The Leader in Me
Annotated Bibliography

October 2011

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*Abstract from Article:* An intervention to modify teaching practices in grades five and six was evaluated. Results showed that higher levels of teacher implementation of the modified practices favorably influenced students' levels of classroom opportunity, involvement, reinforcement, and bonding to school. Levels of academic achievement were also increased. The importance of assessing implementation in theory-guided experimental studies is discussed.


*Abstract from Article:* This article describes the National Science Foundation's systemic reform programming, including major accomplishments and barriers to systemic reform. The challenges of systemic reform and new directions for education reform are discussed. The focus is on the results and challenges of policies implemented by the systemic initiatives, namely the mandate for the alignment of standards, curriculum, instruction, and assessment with the implementation of a standards-based K-12 mathematics and science education program; increased science and mathematics requirements for high school graduation; the delivery of intensive, high-quality professional development; and improvement in student achievement after three years of funding. A broader view of education reform in the future will require policymakers and educators to pay more attention to formulating mutually supportive policies across education, health, and social services; establishing fiscal policies that provide sufficient funding to ensure equitable outcomes; and revising accountability policies to facilitate rather than impede the reform efforts.

*The Ideal Problem Solver* aims to bring awareness to the way we solve problems. Acknowledging that some are better problem solvers than others, the authors continue to suggest that everyone has something more to learn about problem solving. The book is —…solidly grounded in basic research thinking, learning and problem solving‖ (p.xi). Although various studies and research are discussed throughout, details to the research studies will not because —…they are often quite technical‖ (p. xii).

Bradford and Stein describe *The Ideal Problem Solver* as —…someone who continually attempts to improve by paying attention to his or her processes and by learning from any mistakes that are made‖ (p.xii). To do this they suggest an IDEAL model: Identify, Define, Explore, Act and Look. The authors suggest —new strategies for improving memory, for criticizing ideas and generating alternatives, and for communicating more effectively with a wider range of people‖ (Back cover).


*Abstract from Article:* Systemic change has become a floating signifier for any broad-scale change that an author wishes to suggest is current and worthy of federal funding consideration. For whatever political reasons, the term systemic change has become misused and misunderstood. This study looks critically at the sort of literature being promulgated under the rubric of systemic change. After an exhaustive ERIC search, the data suggest that most studies are theoretical rather than field-based, conservative in their definition of change, and non-systemic in both theory and practice. Suggestions for those interested in pursuing research under the rubric of systemic change are provided.


*Abstract from Article:* In this article, Jonathan Cohen argues that the goals of education need to be reframed to prioritize not only academic learning, but also social, emotional, and ethical
competencies. Surveying the current state of research in the fields of social emotional education, character education, and school-based mental health in the United States, Cohen suggests that social-emotional skills, knowledge, and dispositions provide the foundation for participation in a democracy and improved quality of life. Cohen discusses contemporary best practices and policy in relation to creating safe and caring school climates, home-school partnerships, and a pedagogy informed by social-emotional and ethical concerns. He also emphasizes the importance of scientifically sound measures of social-emotional and ethical learning, and advocates for action research partnerships between researchers and practitioners to develop authentic methods of evaluation. Cohen notes the gulf that exists between the evidence-based guidelines for social-emotional learning, which are being increasingly adopted at the state level, and what is taught in schools of education and practiced in preK–12 schools. Finally, he asserts that social, emotional, ethical, and academic education is a human right that all students are entitled to, and argues that ignoring this amounts to a social injustice.


Abstract from Article: A brief narrative description of the journal article, document, or resource. Social and emotional learning (SEL) is the process of developing the ability to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively. SEL provides schools with a framework for preventing problems and promoting students' well-being and success. This guide provides educators with objective information about nationally available programs for the classroom that promote social and emotional learning. It details the costs, the grades covered, which have a rigorous evidencebase, which most effectively teach core social and emotional skills, and which provide high quality staff development and support. The guide offers information on these and dozens of other factors in a clear, easy-to-read "consumer report" format, along with narrative descriptions of each of the programs. If your school or district is just beginning work in this area, this guide will help in the planning and selection of a strong, evidence-based program that serves your students' needs. An appendix contains the program ratings table.

Abstract from Article: A review of efforts at social system change in 526 universal competence-promotion outcome studies indicated that 64% of the interventions attempted some type of microsystemic or mesosystemic change involving schools, families, or community-based organizations in an attempt to foster developmental competencies in children and adolescents. Only 24% of the reports provided quantitative data on the change that occurred in targeted systems. However, studies containing the necessary information produced several mean effect sizes that were statistically significant, and ranged from modest to large in magnitude. These data indicate that attempts to change social systems affecting children and adolescents can be successful. Future work should measure more thoroughly the extent to which the systemic changes that are targeted through intervention are achieved, and investigate how such changes contribute to the development and sustainability of the outcomes that might be demonstrated by participants of competence-promotion programs.


Abstract from Article: A comprehensive mission for schools is to educate students to be knowledgeable, responsible, socially skilled, healthy, caring, and contributing citizens. This mission is supported by the growing number of school-based prevention and youth development programs. Yet, the current impact of these programs is limited because of insufficient coordination with other components of school operations and inattention to implementation and evaluation factors necessary for strong program impact and sustainability. Widespread implementation of beneficial prevention programming requires further development of research-based, comprehensive school reform models that improve social, health, and academic outcomes; educational policies that demand accountability for fostering children's full development; professional development that prepares and supports educators to implement programs effectively; and systematic monitoring and evaluation to guide school improvement.

*Abstract from Article:* This article uses a multiyear case example to illustrate principles of comprehensive program consultation to low-performing urban school districts. The Plainfield (NJ) school district concluded that leaving no urban child behind required school personnel to attend to students’ academic, social and emotional development in an integrated, ongoing way. By teaming with an outside consultant, building internal capacity, and focusing intervention efforts on using an evidence-based social and emotional learning program as the cornerstone of procedures for reaching the school and community, the district was able to restore morale and move students toward positive behavior and improved academic performance. Generalized elements usable by educators and school consultants, particularly in urban settings, are highlighted.

Today’s students face considerable demands. They are expected to be academically successful, to learn to work collaboratively, to make conscientious decisions about social and health practices, to resist harmful peer and media pressures, to navigate an increasingly diverse society, and to gain the skills necessary to become productive workers and members of society. *Promoting Social and Emotional Learning* details a comprehensive, integrated program of social and emotional education that can help teachers and educational administrators support students in meeting these demands.

The authors of this book are members of the Research and Guidelines Work Group of the Collaborative for the Advancement of Social and Emotional Learning (CASEL). This book is framed around 39 specific guidelines, providing suggestions for use in classrooms, schools, and districts. Using up-to-date research studies and theories, observations from national school site visits, and the authors’ own expertise, each chapter illustrates approaches to social and emotional learning for all levels, as well as provides information on how to develop, implement, and evaluate effective strategies. This book will be useful for educators who already have programs in place, as well as those seeking to implement new programs. Both groups will find concise approaches and ideas for promoting social and emotional learning in their schools. Appendixes include a curriculum scope for preschool through grade 12, as well as a list of contacts readers may contact for practical knowledge about successful social and emotional learning programs.


*Chartering Urban School Reform* is a collection of 13 chapters authored by school reformers—both those within and outside the system—including high school teachers, university faculty, educational evaluators, and parents. With the goal of advancing and rethinking educational practice and research in urban American schools, these individuals share their beliefs in the necessity for school-based educational change that is conducted as a collaborative effort between educators and students. The authors focus on the charter school movement, reflecting on the partnerships that motivated the schools’ creation, and on the individual and collective challenges and stories that form these new educational communities. Chapters address topics such as: When "Discipline Problems" Recede: Democracy and Intimacy in Urban Charters; Co-Making Ethnography: Moving into Collaboration; When Teacher Inquiry Meets School; Language Inquiry and Critical Pedagogy: Co-Investigating
Power in the Classroom; and Girl Talk: Creating Community through Social Exchange. The collection of testimonies in this book offer rich evidence of the impact of charter schools, and the potential they have to inspire and revive commitment on the part of new and veteran teachers in urban schools. It is useful to teachers, teacher educators, school administrators, and policy makers.

**Synopsis from Article:** This ECS Issue Brief provides an overview and description of both social and emotional learning (SEL) and service-learning (S-L) as tools to improve the lives and academic performance of students. It describes how the two practices are interrelated and the research evidence that supports the expanded use of both practices in the classroom. Also provided are descriptions of the essential elements required of successful SEL and S-L programs, examples of such successful programs that are in existence today, and a discussion of state activities and experiences. Lastly, the brief discusses a series of likely challenges that education leaders implementing SEL and S-L programs could face. The brief offers recommendations and advice for addressing such challenges and provides lists of available resources where more information can be found.

The brief represents the first step of a new partnership of three prominent national organizations – the Collaborative for Academic, Social, and Emotional Learning (CASEL), the National Center for Learning and Citizenship (NCLC), and the Laboratory for Student Success (LSS). This new partnership was formed to assist education leaders in integrating social and emotional learning and service-learning programs and policies into their states, districts and schools. The following brief is intended to be the first in a series of papers exploring aspects of both SEL and S-L.

Drawing on the expertise of various scholars in education reform within mathematics and the general school change initiative, Friel and Bright (1997) collated the theoretical and empirical contributions in a singular text. Though centering their discussion primarily on Mathematics, the authors of the various works have intertwined previous theories of change (both large-scale and small-scale) in their support of building a mathematics friendly school environment. The text is not just a collection of essays, but also a novel idea to record the discussions had at the 1994 National Science Foundation sponsored conference, which was to focus on the improvement of elementary Mathematics education. Apart from the technical approaches to unraveling Mathematics, the conference (and by extension this text) contributed meaningfully to building collaborative communities. It is not that Mathematics teachers are any different from teachers in other disciplines, more so that reform is very context specific. In fact, the first chapter opens with Castle and Aichele’s —Mathematics teachers develop professionally in the same ways all other teachers do, but with a specific focus of applying professional knowledge within a meaningful and relevant mathematical context for the improvement of the mathematical understanding of children and youthl (1994, p. 3).


Acknowledging that no other profession outside of teaching allows for such a huge and positive impact on a child’s development, Fullan attributes adequate attention to discussing the process and commitment to the school’s mission and goal. His discussion in this inspirational text is geared primarily to school leaders who have a genuine passion to make meaningful impact, not just on their students and teachers, but also in the school building and the general society. The principal’s new role in the current climate of accountability has a greater role to play in system improvement, as schools are seen as a microcosm of the society. The author offers various strategies that should promote teachers’ efficiency in the classroom and their students’ high achievement levels. This text addresses the role of principalship from an ethical dimension, where school leaders have a professional obligation and moral interest in making the case for schools’ relevance to our society prosperity. He notes that public schools have a vital role to play in the personal and social character of individuals at all levels, and that schools are transformed with principals at the center of the change process. Fullan argues that principals should be agents of systematic change who caters to the
development of all the stakeholders within their buildings- allowing everyone to work at their capacity without feeling threatened. In essence, he calls for the engagement of the school community as a moral imperative that goes beyond the walls of the school building, despite the barriers that may be self or system imposed.

*Breakthrough* is both a theoretical and practical text that employs research and practice from scholars and teachers. It is, therefore, not surprising that this text on education reform is not saturated with the customary political bureaucracy and ideals; but instead focuses primarily on the activities in the classroom with reasonable support from education reform theories. The authors recognize that there are students with different types of competences in the classroom, and builds on this as a rewarding activity for both students and teachers. In this text, Fullan, Hill and Crevola have redirected discussion on education by focusing primarily on what actually takes place in the classroom. This new approach to education reform explores differentiated instruction with the students at the center of the learning process, and not the curriculum that should be taught and completed within a particular time frame. This idea encourages teachers to create profiles for their students and to plan meaningful lessons that will transform into students’ high achievement. The authors call for continuous monitoring of students’ learning, not as a punitive measure, but a supportive one that leaves neither teachers nor students behind. This strategy will allow teachers to make necessary adjustments to their lessons without causing students to lose interest because they are no longer understanding concepts being taught. Fullan et al purport that only when this happens will we realize true education reform.

—In this book I serve as a guide in a journey through these scientific insights into the emotions, a voyage aimed at bringing greater understanding to some of the most perplexing moments in our lives and in the world around us. The journey’s end is to understand what it means – and how – to bring intelligence to emotion. This understanding itself can help to some degree; bringing cognizance to the realm of feeling has an effect something like the impact of an observer at the quantum level in physics, altering what is being observed (p.xii).

In an effort to explain the theory of *Emotional Intelligence*, Goleman organizes the text into five parts:

1) The Emotional Brain

2) The Nature of Emotional Intelligence

3) Emotional Intelligence Applied

4) Windows of Opportunity

5) Emotional Literacy

Abstract from Article: It was Daniel Goleman who first brought the term —emotional intelligence—to a wide audience with his 1995 book of that name, and it was Goleman who first applied the concept to business with his 1998 HBR article, reprinted here. In his research at nearly 200 large, global companies, Goleman found that while the qualities traditionally associated with leadership—such as intelligence, toughness, determination, and vision—are required for success, they are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes self-awareness, self-regulation, motivation, empathy, and social skill.

These qualities may sound—soft! and unbusinesslike, but Goleman found direct ties between emotional intelligence and measureable business results. While emotional intelligence’s relevance to business has continued to spark debate over the past six years, Goleman’s article remains the definitive reference on the subject, with a description of each component of emotional intelligence and a detailed discussion of how to recognize it in potential leaders, how and why it connects to performance, and how it can be learned.


Abstract from Article: This paper opens by addressing the emerging need for systemic change in K-12 school systems, with consideration given to requirements for new mindsets on educational change. Given the history of less than successful attempts at educational change, the need exists for a guidance system which helps change facilitators to guide school districts and communities through a systemic change process. The paper describes the characteristics and elements of a systemic change guidance system which builds on the principles of process facilitation and systems design. It examines in detail the integral values or beliefs related to facilitation and systemic change, the types of events (sets of activities) typically needed, and the processes which form the guidance system. Also discussed is the process used to create the guidance system.

*Abstract from Article:* Social and emotional learning (SEL) has as its goals to strengthen a person’s ability to understand, manage, and express the social and emotional aspects of life. The authors, all of whom have worked in training teachers in the promotion of students’ social and emotional skills, have found that educators often view efforts at building such skills as standing in opposition to the academic focus of their state curriculum standards. This view hinders many well-intentioned teachers from implementing SEL in their classrooms. Thus, it is a valuable consultative tool to be able to demonstrate the overlap of SEL, academics, and curriculum standards. The authors set out a rationale for this overlap and provide examples of how they incorporate this overlap into their training and consultation.

This book is the sequel to *Teachers-Their World and Their Work* by Lieberman and Miller that focuses on change from stakeholders inside the educational system. —The words and experiences of teachers and principals are used by the authors to show what growth and change look like from the inside – the teacher’s perspective: what change requires, how differences in context and personnel are accommodated, what people learn as they change, and what it feels like in the processl (Back cover). Lieberman and Miller provide historical context and background of how the theory of change has transpired over time and add their own research they have collected over the years. They follow transformational change through four separate schools to offer —views from practiceel (p.13). The four schools chosen range from rural to urban environments so the reader can understand how context can affect both the practice and the results.


*Abstract from Article:* This essay posits a problem of fit among five streams of reform and prevailing configurations of teachers’ professional development. It argues that the dominant training-and-coaching model—focused on expanding an individual repertoire of well-defined classroom practice—is not adequate to the conceptions or requirements of teaching embedded in present reform initiatives. Subject matter collaboratives and other emerging alternatives are found to embody six principles that stand up to the complexity of reforms in subject matter teaching, equity, assessment, school organization, and the professionalization of teaching. The principles form criteria for assessing professional development policies and practices.

—The field of management, so devoted to progress and change, has for more than a half a century not seriously addressed the basic question: What do managers do? Without a proper answer, how can we teach management? How can we design planning or information systems for managers? How can we improve the practice of management at all? (p.163). Mintzberg tries to answer these questions throughout the text to allow the reader to better understand what *The Manager’s Job* is and what skills it requires.

—In some studies, managers were observed intensively; in a number of studies, they kept detailed diaries, in a few studies, their records were analyzed. All kinds of managers were studied—foreman, factory supervisors, staff managers, field sales managers, hospital administrators, presidents of companies and nations, and even street gang leaders (p.164). The studies involved managers from four different countries to understand their patterns and draw parallels between different contexts and cultures.

—A synthesis of these findings paints an interesting picture, one as different from Fayol’s classical view as a cubist abstract from a Renaissance painting. In a sense, this picture will be obvious to anyone who has ever spent a day in a manager’s office, either in front of the desk or behind it. Yet, at the same time, this picture throws into doubt much of the folklore that we have accepted about the manager’s work (p.164).

As educators continue to address the serious shortfall in the educational achievement in the United States, *How People Learn: Brain, Mind, Experience, and School* deviates from the traditional use of education theories and explores the findings of various cognitive science research. The author’s use of these neuropsychological literatures is supported with simple, yet effective strategies that teachers can employ in their classroom instructions to promote their students’ learning. Whether it is physical classroom arrangement, time management or routines, this text highlights the importance of teachers’ efficiency through proper classroom planning. While acknowledging the importance of repetition and practice, the National Research Council dismisses the notion that memorization alone will suffice, and instead advocates for teachers to support students with their psychomotor manipulations in the teaching-learning relationship, so students can better develop mastery of theoretical knowledge that have been validated with applied problem solving skills. This new approach to learning recognizes that the brain makes connections between patterns and stimuli in building children’s knowledge of their environment from association with similar patterns. Whether it is the building of literacy or numeracy skills, the writers conclude that practice is an important component of learning, and effectively highlights the association among the brain, mind, experience and schools.


Norris and Kress analyze the content of social and emotional learning and how that coincides with specific state standards in New Jersey in an effort to specifically address concerns of the teachers and the district as a whole when a new program is introduced. —After repeatedly encountering this line of thinking, we were prompted to take a very focused examination of our copy of the State Curriculum Content Standards…Rather than standing in opposition to SEL we found the New Jersey State Core Curriculum Content Standards can be read as a primer in goals for social and emotional skills (p.7). The authors provide the reader background into social and emotional learning before introducing their case study utilizing the program *Social Decision Making and Probe Solving* (SDM/PS). It’s a research validated social and emotional learning program that —teaches students’ self-control and social awareness skills (p.8). —Our intention is to provide the reader with a replicable case study for stimulating discussion of the relevance of social and emotion learning to state education standard (p.7).

—The greatest challenge of brain research for educators does not lie in understanding the anatomical intricacies of brain functioning but in comprehending the vastness, complexity, and potential of the human brain. What we are beginning to discover about the role of emotions, stress, and threat in learning and about memory systems and motivation is challenging basic assumptions about traditional education. Fully understood, this information requires a major shift in our definitions of testing and grading and in the organizational structure of classrooms and schools (p.66).

The article describes the shift through twelve brain-based principles with the objective to —move from memorizing information to meaningful learning (p.69).

Ray Pasi has deviated from the traditional course disciplines in schools to pay more attention to the urgent need for social and emotional learning (SEL) in schools. Pasi makes his argument by presenting various opportunities that can be yielded with SEL, as well as, provides school-wide activities to support this type of learning, which will ultimately create positive changes in the school community. This text is a useful manual for school personnel at all levels (whether within the school building or the district, state or federal level). Pasi acknowledges how challenging school communities are, especially with individuals at different levels and with different personalities; and it is this complexity that he employs to put his case forward for a curriculum and school community to embrace Social and Emotional Learning. At the same time, the author also examines the role of the school leader in being a role model for the school culture that he/she is building, so his students and staff can emulate different strategies to effectively solve problems and forge respectful relationships that allow forgiveness in the wider school community. Pasi’s case for Social and emotional Learning is built on the premise that a collaborative effort among all stakeholders (including parents) associated with the school is necessary for school improvement. He acknowledges that resistance is oftentimes associated with change, but also provides a systematic strategy to introduce this effort and overcome possible challenges to its implementation and sustenance.


*Abstract from Article:* This report summarizes results from three large-scale reviews of research on the impact of social and emotional learning (SEL) programs on elementary and middle-school students — that is, programs that seek to promote various social and emotional skills. Collectively the three reviews included 317 studies and involved 324,303 children.

SEL programs yielded multiple benefits in each review and were effective in both school and after-school settings and for students with and without behavioral and emotional problems. They were also effective across the K-8 grade range and for racially and ethnically diverse students from urban, rural, and suburban settings. SEL programs improved students’ social-emotional skills, attitudes about self and others, connection to school, positive social behavior, and academic performance; they
also reduced students’ conduct problems and emotional distress. Comparing results from these reviews to findings obtained in reviews of interventions by other research teams suggests that SEL programs are among the most successful youth-development programs offered to school-age youth. Furthermore, school staff (e.g., teachers, student support staff) carried out SEL programs effectively, indicating that they can be incorporated into routine educational practice. In addition, SEL programming improved students’ achievement test scores by 11 to 17 percentile points, indicating that they offer students a practical educational benefit. Given these positive findings, we recommend that federal, state, and local policies and practices encourage the broad implementation of well-designed, evidence-based SEL programs during and after school.

In the fifth edition of *Diffusion of Innovations*, Everett M. Rogers, professor and chair of the Department of Communication & Journalism at the University of New Mexico, explains how new ideas spread via communication channels over time. Such innovations are initially perceived as uncertain and even risky. To overcome this uncertainty, most people seek out others like themselves who have already adopted the new idea. Thus the diffusion process consists of a few individuals who first adopt an innovation, then spread the word among their circle of acquaintances—a process which typically takes months or years. But there are exceptions: use of the Internet in the 1990s, for example, may have spread more rapidly than any other innovation in the history of humankind. Furthermore, the Internet is changing the very nature of diffusion by decreasing the importance of physical distance between people (Amazon.com, product description).

Additions to the fifth edition include: 1) changes in the contributions of various diffusion traditions, with marketing, public health, and communication coming on particularly strong in recent years; 2) many studies of new diffusion technologies like the Internet and cellular phones; 3) expanded understanding of diffusion networks through such concepts as the critical mass and individual thresholds; and finally 4), the use of field experiments (in addition to surveys) to test the effects of such diffusion interventions as using opinion leaders (Rogers, 2003).

Joseph Durlak, professor emeritus of Psychology at the University of Chicago, led researchers in a study of social and emotional learning (SEL) and found significant results. Students who participated in SEL programs improved their grades by 11 percentile points compared with other students that did not participate. The author says it is, —the equivalent to moving a student in the middle of the class to the top 40 percent of students during the course on the intervention‖ (p.8).

The study consisted of 270,034 students from 213 schools ranging Kindergarten through 12th grade. Most effective SEL program followed Durlak’s SAFE model: Sequenced, Active, Focused and Explicit. Students improved and sustained effects for at least six months following programs completion in five nonacademic measures: social skills, less emotional distress, better attitudes, fewer conduct problems such as bullying, and more frequent displays of positive behavior like helping other’s.

A SEL program found in schools, called SocialSmarts, was created by Corinne Gregory. She suggests that improvement in these SEL skills causes increases in academic achievement because teachers are more effective and efficient with calmer students. In 2003, Public Agenda, a policy research group found that teachers reported losing up to 30% instruction time in trying to deal with behavior problems in the classroom (p.8). SocialSmarts programs —reported increasing students’ time on task by more than 40% (p.8).

Durlak said, —The more comprehensive and broader programs tended to have more implementation problems…Trying to do more in schools tends to be harder, takes more coordination, involves more people – they’re a lot harder to pull off‖ (p.8).


—The Condition of Education 2010 summarizes important developments and trends in education using the latest available data. The report presents 49 indicators on the status and condition of education, in addition to a special section on high-poverty schools. The indicators represent a consensus of professional judgment on the most significant national measures of the condition and
The progress of education for which accurate data are available. The 2009 print edition includes 49 indicators in five main areas: (1) participation in education; (2) learner outcomes; (3) student effort and educational progress; (4) the contexts of elementary and secondary education; and (5) the contexts of postsecondary education. (As quoted on the National Center for Education Statistics http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010028)


This article published by Marquette University is focused around —what employers would like students to know— when it comes to an interview. Individual points include: —Do your research, Be prepared, Have a focus and Bring experience to the table.

At the end of the article it lists the —Top [20] Qualities & Skills Employers Seek. The list is below:

1) Communication Skills (verbal, written, and presentation)
2) Honesty/Integrity
3) Interpersonal skills( relates well to others)
4) Motivation/Initiative
5) Strong work ethic
6) Teamwork skills (works well with others)
7) Analytical skills
8) Flexibility/adaptability
9) Technical: technical aptitude required in position, computer literacy with major software and maintenance
10) Detail oriented
11) Leadership skills
12) Organizational skills
13) Self-confidence
14) Friendly/outgoing personality
15) Tactfulness
16) Well-mannered/polite
17) Creativity
18) GPA (3.0 or better)
19) Entrepreneurial skills/risk-taker
20) Sense of humor

Abstract from Article: Two challenges for researchers of school-based action are to identify effective approaches to prevent problem behaviors and promote positive youth development and to support the widespread implementation and sustainability of evidence-based preschool through high school practice. In this article, the authors describe integrated social, emotional, and academic education as a useful framework for conceptualizing school-based positive youth development programming. We then review findings from selected exemplary studies and research syntheses to support this perspective. We conclude with guidelines for implementing integrated social, emotional, and academic learning programs.

—The book offers scientific evidence and practical examples of how SEL programming can enhance student accomplishments in key areas related to academic achievement. These include building skills linked to cognitive development, motivating students to achieve academically, improving relationships between students and teachers, creating school-family partnerships to help students achieve, increasing students’ self-confidence, and reducing student aggression and absences (as Quoted by CASEL http://casel.org/publications/building-academic-success-on-social-and-emotional-learning-what-does-the-research-say/).