

November Staff Dev. Newsletter

A newsletter for the Seward Staff by Dr. Dominy

Dr. Dominique Smith Visits Seward, NE!

It was great to have Dr. Smith join us for our staff development day on October 21. He shared with us many examples of what identity looks like among our students and ourselves. The focus was certainly on the feedback that we give as well as the connectedness between staff and students. It has been wonderful for me to hear from you about the strategies that you have used in your classroom as well as what administrators have seen as they are doing informal observations. I appreciate your growth mindset and your willingness to try new strategies that you have learned.

Emotional Regulation

The authors of our book, *All learning is Social and Emotional*, define emotional regulation as the ability to identify, respond to, and manage one's own emotional states. Emotional regulation helps students establish and maintain relationships. It is vital to address the emotional climate of a classroom because emotion has the power to enhance or inhibit learning.

Students who have emotional regulation are able to identify emotions, have self-perception of their own emotions, have impulse control, can delay gratification, control stress management, and use coping strategies.

It is evident that many of our students struggle with stress management either at an acute level or ongoing stress. We know that students who experience stress are unable to take in new information required for learning. Pages 61-63 in your book, *All Learning is Social and Emotional* has strategies available to you to use with your students who experience stress in the classroom.

The video below explains more about emotional regulation and the factors that influence it. Those of you that saw Carrie Gottschalk's presentation might notice some connections with this video.

Why Practicing Can Help with Emotional Regulation



Emotional Regulation and the Instructional/Evaluation Model

At the beginning of the year, our staff recognized that the following elements connect with emotional regulation:

- 23- Noticing and reacting when students are not engaged.
- 24- Increasing response rates.
- 25- Using physical movement.
- 35- Demonstrating withitness.
- 40- Displaying objectivity and control.

Essentially, if we are using these elements of our instructional model we are helping to meet the social-emotional needs of our students within the area of emotional regulation. For more information on strategies related to these elements, please refer to your book, *The New Art and Science of Teaching*.

Emotional regulation in our teacher evaluation system can be found in Effective Practice #3

3.1 Communication- The teacher clearly and accurately communicates to support persistence, deeper learning, and effort with effective oral and written communication.

3.2 Engagement- The teacher is able to identify and implement engagement strategies that energize, inspire, and engage students in the learning process.