

# SCHOOL CLIMATE AND EMOTIONAL INTELLIGENCE

SOCIAL EMOTIONAL LEARNING AND STUDENT ACHIEVEMENT

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**I'VE LEARNED THAT PEOPLE WILL FORGET WHAT YOU SAID, PEOPLE  
WILL FORGET WHAT YOU DID, BUT PEOPLE WILL NEVER FORGET HOW  
YOU MADE THEM FEEL."**

**-MAYA ANGELOU**



# WHY DOES DEVELOPING EMOTIONAL INTELLIGENCE IN SCHOOL MATTER?

- Increased attention, memory and learning
- Better decision-making
- Improved relationship quality
- Improved physical and mental health



# THE RESEARCH IS OVERWHELMING

- Yale Center for Emotional Intelligence <http://ie.yale.edu>
- Collaborative for Academic, Social and Emotional Learning (CASEL) <http://www.casel.org>





# HOW DO WE BEGIN TO NURTURE A SCHOOL CLIMATE AT POCANTICO THAT IS EMOTIONALLY INTELLIGENT?

- Consistency of rituals and routines
- Staff development on Social Emotional Learning (SEL) that includes
  - RULER and the Anchors of Emotional Intelligence
  - Project Adventure
  - Playworks

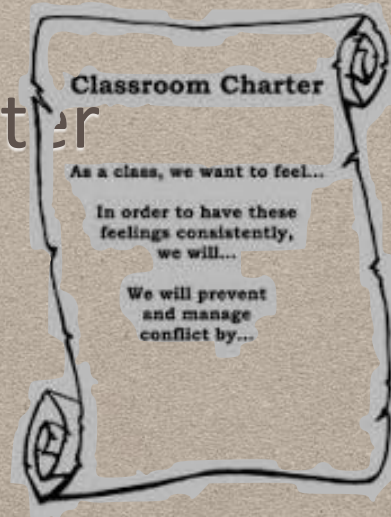


**Project Adventure**  
*Advancing Active Learning*



# COMPONENTS OF THE ANCHORS OF EMOTIONAL INTELLIGENCE

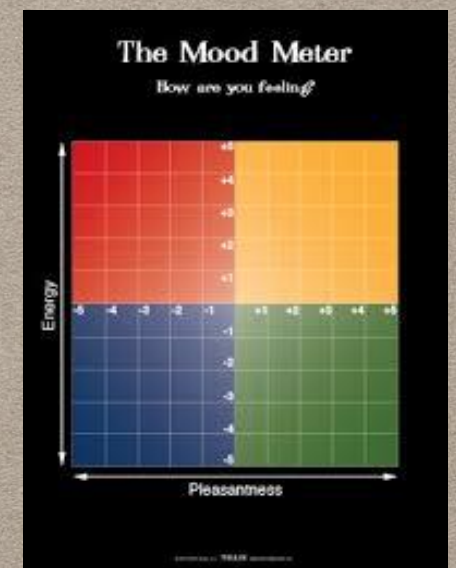
- Building/Classroom Charter
- RULER
- Mood Meter
- Meta Moment
- The Blueprint



**R**ecognizing emotions in self and others  
**U**nderstanding the causes and consequences of emotions  
**L**abeling emotions accurately  
**E**xpressing emotions appropriately  
**R**egulating emotions effectively



Solve problems with The Blueprint		
Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did ____ feel?
Understand	What caused my feelings?	What caused ____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did ____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	





# *Our School Charter*

At Pocantico we want to feel:

Valued  
Respected  
Inspired  
Connected  
Successful

We promised to ...

Lean into struggle, recognizing that mistakes are proof you are trying.

Embrace our differences and celebrate our diversity.

Recognize that a warm smile is the universal sign of kindness.

Show the respect you expect to receive in return.

And, never hesitate to choose to help one another.

When we fall short we will ...

Consider speaking to a trusted friend.

Recognize that our judgment improves with daily practice; success is a result of lessons learned from mistakes and temporary setbacks.

Use "I" statements to own our words and actions.

Accept apologies that are genuine and move forward with kindness and optimism knowing that the past doesn't define our future.

And, agree that we are all responsible for the culture and climate we envision and work towards.



# MOOD METER

## ENERGY (BODY) & PLEASANTNESS (MIND)

Enraged	Panicked	Stressed	Jittery	Shocked	Surprised	Upbeat	Festive	Exhilarated	Ecstatic
Livid	Furious	Frustrated	Tense	Stunned	Hyper	Cheerful	Motivated	Inspired	Elated
Fuming	Frightened	Angry	Nervous	Restless	Energized	Lively	Enthusiastic	Optimistic	Excited
Anxious	Apprehensive	Worried	Irritated	Annoyed	Pleased	Happy	Focused	Proud	Thrilled
Repulsed	Troubled	Concerned	Uneasy	Peeved	Pleasant	Joyful	Hopeful	Playful	Blissful
Disgusted	Glum	Disappointed	Down	Apathetic	At Ease	Easygoing	Content	Loving	Fulfilled
Pessimistic	Morose	Discouraged	Sad	Bored	Calm	Secure	Satisfied	Grateful	Touched
Alienated	Miserable	Lonely	Disheartened	Tired	Relaxed	Chill	Restful	Blessed	Balanced
Despondent	Depressed	Sullen	Exhausted	Fatigued	Mellow	Thoughtful	Peaceful	Comfy	Carefree
Despair	Hopeless	Desolate	Spent	Drained	Sleepy	Complacent	Tranquil	Cozy	Serene

PLOTTING EMOTIONS ON THE MOOD METER IS A SKILL THAT NEEDS TO BE LEARNED—WITH STAFF AND STUDENTS



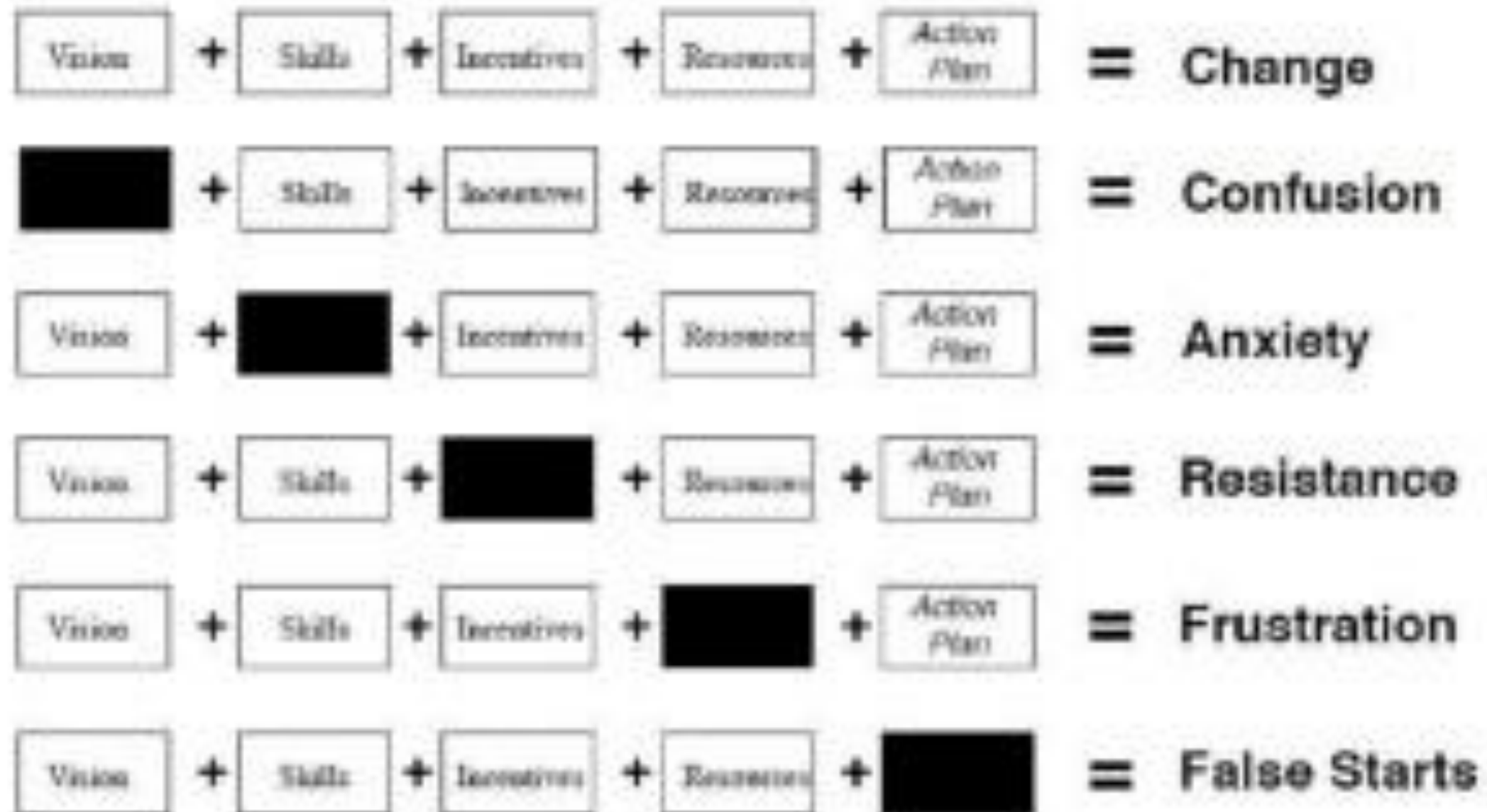
**WE DON'T ALL NEED TO BE EXPERTS  
IN EMOTIONAL INTELLIGENCE**

**BUT**

**WE ALL NEED TO BE  
CHAMPIONS OF EMOTIONAL INTELLIGENCE**



# Managing Complex Change



Adapted from Kotter, D., Virji, R., & Thurgood, J. (2000). A framework for thinking about systems change. In R. Virji & J. Thurgood (Eds.), *Restructuring for saving and effective education: Putting the puzzle together* (pp. 40-120). Baltimore: Paul H. Brookes Publishing Co.