



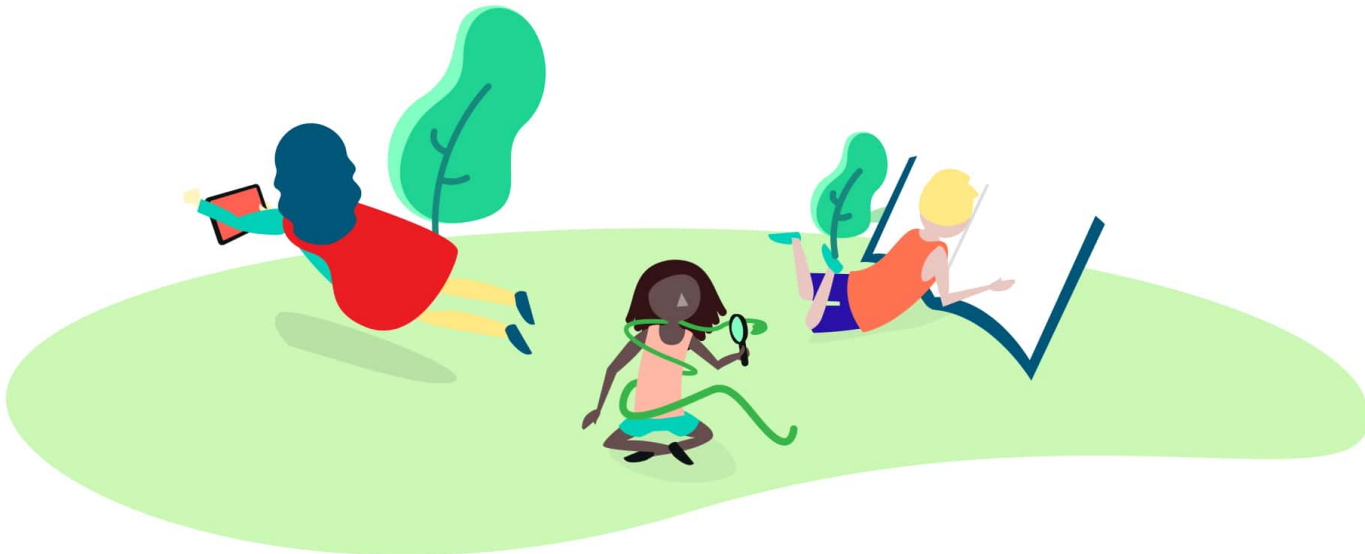
SOCIAL EMOTIONAL LEARNING 101

Bridging SEL with Academics



Contents

A Common Definition	02
Why Adopt SEL in the Standards-Based Classroom?	05
Results	09
Preparing Teachers	11
Use Kiddom to Incorporate SEL	14
Resources for Teachers and Administrators	20



Great educators teach the whole child, preparing students for college and careers, healthy adult relationships, and developing strong, positive identities. Students' abilities to manage their emotions, overcome challenges, and develop pro-social relationships impact their academic achievement and overall wellness. So, how can schools foster social emotional learning to meet all the learning needs of all students? At Kiddom, we believe diving into Social Emotional Learning is the key.

A Common Definition

Social Emotional Learning (SEL) has become another of the many catchphrases floating through the education world, though it can mean different things to different people. According to the Collaborative for Academic, Social, and Emotional Learning, (CASEL)¹, social emotional learning is “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and

make responsible decisions.” Social emotional learning is much harder to define than traditional academic content; it requires an understanding of the ongoing processes of students’ psychological development, peer relationships, and cultural contexts.

Fortunately, to make SEL more practical for educators, CASEL has already defined these in terms of specific competencies that can be assessed and mastered: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

¹For more information on CASEL, visit <http://www.casel.org>

In order to show “mastery” of these SEL skills, students must not only comprehend them as abstract ideas, but also internalize them to become true habits of mind.

While the idea of school as the center of character-building is not new, the push to explicitly teach and track student achievement in these areas is relatively recent. According to Edutopia, New Haven public schools began developing SEL programs in the 1980s, establishing “a collaborative-management team composed of teachers, parents, the principal, and a mental health worker. The team made decisions on issues ranging from the schools' academic and social programs to how to change school procedures that seemed to be engendering behavior problems.” Originally targeted specifically at schools with extremely low attendance and academic achievement, the idea of social

emotional learning spread into the rest of the education world through the 1990s as CASEL and other groups developed specific programs and isolated concrete skills for schools to utilize across all curricula. The idea of SEL was propelled even further into mass consciousness with the publication of *Emotional Intelligence: Why It Can Matter More Than IQ* by Daniel Goleman.

In today's schools, social emotional learning is widely accepted as the cornerstone of youth development, but is being incorporated in vastly different ways across the country. In fact, most states have adopted some version of SEL standards in

addition to their state or Common Core standards, but the standards are not mandated to be included in schools' core practices. These differences in application and understanding stem from teacher training models, cultural and economic variations, and funding

support. In this guide, we seek to provide teachers and administrators with a better understand of what SEL instruction looks like in tandem with standards-based grading, as well as exploring the ways in which Kiddom can support this in schools and classrooms.



Why Adopt SEL Standards in the Standards-Based Classroom?

Learning activities that develop positive social skills have often been siloed in advisory, health, or counseling classes, but can have a greater impact on student health and achievement when integrated into academic coursework.

In fact, the idea of isolating academics from so-called “non-cognitive” skills is one that education and psychology experts largely reject.

In a literature review of research about the relationships between student achievement and non-cognitive skills, University of Chicago researchers ask, “how could one’s study skills, for example, not

be part of a cognitive process? How could one’s intelligence not come into play in the exercise of one’s social skills?” Simply, our students cannot authentically learn and apply academic content without a stronger grounding in social emotional standards as well.

Economically, the case for social emotional learning lies in the jobs of the future. Increased access to and reliance on technology is rapidly changing the type of work that students of the 21st century will be able and expected to do. The industries that will hire our students in just a generation will be producing things that haven’t been invented yet, so learners will need more than

memorized and regurgitated definitions - they'll need to be innovators and collaborators. According to a policy brief by the Rennie Center for Education Research and Policy and ASCD, "success in our increasingly dynamic global society requires students to develop skills that extend far beyond mastery of academic content. The knowledge-based economy needs adaptive workers with high-level critical thinking, problem solving, communication, and collaborative skills." Lessons in social emotional competencies will give students the ability to reflect on their own skill sets and challenges, as well as develop personal and collective goals to continue their learning into adulthood. In a [standards-based²](#) classroom, social

emotional standards provide even more detailed feedback to students in both formative and summative assessments. On the next page are two sample standards that could be used in a high school humanities research paper.

Social emotional standards can support students in understanding how to develop personal work plans for each stage of the research and drafting process, persevere through the inevitable roadblocks of a long-term project, and work with their peers and adults to exchange feedback along the way.

²For more information on standards-based grading, visit www.kiddom.co/teach/standards-based-grading

In order to explore how the two sets of standards relate, let's look at how a Common Core standard and an Illinois Social Emotional Learning Standard can work together below.

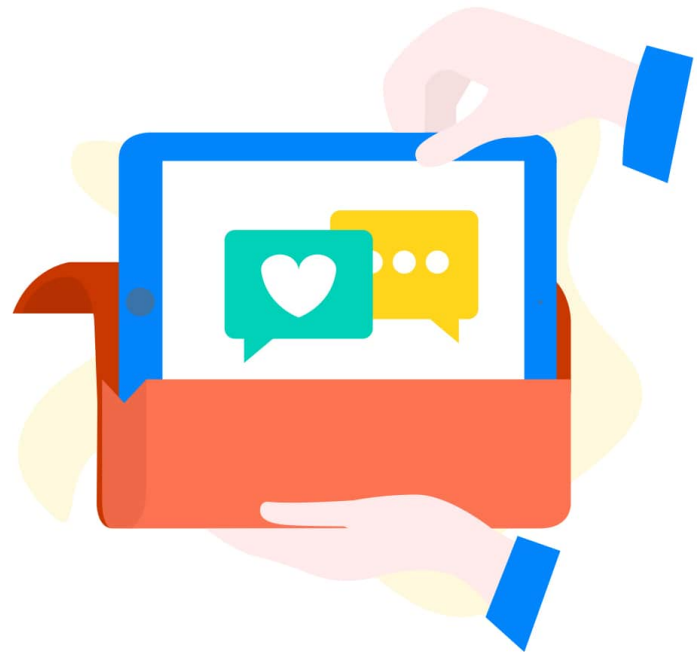
Common Core Standard CCSS.ELA-LITERACY. W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Illinois Social Emotional Learning Standards	Standard B: Recognize personal qualities and external supports For High School: <ul style="list-style-type: none">● 1B.4a. Set priorities in building on strengths and identifying areas for improvement.● 1B.4b. Analyze how positive adult role models and support systems contribute to school and life success.

The academic standard demands that students engage in all steps of the writing process to develop polished, grade-level writing products. To begin a long-term project, students must first have the ability to set goals and create a plan for completing each step of the

process, use time management skills to meet those goals, and become self-advocates to gain access to available resources. Once students have a draft of their writing, they must be able to reflect on the things they did well as well as identify areas of improvement to refine their work.

The Illinois SEL Standard on the prior page identifies concrete steps that students can take to reach these academic goals, such as seeking out adults who can support by editing their work and defining their top priorities for revision based on feedback. If an assessment incorporates both SEL and academic standards, students can take better action in their future work. For example, a student who does not meet with their teacher for writing conferences may still show mastery of some of the writing skills, but they would additionally receive explicit feedback from their teachers about how to better collaborate in future projects. Students can understand more deeply why they didn't meet their mastery goal - maybe the student understood how to organize your essay and mastered a particular section of the rubric, but they didn't

take into account feedback from members of their class, so they did not master that portion. By emphasizing these “soft” skills in teacher assessment feedback, the importance of the communication and personal processes that lead to success are highlighted, not just the end result.



Results

In study after study, student achievement has risen with implementation of SEL standards. In one program starting in 1991, 10,000 students from across the United States were enrolled in classes using curriculum called Promoting Alternative Thinking Strategies, or PATHS, designed to help children recognize



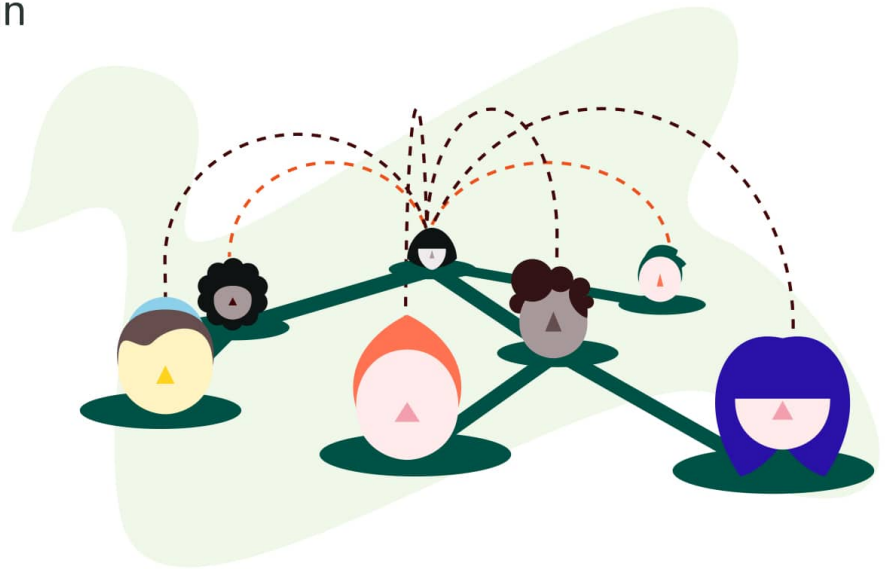
and express emotions. According to NPR, “by age 25, those who were enrolled in the special program not only had done better in school, but they also had lower rates of arrests and fewer mental health and substance abuse issues.” It seems clear that programs like this would help students make safer decisions, but it isn’t only in areas of mental and physical health that SEL works - it also supports academic achievement.

In a meta-analysis of studies measuring the effectiveness of SEL programs in public schools, researchers found that students who had SEL instruction had achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction.

Empowering students to be active

participants in conversations about their emotions and leveraging awareness of those feelings to drive learning has been shown to increase student academic success. In her book *Emotions, Learning, and the Brain*, Mary Helen Immordino-Yang, a teacher turned neuroscientist explains “when students are emotionally engaged we see activations all around the cortex, in regions involved in cognition, memory and meaning-making, and even all the way down into the brain stem.” Truly excellent teachers and classes are the ones that have emotional resonance and engage students beyond the lectures and texts. Additionally, teaching SEL skills can help students develop relationships with their teachers through intentional and skillful conversations about personal development. In a Harvard Study, education researchers found that

when teachers and students had discussions about shared emotions and interests, “knowledge of interpersonal similarities helped teachers connect with their underserved students, and that translated into a significant increase in academic success,” and the achievement gap between underserved students and their wealthier peers was cut dramatically by as much as 65%.



Preparing Teachers

While teaching social emotional skills to students may seem like an obvious next step for many schools, it is important to first find ways to increase teacher buy-in and preparation, then work towards successful integration into curriculum. Despite the cost, in both time and financial resources to train teachers, there is also a huge payout for schools and districts that develop comprehensive SEL programming.

One major benefit for schools is that teachers are happier at work, leading to lower burnout and turnover rates. In a 2009 study at Penn State University, researchers found that greater emotional intelligence and teacher training in social emotional skills led to higher job satisfaction

and retention rates. The teachers in the study demonstrated better stress management and more positive and empathetic responses to challenging student behaviors. Additionally, SEL training provides teachers with the skills necessary to be proactive in their classroom management, thinking reflectively about student personalities and emotional needs when planning group work, classroom structures and procedures, and adapting in the moment.

In order to prepare teachers to integrate social emotional learning into their classrooms, district or school leadership must first invest time to develop buy-in from teachers.

As many educators know, policies come and go with frequency, which can create change fatigue and disengagement in new initiatives.

For staff to commit to this very important idea, they must have a firm understanding in the science behind it, as well as its potential student impact.

Additionally, teachers must have time and space to understand and internalize the standards that will be adopted, then review and revise their curriculum to include the standards. Teacher teams can work together to share current best practices, research new strategies, review lessons, and use protocols to assess progress collaboratively. New initiatives often fail due to inadequate time for teams to reflect and adjust their courses.

Because of the deeply personal nature of this work, it will require even further opportunity for reflection.

Teachers require better resources to restructure their lesson plans to be more responsive to students social and emotional needs. In some schools, this takes the form of professional development to help teachers build in more student choice and voice in assessment and content, incorporating increased peer discussion structures, and stronger questioning skills to learn more about their students. This may also include a whole-school dive into discipline systems and their cultural and restorative responsiveness.

Lorea Martinez, PhD, an SEL consultant, provides teachers with four baseline questions to begin incorporating these ideas into their

classroom when difficult moments arise.

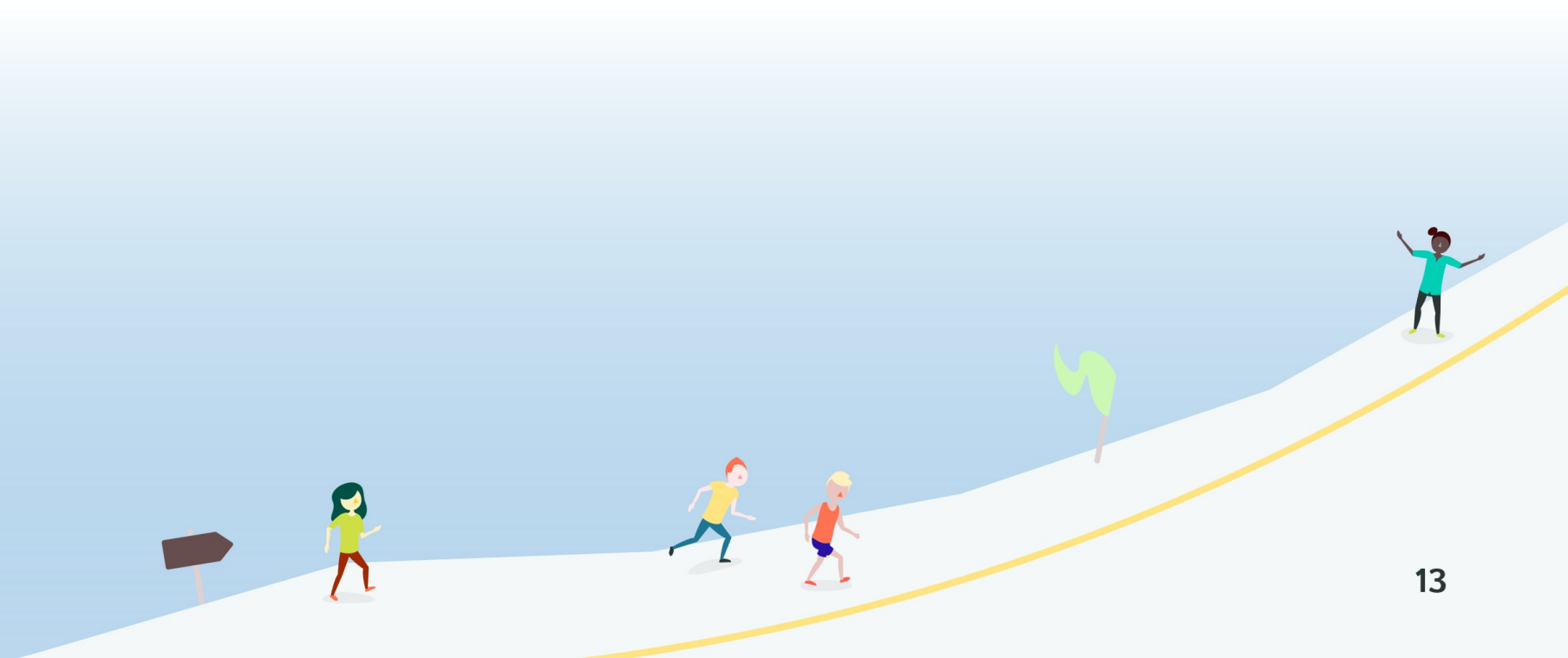
How did you feel during this situation?

What were your emotions telling you?

What did you do about these feelings?

Based on these reflections, what would you do differently the next time you're faced with a similar situation?

These questions can be used for personal reflection or with students to help develop more emotional awareness and better decision-making.



Use Kiddom to Incorporate SEL

Technology enhances our ability to access the tools and information we need to provide better methods for students to develop SEL skills. In a report from the World Economic Forum, researchers say, “education technology can personalize learning, engage the disengaged, complement what happens in the classroom, extend education outside the classroom, and provide access to learning to students who otherwise might not have sufficient educational opportunities.”

Software can fundamentally change the way we blend student choice and creativity in the learning process. Educational software available to teachers today offers lessons geared towards every

learning style, content at all levels, and adaptive assessments to meet the needs of all students. The abundance of these resources can be overwhelming for teachers, which is why [Kiddom³](#) offers content partnerships to put it all in one place for teachers. These one-stop-shop integrations provide students with personalized instruction, which can allow them to self-advocate and manage their own learning, which are two key SEL competencies.



³Visit www.kiddom.co for more information

There is a scarcity of resources in edtech for teachers to infuse SEL into their curriculum, as noted by the WEF survey. At Kiddom, we are advocates of SEL and committed to building tools to assist and encourage teachers and provide additional support through authentic feedback and simple communication structures.


Kiddom provides teachers with CASEL's standards so they may align assessments to both academic and SEL competencies. This allows for ongoing, actionable conversations with students about their progress towards these goals. Additionally, rubrics in Kiddom can be adapted to include guidelines for grading SEL standards. Teachers can adapt or develop personalized SEL competencies to fit their content areas and add them as custom standards. For example, one art




teacher interviewed in New York City has developed her own set of SEL competencies around personal reflection on projects, taking feedback from peers, and persevering through multiple drafts. In her words, "It was challenging to grade at times before I adapted these standards, because creativity, grit, perseverance, ingenuity and various other non-cognitives that really matter can totally be divorced from the grading process." Utilizing Kiddom, she can isolate these fundamental cognitive abilities for students and provide direct feedback on things that used to feel unclear and incomprehensible.







Using Kiddom, a teacher can add/upload their own assignment or directly import it from their Google Drive...

Peer Interview ✕

With one of your group members, Complete the attached interview and score yourselves on the rubric to reflect on each of your roles and participation in the group project

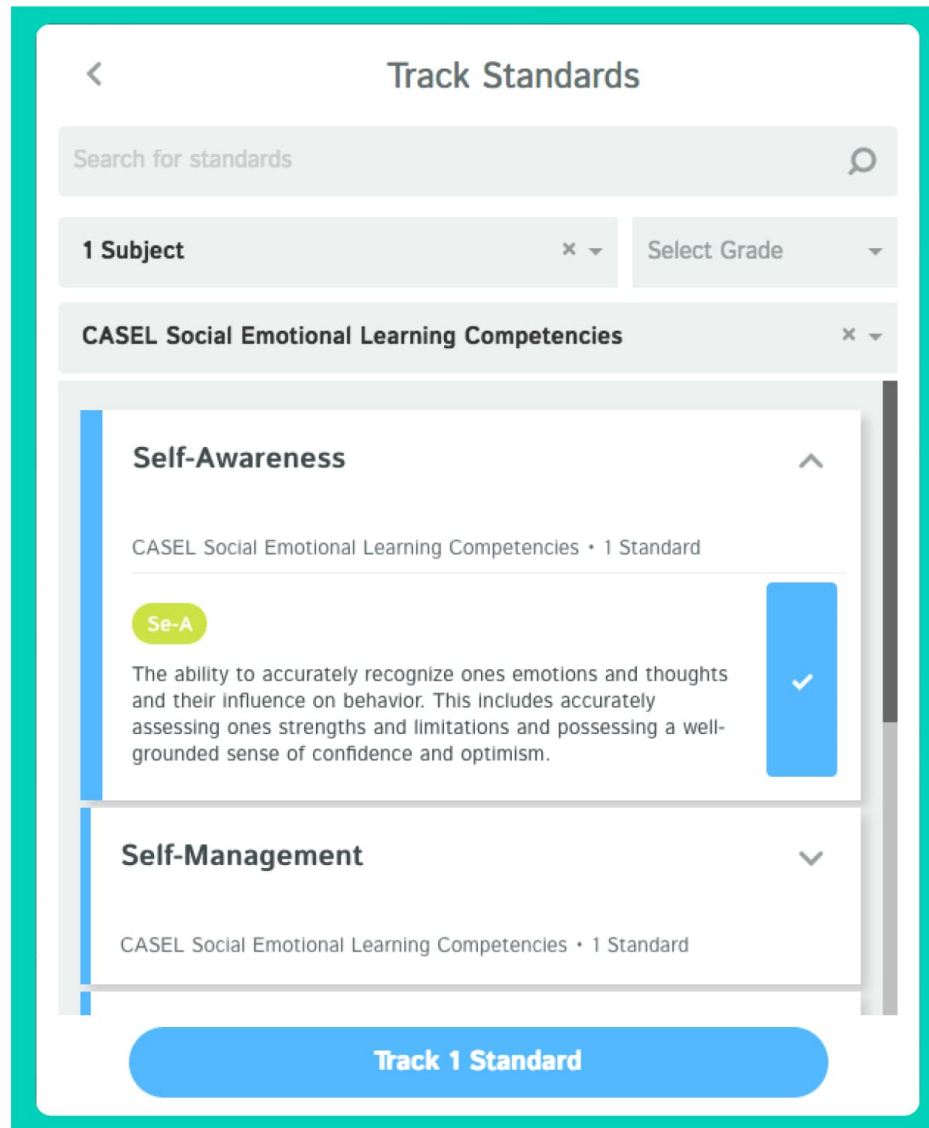
 Collaboration_Rubric.doc ✕

 TYPE	Lesson ▼
 ASSIGN TO	Everyone in Class 
 DUE DATE	Anytime This Week ▼ 
 STANDARDS	Social Awareness ✕ Relationship Skills ✕

Cancel Post

Then, choose from CASEL standards to align the assignment:



Once students complete the assessment, easily grade them all with a few clicks:

The screenshot shows a digital learning interface for a Social Studies homework assignment. On the left, a list of students is displayed with their names, profile pictures, and scores. The 'DONE' section shows 9 students with scores ranging from 9/10 to 8/10. The 'INCOMPLETE' section shows 21 students with scores of 0/10. On the right, a red banner displays the assignment title 'Integrate visual information with digital text' and the teacher's name 'Mr. Alcantara'. Below the banner, the assignment instructions are visible.

Count	Status	Student Name	Score
9	DONE	Brandon C.	9/10
		Clare S.	8/10
		Montgomery P.	/10
21	INCOMPLETE	Eleanor P.	/10
		Frank D.	/10
		Heinrich H.	/10
		Gloria B.	/10
		Hija K.	/10
		Lily P.	/10

Homework Tue, July 13 10 Pts.

Integrate visual information with digital text

Mr. Alcantara

Visual information includes charts, graphs, videos, photographs, and maps. Such information is useful for connecting key ideas in a text and explaining complex topics. Graphs, for example, can help you understand a large amount of information much more quickly, and sometimes more effectively, than written text alone.

I want you to create a 5-slide presentation to teach the class something that we may not know about you! Here's an example presentation about books I've read.

And finally, write comments to give more detailed feedback. Comments help students develop necessary 21st century communication skills,

respond to feedback from teachers, and revise their work based on their own needs, rather than just a circled rubric score.

The screenshot displays a digital learning platform interface. At the top, a red navigation bar shows 'Homework' with a clock icon, the date 'Tue, July 13', and '10 Pts.'. Below this, a list of students is shown on the left, with their names, profile pictures, and scores. The student 'Brandon C.' is highlighted with a score of 9/10. The main content area shows a homework assignment titled 'Graph.jpg'. A comment from 'Clare S.' is visible, stating 'Here is my essay. Did I do a Venn diagram right?'. A teacher's response from 'Mr. Alcantara' provides feedback: 'I think your explanation is great, but how you've presented the visuals could use some work. Keep going with it! Resubmit to improve your grade.' At the bottom, there is a 'Say something' input field and a '9 / 10 pts.' score indicator. A toggle switch for 'Allow resubmit' is also present.

Student Name	Score
Brandon C.	9/10
Clare S.	8/10
Montgomery P.	/10
Eleanor P.	/10
Frank D.	/10
Heinrich H.	/10
Gloria B.	/10
Hija K.	/10
Lily P.	/10

Now that you have the basics of social emotional learning, you can begin the process of integrating it into your classroom! Join our community of lifelong learners to share best practices and ask those burning questions. This guide is just

the beginning. Tweet [@kiddomapp](https://twitter.com/kiddomapp) with **#SEL** to join the conversation; tell us your tips and tricks about incorporating SEL using Kiddom. For more information on how to use Kiddom, register for a [webinar](#)⁴.



⁴Visit www.kiddom.co/webinars to learn how to get the most out of Kiddom.

Resources for Teachers and Administrators

- CASEL Research and Meta-Analysis
<http://www.casel.org/research/>
- Emotional Intelligence in the Classroom
http://www.is-toolkit.com/knowledge_library/kl_files/Emotional%20Literacy-BrackettKatulak-2006.pdf
- The Social and Emotional Learning School
<http://www.gtlcenter.org/sel-school>
- The Greater Good: How to Integrate SEL into CCLS
http://greatergood.berkeley.edu/article/item/how_to_integrate_social_emotional_learning_into_common_core
- ASCD: A Lexicon for Educating the Whole Child
[http://www.ascd.org/publications/newsletters/policy-priorities/vol21/num02/A-Lexicon-for-Educating-the-Whole-Child-\(and-Preparing-the-Whole-Adult\).aspx](http://www.ascd.org/publications/newsletters/policy-priorities/vol21/num02/A-Lexicon-for-Educating-the-Whole-Child-(and-Preparing-the-Whole-Adult).aspx)
- NPR: Why Emotional Literacy May Be As Important As Learning the ABCs
<http://www.npr.org/sections/ed/2014/12/31/356187871/why-emotional-literacy-may-be-as-important-as-learning-the-a-b-c-s>
- Edutopia: The History of Social Emotional Learning
<http://www.edutopia.org/social-emotional-learning-history>
- How Education Technology Can Help Foster SEL
<https://www.bcgperspectives.com/content/articles/education-public-sector-how-education-technology-can-help-foster-social-emotional-skills/>
- The Atlantic: Get to Know Your Teachers, Kids
<http://www.theatlantic.com/education/archive/2014/10/kids-get-better-grades-when-they-share-similarities-with-teachers/381464/>
- The New York Times: To Help Students Learn, Engage the Emotions
<http://well.blogs.nytimes.com/2016/05/04/to-help-students-learn-engage-the-emotions/>

