SOCIAL EMOTIONAL LEARNING: ESSENTIAL FOR LEARNING, ESSENTIAL FOR LIFE

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I have no doubt that the survival of the human race depends at least as much on the cultivation of social and emotional intelligence, as it does on the development of technical knowledge and skills.

Linda Darling-Hammond
NEW YORK STATE SAFE SCHOOLS TASK FORCE RECOMMENDATIONS

Two Themes Were Evident Throughout the Deliberations of the NYS Safe Schools Task Force

- **Focus on Social Emotional Learning** to help students learn the essential skills that affect every area of our lives, including how to understand and manage emotions, and how to establish and maintain positive relationships.

- **Promote** and measure *school climate* rather than focus exclusively on measuring school violence.
New York State’s recently approved ESSA Plan states the following goal: “[e]nsure that all students have access to support for their social-emotional well-being.”

Fostering the development of Social Emotional Learning competencies for all students and adults in our schools and communities supports the following ESSA Plan priorities:

- To improve academic achievement and graduation rates;
- To improve school climate; and
- To increase educational equity.

ESSA Plan includes school quality indicators such as measures of chronic absenteeism and out-of-school suspensions.
A STRONG FOUNDATION FOR SOCIAL EMOTIONAL LEARNING (SEL)

2008
The Children’s Plan

2009
Establishment of Regional Special Education Technical Assistance Centers

2010
Establishment of Positive Behavioral Interventions and Supports Technical Assistance Centers

2011
Regents endorse Educating the Whole Child: Engaging the Whole School: Guidelines and Resources for Social and Emotional Development and Learning (SEDL) in New York State

2012
The Pre-K Foundation for Learning Standards identifies foundational SEL skills.

2013
Establishment of the NYS Safe Schools Task Force

2014
• Blueprint for English Language Learners Success.
• The NYSED joins the NYS Pyramid Model Partnership.

2015
• Blueprint for Improved Results for Students with Disabilities
• The Student Engagement and School Culture workgroup of the Safe Schools Task Force recommends an SEL framework and benchmarks.

2016
• NYSED was selected to participate in CASEL’s CSI.
• Workgroup developed SEL resources

2017-2018
• NYSED Offices and Workgroup make final revisions and adjustments to resources
• USDOE approves NYSED’s ESSA Plan

A STRONG FOUNDATION FOR SOCIAL EMOTIONAL LEARNING (SEL)
In August 2016, New York was identified as one of 9 states to participate in Cohort II of the Collaborative for Academic, Social, and Emotional Learning’s (CASEL’s) Collaborating States Initiative (CSI) to advance policies, guidelines, and standards for social and emotional learning. As a member of Cohort II, NYSED is working on:

- Development of Social Emotional Learning benchmarks
- Development of a guidance for K-12 schools to support Social Emotional Learning implementation
- Partnership with school districts creating model crosswalks for Social Emotional Learning implementation
- Ways to incorporate changes to any higher education preparation programs leading to certification
Handouts

- **Social Emotional Learning: Essential for Learning, Essential for Life, Essential for New York**, a one page summary highlighting key components of SEL for New York and promoting soon-to-be-available resources

- **New York State Social Emotional Learning Benchmarks** for voluntary implementation

- **Social Emotional Learning: Essential for Learning, Essential for Life**, a framework explaining SEL concepts, and the need for and benefit of SEL in NY
A National Perspective

Tyrone Martinez-Black
Collaborative for Academic, Social, and Emotional Learning
WHO IS CASEL?

- Collaborative for Academic, Social, and Emotional Learning was founded in 1994 to help make Social Emotional Learning (SEL) an essential part of every young person’s education by:
  
  • Advancing the science of Social Emotional Learning
  • Improving state and federal policies
  • Expanding effective Social Emotional Learning practice
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.)
Involving more than 97,000 students, kindergarten through middle school
Effects assessed 6 months–18 years after programs completed

SEL Students Benefit in Many Areas

<table>
<thead>
<tr>
<th></th>
<th>Percentile Points</th>
<th>Mean advantage for SEL participants compared to control groups across all studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIGHER...</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic performance</td>
<td>13 (based on 8 studies)</td>
<td>13 (34 studies)</td>
</tr>
<tr>
<td>SEL skills</td>
<td>9 (29 studies)</td>
<td>9 (35 studies)</td>
</tr>
<tr>
<td>Attitudes</td>
<td>5 (26 studies)</td>
<td>5 (28 studies)</td>
</tr>
<tr>
<td>Positive social behaviors</td>
<td>5 (28 studies)</td>
<td>5 (28 studies)</td>
</tr>
<tr>
<td><strong>LOWER...</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct problems</td>
<td>6 (34 studies)</td>
<td>6 (34 studies)</td>
</tr>
<tr>
<td>Emotional distress</td>
<td>6 (35 studies)</td>
<td>6 (35 studies)</td>
</tr>
<tr>
<td>Drug use</td>
<td>6 (28 studies)</td>
<td>6 (28 studies)</td>
</tr>
</tbody>
</table>

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 similar regardless of students’ race, socioeconomic background, or school location.

Additional details at http://www.casel.org/2017-meta-analysis/

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

**SELF-AWARENESS**

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- **IDENTIFYING EMOTIONS**
- **ACCURATE SELF-PERCEPTION**
- **RECOGNIZING STRENGTHS**
- **SELF-CONFIDENCE**
- **SELF-EFFICACY**

**SELF-MANAGEMENT**

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- **IMPULSE CONTROL**
- **STRESS MANAGEMENT**
- **SELF-DISCIPLINE**
- **SELF-MOTIVATION**
- **GOAL SETTING**
- **ORGANIZATIONAL SKILLS**

**SOCIAL AWARENESS**

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- **PERSPECTIVE-TAKING**
- **EMPATHY**
- **APPRECIATING DIVERSITY**
- **RESPECT FOR OTHERS**

**RELATIONSHIP SKILLS**

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- **COMMUNICATION**
- **SOCIAL ENGAGEMENT**
- **RELATIONSHIP BUILDING**
- **TEAMWORK**

**RESPONSIBLE DECISION-MAKING**

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- **IDENTIFYING PROBLEMS**
- **ANALYZING SITUATIONS**
- **SOLVING PROBLEMS**
- **EVALUATING**
- **REFLECTING**
- **ETHICAL RESPONSIBILITY**

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FRAMEWORK FOR DISTRICT AND SCHOOL SYSTEMIC SOCIAL EMOTIONAL LEARNING

**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
PURPOSE OF THE CASEL COLLABORATING STATES INITIATIVE (CSI)

- To help SEAs create statewide conditions that make it more likely educators will engage in the work of systemic, evidence-based Social Emotional Learning.
  
  Because each state is unique in terms of progress, programs, priorities, and politics related to SEL, each CSI state team develops a customized plan to advance student SEL.

- A short term goal (in the next 2 years) is to encourage and equip educators to implement systemic, evidence-based SEL in schools and classrooms.

- A longer term goal (5-10 years) is to help ensure that preschool to high school students are fully prepared to succeed.
  
  - To reach 50% of students by 2025
  - To reach all students, ultimately
HISTORY OF CASEL’S WORK WITH STATES

- In 2004 CASEL was a member of the original working group that collaborated to develop the Illinois (IL) SEL standards. IL was the first state in the country to develop K-12 SEL standards.

- In 2010 CASEL launched the State Scorecard Project, an ongoing state scan of standards, policies and guidelines.

### Statistics

- **All States**: now have preschool SEL competencies
  - 8 states have K-12 SEL competencies (up from 1 in 2011)
  - 8 additional states developing guidelines
  - 16 states have SEL-related web pages

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2013</th>
<th>2015</th>
<th>2017</th>
<th>Projected by 2019</th>
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<tbody>
<tr>
<td>Preschool</td>
<td>48</td>
<td>49</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Preschool-Early Elementary</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>K-12</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>16</td>
</tr>
</tbody>
</table>
As of February, 2018, the CASEL Collaborating States Initiative (CSI) is connected to 25 States.

In 2016 CASEL formally launched the Collaborating States Initiative (CSI). Teams from 25 separate states participated in the most recent national meeting of the CSI in February 2018.

The CSI has the potential to influence:

- ~11,500 (63%) school districts
- ~58,000 (59%) public schools
- ~1.8 million (58%) teachers
- ~30 million (59%) students

Statistics from SEA data files via NCES SY2015-16
WHAT ARE STATE TEAMS DOING AS PART OF THEIR CUSTOMIZED PLANS IN THE COLLABORATING STATES INITIATIVE (CSI)?

▪ Developing communications and framing for Social Emotional Learning

▪ Developing Social Emotional Learning policies and guidance (e.g., implementation, integration with academics, equity and cultural competence, assessment, professional development)

▪ Integrating Social Emotional Learning with existing policies and programs

▪ Articulating competencies for Social Emotional Learning

▪ Developing professional development on Social Emotional Learning

▪ Connecting with districts to support their efforts
WHAT ARE THE BIG ISSUES STATE LEADERS ARE THINKING ABOUT WITH REGARD TO SOCIAL EMOTIONAL LEARNING?

- Opportunities presented by ESSA, and how best to seize them
- Equity and excellence
- Integration and infusion of Social Emotional Learning into everything – NOT one more thing
- Funding
- Desire for examples from other states – what’s working
- How to meet demand from educators in districts
- Assessment (including ways of assessing progress in the classroom, and quality of Social Emotional Learning implementation)
Social Emotional Learning as a Framework

Elizabeth Devaney, Director
Social Emotional Learning Center, Children’s Institute
“If a child doesn’t know how to read, we teach.
If a child doesn’t know how to swim, we teach.
If a child doesn’t know how to multiply, we teach.
If a child doesn’t know how to drive, we teach.
If a child doesn’t know how to behave, we

......teach? ......punish?

Why can’t we finish the last sentence as automatically as we do the others?”

Tom Herner (NASDE President) Counterpoint 1998, p.2
THE NEED FOR SOCIAL EMOTIONAL LEARNING – DISTRICT PERSPECTIVE

- Exclusive focus on academics does not meet children’s or school’s needs
- Need for a new way to approach education
- Moves away from “treating” mental health and social and emotional problems to universal prevention
- Social Emotional Learning offers universal approach within a multi-tiered system of supports
- Teachers agree that Social Emotional Learning is important and want help in how to implement it
DISTRICT-WIDE SOCIAL EMOTIONAL LEARNING – A CASE EXAMPLE, GREECE, NY

- Support from highest levels – “permission” to focus on Social Emotional Learning
- District-wide needs assessment to guide direction
- Incorporated in school improvement plans
- Different approaches across grade levels but common language
- Training and supports for all staff
- Changes to policy (e.g., Report cards)
- Teacher leaders focused on Social Emotional Learning
- Integrated and aligned with other initiatives
MOVING FORWARD WITH SOCIAL EMOTIONAL LEARNING: WHAT DO DISTRICTS NEED?

- Understanding the work takes time (3-5 years)
- A focus on adults first
- Practice-based assessment and coaching
- Comprehensive implementation guidance to ensure alignment with other efforts
- Opportunities to share across districts (e.g., leadership circles)
- Resources and funding
Social Emotional Learning
Benchmarks and Guidance
Carri Manchester
New York State Education Department
SOCIAL AND EMOTIONAL LEARNING
FIVE CORE COMPETENCIES

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

NEW YORK’S GOALS TO GUIDE SOCIAL EMOTIONAL LEARNING BENCHMARKS

1. Develop **self-awareness** and **self-management** skills essential to success in school and in life.

2. Use **social-awareness** and interpersonal skills to establish and maintain **positive relationships**.

3. Demonstrate **ethical decision-making skills** and responsible behaviors in personal, school, and community contexts.
Social Emotional Learning Benchmarks

- **Goal 3**: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Early Elementary (K-3)</th>
<th>Late Elementary (4-5)</th>
<th>Middle School (6-8)</th>
<th>Early HS (9-10)</th>
<th>Late HS (11-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Contribute to the well-being of one’s school and community.</td>
<td>3C.1a. Identify and perform roles that contribute to one’s classroom.</td>
<td>3C.2a. Identify and perform roles that contribute to the school community.</td>
<td>3C.3a. Evaluate one’s participation in efforts to address an identified school need.</td>
<td>3C.4a. Plan, implement, and evaluate one’s participation in activities and organizations that improve school culture and climate.</td>
<td>3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.</td>
</tr>
<tr>
<td></td>
<td>3C.1b. Identify and perform roles that contribute to one’s family.</td>
<td>3C.2b. Identify and perform roles that contribute to one’s local community.</td>
<td>3C.3b. Evaluate one’s participation in efforts to address an identified need in one’s local community.</td>
<td>3C.4b. Plan, implement, and evaluate one’s participation in a group effort to contribute to one’s local community.</td>
<td>3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.</td>
</tr>
</tbody>
</table>
INFUSING AND ALIGNING

Academics
School Climate
Approach to Discipline
Equity

Cultural Responsiveness
Mental Health and Trauma
SEL
Teacher Preparation
Adult SEL

Family Engagement
School Policy
Districts developing standards-aligned Social Emotional Learning content include:

- Berkshire Farm UFSD
- Fulton CSD
- Greece CSD
- Lake Placid CSD
- Monticello CSD
- Niskayuna CSD
- New York City Department of Education/Morningside Center for Teaching Social Responsibility
- Oneonta CSD
- Schenectady CSD
- Wyandanch CSD
NEXT STEPS

Department staff will:

1. Incorporate Feedback from the Board into the Guidance Documents.

2. Distribute these Resources to the Field as well as post on the Department Website. 
*Target Date - June 2018.*

3. Continue our work with districts to develop crosswalks that align Social Emotional Learning with Academics. 
*Target Date - Fall 2018.*
THANK YOU!