



Framework for Culturally Responsive Embedded SEL (CRESEL)



association of
ALASKA
school boards

The “**Framework for Culturally Responsive Embedded SEL**” (CRESEL) is a tool for Alaskan school districts infusing social and emotional learning into their district and school-wide infrastructure and student and family services. The five elements in the Framework – Learning Environment, Policies, Content and Pedagogy, Family Partnerships, and Professional Development are drawn from extensive research based on the components of culturally responsive education. The Framework includes references to tools and resources, which are listed at the end of the document, along with the research.

Contact **Lori Grassgreen**, Director of the Alaska Initiative for Community Engagement, with the Association of Alaska School Boards, for support in using the Framework to embed culturally responsive SEL in district and school-wide systems. lgrassgreen@asab.org, Tel: (907) 463-1660, 1111 West 9th Street, Juneau, AK 99801, www.alaskaice.org

A. Culturally Responsive Learning Environment

<ul style="list-style-type: none"> • Reflects the local culture so the environment is inviting, welcoming and readily accessible for students, families and the community to enter and utilize. • Offers services based on an understanding of students’ culture. • Has a climate of respect and a sense of community. • Supports positive, personalized relationships between adults and students. 	<p>Culturally Responsive SEL Demonstrates: <i>(Alaska Standards for Culturally Responsive Schools)</i></p> <hr/> <ul style="list-style-type: none"> ✓ Compatibility with the cultural environment of the school and community. ✓ Extensive on-going participation, communication and interaction between school personnel, Elders, families and the community.
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CRESEL LEARNING ENVIRONMENT ACTION STEPS

(A1) Translate SEL competencies into SEL skills that align with cultural values.

- Community Conversation: Powerful Question – ***What do Tlingit (Athabaskan, Yup’ik, Inupiat) values teach us are the most important skills for students? How can you tell when students have mastered these skills?***
- Design Team creates CR SEL standards based on community conversations
- Work Group creates indicators for CR SEL standards based on community conversation
- Tool: Alaska Native Values in SEL Competencies (appendix)**

(A2) Establish district/school vision for CR SEL.

- Community Conversation: Powerful Question – ***If the culturally responsive SEL approach is working what will it look like in our schools?***
- Design Team develops overarching district CR SEL vision to guide SEL implementation based on community conversation
- School Team creates site-based vision congruent with district vision but specific to school community
- Tool: CASEL Sustainable School-wide SEL Implementation Guide and Toolkit – Tool #12, “Guide to Developing a Shared SEL Vision” (Casel.org)**

(A3) Build consensus for CR SEL action plan.

- Community Conversation: Powerful Question – ***How can schools support these important cultural values and skills (in the classroom, hallways, other ways, with students and adults)?***
- Design Team and School Team conduct a strengths, resources, needs assessment and a data scan to guide SEL action planning
- Tool: CASEL Sustainable School-wide SEL Implementation Guide and Toolkit – Tool #13, “Self Assessment Tool for Schools: Identifying Existing SEL Programming and Practices”**
- Design Team/ School Teams Consensus Workshop: Workshop Question – ***What actions can we take to incorporate these practices (from community conversations) into the classrooms and schools?***
- Work Group uses action steps identified in the consensus workshop and the community conversation feedback to develop district-wide CR SEL action plan
- School Team uses district plan to develop site-based plan
- Tool: CASEL Sustainable School-wide SEL Implementation Guide and Toolkit – Tool #16, “Developing Goals and Objectives”, Tool #4, “ Steps to SEL Implementation: One Year Planning Worksheet”**

(A4) Embed CR SEL competencies aligned with cultural values in positive behavior supports (PBS).

- Community Conversation: Powerful Question – ***What things do Tlingit (Athabaskan, Yup’ik, Inupiat) families and community do to encourage positive behavior? How can the school be consistent with families and communities?***
- School Team Consensus Workshop: ***Hearing input from families around traditional and modern ways to reinforce positive behaviors, how can we use and acknowledge practices in school?***
- Work Group uses consensus workshop action steps, community conversation feedback to embed CR SEL in PBS plan, reflecting community behavior supports

(A5) Create CR SEL learning environment supports and resources.

- Community Conversation: Powerful Question – ***What would it look like when you walked into a school that welcomes your family and your culture?***
- Design Team and School Team build in action steps from community feedback on what is missing from the action plans
- Work Group focuses on developing supports and resources

(A6) Engage in quality continuous improvement.

- Community Conversation: Powerful Question – ***Looking at the work that has been done around the learning environment, what has worked well? What could be improved?***
- Work Group makes revisions based on the community feedback

B. Culturally Responsive Policies

- Promote a culture of inclusiveness and acceptance
- Reflect cultural knowledge in decision-making processes and communications
- Support social skill development and competencies in adults, which enhance the ability to connect across cultures

**Culturally Responsive SEL Demonstrates:
(Alaska Standards for Culturally Responsive Schools)**

- ✓ Explicit statements regarding the cultural values that are fostered in the community

✓ Grounding in the traditional world-view and ways of knowing associated with the cultural knowledge system reflected in the community.

CRESEL POLICY ACTION STEPS

(B1) Embed CR SEL in the teaching framework adopted by the district, e.g. Marzano.

- Community Conversation: Powerful Question – *What is important for teachers to know about Tlingit (Athabaskan, Yup’ik, Inupiat) children? What makes a good teacher?*
- Design Team Consensus Workshop: Workshop Question – *What actions can we take to embed CR SEL and the community conversation feedback into the teaching framework?*
- Work Group uses the consensus workshop action steps, community conversation feedback and the EED Guide to infuse CR SEL into the teaching framework
- Tool: Guide to Implementing the Alaska Cultural Standards for Educators**

(B2) Embed CR SEL in Multi-Tiered Systems of Supports.

- Design Team Consensus Workshop: Workshop Question – *What actions can we take to embed CR SEL in RTI?*
- Work Group uses the consensus workshop action steps, community conversation feedback from Learning Environment Action Step 4 (PBS supports) and from Policy Action Step 1 (teaching supports) to embed CR SEL in multi-tiered systems of support
- Tool: Anchorage School District RTI Framework (appendix --)**

(B3) Develop a CR SEL Board Policy.

- Community Conversation: Powerful Question – *What would the policies, plans and documents look like and say if they supported your family, child and community in the schools?*
- School Board and Design Team craft CR SEL Board policy based on District CR SEL Vision and community conversation feedback
- Tool: Oakland Unified School District SEL Board Policy**

(B4) Review and embed CR SEL in existing policies, strategic plans, procedures, supports and communications.

- Design Team Consensus Workshop: Workshop Question – *What actions do we need to take to ensure our policies reflect our vision for CR SEL ?*
- Design Team uses the consensus workshop action steps, the CR SEL vision and community conversation feedback to review and modify existing policies, strategic plans, procedures, and communications to embed CR SEL
- Tool: CASEL Sustainable School-wide SEL Implementation Guide and Toolkit – Tool #14, “Reviewing Existing Policies and Practices”; Tool #17, “Sample School Improvement Plan and District Strategic Plan that Incorporate SEL”**

(B5) Engage in quality continuous improvement.

- Community Conversation: Powerful Question – *Looking at the work that has been done around the school district policies, what has worked well? What could be improved?*

Work Group makes revisions

C. Culturally Responsive Content & Pedagogy

- Uses examples, metaphors, and analogies from students' everyday experiences for use in reinforcing and illustrating what they are learning in the classroom.
- Helps students make connections between what they are learning in school and their personal experiences.
- Infuses Alaska Native themes around Family, Cultural Expression, Tribe/Community, Health/Wellness, Living in Place, Outdoor Survival, Subsistence
- Utilizes teaching styles that reflect students' cultural behavioral norms.
- Embeds an understanding of the role of cultural identity in providing a strong foundation for all social, emotional, intellectual and spiritual development into their teaching.
- Prompts educators to learn from and about their students' cultures; languages; and learning styles

Culturally Responsive SEL Demonstrates: (Alaska Standards for Culturally Responsive Schools)

- ✓ Cultural knowledge recognized as part of a living and constantly adapting system that is grounded in the past, but continues to grow through the present and into the future.
- ✓ Local environment and community resources used on a regular basis to link what is taught to the everyday lives of the students
- ✓ Students engaged in learning activities that are based on traditional ways of knowing and learning.
- ✓ Knowledge and skills of the local cultural community are a foundation from which to support personal and academic success throughout students' lives.

CRESEL CONTENT & PEDAGOGY ACTION STEPS

(C1) Choose evidence-based SEL approach.

- Community Conversation: Powerful Question – ***How can cultural values and traditional knowledge systems be guiding principles in choosing an evidence-based approach that will best suit the school's needs?***
- Design Team/ School Team chooses evidence-based curriculum using guiding principles from community conversation
- Tool: CASEL Guide to Effective SEL Programs, CASEL School-wide Implementation Guide and Toolkit – Tool # 18, "Selecting an Evidence-Based SEL Program"

(C2) Make culturally responsive modifications to the curriculum and supporting materials that maintain fidelity to the evidence-base.

- School Team Consensus Workshop: Workshop Question – ***What actions can we take to make the changes recommended in the community conversations from the learning environment and policy community conversations?***
- Work Group makes the culturally responsive modifications to the curriculum and materials based on the consensus workshop action steps and community conversation feedback

(C3) Identify teaching practices that align with and support students' cultural norms.

- Community Conversation: Powerful Question – *If schools were run in a way that was consistent with community traditions and culture, what would be some of the expectations we would have for students? If schools were taught in ways that are consistent with community practice, how would students be taught in and out of the classroom?*
- School Team uses community conversation feedback to embed culturally responsive teaching practices in the SEL approach
- Tool: **CASEL School-wide Implementation Guide and Toolkit – Tool # 33, “SEL Instructional Strategies Checklist: Creating a Relationship Centered Classroom”**

(C4) Infuse SEL principles into organizing, planning, and carrying out after-school activities

- School Team/After School Team Consensus Workshop: Workshop Question – *What actions can we take to reinforce CR SEL during after school time? How can we use the community conversation feedback?*
- AASB/Champion facilitates the SEL infusion work with the After School Team (infusing CR SEL standards into interactions with students, lesson plans, teaching strategies, climate)

(C5) Engage in quality continuous improvement.

- Community Conversation: Powerful Question – *Looking at the work that has been done around the SEL approach and teaching practices, what has worked well? What could be improved?*
- Work Group makes revisions

D. Culturally Responsive Family Partnerships

<ul style="list-style-type: none"> • Engage families as respected partners in the teaching and learning process • Help families develop “cultural capital” – the skills necessary to successfully navigate the school system 	<p>Culturally Responsive SEL Demonstrates: (Alaska Standards for Culturally Responsive Schools)</p> <ul style="list-style-type: none"> ✓ Family sense of belonging and cultural identity is nurtured ✓ High level of complementary educational expectations between home and school is achieved. ✓ Integrity of the cultural knowledge that students bring with them from home is reinforced
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CRESEL FAMILY PARTNERSHIPS ACTION STEPS

(D1) Create materials for parents with CR SEL from the school-based SEL curriculum and from after school SEL activities.

- Community Conversation: Powerful Question – *If schools were working in partnership with families, what could they do to best communicate and support them?*
- School Team/After School Team Consensus Workshop: Workshop Question – *What actions can we take to use the conversation feedback to create or modify family materials to reflect cultural norms and values?*

Work Group makes the modifications and produces the materials

(D2) Develop professional development focused on how to engage families.

- Community Conversation: Powerful Question – *What do teachers need to know about families and the community?*
- AASB develops professional development for district, school, and after school staff to engage families in school that link them to learning and academics

(D3) Engage in quality continuous improvement.

- Community Conversation: Powerful Question – *Looking at the work that has been done to welcome families, what has worked well? What could be improved?*
- Work Group makes revisions

E. Culturally Responsive Professional Development

<ul style="list-style-type: none"> • Develops collaborative skill building for administrators, educators, and school staff around best practices in culturally responsive pedagogy • Explores the influence of individual cultural identity and values on individual and systems practices, • Identifies cultural dimensions of learning and the impact on student involvement and performance in academic and social curricula. 	<p>Culturally Responsive SEL Demonstrates: (Alaska Standards for Culturally Responsive Schools)</p> <ul style="list-style-type: none"> ✓ Teachers learn and utilize the local cultural traditions and practices ✓ Professional staff who are of the same cultural background as the students with whom they are working are involved
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CRESEL PROFESSIONAL DEVELOPMENT ACTION STEPS

(E1) Infuse culturally responsive themes into professional development for school board, superintendent, principal, school staff, educators, after school activity team, SEL champion.

- Trauma Informed Practices** – Based on the high level of adverse childhood experiences (ACEs) Alaska and the historical trauma around the boarding school system in rural Alaska, create safe and respectful schools for all students and families with trauma informed practices
- Cultural Self-Awareness** – Understanding that educators’ own cultures (all of their experiences, background, knowledge, skills, beliefs, values, and interests) shape their sense of who they are, where they fit into their school and community and how they interact with students is based on their own culture and world view
- Culturally Responsive Teaching and Learning Practices** – Integrating the community conversation feedback that reflects the cultural norms and values of the community in which the school is situated
- Link to Regional Cultural Resources** – Connecting schools to the cultural resources available in the region to sustain and root the impact in the school and community

(E2) Align professional development with the Learning Forward standards for Professional Development. Professional learning that increases educator effectiveness and results for all students:

- Occurs within **learning communities** committed to continuous improvement, collective responsibility, and goal alignment
- Requires skillful **leadership** that develops capacity, advocates, and creates support systems for professional learning
- Requires prioritizing, monitoring, and coordinating **resources** for educator learning.
- Uses a variety of sources and types of student, educator, and system **data** to plan, assess, and evaluate.
- Integrates theories, research, and **learning designs** to achieve its intended outcomes.
- Applies research on change and sustains support for **implementation** of professional learning for long-term change.
- Aligns its **outcomes** with educator performance and student curriculum standards.
- Tool: “Standards for Professional Learning”, Learning Forward, the Professional Learning Association

(E3) Deliver professional development to all stakeholders involved in CRESEL.

- Develop CRESEL professional learning plan with opportunities to reflect and collaborate throughout the year.

Research-Based Elements of Culturally Responsive Education:

- *Research Brief: Strategies for Building Cultural Competence - District Administration Practice*, Hanover Research, August 2014, Washington, DC, <http://www.apsva.us>
- Alaska Department of Education and Early Development, “Alaska Standards for Culturally Responsive Schools”, <https://education.alaska.gov/akstandards/>
- Guide to Implementing the Alaska Cultural Standards for Educators (prepared in collaboration with Alaska’s Department of Education & Early Development by the Alaska Comprehensive Center, Alaska Native Educators, and Education Northwest)
- “Creating Culturally Responsive Schools”, Barbara Bazron, David Osher, and Steve Fleischman, Association for Supervision and Curriculum Development, Educational Leadership, Sept 2005, <http://www.ascd.org>
- “Development, Validation, and Preliminary Use of the Culturally Congruent Instruction Survey”, Regina Sievert, The Indigenous Math and Science Institute, Salish Kootenai College, Dr. Joan LaFrance, Mekinak Consulting, Rodney L. Brod, PhD; Emeritus Professor of Sociology, The University of Montana – Missoula, Paper submitted for presentation at the 2011 American Educational Research Association National Conference, <http://cas.umt.edu>

Facilitation Methods:

- The Institute of Cultural Affairs, Technology of Participation Facilitation Methods (facilitator manual), <http://www.ica-usa.org>
- First Alaskans Institute, Alaska Native Dialogues on Racial Equity, <http://firstalaskans.org>

Professional Development Standards:

- Learning Forward, <http://learningforward.org>

SEL Resources:

- CASEL Sustainable School-wide SEL Implementation Guide and Toolkit, 2006, casel.org
- ASD Culturally Responsive Education Rubric, <http://www.asdk12.org/pld/sel/>