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

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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 ELs and diverse learners.

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.
My Name, My Identity: To Know My Name is to Know Me

1. Hello! My name is (FULL NAME).
2. ALL - Hello (NAME)
3. Your current assignment or position
4. Share one important fact about yourself, an interest that you have or an experience that no one at your table knows about.
5. Toss the ball to the next person.

Affirmations

Hand on heart.
May I be Safe
May I be Happy
May I be Healthy
May I be at Peace

Educate the Heart

Dalai Lama Center
http://dalailamacenter.org/educate-the-heart

Student Outcomes
Importance of PD & TLCs/PLCs

<table>
<thead>
<tr>
<th>Type of Training Components</th>
<th>Level of Knowledge</th>
<th>Level of Skill</th>
<th>Transfer One Year Later</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Level of Skill</td>
<td>Teacher Use</td>
</tr>
<tr>
<td>Theory &amp; Lecture</td>
<td>80%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Modeling &amp; Demos</td>
<td>90-95%</td>
<td>50%</td>
<td>5%</td>
</tr>
<tr>
<td>Practice &amp; Feedback</td>
<td>95-100%</td>
<td>80-90%</td>
<td>5%</td>
</tr>
<tr>
<td>Coaching &amp; PLCs/TLCs</td>
<td>95-100%</td>
<td>98-100%</td>
<td>75-95%</td>
</tr>
</tbody>
</table>

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What is Social and Emotional Learning?

Social and emotional learning (SEL) is the process through which children, adolescents, and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to:

- understand and manage emotions,
- set and achieve positive goals,
- feel and show empathy for others,
- establish and maintain positive relationships, and
- make responsible decisions.

Social and Emotional Learning (SEL) and Culturally Responsive Teaching (CRT) Competencies

The Hippocampus

- Responsible for memory

- Stress inhibits: Storing information
  Recalling information

Stress does not exist in the present but fear of future events, consequences or outcomes causes stress.
The Amygdala: Hard Wired for Reacting to Threats

- Emotional center
  - Fight
  - Flight
  - Freeze

- Emotional Triggers

The Pre-Frontal Cortex (PFC): Seat of Cooperation and Altruism

- The PFC cortex regulates our ability and desire to relate to others, be helpful, and contribute to the best for all.

- Accessing the PFC means shifting from fear-based amygdala-driven behaviors to social, cooperative, and altruistic behaviors.

Teens Report High Levels of Anxiety and Depression

<table>
<thead>
<tr>
<th>Anxiety and depression</th>
<th>Feel bored</th>
<th>Feel tense or nervous about their day</th>
<th>Wish they had more good friends</th>
<th>Get excited by something they study in school</th>
<th>Come across people who try to put them down</th>
<th>Worry about family having money for basic expenses</th>
<th>Feel targeted by law enforcement</th>
<th>Get in trouble at school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major problem</td>
<td>40%</td>
<td>44%</td>
<td>11%</td>
<td>15%</td>
<td>26%</td>
<td>44%</td>
<td>7%</td>
<td>18%</td>
</tr>
<tr>
<td>Minor problem</td>
<td>45%</td>
<td>38%</td>
<td>12%</td>
<td>11%</td>
<td>26%</td>
<td>35%</td>
<td>7%</td>
<td>26%</td>
</tr>
<tr>
<td>Not a problem</td>
<td>11%</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
<td>13%</td>
<td>11%</td>
<td>1%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Note: Share of respondents who didn’t offer an answer not shown.

Think about the Invisible Backpack

What is in your students’ (ELs) invisible backpacks?

The Invisible Backpack contains:
- Beliefs about self
- Beliefs about adults who care for them
- Beliefs about the world

Chronic stress affects how children feel, behave, and think...


Team Activity

1. What’s in your students’ backpacks?
2. How did those thoughts, feelings, beliefs get there?
3. What reinforces those thoughts, feelings, beliefs?

Summary Starters

1. First... Initially...
2. Next... Following that...
3. Then... Additionally...
4. Last... Finally,
   Subsequently,
   Furthermore,
   Moreover...
What is Mindfulness?

- Mindfulness is paying attention to your life, here and now, with kindness and curiosity.
- Paying attention to our internal and external worlds and the interactions between the two.
- Attending to the breath, the body, thoughts, emotions, tastes, smells, sights, sounds, and our impulses and actions and their effects on others and our environment.
- Simply, noticing the way things are...
  Without Judgment

Mindful Posture

A mindful posture has six guidelines:

1. Face forward
2. Keep your back upright and comfortable
3. Place your hands on your thighs
4. Quiet your mind
5. Relax your entire body
6. Close your eyes or leave them gently open and softly focused

What Mindfulness Does

Mindfulness creates space... replacing impulsive reactions with thoughtful responses.

Relax Melodies: Sleep Sounds
Give 1! Get 1!
Social and Emotional Learning and ELs

Instructions: Write down two significant learnings so far in the left column.
Partner Sharing: Find your Academic Vocabulary Buddy and share your observations using the Guided Practice on the back. Add additional learnings in the right hand column. Add the name of your AVB to additional ideas.

Empathy is seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another.”
- Alfred Adler

Lifting Student Voices
Never underestimate the power of your words to change a child's perception of themselves.
All students, I mean ALL, have strengths and talents. They may not be apparent to them yet, but your job as a teacher is to help them discover what those talents and strengths are and how they can use them to reach their dreams. If they don't have any dreams, help them create them.

Larry Ferlazzo with Dr. Sanée Bell, Raquel Rios, Ph.D., Adeyemi Stembridge, Ph.D., Ruchi Agarwal-Rangnath

Empathic Listening
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 and enhanced 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, social awareness and academic achievement for ELs?

What can we 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.
Morning Meetings / Community Circles

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

Morning Meeting Video

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
Basic Partner Reading

The instructor reads and models with a student “alternating sentences.”

**Partner A reads the first sentence.**

**Partner B reads the next sentence.**

After each paragraph, partners “put their heads together” and **jointly summarize what they read using as many Tier 2 and 3 words as possible.**

Partners continue until they finish reading the section assigned.

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Practice Partner Reading

**Practical Tools for Improving Safety—and Other Social and Emotional Learning Priorities**

*Heather Schwartz*

The Path to Safer Schools
February 07, 2019 | Volume 14 | Issue 16

Demand for social and emotional learning (SEL) is at an all-time high. More than 90 percent of teachers and principals want schools to make it more of a priority. They understand that a foundation of belonging and connectedness is important for creating safer, more equitable environments where all students participate and achieve. Employers from Allstate to Google understand the benefits of SEL, as well. For corporations, the ability to communicate and collaborate is just as important as knowledge of math and science. Most importantly, in a recent survey of 1,300 current and recent students, the majority wanted their high schools to do a better job of helping them learn skills such as building relationships and resolving conflicts.

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Partner Reading - Option 2

**Partner A reads a paragraph. Partner B helps.**

**Partner A retells** what happened in the paragraph or identifies the main idea/target strategy.

**Partner B adds details.** *(The partner who reads the paragraph always retells/identifies the strategy applied.)*

Partners A and B alternate roles.

After students finish the page, the instructor uses text-dependent questions to check comprehension and prompts students if needed. As a part of the discussion, partners share a word/figure/graphic that was difficult for them and the strategy they used to understand it.

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Partner Reading and Summarization

**EL is grouped together with two higher-level ELs or native English speakers (**s1 & s2**).**

When **s1** reads a sentence, the **EL** repeats or whisper-reads the sentence.

When **s2** reads a sentence, the **EL** repeats or whisper-reads the sentence.

Eventually the reading is done: **s1 EL s2 EL s1 EL s2 EL**

This gives the **EL** double turns during each cycle.
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.

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.
- Each student copies and completes the sentence used as a writing prompt.
- After writing, copying and 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 and many related SEL words.
- The student receiving the paper reads what is written, adds a sentence and passes the paper to the right.
- The process continues until the instructor calls time.

Drafting: Argumentative

Use as many SEL words as possible.

SEL plays a significant role in the overall success of ELs because....

or

SEL does not play a significant role in the overall success of ELs because....
**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.

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**Revising: Cut-n-Grow**

- Students find a sentence that needs to be followed with evidence, a claim or counterclaim.
- Students cut their compositions right after the sentence where they are going to add evidence from the text.
- The additional sentences are written on the colored sheet. Once written, the students tape the rest of their composition onto the colored sheet.

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**Repacking the Invisible Backpack**

- How can we repack this backpack with positive experiences and beliefs?
- How can we promote resiliency in students by making them feel:
  - Safe?
  - Capable?
  - Likeable/Lovable?

*SOURCE: Caring for Children Who’ve Experienced Trauma: Resource Parent Workshop. NCTSN (2010).*
"Kind Words can be short and easy to speak but their echoes are truly endless."

"Every time is the right time"

- Meetings with students
- Parent meetings
- Faculty meetings
- Grade team meetings
- Community partners meetings
- Classroom visits
- Hallway encounters
- Entering encounters
- Exiting encounters

"Not all of us can do great things. But we can do small things with great love."

Mother Teresa

Dear Amazing Students,

I promise to love you.
I promise to care about you.
I promise to believe in you.
I promise to make learning fun so you will love school.
I promise to help you to become a great reader and writer.
I promise to help you to become a happy and confident individual.

Love, Ms. Fung
Integrating Language, Reading, Writing, and Content in English and Spanish clarifies the myths on academic language development for dual language school students. Based on the authors’ lifetime research, the book suggests strategies to help teachers instruct academic vocabulary, reading, and writing in any Spanish and English dual language classroom.

Integrando lenguaje, lectura, escritura y contenidos en español e inglés

Integrating Language, Reading, Writing, and Content in English and Spanish

Margarita Calderón is Professor Emerita, Johns Hopkins University and has served on national preschool-12th literacy panels and advisory boards. Her research interest focuses on professional development, effective schools, language and literacy development of English learners.

Shawn Slakk has more than 30 years of success in instruction, administration, and professional development delivery at the school, district, and state level. He has held leadership positions with the Massachusetts Department of Elementary and Secondary Education, Charlotte Mecklenburg Schools, and Guilford County Schools.

Guadalupe Espino has 25 years of extensive experience in early childhood education. Lupita is a primary writer and trainer of ACE-LERA, the Spanish version of ExC-ELL.
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Montenegro Consulting Group (MCG)

Montenegro Consulting Group, LLC (MCG) specializes in:
- Training faculty, staff and students in implementing SEL systematically
- Working with faculty and staff to better support ELs in achieving greater academic results
- Coaching administrators and teachers to improve on 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

Through focused planning, training, engaging breakout sessions or as a featured keynote speaker, Dr. Hector Montenegro provides a deeper perspective on educational change, equity, coaching and effectiveness that will help you manage your district, school, classroom or organization more efficiently to achieve desired results. Dr. Montenegro has also facilitated training for educators and administrators in Brazil, Africa, Chile, Peru, Uganda and El Salvador.