

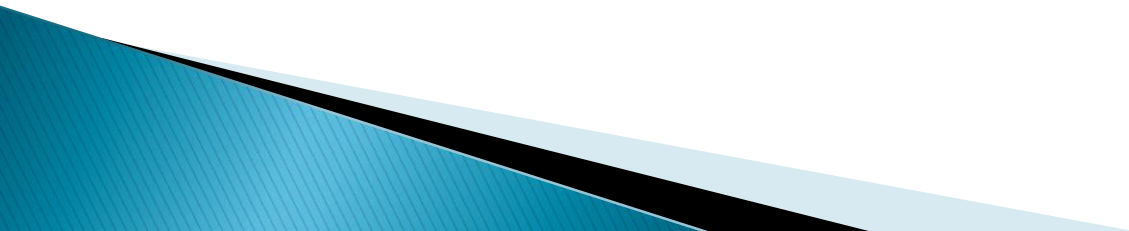
Building a Culture and Climate for Learning for ELLs

Presented by Janet Patti, Ed.D
May 9, 2011

The Whole Child

- ▶ <http://www.youtube.com/watch?v=XTRKHR-6i3k>

What thoughts, feelings ,
awareness did this video
evoke in you?



Bullying in schools has increased

- ▶ In 2001, 14% of students ages 12 -18 reported they had been bullied in school
- ▶ By 2007, 32% of students ages 12 - 18 reported they were bullied at school
- ▶ 4% reported being bullied over the Internet

National Center for Education Statistics. Indicators of School Crime and Safety: 2009.



Goal of Our Work Together

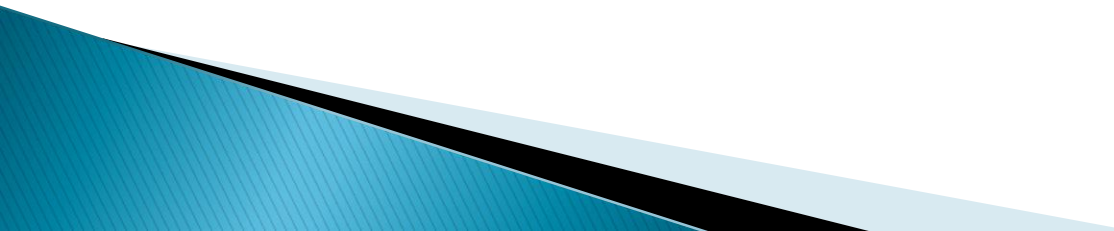
Acquire the essential understandings to be able to effectively lead school organizations that promote the academic, social and emotional development of ELLS.

Today's Agenda

- Building a Culture and Climate for Learning
- What is Social and Emotional Learning?
- Why SEL Matters? Research Findings
- Legislation and New York State Guidelines
- Language and Culture Factors
- The Role of the Leaders
- Assessing climate

Multicultural Education

“...Is about striving for equity in school in terms of gender, cultural, racial, linguistic and exceptional groups...teaching and learning through the perspective of one group— monocultural education is not an equitable education for anyone....it is about preparing students to be active participants in a democracy.” De Gaetano et al, p. 320



“Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological).” (Vygotsky, 1978).

Thinking about Culture

Culture is the social inheritance of every human being. Culture is a total way of life, including the history and traditions of a group, and the experiences and ways of living, perceiving, and thinking of individuals and groups of people.

- De Gaetano, Y. Williams, L. & Volk, D. (1998)
Kaleidoscope. Merrill, Prentice Hall.

Characteristics of Hispanic Families

- ▶ Familism
- ▶ Bien/Mal Educado
- ▶ Collectivism
- ▶ Simpatia
- ▶ Respeto
- ▶ Importance of Education
- ▶ Language
- ▶ Personal Space
- ▶ Time Orientation

School Culture

“A school’s culture has far more influence on life and learning in the schoolhouse than the state department of education, the superintendent, the school board, or even the principal can ever have.”

Roland Barth

Race to the Top

NYS Education Reform Agenda

Create the conditions for reform, innovation and conditions for learning by providing schools with flexibility and autonomy in such areas as:

- ▶ Providing comprehensive services to high-need students
- ▶ Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- ▶ Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

Activity 2: NORMS, VALUES, TRADITIONS



What are acceptable and non acceptable behaviors in your school community? What do you value and believe in?



J.Patti ED.d.(2008)



Describe your school's culture

We are going to do a quick write. In three sentences or less, describe your school's culture. Use lots of adjectives. You have two minutes....We value, believe, celebrate, practice...

Activity 1: Triad Culture Share

- What did you notice about your perception of your school's culture?
- Were common values evident?
- Were beliefs clear? Practices?
- What drives your school's culture?
- How are ELLS regarded in this culture?

Triad Culture Share Debrief

How do you define your school's culture?

How does *Culture* show up in your school's *Climate*?

Climate refers to the “feel” of a school. It is the perceptions of the school members as to how things are done here.

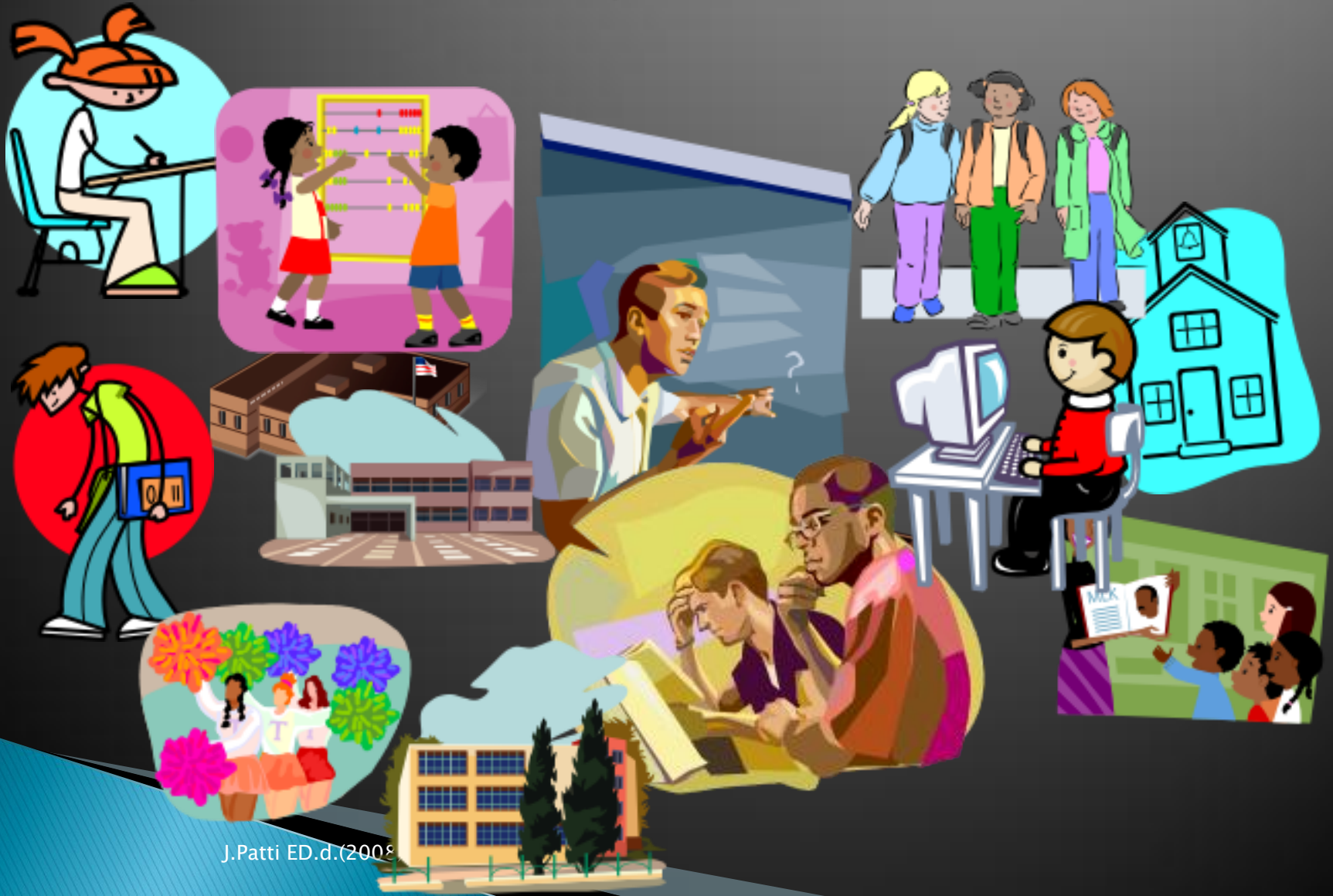


School Climate Components

- Appearance and Physical Plant
- Faculty Relations
- Student Interactions
- Leadership/decision making
- Discipline
- Learning Environment
- School Community Relations

The Search Institute

What Does Your School House Look Like, Sound like, Feel Like?



Activity 2: The Peaceable School Climate:

- ▶ Take two areas of your school climate to reflect on. What are the strengths? What are the challenges?
- ▶ Pair Share–What did you notice?

What Did We Learn?

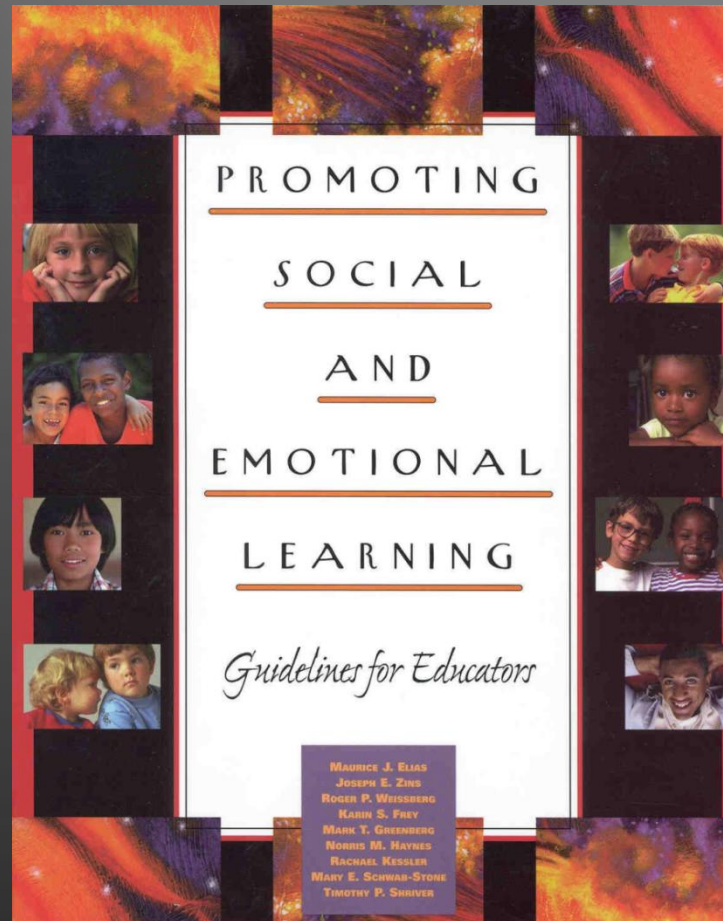


Some Climate Research

- Higher grades, engagement, attendance, expectations and aspirations, a sense of academic competence, fewer school suspensions,, etc...
- Higher self esteem and self concept
- Less anxiety. Depression and loneliness
- Less substance abuse

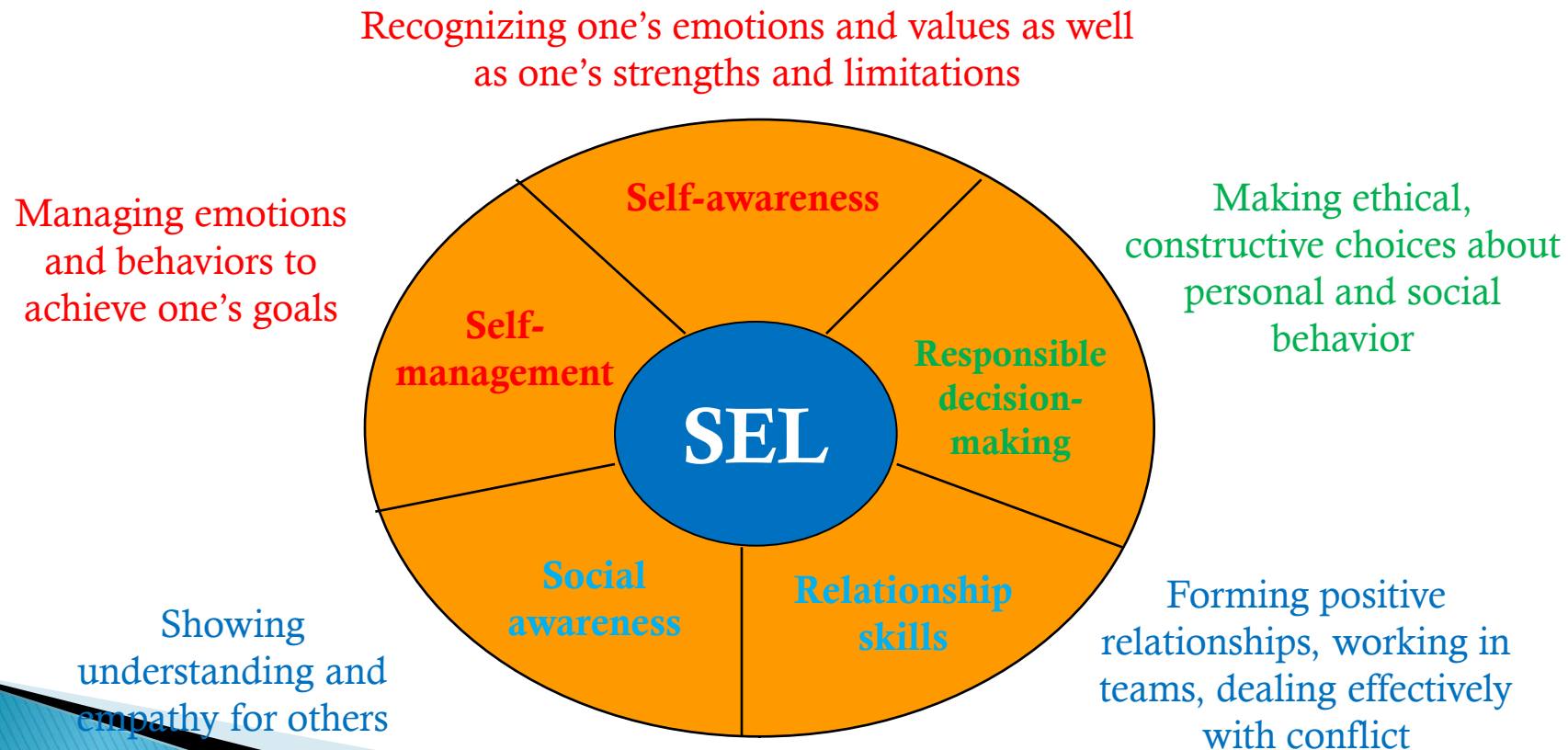
The Collaborative for Academic, Social and Emotional Learning

www.casel.org

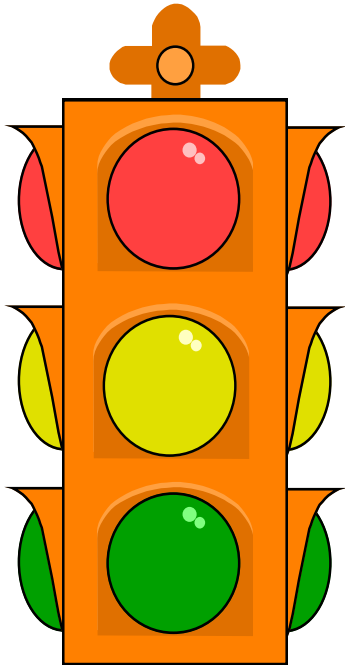


Social and Emotional Learning (SEL)

SEL is the process whereby children and adults develop essential social and emotional skills, knowledge, and attitudes related to:



A Classic SEL “Meta-Cognitive” Model



- **STOP, CALM DOWN, & THINK** before you act
- Say the **PROBLEM** and how you **FEEL**
- Set a **POSITIVE GOAL**
- Think of lots of **SOLUTIONS**
- Think ahead to the **CONSEQUENCES**
- **GO** ahead and **TRY** the **BEST PLAN**

P.S 24, Brooklyn, New York on SEL

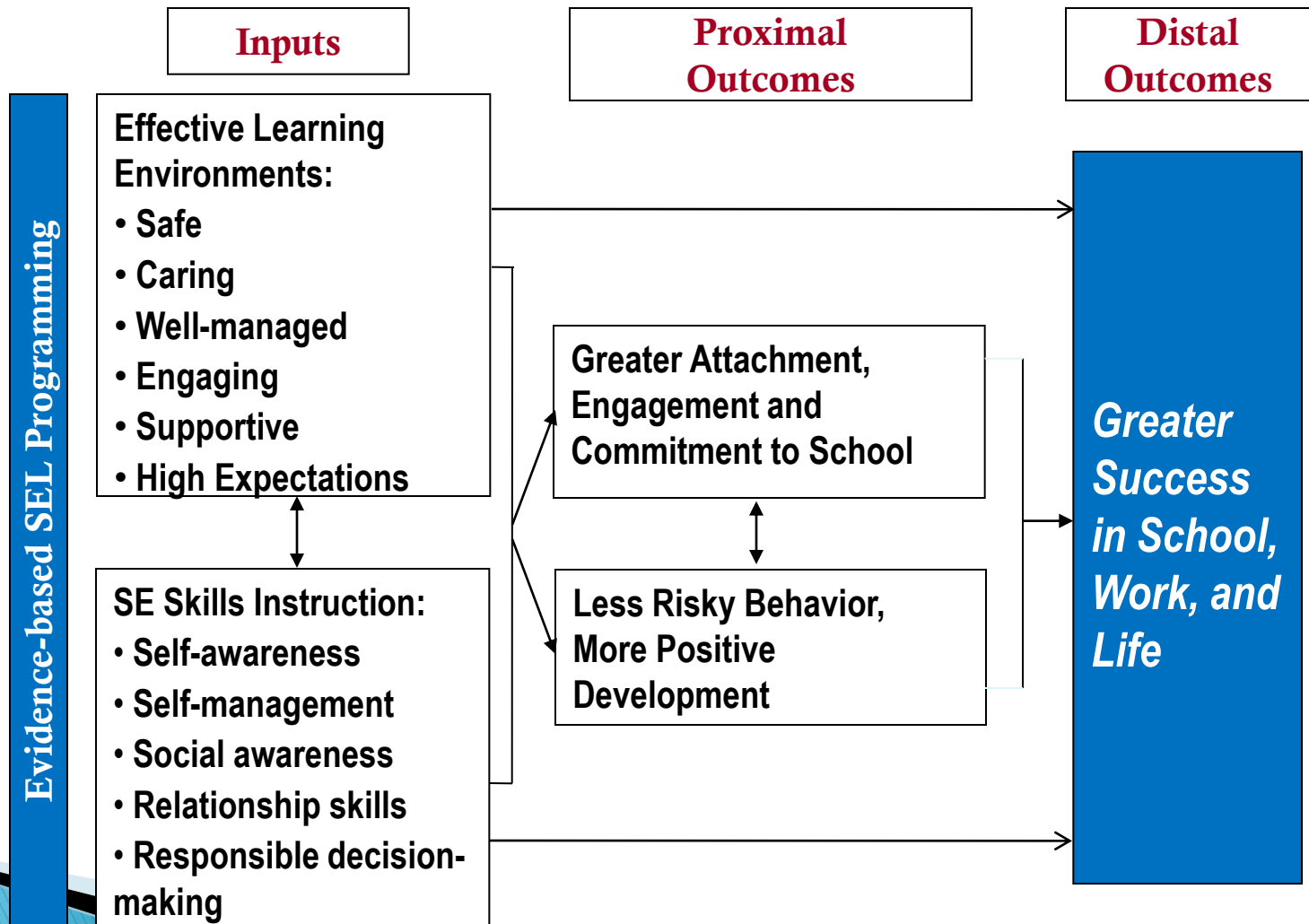
- ▶ <http://www.youtube.com/watch?v=W34KiYJ6W5k>

SEL Teaches 21st Century Skills

- Critical thinking and problem-solving
- Ethics and social responsibility
- Communication
- Teamwork and collaboration
- Lifelong learning and self-direction
- Leadership
- Global awareness

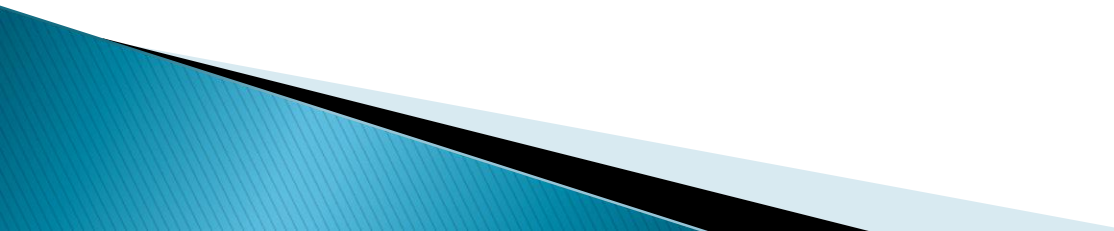
Source: Partnership for 21st Century Skills

How Does SEL Lead to Student Success?



School-Based Meta-analysis (2007): Durlak, et al

213 evaluations of SEL involving 270,034 students from urban, suburban and rural elementary and secondary schools.



SEL Improves Academic Outcomes

- ▶ 23% increase in skills
- ▶ 9% improvement in attitudes about self, others, and school
- ▶ 9% improvement in prosocial behavior
- ▶ 9% reduction in problem behaviors
- ▶ 10% reduction in emotional distress
- ▶ 11% increase in standardized achievement test scores (math and reading)

Source: Durlak, J.A., Weissberg, R.P., Taylor, R.D., & Dymnicki, A.B. (submitted for publication). The effects of school-based social and emotional learning: A meta-analytic review.

Implications for Practice & Policy

- **SEL works**
 - *Multiple positive outcomes including academic achievement*
- **SEL is doable**
 - *Good results from programs run by existing school staff*
- **SEL needs support**
 - *Implementation matters*
 - *Supported by federal and state policies, leadership, and professional development*

Federal Legislation?

Mr. KILDEE (for himself, Mr. RYAN of Ohio, and Mrs. BIGGERT) introduced the following bill; which was referred to the Committee on Education and Labor—2009
The Academic, Social and Emotional Learning Act

Illinois SEL Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

New York State Legislation and Policy

- ▶ *The Commissioner [of Education] shall, in cooperation with the Commissioner of Mental Health, develop guidelines for voluntary implementation by school districts that incorporate **social and emotional development into elementary and secondary school** education programs prescribed in paragraph (b) of subdivision one of section three of the Children's Mental Health Act of 2006.*
--Education Law Section 305,
subdivision 35

*Reduce barriers to teaching and learning in high need schools by creating a vision and leadership framework for an integrated education, health and mental health collaboration. Promote strategies found to be promising in resolving high incident health and mental health problems among children: Develop guidelines that incorporate **social and emotional development into elementary and secondary school** programs.*

November 2006--The Board of Regents P-16 Education Plan - Action #11.3

New York State Guidelines for Social and Emotional Development (<http://>

PART I of the Guidelines, *The Other Kind of Smart*, complements New

York State efforts to raise learning standards that challenge children to read and write at high levels of sophistication, reason mathematically and scientifically, think historically, express themselves creatively, stay healthy and keep fit.

PART II Guidance on a Continuum of Student Supports PreK–12 introduces three tiers of schools and school cultures with aligned strategies to promote healthy development, address risks, and assist with chronic and severe problems.

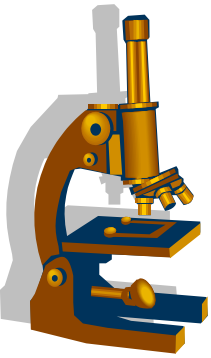
PART III, which is also a separate website of examples of SEDL in Action, catalogues vignettes, participant documentation, commercial videos and archival records of what SEDL looks like in schools.

PART IV recaps the goals of SEDL and offers guidance on implementing, assessing and funding SEDL programs and practices.

PART V Appendices followed by References and End Notes provide supplemental information, instruments, and resources.

Some Underpinnings: What is Emotional Intelligence?





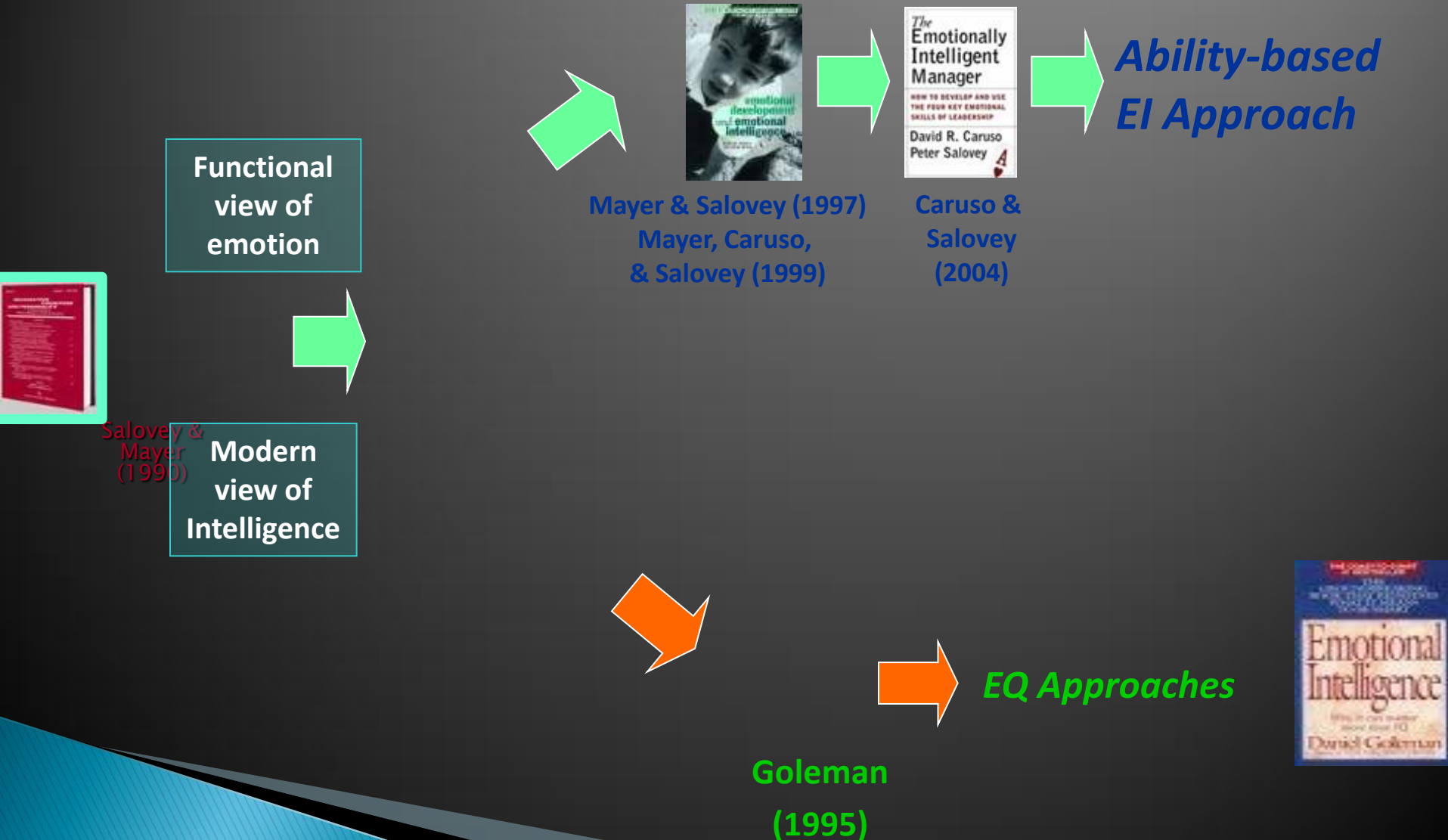
Ability EI

1990

Peter Salovey and Jack Mayer develop the idea of an emotional intelligence:

Emotional intelligence is "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action".


Two “EI’s” -- 2 roads diverged . . .



1995 – “Emotional Intelligence”

Goleman (1995) wrote *Emotional Intelligence* based on Peter and Jack's 1990 paper.

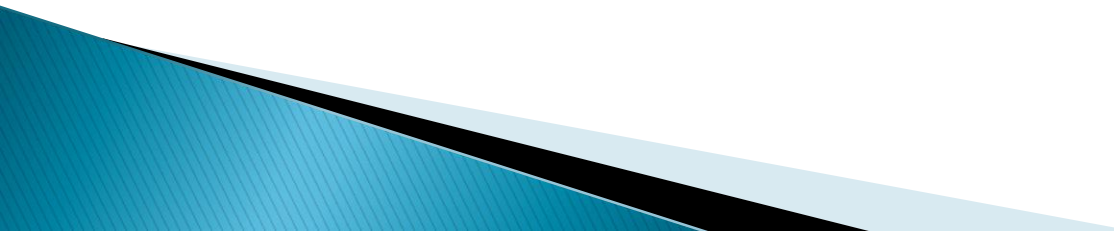
He went beyond the original meaning, and included:

- knowing one's emotions
 - managing emotions
 - motivating oneself
 - recognizing emotions in others
 - handling relationships
- 

Emotions Influence

- What part of your day is influenced by your emotions?
- What part of your teachers day is influenced by their emotions?
- What part of your students day is influenced by their emotions?

Jigsaw of The Purpose of School: Promoting Equity and Social Justice

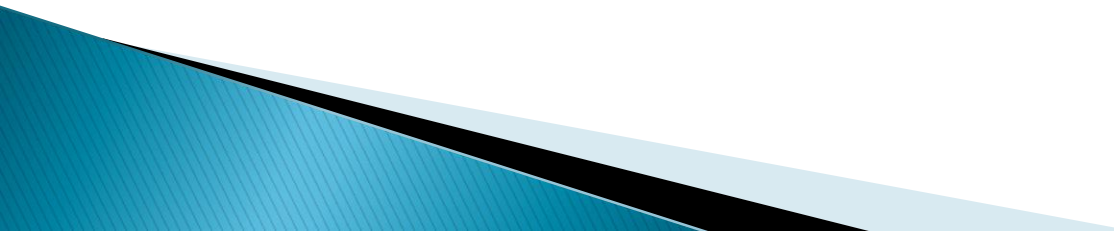
- ▶ 119–top of 122
 - ▶ 123–124
 - ▶ 125–128 middle
 - ▶ 128 middle–130 bottom
 - ▶ 130 The Power Lens to 132
 - ▶ 133–135
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Language

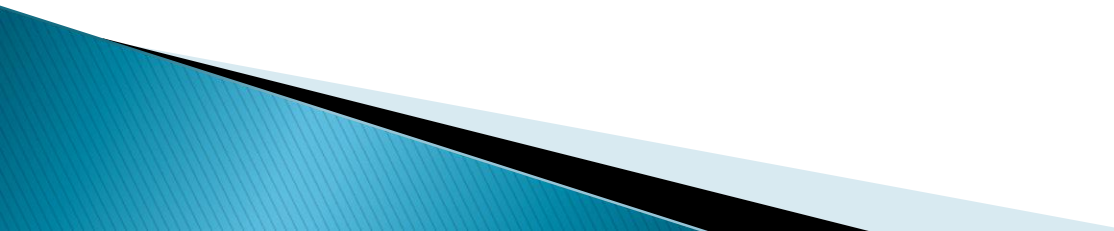
- ▶ Is a complex, specialized skill, which develops in the child spontaneously without conscious effort of formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual , and is distinct from more general abilities to process information or behave intelligently (Pinker, 1994)

Language is...

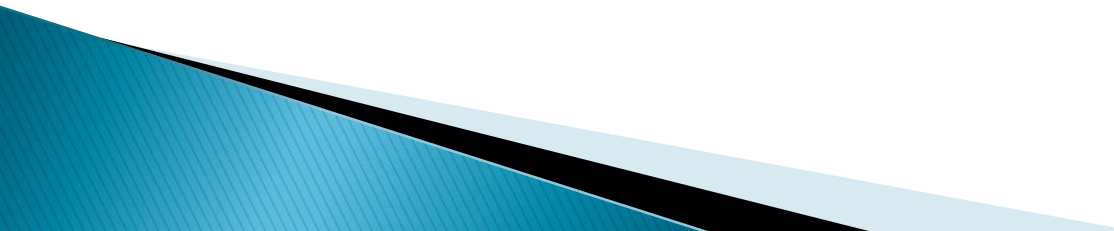
- ▶ A system of rules
 - ▶ A vehicle of communication
 - ▶ An instrument of thought
 - ▶ An expression and component of culture

 - ▶ BICS/CALPS
- 

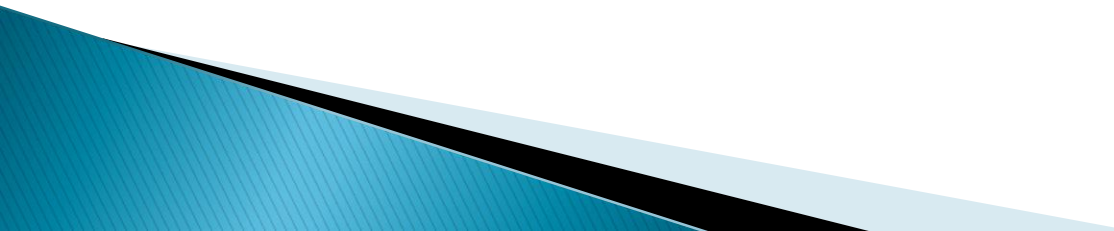
Inner Language

- ▶ Language turned inward
 - ▶ Inner talk, speech
 - ▶ Doing and thinking about what you are doing
 - ▶ Raising questions mentally
 - ▶ Observing phenomenon
 - ▶ Self talk about what you see and do
 - ▶ Silent reading and responding
- 

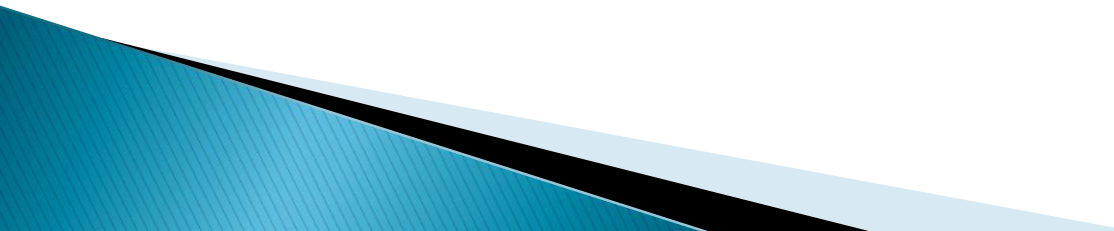
Outer Language

- ▶ Exploratory talk
 - ▶ Participant talk talking aloud about what you are doing and discovering
 - ▶ Writing down questions
 - ▶ Negotiation of meaning
 - ▶ Collaborative Discourse–Co construction of meaning
 - ▶ Talk about past experiences and those of others
 - ▶ Instructional Conversations
 - ▶ Proposing theories, building on others ideas, making connections, asking questions, sharing discoveries, predicting, revising...
 - ▶ Raising authentic questions
 - ▶ Academic talk–presentations, teaching others, formal and symbolic language, fielding questions with confidence, reading purposefully, interactions with others...
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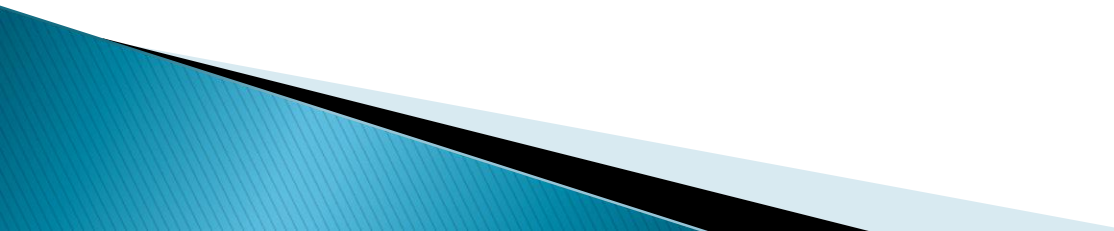
Role of Leadership

- ▶ We cannot separate our personal and professional lives. Who we are as a person, impacts how we do what we do professionally.
 - ▶ The more we understand about ourselves the more we are able to mine that understanding for effective practice
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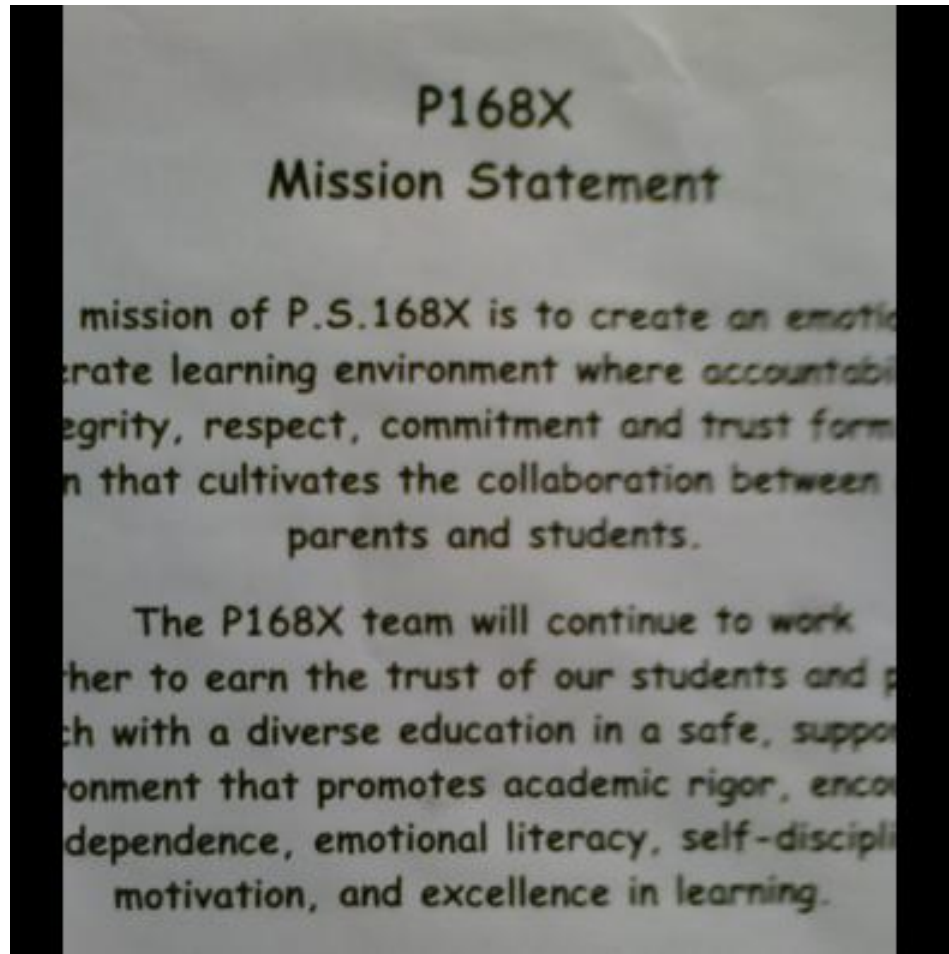
The Principal's Responsibilities

- ▶ Lead Organizational Learning
 - ▶ Develop and Articulate a School Vision
 - ▶ Serve as Instructional Leader
 - ▶ Manage School Operations
 - ▶ Engaging Parents and Community
(ISLLC, ELCC, etc.)
- 

Discrete skills to be developed

- ▶ Communication skills
 - ▶ Impulse control
 - ▶ Conflict management
 - ▶ Negotiation
 - ▶ Giving and receiving feedback
 - ▶ Empathy and perspective taking
 - ▶ Influence
 - ▶ Inspiration.....
- 

What role do you play in your school's culture and climate?



Take the Climate Walk

This protocol is designed to provide you with a means of identifying the presence of SEL in a school building. It focuses on artifacts and behaviors that specifically evidence a concentration on social, emotional and academic learning. Take a walk with a colleague and see if you observe the same elements. Information should primarily be obtained by observing what is visible to the senses as you walk through the school. You should also talk to adults and young people. Ask them questions about their school based on the attached interview guideline questions. Spend at least an hour walking through a school before attempting to complete this protocol. After you complete your walk, rate each area using the following scale:

(1) Not evident - Never seen or appropriately demonstrated

(2) Somewhat evident - Can be seen or appropriately demonstrated once or twice

(3) Evident - Is usually seen or appropriately demonstrated

(4) Consistently evident - Is always appropriately seen or appropriately demonstrated

NA-doesn't apply to this school

Thinking about your climate...
what would be the first steps to
take towards creating an
environment for learning in which
ELLs feel safe and motivated to
learn?

