Archimedes and His Lever
Teaching and Learning is

A Relationship

(or)

The constructive act of two or more people bonded by shared experience, meaning, and value
Understanding the Relationship: What’s the Difference Between Shape 1 and Shape 2?

Shape 1

Shape 2
Teaching and Learning is *not* a Mechanical Transfer Operation of a Body of Facts to a Body
A Caring, Connected, Responsible, Contributing Problem Solver

- **STOP, CALM DOWN, & THINK** before you act
- Say the **PROBLEM** and how you **FEEL**
- Set a **POSITIVE GOAL**
- **THINK** of lots of **SOLUTIONS**
- **THINK** ahead to the **CONSEQUENCES**
- **GO** ahead and **TRY** the **BEST PLAN**
Born to Learn Socially

Meltzoff, 2016
Our Lever: A New Paradigm Rooted In Comprehensive Social Emotional and Academic Learning!
Excellent SEL Includes a Developmental Approach to 3 Domains

- **Classroom Curriculum & Instruction**
  - Benchmark is a scope and sequence.
  - Success depends on teacher training and support for high quality instruction.

- **School Climate & Culture**
  - Benchmark is SEL based policies and practices, i.e., restorative justice
  - Success depends on school wide commitment, adult modelling, and youth leadership.

- **Community & Family**
  - Benchmark is support from key actors and activities.
  - Success depends on stakeholder engagement, meaningful reinforcement, and parent and student agency.
Our Challenges: Coordination and Integration

Programs without a Common Framework

A Common Framework Provides Synergy

Weissberg Jones Consensus!
McCormick Elementary Gets It!
“In mathematics classrooms, for example: students should reflect on how they respond when facing a difficult challenge or making a mistake, learning that with effort, they can continue to improve, and be successful (self-awareness); engaging and persisting in solving challenging problems (self-management); collaborating and learning from others and showing respect for others’ ideas (social awareness and relationship skills); applying the mathematics they know to make decisions and solve problems in everyday life, the workplace, and society at large (responsible decision making). Effective mathematics instruction builds upon these competencies to improve student learning and engagement.”
K-12 EDUCATION ECOSYSTEM

Influencers

Local Community

K-12 Schools

Students & Families

Policy makers

Implementers

Department of Education
State Dept. of Ed
School Boards (LEAs)
Govemees
Congress
State Education Agencies
Majors
Think Tanks
Research Institutions
Philanthropic Organizations
Institutional Partners
Business & Industry
Unions
Professional Organizations
Advocacy Groups
NGOs
Higher Education
Superintendents
Implementers of Prof Dev Providers
State Chief School Officers
Schools of Education
11th Grade and 12th Grade

**Comprehensive System of Learning Supports**

**Identifying and Supporting Illinois Social Emotional Learning Standards**

**Goal 1: Develop self-awareness and self-management skills to achieve school and life success.**

<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate how expressing one's emotions and behaviors influences others.</td>
<td>Implement a plan to seek help rather than express anger.</td>
<td>Demonstrate skills related to achieving personal and academic goals.</td>
</tr>
<tr>
<td>Guide students to develop self-management skills.</td>
<td>Set a post-secondary goal and evaluate performance.</td>
<td>Monitor progress towards the goal.</td>
</tr>
</tbody>
</table>

**Example:**
- **Standard A:** Create a project highlighting the community and how it affects the student's choices.
- **Standard B:** Guide students to identify their strengths and weaknesses.
- **Standard C:** Mentor students to set long-term academic goals.

**Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.**

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<td>Demonstrate empathy and understanding of others.</td>
<td>Demonstrate four ways to express respect and empathy for others.</td>
<td>Establish and maintain positive relationships.</td>
</tr>
<tr>
<td>Allow students to analyze their perceptions of cultural variations based on their experiences.</td>
<td>Role-play experiences and interactions with peers, teachers, and families.</td>
<td>Evaluate the effects of using negotiation skills and plan how to improve.</td>
</tr>
</tbody>
</table>

**Example:**
- **Standard A:** Role-play effective communication strategies.
- **Standard B:** Analyze how the community and how it affects the student's choices.
- **Standard C:** Create a list of the causes of conflict in various settings (family, school, etc.).

**Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**

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<td>Apply ethical reasoning to evaluate societal factors.</td>
<td>Analyze how present decisions affect future relationships.</td>
<td>Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.</td>
</tr>
<tr>
<td>Convene a student's advisory group.</td>
<td>Journal how a student's social relationships have impact on their performance.</td>
<td>Design a student survey to identify school needs and promote the results.</td>
</tr>
<tr>
<td>Contribute to the well-being of others by providing support.</td>
<td>Develop a project plan on the identified need.</td>
<td>Conduct a research project on the school need or interest of the group.</td>
</tr>
</tbody>
</table>

**Example:**
- **Standard A:** Create posters describing the value of resisting peer pressure.
- **Standard B:** Discuss how the student's interests, personality traits, and aptitudes affect career choices.
- **Standard C:** Work collaboratively with the community to address awareness of the need within the school.
DISTRICT RESOURCE CENTER
launched May 2017
drc.casel.org

DISTRICT FRAMEWORK

- **Communication**
  - Communicate SEL as a priority to stakeholders

- **Vision**
  - Develop a districtwide vision and plan

- **Align Resources**
  - Align financial and human resources

- **Build Expertise**
  - Develop central office expertise and capacity

- **Needs Assessment**
  - Conduct SEL related needs and resources assessment

- **Professional Development**
  - Design and implement effective professional development programs

- **Integration**
  - Integrate SEL with district initiatives

- **Programming**
  - Adopt and implement evidenced-based programs

- **Standards**
  - Establish K-12 SEL standards

- **Continuous Improvement**
  - Establish systems for continuous improvement
It's a Volatile Uncertain Complex & Ambiguous World
Our Moment...

• The country is exhausted by the debate about testing and punishing. Regardless of ideological or political perspective, we need new ideas focused on teaching and learning.

• Teachers are urgently concerned about the social and emotional development of their students and want more ways to address them. 90% or more believe SEL is important.

• The new and powerful combination of data in the Brookings report represents the idea that evidence based SEL programming has arrived at a moment of unprecedented opportunity.
Our Moment...

• There is a broad cultural shift toward self directed and individually designed learner experiences and away from content focused uniformity—triggered largely by the explosion of technology.

• Our children are continuing to suffer—stress, depression, the achievement gap, substance abuse—all remain painfully high.

• There are both established and new entrants into the field coming under many names—“non cognitive,” “mindsets,” “grit,” “character”—and there is real confusion about their alignment. Importantly, this confusion is hurting efforts to create scale.
Encouraging News

• SEL is a shared priority among these audiences.
• Other items on the education agenda are a chance to tune and target the message (but they are not necessarily competing with SEL).
• According to respondents, their communities are active and likely to stay engaged on this topic.

On the Agenda

<table>
<thead>
<tr>
<th>Policy</th>
<th>K-12</th>
<th>Afterschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SEL</td>
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<td>• Academic achievement</td>
<td>• Program &amp; instructional quality</td>
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<td>• College &amp; career readiness</td>
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</tr>
<tr>
<td>• Leadership development</td>
<td>• Student engagement</td>
<td>• Training/PD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Summer learning</td>
</tr>
</tbody>
</table>

(Top 6 priorities rank ordered, respondents could select up to 3 priorities out of 16)
Education Need Not Be A Divisive And Partisan Issue

National Network of Business and Industry Associations: Common Employability Skills

- Personal Skills
  - Integrity
  - Initiative
  - Dependability & Reliability
  - Adaptability
  - Professionalism

- People Skills
  - Teamwork
  - Communication
  - Respect

- Applied Knowledge
  - Reading
  - Writing
  - Mathematics
  - Science
  - Technology
  - Critical Thinking

- Workplace Skills
  - Planning & Organizing
  - Problem Solving
  - Decision Making
  - Business Fundamentals
  - Customer Focus
  - Working with Tools & Technology
SEL’s Unique Asset: A Progressive-Conservative Bridge

WHAT’S IN A NAME?

Researchers, policy makers, and practitioners have used many names to describe various parts of the non-cognitive domain. These are often rooted in different applications, but the underlying constructs are similar. A selection of relevant fields include:

- Social and Emotional Learning
- Non-Cognitive Skills
- 21st Century Skills
- Deeper Learning
- College and Career Readiness
- Soft Skills

- Academic Mindsets
- Character
- Student Agency
- Emotional Intelligence
- Nonacademic Skills
- Employability Skills

Furthermore, the non-cognitive constructs within each field are described using a wide range of terms, including:

- Skills
- Mindsets
- Attributes
- Competencies
- Traits
- Strengths
- Behaviors
- Progressions
- Virtues

- Constructs
- Abilities
- Dimensions
- Feelings
- Attitudes
- Strategies
- Strands
- Habits

Each of these areas often work in their own silo, but there are fundamental similarities between social-emotional learning, character, 21st century skills, and each of the rest. However, nothing exists to show how they are related to each other, or just as importantly, where specifically they differ. The Taxonomy Project aims to make these connections clear for researchers, policy makers, and practitioners.
Evidence Is Clear
SEL & Academics:
It is not a question of either-or.
It’s only a question of

Education

vs.

Indifference
Next Steps: Communication and Broad Understanding

Change the narrative and the paradigm and build an influence platform:

- From a focus on deficits to a focus on competence, equity, and inclusion
- From a focus on education as information to a focus education as inspiration
- From a focus on tests to a focus on positive social, emotional, and academic development
- From a focus on schools to a focus on schools, families and communities
Pharrell Williams

"I'm telling you, the world is a beautiful place but it does not work without empathy and inclusion. God is love. This universe is love and that's the only way it will function. And I get it, sometimes the divisive stuff works in life. We learned that lesson last year, that sometimes divisiveness works. But you have to choose what side you're on. I'm choosing empathy. I'm choosing inclusion. I'm choosing love for everybody, just trying to lift everyone. Even when I disagree with someone I'm wishing them the best and hoping for the best because we can't win the other way."
Melanie Garcia – Chicago

The page contains handwritten text that reads:

Just Because

I am not Dramatic
I am not Fragile
I am not Weak
I am Emotionally intelligent
I am not Lonely
I am not a Loser
I am not Awkward
I am Intelligent
I am not Immature
I am not Helpless
I am not Worried about my looks
I am not Bad at Sports
I am not Weak

I AM ME!
Stop the Hate

There are so many cops killing our people.
There are so many people killing our cops.
"Why can't we all be equal!!"

This is supposed to be a free country and all we do is kill each other.

John Crawford III (Aug. 5, 2013)
Officer Tamir Rice (Nov. 22, 2014)
Tani'isha Anderson (Nov. 13, 2014)
Officer Justin Terme (Mar. 27, 2017)

Officer Shawn Anderson (Mar. 18, 2017)
My Inspiration