Quality mentoring for social and emotional learning: Bridging pre-service teacher training with mentoring new teachers

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What comes to mind when you think about the social and emotional dimensions of teaching and learning?
About us...

Cleo Eulau Center
• Nonprofit Organization, founded in 1994, named after a beloved social worker
• 600 teachers and administrators supported through the Resilience Consultation Program

Center for Reaching & Teaching the Whole Child
• Organizational Research Unit in the Lurie College of Education at San José State University.
Quality Mentoring for social and emotional learning

Agenda –

- Greeting and Introductions
- What is SEDTL?
- The Whole Child: Exploring parallels
- Social and emotional dimensions of... math?
- Tools for Mentoring
- Pair Share and Discussion
- Meeting Closure
Collaborative Norms

- Practice equity of voice
- Pay attention to self and others
- Listen actively
- Self monitor use of electronics
- Create safety and maintain confidentiality
Goals and Outcomes

- Introduce framework for teaching and mentoring that incorporates SEDTL
- Understand the link between the social and emotional needs of students and learning
- Learn about and use specific classroom observation tool
### Students are taught to:

- Recognize and manage emotions
- Demonstrate caring and concern for others
- Ask for help when needed
- Make responsible decisions
- Handle interpersonal situations effectively

### Outcomes:

- Improved academic success
- Improved attitude about self, others, and school
- Decreased emotional distress
- Decreased conduct problems
- Decreased risk behaviors

(CASEL.org)
School Connection

Resilience research related to schools shows:

• Lower absenteeism and fewer suspensions/retentions; fewer disruptive behaviors; increased attention and inhibitory control (Snyder, et al., 2010).

• Increased sense of belonging at school (Molero, 2006).

• Reduced problem behaviors (Hamre & Pianta, 2005).

• Increased engagement in learning (Brewster & Bown, 2004).

• Greater parent support of educational process (Comer, 2004).
Teacher Support

What does new teacher social and emotional well being have to do with it?
Burn Out

Three Most Common Signs

- Emotional exhaustion
- Depersonalization
- Reduced sense of personal accomplishment
Teachers with high measures of burnout show:

- Reduced innovation and problem-solving in the classroom
- Reduced organizational commitment
- Increased absenteeism
- Poor performance or attrition
- Poor student outcomes

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Loed, Darling-Hammond, and Luczak 2005
# Parallel Process

## Mentor-Teacher Relationship
- Increasing awareness of teacher and student strengths
- Increasing teacher’s self-awareness
- Increase teacher’s connectedness in school system

## Teacher-Student Relationship
- Teacher recognizes and points out student strengths
- Teacher models/teaches self-awareness to students
- Teacher has more internal resources to connect with students

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Fostering a continuum of teacher professional development

Embedding the social-emotional dimension of teaching & learning in the preparation of educators

Project funded by the Morgan Family Foundation
Adding a different lens to our practice as educators...
WHAT IT LOOKS LIKE:
Examples in classroom management and math

Curriculum

Pedagogy

Assessment

Social-emotional dimension of teaching & learning
Our Perspective

SEDTL: Social-Emotional Dimension of Teaching & Learning

• Own it

• Embed it

• Teach it
Mindfulness in the Classroom

for the students

and

the teacher
The Case of Thomas

8 years old
ADHD

“In line or on the rug, the littlest thing can distract him”

Talk to the person next to you: What one classroom management strategy would you recommend a new teacher try with this student?
“When his behavior becomes an issue, it is generally managed by providing consequences, or telling him what not to do. As a result, he is often confused about what he did wrong. The Assertive Discipline approach has not been effective in improving Rick’s behavior.......to provide consequences for his actions does not teach him how to cope with his condition.”
The 2/10 Activity

Directions

Talk to a student about anything for 2 minutes each day for 10 days.
The 2/10 Activity

“a few of my (assumptions) about him changed: (One of them was)... that our relationship couldn’t be improved and he would never stop testing me. (This assumption) changed with my implementation of the 2/10 activity which built a positive relationship between us, and helped diminish how much and often he would test boundaries with me.”
Embedding SEDTL in Math
Framing the Problem: Proficiency Scores for Mathematics

(CA State CST ‘09–’10)
A Mathematics Case: Recognizing and Managing Emotions

This problem triggered the run response in my brain.

Amy, 6th grade
Text Story Problem

The problem:

43. **MULTI-STEP PROBLEM** The *density* of a substance is the ratio of its mass to its volume, written as a unit rate.

- **Calculate** A 500 cubic centimeter sample of sea water has a mass of 514 grams. Find its density.
- **Calculate** A 300 cubic centimeter sample of an iceberg has a mass of 267 grams. Find its density.
- **Compare** Which is denser, sea water or an iceberg? *Explain* why your answer is reasonable.

*Only about 10% of an iceberg is visible above the water line.*

*Please describe your immediate “emotional” reaction to this problem.*

*What do you say to yourself when you encounter a problem like this?*
Candidates’ Emotional Reaction

• Oh crap, this might take a while...

• Nervous, I’m an English major, Ahhh!..

• Fear. Math is not a subject I feel confident in doing or teaching. This problem makes me feel frustrated and disappointed in my own math skills.
Candidates’ Self Talk

Managing Emotions

- *Read the problem first, breathe, brainstorm and solve what you know.*

- *It might take me a while, but I know I can handle it if I break it down.*

- *Take it one step at a time.*

Or not…

*** *Help!!! I tested out of math all through my undergraduate courses and I’m not happy about having to take it now. Will this class be too much for me?*
Students Emotional Reaction

MULTI-STEP PROBLEM  The density of a substance is the ratio of its mass to its volume, written as a unit rate.

a. Calculate A 500 cubic centimeter sample of sea water has a mass of 514 grams. Find its density.

b. Calculate A 300 cubic centimeter sample of an iceberg has a mass of 267 grams. Find its density.

c. Compare Which is denser, sea water or an iceberg? Explain why your answer is reasonable.
Recognizing Emotions

• It triggered the run response in my brain.

• This doesn’t make any sense to me. I’m confused with the first sentence. I just want to forget about it.

• What the heck are they talking about?

• I am frustrated and confused. But I also feel like is that my teacher hasn’t taught this.

• I can’t do it. I do not know what to do

Most students could not identify anything they would say to themselves to talk themselves through the problem.
Managing Emotions

We tried some of the teachers’ strategies.

* Breathe...  
  * This may take a while...  
  * Re-read and  
  * discuss what we know...  
  * Take it step by step...
Students’ Reflections on Their Problem Solving

• **I could have done this really quickly if I wasn’t freaking out.**

• **If I paid attention to what I knew instead of freaking out I would have actually gotten the problem.**

• **It was just all the words mixed together. It was really easy.**

   Self-aware students recognize their emotional reaction to challenging problems and employ coping skills and problem solving strategies to re-engage with the problem.
Another Mathematics Case
Strategies for Mastering Basic Facts

SEDTL

“Use what you know ...”

Provide hope,
chart known facts...

Many ways to figure
it out...

Effort makes us smarter...

Speed is not the issue...

Mathematics

What strategies do students already use?

Be clinical, teach strategies for needed facts.

Usually after practicing with a strategy, students commit the fact to memory.

- x 2 is like doubles
- x 3 is doubles + one more group
- x 4 is a “double double”
- x 5 skip counting or the minute hand on a clock
- x 6 double the 3’s
- x 7 break up the 7 to 5+2
- x 8 double double double
- x 9 use patterns or finger math
How would you structure learning and foster resiliency for a 6th grader who has not learned basic facts in multiplication?

Describe how you would design instruction to help this student learn basic multiplication facts.

Write what you would say to the student to foster resiliency.

How would you assess the three work samples?
My Lens for SEDTL in Mathematics

Development of Academic Content Language

Mathematics
Pedagogical Content Knowledge

Social-emotional Dimensions of Teaching and Learning Mathematics
So how can we bring SEDTL skills into the mentor – new teacher relationship?
## Parallel Process

<table>
<thead>
<tr>
<th>Mentor-Teacher Relationship</th>
<th>Teacher-Student Relationship</th>
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<tbody>
<tr>
<td>Increasing awareness of teacher and student strengths</td>
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# Classroom Observation Guide

## Social and Emotional Well Being - Observation Guide

<table>
<thead>
<tr>
<th>Component</th>
<th>What is the Teacher Doing?</th>
<th>What are the Students Doing?</th>
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</thead>
<tbody>
<tr>
<td><strong>Empathy</strong></td>
<td>Put self in student’s place</td>
<td></td>
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<td></td>
<td>Seek out and validate student point of view</td>
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<td></td>
<td>Express optimism about student’s ability to rebound</td>
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<td></td>
<td>Choose words and actions carefully when frustrated</td>
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<td></td>
<td>Identify empathy in people’s actions and curriculum</td>
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<tr>
<td><strong>Healthy boundaries and limit setting</strong></td>
<td>Give immediate, related, respectful consequences</td>
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<td></td>
<td>Set up classroom to prevent problems</td>
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<td></td>
<td>Decide rules and consequences as a class</td>
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<td></td>
<td>Promote self-monitoring and self discipline</td>
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<td></td>
<td>Establish and explain boundaries that are firm but not rigid</td>
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<tr>
<td><strong>Strength-based approach and acceptance</strong></td>
<td>Set small, short-term, realistic goals.</td>
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<td></td>
<td>Offer positive, specific feedback on strengths</td>
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<td></td>
<td>Consider alternative explanations for student behavior</td>
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<td>Give credit for effort as well as product</td>
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<td></td>
<td>Promote risk-taking and safety to make mistakes</td>
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<tr>
<td><strong>Active and reflective listening</strong></td>
<td>Convey respect through words, tone and action</td>
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<tr>
<td></td>
<td>Allow student to talk without interrupting</td>
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<td></td>
<td>Avoid absolutes such as always or never</td>
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<td></td>
<td>Summarize students words without judgment</td>
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<td></td>
<td>Answer questions honestly and respectfully</td>
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<tr>
<td><strong>Develop responsibility, social and cultural competence</strong></td>
<td>Provide opportunities for school and community service</td>
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<td></td>
<td>Expect full, collaborative participation</td>
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<td></td>
<td>Build alliances among students from different groups</td>
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<td></td>
<td>Honor different ways of expressing intelligence</td>
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<td></td>
<td>Recognize cultural strengths, unique contributions across race, class, gender, language, sexual identity and learning differences</td>
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</tr>
<tr>
<td><strong>Help students feel special, valued and appreciated</strong></td>
<td>Smile!</td>
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<td></td>
<td>Give individual students undivided attention</td>
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<td></td>
<td>Remember details about students</td>
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<td></td>
<td>Convey idea you like child as a person, even while disciplining</td>
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<tr>
<td></td>
<td>Help child feel good about self</td>
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Adapted from Mentoring for Social and Emotional Well-Being, New Teacher Center and Clif Eulas Center, based on Dr. Medoff’s article “10 Principles of Teachers Who Foster Resilience in Children” Revised 12.02.2010

KDHE SV

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Supportive Feedback

What Is the Teacher Doing?  
What Are the Students Doing?

1. Empathy
2. Healthy boundaries and limit setting
3. Strength-based approach and acceptance
4. Active and reflective listening
5. Develop responsibility, social, and cultural competence
6. Help students feel special, valued, and appreciated
What messages underlie your work?

- “Your experiences matter.”
- “You have a contribution to make.”
- “I care enough to set limits.”
- “I am here to offer my support.”
- “What is right with you is more powerful than what is wrong with you.”
- Anything else?
What messages underlie your work?

- “Your experiences matter.”
- “You have a contribution to make.”
- “I care enough to set limits.”
- “I am here to offer my support.”
- “What is right with you is more powerful than what is wrong with you.”
- Anything else?

How are you communicating these messages?

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Discussion Questions

Please fill out the provided questionnaire and discuss these questions with your table partners:

- What do you see as gaps in teacher education in this area?
- Based on what we have identified as important to include in pre-service teacher training, how will you help your mentees attend to these areas?
- What is one tool, activity, or piece of information from this session that you will begin using?
“The great surprise of Resiliency Research is the ordinariness of the Phenomena. Resilience does not come from rare and special qualities, but from ordinary, everyday magic of ordinary, normative human resources in the mind, brains, and bodies of children, in the families, and relationships and in the communities”

- Ann Masten, Ph.D. (2001)
Cleo Eulau Center is pleased to announce the publication of *Resilience In The Classroom* by Dr. Lisa Medoff.

Dr. Medoff’s book is available for sale here at the NTC Fourteenth National Symposium.
Thank you!

Please make sure to hand in the pre-assessment form.

www.reachandteachthechild.org

www.cleoeulaucenter.org