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Using Social/Emotional Learning and Assets to Enhance Academics

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Social/Emotional Learning (SEL)

- Process through which adults and children develop social competencies (compassion, respect, leadership, problem-solving etc...)
- Social competencies can be taught/learned (Goleman)
- Social competencies enhance academic performance (Zins et al, Weissberg & Durlak)
- Social competencies enhance professional performance, satisfaction and advancement (US Dept of Labor)

Social/Emotional Learning (SEL)

SEL IS NOT:

An add on curriculum

SEL IS:

A way of teaching/planning

A way of organizing classrooms

A way of managing classrooms

A way of treating each other

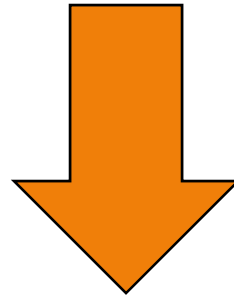
A way of speaking to each other

**Proponents of SEL acknowledge that the
social curriculum is as important as the academic
curriculum**

**We use the Responsive Classroom approach to teaching
and learning as the theoretical foundation of the SEL
initiative.**

Social Emotional Learning Initiative

(adults, children, administration)




POSITIVE SCHOOL CULTURE



**COMMUNITY
BUILDING**

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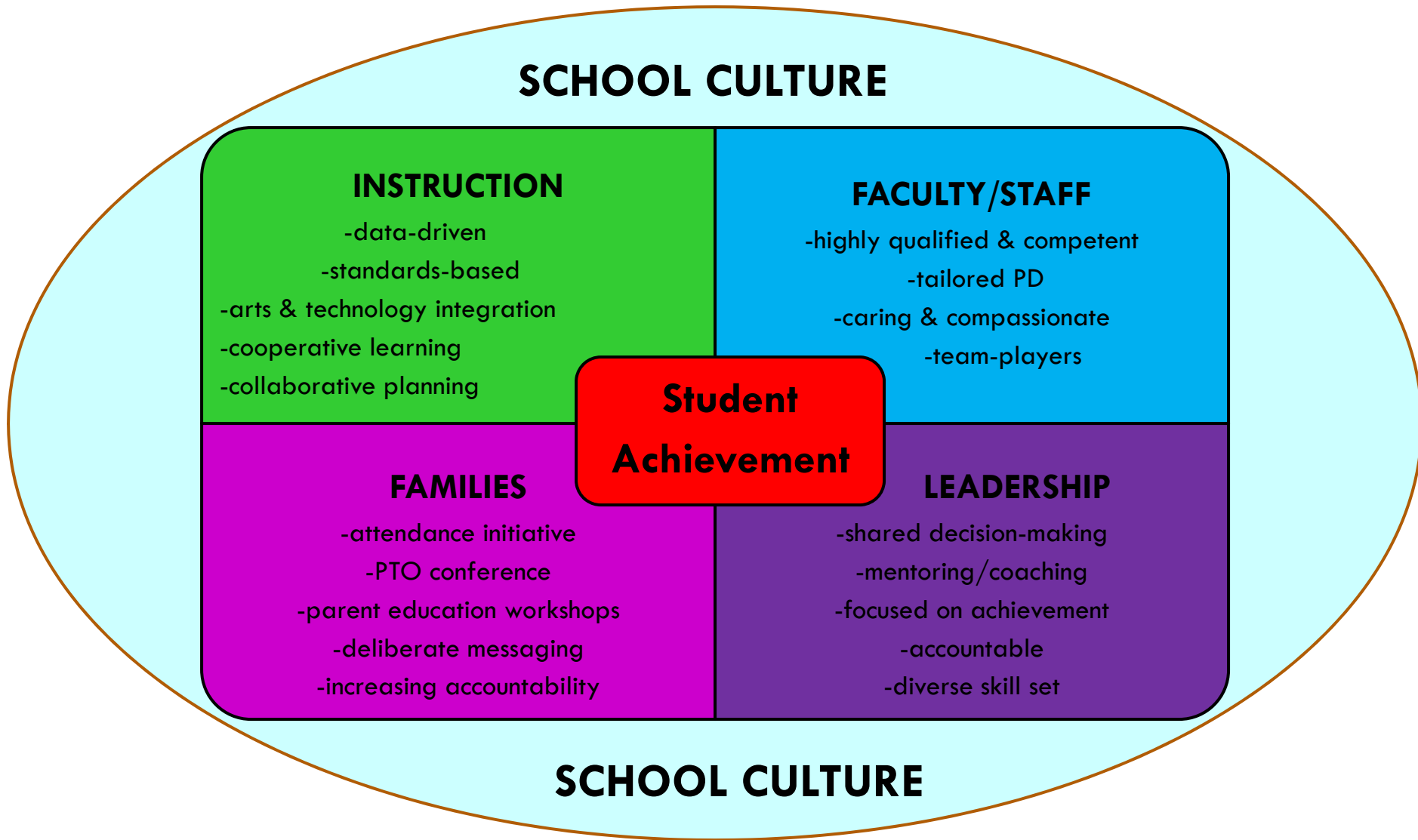
**BUILDING
RELATIONSHIPS**

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**MAINTAINING
CLEAR
EXPECTATIONS**

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How it all fits together



School culture defined

(Center for Social Emotional Education and the National School Climate Council)

The quality and character of school life as experienced by students and staff

Dimensions of school culture:

Relationships

Communication

Teaching & learning practices

Leadership practices

Organizational structures

Environment

Norms, values & expectations

School culture: what the research says

POSITIVE SCHOOL CULTURE positively impacts:

- ❑ Student achievement
- ❑ Student self-esteem
- ❑ School attendance
- ❑ Student behavior
- ❑ Relationships
- ❑ Attachment to the school
- ❑ Risky behaviors (alcohol use, smoking)
- ❑ Meaningful student learning
- ❑ Professional performance
- ❑ Teacher leadership
- ❑ Teacher retention
- ❑ Morale

Why school culture?

- Many of our students live with:
 - ▣ Environmental stressors (violence, few resources)
 - ▣ Domestic stressors (incarceration, addiction, poverty)
 - ▣ Personal stressors (emotional, developmental)
- Consequently, many of our students exhibit social/emotional and behavioral issues (anger, depression, anxiety etc...) which prevent them from succeeding academically.

We believe that a commitment to developing a positive school culture enables us to provide an optimal teaching and learning environment where professional, academic, social, and emotional needs can be met.

Putting it into practice in the school building

- Funding
- Strategic planning
- Schedules
- Teacher evaluation
- Hiring/retention practices
- Instructional approaches
- Classroom discipline and responsibility plan
- Data analysis (CSCI)
- SEL standards, rubrics & report cards
- SEL committee

Building positive school culture in your school



Building positive school culture in your school

- The school improvement process
- Development & alignment
- Analyzing aspects of your school culture
- Questions to consider

RESOURCES

Character Education Partnership

www.character.org

Center for Social Emotional Education

www.csee.net

www.schoolclimate.org

Collaborative for Academic, Social and Emotional Learning

www.casel.org

Responsive Classroom

www.responsiveclassroom.org