A Sustainable, Skill-Based Approach to Building Emotionally Literate Schools

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Educating the mind without educating the heart is no education at all. These words, spoken by Aristotle, are, at long last, being taken seriously by educators, academics, and policymakers. Education in its best form is more than science, history, and arithmetic, and students are driven by more than their natural aptitude to acquire knowledge or perform well on standardized tests. As Aristotle acknowledged, humans are social and emotional animals, and, by extension,
social and emotional learners (Kristjánsdóttir, 2007). Rather than denying that reality, the ancient Greeks capitalized on it to guide the acquisition of knowledge and integrate students into the community. This system of tutelage in many ways foreshadowed what is referred to today as social and emotional learning (SEL).

SEL refers to the acquisition of skills such as self- and social awareness, self-regulation, responsible decision making and problem solving, and relationship management (Elias, Zins, Weissberg, Frey, Greenberg, Haynes, et al., 1997; Kress & Elias, 2006). These skills impact significantly academic performance, classroom behavior, social interactions, mental and physical health, and lifelong effectiveness (Brackett & Rivers, 2008; Pyszczynski, Crocker, Wardlaw, Bloodworth, Tompmason, & Weissberg, 2000; Zins, Weissberg, Gentry, & Walberg, 2004). In fact, a systematic process for promoting SEL is the common element among schools reporting a decrease in problem behavior and an increase in academic success and quality of relationships (Greenberg, Weissberg, O'Brient, Zins, Frederick, Resnik, & Elias, 2003). The evidence is so convincing that states such as Illinois and Alaska are creating learning standards for SEL (similar to learning standards for traditional subjects).

In this chapter, we describe our district-wide implementation plan for creating schools that foster SEL. Our programs, Emotionally Literate Schools, which have been adopted by school districts throughout the United States and England, represent the collective expertise of psychologists, educators, and school administrators. The programs address the underlying emotional skills that foster well-being, improved academic and work performance, and healthy social interaction. The assertion is that, for children to thrive, it is necessary both to integrate the teaching of emotional skills into the academic curriculum and provide training and opportunities for students and all stakeholders—school leaders, teachers, staff, and family members—to apply these skills in their daily interactions.

Incorporating SEL programming into a school or district can be challenging, however (Zins, Weissberg, Wang, & Walberg, 2004). In the past, many schools have implemented one prevention initiative after another, resulting in a succession of disjointed efforts. Moreover, while most SEL programs teach important concepts, few integrate easily into existing curricula using straightforward, effective teaching techniques that have enduring benefits beyond the classroom (Kress & Elias, 2006). Finally, without institutionalizing SEL practices by garnering support from all stakeholders, even the best programs eventually fail.

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL)—an organization providing guidance to researchers, educators, and policy makers on school-based SEL programs—initiatives to integrate SEL into schools are most effective when they provide training to all stakeholders. Additionally, the best programs are field-tested, evidence-based, and rooted in sound psychological and educational theory (Elias et al., 1997; Zins, Weissberg, Walberg, & Walberg, 2004). Optimal SEL programs (a) teach how to apply SEL skills both in and out of school; (b) build connections to school by creating caring and engaging learning environments; (c) provide developmentally and culturally appropriate instruction; (d) enhance school performance by addressing the cognitive, affective, and social dimensions of learning; (e) encourage family and school partnerships; and (f) include continuous evaluation and improvement. Emotionally Literate Schools is a set of programs that fulfills these requirements and aligns with CASEL’s sustainable schoolwide plan (DeVaney, O’Brien, Resnik, Keister, & Weissberg, 2006).

To acquaint the reader with the theory and rationale underlying Emotionally Literate Schools, we begin with an overview of our emotional literacy model and review research that shows the importance of emotional skills in all areas of life. We then describe our three-phase plan designed to ensure successful implementation of our programs.

WHAT IS EMOTIONAL LITERACY?

The programs comprising Emotionally Literate Schools are anchored in our model of emotional literacy, which posits that personal, social, and intellectual functioning improves by teaching children and adults how to recognize, understand, label, express, and regulate emotions (Brackett & Rivers, 2008). We use the acronym RULER to refer to this set of skills. Table 15.1 provides a definition of each component of RULER and illustrates examples for two emotions: amusement and sadness. The RULER model is an outgrowth of decades of research on emotional intelligence (Mayer & Salovey, 1997; Salovoy & Mayer, 1990) and has deep roots in both cognitive and affective science. The RULER model is distinguishable from conceptions of emotional...
Table 5.5.1: The Five Components of Emotional Literacy: RULER Definitions and Examples

<table>
<thead>
<tr>
<th>Definition</th>
<th>Examples</th>
<th>Label</th>
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<tr>
<td>Recognize</td>
<td>Identifying and integrating the causes of emotion; using emotional cues, including facial expressions, gestures, and vocal changes.</td>
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<tr>
<td>Understand</td>
<td>Being aware of the causes and consequences of emotion; involving thoughts about self and others, and how emotions influence thinking and behavior.</td>
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<tr>
<td>Express</td>
<td>Developing a diverse vocabulary of terms to describe the full range of emotions.</td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Charged, entertained, pleased.</td>
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</tr>
<tr>
<td>Disappointed</td>
<td>Blub, disconsolate, depressed, unhappy, distressed.</td>
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- **Amusement**
  - Smiles, raised brows, wrinkles around the eyes or mouth, laughter, and affectionate touch.
- **Sadness**
  - Frown of the lips, downturned mouth corners, upper eyelids, and downturned brow.
- **Anger**
  - Frown, furrowed brows, clenched jaw, tense body, and raised voice.
- **Fear**
  - Sweaty palms, runny nose, trembling, and a hollow voice.
- **Surprise**
  - Wide eyes, open mouth, raised eyebrows, and a high-pitched voice.
intelligence, "EQ," and emotional literacy depicted in the popular media, which tend to use these terms to represent an array of perceived competencies, personality traits and attitudes related to character and self-esteem, among other constructs (Brackett & Giallo, 2006). We assert that keeping emotional literacy constrained to a set of emotional skills (i.e., RULER) provides a firm foundation for both developing programs to enhance such skills and assessing learning (see Mayer, Salovey, & Caruso, in press).

Emotional literacy capitalizes on three important advances in psychological science. The first pertains to shifting views about the importance of emotions. Historically, emotions were seen as disruptive and intrusive to rational thought and decision-making capabilities. We now know that emotions drive attention, motivation, and memory, helping us to learn, make wise decisions, and maintain positive social relationships (Damasio, 1994; Ekman, 1973; Izard, 1973; Izard, Fine, Mostow, Trentacosta, & Campbell, 2002; Keltner & Haidt, 2001; Lazarus, 1991; Mayer & Salovey, 1997). The second advance is the broadening view of what it means to be intelligent and "successful" to a diverse set of mental abilities, including emotional skills (Gardner, 1983/1993; Mayer & Salovey, 1997; Salovey & Mayer, 1990, 1993; Sternberg, 1985). The final advance is the growing need for schools to prevent problematic behavior and to promote prosocial behavior among students. The idea that developing students' emotional skills can decrease school violence and other maladaptive behaviors such as substance abuse and bullying comes from years of research documenting links between poor emotional skills and problematic behavior (Eisenberg, Fabes, Guthrie, & Reiser, 2000; Halberstadt, Denham, & Dunsmore, 2001; Kindlon & Thompson, 2000; Underwood, 2003). Example, a student who feels apprehensive about an impending math test. The emotionally literate student recognizes and labels his feelings of anxiety about the test (by noticing his racing heart and constant thoughts about it), understands that he feels this way because he both didn't do well on the previous test and is afraid he will fail the next one, express his feelings to his parents and his teacher, and regulates his feelings by taking a deep breath and deciding to skip soccer practice the night before the test to spend extra time studying with a parent. As a result, this student will secure the attention and support he needs, be more psychologically healthy, and perform better on the test.

Considerable research shows that emotionally skilled children and adolescents tend to flourish (Denham, 1998; Fine, Izard, Mostow, Trentacosta, & Ackerman, 2003; Rivers, Brackett, & Salovey, 2007; Saarni, 1999). These youth have more positive relationships, are less likely to engage in risk-taking behaviors such as using drugs and alcohol, experience fewer emotional symptoms (e.g., stress, anxiety, and depression), and perform better academically (Brackett, Mayer, & Warner, 2004; Brackett, Rivers, Shiffman, Lerner, & Salovey, 2006). In addition, teachers perceive emotionally skilled youth as more socially competent and nonaggressive; less hyperactive, depressed, and anxious; and relatively popular, prosocial, and self-confident (Agostin & Bain, 1997; Eisenberg, Fabes, Guthrie, & Reiser, 2000; Gil-Olarte Marquez, Palomares Martin, & Brackett, 2006; Halberstadt, Denham, & Dunsmore, 2001; Saarni, 1999).

When the adults in students' lives also have the abilities to recognize, understand, label, express, and regulate emotions, they can provide students with positive role models and the resources needed to thrive. For example, emotionally skilled teachers are likely to demonstrate empathetic behavior, encourage healthy communication, and create more open and effective learning environments where students feel safe and valued (Brackett, Katalan, Kremenitzer, Alifer, & Caruso, 2008). The emotional skills of teachers also influence student conduct, engagement, attachment to school, and academic performance (Baker, 1999; Hawkins, 1996; Schaps, Battistich, & Solomon, 1997; Sutton & Wheatley, 2003; Wenzel, 2002).

Teachers' emotional skills are critical to their own effectiveness and success as their work involves significant potential for emotionally draining situations (Dorman, 2003; Maslach & Leiter, 1999). Compared to people...
working in other professions, a greater percentage of teachers report work as a source of stress (Cox & Brockley, 1984). Teachers who are stressed and burnt out offer less information and praise to students, are less accepting of student ideas, and interact less frequently with students (Travers & Cooper, 1996). However, teachers who are more skilled at regulating their emotions tend to report less burnout and greater job satisfaction; they also experience greater positive affect while teaching and receive more support from the principals with whom they work (Brackett, Mojsa, Palomera, Reyes, & Salovey, 2008).

Emotional literacy also is at the core of the ability of school leaders to build and maintain positive and trusting relationships, as they spend more time on average dealing with people “issues” and problems than on any other work task (Patti & Tobin, 2006). For example, a principal who accurately recognizes a teacher’s mild irritation during a meeting and understands the significance of that emotion will be better able both to predict the teacher’s subsequent actions and respond appropriately to the teacher (Ellenbein & Ambady, 2002). How well the principal expresses and regulates emotions also is critical to the relationship with the teacher, as these two skills help individuals behave in socially appropriate ways (Gross, 1998). One angry outburst can destroy a teacher-principal relationship forever. Moreover, when implementing emotional literacy programs, these skills can help school leaders move trainings forward by supporting and being open to teachers’ feelings about the programs, exhibiting resiliency in the face of challenges, and helping all stakeholders work through potential roadblocks (Hoy & Hoy, 2003).

The programs of Emotionally Literate Schools consider the emotional skills of all stakeholders involved in the education of children—school leaders, teachers, staff, parents, and, of course, the children themselves. The curricula and interactive workshops provide skills training to these stakeholders to promote their emotional literacy and create positive learning and working communities. Our plan for successful implementation and enduring sustainability of the programs lays the groundwork for achieving these objectives.

IMPLEMENTATION PLAN FOR EMOTIONALLY LITERATE SCHOOLS

In this section, we describe the purpose and action steps for each phase of the implementation plan for Emotionally Literate Schools. The three phases are

Figure 15.1. Implementation Plan for Emotionally Literate Schools

Readiness, Implementation, and Sustainability. Figure 15.1 depicts graphically the phases and the action steps.

Readiness Phase

The Readiness Phase is comprised of the first two action steps in our implementation plan: (1) Introduction to Program Concepts and Structure and (2) Formation of the Steering Committee. The goal of this phase is to gain commitment from key stakeholders, to build a shared vision between the school or district and program developers, and to create an action plan for program implementation.

Introduction to Program Concepts and Structure

The objective of Emotionally Literate Schools is to enhance the emotional skills of all stakeholders in the school or district with the eventual goal of creating
more satisfying, caring, productive, and engaging learning and working environments. It is essential to the success of our programs that schools faithfully implement all phases. To do so, school leaders need to secure commitment from all stakeholders. Board members, building-level administrators, and teachers are more likely to champion the initiative and to help make it successful when they are included in the planning phase. Securing their support must take place prior to adopting the programs.

When introducing emotional literacy to a school, we typically work with school leaders (usually the principal or superintendent) to make a professional presentation to key stakeholders. The goal of the presentation is to:

- Describe the theoretical model foundational to the programs.
- Make explicit the links between our model and the philosophy, policies, and current practices of that school.
- Illustrate how the programs can help the school achieve its desired goals, emphasizing the social, emotional, and academic growth of students and staff.
- Develop a preliminary budget and resource allocation plan (e.g., equipment, venues for trainings, professional development hours).

After deciding to adopt Emotionally Literate Schools, but before implementing the programs, we recommend that schools conduct a needs and resource assessment to evaluate how the new programming fits with the existing practices and culture of the school. Schools often need to make changes to accommodate the emotional literacy programs (e.g., allocating professional development days to the program, integrating this initiative with instructional programming). This evaluation effort typically falls under the responsibility of a steering committee, which needs to occur early in the adoption of the programs.

**Formation of the Steering Committee**

Central to successful implementation of Emotionally Literate Schools is the judicious pre-planning to select and develop the steering committee whose primary objective is to spearhead the adoption and implementation of the initiative. Depending on the size of the school or district, the school principal usually is instrumental in forming the committee and recruits members from every part of the school community. Members should include administrators, teachers from all subject areas, parents, school aides, support staff such as counselors, social workers, and psychologists, and even students (in the upper grades). Often, a community member might be integral to the team, particularly if providing financial support. For example, in one school with which we have worked, the steering committee was comprised of an assistant principal, a school counselor, and one teacher from each subject area (language arts, math, science, etc.). In larger districts, it may be necessary to create multiple steering committees that are overseen by selected individuals in the district office.

Each member of the steering committee needs to be knowledgeable of both the curricula constituting Emotionally Literate Schools and other initiatives in the school. When members already have this knowledge, they will be able to assist in the larger thinking needed to move emotional literacy forward. If they do not, part of the implementation will require developing this team so they can assume the much needed leadership.

The steering committee needs a coordinator to be the group’s leader. The ideal coordinator is someone whom the committee trusts and respects and someone with whom stakeholders are comfortable interacting. Ideally, the coordinator is an experienced teacher or administrator who has the time to devote to the initiative.

Equally important to the selection of the coordinator is the delineation of roles for each committee member, which must be underlined by the school principal. The steering committee exists to assure consistency of implementation, accountability, and long-term sustainability. Carefully planned action steps led by these members, with needed support from the program developers or external providers of the program, ensures that the implementation is being well-received by key stakeholders and that the effects of the programs are evident in the behaviors and social, emotional, and academic achievement of all students, teachers, and administrators. Table 152 includes some of the responsibilities assumed by the steering committee. Expectations for the committee and member roles differ across schools and districts, as well as across time (e.g., the tasks required to establish the program differ from those needed to sustain it).

The mission statement of the steering committee, updated yearly, should articulate clearly the purpose of the committee and the expectations for each
Table 15.2. Assuring Implementation, Accountability, and Long-Term Sustainability: Examples of Steering Committee Responsibilities

| a. | Conducting an initial needs and resources assessment of current SEL practices and programs, school readiness to implement the curricula, and possible barriers to implementation |
| b. | Working with the principal or superintendent to allocate resources such as funding, professional development, days, and personnel |
| c. | Scheduling all program-related trainings |
| d. | Coordinating seamlessly the components of Emotionally Literate Schools with other school initiatives and in all subject areas |
| e. | Assuring that the emotional literacy work is evident in the school culture, including the upkeep and design of the school, and ensuring that components of the curricula are employed throughout the system (e.g., during recess and at lunchtime) |
| f. | Participating in various subcommittees of the steering committee so as to streamline information to the full committee about the initiative. For example, some members may assist classroom teachers with instruction of Emotional Literacy in the Classroom. In this capacity, they would work as program facilitators who are able to provide teachers with support for teaching the program |
| g. | Meeting regularly with teachers and school leaders to discuss how the programs are being implemented and to problem-solve about any unexpected occurrences during instruction |
| h. | Monitoring and recording details of the initiative to evaluate practices and to create a modified implementation plan, if necessary |
| i. | Developing a plan to respond to the questions and concerns of all stakeholders |
| j. | Producing a long-term sustainability plan |

which adds credibility and importance to the implementation process and ensures consistency over time. Mistakenly, some school leaders separate emotional literacy programming from the essential components of instruction, jeopardizing the perceived importance and sustainability of the programs.

Implementation Phase

The Implementation Phase is comprised of Action Steps 3 through 6 in our plan and involves (3) skills training for administrators and educators, (4) an introduction of program concepts to family members, (5) launching of emotional literacy classroom programs, and, finally, (6) training of program coaches and professional development coaches. In this phase, initial skill-building takes place for all stakeholders.

Emotional Literacy for Administrators and Educators

School leaders, teachers, and other school personnel who interact with students are instrumental in the execution of Emotionally Literate Schools. The presence of a supportive leader, for instance, is one of the most powerful predictors of a school's ability to sustain new programming (Ellis & Kamarinos Galatos, 2004). Teachers, like school leaders, are central to the success of the initiative because they are the primary implementers of the student programs. Many "educator-level" factors influence the success of the initiative, including educators' own emotional literacy, their beliefs about the importance of the program, their willingness to participate actively and enthusiastically in its roll out, and their confidence in teaching and modeling program components (Greenberg, Domitro维奇, Gracyk, & Zins, 2005). Modeling of emotional literacy is one of the most powerful tools as it gives leaders and teachers credibility in promoting the initiative. For example, each time the teacher responds positively to a student's emotions in class, the teacher is modeling emotional literacy and reinforcing its relevance and importance. On the other hand, when students notice that their teachers are not "practicing" what they are "preaching," they are more likely to mimic what they see versus what they are told to do (Mize & Ladd, 1990).
Although many school leaders and teachers are naturally gifted in dealing with their own emotions and those of others, a majority do not have a foundational background in emotional literacy. We assert that the knowledge and skills of emotional literacy (i.e., RULER) are accumulated best in a structured and systematic way (Brackett & Gathier, 2006; Mills, 2003; Stronge, 2002; Wentzel, 2002). For these reasons, prior to launching the classroom program, administrators and educators participate in their own workshops, Emotional Literacy for Administrators and Emotional Literacy for Educators, respectively. The curricula for each workshop provide the tools and training necessary to ensure successful implementation.

The Emotional Literacy for Administrators programs (Brackett & Caruso, 2007a) inform school administrators how emotions impact individuals, relationships, and organizational climate, as well as how they can harness the wisdom of emotions to become more effective team and school leaders and create optimal learning climates. A healthy and open school climate generates high levels of trust, collegiality, support for school improvement, as well as commitment to the initiative (Troy & Tarter, 1997). The Emotional Literacy for Educators programs (Brackett & Caruso, 2007b) teach educators and other school staff about the role and importance of emotional skills in building quality relationships with students, stress management, making informed decisions, managing and leading classrooms, and student engagement and performance.

These highly interactive workshops provide participants with specific tools both to enhance and apply all five components of RULER and create an effective learning community. Participants learn the importance of self- and other-awareness, how emotions influence attention, memory, learning, and relationships; the benefits of expressing the full range of emotions; the costs of suppressing and hiding emotions; the emotion regulation strategies that are effective in reducing negative emotions and enhancing positive ones; and how to listen empathically and provide constructive feedback, among other skills. A message emphasized throughout the workshops is that it is normal to experience all emotions, and both children and adults should feel safe sharing, discussing, and problem-solving about their emotions in school.

In the workshops, both administrators and educators learn how to leverage the RULER skills using two tools—the Mood Meter and the Emotional Literacy Blueprint. The Mood Meter requires individuals to consider two important dimensions related to mood states: valence (unpleasantness/pleasantness) and arousal (low/high energy levels). In schools that have adopted our programs, Mood Meters are posted in every classroom and office, as well as throughout the school building. Administrators, teachers, and students regularly plot their moods and discussions take place to help students identify whether they are in the right frame of mind for learning and to determine what strategy would be useful to maintain, enhance, or reduce their current emotion, taking into consideration each child’s personal circumstances (Brackett, Katulak, Kremenitzer, Alster, & Caruso, 2008). The Blueprint integrates scientific theory on emotional literacy with its practical applications. The function of the Blueprint is to help individuals engage in effective problem solving about past, present, and future emotion-laden experiences and challenging situations using the RULER framework. Ultimately, the Blueprint helps individuals enhance interpersonal interactions and decision making (see also Caruso & Salovey, 2004).

In summary, the design and curricula of the administrator and educator workshops achieve four primary goals for participants: (a) understand the importance of emotional literacy in everyone’s lives; (b) learn the RULER model; (c) develop and apply emotional literacy skills and the program tools; and (d) gain sufficient background information and excitement about the launching of the student programs. Importantly, the learning for administrators and educators continues after participating in the initial workshops. In schools that adopt our full implementation plan, all administrators and educators attend advanced workshops involving personalized assessments and feedback and training on complex topics such as conflict management. The most progressive schools allocate a professional development coach to teachers and administrators, which maximizes one’s emotional literacy development. Later in the chapter, we describe the coaching component in more detail.

Introduction of Program Concepts to Family Members

It is important to involve students’ families as early as possible. The success of our emotional literacy programs is dependent on parents and other caregivers being active participants and collaborators in the program (Christenson & Harvey, 2004; Patrikakou & Weissberg, 2007). The extent
as a function of students' cognitive, emotional, and social development. Below is a brief description of the five steps in the upper elementary program (Brackett, Mauser, Rivers, Carpenter, Elbertson, et al., 2008):

- **Step 1: Personal Association.** Teachers introduce feeling words in a way that relates to each student's existing knowledge base.
- **Step 2: Academic and Real World Link.** Teachers use feeling words to facilitate students' understanding of course materials and current events, as well as students' abilities to evaluate how emotions influence the way people and groups think and behave.
- **Step 3: School-Home Partnership.** Students become teachers as they introduce feeling words to their family members with the goal of sharing personal experiences.
- **Step 4: Creative Connection.** Students move away from a literal interpretation of emotions by portraying feeling words (and their relation to school subjects and real-world situations) through artistic drawings and dramatic performances.
- **Step 5: Strategy-Building Session.** Student-driven discussions take place which revolve around effective strategies that students and their peers can use to express and regulate emotions in order to achieve their goals.

Special content teachers support the implementation of ELC by exploring ways emotional literacy can be extended into art, music, and physical education classes, among other subject areas such as design and technology. In art, students discuss how the feeling of elation might be expressed using color, shape, and texture and then create sculptures or drawings to represent the word. Students also could design a key chain that resembles a particular emotion. In music, students might create or find a melody that elicits a particular feeling such as fearlessness or write the lyrics to a song to emphasize that feeling. Emotions also influence performance in sports. Unregulated anger often leads to violent outbursts and player penalties, whereas joy resulting from winning a game tends to promote team cohesion. Thus, the very nature of a physical education teacher's job offers “teachable moments” for emotional literacy skill development.

With time and practice, emotional literacy becomes part of the daily routine of the classroom and the school. Morning meetings using the Mood Meter help teachers and students to identify the feelings they are bringing to the classroom and to select effective strategies to modify these feelings in order to achieve the learning goals for the day. The Blueprint is employed to enhance students' and teachers' ability to handle specific emotionally charged incidents, including bullying and problems associated with personal responsibility. The ELC program, therefore, is the vehicle by which students:

- Learn to recognize and label their own and others' emotions and behavior;
- Understand and analyze the causes and consequences of their own emotions as well as those of historical figures, literary characters, friends, and family members;
- Express and communicate emotional experiences effectively in their writing and in social situations; and
- Develop self-regulation strategies to lead a productive and purposeful life, build trusting relationships, and resolve conflict successfully.

In these ways, emotional literacy helps schools to simultaneously meet national educational goals and educate the "whole child."

### Training of Program Coaches and Professional Development Coaches

Our classroom programs will have the intended impact only when implemented properly. Initial training on the programs provides teachers with a review of the RULER model of emotional literacy, knowledge of how emotional literacy impacts student development, and initial instruction on how to integrate the program steps into existing curricula.

Learning a new program within the scope of a single day does not provide sufficient training for long-lasting sustainable results, however (cf. Miller, 1998). According to the National Staff Development Council (NSDC, 2001), the best professional development is on-going, collaborative, and reflective. Yet, schools provide limited days for professional development and offer few opportunities for accountability and assessing the quality of implementation for most initiatives. For these reasons, Emotionally Literate Schools incorporates into its implementation plan program coaches and professional development coaches.
to which family members are involved in their child’s education from early childhood through high school strongly predicts student academic achievement (Henderson & Berla, 1994). Thus, effective programming needs to include efforts to foster the development of school-family partnerships to support and extend classroom learning to the home.

In most schools, a public meeting with parents is held just before the launching of the student programs. (Some schools opt to present the program to parents and family during parent-teacher conferences.) In this meeting, teachers or school leaders inform family members about emotional literacy, ask them to consider how the program relates to their family values, and provide guidance about how they can support the program at home. During this meeting, parents also are notified that the school is committed to developing students’ emotional skills systematically, in a manner similar to the teaching of other academic topics such as math, science, and reading. Like school administrators and educators, parents learn about each of the RULER skills and the role and importance of these skills in building healthy relationships, academic performance, managing stress, and effective problem solving. Parents also are introduced to the Mood Meter and the Blueprint and are provided with materials for use at home.

Because each of the student programs has a family component, family members also are introduced to aspects of the program that require their involvement. In the family component of the classroom programs, students become “teachers” as they introduce to family members the “feeling” words (i.e., the emotion terms they are learning as part of the lesson). The goal is for students and family members to learn about each other by sharing personal experiences related to the feeling word. The benefits to families are numerous and include family members being engaged in student learning, regular opportunities for students to have quality time with family members while reinforcing content from school lessons, and greater bonding among family members while gaining insight and understanding about the significance of each person’s feelings.

**Emotional Literacy in the Classroom**

The next step in our implementation plan is to launch emotional literacy instruction in the classroom. Emotional literacy is foundational to academic performance and facilitates the achievement of the more distal goals of education by equipping students for life, allowing them to develop to their full potential, not only as students but also as citizens and professionals in a fast-changing society (Rivers, Lord, McLaughlin, Sanford, Carpenter, & Brackett, 2008). Designed to enhance existing school curricula without taking time and focus from other academic areas, **Emotional Literacy in the Classroom (ELC)** programs are both field-tested and evidence-based (Brackett, Rivers, & Salovey, 2008).

ELC programs are available for students in lower elementary grades (Wilson, Brackett, DeRosier & Rivers, 2008), upper elementary grades (Brackett, Kremenitzky, Mauer, Carpenter, Rivers, & Katalak, 2008), and middle school (Mauer & Brackett, 2004). A high school program and intensive intervention to address at-risk children are under development. Teacher training includes a one-day workshop on program concepts and pedagogy, followed by attendance at onsite modeling of program lessons by trained staff, “booster” sessions to review key elements of the program, and one-on-one meetings with program facilitators who observe lessons, provide feedback, and address questions teachers may have.

The ELC curricula aim to both enhance children’s emotional literacy (i.e., RULER skills) and create an optimal learning environment that promotes academic, social, and personal effectiveness. All of the curricula are language-based and designed to integrate seamlessly into all subject areas such as history, language arts, science, math, art, and music. Teachers introduce students to an array of feeling words using a series of steps that encourage differentiation of instruction and address each child’s unique thinking and learning style. In all programs, the teacher introduces a new feeling word every other week throughout the school year. The feeling words are selected from a systematic and exhaustive review of research on basic emotions (e.g., joy, sadness, anger), more complex, self-evaluative emotions (e.g., shame, pride, embarrassment), and other, emotion-laden terms that describe motivational and relationship states (e.g., empowerment, loneliness, alienation).

The activities represented by the steps are highly interactive and engage students in a creative, multifaceted approach that incorporates multiple modes of instruction, including personalized and integrated learning, divergent thinking, active problem-solving, parent-student interactions, and creative writing. The complexity and number of steps in each program vary.
Program Coaches. Trained experts in the delivery of our programs, program coaches ensure that teachers receive the support they need to teach the ELC curricula as designed. Program coaches provide classroom teachers with observation-based, individualized coaching sessions to support the proper instruction of the ELC programs in a private, non-evaluative manner. Based on evidence-based coaching techniques, Program coaches work with teachers to identify and leverage implementation successes (rather than failures) and to enhance enthusiasm for and commitment to the ELC programs (Biswas-Diener & Dean, 2007). Generally, program coaches are usually trained within schools to build capacity.

In our model (Holzer, Brackett, & Katulak, 2008), program coaches meet with teachers five times throughout the school year. In the sessions, they provide teachers with constructive feedback, resources, and tools to ensure proper program implementation. The first session focuses primarily on relationship building, allowing the program coach and teacher to get to know one another and to establish trust. In the following sessions, program coaches observe small portions of lessons, review lesson sheets and student work, and offer constructive feedback. Teachers also have the opportunity to reflect on and express their successes and frustrations with various aspects of the program, including its theoretical underpinnings, the program steps, the Mood Meter, and use of the Blueprint. The final session provides closure to the relationship and allows teachers to both evaluate the process and reflect on the experience of the program as a whole.

In between regular contacts with program coaches, teachers can access online resources through the website developed by the program developers (www.el-schools.org). The website offers up-to-date resources and online professional learning communities for the effective implementation of the ELC programs. For example, teachers have the opportunity to share lesson plan ideas, organized by grade level and word categories. The website also features examples of stellar student work, sample teacher lesson plans, and video clips of veteran teachers and program developers conducting model lessons.

Professional Development Coaches. Schools that adopt the full Emotionally Literate Schools model recognize that professional development for teachers and administrators requires consistent commitment and ongoing support. Our Emotional Literacy Coaching Program provides this support by meeting educators at their individual readiness stage (Patti, Stern, Brackett, Caruso, & Martin, 2008). In the program, certified coaches work with administrators and teachers (“coachees”) to both develop and apply emotional literacy skills as they relate to each individual’s professional goals.

The coaching model draws from well-established coaching practices (e.g., Ting & Scisco, 2000) and several theories, including emotional intelligence (Mayer & Salovey, 1997), emotional literacy (Brackett & Rivers, 2008), motivational theory (Herzberg, 2003; Thomas, 2002), choice theory (Glasser & Dotson, 1998), intentional change theory (Boyatzis, 2006), and self-psychology (Kohut, 1977). Each session harnesses the coachee’s intrinsic motivation to achieve personal goals, feel competent, and find meaning in work. The importance of taking personal responsibility for change to occur is at the core of the model, as is the development of emotional literacy.

The coaching process includes six sessions, at regular intervals, lasting approximately four months. A series of assessments, including emotional literacy, personality, and school climate, taken in advance of the first session, serve as the anchor for the coaching program. Initial sessions focus on developing the relationship of coach and client, and helping the client to create a professional vision—a way to look forward in her career with meaning and purpose. Throughout the process, the coach helps the client create and pursue short-term and long-term career goals by using personally-tailored strategies developed in the sessions. The Mood Meter and Blueprint also serve as connecting threads through all sessions.

The overarching goal of the coaching program is to help teachers and leaders achieve their vision and enhance their professional practice through goal setting and skill building. Ultimately, educators who both develop emotional literacy skills and take responsibility to grow professionally positively support the school community—they create a peaceful and emotionally safe space for adults to teach and children to learn.

**Sustainability Phase**

The Sustainability Phase is comprised of the last two action steps in our implementation plan: (7) Program Evaluation and Adaptation and (8) Preparation of Master Trainers. In this phase, visible changes in school climate are expected, schools gradually become independent from the program developers, and sustainable, positive effects are expected.
Program Evaluation and Adaptation

Monitoring the progress and impact of the programs in a school or district is an integral part of the implementation process. This can be done informally or formally, depending on the goals of the school or district. Recall, Emotionally Literate Schools is designed to be a multi-year initiative, and effects are expected to be more evident over time as the programs become integrated into all aspects of school culture.

Informal Evaluations. Feedback from administrators, teachers, staff, parents, students, and outside observers throughout the implementation of the programs provides important information to assess the attitudes and perceived quality of the programs, as well as to guide modifications to ensure continuous improvement and positive effects. This can be accomplished by administering surveys, as well as by conducting interviews with these stakeholders. For example, changes in students’ attitudes, behaviors, and engagement are excellent sources of data about the progress and impact of the programs. Each program also has its own quality assurance measures that examine both implementation quality and impact of the programs.

Formal Evaluations. Another way of monitoring the implementation of the programs is through scientific research. To conduct this type of evaluation, a school or district generally works with a team of researchers from a university. The purpose of a formal evaluation is to obtain empirical evidence that the program is having the intended impact. Formal evaluation provides specific feedback on program delivery and what changes are produced in various stakeholders.

In our own formal evaluations, we employ a multi-method approach, including surveys, observer ratings, academic records, attendance records, and assessments of emotional literacy skills. For example, in one experimental study conducted in our laboratory, students in fifth- and sixth-grade classrooms randomly assigned to integrate our emotional literacy programs into existing curricula had higher academic grades in writing and science, and better work habits (e.g., followed directions) than students in the standard-of-care classrooms (Brackett, Rivers, & Salovey, 2008). This research provided empirical support for the theory underlying the program—emotional literacy instruction contributes to academic and social effectiveness. Currently, we are studying the effectiveness of Emotionally Literate Schools in changing the culture of seventy schools in one large district using a cluster-randomized control design.

Preparation of Master Trainers

Schools ultimately want to develop the internal capacity to sustain and enhance effective program implementation. For this reason, Emotionally Literate Schools has a series of Master Training Programs. Master trainers generally occur after all of the programs have been implemented and evaluated, and adaptations have been made. However, in larger districts, master trainings may occur earlier in the implementation process to expedite rollout of the programs.

Master trainers are a select group of individuals from each school or district who receive additional training to become proficient at delivering one or more of our programs. These individuals work with the program developers, steering committee, and classroom teachers to maintain the initiative and provide ongoing professional development. We look for individuals who model emotional literacy skills, possess leadership skills, and who are recommended highly by colleagues.

Each Master Training Program involves multiple days of advanced training followed by an apprenticeship, internship, and supervision period. The procedures and criteria for certification vary from program to program, but generally entail live or videotaped observations, performance evaluations, and recommendations from colleagues. It is in this phase that the intervention transitions gradually into an intervention, such that the school or district sustains the programs independent of the program developer team. Full integration of Emotionally Literate Schools typically requires eighteen to thirty-six months or more (Hord, Rutherford, Huling-Austin, & Hall, 1987).

CONCLUSION

Psychologists and educators have discovered scientifically what Aristotle and Dewey knew instinctively: emotional skills impact our success at home, in school, and in society. Emotionally Literate Schools offers a comprehensive approach to a “whole” child and adult education by offering a set of theoretically grounded programs and curricula for all stakeholders involved in the education of children, including a three-phase implementation plan to ensure lasting results and sustainability.

In the Readiness Phase, the entire school community prepares for implementation. Here, school leaders and stakeholders are introduced to program...
concepts and the benefits that can be expected, an initial commitment is made, and a steering committee is formed to help drive the initiative. The Implementation Phase begins with the professional development training for all school leaders, educators, and staff. Next, parents are informed of the new program, they learn how it will affect their child and community, and they are invited to help their child by reinforcing emotional literacy concepts at home. Teachers then introduce the classroom programs to students. Bearing in mind future sustainability, program coaches and professional development coaches are trained to help students and educators get the maximum benefits from the programs—and to turn these new emotional techniques into classroom reinforced habits.

Finally, the Sustainability Phase involves an evaluation of all programs to determine if any adaptations are necessary to improve implementation, and the preparation of master trainers who work with the program developers, steering committee, and classroom teachers to both maintain the initiative and provide ongoing professional development.

Traditionally, policy makers have indoctrinated educators to separate emotion from academics, yet in doing so schools have done a disservice to students and educators. While the scientific evidence supporting emotional literacy is new and quickly accumulating, the ideas behind it are shared wisdom among our nation’s best educators. Both Aristotle (nearly three millennia ago) and John Dewey (last century) made eloquent pleas for the education of the whole child (Kristjánsson, 2007). Emotionally Literate Schools takes the best aspects of classical education and combines it with rigorous scientific evidence. The result, when applied as proposed, is a whole-school approach that will help children and educators maximize their potential socially, emotionally, and academically.

REFERENCES


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Developing Emotional, Social, and Cognitive Intelligence Competencies in Managers and Leaders in Educational Settings

Richard E. Boyatzis

Various combinations of emotional, social, and cognitive intelligence competencies have been shown to predict effectiveness in leadership and management throughout the world (Boyatzis, 2008). Although billions of dollars are spent each year in attempts to develop these competencies, and in graduate management education to prepare people for these roles, little systematic research of the actual changes resulting has been done to show what works and what does not. In this chapter I will address this gap by offering a model that has been tested in more than twenty-two studies of twenty-five to