



Social and Emotional Learning in the Daily Life of Classrooms: Work Session—Part 1

Connecting Teacher and Student Social and Emotional Learning to Professional Teaching Frameworks

[Facilitator Name(s)]

[Month Year]

Center on
GREAT TEACHERS & LEADERS

at American Institutes for Research ■



Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

Agenda for Part 1

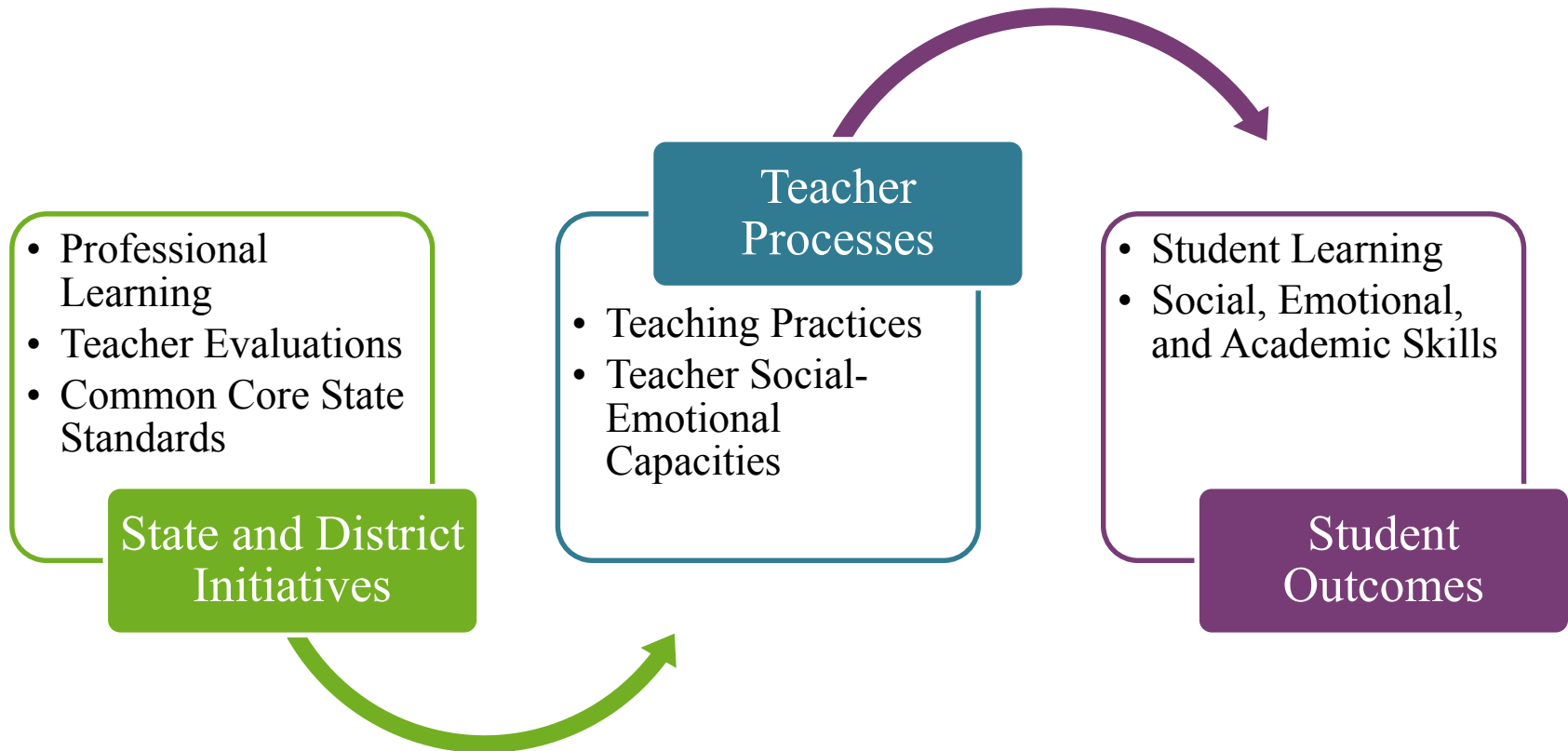
- Overview and Activity 1: Becoming Aware of Who Is in the Room
- Introduction to Social and Emotional Learning (SEL)
- Activity 2: Why Is SEL Important?
- Introducing the 10 Teaching Practices That Promote SEL
- Activity 3: Diving Into the 10 Teaching Practices
- Activity 4: Team Systems Review Through the *SEL Workbook*
- Activity 5: Briefing Room
- Activity 6: Putting It All Together
- Activity 7: Action Planning, Next Steps, and Wrap-Up of Part 1

Outcomes

Participants will

1. Describe the importance of SEL and how it can be integrated into daily instructional practices.
2. Understand and strengthen the connections among SEL, district teacher evaluation systems, professional development plans, and structures.
3. Learn strategies to guide teachers in self-reflection on their teaching practices that impact student SEL.
4. Learn strategies to guide teachers in self-reflection on their own social-emotional competencies to implement teaching practices.

Integrating SEL Throughout the Learning Process



Activity 1: Becoming Aware of Who Is in the Room

- How familiar are you with the concept of SEL?
- How familiar are you with your district's teacher evaluation system?
- How well do you know the Common Core State Standards?

Fist of Five



1 = “not familiar”

5 = “very familiar”

Activity 1: Becoming Aware of Who Is in the Room

- What is your role?
- Scenario
 - A: Think about your favorite learning experience (as a teacher or student).
 - B: Think about your least favorite learning experience (as a teacher or student).
- Questions:
 - What role did your emotions take in that learning experience?
 - What role did your social interactions take in that learning experience?



Introduction to SEL

Question 1

- What are the skills and competencies that employers seek?

Introduction to SEL

Question 2

- What are some of the skills and competencies that students will need to master the Common Core State Standards?

Introduction to SEL

Question 3

- What does SEL mean to you?
- How does it relate to skills and competencies you just discussed?



Introduction to SEL

Self-Awareness

- Recognize one's own feelings, interests, strengths, and limitations.

Self-Management

- Regulate emotions and manage daily stressors.

Social Awareness

- Take perspective of others and appreciate similarities and differences.

Relationship Skills

- Exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships.

Responsible Decision Making

- Make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems.

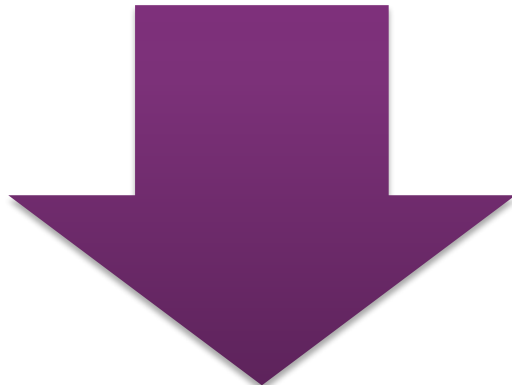
Handout 1: SEL Competencies and Skills

Activity 2: Why Is SEL Important?

Increases Students' Capacity to Learn



- Social-Emotional Skills (22nd percentile)
- Positive Attitudes (ninth percentile)
- Prosocial Behaviors (ninth percentile)
- Academic Achievement (11th percentile)



- Conduct Problems (ninth percentile)
- Emotional Distress (10th percentile)

Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2011)

Activity 2: Why Is SEL Important?

Prepares Students to Meet College and Career Readiness Standards

Example Experiences With Common Core State Standards Shifts	SEL Connections—Students
Students will experience working with unfamiliar vocabulary words in their literacy text.	<i>What self-management skills will students need to use in order to complete this task successfully?</i>
In mathematics, they will have to explain their answers in a more nuanced way, in which they will have to explain their solution path rather than supply only their answer.	<i>What social skills will students need to use in order to complete this task successfully?</i>

Handout 2: SEL Connections

Activity 2 Debrief

- How will SEL promote academic learning?
- What are the SEL skills that students need in order to accomplish the instructional task?
 - How similar or different for each instructional task?
- Will students be able to accomplish the task without the SEL skills?
- What do you do if students need to improve upon those SEL skills?

Introducing the 10 Teaching Practices That Promote SEL

Question 4

- What can teachers do to help their students develop and apply their SEL skills in the schooling context?
- How does this look depending on the subject area? Grade level?

Introducing the 10 Teaching Practices That Promote SEL

The 10 practices that promote SEL are

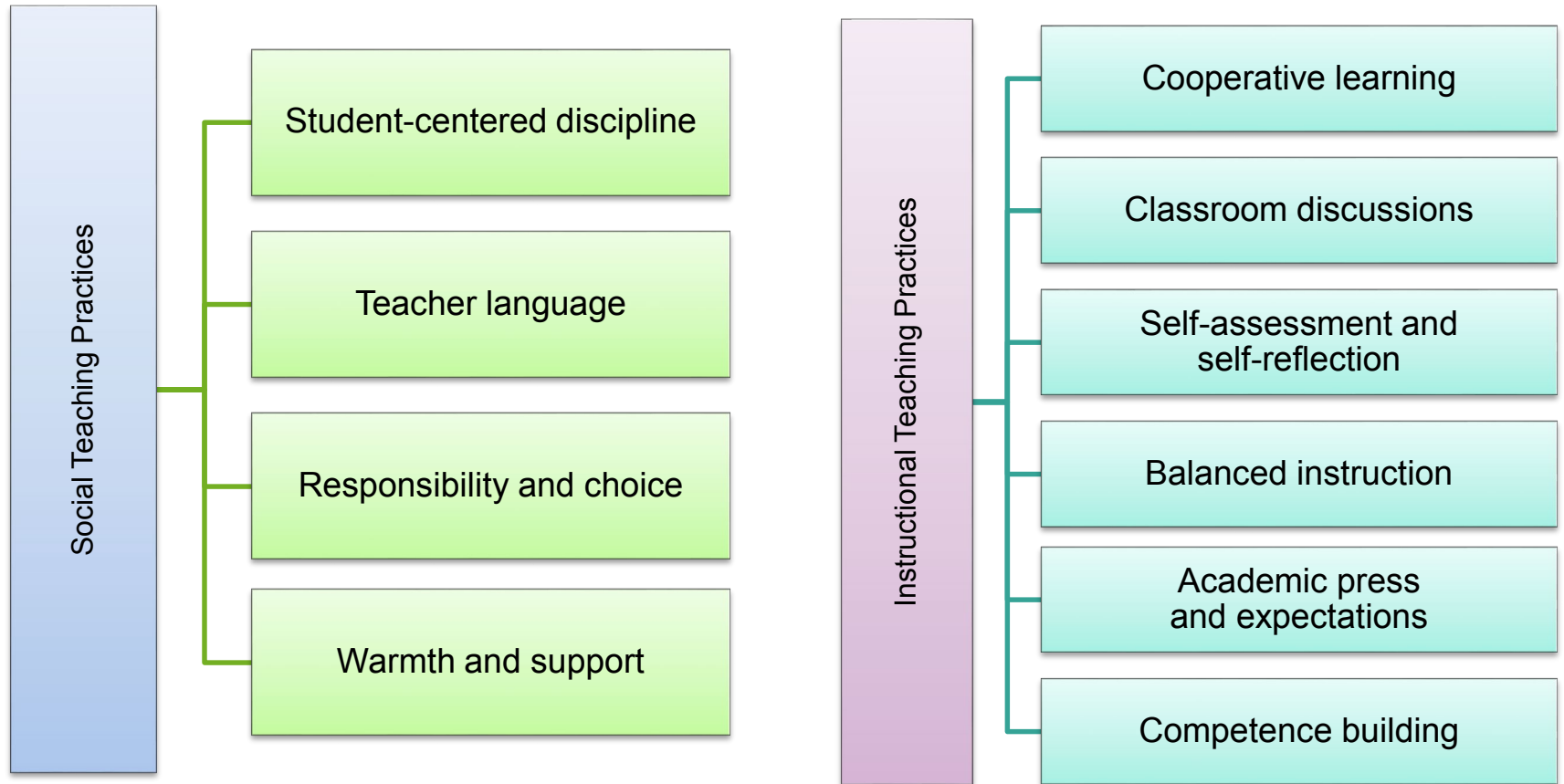
- A set of teaching practices that, if enacted by teachers or teams of teachers, should help all students attain mastery of academic standards and allow students to further develop their SEL skills.
- Based on research and practice.
- Meant for use in systems-alignment work.

Introducing the 10 Teaching Practices That Promote SEL

The 10 practices that promote SEL are not

- A comprehensive set of professional teaching standards.
- Meant to be a checklist or one-size-fits-all strategy or prescribed approach to pedagogy.
- Inclusive of all important teaching practices, competencies, skills, performances, and dispositions.

Introducing the 10 Teaching Practices That Promote SEL



Activity 3: Diving Into the 10 Teaching Practices That Promote SEL

- Choose whether you are going to focus on the four Social Teaching Practices or the six Instructional Teaching Practices.
- Use a pen to underline key words or terms in the practices.
- Also make note of which SEL skills that students would need or be able to develop to accomplish that practice.

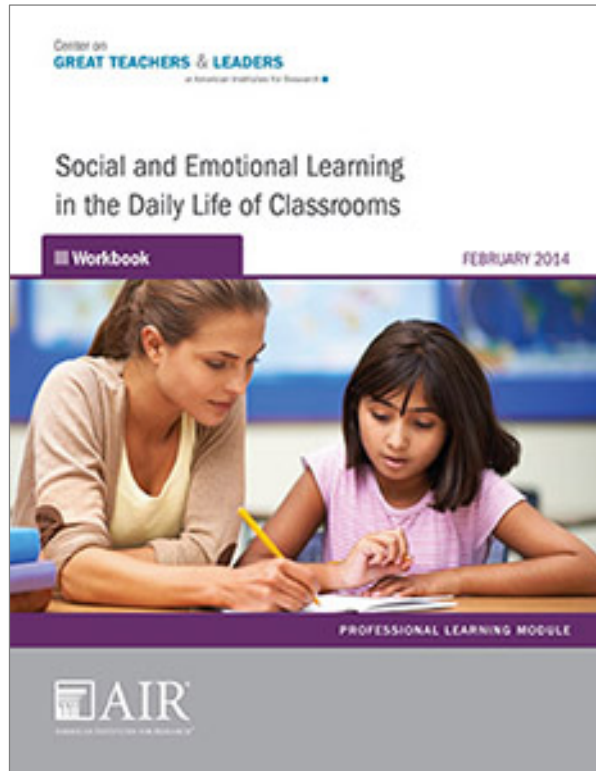
Social and Emotional Learning in the Daily Life of Classrooms Workbook

Activity 3 Debrief

- Pair up with an individual (or pair) who focused on the other set of practices
 - Social teaching practices pairs up with Instructional teaching practice.
- Each group has five minutes to describe the following:
 1. What each practice is
 2. What SEL skills students need in order to accomplish each practice

Social and Emotional Learning in the Daily Life of Classrooms Workbook

SEL Workbook



The *SEL Workbook* takes you step-by-step to find connections between the teaching practices that promote SEL and teacher evaluation.

SEL Workbook: Steps in the Systems Review Process

1. Review your professional practice (teacher evaluation) framework.
 - Identify connections between your professional practice framework and the SEL teaching practices.
2. Review your professional learning plans, structures, initiatives, or offerings.
 - Identify direct supports.
 - Identify clear gaps.

SEL Workbook: Steps in the Systems Review Process

3. Identify the needed SEL skills for students and for teachers.
4. Answer the three Questions for Consideration, and jot down any other thoughts in the Additional Insights, Concerns, and Policy Implications.

Example of Systems Review

SEL Teaching Practice	Alignment to District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
Student-Centered Discipline	Danielson Framework: 2a. Creating an environment of respect and rapport 2d. Managing student behavior	<ul style="list-style-type: none"> ▪ State-sponsored online workshops that focus on designing lessons that promote student choice ▪ Ongoing professional learning communities to review student disciplinary data
	Needed SEL Skills	
	1. What social, emotional, and cognitive skills do students need to exhibit in order to effectively participate in this teaching practice? <ul style="list-style-type: none"> • Emotion regulation—calm themselves when upset • Self-awareness—know what gets them upset 	2. What social, emotional, and cognitive skills do teachers need in order to enact these practices effectively? <ul style="list-style-type: none"> • Relationship skills—develop positive relationships with kids • Self-awareness—know their own comfort level in terms of how much control they can release

Activity 4a: Team Systems Review Through the *SEL Workbook*

- In your *SEL Workbook*, keep working with the same set of teaching practices you chose earlier to review.
 - For Social Teaching Practices, see pages 5–8.
 - For Instructional Teaching Practices, see pages 9–14.
- Complete the System Review pages for each chosen SEL teaching practice.

Activity 5: Briefing Room

- In your team, take five minutes to determine
 - One **strong connection** between each SEL teaching practice and the district's professional practice framework or professional learning initiatives.
 - One **potential gap** between each SEL instructional practice and the district's professional practice framework or professional learning initiatives.
 - **Common** teacher and student SEL skills needed in order for that practice to be successfully implemented.
- Choose a team member to share out with the whole group (10 minutes).

Activity 4b: Team Systems Review (Continued)

- Work in teams to complete the Systems Review for the teaching practices that you did not complete previously.
- For each teaching practice, make sure to complete Steps 1–4 (listed on pages 3–4) of the *SEL Workbook*.

Activity 6: Putting It All Together

- Answer the questions on page 15 of the *SEL Workbook*.
- Work in individual teams or as a whole group.

Activity 7: Action Planning and Next Steps

- Answer the guiding questions on page 16 of the *SEL Workbook*.
- Fill in the next steps on page 17.
- Write down any additional thoughts on page 17.

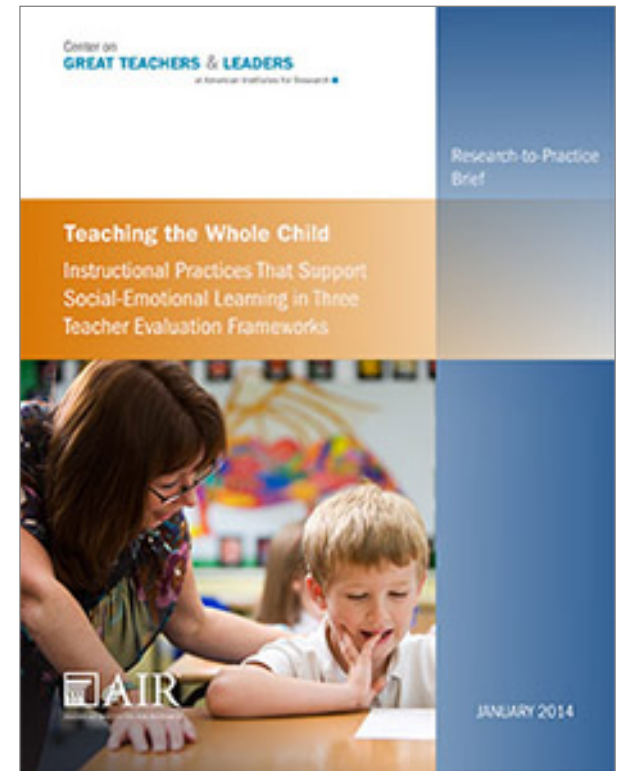
Teaching the Whole Child

Research-to-Practice Brief

Read this brief for more in-depth information on creating meaningful coherence across interdependent education reforms: SEL, academic learning, and teacher evaluation.

Available online:

<http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>



More questions?
Contact the GTL Center!

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Connecting Teacher and Student Social and Emotional
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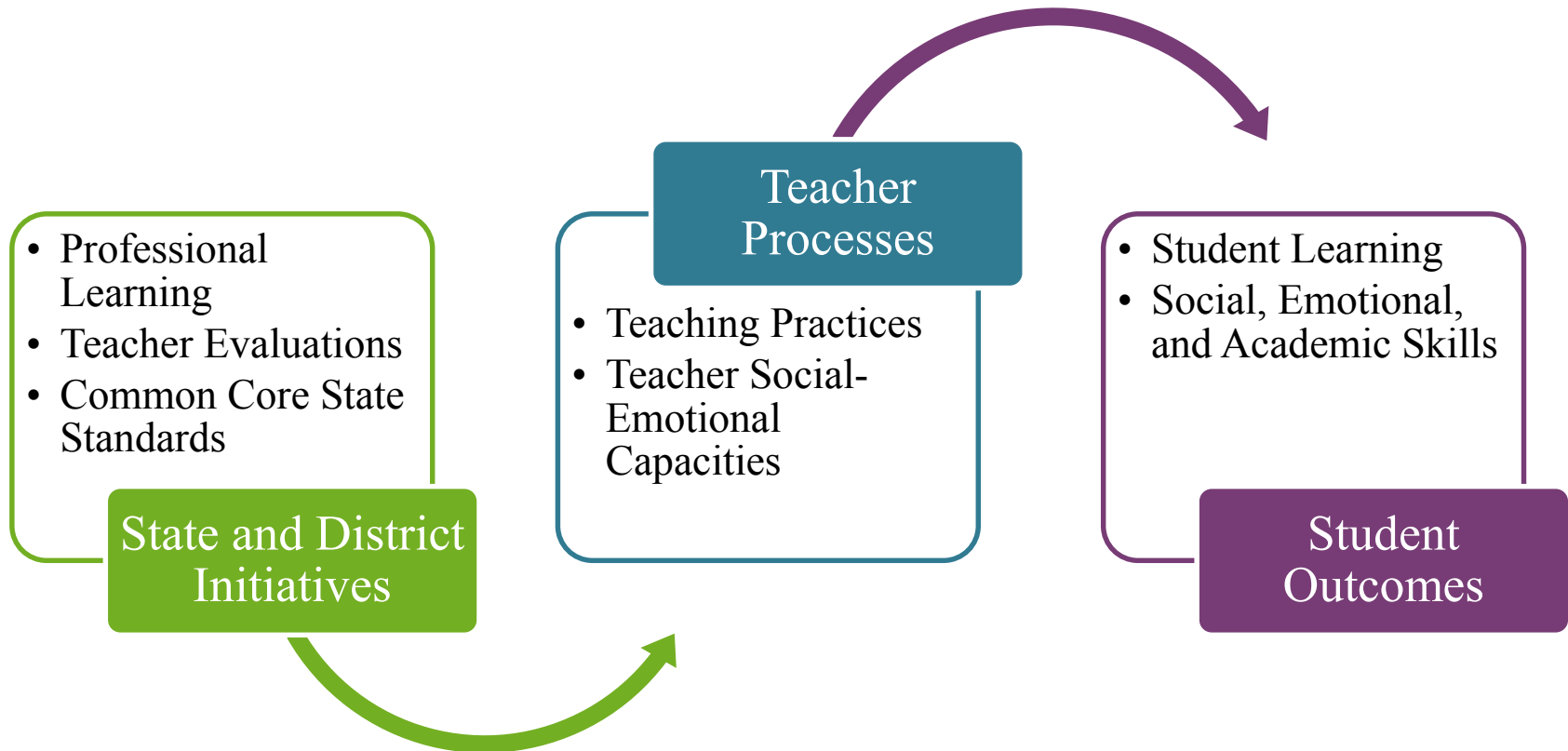
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Agenda for Part 2

- Insights and Priorities Identified From Part 1
- Activity 8: Teacher Social and Emotional Competencies
- Activity 9: Individual Systems Review Through the *Teacher SEL Self-Assessment*
- Activity 10: Briefing Room
- Activity 11: Action Planning and Closing
- Adjourn

Insights From Part 1: What Did We Learn?

- Review action steps and proposed challenges.
- Pair up with another district or team.
 - Review the action steps and proposed challenges from the last activity in Part 1.
 - Share with your partner.
 - Partner provides feedback.
- Upon further reflection...
 - New insights, questions, or concerns?



Teacher Social and Emotional Competencies

Question 4

- What do your own social and emotional competencies mean to you for your teaching practice?
- What do your social and emotional skills mean for your relationships with your students?

Teacher Social and Emotional Competencies

Self-Awareness

- Recognize one's own feelings, interests, strengths, and limitations.

Self-Management and Emotion Regulation

- Regulate emotions and manage daily stressors.

Social Awareness

- Take perspective of others and appreciate similarities and differences.

Relationship and Social Skills

- Exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships.

Responsible Decision Making

- Make ethical decisions and strengthen the ability to develop appropriate solutions to identified problems.

Appendix B of *Self-Assessment Tool: Teacher Social and Emotional Competencies*

Activity 8: Teacher-Student SEL Competencies Connections

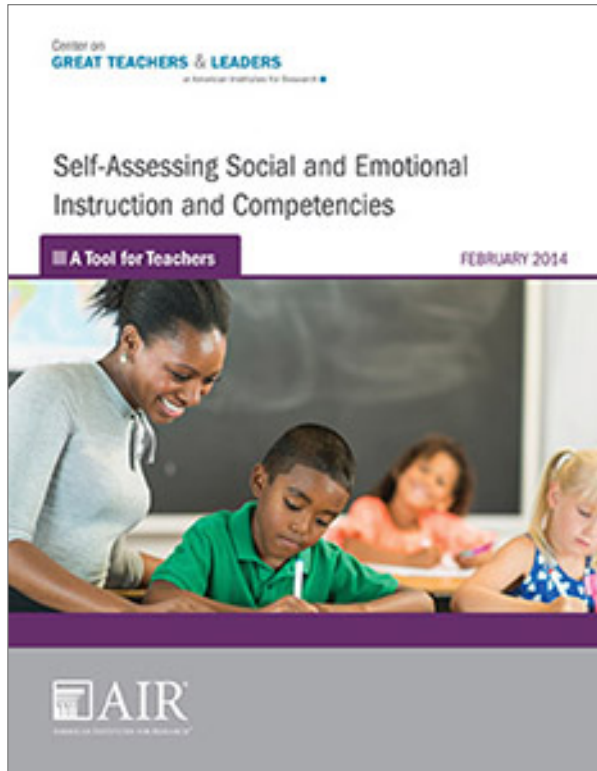
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Handout 2: SEL Connections

Activity 8 Debrief

- Why is it important for teachers to think about their own SEL skills?
- What are the SEL skills that teachers need in order to accomplish the instructional task?
- How do the SEL skills you identified facilitate student success in accomplishing this instructional task?
- What action steps can teachers take to improve and build upon the SEL skills that they already have?

Teacher SEL Self-Assessment Tool



The *Teacher SEL Self-Assessment Tool* takes you step-by-step to self-assess your implementation of the 10 teaching practices that promote SEL and your own social and emotional competencies.

Activity 9: Individual Systems Review Through *Teacher SEL Self-Assessment*

1. Self-assess on the four social teaching practices.
 - How often and how well do you implement the practice?
2. Self-assess on your five SEL competencies that influence how you implement the social teaching practices.
 - How much do you agree with the statements?

Activity 9: Individual Systems Review Through *Teacher SEL Self-Assessment*

3. Self-assess on the six instructional teaching practices.
 - How often and how well do you implement the practice?
4. Self-assess on your five SEL competencies that influence how you implement the instructional teaching practices.
 - How much do you agree with the statements?
5. Use pages 13–14 to calculate your scores for the teaching practices and for the competencies.
 - To calculate the average score, take your score or total possible points and multiple it by the response scale (5 for teaching practices; 4 for social and emotional competencies).

Activity 10: Briefing Room

- In your team, take five minutes to determine the following:
 - Taking the average of your team, in what teaching practice does your group score the highest? The lowest?
 - Taking the average of your team, in what SEL competency does your group score the highest? The lowest?
 - Does your SEL competency influence how you scored in the teaching practice?
- Choose a team member to share out with the whole group (10 minutes).

Activity 11: Action Planning and Next Steps

- Answer the guiding questions.
- Reflective share out questions
 - If you have started this work, what practices are you currently doing in your district to promote social and emotional competencies?
 - What are your immediate next steps?
 - What are some of your key learnings from the working sessions on SEL?

Handout 3: SEL Team Action Planning

Feedback and Thank You

- On the Parking Lot poster, please use self-sticking notes to share the following:
 - Your feedback on the session
 - Your additional needs
- Thank you for participating in this work session!

Reference

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

More questions?
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