Social Emotional Learning and English Learners: Strategies that Ensure Academic Success for ALL

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Beginning...
...With the End in Mind

Agenda

Engage in SEL instructional strategies that develop classroom cultures and norms, enrich relationships across cultural and language differences and accelerate the learning of academic language and literacy of diverse learners.
Give Me 5

1. Pause activity
2. Eyes on speaker
3. Voice silent
4. Body still
5. Ears listening

Group Skills
- active listening
- be interested
- everyone shares
- be open minded

Empathy is the ability to identify, understand, and respond thoughtfully to others' feelings.

Clock Buddies

Name

12:00 Buddy

9:00 Buddy

6:00 Buddy

3:00 Buddy
Academic Vocabulary Buddies

Your Name: _______________________________

Directions: Write the name of a different person in each space to the right. Then add your name on your partner's paper for the same row.

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<td>2</td>
<td>Trapezoid</td>
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Social and Emotional Learning (SEL) and Culturally Responsive Teaching (CRT) Competencies

Self-Management
- Demonstrates ability to bounce back from challenges
- Able to persevere in face of challenges
- Uses specific strategies to manage stress effectively
- Sets healthy boundaries between self and others
- Identifies and manages personal and professional goals
- Develops strategies to adapt to new situations

Self-Awareness
- Actively demonstrates awareness of relationship between feelings, thoughts, and behaviors
- Aware of own judgments/biases
- Aware of need for growth mindset
- Aware of cultural components that shape one's world view

Social Awareness
- Able to put self in another's place
- Values diversity
- Able to find and use resources to support all students
- Promotes and encourages multi-cultural viewpoints
- Uses strategies and content to promote social justice
- Involves all students in the learning process

Relationship Skills
- Uses strategies to build/maintain productive relationships
- Listens actively to others
- Responsive to others
- Exhibits discretion
- Uses skills to resolve conflicts productively
- Able to be open-minded when given feedback

Responsible Decision Making
- Considers well-being of others
- Demonstrates integrity
- Willing to accept responsibility for outcomes
- Considers multiple options before making decisions
- Recognizes one's ethical responsibility to treat others fairly and with respect
- Maintains high expectations for self and others
What can a schools do to ensure student success?

1. Include student voice to developing shared agreements and norms of collaboration.
2. Focus on the social and emotional development of the students.
3. Ensure 100% class participation through cooperative learning and engaging activities.
4. Use class meetings to create a healthy and inclusive class culture and climate.
5. Value diversity by acknowledging (and celebrating) student’s history, culture and language.

Cooperative Learning Strategies (CLS)

- Expedite language acquisition and academic progress.
- Create student-centered learning environments, opportunities for differentiated instruction, integrated lesson development and experiences, interactive grouping practices, and promote inclusiveness and acceptance of all students.
- Provide maximum opportunities for ELs to practice social and academic language in safe and supportive environments. (Calderón, 2011)
Instructional Practices that Promote SEL & Academic Achievement

Less
Teacher lecture
Disconnected subject areas
Competition
Rote learning
Independent seatwork
Teacher-directed
Rewards

MORE
Inquiry/project based learning
Integrated learning
Cooperation
Critical thinking & problem solving
Collaborative structures
Student-centered
Self-assessment

Four Corners

Name that tune
Use what is close to the heart to put meaning into their work.
I like this kind of music because...

RESPONSES:
Could you clarify what you said about...

I heard you say... I would like to add...

I disagree with you when you said... Because...
Reflections

1. Which SEL skills are needed to successfully participate in the Four Corners activity?

2. Do you see any applications of this activity in your classroom or work environment to increase appreciation of diverse cultures, interests and preferences?

Morning Meetings / Community Circles

- Encourages cooperation and inclusion
- Builds community and creates a climate of trust
- Improves children’s reading, writing, listening, and speaking skills
- Gives children daily practice in respectful communication
As you view the video, observe:

1. The structure and characteristics of this morning meeting
2. The academic focus and SEL competencies being taught and practiced
3. The impact this meeting has on the teacher, students and especially ELs
Morning Meeting

https://youtu.be/HEh4hu0wpRI

SEL and Academic Integration

Reading, writing, and vocabulary must be taught and practiced by students, and connected everyday to every subject.

ELs at all levels need to read, discuss and write in all subjects from day one.

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Writing for ELs

- Writing is the most difficult domain for ELs and their teachers.
- ELs need to develop writing skills for each content area as they simultaneously learn, comprehend, and apply content-area concepts in their second language.
- ELs are learning academic language while also learning vocabulary, the mechanics of writing, various genres, and editing procedures.

Role of the Teacher

The teacher:
- Explicitly teaches and models prewriting, drafting, revising, editing, and publishing strategies.
- Demonstrates and explains what the final written product should look like. Provides exemplars for students to review.
- Explains and displays rubrics/criteria for assessment of that piece of writing.
- Addresses different stages of writing development and helps students at each stage.
Write Around
Part 1

• Students work in teams of 3 or 4.

• Students clear their desks.

• Each student has one paper and a pen or pencil. Fold paper into 4s. Use center section only.

• **Each** student writes, copies, or completes a sentence used as a writing prompt.

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Write Around
Part 1

• After writing, copying, or completing the sentence, each student passes the paper to the person to the right. The goal is to write about the topic of study and use related academic vocabulary.

• The student receiving the paper reads what is written, adds a sentence, and passes the paper to the right.

• The process continues until the teacher calls time.

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Vocabulary Review

Morning Meetings / Community Circles

Encourages cooperation and inclusion
Builds community and creates a climate of trust
Improves children’s reading, writing, listening, and speaking skills
Gives children daily practice in respectful communication

Writing Prompt

The components of a successful morning meeting for ELs is one in which...
Write Around
Part 2

• Do a Read-Around-Aloud.

• Read the composition you are holding to your team.

• This is the one you will revise and edit.

Write-Around
Part 3

• Revise your claim/thesis and edit to hook the reader.

• Edit/revise evidence, explanations, examples to provide strong support for the claim/counterclaim. Present support in logical order.
Write-Around
Part 3

• Add a powerful ending or conclusion.
• Give it a title – an attention grabber!
• Practice reading to your group con ganas.
• Prepare to read it to the class.

Write-Around
Across the Curriculum

Think – Pair – Share:
How do you see this applied in...?
  – Math?
  – Science?
  – Social Studies?
  – ELA?
  – At your grade level?
Name: ___________________________  Date: __________________

Give 1, Get 1! - Review

Instructions: On your own, write down four significant learnings, strategies or ideas you have learned in this session.

Partner sharing: Once you have listed four, wonder around the room and share some of your ideas with a partner. Add one unique item per partner to your sheet. Return to your seats when your sheet is filled.

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FOR MORE INFORMATION CONTACT:
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Montenegro Consulting Group, LLC (MCG) specializes in:
* Training faculty, staff and students in implementing SEL systemically
* Working with faculty and staff to better support ELs in achieving greater academic results
* Coaching administrators and teachers to improve the climate and culture of schools
* Assessing efficiency, strengths, and challenges in educational management and effectiveness
* Empowering parents to increase participation in schools and in their child’s education

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