



Policies, Standards and Guidelines to Support Social and Emotional Learning

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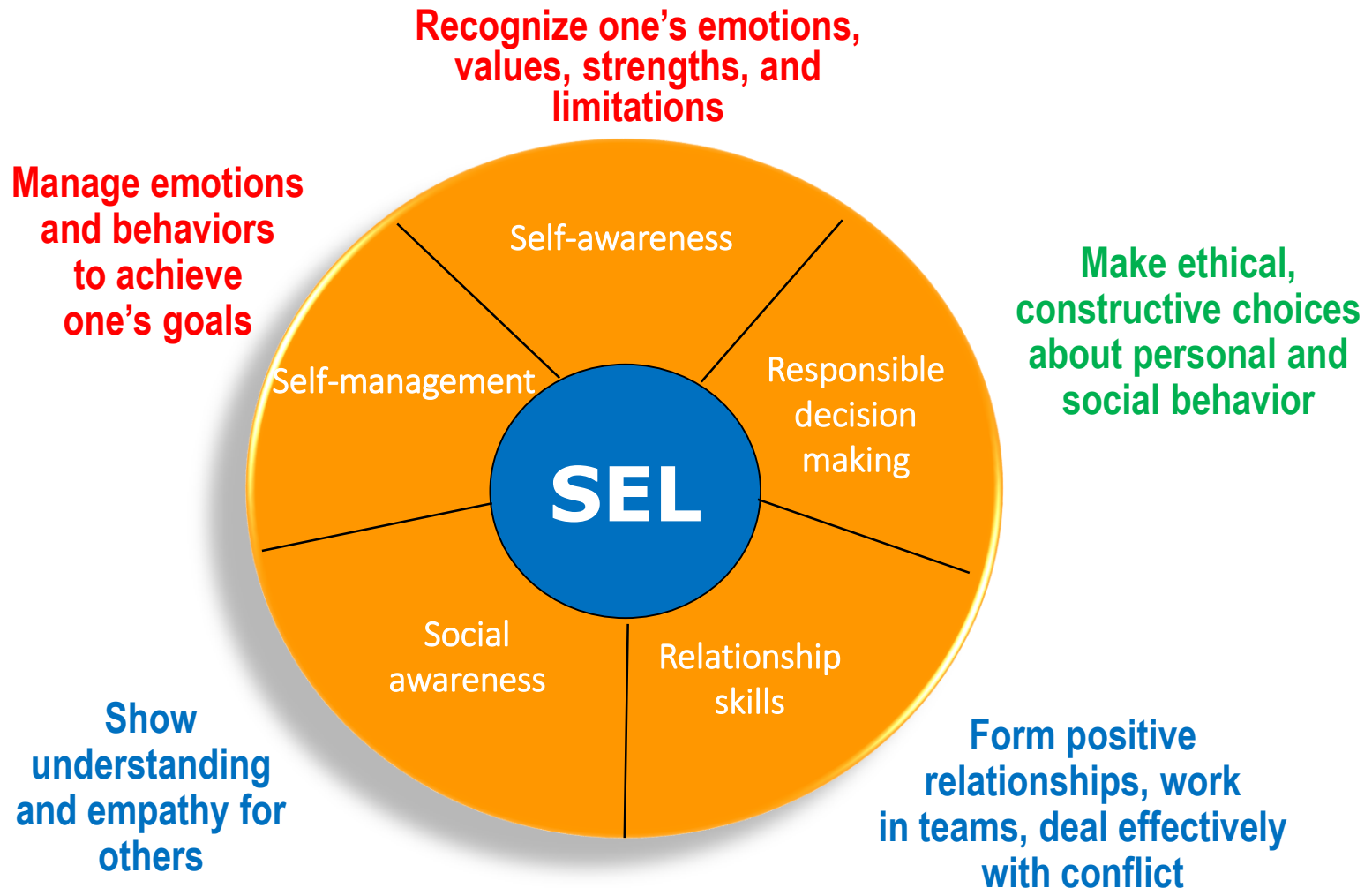


Overview of Presentation

1. Brief review of research on SEL
2. Overview and brief history of learning standards (and related policies) for SEL
3. Key elements of high quality standards for SEL
4. Results of CASEL State Scorecard Project
5. Review of other states' standards for SEL
6. Discussion



SEL is a Process of Acquiring and Applying the Knowledge, Skills, and Attitudes Related to Five Core Competencies





**Students who receive SEL
programing, compared with
controls, perform...**

**Social and
Emotional
Learning**

**9%ile Points Higher
in Prosocial
Behavior**

**9%ile Points Lower
in Conduct
Problems**

**10%ile Points
Lower in
Emotional Distress**

**11%ile Points
Higher in Academic
Achievement**

(Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011)



The Economic Value of SEL

Benefit-Cost Analysis of SEL:

- Programs: 4Rs, Positive Action, Life Skills Training, Second Step, Responsive Classroom, and Social and Emotional Training (Sweden).
- Conclusion: “...the weighted average benefit-cost ratio across all six interventions with prior evidence of effectiveness indicates that identified benefits outweigh the costs by a factor of 11:1, with an average net present value per 100 participants of \$618,380.” (p. 46)

(Belfield, Bowden, Klapp, Levin, Shand & Zander, 2015)



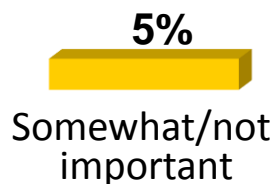
Nationally, Teachers Believe SEL Benefits Students in School, Work, and Life (Bridgeland et al., 2013)

- Students from all types of backgrounds, both affluent and poor would benefit from learning SEL skills in school 97%
- Preparing students for the workforce 87%
- Students becoming good citizens as adults 87%
- Students ability to move successfully through school and stay on track to graduate 80%
- Preparing students to get to/through college 78%



Teachers in Washington state overwhelmingly believe that SEL should part of students' in-school experience.

Thinking about this definition . . . how important is it for schools to promote development of these social and emotional skills as part of students' in-school experience?*



Very important to promote social/emotional skills

Elementary school teachers	83%	Men	56%
Middle school teachers	77%	Women	79%
High school teachers	51%	Western WA	76%
Free/reduced lunch program:		Eastern WA	63%
Less than 40% of students	75%		
60% or more students	74%		

* Social and emotional learning focuses on knowledge, attitudes, and skills in five competency areas:

1. Self-awareness, like knowing your strengths and weaknesses
2. Self-management, like being able to stay in control and persevere through challenges
3. Social awareness, like understanding and empathizing with others
4. Relationship skills, like being able to work in teams and resolve conflicts
5. Responsible decision making, like making ethical and safe choices



Examples of state and federal policies that support SEL

- [Illinois Children's Mental Health Act](#) (2003)
- [Kansas Character Development Programs Statute](#) (2013)
- [West Virginia Expected Behavior in Safe and Supportive Schools Policy 4373](#) (2012)
- [Massachusetts Guidelines on the Implementation of SEL](#)
- Federal Examples:
 - [HR 897 Jesse Lewis Empowering Educators Act](#) (Blumenthal and Murphy, April, 2015)
 - [HR 4509 Supporting Emotional Learning Act](#) (Davis and Ryan, April, 2014)
 - [HR 1875 Academic, Social and Emotional Learning Act](#) (Ryan, Petri, Loeb sack and Cartwright, May, 2013)



A Guide to Federal Education Programs That Can Fund K-12 Universal Prevention and Social and Emotional Learning Activities

May 2014

ESEA Programs with *Explicit* Authority for Prevention-Related Activities

- Improving the Academic Achievement of the Disadvantaged, Title I, Part A
- Teacher and Principal Training and Recruiting Fund, Title II, Part A
- 21st Century Community Learning Centers, Title IV, Part B
- School Improvement Grants (SIG), Title I, Part A, Section 1003(g)
- Rural Education Initiative, Title VI, Part B, Subparts 1 and 2
- Indian Education Formula Grants, Title VII, Part A, Subpart 1
- Safe and Drug-Free Schools and Communities Act, Title IV, Part A
- McKinney-Vento Homeless Education Assistance Improvements Act of 2001, Subtitle B of Title VII of McKinney-Vento Homeless Assistance Act
- Promise Neighborhoods /Fund for the Improvement of Education, Title V, Part D
- Elementary and Secondary School Counseling Program, Title V, Part D
- Indian Education Special Programs and Projects to Improve Educational Opportunities for Indian Children, Title VII, Part A, Subpart 2
- Neglected, Delinquent and At Risk Youth, Title I, Part D

ESEA Programs with *Implicit* Authority for Prevention-Related Activities

- Migrant Education Program, Title I, Part C
- Dropout Prevention Act, Title I, Part H
- Alaska Native Education, Title VII, Part C



The Center for
Health and Health Care in Schools





Why are standards important?

Learning standards create uniformity and coherence in education by establishing and communicating priorities, and providing a common language and structure for instruction within subject areas.

“...standards are the foundation upon which almost everything else rests—or should rest. They should guide state assessments and accountability systems; inform teacher preparation, licensure, and professional development; and give shape to curricula, textbooks, software programs, and more. Choose your metaphor: Standards are targets, or blueprints, or roadmaps.”

(p. 1, Carmichael, Martino, Porter-Magee, & Wilson, 2010)



Standards are one element of a coordinated approach to effective education that includes:

- Evidence-based curricula;
- Professional development for teachers; and
- Assessment that allows teachers to monitor student progress.



The history of SEL standards: Growing momentum

- 2004: Illinois became the first state to adopt comprehensive standards for SEL with developmental benchmarks, K-12.
- 2010: 48 states had adopted SEL standards at the preschool level.
- 2011: Washington state, Pennsylvania and Idaho had adopted comprehensive standards for SEL with developmental benchmarks, P-3.
- 2012: Kansas, Pennsylvania and West Virginia adopted comprehensive standards for SEL with developmental benchmarks, P-12.
- 2015: Massachusetts adopted comprehensive standards for SEL, P-K and is beginning systematic professional development.
- Additional states have drafted or are currently in the process of developing SEL standards, P-12 or for early grades.



Illinois' Student Learning Goals for SEL

Self	Other	Decision-making
Develop self-awareness and self-management skills to achieve school and life success.	Use social-awareness and interpersonal skills to establish and maintain positive relationships.	Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.



State Scan

With funding from the Buena Vista Foundation and NoVo Foundation, CASEL is conducting a review of educational standards related to social and emotional learning from preschool to high school in all 50 states and the six territories. The purpose of the CASEL State Scan is to understand whether and how states currently address social and emotional learning in their learning standards--an important step toward achieving the goal that every child receives high quality education in social and emotional learning.

[» SEL IN YOUR STATE](#)

Related Documents

State Scan of Social and Emotional Learning Standards, Preschool through High School

The preliminary findings from the first year of...

Goals of the CASEL State Scan

- To identify and review state learning standards related to social and emotional learning
- To understand how state standards are developed.
- To promote development and adoption of well-articulated, comprehensive SEL standards.

([See CASEL State Scan Reports and Resources](#))



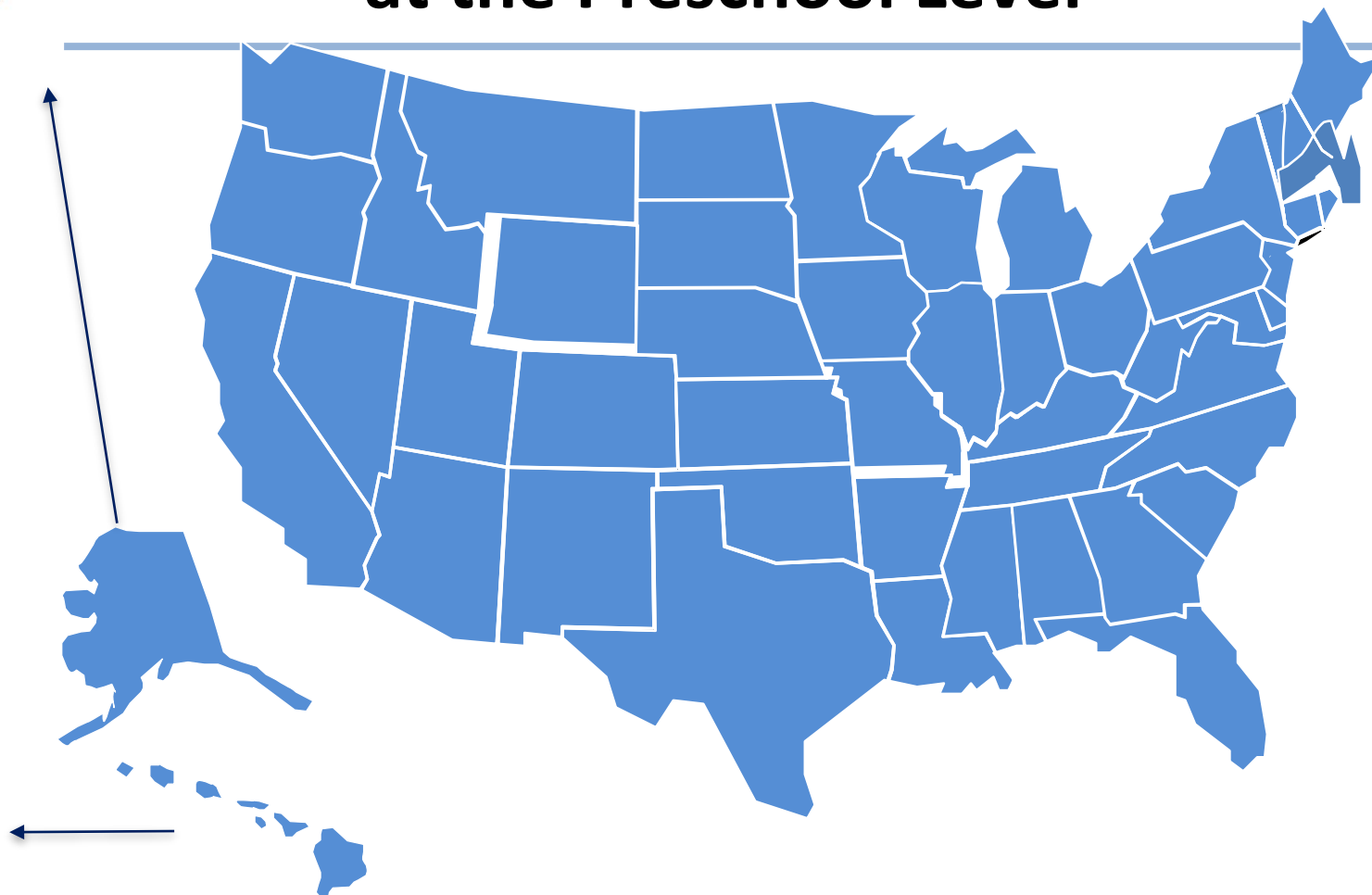
What are the key features of high quality SEL standards?*

- Free-standing, comprehensive standards with developmental benchmarks across grade level and SEL domains that provide simple, clear, concise, consistent statements grounded in research.
- Integrated with standards in other subject areas
- Guidance on how adults can support students through teaching practices
- Guidance on how to create a positive learning environment and school climate
- Guidelines on how to make instruction culturally and linguistically sensitive and relevant
- Tools to support high quality implementation, including evidence-based programs, assessment, and professional development

*Please see [handout](#) for examples. [Scorecard Project findings](#) for each state are also available.



Free-Standing Standards for SEL at the Preschool Level





Comments

- There is wide variability in the number of standards and benchmarks each state provides for SEL (from less than 10 to more than 500, for benchmarks).
- State preschool standards are constantly changing, reflecting the strong desire on the part of states to improve their guidelines at the early childhood level.



Guidelines for Adults and the Environment

Close to 90% of state preschool standards documents:

- provide **guidelines for caregivers** on how to support child development.
- provide **guidelines for creating a positive environment.**



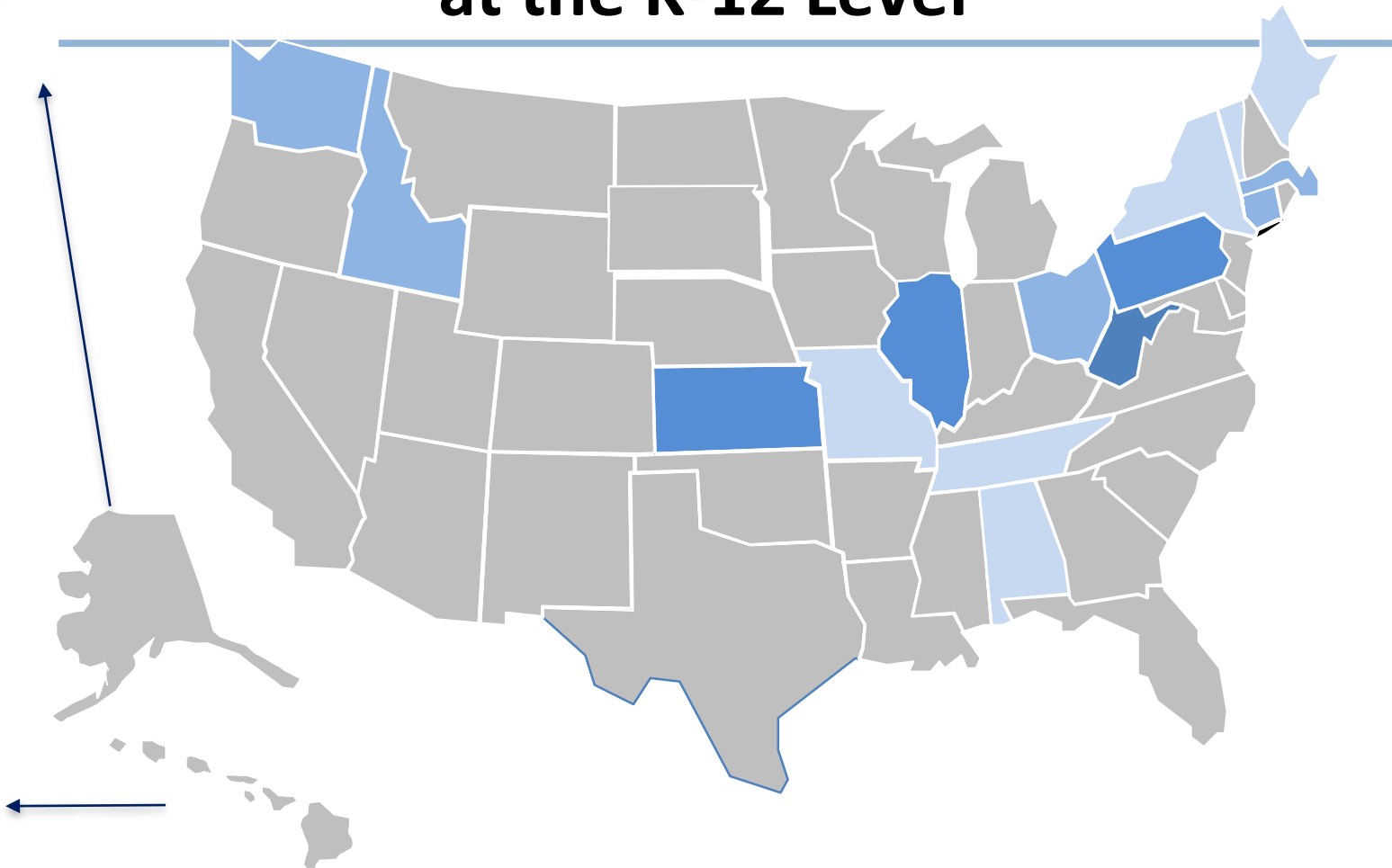
Cultural and Linguistic Relevance

Approximately 80% of state preschool standards documents:

- provide guidelines on how to make instruction and programming **culturally sensitive**.
- provide guidelines on how to make instruction and programming **linguistically appropriate**.



Free-Standing Standards for SEL at the K-12 Level





Findings from K-12 Review of Standards: 4

Approaches to K-12 Standards for SEL

- Comprehensive, free-standing K-12 standards for SEL:
 - [Illinois](#)
 - [Kansas](#)
 - [West Virginia](#)
 - (Additional states are in the process of developing)
- Comprehensive, free-standing standards for SEL, pre-school through early elementary
 - [Connecticut](#) (Kindergarten through grade 3)
 - [Idaho](#) (birth to grade 3)
 - [Ohio](#) (Kindergarten through grade 3)
 - [Massachusetts](#) (Preschool through Kindergarten)
 - [Washington](#) (birth to grade 3)
- Focused, free-standing standards on one or more dimensions of SEL (at least 4 states)
- SEL standards integrated into other sets of learning standards to some degree in all states.



Other States

- Three additional states have offered broad SEL standards, but did not provide developmental benchmarks for these standards (Maine, Missouri, Vermont)
- [New York](#) and [Massachusetts](#) offer guidelines to support implementation of education in SEL. [Tennessee](#) has developed a toolkit for SEL.



SEL Integrated into Other Sets of Standards

Virtually all states have SEL standards that are integrated to some degree across other sets of standards. (e.g., Common Core).

However, while some states have done a lot of work in this regard, in many states, this content is usually not comprehensive across all five SEL domains, and/or is scattered and diffuse. Further, the content may not be consistent across subject areas or grade levels, and development is not systematically and strategically supported.

To ensure that SEL standards are prioritized, CASEL recommends there also be free-standing standards for SEL.



Examples of National Learning Standards

- [Head Start Preschool Standards](#)
- [Common Core State Standards for English and Math](#)
- [National Standards for Social Studies](#)
- [National Standards for Science](#)
- [National Standards for Health Education](#)

(coming soon: CASEL Voluntary Model Standards for SEL; meanwhile most states currently developing SEL standards look at what other states and districts such as [Anchorage](#) have done.)



Resources Available on the CASEL State Policy Webpage

<http://www.casel.org/state-standards-for-social-and-emotional-learning>



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