**Considerations for Facilitating Discussions around *Integrating Social, Emotional and Academic Development (SEAD) within the Kentucky Academic Standards (KAS) for Mathematics***

The focus of *Integrating SEAD within the KAS for Mathematics* is to highlight opportunities for mathematics educators to interweave the development of social emotional competencies with the development of mathematics content.

**Intended Audiences:**

*Integrating SEAD within the KAS for Mathematics*is intended for any audience looking for support with:

* continuous improvement as it provides educators with information around how social and emotional competencies can be supported through mathematics instruction and encourages educators to engage in the process of self-reflection around their current instructional approaches, considering shifts to those approaches when needed/appropriate;
* educator collaboration as it offers educators opportunities to consider how collaboration can build collective agency and empowers educators to determine how to approach moving forward in a way that is manageable but meaningful; and
* implementation of the *KAS for Mathematics* as it relates social and emotional competencies to standards (both content standards and practice standards) schools/districts are already working to implement.

Additionally, this resource can support Professional Learning Communities who have selected to focus on improving classroom culture as a result of discovering a disconnect between what data is showing and intended learning outcomes.

**Timeline:**

The duration, scope and sequence of the learning experience may be customized to accommodate local needs and conditions. The *Integrating SEAD within the KAS for Mathematics* resource may need to be explored over a series of sessions. It is recommended that facilitators consider engaging participants in a deeper exploration of no more than one competency per session. Educators will need time to process new learning and reflect on the instructional implications of that new learning.

**Materials:**

The following materials are integral parts of this learning experience:

* [*Integrating SEAD within the KAS for Mathematics*](https://kystandards.org/standards-resources/mathematics-resources/integrating-sead-mathematics/) resource (available by grade level, K-HS)
* [*Reflection Sheet - Integrating SEAD within the KAS for Mathematics*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Reflection_Sheet_Integrating_SEAD_within_KAS_for_Mathematics.docx)
* [*KAS for Mathematics*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Mathematics.pdf)

All materials are available at [www.kystandards.org](http://www.kystandards.org)

**Facilitator Suggestions:**

To support facilitators in engaging participants in discussions around the *Integrating SEAD within the KAS for Mathematics*resource, suggestions for strategies from the [Thinking Collaborative](https://www.thinkingcollaborative.com/as-resources) are provided below. Facilitators should not feel tied to utilizing these specific strategies, but rather should consider how to best foster participation around this resource in an authentic way. Due to the blend of social and emotional material alongside mathematics content, facilitators might consider co-facilitating or co-planning the learning session with a school counseling colleague.

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| **Prior to facilitating the session,** clarify the following logistics**:** |
| When is the session? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ How long is the session? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Where will the session take place? \_\_\_\_\_\_\_\_\_\_\_\_\_ Who are the participants? What is their relationship with one another? What is their relationship with the topic? |

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| **Upon beginning the session,** consider how to facilitate mental and emotional transition from outside the meeting to being present in the meeting.  |
| [Check In](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=53) | [Clearing](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=60) | [I’m In](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=139)  |

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| **During the session,** consider how to structure the way participants engage with the resource. For example, will there be time for participants to process information independently or will participants engage in the resource collectively? How will the whole group process the new information?  |
| To select, interpret, explain, synthesize. [Text Rendering](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=275) | Primes the pump for full group conversation.[Paired Verbal Fluency](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=187) | Interdependently acquire, summarize and communicate information[Jigsaw Carousel](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=149) |
| Engage constructivist-learning experience working with a fresh topic[Know, Think You Know, Want to Know](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=156) | Deepen understanding of concepts and others through a structured dialogue.[Delve and Dialogue](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=78) | Select and interpret information as it relates to individuals and the whole group.[Focused Reading](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=101) |

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| **As the session comes to a close,** consider how to prioritize “next steps” for moving forward. There is a lot to reflect on within each session. How will your workgroup narrow your focus to what feels manageable? Is there a common idea of “next steps” or is each individual proceeding independently? Is more time needed for new learning or to explore new ideas?  |
| Reveal individual or collective choices.[Spend a Buck](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=254) | Develop “trustworthy” data on member preferences[Slip Method](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=246) | Interdependently synthesize information.[5 - 3 - 1](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=10) |
| Illuminating Issues[Issues Agenda](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=147) | Clarify the what, why and how of next steps[Content Check](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=68) | Discover and strengthen internal resources to improve performance[Outcome Mapping](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=179) |

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| **Throughout session follow-up or at the beginning of next session,** consider ways participants might reflect on prior learning while preparing for new learning**.** Will there be an opportunity (or expectation) to share progress?How will progress be shared and celebrated? Are there any lessons that the group can learn/grow from that might influence plans for moving forward?  |
| Gain insights into improving practice[Success Analysis](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=268) | Achieve agreement[Rule of One-Third](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=226) | Adjust ways of working with group based on group feedback[Process Check](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf#page=205) |