Exciting Advances in Social and Emotional Learning
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UIC/CASEL

Illinois Social and Emotional Learning Standards: Celebrating Success and Moving Forward
March 1, 2010
A Vision for Schoolwide SEL

Educators, students, families, and community members work together to support the healthy development of all students.

All students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers.

Students are contributing in positive ways to their school and community.
Collaborative for Academic, Social, and Emotional Learning (CASEL)

CASEL was founded in 1994 as a national collaborative to make social and emotional learning (SEL) an essential part of every child’s education by:

- Advancing the science of SEL
- Expanding effective SEL practice
- Improving federal and state policies

CASEL serves as strategist, collaborator, convener, and supporter for the SEL community

- www.casel.org
CASEL Defines the Field of SEL (Elias et al., 1997, ASCD)
What’s Needed

How do we move from here...

- Fragmented efforts
- Piecemeal implementation
- No common language

Credit: CASEL
SEL as a Coordinating Framework

...to a better place for kids

- Built on student strengths
- Academic *and* life success
- Coordinated efforts
- Systemic integration

Credit: CASEL
## Three IL Social & Emotional Learning Goals

<table>
<thead>
<tr>
<th>Self</th>
<th>Other</th>
<th>Decision-making</th>
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<tbody>
<tr>
<td><strong>SEL Goal 31</strong></td>
<td><strong>SEL Goal 32</strong></td>
<td><strong>SEL Goal 33</strong></td>
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<tr>
<td>Develop <strong>self-awareness</strong> and <strong>self-management</strong> skills to achieve school and life success.</td>
<td>Use <strong>social-awareness</strong> and <strong>interpersonal skills</strong> to establish and maintain positive relationships.</td>
<td>Demonstrate <strong>decision-making skills and responsible behaviors</strong> in personal, school, and community contexts.</td>
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A Simplified SEL Framework for Enhancing Student Success in School and Life

Social and Emotional Learning

- Learning Environment
- SE Skills Instruction

= Positive Outcomes
SEL Conceptual Framework for Academic, Social, and Emotional Competence

- Coordinated School, Family, and Community Programming
- Social, Emotional, and Academic Learning
  - Academically Successful
  - Healthy
  - Good Social Relationships
  - Engaged Citizens

Academic Learning

Good Social Relationships

Engaged Citizens

Healthy

Academically Successful

Coordinated School, Family, and Community Programming

Social, Emotional, and Academic Learning
Meta-analysis: Core Questions & Answers

1. Does school-based SEL programming positively affect students? – YES

2. Are SEL programs conducted by existing school staff effective? – YES

3. Do training practices and the quality of implementation affect student outcomes? - YES
The Benefits of SEL

Research Links SEL to Higher Student Success

• 23 percentile point increase in SE skills
• 9 point gain in attitudes about self/others/school
• 9 point gain in pro-social behavior
• 11 point gain on standardized achievement tests

And Reduced Risks for Failure

• Problem behaviors down 9 points
• Emotional distress down 10 points

Longitudinal Findings from the Seattle Social Development Project at Age 21 (Hawkins et al.)

- More high school graduates
- More attending college
- More employed
- Better emotional and mental health
- Fewer with a criminal record
- Less drug selling
- Less co-morbid diagnosis of substance abuse and mental disorder

Cost-benefit: $3.14/student for $1.00 invested
How Do We Develop Students’ Social and Emotional Skills?

- Sequenced, Active, Focused, Explicit (SAFE) programming
- Adults and students model SEL skills and discuss relevant situations (teachable moments)
- Developmentally/culturally competent instruction and community-building activities
- Students have opportunities to contribute to their class, school, and community
Implications for Practice & Policy

SEL works

- Multiple positive outcomes including academic achievement
- Across grade levels and contexts

SEL is doable

- Good results from programs run by existing school staff

SEL needs support

- Implementation matters
- Supported by federal and state policies, leadership, and professional development
A State Framework for Coordinated Evidence-based SEL Practice (Illinois)

1. State SEL standards and district policies
2. Raise educator and public awareness about SEL standards
3. Training and TA system for professional development for Illinois educators
4. Promote high-quality district/school implementation with ongoing evaluation for continuous improvement
Safe and Sound: An Educator’s Guide to Evidence-based SEL Programs

Social and Emotional Learning: Ready!  December 9, 2009
<table>
<thead>
<tr>
<th>Program</th>
<th>Grades</th>
<th>Behavior-Content</th>
<th>Social-Emotional</th>
<th>Self-Awareness</th>
<th>Self-Management</th>
<th>Relationship Skills</th>
<th>Decision-Making</th>
<th>Professional Development</th>
<th>Evidence of Effectiveness</th>
<th>Other National Programs</th>
<th>Classroom Assessment</th>
<th>Implementation Supports</th>
<th>Family &amp; Community Partnerships</th>
<th>Notes</th>
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<td>Aban Aya Youth Project</td>
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<td>VP CITIZ HSD</td>
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<td>Af's Pals: Kids Making Healthy Choices</td>
<td>preK-3</td>
<td>VP SAP</td>
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<td>* Community of Caring (Growing Up Caring)</td>
<td>K-12</td>
<td>SAP HSD GHP CITIZ</td>
<td>contact publisher</td>
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<td>Comprehensive Health for the Middle Grades</td>
<td>6-8</td>
<td>SAP VP HSD GHP CITIZ</td>
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**Notes:**
1. Contents:
   - SAP = Substance Abuse Prevention
   - VP = Violence Prevention
   - HSD = Healthy Sexual Development
   - GHP = General Health Promotion
   - CITIZ = Promotion of Citizenship
2. Academic Achievement Strategies:
   - S = promotes study skills
   - I = promotes integration with academics
   - T = promotes change in teaching practices
3. O = no evaluation met CASEL design criteria

**Key:**
- Professional Development were rated on a four-point scale, in which ● was the highest score and ○ the lowest.
- Professional development was rated on a three-point scale:
  - ● = strength
  - ● = promising
  - ○ = marginal
  - ○ = weak

**Detailed descriptions of every program in the table are on the Safe and Sound CD-ROM.**
Sustainable Schoolwide SEL: Implementation Guide and Toolkit

- Readiness phase
- Planning phase
- Implementation phase
- Sustainability factors
Assessment: Educator’s Toolkit

- Teacher ratings of student SEL competencies
- Classroom and school climate
- Marzano collaboration for SEL formative assessment and standards-aligned report cards
- Implementation rubric
- Computerized assessment systems
Policy Developments

Policy Landscape Is Ripe

- State standards and policies
  - Illinois, New York, Michigan
- HR 4223—Academic, Social, and Emotional Learning Act
- ESEA Reauthorization in 2010

Photo Credit: CASEL
We Need to Continue the Movement

Illinois SEL expansion will take hard work:

- Increase awareness and support base
- Strengthen state and federal policies
- Highlight district-wide SEL successes
- Create a support system for all districts
- Support/engage teachers and principals
- Build alliances and partnerships
What Can You Do?

- **Examine SEL in your own school and district.**
  - What is in place?
  - Who is supportive?
  - What needs to happen?

- **Educate your parents, school community, and local leaders about SEL and its benefits.**

- **Connect to the big picture.**
  - Informed/active in policy (HR 4223, ESEA, state efforts)
  - Tune into latest research
  - Commit to best practice
Celebrating Success and Moving Forward

- Coming together is a beginning.
- Keeping together is progress.
- Working together is success.

- Henry Ford