



Source: <https://www.pexels.com/photo/excited-diverse-girls-in-denim-near-chalkboard-5063575/>

SEL + Math = Integrated Instruction for the Whole Child

Handout Packet

Regional Educational Laboratory Appalachia

Virginia ASCD Annual Conference

December 1, 2022

CASEL Competency Star Partners

Find five partners, one for each CASEL competency. Write the name of your partner on the corresponding line and look forward to having a great conversation with them during the workshop! This activity is adapted from the [Clock Buddies structure](#).

Self-Awareness

Social Awareness

**CASEL
Competencies**

Relationship Skills

Self-Management

Responsible Decisionmaking

Research and Reflection

What is social-emotional learning?

Social-Emotional Learning (SEL) is “the process 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
- Make responsible and caring decisions”

(Collaborative for Academic, Social, and Emotional Learning, 2022)

How does SEL affect student outcomes?

Social-emotional learning can lead to:

- Fewer behavioral problems
- Lower levels of emotional distress
- Improved academic outcomes

(Durlak et al., 2011)

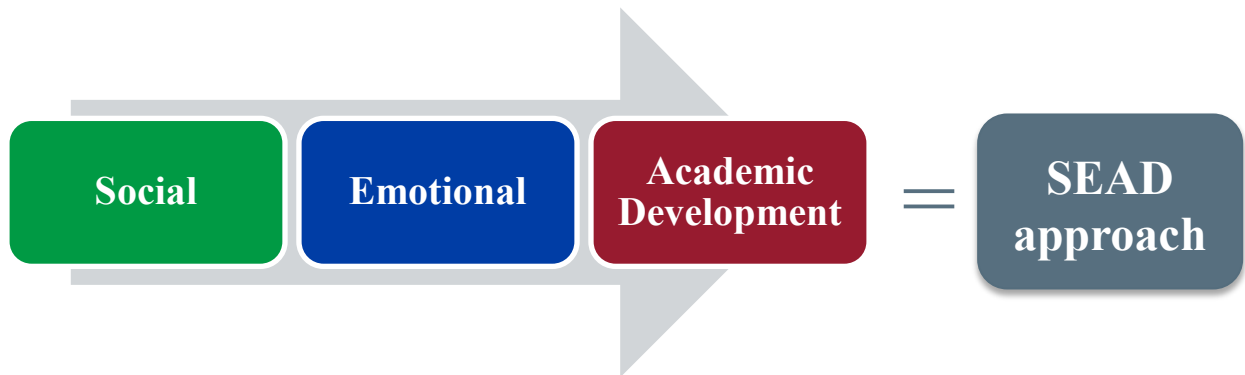
Reflect

Take a moment to think about the skills that help you learn and grow every day as an adult.

What are they?

Integrating **s**ocial, **e**motional, and **a**cademic **d**evelopment (SEAD)

Academic learning requires the integration of these skills:



Reflect and share

- What instructional strategies did you find effective in your classrooms this past year?
- In what ways do these strategies contribute to students' social, emotional, and/or academic development?

How to integrate SEAD

1. Create learning environments that are physically and emotionally safe.
2. Intentionally teach social, emotional, and cognitive skills.
3. Have students practice these skills as they learn academic content and in their interactions.

(Aspen Institute, 2019; Darling-Hammond et al., 2020; Jones et al., 2021)

Role of SEAD in educational equity

- SEAD benefits all students by supporting students' ability to cope with stress and trauma.
- While students from all backgrounds may experience stress and trauma, research indicates that students from low-income families and students of color are more likely to experience repeated exposures to stress and trauma, due to systemic inequities and injustice.
- While SEAD is well positioned to support educational equity, educators must be intentional about teaching it in culturally responsive ways that counter privilege, prejudice, and structural inequality.

(Aspen Institute, 2019; Gregory & Fergus, 2017; Jagers et al., 2018; Jones et al., 2021)

Reflect and share

- What personal identities do I bring to my classroom? Consider past and present identities (yourself as student, professional, in your personal life, etc.).
- How might your identity influence how you support students' SEAD?

Principles of equitable SEAD

1. Ensure safe and inclusive learning environments that are respectful and affirming of diverse identities.
2. Recognize and incorporate student cultural values, practices, and assets.
3. Foster positive identity development.
4. Promote student agency and voice.
5. Explicitly acknowledge issues of bias, power, and inequality, and work to address them.

(Jones et al., 2017)

Reflect and share

- In what ways have you embodied the principles of equitable SEAD in your classroom?
- How can you keep the principles of equitable SEAD at the forefront in your instructional planning and classroom practices?

Key Components and Strategies

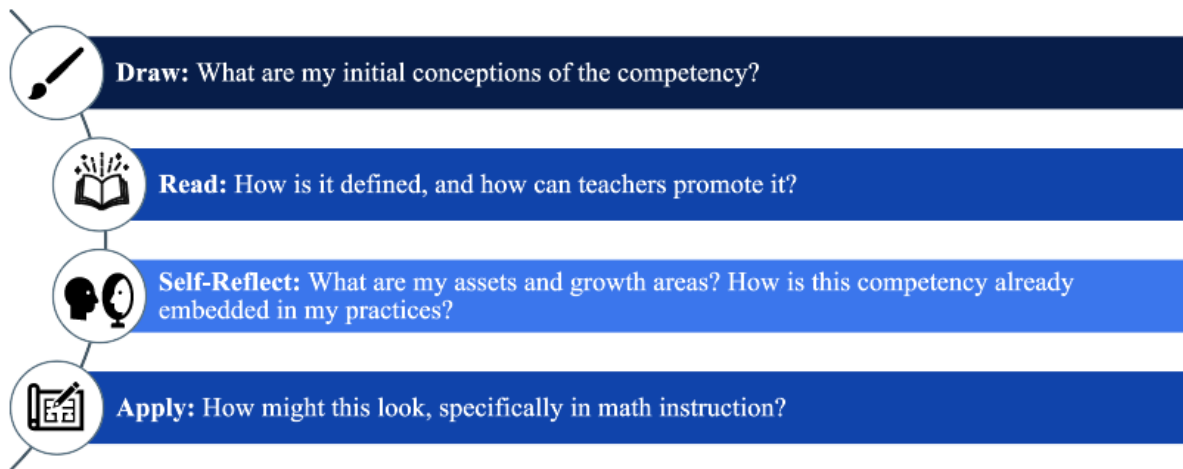
For this exercise, focus on the [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)'s SEL Framework.

The CASEL framework and competencies



Protocol: Unpacking the CASEL Framework

Consider using the following four-step protocol designed by REL Appalachia to examine your personal conceptions, biases, assets, and strategies for embedding the CASEL competencies into mathematics instruction.



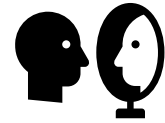
Competency: Self-awareness

Draw: *What are my initial conceptions of self-awareness?*

Read: *How is it defined, and how can teachers promote it?*

Self-awareness is the ability to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. Examples of how teachers can promote and students can demonstrate self-awareness include:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one’s emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose



Self-reflect: What are my assets and growth areas?

Guiding Questions:

- What does the competency mean to me?
- How do my dispositions and experiences with this competency impact how I support my students?
- What are my strengths and assets in relation to this competency?
- What am I missing?

Record your reflections here:

How is this competency already embedded in my practices?

Which of the example practices listed in the definition above are already part of my practice?

Which practices challenge me to think differently about self-awareness?

Apply: How might this look, specifically in math instruction?



Brainstorm specific strategies you already use—or might try—to develop students' **self-awareness**. Connect these strategies to specific example practices (or add a practice of your own!). If you need new ideas, check out CASEL's [*Examples of Social and Emotional Learning in Elementary Mathematics Instruction*](#), and adapt to meet your students' needs.

Self-awareness example practices	Strategies to continue in math	Strategies to try in math
Integrating personal and social identities		
Identifying personal, cultural, and linguistic assets		
Identifying one's emotions		
Demonstrating honesty and integrity		
Linking feelings, values, and thoughts		
Examining prejudices and biases		
Experiencing self-efficacy		
Having a growth mindset		
Developing interests and a sense of purpose		
Other:		

Protocol: Unpacking the CASEL Framework

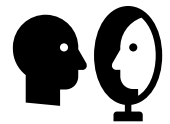
Competency: Self-management

Draw: *What are my initial conceptions of self-management?*

Definition: *How is it defined, and how can teachers promote it?* **Self-management** is the ability to manage one’s own emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. Examples of how teachers can promote and students can demonstrate self-management include:

- Managing one’s emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

Self-reflect: What are my assets and growth areas?



Guiding Questions:

- What does the competency mean to me?
- How do my dispositions and experiences with this competency impact how I support my students?
- What are my strengths and assets in relation to this competency?
- What am I missing?

Record your reflections here:

How is this competency already embedded in my practices?

Which of the example practices listed in the definition above are already part of my practice?

Which practices challenge me to think differently about self-management?

Apply: How might this look, specifically in math instruction?



Brainstorm specific strategies you already use—or might try—to develop students’ **self-management**. Connect these strategies to specific example practices (or add a practice of your own!). If you need new ideas, check out CASEL’s [Examples of Social and Emotional Learning in Elementary Mathematics Instruction](#), and adapt to meet your students’ needs.

Self-management example practices	Strategies to continue in math	Strategies to try in math
Managing one’s emotions		
Identifying and using stress-management strategies		
Exhibiting self-discipline and self-motivation		
Setting personal and collective goals		
Using planning and organizational skills		
Showing the courage to take initiative		
Demonstrating personal and collective agency		
Other:		

Protocol: Unpacking the CASEL Framework

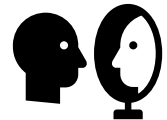
Competency: Social awareness

Draw: *What are my initial conceptions of social awareness?*

Read: *How is it defined, and how can teachers promote it?* **Social awareness** is the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. Examples of how teachers can promote and students can demonstrate social awareness include:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems of behavior

Self-reflect: What are my assets and growth areas?



Guiding Questions:

- What does the competency mean to me?
- How do my dispositions and experiences with this competency impact how I support my students?
- What are my strengths and assets in relation to this competency?
- What am I missing?

Record your reflections here:

How is this competency already embedded in my practices?

Which of the example practices listed in the definition above are already part of my practice?

Which practices challenge me to think differently about social awareness?

Apply: How might this look, specifically in math instruction?



Brainstorm specific strategies you already use—or might try—to develop students’ **social awareness**. Connect these strategies to specific example practices (or add a practice of your own!). If you need new ideas, check out CASEL’s [Examples of Social and Emotional Learning in Elementary Mathematics Instruction](#), and adapt to meet your students’ needs.

Social awareness example practices	Strategies to continue in math	Strategies to try in math
Taking others’ perspectives		
Recognizing strengths in others		
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Protocol: Unpacking the CASEL Framework

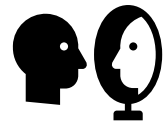
Competency: Relationship skills

Draw: *What are my initial conceptions of relationship skills?*

Read: *How is it defined, and how can teachers promote it?*
Relationship skills are the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. Examples of how teachers can promote and students can demonstrate relationship skills include:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

Self-reflect: What are my assets and growth areas?



Guiding Questions:

- What does the competency mean to me?
- How do my dispositions and experiences with this competency impact how I support my students?
- What are my strengths and assets in relation to this competency?
- What am I missing?

Record your reflections here:

How is this competency already embedded in my practices?

Which of the example practices listed in the definition above are already part of my practice?

Which practices challenge me to think differently about relationship skills?

Apply: How might this look, specifically in math instruction?



Brainstorm specific strategies you already use—or might try—to develop students’ **relationship skills**. Connect these strategies to specific example practices (or add a practice of your own!). If you need new ideas, check out CASEL’s [*Examples of Social and Emotional Learning in Elementary Mathematics Instruction*](#), and adapt to meet your students’ needs.

Relationship skills example practices	Strategies to continue in math	Strategies to try in math
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Developing positive relationships		
Demonstrating cultural competency		
Practicing teamwork and collaborative problem-solving		
Resisting negative social pressure		
Showing leadership in groups		
Seeking or offering support and help when needed		
Standing up for the rights of others		
Other:		

Protocol: Unpacking the CASEL Framework

Competency: Responsible decisionmaking

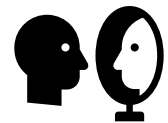
Draw: *What are my initial conceptions of responsible decisionmaking?*

Read: *How is it defined, and how can teachers promote it?*

Responsible decisionmaking is the ability to make caring and constructive choices about personal behavior and social interactions across diverse settings. Examples of how teachers can promote and students can demonstrate decisionmaking include:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one’s actions
- Recognizing how critical thinking skills are useful for both inside and outside of school
- Reflecting on one’s own role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Self-reflect: What are my assets and growth areas?



Guiding Questions:

- What does the competency mean to me?
- How do my dispositions and experiences with this competency impact how I support my students?
- What are my strengths and assets in relation to this competency?
- What am I missing?

Record your reflections here:

How is this competency already embedded in my practice?

Which of the example practices listed in the definition above are already part of my practice?

Which practices challenge me to think differently about responsible decisionmaking?

Apply: How might this look, specifically in math instruction?



Brainstorm specific strategies you already use—or might try—to develop students’ **responsible decisionmaking**. Connect these strategies to specific example practices (or add a practice of your own!). If you need new ideas, check out CASEL’s [Examples of Social and Emotional Learning in Elementary Mathematics Instruction](#), and adapt to meet your students’ needs.

Responsible decisionmaking example practices	Strategies to continue in math	Strategies to try in math
Demonstrating curiosity and open-mindedness		
Identifying solutions for personal and social problems		
Learning to make a reasoned judgment after analyzing information, data, facts		
Anticipating and evaluating the consequences of one’s actions		
Recognizing how critical thinking skills are useful for both inside and outside of school		
Reflecting on one’s own role to promote personal, family, and community well-being		
Evaluating personal, interpersonal, community, and institutional impacts		
Other:		

Choose your own SEAD adventure!

Consider your assets and opportunities. What is achievable for you as a place to begin your SEAD adventure? Here are some ideas on places to begin:

Teachers/coaches

- Look for natural connections between CASEL competencies and your standards.
- Start with one lesson, one unit — or find a point of inspiration, like [Girl Scout Cookies!](#)
- Start with one routine, practice, instructional strategy.
- Start with one CASEL competency.
- Find a friend to try it with, reflect, retool, and share.

Building-level leaders

- Consider alignment with other programming (counseling, SEL lessons, morning meetings, math coaching).
- Find one team, one grade level, one teacher, one period.
- Share ideas at faculty meetings, on bulletin boards in the lounge.
- Highlight ideas and resources in newsletter or emails.
- Share with families and educate them on research behind the approach.

Division/state leaders

- Consider alignment with other initiatives and goals.
- Allocate resources (time, funds), build resource libraries.
- Recognize and reward excellence.

Resources available

From the REL Program

- This [blog post](#) highlights the workshop REL Appalachia hosted in partnership with the Kentucky Department of Education to train K–12 math educators on the integrated SEAD approach to teaching mathematics. The [training materials](#) from the workshop include slide decks from two full days of training as well as the participant workbook.
- Explore infographics, archived webinars, blogs, and more [from all ten RELs](#) on the topic of social-emotional learning, and drill down using descriptors to find just what you need.

From partner organizations

- The [Kentucky Department of Education](#) created a [resource page for educators](#) with resources to support aligning the CASEL competencies to its state content and practice standards for mathematics. Regardless of where you teach, consider its graphic organizers as a model to adapt for your own use with your curriculum standards. The grade-level library provides design considerations, questions for teacher self-reflection when planning instruction, and questions to foster each competency in students.
- The [CASEL](#) website is rich with resources: an [interactive framework](#), [research reviews and presentations](#), guidance on [systemic implementation](#), and much more!
- [The Education Trust](#) released a report entitled [Social, Emotional, and Academic Development Through an Equity Lens](#), warning of the potentially harmful dangers of focusing only on modifying student behavior in SEL programs, particularly for students who experience marginalization.

Global reflections

Please take a few minutes to reflect on what you learned today and jot down any key takeaways.

- What **new or deeper learning** surfaced today for you?
- How might it **impact your practice**?
- What are you **already doing** in the spirit of SEAD, and how can you **build** on those efforts?
- **How might SEAD look** in your math class/school/division? *Could be a moment, transition, a routine, activity, year-long theme. Think big or small.*
- What are your **first few steps** toward implementing? With whom can you **collaborate**?

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