

Learning Journal



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How to use the Learning Journal

*This Learning Journal is a companion working document to record and save your thoughts, reflections, and plans in response to prompts within the three **Academic Learning is Social and Emotional** modules.*

The Learning Journal is divided by module, section, and sub-section so you can readily find the questions that correspond to the Learning Journal prompts within the modules.

Use the writing prompts to reflect on and record your thoughts and plans.

The work that you put into this Learning Journal can then be used as a practical tool to guide your SEL work in your own classroom.



Washington Office of Superintendent of
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Module 1: How do social emotional competencies support academic learning?

Learning Objectives:

1. **Articulate** why equity-centered SEL is important for students, teachers, schools, and communities.
2. **Identify** the four approaches that integrate social emotional competencies with academic learning.
3. **Connect** the four approaches to social emotional integration with Washington’s academic and social emotional learning standards.
4. **Develop** an action plan with next steps.

Introduction

Sub-section: Learning Journal

Set one intention for engaging in this module series. What are you hoping to learn or gain from your participation?

Section 1: Equity-centered social emotional learning matters

Sub-section: Social emotional learning in Washington

As you review the guiding principles and the essential elements, identify which principles and elements you feel are strongly present in your classroom. Reflect on how you can use those strengths and assets that you bring to further implement the other principles and elements.

Section 2: Connections between social, emotional, and academic development

Sub-section: Learning is social and emotional

Reflect on a time when a student lent a helping hand to a peer during an assignment. What SE competencies do you think the students used?

Sub-section: Identify social emotional learning in instruction and interactions

Watch one or both videos, and record your responses to the following questions:

What emotional experiences are students having in the classroom? (Video response)

What relational experiences are students having in the classroom? (Video response)

What social emotional competencies do students use during those experiences? (Video response)

How did the educator support student social emotional competence and their social emotional experience?

Section 3: Using the Washington social emotional standards and benchmarks

Sub-section: Using the Washington social emotional standards and benchmarks

Brainstorm some ways you can intentionally focus on the Self-Efficacy Standard and Benchmark—setting, monitoring, adapting, preserving, achieving, and evaluating a goal.

Sub-section: Practice integrating SEL into Washington classrooms

As you think about the taxonomy and how to fully integrate social, emotional, and academic learning, consider the following questions:

Who are you, what are your values, and how do your values inform the decisions you make each day?

Who are your students, and how do they move about the classroom, the school, and the world outside the school?

How do your students engage, disengage, and flourish?

How do you partner with students, families, and colleagues to deepen connections and hear multiple perspectives?

Section 4: Action planning and next steps

Sub-section: Start your action plan

Reflect on a lesson you've taught in the past week that you thought could be more intentional with the SEL support you provided.

What was the goal for the lesson?

What was the emotional experience of the students?

What was their relational and social experience like?

How did you, or how could you have, more intentionally incorporated SEL into that lesson? What taxonomy approach did you use or could have used?

Now, think about a lesson you will implement soon in which you want to be more intentional with your SEL approach.

What taxonomy approach will you use?

What 1-2 action steps can you take within that lesson to intentionally integrate SEL?

Module 2: Promoting affirming learning environments to support social, emotional, and academic learning

Learning Objectives:

1. **Explain** how the *four affirming learning environment practices* align with the Washington SEL Standards.
2. **Describe** how the *four affirming learning environment practices* nurture students' social, emotional, and academic learning
3. **Identify** how the *four affirming learning environment practices* are intentionally incorporated into instruction.
4. **Develop** an action plan with next steps: plan lessons that incorporate the *four affirming learning environment practices*.

Section 2: Creating affirming learning environments in Washington

Sub-section: Learning Journal

Think about a time when you felt safe and supported as a learner, where you felt like you belonged and had agency in your learning.

What did you experience that made you feel that way?

What were the educator(s) and your classmates doing?

How did that environment affect your engagement in learning?

Now, as an educator, record strategies you use to help each of your students feel safe, supported, and belong in your classroom.

Sub-section: Mindsets and strategies of the affirming learning environment practices

In the space below, jot down your reflections about:

The important mindsets you have:

Strategies you can use to implement each practice:

Sub-section: Affirming learning environments and culturally responsive practices

In the space provided below, set an intention on which culturally responsive practice you want to be mindful of in the upcoming weeks.

Section 3: Connecting affirming learning environments with social emotional learning competencies

Sub-section: SEL standards and the four practices that support affirming learning environments

Brainstorm ways that you can intentionally implement the four practices to nurture social emotional growth.

Brainstorm strategies for helping students name and recognize the social emotional assets they bring with them.

Sub-section: The four affirming learning environment practices in action

As you view the video that is related to your content area, consider the following reflection questions.

How is the educator intentionally supporting student social emotional development, while also supporting academic learning through affirming learning environment practices? In other words, what taxonomy approach do you notice the educator use?

What social emotional competencies do you notice the students use as they engage in these practices?

How are students responding to their educators' actions? What evidence do you see of student identity safety (students feeling comfortable to be themselves), supportive peer interactions, and/or active student engagement with content?

What can you take from this example to practice in your own classroom?

Module 3: Promoting affirming learning environments to support social, emotional, and academic learning

Learning Objectives:

1. **Explain** how the *six learning design practices* align with the Washington social emotional learning standards.
2. **Describe** how the *six learning design practices* nurture students' social emotional and academic learning
3. **Identify** how the *six learning design practices* are intentionally incorporated into instruction.
4. **Develop** an action plan with next steps: Plan lessons that incorporate the *six learning design practices*.

Section 1: Designing learning to promote social emotional learning in Washington

Sub-section: Learning Journal

Think about a time when you felt deeply engaged as a learner, when you felt like you were safe to take risks and you could achieve challenging goals.

What did you experience that made you feel that way?

What did the educator and your classmates do to help create that experience?

How did that learning experience affect your long-term learning?

Sub-section: Implementing the six learning design practices

Jot down your reflections about:

1. Important mindsets you have.

2. Strategies you can use to implement each practice.

Sub-section: Learning design practices and cultural responsiveness

Write an intention on which culturally responsive practice(s) you want to be mindful of in the upcoming weeks.

Section 2: Connecting learning design practices with social emotional learning competencies

Sub-section: SEL standards and the six learning design practices

What are the ways that you can intentionally implement the six practices to nurture students' social emotional growth?

Determine how you can help students name and recognize how their social emotional experiences influence their academic learning.

Sub-section: The six learning design practices in action

Watch the video that is related to your content area or is a practice that you want to observe. As you view the video, consider the following questions for reflection.

How is the educator intentionally supporting student social emotional development while supporting academic learning through learning design practices? In other words, what taxonomy approach do you notice the educator using?

What social emotional competencies do you notice the students use as they engage in these practices?

How are students responding to their educators' actions? What evidence do you see of helpful peer interactions and of active student engagement with content?

What can you take from this example to practice in your own classroom?

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