Implementing Social and Emotional Learning in Secondary Education

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Social and Emotional Learning Research Group

CASEL

Presentation Overview

1. W.T. Grant Consortium: Lessons Learned
2. SEL: Research, Practice, Policy
3. Integrating Frameworks
4. Singapore Ministry of Education SEL-ECG
5. CASEL Program Review
6. Examples of Secondary School Programs
   - Expeditionary Learning
   - Big Picture Learning
   - Lions-Quest
7. Implementation Issues
8. Current Status and Future Directions

Peer Learning Community (PLC)

- Provides a model for **connecting people** in the spirit of learning, knowledge, sharing, and collaboration

- Supports dialog among people who come together to **explore new possibilities, solve challenging problems**, and create new opportunities

- Captures and shares existing knowledge to **improve practice** by providing a forum to identify **solutions to common problems** and a process to collect and **evaluate best practices**

Connections/Constructions

1. An implication for social-emotional education is:
2. One relationship that I can establish between this information and my work with young people is:
3. A new concept that I encountered is:
4. An "Ah-Ha" that I have is:
5. One question I have is:
6. One thing I would like to find out more is:

Overarching Questions

1. How generalizable or not generalizable is SEL from one country to another?

2. How domain-specific must SEL be?

3. <u>True or False</u>: The skills needed to succeed in the military, a trade school, or the work force are the same skills needed to succeed at an institute of hire learning.

College Prep is Career Prep
Morrison, 2014

- "Employers want high school graduates who can think mathematically, communicate, create, work in teams, and solve problems in an entrepreneurial environment.

- Colleges and universities continue to seek high school graduates who are academically prepared (in a range of studies, including math) and can communicate, create, and think critically.

- We believe there is no substantial difference here."

Levels of Schoolwide SEL
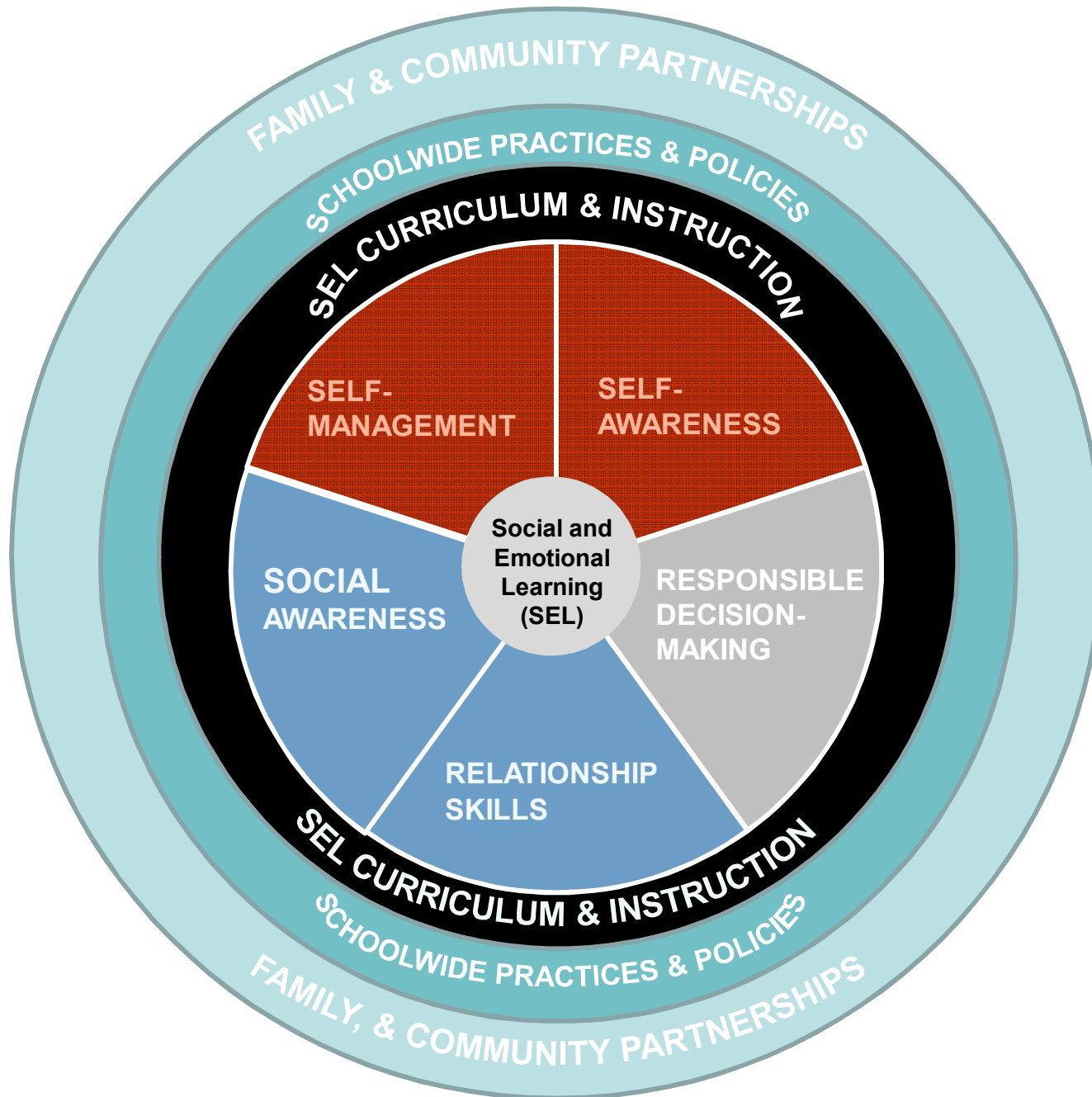
Illinois Preschool to High School Social and Emotional Learning Goals

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.

A Caring, Connected, Responsible, Contributing Problem Solver
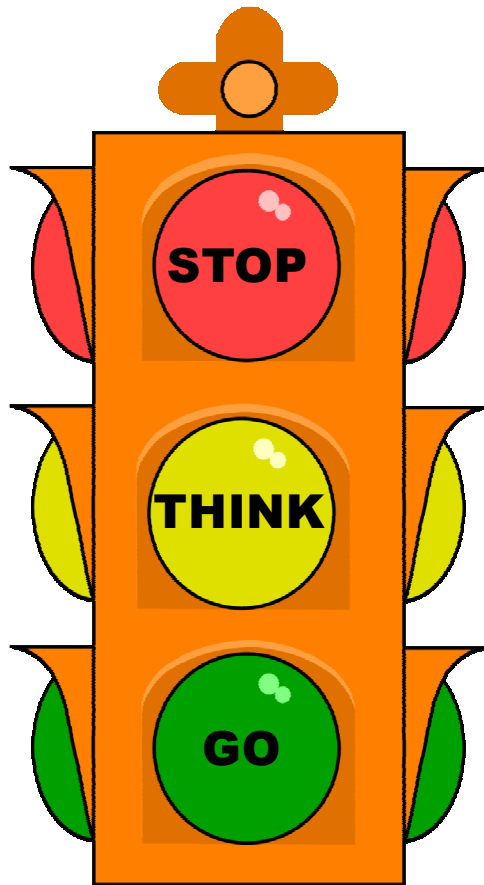
- **STOP**, CALM DOWN, & **THINK** before you act

- 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

21st Century Skills Framework

Life & Career Skills

- Initiative and Self-Direction
- Flexibility & Adaptability
- Social & Cross Cultural Skills
- Leadership & Responsibility
- Productivity and Responsibility

Learning & Innovation Skills

- Creativity & Innovation
- Communication & Collaboration
- Critical Thinking & Problem Solving

Common Employability Skills - National Network of Business and Industry Associations

A Foundation for Success in the Workplace:
The Skills All Employees Need, No Matter Where They Work

- Personal Skills
- People Skills
- Applied Knowledge
- Workplace Skills

What are the Goals of ECG?
Singapore Ministry of Education

ECG facilitates the acquisition of attitudes, skills, and knowledge to help students:

- better understand themselves,
- explore viable education and career options
- make informed decisions
- positively engage their parents and other career influencers
- develop plans to achieve their career aspirations

ECG Lessons in Secondary & Pre-University Schools - Singapore Ministry of Education

- Self-Awareness and Self-Management

- Awareness of Relational Support and Decision Influencers

- Exploring the Educational Landscape and Planning Pathways

- Career Sectors Exploration

The Link Between SEL and Education and Career Guidance

Self-Awareness

- Awareness of interests, personality, strengths, skills, work & life values, basic-self profile

Self-Management

- Coping with expectations of self and the realities of self and world
- Managing self in different work settings

The Link Between SEL and Education and Career Guidance

Social Awareness

- Occupational/career awareness
- Educational Options
- Opportunities/industry outlook
- How do people like working with me

Relationship Management

- Able to work with different people
- Managing competing expectations in significant relationships

The Link Between SEL and Education and Career Guidance

Responsible Decision Making

- Being able to synthesize knowledge from self-awareness and available opportunities in the world
- Capacity to integrate advice from family and significant others (e.g., role models, teachers, etc.)
- Being confident and able to make responsible decisions to move forward in education and career planning.

Introductory Video to Singapore Secondary School ECG Resources
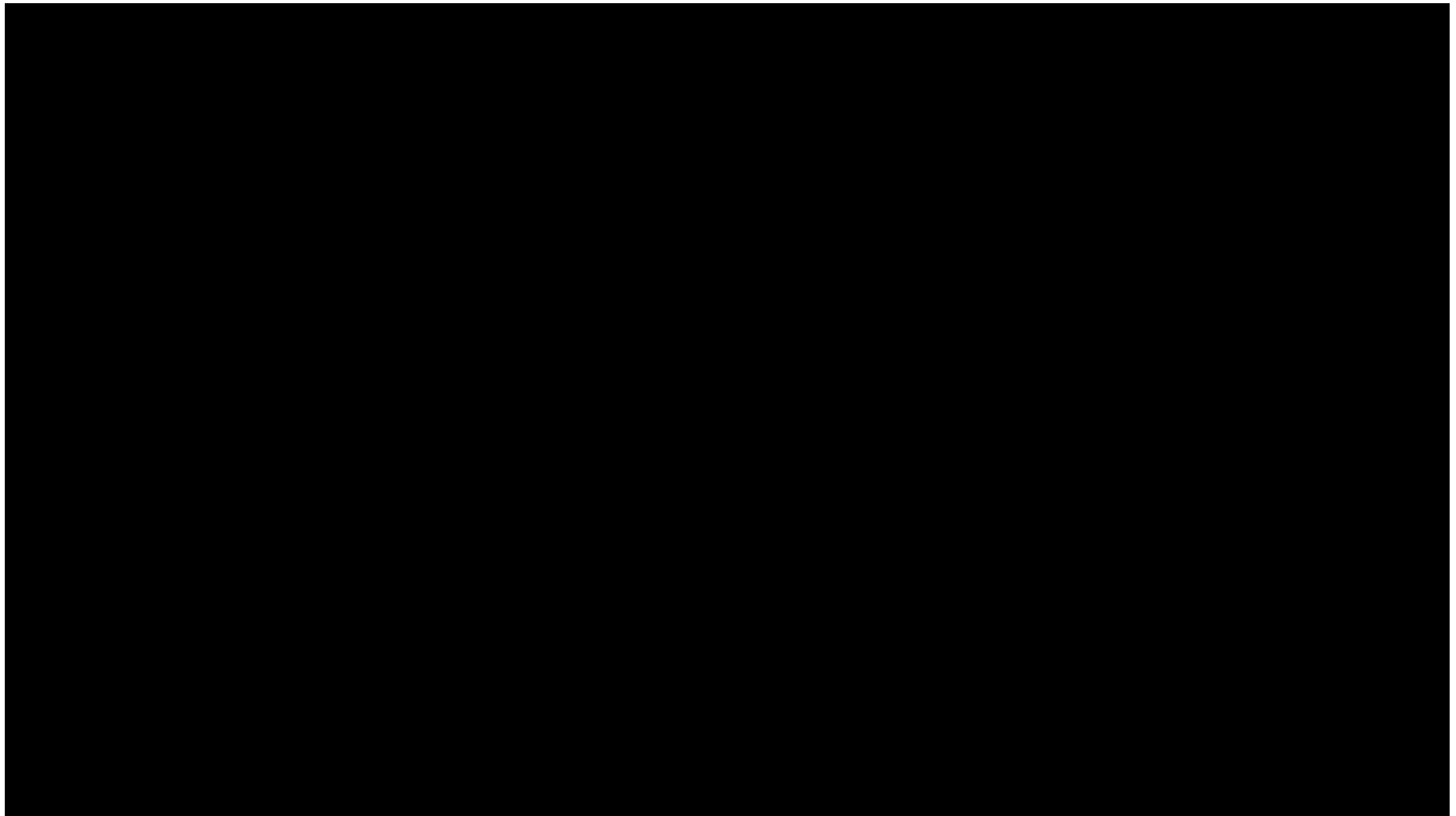
History of Program Reviews at CASEL

Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs
- Released in 2003
- Kindergarten through 12th grade

2013 CASEL Guide: Effective Social and Emotional Learning Programs
- Released in 2013
- Preschool through 5th grade

CASEL Secondary Guide
- Review is in-progress, to be released in January 2015
- 6th through 12th grade

CASEL Criteria for Effective SEL Programs

- Be **evidence-based** with at least one evaluation with a control group that documents positive impacts on student behavior and/or academic performance.

- Be **well-designed** classroom-based programs that systematically promote students' social and emotional competence, and provide opportunities for practice.

- Deliver high-quality **training and other implementation supports**, including initial training and ongoing support to ensure high quality implementation.

How do we develop students' social and emotional skills?

- Sequenced, Active, Focused, Explicit (SAFE)
- Adults and students model SEL skills and discuss relevant situations
- Developmentally/culturally competent instruction and community-building activities
- Opportunities for students to contribute to their class, school, and community

Expeditionary Learning

- Used to teach literacy, math, critical thinking, collaboration, and problem-solving- through a research and application process conducted in the community.

- Incorporate fieldwork, experts from the community, and service-learning.

- Include a planning and ongoing assessment phases.

- Culminate in student-created products or performance for audiences beyond the classroom.

Example: <u>Passage Presentations Video</u>   (first video)

Big Picture Learning

Framework - 5 Learning goals:
- Empirical Reasoning, Quantitative Reasoning, Communication, Social Reasoning, Personal Qualities.

Internships:
- Work-place experience during school days: twice weekly during internship period.
- Individualized experience and placement choice based on students' elaborate self-exploration.
- Involves a mentor at the work-place & advisor in school.

Example: BPL Conference video

Lions Quest

Curricula for all school grades that is designed to teach social and emotional skills.

Service-learning projects for grades 6th – 12th:

- Volunteer work in the community based on student specific or whole-class defined interest.
- Involves planning, identifying and monitoring of the volunteering process; as well as a reflective stage upon completion.

Example: Lions Quest around the world

School-wide SEL Implementation Process

- Develop a **vision** that prioritizes SEL.
- Conduct SEL-related **resource/needs assessment** and planning.
- Design and implement **effective professional learning programs** to build internal capacity for developing SEL.
- Adopt and implement **evidence-based programs** for academic and SEL in all classes.
- **Integrate SEL** at classroom, school, and community levels.
- Establish processes to **continuously improve** SEL programming through inquiry and data collection

SEAL for Secondary Schools: Implementation Difficulties (Lendrum et al., 2013)

Programme characteristics:

- The flexibility of SEAL resulted in vague guidelines and a lack of clear and specific instructions of how SEAL should be implemented, leaving schools confused and uncertain of how to progress.

- Future programs should aim for a balance of adaptability and prescription, and ensure that implementers are fully aware of how the program is intended to work, so that expected outcomes may be achieved.

SEAL for Secondary Schools: Implementation Difficulties (Lendrum et al., 2013)

Implementer characteristics:

- The "will and skill" of school staff is fundamental to school-based mental health promotion, and there is a need to develop teachers' understanding, confidence, and competence in this area.

- The SEAL guidelines included "continuing staff development" as one of its key recommended processes. However, there was a failure to deliver more than an initial staff briefing in most case-study schools.

SEAL for Secondary Schools: Implementation Difficulties (Lendrum et al., 2013)

Contextual characteristics:

- Time constraints and multiple initiatives combined to restrict opportunities for staff professional development and training, which in turn impacted upon implementer skill.

- The size and structure of secondary schools also means that the child-centered approach of primary education is difficult to replicate, particularly as pupils are typically taught less frequently by more teachers, restricting the opportunities for supportive relationships to develop.

SEAL for Secondary Schools: Implementation Difficulties (Lendrum et al., 2013)

Contextual characteristics:

- The greater emphasis on formal curriculum subjects and academic attainment and the judging of teachers and schools on examination results may support a subject-focused, rather than child-centered ethos in secondary schools.

- Previous research has suggested that secondary school teachers may be particularly resistant or indifferent to nonacademic interventions.

Connections/Contructions

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2. One relationship that I can establish between this information and my work with young people is:
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Website: casel.org

Also…

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How to Teach Math as a Social Activity