

How School Climate and Social-Emotional Learning Can Support Education Transitions and Student Outcomes

December 11, 2019
3:00–4:15 p.m. Central Time

School Climate and Social-Emotional Learning (SEL) Resources

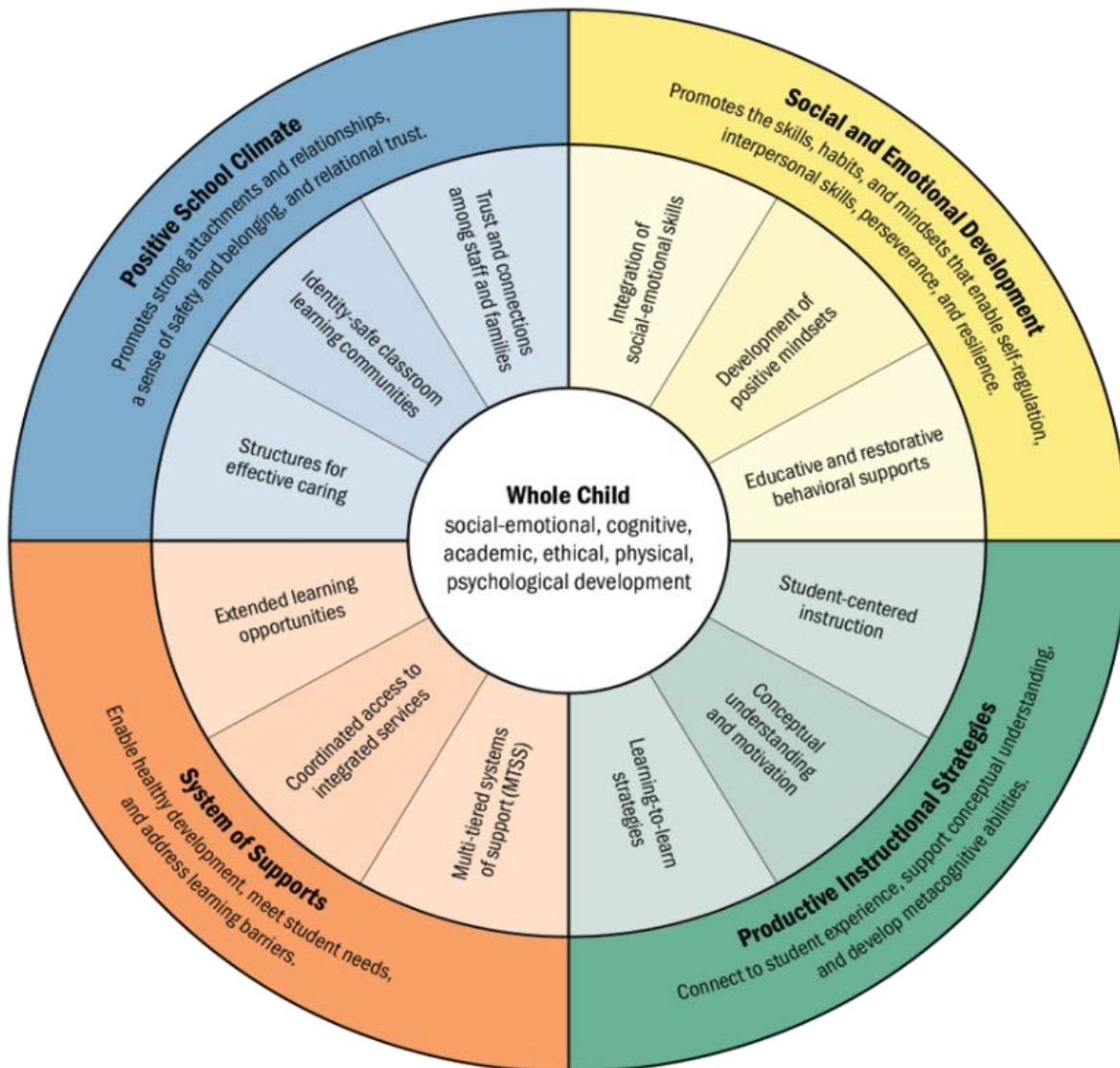
The following resources are excerpted from the Regional Educational Laboratory Southwest webinar on school climate and social-emotional learning.

REL Southwest study: Understanding the Role of Noncognitive Skills and School Environments in Students' Transitions to High School

- Link to download report
<https://ies.ed.gov/ncee/edlabs/regions/southwest/publications.aspx>
- Video highlighting key findings from the report
<https://ies.ed.gov/ncee/edlabs/regions/southwest/videos/noncognitive-factors-student-success.aspx>
- *Education Week* blog posts related to the report
 - What is the Role of Noncognitive Skills and School Environments in Students' Transitions to High School?
https://ies.ed.gov/transfer.asp?location=blogs.edweek.org/edweek/urban_education_reform/2018/05/what_is_the_role_of_noncognitive_skills_and_school_environments_in_students_transitions_to_high_scho.html
 - Partnering to Reduce Achievement Gaps in New Mexico
https://ies.ed.gov/transfer.asp?location=blogs.edweek.org/edweek/urban_education_reform/2018/05/partnering_to_reduce_achievement_gaps_in_new_mexico.html

The Science of Learning and Development (SoLD)

Four Core SoLD Practice Principles



Source: Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 1–44.

School Climate and SEL

Systemic Schoolwide Implementation of SEL



Other Resources¹

- The Intersection of School Climate and Social and Emotional Development
<https://www.air.org/resource/intersection-school-climate-and-social-and-emotional-development>
- Identifying, Defining, and Measuring Social and Emotional Competencies
<https://www.air.org/resource/identifying-defining-and-measuring-social-and-emotional-competencies>
- Creating Healthy Schools: Ten Key Ideas for the SEL and School Climate Community
<https://www.air.org/resource/creating-healthy-schools-ten-key-ideas-sel-and-school-climate-community>
- Supporting Equity and Social and Emotional Learning Webinar
<https://ies.ed.gov/ncee/edlabs/regions/midwest/events/2019/april-17.aspx>

¹ These resources were selected to provide examples and further information aligned with presentations and content provided by the REL Southwest December 11 webinar: *How School Climate and Social-Emotional Learning Can Support Education Transitions and Student Outcomes* and do not represent a systematic scan of available resources. Other relevant resources may exist. We have not evaluated the quality of these resources, but provide them for your information only.

- Social-Emotional Competencies in Context: Using Social-Emotional Learning Frameworks to Build Educators' Understanding
<https://measuringSEL.caseli.org/wp-content/uploads/2019/02/Frameworks-C.2-.pdf>
- Science of Learning and Development Website
<https://www.soldalliance.org>
- AIR Website—SEL
<https://www.air.org/topic/education/social-and-emotional-learning>
- Student Engagement and Voice in SEL and School Climate Systems (CASEL)
<https://measuringSEL.caseli.org/student-engagement-and-voice-in-SEL-and-school-climate-systems/>

References

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<https://eric.ed.gov/?id=ED578859>

This work was funded by the U.S. Department of Education's Institute of Education Sciences (IES) under contract 91990018C0002, administered by American Institutes for Research. The content of this document does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.