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Welcome! As you settle in, please take a moment to reflect on this question and jot down your thoughts



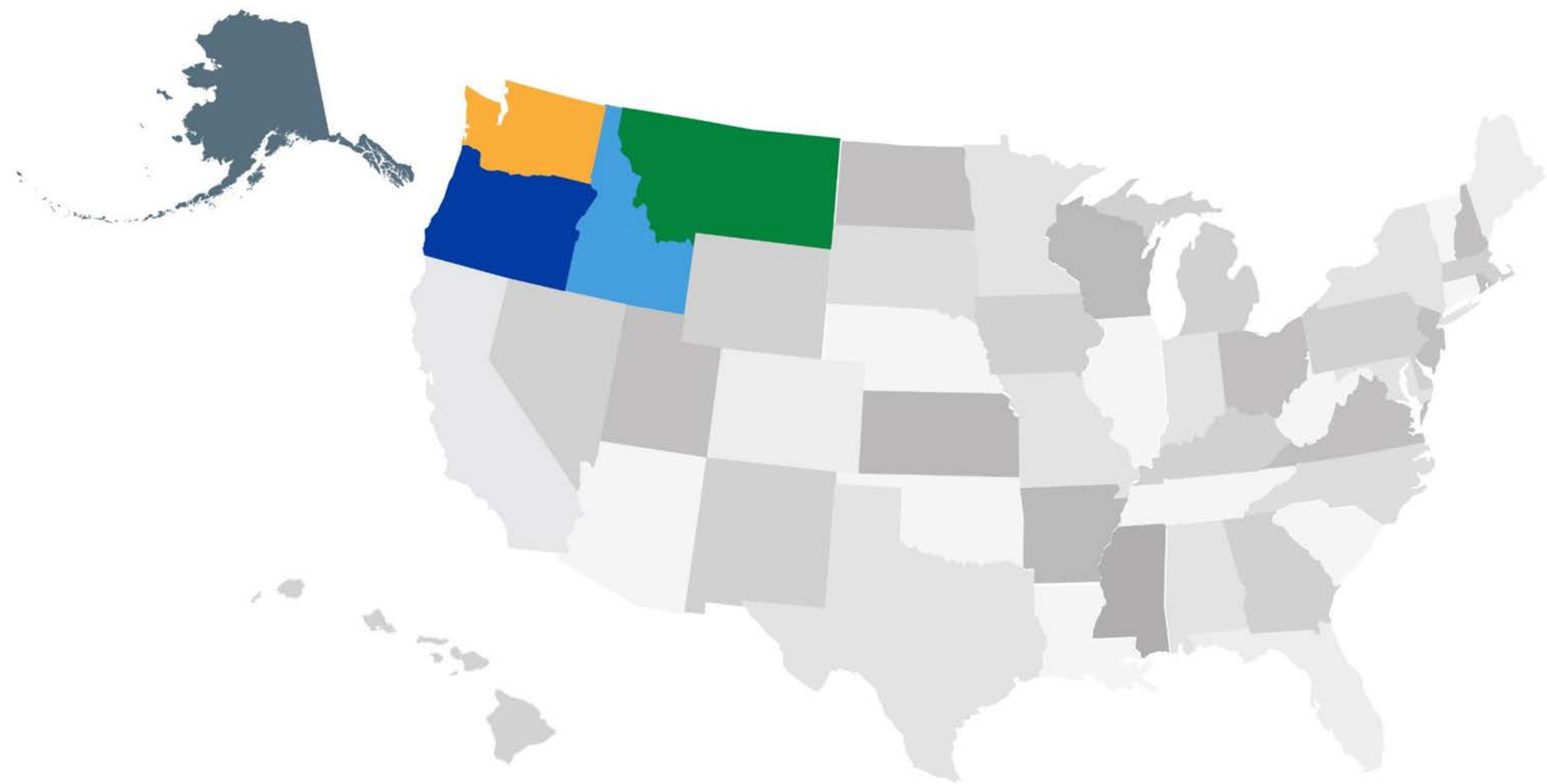
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What concerns do you have about your students' social and emotional needs as they return to school?

Lessons from the COVID-19 pandemic: Evidence-based resources for professional development facilitators

Social and emotional learning, grades 6–12

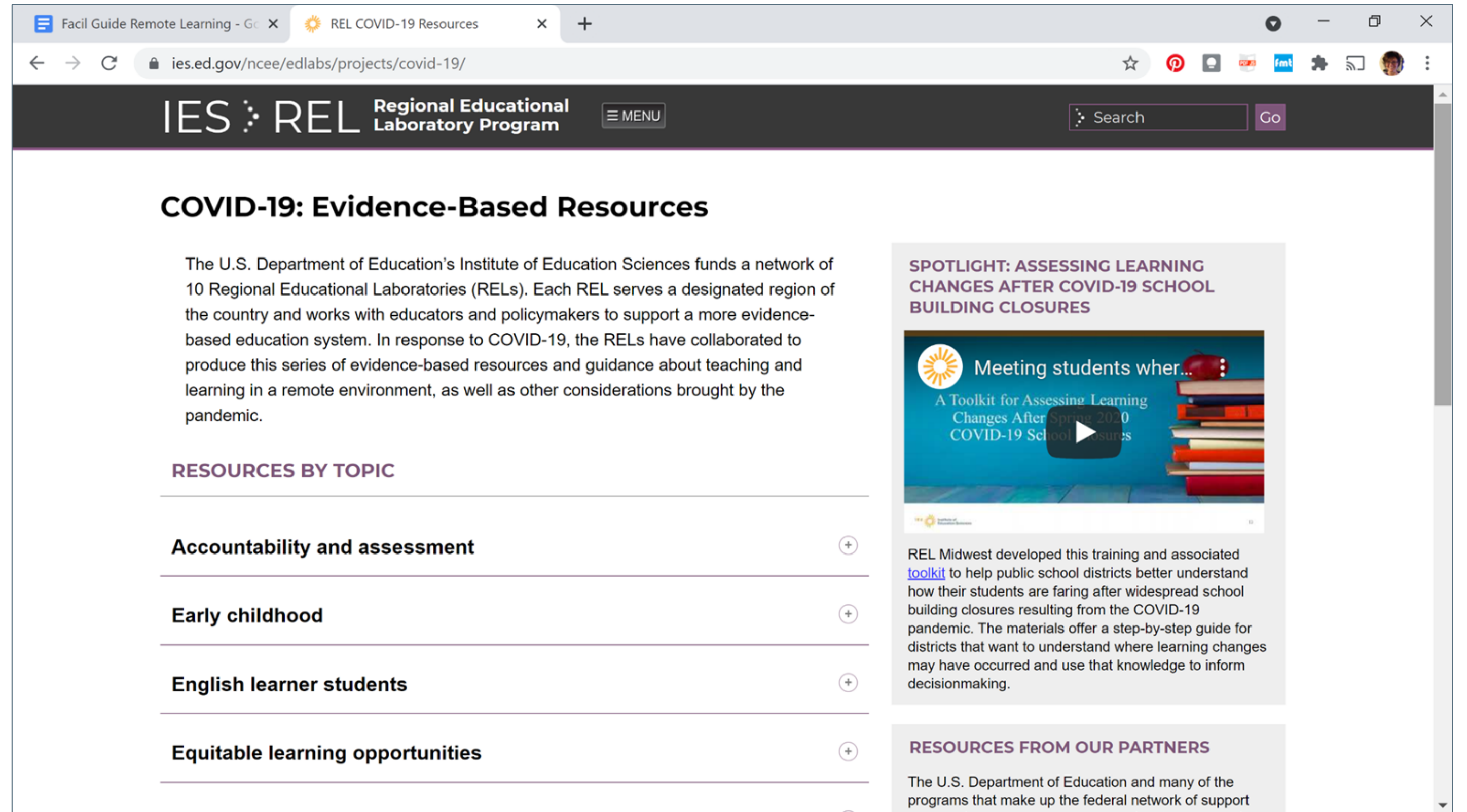
Regional Educational Laboratory (REL) Northwest



REL COVID-19 resources

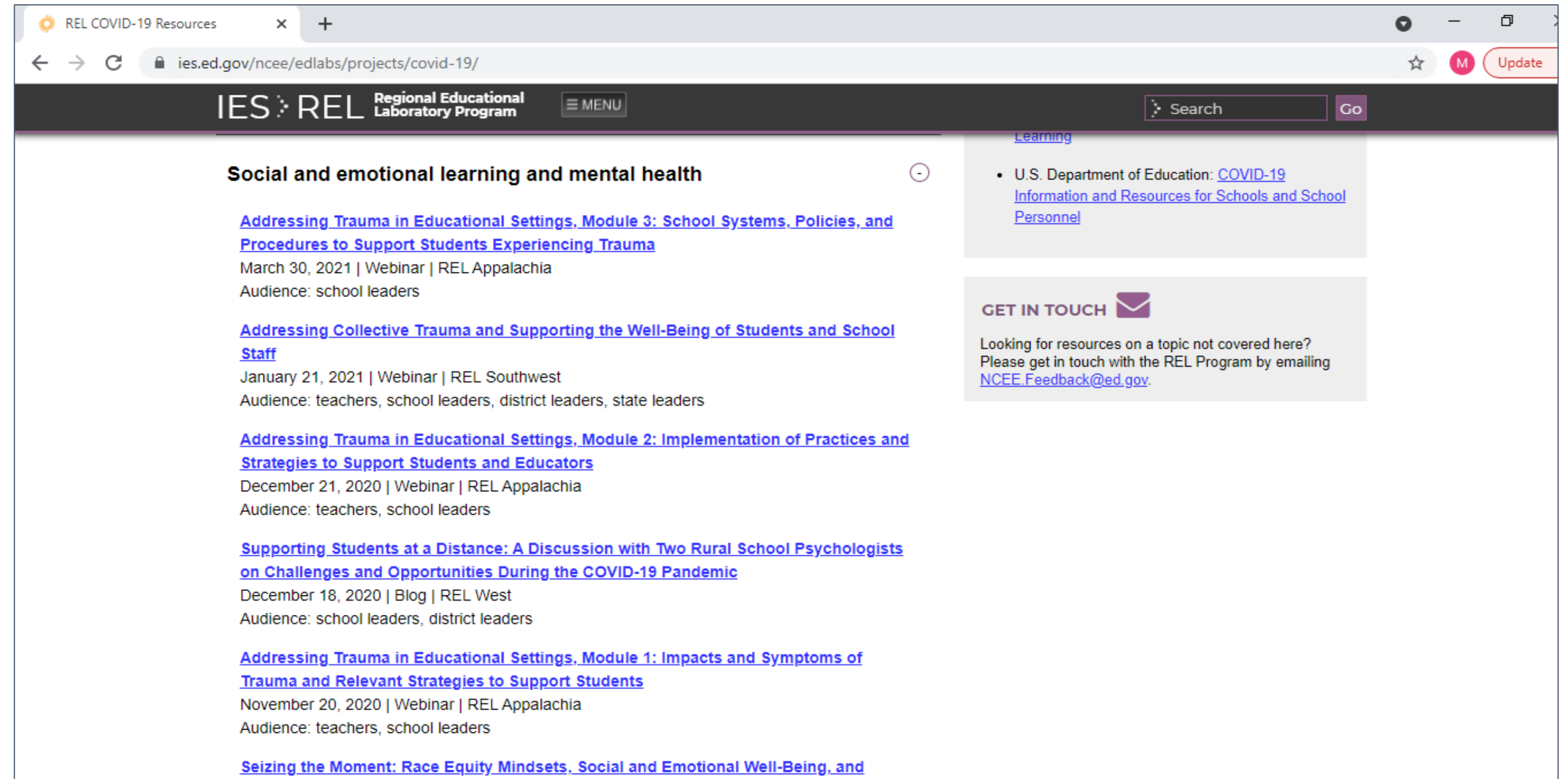
- Researchers from the 10 RELs produced and curated resources to support teachers in response to the pandemic
- Nearly 30 evidence-based resources addressing SEL are posted for educators
- As in-person learning resumes, many of the evidence-based practices identified in these resources can be used to support in-person, hybrid, and fully remote instruction

REL COVID-19 resources website



<https://ies.ed.gov/ncee/edlabs/projects/covid-19/>

REL COVID-19 resources website



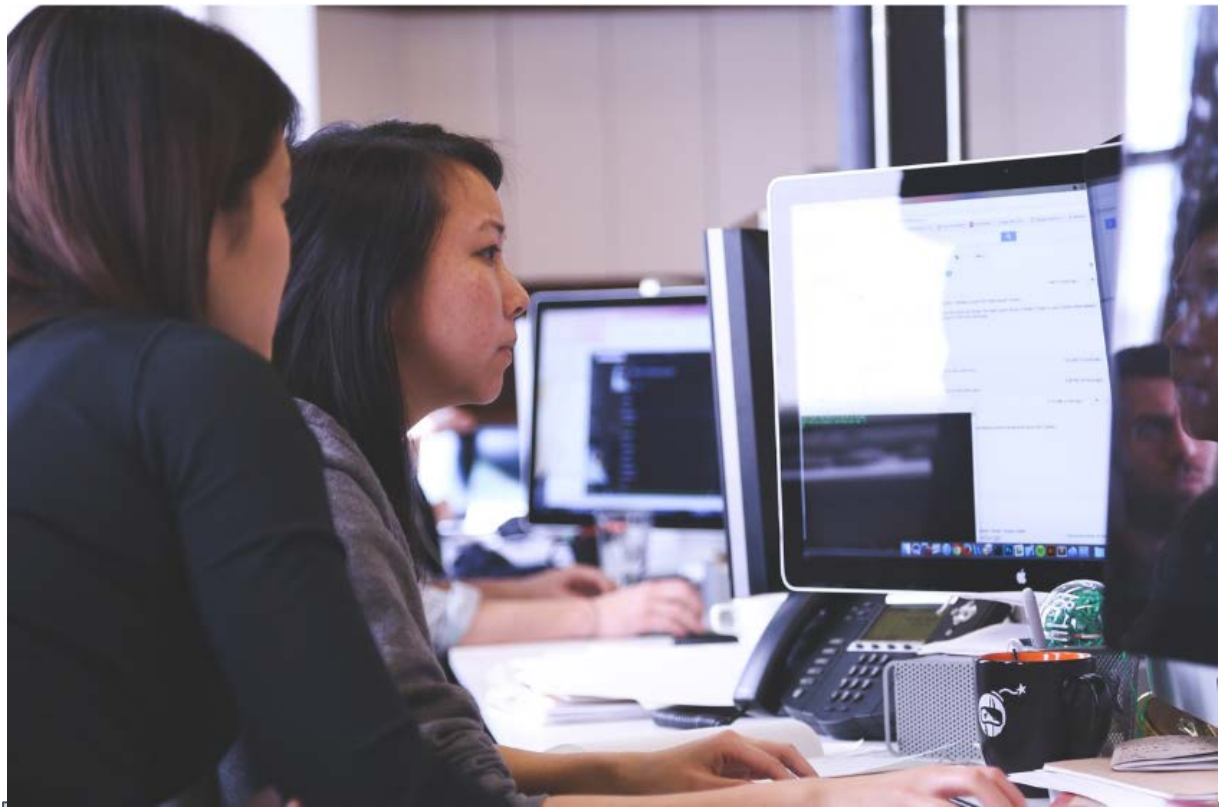
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Module overview



Reflect and wrap up

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Definitions and context

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Social and emotional learning for students

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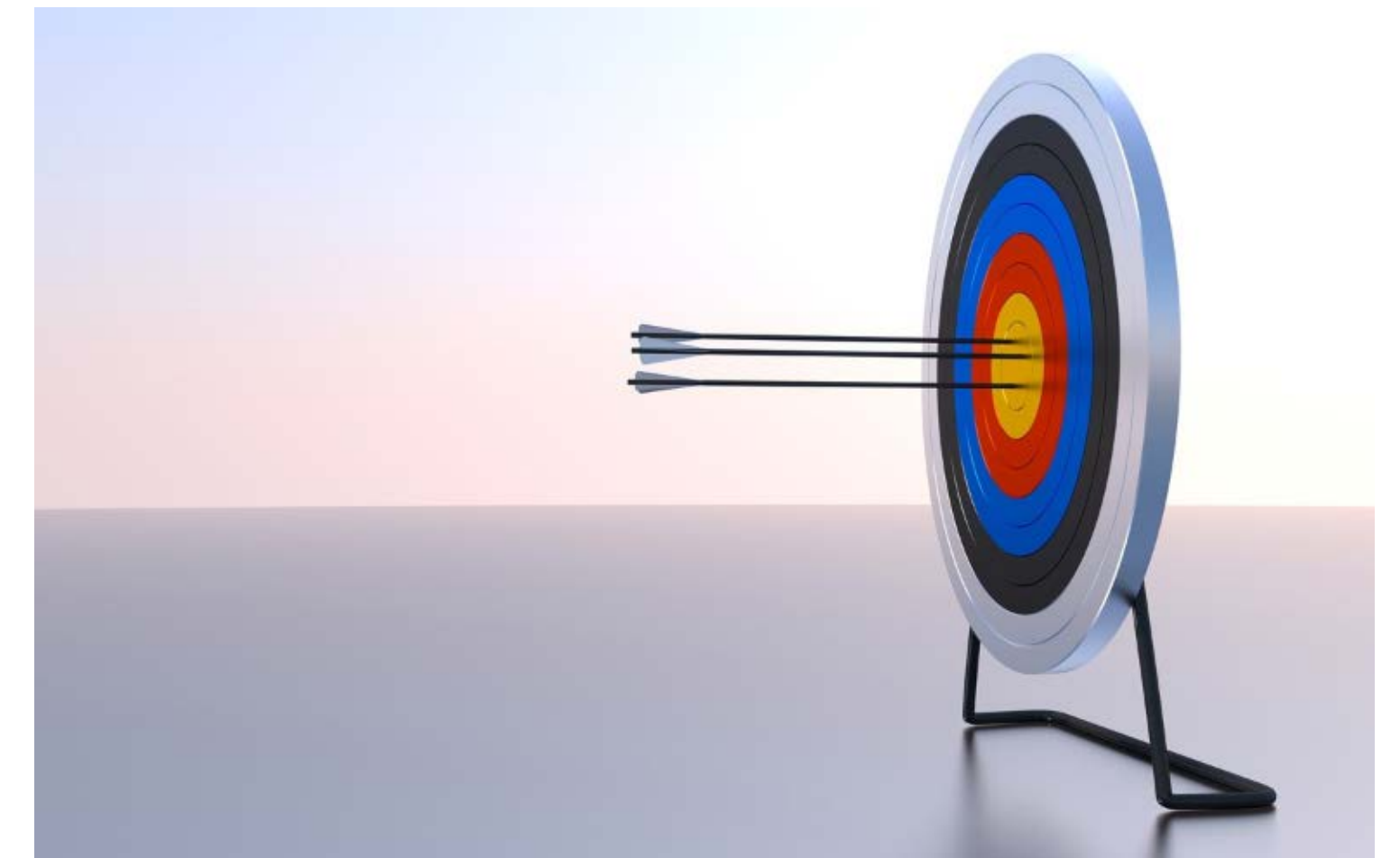


Social and emotional learning for teachers

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Module purposes

- Define and learn about social and emotional learning (SEL)
- Explore connections between racial equity and cultural responsiveness and SEL
- Learn and try out some evidence-based SEL practices



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Module learning outcomes and ethos

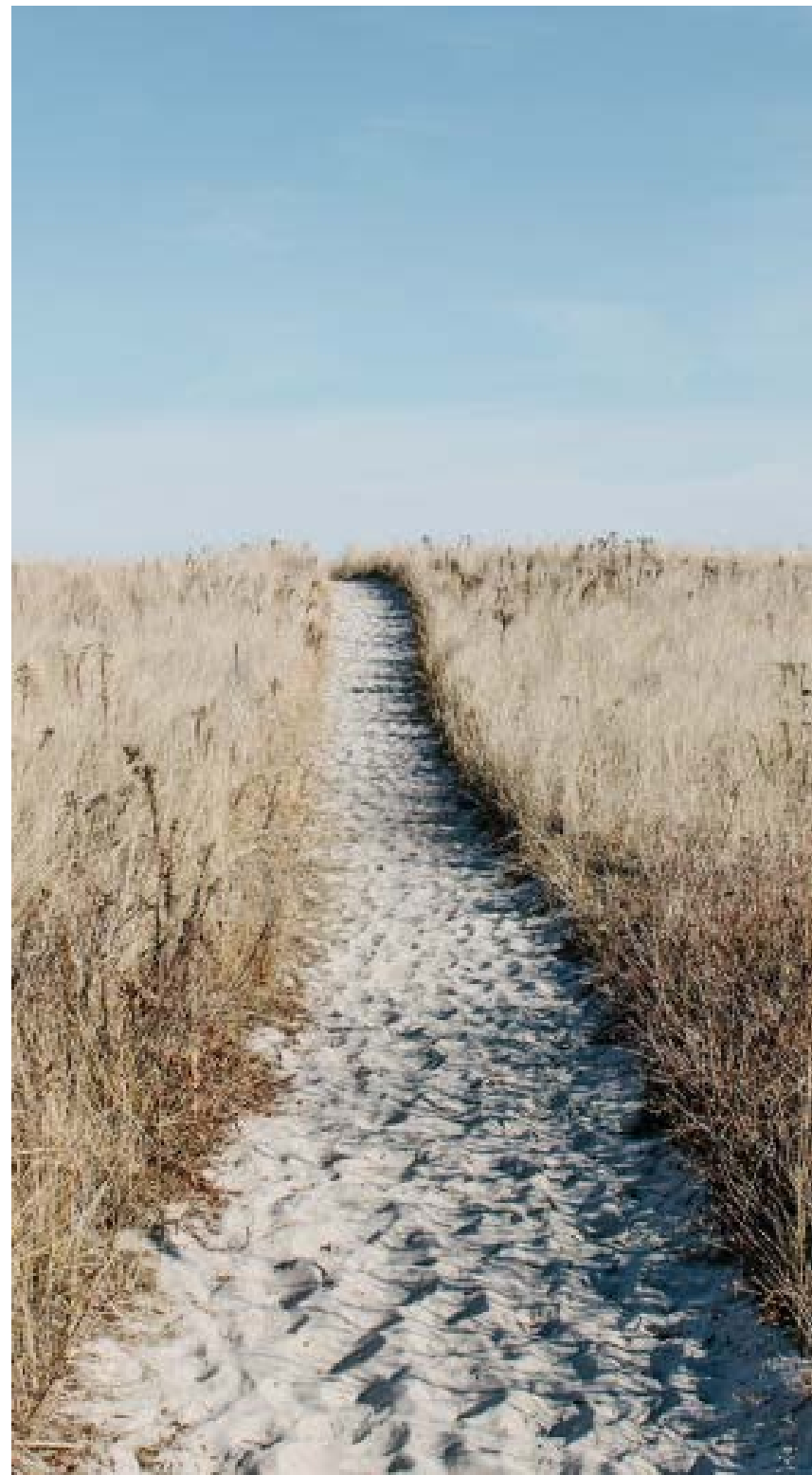
By the end of this module, participants will be able to identify, describe, and practice evidence-based strategies to support social and emotional learning for students and educators.



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This module introduces SEL and highlights some evidence-based strategies in depth.

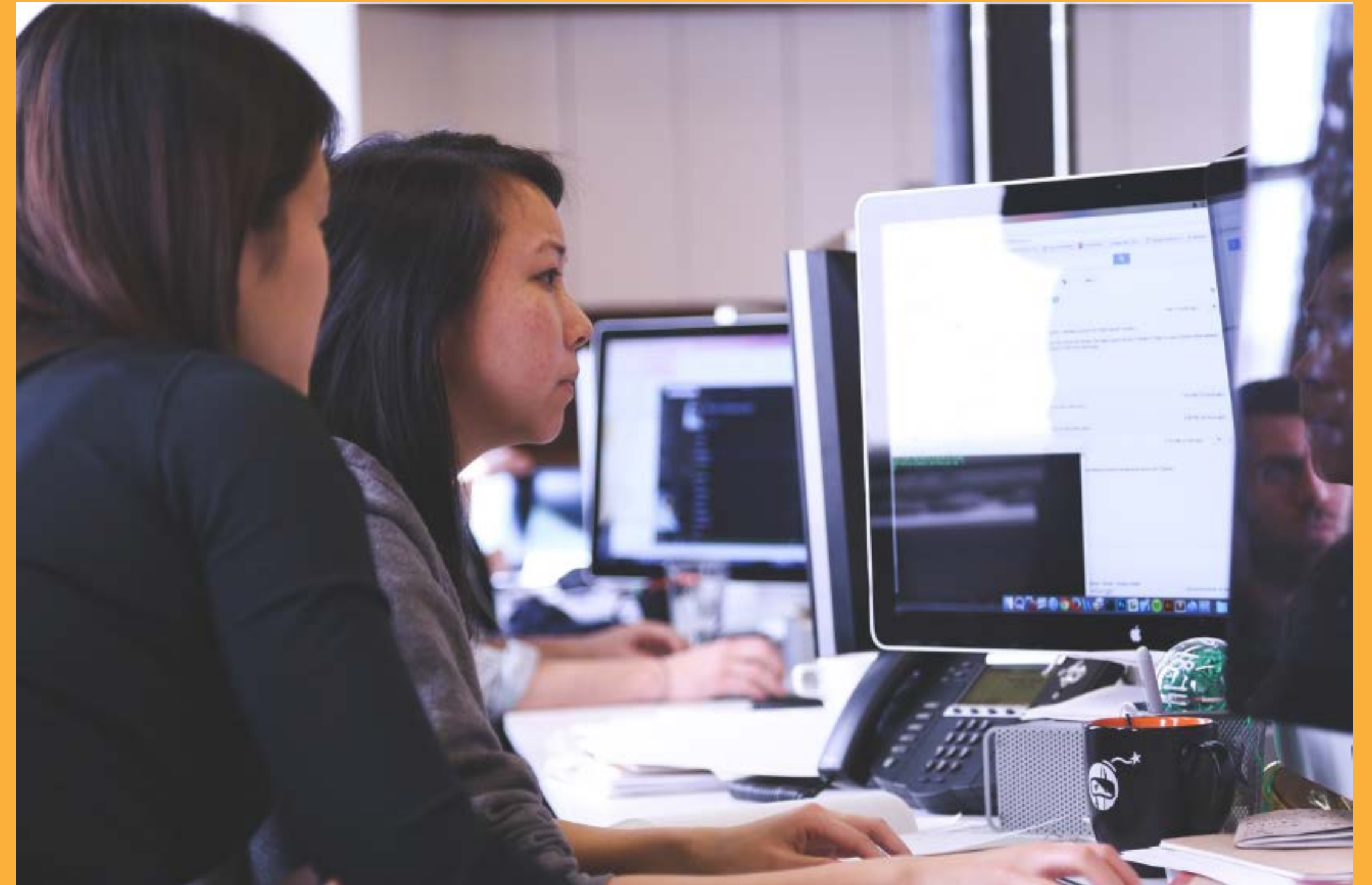
Today's agenda



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- Definitions and context
- SEL and teachers
 - Evidence-based practices
 - Small-group breakouts
- SEL and students
 - Evidence-based practices
 - Small-group breakouts: Using an evidence-based practice
 - Small-group share out
- Feedback on the module

Definitions and context



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What is social and emotional learning (SEL)?



SEL is the process through which young people and adults acquire and apply knowledge, skills, and attitudes to help them understand themselves, connect with others, achieve their goals and support their communities.

Reflection



- What did you see in this definition of SEL that you already include in your practice?
- What did you see about SEL that is new to you or that you want to learn more about?

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Why SEL matters

Research shows that SEL supports students to:

- Build life skills, such as communications and critical thinking
- Develop social and emotional competence, such as goal-setting and interpersonal skills
- Develop positive attitudes toward themselves and others
- Engage in prosocial behavior
- Improve their academic outcomes
 - Earn higher GPAs
 - Score higher on standardized tests

Why SEL matters right now

We have and will continue to experience “cascading collective traumas”



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- Global pandemic
- Race-based historical traumas
- Social unrest
- Extreme weather events

SEL and teachers



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SEL and teachers

SEL is not only about supporting students...

Successful social and emotional learning engages educators as learners to support their own growth



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Discussion: Teachers and SEL

- What concerns do you have about your own social and emotional needs as you return to school?
- How have you and your colleagues been impacted by the societal challenges of the past year(s)?

Evidence-based practices to promote teacher well-being

Daily practices



- Practice self-reflection and check in regularly with yourself and others
- Protect personal time (away from work) and establish healthy boundaries in the workplace
- Express yourself in fun, creative ways
- Take five “mini-vacations” a day
- Be mindful and meditative

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Evidence-based practices to promote teacher well-being

Connecting with colleagues for personalized professional learning



- Speak with your colleagues to identify learning partners with whom you can schedule time to discuss SEL
- Co-create with colleagues professional learning that you can use to inform your adoption of SEL instruction
- Engage with groups that instill personal pride and professional identity

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Small-group share-out

- What evidence-based practices did you explore in your small group discussions?
- What ideas did you generate for how you might try out one or more of the evidence-based practices?

SEL and students



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Rationale

“[E]xperiencing a sense of belonging, a sense of safety, a sense of purposeful challenge in the work they do in school makes a huge difference in how much students engage, how much they invest in their learning, and ultimately how much they achieve. ... Students who have positive, healthy relationships with adults at school and with peers are better able to apply themselves to their schoolwork.”

– Ross Wiener, Aspen Institute

Evidence-based practices



- Understand available social and emotional support services for students within your building and district
- Elevate student voice to promote student SEL
- Infuse cultural responsiveness into classrooms and curriculum to help students feel respected and valued and connected to other
- Acknowledge that student behavior is communication
- Connect with families and communities

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Evidence-based practices

Understand available social and emotional support services for students (e.g., counseling) within your building and district

- Map available resources
- Share the available resources
 - Visible representations
 - Directories or guides
- Conduct a needs assessment to determine necessary support services
 - Identify strengths and gaps in available support services
 - Clarify priorities to meet your student needs

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Evidence-based practices

Elevate student voice to promote student SEL

- Make learning collaborative; co-create with students
- Be intentional about creating space and opportunities for healthy interactions
- Engage in virtual dialogues
- Administer student surveys to collect perspectives and provide for meaningful share-back
- Give students options for engagement and completing work
- Create excitement about the learning process rather than focusing exclusively on the end goal of the product

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Evidence-based practices

Infuse cultural responsiveness into classrooms and curriculum to help students feel respected, valued, and connected to others

- Do a cultural/gender inventory of classroom materials to determine who is absent from the materials and ensure that classroom materials recognize, respect, and appreciate diversity
- Establish the expectation that differences should be celebrated in your learning environment
- Emphasize that people can be different and have things in common at the same time

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Evidence-based practices

Acknowledge that student behavior is communication

Behavior is communication! Fight, flight, or freeze responses may look like defiance, noncompliance, or task avoidance.

- Consider how you respond to challenging student behaviors
- Reframe your reaction => Respond vs. React
- Maintain calm teacher presence to defuse challenging student behavioral situations

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Evidence-based practices

Connect with families and communities

- Avoid using deficit perspectives of low-income families and families of color about their children's education
- See families as the experts and leaders
- Trust families and students
- Give families space to share challenges that may affect their children and engage them in co-creating solutions to those challenges

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Small-group activities

Evidence-Based Practices to Support SEL for Students

Support Students' Social and Emotional Learning

Understand available SEL support services for students within your building and district

Elevate student voice to promote student SEL

Infuse cultural responsiveness into classrooms and curriculum to help students feel respected, valued, and connected to others

Acknowledge that student behavior is communication

Connect with families and communities

Getting started

In your small groups:

- Refer to your handout; it will be marked by the title and the graphic
- Follow the directions under the first gold bar to identify a timekeeper

Addressing SEL for students: Infuse cultural responsiveness into classrooms and curriculum to help students feel respected, valued, and connected to others

Time: 20 minutes (Two minutes are provided for breaking into groups)

Purpose: This activity begins a preliminary conversation around specific ways to recognize, respect, and appreciate diversity.

Small-group activities
Evidence-Based Practices to Support SEL for Students

Support Students' Social and Emotional Learning

- Understand available (SEL) support services for students within your building and district
- Create student voice to promote student SEL
- Infuse cultural responsiveness into classroom and curriculum to help students feel respected, valued, and connected to others
- Acknowledge that students' behavior is communication
- Connect with families and community

Instructions: Getting started

Setup (2 minutes)


1. Choose a timekeeper to keep track of the time to ensure that your group completes the activity.
2. Choose someone to report discussion highlights when you return to the large group.
3. Read the following section, up to the "Reflection" section in the gold bar below. This should take about one minute.

Activity: Recognizing, respecting, and appreciating diversity

Based on a review of evidence-based practices, researchers at REL Pacific found that students' cultural backgrounds shape their social and emotional needs. Understanding students' cultures and the strengths they bring to the learning environment can help in crafting culturally relevant activities that promote students' social, emotional, and academic well-being.¹²

Follow the activity instructions

- Read the activity explanation and start to scan the instructions
- After one or two minutes of silent reading, the timekeeper points the group to the list of steps under “activity instructions” gold bar
- The timekeeper moves the group along according to the time allotted for each step



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multiple agencies (e.g., health, juvenile services, social services, behavioral health) and programs, understanding the services provided by each agency/program reduces duplication and inappropriate use of services.”

While resource mapping is generally done at the systems level—such as the school or district—it can be helpful at the classroom level as well. The mapping process helps educators know what resources are available to share with their students. In a classroom, this might mean posting numbers for local mental health or suicide prevention hotlines and sharing how students can contact school mental health support. Mapping can also help educators feel more confident in the processes for contacting agencies and programs when students need assistance. This can be accomplished by looking at resources in their own classroom or in the classrooms of other instructors teaching similar subjects. Resources may also be accessible to teachers through their own community contacts. The activity that follows begins the process of scanning for the information needed to complete a resource map.

Reflection

1. Using a flipchart or shared online document, collectively brainstorm answers to the following questions while filling out the chart below (7 minutes). This will get you started on identifying some of the resources available to your students and thinking about how you might share them. Once you have worked with colleagues to identify some of these resources and a plan for how to share them, you may decide to continue resource mapping on your own or as a team to develop a plan to keep your list of resources updated and relevant to student needs.
List the resources in the appropriate column and then discuss and write down how you can share the resource with students.

What resources do you have in your room or space to support SEL? (This could be reading materials, posters with key contact information for support, a quiet space for students, etc.)	What resources are available in the building or district to support SEL?	What resources are available in the community?	How can I share this resource with my students in my classroom?

Reflection and feedback

Please share highlights of what you discussed in your small groups



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Wrap-up



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Feedback on the professional development session

Contact Us



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Thank you!

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