

# *Competencies for the 21st Century: How They Can Be Learnt, Taught, and Evaluated*

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A person is a person through  
other  
persons.  
–Bantu



# A Feelings Walking Tour

Take a visualized walk through your school building. Look in on classes, lunch and recess times, meetings, extracurricular activities, after-school and evening events-- the entire gamut of what occurs on regular school days. Be aware of your feelings at different destinations on your tour.

Where do you experience positive emotions, such as pride, joy, and excitement?

Where do you experience negative emotions, such as stress, anxiety, frustration, and anger?

Where do you experience both types of emotions? What might be happening at these times and places to cause these emotions?

What feelings are most likely to serve as catalysts for action in your setting?

Has your school gotten used to being in a state of high stress?

- From: B. Novick, J. Kress, & M. Elias. (2002). **Building Learning Communities with Character: How to Integrate Academic, Social, and Emotional Learning**. Alexandria, VA: ASCD.

# Developmental Rights and Ethical/Moral Imperatives

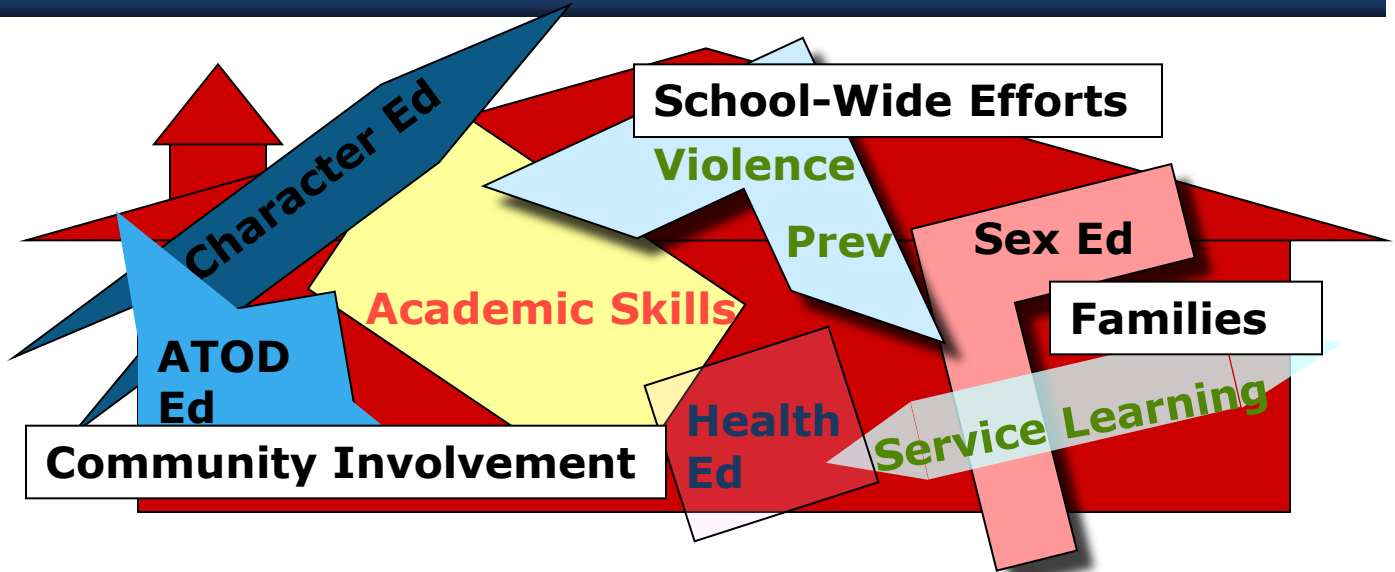
- **Children need supportive, nurturing environments created by caring adults for them to thrive, and all children can thrive**
- **Those working in educational or parenting contexts must act with respect, challenge, caring, safety, civility, support, inspiration, and encouragement of nurturance and resilience**

What Kind of Schools Do you  
Want for YOUR Grandchildren?

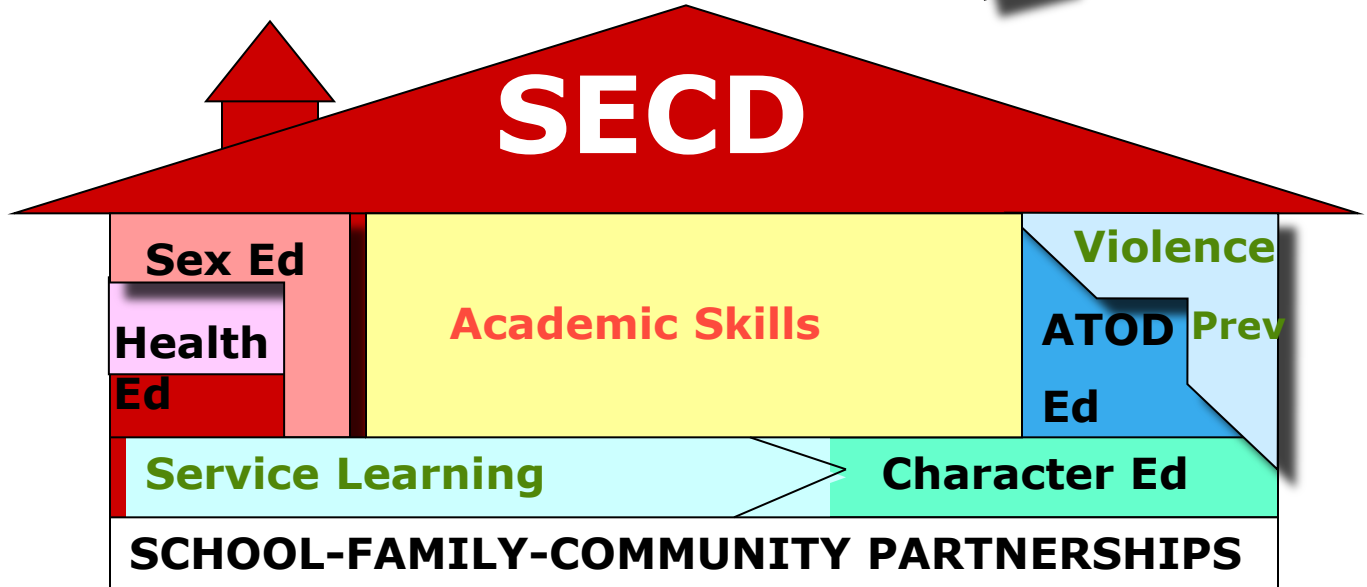


# Social-Emotional and Character Development (SECD): A Coordinated Framework Provides Synergy

**A Jumbled  
and  
Fragmented  
Schoolhouse**

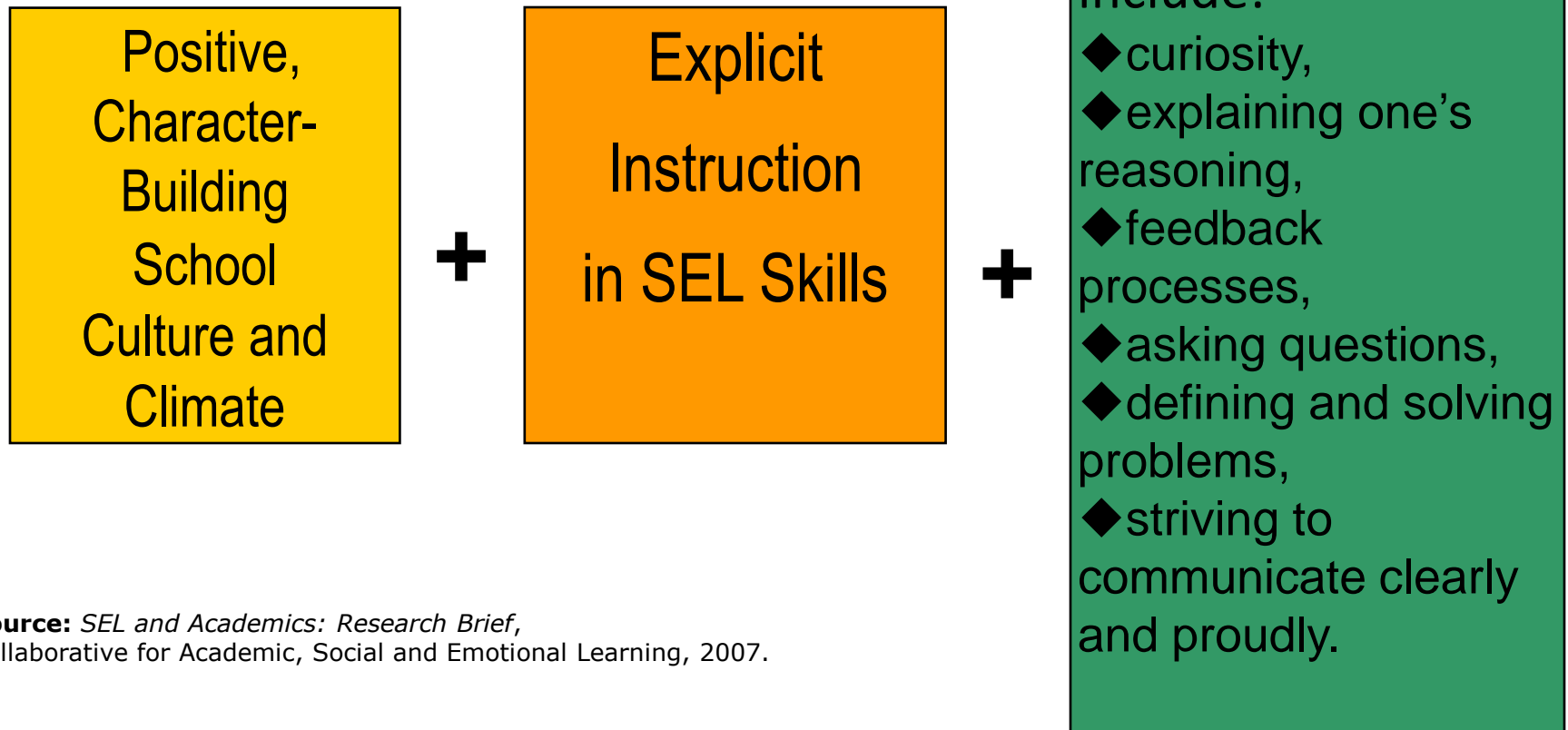


**A School of  
Social-  
Emotional &  
Character  
Competence**



# What Allows Schools to Foster Resilience?

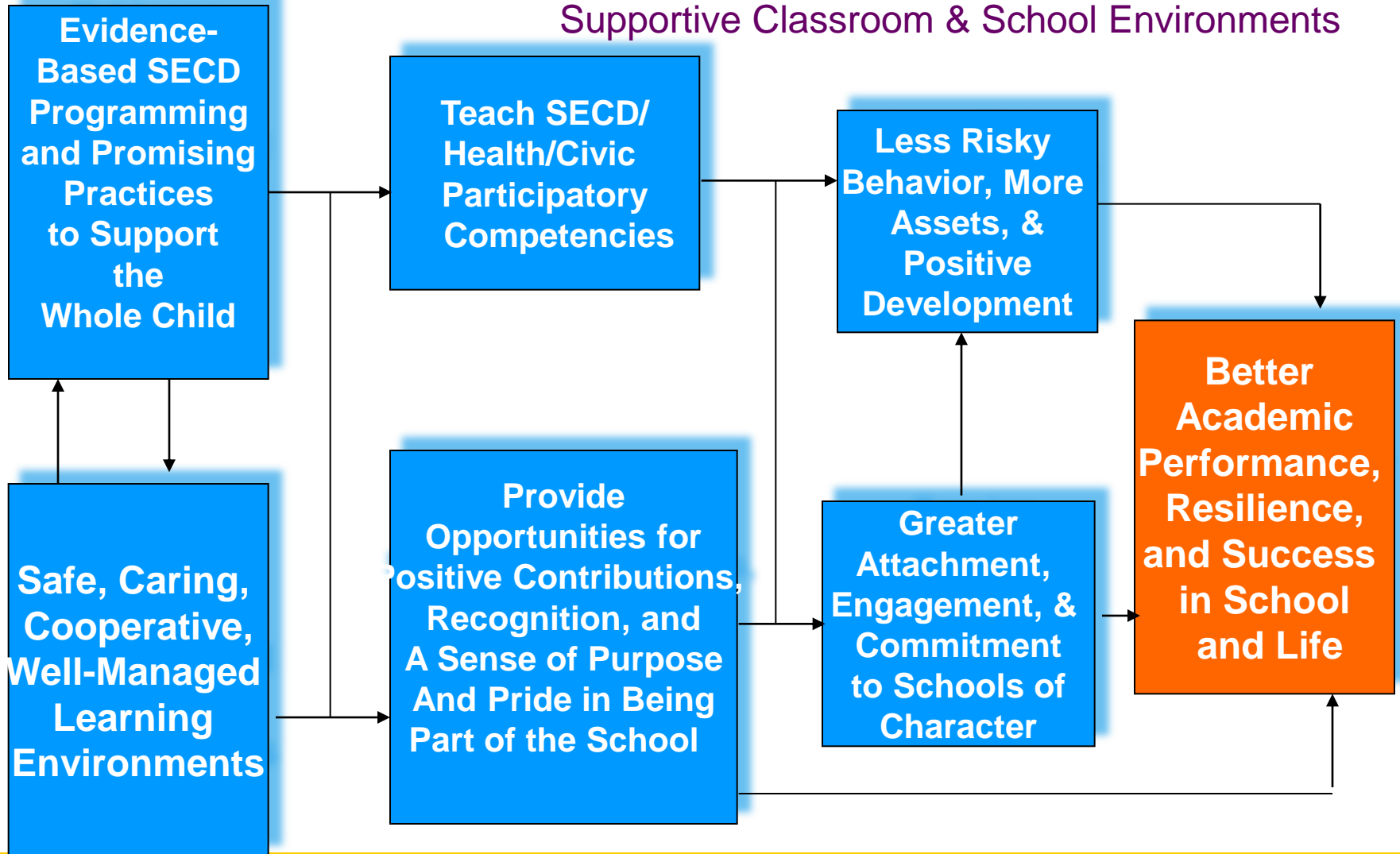
True academic and life resilience integrates intellectual, emotional, and social facets of learning. These are inextricably interconnected.



**Source:** *SEL and Academics: Research Brief*,  
Collaborative for Academic, Social and Emotional Learning, 2007.

# Paths to Success in School and in Life:

Competence and Resilience Come from a Confluence of SECD and Supportive Classroom & School Environments





# Essential Tasks of Schools

- **INSPIRING**.....*of one another*
- **CHALLENGING**.....*take risks to improve*
- **SUPPORTIVE**.....*collective efficacy*
- **SAFE AND HEALTHY**.....*others' keepers*
- **ENGAGED**.....*collaborative norms*
- **RESPECTFUL**.....*no-fear communication*
- **COMMUNITIES OF LEARNERS**...*set and pursue goals for learning together*
- **From** NJSHACC Guidelines for Successful Schools: The Culture of a Learning Organization  
<http://selinschools.org/new-jersey-culture-and-climate-coalition/>

# We Must Provide the Forward-Looking Education to Ensure that ALL Students are College, Career, Community, & Life Ready



# Reaching the Adults, Not Training Them

- Begin by asking, “What do you most want school life to offer your students?”
- Ask educators to share their moments of greatest professional joy.
- Follow with a list of things that bring them a sense of “oy” as professionals.
- Consider what contributes to joy and to “oy,” and how can they go from “oy” to “joy” more often.

These discussions will lead naturally into a consideration of factors essential for students’ social-emotional and character development, including school contexts that will be more personally and professionally enhancing for educators.

# Conversations to Foster Valuing of SEL Skills and Mindsets

From Rabbi Abraham Twersky: “Let our children see that we are forever trying, that we continue to try throughout our lives, and that we do not condemn ourselves if we have not reached our goal. We try harder.”

From Albert Schweitzer: “At times, our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us.”

# The Underestimated Role of Purpose

When goals go, meaning goes. When meaning goes, purpose goes. When purpose goes, life goes dead in our hands.

*Carl Jung*

Many persons have a wrong idea of what constitutes true happiness. It is not attained through self-gratification but through fidelity to a worthy purpose.

*Helen Keller*

# A MOSAIC Approach: The Next Iteration of SEL

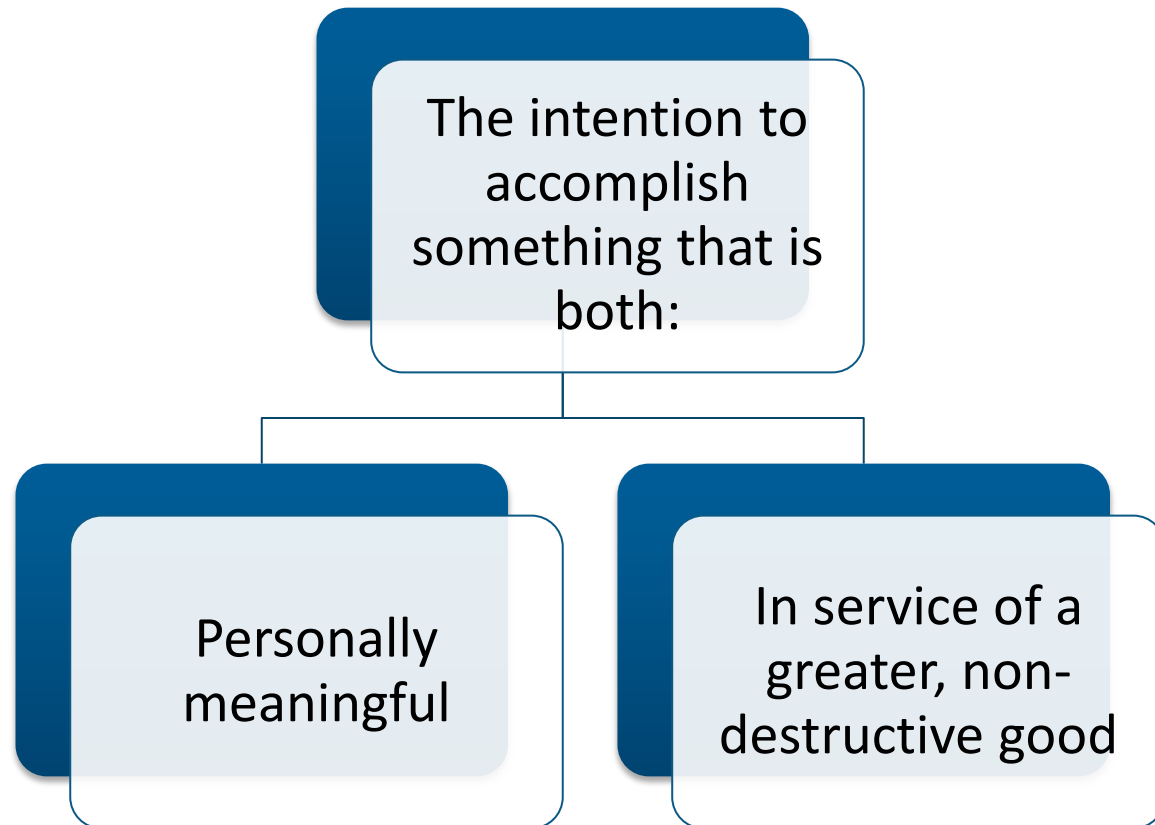
## MOSAIC

*Mastering Our Skills And Inspiring*



*Character*

# Positive (Noble) Purpose



# Know What You Are Doing and Why: Discussions of Values and Purpose

*If you believe you are here for a purpose, your energies will be focused. A sense of mission will give you strength. You will do remarkable things.*

Rabbi Lord Jonathan Sacks

*We don't live for happiness, we live for holiness... All human beings seek to lead lives not just of pleasure, but of purpose, righteousness, and virtue.*

David Brooks



# Character Virtues Supporting Noble Purpose

- 1) Compassionate Forgiveness  
and Gratitude
- 2) Constructive Creativity
- 3) Helpful Generosity
- 4) Optimistic Future-Mindedness
- 5) Responsible Diligence



# Integration of Social-Emotional Skills

1. Emotion Recognition and Regulation
2. Communication
3. Empathy
4. Social Problem Solving



# Create Opportunities That Support Contributions

*Everyone can be great because everyone can serve.*

Martin Luther King, Jr.

*One thing I know: The only ones among you who will be really happy are those who will have sought and found how to serve.*

Albert Schweitzer

# Best Practices for Fostering Youth Engagement and Building Students' SECD

- **Meaningful, Participatory Student Government**
- ***Service Learning-- Lions-Quest International***
- **Feedback/Sharing Opportunities**
- **Open Forums for School Problem Solving**
- **Staff/Student Committee Involvement**
- **Having a Voice/Diversity Monitoring**
- **Buddies, Mentors, and Tutors**
- **Opportunities for Reflection**
- ***Opportunities for Identifying and Developing one's Laws of Life and Sense of Purpose***

# MOSAIC Approach: Best Practices

- **Skill Mastery:** Focus on a few key skills
- **Character Inspiration:** Focus on a few, salient virtues, ideally consistent with school motto, mission, values
- **Purposeful Action:** Youth voice and service
- **Supportive Contexts:** Both implementers and students need others' support— and supportive environments— to succeed

# Key Recommendations to Guide Policy

- Each student should receive a minimum of **one-half hour of explicit instruction per week in skills related to social-emotional and character development (SECD)** as part of a comprehensive prek-12 scope and sequence (see Anchorage, Alaska, public schools for an example of such a framework, as well *The Other Side of the Report Card: Assessing Students' Social, Emotional and Character Development*).
- Every teacher, student support services provider, and administrator should have **demonstrated competence** in implementing evidence-based SECD programming and positive climate promotion at the classroom and/or school level (as appropriate).

# Academy for Social-Emotional Learning in Schools: [SELinSchools.org](http://SELinSchools.org)

- Overarching goals are to address the gap in professional development of school leaders and diverse education professionals that exists today and to create a community for on-going mentoring, resource support, and sharing of experiences from walking the talk!
- The Academy offers a two certificate programs connected to a virtual Professional Learning Community:
- Certificate for School Leadership in Social-Emotional Learning and Character Development. ([SELinSchools.org](http://SELinSchools.org))
- Certificate for Direct Instruction of Social-Emotional Learning and Character Development. ([sel.rutgers.edu](http://sel.rutgers.edu))
- Academy Overview Video: <http://novo.cse.edu/>



Academy for  
**SOCIAL-EMOTIONAL**  
Learning in Schools



# Assessing What Matters

Tony Bryk:

The SEL/Character Assessment Debate  
is a Choice Between Assessment for  
Research and ***Assessment for  
Improvement***



# The Nature of SEL Assessment Conversations

- Schools arrive at a decision to integrate SEL and/or character into their report cards in one of two ways:
- Option 1: Schools have an existing approach to building specific SEL skills in students and now wish to have an explicit, congruent way of assessing progress for the purposes of ongoing feedback.
- Option 2: Schools realize the importance of SEL for their broader purposes of developing the whole student, fostering academic achievement, etc. and want to begin by identifying the focal skills they wish to develop and engage parents as partners

# Alignment is Essential

- Either way, the best process is to create assessments that are aligned with your school and district priorities.
- What is most valuable is the process of dialogue, conversation, and selection of SEL priorities and focus. The resulting system is tailored to your school and truly “owned” by the school community.

# Report Cards As Opportunity for Communication

## *Guiding Parent-Teacher Conversations*

- Identifies areas of strength and areas in need of improvement that parents should know about
- Conversation frames teachers and parents as allies in building children's SECD
- Serves as springboard for planning interventions and monitoring progress
- Outreach within a naturally occurring communication

# New From Corwin Press



# Reflections: What Are Your Takeaways?



No one tests the depth of a river with  
both feet.- Ashanti



# Wait No Longer: Now is the Time for Courageous Leadership and Action

*“Don’t let what you  
cannot do interfere  
with what you can do.”*

*John Wooden*

*“The children are  
watching.”*

*Ted Sizer*



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