FALL COUNSELOR CONFERENCE

Kent Reed, KSDE School Counseling

Nov. 2016
Dr. Randy Watson
Kansas Commissioner of Education

“The New Vision”
Community Conversations

- Largest qualitative study of its kind
- in Kansas
- Over 2,000 respondents
- 20 focus groups
- 2 different tours

✓ Community conversations
✓ Business and industry
FROM THE FIRST SET OF FOCUS GROUP RESPONSES, WHAT CHARACTERISTICS OF SUCCESS WERE MOST FREQUENTLY CITED?

- Academic skills: 23%
- Non-academic skills: 70%
- Health, mental and physical: 3%
- Credentials (certificates, degrees): 2%
- Employed: 2%
The business and industry focal groups cited non-academic skills with greater frequency than the community groups:
A NEW Vision for Kansas....

Kansas leads the world in the success of each student.
Trauma-Informed Care
Figure 1. Conceptual Framework for the ACE Study

Death

Whole Life Perspective

Conception

Early Death

Disease, Disability, and Social Problems

Adoption of Health-risk Behaviors

Social, Emotional and Cognitive Impairment

Adverse Childhood Experiences

Toxic Stress

Scientific Gaps
How do ACEs affect health?

Through stress. Frequent or prolonged exposure to ACEs can create toxic stress which can damage the developing brain of a child and affect overall health.

- Reduces the ability to respond, learn, or figure things out, which can result in problems in school.
- Increases difficulty in making friends and maintaining relationships.
- Increases stress hormones which affects the body’s ability to fight infection.
- Lowers tolerance for stress, which can result in behaviors such as fighting, checking out or defiance.
- Increases problems with learning and memory, which can be permanent.
- May cause lasting health problems.

Handouts for parents about ACEs, toxic stress & resilience!

ACES AND SCHOOL PERFORMANCE

- Language difficulties
- More often suspended or expelled
- Designated to special education more frequently
- 2.5 x more likely to fail a grade
- Lower standardized achievement test scores

ACEs

Compassionate Schools: Heart of Teaching and Learning
http://www.k12.wa.us/compassionateschools/pubdocs/TheHeartofLearningandTeaching.pdf
Kansas Data:
Prevalence of ACEs 18+ Years

- Parental separation/divorce: 26.5%
- Emotional abuse: 26.0%
- Substance abuse in household: 25.3%
- Mentally ill household member: 16.0%
- Physical abuse: 15.4%
- Violence between adults in household: 15.0%
- Sexual abuse: 11.3%
- Incarcerated household member: 6.7%

**Miss Kendra’s List (elementary)**

No child should be punched or kicked.

No child should be left alone for a long time.

No child should be hungry for a long time.

No child should be bullied or told they are no good.

No child should be touched in their private parts.

No child should be scared by gun violence at home or in school.

No child should have to see other people hurt each other.
BECAUSE

It makes a child not care about school.

It makes a child feel sad or scared or lonely.

It makes a child feel angry and want to fight too much.

It makes a child feel like not trying hard or giving up.

It makes a child worry a lot about their family.

This Is What Miss Kendra Says....
What Do You Say?
A NEW Vision for Kansas....

Kansas leads the world in the success of each student.
CREATING A VISION FOR KANSAS

State Level Outcomes will drive our Vision!

- High School Graduation Rates
- Post Secondary Completion/ Attendance
- Kindergarten Readiness
- Individual Plan of Study Focused on Career Interest
- Social/Emotional Growth Measured Locally
Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world.

Desmond Tutu
ACADEMIC/CAREER DOMAIN
Planning for Success:

INDIVIDUAL PLANS OF STUDY (IPS) AND CAREER ADVISING WORKSHOP

- Kathleen Mercer, KSDE/KBOR
- Kent Reed, KSDE
- Jay Scott, KSDE

Follow us @KSDE_CTE
STATE MINIMUM IPS COMPONENTS WITH EXAMPLE RESOURCES

1. A graduated series of strength finders & career interest inventories to help students identify preference toward career clusters

2. 8th – 12th Course builder function with course selections based on career interests

3. A general post-secondary plan (military, apprenticeship, 2-yr., 4-yr)

4. Portable electronic portfolio
Kansas leads the world in the success of each student.

Why are Individual Plans of Study Important?

With a workforce increasingly requiring higher educational levels for jobs (see graph on right) coupled with a relatively low percentage of students completing a post-secondary credential (certificate through advanced degree), the learning and labor landscape has come to a crossroads. To assist more students to complete a post-secondary credential and be competitive in the labor market, it’s crucial to begin career exploration and planning earlier in students’ educational experience. The Kansas State Board of Education has set an individual plan of study for every student beginning in the middle grades as one of their State Student Success Outcomes to help students plan more extensively for success after high school.

What is an Individual Plan of Study?

An Individual Plan of Study (IPS) is both the actual product a student develops and a process the school implements to guide students in developing their unique IPS.

Through multiple discussions with school counselors and administrators, KSDE has set the following as minimum components of a student’s Individual Plan of Study:

1. A graduated series of strength finders & career interest inventories to help students identify preference toward career clusters
2. 8th – 12th Course builder function with course selections based on career interests
3. A general post-secondary plan (workforce, military, certification program, 2-yr. college, 4-yr. college)
4. Portable electronic portfolio

Post-secondary education completion is more important than ever before.
How do schools guide students to develop Individual Plans of Study?

Regarding the process for an IPS, KSDE has categorized IPS processes into four different models currently being utilized or implemented by schools across the state:

1. **Counselor Centered** (IPS curriculum implemented by counselor)
2. **Career Advisor System** (all school staff implement IPS curriculum)
3. **Career Advocates** (individuals hired to implement IPS curriculum)
4. **Hybrid** (any combination of models 1 – 3)

**K-12 Career Guidance Curriculum**

![Career Guidance Diagram]

**Parting Thoughts**

*Schools are not required to use a vendor for IPS. As long as the four minimum components of an IPS are present, schools can create their own IPS system.*

*By the 2017-2018 school year, every middle school and high school in Kansas will have an IPS product and process in place.*

For more information, contact:

Jay Scott, Assistant Director  
jscott@ksde.org  
785-296-4351  

Career, Standards, and Assessments  
Kansas State Department of Education  
900 S.W. Jackson Street, Suite 657  
www.ksde.org  

The Kansas State Department of Education does not discriminate on the basis of sex, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Dr.管理员姓名, Director of Title IX, 900 S.W. Jackson Street, Suite 657, Topeka, Kansas 66612, 785-296-9136.
7. How long has the IPS program been implemented at your district?

(430 responses)

- 33.7%: Not started yet
- 22.8%: Less than one year
- 21.4%: One to two years
- 18.8%: More than two years
- Not Sure
IPS Process

4 Models currently being utilized in Kansas schools:

1. COUNSELOR-CENTERED
2. Career Advisor system – all staff
3. CAREER ADVOCATES
4. Hybrid

In conjunction with principals & counselors, KSDE is developing sample career exploration activities at each grade level (6 – 12) and training for career advising.
FOCUSING ON SYSTEM LEVELS OF INTERVENTION

• Individual students

• Small groups of students

• Whole school
CAREER DEVELOPMENT

1. Exploring Options
2. Developing Skills
3. Marketing Self
4. Performing
5. Assessing Self
HIGH SCHOOL

Career Exploration through 35 Career Pathways
Research Collaboration (KU): Dr. Amy Gaumer Erickson and Dr. Pattie Noonan
YOU HAD THE POWER
ALL ALONG, MY DEAR.
ADVANCED PLACEMENT

• Fee Reduction Grant
  • 2003: 4,208 qualified students; 6,332 exams
  • 2015: 10,023 qualified students; 16,350 exams
• 2016 KSDE will include International Baccalaureate
KANSAS SEAL OF BILITERACY CERTIFICATE

adopted May 2016
by Kansas Board of Education
PURPOSE

The Seal of Biliteracy will be awarded by a school or district in recognition of students on pathway to biliteracy (having a functional level of proficiency in two or more languages) by high school graduation.

❖ Awards beginning in May 2017
FOR MORE INFORMATION....

“Kansas Seal of Biliteracy Guidelines” at ksde.org, World Language Resources webpage, after August 1, 2016.

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SOCIAL-EMOTIONAL
JASON FLATT
YOUTH SUICIDE AWARENESS ACT

SB 323
The History of the Jason Flatt Act

A Legislative Action for the Training of Educators in Youth Suicide Awareness and Prevention
NATIONAL FACTS ABOUT SUICIDE

- A suicide occurs every 13 minutes in America
- 17% of students seriously contemplate it
- 13.6% students make a plan to attempt
- 8% attempt one or more times
- 2.7% actually make an attempt
- Males take their own lives nearly 4 times the rate of females
- Hispanic students have a higher rate than white and black students

STATISTICAL IMPACT FOR KANSANS*

- Suicide is the 2nd leading cause of death for ages 10-14.
- Suicide is the 2nd leading cause of death for ages 12-18.
- Suicide is the 2nd leading cause of death for ages 18-22.
- Every 5.98 days in Ks. a young person is lost to this “Silent Epidemic” of youth suicide.

CDC/WISQARS National Data Reporting (2014)
SUICIDE PREVENTION
WHO IS RESPONSIBLE?

District Administrators
Building Administrators
School Psychologists
Counselors
Social Workers
Nurses
School Resource Officers
Crisis Team Members
General Education Teachers
Special Education Teachers
Librarians
Coaches
Club/Activity Sponsors
Office Staff
Transportation Staff (bus drivers)
Cafeteria Staff
Custodial Staff
Building and Grounds Staff

EVERYONE!
WHY IS IT IMPORTANT?

• You interact on a daily basis with students

• You could be key in recognizing suicide risk

• You could be critical in providing support and appropriate referrals

American Foundation for Suicide Prevention
afsp.org
ALIGNED KSDE INITIATIVES

• Social-Emotional-Character-Development
• School Counseling Standards (Social-Emotional Domain)
• Rose Standards (student mental health well-being)
• Gov.’s Mental Health Task Force
• Responsive Culture “R” of the Accreditation Model
KSDE Recommendations

- Follow school improvement process
- Assess your needs
- Evidence based
- Tiered approach
- Use data to inform decision making
- Multiple measures for evaluation
- Incorporate into crisis plans
- Include a recovery/wellness plan
  - Be ready to address survivor guilt
VARIABLES ASSOCIATED WITH YOUTH SUICIDE

- Depression
- Cyberbullying
- Bullycide
- Choking Game
- Self-Injury
- Addiction Issues
- Human Trafficking
- Teen Dating Violence
- Hopelessness
- Social Withdrawal
- Grief/Bereavement
- Other Mental Health
RISK & PROTECTIVE FACTORS FOR SUICIDE

Risk factors - characteristics that make it more likely that an individual may consider, attempt or die by suicide.

Protective factors - characteristics that make it less likely that an individual may consider, attempt or die by suicide.

Suicide Prevention Resource Center
sprc.org
RISK FACTORS

**Mental Health Conditions**
- Depression, Bipolar Disorder, Schizophrenia, Borderline Personality Disorder, Conduct Disorder, Anxiety Disorders
- Substance abuse disorders
- Serious or chronic health condition and/or pain

**Environmental Factors**
- Stressful life events - death, divorce, or job loss
- Prolonged stress factors – harassment, bullying, relationship problems, unemployment
- Access to lethal means - firearms and drugs
- Exposure to another person’s suicide or sensationalized accounts of suicide

**Historical Factors**
- Previous suicide attempts
- Family history of suicide

American Foundation for Suicide Prevention
afsp.org
PROTECTIVE FACTORS

• Effective and accessible care for mental, physical, and substance abuse disorders

• Family and community support (connectedness)

• School engagement

• Ability to make friends and positive peer support

• Skills in problem solving, conflict resolution, and nonviolent ways of handling disputes

Centers for Disease Control and Prevention

cdc.org

Cultural and religious systems that discourage suicide
YOUTH SUICIDE WARNING SIGNS

• Talking about or making plans for suicide

• Expressing hopelessness about the future

• Displaying severe/overwhelming emotional pain or distress

• Worrisome behavioral cues or noticeable changes in behavior. Including significant:
  
  *Withdrawal from or changing social connections/situations*

  *Changes in sleep (increased or decreased)*

  *Anger or hostility that is out of character or out of context*

  *Recent increased agitation or irritability*

youthsuicidewarningsigns.org
INDICATORS RELATED TO SUICIDE

Indicators may be observed in an individual who is suicidal or experiencing suicidal ideation. Verbal or behavioral clues can be good predictors. However, approximately 5% of individuals who complete an act of suicide never exhibit any symptoms or indicators.

- Putting personal affairs in order
- Giving away prized possessions
- Sudden interest or disinterest in religion
- Increased interest in death and dying
- Unexplained anger, aggression or irritability
- Direct expressions of suicidal ideation or intent such as “I wish I were dead” or “I’m going to kill myself.”
MORE INDICATORS RELATED TO SUICIDE

• Indirect expressions of suicidal ideation or intent such as “I wish I could go to sleep and never wake up” or “Everyone would be better off without me.”

• Stockpiling of pills or weapons

• Change in interaction with family and friends

• Recent disappointment or rejection

• Sudden decline or improvement in academic performance

• Increased apathy
YOU CAN HELP!

Responses if you notice any WARNING SIGNS…

1. Ask if they are ok or if they are having thoughts of suicide

2. Express concern about what you are observing in their behavior

3. Listen attentively and non-judgmentally

4. Reflect what they share and let them know they have been heard

5. Tell them they are not alone

6. Let them know there are treatments available that can help

7. Guide them to additional professional help
**SOME THINGS TO SAY…**

**Starting a conversation about suicide**

- I have been feeling concerned about you lately.
- Recently, I have noticed some differences in you and wondered how you are doing.
- I wanted to check in with you because you haven’t seemed yourself lately.

**Questions to ask**

- When did you begin feeling like this?
- Did something happen that made you start feeling this way?
- How can I best support you right now?

**Helpful things to say**

- You are not alone in this. I’m here for you.
- You may not believe it now, but the way you’re feeling will change.
- I may not be able to understand exactly how you feel, but I care about you and want to help.
- When you want to give up, tell yourself you will hold off for just one more day, hour, minute—whatever you can manage.

**Ask the question directly!!**

- Are you thinking about killing yourself?
- Have you had thoughts of suicide?
REFERRAL PROTOCOL

Teacher
Coach
Nurse
Club/ Activity Sponsor
Office Staff
Cafeteria Staff
Custodial Staff

Counselor
Social Worker
School Psychologist

Administrator
District Administration

Mental Health Evaluation
Recovery Plans

- Notifications/dissemination of information
- Continued crisis management
- Addressing memorialization
- Teaching coping skills (resiliency)
- Community involvement moving forward
- Media coverage and social media
- Crisis/counseling response teams
- Suicidal contagion/clustering
  - Identifying other at-risk students
- Connecting to local mental health resources
- Be ready to address survivor guilt
The Continuum of School Mental Health Services

Figure 3.1
Suicide Prevention and Intervention Framework

We Are Yellow Ribbon!

A Symbol of Life, A Symbol of Hope.
After a Suicide: A Toolkit for Schools
KSDE
BULLYING PREVENTION
IN THESE HALLS,

YOU CAN BE A
HERO

STOP SCHOOL VIOLENCE

1-877-626-8203

KANSAS SCHOOL SAFETY HOTLINE
Anonymous ~ Toll Free

Kansas Department of Education

Career, Standards & Assessment Services
You are not alone.

KANSAS ANTI-BULLYING AWARENESS WEEK  OCT. 3 - 9, 2016
“YOU ARE NOT ALONE”

https://youtu.be/0_WendulWKs
SUBMITTED ANTI-BULLYING ACTIVITIES

- Release Forms
- School Web Pages
- School Newsletters
- Lesson Plans
- “Shake It OFF” Video
- Kindness Games
- Theme Weeks

- Twitter, Instagram
- You Tube Videos
- Lip Dub Videos
- Art Projects
- T-Shirt Designs
- Assemblies
- Local Media Events
Trend of Suspension Incident Count

- 2012
- 2013
- 2014
- 2015
- 2016
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<tr>
<th></th>
<th>6th</th>
<th>8th</th>
<th>10th</th>
<th>12th</th>
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<td>95.5</td>
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<td>98.5</td>
<td>97.8</td>
<td>96.4</td>
<td>98.2</td>
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September 2016

CTC Response for Hesston
Hi Kent - Hesston Middle School does daily 20-minute anti-bullying (promoting respect and self-advocacy) activities in September during our morning advisory Reach for Success period. We revisit this theme throughout the year to keep it in the forefronts of students' minds.

Here is data from the KCTC survey about our district to show the trends of USD 460. Not sure if this helps or not - but always good to look at data!
KANSAS YOUTH BULLYING & DEPRESSION/SUICIDE (2016)

- DURING THIS SCHOOL YEAR HOW OFTEN HAVE YOU BEEN BULLIED AT SCHOOL?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Depression = No</th>
<th>Depression = Yes</th>
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<td>81.2</td>
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<td>Sometimes</td>
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<td>43.7</td>
</tr>
<tr>
<td>Regularly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Never: 81.2
Sometimes: 18.8
Regularly: Not shown
Every day: Not shown
KANSAS COMMUNITIES THAT CARE (KCTC) SURVEY DATA FROM STUDENTS IN 6TH, 8TH, 10TH, 12TH GRADES

Bullied Every Day by Grade

<table>
<thead>
<tr>
<th>Year</th>
<th>6th</th>
<th>8th</th>
<th>10th</th>
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<td>2010</td>
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<td>2011</td>
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<td>1.5</td>
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<td>2012</td>
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<tr>
<td>2014</td>
<td></td>
<td></td>
<td></td>
<td>2.0</td>
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</table>
“Use your fear...
It can take you to a place
where you store your courage.”

— Amelia Earhart
JUVENILE JUSTICE REFORM

SB 367
**IMPACT FOR SCHOOLS**

- Community Corrections Model
- Memorandum with community partners (i.e. mental health; juvenile justice)
- Required training for schools
- Mitigation of exposure to juvenile justice system

<table>
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<th>Adolescent Development</th>
<th>Risk/Needs Assessment</th>
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<tr>
<td>Mental Health</td>
<td>Diversity</td>
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<tr>
<td>Crisis Intervention</td>
<td>Substance Abuse</td>
</tr>
<tr>
<td>Trauma-Informed response</td>
<td>Other Evidence Based Practices</td>
</tr>
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</table>
SOCIAL-EMOTIONAL
A NEW Vision for Kansas....

Kansas leads the world in the success of each student.
Kansas National Schools of Character

- Kiowa County Elementary and Junior High School, Greensburg
- Lincoln Elementary, Clay Center
- Valley Center Intermediate, Valley Center
### KSDE Work Groups

#### Internal Group
- SECD Staff Directory
- Agency All Call
- *Paper Tigers*
- SECD
- Cherie Blanchett (TASN)
- Chandra Gordon (KU)
- *Resiliency*
- Marcia Weseman, St. Luke's
- Paul Tough’s *Helping Children Succeed*

#### External Group
- Fact Sheet
- SECD Survey
- Measuring
- Toolkit
9 Empathy Habits

1. Emotional literacy
2. Moral identity
3. Perspective taking
4. Moral imagination
5. Self-regulation
6. Practice kindness
7. Collaboration
8. Moral courage
9. Altruistic leadership
KANSAS LEADS THE WORLD IN SOCIAL-EMOTIONAL CHARACTER DEVELOPMENT

- First state to adopt standards
- Aligned with tiered systems of support (MTSS)
- Aligned with new accreditation system (KESA)
- Aligned with formative assessments
- Rose Standards
Three Questions Come To Mind

1. What is it?

2. How do you teach it?

3. Is it measurable?
Social and emotional learning (SEL) is the process through which children and adults acquire 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. Social and emotional skills are critical to being a good student and citizen.

- CASEL, 2015
Kansas Social, Emotional, and Character Development Standards

Character Development
• Core Principles
• Responsible Decision Making and Problem Solving

Social Skills Development
• Social Awareness
• Interpersonal Skills

Personal Skills Development
• Self-Awareness
• Self-Management
SEL Indicators

- Attitude and behavior
- Attendance and program completion
- Bullying prevention
- Character development
- School based mental health
- Volunteerism/service learning
- Climate/student management
- Success skill development
- Prevention
SOCIAL/EMOTIONAL DOMAIN

 Overview: These standards guide school counseling programs to help students manage emotions and learn and apply interpersonal skills.

 Standard 1: The student will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

 Standard 2: The student will make decisions, set goals, and take necessary action to achieve goals.

 Standard 3: The student will understand personal safety skills.
Meta-Analysis of SEL programs involving 270,034 Kindergarten – High School Students

SEL Participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.

Students who receive SEL programing, compared with controls, perform...

9%ile Points Higher in Prosocial Behavior

9%ile Points Lower in Conduct Problems

10%ile Points Lower in Emotional Distress

11%ile Points Higher in Academic Achievement

(Snell, Weissberg, Dymnicki, Taylor, & Schellinger, 2011)
Curriculum Examples
Character = Performance Character + Moral Character

Performance Competencies
needed to pursue excellence in any area of endeavor

- Ambition
- Craftsmanship
- Critical Thinking
- Dependability
- Diligence
- Drive
- Entrepreneurship
- Effort
- Enthusiasm
- Imagination
- Passion
- Perseverance
- Resourcefulness
- Positive Attitude
- Work Ethic

Moral Competencies
needed for positive relationships, self-regulation, and responsible ethical behavior

- Citizenship
- Civility
- Compassion
- Cooperation
- Courtesy
- Emotional Intelligence
- Empathy
- Forgiveness
- Friendliness
- Graciousness
- Generosity
- Gratitude
- Honesty
- Honor
- Justice
- Kindness
- Loyalty
- Moderation
- Mercy
- Patience
- Peacefulness
- Respect
- Sensitivity
- Service
- Self-Awareness
- Self-Control
- Thrift
- Resilience
- Self-Direction
- Truthfulness

Wisdom

Responsibility

Integrity

Caring

Courage
The Three Strands of Intrinsic Edge

Intrinsic Discipline  Intrinsic Fire  Intrinsic Control
One of the three “keys for success” stressed in the KSDE Summer Academies.

- Habits of Mind
- Collaboration
- Focus on Instruction
<table>
<thead>
<tr>
<th>Habit of Mind</th>
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</thead>
<tbody>
<tr>
<td>1. Persisting</td>
</tr>
<tr>
<td>2. Managing impulsivity</td>
</tr>
<tr>
<td>3. Listening with understanding and empathy</td>
</tr>
<tr>
<td>4. Thinking flexibly</td>
</tr>
<tr>
<td>5. Thinking about your thinking</td>
</tr>
<tr>
<td>6. Striving for accuracy</td>
</tr>
<tr>
<td>7. Questioning and problem solving</td>
</tr>
<tr>
<td>8. Applying past knowledge to new situations</td>
</tr>
<tr>
<td>9. Thinking and communicating with clarity and precision.</td>
</tr>
<tr>
<td>10. Gather data through all senses.</td>
</tr>
<tr>
<td>11. Creating, imagining, and innovating</td>
</tr>
<tr>
<td>12. Responding with wonderment and awe</td>
</tr>
<tr>
<td>13. Taking responsible risks</td>
</tr>
<tr>
<td>14. Finding humor</td>
</tr>
<tr>
<td>15. Thinking interdependently</td>
</tr>
<tr>
<td>16. Remaining open to continuous learning</td>
</tr>
</tbody>
</table>

Bena O. Kallick & Arthur L. Costa
Adults and students can use the Character Growth Card to discuss differences and similarities between self-scores and teacher scores, changes and progress over time, and/or variations in scores in different environments, situations, or class settings. After that conversation, students and adults can set goals together. It's important to note that this tool should not be used to diagnose or compare children, nor to compare schools or programs. Please use it to help children focus on their own growth and development in these areas, and as a positive conversation starter.

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>GRADE</th>
<th>SCHOOL</th>
<th>DATE</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
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</table>

**CURiosity**
- Was eager to explore new things
- Asked questions to help s/he learn better
- Took an active interest in learning

**GRATITUDE**
- Recognized what other people did for them
- Showed appreciation for opportunities
- Expressed appreciation by saying thank you
- Did something nice for someone else as a way of saying thank you

**GRIT**
- Finished whatever s/he began
- Stuck with a project or activity for more than a few weeks
- Tried very hard even after experiencing failure
- Stayed committed to goals
- Kept working hard even when s/he felt like quitting

**OPTIMISM**
- Believed that effort would improve his/her future
- When bad things happened, s/he thought about things they could do to make it better next time
- Stayed motivated, even when things didn't go well
- Believed that s/he could improve on things they weren't good at

**SELF CONTROL (Interpersonal)**
- Remained calm even when criticized or otherwise provoked
- Allowed others to speak without interrupting
- Was polite to adults and peers
- Kept temper in check

**SELF CONTROL (School Work)**
- Came to class prepared
- Remembered and followed directions
- Got to work right away instead of waiting until the last minute
- Paid attention and resisted distractions

**SOCIAL INTELLIGENCE**
- Was able to find solutions during conflicts with others
- Showed that s/he cared about the feelings of others
- Adapted to different social situations

**ZEST**
- Actively participated
- Showed enthusiasm
- Approached new situations with excitement and energy
HOW DO YOU TEACH?

• Perseverance
• Leadership
• Drive
• Craftsmanship

• Enthusiasm
• Grit
• Hope
• Problem Solving
Kansas City

World Series Champions

KC
How do you teach it?

- Example it
- Mentor it
- Integrate it
- Model it
- Measure and evaluate it

I was recently asked “how do you teach love in school?”
Kansas Schools of Character Recognition Program

Monroe Elementary School
Measuring SECD
Measuring SECD Toolkit
Data

Process data: what you did for whom

Perception data: what do people think, know, believe or can do?

Outcome data: so what? Have we reached our outcome?
• Collected KSDE data
  KAN-DIS
  KIDS
  Climate Index

• Commercial products
  Duckworth’s Growth Card

• Universal Screeners
  Dr. Kathleen Lane- KU
  Kindergarten Readiness
# Student Growth Measures for SECD

## K-2

### Character Development

#### I. Core Principles

**A.** Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.

1. Understand that core ethical and performance principles exist (for example, in classrooms, in the community, in homes)  
   - Always: 4  
   - Usually: 3  
   - Rarely: 2  
   - Never: 1  

2. Identify and apply core principles in everyday behavior  
   - Always: 4  
   - Usually: 3  
   - Rarely: 2  
   - Never: 1

**B.** Develop, implement, promote, and model core ethical and performance principles.

1. Recognize and celebrate the natural, beneficial consequences of acts of character.  
   - Always: 4  
   - Usually: 3  
   - Rarely: 2  
   - Never: 1  

2. Identify community needs in the larger community, discuss effects on the community, and identify positive, responsible action.  
   - Always: 4  
   - Usually: 3  
   - Rarely: 2  
   - Never: 1  

3. Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.  
   - Always: 4  
   - Usually: 3  
   - Rarely: 2  
   - Never: 1
KSDE Recommendations

- Follow school improvement process
- Assess your needs
- Evidence based
- Tiered approach
- Use data to inform decision making
- Multiple measures for evaluation
Accountability
Kansas Education Systems Accreditation
A systems approach to K-12 accreditation

Framework: The Five Rs
The Five Rs are equivalent to each other in their importance to the quality of a system and that they encompass every concept contained in the ideas of quality education and continual improvement. Everything that educational professionals and stakeholders do, say, believe, model, teach, expect, and desire about education can be classified in at least one of the Five Rs.

<table>
<thead>
<tr>
<th>RELATIONSHIPS</th>
<th>RELEVANCE</th>
<th>RESPONSIVE CULTURE</th>
<th>RIGOR</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defining Relationships: “a state of interconnectedness—among people, curricula, programs, projects, and communities—is critical in establishing connections that result in high performing learning environments” (KSDE, 2010, p. 40)</td>
<td>Defining Relevance: “the power and ability of specific information to meet the needs of its user—strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real world, and socially significant” (KSDE, 2010, p. 42).</td>
<td>Defining Responsive Culture: “one that readily reacts to suggestions, influences, appeals, efforts, or opportunities—empowers all stakeholders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community” (KSDE, 2010, p. 44).</td>
<td>Defining Rigor: “a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning—is essential in addressing the needs of our rapidly expanding society and world” (KSDE, 2010, p. 46).</td>
<td>Defining Results: “witnessable evidence of growth and learning—allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner.” (KSDE, 2010, p. 48).</td>
</tr>
</tbody>
</table>

COMPONENTS:
- Staff
- Students
- Families
- Community

COMPONENTS:
- Curriculum
- Instruction
- Student Engagement
- Technology

COMPONENTS:
- Leadership
- Early Childhood
- District Climate
- Nutrition and Wellness

COMPONENTS:
- Career & Technical Ed
- Professional Learning
- Resources
- Data

COMPONENTS:
- Academic / Cognitive
- Technical / Career-specific
- Employability
- Post-secondary evidence

A/C-T/C-E-PS
Resources
Safe and Supportive Schools
Safe Schools Resource Center
Sample Forms and Documents
School Bus Safety
School Counseling
School Counseling Resources
School Districts by State Board District
School Finance
School Finance Reports Warehouse
School Improvement
School Improvement Grants (SIG)
School Improvement Grants 1003(g)
School Leadership License Requirements
School Nutrition Programs
School Nutrition Reports
School Readiness Data Initiative
School Readiness Framework
School Wellness Policies
Schools of Choice
Schools on Improvement
Science
Science, Technology, Engineering, and Mathematics (STEM) (CTE Career Cluster)
Senate Bill 155
Sensory Losses
Social Studies
Social, Emotional and Character Development
Special Education
Special Education Advisory Council (SEAC)
Special Education Advisory Council (SEAC)
Special Education Conference Materials
NEW School Counseling Resources Information!

Resources listed below are available in this section for up to 12 months. If an item is no longer listed, please go to the related section (see links above) on this page.

<table>
<thead>
<tr>
<th>Title</th>
<th>Created Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas Curricular Standards for School Counseling</td>
<td>5/16/2015</td>
<td>The Kansas State Board of Education has approved the 2015 Curricular School Counseling Standards, this document provides a framework for student standards relative to the academic, social-emotional and career domains of the Comprehensive School Counselor</td>
</tr>
</tbody>
</table>

School Counseling and the New Vision for Kansas Education

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<thead>
<tr>
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<tbody>
<tr>
<td>Kansas Core Expectations</td>
<td>12/20/2015</td>
<td>This document is a snapshot of the highlights of the New Vision.</td>
</tr>
<tr>
<td>5 R's and the Comprehensive School Counseling Program</td>
<td>12/25/2015</td>
<td>A walkthrough of the Accreditation Model 5 R's and the Kansas Comprehensive School Counseling Program</td>
</tr>
<tr>
<td>Social-Emotional Character Development Presentation</td>
<td>12/25/2015</td>
<td>PowerPoint presentation about SECD and the New Vision</td>
</tr>
<tr>
<td>2015 KG Whole Child Snapshot (ASCD)</td>
<td>12/25/2015</td>
<td>A snapshot of relevant &quot;whole child&quot; data collected by ASCD.</td>
</tr>
</tbody>
</table>

School Counseling General Resources

<table>
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<tr>
<th>Title</th>
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<tbody>
<tr>
<td>60th Annual Counseling Conference Registration Brochure</td>
<td>The 60th Annual Counseling Conference will be held Nov. 5, 2015 at Memorial Union, Emporia State University. The keynote speaker is Tr. Tammy Davis, Professor in the Counseling program at Marymount University in Arlington, VA. Registration form is included.</td>
</tr>
<tr>
<td>ASCA Presentation</td>
<td>pdf</td>
</tr>
<tr>
<td>Kansas Center for Safe &amp; Prepared Schools KSBE Presentation Revised</td>
<td>pdf</td>
</tr>
<tr>
<td>Kansas Comprehensive School Counseling Program Model Praclices</td>
<td>pdf</td>
</tr>
<tr>
<td>Kansas Comprehensive School Counseling Program Implementation Guide</td>
<td>Revised 8/26/14. This guide will assist Kansas schools with implementing a comprehensive, data-driven, evidenced-based school counseling program.</td>
</tr>
</tbody>
</table>
RESOURCES

• CASEL (www.casel.org)
• Kansas Character Development Initiative (http://www.kssecd.org/)
• Edutopia (http://www.edutopia.org/social-emotional-learning?gclid=CP_9hMmk8sgCFVU2aQodY98IMg)
• Character Lab (https://characterlab.org/)
• Character.org (http://character.org/)
• Growth Mind Sets (http://qedfoundation.org/fixed-vs-growth-mindsets/)
• Measuring SEL- Univ. of Minnesota (http://www.extension.umn.edu/youth/research/sel/docs/issue-brief-measurement-resource.pdf)
• Topeka City of Character
  • http://www.topekacharacter.org/kansas-school-of-character.html
• TASN (WWW.KANSASMTSS.ORG)
• ASCD (http://www.ascd.org/professional-development/pls/social-emotional-learning-and-character-education.aspx)
• Committee for Children (http://www.cfchildren.org/second-step/social-emotional-learning)
• Whole Child (AIR) (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)
• KSDE Sites (www.ksde.org)
Gratitude
Seven Benefits of Gratitude

• Gratitude opens the doors for more relationships.
• Gratitude improves physical health.
• Gratitude improves psychological health.
• Gratitude enhances empathy and reduces aggression.
• Grateful people sleep better!!!
• Gratitude increases self-esteem.
• Gratitude increases mental strength.
*Gaumer Erickson & Noonan, University of Kansas, Center for Research on Learning (2015)
When asked .... "Why do you think a woman can fly all the way around the world?"
Amelia replied .... “The key to flying around the world is to Just Do IT!”
Thanks for all that you do for Kansas kids!!

Kent Reed
785-296-8109
kreed@ksde.org