A growing body of evidence supports the **benefits of social-emotional learning**. A meta-analysis of 213 studies of schools that implemented evidence-based SEL programming found student gains in social-emotional skill development; improved student attitudes about themselves, others, and school; more positive classroom behavior; and an 11 percentile point gain on standardized achievement tests (Durlak et al. 2011). These compelling data justify educators' time invested both in professional learning about the foundations of SEL, as well as in implementing SEL programs and structures in the classroom.

According to **CASEL** (Collaborative for Social-Emotional Learning) there are **five core social-emotional competencies**, each of which addresses multiple skills that students need to be successful in school and life. The five overarching competencies are:
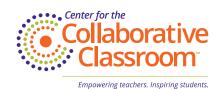
Self-awareness is the ability to recognize and describe one's emotions, interests, strengths and limitations, and their effects on behavior. Students' beliefs about their own strengths influence the academic choices they make, how long they will persist with a challenging task, and whether or not they will ask for help.

Self-management skills enable individuals to regulate emotions and behaviors, including negative emotions and perseverance. Students' capacities to manage emotions impact student memory and critical thinking. Academic self-regulation has important implications for student motivation in the classroom.

Social awareness is one's ability to take the perspective of and empathize with others, including those with diverse backgrounds, and to understand social and ethical norms of behavior. Socially- aware students are more apt to recognize and appreciate the similarities and differences in others.

Relationship skills allow individuals to develop healthy, meaningful relationships with others (listening, cooperating, seeking and offering help, and resolving conflicts peacefully). Students need to be able to work well with classmates in order to participate in collaborative groups.

Responsible decision-making includes students' ability to identify problems and develop appropriate solutions to those problems, whether the challenges are social or academic.

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Join us for a **series of five complimentary webinars** about these core SEL competencies. Each competency will be explored in light of early-childhood instructional practices that support literacy acquisition, including reading aloud, developmentally appropriate writing, vocabulary development, and small-group and individual conferences during reading and writing time.

SOCIAL-EMOTIONAL COMPETENCY	WEBINAR DATE & TIME	REGISTER HERE
Self-awareness	Tuesday, January 16, 4 PM EST	bit.ly/SELwebinar1
Self-management	Tuesday, February 13, 4 PM EST	bit.ly/SELwebinar2
Social awareness	Tuesday, February 20, 4 PM EST	bit.ly/SELwebinar3
Relationship management	Tuesday, March 6, 4 PM EST	bit.ly/SELwebinar4
Responsible decision-making	Tuesday, March 20, 4 PM EST	bit.ly/SELwebinar5

These webinars are free but you must register to attend.

Each webinar will be recorded. If you are unable to attend the live event, please register for the webinar to receive the follow-up email with a link to the archived webinar. Note that the follow-up email will be sent within 5–7 business days after the live event.

Questions?

Please contact Elizabeth English at **eenglish@collaborativeclassroom.org**.