

A (Re)introduction to Social and Emotional Learning:

**Unpacking CASEL's Updated
Definition & Framework
February 23, 2021**

60 X 25

SEL as a Lever for Equity Conference

in partnership with



WELCOMING INCLUSION ACTIVITY



Based on your knowledge and expertise, finish the following prompt.

“SEL advances educational equity and excellence by...”

Why update the existing framing of social and emotional learning?

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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.

Definition was updated October 2020

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THE KEY SETTINGS

Our framework takes a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of *classrooms, schools, families, and communities* to enhance all students' social, emotional, and academic learning.



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How does this updated framing position SEL as a lever for equity and excellence?

Look for expressions of:

➔ Identity

➔ Agency

➔ Belonging



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The CASEL 5...

Five broad and interrelated areas of competence:

- *Self-awareness*
- *Self-management*
- *Social awareness*
- *Relationship skills*
- *Responsible decision-making*



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SELF-AWARENESS



The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT

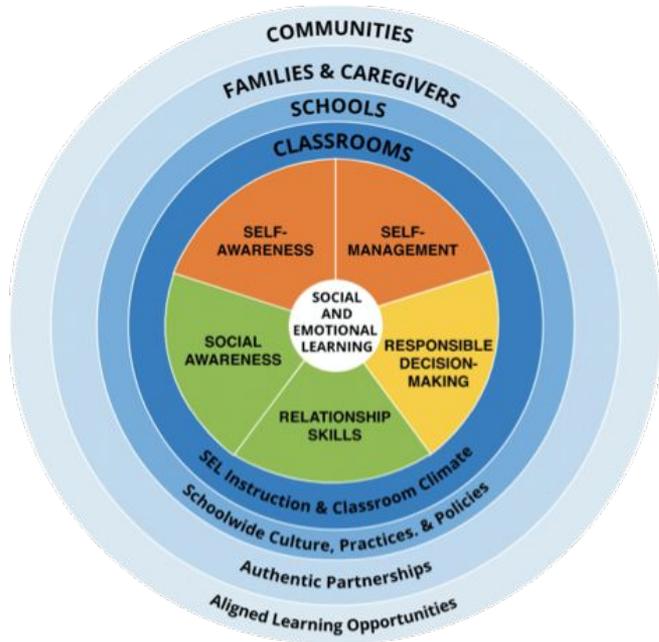


The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

SOCIAL AWARENESS



The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations and systems on behavior

RELATIONSHIP SKILLS



The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

Such as:

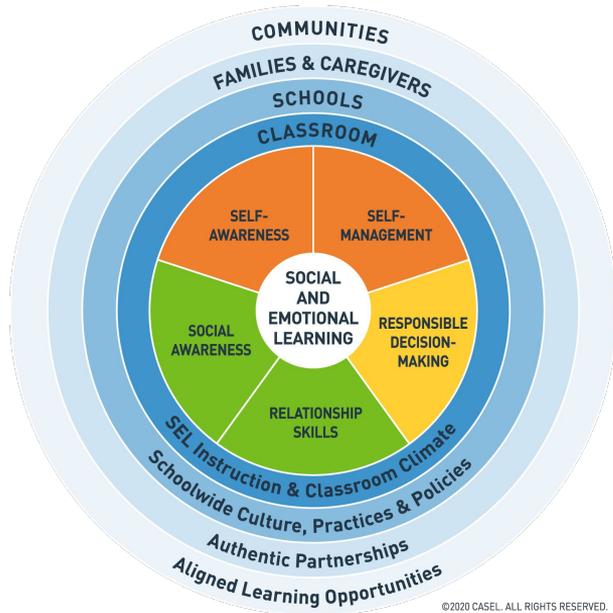
- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Such as:

- Demonstrating curiosity and open-mindedness
- Learning how to make a reasoned judgment after analyzing information, data, and facts
- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts



SMALL GROUP EXPLORATION

Each group will be assigned one of the core competencies. You'll have 15 minutes to review the framing and descriptors for your competency area and discuss:

How does this updated version capture the potential for SEL as a lever for equity and excellence?

How are you already seeing or supporting this in classrooms, schools and/or partnerships?

Then, determine who will provide a one-minute overview for the full group



BREAK OUT GROUPS

The questions for all groups are in the chat.

The link to the CASEL Frameworks is in the chat. Page 2 has the core competencies and examples.

- Self-awareness: groups 1&2
- Self-management: groups 3&4
- Social Awareness: groups 5&6
- Relationships: groups 7&8
- Responsibly Decision Making: groups 9&10

Each group will have one minute to report on a highlight from one of the questions.

IN OUR OWN WORDS

Each group's spokesperson will have one minute to share:

- How their updated competency area reflects an inclusive understanding of competence development and SEL as a lever for equity and excellence
- How you are already seeing or supporting this in classrooms, schools and/or partnerships



Optimistic Closure

How and with whom will you share this information on the updated SEL definition and framework from CASEL?

How do you see this driving your work in our district forward?

