

**“What **three things** do you wish  
all students would do –  
for **their own good** and for the  
sake of **their mastery?**”**

*– Dave Stuart Jr.*

**Share your top three in the chat!**

# Integrating SEL in 6-12



Awareness of  
Self & Others



Self-Management



Social Skills



Social Awareness



Self-Care

Four tips to seamlessly weave **SEL skills**  
into your *everyday teaching practice*





# SEL is worthwhile.

- All learning is social. Students need to feel **connected** to their teachers and peers in order to learn [5].
- SEL skills are **protective factors** for mental health [7].
- **Teachers' sense of well-being** is positively associated with their emphasis on SEL practices [8].
- Teachers, parents, and employers value students' **holistic development** [2].



# SEL in 6-12 is challenging.

SEL curriculum is often:

- inflexible and irrelevant to 6-12 students

Teachers cite:

- not enough **time** in the day
- not enough **support** or **training**
- lack of “top-down” SEL culture



# What *does* work for 6-12 SEL?

Curriculum that:

- is **developmental, flexible,** and **responsive** to local needs, building off student experiences and funds of knowledge [2]
- supports students in developing an **identity** and **sense of agency** [6]
- integrates SEL **seamlessly** into academic instruction [7]



Step 1

**Start With  
Yourself**



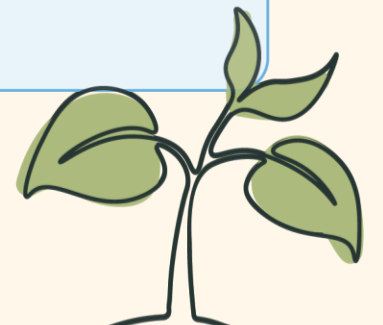


Use a reflection tool to understand your own SEL skills.

*What are my strengths? What are my areas of growth?*

### Awareness of Self & Others

- I am aware of my emotions and my triggers.
- I can check my emotions and act from insight, rather than reaction.
- I understand my own process for learning new things.



## Self-Management

- I know how my body and mind react to stress.
- I know what I need to do to focus my mind.
- I take calculated risks.

## Social Skills

- I can hear, observe, and understand the perspective of others.
- I know how to manage conflict positively.
- I'm good at nurturing relationships and building community.



## Social Awareness

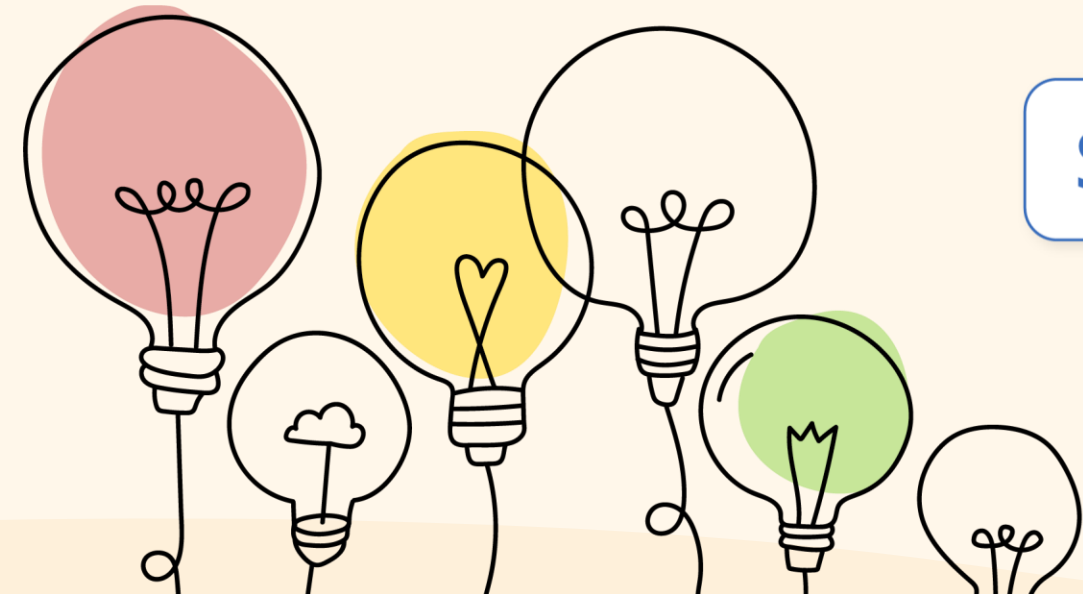
- I am sensitive to the multitude of differences in others.
- I understand the cultural and political climate of my school/district.
- I see myself as contributing something valuable to society.

## Self-Care

- I know how to set up my environment for my own success.
- I know how to ask for what I need.
- I know how to set healthy boundaries with students and colleagues.

Based on these statements, how  
do your SEL strengths *already*  
show up in your practice?

Share your thoughts in the chat!



Step 2

**Integrating SEL  
into Classroom  
Culture**





# **Create a Safe & Caring Classroom**



# Accessing the Learning Brain

## Use Emotions to Build Cognitive Connections

- Ask questions that encourage deep thinking.
- Use Project Based Learning to promote investigation.
- Incorporate role-play and collaborative learning.
- Engage students with the ethics of a topic of study.
- Integrate voice and choice.

# Collaborative Learning

## Reciprocal Learning

- Organize students into pairs. Provide student A with one set of questions and student B with a different set.
- Provide student A with the answers to student B's questions and vice-versa.
- As student A works on their problems, student B coaches as needed. After a set amount of time, direct students to switch roles.

# Class Discussions

## Encourage Accountable Talk

- *To expand on what [student] said...*
- *Could you explain more? I'm not sure I understand.*
- *I have a different point of view...*
- *I understand what you're saying, but I think...*
- *What I heard you say was... Is that correct?*

# Strength-Based Practices

## Reframe Challenges

- *I appreciate your ability to be honest about how you feel, but please use kinder language when speaking with me.*
- *The energy you bring to this class is amazing! Let's work together to find ways to use that energy at appropriate times.*
- *You know how to stick to your principles. Let's talk after class and find a compromise for how to approach this.*



# • Restorative Classroom Practices

## Use Affective Statements

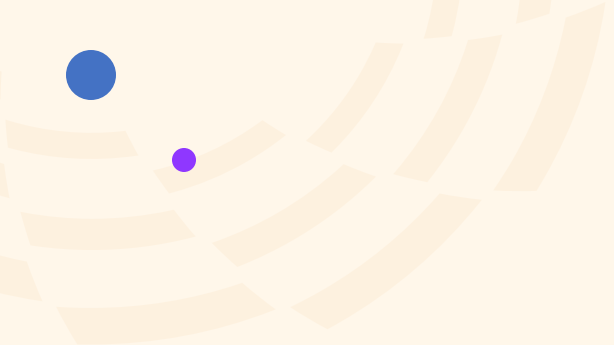
- *I feel frustrated when I'm trying to help you and you talk over me.*
- *It makes me sad to hear you making fun of another student.*
- *I was inspired by the way you shared your thoughts about what happened.*



# Community Circles

## Best Practices

- Establish community agreements.
- Establish a meeting place.
- Identify a talking piece.
- Set an intention and begin with a warm-up.
- Let the discussion develop.
- Close the discussion and reflect.



# **Intentional & Transparent SEL Integration**

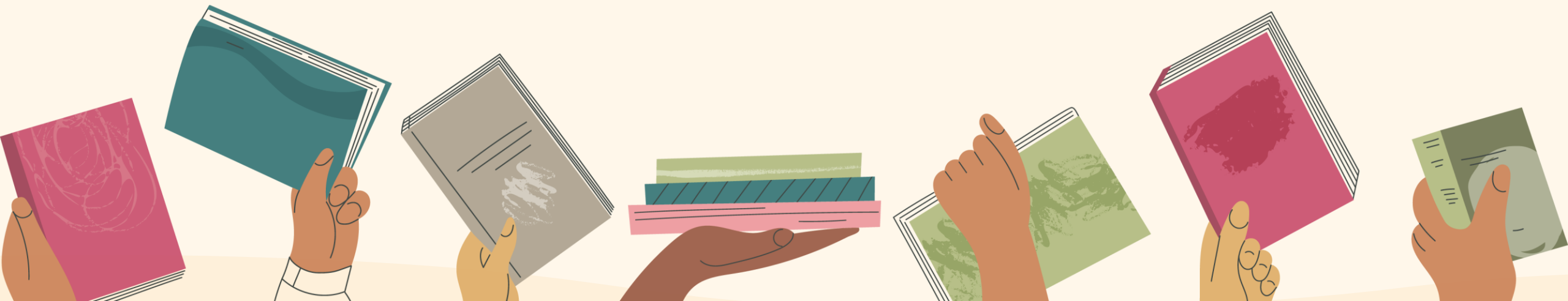
# Language Arts

## Awareness of Self & Others

Use double-entry journals for students to analyze the **values** of characters in literary units and how their values affect their decisions.

## Self-Management

Ask students to create a reading schedule with daily and weekly **goals** to complete a class novel by a due date.



# Language Arts

## Social Skills

Challenge students with a group writing assignment, in which students must **cooperate** to craft a cohesive writing piece.

## Social Awareness

Use activities like 'Hot Seat' for students to practice showing **empathy** by taking on the perspective of a character in literature.

## Self-Care

Use brainstorming activities like mind mapping and free writing for students to practice **mindfulness** and help with writer's block.

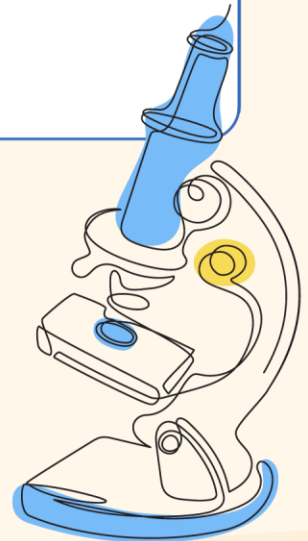
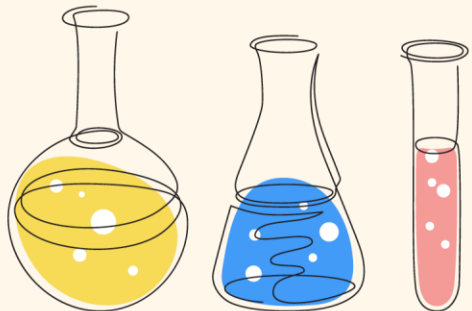
# Science

## Awareness of Self & Others

Introduce the scientific method with a **growth mindset**, highlighting the process of learning from mistakes as opportunities to grow.

## Self-Management

Have students evaluate their organizational and **focus** skills for group lab work and provide strategies to strengthen them.



# Science

## Social Skills

Invite students to analyze a disagreement in the scientific community and discuss potential **conflict resolution** strategies.

## Social Awareness

Investigate a sustainability issue in your community through the lens of **empathy** and brainstorm solutions.

## Self-Care

Provide opportunities for students to gain agency and **self-efficacy** by managing their stations and organization of science materials.

Step 3

**Integrating SEL  
into Classroom  
Policies**





# Academic Policies

*What academic policies are within your control?*

Assignments are marked down ½ letter grade for each day past the due date.

- *Has this policy proved successful in the past?*
- *Are the same students always affected by the policy?*
- *What meaning does this policy give to the grade/reward?*

**Alternatives:** “Turn in windows”, standards-based grading, spiral curriculums



# Behavioral Policies

*What behavioral policies are within your control?*

Students receive a “mark” for each time they talk out of turn, 3 marks earns a punishment.

- *Has this policy proved successful in the past?*
- *Are the same students always affected by the policy?*
- *What is the purpose of the behavioral expectation?*
- *What value is the policy communicating?*



Step 4

**Building a  
Coalition**



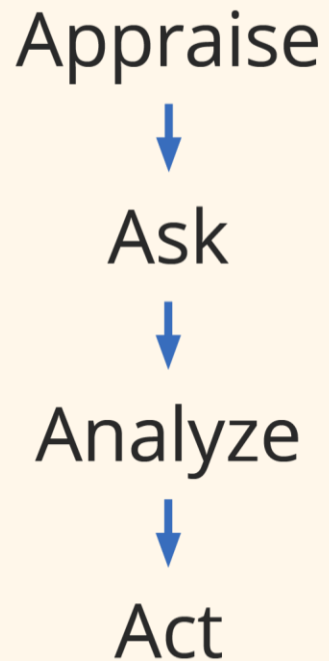


# Build a Coalition

- utilize formal Professional Learning Communities (PLCs) with your group to build Collective Teacher Efficacy (CTE)

**Collective Teacher Efficacy (CTE) – The collective belief of faculty in their ability to positively affect students' learning.**

# Utilize PLCs to Build CTE



## CTE Protocols

Collective Teacher Efficacy (CTE), or the belief that teachers can influence students' academic growth, is key to creating an effective professional learning community (PLC). Teachers build collective beliefs by **defining** what success looks like, **identifying** obstacles to that success, **recognizing** their ability to address those obstacles, and **acting** to work toward achieving the desired results.

### BEFORE THE PROTOCOL

Establish norms for discussions and a consistent meeting time. Choose a facilitator to ensure that the discussion stays focused. Review the purpose and preparation for each protocol prior to the meeting.

### THE PROTOCOL



#### APPRAISE

**Examine** an artifact or anecdote that illustrates a concern a group member has. Their concern might refer to the needs of a single student, a whole class, or the whole school. The artifact could be test scores, an IEP, student work, or a description of an incident.

The facilitator should encourage the group to view the concern as a challenge, rather than a problem and avoid trying to find a solution before fully understanding the concern.



#### ASK

Ask questions to help **define** what success might look like if the concern was resolved and **identify** what obstacles might be in the way.

The facilitator should encourage members to focus on understanding the issues surrounding the concern, and not move into analysis.



#### ANALYZE

**Recognize** the group's ability to address the obstacles and brainstorm potential solutions by analyzing the concern through the lens of SEL and investigating which competencies will help produce the desired results.

The facilitator should ensure that the discussion focuses on solutions and that each group member has space to share and be heard.



#### ACT

Finally, **act** on insights from the group to achieve the desired results.

For support and accountability, consider pairing up with another teacher to discuss your progress on the action step throughout the week.

### AFTER THE PROTOCOL

Reflect on the process, including how well the group followed the protocol and how productive the conversation was. Talk about ways to improve for the next meeting.

Celebrate success. As your group focuses on solutions, be sure to name and celebrate success when it happens.

**What is **one strategy**  
we discussed that  
you could incorporate  
**tomorrow?****

## Resources

- [1] Aspen Institute. (2019). *Integrating Social, Emotional and Academic Development: An Action Guide for School Leadership Teams*. Aspen Institute. <http://www.jstor.org/stable/resrep42734>
- [2] Bailey, R. (2022, September 30). *Re-imagining social-emotional learning: Findings from a strategy-based approach*. kappanonline.org. Retrieved January 6, 2023, from <https://kappanonline.org/re-imagining-social-emotional-learning-findings-from-a-strategy-based-approach/>
- [3] *Collective teacher efficacy (CTE) according to John Hattie*. VISIBLE LEARNING. (2018, October 12). Retrieved January 6, 2023, from <https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/>
- [4] Klein, A. (2022, November 15). *Why it's so hard to weave social-emotional learning into academics*. Education Week. Retrieved January 6, 2023, from <https://www.edweek.org/leadership/why-its-so-hard-to-weave-social-emotional-learning-into-academics/2022/11>
- [5] Hamilton, L. S., & Doss, C. J. (2020, October 13). *Supports for social and emotional learning in American schools and classrooms*. RAND Corporation. Retrieved January 6, 2023, from [https://www.rand.org/pubs/research\\_reports/RRA397-1.html](https://www.rand.org/pubs/research_reports/RRA397-1.html)
- [6] Sawchuk, S. (2021, October 14). *Why high school SEL programs feel 'lame'-and how to fix them*. Education Week. Retrieved January 6, 2023, from <https://www.edweek.org/leadership/why-high-school-sel-programs-feel-lame-and-how-to-fix-them/2021/10>
- [7] *Sel and Mental Health*. CASEL. (2021, September 9). Retrieved January 6, 2023, from <https://casel.org/fundamentals-of-sel/how-does-sel-support-your-priorities/sel-and-mental-health/>
- [8] Stelitano, L., & Steiner, E. D. (2021, December 14). *How social and emotional learning works in innovative schools*. RAND Corporation. Retrieved January 6, 2023, from [https://www.rand.org/pubs/research\\_reports/RRA322-5.html](https://www.rand.org/pubs/research_reports/RRA322-5.html)