



## Social and Emotional Learning Social Teaching Practices



### What does “Student-Centered Discipline” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"> <li>Teacher has discussion with his or her students about how and why classroom procedures are implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Students can articulate the classroom procedures and the reasons for them.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher implements consequences for breaking rules that logically relate to the rule broken.</li> </ul>	<ul style="list-style-type: none"> <li>Students recognize that disciplinary strategies are logically related to rule infractions, and are not punitive.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher consistently implements classroom rules and consequences for infractions.</li> </ul>	<ul style="list-style-type: none"> <li>Students exhibit positive classroom behaviors.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher responds to misbehavior by considering pupil-specific social, affective, cognitive and environmental factors associated with occurrence of the behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Students gain greater understanding of the triggers for their misbehaviors and how to manage them.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher holds class discussion so students can solve class problems.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to problem-solve difficult situations that arise in the classroom.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher asks students to reflect and to redirect their behavior when they misbehave.</li> </ul>	<ul style="list-style-type: none"> <li>Students have the capacity to regulate their emotions and have the ability to monitor and reflect on personal and academic behaviors.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher teaches students strategies to handle the emotions that affect their learning (e.g., stress, frustration).</li> </ul>	<ul style="list-style-type: none"> <li>Students learn how to identify their emotions, understand the precursors to an emotional reaction, and express and regulate their emotions.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher models strategies that will help students to monitor and regulate their behavior</li> </ul>	<ul style="list-style-type: none"> <li>Students engage in self-management strategies to handle daily stresses and control their emotions in difficult situations.</li> </ul>
	<ul style="list-style-type: none"> <li>Students make responsible academic, social, and emotional decisions in the classroom.</li> </ul>
	<ul style="list-style-type: none"> <li>Students take responsibility for their behavior in the classroom and in school.</li> </ul>
	<ul style="list-style-type: none"> <li>Students describe how their behavior influences the classroom and school community.</li> </ul>

## Social and Emotional Learning

### Social Teaching Practices

#### What does “Teacher Language” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"><li>Teacher promotes positive behaviors by encouraging students when they display good social skills (e.g., acknowledge positive actions or steps to improve).</li></ul>	<ul style="list-style-type: none"><li>Students regulate their social, emotional, or academic behaviors based on specific teacher feedback.</li></ul>
<ul style="list-style-type: none"><li>Teacher promotes positive behaviors by encouraging students when they display good work habits (e.g., acknowledge positive actions or steps to improve).</li></ul>	<ul style="list-style-type: none"><li>Students are motivated to improve their work habits based upon specific teacher feedback that restates what the student did and suggests improvement.</li></ul>
<ul style="list-style-type: none"><li>Teacher offers specific affirmation to let students know how their efforts lead to positive results.</li></ul>	<ul style="list-style-type: none"><li>Students modify behavior or continue to exhibit positive behaviors based on teacher’s affirmative language.</li></ul>
	<ul style="list-style-type: none"><li>Students use positive language with their teacher and peers.</li></ul>
	<ul style="list-style-type: none"><li>Students use academic language appropriately in the classroom.</li></ul>



## Social and Emotional Learning

### Social Teaching Practices

#### What does “Responsibility and Choice” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"> <li>Teacher engages students in planning how they are going to learn in developmentally appropriate ways.</li> </ul>	<ul style="list-style-type: none"> <li>Students have some say in the choice of or within an activity, or have opportunities to contribute to class discussions.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher asks for student input when making decisions about how the classroom will operate in developmentally appropriate ways.</li> </ul>	<ul style="list-style-type: none"> <li>Students are aware that there are multiple ways to solve a problem or to demonstrate their thinking on a topic.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher gives students meaningful choices (with parameters) on what they can work on.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate responsibility with the materials they are provided.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher makes sure students make the connection between their choices and potential consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Students hold each other accountable.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher arranges experiences that allow students to be responsible (e.g., classroom aids or jobs, peer tutoring, roles in group work) in developmentally appropriate ways.</li> </ul>	<ul style="list-style-type: none"> <li>Students have opportunities to help their peers or their teacher.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher seeks student ideas and input, or to understand what student’s previously known.</li> </ul>	<ul style="list-style-type: none"> <li>Students are encouraged to work in small groups to evaluate online and print editorials and generate oral arguments or written articles on topics of interest.</li> </ul>
	<ul style="list-style-type: none"> <li>Students identify ways that they can help improve their class and school community.</li> </ul>
	<ul style="list-style-type: none"> <li>Students accept responsibility for their actions, both positive and negative.</li> </ul>
	<ul style="list-style-type: none"> <li>Students make responsible academic, social, and emotional decisions in the classroom.</li> </ul>
	<ul style="list-style-type: none"> <li>Students take responsibility for their behavior in the classroom and in school.</li> </ul>
	<ul style="list-style-type: none"> <li>Students describe how their behavior influences the classroom and school community.</li> </ul>



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### Social Teaching Practices

#### What does “Warmth and Support” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"> <li>Teacher demonstrates to each student that he or she is appreciated as an individual (e.g., appropriate eye contact, greeting each child by name).</li> </ul>	<ul style="list-style-type: none"> <li>Students express warmth and support to their teacher and to the peers, knowing that their peers and teacher cares about them.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher uses the interest and experiences of students when teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Students know about the interests and backgrounds of their peers.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher demonstrates care and concern to students about how and what they learn.</li> </ul>	<ul style="list-style-type: none"> <li>Students take into account the perspectives and emotions of their classmates and teacher.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher affirms that it is okay to think outside of the box or to make mistakes (e.g., by modeling, praising attempts).</li> </ul>	<ul style="list-style-type: none"> <li>Students take academic risks in the classroom.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher checks in with students about their academic and nonacademic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Students provide academic and emotional support to their peers.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher follows up with students when they have a problem or concern.</li> </ul>	<ul style="list-style-type: none"> <li>Students communicate with teacher and peers in meaningful ways.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher creates structures in the classroom where students feel included and appreciated (e.g., morning meetings, small moments, whole-class share outs).</li> </ul>	<ul style="list-style-type: none"> <li>Students describe ways that responsible students help their classmates (e.g., including non-examples of how students can bully or tease).</li> </ul>
	<ul style="list-style-type: none"> <li>Students demonstrate positive interactions with peers and avoid negative interactions.</li> </ul>



## Social and Emotional Learning

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#### What does “Cooperative Learning” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"> <li>Teacher encourages students to work with other students when they have difficulty with an assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Students actively work on content with their peers in meaningful ways.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher creates learning experience in which students depend on each other.</li> </ul>	<ul style="list-style-type: none"> <li>Students hold each other accountable during group work.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher creates learning experiences in which students must apply positive social skills to succeed.</li> </ul>	<ul style="list-style-type: none"> <li>Students process how they work together and monitor their individual progress toward their shared learning goal.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher holds individuals and the group accountable for learning during small-group work.</li> </ul>	<ul style="list-style-type: none"> <li>Students focus on promoting the group’s success and support the participation of everyone in the learning task.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher provides opportunities for students to share their work and receive feedback from each other.</li> </ul>	<ul style="list-style-type: none"> <li>Students provide specific, high-quality feedback to each other.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher provides space to allow students to collaboratively process how they work together and monitor their progress toward their goal.</li> </ul>	<ul style="list-style-type: none"> <li>Students are receptive to the feedback they receive from their teacher and their peers.</li> </ul>
<ul style="list-style-type: none"> <li>Teachers give students feedback on how they interact with and learn from others during cooperative learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Students communicate effectively with one another.</li> </ul>
	<ul style="list-style-type: none"> <li>Students demonstrate positive social skills while interacting in-group work.</li> </ul>
	<ul style="list-style-type: none"> <li>Students resolve conflict that arises during cooperative learning.</li> </ul>



## Social and Emotional Learning

### Social Teaching Practices

#### What does “Classroom Discussion” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"><li>Teacher helps students identify how to listen (e.g., tracking the speaker, making mental connections).</li></ul>	<ul style="list-style-type: none"><li>Students listen attentively and can restate the speaker’s main ideas.</li></ul>
<ul style="list-style-type: none"><li>Teacher helps students learn how to respond and to learn from other students during a discussion.</li></ul>	<ul style="list-style-type: none"><li>Students respond to open-ended questions and elaborate on their own thinking.</li></ul>
<ul style="list-style-type: none"><li>Teacher helps students learn how to effectively communicate their points of view (e.g., elaborate on their thinking).</li></ul>	<ul style="list-style-type: none"><li>Students extend their own thinking by expanding on the thinking of their classmates.</li></ul>
<ul style="list-style-type: none"><li>Teacher holds in-depth discussions about content with students.</li></ul>	<ul style="list-style-type: none"><li>Students analyze the points of view of their peers during discussions.</li></ul>
<ul style="list-style-type: none"><li>Teacher asks students to listen and reflect upon the opinions of other students and determine whether they agree.</li></ul>	<ul style="list-style-type: none"><li>Students use follow-up questions to clarify statements and encourage others to express themselves.</li></ul>
	<ul style="list-style-type: none"><li>Students use effective communication skills to present their point of view, as well as to reflect on the points of view of others.</li></ul>



## Social and Emotional Learning

### Social Teaching Practices

#### What does “Self-Assessment and Self-Reflection” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"><li>Teacher tells students the learning goals for each lesson.</li></ul>	<ul style="list-style-type: none"><li>Students understand the goals they are working toward.</li></ul>
<ul style="list-style-type: none"><li>Teacher asks students to reflect on their personal academic goals (e.g., make connections to the lesson goals).</li></ul>	<ul style="list-style-type: none"><li>Students actively think about their work as it relates to the learning goals.</li></ul>
<ul style="list-style-type: none"><li>Teacher provides students with strategies to analyze their work (e.g., performance rubrics, peer reviews).</li></ul>	<ul style="list-style-type: none"><li>Students monitor their progress toward achieving the learning goal.</li></ul>
<ul style="list-style-type: none"><li>Teacher creates opportunities for students to monitor and reflect on their progress toward their learning goals.</li></ul>	<ul style="list-style-type: none"><li>Students identify what they do and do not know against performance standards.</li></ul>
<ul style="list-style-type: none"><li>Teacher creates opportunities for students to monitor and reflect on their social learning.</li></ul>	<ul style="list-style-type: none"><li>Students know where to look for help based on what they do and do not know.</li></ul>
<ul style="list-style-type: none"><li>Teacher helps students develop strategies to make sure they meet their learning goals</li></ul>	<ul style="list-style-type: none"><li>Students identify strategies to improve their work and/or behavior.</li></ul>
<ul style="list-style-type: none"><li>Teacher provides students opportunities to reflect on their thinking and learning process (e.g., using graphic organizers or journals).</li></ul>	<ul style="list-style-type: none"><li>Students provide feedback on the strategies used for their learning.</li></ul>
<ul style="list-style-type: none"><li>Teacher asks students to think together to provide feedback on the effectiveness of learning activates (e.g., debriefing tool, feedback form, simple survey).</li></ul>	



## Social and Emotional Learning

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#### What does “Balanced Instruction” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"><li>Teacher uses an appropriate balance between providing students opportunities to directly learn new information, to actively engage in the material.</li></ul>	<ul style="list-style-type: none"><li>Students interact with the content in multiple ways.</li></ul>
<ul style="list-style-type: none"><li>Teacher provides extended projects that require at least one week to complete.</li></ul>	<ul style="list-style-type: none"><li>Students actively solve problems collaboratively or independently.</li></ul>
<ul style="list-style-type: none"><li>Teacher requires students to extend their thinking when they provide basic answers (e.g., ask multiple follow-up questions).</li></ul>	<ul style="list-style-type: none"><li>Students critique and evaluate visuals, draw conclusions, and develop inferences.</li></ul>
<ul style="list-style-type: none"><li>Teacher uses multiple instructional strategies to keep students engaged in learning.</li></ul>	<ul style="list-style-type: none"><li>Students engage in multiple learning strategies, using self-direction and self-monitoring.</li></ul>
<ul style="list-style-type: none"><li>Teacher makes sure that activities are not just fun, but represent one of the best ways for student to learn the content.</li></ul>	<ul style="list-style-type: none"><li>Students identify challenges in solving problems (academic or behavioral), and potential solutions.</li></ul>
<ul style="list-style-type: none"><li>Teacher asks students to work on products (e.g., web pages, skits, , or posters) intended for multiple audiences (e.g., parents, community members).</li></ul>	<ul style="list-style-type: none"><li>Students create products customized for different audiences, understanding that communication strategies may differ depending on the audience.</li></ul>
	<ul style="list-style-type: none"><li>Students identify and evaluate strategies to succeed in school.</li></ul>





## Social and Emotional Learning

### Social Teaching Practices

#### What does “Academic Press and Expectations” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"><li>Teacher gives students more challenging problems when they have mastered easier material.</li></ul>	<ul style="list-style-type: none"><li>Students progress through increasingly complex and challenging activities.</li></ul>
<ul style="list-style-type: none"><li>Teacher ensures that students feel responsible when they accomplish or fail to accomplish their academic work.</li></ul>	<ul style="list-style-type: none"><li>Students understand the importance of academic learning and feel pressure to succeed.</li></ul>
<ul style="list-style-type: none"><li>Teacher demonstrates for students the connections between effort and results, and expects students to apply their full effort.</li></ul>	<ul style="list-style-type: none"><li>Students know that they are responsible for their academic outcomes.</li></ul>
<ul style="list-style-type: none"><li>Teacher gives students work that has more than one right answer and asks them to defend their answers.</li></ul>	<ul style="list-style-type: none"><li>Students analyze and evaluate information in order to solve problems.</li></ul>
<ul style="list-style-type: none"><li>Teacher supports students socially and emotionally while challenging them to reach new or higher levels of learning.</li></ul>	<ul style="list-style-type: none"><li>Students identify and regulate emotions of frustration that may arise due to challenging demands.</li></ul>
	<ul style="list-style-type: none"><li>Students see the connection between their efforts and academic results.</li></ul>



## Social and Emotional Learning

### Social Teaching Practices

#### What does “Competence Building” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"> <li>Teacher models and practices new learning with students before asking them to perform independently.</li> </ul>	<ul style="list-style-type: none"> <li>Students interact with content throughout the instructional cycle.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher demonstrates a concept using a variety of tools (e.g., modeling, demonstrations, mini-lessons, or texts).</li> </ul>	<ul style="list-style-type: none"> <li>Students are receptive to the feedback they receive from their teacher or peers.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher conferences with students about ways to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>Students are motivated to modify work based on feedback from their teacher or peers.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher uses multiple strategies with students until they figure out how to solve the problem (e.g., graphic organizers, leveled text, checklist, verbal cues).</li> </ul>	<ul style="list-style-type: none"> <li>Students recognize the support they need and are receptive to receiving support.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher gives students frequent specific feedback to let them know how they are doing in class (academically and socially).</li> </ul>	<ul style="list-style-type: none"> <li>Students are aware of their emotions and of their behaviors during instruction, and respond in a culturally appropriate way.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher has students correct their mistakes (academic or social) based on feedback from teacher or their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Students recognize that mistakes are a part of the learning process, and are receptive to fix them.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher provides specific feedback that is focused on the academic task at hand.</li> </ul>	
<ul style="list-style-type: none"> <li>Teacher uses student misconceptions to guide the teacher’s instruction without singling the student out.</li> </ul>	

*\*Adapted from Incorporating Social and Emotional Learning into Classroom Instruction and Educator Effectiveness: A Toolkit for Tennessee Teachers and Administrators, The Tennessee Department of Education, June 2015*