Integrating Social, Emotional, and Academic Learning: Lessons for Educators and School Leaders

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Moderator

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Introduction & Presentation

Sara Krachman, Founder and Executive Director, Transforming Education

Case Study

Hanna Melnick, Research Analyst and Policy Advisor, Learning Policy Institute

Discussion and Audience Q&A

Jennifer Concepcion, Teacher, Lakewood Tech EQ, Sunnyvale School District, California

Sara Krachman, Founder and Executive Director, Transforming Education

Colleen Galvin Labbe, Social Emotional Learning Instructional Coach, Office of SELWell, Boston Public Schools

Hanna Melnick, Research Analyst and Policy Advisor, Learning Policy Institute

Kayla Morse, Manager of Teaching and Learning, EdVestors
SEL Integration
All learning is social and emotional

Source: Edutopia “The Science of Learning and Development”:
When we engage students as whole people, they are more likely to thrive.
The developing brain expresses its fullest potential when affective, cognitive, social, and emotional development are intentionally integrated.

Education designed for this kind of integrated comprehensive developmental experience will accelerate student learning, skill development, and the expression of each student’s potential.

Science of Learning & Development Initiative:
https://drive.google.com/file/d/1w_juzRcJYbxFXpib7DBCX0fnIAi8VVB/view
Transforming Education’s SEL Integration Approach
Applicable across a range of SEL frameworks
Transforming Education’s SEL Integration Approach
What does this look like in the classroom?
Hanna Melnick

Research Analyst and Policy Advisor

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Preparing Teachers to Support SEL: Case Study of Lakewood Elementary
Preparing Teachers to Support Social and Emotional Learning

A Case Study of San Jose State University and Lakewood Elementary School

Hanna Melnick and Lorea Martinez

MAY 2019
Lakewood Elementary

Source: Lakewood Tech EQ
Integrate SEL into the fabric of the school

Teacher actively models social and emotional competencies, stopping at times to “think aloud” and describing how she or he feels, thinks, and acts in a certain situation.

Teacher identifies the social and emotional competencies needed for academic work, and incorporates them into the lesson plan.

Students develop relationship skills, such as communication and collaboration, through structured group work.
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What does it take?

Principal leadership

- Explicit commitment
- Permission to teach
- Training and resources

Source: Sunnyvale SD
What does it take?

Teacher leadership and training

- Cooperating teacher training
- Leadership opportunities
- Whole school PD

Source: Sunnyvale SD
What does it take?

Focus on adult SEL

- Examining biases
- Individualized coaching
- Staff well-being
Panel
Discussion and Q&A

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Where is the Math Routine?

Affirming everyday experiences at school, at home, and in neighborhood as worthwhile mathematics.
Affirming math identities

I learn math best by...

- figuring things out by myself
- working with a group or partner
- playing games
- asking questions
Resources

Learning Policy Institute: learningpolicyinstitute.org

Transforming Education: transformingeducation.org

Transforming Education’s SEL Integration Approach: bit.ly/2KzMdjl

Transforming Education’s Teacher Self-Check Tool for SEL Integration: http://bit.ly/2KXh5YX

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Upcoming Webinar

NOVEMBER 14, 2019, 3:00 PM ET
Social and Emotional Learning, Cultural Competence, and Equity in Teacher Preparation

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