

Social Emotional Learning

A Trojan Horse in Education

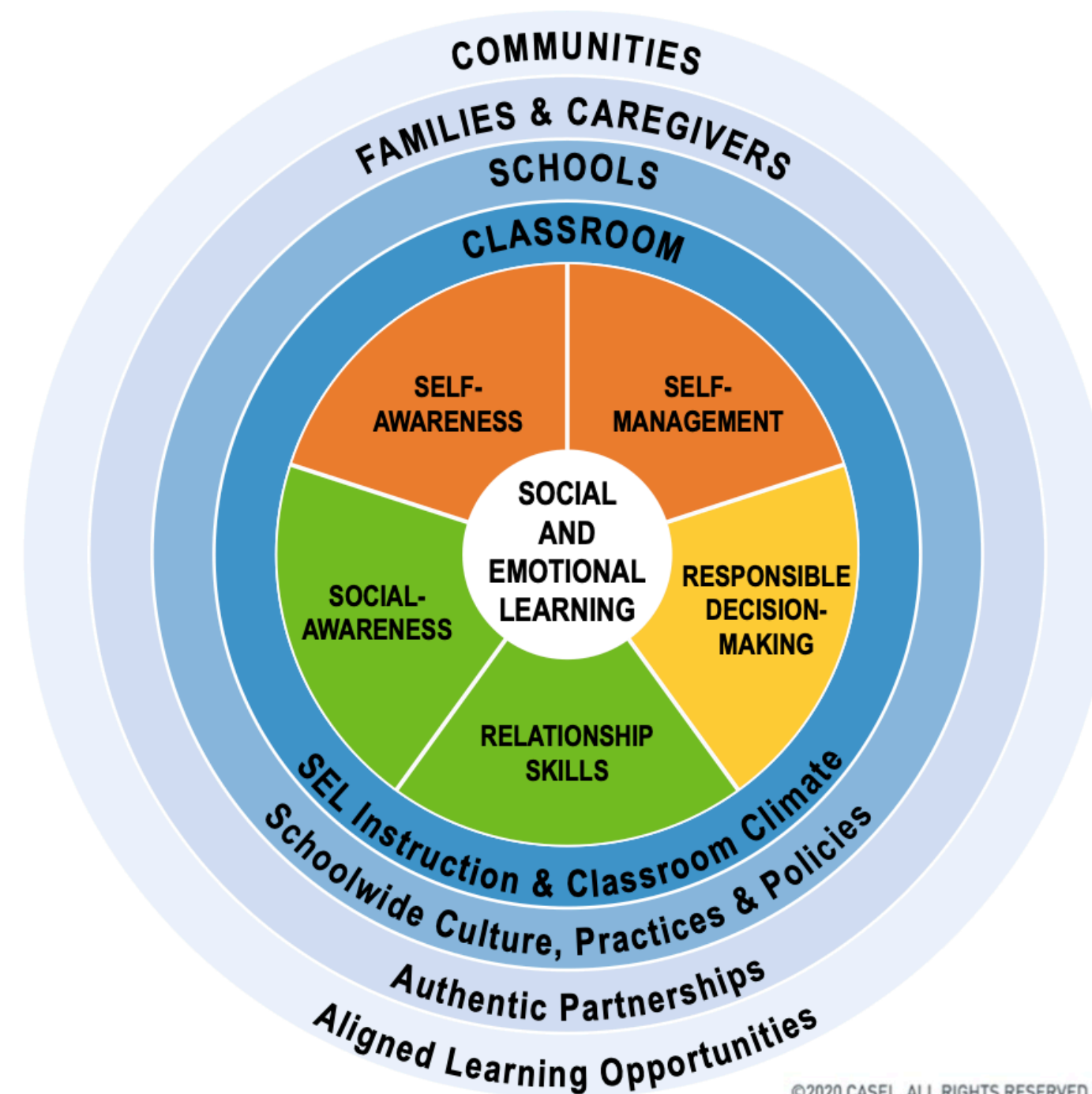
Social Emotional Learning

- Great marketing - bad outcomes
- Psychological Intervention for ALL kids ALL the time
- Brainwashing Tool allows instilling ideology (CRT, Queer Theory, Sustainability etc) and turn kids into activists
- Massive data collection on kids
- CASEL: Transformative SEL = marxist worldview
- Application subtle: classroom discussions, word problems, surveys etc.

Social Emotional Learning

The Process:

- **Self-Awareness:** Identify your race, socioeconomic status, gender, sexuality, and group identity. Then use your identity to determine if you are a privileged member of society or oppressed.
- **Self-Management:** Use mindfulness practices, neuroscience therapy, and groupthink exercises to control your emotions as you transition to a new set of social norms.
- **Responsible Decision-Making:** Make decisions based solely on if your identity qualifies as privileged or oppressed and what is best for the group (collective) priorities.
- **Relationship Skills:** Learn how to build personal relationships with people you don't agree with because of "Mob Rules" (rule/control by a group of people through intimidation and fear of retaliation).
- **Social Awareness:** Training to become a social justice warrior who will work to disrupt and dismantle America.





Department of
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TEAM

Tennessee Educator Acceleration Model

Go

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About TEAM

The Tennessee Educator Acceleration Model (TEAM) is about principals and teachers working together to ensure the best possible instruction every day. Through frequent observation, constructive feedback, student data, and professional development, TEAM is designed to support all educators in doing their best work to help every student learn and grow.

[Read More](#)



Toolkit Organization

Purpose

This toolkit is designed to increase administrator and teacher awareness of social and emotional learning (SEL) and help them integrate it into the daily classroom and school experience of students. Specifically, this toolkit is designed to link instructional practices that promote SEL with the Tennessee Educator Accelerator Model (TEAM) teacher evaluation process. Research on SEL, often framed as “teaching the whole child” or “re-humanizing education,” demonstrates that when educators focus on social and emotional skills of students, they prepare students to participate more fully in instructional activities: by increasing student’s capacity to learn (Durlak, Weissberg, Dymnicki, Taylor, & Schelling, 2011), enhancing student learning (Elias, 2004), and increasing their motivation to learn and commitment to schooling (Zins, Weissberg, Wang, & Walberg, 2004). Furthermore, one of the goals of TEAM evaluation process is to create a positive classroom experience for all students through defining clear expectations of good practice and providing teachers opportunities to reflect and grow from those experiences.

The purpose of this toolkit is to demonstrate that SEL is not another add-on to the already busy agendas of teachers and administrators. Rather, SEL is intertwined with the work teachers and administrators are already doing and is implicitly embedded throughout the TEAM rubric and the professional growth afforded within the TEAM process. By using the TEAM process to

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Goals

The goals of the toolkit are:

- Provide tools, resources, skills, and knowledge to teachers and administrators to help improve student social and emotional skills and encourage students to exhibit positive social behaviors
- Enhance teachers and administrators knowledge of what teaching practices that focus on SEL look like in the classroom
- Describe examples of teacher and student behaviors that foster teaching practices to promote SEL
- Enhance the ability of administrators and teachers to knowledgeably engage in dialogue on SEL within the TEAM process

Audience for the Toolkit

The toolkit is designed to be a starting point for school staff to begin integrating SEL into their teaching practices. Administrators and teachers can use this toolkit to find initial strategies to improve student social, emotional, and academic skills. The information, knowledge, and tools can be used by individual teachers to develop professionally, by professional learning communities focused on SEL, and by administrators as a resource to support the social and emotional skills of their teachers and students. Although the toolkit provides information to integrate SEL, those who want to dig deeper into SEL should begin to think about implementing SEL programs and implementing a whole school approach (see *For More Information* in the next section).

Toolkit Organization

The toolkit has two primary sections. The first section introduces social and emotional learning, including its definition, research on its importance, relationship to Tennessee initiatives, steps to get started, and organizations that offer more information on SEL. The second section reviews 10 teaching practices that promote SEL, as defined by the Center on Great Teachers and Leaders (GTL Center). This section describes each practice, its alignment to the TEAM rubric indicators, sample teacher activities (demonstrated in videos), teacher practices and student behaviors that demonstrate what the SEL practice looks like in the classroom, and sample discussion prompts that engage teachers and administrators in a two-way dialogue on the SEL connections in the teacher's classroom.

Importance of SEL

SEL is a universal approach for all students. The goal of SEL is to address the social and emotional needs of all students to ensure their success in school and in life. Developing SEL skills improves student capacity to engage in academic learning and prepares them to meet college and career readiness standards. In order to meet rigorous standards, students need to be able to regulate their emotions when they become frustrated, collaborate with their peers, communicate their ideas, and take the perspective of others (Yoder, 2013).

In a major review of 213 studies evaluating SEL programs in schools, Durlak et al. (2011) found that students who participated in SEL programs, compared with students who did not, demonstrated the following attributes:

- Increased academic achievement
- Increased social and emotional skills
- Improved attitude toward self and others
- Improved positive social behaviors
- Decreased conduct problems and emotional distress

¹ Although the CASEL framework focuses on defining SEL and describing its components, other frameworks set forth a broad set of skills similar to SEL. Other frameworks include the 21st Century Competencies (National Research Council); Non-Cognitive Factors (Chicago Consortium); and the Strive Network (University of Minnesota). To observe the overlap among these various frameworks, see Hagen, 2013.

Getting Started with SEL

SEL is considered a **universal approach**. In other words, SEL is for ALL students and ALL staff because everyone has social and emotional needs, concerns, and skills. It is important to remember that SEL is a **process** of developing student and adult social and emotional competencies. Therefore, there are multiple ways to develop and nurture social and emotional skills and competencies, ranging from general pedagogical practices, to classroom interventions, to a whole school approach. Although there are multiple ways to integrate SEL, the SEL approach needs to be implemented with fidelity in order to have an impact on student success.

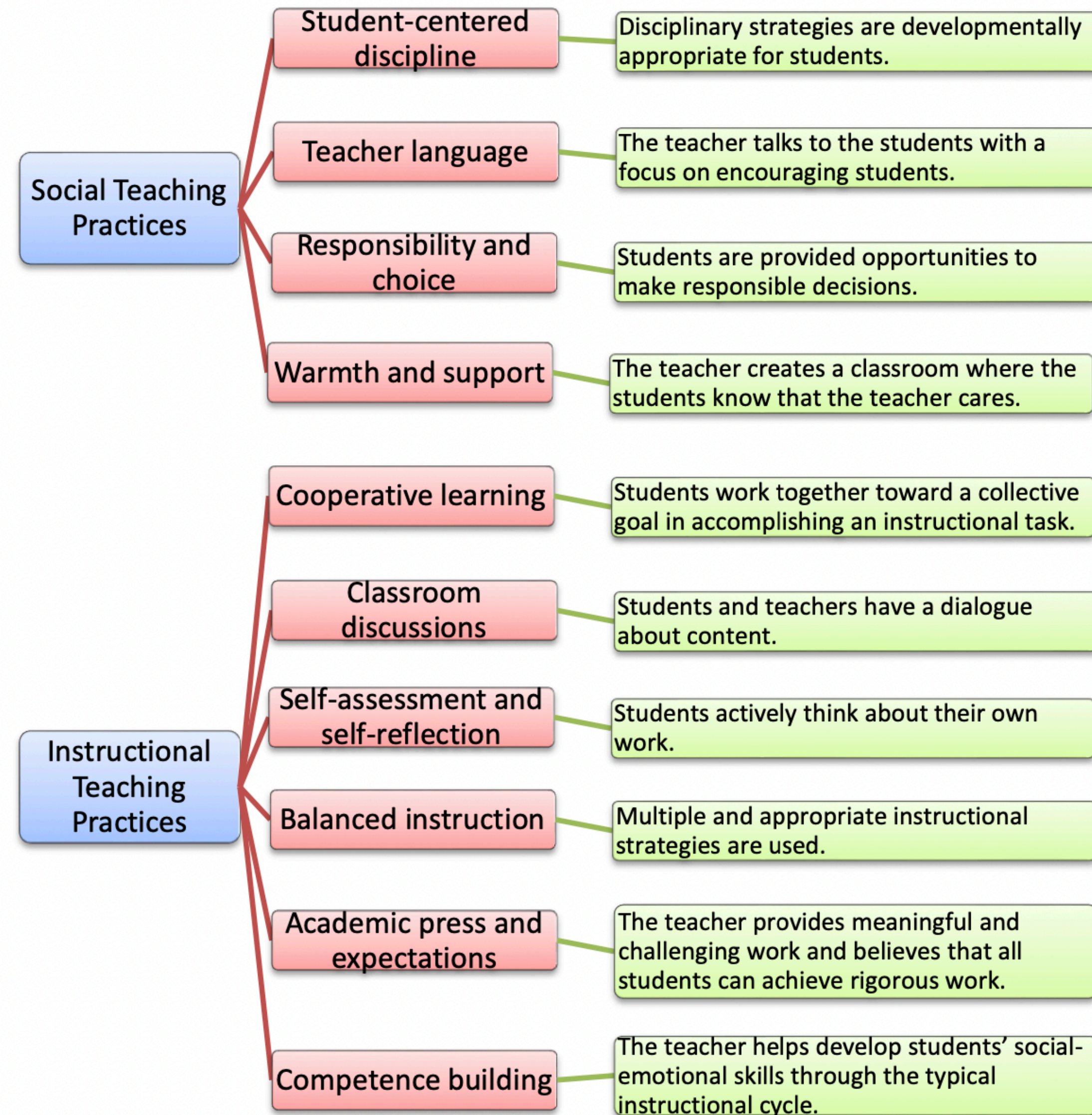
- It is important to know why you want to incorporate social and emotional learning. Decide how SEL fits within your school's mission and vision (with the possibility of reworking your vision statement if SEL is not currently a part of it), and determine the core competencies and skills that you want your students and staff to develop and refine.
- Conduct a needs assessment of your school to determine what you are doing well, and where you want to grow. A needs assessment could look at current SEL supports offered within the

Key Resource

The GTL Center provides a self-assessment tool with which educators can reflect on their own social and emotional skills and SEL teaching practices:

<http://www.gtlcenter.org/sel-school/home>

Figure 1. 10 Teaching Practices that Support SEL



Example 2: White County High School Climate Crew

<http://www.schooltube.com/video/5721135f476742c2816c/White%20County>



White County High School in Sparta, Tennessee, has reduced student discipline incidents by forming the “Climate Crew.” Fifty of the school’s 1,200 students belong to Climate Crew, and they take it as their mission to promote courage, leadership, integrity, modesty, ambition, tolerance, and equality (CLIMATE) within their school. It started with data—survey findings that

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some students did not feel safe at school. Next, a group of student leaders looked for ways to make everyone feel “plugged in” to school. Now Climate Crew activities are embedded in the school, reported during the morning announcements, featured at pep rallies, and more.

Example 1: Working through the Wrong Answer

<http://tnclassroomchronicles.org/video-supporting-students/>



Karen Vogelsang's fourth-grade class at Keystone Elementary School in Memphis demonstrates how she guides students to express and refine their understanding through partner work, small groups, and whole class discussion. By helping students form questions based on previous instruction and then coaching students from facts to generalizations to summarization, Ms. Vogelsang builds student confidence in talking about what they know.

Example 2: Close and Critical Reading

History teacher models close and critical reading, and guides class-wide discussion of a variety of accounts of slavery (such as slave narratives, John C. Calhoun's speech in the U.S. Senate in response to abolition petitions, and writings by Frederick Douglas) to facilitate thoughtful analyses of slavery and the issues leading to the Civil War. Teacher asks questions that require students to determine the meanings of words and phrases from a historical text, and questions that require students to analyze, for example, the structure of a primary source.



What does "Classroom Discussion" look like in the classroom?

Example 1: Vanderbilt Perspective: The Value of Relationships

<http://www.schooltube.com/video/1ec14bda5ee74ec1bcf1/The%20Importance%20of%20Building%20Relationships%20with%20Students>



Messages of caring; messages of recognizing worth and value; messages of acceptance; messages of success and possibility. When teachers and other adults interact with students through these messages, students respond by valuing themselves and others, engaging in academic study, and relating with peers and community.

Example 2: Cross-disciplinary Unit

High school English language arts teachers plan a unit with social studies teachers around seminal documents in U.S. history and primary sources (e.g., diaries or letters) from the U.S. revolutionary war and civil war periods. Using one or more of the texts required by Common Core State Standard Reading Informational Standard 9 (e.g., Declaration of Independence, Bill of Rights, and Gettysburg Address), teachers model their thinking with repeated examples of connecting to prior knowledge in analyzing text themes, purposes, and rhetorical features. Teachers guide whole-class student discussions (and provide sequenced independent practice), using textual evidence to compare, for example, rhetorical features in the Declaration of Independence and the Gettysburg Address.

Resources

Moms for Liberty Parent Resources

<https://portal.momsforliberty.org/resources/current-issues/sel>

Lisa Logan

<https://lisalogan.substack.com>

New Discourses

<https://newdiscourses.com>

Books

The Queering of the American Child - Logan Lancing

The Marxification of Education - James Lindsay

Bad Therapy - Abigail Shrier