SOCIAL EMOTIONAL LEARNING, MINDFULNESS PRACTICE & CULTURAL RESPONSIVENESS IN DISTANCE LEARNING: A HOLISTIC APPROACH

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BRAIN BREAK: ROSE AND CANDLE
HAWA’S MEDITATION

CULTURAL RESPONSIVENESS AND SOCIAL EMOTIONAL LEARNING AT TMALS
WHY SOCIAL EMOTIONAL LEARNING?

The learning experience is relational. As such, the relationship that students have with teachers in climates with increased caring and trust, where staff work collaboratively and proactively allows them to feel a sense of belonging that permits a stronger connection to the school and its culture. -Elias

According to Goleman, “People who are emotionally adept—who know and manage their feelings well, and who read and deal effectively with other people’s feelings—are at an advantage in any domain in life”

The ability of students to recognize and identify emotions, regulate emotions when necessary, show compassion, exhibit positive relationships with others, and make well informed decisions in challenging situations are skills that identify as Emotional Intelligence - Goleman.

WHY CULTURAL RESPONSIVENESS?

- Mark A. Gooden Teachers College Columbia University

STUDENTS FROM RACIALLY OPPRESSED COMMUNITIES HAVE BEEN MARGINALIZED—BOTH LEGALLY AND GENERALLY—BECAUSE OF THEIR NON-DOMINANT RACE, ETHNICITY, RELIGION, LANGUAGE OR CITIZENSHIP

ALL MINORITIZED STUDENTS ALSO HAVE RICH HISTORIES OF AGENCY, APPROPRIATION AND RESISTANCE TO OPPRESSION

BECAUSE MINORITIZED STUDENTS HAVE BEEN DISADVANTAGED BY HISTORICALLY OPPRESSIVE STRUCTURES AND BECAUSE SCHOOLS AND EDUCATORS HAVE BEEN INTENTIONALLY OR UNINTENTIONALLY COMPLICIT IN REPRODUCING THIS OPPRESSION

THEREFORE WE NEED CULTURALLY RESPONSIVE SCHOOL LEADERS AND TEACHERS WHO HAVE A PRINCIPLED, MORAL RESPONSIBILITY TO COUNTER THIS OPPRESSION
MULTI-TIERED APPROACH TO SEL AND CULTURAL RESPONSIVE PRACTICES

Multi-Tiered Approach to SEL and Cultural Responsive Practices

- Student Achievement
  - Increased test scores
  - Student Voice
  - Student Engagement
  - Student Self-Awareness
  - Empathy
  - Culturally relevant texts used in lessons
  - Setting high expectations
  - Incorporating students cultures and interests in lessons
  - Ruler approach infused in daily schedules school wide.
  - Pure Edge brain breaks and mindfulness in classrooms

- Creating Family Charters
- Parents attending Yale Ruler Trainings
- Families using RULER tools for homework
- Pure Edge self care workshops
- Mental Health partnership
- Parent stress relief yoga workshop, yoga with Mr. Collins

- Creation of Staff Charter “Mood Meter Check Ins
- Yale Ruler Fds for teachers
- Pure Edge brain breaks training for teachers
- Curriculum maps infused with culturally relevant & responsive lessons and performance tasks
  - Yale RULER Fds
  - Pure Edge FDs
  - Leadership Research Programs and approaches

SOCIAL EMOTIONAL LEARNING AND MINDFULNESS PRACTICES
STUDENT AGENCY & VOICE

CULTURALLY RESPONSIVE PRACTICES
ACTIVE PARENT LEADERSHIP AND ENGAGEMENT

SOCIAL EMOTIONAL LEARNING AND CULTURALLY RESPONSIVE SUSTAINING EDUCATION IN DISTANCE LEARNING:

HOW CAN WE ATTEMPT TO PROVIDE SOME EQUITY IN A TIME OF EXACERBATED INEQUITY?
REMOTE LEARNING PLAN:
HOW DO WE MAINTAIN OUR CULTURE OF CARE?

Thurgood Marshall Academy Lower School Remote Learning Plan

The Thurgood Marshall Academy Lower School team will provide a supportive, compassionate, caring and responsive approach towards the continued academic and enrichment engagement of our children and families during this time of remote learning. Through the Google Classroom, Class Dojo, phone and video communication, our full staff will provide a holistic support system for children and families that seeks to meet their academic, social, emotional and cultural needs.

Mission Statement:
“TMLA exists to provide a robust holistic learning experience for each child through social emotional learning, cultural responsiveness and belonging. We are the village that raises the child.”

REMOTE LEARNING OPTIONAL SCHEDULE
ADDITIONAL OPTIONAL OFFERINGS

From 1:00- End of Day
Violin Classes
Theatre Classes
Coding Classes for students and parents
Small group and one on one support for students
Technology support for teachers and staff
Technology supports for parents
MoMA Mondays engagement with works of art with the Museum of Modern Art
Virtual Field Trips
Emotional Support Group for Parents and Grandparents (Clinical Social Workers)
The Meeting House-Social Skill Building Program that includes Yoga and Games
Virtual Afterschool Program: Art, Theatre, Dance, Music
PURE EDGE: SHARING DAILY BRAIN BREAKS AND MINDFUL PRACTICES

DAILY RULER MOOD METER CHECK INS

Good morning family! Where are you on the mood meter this morning? Remember...
SEL & CULTURALLY RESPONSIVE ASSIGNMENTS IN GOOGLE CLASSROOM

Important Person

3 important people that are special to my mom, dad, and vines and share why my mom is important because she takes care of me and my dad takes care of me so as my vows, why they are very fun and they love me and they need a black and rich and a crazy one and got most of my randomness from my mom and that's why I am a little more of a slightly random and I want to thank them because I love them because she is pregnant.

Engaging Family

School Story

Ms. Turner

Rucker Park Academy Lower School

some family enjoying some, of much needed

4/27/20
LISTENING TO THE COMMUNITY-TEACHERS

• “My emotions are up and down. My students definitely brighten my day. Trying to find normalcy in all of it, but this is so foreign for me. No one has ever experienced something like this, and there’s so much unknown. I’ve been holding onto my faith for sanity.” –Teacher

• “Some days are better than others. I try to engage in some type of movement and time to unplug daily, but some days are so overwhelming I can’t bring myself to step away to do it.” Teacher
LISTENING TO THE COMMUNITY - STUDENTS

• “It’s difficult because we don’t have our teachers close to help us.” Student

• “Sometimes the work can make you stressed so it makes the work hard to do when your teacher is not there to help.” Student

• “That my friends are away from me.” Student

• “It’s hard knowing that people are in danger.” Student

LISTENING TO THE COMMUNITY - FAMILIES

• My child is not focused at home. Some of the lessons are hard for her.” Parent

• “In my household there are two parents working from home along with my daughter doing her work. At times it has been challenging managing remote learning and our job duties simultaneously.” Parent

• “Not being home to help my little one.” Parent

• “Lots of work not taking into consideration that there are limitations on sick parents.” Parent
NOAH’S BRAIN BREAK AND MOOD METER CHECK IN: HOW ARE YOU FEELING?

THANK YOU! STAY IN TOUCH

Twitter
@TMALowerSchool
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School website: www.tmals.org