A Call to Action for Inspiring and Motivating Our Children and Teachers to Learn and Grow in Social, Emotional, and Cognitive Arenas

The passage of the Every Student Succeeds Act (ESSA) in December of 2015 represents a landmark in federal policy: for the first time, schools across our nation are being asked to prioritize educating the whole child. The new law challenges states and districts to bring together the fields of education and child development to enable teachers, administrators, parents, and community leaders to deploy the new science of social, emotional, and academic learning in a way that develops both head and heart. Congress and the President led this landmark shift, and it is one we the undersigned join in collectively applauding.

This shift is timely. Today, scientists and scholars know more than ever about child development and about both the hopeful possibilities of an inspired childhood and the heartbreaking pain of a childhood marked by frustration and despair. In recent decades, educators and scholars have worked to translate these insights into innovative tools and strategies for educators with the hope of making schools and children as healthy and successful as they can possibly be. We now have a new evidence based field of education that promises practical and scalable tools that can improve outcomes significantly. This is enormously promising.

Based on our collective work over many decades, we join in affirming the hope of these new disciplines. Integrated social, emotional, and academic education affects many areas including social and emotional skill development, character and ethical education, deeper learning, emotional intelligence, executive functions, grit, empathy, health promotion, project-based learning, positive education, positive behavior supports, positive youth development, growth mindsets, civic education, and school climate reform. The undersigned represent many of these brands and philosophies, but we join now in a shared commitment to key principles that we believe should guide the implementation of ESSA and benefit all.

At the outset, we are convinced that we have to shift both our paradigm of learning, as well as our practices for promoting the development of children. Learning is not a passive act of a machine getting new parts, but rather a dynamic relationship between adults and children. We need to shift from thinking about schools as places of information distribution to places of human inspiration. We need to focus on relationships, bonding, stress, and purpose. These are big but exciting changes.

We also know that thinking differently will result in acting differently. We have to improve what and how we teach in classrooms, how we set our climate and expectations for one another, how we evaluate the process and product we call “education,” and how we integrate families and communities into the relationships of learning, making them collectively places of both safety and challenge.
The good news is that we have well tested curricula and systems change strategies that have proven outcomes across a range of topics ready to help make the change. We know how to promote a broad range of skills, mindsets, capabilities and values, including student self-regulation and executive function; agency and academic tenacity; empathy and compassion; violence and drug prevention, motivation and persistence; inspiration and service learning; citizenship and character; academic mindsets, positive values and safer, more supportive, engaging and healthy climates for learning. Perhaps most importantly, research now backs up what common sense should have taught us long ago: that children who develop these skills and grow up in environments that are filled with strong relationships, children who learn in environments that are safe, challenging, empowering and inspiring will more powerfully engage in the act of learning itself. In addition to being more engaged, they feel better about themselves, live healthier, work more productively, and act more responsibly in their lives.

For all these reasons, this is a great moment of possibility for American children and American schools. Our most urgent challenge now is to ensure that teachers, administrators, and policy makers have the best tools at their disposal to educate children in these “social, emotional, and cognitive” domains. They must also have guidance for creating school cultures and climates that support trusting relationships and learning. Together, these educational and environmental tools must be implemented and evaluated with attention to evidence-based best practices that build critical skills for success and thereby unleash the potential of all children.

In that hope, we ask the Department of Education to provide guidance to State Education Agencies (SEAs), as well as local school districts to assist them in the effective implementation of ESSA. To implement the new law successfully, guidelines from the U.S. Department of Education are needed to provide a reference point for SEAs, and local school districts to support the effective implementation of evidenced-based programs, as well as to identify the most cost-effective and results-driven efforts. To assist in this effort, we offer the recommendations found below that we believe will help SEAs use newly flexible resources found in Titles I, II and IV in the most effective manner.

I. First, both Title II and Title IV, Part A funds should be used for professional development and systematic, comprehensive, coordinated, evidence-based approaches. To that end:
   a. Schools should be strongly encouraged to help districts develop a shared vision for their integrated social, emotional and cognitive readiness and education as part of their state activities funding; leadership must come from the most senior levels including Mayors, Superintendents, and School Boards.
   b. Local schools and districts should include that shared vision as part of their local educational agency applications such as those described in Title IV, Section 4106.
   c. That vision should lead to an assessment of strengths and gaps in current practices and a multi-year plan for change and change management by the local educational agency such as those in their Sec. 4106(a)(2) needs assessments.
d. To the extent practicable, when describing how funds will be used for activities related to supporting well-rounded education and safe and healthy students under Title IV Sections 4107 or 4108, these comprehensive plans should prioritize and include:

i. pre K-12 developmentally appropriate, evidence-based classroom social and emotional learning curricula that include both skills instruction and infused cognitive, social, emotional, and academic teaching and learning suited to the unique needs of the students and community in which the school operates. Optimally, these will be woven and embedded into pedagogical practice. Children and families who have experienced high degrees of trauma and adversity will also need strategies directed at them as do other children who will have the greatest difficulties with attention, motivation, and learning. Information on evidence-based programs exists in several well curated guides including: The National Registry of Evidence-based Programs and Practices (NREPP), Blueprints for Healthy Youth Development, the What Works Clearing House, Youth.gov, and CASEL’s Guide to Effective Social and Emotional Learning Programs;

ii. careful attention to school culture and climate including discipline practices, mental health services, diversity and inclusion norms, relational trust, physical and emotional safety, connectedness, leadership development, policies, and student and family voice;

iii. active and meaningful engagement of family and community leaders to ensure collaboration from family and youth serving organizations in the support of the school’s efforts to promote each child’s whole development; and

iv. professional development strategies that help educators understand, implement, integrate, and evaluate social, emotional and cognitive development efforts in core competencies, including self-regulation, executive functions, self-awareness, self-management, social awareness, relationship skills, growth mindset, and positive decision making.

e. These plans will require that central offices have leaders who ensure that cognitive, social, emotional and academic policies and practices have ongoing professional development, rigorous review of new, evidence-based curricula and programs, alignment of prevention mandates into a common developmental framework, and commitment to communicating the importance of sustained commitment to high-quality implementation.

II. Second, SEAs should, as part of their new accountability systems, create clear standards and supports for evidence-based social, emotional, and academic programming that enables students to be college and career ready.

a. SEAs should establish state-of-the-art social, emotional, and cognitive readiness (academic learning) standards, practice guidelines, and professional learning
strategies that guide districts and schools in the selection of and measurement of their local approaches.
b. SEAs should establish research-based school climate standards that complement and extend instructionally based standards.
c. SEAs should also direct funding to schools and school districts that show commitment to high quality evidence-based standards of implementation above.

III. Third, assessment is critical as well as difficult! It is critical for researchers and educators to join forces to establish practical measures of students’ intrapersonal and interpersonal competence that are scientifically sound, feasible to administer, and inform planning and practice to enhance students’ learning and development. Reliable and valid assessment tools of students’ social and emotional competence as well as school climate are available and can be used, but only if used wisely.

a. Measures that ask students to evaluate their own progress in developing specific skills like self-regulation, executive functions, growth mindset and social awareness are often helpful for teachers as they try to assess progress for individual students. These measures can be combined with behavior ratings and performance tasks that help educators to understand next steps that promote school-wide, instructional and/or relational improvement efforts that can be monitored to support continuous learning. More research, however, is needed to explore how and if these measure can be used for accountability. Currently, they can be used formatively to monitor student learning and provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Under these conditions, educators, often view them as extremely helpful.

b. New measures like the US Department of Education’s school climate survey (or other highly respected climate surveys) can be used to monitor the conditions for learning and important factors that contribute to learning such as a student’s sense of being safe, known, and valued. While these instruments still rely on self-report, they should nonetheless be used to track progress in improving the overall conditions for learning. Climate measures that focus on trust, physical and emotional safety, strong relationships between and among adults and students, and cultural competence are particularly important.

c. Data currently being collected by schools can and should be part of the overall assessment of the effectiveness of social, emotional, cognitive as well as school climate interventions. In particular, attendance rates, discipline referrals, suspensions, expulsions, and graduation rates are all useful measures of the success of any school.

d. We recommend that school leaders include students, as well as families, in the process of understanding social and emotional and school climate measurement findings. We believe that students can become “action researchers” themselves and help interpret data and identify personalized and school-wide responses and interventions that are likely to be successful.
In summary, we believe, as Linda Darling-Hammond wrote, that “the survival of the human race depends at least as much on the cultivation of social and emotional intelligence as it does on the development of technical knowledge and skills.” Happily, this is not an either/or. We can and should integrate academic and the social, emotional and cognitive dimensions of healthy human development and learning and retain high standards for all of our children in both. Employers want both, communities need both, families need both, and children only learn when they get both. It is time for an integrated vision for how our schools cultivate both.

The urgency cannot be overstated. Today, too many children are living in what can accurately be described as an epidemic of stress, anxiety, depression, and addiction. Their hunger to learn, to belong, to contribute and to matter must be met by adults and educators who listen, guide, empower, and inspire. We know so much about how to unlock the dreams of our children and the time is right to equip our schools to try. Nothing less will suffice to meet the great challenges in our nation and in our world.
Organizations Who Support this Statement

America’s Promise Alliance
American Psychological Association
American School Counselors Association
Apperson, Inc
Atlanta Public Schools
Big Sister Association of Greater Boston
Buck Institute for Education
Camp Make Believe
CAST
Center for Courage & Renewal
Center for Information and Research on Civic
   Learning and Engagement (CIRCLE)
Center for Reading and Language Research, Tufts University
Challenge Success
Chapin Hall at the University of Chicago
Character.org
Child Trends
Citizen Schools
City Year, Inc.
Coalition for Community Schools
Collaborative for Academic, Social, and
   Emotional Learning (CASEL)
Committee for Children
Dovetail Learning, Inc.
Dignity in Schools Campaign
E3: Education, Excellence & Equity
Education
Engaging Schools
Facing History and Ourselves
Getting Smart
International Institute for Restorative Practices (IIRP)
Learning Policy Institute
Lions Club International
Massachusetts Association of School Superintendents
Mindset Work
Momentous Institute
Morningside Center for Teaching
   Social Responsibility
National Association of School Psychologists
National Afterschool Association
National Center for School Crisis and Bereavement
National School Climate Center
New Teacher Center
Operation Respect
Ounce of Prevention Fund
PBISAz
Playworks
Polaris Charter Academy
ProExam & Tessera
ProjectHappiness.org
Ripple Effects
Rutgers Social-Emotional and Character Development Lab
Search Institute
SEL4MA
Teachers21
The Charamm’d Foundation
The Children’s Aid Society
The Connecticut Coalition for Child Development
   Education
The Consultation Center, Inc.
The Education for Democracy Institute
The Forum for Youth Investment
The Hawkins Foundation
The Institute for Educational Leadership
Johns Hopkins University School of Education
The Mutt-i-grees Curriculum
The School of the 21st Century (21C)
The Teaching Channel
Trauma and Learning Policy Initiative
Tribes Learning Community
Turnaround for Children
Wings for Kids
Youthprise
Individuals Who Support this Statement

Larry Aber  
Wilner Family Professor in Psychology  
New York University  
CASEL Board of Directors

Jessica Adamson  
Director of Product Strategy  
Apperson, Inc.

Jean Ajamie  
Member  
PBISAz Statewide Advisory Council

Paula Allen-Meares  
Chancellor Emerita  
University of Illinois at Chicago

Eric M. Anderman  
Professor, Educational Psychology  
Chair, Department of Educational Studies  
College of Education & Human Ecology  
The Ohio State University

Dawn Anderson-Butcher  
Professor  
The Ohio State University

Erika Nielsen Andrew  
Chief Academic Officer  
Teaching Channel

JuanCarlos Arauz  
Executive Director  
E3: Education, Excellence & Equity

Stephen D. Arnold  
Vice Chairman  
The George Lucas Educational Foundation

Joshua Aronson  
Associate Professor  
New York University

Ron Avi Astor  
Stein-Wood Professor of School Behavioral Health  
USC School of Social Work and Rossier School of Education  
University of Southern California

Marc S. Atkins  
Director, Institute for Juvenile Research  
Director, Dissemination and implementation 
Research and Policy Program  
Center for Clinical Translational Science

Carlos M. Azcoitia  
Distinguished Professor of Practice  
Educational Leadership Program  
National Louis University

Susan Baird  
Program Director  
The Charmm’d Foundation

John W. Bailie  
President  
International Institute for Restorative Practices (IIRP)

Kanya Balakrishna  
President  
The Future Project

Fabricio Balcazar  
Director, Center on Capacity Building for Minorities  
with Disabilities Research  
University of Illinois at Chicago

Wendy Baron  
Chief Officer, Social and Emotional Learning  
New Teacher Center

Mark Barth  
Retired, NYS Education Department Office of School Improvement  
Past School Board member Albany Public Schools

Carl C. Bell  
Staff Psychiatrist  
Jackson Park Hospital  
Former President/CEO  
Community Mental Health Council

Patrick Bell  
School Psychologist  
KIPP Believe Primary School (New Orleans, LA)

Ruth Berkowitz  
School of Social Work  
University of Haifa, Israel
Michael Ben-Avie  
Director, Office of Assessment and Planning  
Southern Connecticut State University

Sheldon Berman  
Superintendent of Schools  
Andover Public Schools

Michael E. Bernard  
Emeritus Professor, College of Education  
California State University, Long Beach

Karen L. Bierman  
McCourtney Professor of Child Studies  
The Pennsylvania State University

Anthony Biglan  
Senior Scientist  
Oregon Research Institute

Shelley H. Billig  
Vice President  
RMC Research Corporation.

Nova Biro  
Steering Committee, Social-Emotional Learning  
Alliance for Massachusetts

Martin Blank  
President  
Institute for Educational Leadership

Alan M. Blankstein  
Founder  
Solution Tree and HOPE Foundation

Dale A. Blyth  
Sr. Research Fellow and Professor Emeritus  
University of Minnesota

Bob Block  
President  
ProExam & Tessera

David Blumenkrantz  
Co-Founder and Executive Director  
Center for Youth & Community, Inc.

Caroline Boxmeyer  
Researcher  
Center for the Prevention of Youth Behavior Problems, University of Alabama

Mary M. Brabeck  
Professor of Applied Psychology  
Dean Emerita  
New York University

Marc Brackett  
Professor, Child Study Center  
Director, Yale Center for Emotional Intelligence

Albert Brandel  
Past International President  
Lions Club International

Eduardo Briceño  
Co-Founder & CEO  
Mindset Works

John M. Bridgeland  
Founder & CEO, Civic Inc.  
Former Director, White House Domestic Policy Council

Jean-Claude Brizard  
Partner and Vice-President  
Cross & Joftus

Patricia (Trish) Broderick  
Bennett Pierce Prevention Research Center  
Penn State University

Joshua L. Brown  
Associate Professor of Psychology  
Fordham University

Philip M. Brown  
Fellow, Center for Applied Psychology, Rutgers University  
Founder, NJ Alliance for Social, Emotional and Character Development  
Senior Consultant, National School Climate Center  
Co-Chair, National School Climate Council

Russell Brown  
Chief Accountability and Performance Management Officer  
Baltimore County Public Schools

Heather Bryant  
Director of Innovation and Impact  
Momentous Institute
Ann McKay Bryson  
CDI SEL Professional Development Consultant  
CASEL: Collaborative for Academic, Social and Emotional Learning

Jennifer and Peter Buffett  
Co-Presidents  
NoVo Foundation

Marie Burgquist  
Marketing Communications Coordinator  
The Charmm'd Foundation

Jeremy Burrus  
Senior Research Scientist  
ProExam & Tessera

Arthur H. Camins  
Director  
Center for Innovation in Engineering and Science Education (CIESE)

Pamela Cantor  
President and CEO  
Turnaround for Children

Alice S. Carter  
Professor  
University of Massachusetts Boston

Meria Carstarphen  
Superintendent  
Atlanta Public Schools

Marjorie Cave  
SEL Lead Consultant  
DuPage Regional Office of Education

Carmel Cefai  
Head, Department of Psychology  
Director, Centre for Resilience & Socio-Emotional Health  
University of Malta

Terry Chadsey  
Executive Director  
Center for Courage & Renewal

Milton Chen  
Senior Fellow and Executive Director Emeritus (hon.),  
George Lucas Educational Foundation; Chairman,  
Panasonic Foundation

Cary Cherniss  
Professor of Applied Psychology  
Graduate School of Applied and Professional Psychology  
Rutgers University

Dante Cicchetti  
McKnight Presidential Chair  
William Harris Professor and Professor of Child Psychology and Psychiatry  
Institute of Child Development  
University of Minnesota

Sandra L. Christenson  
Professor Emeritus  
Department of Educational Psychology  
University of Minnesota

Heather Clawson  
Executive Vice President  
Research, Learning, and Accreditation Communities In Schools

Doug Coatsworth  
Professor  
Human Development and Family Studies  
Colorado State University

Jonathan Cohen  
President  
National School Climate Center

Mark A. Collin  
Founder  
Dovetail Learning, Inc

Greta Colombi  
Senior Researcher  
American Institutes for Research

Carol Comeau  
Former Superintendent  
Anchorage School District

Clayton R. Cook  
Associate Professor  
School Psychology Program  
College of Education and Human Development  
University of Minnesota
Lisette Cooper  
Chief Executive Officer  
Athena Capital Advisors  
Board member, Garrison Institute

Dewey Cornell  
Bunker Professor of Education  
Director, Virginia Youth Violence Project  
Curry School of Education, University of Virginia

Lyn Corno  
Teachers College, Columbia University  
Enter, TCRecord

Emilie Day Correa  
Emotional Wellness Coordinator  
District 67 Schools, Lake Forest, Illinois

Paul Cruz  
Superintendent  
Austin Independent School District

Elizabeth Cushing  
President & Chief Operating Officer  
Playworks

John D’Auria  
President  
Teachers21

John S. Dacey  
Professor of Human Development  
Boston College

Karen Dainer-Best  
Clinical Psychologist  
Coral Gables, Florida

James B. Daniels  
Budd Larner, P.C.

Kristin Darling-Churchill  
Research Scientist  
Child Trends

Linda Darling-Hammond  
President and CEO  
Learning Policy Institute  
CASEL Board of Directors

Laura A. Davidson  
Director of Research and Evaluation  
Washoe County School District

Richard J. Davidson  
Founder, Center for Healthy Minds  
William James and Vilas Professor of Psychology and Psychiatry  
University of Wisconsin-Madison

Traci Davis  
Superintendent  
Washoe County (Nevada) School District

Marilyn Decalo  
Education Director  
The Random Acts of Kindness Foundation

Amanda M. Dettmer  
Senior Postdoctoral Fellow  
NICHD/NIH

Peter DeWitt  
Education Author/Consultant  
Finding Common Ground blog (Education Week)

Stacey DeWitt  
President and CEO  
Connect with Kids Network, inc.

George J. DuPaul  
Professor of School Psychology  
Lehigh University

Adele Diamond  
Canada Research Chair  
Department of Psychiatry  
University of British Columbia

Larry Dieringer  
Executive Director  
Engaging Schools

James C. DiPerena  
Professor  
School Psychology Program  
The Pennsylvania State University

Gary Dixon  
President  
The Random Acts of Kindness Foundation

Mia Doces  
Director, New Ventures  
Committee for Children
Kenneth A. Dodge  
William McDougall Professor of Public Policy and Psychology and Neuroscience Director, Center for Child and Family Policy  
Duke University

Timothy Dohrer  
Director  
Master of Science in Education Program  
School of Education and Social Policy  
Northwestern University

Deborah Donahue-Keegan  
Co-Director, Massachusetts Consortium for SEL in Teacher Education

Jason Downer  
Associate Professor  
Director, Center for Advanced Study of Teaching and Learning  
University of Virginia

Joan Duffell  
Executive Director  
Committee for Children

Ed Dunkelblau  
Adjunct Faculty  
Rosalind Franklin School of Medicine

Doreen Duren  
Retired School Principal  
Consultant

George J. DuPaul  
Professor of School Psychology  
Lehigh University

Joe Durlak  
Emeritus Professor of Psychology  
Loyola University Chicago

Linda Dusenbury  
CASEL Senior Consulting Scientist  
Director of the Collaborating States Initiative

Kevin P. Dwyer  
1999-2000 President, National Association of School Psychologists  
2001 NASP Lifetime Achievement Award Recipient  
Lifelong School Psychologist

Allison Dymnicki  
Senior Researcher  
American Institutes for Research

Maurice J. Elias  
Director  
Rutgers Social-Emotional and Character Development Lab

Stephen N. Elliott  
Mickelson Foundation Professor  
Sanford School of Social & Family Dynamics  
Arizona State University

Carol Emig  
President  
Child Trends

Kathryn L. Engel  
Director of Internships in Applied Psychology  
University of Illinois at Chicago

Joyce L. Epstein  
Director, Center on School, Family, and Community Partnerships  
Johns Hopkins University

Dorothy Espelage  
Edward William Gutgsell & Jane Marr Gutgsell Endowed Professor  
University of Illinois, Champaign

John Everitt  
Educational Consultant

Matia Finn-Stevenson  
21st Century Schools

David Hutchinson  
State College Area School District Board of Directors  
PSBA Governing Board

Deidre Farmbry  
Senior District Advisor  
CASEL

Charles L. Fisher  
Executive Director  
Dovetail Learning, Inc
Kelly Grob  
Camp Make Believe  

Eileen Rockefeller Growald  
Author and Philanthropist  
CASEL Co-Founder  

Eric Gurna  
President & CEO  
LA’s BEST After School Enrichment Program  

Amanda Haboush-Deloye  
Associate Director  
Nevada Institute for Children’s Research and Policy  
University of Nevada Las Vegas  

Michael E. Hanson  
Superintendent  
Fresno Unified School District  

Robyne Halevy  
Retired School District Administrator  
Woodridge School District 68  
Adjunct Professor, National Louis University  

Sheryl L Harmer  
Independent SEL Consultant  

Scott Hartl  
President and CEO  
EL Education  

Ben Hayes  
Chief Accountability Officer  
Washoe County School District  

Trip Hawkins  
Director  
The Hawkins Foundation  

Michael Hecht  
Distinguished Professor of  
Communication Arts and Sciences  
Pennsylvania State University  

Mary Louise Hemmeter  
Co-Faculty Director, Susan Gray School for Children  
Peabody College, Vanderbilt University  

Chris Henson  
Interim Director of Schools  
Metropolitan Nashville Public Schools  

Cecilia Hilkey  
Early Childhood Educator  
Creator of Happily Family and Education  
Next Generation Torrance, CA  

Jason Hilkey  
Early Childhood Educator  
Creator of Happily Family and Education  
Next Generation, Torrance, CA  

Christine W. Hiroshima  
Senior Advisor  
CASEL  

Arthur M Horne  
Dean Emeritus and Distinguished Research Professor  
University of Georgia  

Mary Hurley  
Coordinator Social and Emotional Learning and  
Leadership  
Oakland Unified School District  

David K. Hutchinson  
State College Area School District Board of Directors  
PSBA Governing Board  

Janice Jackson  
Chief Education Officer  
Chicago Public Schools  

Robert J. Jagers  
Combined Program in Education and Psychology  
University of Michigan  

Leonard A. Jason  
Director, Center for Community Research  
DePaul University  

Cindy Johanson  
Executive Director, Edutopia  
George Lucas Educational Foundation  

Annette Johnson  
Clinical Assistant Professor  
Jane Addams College of Social Work  
University of Illinois at Chicago  

Debbie Johnson  
Vicar  
St. Timothy Luterhan Church
Paul M. LaMarca  
Chief School Performance Officer  
Washoe County School District

Linda Lantieri  
Director  
The Inner Resilience Program

Susan K. Laue  
President & CEO  
Media Masters Inc.  
Social and Emotional Learning Consultant

April Lawson  
Editorial Assistant  
The New York Times

Philip J. Leaf  
Director  
Johns Hopkins Center for Adolescent Health and Center for the Prevention of Youth Violence

Paul A. LeBuffe  
Director,  
Devereux Center for Resilient Children

Bob Lenz  
Executive Director  
Buck Institute for Education

Henry M. Levin  
William Heard Kilpatrick Professor of Economics and Education  
Teachers College, Columbia University and  
David Jacks Professor of Education and Economics, Emeritus, Stanford University

Michael Levine  
Executive Director  
Joan Ganz Cooney Center

Scarlett Lewis  
Founder  
Jesse Lewis Choose Love Movement

Nancy Lindhjem  
School Psychologist and Staff Trainer  
Tribes Learning Communities

Adenia Linker  
Project Manager. Calm Classroom K-2  
Erikson Institute

Laura H. Lippman  
Independent Consultant

John E. Lochman  
Professor and Doddridge Saxon Chairholder in Clinical Psychology Director, Center for Prevention of Youth Behavior Problems The University of Alabama

David K. Lohrmann  
Chair, Department of Applied Health Science  
Indiana University School of Public Health-Bloomington

Mitch Lyons  
President  
Social-Emotional Learning Alliance for Massachusetts

Dr. Helen Janc Malone  
IEL Director of Institutional Advancement  
National Director, Education Policy Fellowship Program  
Institute for Educational Leadership

Andrew Mangino  
CEO  
The Future Project

Chris Marblo  
Executive Director  
Garrison Institute

Howard Margolis  
Professor Emeritus  
Reading Disabilities & Special Education  
Queens College of the City University of New York

Yaffa Maritz  
President  
Maritz Family Foundation

Jonathan E. Martin  
Jonathan E. Martin Consulting and Tessera Implementation Leader

Lorea Martinez  
Principal  
SEL Consulting

R. Keeth Matheny  
Teacher  
Austin, TX High School
Kenneth Maton
Professor of Psychology
University of Maryland, Baltimore County

Yolanda McBride
Director of Public Policy
Children’s Aid Society

Maria McCabe
Association of Child and Adolescent Counselors in
Illinois, Illinois Counseling Association, Illinois School
Counselors’ Association, Illinois Mental Health
Counselors Association

Mary Ann McCabe
Associate Clinical Professor of Pediatrics
George Washington University School of Medicine

Emily McCann
Chief Executive Officer
Citizen Schools

Molly McCloskey
CEO and President
Operation Respect

John W. McCluskey
Principal, Horizons K-8
Lead Faculty, PassageWorks Institute

Barbara L. McCombs
Senior Research Scientist
University of Denver

Amy McConnell Franklin
Educational Trainer and Consultant in Emotional
Intelligence
Director of Social and Emotional Learning and
Mindfulness - Phuket International Academy: United
World College- Thailand (incoming August 2016)

Rob McEntarffer
Assessment/Evaluation Specialist
Lincoln Public Schools
Lincoln, NE

Clark McKown
Associate Professor
Rush University Medical Center

Lisa White McNulty
Professor of Education
University of St. Francis

Pamela McVeagh-Lally
Foundation and Non-profit Consultant
Social and Emotional Learning

Nicholas M. Michelli
Presidential Professor
Ph.D. in Urban Education
The Graduate Center
City University of New York

Jennifer S. Miller
Founder, Confident Parents, Confident Kids/ Expert
NBC Parent Toolkit

Sheri Miller
Executive Director
The Charmm’d Foundation

Michelle Miller- Van Allen
Principal
Marcus Garvey School, Chicago, IL

Tessa Misiaszek
CEO
Empathetics, Inc.

Ellen Moir
Chief Executive Officer
New Teacher Center

Hector Montenegro
Senior SEL District Advisor
CASEL

Jessica Morey, MA
Executive Director
Inward Bound Mindfulness Education

Deborah Moroney
Director of the Social and Emotional Learning, School
Climate and Culture, and Out-of-School Time
Practice Area
American Institutes for Research

Dorothy Morelli
CEO
PATHS Education Worldwide

Jessica Morey
Executive Director
Inward Bound Mindfulness Education
Brooke Muggia  
Co-Founder  
ProjectME

Darcia Narvaez  
Professor of Psychology  
University of Notre Dame  
Executive Editor, Journal of Moral Education

Bonnie K Nastasi  
Professor  
Department of Psychology  
Tulane University

Lori Nathanson  
Director of Partnerships  
Yale Center for Emotional Intelligence  
Yale University

Michelle Navarre  
Head of School  
Polaris Charter Academy

Ann S. Nerad  
Board Vice Chair  
CASEL

Karen Niemi  
President & CEO  
CASEL

Amalio Nieves  
Assistant Superintendent, SEL & Wellness  
Boston Public Schools

Pedro Noguera  
Distinguished Professor of Education  
Graduate School of Education & Information Studies  
University of California, Los Angeles

Julie Norton  
Director, Social and Emotional Learning  
New Teacher Center

Larry Nucci  
Adjunct Professor, Director  
Domain Based Moral Education Laboratory  
Graduate School of Education  
University of California, Berkeley

Judith Nuss  
CASEL SEL Specialist Consultant

Eva Oberle  
Assistant Professor  
University of British Columbia

Sherri Oden  
Associate Professor & Coordinator  
Early Childhood Ph.D. Program  
Oakland University

Brandi Olson  
Director  
Brandi Olson Consulting

David Osher  
Vice President and Institute Fellow  
American Institutes for Research

Gail S. Owen  
Regional Superintendent of Schools, Mason, Tazewell, Woodford Counties in Illinois  
Illinois Association of Regional Superintendents of Schools (IARSS)

Mary Palin  
Lake Tahoe Unified School District  
Tribes Learning Community

Debra Park  
Part Time Lecturer  
Rutgers University, Camden NJ  
Institute for Effective Education

Elizabeth Partoyan  
Independent Consultant  
Washington, DC

Rose Pavlov  
Founder, President and CEO  
Ivy Child

John Payton  
Retired Research Assistant Professor  
University of Illinois at Chicago

Mildred Pearson  
Professor, Bridging Voices in Our Community  
Bullying Prevention Project, Founder  
Eastern Illinois University

Raymond Pecheone  
Executive Director, Stanford Center for Assessment Learning, and Equity  
Stanford University
Diane Pelavin  
Retired Executive Vice President  
The American Institutes for Research

Kent Pekel  
President and CEO  
Search Institute

Tara Phebus  
Executive Director  
Nevada Institute for Children’s Research & Policy  
University of Nevada Las Vegas

Rae Pica  
Author/Keynote Speaker/Consultant  
Co-founder, BAM Radio Network;  
Host, Studentcentricity

Karen Pittman  
Co-Founder, President and CEO  
The Forum for Youth Investment

Peggy Daly Pizzo  
Senior Scholar  
Stanford Graduate School of Education

Denise Clark Pope  
Senior Lecturer, Stanford Graduate School of Education  
Co-Founder, Challenge Success

Olga Acosta Price  
Director and Associate Professor  
Center for Health and Health Care in Schools  
Milken Institute School of Public Health at the George Washington University

Hugh Price  
Former President & CEO  
National Urban League

Richard H. Price  
Stanley E. Seashore Collegiate Professor of Psychology and Organizational Studies Emeritus  
Research Professor, Institute for Social Research  
University of Michigan

Steven R. Pritzker  
Director, M.A. and Ph.D in Psychology with a Specialization in Creativity Studies  
Saybrook University

Carly Quick  
School Social Worker  
Lake Bluff Middle School

Ronald J. Rabin  
Executive Director  
Kirlin Charitable Foundation

Sherrie Raven  
Director, Social and Emotional Learning  
Austin Independent School District

Alice Ray  
President  
Ripple Effects

Jonathan Raymond  
President  
Stuart Foundation

Deborah Re  
Chief Executive Officer  
Big Sister Association of Greater Boston

Elliot Regenstein  
Senior Vice President, Advocacy and Policy  
Ounce of Prevention Fund

Helen Riess  
Founder, Chief Scientific Officer  
Empathetics. Inc.

Karina Reyes  
Associate Professor  
University of Illinois at Chicago

Helen Riess  
Director, Empathy and Relational Science Program  
Massachusetts General Hospital  
Associate Professor of Psychiatry, Part-time  
Harvard Medical School

Sara E. Rimm-Kaufman  
Professor of Education  
Curry School of Education and Center for the Advanced Study of Teaching and Learning  
University of Virginia

Richard Roberts  
Chief Scientist  
ProExam & Tessera
Tom Roderick  
Executive Director  
Morningside Center for Teaching Social Responsibility

Robert W. Roeser  
Professor  
Department of Psychology  
Portland State University

Mary Jane Rotheram-Borus  
Director, Global Center for Children and Families  
Director  
University of California, Los Angeles

Amanda Roy  
Assistant Professor of Psychology  
University of Illinois-Chicago

Philip Rubin  
Chief Executive Officer Emeritus  
Haskins Laboratories, New Haven, CT

Nicole Russo-Ponsaran  
Research Director, Rush NeuroBehavioral Center, Rush University Medical Center

Bryan Samuels  
Executive Director  
Chapin Hall at the University of Chicago

Dinabandhu Sarley  
Chief Program Officer  
1440 Foundation

Rob Schamberg  
Senior District Advisor  
CASEL

Eric Schaps  
Founder  
Developmental Studies Center  
Oakland CA

David J Schonfeld  
Director, National Center for School Crisis and Bereavement

Pamela Seigle  
Executive Director  
Courage & Renewal Northeast

Timothy P. Shriver  
Board Chairman, Special Olympics  
Chair, CASEL Board of Directors

Trish Shaffer  
MTSS/SEL Coordinator  
Washoe County, NV School District

Amy Lynne Shelton  
Professor  
Johns Hopkins School of Education

Amanda (Holt) Shipley  
Physical therapist

Myrna B. Shure  
Professor Emeritus  
Drexel University

Ali Smith  
Executive Director  
Holistic Life Foundation, Inc

Daniel J. Siegel  
Executive Director, Mindsight Institute  
Clinical Professor, UCLA School of Medicine

Gary N. Siperstein  
Director  
Center for Social Development and Education  
University of Massachusetts Boston

Becky Sipos  
President & CEO  
Character.org

David Sluyter  
Aspen Institue and Fetzer Institute

Randy Sprick  
Director  
Safe & Civil Schools

Zoe Stemm-Calderon  
Director, Education Strategy  
Raikes Foundation

Deborah Stewart  
Director, Youth Development Training and Resource Center, (YDTRC)  
The Consultation Center, Inc.
Margot Stern Stromm  
Senior Scholar and President Emerita  
Facing History and Ourselves

Matia Finn Stevenson  
Sr. Research Scientist  
Child Study Center, Yale University

Susan Stillman  
Director of Education  
Six Seconds, The Emotional Intelligence Network

Yolanda Suarez-Balcazar  
Professor, Department of Disability and Human Development  
Affiliate Faculty, Department of Psychology  
University of Illinois at Chicago

Susan M. Swearer  
Willa Cather Professor of Educational Psychology  
School Psychology Program  
University of Nebraska – Lincoln

Renee’ C. Tapasak  
Certified School Psychologist/licensed clinical Psychologist  
Pasco County Schools, Florida

Mary Tavegia  
Retired Elementary School Principal  
Education Consultant  
LaGrange, IL

Renée R. Taylor  
Vice Provost for Faculty Affairs  
Director, Model of Human Occupation Clearinghouse  
University of Illinois at Chicago

Deborah Temkin  
Program Area Director  
Education Research

Theresa A. Thorkildsen  
Professor of Education and Science  
University of Illinois at Chicago

Janice Toben  
Co-founder and Director  
Institute for Social and Emotional Learning

Patrick H. Tolan  
Director, Youth-Nex  
University of Virginia

Marcela M. Torres  
Research Associate / Licensed Clinical Psychologist  
University of Colorado at Boulder  
Center for the Study and Prevention of Violence  
Institute of Behavioral Science

Caroline Vander Ark  
Chief Operating Officer  
Getting Smart

Tom Vander Ark  
Chief Executive Officer  
Getting Smart

Jim Vetter  
SEL4MA

Jill Vialet  
Founder & Chief Executive Officer  
Playworks

Patrick C. Walker  
Executive Director  
The Education for Democracy Institute

Michelle Wallis  
Executive Director  
Austin Independent School District  
Office of Innovation and Development

Abraham Wandersman  
Professor  
University of South Carolina

Shannon B. Wanless  
Assistant Professor  
University of Pittsburgh  
Department of Psychology in Education

Ashley Ward  
Director of Community Development  
The Charmm’d Foundation

Elliot Washor  
Co-Founder  
Big Picture Learning

Wokie Weah  
President  
Youthprise
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Organization/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katherine Weare</td>
<td>Emeritus Professor</td>
<td>University of Southampton</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Exeter, UK</td>
</tr>
<tr>
<td>Roger P. Weissberg</td>
<td>Chief Knowledge Officer and Board Vice Chair</td>
<td>CASEL</td>
</tr>
<tr>
<td>Nini White</td>
<td>Co-Author, &quot;Activating &amp; Anchoring Kids' Own Wisdom&quot;</td>
<td>Petaluma, CA</td>
</tr>
<tr>
<td>Mark D. Wilding</td>
<td>Executive Director</td>
<td>PassageWorks Institute</td>
</tr>
<tr>
<td>Rona Wilensky</td>
<td>Director of Mindfulness Programs</td>
<td>PassageWorks Institute</td>
</tr>
<tr>
<td>Holly Williams</td>
<td>Director, Department of Research &amp; Evaluation</td>
<td>Austin Independent School District</td>
</tr>
<tr>
<td>Antwan Wilson</td>
<td>Superintendent</td>
<td>Oakland Unified School District</td>
</tr>
<tr>
<td>Jean Yonemura Wing</td>
<td>Executive Director</td>
<td>Research, Assessment &amp; Data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oakland Unified School District</td>
</tr>
<tr>
<td>Maryann Wolf</td>
<td>Director</td>
<td>Center for Reading and Language Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tufts University</td>
</tr>
<tr>
<td>Tom Wolff</td>
<td>President</td>
<td>Tom Wolff &amp; Associates</td>
</tr>
<tr>
<td>Chip Wood</td>
<td>Educator, Child Development Author, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Development Facilitator</td>
<td></td>
</tr>
<tr>
<td>Tammie Workman</td>
<td>Assistant Superintendent of Student Services</td>
<td>Atlanta Public Schools</td>
</tr>
<tr>
<td>Stephanie Wright</td>
<td>Retired Clinical Psychologist</td>
<td>Wilmette, IL</td>
</tr>
<tr>
<td>Stephanie Wu</td>
<td>Senior Vice President</td>
<td>Chief Program Design and Evaluation Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>City Year, Inc.</td>
</tr>
<tr>
<td>David S. Yeager</td>
<td>Assistant Professor of Psychology</td>
<td>University of Texas at Austin</td>
</tr>
<tr>
<td>Vicki Zakrzewski</td>
<td>Education Director</td>
<td>Greater Good Science Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of California, Berkeley</td>
</tr>
<tr>
<td>Brad Zimmerman</td>
<td>CEO</td>
<td>I3 Executive Coaching LLC</td>
</tr>
<tr>
<td>Katherine Zinsser</td>
<td>Assistant Professor of Psychology</td>
<td>The University of Illinois at Chicago</td>
</tr>
<tr>
<td>Simmy Zlvei</td>
<td>Vice President</td>
<td>ProExam &amp; Tessera</td>
</tr>
<tr>
<td>David Zussman</td>
<td>Chairman and CEO</td>
<td>Boston Development Group</td>
</tr>
</tbody>
</table>