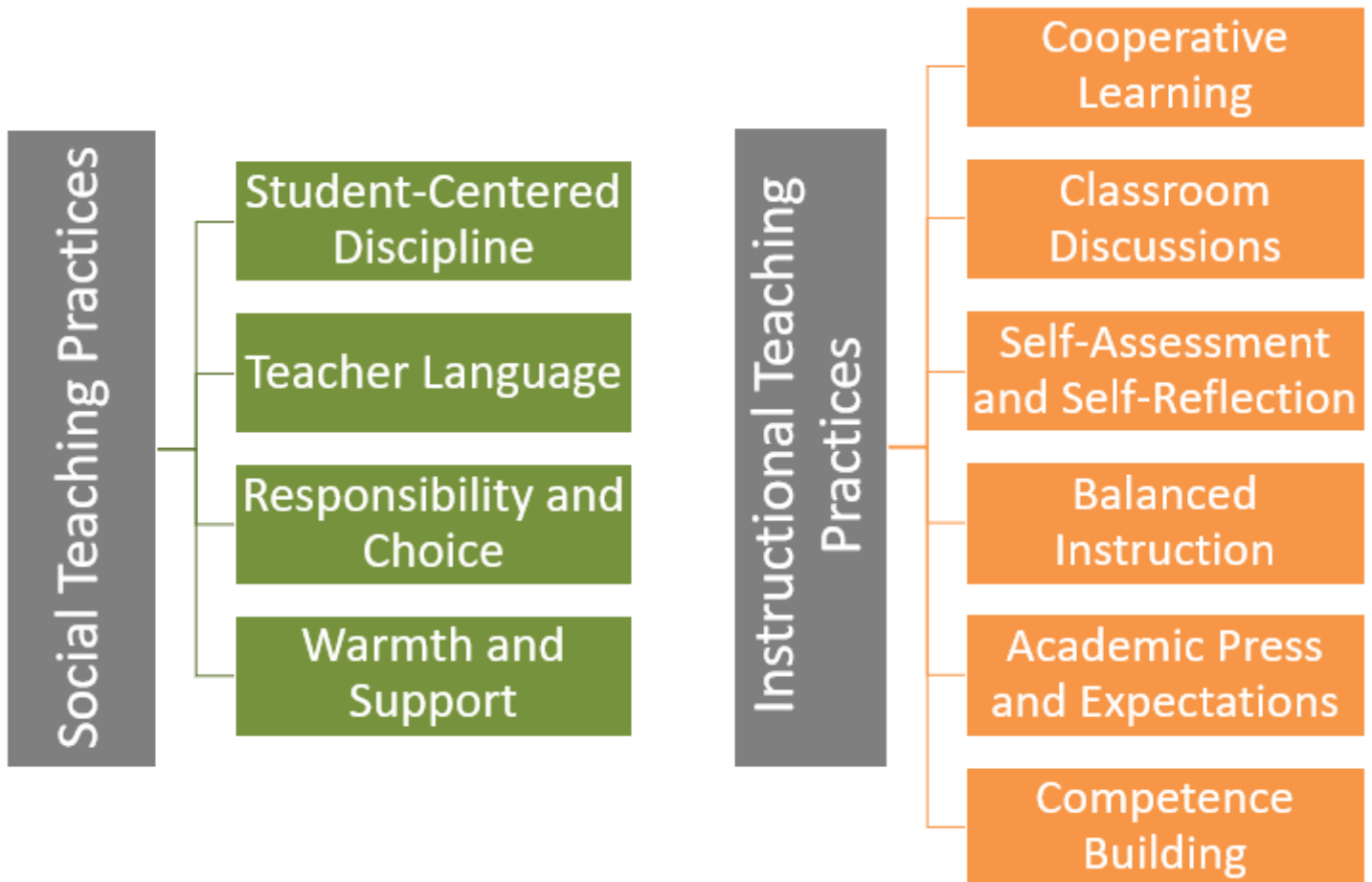


10 SEL Teaching Practices

The following 10 practices are central to educators' work not only during lessons about social and emotional learning (SEL), but also throughout the school day. Whether teachers are facilitating science lessons or leading student discussions about literature, SEL ideally is a lens through which they view everything that they say and do.

Frameworks' coaches support teachers in integrating these practices into their work, with a focus on the four foundational social teaching practices depicted in green below.





Frameworks

SEL Teaching Practice	Explanation
<p>Student-Centered Discipline</p>	<p>Classroom management strategies are developmentally appropriate for students.</p> <ul style="list-style-type: none"> • Teacher models and discusses classroom procedures. • Students clearly understand expectations and consequences. • Students are involved in creating class agreements/expectations. • Teacher gives students strategies to monitor and regulate their own emotions and behaviors. • Teacher is consistent with implementing rules and consequences. • Consequences are subtle and private where possible.
<p>Teacher Language</p>	<p>The teacher talks to students with a focus on encouraging them.</p> <ul style="list-style-type: none"> • Teacher acknowledges positive behaviors through precise praise and positive narration. Positive behaviors include following directions, meeting class expectations, and modeling SEL skills and competencies. • Teacher explains to their students how their efforts led/will lead to positive results. • Teacher encourages growth mindset and makes academic risk-taking feel safe. • Students mirror this positive language with each other.
<p>Responsibility and Choice</p>	<p>Students are provided opportunities to make responsible decisions.</p> <ul style="list-style-type: none"> • Teacher gives students opportunities to make choices about their learning. • Teacher gives students opportunities to be responsible in activities and procedures. • Teacher helps students connect their choices with potential consequences. • Students try multiple ways to solve problems. • Students accept responsibility for their own behavior and hold each other accountable.
<p>Warmth and Support</p>	<p>The teacher creates a classroom where the students know that (s)he cares.</p> <ul style="list-style-type: none"> • Teacher knows and uses students' names. • Teacher makes students feel appreciated as individuals. • Teacher encourages growth mindset and makes academic risk-taking feel safe. • Teacher gives students opportunities to ask questions and gives needed support. • Teacher shares appropriate personal anecdotes to support learning. • Teacher creates opportunities to allow students to connect (e.g., Community Building Sessions™, peer work/group projects, etc.). • Teacher fosters a sense of class culture (e.g., pride in work, mascots, traditions, etc.). • Students mirror this warmth and support in their treatment of each other.
<p>Cooperative Learning</p>	<p>Students work together toward a collective goal in accomplishing an instructional task.</p> <ul style="list-style-type: none"> • Teacher gives students opportunities to work in pairs and groups and holds them accountable for working together respectfully and productively. • Teacher gives students opportunities to give each other feedback.

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Frameworks

SEL Teaching Practice	Explanation
<p>Classroom Discussions</p>	<p>Students and teachers have a dialogue about content.</p> <ul style="list-style-type: none"> • Teacher models what active listening looks and sounds like and holds students responsible for actively listening to teacher and peers. • Teacher helps students effectively communicate their point of view and pushes them to elaborate. • Students genuinely listen to and engage with each other’s ideas. • Students use accountable talk in listening to and responding to each other (e.g., “I disagree with ___ because ___” or “I agree with ___ and I would like to add that ___”). • Most dialogue is student-driven.
<p>Self-Assessment and Self-Reflection</p>	<p>Students actively think about their own work.</p> <ul style="list-style-type: none"> • Teacher is clear about learning goals for each lesson. • Teacher helps students set individual goals that are appropriate for them personally. • Teacher asks students to monitor their progress toward meeting social, emotional, and academic goals. • Students know what to do when they need assistance in meeting a goal.
<p>Balanced Instruction</p>	<p>Multiple, appropriate instructional strategies are used.</p> <ul style="list-style-type: none"> • Teachers keep students engaged by using direct instruction and active engagement at appropriate times. • Teacher helps students apply what they are learning to the real world. • Teacher gives students opportunities to work both independently and collaboratively. • Teacher uses tools and activities that go beyond pencil and paper—including games, acting/role-playing, research projects, etc.
<p>Academic Press and Expectations</p>	<p>The teacher provides meaningful, challenging work and believes that all students can achieve rigorous work.</p> <ul style="list-style-type: none"> • Teacher helps students feel appropriate pressure to try their best. • Teacher meets each student where (s)he is socially, emotionally, and academically (zone of proximal development). • Teacher helps student understand the connection between effort and results. • Teachers communicate to students that they want them to succeed.
<p>Competence Building</p>	<p>The teacher helps develop students’ social-emotional skills through the typical instructional cycle.</p> <ul style="list-style-type: none"> • Teacher practices gradual release on all new skills and concepts (I do, we do, you do). • Teacher gives students multiple strategies to promote social, emotional, and academic growth and improvement. • Teacher uses student misconceptions to guide instruction without singling out individual students. • Students use peer and teacher feedback to improve their work and behaviors. • Students are aware of their emotions and work to respond appropriately.

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