SelfReflection (Self Awareness)

Read this

Reflection increases student learning and positive mindsets and can be a meaningful habit or practice of teaching. According to the CASEL 5 Competencies, Self-Awareness “involves understanding one’s emotions, personal identity, goals, and values. This includes accurately assessing one’s strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism.”

How to apply this to Step 1: Research has shown that positive feedback is more impactful for sustainable change than negative feedback. Sometimes our Step 1 students can be very harsh with their personal reflections. Encouraging students to analyze what they did well, why it worked, and how they can continue to use those successful strategies in the future can create a sense of self-efficacy and optimism. Also, encourage students to provide positive feedback to their peers to create a positive culture in your classroom that fosters a growth mindset.

Watch this

TED Talk: How Social-Emotional Learning Benefits Everyone | Caige Jambor

How to apply this to Step 1: In this video, Caige Jambor discusses how teachers can move from asking “What is wrong with this student?” to “What happened to this student?” Shifting teachers from a judgmental to a non-judgmental mindset can not only help them be kinder to themselves and others but also reduce classroom management issues and help them become a more effective teacher. However, it’s also important to acknowledge that it is really hard not to get stuck on the negative. Students in education have significantly stronger dysfunctional beliefs about practitioner perfection, so your Step 1 students might need extra practice learning how to focus on and enhance the positive aspects of their teaching.

Discuss this — Guiding questions to discuss with your Step 1 students

1. How do you feel about giving or getting feedback? How do you think your students feel about giving or getting feedback? What was it like to reflect on your own experiences? What was it like to reflect on others’ teaching? What makes this experience challenging?
2. Why do you think self-reflection is one of the most essential skills for a teacher?
3. There can be productive and counterproductive feedback. What do you think are the differences between the two types of self-reflection? How do you think you can move from counterproductive to productive feedback?

Links to additional resources on self-reflection

- Developing Students’ Ability to Give and Take Effective Feedback
- 5 Tips for Implementing Non-Judgement into Frustrating School Situations
- Reflection strategy: Square, Circle, Triangle

These resources were created by the UTech STEM educators Association Equity and Racial Justice Professional Development Committee. For more resources, visit ERJ Symbaloo.
Strategy for Discussing Equity and Racial Justice in Step 1

Active Listening (Self Awareness & Social Awareness)

Read this

SEL practices and skills impact academic outcomes and the learning environment (teacher-student and student-student interactions and rapport). For example, active listening is based on teachers having empathy and social awareness of their students and community. Active listening also involves an openness to increase teacher’s self-awareness of the complexities of their work to plan meaningful experiences for their students.

How to apply this to Step 1: Support Step 1 students to see that active listening is a philosophical and pedagogical element of teaching and provides a rigorous and critical way of generating new knowledge. Active listening supports Step 1 students in asking challenging questions of themselves and their students as part of their practice to develop meaningful learning experiences.

Watch this

TED Talk: Active Listening by Katie Owens

How to apply this to Step 1: Have your Step 1 students practice active listening with the following activity.

1. What did you think about the 3 words, “Be Here Now?”
2. Turn towards another person to answer the question. Make eye contact. Show you are listening by body gestures — for example, head nodding
3. When the person is done or when time is appropriate, ask a question, get clarification on a point or say something like, “What I hear you saying is…”
4. Watch the TED Talk on active listening. Have students share an “aha” moment they had when watching the video.

Discuss this — Guiding questions to discuss with your Step 1 students

1. Why is it important to actively listen to your students? How can you tell if you are actively listening?
2. How does active listening build empathy?
3. How do STEM activities provide K-12 students an excellent opportunity to grow or enhance their social and emotional skills?

Links to additional resources for active listening

- Decoding Empathy in Communication: Know How to Get it Right
- Training the Brain to Listen: A Practical Strategy for Student Learning and Classroom Management
- Teaching Your Students How to Have a Conversation
- Say What? 5 Ways to Get Students to Listen
- Causes of Poor Listening

These resources were created by the STEM Educators Association Equity and Racial Justice Professional Development Committee. For more resources, visit ERJ Syblax.
Strategies for Discussing Equity and Racial Justice in Step 1

Teamwork: Cooperative & Collaborative Learning (Relationship Skills)

Read this

Relationship skills are a core of SEL and allow for K-12 students to communicate and interact in positive, supportive ways to enhance social and academic development. This section provides strategies and ideas for Step 1 teachers including a Step 1 lesson on how to promote and use social-emotional practices and skills within the STEM classroom for students to cooperate, collaborate, and respect.

How to apply this to Step 1: Step 1 students know that cooperative learning is important but often think that it just involves group work. To have your Step 1 students understand the importance of cooperative learning, have them practice working in groups, determining norms, assigning roles, and utilizing cooperative grouping strategies such as think-pair-share, round-robin, and team-up prior to them applying these strategies when they student teach in the classroom.

Watch this

Edutopia: 60 Second Strategy: Cooperative Grouping Roles

How to apply this to Step 1: Practice the importance of assigning roles and responsibilities equitably so that each member is valued and has an equal voice.

1. As a group: Determine your group norms, write them down, and post them where everyone can see them.
2. As a group: Assign each person a duty. Example: Kagan’s Dozen Cooperative Learning Roles
3. Individually: Read about what your title entails and the importance of your duty/role.
4. Round-Robin: Each person will share with the team a short description of the importance of their duty to the whole Cooperative Learning Team (1 minute/person)
5. Round-Robin: Summarize the job description of 1 other member and the value of the other member’s duty to the whole team.

Discuss this — Guiding questions to discuss with your Step 1 students

1. How does student collaboration contribute to equity and resolving conflicts in the STEM classroom?
2. How does SEL ask students to do more than group work for cooperative learning?
3. What are some instructional practices that actively engage students in making meaning of the STEM content AND having meaningful opportunities to practice SEL skills?

Links to additional resources for relationship skills

- How to Give Constructive and Useful Peer-to-Peer Feedback
- RISE Model
- AVID Cooperative Grouping Strategies

These resources were created by the Equity and Racial Justice Professional Development Committee. For more resources, visit ERJ Symposium.