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# California Department of Education

## Social Emotional Learning Initiative Newsletter

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### CHECK IT OUT

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Disclaimer: The professional learning opportunities and resources contained within are intended solely to provide access to information. The inclusion of an opportunity or resource is neither an endorsement nor recommendation by the CDE.

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### INITIATIVE UPDATE

#### What is the SEL Initiative?

The [California Social and Emotional Learning \(SEL\) Initiative](#) is supported by the California Department of Education's (CDE) participation in the [Collaborating States Initiative](#) (CSI), a collaborative learning community of state teams from more than twenty states, sharing resources and best practices to advance implementation of SEL across the nation.

The team is comprised of SEL, youth development, and education experts from across the state, whose goal is to articulate the state's SEL goals across pre-kindergarten through grade twelve, in both the school day and expanded learning contexts, and make recommendations to the CDE about how to reach those goals.

#### Current Initiative Work

Remember to check out the [California SEL Guiding Principles](#) to discover how your district can:

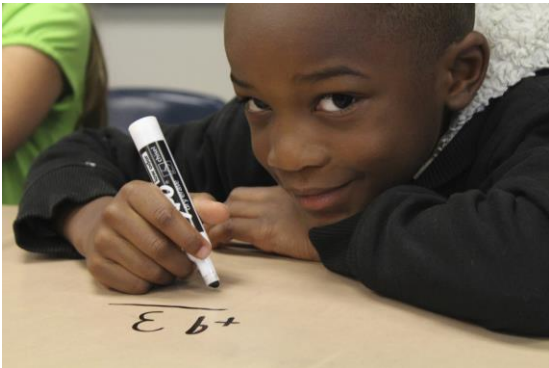
- Adopt whole child education as the goal of education
- Commit to equity
- Build capacity
- Partner with families and communities
- Learn and improve

In 2017, the CDE SEL State Team collaborated on creating the SEL Guiding Principles, a set of statements intended to provide guidance to education leaders as they consider SEL in their counties, districts, schools, and expanded learning programs. The SEL State Team, catalyzed by the national Collaborative for Academic, Social, and Emotional Learning's (CASEL) CSI, then set a goal of curating a collection of systematically gathered, comprehensive, and free resources aligned with these principles. The result is the [Social Emotional Learning in California: A Guide to Resources \(Guide\)](#), which provides California's educators a curated suite of free SEL practice resources that will assist in the implementation of local SEL initiatives and programs. These resources are aligned with the California's SEL Guiding Principles that are referenced in the Guide's resource snapshots, along with other key information. The Guide is also posted on the online platform Collaboration in

Common (CiC) under the collection titled [Social & Emotional Learning](#) (use of Google Chrome browser is recommended). On CiC, the Guide resources are tagged and searchable by using these three criteria: user; student population, and SEL Guiding Principle(s).

The California SEL State Team is continuing its work on draft SEL recommendations for the CDE and other stakeholders. The draft recommendations are categorized by: integration, policy, collaboration, capacity building/technical assistance, communication, and grant requirements/guidelines. The team will finalize its recommendations in March of 2019.

## RESOURCES



### Promoting Educational Equity

A new brief from the Assessment Work Group identifies opportunities for practitioners to more fully integrate equity issues within SEL. The brief, [Equity & Social and Emotional Learning: A Cultural Analysis](#), examines CASEL's framework through an equity lens. It also highlights approaches and practices that support the development of SEL competencies to promote educational equity and discusses implications for SEL assessments.

### Growing Evidence of the Positive Impact of SEL

SEL produces short- and long-term academic and behavioral benefits for children and youth according to a new review, authored by CASEL collaborators Joseph Mahoney, Joseph Durlak, and Roger Weissberg. The review, published in *Phi Delta Kappan*, summarizes results from four large-scale meta-analyses (i.e., analyses of hundreds of experimental and comparison group studies) on student outcomes related to participating in school-based SEL programs. All four of the meta-analyses addressed the following aspects of SEL and found positive impacts in each area: SEL skills; attitudes about self, others, and school; positive social behaviors; conduct problems; emotional distress; and academic performance. Read this article that adds to the growing evidence on the positive impact of SEL [here](#).

### Elementary Principals Worry More about Student Well-Being than a Decade Ago

Survey results published by the [National Association of Elementary School Principals](#) in [The Pre-K-8 School Leader in 2018: A 10-Year Study](#) suggest that elementary school principals and assistant principals are very worried about the rising numbers of students with emotional problems and mental health needs. Family poverty, school safety, and students' lack of effective supervision at home also rank high on these elementary principals list of anxieties about student well-being.

### Three Risks of too Much Screen Time for Teens

The Greater Good Magazine article [Is Screen Time Toxic for Teenagers?](#) cites studies that have shown that smartphone and social media overuse can be toxic for teens. In a related article, [Three Risks of too Much Screen Time for Teens](#), the magazine expands on this topic and asserts that by understanding the reasons why and what it is about smartphones and social media that may be hurtful, teens can be better assisted in using their devices safely. Research reveals three ways the use of technology can be harmful to teens that may be surprising. The antidote, the article asserts, is the real-life social connection.

## The Science of SEL

Greater Good Science Center (GGSC) at UC Berkeley is offering a six day Summer Institute for Educators that offers educators the opportunity to become immersed in the latest scientific research on SEL, mindfulness, character education, and other areas of prosocial human development (like kindness, forgiveness, and compassion). Beginning with adult self-care, the institute will explore how the science of prosocial human development can be woven into the DNA of schools and school relationships. Participants will have the opportunity to experience: lectures and webinars on the science of prosocial human development, deep self-reflection, thought-provoking discussions, and collaborative strategy sessions to consider how this science applies to education. Educators will have the opportunity to informally share with colleagues what they are already doing to create thriving classrooms and schools. The institute offers an opportunity to develop a strong and lasting support network of education professionals from around the world. Institute facilitators are GGSC's [Vicki Zakrzewski](#) and [Amy L. Eva](#). Guest speakers include [Shawn Ginwright](#), [Fred Luskin](#), and [Eve Ekman](#). This annual residential institute will be offered during two separate sessions, each with the same content, on UC Berkeley Campus July 14–19, 2019. Apply [here](#) by February 1, 2019 to attend.

## Collaborative Classroom Professional Learning Event

The Collaborative Classroom is hosting professional-learning events to kick off the new year.

- [Systematic Instruction in Phonological Awareness, Phonics, and Sight Words Professional Learning for Experienced Users: All Levels](#) will be held February 28th in Santa Cruz, CA. Register or learn more [here](#).
- [Teaching the Whole Child, K–6](#) will be held March 28th in San Rafael, CA. Register or learn more [here](#).

## Investing in Evidence-Based Social and Emotional Learning

A new RAND report, [Investing in Evidence-Based Social and Emotional Learning](#), offers guidance on how schools and communities can assess local SEL needs, choose evidence-based interventions that meet those needs, and implement and monitor those interventions. This is a companion guide to a 2017 evidence review from RAND, commissioned by Wallace, which identifies SEL interventions that meet the Every Student Succeeds Act (ESSA) evidence requirements. It identifies 60 K–12 SEL interventions that are eligible for funding under ESSA Tiers I through III evidence requirements.

Not only is the guide applicable for those looking to use ESSA funds for SEL programs, but it can also help any school or community interested in identifying local SEL needs and implementing evidence-based interventions. The guide offers advice on developing a needs assessment and then selecting, implementing and evaluating SEL interventions. It covers topics including: selecting and analyzing data for a needs assessment; prioritizing needs and selecting SEL interventions; planning for implementation, including developing a logic model to inform implementation; monitoring implementation; and evaluating SEL intervention effectiveness.

*Have a favorite resource, interesting article, informative event, etc. that you'd like to share? Send us an email at [CaliforniaSEL@cde.ca.gov](mailto:CaliforniaSEL@cde.ca.gov)*