Make Remote Learning Engaging for Students by Focusing on Equity and SEL

By: Jorge Valenzuela

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Education Coach, Author & Advocate

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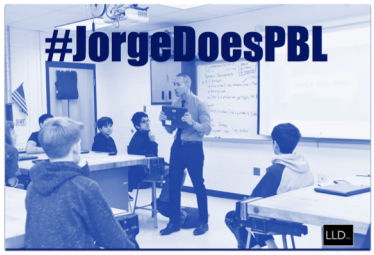
About me



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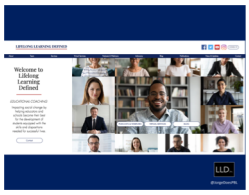
Education Coach: Adjunct Professor & Education Consultant



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Coaching Topics for Educators

- Backwards Design Lesson & Unit Planning
- Computational Thinking & Computer Science Integration
- Emotional Intelligence
- Engineering Design (STEM)
- Peak Performance in Education
- Project-Based Learning (PBL)
- Making Remote Learning Engaging (edtech, equity & SEL)
- Restorative Practices

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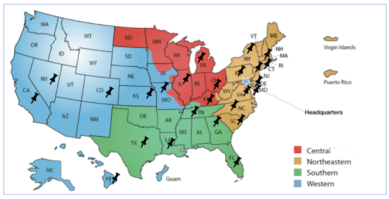
My Travels



25 States & 70 Plus Cities

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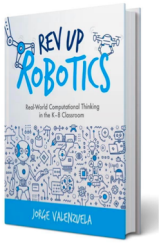
Education Author: Books & Academic Journals



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ISTE Standards/Competencies for Educators

1. Learner
2. Equity Leader
3. Citizen
4. Designer
5. Facilitator

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Alignment Between Standards/Competencies

Content Standards	CASEL Core SEL Competencies	ISTE Standards
What new concepts and skills will students learn?	What competencies will students learn to thrive both socially and emotionally?	What practices and edtech tools are the best vehicles for augmenting and transferring learning equitably for all students?

Standards Alignment Table by Valenzuela (2020)

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2020-2021 School Year

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2020-2021 Mix of In-Person & Remote Learning

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Many Schools are Virtual Due to COVID

- Help attendance rates
- Protect students and staff
- Social distancing
- Improve academic outcomes

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This Presents as a PD Opportunity

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This Presentation will Focus on Two Areas for Teachers

- Instructional Design Topics
  (*for project design and implementation*)
- Edtech tools

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Instructional Design

1. Equity
2. SEL
3. Academics

ISTE Standards for Educators: Learner, Equity Leader, Citizen, Designer & Facilitator

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Equity

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Equity

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President Obama Signs ESSA Act December 10, 2015

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Every Student Succeeds Act (ESSA): What You Need to Know

At a Glance

•The Every Student Succeeds Act (ESSA) is the nation's main education law for all public schools.

•The law holds schools accountable for how students learn and achieve.

•ESSA aims to provide an equal opportunity for students who get special education services.

Jones & Lee (2018)

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Every Student Succeeds Act (ESSA): What You Need to Know

The Purpose of ESSA

The main purpose of ESSA is to make sure public schools provide a quality education for all kids. ***ESSA gives states more of a say*** in how schools account for student achievement.

This includes the achievement of disadvantaged students. These students fall into four key groups:

- ***Students in poverty***
- ***Minorities***
- ***Students who receive special education***
- ***Those with limited English language skills***

Jones & Lee (2018)

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Every Student Succeeds Act (ESSA): What You Need to Know

Requirements and Accountability

- **Academic Standards**
- **Annual Testing**
- **School Accountability**
- **Goals for Academic Achievement**
- **Plans for Improving Struggling Schools**
- **State and Local Report Cards**
- **The Role Parents Can Play in ESSA**
- **Reading and Literacy Programs Under ESSA**
- **School Innovation Under ESSA**

Jones & Lee (2018)

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Alignment Needed in Schools

1. **Federal/Local Policy** (ESSA, CS4All)
1. **Needs of the Workforce** (computing/CS skills, etc.)
1. **Sound Teaching Practice** (using learning sciences to teach academic, career and SEL)

Valenzuela (2020)

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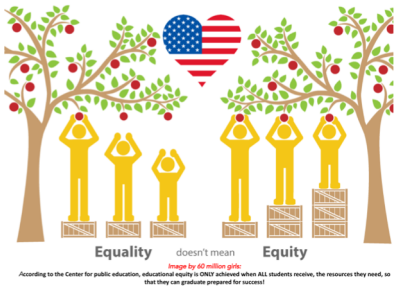

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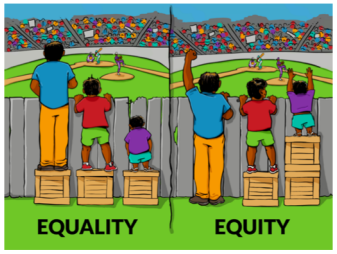
Equity



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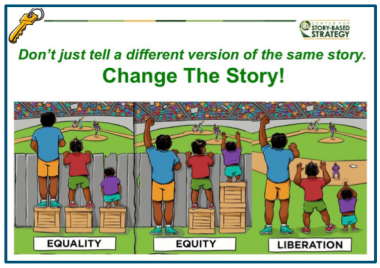
Equity



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Inequities We Couldn't Ignore in 2020

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Inequities Spotlighted by Coronavirus — Worldwide

- Pandemic hit every aspect of family life—child care, healthcare, employment, transportation, and food access
- According to the World Food Programme — in 2019 an estimated 310 million children from low income families were being fed at school.
- 53% of children in low- and middle- income countries cannot read and understand a basic text at age 10 — which was amplified by switching to digital platforms
- About 65% of lower-middle income countries and less than 25% of low income countries have been able to set up remote learning platforms
- Moreover, only 36% of residents of lower-middle income countries have access to the internet which raises further concerns regarding the reach of remote learning

World Economic Forum (2020)

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Issues Pertaining to...

1. Race
2. Violence
3. Civil Unrest

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Focusing on Racial Equity is Good for All Kids

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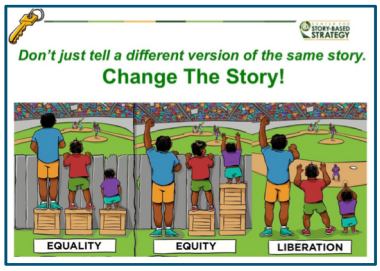
Individual Teachers & Schools Cannot Solve These Inequities



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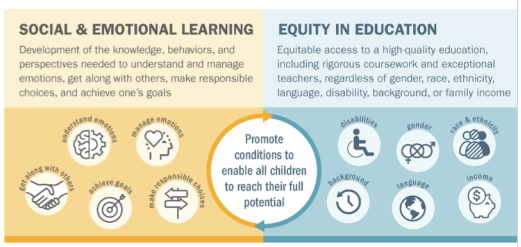
Intersection Between Equity & SEL



Equity was highlighted because before we can get to SEL we need to understand the type of help all students need before we can coach them on understanding themselves and others. — Jorge Valenzuela

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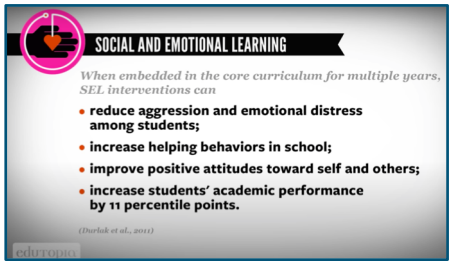
Some of the Benefits of SEL in Schools



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Social & Emotional Learning (SEL)

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My SEL Story

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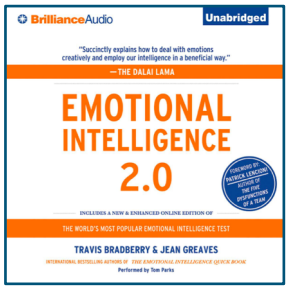
My SEL Story



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My SEL Story

WHAT THE SCORES MEAN

Scores on the *Emotional Intelligence Appraisal®* come from a "normed" sample. That means your scores are based on a comparison to the general population. Read the following descriptions to better understand what your scores mean about your current skill level.

Score	Meaning
90-100	**A STRENGTH TO CAPITALIZE ON** These scores are much higher than average and indicate a noteworthy strength. These strengths probably come naturally to you or exist because you have worked hard to develop them. Seize every opportunity to use these emotionally intelligent behaviors to maximize your success. You are highly competent in this skill, so work to capitalize on it and achieve your potential.
80-89	**A STRENGTH TO BUILD ON** This score is above average. However, there are a few situations where you don't demonstrate emotionally intelligent behavior. There are many things you've done well to receive this score and a few that could be better with some practice. Study the behaviors for which you received this score and consider how you can polish your skills.
70-79	**WITH A LITTLE IMPROVEMENT, THIS COULD BE A STRENGTH** You are aware of some of the behaviors for which you received this score, and you are doing well with them. Other emotionally intelligent behaviors in this group are holding you back. Lots of people start here and see a big improvement in their emotional intelligence once it's brought to their attention. Use this opportunity to discover the difference and improve in the areas where you don't do as well.
60-69	**SOMETHING YOU SHOULD WORK ON** This is an area where you sometimes demonstrate emotionally intelligent behavior but not usually. You may be starting to let people down. Perhaps this is a skill area that doesn't always come naturally for you or that you don't make use of. With a little improvement in this skill, your credibility will go way up.
59 and Below	**A CONCERN YOU MUST ADDRESS** This skill area is either a problem for you, you don't value it, or you didn't know it was important. The bad news is your skills in this area are limiting your effectiveness. The good news is this discovery and choosing to do something about it will go a long way in improving your emotionally intelligent behavior.

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CASEL: Core SEL Competencies

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SEL Core Competencies

Self-Management
- Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Setting and achieving goals

Self- Awareness
- Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

Social Awareness
- Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

Responsible Decision- Making
- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices for self, relationships and school

Relationship Skills
- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help

Sources: CASEL, Acknowledge Alliance

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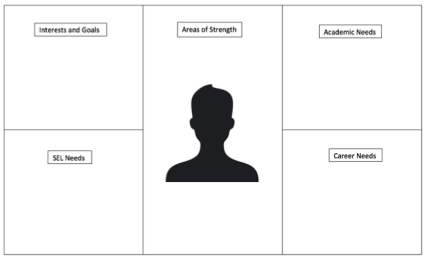
Empathy Maps



Empathy Map
by Valenzuela (2020)

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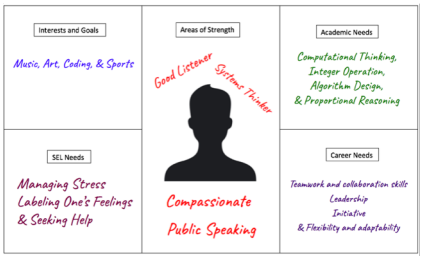
Empathy Maps



Empathy Map
by Valenzuela (2020)

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Reflection Questions

1. How can I use an empathy map to inform future lessons?

2. How do empathy maps help us with equitable teaching?

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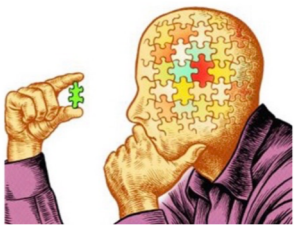
Social & Emotional Learning (SEL)

Self-Awareness
&
Self-Management



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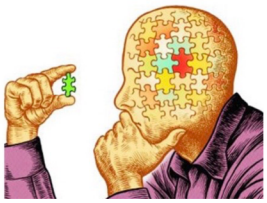
Social & Emotional Learning (SEL)

SELF AWARENESS skills…

- Labeling emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy



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Self-awareness: Labeling Emotions

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Self-awareness: Labeling Emotions

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Self-awareness: Labeling Emotions

1. Anger
2. Anticipation
3. Joy
4. Trust
5. Fear
6. Surprise
7. Sadness
8. Disgust

Plutchik's Wheel of Emotions (2001)

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Emotions Check-In

Subject	Emotion	SEL Strategy
ELA: *Journal Entry*	Boredom	Provide duties, modeling, & make learning relevant
Math: *Fractions Quiz*	Apprehension	Provide scaffolds, positive self-talk, & positive visualization
Science: *Simulation*	Surprise	Restate instructions, encourage students to ask for help, & teach breathing techniques
Social Studies: *Study on Civil Rights*	Anger	Focus on your breathing, Take a walk or step away, & Count up to or down from 10.

Emotions Planner by Valenzuela (2020)

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Emotions Check-In in a Weekly Lesson Plan

Final Product(s)	Learning Targets/Objectives	Formative Assessments	Lessons, Instructional Strategies and Scaffolds
Monday - Tuesday: **Computational Artifact**	**I Can** investigate and understand each of the computational thinking (CT) elements.	1. Student summary of CT elements from Jigsaw 2. CT rubric 3. Emotions check-in 4. Exit ticket following daily lesson	1. Computer science guest speaker 2. ISTE article on CT elements 3. CT elements Jigsaw 4. SEL Strategies
Wed-Thursday: **Computational Artifact**	**I Can** develop a step-by step algorithm for a personal task (*i.e., painting nails, walking dog, etc.*) to apply one or more of the CT elements in written form.	1. CT quiz 2. CT rubric 3. Reflective writing in a reflection journal 4. Emotions check-in 5. Exit ticket following daily lesson	**1. CT elements graphic organizer** **2. Learning Stations (teacher lead (I Do — we do (Tier 1) — you do (Tier 2), with a peer and individual)** 3. CT video 4. SEL Strategies
Friday: **Computational Artifact**	**I Can** apply one or more of the CT elements through a computational artifact to demonstrate proficiency in citing sources and speaking and listening skills.	1. CT rubric 2. Emotions check-in 3. Reflection and celebration following presentation	1. Presentation rehearsal 2. SEL Strategies 3. Computational artifact presentation

This is an adaptation of the 'Student Learning Guide' by PBLWorks

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Emotions Check-In

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Emotions Planner by Valenzuela (2020)

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This is an adaptation of the 'Student Learning Guide' by PBLWorks

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Student Preview

Emotions Check-in

Emotions Planner...

Subject	Emotion	SEL Strategy
Math: *Fractions Quiz*		

Emotions Planner by Valenzuela (2020)

(Schoology, Seesaw, Google Docs, etc.)

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(Schoology, Seesaw, Google Docs, etc.)

(MS Teams, Ring Central, etc.)

Emotions Planner by Valenzuela (2020)

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Let's Recap Our Steps: Using the Emotions Planner

Step 1

Introduce the Emotions Check-in

Step 2

Label Emotions

Step 3

Implement SEL Strategy

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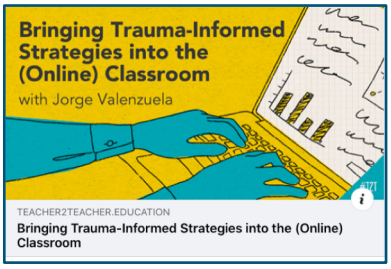

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Reflection Questions

1. What are your initial thoughts on the 'Emotions Check-in' using the 'Emotions Planner'?

2. How can you leverage the 'Emotions Check-in' with students?

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Social & Emotional Learning (SEL)

Social Awareness
&
Relationship Skills

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Social & Emotional Learning (SEL)

SOCIAL AWARENESS skills…

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

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[redacted]

Social-awareness: Labeling Emotions

1. Anger
2. Anticipation
3. Joy
4. Trust
5. Fear
6. Surprise
7. Sadness
8. Disgust

Plutchik's Wheel of Emotions (2001)

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Emotions Check-In

Emotions Planner…

Situation	Emotion	SEL Strategy
Argument: *Sibling/friend*	Annoyance	Gain the other's perspective, identify win-win solutions, apologize, restorative circle
New Setting: *School Transfer*	Apprehension	Think positively, remember that apprehension starts in the mind before it manifests physically, organize your ideas about the new setting clearly, practice social skills in an environment similar to the new school

Emotions Planner by Valenzuela (2020)

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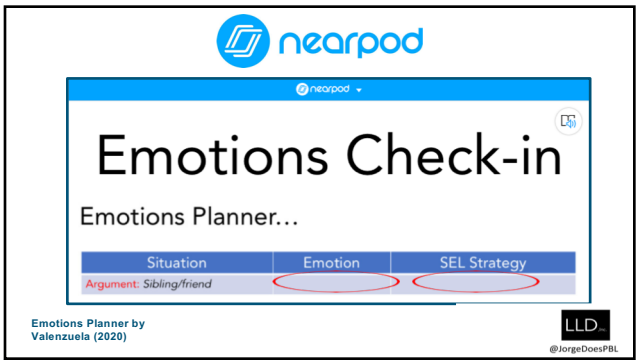
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Emotions Check-in
Emotions Planner...
Situation
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Emotions Planner by Valenzuela (2020)
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Emotions Check-in
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(Schoology, Seesaw, Google Docs, etc.)
zoom
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(MS Teams, Ring Central, etc.)
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Learning Circles: In-Person & Virtual
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&
zoom
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Article Coming Soon :)
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One More Thing

And there's one more important thing about doing social-awareness work.

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Social-awareness: Knowing Students

1. Gender Identity
2. Poverty
3. Racial Bias
4. Religious Persecution
5. Sexual Orientation Discrimination
6. Negative Stereotypes
7. Subjected to Violence

"An important component of social awareness is to know our students and what plagues them socially." — Jorge Valenzuela

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Social-awareness: Knowing Students

"We also need to understand that we can do more harm than good if we do not have the right language and background on some of the topics plaguing our students socially." — Jorge Valenzuela

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Social-awareness: Knowing Students

"Really focusing on equity requires us to know the systemic conditions that led to the disadvantages and associated traumas facing our students' furthest from opportunity. We need to be deeply informed about the effects of structures that cause them trauma." — Jorge Valenzuela

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Pedagogy for Becoming More Socially & Culturally Competent

- Trauma-informed Teaching
- Culturally Responsive Teaching
- Restorative Justice

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Reputable Resources

- CASEL's integrated framework
- Uncovering the Trauma of Racism
- Culturally Responsive Teaching Is Not a Quick Fix
- Essential Trauma-Informed Teaching Strategies for Managing Stress in the Classroom
- Restorative Practices: A Guide for Educators

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3 ways teachers can integrate SEL into online learning

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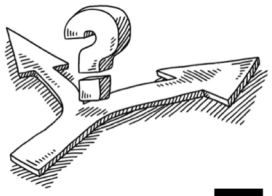
Social & Emotional Learning (SEL)

Decision Making



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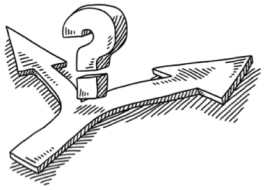
Social & Emotional Learning (SEL)

Responsible Decision Making

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



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Project Based Learning (PBL): Fosters Good Decision Making

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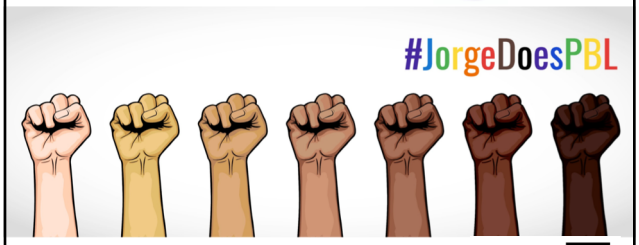
PBL: Social Justice Projects



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Framework & Model of Excellence for PBL that Help Foster Responsible Decision Making for Students

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HQPBL Framework: Fosters Good Decision Making

HQPBL Framework (2018)

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HQPBL Framework: Fosters Good Decision Making

HQPBL Framework (2018)

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HQPBL Framework: Fosters Good Decision Making

HQPBL Framework (2018)

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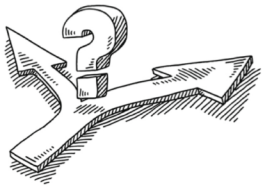
Social & Emotional Learning (SEL)

Responsible Decision Making

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



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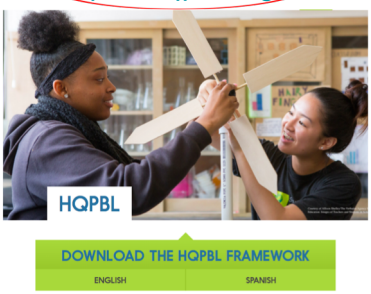

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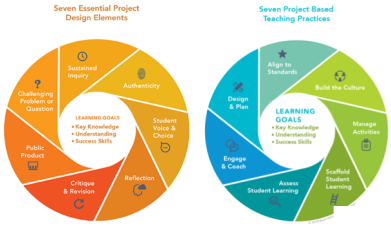

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Online PBL Course

www.pblworks.org

Dates: October 19 – December 14, 2020
Start Time: 6:30 PM Eastern Time
Instructor: Jorge Valenzuela

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Thank You

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Dedication

This presentation is dedicated to every teacher working to develop themselves into the educator that their students need.

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