

EDUCATION WEEK

PD WEBINARS

LEARN LEAD

Improving Classroom Climate Through Social-Emotional Learning

Part of a three-part series:

**THE ART OF CLASSROOM
MANAGEMENT:**

*Creating a Purposeful
and Supportive Learning
Environment*

Featuring ▶

Taiesha Durham
Reading Teacher

Kyle Miller
Lead Coach



EDUCATION WEEK

pd WEBINARS

Advancing Online Learning
for Educators



Liana Heitin

Associate editor, *Education Week Teacher*

EDUCATION WEEK
TEACHER

www.edweek.org/tm

EDUCATION WEEK
TEACHER
pd
SOURCEBOOK

www.teachersourcebook.org



Kyle Miller is lead coach for the Chicago New Teacher Center. Miller has authored and facilitated numerous professional development sessions on classroom management and social-emotional learning. He is in his 11th year working in the Chicago school district, in various capacities. His experiences include teaching 3rd, 7th, and 9th grades, working as a professional school counselor, and coaching new teachers.



Taiesha Durham began her career with the Chicago school district in 2007 and has worked with students in pre-kindergarten through 8th grade. During her first two years as a teacher, she received mentoring from New Teacher Center coaches, including Kyle Miller. For the last several years, she has been a 1st and 2nd grade reading teacher, with a focus on preparing students for the Common Core State Standards. She has presented at an array of professional-development events on various topics, including balanced literacy, assessment administration, and classroom management.

**An on-demand archive of this
webinar is going to be available at
www.edweek.org/go/PDarchives
in less than 24hrs.**

As a participant of this webinar, you have earned a certificate of completion from Education Week PD Webinars. Participants will receive their certificate via email within a week. If you do not receive a certificate, please send an email to webinars@epe.org for assistance.



Improving Classroom Environment Through Social- Emotional Learning

Education Week Webinar

September 4, 2013

Kyle Miller
Lead Coach, New Teacher Center, Chicago

Taiesha Durham
Induction Coach, New Teacher Center, Chicago

Special Acknowledgments



Mentoring, Leading and Teaching for Social and Emotional Learning

Many materials were co-developed by the New Teacher Center in collaboration with Acknowledge Alliance, and made possible through a generous grant from the Morgan Family Foundation.

© 2013 New Teacher Center and Acknowledge Alliance, originally the Cleo Eulau Center.

Connector: Your Experience with SEL



Participants will...

- Learn how the concepts and competencies of social-emotional learning can establish and maintain a positive and productive learning environment
- Examine how becoming a more confident and consistent leader can support the growth of resilience, empathy, and other SEL competencies in students
- Determine ways you can develop and use social-emotional learning skills and techniques to create a space that is physically, intellectually, and emotionally safe

Agenda

- Social and Emotional Learning (SEL) background information
- Benefits of SEL
- SEL teaching standards that guide teachers
- Building classroom climate through SEL skill development
- Skill Development
- Resources
- Q & A

Social-Emotional Learning (SEL)



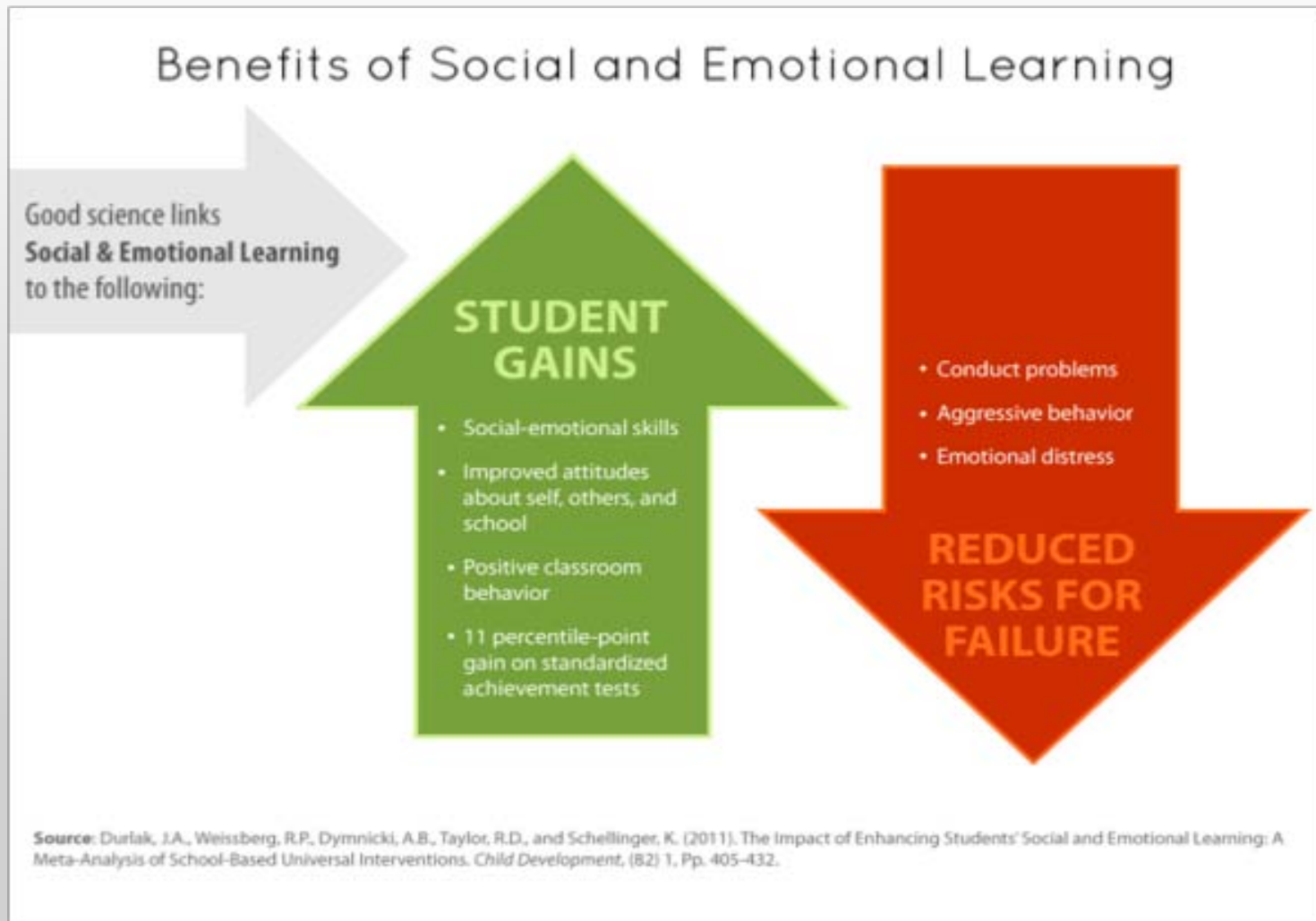
Source: Collaborative for Academic and Social and Emotional Learning (CASEL.org)

Why is SEL Important?

SEL is...

- foundational for learning, growth, and achievement
- an opportunity for students, teachers, mentors, and school leaders to develop social and emotional skills and competencies in a parallel process

Benefits of SEL



Standards for Teachers and Students

SEL standards (K-12 by state)

- Illinois
- Idaho
- Kansas
- Pennsylvania
- Vermont
- New York
- Tennessee
- Washington



Source: <http://casel.org/policy-advocacy/sel-in-your-state/>

SEL Skills

- Problem-solving
- **Empathy**
- **Resilience**
- Conflict resolution
- Effective communication
- Emotional regulation
- Managing behavior
- Expressing emotions appropriately

Building Classroom Climate through SEL Skill Development

A TEACHER'S STORY...



The “It” Factor

- Command the room
- Confident and competent
- Keep emotions in check
- Manage the classroom and students
- Students display self-management skills
- Make “it” look easy
- Some have “it”
- “It” can be developed



Jaquan



Empathy

- Putting oneself in another's position and seeing the world as they see it
- Generating a variety of possible explanations and alternatives for an action or response

“Teachers need to be comfortable talking about feelings.”
Daniel Goleman, author of *Emotional Intelligence*

A Case for Empathy



**Atlanta school bookkeeper calm,
empathetic with school shooter**

"The 24-minute recording shows Antoinette Tuff continually reassuring the man and displaying empathy, which kept his mood - and the situation - from exploding."

Building the Empathy Movement

CultureOfEmpathy.com

Why Empathy?

Developing a classroom climate that promotes:

- Social Awareness
- Appreciate and respect diverse perspectives
- Practicing critical thinking
- Ability to analyze situations
- Problem solving
- Active listening

“The emotional brain responds to an event more quickly than the thinking brain.”
Daniel Goleman, author of *Emotional Intelligence*

Teacher Development of Empathy

- Get to know your students deeply
- Seek to understand the students' perspectives
- Identify with the students' feelings
- Nurture relationships
- Non-judgmental attitude
- Start anew each day
- Reflect: What's working? What's not?
- Persist

Student Development of Empathy

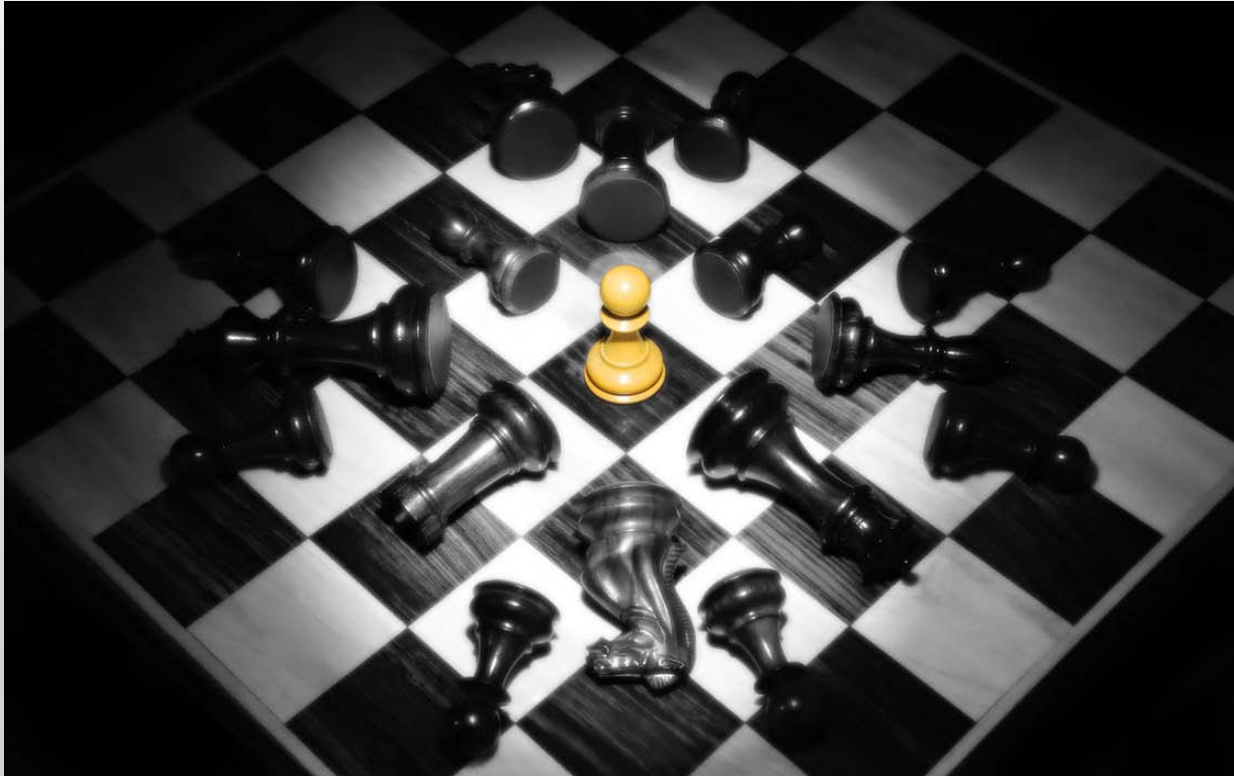
- Role-Play/Conflict Resolution
- Dialogue Journals
- Perspective Talks
- Morning Meeting/Circle of Power
- Read texts that discuss bullying and facilitated classroom discussions
- Buddy programs between older and younger students or with the autism program
- Daily compliments and positive affirmations

Marcus



Resilience

The ability to bounce back from adversity



“Resilience is the key to thriving, rather than just surviving”
Dr. Mary Steinhardt, University of Texas at Austin



Resilience research has shown that a supportive relationship with an adult outside of the family is one of the keys to student success (Werner & Smith, 1992).

Teacher Development of Resilience

- Self-evaluate your practice
- Maintain an optimistic attitude when dealing with all students
- Stay abreast of current research and best practices
- Educate by any means necessary
- Identify specific times in the day when frustration arises

Resilience is defined as a quality that enables teachers to maintain their commitment to teaching and their teaching practices despite challenging conditions and recurring setbacks (Brunetti, G.J., 2006).

Student Development of Resilience

- Cool down spot
- Journaling
- Goal setting
- Using mistakes as a learning opportunity
- Talk about emotions
- Opportunities to work in groups on challenging tasks

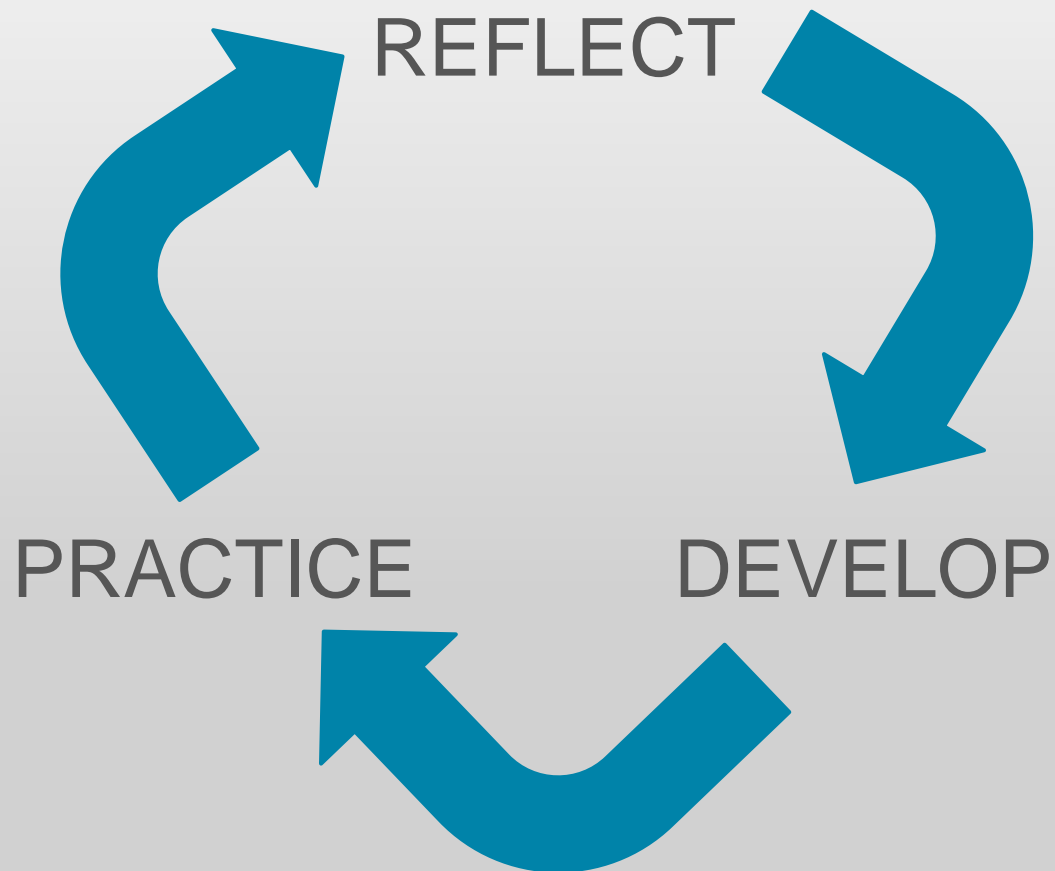
How can we get this in the classroom?

- Teacher first– We can only control ourselves
- Explicitly teach about emotions and feelings
- Structure and consistency
- Strong classroom management plan
- Mutual level of respect
- Involve students

Questions to ask yourself:

- Is what I am doing/saying making me a better teacher?
- Is what I am doing causing my students to think about making better choices?

Skill Development



Teacher's Role in Skill Development

- **Reflect** - Teacher reflects on what is working and what is not working in the classroom and how he/she feels about it
- **Develop** - Teacher develops strategies for self before teaching students
- **Practice** - New skills require time to practice

Repeat the process for yourself

Repeat the process with students

The Power of SEL: Research Highlights

- Improved overall school performance (Merrell & Gueldner, 2010)
- Improved school attitude, behavior, academic performance across content, test scores and higher-level thinking strategies (Zins, Weissberg, et.al, 2004)
- Improvement in standardized test scores, increased by an equivalent of 14 percentile points (Dymnicki, 2006)
- Lower absenteeism and fewer suspensions/retentions; fewer disruptive behaviors; increased attention and inhibitory control (Snyder, et al., 2010)
- Sense of belonging at school (Molero, 2006)
- Student engagement in learning (Brewster & Bown, 2004)
- Parent support of the educational process (Comer, 2004)

SEL Resources

Websites

www.casel.org

www.thehawnfoundation.org

www.edutopia.org

www.talentsmart.com

<http://startempathy.org/>

Articles/Blogs

<http://www.edutopia.org/blog/empathy-back-to-school-supply-homa-tavangar>

<http://blogs.kqed.org/mindshift/2013/01/empathy-the-key-to-social-and-emotional-learning/>

http://www.bhcmhmr.org/poc/view_doc.php?type=doc&id=5796&cn=298

<http://www.naesp.org/resources/2/Principal/2008/M-Ap56.pdf>

Helpful Videos

Ashoka Video Room

<http://empathy.ashoka.org/videos>

Edutopia SEL videos

<http://www.edutopia.org/social-emotional-learning-overview-video>

<http://www.edutopia.org/keys-social-emotional-learning-video>

Tish Jennings discusses the CARE program

http://www.youtube.com/watch?v=2fVXUjw29vY&feature=player_embedded#

CASEL You Tube

<http://www.youtube.com/user/SELonTV>

The Hawn Foundation - Mind

Uphttp://www.youtube.com/watch?v=tAo_ZSmjLJ4



Thank you

For More Information

Kyle Miller
Lead Coach

kmiller@newteachercenter.org

Taiesha Durham
New Teacher Coach

twdurham@newteachercenter.org

www.newteachercenter.org

The graphic features a large, red, serif letter 'Q' on the left, a smaller black ampersand '&' in the middle, and a large, red, serif letter 'A' on the right. The letters are set against a background of a large, light blue speech bubble with a white border. The background of the entire slide is a light blue color with a faint, repeating pattern of stylized trees or bushes in a darker shade of blue.

Q & A