Building Social and Emotional Learning (SEL) Capacity Through PLTW Launch
Meet the Facilitators

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Our Agenda

- Welcome and Introduction of Presenters
- Overview of Session
- SEL Competencies
- SEL in the PLTW Modules
- Q/A
SEL Research

- Meta-analysis of the current evidence for universal school-based (USB) social and emotional learning (SEL) interventions for students in kindergarten through 12th grade available from 2008 through 2020.

- The sample includes 424 studies from 53 countries, reflecting 252 discrete USB SEL interventions, involving 575,361 students.

- Results endorsed that, compared to control conditions, students who participate in USB SEL interventions experienced significantly improved skills, attitudes, behaviors, school climate and safety, peer relationships, school functioning, and academic achievement.

SEL Competencies

• The following competencies that students develop with Social and Emotional Learning (SEL) are from the CASEL framework. They address five broad, interrelated areas of competence:

• self-awareness,
• self-management,
• social awareness,
• relationship skills, and
• responsible decision-making
SEL Implementation

• SEL-focused classrooms often include three components: a supportive classroom climate, integration of SEL into academic instruction, and explicit SEL instruction.
**Transportable Skills**

*Transportable skills* are durable skills that are important to society and are applicable to multiple tasks, jobs, and industries. These essential skills allow people to transition successfully from role to role or task to task.

**Transportable Skills: Literature Connections**
Quick Activity

How do the CASEL Competencies connect to transportable skills?
SEL *Before* Starting PLTW
SEL **Before** Starting PLTW
Integration of SEL into the PLTW curriculum

Guide students to work in their small groups to build a model that uses a wheel and axle to move a load. Students may create the load using VEX IQ components, or they may use other materials you provide. Set a time limit for this build and make students aware of it before they begin working.

Direct students to share their wheel and axle models with the class and discuss how the models help to move a load.
Group Roles

- Captain
- Materials Manager
- Time Keeper
- Speaker

CASEL Competencies

- self-awareness,
- self-management,
- social awareness,
- relationship skills
- responsible decision-making
Let’s explore!
Small Group Collaboration
Small Group

• Review your CASEL Competency
• Choose one APB Overview to review
• Identify one transportable skill/competency connection
• Discuss one strategy/lesson that you could use to address the SEL

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<thead>
<tr>
<th>CASEL Competency</th>
<th>Transportable Skill</th>
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<td>• self-management</td>
<td>• Mindset</td>
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Activity 3: students explore and connect a variety of sensors

• Students will need to work on persisting/persevering
Thank You!

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