



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. The professional learning program supports educators' well-being by providing them with the skills, knowledge, and resources they need to thrive in the workplace. By supporting educators, Second Step SEL for Adults helps build a positive school climate.

Structure

The first two years of the program are divided into semester-long modules that align with adult SEL domains of relationships, emotions and stress, equity, and self-efficacy and collective teacher efficacy. Additional learning 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 through the modules, the level of reflection deepens, the complexity of skills increases, and more collaboration among teams is required.

Units

- Each module comprises four units that build on each other.
- Units within a module are intended to be completed in order:
 - Unit 1 helps educators build background knowledge and common language
 - Unit 2 introduces specific social-emotional skills that can be used with colleagues
 - Unit 3 applies social-emotional skills to interactions with students
 - Unit 4 provides continued practice and integration of routines
- Each unit consists of six to eight on-demand, independent microlearnings (approximately 40 to 80 minutes per unit) as well as small-group learning (approximately 30 minutes per unit).
- Over the course of one school year, teachers and administrators will move through eight units (two modules).



Module 1: Building Trust

Trust is the baseline requirement for any school reform initiative to succeed. High levels of trust among staff can help create a work environment where all staff members feel like someone supports them. 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. This module will help educators understand the research around why trust matters and unpack the five elements of trust. Educators will also learn strategies and routines to use with colleagues to build trust in the workplace. Finally, they'll learn routines to use in the classroom to build trust with students and with other staff.

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, finally, 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 five 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 five routines to build trust with students and consider which, if any, they'd like to try.
Unit 4 Making It Routine	Engage in a short cycle of professional learning by implementing the routine they agreed on during their last small-group meeting. Throughout the month educators will have the opportunity to 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. That stress can affect educators' health, job satisfaction, and even quality of teaching. However, decades of research show that when teachers feel better, they perform better. This module will help educators understand how stress might be affecting them personally and provide some concrete steps

to take to help manage stress more effectively. Educators will also learn strategies and routines to use with colleagues to reduce stress in the workplace. Finally, they'll learn routines to use in the classroom to help students manage stress and 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 four 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, and learn four routines that can help both educators and students manage stress and emotions.
Unit 4 Making It Routine	Engage in a short cycle of professional learning by implementing the routine they agreed on during their last small-group meeting. Throughout the month educators will have the opportunity to practice this routine, collaborate with colleagues, and monitor and reflect on their progress.

Module 3: Advancing Equity

Educators who strive for equity face many challenges. However, research shows that teachers who actively tackle equity issues also have more proactive classroom-management practices, improved student cooperation in the classroom, and fewer office discipline referrals, particularly for students of color. This module will guide educators through a process of self-reflection, where they'll explore the role of social identity and systemic biases in their own lives and in the lives of their students. Educators will then practice skills that will help them have difficult but necessary conversations about equity with their colleagues. Finally, educators will learn and implement practices in their classrooms to create an inclusive and safe environment for every student.

This module, which is recommended for use after completing the Building Trust Module and Managing Stress Module, will contain four units: Understanding Equity, Partnering for Equity, Creating Equitable Classrooms, and Making It Routine. The Advancing Equity Module will be added to Second Step® SEL for Adults as part of a scheduled content update.

Module 4: Developing Efficacy

Self-efficacy is defined as the belief in one's own ability to execute required courses of action. Collective teacher efficacy is the belief that the efforts of faculty as a whole will have positive effects on students. Research consistently links teacher self-efficacy and collective efficacy with positive outcomes for both teachers and students. This module supports educators' individual and collective efficacy. Educators will learn the science behind the development of efficacy, create stretch goals, and examine their thoughts about successes and shortfalls. They'll also learn about the conditions that can create collective efficacy and commit to acting as a team. Finally, educators will put this learning to work in support of student efficacy by taking steps to freely discuss and reflect on their practice.

This module, which is recommended for use after completing the Building Trust Module and Managing Stress Module, will contain four units: Teacher Self-Efficacy, Collective Teacher Efficacy, Collective Efficacy in Action, and Making It Routine. The Developing Efficacy Module will be added to Second Step SEL for Adults as part of a scheduled content update.