



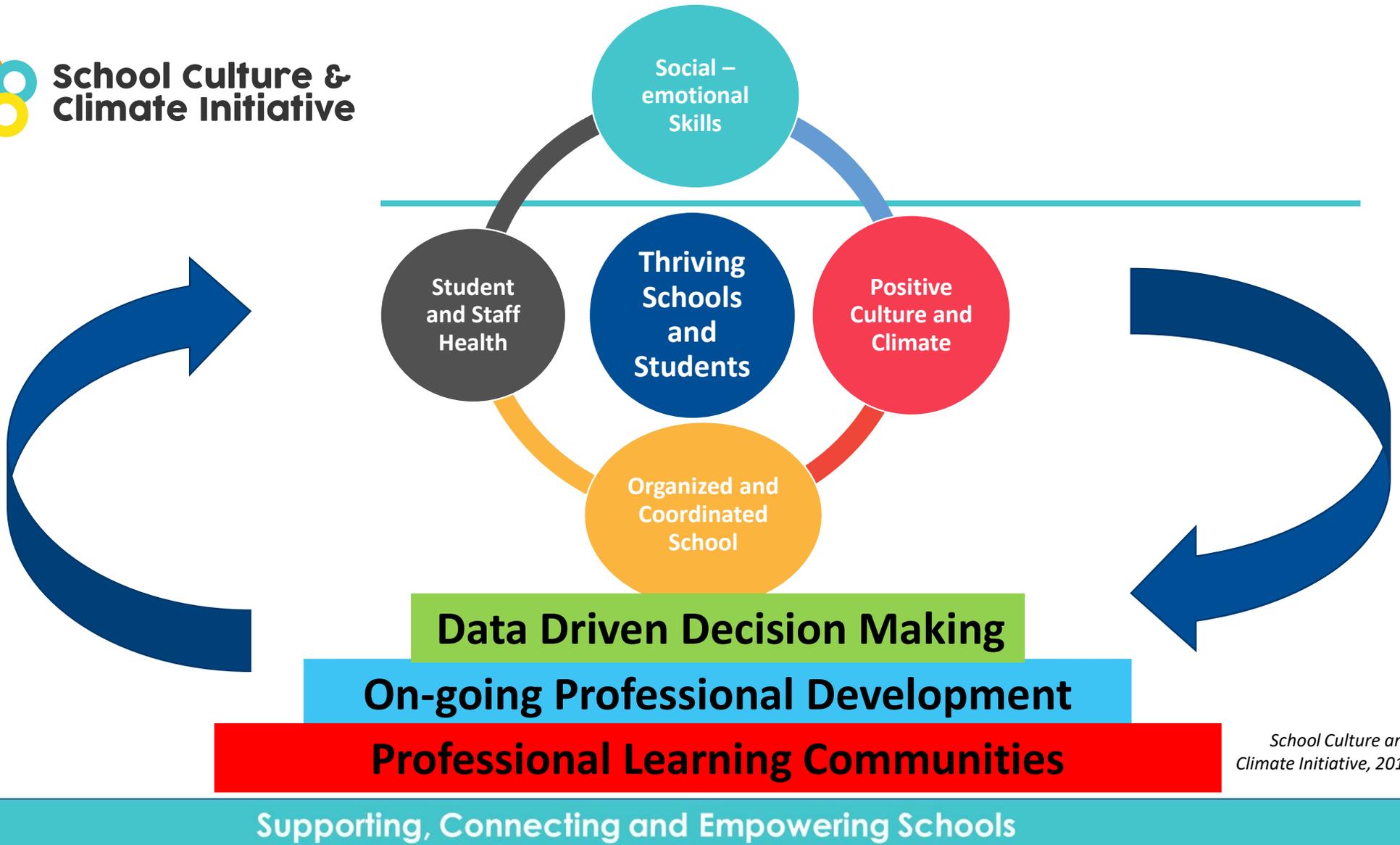
## **School Culture & Climate Initiative**

# **The Importance of Adult Social-Emotional Skills: The foundation for a thriving school community**

**Warren School Support Network**  
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**Supporting, Connecting and Empowering Schools**



# The Foundation

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The **social-emotional skills** of students and staff create the foundation for a positive school climate.

In a positive **school climate** learning can happen and all are respected, heard, valued and supported.

# What Works to Promote Students' SEL?

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- 1) Understanding **how our own social-emotional competencies** effect how we interact with students and can help promote students' social-emotional and academic skills development.
- 2) Implementing best practices and strategies for social-emotional and academic learning in the classroom.

# Two SEL Teaching Approaches

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## SOCIAL Teaching Practices

- Student-centered discipline
- Teacher language
- Responsibility and choice
- Warmth and support

## INSTRUCTIONAL Teaching Practices

- Cooperative learning
- Classroom Discussion
- Self-assessment and self-reflection
- Balanced instruction
- Academic press and expectations
- Competence building

*Center for Great Teachers and Learners, AIR (2014). Self-assessing social-emotional instruction and competencies: A tool for teachers.*

# Impact of Teachers' Social-Emotional Competencies

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- Teachers as models
- Teachers with strong social-emotional skills:
  - Handle stressful situations and demonstrate positive coping skills
  - Communicate effectively
  - Develop supportive relationships with students
  - Create activities that build on students' strengths
  - Help students develop social-emotional skills

Center for Great Teachers and Learners, AIR (2014). Self-assessing social-emotional instruction and competencies: A tool for teachers.

# SEL Competencies...

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**So....**

**What Does this Look Like in Adults in  
Schools?**

# SEL competencies for teachers and staff- **SELF-AWARENESS**

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## SELF-AWARENESS

- Emotional self-awareness
- Accurate self-perception
- Self-confidence
- Optimism

Collaborative for Academic and Social-Emotional Learning (2015).

# SEL competencies for teachers and staff- **SELF-MANAGEMENT**

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## SELF-MANAGEMENT

- Self-control
- Setting and achieving goals
- Adaptability
- Organizational skills

Collaborative for Academic and Social-Emotional Learning (2015).

# Teacher and Administrator Social- Emotional Competency

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## Unprecedented levels of teacher and principal stress

- **58% of teacher respondents** said their mental health was “**not good**” (2017 Educator Quality of Work Life Survey, AFT & BAT)
- That is 2x the rate in general workforce
- Lower health outcomes compared to general workforce
- Less sleep than general workforce

### Relationship of supportive school culture on teacher stress

# SEL competencies for teachers and staff- SOCIAL-AWARENESS

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## SOCIAL-AWARENESS

- Empathy
- Respect for others
- Appreciation of diversity
- Organization awareness

Collaborative for Academic and Social-Emotional Learning (2015).

# SEL competencies for teachers and staff- **RELATIONSHIP SKILLS**

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## RELATIONSHIP SKILLS

- Communication skills
- Building relationships
- Conflict management
- Teamwork and collaboration

Collaborative for Academic and Social-Emotional Learning (2015).

# SEL competencies for teachers and staff- **RESPONSIBLE DECISION MAKING**

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## RESPONSIBLE DECISION MAKING

- Problem identification and situation analysis
- Problem solving
- Evaluation and reflection
- Personal, moral and ethical responsibility

Collaborative for Academic and Social-Emotional Learning (2015).

## SEL benefits adults: Positive impact on teachers

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Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer.**

Teachers with high levels of social competence are better able to protect themselves from burnout by:

- ✓ developing and managing nurturing relationships with their students
- ✓ managing behavior in their classrooms
- ✓ serving as behavioral role models for children
- ✓ regulating their own emotions

*Jennings, P.A. & Greenberg, M.T. (2009) The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. American Educational Research Association.*

# Effect of Teachers' SEL on Students

- ✓ Quality of the teacher-student relationship
- ✓ Teachers as SEL models
- ✓ Classroom management & organization



What can help classroom management?

- Creating a positive classroom environment
- Greeting students by name
- Co-creating positive social norms/classroom rules
- Encouraging students
- Engaging student voice

## Self-reflection...

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- I have discussions with my students about how and why classroom procedures are implemented.
- I respond to misbehavior by considering pupil specific social, affective, cognitive, and/or environmental factors that is associated with occurrence of the behavior.
- I teach students strategies to handle the emotions that affect their learning (e.g., stress, frustration).
- I model strategies that will help students to monitor and regulate their behavior.

## Self-reflection...

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- I let my students know how their effort leads to positive results with specific affirmation.
- I let my students help plan how they are going to learn in developmentally appropriate ways.
- I ask for student input when making decisions about how the classroom will operate in developmentally appropriate ways.
- I create structures in the classroom where my students feel included and appreciated (e.g., morning meetings, small moments, whole-class share outs).

## Self-reflection...

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- I am usually aware of how my emotions, culturally grounded beliefs, and background are precursors to my emotional reactions, and I understand how they impact my teaching practices with my students.
- I am aware of how my cultural beliefs and background affect how student responses (positive and negative) affect my emotions and my behaviors.
- I usually understand the perspectives of my students and can pay attention to their emotional cues during classroom interactions.

“No significant  
**learning**  
occurs without a  
significant  
**relationship.”**

--Dr. James Comer