

SCOPE AND SEQUENCE

Second Step® SEL for Adults

Second Step SEL for Adults is a social-emotional learning (SEL) program designed by educators for educators. This professional learning program supports educators' well-being by helping them build trust and better relationships with colleagues and students, manage stress, thrive in the workplace, and create an environment where everyone feels like they belong.

Structure

The program is divided into modules about trust and relationships, emotions and stress, equity and belonging, and resilience and efficacy. Content will be added on a continuous basis.

Modules

Although the modules can stand alone, the order presented in this scope and sequence is recommended. Beginning with trust enables educators, teams, and schools to build a foundation of communication, collaboration, and vulnerability that will facilitate their work in later modules. As staff progress within a module, the level of reflection deepens, the complexity of skills increases, and more collaboration among teams is required.

Units

- Each module consists of four units that build on each other.
- Units in a module are intended to be completed in order:
 - Unit 1 helps educators broaden background knowledge and build shared vocabulary
 - Unit 2 introduces specific concepts and routines that can be used with colleagues
 - Unit 3 introduces teaching practices and routines that can be used with students
 - Unit 4 provides continued practice and integration of routines
- Each unit consists of four to eight on-demand, independent microlearnings that require a total of 40 to 80 minutes to complete.
- Staff and administrators can complete one to two modules per year, depending on time and pacing.



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Module 1: Building Trust

Trust is the baseline requirement for any school reform initiative to succeed.^{1,2} High levels of trust between school staff can help nurture a collaborative work environment where all benefit.^{1,3} Similarly high levels of trust between staff and students can help students cultivate a sense of belonging, feel cared for, and increase

their academic engagement.^{4,5} This module will help educators understand the research about why trust matters and define the five elements of trust. Educators will also learn routines to use with colleagues to build trust in the workplace. Then they'll learn routines to use in the classroom to build trust with students.

Unit Title	Objectives In this unit educators will:
Unit 1 Understanding Trust	Explore the effects of trust on school climate. They'll also examine the research behind trust, including the different types of trust and the five elements of trust. Then they'll reflect on their own level of trustworthiness with colleagues and with students and make a plan to build trust with a colleague.
Unit 2 Trust with Colleagues	Be introduced to two schools, one with low levels of trust and one with high levels of trust. Then they'll learn routines to build trust with colleagues and consider which, if any, they'd like to try.
Unit 3 Trust with Students	Meet a student who struggled to trust adults and hear how the adults in his school refused to give up on him. Then they'll be introduced to routines to build trust with students and consider which, if any, they'd like to try.
Unit 4 Put It into Practice	Complete a short Cycle of Professional Learning by implementing the routine they agreed on during their last small-group meeting. Throughout the month educators will practice this routine, collaborate with colleagues, and monitor and reflect on their progress.

Module 2: Managing Stress

Teaching is one of the most stressful professions.^{6,7,8,9} Stress can affect educators' health, job satisfaction, quality of teaching, and even motivation to leave the profession.^{7,10,11,12} This module will help educators understand how stress might be affecting them personally and provide some

concrete steps to help manage stress more effectively. Educators will also learn routines to use with colleagues to reduce stress in the workplace. Then they'll learn routines to use in the classroom to help students manage stress and to create a more positive classroom environment.

Unit Title	Objectives In this unit educators will:
Unit 1 Understanding Stress	Examine research on the effects of workplace stress and how stress can be offset by healthy habits. Then they'll explore stress-reducing practices and healthy habits and consider which, if any, they'd like to adopt to help manage stress levels.
Unit 2 Stress and Colleagues	Evaluate their sensitivity to others' emotions and learn routines to help manage stress and emotions during interactions with colleagues.

Module 2, Continued

Unit Title	Objectives In this unit educators will:
Unit 3 Stress and Students	Examine their emotions in the classroom and how those emotions might be affecting students. They'll also learn routines that can help both educators and students manage stress and emotions.
Unit 4 Put It into Practice	Complete a short Cycle of Professional Learning by implementing the routine they agreed on during their last small-group meeting. Throughout the month educators will practice this routine, collaborate with colleagues, and monitor and reflect on their progress.

Module 3: Equity & Belonging

People flourish in environments where they feel a sense of belonging and inclusion and where their social identities are valued.^{5, 13} Research shows that practices that treat students' identity as an asset, build positive relationships, and combine high expectations with peer and educator support can positively influence students' learning and attachment to school.¹⁴ This module will guide educators through a process of reflection to explore the role of

social identity and biases in their own lives and in the lives of their colleagues and students. Next they'll examine the relationship between identity and unconscious bias and concrete ways educators can mitigate biases. Then educators will learn and implement practices in their classrooms to create an inclusive, identity-safe environment for every student.

Unit Title	Objectives In this unit educators will:
Unit 1 Understanding Identity & Belonging	Build a shared understanding about identity, identity safety, and belonging that they can use to begin advancing equity in their schools.
Unit 2 Partnering for Equity	Explore a universal phenomenon called implicit bias and how it can result in unintended negative consequences. They'll also learn concrete things they and their colleagues can do to remove barriers to belonging that may exist in their school.
Unit 3 Equity in the Classroom	Examine conditions and practices that positively influence student learning and attachment to school. They'll also learn routines designed to increase each student's feelings of identity, safety, and belonging.
Unit 4 Put It into Practice	Try out one new identity-safety routine they and their small group agree on and collectively complete a Cycle of Professional Learning.



Module 4: Resilience & Efficacy

Many research findings point to self-efficacy as an important component in developing resilience for both adults and children.¹⁵ Self-efficacy is the belief one has in their own abilities, such as their ability to meet the challenges ahead of them,¹⁶ and resilience is someone's ability to recover and learn from adversity.¹⁷ Having high self-efficacy helps people successfully navigate challenging situations and manage stressors,¹⁸ which could increase their overall resilience.^{15, 16}

This module focuses on bolstering the overall resilience of the school community through routines that help increase

educators' self-efficacy, their efficacy with colleagues, and their students' self-efficacy. Educators begin by exploring the relationship between efficacy and resilience, then identify ways they can build their own efficacy and resilience. They examine how collaborating with their colleagues in an intentional way can increase their collective efficacy and resilience, and they learn routines that can help create and sustain a culture of collaboration. Then educators learn practices and routines that can help their students develop self-efficacy and resilience.

Unit Title	Objectives In this unit educators will:
Unit 1 Cultivating Resilience & Efficacy	Explore the role resilience plays in recovering from difficult life events and examine protective factors that can affect their levels of resilience. They'll also examine a protective factor called self-efficacy and learn how to increase it.
Unit 2 Developing Efficacy Together	Explore conditions at schools that can foster collective efficacy. They'll also learn routines they can use with colleagues to work toward building higher levels of collective efficacy.
Unit 3 Fostering Students' Self-Efficacy	Explore behaviors associated with high and low levels of self-efficacy in students. They'll also learn routines and shifts in instructional practices that can bolster students' self-efficacy.
Unit 4 Put It into Practice	Try out one new resilience and efficacy routine selected by their small group and collectively complete a Cycle of Professional Learning.



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