

# [CONNECTED] & ENGAGED

FHI 360 IN COLLABORATION WITH CASEL PRESENT:

*WEBINAR*

## TENDING TO THE EMOTIONAL WELL BEING OF YOUR SCHOOL COMMUNITY

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**November 18 at 3pm ET**



November  
2021

# Tending to the Emotional Well Being of Your School Community

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**Presented by:**

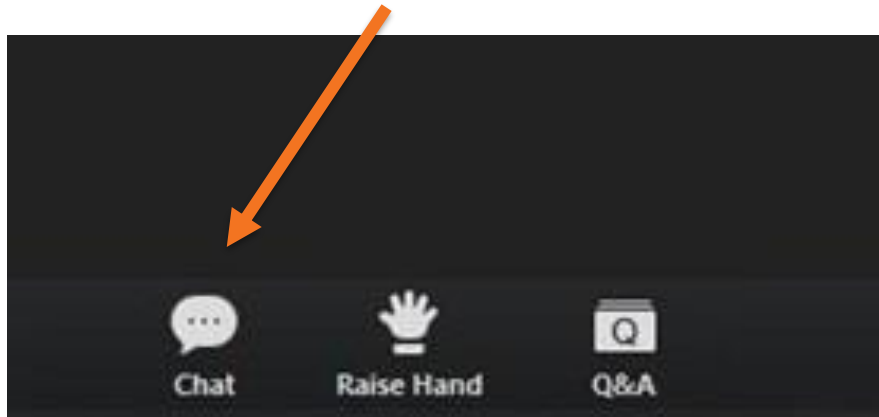
*FHI 360 in collaboration with CASEL*

The webinar will be recorded and available. All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

# Thank you for joining us

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector
- How are you are feeling today?
  - Use the chat to enter what number best corresponds to your mood.
  - Not feeling any of these? Feel free to drop a word in the chat to describe your mood.



## Meme Check-In...

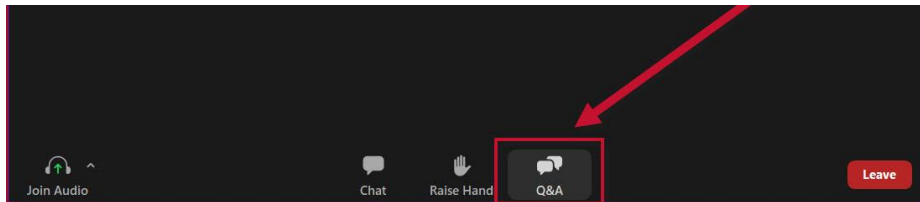
On a scale of memes, how are you feeling?





# Logistics

- Use the Chat if you are experiencing any difficulties or have any questions,
  - **Kari Kraus** is available to assist with any trouble shooting or questions you may have.
- Use the Q&A box for any questions you have for the panelists



- This session is being recorded and will be distributed following the webinar

## Meme Check-In...

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# Agenda

*Introductions*

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*Building Community & Professional Learning: [Connected] & Engaged*

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*Who is CASEL? And What is SEL?*

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*The Role of Relationships in Key Settings*

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*Sharing Strategies*

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*Q&A*

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*Wrap Up*



# Presenters:



**Heather Schwartz**  
Practice Specialist  
CASEL  
(she/her)

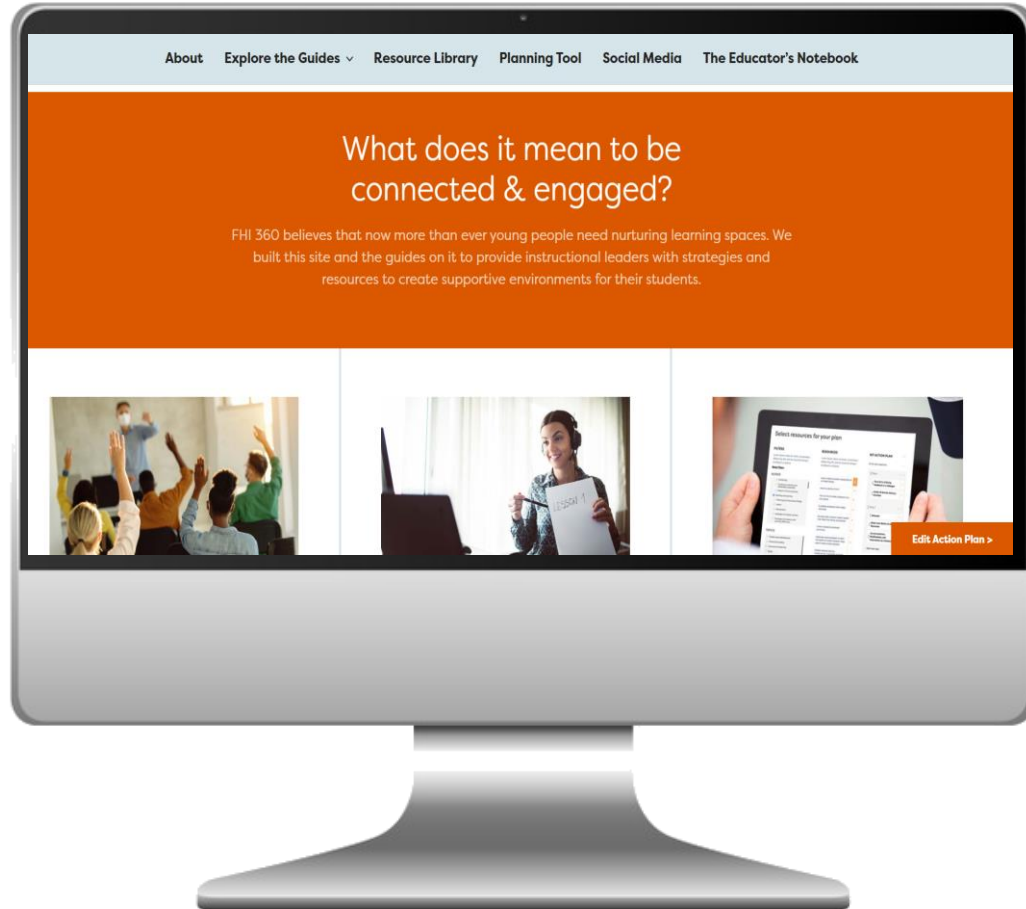


**Tyrone Martinez-Black**  
Practice Integration Specialist  
CASEL  
(he/they)



**Patrice Williams**  
Deputy Director, US Education  
FHI 360 | ***Moderator***  
(she/her)

# Building Community & Professional Learning



## **[CONNECTED]** & ENGAGED

Nurturing Instructional Leadership  
During Remote and Hybrid Learning

### Webinars & Twitter Chats:

- ✓ ***Supporting Incoming 9<sup>th</sup> Graders***
  - partnership with AIR
- ✓ ***Igniting and Accelerating Learning***
  - partnership with Learning Forward
- ✓ ***Keeping College and Career Readiness at the Forefront***
  - Partnership with ACAC, MCAN, NCAN
- ***Tending to the Emotional Well Being of Your School Community***
  - partnership with CASEL



# Tending to the Emotional Well Being of Your School Community





Think about a young person in your life. What types of educational experiences will support them to contribute to their communities and thrive?



# CASEL: The Collaborative for Academic, Social, and Emotional Learning



## RESEARCH

**Build shared knowledge**



## PRACTICE

**Drive quality implementation**



## POLICY

**Guide supportive legislation**



## COLLABORATION

**Convene SEL Champions**

SEL is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

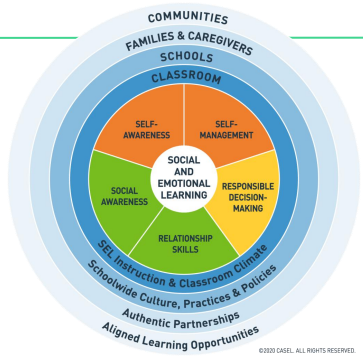


# Advancing Key Priorities

Priorities are based on local strengths, needs, and culture

For example:





# THE CASEL 5

Five broad, interrelated areas of competence



## self-awareness

Capacity to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.



## self-management

Capacity to work with one's emotions, thoughts, and behaviors in different situations to achieve collective and individual goals.



## social awareness

Capacity to understand the perspectives of and empathize with others, especially those from backgrounds different from your own.



## relationship skills

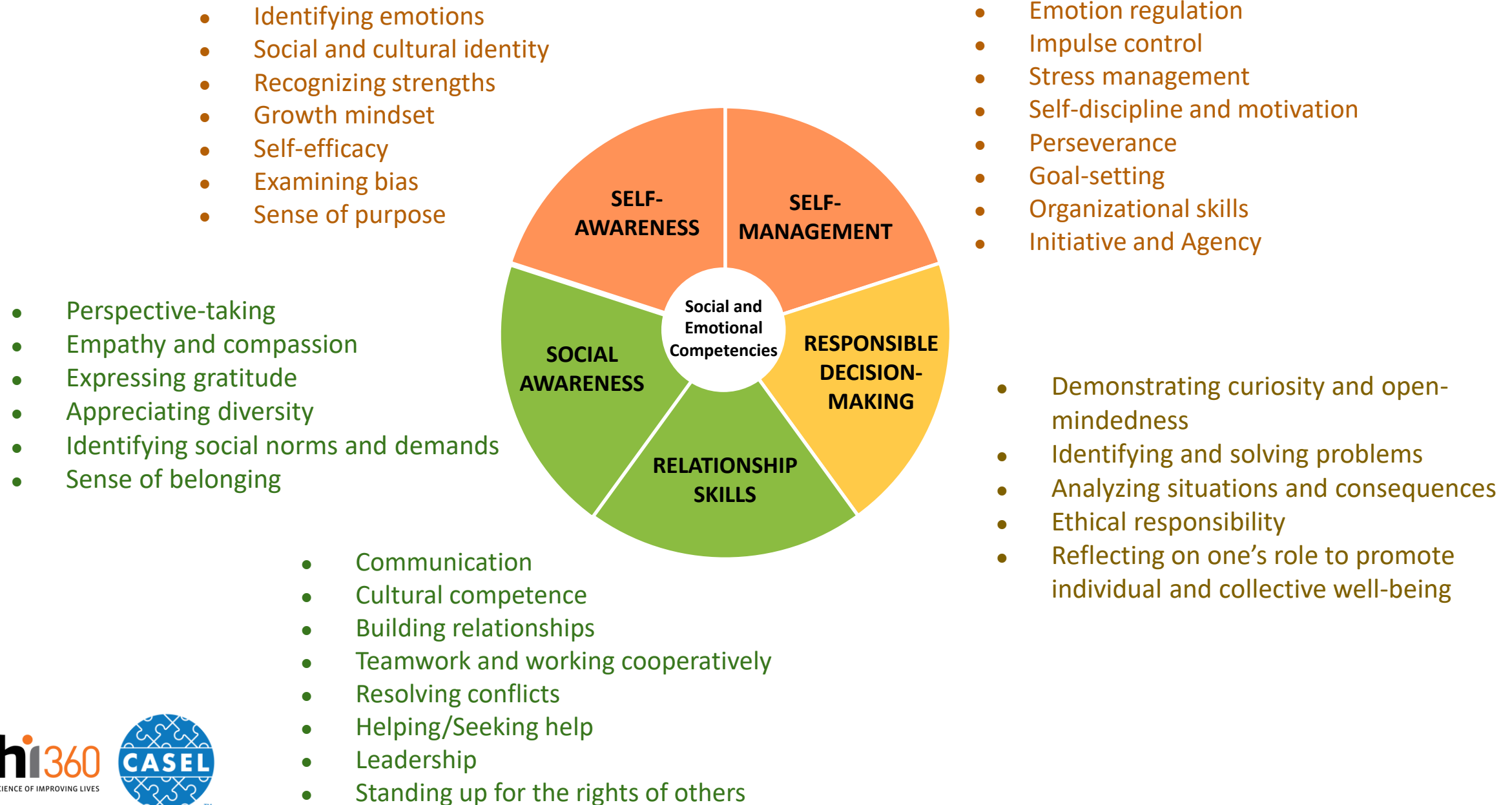
Capacity to establish and maintain healthy, supportive relationships and effectively navigate settings with diverse individuals/groups.



## responsible decision-making

Capacity to make caring and constructive choices about personal behavior and social interactions across diverse situations.

# CASEL 5 COMPETENCIES: EXAMPLES





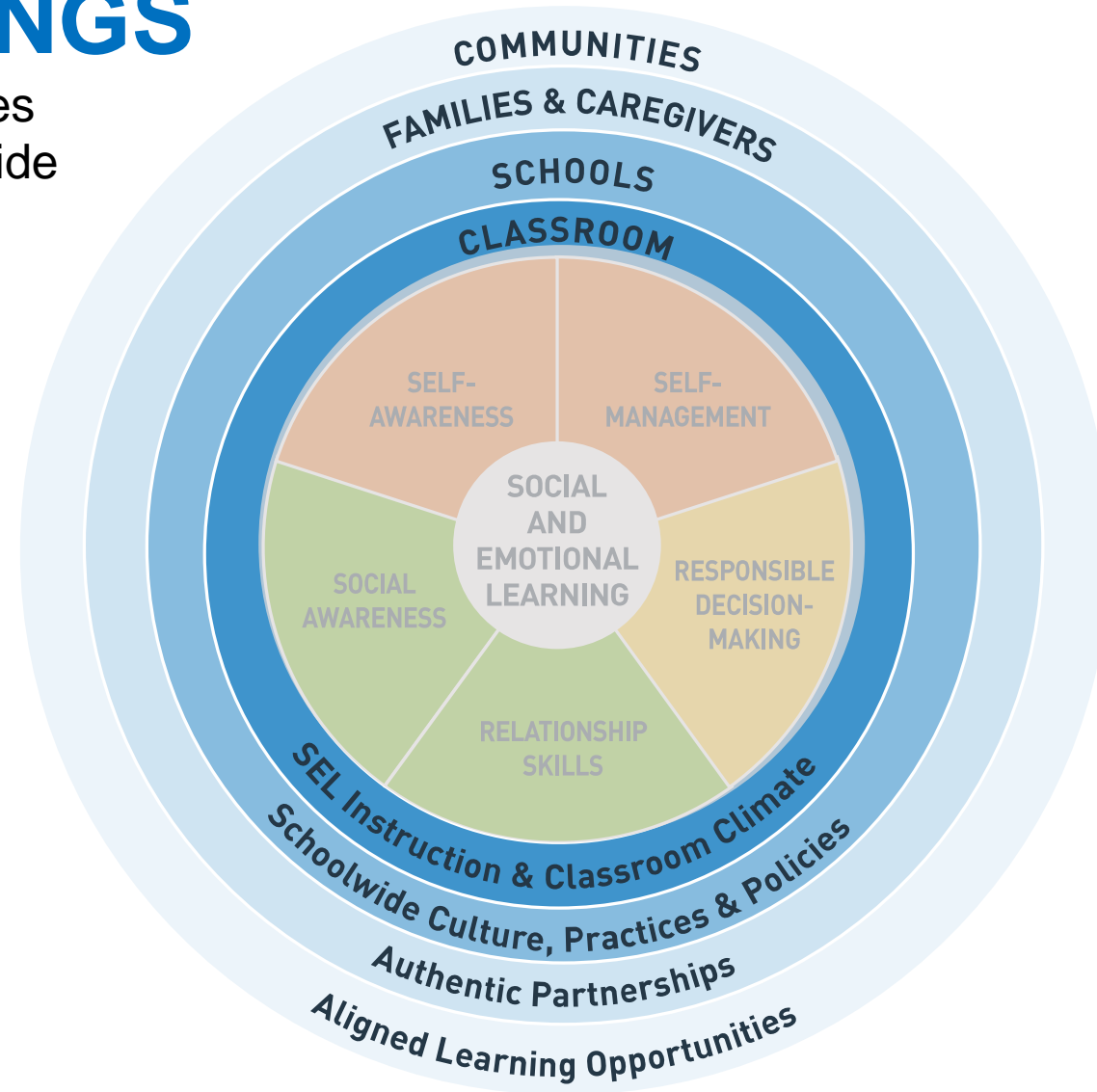


**Pause and wonder:** Think about what you shared at the beginning of the presentation. How might these competencies align with what you envision for the young person in your life?

# THE KEY SETTINGS

Coordinating policies and practices that students experience both inside and outside of the classroom.

Understanding the bi-directional impact of systems on students and families and vice-versa.



# What does SEL look like in a school?



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CLASSROOM		Explicit SEL instruction
		SEL integrated with academic instruction
SCHOOL		Youth voice and engagement
		Supportive school and classroom climates
		Focus on adult SEL
		Supportive discipline
		A continuum of integrated supports
FAMILY		Authentic family partnerships
COMMUNITY		Aligned community partnerships
		Systems for continuous improvement



# The role of relationships in key settings



Fundamentally as every teacher knows this job of education is a human one. It is about relationships...When teachers are able to prioritize relationships and focus on the quality of their connections with kids, we see over and over again the teachers feeling more effective and the kids being more engaged, learning more and feeling more effective.

-Robert Pianta in **Creating Opportunities through Relationships (COR)**

# The role of relationships in key settings



*Photo from El Paso Independent School District,  
a CASEL partner district*

“The promise of social and emotional development as a lever for increasing educational equity rests on the capacity of educators to understand that all learning is social and emotional and all learning is mediated by relationships that sit in a sociopolitical, racialized context – for all children, not just those who are black and brown.”



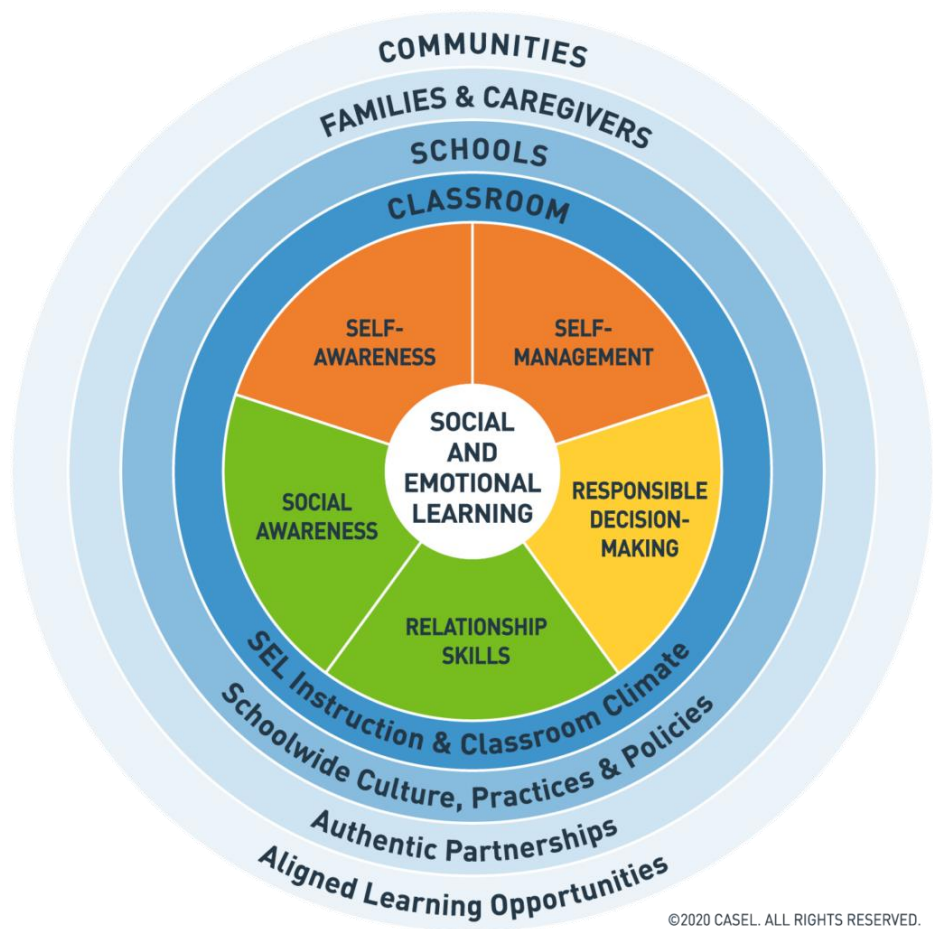
# Co-creation: why it matters and ways to support it

## why it matters:

- Supports identity, agency, and belonging.
- Leverages the unique and diverse perspectives of students, caregivers, and colleagues to generate solutions.
- Creates a sense of shared purpose.

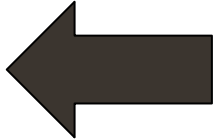


# What does SEL look like in a school?



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# A community of learners in classrooms and schools

When everyone in the classroom, teacher and students, recognizes that they are responsible for creating a learning community together, learning is at its most meaningful and useful. - *bell hooks*

## Mindsets for building a community of learners:

- **Be Proactive** about creating opportunities for student voice and agency.
- **Be Curious** about subject matter alongside students and model productive struggle.
- **Be Responsive** to what you learn about how classroom life is experienced by students.

# Focusing on Student Engagement

**Reflect on your overall experience as an educator...**

Which approach do you see used most often to engage students?



# A community of learners in classrooms and schools

## Tools and Resources:

- [Learner Autobiography](#)
- [Classroom Shared Agreements](#)
- [Five- Minute Chats with Students](#)
- [Class Meetings and Community Circles](#)

### 5 MINUTE CHATS WITH STUDENTS

(This tool is built from a similar resource created by the Anchorage School District SEL Team)

Personal connection and relationships are critical in being a culturally responsive educator and as a gateway to engagement in learning. This will prove more difficult with distance learning or other modifications you may be making this year. This template includes a structure and sample questions for one-on-one chats to begin to build those connections.

Those who lead a single class should plan to connect with each student individually during the first weeks of school and periodically throughout the year. Those who lead multiple classes can work with a team of teachers who share students to divide responsibility and make sure each student is contacted. If possible, call upon other staff in the building to assign each person a smaller "advisory group" of students to contact. Other staff may include administrators, deans, counselors, specialist teachers, office staff, paraprofessionals, security staff, or out-of-school time leaders. If the assigned staff member will be someone other than a teacher that is in regular contact with the student and family, be sure to notify families that their child has been assigned to their advisory group and this is an organized, school-wide effort.

**Initiate** – In a virtual or in-person group setting, let all students know you'll be reaching out to them individually to connect and hear more about how things are going. Have students sign up for a time for a call or in-person chat or reach out to them with a school and parent-approved messaging app that allows for easy back and forth exchange. If possible, let them choose! Say something like:

"I'm working on connecting with everyone in this group to get a better sense of what everyone is feeling and thinking about, and how I can be supportive."

**Open** – Show that they are significant to you and you care about them.

- "I'm glad to have the chance to chat 1 on 1 with you."
- "I'm excited to have you in my class/group this year – I can tell you're going to add a lot to our community."
- If you already know something about their lives, bring it up as appropriate. For example, "Your sister is back from college now, right? How has it been having her home?" or "Normally you'd be into baseball season already. Have you found ways to keep practicing?"

**Personalize** – Ask a question that invites the student to share as much or as little as they are comfortable sharing. Be more specific than "how are you?" – often we are socialized to answer that question with little thought or detail.

- I know things have been unusual lately; how have you been keeping busy lately?
- What is new for you since last school year?
- Who or what has been on your mind a lot lately?
- What would you say is your biggest source of stress right now?

**Invite Feedback** – Show your student that you value their perspective and are open to making changes based on their input.

- What would you like to see happen this school year?
- What do you need most right now from me (and your other teachers)?
- What do you think our school/class is getting right so far this year?

### 5-Minute Chats With Individual Students

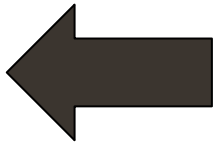
- This sample agenda and questions for one-on-one check-ins with students can build connections and help respond to needs.

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# Pause and wonder

How do you recall your family (including any caring adult outside of the school) engaged with your school as a youth?

If you are currently a parent or caregiver, how do you expect to be received by the school?



# The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)

## The Challenge



### Educators

- Have not been exposed to strong examples of family engagement
- Have received minimal training
- May not see partnership as an essential practice
- May have developed deficit mindsets



### Families

- Have not been exposed to strong examples of family engagement
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children's education
- May feel disrespected, unheard, and undervalued

## Essential Conditions

### Process conditions

- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive

### Organizational conditions

- Systemic: embraced by leadership across the organization
- Integrated: embedded in all strategies
- Sustained: with resources and infrastructure

## Policy and Program Goals

### Build and enhance the capacity of educators and families in the "4 C" areas:

- Capabilities (skills + knowledge)
- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)

## Capacity Outcomes



### Educators are empowered to:

- Connect family engagement to learning and development
- Engage families as co-creators
- Honor family funds of knowledge
- Create welcoming cultures



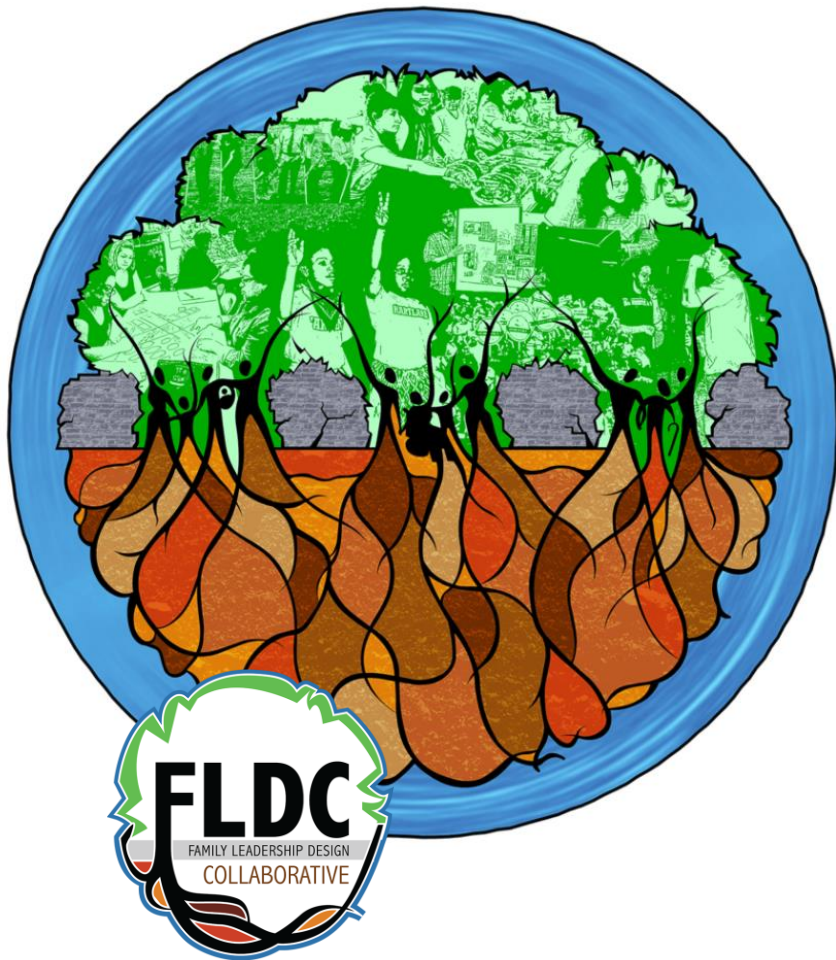
### Families engage in diverse roles:

- Co-creators
- Supporters
- Encouragers
- Monitors
- Advocates
- Models



Effective partnerships that support student and school improvement

# Learning more



<https://familydesigncollab.org/framework/>



**NAFSCE**  
NATIONAL ASSOCIATION  
FOR FAMILY, SCHOOL, AND  
COMMUNITY ENGAGEMENT

<https://nafsce.org/page/Resources>

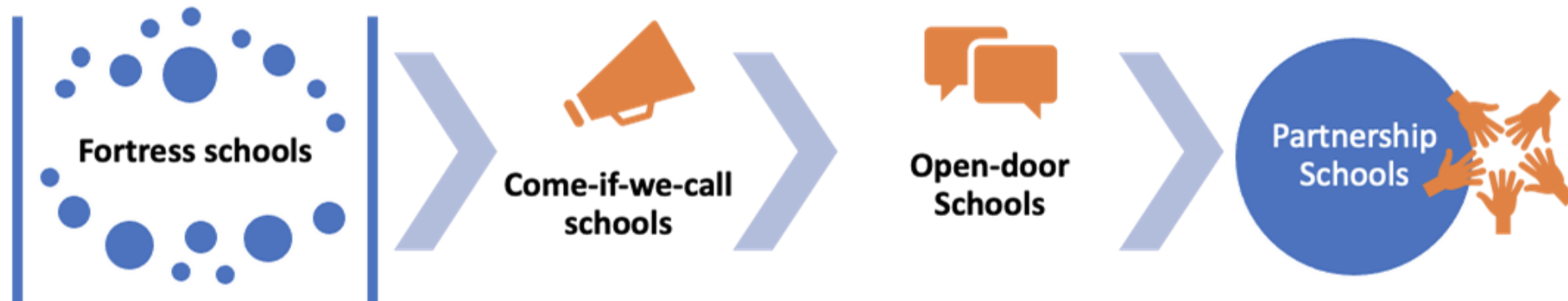


**FLAMBOYANT**  
FOUNDATION

<https://flamboyantfoundation.org/our-work/family-engagement/>



# Authentic partnerships with families and caregivers



## What mindsets and strategies might you find in Partnership Schools?

- Cultivating and supporting the leadership and agency of caregivers, and ensuring they have a formal role in decision-making.
- Open door policy at the school and classroom level.
- Policies and tools that support bi-directional communication.



# Authentic partnerships with families and caregivers

## Four core beliefs for educators to hold:

- 1) All families have dreams for their children and want the best for them.
- 2) All families have the capacity to support their children's learning.
- 3) Families and school staff should be equal partners.
- 4) Responsibility for building and sustaining partnerships between school, home, and community rests primarily with school staff, especially school leaders.

# Developing Common Knowledge



## School staff prepare for a more authentic partnership

- Does the school have multiple avenues for ongoing two-way communication with families?
- Do families participate on the SEL team?
- Does the school provide meaningful opportunities for all families to learn more about and contribute to SEL in the school?

<https://schoolguide.casel.org/focus-area-3/family-partnerships/>

<https://drc.casel.org/blog/resource/sel-discussion-series-for-parents-and-caregivers/>

**Reflection: What does power-sharing with students and families ask of us as educators?**







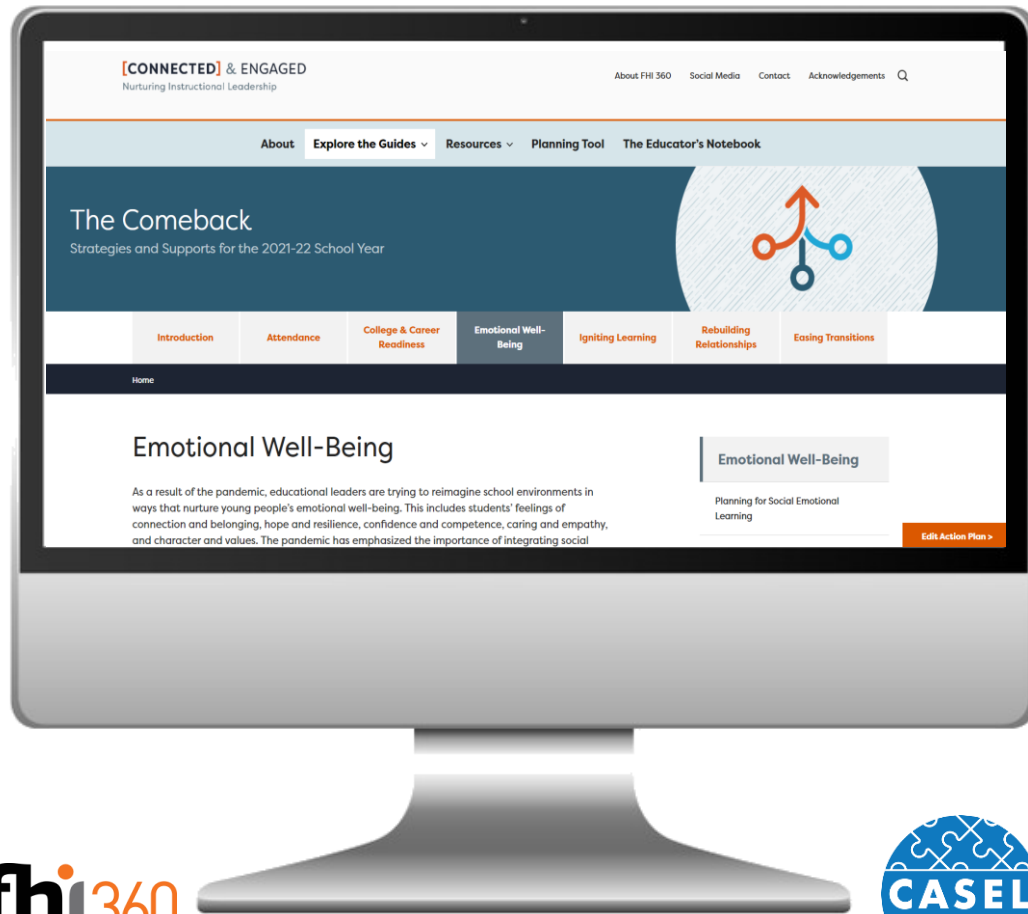
# Questions?



# Resources

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- [Classroom Shared Agreements](#)
- [Five- Minute Chats with Students](#)
- [Class Meetings and Community Circles](#)
- <https://nafsce.org/page/Resources>
- <https://flamboyanfoundation.org/our-work/family-engagement/>
- <https://familydesigncollab.org/framework/>
- <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
- <https://drc.casel.org/blog/resource/sel-discussion-series-for-parents-and-caregivers/>
- <https://schoolguide.casel.org/focus-area-3/family-partnerships/>

# Thank You!



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*Thank You*

**for attending  
Tending to the Emotional Well Being of Your  
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**Presented by:**

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*For more information or questions contact: [connectedandengaged@fhi360.org](mailto:connectedandengaged@fhi360.org)*