



JOSEPH E. ZINS AWARDS FOR ACTION RESEARCH IN SOCIAL AND EMOTIONAL LEARNING

AWARDED APRIL 2015

In 2007 CASEL established the Joseph E. Zins Awards to honor the memory of our beloved colleague Joe Zins, who died in 2006 at the age of 56. CASEL presents the Joseph E. Zins Awards to honor two outstanding action researchers at different career stages – the *Early Career Award for Outstanding Contributions to Action Research in Social and Emotional Learning* by a scholar at the Research Scientist or Assistant or Associate Professor level, and the *Distinguished Scholar Award for Outstanding Contributions to Action Research in Social and Emotional Learning* by a scientist at the Senior Research Scientist or Full Professor level.

Award selection process. The nominating committee for the Zins Awards is the CASEL Research Network, a distinguished panel of experts from across the country. The selection committee members for the awards are Roger Weissberg (chair), Maurice Elias, Mark Greenberg, Norris Haynes, and Herb Walberg, five researchers who worked closely with Joe Zins when they were all members of the CASEL Leadership Team.

Joseph E. Zins Distinguished Scholar Award for Outstanding Contributions to Action Research in Social and Emotional Learning

KIMBERLY SCHONERT-REICHL



Joseph E. Zins Early Career Award for Outstanding Contributions to Action Research in Social and Emotional Learning

DAVID S. YEAGER



KIMBERLY SCHONERT- REICHL

Kimberly Schonert-Reichl is an applied developmental psychologist and a professor in the Department of Educational and Counseling Psychology and Special Education at the University of British Columbia. During the past decade she has risen to prominence in the field of SEL as a result of her empirical scholarship and knowledge translation activities aimed at understanding the way in which children's social-emotional development can be promoted in schools and communities. She has also conducted research evaluating various SEL programs. Kim has played a role in the development of well-designed and psychometrically strong assessments of SEL and has dedicated years to conducting empirical research aimed at detecting ways in which SEL is incorporated into state-level teacher certification requirements and coursework. Her research examines the social, emotional, and prosocial development of children and adolescents with an emphasis on identifying the processes and mechanisms that promote development of positive human qualities. Kim's major reviews on how Canadian and U.S. colleges of education prepare teachers to promote students' social, emotional, and academic growth provide guidance for enhancing pre-service professional learning for teachers.

DAVID S. YEAGER

David Yeager is an assistant professor of psychology at the University of Texas at Austin. He sees his primary contribution to the field to be the development of theory and interventions for improving social, emotional, and academic competencies among adolescents making difficult life transitions, such as the transition to high school or to college. David has engaged in a great deal of action research with practitioners to develop, test, and implement psychological strategies for improving the lives of students. One of his current projects—"The Paradox of Adolescent Behavior Change"—outlines a theory of why traditional SEL interventions often show greater efficacy for younger children than for older adolescents. David is interested in understanding the processes shaping adolescent development, particularly how differences in adolescents' social cognitions—their interpretations and beliefs—can contribute to positive or negative trajectories for youth. He is doing groundbreaking work that focuses on the life experiences and environments that give rise to social cognitive tendencies, on the interaction between social cognitions and the home or school environment, and on opportunities for redirecting social cognitions during developmental transitions.