

# Developing Social and Emotional Learning One Classroom at a Time

[bit.ly/ECISCASEL](https://bit.ly/ECISCASEL)



Kelli Holm  
9:00-10:30  
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# TRANSFORMING EDUCATION THROUGH SEL

The **Collaborative for Academic, Social, and Emotional Learning (CASEL)** collaborates with leading experts and supports districts, schools, and states nationwide to **drive research, guide practice, and inform policy.**



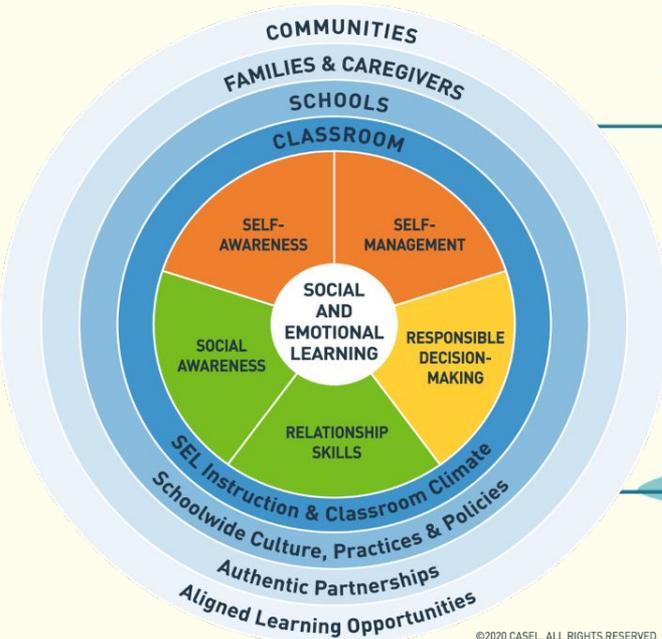
We strive to equip educators and policymakers with the knowledge and resources to advance social and emotional competencies and equitable learning environments so *all* students can thrive.

# Session Objectives

- Experience the SEL 3 Signature Practices
- Learn about how CASEL defines SEL, including how schools can implement systemically
- Recognize ways in which SEL is already part of high-quality instruction and classroom environments
- Describe ways teachers promote SEL through explicit instruction, integration throughout academic instruction, and a supportive environment
- Examine how to integrate SEL into academic instruction through fostering academic mindsets, aligning SEL and academic objectives, and using interactive pedagogy



# SEL 3 Signature Practices



1. Welcoming Inclusion Activity

2. Engaging Practices

3. Optimistic Closures



# Making Connections...

At your table, introduce yourself to two people you don't know.

Share:

1. Name
2. Where you are from
3. Role in school
4. One word describing what you hope to get from this session

**Warm Welcome**



# Reflection Activity: Creating a Beautiful School for *All* Children

**Think of a child that you hold dear, that you care for deeply.**

**If you could design a near-perfect school/classroom for this child, what would it include?**

- How would it look? How does the teaching and learning process look?
- How would it sound when you walk through it?
- What would you see young people doing?
- What types of relationships do you see between adults and students?  
Students and students?
- How are families a part of the learning process?
- How does your selected child look in the learning space? How do they feel?
- What stories do they tell about school?
- Are they thriving? How do you know?
- Who is involved in creating this vision?

**Engaging Practice**



# Reflection: Free-Write and Small Groups

**What are some commonalities that you heard or thought among the answers?**



**Optimistic Closure**



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# Thinking about SEL: Free-Write in Note Catcher

Information and/or ideas  
that are catching your  
attention?



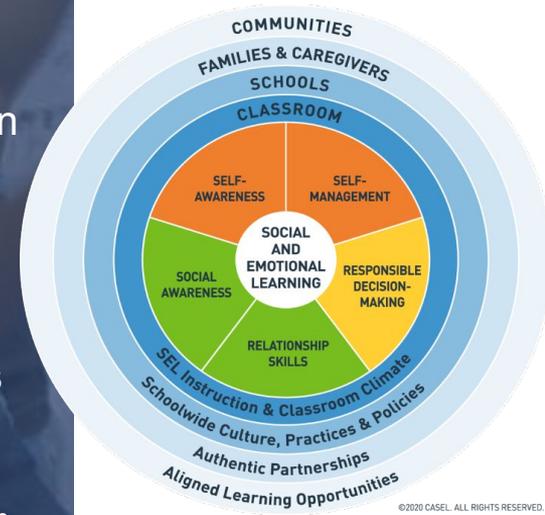
A photograph of three children sitting on the floor in a library, reading a book together. The child on the left is a girl wearing a hijab and glasses. The child in the middle is a girl with her hair in two buns. The child on the right is a boy. They are all looking at the book with interest. The background shows bookshelves filled with books. The image has a blue tint and a semi-transparent dark blue vertical bar on the left side.

# WHAT IS SEL?

# SEL is...

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



# The CASEL 5...

Five broad and interrelated areas of competence:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making



Learn more: [casel.org](https://casel.org)

# SELF-AWARENESS



The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose



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# SELF-MANAGEMENT



The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency



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# SOCIAL AWARENESS

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations and systems on behavior



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# RELATIONSHIP SKILLS



The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others



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# RESPONSIBLE DECISION-MAKING



The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Such as:

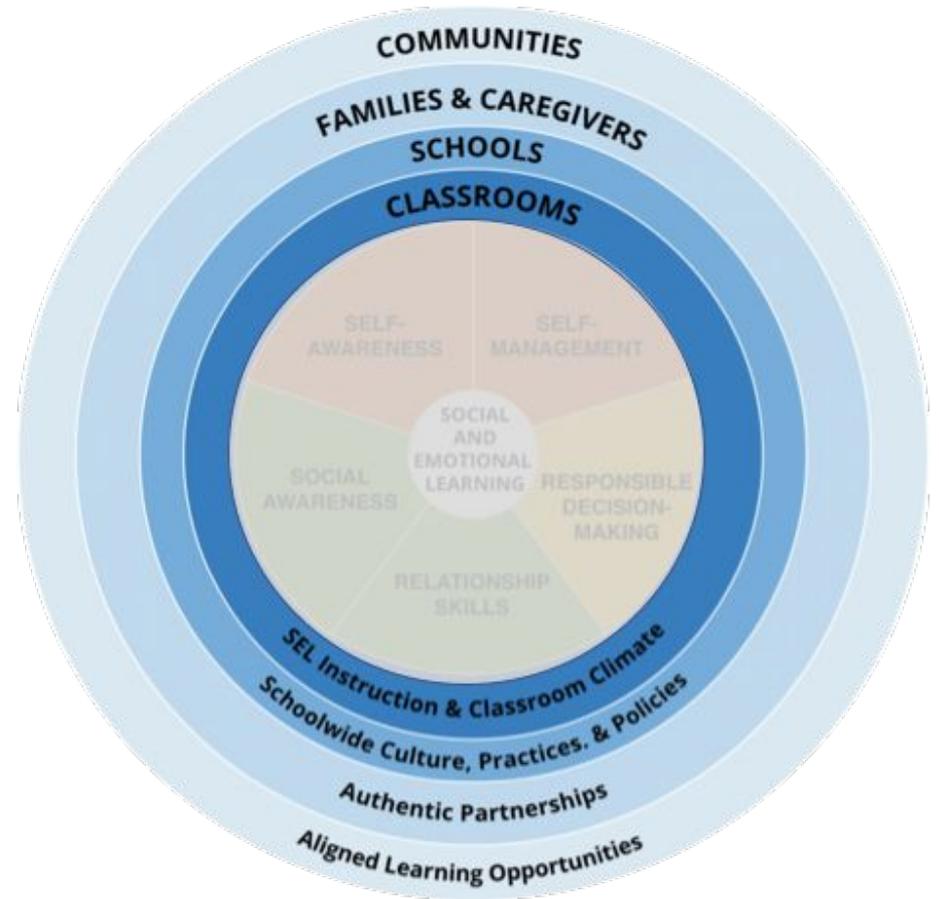
- Demonstrating curiosity and open-mindedness
- Learning how to make a reasoned judgment after analyzing information, data, and facts
- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts



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# The Key Settings...

Our framework takes a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of *classrooms*, *schools*, *families*, and *communities* to enhance all students' social, emotional, and academic learning.



Learn more: [casel.org](https://casel.org)



# HOW CAN SCHOOLS PROMOTE SEL?



Learn more: [casel.org](https://casel.org)

# Ten Indicators of Schoolwide SEL



Explicit SEL instruction



SEL integrated with academic instruction



Youth voice and engagement



Supportive school and classroom climates



Focus on adult SEL



Supportive discipline



A continuum of integrated supports



Authentic family partnerships



Aligned community partnerships



Systems for continuous improvement



Learn more: [casel.org](https://casel.org)

# Systemic schoolwide implementation of SEL



CLASSROOM



Explicit SEL instruction



SEL integrated with academic instruction



Youth voice and engagement



Supportive school and classroom climates



Focus on adult SEL



Supportive discipline



A continuum of integrated supports



Authentic family partnerships



Aligned community partnerships



Systems for continuous improvement

SCHOOL

COMMUNITY FAMILY

# Systemic SEL implementation has continuous improvement as its foundation

Key questions underlying the implementation process:

Where do we want to go?

Where are we now, and where have we been?

How do we get from where we are now to where we want to be?

Are we moving in the right direction?

What are we learning that will help us reach the next step on our journey?



# Thinking about SEL: Free-Write in Note Catcher

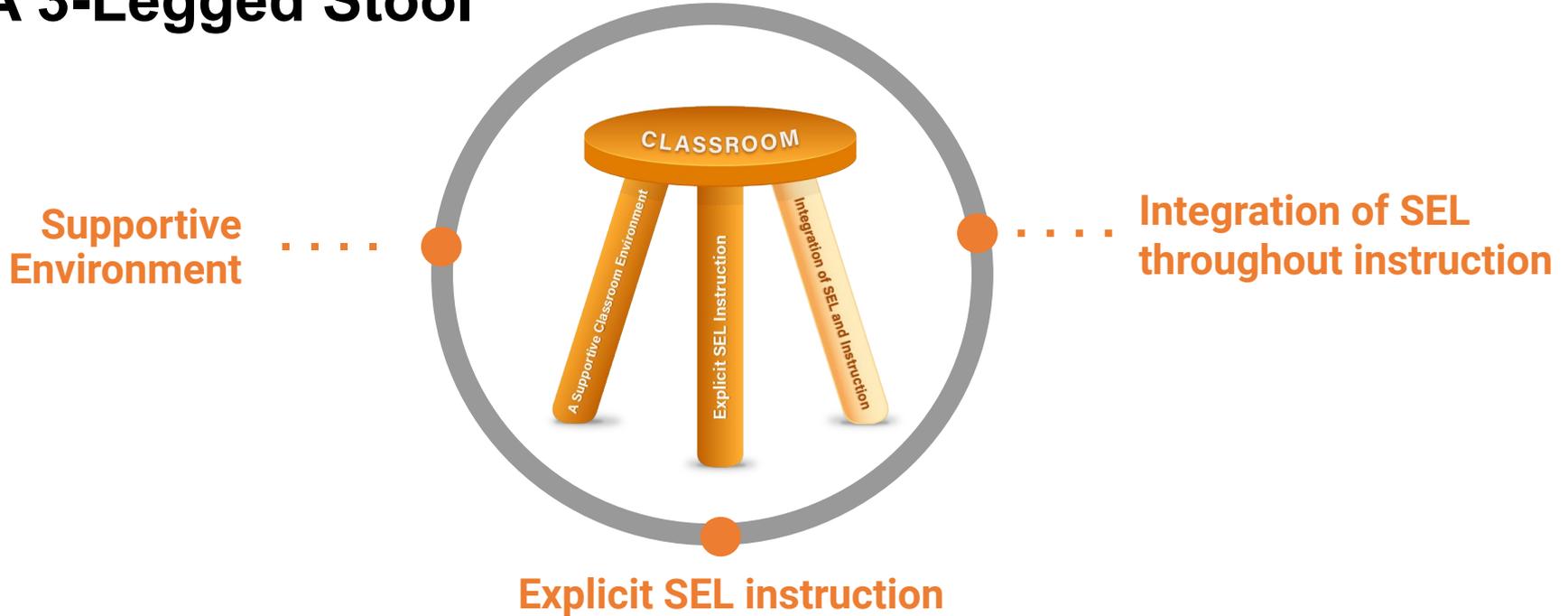
Information and/or ideas that are catching your attention?

Has your thinking about SEL already changed? If so, how?



# Classroom SEL

## A 3-Legged Stool



# Creating a Supportive Classroom Environment

## Supportive Environment

- Community-building
- Belonging and emotional safety
- Student-centered discipline



# Individual Self-Assessment

In your handout, **choose one** self-assessment to take:

1. SEL classroom assessment tool (using three legs as a lens)
2. Classroom practices assessment (using five competencies as a lens)

Pair and Share: What are you noticing that is already happening in your classroom? Where would you want to build your practice?



# Integration of SEL and Instruction



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# 3 Buckets of SEL/Academic Integration



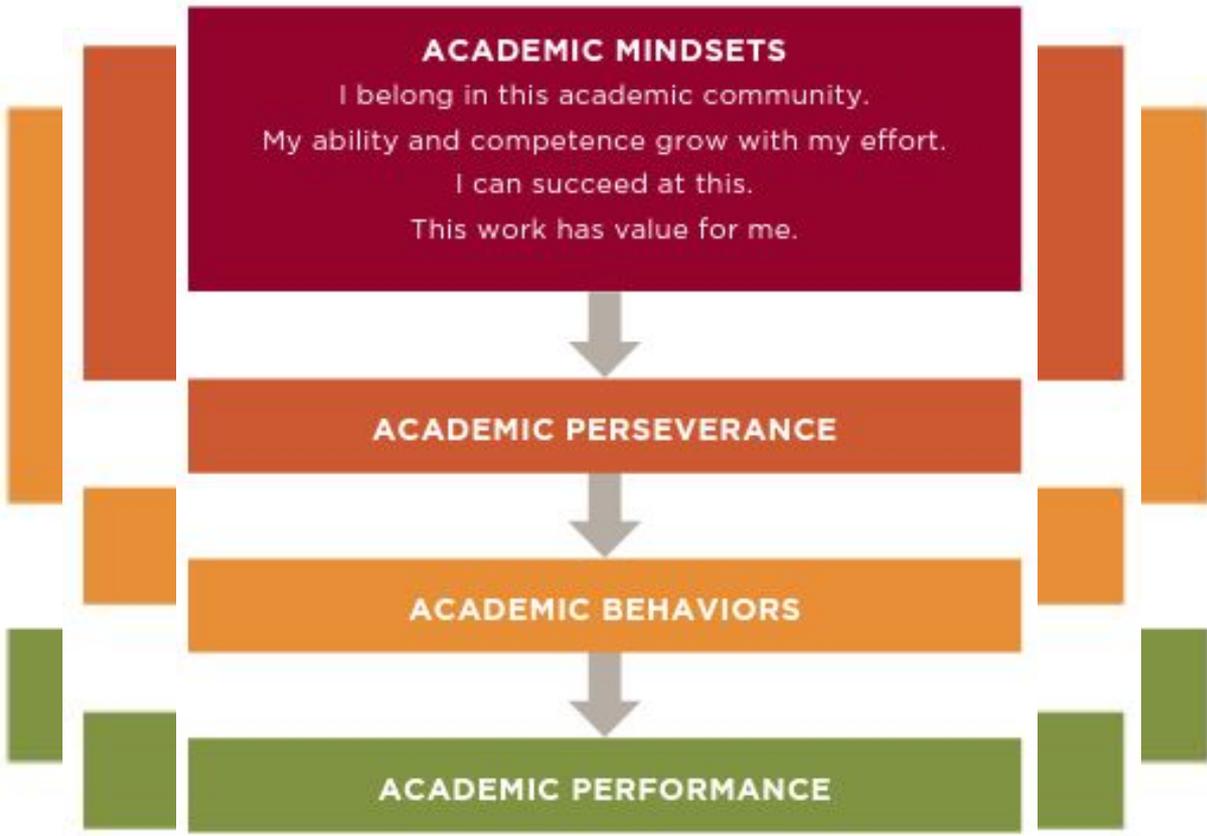
# As we discuss, consider:

What are you noticing?

What are you already doing in your selected class or content area?

What can you easily add?





***From Teaching Adolescents to Become Learners***  
**(University of Chicago Consortium on Chicago School Research, 2012)**



Learn more: [casel.org](http://casel.org)

# Aligning Objectives

Does your school have an SEL standards and benchmarks document?

If so, is it regularly referred to, used and reviewed?



# Interactive Pedagogy

Look for:

- Students speaking at least as much as the teacher
- Students are self-assessing, reflecting, expressing thinking
- Teacher using cooperative structures (e.g.- partner or small group engagement, collaborating through technology)
- Students working together to accomplish a task
- Class discussion, sharing ideas and experiences
- Teacher takes on the role of facilitator



# Interactive Pedagogy

For optimal learning and retention, what % of instructional minutes, averaged per week, should be devoted to students collaborating and interacting with their peers?

**John Hattie's research showed...**

**Teachers are talking 70-80% of the time**

<https://www.edweek.org/leadership/how-much-should-teachers-talk-in-the-classroom-much-less-some-say/2019/12>



Learn more: [casel.org](https://casel.org)

# Next Steps

Review your notes from the discussion above.

What are your next steps for SEL implementation in your class or content area?



# More from CASEL



## School Guide

[schoolguide.casel.org](https://schoolguide.casel.org)



## Online Workshops

[schoolguide.casel.org/sel-workshops](https://schoolguide.casel.org/sel-workshops)

## Quick Start Timeline

[schoolguide.casel.org/guide/](https://schoolguide.casel.org/guide/)

Share your feedback and stay in contact with us! Complete the short survey at [bit.ly/CASEL22](https://bit.ly/CASEL22) or use the QR code here:



**The SEL  
Exchange  
is Back in  
Person!**



**Mark Your Calendar**

**2023 SEL Exchange,  
hosted by CASEL**

**November 7-9, 2023  
Atlanta, GA**



# Optimistic Closure

The one thing I'm looking forward to starting right away in my class/content area is \_\_\_\_\_.

