

Enhancing Conditions for Student Learning and Academic Achievement through Social, Emotional and Character Development:

A Principle Factor for Student Achievement

Implications for the Reauthorization of the Elementary and Secondary Education Act (ESEA)

What: A panel discussion on the challenges schools face to improve student academic achievement and how utilizing a comprehensive approach including social emotional and character development strategies helps meet these challenges and create effective, safe conditions for learning.

When: **Thursday, May 12, 2011, 10:00 a.m.–11:15 a.m.** Refreshments provided

Where: **Senate Dirksen Office, Ground Floor, Room 11**

Why: As states and school districts face increasing budget pressures, it is more important than ever that policymakers and educators work together to identify obstacles to learning and implement the best resources and strategies to improve student achievement and accelerate school reform. For students to achieve success in both academics and life, schools need to create optimal conditions for learning; schools where students feel safe, supported, engaged and challenged so that they are able to focus on their academics.

Research shows that Social Emotional Learning (SEL) and Character Education (CE) frameworks are cornerstones to create these conditions for students and staff. They offer a critical knowledge base, skills and dispositions that promote essential conditions for effective learning.

Presenters will address:

1. How effective learning depends on a school-wide focus on social, emotional and character development.
2. How schools are implementing a comprehensive approach and how this is being assessed.
3. What results and benefits have been documented;
4. How the reauthorization of ESEA should promote effective conditions for learning

Featured Speakers and Presenters

- **Maurice J. Elias, Ph.D.** – Rutgers University, New Brunswick, N.J., Professor of Psychology and Internship Coordinator; Director of Clinical Training, Ph.D. Program in Psychology; Rutgers University Academic Director; Rutgers Civic Engagement and Service Education Partnerships Program Coordinator; Improving School Climate for Academic and Life Success, Rutgers Center for Applied Psychology.
- **Dr. Ramona Trevino** – Chief Academic Officer for Austin Independent School District, Austin, Texas
- **Kristen Pelster** – Principal, Ridgewood Middle School, Fox School District, Arnold, Missouri

Participating Organizations: Committee for Children, Character Education Partnership, National School Climate Center, and the National Association of School Psychologists.

**To RSVP or for questions please contact
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