

A Pathway to Equitable Math Instruction

Creating Conditions to Thrive

Environments and practices that support students' social, emotional, and academic development.

STRIDE

3



Creating Conditions to Thrive

STRIDE 3

The purpose of this tool is to give teachers the resources they need to meaningfully incorporate the Aspen Institute National Commission on Social, Emotional, and Academic Development (SEAD) themes—Agency, Belonging, Discourse, and Identity—into the teaching of priority standards at grades 6-8. Math teachers are most familiar with the math standards themselves; they are somewhat familiar with the Standards for Mathematical Practice (SMPs), but SEAD may be new. To strengthen social emotional classroom instruction that prioritizes SEAD themes, rather than adding “another thing to do,” a research-based resource has been developed using the lens of equity that connects SEAD themes, SMPs, and proposed student and teacher actions. It will also provide many students better access to high-quality math instruction within the standards.

HOW TO USE THIS TOOL

The **SEAD Lesson Planning Template** has been developed with a very practical use in mind. Teachers can use it for planning lessons that integrate social emotional themes with the Standards for Mathematical Practice, and they can also use it as a reflective piece to think about lessons just conducted.

Choose the priority math content for grade 6–8. Begin by **identifying and writing the Social, Emotional, and Academic Development theme** into the lesson planning template.

Next identify and write the standard(s) for mathematical practice being addressed. Within the theme guide books are sample actions and strategies to use in classroom instruction. Charts have been provided to record student actions and teacher actions. The examples of strategies and actions for integrating SEAD into mathematics offered in this resource contain several that are linked directly to English learner (EL) instruction. The chart at the end of the template can be used as a Summary of Practices, Best Practices, and Reflections.

THEMES

English Language Development + Scaffolding

Social, Emotional, and Academic Development

GUIDING PRINCIPLES

Equitable access to grade-level priority math standards.

Learning opportunities for students to engage with the standards for mathematical practice.

Targeted curricula and practices designed to create equitable access to math instruction for students gaining English proficiency.

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Social Emotional Academic Development Lesson Planning Handbook

Introduction

What is Social, Emotional, and Academic Development (SEAD)?

As schools reopen remotely, in-person, or hybrid in this 2020–21 school year, educators want to support students *academically* and *socio-emotionally*. Students who have been out of school buildings since March 2020 have experienced losses in their sense of **belonging**, perhaps their academic **identity**, and, for many, the ability to discuss academics in groups (**discourse**) and the ability to make choices about their learning interests (**agency**). These social emotional characteristics are as important as academic content for students to thrive in any instructional setting—particularly one that is unfamiliar.

“Social, emotional, and academic development is the integration of social and emotional development with academic learning in K-12 education. Research shows that when schools fully integrate social, emotional, and academic development into K-12 education, academic performance improves, students are more engaged in school, and—as a result—they are more likely to graduate high school and attend and graduate from college.”—[*Aspen Institute*](#)

How are SEAD themes connected to equity?

As schools and districts strive to promote equity for all students in these changed learning situations, they will find the SEAD themes to be helpful lenses towards equity when embedded within content learning. The SEAD themes emerged from earlier Collaborative for Academic, Social, and Emotional Learning (CASEL) categories of social emotional learning (SEL), and provide more direct links to the characteristics of equitable instructional practice. A description of each is provided on p. 3 of this handbook.

“As part of their academic mission, schools contribute to students developing social emotional skills that are critical to success in school, career, and life. Academic instruction creates an ideal context for practicing these broader competencies and skills, which research validates as important to success beyond school and malleable.”

[*Updated Final Aspen Integrating Report*](#)

What does equity mean in an academic context and what are its components?

Academic equity is the application of equity considerations within the context of learning environments. It offers math educators the opportunity to rethink lesson design to highlight math content and to integrate SEAD themes into their instruction. Teachers do not teach math and SEL; they use SEL to teach math, which provides a more open, inclusive, and affirming experience for students so they can see themselves as having agency, belonging, discourse, and identity as part of their student role. [*The Aspen Institute's final integrating report*](#) offers these equity implications:

- All students should be engaged in their learning and should see their background and culture affirmed in materials and instruction.
- A climate of mutual respect strengthens student belonging and engagement in the social and academic aspects of the learning experience.
- The assets (culture, perspectives, experiences, networks, and skills) students and families bring with them to school should be valued and integrated into the learning experience.

“The Aspen Institute Education & Society Program defines educational equity as every student having access to full and equal opportunity to succeed in life. To achieve this outcome, all students deserve access to the right resources, academic rigor, and rich opportunities to develop their agency and identity, all of which are essential to prepare for college and career—irrespective of their race, gender, sexual orientation, ethnicity, tribal status, language, nationality/immigration status, disability, family background, or family income.” —*Aspen Institute*

How are SEAD themes connected to the Standards for Mathematical Practice (SMPs)?

There are very direct connections between the SEAD themes and the SMPs, as indicated in Student Achievement Partners’ document on “Priority Standards for ELA and Mathematics.” That document provides the beginning steps toward the linkage of the four SEAD themes with the SMPs, but maintains a more general approach to the connections. **In this handbook and SEAD lesson planning template, we have expanded and extended those general connections into more specific linkages.** The SMPs, as they represent the desired skills/performance of students in mathematics work (e.g., SMP 1: Make sense of problems and persevere), are really the settings in which the SEAD themes can be integrated most practically and meaningfully.

As the Student Achievement Partners’ document says, we need to recognize *“the very real social emotional needs of students—particularly students who have been disproportionately affected by the pandemic. After such major disruptions, it is essential that students engage, immediately and consistently, in the affirmative act of learning new ideas, not be deemed deficient because of events outside of their control.”*

How are SEAD themes connected to instruction for English Learners?

In addition to the social, emotional, and academic needs of all learners, English learners (ELs) have specific language needs all educators must thoughtfully address through their instruction. Since March 2020, many ELs have missed out on the regular opportunities provided to them by traditional, in-person schooling to **learn English and to learn in English**. Pairing the SEAD themes with high-quality instruction can be a gateway to success for ELs to gain content knowledge and academic English simultaneously. The more seamless educators can make SEL and EL instruction, the more likely that ELs’ content, language, and SEL will show improvement. **The examples of strategies and actions for integrating SEAD into mathematics offered in this resource contain several that are linked directly to EL instruction** (see [“Strategies to Support ELLs”](#) on page 15 and [“Suggested Actions + Strategies”](#) on page 16). This icon (▼) is used to identify strategies and actions particularly beneficial in supporting ELs in mathematics because they integrate language and content. A chart on page 33 of *“Math In Common: Strategies to Implementation”* also provides some general actions/strategies that are helpful for ELs.

“Our dream is for students classified as English learners (ELs) to experience schools that recognize their educational needs, value the cultural and linguistic assets they bring, and provide an environment in which they can thrive socially, emotionally, and academically.”

(Mission statement, “Guidelines for Improving Math Materials for English Learners,” English Learners Success Forum.)

SEAD Themes

Definitions taken from National Council of Teachers of Mathematics (NCTM), with equity additions from CASEL (November 2018).

AGENCY	<ul style="list-style-type: none"> • NCTM: The presentation of one's identity to oneself and to others, combining identity (who we are) with what we can do (agency). Agency is evident in a student's self-awareness and self-management, and his/her sense of confidence and knowledge about academic work. • CASEL further describes the characteristic of agency in mathematics: <ul style="list-style-type: none"> • Cultural competence: a historically grounded, strengths-focused facility with the relational skills that are valued in the students' culture of origin. • Cultural fluency which refers to the capacity to effectively learn about and negotiate cultural differences.
BELONGING	<ul style="list-style-type: none"> • "Belonging is a sense of fitting in or feeling like you are an important member of a group." (vocabulary.com) • "To be a member of (a club, organization, etc.)" (<i>Merriam Webster Learner's Dictionary</i>) • CASEL further describes the characteristic of belonging in mathematics: <ul style="list-style-type: none"> • Examine what it means to belong to a group or community, including how ethnicity and race impacts one's sense of self and beliefs. (A healthy sense of ethnic-racial identity is important for psychological, academic, and social well-being.) • Engage in initiatives and co-create solutions that are inclusive, equitable, and mutually supportive.
DISCOURSE	<ul style="list-style-type: none"> • NCTM: Discourse includes ways of representing, thinking, talking, agreeing, and disagreeing—the way ideas are exchanged and what the ideas entail; and as being shaped by the tasks in which students engage as well as by the nature of the learning. • CASEL further describes the characteristic of discourse in mathematics: <ul style="list-style-type: none"> • Encouraging student academic talk in mathematics instruction. • Increasing student talk time so that it is balanced with or exceeds teacher talk within lessons. • Creating opportunities for students to understand the viewpoints of others, including both/multiple sides of an issue.
IDENTITY	<ul style="list-style-type: none"> • NCTM: The dispositions and deeply held beliefs that students develop about their ability to participate and perform effectively in mathematical contexts, and their ability to use mathematics in powerful ways across the contexts of their lives. • CASEL further describes the characteristic of identity in mathematics: <ul style="list-style-type: none"> • Understand the links between personal and sociocultural identities that are defined by cultural and/or family values, ethnicity, race, socioeconomic status, gender, and other factors. • Ground oneself in and affirm one's cultural heritage(s) or communities (This can be especially important for students of color, and reduce psychological distress and risky behaviors, protect against the negative health impacts of racial discrimination, and promote a range of positive social and emotional outcomes, including school engagement and prosocial behaviors.)

Find SEAD Theme Guidebooks included in the Stride 3 toolkit.

How to Use the Lesson Planning Template

- 1 Identify the Priority Math Standard**
- 2 Identify the Social, Emotional, And Academic Development (SEAD) Theme**
- 3 Identify the Standard(s) for Mathematical Practice (SMP) to Support the SEAD Theme**
- 4 Create / Implement / Reflect on SEAD Strategy**
- 5 Identify the Student Actions**
- 6 Identify the Teacher Actions**
- 7 Summary of Practice / Best Practices / Reflection**

1 Identify the Priority Math Standard¹

Choose the priority math content from grade 6–8, on pages 42–56 in the [*“2020–21 Priority Instructional Content in ELA/Literacy and Mathematics.”*](#)

2 Identify the Social, Emotional, and Academic Development (SEAD) Theme

Find SEAD Theme Guidebooks included in the Stride 3 toolkit.

See [“Summary of Intersections of SEAD Themes with SMPs”](#) table on page 9.

The “Summary of Intersections of SEAD Themes with SMPs” table provides an easy-to-use linkage of the SEAD themes and the SMPs. Not all the SEAD themes cross over each of the SMPs, except for Identity.

IDENTITY DISCOURSE AGENCY BELONGING

Identity is the only SEAD theme that is embodied substantively in all eight Standards for Mathematical Practice for this reason: Students are being taught to learn mathematics as a mathematician and students view themselves as learners. Through this lens, teachers encourage students to justify and reflect on their own thought processes about the “how” and the “why” of learning mathematics. Students are taught to see themselves as active participants in their own learning to create an understanding of how to make mathematical connections within the context of their own lives. Identity has very strong connections with SMPs 1, 2, 3, 4, 5, 6, and 7. Identity has fewer connections with SMP 8, but the connections are still valuable.

Discourse has very strong connections with SMPs 1, 3, and 6. Discourse has fewer but still important connections with SMP 2.

Agency has very strong connections with SMPs 1, 3, and 4.

Belonging has some connections with SMPs 2 and 3.

¹ This resource does not link specifically to priority math standards because it can be used for any math content standards or cluster of standards. This is an effort to integrate SEAD themes and SMPs. Additionally, the goal is to embed the SEAD themes into the instruction of mathematics on a daily basis. A few examples of content connection have been provided in each of the “SEAD Theme Guidebooks.”

SUMMARY OF INTERSECTIONS OF SEAD THEMES WITH SMPs				
SMP	IDENTITY	DISCOURSE	AGENCY	BELONGING
SMP 1 Make sense of problems and persevere in solving them.	●	●	●	
SMP 2 Reason abstractly and quantitatively.	●	○		○
SMP 3 Construct viable arguments and critique the reasoning of others.	●	●	●	○
SMP 4 Model with mathematics.	●		●	
SMP 5 Use appropriate tools strategically.	●			
SMP 6 Attend to precision.	●	●		
SMP 7 Look for and make use of structure.	●			
SMP 8 Look for and express regularity in repeated reasoning.	○			

The table provides an indication of the strength of the connection between the SEAD theme and the SMP in the following way:

- indicates that there are several substantive connections between the theme and the SMP, and that selecting these two together (e.g., discourse and SMP1) would provide an excellent basis for the integration of equity into the math lesson.
- indicates that there are some very useful connections between the theme and the SMP, and that selecting these two together (e.g., discourse and SMP2) would still provide a valuable basis for the integration of equity into the math lesson.
- indicates that there are very few connections between the theme and the SMP, and that it would be better to select a different SMP for the integration of equity into the math lesson.

3 Identify the Standard(s) for Mathematical Practice (SMP) to support the SEAD Theme

Using the SEAD Theme Guidebooks, write out the SMP on the lesson planning template.

SMP 1: Make sense of problems and persevere in solving them.

SMP 2: Reason abstractly and quantitatively.

SMP 3: Construct viable arguments and critique the reasoning of others.

SMP 4: Model with mathematics.

SMP 5: Use appropriate tools strategically.

SMP 6: Attend to precision.

SMP 7: Look for and make use of structure.

SMP 8: Look for and express regularity in repeated reasoning.

4 Create / Implement / Reflect on SEAD Strategy

See "[Suggested Actions + Strategies](#)" on page 16.

- Embed Strategy into Existing Lesson Plan
- Review Samples in Lesson Study
- Best SEAD Practices Discussions in Professional Learning Communities / Network

Teachers can choose two ways of using the SEAD Theme Guidebooks:

Using the Template as a Lesson Planning Process

The template can be used in the planning stages of a lesson, helping to ground the SEAD theme into the math content and the SMP chosen. What examples appeal to you? What sample actions might you choose? What will you watch for in the lesson?

Using the Template as a Reflection Process

The template can also be used after a lesson is conducted, as a check-in and reflection about what the teacher noticed in the lesson. Did you see evidence of students demonstrating the SEAD theme (maybe strongly, maybe beginning steps)? Did that SEAD theme and that SMP chosen help students access the math content? How might you adjust any parts of the lesson to increase that access?

An Extra Resource: "SEAD-SMP-Content Standard-Lesson/Task" Chart

See "[SEAD-SMP-Content Standard-Lesson/Task](#)" on page 11.

This chart gives teachers some examples of the process fully thought through, and includes sample tasks/lessons.

SEAD-SMP-CONTENT STANDARD-LESSON/TASK CHART				
GRADE LEVEL	SEAD	SMP(S) FOCUS	CONTENT STANDARD(S)	LESSON / TASK
6	Identity	3, 4, 7	6.RP	Using Proportional Reasoning
6	Discourse	1, 3, 6	6.RP	Sharing Costs Equitably: Traveling to School
6	Agency	1, 3, 4	6.RP.3	Percents on a Linear Model
6	Belonging	2, 3	6.NS	Translating between Fractions, Decimals and Percents
6	Discourse Belonging	1, 2, 3, 6	6.RP.3	Sticky Note Challenge
7	Identity	2, 3, 6, 7	7.SP	Charity Fair Task
7	Discourse	1, 3, 6	7.SP	Doritos Roulette
7	Agency	1, 3, 4	7.EE.4A	Two-Step Equations
7	Belonging	2, 3	7.EE, 7.NS	Using Positive and Negative Numbers in Context

5 Identify the Student Actions

Teachers can choose two ways of using the SEAD Theme Guidebooks:

- **Lesson Planning Process:** *Write out desired student outcomes for the lesson.*
- **Reflection Process:** *Write out the student actions that took place during the lesson.*

6 Identify the Teacher Actions

Teachers can choose two ways of using the SEAD Theme Guidebooks:

- **Lesson Planning Process:** *Write out desired teacher outcomes for the lesson.*
- **Reflection Process:** *Write out the teacher actions that took place during the lesson.*

7 Summary of Practice / Best Practices / Reflection

Using the SEAD Theme Guidebooks, teachers may want to:

- Write out summary of practice
- Identify Best Practices
- Provide a Reflection

SEAD Lesson Planning Template

1. IDENTIFY THE PRIORITY MATH STANDARD

2. IDENTIFY THE SEAD THEME

Find SEAD Theme Guidebooks included in Stride 3 toolkit.

- **IDENTITY**
- **DISCOURSE**
- **AGENCY**
- **BELONGING**

3. IDENTIFY THE SMP(S) TO SUPPORT THE SEAD THEME

- **SMP 1:** Make sense of problems and persevere in solving them.
- **SMP 2:** Reason abstractly and quantitatively.
- **SMP 3:** Construct viable arguments and critique the reasoning of others.
- **SMP 4:** Model with mathematics.
- **SMP 5:** Use appropriate tools strategically.
- **SMP 6:** Attend to precision.
- **SMP 7:** Look for and make use of structure.
- **SMP 8:** Look for and express regularity in repeated reasoning.

4. CREATE / IMPLEMENT / REFLECT ON SEAD STRATEGY

5. IDENTIFY THE STUDENT ACTIONS

6. IDENTIFY THE TEACHER ACTIONS

7. SUMMARY OF PRACTICE / BEST PRACTICES / REFLECTION

STRATEGIES TO SUPPORT ELS IN MATHEMATICS		
STRATEGIES THAT MAKE CONTENT ACCESSIBLE	STRATEGIES THAT SUPPORT COMMUNICATION	STRATEGIES THAT PROVIDE OPPORTUNITIES FOR COMMUNICATION
Active prior knowledge.	Create vocabulary banks.	Facilitate whole-class discussion.
Make manipulative materials available.	Use sentence frames.	Allow for small-group discussions.
Connect symbols with words.	Ask questions that elicit explanations.	Utilize partner talk.
Provide visuals.	Design questions and prompts for different proficiency levels.	Ask for choral responses from students.
Pose problems in familiar contexts.	Use prompts to support student responses.	
Elicit nonverbal responses (e.g., thumbs-up or thumbs-down).	Foster a positive learning community and a safe atmosphere.	
Demonstrate and model.	Practice wait time.	
Modify teacher talk and draw attention to key concepts.	Consider language and math skills, as well as social factors, when grouping students.	
Recast/rephrase mathematical ideas and terms.	Rephrase strategies and ideas.	
Use native language as a resource.		

SUGGESTED ACTIONS + STRATEGIES

SUMMARY TABLE

PRIORITY INSTRUCTIONAL CONTENT IN ELA/LITERACY AND MATHEMATICS
COUNCIL OF GREAT SCHOOLS

SEAD	SMP	STRATEGY
Identity Belonging	SMP 2 Reason abstractly and quantitatively.	Build a safe community where mathematical discourse supports active listening, promotes diverse perspectives and insights, and allows students to consider others' reasoning to advance their own mathematical understanding. For example, utilize a "which one doesn't belong?" activity for groups of students to discuss and analyze correspondences between graphs, tables, and equations that represent a relationship between dependent and independent variables.
Agency	SMP 2 Reason abstractly and quantitatively.	Bring in students' existing funds of knowledge (culture, contexts, language, and experiences), such as during the study of ratios and rates, when students need to make sense of quantities and relationships in problem situations; they may bring in their understanding of measurement units to do measurement conversions and their real-life interactions with percents to solve percent problems.
Discourse	SMP 3 Construct viable arguments and critique the reasoning of others.	Position students as mathematically competent by encouraging them to construct mathematical arguments and engage in the reasoning of others, such as when they are using the properties of operations to generate equivalent expressions or working collaboratively to develop the formula for the area of a triangle through analyzing a variety of parallelograms and making an argument to generalize the relationship.
Agency	SMP 4 Model with mathematics.	Bring in students' funds of knowledge by ensuring materials and problems have a connection with learners, while also providing opportunities to learn about the broader world, such as when solving rich tasks involving geometric measurement that have a significant modeling component.
Identity	SMP 1 Make sense of problems and persevere in solving them.	Communicate that students' thinking is valued to build trust and rapport by asking questions that elicit students' thinking, such as when students are analyzing proportional relationships.
Agency Discourse	SMP 3 Construct viable arguments and critique the reasoning of others.	Position students as competent and elevate their status by valuing different contributions students make when they share representations and make connections between these representations (for example, tables, graphs, equations, and verbal descriptions of proportional relationships).
Agency Discourse	SMP 3 Construct viable arguments and critique the reasoning of others.	Promote student engagement and identity by embedding systems and routines such as "stronger and clearer each time," or other routines that allow students to engage in productive struggle and take ownership in their progress and growth toward intended learning outcomes.
Agency Discourse	SMP 4 Model with mathematics.	Enhance students' mathematical agency by including regular collaborative opportunities for students to work together with others as a team on modeling tasks that provide multiple pathways for success and that require reasoning and problem solving.
Identity	SMP 5 Use appropriate tools strategically.	Provide opportunities for students to consider tools they may use to solve a problem and justify their appropriateness. For example, they may choose to graph a function defined by expressions to picture the way one quantity depends on the other, or use graphing technology to approximate solutions to a system of equations.

SUGGESTED ACTIONS + STRATEGIES (continued)**ADAPTED FROM K-5**

SEAD	SMP	STRATEGY
Belonging	SMP 7 Look for and make use of structure.	Promote a sense of belonging by including math routines, such as dot talks or number talks, so that students see themselves as a part of a community.
Belonging Discourse	SMP 3 Construct viable arguments and critique the reasoning of others.	Use discussion protocols to provide a safe environment for students to share their developing thinking and to allow for interactions where peers value multiple contributions.

GUIDELINES FOR IMPROVING MATH MATERIALS FOR ENGLISH LEARNERS
ENGLISH LEARNERS SUCCESS FORUM

SEAD	SMP	STRATEGY
Discourse	SMP 1 Make sense of problems and persevere in solving them.	3 Reads
Agency Discourse	SMP 3 Construct viable arguments and critique the reasoning of others.	Choose and Defend

SUGGESTED ACTIONS + STRATEGIES (continued)

FOSTERING MATH PRACTICES GRACE KELEMANIK AND AMY LUCENTA

SEAD	SMP	STRATEGY
Identity Discourse	SMP 7 Look for and make use of structure.	Contemplate then Calculate Capturing Quantities is an instructional routine designed to focus students' attention on important quantities and relationships in problem situations. The goal of the routine is to develop students' ability to reason abstractly and quantitatively, math practice 2.
Identity Discourse	SMP 2 Reason abstractly and quantitatively.	Capturing Quantities is an instructional routine designed to focus students' attention on important quantities and relationships in problem situations. The goal of the routine is to develop students' ability to reason abstractly and quantitatively.
Identity Discourse	SMP 7 Look for and make use of structure.	Connecting Representations is an instructional routine that positions students to think structurally as they connect two representations by articulating the underlying mathematics. An essential goal of this routine is expanding students' repertoire of structural noticings.
Identity Discourse	SMP 8 Look for and express regularity in repeated reasoning.	Recognizing Repetition is an instructional routine that supports the difficult road to generalizing problem situations. Students enlist multiple modalities while they attend to the repetition in their counting, calculating, and constructing processes. In doing so, they leverage their repeated reasoning to make abstract generalizations.
Discourse	SMP 1 Make sense of problems and persevere in solving them.	The 3 Reads instructional routine is designed to develop students' ability to make sense of problems by deconstructing the process of reading mathematical situations. Over time, students will internalize this process, thereby creating a heuristic for reading and making sense of mathematical story problems.
Agency Discourse	SMP 3 Construct viable arguments and critique the reasoning of others.	Decide and Defend is an instructional routine in which students make sense of another's line of mathematical reasoning, decide if they agree with that reasoning, then draft an argument defending their decision.

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