

Social-Emotional Learning ML Case Studies

Directions: Select one of the case studies to read and discuss with your group.

- The Elementary Case Study is on page 2.
- The Secondary Case Study is on page. 3.

Consider what social-emotional supports are already in place in the scenario, and what you might add or modify to further support ML students. Use the SEL Framework for MLs as a resource.

After you've read the case study, with your group, discuss and answer the reflection questions on the last page of this document.

Elementary Case Study
Mr. Hill's 3rd grade class

Mr. Hill's 3rd grade class is in the middle of their Morning Meeting. The 24 students are seated in their assigned spaces in a circle on the carpet. Fourteen of the students are MLs, 10 of whom are also receiving ELD support, with English levels ranging from Level 1 to Level 3.

Students have already gone around the circle, greeting each other by name and adding a gesture such as a wave or a thumbs up. Mr. Hill is now calling on students, using equity sticks, to share how they are feeling today. After each student shares, they can call on two or three of their peers to ask a question or add a comment. Several students start to wiggle, whisper, and giggle as their peers share their comments. Mr. Hill reminds the class about the Morning Meeting norms.

Mr. Hill pulls out the name of the last student to share this morning. "Marina," he reads. All eyes turn to Marina, a newcomer ML.

"How are you feeling today, Marina?" Mr. Hill asks, pointing to the Feelings poster.

Marina looks at the poster and makes the gesture for sad.

"Marina is feeling sad today," Mr. Hill says. "Why are you feeling sad today?"

"Sad." Marina says. Some students start to giggle, as a friend sitting next to Marina begins to whisper to her in their shared native language, Ukrainian.

"We don't laugh at our friends," Mr. Hill admonishes. "Give Marina a chance. She can tell us why she feels sad. Go ahead Marina."

Marina looks down at the carpet and repeats, "Sad."

"Do you want to add anything?" Mr. Hill prompts. After a few moments, with Marina continuing to look down at the carpet and her eyes welling up with tears, Mr. Hill continues, "Thank you for sharing Marina. Let's move on."

Secondary Case Study

Ms. Turner's 10th Grade World History Class

As the bell rings, 26 students file into Ms. Turner's 10th grade World History class. The class includes 10 MLs, six of whom are MLs receiving ELD services with English proficiency levels ranging from Level 1 to Level 4. As they come in, students stop at the front board and move a marker to indicate how their work on their current project is going. Students can choose from the following options: I am on track, I would like to meet with the teacher, or I would like to get feedback from my partner or group.

At the beginning of the year, Ms. Turner formed heterogeneous student groups, hoping that stronger students would support struggling students. Ms. Turner has discussed expectations for group work and has shared some ideas around dividing up work but has not identified or assigned roles for group members. Despite some challenges and personality conflicts, Ms. Turner has not made any changes to the groups, instead encouraging group members to work together and find ways to manage their conflicts.

A student named Adnan arrived from Syria at the beginning of the school year, is at Level 3, and has had trouble working with a group. Often his group members complain that Adnan doesn't "carry his weight", that he asks too many questions, that they can't understand him when he tries to participate, or he is not sticking to the topic. Some feel frustrated that Adnan never gets called on to present their group's work to the class. Others have complained directly to Ms. Turner that Adnan always wants to meet with the teacher and other students don't have enough time to conference with her.

Yesterday Ms. Turner shared a graphic organizer with the class to help students organize information from articles they are reading for an independent project. They practiced using the graphic organizer with an article they read together in class. Today, students will work in groups to read and take notes on the two articles using the graphic organizer.

After reviewing the day's agenda together and ensuring directions are clear, Ms. Turner dismisses students to their groups where they begin reading and working. She moves among the groups, answering questions and ensuring that students are on task. She spends a lot of time with Adnan's group, helping to avoid conflicts among group members and encouraging equal participation by asking questions or making suggestions that scaffold the work.

Reflection Questions

Think about the case study you just read. Discuss the questions with your group, then fill in your responses.

Grade level case study your group reviewed: ___ Elementary ___ Secondary	
What are some strengths of the students in the class?	What stood out as some needs of the students?
What did the teacher do to support students' social-emotional learning?	
What strategies could be added or adapted to better support SEL for MLs in the class?	
Which SEL competencies will your suggested strategies support? (Check all that apply)	
<input type="checkbox"/> Self-Awareness	
<input type="checkbox"/> Self-Management	
<input type="checkbox"/> Social Awareness	
<input type="checkbox"/> Relationship Skills	
<input type="checkbox"/> Responsible Decision-Making	