

## Social-Emotional Learning for All School Agreement

The Missouri Department of Elementary and Secondary Education (DESE) in collaboration with the *University of Kansas Research Collaboration* will support Missouri educators by combining asynchronous self-paced professional development with virtual competency coaching.

Schools choose one of four different competencies (e.g., Assertiveness, Conflict Management, Self-Efficacy, or Self-Regulation). Then a team of educators or all staff will participate in the professional development process during the 2022–23 school year. Each participating educator will complete a 4-hour self-paced virtual learning module which includes video examples, research-based instructional activities, and planning tools. The module is asynchronous learning, so educators can complete the module during times that are convenient to them.

As educators complete the module, a *social-emotional competency coach* provides support in beginning competency instruction and determining how to embed competency concepts into any content area. Coaching sessions are brief and are usually scheduled during PLC, planning time, or after school.

**Please read through the school agreement, sign the document, and return to: [wlhersh@ku.edu](mailto:wlhersh@ku.edu). School expectations include:**

**Attend an orientation meeting** with project staff to determine your school’s start time and pacing of the asynchronous portion of the professional development. You will also work with project staff to determine two virtual coaching dates when all participants will meet with a social-emotional competency coach to collaborate on competency instruction.

**Guide staff in completing a 4-hour self-paced module study** including the completion of the **Educator Workbook**. The pacing and completion date of the module are determined by your school. As your staff is working through the module, a social-emotional competency coach will support your staff in planning for instruction, clarifying critical concepts, and embedding competency practice.

**Provide project staff with two virtual coaching dates.** Each school receives two virtual coaching sessions led by a social-emotional competency coach. Your coach will collaborate with participants from your school to support them in implementing competency instruction, providing resources, and guiding their efforts to embed competency instruction into their content area.

**Administer the *Questionnaire & Knowledge Test* and/or use the *Performance Based Observation*** as planned. Project staff and your social-emotional competency coach will assist you in administering the assessment tools and provide a summary of the results.

**Complete the *Educator Reflection Survey*.** After all participants have completed the module and participated in two virtual coaching sessions, they will be asked to complete a brief survey that will help determine your school’s next steps in competency instruction.

**Attend a post-professional development meeting** with your social-emotional competency coach and project staff. After all participants have completed the module and participated in two virtual coaching sessions, leadership from your school will meet with your coach and project staff to review data and determine the next steps for competency instruction.

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**Signature**

**School**

**Date**

