

Linking Social and Emotional Learning and Academics in the Learning Environment

Ten Equity-Centered Instructional Practices

That All Educators Can Use to Teach the Whole Child

APRIL 2022

Center on
GREAT TEACHERS & LEADERS
at the American Institutes for Research® ■



harmony
SOCIAL & EMOTIONAL LEARNING

NATIONAL
UNIVERSITY

 **AIR**[®]
Advancing Evidence.
Improving Lives.

Disclaimer

This webinar is hosted in partnership with the Center to Improve Social and Emotional Learning and School Safety at WestEd through a cooperative agreement with the U.S. Department of Education under Contract S424B180004. Its content does not necessarily reflect the views or policies of the funder, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. The content and opinions in this publication are that of the authors and do not necessarily reflect the positions of the U.S. Department of Education.

Virtual Meeting/Conference Recording Notice

The American Institutes for Research® (AIR®) allows for the recording of audio, visuals, participants, and other information sent, verbalized, or utilized during business related meetings. By joining a meeting, you automatically consent to such recordings. Any participant who prefers to participate via audio only should disable their video camera so only their audio will be captured. Video and/or audio recordings of any AIR session shall not be transmitted to an external third party without the permission of AIR.

AIR[®] Inclusive Meeting Guidelines

Hosting and Participating in Meetings



ENGAGE EVERYONE

Consider participants' needs (e.g., visual, auditory, sensory, cognitive, physical, and language). Establish meeting norms to encourage participation. Ask participants to alert the meeting facilitator if they have difficulty seeing the content and/or hearing the presenter. Designate a meeting monitor to address audiovisual issues, monitor the chat box, and respond to participants as needed.



MINIMIZE NOISE

Avoid moving around or shuffling materials on your desk during the meeting. Eliminate crunching or chewing noises and loud typing, which interfere with sound quality for virtual participants and are amplified by microphones and sensory aids for visual or auditory impairments. Speak from a stationary position to keep the audio clear. Mute your phone or your computer microphone when you are not speaking.



MAXIMIZE MICROPHONES

Presenters should use microphones to ensure that their voice is loud enough for all to hear. Microphones are needed for face-to-face and virtual meetings and are critical for engaging remote colleagues as well as persons with hearing loss. During virtual meetings, use headphones with a built-in microphone to make sure that the facilitator and attendees can hear you. During face-to-face meetings, set up microphones for the facilitator, presenters, and attendees. Make sure that hand-held microphones are available for meetings that include audience participation. Make sure that speakers are positioned near a microphone.



ACKNOWLEDGE SPEAKER

Provide an auditory or visual cue before speaking to identify yourself as the speaker. State your name for those who cannot see you. When asking for questions or comments, meeting facilitators should allow five to seven seconds for participants to use the "raise the hand" tool, unmute their phones, or provide a response in the chat box. Be comfortable with the wait time.



BE HEARD AND SEEN

Project your voice when speaking. Only one person should speak at a time. Avoid overlapping and sidebar conversations. Position everyone present so that they can be seen on screen. Encourage virtual participants to use their webcams if they feel comfortable doing so. Let people see your facial expressions and body language clearly if you are using your webcam.



MAXIMIZE VISUAL DISPLAYS

Email materials to participants before the meeting. Display meeting documents on screen and capture the main discussion points verbally and visually by taking notes, restating key concepts, or using the chat box. If a participant asks for clarification, rephrase the content instead of repeating it. Assign a meeting note taker so that the meeting leader and monitor can focus on engaging participants. Notes also ensure access for individuals with executive function-related needs, processing disorders, or visual/auditory impairments.

These guidelines are intended to improve the meeting experience for all participants, including meeting facilitators, monitors, and attendees, as well as people with hearing loss or visual impairment, and those for whom English is an additional language. Some of the guidance presented here may apply only to in-person meetings, or virtual meetings, while other guidance applies to both meeting types. Developed by the Access AIR and AIR CREW Employee Resource Groups with support from the AIR Diversity, Equity, and Inclusion Office.

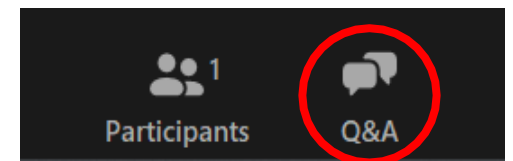
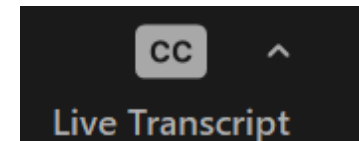
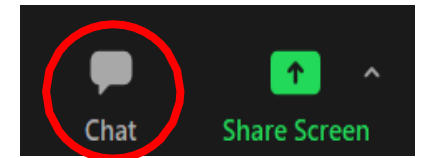
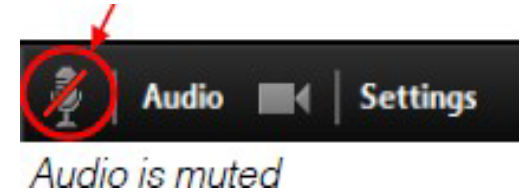
Zoom Protocol

Mute your mic. This helps minimize audio feedback. Mute your audio by clicking on the microphone icon located in the lower left-hand corner of the menu bar.

Use chat. Connect with the panelists via private chat. We will insert important links in the chat for you as well.

Live captioning. Turn on live captioning by clicking the CC button.

Ask questions. If you have a technical question, leave your message in the Q&A pod.



Introductions



Please share with the presenters in the chat:

- Where you are located
- Your role
- Your level of familiarity with integrating social, emotional, and academic learning on a scale from 1 (*limited or no familiarity*) to 5 (*very familiar*)

Meet the Presenters



Sara Wolforth, JD

*Principal Researcher,
American Institutes for Research*



Angela Ward, PhD

*Chief Program Officer, Transforming Education, Inc.
Center to Improve Social and Emotional Learning
and School Safety at WestEd*



Nicholas Yoder, PhD

*Senior Director
of Research and Professional Learning,
Harmony SEL at National University*

Today's Topical Discussions

- The case for integrating social, emotional, and academic learning and the what, why, and how of an equity-centered approach
- A taxonomy that describes four ways in which social and emotional learning (SEL) and academics are linked within the learning environment
- Ten instructional practices that promote students' social, emotional, and academic competencies
- Lessons learned from practitioners who are doing this work in classrooms now



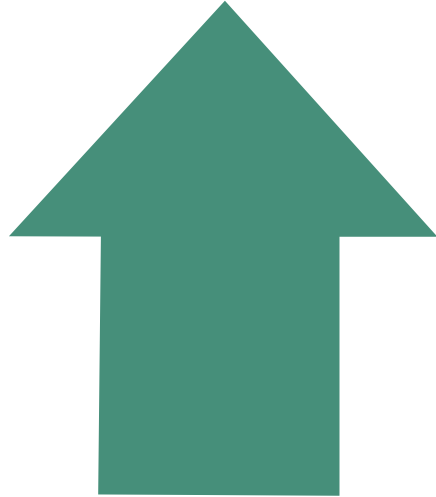
What Is SEL?

*“Social and emotional learning (SEL) is an integral part of education and human development. SEL is the **process** [emphasis added] through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”*



Source: Collaborative for Academic, Social, and Emotional Learning. (n.d.). [Fundamentals of SEL](#).

The Evidence



- Social and emotional competencies, attitudes, and behaviors
- Academic achievement
- On-time graduation from high school and college
- Employment

Source: Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011).. The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*, 405-432.

Jones, D. J., Greenberg, M. T., & Crowley, M. (2015). The economic case for SEL. In Durlak, J.A., Domitrovich, C.E., Weissberg, R.P., Gullotta, T.P., & Comer, J. (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 97-113). Guilford Press.

The Evidence



- Social and emotional competencies, attitudes, and behaviors
- Academic achievement
- On-time graduation from high school and college
- Employment
- Personal challenges (emotional and behavioral)
- Police involvement
- Social service involvement (housing, subsidies)

Source: Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011).. The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.

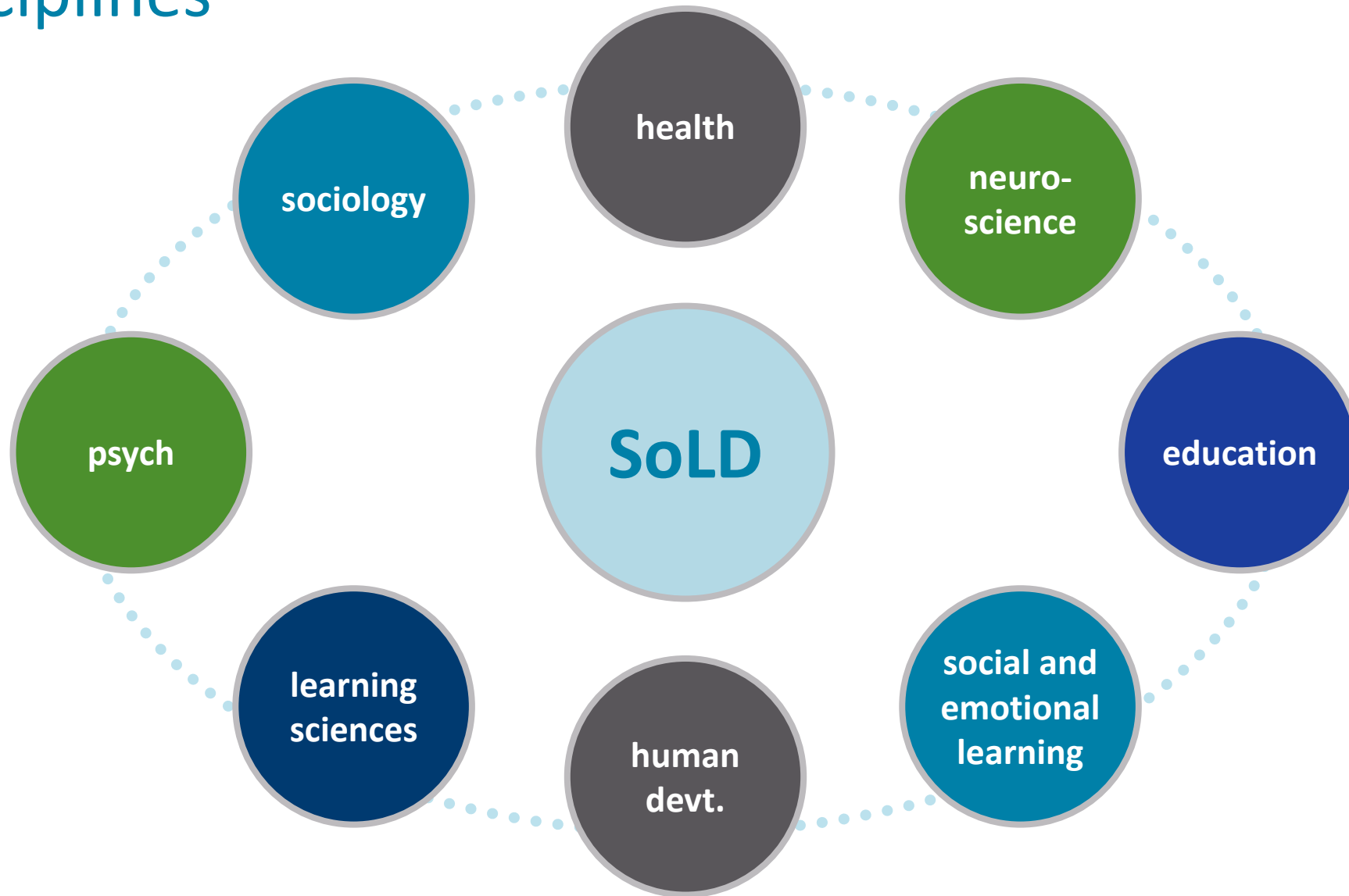
Jones, D. J., Greenberg, M. T., & Crowley, M. (2015). The economic case for SEL. In Durlak, J.A., Domitrovich, C.E., Weissberg, R.P., Gullotta, T.P., & Comer, J. (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 97-113). Guilford Press.

What the Science Says About Learning and Development



The Science of Learning and Development (SoLD) Alliance combines findings from diverse areas of research into an integrated **science of learning and development** and translates science-informed strategies to practice.

The Disciplines



Findings From the Science



Potential

Each young person has significant potential to learn and thrive.



Malleability

Brains are remarkably malleable and resilient throughout life.



Relationships

Strong, trusting relationships are essential to learning and development.



Context

Experiences, environments, and cultures are the defining influences on development.



Continuum

Human development is a progression, but not a linear one.



Individuality

Every young person learns to develop differently.



Integration

Cognitive, academic, social, and emotional development are inextricably linked.



Meaning Making

Reflecting on the connections between new information and existing knowledge.

Source: Science of Learning and Development Alliance (n.d.). [What we've learned](#).

Why Focus on Integration?



- **Cognitive, academic, social, and emotional development are interconnected.** Learning *is* social and emotional.
- **For many educators, pieces of this work are already in place.** Educators often engage in SEL work during regular instruction although it may not always be explicit or intentional.



CENTER TO IMPROVE
**Social and Emotional
Learning and School Safety**
WestEd 

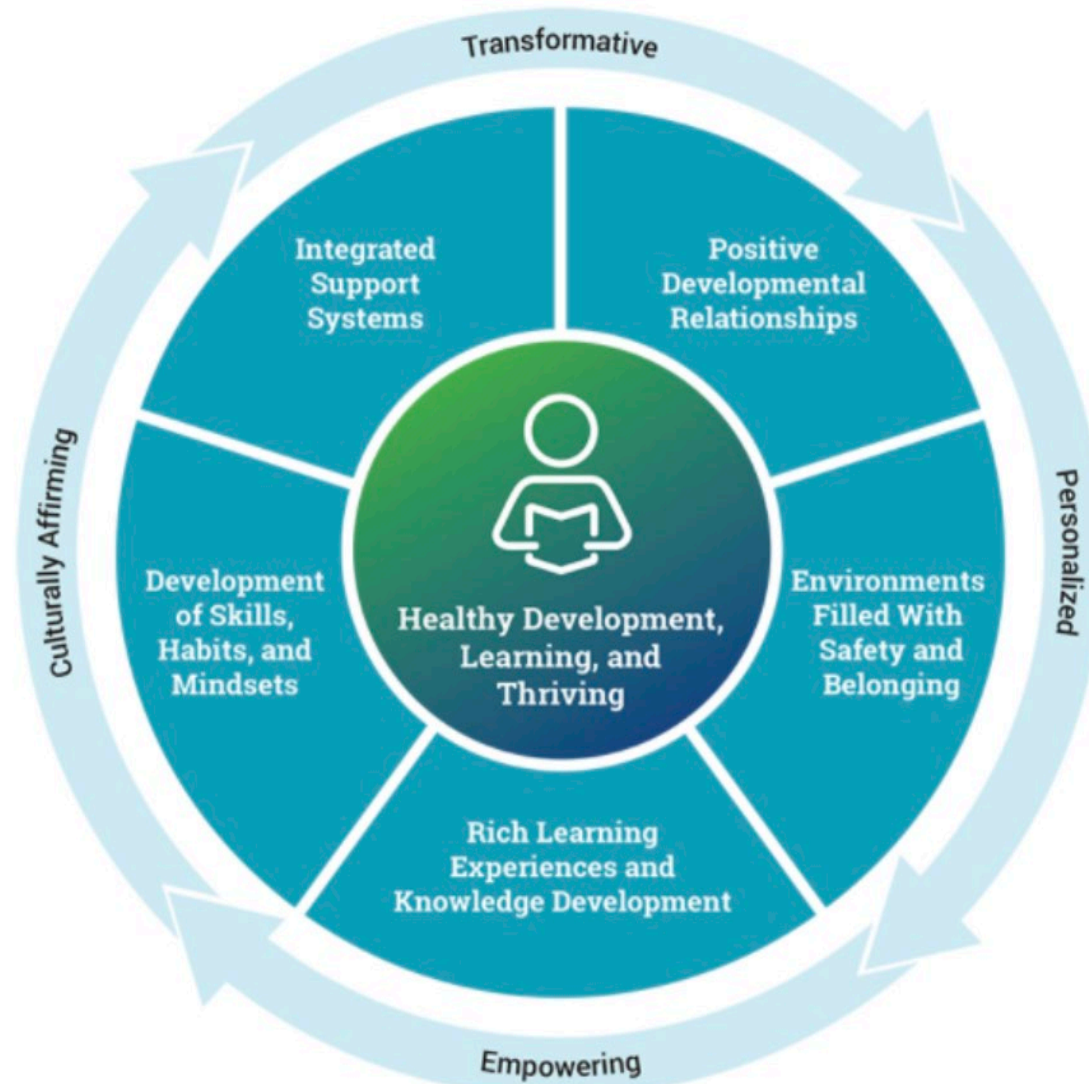
Equity-Centered Social, Emotional, and Academic Learning



Identity-affirming learning spaces are welcoming and encourage appreciation and celebration of who students are. They allow students to find joy in who they are, humanizing and centering their lived experiences and ways of being in the world.

Hammond (2015); Love (2019);

Muhammad (2020)



Guiding Principles for Equitable Whole Child Design



TEACHING THE WHOLE CHILD

**Instructional Practices That Integrate
Equity-Centered Social, Emotional,
and Academic Learning**



AMERICAN INSTITUTES FOR RESEARCH® | AIR.ORG

Instructional Practices That Integrate Equity-Centered Social, Emotional, and Academic Learning

Implementing SEL

Three integrated classroom-based approaches:

Explicit Skill Instruction

- Target specific social and emotional competencies during specified instructional time.

Academic Integration: Taxonomy

- Integrate social and emotional competencies with academic content.

General Pedagogy: 10 Practices

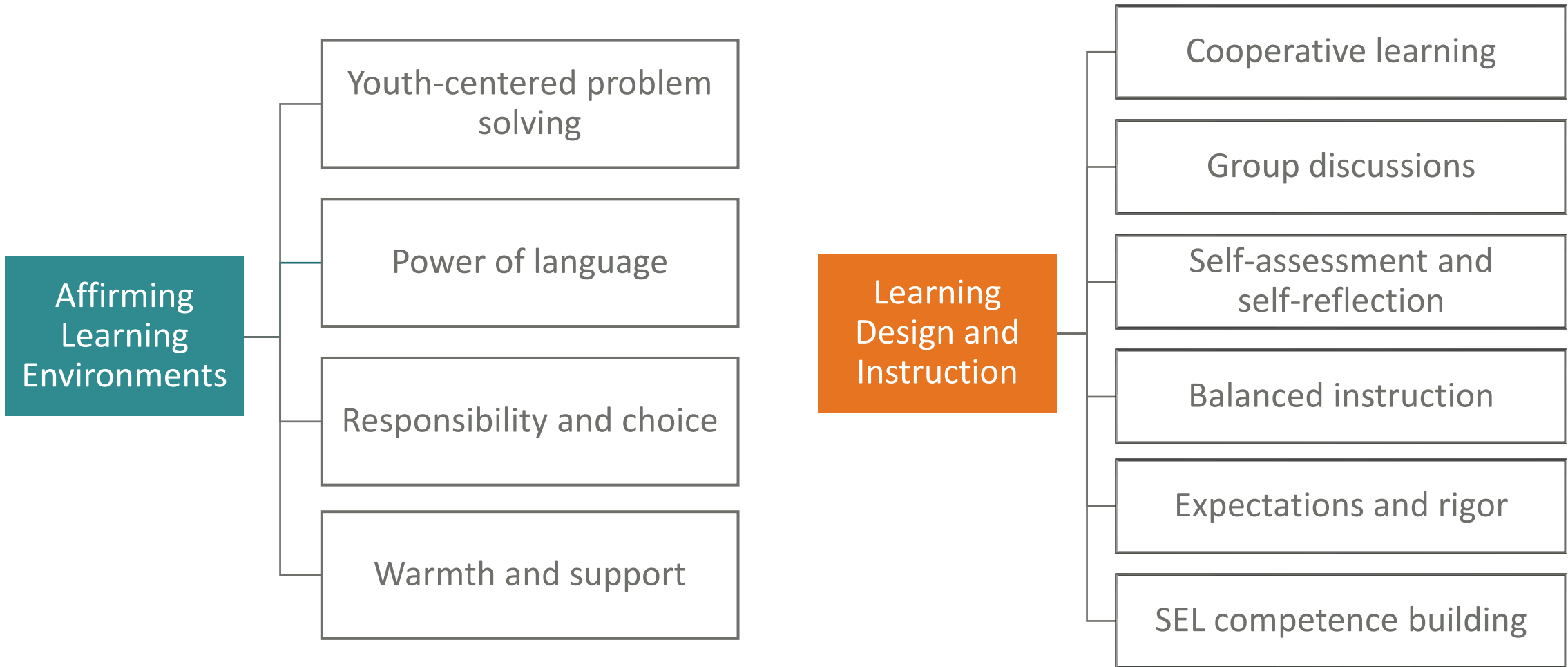
- Implement general pedagogical practices that develop safe and supportive schools and classrooms.

10 Educator Practices

- Basic premises
 - All learning is social and emotional.
 - Educators already support SEL.
 - Can be more intentional.
- Development
 - Reviewed SEL evidence on general pedagogical practices.
 - Updated to reflect current evidence.

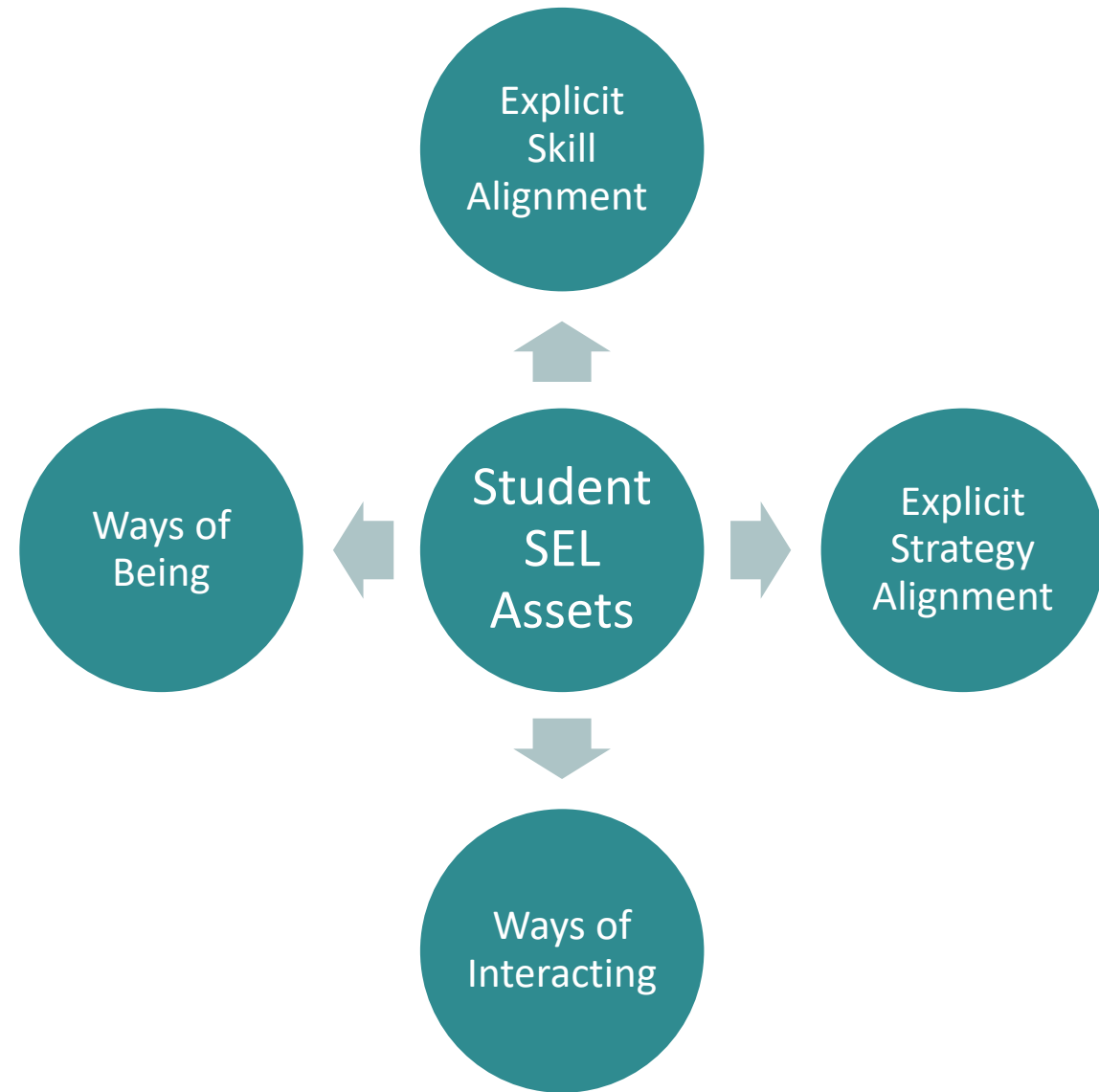


Ten Educator Practices That Promote SEL



Source: Yoder (2014).

Taxonomy of Academic Integration



Explicit Skill Alignment

Definition: A direct link exists between academic standards and SEL skills. Specific SEL skills are found within academic standards.

Examples

- Science and SEL both include evaluating biases and how biases may influence decisions and evaluating facts.
- Social studies and SEL both include understanding how behaviors influence the social environment and others.

Explicit Strategy Alignment

Definition: A direct link exists between the practices required to engage in the content and the SEL skills required to engage in the content.

Examples

- Mathematics practices require students to construct and share arguments, requiring students to use perspective-taking and communication skills.
- ELA (English language arts) includes characterization, which requires the identification of emotions and connecting emotions and situations.

Ways of Interacting

Definition: SEL skills mediate success in academics. Students use SEL skills to interact with content and with others to master academics.

Examples

- In physical education, students engage in a mini-lesson on conflict resolution prior to engaging in activity.
- Prior to engaging in a complex mathematics problem, students engage in a mindful minute to center their emotions.

Ways of Being

Definition: Based on the content domain, individuals use SEL skills in specific ways. Individuals across content will use similar SEL skills, but how they use the skills varies.

Examples

- Both mathematicians and authors use goal-setting processes, but how they set goals, plan, and enact goals are subject specific.
- Both scientists and explorers need to predict the consequences of their actions, but how they set up experiments, make assumptions, and test models varies by content.

Activity 5: SEL-Academic Integration Taxonomy

Title: Science Example: Combine Ice, Salt, and Water

SEL Skill: Anticipate and evaluate the consequences of one's actions.

Content Skill: Analyze data from testing different combinations of materials to determine outcome best suited for intended purpose.

Description:

- Let students know that in their daily life, it is often helpful to think about their actions, predict what might happen, and then evaluate those predictions after they act; for example, think of times when they decide to share, meet new friends, or try something new.
- Ask students when they have anticipated something and what was the result?
- Explain that similarly, scientists use these skills when they make predictions with their experiments.
- Encourage students to anticipate or predict what will happen when they combine ice, salt, and water using multiple combinations of the elements and using their knowledge of the properties of each.
- After they create their hypotheses, they will have to test their various combinations.
- Then they evaluate whether or not their hypotheses worked out.
- Have students reflect on skill: Similar to how you behaved as a scientist, anticipating and predicting what will happen when you combine elements, and evaluating those predictions, you can approach other areas of your life in the same way. Have students reflect on other areas in which they use these skills.

Notetaking guide pages 2 & 3

Action Planning

Integrative Process

- Gain understanding of your students and the assets they bring to the learning environment.
- Identify the academic standard that you want to focus on with your students.
- Determine the lesson that you would like to enact for students to master the academic outcome, reflecting on which of the 10 educator practices you will use during the lesson.
- Identify the ways in which SEL fits within the lesson, reflecting on the taxonomy approach that makes the most sense.
- Modify the lesson to ensure that you are nurturing the identified social and emotional skill and approach, using Harmony to promote needed explicit skill instruction
- Prior to and after the lesson, make time for you!

Practitioner Panel

Center on
GREAT TEACHERS & LEADERS

at the American Institutes for Research® ■

Meet the Panelists



Sara Wolforth, JD

*Principal Researcher,
American Institutes for Research*



Gail Graiewski-Traxler

*District Quality Compensation
Program Coordinator,
Brooklyn Center Community Schools*



Hazel Cruz

*Assistant Principal,
New York City Public School 83*



Jessenia Lehrer

*Teacher,
New York City Public School 83*

NGEAR ARTS TECHNOLOGY
ENGINEERING MATHEMATICS
ARTS ENGINEERING
SCIENCE

Gail Graiewski-Traxler

District Quality Compensation Program Coordinator
(Professional Development and Licensed Staff Observation/Evaluation)



**BROOKLYN
CENTER**
COMMUNITY
SCHOOLS

WE STAND FRONT AND CENTER

**Mission: To become a justice-centered school community
that fuels the unique genius of each student**

Core Values:

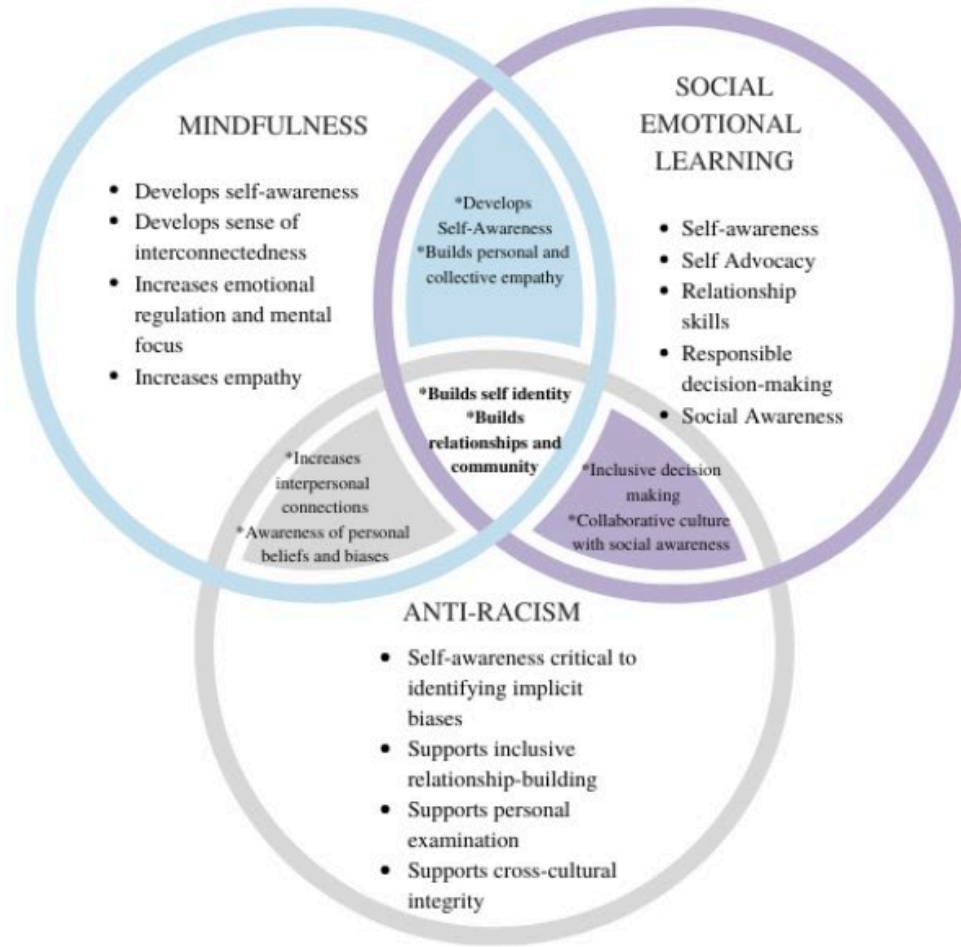
We Stand Front and Center In Brooklyn Center.

We Demonstrate Passion, Pride and Perseverance.

We Acknowledge and Disrupt Oppressive Systems.

Our Diversity Fuels Learning.

We Fiercely Lead in Justice-Centered Education.



Public School 83: Integrating SEL and Academic Instruction Through an Equity Lens

Schoolwide Practices

Schoolwide Practices

- **Principal’s Book of the Month With Gholdy Muhammad:** Every month, a book is selected focusing on SEL and/or equity. A letter is written from the administration and Gholdy Muhammad’s Pursuits are incorporated. After the read-aloud, students respond to the read-aloud, and samples of their writing are displayed on the principal’s Book of the Month bulletin board.
- **Schoolwide ELA “EL Curriculum”:** Our ELA curriculum is focused on equity. EL Education emphasizes five core practices of which one is Culture and Character: The whole school is involved in establishing a culture of respect, responsibility, courage, and kindness. Teachers, staff, administrators, and students are intentional in their commitment to fostering citizenship and working to become ethical people who contribute to a better world. The curriculum emphasis on key aspects of SEL rooted in habits of character, primarily dimensions of student achievement: collaboration, perseverance, a growth mindset, and being able to set goals and then reflect on them.
- **Harmony:** Teachers embed lessons from Harmony into daily instruction. The mood meter and morning circles are conducted in every room. At least once a month, teachers conduct circles that address a topic that continuously surface in class either from daily lessons or current events.

ELA G4-M4
Responding to Inequality: Ratifying the 19th Amendment

[View Module Overview](#) [Download Materials](#)



5 Pursuits

Identity: I can describe what makes me “ME”
Skills: I can explain the author’s purpose or I can explain the author’s perspective.
Intellect: I can identify and celebrate differences between my friends and I.
Criticality: I can show how to value people’s differences.
Joy: I can show and tell something special about “ME”

Dear Public School 83 Community

For the month of April, we have selected the book “I Am Enough” by Grace Byers. When we launched the book of the month for this school year, we informed you that not only would we be selecting an array of books rooted in SEL and character counts, but also books that mirror who we are and what we look like at Public School 83. With all the different cultures in our community not only does that make us unique, but it also truly makes us a small melting pot in East Harlem.

This book is intended to help you realize and understand the importance of loving who you are, respecting others, and being kind to one another. The author wants every reader to see and value their self-worth and embrace differences. Byers emphasizes that regardless of one’s looks, abilities, or beliefs, every child is unique, able, and worthy of respect. Her message encourages children to recognize diversity and show respect and kindness to others.

As you listen to the read aloud we want you to really reflect about what the author is saying and think about what makes You a special, unique individual. In addition, also think about what you can do to make others different from you feel welcomed, accepted and valued. How can you be that unique, special individual who advocates for others and values everyone’s differences?

Discussion Questions

What language pattern do you notice?
 What does the author mean by, “Like the sun, I’m here to shine”?
 What activities do the children enjoy in this story? What does it mean to be, “Like a ladder, here to climb, and like the air to rise above”?
 What do the girls learn?

Public School 83
 “Where Young Minds Grow”
 210 East 100th Street, New York, NY 10029 | Tel: 212-660-8847
 Principal Ms. Frances Castillo • Assistant Principal Ms. Hazel Cruz • Parent Coordinator Ms. Jenny Cardero

December 2021

Identity: Students will reflect and consider how they can be change agents and affect the lives of others.
Skill: Students will identify the causes and effects.
Intellect: Students will learn about the impact kindness can have on others.
Criticality: Students will learn about the importance of making a difference and being a change agent.
Joy: Student will think about ways they can bring Joy to others

Dear Public School 83 Students and Staff,

The holiday season is upon us. It is a time to reflect on the past year and make plans for the upcoming year. As Christmas approaches, the month of December is busy with parties, concerts, and special events. Christmas music fills the air. Lighted displays help brighten long nights heading into winter. Many Americans feel good that Christmas is coming. It is a time to also come together and make a difference in the world we live in. It is a time to show those less fortunate that we care. It is a time to spread love, kindness and hope.

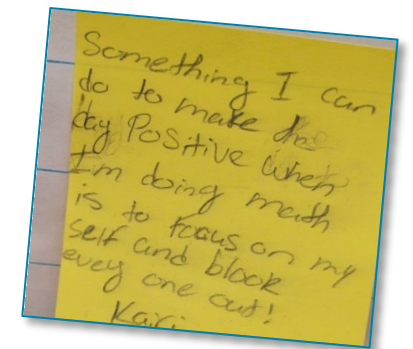
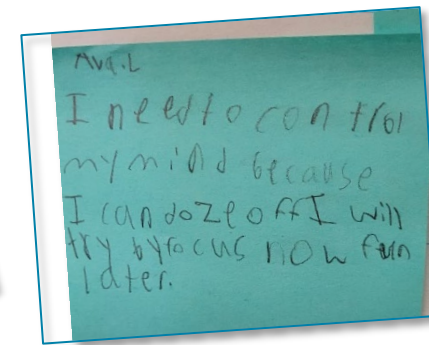
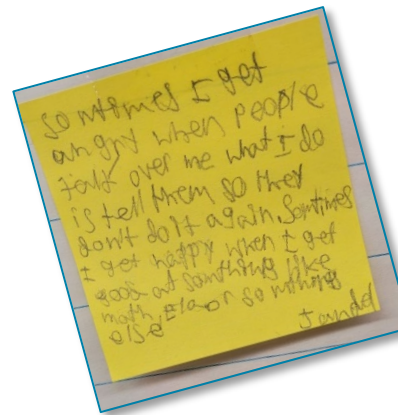
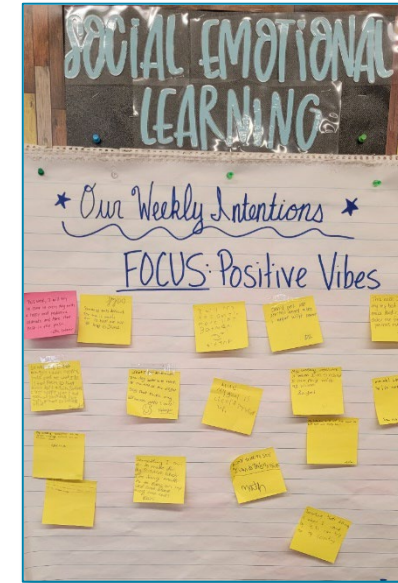
Our principal’s book for December is titled “How Do You Make a Rainbow” by Caroline Crowe. A story full of love, friendship, hope and kindness. This story will make you want to bring joy and happiness to everyone. For a rainbow can light up the sky and fill your heart. This book shows how to find color and hope when days seem dim and grey: celebrating love, positivity and the precious relationship between a child and her granddad.

We hope you truly enjoy it and take time to reflect and think about how you can bring joy, happiness and spread kindness. We look forward to reading your responses on how you find color or how you can bring some color to someone’s life when days seem dim and grey.

Sincerely,
 Frances Castillo
 Hazel Cruz

In Classroom Practices

- Weekly intentions
- Sanford Harmony lessons
- Whole-class restorative circles
- Academic integration



Question and Answer

Center on
GREAT TEACHERS & LEADERS

at the American Institutes for Research® ■

Additional Resources

Center on
GREAT TEACHERS & LEADERS

at the American Institutes for Research® ■

Additional Resources

- From National University
 - [Harmony SEL](#)
 - [Inspire Teaching and Learning Professional Learning](#)
- From the Center to Improve Social and Emotional Learning and School Safety
 - [Reimagining Excellence: A Blueprint for Integrating Social and Emotional Well-Being and Academic Excellence in Schools](#)
 - [Connecting Teacher Practice With Social and Emotional Learning](#)
- From AIR
 - [SEL MTSS Toolkit for State and District Leaders](#)
 - [Trauma-Sensitive Schools and Social and Emotional Learning: An Integration](#)

Disclaimer

This webinar is hosted in partnership with the Center to Improve Social and Emotional Learning and School Safety at WestEd through a cooperative agreement with the U.S. Department of Education under Contract S424B180004. Its content does not necessarily reflect the views or policies of the funder, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. The content and opinions in this publication are that of the authors and do not necessarily reflect the positions of the U.S. Department of Education.

Sara Wolforth
312-283-2311
swolforth@air.org

1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
877-322-8700
gtlcenter@air.org
www.gtlcenter.org | www.air.org

Center on
GREAT TEACHERS & LEADERS

at the American Institutes for Research® ■

Notice of Trademark: "American Institutes for Research" and "AIR" are registered trademarks. All other brand, product, or company names are trademarks or registered trademarks of their respective owners.

Copyright © 2022 American Institutes for Research®. All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, website display, or other electronic or mechanical methods, without the prior written permission of the American Institutes for Research. For permission requests, please use the Contact Us form on www.air.org.



Advancing Evidence.
Improving Lives.