

Planning Tool: Integrating Equity-Centered Social Emotional Learning into Your Instruction



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INTRODUCTION

*The Integrating Equity-Centered Social Emotional Learning into Your Instruction planning tool offers an approach that educators can use to plan lessons that support students as they develop and apply social emotional competencies in academic learning. This planning tool will support you as an educator as you integrate material from the asynchronous professional learning module series **Academic Learning Is Social and Emotional: Integrating Equity-Centered Social, Emotional, and Academic Learning in Washington**. The tool includes a set of steps and guiding questions that will help you apply what you learned from the modules to plan lessons that intentionally nurture students' social emotional and academic learning. This planning tool will also give you an opportunity to self-reflect on equity-centered social emotional learning (SEL) in lesson planning.*



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Overview of the Planning Tool

The Integrating Equity-Centered Social Emotional Learning into Your Instruction planning tool features a set of steps and guiding questions to help you think through the integration of SEL and academic instruction in an intentional way. The steps and guiding questions that followⁱ offer an approach to critically self-reflect on equity-centered SEL in lesson planning and to intentionally support students as they develop and apply social emotional competencies in the context of academic learning.

Step 1. Prepare

- a. What do your students bring (interests, assets, gifts) to the classroom?
- b. What academic outcomes do you hope students master in the lesson?
- c. How will you use your own social emotional competencies to facilitate the lesson?
- d. What social emotional competencies will you focus on during this lesson?

Step 2. Plan

- a. What instructional practices will you use that integrate social emotional and academic competencies?
- b. How is equity-centered SEL embedded in the lesson?
- c. How will you approach the lesson to ensure that you are nurturing the identified social emotional competency and approach?
- d. What formative approach will you use to measure social emotional and academic growth?

Step 3. Reflect

- a. What was successful about the lesson, and what challenges arose? What might you modify next time?
- b. How did your own social emotional competencies facilitate the lesson?

The following section offers more details and follow-up questions for each step along with space for you to write or type responses to the prompts. **At the end of this document, you will find a tool that you can use to embed the steps and questions into a lesson plan.**

ⁱ Adapted from Yoder, N., Ward, A. M., & Wolforth, S. (2021). *Teaching the whole child: Instructional practices that integrate equity-centered social, emotional, and academic learning*. American Institutes for Research. <https://www.air.org/sites/default/files/2021-12/Social-Emotional-Learning-Equity-Centered-Instructional-Practices-December-2021.pdf>

STEPS AND GUIDING QUESTION SUPPORT



Step 1. Prepare

Understanding the interests, assets, and gifts that students bring to the classroom community enables you to better identify inclusive practices, attend to context, and access content that maximizes learning and engagement.

It's important to be intentional about both the academic outcomes and the social emotional outcomes that we hope to nurture in our students.

➤ **Use the three questions below to identify student assets and needs.**

1a. What do your students bring to the classroom? Write down some of your student's interests, assets, gifts, and other factors that contribute to their success academically and in your classroom community.

1b. What academic outcomes do you hope students master in the lesson?

1c and 1d. How will your own social emotional competencies facilitate the lesson? What social emotional competencies will you focus on during this lesson? Use the table below that summarizes the WA SEL Standards, Benchmarks, and Indicators to review and select one or two that you will use and one or two that you will intentionally nurture with your students during the lesson.

| SEL Standards | Benchmarks | Competencies for Intentionally Nurturing Students. |
|-------------------|--|---|
| Self-awareness | Identify emotions, recognize strengths and limitations, examine biases and beliefs, experience self-efficacy | SEL competencies I will use: SEL competencies I will focus on for my students: |
| Self-management | Direct emotions, use stress management, regulate thoughts and behaviors to make good decisions | |
| Self-efficacy | Set and monitor goals, persevere and adapt through challenges, identify solutions, anticipate and evaluate consequences, advocate for self and others. | |
| Social awareness | Value perspectives, demonstrate empathy, identify diverse social norms, demonstrate understanding of variation with and across cultures | |
| Social management | Communicate clearly, cooperate, solve interpersonal conflict, seek and offer support, engage in diverse relationships | |
| Social engagement | Demonstrate curiosity, analyze information, set and monitor goals with others, contribute productively to one's communities | |



Step 2. Plan

Rigorous, equity-centered instruction invites students to engage their whole selves. This engagement includes the ways in which they navigate the social dynamics of classrooms and the ways they navigate and engage emotionally and cognitively.

Therefore, it is important to consider the instructional practices you use, and the social and emotional aspects of the lesson and environment facilitate student outcomes.

➤ **Use the three questions below to plan the instruction.**

2a. What instructional strategies will you use that integrate social emotional and academic competencies? Reflect on which of the [10 educator practices](#) you plan to use during the lesson (check all that apply).

| Affirming Learning Environments | Use |
|---------------------------------|-----|
| Warmth and Support | |
| Responsibility and Choice | |
| Youth-Centered Problem Solving | |
| Power of Language | |

| Learning Design and Instruction | Use |
|-------------------------------------|-----|
| Cooperative Learning | |
| Group Discussions | |
| Self-Assessment and Self-Reflection | |
| Balanced Instruction | |
| Expectations and Rigor | |
| SEL Competence Building | |

2b. How is equity-centered SEL embedded in the lesson? Reflect on the four SEL-academic integration taxonomy approaches that follow and determine which approach(es) you will use to intentionally integrate SEL and academics.

| | |
|--|--|
| <p><i>Explicit Skill Alignment.</i> How are the SEL standards and competencies similar to academic standards?</p> | |
| <p><i>Explicit Strategy Alignment.</i> What SEL standards and competencies do students use in the content-specific practice? Of these standards and competencies, which are strengths? Which need additional support?</p> | |
| <p><i>Ways of Interacting.</i> What SEL standards and competencies do students need to maximally engage in the lesson or activity? What type of mini-lesson on—or reinforcement of—social emotional competencies do students need before they engage with or during the academic lesson to promote positive interactions with self or with others?</p> | |
| <p><i>Ways of Being.</i> How are the SEL standards and competencies used in ways that are specific to the content domain? Do these competencies enhance the gifts that students bring to the classroom through their everyday lived experiences?</p> | |

2c. How will you develop or modify the lesson to ensure that you are nurturing the identified social emotional competency and approach? For example:

- If your identified approach is an explicit alignment, little will need to be modified.
- Ways of interacting may require more substantive modification to ensure that students understand the social emotional competencies needed to accomplish tasks successfully with you and their peers.
- As the lesson is modified, ensure that it:
 - attends to the lived experiences of students,
 - focuses on the personal and cultural assets and gifts they bring to the classroom, and
 - enhances their ways of interacting in the classroom community for mutual success.

2d. What formative assessment will you use? What evidence will you use to make sure students are mastering the academic skills? How will you know that they are using the targeted social emotional competency? How will you reinforce and give feedback on it?



Step 3. Reflect

Now that you have developed or modified a lesson and have implemented it:

- **Reflect on how it went.** A core component of this process is reflection on your social emotional competencies and on your well-being before, during, and after the lesson.

3a. What was successful about the lesson, and what challenges arose? What might you modify next time? It's important to reflect on how well you think the lesson went, which includes reviewing any evidence (e.g., anecdotes, exit tickets, self-reflections from students) that you have about how well the SEL–academic integrative approach went. How were students engaged during instruction? What competencies were they using, and how did you encourage their use? How was the activity set up and executed in a way that enabled students to use and reinforce their competencies in culturally affirming ways? What challenges did you encounter? Would you make any improvements for next time?

3b. How did your own social emotional competencies facilitate the lesson? Before and after the lesson, make time for you! Think about how your own social emotional competencies can help you facilitate the lesson. What potential barriers exist regarding your personal social emotional competencies and delivery of the lesson? Once the lesson is completed, think about how the activity went and what additional SEL support you and your students need.

SEL-Academic Integration Lesson Planning Template

Use the following template (or modify your currently used template) to guide your daily lesson planning to support SEL-academic integration.

| Step 1: Prepare | |
|--|---|
| Student Considerations <i>What are some of the interests, assets, and gifts that contribute to your students' social, emotional, and academic success and to their success in your classroom community?</i> | |
| | |
| Academic Standards <i>What academic standards will you focus on?</i> | SEL Standards <i>What Washington SEL standards/social emotional competencies will you focus on?</i> |
| | |
| Learning Goals <i>What learning goals will you focus on with your students?</i> | Educator SEL <i>What social emotional competencies will you leverage to implement your lesson?</i> |
| | |
| Step 2: Plan | |
| SEL-Academic Integration Strategy <i>What instructional practice(es) will you use to integrate SEL and academics? What SEL-academic integration taxonomy approach(es) will you use?</i> | |
| <p>In the space provided, list the practices and approach that comprise your integrative strategy:</p> <ul style="list-style-type: none"> • Instructional Practice: Warmth and Support, Responsibility and Choice, Youth-Centered Problem Solving, Power of Language, Cooperative Learning, Group Discussions, Self-Assessment and Self-Reflection, Balanced Instruction, Expectations and Rigor, and/or SEL Competence Building • SEL-Academic Integration Taxonomy Approach: Explicit Skills Alignment, Explicit Strategy Alignment, Ways of Being, and/or Ways of Interacting | |

Description of Lesson Activities

What activities will you consider for differentiating instruction and incorporating SEL before or within instruction?

Formative Performance Task

In what ways will you ensure that students mastered the academic and social emotional competencies of the lesson?

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