

# Diversity, Learning Supports, & Social-Emotional Learning: An OLAC Workshop

## Overview

**Description:** This workshop uses learning resources developed and shared by the Ohio Leadership Advisory Council (OLAC) in the modules, “Diversity: Ensuring Everyone Learns” and “Learning Supports”, and in the webinar titled, “Social-Emotional Learning.” All are available through the OLAC website (<http://www.ohioleadership.org/>). Throughout the six sessions comprising this workshop, the learning experiences included in this workshop (e.g., specific concepts, activities, and reading assignments) will draw extensively from these sources. Other sources of information are included as well.

Completion of the six sessions in this workshop is equivalent to what is typically required in a 3 credit-hour graduate-level university course. The established standard for a 3-credit-hour graduate-level course is 45 contact hours. Each of the six sessions in this workshop will take seven hours to complete (i.e., 42 contact hours) and the summative learning review will take 3 additional hours to complete, for a total of 45 contact hours.

Each session includes:

- Information presentation through readings and videos
- Discussion and reflection prompts
- Other activities

**Goals:** The overarching goal of the workshop is to help educators use OLAC materials and the Ohio Improvement Process (OIP) to learn how to provide equitable, inclusive, responsive, high-quality education to all learners.

**Objectives:** After completing the workshop, the educator will...

## Session 1: Diversity— Holding High Expectations

- describe why diversity contributes positively to human existence.
- understand the importance of holding high expectations for students and adults.
- understand and interrupt the Pygmalion (or Golem) effect.
- understand sea change as it relates to district, school, and teacher instructional leadership.

## Session 2: Diversity— Context and Practices

- describe the assets view of diversity and its significance in teaching and learning.
- recognize ways to change behaviors and attitudes in order to develop higher expectations for self, other adults, and students.
- understand the equity context for the development of learning supports.

## Session 3: District and School Frameworks

- understand similarities and differences between four instructional frameworks:
  - Integrated Comprehensive Systems (ICS)
  - Multi-Tiered System of Supports (MTSS)
  - Culturally Responsive Teaching (CRT)
  - Universal Design for Learning (UDL)

## Session 4: Other Frameworks

- understand and be able to integrate three instructional frameworks:
  - Inquiry-Based Learning
  - Place-Based Education

- Project-Based Learning

## Session 5: Strategies that Support Frameworks

- implement methods to support learning frameworks, including co-planning, co-teaching, and flexible grouping.
- implement methods to support student retention of information, including metacognitive strategies and extended learning opportunities.
- implement methods that modify teaching approaches, including differentiating instruction.

## Session 6: Social-Emotional Learning (SEL)

- understand how conditions of poverty, violence, and stress relate to students' learning.
- define and discuss SEL, its five main areas, and its benefits in the classroom
- discuss challenges related to the implementation of SEL.
- describe and discuss SEL practices.
- implement SEL practices.

## Format for Each Session

A facilitators guide provides general guidance for using the workshop materials to meet the needs of various groups of educators.

In this workshop, sessions are formatted in the following way.

- Each session has a list of readings and objectives.
- Each session includes an Introductory Thought Prompt.
- Each session includes a variety of activities from which the facilitator may choose.
- Sessions 1 and 3, in which participants encounter new OLAC modules, ask each participant to take the module's "pre-assessment."
- Sessions 1, 2, 3, 4, and 6 have a "Post-Session Review."
- Sessions 2 and 5, in which participants finish OLAC modules, ask each participant to take the module's "post-assessment."
- The workshop ends with a "Summative Learning Review."

## Evaluation Methods

Facilitators can use some or all of the assessments included in the workshop to evaluate participants' engagement and learning. As noted above Sessions 1, 2, 3, 4, and 6 have a "Post-Session Review." Sessions 2 and 5, in which participants finish OLAC modules, ask each participant to take the module's "post-assessment." The workshop ends with a "Summative Learning Review."

## Resources

*OLAC Module*

*Diversity: Ensuring Everyone Learns*

[https://ohioleadership.org/mod\\_preview.php?preview=34](https://ohioleadership.org/mod_preview.php?preview=34)

*OLAC Module*

*Learning Supports*

[https://ohioleadership.org/mod\\_preview.php?preview=33](https://ohioleadership.org/mod_preview.php?preview=33)

*OLAC Webinar*

*Social-Emotional Learning*

[https://ohioleadership.org/view.php?cms\\_nav\\_id=29&up\\_mov\\_id=24](https://ohioleadership.org/view.php?cms_nav_id=29&up_mov_id=24)

*OLAC Webinar*

*Understanding Trauma in Schools – Part 1*

([https://ohioleadership.org/view.php?cms\\_nav\\_id=29&up\\_mov\\_id=46](https://ohioleadership.org/view.php?cms_nav_id=29&up_mov_id=46))

*OLAC Webinar*

*Understanding Trauma in Schools – Part 2*

([https://ohioleadership.org/view.php?cms\\_nav\\_id=29&up\\_mov\\_id=46](https://ohioleadership.org/view.php?cms_nav_id=29&up_mov_id=46))

For Access to the Resources:

Go to [www.ohioleadership.org](http://www.ohioleadership.org) and click the “Create an Account” link at the top right-hand side of your screen. Follow the prompts given to generate your free account.

