



INYO COUNTY  
SUPERINTENDENT OF SCHOOLS

# The Inyo Insight

An Education Newsletter from the Inyo County Superintendent of Schools  
Volume 10, Issue 7 [www.icsos.us](http://www.icsos.us) April 2018

## Making Connections with Social and Emotional Learning

By Tiffany Randall

Could Social and Emotional Learning (SEL) be the glue that binds students to school and helps them persist in the face of obstacles?

According to the California Department of Education, our schools must support every child's unique journey to fulfill their potential by providing:

- equitable, culturally responsive education,
- safe, engaging, inclusive environment, and
- academic, social, and emotional learning.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines this social and emotional learning as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” According to California’s SEL [Guiding Principles](#), “All learning is contextual and relationship-driven and SEL can serve as a lever to enhance

equity, build positive climate and culture, and foster a sense of belonging among all community members.”

Torlakson wrote in his recent letter announcing new Social Emotional Learning Guidelines, “Educators know, and the science confirms that learning is not only cognitive, but also social and emotional. These principles are a part of a concentrated effort to improve teaching and learning of social and emotional skills by recognizing that students’ connection to what they are learning is a critical component of a quality education.”

Social and Emotional Learning [Competencies](#) can be approached in a tri-fold manner:

1. Through the culture and climate of classrooms and schools (eg, appreciation of diversity, foundation of safety and respect, opportunities for teamwork)
2. Within academic instruction and instructional strategies (eg, ethical responsibility in science, perspective taking in history, building self-efficacy through students

tracking and celebrating academic growth)

3. Explicit instruction (eg, teaching stress management strategies, practicing mindfulness, empathy, relationship building)

Since opportunities to teach social and emotional learning skills arise naturally in the classroom, it is not essential to use an SEL curriculum. For example, when two students are arguing, the teacher might consider separating the students and moving along with the lesson OR might use this as an opportunity to facilitate a conversation in which students practice identifying their emotions, communicating respectfully, understanding each others’ perspectives, solving problems and building respect.

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## History - Social Science Implementation Grants Available

To support the implementation of the new History - Social Science Framework and the adoption of new instructional materials, ICSOS is offering Inyo County TK-12 History teachers an opportunity to apply for grants of up to \$300. The intent of the grant program is to help teachers provide materials and experiences that will enhance instruction and promote engaging, meaningful teaching and learning. Proposals might include supplementary curriculum materials, online curriculum, texts, visuals, subscriptions, or field trips.

Priority will be given to proposals that clearly show how the project connects with one or more of the key shifts articulated in the new History - Social Science Framework, listed to the right.

Once the proposals have been reviewed, ICSOS will notify successful applicants and will purchase and distribute the requested items. Grant funding is limited and is available to all certificated TK-5 and secondary History-Social Science teachers who will be employed by Inyo County districts in the 2018-19 school year. To apply, complete all sections of this online [Form](#) and submit by Monday April 23rd. Don't forget to click the *Submit* button! For more information, contact Lo Lyness ([llyness@icsos.us](mailto:llyness@icsos.us) or ext.

### Key Shifts:

**Content:** According to the Framework, “Students engage with content through questions and topics of disciplinary and conceptual significance.... History is a constructed narrative that is continually being reshaped and retold from a variety of perspectives.” The content teachers are expected to teach has expanded somewhat as a result of legislation such as the FAIR Act that requires schools to include representation of various groups in history instruction.

**Discipline-specific Inquiry:** The new Framework encourages teachers to organize their instruction around questions of significance for students to explore and, after analyzing relevant evidence, develop their own interpretations. Implicit in this expectation is that students use a wide variety of primary and secondary source materials to explain historical events and draw conclusions.

**Literacy:** In order to understand and be successful in their study of history, geography, economics, and government, students must be able to comprehend what they read, write clearly and persuasively, and communicate with each other and adults. The new Framework makes explicit connections between instruction in History - Social Science and the ELA and ELD standards.

**Citizenship:** In addition to developing an understanding of our democratic system of governance, students need to develop the skills to participate in civic discourse and public service.

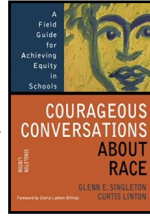
(Information from <http://chssp.ucdavis.edu/blog/shifting-instruction> and [History - Social Science Framework](#) )

## Interested in Equity? Join the conversation!

By *Ilissa Twomey*

In the February edition of the Insight several resources for teaching about tolerance and professional learning on the topic of equity were highlighted after the educator field trip to the Museum of Tolerance. ICSOS would like to support the continuing conversation on equity in schools. Consider these three learning and networking opportunities:

- Participate in a book study of [Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools](#) by Glenn Singleton and Curtis Linton. The group will meet every Tuesday afternoon April 17 - May 29 (location TBD based upon participants), with a videoconferencing option. Books and journals will be provided; open to all Inyo county staff and educators. Sign-up by April 10 using this [LINK](#), or contact Ilissa Twomey ([itwomey@icsos.us](mailto:itwomey@icsos.us) or ext 2917) for more information.
- Join the local Google Class: *Teaching and Tolerance Educators* by visiting <https://classroom.google.com>, login using your district-issued email, click on the plus button to join the class and enter the class code **9499h6**. This group will host virtual and face to face discussions and be a place to post questions and share resources.
- Register for the ["Equity-Driven Leadership" webinar](#) on April 10th from 10-11am. Learn about courageous conversations, MTSS and 'intentional activism' to meet the needs of underserved students.

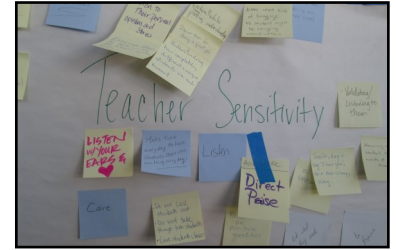


## C&I Department needs your feedback!

Please help the C&I department plan future professional learning opportunities by completing this annual short survey. If you would like to be entered into a raffle for a \$20 gift card to Spellbinder books, please include your email address at the bottom of the survey. Survey closes May 4th.

<https://goo.gl/forms/nDME3S9uFF5IBCi82>

Thank you for your help!



## Save the Date for EdCamp Mammoth

Join fellow educators at a free un-conference event at Mammoth Middle School on July 2nd. Participants suggest and share topics for the day's learning where the emphasis is on professional curiosity and shared knowledge. Teachers share passions, challenges and best practices. Please look for more information in the coming months, and see [www.edcamp.org](http://www.edcamp.org) for more information about this unique learning format.



## Inyo County Community Reads

Here is a short list of upcoming events and educational opportunities:

**Spellbinder Book Club—Wonder**—Tues. 4/10, 7pm (Spellbinder books)  
*Discuss "Wonder" with the Spellbinder book club.*

**ICA Student Art Show Reception**—Fri. 4/20, 5:30pm (Inyo Council for the Arts)  
*The Student Art Show features works by students across the county. Stop by the gallery and support our young artists!*

**Family Art and Story Time**—Wed. 4/18, 4:30pm and Thurs. 4/19, 4:30pm  
*Join Dr. Lisa Fontana for an evening of family fun with art projects, storytelling, & snacks!*

**Storytelling Workshop with Wild Roots**—Sat. 4/21, 9am-noon (Inyo Council for the Arts)  
*Learn the guidelines and structure of storytelling and practice these techniques together as a group. Expand your imagination, learn to talk in pictures, and build the confidence to become a storyteller! Space is limited—Please RSVP to ICA, 760-873-8014.*

**"Wonder" Screening**—Sat. 4/28, 1pm (Inyo Council for the Arts)  
*After you finish the book, come see the movie at our special free screening! All are welcome to this free matinee at ICA.*

For more information, visit [www.inyo.org/communityreads](http://www.inyo.org/communityreads) or call 760-873-8014

## Speech Contest

**APRIL 11, 2018**

6th-8th Grade

Jill Kinmont Boothe School, 6pm

*The public is encouraged to attend the 58th annual Inyo County Speech Contest.*



## Making Connections with Social and Emotional Learning *Continued*

By *Tiffany Randall*

A widely cited 2011 [meta-analysis](#) of 97,000 students suggested that SEL programs such as those found on the [CASEL website](#) significantly increase social and emotional skills; academic achievement; positive attitudes toward oneself and others; and kind, helpful behaviors in children of all ages, while reducing kids' behavior problems and emotional distress.

For more information on how social emotional skills can fit into the curricula, see this [recent article](#) from UC Berkeley. If you are interested in coaching or staff training on incorporating SEL into your curricula, please contact Tiffany ([trandall@icsos.us](mailto:trandall@icsos.us) or 2111).