



Social and Emotional Learning: An Introduction

[Date]



Presenter:

Welcome



| Guiding Questions:

What is SEL?

Why does SEL matter?

How can schools promote SEL for students?



What are your hopes and dreams for your child or the children in our community?



What's possible with SEL?





**WHAT IS SOCIAL AND EMOTIONAL
LEARNING (SEL)?**



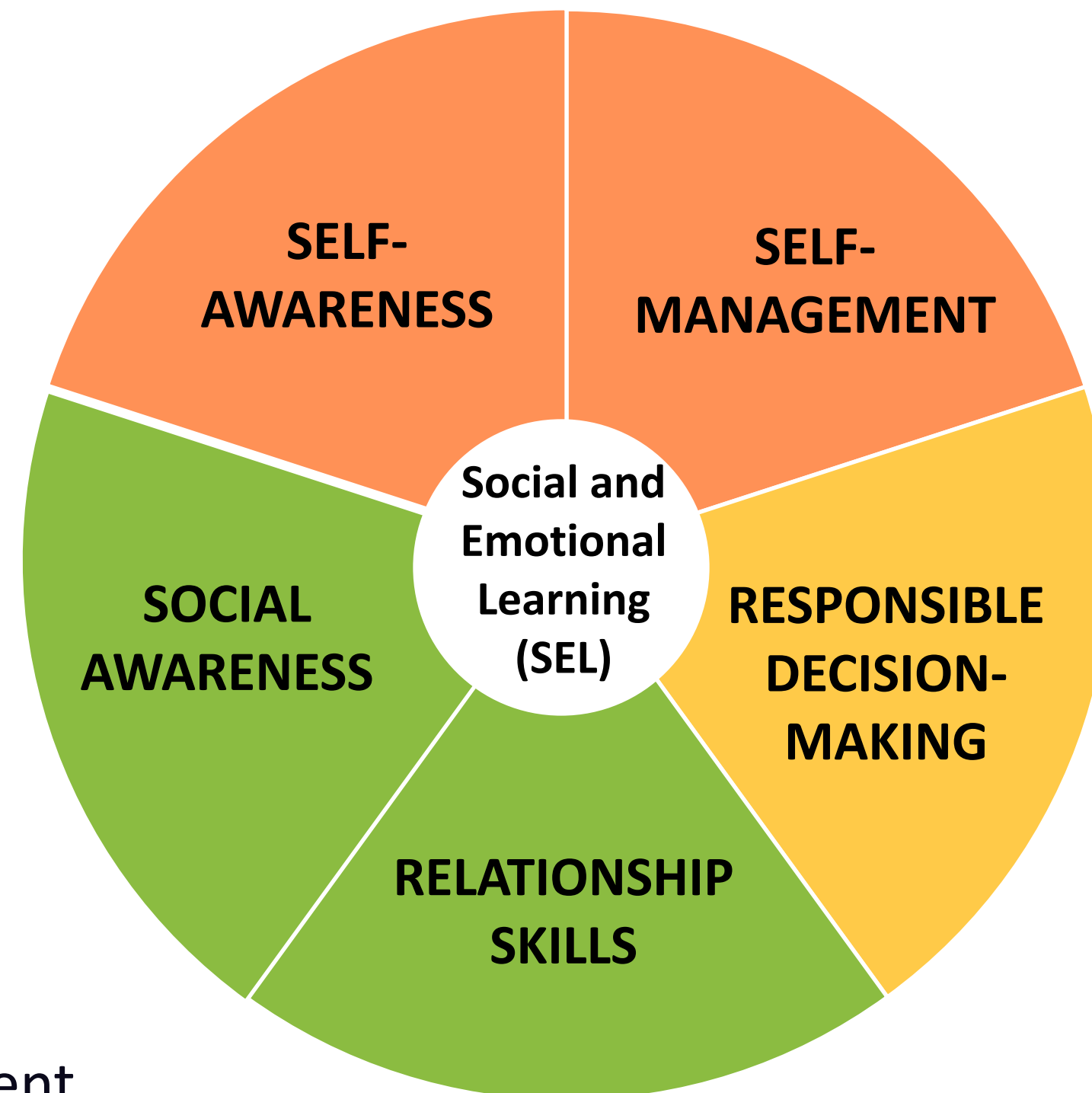
SEL is...

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

What are the SEL Competencies and skill sets?

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills



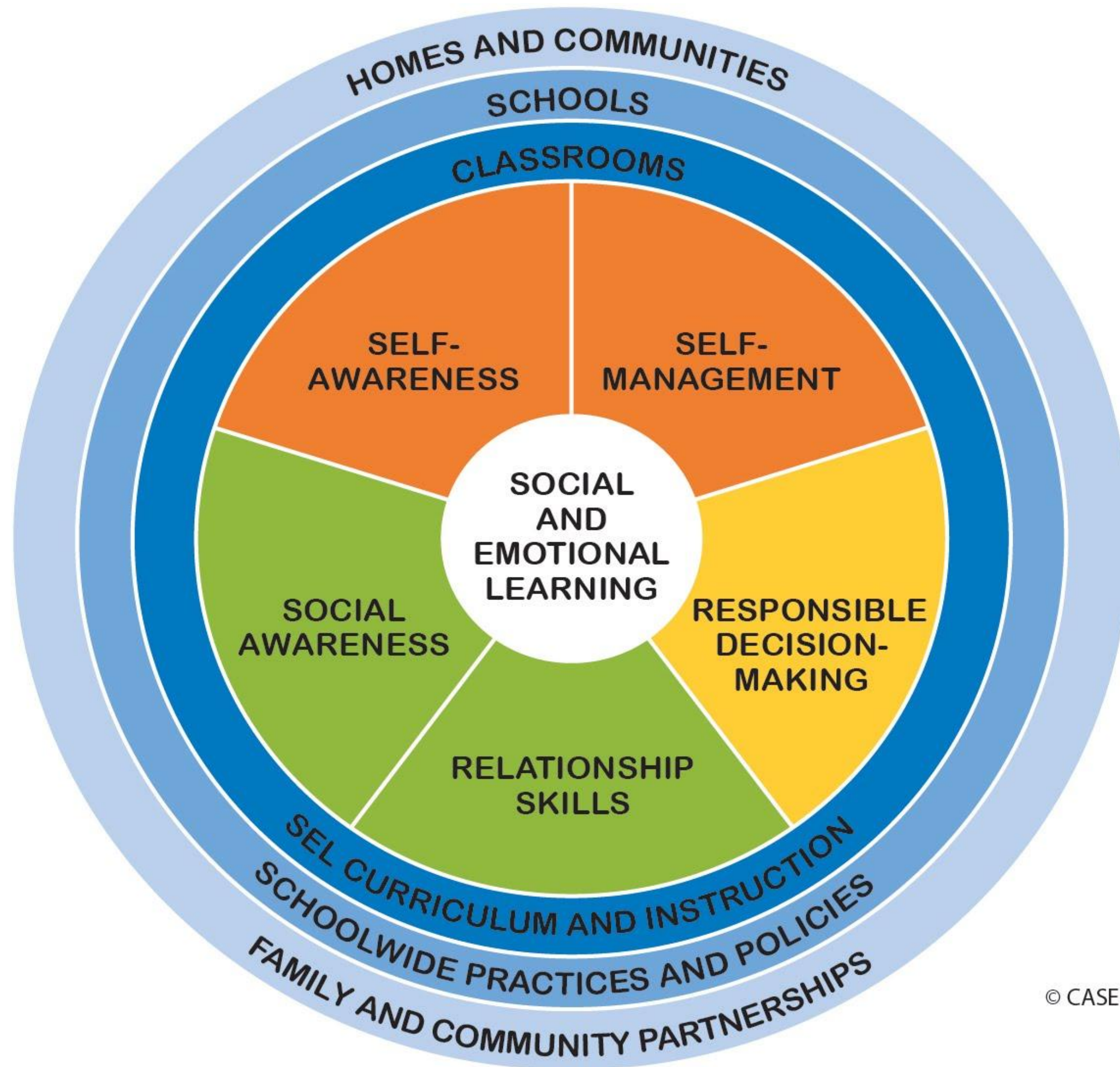
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



Schoolwide SEL



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Why SEL?





**All learning is social.
All learning is emotional.**

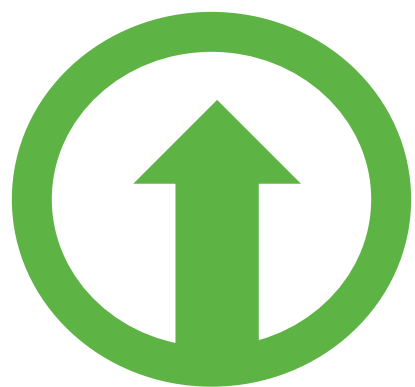
SEL as a Lever for Equity: *SEL can help create caring, just, inclusive and healthy communities that support all students in reaching their fullest potential.*



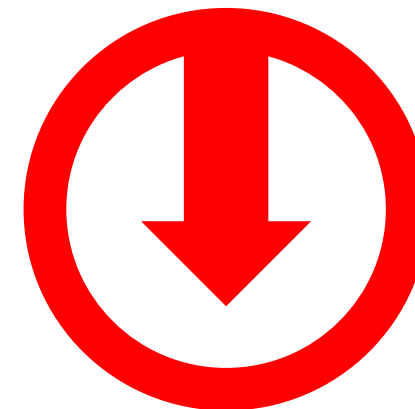
How can SEL help us create a more inclusive school and ensure all students have what they need to succeed?

SEL works: Compelling national evidence

Science Links SEL to Student Gains:

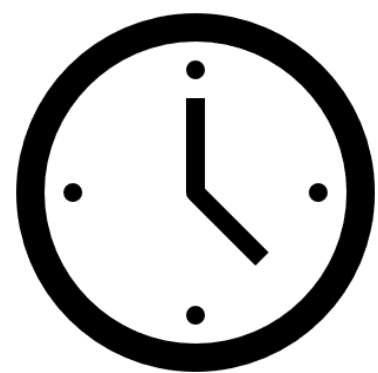


- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests



- Fewer conduct problems
- Less emotional stress
- Lower drug use

...and adults benefit too



Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer** because they're able to work more effectively with challenging students—one of the main causes of burnout.



Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of **education, employment, criminal activity, substance use, and mental health.**

Demand is
at an all-
time high
in every
sector



public

Most important factor in school quality: teach cooperation, respect, problem solving

PDK Poll, 2017



employers

growth in jobs that require mastery of SEL skills outpaced growth of all other jobs

National Bureau of Economic Research, 2015



district personnel

strong consensus among school/district administrators: SEL skills are important & should be taught in schools to all students

Ready to Lead survey, 2017



principals

95% are committed to developing students' social and emotional skills in their schools

Ready to Lead survey, 2017



teachers

93% of teachers want a greater focus on social and emotional learning

Missing Piece survey, 2013



parents

3 out of 5 give greater importance to their children being happy & not overly stressed, than doing well in school

Learning Heroes Parent Survey, 2017



students

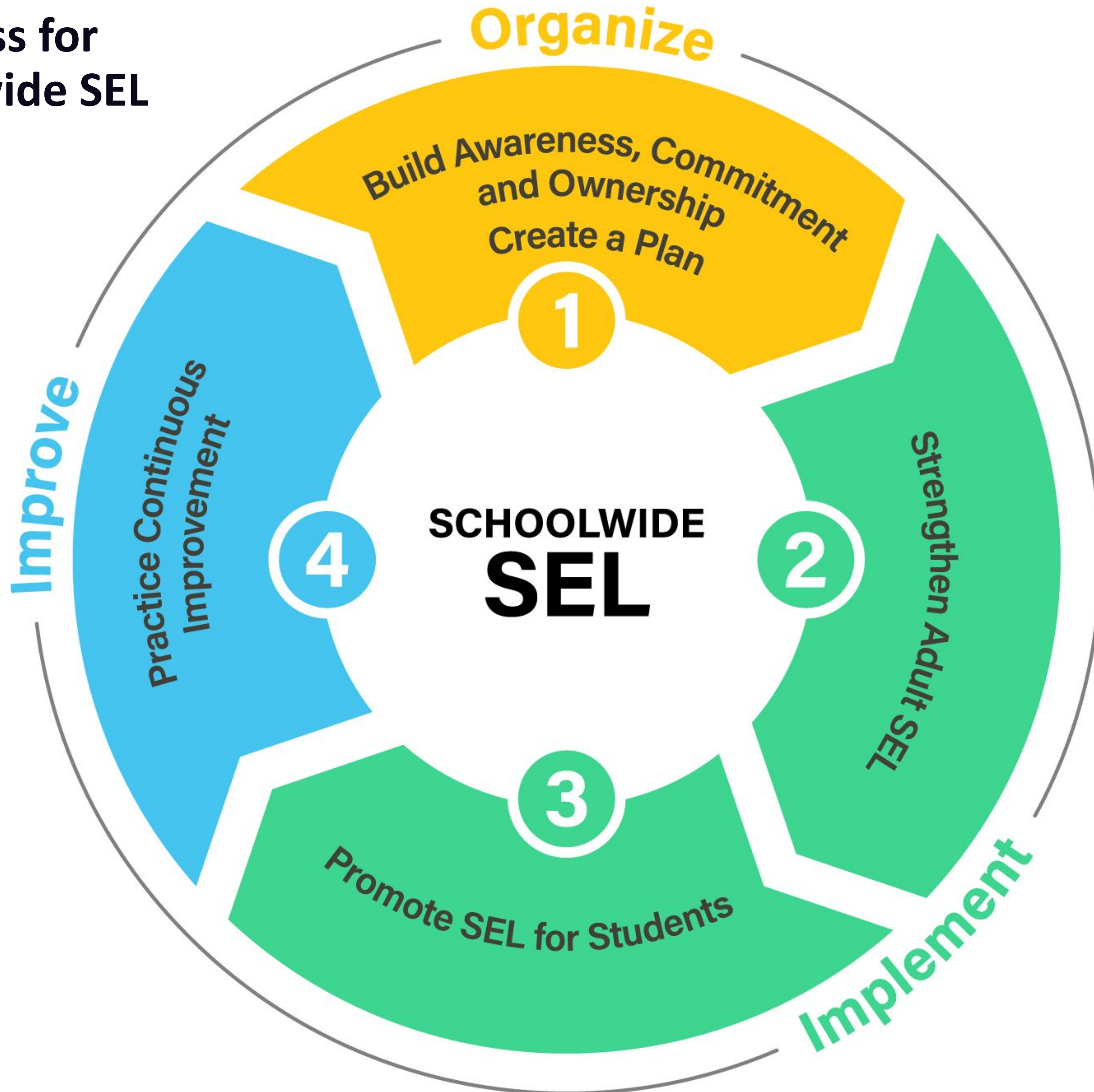
The majority of high school and recent grads agree that going to a school that focuses on developing SEL skills would help better prepare them for life after high school

Respected Survey, 2018

How can schools promote SEL?



A Process for Schoolwide SEL



Schoolwide SEL Implementation Process

Build foundational support and plan

Build Awareness, Commitment, and Ownership

- Create a highly-functioning representative **SEL team**
- Engage the school community in **foundational learning**
- Collaboratively develop a **shared vision** for schoolwide SEL

Create a Plan

- Review current implementation, needs and resources, and **set goals**
- Plan a **professional learning strategy**
- Establish **two-way communication** structures between SEL team and stakeholders
- Create a stable **budget** and staffing to support SEL

Strengthen adult SEL competencies and capacity

- Cultivate adult **learning** to strengthen staff professional skills and social and emotional competence
- Create structures that foster trust and **collaboration** among staff
- Support staff in **modeling** SEL competencies and mindsets

Promote SEL for students

- Align **school** climate, programs and practices to promote SEL
- Foster supportive **classroom** environments that engage in explicit SEL and integrate SEL throughout instruction
- Develop authentic **family partnerships**
- Leverage strategic and aligned **community partnerships**

Practice continuous improvement

- Use continuous improvement cycles to drive high-quality **schoolwide SEL implementation**
- Use continuous improvement cycles to **refine new strategies**

Focus Area 1

Build Foundational Support and Create a Plan



1A: Build Awareness, Commitment, and Ownership

- Create a highly-functioning representative **SEL team**
- Engage the school community in **foundational learning**
- Collaboratively develop a **shared vision** for schoolwide SEL

1B: Create a Plan

- Review current implementation, needs and resources, and **set goals**
- Plan a **professional learning strategy**
- Establish **two-way communication** structures between SEL team and stakeholders
- Create a stable **budget** and staffing to support SEL

Focus Area 2

Strengthen Adult SEL Competencies and Capacity



- Cultivate adult **learning** to strengthen staff professional skills and social and emotional competence
- Create structures that foster trust and **collaboration** among staff
- Support staff in **modeling** SEL competencies and mindsets

Why Adult SEL?

Adults who have the ability to recognize, understand, label, express, and regulate emotions are more likely to demonstrate patience and empathy, encourage healthy communication, and create safe learning environments. *(Brackett, Katella, Kremenitzer, Alster, and Caruso, 2008)*

Teachers skilled at regulating their emotions report less burnout and more positive affect while teaching. *(Brackett, Mojsa, Palomera, Reyes, & Salovey, 2008)*

School leaders with strong SEL competencies build and maintain positive and trusting relationships among members of the school community. *(Patti and Tobin, 2006)*



Focus Area 3

Promote SEL for Students



- Align **school** climate, programs, and practices to promote SEL
- Foster supportive **classroom** environments that engage in explicit SEL and integrate SEL throughout instruction
- Develop authentic **family partnerships**
- Leverage strategic and aligned **community partnerships**

SEL in the Classroom: The Three-legged Stool



What does SEL look like?



Focus Area 4

Practice Continuous Improvement



- Use continuous improvement cycles to drive high-quality **schoolwide SEL implementation**
- Use continuous improvement cycles to **refine new strategies**



The CASEL Guide to Schoolwide Social and Emotional Learning

Schoolwide SEL helps students excel academically, build stronger relationships, and lead happier, healthier, more fulfilling lives.

How it Works

Scroll for more



What is Schoolwide SEL?

Schoolwide SEL engages the entire school community in creating caring, participating, and equitable learning environments that provide social, emotional, and academic growth.

What is SEL?

About the CASEL School Guide →

schoolguide.casel.org

How has your understanding of SEL changed?



Thank You!

