



Social-Emotional Learning

RECONNECTING AND ENCOURAGING STUDENT LEARNING AND WELL-BEING

Given the changing landscape of education, the necessity for SEL to support student academic success and promote well-being for all continues to grow.

To support the social-emotional learning of students, educators must take ownership of this work and recognize the relationships between SEL; diversity, equity, and inclusion (DE&I); and culturally responsive-sustaining education (CR-SE). These practices are intertwined, and together support student learning and well-being. The top takeaways outlined below are rooted in the CASEL SEL Playbook and the New York State SEL Benchmarks. Links to both of those documents, and other supporting materials, can be found by scanning the QR code above.

Top Takeaways

- **TAKE OWNERSHIP:** Social-emotional learning is directly connected to one of the four principles of Culturally Responsive-Sustaining Education, which is a welcoming and affirming environment. Creating this environment is a shared responsibility between teachers, leaders, students and their families.
- **START AND END STRONG:** The ways in which you welcome students into your space and end your time together can have a big impact. Welcoming rituals support the growth of positive relationships, and give educators an opportunity to check in with students. Optimistic closures highlight areas of shared understanding, and support forward thinking and a growth mindset.
- **SET NORMS FOR EACH SPACE:** Norms and agreements can change based upon the group meeting and the needs of the group. Consider what practices you want to encourage, what presumptions you want people to enter the space with, and what the etiquette will be for that space, whether in-person or virtual.
- **SUPPORT SELF-AWARENESS:** Self-awareness is the ability to accurately recognize one's own emotions, thoughts, and values, and how they influence behavior. Teaching students how to recognize their strengths, set goals and identify their emotions can support students' self-awareness in the classroom.

3 Signature Practices

The three signature practices of social-emotional learning identified by The Collaborative for Academic, Social, and Emotional Learning (CASEL) are:

- **EQUITY OF VOICE:** All participants are encouraged to speak and are respectfully heard.
- **INCLUSION:** All degrees of participation are welcomed and acknowledged
- **COLLECTIVISM:** All engage in and contribute to a "for the good of the group" experience.

NYS SEL Benchmarks

The New York State Education Department has established three student learning benchmarks, or standards, to support social-emotional learning:

GOAL 1

- ✔ Develop self-awareness and self-management skills essential to success in school and in life.

GOAL 2

- ✔ Use social awareness and interpersonal skills to establish and maintain positive relationships.

GOAL 3

- ✔ Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

