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TTAC Monthly e-Newsletter



# Ready, Set, Go

Success for All

An e-Newsletter linking people and resources to support quality practices in the education of all students



In accordance with [HB 753](#), passed during the 2020 Virginia General Assembly, the Virginia Department of Education (VDOE) established a uniform definition of social-emotional learning (SEL) and developed the Virginia Guidance SEL Standards for all public school students in grades Kindergarten through 12 in Virginia.

Research shows that SEL programming in schools improved classroom attitudes, behavior and academic performance and reaped extended benefits in postsecondary education or work readiness, positive family and work relationships, improved mental wellness, and engaged citizenship (Durlak et. al., 2011; Eklund et.al., 2018). SEL has also been shown to be effective in creating equitable learning environments and fostering healthy development for all children, adolescents, and adults (Jagers et. al, 2019).

## Get **Ready**: Know Virginia’s Vision and Definition for SEL

Based upon the Collaborative for Academic, Social, and Emotional Learning (**CASEL**) definition, Virginia defines social emotional learning (SEL) as:

*“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.”*

This definition supports the VDOE Vision for SEL:

*“The vision of social emotional learning in Virginia is to maximize the potential of all students and staff to become responsible, caring and reflective members of our diverse society by advancing equity, uplifting student voice, and infusing SEL into every part of the school experience.”*

## Get **Set**: Explore the Virginia SEL Guidance Standards

The new Virginia SEL Standards provide curriculum guidance for kindergarten and two year grade bands (1-2, 3-4, 5-6, 7-8, 9-10, and 11-12) that builds upon skills learned in previous grades so that there is vertical alignment for students across the entire school experience. Standards are aligned with the **Virginia “5 C’s”** and **CASEL’s five SEL competencies**: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Decision Making.

## **Go**: Use these Resources to Support Social Emotional Learning!

- **VDOE SEL Guidance Standards Implementation Resources**: VDOE resources and videos to build educator awareness of SEL and how it can be integrated into Virginia public schools
- **CASEL SEL 3 Signature Practices Playbook**: CASEL practitioner guide for three signature practices, (welcoming/inclusion activities, engaging strategies, brain breaks and transitions; optimistic closures) that can be integrated into any classroom
- **CASEL SEL in the Classroom Self-Assessment**: CASEL tool for educators to assess strengths and areas to develop for promoting SEL through explicit instruction, integration into academics instruction, and a supportive classroom climate

- **VTSS Trauma Learning Modules**: Virginia Tiered Systems of Supports (VTSS) six online module series to increase knowledge, practices and skills to support trauma-sensitive schools
- **High Leverage Practices (HLP) for Students with Disabilities**: Council on Exceptional Children (CEC) tools and resources for HLP 7, 8 and 9 to teach and support positive social behaviors
- **NCII Social and Emotional Learning and Intensive Intervention**: National Center on Intensive Intervention (NCII) brief on providing intensive intervention for SEL skill building
- **Social Emotional Wellness Considerations for Students with Disabilities**: VDOE compilation of effective strategies and resources to support SEL for students with disabilities
- **TTAC Online SEL Resources**: VDOE Training and Technical Assistance Centers compilation of virtual social emotional learning resources
- **GMU TTAC Self-Care for Educators**: George Mason University Resource Spotlight featuring adult social emotional learning and self-care strategies

## References

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This e-Newsletter is a collaborative effort of the Virginia Department of Education Training and Technical Assistance Centers at George Mason University and James Madison University. This issue was prepared by the staff at the VDOE TTAC at George Mason University. For questions about content, please contact Karen Berlin ([kberlin@gmu.edu](mailto:kberlin@gmu.edu))

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