



Branch Alliance

for Educator Diversity

A Higher Standard

Strengthening the Interconnected Relationships with Schools and CommUNITY using Restorative Practices

Transcript

0:00:04.3 Kim Igwe: Welcome. Welcome, welcome. We are thrilled to have you here today. As we wait for folks to join we would love, and as we welcome folks and wait for the LinkedIn live stream to start, we would love to know who's joining us today. So if you could, in the chat, share your name and where you're joining. We are thrilled to have all of you here today, thanks for being here. In the chat, if you can share your name and where you're joining from. And we will get started in just a moment. Actually, welcome from Los Angeles. I am sure it's lovely whether there. I'm hoping it is at least. Oh, I see a couple from California. Welcome, Yolanda and Michelle. Oh, I just drove through a Bluefield, West Virginia yesterday. I'm in an Ohio today, and it is dreary weather. I hope that's not the same for you, Britney. I hope the clear weather is coming. I saw some beautiful rainbows on our drive. Wonderful. Welcome everyone. South Dakota, Melissa, thank you for being here. Oh, two people from Bluefield, West Virginia. Welcome, welcome. We are thrilled to have you all here today and to learn from our experts in this webinar that will be focused on strengthening the interconnected relationship with school and community using restorative practices.

0:01:32.9 Kim Igwe: Great to have all of you here today. Please do use the chat to interact with one another. And we will get started. So my name is Kim Igwe, and I am the Professional Learning Manager here at BranchED. With that, I wanna clearly, I wanna share a little bit about BranchED. So our commitment is to achieve sustainable programmatic transformation, leading to improved outcomes for diverse educators who, by extension, benefit all students by preparing them to thrive in our heterogeneous society. We believe that every student deserves access to caring, adaptive and well-prepared teachers. That



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every teacher deserves preparation that fuses quality with diversity, and that every person benefits when we create a higher standard of education together. Thank you for joining us, we would love to know a little bit more about all of those who are with us today, so please respond to the poll that you're gonna see pop up on your screen in a moment. So which role best describes you? We would love to know a little bit more about you, so if you can respond to that poll. And that has popped up on your screen. Thank you so much, it looks like we have a lot of faculty in the room today. Thank you for being here.

0:03:05.6 Kim Igwe: So this is the second to last of BranchED's 2023, 2024 Nuts and Bolts webinar series. The series focuses on the educational ecosystem. At BranchED we believe transforming education happens within an educational ecosystem, in which there is a strong connection and collaboration between and among stakeholders to ensure all children have the support they need to thrive. This ecosystem includes, but is not limited to, children, families, caregivers, community, community organizations, healthcare systems, local education agencies, post-secondary education providers, industry business partners and government agencies. These stakeholders have unique and complementary roles that converge and diverge to benefit all children by preparing them to thrive in our heterogeneous society. Today's webinar will be a discussion with three experts on how restorative practices strengthen these relationships, as well as develop meaningful social connections. We would love to know what brought you here today, and what you're hoping to get out of today's webinar. In the chat, please share what brought you here today? What are you hoping to get out of today's webinar? So in the chat, if you can tell us what brought you here today, we would love to know a little bit about you and why you decided to come and use your time today to learn more about restorative practices.

0:04:51.5 Kim Igwe: Yes, to learn more about restorative practices in the schools. Davina will be sharing a lot about that from her role in New York public schools. Yes, restorative practices to help pre-service teachers. Tia and Chris, they're here to help us learn more about that perspective as faculty members. Great, it's lovely to have all of you here. Please continue to share or what questions you have about this topic. And so we're sure to address them in today's webinar. And now, just a little bit around housekeeping, as you can see, we do love to use the chat to engage with our communities, so please continue to use the chat. If you have any technical issues, you can use the chat for that. If you have questions, you can use the chat or you can use the Q&A function on the webinar, either works. And if you're joining on LinkedIn live-streaming, please post your questions there, we will keep an eye there as well, as we will have time at the end to answer any questions that may be surfacing for you. In addition, we do have a resource portal where you will find this recording and all of the recordings from the series on the resource portal, so be expecting an email with the link there.

0:06:08.6 Kim Igwe: And now I would love to introduce our three panelists. Dr. Tia Barnes is an associate professor in Human Development and Family Sciences at the University of Delaware. Her research examines the social-emotional well-being of minoritized

populations. She has published papers in several journals, including *Infant and Child Development*, the *Journal of School Violence, Aggression and Violent Behavior* and *Beyond Behavior*. She is the creator of the scholarly *Self-Care* podcast, and is the 2021 recipient of the Joseph E. Zins award, for SEL research from the Collaborative for Academic Social and Emotional Learning. Dr. Chris Cipriano is an associate... Sorry, yes, Associate Professor and Director of the Education Collaboratory at Yale university. Dr. Cipriano's research systematically advances social and emotional learning assessments and interventions with marginalized students and educators.

0:07:11.4 Kim Igwe: Dr. Cipriano has published 75 plus papers, commentaries and reports spanning top tier peer-reviewed journals and media outlets including *The Washington Post*, *Education Week* and *EdSurge*. Dr. Cipriano received her PhD from Boston College, her EDM from the Harvard Graduate School of Education and the undergraduate degree from Hofstra University. She currently serves on the Advisory Board of the National Center for Learning Disabilities and Teach-stone. She's the first generation high school graduate, Yale Public Voices Fellow, Jack Kent Cooke scholar and the mother of four beautiful children who inspire her every day to take the moon and make it shine for everyone.

0:08:00.4 Kim Igwe: Ms. Davina Ruiz was born and raised in the Bronx. She has been an educator for over 15 years, holding many positions such as teacher, coach, dean of school culture, district administrator, and currently assistant principal in New York City public schools. Ms. Ruiz is a firm practitioner of restorative practices and collaborative problem-based interdisciplinary units of design. Ms. Ruiz is the founder of *Edu Grind*, an educational organization focusing on fulfilling her educational philosophy of not just teaching the subject, but the entire child. Ms. Ruiz strongly feels all aspects of the school are intertwined to develop mindful, empathetic and resilient citizens. She centralizes her work around supporting stakeholders in a school community around the importance of educating all aspects of a child and developing the leader among all people in an organization through their strengths.

0:09:03.6 Kim Igwe: Ms. Ruiz firmly believes collaborative and effective teams build a thriving, inclusive and academic community within schools. Thank you all for being here today. We are thrilled to learn more from you. So first, we would love to learn a little bit more about social-emotional learning. So Chris, I'd love for you to define social-emotional learning, also known as SEL. You've done a lot of research on assessment and intervention of SELs. So can you share your thoughts on defining SEL for our audience?

0:09:41.7 Dr. Chris Cipriano: Absolutely. So thank you so much for having me Kim, is an honor to be here with Tia and Davina to talk about this topic today. And thank you to all those who are logging in right now in the LinkedIn livestream to join us during your morning or afternoon. So social-emotional learning or SEL is a set of cognitive effective behavioral skills and strategies. They underscore how we learn, think, form relationships, problem-solve, and I like to say, our common humanity. Now within those skills and strategies, it's

been documented, there are over 700 of them that are nested within upwards of 136 and counting frameworks of SEL.

0:10:20.0 Dr. Chris Cipriano: And our most recent research actually documented more than 4000 different terms that are used within those different types of strategies and skills worldwide in over 50 countries. So when we're talking about the social and emotional health and well-being of all of us as humans, we tend to use very different terms to talk about the same things. They boil down to our understanding of ourself, our understanding of others, and how we interact with each other, the decisions that we make, the relationships we form, and the directions that we move across development. And so today we're gonna be talking about it in school contexts and really thinking about both training aspects, some of the assessment features. I know Tia will be speaking much more about our work in... And her work in centering marginalized students and their experiences of SEL, and really thinking about ways we can help to promote and support social-emotional health and wellness.

0:11:18.7 Dr. Chris Cipriano: I think if all of that sounds really big, 'cause it is really big, one thing to remember is that SEL is not one program. It's an approach or a process, and it underscores our learning and development. And so we can get into some of those nuts and bolts if you will, the specifics of those skills and strategies as we go here today, but please don't misunderstand that it could be... It's not just one program, or approach, that's kind of the first place that we get ourselves tripped up when thinking about this huge set of skills and strategies, this constellation of development that is social-emotional learning.

0:12:07.9 Kim Igwe: Tia, or Davina, do you have anything you would add to the definition or any additional perspective there?

0:12:15.4 Dr. Tia Barnes: I'd just like to add, from looking at the chat and seeing the interest in restorative practices, just also firmly placing that within SEL, I mean, the skills that we're learning, skills that we're using as part of that also fit with an SEL. Much like Chris said, it is pretty much like our umbrella for lots of different strategies. I just wanted to also make sure that for those that are joining and wanting to talk about restorative practices. As we talk about SEL, that is a part of that.

0:12:44.4 Ms. Davina Ruiz: I would like to echo to you, I was just about to say that, restorative practices fits right in there. I know what most teachers and stakeholders within a school building when they hear SEL, most of the time they're thinking of addressing the entire child, where the heart and the mind are interconnected, they don't stand alone. So just keeping that in mind as well, when you think of SEL and how people may perceive that in a school building.

0:13:11.9 Kim Igwe: Thank you so much for grounding us in this work and in this conversation, Chris. Tia, you have done, as Chris mentioned, a lot of work around the social-

emotional well-being of minoritized populations. Can you share more about this work as it relates to our P-12 students?

0:13:29.9 Dr. Tia Barnes: Yes, definitely. So, I guess just to, in a way, center that work, a lot of that work, I started... Because as SEL became more available and more people, the interest in SEL grew, one of the questions that came up was this idea of, "Well, this is great, but how does it work for my students? How can I implement this in my school?" And so that really had me interested in looking at... And this was, a lot of these questions were coming from schools that had more diverse student populations. And so one of the things, it was a literature review that looked at social-emotional learning in urban schools, because we know that those settings are very diverse across the board, both in terms of race, ethnicity, socio-economic status, etcetera. And I was interested in seeing really what was being, what was happening in those settings. And I had a particular interest in culturally responsive practices, because we know that culturally responsive practices really support academic learning. So I was curious as to whether or not we were including this in social and emotional learning as well.

0:14:41.8 Dr. Tia Barnes: And so in terms of some of the things I found, and I know Chris can also speak to this from the work that she's doing and we partner. So that's why we're gonna talk about things in terms of like we. Is that this work... There's a lot to be done. There's a lot more that needs to be done, particularly around how we can use social-emotional learning for minoritized populations, how we can assure that is effective for these populations. But some of the things that came up as I was looking through the literature, both in terms of that literature review, but then also doing some case studies with schools that were doing well with their social-emotional development, some tips, I guess that would come up. One is that, one of the suggestions was to provide a training on culturally responsive pedagogy to educators. So that they can have that background to then support them in being able to make that social and emotional learning more relevant for students. The other thing was this idea of including cultural narratives as part of your social-emotional learning intervention, if it's an intervention.

0:15:57.2 Dr. Tia Barnes: And I guess we can talk more about that too. Having a focus on the local social context, I think is also an important piece, so ensuring that whatever mode you're using for social and emotional learning, that it is something that would fit within that school community, will fit within that larger community. That you have to buy in from your staff, from educators, from families. Including family components, was also common among these interventions. That had been effective and for more diverse populations. Having activities that strengthened racial and ethnic identity as part of the innovations was also an important piece, and then including facilitators that were multilingual in the case where we have students who are English language learners. Or individuals from the communities, was also something that I noted is part of that.

0:17:03.8 Kim Igwe: Thanks for sharing those tips Tia. I was jotting them all down and

would love to be able to share this as a follow-up resource if possible for folks, if they didn't capture all of them. Davina, I know you've done a lot of work around restorative practice and shared even that that's under the umbrella of SEL. For those who are maybe not as familiar with restorative practice or want to learn more about restorative practice as a way to develop mindful, empathetic and resilient citizens, can you share a little bit more about that in a school setting and what it looks like?

0:17:43.5 Ms. Davina Ruiz: Sure. So restorative practices, when looked at within the school system, it's mainly building strong relationships between the teacher and students, and then students to students and all stakeholders within a school. One of the main reasons why New York City public schools, and actually a lot of urban schools are leaning towards restorative practices is because it's addressing the school-to-prison pipeline. And it's really looking at the sub-groups that have been marginalized over time within our school systems, when it comes to discipline and whether they're academically successful in life or just overall with the decisions that they continue to make as adults. So within a school building and a tiered level, restorative practices has many different views. So, under all public schools, under all schools, all together, we love our MTSS. When it's whole, it's just, we love to hear about it.

0:18:40.9 Ms. Davina Ruiz: So when it comes to tier one restorative practices, that's looking like community building circles, where students are sitting in circles and talking about what drives their own viewpoints as well as the viewpoints of others and just getting to know one another. You have your celebration circle, so it's not going to be your traditional assembly that you may see. Again, it's within the classroom community itself, and then when it's really structured, it can be an entire grad or entire school, depending on the space. And then you have your small circles, and usually those are when there was harm done to a community. And I say it that way, avoiding the term victim and perpetrator. Because traditionally in public school systems and unfortunately in other school systems, well, even private, when we use the terms victim and perpetrator, the perpetrator is forever named a perpetrator.

0:19:36.6 Ms. Davina Ruiz: They never leave that role even within the mindset of some of their teachers or unfortunately their parents. So we avoid that. It's a matter of who was harmed in this situation and who's the person that did the harm. Many schools may name it different things. Some used colors, some used animals to avoid the terminology of victim and perpetrator. And that's purposely done. Most of the time the goal of a circle is to come up with a solution and a resolution as to how both the victim and the perpetrator," right, are going to mend their relationship and build community once again within the classroom or with each other. So that's more of a tier one level of restorative practices. When it comes to tier two, we're getting a little bit into restorative chats when we're bringing in technology. So bringing up a hot topic issue within the school, what to chat that we wanna talk about.

0:20:31.5 Ms. Davina Ruiz: How are students presenting this to an entire grade level or to the entire school? We're talking about building peer mediation programs. So the students

themselves are now the facilitators of the circles. It's no longer the adults of the building and the adults, meaning it does not always have to be a teacher or a counselor. It can be a paraprofessional, it can be a parent from the PTA that comes in. You definitely want the facilitator to be someone that does not have a bias. And then when we move into tier three, those are usually what we deem high flyers. So those are the really tough situations that may have led to student getting suspended in school or outside of school. The main push that any school should do would be a tier three restorative reentry circle, which is usually not done, and it has not been mastered fully, but schools are trying different ways to go about it.

0:21:24.1 Ms. Davina Ruiz: The purpose of a reentry circle is to have all the people that that student feels who loves them and cares for them, and has their best interest in mind to sit in that circle with both the administrators, any counselor, even maybe the person that may have been harmed by their actions, sit there and come up with a resolution and a plan as to how can we support you as the person that did the harm. What can we do to ensure that you're successfully brought back into the classroom community and you're not stigmatized for what you've done. So I would say those are the three levels, very short, simple of ways schools can embed restorative practices.

0:22:08.3 Dr. Chris Cipriano: And if I could pick up on what Dina was just kind of sharing through what some of the big, kind of higher themes I was hearing you name really explicitly, right? Was that we're having an asset based folks and as opposed to talking about what any one particular child or group of students has done wrong, it's really a how has the system or the community not set them up for success? What are our opportunities to evolve the ways in which we educate? Right? And so I really heard that in your explanation. And I also heard you focusing on skill building. I heard the really explicit intention of skill building by the part of both the youth and the adults around them in both how to navigate those conversations through that asset based land to support that restoration and that re-entry, and to ensure that there is no harm being done as we can kind of evolve forward, and that they're building that path together.

0:22:57.9 Dr. Chris Cipriano: That takes skills, right? That takes, when we talked about where restorative practices kind of sits within the SEL continuum, right? Those skills are social emotional skills that they're able to enact and able to have those, navigate those difficult conversations, recognize the diverse perceptions and experiences that may have drove the decisions that were made in that moment, and the ability to make healthy and helpful decisions in the best interest of that child and that community thereafter. So really powerful, powerful example, Davina, thank you for sharing them with us.

0:23:26.3 Ms. Davina Ruiz: Thanks.

0:23:34.1 Kim Igwe: One other thing that came up for me as you were talking Davina, is the importance of language and the intentionality around language in how, the harm done to

the community and not using language like perpetrator, and victim. And I think language becomes something we talk a lot about. So, a term I've been hearing a lot, in the news, and in articles is mental health. And so it's a highly discussed topic for our students right now, and SEL is often used interchangeably with mental health, in, articles, in new segments. And so would love to discuss the similarities and the differences between these two terms and what educators need to know. Tia, do you mind kicking us off with that one?

0:24:26.9 Dr. Tia Barnes: Yeah, sure, definitely. So I think one of the key things to keep in mind with social and emotional learning, especially, as it relates to like the castle framework, is this, which is the collaborative for academic, social and emotional learning. And how we usually present it in schools is at, the tier one level. So Davina already explained like the, tiers that we have in school and tier one is sort of an intervention that we provide to everyone in the school setting, and it serves more from a preventative perspective. So for social and emotional learning, we're typically presenting this as a way to, prevent, you know, things like stress, et cetera, that are linked to mental health. And so social emotional learning in and of itself is not enough to really support mental health. There's need for additional interventions, for students as things come up.

0:25:25.6 Dr. Tia Barnes: So that's where we have more of our tier two and our tier three interventions. And so at a tier two level, for example, if we're providing a universal intervention and we're finding that maybe certain students are having trouble with social skills, we may provide at the tier two social skill groups or, some sort of small group where we're able to really delve in a bit more with them. If we have a student that, you know, has even more needs than that, than at the tier three level, maybe we were providing individual counseling or behavior management plans, et cetera. And so it's important that, we are considering this just one piece of the pie. SEL is one piece of the pie and not the entire thing. There's a need to make sure that we are also providing additional supports on top of that. And then also I think what's important and sometimes gets lost is this idea, and Chris, I know you agree with this when we're at the tier three level, that those students are also supposed to be getting the tier two and the tier one, right? So we don't want our students, for example, who have, a disability to only be receiving a behavior improvement plan. We also want that student to be getting that social emotional learning 'cause it's adding, as opposed to just giving them like one tier of supports.

0:26:45.8 Dr. Chris Cipriano: Now, and I'll pick up on what Tia was mentioning there. In our work, that's been together over over a decade now we're getting up there. We've observed, time and time again how kiddos who are in, you know, tier three self-contained environments and/or have been like pushed out of the system, have, kind of been, seen within the tier one settings and the universal settings as though like, well, they're not intended to benefit from it. So like why, are we focusing on their inclusion? And it's been in, I would say it started as maybe an implicit exclusion and it's transitioned into more of an explicit exclusion in the way in which some of those tier one preventative practices been structured, which is something that, I'm pretty loud about in, our writing.

0:27:37.8 Dr. Chris Cipriano: And, I'll drop a few tabs after I'm done talking of like trying to kind of bring the attention back to all children when we talk about the whole child. And within that recognizing and understanding that, variability in emotion expression and regulation is the norm, not the exception. And as Tia mentioned earlier, you know, cultural and community considerations, linguistic, you know, considerations, economic considerations, and how they kind of show up and manifest in the ways in which we're engaging social emotionally in classrooms is not a, for some and not all, context and circumstance. So we really need to think about what that tier one and what does universal look like. The other piece I wanted to just note, as Tia was mentioning about that difference between mental health provision and social emotional learning supports, in our review of the state of the evidence for SEL, we found that only about a third of these tier one prevention programs had a tier two or tier three component that engaged a mental health professional.

0:28:39.6 Dr. Chris Cipriano: And so we actually like note this as one kind of area for future development at work, right? Because we can imagine a scenario where a teacher is being trained to be the most proximal provider of these SEL skills in a classroom. And you know what, it's serving some of the kids, but not all in his or her classroom. And so being able to have a shared language to then bridge with that school mental health professional to support that child who's gonna benefit from some additional time and attention and support around that skill building would, one would think be a really helpful bridge to supporting that whole community in moving forward and benefiting that child. But as of right now, they're kind of sitting in, majority of the time in these silos where it's the tier one and the prevention work is over here.

0:29:25.0 Dr. Chris Cipriano: And then we've got the, you know, almost reactionary setup in the mental health or tier two and tier three environments. And so, you know, being, mindful of, helping to make that connection because we know that our educators are not trained to be mental health professionals, and we know that our mental health professionals are trained to support students in the ways that can be most helpful for the students who would require and benefit from their additional support and expertise. And so honoring that expertise in what enrolled and supporting through the provision of, implementation of these programmings across the tiers, would be most benefit. And as Davina, as you said, we all love to hear about MTSS, right? So, if it's right into it, yeah.

0:30:08.1 Ms. Davina Ruiz: You bring up a great point where, a school, I came from a school where we were one of the first in the district to try restorative practices. And through experience, the first two years where the counselor was not involved or any mental health professional was not involved, it was not very successful because the teachers needed to be trained, including myself on my own personal biases, and then what were my emotional intelligence skills. And at that moment in time, if I go back several years ago, I don't wanna date myself. They were very high. And it, really does take all stakeholders in a building to

be tied to a counselor, to make sure that they are doing restorative practices correctly as well as SEL. One thing I like to emphasize is that SEL addresses mental health, but it's not mental health within itself. And I think people assume the two are exactly the same. You know, SEL can help with an individual's mental health and how someone may socialize and the social health of a community, but it can't happen unless people remember the platinum rule, which is you treat people how they want to be treated, not necessarily how you want to be treated. And it really does involve a high degree of emotional intelligence. And sometimes that's left out of the conversation, especially within educators within a school building, but it has to be in the forefront.

0:31:36.7 Kim Igwe: Davina, I know you've probably heard this from a lot of teachers you talk to that there's always this issue around time and they're not being enough of it in the school day. And so many teachers who wanna integrate SEL into their content areas or their academic instruction, they're just not sure how with the amount of time that they have. Can you share what your school has done to integrate SEL into the curriculum?

0:32:02.0 Ms. Davina Ruiz: So, with my school in particular, we make sure there's an actual SEL team that has school counselors, administrators, paraprofessionals and teachers, including a couple of parents. The way it works, a few people on that team develop advisory lessons geared to where students are cognitively on the grade level, but also what are some emotional intelligence skills based off of our school philosophy. We want students to leave away with every year. So that's advisory, that's 15 minutes in the beginning of the day, 15 minutes at the end of the day. Most of the time we do have SEL meetings, every Tuesday where we're discussing students and who needs check-ins and what a check-in looks like. But in the beginning of the year for any school, it's really, really important for administrators to give the teachers the time to come up with what is their perception of SEL and how does it look like?

0:32:58.9 Ms. Davina Ruiz: And then norm it across the entire school. Every month students are, not students, teachers are given planning time to develop their advisory lessons, but at the same time develop what are their brain breaks? So what are the breaks that we're giving students throughout academic, instructions so that students have a time to settle and process how they're feeling about instructional together or about how they're feeling about their classmates or the classroom cultural together. And then third, I would say restorative circles in town halls. So those are done, town halls are done monthly and restorative circles, depending on the grade level, can be done on a weekly basis.

0:33:40.5 Kim Igwe: Tia and Chris, I know you've seen these done across the country. Anything you would add of how you can, how teachers can do this in their classrooms and in their school buildings?

0:33:51.5 Dr. Tia Barnes: I think one thing, I guess I just wanted to, uplift and then what Davina said was just this idea of, having, first of all that approach to SEL that may include an

intervention, but it goes beyond that. So Davina gave some great examples of that. So this idea of, you know, embedding it in terms of what you're teaching, but then also considering the school philosophy. And so having like an SEL approach, having common language across, I think all of that is important. And, so moving away from just this idea of an intervention and having a broader, scope of things.

0:34:40.8 Dr. Chris Cipriano: And just one other note I would add too, and Davina, you were mentioning about, like your training as an educator and as an administrator and like, you know, supporting and growing adult, capacities and roles and really thinking about like from a school and district level, like what is the level of training and preparation that the adults are being provided? What are the opportunities to continue to advance that? Because again, we're all developing over time. This isn't a like one and done check the box. I did that training that happened in that PD day, my staff got it two years ago, right? Like, and again, it's like best of intentions, but when we treat it as like a compliance checkbox culture as opposed to a culture that's centered on compassion, Like we would need to grow those skills over time. And that really is inherent in, the fibers of what social emotional learning, and I know you specifically brought up like emotional intelligence training can do. And so continuously revisiting that to support your staff and the adults who work with your young people so that they have those skills and involve their toolbox at their disposal, to engage most meaningfully.

0:35:52.6 Kim Igwe: So SEL is under political backlash in, some states right now. And so I would love to hear from all of you, many of our listeners that are listening right now are thinking, how can I approach this work, depending on my geographic location and what I am allowed to say and not allowed to say, allowed to do and not allowed to do. What advice would you give.

0:36:24.2 Dr. Chris Cipriano: Happy to start us off with that one. So a couple of things come to mind. First, it's become very apparent that words matter. Words matter, like the term you use can turn someone off. They've learned or decided or been told that it is a bad term, a scary term, or a term that's antithetical to their values, whether or not that is true, We could have a whole other webinar about that. And so acknowledging and identifying if there are certain terms that are those turnoffs or triggers in your community, in your state, in your district, what are some of the alternatives that can be, employed so that you can still keep doing the meaningful important work that you're engaged in. And so I think one strong example of that is, the, science of learning and development.

0:37:13.8 Dr. Chris Cipriano: And so the science of learning development as opposed to social emotional learning. And there's a whole, you know, group around this work and around thinking about it in that way but, as one that's, a bit more pressure tested that seems to be, kind of landing well across the political, continuum. But now a second angle from just the terminology piece of it is digging into and working with those members of your community who are opposing social and emotional learning, right? So like on the one end,

we can solve it hypothetically with the term terminology switch, but on the other hand, we can show our young people and our educators and we can enact our SEL skills to have conversation and engage in healthy discourse around our understandings and or misunderstandings regarding what it is and what we're interested in and what our, I mean we'll call it for what is, what our rights are as parents that may or may not be being enacted or interacting within this political context right now.

0:38:20.6 Dr. Chris Cipriano: To support us in growing the offerings that we are, you know, investing in our school communities so that they are wholly supportive and inclusive of the values and beliefs and interests of the entirety of that school community. Now call me, you know, maybe I'm a bit of an optimist, but like I do believe that, that there are spaces and places where that is possible. And I think that's part of the power of the skills of social and emotional learning, that when you, are able to hold space and enter a room and be in a space with others to engage around these topics of difficult conversation, that we can find a right way forward together. And maybe that way forward is going to end up being a change of terminology, but maybe it will be an evolution of what it was that we were implementing and the ways in which we were going about do it to tie back to where we started a half an hour ago, right?

0:39:12.0 Dr. Chris Cipriano: I gave you the full span of the continuum of like, what is SEL huge set of skills and strategies. It may be the case that some of the skills and strategies that are being implemented in a particular region or community are not aligned with the values or interests of that community. It is possible, right? So let's look for our opportunities to grow our discourse, have healthy discourse and grow together in that space. So a few notes to start.

0:39:48.4 Dr. Tia Barnes: I don't even have much to add to that. I think that was perfect, Chris. But I guess yes, perfect, perfect. Nothing else did. The idea of, including the community, I think is something to definitely highlight and making sure that we are including their voice throughout, and finding ways to incorporate those different values and perspectives into building something that's gonna be for that particular community, I think is gonna be key.

0:40:24.5 Kim Igwe: And as folks are listening, if you have questions, please do use the chat or the Q&A function to put them in there as we're coming up to a close, we have a lot of faculty in the room right now listening. And so I know a question and I saw a lot wanting to come to learn more about how they can integrate this, content into their programs for teacher educators. And so I would love to pose that question to this group. What are some ways that we can integrate cell and restorative practices into our programs for teacher educators?

0:41:03.3 Ms. Davina Ruiz: So I'm just gonna speak as an administrator in a building. Usually when we have a first or second year teacher, there's always issues with classroom

management, right? Because what I've, I'm often told, and, I'm guilty of it myself when I was a first year teacher, you know the philosophy, but you don't see the application in person. And I think most of the time that's what's missing, especially from the new teachers that we're starting to see straight out of the pandemic. And I am going to bring that up because the approach of a new teacher now versus pre pandemic is completely different. And what they're exposed to is completely different. Unfortunately, most of my new teachers, you know, their student teaching was done online remote. So they didn't have a chance to see anything happen within the classroom. And all they saw was the philosophy and the readings in place. And I think what's really, really important is when pre-service teachers are in programs, the application is being discussed, as well as the philosophy and then some sort of reflection as to, where they are in terms of their emotional intelligence skills and how they themselves can improve them over time. I think it's really important that, occurs.

0:42:26.4 Dr. Tia Barnes: Sorry, I was typing in the chat at the same time to be, That was, right, Yeah, I would completely agree with what you're saying. One of the things that I've also tried to start doing or in recent years with my students is make sure that I'm also modeling for them. So it's one thing for us to, you know, tell our students that these are the skills that you can use, but having them see it, as, you know, incorporating it in my class. So how am I including social and emotional skills? When we meet at the beginning of the day, we do, or the beginning of our core session, we do like a check-in how's everyone doing, which may be something that they might wanna incorporate in their class, at a later time. We make sure that we're engaging everyone, in different, you know, activities and opportunities for them to have those social connections throughout the class period.

0:43:19.1 Dr. Tia Barnes: When I do assign group projects to my students, I think one of the key skills that I make sure that I tell them that we're going to be using as part of this is that this idea of collaboration. So it's not just about getting a product, but it's also about the process that they're going through and considering ways that they have to, deal with like conflict resolution as things like that come up, throughout their project. And we can meet and discuss it because they're going to be collaborating with folks in the future and they're going to have to learn these skills. And so I agree that having students be able to actually apply the knowledge is key. In cases where, you know, for example, I get them as juniors, so they do go into, in my program, go into classrooms once a week, but then that next year, so when I'm teaching them things like classroom management, et cetera, they're not going to really be heading a classroom until the next year when they're student teaching. But this at least gives them that opportunity to kind of see how it could look to kind of, help them remember a bit more as they move into than that student teaching. And those things come up. Oh, sorry, I was looking at the chat, but yes, so.

0:44:36.9 Dr. Chris Cipriano: Oh, go ahead, Tia.

0:44:38.4 Dr. Tia Barnes: No, but yeah, so I was gonna say just all of that is.

0:44:40.7 Dr. Chris Cipriano: I was gonna pick up your thread...

0:44:43.7 Dr. Tia Barnes: Oh, good. Go ahead. Go ahead.

0:44:47.0 Dr. Chris Cipriano: Sorry, I think we had a delay there for a second. I was just gonna pick up on what you were sharing and what you both actually were sharing and, call out kind of two points that I heard both the focus on the training of pre-service educators in the what and the how of SEL. And I heard it in both the, like, what it is and then how they engage as educators, as facilitators of the skill building. Which is something that at our lab we have been working on building out and identifying as the pedagogies of SEL. So I dropped in press, paper that's open access in the chat that folks, may find of interest in thinking about those pedagogies. And like Davina and Tia you were talking about the modeling in that piece. So it kind of speaks right to the ways you're engaging as educators with your students. And then I wanna offer a third component to it, which is their, social emotional development, which is distinct from what they're teaching and how they teach, right? Their emotional development, understanding how their affect and their regulation shows up and manifests in their classrooms and in their life, right? And so that really speaks to Davina, as you were bringing up earlier in the conversation, that emotional intelligence, that training, that development of recognition of myself and how I am showing up effectively so that I can be, you know, a healthy and productive educator and modeler through these other practices for my community.

0:46:17.5 Ms. Davina Ruiz: And Christina, you made me think with your comment. We did address the how and the what, but I realized the why. There were a couple of times when teachers pushed back on SEL or RP and I had to bring it back to the why and give them the history to the school to, school to prison pipeline. And then unfortunately, I had to use data from schools and from students that I personally have come across where they've stated, the school has failed me in an SEL component, and this is where I'm at in my life right now. And sometimes I needed those stories to be told, either virtually to some of the teachers or bring the student, a former student who's now an adult in person to share their story. And I think that's really important that I believe professors can do more often.

0:47:09.9 Dr. Tia Barnes: Definitely agree. Also one of the things that I've been thinking about is for those of you that are on the calls, probably like we're preaching to the choir, you all are likely the ones that engage in some of these practices already. You, show the interest by attending this webinar. So it's also considering how we can, work together with our colleagues to really create a more, emotionally intelligent environment within our program. And so whether it's, professional learning communities that we can consider, with our colleagues or, you know, if there are trainers that we can bring in to provide more instruction around social and emotional wellbeing and how we can incorporate more of this so that students are not just seeing it in your class, but in other classes across the program, all of that's gonna be important as well.

0:48:01.1 Dr. Tia Barnes: And so how can we like really try to get our, fellow faculty members involved and, interested in this as well, so that again, it becomes something where it's not like, what we don't want in our K-12, our PK 12 is this idea of you have that 20 minutes of social emotional learning and that's it. We don't also don't want that at the higher ed level where you get that one course where you have some social emotional learning as part of it, and then that's it. So again, taking kind of the model that we've set up in that pre-K 12 and finding ways that we can incorporate that at a higher ed level, and there are definitely resources out there. One is the Teacher Educator Institute. They have some trainings available for, faculty members that really provide you with the framework that you can then teach to your, pre-service teachers, but then also model for them and have it be as part of something you're doing. You can bring your entire faculty with you. So that's just one option. There's also for, there's a new SEL, so SEL for US is an advocacy group for SEL, but now they've started an SEL for higher ed group as part of that. And so within there you'll also be able to, access lots of folks that are doing that work as well.

0:49:21.2 Kim Igwe: Thank you all so much for your time today. Is there anything else you'd like to share around this topic that we didn't get to today? We have a couple of more minutes before we close out and would love to just go around if there's anything else you'd like to share around the topic that, for the good of the group.

0:49:45.1 Dr. Chris Cipriano: I guess I'll just note that I dropped a whole host of resources in the chat, like along the way and then I just put a, Google drive in there that's got a whole set of PDFs as well as some briefs and materials. But, my lab and our work and our partners, like, we're interested in engaging in advancing SEL science and practice in a public open science way. And so, I just encourage you to take a look, pass it on, forward it to a friend, or let us know like, Hey, you missed the mark or you didn't, what about this thing? We have this question. Like, I'd love to hear from you. So, I thank you for everybody for taking the time to join us today.

0:50:23.8 Ms. Davina Ruiz: I think for anyone here, SEL within itself and RP involved a planning committee of several people. And whether you're in a university, a college, a middle school, a high school, or an elementary school, really doesn't matter your level, it can't be the same category of a stakeholder. All stakeholders have to be involved. I think the best bet in any successful school that's been involved with this work is you start with the people that have buy-in and then you move towards coaching those that don't. And then eventually it'll build to a whole school model of SEL. And unfortunately, as we say, those that don't want to practice, eventually they tend to leave because once the entire philosophy and community is built into this over time, they see they no longer fit, there. So they have to go. It's either you, change with the times or you go, and most of the times they're going to change.

0:51:22.4 Dr. Tia Barnes: I think the last thing I would want to say is just as educators ourselves, making sure that we are reflective and that we are really doing what we're

teaching, our students to do. So, reflecting on our own practice I think is gonna be key for this as well.

0:51:44.2 Kim Igwe: Thank you so much, Chris, Davina and Tia for sharing your expertise, for having this discussion with us. I, there's so much in the chat of bringing me joy, to see folks in thinking about how they can use this in their own practice. So just thank you so much for your expertise. I know folks are leaving to go to other things. But before you go, I do have a couple of resources that I would like to share with you. And so, oops. First we do have a module, creating meaningful mathematic experiences, which, has a cell approach to it. So if you're interested in math and cell, you can click the QR code there on the screen and it will also be in the chat, if you would like to, get access to that module.

0:52:34.3 Kim Igwe: Another thing we were talking about in this, we also do have a mixed reality simulation lab. So this is sort of going with what Davina said around folks not having that time in the classroom to practice mixed reality simulation is another way to practice using avatars. And so if you're interested in learning more about that, it is an offering BranchED does have. We would love to connect with you. We do have a lot of upcoming events. You can find us @branchalliance on all of our social media. And lastly, our final, webinar will be next month and we will have, teacher candidates with us to discuss the series. So we'll have an opportunity to reflect and discuss the series as a whole. And we will be joined by teacher candidates and a faculty member at Tennessee State University. And with that, you should see a poll that will pop up on your screen. We would love to learn more about your experiences here today with us. And so if you can take that poll very briefly and, have a great rest of your day. Thank you again so much panelists for joining us and sharing. I know we will all walk out of here today thinking how we can use this content, to move us forward. So thank you so much for your time. And have a great rest of your day and we'll see you next month, if not before. Bye.