



Facilitator's Guide

Title of Training:	E-Learning Series: Creating a Professional Learning Culture Based on SEL
Resources Provided:	• Creating a Professional Learning Culture presentation ◦ PPT ◦ Google Slides • Trusted 10 Worksheet (link will create a new copy of the doc for each participant) • Deeper Reflective Dive into Core Competencies through the Equity Lens • Debriefing for Equity • The WHY of self-care? Jamboard (link will create a new copy that you can share with participants) • Personal Wellness Choice Board
Objectives:	Participants will be able to... • Examine how we as adults recognize our own social awareness including; the abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. • Define transformative SEL, and apply transformative SEL to promote and leverage equity. • Identify the importance of adults' social and emotional competencies for their work with students and their own well-being, and in relation to district SEL implementation.
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Notes to Facilitator

Each unit is meant to be facilitated within a group setting either in person or remote over a three-hour time period. However, facilitators may decide to break it up into multiple sessions, for example in three 1-hour sessions, to meet the needs of your audience. If you are breaking it down into three 1-hour sessions, it may be helpful to divide it into the three objectives for the training.

This is the third unit of a six-part e-learning series with each three-hour unit being delivered in synchronous sessions.

Please use the Walkthrough, which accompanies the slide deck below, for additional information related to the activities and specific implementation information.

Participant Materials

Prior to turn-keying the material, facilitators might want to consider making a Google Slide deck or another resource of their choosing for participants to be able to engage virtually, and have in-depth conversations around the material. **Resources such as Padlet, Google Slides and voiceover recordings are being utilized throughout the sessions, and similar online learning tools will need to be created by the facilitator, or determine alternative online learning tools.**

Consider sharing the slide deck link to all participants prior to starting the professional development. Throughout the guide there are also links to other resources that you may choose to share, or go into in greater depth.

Additional resources

- <http://www.nysed.gov/news/2021/new-york-state-board-regents-launches-initiative-advance-diversity-equity-and-inclusion>
- <https://learn.ospi.k12.wa.us>
- CASEL - <http://casel.org>
- How to Engage a Virtual Team - <https://youtu.be/iN9bxt7LI-g>
- Excerpt of "The Danger of a Single Story" - <https://youtu.be/sDd-MZTCbz4>
- Code Switch: Cross-Racial Relationships - <https://www.npr.org/2020/01/27/799925293/code-switch-cross-racial-relationships>
- Niemi: CASEL is Updating the Most Widely Recognized Definition of Social-Emotional Learning. Here's Why <https://www.the74million.org/article/niemi-casel-is-updating-the-most-widely-recognized-definition-of-social-emotional-learning-heres-why-2/>
- CASEL Webinar Series: SEL as a Lever for Equity and Social Justice - <https://www.youtube.com/watch?v=UPWrnBA2274&list=PLM3PYurzmKsBDCoQ-eoqL9O>

- [DbppZ-3kbA](#)
- CASEL Personal SEL Reflection - <https://schoolguide.casel.org/resource/adult-sel-self-assessment/>
 - Race, Equality, Equity - <https://youtu.be/ZT1zCK7aX4k>
 - CASEL SEL 3 Signature Practices Playbooks - <https://schoolguide.casel.org/resource/three-signature-sel-practices-for-adult-learning/>
 - Excerpt from Onward - [Onward pages 134-139](#)
 - 6 Ways to Be An Antiracist Educator - <https://www.edutopia.org/video/6-ways-be-antiracist-educator>
 - CASEL Strength Adult SEL - <https://schoolguide.casel.org/rubric/>
 - 2020 Teachers of the Year on Practicing Self-Care - <https://youtu.be/n3pdoe1hfuE>
 - <https://www.virusanxiety.com/take-care>
 - <https://socialwork.buffalo.edu/resources/self-care-starter-kit/self-care-assessments-exercises/exercises-and-activities.html>
 - Write a letter to your future self - <https://www.futureme.org/>
 - A Self Care Action Plan - <https://youtu.be/w0iVTQS8ftg>
 - 22 Mindfulness Activities - <https://positivepsychology.com/mindfulness-exercises-techniques-activities/>
 - Complete the Self-Care Assessment Worksheet - https://www.mentoring.org/wp-content/uploads/2020/03/MARCH_2015_Self_Care_Assessment.pdf
 - Articles on Self-Care - https://portal.ct.gov/-/media/SDE/COVID-19/CSDE_Healthy_Adults_Healthy_Schools.pdf
 - <http://www.ascd.org/ascd-express/vol15/num13/5-strategies-for-teacher-self-care.aspx>
 - [The Educator's Room Presents: The Teacher Self-Care Podcast](#)
 - [Brene with Aiko Bethea on Creating Transformative Cultures](#)
 - [Episode 40: Ask Me Anything: The Coaching for Equity Edition with Lori Cohen](#)

Technical Requirements

The session was designed to be delivered virtually over your platform of choice (Zoom , Google Meet, Microsoft Teams etc.) It is recommended to choose a platform that has breakout room capabilities for participants to engage in smaller, rich, group dialogue.

Walkthrough

Slide 1: Welcome

Provide time for participants to gather materials they might need for the learning.

Suggestion: Use the chat function to have participants sign in indicating their name, position/role, and what educational organization they are representing.

Slide 2: Embedding SEL Schoolwide

Title Slide

Slides 3-6

No notes provided for these slides

Slide 7: Norms

Establishing norms for online learning experiences reinforces different behaviors, but also can improve the virtual meeting by providing participants with anticipated processes.

Norms can be written to reflect the needs and dynamics of the group.

Suggestion: If using Zoom or an online platform that includes a polling feature, participants can vote on which norms they agree. This allows participants to have voice and choice in the selection of norms for interaction.

The norms written for this slide are more specifically crafted for an audience of professional developers, and suggest strategies to assist participants in adhering to the norms for interaction.

Slide 8: Long term learning targets

Review of the long term learning target related to the TRLE Grant work and Social Emotional Learning (SEL)

Facilitator's Pause Point: The learning target indicates for “all students”, and the language is specifically designed for inclusivity. Consider linking to the Culturally Responsive-Sustaining (CR-S) Education Framework. “The framework was designed to support education stakeholders in developing and implementing policies that educate all students effectively and equitably, as well as provide appropriate support and services to promote positive student outcomes.”

The 4 principles of CR-S Education are supported in this presentation...

- 1. Welcoming and affirming environment**
- 2. High expectations and rigorous instruction**
- 3. Inclusive curriculum and assessment**
- 4. Ongoing professional learning**

Slide 9: e-Learning series

Outline of the session in this e-Learning Series with representation of resources and contributing partners.

Note: The original module materials are from the Washington office of Superintendent of Public Instruction - <https://learn.ospi.k12.wa.us/>

Slide 10: Objective #1

The focus of the first objective is on adult's recognizing their own social awareness as they move towards understanding perspectives from others to increase empathy and include others from diverse backgrounds, cultures, and contexts.

Facilitator's Pause Point: Objectives are developed and arranged to promote a deeper understanding, connections, and suggesting actions to participants.

Slide 11: What is your Memory or Story?

Start video - [How to Engage a Virtual Team](#) - at the 2 minute mark. The video will explain how the activity will run.

Facilitator's Pause Point - Be ready to pause the video as participants unmute to share their story or memory that a picture elicits. Encourage participants to participate at their own comfort level.

Slide 12: Framing Quote

Facilitator's Pause Point - We all have different memories or experiences that shape our beliefs, values, and perceptions. As we look at school cultures and the connections between SEL and equity it is important to take a closer look at the shared beliefs, values, and perceptions we all have.

Slide 13-16: Trusted 10 Activity & Focus on Cultural Humility

Facilitator's Pause Point - Slides 14-17 describe how to facilitate the Trusted 10 activity and are inclusive of talking points that can be utilized with turnkey training participants.

Resources include:

- [Excerpt of The Danger of a Single Story](#) - TED Talk July 2009
- [Trusted 10 Worksheet](#)
- [Code Switch: Cross Racial Relationships](#) - NPR

Slide 17: Reflection Activity

Participants are placed in breakout rooms to examine -

1. A **highlight** - an aspect of their learning that was positive
2. A **low light** - an aspect of their learning that was a challenge or something they struggled
3. with
4. An **insight** - a takeaway moment or an "a-ha".

Facilitator's Pause Point - It is suggested to use smaller breakout rooms to afford participants with a more comfortable and intimate grouping to encourage their open reflection. Again, participants participate at their comfort level. Suggested time for reflection be more than 5

minutes to allow for all participants to have adequate time to share and to allow conversations to end naturally rather than abruptly as the breakout room closes.

Slide 18: Objective #2

This objective focuses on the recent (December 2020) changes CASEL has made to the definition of SEL and how there is now a focus or lens of equity. The new direction of **transformative SEL** as a way to promote and leverage equity.

Slide 19: CASEL SEL Definition (Updated December 2020)

Resource - Article - [Niemi: CASEL is Updating the Most Widely Recognized Definition of Social-Emotional Learning. Here's Why](#) - The CEO of CASEL, Karen Niemi, reviews why CASEL has updated the SEL definition and their commitment to "SEL affirms the identities, strengths and experiences of all children, including those who have been marginalized in our education systems."

Slide 20: CASEL SEL Wheel (Updated December 2020)

Slide 21: Break

Slide 22: Framing Quote

Facilitator's Pause Point: *Educational Leadership* March 2021 Issue focuses on Equity in Action. There are multiple articles discussing equity in education.

Slide 23: Transformative SEL Definition

Slide 24: Deepening the definition of the 5 SEL Core Competencies to support equity and collective well-being

Resource: [CASEL Webinar Series: SEL as a Lever for Equity and Social Justice](#)

Slide 25: Deeper Reflective Dive into Core Competencies through the Equity Lens

Resource for Activity - Slide deck, with link to CASEL Interactive 5 Core Competencies and group reflection questions.

https://docs.google.com/presentation/d/1DXXD_Kn1vBnI0HWybXR8tgRTod0e0dkdtHTIQIDSSqk/edit

1. Review the CASEL Core Competency using the CASEL Interactive SEL Framework.
2. Think about the Core Competency and its relation to the rings (settings) and the examples provided.

3. Read the reflection questions and consider what the responses would be for districts or teachers you are supporting.
4. If you feel that you would like to have a deeper understanding of the Core Competency, consider watching the PBS video that is offered as a resource, and the [CASEL Personal SEL Reflection](#).
5. Returning to the main room, and share 1 or 2 major takeaways.

Facilitator's Pause Point: This activity can also be done in an breakout room. However, there is a fair amount of content and so allow for enough exploration and processing time.

Slide 26: Core features of Transformative SEL

Facilitator's Pause Point: Have participants identify 1 of the core features that they feel their curriculum or instruction already meets with, and then share an example. In the discussion, have the participants focus on what challenges are presented in the hybrid or virtual learning environment. Which one has been easier or more challenging to accomplish?

Slide 27: Equality, Equity, Justice

Facilitator's Pause Point: In the first two images the fence represents structural or systemic inequity. Without the wooden french, the cause of the inequity is addressed, and the systemic barrier is removed.

Possible open discussion with participants regarding what they observe or perceive as systemic inequities (wooden fences).

Slide 28-30: Equality VS. Equity & Debriefing for Equity Protocol

Resources - Video - [Race, equality, equity](#) (3 minutes, 29 seconds)

Breakout Room Protocol - to be used for after the video - [SRI Equity First Debriefing for Equity](#)

Facilitator's Pause Point: The purpose of the protocol is to assist with framing the discussion about the content and participant observations and equity related to student success.

This protocol is lengthy and it is suggested to commit the time to the discussion in the hopes of having in-depth dialogue.

For Facilitator Reflection:

- How did you support the group's learning around educational equity and excellence?
- What did you do to help the group make continued progress around the SRI mission?
- What might you do next time to illuminate/surface/raise up an explicit connection to equity?

- What are the assumptions and beliefs you carry that keep us from learning to facilitate for equity? What gets in your way?

Slide 30: [CASEL 3 SEL Signature Practices](#)

Review of the CASEL 3 SEL Signature Practices including Welcoming Rituals, Engaging Practices and Optimistic Closures encourage equity of voice, inclusion, and collectivism.

Slide 31: Continued exploration...

Facilitator's Pause Point: Embedded in this presentation are several slides that highlight additional reading or research related to the topics. This additional material can serve as extension or asynchronous learning related to theory, methodology, and best practices on the topic of SEL and equity.

Slide 32: Break

Slide 33: Essential Question

Facilitator's Pause Point: The essential question is to help bridge the connections between equity and adult SEL competencies. As adults work to improve and deepen their understanding of core competencies like self and social awareness, that can promote a better culture and climate, as well as equity, and a healthier professional learning community.

Slide 34- Objective #3

The third focus objective is to identify the importance or the 'why' of adult social and emotional competencies. Adult SEL is a cornerstone of SEL district implementation. Adults developing their skills in the core competencies means that they will be better positioned to support the growth and development of students in the core competencies. Adult self-care is a public service and is not selfish, but is showing up for the greater good.

Slide 35: The WHY of self-care?

Resource for Activity - Jamboard - [Self Care Inspirational Quotes and Reasons](#) (this link will create a new copy for each trainer to use in subsequent sessions)

Facilitator's Pause Point: The purpose of this activity is for participants to cull from multiple sources professional voices from the educational field regarding self-care. The example from Brene Brown is what the participants should look to find something similar.

Slide 36: Teacher Self-Care

[Video](#) (2 minutes and 50 seconds) is of the 2020 Teachers of the Year from across the nation reflected on self-care and the ways they practice self-care.

Slide 37: What is self-care?

Slide 38: 4 Reasons Why We Don't Take Care of Ourselves

Slide 39: Adult SEL District Program Implementation and Rubric Review

Resource for activity: <https://schoolguide.casel.org/rubric/>

Participants will complete the rubric review for their district to identify where they currently are in district Adult SEL Implementation. Participants will reflect on what their school is already doing to support Adult SEL, and what next steps might be.

Slide 40: Self-Care Strategies and Ideas

Slide 41: Choice Boards for Self-Care

Facilitator's Pause Point: This choice board includes several activities participants can do to continue exploring the topic of self-care or to practice self care.

The link to the [Personal Wellness Choice Board](#) is to a slide deck with 6 additional choice boards related to personal wellness and self-care.

Resources for Activities:

Write a letter to your future self - <https://www.futureme.org/>

A Self Care Action Plan - <https://youtu.be/w0iVTQS8ftg>

22 Mindfulness Activities -

<https://positivepsychology.com/mindfulness-exercises-techniques-activities/>

Complete the Self-Care Assessment Worksheet -

https://www.mentoring.org/wp-content/uploads/2020/03/MARCH_2015_Self_Care_Assessment.pdf

Articles on Self-Care

https://portal.ct.gov/-/media/SDE/COVID-19/CSDE_Healthy_Adults_Healthy_Schools.pdf

<http://www.ascd.org/ascd-express/vol15/num13/5-strategies-for-teacher-self-care.aspx>

Slide 42: Waterfall Chat

Slide 43: Continue to Explore Through Podcasts

Resources:

[The Educator's Room Presents: The Teacher Self-Care Podcast](#)

[Brene with Aiko Bethea on Creating Transformative Cultures](#)

[Episode 40: Ask Me Anything: The Coaching for Equity Edition with Lori Cohen](#)

Slide 44: Optimistic Closure - Anthem

Slide 45: Thank you and questions