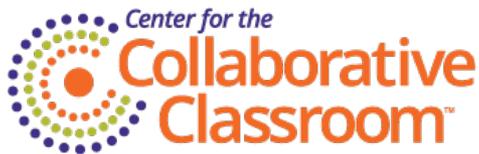


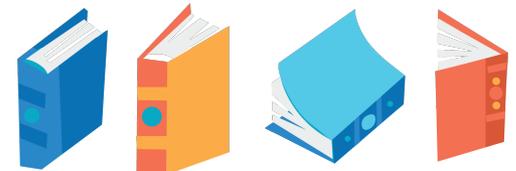
# Teaching the Whole Child

Integrating Social Emotional Learning with  
Powerful Literacy Instruction



Empowering teachers. Inspiring students.

Dr. Marisa Ramirez Stukey  
@mrsteacher77





**The Center for the Collaborative Classroom** is a nonprofit organization dedicated to students' growth as critical thinkers who learn from, care for, and respect one another.

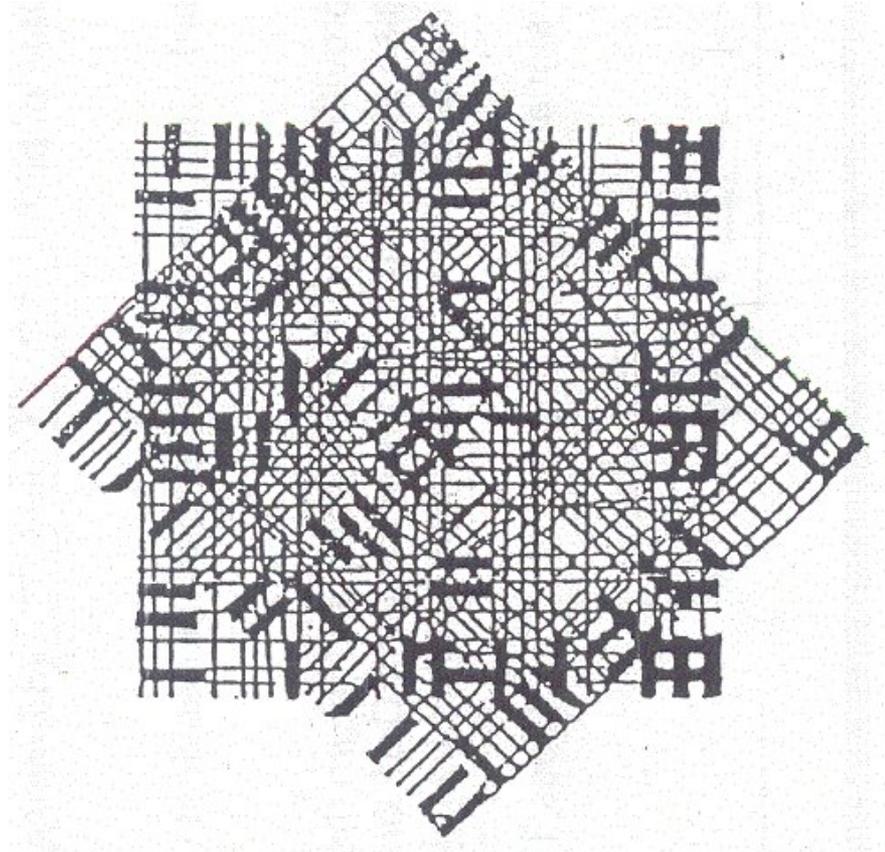
# ***How we teach matters as much as what we teach.***

**Fostering caring relationships and building inclusive and safe environments are foundational practices for both the student and adult learning communities.**

**Classroom learning experiences should be built around students constructing knowledge and engaging in action.**

**Honoring and building on students' intrinsic motivation lead to engagement and achievement.**

**The social and academic curricula are interdependent and integrated.**



**When you can read this, help someone else.**

# Debrief Team Builder

What words would you use to describe your feelings as you engaged in this team builder?

What words would you use to describe the traits you needed to engage in this team builder?



# Guiding Questions



**What is important to know and understand about Social Emotional Learning (SEL)?**

**What is the reciprocal relationship between academics and SEL?**

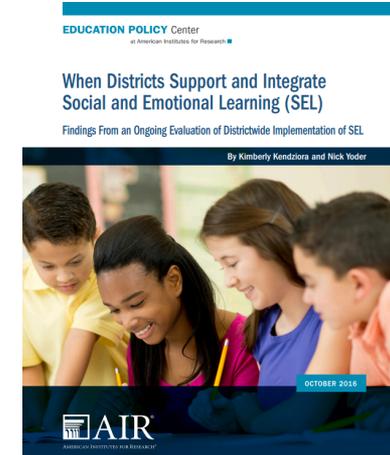
**What teaching practices support the development of SEL competencies?**

**How do those teaching practices come to life in literacy instruction?**

# Why is SEL Important?



Read with a “pen in hand”



Read pgs. 3-6 from the brief. What resonates with you?

*Educators, policymakers, and researchers ... know that effective teachers do more than promote academic learning—they teach the whole child. Teachers help promote the social and emotional learning skills students need to be college and career ready, such as collaborating with others, monitoring their own behavior, and making responsible decisions. Social-emotional learning is critical to college and career readiness standards, which increase the demands on students' ability to engage in deeper learning and shift the focus and rigor of instruction.*

**Yoder, 2014**





## CASEL's Core Social-Emotional Competencies

# SEL & Academics

Social-emotional competencies not only prepare students to be able to participate in learning experiences, they also increase students' capacity to learn (Durlak, 2011)

Student learning is enhanced when teachers integrate SEL into academic instruction (Elias, 2004).

Students who have had focused learning on SEL gained an average of 11 percentile points on standardized test scores compared with students who have not had formal training (Durlak, 2011).

The new standards assume students have the social-emotional competencies to collaborate, understand other points of view and engage in high-level discussions (Dymnicki et al, 2013)

***Social emotional competencies not only prepare students to be able to participate in learning experiences, they also increase students' capacity to learn.***

Durlak et al, 2011



# Classroom Video



**Which social-emotional competencies are being developed?**





# Debrief Video



**Which social-emotional competencies were being developed?**

# Teaching Practices



**Read through the 10 teaching practices on pps 10-18 in the brief.**

**Use the following coding to mark your text:**

**+ - I'm comfortable with this and do it intentionally.**

**▲ - I want to work on this and add it to my practice.**

**? - I need more information or I'm not sure about this.**

***What does this look like  
in practice?***

Maria Campbell and Louise Jones Lewis

# Childtimes



A THIRTY-SEVEN VOLUME SERIES

# Getting Reading to Write

Learning from  
published authors.

“First Days”

“Mama Sewing”

from *Childtimes*, by  
Eloise Greenfield

Quick Write

*If you were to write a  
story about your own  
“remembered life,”  
what memories could  
you write about?*

# Writing Time

**Write about an early memory.**

**Write about anything that interests you.**

***Turn to p. 64.  
Remember...Double space your writing.  
Writers need quiet time to think so there should be no talking, whispering, or walking around.***

# Sharing & Reflecting

Share with a partner what you wrote about today.

What early memories did you write about?

What other topics did you write about?

What did you find out about your partner today?

# Debrief Lesson Experience

What did you notice about the instruction in this lesson?

What teaching practices were evident in this lesson?

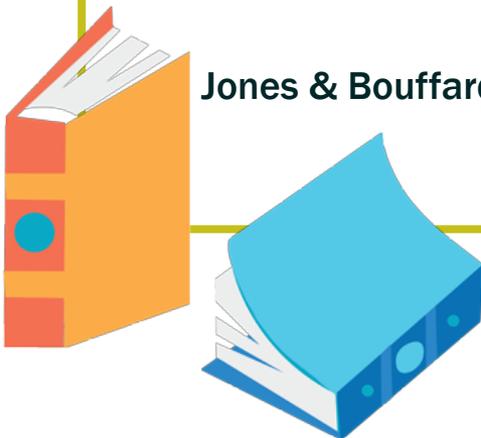
How might this lesson support your students as writers?



*Because academic and SEL skills develop and operate together, efforts to promote them should be designed to promote both at the same time.*

*If school staff receive training and support in how to use specific SEL strategies and structures during daily interactions, these strategies can become habits of mind and ways of “doing business” rather than an additional curricular burden.*

Jones & Bouffard (2012). Social and Emotional Learning in Schools: From Programs to Strategies



# Continuing the Conversation



**What have you learned today that may help you address some of the challenges to teaching the whole child and making SEL part of the instructional day?**

# Welcome to Our Community!

We are here to support you!

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**[collaborativeclassroom.org/pd](https://collaborativeclassroom.org/pd)**

Take advantage of our free online resources to support our programs in your school or after-school site.

**Visit**

Check our website at **[collaborativeclassroom.org/forum](https://collaborativeclassroom.org/forum)** for upcoming events, Common Core tips, and inspiring blogs.

**Share**

Share your success stories! E-mail us at **[success@collaborativeclassroom.org](mailto:success@collaborativeclassroom.org)**.

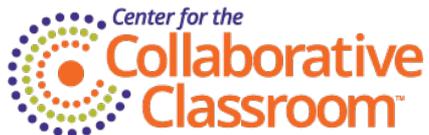
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