



U.S. DEPARTMENT OF STATE

ENGLISH
LANGUAGE
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*The World is
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Specialist

MASTER CLASS

Social-Emotional Learning & Trauma-Sensitive Practices in English Language Teaching

- with Janine Darragh and Luis Javier Pentón Herrera -

Session 3 Supplementary Guide

Planning for Social-Emotional Learning
in the English Language Classroom



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Summary

In this session, Luis lays out the process and tools for choosing SEL competencies and integrating them into the English language classroom. He provides an overview of common SEL competencies that English language educators may want to address, which can be divided into two broad categories: (1) relationship with self and (2) relationship with others. He stresses the importance of choosing SEL competencies that are meaningful, measurable, and malleable, and recommends tools for researching and adapting SEL frameworks, including a step-by-step demonstration of how to identify and compare SEL frameworks on the [Harvard EASEL Lab](#) website. Finally, he shares ideas for integrating appropriate forms of assessment to monitor students' social-emotional development as well as their English language proficiency.

Session Takeaways

1. Focus on SEL competencies that fit your context and learners.
2. Integrate SEL into learning objectives.
3. Use assessments to evaluate SEL competencies and outcomes.



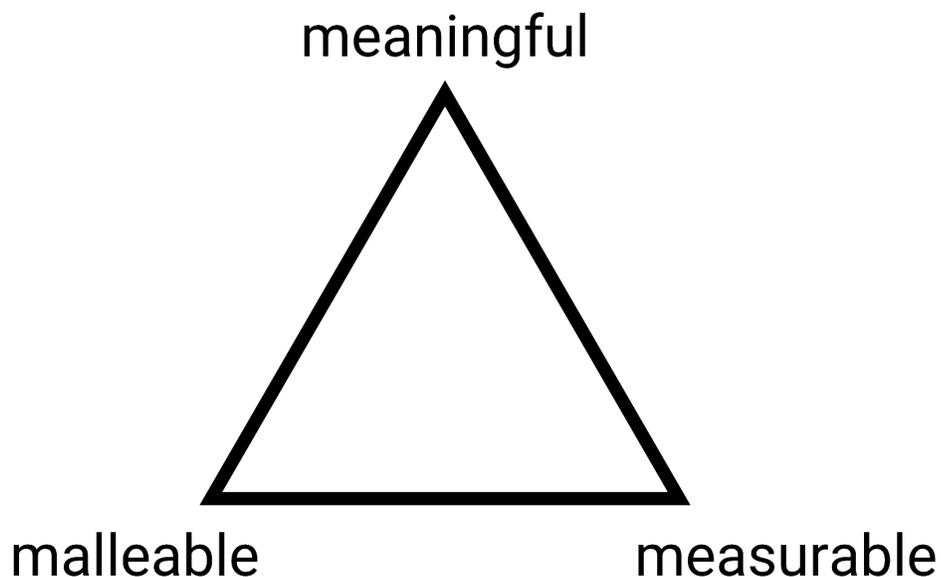
An Overview of SEL Competencies

In this session, Luis describes competencies that fall under two broad categories: relationship with self and relationship with others. Click below to access the full framework and list of competencies Luis refers to in this session.

List of common
SEL competencies

The Three M's

It's important to choose SEL competencies that are meaningful, measurable, and malleable. Competencies that are **meaningful** have the potential to have a long-term impact on students' academic and professional lives. **Measurable** competencies allow for student progress to be monitored and assessed. And **malleable** competencies can be adapted according to the setting. [Click here to read more about the Three M's.](#)





Digging Deeper: Harvard EASEL Lab

The EASEL Lab at Harvard's Graduate School of Education provides a vast array of tools and resources for understanding and applying SEL on its [Explore SEL](#) website. Try it out!

- ★ [List of Frameworks](#): View a list of common SEL frameworks, with a breakdown of each competency and a “compare frameworks” function to explore the differences and overlaps across frameworks.
- ★ [Compare Frameworks](#): Select two frameworks to compare and see the connections between the frameworks in an interactive graphic.
- ★ [Compare Domains](#): Filter by learner age, location, and more, and select among six domains of social-emotional competencies. The results highlight which frameworks incorporate competencies related to the selected domain.
- ★ [Compare Terms](#): Select the competencies you would like to focus on and see where these competencies appear across different frameworks in an interactive diagram.

Beyond the EASEL Lab, check out the [CASEL Program Guide](#), a similar tool that can help educators choose the SEL framework that best suits their needs.



SEL Lesson Plans & Activities

Luis's SEL Lesson Plans:

- [Sample SEL Lesson Plans](#): Access the sample lesson from the session video and an additional lesson by Luis.
- [SEL in ELT, Chapter 4 – Mindfulness](#): In this chapter from Luis Javier Pentón Herrera and Gilda Martínez-Alba's book, the authors provide background information on mindfulness and its importance in ELT, along with three sample lesson plans teachers can apply in the classroom.
- [SEL in ELT, Chapter 5 – Peace Education](#): In this chapter, Luis Javier Pentón Herrera and Gilda Martínez-Alba describe peace education and share three sample lessons focused on peace in the EL classroom.

SEL Activities by Grade: The following resources list a wide range of well-being activities and lesson ideas for K-12 students.

- [Emotional Well-Being Activities](#)
- [SEL Activities in ELA, Grade 11](#)

American English Resources: The following articles and webinars touch upon different aspects of SEL and share activities for the English language classroom.

- [A Mindful Gratitude Exercise for the English Classroom](#), *Forum* article
- [Engage ELLs with Social-Emotional Learning Through Group Work Activities](#), webinar
- [Guided Meditation in the English Language Classroom](#), *Forum* article
- [Language and Civil Society E-Journal: Peace Education](#), e-journal
- [Making Connections: Language Activities for Creating Interpersonal Tolerance in the Classroom](#), *Forum* article
- [Social-Emotional Learning For Multilingual Learners: Fostering Growth](#), webinar
- [The Happiness Game](#), *Forum* article
- [Understanding Culturally Responsive Social and Emotional Learning in Language Classrooms](#), webinar



Assessing SEL

Formative Assessment for SEL: In this resource, Luis shares examples of SEL-specific exit tickets and peer assessments he has used for formative assessment.

Summative Assessment for SEL: Luis mentions the following summative assessment tools in this session.

- [CASEL's Assessment Tools](#)
- [RAND Education Assessment Finder](#)
- [Ready to Assess](#) by American Institutes for Research

For Further Reading

Melnick, Hanna, and Lorea Martinez. "Preparing teachers to support social and emotional learning: A case study of San Jose State University and Lakewood Elementary School." Palo Alto, CA: Learning Policy Institute, May 21, 2019.

<https://learningpolicyinstitute.org/product/social-and-emotional-learning-case-study-san-jose-state-report>

Pentón Herrera, Luis Javier. "Social-emotional learning in TESOL: What, why, and how." *Journal of English Learner Education* 10, no. 1 (2020): 1-16.

<https://stars.library.ucf.edu/jele/vol10/iss1/1>

Pentón Herrera, Luis Javier and Robin L. McNair. "Restorative and community-building practices as social justice for English learners." *TESOL Journal* 12, no. 1 (2021). <https://onlinelibrary.wiley.com/doi/epdf/10.1002/tesj.523>

See [Course Bibliography](#) for additional sources related to this session.