



West Virginia DEPARTMENT OF  
**EDUCATION**

# Integrating the Dispositions and K-12 Standards for Student Success

Instructional Support Professional  
Learning Forum

*August 2020*

# Before we begin...

- Please note that this session will be recorded and shared.
- Please mute your microphone unless you are speaking.
- Please keep your camera off during the presentation to preserve bandwidth.
- Check the volume on your speakers before we begin.
- Closed captioning is available by hitting the “...” on your horizontal on-screen menu.
- To open your chat box, click on the speech bubble button on your horizontal on-screen menu. It should open to the right of your screen.
- **If you are having any problems with the items above, please describe your problem in the chat box before we begin so that I may try to assist you.**

# Please note...

- When returning to school, relationships, social-emotional well-being and physical health of our students and staff is our number one priority along with learning.
- Using a variety of tool to communicate with students and families will be key in making re-entry successful.
- Students will be at different places emotionally and academically. Educators should use available tools to determine where students are and identify their needs.
- Educators should use personal and professional observations, conversations, informal assessments, formative assessments, interim and diagnostics assessments to determine what support students need.
- Schools should use vertical teaming with teaching staff to identify gaps in the prerequisite skills needed for students to be successful academically.
- In this forum, you will see a variety of sessions that will assist you with **in-person, remote and blended learning strategies and best practices.**

# Discussion

What social-emotional skills do students need to be successful this school year?

To answer:

Go to [www.menti.com](http://www.menti.com) and enter code 911355, or

Go to <https://www.menti.com/48swt8d1z2> , or

Scan the QR Code



# Re-entry Considerations

- Develop a framework to ensure students are and connected to at least one caring adult in the school. Explore strategies to develop healthy relationships with students such as [\*\*For Educators: Relationship Mapping Strategies.\*\*](#)
- Identify instructional programs/resources to explicitly teach student social-emotional competencies.
- The school counselor should collaborate with the school leadership team to ensure the West Virginia College- and Career-Readiness Dispositions and Standards for Student ([\*\*WVBE Policy 2520.19\*\*](#)) for grades K-12 are integrated throughout all curriculum/lessons.
- Ensure curriculum and resources promote social justice and equity for all students.

# Personal Reflection

How do you create a positive learning environment – both in person and remotely?

How do your rules and procedures contribute to a positive learning climate?





The WV Student Success Standards focus on students' social and emotional development to lay the foundation for all learning.



# Social Emotional Learning: Building Protective Factors



# The WV Standards for Student Success

Knowledge, Skills, and Dispositions all students need

Easily integrated into meaningful classroom instruction

Aligned with current content standards

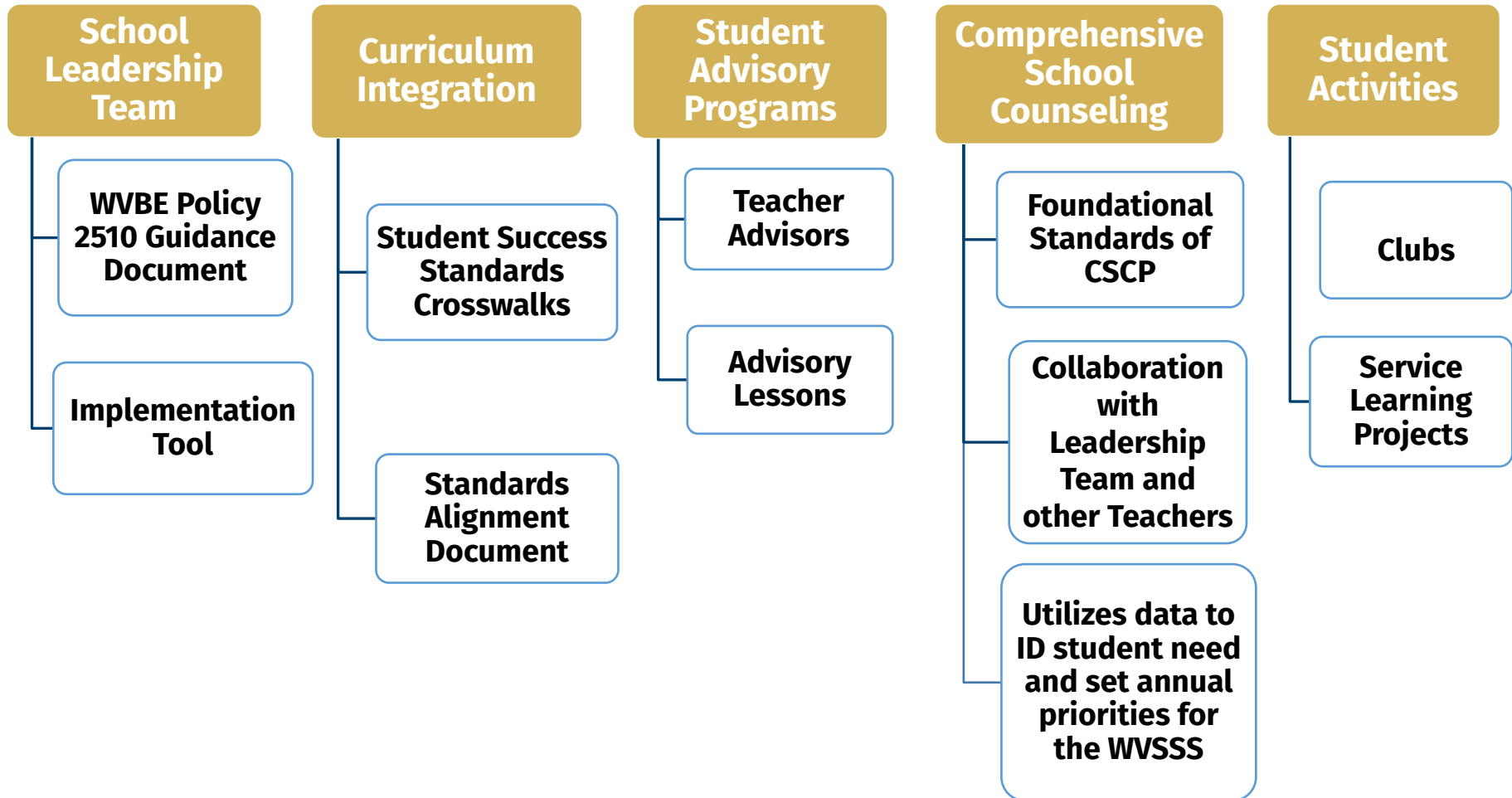
Teacher-Designed, Research-Based

Whole-Child Education

# WV Standards for Student Success Domains



# Integrating Student Success Standards



# Integrating Student Success Standards Strategic Plan

## School Strategic Plan Template

(For Title I schools—At the Strategy levels, identify ESEA components; All schools—At the Action Steps, identify who will be responsible for implementing/monitoring implementation and the potential funding source)

<p><b>Goal 1:</b> Overall goal statement to drive improvement  <i>Example: Through work in literacy (reading &amp; reasoning), 75% of students will make gains of 50 Lexile levels from the beginning of the year to the end of the year.</i></p>
<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Performance Measures:</b> What measure (data) will be used to guide work toward the goal  <i>Example: Scholastic Reading Inventory</i></p>
<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Strategy 1:</b> Specific strategies used to support the goal  <i>Example: School level collaborative teams</i></p>
<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Action Step(s):</b> Specific actions to be taken to work toward the goal  <i>Example: Collaborative teams will use data from the Scholastic Reading Inventory to determine interventions to use in student grouping</i></p>
<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>

# Integrating Student Success Standards

## ELA.6.30

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing ideas clearly.
- Come to discussions prepared...
- Follow rules for shared discussions, set specific goals and deadlines...
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

## DSS.6-8.7 and DSS.6-8.8

### *Develop Learning Skills*

- Improve executive function skills (e.g., effort, paying attention, flexibility, memory, self-control, communication, focus and perseverance).
- Identify personal learning style(s) and establish habits that enhance personalized learning.
- Work collaboratively in groups or independently, as appropriate.

### *Achieve School Success*

- Exhibit personal responsibility.
- Apply goal setting techniques to develop self-direction and improve school performance.

# Where do I find the Standards for Student Success?

- Policy 2520.19  
*West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12*
- Referred to in:
  - Policy 2510: *Assuring Quality of Education: Regulations for Education Programs*
  - Policy 2315: *Comprehensive School Counseling Program*

# WVDE.US



School Calendar



School Directory



School Closings



Education Data



Find My Pre-K



Policies



Strategic Plan



College- and Career-  
Readiness



Certification



Teacher Resources



# TREE

<http://wvde.us/tree>



# Select Early & Elementary or Middle & Secondary

## About Us

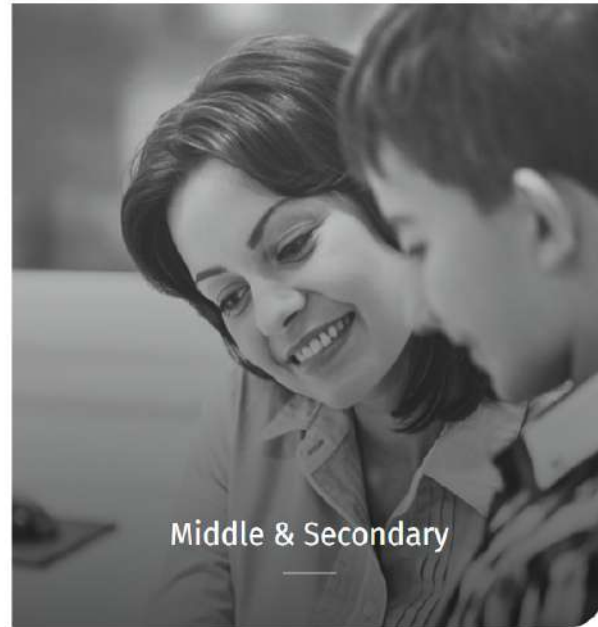
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The resources outlined on this page provide a one-stop, grade-specific site highlighting West Virginia College- and Career-Readiness Standards and resources that are essential to the classroom teacher. The resources include grade-specific lessons, professional learning, and guidance documents crafted to help enhance teaching practice and guide the classroom teacher in the art of teaching. The links will connect teachers with web pages essential to the profession as well as relevant policies that are critical to specific grade and/or content levels.

## Comprehensive Educator Resources



Early & Elementary



Middle & Secondary



# Early & Elementary Learning

## Early Learning (P-5)

Home > Teacher Resources > Early Learning (P-5)



Pre-K



Kindergarten



Grade 1



Grade 2



Grade 3



Grade 4



Grade 5

### Contact Us



Monica DellaMea

Executive Director, Office of Early and  
Elementary Learning



# Kindergarten

## Kindergarten

Home > Teacher Resources > Early Learning (P-5) > Kindergarten

### Standards

Professional Learning

Formative Assessment Resources

Early STEM

Early Literacy

Working with Children with Special Needs

Educator Effectiveness & Licensure

Additional Resources

- [College-and Career-Readiness Standards for English Language Arts](#)
- [College-and Career-Readiness Standards for Mathematics](#)
- [College-and Career-Readiness Standards for Social Studies](#)
- [Next Generation Content Standards and Objectives for Science](#)
- [Student Success Standards](#)
- [College and Career Readiness Standards for the Arts](#)
- [College and Career Readiness Standards for Library Media](#)
- [College and Career Readiness Standards for Wellness Education](#)

# Student Success Standards

## Student Success Standards – Kindergarten

Home > Teacher Resources > Early Learning (P-5) > Kindergarten > Student Success Standards – Kindergarten

Through a developmentally appropriate, integrated approach, K-2 learners will have regular opportunities to engage in experiences that promote positive social and communication skills. They will learn to distinguish themselves from others, to understand others' needs and wants, and to realize that rules, routines, and boundaries help create an environment that is safe and equitable.



Crosswalk



Elementary Level Alignment Tool



Student Success Crosswalk LMS

### Personal and Social Development

Respect Yourself and Others

Goal Setting and Attainment

Safety and Survival Skills

+ Standards

+ Resources



# Crosswalk

Kindergarten						
Student Success Standards	English Language Arts	Mathematics	Social Studies	Science	Wellness	The Arts
<p>DSS.K-2.1 <i>Understand Self and Others</i></p> <ul style="list-style-type: none"> <li>Relate self to others.</li> <li>Develop positive relationships with other children and adults.</li> </ul>	<p><i>Key Ideas and Details</i> ELA.K.1 ELA.K.13-ELA.K.17 ELA.K.24</p>	MHM 2	<p>SS.K.1 SS.K.2 SS.K.14 SS.K.17</p>	<p><i>The Science objectives are designed to engage students in finding answers to questions related to their interests and the world around them.</i></p>	WE.K.15	<p>VA.S.K.2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</p>
<p>DSS.K-2.2 <i>Maintain Positive Relationships</i></p> <ul style="list-style-type: none"> <li>Use appropriate communication skills to initiate or join classroom activities.</li> <li>Begin to use and accept negotiation, compromise, and discussion to resolve conflicts.</li> </ul>	<p>ELA.K.1 through ELA.K.37</p>	MHM 2	<p>SS.K.1 SS.K.2 SS.K.3 SS.K.4</p>	<p><i>Students engage in active inquiries, investigations and hand-on activities throughout the instructional day to develop conceptual understanding and research skills as described in the objectives</i></p>	<p>WE.K.1 through WE.K.31</p>	<p>VA..K.2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</p>
<p>DSS.K-2.3 <i>Exhibit Respectful Behavior</i></p> <ul style="list-style-type: none"> <li>Show respect and caring behavior toward others.</li> </ul>	<p>ELA.K.1 through ELA.K.37</p>	MHM 2	<p>SS.K.1 SS.K.2 SS.K.3 SS.K.4</p>	<p><i>Students engage in active inquiries, investigations and hand-on activities</i></p>	<p>WE.K.1 through WE.K.31 WE.K.30 specific</p>	<p>VA.K.2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</p>

# Middle & Secondary Learning



English Language Arts



The Arts



Mathematics



Wellness



Social Studies



World Languages




Science



Student Success Standards

### Contact Us

 Joey Wiseman  
Executive Director, Office of  
Middle/Secondary learning



# Student Success Standards

## Student Success Standards

[Home](#) › [Teacher Resources](#) › [Middle & Secondary Learning](#) › [Student Success Standards](#)



[Grade 6 - Grade 8](#)



[Grade 9 - Grade 12](#)





# Grades 6-8

## Student Success Standards (6-8)

[Home](#) > [Teacher Resources](#) > [Middle & Secondary Learning](#) > [Student Success Standards](#) > [Student Success Standards \(6-8\)](#)

Through a developmentally appropriate, integrated approach, students in middle school will continue to engage in activities that promote positive social and communication skills. They will refine their ability to determine and comprehend various points of view, solidify their understanding of constructive ways to resolve problems and conflicts, and strengthen their personal and scholastic self-confidence. Academically they will increase their capacity for both self-direction and for constructive collaborative work. They will familiarize with various careers so they understand both what those careers entail and what types of learning will prepare them for those careers. Students will also increase their exposure to various cultures and communities at the local, state, national and international level.



Middle Crosswalk



Student Success



College and Career Readiness Definition

### Personal and Social Development

Respect Yourself and Others

Goal Setting and Attainment

Safety and Survival Skills

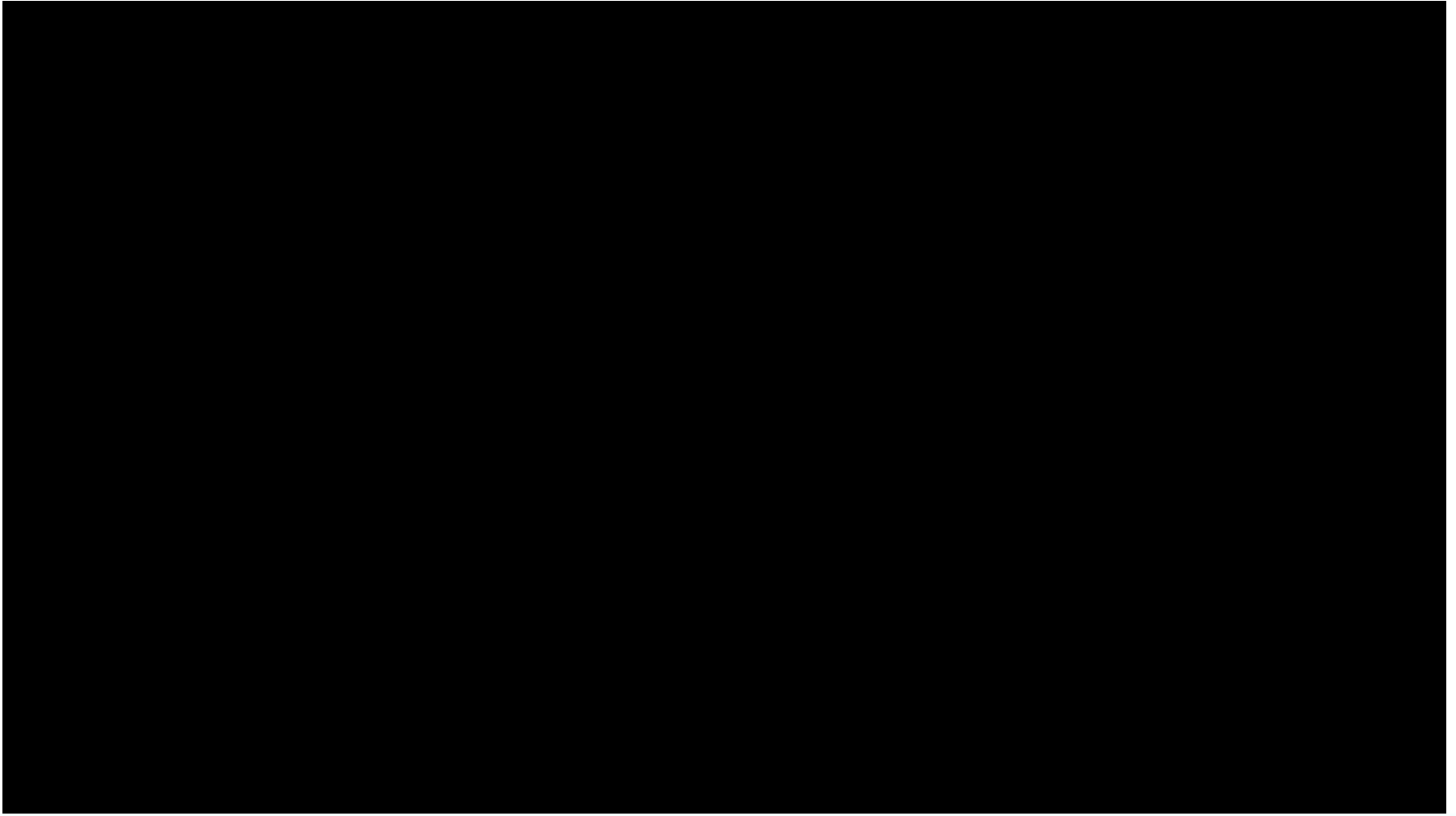
+ Standards



# Crosswalk

<b>Sixth Grade</b>						
<b>Student Success Standards</b>	<b>ELA</b>	<b>Math</b>	<b>Social Studies</b>	<b>Science</b>	<b>Wellness</b>	<b>The Arts</b>
<p>DSS.6.1 <i>Understand Self and Others</i></p> <ul style="list-style-type: none"> <li>Discuss how thoughts, feelings, attitudes, values, and beliefs affect decisions making and behavior.</li> <li>Practice using listening skills to identify and understand the feelings and perspectives of others.</li> <li>Use mistakes as opportunities to grow and personally and socially, not to define self or others as a failure.</li> <li>Recognize signs of anger and practice safe, respectful anger management skills.</li> </ul>	<p>ELA.6.24 ELA.6.30 ELA.6.32 ELA.6.33</p>	<p>MHM 3</p>	<p>SS.6.2 SS.6.5 SS.19 SS.21 SS.24</p>		<p>WE.6.19-21</p>	<p><b>MUSIC</b> MU.6-8.1 MU.6-8.3 MU.6-8.15 MU.6-8.19 MU.C.1.3 MU.C.2.2 MU.B.1.5 MU.B.1.22 MU.S.2.31 <b>VISUAL ART</b> VA.6-8.5 VA.6-8.7-8.9</p>
<p>DSS.6.2 <i>Maintain Positive Relationships</i></p> <ul style="list-style-type: none"> <li>Develop positive relationships with peers and adults.</li> <li>Acquire and use effective conflict resolution techniques.</li> <li>Demonstrate self-control by minimizing words and actions that hurt self and others.</li> <li>Model safe and effective ways to address peer pressure.</li> <li>Describe bullying and use effective practices to address it.</li> </ul>	<p>ELA.6.30 ELA.6.33 ELA.6.35</p>			<p>Appropriate for group work/lab work settings</p>	<p>WE.6.19-21</p>	<p><b>MUSIC</b> MU.6-8.19 MU.AP.1.16</p>
<p>DSS.6.3 <i>Exhibit Respectful Behavior</i></p> <ul style="list-style-type: none"> <li>Identify and respect personal boundaries and privacy needs of self and others.</li> <li>Respect all individuals as unique and worthy regardless of differences.</li> <li>Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences.</li> </ul>	<p>ELA.6.30 ELA.6.32</p>	<p>MHM 3</p>		<p>Appropriate for group work/lab work settings</p>	<p>WE.6.14 WE.6.19-21</p>	<p><b>MUSIC</b> MU.6-8.14 MU.AP.1.16 MU.B.1.23-24 MU.B.2.20 MU.C.1.4 MU.S.1.25 MU.S.1.32 MU.S.2.40</p>
<p>DSS.6.4 <i>Decision Making and Personal Responsibility</i></p> <ul style="list-style-type: none"> <li>Make decisions, set goals, and take necessary actions to attain goals.</li> <li>Analyze situations by comparing and contrasting various behaviors and choices in relation to possible short- and long-term consequences and discuss how to improve choices.</li> <li>Describe how peer pressure influences personal decisions; create and follow a plan to minimize negative peer pressure.</li> <li>Establish action steps to attain school, home, and civic goals.</li> <li>Apply problem solving techniques to identify and address challenges to goal attainment.</li> <li>Describe how current decisions have long term consequences and ways to achieve desired outcomes.</li> </ul>	<p>ELA.6.31 ELA.6.32</p>	<p>MHM 1 MHM 3</p>		<p>Appropriate for achieving classroom goals and solving problems every day</p>	<p>WE.6.23-28</p>	<p>MU.B.1.6</p>
<p>DSS.6.5 <i>Protect Emotional and Physical Safety</i></p> <ul style="list-style-type: none"> <li>Identify and apply strategies to reduce stress and protect safety, differentiation between situations requiring self-help, peer support, adult or professional help.</li> </ul>				<p>Appropriate for group work/lab work settings</p>	<p>WE.6.17 WE.6.19-22</p>	

# Integrating WV Standards for Student Success



# WV Standards for Student Success Overview

PERSONAL & SOCIAL DEVELOPMENT	ACADEMIC & LEARNING DEVELOPMENT	CAREER DEVELOPMENT & LIFE PLANNING	GLOBAL CITIZENSHIP
<ul style="list-style-type: none"><li>• Understanding self and others</li><li>• Understanding thoughts, feelings, attitudes, beliefs</li><li>• Developing values and beliefs</li><li>• Developing skills for effective communication</li><li>• Learning skills for positive decision-making</li><li>• Developing skills to maintain positive relationships</li><li>• Demonstrate respectful behavior</li><li>• Learning skills for positive conflict resolution</li><li>• Safely addressing peer pressure</li><li>• Developing skills to address bullying</li></ul>	<ul style="list-style-type: none"><li>• Identify areas of competence and interest</li><li>• Understanding of the relationship between school performance and personal success</li><li>• Improving executive functioning skills (paying attention, memory, flexibility, self-control, communication, focus, and perseverance)</li><li>• Working collaboratively in groups</li><li>• Learning personal responsibility</li><li>• Goal setting</li><li>• Identifying and utilizing school and community resources</li></ul>	<ul style="list-style-type: none"><li>• Exploring how personal skills, interests, and values related to the workplace</li><li>• Exploring career options</li><li>• Examining specific job requirements and opportunities</li><li>• Exploring possible career and life plan options and required skills/education</li><li>• Exploring how career choice impacts lifestyle</li><li>• Exploring the need for lifelong learning</li></ul>	<ul style="list-style-type: none"><li>• Learning about different communities</li><li>• Understanding different social and world views</li><li>• Learning to be respectful and be sensitive to different cultures</li><li>• Learning about global issues and events and how to view them from others' perspectives</li><li>• Understanding how stereotyping and prejudices impact interpersonal relationships</li></ul>



# Classroom Integration for Student Success

What are some examples of how you have integrated (or will integrate) Standards for Student Success into your daily activities?

Please answer in the chat box

# Integrating Standards for Student Success

## 1. Check in time with students

Start each class period with a personal connection. It doesn't need to be a time-consuming or elaborate procedure. It could be as simple as giving a warm greeting to welcome each person as they arrive in the morning.



*High school teacher Erin Castillo designed a chart that enables students to discretely indicate how they're feeling and if they'd like a check-in about their mental health. She wanted students to have a nonverbal way of seeking support and see that they're not alone if they're struggling.*

# Checking in with younger students



PERSONAL & SOCIAL  
DEVELOPMENT

ACADEMIC & LEARNING  
DEVELOPMENT

CAREER DEVELOPMENT  
& LIFE PLANNING

GLOBAL CITIZENSHIP

## 2. Have students work in partnerships and in groups.

**Partnerships** give students the opportunity to learn to cooperate and builds community in your classroom. Alternate between strategically assigning partnerships and allowing kids to make their own choices.

**Groups** help students learn how to negotiate with others, develop leadership skills and figure out their own strengths so they can best contribute to the group.



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### 3. Teach dedication and hard work – “Growth Mindset”.

“8 Phrases That Nurture Growth Mindset,” that gives students positive phrases they can use to foster their resilience and overcome failure.

<https://www.weareteachers.com/classroom-poster-8-phrases-that-nurture-growth-mindset/>



IN OUR CLASSROOM,  
**WE SAY...**

“How can I improve?”	Instead of... “I’m no good at this.”
“Let me try a different way.”	Instead of... “I give up.”
“Mistakes are part of learning.”	Instead of... “I failed.”
“Have I done my best work?”	Instead of... “I’m all done.”
“Learning takes time.”	Instead of... “This is too hard.”
“How can we learn from one another?”	Instead of... “He/she is smarter than me.”
“I like a challenge.”	Instead of... “I’ll stick with what I know.”
“My effort and attitude are everything.”	Instead of... “My abilities determine everything.”

WE ARE TEACHERS

Apperson

PERSONAL & SOCIAL  
DEVELOPMENT

ACADEMIC & LEARNING  
DEVELOPMENT

CAREER DEVELOPMENT  
& LIFE PLANNING

GLOBAL CITIZENSHIP



## 4. Teach students how to manage conflict.

Reinforce the problem-solving process that helps students solve problems before they lead to verbal abuse or avoidance.

### *Peaceful Conflict Resolution*

*R*espect the right to disagree.

*E*xpress your real concerns.

*S*hare common goals and interests.

*O*pen yourself to different points of view.

*L*isten carefully to all proposals.

*U*nderstand the major issues involved.

*T*hink about probable consequences.

*I*magine several possible alternative solutions.

*O*ffer some reasonable compromises.

*N*egotiate mutually fair cooperative agreements.

*Robert E. Valett*

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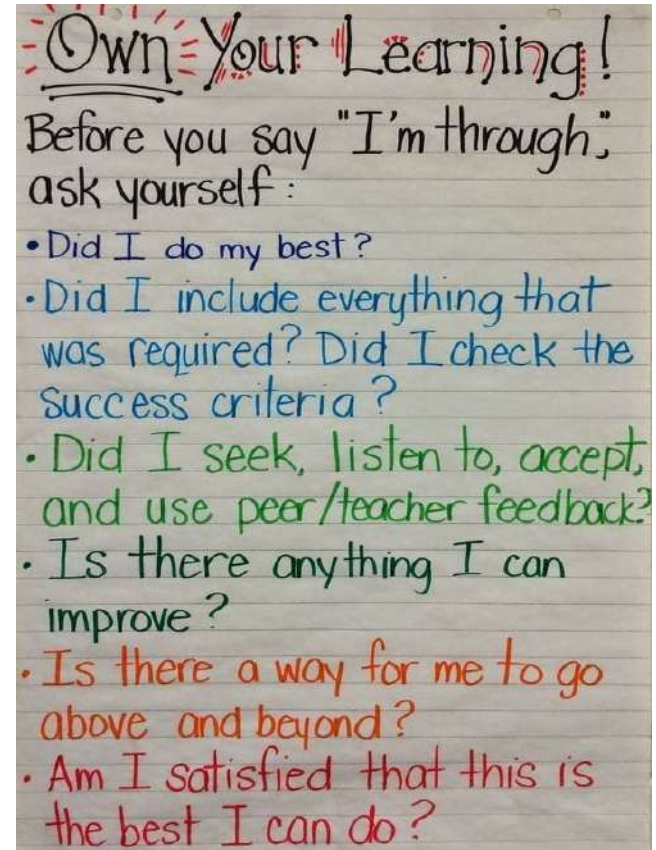
CAREER DEVELOPMENT  
& LIFE PLANNING

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## 5. Use anchor charts to teach social-emotional skills.

Create anchor charts with your class about different topics, from “Owning Your Learning” to “What Does Respect Look Like?” and “Be a Problem-Solver.”



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## 6. Practice role-play.

Sometimes you must put yourself in someone else's shoes to truly understand a situation. Taking time to role-play tricky or troubling situations that show up in your classroom helps kids develop empathy and understand other people's feelings.

<https://worksheetplace.com/index.php?function=DisplaySheet&sheet=Character-Role-Play-Worksheet-1&links=2&id=&link1=31&link2=32>



Name: \_\_\_\_\_

### Character Role Playing Cards

You see somebody who is new to the school. During recess you notice that they are alone and looking sad.	You just observed a friend of yours stealing candies from another friend of yours.
You were assigned a partner in your group work that you don't like.	Your friends are teasing a person in your class who just got new braces.
During a test, you notice that the person sitting beside you is copying all of your answers.	A stack of library books toppled down, a classmate told the teacher you toppled the books on purpose.
You notice a friend stealing money from a classmate. Your friend says "If you say anything, I'll come after you."	Your friend says he won the bike race last night but you know that he actually came in 3rd place.

<http://worksheetplace.com> ©

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DEVELOPMENT**

**ACADEMIC & LEARNING  
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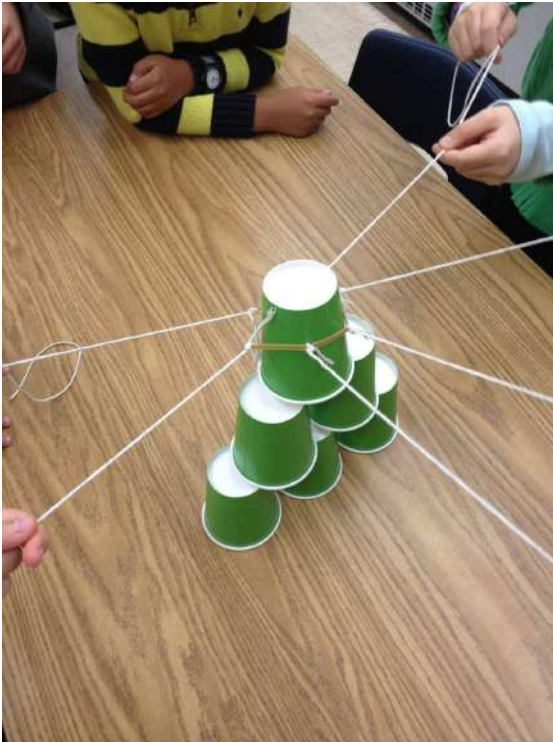
**GLOBAL CITIZENSHIP**



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## 7. Play games and plan learning activities to build community.

Cooperative-learning games can promote social and relationship skills. There are tons of resources out there for activities to play in your classroom.



### 10 Team-Building Games That Promote Critical Thinking



[http://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/?utm\\_source=WeAreTeachers&utm\\_medium=8FunWaysArticle&utm\\_content=TeachThought&utm\\_campaign=EMCPub\\_Article](http://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/?utm_source=WeAreTeachers&utm_medium=8FunWaysArticle&utm_content=TeachThought&utm_campaign=EMCPub_Article)

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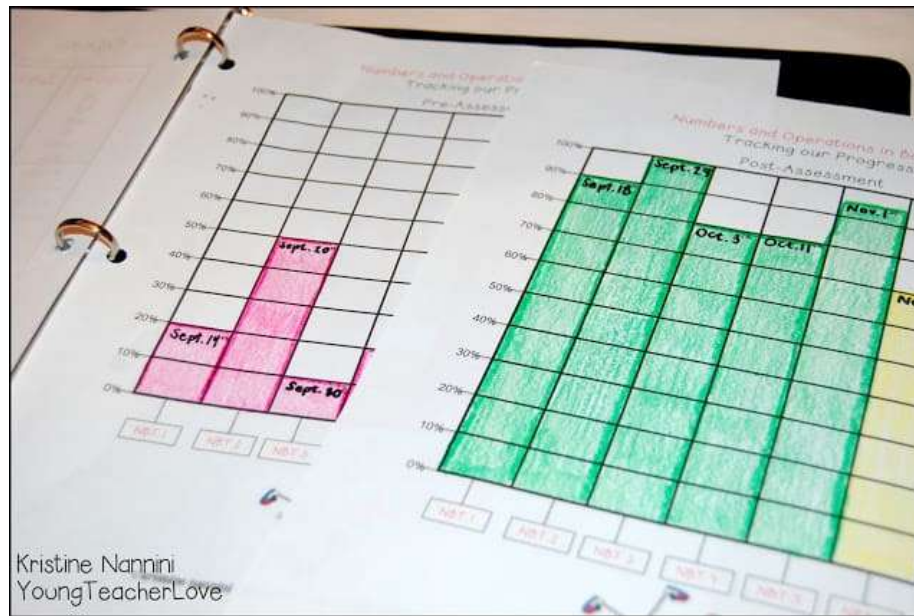
ACADEMIC & LEARNING  
DEVELOPMENT

CAREER DEVELOPMENT  
& LIFE PLANNING

GLOBAL CITIZENSHIP

## 8. Teach students to monitor their own progress.

Make personal goal-setting (academic, emotional, social, etc.) a regular activity with your students. It will strengthen their intrapersonal skills and give them ownership of their own learning. Help them develop the habit of revisiting and adjusting their goals often to monitor progress. Am I meeting my goals? What do I need to work on next? How do I want to grow?



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## 9. Use reflective writing.

Give your student time to journal and free-write. Put on quiet music. Dim the lights. Make writing time a quiet, soothing break from busyness that your students will look forward to. For stubborn starters, you can provide a menu of optional prompts.

Journal Prompts:

- Your goals for this month.
- What don't you share.
- A dream that seems impossible.
- Someone you'd like to meet.
- What good are you doing?
- The people who make your life better.
- Your favorite things about yourself.

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## 10. Use the three practices developed by CASEL:

- **Welcoming rituals** – Morning meetings or "do-now" activities build community and set the stage for learning. This practice also gives students a voice and encourages them to stay engaged throughout the lesson/day.
- **Engaging strategies** - Identify engaging strategies ("turn to your partner," "jigsaw," working in groups, etc.) to support learning individually and collectively.
- **Optimistic closures** - Use closure activities to reflect on what happened in class, share next steps, express gratitude, or develop a new understanding.



Resource: CASEL 3 Signature Practices

<https://drive.google.com/file/d/1V6zL0ashrtwGbnJ7vgF11vQ3lQwJI9lu/view>



# Additional Resources

- Teaching Tolerance [www.tolerance.org](http://www.tolerance.org)
- Education World [www.educationworld.com](http://www.educationworld.com)
- It's On Us WV Educator Toolkit (K - 6th grade) <https://sites.google.com/fris.org/www-itsonuswv-org/educator-toolkit>
- College Foundation of West Virginia <https://secure.cfwv.com/>
- Career Finder <https://pages.collegeboard.org/career-finder>
- Pathways WV <http://www.pathwayswv.org/>
- “Get a Life” program (8<sup>th</sup> grade) <https://wvtreasury.com/Education/Get-A-Life>
- Practical Money Skills <http://www.practicalmoneyskills.com/teach>

# Everfi

- Everfi <https://everfi.com/partners/k-12-educators/>
- Everfi Offline Student Activities (SEL) [https://drive.google.com/drive/folders/1tr\\_JKZHtEJ4cbG6ZA16uJv569p4eZoJO](https://drive.google.com/drive/folders/1tr_JKZHtEJ4cbG6ZA16uJv569p4eZoJO)

## High School WVCCR DSSS Alignment with EVERFI

### WV College and Career Readiness Dispositions and Standards for Student Success

### Content Alignment

Strong Alignment	Moderate Alignment
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### Additional Alignment Tools for Implementation

#### DSS.9-12.1

##### Understand Self and Others

- Analyze how thoughts, feelings, attitudes, values, and beliefs affect decision making and behavior.
- Use active listening to identify and understand the feelings and perspectives of others.
- Use mistakes as learning opportunities to grow personally and socially.

*AlcoholEdu*  
Lesson 2

*RX Drug Safety*  
Lesson 5

With the teacher resource center, supplemental materials such as discussion questions can be used to expand upon the reflection questions & activities students complete within the 'Making Decisions' lessons.

*Character Playbook*  
All Lessons

*Honor Code*  
Lesson 1

*Sandy Hook Promise*  
Lesson 2

*RX Drug Safety*  
Lesson 6

#### DSS.9-12.2

##### Maintain Positive Relationships

- Distinguish between healthy and unhealthy relationships.
- Apply appropriate anger management and conflict resolution techniques.
- Minimize words and actions that hurt self and others.
- Address peer pressure in safe and effective ways.
- Identify bullying behaviors and utilize appropriate skills to address and decrease bullying.

*AlcoholEdu*  
Lesson 4

*Character Playbook*  
All Lessons Except 1

*Honor Code*  
Lessons 3 & 4

#### DSS.9-12.3

##### Exhibit Respectful Behavior

- Respect personal boundaries and privacy needs.
- Interact appropriately with varying audiences in all settings.
- Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences.

*AlcoholEdu*  
Lesson 4

*Ignition*  
Lesson 8

With the teacher resource center, supplemental materials such as discussion questions can be used to expand upon the reflection questions & activities students complete within the 'Making Decisions' lessons.

*Character Playbook*  
All Lessons

*Honor Code*  
Lessons 3 & 4

<https://drive.google.com/drive/folders/1-6Av-fUWuIVxrukHq0cjMQpZfV8sye2v>

# Student Success Standards & Remote Instruction

During the learning process, be it in person or remote, educators should make a concerted effort to develop supportive relationships with students.

Teachers should consider incorporating the following practices into daily lessons (recommended by the Collaborative for Academic, Social, and Emotional Learning (CASEL)):

- welcome rituals
- engaging practices
- reflective closing rituals
- integrate social-emotional learning throughout the day
- incorporate online SEL lessons, so students continue to learn needed skills to develop into a healthy, successful adult.

# Student Success Standards & Remote Instruction

- Provide students and families resources designed to support the development of skills at home.
- Teachers should collaborate with School Leadership Team and student support staff to identify educational materials to share with families.
- Empower families to address social-emotional learning with their children as part of the whole child education.

**Resource:** CASEL – SEL in Homes & Communities

<https://casel.org/homes-and-communities/>



<http://wvde.us/office365>

## Virtual Office 365 Trainings

Home › Infrastructure & Network Operations › Virtual Office 365 Trainings

### How well do you know Office 365?

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Quiz: 2

TAKE THE QUIZ!

Quiz: 3

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### New Teams Meeting Experience

161 4 0 7/29/2020

Microsoft Teams has received an upgrade.

Mark Moore



### Virtual Office 365 Trainings - Intro to Teams

106 0 2 6/23/2020

Everything you wanted to know about Teams but were afraid to ask.

Mark Moore



### Participating in a Microsoft Teams Meeting

925 5 51 3/8/2019

How to setup the software and join the meeting.

Mark Moore



### Teams in the Classroom

2.1K 14 74 3/13/2020

Teachers can communicate with students using the Teams app.

Mark Moore



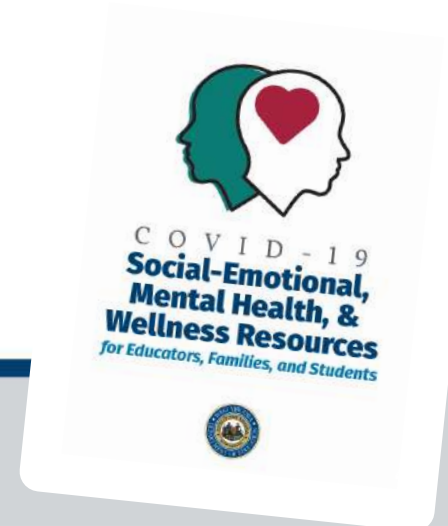
# Social-Emotional Wellness and Re-Entry

WVDE Re-entry: Physical, Social-Emotional & Mental Health

- <https://wvde.us/school-system-re-entry/physical-social-emotional-mental-health/>

COVID-19 Social-Emotional and Mental Health Resources

- <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:bd1995af-ddaf-4799-807f-f9491bfd5a66>





# Questions or Additional Information

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# Session Evaluation

THANK  
You!

<https://forms.office.com/Pages/ResponsePage.aspx?id=S7AZ-NapE-Oszk9RJgS7C6cljCXdUMVc3VUoyS1cxMDRGWVZRMTMzM...>

**Session: "Integrating the Dispositions  
and K-12 Standards for Student Success"**

**Please complete this survey before 5:00  
pm today in order to receive credit for  
attendance.**

