How Teachers Can Build Social-Emotional Learning Skills
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Assistant editor, Education Week Teacher

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How Teachers Can Build Social-Emotional Learning Skills

Expert Presenters:

Nicholas Yoder, researcher and technical assistant consultant, Center on Great Teachers and Leaders, American Institutes for Research

Barry Saide, ASCD Emerging Leader and 5th grade teacher, Flemington, N.J.
An on-demand archive of this webinar will be available at http://TopSchoolJobs.org/eXPO2015 in less than 24 hrs.
How to Support Teachers With Good Social and Emotional Skills

Nicholas Yoder, Ph.D.
Researcher and Technical Assistance Consultant
Social and emotional learning (SEL) is the process of developing and using the skills, attitudes, and knowledge that help youth and adults (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2013):

- To identify and regulate emotions
- To develop positive relationships
- To make responsible decisions

SEL is a universal approach:
- It helps build the foundation for teaching and learning at schools.
CASEL Five Social and Emotional Competencies

Self-Awareness
- Recognize one's own feelings, interests, strengths, and limitations

Self-Management and Emotion Regulation
- Regulate emotions and manage daily stressors

Social Awareness
- Take perspective of others and appreciate similarities and differences

Relationship and Social Skills
- Exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships

Responsible Decision Making
- Make ethical decisions and strengthen the ability to develop appropriate solutions to identified problems.

Source: CASEL, 2013.
SEL Embedded Within a Cycle of Continuous Improvement
Stakeholder Engagement and SEL Visioning

Assess SEL Efforts

SEL and Climate Inventory

Preparation for and Implementing SEL Practices and Programs

Ongoing Coaching and Supports

Action Planning Based on Inventory
Identifying and Supporting Adult SEL
Quick Wins: What Can We Do?

- Smile; know your students’ names.
- Have clear expectations and guidelines, including appropriate consequences.
- Find ways to stay calm when angry.
- Avoid mocking or embarrassing the students.
- Give students choices, and respect their wishes.
- Ask questions that help students solve problems on their own.
- Be culturally aware and competent.
Teacher SEL Self-Assessment Tool

“We don’t learn from experience. We learn from reflecting on experience.”
~ John Dewey

Handout 1: Teacher SEL Self-Assessment
Source: http://www.gtlcenter.org/sel-school
SEL Classroom Look-For
Introducing the 10 Teaching Practices That Promote SEL

Social Teaching Practices
- Student-centered discipline
- Teacher language
- Responsibility and choice
- Warmth and support

Instructional Teaching Practices
- Cooperative learning
- Classroom discussions
- Self-assessment and self-reflection
- Balanced instruction
- Academic press and expectations
- Competence building

Handout 2: 10 Teaching Practices That Promote SEL
Student Behavior by SEL Competency

- **Self-awareness**
  - “What are you good at in this class and how do you know you are good at it?”
  - “When you don’t understand something in this class, what do you do?”

- **Self-management**
  - “How do you move toward your goal, especially when you lose focus or are stuck or stressed?”

- **Social awareness**
  - “When you are working in a group, how do you make sure it is fair for everyone?”

- **Relationship skills**
  - “What do you do so that your classmates and teacher have heard and understand your ideas/what you are saying?”

- **Responsible decision making**
  - “When you are working with others, how do you make a decision?”

**Handout 3: SEL Student Behavior Look-For**

Resources
Programs and Practices for Teacher Stress Reduction

- Cultivating Awareness and Resilience (CARE), The Garrison Institute
  http://www.garrisoninstitute.org/care

- The Inner Resilience Program
  http://www.innerresilience-tidescenter.org/

- Mindfulness, Courage, and Reflection for Educators
  http://umassmed.edu/cfm

- Mindful Schools
  http://www.mindfulschools.org/

- Stress Management and Relaxation Techniques (SMART) in Education
  http://passageworks.org/courses/smart-in-education/

- Wish, Outcome, Obstacle, Plan (WOOP)
  http://www.woopmylife.org/
Resources

- CASEL: Collaborative for Academic, Social, and Emotional Learning  
  www.casel.org
- The Center on Great Teachers and Leaders  
  www.gtlcenter.org/sel-school
- Edutopia  
  www.edutopia.org/social-emotional-learning
- National Clearinghouse on Supportive School Discipline  
  http://supportiveschooldiscipline.org/
- National School Climate Center  
  www.schoolclimate.org
- Penn State University Prevention Research Center—PATHS program  
  http://www.episcenter.psu.edu/ebp/altthinking
Reference

Social Emotional Skills for All of Us

Barry Saide
Fifth Grade Teacher
@barrykid1

“I can learn and be more successful,” said Steve.
Social Emotional Skills for All of Us
@barrykid1

What is our mission and vision for our role as teachers?
What is our role as educators?

- Set and maintain the tone
- Create the environment
- Embed the expectations
- Model
- Review/reteach (REMODEL!)
- Stay consistent

Dave Burgess (@burgessdave): outrageoussteaching.com
Deeper dive: Learn. Teach. Lead. This Time with Passion! http://goo.gl/FPuYEH
## S-E-L: Set the Tone

### Week of 9/14 – 9/18

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Intro Class Jobs</th>
<th>Practice Transition Time: post timer on board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Message; scavenger hunt</td>
<td>OBJ: TLW comprehend class jobs PROC: Q: What were jobs you had in last year’s class? Share. T chart on board; intro class job chart, define each role; Q: When did you do classroom jobs? Discuss as class, chart on board. TIPS: What learned from lesson? EVAL: TO of student</td>
<td>Morning Meeting OBJ: TLW participate in MM PROC: Q: If you participated in MM last year, what is it? Ss share, T charts on board. T shares guidelines: all sit in circle, no more than 3 boys/girls in a row; G = S name, facts food; GA: Deer Hunter EVAL: TO of students</td>
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<td>Morning Routines Creation</td>
<td>Energizer: Shakedown Snack</td>
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<tr>
<td>OBJ: TLW create morning routine PROC: Q: What was routine when you came in morning in 4th grade class (first 15)? Chart responses on board; create morning expectations as class. Ss write on chart, post in room. TIPS: What learned from lesson? EVAL: TO of student</td>
<td></td>
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<tr>
<td>Friday</td>
<td>Class Jobs Role Plays</td>
<td>Practice Transition Time: post timer on board</td>
</tr>
<tr>
<td>Morning Message; scavenger hunt</td>
<td>OBJ: TLW comprehend class jobs PROC: Q: What are jobs in our room? Ss write on index card, share as class; compare to chart. T groups Ss into 3s, each group assigned morning routine activity. Have 15 min to create chart showing Ss not following routine; after 15 min, present skills to class, class identifies what Ss did incorrect, explains how should have behaved; TIPS: What learned from lesson. EVAL: TO of student</td>
<td>Morning Meeting OBJ: TLW participate in MM PROC: Q: What are guidelines for MM? Ss share, T charts on board. G: name, GA: Caught Red Handed EVAL: TO of students</td>
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<tr>
<td>Morning Routines Role Plays</td>
<td>Energizer: Shakedown Snack</td>
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<td>OBJ: TLW complete morning routine PROC: Q: What are the morning routines we created? Ss write on index card, share as class; compare to chart. T groups Ss into 3s, each group assigned morning routine activity. Have 15 min to create chart showing Ss not following routine; after 15 min, present skills to class, class identifies what Ss did incorrect, explains how should have behaved; TIPS: What learned from lesson. EVAL: TO of student</td>
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S-E-L: Create the Environment
S-E-L: Embed the Expectations

Responsive Classroom: https://www.responsiveclassroom.org/resources-educators (@responsiveclass)
Eric Jensen (@ericjensenbrain): Teaching With The Brain in Mind
LaVanna Roth (@lavonnaroth): Brain-Powered Lessons to Engage All Learners
1. WRITE DOWN YOUR HOPE AND GOAL SO YOU CAN EASILY TELL YOUR TEACHER:
2. WHAT WILL YOU DO TO HELP YOURSELF TRY TO ACHIEVE YOUR HOPE?
3. WHAT WILL YOU DO TO HELP YOURSELF TRY TO ACHIEVE YOUR GOAL?
4. HOW CAN YOUR CLASSMATES HELP YOU ACHIEVE YOUR HOPE?

S-E-L: Model

RR: have as many hoops games, won’t be able to play with friends b/c no recess, don’t get distracted so won’t get in trouble, others can help by being organized during basketball, others don’t make noise when teach so he can pay attention, T is organized which helps him, keep class as quiet as possible

LF: hope is to be better at choosing books, took her awhile to find good book last year, not sure why it was hard to find perfect book, would try book and then abandon it, goal is to talk less during subjects, talked a lot during subjects, not sure why talked a lot, think it was because of friends in class, by reading books by same author might be easier to find books, will try to stop talking during subjects, classmates can help by recommending books to read, classmates cannot talk during subjects then won’t talk back, T can help by recommending books, reminders to focus on work not talking

Bob: hope is to use more verbs and adjectives so can come up with more writing ideas quicker, to memorize all of multiplication tables so if someone asks me problem I can answer it, I’ll try to memorize few adjectives and verbs to help, will look into past to use for writing, will get multiplication chart to study from, will take time, classmates can help me keep room quiet, can help by helping by walking through answer, not just telling me answer, T can make list of adjectives and verbs for her to use, give her multiplication chart and do multiplication tests,
Why evaluate yourself?

- We can learn what we need to do
- Trust given by me to you to be honest
- Know how you are doing
- Think about how you are doing, put focus back on yourself
- Being honest = being successful
- See where you are so you can improve

We Have Learned:

- Always try hard
- Self/group reflection sheet
- Ask thoughtful questions and follow up questions
- Work hard, grade ↑
- Keep discussion going
- Lit circle expectations, stay on point
- Connect to the speaker
- Find more things than you have to
- Be an active listener, active reader
- Ask questions of the speaker, compliment a group member

By: Sammy

Angela

S-E-L: Review, Reteach, Remodel
S-E-L: Be Consistent!

**Wise Words For Lit Circles**
- If you have a lot to share, share a little.
- Everyone keeps track to make sure everyone shares.
- Don't 10-3 minutes per person, share time (keep track of time).
- Share for certain amount of time.
- Around the circle share.
- Take average of 4 min. per person.
- Rotate who goes first each time.
- If you have a bunch of things, share.
- Know what to share before practice.

**Active Listener**
- Listens to someone else and asks follow-up questions that make a discussion go.
- Asks fat questions that stay on topic.
- Uses the language of response.
- Really "gets into" discussion, asks questions.
- Prepared, thoughtful, communicates.
- Paying attention to you.
- Makes sure the discussion starts or continues.
- Makes connections.
What is our role as educators?

"Our job is to teach the students we have. Not the ones we would like to have. Not the ones we used to have. Those we have right now. All of them."

Dr. Kevin Maxwell

(Quoted often by Brad Currie @bradmcurrie)

“Our room is like a ship: if we all do our part it will float safely to shore. If not, we help each other to make things right,” said Kareen.

(Above from Megan Watson's classroom @mrs Watsonreads)
<table>
<thead>
<tr>
<th>Kate Baker</th>
<th>Nicholas Ferroni</th>
<th>Irvin Scott</th>
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<tbody>
<tr>
<td>Chris Bronke</td>
<td>Josh Garcia</td>
<td>Kathy Suk</td>
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<td>Derek Long</td>
<td>Dr. Jeff Zoul</td>
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<td>Dr. Spike Cook</td>
<td>Silas Kulkarni</td>
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<td>Sandra Alberti</td>
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<td>Mark Mautone</td>
<td>Tom Murray</td>
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<td>Jay Eitner</td>
<td>Matt Mingle</td>
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