



Mary Utne O'Brien

In April 2010, the field of social and emotional learning lost a dedicated and inspirational colleague, Mary Utne O'Brien. To honor Mary's memory and promote her dedication to high-quality practice in social and emotional learning, the CASEL board of directors established an award focused on expanding evidence-based social and emotional learning practice. CASEL honors awardees for their work in either the fields of educational practice or public policy.

FORMER RECIPIENTS

2015

Ellen Moir, founder and chief executive officer of New Teacher Center (NTC), a national organization dedicated to improving student learning by accelerating the effectiveness of new teachers and school leaders.

James B. Comer, professor of child psychiatry at the Yale University Child Study Center and founder of the Comer School Development Program.

2013

Jillian Ahrens, first-grade teacher in the Cleveland Metropolitan School District and first vice president, K-8 schools, of the Cleveland Teachers Union.

Linda DePriest, executive officer for instructional support for the Metropolitan Nashville Public Schools.

Koua Jacklyn Franz, chief of staff to the superintendent of the Sacramento City Unified School District.

Ed Graff, superintendent of the Anchorage School District.

Sherrie Raven, social and emotional learning director in the Austin Independent School District.

Trish Shaffer, coordinator for multi-tiered systems of support, Washoe County School District.

Kristina Tank-Crestetto, director of the Family, School, Community Partnerships Department in the Oakland Unified School District.

Karen Van Ausdal, executive director of the Office of Social and Emotional Learning, Chicago Public Schools.

2012

Carol Comeau, superintendent of the Anchorage School District.

U.S. Rep. Tim Ryan (D-Ohio), co-sponsor of the Academic, Social, and Emotional Learning Act of 2011.

2011

U.S. Rep. Dale Kildee (D-Mich.), co-sponsor of the Academic, Social, and Emotional Learning Act of 2009.

U.S. Rep. Judy Biggert (R-Ill.), co-sponsor of the Academic, Social, and Emotional Learning Act of 2009.



**Collaborative for Academic, Social,
and Emotional Learning**

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casel.org

Mary Utne O'BRIEN AWARDS

for Excellence in Expanding the
Evidenced-Based Practice of
Social and Emotional Learning

Awarded

— April 30, 2018 —



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and Emotional Learning



About the Awards

Dr. Mary Utne O'Brien joined CASEL as associate director in 1999 after many years of leading public health research studies in Chicago. Working closely with then-CASEL president Roger Weissberg, Mary quickly became a key leader not just for CASEL but for the entire field of social and emotional learning. In 2004, she was appointed as CASEL's executive director. When CASEL incorporated as a nonprofit organization in 2007, she became vice president for strategic initiatives, responsible for strategic planning, development of collaborative partnerships, and exploration of new projects.

Mary believed in the importance of highly disciplined experimental and action research, partnerships with schools throughout the country, and effective policymaking related to social and emotional learning at all levels. In her view, these were essential tools to support and demonstrate the impact of social and emotional learning, not only on children's learning and development but also on school functioning and practice. Through the Mary Utne O'Brien Awards, CASEL honors her memory and continues on a course to make her dream a reality.

Award selection process

The selection committee for the 2018 Mary Utne O'Brien Awards is the CASEL Board of Directors: Larry Aber, Steve Arnold, Catherine Bradshaw, Linda Darling-Hammond, Deborah Delisle, Paul Goren, Mark Greenberg, Ann Nerad, Kimberly Schonert-Reichl, Tim Shriver, Roger Weissberg, and Andrea Wishom, and the following members of CASEL's leadership group: Karen Niemi and Melissa Schlinger.

Source of award funds

Support for the award funds comes from the generous donations of foundations and individuals nationwide. If you wish to support CASEL in honor of Mary's legacy, you can make a contribution at casel.org.

2018 Recipients



Joan Cole Duffell

Joan Cole Duffell is executive director of Committee for Children, a nearly 40-year-old, globally focused nonprofit organization dedicated to fostering the safety and well-being of children through social and emotional learning (SEL). Joan is a lifelong community activist who has been committed to promoting children's social and emotional skills and preventing child abuse, bullying, and other forms of violence for over 35 years. After accepting the position of executive director at Committee for Children in 2007, she mobilized the organization to fully integrate its program offerings, making critical linkages between SEL and mindfulness, SEL and restorative practices, and SEL, bullying prevention, and child protection. She and her advocacy team have actively collaborated with CASEL and state and district leaders to organize numerous speakers and panels for Congressional briefings, state legislative hearings, and "Hill visits" to showcase the benefits of SEL to policymakers from a variety of perspectives. She has authored and co-authored numerous book chapters and articles on SEL, character education, and related topics. During her tenure as executive director, Committee for Children has become a global leader of research-based educational programs that promote social-emotional skills and prevent bullying and sexual abuse. Joan is particularly passionate about Committee for Children "walking the talk" of social-emotional learning in their advocacy and partnership among colleague organizations in order to fully realize the organization's vision: safe children thriving in a peaceful world.



Michelle Van Allen

This award honors the memory of Michelle Van Allen, principal of Chicago's Marcus Garvey Elementary School between 2005 and her untimely death at the age of 47 in 2018. Michelle was a Chicago native who spent her childhood excelling in academics and participating in sports. She attended Northwestern University and completed her bachelor's in elementary education at Chicago's St. Xavier University. She received her master's in leadership and administration in 2000 at the University of Illinois-Chicago. At the time of her death, she was working on her doctorate in education at the University of Illinois-Chicago. Michelle began her teaching career at her alma mater, Marcus Garvey Elementary School, in 1994. She was promoted to assistant principal and then principal in 2005. Under her leadership, Garvey staff and students were innovators in social and emotional learning. Michelle's SEL vision led to the creation of the Marcus Garvey SEL Advisory Board, which consists of staff, parents, and community members. The school has received wide recognition for its work in SEL, including a 2013 designation as a Chicago Public Schools SEL Pioneer and twice earning Exemplary Supportive School certification. The Garvey community is dedicated to continuing Principal Van Allen's SEL vision by building lifelong learners, with SEL as the foundation of academic success.



Tom Roderick

Tom Roderick is executive director of the Morningside Center for Teaching Social Responsibility, a national leader in the field of social and emotional learning (SEL)

and a leading provider of SEL services in the New York City Public Schools. During his 35-year tenure at Morningside Center, Tom has created and led the implementation of an array of top-quality SEL programs, including *The 4Rs* (Reading, Writing, Respect, and Resolution), which integrates language arts and SEL for grades PreK-5; *C Squad*, a circles-based SEL curriculum for middle school students; *Building Belonging*, community and SEL skill-building circles for grades 6-12; and *Restore360*, a comprehensive schoolwide model that builds on research-based classroom instruction programs to engage school communities in rethinking their discipline policies, fostering parent and student voice and leadership, and working toward a vision of racial equity. Over the years, Morningside Center has engaged in a series of collaborations with researchers that have led to program improvements and contributed important knowledge to the field. These major scientific studies have confirmed that Morningside Center's programs have a positive impact on children's social and emotional development and academic progress, and improve the classroom climate for learning. As the New York City Department of Education's lead partner in introducing restorative practices to schools, the Morningside Center has provided intensive professional development to some 7,000 educators from 400 schools since 2010 to support them in facilitating ongoing restorative circles with their students. Suspensions have declined significantly in schools where Morningside Center has introduced these approaches.

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