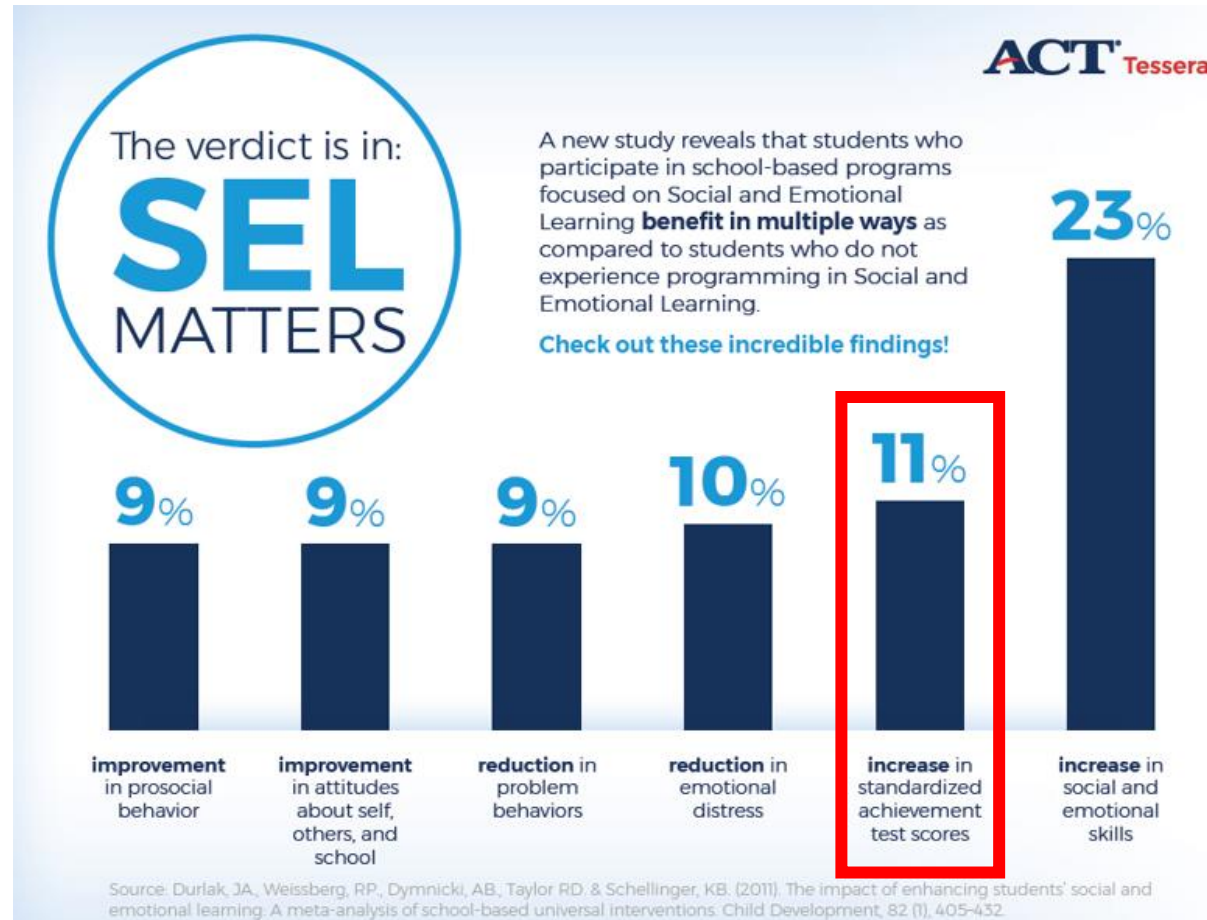


Incremental Validity in Predicting ACT Composite Score					
	R^2	ΔR^2			sr^2
Family Income	.16*			Family Income	.04
+ High School GPA	.41*	.25*		HS GPA	.13
+ Mosaic Readiness Index	.44*	.03*		Mosaic Readiness Index	.03

Durable skills predict ACT scores
above and beyond SES and GPA

(Walton et al., 2020)

Standardized Test Scores



Helping people achieve education and workplace success.



	Enrolled <i>M(SD)</i>	Not Enrolled <i>M(SD)</i>	<i>d</i>
Parent Income	5.56 (2.61)	4.26 (2.56)	.50
Mosaic Readiness Index	.29 (1.13)	-.32 (1.28)	.51
HS GPA	3.53 (.50)	3.15 (.72)	.61
ACT Composite	22.60 (5.10)	19.36 (5.23)	.63

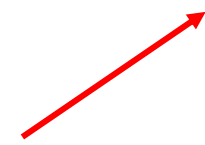
**Enrolled students have higher SES, GPA,
ACT scores, and stronger durable skills**

(Walton et al., 2023)



Incremental Validity in Predicting College Enrollment					
	χ^2	$\Delta\chi^2$			<u>OR</u>
Parent Income	78.63*			Parent Income	1.33
+ HS GPA & ACT	178.15*	99.52*		HS GPA	1.40
+ Mosaic Readiness Index	183.56*	5.41*		ACT Composite	1.37
				Mosaic Readiness Index	1.19

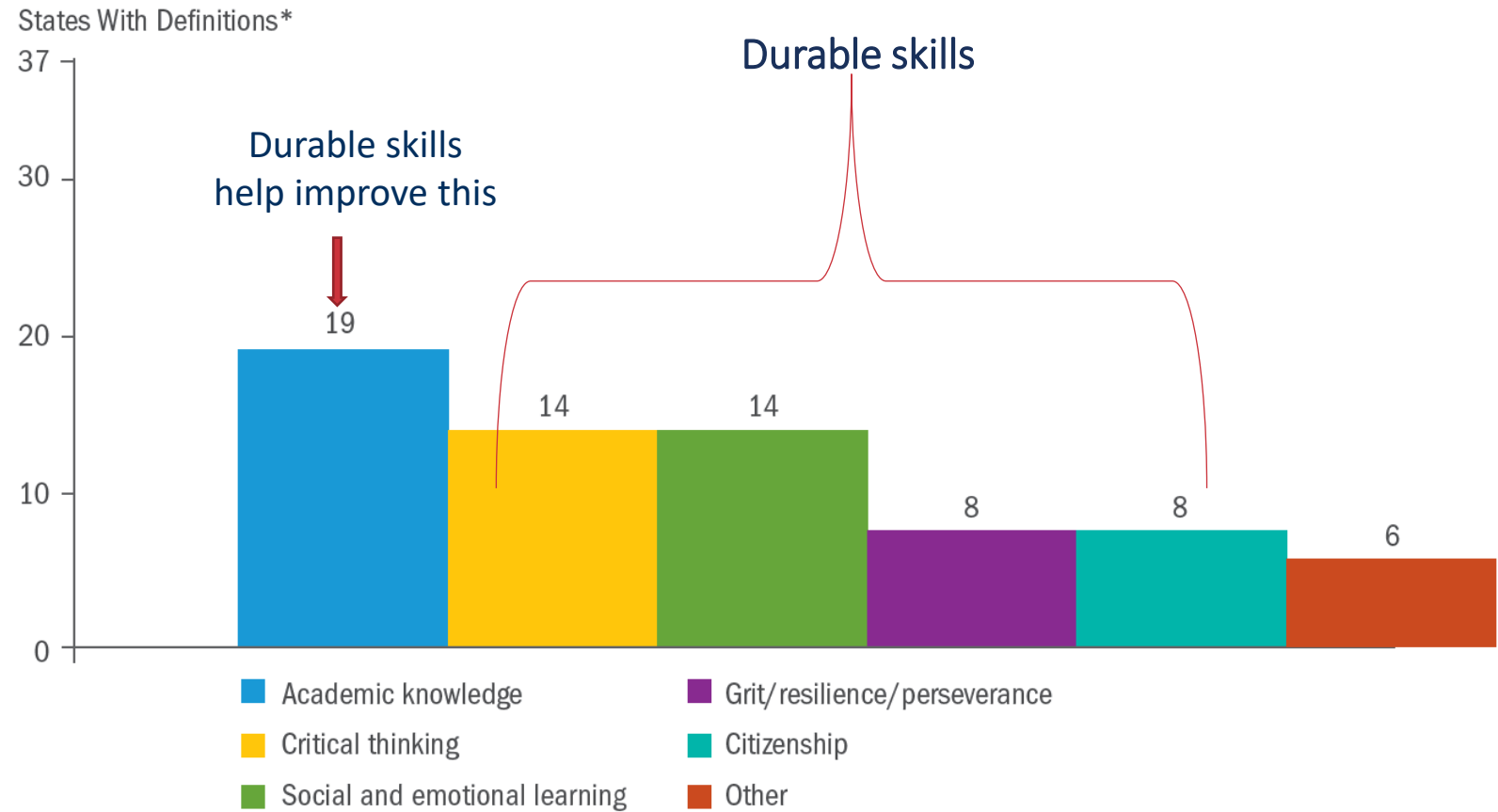
For a one-unit increase on the Mosaic Readiness Index, a measure of durable skills, odds of enrolling in college increase 19%



(Walton et al., 2023)

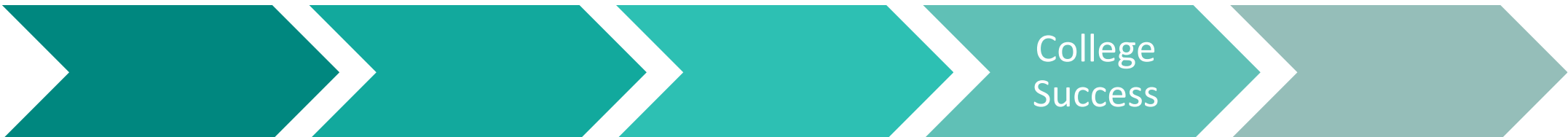


- What does it take to be ready for college and career?
- AIR analysis of state definitions of college and career readiness



*Includes D.C.

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College
Success



**SE skills account for
an additional 6% of
college GPA above
HS GPA**

Correlations Between Durable Skills & College GPA	
Sustaining Effort	.31
Getting Along with Others	.10
Maintaining Composure	.06
Keeping an Open Mind	.09
Social Connection	.12

ACT, 2021



Top predictors of *grades* (Richardson et al., 2012 meta-analysis):

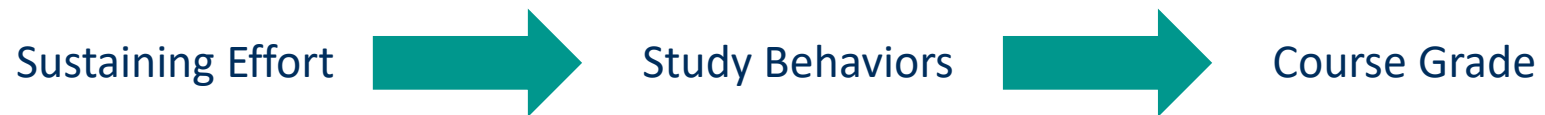
- Sustaining Effort
 - Effort regulation
 - Academic motivation
- Keeping an Open Mind
 - Need for Cognition

Top predictors of *retention* (Walton et al., 2023)

- Social Connection
- Getting Along with Others



Study behaviors likely mediate that relationship

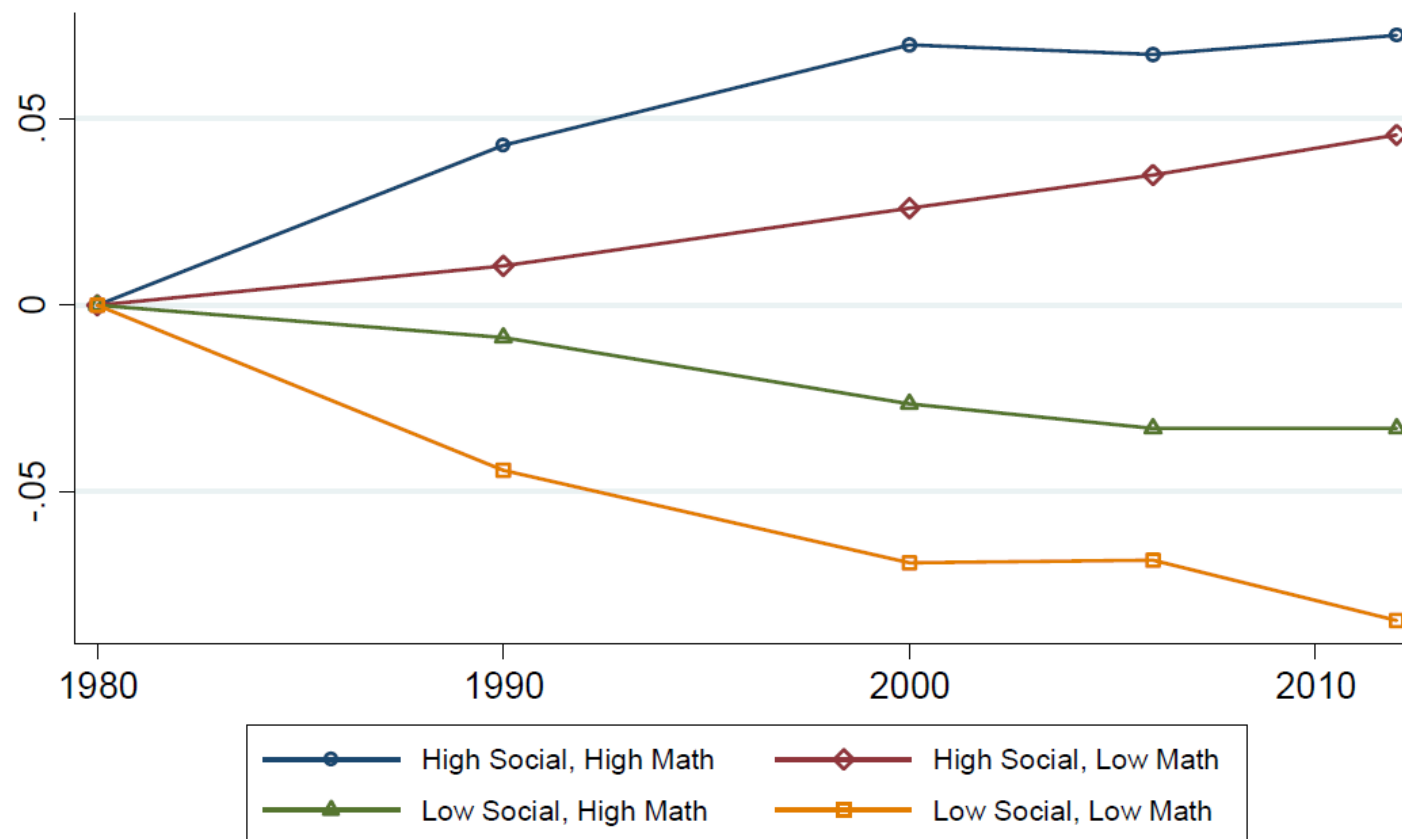


Correlations Between LMS Activities and Sustaining Effort and Course Grade		
Sustaining Effort		Course Grade
.30	Number of Sessions	.36
.17	Time on Answer Keys	.27
.15	Time on Lecture Notes	.22
.15	Time on Exam Review Materials	.21

(Walton et al., 2020)

How has the
workplace
changed?

Cumulative Changes in Employment Share by Occupation Task Intensity
1980 to 2012



Durable
Skills

Deming, 2017

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- 47% of U.S. jobs at risk due to automation in coming years.
- Jobs that are most at-risk are low paying and likely to be automated
 - Frey and Osborne (2015)

BUSINESS 07/14/2017 11:34 EDT | **Updated** 07/14/2017 12:57 EDT

85% Of Jobs That Will Exist In 2030 Haven't Been Invented Yet: Dell

Get ready for a globalized workforce and a lifetime of retraining, report from Dell says.



By Daniel Tencer



BLOOMBERG VIA GETTY IMAGES

Dell Inc. signage is displayed outside of the company's headquarters in Austin, Texas on Feb. 18, 2013. The company has issued a report arguing that 85 per cent of the jobs that will exist in 2030 haven't yet been invented.

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Cognitive		Interpersonal	
Critical thinking ● Structured problem solving ● Logical reasoning ● Understanding biases ● Seeking relevant information	Planning and ways of working ● Work-plan development ● Time management and prioritization ● Agile thinking	Mobilizing systems ● Role modeling ● Win-win negotiations ● Crafting an inspiring vision ● Organizational awareness	Developing relationships ● Empathy ● Inspiring trust ● Humility ● Sociability
Communication ● Storytelling and public speaking ● Asking the right questions ● Synthesizing messages ● Active listening	Mental flexibility ● Creativity and imagination ● Translating knowledge to different contexts ● Adopting a different perspective ● Adaptability ● Ability to learn	Teamwork effectiveness ● Fostering inclusiveness ● Motivating different personalities ● Resolving conflicts ● Collaboration ● Coaching ● Empowering	
Self-leadership		Digital	
Self-awareness and self-management ● Understanding own emotions and triggers ● Self-control and regulation ● Understanding own strengths ● Integrity ● Self-motivation and wellness ● Self-confidence		Digital fluency and citizenship ● Digital literacy ● Digital learning ● Digital collaboration ● Digital ethics	
Entrepreneurship ● Courage and risk-taking ● Driving change and innovation ● Energy, passion, and optimism ● Breaking orthodoxies		Software use and development ● Programming literacy ● Data analysis and statistics ● Computational and algorithmic thinking	
Goals achievement ● Ownership and decisiveness ● Achievement orientation ● Grit and persistence ● Coping with uncertainty ● Self-development		Understanding digital systems ● Data literacy ● Smart systems ● Cybersecurity literacy ● Tech translation and enablement	

2021 McKinsey Future of Work Report

- Surveyed 18,000 people in 15 countries
- Identified 56 foundational skills for the future of work
- At least **35** related to social and emotional skills

Helping people achieve education and workplace success.

**Meta-analysis
shows durable skills
are related to job
performance**

(Zell & Lesick, 2021)

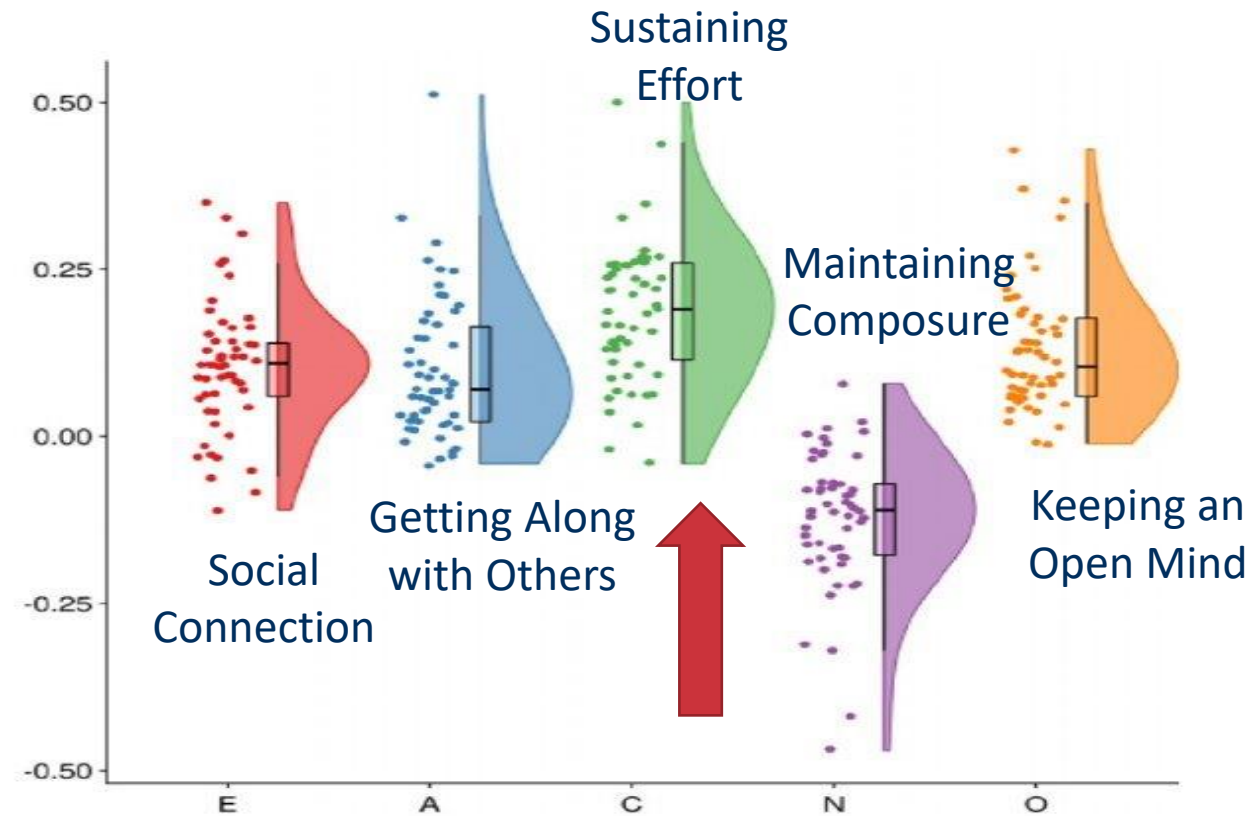
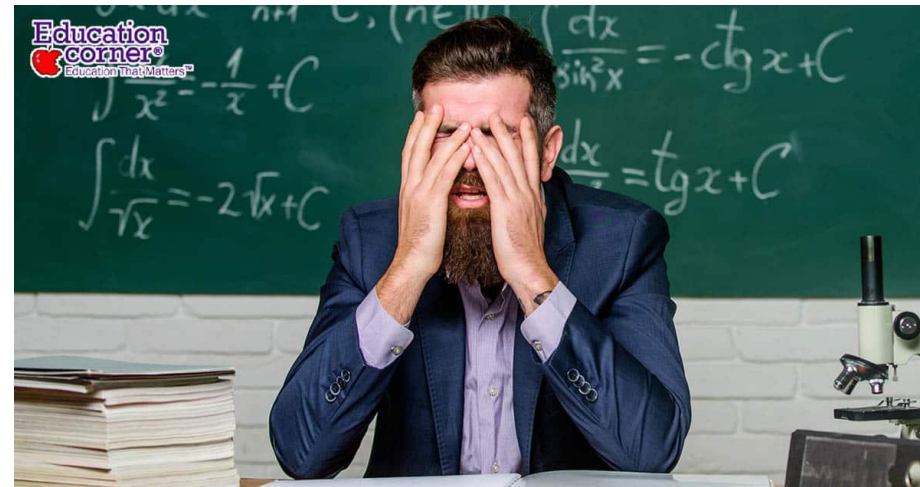


FIGURE 1 Effect sizes for performance. Dots represent meta-analytic effect sizes ($m = 54$ for each trait). Boxes depict the 1st quartile, median, and 3rd quartile. Clouds show the distribution of effect sizes. E, A, C, N and O refer to their respective Big Five traits

What about teachers?

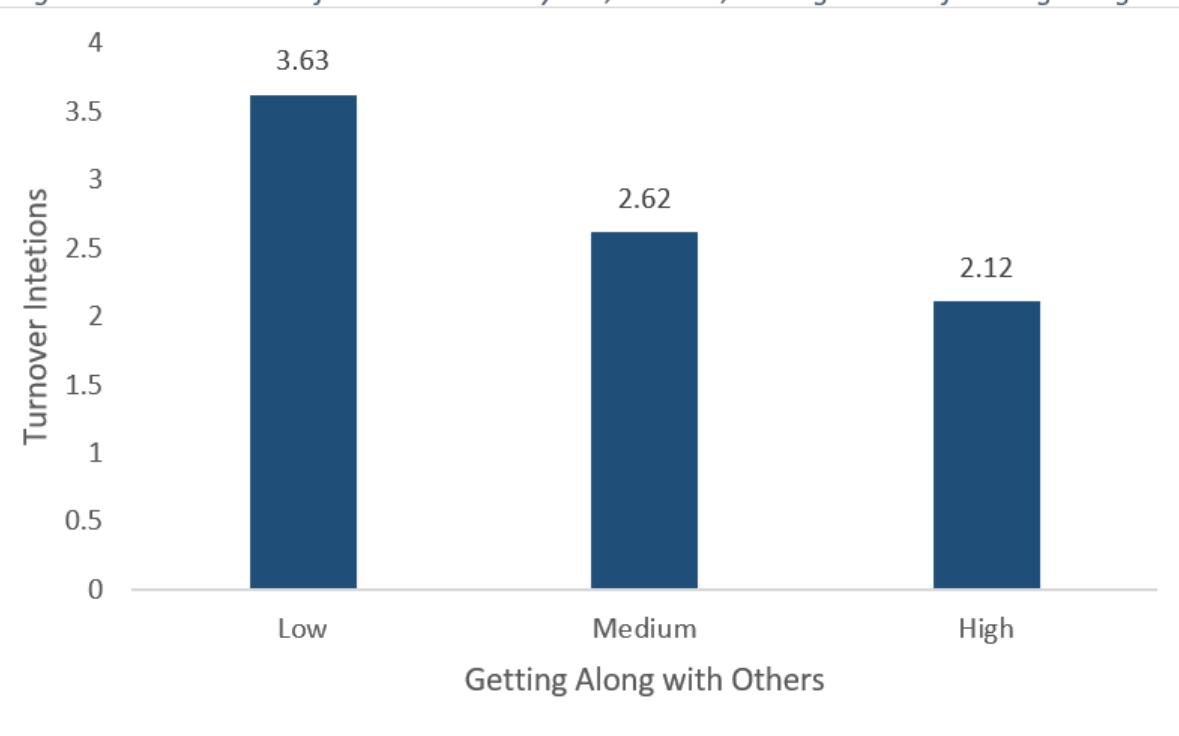
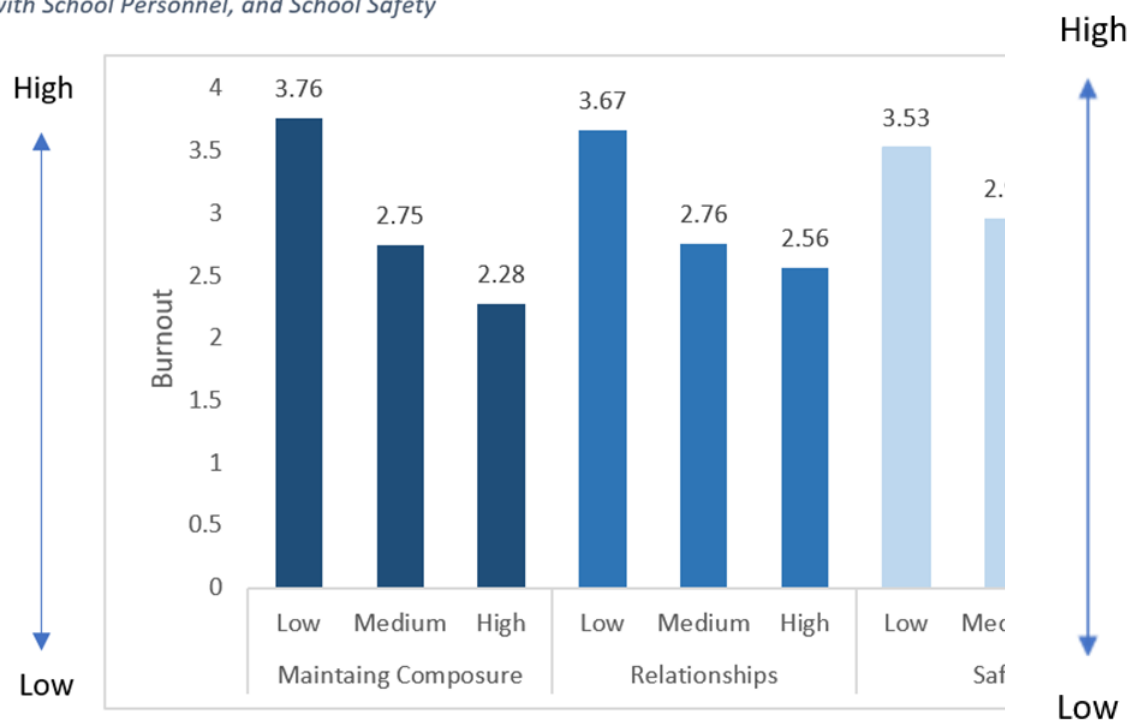
- **Unique workforce population that experiences high burnout rates**
 - **Durable skills account for 22% of the variance in teacher burnout**



(McVey et al., 2023)



Figure 1: Average burnout scores for 439 teachers by low, medium, and high levels of Maintaining Composure, Relationships, and School Safety. Figure 2: Average turnover intentions for 120 teachers by low, medium, and high levels of Getting Along with Others.



(McVey et al., 2023)

Suggestions for “The Why”: Evidence-Based SEL Value-Add

Which is most relevant to you and your work with students?

Student & Families



- Boosts social-emotional skills
- Improves attitudes about self, others, and school
- Positive classroom behavior
- Lifts achievement on standardized tests 11 percentile points
- Lifts teacher retention rates



- Fewer conduct problems
- Less emotional stress
- Lower drug use
- Lower intervention costs for schools

Teacher



Teachers who possess social and emotional competencies are more likely to stay in the classroom longer because they're able to work more effectively with challenging students — one of the main causes of burnout



Statistically significant associations between measured social-emotional skills in students and key young adult outcomes across multiple domains of education, employment, criminal activity, substance abuse, and mental health

BREAK
TIME





“

Welcome Back!

What is your favorite place in the world?

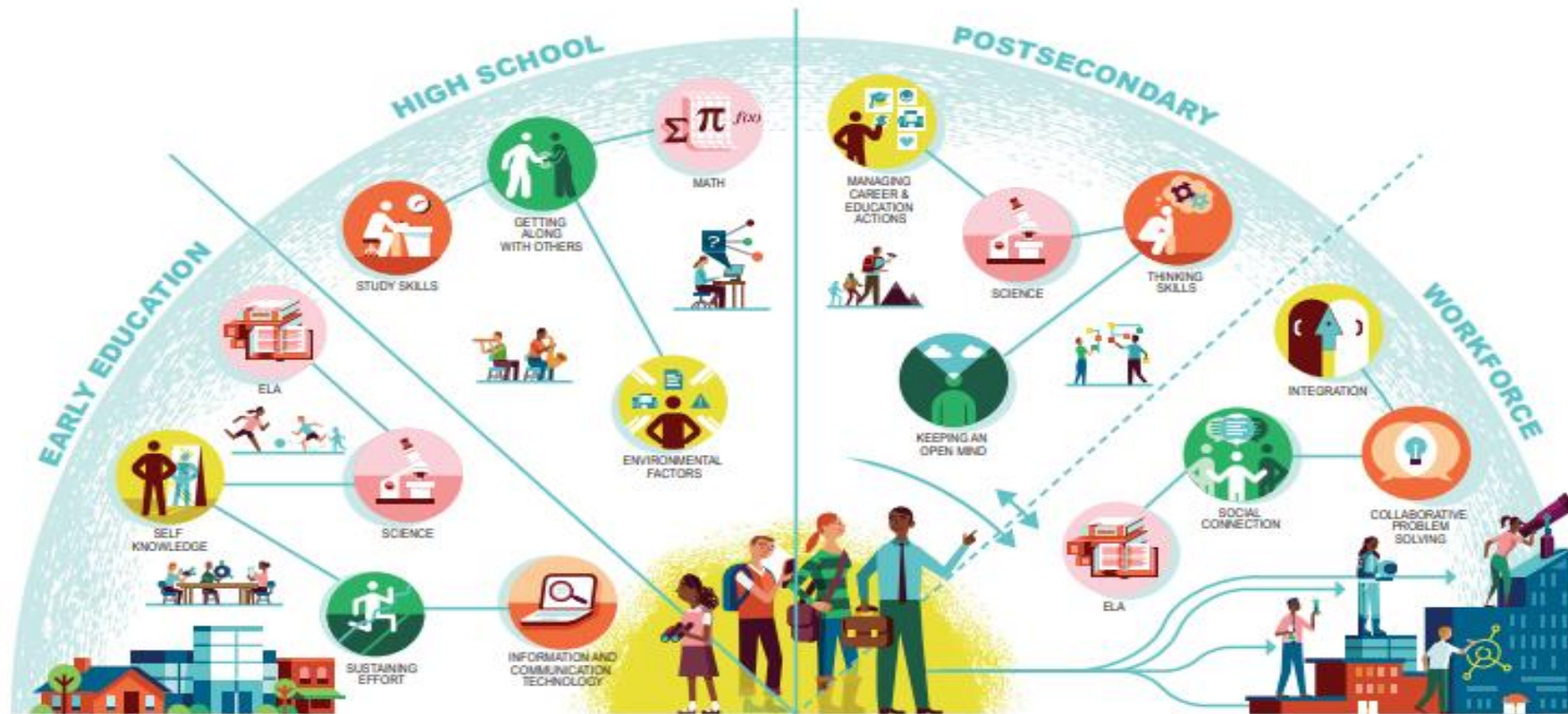


ACTIVITIES and IMPLEMENTATION



Success Spans Beyond Academics

Preparing for college, careers, and life requires a diverse set of knowledge and skills.



The holistic model of education and work success

CORE ACADEMIC SKILLS
English Language Arts
Mathematics
Science

CROSS-CUTTING CAPABILITIES
Information and Communication
Technology
Collaborative Problem Solving
Thinking Skills
Learning Skills

BEHAVIORAL SKILLS
Acting Honestly
Getting Along with Others
Keeping an Open Mind
Maintaining Composure
Social Connection
Sustaining Effort

EDUCATION & CAREER NAVIGATION
Self-Knowledge
Environmental Factors
Integration
Managing Career & Education Actions



- A **comprehensive** PreK-12 program for social and emotional learning (SEL) that includes research-based curricula and assessments
- Delivered in an **online** or **blended** learning environment with multiple deployment options
- Offers **professional development**
- Includes **English learner (ELL) options** for curriculum and professional development
- Provides **enhanced reporting** and **interactive dashboards**

THE



BIG 5

Sustaining Effort



How actions demonstrate diligence, effort, organization, self-control, and compliance with the rules.

Getting Along with Others



How actions demonstrate positive interactions and cooperation with others, and kindness, friendliness, and tactfulness.

Maintaining Composure



How actions demonstrate relative calmness, serenity, and the ability to manage emotions effectively.

Keeping an Open Mind



How actions demonstrate open-mindedness and curiosity about a variety of ideas, beliefs, people, and experiences.

Social Connection



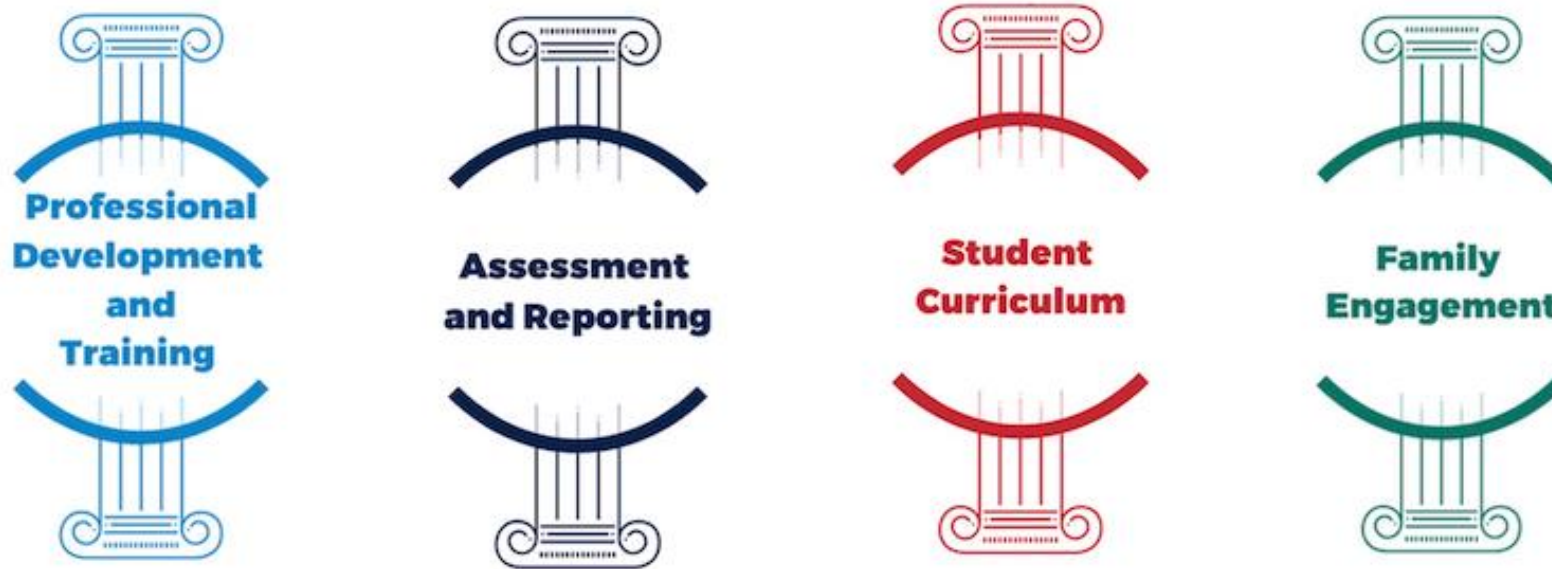
How actions demonstrate a preference for social interaction, assertiveness in social situations, and optimism.

This framework helps us categorize the myriad terms for durable skills:

Sustaining Effort	Getting Along with Others	Maintaining Composure	Keeping an Open Mind	Social Connection
Academic-Related Skills	Collaboration	Confidence	Curiosity	Assertiveness
Grit	Collegiality	Coping with Stress	Creativity	Cheerfulness
Effort Regulation	Generosity	General Self-Concept	Global Awareness	Communication
Persistence	Honesty	Resilience	Need for Cognition	Social Involvement
Intrinsic Motivation	Integrity	Self-Esteem	Imagination	Leadership
Achievement Motivation	Kindness	Self-Consciousness	Innovation	Liveliness
Responsibility	Trustworthiness	Self-Regulation	Tolerance	Sociability

The Four Pillars of Comprehensive SEL

Social and Emotional Skill Development
requires...



Positive conditions for learning that support a
whole-child approach to learning & development, including
trauma-informed and culturally-affirming practices

Professional Development and Training

According to a study by Dr. John Hattie, how influential are the following factors on student education?

1 = Most Influential

5 = Least Influential

RANK:

- Study Skills
- Teacher-student relationships
- Socioeconomic status
- Prior achievement
- Home environment

ANSWERS:

1. Teacher-student relationships
2. Prior achievement
3. Study skills
4. Home environment
5. Socioeconomic status



“

Please put your oxygen mask on *FIRST* before assisting others.

CASEL's 3 Signature Practices

-  • Welcoming and Inclusion Rituals: Greetings, Connections, Check-ins
-  • Engaging Activities and Collaboration: Pair-Share, Group-work, Jigsaw, Reflection
-  • Optimistic Closure: Next Steps, Positive Intentions, Consolidation, Commitments

Assessment and Reporting

Memory Lane Region

Assessment
School Year
Testing Window

SEL High School Assessme...
2022 - 2023
Pre Post
Apply Filters

Download Report

34 students completed
0 students in progress
0 attempts flagged

Highest Performing Skill
Maintaining Composure

Lowest Performing Skill
Getting Along with Others

Mosaic Readiness Index

Developing
Approaching
Demonstrating
Mastering

23
avg. percentile

Skills
Developing Students

62%
21 out of 34 students tested

Climate
Students at Level 1

0%
0 out of 34 students tested

School climate

Relationship with Teachers
School Safety

53 AVG.
63 AVG.

Very Negative Negative Slightly Negative Slightly Positive Positive Very Positive

Overview of Student Skills

Sustaining Effort
Getting Along with Others
Maintaining Composure
Keeping an Open Mind
Social Connection

40 AVG.
25 AVG.
48 AVG.
42 AVG.
39 AVG.

Developing Approaching Demonstrating Mastering

CASEL Competency	Mosaic SEL Scale Alignment	Overall AVG
Relationship Skills	Getting Along with Others Social Connection	29
Responsible Decision-Making	Sustaining Effort Getting Along with Others	30
Social Awareness	Getting Along with Others Keeping an Open Mind	32
Self-Awareness	Maintaining Composure Social Connection	43
Self-Management	Maintaining Composure Sustaining Effort	43

ASSESSMENT DASHBOARD

ASSESSMENT DASHBOARD: Student View

[Region Overview](#)
[District](#)
[School](#)
[Classroom](#)
[Students](#)
[Interventions](#)

[Resources](#)
[Demo SEL](#)

Name	Mosaic Readiness Index	Sustaining Effort	Getting Along with Others	Maintaining Composure	Keeping an Open Mind	Social Connection	Relationships with Teachers	School Safety
Lisa Turtle	Developing	Developing	Developing	Approaching	Approaching	Developing	Positive	Positive
Ursula Buffay	Developing	Developing	Developing	Developing	Developing	Developing	Slightly Positive	Slightly Positive
Chandler Bing	Developing	Developing	Developing	Approaching	Developing	Approaching	Positive	Positive
AC Slater	Developing	Developing	Developing	Developing	Developing	Developing	Slightly Negative	Slightly Negative
Claire Standish	Developing	Developing	Developing	Approaching	Approaching	Approaching	Positive	Positive
Joey Tribbiani	Developing	Developing	Developing	Developing	Developing	Developing	Slightly Negative	Slightly Positive
Peter Brady	Approaching	Developing	Developing	Approaching	Approaching	Demonstrating	Positive	Very Positive
John Bender	Developing	Developing	Developing	Approaching	Developing	Developing	Slightly Positive	Slightly Positive
Leslie Burke	Approaching	Approaching	Demonstrating	Demonstrating	Mastering	Mastering	Positive	Slightly Positive
Carol Brady	Developing	Approaching	Approaching	Approaching	Approaching	Approaching	Positive	Positive

REPORTING

Individual Student Report



CLAIRE STANDISH
PRE Assessment Report

Date: Jul. 27, 2022 @ 04:18 pm UTC

Mosaic™ by ACT® SEL assessment measures five important social emotional skills: Sustaining Effort, Getting Along with Others, Maintaining Composure, Keeping an Open Mind, and Social Connection. You can receive one of four scores for each skill: Developing, Approaching, Demonstrating, and Mastering.

For detailed information on improving the five social emotional skills, and for explanation of how these scores are determined, go to <https://www.act.org/content/dam/act/unsecured/documents/mosaic-sel-tech-manual.pdf>.



WHERE YOU ARE TODAY DOESN'T HAVE TO BE WHERE YOU ARE TOMORROW!

Social emotional skills change over time, and improving these skills can help you achieve your academic, professional, and personal goals.

This report provides you with your current score on each skill and some exercises that may help you learn more about each skill and improve. The more you practice, the stronger you can become in each skill.

SUSTAINING EFFORT



How your actions demonstrate diligence, effort, organization, self-control, and compliance with the rules.

WHEN YOU DEMONSTRATE SUSTAINING EFFORT, YOU...

- Complete tasks on time without needing reminders and even during difficult circumstances
- Actively seek feedback to improve work and make needed revisions
- Keep all of your materials organized
- Attempt challenging tasks and persevere through frustrations
- Set realistic goals for yourself and make realistic plans to achieve them

WANT TO IMPROVE IN SUSTAINING EFFORT? HERE'S A WAY TO START:

Get organized! Start keeping track of all of your assignments and classes at home, and organize your time so that you can get all of your tasks done. To access resources to help you improve in Sustaining Effort, go to www.act.org/sustaining_effort.

GETTING ALONG WITH OTHERS



How your actions demonstrate positive interactions and cooperation with others, and kindness, friendliness, and tactfulness.

WHEN YOU DEMONSTRATE GETTING ALONG WITH OTHERS, YOU...

- Considerately show compassion or empathy for others in a variety of circumstances
- Work pleasantly with others following conflict
- Are able to identify when others need help and help others without expecting anything in return
- Considerately speak to teachers and peers politely, using respectful language and tone
- Appropriately identify sources of conflict when disagreements arise and actively suggest solutions

WANT TO IMPROVE IN GETTING ALONG WITH OTHERS? HERE'S A WAY TO START:

Consider other team members' perspectives. The next time you work with others, try to see things from their points of view. To access resources to help you improve in Getting Along with Others, go to www.act.org/getting_along_with_others.

MAINTAINING COMPOSURE



How your actions demonstrate relative calmness, serenity, and the ability to manage emotions effectively.

WHEN YOU DEMONSTRATE MAINTAINING COMPOSURE, YOU...

- Recognize when you are being affected by stress and take steps to reduce it
- Successfully manage stress related to activities or tasks
- Use multiple coping strategies to deal with negative feelings (e.g., seeking social support, relaxation)
- Manage negative emotions when you experience them
- Reframe past mistakes or events into something positive instead of dwelling on them

WANT TO IMPROVE IN MAINTAINING COMPOSURE? HERE'S A WAY TO START:

Be grateful. Being grateful means being thankful for the things you have. Try to spend a little bit of time each day thinking about the things in your life for which you are grateful. To access resources to help you improve in Maintaining Composure, go to www.act.org/maintaining_composure.

KEEPING AN OPEN MIND



How your actions demonstrate open-mindedness and curiosity about a variety of ideas, beliefs, people, and experiences.

WHEN YOU DEMONSTRATE KEEPING AN OPEN MIND, YOU...

- Generate new ideas or solve problems in new ways (e.g., by suggesting improvements or alternatives)
- Ask questions when trying to discover the answer to a question or solve a problem
- Participate in tasks that require imagination (e.g., creative arts, brainstorming)
- Seek out interactions with people, ideas, cultures, and opinions that differ from your own
- Consistently respect people whose cultural beliefs do not align with your own

WANT TO IMPROVE IN KEEPING AN OPEN MIND? HERE'S A WAY TO START:

Try to consider several ways of solving a problem before you settle on a solution. Observe people you think are creative and take notice of how they solve problems or come up with solutions. To access resources to help you improve in Keeping an Open Mind, go to www.act.org/keeping_an_open_mind.

SOCIAL CONNECTION



How your actions demonstrate a preference for social interaction, assertiveness in social situations, and optimism.

WHEN YOU DEMONSTRATE SOCIAL CONNECTION, YOU...

- Actively share your own ideas during group tasks and evaluate others' ideas
- Offer potential courses of action during group work
- Consistently make encouraging comments and help others identify the good in difficult situations
- Express positive ideas or opinions
- Initiate and actively participate in socializing with others

WANT TO IMPROVE IN SOCIAL CONNECTION? HERE'S A WAY TO START:

The next time you're working with a group, try taking on a leadership role. Speak up and be sure to share your ideas with everyone. To access resources to help you improve in Social Connection, go to www.act.org/social_connection.

WHAT CAN I DO NOW?

Remember that social emotional skills are like muscles; they will grow over time with regular exercise and effort.

We encourage you to share your score report with your parents or guardians. Together you can identify your areas of strength and your areas for growth. With practice, you can improve on each skill.

Student Curriculum

COMPREHENSIVE PK-12 SOLUTION

PreK-12 Assessments, Screener, Curriculum and Professional Development



Elementary Suite

- PreK Curriculum
- Turbo Elementary
- Super ELL Elementary
- SEL Assessment K -5
- PreK-2 Checklist



Middle School Suite

- Turbo Leader 1
- Turbo Leader 2
- Turbo Leader 3
- Super ELL (Gr 7-12)
- Super Student (Gr 8-12)
- SEL Assessment 6-8



High School Suite

- Turbo Leadership
- College and Career Readiness
- Critical Thinking & Study Skills
- Community Involvement Skills*
- Super ELL (Gr 7-12)
- Super Student (Gr 8-12)
- SEL Assessment 9-12



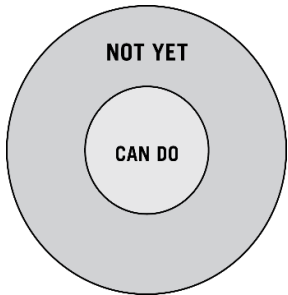
Professional Development

- Extensive PD Offerings
- Onsite
- Online
- Self-Paced

MOSAIC: CORE CONCEPTS & TOOLS



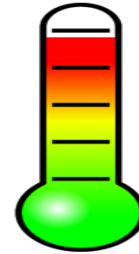
**TURBO, AGENCY,
SUCCESS and
GOALS (SE)**



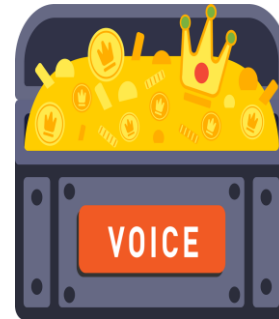
**(GROWTH) MINDSET
(KOM)**



**RELATIONSHIPS
(GAO)**



**COPING SKILLS and
Stress Management
(MC)**

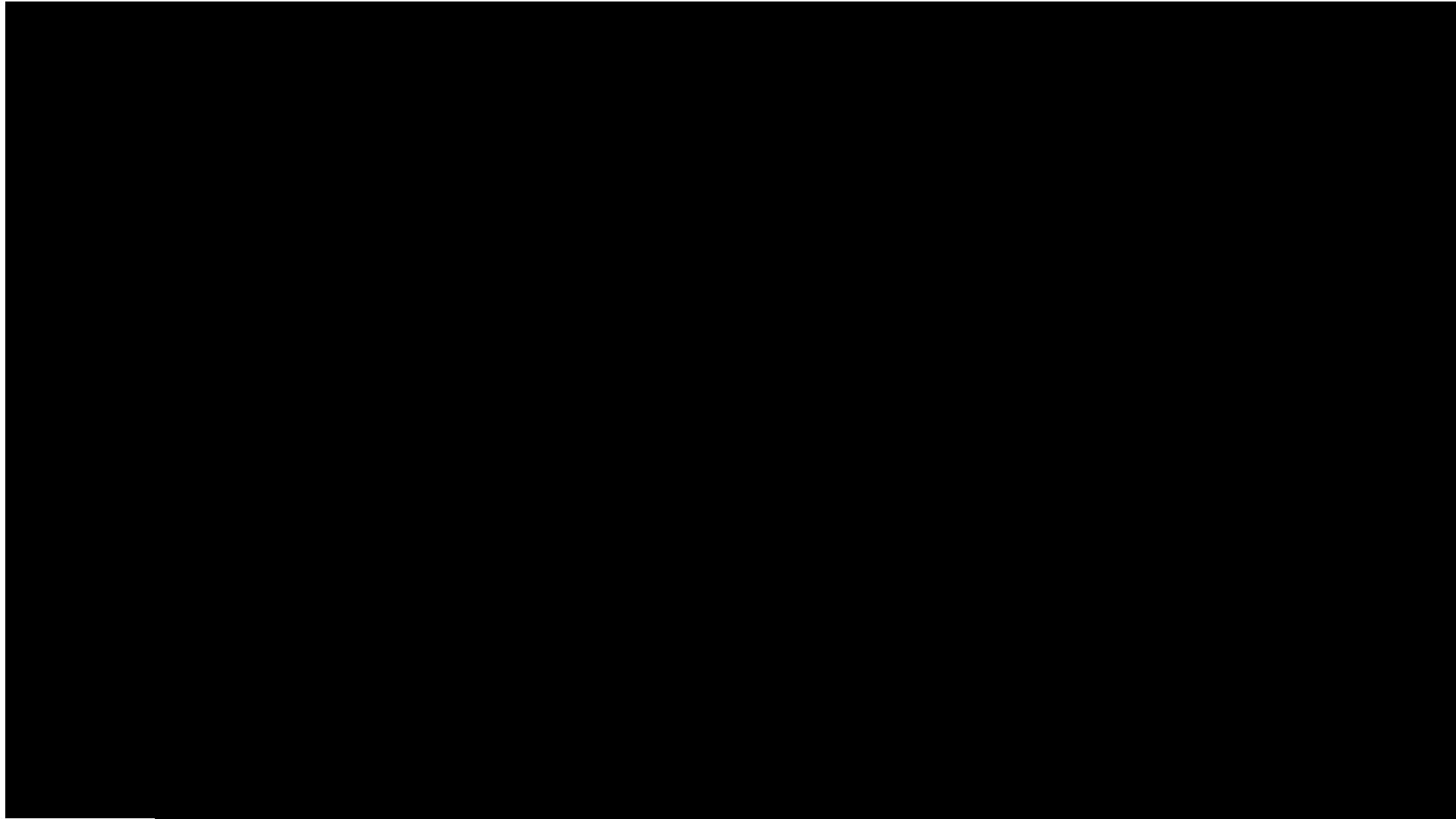


**VOICE and IMPACT
(SC)**



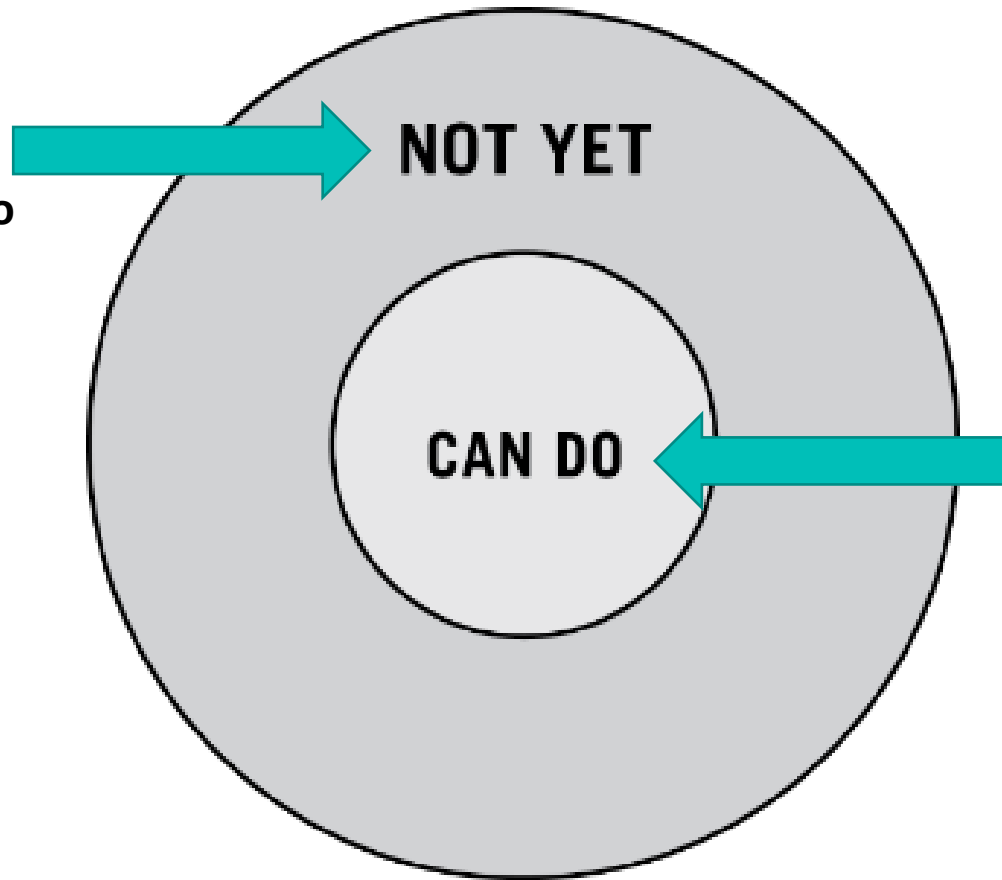
**LEARNING SKILLS
and Study/Learning/
Thinking Skills**

Meet Mawi Asgedom



CAN DO/NOT YET CIRCLES

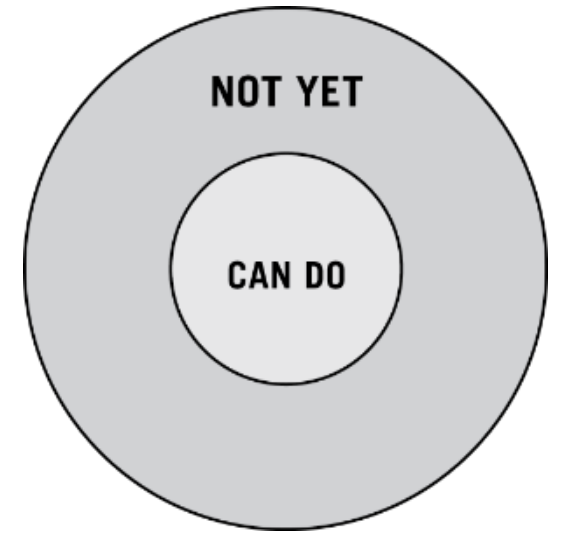
The Not Yet Circle represents all the things you cannot do *yet*.



The Can Do Circle represents all of the things you can already do in your life.

CAN DO/NOT YET CIRCLES

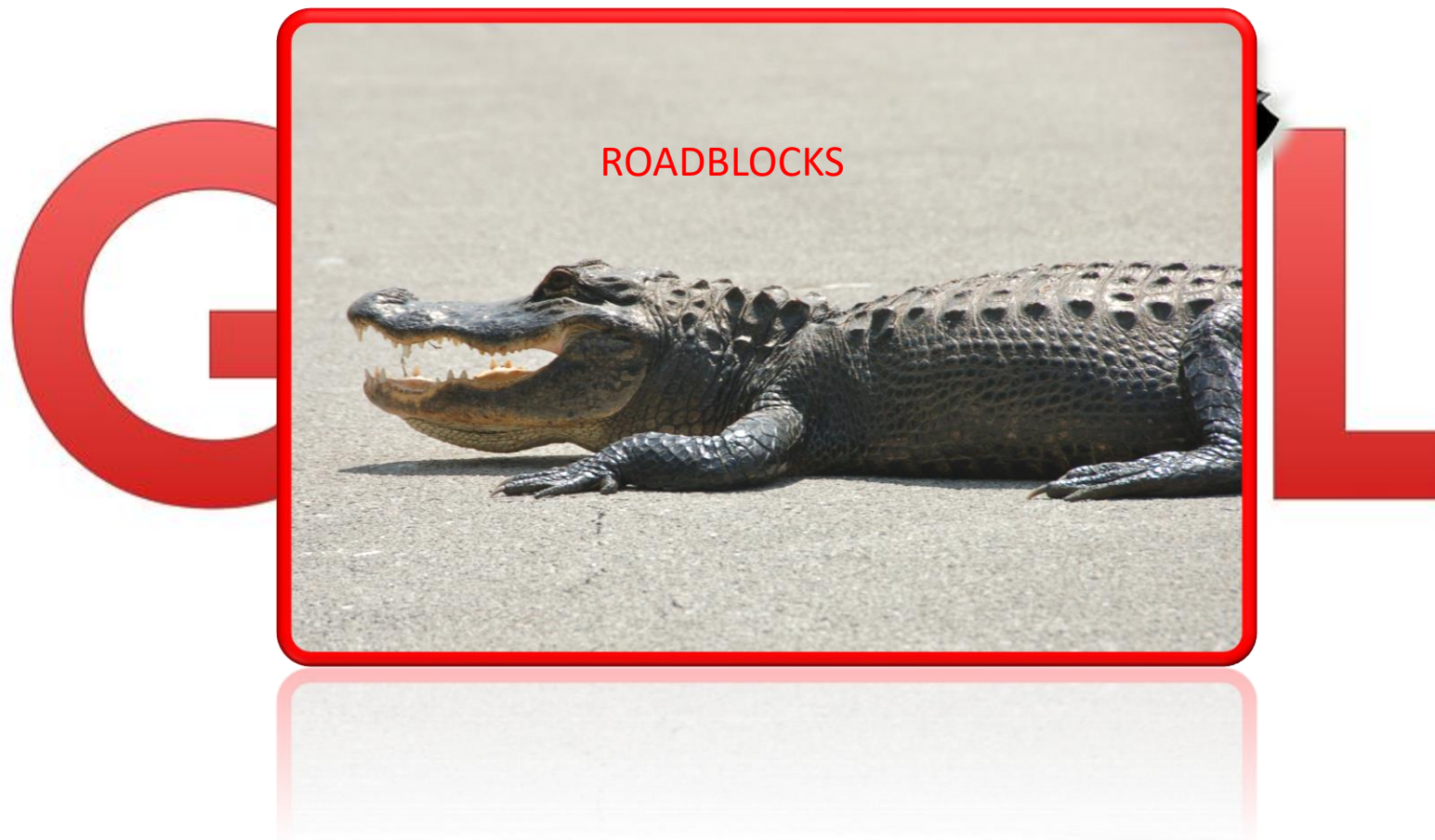
- Growth & fixed mindset
- Goal setting
- Mistakes can help us grow our Can Do circles
- Describe what is in/out of our comfort zone and identify obstacles from growing our comfort zone
- How learning challenges the brain
- Confidence comes from adding new skills to our Can Do Circle
- Prepare ourselves for changes
- Always aim for growth





Can Do/Not Yet Circles

What are some ways you could use the Can Do/Not Yet circles with your students and educators?



ROADBLOCKS



Background:

- In life, there are often obstacles that can get in the way of us achieving our goals. We call these roadblocks. Though these roadblocks are often unavoidable, there are things that we can do to overcome them in order to continue achieving our goals. This lesson describes four roadblocks that can get in the way of achieving goals.

Activity:

- To complete this activity, first review each of the roadblocks listed below. Once you feel you understand each concept, work to identify roadblocks you may be experiencing in your own life. Then, think about ways in which you can overcome each roadblock in order to continue making progress toward your goals.

ROADBLOCKS



Roadblock	Description	Example
Roadblock #1: Your Situation	If you are trying to focus on making progress toward your goal, then it helps to put yourself in a situation that is optimal for working toward your goal.	If music is on in your room while you are studying, you might feel like listening to song rather than studying. This means you are studying less overall. Thus, a good way to avoid distraction would be to study in a quiet place.

- What are some situations that might seem like roadblocks?
- How can you change or take advantage of the situation to improve your chances of achieving your goals?

ROADBLOCKS



Roadblock	Description	Example
Roadblock #2: Your Attention	Your attention is focused on what you are looking at, listening to, or thinking about at that moment. To achieve your goals, it is necessary to focus your attention to that goal.	If you are studying in your living room and your brother is watching TV, you might be tempted to watch the TV show. Watching the show means less studying. One way to make sure you stay focused might be to turn your back to the TV while you study. A better way to stay focused, if possible, would be to leave the living room to study in a quieter place.

- What are some things that might distract you from paying attention to your goals?
- How can you focus your attention to improve your chances of achieving your goals?



ROADBLOCKS

Roadblock	Description	Example
Roadblock #3: Your Thinking	Sometimes you have to choose between doing something that will help you achieve important goals, like studying, and doing something that sounds fun but that won't help you achieve important goals, like watching TV or playing video games. How you think about each of these choices will influence your behavior.	Let's say you have to study for a big test, but there's also a TV show on that you want to watch. If you think, "It will be really fun if I watch that TV show" then you might watch the TV show instead of studying. However, if you think, "If I watch the TV show, I will have less time to study" then you might study instead of watching the TV show.

- What are some ways in which you've been thinking that might seem like roadblocks?
- How can you change your ways of thinking to improve your chances of achieving your goals?

ROADBLOCKS

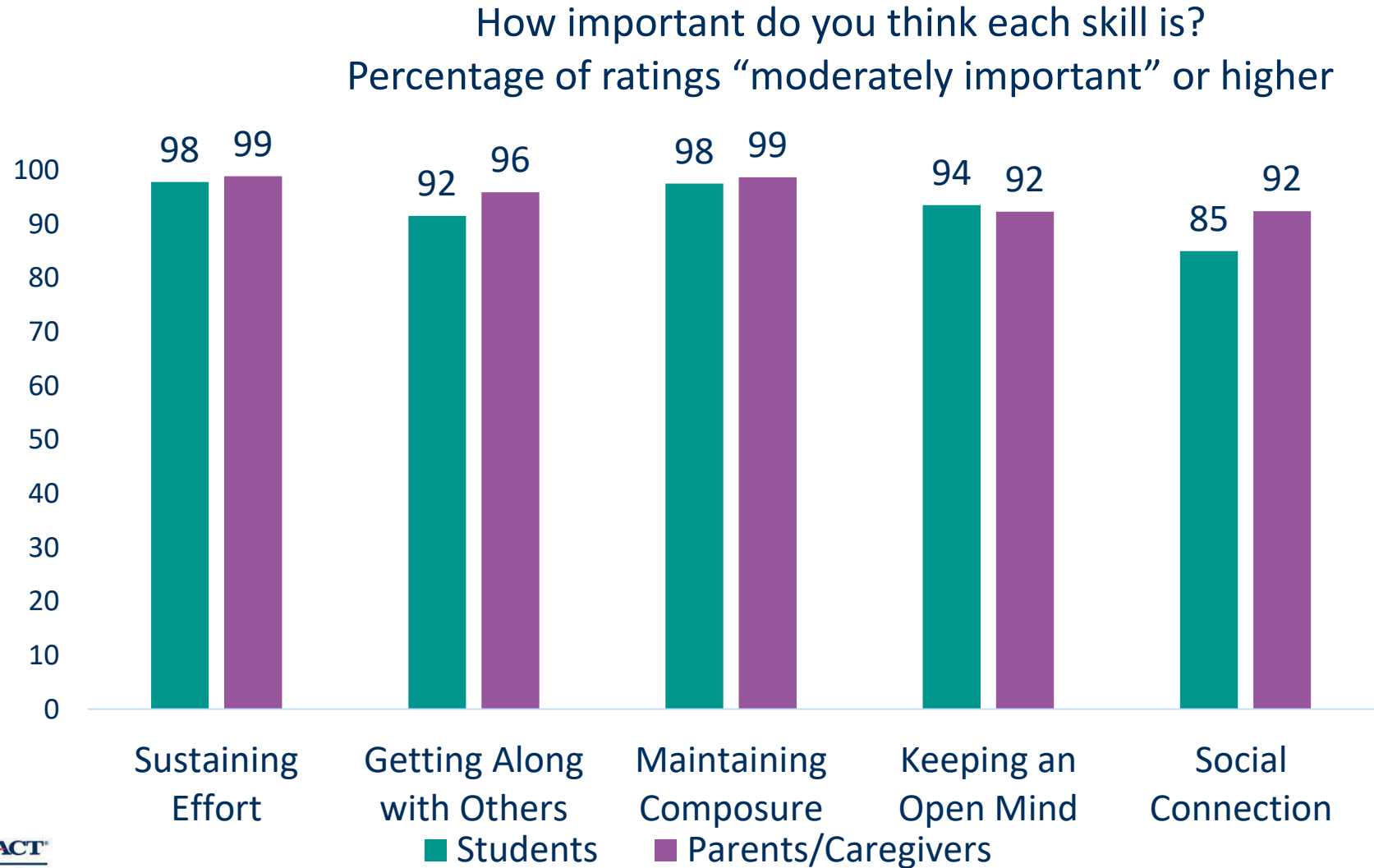


Roadblock	Description	Example
Roadblock #4: Your Response	Sometimes we can't avoid roadblocks 1, 2, and 3. In that case, your last option is to respond to potential roadblocks in a way that will help you achieve your goals. This is the most difficult way to make sure you achieve your goals, but with practice, you can get better at it.	Let's say you have to study for a big test and your neighbors are having a very loud party. There's nothing you can do to avoid the noise. In this case, your best option might be to try your best to ignore the noise and focus on studying as best as you can.

- What are some constructive responses you can have in response to roadblocks that will improve your chances of achieving your goals?

Caregiver and Family Resources

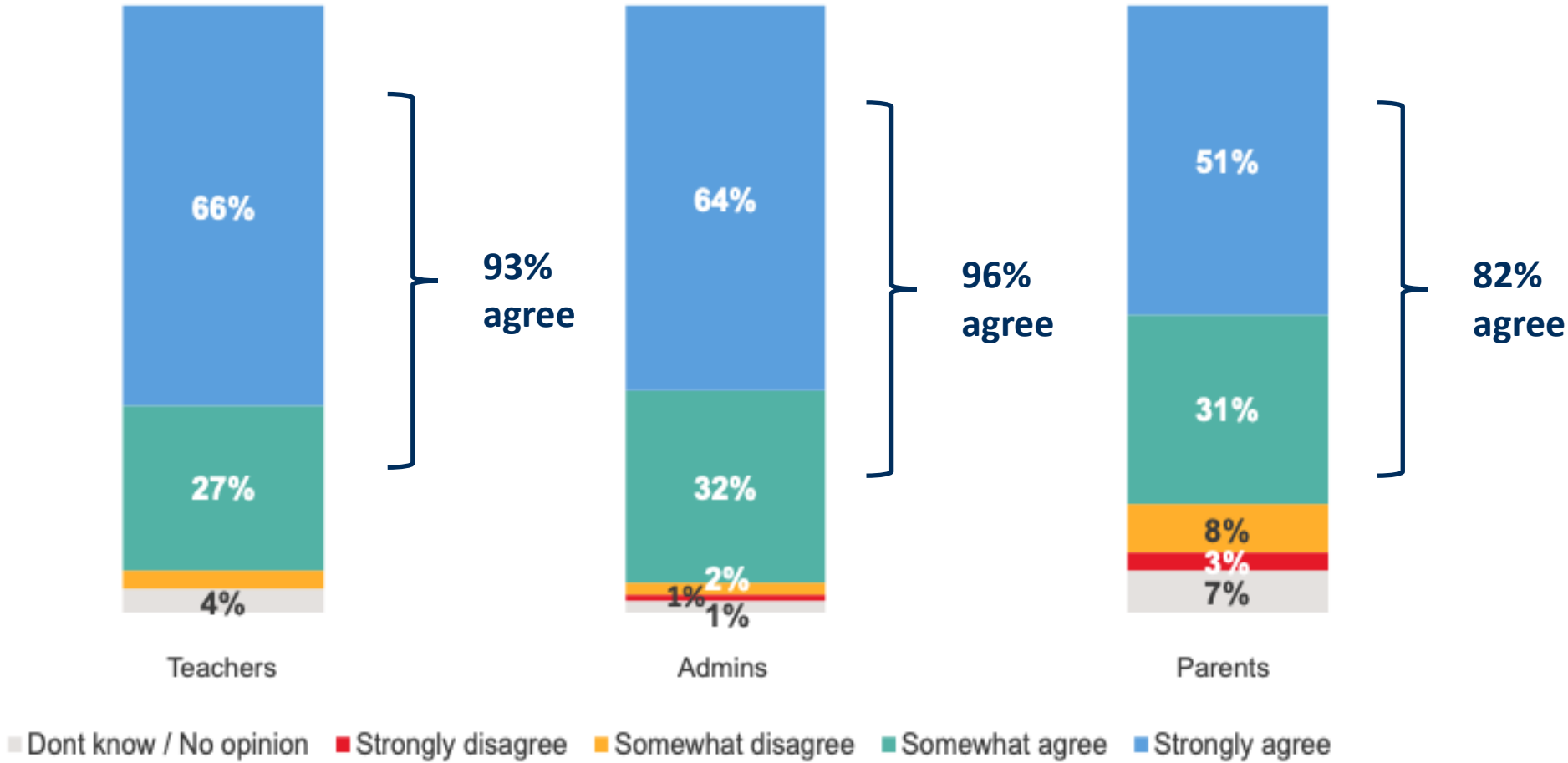
FAMILY SEL EVIDENCE



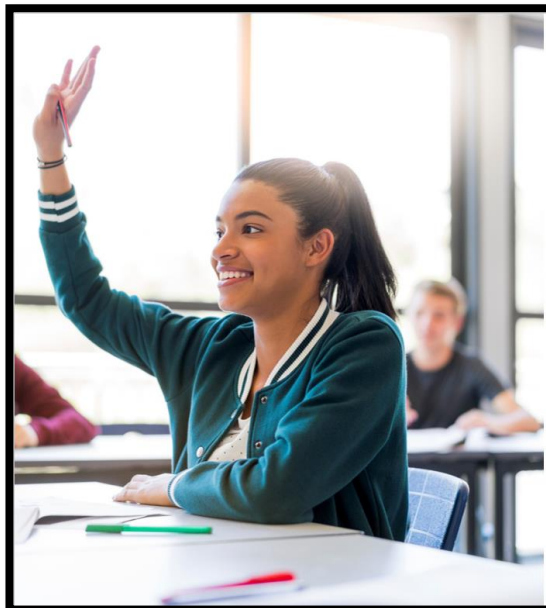
(Murano et al., 2022)

Families feel strongly about including durable skills in education

“Social and emotional learning is just as important as academic learning”



PARENT/FAMILY RESOURCES



Parent Overview

 **Mosaic**TM by **ACT**[®]
Social Emotional Learning

A research-based, comprehensive PreK-12 program supporting students to grow in their social emotional learning.

www.act.org/sel

Social Emotional Learning (SEL) supports your child's academic success by applying the knowledge and life skills to:

- set goals and work towards achieving them
- believe in themselves and abilities
- understand, express and control emotions
- empathize with the feelings of others
- navigate social situations
- make responsible and ethical decisions



Resumen para padres

 **Mosaic**TM by **ACT**[®]
Social Emotional Learning

Un programa basado en distintas investigaciones que comprende desde preescolar hasta el grado 12 que ayudará a los estudiantes a crecer en su aprendizaje socioemocional.

www.act.org/sel

El aprendizaje socioemocional (SEL, por sus siglas en inglés) apoya el éxito académico de su estudiante al aplicar el conocimiento y las habilidades de vida para:

- Establecer metas y trabajar para alcanzarlas
- Creer en sí mismo(a) y sus habilidades
- Comprender, expresar y controlar emociones
- Sentir empatía con los sentimientos de los demás
- Navegar por situaciones sociales
- Tomar decisiones responsables y éticas

PARENT/FAMILY RESOURCES



Make Mistakes to Grow Your Can Do: Home C



Dear Families,

In class, we have been exploring the concept of Growth Mindset (Carol Dweck). People with a fixed mindset believe that intelligence and other abilities are either have it or you don't. People with a growth mindset believe that, through sustained effort, you can grow your abilities and skills. Research has shown that students with a growth mindset consistently outperform their peers.

To help students build a growth mindset, we have worked on reframing "I can't" statements as "Not Yet" statements, and explored the idea of Can Do Circles (skills you have already mastered) and Not Yet Circles (skills you have not yet mastered). In this grade, we focus on how we can use our mistakes as learning opportunities to grow our Can Do Circles.

Your child has made a plan for how they can use mistakes to grow their Can Do Circle. They selected a situation in which they thought they might make a mistake and how they could learn from that mistake. Now it's time for the children to share their plans. We will be coming together in class on _____ (date) to discuss their plans.

There are lots of ways you can help with this at home! Here are a few ideas:

- Ask your child to share their plan with you. Ask questions to encourage them to explain how they will use mistakes to grow their Can Do Circle:
 - What situation did you choose? What kind of mistakes do you think you might make?
 - How will you use your next mistake to grow your Can Do Circle?
- Help your child notice opportunities to use mistakes to grow their Can Do Circle. When your child makes a mistake at home, celebrate the mistake as an opportunity for them to grow their Can Do Circle. Help them fill in the attached chart to keep track of how they use their mistakes to grow their Can Do Circles.

Thank you for your support!



Dear Families,

We are beginning our next module in our Mosaic by ACT College and Career Readiness course. In this module, we will explore advancing our education after high school. We will discuss the diverse options available, and the costs involved with each. Next, we will look at strategies to excel on college entrance exams, ace applications, and writing strong college essays. Throughout this module, students will learn tools and techniques to choose and get accepted in the right post-high school education option for them.

Explore the following resources with your student:

- College Scorecard website <https://collegescorecard.ed.gov/> Here you can search for and compare colleges including areas of study, costs, admissions requirements and more.
- MyACT website - <https://my.act.org/> Sign up for a free account to explore career paths, colleges, and ACT information.

We are excited to work together to help your student achieve education and workplace success!

Sincerely,



Practice

Date:

Plan A

Turbo Plan B

Choose this plan?

Concept of individual agency by learning about our Turbo Button is a metaphorical button that symbolizes our power to improve our lives and the lives of others. When we face a problem, we identify at least two different ways to solve a problem. Your student can identify one way to solve a problem. Now it is time to implement the plan!

Help with this at home. Here are a few ideas:

Share this/her Turbo Plan with you. Support them in implementing the plan. Ask your student about the different plans they choose this plan? When they face a problem or challenge at home, help them generate solutions to the problem. Prompt your student to choose the best solution such as: Why or why not? Why or why not? Why or why not? Help your student practice choosing the best Turbo Plan.

SUSTAINING EFFORT: GOAL SETTING



OPTIMISTIC CLOSURE

On a piece of paper or in an email to yourself, complete the following:

- My biggest takeaway is _____.
- I am still curious to learn more about _____.
- My next steps are _____.



Thank You!

FREE eBOOK:

bit.ly/MosaicFreeEbook

(case sensitive)

