

Culturally Responsive Embedded Social & Emotional Learning (CRESEL)

What does the approach look like across Alaska?

Aligning and integrating culturally responsive SEL into district and school infrastructure and systems	
SUPPORT	• Shared vision, goals, action plan • Policies and practices (e.g. RTI/ MTSS, teaching framework) • Ongoing job embedded professional learning • Regular examination of data and progress towards goals
⊙ District and school planning teams, vision, action plan (<i>CRESEL partners</i>) ⊙ Inventory of district and school strengths, resources, and priorities (<i>CRESEL partners</i>) ⊙ State-wide SEL Champion professional learning community (<i>CRESEL partners</i>) ⊙ Positive behavior supports and CRESEL integration (<i>Hydaburg, Bering Strait, Lower Yukon</i>) ⊙ CRESEL aligned with district priorities and initiatives (<i>Sitka, Yukon Koyukuk, Lower Yukon, Kodiak, Nome</i>) ⊙ Strategic plan revisions focus on building relationships, partnership, community conversation (<i>Lower Yukon</i>) ⊙ Principals co-create the district SEL vision (<i>Sitka, Lower Yukon</i>) ⊙ Regular reports to regional and area school boards about the work (<i>Lower Yukon</i>) ⊙ SEL integrated into school board policy (<i>Sitka</i>) ⊙ Site-based SEL specialists (<i>Kodiak, Nome</i>) ⊙ SEL/Trauma Engaged is part of district-wide professional learning (<i>Kodiak</i>) ⊙ Elementary, secondary and community-based SEL Champion team (<i>Nome</i>) ⊙ Advisory school board members are part of district and school SEL planning teams (<i>Lower Yukon</i>) ⊙ Year end cross district reflection meeting on CRESEL to develop action plan for the next year (<i>Bering Strait</i>)	
Building shared understanding of how trauma impacts learning	
BUILD UNDERSTANDING	• Shared understanding of trauma and the biology of toxic stress • Adult co-regulation skills • Strategies for building learning brains • School-wide resilience centered practices
⊙ Community in-service on SEL/Trauma Engaged (<i>Sitka</i>) ⊙ Community and school showings of Paper Tigers and Resilience (<i>Sitka and Kodiak</i>) ⊙ CLEAR coaching model (<i>Juneau</i>) ⊙ Team planning and domains model (<i>Mat-Su</i>) ⊙ School and community joint in-service (<i>Anchorage</i>) ⊙ State experts (Linda Chamberlain, Pat Sidmore, Josh Arvidson) – brain biology of trauma and brain-body techniques, Adverse Childhood Experiences (ACEs) in Alaska ⊙ Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska (state-wide work group) ⊙ Alaska Resilience Initiative ⊙ Mind Up curriculum	
Supporting adults in developing and using their own SEL skills to foster relationships	
MODEL	• Adult SEL skills and self-regulation • Supportive relationships with students • Strong family-school partnerships • Collegial and supportive staff relationships
⊙ School staff and community co-create working agreements (<i>Hydaburg</i>) ⊙ Instructional coach focused on culturally responsive SEL (<i>Sitka, Yukon Koyukuk</i>) ⊙ Cooperative learning practices used to deliver content during professional learning so adults practice their own SEL skills (<i>Nome</i>) ⊙ Principal professional learning community focused on culturally responsive SEL (<i>Lower Yukon</i>)	

Creating a supportive school climate and environment	
RESPECT	• Physical, emotional, cultural, and academic safety • Culturally responsive teaching and learning environment • School-wide positive behavior supports (e.g. restorative practices, PBIS) • Youth voice and leadership
⊙ School-wide weekly SEL theme (<i>Kodiak</i>) ⊙ Principals as instructional leaders in School Climate & Connectedness Survey (SCCS) workshops (<i>Lower Yukon, Kodiak</i>) ⊙ Youth as leaders in CRESEL - Natural Helpers (<i>Lower Yukon</i>) ⊙ Youth leadership retreat includes SCCS workshop (<i>Bering Strait</i>) ⊙ Restorative practices (<i>Sitka</i>) ⊙ School environment walk through inventory (<i>Nome</i>) ⊙ Common school phrases translated into community language and used school-wide (<i>Lower Yukon, Bering Str</i>)	
Directly teaching culturally responsive SEL skills with opportunities to practice these skills throughout the school day and after school	
TEACH/PRACTICE	• Common language to identify and discuss SEL skills • Direct SEL skill instruction • Teaching strategies and routines that reinforce SEL skill practice in academics • School day SEL reinforced during afterschool time (in sports, activities, at home)
⊙ SEL direct instruction: Second Step (<i>Sitka, Hydaburg, Yukon Koyukuk</i>); Project Based Learning (<i>Yukon Koyukuk</i>); Caring School Community (<i>Kodiak</i>); Connected and Respected (<i>Nome, Bering Strait, Lower Yukon</i>); Fourth R (<i>Nome, Yukon Koyukuk</i>) ⊙ SEL learning standards (<i>Sitka, Hydaburg, Yukon Koyukuk, Nome, Lower Yukon</i>) ⊙ K-12 district-wide Kagan Cooperative Learning (<i>Nome</i>) ⊙ Activators cooperative learning in secondary classrooms (<i>Lower Yukon, Nome, Bering Strait</i>) ⊙ Weekly advisory period in secondary schools (<i>Sitka, Kodiak</i>) ⊙ Restorative practices emphasized in SEL learning standards (<i>Sitka</i>) ⊙ Community partner delivers <i>Second Step</i> parenting (<i>Hydaburg</i>) ⊙ Open gym uses <i>Second Step</i> and SEL standards (<i>Hydaburg</i>) ⊙ SEL training and coordination for afterschool providers (<i>Sitka, Nome</i>) ⊙ SEL principles integrated into back to school and family fun nights (<i>Nome</i>)	
Collaborating through authentic partnerships to integrate culture and transform education systems	
CO-CREATE	• Community dialogue and conversation • Partnership for cultural integration in teaching and learning • Strength-based community healing • Regular and ongoing communication loop
⊙ Community conversation model and partnerships (<i>CRESEL partners</i>) ⊙ School planning teams use the harvest (notes) from the community conversation to shape school action plan (<i>Bering Strait, lower Yukon</i>) ⊙ Cultural/community values infused in SEL learning standards (<i>Hydaburg, Yukon Koyukuk, Nome, Lower Yukon</i>) ⊙ Cultural modifications to SEL direct instruction curriculum (<i>Sitka, Nome, Lower Yukon, Bering Strait</i>) ⊙ Elders healing circle and Elders Council (<i>Hydaburg</i>) ⊙ Paraprofessionals and classified staff are leaders in indigenizing education (<i>Lower Yukon</i>) ⊙ Cultural activities resourced by district (<i>Bering Strait, Lower Yukon</i>) ⊙ Building community capacity for partnership (<i>Yukon Koyukuk</i>) ⊙ “Profile of a KIBSD Learner” developed with community input (<i>Kodiak</i>)	

