

FOCUS: SOCIAL AND EMOTIONAL LEARNING (SEL) FOR ENGLISH LEARNER AND IMMIGRANT STUDENTS

In this second of CEEL's series of communications on Education and Research Supports for ELs during COVID-19 we feature two components:

- * **Voices from the Field** - highlighting educators' commendable and courageous efforts to serve English Learners in virtual and real-time spaces during these challenging times.
- * **Resources and Research** - addressing a variety of topics, including resources for ELs such as social and emotional learning, highlights of best practices during these times, instructional materials, and professional learning in virtual spaces.

Kimberly Franklin—A Voice from the Field

Kimberly Franklin is a [Google certified](#) teacher at [Bell Gardens Elementary School](#) who shares her “soul-to-soul” insights during the first few weeks of distance learning for her fourth grade students, almost 50% of whom are English Learners. Kimberly provides three key reflections about the challenges faced by educators and their students who acknowledge and [address the fears](#) that all of us are experiencing during COVID-19. Ms. Franklin's approach to these uncertainties is to provide grace and flexibility with each other, illustrating how to connect and support her students and colleagues with [grace and healing](#).



SEL Education Resources and Research

In this second of CEEL's series of communications the focus continues to be on Social and Emotional Learning. CEEL has curated additional SEL resources to support ELs as food and housing insecurity, unemployment and other [basic needs](#) continue to influence the social and emotional conditions of [our nation's English Learners](#) and immigrant communities. Educators are faced now, more than ever, with providing language and cultural learning supports to prevent even greater learning gaps from occurring in some of the most vulnerable populations among us, including [indigenous populations](#) in the state, nation and world.



In each of our communications we will continue to highlight voices from the field and education and research resources as we walk this journey in partnership with our colleagues, fellow educators, advocates, and friends.

With warm regards and appreciation for our collaboration,
The CEEL Team

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VOICES FROM THE FIELD— Insights on “Soul-to Soul” Connections and SEL

Kimberly Franklin teaches 4th Grade, at [Bell Gardens Elementary School](#) in the [Montebello Unified School District](#) (MUSD). Teaching is a second career for Ms. Franklin. Previously, she worked as a curriculum developer for the Disney Institute, Walden University, as well as for NASA/JPL. She has taught for 13 years, is a MUSD Google Ambassador, and Certified Google Trainer. She brings all of this experience to the current transition to distance learning, noting that, “students are so excited to connect with us virtually, it is the joy of their day, and mine.” Kimberly, a technology expert (not her words), reports that she works throughout the day and into the evenings. Her day includes two roles woven together, teaching her students and teaching teachers. First, she ensures high quality learning experiences for her students. Another part of her day is dedicated to supporting other teachers in the evenings, “after their families (little ones) go to sleep.” She does this, “Not because I couldn’t say, no. I just don’t want to. It’s almost that you feel it is your duty if you know these tools to teach these tools.”

MUSD uses [Google Classroom](#) and Ms. Franklin prioritizes social and emotional



“I have to understand that my students need just as much mental, social, [and] physical support as they do educational support, so I build in time for this.”

learning by meeting twice a day with her class for face-to-face interaction where she consistently provides a space and time for each student to share as part of her community building activities. She also sets time to meet with each student individually on Google Meet when they have struggled to connect with the lesson or the concept. First and foremost when they meet daily at 10 am and then again at 1pm, each student takes a turn to share how they are feeling. She also offers a 7pm check-in one night per week. This builds an online community of caring and stability that helps to “connect with each other on a compassionate level.” In a touching example, one of her students shared how worried he is that his little brother had to be hospitalized (non-COVID-19 related). This sharing led to many other students writing messages of empathy, prayer or concern in the chat box. Another moving example, captured unknowingly by Kimberly’s family during this community sharing, occurred when one of Kimberly’s fourth grade boys shared about how scared he was about a nightmare he’d had where he and his family died. Struggling to hold back tears, Kimberly comforted him by assuring him by saying, “this was not real... and I’m sending you a virtual hug.”

Providing safe spaces for students to share about their real fears, demonstrating care and empathy and nurturing empathy with and among peers are even more important in these moments of uncertainty, while simultaneously creating and using new online learning tools and structures in this time of physical distancing, especially in communities such as these given many parents are still working.

Finally, Ms. Franklin summarized the first three weeks of distance learning through the three “F’s”: Forgiveness, Fear, Flexibility:

Forgiveness. For teachers, “it is a good time to forgive yourself. Try to learn one thing at a time. Whichever way you were connecting with your families and students, don’t stop. Don’t create strict schedules for students or families to follow because now we are in their environment and not our own. Some students need to work into the evenings. We need to be available for working moms. Team up with teachers who have different skills than you have.” She shares her strategy for responding to her English Learners’ needs, “Since my Spanish isn’t more than extremely basic... I use [Google Translate](#), but I have teamed up with another teacher and we have contacted families together to get them to link into their Google Classroom.”

Fear. “I have to understand that my students need just as much mental, social, [and] physical support as they do educational support, so I build in time for this.” Building time to create online opportunities for sharing, as well as finding [resources for social and emotional support](#) is critical. She believes, “New practices for physical distancing should not be interpreted as social distancing.” Connecting socially and emotionally with more vulnerable students who are fearful and uncertain about the pandemic can and should occur online.

Flexibility. Avoid adhering to strict schedules, “I’ve realized I can’t expect the same amount of work to be produced at home as it is at school... we’re in their environment and not our own [classrooms]. English Learners are being supported through closed captioning, visuals through screen share, videos showing drawings and manipulatives. Communication with students and their families is key. [In whatever way] you were connecting with your families and students don’t stop.”

**FOCUS: SOCIAL AND EMOTIONAL LEARNING (SEL) FOR
ENGLISH LEARNER AND IMMIGRANT STUDENTS****RESOURCES AND RESEARCH**

CEEL has curated several resources to support English Learner and Immigrant students' social and emotional health during these challenging times. Educators efforts to [virtual communities of care](#) can collectively strengthen our capacity to deal effectively with current challenges, and to [support families](#) in multiple languages and to combat [Corona-virus racism](#) to promote equity and justice for all of our communities.

Website: American Youth Policy Forum (AYPF)

Link: https://www.aypf.org/wp-content/uploads/2017/10/SEL-Special-Populations_Final.pdf

Summary: The AYPF website offers learning opportunities for policy leaders, practitioners, and researchers working on education, youth, and workforce policy at the national, state, and local levels. This AYPF policy brief addresses SEL initiatives affect traditionally underserved student populations and how they can be tailored to meet the unique needs of different learners, including English Language Learners and Students with Disabilities.

Website: California Department of Education on SEL implementation

Link: <https://www.cde.ca.gov/eo/in/socialemotionalllearning.asp>

Summary: This website provides a description of SEL, state-schools guiding principles, resource guides, and state-school support.

Website: Committee for Children

Link: <https://www.youtube.com/channel/UC6Aicy3GqIHBgEvSpL2CWfA/>

Summary: Committee for Children (CFC) is dedicated to providing research-based SEL curricula and resources for educators and parents. They offer the Mind Yeti digital library to assist children and adults with calming their minds, focusing their attention, and connecting better to the world around them. These videos are available in English and Spanish.

Website: Edutopia

Link: <https://www.edutopia.org/social-emotional-learning>

Summary: This website offers a multitude of resources for building healthy school culture. This website also provides articles on building students' intrinsic motivation, empathy as a tool for classroom management, providing creative outlets for interests, and maintain relationships in the event of a school closure.

Website: Empowering Education

Link: <https://empoweringeducation.org/6-trauma-informed-mindful-teaching-practices/>

Summary: This website provides programming for schools and districts that enables learning by contributing to the social & emotional wellness of students, families,

and educators. This resource provides six tips on trauma-informed mindful teaching practices.

Website: Inside Social and Emotional Learning

Link: <https://insidesel.com/2020/03/12/covid-19/>

Summary: This platform serves as an online multimedia initiative focused on curating resources, policy updates, and articles pertaining to social-emotional learning. An initial list of resources, blog posts and guides to assist communities during COVID19 is available.

Website: Partnerships for Action, Voices for Empowerment (PAVE)

Link: <https://wapave.org/social-emotional-learning-part-2-trauma-informed-instruction/>

Summary: PAVE provides support, training, information, and resources to empower and give voice to individuals, youth and families impacted by disabilities. This article provides information on trauma-informed instruction.

Website: Resilient Educator

Link: <https://education.u-portland.edu/blog/classroom-resources/trauma-informed-teaching-tips/>

Summary: The University of Concordia Portland offers trauma and resilience curriculum and classroom resources. A responsive COVID19: Resilient Educator Toolkit is available, along with articles and resources discussing essential trauma-informed teaching strategies for managing stress in the classroom.

Website: What is Social and Emotional Learning Online?

Link: <https://www.youtube.com/watch?v=8x1XsOkkBA8>

Summary: Featuring Dr. Lara Ervin-Kassab (San Jose State University), this webcast provides an overview of social and emotional learning, including ideas and examples of important considerations for synchronous and asynchronous online learning. The CASEL (casel.org) and CRTWC (crtwc.org) frameworks are introduced as visual guides.

Click [here](#) to access additional Social and Emotional Learning Resources and Research featured in CEEL's Supports for ELs during COVID19, Communication #1.