

MEET THE MOMENT:

FOCUS On The Gap(s)!

GLR WEEK 2024



The Influence of Social-Emotional Learning: Closing Literacy Gaps in the Classroom

Wednesday, July 24, 3:00–4:30 PM ET

GLRWeek2024.gradelevelreading.net / #GLRWeek #FocusontheGaps

Panelists



Christina Cipriano, Ph.D.
Director
Education Collaboratory
Yale University



Carol D. Lee, Ph.D.
Professor,
Learning Sciences
Northwestern University



Lakeisha Steele
Vice President of Policy
The Collaborative for
Academic, Social and
Emotional Learning (CASEL)

Moderator

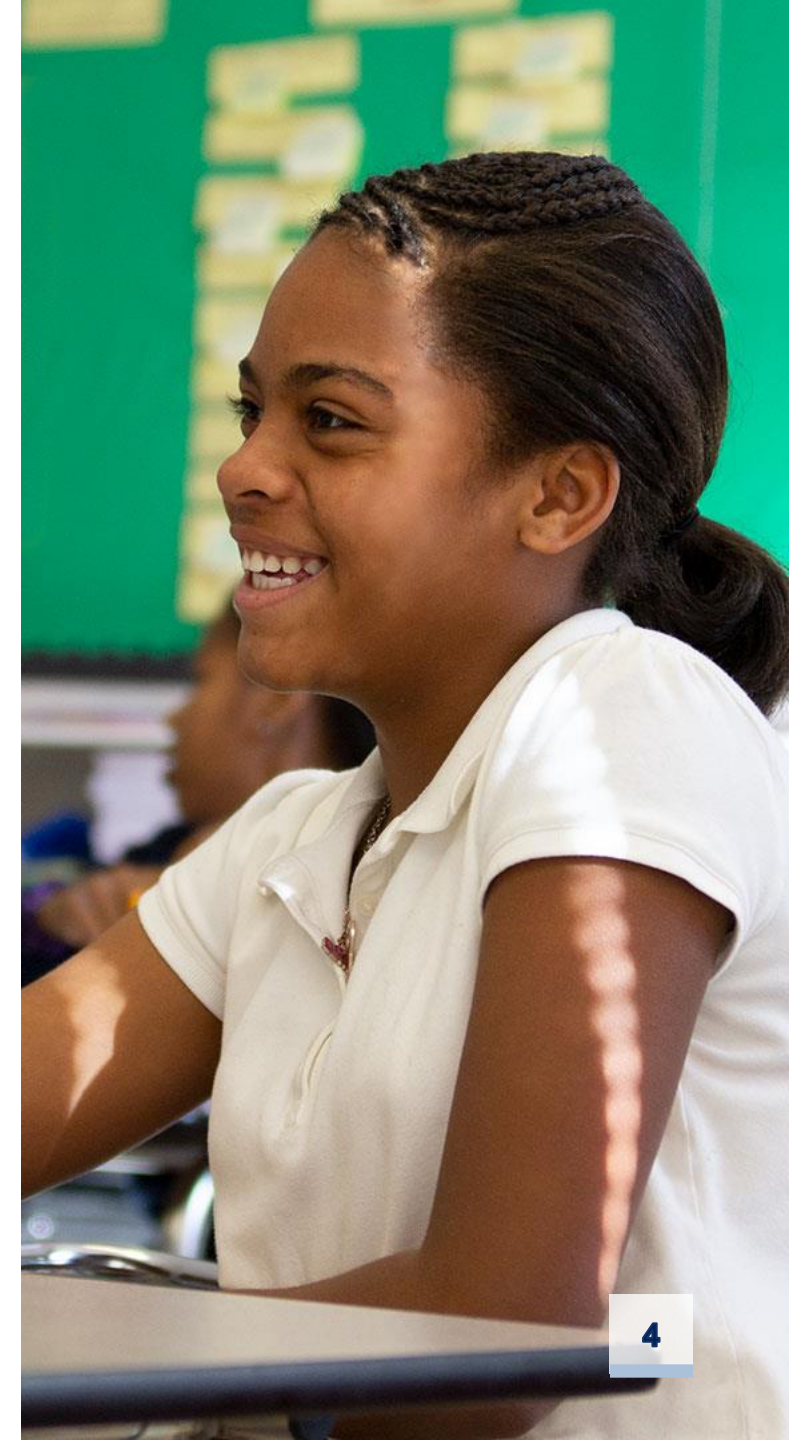


Natalie Walrond
Vice President,
Whole Person, Family and
Community Systems
WestEd

Today's Three Big Ideas

Aligning research, policy, and practice toward a coherent vision for integrating social and emotional well-being with literacy instruction.

- 1. The Science of Learning and Development guides us to focus on relationships and environments as foundational to learning at high levels.**
- 2. Integrating social and emotional well-being and equity with literacy instruction benefits all students, and can be contextualized by background, identity, and circumstance.**
- 3. Literacy is essential to learning across all disciplines.**



Equity-Centered SEL

Social and emotional learning (SEL) is an integral part of education and human development.

SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Source: casel.org/what-is-sel

See also:

Jagers, R.J., Skoog-Hoffman, A., Barthelus, B., and Schlund, J. (2021). Transformative Social and Emotional Learning: In Pursuit of Educational Equity and Excellence. *American Educator*, (12-17)

The Science of Learning and Development



Learning is
integrated



Learning is
contextual

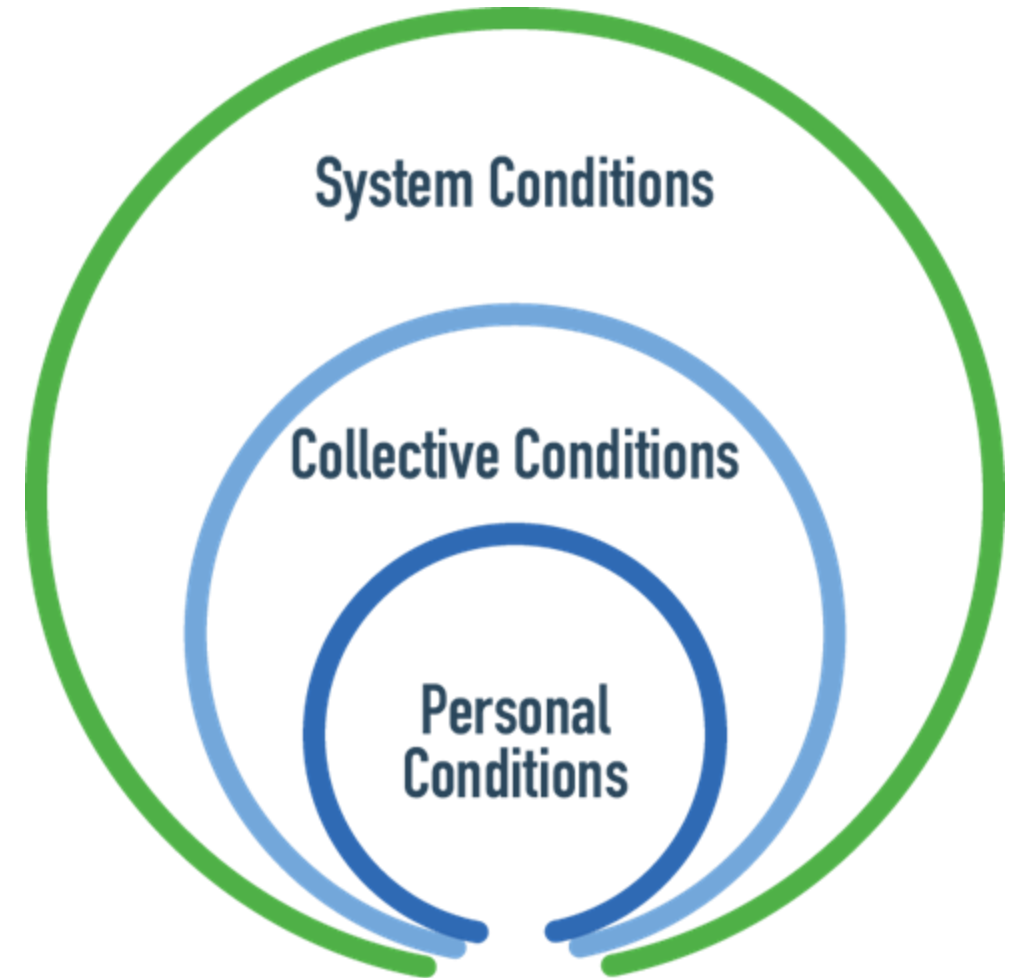
See also:


Cantor, P., Osher, D., Berg, J., Steyer, L., & Rose, T. (2018). Malleability, plasticity, and individuality: How children learn and develop in context. *Applied Developmental Science, 23*(4), 307–337.

Osher, D., Cantor P., Berg, J., Steyer L., & Rose T. (2020.) Drivers of human development: How relationships and context shape learning and development. *Applied Developmental Science, 24*:1, 6-36.

An Ecological Approach to Serving the Whole Person


- Focus on the conditions of **relationships and environments**, not the individual.
- Embrace the role of **the student, their educators, their families, and their communities** in co-creating those conditions.





**Reading and writing are
transformative acts that improve
self and society.**

-Gholdy Muhammad, *Cultivating Genius: An
Equity Framework for Culturally and
Historically Responsive Literacy*



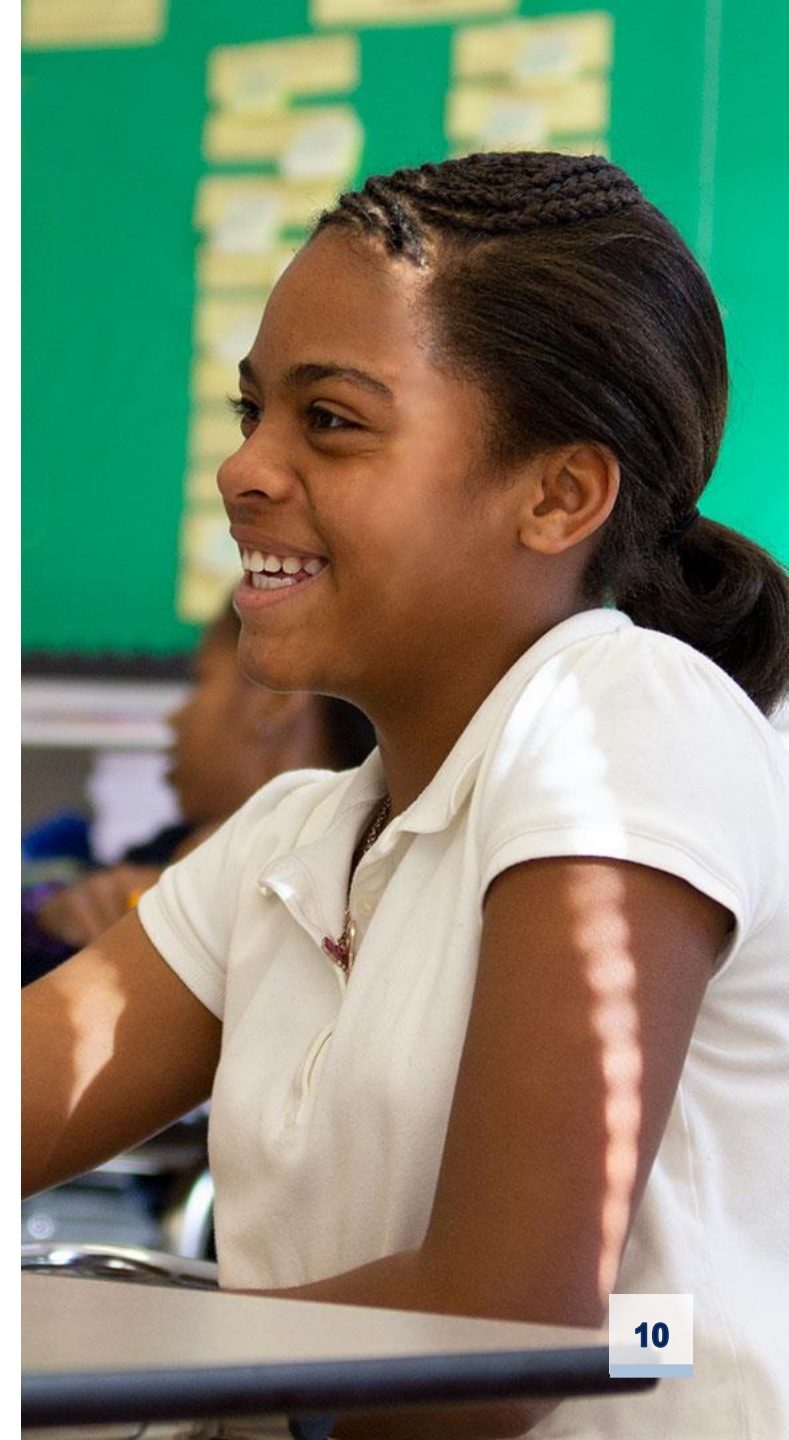
As important as a good start is, it is equally as important to provide a continuing pathway that supports the development of competent and knowledgeable citizens capable of critically analyzing the universe of information they encounter daily.... This path to competence requires that students are able to comprehend written and spoken language that is increasingly more complex and specialized. Competent readers must develop the ability to distinguish accurate from inaccurate or misleading information and quality evidence from unsubstantiated claims. Further, competent readers must be willing and able to reach reasoned and reasonable conclusions.

- Bridging Sciences: An Integrated Approach to Supporting Literacy Development, CASEL, 2024

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- 1. The Science of Learning and Development guides us to focus on relationships and environments as foundational to learning at high levels.**
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The Education Collaboratory at Yale



Scan to
learn more

We believe that the future of equitable and inclusive education can be realized through collaborative research partnerships and innovative research practices that advance the science of learning and social and emotional development.

**YALE CHILD
STUDY CENTER**

Where discovery inspires care





The Education Collaboratory portfolio spans the continuum of SEL science and practice

We are **a thought leader and catalyst for evolution** in the fields of social and emotional learning, educational measurement, and implementation science.



Center Marginalized Students

We intentionally center the experiences of students, educators, and families with marginalized racial, ethnic, linguistic, gender, sexual, or disability identities in the school community.

Our collaborative inquiries elevate youth, educator, and family accounts of discriminatory, inequitable, or prejudicial practices, policies, and pedagogies and improve, advance, or optimize accessible, inclusive, and safe experiences for all.



Advance Evidence Synthesis

We execute the most comprehensive and complete open science articulation of universal school-based interventions serving students K-12th grade worldwide. We are meticulously attending to moving the goal posts out and advancing a specificity that encompasses a burgeoning field in a way never articulated before.



Evolve Assessment Methodology

We co-construct and support the design, development, and validation of free novel school-based measures and implementation science that support school communities to understand discrete and global indicators of student, classroom, educator, and school SEL.



Portfolio Performance

We are **unapologetically committed to students, educators, and community**, ensuring our science is constructive, communicated, and accessible to everyone.

During the 2023-24 school year, the Education Collaboratory is learning with



64+

school partners



400+

classrooms



22+

states

Since January 1st, 2020, the Education Collaboratory has produced



50+

publications, reports, and commentaries, spanning top tier peer review and media outlets



100+

presentations at national and international conferences, agencies, and universities

We are **connectors**, **conveners**, and **co-conspirators**, helping drive collective impact across the education research, practice, and policy ecosystems.

what is SEL?

An interrelated set of cognitive, affective, and behavioral **skills that underscore the capacity to learn**, develop and maintain mutually supportive relationships, and be healthy, physically and psychologically.

Which? All? For Whom?
#EmotionsMatter In
How? Why? Equity?

what is Equity?

the assurance that
everyone has
access to
opportunities and
resources to
address their needs

Whole child =

cognitive,
physical,
social,
emotional,
and
behavioral
health

To

educate

all ~~the whole~~ children

we need to

start with **SEL.**

ALL children =

race, class,
gender,
sexuality,
language,
culture,
ability

Which? All? For Whom?
#IdentityMatters In
How? Why? Equity?



Let's talk about Durlak et al., 2011

12,560

Google Scholar, 5/20/2024

From 1970 through

2007!!!!

You can't have
**Evidence-Based
Practice** without
EVIDENCE.

See Abry et al., 2017; Cipriano et al., 2023; Durlak et al., 2022; Domitrovich et al., 2019; Granger et al., 2020; Greenberg et al., 2023; Sutherland & McLeod, 2021

We ~~should~~ can and will
do ~~Something.~~ More.
Better.
Everything.

Study Highlights



↓ FULL REPORT

424

USB SEL studies

Unpacks the What, How, & Who of SEL

242+

SEL Programs

575,362!

K-12 Students

53

countries

13

years

SEL supports students to thrive in school.



	Mean ES
Overall	0.194 ***
SEL Skills	0.219 ***
Attitudes/Beliefs	0.209 ***
Prosocial Behaviors	0.178***
Externalizing Behaviors	0.162***
Civic Behaviors	0.255*
Peer Relationships	0.222***
Emotional Distress	0.140***
School Functioning	0.122***
School Climate	0.293***
Physical Health	0.160 ^T
Disciplinary Outcomes	0.183
Family Relationships	0.061

Students who participate in SEL do better in school



↓ FULL REPORT

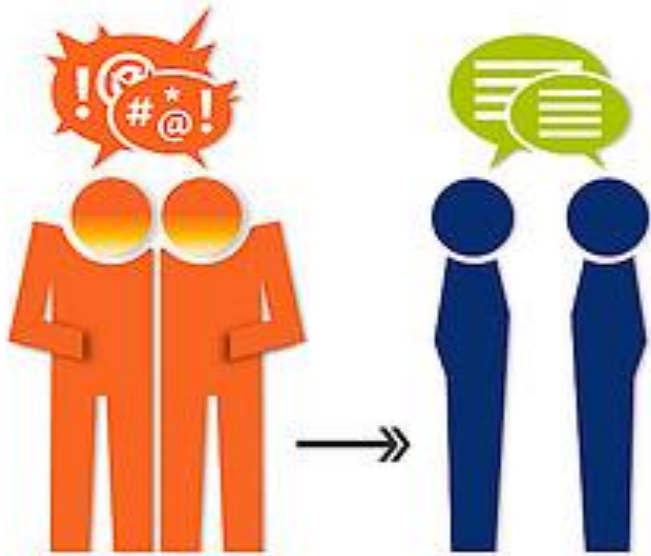


Academic Achievement
Homework Completion
Attendance
On Task Behaviors
Engagement in Learning
SEL Skills and Attitudes

Students who participate in SEL have healthier behaviors at school



↓ FULL REPORT



Increased Prosocial Skills

Increased Civic Attitudes and Behaviors

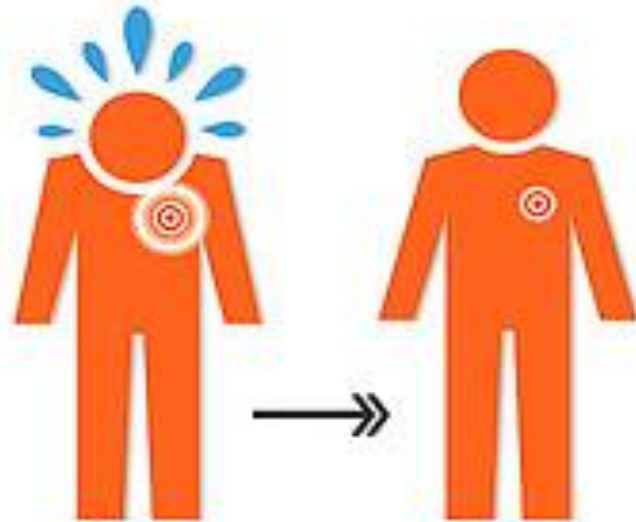
Decreased Aggression and Bullying

Students who participate in SEL programs **feel better.**



↓ FULL REPORT

Less Anxiety
Less Stress
Less Depressive Symptoms
Less Suicidality



Students who participate in SEL programs **feel safer** at school



↓ FULL REPORT

More Connected
More Included
Less Bullying and
Victimization



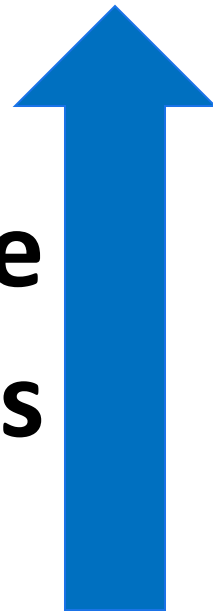
Better School
Climate
Better Relationships
with Peers and
Teachers

New science disentangles the effects of explicit SEL instruction on student **literacy** and **math** achievement



↓ FULL REPORT

**Grade Point Average
Test Scores**



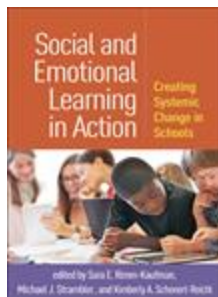
Ha, C., McCarthy, M., Strambler, M., & Cipriano, C. (Under Review)



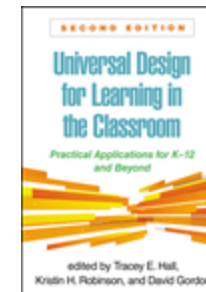
Learn more



Cipriano, C., Strambler, M., Naples, L.H., Ha, C., Kirk, M., Wood, M., Sehgal, K., Zieher, A., Eveleigh, A., McCarthy, M., Funero, M., Ponnock, A., Chow, J., & Durlak, J. (2023). The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. *Child Development* <https://doi.org/10.1111/cdev.13968>



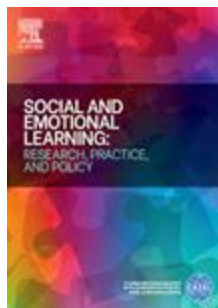
Cipriano, C., Rappolt-Schlichtmann, G., Riley, J., Naples, L., & Eveleigh, A. (2023). Supporting Transformative SEL Implementation with a Collaboratory for Equity and Inclusion.



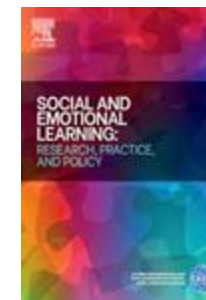
Rappolt-Schlichtmann, G., Cipriano, C., Robinson, K.H., & Boucher, A. (2023). Universal design for social and emotional learning. Hall, T.E., Robinson, K. H. and Gordon, D. (Eds.) Universal design for learning in the classroom: Practical applications (2nd ed.). Guilford Press.



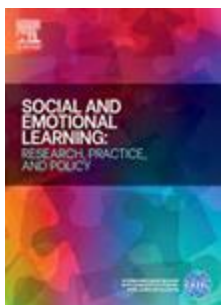
Cipriano, C., Naples, L.H., Eveleigh, A., Funaro, M., Cook, A., Cassidy, C., McCarthy, M. & Schlichtmann, G. (2023). A Systematic Review of Student Disability and Race Representation in Universal School-Based SEL Interventions for Elementary School Students, *Review of Educational Research* 93(1), 73–102. <https://journals.sagepub.com/doi/10.3102/00346543221094079>



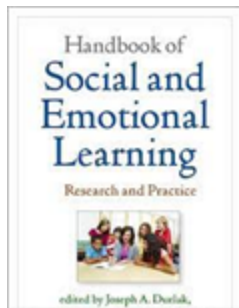
Cipriano, C., & McCarthy, M. (2023) Towards an Inclusive SEL. *Social and Emotional Learning: Research, Practice, and Policy* <https://doi.org/10.1016/j.sel.2023.100008>



Cipriano, C., Ha, C., Wood, M., Sehgal, K., Ahmad, E., & McCarthy, M. F. (2024). A systematic review and meta-analysis of the effects of universal school-based sel programs in the united states: Considerations for marginalized students. *Social and Emotional Learning: Research, Practice, and Policy*, 3. <https://doi.org/10.1016/j.sel.2024.100029>



Zieher, A., Bailey, C., Cipriano, C., McNaboe, T., Smith, K., & Strambler, M. (2024) Using Learning Theory to Inform the Pedagogies of Social and Emotional Learning. *Social and Emotional Learning: Research, Practice, and Policy*



Cipriano, C., & Strambler M. (Forthcoming, 2024) On SEL and Equity. *Handbook of Social and Emotional Learning*, 2nd edition, Guilford Press



Access these papers and more here:
christina.cipriano@yale.edu

Be Unapologetically Impatient



A new book

By Christina Cipriano, Ph.D.

Coming Summer 2025

drchriscip.com/book-be-unapologetically-impatient

Since 1994, the Collaborative for Academic, Social, and Emotional Learning (CASEL) has supported educators and policy leaders to enhance the experiences and outcomes of all students through **evidence-based social and emotional learning (SEL)**.

CASEL is a trusted source for knowledge and resources about high-quality, **evidence-based SEL**. **Our efforts:**



Drive research



Guide practice



Inform policy

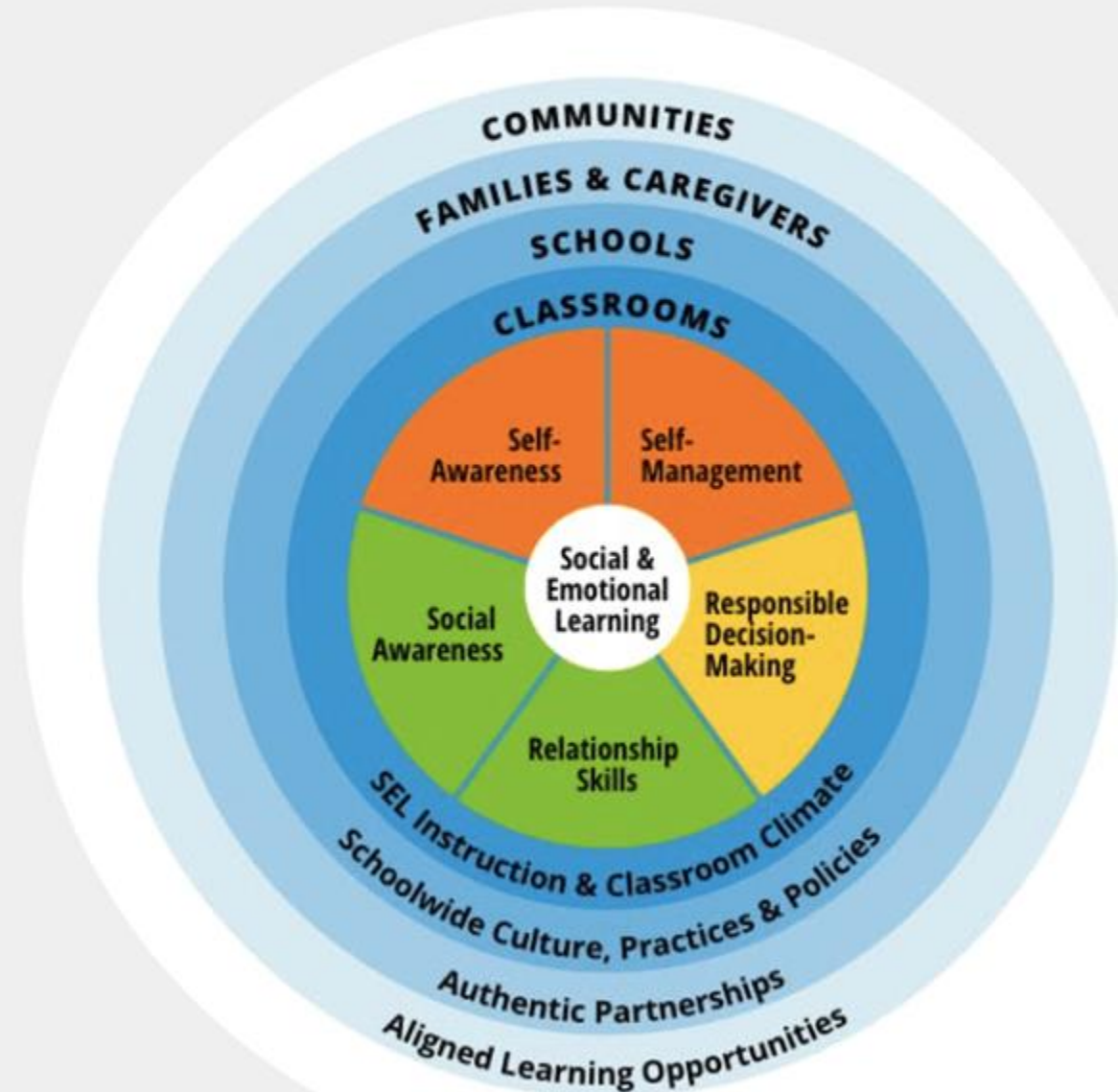


Convene networks

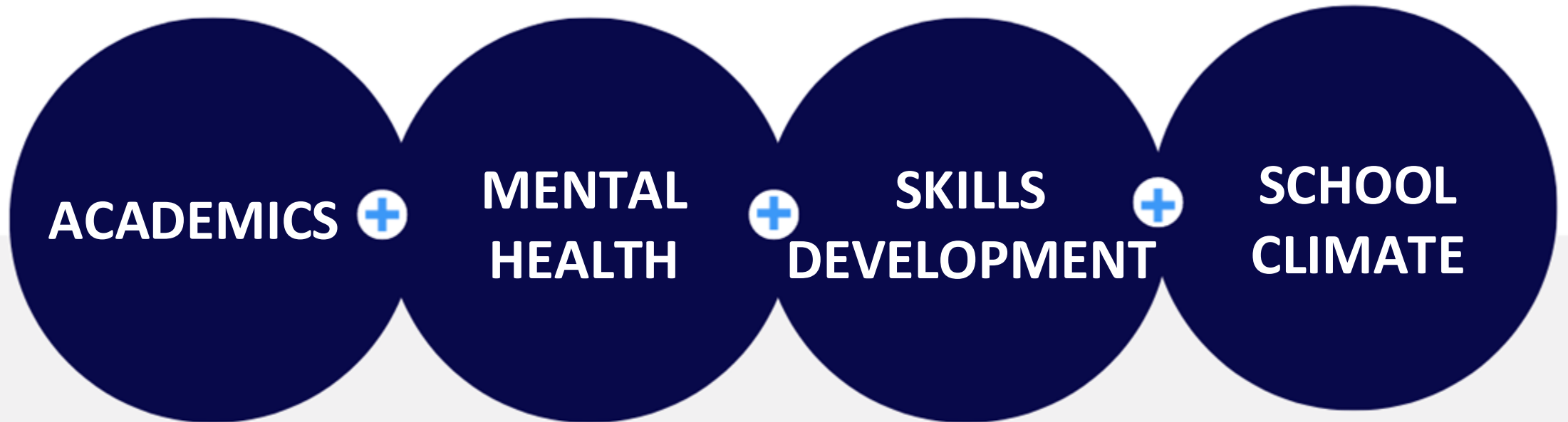


Social and Emotional Learning Framework

Fosters knowledge, skills, and attitudes across five areas of competence and four key settings

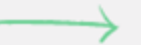


Hundreds of independent studies consistently demonstrate: Social and emotional learning benefits students.



SEL programs appear to have as great a long-term impact on academic growth as has been found for programs designed specifically to support academic learning.”

*Researchers Joseph Mahoney, Joseph Durlak, and Roger Weissberg
In An Update on Social and Emotional Learning Outcome Research, 2018*



The latest research (2023) on SEL is consistent and shows that students who participate in SEL programs:



TEACHERS BENEFIT AS WELL!

Cipriano, C., Strambler, M., Naples, L.H., Ha, C., Chang, M., Wood, M., Sehgal, K., Zieher, A., Eveleigh, A., McCarthy, M., Funero, M., Ponnock, A., Chow, J., & Durlak, J. (Stage 2 Under Review). The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. Child Development <https://osf.io/mk35u>

Recent surveys confirm: There is broad, consistent support for social and emotional learning.

93%

OF PARENTS
SAY SEL IS
IMPORTANT
IN SCHOOLS

*Pew Research Center
2022*

83%

OF TEACHERS
SAY SEL
IMPROVES
ACADEMICS

*Education Week Research
2022*

75%

OF HIGH
SCHOOLERS SAY
SEL WOULD
HELP THEM
PERSONALLY

CASEL, 2018

92%

OF EMPLOYERS
SAY SEL SKILLS
ARE AS
IMPORTANT AS
TECHNICAL SKILLS

Wall Street Journal, 2015

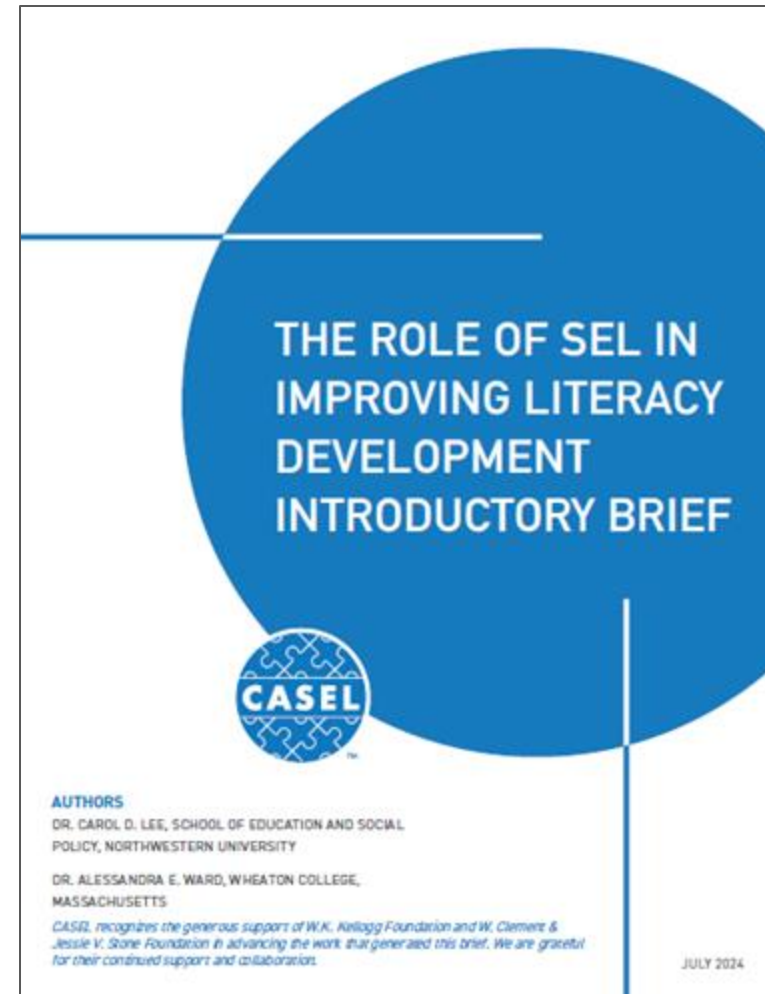
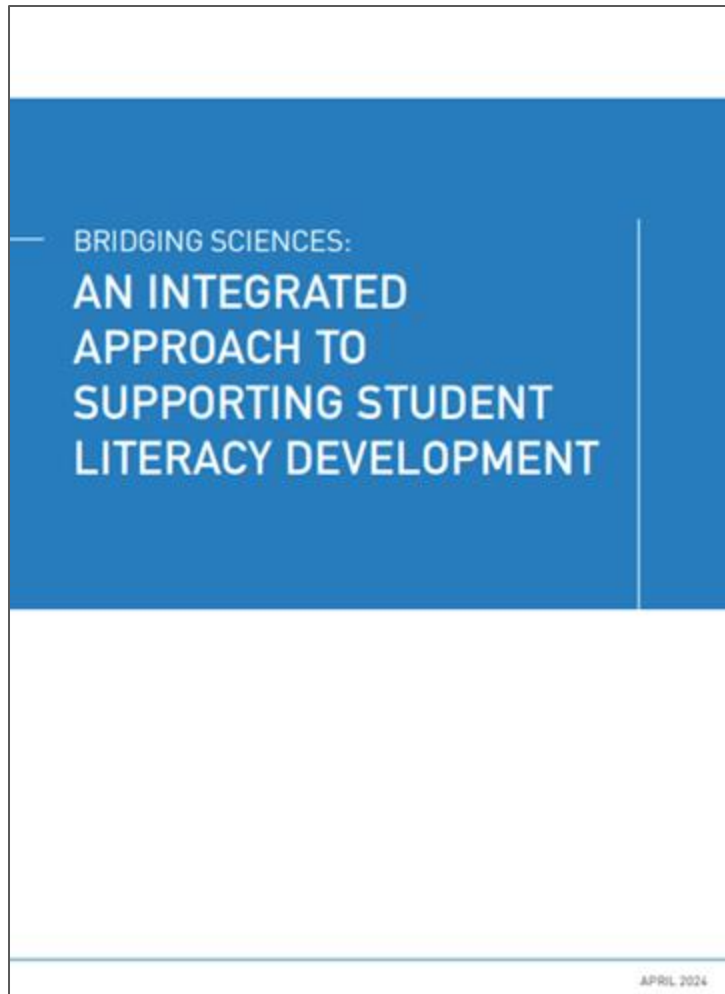


Our generation's embrace of social, emotional, and academic learning in schools is undeniable and unambiguous: **Learning does not happen in a vacuum.**"

Aspen Institute National Youth Commission on Social, Emotional, and Academic Learning



Social Emotional Learning and Literacy



Literacy and SEL

Carol D. Lee, Ph.D.

Edwina S. Tarry Professor Emerita
School of Education and Social Policy
Northwestern University

Science(s) of Human Learning and Development

Why is understanding human learning and development important for our work?

What have we learned?

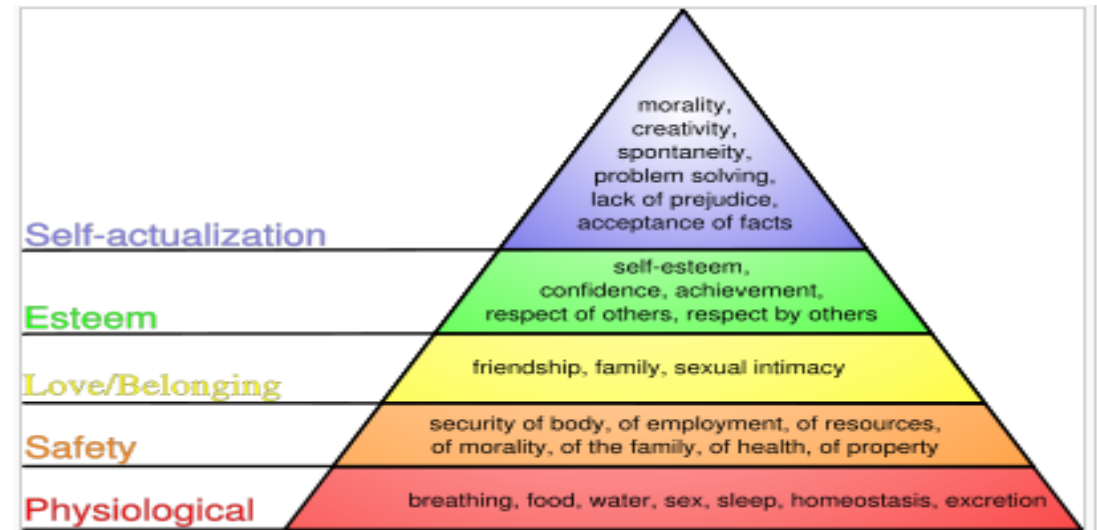
Convergent Big Ideas

- Human development unfolds through dynamic relationships among individual genetics, biological processes inherited from our evolution as a species, and people's participation in cultural practices
- The human brain is malleable based on experiences across the life course
- The complex system of human learning and development privileges relationships, positive attachments with others, and a sense of self-efficacy
- Our meaning making processes are filtered through
 - Perceptions of the self
 - Perceptions of others
 - Perceptions of tasks and settings
 - The emotional salience we attribute to experience
- Human learning and development unfold through people's participation in activity within and across spaces, within and across time (time in the moment, time in terms of where one is in the life course, when in cultural-historical time activity, especially routine activities, take place)

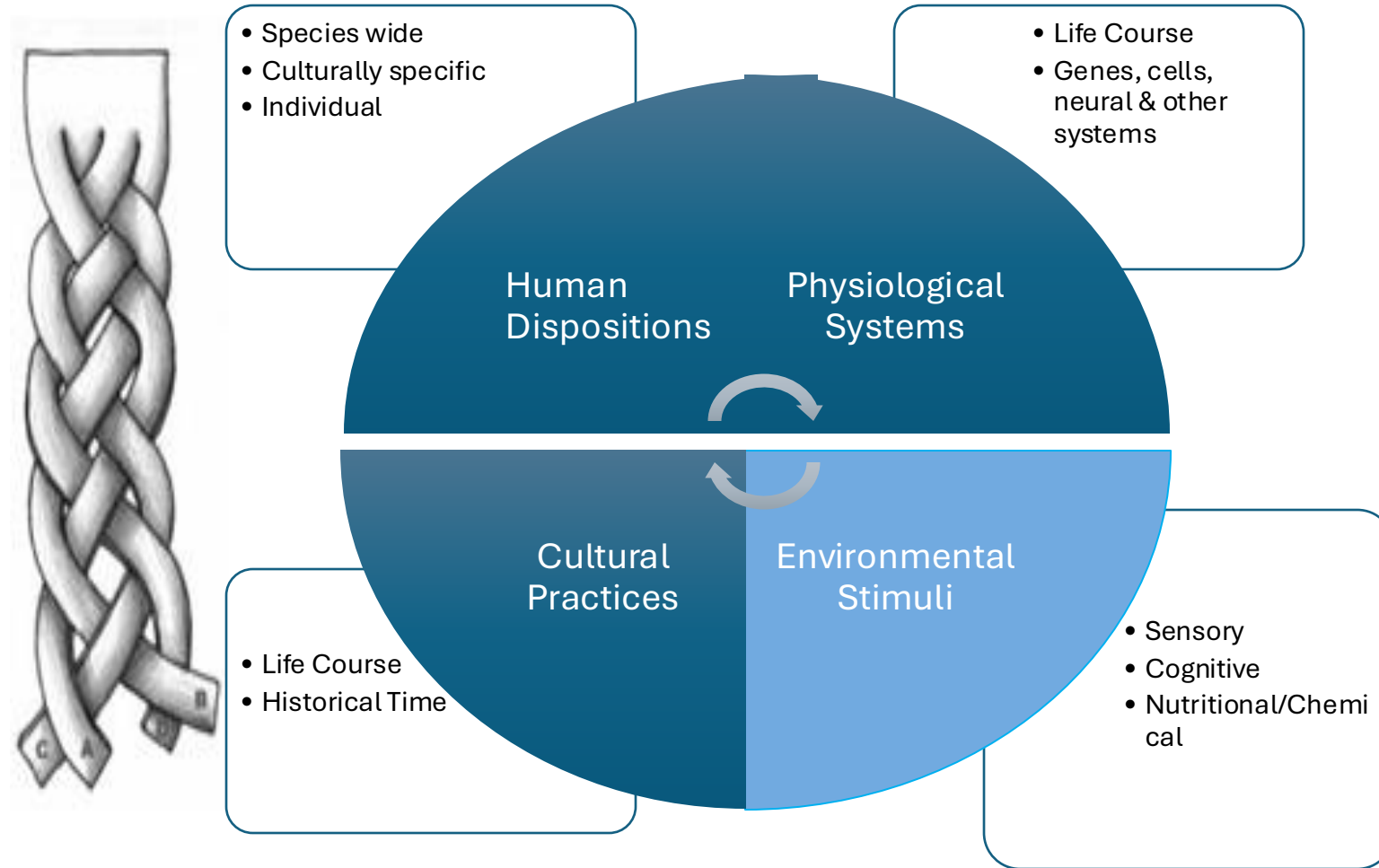
Perceptions Matter

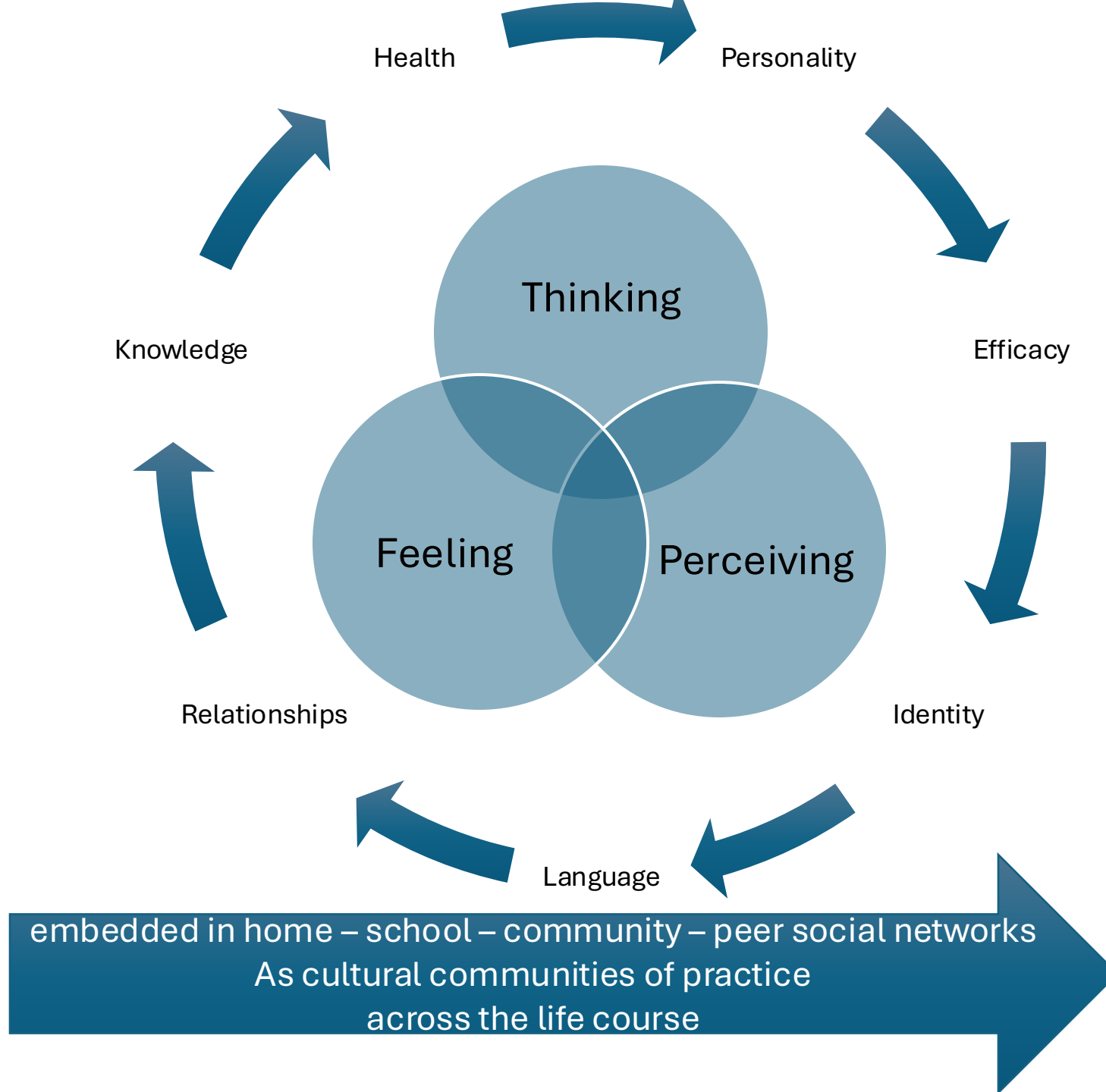
- Of the self as an individual
- Of the self as a member of what are likely an array of cultural communities (perceptions around race, ethnicity, immediate and extended family, gender, class, nationality and an array of communities of practice)
- Of the goals to be addressed in the designed activity spaces

Multi-dimensional nature of human learning and development



Threads in the Braid of Culture & Biology





Features of Robust Learning Environments

- Position the learner as competent
- Anticipate sources of vulnerability
- Examine and scaffold resources the learner brings
- Make public the social good and utility
- Make problem solving explicit & public
- Provide supports as learners are engaged in complex problem solving
- Provide expansive opportunities
- Remain adaptive and dynamic

Illustrations of Complexities of Reading Comprehension

What we learn from the science of human learning and development

Fundamental Shifts

Reading is a relational skill

Progressions of difficulty across grades not based on simple readability formulas

- Texts change
- Tasks change
- Demands post primary are discipline specific

We need to teach

- Generic strategies
- Discipline specific strategies
- Domain knowledge
- Dispositions of inquiry

Social & Emotional Demands

Wrestling with uncertainty and complexity

Wrestling with competing demands

Perceptions of the self and others

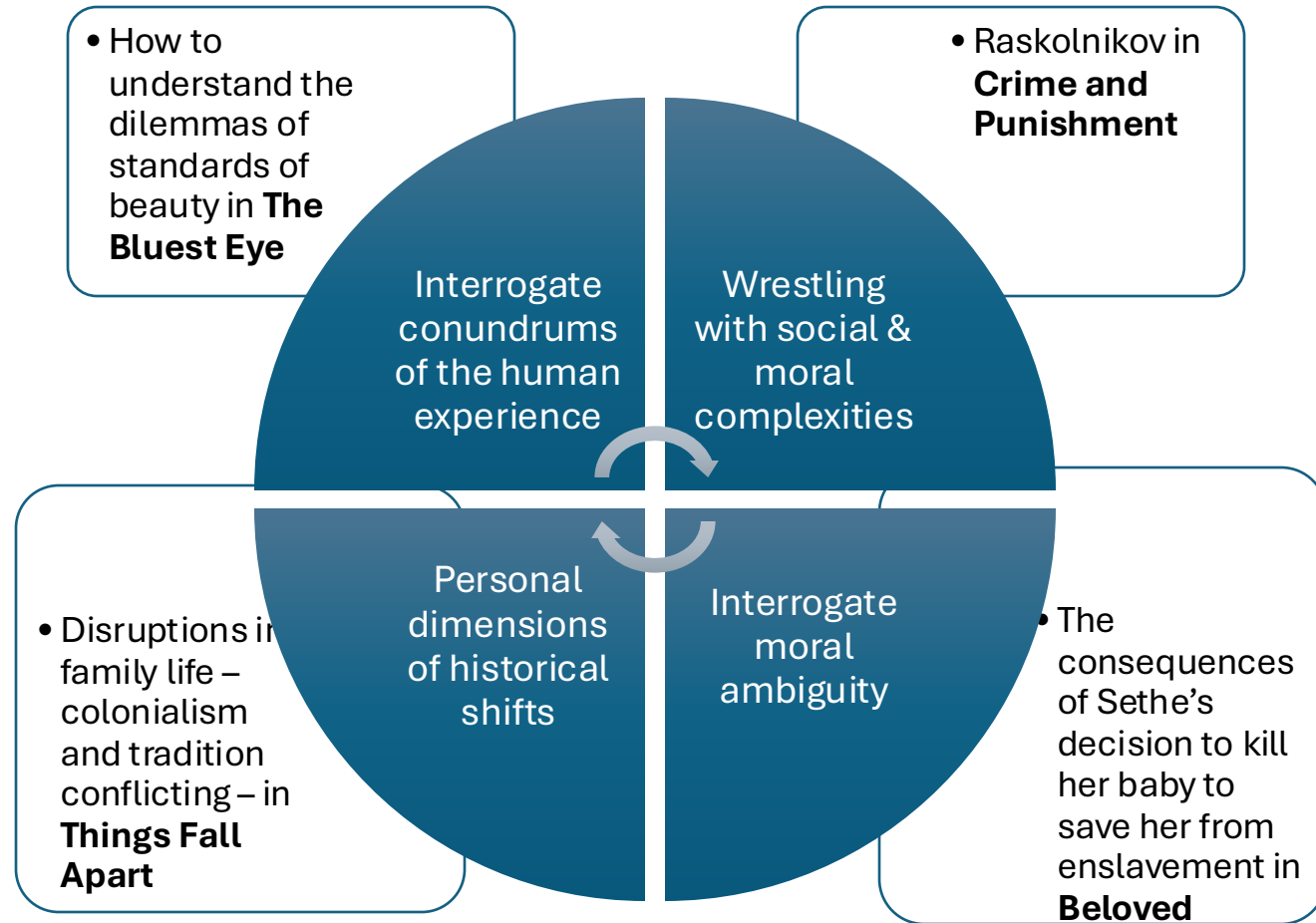
- Ability
- The task of reading in the disciplines
- Peers and teachers

Perceptions of the setting

Cognitive Demands

Constructing, testing & revising	Constructing, testing & revising predictions AS WE READ.
Monitoring and repairing	Monitoring and repairing understandings
Integrating	Integrating what we already know with new information gleaned from the text and adjusting our attention and efforts in relation to our goals for reading.
Taking Stances	Taking a critical stance toward the text, engaging in critical dialogue with the author.

Literary Reasoning & Argumentation



What We Learned From Talk Alouds

The central problems affect all of our children, but affects minoritized students and those living in persistent inter-generational poverty more deeply

Regardless of Reading Level – Most Students Do Not Notice Literary Signals of Significance

Percentages of Codes by Reading Level for First Text (Before Scaffold) - Phase 2										
Phase 2 Code Categories	Low, n = 10		Intermediate, n = 10		High, n = 18			Total		
	Did not notice anything	Noticed at least once	Did not notice anything	Noticed at least once	Did not notice anything	Noticed at least once	Did not notice anything	Noticed at least once		
Noticing Discrepancy	88.9%	11.1%	100.0%	0.0%	88.9%	11.1%	91.9%	8.1%		
Noticing Repetition	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%		
Literary Device	100.0%	0.0%	70.0%	30.0%	100.0%	0.0%	91.9%	8.1%		
Connection to Title	100.0%	0.0%	100.0%	0.0%	94.4%	5.6%	97.3%	2.7%		
Symbolism Interpretation	100.0%	0.0%	100.0%	0.0%	94.1%	5.9%	94.6%	5.4%		
Other Interpretative Comments	88.9%	11.1%	90.0%	10.0%	83.3%	16.7%	86.5%	13.5%		
Phase 2 Total	80.0%	20.0%	70.0%	30.0%	61.1%	38.9%	68.4%	31.6%		

FIGURE | Trend in fourth-grade reading average scores

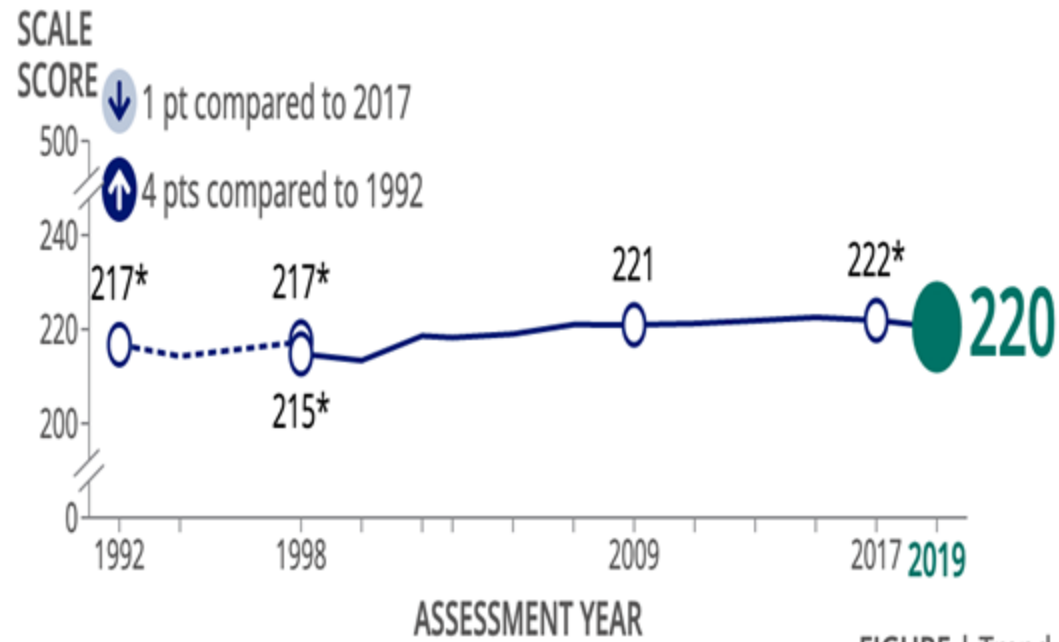


FIGURE | Trend in eighth-grade reading average scores

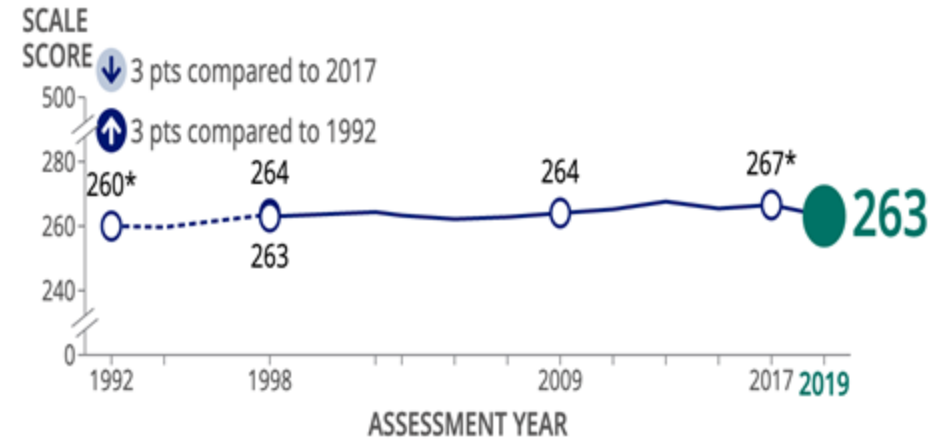


FIGURE | Trend in twelfth-grade reading average scores

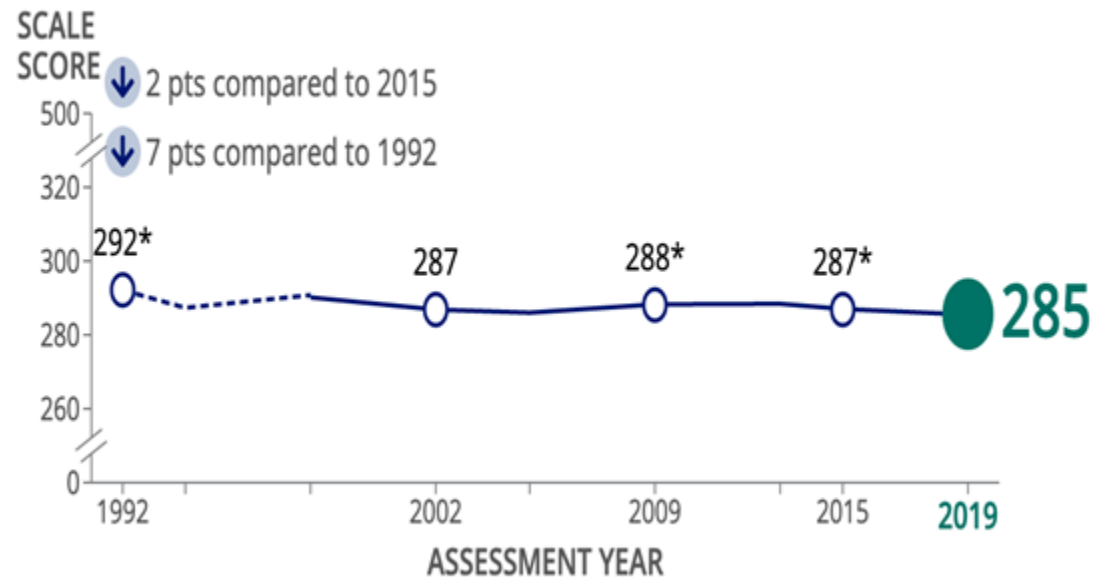


FIGURE | Trend in fourth-grade NAEP reading achievement-level results

BASELINE: **NAEP PROFICIENT** set at **NAEP Basic** [Show NAEP achievement-level details](#)

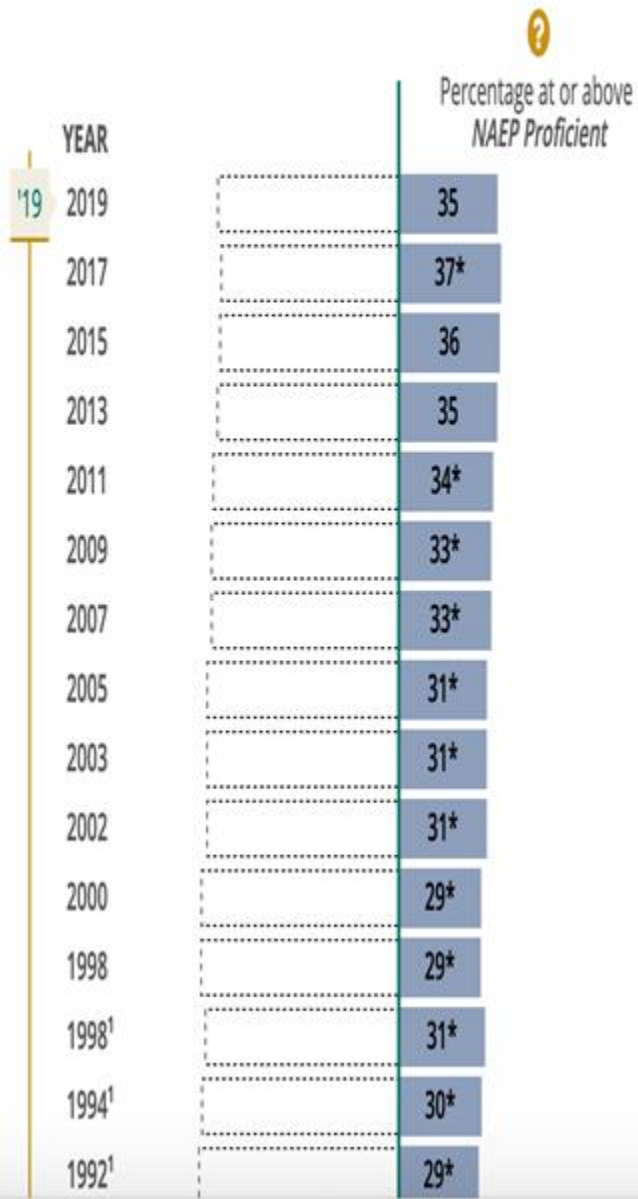


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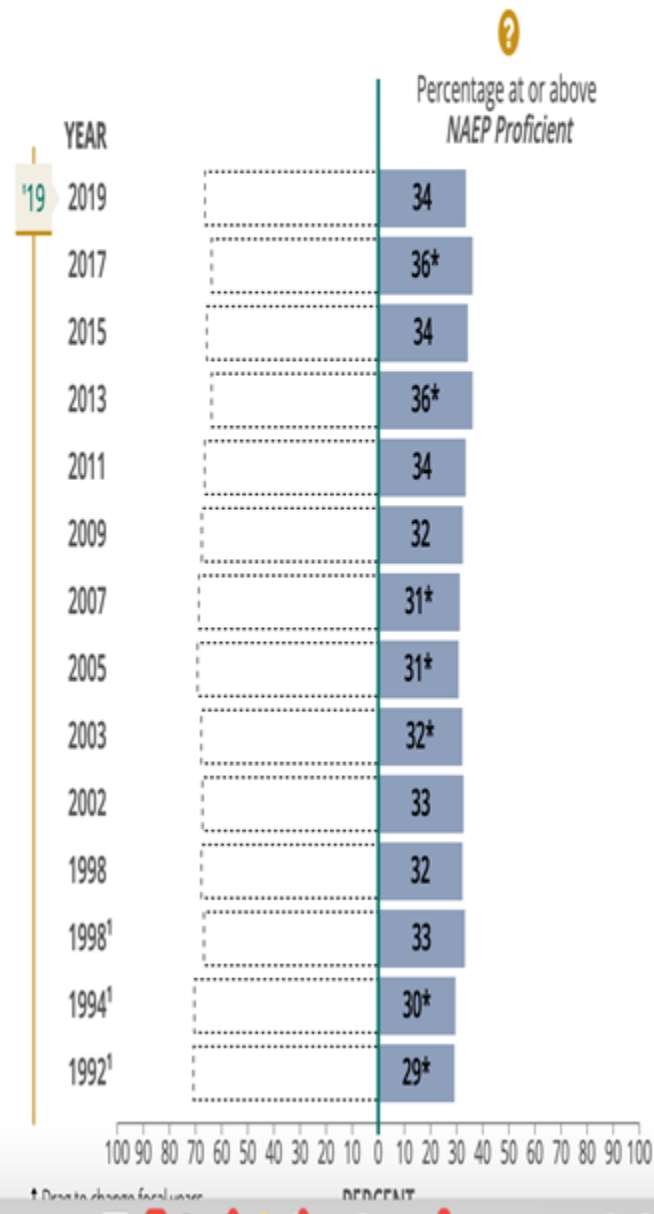
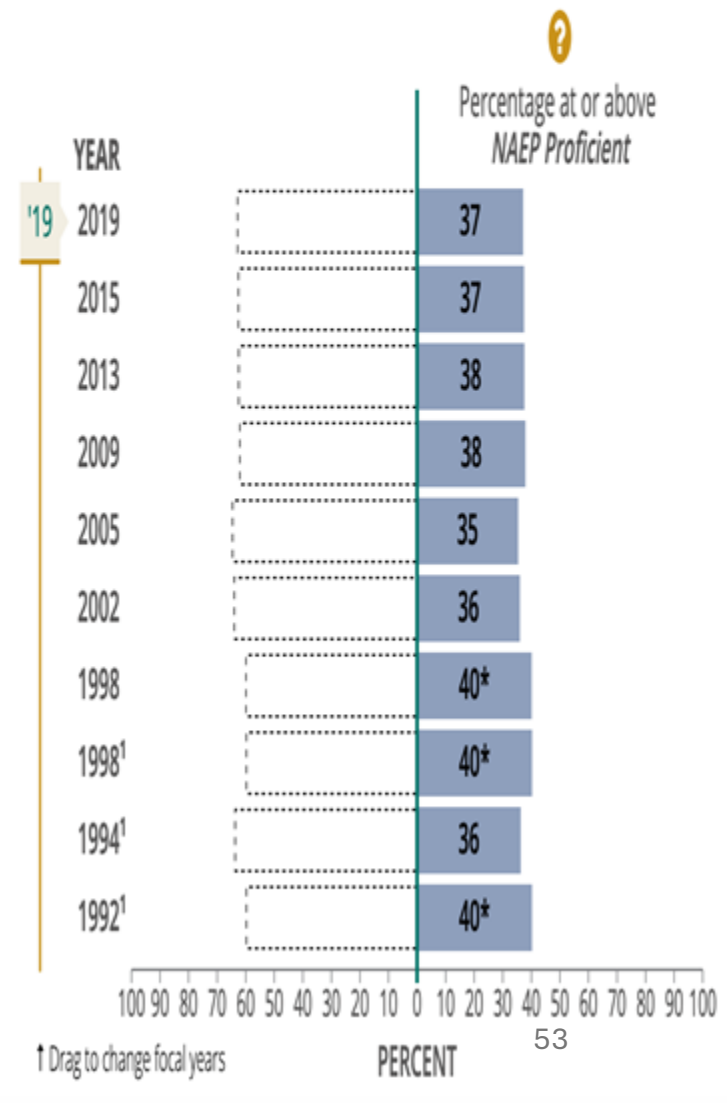


FIGURE | Trend in twelfth-grade NAEP reading achievement-level results

BASELINE: **NAEP PROFICIENT** set at **NAEP Basic** [Show NAEP achievement-level details](#)



Need for Districts to Build Infrastructures for Learning Across Key Stakeholders

- Example – Cheche Konnen Learning Community of Teachers and Researchers
- Examining our own meaning making processes; building pedagogical content knowledge by making our tacit meaning making explicit and public

Creating Infrastructure

Forms of Reasoning: Everyday to Scientific (Warren & Rosebery)

Elena: I think I got the answer to Juana's question.

Mrs. Pertuz: Good.

Elena: That I don't - I don't think we could see them grow but I think they could feel themselves grow.

Mrs. Pertuz: ooooooh.

Ronaldo: Yeah, I feel myself growing.

Mrs. Pertuz: Look at the look on his face. Putting us on. So plants can feel themselves grow?

Students: Maybe.

Elena: Sometimes we can feel ourselves grow because my feet grow so fast cuz this little crinkly thing is always bothering my feet. That means it's starting to grow. It's starting to stretch out.



State Events



Visit our new conference site to find out more information

<https://glrweek2024.gradelevelreading.net/state-events/>

Plenary Sessions

Supporting School Attendance in A Time of Changing Norms
Monday, July 22, 2024, 3–4:30 p.m. ET

The Promise and Potential of Play-based Learning
Tuesday, July 23, 3–4:30 p.m. ET

The Influence of SEL: Closing Literacy Gaps in the Classroom
Wednesday, July 24, 3–4:30 p.m. ET

AI's Gap-Closing Potential: Emerging Opportunities and Challenges
Thursday, July 25, 3–4:30 p.m. ET

Core Constituency Sessions

Ready, Set, Go: Two-Generation Approaches for Kindergarten Readiness
Monday, July 22, 2024, 12:30–2 p.m. ET

A Virtual Gratitude Reception: CGLR Salutes Children's Museums
Tuesday, July 23, 12:30–2 p.m. ET

A Funder-to-Funder Conversation:
Building Brighter Futures: National Funders Share Insights on Place-Based Strategies
Wednesday, July 24, 12:30–2 p.m. ET

Community Lead Session:
Ready on Day One: Strategies and Tools to Support CGLR Community Coalitions With School Success
Thursday, July 25, 12:30–2 p.m. ET

Summer Rebroadcast Sessions



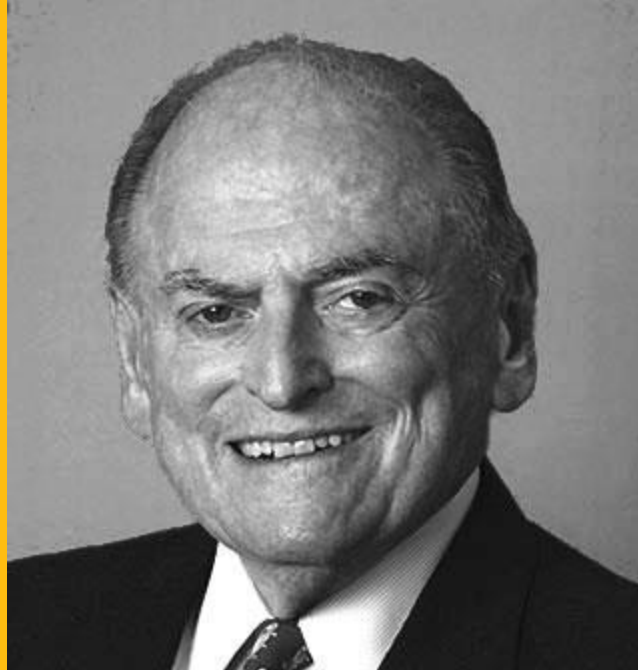
Implementation, Replication, Fidelity: How to REALLY Scale High-Impact Tutoring
July 30, 3–4:30 p.m. ET

Not Without Teachers: Intentional Teacher Development for Improved Student Outcomes
August 6, 3–4:30 p.m. ET

Education Recovery Scorecard: Results and Implications
August 13, 3–4:30 p.m. ET

Connecting Communities: National and Local Partners Linking Families to the Internet
August 20, 3–4:30 p.m. ET

Emergent Bi-Linguals & English Language Learners: The Sturdy Bridge Opportunity
August 27, 3–4:30 p.m. ET



In Memoriam of a Fierce Champion for Literacy & CGLR

Bert Berkley

1923-2024

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