California Modules
Professional Learning Toolkit

Professional Learning Toolkit

Teaching for Social, Emotional, and Academic Development

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Topic 3

Topic and Module Overview

Caring for Ourselves: The Science of Emotional Resilience	MOD 1.1	Understanding Your Emotions
	MOD 1.2	Navigating Your Emotions
	MOD 1.3	How to Be Kind to Yourself
	MOD 1.4	How to Be Compassionate Without Suffering So Much
	MOD 1.5	Self-Awareness, Emotional Resilience, and Equity
Safety & Belonging in Classrooms and Schools	MOD 2.1	Why Belonging Matters
	MOD 2.2	Knowing Ourselves First: Surfacing Our Beliefs About Social and Emotional Well-Being and Belonging in Schools
	MOD 2.3	The Questions of Belonging: Interventions to Help Students Feel Like They Belong
	MOD 2.4	Meeting Students' Psychological Needs to Help Them Feel Like They Belong
	MOD 2.5	Cultivating Belonging Through Teacher-Student and Peer Relationships
	MOD 2.6	Building a Belonging School Through Trust and Psychological Safety
Teaching for Social, Emotional, and Academic Development	**MOD 3.1**	**Preparing to Support SEL in Classrooms**
	MOD 3.2	**Explicit SEL Instruction**
	MOD 3.3	**Planning for Social-Emotional-Academic Development**
	MOD 3.4	**Integrating SEL into Leading**
Committing to Racial Equity and Cultural Responsiveness	MOD 4.1	Unpacking Our Identities: Addressing Identity, Power, and Privilege
	MOD 4.2	Engaging in Meaningful Conversations about Race and Equity
	MOD 4.3	SEL Instruction Through a Culturally Responsive Lens
	MOD 4.4	Elevating Student Voices
	MOD 4.5	Evaluating Our Systems, Policies, and Procedures
Addressing Trauma and Adversity: Supporting Student Mental Health	MOD 5.1	Defining and Understanding Trauma and Adversity
	MOD 5.2	Recognizing the Signs of Childhood Trauma and Adversity
	MOD 5.3	Creating Healing-Centered Environments
	MOD 5.4	Developmental and Other Strategies for Healing
	MOD 5.5	Mental Health Crisis Intervention: Steps and Strategies
Supporting SEL through Family and Community Engagement	MOD 6.1	Exploring Family and Community Engagement with an SEL Lens
	MOD 6.2	Building Partnerships with and Honoring the Contributions of Diverse Families
	MOD 6.3	Listening and Communicating Effectively with Families
	MOD 6.4	Expanded Learning and SEL: Collaborating Across In-School and OST Contexts
	MOD 6.5	Aligning around SEL Through Community Partnerships

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TOPIC 3 **Learning Objectives**
Teaching for Social, Emotional, and Academic Development

Content	Learning Objectives	CA TSEL Guidelines
3.1 Adult Readiness for SEL	Examine four important components to prepare teachers to support SEL in their classrooms: • Exploring your own SEL skills as an educator • Facing resistance to SEL • Three misconceptions about social, emotional, and academic development • Shifting educator mindsets	
3.2 Explicit SEL Instruction	• Explore and discuss discrete SEL skills • Review, discuss, and explore how to use the SEL Kernels from Harvard's EASEL Lab in an elementary classroom • Explore and discuss how to teach SEL to middle and high school students in a developmentally-appropriate way	Link Objectives to Developmental Indicators in [California Transformative SEL Competencies](#) The [California Department of Education (CDE)](#) aims to support and advance the efforts of educators across California who are working to fully integrate systemic SEL and equity by building on the promise of T-SEL as a concept. To provide these supports, the [CDE has articulated developmental indicators for CASEL's five core competencies](#);. Sourced from CDE (July 2023):
3.3 Planning for Social-Emotional-Academic Development	• Examine approaches for social, emotional, and academic integration that address both content standards and curricula • Plan an integrated social-emotional-academic development (SEAD) lesson • Explore 3 Signature SEL Practices that foster a supportive and collegial learning environment and promote SEL	
3.4 Integrating SEL into Leading	• Explore cultivating healthy relationships through 1:1 conversations • Explore using meetings and professional learning experiences to strengthen adult social and emotional competencies and build communities that thrive • Explore a systemic approach to SEL within the context of a Multi-Tiered System of Support (MTSS)	

Articles/Websites

Read the article A Pathway to Better SEL to learn about the social and cultural elements that influence our ability to express emotions.

Data + SEL = Big Growth for Kids Discover how to guide students through their learning journey using data analysis and SEL.

Earning Trust: The 4 Cs of Trust and How to Make Them More Visible Want to increase your level of trust with someone? The first step is to make sure that you are fully trustworthy—and also perceived that way.

Ethical Decision-Making and Social Responsibility for Students—Greater Good in Education's webpage that defines, describes, offers examples, and gives the research behind these SEL competencies

Explore SEL—Harvard's EASEL Lab's website helps practitioners understand the numerous SEL-type frameworks available, so they can select the best option for their school.

Read the article Good Teaching Is Not Just About the Right Practices to learn what master teachers say about effective teaching.

How to Embed SEL into Your Instruction Infuse SEL within academic instruction so it becomes a seamless part of the classroom's culture, rather than one more thing to do. As a result, the connection between academic practices and social and emotional learning deepens.

North Coast Arts Integration Project-Create Humboldt-Arts & Creativity Initiative is a collaborative network that features professional development around arts integration with core content and SEL.

Self-Awareness and Self-Management for Students—Greater Good in Education's webpage that defines, describes, offers examples, and gives the research behind these SEL competencies

Social Awareness and Relationship Skills for Students—Greater Good in Education's webpage that defines, describes, offers examples, and gives the research behind these SEL competencies

Too Much Focus on 'Learning Loss' Will Be a Historic Mistake—address learning loss in equitable ways.

Video and Audio Resources

Academic SEL in Practice New Highland teacher Aija Simmons demonstrates SEL in her elementary school classroom.

Developing Agency at Springfield Renaissance School, Just Listen Series, What Kids Can Do

Developing Student Agency with Student Led Meetings, Turnaround for Children

Encouraging Academic Conversations with Talk Moves Discover how teachers use sentence starters to encourage academic discussions and social connectedness

Keeping Social and Emotional Learning: Systematic Supports to Integrate SEL (SEL) at the Center Dr. Nick Yoder identifies ways to integrate SEL into instruction—and professional learning experiences around SEL.

How to Set Goals (4 Easy Steps) by Rocket Kids. How do we reach our goals? Here are four easy steps that will help you reach those goals and achieve what you want.

Making Arguments Safe by What Kids Can Do. It's not enough to just state your opinion. You have to be confident you won't be inappropriately criticized for your opinion.

Open Hearts, Open Minds by What Kids Can Do. Social and academic learning come together as we make personal connections to fictional characters' traits.

Using Athletics to Teach Social and Emotional Skills Sports can be a powerful way for young people to build self-regulation skills, set goals, and develop confidence.

Practices to Support Adults

Take this mindset test thinking about your own SEL journey as an educator.

Cultivate SEL for Adults: Ethical Decision Making and Responsibility with these resources from the Greater Good Science Center

Cultivate SEL for Adults: Self-Awareness and Self-Management with these resources from the Greater Good Science Center.

Cultivate SEL for Adults: Social Awareness and Relationship Skills with these resources from the Greater Good Science Center.

Practices for All Students

Arts + Health & Wellbeing offers arts and culture activities to enhance students' wellbeing.

Goal Setting for Students, Kids, and Teens Learn about the benefits of goal setting and how to teach if effectively (includes templates), from Positive Psychology

Learning for Justice Classroom Resources and Lessons Ready-to-use classroom lessons that offer breadth and depth, spanning essential social justice topics and reinforcing critical social emotional learning skills (grades K-12), creating inclusive school communities where children and youth are respected and valued.

Facing History and Ourselves Lesson plans, videos, and other resources to increase student engagement and achievement through innovative approaches to civics, social studies, humanities, and language arts education, and create school communities committed to issues of ethics, social responsibility, and justice.

Navigating SEL from the Inside Out Harvard's EASEL Lab's guide to 25 evidence-based programs—aimed at elementary schools and OST providers—offers information about curricular content and programmatic features that practitioners can use to make informed choices about their SEL program.

OPEN online physical education network includes ideas and resources for integrating SEL into physical education.

Pure Edge is a free curriculum with brain breaks, mindfulness practices, mini-unit on stress and the brain.

Using Students' Emotional Responses to Boost Literacy Naming the emotions that a text evokes can make reading more personal for students and deepen their learning.

Practices for Elementary School

How to Adapt Popular Discussion Strategies for Kindergarten Consider the most effective ways to help young children share their thinking with each other.

Integrating SEL in English Language Arts Incorporating arts education into social and emotional learning can foster student growth in the elementary grades.

Practices for Middle and High School

Read the article SEL begins with the teacher to learn about how teachers can use social and emotional learning to help middle school students build confidence.

Additional Resources
Teaching for Social, Emotional, and Academic Development

SEL Entry Points: Meetings and Professional Learning Sessions

Review the Meetings and Professional Learning Design Principles that incorporate the 3 Signature SEL Practices for adults, and then, plan an upcoming meeting or professional learning experience using the Planning Template.

Read Tell Me So I Can Hear. Determine how you like to receive feedback. Then, ask a colleague to provide you with some specific feedback on your plan. (Used with permission of Learning Forward, www.learningforward.org. All rights reserved.)

TAKE IT DEEPER: Shifting Mindsets

Engage: Think about one skill you recently learned. It could be something related to school or in your personal life. How did you feel when you started practicing or learning the skill? How did you feel after you acquired some mastery?

Practice: Read this definition of growth mindset:

"In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment." (Dweck, 2015)

Now, take this mindset test thinking about your own SEL journey as an educator.

Reflect: Think about examples related to SEL implementation in your classroom or school where you may be displaying a fixed mindset. Now, consider examples where you are displaying a growth mindset. What can you do to help yourself moving forward with SEL? Who can you enlist to support your efforts?

MOD 3.2 Explicit SEL Instruction

TAKE IT DEEPER- ELEMENTARY SCHOOL: Using SEL Kernels

Developed by Harvard University's Ecological Approaches to Social Emotional Learning (EASEL) Laboratory, Kernels are specific activities or strategies that are commonly used by research-based programs to support the growth and development of social and emotional skills and competencies.

Read more about why Kernels are important.
Explore and review your grade-appropriate kernels,

How have you or how might you use specfic kernels?

Explore guides to make Kernels more appropriate for your students.
Making Practices Culturally Responsive
Adapting Practices for Students with Special Needs
Making Classrooms and Schools Trauma-Informed and Healing-Centered

What resonated with your needs? What would you like to learn more about?

MOD 3.2 Explicit SEL Instruction

TAKE IT DEEPER: MIDDLE AND HIGH SCHOOL: Adolescents and SEL Programs

According to University of Texas professor David Yeager, "Typical SEL programs—which directly teach skills and invite participants to rehearse those skills over the course of many classroom lessons—have a poor track record with middle adolescents (roughly age 14 to 17), even though they work well with children. But some programs stand out for their effectiveness with adolescents. Rather than teaching them skills, effective programs for adolescents focus on mindsets and climate. Harnessing adolescents' developmental motivations, such programs aim to make them feel respected by adults and peers and offer them the chance to gain status and admiration in the eyes of people whose opinions they value."

Read David Yeager's article [Social and Emotional Learning Programs for Adolescents](#).

What stood out for you in this article? Did anything surprise you, or was anything confirmed for you?

How are you and/or your school currently teaching SEL to students? What are the strengths and limitations of your methods/curriculum?

Does your SEL curricula address adolescents' developmental needs for "feeling respected by adults and peers and offering them the chance to gain status and admiration in the eyes of people whose opinions they value?" If so, how? If not, how could you adjust your program?

MOD 3.3 Planning for Social-Emotional-Academic Development

TAKE IT DEEPER: Planning a SEAD Lesson

Before planning an integrated social, emotional, and academic lesson, review some examples from CASEL. Note the academic focus and related SEL focus.

Start with students in mind. Using the SEL Core Competencies and Elements Chart, think about one class or group of students:
What are some of your students' SEL strengths?
What are some areas for growth?

With your students in mind, use the SEAD Planning Guide to plan an upcoming lesson that integrates social, emotional, and academic instruction.
Try out your lesson and reflect afterwards:
What did I notice about my students' social and emotional skills? What are their strengths? What are some areas for growth?
How might I follow up this lesson to reinforce and continue developing my students' social and emotional competencies?

MOD 3.4 Integrating SEL into Leading

TAKE IT DEEPER: The Big Picture

"Mixed quality relationships (positive qualities with less helpful interactions) actually cause stress and lack of trust. Satisfying relationships (with someone who understands your problems and gives the kind of support you really want) are related to more resilient patterns of stress reactivity."

> - From The Telomere Effect
> Elissa Epel, Ph.D and Elizabeth Blackburn, Ph.D.

What would you like people to say about you?

Think of three people in your life: 1. A close family member or friend, 2. A neutral person, e.g, a co-worker or acquaintance, 3. Someone you have a hard time working or being with. For each person, look over the list of qualities below and select a few that represent how you show up in a relationship with that person.

Receptive Argumentative Open Finding fault and blame Curious Judgmental Appreciative Going for win-win solutions	Responsible Distracted Compassionate Non-Judging Defensive Harsh Assertive Present	Justifying my actions Closed Acknowledging Dismissive Putting my needs ahead of their needs Deferential Avoiding conflict Something else...

MOD 3.4 Integrating SEL into Leading

TAKE IT DEEPER:
The Big Picture Part 2

Consider the person who is challenging for you. If you were to show up as your best self, what would need to happen? What would need to shift in YOU in order to show up with the qualities you mentioned at the outset? What would you like people to say about you?

Review the considerations and ideas to inform how you might strengthen this area in your district or at your site. Make a plan for going forward towards systemic SEL. How can you lead to enhance the learning environment with social and emotional supports?