

Social-Emotional Learning Series

Character, Connectedness, Community and Cognition

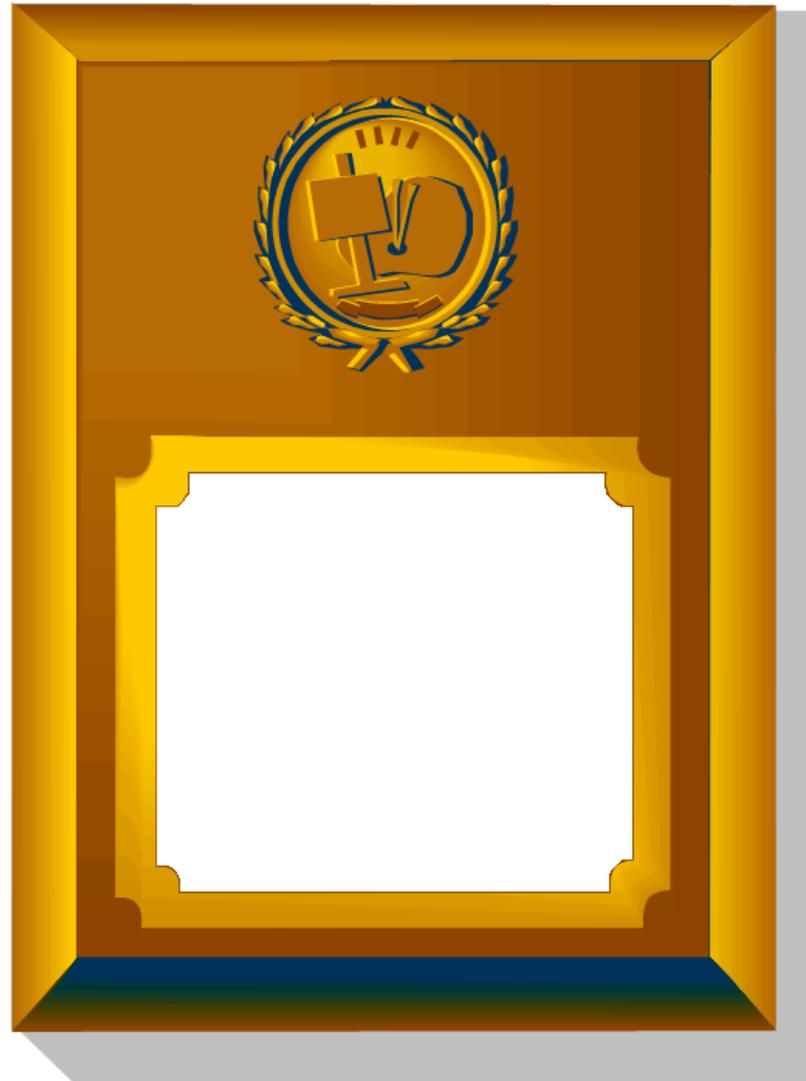
Lucy Vezzuto, Ph.D.



Session Goals

- Learn about the link between cognitive development and social-emotional-character development
- Gain knowledge of how student 'connectedness' fosters learning
- Understand the elements of an intentional classroom community
- Learn how the teacher-student relationship is the foundation of effective instruction.

What Will Your Legacy Be As An Educator?

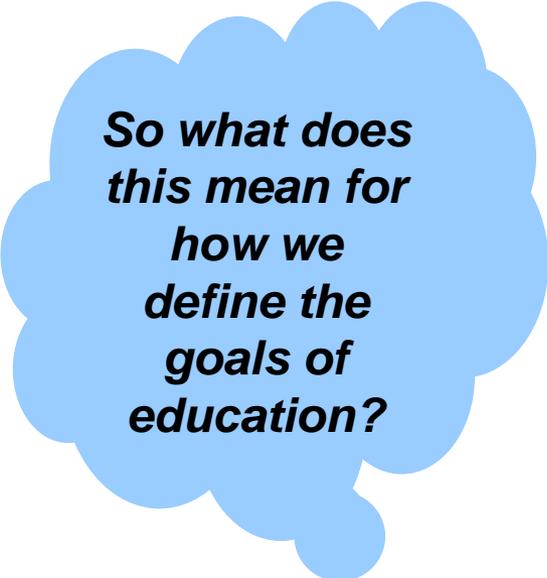


Legacy as an Educator

What assumptions and beliefs about education, teaching, learning, and students underlie the legacies that were shared?

Top 10 Qualities Employers Seek

- Communication skills (verbal and written)
- Honesty - integrity
- Teamwork skills
- Interpersonal skills
- Strong work ethic
- Motivation - initiative
- Flexibility - adaptability
- Analytical skills
- Computer Skills
- Organizational skills



***So what does
this mean for
how we
define the
goals of
education?***

Source: Job Outlook 2002, National Association of Colleges and Employers, copyright holder.
<http://career.engin.umich.edu/joboutlook2002.html>

Social-Emotional Skills Perspective

Framework of Key Person-centered Social-Emotional Learning (SEL) Competencies

- Self-Awareness
- Social Awareness
- Responsible Decision Making
- Self-Management
- Relationship Management

Character Perspective

- **Performance Character**

Those qualities needed to realize one's potential for excellence in school, the workplace, or any endeavor.

Diligence, strong work ethic, a positive attitude, perseverance, ingenuity, self-discipline

- **Moral Character**

Those qualities needed for successful interpersonal relationships and ethical behavior.

Integrity, justice, caring, respect, responsibility, cooperation

(Lickona and Davidson 2004)

Why Address Social-Emotional-Character Development?

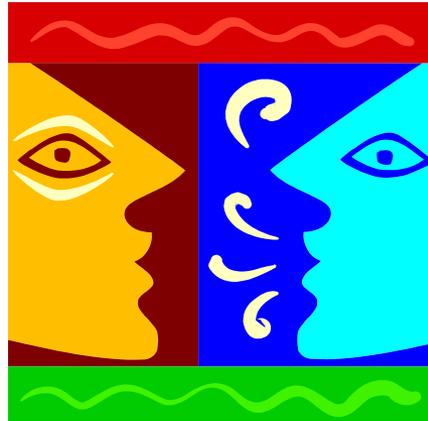
- Knowledge without character = incomplete education.
- Brain's five learning systems: cognitive, social, emotional, physical, reflective.
- Relationships provide foundation for learning.
- Emotions affect how and what we learn.

Why Address

Social-Emotional-Character Development? (2)

- Goal setting and problem solving provide direction and energy for learning.
- Prosocial skills are a powerful predictor of academic achievement. Social skills may be “academic enablers.”
- Enhanced social and emotional behaviors can have strong impact on school and life success.

Say Something



Turn to a partner and say something about social-emotional-character development and learning.

A Motivating Factor

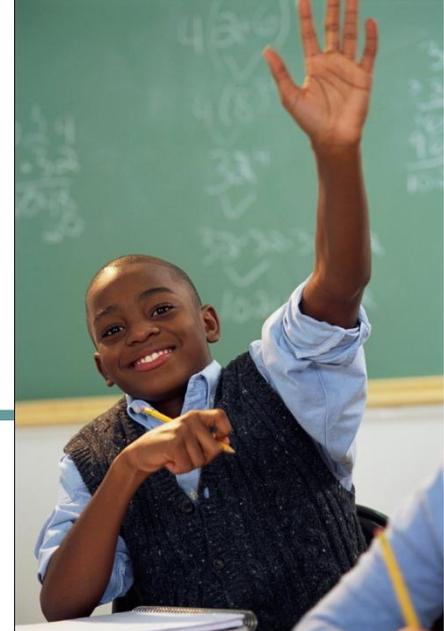
- A sense of connectedness to school or engagement among students is an essential motivating factor to achievement.
- Students who feel connected to and cared about at school are less likely than their peers to engage in a broad variety of risky behaviors.

Research Supports...

what many educators have always understood intuitively: academic performance is strongly linked to whether students' basic developmental needs are met--- needs such as health, security, respect, and love.

When students basic developmental needs are met...

they feel more connected to school.



A Foundation for Learning

“ ‘**School connectedness**’
refers to the belief by students
that adults in the school care
about their learning and about
them as individuals.”

*National Training and Technical Assistance Center for Drug Prevention
and School Safety Program Coordinators*

Students Who Experience School Connectedness...



Like School

Students Who Experience School Connectedness...



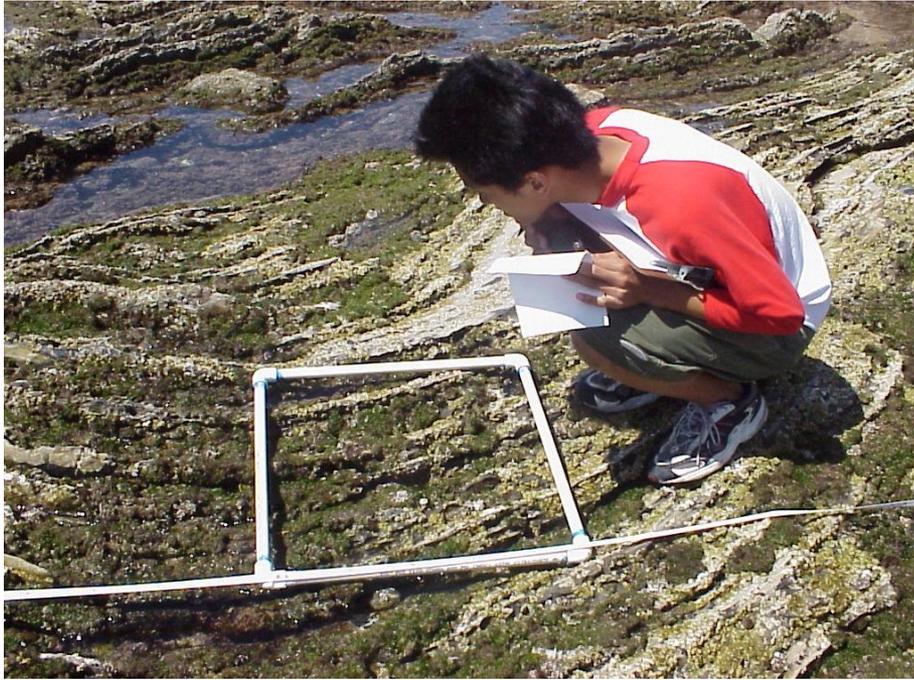
Feel They Belong and Are Respected

Students Who Experience School Connectedness...



**Believe
Teachers
Care About
Them And
Their
Learning**

Students Who Experience School Connectedness...



**Believe That
Education
Matters**

Students Who Experience School Connectedness...



**Have Friends
At School**

Students Who Experience School Connectedness...



**Believe That
Discipline Is
Fair**

Students Who Experience School Connectedness...



**Feel Safe At
School**

Students Who Experience School Connectedness...



**Have a Voice
in School
Decisions**

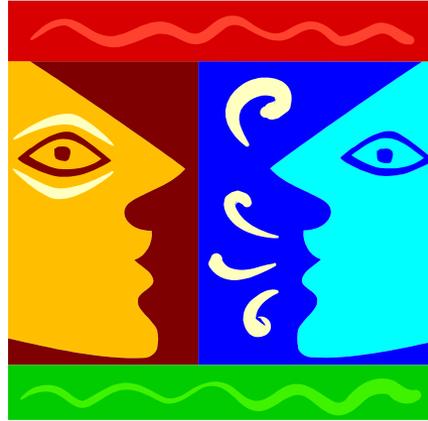
Students Who Experience School Connectedness...



**Have Opportunities to Participate
in Extra Curricular Activities.**

Robert Blum, Educational Leadership, April 2005

Say Something



Turn to a partner and say something about school connectedness and meeting student basic needs.

What Are Your Intentions for Your Classroom or School Community?



Why build a caring classroom community?

- Develops and models caring relationships
- Engages students in learning
- Increases prosocial skills
- Decreases aggressive and at-risk behaviors
- Improves academic achievement

Gardner 1991, Noddings 1992, Sergiovanni 1994, Berkowitz & Bier 2003; and others



Intentional Classroom Community

- Students are part of a collaborative culture, participating and contributing.
- Expectations are positive, clear and consistent.
- Mistakes and conflict offer an opportunity to learn.
- Relationships provide foundation for learning.
- Self-control and responsibility are developed.

As the teacher

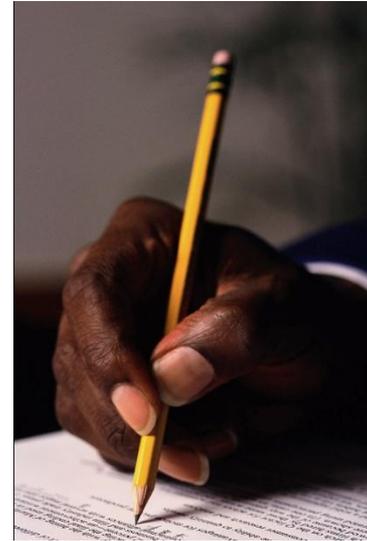
You are the creator and curator of the classroom environment



Time Out for Reflection

Please complete the survey “Developing a Sense of Community in the Classroom.”

When completed, jot down two things you notice about your responses.



Community building

- Creates a place where we work together and support each other in meeting our goals
- Needs to be intentional
- Is about group development

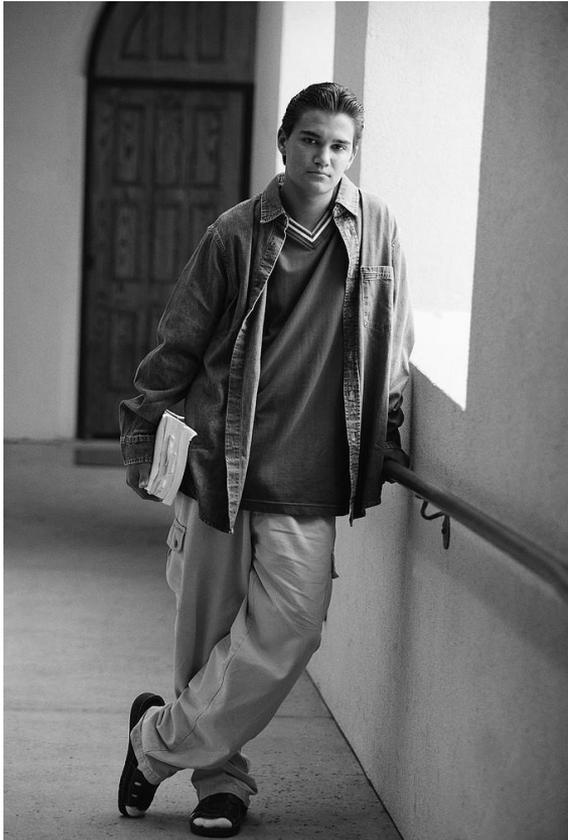


Community is reached...



When issues of inclusion, influence and openness are successfully dealt with.

Inclusion



Self-presentation
Building trust
Feeling of safety
Belonging

Building Inclusion

- Class building and team building activities
- Cooperative learning structures
- Class meetings
- Your idea?



Influence



Issues of influence are successfully resolved when all students feel they have impact and none feel dominated.

Ideas for Building Influence

- Cooperative learning structures
i.e. think-pair-share, talking chips, team roles
- Decision making steps
- Experience mutual support
i.e., recognition, support systems for students, PAL conflict managers, mentors, class meetings
- Valuing individual differences
- Student voice in classroom & school
i.e. develop class code of conduct, problem solve issues, choice

Openness

Issues of openness are resolved as students feel trustful to share personal information.



Ideas for Building Openness

- Attend to the inclusion and influence issues of group development
- Opportunities for active listening
- Practice using affirmations
- Real dialogue about authentic issues
- Class meetings or Circle of Power & Respect (CPR)
- Promote student voice

Class Meetings or CPR

- Brings students together to provide them a voice and choice in the classroom and school life.
- Academic, social, emotional, character issues
- Build relationships, practice active listening, affirmations, mutual support
- CPR : middle school and high school
- Basic structure of class meetings: Greeting, sharing, group activity, news and announcements

An Environment for Meetings and Dialogue

- Design a meeting space conducive for sharing.
- Create a safe and trusting atmosphere.
- Be a facilitator-participant rather than a teacher.
- Model respectful listening.
- Encourage perspective taking.
- Involve students in planning and decision making
- Involve students in solving problems. (Beland, 2003, p.22)

Focus on the Big Three



- **Caring relationships**
- **High expectations**
- **Opportunities for participation and contribution**

These are strongly associated with prevention of health-compromising behaviors, as well as academic success.

Teach as if Relationships Matter

The teacher-student relationship is the foundation of effective instruction. A good teacher-student relationship

1. Helps students to feel loved and capable
2. Motivates them to do and be their best, because they care about what the teacher thinks of them
3. Makes it easier for the teacher and student to communicate and work together to overcome obstacles to learning
4. Leads students to identify with their teacher and thereby opens them to the positive influence of the teacher's character expectations and personal example.

Relationships

How intentional are you about developing caring relationships with students and among students?



Relationships

Provide a foundation for learning and foster an overall sense of caring, support, and teamwork.



At my school, there is a teacher or some other adult who cares about me, notices when I'm not there and listens to me when I have something to say.

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Resources

- *Building Learning Communities with Character: How to Integrate Academic, Social and Emotional Learning* by B. Novick, J.S. Kress, and M.J. Elias. ASCD.
- *Cooperative Learning* by Spencer Kagan. Kagan Publishing www.KaganOnline.com
- *Cooperative Learning in Diverse Classrooms* by JoAnne Putnam. Merrill.
- *Community Building in the Classroom* by Vanston Shaw with Spencer Kagan. www.KaganOnline.com
- *The Morning Meeting Book* by Kriete & Bechtel. Northeast Foundation for Children
- *Shaping School Culture: the Heart of Leadership* by T. E. Deal and K. D. Peterson. Jossey-Bass.

Please complete



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William M. Habermehl
County Superintendent of Schools

What Messages Are We Sending?

Rituals

Ceremonies

Traditions



Rituals

Rituals are procedures or routines that are infused with deeper meaning. They help make common experiences uncommon events. Every school has hundreds of routines, from the taking of attendance in the morning to the exiting procedures used in the afternoon. *But when these routine events can be connected to a school's mission and values, they summon spirit and reinforce cultural ties.*

What we do	The message we send	Underlying values	Desired student outcome
<i>Students cannot leave class to go to their locker.</i>	<i>Plan ahead. Be prepared for class.</i>	<i>Respect for class time.</i>	<i>Responsibility</i>