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Teaching & Monitoring SEL & Culturally Relevant Teaching Practices

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Georgia Teacher of the Year
Do Now

- Go to menti.com
- Enter Code:
  - Session 1: 53 44 20
  - Session 2: 47 20 77
Objectives

- To identify look fors and strategies for monitoring socio-emotional learning and culturally relevant teaching practices.

Community Agreements

- Be open.
- Be respectful.
Where is your school/district with socio-emotional learning?
WHY SEL?

“Research shows that SEL not only improves achievement by an average of 11 percentage points, but it also increases pro-social behaviors (such as kindness, sharing, and empathy), improves student attitudes towards school, and reduces depression and stress among students” (Durlak et al., 2011).

We don’t know every child’s story.
The 5 Core Competencies

- Self-Management
- Self-Awareness
- Social Emotional Learning
- Relationship Skills
- Responsible Decision-Making
WHAT CAN LEADERS LOOK FOR WHEN MONITORING SEL & CULTURALLY RELEVANT PRACTICES?

...We often preoccupy ourselves with the symptoms, whereas if we went to the root cause of the problems, we would be able to overcome the problems once and for all.

—Wangari Maathai
Winner of the 2004 Nobel Peace Prize
Greenbelt Movement, Kenya
I) Be Intentional: Structure

Have a set Community Gathering/ SEL time & structure

- Greeting
- Share
- Message/Agenda
- Activity
2) Ownership of the Language!

• School-wide and in the classroom!
• Encourage ownership of the language of the core competencies by using it and having students celebrate one another!
• **TIP:** Hang an anchor chart with the competencies near your gathering spot as a reminder!
3) Be Responsive

Examples:
Mentors,
Dear Abby,
Funeral for Put-Downs,
Mood Meters
<table>
<thead>
<tr>
<th>Enraged</th>
<th>Furious</th>
<th>Frustrated</th>
<th>Shocked</th>
<th>Surprised</th>
<th>Upbeat</th>
<th>Motivated</th>
<th>Ecstatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Livid</td>
<td>Frightened</td>
<td>Nervous</td>
<td>Restless</td>
<td>Hyper</td>
<td>Cheerful</td>
<td>Inspired</td>
<td>Elated</td>
</tr>
<tr>
<td>Fuming</td>
<td>Apprehensive</td>
<td>Worried</td>
<td>Annoyed</td>
<td>Energized</td>
<td>Lively</td>
<td>Optimistic</td>
<td>Thrilled</td>
</tr>
<tr>
<td>Repulsed</td>
<td>Troubled</td>
<td>Uneasy</td>
<td>Peeved</td>
<td>Pleasant</td>
<td>Joyful</td>
<td>Proud</td>
<td>Blissful</td>
</tr>
<tr>
<td>Disgusted</td>
<td>Disappointed</td>
<td>Glum</td>
<td>Ashamed</td>
<td>Blessed</td>
<td>At Ease</td>
<td>Content</td>
<td>Fulfilled</td>
</tr>
<tr>
<td>Mortified</td>
<td>Alienated</td>
<td>Mopey</td>
<td>Apathetic</td>
<td>Humble</td>
<td>Secure</td>
<td>Chill</td>
<td>Grateful</td>
</tr>
<tr>
<td>Embarrassed</td>
<td>Excluded</td>
<td>Timid</td>
<td>Drained</td>
<td>Calm</td>
<td>Satisfied</td>
<td>Relaxed</td>
<td>Carefree</td>
</tr>
<tr>
<td>Alone</td>
<td>Down</td>
<td>Bored</td>
<td>Tired</td>
<td>Relieved</td>
<td>Restful</td>
<td>Tranquil</td>
<td>Serene</td>
</tr>
</tbody>
</table>
4) Focus on Growth

- Your brain is a muscle!
- Multiple Intelligences
- Growth Mindset -
  *Class Dojo Videos
5) Integrate!
Culturally Relevant Pedagogy

DEFINITION

“Culturally relevant pedagogy not only:

1) addresses student achievement but also
2) helps students to accept & affirm their cultural identity
3) while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate” (Ladson-Billings, 1995, p. 469).
Culturally Relevant Pedagogy

What is the impact of culturally relevant teaching, cultural socialization, and providing opportunities to learn about other cultures and racism?

“Elements of culturally relevant teaching were significantly associated with academic outcomes and ethnic racial identity development” (Byrd, Christy July 2016:1-10, SAGE).
## MONTHLY COMPETENCIES & THEMES

**Considerations…**

**SEL**
- Skills within SEL Competencies
- SEL Curriculum Scope and Sequence

**District Context**
- Special Education
- Holidays
- Counseling
- College and Career
- STEM Programming
- IB Programming
- Relevancy with Time of Year

**Student Identity**
- Individuals
- Cultures
- Community

### SEL Book of the Month Initiative 2019-2020

<table>
<thead>
<tr>
<th>MONTH</th>
<th>SEL COMPETENCY</th>
<th>THEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Relationship Skills</td>
<td>Welcome to the School Community (We recognize the value of our home communities, while making a daily contribution to our school community through acts of kindness.)</td>
</tr>
<tr>
<td>September</td>
<td>Self-Awareness</td>
<td>Individuality and Positive Self-Concept  (We are aware of the importance of each unique identity and the strengths we all bring as individuals)</td>
</tr>
<tr>
<td>October</td>
<td>Social-Awareness</td>
<td>Diversity and Acceptance (We show appreciation for diverse perspectives and experiences)</td>
</tr>
<tr>
<td>November</td>
<td>Social-Awareness</td>
<td>Empathy (We appreciate the value of kindness in building and maintaining a positive learning community)</td>
</tr>
<tr>
<td>December</td>
<td>Responsible Decision-Making</td>
<td>Inclusion (We identify ways to include all individuals and recognize the multiple perspectives that come with learning and physical differences)</td>
</tr>
<tr>
<td>January</td>
<td>Self-Management</td>
<td>Courage (We analyze the courage it takes to overcome adversity, take risks, and advocate for one’s self)</td>
</tr>
<tr>
<td>February</td>
<td>Responsible Decision-Making</td>
<td>Problem-Solving (We explore skills related to problem-solving and how those skills are developed to support learning, positive relationships and self-efficacy)</td>
</tr>
<tr>
<td>March</td>
<td>Self-Management</td>
<td>Perseverance (We set and achieve realistic goals, both immediate and long term, by maintaining our focus and using a growth mindset)</td>
</tr>
<tr>
<td>April</td>
<td>Self-Awareness</td>
<td>Growth-Mindset (We recognize that we can achieve anything with effort and support. Learning capability is limitless)</td>
</tr>
<tr>
<td>May</td>
<td>Relationship Skills</td>
<td>Service Learning (We commit to working with others to make our community and the world better)</td>
</tr>
</tbody>
</table>
USING CHILDREN'S LITERATURE TO TALK ABOUT WHAT MATTERS TO KIDS

Representation in Text:
• Race
• Skin Color
• Hair
• Concept of Family
• Women’s Rights
• Immigration
• Human Rights
• Poverty
• Youth Advocacy
• Learning
• Difference
• Physical
• Difference
• Cultural Values
• Religious Values
• Environmental Issues
SEL Book of the Month!

Malala's Magic Pencil

Malala Yousafzai

Illustrated by Kerascoët
Social Studies Integration

- What comes up for you when you see this image?
- In what ways has the idea of manifest destiny stayed the same or been rewritten?
- How might any of the individuals in the painting want to rewrite this image?
Culturally Relevant Teaching in Practice

- Book/Content Choice
- Multiple Perspectives
- Questioning
- Ownership vs. “Management”
- Developmentally appropriate
HOW Can Leaders Monitor these Practices?

- Proximity!
  - Follow-up emails if necessary

- “Fast Feedback”
  - Carbon Copy quick notes

- Peer Observations

- Promote exemplary SEL and CRT on Twitter!

- Other Ideas
Equity Based Protocols for Staff & Students

- “Connections”
- Text Protocols
- Class & Staff energizers
- Sharing work or dilemmas
Social Justice Standards from Tolerance.org

Anchor Standards & Domains (K-12):

1. Identity
2. Diversity
3. Justice
4. Action
Resource Sharing

- Behavior Tracker
- Individual Growth Plan
- CASEL Tools
Remember...

“You can count the number of seeds in an apple, but you can’t count the number of apples in a seed.”

– Karen Jensen
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