

Social and Emotional Learning



Questions For Our Session

- What is Social and Emotional Learning (SEL)?
- How does SEL promote success in school and life?
- What is SCUSD's plan for the next three years?
- What will SEL integration look like at the district, school, and classroom levels?
- What are SCUSD's next steps?





What are
your **hopes**
and dreams
for your
children and
the children
in your
community?



What is Social, Emotional Learning?

What comes to mind when you hear the words “social and emotional learning”?



How Is SEL Defined?

Social and emotional learning (SEL) provides the structure and process for adults and students to develop fundamental emotional and social **competencies** and experiences 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.**

SEL builds and deepens a positive school climate.

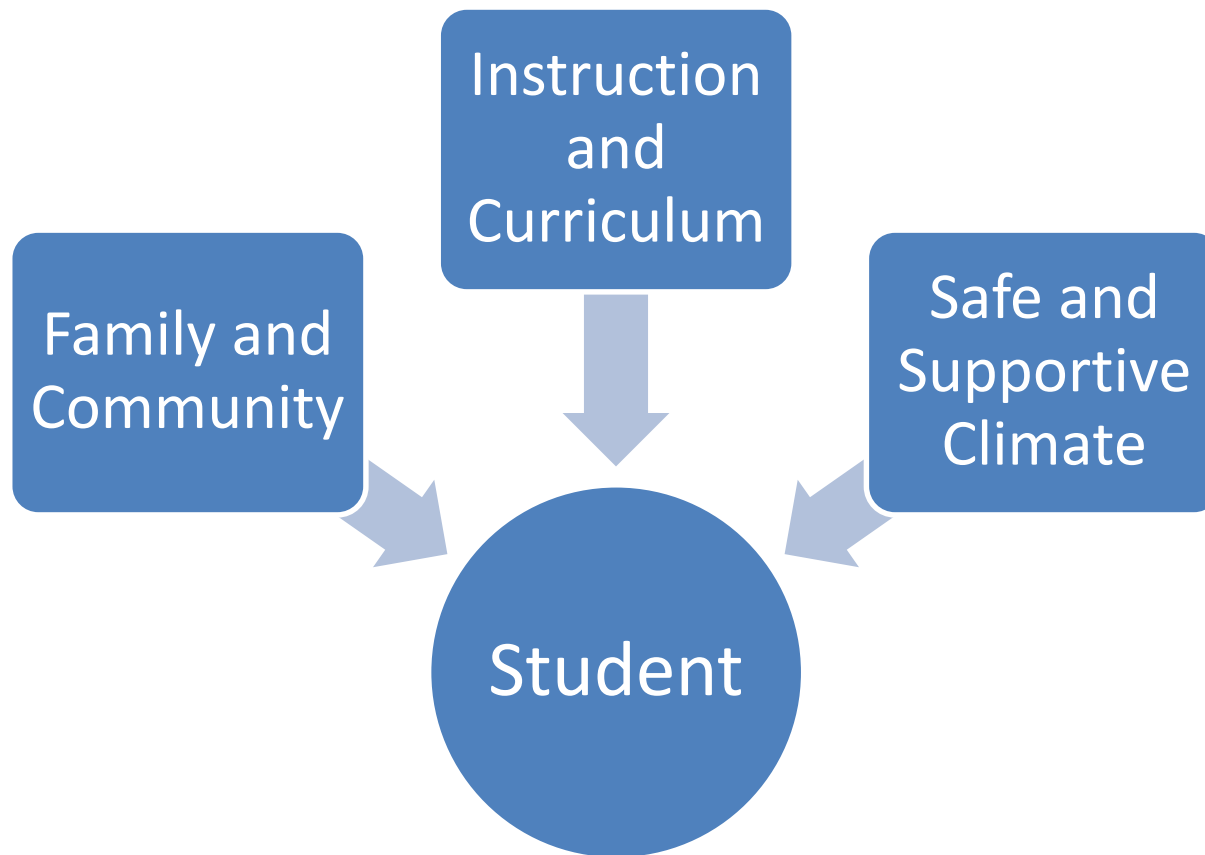


Core Competencies of SEL

Social & Emotional Learning Core Competencies

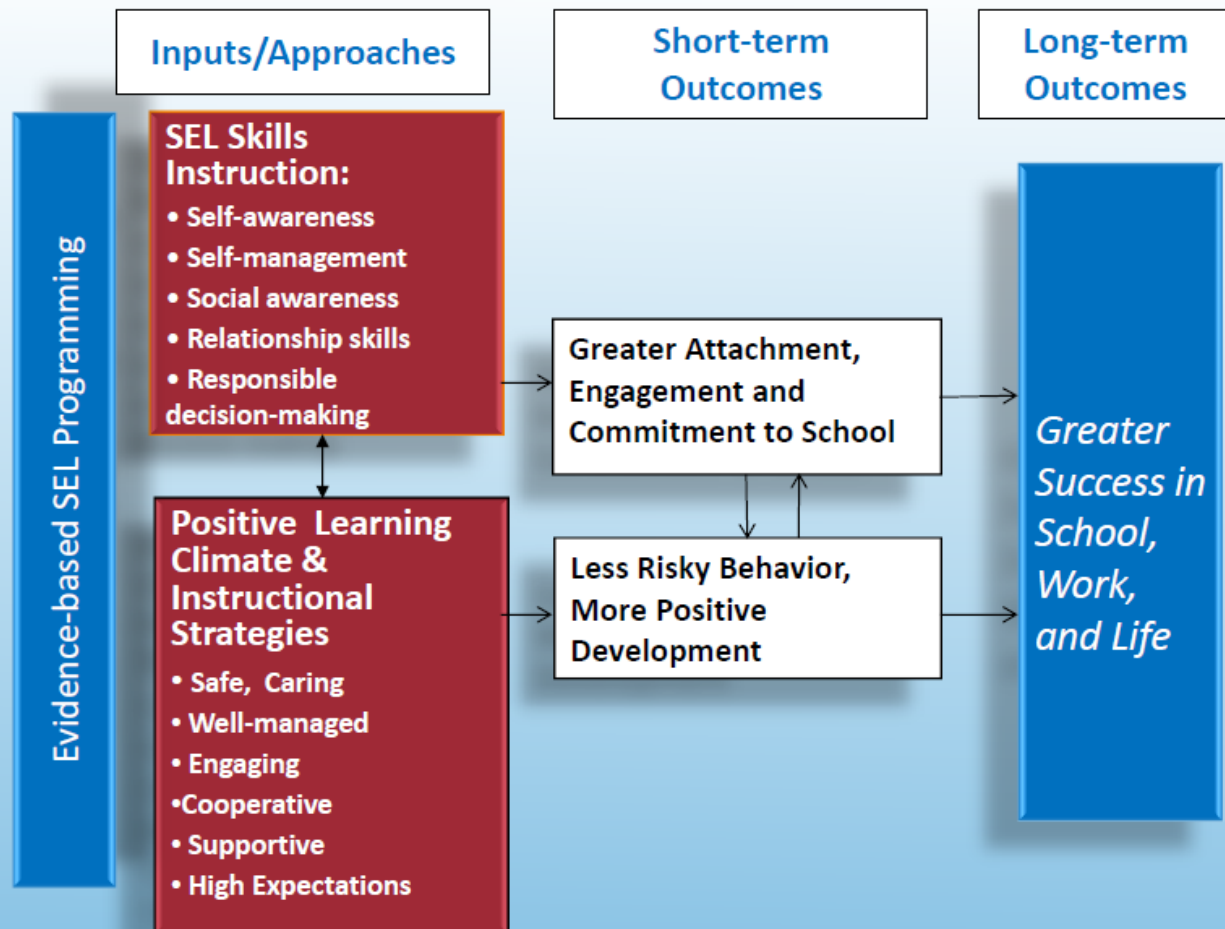


Student Learning Experience





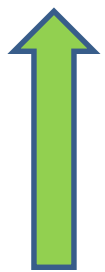
SEL Promotes Success in School & Life



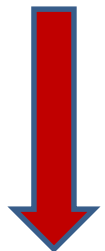
Introduction to SEL

<http://www.edutopia.org/social-emotional-learning-introduction-video>

Research on SEL/Student Success



Increased Academic Outcomes Documented!
Social-emotional skills led to improved attitudes about self, others, and school and an **11 % point gain on standardized achievement tests!**



Reduced Risk of Failure Documented!
Social Emotional Skills led to decrease in conduct problems and 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.*

Adult SEL Competence & Learning

- 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)

Window of Opportunity for Integration

- **Novo Foundation Funding** for three years (\$750,000 total) to district includes District and site funding. SCUSD is one of eight large urban districts selected to lead this work!
- **Included In Grant- FREE Professional and Organization Support** from national experts in the field (CASEL -- Collaborative for Academic, Social and Emotional Learning).
- **SEL Standards and Skills Are An Excellent Match For All Key SCUSD Initiatives-** think Common Core, Linked Learning, Safe & Supportive Schools!

SEL: Three-Year Rollout and Evaluation

Year 1 Focus- Awareness of Social Emotional Learning (SEL)

District and Community

4 Pilot Sites (CKM Network)



Year 2 Focus- Integration Of Our Learning and Practices

Practice, Structure and Policies

10-15 New Sites Join CKM Network Schools



Year 3 Focus- District Wide Implementation Of SEL

District, Community, Partners and Students
Engaged in Social Emotional Learning

All SCUSD Sites Provided Training and
Resources

District, Schools and Classrooms: Before/After SEL Integration

District

- Before: No Common Language, vision, or curriculum. Scattered approach within district departments.
- After: Integrated into adult professional and student learning environments as well as district standards, policies and practices.

School

- Before: Site by site ability to access or effectively implement SEL resources.
- After: Schoolwide SEL vision, needs & resources assessed, SEL in Common Core & other professional learning, explicit SEL skills instruction, improved climate, district support

Classroom

- Before: Individual teachers left to figure out SEL resources and classroom practices.
- After: More engaged students, increased academic outcomes, greater 21st century skill development, decreased behavioral problems and increased positive classroom climate.

Next Steps

Need SEL Resources?

Visit scusd.edu/sel to learn more about SCUSD SEL work.

Visit www.casel.org to learn more about national SEL work.

Want To Learn More About SEL Grant, Working Groups, or SEL Presentations For Your School?

Contact - Carrie Rose, Grant Coordinator at 916-752-3206 or carrie-rose@scusd.edu .

Thank You!