SEL Frameworks:
Developmental and State Lens

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Overview

- Why we focus on frameworks
- The four series of framework briefs
- Why frameworks are important to effective teaching and learning
- Special tools for comparing and connecting framework & SEL competencies
- Lessons from a study of 136 different SEL frameworks
- Questions & contributions
Four Series of SEL Framework Briefs

**INTRODUCTORY SERIES**

1. SEL Frameworks – What Are They and Why Are They Important?
2. SEL Frameworks – Practical Challenges and Opportunities
3. Ten Criteria for Describing and Selecting SEL Frameworks

**COMPARATIVE SERIES**

1. Introduction to the Taxonomy Project: Tools for Selecting & Aligning SEL Frameworks
2. Social-Emotional Competencies in Context: Using SEL Frameworks to Build Educators Understanding
3. An Examination of Frameworks for SEL in State K-12 Learning Standards
Four Series of SEL Framework Briefs

**SPECIAL TOPICS SERIES**

1. Keeping SEL Developmental: The Importance of a Developmental Lens for Fostering and Assessing SEL Competencies
2. Using a Developmental Lens to Align Social and Emotional Learning Frameworks, Standards, Practice, and Assessment
3. Equity & Social and Emotional Learning: A Cultural Analysis
4. Toward Transformative Social and Emotional Learning: Using an Equity Lens

**DESCRIPTIVE SERIES**

Descriptions and ratings of nine common SEL Frameworks and an overview of how these were prepared and can be used.

Release of entire series will be in August 2019.
Keeping SEL Developmental:
The Importance of a Developmental Lens for Fostering and Assessing SEL Competencies
## Development: Changing Tasks Across Time

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Preschool</th>
<th>Elementary School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Task</td>
<td>• Beginning coordinated interactions with peers and adults&lt;br&gt; • Maintaining regulated emotions</td>
<td>• Centrality of peer interactions/relationships&lt;br&gt; • Acquiring more sophisticated SEL competencies, e.g., social problem solving</td>
<td>• Self exploration&lt;br&gt; • More complex SEL competencies&lt;br&gt; • Applying SEL to larger, more abstract groups</td>
</tr>
</tbody>
</table>
CHANGING DEVELOPMENTAL TASKS

SEL ASSESSMENT

SEL STANDARDS

SEL INSTRUCTION

CHANGE IN SEL SKILLS

Developmentally Informed FRAMEWORK

Changing Developmental Tasks
Four Steps to SEL Alignment

1. Consult a developmental framework.

2. Define expressions of competencies across ages and grades, using evidence; create standards.

3. Implement SEL strategies with differentiation.

4. Assess ethically and appropriately.
EMOTION KNOWLEDGE
### Assessing How Developmental a Framework is

<table>
<thead>
<tr>
<th>Criteria for a Developmentally Informed Framework</th>
<th>Level of Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework lists tasks to be attained that are very global but do not change with age.</td>
<td>Full Evidence</td>
</tr>
<tr>
<td>Framework is incomplete in its coverage of developmental change in its dimensions; some dimensions include change across ages, some do not.</td>
<td>Partial Evidence</td>
</tr>
<tr>
<td>Framework gives developmental tasks for each age and for each of its dimensions. Developmental tasks are easily translatable to action for each age level.</td>
<td>Evidence Absent</td>
</tr>
<tr>
<td>Overall, it is difficult to translate dimensions into standards and instructional tasks.</td>
<td>Evidence Absent</td>
</tr>
<tr>
<td>Only some tasks are translatable into standards and instructional tasks.</td>
<td>Evidence Absent</td>
</tr>
<tr>
<td>Translation flows clearly from the elements of the framework.</td>
<td>Evidence Absent</td>
</tr>
<tr>
<td>Developmental Sub-task/Skill Within Framework (Social Awareness)</td>
<td>Grade level/age</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Recognize and identify expressions and situations of “basic” emotions (happy, sad, angry, scared)</td>
<td>Preschool (ages 3–5)</td>
</tr>
<tr>
<td>Example Standard</td>
<td>Recognize and label self and others’ emotions and emotion triggers</td>
</tr>
<tr>
<td>Instructional practice</td>
<td>Describe how a peer is feeling</td>
</tr>
<tr>
<td>Assessment</td>
<td>Direct assessment; teacher ratings of emotion knowledge</td>
</tr>
</tbody>
</table>
Not all children will follow a “normal” age-graded developmental trajectory. Some children experience developmental delays. Bringing special education teachers and specialists to the table when designing instruction, assessment, and standards can be a helpful approach.

Social-emotional competencies may be expressed differently depending on students’ cultural context. Learning about cultural differences can help educators and leaders better design standards, instruction, and assessments.
# How Can Users of a Developmental Task Perspective Use this Information

<table>
<thead>
<tr>
<th>Users of Dev. Perspective</th>
<th>Recommendations from a Developmental Perspective</th>
</tr>
</thead>
</table>
| **Policy-Makers, Standards Writers** | - Use a framework approaching SEL from a developmental task perspective.  
- Make sure that the framework is comprehensive and addresses age ranges of interest (ideally seamless across PreK thru high school; policy-makers and standard writers could use different frameworks across ages, but this is not recommended).  
- Use sufficiently fine-grained standards so that developmental change can be observed. |
| **Assessment Tool Developers** | - Start from a developmental task perspective.  
- Align with a practice-oriented theoretical framework.  
- Choose or create tools that include different developmental tasks and subtasks across ages  
- Consider alignment with standards (especially when writing formative assessment). |
| **Program Developers, Professional Development Leaders** | - Work from a clearly developmental framework that addresses in detail the developmental tasks of the age range whose SEL you seek to promote.  
- In creating new programming/instruction or evaluating existing programs/lessons, judge whether appropriate developmental tasks are clearly addressed, with room for change across the time period of programming.  
- Consider alignment with standards—for broadly used programs, this evaluation will likely differ evaluation of locally created lessons that adhere to local standards.  
- Link your program or lessons to assessment. |
Examination of Frameworks for SEL: Reflected in State K-12 Learning Standards

Linda Dusenbury
Nick Yoder
CASEL

Access the brief
SEL Frameworks Brief: Information Sources

State Scorecard Scan

CASEL state partnership
Collaborating States Initiative (CSI)

Priorities

- **Articulate** student competencies/standards
- **Create and share** guidance to support implementation
- **Strategically integrate** SEL into existing programs and priorities
- **Develop** professional learning
• Witnessed **tremendous growth** in the number of states adopting SEL competencies/standards and guidance.

• 2018 CASEL State Scorecard Scan reveals that **more than half the states** now offer competencies/standards and/or guidance.
States that have articulated SEL competencies/standards K-12

<table>
<thead>
<tr>
<th>Year Range</th>
<th># of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2006</td>
<td>0</td>
</tr>
<tr>
<td>2007-2009</td>
<td>1</td>
</tr>
<tr>
<td>2010-2012</td>
<td>4</td>
</tr>
<tr>
<td>2013-2015</td>
<td>4</td>
</tr>
<tr>
<td>2016-2018</td>
<td>13</td>
</tr>
<tr>
<td>2019-2021</td>
<td>18</td>
</tr>
</tbody>
</table>
• Analyze how 14 states’ K-12 learning standards align with the CASEL framework

• Address 2 critical aspects of SEL: development and equity considerations

• Identify whether and how states make connections to other strategic priorities and approaches (e.g., academics, workforce readiness, mental health, and multitiered systems of support)

• Review the connections states make to other strategic priorities
14 states that have developed K-12 SEL standards/competencies

*PreK aligned with K-12

**CASEL's 5 competencies presented in three goals
**Kansas Social, Emotional, Character Development Standards**

- Character Development (Responsible Decision Making)
- Personal Development
- Social Development

**Wisconsin SEL Competencies**

- Emotional Development
- Self-Concept
- Social Competence

**Maine Guiding Principles**

- Clear and Effective Communicator
- Self-Directed and Lifelong Learner
- Creative and Practical Problem Solver
- Responsible and Involved Citizen
- Integrative and Informed Thinker

**Washington K-12 SEL Standards and Benchmarks**

- Self-Awareness
- Self-Management
- Self-Efficacy
- Social Awareness
- Social Management
- Social Engagement
# State Framework Examples

## ILLINOIS

### GENERAL

The first state to adopt learning standards for SEL. The framework of the Illinois Social/Emotional Standards (2004) organizes the five core competencies of the CASEL framework into three goals:
1. Develop self-awareness and self-management skills to achieve school and life success,
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships, and
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

### DEVELOPMENTAL BENCHMARKS

The Illinois SEL Standards provide developmental benchmarks by the following grade bands:
- Early elementary K-3
- Late elementary 4-5
- Middle/junior high 6-8
- Early high school 9-10
- Late high school 11-12

Since 2013, the Illinois SEL standards have been fully aligned with the state's Early Learning and Development Standards (which include the state's preschool standards).

### EQUITY

N/A

### ALIGNMENT TO OTHER PRIORITIES

The Illinois SEL standards explicitly connect to:
- **Academic Integration**: Guidance includes Collaborative Classroom Kits that provide strategies to support SEL within classrooms. The kits can be found at [http://www.ilclassroomsinaction.org/sel.html](http://www.ilclassroomsinaction.org/sel.html).
- **Workforce Readiness**: The Workforce Readiness Task Force is working with ISBE to align the SEL standards with workforce readiness.
- **Mental Health**: The standards were developed in response to the Illinois Children’s Mental Health Act. Instructional supports for the Illinois SEL Standards are found at [http://www.ilclassroomsinaction.org/instructional-supports.html](http://www.ilclassroomsinaction.org/instructional-supports.html) and include resources to support trauma.
- **Climate**: Guidance for instructional support of the Illinois SEL standards is found under the domain of Climate.
- **Whole Child**: The SEL standards and instructional supports are presented within the context of Whole Child more broadly.
Please use the chat box to ask a question or contribute to the discussion.
Thank you!

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