

Enhancing Developing Teachers'
Social-Emotional Skills: A Key
Ingredient for Teacher and Student
Success
CSOTTE Fall 2015 Teacher Education
Conference

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Objectives

To increase your understanding of...

- emotional intelligence (EI) and why it is important for developing teacher success
- The University of St Thomas (UST) EI Pilot Study and its findings
- What , if any, further steps could be taken to expand the use of EI assessment and coaching in Teacher Education Programs

OBJECTIVE #1

**WHAT IS EMOTIONAL INTELLIGENCE
(EI) AND WHY IS IT IMPORTANT FOR
DEVELOPING TEACHER SUCCESS?**

**THE BAR-ON MODEL OF
EMOTIONAL INTELLIGENCE
THE EQ-i 2.0**

**FIVE COMPOSITE SCALES AND 15
SUB-SCALES**



Advantages of EQ-i 2.0 Higher Education Assessment

- 1. extensive reliability and validity studies and strong review by Buross Mental Measurements yearbook
- 2. affordable -- less expensive than other options
- 3. constructs are easy to understand (impulse control, assertiveness) and people immediately see the importance of the constructs
- 4. strong and growing research base using this assessment
- 5. easy to administer; reports are well done and easy for the "client" to understand

SELF-PERCEPTION COMPOSITE

Self-Awareness

- Ability to recognize emotions as they happen
- Ability to understand what triggers your emotions
- Awareness of how our emotions affect others

Self Regard

- Understanding your strengths and limitations
- Accepting yourself despite limitations
- Resultant feelings of confidence

Self-Actualization

- Goal oriented
- Having pursuits that make for a meaningful life
- Doing what you love

SELF EXPRESSION COMPOSITE

EMOTIONAL SELF EXPRESSION

- Expressing feelings verbally
- Expressing feelings non-verbally
- Being open and congruent in the expression of emotions

INDEPENDENCE

- Self-directed
- Free of emotional dependency
- Stand on own two feet

ASSERTIVENESS

- Express thoughts, feelings and opinions constructively
- Stand up for self

INTERPERSONAL COMPOSITE

INTERPERSONAL RELATIONSHIPS

- Degree to which you can connect and stay connected with others
- Being at ease in social interactions

EMPATHY

- Show interest in and concern for others
- Tuning in to how and why others feel/think the way they do—put yourself in other people's shoes

SOCIAL RESPONSIBILITY

- Teamwork and collaboration; do fair share
- Give/contribute to the welfare of others

STRESS MANAGEMENT COMPOSITE

STRESS TOLERANCE

- Ability to manage emotions/thoughts in challenging situations
- Ability to maintain an optimistic attitude and to use strategies to deal with stressors

FLEXIBILITY

- Ability to adjust your emotions, thoughts and behaviors when evidence suggests the need to do so
- Accepting of change—not being stubborn

OPTIMISM

- Tendency to look on the bright side of things
- Generally being hopeful/resilient
- Persevere in the face of adversity

DECISION-MAKING COMPOSITE

REALITY TESTING

- Ability to accurately read the environment, neither over nor under-reacting
- Ability to see things objectively—not what you wish or fear

PROBLEM-SOLVING

Ability to recognize and define problems in situations where emotions are involved

- Desire to address problems rather than avoid

IMPULSE CONTROL

- Ability to resist or delay drives or temptations
- Avoiding rash decisions/behaviors
- Remaining patient/deliberate

Why is EI Important...



IQ v. EI – Which is more important?

On average, what percentage of workplace success within a career is predicted by IQ?

- a. 1%
- b. 6%
- c. 20%
- d. 50%

IQ is critical in providing ACCESS to certain opportunities and mastering the skills therein

How important is EQ (EI) to **your** career success?

On average, how much success within a career is due to your EQ or emotional quotient?

- a. 5%
- b. 10%
- c. 20%
- d. 30%

EQ (EI) better predictor of success than IQ once we have gained access to a particular school or career. ACADEMIC + EI = MOST SUCCESS

Why EI is Important for Developing Teachers

- Need to be emotionally resilient to handle stress, change, and setbacks.
- Need to manage emotions to be calm and patient with students—to be a good role model for the students
- Will be working closely with other educators and parents
- Will be happier and healthier and more successful in work and life
- Helps build rapport with students which facilitates student performance and achievement

Objective #2

- **WHAT WAS THE UST EI PILOT STUDY AND ITS FINDINGS?**

Pilot Study Overview: Research Questions

- Can coaching impact overall social-emotional functioning of teacher candidates?
- Can coaching improve specific social-emotional skills targeted in areas for which action plans were developed?
- What specific social-emotional skills were most often targeted in developing teachers' action plans?

Method: Pilot Study Participants

- Subjects- ten undergraduate teacher candidates/ five Seniors and five Juniors. Represented a wide variety of teaching fields.
- All had volunteered to participate in the study—10 were randomly selected to participate in study
- Oct, 2014- participants were randomly assigned to either the experimental group or the control group (five per each group)

Method: Study Design, Instrument, & Procedures

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- All study participants then completed the 133 item EQ i 2.0, a validated instrument for the assessment of (Social-) Emotional Intelligence (EI), as a pre-test. Assessment results for the 15 EI sub-skills were either in the normative mid-range (90-110), high- range (111+), or low-range (-90)
- The control group did not receive any feedback on its pre-test results until the conclusion of the research study in May, 2015. At this time, assessment results were provided to control group members along with the opportunity to meet with the study's principal investigator regarding the assessment results

Study Procedures (Continued)

- For the experimental group, following its pre-test, these study participants attended a meeting, lasting an hour and a half, on general interpretation issues related to the EQ i 2.0 assessment. This general session was followed by individual coaching sessions based on each experimental group participant's pre-test results.
- The initial coaching session resulted in the development of an action plan targeted to improving the study participants' social-emotional skills. This initial coaching session was followed by quarterly follow-up coaching sessions lasting from 5 to 15 minutes in length. Some follow-up coaching was provided online and by phone. All general EQ i 2.0 interpretation and coaching sessions were conducted by a certified EQi 2.0 assessor/coach.

MY EI ACTION PLAN

Name: [REDACTED]

1. Goal(s) **To improve my self-regard EI skill area**
2. Activities to Accomplish Goal(s)—
 1. For **self-regard**- I will tape a list of my 3 greatest strengths to my mirror or put them in my phone. When I am in difficult situations, I will make sure to draw on these strengths. I will also identify one thing I would like to change about myself. I will write down one strategy that I can practice daily to foster this change. (Example: Change your tendency to dominate by asking 3 questions before you make a comment.)
3. Measure(s) of my success and how I will you track/record my performance related to my success measures—how I will know that I am making progress towards my goal(s)

I will keep a log of the times I undertake the above activities—indicating the date, the situation, what I did, my reactions to what I did, and whether or not I found it helpful.

I will also record any indications or examples of my progress relative to the EI skill I am developing.

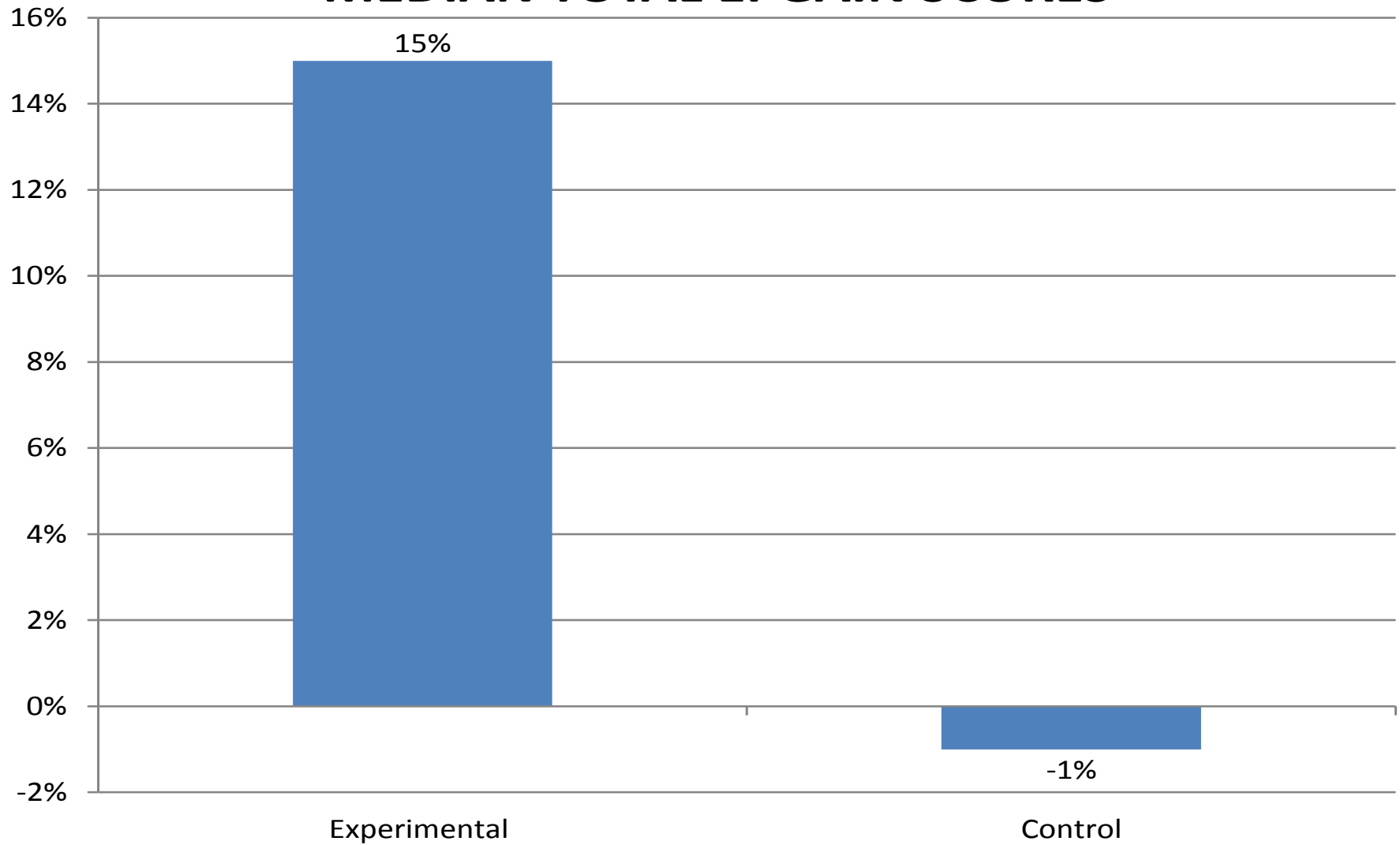
Study Procedures (Continued)

- Quarterly coaching sessions were held until the conclusion of the study, six months from the initial pre-test when the post test was administered to both control and experimental groups. The post-test consisted of the EQ i 2.0 being re-administered.
- Following the completion of data collection in May, 2015, pilot study data were analyzed to respond to the research questions.

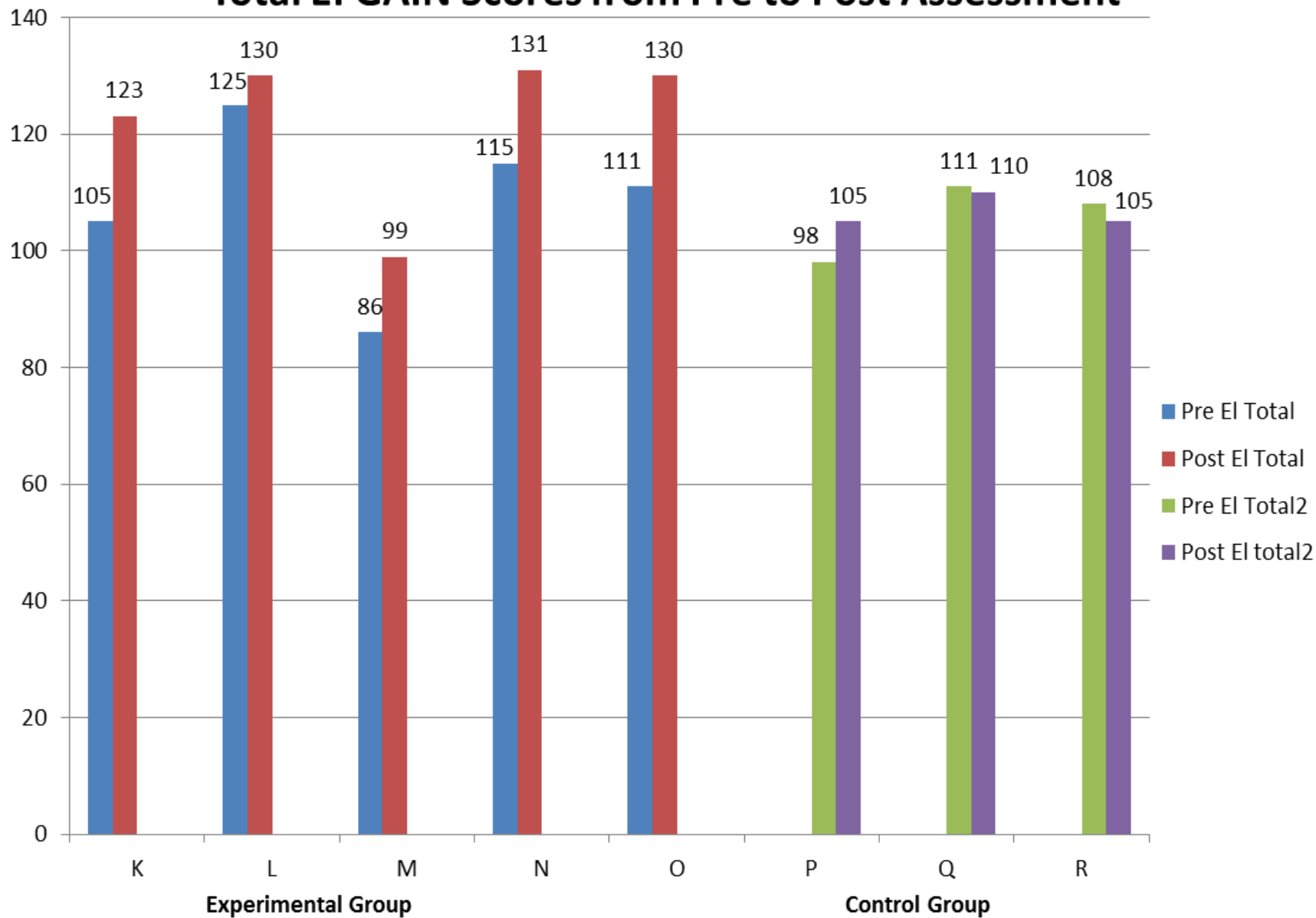
Study Findings

- All 5 of the experimental group participants completed their pre and post EI assessments. Three of the control group members completed both assessments. Data were retained only for the students completing both assessments.
- Median percent increase for overall EI scores from pre to post-assessment was significantly higher for Experimental Group (+15%) than for Control Group participants (-1%)
- For EI sub-skills targeted in Experimental Group EI Action Plans, there was a median percent gain per participant of +30%
- In all, eight sub-skills were targeted experimental group action plans. Self-regard was addressed in three action plans and flexibility was targeted in two action plans—these were the most frequently targeted sub-skills among the eight addressed in action plans.

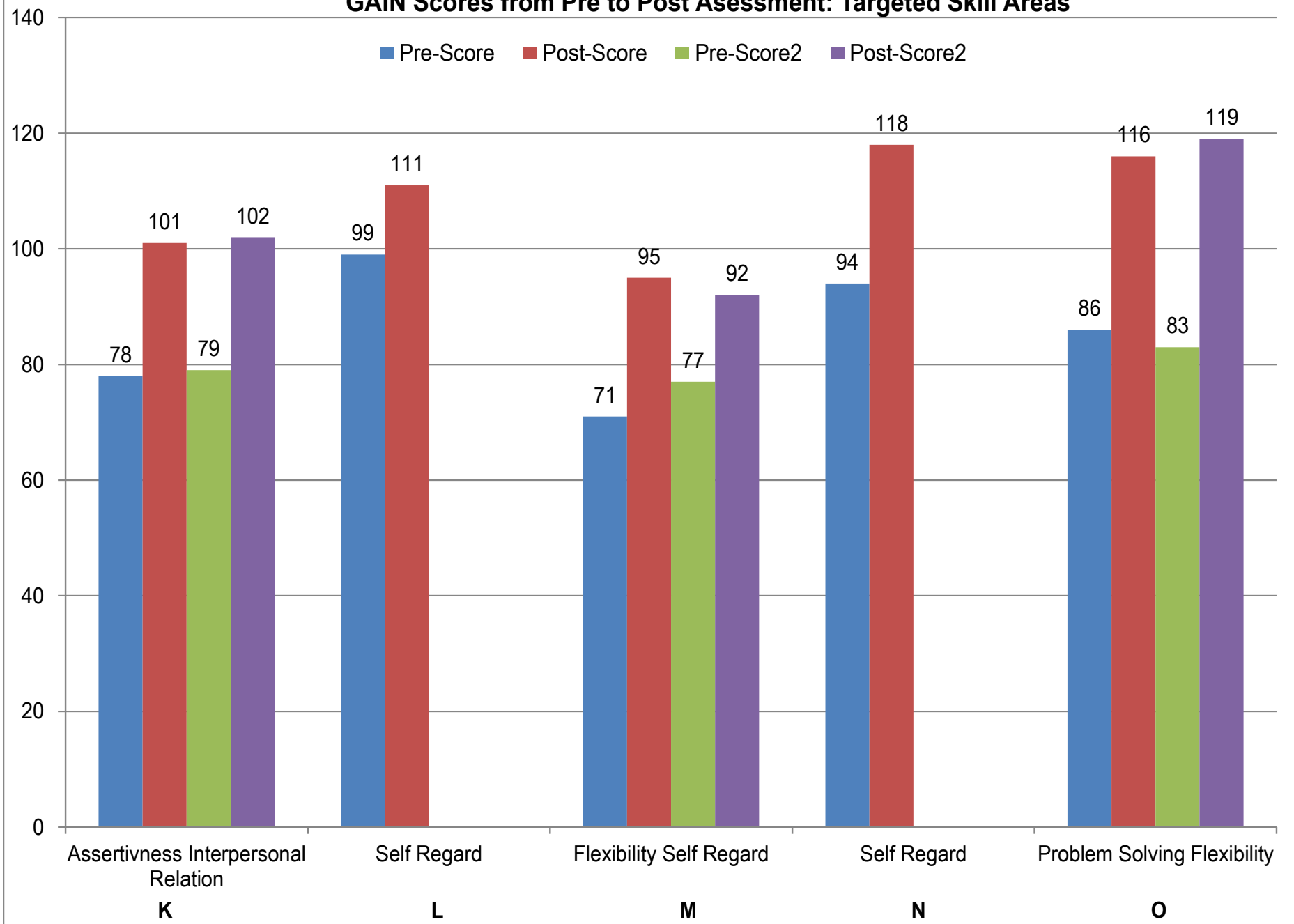
MEDIAN TOTAL EI GAIN SCORES



Total EI GAIN Scores from Pre to Post Assessment



GAIN Scores from Pre to Post Assessment: Targeted Skill Areas



Objective #3

**WHAT, IF ANY, FURTHER STEPS COULD
BE TAKEN TO EXPAND THE USE OF EI
ASSESSMENT AND COACHING IN
TEACHER EDUCATION PROGRAMS?**

The Research Says...

We need to pay attention to the literature— Research supports the importance of EI for post college success in general and for teaching in specific

Little research exists on teacher/beginning teacher using an EI framework and little attention to EI in Teacher Education Programs (one CASEL study underway)

Some research suggests that teacher candidates EI is lower than the average

Research in other fields (i.e., medical, business, etc.) besides teaching suggests that coaching can improve EI competencies....so why not do the same for educators?

Recommendations for Further EI Development & Study

- Need to develop a more holistic mindset when it comes to teaching competencies
- Expand use of EI assessment and development in Teacher Education Programs
- Increase research efforts to study and analyze EI assessment and coaching

Mobile Phone Survey & Discussion Questions

- To what extent do you feel that teacher educators should address social-emotional development in their programs? Why?
- To what extent do you believe that EI is important for developing teacher success as teachers? Why?
- How likely is that you will take any action towards expanding the focus on social-emotional competencies among developing teachers within your Teacher Education program? What actions would you like to take?
- What questions do you have about EI or the EI pilot study?

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