

Social-Emotional and Character Development: Fundamental to Equity and Every Student's Success

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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:

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

A person is a person
through
other
persons.
–Bantu



What do HS Students Say?

Hispanic students are less likely to report feeling physically safe in their high schools (67%)
than their African American (76%) or White (83%) peers.

Students from below-average-income backgrounds are less likely to feel physically safe (63 percent)
and more likely to be bullied (40 percent) in school than their more privileged peers.

How Do SEL Schools Matter?

Strong SEL Schools: 90% current and recent high school students say principals and teachers are supportive and respectful

Weak SEL Schools: 49%

Strong SEL Schools: 89% of current high school students and 84 percent of recent students say students at their schools get along with each other well

Weak SEL Schools: 46% of current and 33% of recent students

Strong SEL Schools: 90% current HS students feel safe in school

Weak SEL Schools: 60%

Strong SEL Schools: 88% of current and 78% of recent high school students felt motivated to work hard and do their best in school,

Weak SEL Schools: 39 % of current and 24 % of recent students

Source

- ***Respected: Perspectives of Youth on High School & Social and Emotional Learning***
- By iCivic with Hart Research Associates
- Jennifer L. DePaoli, Matthew N. Atwell,
- John M. Bridgeland & Timothy P. Shriver
- Sponsored by The Allstate Foundation
- November 2018

- *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>

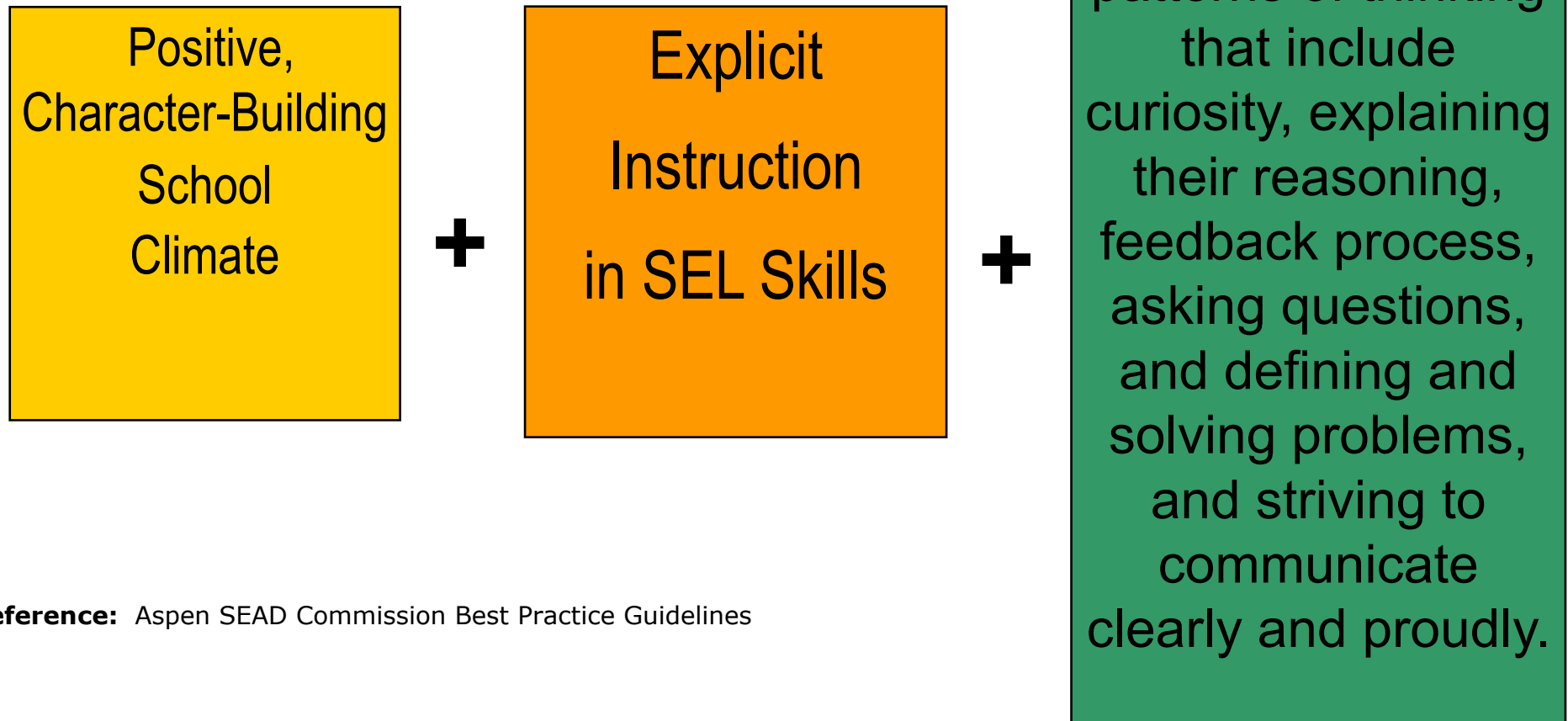
We Set Our Sights on the Wrong Equity Goals

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

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

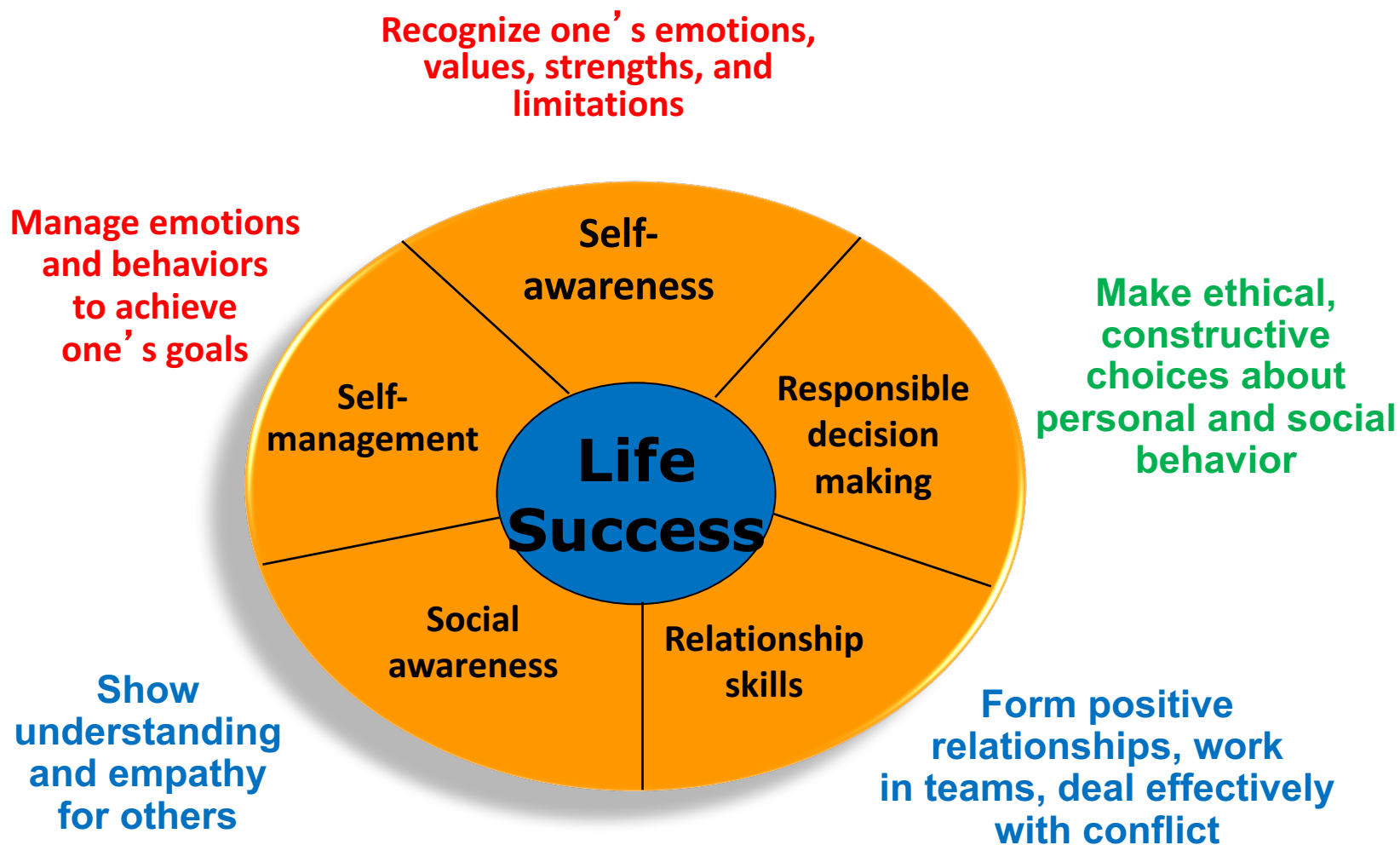
How Students Can Truly Succeed: Climate, Character, and SEL Competencies

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

The NJ State Board of Education is Forward Looking: Resolution on the SEL Competencies, August 2017



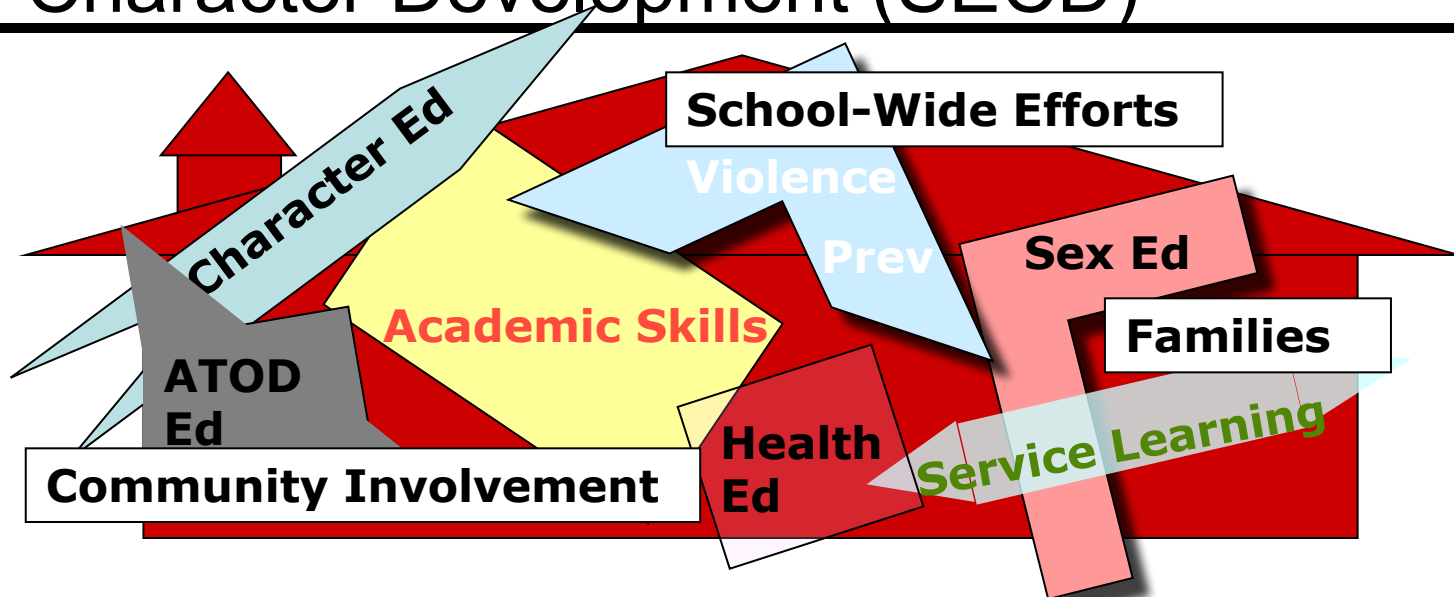
Sample Activities in Handout

Without SEL, Equity is Elusive

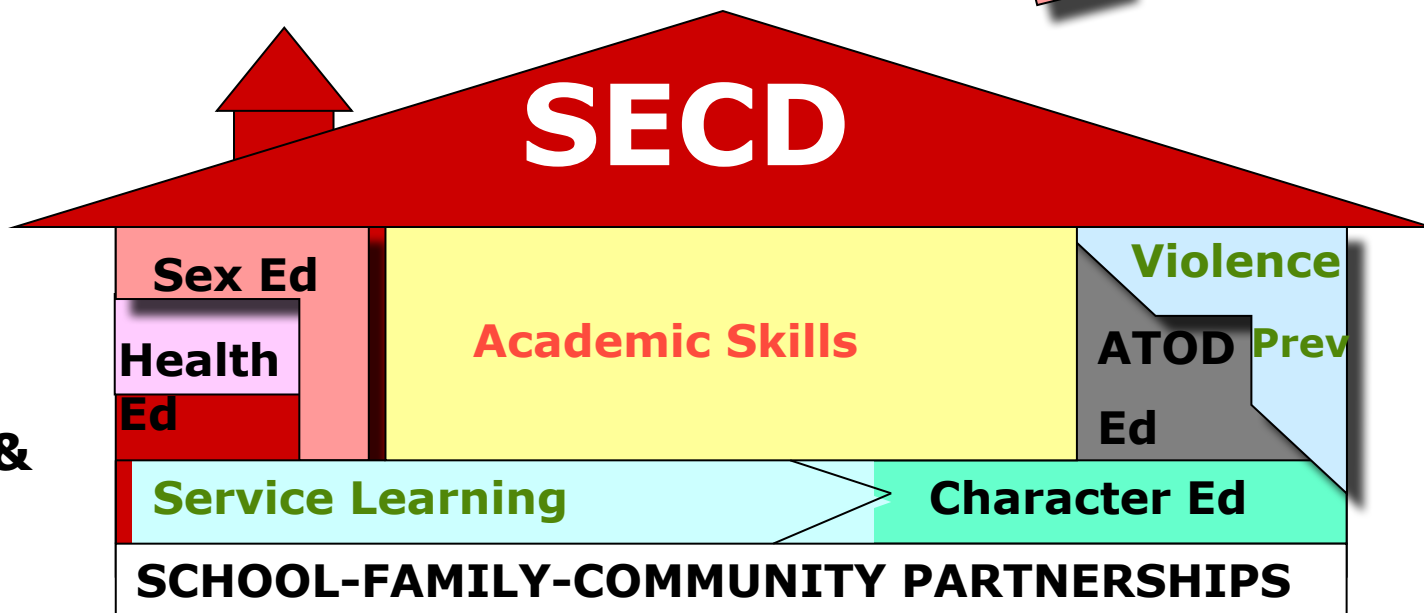
- **All students require SEL skills building, but especially those who are disadvantaged by reason of poverty, trauma, status, and/or personal characteristics.**
- **SEL skills are cross cultural; ENSEC**
- **Every student must have a positive purpose and have guidance and support toward reaching it.**
- **Every student should be helped to constantly improve academics and character.**

We must Turn our Jumbled Schoolhouses into Places that Synergistically Promote Social-Emotional and Character Development (SECD)

A Jumbled and Fragmented Schoolhouse



A School of Social-Emotional Competence & Character





GETTING SERIOUS ABOUT SECD

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

SEL, SECD and the flowering of babble

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.

"Grease is the word"- SEL is the Term

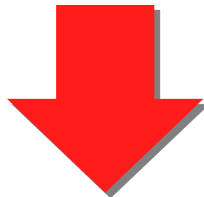
Benefits of SECD

Good Science Links SECD to the Following Student Gains:



- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 10-11 percentile-point gains on standardized achievement tests

And Reduced Risks for Failure:



- Conduct problems
- Aggressive behavior
- Emotional distress

Sources: 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*. (available at www.casel.org) and M. Berkowitz & M. Bier, *What works in character education*. (Washington, DC: Character Education Partnership, 2006) (available at www.characterandcitizenship.org.) and Aspen SEAD Commission Fact Sheet

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?

A Look Ahead

- Take a leadership role in improving the school culture and climate
- Integrate SEL into your clinical work
- Join your school's SEL Leadership Team- or form one
- Promote parents' Emotionally Intelligent Parenting

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/>

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 Nature of Purpose

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

Carl Jung

We don't live for happiness, we live for holiness... All human beings seek to lead lives not just of pleasure, but of purpose, righteousness, and virtue.

David Brooks

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>

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

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

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

Essential Features of SECD

- They are not just programs— they must be part of a multiyear school improvement strategy
- Require a positive school climate
- Provide a common language
- Flexibility with consistency
- Specific lessons focused on SECD
- Opportunities for integration across all subjects via skills, themes, core virtues
- They are supported by an in-school Leadership Team



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.

Connect SECD to Academics

- Effective mastery of social-emotional competencies is associated with **greater well-being and better school performance**; failure to achieve these competence can lead to a **variety of personal, social, and academic difficulties** (Guerra & Bradshaw, 2008; Masten & Coatsworth, 1998; Weissberg & Greenberg, 1998).
- There is consistent evidence that students' character is essential for their **success in school and life**.
- SECD is the combined influence of SEL and CE and represents the view that skills are required to enact character motivations successfully, requiring both to be encouraged, supported, ***and assessed***.

The Possibilities for Youth Action Are Greater Than We Might Realize



New Jersey Social Studies Standards Are Forward Looking and are More than SS Standards

- **Mission:** *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*
- **Vision:** An education in social studies fosters a population that:
- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Focal Social-Emotional Skills *Developed* in the Students Taking Action Together (STAT) Approach

1. Empathy

2. Perspective Taking

3. Communication

4. *Social Problem Solving*

5. Emotion Regulation



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**).

See the PLAN Graphic Organizer in the PLAN materials, and PLAN overviews in *The Front Page* and *Educational Viewpoints* articles at www.secdlab.org/STAT

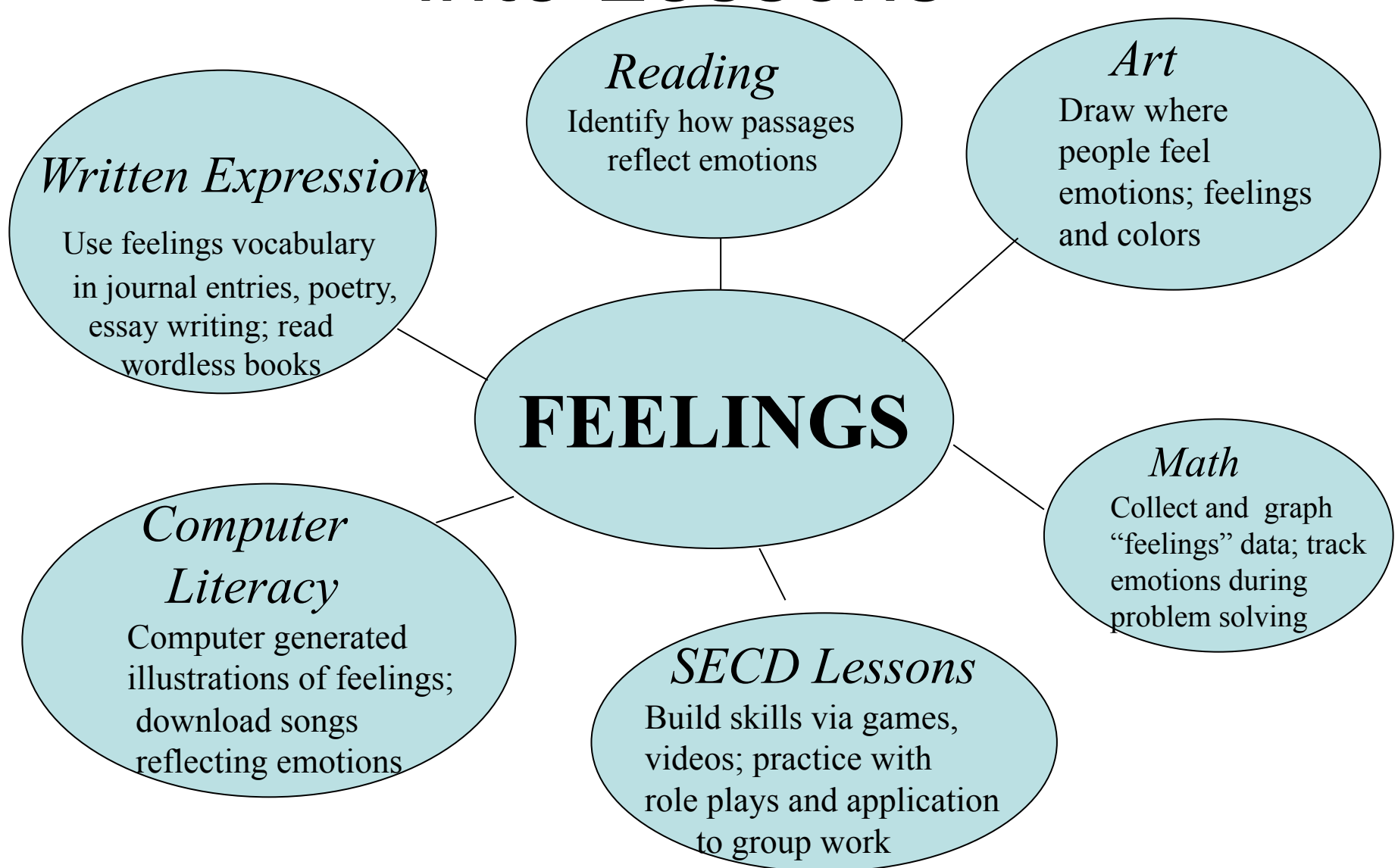
Example of STAT in Action

- **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

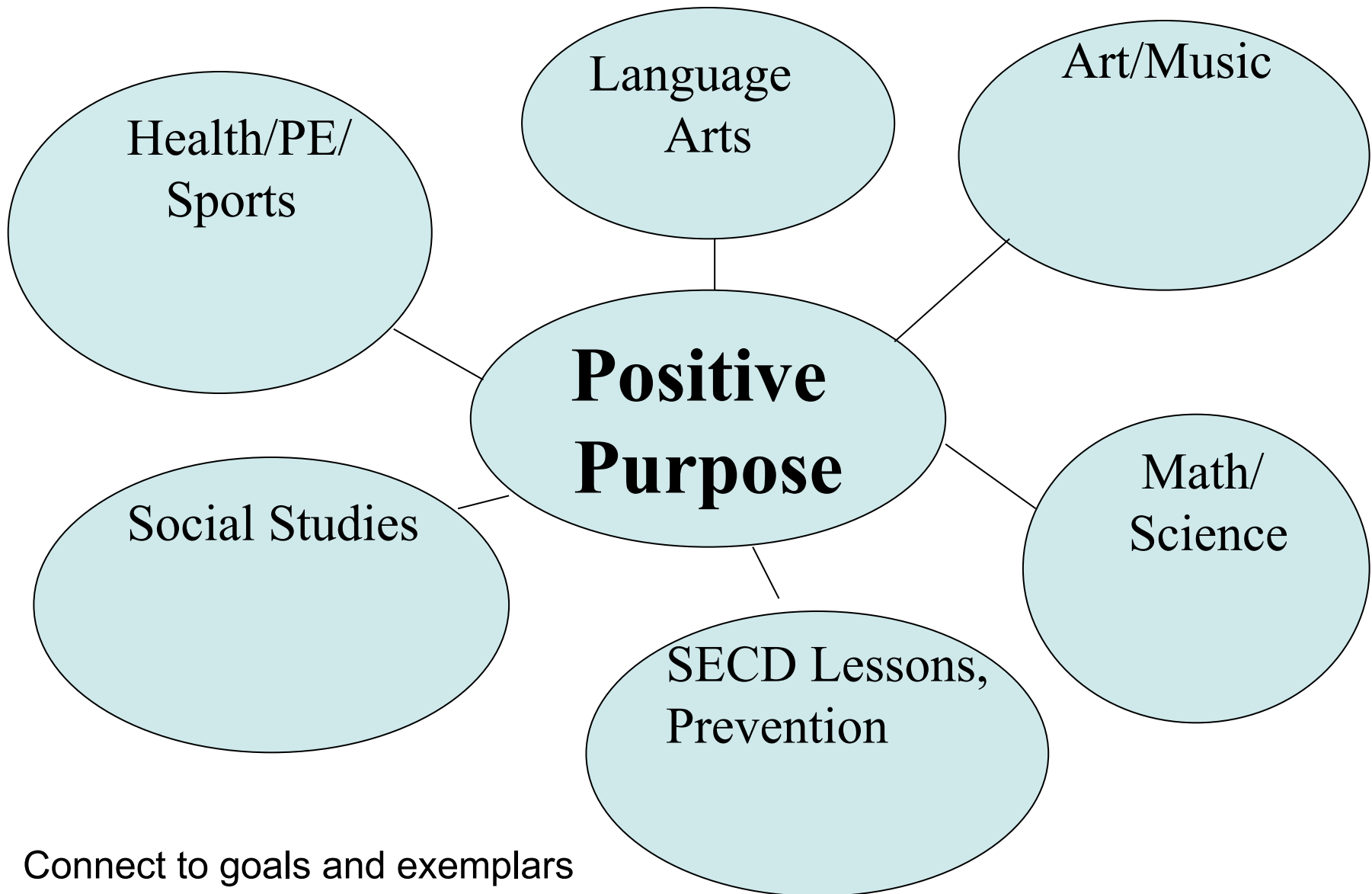
Language Arts Integration: Laws of Life/ Purpose Essay Writing and Sharing

- What is the Laws of Life/Purpose Essay?
- Case examples: Plainfield, NJ, Jersey City, NJ, Greenwich, CT Public School Districts:
Urban Dreams & MOSAIC
- Extending the effects into homes and communities
- Integrate into Visual and Performing Arts

Integration of SECD into Lessons



Integration of Purpose/Other Virtues into Academics: Fill in the Blanks



Connect to goals and exemplars

We Can Do This

Thanks to SEL4US, SEL4NJ, NJASECD (administering the PP and School of Character Awards), the Rutgers SECD Lab, the current County School Support Networks, the Academy for SEL in Schools, and other resources in NJ, there are likely to be few if any challenges that others have not overcome; regardless, help is available.

Recommendations to Guide Policy

- Every teacher, student support services provider, and administrator should have **demonstrated competence** in implementing evidence-based SECD programming and positive climate promotion at the classroom and/or school level (as appropriate).

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

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



Contact Information for Materials and Follow Up

- www.secdlab.org/STAT
www.secdlab.org/MOSAIC
- The Resource Center at SELinSchools.org
- For Support or Questions about Implementation:
 - SECDLab@gmail.com

Please follow the lab @SECDLab for updates and information on the latest projects and events.

<https://twitter.com/SECDLab>

- For ongoing information about SECD:
 - www.edutopia.org/profile/maurice-j-elias