

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

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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.

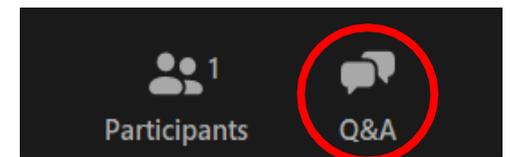
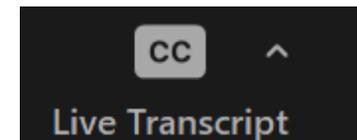
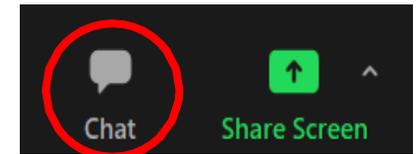
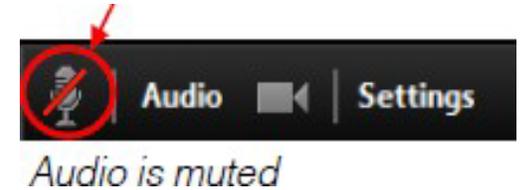
Zoom Protocol

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



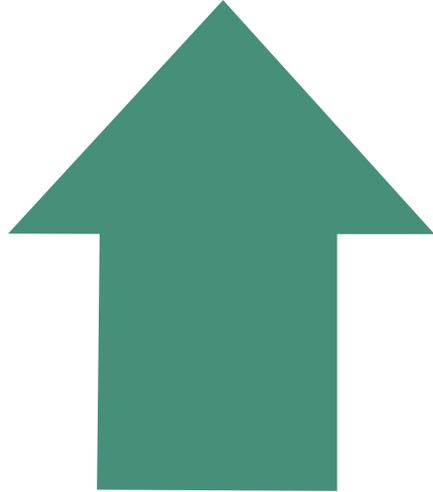
What Is SEL?

*“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

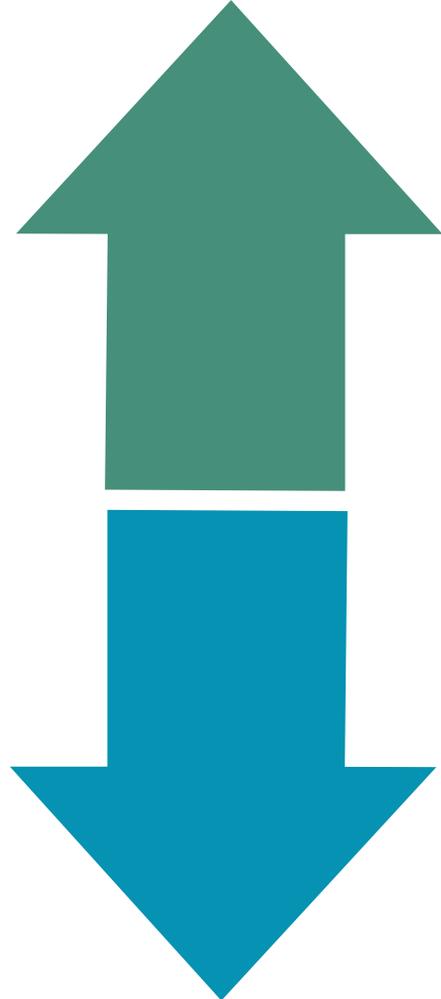


- Social and emotional competencies, attitudes, and behaviors
- Academic achievement
- On-time graduation from high school and college
- Employment

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.

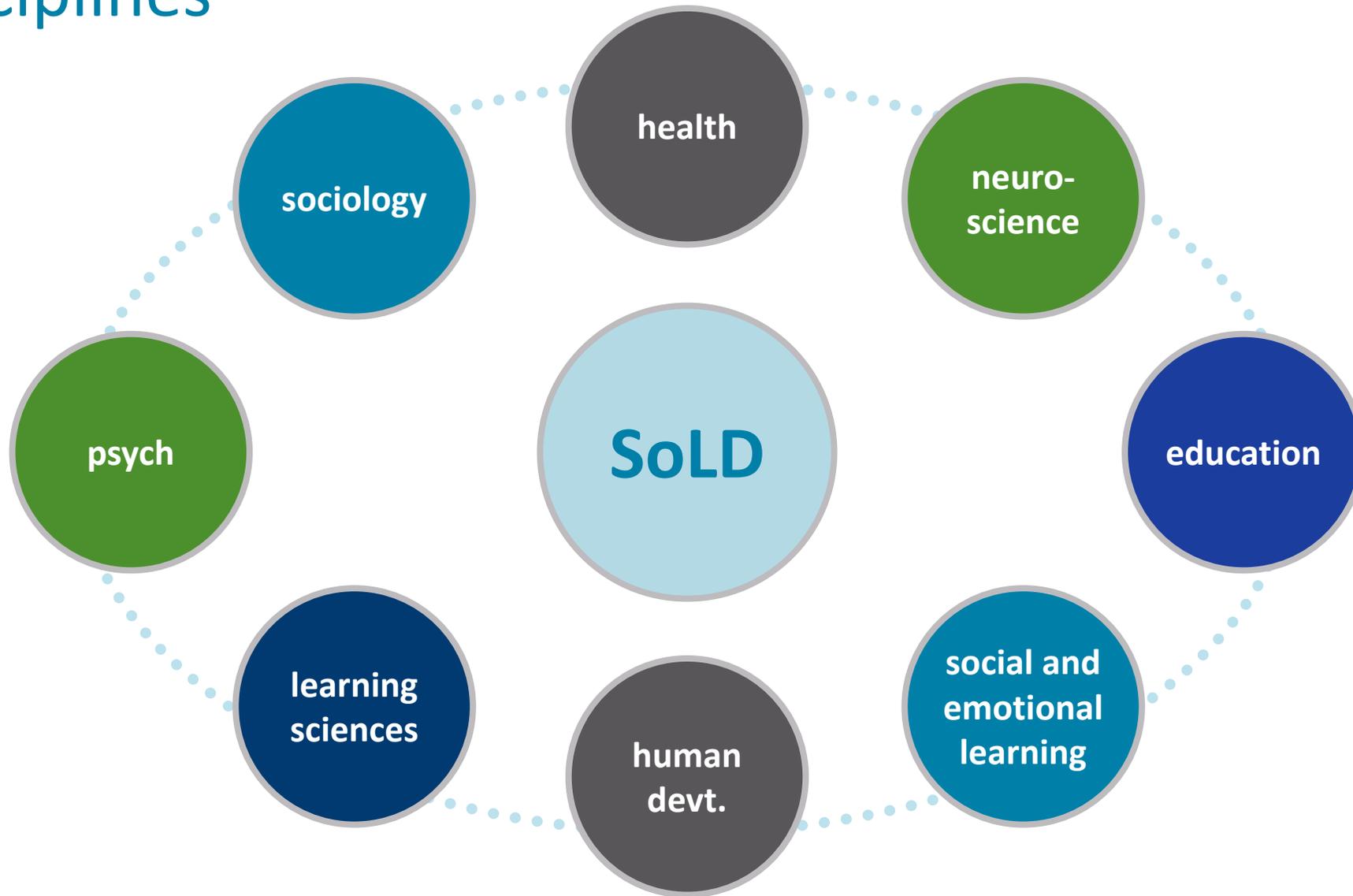
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What the Science Says About Learning and Development



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.



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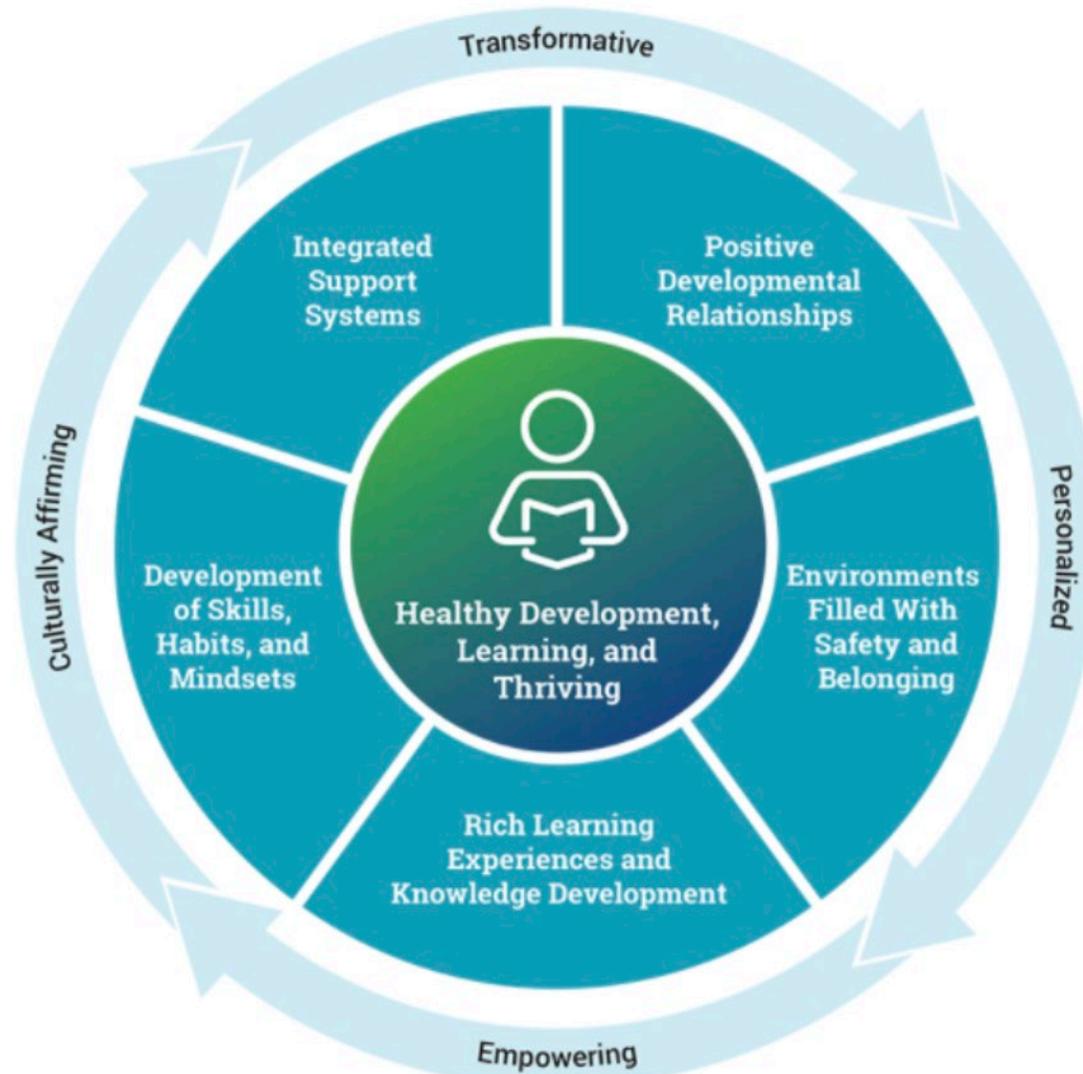
Equity-Centered Social, Emotional, and Academic Learning



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**



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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.

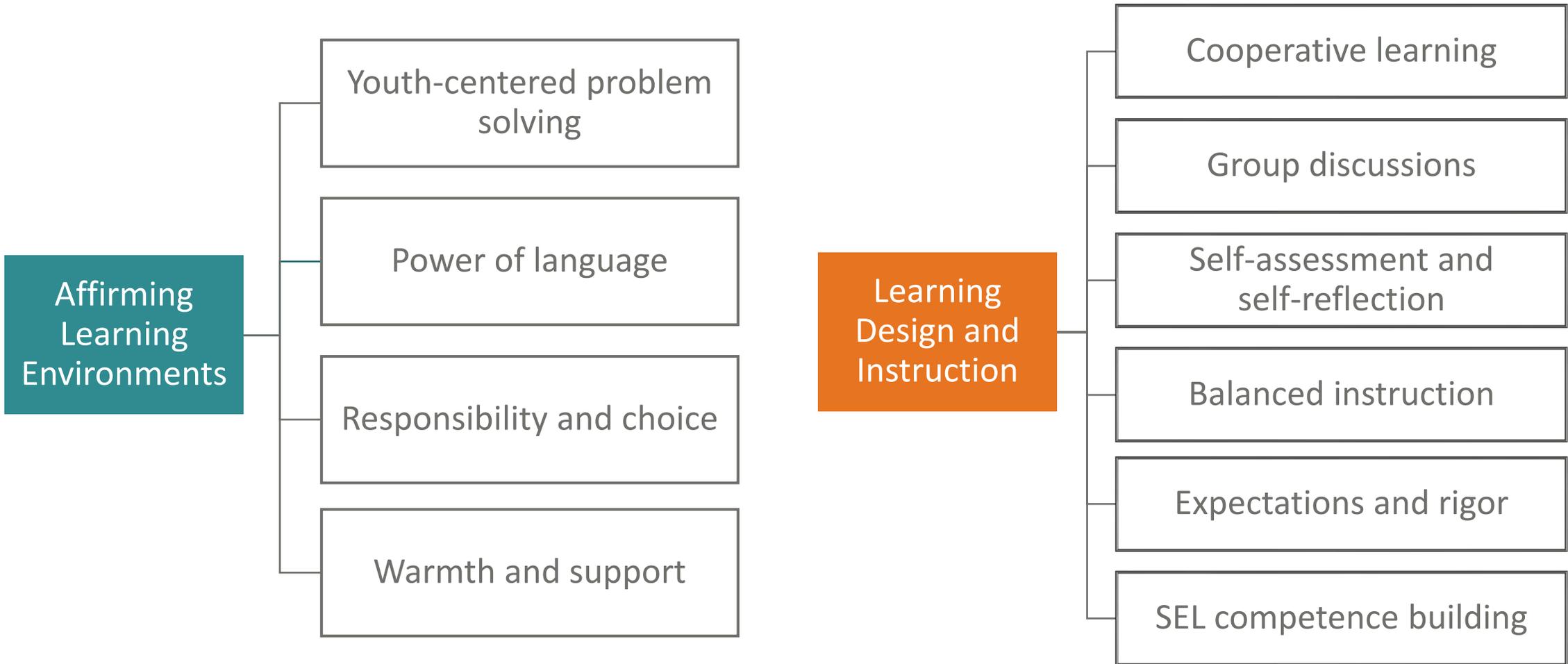
General Pedagogy: 10 Practices

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

10 Educator Practices

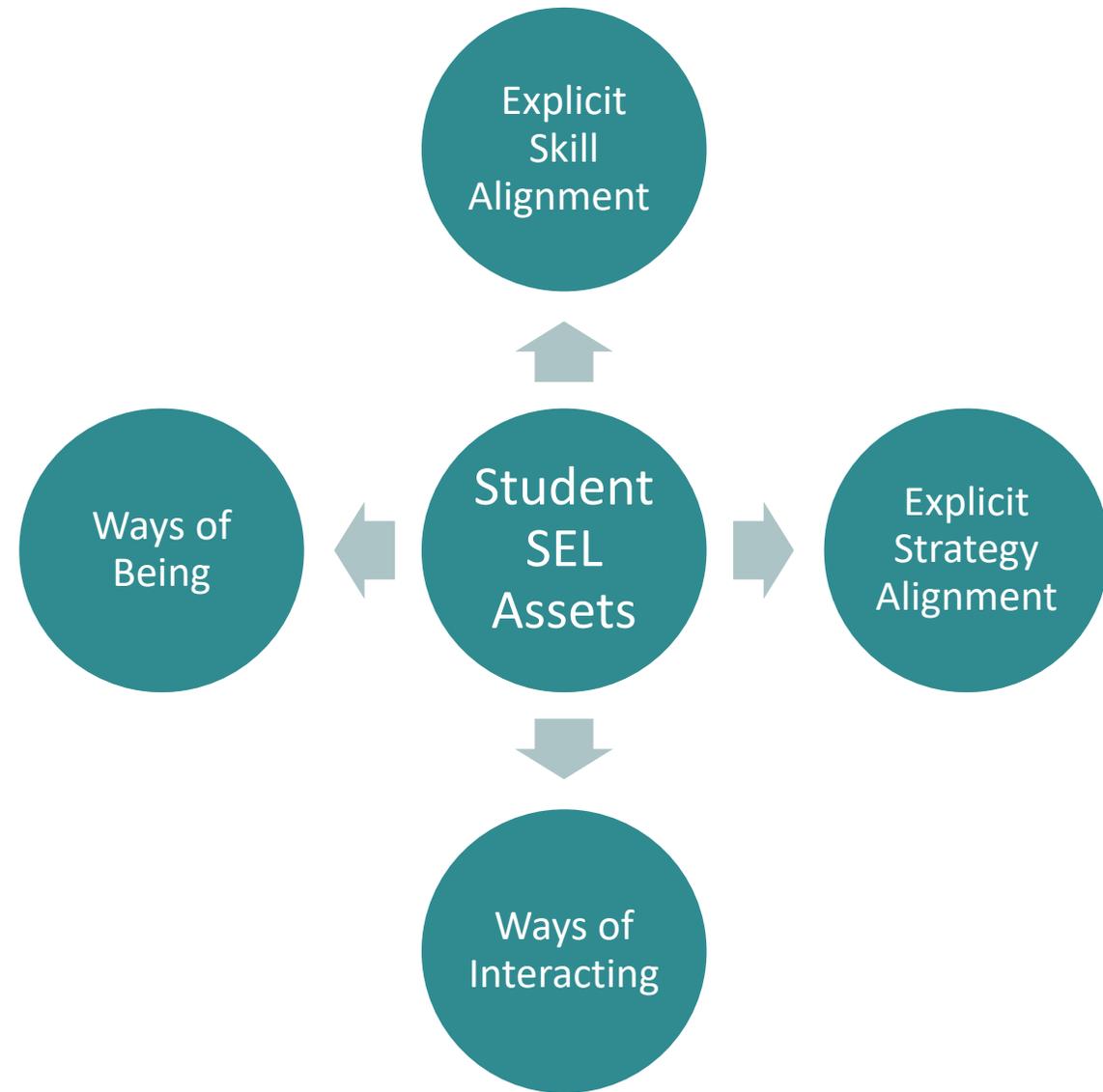
- Basic premises
 - All learning is social and emotional.
 - Educators already support SEL.
 - Can be more intentional.
- Development
 - Reviewed SEL evidence on general pedagogical practices.
 - Updated to reflect current evidence.

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

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at the American Institutes for Research® ■

Meet the Panelists



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*Principal Researcher,
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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:

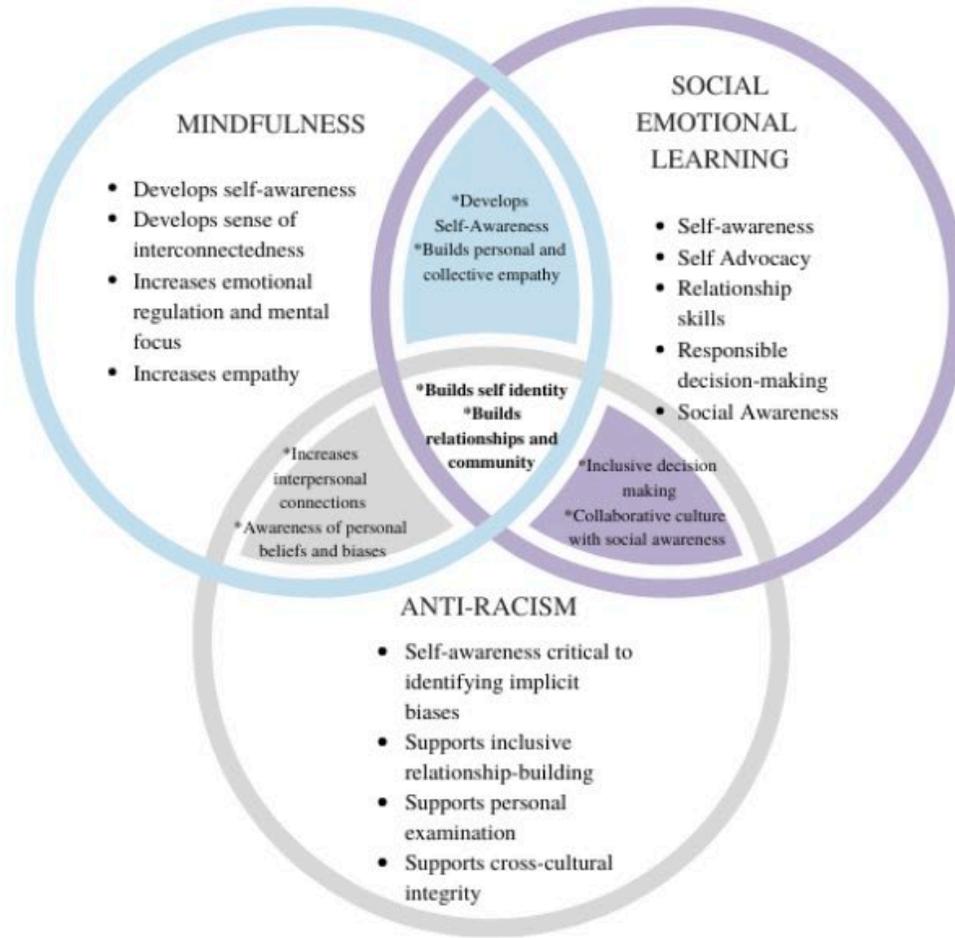
We Stand Front and Center In Brooklyn Center.

We Demonstrate Passion, Pride and Perseverance.

We Acknowledge and Disrupt Oppressive Systems.

Our Diversity Fuels Learning.

We Fiercely Lead in Justice-Centered Education.

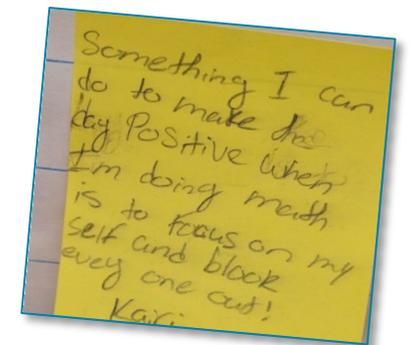
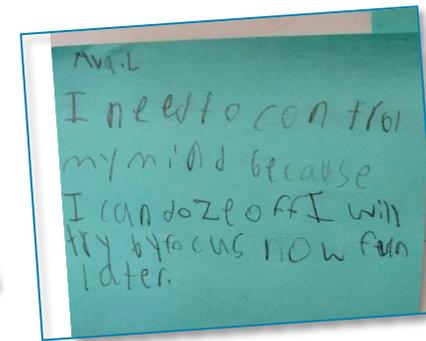
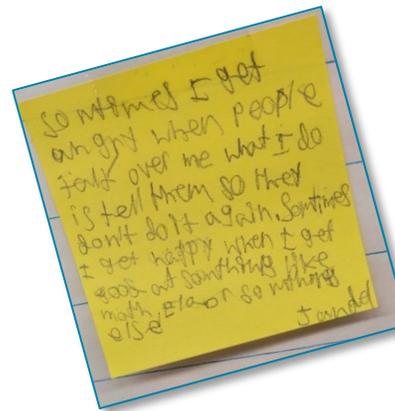
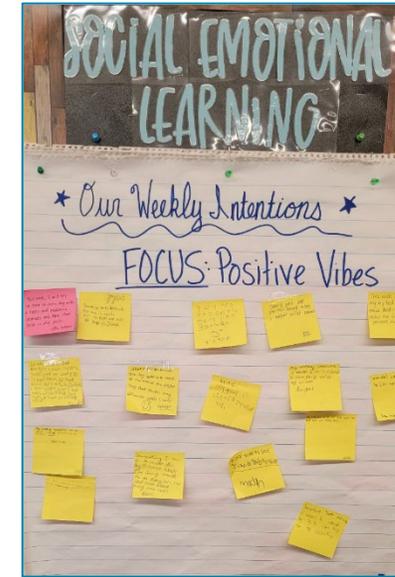


Public School 83: Integrating SEL and Academic Instruction Through an Equity Lens

Schoolwide Practices

In Classroom Practices

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



Question and Answer

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Additional Resources

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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](#)

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Advancing Evidence.
Improving Lives.