Mindsets and Behaviors
A Continuum of Supports

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There has long been debate on how best to motivate students!
DEVELOPMENTAL CAPACITIES AND ANOMOLIES
KINDERGARTEN (5 YEARS OLD)

Are likely to do these things:

• Are interested in behaving like their friends and want their approval
• Generally prefer same-gender friendships and may become jealous of other people spending time with “their” friends
• Follow the rules most of the time and may criticize kids who don’t follow the rules
• Enjoy being on display; will sing, dance or be silly to get attention
• Want your approval and to be taken seriously;
• May throw a tantrum or get angry if they become frustrated
• Begin understanding the benefit of sharing and getting along with others
FIRST GRADE

- Are a bit more independent, but still insecure; enjoy getting attention and approval from adults
- Form and break friendships easily; can be critical of and competitive with other kids
- Feelings get hurt easily and they begin being aware of other people’s feelings
- Are eager to please; want to “be first” and win
- Understand right from wrong, but look for loopholes in rules to get what they want
- Become more gracious losers and are able to reflect on their role in conflicts (by the end of the year)
SECOND AND THIRD GRADE (7 – 8 YEARS OLD)

- Often feel insecure and need a lot of encouragement from parents/adults
- Unpredictable changes from being helpful and upbeat to being rude and selfish
- Enjoy being part of a team, group or club and want to be included
- Spend more time with and more easily influenced by peers
- May experience strong emotions and impatience, may feel that everyone is against them, then recover quickly and act as if everything is all right
- Start seeing things from other points of view and may include this awareness into their own decisions
FOURTH AND FIFTH GRADE (9 – 10 YEARS OLD)

• Uncertain about impending puberty and changes to their bodies
• Have mood swings and struggle with self esteem
• Test limits; try to figure out which rules are negotiable and which are not
• Increasingly independent from family and have a growing interest in their friends
• Form stronger and more complex friendships
• May find it hard to resist peer pressure, especially if they struggle with self-esteem
• Better understanding of relationships with others
• Have a first crush or pretend to have crushes to fit in with peers
MIDDLE SCHOOL

• Bow to peer pressure to be like others; experience bullying
• Thinking and decision making becomes more pragmatic and logical
• Increasing need for privacy, occasional moodiness, introspective
• Develop a sense of pride in accomplishments and an awareness of challenges
• Keep secrets (being able to have secrets is more important than the secret itself)
• Have a better awareness of what’s appropriate to say in different situations
• Experimental; may try new behaviors, looks, etc. to fit in with friends
HIGH SCHOOL

14-Year-Olds
• Can identify their own strengths and weaknesses
• Embarrassed by family and parents
• Eager to be accepted by peers and to have many friends

15-Year-Olds
• Don’t want to talk as much; are argumentative
• Appreciate siblings more than parents
• Fewer close friends;
• Analyze their own feelings and try to find the cause of them

16- to 18-Year-Olds
• Start relating to family better; begin to see parents as real people but may remain emotionally distant
• More knowledgeable of their own strengths and limitations
• Are able to give voice to their emotions (both negative and positive) and try to find solutions to conflicts
• Most interested in dating and spending time with friends
Guiding Student Development and Success

Mindsets and Behaviors
OUR PROMISE TO ALL STUDENTS

• Ensuring their non-academic needs are met so they are healthy, happy, and ready to learn (mental health, nutrition, after-school programs).

• Supporting their school and district in staying on target with learning goals.

• Giving them access to great teachers and school leaders.

• Making sure they learn what they need to know to succeed in college, career, and life.
All Things Considered

- What are student’s psycho-social attitudes and belief in relation to academic work.

- These beliefs could impact behaviors and motivation (fixed vs. growth).

- What behaviors are commonly associated with being a successful student?

- Early Warning “at promise”
“At Promise”

- Data systems
- Adult advocates
- Academic support and enrichment
- Evidence-based practices regarding behavior attendance and social skills
- Personalized learning
- Rigorous relevant instruction
- Ethos competency
TWO MINDSETS
CAROL S. DWECK, Ph.D.

Fixed Mindset
Intelligence is static

- Leads to a desire to look smart and therefore a tendency to...
- ...avoid challenges
- ...give up easily
- ...see effort as fruitless or worse
- ...ignore useful negative feedback
- ...feel threatened by the success of others

As a result, they may plateau early and achieve less than their full potential.

All this confirms a deterministic view of the world.

Growth Mindset
Intelligence can be developed

- Leads to a desire to learn and therefore a tendency to...
- ...embrace challenges
- ...persist in the face of setbacks
- ...see effort as the path to mastery
- ...learn from criticism
- ...find lessons and inspiration in the success of others

As a result, they reach ever-higher levels of achievement.

All this gives them a greater sense of free will.
Introduction to SEL

• Describe the knowledge, skills and attitudes students need to achieve academic success, college and career/independent readiness and social/emotional development
Introduction to SEL

Self-Awareness
- Recognize one’s own feelings, interests, strengths, and limitations.

Self-Management
- Regulate emotions and manage daily stressors.

Social Awareness
- Take perspective of others and appreciate similarities and differences.

Relationship Skills
- Exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships.

Responsible Decision Making
- Make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems.

http://www.casel.org/
The Teacher SEL Self-Assessment Tool takes you step-by-step to self-assess your implementation of the 10 teaching practices that promote SEL and your own social and emotional competencies.

http://www.gtlcenter.org/sel-school/home
Integrating Social-Emotional Learning Throughout the Learning Process

- Professional Learning Standards
- Educator Evaluations
- CT Core State Standards

Educator Processes
- Educator Practices
- Educator Social-Emotional Capacities

State and District Initiatives

Student Success Plans
- Student Learning
- Social, Emotional, and Academic Skills (whole child)

Adapted: Center on Great Teachers and Leaders
Coalescing Student Success Plans and Multi-Tiered Systems

MTSS
Universal Management, Continuous Progress Monitoring, Continuum of Evidence-based Support, Implementation with Fidelity, Team-base implementation, Data-based Decision Making and Outcome Oriented

Behavior

Academics

Additional Learning Supports

School-wide Discipline and School Climate, Classroom Management, Function-based supports

Curriculum and Instruction, Literacy, Numeracy

School-based Mental health, Health and Wellness, Social Emotional learning

Family, School and Community Partnerships

All Students, All Staff, All School Settings

Adapted from George Sugai, 2012
Teaching the Whole Child
Research-to-Practice Brief

• Read this brief for more in-depth information on creating meaningful coherence across interdependent education reforms: SEL, academic learning, and teacher evaluation.

• Available online: http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf
Strategic SLOs

- School Reform
- District and School Improvement Plans
- Data Teams and Needs Assessments
- School Survey Data
- SLO Development

This diagram illustrates the iterative process of strategic SLOs, starting with School Reform, followed by District and School Improvement Plans, Data Teams and Needs Assessments, School Survey Data, and ending with SLO Development, which then leads back to the beginning of the cycle.
SEL Homework:
Steps in the Systems Review Process

1. **Review your professional practice (staff evaluation) framework.**
   - Identify connections between your professional practice framework and the SEL teaching practices.

2. **Review your professional learning plans, structures, initiatives and offerings.**
   - Identify direct supports.
   - Identify clear gaps.

3. **Identify the needed SEL skills for students and for teachers.**
CASEL Free Guidance
Effective Social and Emotional Learning Programs

1. Preschool and Elementary
2. Middle School
3. High School
University of Chicago Research

Key Research on:

• Non-cognitive factors
At Promise Resources


- Evidence Based Resources for Keeping Students on Track to Graduation Dropout Prevention- [https://ies.ed.gov/ncee/wwc/PracticeGuide/9](https://ies.ed.gov/ncee/wwc/PracticeGuide/9)

Integrating Social-Emotional Learning Into State and District Policies:
http://www.gtlcenter.org/products-resources/integrating-social-emotional-learning-state-and-district-policies

SEL Professional Learning Modules:
http://www.gtlcenter.org/technical-assistance/professional-learning-modules/social-and-emotional-learning-daily-life-classrooms

The SEL School: Connecting SEL to Effective Teaching
http://www.gtlcenter.org/sel-school

SEL Self-Assessment:
http://www.gtlcenter.org/sel-school/home

Teaching the Whole Child:
http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf
Resources

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Thank You

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