

## Standard III Element A

### LEVEL 1 PRACTICES

#### THE TEACHER:

- 1 ***Considers the intellectual, physical, social, and emotional development of students when planning lessons.***

In his book, *Emotional Intelligence* (1995), Dan Goleman writes that emotional intelligence determines about 80% of a person's success in life. Emotional development is interrelated with both physical and intellectual development. Brain researchers tell us that emotions strongly influence our ability to pay attention and retain information (Wolfe, 2001). The implications of this for the way we approach teaching and learning are tremendous. Williams (1996) indicates that emotional and psychological concerns can impede academics unless teachers know how to work with these factors and develop an understanding of the context of a student's world. "The affective side of learning is the critical interplay between how we feel, act, and think. There is no separation of mind and emotions; emotions, thinking, and learning are all linked." (Jensen, 2008, p. 71)

#### Impact of social development on learning:

Teachers of young children should place a priority on the development of social skills. Unless children achieve minimal social competence by about the age of six years, they have a high probability of being at risk throughout life. Hartup suggests that peer relationships contribute a great deal to both social and cognitive development and to the effectiveness with which we function as adults (1992). He states that:

Indeed, the single best childhood predictor of adult adaptation is NOT IQ, NOT school grades, and NOT classroom behavior but, rather the adequacy with which the child gets along with other children. Children who are generally disliked, who are aggressive and disruptive, who are unable to sustain close relationships with other children, and who cannot establish a place for themselves in the peer culture are seriously "at risk." (Hartup, 1992)

While it may be challenging for young adolescents to develop a positive self-esteem, it may prove to be especially difficult for minority students. Knowles and Brown (2000) posed the question "How does one develop a sense of self within a dominant culture whose values may be contradictory to those of one's personal culture?" Teachers must create learning environments that account for cultural, ethnic, and racial differences. (Knowles, Brown, & Bird, 2000, p. 30)

#### *Refer to these external resources for additional information:*

- Article: "Emotional Development" by Teresa Odle, Gale Group  
<http://www.education.com/reference/article/emotional-development>  
Article explains the impact of children's emotional development on their experiences in school.
- Article: "Working with Shy or Withdrawn Children" by Jere Brophy  
<http://www.ericdigests.org/1997-3/shy.html>  
Article provides suggestions on working with shy or withdrawn students.

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**COLORADO**  
Department of Education

### *Planning/Coaching Questions*

- How did you plan lessons that reflect the relationship between the intellectual, physical, social, and emotional development of my students?
- How do you benefit from the expertise of colleagues to improve your instruction?
- How will you use knowledge of students to engage them in developmentally appropriate learning?
- How will you provide opportunities for students to make choices about the resources and materials they will use?
- How did you engage students in creative learning experiences?
- How will you support students in identifying how they learn best?

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