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# How Can Teachers Support the Social-Emotional Well Being of Elementary Age ELLs to Ensure Academic Success?

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How Can Teachers Support the Social-Emotional Well Being of Elementary Age ELLs to  
Ensure Academic Success?

by  
Michelle Lupoli  
August 2020

A capstone project submitted to the Department of Education and Human Development of  
The College at Brockport, State University of New York in partial fulfillment of the  
requirements for the degree of Master of Science in Education

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### **Abstract**

The purpose of this capstone project is to explore the relations between social-emotional well-being and academic success. The question being answered is, how can schools and teachers help the social-emotional academic success in elementary aged ELLs? This PD answers, if there are relations between social- emotional well-being and academic success, the extent of the relationship, and what administrators and teachers can do to assist the student in making improvement socially, emotionally, and academically. Teachers have a hard time communicating with ELLs, providing modifications, and having the time to teach the material. ELLs struggle when communicating with teachers and peers, motivation, and self-esteem. This PD is informing teaching and administrators on how to support the social emotion well-being of an elementary aged ELL student to ensure their academic success using commercial school wide programs and small classroom instruction. By allowing the students to develop and improve their attitudes through these programs and lessons, it will then increase their performance in the classroom. This allows for teachers and administration to develop social and emotional competence, help set the stage for SEL by showing them how to develop safe, inclusive, and supportive classroom environments, integrating SEL into academic subjects, modifying lessons to fit the needs of each individual student, and providing ongoing support.

*Keywords:* social, emotional, academic, success, elementary

## Chapter 1

### Problem

Every night at dinner time my older sister, a high school English teacher, used to reflect on the reasons her ELL students did not have friends. One day she began a lesson about friendship, introducing a new chapter book. The students had to read a friendship newspaper article and complete an exit ticket. One of the reflection questions on the exit ticket said “Now that you have read this article what kind of friendships do you possess or have had up to this point in your life.” She told anecdotes of student’s migration experiences, not being able to make friends because they had to move every year, and because they do not know the English. The social struggles to make friends is real for many students. Her stories are heartbreaking and listening to them lead me to the problem I want to address in this capstone. The overarching question I examine here is how can teachers help support the social-emotional academic success in elementary aged ELLs? My sisters’ anecdotes inspired me to want to learn how to support ELLs socially and emotionally. Now that I am also in the classroom, my sisters anecdotes highlighting social emotional as well as cultural call for an new approach to meeting the needs of ELLs.

According to Adelson and Niehaus (2014) “ELLs currently comprise more than 10% of all students in United States public schools and are the fastest growing segment of the school-aged population” (p. 811). Social-emotional learning targets behaviors, cognitions, and emotions of students. Furthermore, Elias and Zins (2006) “social and emotional learning (SEL) is the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others, competencies that clearly are essential for all students” (p.1). When young ELLs start formal schooling in the United States they are often overwhelmed with different experiences, rules, and norms. “SEL appropriate for the U.S. school context is

especially unfamiliar to refugee ELLs because social-emotional skills are socioculturally situated” (Cho, et al., 2019 p. 40). The question that I will exploring is, how does the social-emotional well being of ELLs affect their academic success? Teaching strategies are used everyday by teachers around the world to support and promote positive learning outcomes for students. Despite the fact, the underlying problem is that schools and teachers do not know how to support the social-emotional needs of elementary aged ELLs. Key components teachers much study and implement into their lesson is self-awareness, social awareness, responsible decision-making, self-management, and relationship skills (Cho, et al., 2019). ELL students at the elementary age would benefit from “direct instruction/the incorporation of/lessons that include/focus on... of managing, expressing, understanding developing, building competences that focus on social emotional issues” (Casel, 2013, p. 38).

The social-emotional well being of ELLs can have a major impact on their academic success in a positive or negative way. Harper and de Jong (2005) indicate that “about 42% of teachers have ELLs in their classroom, but only 12.5% of these teachers had received more than eight hours of professional development specifically related to ELLs” (p. 101). Teachers and administrators are responsible for their students. In order for these students to feel safe and comfortable they need to be taught by professionals that have proper training in social-emotional learning. “Teachers are not well prepared or informed about how to help ELLs socially and emotionally in order to guide them to academic success” (Harper, de Jong, 2005 p. 101). ELLs have many possible stressors that play a role in their social-emotional well being in and outside of school. Some stressor can include leaving a family member, losing a family member, language barriers, culture shock, and discrimination. As teachers we must begin to support ELLs to help them succeed academically. In fact, Alvero et al. (2016) states that in order to do so

teachers can provide routines, respect, acknowledge emotions, communicate feelings, show interest in the students native country, involve parents/guardians, and more.

**Significance of the Problem: How does the question being discussed affect ELLs/Bilingual students?**

The U.S. Education history started off problematic in the late 19<sup>th</sup> century. The U.S. wanted to erase immigrant children's languages and cultures and only allow them to speak and practice the language of power at the time (Souto-Manning, 2016). Even though there were many cases fought and laws passed for the advancement of Bilingual education the students who spoke languages other than English were still being deprived. Throughout the 19<sup>th</sup> century education for Bilingual children had its ups and downs. In the mid 20<sup>th</sup> century Title VII, the Bilingual Education Act was passed. "The act was to support programs for language-minority children in schools having high language-minority concentrations, with families who had incomes below \$3,000 a year" (Fitzgerald, 1993, p. 42). It finally started its rise when Obama was in office. The Supreme Court then ruled "schools must provide targeted help for these student" (Souto-Manning, M. p. 266).

Kao (2017) indicates that "ELL students are not only struggling with linguistic and academic challenges, but also with emotional, social, and cultural challenges" (p. 2). If ELLs do not feel empowered they will not succeed. In other words, ELLs do not feel comfortable enough in their general education classrooms to be themselves. Whereas in the ELL classroom they feel comfortable and free. Teachers need to be aware that ELL students may need extra support. The schools and teachers need to ensure that the classrooms are a free, safe environment for all students to learn in. If a student feels a sense of belonging and comfort then tend to seem happier, confident, and motivated. If a student does not feel safe and welcomed they will be



more reserved and show anxiety. All of these emotions can also be due to the students social life and home life. “It is important for schools to understand the backgrounds of ELL students, especially their immigrant or refugee status, as this may result in different academic, social, and emotional needs as they enter U.S. schools and begin the process of learning English” (Kao, 2017, p. 3). The social-emotional well-being of ELLs has and continues to have a major affect on ELLs/bilingual students, academically.

There are many examples as to how social-emotional needs are not being met in schools to ensure students academic success. As Eleby (2009) states “in addition, the impact of the lack of social skills on the student academic skills have shown to existed in the student’s ability to engage in proper studying skills, problem-solving, decision-making”(p. 12) In making this statement, Eleby argues that the negative impact of ignoring social-emotional needs lead to students facing more disciplinary consequences when they fail to engage in appropriate behavior (Eleby, 2009). Students are happy when they are supported by their teachers and peers. Classroom teachers have long recognized the importance of social and behavior skills, viewing cooperation, self-control, and other social skills as critical to achieving academic and behavioral success (Lane et al., 2003).

Unfortunately, there are many times were we see teachers disempowering bilingual learners. “When students have social and emotional issues, such as emotional (e.g., loneliness, sadness, and anxiety) or social distress (e.g., a lack of social belonging and social withdrawal), they tend to experience more difficulties with focusing on tasks, maintaining attention, and maintaining positive peer relationships” (Niehaus, 2012). Disempowering ELLs only creates more of a setback for their learning. They are already having difficulties in the cultural shock environment; they need teachers that will guide them in the right direction. When ELLs face the social and

emotional issues within themselves, from teachers, and from peers it has a major effect on their academics. There are two main factors that impact both social-emotional and academic success in English as second language education. The two factors are Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). “BICS is the listening and speaking skills that students tend to acquire quickly in a new language in order to communicate in social situations. CALP is the academic language and cognitively demanding skills required for classroom success” (Ferlazzo, 2014, p. 1). IF these two factors are implemented in a classroom the correct way ELLs will have an easier time adjusting to the new setting. BICS and CALP and simple academic requirements for all students to obtain. Ensuring that these factors are met can ensure a student’s social, emotional and academic success.

### **Purpose**

There are many ways in which schools can help the social-emotional academic success in elementary aged ELLs. Souto-Manning (2016) writes that good teaching involves three main concepts. The first is having high expectations, believing that they can succeed with support. The second is cultural competence, meaning that the students don’t have to pick one side, they can “build bridges” between their home culture and the one they are learning. The third is critical consciousness, meaning questioning many labels that are put on these children. ELLs face a variety of emotional and cognitive adjustments when then face the culture shock of a new environment. No teacher should judge, label, or diminish any child for how they are. Learning a child’s history and valuing culturally diverse literacy’s is important to all children in that class. Souto-Manning (2016) states “It is important to see the students as capable, to learn from them, and to communicate their importance in the curriculum. Valuing their multiple languages, supporting and encouraging children to develop bilingually and multilingual, and holding equally

high standards are essential” (p. 269). If teachers do not address and help these students social-emotional needs they will have a hard time succeeding in all areas academically.

Social-emotional academic success has a major effect on the ELL population. Social skills negatively affect academic success because the lack of people skills to aggressive behavior towards teachers, and more (Eleby, 2009).

In order to ensure ELLs have the proper support from their teachers socially and emotionally to help academic success, this Professional Development will inform and teach, the teachers. This PD will be directed towards teachers, administration, and all teaching professionals. This PD will be conducted during Superintendents Conference Day in August before the school year begins. It will be a full day of instructing about how teachers can support ELLs in social-emotional academic success. The PD will start with a vignette that has happened and state statistics about the topic. Teachers will discuss their knowledge on ELLs and what they have witnessed in their own classrooms. They will complete charts about what they think can be done to further support these students. The teachers will take a lesson plan they have and adjust it to fit the social-emotional needs for the ELLs in the class to ensure their academic success. They will also be a section about implementing social-emotional learning in the classroom and/or doing a full lesson on it. This PD will inform all teaching professionals on how to further support ELLs social-emotional learning to ensure their academic success.

### **Conclusion**

Krashen (1985), theorizes that language learners have an “affective filter.” Affect means “feelings, motives, needs, attitudes, and emotional states...” and a language learner who is “tense, anxious, or bored may ‘filter out’ input, making it unavailable for acquisition” (Lightbown & Spada, 2006, p. 37). This PD will promote social-emotional support in order to

improve academic success in elementary aged ELLs. Teachers must be informed and trained on how to ensure ELLs/ bilingual learners are in a least restrictive learning environment. This PD will identify approaches to teaching SEL in culturally and linguistically appropriate ways in order to meet these unique social and emotional needs. I want to ensure that these teachers will help ELL children overcome their challenges by meeting their social and emotional needs to guarantee their academic success. At the end of this PD teachers will have a better understanding on how to help their elementary aged ELLs social-emotional academic success.

As you continue to read you will find Chapter 2: Literature Review. This chapter will review study findings related to the problem. It will discuss theories relevant to the problem and methods/ procedures teacher can use in order to ensure their ELLs success in and outside of the classroom. In Chapter 3 I will describe the professional development. It will go in depth showing what can be done to mitigate the problem relating to the social-emotional academic success of ELLs/bilingual learners. In Chapter 3 and the Power point there will be information in how address the situations that ELLs face in everyday life. The PowerPoint will show examples, pictures, videos, and studies on how to support social and emotion well-being of ELLs to ensure academic success. Chapter 4 will readdress the significance of the problem and solution/outcome. It will show implications for student and teacher learning. It will show how students can benefit from the outcome of knowledge teachers will gain and implement in their classrooms. Finally, you will find materials for the Professional Development in the Appendix.

## Chapter 2

### Theories

Throughout this section I will be discussing Vygotski's sociocultural theory, Krashen's second language acquisition (SLA) theory and Long's interaction hypothesis (IH) which builds on Krashen's comprehensible output. Vygotski's sociocultural theory "advocates learning, including L2 acquisition, as a semiotic process where participation in socially mediated activities is essential" (Turuk, 2008, p.244). The theory acknowledges the interplay between teachers, learners and tasks. Turuk (2008) states that the sociocultural theory has a holistic view about the act of learning language.

This next part will be describing Krashen's theory of second language acquisition then show how Vygotski and Long's theory relate. "A major focus in the field of language learning has to do with the relationship between language and cognition and the role social-emotional aspects play in language learning and academic success" (Marsh, 2018, p.7). Krashen (2013) developed a theory of second language acquisition. Krashen states "Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding" (p. 1). He offers five hypotheses to summarize the theory of SLA. The hypotheses include the acquisition-learning hypothesis, the natural order hypothesis, the Monitor Hypothesis, the Comprehension hypothesis, and the Affective Filter Hypothesis. Krashen then goes on to develop an "instruction theory about how teachers can make input comprehensible and what settings facilitate ELLs' language learning" (Marsh, 2018, p.1). Krashen's theory and hypothesis relate to how teachers can help support the social emotional academic success in elementary aged ELLs.

An argument often discussed by researchers is that interactions are essential for SLA to occur. Long (2015) developed the interaction hypothesis. This hypothesis “agrees that comprehensible input is needed, but he focuses on how input can be made comprehensible through modified interaction, arguing that learners need opportunities to interact with other speakers and reach mutual comprehension” (Wright, 2015, p. 53). The hypothesis developed by Long illustrates how ELLs need to have social-emotional success in order to achieve their academic goals. Hence, Long's hypothesis builds on the notion of learning as a social act which, is a tenet of sociocultural theory. The sociocultural perspective is said to “help teachers consider and address the linguistic and cultural diversity of their students, the languages and literacies their students use at home and in the community, and the languages and literacies needed for success in learning English and academic content at school and beyond” (Wright, 2015, p. 55).

Krashen's SLA theory, the sociocultural theory, and Long's IH illustrate why ELLs need support from their teachers social and emotionally in order to achieve their academic goals. Social-emotional learning targets behaviors, cognition's and emotions. SLA and Long theorize that learning a second language (L2) also requires taking care of students' social emotional stages. SLA and Long's findings offer that learning a second language does not happen in isolation. Instead, acquiring a second language is indisputably linked to the environment. Paying attention to the social emotional component is crucial when learning any language.

### **Studies and Findings**

There is a significant body of research conducted on the relation between social and emotional well being and how it can be supported to ensure academic success. Here I will present studies that link of social emotional needs to academic learning success in and out of

school. These studies will provide further evidence in how teachers can support ELLs socially and emotional to ensure their academic success.

### **SEL and administrators**

Social and emotional instruction focuses on knowledge, attitude and skills needed to understand emotions, show empathy, and achieve positive goals set for oneself. Depaoli et al. (2013) found that “only 17% of principals are familiar with current assessments for measuring students SEL skills that have an effect on their academic success” (p. 5). In the study Depaoli et al. (2013) report on other survey findings revealing what principals and district administrators commit to developing the social-emotional well being of students in order to achieve academic success. The data showed that 83-99% of principals believe that SEL should be taught in schools. Also, 98% of principals believe that students from all types of backgrounds would benefit from learning social and emotional skills to increase their academic success. In fact, 99% of principals believe that if they had the resources and programs to teach these students SEL it would have a major impact on a positive school climate ensure that students become good citizens as adults. The goal of the surveys and finding is to demonstrate how to support student learning standards, build teacher knowledge through in-school professional development, and advance SEL research. Administrators need to know about SEL and the positive effect on academic growth for the entire school. Training and understanding of SEL facilitates the acquisition and implementation of programs to teach SEL in classrooms with positive results.

### **SEL Programs**

Ellis and Zins (2003) agree that “in today’s society, children face countless situations that can have a negative effect on their social–emotional and academic development and ultimately on their happiness in life” (p. 2). Some children do not know how to act according to the

situation that is occurring around them. In order for students to learn the correct way to act socially and emotionally in an academic setting, schools must provide instruction to guide them. Samson and Collins (2012) argues that schools do not address SEL enough, and if it is addressed it is implemented into general education classrooms not ELL classrooms.

Adams and Richie (2017) conducted a study to explore what SEL looked like and how bullying prevention and different programs were put into elementary ELL classrooms. “The theoretical framework for this study was based on CASEL’s “Five Social and Emotional Learning Core Competencies” (Collaborative for Academic, Social, and Emotional Learning (CASEL, 2012) and “Four Strategies that Promote SEL.” Adams and Richie’s (2017) study focused on two ELL elementary teachers in the same ELL classroom with an ELL population. CASEL’s five social and emotional learning core competencies include self-management, self-awareness, social awareness, relationship skills, and responsible decision making. The four strategies to promote SEL teaching used in this study included; free-standing lessons, general teaching practices, integration of SEL and academic curriculum, and SEL as a school-wide initiative. This particular elementary school implemented two commercially developed SEL programs; The Olweus Bullying Prevention Program (OBPP) and the Six Pillars of Character program. As a result, implementing the strategies and programs school wide, and in classroom instruction increased students social and emotional happiness, their standardized test scores, and decreased students being bullied and bullying other students.

### **SEL in classrooms**

Kao (2017) “states that SEL needs to put a major emphasis on recognizing and controlling one’s emotions in order for individuals to act in socially positive and healthy manners” (p.39). The study conducted by Kao was done to explore, understand and describe what SEL looked like



and how ELL teachers adapt and modify commercial SEL programs for the students in and ELL classroom at a single elementary school. The ELL students spoke; Nepali, Spanish, French, and Somali. This elementary school introduces SEL because it recognized that the student population had social emotional needs. According to the authors the students came from diverse background, socioeconomic levels, and various combinations of families. Some of the students needed this social-emotional learning and support. This school implemented commercial SEL programs school wide for students to practice through activities. The school displayed large posters around the school and had each grade level focus on a topic of SEL for the month. The author indicates “visual aids and supplemental materials were beneficial to ELL students for comprehending information as they may have difficulty processing verbal information in English” (p.84). The school focused on relationship building to help support ELLs socially and emotionally. If there was a particular ELL student who was experiencing social or emotional issues the ELL teachers would discuss the situation with the general education teacher and the counselor. The teacher and counselor then would develop strategies and solutions to implement for this child. All school personal received training on SEL program to meet the socio-emotional and academic needs of the students. The school personal receive training from outside sources and school counselors. In addition “all teachers and staff went through training on understanding the specific social and emotional needs of ELLs” (p.87). The school wanted to ensure that all teachers understood that they were teachers of ELL as well, that they educate the entire school.

### **Improving SEL in Classrooms**

In order to help support the social-emotional academic success of elementary aged students, teachers must know how to teach SEL. During the study conducted by Hammond (2019)

teachers used general teaching practices, and curriculum integration to teach SEL. Free standing lessons provide step-by-step instruction to teach age appropriate skills such as feelings, compassion, resolving conflict, and more. General teaching practices focused on routines, structure, and conflict resolutions by trusting the social classroom environment. Teachers, in this study, focused on relationship skills whenever relevant. Relationships and communication are two of the biggest factors relating to supporting positive social-emotional academic success. The four core traits a teacher needs to be is caring, calm, patient, and firm to teach ELLs and support them socially and emotionally (Hammond, 2019).

Among the general school-aged population, research has consistently shown that better social-emotional well-being contributes to significantly higher academic achievement (Baker, 2006; Hamre & Pianta, 2005; Ladd et al., 1999). When students have a more positive peer relationship, they tend to be more successful in school. This can be because they have more positive social support networks at school and fewer behavioral concerns that distract them from learning (Adelson, et al., 2017).

The native language background and academic achievement study conducted by Adelson et al. (2017) sought to test the hypothesis of if ELL children do indeed experience more social and emotional difficulties in school, it is likely that their socioemotional concerns may partially explain or contribute to their lower levels of achievement. Adelson et al. (2017) conducted the study with ELL students in an elementary school from the Asian and Spanish descent. This study had teacher reports as well as student self-reports. “This finding highlights the importance of socioemotional well-being for all students and emphasizes the need for effective school-based practices that promote positive social and emotional development” (p. 259). After observing and conducting the observations the observers concluded that increased socioemotional problems

contributed to poorer academic performance. It was then suggested that SEL programs were to be implemented in the school to promote positive social-emotional academic development.

These programs were stated to address two primary components: creating a learning environment that is safe, caring, well-managed, and participatory, and teaching students social-emotional skills with a focus on self-awareness, social awareness, self-management, relationship skills, and responsible decision-making (CASEL). This study arises the question of how teachers can help ELLs social-emotional academic success? They state that there are few existing programs aimed at ELL children that target social emotional skills and that being linked to academic achievement. “Thus, it is clear that additional support is needed for ELL students to help them attain higher levels of success and well-being” (p. 811).

The study conducted by Suárez-Orozco et al. (2008) aimed to determine how support from the school environment contribute to ELLs academic success and social-emotional well-being. It can be said that a person’s environment has a lot to do with their personal growth. This study focuses of the microsystem and mesosystem of Bronfenbrenner’s bioecological model. Microsystems refers to the persons daily activities and relationships in a school. The mesosystem has to do with the connection between the persons home and school environment. The findings observed by the authors showed that a student’s home life and social life in school had an impact of their academic. Students tend to shut down if they do not feel comfortable in the setting, they are in. Suárez-Orozco et al. (2008) concluded that a supportive school environment may be particularly important for ELL children because these students often face a variety of risk factors in their environmental contexts outside of school.

**SEL and Behaviors**

Adelson and Neihaus (2014) study focus on Bronfenbrenner's bioecological model was conducted to majority of students in kindergarten to 3<sup>rd</sup> grade. The students were comprised of Spanish, Asian, and European decent. The study started with reviewing student's language status by grading their English Language fluency tests and reviewing their scores. The parents then completed an interview to measure parental school involvement. The teachers and school administrators then completed surveys to measure the number of students present, their success, and to measure family outreach services. "To then measure the academic outcomes this study used Item Response Theory scale scores in reading and mathematics" (p. 820). Adelson and Neihaus found that ELL children reported more Social Emotional Problems when they were from lower SES backgrounds, had been retained in earlier grades, had lower Previous Achievement, and had been identified as recipients of language support services at school. This study concluded that ELL children who reported fewer social-emotional difficulties at school had a higher level of academic achievement due to teacher, parent, and school support. When students have difficulties with classmates, off-task behaviors, inattention, loneliness, anxiety, etc it tends to lend them to a decreased in academic achievement. Adelson and Neihaus concluded that using Bronfenbrenner's bioecological theory as a lens to examine ELL children's development, it was established that school support and parental involvement contributed to positive academic and social-emotional outcomes among ELLs in elementary schools" (p. 833).

**Methods and Procedures**

There are many different methods, procedures, and measurement instruments used to determine how to support ELL social-emotional academic success. The studies discussed in the previous section used different forms of testing and data collection in order to prove that the

social-emotional well being of a student's effects their academic success. Schools use the Olweus programs against anti-bullying. Programs such as Olweus, Safe and Civil, inform students of bullying and what they should and should not be doing in and outside of school (DeVoogd et al., 2016). The studies researched in the above sections developed their theories and findings of cognitive learning. "Cognition is a collection of mental processes that includes awareness, perception, reasoning, and judgment" (Yagcioglu, 2016). Cognitive skills are an important component of social-emotional learning. There are three strategies for educators to adapt cognitive skills in their students. According to Takabori (2019) explicitly teach students how the brain learns to work together as students make decisions, self-monitor and perform. If the schools permit it the teacher can bring a canine reading buddy to the classroom. Bringing a dog to the classroom can help lower stress in students and help them focus on learning. Lastly, Takabori indicated that there are leading activities that develop executive functions. By using memory games this will help students develop a working memory and other cognitive skills.

One particular method and procedure used in the study, conducted by Yagcioglu (2016), for positive social-emotional well being to help support a student's academic success, was first to ask them questions. Some questions include; do you like sports, do you like drawing, do you like cooking, do you like using your phone, etc. The series of questions were asked to ELLs so teachers can motivate the students during class with different activities that incorporated their responses. By using this method Yagcioglu concluded by using the questioning method to draw students attention makes them feel more comfortable when being in the specific learning environment.

Another method to use when implementing SEL found by Hulleman and Kaufman (2014) was intervention of core components. This particular study on social and emotional learning in

an elementary school setting, directed by Hulleman and Kaufman (2014), was conducted to ensure the students desired behavior for their academic success. The teacher would start with a SEL topic such as how to label emotions or resolve a conflict, the teacher would then model the desired behavior such as take turns or how to stand in line. The teacher would then, also, incorporate this method into their daily lessons. For example, if a teacher is reading a book, she can have the students make real life connections they have experienced. Hulleman and Kaufman concluded “effective use of SEL intervention core components leads to improved proximal outcomes: classroom social environment and students’ skills in the classroom” (p. 6).

### **Measurement Instruments**

Throughout the studies in the previous sections there were many ways to measure the data. Cognitive and effective perspective taken was acquired by the Interpersonal Reactivity Index (Davis, 1983). Language Arts was measured by California Standards Test-Language Arts Subtest. School attendance was measured by school reporting. Students safety was measured by California Healthy Kids Survey. Students sense of belonging, incidence of bullying, suspensions, conflict, and English Learner Language Arts standardized tests scores. (Devoogd, et al., 2016). Other measuring tools for determining the social-emotional well being of a student and how it has an effect on their academic success are; social emotional assets and resilience scale, social skills improvement system rating scale, and the behavioral and emotional rating scale. These three scales are specially geared toward SEL instruments. Schools use these instruments in order to asses children’s social behavior and assist in the implementation on interventions.

There are many different ways in which a study can be measured and analyzed in order to come to a conclusion. The studies researched in this chapter used very different ways to come up with the conclusion that students social-emotional well being does have an effect on academic

success. In the upcoming chapter you will see products and components on how to ensure that teachers help support students social-emotional well being for academic success.

### Chapter 3

#### Activity Part 1 - Opener

Once teachers find a seat, I will present the following question. Who was your favorite teacher growing up and why? Take a minute to think about it, share with the people next to you. Really think about your explanations as to why this specific teacher had such an impact on your life. Now I want you to think about a specific child in your classroom that may need that extra love and support in order to succeed in school, or that one student that looks up to you more than any other. Keep that student in your mind throughout this presentation. Raise your hand if you have an ELL in your classroom, whether it be a special education classroom, general education classroom, or special area classroom. Participants will have 15 minutes for this activity.

I will share the following quotes with participants. Adelson and Niehaus (2014) “ELLs currently comprise more than 10% of all students in United States public schools and are the fastest growing segment of the school-aged population” As stated in chapter one, Elias and Zins (2006) “social and emotional learning (SEL) is the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others, competencies that clearly are essential for all students” (p.1). When young ELLs start formal schooling in the United States they are often overwhelmed with different experiences, rules, and norms. “SEL appropriate for the U.S. school context is especially unfamiliar to refugee ELLs because social-emotional skills are sociocultural situated” (Cho, et al., 2019 p. 40). The question that we will be exploring today is, how can schools/teachers help support the social-emotional academic success in elementary aged ELLs? Now I want to hear from all of you. What do you think the social emotional aspect of learning has to do with a student’s academic success? I will be taking answers from the teachers, and having a discussion about that specific question. Teachers and



schools all over the world struggle to support ELLs in socially, emotionally, and academically. During this three-hour course we will be discussing how we as teachers can help ELLs socially and emotionally in order to ensure academic success.

### *Agenda*

Goal for this 1 Day, 3 hour PD is to provide assistance to teachers in showing them how to provide social emotional teaching/support for ELL elementary aged students to ensure their academic success (see Appendix, figure 1). In this PD teachers will participate in a 1Day, 3 hour session. The practitioners will participate in active discussions, group work, creating lesson plans, creating a social emotional activity, and an exit ticket. The final product will with the exit ticket and the mini lesson teachers created to fit the needs of each student. All materials will be included in the Appendix section of the capstone in the form of figures.

#### Activities:

1. Discuss PD opener questions and describe what they will all be learning in this three-hour session (15 minutes).
2. Why do we, as teachers, need to support students social-emotional well being to ensure academic success? Watch YouTube video (15 minutes).
3. Discuss the theory and one study done to prove that the social-emotional well being of a student has an effect on their academic success. Discuss the programs/methods used in the study to help solve the problem of social emotional well being of a student having an effect on their academic success. (30 minutes).
4. Discussion of programs/ mini lessons that can be used to teach social-emotional development. Watch YouTube video. Ways to adjust your lesson plans to fit the

- needs of all students socially, emotionally, and academically (30 minutes). Optional – watch YouTube video for SEL support for remote learning.
5. Create a mini lesson with the people next to you on any subject for your classroom. Discuss specific ways to modify the lesson for ELLs socially, emotionally, and academically. We will go around the room sharing people thoughts and ideas. Discuss how implementing these programs and methods will help support students social-emotional academic success (1 hour).
  6. Restate the how schools/teacher can help support the social-emotional academic success in elementary aged ELLs. Hand out the exit ticket, have teachers complete it and hand it in before they leave (30 minutes).

## **Activity 2**

I will ask the participates why do we, as teachers, need to support students social-emotional well being to ensure academic success? We will be having a discussion on what the teacher candidates think as to why we need to support the needs of these students. I will be discussing in depth why and what we as teachers can do to support students social emotional well being in order to ensure their academic success.

Next, we will watch a video. This video explains social-emotional learning and how it helps students in elementary school, high school, college, career and life. This video goes in depth for 4 minutes explain activities students will come across where they need social emotional skills. It touches on how there is an 11% increase in academic achievement after the students gain social competence during social emotional learning. It also explains how schools and teachers can implement SEL in their everyday lessons. Teachers will take notes on the given

handout (see Appendix, figure 1) about what SEL is, what social skills students come across everyday and how they can implement SEL in everyday lessons.

### **Activity 3 – Theory and Research**

This activity will be based on theory and research. Teachers will take notes on the handout (see Appendix, figure 2) on what theories are related to SEL and academic success. They will take notes on the studies discussed showing what the study did not implement SEL and what it does to ensure academic success. I will explain to them that there are many studies done to prove that the social-emotional well being of a student has an effect on their academic success. There are many programs/methods used in these studies to help solve the problem of social emotional well being of a student having an effect on their academic success. Vygotski's sociocultural theory, Krashen's second language acquisition (SLA) theory and Long's interaction hypothesis (IH) which builds on Krashen's comprehensible output, all relate to how the social-emotional well being of a student has an impact on their academic success. Participants will take notes on theories to further develop their knowledge on SEL and how it was developed on the note's handout (see Appendix, figure 2).

Next, I will show a video to the participants. This video will explain how the sociocultural theory was based off of the child's development. I will explain how Long (2015) developed the interaction hypothesis. This hypothesis "agrees that comprehensible input is needed, but he focuses on how input can be made comprehensible through modified interaction, arguing that learners need opportunities to interact with other speakers and reach mutual comprehension" (Wright, 2015, p. 53). The hypothesis developed by Long illustrates how ELLs need to have social-emotional success in order to achieve their academic goals. The Sociocultural perspective is said to "help teachers consider and address the linguistic and cultural

diversity of their students, the languages and literacy's their students use at home and in the community, and the languages and literacy's needed for success in learning English and academic content at school and beyond" (Wright, 2015, p. 55). We will be watching a brief 6 minute video on Vygotskys sociocultural theory. They will also learn more in depth what the theory is and how it relates to the social and emotional needs if students. They will be taking notes (see Appendix, figure 1) while watching this video.

As stated in chapter two social and emotional learning focus' on knowledge, attitude and skills needed to understand emotions, show empathy, and achieve positive goals set for oneself. "Only 17% of principals are familiar with current assessments for measuring students SEL skills that have an effect on their academic success" (DePaoli, et al, p. 5). I will be discussing Adams and Richie's (2017) study about the commercial programs that were used for SEL. I will explain that "The theoretical framework for this study was based on CASEL's Five Social and Emotional Learning Core Competencies (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2012, p. 9) and "Four Strategies that Promote SEL"" (Dusenbury, et al, 2015, p. 2). I will discuss with the participates each commercial program and go in depth on what are implemented for and why they are important. I will go in depth about what the study was focused on and the strategies they used to promote SEL to ensure academic success in students. The teachers participate will be taking notes as this discussion is being held (see Appendix, figure 1). Participants will also have the opportunities to discuss and share any programs thy have heard of or used in the past to promote SEL to ensure academic success. I will explain the two programs, the Olweus Bullying Prevention Program (OBPP) and the Six Pillars of Character program.

The two programs used in the study conducted by Adams and Richie (2017) was The Olweus Bullying Prevention Program (OBPP) and the Six Pillars of Character program. The

OBPP is known to improve peer relations, and make a school a more positive and safer place for students to learn and develop. The outcome of this program is significant. 50% or more reductions have been reported of being bullied or bullying, reductions of general antisocial behavior, improvements in the social classroom environment, positive social relationships, and positive attitude toward school and schoolwork, and an increase in standardized test scores (Hazelden, 2016). The Six Pillars of Character programs include focus on fairness, caring, citizenship, trustworthiness, respect, and responsibility. This character programs resulted in higher academic performance, improved attendance, reduced violence, fewer student disciplinary issues, and reduction in substance abuse and less vandalism. These programs are known to improve social-emotional development in students to ensure their academic success in the classroom.

#### **Activity 4**

There are many ways to implement social emotional learning without school wide programs and assemblies. A short example is shown in this video. Watch YouTube video for about 5 minutes on SEL teaching strategies. Teachers will take notes on the handout (see Appendix, figure 2) on what they can do to teach SEL to ensure their students' academic success. They will take notes on the mini lessons that can be done and how they can save time while teaching the program. This video goes in depth on three specific aspects of teaching SEL. It shows what is needed and what teacher can do to support their students socially and emotionally to ensure their academic success.

We can also watch another video if time allows for it on SEL support for remote learning. This video shows how to remotely provide SEL. There are activities shown in the video that teachers can implement online. This video shows a safe environment for students to come

virtually. The teachers will take notes on the handout (see Appendix, figure 2) on how to create lessons that encourage student agency, including examples, building and reflecting on emotions using marker materials and STEAM activities, and how to use SEL prompts to drive weekly one-on-one video conferencing check-ins. This shows how teachers can support SEL for their students' academic success.

There are many programs and mini lessons that can be implemented throughout a student's school day to develop social-emotional learning to ensure their academic success. Programs include The Olweus Bullying Prevention Program (OBPP), the Six Pillars of Character program, second step social-emotional learning, and the positivity project includes daily 15-minute mini lessons and presentations. Some mini lessons that can be implemented is daily journal writing and sharing, holding class meetings, discussions on managing emotional and talking it out, practice problem solving, give responsibilities, and so much more. One ongoing activity I like to do is called a feel-good scavenger hunt (see Appendix, Figure 3). This is an activity that students much complete on an honor system approach. They can smile at someone in the hallways, hold the door open, help someone pick up something they dropped, high five the principal, and so much more. After they complete one of the tasks, they will check off of initial on the line provided next to that task. It is a great way for students to stay positive and develop socially and emotionally. With the younger students you can do the feeling wheel. This is where each morning they will place their name on the section in which they are feeling that day, then we will discuss. (see Appendix, Figure 4). Another way you can implement these social emotional learning strategies to ensure academic success is involving them in the academic lessons. For example, if you are doing a reading/ comprehension lesson on Goldilocks you can

have a deeper discussion with the class about the lesson the author is trying to get across to the readers and why.

If you have your daily lesson plans all you need to do is adjust certain aspects of it in order to ensure it is socially and emotionally appropriate for ELLs and all students to ensure their academic success. Does anyone have any suggestions on how we can modify and make accommodations for ELL students in our daily lesson plans? Teachers will first turn and talk to the person next to them about their possible suggestions, then we will have a room discussion having some people share their suggestions. Teachers can also record this information on the note taking handout (see Appendix, figure 2). Some minor modifications that can be made to your lesson plans is allowing for more of a wait time when asking questions, using cooperative learning and out student sin groups with L1 English students, rephrase, have translated texts ready if student needs it, simplify complex questions, use culture diverse books, use graphic organizers, have visuals, and so much more (Haynes & Zacarian, 2010). In (see Appendix, Figure 5) you will see a sample lesson plan that shows you some ways to modify lessons for ELL students. Researchers Wiggins and McTighe (2010) in the reflection on the work of Wiggins and McTigher point to "thinking backward"—that is, considering what it is that we want students to learn and how to assess it when planning learning experiences. Connecting student's prior knowledge and rewording a question is an important aid for learning. When planning lessons, teachers must think about the formative and summative assessments that they will use to determine that students are learning key ideas (Haynes & Zacarian, 2010). Providing multiple practice opportunities and knowing the level of English proficiency of the ELLs and creating lesson, activities, and assessment to match it is key to ensuring academic success. There are

many school wide based programs as well as lessons teachers can use throughout the school in order to help support social-emotional academic success in elementary aged ELLs.

### **Activity 5**

Now what I am going to have you all do is create a mini lesson with the people next to you on any subject for your classroom. Discuss specific ways to modify the lesson for ELLs socially, emotionally, and academically. We will go around the room sharing people thoughts and ideas. (see Appendix, Figure 6) is an example of a mini lesson format that you may use to guide your lesson format. Participants will have about 30 minutes to do this. After we will be sharing ideas and lessons as well as discussing how implementing these programs and methods will help support students social-emotional academic success for about 30 minutes.

### **Activity 6**

There are many ways in which a school and a teacher can support the social emotional academic success in elementary ages ELLs. “It is important for families, schools, and communities to identify and effectively implement research-based approaches that promote children’s social, emotional, and academic engagement and growth in the early years of school” (Durlak, et. al., 2008, p. 3). I will discuss with the participants that students learn and maintain new information every day. Allowing them to manage their emotions, take control over their social relationships, and academic success drives them in the direction of success. “Federal, state, and local policies must encourage schools to focus on children’s academic and social-emotional development” (Durlak, et.al., 2008, p. 4). I appreciate you all for coming and learning about how to further support your elementary aged ELLs socially and emotionally to ensure their academic success. I am going to hand out an exit ticket (see Appendix, Figure 7) now with



questions based on this PD, if you do not mind you have 15 minutes to fill it out and hand it in before you leave.

### **Conclusion**

This PD will guide teachers in further supporting their ELL and all students socially and emotionally in order to ensure their academic success. Teachers will now understand how to modify lessons to fit the needs of each individual student. They will see what needs to be done in order to teach students social and emotional skills. Administrators and teachers will be guided to provide school wide commercial programs as well as individual classroom programs to teach students SEL. These actions will guide students to face their social, emotional needs to therefore succeed academically. In the upcoming chapter 4 I will be concluding how teachers can support ELL's socially and emotionally to ensure their academic success. I will be explaining how students will be benefitting from this PD and what implications for student learning will arise from this. I will also be address implications for teachers and how they will benefit from this PD. I am going to be discussing what recommendations I believe is needed for schools and for further researchers on the topic of social emotional learning to ensure student academic success.

## Chapter 4

### Introduction

Social-emotional issues play a major role in elementary aged ELLs academic success. The main problem is that schools do not have the right resources and knowledge to help the social-emotional academic success in elementary age ELLs. ELLs face challenges every day that have an impact on their learning outcomes. These social-emotional and linguistic challenges lead to a decrease in ELLs confidence, progress, and motivation. Teachers and administrators need to be familiar with the social emotional needs of ELLs in order to ensure their academic success.

### Conclusion

As I previously quoted Harper and de Jong (2005) almost 40% of teachers do not received professional training to work with ELL populations. This is concerning when you consider the larger number of ELLs sitting in regular classes. In my research I learned that there are three concepts that the teachers can implement into the everyday classroom environment. Teachers should have high expectations, believing that they can succeed with support. The second is cultural competence, meaning that the students do not have to pick one side, they can “build bridges” between their home culture and the one they are learning. The third is critical consciousness, meaning questioning many labels that are put on these children. No teacher should judge, label, or diminish any child for how they are. Learning a child’s history and valuing culturally diverse literacy’s is important to all children in that class. “It is important to see the students as capable, to learn from them, and to communicate their importance in the curriculum. Valuing their multiple languages, supporting and encouraging children to develop bilingually and multilingual, and holding equally high standards are essential” (Souto-Manning,

2016, p. 269). If teachers do not address and help these students social-emotional needs they will have a hard time succeeding in all areas academically.

There are many programs including school wide and classroom based in which schools should implement into their schedules. Two school-based programs that can be implemented to solve this underlying problem is “CASEL’s Five Social and Emotional Learning Core Competencies” and “Four Strategies that Promote SEL.” Two school wide commercial programs that can be implemented is The Olweus Bullying Prevention Program (OBPP) and the Six Pillars of Character program. By implementing these programs into a school and the classrooms allows for students to become more positive in all aspects. The outcome of this PD and program is to inform teachers and administrators on what they can do to help their students. By doing so, there will be a reduction in bullying or being bullied, general antisocial behavior, and bad behaviors. There will be improvements in the social classroom environment, positive social relationships, positive attitude toward school work and school, and an increase in standardized test scores.

I have learned that there are ways to conduct SEL to improve academic success in elementary aged ELLs in the classroom alone, without commercial programs as well. Some mini lessons that can be implemented is daily journal writing and sharing, holding class meetings, discussions on managing emotional and talking it out, practice problem solving, give responsibilities, and so much more. This can simply be done by implementing them in normal day to day activities (see Appendix, Figures 2 and 3). If you have your daily lesson plans all you need to do is adjust certain aspects of it in order to ensure it is socially and emotionally appropriate for ELLs and all students to ensure their academic success. Some minor modifications that can be made to your lesson plans is allowing for more of a wait time when asking questions, using cooperative learning and out student sin groups with L1 English students,

rephrase, have translated texts ready if student needs it, simplify complex questions, use culture diverse books, use graphic organizers, have visuals, and so much more.

“It is important for families, schools, and communities to identify and effectively implement research-based approaches that promote children’s social, emotional, and academic engagement and growth in the early years of school” (Durlak, et. al., 2008, p. 4). Students learn and maintain new information every day. Allowing them to manage their emotions, take control over their social relationships, and academic success drives them in the direction of success.

### **Implications for Student Learning**

CASEL school program aims to deliver the five essential skills to students including: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. By implementing all of these programs I have discussed in the previous chapters it will develop stronger social-emotional skills to improve academic performance of students. By allowing the students to develop and improve their attitudes through these programs and lessons, it will then increase their performance in the classroom. Students are benefitting from the SEL because it will guide them in practicing skills that will lead to fewer behavioral problems, less emotional distress, and more positive behaviors. Teachers will see that there a reduction in students bullying each other and students being bullies. Therefore, they will see improvements in the social classroom setting, more positive social relationships in group settings, a more positive attitude towards school and schoolwork, and an increase in test scores. Students will begin to feel safer, more respected, and comfortable in the classroom setting. All of these implementations by teachers and administrators will allow ELLs and all students to grow socially and emotionally to see a positive change in their academic success.

**Implications for Teaching**

Teachers often experience frustration with their students and how they are behaving that day. This information in this PD will help teachers relieve some of that frustration to further develop their students in a positive way. After this PD teachers and administrators will have a deeper understanding as to what SEL is and how it affects students' academic success. Teachers and administrators are benefiting from this PD because they are learning programs and methods to implement into their classrooms and the entire school in order for students to learn in a safe, least restrictive environment. This allows for teachers and administration to develop social and emotional competence, help set the stage for SEL by showing them how to develop safe, inclusive, and supportive classroom environments, integrating SEL into academic subjects, modifying lessons to fit the needs of each individual student, and providing ongoing support.

**Recommendations**

SEL is important for all classrooms; general education, special education, and all special content areas. I believe that this type of PD should not just be an option for teachers and administrators to take. I believe that all teachers and administrators should have to sit in on this 3-hour session. SEL can be implemented in all classrooms and should be. All teachers have come across a confrontation in their classrooms whether it be between teachers, students, or teachers and students. All of these confrontations are discussed immediately between everyone involved. Many times, they wind up being teachable moments in the classroom. These SEL activities and programs can help solve these issues. I believe that more research should be done specifically on how the social emotional wellbeing of a student has an effect on their academic success. I think more studies should be done address the academic success SEL plays in a school setting and what other programs can be implemented. There are many mini lessons that can be

searched and implemented in the classroom. There are not many commercial programs that schools can choose to come and be shown to the entire school. I also believe there should be more commercial programs that can come to schools for a school wide assembly.

### **Final Thoughts**

Students are happy when they are supported by their teachers and peers. ELLs face a variety of emotional and cognitive adjustments when then face the culture shock of a new environment. No teacher should judge, label, or diminish any child for how they are. Learning a child's history and valuing culturally diverse literacy's is important to all children in that class. Souto-Manning (2006) is right when claiming "It is important to see the students as capable, to learn from them, and to communicate their importance in the curriculum. Valuing their multiple languages, supporting and encouraging children to develop bilingually and multilingual, and holding equally high standards are essential" (p.269). If teachers do not address and help these students social-emotional needs they will have a hard time succeeding in all areas academically. Teachers must be informed and trained on how to ensure ELLs/ bilingual learners are in a least restrictive learning environment. This PD identified approaches to teaching SEL in culturally and linguistically appropriate ways in order to meet these unique social and emotional needs. Teachers will help ELL children overcome their challenges by meeting their social and emotional needs to guarantee their academic success. At the end of this PD teachers now have a better understanding on how to help their elementary aged ELLs social-emotional academic success.

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### Appendix

**Figure 1**  
*Agenda*

<b>Activity 1</b>	Discuss PD opener questions and describe what they will all be learning in this three-hour session (15 minutes).
<b>Activity 2</b>	Why do we, as teachers, need to support students social-emotional well being to ensure academic success? Watch YouTube video (15 minutes)
<b>Activity 3</b>	Discuss the theory and one study done to prove that the social-emotional wellbeing of a student has an effect on their academic success. Discuss the programs/methods used in the study to help solve the problem of social emotional well being of a student having an effect on their academic success.(30 minutes)
<b>Activity 4</b>	Discussion of programs/ mini lessons that can be used to teach social-emotional development. Watch YouTube video. Ways to adjust your lesson plans to fit the needs of all students socially, emotionally, and academically (30 minutes). Optional – watch YouTube video for SEL support for remote learning.
<b>Activity 5</b>	Create a mini lesson with the people next to you on any subject for your classroom. Discuss specific ways to modify the lesson for ELLs socially, emotionally, and academically. We will go around the room sharing people thoughts and ideas. Discuss how implementing these programs and methods will help support students social-emotional academic success (1 hour).
<b>Activity 6</b>	Restate the how schools/teacher can help support the social-emotional academic success in elementary aged ELLs. Hand out the exit ticket, have teachers complete it and hand it in before they leave (30 minutes)

**Figure 2***Note Taking*

Questions for thoughtful note taking during videos and PD...

- What is SEL?
- What social skills do students need every day?
- How can we implement SEL in everyday teaching?
- How can we modify lessons for each individual student?

**Video 1**


<b><u>Video 2</u></b>

<b><u>Video 3</u></b>

<u>Other</u>

<u>Other</u>



**Figure 3***Student Activity*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: If possible, complete each task. Initial next to each task once you have completed it.

# Feel Good Scavenger Hunt

\_\_\_\_\_ Smile at someone in the hallway.

\_\_\_\_\_ Hold the door open for someone.

\_\_\_\_\_ Help a classmate pick up things he/she has dropped.

\_\_\_\_\_ Help the teacher hand out papers.

\_\_\_\_\_ Thank the principal.

\_\_\_\_\_ Ask someone if they would like to sit with you at lunch.

\_\_\_\_\_ Ask someone if they would like to play with you at recess.

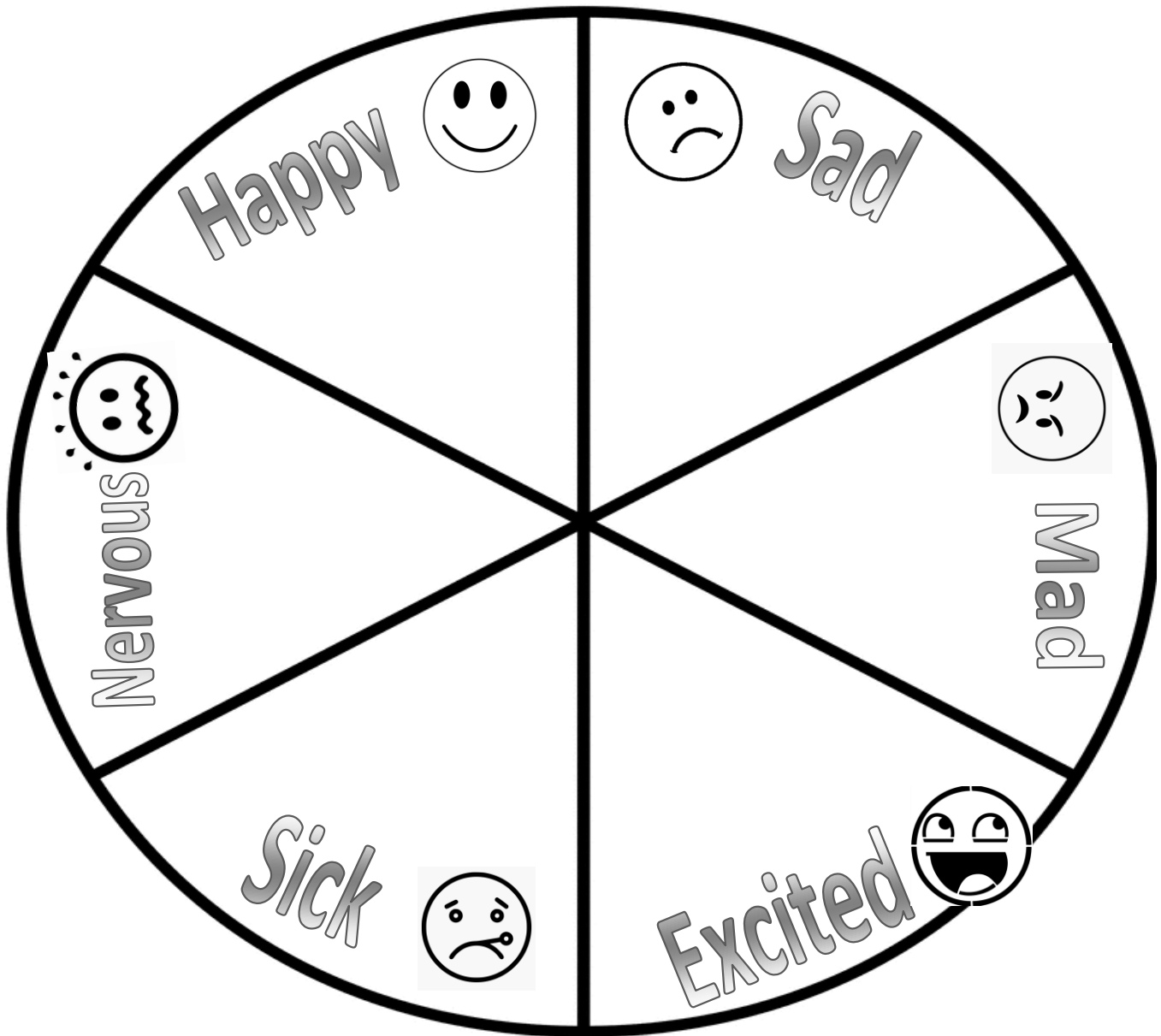
\_\_\_\_\_ Do something to help your parent or guardian at home.

\_\_\_\_\_ Make a thank you card for someone special.

\_\_\_\_\_ Draw a picture for any of your teacher.



**Figure 4**  
*Student Check-In*  
The Feeling Wheel



Name 1

Name 5

Name 9

Name 2

Name 6

Name 10

Name 3

Name 7

Name 11

Name 4

Name 8

Name 12

**Figure 5***Lesson Plan Modification Sample***Subject Area & Grade Level** \_\_\_\_\_ English\_\_\_\_\_**Unit Topic**\_\_\_\_\_Short Stories\_\_\_\_\_**Lesson Topic/Title** \_\_\_Short Stories\_\_\_\_\_**Language(s) used in Lesson** \_\_\_\_\_ English\_(Spanish if needed)\_\_\_\_\_**Lesson Length** \_\_\_2 days\_\_\_\_\_**Content Area the Lesson Addresses:**

Reading and Language arts

**Lesson Goals:**

I am teaching this lesson to allow students to become more familiar with reading and annotating short stories as well as answer comprehension questions. I will also be focusing on the theme of these short stories as we read together as a class.

**Understandings – “Big Ideas”:**

Students will be able to work collaboratively with a group to read and annotate a text.

**Essential Questions:**

Why is annotating important?

Why does an author of a non-fiction text try and teach the reader a lesson?

What is a short story?

**Objectives**

**Language Objective:** Students will be able to write from a sustained period of time, following given prompts. Students will also be able to use their annotation skills to read a nonfiction text using guided questions as a reference point.

Language Target: Students will be able to summarize in writing:

- How "Nobody Remembers the Names of People Who Build Walls" relates to ELA? ,
- What Jeff Zentner's purpose is?
- What Zentner is saying/what message he's sending

Language Target: Students will be able to orally explain: How to annotate and what good annotation skills are.

**Content Objective:** Students will be able to work collaboratively with a group to read and annotate a text.

**Standards Addressed in the Lesson:**

11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique,

well-chosen details, and well-structured event sequences.

- Students are going to be creating their own short stories during this lesson. They will be able to write for a certain amount of time.

11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of

the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

-Students will be annotating as they read the given text. Students will also have to determine the story elements, the theme, and other central ideas of the text.

11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly

effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

- Students will be determining the theme of the given text and why the author is giving that particular messages.

### **Assessment Evidence**

#### **SES Goals**

-Students will be demonstrating their understandings throughout the whole two-day lesson. They will be starting with a do now to show what they already know about short stories. They then will be learning about annotating a short story text. We will discuss the story elements of a short story and how to annotate. The students will be reading and annotating the given text. After reading they will be answering comprehension questions. After the questions are answered the students will have a class discussion about the theme of the whole short story. The teaching will be collecting the annotated stories as well as the comprehension questions at the end to grade using the set rubric.

In order to ensure students successfully complete the task at hand protocols that will be in place will be:

- Thumbs up, Thumbs medium, Thumbs down - to verify if directions/tasks are understood.

- Turn and Talk - students will explain to each other the requirements of their oral presentations.

- Oral Check for understanding - while reviewing important facts for this semester students will be able to orally reflect on necessary information and requirements to succeed in ELA III this semester.

#### **Other Evidence:**

-Students will be given a time frame to write an initial short story before the lesson begins. This will allow me to see what they already know about how to write a short story. The students will be working individually and in groups to read and annotate given texts. I will be walking around and observing as the students are working. After the text is read and the annotation are done the students will answer comprehension questions that will be collected and discussed. The students will have to come up with a theme of the short story that was given to them and explain why the author is trying to get this message across to them.

**Building Background Knowledge (Connect Prior Knowledge):**

-Students already know some of the story elements and briefly know what a short story is. The students will be given various prompts to write their initial short story to show what they know about how to write them. As we have class discussions students will answer questions such as what story elements do you know already, explain them, what is a theme, what is a short story, how do we annotate a text, etc. This will all show the students prior knowledge on the topic of short stories, theme, and annotating.

**Building and Being a Member of a Classroom Learning Community:**

-Students will have the opportunity to share their thoughts and answers with the whole class. Students will also be working in groups with their classmates to read and annotate a text. They will be listening to their classmates and learning from each other.

**Teaching & Learning Activities**

Day	Teacher/Student Activity	Differentiation/ Scaffolding	Resources
	What are the teacher and students doing at this point in the lesson? What is happening? Imagine it as a script....	What are some scaffolding and differentiation techniques that will be used to help all students to participate?	What materials or resources are needed for this part of the lesson? (List)
Day 1	Teacher will begin by asking the students what they know about story stories. The students will answer with whatever they know. The teacher will then give a detailed explanation of a short story and show some examples to the class that they would be familiar with. The teacher will tell the students that she/he wants them to write a short story about the first day of school/class.	Given topic to write a short story on something that everyone in the class has experienced.	Paper
	The students will have 15-20 minutes to complete as much as they can of their personal short story. After the papers are collected the teacher will ask the class if they know what it means to annotate a text. The students will answer with their thoughts. The teacher will then	Visuals on what annotating looks like and extended time if students need more time to write.	Paper  Power point on Annotating

	describe in depth what annotating a text means and its importance.		
	The teacher will then hand out a sample short story to read and annotate together. The students will all receive a copy of “Do you Speak English? By Simon Collings. The story will also be projected on to the SmartBoard. This story is just a quick fun way to show the students an example on how to annotate and short story. The story was chosen because the ELL students can relate to it and it also has Spanish in it.	Short story will be available in larger text and Spanish for those who need it. Story will be projected on the smart board also with the annotations for students to copy.	Smart Board  “Do You Speak English” by Simon Collings
	The class will read the story together aloud. As the class reads the teacher will stop and jot some annotations in the margins if she thinks it is an important part to remember. The students will stop and raise their hands if they think we should all stop and jot as well. After the reading is complete the teacher will ask some comprehension questions, the class will have a discussion. Lastly the class will discuss what the theme of the lesson is and why. The teacher will collect the stories to review and make sure the students were understanding what to do.	Whole class discussion and listening to the story for easier comprehension.  Discussion of comprehension questions aloud for students to participate and listen whiling learning from their peers.  Theme will be portrayed on the smart board.	Smart Board  Comprehension questions  Theme
<b>Time</b>	<b>Teacher/Student Activity</b>	<b>Differentiation/ Scaffolding</b>	<b>Resources</b>

Day	What are the teacher and students doing at this point in the lesson? What is happening? Imagine it as a script....	What are some scaffolding and differentiation techniques that will be used to help all students to participate?	What materials or resources are needed for this part of the lesson? (List)
Day 2	The teacher will begin the class by asking the students what they remember for the previous day on short stories, themes, and annotating. We will review the basics of the story elements we know. The students will get their stories back from the previous day. The teacher will reread the story together and the students will stop him/her to show where they annotated.	Story in Spanish or larger text  Teacher reads the story aloud	Basic slides for story elements  “Do you Speak English”  Theme
	The teacher will then briefly discuss the story elements the students need to know on the PowerPoint. The students will just be listening today and taking notes on it tomorrow. The teacher will briefly discuss the types of characters that are in a nonfiction text, the plot (exposition, inciting incident, rising action, climax, falling action, and conclusion), conflict, point of view, and theme.	PowerPoint displayed story elements and types of characters	PowerPoint
	The teacher will then introduce the short story the students will be starting together and finishing in groups, “Nobody Remembers the Names of People Who Build Walls” by Jedd Zentner. The teacher is going to read the story aloud to the class. The students are	Teacher is reading the story aloud  Spanish version and larger text if needed  Will reread with assigned groups tomorrow	“Nobody Remembers the Names of People Who Build Walls” by Jedd Zentner

	going to be annotating the story as the teacher reads on their own. The teacher will give some hints as he/she continues to read.	Hints to good places to stop and jot during the reading	
	After the story is over the teacher and the students will have a light discussion verbally about what the story was about, what the main concept was and what the theme was. The third day of this lesson will go more in-depth with this story.	Verbal discussion first all writing will be done tomorrow	

**Supporting Materials/Resources:**

-There will be visuals and a PowerPoint for the notes that must be taken. There will be a independent reading time as well as a auditory reading for those who want to listen to the story as well as read it. There will be a graphic organizer for note taking as well as a visual to show what annotating looks like on a short story.

**Key Vocabulary:**

-Theme, annotate, short story

**Accommodations for Diverse Levels of Proficiency (Additional Strategies) / Differentiation of Instruction:**

- The short story given to the students will be available in Spanish and on tape in English or Spanish to ensure comprehension and extra support. Students can also use a graphic organizer to take their notes on the story elements. If they need a print out of the notes in Spanish we can also provide that as well.



**Figure 6**

*Mini Lesson Plan Organizer*

Subject: \_\_\_\_\_

Lesson Topic: \_\_\_\_\_

Objectives:
Materials Needed:
Do Now:
Main Concept:
Modifications/SES Goals:

**Figure 7**  
*Exit Ticket*

1. What grade do you teach?

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2. If you need a special area, what area do you teach?

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3. Do you have ELLs in your classroom? If so, how many?

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4. Before this PD did you modify your lessons for your ELL students? If so how?

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5. How do you think you can support your elementary aged ELLs socially and emotionally to ensure their academic success?

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6. What is your biggest take away from this PD?

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\*If you have any unanswered questions please write them down and we will make sure we put it in the next PD and answer them via email. (Optional)

Email: \_\_\_\_\_

Questions:

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