

Foreword by Frances S. van Tassell

EXPLORING
CONNECTIONS AMONG
KNOWLEDGE, SKILLS,
AND DISPOSITIONS

AFFECTIVE TEACHER EDUCATION

edited by

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Affective Teacher Education

*Exploring Connections among
Knowledge, Skills, and Dispositions*

Edited by
Patrice R. LeBlanc and Nancy P. Gallavan

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Association of Teacher Educators Affective Education Commission Resolution

February 2006

Affective education seeks to enhance students' growth in attitudes, interest, character, values, and other areas within the social-emotional domain. It is evident in programs such as moral education, character education, conflict resolution, social skills development, self-awareness, and other related areas.

Whereas,

1. We believe that teacher education programs should impart the knowledge, skills, and dispositions that all educators need for affective education, in support of state and national standards.
2. We believe that development of the knowledge, skills, and dispositions is a process that requires support at all levels within the cultural milieu.
3. We believe that modeling the knowledge, skills, and dispositions of affective education must be provided by teacher educators who demonstrate a high commitment to the education of the whole person, in the cognitive, affective, and psychomotor domains.
4. We believe that affective education is manifested through formal and informal actions and interactions evident in all content, process, and contexts essential for teaching the whole child.
5. We believe that through attentive practice and reflection, educators should employ prosocial affective characteristics and curriculum, including but not limited to: respect, responsibility, flexibility, resiliency, collaboration, commitment, self-awareness, and self-efficacy.
6. We believe that quantitative and qualitative assessment of affective knowledge, dispositions, and skills must occur in real world settings.

Be it resolved that we recommend that ATE support teachers' and teacher educators' efforts in affective education in the following ways.

- Continue to offer workshops and other sessions at conferences related to affective education topics
- Increase publications on affective related topics
- Pursue opportunities for joint ventures between ATE and other teacher and teacher education professional organizations that support affective education

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Foreword

Frances S. van Tassell

In any society, there are aspects of a person's life that impact his or her affective growth. Certainly, a nation's educational system inherently includes variables that either support or hinder the affective development of its students. As societies globally become more and more diverse in cultures, beliefs, practices, and values, the educational system seems to be more and more a part of the growth and development of affective human characteristics. It is for these reasons that, as the 2003–2004 president of the Association of Teacher Educators, I appointed a commission to study affective education. Association members who would be invited to participate and serve on this commission were thoughtfully and carefully selected. It was critical to involve persons who had demonstrated a passion for the affective aspects of the educational process. The individuals who have served on this commission for six years are passionate, strong voices for the education and development of the whole child. Now, proudly, we present the outcomes of the work of this prestigious group in this monograph.

As stated by Thomas Bellamy and John Goodlad in the April 2008 issue of *Phi Delta Kappan*, it is critical that students in all generations have an understanding of the tenets of democracy. It is for this reason that the affective component of the development of the whole child has our full attention. As has been historically supported by a number of theorists and educators cited here and throughout the chapters of this book, the mission of developing both the cognitive and the affective human capacities is inherent in the mission of public schooling. John Steinberg's (1998) history of affective education informs us of the vital importance affective education has played in our nation's development. Steinberg mentions Howard Gardner and his

work (see Gardner, 1993) when describing the many intelligences human beings have, especially the intelligences associated with intrapersonal and interpersonal abilities. Steinberg also mentions Carl Rogers and his focus on personal concerns. As Rogers (1963) explained, we are continually in a pattern of human growth in our effort to achieve wholeness. It is the affective side of humanity that leads us to that sense of actualization that Rogers promoted in order to reach the wholeness that we inherently need. No review of the history of affective education would be complete without consideration of the work of Abraham Maslow (1970), who showed us the importance of a number of affective aspects of personal life. In Maslow's hierarchy, as we move from the most basic human needs to the goal of self-actualization, we are continually in the process of developing our affective selves. Also critical to the consideration of theorists and their views on affective education is the work of Erik Erikson (1963). Erikson taught us about the stages of psychosocial development and how each stage deals with the affective component of human development. From his initial stage of trust versus mistrust to the final stage of integrity versus despair, it is clear that as humans progress through the psychosocial stages, they are continually developing affective skills and understandings.

It is our hope that readers will receive support and encouragement from this publication in order to face the challenges and barriers sometimes erected that counter educators' attempts to develop the whole child, which, by necessity, include the affective side of life. Without attention to affective education, our nation's democratic purpose may be at risk. As Richard Neumann points out in the January 2008 issue of the *Phi Delta Kappan*, our historical adherence to democratic principles as the guide to our nation's survival is at risk. Educators at all levels are encouraged to understand and to develop in their students the dispositions (i.e., the affective aspects of the human condition) that are necessary to maintain democratic citizenship.

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Preface

Patrice R. LeBlanc and Nancy P. Gallavan

The purpose of this monograph is two-fold: to raise educators' awareness of current issues in the area of affective education, often referenced in the literature as social and emotional learning, and to provide possible guidelines to assist educators with their work. Balancing the continuing focus emphasizing and assessing academic progress and outcomes in education from prekindergarten classrooms through university graduate programs, a movement toward incorporating and accounting for more social and emotional learning is growing (Graczyk, Domitrovich, Small, & Zins, 2006). Through the Affective Education Commission, the Association of Teacher Educators (ATE) has been a part of that growth.

The ATE Affective Education Commission defined affective education as follows (LeBlanc & Sherblom, 2004, p. 1).

The commission has globally defined affective education, based on input from the membership at a focus group session at the August 2004 conference and on discussions held at Commission meetings. Affective education draws upon knowledge bases that include moral education, character education, conflict resolution, social skills development, self-awareness, and other related areas. Within these knowledge bases there are skills and dispositions that preservice and inservice teachers must master, as mandated by state and national standards. Development of these skills and dispositions is a process that requires support within the cultural milieu. Assessment of the knowledge, skills, and dispositions occurs quantitatively and qualitatively, yet must be actualized in real world settings.

With this definition in mind, the Affective Education Commission completed many tasks to promote affective education during its six-year tenure.

The commission proposed the Association of Teacher Educators Resolution on Affective Education, which was approved by the Delegate Assembly in 2006. Additionally, members of the commission made multiple presentations at ATE conferences addressing a variety of affective education topics applicable to multiple contexts. The commission met regularly, and the culmination of its work is captured in this monograph, *Affective Teacher Education: Exploring Connections among Knowledge, Skills, and Dispositions*.

The monograph is composed of three distinct divisions: "Teacher Dispositions and Teacher Preparation Programs" (chapters 2, 3, and 4), "Teachers' Practices and Professionalism" (chapters 5 and 6), and "Quality Affective Educational Experiences for PK-12" (chapters 7, 8, and 9). The collection of chapters in each division is designed to provoke thinking about the many areas involved in affective education, or social and emotional learning, at all levels of education. As a precursor to these divisions, chapter 1 traces the history of affective education and describes specific positive outcomes that accrue from social and emotional learning. Beginning with chapter 1, the Affective Education Commission invites you to read and apply the new knowledge that you gain from each chapter to promote social and emotional learning.

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1

The Importance of Social and Emotional Learning

David W. Johnson and Roger T. Johnson

ABSTRACT

Historically, social and emotional learning is the most important responsibility of schools. In order for effective social and emotional learning to exist in schools, certain conditions must be established. Schools first must establish positive interdependence in learning groups, classrooms, and the school as a whole. Positive relationships need to be developed among all school members. Social skills must be taught. Moral character must be induced. In order to achieve these goals, schools may wish to implement cooperative learning throughout all grade levels to ensure that the school is a learning community, teach students to resolve their conflicts of interests through integrative negotiations and peer mediation, and use the constructive controversy procedure to ensure students disagree and challenge each other's thinking.

PUBLIC EDUCATION IN A DEMOCRACY: HISTORY OF SOCIAL AND EMOTIONAL LEARNING

Thomas Jefferson and many other founders of American democracy believed that public schools were indispensable for creating competent, active, and engaged citizens/leaders. Jefferson believed that schools should cultivate *virtue* and patriotism. Samuel Adams believed teachers were responsible for nurturing a *moral sense* in students. Abigail Adams told her son John Quincy that learning math, science, and literature are of little value unless the per-

son also develops virtue, honor, truth, and integrity. The founders believed that a free republic was the most powerful form of government but also the most fragile, because it requires a virtuous citizenry who can balance their personal needs with those of the republic as a whole. The majority of the people must be committed to doing what is best for the nation as a whole. The founders of the United States thus created universal, state-supported, and locally governed public schooling to (a) instill moral and ethical values in American children and youth, (b) ensure the American people would be responsible citizens, and (c) provide citizens the knowledge they need for national economic development and prosperity (Comer, 2004; Fuhrman & Lazerson, 2005). Public education was to consist of more than knowledge of basic skills, the classics, or reading, math, and science. Jefferson wanted a public education system that would ensure the average person would understand the current political, economic, and social issues, their relevance to his or her life, and what was needed to improve and sustain democracy. A similar emphasis on social and emotional learning existed in higher education (Boyer, 1987). The colonial college focused on building students' character and preparing them for civic and religious leadership. Teaching was viewed as a sacred calling honored as highly as the ministry. Students were entrusted to faculty tutors responsible for their intellectual, moral, and spiritual development.

The emphasis on social and emotional learning did not end with the founders of American democracy. In the last three decades of the nineteenth century, Colonel Frances Parker (Campbell, 1965), perhaps the leading American educator of the time, advocated the view that schools were responsible for teaching students an intense devotion to freedom, democracy, and individuality. He viewed mutual responsibility as the great, central principle of democracy. He believed that the two major motivations for learning were (a) the inherent joy in gaining competence and discovering the *truth* and (b) using what one learned to help others. In essence, he would ask students two questions: "What have you learned?" and "How have you used it to help your classmates?" Parker believed that students would fully develop their capacities only if cooperative learning was encouraged and competition and individualistic efforts were eliminated as motives in school tasks. Following in Parker's footsteps, in the first half of the twentieth century, John Dewey (1924) used his famous project method of instruction to stress the social and emotional aspects of learning and prepare students for problem solving and democratic living.

In the past several decades, however, a major enemy of traditional American education has been the essentialist view, known as the "back to basics" movement in the 1970s, that education should limit itself to basic subject matter (such as reading, math, and science) that is measurable by standardized tests. The essentialist emphasis is on motivating students through per-

sonal economic gain rather than through becoming contributing citizens of a democratic society. What advocates of essentialism ignore is that knowledge without virtue and integrity is dangerous and a potential menace to society. If schools graduate brilliant but dishonest people, individuals who have great knowledge but who do not care about others, or individuals who are great thinkers but who are irresponsible, society is harmed rather than benefited.

DIVERSITY AND SOCIAL-EMOTIONAL LEARNING

In addition to the fact that American public education was created to achieve social and emotional learning goals, the increasing diversity of public schools requires an emphasis on social and emotional learning. There are a wide variety of goals that schools are responsible for achieving related to diversity, such as reducing prejudice and creating positive attitudes toward diversity. In addition, students from markedly different cultures and backgrounds often attend the same school and, therefore, the school has to create a common culture that binds all members of the school together. Faculty and students must share a common culture that includes a common language, a large body of commonsense knowledge, and a similar knowledge of cultural heroes, popular tastes, and everyday customs and conversations (Jackson, 1968). Creating this common culture is one of the social and emotional goals of any school.

In this chapter we shall define social and emotional learning and how it relates to cognitive learning, identify four of the important steps in promoting social and emotional learning, and discuss each of the steps in some detail.

SOCIAL AND EMOTIONAL LEARNING: THE OTHER SIDE OF THE REPORT CARD

There is some confusion regarding the nature of social and emotional learning. *Social-emotional* is most often contrasted with *cognitive* in a way that implies that the two are separate aspects of learning. Cognitive usually refers to conceptualizing and intellectual functioning (i.e., the understanding and retention of subject matter knowledge and related skills such as how to read and do math problems). Social-emotional learning then refers to everything that is not cognitive, such as feelings, attitudes, values, interpersonal skills, work habits, and moral character. These variables are known as "the other side of the report card."

This dichotomy between cognitive and social and emotional learning is misleading for several reasons. First, all learning has both cognitive

and social and emotional components. No matter what subject matter knowledge or skills students master, students will have feelings and attitudes about the results and process of instruction. In fact, a person's cognitive learning and social-emotional learning cannot be separated. To teach any concept, principle, or theory is to teach not only for its comprehension but also for an attitude toward it. Teaching students to read, for example, is of little use unless students also learn to enjoy, appreciate, and value reading. W. Edwards Deming (personal communication, 1991), the guru and one of the founders of total quality management, stated that if teachers achieved one goal, everything else would take care of itself. The goal is to instill in students a *love of learning*. He believed that if students loved to learn, the cognitive aspects of learning would take care of themselves and no standardized tests or other inspections of instructional success were needed.

Second, the processes by which instruction is conducted creates social and emotional outcomes regardless of the teacher's intentions. Teachers may focus on teaching math concepts and procedures, but whether they use cooperative, competitive, or individualistic learning procedures affects students' attitudes, values, social skills, and relationships simultaneously with their academic learning. Everything teachers do affects the social and emotional outcomes of learning. Social and emotional learning is inherent in everything that happens in the classroom and in the day-to-day flow of life in the school.

Third, there are courses, such as drug education and multicultural education, which are aimed at changing attitudes and values as well as teaching cognitive knowledge. Civics courses are aimed more at inculcating the motivation to be good citizens than teaching information. Drug education courses are aimed more at teaching attitudes toward healthy living than at teaching information about drugs. Multicultural education courses are often aimed more at teaching positive attitudes toward diversity than at teaching information about other cultures. Health classes are aimed more at inculcating attitudes toward healthy living than information about health. In teaching classes such as these, teachers need to know how to inculcate attitudes and values as well as how to present information.

Fourth, there are many social and emotional characteristics that are important for students to develop independently from specific subject matter. Personal competencies include understanding and managing emotions, acquiring self-motivation and persistence, managing impulses and moods, resisting negative influences, coping with stressful situations, delaying gratification, building self-efficacy and self-esteem, developing moral values and character, and making healthy choices. Interpersonal competencies include communicating effectively, building and maintaining trust, providing leadership, resolving conflicts constructively, engaging in prosocial

actions that include reducing antisocial behaviors such as bullying and drug abuse, and being a good citizen (Elias, 1997; D. W. Johnson, 1973, 1974, 2009; D. W. Johnson & R. Johnson, 1996b, 2008a; Payton et al., 2000; Zins, Weissberg, Wang, & Walberg, 2004). Both personal and interpersonal competencies help the person build and maintain positive relationships with peers and adults. There are also attitudes that students need to develop, such as a love of learning, commitment to being a responsible citizen, desire to learn, liking scientific reasoning, liking of diversity, commitment to making the world a better place, and many others. Schools are more successful when students enjoy their educational experiences, laugh often, and have fun.

Fifth, children and adolescents need to be socialized into the role of "student" before cognitive learning can take place. Students need to be taught how to be *role responsible* (i.e., having the capacity to live up to general expectations of appropriate role behavior, such as promptness, cleanliness, respect for faculty) and having *role readiness* (i.e., the ability to meet the demands of many organizational settings with the proper cooperation). Learning how to fulfill the role of student includes learning appropriate work habits. Those work habits include completing work on time, using time wisely, meeting responsibilities, striving for quality work, continuously improving one's work, and striving to add value to each job one does. Knowing how to be a student and to adopt the appropriate work habits are predecessors of cognitive learning.

Finally, there are values underlying American democracy that schools are responsible for inculcating. Students are supposed to learn to value a pluralistic and democratic society, freedom of choice, equality of opportunity, equality before the law, the importance of being a participating citizen, free and open inquiry into all problems, self-reliance, a lack of ethnic prejudice, the joy of creativity, and the possibilities of entrepreneurship (D. W. Johnson & R. Johnson, 1996b, 2000).

Seeing cognitive and social-emotional learning as a dichotomy results in teachers having a false choice of emphasizing one or the other. Cognitive and social emotional learning are actually two parts of a whole that cannot be separated from each other. Since social and emotional learning is embedded in the processes of instruction and school life as well as in the content being presented, social and emotional learning goes on continuously regardless of what teachers do. The essentialist view of school, furthermore, neglects the fact that many courses were created to achieve social and emotional goals. Schools have to achieve some social and emotional goals, such as ensuring children and adolescents can fulfill the role responsibilities of being a student, before cognitive goals can be achieved; and there are adult responsibilities, such as citizenship, that can only be fulfilled if schools achieve social and emotional goals.

When teachers want to maximize social and emotional learning, there are several steps they need to take. Four of the steps are:

1. Creating a cooperative context.
2. Promoting positive relationships with peers and faculty.
3. Teaching students essential interpersonal and small group skills, especially the skills for resolving conflicts constructively.
4. Promoting the development of moral character.

CREATING A COOPERATIVE CONTEXT: ESTABLISHING A COMMUNITY AND SOCIAL INTERDEPENDENCE

The first key component of social and emotional learning is to create a cooperative context for instruction and life within the school. Social and emotional learning is inherently social. It most effectively occurs in a cooperative context in which individuals share common goals (i.e., positive goal interdependence), have a common fate (i.e., what happens to one member will happen to all members), and share a common culture. This context is often described as a *learning community* in which members share common goals. The school community is made up of the faculty and staff, the students, their parents, members of the neighborhood, and other stakeholders in the school, such as district administrators, government officials, college admission officers, and future employers. Within membership in the community, individuals fulfill their *need to belong* (i.e., need to form and maintain lasting, positive, and significant interpersonal relationships) (Baumeister & Leary, 1995) and need for *reference groups* (i.e., groups people identify with, compare their values and attitudes to, and use as a means for evaluating those values and attitudes) (Newcomb, 1943).

The heart of learning communities is *positive interdependence* (i.e., cooperation), which exists when individuals work together to achieve mutual goals (Deutsch, 1962; D. W. Johnson & R. Johnson, 1989, 2005a). It may be contrasted with *negative interdependence* (i.e., competition), which exists when individuals work against each other to achieve a goal that only one or a few may attain, and *social independence* (i.e., individualistic efforts), where the outcomes of each person are unaffected by others' actions. Structuring situations cooperatively results in individuals promoting each other's success, structuring situations competitively results in individuals opposing each other's success, and structuring situations individualistically results in no interaction among individuals. These interaction patterns affect numerous variables, which may be subsumed within the three broad and interrelated outcomes: effort to achieve, interpersonal relationships, and psychological health (D. W. Johnson & R. Johnson, 1989, 2005a).