

How Social-Emotional and Character Development Helps Schools Reach Achievement and Citizenship Goals

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What Must Our Students Be Prepared For?



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

One constant will be the importance of caring interpersonal relationships, civil discourse, and a commitment to participatory 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>

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

- Trending: 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*
- Corollary: 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

How Would You Like ***Your*** Children to be
Treated in School?

What Kind of Schools Do
you Want for YOUR
Grandchildren?



A Feelings Walking Tour

Take a visualized walk through your school building. Look in on classes, lunch and recess times, meetings, extracurricular activities, after-school and evening events-- the entire gamut of what occurs on regular school days. Be aware of your feelings at different destinations on your tour.

Where do you experience positive emotions, such as pride, joy, and excitement?

Where do you experience negative emotions, such as stress, anxiety, frustration, and anger?

Where do you experience both types of emotions? What might be happening at these times and places to cause these emotions?

What feelings are most likely to serve as catalysts for action in your setting?

Has your school gotten used to being in a state of high stress?

- From: B. Novick, J. Kress, & M. Elias. (2002). **Building Learning Communities with Character: How to Integrate Academic, Social, and Emotional Learning**. Alexandria, VA: ASCD.

Developmental Rights and Ethical/Moral Imperatives

- **Children need supportive, nurturing environments created by caring adults for them to thrive, and all children can thrive**
- **Classrooms and schools must embody those environments**

- *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>

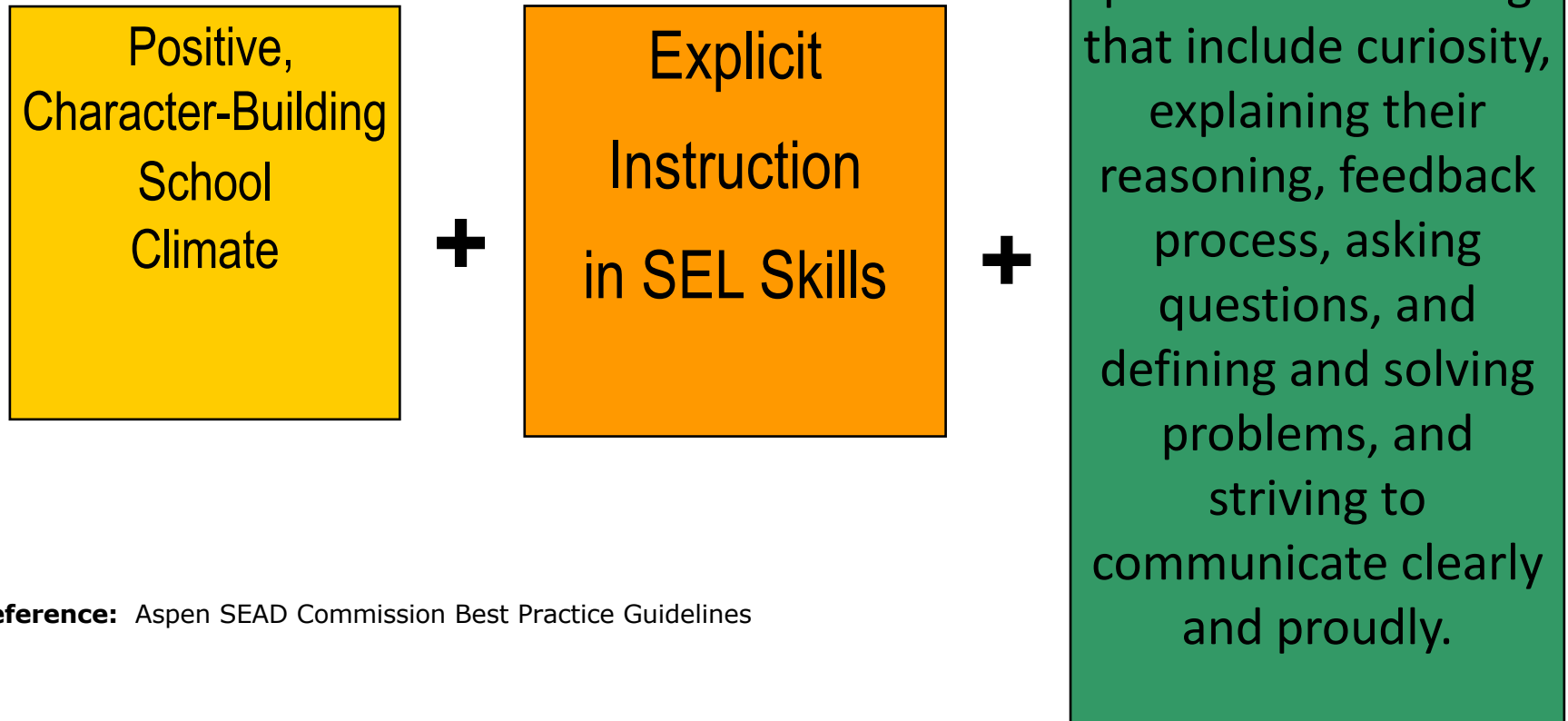
Redirect our Priorities Toward Preparation for College Completion“+” and Career Continuity

College and Career success are mediated by
EQ at least as much as IQ.

Students must be prepared for citizenship by
understanding their government and its
history and by living it in the present in their
schools (John Dewey)

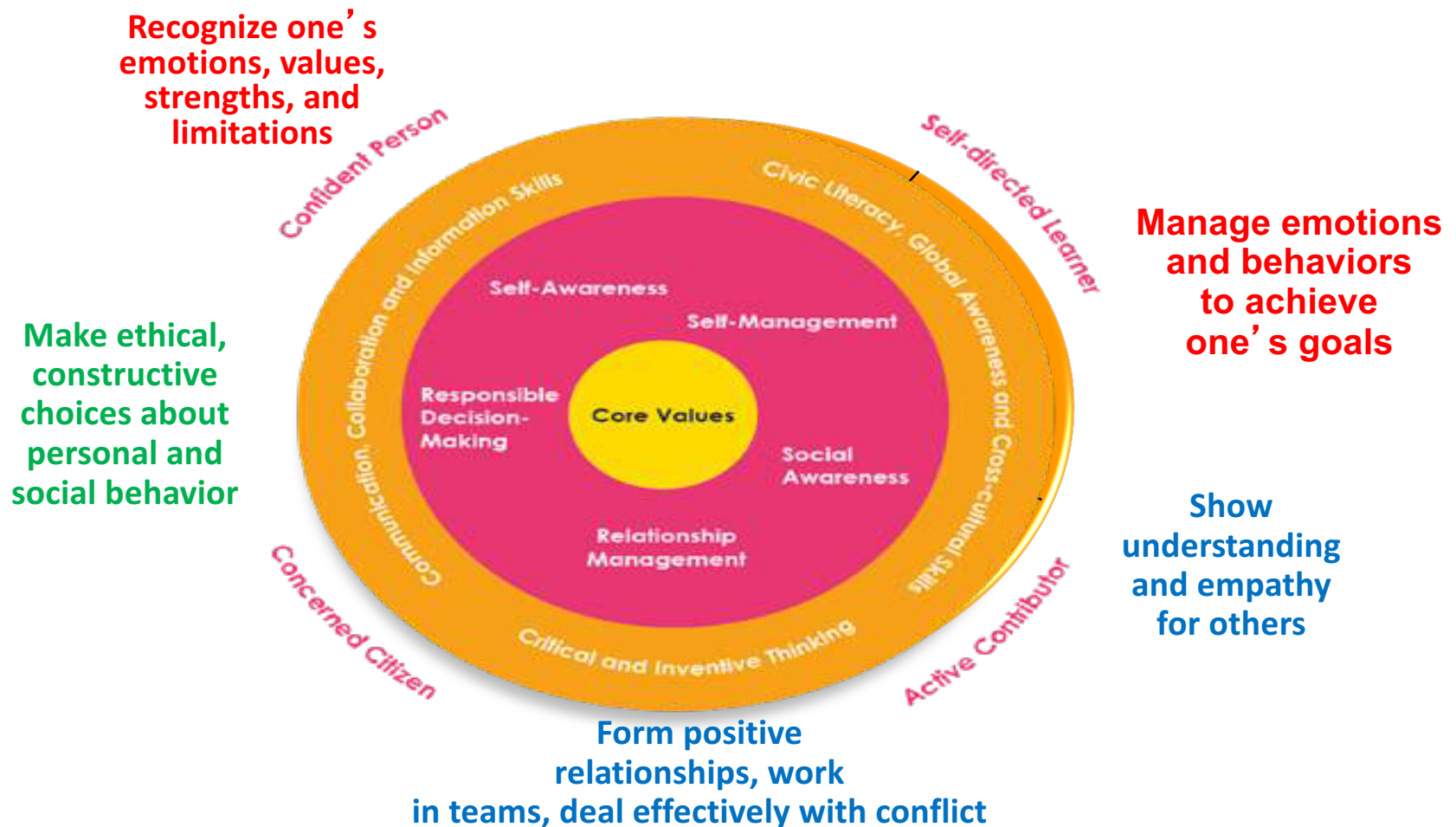
How Students Can Truly Succeed: Climate, Character, and SEL Competencies

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

Integration of CASEL and CCE Frameworks



Who Wants Change?



Who Wants to Change?



First Reach the Adults, Don't "Train" Them

- Begin by asking yourself and colleagues, "What do you most want school life to offer your students?",
- Share your moments of greatest professional joy.
- Follow with a list of things that bring you a sense of discomfort and concern as professionals.
- Consider what contributes to joy and to discomfort and how you can go from to "joy" more often.

These discussions will lead naturally into a consideration of factors essential for students' social-emotional and character and citizenship development, including school contexts that will be more personally and professionally enhancing for educators.

And yet, reluctance should be expected and can and must be overcome, through understanding what students need for success.

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

Conversations to Foster Valuing of SEL Skills and Mindsets

From Rabbi Abraham Twersky: “Let our children see that we are forever trying, that we continue to try throughout our lives, and that we do not condemn ourselves if we have not reached our goal. We try harder.”

From Albert Schweitzer: “At times, our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us.”

Can we see ourselves as the igniters of our children’s flames of character, contribution, compassion, and citizenship?

Success Depends on Passing the Baton in a Coordinated Way



We *All* Need Prompts and Reminders as We Build Skills



We Must Build Up Competencies and Dispositions for a Secure Future



Schools Must Stand for Something to Promote Positive Purpose





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:

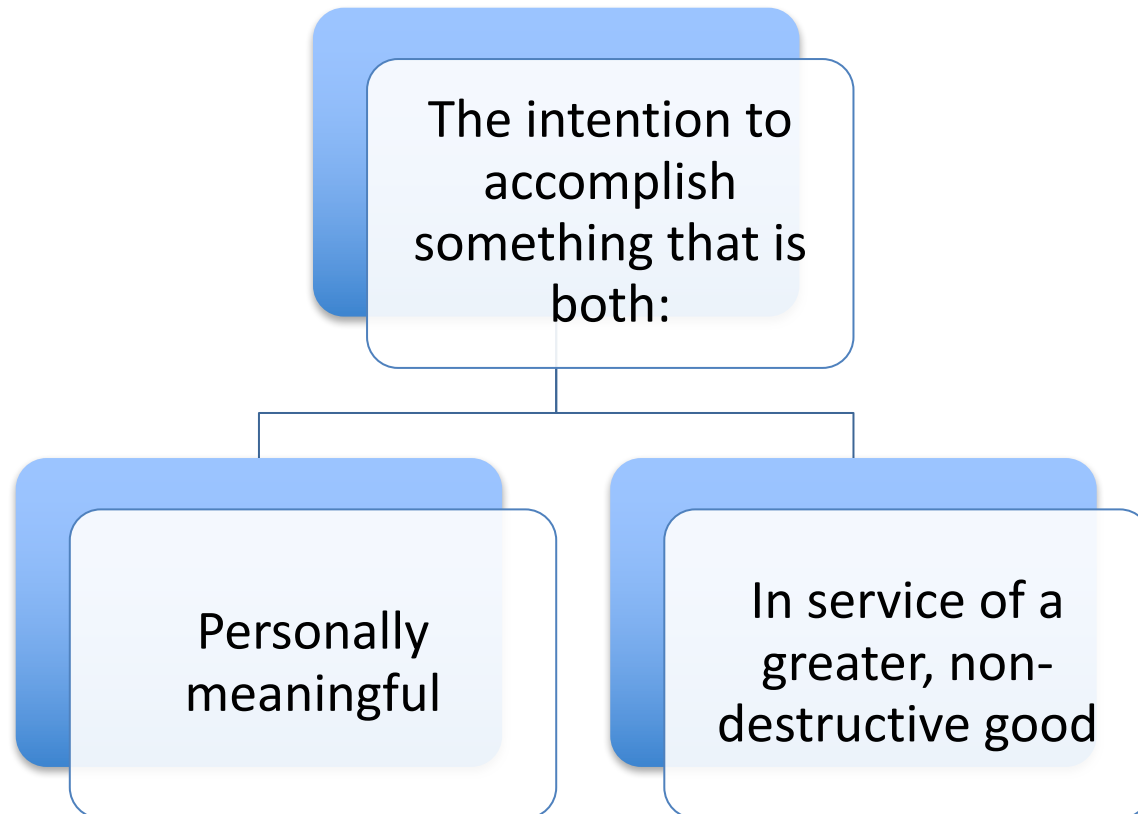
1 Increasing business demand for interpersonal skills. Employers want people who can communicate and interact well with others, but many US workers lack these skills, according

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.

Basic to Humanity: Belief in Oneself as an Agent of Positive (Noble) Purpose



The Path to Purpose: Acting With Caring for Others' Benefit

One thing I know: The only ones among you who will be really happy are those who will have sought and found how to serve.

Albert Schweitzer

If you are not a better person tomorrow than you are today, what need have you for a tomorrow?

Nachman of Breslov

Everyone can be great because everyone can serve.

Martin Luther King, Jr.

Purpose Has Been the Missing Piece in SEC & CD

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.

Human Dignity is the Guide on the Path to Positive Purpose

It did not really matter what we expected from life, but rather what life expected of us.

Viktor Frankl

If you believe you are here for a purpose, your energies will be focused. A sense of mission will give you strength. You will do remarkable things.

Rabbi Lord Jonathan Sacks

The two most important days of your life are the day you were born and the day you know why.

Mark Twain

Help Youth Understand Their Purpose



Purpose and Self-Awareness: Part of a Moral Compass

- Self-awareness- finding your special task, what it is that allows you to excel.
- Self-awareness- recognizing our own feelings and using them as a guide to our actions
- Self-awareness- recognizing the achievements of yourself and also of others, positive recognition and encouragement for small steps in yourself and others as well, because you know the importance of doing so.

Trajectory of Purpose-Related Activities

- *Level One: The Positive Purpose of a Well-Known Individual— via picture books, fiction, biographies, documentaries, 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*

Identify Students' Broad Priorities/Values

- What is one rule (or, Law of Life) that you believe is important to live your life by, that gives your life meaning and purpose? How did you come to choose this rule?
- If you could change one thing about yourself, what would it be?
- Is there some situation or place that you think is unfair/makes you upset/you can't stand? What is troubling about it?
- If we lived in a perfect world, how would people behave differently than they do now? What keeps that from happening now?

Prompts to Think and Write About Purpose

- (1) “Write about a personal experience where you feel that something you did made a difference” (e.g. family, friends, school, community, or natural environment).
- (2) “Describe how these experiences helped give you a sense of purpose.”
- (3) “How will you continue working toward this purpose?”

More Prompts to Think and Write About Purpose

- (1) “Write about how you have observed someone (you may or may not know personally) exhibit noble characteristics.”
- (2) “Describe how these actions relate to this person’s larger mission (or purpose) in life.”

If You Had a Magic Wand, What Values Would You Wish Your Children Would Internalize Forever?

- Friendship
- Peace
- Wisdom
- Beauty
- Long Life
- Riches
- Popularity
- Family

SECD, Purpose, Mindset, & Social Action

Social-emotional and character development (SECD) competencies are as basic, foundational, and essential to academic achievement as reading competence, and must be fostered in schools of character that focus on supporting and actualizing students' sense of positive purpose. When students have a positive purpose and a mindset of contribution, they are willing to learn, put their learning to constructive use, and cooperate for social action.

THE INSPIRATION TO OVERCOME THE CHALLENGES

- When we open our doors for children to come into our schools, we have a special responsibility to educate them in mind, heart, body, and spirit/ethics. We have no choice but to do all four of these.
- Failure to do ANY of these four is educational malpractice.
- There no one to wait for. We are the leaders we seek, and the change we wish to see.

THE INSPIRATION TO OVERCOME THE CHALLENGES

- Our children cannot learn, and our teachers cannot teach, in schools that are unsafe, unsupportive, uncaring, uncivil or lacking in intellectual challenge.
- **We must prepare children for the tests of life, not just a life of tests.**

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.

Small Steps Toward a Great Journey:

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



Intellect Without Compassion = Danger
Knowledge Applied Without Character = Oppression
Social-Emotional, Character and Citizenship Development
are not Optional.

Our Practices Today are Shaping Our Society Tomorrow.

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

John Wooden

*“The children are
waiting.”*

Ted Sizer



For SECD and Academics Materials

- 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