

How We Learn: Redesigning Teaching & Learning for the Next Generation

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PRACTICE RECOMMENDATIONS

IV. EXPLICIT AND EMBEDDED INSTRUCTION AND A CARING CLASSROOM AND SCHOOL CLIMATE DEVELOPS SOCIAL, EMOTIONAL, AND ACADEMIC COMPETENCIES (JOSH)

Explicit and Embedded Instruction

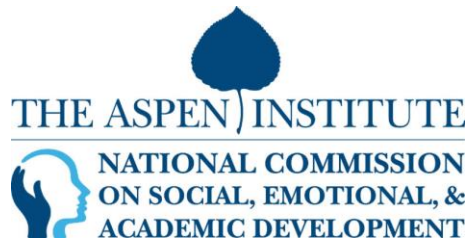
Curriculum, instruction and assessment is critical to any new learning. Social, Emotional and Academic Development (SEAD) is a movement in today's educational landscape that requires a rigorous alignment and implementation effort to ensure that SEAD is fostered and developed through both explicit and embedded instruction. *Because one approach or type of program is unlikely to work or be meaningful and/or desired in all settings, it is essential that we prioritize a focus on illuminating mechanisms and active ingredients that themselves can be replicated and scaled, but in way that is resonant with different contexts and settings (Research agenda).* The following recommendations are essential components to implementing explicit and embedded instruction:

- 1) **Identifying focus standards** that are developmentally appropriate in a PreK-grade 12 continuum.
 - a) Breaking selected standards down into learning targets that match the cognitive demand necessary to demonstrate mastery of the standard. Through these cognitive skills, we can teach and develop them throughout childhood, adolescence, and beyond through a learning progression of development.
- 2) **Building assessments that** allow students to demonstrate mastery in multiple ways is critical to the advancement of SEAD among students. *Research for the next generation of social, emotional, and academic development uses assessment and measurement as instruments of formative improvement and capacity building, not accountability. Data employed with this purpose honors the institution of schools, and the processes of schooling, as the central hub in our society that is focused on learning, serving as a nexus of growth and change for children and adults alike (Research Agenda).*

- a) **Performance based assessments** can be supportive, and not overly directive, thus creating the conditions for the integration of social, emotional and academic development in practice.
 - b) **Portfolios** are personalized evidence of student learning. Through selection of evidence and reflections of their progression, students can document their learning towards SEAD mastery. These experiences provide insights into the metacognitive development of students.
 - c) **Web based tools** can serve as an efficient way to collect evidence of student mastery and assist schools in school wide progress monitoring.
- 3) **Selecting curriculum** that matches the focus standards. Curriculum selections must be based upon evidence of effectiveness in boosting outcomes for students. (*Supporting Policy Recommendations*). High-quality programs and practices shape environments and experiences to positively affect students' social and emotional learning as well as their academic outcomes (*Supporting CSE*).
- 4) **Providing instruction** that embeds SEAD into the classroom environment.
- a) **Signature strategies** – the identification of signature strategies in a classroom are critical to student development. Strategies that fosters responsible decision making, self-awareness and community building can support SEAD development. These strategies can be used across classrooms and lead to a unified culture among the greater community.
 - b) **High yield strategies** in the academic environment can also foster a supportive SEAD environment. For example, generating and testing hypothesis can help see historical perspective and provide predictive analysis to what might happen in social settings. These same skills can be used in academic content settings such as science, social studies and mathematics. By identifying common high yield strategies, schools can embed SEAD throughout the curriculum that foster student development.

Policy Implications:

- SEAD standards to be taught
- Professional development for educators
- SEAD Curriculum adoption
- Multiple measures accountability systems



Resources:

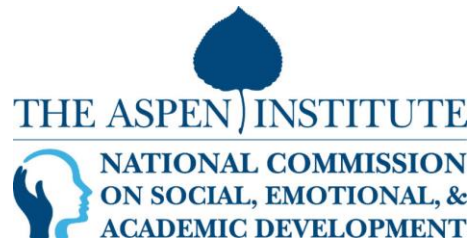
- https://assets.aspeninstitute.org/content/uploads/2018/02/DRAFT-guiding-principles_policy-and-research.pdf
- https://assets.aspeninstitute.org/content/uploads/2018/02/CDE-Commission-report_022618.pdf
- <http://www.marzanocenter.com/2014/10/29/teaching-students-how-to-generate-and-test-hypotheses/>
- [https://www.dropbox.com/sh/801mxnfxjdzx30j/AAAf8v59uSBjHWMcsXBh8zzWa?dl=0&preview=Practice+Change+Agenda_Draft+2+\(002\).docx](https://www.dropbox.com/sh/801mxnfxjdzx30j/AAAf8v59uSBjHWMcsXBh8zzWa?dl=0&preview=Practice+Change+Agenda_Draft+2+(002).docx)

A Caring Classroom

By developing and fostering caring classrooms, students can meet the rigorous demands of the 21st century. *Integrating social, emotional, and academic development enables all students to work together to achieve the goals of the classroom, while appreciating and respecting interpersonal differences (CSE pg. 7).*

Major Recommendation- Schools must select a framework to implement that assists in developing a caring classroom. At a minimum, these frameworks should address the classroom's ability to ensure students are safe, healthy, supported, engaged, and challenged. The following 5 major recommendations should be implemented.

- 1) Schools must have a physically and emotionally **safe** environment for all students and create a genuine sense of belonging and learning
- 2) Schools must understand mental and physical needs of their students and how they impact their daily classroom environment. These needs to be matched with services that ensure every student is **healthy**. These service may need to be provided outside the classroom and yet they need to lead to the removal of barriers in the daily classroom environment.
- 3) Schools must understand and embrace that they are a central institution for student learning and development that is complementary to the roles of the family and broader community. Therefore, schools need to develop and implement structures and practices that provide SEAD **support** to every student.
- 4) **Engaging** daily lessons need to build on the strengths, interests, and experiences of students. This can only be done when teachers recognize their own implicit biases and challenge themselves to be culturally responsive in an effort to foster SEAD among their students.
- 5) A strong responsibility to **challenge** every student, every day in their SEAD development. All teachers should expect excellence from all students. By challenging and empowering their students to grow academically, teachers can use a strong social emotional base to build intrinsic motivation and trust among students.



Policy Implications:

- Every school has a SEAD framework that is adopted by the local governing body.

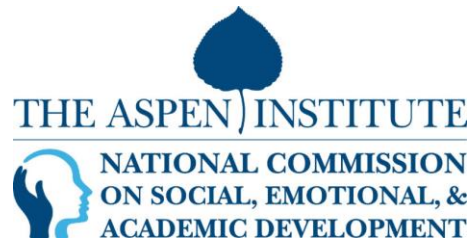
Resources:

- https://assets.aspeninstitute.org/content/uploads/2018/02/CDE-Commission-report_022618.pdf
- <http://www.ascd.org/whole-child.aspx>
- [https://www.dropbox.com/sh/801mxnfxjdzx30j/AAAf8v59uSBjHWMcsXBh8zzWa?dl=0&preview=Practice+Change+Agenda_Draft+2+\(002\).docx](https://www.dropbox.com/sh/801mxnfxjdzx30j/AAAf8v59uSBjHWMcsXBh8zzWa?dl=0&preview=Practice+Change+Agenda_Draft+2+(002).docx)

School Climate Develops Social, Emotional and Academic Competencies

A positive, safe and rigorous school climate is recognized as a critical factor to student performance and an effective school. *A key goal of integrating social, emotional, and academic development is to foster a school climate and culture as well as learning opportunities that are inclusive of and responsive to the diversity of interests, aptitudes, perspectives, races, and cultures represented in the classroom (CSE pg.7).* When developing a school climate that foster SEAD, 5 critical components should be addressed.

- 1) **Creating a common language** - It is the responsibility of the district to create a common language and clear definitions for what each learning environment should look like. *When social, emotional, and academic development becomes the collective effort of faculty and administration within a school, the culture and climate improves teaching and learning across the entire school (CE pg.9)*
- 2) **Developing Norms** - Adapting and expanding upon the district, schools should adopt shared norms and set the climate and culture for the context of their building. *Through classroom-based community-building strategies, students connect to others and have a constructive voice in making their classroom community and school better places for everyone (CSE pg. 14).* It is critical that these norms be applicable in classroom spaces as well as shared spaces through the school building.
- 3) **Fostering shared strategies** - *To effect positive change, the culture of the school and classroom needs to embody the social and emotional skills we want students to develop (CSE pg.14).* Schools should select 3-5 shared strategies that can be incorporated into various settings, including but not limited to the classroom, shared spaces, and community settings.



These strategies must be intentional taught, reinforced and supported in order to foster SEAD development among all students.

- 4) **Honoring student voice** – When developing and fostering a school climate through SEAD, effectively engaging those working directly with young people and the young people themselves in shaping language, norms and strategies is critical to sustainability (*Supporting Policy Recommendations*).
- 5) **Using data** to foster continuous improvement - Data of the school climate must be identified and measurable. Policies, practices, programs, procedures and people enable an environment of continuous learning and innovation to improve student SEAD outcomes. (*Supporting Policy Recommendations*). Using the evidence-based framework given by the district, school leadership teams should measure and continuously improve their learning environments.

Policy Implications:

- Data is tracked to drive continuous improvement.
- Formal partnerships must be established and tracked

Resources:

- https://assets.aspeninstitute.org/content/uploads/2018/02/DRAFT-guiding-principles_policy-and-research.pdf
- https://assets.aspeninstitute.org/content/uploads/2018/02/CDE-Commission-report_022618.pdf
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