



# SOCIAL EMOTIONAL LEARNING:

ESSENTIAL FOR LEARNING,  
ESSENTIAL FOR LIFE

**Renée L. Rider**, Associate Commissioner,  
Office of School Operations and Management  
Services

**Tyrone Martinez-Black**, Policy and Practice  
Specialist, Collaborative for Academic, Social,  
and Emotional Learning

**Elizabeth Devaney**, Director, Social Emotional  
Learning Center at the Children's Institute

**Carri Manchester**, Associate in Educational  
Planning and Evaluation, Office of Student  
Support Services



New York State  
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

# AGENDA

- Introductions
- History of Social Emotional Learning in New York State
- A National Perspective
- Implementing Social Emotional Learning as a Framework
- New Social Emotional Learning Benchmarks and Guidance
- Discussion

*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



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# NEW YORK STATE SAFE SCHOOLS TASK FORCE RECOMMENDATIONS

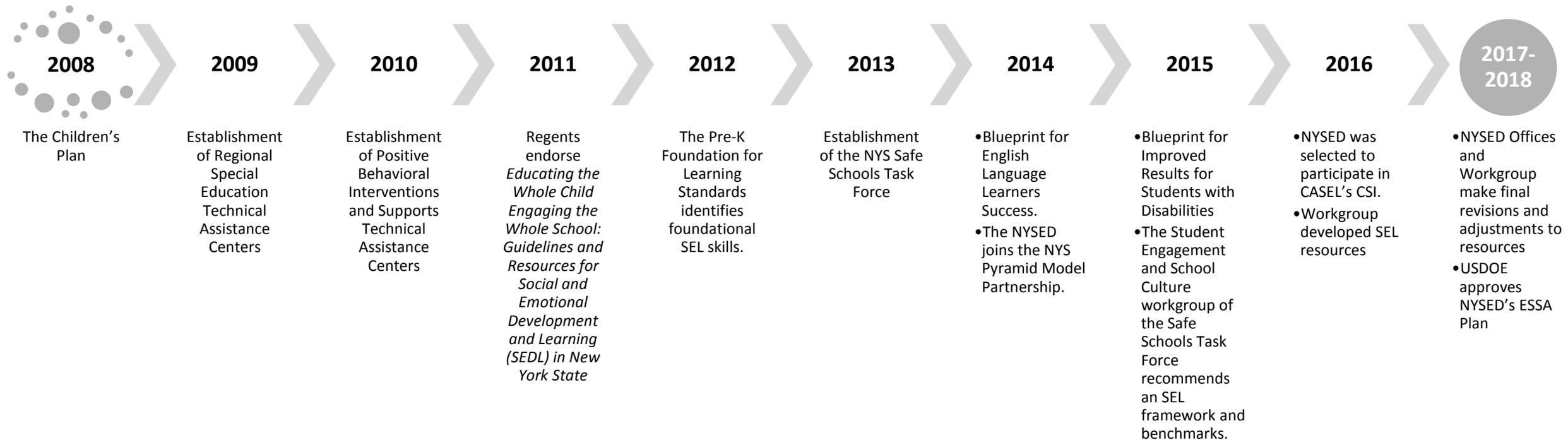
## **Two Themes** Were Evident Throughout the Deliberations of the NYS Safe Schools Task Force

- ***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.

# SOCIAL EMOTIONAL LEARNING IN NEW YORK'S EVERY STUDENT SUCCEEDS ACT (ESSA) PLAN

- 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)



# SOCIAL AND EMOTIONAL LEARNING IN NEW YORK

- 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

*Mean advantage for SEL participants compared to control groups across all studies*

### HIGHER...

Percentile Points

Academic performance	<b>13</b> (based on 8 studies)
SEL skills	<b>9</b> (29 studies)
Attitudes	<b>5</b> (26 studies)
Positive social behaviors	<b>5</b> (28 studies)

### LOWER...

Percentile Points

Conduct problems	<b>6</b> (34 studies)
Emotional distress	<b>6</b> (35 studies)
Drug use	<b>6</b> (28 studies)



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

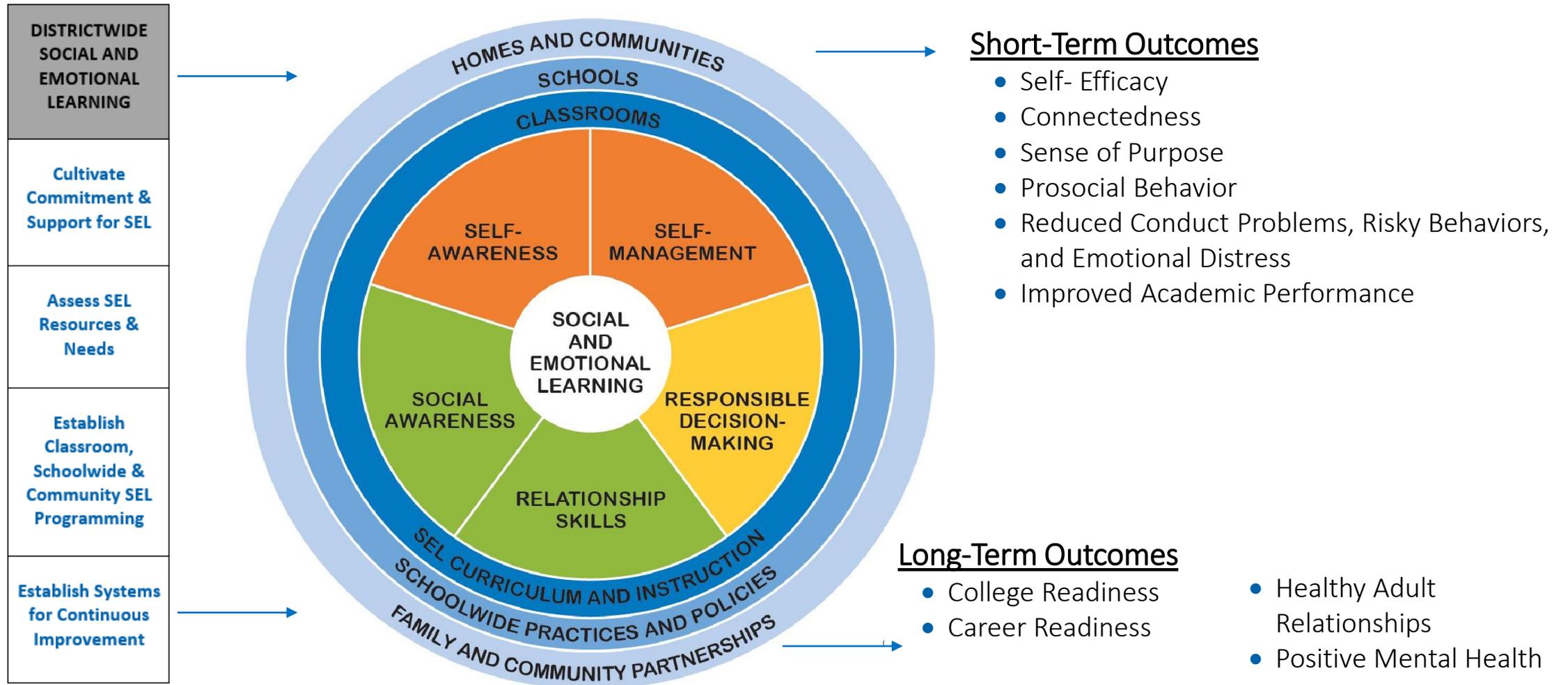
## RESPONSIBLE DECISION-MAKING

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



# FRAMEWORK FOR DISTRICT AND SCHOOL SYSTEMIC SOCIAL EMOTIONAL LEARNING



# 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.

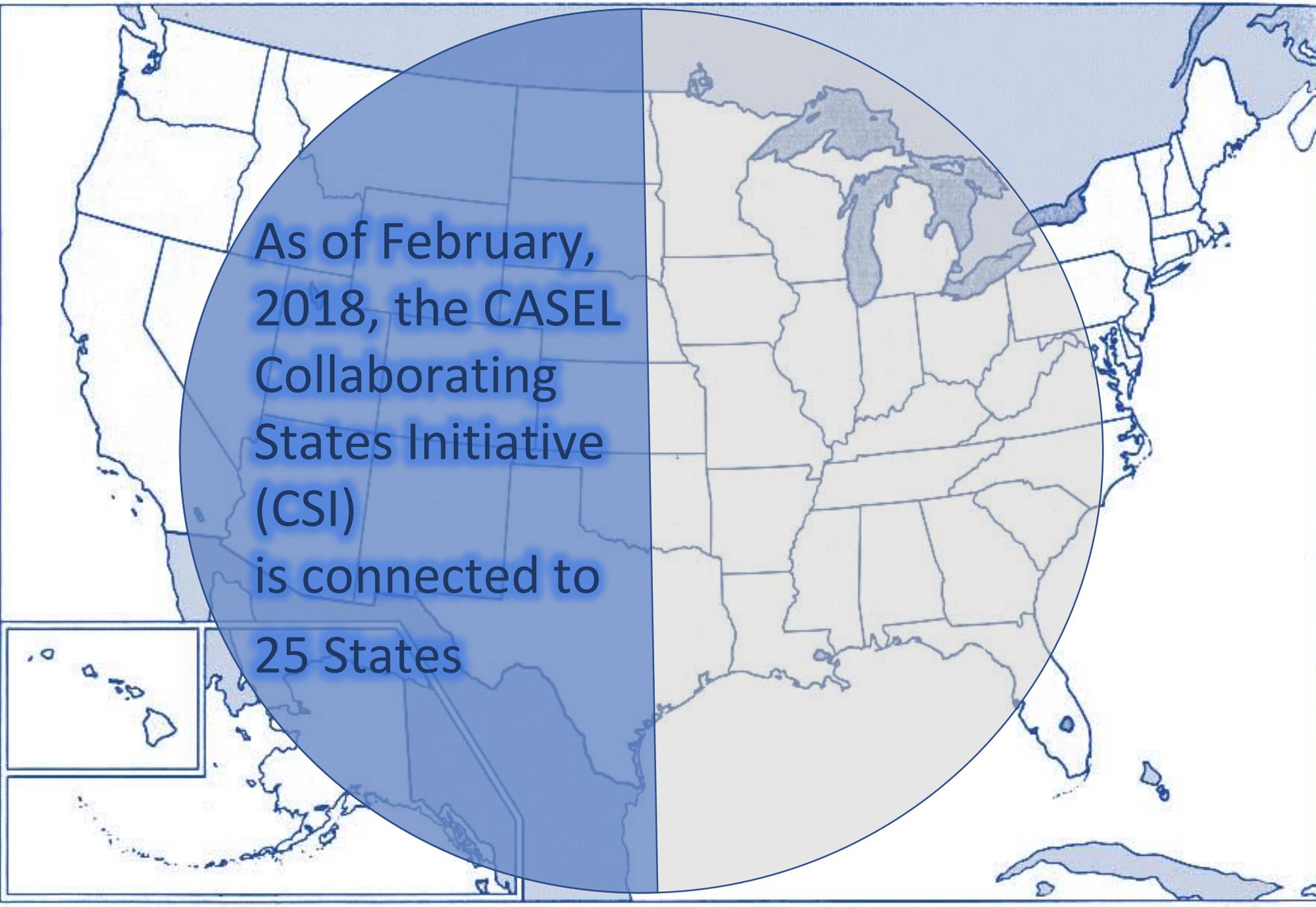
- A short term goal (in the next 2 years) is to encourage and equip educators to implement systemic, evidence-based SEL in schools and classrooms.
- A longer term goal (5-10 years) is to help ensure that preschool to high school students are fully prepared to succeed.
  - To reach 50% of students by 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.



	2011	2013	2015	2017	Projected by 2019
Preschool	48	49	50	50	50
Preschool-Early Elementary	2	3	7	8	
K-12	1	3	4	8	16



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

## 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

# WHAT WE TEACH

“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?”

# 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.**

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

INFUSING AND ALIGNING

Cultural Responsiveness

Academics

Mental Health and Trauma

School Climate

**SEL**

Approach to Discipline

Teacher Preparation

**Equity**

Adult SEL

School Policy

Family Engagement

# ALIGNING SOCIAL EMOTIONAL LEARNING AND ACADEMICS

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

**SOCIAL EMOTIONAL LEARNING**  
ESSENTIAL FOR LEARNING, ESSENTIAL FOR LIFE

**SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING PRACTICES**  
ENGLISH LANGUAGE ARTS (ELA), GRADE 4

**Social Emotional Learning Competency**  
Relationship skills: The ability to 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 help when needed.

- Communication skills
- Social engagement
- Relationship-building
- Conflict resolution skills
- Teamwork
- Seeking help when needed<sup>4</sup>

**Fostering Relationship skills may integrate with the following ELA Standards:**  
This compendium is not exhaustive; alignment with additional Standards may be possible. The crosswalk identifies standards that are applicable to teaching and/or reinforcing one or more of SEL competencies, providing examples for infusion into instruction. The bullets following each competency lists what students (at age and developmentally appropriate levels) will know and be able to do.

Common Core or Current Learning Standards (Common Core Through August 2019)	Next Generation Learning Standards (Full implementation September 2020)
RI.4.9, W.4.3, W.4.6, SL.4.1a-e	To be added

**SAMPLE SEL ACTIVITIES**

- Teach lessons to develop speaking and listening skills (e.g., how to identify and prepare one's message, how to introduce oneself and be sure others are listening, how to speak loudly and clearly so that others can hear, etc.)
- Teach lessons on active listening and give students chance to practice, taking turns in pair shares.
- Teach students how to give feedback in specific situations that will help students improve their communication skills
- Teach lessons on how to receive constructive feedback.

<sup>4</sup> Adapted from the Collaborative for Academic, Social, and Emotional Learning (CASEL), 2017

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Page 12 of 15

## 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!



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