



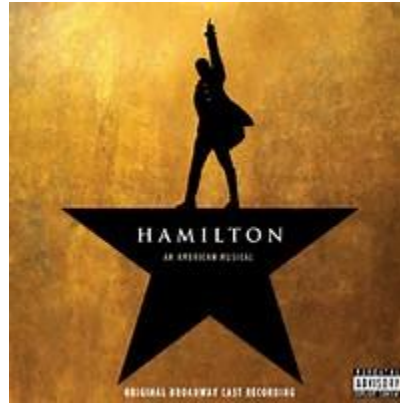
SOCIAL AND EMOTIONAL LEARNING AND ASCD: OUR MOMENT OF OPPORTUNITY

Timothy Shriver



Hamilton!

- <https://www.youtube.com/watch?v=jaSD7NY3SCo>



What's a "Shot" you're
taking in your life right
now?

You participated in an SEL exercise that promoted your social, emotional, and academic development!

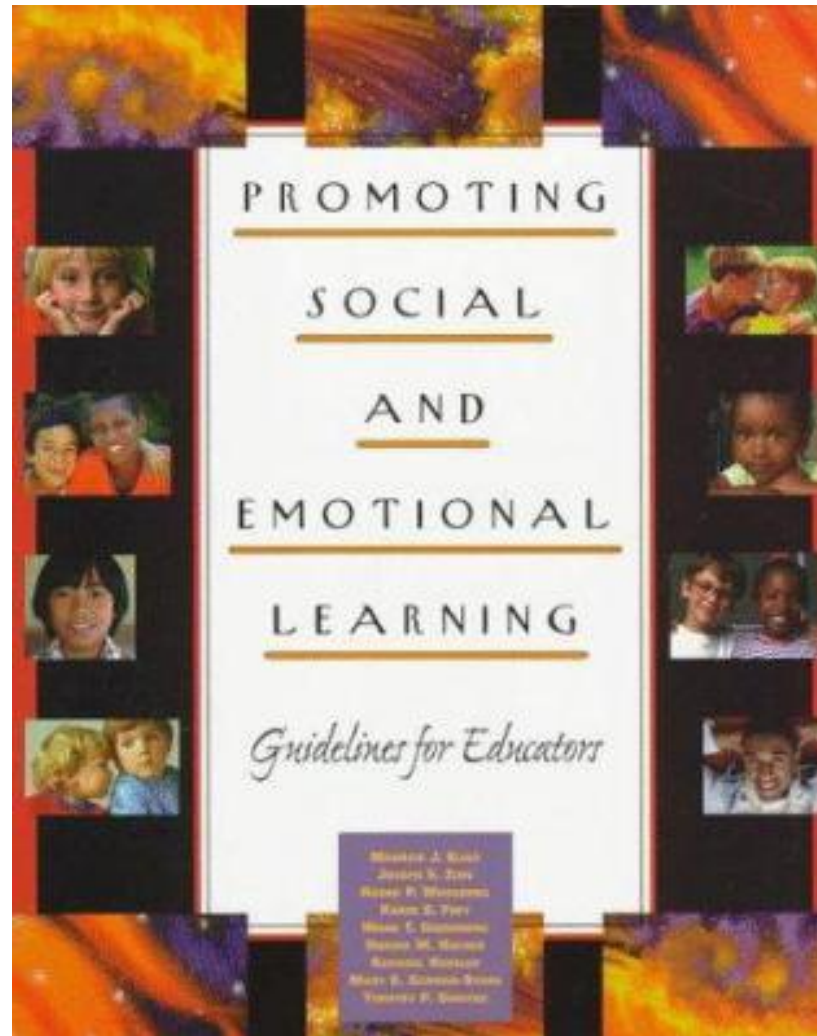
- Your “shot” might have included elements of grit, empathy, character, and service
- You practiced a Kindergarten “I CAN” goal: “I can pay attention when others are speaking.”
- And you practiced a 3rd Grade “I CAN” goal: “I can set goals and create a plan related to them”

What is Social and Emotional Learning (SEL)?

Social and emotional learning (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.



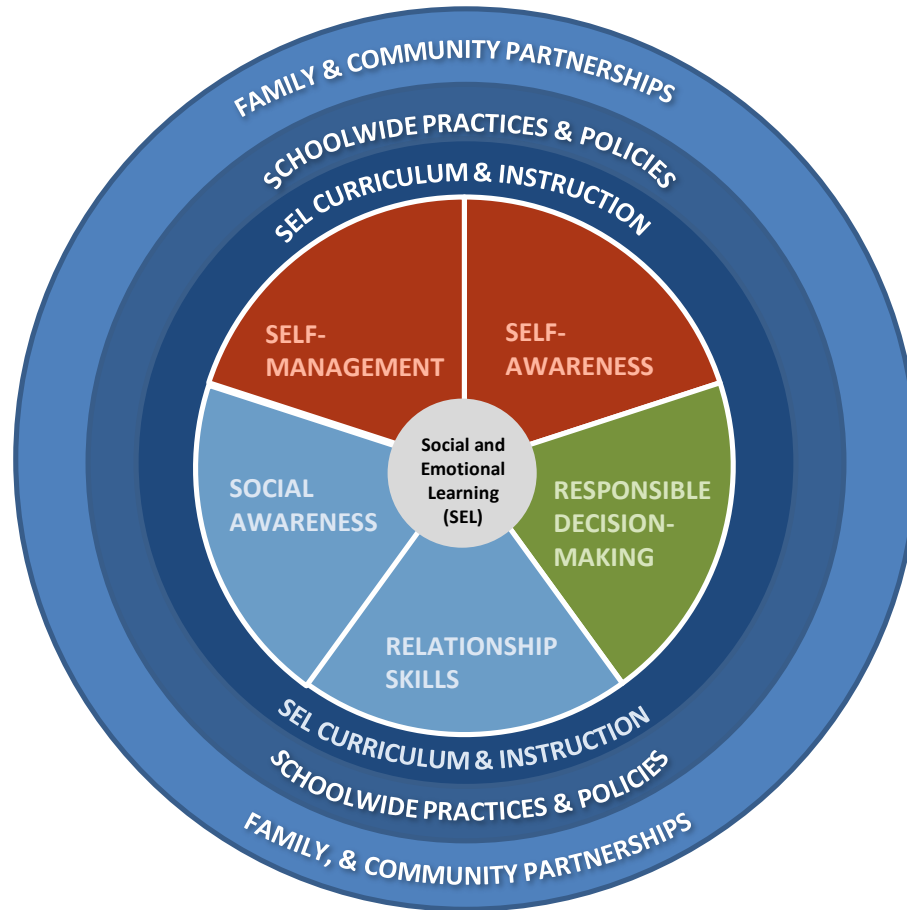
ASCD and CASEL Launch The Practice of SEL in 1997



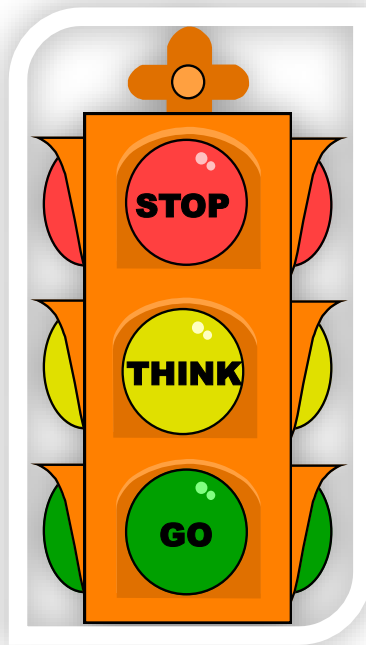
What Is Social And Emotional Learning?



Our Lever: A New Paradigm Rooted In Comprehensive Social Emotional and Academic Learning!



A Caring, Connected, Responsible, Contributing Problem Solver



- **STOP**, CALM DOWN, & **THINK** before you act
- Say the **PROBLEM** and how you **FEEL**
- Set a **POSITIVE GOAL**
- **THINK** of lots of **SOLUTIONS**
- **THINK** ahead to the **CONSEQUENCES**
- **GO** ahead and **TRY** the **BEST PLAN**

My Inspiration

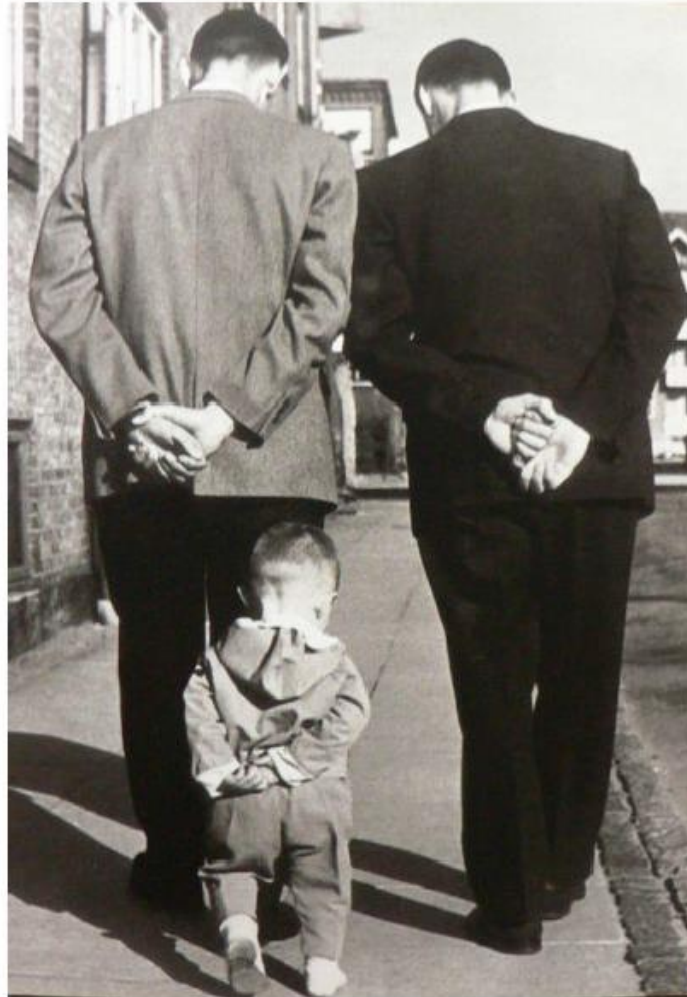


Why is SEL Important?

Because It Makes Your Brain Work!

“Emotion Drives Attention
and
Attention Drives Learning.”

Born to Learn Socially



Meltzoff, 2016

Why is SEL Important?

Because It Makes Your Social Brain Work!

“Social Connection Drives Attention
and
Attention Drives Learning.”

Why is SEL Important?

- **It Enhances Health!**

“This research (20 year longitudinal study of the relationship between social competence and adult outcomes) tells us that helping young children develop social and emotional skills is one of the most important things we can do as a society to prepare children for a healthy future.”

The Robert Wood Johnson Foundation, 2015

Why is SEL important?

It contributes to Life Satisfaction

“The lessons that come from the tens of thousands of pages of information that we've generated on these (724)lives...aren't about wealth or fame or working harder and harder. The clearest message that we get from this 75-year study is this: Good relationships keep us happier and healthier. Period.”

Robert Waldinger, Harvard University

Why is SEL Important?...?

It Improves Employability!

“The Labor market increasingly rewards social skills. Since 1980, jobs with high social skills requirements have experienced greater relative growth throughout the wage distribution...The reason is that skill in human interaction is largely based on tacit knowledge and...a capacity that psychologists call “theory of mind.”

David Deming, “The Growing Importance of Social Skills in the Labor Market”

World Economic Forum:

6 of 10 skills involve social and emotional competence



1. Complex problem solving
2. Critical thinking
3. Creativity
4. **People management**
5. **Coordinating with others**
6. **Emotional intelligence**
7. **Judgment and decision-making**
8. **Service orientation**
9. **Negotiation**
10. Cognitive flexibility

And research shows that social and emotional skills and attitudes also contribute to the other skills such as critical thinking.



“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.

Why is SEL important?

Because it Delivers High Benefit to Cost:

- Conclusion: "...the weighted average benefit-cost ratio across all six interventions with prior evidence of effectiveness indicates that identified benefits outweigh the costs by a factor of 11:1, with an average net present value per 100 participants of \$618,380."

Belfield, Bowden, Klapp, Levin, Shand & Zander, 2015

Why is SEL Important?

It Is Linked To Improved Academic Performance!

Science Links SEAD 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

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011) The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*. 82 (1), 405-432.

Impact of SEL is long-lasting and global

A major new research study finds that social and emotional learning (SEL) programs benefit children for months and even years.



82

different programs reviewed
(38 outside U.S.)

97,000+

Students involved,
kindergarten through
middle school

Effects assessed

6 mo – 18 yrs

after programs completed



SEL Students Benefit in Many Areas



HIGHER...

Academic performance

SEL skills

Attitudes

Positive social behaviors



LOWER...

Conduct problems

Emotional distress

Drug use



Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits. Benefits were the same regardless of socioeconomic background, students' race, or school location.



Source: Child Development (July 2017). "Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects"

Academic Integration

- “In mathematics classrooms, for example: students should reflect on how they respond when facing a difficult challenge or making a mistake, learning that with effort, they can continue to improve, and be successful (self-awareness); engaging and persisting in solving challenging problems (self-management); collaborating and learning from others and showing respect for others’ ideas (social awareness and relationship skills); applying the mathematics they know to make decisions and solve problems in everyday life, the workplace, and society at large (responsible decision making). Effective mathematics instruction builds upon these competencies to improve student learning and engagement.”

Massachusetts Curriculum Framework for Mathematics Public
Comment Draft November 29, 2016

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**

Principal survey, 2017



principals

are committed to developing **students' social and emotional skills** in their schools.

Principal survey, 2017



schools/teachers

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

Missing Piece, 2013

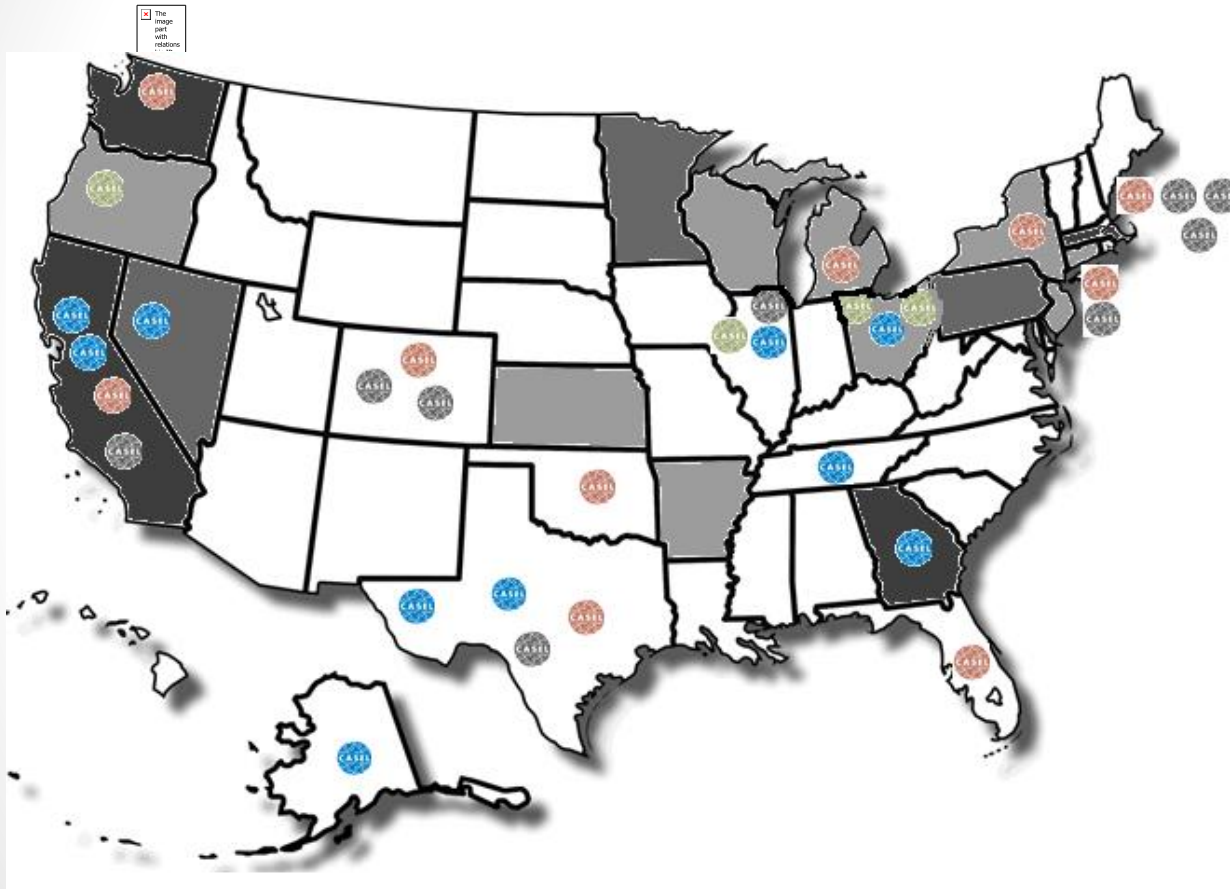


parents

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

Demand? Districts and States Working On Comprehensive SEL Driven Reforms



36 Districts
Representing
3.5 Million Children
&
17 States
Representing
30 Million Children

Evidence Is Clear SEL & Academics:

It is not a question of either-or.

It's only a question of

Education

vs.

Indifference

*Social, Emotional and
Academic Development Is
Our Lever and We Are
“Not Throwin’ Away
Our Shot!”*

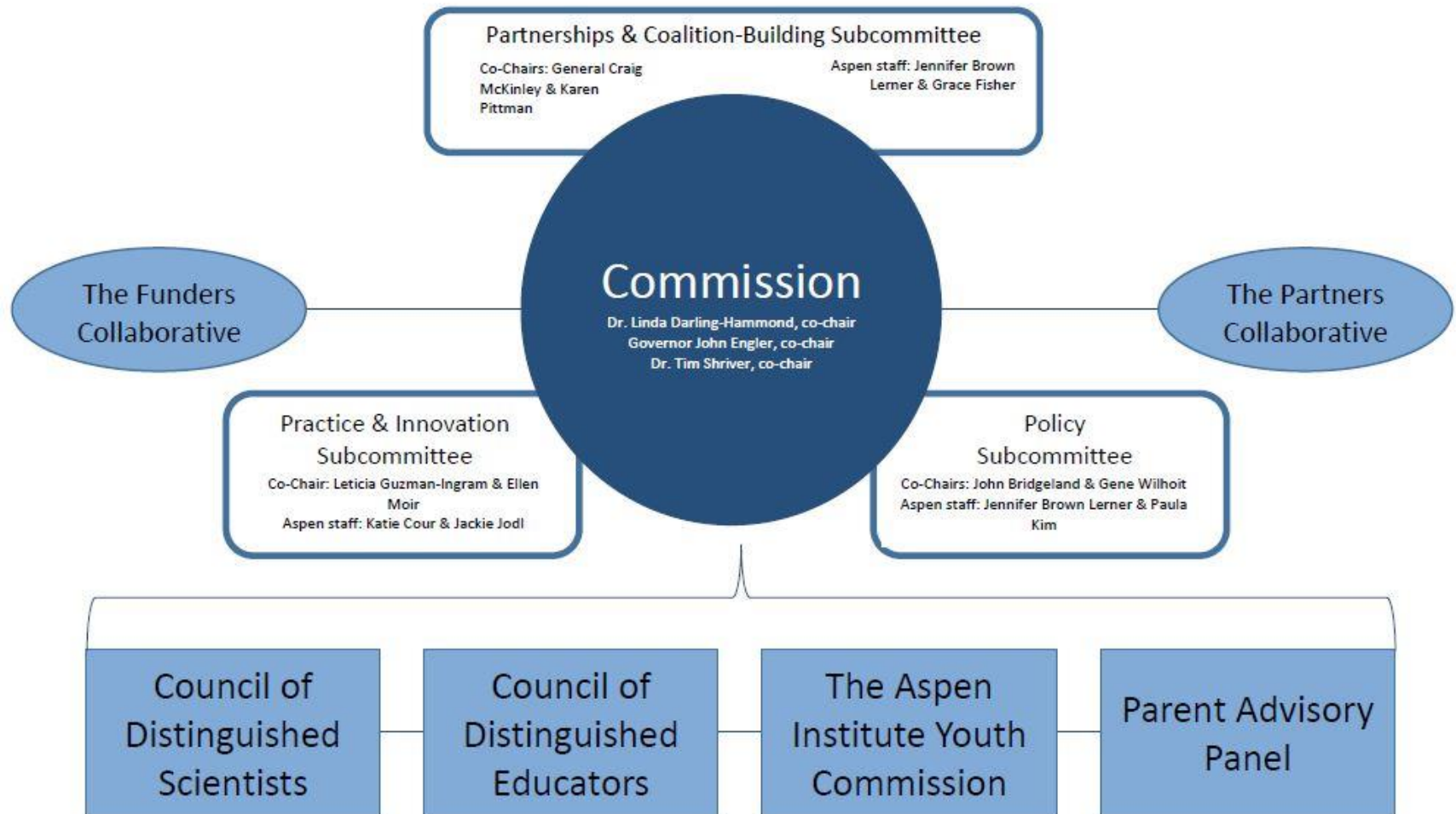


THE ASPEN INSTITUTE



NATIONAL COMMISSION
ON SOCIAL, EMOTIONAL, &
ACADEMIC DEVELOPMENT

The National Commission's Structure



Policy Recommendations

We are in the process of developing policy recommendations that can create favorable conditions for supporting students' comprehensive development. The recommendations will focus on three key areas:

Adult Capacity

Learning
Environments

Resources

SEL's Unique Asset: A Progressive-Conservative Bridge

WHAT'S IN A NAME?

Researchers, policy makers, and practitioners have used many names to describe various parts of the non-cognitive domain. These are often rooted in different applications, but the underlying constructs are similar. A selection of relevant fields include:

- | | |
|---|---|
| <ul style="list-style-type: none">• Social and Emotional Learning• Non-Cognitive Skills• 21st Century Skills• Deeper Learning• College and Career Readiness• Soft Skills | <ul style="list-style-type: none">• Academic Mindsets• Character• Student Agency• Emotional Intelligence• Nonacademic Skills• Employability Skills |
|---|---|

Furthermore, the non-cognitive constructs within each field are described using a wide range of terms, including:

- | | |
|---|--|
| <ul style="list-style-type: none">• Skills• Mindsets• Attributes• Competencies• Traits• Strengths• Behaviors• Progressions• Virtues | <ul style="list-style-type: none">• Constructs• Abilities• Dimensions• Feelings• Attitudes• Strategies• Strands• Habits |
|---|--|

Each of these areas often work in their own silo, but there are fundamental similarities between social-emotional learning, character, 21st century skills, and each of the rest. However, nothing exists to show how they are related to each other, or just as importantly, where specifically they differ. The Taxonomy Project aims to make these connections clear for researchers, policy makers, and practitioners.

CALLS TO ACTION: ESSA

- Congress can fully fund at its authorized level ESSA, particularly Title II and Title IV
 - Funding for professional development in SEL
 - Funding for student supports that support developmentally integrated and multi domain SEL

CALLS TO ACTION: HIGHER ED ACT

- Congress should adopt a new definition of teaching aligned with ESSA. Instead of an “information transfer” profession, a new definition should incorporate social and emotional dimensions of learning, trauma informed pedagogy, non exclusionary discipline, and culturally responsive practices

CALLS TO ACTION: STATES AND DISTRICTS

- Support The Adoption of SEL Learning Guidelines For Your State/District
- Support SEL Technical Assistance Capacity At The State/District Level
 - Team Building, Needs Assessment, Planning, and Implementation Guidelines
 - SEL In The Classroom Guidelines: SEL scope and sequence development, academic integration, classroom management, pedagogy, and cultural competence
 - Restorative Discipline Practices Implementation
 - SEL for Climate and Community: Teachers, Administrators, Families, and Community Leaders
 - Assessment and Continuous Improvement Strategy



DISTRICT RESOURCE CENTER

launched May 2017

drc.casel.org

DISTRICT FRAMEWORK



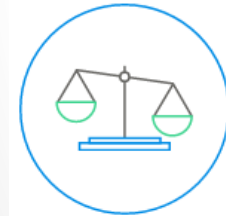
Communication

Communicate SEL as a priority to stakeholders



Vision

Develop a districtwide vision and plan



Align Resources

Align financial and human resources



Build Expertise

Develop central office expertise and capacity



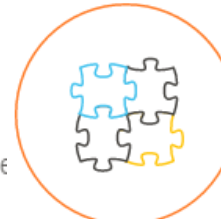
Needs Assessment

Conduct SEL related needs and resources assessment



Professional Development

Design and implement effective professional development programs



Integration

Integrate SEL with district initiatives



Programming

Adopt and implement evidenced-based programs



Standards

Establish K-12 SEL standards



Continuous Improvement

Establish systems for continuous improvement



Let's Change The Narrative

- ✓ Redefine what it means to educate a child
 - From a focus on deficits to a focus on competence, equity, and inclusion
 - From a focus on education as information to a focus education as inspiration
 - From a focus on tests to a focus on positive social, emotional, and academic development
 - From a focus on schools to a focus on children in schools, families and communities
- “You are trying to lead a cultural revolution!”

Pharrell Williams

"I'm telling you, the world is a beautiful place but it does not work without empathy and inclusion. God is love. This universe is love and that's the only way it will function. And I get it, sometimes the divisive stuff works in life. We learned that lesson last year, that sometimes divisiveness works. But you have to choose what side you're on. I'm choosing empathy. I'm choosing inclusion. I'm choosing love for everybody, just trying to lift everyone. Even when I disagree with someone I'm wishing them the best and hoping for the best because we can't win the other way."

Lune Stewart
Mar. 13, 2017

Officer Shawn Anderson
(Mar. 18, 2017)

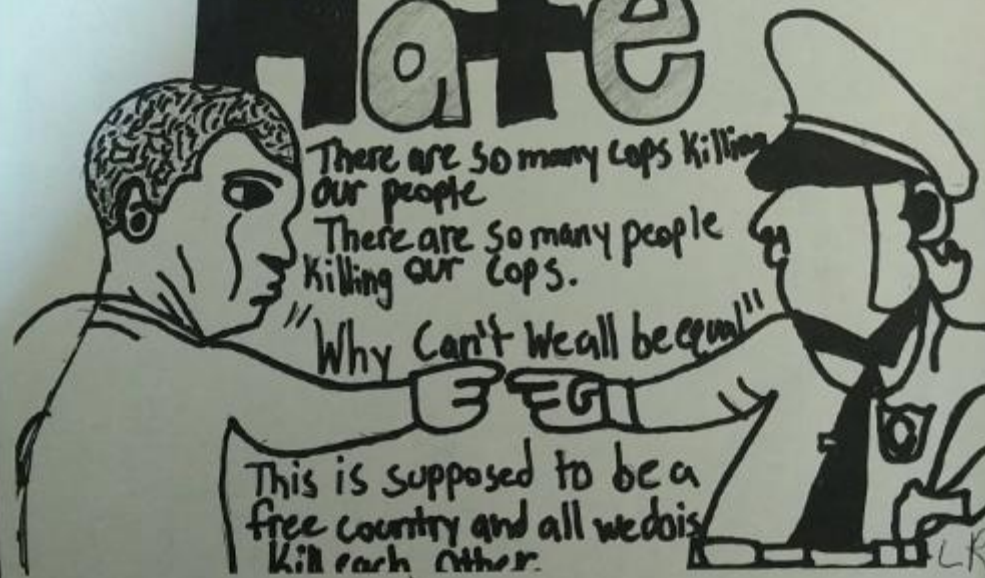
Tamir Rice
(Nov. 22, 2014)

John Crawford III
(Aug. 5, 2017)

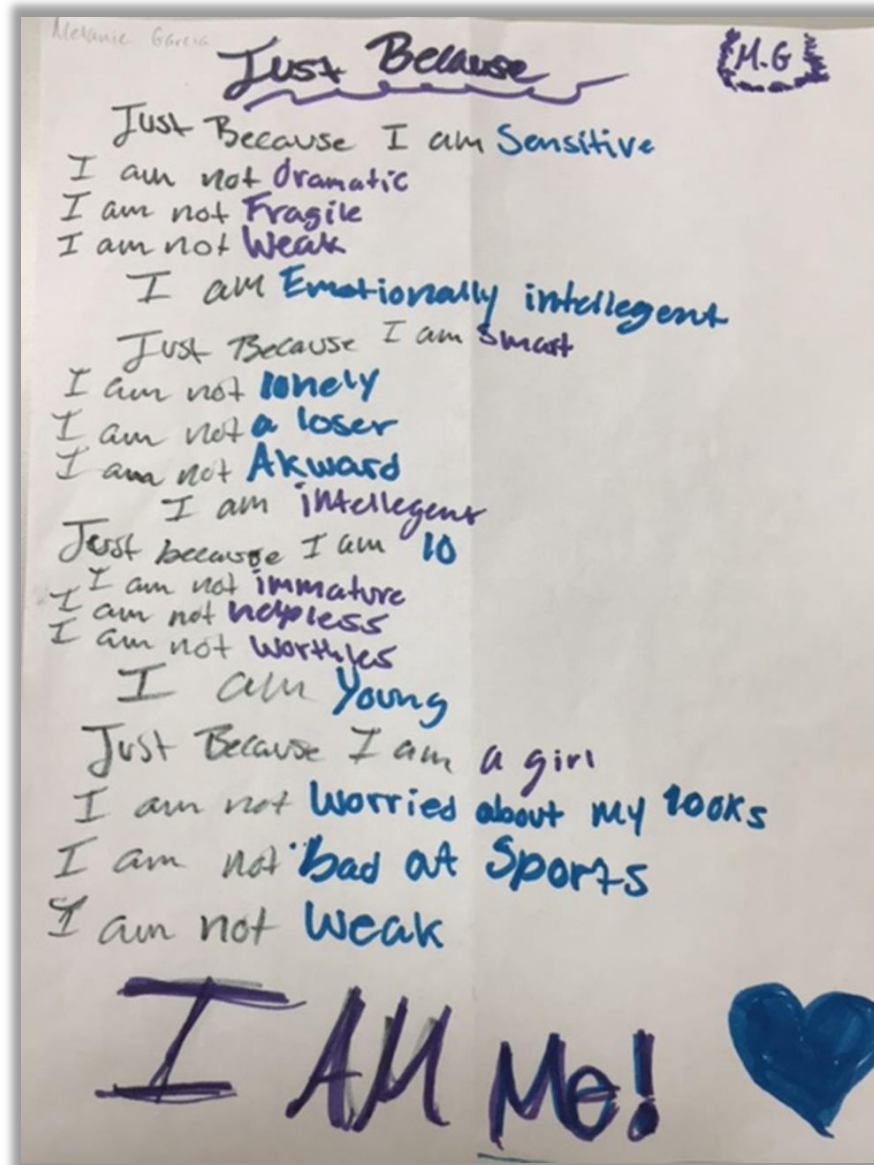
Tanisha Anderson
(Nov. 13, 2014)

Officer Jason Weiland
(Mar. 22, 2017)

Officer Justin Terne
(Mar. 27, 2017)



Melanie Garcia – Chicago



A Generation Chooses Love



This Is Our Moment To Take A Stand!



- Let's Choose What Side We're On
- Too many are livin on their knees
and we have to empower them to
Rise Up.
- We have diamonds in the rough.
Let's let 'em shine!