Parent's Guide- Characteristics of a Successful Learner
The SEL Portion of the Standards Based Report Card

Definition of Social/Emotional Learning (SEL)
from the Collaborative for Academic and Social Emotional Learning (CASEL)

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.

SEL Skill Development Progression in a School-Family-Community Partnership

- **SEL skills are learned, developed, and applied throughout a student's lifetime.** SEL skills (often called "soft skills") are embedded in every aspect of students' development into adulthood.

- **SEL skills are progressively built on each other, and not all skills are retained the first time around**. This is part of typical development for most students. Knowing this, educators use multiple measures to continually observe and teach SEL, then educators re-visit and reinforce SEL skills based on individual student and developmental needs.

- **SEL skill development will be viewed through multiple lenses.** Chronological age, emotional and behavioral development, cultural identity, adverse childhood experiences, and many other factors can directly impact SEL skill development.

- **Educators' focus is to improve student engagement and outcomes** no matter what SEL skill level a student demonstrates.

- Below is an example of developmental differences in "Self-Awareness"

K-2	3-5	Middle School	High School
Recognize emotions as natural and important	Identify that emotions are valid, even if others feel differently	Explain that emotions may vary based on the situation, including people and places	Analyze ways that emotions impact the social environment

Ohio's K-12 Social and Emotional Learning Standards (June 2019)

Observation of SEL Competencies

The three performance indicators are: **"beginning, developing, & meeting."**

SEL skills will be taught through a variety of ways, including:	**SEL skills will be observed, formally & informally.**
• Second Step SEL lessons, Responsive Classrooms, Zones of Regulation, yoga and mindfulness, etc. • Morning meetings • Community-wide meetings • Counselor lessons - classroom, groups or individual lessons • Informal social coaching • Encouragement and reminders • Integration into academic lessons • Whole-class check-ins • Reflections on application across multiple settings	• Formal classroom observations (comprehension, fluency of skills, written samples, other forms of self-expression, etc.) • Informal observation during transitions, recess and lunch, and arrival/dismissal • Second Step Summative Knowledge Assessments • Individual check-ins within the classroom • Input from Unified Arts educators, Student Support Team/helpers, para educators, administration, special educators, lunch/recess staff, etc.
SEL instruction is intended to be infused into the daily lives of students, both formally & informally.	*SEL skills are evident throughout the day, and educators have frequent opportunities to observe growth.*

- **Performance Indicators for Characteristics of a Successful Learner** are informed by a student's age, developmental level, exposure to explicit SEL skill instruction, (some skills may not yet have been explicitly taught as part of core instruction) and opportunities for application within the school setting.

References:

CASEL (2020, October 9). *A Reintroduction to SEL: CASEL's Definition and Framework.*

https://www.youtube.com/watch?v=0N_Y34tjQm8&list=PLM3PYurzmKsB5noV-XsMflymTvS3-Xu0m&index=1

CASEL (2020) *SEL is…* https://casel.org/what-is-sel/

Denham, S. A. (2018, November). *Keeping SEL Developmental: The Importance of a Developmental Lens for Fostering and Assessing SEL Competencies.* Measuring SEL: Using Data to Inspire Practice. https://casel.org/wp-content/uploads/2020/04/Keeping-SEL-Developmental.pdf

Ohio's K-12 Social and Emotional Learning Standards (2019, June).

http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-and-Emotional-Learning/Social-and-Emotional-Learning-Standards/K-12-SEL-Standards-Full-Final.pdf.aspx?lang=en-US