All Learning is Social and Emotional

Doug Fisher

What is the purpose of school?

What's the Main Goal of a Public School Education?

Types of Curriculum

- The official curriculum, or written curriculum, gives the basic lesson plan to be followed, including objectives, sequence, and materials. This provides the basis for accountability.
- The operational curriculum is what is taught by the teacher, and how it is communicated. This includes what the teacher teaches in class and the learning outcomes for the student.
- The hidden curriculum includes the norms and values of the surrounding society. These are stronger and more durable than the first two, and may be in conflict with them.
- The null curriculum consists of what is not taught. Consideration must be given to the reasons behind why things are not included in the official or operational curriculum.
- The extra curriculum is the planned experiences outside of the specific educational session.

(Power, 1990, pp. 10-13)

Where does SEL live in your classroom or school?
Social-emotional engagement is far more than having a character-building curriculum. It includes:

- Cultural proficiency of the school
- Creating a welcoming environment
- Relationships
- Invitational teaching
- Restorative practices

5 Tenets of Social and Emotional Learning

PUBLIC SPIRIT
- Respect for others
- Courage
- Critical responsibility
- Civic responsibility
- Social justice

SOCIAL SKILLS AND RELATIONSHIPS
- Build relationships
- Negotiation
- Communication
- Empathy
- Emotional intelligence

COGNITIVE REGULATION
- Metacognition
- Attention
- Decision-making
- Problem-solving
- Resilience

EMOTIONAL REGULATION
- Identity emotions
- Mindfulness
- Emotional control
- Emotional expression
- Stress management

Identity is how we define ourselves.

People learn from their lives through the stories they tell to and about themselves.
Agency is belief in one's capacity to act upon the world.

People with a limited sense of agency may be immobilized, angry, blame others, and even lash out.

We have fewer interactions with hard-to-reach students.

Teacher expectations are influenced by...
- Past Achievement
- Physical & Cognitive Differences
- Gender
- Race/Ethnicity
- SES
- Language Barriers

Differential Teacher Treatments of High and Low Achievers

Low achievers:
- Get less wait time.
- Are criticized more often for failure.
- Are praised less frequently.
- Receive less feedback.
- Are called on less often.
- Are seated further away from the teacher.
- Have less eye contact from the teacher.
- Have fewer friendly interactions with the teacher.
- Their ideas are accepted less often.

Ms. Campbell combines whole-group instruction with small group learning. ELLs are in a permanent homogenous small group. "So I can give them specialized instruction."

A Tale of 4 Kindergartens Math Classrooms
Mr. Andrews combines whole-group instruction with heterogeneous small group learning (a single EL in each group) "so that these kids get lots of exposure to native English speakers."

Ms. Barnett uses whole-group instruction with homogeneous and heterogeneous small group learning. "I give specialized supports like teaching academic language structures. But other times they benefit more from learning with native speakers to apprentice them into the language."

Ms. Dennison uses whole-group instruction only. "That's the way I've always taught, and I'm not going to change now."

Math achievement of 374 K English learners aligned with:
1. Teacher perceptions of the student's math ability.
2. Their within class grouping practices.


The Power of Perception
Teacher perceptions become students’ reality.

Feedback: $d = 0.75$

Feedback should spark thinking and action.

What we say to children, as well as how we say it, contributes to their identity and sense of agency, as well as success.

The messages that students receive externally become the messages they give themselves.
Feedback about the task

Most common type
"You're pointing to the right one."

Corrective feedback
"You'll want a transition between these two ideas in your paper."

Not useful without additional information
"Reread Section 3 of the text because you have this one wrong."

Feedback about the processing of the task

Did you use the FOIL method to solve that problem?

It seems like a prediction might help here, right?

You have great stamina because I can see you've been working on this for several minutes.

Feedback about self-regulation

When you put your head down, you stopped listening to your group members.

I think you achieved what you set out to achieve, right?

I bet you're proud of yourself because you used that strategy we've been talking about, and it's working for you.

Structure the feedback for effectiveness

Begin with a description of performance.

Follow with guidelines of what to continue doing, or to change.

End with encouragement to persist.

Zwiers, 2008

Sources of feedback

- Teacher
- Peers
- Self
Have students critique their own assignments

- How much time and effort did you put into this?
- What do you think your strengths and weaknesses were in this assignment?
- How could you improve your assignment?
- What are the most valuable things you learned from this assignment?

National Center for Nondestructive Testing

I Can Statements

- I can... (checklist items)

Self-assessment in elementary

Assess Yourself!

I'm a Novice. I'm just starting to learn this and I don't really understand it.
I'm an Apprentice. I'm starting to get it, but I still need someone to teach me things.
I'm a Practitioner. I can pretty much do it by myself, but I sometimes mess up or get stuck.
I'm an Expert. I understand it well, and I could thoroughly teach it to someone else.

Which statement best describes you?

Model what it means to seek feedback.

WELCOME:

Integrated Math 3

10/4/19
Grit and Recognition Letters
Handwritten, hand-addressed, with a postage stamp.

Lasso Your Ideas: Agency and Identity
A surprise:
A confirmation:
A great idea:
I’ll start by:
I know just the person:

SEL Tenet 2: Emotional Regulation
Help students identify and label emotions.

Pulchik’s Wheel of Emotions

Conduct emotional check-ins to build students’ ability to accurately predict and label emotions.

1. How do you feel at the start of the school day?
2. What emotions do you feel throughout the day while learning?
3. Do you feel differently when walking in the hallway, sitting in the lunchroom, or at recess or passing period?
4. How do you feel at the end of the school day?

Bradett and Frank (2017)

Discuss characters’ emotions in literature.

SEL Tenet 3: Cognitive Regulation

What highly effective teachers do... Such that students...

- Communicate clear learning intentions
- Have challenging success criteria
- Teach a range of learning strategies
- Know when students are not progressing
- Provide feedback
- Visibly learn themselves

John Hattie
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<td>Communicate clear learning intentions</td>
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<tr>
<td>Have challenging success criteria</td>
<td>Are challenged by success criteria</td>
</tr>
<tr>
<td>Teach a range of learning strategies</td>
<td>Develop a range of learning strategies</td>
</tr>
<tr>
<td>Know when students are not progressing</td>
<td>Know when they are not progressing</td>
</tr>
<tr>
<td>Provide feedback</td>
<td>Seek feedback</td>
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<tr>
<td>Visibly learn themselves</td>
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Assessment capable learners say...

"I know where I'm going."

Assessment capable learners say...

"I have the tools I need."

Assessment capable learners say...

"I gauge my progress."

Assessment capable learners say...

"I recognize what's next."

SEL Tenet 4: Social Skills
Know students' names

Bring the right attitude to school

Know students' interests

Make home visits
Attend extracurricular activities

Provide quality, meaningful instruction

Build relationships with 2 x 10's
2 minutes a day
10 days in a row
Talk about anything EXCEPT school or work


These private conversations make a world of difference.

"EVERY CHILD WHO WINDS UP DOING WELL HAS HAD AT LEAST ONE STABLE AND COMMITTED RELATIONSHIP WITH A SUPPORTIVE ADULT"

Restorative Practices

TALK TO ME
If a child can't read, we teach him to read.

If a child can't do math problems, we teach him how to do math problems.

If a child doesn't know how to behave, we punish him.

Leadership Challenges of Restorative Practices

<table>
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<th>Traditional Discipline</th>
<th>Restorative Practices</th>
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<tr>
<td>School and rules violated</td>
<td>People and relationships violated</td>
</tr>
<tr>
<td>Justice focuses on establishing guilt</td>
<td>Justice identifies needs and obligations</td>
</tr>
<tr>
<td>Accountability = punishment</td>
<td>Accountability = understanding impact, repairing harm</td>
</tr>
<tr>
<td>Justice directed at offender, while victim is ignored</td>
<td>Offender, victim and school all have direct roles in justice process</td>
</tr>
<tr>
<td>Rules and intent outweigh whether outcome is positive/negative</td>
<td>Offender is responsible for harmful behavior, repairing harm and working toward positive outcome</td>
</tr>
<tr>
<td>No opportunity for remorse or amends</td>
<td>Opportunity given for amends and expression of remorse</td>
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When you were a victim...
A time when you were wronged, intentionally or unintentionally.

- How did you feel?
- What questions did you want to ask the offender?
- What else did you want to say to him/her?
- Who or what could make things right for you?
- What would justice have looked like for you?

When you were an offender...
A time when you did something wrong: something you're not proud of, and for which you got caught.

- How did you feel?
- What would you have liked to say to the victim?
- Who or what would have made things right?
- What would justice have looked like for you and for the victim?

Continuum of Restorative Practices

Restorative Conferences
Victim-Offender Dialogue
Circle Processes/Class Meetings
Email, Impromptu Conversations
Affective Statements

It depends!
Affective Statements

ANOTHER WAY OF SAYING
"EXPRESSING YOUR FEELINGS."

I think...
I feel...
I believe...
I want...

Types of Circles

- Sequential
- Non Sequential
- Fishbowl
- Inside-Outside

Continuum: Small Impromptu Conferences

Scripts for Impromptu Conferences

Students who struggle academically or behaviorally
- How do you describe yourself?
- How do others describe you?
- What assumption do others make about you that aren’t true?
- How would you like others to describe you?
- Let’s make a plan to get you where you want to be.

Students who are doing well
- How do you describe yourself?
- How do others describe you?
- What assumption do others make about you that aren’t true?
- What should we be doing more of or less of to help you reach your goals?
- Let’s make a plan to get you where you want to be.
Victim-Offender Dialogue

Restorative Questions for Challenging Behavior
- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way?
- What do you think you need to do to make things right?

Restorative Questions to Help Those Harmed By Another’s Action
- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Continuum: Restorative Conferencing

Table Talk
What role can restorative practices play in SEL?
What is the discipline model used in your school or district? Does there need to be additional work with restorative practices to reduce inequities in disciplinary action?
Public Spirit is an active interest and personal investment in the well-being of one's community.

On July 4, 1776, Marquis de Lafayette was 18.
On July 4, 1776, James Monroe was 18.

On July 4, 1776, Alexander Hamilton was 21.

On July 4, 1776, Sybil Ludington, "the female Paul Revere" was 15.

Take care of yourself. Take care of each other. Take care of this place.
What will you do next?

Thank you!