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Social, Emotional, and Academic Development in Math Classrooms

Part 1: Introducing SEAD themes and connections
for equitable math instruction

Core Advocate Webinar
August 24, 2021

STUDENT
ACHIEVEMENT
PARTNERS



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Poll:

How many Core Advocate Webinars
have you attended?

Join Our Network!

www.achievethecore.org/ca-signup

ACHIEVE THE CORE

Professional Learning ▾

Planning & Reflection ▾

Classroom Resources ▾



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National Core Advocate Network

College- and career-ready standards, including the CCSS, give educators an opportunity to work together and support each other— across districts, states, and content areas. The goal of the Core Advocates Network is to engage educators with the content knowledge and resources they need to support teachers and students in the transition towards a college- and career-ready education.

Join the Network

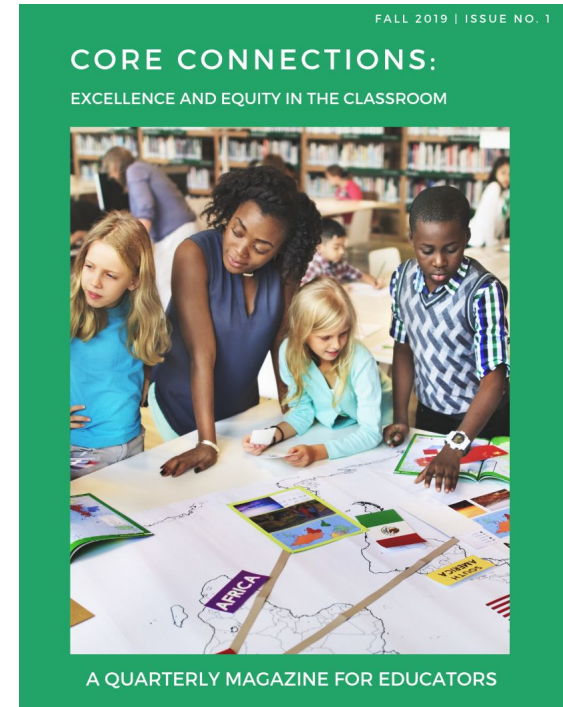
Interested in joining the Core Advocate network? Start by taking the

[Core Advocates Survey](#)

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Learn More About Us!

- Contact Jennie Beltramini (jbeltramini@studentsachieve.net)
- Complete this survey to join our database (and mailing list): www.achievethecore.org/ca-signup
- Visit our website: www.achievethecore.org



Free, ready-to-use classroom resources
that support excellent, standards-aligned
instruction for all students

Introductions

hello!



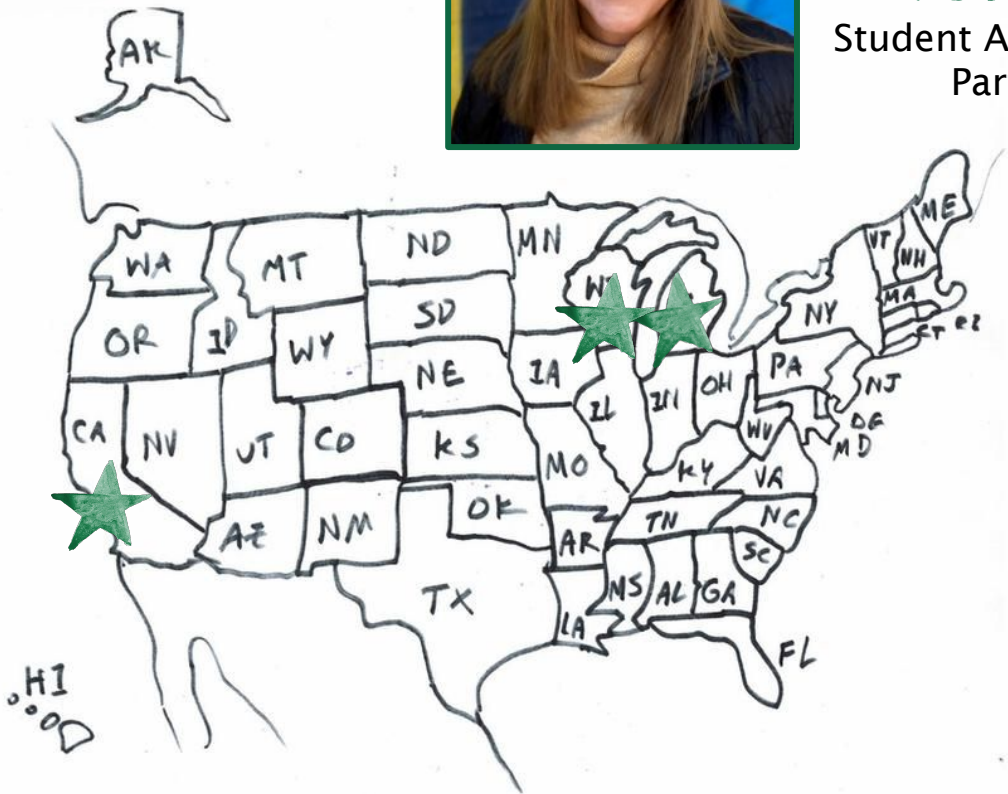
**ASTRID
FOSSUM**

Student Achievement
Partners



**TARA
WARREN**

Santa Monica-Malibu
USD



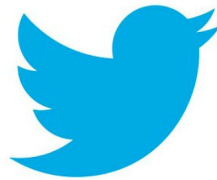
**BERNICE
WISNIEWSKI**

Grand Rapids Public
Schools

Engage with Us!

Please feel free to tweet during and after the webinar using #coreadvocates

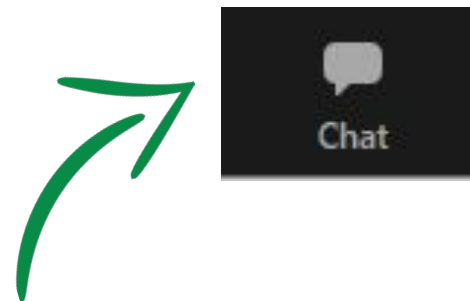
- @achievethecore
- @AstridFossum
- @TeelDub



After the webinar:

→ Access to the recording and resources will be emailed to you.

During the webinar:



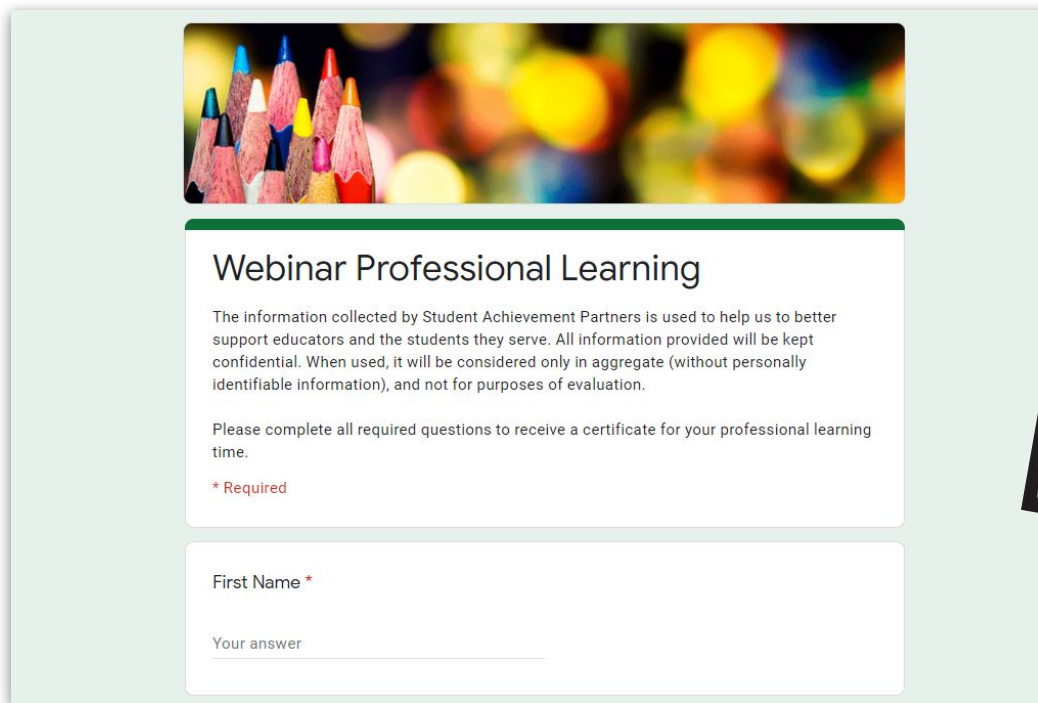
Ask questions, chat with us and other participants, share resources!


Need help? Private chat
Jasmine Costello

Professional Learning Certificate Will Be Provided

We value your feedback!

At the end of the webinar you will be given a link to take a brief feedback survey. Those who complete the survey will be emailed a certificate for 1-hour of professional learning!





Webinar Professional Learning

The information collected by Student Achievement Partners is used to help us to better support educators and the students they serve. All information provided will be kept confidential. When used, it will be considered only in aggregate (without personally identifiable information), and not for purposes of evaluation.

Please complete all required questions to receive a certificate for your professional learning time.


* Required

First Name *

Your answer



Social, Emotional, and Academic Development in Math Classrooms



**WEBINAR
1
Aug 24**

**Introducing SEAD
themes and connections
for equitable math
instruction**

*Available on-demand.
One hour professional learning credit*

- Understand the need for SEAD in math
- Make connections between SEAD and equitable math practice
- Learn about new resources

**WEBINAR
2
Sept 14**

**Planning to incorporate
social and emotional
learning into math
lessons**

*Available on-demand.
One hour professional learning credit*

- Understand the connection between the SMPs, SEL, and grade-level instruction
- Learn to use the SEAD planning template from Pathways to Equitable Math Instruction

**COMMUNITY
OF PRACTICE
10/5, 10/9,
11/7**

**Collaborative,
Participant-Driven
Discussion and Planning**

*Must have attended both webinars 1&2
prior to September 24 to join
4 hours professional learning credit*

- Share and reflect on best practices for implement SEAD
- Design and discuss lessons
- Opportunity to contribute lessons with compensation

Goals of the Webinar

- ✓ Understanding of Social Emotional Academic Development (SEAD)
- ✓ Connections between SEAD and Equitable Practices in Mathematics
- ✓ Sharing resources that will support students social emotional needs while engaging with mathematics

Resource Sheet:
<https://bit.ly/SEADresources>



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Bernice Wisnieski
2nd Grade ESL Teacher
Grand Rapids Public Schools
Grand Rapids, Michigan



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Poll: Rate your knowledge of integrating Social Emotional Learning (SEL)/Social Emotional Academic Development (SEAD) in your content area of teaching.



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SEL Defined

- It is **not** a program or curriculum that explicitly focuses on “fixing” or changing student behavior.
- It is a shift toward creating an equitable learning environment.

Self Awareness

Self Management

Responsible Decision Making

Relationship Skills

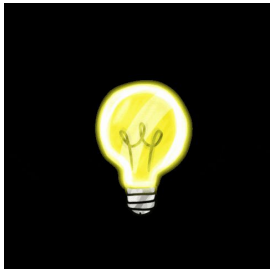
Social Awareness



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Impact of SEL on Academics

Lean on the science and data



- ~ Students' academic performance increases 11 percentile points
- ~ Improved classroom behavior
- ~ Increased ability to manage stress and depression
- ~ Better attitude about themselves, others, and school

<https://casel.org/impact/>

<https://casel.org/wp-content/uploads/2016/01/meta-analysis-child-development-1.pdf>



SEL works: Compelling national evidence

Science Links SEL to Student Gains:



- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests



- Fewer conduct problems
- Less emotional stress
- Lower drug use

...and adults benefit too



Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer** because they're able to work more effectively with challenging students —one of the main causes of burnout.



Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of **education, employment, criminal activity, substance use, and mental health.**

C NNNECTIONS

What is the connection between SEL and Academic Learning?

- **When students have supportive relationships and opportunities to develop and practice social, emotional, and cognitive skills across many different contexts, academic learning accelerates.**

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Responding to the demand:

National Commission on Social, Emotional, and Academic Development

Our nation is truly at a turning point: We now understand that social and emotional development underpin children's academic learning, growth, and success.

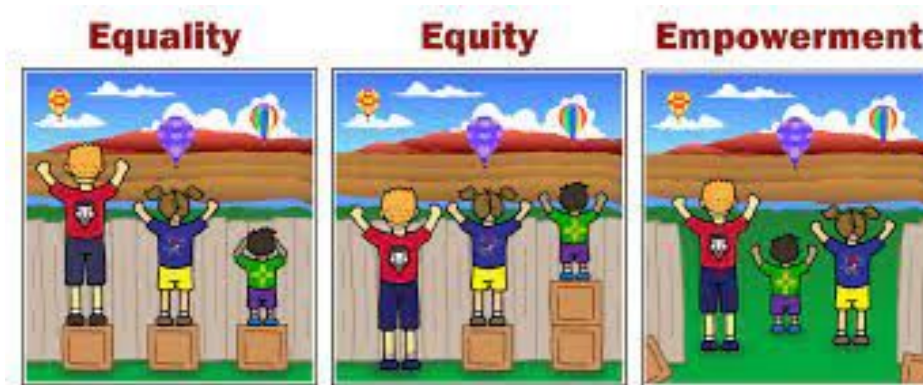
<http://nationathope.org/>





NEW LENSES and A NEW TOOL

- SEAD themes are helpful lenses toward equity when embedded within content learning.
- Teachers do not teach content and SEL; they use SEL to teach content, which provides a more open, inclusive, and affirming experience for students.



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Natara Warren
Middle School Teacher
Santa Monica-Malibu USD
California



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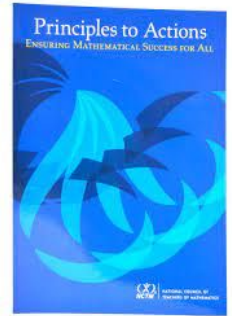
Poll: On a scale of 1 to 5, how closely do you connect SEL to equitable instructional practices?

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Section 2:

How are SEAD themes connected to equity?

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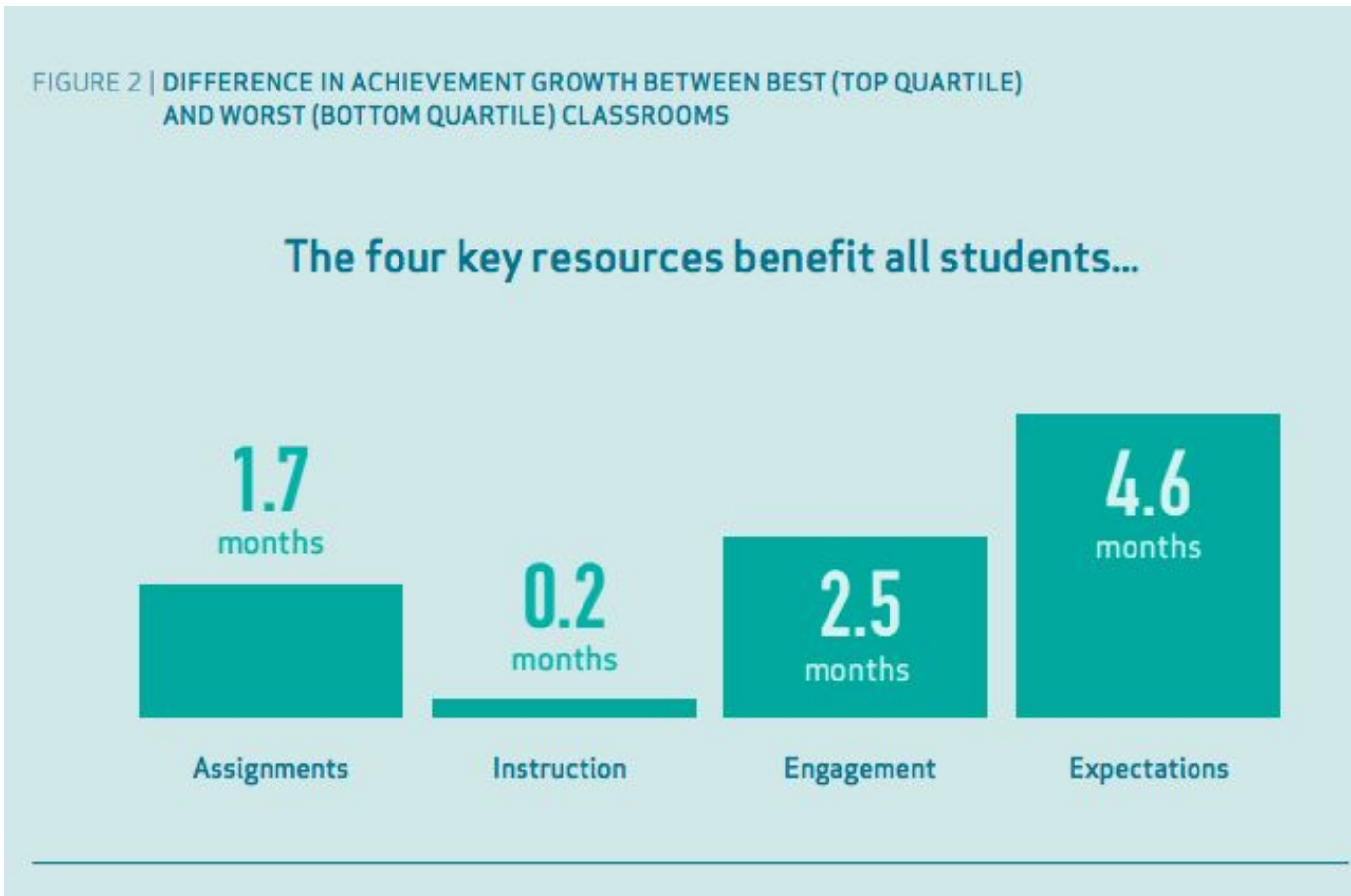
Principles to Actions, NCTM, 2014

“ **Teachers’ beliefs** influence the decision that they make about the manner in which they teach mathematics,...**Students’ beliefs** influence their perception of what it means to learn mathematics and their dispositions toward the subject...The **impact of these beliefs** on the teaching and learning of mathematics may be unproductive or productive. It is important to note that these beliefs should not be viewed as good or bad. Instead, beliefs should be understood as unproductive when they hinder the implementation of effective instructional practice or limit student access to important mathematics content and practices.” (pp. 10-11)

Reflect: What are some beliefs you hold close to heart in your teaching practice?

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Beliefs and Expectations



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Beliefs and Expectations

FIGURE 3 | DIFFERENCE IN ACHIEVEMENT GROWTH BETWEEN BEST (TOP HALF) AND WORST (BOTTOM HALF) CLASSROOMS AMONG CLASSROOMS WHERE AVERAGE STUDENT IS SUBSTANTIALLY BEHIND GRADE LEVEL

...but particularly students who started the year substantially behind their peers.



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SEAD - Bridging the Work - Making Connections

SEAD - Social, Emotional, and Academic Development



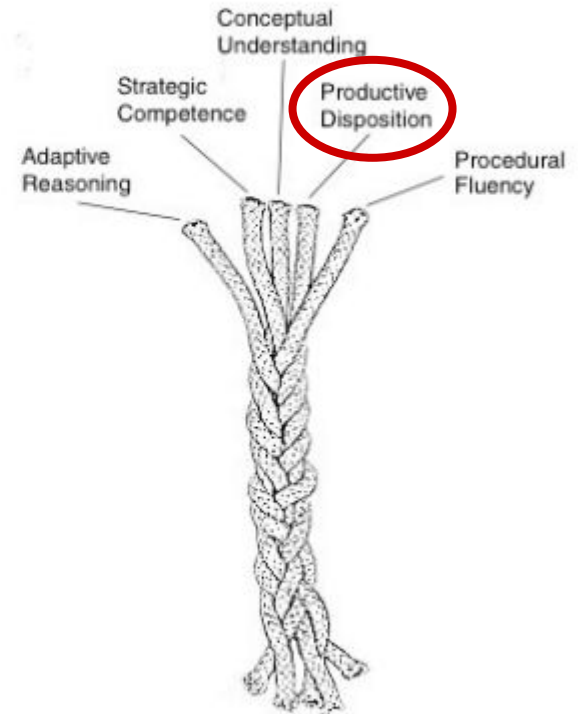
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SEAD Themes

Agency
Belonging
Discourse
Identity

Five Strands of Mathematical Proficiency

- **Conceptual Understanding**
- **Procedural Fluency**
- **Strategic Competence**
- **Adaptive Reasoning**
- **Productive Disposition**



Kilpatrick, Swafford, & Findell. (2001) – Adding It Up (p.116)

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Identity

Dispositions and beliefs that students develop about their ability to participate and perform



Understand the links between personal and sociocultural identities

Use mathematics in various contexts

Grounds in and affirms cultural heritage and community



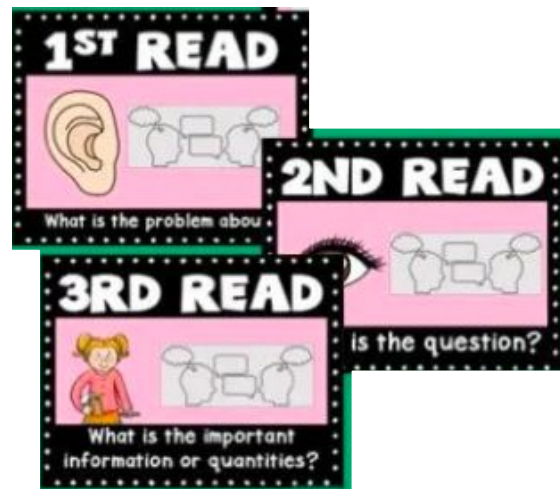
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Discourse

Ways of
representing, thinking,
talking, agreeing, and
disagreeing



Shaped by the tasks
students are engaged



Encouraging academic
talk

Increasing student talk
time

Create opportunities for
students to understand
viewpoints of others

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Agency

Identity to oneself
and other



Cultural
competence

“Who we are”

Cultural fluency

“What we do”



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Belonging

Fitting In

Part of the group



Examine what it means to belong to a group or community

The Parts of a Mathematician



Engage in initiatives and co-create solutions

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Astrid Fossum
Designer
SAP/ Milwaukee



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Poll: On a scale of 1 to 5, how integrated is your current math instruction (or the instruction you observe/support) with SEL initiatives?

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Section 3: What resource(s) are available to support students social, emotional needs while engaging in mathematics learning?

equitablemath.org

**A Pathway to
Equitable
Math Instruction**

[Downloads](#)

[Glossary](#)

[About](#)

[FAQ](#)

A Pathway to Equitable Math Instruction

Resources and guidance to support Black, LatinX, and Multilingual students to thrive in grades 6-8

5 Strides on the Path to Math Equity



STRIDE 1

Dismantling Racism in Mathematics Instruction

Download

Exercises for educators to reflect on their own biases to transform their instructional practice

STRIDE 2

Fostering Deep Understanding

Download

Methods for deepening content understanding and relevance through crafted math discussions

STRIDE 3

Creating Conditions to Thrive

Download

Environments and practices that support students' social, emotional and academic development

STRIDE 4

Connecting Critical Intersections

Download

The interconnectedness of English language learning and the development of mathematical thinking

STRIDE 5

Sustaining Equitable Practice

Download

Coaching structures that support math educators' in their ongoing centering of equity principles

STRIDE 3

What actions can I take to support students social, emotional and academic development?

A Pathway to Equitable Math Instruction

Creating Conditions to Thrive

Environments and practices that support students' social, emotional, and academic development.

STRIDE
3



Supporting my students.....what's included?

- Intersections of SEAD Themes with SMPs
- Strategies to Support ELs in Mathematics
- Suggested Actions and Strategies (with examples from Priority Instructional Content)
- Guidebooks for each SEAD Theme, Identity, Agency, Belonging and Discourse.

THEMES

English Language Development + Scaffolding

Social, Emotional, and Academic Development

GUIDING PRINCIPLES

Equitable access to grade-level priority math standards.

Learning opportunities for students to engage with the standards for mathematical practice.

Targeted curricula and practices designed to create equitable access to math instruction for students gaining English proficiency.

SEAD in Mathematics:
Social Emotional Academic Development

How to Use the Lesson Planning Template

- 1 Identify the Priority Math Standard**
- 2 Identify the Social, Emotional, And Academic Development (SEAD) Theme**
- 3 Identify the Standard(s) for Mathematical Practice (SMP) to Support the SEAD Theme**
- 4 Create / Implement / Reflect on SEAD Strategy**
- 5 Identify the Student Actions**
- 6 Identify the Teacher Actions**
- 7 Summary of Practice / Best Practices / Reflection**

Creating Conditions to Thrive, Stride 3, p. 5

A Pathway to Equitable Math Instruction Creating Conditions to Thrive

Environments and practices that support students' social, emotional, and academic development.

STRIDE
3



“Teachers do not teach math and SEL; they use SEL to teach math, which provides a more open, inclusive, and affirming experience for students so they can see themselves as having agency, belonging, discourse, and identity as part of their student role.”



Reflect: What are some ways you can shift your math practice to use SEL to teach math?

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Questions for Our Guests?



Join our network!



Join a national network of educators

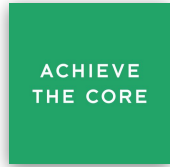


Keep up to date on free resources, upcoming webinars and other professional learning opportunities, job postings and more!



Be a part of creating new tools and resources in partnership with SAP

Please Join Us!



<https://achievethecore.org/ca-signup>



Twitter: twitter.com/achievethecore



Facebook: facebook.com/achievethecore



Pinterest: pinterest.com/achievethecore



instagram.com/achievethecoresap/



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Upcoming Events!

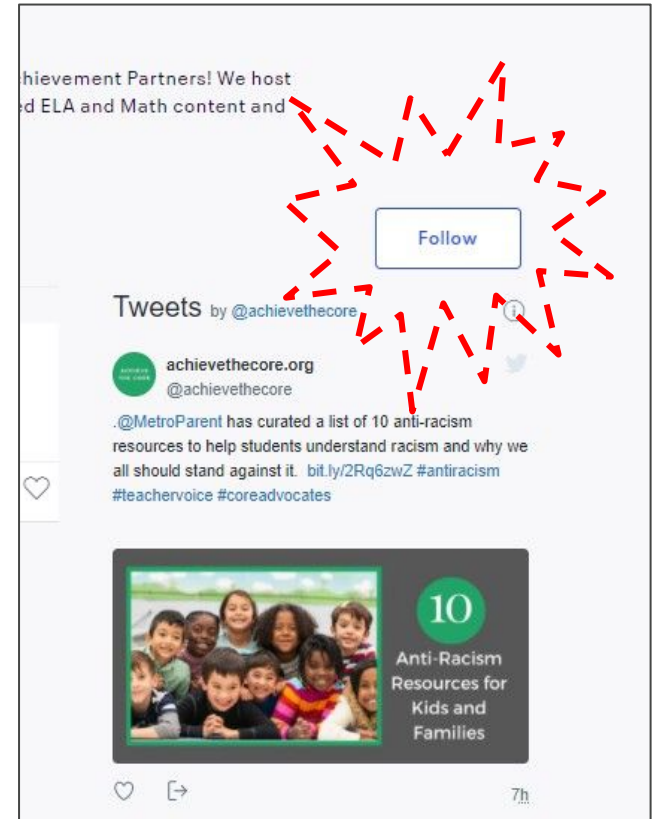
All events take place at 7 p.m. ET.

Webinar: Social, Emotional, and Academic Development in Math Classrooms Part 2: *Planning to incorporate social and emotional learning into math lessons*

Tuesday, September 14

Coffee & Conversation: Decolonizing Instruction with Maribel Gonzalez (@decolonizeliteracy)

Wednesday, September 22

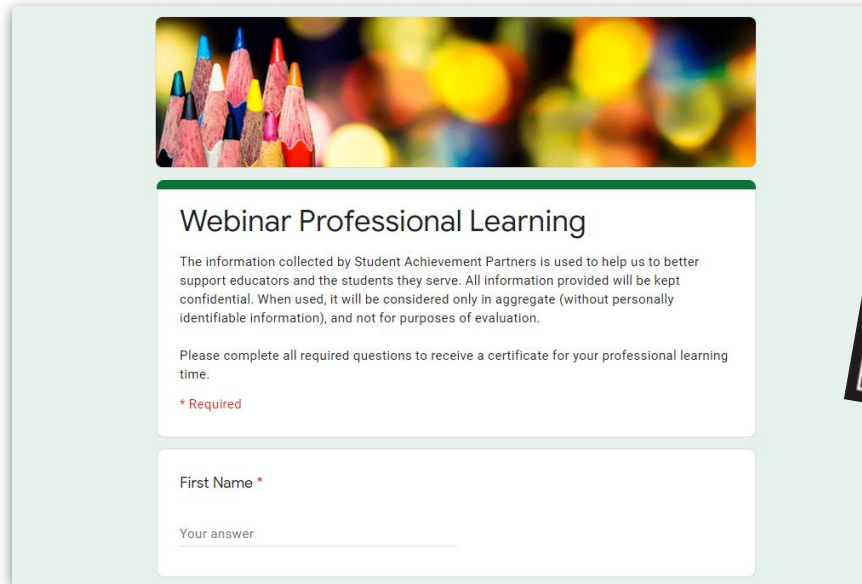


Follow us on Eventbrite!
CoreAdvocates.Eventbrite.com

Professional Learning Certificate - 1 hour

We value your feedback!

Those who complete the survey will be emailed a certificate for 1-hour of professional learning!



Webinar Professional Learning

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* Required

First Name *

Your answer _____



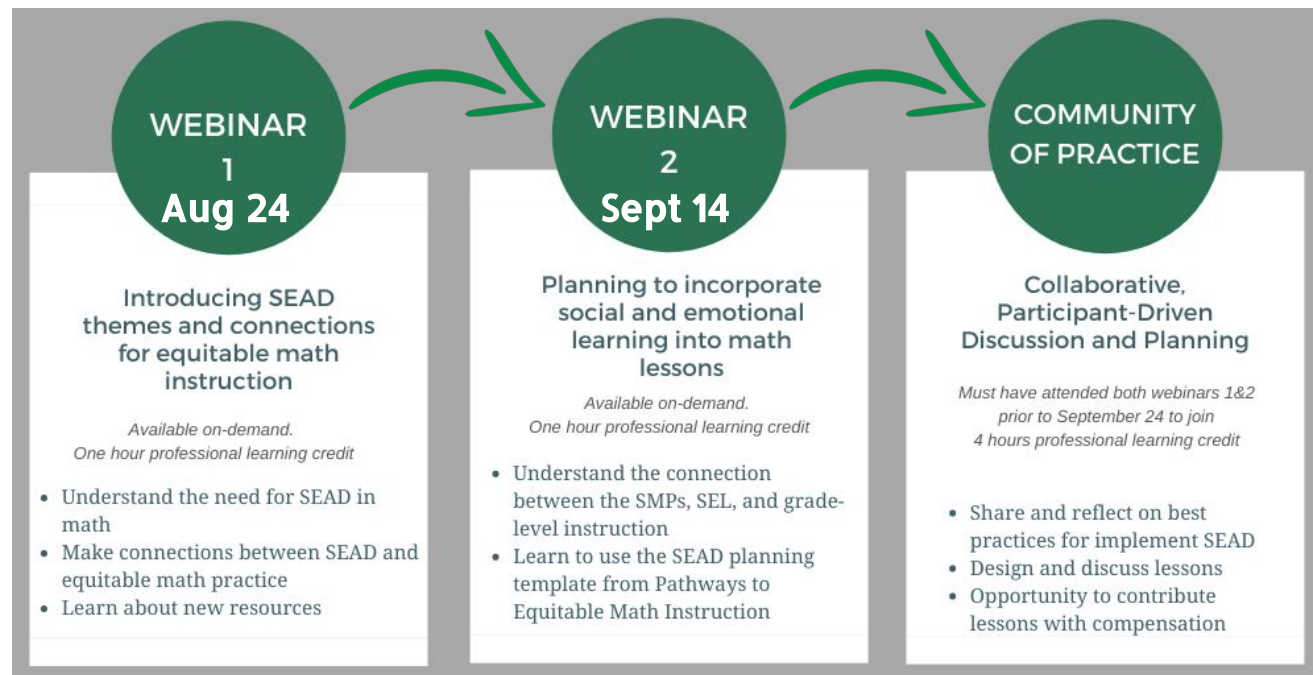
<https://bit.ly/2ULEyW0>

Join our Community of Practice!

Tuesdays 7:00 - 8:15 p.m. ET		
Oct 5	Nov 9	Dec 7

Ongoing collaborative space for grade-alike educators to share and reflect on strategies and best practices for implementing SEAD into their math classrooms!

Watch both webinars live or asynchronously by Sept 24 to be invited to join the Community of Practice!



<https://bit.ly/3jeZbmE>



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Thank You!