What the Growing Demand and Expanding Research on Social and Emotional Learning Means for District Leaders

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Social and Emotional Learning 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.
Why Now? The Need to Clarify What’s Necessary to Achieve the Vision of SEL for All

Updated Definition of SEL

Explicitly centered equity to ensure SEL affirms identities, strengths, and experiences of all individuals, and helps students and adults contribute to caring and just schools.

Identified both the individual and collective aspects that make up the five core competence areas of SEL.

Expanded competency exemplars, including demonstrating agency, examining biases, cultural competency, and promoting community well-being.

Highlighted environments and broader contexts that shape learning and development, including distinguishing families and communities in our framework.
How PSELI started: what we knew from the research...

- Children need to develop a range of academic, social, and emotional competencies to succeed in careers, college, and civic life

- Research has demonstrated that several SEL programs and strategies can promote these competencies

- Students develop these competencies over time and in multiple settings including schools and OST programs

*Foundations for Young Adult Success: A Developmental Framework, The University of Chicago Consortium on Chicago School Research, 2015*
...and what we are seeking to learn

“If urban schools and their afterschool partners work together to improve and align experiences and climate to foster children’s social emotional learning, will students benefit — and what does it take to do this work?”