

core advocates ►

# 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



core advocates ►

Poll:

How many Core Advocate Webinars  
have you attended?

# Join Our Network!

[www.achievethecore.org/ca-signup](http://www.achievethecore.org/ca-signup)

ACHIEVE THE CORE

Professional Learning ▾

Planning & Reflection ▾

Classroom Resources ▾



core advocates ►

## 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

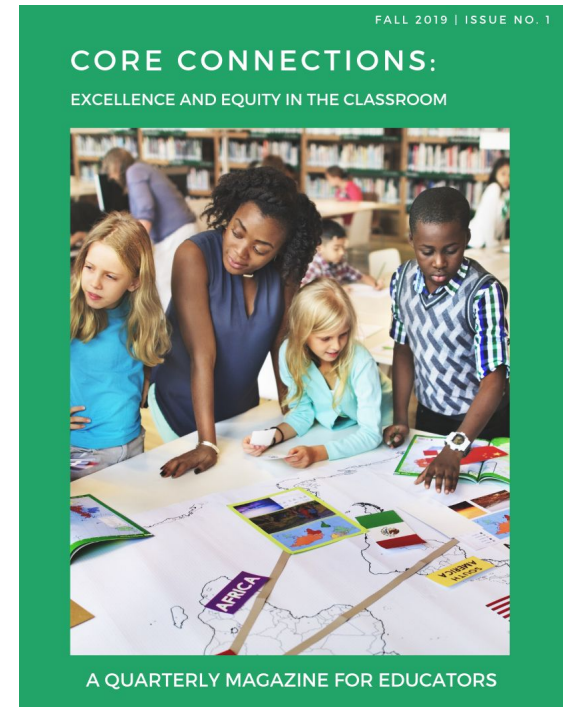
Interested in joining the Core Advocate network? Start by taking the

[Core Advocates Survey](#)

core advocates ►

# Learn More About Us!

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



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

# Introductions

hello!



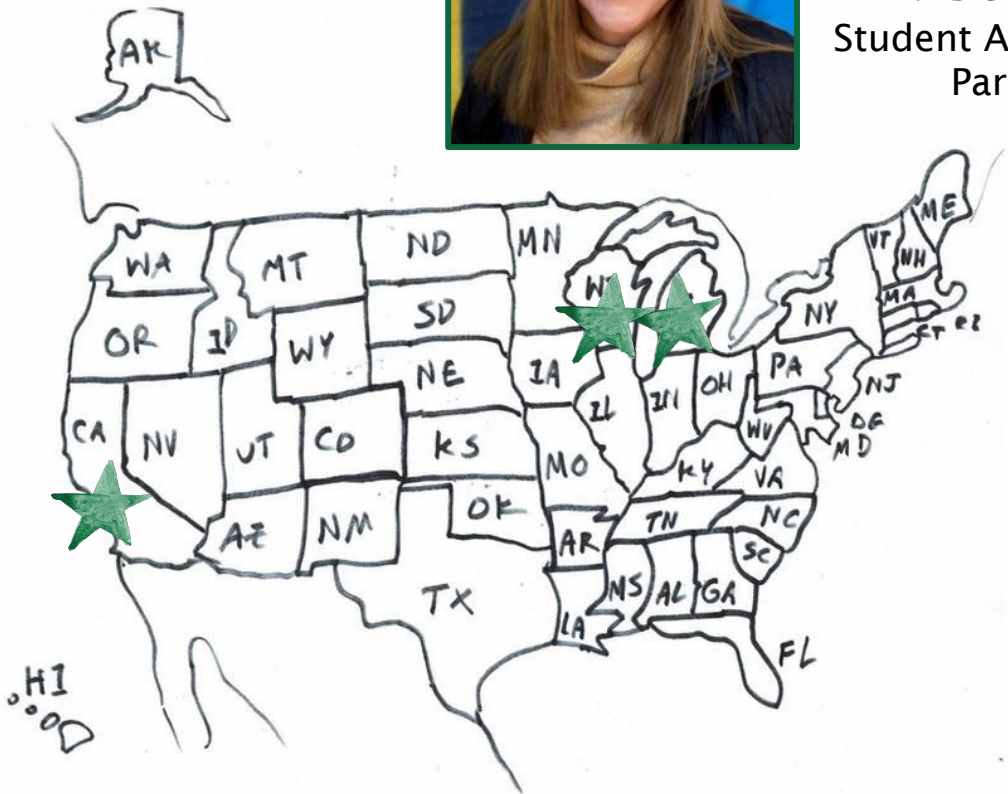
**ASTRID  
FOSSUM**

Student Achievement  
Partners



**TARA  
WARREN**

Santa Monica-Malibu  
USD



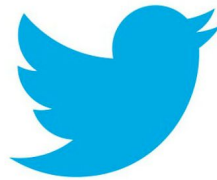
**BERNICE  
WISNIEWSKI**

Grand Rapids Public  
Schools

# Engage with Us!

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

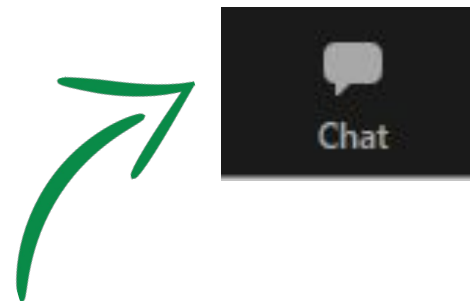
- @achievethecore
- @AstridFossum
- @TeelDub



After the webinar:

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

During the webinar:



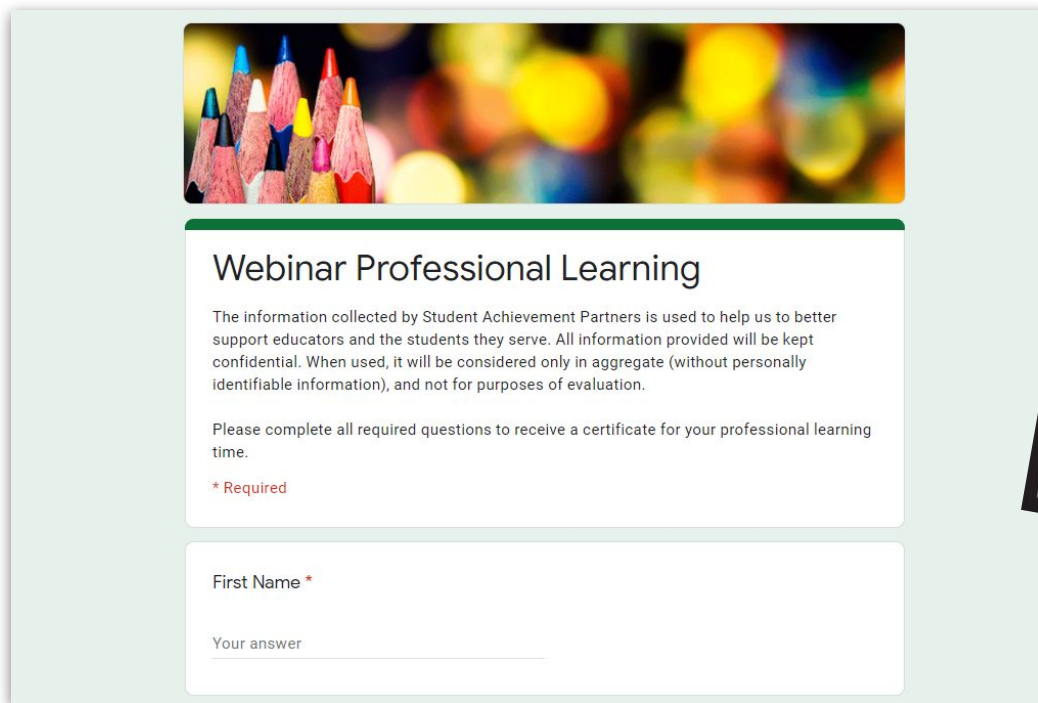
Ask questions, chat with us and other participants, share resources!


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>



core advocates ►

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



core advocates ►

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



core advocates ►

## 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

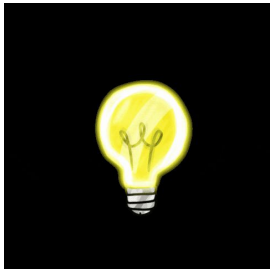
Social Awareness



core advocates ►

## 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.

core advocates ►

**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/>

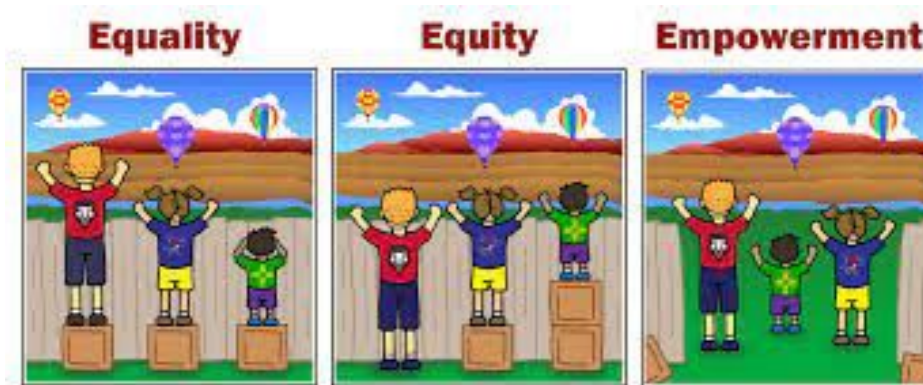






# NEW LENSES and A NEW TOOL

- 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.



core advocates ►

Natara Warren  
*Middle School Teacher*  
*Santa Monica-Malibu USD*  
*California*



core advocates ►

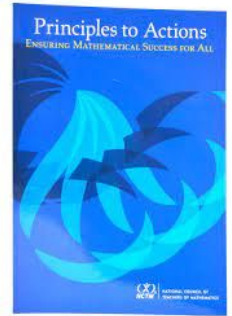
Poll: On a scale of 1 to 5, how closely do you connect SEL to equitable instructional practices?

core advocates ►

Section 2:

How are SEAD themes connected to equity?

core advocates ►



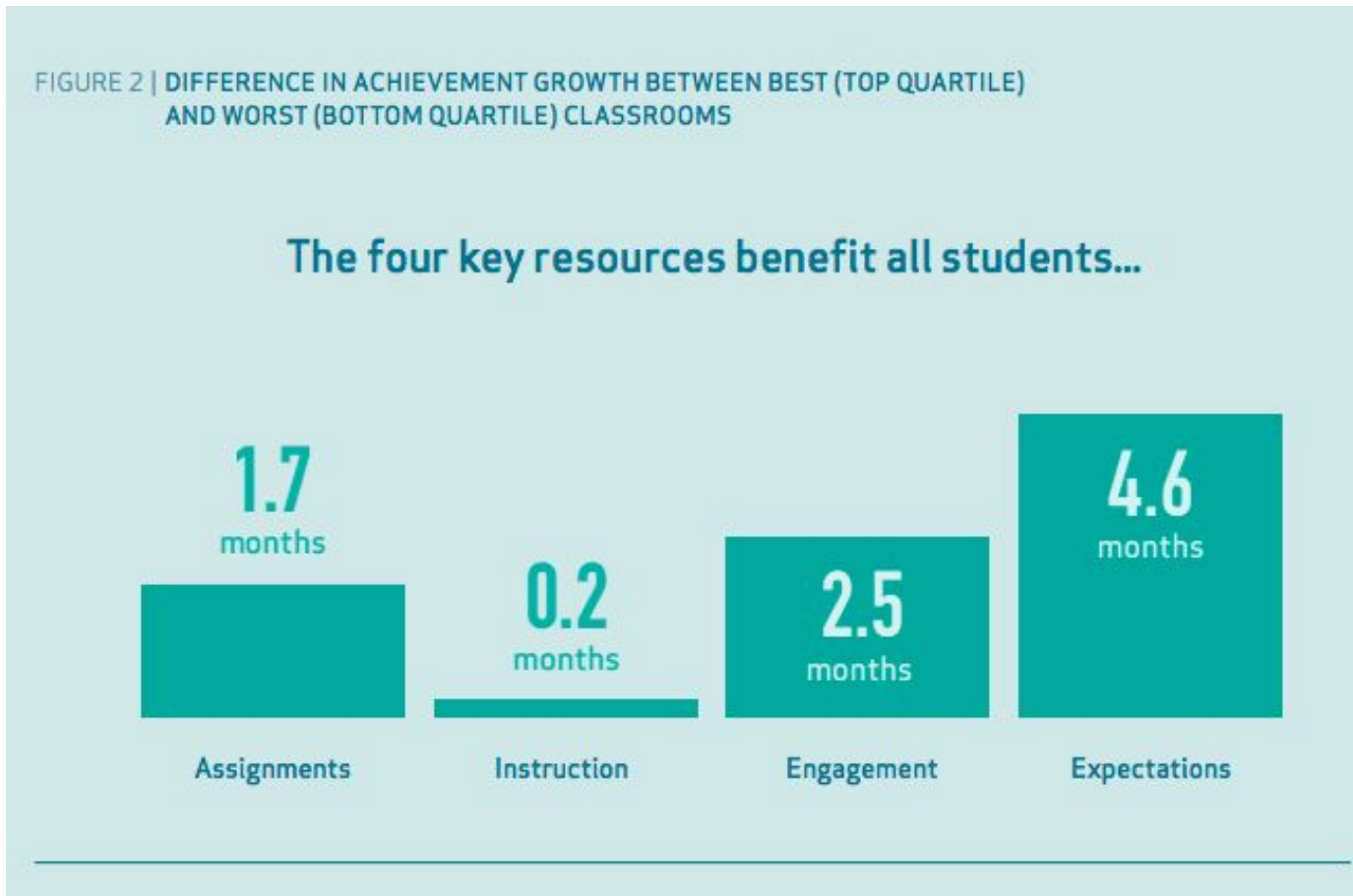
## Principles to Actions, NCTM, 2014

“ **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?

core advocates ►

## Beliefs and Expectations



core advocates ►

## 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.



core advocates ►

# SEAD - Bridging the Work - Making Connections

SEAD - Social, Emotional, and Academic Development





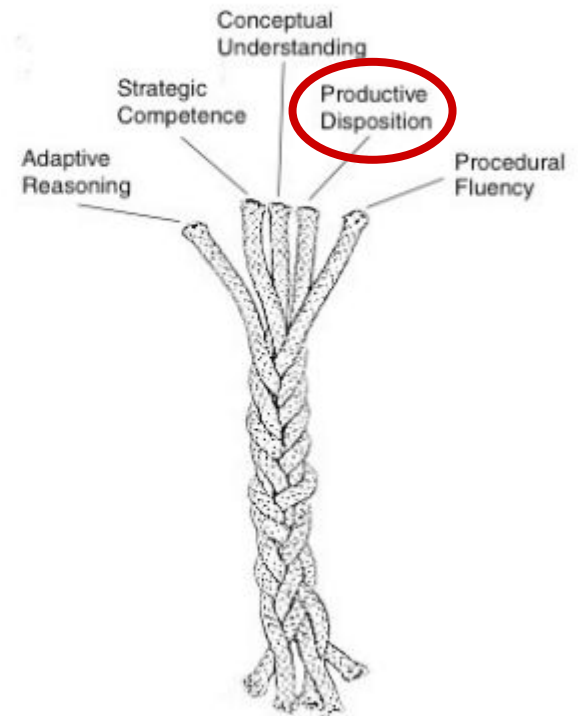
core advocates ►

# 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)

core advocates ►

# 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



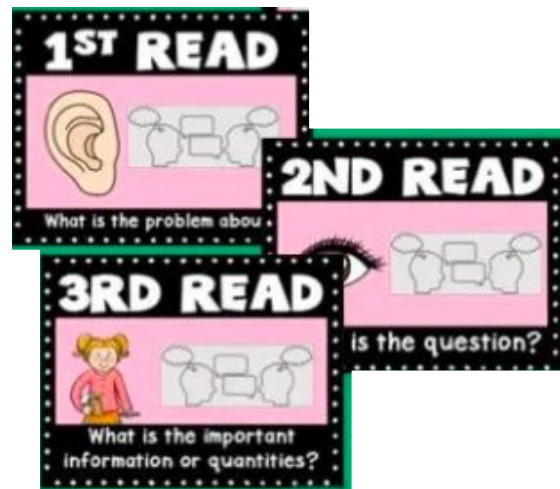
core advocates ►

# 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

core advocates ►

# Agency

Identity to oneself  
and other



Cultural  
competence

“Who we are”

Cultural fluency

“What we do”



core advocates ►

# 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

core advocates ►



core advocates ►

Astrid Fossum  
*Designer*  
*SAP/ Milwaukee*



core advocates ►

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



core advocates ►

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?

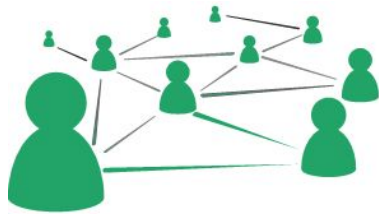
core advocates ►

Questions for Our Guests?





# Join our network!



Join a national network of educators

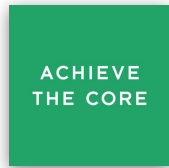


Keep up to date on free resources, upcoming webinars and other professional learning opportunities, job postings and more!



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](https://twitter.com/achievethecore)



Facebook: [facebook.com/achievethecore](https://facebook.com/achievethecore)



Pinterest: [pinterest.com/achievethecore](https://pinterest.com/achievethecore)



[instagram.com/achievethecoresap/](https://instagram.com/achievethecoresap/)



# core advocates

## Upcoming Events!

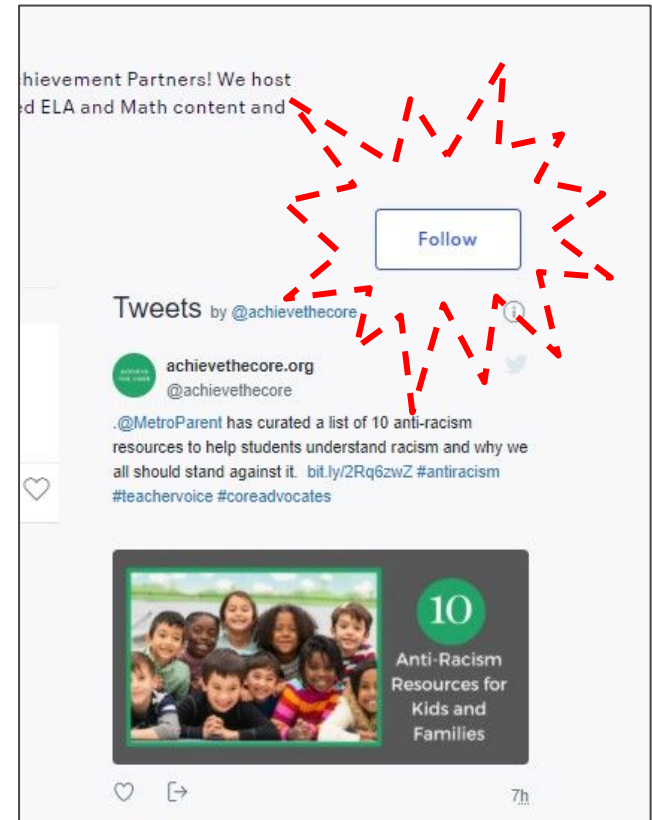
*All events take place at 7 p.m. ET.*

**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

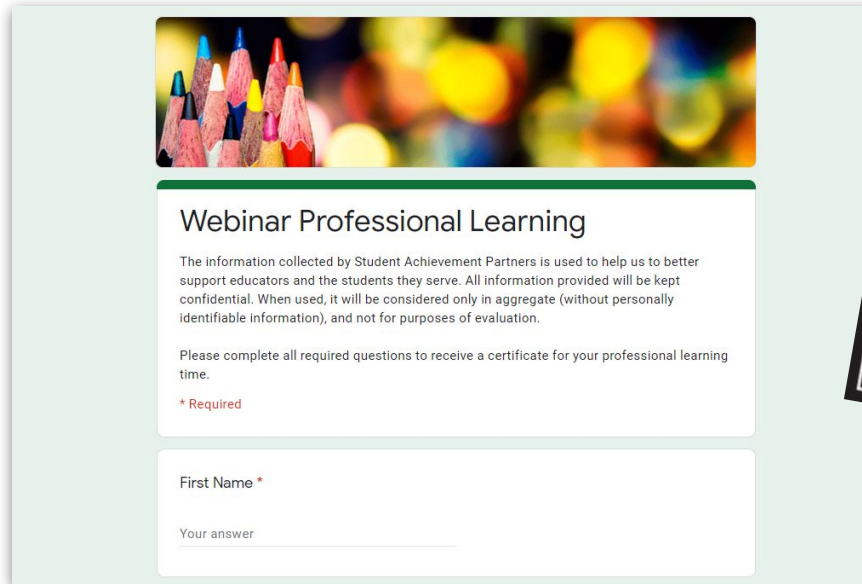


Follow us on Eventbrite!  
[CoreAdvocates.Eventbrite.com](https://www.eventbrite.com/coreadvocates)

# 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**

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 \_\_\_\_\_



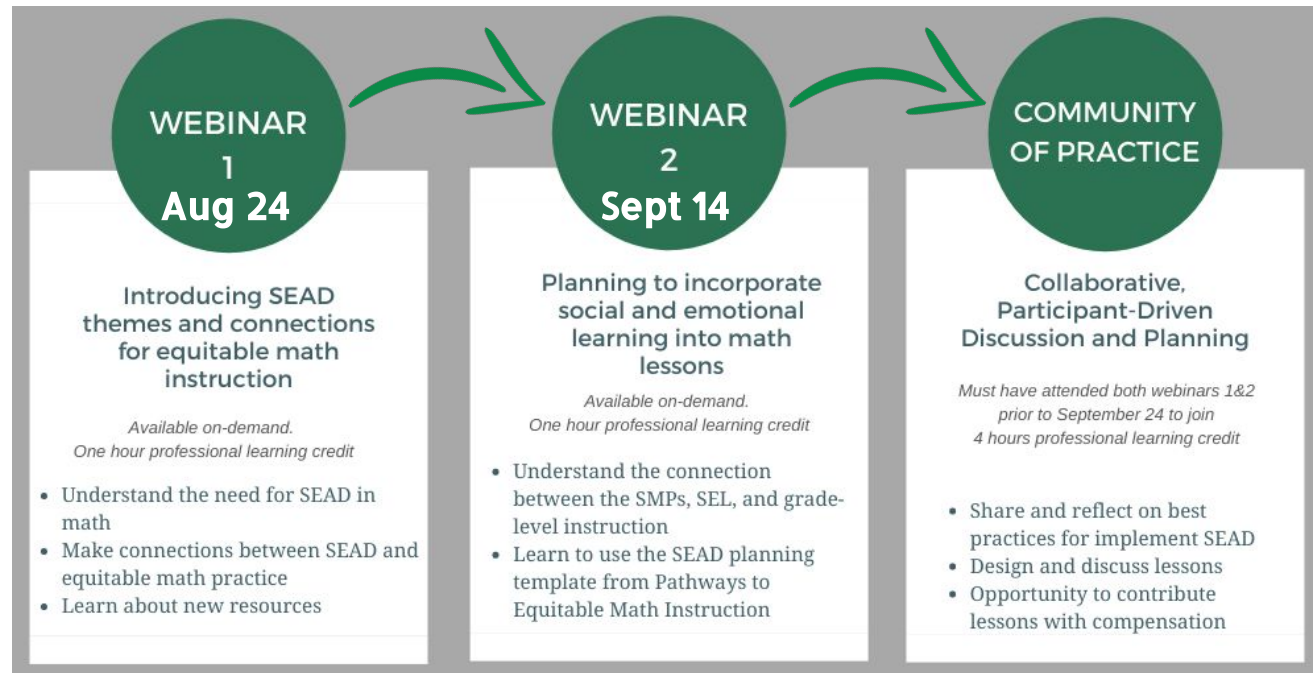
<https://bit.ly/2ULEyW0>

# 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>



core advocates ►

Thank You!