

Wise Ways

All teachers model physical, social, emotional, behavioral, and cognitive competencies. (CL19)

Evidence Review:

Research has demonstrated that successful teachers in high poverty schools and turnaround organizations not only have the necessary technical skills and content knowledge but have the following distinguishing competencies: a relentless focus on learning; ability to affect the perceptions, thinking, and actions of others; interpersonal understanding; ability to work with others; the ability to solve problems; a belief in the learning potential of all students; the ability to keep one's emotions under control; self-confidence; and flexibility. Teachers who demonstrate enthusiasm for learning and model self-control and interpersonal understanding, are more likely to motivate students and enable them to understand and interpret other people's behavior and manage their emotions in stressful and frustrating situations.

Source- Public Impact: School Turnaround Teachers: Competencies for Success; For the Chicago Public Education Fund, 2008

Evidence Review:

Jonassen (1999) discusses two types of modeling, behavioral and cognitive modeling. Behavioral modeling involves imitation of the demonstrated act, whereas cognitive modeling walks a student through a decision-making process by talking aloud about considerations and explaining the rationale for their choices. Modeling has the greatest impact when it is an explicit process. Students who observe the expert, reflect upon the process, and practice are more likely to be able to apply the learned knowledge in a different setting than those who receive a passive model (Cooper, 1999).

Source- Cognitive Apprenticeship in Educational Practice: Research on Scaffolding, Modeling, Mentoring, and Coaching as Instructional Strategies, *Vanessa Paz Denne, Florida State University*

References and Other Resources:

Cooper, M. A. (1999). Classroom choices from a cognitive perspective on peer learning. In A. M. O'Donnell & A. King (Eds.), *Cognitive perspectives on peer learning* (pp. 215–233). Mahwah, NJ: Lawrence Erlbaum.

Jonassen, D. H. (1999). Designing constructivist learning environments. In C. M. Reigeluth (Ed.), *Instructional-design theories and models: A new paradigm of instructional theory* (pp. 215–239). Mahwah, NJ: Lawrence Erlbaum.

Evidence Review:

According to Curwin and Mendler (2000), educators must take care to model the behaviors they wish to see in their students. Students are more likely to behave in a way that is consistent with the behaviors modeled by their teachers than they are to behave in a manner consistent with the skills they have been taught in a lecture. It is important to note, however, that students are more likely to demonstrate behaviors that they observe in people similar to themselves (Bandura, 2000).

Source- Social Skills Intervention for Students with Emotional/Behavioral Disorders: A Literature Review from the American Perspective (Chen K, Educational Research and Reviews Vol. 1 (3), pp. 143-149, July 2006)

References and Other Resources:

Bandura A (2000). Self-efficacy and the construction of an optimistic self. *Reaching Today's Youth*, 4(4):18-22.

Curwin RL, Mendler AN (2000). Preventing violence with values-based schools. *Reclaiming Children and Youth*, 9(1):41-44.

Evidence Review:

Teachers who are supportive (i.e., show care and concern for their students' well being and learning) and emotionally well regulated are able to provide students with a safe and caring learning environment that is conducive to students' social, emotional, behavioral, and academic development. When teachers exhibit negative affect and have poor relationships with their students, feelings of alienation and disengagement are likely to occur. When students experience these negative feelings and disengage, they are at greater risk of developing antisocial behaviors, delinquency, and academic failure (U.S. Department of Education, 1998). Teachers often report greater stress when they have disruptive students in their classroom (Yoon, 2002) and tend to express negative emotions in response to student misbehavior (Carson & Templin, 2007; Hamre & Pianta, 2001; Pianta et al., 2003; Sutton & Wheatley, 2003). "Hamre and Pianta (2001) found that kindergarten teachers' reports of negative affect in relation to a student were meaningful predictors of student social and academic outcomes through at least fourth grade." However, students who have supportive relationships with their teachers tend to feel safe and connected which provides the necessary social supports that promote social and emotional development and academic success.

Source- The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Academic Outcomes

References and Other Resources:

- Carson, R.L., & Templin, T.J. (2007). *Emotion regulation and teacher burnout: Who says that the management of emotional expression doesn't matter?* Paper presented at the American Education Research Association Annual Convention, Chicago.
- Hamre, B., & Pianta, R.C. (2001). Early teacher-child relationships and trajectory of school outcomes through eighth grade. *Child Development, 72*, 625-638.
- Pianta, R.C., Hamre, B., & Stuhlman, M. (2003). Relationships between teachers and children. In W.M. Reynolds & G.E. Miller (Eds.). *Comprehensive handbook of psychology* (Vol.7, pp. 199-234). New York: Wiley.
- Sutton, R.E., & Wheatley, K.E. (2003). Teachers' emotions and teaching: A review of the literature and directions for future research. *Educational Psychology Review, 15*, 327-358.
- U.S. Department of Education. (1998). *A guide to safe schools: Early warning timely response*. Washington DC: Author.
- Yoon, J.S. (2002). Teacher characteristics as predictors of teacher-student relationships: Stress, negative affect, and self-efficacy. *Social Behavior and Personality, 30*, 485-493.

Example:

In a study by Hughes, Cavell, and Willson (2001), the impact of teacher-student relationships on peer preference of aggressive students was examined. The study revealed that teacher support uniquely predicted peer preference within the aggressive students. "This suggests that peer perception of teacher support had a buffering effect on peers' social preference of aggressive students and that students take cues from their teacher in determining whether a peer is likable or not. This finding has implications for intervention strategies for improving the social status of rejected and aggressive students. Interventions that directly target the teacher-student relationship by promoting SEC may enable teachers to offer support to students despite their troubling behavior and may make a difference in student social status among peers contributing to their feeling of connectedness with the school community."

Source- The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Academic Outcomes

References and Other Resources:

- Hughes, J.N., Cavell, T.A., Y Willson, V. (2001). Further support for the developmental significance of the quality of the teacher-student relationship. *Journal of School Psychology, 39*, 289-301.