

Dunbar High School

T.I.D.E.S. Advisory

Playbook



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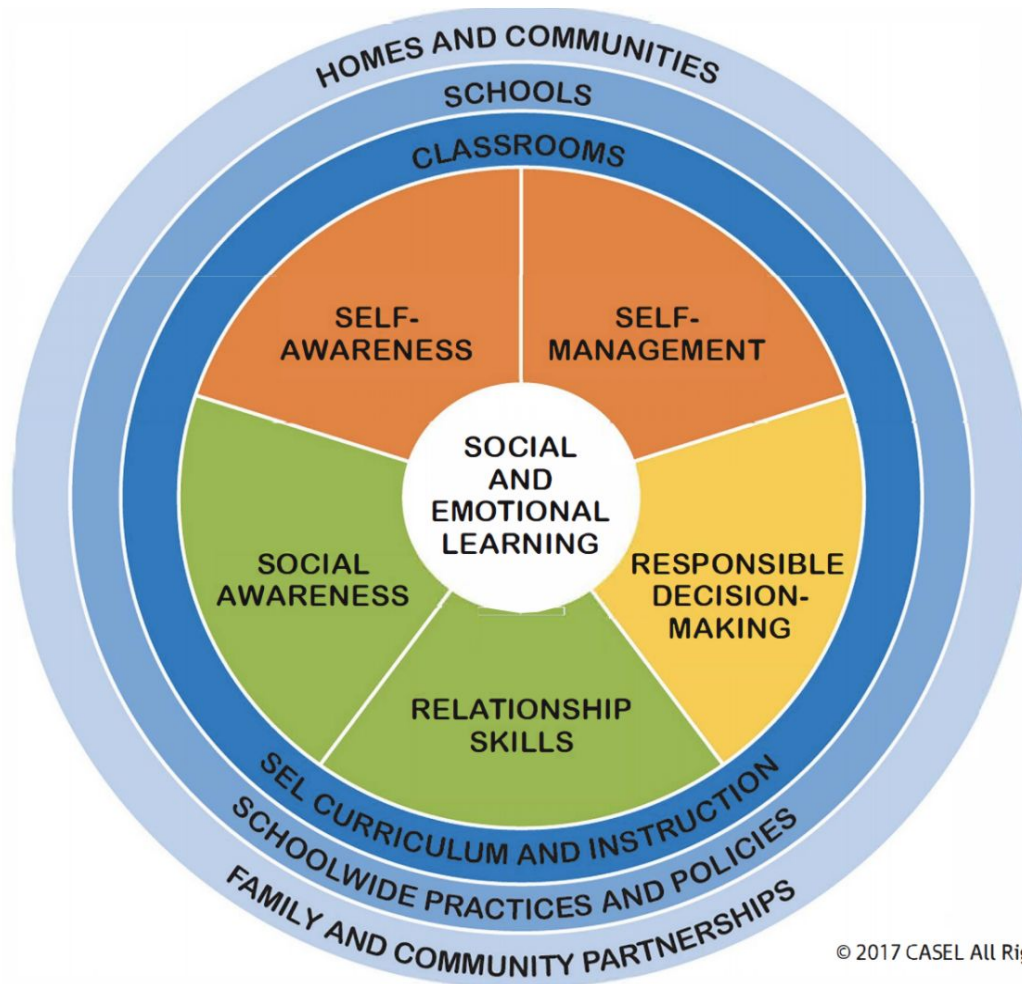
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T.I.D.E.S. SEL Mission

T.I.D.E.S. (**Thoughtfully Impacting and Developing Excellent Students**) is a Social Emotional Learning Program developed to meet the needs of Dunbar students. We believe students are best prepared when they have **both the academic and social emotional skills** they need to be successful. Grounded in CASEL's SEL model, we developed a **culturally relevant** program designed to develop students' skills across various topic areas.

CASEL Model

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a leader in evidenced-based social and emotional learning (SEL). CASEL's mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school. Their SEL framework promotes intrapersonal, interpersonal and cognitive competencies. CASEL identified 5 core competencies that can be taught across multiple settings.

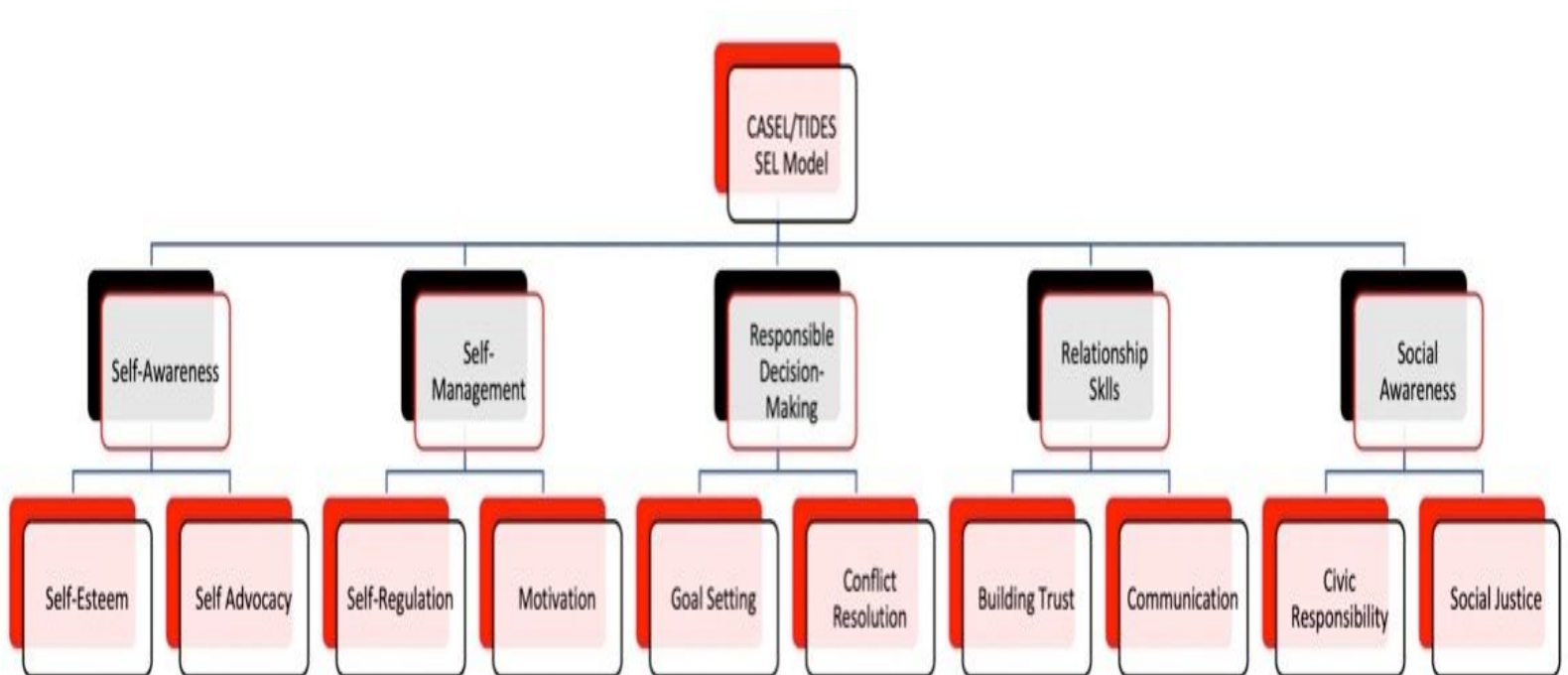


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T.I.D.E.S. Advisory

Adapted Model

The Dunbar SEL Squad used data from student insight surveys, research, and educational experiences to identify areas of social and emotional growth for our student population. Based on the information gathered, the squad identified specific content areas under each CASEL component to focus on each month to support our students' development. Each month, the components are broken down into specific skills students will learn and practice each week.



T.I.D.E.S. **Scope and Sequence**

Part I: September- December

	Week 1 (Asynchronous)	Week 2 (Synchronous)	Week 3 (Asynchronous)	Week 4 (Synchronous)
September <i>Building Trust</i> <i>(CASEL: Relationship Skills)</i>	Sept 8th Advisor/Advisee Relationship Building	Sept 16th Advisor/Advisee Relationship Building	Sept 23rd Advisor/Advisee Relationship Building	September 30th Creating the space Part I- What the TIDES?
October <i>Self- Regulation</i> <i>(CASEL: Self-Management)</i>	Oct 7th Community Matters	Oct 14th Stress and the Brain	Oct 21st Managing Emotions	Oct 28th Processing Emotions
November <i>Conflict Resolution</i> <i>(CASEL: Responsible Decision Making)</i>	Nov 4th Active Listening	Nov 11th How to control emotions in the heat of the moment	Nov 18th Student resolved conflict vs. When to get an adult involved in a conflict	Nov 25th Thanksgiving Break
December <i>Goal Setting</i> <i>(CASEL: Responsible Decision Making)</i>	Dec 2nd How decision making impacts your goals	Dec 9th Setting your vision How to set SMART goals	Dec 16th Goal Stoppers/Block ers Identifying and celebrating progress	Dec 23rd No School Winter Break

Part II: January- June

	Week 1 (Synchronous)	Week 2 (Asynchronous)	Week 3 (Synchronous)	Week 4 (Asynchronous)
January <i>Motivation</i> <i>(CASEL: Self-Management)</i>	Jan. 6th Intrinsic v. Extrinsic motivation	Jan 13th How to get motivated- Habits of Success	Jan 20th How to stay motivated	Jan 27th Time Management & motivation
February <i>Self -Esteem</i> <i>(CASEL: Self-Awareness)</i>	Feb 3rd Who am I ?	Feb 10th What does a person challenged with their self-esteem look like?	Feb 17th What is the long-term impact of low self-esteem? Making choices etc.	Feb 24th What does a person with high self-esteem look like?
March <i>Communication</i> <i>(CASEL: Relationship Skills)</i>	March 3rd Forms of Communication	March 10th Social media communication: Do's & Don'ts	March 17th Informal Communication	March 24th Formal Communication
April <i>Self-Advocacy</i> <i>(CASEL: Self-Awareness)</i>	March 31st What is self-advocacy?	April 7th How do you know when to advocate and when to accept circumstances?	April 21st Advocating for self in difficult situations	April 28th Community advocacy
May <i>Civic Responsibility</i> <i>(CASEL: Social Awareness)</i>	May 5th Caring for your community	May 12th How people show engagement civic responsibility	May 19th What is your civic responsibility?	May 26th How can you engage? Intro to PSA project
June <i>Culminating Activity and Celebration</i>	June 2nd Work on PSA	June 9th Complete and submit PSA	June 16th Celebration and watch all group PSAs	June 23rd * If extra week needed due to PARCC or completion of PSAs

T.I.D.E.S. Advisory

Logistics

T.I.D.E.S. Advisory schedule

T.I.D.E.S. group is held **weekly** on **Wednesdays** from **1:10pm-2:00pm**. . Students will experience **two live lessons** per month (Synchronous) and **two pre-recorded lessons** per month (Asynchronous). All T.I.D.E.S group leaders will receive lesson plans for each lesson. **On asynchronous days**, students will be instructed to watch the lesson and complete an independent activity to demonstrate completion of the lesson. T.I.D.E.S. group leaders will be responsible for posting those lessons and reviewing those activities to 1.) assess for understanding of the topic 2.) learn about the students thoughts related to the topic and 3.) tie in content from student responses to the next lesson.

T.I.D.E.S. Advisory Meetings

T.I.D.E.S. group leaders will create a **CANVAS page** for their T.I.D.E.S group. Similar to their academic classes, T.I.D.E.S. group leaders will also create a **Microsoft Teams link** for their students to access through the CANVAS page. On Wednesdays, students should **sign in through CANVAS for attendance** and then join T.I.D.E.S. group via the Teams link. On **Asynchronous days**, students should follow the same process and access the asynchronous lesson under the **Files tab** of your Teams page.

T.I.D.E.S. Advisory Group Selection Process

Students were randomly assigned to T.I.D.E.S. groups according to **three variables**: grade level, academy membership, and special education. At this time, we are **unable to accommodate special requests** for group placement. Also, due to the continuous enrollment, withdrawal, and scheduling of students in their proper grade levels, **advisory groups may fluctuate**. Please allow flexibility for new students to be added and/or withdrawn from your groups. It is our goal to keep each group as manageable in size and consistent as possible. Through continuous feedback and growth in our SEL work, in the future we will be able to consider additional key factors that support group membership and assignment.

T.I.D.E.S. Advisory Materials

All materials for the T.I.D.E.S. SEL program will be stored on the **T.I.D.E.S. SharePoint site**. You will receive an invite to your email to gain access to the T.I.D.E.S. site. On this site, we will **store** lessons, resources, and supporting documentation. See Appendix 2 for more information on navigating SharePoint.

T.I.D.E.S. Advisor Planned Leave Protocol

In the event you will be **absent for a synchronous** T.I.D.E.S. lesson, please either **develop an asynchronous lesson** for your students to complete in your absence OR **identify a colleague** who can serve as a partner in this work and arrange for your students to attend their T.I.D.E.S. group in your absence. Please also **notify Dr. Cox and Dr. Palmer** that you will be absent and the plan for your students.

T.I.D.E.S. **Support** Model

T.I.D.E.S. Advisors will receive on-going technical assistance throughout the school year in the form of observations and feedback, bi-weekly skills labs and the T.I.D.E.S. Ambassador program.

Observations

Dr. Cox and Dr. Palmer will have an **observation schedule** designed to **support** Advisor implementation and feedback. The observations should be viewed as a way to **receive feedback** on implementation strategies, managing difficult conversations or overall lesson engagement. You will be notified when Dr. Cox or Dr. Palmer will be in your T.I.D.E.S Advisory and **can request time to debrief** after the observation. Observations are also a tool to identify areas of focus for skills labs offered to group leaders.

Coaching

Dr. Cox and Dr. Palmer will provide **monthly skills labs** available to all T.I.D.E.S. Advisors. Skills labs are **voluntary** and offered to support Advisors in their implementation of the program. Labs may provide **support** with things such as lesson planning, engagement strategies, problem solving challenges, and answering any questions or concerns you may have. Skills labs will be held the **third Thursday of every month from 8:30-9:15am.**

T.I.D.E.S. Grade Level Ambassadors

Members of the SEL Squad have volunteered to serve as grade level ambassadors. A grade level ambassador is a **peer on your grade level** that you can go to for quick questions or support. As a member of the SEL Squad, grade level ambassadors are equipped with the **knowledge and skills to support** colleagues with successful implementation. Grade level ambassadors may also **share updates** or **field questions** at grade level team meetings or in content team meetings.

9th: Mr. Cuevas

10th: Ms. McMillan

11th: Ms. Caldwell

12th: Dr. Cox

T.I.D.E.S. Appendix

Appendix 1: Pre-Assessment

Appendix 2: Accessing Lessons on SharePoint

Appendix 3: SEL Squad contact information

Appendix 4: References

Appendix 1

SEL Pre- Assessment

WCSD Social and Emotional Competency Pre-Assessment

Directions: Please tell us how easy or difficult each of the following are for you.

Response Options: 1 = Very Difficult; 2 = Difficult; 3 = Easy; 4 = Very Easy

Self-Awareness: Self Concept	Very Difficult=1	Difficult= 2	Easy=3	Very Easy=4
Accepting things I can't control.				
Knowing how to get better at things that are hard for me to do at school.				
Knowing how I think about myself affects how I act.				
Knowing what my strengths are.				
Knowing when I don't want to do something.				

Self-Awareness: Emotion Knowledge	Very Difficult=1	Difficult= 2	Easy=3	Very Easy=4
Knowing ways to make myself feel better when I'm sad.				
Understanding why I do what I do.				

Knowing when my mood affects how I treat others.				
Knowing ways I calm myself down.				
Understanding how my attitude can affect how others treat me.				

Social Awareness	Very Difficult=1	Difficult= 2	Easy=3	Very Easy=4
Knowing how I can help my community.				
Learning from people with different opinions than me.				
Knowing how to get help when I'm having trouble with a classmate.				
Knowing when a classmate is not being treated fairly.				
Being happy for others when they succeed.				

Self-Management: Emotion Regulation	Very Difficult=1	Difficult= 2	Easy=3	Very Easy=4
Staying calm when I feel stressed.				
Getting through something even when I feel frustrated.				
Speaking in class even if I am nervous.				
Working on things even when I don't like them.				

Thinking carefully about what I want to say, before I speak.				
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Self-Management: Goal Management	Very Difficult=1	Difficult= 2	Easy=3	Very Easy=4
Reaching goals that I set for myself				
Setting goals for myself				
Taking action to reach my goals				
Taking steps to have the future I want for myself.				
Thinking through the steps it will take to reach my goal.				

Self-Management: School Work	Very Difficult=1	Difficult= 2	Easy=3	Very Easy=4
Planning ahead so I can turn a project in on time.				
Finishing my schoolwork without reminders.				
Being prepared for tests.				
Staying focused in class even when there are distractions.				
Coming to class prepared.				

Appendix 2

Accessing Lessons on SharePoint

Step 1: Go to the T.I.D.E.S. Sharepoint Drive and click on “Documents” (located on far left viewing pane)

Step 2: Click on the folder for the current month. You will see a folder that says “synchronous” and “asynchronous”. Select the folder associated with the lesson you are looking for. Once in the folder, the lessons are broken down by week. Select the current week’s lesson for your use.

For Asynchronous lessons

Step 3: Download the documents for the asynchronous lesson. (document will include the links students need for that lesson.)

Step 4: Go to your T.I.D.E.S. Advisory page on CANVAS and upload the documents under the module created for the month.

Step 5: During a synchronous T.I.D.E.S. class, walk your student through the process for accessing the asynchronous lessons.

Appendix 3

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Appendix 4

References

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