

It's Time for SEL 2.0: Tackling Character and Culture, Equity and Trauma, and Global Servant Leadership for our Students

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Today's Takeaways

We must go beyond SEL and integrate character and positive purpose development into SEL 2.0

Schools have the responsibility and the capacity to address character and culture, equity and trauma, and global servant leadership for our students; SEL is key to doing so, but schools must do things differently to be successful.

Today's Takeaways: Collective Action is Essential.

Form a leadership team.

Join a state or national SECD related group.

Become part of an instructional support network.

Apply for Promising Practices and School of Character Awards

Get a certificate from the Academy for SEL in Schools.

Advocate for SEL with your School Board, County, State DOE, state & national legislators.

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@SECDLab

SEL Has Won the Terminology War- Sort of

“SEL” is best seen as an umbrella term that includes systematic efforts to promote any or all of the following areas:

- social and emotional development
- character development education
- mental and physical health
- bullying prevention
- positive youth development
- substance use prevention
- moral and performance virtues
- caring schools and communities
- positive school climate and culture
- whole child/whole school approaches
- educational equity
- an appropriately challenging academic experience

It is recognition of this inclusiveness that has brought us to SEL 2.0, the unity of Social-Emotional and Character Development in context.

It Starts with Positive Purpose

Stanford University psychologist William Damon (2003, p. 9) defines noble purpose as a:

“stable and generalized intention to accomplish something that is at once meaningful to the self and of positive consequence to the world beyond the self”

Reflection:

How would your students and staff answer the question, “What is your purpose in being in school?”

The Importance of Purpose

When goals go, meaning goes. When meaning goes, purpose goes.
When purpose goes, life goes dead in our hands.

Carl Jung

To educate a person in mind and not in morals is to educate
a menace to society.

Theodore Roosevelt

Intelligence plus character - that is the goal of true education.

Rev. Dr. Martin Luther King, Jr.

Many persons have a wrong idea of what constitutes
true happiness. It is not attained through self-gratification
but through fidelity to a worthy purpose.

Helen Keller

Trajectory of Purpose-Related Activities

- *Level One: The Positive Purpose of a Well-Known Individual– via picture book, fiction, biography, social studies, current events*
- *Level Two: The Positive Purpose of a Personally-Known Individual– local hero, community leader, clergy, first responder, family members, educators*
- *Level Three: My Positive Purpose*
- [Principal Kafele](https://www.youtube.com/watch?v=U98d6CQbz4s) <https://www.youtube.com/watch?v=U98d6CQbz4s>

The SECD Lab Takes a MOSAIC Approach

MOSAIC

*Mastering Our Skills And Inspiring
Character*



If Skills are the propellers,

Virtues are the rudder.

The Journey of Life

requires both.

Formalizing goal-setting in school toward Positive Purpose

- Set the expectation- do on a half-year or marking period basis-- 3 goals to:
 - Make myself better
 - Make my classroom better
 - Make my school better
 - Make the wider community and world better



GETTING SERIOUS ABOUT SECD

Tips for developing policy, teacher training and instructional practices around social-emotional character development.

THIS IS OUR TIME," asserts Tim Shriver, an educator, advocate and [Collaborative for Academic, Social, and Emotional Learning](#) board chairman. "When you look at what's going to make the country stronger, restore or rebuild the fabric of citizenship and service, reduce anxiety and fear, and promote competition and creativity and the entrepreneurial spirit — it's not politics or business or entertainment. It's education."

Social and emotional learning and character development have been on the education priority list for decades but are getting a new attention thanks to:

1 Increasing business demand for interpersonal skills. Employers want people who can communicate and interact well with others, but many US workers lack these skills, according

to [research from LinkedIn](#). "Communications is the No. 1 skills gap across those major cities in the United States," says LinkedIn CEO Jeff Weiner in an interview with CNBC's "SquawkBox."

2 Mounting scientific evidence that suggests success in school and life is dependent on healthy social and emotional development, including the ability to understand and manage emotions, according a report by [The Aspen Institute](#).

3 Growing realization that this is not a minority or low socioeconomic status issue. "Today, the most elite independent private schools are looking for social and emotional learning programs in the same way most challenged urban high schools are," Shriver says. SEL is not relegated to class or status; it impacts students from all walks of life.

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Academy for Social-Emotional Learning in Schools: *SELinSchools.org*

- Overarching goals are to address the gap in professional development of school leaders and teachers that exists today and to create a community for on-going mentoring, resource support, and sharing of experiences from walking the talk!
- The Academy offers a virtual Professional Learning Community and two certificate programs.
- Certificate for School Leadership in Social-Emotional Learning and Character Development.
- Certificate for Instruction of Social-Emotional Learning and Character Development. (sel.rutgers.edu)
- Academy Overview Video: <http://sel.cse.edu/>



Academy for
SOCIAL-EMOTIONAL
Learning in Schools



What is the Online Professional Development Community?

- A unique feature of the courses and the certificate is participants' involvement in a virtual Professional Learning Community (vPLC). Beginning with participation in one's classes and practicum, there is an emphasis on being part of a community of learners who support and assist one-another during the courses– and beyond– in making applications of SEL/SECD and academics for prek-12.

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NATIONAL COMMISSION ON SOCIAL, EMOTIONAL, AND ACADEMIC DEVELOPMENT



- *To thrive in the 21st century, students need more than traditional academic learning. They must be adept at collaboration, communication and problem-solving, which are some of the skills developed through social and emotional learning (SEL). Coupled with mastery of traditional skills, social and emotional proficiency will equip students*
- *to succeed in the swiftly evolving digital economy.*
- Report of the World Economic Forum, 2016, p. 4
- <https://www.weforum.org/reports/new-vision-for-education-fostering-social-and-emotional-learning-through-technology>

What Are Our Aspirations for All of Our Children/Students?



www.youtube.com/watch?v=QpEFjWbXog0&t=10s

One constant will be the importance of caring interpersonal relationships, civil discourse, and a commitment to democratic citizenship and the skills to enact it.

We cannot learn without caring relationships.

Roger Cohen, *"Reflections on the Graduation of my Daughter," NY Times, 5/18/19, p. A28*

- “It’s not what school a child goes to that makes the difference, it’s the amount of love a child receives that builds the surest foundation of happiness. Not for success, however that is measured, but for happiness.”

A person is a person
through
other
persons.
—Bantu



An Amendment: Happiness and Joy

- David Brooks and others: The crucial difference between happiness and joy is that happiness is an individual experience. “Things” we get, “things” that happen to us make us happy. Food, possessions, peak experiences make us happy.
- **Joy comes from giving, sharing, being with others.**
- Captured in various languages
- Hebrew: “Rina” and “Simcha.” You can’t experience Simcha by yourself, only with others, and it’s a profound, shared experience that is very slow to fade.
- English: joy comes from rejoice, which is linked to celebration, also with an implication of being communal.

Students Learn from People They Love

David Brooks, *NY Times*, 1/17/19

- The work of neuroscientists like Damasio, Kuhl, and Immordino-Yang, and those in the SEL field yield a clear message:
- ***Put relationship quality at the center of education***

Students Learn from People They Love

David Brooks, *NY Times*, 1/17/19

- “Extreme negative emotions, like fear, can have a devastating effect on a student’s ability to learn. Fear amps up threat perception and aggression. It can also subsequently make it hard for children to understand causal relationships, or to change their mind as context changes.”

David Brooks *NY Times* 1/17/19

- Even when conditions are ideal, think of all the emotions that are involved in mastering a hard subject like algebra: curiosity, excitement, frustration, confusion, dread, delight, worry and, hopefully, perseverance and joy. You've got to have an educated emotional vocabulary to maneuver through all those stages.

- <https://www.nytimes.com/2019/01/17/opinion/learning-emotion-education.html>

David Brooks *NY Times* 1/17/19

- And students have got to have a good relationship with teachers. Suzanne Dikker of New York University has shown that when classes are going well, students' brain activity synchronizes with the teacher's brain activity. In good times and bad, good teachers and good students co-regulate each other.
- <https://www.nytimes.com/2019/01/17/opinion/learning-emotion-education.html>

Rethinking Trauma

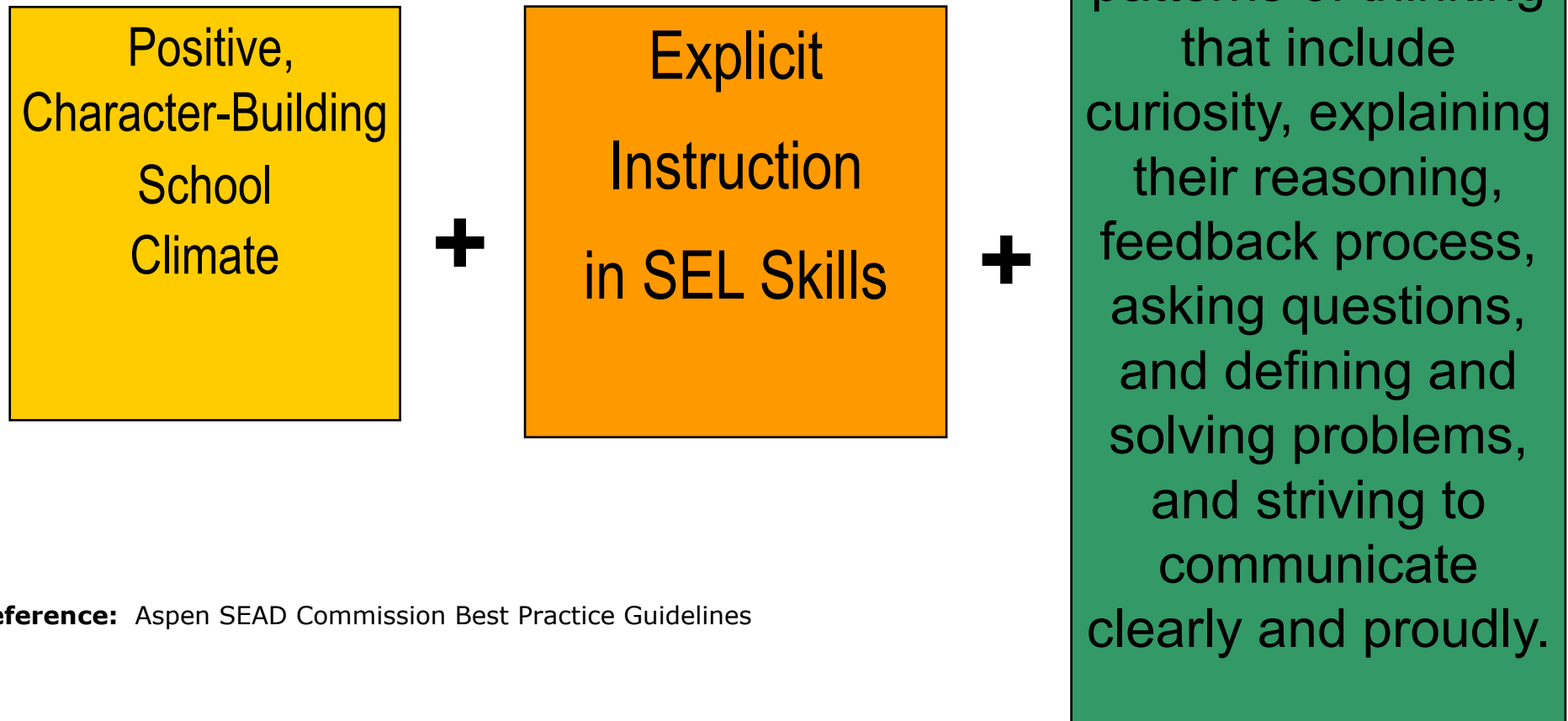
- All learning must be trauma-informed
- This is a continuum, not an absolute based on SES or race/ethnicity
- *Better: all learning must be emotion-informed*
- Schools must not inflict additional trauma on students
- Schools and communities and wider social institutions are responsible for minimizing trauma and the disproportionality of trauma

SEL4NJ Guidelines for the Culture of a Learning Organization

- **INSPIRING**.....*of one another*
- **CHALLENGING**.....*take risks to improve*
- **SUPPORTIVE**.....*collective efficacy*
- **SAFE AND HEALTHY**.....*others' keepers*
- **ENGAGED**.....*collaborative norms*
- **RESPECTFUL**.....*no-fear communication*
- **COMMUNITIES OF LEARNERS**...*set and pursue goals for learning together*
- *It all begins with the first day of school and persists every day thereafter!*
 - See: <http://selinschools.org/new-jersey-culture-and-climate-coalition/>

How Students Can Truly Succeed: Climate, Character, and SEL Competencies

True academic and life success integrates the intellectual, emotional, and social facets of learning. These are inextricably interconnected.



Reference: Aspen SEAD Commission Best Practice Guidelines

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We Set Our Sights on the Wrong Equity Goals

- **Preparation for College
Completion“+” and
Career Continuity**

Ready, Willing, and Able– Savitz-Romer & Bouffard

Without SEL, Equity is Elusive

- **All students require SEL skills building, but especially those who are disadvantaged by reason of poverty, trauma, status, and/or personal characteristics. While SEL may be necessary, it is not sufficient.**
- **SEL skills are cross cultural: ENSEC**
- **Every student must have a positive purpose and have guidance and support toward reaching it.**
- **Every student should be helped to constantly improve academics and character.**

SECD, Purpose, Mindset, & Social Action

Social-emotional and character development (SECD) competencies are as basic, foundational, and essential to academic achievement as reading competence.

They are best fostered in schools of character that focus on supporting and actualizing students' sense of positive purpose.

SECD, Purpose, Mindset, & Social Action

When students have positive purpose and a mindset of contribution....

they are willing to learn, put their learning to constructive use, and cooperate for social action and engaged citizenship in their schools and communities



**A Fair Wind (Breezing Up), 1876, National Gallery of Art, Washington, D.C.
In Memory and Honor of Tom Schuyler**

Small Steps Toward a Great Journey:

How Shall We Proceed to Get to Where
We Know We Must Go?



Reflection Question

What challenges have you experienced in incorporating SEL/Character in your work and/or everyday school routines?

What can you do to make a positive difference?

We Can Do This

Thanks to SEL4US, State SEL4's, state organizations administering the PP and School of Character Awards, SECD-related research labs (MCC; Character Lab), CASEL, Character.org, the Academy for SEL in Schools, and other resources, there are likely to be few if any challenges that others have not overcome; regardless, help is available.

Global Servant Leadership for All Youth is an Essential Goal



Turn Your Students from Complainers to Activists, from Bystanders to Upstanders, From Defeated to Engaged

- Teach your students a strategy for addressing personal, classroom, school, community, or global problems or issues
- Align with Social Studies/Civics/History Instruction, and Clubs
- Consider running Social Action Groups instead of remediation groups

Can We Prepare Our Students to Lead and Follow... and Listen?

- Einhorn Family Charitable Trust: Helping People Get Along Better and Become Civil and Civically Engaged
- Einhorn believes there is a pedagogy of civility, and it is especially important in an increasingly polarized environment

Citizenship Requires Organization and Action

- Our students will inherit the instruments of democratic government, and *we need them to be ready*.
- To be ready, *they need social-emotional and character development competencies*.
- They also need their time in schools to provide them with *opportunities to organize for meaningful social action* directed at real school and community problems.
- This is aligned with *social studies/civics/history/current events/school issues* in the present curriculum.

STAT—Students Taking Action Together

- The SECD Lab at Rutgers is undertaking a pilot project to take a basic social action pedagogy module, which we call STAT—Students Taking Action Together—and adapt it for use as part of everyday social studies, history, civics, and current events instruction, as well as to address school problem situations as they happen.

SEL Skill Development Aligned with Positive Purpose: Students Taking Action Together (STAT)

1. Empathy
2. Perspective Taking
3. Communication
- 4. *Social Problem Solving***
5. Emotion Regulation



Pedagogy of People Getting Along Better and Being Civil and Civically Engaged

- **(a) PLAN Problem Solving:** an overall framework for analyzing historical, current event, and school-related issues, to provide a repeated strategy that can become internalized
- **(b) Peer Opinion Sharing and Responsible Listening:** Yes-No-Maybe
- **(c) Respectful (Empathic) Debate:** asking students to argue from the perspective of all sides of an issue, especially ones they disagree with, perhaps regarding specifics of how a situation was handled, how different groups felt, or the specific actions taken

Example of STAT in Action

- **Example #1: Current Problem in the School**
 - **Note:** We recommend using this topic to introduce STAT to students
 - **Topic:** Cafeteria food
- Start with a Yes-No-Maybe or debate, and then have students consider the problem from different perspectives, using the PLAN framework

Example #1 of STAT in Action

- Consider a debate, or a Yes-No-Maybe discussion, based on this statement:

There is nothing students can do to change the food that is served in the cafeteria. These are adult decisions only.

- P: What are the problems related to the food in the cafeteria? What are the issues from the perspective of teachers, administrators, those involved in food preparation and serving? What feelings do they have? What are the perspectives and feelings of different student groups?
- L: What options do different groups consider to be acceptable ways to resolve the problem? What are the pros and cons of these ideas? What seem most/least realistic?
-

Example #1 of STAT in Action

- **A:** How can the idea be carried out? Who has to do what? When? Where? What obstacles to the plan might be faced? How can these be addressed? How will we know if the plan is being successful? How can we use feedback to improve the plan?
- **N:** (after the plan is tried:) How did it work out? What consequences were considered that could have been anticipated? What can be learned from these experiences that can be used in the future, for this or other kinds of school issues?
- ***This framework can be used for other school issues, such as bullying, drugs, gangs, cheating, discipline***

PLAN Problem Solving Social Action Strategy

STAT uses the **PLAN** social action strategy applied to existing curriculum content; it is not an “add on”

- 1) creating a problem description (**P**), which defines the issue being discussed,
- 2) brainstorming a list of options (**L**) to solve the problem,
- 3) developing and acting on an action plan to solve the problem (**A**), and
- 4) noticing successes as part of ongoing evaluation and refinement (**N**).

**[ALL MATERIALS ARE AVAILABLE AT
www.secdlab.org/STAT](http://www.secdlab.org/STAT)**

Courage and Resilience Are Needed to Truly Engage and Prepare Our Students

“Don’t let what you cannot do interfere with what you can do.”

John Wooden

“The children are waiting.”

Ted Sizer



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