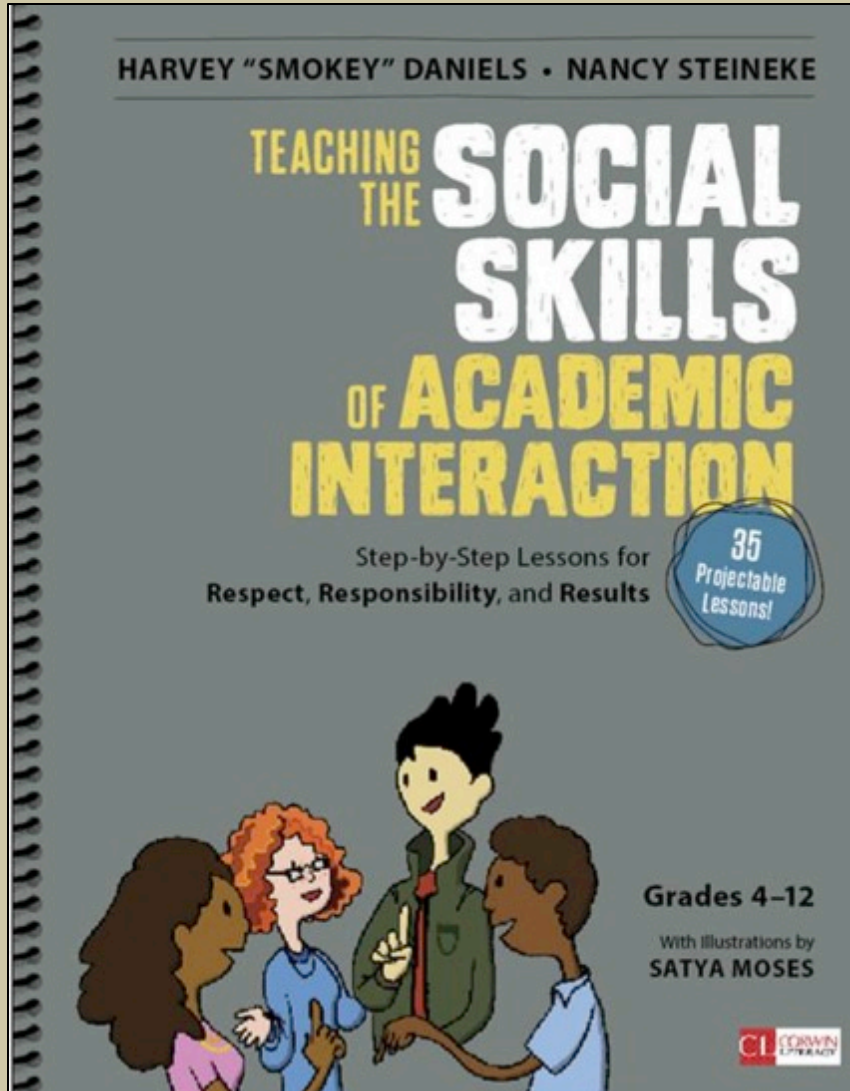
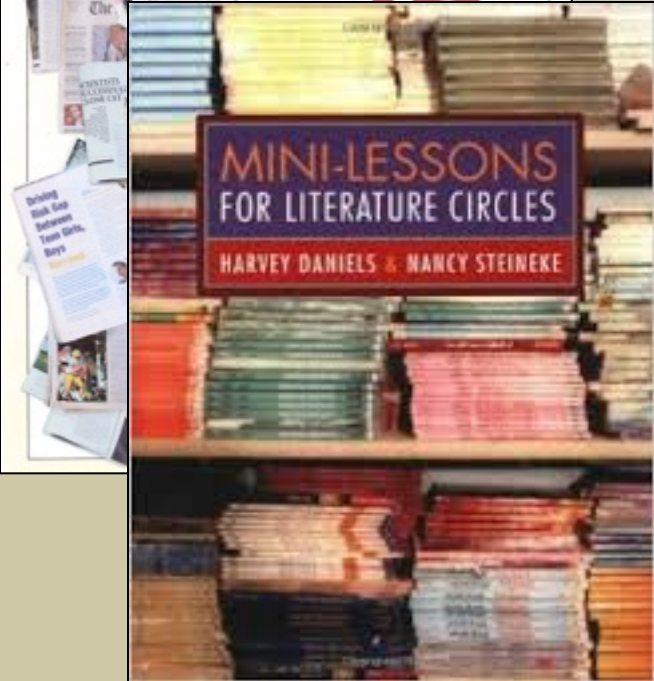
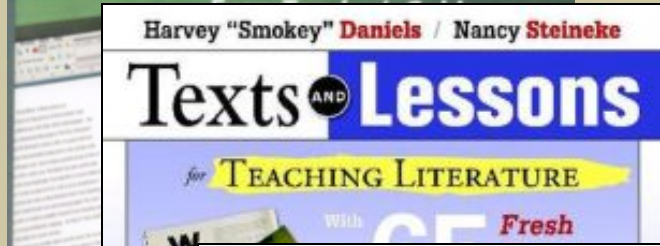
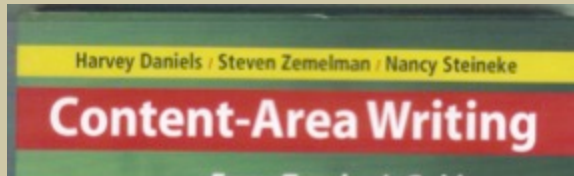


Welcome from Smokey Daniels



Helping ALL teachers create safe, engaging, and collaborative classrooms



HARVEY "SMOKEY" DANIELS • NANCY STEINEKE

TEACHING THE **SOCIAL SKILLS**
OF **ACADEMIC INTERACTION**

Step-by-Step Lessons for
Respect, Responsibility, and Results

35
Projectable
Lessons!



Grades 4-12

With Illustrations by
SATYA MOSES









**Let's
do this
together!**

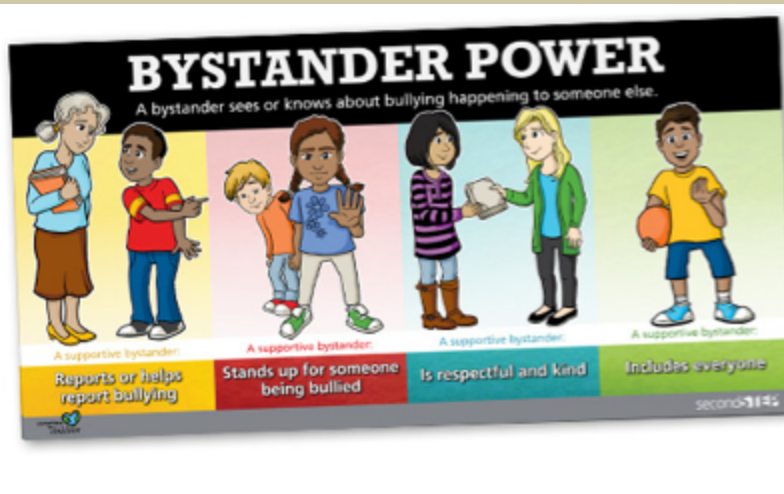
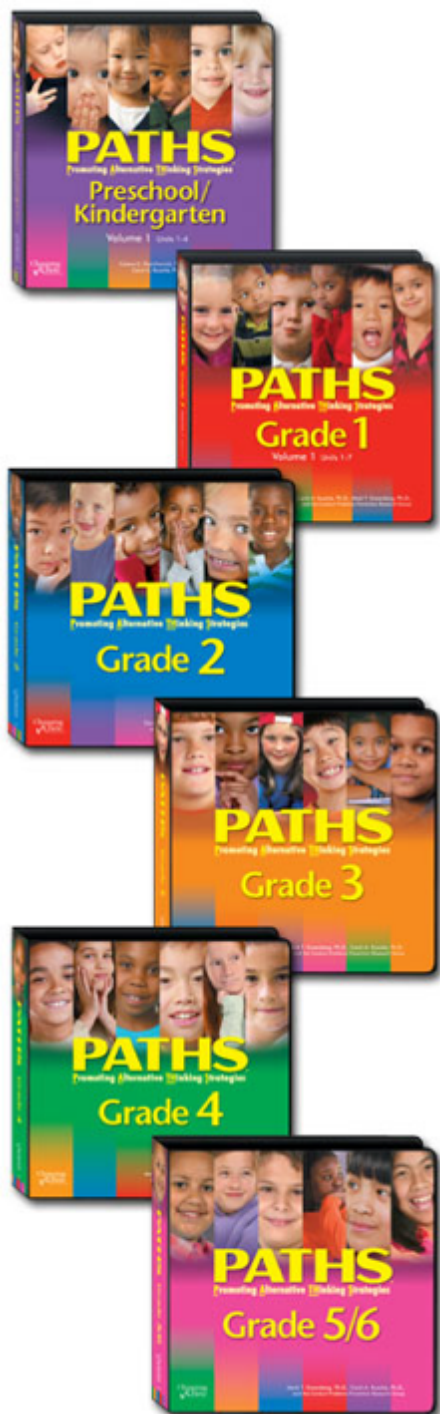


“Social Emotional Learning”

Can Emotional Intelligence Be Taught?

New York Times, Oct 13, 2013

Once a small corner of education theory, S.E.L. has gained traction in recent years, driven in part by concerns over school violence, bullying and teen suicide.



**What do YOU hear
about SEL?**

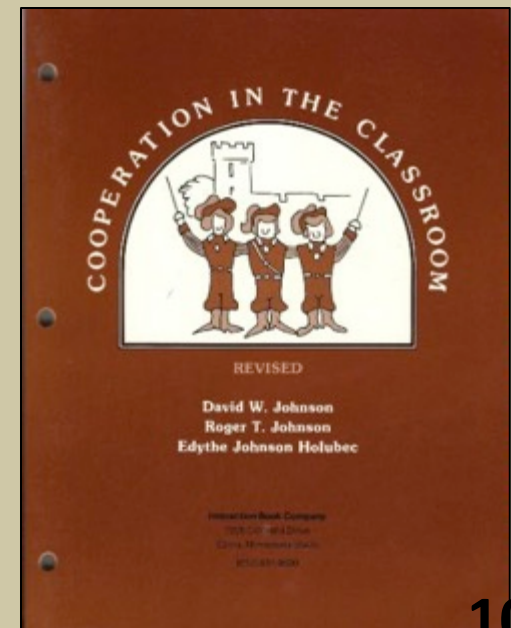
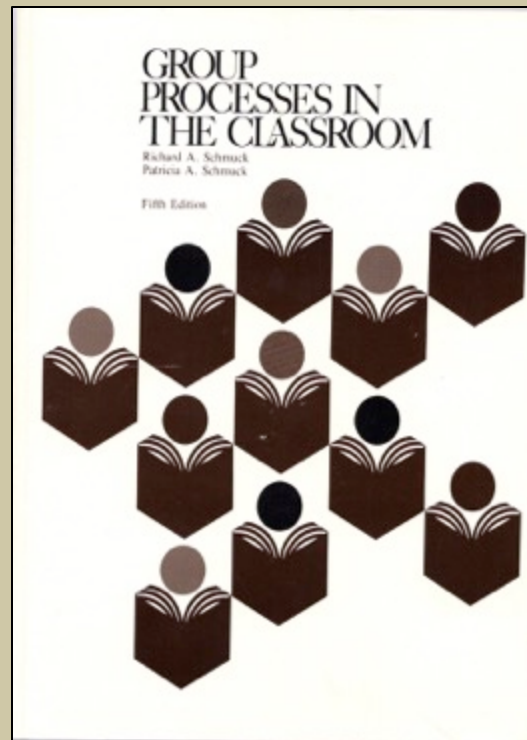
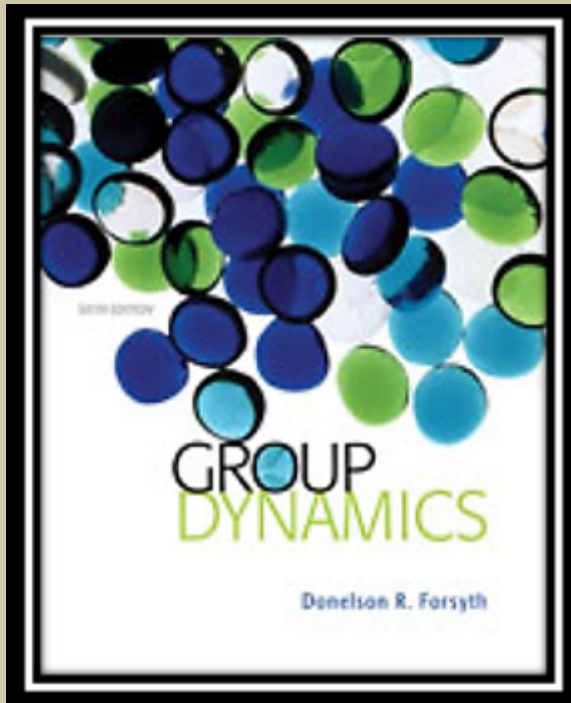
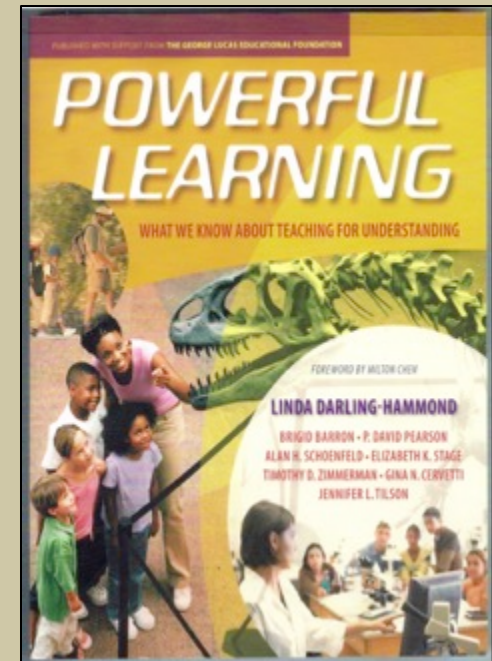
In the Ed news?

**Programs in
your district?**

**Type in what
comes to mind.**



Our approach:
a strong research base
in Social Psychology
and Group Dynamics





Acquaintance
(via self-disclosure)



Friendship



**Supportive
Classroom
Behavior**

“Social-Academic Skills”



Why so important now?

Bullying, School Violence, Discriminatory Discipline





COMMON CORE

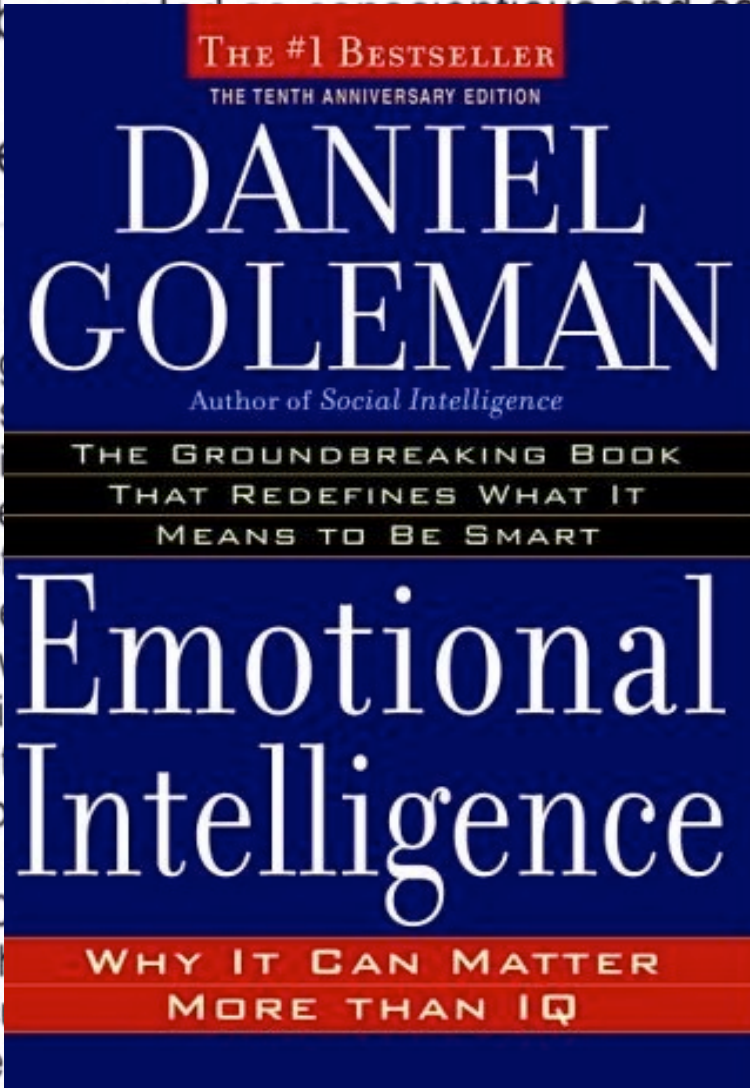
STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

**Standards for
Speaking and Listening
COLLEGE AND CAREER READINESS**

10 Years On, High-school Social Skills Predict Better Earnings Than Test Scores

ScienceDaily (Oct. 16, 2008) — Ten years after graduation, high-school students who had been identified as being more cooperative by their teachers were earning more money but fewer social skills, said a new study from the University of Michigan.



Learn to collaborate and make more money
\$\$\$\$\$\$\$\$

The earning profes "It's provide marke "Unl skills, especi She ci get alo The 11,000 of such extrac The te earnings 10 years after high-school graduation.

ethnic, hitive s an tea em to es and s who y," LI he ne ucatic their scores on standard achievement tests but teacher appraisals ability to relate well to peers, and their participation in act well with both students and adults. the students' self-reported educational attainments and

Classroom Assessment of Teachers

e.g., Charlotte Danielson's Framework for Learning



DOMAIN 1: Planning and Preparation

- 1a **Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b **Demonstrating Knowledge of Students**
 - Child development • Learning process • Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c **Setting Instructional Outcomes**
 - Value, sequence, and alignment • Clarity • Balance
 - Suitability for diverse learners
- 1d **Demonstrating Knowledge of Resources**
 - For classroom • To extend content knowledge • For students
- 1e **Designing Coherent Instruction**
 - Learning activities • Instructional materials and resources
 - Instructional groups • Lesson and unit structure
- 1f **Designing Student Assessments**
 - Congruence with outcomes • Criteria and standards
 - Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

- 2a **Creating an Environment of Learning**
 - Teacher interaction with students
- 2b **Establishing a Culture for Learning**
 - Importance of content • Expectations
 - Student pride in work
- 2c **Managing Classroom Procedures**
 - Instructional groups • Transitions
 - Materials and supplies • Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d **Managing Student Behavior**
 - Expectations • Monitoring behavior • Response to misbehavior
- 2e **Organizing Physical Space**
 - Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

- 4a **Reflecting on Teaching**
 - Accuracy • Use in future teaching
- 4b **Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning • Non-instructional records
- 4c **Communicating with Families**
 - About instructional program • About individual students
 - Engagement of families in instructional program
- 4d **Participating in a Professional Community**
 - Relationships with colleagues • Participation in school projects
 - Involvement in culture of professional inquiry • Service to school
- 4e **Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
- 4f **Showing Professionalism**
 - Integrity/ethical conduct • Service to students • Advocacy
 - Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

- 3a **Communicating With Students**
 - Expectations for learning • Directions and procedures
 - Explanations of content • Use of oral and written language
- 3b **Using Questioning and Discussion Techniques**
 - Quality of questions • Discussion techniques • Student participation
- 3c **Engaging Students in Learning**
 - Activities and assignments • Student groups
 - Instructional materials and resources • Structure and pacing
- 3d **Using Assessment in Instruction**
 - Assessment criteria • Monitoring of student learning
 - Feedback to students • Student self-assessment and monitoring
- 3e **Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment • Response to students • Persistence

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
• Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students

1c

Sample Teacher Evaluation Rubric:

1d

Ineffective
Sets Low Standards

1e

1f

Developing
*Sets basic expectations
Helps students take responsibility*

DC

4a

4b

Effective
*Sets social norms and higher
expectations of students*

4c

4d

Distinguished
*Sets the highest expectations
Sophisticated classroom
management*

4e

4f

• Integrity/ethical conduct • Service to students • Advocacy
• Decision-making • Compliance with school/district regulations

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
• Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
• Importance of content • Expectations for learning and behavior
• Student pride in work

2c Managing Classroom Procedures
• Instructional groups • Transitions
• Materials and supplies • Non-instructional duties
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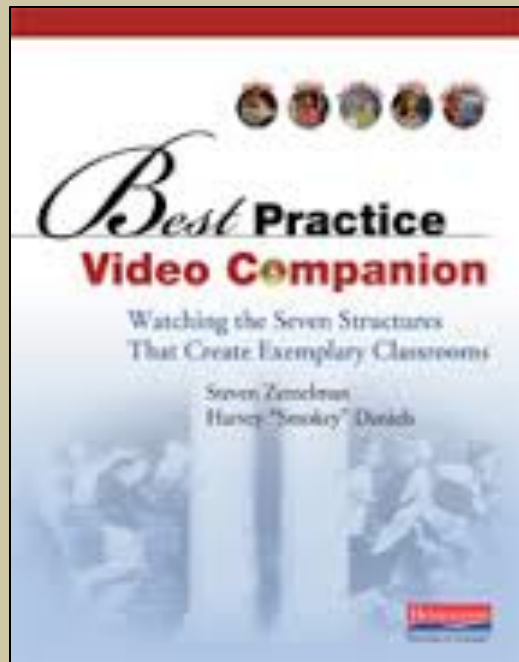
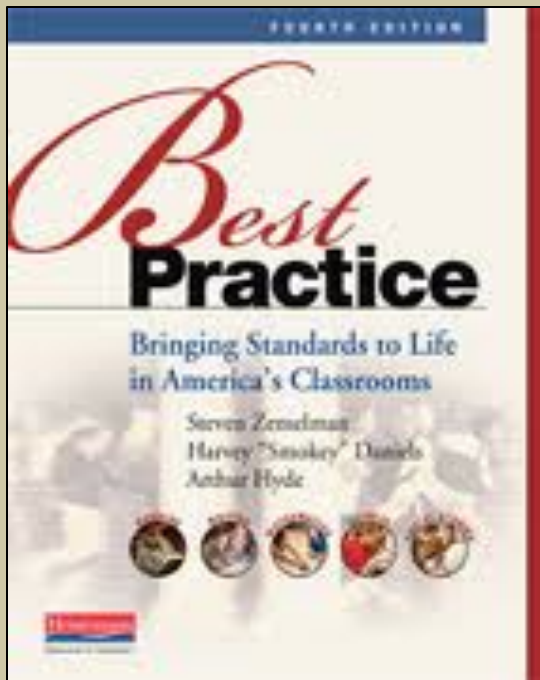
Questioning and Discussion Techniques

Elements: Quality of questions, Discussion techniques, Student participation

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Quality of Questions</i>	Teacher's questions are virtually all of poor quality, with low cognitive challenge, single correct responses, and asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<i>Discussion Techniques</i>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<i>Student Participation</i>	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Unsatisfactory	Basic
Teacher's questions are virtually all of poor quality, with low cognitive challenge, single correct responses, and asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.
Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.
A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.

Proficient	Distinguished
Most of teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.



Interactive
Engaging

Participatory

Experiential

Inclusive

Collaborative

Responsible

Study Finds Payoffs in Teaching Social Skills

Joseph Durlak et al, Loyola University Chicago
Child Development, February 2011.



--meta-analysis of 213 studies

--270,000 students, K-12

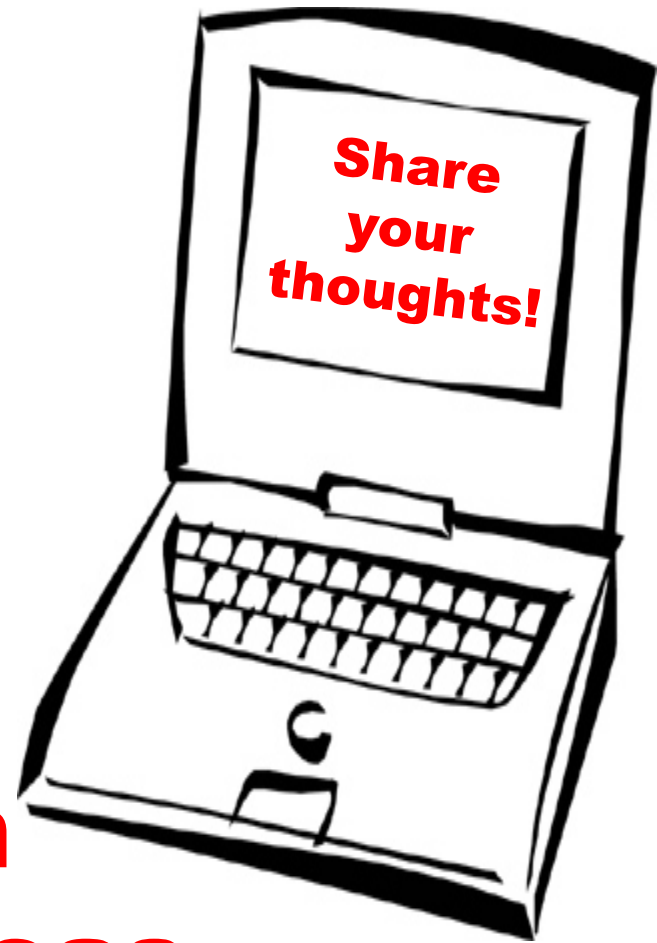
**--focused on general social skill training,
vs targeted (e.g anti-bullying programs)**

On average, kids receiving social skills training showed these gains:

--11% higher course grades

--11% higher standardized test scores

How can you explain this? Type in your ideas.



Greater cooperation

**Better attitudes
toward school**

**Less emotional
distress**



Fewer discipline problems

**More helping and
collaboration with others**

(Effects lasted six months after treatment)

TWO MAIN MODELS WERE USED:

- 1. teacher-driven, classroom-based**
- 2. district-wide, “everyone on the same page”**

**Both helped build social skills,
but the programs with
more teacher autonomy and
ownership led to greater
academic gains.**



What collaboration skills do these kids need?

Type in any interaction skills that come to mind.



What collaboration skills do **these kids need?**

Type in any interaction skills that come to mind.



**How do we help
kids acquire the
social skills of
academic
interaction?**

**Explicit
Teaching**



**What could go wrong
if I have my kids working
in small groups?**



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**Let's walk
through a
lesson**



Part II. Lessons for Building Social-Academic Skills

Chapter 4. Getting Acquainted 39

Lesson 1. Forming Partners 40

Lesson 2. Interviewing Your Partner 44



Lesson 3. Home Court Advantage 49

Lesson 4. Friendliness and Support 52

Lesson 5. Classroom Climate Posters 58

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Lesson 11. Active Listening 86

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Lesson 16. Sharing the Air 109

**Teacher grabs
slides on website
[www.corwin.com/
TeachingSocialSkills](http://www.corwin.com/TeachingSocialSkills)**

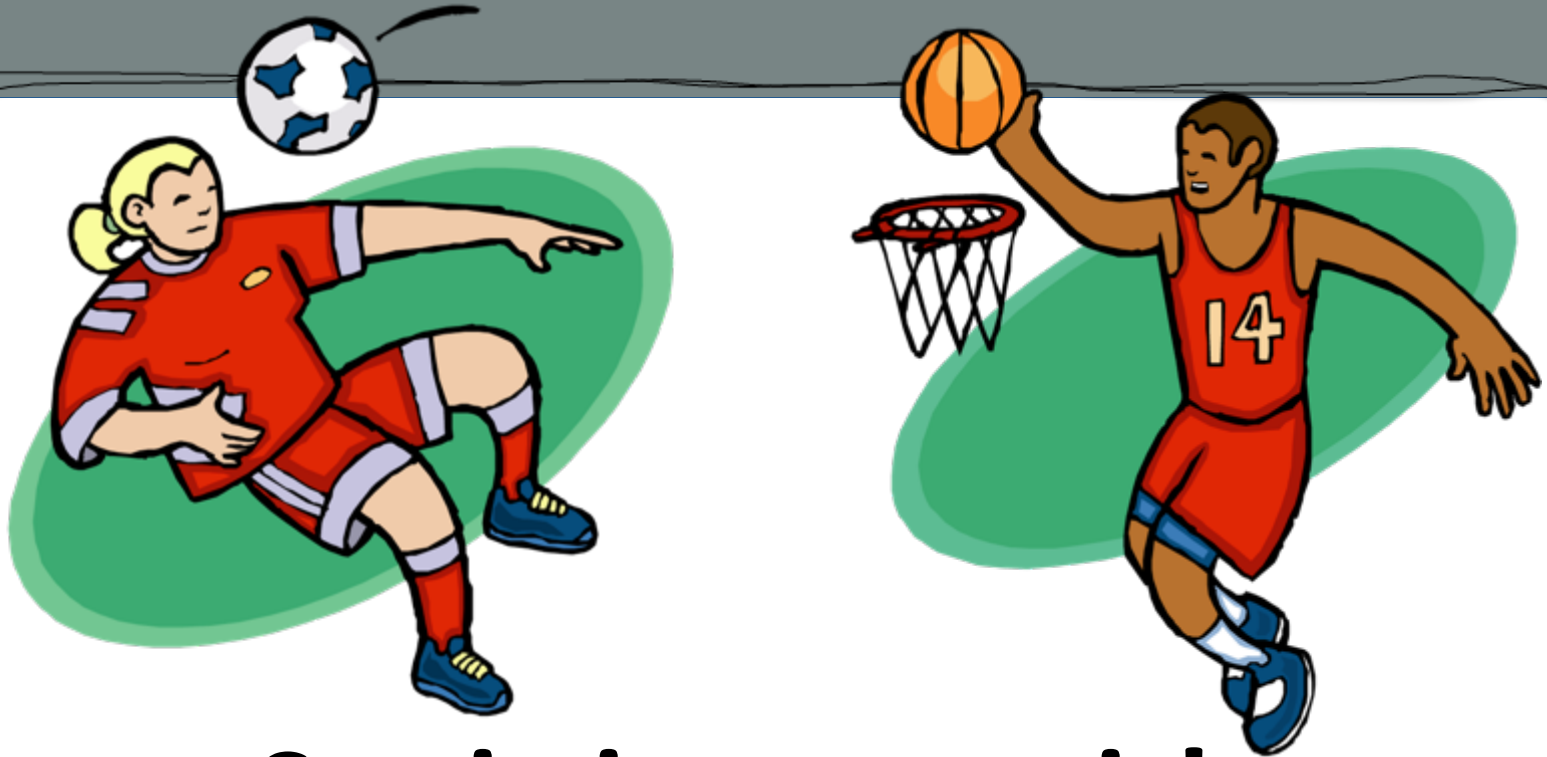
**Put-downs are a
BIG classroom
problem that can
shut down
thinking and
engagement!**



LESSON

3

HOME COURT ADVANTAGE

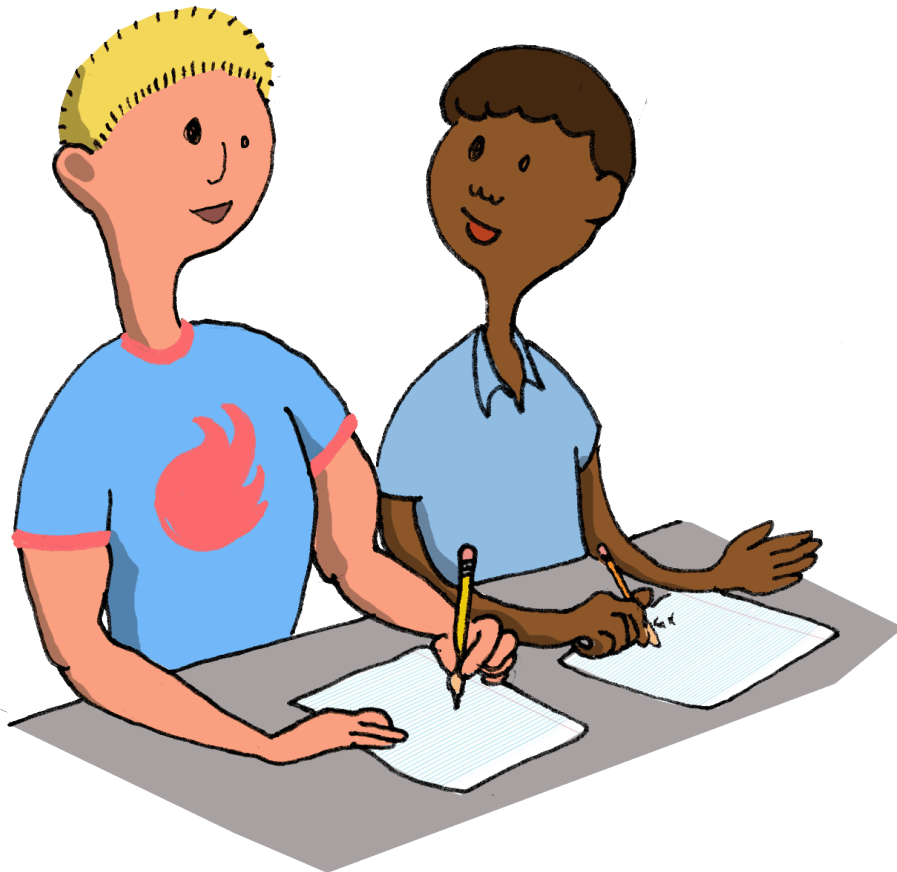


Statistics prove it!

Teams win more games at home than away.

With your partner, brainstorm ALL the possible reasons why teams win more games at home than away.

Write your reasons down.



Work together to rank your items

- Mark the reason you think is most important #1
- Mark the second most important reason #2
- Continue ranking until all of your reasons have a number



LET'S MAKE A LIST

- **When I call on your pair, give us your #1 reason.**
- **If that one is already up on the board, give us your #2 reason.**
- **If all of your reasons are on the board, give us your #1 reason.**



From now on, this room is Home Court!

We ARE each
other's team
members.



And we ARE
each other's fans.



Slide 6



→ Once students recognize what helps teams win, turn those reasons back to the classroom.

→ *From now on, this classroom is our Home Court. When we come in every day, we need to remember that we are all on the same team, so we've got to help each other do our very best. At the same time, we are also each other's fans, eager to celebrate each other's successes. From now on, if you feel an urge to shout out a "put-down," think first. Put-downs won't help anyone on this team learn better or do their best.*



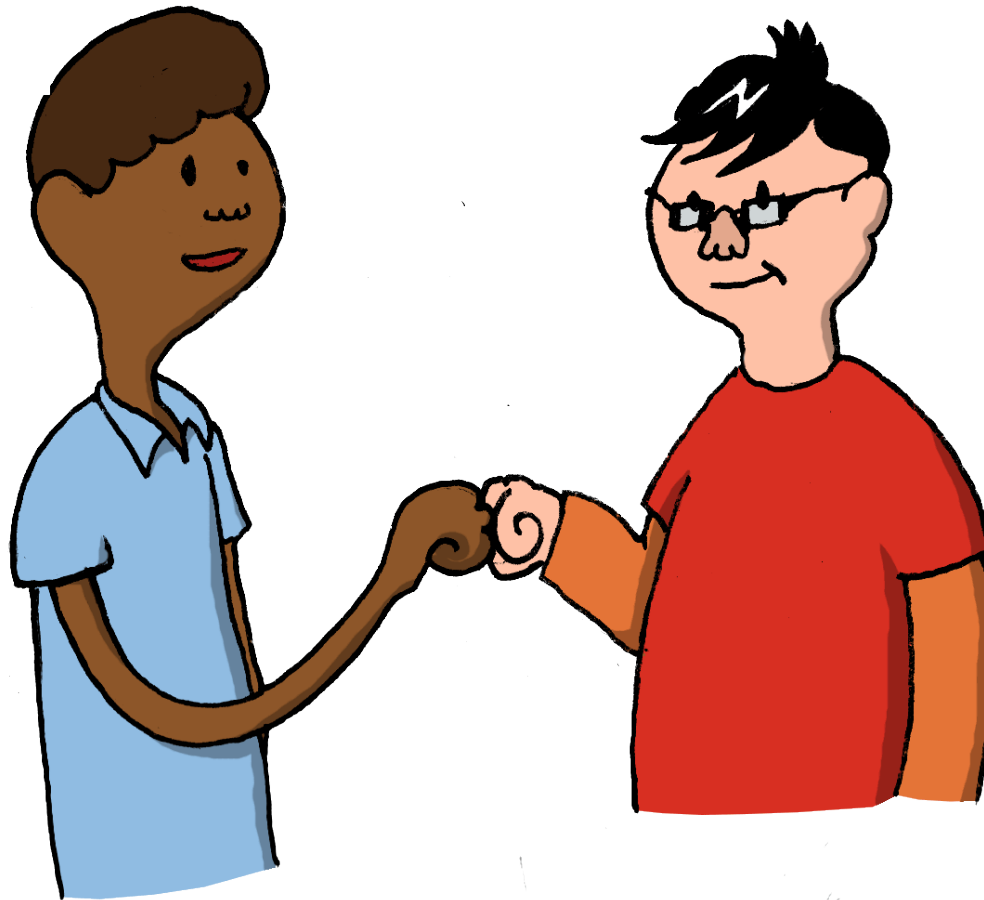
→ Home Court helps to eliminate most put-downs, but if a student slips up, smile and ask the kids, "What do we need to remember?" After a while, students will automatically respond to a put-down by saying, "Home Court!" And, don't be surprised if later on in the year you hear it shouted in the hallway as well.



LESSON

4

FRIENDLINESS AND SUPPORT



LESSON

5

CLASSROOM CLIMATE POSTERS



eye contact

Don't

Being Happy

"Thanks for the help!"

Appropriate Volume

Hello, how are you today?

needs some tips

- High-fiving is always a good way to show support.
- Introducing yourself is a good way to start!

Rannah Dethmann
Dana Torres

friendliness and support will always help!

Be nice to each other

Great work!

FRIENDLINESS

and

SUPPORT

Friendship!

Got it

Georgia Alexander
Brandon Gomez

HOME COURT

FANS

Teamwork

MEGhan Kline
Megan Michan

WIN!

HOME COURT

ANDREW

GO TEAM!
GO Andrew
GO!

Chick Larkin
Ms. King

friendliness + support

eye contact

"Good job!"

Smiling

Shaking hands

high five

good posture

paying attention

Hannah Rainbolt

HOME COURT

more confidence

know the court/field

more fans

Comfortable

NO TALK

more confidence

know the court/field

more fans

Comfortable

more confidence

know the court/field

more fans

Comfortable

How are social-academic lessons different from most SEL programs?

- No detours. All of our lessons are implemented by the classroom teacher **as they teach their content.**
- Cross-curricular. **Teachers of all subjects** can use this resource equally well.
- ALL of the lessons teach a specific skill that enables students to discuss and interact with their peers **as they study curricular topics.**
- The lessons spiral upward for **a full year** of social skill refinement.

**Teacher grabs
slides on website
[www.corwin.com/
TeachingSocialSkills](http://www.corwin.com/TeachingSocialSkills)**

**Let's walk
through
another
lesson**

Part II. Lessons for Building Social-Academic Skills

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LESSON
26

HUMAN CONTINUUM



Several recent articles report that dinosaurs and other extinct animals could soon be recreated using fragments of DNA left in their fossils.



**What do you
think about
THAT?**

A Human Continuum

A special lineup that allows everyone to take a position on a controversial issue.



Bring your notes and take your position!

Stand at the place that represents your view:

- Definitely Should Not
- Probably Should Not
- Unsure
- Probably Should
- Definitely Should

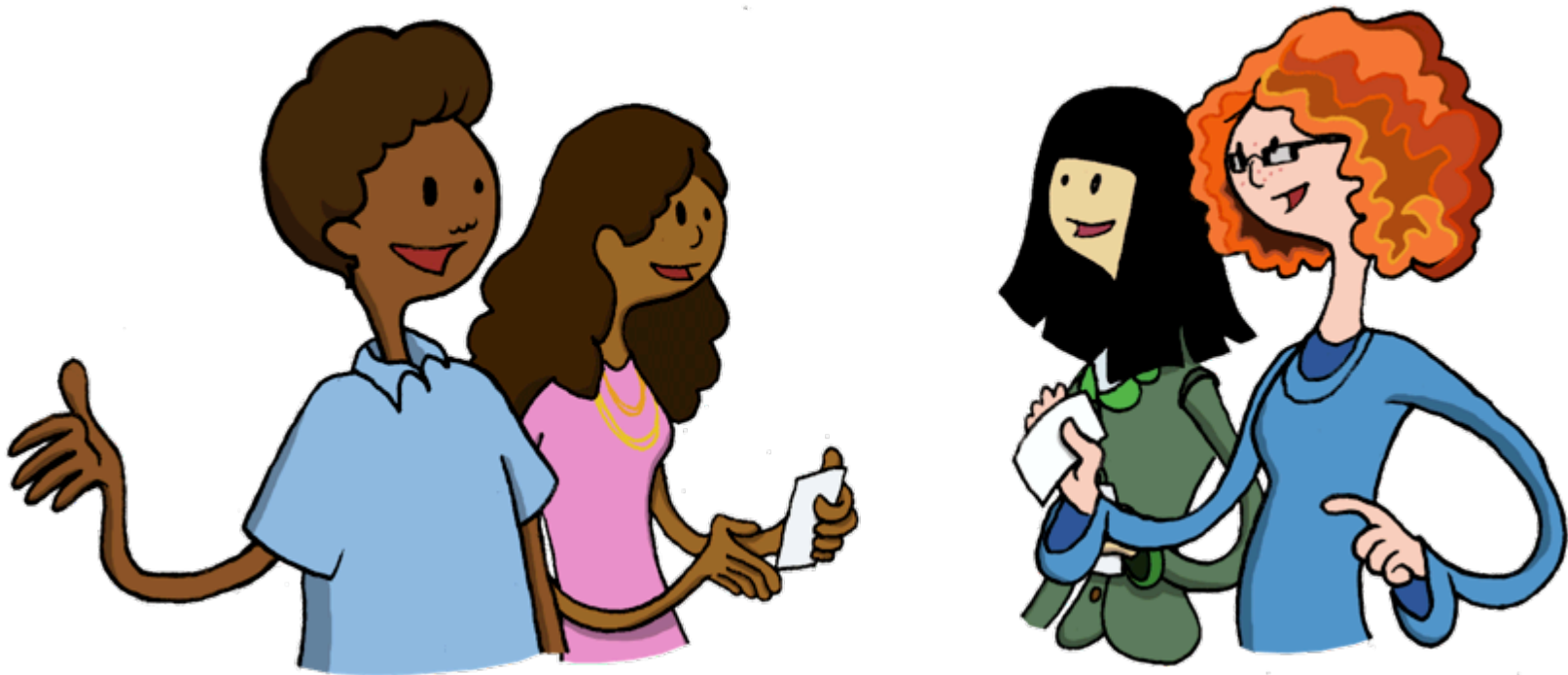


- **Talk with one or two other people standing next to you.**
- **Take turns sharing your opinion and your reasons.**
- **Use your notes to remind you.**



Let's "fold the line" and talk with people who have different opinions.

Now everyone is facing a new partner who has a different opinion about the topic.



Let's add some more information...

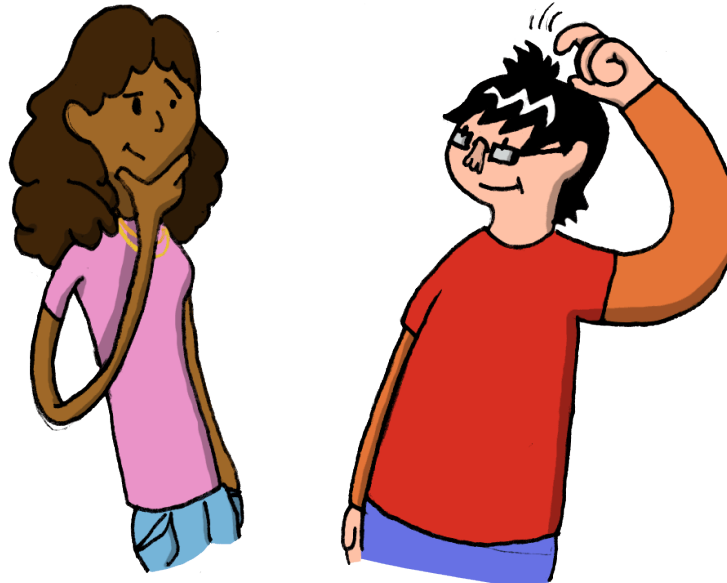
- Bringing back extinct animals might also bring back ancient viruses, bacteria, or other pathogens that could be dangerous to humans.
- Cloning attempts with living mammals have been plagued with problems. The majority of cloned animals die very quickly, and many suffer greatly.



BUT...

If humans pushed some animals to extinction, maybe it is our responsibility to bring them back.

Cloning extinct animals might speed up genetic technology and lead to cures for a variety of diseases.



Should scientists bring extinct animals back to life?

1. Definitely Should Not
2. Probably Should Not
3. Unsure
4. Probably Should
5. Definitely Should



Who had an interesting conversation?

What were some ways of disagreeing while still being respectful?

What words did you use to argue or debate?



Refining student collaboration, engagement, and ownership





Thanks for joining in!



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@smokeylit



NSteineke@Hotmail.com
@nsteineke