# Incorporating Social and Personal Competencies Into Classroom Instruction and Educator Effectiveness

## A Toolkit for Tennessee Teachers and Administrators

TN Department of Education

TEAM**TN**
Tennessee Educator Acceleration Model
A Tennessee Department of Education Website

Center on
GREAT TEACHERS
& LEADERS
at American Institutes for Research

ARCC
Appalachia Regional
Comprehensive Center

# Contents

# Toolkit Organization

## Purpose

This toolkit is designed to increase administrator and teacher awareness of social and personal competencies (SPC) and help them integrate it into the daily classroom and school experience of students. Specifically, this toolkit is designed to link instructional practices that promote SPC with the Tennessee Educator Accelerator Model (TEAM) teacher evaluation process. Research on Social and Emotional Learning (SEL), often framed as "teaching the whole child" or "re-humanizing education," demonstrates that when educators focus on social and emotional skills of students, they prepare students to participate more fully in instructional activities: by increasing student's capacity to learn (Durlak, Weissberg, Dymnicki, Taylor, & Schellinge, 2011), enhancing student learning (Elias, 2004), and increasing their motivation to learn and commitment to schooling (Zins, Weissberg, Wang, & Walberg, 2004). Furthermore, one of the goals of TEAM evaluation process is to create a positive classroom experience for all students through defining clear expectations of good practice and providing teachers opportunities to reflect and grow from those experiences.

The purpose of this toolkit is to demonstrate that SPC is not another add-on to the already busy agendas of teachers and administrators. Rather, SPC is intertwined with the work teachers and administrators are already doing and is implicitly embedded throughout the TEAM rubric and the professional growth afforded within the TEAM process. By using the TEAM process to integrate SPC, educators can leverage the professional learning opportunities connected with TEAM to also promote development of student social and personal Competency skills.

## Goals

The goals of the toolkit are:

- Provide tools, resources, skills, and knowledge to teachers and administrators to help improve student social and personal competency skills and encourage students to exhibit positive social behaviors
- Enhance teachers and administrators knowledge of what teaching practices that focus on SPC look like in the classroom
- Describe examples of teacher and student behaviors that foster teaching practices to promote SPC skills
- Enhance the ability of administrators and teachers to knowledgeably engage in dialogue on SPC skills within the TEAM process

## Audience for the Toolkit

The toolkit is designed to be a starting point for school staff to begin integrating SPC skills into their teaching practices. Administrators and teachers can use this toolkit to find initial strategies to improve student social, emotional, and academic skills. The information, knowledge, and tools can be used by individual teachers to develop professionally, by professional learning communities focused on SPC skills, and by administrators as a resource to support the social and emotional skills of their teachers and students. Although the toolkit provides information to integrate SPC skills, those who want to dig deeper into SPC skills should begin to think about implementing SPC programs and implementing a whole school approach (see *For More Information* in the next section).

## Toolkit Organization

The toolkit has two primary sections. The first section introduces social and emotional learning, including its definition, research on its importance, relationship to Tennessee initiatives, steps to get started, and organizations that offer more information on SPC skills. The second section reviews 10 teaching practices that promote SPC skills, as defined by the Center on Great Teachers and Leaders (GTL Center). This section describes each practice, its alignment to the TEAM rubric indicators, sample teacher activities (demonstrated in videos), teacher practices and student behaviors that demonstrate what the SPC skills practice looks like in the classroom, and sample discussion prompts that engage teachers and administrators in a two-way dialogue on the SPC connections in the teacher's classroom.

# Introduction to Social and Personal Competencies (SPC)

## Defining SPC[1]

According to the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), social and emotional learning is the process of developing students' and adults' social and emotional competencies—the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices. CASEL identifies five social and emotional competencies, each of which is composed of multiple skills and abilities (CASEL, 2013):

- Self-awareness is the ability to recognize one's own emotions, interests, strengths, and limitations.
- Self-management refers to the ability to regulate one's own emotions and manage daily stressors.
- Social awareness refers to the capacity to take other's perspective and to appreciate similarities and differences.
- Relationship skills are when individuals exhibit "prosocial" behavior and demonstrate positive social skills in order to develop meaningful relationships.
- Responsible decision making refers to the capacity to make ethical decisions and develop appropriate solutions to identified problems.

## Importance of SPC

Social and Personal Competencies is a universal approach for all students. The goal of SPC is to address the social and personal competency needs of all students to ensure their success in school and in life. Developing SPC skills improves student capacity to engage in academic learning and prepares them to meet college and career readiness standards. In order to meet rigorous standards, students need to be able to regulate their emotions when they become frustrated, collaborate with their peers, communicate their ideas, and take the perspective of others (Yoder, 2013).

In a major review of 213 studies evaluating SEL programs in schools, Durlak et al. (2011) found that students who participated in SEL programs, compared with students who did not, demonstrated the following attributes:
- Increased academic achievement
- Increased social and emotional skills
- Improved attitude toward self and others
- Improved positive social behaviors

---

[1] Although the CASEL framework focuses on defining SEL and describing its components, other frameworks set forth a broad set of skills similar to SEL. Other frameworks include the 21st Century Competencies (National Research Council); Non-Cognitive Factors (Chicago Consortium); and the Strive Network (University of Minnesota). To observe the overlap among these various frameworks, see Hagen, 2013.

- Decreased conduct problems and emotional distress

These results were consistent across grade level (elementary, middle, and high school); location (urban, rural, and suburban); and school type (serving a range of ethnically and racially diverse student populations).

## SPC for Tennessee

The convergence of several education initiatives in Tennessee indicates that integrating SPC skills into TEAM evaluation process is timely:

- The Tennessee Department of Education (the Department) conducted a crosswalk between 10 SPC teaching practices and TEAM rubric, finding significant alignment.
- Data gathered from students, parents, and teachers through Tennessee's Safe and Supportive Schools (S3) grant demonstrates a need for greater adaptation and facility with SEL teaching practices.
- In the Tennessee Educator Acceleration Model project, the Department has state and foundation funding to hire coaches to help administrators accurately assess teacher performance and engage teachers in dialog on improvement – with promising early results in improved teaching.
- Statewide implementation of Response to Instruction and Intervention RTI[2], which gives every student the opportunity to meet high expectations, along with strong supports.

## Getting Started with SPC Skills

SPC skills are considered a ***universal approach***. In other words, SPC skills are for ALL students and ALL staff because everyone has social and emotional needs, concerns, and skills. It is important to remember that SPC is a ***process*** of developing student and adult social and personal competencies. Therefore, there are multiple ways to develop and nurture social and personal skills and competencies, ranging from general pedagogical practices, to classroom interventions, to a whole school approach. Although there are multiple ways to integrate SPC skills, the SPC approach needs to be implemented with fidelity in order to have an impact on student success.

- It is important to know why you want to incorporate social and emotional learning. Decide how SPC skills fit within your school's mission and vision (with the possibility of reworking your vision statement if SPC skills are not currently a part of it), and determine the core competencies and skills that you want your students and staff to develop and refine.

> **Key Resource**
>
> The GTL Center provides a self-assessment tool with which educators can reflect on their own social and emotional skills and SEL teaching practices:
> http://www.gtlcenter.org/sel-school/home

- Conduct a needs assessment of your school to determine what you are doing well, and where you want to grow. A needs assessment could look at current SPC supports offered within the school, the discipline code of conduct, disciplinary data, assessment of student SPC skills, and assessment of adult SPC skills, among other elements.
- Identify where SPC skills fit within your school's policies and practice. How does it connect with other school priorities?
- Provide opportunities to staff members to learn about SPC skills, emphasizing not only student SPC skills, but also adult SPC skills and the opportunity to continuously refine skills.
- Identify strategies to implement SPC skills in classrooms and throughout the school (see the 2013 CASEL Guide to identify evidence-based SEL programs).
- Participate in a continuous cycle of assessment and improvement. Based on the needs assessment, are you improving where you wanted to? Are there other areas for improvement?

## Where to Find More Information

There are multiple organizations from which you can get more information about social and personal competency skills (SPC):

- The Collaborative on Academic Social and Emotional Learning is a leader in SEL. One key resource is the 2013 CASEL Guide, which outlines SEL programs with the most rigorous research base.
- The Center on Great Teachers and Leaders has an "SEL School" that provides tools and strategies to integrate SEL with college and career readiness standards and teacher evaluation systems.
- Edutopia provides an online learning hub for SEL research, videos, and classroom materials.
- The National Clearinghouse on Supportive School Discipline reviews SEL research, tools, and strategies, and examples of SEL practice in schools.
- The ASCD Whole Child initiative provides a variety of tools and resources to help educators learn about and implement SEL in school.

To view resources on the department's webpage:  https://www.tn.gov/education/health-and-safety/school-climate/social-and-personal-competencies.html

Contact information:

Pat Conner, Director, Safe and Supportive Schools

Email: Pat.Conner@tn.gov

Phone: 615-253-0018
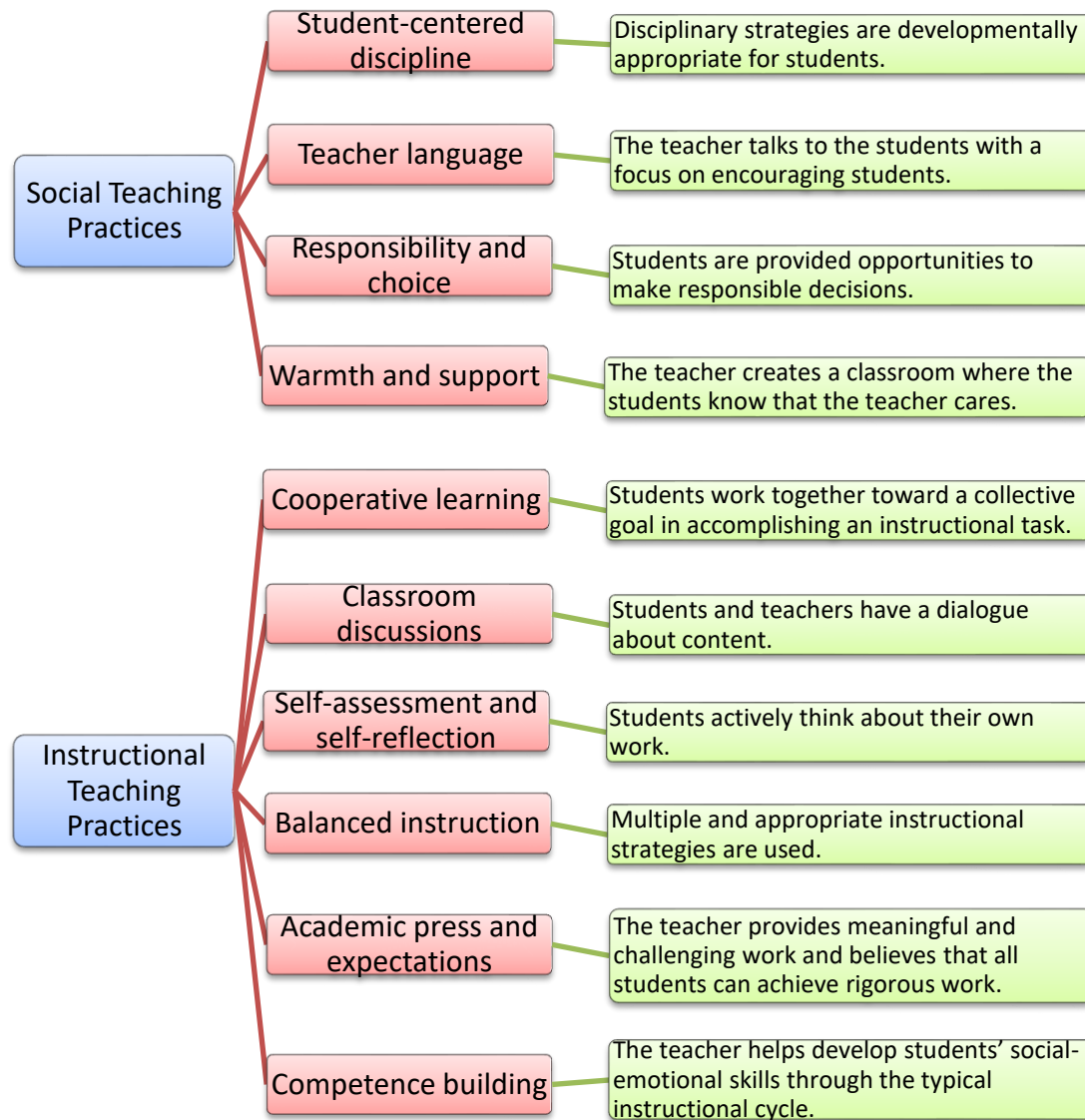
Kimberly Daubenspeck, Project Director

Email: Kimberly.Daubenspeck@tn.gov

Phone: 615-532-0469

## Overview of the 10 Teaching Practices

To achieve the development of the whole child requires teachers with distinctive knowledge and skills. Through a systematic process described in the research-to-practice brief, *Teaching the Whole Child* (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf), Yoder (2013) identified a working set of 10 teaching practices that promote SEL as well as high standards for academic learning. These 10 practices can be divided further into two types of teaching approaches: those that focus on **social** teaching practices and those that focus on **instructional** teaching practices (see Figure 1). When teachers enact and students participate in these teaching practices, students and teachers are able to develop their social and emotional skills and apply these skills to create a more productive and supportive schooling experience.

**Figure 1. 10 Teaching Practices that Support SEL**



Social Teaching Practices

| Student-centered discipline | Disciplinary strategies are developmentally appropriate for students. |
| Teacher language | The teacher talks to the students with a focus on encouraging students. |
| Responsibility and choice | Students are provided opportunities to make responsible decisions. |
| Warmth and support | The teacher creates a classroom where the students know that the teacher cares. |

Instructional Teaching Practices

| Cooperative learning | Students work together toward a collective goal in accomplishing an instructional task. |
| Classroom discussions | Students and teachers have a dialogue about content. |
| Self-assessment and self-reflection | Students actively think about their own work. |
| Balanced instruction | Multiple and appropriate instructional strategies are used. |
| Academic press and expectations | The teacher provides meaningful and challenging work and believes that all students can achieve rigorous work. |
| Competence building | The teacher helps develop students' social-emotional skills through the typical instructional cycle. |

In order to help integrate the 10 teaching practices that promote SEL with the TEAM evaluation process, the following section provides sample activities, classroom behaviors, and conversation starters. Specifically, the following section includes:

- **A description of each practice:** Provides an overview of what the practice is and the essential components.
- **The alignment to the TEAM rubric indicators**: Outlines the indicators within the TEAM rubric that contain components of the 10 teaching practices.
- **Example teacher activities:** Provides sample classroom and school-based activities demonstrated in videos from Tennessee schools and classrooms, as well as sample lessons that integrate college and career readiness and SPC skills.
- **Example teacher practices and student behaviors:** Illustrates what the practice looks like in the classroom, incorporating both teacher and student behaviors that exhibit successful implementation of the practice.
- **Discussion prompts:** Outlines sample conversation starters that help administrators and teachers engage in more focused conversations that integrate SPC skills and the TEAM rubric. To promote professional growth, an expectation exists that the discussion is a "two-way street" and that teachers need to be prepared to point out these SPC connections, prompt their administrator on things to notice, and/or ask discussion questions as well.

# Social Teaching Practices

## Teaching Practice 1: Student-Centered Discipline

**Definition of practices.** Student-centered discipline refers to the types of classroom management strategies teachers use in their classrooms. In order to be effective at student-centered discipline, teachers need to use disciplinary strategies that are developmentally appropriate for their students and that motivate students to want to behave in the classroom. Such discipline occurs when students have opportunities to be self-directive and have some say in what happens in the classroom. Teachers should not attempt to over manage their students, nor should they use punitive measures to get students to behave. Furthermore, students and teachers should develop shared norms and values in the classroom. This strategy allows students to connect the rules to the overarching vision of how the classroom is run and increases student buy-in.

Similarly, teachers should enact proactive classroom management strategies (compared with reactive strategies). This approach is evident when teachers use management strategies consistently, and those strategies are related to the norms and visions of the classroom. If a student happens to break a rule, the consequences should be logical in relation to the rule that was broken. For example, if a student pushes another student in line, that student should have to line up last for the rest of the week rather than lose gym or recess for the week, a consequence that is not related to the incident. Through the development of these consistent and logical rules and consequences, students begin to learn how to regulate their own behavior and problem-solve difficult situations that arise in the classroom.

⇨⇨⇨   **Alignment between Student-Centered Discipline and TEAM Standards/Indicators**

| TEAM Standards/Indicators |
|---|
| 1.  **Expectations** |
| •   Students take initiative and follow through with their own work. |
| 2.  **Managing Student Behavior** |
| •   Teacher and students establish clear rules for learning and behavior. |
| •   The teacher overlooks inconsequential behavior. |
| 3.  **Respectful Culture** |
| •   Teacher-student interactions demonstrate caring and respect for one another. |
| •   Positive relationships and interdependence characterize the classroom. |

**See it in Action**

**Example 1: Student-Centered Discipline in the Elementary School**

[https://www.youtube.com/watch?v=hEcfVJy8Bsc&feature=youtu.be](https://www.youtube.com/watch?v=hEcfVJy8Bsc&feature=youtu.be)



In this video, elementary educator, Anne Wiesemes, uses morning meeting to build community, solve classroom conflict and alert students to changes in the class schedule.

**Example 2: Student-Centered Discipline in the High School**

[https://www.youtube.com/watch?v=UBSlWfYihUY&feature=youtu.be](https://www.youtube.com/watch?v=UBSlWfYihUY&feature=youtu.be)



In this video, high school educator, Jarred Amato discusses the importance of building relationships with students to ensure they are ready to learn everyday**.**

**Example 3: Student-Centered Discipline: Balance and Power**

https://www.youtube.com/watch?v=AXGu5DBzOdo&feature=youtu.be



A key feature of student-centered discipline is the creation of an environment that distributes power evenly between teachers and the students. This video shows the balance in power needed between teachers and their students.

*Example 3: RULER*

> The RULER (Recognizing, Understanding, Labeling, Expressing, Regulating) Approach, an SEL program, provides a disciplinary approach involving the development of emotional literacy in students. Students are taught how to identify their emotions, understand the precursors to an emotional reaction, and be able to express and regulate their own emotions. Using this approach, educators teach students how to effectively problem-solve potential conflicts or personal issues that may arise in the classroom.

👀 **What does "Student-Centered Discipline" look like in the classroom?**

| Teacher Practices | Student Behaviors |
|---|---|
| • Teacher has discussions with his or her students about how and why classroom procedures are implemented. | • Students can articulate the classroom procedures and the reasons for them. |
| • Teacher implements consequences for breaking rules that logically relate to the rule broken. | • Students recognize that disciplinary strategies are logically related to rule infractions, and are not punitive. |
| • Teacher consistently implements classroom rules and consequences for infractions. | • Students exhibit positive classroom behaviors. |
| • Teacher responds to misbehavior by considering pupil-specific social, affective, cognitive, and environmental factors associated with occurrence of the behavior. | • Students gain greater understanding of the triggers for their misbehaviors and how to manage them. |

| Teacher Practices | Student Behaviors |
|---|---|
| • Teacher holds class discussions so students can solve class problems. | • Students are able to problem-solve difficult situations that arise in the classroom. |
| • Teacher asks students to reflect and to redirect their behavior when they misbehave. | • Students have the capacity to regulate their emotions and have the ability to monitor and reflect on personal and academic behaviors. |
| • Teacher teaches students strategies to handle the emotions that affect their learning (e.g., stress, frustration). | • Students learn how to identify their emotions, understand the precursors to an emotional reaction, and express and regulate their emotions. |
| • Teacher models strategies that will help students to monitor and regulate their behavior. | • Students engage in self-management strategies to handle daily stresses and control their emotions in difficult situations. |
| | • Students make responsible academic, social, and emotional decisions in the classroom. |
| | • Students take responsibility for their behavior in the classroom and in school. |
| | • Students describe how their behavior influences the classroom and school community. |

💬💬 **Discussion Prompts for Administrators**

To facilitate conversations between administrators and teachers about student-centered discipline, administrators could engage teachers using the following questions:

- What classroom management techniques do you most rely on?
    - How do you set norms and values for classroom behavior? Do these include high expectations, respect, and caring for all students?
    - How do you help students learn to regulate their behavior (e.g., when others do something they do not like)?
    - Describe how you respond to students when they misbehave. Which strategies have you found are most effective/ineffective? Why?
    - Describe approaches you take to assist students who have a difficult time following behavior expectations.
- What additional support do you need from administrators to promote more student-centered discipline in your class?

## Teaching Practice 2: Teacher Language

**Definition of practice.** Teacher language refers to how the teachers talk to students. Teachers should encourage student effort and work, restating what the student did and what that student needs to do in order to improve. For example, teacher language should not be simply praise (e.g., "You did a great job") but should encourage students (e.g., "I see you worked hard on your math paper. When you really think about your work, and when you explain your thinking, you get more correct answers"). In addition, teacher language should encourage students how to monitor and regulate their own behavior, not just tell students how to behave (e.g., "What strategies have we learned when we come across a problem that we are not sure how to do?").

⇨⇨⇨ **Alignment between Teacher Language and TEAM Standards/Indicators**

| TEAM Standards/Indicators |
|---|
| 1. **Motivating Students** |
| • The teacher regularly reinforces and rewards effort. |
| 2. **Activities and Materials** |
| • Activities demand self-direction and self-monitoring. |
| 3. **Academic Feedback** |
| • Oral and written feedback is consistently academically focused, frequent, high-quality, and references expectations. |
| 4. **Expectations** |
| • Teacher encourages students to learn from mistakes. |
| 5. **Respectful Culture** |
| • Teacher-student interactions demonstrate caring and respect for one another. |

**See it in Action**

**Example 1:  Teacher Language in the Elementary School**

https://www.youtube.com/watch?v=CI3cTkfA39c&feature=youtu.be



In this video, elementary educator, Jesse Neugebauer, conducts morning meetings to build community and allow students to process their emotions.

**Example 2:  Teacher Language in the High School**

https://www.youtube.com/watch?v=UBSlWfYihUY&feature=youtu.be



In this video, high school educator, Rachael Johnson, uses reinforcing and redirecting language to encourage students to establish and monitor goals while providing opportunities for students to learn from their mistakes.

**Example 1: This Math Teacher Loves Mistakes**

http://tnclassroomchronicles.org/okay-mess/

Math teacher, Christian Jenkins, at Antioch High School in Metro Nashville Public Schools uses conversation about student mistakes in mathematics class to provide critical learning opportunities. Whether he is talking with the whole class about problems on the board, or consulting with individual students as they solve problems, mistakes provide a way to engage students in talking about why there is an error and what might be done differently—a good way of accelerating learning.

**Example 2: Use of Formal Academic Language**

| |
|---|
| In a sixth-grade English language arts classroom, the teacher encourages students to adopt formal academic language rather than informal language. Instead of saying, "The story is about…," the teacher encourages students to use formal academic language, "The main idea of the story is…." |

👀   **What does "Teacher Language" look like in the classroom?**

| Teacher Practices | Student Behaviors |
|---|---|
| • Teacher promotes positive behaviors by encouraging students when they display good social skills (e.g., acknowledge positive actions or steps to improve). | • Students regulate their social, emotional, or academic behaviors based on specific teacher feedback. |
| • Teacher promotes positive behaviors by encouraging students when they display good work habits (e.g., acknowledge positive actions or steps to improve). | • Students are motivated to improve their work habits based upon specific teacher feedback that restates what the student did and suggests improvement. |
| • Teacher offers specific affirmation to let students know how their efforts lead to positive results. | • Students modify behavior or continue to exhibit positive behaviors based on teacher's affirmative language. |
| | • Students use positive language with their teacher and peers. |
| | • Students use academic language appropriately in the classroom. |

**Discussion Prompts for Administrators**

To facilitate conversations between administrators and teachers about teacher language, administrators could engage teachers using the following questions:

- Describe how you use language as a tool to guide your students to desired outcomes (e.g., positive behaviors, academic performance).
    - How do you use language to provide specific feedback on behavior? On academic performance?
- Describe how you use language to motivate and encourage students.
- How do you help your students use language effectively?
    - How do you enable your students to use language to monitor and regulate their own behavior?
    - How do you enable your students to use language to work well with others and resolve interpersonal conflict?
    - What opportunities do you provide your students to develop, practice, and improve their academic language?
- Describe how you address the cultural and linguistic differences in language between you and your students and among your students. What do you do if socio-economic, linguistic or cultural language differences lead to confusion or misunderstanding?

## Teaching Practice 3: Responsibility and Choice

**Definition of practice.** Responsibility and choice refer to how you allow students to make responsible decisions about their work in their classroom. The classroom environment that promotes responsibility and choice allows students to participate in democratic norms; this means students provide meaningful input into the development of the norms and procedures of the classroom as well as the academic content or how the academic content is learned.

Democratic norms do not mean that everything the students say gets done or that the classroom is a free-for-all; instead, democratic norms provide structures so that the students have a voice in the classroom through controlled and meaningful choices. In other words, give students specific choices to select from during lessons and activities, and hold students accountable for their decisions.

Other ways to get students to feel responsible in the classroom are peer tutoring, cross-age tutoring, or participating in a service-learning or community service program. When students extend their learning to help others, they often feel more responsible in the classroom.

⇨⇨⇨ **Alignment between responsibility and choice and TEAM Standards/Indicators**
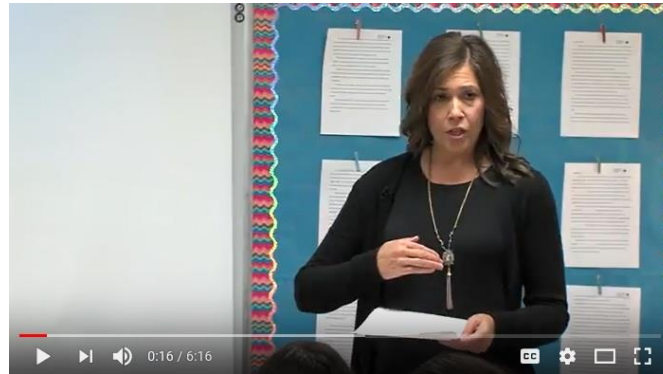
| TEAM Standards/Indicators |
| --- |
| 1. **Activities and Materials** <ul><li>Activities and materials provide students with choices.</li><li>Activities demand self-direction and self-monitoring.</li></ul> 2. **Questioning** <ul><li>Students generate questions that lead to further inquiry and self-directed learning.</li></ul> 3. **Academic Feedback** <ul><li>Teacher engages students in giving specific and high-quality feedback to one another.</li></ul> 4. **Grouping Students** <ul><li>All students in groups know their roles, responsibilities, and group work expectations.</li></ul> 5. **Thinking** <ul><li>The teacher provides opportunities where students monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.</li></ul> 6. **Expectations** <ul><li>Students take initiative and follow through with their own work.</li></ul> 7. **Managing Student Behavior** <ul><li>Teacher and students establish clear rules for learning and behavior.</li></ul> |

**Example 1: Responsibility and Choice in the Middle School:**

https://www.youtube.com/watch?v=_tSE6SynNc4&feature=youtu.be

In this video, middle school educator, Sharon Stratton, provides activities that give students choices and require them to make responsible decisions about their work in the classroom.

**Example 2: Responsibility and Choice in the Elementary School**

https://www.youtube.com/watch?v=bbTr2dFt1RA&feature=youtu.be

In this video, elementary school educator, Bree Collin, conducts circles that give students responsibility and choice in how they participate in the circle activity.

**Example 3: Evaluating and Generating Claims and Arguments**

Examining the op-ed sections of local or national newspapers, middle school teachers model how to evaluate editorials, and then generate substantive arguments supported by clear and relevant evidence from credible sources. Teachers demonstrate rubrics for small-group evaluation of online and print editorials about current topics of student interest, explain and provide opportunities for small-group debate teams to develop arguments and supporting evidence, and design specific feedback rubrics for culminating independent writing projects (e.g., editorials for the school newspaper about cell phone use, or survey research projects for nutritional changes in school lunches).

**What does "Responsibility and Choice" look like in the classroom?**

| Teacher Practices | Student Behaviors |
|---|---|
| • Teacher engages students in planning how they are going to learn in developmentally appropriate ways. | • Students have some say in the choice of or within an activity, or have opportunities to contribute to class discussions. |
| • Teacher asks for student input when making decisions about how the classroom will operate in developmentally appropriate ways. | • Students are aware that there are multiple ways to solve a problem or to demonstrate their thinking on a topic. |
| • Teacher gives students meaningful choices (with parameters) on what they can work on. | • Students demonstrate responsibility with the materials they are provided. |
| • Teacher makes sure students make the connection between their choices and potential consequences. | • Students hold each other accountable. |
| • Teacher arranges experiences that allow students to be responsible (e.g., classroom aides or jobs, peer tutoring, roles in group work) in developmentally appropriate ways. | • Students have opportunities to help their peers or their teacher. |
| • Teacher seeks student ideas and input, or to understand what student's previously know. | • Students are encouraged to work in small groups to evaluate online and print editorials and generate oral arguments or written articles on topics of interest. |
| | • Students identify ways that they can help improve their class and school community. |
| | • Students accept responsibility for the classroom. |
| | • Students accept responsibility for their actions, both positive and negative. |

**Discussion Prompts for Administrators**

To facilitate conversations between administrators and teachers about responsibility and choice, administrators could engage teachers using the following questions:
- Describe a time that you integrated student choice into a lesson.
  - How often do you provide similar opportunities to your students?
- Let's brainstorm additional ways that students can have a voice in the classroom.
  - What are the barriers to incorporating more student choice? How can you overcome those barriers?
  - What opportunities do you provide students to take responsibility in the classroom and their learning?

- How do you help students take responsibility for their actions, or connect actions to potential consequences?
- What can the school administration do to help provide opportunities for student responsibility and voice throughout the school?

# Teaching Practice 4: Warmth and Support

**Definition of practice.** Warmth and support refers to the academic and social support that students receive from their teacher and from their peers. The teacher creates a classroom where the students know that teachers care about them. Teachers can demonstrate that they care about their students by asking students questions (academic and nonacademic), following up with students when they have a problem or concern, providing the teacher's own anecdotes or stories, and acting in ways in which students know that taking risks and asking questions are safe in the classroom. In addition, teachers need to create structures in the classroom where students feel included and appreciated by peers and teachers. Teachers can do this through morning meetings, small moments throughout the day or class, or projects in which students get a chance to share what they learn.

⇨⇨⇨　**Alignment between Warmth and Support and TEAM Standards Indicators**

| TEAM Standards/Indicators |
|---|
| 1. **Motivating Students** |
| • The teacher consistently organizes the content so that it is personally meaningful and relevant to students. |
| 2. **Activities and Materials** |
| • Activities and materials are relevant to students' lives and provide opportunities for student-to-student interactions. |
| 3. **Academic Feedback** |
| • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. |
| 4. **Teacher Knowledge of Students** |
| • Teacher practices regularly incorporate student interests and cultural heritage. |
| 5. **Instructional Plans** |
| • Instructional plans include evidence that plan is appropriate for the age, knowledge, and interests of all learners, and provides regular opportunities to accommodate individual student needs. |
| 6. **Student Work** |
| • Assignments require students to connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. |
| 7. **Expectations** |
| • Teacher creates learning opportunities where all students can experience success. |

8. **Environment**
   - The classroom welcomes all members and guests.
9. **Respectful Culture**
   - Teacher-student interactions demonstrate caring and respect for one another.
   - Students exhibit caring and respect for one another.

🎞️ **See it in Action**

**Example 1: Warmth and Support in the Elementary School**

https://www.youtube.com/watch?v=cKNufWEECL8&feature=youtu.be



In this video, elementary school educator Candy Olandt , utilizes warmth and support to teach her students about mindset.

**Example 2: Warmth and Support in the Middle School**

https://www.youtube.com/watch?v=tp_PJUH6Ig8&feature=youtu.be



In this video, middle school educator Cindy Craig, utilizes warmth and support in her anti-bullying program called PAWS (Positive Attitudes Will Succeed).

## Example 3: Making Use of Exit Tickets

Rather than using exit tickets that test basic computation, the teacher uses exit tickets that require students to demonstrate in-depth understanding of the content, such as explaining how they derived the answer to a mathematics problem, analyzing a given solution to a problem, or explaining why a mathematical statement is or is not accurate. After collecting the exit tickets, the teacher references the exit slips the following day both to support student strengths in understanding as well as to target instruction.

## 👀 What does "Warmth and Support" look like in the classroom?

| Teacher Practices | Student Behaviors |
|---|---|
| • Teacher demonstrates to each student that he or she is appreciated as an individual (e.g., appropriate eye contact, greeting each child by name). | • Students express warmth and support to their teacher and to their peers, knowing that their peers and teacher cares about them. |
| • Teacher uses the interests and experiences of students when teaching. | • Students know about the interests and backgrounds of their peers. |
| • Teacher demonstrates care and concern to students about how and what they learn. | • Students take into account the perspectives and emotions of their classmates and teacher. |
| • Teacher affirms that it is okay to think outside of the box or to make mistakes (e.g., by modeling, praising attempts). | • Students take academic risks in the classroom. |
| • Teacher checks in with students about their academic and nonacademic concerns. | • Students provide academic and emotional support to their peers. |
| • Teacher follows up with students when they have a problem or concern. | • Students communicate with teacher and peers in meaningful ways. |
| • Teacher creates structures in the classroom where students feel included and appreciated (e.g., morning meetings, small moments, whole-class share outs). | • Students describe ways that responsible students help their classmates (e.g., including non-examples of how students can bully or tease). |
| | • Students demonstrate positive interactions with peers and avoid negative interactions. |

## 💬 Discussion Prompts for Administrators

To facilitate conversations between administrators and teachers about warmth and support, administrators could engage teachers using the following questions:

- Describe how you create a classroom environment to encourage student engagement that incorporates student interests and experiences.

- Do students feel valued, respected, and supported by their peers in your classroom? How do you know that?
- What opportunities do you provide for students to develop and foster positive relationships with their peers?
- Think about a lesson from this past week. Did the lesson offer students the opportunity to voice their thoughts and opinions in a respectful environment?
- How do you acknowledge and support the concerns of students, whether academic, social, or emotional?

# Instructional Teaching Practices

## Teaching Practice 5: Cooperative Learning

**Definition of practice.** Cooperative learning refers to a specific instructional task in which teachers have students work together toward a collective goal. Teachers ask students to do more than group work; students are actively working with their peers around content in a meaningful way. To implement cooperative learning effectively, teachers include five basic elements: (1) positive interdependence, (2) individual accountability, (3) promoting one another's successes, (4) applying interpersonal and social skills, and (5) group processing (the group discusses progress toward achieving a goal). When implementing cooperative learning, teachers should have an element that requires collective accountability as well as individual accountability to ensure that everyone participates in the learning task. In order for this to have an impact on student learning, as well as social and emotional skills, students need to collaboratively process how they work together and monitor their progress toward their goal.

⇨⇨⇨ **Alignment between Cooperative Learning and TEAM Standards/Indicators**

| TEAM Standards/Indicators |
|---|
| 1. **Activities and Materials**<br>• Activities and materials provide opportunities for student-to-student interaction. |
| 2. **Academic Feedback**<br>• Teacher engages students in giving specific and high-quality feedback to one another. |
| 3. **Grouping Students**<br>• The instructional grouping arrangements consistently maximize student understanding and learning efficiency.<br>• All students in groups know their roles, responsibilities, and group work expectations.<br>• All students participating in groups are held accountable for group work and individual work.<br>• Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. |
| 4. **Environment**<br>• The classroom is arranged to promote individual and group learning. |
| 5. **Respectful Culture**<br>• Positive relationships and interdependence characterize the classroom. |

**See it in Action**

**Example 1: Cooperative Learning in the Elementary School**
https://www.youtube.com/watch?v=lTI1zHhYS00&feature=youtu.be



In this video, elementary school educator Candy Olandt, discusses the importance of grouping in her cooperative learning activity.

**Example 2:  Cooperative Learning in the Elementary School**

https://www.youtube.com/watch?v=aUpF7pZtSVQ&feature=youtu.be



In this video, elementary school educator Patricia Hutchison, discusses the norms that need to be established for cooperative learning.

**Example 3: Inquiry: Leading your Students to Ask Questions**

http://tnclassroomchronicles.org/inquiry-leading-students-ask-questions/

Karen Vogelsang's fourth-grade class at Keystone Elementary School in Memphis uses "Zoom-in Inquiry," a thinking routine from Harvard's Project Zero Classroom. Students in this video work in partners to look at an image and use evidence to support a hypothesis about what the image is. The teacher repeats this process, using two more shots of the same image, which provide students with more evidence about what is represented. Students ask questions, pose and revise hypotheses, and ultimately reach a conclusion.

**Example 2: Collaborative Learning to Assess, Analyze, and Compare**

High school teachers provide examples and rubrics for evaluating online blogs and wiki sites, and multiple opportunities for a collaborative learning project in which groups of students work together to access, analyze, and compare ideas and information presented in different media and formats. Teachers promote student understanding that the 21st century classroom and workplace may often incorporate widely divergent perspectives and cultures. Teachers give guidance and model how to evaluate other points of view critically and constructively in order to effectively participate in this cooperative learning task.

### What does "Cooperative Learning" look like in the classroom?

| Teacher Practices | Student Behaviors |
| --- | --- |
| • Teacher encourages students to work with other students when they have difficulty with an assignment. | • Students actively work on content with their peers in meaningful ways. |
| • Teacher creates learning experiences in which students depend on each other. | • Students hold each other accountable during group work. |
| • Teacher creates learning experiences in which students must apply positive social skills to succeed. | • Students process how they work together and monitor their individual progress toward their shared learning goal. |
| • Teacher holds individuals and the group accountable for learning during small-group work. | • Students focus on promoting the group's success and support the participation of everyone in the learning task. |
| • Teacher provides opportunities for students to share their work and receive feedback from each other. | • Students provide specific, high-quality feedback to each other. |
| • Teacher provides space to allow students to collaboratively process how they work together and monitor their progress toward their goal. | • Students are receptive to the feedback they receive from their teacher and their peers. |
| • Teacher gives students feedback on how they interact with and learn from others during cooperative learning experiences. | • Students communicate effectively with one another. |
| | • Students demonstrate positive social skills while interacting in group work. |

| Teacher Practices | Student Behaviors |
|---|---|
| | • Students resolve conflict that arises during cooperative learning. |

**💬💬 Discussion Prompts for Administrators**

To facilitate conversations between administrators and teachers about cooperative learning, administrators could engage teachers using the following questions:

- How do you use cooperative learning in your classroom?
  - Is there a particular model or approach that you use? (Administrator could ask questions about the five elements of cooperative learning: interdependence, accountability, team encouragement, social skills, and group processing.)
- How do you ensure that students have the appropriate social and emotional skills (e.g., communication, self-regulation) to successfully accomplish group tasks?
- How do you help students provide and receive feedback from their peers?
- How do you encourage students to collaborate with one another, particularly when they are having difficulty with classroom content?

# Teaching Practice 6: Classroom Discussions

**Definition of practice.** Classroom discussions refer to conversations students and teachers have around content. During classroom discussions, teachers ask more open-ended questions and ask students to elaborate on their own thinking and on the thinking of their peers. When classroom discussions are done well, students and teachers are constantly building upon each other's thoughts, and most of the dialogue is student driven. In order to have effective classroom discussions, teachers should develop students' communication skills. More specifically, teachers ensure that students learn how to extend their own thinking and expand on the thinking of their classmates. Students need to be able to listen attentively and pick out the main ideas of what classmates are saying. Teachers also must make sure that students have enough content knowledge in order to do this, in addition to having the skills necessary to hold a substantive discussion.

⇨⇨⇨ **Alignment between Classroom Discussions and TEAM Standards/Indicators**

| TEAM Standards/Indicators |
|---|
| 1. **Motivating Students** <br> • The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. <br> 2. **Presenting Instructional Content** <br> • Presentation of content always includes effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations. <br> 3. **Activities and Materials** <br> • Activities and materials elicit a variety of thinking, provide opportunities for student-to-student interaction, and induce student curiosity and suspense. <br> 4. **Questioning** <br> • Questions require students to regularly cite evidence throughout lesson. <br> • A high frequency of questions is asked. <br> • Questions regularly require active responses. <br> • Students generate questions that lead to further inquiry and self-directed learning. <br> 5. **Academic Feedback** <br> • Teacher engages students in giving specific and high-quality feedback to one another. |

**See it in Action**

**Example 1: Classroom Discussions in the Middle School**

[https://www.youtube.com/watch?v=Gx4rUY8l-aM&feature=youtu.be](https://www.youtube.com/watch?v=Gx4rUY8l-aM&feature=youtu.be)

In this video, middle school educator, Laura Cason, develops learning experiences where inquiry, curiosity, and exploration are valued.

**Example 2: Classroom Discussions in the Elementary School**

[https://www.youtube.com/watch?v=w1yZBU2-0Mw&feature=youtu.be](https://www.youtube.com/watch?v=w1yZBU2-0Mw&feature=youtu.be)

In this video, elementary school educator, Candy Olandt, develops learning experiences where inquiry, curiosity, and exploration are valued.

**Example 1: Working through the Wrong Answer**

[http://tnclassroomchronicles.org/video-supporting-students/](http://tnclassroomchronicles.org/video-supporting-students/)

Karen Vogelsang's fourth-grade class at Keystone Elementary School in Memphis demonstrates how she guides students to express and refine their understanding through partner work, small groups, and whole class discussion. By helping students form questions based on previous instruction and then coaching students from facts to generalizations to summarization, Ms. Vogelsang builds student confidence in talking about what they know.

**Example 2: Close and Critical Reading**

History teacher models close and critical reading, and guides class-wide discussion of a variety of accounts of slavery (such as slave narratives, John C. Calhoun's speech in the U.S. Senate in response to abolition petitions, and writings by Frederick Douglas) to facilitate thoughtful analyses of slavery and the issues leading to the Civil War. Teacher asks questions that require students to determine the meanings of words and phrases from a historical text, and questions that require students to analyze, for example, the structure of a primary source.

## What does "Classroom Discussion" look like in the classroom?

| Teacher Practices | Student Behaviors |
|---|---|
| • Teacher helps students identify how to listen (e.g., tracking the speaker, making mental connections). | • Students listen attentively and can restate the speaker's main ideas. |
| • Teacher helps students learn how to respond and to learn from other students during a discussion. | • Students respond to open-ended questions and elaborate on their own thinking. |
| • Teacher helps students learn how to effectively communicate their points of view (e.g., elaborate on their thinking). | • Students extend their own thinking by expanding on the thinking of their classmates. |
| • Teacher holds in-depth discussions about content with students. | • Students analyze the points of view of their peers during discussions. |
| • Teacher asks students to listen and reflect upon the opinions of other students and determine whether they agree. | • Students use follow-up questions to clarify statements and encourage others to express themselves. |
| | • Students use effective communication skills to present their point of view, as well as to reflect on the points of view of others. |

## Discussion Prompts for Administrators

To facilitate conversations between administrators and teachers about classroom discussions, administrators could engage teachers using the following questions:

- How do you incorporate questioning techniques into your lesson plans?
- What kinds of questions do your students ask?
  - Do student-generated questions move beyond simple clarifications to more complex questions that prompt further, more sophisticated reflection?
  - How can you help your students learn the skills to ask more complex questions?
- To what extent does your instruction facilitate thoughtful classroom discussions by developing the listening skills of students? By building their skills to conduct inquiry?

Their ability to collaborate with others to arrive at a deeper understanding or a decision?

# Teaching Practice 7: Self-Assessment and Self-Reflection

**Definition of practice.** Self-reflection and self-assessment are instructional tasks whereby teachers ask students to actively think about their own work. In order for students to self-reflect on their work, teachers should ask them to assess their own work. This does not mean that teachers simply provide the answers and students look to see if they got the answer right or wrong. Students need to learn how to assess more rigorous work against performance standards that have either been provided by the teacher or co-created in the classroom. The process should not stop there, however; students also need to think about how to improve their work on the basis of their self-assessment. In order to assist students with this process, teachers need to develop goals and priorities with students. If students do not know what they are working toward, how to accomplish those goals, or when those goals have been accomplished, students will be less invested in the classroom. Along with goal setting, students need to learn how to monitor the progress toward meeting their goals. In addition, when students self-reflect, they also need to learn when and how to seek help and where to search for resources.

⇨⇨⇨ **Alignment between Self-Assessment and Self-Reflection and TEAM Standards/Indicators**

| TEAM Standards/Indicators |
|---|
| 1. **Activities and Materials**<br>• Activities and materials provide time for reflection.<br>• Activities demand self-direction and self-monitoring.<br>2. **Questioning**<br>• Students generate questions that lead to further inquiry and self-directed learning.<br>3. **Thinking**<br>• The teacher provides opportunities where students monitor their thinking to insure that they understand what they are learning, and are attending to critical information, and are aware of the learning strategies that they are using and why.<br>4. **Instructional Plans**<br>• Instructional plans include activities, materials, and assessments that provide appropriate time for student work, student reflection, and lesson unit and closure.<br>5. **Student Work**<br>• Assignments require students to organize, interpret, analyze, synthesize and evaluate information rather than reproduce it.<br>6. **Expectations**<br>• Students take initiative and follow through with their own work. |

**Example 1:-Self-Assessment and Self Reflection in the Elementary School**

https://www.youtube.com/watch?v=O__H0PpdgZE&feature=youtu.be



In this video, elementary school educator, Candy Olandt, asks students to actively think about their own work.

**Example 2: Self-Assessment in the High School**

https://www.youtube.com/watch?v=LmZUD0nx5Fw&feature=youtu.be



In this video, high school educator, Joe Foy, asks students to actively think about their own work.

**Example 3: Listen in: High School Students Talk Math**

http://tnclassroomchronicles.org/listen-antioch-students-talk-math/

Math teacher, Christian Jenkins, at Antioch High School in Metro Nashville Public Schools uses dialog with students for assessment.  Mr. Jenkins believes, "Student talk is a window into what they are thinking and if they understand."  This is critical information for the teacher, but he also relies on student articulation of understanding, verbally and in writing, to provide them with opportunities to make sense of content.

**Example 2: Multiple Solutions to Math Problems**

When reviewing fractions in fourth-grade math class, the teacher asks students to share and come up with multiple ways to demonstrate their solution. The teacher then engages students in a discussion to connect the different approaches to determine how well their approaches worked in solving the problem.

## What does "Self-Assessment and Self-Reflection" look like in the classroom?

| Teacher Practices | Student Behaviors |
|---|---|
| • Teacher tells students the learning goals for each lesson. | • Students understand the goals they are working toward. |
| • Teacher asks students to reflect on their personal academic goals (e.g., make connections to the lesson goals). | • Students actively think about their work as it relates to the learning goals. |
| • Teacher provides students with strategies to analyze their work (e.g., performance rubrics, peer reviews). | • Students monitor their progress toward achieving the learning goal. |
| • Teacher creates opportunities for students to monitor and reflect on their progress toward their learning goals. | • Students identify what they do and do not know against performance standards. |
| • Teacher creates opportunities for students to monitor and reflect on their social learning. | • Students know where to look for help based on what they do and do not know. |
| • Teacher helps students develop strategies to make sure they meet their learning goals. | • Students identify strategies to improve their work and/or behavior. |
| • Teacher provides students opportunities to reflect on their thinking and learning processes (e.g., using graphic organizers or journals). | • Students provide feedback on the strategies used for their learning. |
| • Teacher asks students to think together to provide feedback on the effectiveness of learning activities (e.g., debriefing tool, feedback form, simple survey). | |

**Discussion Prompts for Administrators**

To facilitate conversations between administrators and teachers about self-assessment and self-reflection, administrators could engage teachers using the following questions:

- Think about your most successful lessons in the past two weeks:
    - How did you ensure and know that your students knew what the learning goals were?
    - How did you help them reflect upon their progress in understanding the learning goals?
    - How did you help them reflect upon the learning process?
    - How did you help your students reflect upon their behavior (both positive and negative)?
- What self-assessment techniques did you use most frequently?
    - Describe how you used the results of student self-assessment to inform your practice.
    - Describe how you helped students use the results of their self-assessment to inform their learning.
- How do school structures and systems promote student self-assessment of their academic work and their behavior?

## Teaching Practice 8: Balanced Instruction

**Definition of practice.** Balanced instruction refers to teachers using an appropriate balance between active instruction and direct instruction, as well as the appropriate balance between individual and collaborative learning. Through balanced instruction, teachers provide students opportunities to directly learn about the material as well as engage with the material. Balance, however, does not mean an equal split between the types of instruction. Most programs and SEL scholars promote active forms of instruction in which students interact with the content in multiple ways, including games, play, projects, and other types. Although active forms of instruction are typically engaging for students, these activities should not just be for fun; teachers should use strategies that represent one of the best ways for students to learn and engage with the content.

Project-based learning is an example of active instruction because students are actively involved in solving a problem, which could be completed collaboratively or independently. Even during independent projects, students have to rely on others to find information. During the project, students should plan, monitor, and reflect on their progress toward completion.

⇨⇨⇨ **Alignment between Balanced Instruction and TEAM Standards/Indicators**

| TEAM Standards/Indicators |
| --- |
| 1. **Motivating Students**<br>• The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. |
| 2. **Activities and Materials**<br>• Activities and materials sustain students' attention, induce student curiosity and suspense, and incorporate multimedia, technology, and resources beyond the school curriculum texts.<br>• Sometimes activities are game-like involve simulations, require creating products, and demand self-direction and self-monitoring. |
| 3. **Teacher Knowledge of Students**<br>• Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. |
| 4. **Thinking**<br>• The teacher thoroughly teaches research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. |
| 5. **Assessment**<br>• Assessment plans measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). |
| 6. **Expectations**<br>• Teacher creates learning opportunities where all students can experience success. |

### 📽 See it in Action

**Example 1: Balanced Instruction in the Middle School**

**https://www.youtube.com/watch?v=Bvvow_4PrHc&feature=youtu.be**



In this video, middle school educator, Laura Cason, utilizes a balance between active instruction and direct instruction as well as between individual and collaborative learning.

**Example 2: Balanced Instruction in the Middle School**

**https://www.youtube.com/watch?v=1qxVfhGHUC0&feature=youtu.be**



In this video, middle school educator, Mike French, utilizes a balance between active instruction and direct instruction as well as between individual and collaborative learning.

**Example 3: Asking the Right Questions**

http://tnclassroomchronicles.org/asking-right-questions/

Math teacher, Christian Jenkins, at Antioch High School in Metro Nashville Public Schools uses dialog as an active teaching strategy with his students working in groups on math problems. Through skillful questioning, Mr. Jenkins leads students to discover answers to their questions by helping each other or referring back to information provided in direct instruction.

**Example 4: Science Lesson**

The science teacher first provides direct instruction on the effects of pollution. Subsequently, the teacher models and then provides small-group practice to critique and evaluate visual evidence, supporting students as they develop inferences and form conclusions about the effects of pollution on the environment based on geological charts, graphs, and photographs of Amazon rainforests over time.

## What does "Balanced Instruction" look like in the classroom?

| Teacher Practices | Student Behaviors |
|---|---|
| • Teacher uses an appropriate balance between providing students opportunities to directly learn new information, to actively engage in the material. | • Students interact with the content in multiple ways. |
| • Teacher provides extended projects that require at least one week to complete. | • Students actively solve problems, collaboratively or independently. |
| • Teacher requires students to extend their thinking when they provide basic answers (e.g., ask multiple follow-up questions). | • Students critique and evaluate visuals, draw conclusions, and develop inferences. |
| • Teacher uses multiple instructional strategies to keep students engaged in learning. | • Students engage in multiple learning strategies, using self-direction and self-monitoring. |
| • Teacher makes sure that activities are not just fun, but represent one of the best ways for students to learn the content. | • Students identify challenges in solving problems (academic or behavioral), and potential solutions. |
| • Teacher asks students to work on products (e.g., web pages, skits, or posters) intended for multiple audiences (e.g., parents, community members). | • Students create products customized for different audiences, understanding that communication strategies may differ depending on the audience. |
| | • Students identify and evaluate strategies to succeed in school. |

## Discussion Prompts for Administrators

To facilitate conversations between administrators and teachers about balanced instruction, administrators could engage teachers using the following questions:

- How do you define direct instruction?
    - How do you use direct instruction in your classroom to ensure students understand content? Engage in the content?
- How do you define active instruction?
    - How do you use active instruction in your classroom to ensure students understand content? Engage in the content?

- o What types of instructional strategies do you use in your classroom to engage students? How do you integrate multiple strategies into a lesson or unit?
- What type of products do you ask your students to develop to demonstrate their work? How do you ensure you use the correct balance of direct and active instruction for you and your students?

## Teaching Practice 9: Academic Press and Expectations

**Definition of practice.** Academic press refers to how you implement meaningful and challenging work, and academic expectations focused on your belief that all students can and will succeed. Students should sense that academic learning is extremely important, that you want them to succeed, and that they have to exert effort in challenging work in order to succeed.

Academic rigor does not mean that you should be overly strict with your students. However, students should feel pressure to succeed, and feel responsible for accomplishing or failing to accomplish their academic work. In order to be successful with this practice, you must know what your students are capable of doing academically and how they will respond emotionally to challenging work.

⇨⇨⇨  **Alignment between Academic Press and Expectations, and TEAM Standards/Indicators**

| TEAM Standards/Indicators |
| --- |
| 1. **Standards and Objectives**<br>• Expectations for student performance are clear, demanding, and high.<br>2. **Activities and Materials**<br>• Activities and materials are challenging.<br>• The preponderance of activities demand complex thinking and analysis.<br>• Texts and tasks are appropriately complex.<br>3. **Teacher Knowledge of Students**<br>• Teacher practices display understanding of each student's anticipated learning difficulties.<br>4. **Student Work**<br>• Assignments require students to organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it.<br>5. **Expectations**<br>• Teacher sets high and demanding academic expectations for every student.<br>• Teacher optimizes instructional time, teaches more material, and demands better performance from every student. |

**See it in Action**

**Example 1: Academic Press in the Middle School**

**https://www.youtube.com/watch?v=zoBusJhMT0A&feature=youtu.be**



In this video, middle school educator, Mike French ensures student work is meaningful and challenging for all students.

**Example 2: Academic Press in the Middle School**

**https://www.youtube.com/watch?v=qJ1PD_td7Qo&feature=youtu.be**



In this video, high school educator, Joe Foy, ensures student work is meaningful and challenging for all students.

**Example 3: High Expectations in Strengthening Second Grade Math Skills**

> In a second-grade math class, the teacher provides students with challenging problems, encourages them to struggle with the mathematics, and scaffolds the development of perseverance in solving problems. Some students work with double-digit subtraction and others with single-digit subtraction until each student masters the materials that represent a personal challenge.

**What does "Academic Press and Expectations" look like in the classroom?**

| Teacher Practices | Student Behaviors |
|---|---|
| • Teacher gives students more challenging problems when they have mastered easier material. | • Students progress through increasingly complex and challenging activities. |
| • Teacher ensures that students feel responsible when they accomplish or fail to accomplish their academic work. | • Students understand the importance of academic learning and feel pressure to succeed. |
| • Teacher demonstrates for students the connection between effort and results, and expects students to apply their full effort. | • Students know that they are responsible for their academic outcomes. |
| • Teacher gives students work that has more than one right answer and asks them to defend their answers. | • Students analyze and evaluate information in order to solve problems. |
| • Teacher supports students socially and emotionally while challenging them to reach new or higher levels of learning. | • Students identify and regulate emotions of frustration that may arise due to challenging demands. |
| | • Students see the connection between their efforts and academic results. |

**Discussion Prompts for Administrators**

To facilitate conversations between administrators and teachers about academic press and expectations, administrators could engage teachers using the following questions:

- How do you know where each student's level of academic challenge is—and keep the student moving forward?
- How do you help students recognize the relationship between effort, challenge, and higher levels of achievement? What tells you that your students have understood the relationship between the effort they make and their ability to move to a higher level of achievement/ challenge?
    - How do you help students regulate their emotions (e.g., frustration) when they are presented with more rigorous content?
    - Are students learning skills to manage their social or emotional responses to rigorous academic content?
- How do you help students feel responsible for accomplishing work that meets high expectations? How does the school culture support academic press and expectations?

## Teaching Practice 10: Competence Building

**Definition of practice.** Competence building occurs when teachers help develop social and emotional competencies systematically through the typical instructional cycle: goals/objectives of the lesson, introduction to new material/modeling, group and individual practice, and conclusion/reflection. Each part of the instructional cycle helps reinforce particular social and emotional competencies, as long as the teacher integrates them into the lesson. Throughout the lesson, the teacher should model prosocial behavior (i.e., positive relationship skills) to the students. When students are participating in group work, the teacher is encouraging positive social behaviors and coaching students on how to use positive social behavior when they practice their prosocial skills in a group setting. The teacher also provides feedback to students on how they are interacting with their peers and how they are learning content. If problems arise between students in guided practice or if problems arise with content, the teacher guides the students through problem-solving and conflict-resolution strategies.

▷▷▷ **Alignment between Competence Building and TEAM Standards/Indicators**

| TEAM Standards/Indicators |
|---|
| 1. **Standards and Objectives** |
|   • All learning objectives are clearly and explicitly communicated, connected to state standards, and referenced throughout lesson. |
| 2. **Presenting Instructional Content** |
|   • Presentation of content always includes visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. |
|   • Presentation of content always includes examples, illustrations, analogies, and labels for new concepts and ideas. |
|   • Presentation of content always includes effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate expectations. |
| 3. **Lesson Structure and Pacing** |
|   • The lesson's structure is coherent, with a beginning, middle, and end. |
|   • The lesson includes time for reflection. |
| 4. **Activities and Materials** |
|   • Activities and materials provide time for reflection. |
| 5. **Academic Feedback** |
|   • Feedback is frequently given during guided practice and homework review. |
|   • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. |
| 6. **Teacher Knowledge of Students** |

| TEAM Standards/Indicators |
| --- |
| • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.<br>**7. Thinking**<br> • The teacher provides opportunities where students monitor their thinking to ensure they understand what they are learning, aware of the learning strategies using and why.<br>**8. Instructional Plans**<br> • Instructional plans include activities, materials, and assessments that provide appropriate time for student work, student reflection, and lesson unit and closure. |

**See it in Action**

**Example 1: Competence Building in the Elementary School**

**https://www.youtube.com/watch?v=_oDqlRpFtTU&feature=youtu.be**



In this video, elementary educator Patricia Hutchison, models social and personal competency skills and gives students supportive feedback to build competency in the skill they are learning.

**Example 2: Competence Building in the Middle School**

**https://www.youtube.com/watch?v=A6VAkxHBK-U&feature=youtu.be**

In this video, middle school educator, Stacey Brent, discusses the difference between making a mistake and making an error in math and how students can give each other feedback.

**Example 3: Cross-disciplinary Unit**

High school English language arts teachers plan a unit with social studies teachers around seminal documents in U.S. history and primary sources (e.g., diaries or letters) from the U.S. revolutionary war and civil war periods. Using one or more of the texts required by Common Core State Standard Reading Informational Standard 9 (e.g., Declaration of Independence, Bill of Rights, and Gettysburg Address), teachers model their thinking with repeated examples of connecting to prior knowledge in analyzing text themes, purposes, and rhetorical features. Teachers guide whole-class student discussions (and provide sequenced independent practice), using textual evidence to compare, for example, rhetorical features in the Declaration of Independence and the Gettysburg Address.

### What does "Competence Building" look like in the classroom?

| Teacher Practices | Student Behaviors |
| --- | --- |
| • Teacher models and practices new learning with students before asking them to perform independently. | • Students interact with content throughout the instructional cycle. |
| • Teacher demonstrates a concept using a variety of tools (e.g., modeling, demonstrations, mini-lessons, or texts). | • Students are receptive to the feedback they receive from their teacher or peers. |
| • Teacher conferences with students about ways to improve their work. | • Students are motivated to modify work based on feedback from their teacher or peers. |
| • Teacher uses multiple strategies with students until they figure out how to solve the problem (i.e., graphic organizers, leveled text, checklist, verbal cues). | • Students recognize the support they need and are receptive to receiving support. |
| • Teacher gives students frequent specific feedback to let them know how they are doing in class (academically and socially). | • Students are aware of their emotions and of their behaviors during instruction, and respond in a culturally appropriate way. |
| • Teacher has students correct their mistakes (academic or social) based on feedback from teacher or their peers. | • Students recognize that mistakes are a part of the learning process, and are receptive to fix them. |
| • Teacher provides specific feedback that is focused on the academic task at hand. | |
| • Teacher uses student misconceptions to guide the teacher's instruction without singling the student out. | |

**Discussion Prompts for Administrators**

To facilitate conversations between administrators and teachers about competence building, administrators could engage teachers using the following questions:

- How do you help build your students' social and emotional competencies throughout academic instruction?
    - Let's brainstorm additional ways to accomplish this in your daily practice.
- How do you model and encourage prosocial behaviors throughout your instruction?
    - How do you incorporate feedback on your students' behavior into the normal course of instruction?
    - What do you do if a student needs extended coaching in a social and emotional competency?
- How do you model and encourage learning from mistakes (both behavioral and academic)?
- What types of strategies do you employ to help students solve problems throughout the learning process?

# References

Collaborative for Academic, Social, and Emotional Learning. (2013). *2013 CASEL guide: Effective social and emotional learning programs.* Retrieved from http://casel.org/guide/

Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82,* 405-432.

Elias, M. J. (2004). Strategies to infuse social and emotional learning into academics. In J. E. Zins, R. W. Weissberg, M. C. Wang, & H. J. Walberg (Eds.). *Building academic success on social and emotional learning: What does the research say?* (pp. 113–134). New York: Teachers College Press.

Hagen, E. (2013). Social & Emotional Learning: Comparing Frameworks. University of Minnesota Extension. http://www.extension.umn.edu/youth/research/sel/docs/issue-brief-comparing-frameworks.pdf

Hilton, M. (2014). How Social-Emotional Learning and Development of 21st Century Competencies Support Academic Achievement. http://www.nasbe.org/wp-content/uploads/Standard_Mar2014_Hilton.pdf

Yoder, N. (2013). *Teaching the whole child: Instructional practices that promote social and emotional learning in three instructional frameworks.* Washington, DC: Center on Great Teachers and Leaders. Retrieved from http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf

Zins, J.E. (2004). *Building Academic Success on Social and Emotional Learning,* Teachers College Press: Columbia University.

Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (2004). *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press.