Social-Emotional Learning continued…..

The [5 CASEL Competencies](http://secondaryguide.casel.org/#Definition) are often cited as key areas for social-emotional skill development. These competencies- self-awareness, self-management, social awareness, relationship skills, and responsible decision-making- are best strengthened in classrooms and schools where students experience a positive climate. The [Virginia Secondary School Climate Study](https://curry.virginia.edu/faculty-research/centers-labs-projects/research-labs/youth-violence-project/virginia-secondary) indicated that school climates characterized by strict but fair structures and caring, respectful relationships correlated with higher academic achievement, fewer suspensions, and a number of other benefits.

Social- emotional competencies are not just equal in importance to academic skills, they are arguably prerequisite. The expertise that educators need to intentionally support social-emotional learning must, like any other complex professional skill set, be understood, transferred into practice, and refined. VASCD's Fourth Annual Whole Child Institute in February will focus on social-emotional learning for adolescents and teens. See this newsletter for more information about the Institute, along with a short list of additional resources that may be helpful in learning more about social-emotional learning.

We hope to see you at one of this year's VASCD conferences. Check them out in this issue of the newsletter!

Laurie McCullough

Executive Director