

Social and Emotional Learning

According to [Collaborative for Academic, Social, and Emotional Learning](#), Social and Emotional Learning (SEL) is the process of developing students' and adults' social and emotional competencies—the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices. CASEL identifies five social and emotional competencies, each of which is composed of multiple skills and abilities (see Figure 1; CASEL, 2015).¹

To achieve the development of the whole child requires teachers with distinctive knowledge and skills. Through a systematic process described in the research-to-practice brief, Yoder (2013)² identified a working set of 10 teaching practices that promote SEL as well as high standards for academic learning (see Figure 2).

When teachers enact and students participate in these teaching practices, students and teachers are able to develop their social and emotional skills and apply these skills to create a more productive and supportive schooling experience. To learn more about SEL, see the [Massachusetts Department of Elementary and Secondary Education Guidelines on Implementing SEL Curricula](#).

Figure 1. Social and Emotional Core Competencies



Figure 2. 10 Teaching Practices That Promote SEL

Student-centered discipline

- Disciplinary strategies are developmentally appropriate for students.

Teacher language

- The teacher talks to the students with a focus on encouraging students.

Responsibility and choice

- Students are provided opportunities to make responsible decisions.

Warmth and support

- The teacher creates a classroom where the students know that the teacher cares.

Cooperative learning

- Students work together toward a collective goal in accomplishing an instructional task.

Classroom discussions

- Students and teachers have a dialogue about content.

Self-assessment and self-reflection

- Students actively think about their own work.

Balanced instruction

- Multiple and appropriate instructional strategies are used.

Academic press and expectations

- The teacher provides meaningful and challenging work and believes that all students can achieve this more rigorous work.

Competence building

- The teacher helps develop students' social and emotional skills through the typical instructional cycle.

¹ [Collaborative for Academic, Social, and Emotional Learning](#). (2015). *Social and emotional learning core competencies*. Chicago, IL: Author.

² Yoder, N. (2013). *Teaching the whole child: Instructional practices that promote social and emotional learning in three instructional frameworks*. Washington, DC: Center on Great Teachers and Leaders.