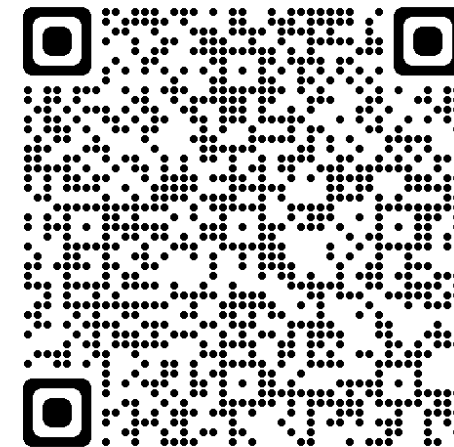


Consent Form

- Please take a moment to complete the consent form.
- This will help us to better plan for classroom observations and focus groups.



Register for Session 3 here:



Registration Code: 100088

Think and Jot

- What do you notice about how students communicate during group work?
- How do you/could you prepare students to communicate during group work?

Building Inclusive Environments Project: Integrating Academic, Social and Emotional Skill Development

Session Three: SEL-Academic Integration Problem of Practice— Communication Boosters

Winter 2024

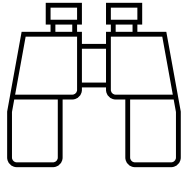


Today's Agenda

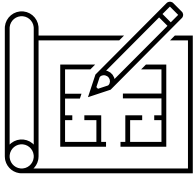
Community Goals

1. Keeping humans at the center
2. All voices matter
3. Take risks and be vulnerable learners
4. Welcome and manage discomfort

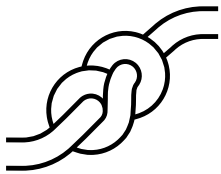
Today's Objectives



Identify SEL-Academic Integration approaches for common problems of practice



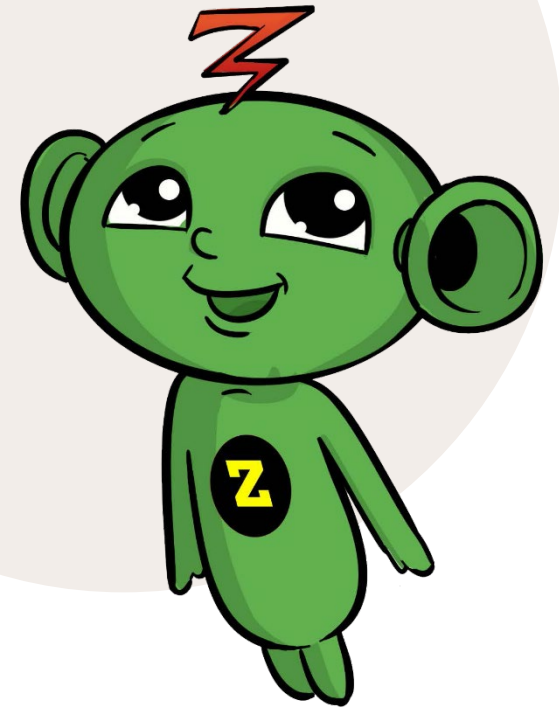
Determine strategies to intentionally embed SEL outcomes to support academic outcomes.



Create a lesson plan that intentionally incorporates Harmony using a taxonomy approach.

Whole Group Discussion: Share in the Chat...

What do you notice about how students communicate during group work?



SEL-Academic Integration

The skillful and intentional use of student social and emotional assets to improve the effectiveness of learning.



Whole Group Discussion: SEL-Academic Integration Taxonomy



EXPLICIT SKILL ALIGNMENT

How are the social and emotional skills similar to academic standards?



EXPLICIT STRATEGY ALIGNMENT

What social and emotional skills do students use in the content-specific practice?



WAYS OF INTERACTING

What social and emotional skills do students need to maximize their engagement in the lesson or activity?

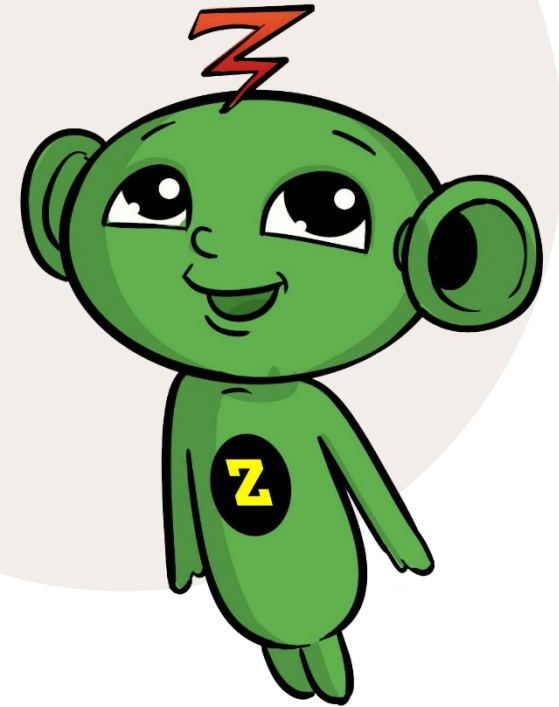


WAYS OF BEING

How are the social and emotional skills used in ways that are specific to the subject area?

Whole Group Discussion: 7-Taps

- Warmth and support
- Responsibility and choice
- Youth-centered problem solving
- Power of language



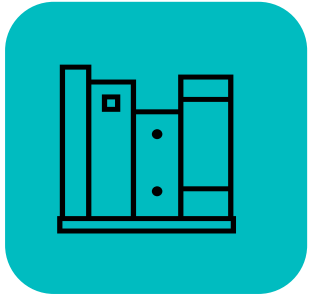
SEL-Academic Integration Problem of Practice

Explore the question:

“How can I use Harmony materials and/or students social and emotional skills to support students’ communication and learning in group work?”

You are planning a science lab for your class, and you'd like your students to work in lab groups to conduct an experiment. During previous labs, you noticed that when students engage in group work, they struggle to share their thinking with each other. You also notice that one student dominates the conversation.

Lesson Planning Step 1: Reflect



- What academic outcomes/standards will you focus on?
- What are students' academic strengths and assets?



- What social and emotional outcomes will you focus on?
- What are students' social and emotional strengths and assets?

SCIENCE AND ENGINEERING PRACTICES-SEL LEARNING GOALS ALIGNMENT EXAMPLES⁶




Science and Engineering Practice	Taxonomy Approach & Harmony SEL Learning Goal ⁷	Reasoning	Harmony Integration Example
Asking Questions Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships	<ul style="list-style-type: none"> • Ways of Interacting • Learn that Communication Boosters and effective communication strategies promote positive interactions) (RS; U3, L1 & L3) 	To be able to ask questions and communicate about their predictions requires effective communication skills, including ones that facilitate clear and effective messaging (i.e., Boosters).	The lesson on Communication Boosters (U3, L1) has students practice using communication skills (e.g., listening, supporting, and negotiating). Engaging in this lesson prior to the science lesson will help students apply those communication skills.
Planning and Carrying Out Investigations Collaboratively plan and investigate to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.	<ul style="list-style-type: none"> • Ways of Being • Use teamwork and collaborative problem solving as they work on a collaborative task (RS; U3, L5) 	Oftentimes, it is helpful to plan and conduct an investigation collaboratively, as it can bring out diverse points of view. In planning and carrying out an investigation many decisions must be made: what variables are being tested, what measurements should be taken, the level of accuracy required, or what tools are required. Scientists, then, will often have to engage in collaborative problem-solving to make these decisions. Because scientists must attune carefully to the variables considered and the questions asked, they have specific ways of being as they engage in these collaborative investigations.	In the lesson, Counting on Collaboration (U3, L5), students give each other Communication Booster and Blooper tickets as they engage in a collaborative task. Have students use these tickets as they engage in the scientific investigation, allowing students to pay attention to how they collaborate and communicate during their investigation.

⁶ Examples come from Grade 3-5 grade band in [Appendix E](#) of NGSS that describe the practices and Grade 4 Harmony Learning Goals
⁷ The Harmony Learning Goal is aligned to a social and emotional competency, and a Harmony Unit (U) and Lesson (L)

Lesson Planning Step 2: Review

What Harmony practice/activity will you use to support SEL-academic integration?

Curriculum > Grade 4 > UNIT 3 > Lesson 5

✓ Mark Lesson Complete   

Counting on Collaboration

Overview

<h4>Lesson Synopsis</h4> <p>Communication is a critical component of teamwork and collaboration. Communication Boosters can facilitate and Bloopers can hinder effective communication in teamwork, influencing how successful the team is in accomplishing its goals. In this lesson, students work together to create as many sentences as they can using the words provided, using Communication Boosters along the way.</p>	<h4>Learning Goals</h4> <ul style="list-style-type: none">• Students practice using Communication Boosters and avoiding Communication Bloopers as they work on a collaborative task• Students use teamwork and collaborative problem solving as they work on a collaborative task. <h4>CASEL Competencies</h4> <ul style="list-style-type: none">• Relationship Skills: Communicating Effectively (Negotiating)• Relationship Skills: Practicing Teamwork and Collaborative Problem Solving
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SEL-Academic Integration Planning Resources and Tools

Lesson Planning Template	Science Integration Guide	Harmony Online Learning Portal
supports intentional planning as it provides planning structure and guiding questions	guidance in deciding SEL competency and academic standards	opportunities for students to learn and practice social skills related to communication

Pause and Reflect:

How will these resources support your planning for affirming learning environments?

Counting on Collaboration

Communication Boosters

- Boost our ability to work together

Whole Group Discussion

- What does it mean to communicate effectively?

Counting on Collaboration

COMMUNICATION BOOSTERS AND BLOOPERS REFERENCE GUIDE (Page 1)

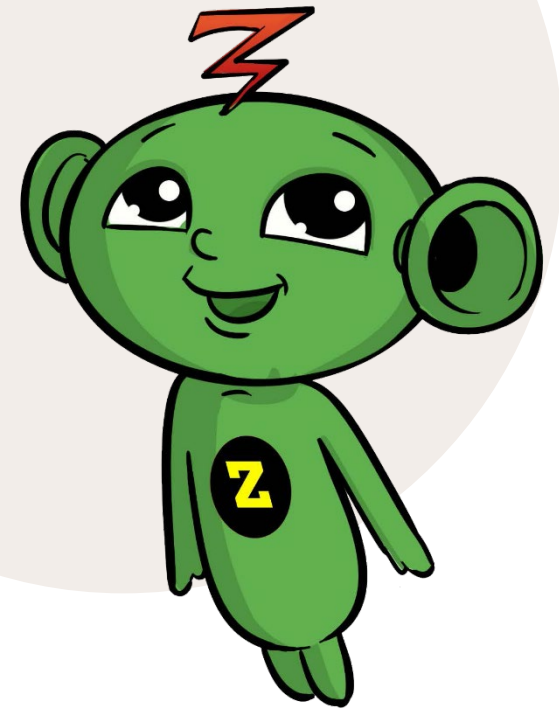
Communication Booster		Definition	Example
A Communication Booster is... something that helps messages be understood and people feel valued.	Listening (and watching)	paying attention to the message someone is sending you	<ul style="list-style-type: none"> Let the speaker complete their thoughts. Nod to show understanding. Use body language to show interested, such as keeping eye contact or leaning forward.
	Supporting	giving help or comfort	<ul style="list-style-type: none"> Give the speaker the time to share their ideas. Encourage the speaker to talk freely. Ask to help or offer to give help to solve a problem.
	Negotiating	trying to agree on something by problem solving or each side giving up something they want	<ul style="list-style-type: none"> Compromise, or accept something that is not quite what you want. Be flexible, or able to change your mind easily. Make a plan to include everyone's thoughts.
	Questioning*	finding out more information from someone.	<ul style="list-style-type: none"> Asking a perspective Asking about information, knowledge, or experience How to solve a problem

Solving the Problem of Practice

In Breakout Rooms:

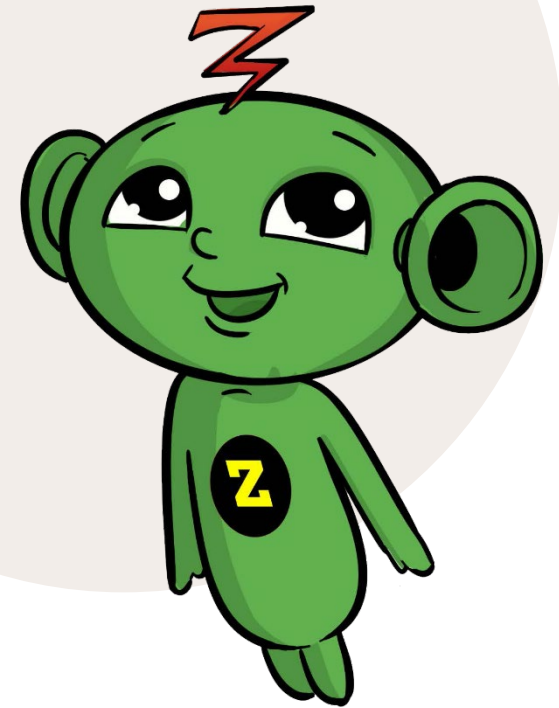
- Quick introductions (role/name/location). The person with the last name closest to W goes first.
- Remember to provide Booster Tickets
- Solve the problem of practice:
 - How would you plan a lesson to create an affirming learning environment for the science problem of practice?
 - How will these resources and tools support your planning?

*Consider how your Personal Harmony Goal might support you.



Whole Group Discussion: Welcome Back!

Share in the chat any appreciations or themes you had from your breakout rooms.



A photograph of a male teacher in a white shirt and tie standing in a classroom. He is smiling and looking towards the camera. In the background, a chalkboard displays various words and phrases, including 'Adjectives', 'verbs', 'gentle', and 'slow'. A clock is visible on the wall to the left. The image is overlaid with a blue semi-transparent filter.

Lesson Planning

1. Choose one of your content lesson for next week where your students will need to exhibit communication skill where it may be difficult to do so.
2. Explore Harmony lesson 5 in Unit 3 (or another if more applicable) to support affirming learning environments and your students' communication skills.
3. Integrate the applicable Harmony lesson into the identified content lesson from Step #1

A photograph of a male teacher in a white shirt and tie standing in a classroom. He is smiling and looking towards the camera. In the foreground, the back of a student's head and raised hand is visible. The classroom background includes a chalkboard with handwritten text, a clock, and various educational posters.

Next Steps

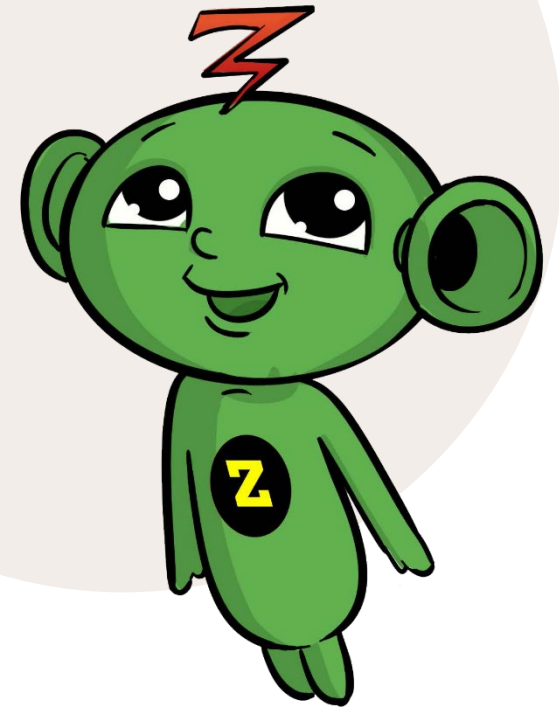
1. Teach the lesson!
2. On the Padlet, share what you found supportive as you planned.

Whole Group Reflection & Exit Ticket

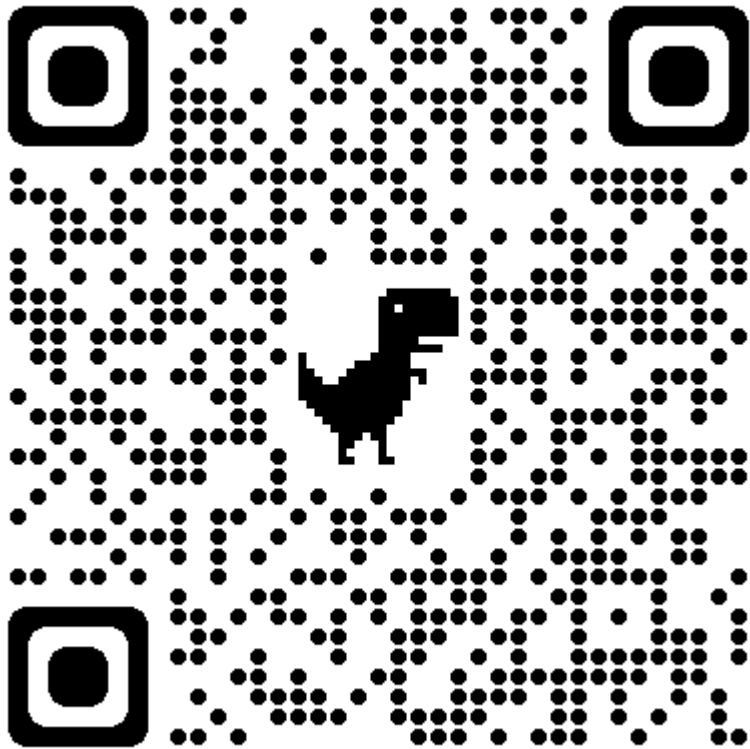
- When were you aware of progress towards your Personal Harmony Goals today?
- How are you feeling now about SEL academic integration?
- What are you still curious about?



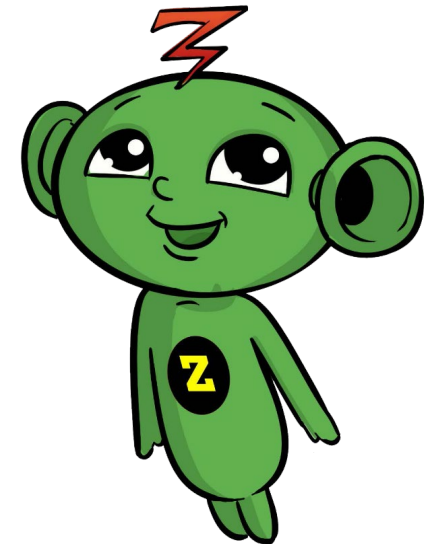
<https://tinyurl.com/4kd3jvcd>



Complete Professional Learning Survey



Next training: TBD



THANK YOU

