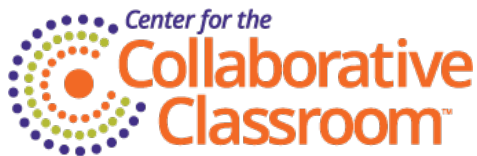


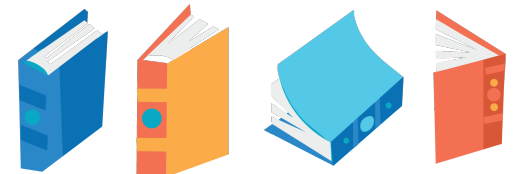
Teaching the Whole Child

Establishing a Growth Mindset & Social Emotional Competencies



Empowering teachers. Inspiring students.

MT ASCD – Best Practices
February 24, 2017
Helena, MT





Melissa Tovaas,
Education Consultant

Bozeman-based Elementary/Special Education Passion for literacy, SEL, STEM

My focus:

- Supporting Montana schools and out-of-school time programs with teaching and learning goals
- **Professional learning and curriculum support through SWMSS/MECC**



The Center for the Collaborative Classroom is a nonprofit organization dedicated to students' growth as critical thinkers who learn from, care for, and respect one another.



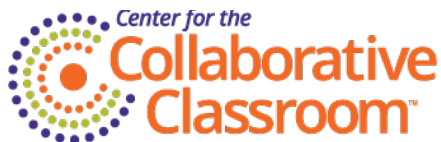
William & Allison
Bennington



Robert Wood Johnson
Foundation



William & Linda
Musser



Every Student Succeeds Act (ESSA)

- ✓ Broadens the definition of school success to include non academic factors (beyond test scores).
- ✓ Requires at least one non-academic measure (states decide), ex. school climate and safety, student or educator engagement
- ✓ Data from academic *and* non-academic measures will be used to measure success and schools in need of improvement

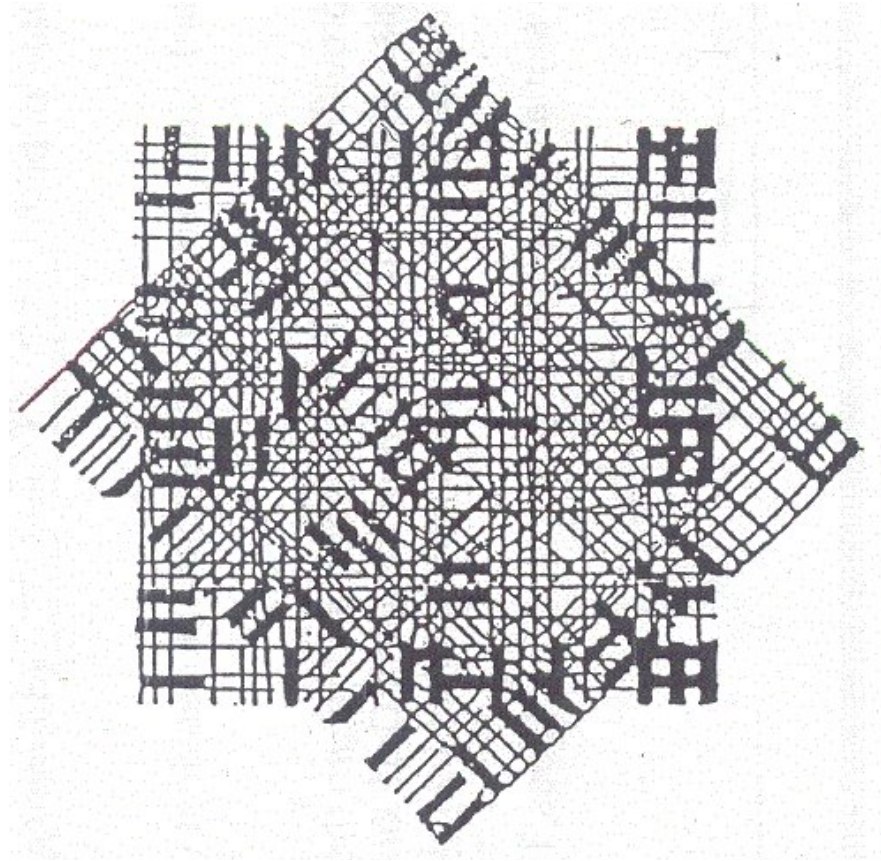
How we teach matters as much as what we teach.

Fostering caring relationships and building inclusive and safe environments are foundational practices for both the student and adult learning communities.

Classroom learning experiences should be built around students constructing knowledge and engaging in action.

Honoring and building on students' intrinsic motivation lead to engagement and achievement.

The social and academic curricula are interdependent and integrated.



When you can read this, help someone else.

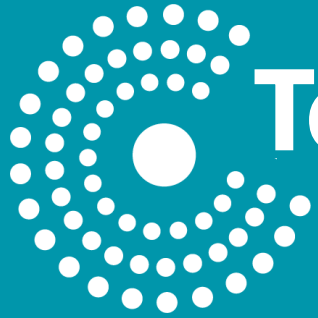
Debrief Team Builder

What words would you use to describe your feelings as you engaged in this team builder?

What words would you use to describe the traits you needed to engage in this team builder?



AGENDA



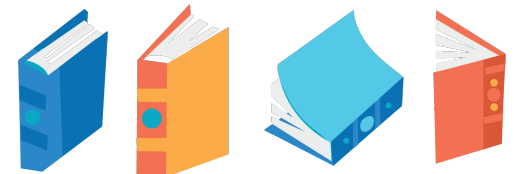
Teaching the Whole Child

Establishing a Growth Mindset & Social
Emotional Competencies

Reflect,
SEL reading/
discussion

Dweck video (mindset)
Examine teaching practices
Classroom video

Implications
Reflection
Resources



Reflection

- How are you and others in your district or school attending to the needs of the whole child?
- What approaches do you see being used in classrooms to address social emotional learning?
- What are the challenges to teaching to the whole child and making SEL part of the instructional day?



Guiding Questions



What is important to know and understand about Social Emotional Learning (SEL)?

What are the **SEL competencies** students need to develop?

What is the reciprocal relationship between academics and **SEL**?

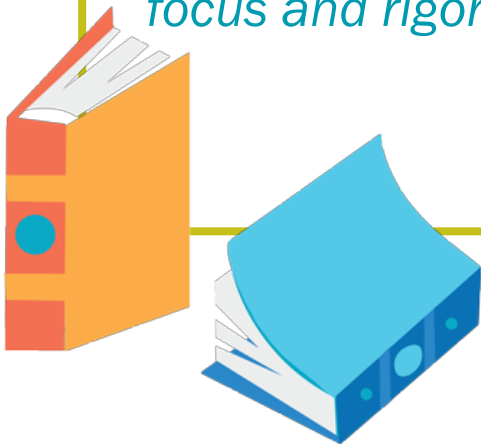
What role does **mindset** play in SEL?

What **teaching practices** support the development of SEL competencies?

What **initiatives** support SEL?

Educators, policymakers, and researchers ... know that effective teachers do more than promote academic learning—they teach the whole child. Teachers help promote the social and emotional learning skills students need to be college and career ready, such as collaborating with others, monitoring their own behavior, and making responsible decisions. Social-emotional learning is critical to college and career readiness standards, which increase the demands on students' ability to engage in deeper learning and shift the focus and rigor of instruction.

Yoder, 2014



Why is SEL Important?



Read pgs. 9-11 from the brief in your handbook.

Identify one passage to discuss with a partner after reading.

What do you see as implications for your work?



CASEL's Core Social-Emotional Competencies

Skim & Scan
Pages 6-9

Students' beliefs about their own strengths and weakness influence the academic choices they make, how long they will persist on tasks and whether or not they will ask for help on academic tasks.

Payton et al, 2000; Zimmerman, 2000; Ryan, Gheen & Midgely, 1998



Say Something Protocol (pg 43)

As you view the video, we will stop 3 times to reflect on and share our learning.

Each partner should “say something” about what he or she has heard in the part of the video we just viewed.





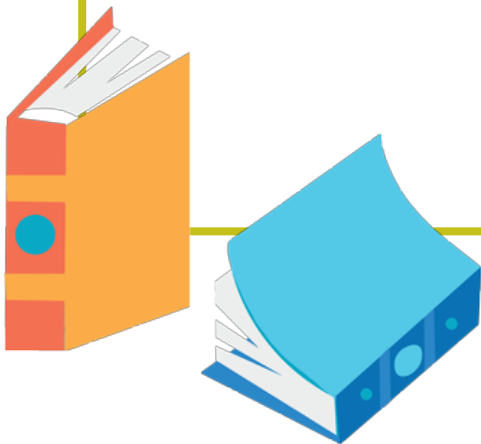
What from Carol Dweck's work resonated with you?

What are the implications?

Debrief Video

If [we] want to give children a gift , the best thing we can do is teach [our] children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning.

Carol Dweck



Teaching Practices



Read through the 10 teaching practices on pps 14-22 in the handbook.

Use the following coding to mark your text:

+ - I see this practice in my daily work and it's done with intention.

▲ - I would like to focus on this aspect with more intention.

? - I need more information or I'm not sure about this.

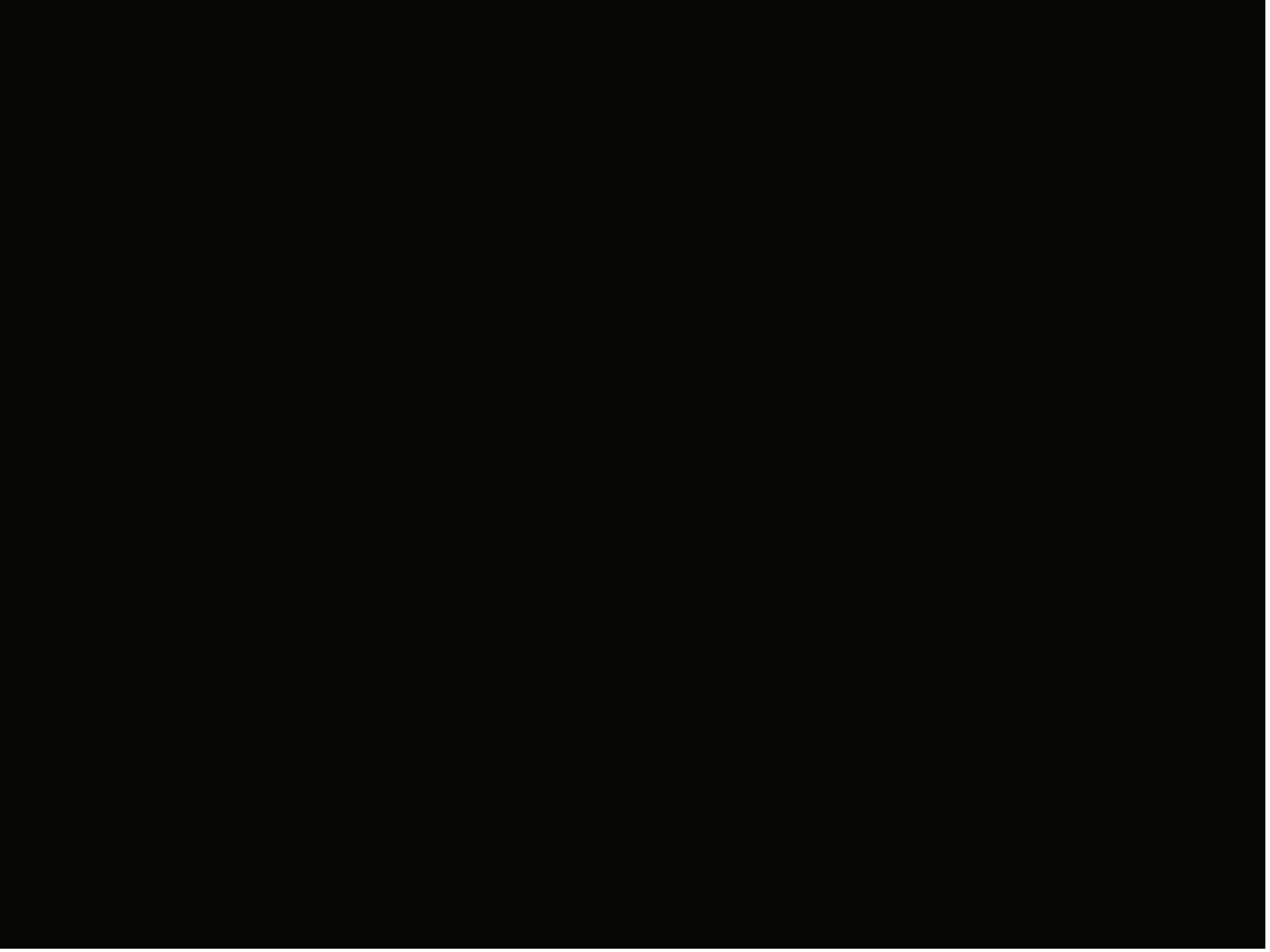
Classroom Video



Use pg. 44 for notes

Which social-emotional competencies were being developed?

Which teaching practices were used to promote students' social-emotional competencies?



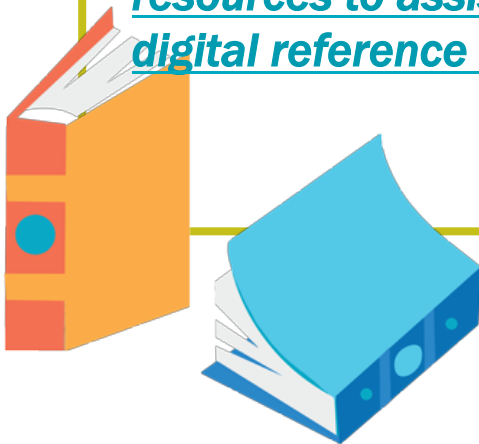
Debrief Video



Which social-emotional competencies were being developed?

Which teaching practices were used to promote students' social-emotional competencies?

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able to independently discern a speaker's key points, request clarification, and ask relevant questions. They build on other's ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.



In addition, many of these practices are already being implemented by classroom teachers and are already included in many of the common professional teaching frameworks in teacher evaluation systems.

SEL Teaching Practice	Danielson's Framework	Montana EPAS
Student Centered Discipline	2a. Creating an environment of respect and rapport	1d. Demonstrating knowledge of students 2b. Managing student behavior (preventive involve students in setting and monitoring behavior expectations, sensitive to indiv. needs)
Teacher Language	2b. Establishing a culture for learning	2c. Establishing a culture of learning 3c. Communicating clearly and accurately
Responsibility & Choice	2b. Establishing a culture for learning 2c. Managing classroom procedures	2a. Managing learning environment procedures 2c. Establishing a culture of learning (students actively involved, work hard) 3a. Engaging students in learning (student choice and initiative)
Warmth & Support	2a. Creating an environment of respect and rapport 3e. Demonstrating flexibility and responsiveness	1d. Demonstrating knowledge of students 2c. Establishing a culture of learning (respect and caring)
Cooperative Learning	3c. Engaging students in learning	2d. Organizing physical space (implement different grouping strategies) 3a. Engaging students in learning (grouping)
Classroom Discussions	3b. Using questioning/prompts and discussion 3c. Engaging students in learning	3a. Engaging students in learning 3d. Using questioning and discussion techniques

The life and work of the school should contribute, in every possible way, to the physical, mental and emotional health of every student.

Wilford Aiken



Reflect...



What have you learned today that will help you address some of the challenges of teaching the whole child and making SEL part of the instructional day?

What are your next steps?

What will you share with staff and how will you share it?

SEL Resources

CASEL – Collaborative for Academic, Social, And Emotional Learning

Aspen Institute – National Commission on Social, Emotional, and Academic Development

Center for the Collaborative Classroom

- Professional Learning
- Collaborative Literacy Curriculum (integrates SEL with reading and writing)
- Caring School Community
- Enrichment (integrates SEL with Math, Science and Literacy)

Melissa Tovaas

Email - edsolutionsMT@gmail.com

Cell - 646.831.7264

VIDEO CLIPS

CASEL:

Classroom Videos

Aspen Institute:

Linda Darling

Hammond

Tim Shriver

CCC:

Inside the

Collaborative

Classroom

Nick Yoder Webinar - SEL

**YOU'RE
INVITED!**

Advancing Social and Emotional Learning: Ways in which Schools and Classrooms Can Integrate SEL into Daily Practice

A Conversation with Dr. Nick Yoder

Consensus is emerging that student development of social and emotional competencies is critical for student success in work, life, and career. Yet, teachers and administrators often mention that they do not have the time to implement social and emotional learning (SEL).

In this webinar, Dr. Nick Yoder will discuss ways to integrate SEL into instruction, as well as provide professional learning experiences around SEL. Dr. Yoder will also provide evidence from a recent evaluation of district-wide efforts to implement SEL.

When

Thursday, March 16, 2017

4–5:00 PM Eastern/1–2:00 PM Pacific

To Register

This webinar is complimentary, but you must register to attend. Please visit bit.ly/CCCwebinarMar16 to learn more or register.

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Take advantage of our free online resources to support our programs in your school or after-school site.

Visit

Check our website at **collaborativeclassroom.org/forum** for upcoming events, Common Core tips, and inspiring blogs.

Share

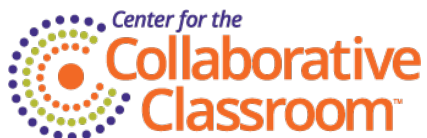
Share your success stories! E-mail us at **success@collaborativeclassroom.org**.

Ask

Do you have a question? Ask us via our online community at **collaborativeclassroom.org/forum**.

Try

Try out for all our programs by starting a trial account at **ccclearninghub.org**.



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