Connecting: **Across District Partner Activity:**
Purpose: to reflect on our practice and on key questions to determine strategies that can support SEL.

Review   **Agenda & Norm for Our Community Practice**

Learning   **Developing SEL – Connecting, Defining, Assessing**
Part A: Purpose: to increase knowledge and strategies to help mentors and beginning teachers to assess and increase empathy and resilience.

Learning   **Observation Practice**
Part B: Purpose: to practice using and assess the value of various data gathering tools.

Managing: **Our Next Meeting: April 8th, 4:30 – 6:30**

- Assessment Seminars: 2/20, 2/27, 3/13 & 3/20 5-7:30 pm
- COP Seminars: February 6 (BD) & February 10 (WN) 5-7pm
- Analyzing Student Work to Guide Instruction: March 5 & 6, 8am-3pm
- Coaching & Observation Strategies: March 19 & 20, 8am-3pm
- Coaching in Complex Situations: March 25, 8am-3pm
- Literacy - Common Core Standards: April 7 5:00-7:00 pm

Wiki Reminder

Closure: **Discuss Quote**

- **Evaluations:** Reminder: please take the time to complete the evaluation and let us know how we can better meet your needs.

SEWNTP Vision Statement
Students' needs are met by effective and confident teachers who grow professionally through collaborative network of induction. This network will transform and sustain the quality of leadership and education one person at a time.

The Southeastern Wisconsin New Teacher Project (SEWNTP) Mission Statement
To accelerate new teacher effectiveness and teacher leadership by leveraging the power of collaboration to create and sustain comprehensive systems of induction, resulting in improved student learning

"Social-emotional learning is not something else on your plate. It is the plate."

Dr. Dunkelblau, Director of the Institute for Emotionally Intelligent Learning.

Objective:
- To increase knowledge and strategies to help mentors and beginning teachers to assess and increase empathy and resilience.
- To practice using and assess the value of various data gathering tools.

Key Questions:
- What strategies/activities does your mentor program provide to mentors to increase empathy and resilience in connection with beginning teachers?
- What strategies/activities does your mentor program provide to beginning teachers to increase empathy and resilience in the classroom?
- What strategies/activities do mentors use to support beginning teachers in creating and sustaining classrooms where all students are engaged, respected, and safe?

Strategies/Activities:

District Take Aways:

Developing SEL

1. Write briefly about a situation where you feel/have felt ineffective.   Consider a mentoring scenario first, but use any recent experience as material. Be specific about the nature of the roadblock itself.

2. Underline the feelings (emotional indictors of roadblocks) related to this ineffective scenario.

- Frustration
- Impatience
- Boredom
- Dread
- Hopelessness

- Anger
- Blocked Creativity
- Ignored
- Other(s)_____

3. What did you do or what are you currently doing to resolve this situation?

Four Key Components to SEL*

Fostering Resilience

Resiliency in youth is the ability to bounce back from adversity and hardship, and grow to become a competent adult. Extensive resiliency research shows that children and youth can succeed in learning and life whey they have the experience of caring relationships with adults who know them, believe in them, and have high expectations for their future. For many children and youth, teachers are the most significant non-family adult in their lives.
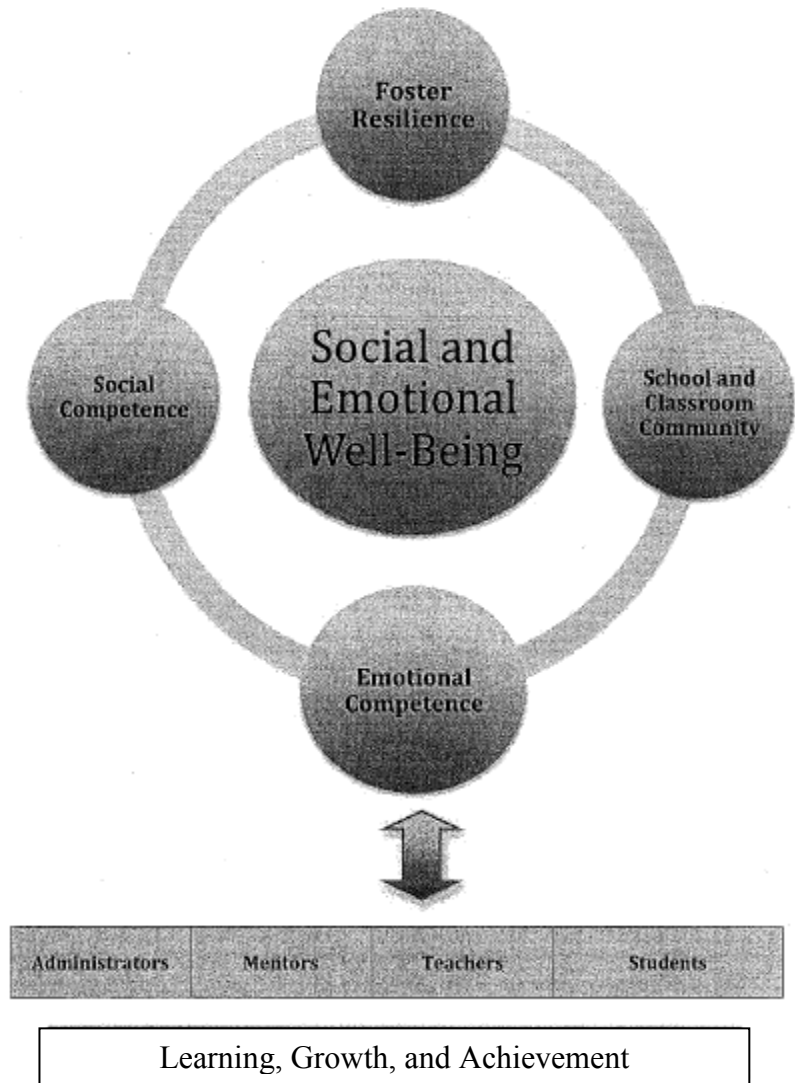
Developing Classroom and School Community

Strengthening connections and relationships within the school community promotes educator and student resiliency. Similar to developing individual resilient relationships, developing healthy classroom and school community relationships increases the possibilities of success for each individual and for the community as a whole. A resilient school culture reduces the possibility of teacher burn out.

Developing Emotional Competence

Emotional competence in individuals promotes resiliency by requiring each teacher or student to take personal responsibility for understanding what they bring to the relationship. Emotional competency develops over the life span and is dependent upon life experiences, developmental stages and learning to become aware of emotional states. Emotional competence is usually learned and is not innate.

Developing Social Competence

Social competence is critical in developing positive, healthy relationships with other individuals and within a group. Social competence begins to develop within the family relationships, but continues to develop within other social contexts throughout the life span. Social competence is usually learned and is not innate.

Foster Resilience — Social Competence — Social and Emotional Well-Being — School and Classroom Community — Emotional Competence

| Administrators | Mentors | Teachers | Students |

Learning, Growth, and Achievement

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COACHING AND CULTIVATING SOCIAL AND EMOTIONAL LEARNING

I. *Internal Language/Questions* that can promote self-reflection concerning SEL:
    - If I were this person, what might I be feeling?
    - Am I frustrated_____ (fill in the blank with an emotional indicator)?
    - Am I willing to listen and be open?
    - What does my body language show?

II. *Sentence Stems and Questions* that promote reflective listening and empathy:
    - It must be really difficult when.........
    - I wonder if there is a different (or another) way to look at this?
    - The main issue seems to be..............Do I understand this correctly?
    - It seems like..........
    - What do you think the other person's reasons were?

III. *Suggestions* on Empathy Building Steps:
    - Language matters. How you say something is as powerful as what you say.
    - Tone trumps text.
    - Do not make suggestions until the person has a chance to offer further information about the situation or his/her feelings.
    - Paraphrase and ask clarifying questions to build the trust and accuracy needed to address sensitive or difficult topics.
    - Help build autonomy; help individual resolve own issues when possible.

Self-Assessment and Reflection Guide

Mark with a star three elements from the guide that are already strengths for you in the work you do.

Mark with an arrow three elements that you would like to learn more about or incorporate into your practice.

Components	
Empathy Puts self in another's place Seeks out and validates other points of view Expresses optimism about ability to respond Identifies empathy in people's action and curriculum	**Active and reflective listening** Conveys respect through words, tone and action Ensures one speaker at a time with undivided attention Summarizes, clarifies and probes for thinking and reelection Responds to others with respect and self-discipline
Healthy boundaries and limit setting Gives immediate, related, respectful consequences Promotes self-monitoring and self-discipline Establishes and explains boundaries that are firm but not rigid Ensures emotional, intellectual and physical safety	**Acceptance, setting goals, and reinforcing competencies** Sets small short-term, realistic goals Offers positive, specific, non-judgmental feedback Gives credit for effort as well as product Promotes risk taking, reframes mistakes as learning opportunities
Social and cultural competence Builds alliances among students from different groups Honors different ways of expressing intelligence Recognizes cultural strengths , unique contributions across race, class, gender language, sexual identity and learning differences Engages in problem-solving and win-win solutions	**Value and Appreciation** Students contributions are appreciated and valued Connects learning to students interests and backgrounds Teacher and students care about one another. They smile!

Case Study:

Jenny, the mentor, meets with Mark, her beginning teacher once a week. Mark, an engineer in his previous career, teaches math and frequently complains about how little his students seem interested in learning. His students, he says, rarely do the homework stating that the scores don't matter anyway, so why do it. Mark also remarks on how little the parents seem to care as well; "So few of my students' parents came to parent-teacher conferences, that it would have been a colossal waste of time if not for all the time I had to grade the little homework that was turned in."

Jenny has offered numerous suggestions on how to deal with homework and parents, but the ideas were either quietly ignored or specifically rebuffed ("No, that wont work………..or, Why should I do more when the students are showing any effort…...or, Maybe that worked for you, but I would never even want to try that."). Not one suggestion was tried with effort or perseverance. Mark keeps doing what he was doing, including complaining about his students and their parents. Jenny is beginning to doubt her effectiveness as a mentor. Also, she is finding that she lacks empathy for Mark and his complaints, as well as finding that her resilience in responding to Mark and his situation is faltering.

Analyze the case:

On your own:
1. What are the emotional indicators?
2. Why is there a roadblock?

3. What would you do and/or say to Jenny to help Jenny overcome her roadblock?
4. What social-emotional language stems/questions would help here?

5. Think/pair/share. With an elbow partner discuss your suggestions.

SEWNTP Evaluations are Now Online!

Thank you for taking the time to complete our survey

The Evaluation can be accessed in the following ways:
1. This shortened link: http://bit.ly/1jXr1x0
2. Via the Wikispace Page
3. Scan the QR code