

Social and Emotional Learning in the Daily Life of Classrooms

■ **Facilitator's Guide**

APRIL 2014



PROFESSIONAL LEARNING MODULE

This *Social and Emotional Learning in the Daily Life of Classrooms Facilitator's Guide* is intended for use with the following additional resources:

- *Social and Emotional Learning in the Daily Life of Classrooms Workbook*
- *Social and Emotional Learning in the Daily Life of Classrooms Handouts*
- *Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers* (online or hardcopy version)
- Sample agenda
- Slide presentation (Parts 1 and 2)

These online resources are available for download on the *Professional Learning Modules* webpage of the Center on Great Teachers and Leaders website. Please visit the webpage at <http://www.gtlcenter.org/technical-assistance/professional-learning-modules/>.

Social and Emotional Learning in the Daily Life of Classrooms: Facilitator’s Guide

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

April 2014

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

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This work was originally produced in whole or in part by the Center on Great Teachers and Leaders with funds from the U.S. Department of Education under cooperative agreement number S283B120021. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

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Contents

	Page
Module Overview	1
SEL Materials	1
Goals	1
Intended Audiences.....	2
Using This Facilitator’s Guide.....	3
Planning Ahead.....	3
Work Session Suggested Agenda for Parts 1 and 2.....	4
Social and Emotional Learning in the Daily Lives of Classrooms Work Session: Part 1	6
Section 1A—Overview (5 minutes).....	6
Section 1B—Activity 1: Becoming Aware of Who Is in the Room (10 minutes)	8
Section 1C—Introduction to SEL (20 minutes).....	9
Section 1D—Activity 2: Why Is SEL Important (25 minutes).....	12
Section 1E—Introducing the 10 Teaching Practices That Promote SEL (20 minutes)	14
Section 1F—Activity 3: Diving Into the 10 Teaching Practices That Promote SEL (15 minutes).....	16
Section 1G—Activity 4a: Team Systems Review Through the SEL Workbook (45 minutes).....	17
Section 1H—Activity 5: Briefing Room (15 minutes).....	20
Section 1I—Activity 4b: Finishing the Team Systems Review (up to 30 minutes).....	20
Section 1J—Activity 6: Putting It All Together (15 minutes).....	21
Section 1K—Activity 7: Action Planning and Next Steps (25 minutes).....	21
Section 1L: Wrap-Up of Part 1 (5 minutes).....	22
Social and Emotional Learning in the Daily Lives of Classrooms Work Session: Part 2	23
Section 2A—Insights and Priorities Identified From Part 1 (25 minutes).....	23
Section 2B—Activity 8: Teacher Social and Emotional Competencies (25 minutes)	25
Section 2C—Activity 9: Individual Systems Review Through Teacher SEL Self- Assessment (30 minutes)	28
Section 2D—Activity 10: Briefing Room (15 minutes).....	30
Section 2E—Activity 11: Action Planning (20 minutes)	31
Section 2F—Closing (5 minutes).....	32

Module Overview

This professional learning module on the integration of social and emotional learning (SEL) into the daily classroom experience, developed by the Center on Great Teachers and Leaders (GTL Center), contains the materials to be used in the Social and Emotional Learning in the Daily Life of Classrooms work sessions at the district or school level. These sessions are intended to support the integration of SEL, Common Core State Standards implementation, teacher evaluation, and professional learning.

The duration, scope, and sequence of the work sessions may be customized to accommodate local needs and conditions. The work sessions are designed to take place in two parts. Part 1 can be completed in approximately three hours. Part 2 can be completed in approximately two hours. Part 1 establishes what SEL is and introduces 10 teaching practices that promote student SEL competencies. Part 2 discusses teacher social and emotional competencies and walks educators through a self-assessment of their SEL instruction and educator's own SEL competencies.

SEL Materials

The following materials are part of this module:

- *Social and Emotional Learning in the Daily Life of Classrooms: Facilitator's Guide*
- *Social and Emotional Learning in the Daily Life of Classrooms: Workbook*
- *Social and Emotional Learning in the Daily Life of Classrooms: Handouts*
- *Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers* (online or hardcopy version)
- Social and Emotional Learning work session suggested agenda
- Social and Emotional Learning slide presentation (in two parts)

All materials are available on the GTL Center's *Professional Learning Module* webpage at <http://www.gtlcenter.org/technical-assistance/professional-learning-modules>. These materials may be used and adapted to fit the needs of the state context. To cite the content, please use the following statement: *These materials have been adapted in whole or in part with permission from the Center on Great Teachers and Leaders.*

Goals

The goals of the SEL work sessions are for district or school teams to

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

- Learn strategies to guide teachers in self-reflection on their own SEL competencies to implement teaching practices.

Intended Audiences

Participants: Depending on the need and who is doing the facilitating, the participants may include leaders and staff members from regional comprehensive centers (RCCs), state education agencies (SEAs), and local education agencies (LEAs). Participants may also include district teams that may include district superintendents, central office staff, district school board members, principals, teacher leaders, teacher association representatives, and other decision makers. Finally, this professional learning module could be conducted with school teams or within professional learning communities.

For example, this workshop was piloted with teacher leaders and coaches and facilitated by GTL Center staff. Participants learned how to use these materials with teachers in their mentoring programs to help teachers think further about how SEL relates to instruction.

Facilitators: SEL work session facilitators may include GTL Center staff, RCC staff, SEA staff, regional service agency staff, other technical assistance providers, district leaders, or school leaders. If you are interested in the GTL Center staff serving in this capacity, please contact gtlcenter@air.org.

Using This Facilitator’s Guide

This facilitator’s guide provides suggestions for structuring each work session, notes on how to implement suggested activities, talking points to be used with the slide presentations, and customization points to help you think about how to organize the work session for your participants.

Helpful Hint

Visit the SEL section on the GTL Center website (www.gtlcenter.org). In addition, read the Research to Practice Brief, *Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks*. It describes the importance of this work and provides an overview of the process that teams will be engaging in during this work session. The brief is available online at <http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>

Participants may also benefit from reviewing the Anchorage Social and Emotional Learning Standards (http://www.asdk12.org/media/anchorage/globalmedia/documents/sel/SEL_Standards.pdf) OR the Illinois State Social-Emotional Learning Standards (<https://static.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/52e73998e4b0ca4188f6473d/1390885272160/Illinois-SEL-Standards.pdf>) to see how SEL skills grow and develop over time.

Planning Ahead

Determine which districts and stakeholders to invite as participants. In the invitation, describe how the work sessions will benefit them and the intended outcomes of the session. Ask districts to send teams of 4-8 participants (which should include at least one school leader) who would then share what they have learned with the teachers and other staff members at their school.

Reserve adequate space and equipment. Tables should be set up to support small-group discussion. Access to the internet for participants is helpful but is not necessary.

Participant Documents Needed

Ask participants to bring a copy (at least one per team) of the following documents:

- Teacher evaluation professional practice framework/rubric in use at the district or school
- Any professional development documents (e.g., plans, menu of offerings, calendar)
- District or school strategic plans

Work Session Supplies Needed

- Computer with SEL slide presentations

- Projector and screen
- Name table tents (optional)
- Poster paper (preferably the kind with adhesive backing; if not available, bring masking tape to post the papers on the wall)
- Colored markers

Materials Needed

- Ensure that you have sufficient copies of the following publications:
 - The *Social and Emotional Learning Handouts* booklet
 - *Social and Emotional Learning in the Daily Life of Classrooms Workbook* (one copy for each participant)
 - *Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers* (one copy for each participant; if you prefer, this tool is available online at www.gtlcenter.org)
- Ensure that you have the following posters prepared to jot down participant responses:
 - “Skills and Competences Employers Seek”
 - “Skill and Competencies Needed to Accomplish CCSS”
 - “Briefing Room Share Out” (from Activity 5)
 - “Briefing Room Share Out” (from Activity 10)
 - “Parking Lot” (for feedback and other information that state/regional technical assistance providers should know)
- *Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks* (optional). You can print copies of the online version (available at <http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>).

Work Session Suggested Agenda for Parts 1 and 2

Depending on how much time you have available and the expertise of the participants, you may shorten or lengthen the duration of each section. As mentioned, this module is designed in two parts. We strongly suggest allocating at least two to three hours for Part 1 and one to two hours for Part 2. Customization points are suggested throughout the facilitator guide.

If you choose to alter this agenda, please make appropriate changes to Slide 4 (Part 1) and Slide 35 (Part 2).

Work Session: Part I (Approximately Three Hours)

Section 1A—Overview (5 minutes)

Section 1B—Activity 1: Becoming Aware of Who Is in the Room (10 minutes)

Section 1C—Introduction to SEL (20 minutes)

Section 1D—Activity 2: Why Is SEL Important? (25 minutes)

Section 1E—Introducing the 10 Teaching Practices That Promote SEL (20 minutes)

Section 1F—Activity 3: Diving Into the 10 Teaching Practices That Promote SEL (15 minutes)

Section 1G—Activity 4a: Team Systems Review Through the *SEL Workbook* (45 minutes)

Section 1H—Activity 5: Briefing Room (15 minutes)

Section 1I—Activity 4b: Finishing the Team Systems Review (up to 30 minutes)

Section 1J—Activity 6: Putting It All Together (15 minutes)

Section 1K—Activity 7: Action Planning and Next Steps (25 minutes)

Section 1L: Wrap-Up of Part 1 (5 minutes)

Work Session: Part 2 (Two Hours)

Section 2A—Insights and Priorities Identified From Part 1 (25 minutes)

Section 2B—Activity 8: Teacher Social and Emotional Competencies (25 minutes)

Section 2C—Activity 9: Individual Systems Review Through the *Teacher SEL Self-Assessment* (30 minutes)

Section 2D—Activity 10: Briefing Room (15 minutes)

Section 2E—Activity 11: Action Planning (20 minutes)

Section 2F—Closing (5 minutes)

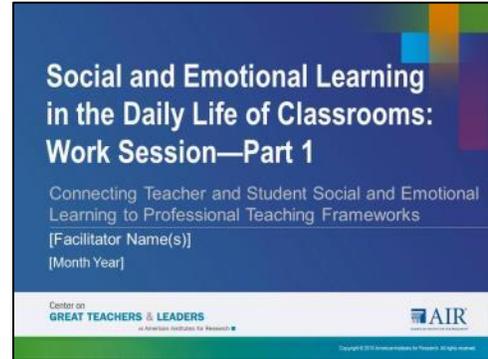
Details and notes for Part 1 and Part 2 of the work sessions can be found on the following pages.

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

Section 1A—Overview (5 minutes)

Purpose: This section provides an overview of the training, including the introduction of the presenters, introduction to the GTL Center, review of the agenda, and review of the program outcomes.

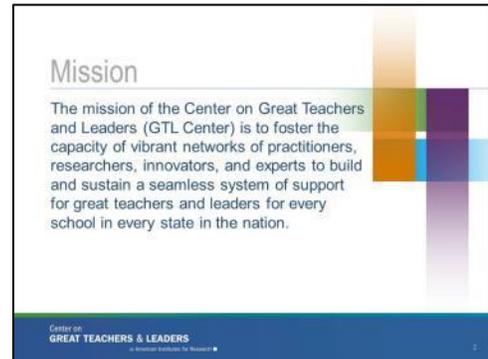
***Facilitation note:** Officially welcome the participants. Introduce yourself and fellow facilitators. Discuss your relevant background experiences to build participant confidence in your skills and the skills of your fellow facilitators.*



Slide 1

Explain

“The materials for this work session were developed by the Center on Great Teachers and Leaders. The GTL Center is a federally funded technical assistance center created to support state-led initiatives to grow, respect, and retain great teachers and leaders for all learners.”



Slide 2

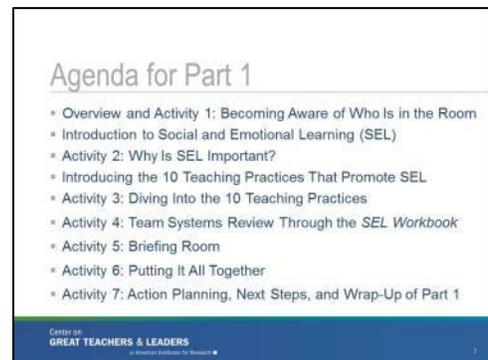
Explain

“First we are going to present an overview of the working session, as well as do an introductory exercise so we know who is in the room.

“Second, we will introduce the topic of social and emotional learning (SEL) and do an activity about its importance.

“Then we will introduce 10 teacher practices that promote SEL and do a deep dive into those practices.

“After the review of the practices, we will participate in a team systems review, in which we will align those 10



Slide 3

practices to our professional teaching framework.

“In the Briefing Room activity, we will review the work we have done thus far and share out with others.

“In the final two activities, we will begin synthesizing the information and think of the next steps that we should take to move this work forward.”

Note that this slide is animated.

Facilitation note: *Read the outcomes, or paraphrase the text in your own words. Remind participants that they will focus on the first two objectives in Part 1, and the second two objectives in Part 2.*

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.

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Slide 4

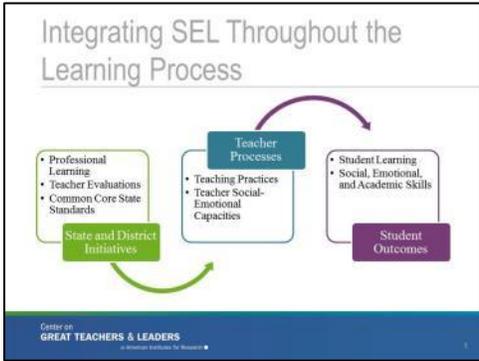
Explain

“This workshop is specifically designed to support the alignment of instructional frameworks with teaching practices that promote student SEL, as well as academic learning.

“The figure provides a graphic illustrating how these efforts at instructional improvement might work together to drive instruction toward deeper learning, including academic, social, and emotional learning. Teaching the whole child is the final destination, with the teachers’ practices and teacher’s own social and emotional competencies as the primary drivers in developing students’ social, emotional, and academic skills.

“State and district initiatives, including teacher evaluation, professional learning supports, and the Common Core State Standards provide direction for teachers in how to promote student academic, social, and emotional learning. Please note that we are not suggesting that SEL be a part of teacher evaluation systems but that the instructional frameworks used within teacher evaluations promote best practices that promote student achievement and SEL competencies.

“This graphic represents the ideal situation, but what happens in too many places is that these initiatives do not build upon and support one another, and teachers



Slide 5

receive incoherent messages about the best ways to teach. Or somewhat better but still problematic, these initiatives run parallel with each other, rather than reinforcing and leveraging each other. One of the primary goals of this workshop is to demonstrate that developing student social and emotional skills is not another add-on, another new reform, or one more thing that teachers have to do. SEL is interconnected with what you are all doing in your schools and classrooms and helps provide a framework for how to develop the whole child.

“So, as you engage in the work today, think about ways to align learning, evaluation, and support systems to provide instruction that will achieve SEL goals, as well as Common Core goals. Specifically think about how SEL can be integrated into current initiatives to support educator professional growth.”

Section 1B—Activity 1: Becoming Aware of Who Is in the Room (10 minutes)

Purpose: This activity will allow you to quickly get a sense of the type and level of expertise of the participants without taking up valuable time.

Explain

“Because this is a large group, we first want to understand where the group is in terms of current knowledge about different topics. Using a fist of five, where one finger indicates ‘not familiar’ and five indicates ‘very familiar,’ we are going to answer the following three questions.

“Give me a fist of five for...”

(Note: The slide is animated.)

Facilitation note: For those who are familiar with SEL, ask them to share one or two practices about how they have attempted to implement SEL into their schools or classrooms.

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"

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Slide 6

Explain

“Next, we want you to go in a bit deeper with introducing yourself to the folks at your table. Please break into teams of two and choose an A partner and a B partner.

“Once you have decided on your partner, each person will have two minutes to think about their scenario and answer the two questions underneath, where partner A will share their favorite learning experience as a teacher or a student, and partner B will share their least favorite learning experience as a teacher or student. Each partner will have two minutes to share out.”

Facilitation note: *Facilitate as a large group once each partner has shared out. Once everyone has come back together as a large group, ask, “What are some of the emotional connections people have made with learning? What about the social interactions?”*

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?

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Slide 7

Section 1C—Introduction to SEL (20 minutes)

Purpose: The purpose of this learning exercise is to demonstrate to participants what SEL is and how it benefits students.

Facilitation note: *You will ask three questions to get participants thinking about the importance of SEL.*

Explain

“Throughout this workshop, we are going to ask you guiding questions that will help you think about SEL, and how it is integrated into classroom practices and structures.”

Facilitation note: *Read aloud the question on the slide. Then lead the full group in a three- to four-minute discussion that will generate a list of the skills and competencies that employers seek. Jot down the answers*

Terms may include the following: creative thinking, self-motivation, problem-solving skills, persistence, good work ethic, communication skills, collaboration.

Capture terms generated by participants on poster paper.

Introduction to SEL

Question 1

- What are the skills and competencies that employers seek?

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Slide 8

Facilitation Note: Read aloud second question on the slide. Then lead the full group in a three- to four-minute discussion that will generate a list of the skills and competencies that students will need in order to master the Common Core State Standards.

Terms may include the following: higher-order thinking, deep (not broad), rigor, text complexity, scaffolding, evidence, reasoning, persistence.

Capture terms generated by participants on poster paper while participants call out answers.

Slide 9

Facilitation note: Read the final questions on the slide. Then lead the full group in a three- to four-minute discussion about the connection points between the competencies needed from employers and the competencies needed to master the Common Core and how the majority of the skills that they referenced are SEL skills and competencies.

Explain

“The focus on social and emotional learning is important because (1) people’s attitudes, communication skills, and problem-solving abilities are ranked as some of the most important skills employees can possess; (2) high school students with better social skills, more productive work habits, and who participate in extracurricular activities obtain more advanced degrees and higher salaries; and (3) students need to have social and emotional skills in order to participate in the more rigorous instructional shifts that result from Common Core State Standards implementation.”

Slide 10

Pass out Handout 1: SEL Competencies and Skills.

Explain

“One of the goals of this workshop is to develop your understanding about how SEL competencies are not “soft skills” but are competencies that are needed to further promote academic success and success in life.

“SEL is the process of developing students’ social and emotional competencies, that is, the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices. SEL promotes activities that develop children’s ability to recognize and manage emotions, build relationships, solve interpersonal

Slide 11

problems, and make effective and ethical decisions.

“According to the Collaborative on Academic Social and Emotional Learning (CASEL), there are five core social and emotional competencies, each addressing multiple skills that students need to be successful in school and their future careers. These five competencies are self-awareness, self-management, social-awareness, relationship skills, and responsible decision making.

“Handout 1 provides an overview of skills that correspond with each SEL competency. Each competency incorporates multiple skill sets within them.

“Take a minute and look at the definitions on the screen and look at the skills in Handout 1.

“Anyone want to share out the definition and some of the key skills within each competency and why those skills would be important for effective classrooms?”

Facilitation note: *Facilitate a discussion about what these skills look like in practice at various developmental levels and why these skills would be important to master academic standards*

“If you are curious about what these would look like at different developmental levels, the Anchorage SEL standards provides a developmental timeline of which SEL skills students should develop at targeted grade levels.” ([See Anchorage Social-Emotional Learning Standards.](#))

Section 1D—Activity 2: Why Is SEL Important (25 minutes)

Purpose: The purpose of this activity is to make explicit how SEL is necessary to accomplish the instructional shifts needed by the Common Core State Standards, and compete successfully in life.

Explain

“Student learning is enhanced when teachers integrate SEL competencies with academic learning. For example, when students develop SEL competencies, they are more motivated to learn and committed to school (as seen through improved attendance and graduation rates), and they are less likely to act out in class, get suspended, or be held back. In addition, when students develop SEL skills, these SEL skills help students manage their interactions at home or in their neighborhoods that may spill over into the classrooms.

“These linkages were confirmed in a major review of SEL programs in schools, Durlak and colleagues (2011) found that students who participated in SEL programs, compared with students not in social-emotional programs, demonstrated the following....”

(Note: The slide is animated.)

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)

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Slide 12

Explain

“In the same way that students need to learn academic content, they also need to learn social and emotional competencies. For example, students do not enter school knowing how to interact with teachers and peers around content, how to understand the ways emotions influence their classroom interactions (e.g., feeling challenged by boredom or failure), or how to regulate stressful academic situations. All of these skills are needed in order to successfully master the Common Core State Standards.

“For example, the Common Core for mathematics entails a new level of focus, coherence, and rigor. When students become frustrated or confused by the content, they must learn how to persevere in order to meet the new standards. If they do not know how to manage or regulate the emotions they have during school (e.g., joy, jealousy, frustration, relief), students’ cognitive resources will be used to process their emotions rather than be used for academic learning. This is important to keep in mind because when we are in a particular mood,

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 test.	What self-management skills will students need to use in order to complete this task successfully?
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.	What social skills will students need to use in order to complete this task successfully?

Handout 2: SEL Connections

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Slide 13

we tend to process information in a way that supports our mood.”

Facilitation Note: *Pass out Handout 2: SEL Connections*

Explain

“Handout 2 provides ‘Example experiences with Common Core shifts.’ We took these practices from sources that focus on making connections between instructional frameworks and practices that support the Common Core.

“The first two are on the current slide. For the first example, what self-management skills will students need to use in order to successfully complete this task? Use Handout 1 to help you think this through. Please note that in Handout 2, there are also SEL Connections—Teachers, which we will focus on in part 2.”

Facilitation note: *Have participants share out for one to two minutes.*

Explain

“For the second example, what social skills will students need to use in order to successfully complete this task? Again use Handout 1 to help you think this through.”

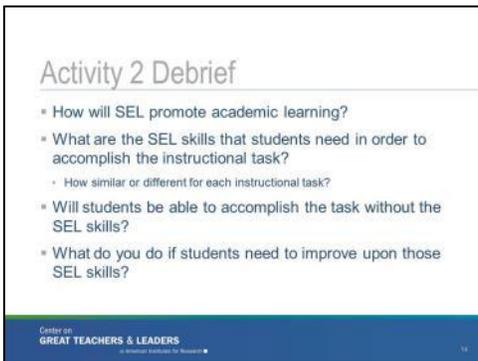
Facilitation note: *Have participants share out for one to two minutes.*

“We are going to give you 10 minutes to use Handout 1 and Handout 2 to think of some of the SEL skills students need in order to accomplish these tasks. You can either work in teams, partners, or individually. It is your choice. In 10 minutes, we will come back together as a group to share out, so it would be helpful for you to write down your answers.”

Explain

“Based on the activity that you just completed, let’s synthesize some of our thinking....”

Facilitation note: *Use the questions on the slide to help facilitate a conversation among participants. Make sure to provide further examples and to make connection points with participants. Take about 10 minutes for discussion.*



The slide titled "Activity 2 Debrief" contains a list of four questions for discussion:

- 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?

At the bottom of the slide, it says "Center on GREAT TEACHERS & LEADERS" and "© National Center on Education & Research".

Slide 14

Section 1E—Introducing the 10 Teaching Practices That Promote SEL (20 minutes)

Purpose: The purpose of this learning segment is to introduce the 10 teaching practices that promote SEL.

Explain

“So now that we have begun to understand which SEL skills students need to fully participate in a variety of instructional tasks, let’s think a bit more about what type of experiences students need in order to develop or demonstrate their SEL skills.”

Facilitation note: *Read aloud the questions on the slide. With this slide, ask participants to pair up with someone who is not at their table and potentially someone who teaches another subject or grade level. It would be beneficial if people who taught or work with different grade levels converse for this question. Give participants about five minutes to discuss.*

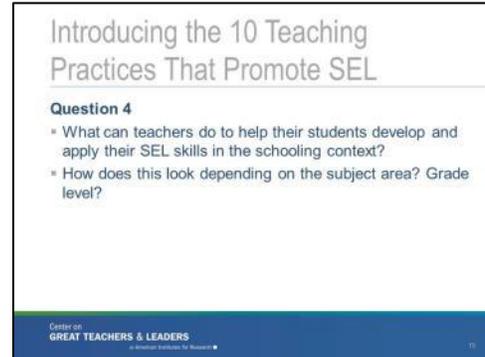
While going through this activity, ask participants to jot down any connections that they can think of to their work.

Talk about the importance of instructional practices being applicable to all teachers regardless of subject area, grade level, or specialty.

After five minutes, ask pairs to join with another pair (from a different district or team if possible) and discuss how teachers in other content areas are included in, understand, and implement SEL into their practice. Encourage cross-district quads to hear different approaches on integration. Give about five minutes for pairs to talk

Explain

“It is important to note that these skills are not taught in isolation or at one point of time. These skills need to be taught, reinforced, and supported through a student’s educational career. So it is not just a SEL class, but rather the integration of these skills across content and experiences. The students should be able to generalize these skills not only in the classroom but, more importantly, in the workplace or in postsecondary education.”



Slide 15

Explain

“Now that you have had some time to think and talk about what instruction for SEL and for academic learning looks like, we are going to share with you a list of what we’re calling *10 Teaching Practices That Promote SEL* that should reflect much of what you just discussed.

“These 10 teaching practices were drafted by content experts from the American Institutes of Research, and reviewed by a panel of SEL experts, including teachers, teacher educators, and other SEL experts. These definitions are working definitions of these practices and are open to be revised with feedback. These practices articulate what strategies teachers can use and how to use them successfully in the classroom.

“This slide indicates what the 10 teaching practices that promote SEL are.”

Facilitation note: *Read the slide aloud, or have a participant read the slide aloud. (Note: The slide is animated.)*

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.

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Slide 16

Explain

“This slide indicates what the 10 teaching practices that promote SEL are not.”

Facilitation note: *Read the slide aloud, or have a participant read the slide aloud. (Note: The slide is animated.)*

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.

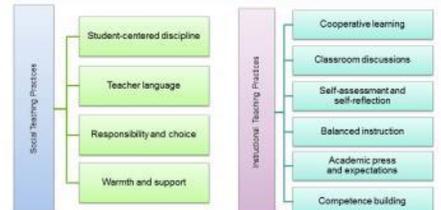
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Slide 17

Explain

“These 10 practices can be divided into two types of teaching approaches: those that focus on *social* teaching practices and those that focus on *instructional* teaching practices. Although both sets of teaching practices incorporate aspects of social and instructional interactions, social teaching practices focus on the development of social and emotional skills and providing the structures for students to learn those skills, while the instructional interactions provide opportunities for students to apply and further develop their SEL competencies.”

Introducing the 10 Teaching Practices That Promote SEL



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Slide 18

Section 1F—Activity 3: Diving Into the 10 Teaching Practices That Promote SEL (15 minutes)

Purpose: This activity introduces participants to the 10 teaching practices that promote SEL and provides time for familiarization and learning. Participants will use **Social and Emotional Learning in the Daily Life of Classrooms: Workbook** for their work.

Facilitation notes: First describe the purpose of the activity, then give the directions.

Individually or in pairs, participants should choose a teaching practice focus (either the four social teaching practices or the six instructional teaching practices). Participants will use a pen to underline key words in the SEL Teaching Practices and then use a highlighter to indicate alignment between the SEL skills and competencies the group generated as part of the beginning questions (which were captured on the poster) and SEL skills and competencies (on Handout 1). This process should take about eight minutes.

Pass out Social and Emotional Learning in the Daily Life of Classrooms: Workbook. Explain that they will go over the workbook in more detail after this activity, and they should primarily focus on reading about the teaching practices.

While going through this activity, ask participants to jot down any connections that they can think of to their work. Remind them that this work is about professional growth and making connections to what they currently do, and how to reflect on their current practices for professional growth.

Facilitation notes: After a few minutes, participants should share their thinking with another individual (or pair, depending on how they decided to work) to share out their understanding and connections with an individual (or pair) who worked on the other set of practices (a participant who focused on social teaching practices would pair up with a participant who focused on instructional teaching practices). Give participants about five minutes to share with each other.

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

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Slide 19

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

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Slide 20

Section 1G—Activity 4a: Team Systems Review Through the SEL Workbook (45 minutes)

Purpose: The goal of this activity is for participants to make connections between the 10 teaching practices that promote SEL and their school or district professional teaching framework. Participants will use *Social and Emotional Learning in the Daily Life of Classrooms: Workbook* to complete the activity.

Now the work really begins!

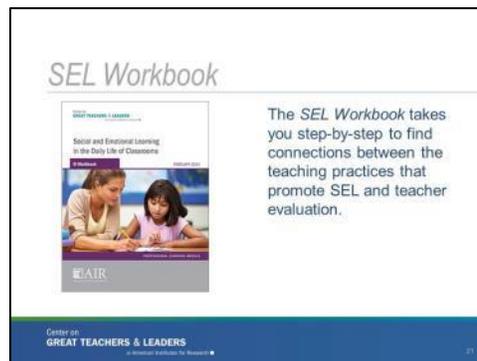
Explain

“The *Social and Emotional Learning in the Daily Life of Classrooms: Workbook* guides you through a critical review process, taking you step-by-step to find explicit (or direct) and implicit (or indirect) connections between the teaching practices that promote SEL, teacher evaluations, and the social, emotional, and academic skills students need to be successful. Again, the point of this work is to ensure that all our instructional support systems reinforce those teaching practices that will ensure students can achieve high academic standards, as well as develop and apply their SEL skills.”

Facilitation note: Walk participants through the workbook, noting the following sections. People should do this in school or district teams. If someone is attending without other team members, this person should do this work individually with their own evaluation framework, work with another group who uses the same evaluation framework, or help out another team.

Explain

- “Pages 1–2 provide an overview of SEL, and the goal of this workbook. It describes much of what we have talked about together already.
- “Pages 3–4 are the instructions for using the workbook, in case you need to review the directions.
- “Pages 5–8 are used for the systems review of the social teaching practices, which will be discussed more in the next slide.
- “Pages 9–14 are used for the systems review of instructional teaching practice.
- “Pages 15–17 have some culminating and action planning guiding questions.
- “Finally, what might be helpful in your work is a glossary with terms you’ll find in the teaching practices on page 18.”



Slide 21

Walk through the review steps.

Explain

- “Step 1a: Make sure you are very familiar with your professional practice framework. If you are not, spend a few minutes reviewing your professional practice framework.
- “Step 1b: Identify the connections in the professional practice framework to the teaching practices that promote SEL. Write in the indicator or component that demonstrates those connections.
- “Step 2: Identify the kinds of professional learning opportunities that are available that directly support teachers’ implementation of that aspect of practice. These professional learning or professional development opportunities can be at the individual-, school-, or district-level. In other words, it is important to determine the level of supports and professional learning at each level of the system that focuses on the instructional practice.”

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.

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Slide 22

Explain

- “Step 3: You started this work earlier but continue to use Handout 1 to identify the needed SEL skills for students. However, you also want to start thinking about the social and emotional competencies that teachers need to possess in to order to implement the practice successfully.
- “Step 4: Answer the three Questions of Consideration. In the Additional Notes, jot down any reactions or insights you may have had while conducting that review.”

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.

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Slide 23

Explain:

“This slide demonstrates an example of a systems review for student-centered discipline if a school or district was using the Danielson Professional Teaching Framework. To determine the alignment between the indicators in the Danielson Framework and student-centered discipline, we read through the whole Danielson Framework, and pulled out those indicators that supported student-centered discipline and had similar language as student-centered discipline.

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

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Slide 24

“Remember, through this activity, we are not suggesting that SEL be used in teacher evaluation systems but that the professional teaching frameworks used within teacher evaluations promote teaching practices that promote SEL skills as well.”

Facilitation note: Review what is on the slide.

Customization point: You may want to customize this slide with a local evaluation instrument (if everyone is using the same one).

Facilitation note: Have each school or district team choose one set of teaching practices (the four social or six instructional) to complete this.

The expectation is that participants will complete the Systems Review pages for all of the teaching practices in the subset that they chose as a team (either the four social or six instructional teaching practices).

Let them know that they will be given 10 minutes to report back to the group one of the connections they identified between the 10 teaching practices and either the evaluation framework or their professional learning supports.

Customization point: You may want to customize this review section. For example, if all the districts in the room are using the same evaluation instrument, you may want to all do one teaching practice example together to review the framework, as a kind of informal calibration check, and then proceed to work in district teams to complete the review. Or, you can choose ahead of time which particular teaching practice to start with.

Note that the point is not that there is a “right answer” necessarily but to make clearer the sometimes subtle connections, build a shared understanding of those connections, and figure out ways that the district can strengthen those connections.

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.

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Slide 25

Section 1H—Activity 5: Briefing Room (15 minutes)

Purpose: This activity provides participants time to summarize some of the connections and gaps that they have identified between their teacher professional framework and the 10 teaching practices. Participants will continue to use the *SEL Workbook* to complete the activity.

Facilitation note: Bring the groups back together in order to for them to start on the next activity. Give the teams five minutes to discuss the following items:

- One connection
- One gap
- Common teacher and student SEL skills needed

For 10 minutes, have each group do a very quick share-out of the connections they identified between the teaching practices and either the evaluation framework or their professional learning supports—or any other ideas or thoughts. They also can discuss the next preplanned steps. (Depending on how many teams are there, decide how many minutes to spend for each group.)

Capture these connections, ideas, insights, gaps, and questions on a **Briefing Room Share-Out poster**.

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).

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Slide 26

Section 1I—Activity 4b: Finishing the Team Systems Review (up to 30 minutes)

Customization point. You can either (1) do the Briefing Room and Share-Out once teams have completed one set of teaching practices that promote SEL (social or instructional teaching practices). Once they reflect and share out, they can continue the remainder of the Team Systems Review. Or (2) you can have participants do one set of teaching practices and have them finish during a staff meeting or school improvement team, in which Activity 4b would not be necessary. Or (3) you can have participants do all of the teaching practices in the Team Systems Review at one time, in which Activity 4b would not be necessary.

Facilitation note: Review the directions for completing the remainder of the Team Systems Review.

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*.

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Slide 27

Section IJ—Activity 6: Putting It All Together (15 minutes)

Purpose: This activity provides an opportunity for participants to extend their Briefing Room conversations and begin to put their thinking together about the intersection between SEL, teacher evaluations, and professional learning. Participants will continue to use the **SEL workbook** to complete the activity.

Facilitation note: *As teams are finishing up their reviews, encourage participants to answer the questions on page 15 of the workbook, either in individual teams or as a whole group.*

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.

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Slide 28

Section 1K—Activity 7: Action Planning and Next Steps (25 minutes)

Purpose: This activity provides an opportunity for participants to develop action steps on how to move their integration work forward. Participants will continue to use the *SEL workbook* to complete the activity.

Customization point. If they are completing Part 1 and Part 2 on the same day, they can work on action planning and next steps at the end of Part 2 only. If they are completing Part 1 and Part 2 on separate days, they should complete action planning and next steps during both working sessions, reflecting back on Part 1 action planning when they complete Part 2 action planning.

Facilitation note: *In teams, encourage participants to work through the guiding questions on page 16 of the workbook.*

Also, they should fill in the next steps and additional thoughts on page 17.

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.

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Slide 29

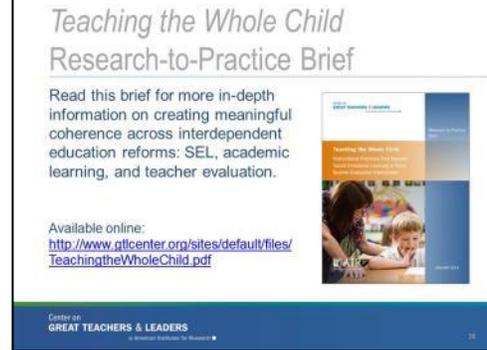
Section 1L: Wrap-Up of Part 1 (5 minutes)

Explain

“In part 2, we will be reviewing the teacher SEL self-assessment tool, thinking about how teacher social and emotional competencies impact their ability to implement those 10 practices, as well as a tool to reflect on the implementation of those practices. Please remember to bring your work back with you (workbook and handouts) when you return for Part 2.”

Facilitation note: As participants are leaving (or taking a break before Part 2), give them a copy of the GTL Center Brief titled Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks, which you can print from the online version at <http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>. (Optionally, you can ask participants to print out the brief themselves at a later time.)

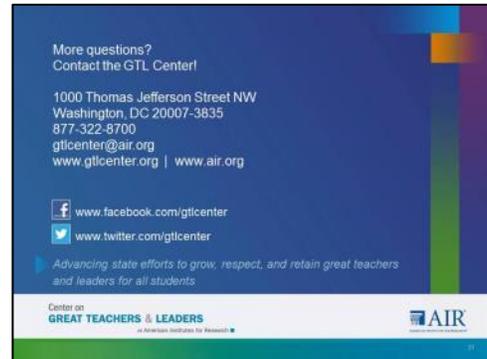
Participants can read this brief as a resource for additional learning, or they can use it as they work through the rest of the SEL Working Sessions.



Slide 30

Explain

“Thank you, and please be in touch with the GTL Center for any questions. Our mission is to advance state efforts to grow, respect, and retain great teachers and leaders for all students. We look forward to working with you in this partnership!”



Slide 31

Social and Emotional Learning in the Daily Lives of Classrooms Work Session: Part 2

Preparation: Be sure to have ready the following posters:

- Parking Lot poster (for feedback and other information that state/regional technical assistance providers should know)
- Briefing Room Share-Out poster (from Activity 10)
- Remind participants to bring back Handouts 1 and 2 (also bring some extra copies in case participants forget to bring them back)

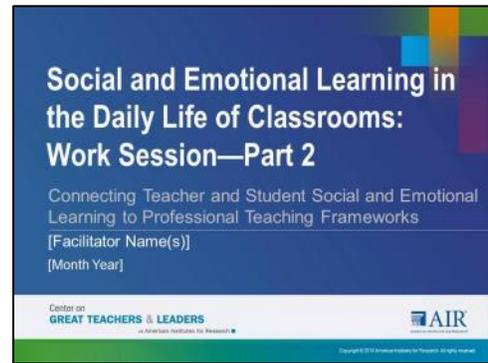
Section 2A—Insights and Priorities Identified From Part 1 (25 minutes)

Purpose: The goal of this section is to summarize the work that was conducted in the last work session, as well as introduce the work that will be conducted for this work session.

Facilitation note: Welcome back the participants.

Point out the “Parking Lot” poster, used for placing self-sticking notes to indicate other information that your state or regional service providers should know about your needs for connecting SEL to current state, district, and school initiatives.

Customization point: If Part 2 is being held on the same day as Part 1, you may choose to skip Section 2A slides or skim through them very quickly.



Slide 32

Facilitation note: Remind participants of the need to align instructional supports so that there can be a strong integration of teacher social, emotional, and academic teaching practices. Remind participants that the goal is not that SEL be a part of educator evaluation but that systems can align together that promote the development of student social, emotional, and academic learning.



Slide 33

Note that this slide is animated

Facilitation note: *Remind participants of the intended outcomes of the sessions. This session will specifically focus on the third and fourth outcomes.*

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.

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Slide 34

Explain

“In this working session, we will first review the insights and priorities we identified in the first working session.

“Second, we will discuss what teacher social and emotional competencies are and how they connect with teaching practices that support student SEL skills.

“Educators will then be provided an opportunity to self-assess on their implementation of teaching practices and their own social and emotional competencies. For those of you who are not in the classroom, we will discuss how we can facilitate a conversation using this self-assessment tool.

“Similar to the last working session, we will conduct another briefing room in which we will share out our findings from the self-assessment tool and think of some action planning steps to improve the teaching practices and social and emotional competencies in our school or district.”

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

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Slide 35

Facilitation note: *Facilitate a conversation about Work Session Part 1, using the guiding questions on the slide.*

Review action steps and proposed challenges (5 minutes)

Within school or district teams, discuss the main points from the notes taken on the Action Planning Sheet from Part 1.

Pair up with another district team (10 minutes)

Pair district teams together. (You may want to find separate meeting spaces if possible.) You also may want to have districts of similar size and configurations work together.

**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?

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Slide 36

Upon further reflection (5 minutes)

Encourage participants to discuss any new insights, questions, or concerns that have arisen in the interim between work sessions or from sharing out with their partners.

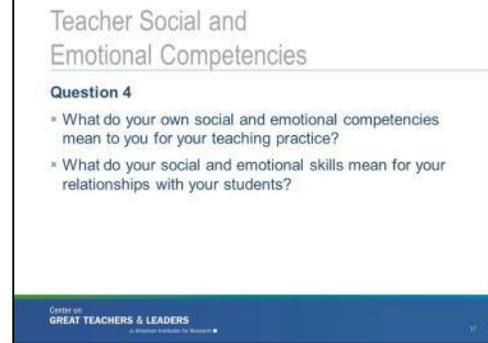
Section 2B—Activity 8: Teacher Social and Emotional Competencies (25 minutes)

Purpose: This discussion enables teams to think about teacher social and emotional competencies and their relationship with student social and emotional competencies.

Explain

“In the first part of the SEL work session, we really focused on student social and emotional skills and competencies and the instructional practices that influence student application of those skills and competencies. In this work session, we want to focus on teacher social and emotional skills and competencies. Similar to the previous session, we want to start off with a question to get you thinking. Talk with an elbow partner about the following questions....

“You will have two or three minutes to discuss this with your partner.”



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?

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Slide 37

*Pass out **Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers.***

*Have participants bring out **Handout 1: SEL Competencies and Skills.***

***Customization Point:** If you are using the online version of the Self-Assessment tool, have participants use the online resources at the GTL Center website to read about teacher SEL competencies.*

Explain

“In order to model and encourage positive student interactions, teachers themselves need the social and emotional skills required to communicate effectively with students and to handle stressful situations that can occur in classrooms. Teachers who are socially and emotionally competent develop supportive relationships with students, create activities that build on the strengths of students, and help students develop the basic social and emotional skills necessary to participate in classrooms.



Teacher Social and Emotional Competencies

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

- Self-Awareness**
 - Recognize one's own strengths, interests, and emotions.
- 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**
 - Establish personal 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.

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Slide 38

“In Appendix B of the Self-Assessment Tool, review the five teacher social and emotional competencies. While you are reviewing them, think about how they are different and similar to the student SEL competencies. Take a minute and read through them. Remember, it is important to reflect upon our own strengths and areas of growth, as this is an important skill we try to teach students.

“Does anyone want to share how they think they are similar to or different than student social and emotional competencies? How have you displayed these skills or seen others display these skills in classrooms?”

Have participants bring out Handout 2: SEL Connections

Explain

“In order to start making the connection between teacher and student SEL, we are going to go back to Handout 2: SEL Connections.

“In Part 1, we discussed the SEL skills and competencies that students need in order to successfully navigate the experiences that will occur due to the Common Core State Standards shifts. While students will need SEL skills in order to accomplish those standards and meet expectations, so will teachers. Teachers will need SEL skills to both facilitate the student learning experience, as well as model prosocial behaviors.

“Let’s go back to the first example. What skills did you identify were needed for students?”

“Okay, so now let’s think about the social and emotional skills needed for teachers. Use Handout 1 as well to think of the SEL skills corresponding to each competency.

“Please take eight minutes to use Handout 1 and Handout 2 to think of some of the SEL skills teachers need in order to help students accomplish tasks and promote student social and emotional skills.”

Activity 8: Teacher-Student SEL Competencies Connections

Example Experiences With Common Core State Standards Shifts	SEL Connections—Students	SEL Connections—Teachers
Students will experience working with unfamiliar vocabulary words in their literacy text.	What self-management skills will students need to use in order to complete this task successfully?	What self-management skills will teachers need to use in order to help students successfully complete this task?
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.	What social skills will students need to use in order to complete this task successfully?	What social skills will teachers need to use in order to help students successfully complete this task?

Handout 2: SEL Connections

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Slide 39

Explain

“Hopefully through reading about the teacher social and emotional competencies, you have begun to think about how important it is to reflect upon our own SEL skills when interacting with students. Although we know displaying good social and emotional skills will help develop students’ social and emotional skills, it is also important to remember that these skills help students with their academic learning as well.

“For example, in order to effectively recognize how students are comprehending content, teachers need cognitive empathy, or the ability to understand the thinking of another person. Through cognitive empathy, teachers try to understand the thinking of their students. This is typically done when students have misunderstandings—the teacher attempts to understand why the student is having difficulty comprehending a concept. Teachers can do this through getting students to visualize their thinking or participate in think alouds. When teachers engage in cognitive empathy, they are more apt to identify student misconceptions or misunderstandings of classroom content.

“Similarly, when teachers are able to identify their own emotions and the causes of the emotions, this allows teachers to better control those emotions, and model for students how to do the same.”

Facilitation note: *Use the questions on the slide to facilitate a discussion about the importance of teacher social and emotional competencies. Make sure to engage participants in a discussion using the prompts.*

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?

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Slide 40

Section 2C—Activity 9: Individual Systems Review Through Teacher SEL Self-Assessment (30 minutes)

Purpose: The goal of this activity is for participants to learn how to self-assess, or help others self-assess, on the teaching practices that promote SEL and the SEL competencies that help teachers implement those practices. Participants will use the **Teacher SEL Self-Assessment Tool** to complete the activity. The teacher SEL self-assessment tool can be distributed in a paper copy or online.

Explain

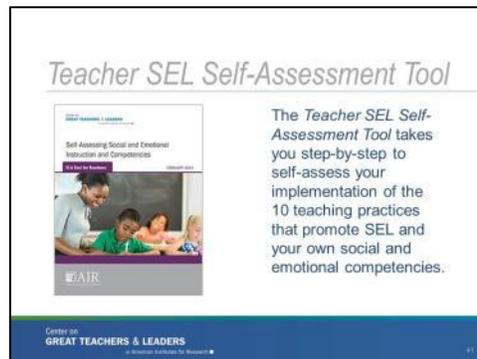
“There is a great saying, ‘we do not learn by experience, but by the reflection upon those experiences.’ *Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers* guides you through a critical self-reflection process, taking you step-by-step to understand your implementation of various teaching practices that promote social, emotional, and academic learning, as well as the social and emotional competencies educators need to effectively implement those practices. Even if you are currently not a classroom teacher, you can either (1) think about a teacher you have worked closely with or (2) think about how your social and emotional competencies influence your ability to work with other educators. The point of this work is to become reflective practitioners and begin to think about how our own SEL skills and competencies impact our interactions and the work we do with students.”

Facilitation note: *For the purposes of this professional learning module, the self-assessment tool should be used as a reflection tool. It is important that you encourage educators to be as open and honest as they possibly can be. It is also important to stress to educators that this will not be used for evaluation purposes, but for professional growth, and that we all have certain skills and competencies that we can improve upon. Thus, ensure that the environment feels safe for educators to self-assess on their skills and competencies.*

Walk participants through the self-assessment, noting the following sections. (If you choose to use the online version of the tool, review the tool and note where each component is.)

Explain

- “Pages 1–2 provide an overview of teacher SEL and the goal of the self-assessment tool. It describes much of what we have talked about together already.



Slide 41

- “Page 3 includes the instructions for using the tool, in case you need to review the directions.
- “Pages 4–5 are used for the self-reflection on social teaching practices.
- “Pages 6–7 are used for the self-reflection on the teacher social and emotional competencies and their influence on the implementation of social teaching practices.
- “Pages 8–10 are used for the self-reflection on instructional teaching practices.
- “Pages 11–12 are used for the self-reflection on the teacher social and emotional competencies and their influence on the implementation of instructional teaching practices.
- “Pages 13–14 are used to create your final score and self-reflective questions.
- “Appendix A outlines the 10 Teaching Practices again; Appendix B describes the five teacher social and emotional competencies.”

Walk through the review steps. Note this slide is animated

Explain

- “Step 1: Self-assess on the four social teaching practices. How often and how well are those practices implemented?”
- “Step 2: Self-assess on the 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*

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?

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Slide 42

Explain

- “Steps 3 and 4 are similar to steps 1 and 2, except now you will focus on the instructional teaching practices and the social and emotional competencies of teachers that impact their ability to implement those instructional teaching practices.
- “Step 5 is combining the scores. To create a score for each respective practice or competency, add the number of points you gave yourself and divide by the possible number of points. To create the average score, then multiple by the response option. So you

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).

Center on GREAT TEACHERS & LEADERS
A Division of the Center for Research

Slide 43

would multiple by 5 because it is out of a 5 point scale, for the teaching practices, and you would multiple by 4 for the teacher social and emotional competencies because those are out of a 4 point scale.”

Facilitator note: *If you are using the online version, the scores will be calculated for you.*

Section 2D—Activity 10: Briefing Room (15 minutes)

Purpose: This activity provides participants time to summarize some of strengths and areas of improvement of the school or district level teams. Participants will continue to use the **Teacher SEL Self-Assessment Tool** to complete the activity

Facilitation note: *Before starting this activity, make sure to remind educators that this is a safe space and that everyone has varying levels of social and emotional competencies teaching practices that they are particularly strong in, and some teaching practices where they need to improve.*

Call the participants back together. Have them break off into their teams. Give them five minutes to discuss in their teams the following items:

- *Taking the average of their team, the highest and lowest scores in teaching practices*
- *Taking the average of their team, the highest and lowest scores in social and emotional competencies*
- *How does your SEL competency influence how you scored yourselves in the teaching practice?*

For 10 minutes, have each group do a very quick share-out of the connections they identified between the teaching practices and teachers’ own social and emotional competencies. What are the strengths and weaknesses of the team? What realizations have they made about how their own social and emotional competencies influence instruction? (Depending on how many teams are there, decide how many minutes to spend for each group.)

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).

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GREAT TEACHERS & LEADERS

Slide 44

Section 2E—Activity 11: Action Planning (20 minutes)

Purpose: This activity provides participants an opportunity to synthesize some of the information across the two working sessions and begin to think of next steps. Participants will use **Handout 3: SEL Team Action Planning** to guide their thinking.

Customization point. If they completed Part 1 on the same day, they should only focus on action planning here. If they completed Parts 1 and 2 on separate days, then make sure they reference and reflect back on the action plans that they developed during Part 1.

Pass out Handout 3: SEL Team Action Planning

Explain

“Similar to Part 1, we want you to develop a plan to maintain the progress and work that we have made here today. How will we ensure this effort continues? If you used the SEL workbook already to complete next steps in the last working session, use those next steps and long-term goals you completed in your SEL workbook to refine your next steps and long term goals.

“Take the next 15 minutes to think about some of the next steps that you could take to integrate SEL into other current district or school level initiatives. Make sure to think about the current practices that are already being done in your schools, and use your *SEL workbook* and your *SEL self-assessment tool* to think about the action steps that you plan to take. Make sure to write down your action plans in Handout 3: SEL Team Action Planning. We will take the last five to 10 minutes to share out what other teams have come up with.”

Facilitation notes: *After participants have been provided about 15 minutes to work, have them share out one practice that they have currently implemented to develop student SEL (if any), one of their immediate next steps, and one of their learnings from the working sessions on SEL.*

Activity 11: Action Planning and Next Steps

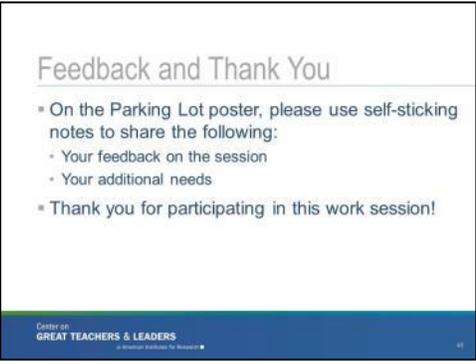
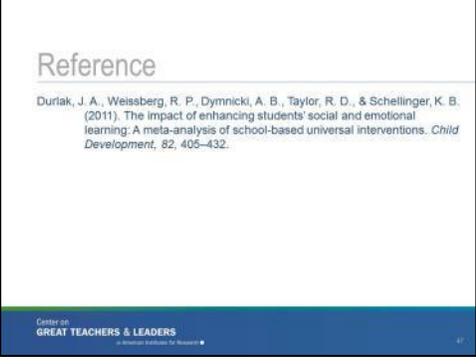
- Answer the guiding questions.
- Reflective share-out questions
 - If you have started this work, what practices are you currently doing in your district to promote social and emotional competencies?
 - What are your immediate next steps?
 - What are some of your key learnings from the working sessions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

Handout 3: SEL Team Action Planning

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Slide 45

Section 2F—Closing (5 minutes)

<p><i>Facilitation notes: Remind participants to use the Parking Lot poster and place self-sticking notes to share their feedback on the session and their needs.</i></p>	 <p>Slide 46</p>
<p><i>Facilitation notes: This slide provides the reference explicitly cited in the slide deck.</i></p>	 <p>Slide 47</p>
<p>Explain</p> <p>“Thank you, and please contact the GTL Center with any questions. Our mission is to advance state efforts to grow, respect, and retain great teachers and leaders for all students. We look forward to working with you in this partnership!”</p>	 <p>Slide 48</p>

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This work was originally produced in whole or in part by the Center on Great Teachers and Leaders with funds from the U.S. Department of Education under cooperative agreement number S283B120021. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

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