Social-Emotional Learning
A Systematic Approach That Leads to Student Success
Collaborative for Academic, Social, and Emotional Learning was founded in 1994 to make social and emotional learning (SEL) an essential part of every young person’s education by:

• Advancing the science of SEL
• Expanding effective SEL practice
• Improving state and federal policies
“CASEL’s mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school.”
Why is SEL Important?

2011 Meta-Analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed:

Science Links SEL to Student Gains:

- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

And Reduced Risks for Failure:

- Conduct problems
- Emotional distress

Results of a recent study show statistically significant associations between kindergartener’s SEL skills and key young adult outcomes across multiple domains:

Kindergartners who were stronger in SEL competence were more likely to:

- graduate from high school
- complete a college degree
- obtain stable employment in young adulthood

And less likely to be:

- living in public housing
- receiving public assistance
- involved with police
- in a detention facility
On the SCANS Report, half of the 16 skills are social and emotional in nature and are considered essential to life success.

Skill categories include:
- Self-esteem
- Integrity
- Self-management
- Sociability
- Responsibility
- Listening
- Decision-making
- Problem solving

Why is SEL Important?

The Brookings/AEI bipartisan coalition created to fight income inequality:

“OPPORTUNITY, RESPONSIBILITY, AND SECURITY: A CONSENSUS PLAN FOR REDUCING POVERTY AND RESTORING THE AMERICAN DREAM”
The Brookings/AEI Consensus

“Determined to show that people of good faith could work together, scholars from AEI and The Brookings Institution convened a working group of experts representing the left, right, and center of the political spectrum to see if they could craft a comprehensive plan that all contributors could support. After 14 months of work, the group succeeded.”

“(Improving) education in ways that will better help poor children avail themselves of opportunities for self advancement:

1. Increase public investment in two underfunded stages of education: preschool and postsecondary.
2. Educate the whole child to promote social-emotional and character development as well as academic skills.
3. Modernize the organization and accountability of education.
4. Close resource gaps to reduce education gaps.”
“The aggregate result also shows considerable benefits relative to costs, with an average cost-ratio of about 11 to 1 among the six interventions. This means that, on average, for every dollar invested equally across the six SEL interventions, there is a return of eleven dollars, a substantial economic return.”

(Belfield et al., 2015, p.5)
Why is SEL Important? Collective Evidence From…

- Academic Achievement Research
- Neuroscience
- Health Research
- Employment Research
- Cognitive Behavioral Research & Classroom Management Research
- Teacher Research
- Learning Theory Research
- Economic Inequality Analysis
- Primary Prevention Studies
In Summary…

Researchers, economists, political think tanks, and teachers agree…

Focusing on building the social and emotional competence of our children is our greatest hope for improving education in America.
What is Social and Emotional Learning?

SEL involves processes through which children and adults develop fundamental emotional and social competencies to:

- understand and manage emotions
- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions.
What is Social and Emotional Learning?

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills
- Grit
- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy
- Mindset
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others
- Problem identification
- Situation analysis
- Problem-solving
- Evaluation
- Reflection
- Ethical responsibility
- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help
- Social and Emotional Learning (SEL)
- Self-management
- Self-awareness
- Responsible decision-making
- Relationship skills
- Social awareness
Levels of Schoolwide SEL

- Self-Monitoring
- Pigment
- Social Awareness
- Social Awareness
- Responsible Decision-Making
- Relationship Skills
CASEL’s Theory Of Action (TOA)

- A comprehensive and tested framework for implementing systemic social and emotional learning at the district level.

- Centered around 10 key activities that fall into 4 categories.
CASEL’s Theory of Action

1. Communication of SEL as a Priority to Stakeholders
2. Development of a Vision & Long-term Plan
3. Align Financial and Human Resources
4. Build Central Office Expertise and Capacity
5. Assess SEL Resources and Needs
6. Offer Comprehensive SEL Professional Learning for all Staff
7. Align and Integrate SEL with all other District Initiatives
8. Develop and Implement K-12 SEL Standards & Assessments
9. Select and Implement Evidence-based Programs for all students in all grades in all schools
10. Establish Systems for Continuous Improvement Focused on Using SEL Data to Inform Practice and Policies
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- Cultivate Commitment and Organizational Support for SEL
- Assess SEL Resources and Needs
- Support Classroom, Schoolwide, and Community SEL Programming
- Establish Systems for Continuous Improvement
DISTRICTWIDE SOCIAL AND EMOTIONAL LEARNING

- Cultivate Commitment & Support for SEL
- Assess SEL Resources & Needs
- Establish Classroom, Schoolwide & Community SEL Programming
- Establish Systems for Continuous Improvement

Schoolwide Social and Emotional Learning

- Family & Community Partnerships
- Schoolwide Practices & Policies

SEL Curriculum & Instruction

- Self-Management
- Self-Awareness
- Relationship Skills
- Responsible Decision-Making

- Social and Emotional Learning (SEL)

Short-Term Outcomes
- Self-Efficacy
- Connectedness
- Sense of Purpose
- Prosocial Behavior
- Reduced Conduct Problems, Risky Behaviors, and Emotional Distress
- Improved Academic Performance

Long Term Outcomes
- College Readiness
- Career Readiness
- Healthy Adult Relationships
- Positive Mental Health
- Engaged Citizenship

Collaborative for Academic, Social, and Emotional Learning

CASEL Framework for District and School Systemic SEL
What is the Collaborating Districts Initiative?

• A national collaboration launched in 2011 aimed at supporting school districts’ capacities to promote social and emotional learning (SEL) for all students.

• Began with 8 large urban districts

Anchorage, AL
Austin, TX
Chicago, IL
Cleveland, OH

Nashville, TN
Oakland, CA
Sacramento, CA
Washoe County, NV
Collaborative Districts 2016

CDI Districts
Anchorage, AK
Atlanta, GA
Austin, TX
Chicago, IL
Cleveland, OH
El Paso, TX
Nashville, TN
Oakland, CA
Sacramento City, CA
Washoe County, NV

Districts Served: 10
Number of Students: 854,911
What is the Collaborating Districts Initiative?

• CDI Research questions:
  • What does systemic SEL mean and how is it achieved?
  • Is systemic SEL feasible in large urban districts?
  • What are the outcomes for students?
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  • What are the outcomes for students?
What have we learned?

Where consistent, year to year data is available,

• CDI districts have experienced positive growth in both district and school **SEL implementation** *(8 out of 8 districts)*

• Students reported improvements in **climate** across a variety of domains *(in 3 of 3 districts)*

• Improvements in **Social and Emotional competence**, most notably in third grade *(in 4 of 6 districts)*
What have we learned?

Where consistent, year-to-year data is available, districts are reporting improvements in

- **Academic outcomes** as compared to the years prior to the CDI
  - 5-10 percentile point increase in Reading & Math **test scores** *(in 3 of 3 districts)*
  - Significant and positive gains in **GPA** *(in 3 of 4 districts)*

- **Attendance** in one or more levels (Elementary, Middle, High) *(in 4 of 5 districts)*

- **Reductions in suspensions** at elementary, middle and high school level *(in 6 of 6 districts)*
What is the Collaborating Districts Initiative?

• CDI Research questions:
  • What does systemic SEL mean and how is it achieved?
  • Is systemic SEL feasible in large urban districts?
  • What are the outcomes for students?
CASEL’s District Theory of Action

1. Communication of SEL as a Priority to Stakeholders
2. Development of a Vision & Long-term Plan
3. Align Financial and Human Resources
4. Build Central Office Expertise and Capacity
5. Assess SEL Resources and Needs
6. Offer Comprehensive SEL Professional Learning for all Staff
7. Align and Integrate SEL with all other District Initiatives
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9. Select and Implement Evidence-based Programs for all students in all grades in all schools
10. Establish Systems for Continuous Improvement Focused on Using SEL Data to Inform Practice and Policies
Resources for the systemic implementation of social and emotional learning by school districts.
How are new districts learning from the CDI?

• Hear from Kori Sanchez Smith, SEL Coordinator for Atlanta Public Schools
A systemic approach to SEL implementation

Year 2
Atlanta Public School 2016-2017 Facts and Figures:

- APS serves 51,046 students (42,367 in traditional schools)
  - 75.5% African American
  - 14.7% Caucasian
  - 6.8% Hispanic
  - 1.6% Multi-racial
  - 1.2% American Indian/Alaskan
- Schools are organized in 9 vertical clusters (Pre-K-12th grade)
  - Three alternative schools and two single gender academies as well
  - 73 traditional schools total
- Approximately 78% free and reduced lunch
The Social Emotional Learning initiative of APS is in its second year of implementation:

- 2014-2015 was a planning/preparation year
- 2015-2016 first year of implementation
  - One SEL Coordinator and two SEL Coaches on boarded
  - 25 SEL Cohort 1 schools identified
  - Two additional SEL coaches on boarded by the end of the year
- 2016-2017 second year of implementation
  - 65 total SEL schools identified (Cohort 1 and 2)
  - Five additional SEL Coaches added to the team
So what SEL approach do you have?

Explicit curriculum?
Or
Integration with Academics?

Both!
Four Dimensions of Schoolwide SEL

Integration with Instructional Pedagogy

Integration with curriculum

Explicit SEL Instruction

Beyond the classroom
The WHAT
CASEL 5 Core Competencies

The HOW
4 Components of Implementation
By considering all four components of SEL implementation, leaders are able to:

- Identify goals for each area
- Design support for implementation
- Identify systems for monitoring implementation
- Determine assessment metrics
4 Components of Implementation

- Explicitly teaches needed skills
- Supports needs of highly transitional populations
- Allows for consistency of approach and vocabulary across the school
- Connects tiers of support and can enhance afterschool
4 Components of Implementation

- Highlight/enhance aspects of state standards that reflect CASEL 5 Core Competencies
- Encourages SEL implementation throughout the day
- Entry point for SEL standards
4 Components of Implementation

- Student centered instruction
- Student voice and advocacy
- Academic rigor and relevance
- Pairings, grouping, circling up
- Problem based learning
4 Components of Implementation

- School-wide Essential Agreements
- Systems, structures, routines
- Celebrations, acknowledgements
- Relationship with parents and the community
How can the district support the 4 components?

- Explicit Instruction
- Integration with Curriculum
- Integration with Instructional Pedagogy
- Beyond the Classroom

- Funding for programming
- Alignment with Academics
- Cross team professional learning
- SEL alignment with evaluation instruments
- Hiring practices
- Cross team training (transportation, safety/security)
THREE PHASE ROLL OUT

The bigger picture:

Phase One
- Establish a SEL team
- Establish SEL school vision
- Circling up
- Implement SEL curriculum with fidelity

Phase Two
- Regular analysis of behavior data to inform decisions
- Focus on SEL integration with academics
- Focus on teacher language and classroom management

Phase Three
- Restorative Practices
- Culturally Responsive Instruction
Resources

**Educaiton**

- *Enough Talk About Grit; It's Time to Talk About Privilege*
  - Lessons that promote 'effort' as a mask for privilege do far more harm to our students than good.
  - By Paul Tough, 
  - Salon.com 08.16.15

- *The perils of “Growth Mindset” education: Why we’re trying to fix our kids when we should be fixing the system*
  - From a promising start, conceptualized into a cult of competitive excellence.
  - Salon.com 08.16.15