Teachers understand the importance of leveraging students' cultural backgrounds and the value SEL has for students; it develops skills for facing adversity, building healthy relationships, and making positive choices, all of which impact academic success.

In this webinar, we will:

• explore tips for implementing SEL practices in online and in-person spaces
• address SEL competencies using a culturally responsive lens, modeling SEL classroom strategies to engage all students
• reflect upon the community contexts and lived experiences that shape our personal understandings of SEL
• consider how to develop a self-care plan
Erika is an Assistant Professor and Course Lead in the Masters in Social and Emotional Learning (SEL) and Masters in Education with an SEL emphasis at National University, Sanford College of Education. She is also the university’s subcommittee chair in diversity, equity, and inclusion.

Erika previously taught in Pepperdine University’s MA TESOL and teacher credentialing programs. She also spent 15 years as a classroom teacher, literacy teacher, and Sheltered Programs Department Chair in California. She is currently K-12 Level Chair for CATESOL, Secretary-Elect for AERA’s SEL special interest group, Associate Editor for Journal of Interdisciplinary Studies in Education, and Article Editor for Issues in Teacher Education.
Understanding Culturally Responsive Social & Emotional Learning in Language Classrooms

L. Erika Saito, Ph.D.
Warm Welcome Routine: Checking-in

How are you feeling as we begin the webinar?
What is a Warm Welcome?

• Opening routine/ritual
• Planned and purposeful
• Quick practice
• Scans the emotions of all students
• Completed at the beginning of class, as they enter or “check-in”
Why Check-ins are Needed

• Promote inclusion
• Builds a sense of belongingness
• Create a welcoming environment
• Provide opportunities for students to feel connected/engaged at the beginning of the class/day
Check-in Examples

“Enter ticket” Open-ended question for students to answer
• Jar/mailbox/box to drop off responses

Enter Ticket
What are you looking forward to today?
Explain.

---------------------------

A color-coded card or sticky note for students to physically post/share.

Journal entry with with a guided prompt to write/draw (online or on paper)

A form, paper or online that allows student to fill in the blanks or check off boxes.
**SEL Check-In: Enter Ticket**

### Beginning

What are you looking forward to today?
- Music 🎶
- Writing 📝
- Sports ⚽
- Science 🦠
- Geography 🗺
- All of the above

How do you feel?
😊 😳 ☹ 😞 😊

### Intermediate

What are you looking forward to today?
- Music 🎶
- Writing 📝
- Sports ⚽
- Science 🦠
- Geography 🗺
- All of the above

How do you feel?

### Intermediate-Advanced

What are you looking forward to today?

- Explain why.

What are you looking forward to today?

- Explain why.

“Enter ticket”: Open-ended question for students at the start of class as they enter.
- Jar/mailbox/box to drop off responses
**SEL Check-In: Color-Coded Cards**

**Color-coded cards:** A color-coded card or sticky note for students to physically post/share their feelings as they enter the classroom.

**Beginner**

- Smiley face
- Sad face
- Frowning face

**Intermediate**

- I am excited for class today because I finished the work and am ready for our discussion.

**Intermediate-Advanced**

- I feel a bit confused because last night’s homework was difficult and would like to talk to someone about it.

- I feel frustrated because I was unable to complete last night’s homework and hope there are ways to make up the assignment.
SEL Check-In: Journaling

Journaling: Guided prompt for students to respond.

Example Prompts:
• Make a list of the important people in your life. Explain why they are important.
• Write a thank you card to someone who has made a difference in your life.
• How do you show your appreciation?

Beginner: Drawing, word(s)

Intermediate; Advanced: scaffolded sentences, brainstorm, bullet journaling
SEL Check-In: Check-in Form (Online)

**Check-in Form:** A form that allows students to fill in the blanks, check off boxes, or type a response. Keep it brief.
Welcoming Practices

How do you welcome all students into your classroom?
Social and Emotional Learning (SEL)
## SEL Frameworks: Identity

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What is Culturally Responsive Teaching?

“Culturally Responsive Teaching is using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively.”

(Gay, 2002)
How Can Teachers Be Culturally Responsive? (Inward)

- Attitudes
- Commitment
- Skills
- Thoughts
- Behaviors
How Can Teachers Be Culturally Responsive? (Outward)

Knowledge of students’ home, community, and experiences.

Assists students in construction of knowledge.

Apply knowledge of students within teaching.

Build on students’ strengths.
How would you rate your knowledge of your students’ homes, communities, and experiences?

1. No Knowledge
2. Very Little Knowledge
3. Some Knowledge
4. Knowledgeable
5. Very knowledgeable
What are the CASEL Competencies?

Social & Emotional Learning

- Self-Awareness
- Social Awareness
- Relationship Building
- Responsible Decision-Making
- Self-Management

Key Setting:
- Classroom
- School
- Families, Caregivers
- Community

(CASEL, 2022)
Examples of Culturally Responsive SEL

Self-Focused

- Self-Awareness
- Social Awareness
- Relationship Building
- Responsible Decision-Making
- Self-Management

Interculturally-Focused

- Identity Development
- Civic Engagement Within a Particular Culture
- Meaningful Connections to Peers and Adults
- Mindful of Diverse Perspectives to Make Informed Decisions
- Being Responsive Based on Context
Culturally Responsive SEL

Welcoming/Inclusive Practices

SEL Frameworks

Culturally Responsive SEL: Identity

Lived Experiences & Community

Self-Care
Culturally Responsive SEL

- Emotional Vocabulary
- Identity Development
- Mindset
- Self-reflect
- Identify and Address Your Biases
- Self-Care
Concepts of Culture: Identity

- Salutation
- Profession
- Subject
- Age
- Gender
- Ethnicity/ies
- Language(s)
- Nationality/ies
- Orientation
- Religion/Beliefs

- Name
- Friends
- Family
- Interests/Hobbies

- Communication Styles
- Attitudes towards X group
- Addressing problems
- Concepts of self
- Expressions

Self-Awareness
How does your identity shape your teaching practices?
Identity: Sunburst Graphic Organizer

Focus on people familiar to the student: friends, classmates, family members, teachers

- **Arrows in** ←: how I think others describe me
- **Arrows out** →: words that describe me

Erika

- Educator
- Good listener
- Mom
- busy
- Caring
- daughter
- Involves

Self-Awareness
Create an "I Am" Poem

- **Beginner:** I am a/an _______.

- **Intermediate:** I see myself as _______ but others may see/call me _______.

- **Advanced:** I see myself as _______ because _______. However, _______ may see me as/call me _______.

**Identity: Sunburst Graphic Organizer**

Self-Awareness

- Educator
- Caring
- Mom
- Involved
- Professor
- Good listener
- daughter

**Erika**
Identity: Me-Cube

• Students create a paper cube to share information about themselves.

• Each side includes different information, such as:
  • self-portrait
  • interesting facts
  • list of favorites
  • future goals
  • favorite book/subject/show,
  • hobbies/interests
  • favorite poem
Identity: Me-Cube

Beginner: images, words, phrases
- My Future Goals Ex: travel, teacher (images)

Intermediate: phrases, sentences, lists
- My Future Goals Ex: become a teacher, travel to see my grandparents

Advanced: descriptive, expanded sentences
- My Future Goals Ex: In the future, I will attend college and become a teacher. My other goal in the near future is to travel to see my grandparents in the countryside.
“Identity is the core of social, emotional, and academic development”

(Ed Trust, 2020)
What other activities can language teachers use to enable students to express and celebrate the many parts of their identities?
Culturally Responsive SEL

- Welcoming/Inclusive Practices
- SEL Frameworks
- Culturally Responsive SEL: Identity
- Lived Experiences & Community
- Self-Care
Culturally Responsive SEL: Social Awareness & Relationship Building

- Civic Engagement
- Listening
- Inviting Spaces
- Cultural Awareness

Social Awareness:
- Inquiry/Interaction
- Mindset

Relationship Building:
- Collaboration
- Making Connections
- Inviting Spaces
A teacher’s *social awareness* and *relationship skills* make a difference to students for years to come.

(Greater Good in Education, 2022)
Currently, are your relationship skills and social awareness stronger with your **students** or **colleagues**? Why might that be?
Culturally Responsive SEL: Empathy Interviews

Empathy Interviews
• 1:1 conversation with a person to have a deeper understanding of an issue.
• Gain greater awareness and understanding of an issue or concern in order to find ways to resolve it.
• Develop connection and trust with the person being interviewed

Empathy Interview Norms
• Enter with the mindset of learning.
• Be fully attentive, without distractions.
• Do not interrupt (e.g., ask additional questions while interviewee is still responding/cut-off responses/challenge the response)
• Ask open-ended questions.
Empathy Interviews
• Interview questions can be developed by the teacher or student.
• Interviews can take place between student: student, or student: family member.
• Questions are developed around a central topic.

Example Questions/Prompts:
• *Describe a time when you faced a challenge and how you responded to it.*
• *What helps you learn?*
• *Tell me about a time you felt successful.*
Culturally Responsive SEL: Empathy Interviews

Share an example of an empathy interview starter—a question that helps your class community learn about each other—that might work well in your classes.
Culturally Responsive SEL: Empathy Interviews

What Happens After the Empathy Interview?

Interviewer reflects on the interview

• How well did I follow the empathy interview norms?
• What do I understand about my interviewee’s experience?
• What are the challenges my interviewee experienced?
• What questions did I miss or would ask again in the future? Why?
Culturally Responsive SEL

Welcoming/Inclusive Practices

SEL Frameworks

Culturally Responsive SEL: Identity

Lived Experiences & Community

Self-Care
When teachers are highly stressed, students show lower levels of both social adjustment and academic performance.

(The Pennsylvania State University, 2016)
What is Self-Care?

• Healthy habits
• Taking action to preserve health
  • Creating a Self-Care Plan
  • Reflect on Key Areas
  • Understand possible roadblocks

Self-Management
Creating a Self-Care Plan for You & Your Students

- Physical
- Mental
- Emotional
- Relationships
- Spiritual
- Professional

Self-Management
Growth Mindset & Assertive Modals

• **Growth Mindset:** trying new things, including challenging tasks can improve your learning and intelligence.

• **Assertive Modals:** Use positive, affirming modals.
  • I will
  • I have
  • I can
  • I am
## Prompts for Creating a Self-Care Plan for You & Your Students

### Professional
- In what ways do you develop professionally?
- How do you separate work and your personal life?

### Physical
- Are you eating healthy and regularly?
- Do you take breaks?
- Do you take time off as needed?

### Emotional
- What activities/hobbies do you enjoy outside of work?
- Who do you turn to for support?

### Spiritual
- How do you engage or reflect spiritually?

### Relationships
- How do you maintain a healthy relationship with the people you care about?
Maintaining a Self-Care Plan for You & Your Students

1. What are you currently doing?
2. What can you improve?
3. Post visibly.
4. Review and adjust regularly.

Self-Management
Today we...

Culturally Responsive SEL

- Welcoming/Inclusive Practices
- SEL Frameworks
- Culturally Responsive SEL: Identity
- Lived Experiences & Community
- Self-Care
My Next Step

1. Think about what you learned today.
2. What can you use in the *near* future?
3. Write it down on a sticky note.
4. Put it someplace visible.

My Next Steps:
1. Create a self-care plan.
2. Follow through on daily/weekly self-care.
3. Reflect and revise.
References

• CASEL (2022). What is the CASEL Framework?


• Greater Good in Education (2022). SEL for adults: social awareness and relationships skills


• The Pennsylvania State University (2016). Teacher Stress And Health

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Thank you!

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Reflection Questions

1. What techniques do you use to learn more about your students’ cultures and subcultures? How does this knowledge affect your teaching?

2. What participation guidelines do you use—or might you need—when conducting “empathy” or “getting to know you” interviews in class? What interview prompts might your students enjoy asking each other about?

3. How do you make time for self-care in today’s busy world? Why is it important for teachers to take time out to manage their own stress levels?