

We Must Create Schools of Social-Emotional Competence and Character

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Month	Theme	Values	Practices	Targeted Report Card Skills
September	Why are we here, what are we trying to accomplish?	<ul style="list-style-type: none"> Diligence Future-mindedness 	<ul style="list-style-type: none"> Goal setting Recognizing strengths and weaknesses and impact on classroom and society Self-awareness/self-evaluation 	<ul style="list-style-type: none"> Shows emotional regulation and focus (#2) Recognizes and respects the feelings and perspectives of others (#3) Independent decision making (#6)
October	Leadership, respect, anti-bullying	<ul style="list-style-type: none"> Respect Leadership 	<ul style="list-style-type: none"> Perspective taking Respecting adults Respecting others who are different Appropriate communication 	<ul style="list-style-type: none"> Recognizes and respects the feelings and perspectives of others (#3) Establishes and maintains cooperative relationships (#4) Constructively resolves interpersonal conflict (#5) Problem solving in groups (#7)
November	Thankfulness and Generosity	<ul style="list-style-type: none"> Gratitude Generosity 	<ul style="list-style-type: none"> Recognizing and being thankful for small and big things Giving to others around you Perspective taking 	<ul style="list-style-type: none"> Shows emotional awareness (#1) Recognizes and respects the feelings and perspectives of others (#3) Establishes and maintains cooperative relationships (#4)
December	Giving Back	<ul style="list-style-type: none"> Community Service 	<ul style="list-style-type: none"> Interacting with others who are different Getting involved Overcoming anger 	<ul style="list-style-type: none"> Shows emotional awareness (#1) Shows emotional regulation and focus (#2) Recognizes and respects the feelings and perspectives of others (#3) Establishes and maintains cooperative relationships (#4) Problem solving in groups (#7)
January	Values	<ul style="list-style-type: none"> Priorities Perseverance Virtues 	<ul style="list-style-type: none"> Identifying values Self-control Displaying high moral standards 	<ul style="list-style-type: none"> Shows emotional awareness (#1) Shows emotional regulation and focus (#2) Independent decision making (#6)
February	Building Healthy Relationships	<ul style="list-style-type: none"> Friendship Positive relationships 	<ul style="list-style-type: none"> Building friendships Conflict resolution Appropriate communication 	<ul style="list-style-type: none"> Shows emotional awareness (#1) Shows emotional regulation and focus (#2) Recognizes and respects the feelings and perspectives of others (#3) Establishes and maintains cooperative relationships (#4) Resolves interpersonal conflict (#5)
March	Positive Motivation	<ul style="list-style-type: none"> Positive thinking 	<ul style="list-style-type: none"> Self-calming and regulation Complimenting others 	<ul style="list-style-type: none"> Shows emotional awareness (#1) Shows emotional regulation and focus (#2) Recognizes and respects the feelings and perspectives of others (#3) Establishes and maintains cooperative relationships (#4)
April	Staying True to Yourself	<ul style="list-style-type: none"> Steadfastness 	<ul style="list-style-type: none"> Saying no/resisting peer pressure Providing evidence for your position 	<ul style="list-style-type: none"> Resolves interpersonal conflict (#5) Independent decision making (#6)
May	Looking Ahead	<ul style="list-style-type: none"> Future-mindedness 	<ul style="list-style-type: none"> Recognizing options for the future Setting goals Taking steps to maximize success 	<ul style="list-style-type: none"> Shows emotional awareness (#1) Shows emotional regulation and focus (#2) Independent decision making (#6)
June	Looking Back and Ahead	<ul style="list-style-type: none"> Self-reflection 	<ul style="list-style-type: none"> Self-reflection and self-evaluation Recognizing likes and dislikes 	<ul style="list-style-type: none"> Shows emotional awareness (#1) Independent decision making (#6)

Crosswalk of NB Report Card SEL Skills and LCCA Themes, Values, and Practices

Giving Back

Encourage giving back by helping one another in every subject area & class at NBMS.

GIVING BACK MEANS:

- Helping people who have helped you be successful this year.

IN COURSEWORK,

- Reflect on ways that groups of people in **history** have helped others, or live in cultures that value communities supporting each other's' needs.
- Consider how giving to others could alleviate some of the issues seen in **current events** internationally.
- Look for examples of giving back in **reading** assignments and reflect on how it impacts a person's relationships.
- Help classmates who are having difficulty with a challenging problem in school (or in life)!

Add something for your own subject area:

-
-

Student Study Skills/Character Improvement Plan

Date: _____ Student: _____

Study Skill/Character Virtue You Plan to Improve:

1. _____

2. _____

3. _____

What Will You Do To Try To Improve:

1. _____

2. _____

3. _____

How Well Did Your Plan Go? (circle the best answer)

1. Very Well OK but Still More to Go Not Well

2. Very Well OK but Still More to Go Not Well

3. Very Well OK but Still More to Go Not Well

Take a new planning sheet and list your next set of goals. You can choose all new goals, keep some and add some, or keep all of your current goals and work to improve them.

Your Signature: _____ Your Study Partner's Signature: _____

Group Leader's Signature: _____

Emotionally Intelligent Parenting

By Maurice Elias, Steve Tobias, and Brian Friedlander

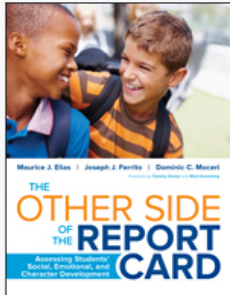
- Have A Family Mission Statement/ Vision
- Listen to Your Feelings
- Emphasize Your Kids' Strengths
- Apologize When You Lose Your Cool
- Children Follow What You Do Even More Than What You Say, But They Do Listen!
- Make Your Home an Oasis Against Stress
- **The 24 Karat Golden Rule: Do Unto Your Children as You Would Have Others Do Unto Your Children**

Available in bookstores, at Amazon.com, and in Spanish, via Kindle.



The Other Side of the Report Card

Assessing Students' Social, Emotional, and Character Development



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Foreword by Timothy Shriver and Mark Greenberg

To better serve the whole child, look at the whole report card.

Students are more than their academic grades—you know it and their parents know it. The progress they make in social-emotional learning and character development is essential to their success in school and in life. But while educators have made great strides in improving grading for academic achievement, we've left too many teachers still guessing when it comes to outdated behavior ratings and comment sections.

That's where this book comes in. Grounded in research and in the author's work with teachers and administrators, it offers guidance on retooling report cards to better reflect the whole child, integrating SEL and CD into any school- or district-wide grading system. Resources include

- Guided exercises for analyzing existing report cards
- Samples and suggested report card designs
- Tips on improving communication with parents
- Case studies highlighting common challenges
- Testimonials from teachers and students

"When you take report cards to the next level, you make sure that communication reflects all of the important characteristics of success—and ensure that students develop the skills they need for the future. This book brilliantly illuminates the key role played by social-emotional learning in each student's development and it challenges the tradition of relegating the SEL/EQ observations to the back of the report card. If we want to develop better communities, this book shows the way."

**Dr. Neil MacNeill PhD, EdD - Head Master
Ellenbrook Independent Primary School**

"The ultimate goal of misbehavior is attention. When children don't get the attention they need through the proper behavior, they will get it any way they can. Children want to be loved and cared about. SEL will help them to learn the proper ways to get attention. It will also help teachers better understand the misbehaviors and redirect students toward positive behavior."

**Pamela L. Opel - Teacher, Intervention Specialist
Gulfport School District**

For more information about this book, please visit: www.corwin.com/books/Book245000

For volume discounts, contact your sales manager at 800-831-6640.

The Other Side of the Report Card

Assessing Students' Social, Emotional, and Character Development

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Build Your Skills in Student Behavior and Achievement!!

See the Upcoming Schedule and Register Now at sel.rutgers.edu

Every professional working in schools should possess all the skills and attitudes needed to promote the social-emotional and character development of all children-- all meaning all-- in those schools, and should be prepared to make positive, constructive contributions to school climate and adult communities of learners in schools.

Every child needs competencies for success beyond the test score—skills for the tests of life, a life of college, career, contribution, and caring. How do we strengthen these competencies, basic skills, increase higher-order thinking, and warn about the dangers of substance abuse and violence, all while promoting appreciation and respect for diversity?

In response to these challenges, the Academy for Social-Emotional Learning in Schools is now offering its **Certificate in Instruction for Social-Emotional Learning and Character Development (SECD)**. The certificate program prepares educational professionals to help prepare their students for college, career, and life success, and to prepare for the tests of life, as well as their required tests. In so doing, educators help their schools become more positive places for children to learn, adults to teach, and all to thrive.

Program Participants Include:

- ✓ Current or aspiring teachers,
- ✓ Counselors, school psychologists, social workers
- ✓ After-school program providers

Program Highlights

- ✓ Online, convenient, affordable program with focus on applicable skills
- ✓ Three courses: Foundations of SECD (101), Pedagogy and Practice (102) and an online Supervised Implementation Practicum (103)
- ✓ Can be completed in one academic year or calendar year
- ✓ Adds value to your qualifications as an education professional

“The real core of education is the relationship between the teacher and the student, and the extent to which that relationship nurtures the longing of the child to matter in the world... To the extent to which we strengthen SEL (social-emotional learning), we increase the likelihood that students will learn to the best of their ability.”

Tim Shriver (Chairman, International Special Olympics and CASEL) and
Jennifer Buffett (Co-President, NoVo Foundation)

“Teaching the mind and encouraging the heart for success beyond the test score.”

Contact us with questions at sel-certification-group@scarletmail.rutgers.edu

Online Credential for Those with Experience in SEL and Character Development!

Check the Schedule and Reserve a Space Now at sel.rutgers.edu



This is a special certificate program for educators who have experience implementing social-emotional learning, character education, social skills, and related prevention and youth development program in schools or in after-school settings. **The Academy for Social-Emotional Learning in Schools is now offering its Certificate in Instruction for Social-Emotional Learning and Character Development (SECD) in an accelerated format.**

The certificate program updates participants on the latest in SECD theory, research, pedagogy, and practice, confers a credential that formally acknowledges your competencies, and connects you to a virtual Professional Learning Community for ongoing support and professional development.

Be a leader among educational professionals dedicated to helping prepare students for college, career, and community success, and for the tests of life, as well as their required tests.

Program Highlights

- ✓ Online, convenient program with focus on applicable skills
- ✓ Affordable tuition for a two-course program, including supervised practicum
- ✓ Designed specifically for teachers, counselors, school psychologists, social workers, and after-school program providers experienced in SECD

Courses Schedule

- ✓ *SEL 201 – Foundations of SECD, Pedagogy, and Practice in SECD*
- ✓ *SEL 202 – Accelerated Practicum in Direct SECD Implementation*

“The real core of education is the relationship between the teacher and the student, and the extent to which that relationship nurtures the longing of the child to matter in the world, and the longing of the teachers to nurture and fulfill that desire. To the extent to which we strengthen SEL (social-emotional learning), we increase the likelihood that students will learn to the best of their ability.”

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Visit sel.rutgers.edu for detailed information and registration links.

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The Academy is a collaboration of Rutgers University and the College of Saint Elizabeth