

All Learning is Social and Emotional

Doug Fisher
www.fisherandfrey.com



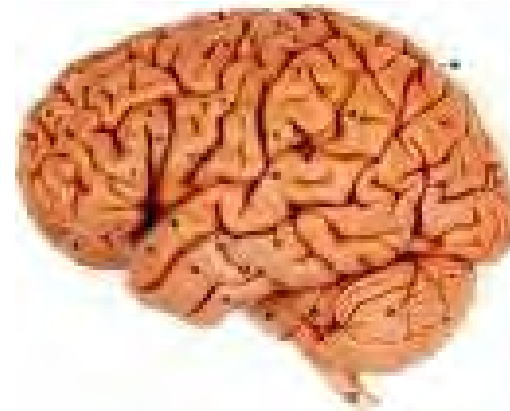
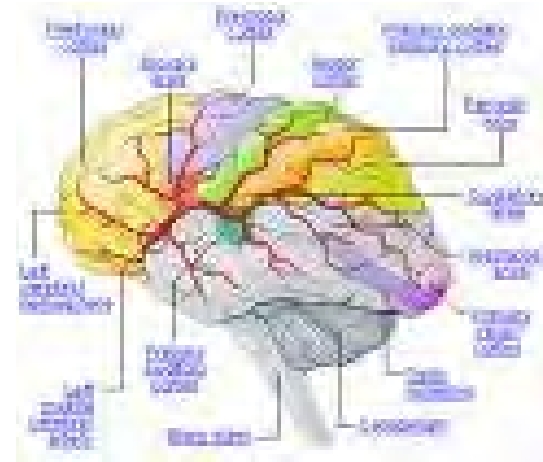
I'll go back to school
and learn more
about
the brain!

400+ page textbook

“Somites are blocks of dorsal mesodermal cells adjacent to the notochord during vertebrate organogenesis.”

“Improved vascular definition in radiographs of the arterial phase or of the venous phase can be procured by a process of subtraction whereby positive and negative images of the overlying skull are superimposed on one another.”

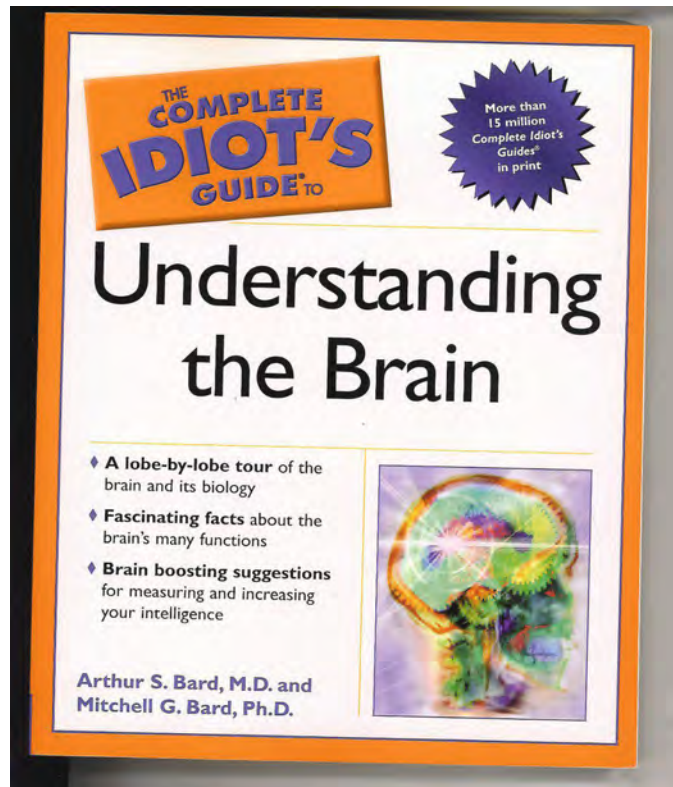
I don't know how you're going to learn this, but it's on the test.



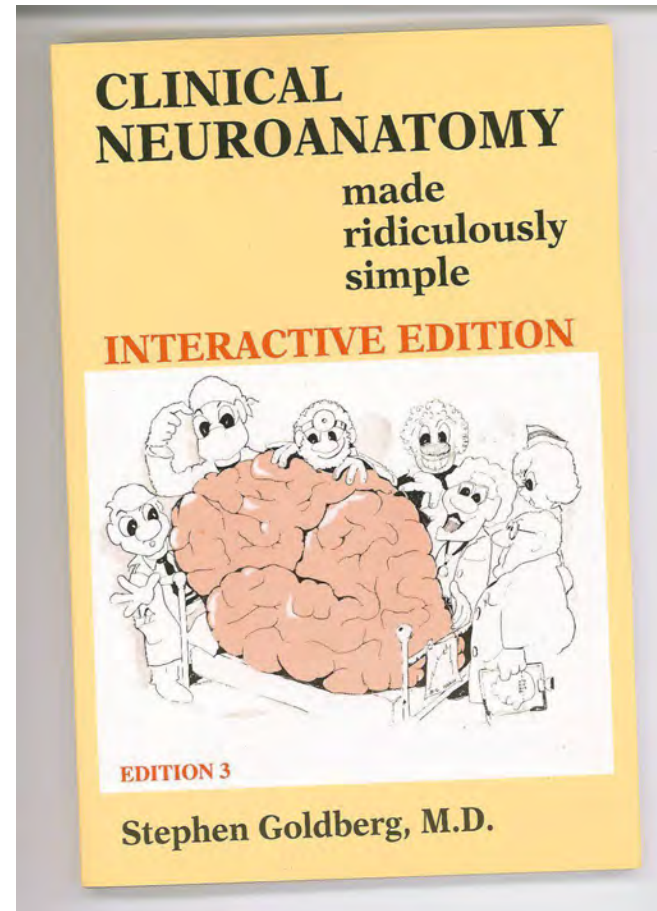
Quick, build background!



Expand understanding through reading



Reading increasingly difficult texts



Read “non-traditional” texts

- To date, over 100 YouTube videos!
- PBS (*The Secret Life of the Brain*)
- Internet quiz sites about neuroanatomy
- Talking with peers and others interested in the brain



But the
midterm
comes

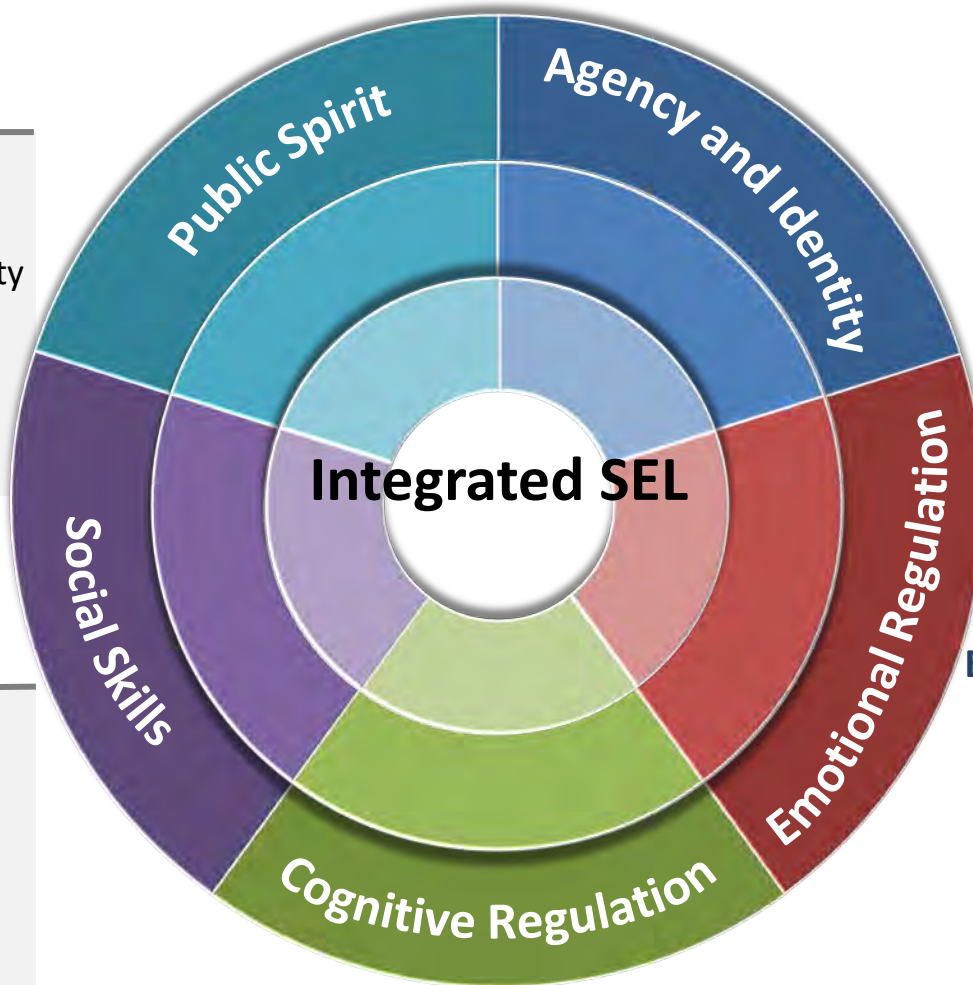
17 pages, single spaced



Besides Some Neuroanatomy, What Have I Learned?

- You can't (independently) learn from books you can't read (but you can learn)
- Reading widely builds background and vocabulary
- Interacting with others keeps me motivated and clarifies information and extends understanding

Every student deserves
a *great* teacher, not by
chance, but by **design**.



PUBLIC SPIRIT

Respect for others
 Courage
 Ethical responsibility
 Civic responsibility
 Social justice
 Service learning
 Leadership

AGENCY AND IDENTITY

Recognize strengths
 Self-confidence
 Self-efficacy
 Perseverance and grit
 Growth mindset
 Resiliency

SOCIAL SKILLS AND RELATIONSHIPS

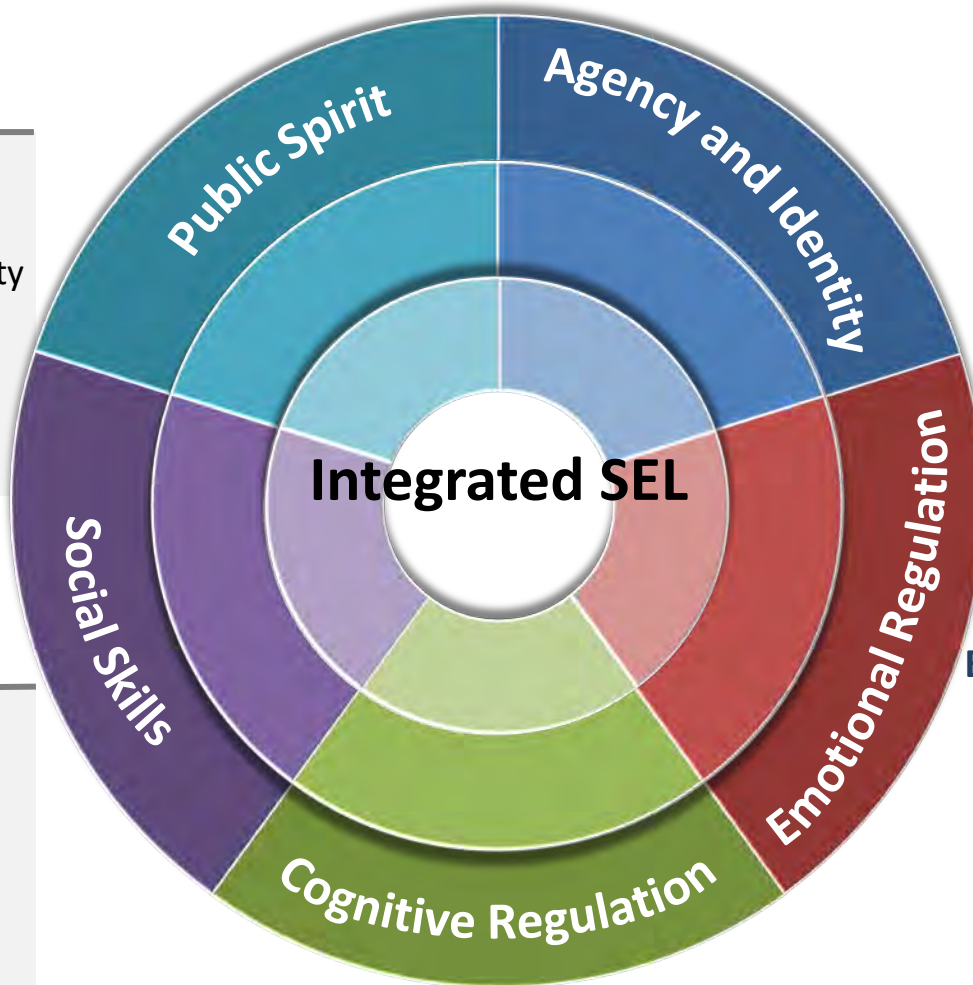
Build relationships
 Repair relationships
 Communication
 Empathy
 Prosocial skills
 Sharing
 Teamwork

EMOTIONAL REGULATION

Identify emotions
 Accurate self-perception
 Impulse control
 Delayed gratification
 Stress management
 Coping

COGNITIVE REGULATION

Metacognition	Help-seeking
Attention	Decision-making
Goal setting	Organizational skills
Recognizing and resolving problems	



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Identity is how we define ourselves.



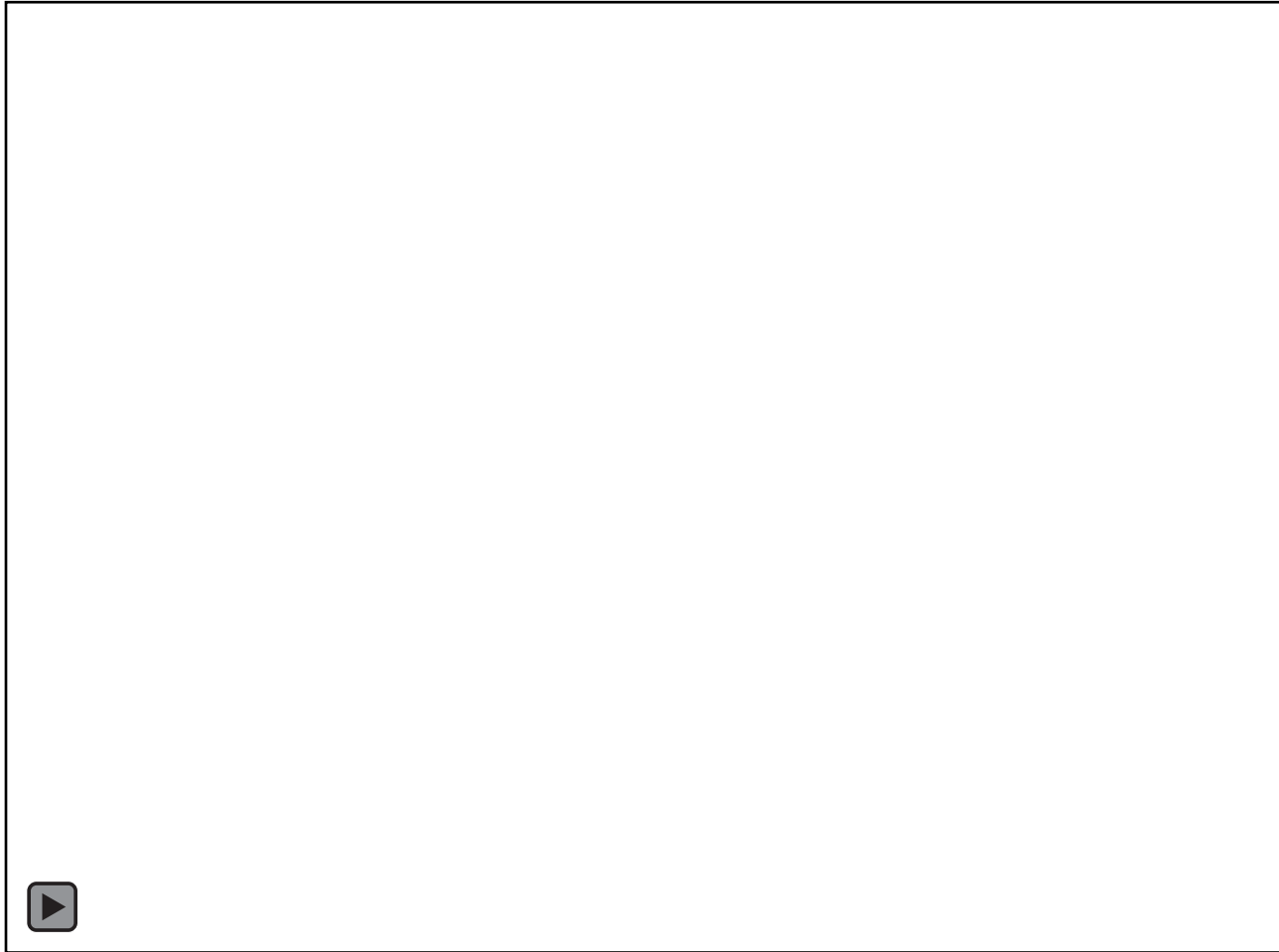
People learn from their lives through the stories they tell to and about themselves.

Agency is belief in one's capacity to act upon the world.



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

We gauge our identity and agency from the way the world reacts to us.



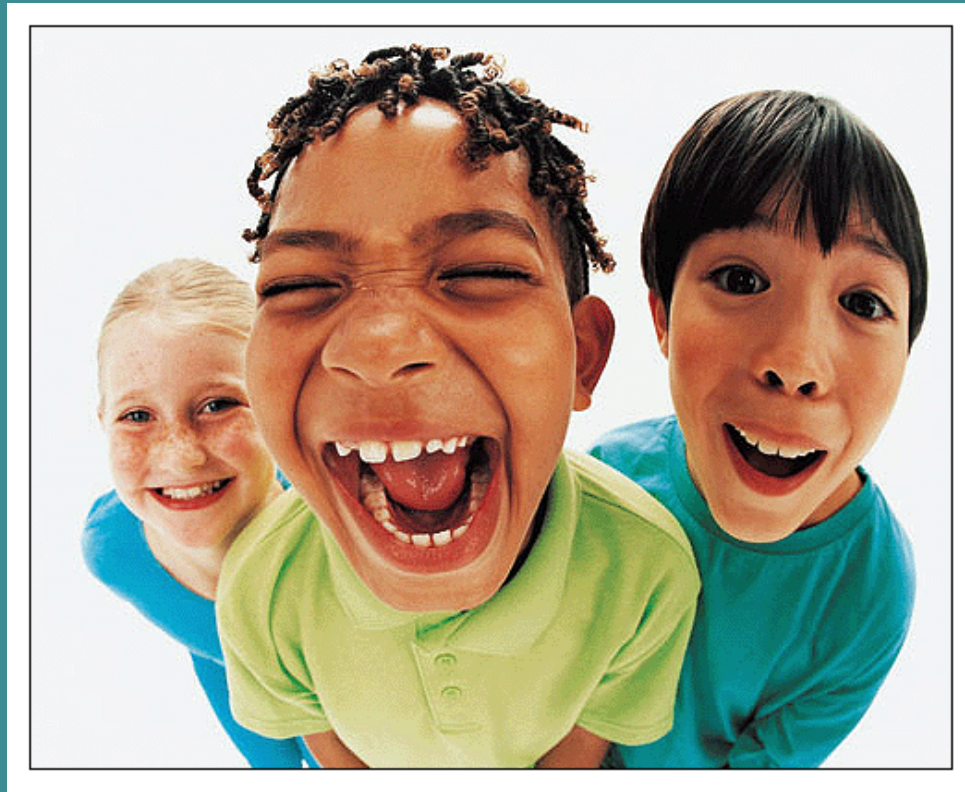


We have fewer interactions with hard-to-reach students.



Teacher expectations are influenced by...

⊙ Past Achievement ⊙ Physical & Cognitive Differences ⊙



⊙ Gender ⊙ Race/Ethnicity ⊙ SES ⊙ Language Barriers ⊙

Differential Teacher Treatments of High and Low Achievers

Low achievers:

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


Good, T. L. (1987). Two decades of research on teacher expectations. *Journal of Teacher Education*, 38, 32-47.

Students React to Being Told They're Important





A Tale of 4
Kindergarten
Math Classrooms



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

Mr. Andrews combines **whole-group instruction** with **heterogeneous small group learning** (a single EL in each group) “so that these kids get lots of exposure to native English speakers.”



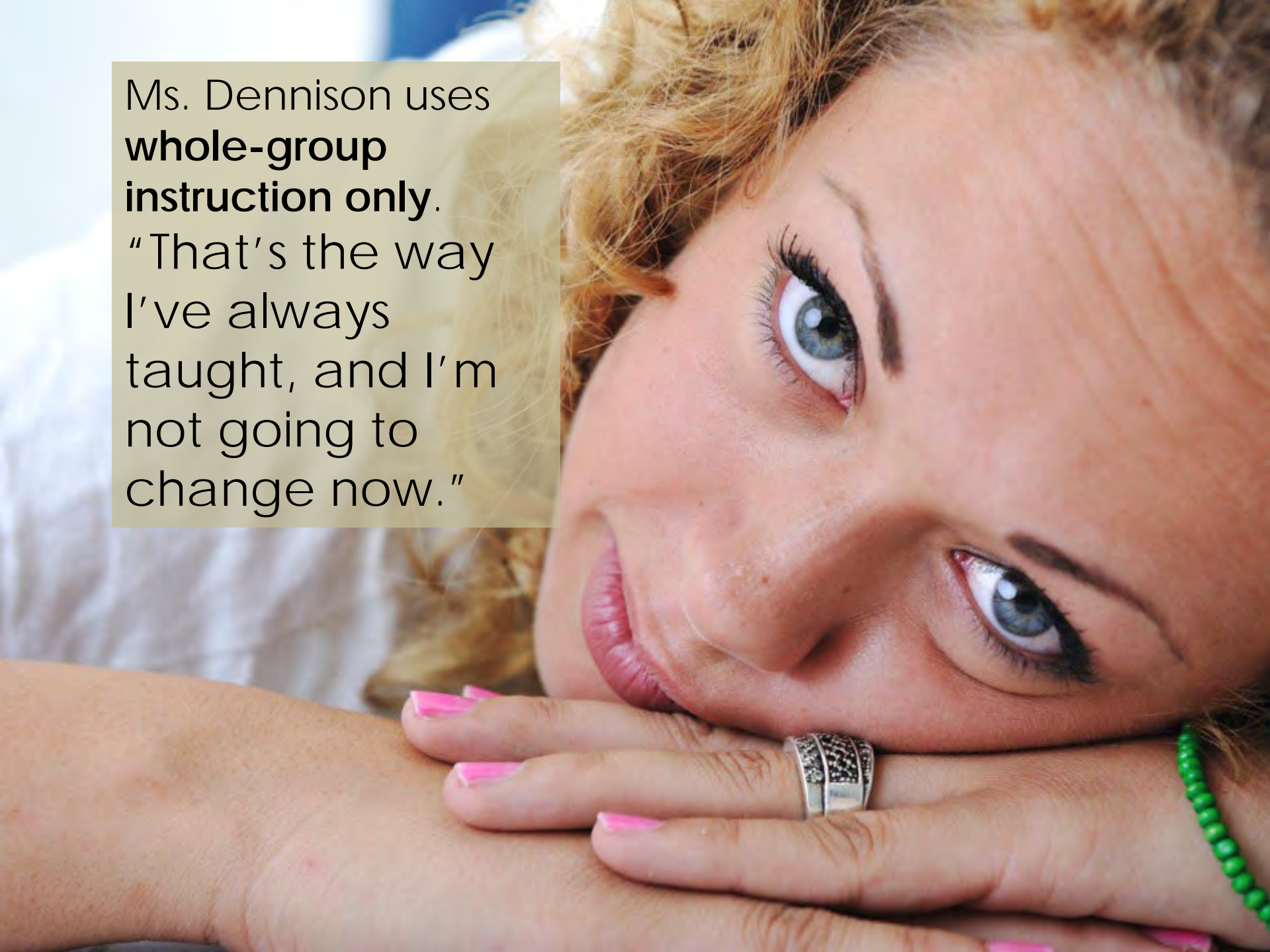
Ms. Barnett uses **whole-group instruction** with **homogeneous and heterogeneous small group learning**.

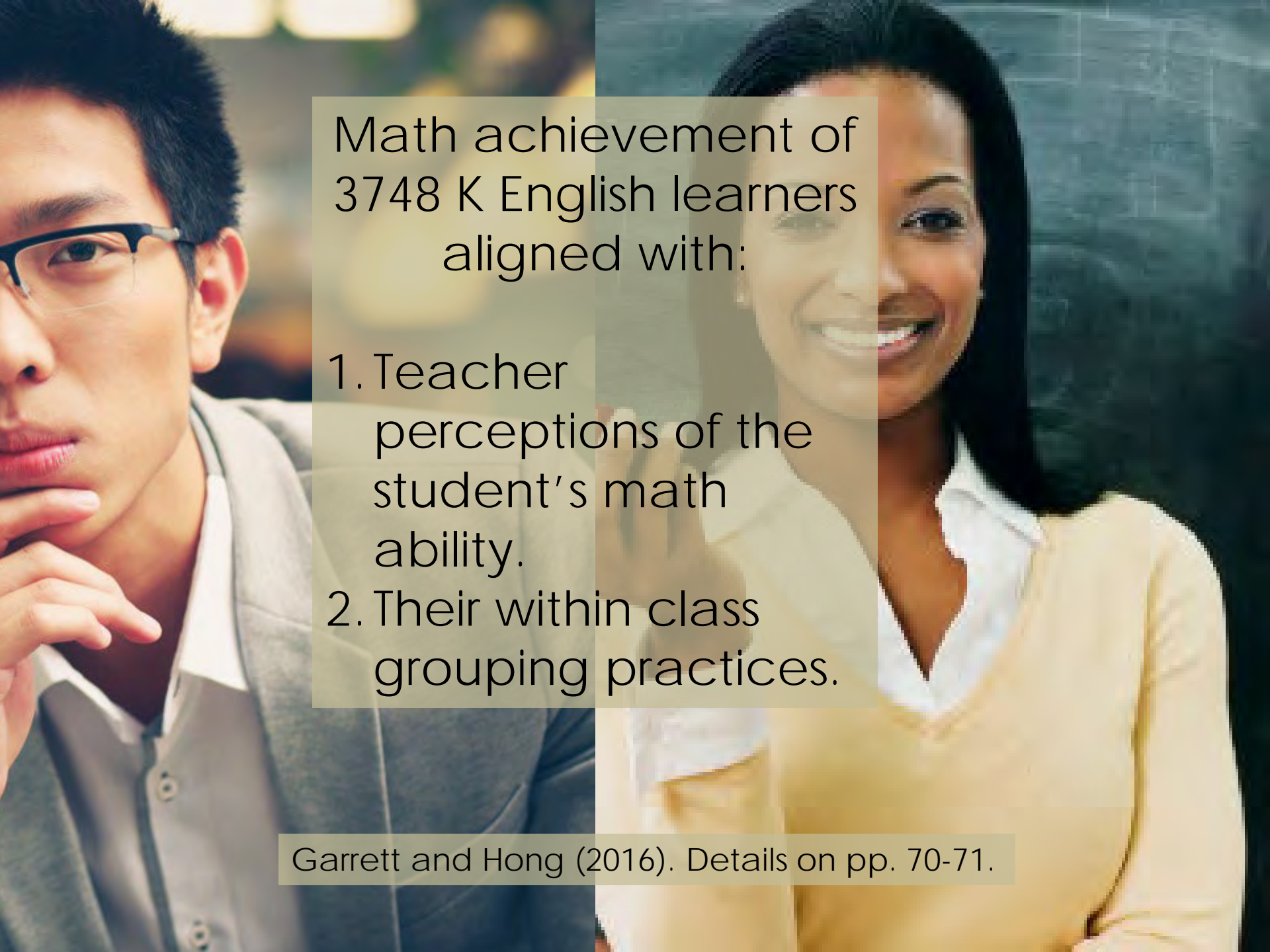
"I give specialized supports like teaching academic language structures. But other times they benefit more from learning with native speakers to apprentice them into the language."



Ms. Dennison uses **whole-group instruction only.**

"That's the way I've always taught, and I'm not going to change now."



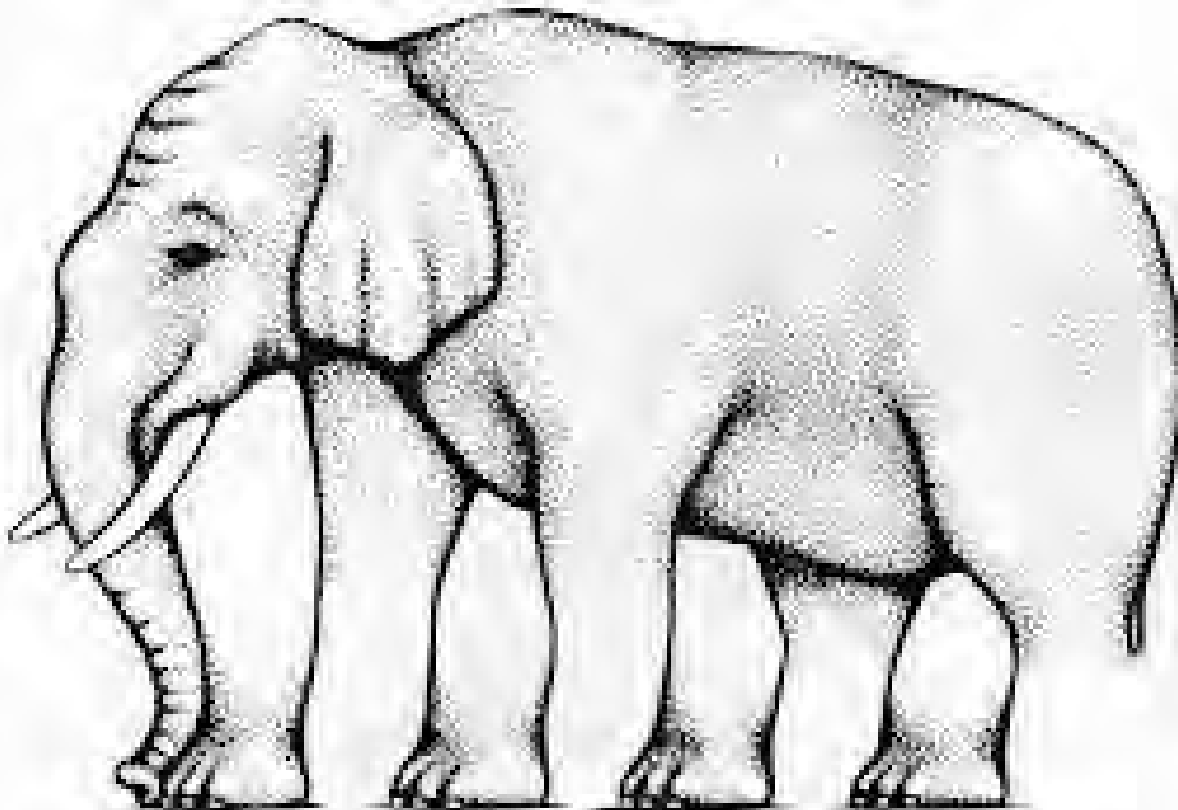


Math achievement of
3748 K English learners
aligned with:

1. Teacher perceptions of the student's math ability.
2. Their within class grouping practices.

Garrett and Hong (2016). Details on pp. 70-71.

The Power of Perception

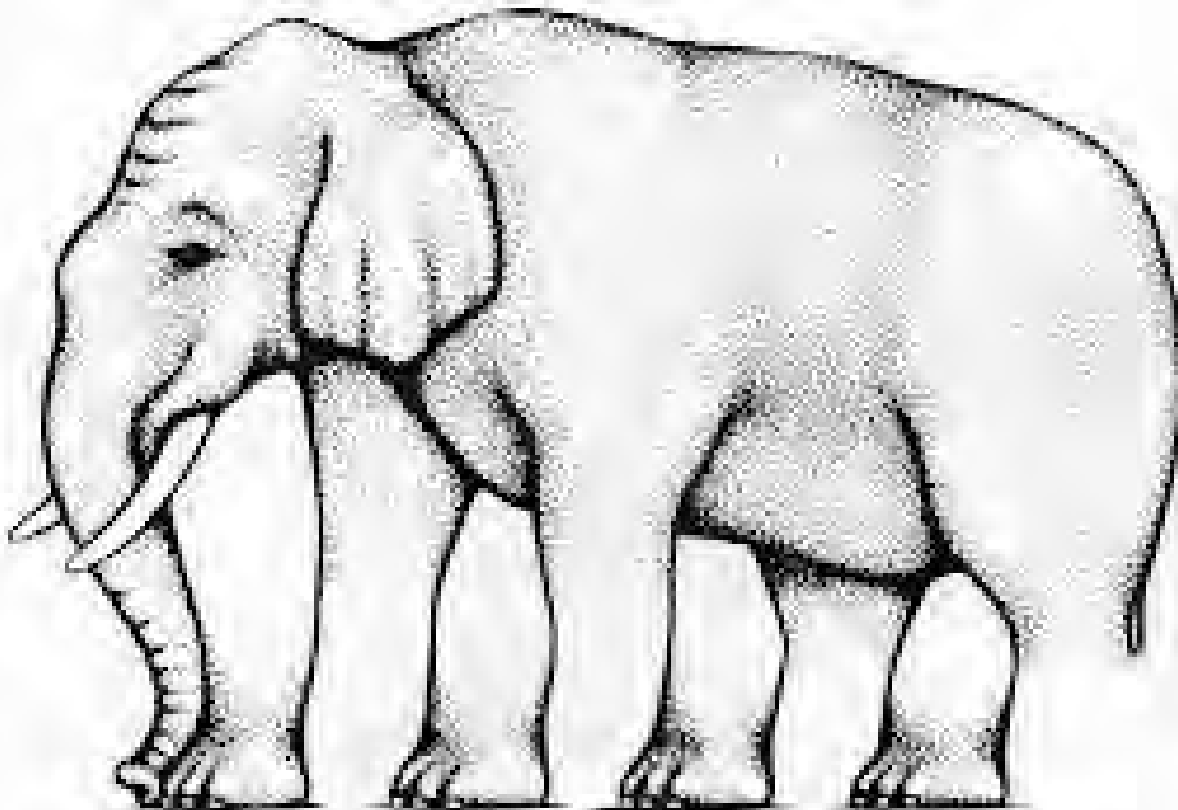








The Power of Perception





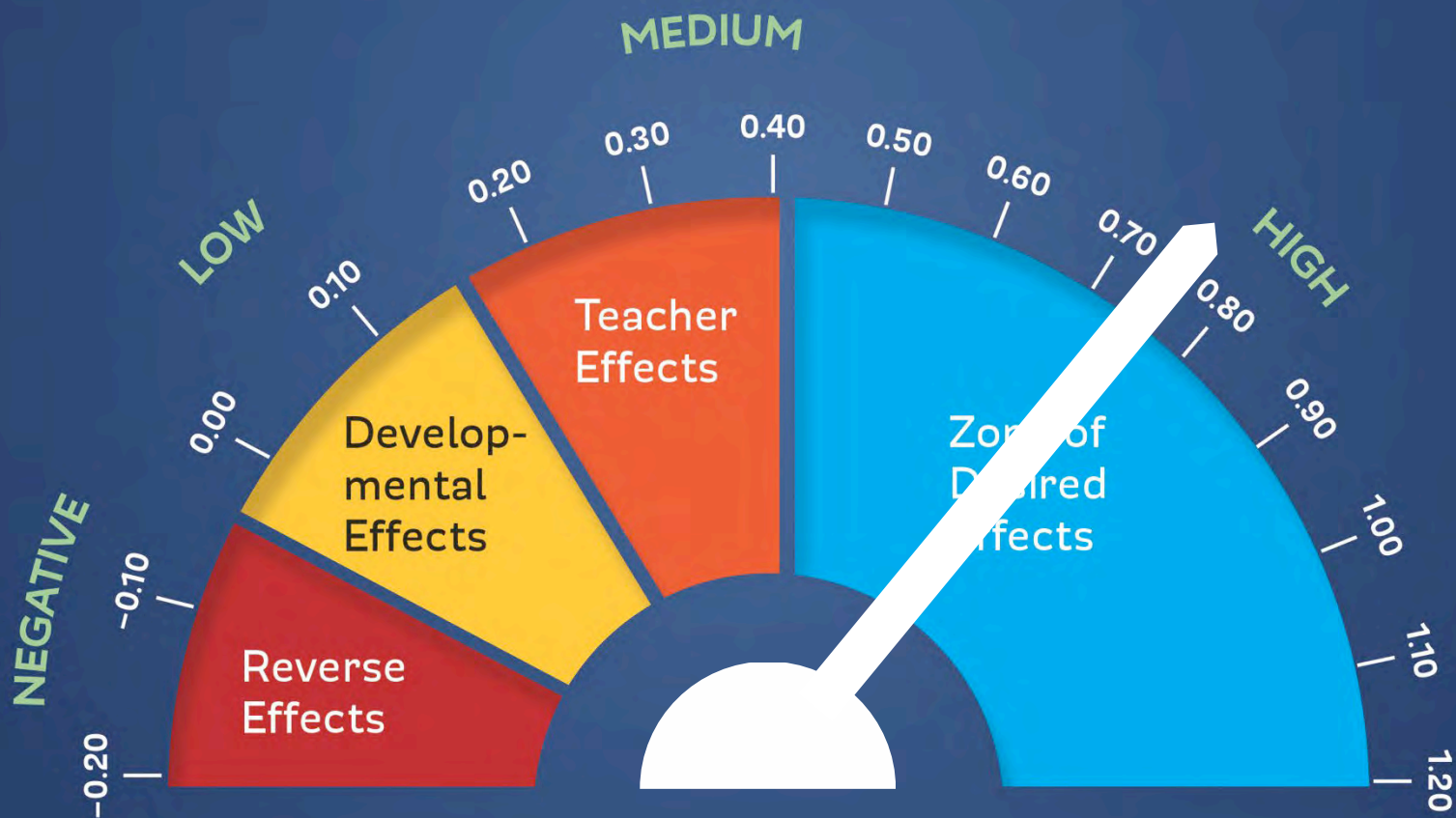






Teacher
perceptions
become
students'
reality.


Feedback: $d = 0.75$



Source: Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.



Feedback
should spark
thinking and
action.

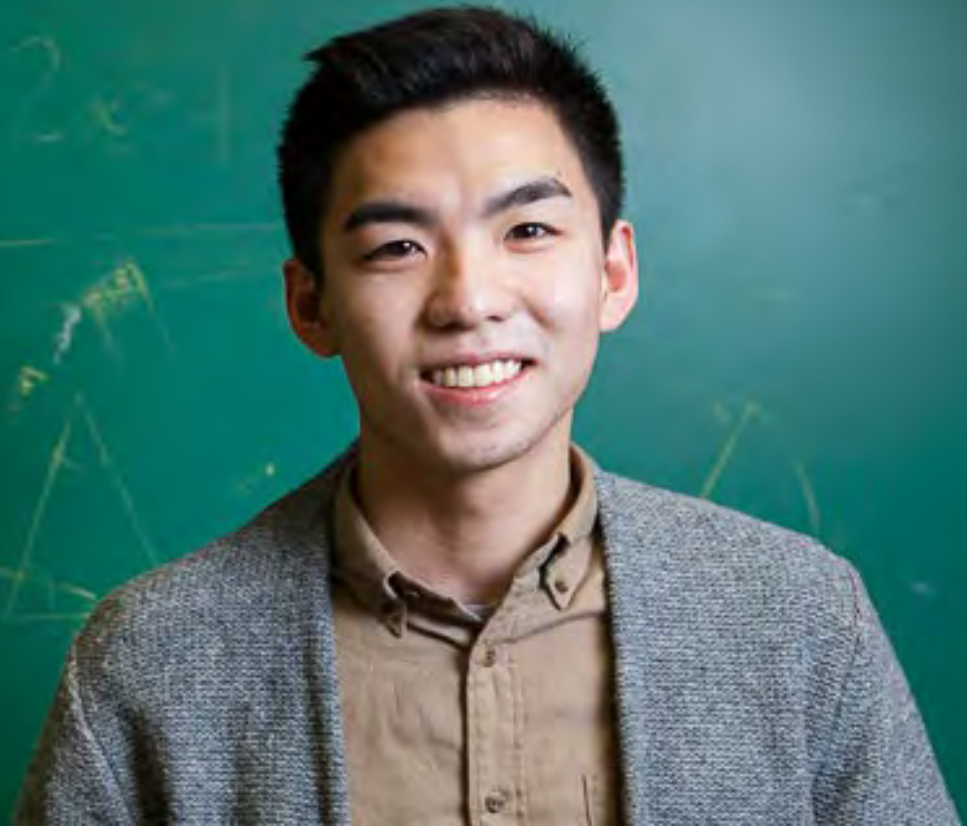
 What we say to children, as well as how we say it, contributes to their identity and sense of agency, as well as success.

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



Types of Feedback

p. 23-24, 25





Sources of feedback

- Teacher
- Peers
- Self

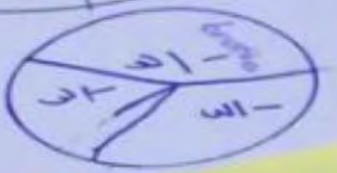
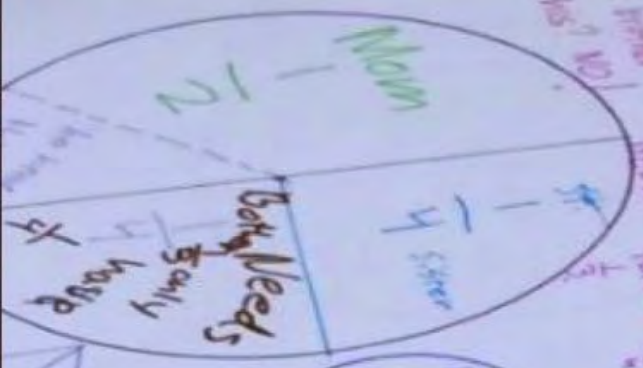


Scrabble

Ve I have made cake? she



she has bought a cake for her family, and
wants to give $\frac{1}{2}$ to her mom, $\frac{1}{4}$ to her sister, and
 $\frac{1}{3}$ to her brother. Does she have enough cake
to do this? NO!



I think you

Have students critique their own assignments

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

Scatter plots Intro

90

Objectives

- ✓ - I can identify the parts of a scatter plot.
- ✓ - I can distinguish between positive, negative, and no correlation.
- ✓ - I can plot data on a scatter plot.
- ✓ - I can interpret the data on a scatter plot. (draw conclusions)

Video

I Can
Statements

Self-
assessment
in
elementary

Assess YOURSELF!

• I'm a **Novice**.

I'm just starting to learn this, and I don't really understand it yet.

• I'm an **Apprentice**.

I'm starting to get it, but I still need someone to coach me through it.

• I'm a **Practitioner**.

I can mostly do it by myself, but I sometimes mess up or get stuck.

• I'm an **Expert**.

I understand it well, and I could thoroughly teach it to someone else.

Which statement **BEST** describes you?



Exit Slips

1

I'm Just learning
(I need more help)

2

I'm Almost there!
(I need more practice)

3

I OWN it!
(I can work independently)

4

I'm a Pro!
(I can teach others)



Model
what it
means to
seek
feedback.

Integrated Math 3+

UNIT 4: Inverses
& Radical Functions

Content | To enhance our understanding of functions through an exploration of operations on functions.

Language | To attend to precision when using academic language functions and their features.

Social | To get acclimated to new groups by asking questions.

Domain
Range
Composition of
Functions
"Composite
Functions"

WELCOME!

Please observe our class.

As the teacher, I am working on:

- Making learning intentions
- and success criteria
- more visible to students.

I look forward to feedback.



Grit and Recognition Letters

Handwritten,
hand-
addressed,
with a
postage
stamp.





Nancy Frey

FAVORITES

- News Feed
- Messages 1
- Events 2
- Photos

GROUPS

- Health Sciences High & Middle College HSHMC
- SDSU Summer MA... 1
- HSHMC Class of 2009
- BOOKST Conference 29+
- Create Group...

APPS

- App Center 10
- Birthdays 5
- Games Feed 20+

PAGES

- Like Pages
- Create a Page...

MORE



Health Sciences High and Middle College HSHMC

[About](#) [Events](#) [Photos](#) [Files](#) [Notifications](#)
[Write Post](#) [Add Photo / Video](#) [Ask Question](#) [Add File](#)

Write something...

257 members (9 new)

[Add People to Group](#)


Denise Quiroz

Thank you so much!! - with Nancy Frey.


[Like](#) [Comment](#) [Follow Post](#) 20 hours ago via mobile

[Laura Ackerman](#), [Jo Schaefer](#), [Heather Anderson](#) and 4 others like this.


Michael Mars Filger you're welcome

18 hours ago via mobile · Like



Heather Anderson Isn't it a great feeling getting one of these?? I love it!

16 hours ago · Like · 2



Denise Quiroz Yes! made my day<3

15 hours ago via mobile · Like · 1



Taylor Cultum I only got a bank statement today. I wanna feel cool too!

15 hours ago · Like · 2



Denise Quiroz LolA

15 hours ago via mobile · Like · 1



Aida Allen So proud of you!

13 hours ago via mobile · Like · 0



Denise Quiroz Thanks pretty!<3

0 minutes ago via mobile · Like



Nancy Frey You earned it!

about a minute ago · Like



Write a comment...



Andriana Tristan

Happy HOSA Week! Hope to see you all at our meeting on Thursday! ♥

Games You May Like



War Commander

4,500,000 people play War Commander.

[Play Now](#)

People You May Know

[See All](#)


Melanie Kuhn

20 mutual friends

[Add Friend](#)


Rose Calco

5 mutual friends

[Add Friend](#)

Sponsored

[See All](#)

SEIU California



Stand with Governor Brown and say Yes to Prop 30 - help fix our budget mess. Like today.

[Like](#) - 11,487 people like this.

Strut Your Steelers Style



Cheer on the Pittsburgh Steelers in style with these Women's canvas art shoes. Shop Now!

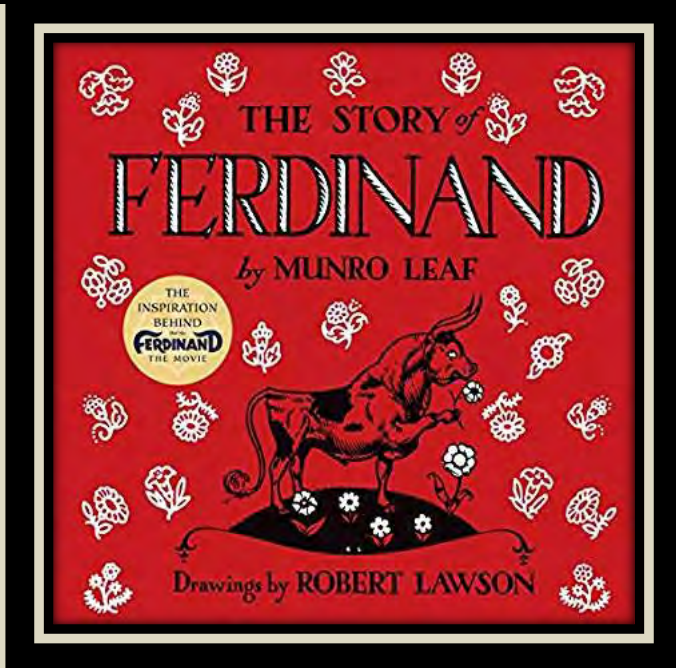
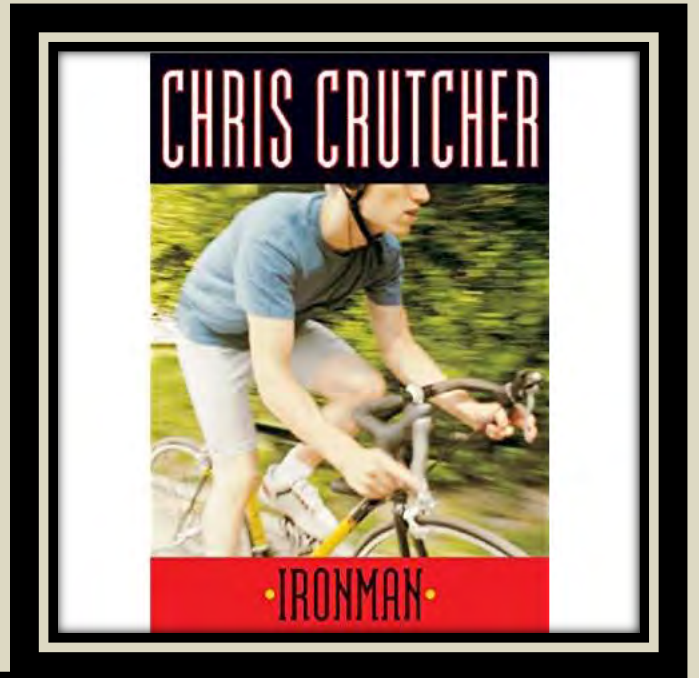
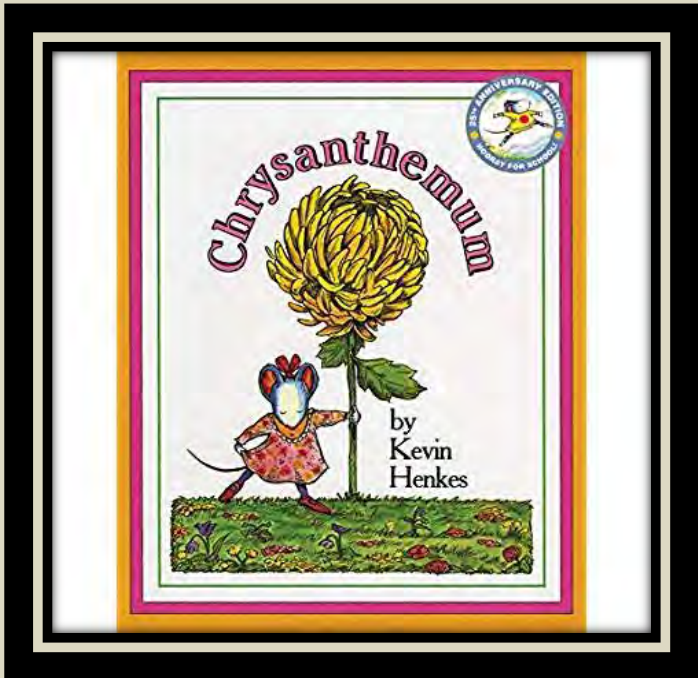
[13,217 people like The Bradford Exchange.](#)

Live Group Coaching

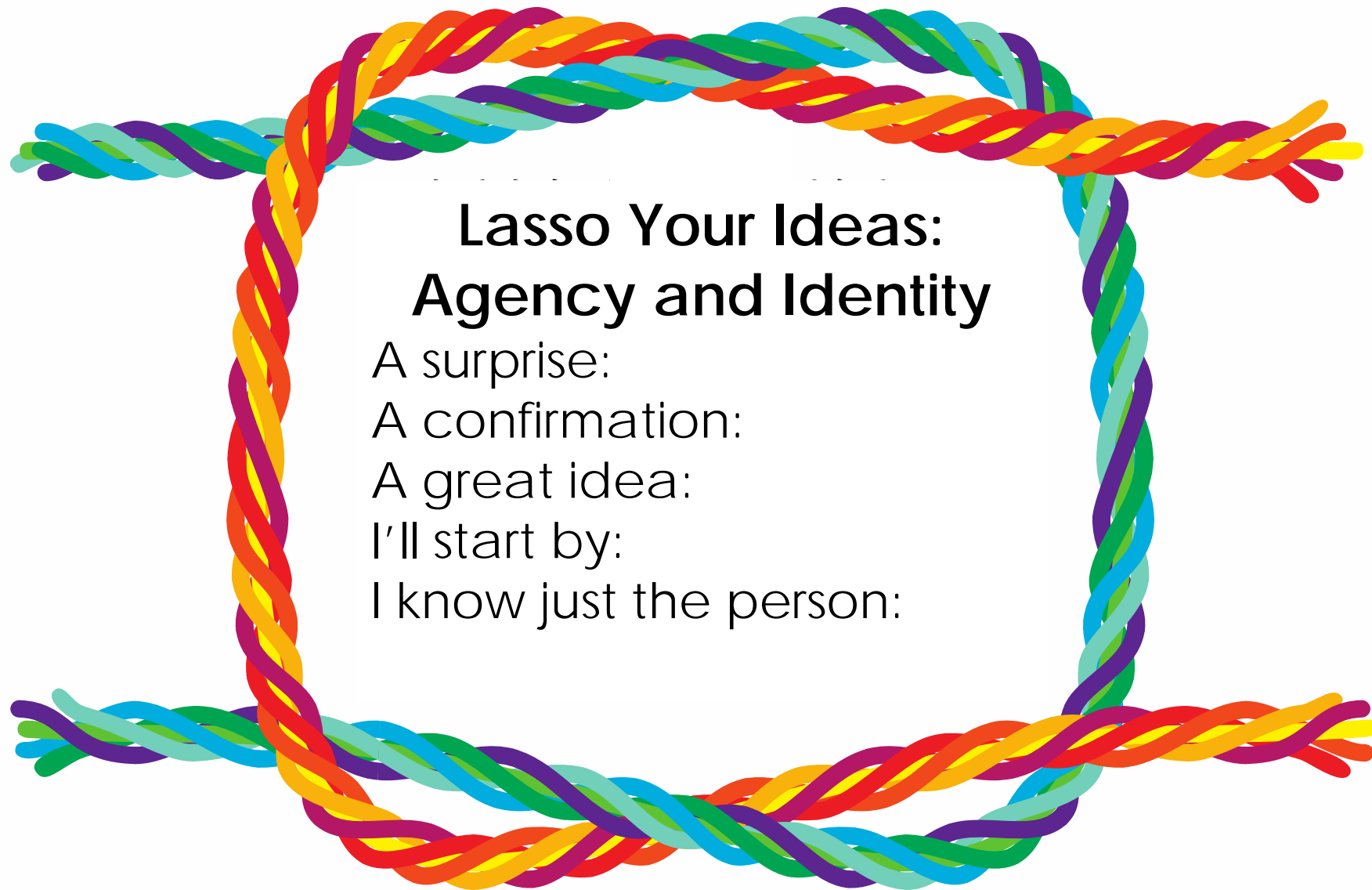
[raisinghappiness.com](#)


Learn to foster kindness & gratitude. 1 month online parenting classes & coaching call.

Q U I Z
T I M E !



p. 157

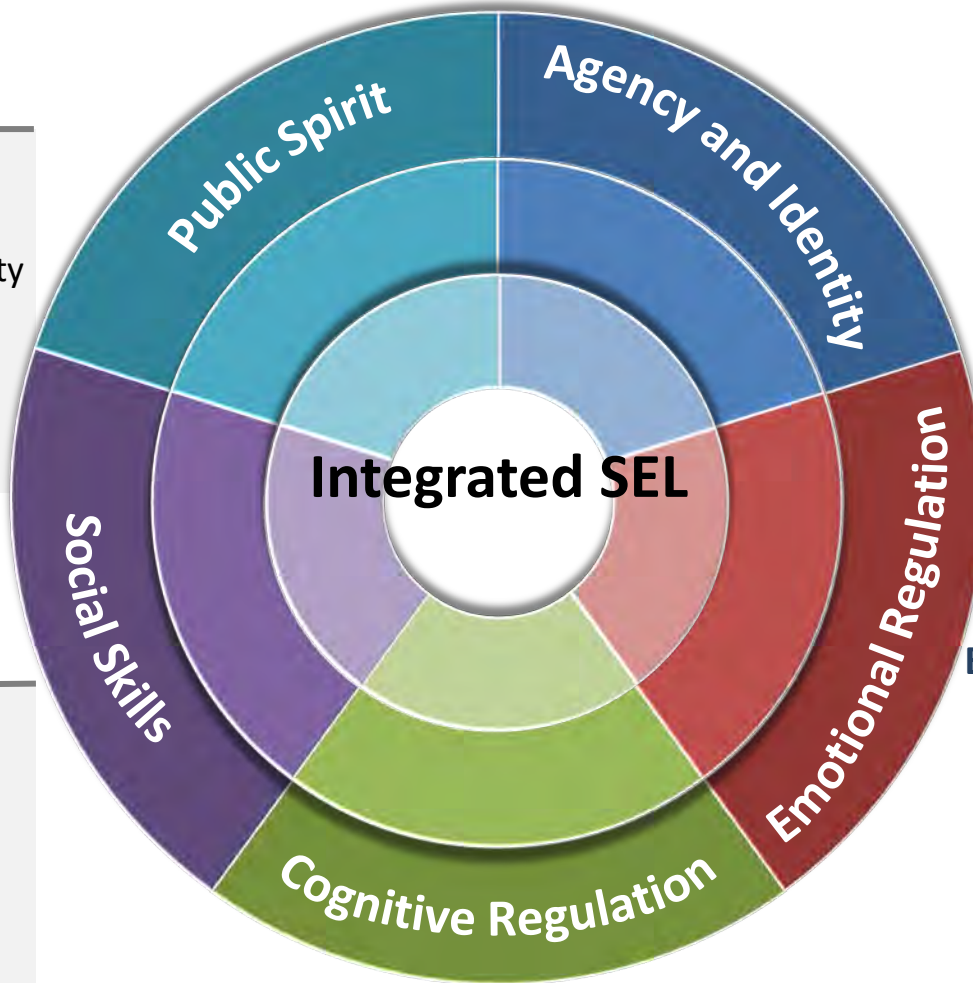


Lasso Your Ideas: Agency and Identity

- A surprise:
- A confirmation:
- A great idea:
- I'll start by:
- I know just the person:



**SEL Tenet 2:
Emotional Regulation**



PUBLIC SPIRIT

- Respect for others
- Courage
- Ethical responsibility
- Civic responsibility
- Social justice
- Service learning
- Leadership

AGENCY AND IDENTITY

- Recognize strengths
- Self-confidence
- Self-efficacy
- Perseverance and grit
- Growth mindset
- Resiliency

SOCIAL SKILLS AND RELATIONSHIPS

- Build relationships
- Repair relationships
- Communication
- Empathy
- Prosocial skills
- Sharing
- Teamwork

EMOTIONAL REGULATION

- Identify emotions
- Accurate self-perception
- Impulse control
- Delayed gratification
- Stress management
- Coping

COGNITIVE REGULATION

- | | |
|------------------------------------|-----------------------|
| Metacognition | Help-seeking |
| Attention | Decision-making |
| Goal setting | Organizational skills |
| Recognizing and resolving problems | |

Read pages 42-43



What went wrong?
Who learned what?
What might have helped?



Clip charts everywhere





My Goal Contract

Name _____ Date _____

My goal: _____

To achieve my goal, I will _____

To help me achieve my goal, my teacher will _____

To help me achieve my goal, my parent(s) will _____

Student signature _____

Teacher signature _____

Parent signature _____



My Goal Contract

Name _____ Date _____

My goal: _____

To achieve my goal, I will _____

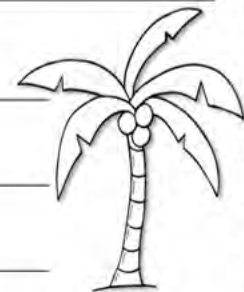
To help me achieve my goal, my teacher will _____

To help me achieve my goal, my parent(s) will _____

Student signature _____

Teacher signature _____

Parent signature _____



How was my behavior today?

Was I on task the whole time?



Did I respect my classmates?



Did I respect my teacher?



Did I try my best on my work?



How was my behavior today?

Was I on task the whole time?



Did I respect my classmates?



Did I respect my teacher?



Did I try my best on my work?





Managing My Emotions Wheel

I feel I need

sad



To use
positive
self-talk



OUR CLASSROOM PROMISES

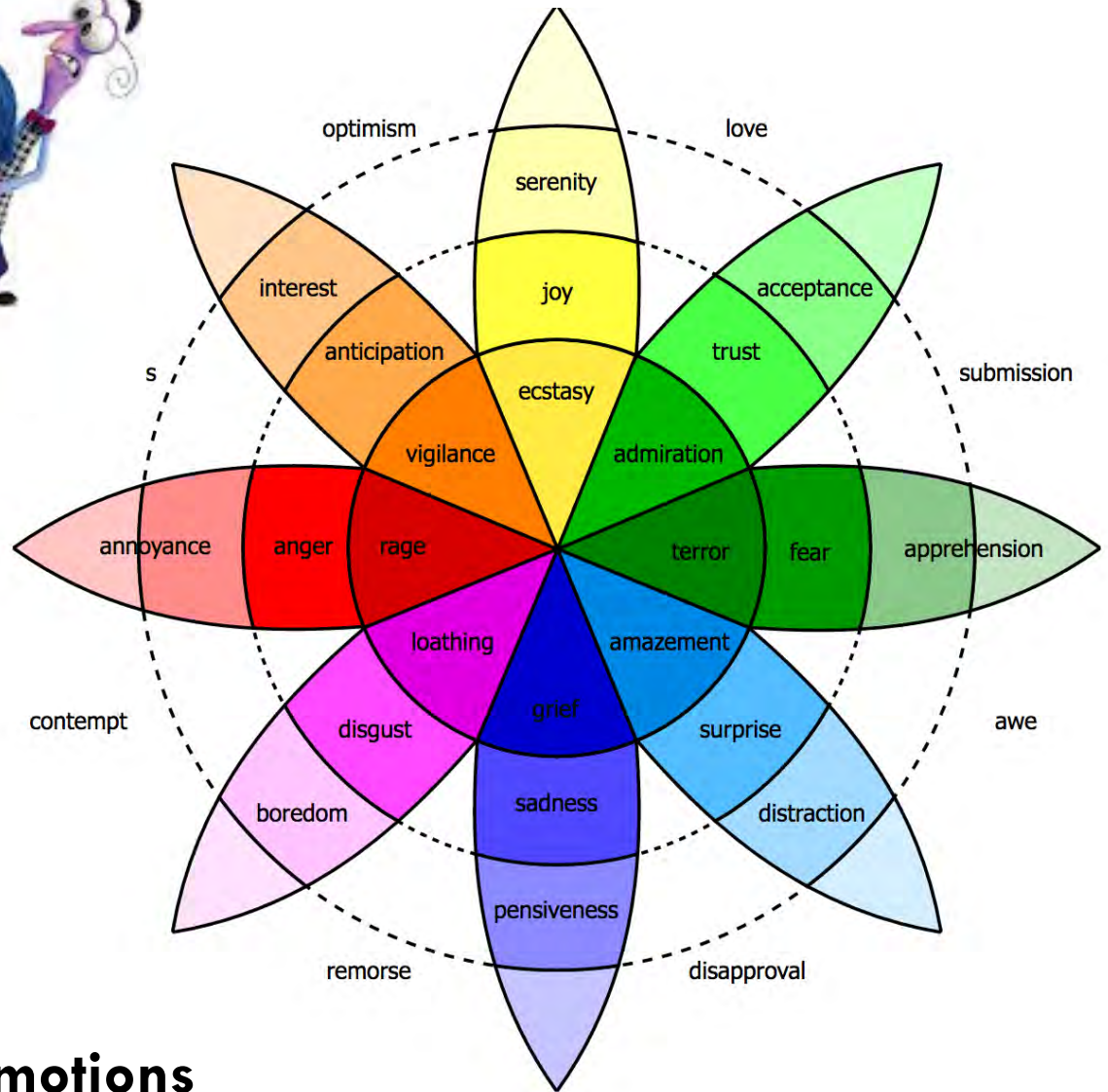
1 We will make choices that help us do our best learning!

2 We will be kind and take care of each other!

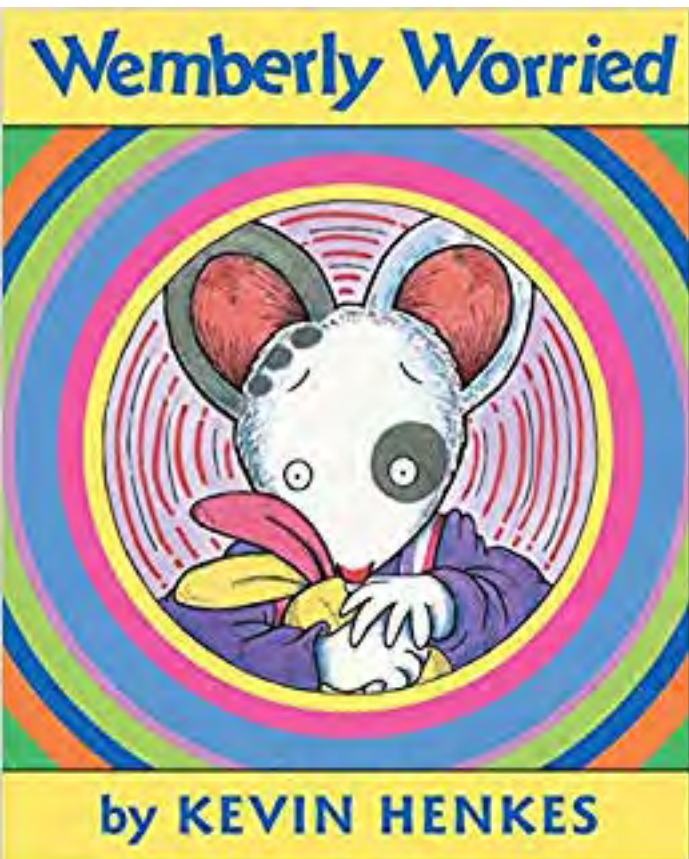
3 We will do our best and keep trying, even when things get tough!



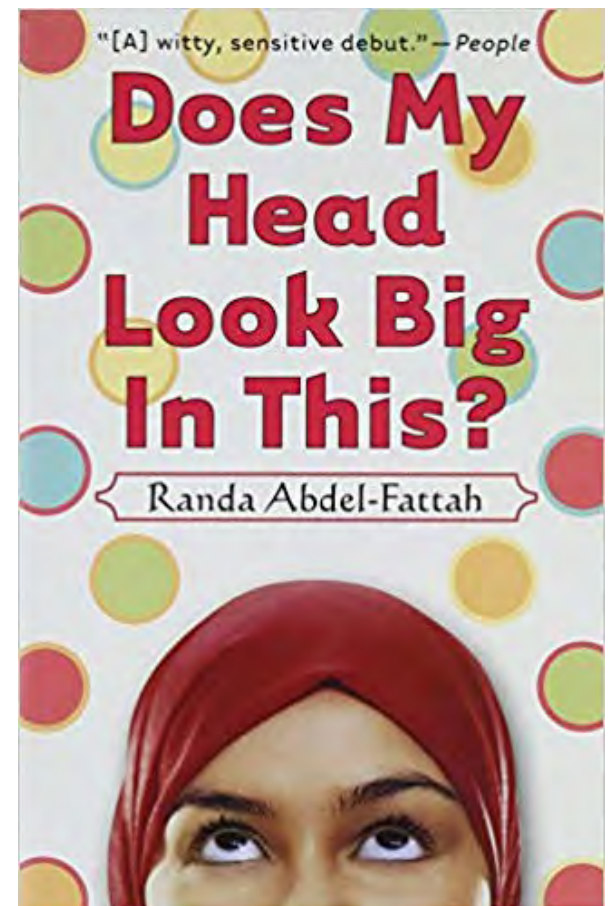
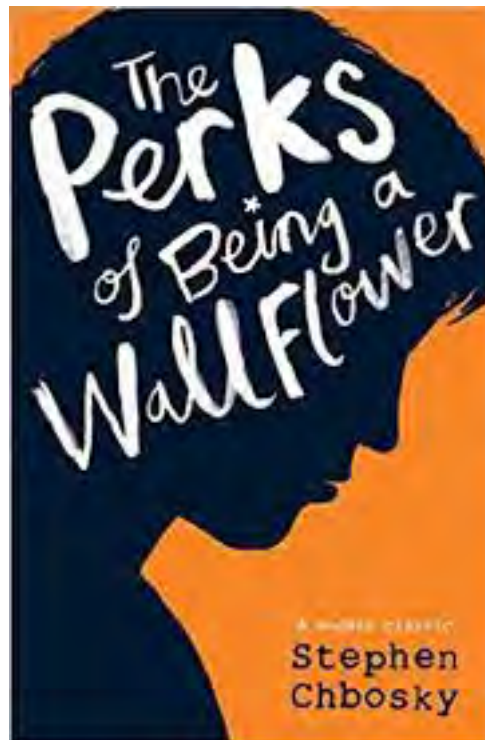
Help students identify and label emotions.



Pultchik's Wheel of Emotions



Discuss characters' emotions in literature.



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



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

Brackett and Frank (2017)

SEL Tenet 3: Cognitive Regulation



PUBLIC SPIRIT

Respect for others
Courage
Ethical responsibility
Civic responsibility
Social justice
Service learning
Leadership

Public Spirit

Agency and Identity

AGENCY AND IDENTITY

Recognize strengths
Self-confidence
Self-efficacy
Perseverance and grit
Growth mindset
Resiliency

Integrated SEL

Social Skills

SOCIAL SKILLS AND RELATIONSHIPS

Build relationships
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Teamwork

Emotional Regulation

EMOTIONAL REGULATION

Identify emotions
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Coping

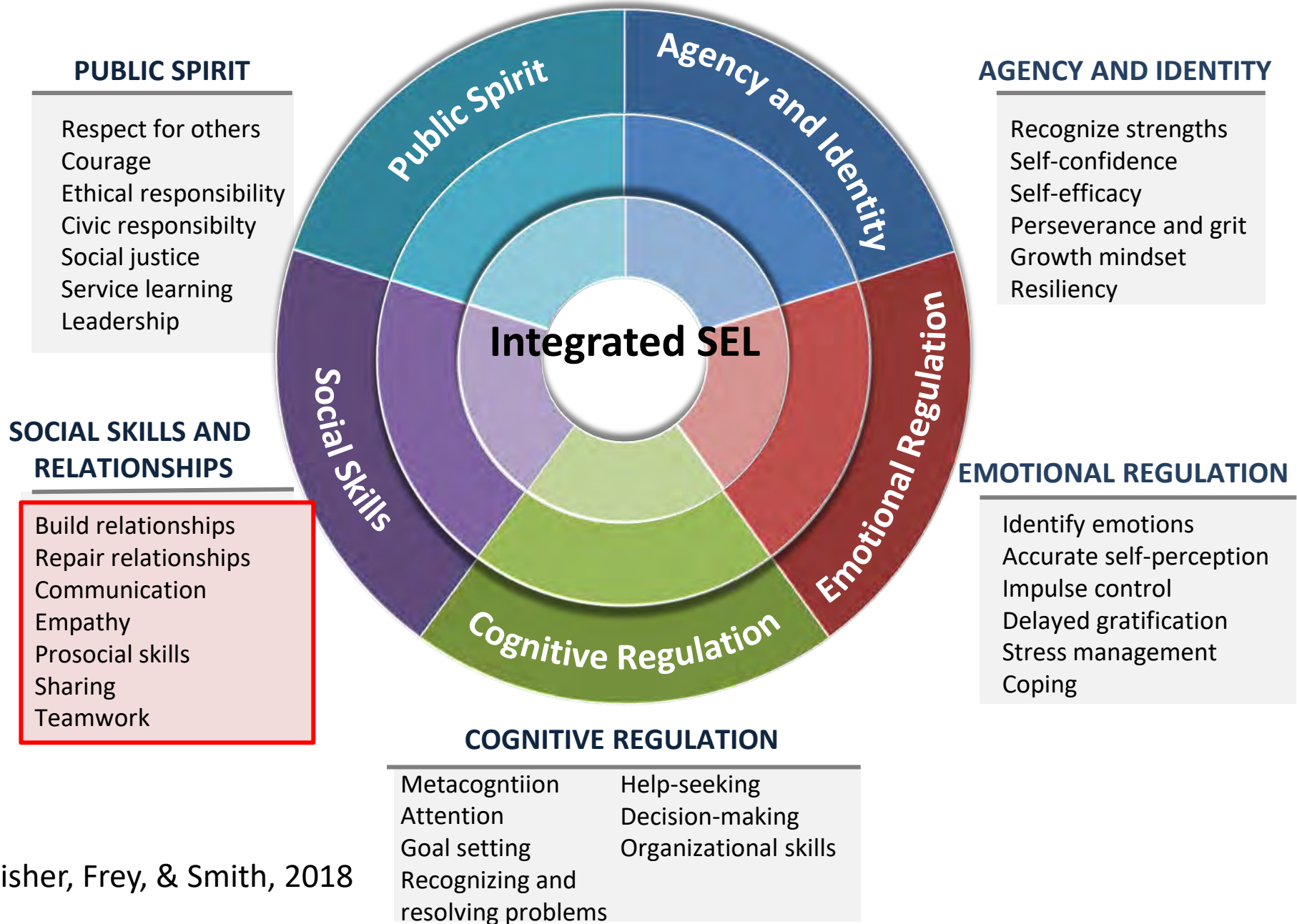
Cognitive Regulation

COGNITIVE REGULATION

Metacognition	Help-seeking
Attention	Decision-making
Goal setting	Organizational skills
Recognizing and resolving problems	

SEL Tenet 4: Social Skills





Fisher, Frey, & Smith, 2018

Building Relationships



Know students' names



Bring the right attitude to school



Know students' interests



Make home visits if you can



Attend extracurricular activities



Provide quality, meaningful
instruction



Build relationships with 2 x 10's

2 minutes a day

10 days in a row

Talk about anything EXCEPT school
or work



Ginsberg, M. & Wlodkowski, R. (2004) Creating Highly
Motivating Classrooms



These private
conversations
make a world of
difference.

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

Center on the Developing Child  HARVARD UNIVERSITY



Restorative Practices



*If a child can't **read**, we teach that child to **read**.*

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

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



Continuum of Restorative Practices



It depends!

Recite

made with ♥ @ Recite.com

Did you steal the conflict?



Affective Statements

ANOTHER WAY OF SAYING
“EXPRESSING YOUR FEELINGS.”

I think...

I feel...

I believe...

I want...

Five Tips for Having a Successful Conversation About a Difficult Situation



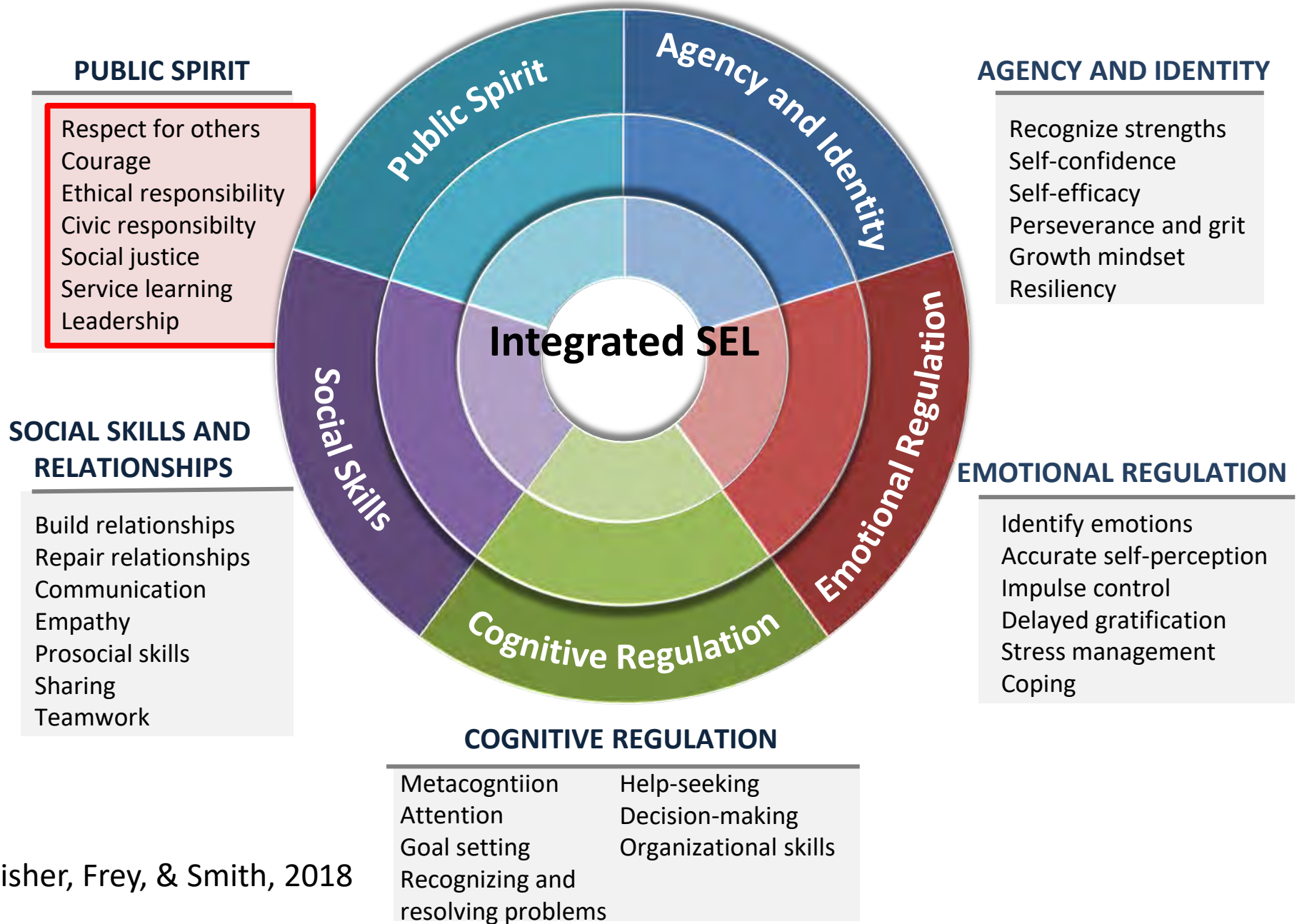
1. Ask questions and resist the urge to lecture.
2. Use “I” statements to explain your feelings, not “you” statements that put the other person on the defensive.
3. Listen carefully. Don’t get so caught up in formulating your response that you miss something important.
4. Keep an open mind to the possibility that you were wrong.
5. If you’re feeling too emotionally charged, seek an objective third party to broker the discussion.



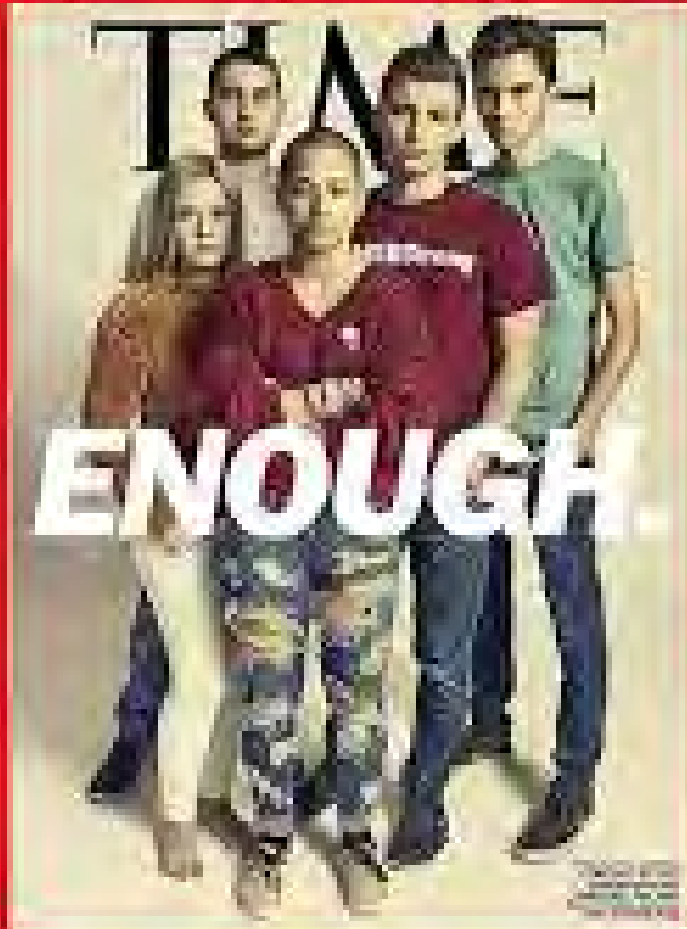
SEL Tenet 5: Public Spirit



Public Spirit is an active interest and personal investment in the well-being of one's community.

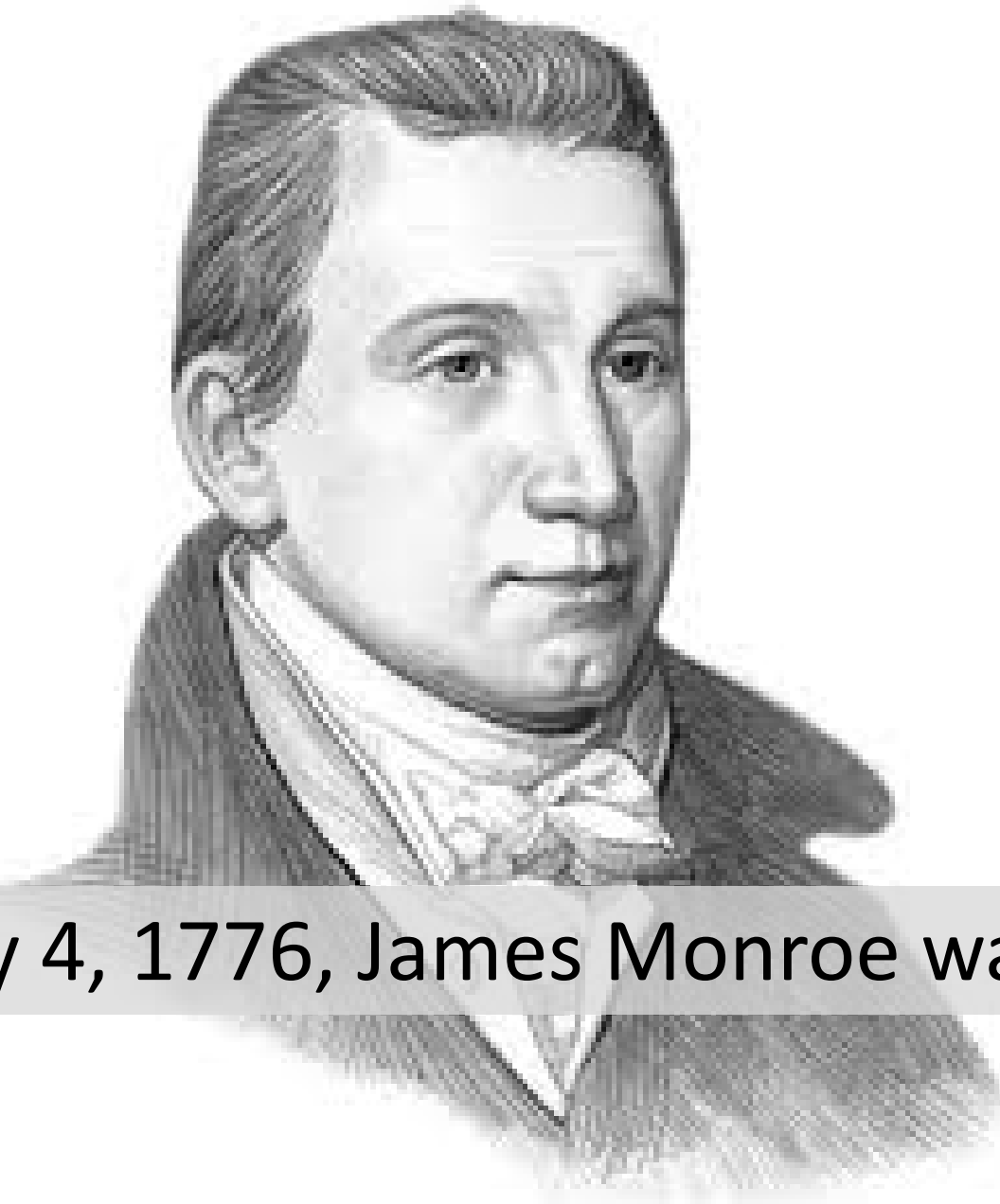


Fisher, Frey, & Smith, 2018

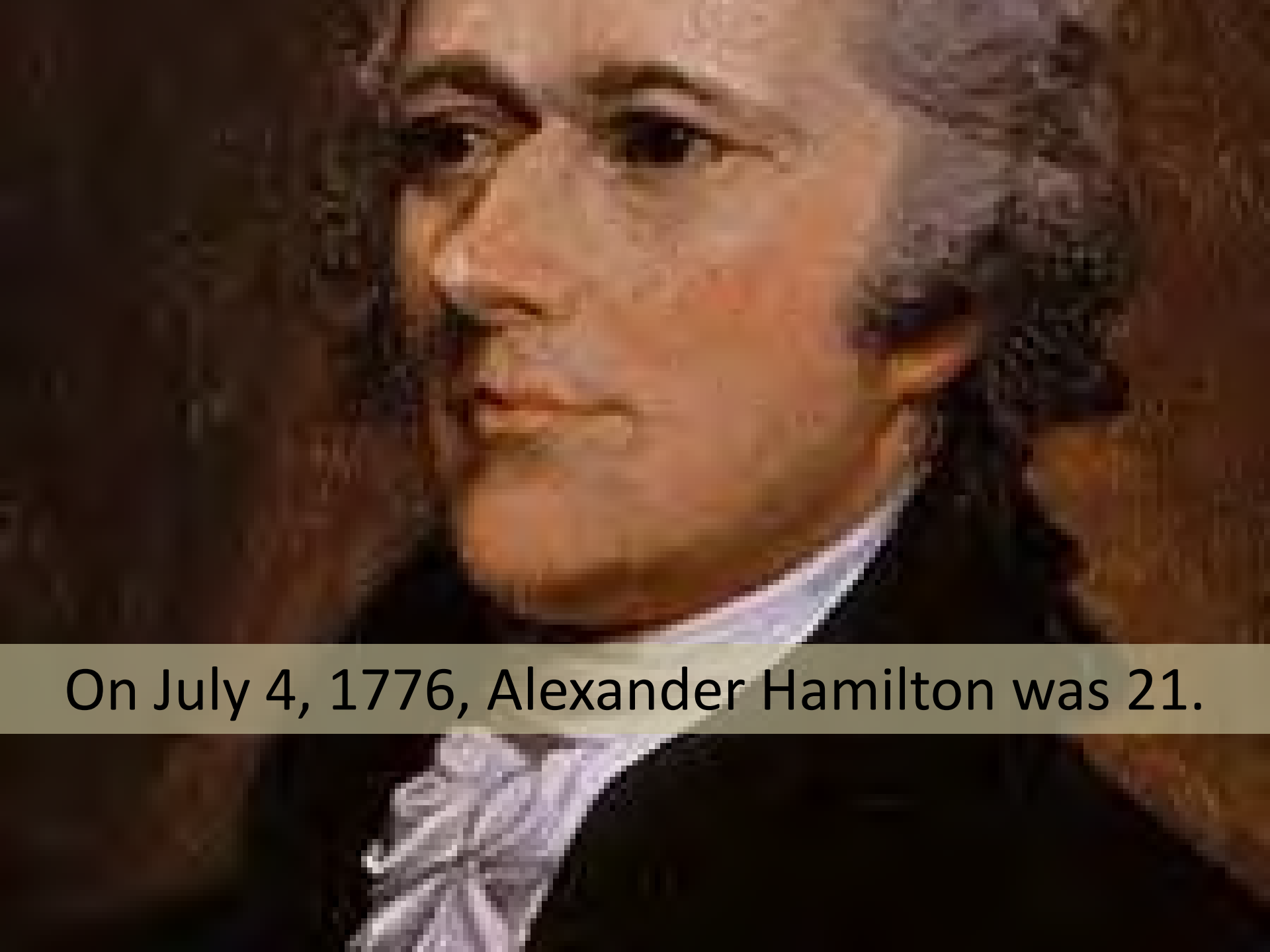




On July 4, 1776, Marquis de Lafayette was 18.



On July 4, 1776, James Monroe was 18.



On July 4, 1776, Alexander Hamilton was 21.



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



Democracy at a Crossroads

(p. 120)

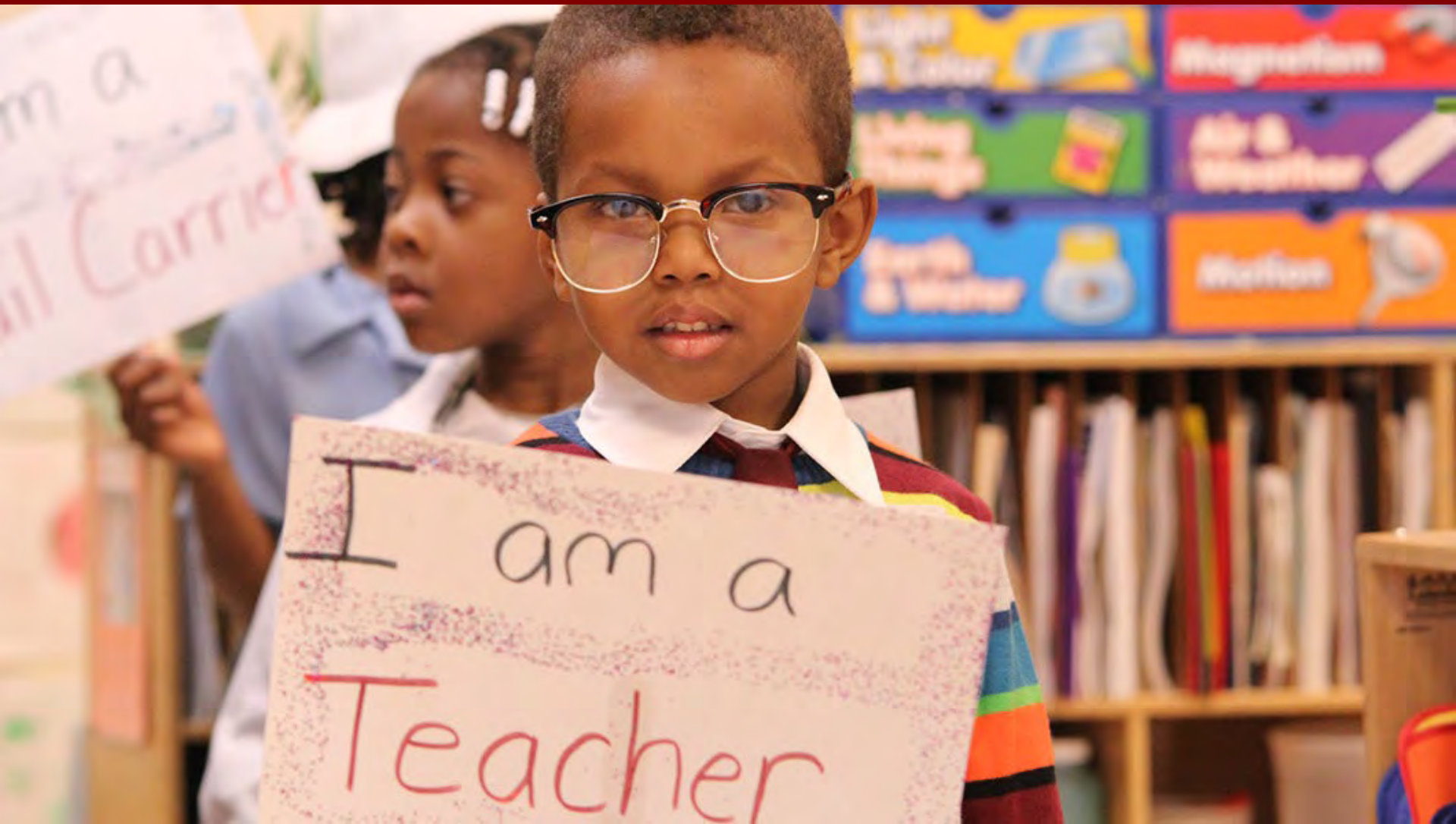


Take care of yourself.

Take care of each other.

Take care of this place.

What will you do next?



Thank you!

