Norms

Connect CONTENT to CONTEXT

Listen to UNDERSTAND

Embrace a "WE ARE BETTER TOGETHER" mindset
Social Emotional Learning & Culturally Responsive Teaching
Essential Questions

1. What is social emotional learning?

2. Why do we need to be sensitive to the various dimensions of cultural backgrounds of all learners?

3. How can we support the social emotional needs of learners of various backgrounds?
If you could teach children one idea, just one, which they would carry with them for the rest of their lives, what would it be? Be ready to share a few ideas.
WHAT IS SOCIAL AND EMOTIONAL LEARNING (SEL)?

SEL is...

The process through which children 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.

CASEL Framework: SEL Wheel
Why SEL?

Research shows....

● Improve social and emotional skills, self concept, bonding to school and classroom behavior;
● Fewer conduct problems
● Reduce emotional distress such as depression
● Score better academically
● 11-17% gain
Brainstorming SEL

When you think about the social and emotional skills that students and educators need to be successful in school and life, what skills come to mind?
Brainstorming SEL

What are some challenges that learners from diverse cultural backgrounds may encounter?
The Cultural Iceberg

Surface Culture

- Food
- Flags
- Festivals
- Fashion
- Holidays
- Music
- Performances
- Dances
- Games
- Arts & Crafts
- Literature
- Language

Deep Culture

- Communication Styles and Rules
  - facial expressions
  - gestures
  - eye contact
  - personal space
  - touching
  - body language
  - tone of voice
  - handling and displaying of emotion
  - conversational patterns in different social situations

- Notions of:
  - courtesy and manners
  - friendship
  - leadership
  - cleanliness
  - modesty
  - beauty

- Concepts of:
  - self
  - time
  - past and future
  - fairness and justice
  - roles related to age, sex, class, family, etc.

- Attitudes toward:
  - elders
  - adolescents
  - dependents
  - rule expectations
  - work authority
  - cooperation vs. competition
  - relationships with animals
  - age
  - sin
  - death

- Approaches to:
  - religion
  - courtship
  - marriage
  - raising children
  - decision-making
  - problem-solving
<table>
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<th>Staff</th>
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<tr>
<td>White</td>
<td>31.3</td>
<td>85.0</td>
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<tr>
<td>Hispanic</td>
<td>13.3</td>
<td>6.9</td>
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<td>4.4</td>
<td>2.1</td>
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<td>0.3</td>
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Self-Awareness (children and youth)

CASEL
• Labeling one’s feelings
• Relating feelings and thoughts to behavior
• Accurate self-assessment of strengths and challenges
• Self-efficacy
• Optimism

Equity Elaborations
• Examining the importance of various social identities
• Deriving constructive meanings of social identities
• Grounding in and affirming of cultural heritage(s)
Self-management (children and youth)

CASEL

• Regulating one’s emotions
• Managing stress
• Self-control
• Self-motivation
• Stress management
• Setting and achieving goals

Equity Elaborations

• Coping with acculturative stress
• Coping with discrimination/prejudice
Social awareness (children and youth)

**CASEL**
- Perspective taking
- Empathy
- Respect for diversity
- Understanding social/ethical norms
- Recognizing family, school and community supports

**Equity Elaborations**
- Discerning the importance of diversity (situational)
- Understanding the meaning of diversity in contexts (climate)
- Recognizing cultural demands & opportunities
- Collective efficacy
Relationships skills (children and youth)

**CASEL**
- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help

**Equity Elaborations**
- Demonstrating cultural competence
- Leveraging cultural fluency
Responsible decision-making (children and youth)

**CASEL**
- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

**Equity Elaborations**
- Considering diversity salience and climate
- Assessing the impact of one’s beliefs and biases
- Pursuing inclusive, mutually beneficial solutions
- Reflecting on the broader ethical consequences of one’s decisions for intragroup, intergroup, and institutional relations
How do we move forward with teaching SEL with students of diverse backgrounds?
Reflections...moving forward

1. Consider taking a self assessment to identify implicit bias
2. Consider your views regarding dominant culture
3. Consider communication styles of diverse learners
4. Consider learning about the culture of your learners
5. Consider *Culturally Responsive Teaching* practices
Self Assessment

1. Test Yourself for Hidden Bias Article

2. Implicit Bias Test
Dominant Culture

1. The way we do things - our values, customs, and communication styles.

2. US/Western World: Male, White/European, Christian, Middle Class, Heterosexual

3. Creates definitions, norms and what we value & respect.
DC - Personal Self Reflection Activity

In what ways do you feel you fit into dominant culture? Which of your identities, characteristics, values, or behaviors reflect dominant culture?

In what ways do you feel you may not fit into dominant culture? Which identities, characteristic, values, or behaviors aren’t reflected in dominant culture?

When are you most aware of the ways in which you fit into dominant culture?

When are you most aware of the ways in which you don’t fit into dominant culture?
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<th>Asian Americans &amp; Hispanics</th>
<th>Whites</th>
<th>Blacks</th>
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<td>Speak softly</td>
<td>Speak loud &amp; fast to control listener</td>
<td>Speak with affect</td>
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<td>Indirect gaze when</td>
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<tr>
<td>listening &amp; speaking</td>
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<td>Interject less; seldom</td>
<td>Interject less; seldom</td>
<td>Similar rules</td>
<td>Head nods, non-verbal markers</td>
<td>Interrupt (turn taking) when can</td>
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<td>offer encouraging</td>
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<td>Delayed auditory</td>
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<td>Mild delay</td>
<td>Quick responding</td>
<td>Quicker responding</td>
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<td>(silence)</td>
<td></td>
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<td>Manner of expression</td>
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<td>Low-keyed, indirect</td>
<td>Objective, task-oriented</td>
<td>Affective, emotional &amp; interpersonal</td>
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<tr>
<td>low-keyed, indirect</td>
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Culturally Responsive Teaching

….is less about using racial pride as a motivator and more about mimicking students’ cultural learning styles and tools.

Cult of Pedagogy - CRT Strategies Article
Indicators of Powerful Instruction

- Warm and inclusive learning environment
- Dual focus on academic learning and social-emotional learning
- Purpose taps into intrinsic knowledge, curiosity, and motivation
- Students do the thinking first
- More student talk than teacher talk
- Teaching method dictated by content and how students learn
- Simultaneously intellectually rigorous and accessible to everyone
SEL “I Can” Statements

tinyurl.com/SELbyGrade
SEL “I Can” Statements Activity

- Working with partner, review the SEL I Can statements.

- Choose one SEL I Can statement and then create one or more classroom activities that supports the statement.

- Be prepared to share your ideas.
SEL & CRT Reflection Activity
Exit Ticket Survey

tinyurl.com/JCExitTicket