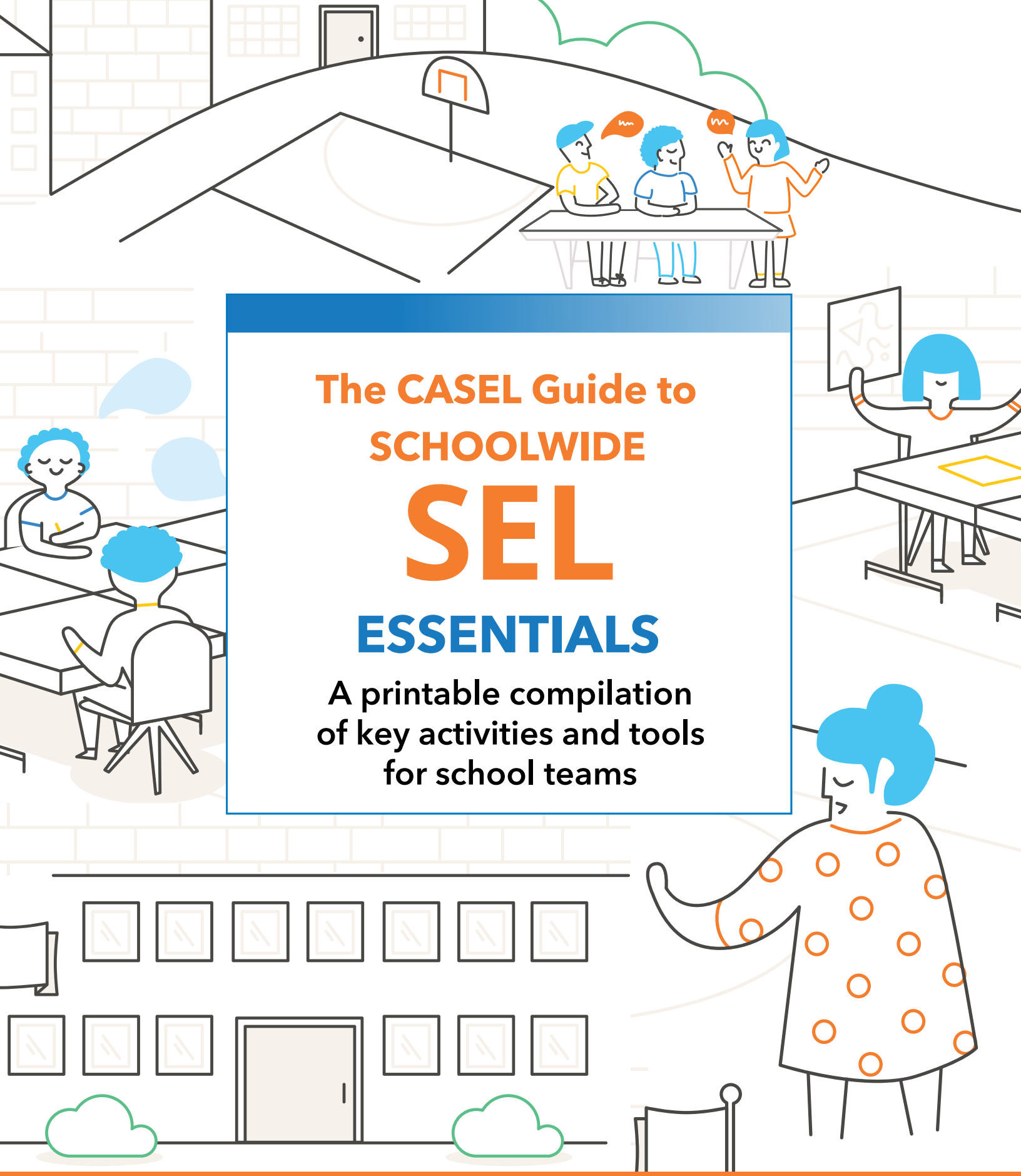


The CASEL Guide to SCHOOLWIDE SEL ESSENTIALS

A printable compilation of key activities and tools for school teams

schoolguide.casel.org



Third Edition, June 2021

For more information, tools, and resources, visit schoolguide.casel.org

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The **CASEL Guide to Schoolwide SEL** leads school-based teams through a process for systemic SEL implementation. This printable summary offers a compact set of essential tools for use during professional learning or as a quick reference for coaches and SEL team leaders. It includes illustrated overviews of the four focus areas and fundamental resources within each section. More detailed content and many more resources are available in the full CASEL School Guide at **schoolguide.casel.org**.

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Indicators of Schoolwide SEL 2

A Process for Schoolwide SEL 3

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- Assembling an SEL Team
- Steps for Developing a Shared Vision for Schoolwide SEL
- Schoolwide SEL Implementation Rubric
- Developing Goals for Schoolwide SEL
- Preparing SEL Team Meeting Agendas

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- Personal SEL Reflection
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- Indicators of Schoolwide SEL Walkthrough Protocol
- SEL Data Reflection Protocol

Key Terms

The purpose of the **CASEL Guide to Schoolwide SEL** is to provide research-informed, field tested guidance and tools that support schools in coordinating and building upon evidence-based SEL practices and programs to achieve systemic implementation. The CASEL School Guide is grounded in nearly 25 years of research and is composed of learnings from dozens of practitioners and content area experts in the fields of SEL and education.

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Schoolwide SEL is a systemic approach to infusing social and emotional learning into every part of students' educational experience -- across all classrooms, during all parts of the school day and out-of-school time, and in partnership with families and communities. This involves cultivating caring, participatory, and equitable learning environments and using evidence-based practices that actively involve all students in their social, emotional, and academic growth.

SEL advances **educational equity** and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



The **Collaborative for Academic, Social, and Emotional Learning (CASEL)** is the country's leading Prek-12 SEL practice, policy and research organization. For 25 years, CASEL has been a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL) and has made the case for SEL as an integral part of education. Through research, practice, and policy, CASEL collaborates with thought leaders to equip educators and policymakers with the knowledge and resources to advance social and emotional learning in equitable learning environments so all students can thrive. Watch a short video about CASEL at **http://bit.ly/WhatIsCASEL**

INDICATORS OF SCHOOLWIDE SEL

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

CLASSROOM	 **Explicit SEL instruction**	Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.
CLASSROOM	 **SEL integrated with academic instruction**	SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.
SCHOOL	 **Youth voice and engagement**	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
SCHOOL	 **Supportive school and classroom climates**	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.
SCHOOL	 **Focus on adult SEL**	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.
SCHOOL	 **Supportive discipline**	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.
SCHOOL	 **A continuum of integrated supports**	SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.
FAMILY	 **Authentic family partnerships**	Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.
COMMUNITY	 **Aligned community partnerships**	School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.
COMMUNITY	 **Systems for continuous improvement**	Implementation and outcome data are collected and used to monitor progress toward goals and continuously improve all SEL-related systems, practices, and policies with a focus on equity.

A Process for Schoolwide SEL

The CASEL Guide to Schoolwide SEL is not a stand-alone program or curriculum. Instead, it is a comprehensive online resource that provides a step-by-step process to help you achieve schoolwide SEL. Organized into four Focus Areas, this resource offers expert guidance and field-tested tools to help you implement SEL strategically, systemically, and effectively.

FOCUS AREA 1

Build Foundational Support and Plan

Create awareness, commitment, and ownership by building foundational knowledge among staff, developing a shared vision, and engaging in collaborative planning.

FOCUS AREA 2

Strengthen Adult SEL

Develop staff capacity for cultivating their own social, emotional, and cultural competence; modeling SEL; and building collaborative and trusting relationships.



Use the interactive

SEL Planner

to drive your school's implementation:

Implementation rubric

⌄

Needs and resources inventory

⌄

Priority- and goal-setting

⌄

Action planning



FOCUS AREA 3

Promote SEL for Students

Coordinate evidence-based programs and practices to create a welcoming climate and culture and provide opportunities for students to develop their SEL competence throughout and beyond the school day. Learn about:

- **Evidence-based SEL programs and approaches**
- **Explicit SEL instruction**
- **Integrating SEL into academic instruction**
- **Youth voice and engagement**
- **Family and community partnerships**
- **Integrating SEL into school systems and policies**

FOCUS AREA 4

Reflect on Data for Continuous Improvement

Collect, analyze, and use implementation and outcome data to make decisions about SEL implementation. Tools include implementation rubrics, walkthrough protocols, staff surveys, and student data analyses.

Access it today at

schoolguide.casel.org

CASEL Guide to Schoolwide SEL: Sample Implementation Timeline

Schoolwide SEL implementation is an ongoing, iterative process. In CASEL's experience, full implementation of schoolwide SEL often takes three to five years but will depend on each school's individual circumstances and goals. The timeline below is intended to offer broad guidance for how schools might engage with the School Guide's focus areas throughout the school year to drive systemic implementation. In general, we recommend that schools engage with all of Focus Area 1: Build Foundational Support and Plan in the first few months of implementation. Schools will then engage in Focus Area 2: Strengthen Adult SEL and Focus Area 3: Promote SEL for Students at a pace and depth that makes sense for their plan. Focus Area 4: Reflect on Data for Continuous Improvement should be integrated throughout the entire planning and implementation process.

YEAR 1 OF IMPLEMENTATION

Month 1

- Gain principal commitment, designate an SEL lead and form a team (Focus Area 1A).
- Engage staff, families, and community partners in foundational learning (Focus Area 1A) .

Month 2-3

- Develop a shared vision for SEL (Focus Area 1B).
- Review needs, resources, and current implementation using the SEL Implementation Rubric & Program Inventory (Focus Area 1B).
- Set short term goals and develop an implementation plan (Focus Area 1B) , including a plan to collect data to assess progress throughout the year (Focus Area 4).
- Plan a professional learning strategy (Focus Area 2).
- Establish a communications plan (Focus Area 1) .
- Create a budget for SEL (Focus Area 1B) .

AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER | JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE

Month 3-11

- Based on your goals and implementation plan, engage in aligned strategies to strengthen adult SEL competencies and capacity (Focus Area 2) .
- Based on your goals and implementation plan, engage in aligned strategies to promote SEL for students (Focus Area 3) , including the adoption of an evidence-based SEL program.
- Regularly collect and review implementation and outcome data to monitor progress and engage in rapid learning cycles to make real-time pivots for continuous improvement (Focus Area 4).

Month 11-12

- Take the Schoolwide SEL Implementation Rubric to reflect on progress and identify areas for growth.
- Summarize and review SEL data (Focus Area 4) .
- Based on rubric reflection and data review , revisit the implementation plan to make adjustments for the coming year (Focus Area 4).

YEARS 2 AND BEYOND

SUMMER/ BEGINNING OF YEAR

- Review current results on the Schoolwide SEL Implementation Rubric and make an updated action plan (Focus Area 1B).
- Review implementation and outcome data from previous year(s) and update implementation plan as necessary, with your SEL vision and long-term goals as a guide (Focus Area 4).
- Review team roles, shared agreements, and procedures and set meetings dates, agendas, and data collection schedules for the school year (Focus Area 1A).
- Summarize progress and next steps and present to staff, families, and community partners (Focus Area 4)
- Engage all staff, families, and community partners in a refresher on SEL, and onboard new staff (Focus Area 1A & 2).

MIDDLE OF YEAR

- Based on your implementation plan, engage in aligned strategies to strengthen adult SEL competencies and capacity (Focus Area 2).
- Based on your implementation plan, engage in aligned strategies to promote SEL for students (Focus Area 3).
- Collect and review implementation and outcome data to monitor progress and make real-time pivots for continuous improvement (Focus Area 4).

END OF YEAR

- Take the Schoolwide SEL Implementation Rubric to reflect on progress and identify areas for growth (Focus Area 1B).
- Summarize, review, and reflect on SEL data (Focus Area 4).
- Based on rubric reflection and data review, revisit your SEL goals and implementation plan to make adjustments for coming year (Focus Area 4).

Below is a detailed example of how a school's first year of implementation may look



Focus Area 1A:
Build Awareness, Commitment, and Ownership



Focus Area 4:
Practice Continuous Improvement



Focus Area 1B:
Create a Plan



Focus Area 1B:
Create a Plan



Focus Area 2:
Strengthen Adult SEL

Month(s)		Month(s)	Month(s)	Month(s)	Month(s)
May - August	August	August	September - October	September - October	October - March
Key Activities		**Key Activities**	**Key Activities**	**Key Activities**	**Key Activities**
Create a Team	**Foundational Learning**	**Continuously Improve Schoolwide SEL Implementation**	**Shared Vision**	**Action Plan; Two-Way Communication**	**Learn, Collaborate, Model**
• Before the end of the previous school year, principal recruited SEL team lead and key team members, and allocated a budget for SEL. • Team met three times over the summer to: ◦ Establish team roles, shared agreements, and meeting procedures, and put weekly meetings on the calendar for every other Tuesday for the school year. ◦ Attend a two-day district-provided training on schoolwide SEL implementation. ◦ Complete the SEL Implementation Rubric and Program & Initiative Inventory to establish baseline and identify SEL work that has already taken place	• Team planned an all-staff meeting to introduce SEL and develop staff shared agreements during an in-service day before the start of the school year. • Team prepared an after-school introduction to SEL for all families during the first month of school.	• During the all-staff meeting, the SEL team also surveyed staff on their perceptions of school and classroom climate and their responses to questions about their hopes and goals for the school and students, to be used at a future meeting to develop the school's vision.	• Held all-staff meeting to share priorities for shared vision and identify core themes and language to include in a draft. • Team used notes from all-staff meeting to draft shared vision. • Facilitated a similar vision process with families and community partners on Back-to-School Night and integrated their perspectives into the draft. • Shared a revised draft with school staff and students through their homerooms, allowing for amendments. • Held an all-school vote on the vision to ensure widespread agreement. • Shared final draft in the school's newsletter and printed posters to hang throughout common areas.	• Using the vision, the results of the Schoolwide SEL Implementation Rubric, the Program & Initiative Inventory , and the staff survey, the SEL team identified three key priorities: staff SEL and relationships, adopting an evidence-based program, and imprroving classroom climate. • Team developed SMARTIE goals and action steps for each priority. • Team determined the data they would review and prepared a schedule for data collection throughout the year to track progress toward SMARTIE goals. • Team developed a communication plan to provide updates and seek input/collaboration from families and community partners.	• Prepared objectives and made contacts for professional learning to support staff SEL and relationship building • Conducted small group sessions in grade level team meetings to use personal SEL self-assessment tools and share strategies for integrating SEL into daily classroom practices. • Scheduled and planned two professional learning sessions for all staff using two hours during in-service days in January and March ◦ SEL team led learning on establishing a growth mindset and learning from colleagues (January). ◦ SEL team coordinated with an outside provider to provide session on cultural responsiveness (March).



Focus Area 3:
Promote SEL for Students



Focus Area 4:
Reflect on Data for Continuous Improvement



Focus Area 3:
Promote SEL for Students

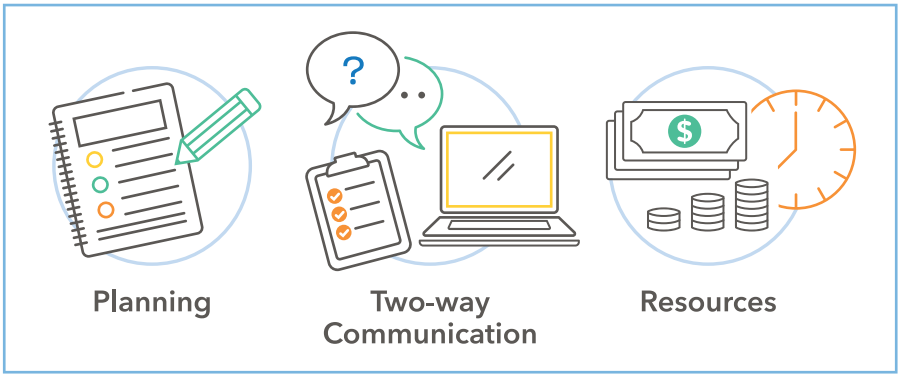


Focus Area 4:
Reflect on Data for Continuous Improvement

Month(s)	Month(s)	Month(s)	
December - January	December - January	January - February	March - May
Key Activities	**Key Activities**	**Key Activities**	
Classroom: Supportive Classroom Environment	**Continuously Improve Schoolwide SEL Implementation**	**Classroom: Supportive Classroom Environment**	
• All teachers worked with their homeroom students to establish classroom shared agreements. • Grade-level teams met after developing shared agreements to debrief process. • Team coordinated a schedule for teachers to visit each other's classrooms to observe other strategies for integrating SEL into classroom practices.	• Team worked with classroom teachers to survey students on their perceptions of classroom climate and analyze results and plan during grade level team meetings • Team conducted learning walks throughout the building to collect observational data on the progress of SEL implementation. • Team summarized, reviewed, and shared staff and student survey data and learning walk observations with staff at the beginning of an all-staff meeting, highlighted progress made toward goals set earlier in the year, then shared potential implementation next steps for their feedback.	• Convened an advisory council with teacher, family, community partner, and student representation to choose an evidence-based SEL program for the school. • SEL team researched and presented advisory committee with district-supported SEL program options. • Advisory council reviewed 5 program finalists and held vote to choose one program to pilot (one classroom per grade band to pilot this year). • Shared advisory council process, considerations, and decision in school newsletter and on website.	• Principal communicated about the selection of the pilot SEL program during all-staff meeting and after-school family meeting. • Team planned a rollout of the program and professional learning: ° Pilot in one classroom per grade band for the remainder of the year. ° If response and initial results are strong, full rollout to all classrooms the following school year. ° Purchased materials for pilot teachers and previewed them with all staff in small group meetings. ° Pilot teachers attended initial training in March and began implementation in April with bi-weekly coaching. ° Pilot teachers provided feedback on training and coaching. • Team arranged for all staff to visit pilot classroom to observe program implementation • Team worked with principal to identify an SEL period in the bell schedule for the following school year and a calendar of ongoing professional learning and coaching.

Month(s)
March - May
Key Activities
Continuously Improve Schoolwide SEL Implementation
• Team reviewed feedback from pilot teachers and held focus groups with students to determine whether to fully adopt the piloted program. • Team conducted end-of-year staff school and classroom climate survey and a learning walk throughout the building. • Team compiled data from learning walks, surveys, family and community events, attendance, and classroom conduct to track progress and used a data review protocol to reflect and plan next steps. • Updated results on the Schoolwide SEL Implementation Rubric. • Developed short-term goals for the following school year: ° Implement evidence-based program with fidelity. ° Continue strengthening staff SEL and relationships. ° Develop aligned community partnerships to support SEL





FOCUS AREA 1

A: Build Foundational Support

B: Create a Plan

Focus Area 1 will help you set up a strong foundation and plan for systemic, schoolwide social and emotional learning (SEL). To launch SEL implementation, use the tools in this section to build an SEL team, offer foundational learning that enables all stakeholders to understand the importance of SEL and their role in promoting it, and develop a communications strategy.

Learn more about this component of schoolwide SEL at schoolguide.casel.org/**focus-area-1a/.**

Next, use these tools to plan for implementation by developing a shared vision, assessing areas of strength and need to set goals, building a yearlong implementation plan, and allocating the resources—including time, people, and funds—to support your SEL effort.

Learn more about this component of schoolwide SEL at schoolguide.casel.org/**focus-area-1b/.**

ESSENTIAL TOOLS from FOCUS AREA 1



Assembling an SEL Team - helps you identify potential SEL team members.	10
Steps for Developing a Shared Vision for Schoolwide SEL - provides a model for structuring a conversation about developing a shared vision for SEL or integrating SEL into your school's existing shared vision.	12
Schoolwide SEL Implementation Rubric - a self-assessment to take stock of a school's progress and needs in all four focus areas for systemic, schoolwide SEL	15
Developing Goals for Schoolwide SEL - a useful link between the implementation rubric and an action plan, the SMARTIE goals template should be used in conjunction with the school's vision statement to prioritize clear, motivating goals for SEL.	22
Preparing SEL Team Meeting Agendas - provides guidance, an example, and a template for creating clear, purposeful meeting agendas that include all team members and are closely tied to a long-term plan for SEL implementation.	29

ADDITIONAL RESOURCES AVAILABLE at SCHOOLGUIDE.CASEL.ORG

- Online version of the implementation rubric which allows you to save your results, record goals, mark progress over time, and jump to relevant parts of the School Guide for more information
- A meeting template for discussing rubric results as a team
- A program and initiative inventory to help the SEL team learn about past and present SEL-related work that has occurred in the school.
- More tools for increasing efficiency, ownership, and inclusion of all stakeholder perspectives within the SEL Team
- Sample presentations, videos, and readings to support early-stage learning about SEL
- Templates for preparing ongoing communication and learning for all stakeholders and estimating costs for SEL implementation

Assembling an SEL Team

Collaborating closely with out-of-school time partners? See the OST-enhanced version of this tool and others at schoolguide.casel.org/out-of-school-time-tools

Role	Considerations for selection	Suggested Member(s)
Team Lead	Choose a team lead who: ● Is a full-time school employee with the flexibility and commitment to attend meetings and do light preparation work. ● Is ideally a highly organized, big-picture thinker who is eager to improve school climate and move SEL forward. ● Has the trust and respect of the school community. ● Is capable of leading the team through the continuous improvement process.	
Data Lead	Choose a Data Lead who: ● Has access to a range of schoolwide data that will be used to monitor progress toward SEL goals. ● Has skills in summarizing data clearly and accurately to share with stakeholders. ● Will be objective and equity-minded when presenting data for group reflection. ● Has skills in facilitating action planning based on learnings from data reflection.	
Principal or Assistant Principal	Choose an administrative lead who: ● Has the flexibility and commitment to attend team meetings. ● Has the decision-making power to move initiatives forward.	
Teachers ● Representatives from each grade band or subject area ● Special education teachers ● Specials teachers (e.g., PE, art) ● Interventionists or coaches	Choose teachers who: ● Are trusted colleagues in the school who represent a range of experiences. While you may have passionate staff who are eager to participate, limiting yourself to those who self-select may not create a group that the rest of your staff sees as representative. ● Have positive, mutually respectful relationships with other teachers.	
Related Service Providers ● Psychologist ● Social worker ● Nurse ● Speech pathologist	Choose an RSP that: ● Has built positive relationships with staff. ● Has content area expertise that could be an asset to the team. ● Can offer adequate availability to attend meetings.	
Support Staff ● Counselor ● Dean ● Security ● Classroom assistants ● Clerks ● Lunchroom and recess staff ● Other	Choose support staff who can offer unique perspectives on student life. For example: ● The school's counselor often has strong relationships with students and staff that can be beneficial. ● A school dean or disciplinarian typically has strong influence on school climate. ● Security guards and classroom assistants often see schools from a different perspective that adds value to this process.	

Role	Considerations for selection	Suggested Member(s)
Key opinion leaders	Look for individuals who: ● Are recognized as informal leaders by others. ● Are thoughtful and outspoken about school improvement. ● Have influence with school stakeholders. By involving these individuals from the beginning, the SEL team will be better able to anticipate challenges and create a plan that will be well-received by the community.	
Out-of-School-Time partners	Choose OST partners who: ● Have built positive relationships with students and school staff. ● Have influence over OST programming ● Have the flexibility to attend meetings regularly	
Community partners: ● Mental and/or Behavioral Health providers ● Health partners ● Coaches	Community partners: ● Can be a link to understanding the school's surrounding community. ● Will help the school keep in mind the larger context in which they operate. ● Can extend social emotional learning into other contexts.	
Families	Look for family members who represent varied experiences within the school community, and who have children in multiple grade levels.	
Students	Remember that sometimes the students who are most readily thought of as "leaders" by school staff may not be representative of the student body. Choose two to three students who: ● Represent the diverse experiences of the overall student body. That is, do not simply choose students who excel academically, socially, and emotionally. ● Feel strongly about how the school operates.	

Develop a Shared Vision for Schoolwide SEL

Collaborating closely with out-of-school time partners? See the OST-enhanced version of this tool.

Note: This tool was created by CASEL staff based on our work with school teams. However, we encourage schools to adapt it to best meet their unique needs. Though the process can look different ways, three important components should be present:

- Gathering input from diverse stakeholders
- Synthesizing input to create a vision statement
- Sharing, getting feedback, and reworking the vision statement

Time commitment: The time needed to develop a shared vision will differ from school to school. Plan to dedicate 90 minutes to 3 hours to complete steps 1-3 of the activity below.

1. Gather Stakeholders

It's recommended that schools include as many staff, families, students, out-of-school-time providers, and community partners as possible in creating a shared vision. However, it may be unrealistic to engage all these stakeholders at one time. Larger school communities may wish to hold several sessions or convene focus groups to get a wide variety of viewpoints.

Consider the following questions:

- How will you bring in diverse perspectives?
- What systems and structures does your school already have in place to hear from students, families, and community?
- What new strategies might you try?

2. Ask Individuals to Identify Their "Personal Why"

Before groups can identify their shared vision, it's helpful for each individual to consider their own beliefs about the purpose of school and their vision for young people. Ask individuals to use the following prompts to get their thoughts flowing. Participants should respond to the prompts that inspire them. No need to answer them all!

- **What do we want all our students to know and be able to do when they leave our school?**
  ¿Qué queremos que todos nuestros estudiantes sepan y sean capaces de hacer cuando salgan de nuestra escuela?
- **What kind of skill-building is most important in supporting our students to reach their full potential?**
  ¿Qué tipo de desarrollo de habilidades es más importante para apoyar a nuestros estudiantes a alcanzar su máximo potencial?
- **What do we want our school community to feel like, sound like, and look like?**
  ¿Cómo queremos que nuestra comunidad escolar se sienta, se escuche y se vea?
- **What do students and adults need in order to learn and thrive here?**
  ¿Qué necesitan los estudiantes y adultos para aprender y sobresalir aquí?

Provide about 10 minutes for participants to write silently. If you'd like, you can ask participants to share some of their big ideas with a partner. Next, participants take about 5 minutes to formulate a personal vision statement (1-2 sentences) based on their free-writes. Alternatively, you may have participants discuss their free writes in small groups and take notes on emerging themes and recurring words or phrases.

3. Ask Small Groups to Identify Their "Shared Why"

If you had participants engage in discussion instead of creating a personal vision statement, skip the steps in the next two paragraphs and provide each group the opportunity to share out their emerging themes and recurring words or phrases.

If participants wrote personal vision statements, break the stakeholders into small groups. Ask participants to share their personal vision statements. As they share, others in the group write down key words or phrases they hear on separate sticky notes. When each participant has shared their vision statement, the team should have a pile of sticky notes with various important words or phrases.

As a group, stakeholders work together to find connected words and phrases and determine common themes. You may want to have them do this on a piece of chart paper so they can label the themes that arise.

From here, provide each group the opportunity to share out their emerging themes and re-occurring words or phrases.



The school community at Spry Elementary in Chicago, IL, break up into small groups to identify common themes

4. Incorporate Group Feedback into a Single Shared Vision

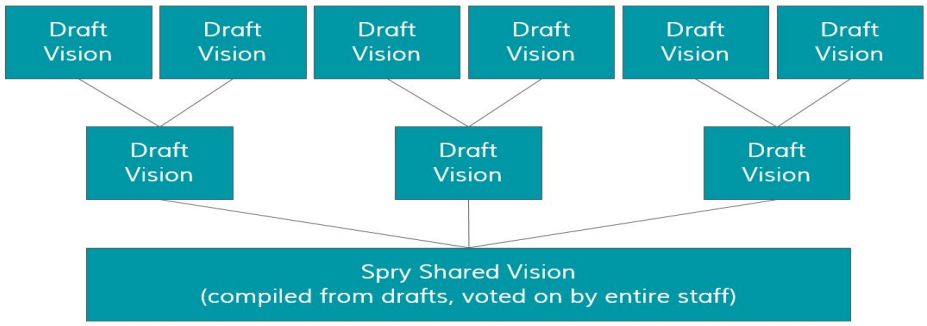
From here, there are multiple ways to build your school's vision statement. With patience and collaboration, it's possible to create a shared vision that captures the spirit of the entire school community. Below is one recommendation for how you might proceed:

- The SEL Leadership team uses each group's themes to draft a shared vision that represents all stakeholder groups. This might include themes generated during multiple sessions with teachers, families, students, and communities.
- After creating a draft vision statement, share it with stakeholders for feedback. When determining how you will engage in this process, it is helpful to consider the systems and

structures your school already has in place to hear from students, families, and community. For example, you might share the draft vision statement for feedback at a parent night.

Another example of how a school community drafted a shared vision comes from Spry Elementary in Chicago. This team used a three-level consensus-building process. Once individuals engaged in preliminary guiding questions, six small groups formed and drafted shared visions. Those six groups then combined into three larger groups and merged their shared visions. Those three larger groups then finalized a shared vision for SEL, as demonstrated by the graphic below.

Spry Elementary's Process for Creating a Shared Vision for SEL



5. Make your Shared Vision Visible and Actionable

Now that you have done the work to create a shared vision, it's important to make it visible, prominent, and actionable. This will be key to sustainability. Launch the idea in creative ways that will appeal to the school and create momentum. Some practices include painting it on the entry hall wall or putting it on the school's website, letterhead, and T-shirts for field day. Refer to your shared vision for SEL frequently in:

- Staff meetings
- Internal email communications
- Communications with families and your network about new projects and initiatives
- Hiring and orienting new staff



FOCUS AREA 1A RUBRIC

Build Awareness, Commitment, and Ownership

Note your school's progress and needs in these areas:	1	2	3	4
SEL Team	An SEL team is in the initial stages of development.	An SEL team meets occasionally with few structured roles and responsibilities.	An SEL team meets regularly with designated roles and and responsibilities. Students, families, and community groups are consulted when teams are making decisions that would directly impact them.	An SEL team, with designated roles and responsibilities, meets at least monthly to reflect on data, plan for improvements, and lead schoolwide SEL initiatives. The team is representative of the school community and includes students, families, and community groups in decision-making processes.
Foundational SEL Learning Opportunities	Foundational SEL learning opportunities are not yet provided.	Foundational SEL learning opportunities have been provided to some key stakeholders (staff, families, and community partners). Members of the school community have a general understanding of SEL and its impact on students' development.	Foundational SEL learning opportunities have been provided for school staff, families, and community partners but are not yet offered annually. Many members of the school community can discuss SEL's importance and its impact on students' development.	Foundational SEL learning opportunities are provided for all school staff in the first year of implementation and then at least annually for new school staff, families, community partners, and as part of the onboarding process. Almost all members of the school community can discuss SEL's importance and its impact on student outcomes and understand their own role in helping students develop social and emotional competencies.
Two-Way Communication	Two-way SEL communications between the SEL team and all stakeholders have not yet been planned.	Some structures to support two-way SEL communications between the SEL team and all stakeholders are in place, but are not yet used in ways that are consistent.	The SEL team and school leadership engages in consistent two-way SEL communications with all stakeholders including staff, other schoolwide teams, community partners, families, and out-of-school time providers.	The SEL team and school leadership engages in consistent two-way SEL communications with all stakeholders including staff, other schoolwide teams, community partners, families, and out-of-school time providers. The SEL team regularly reviews whether communications are effective at engaging stakeholders in schoolwide SEL.



FOCUS AREA 1B RUBRIC

Create a Shared Plan

Note your school's progress and needs in these areas:	1	2	3	4
Shared Vision	A shared vision for schoolwide SEL has not yet been developed.	The SEL team has begun engaging stakeholders, including students, families, staff, and community members, as collaborators for developing a shared vision for schoolwide SEL.	The SEL team collaborated with a group of stakeholders who are representative of the school community to develop a shared vision for schoolwide SEL that has been communicated to the entire school community.	The SEL team collaborated with a group of stakeholders who are representative of the school community to develop a shared vision for schoolwide SEL. The shared vision has been communicated to the entire school community, informs planning and implementation, and is revisited regularly.
Planning	The SEL team is beginning to assess needs and resources.	The SEL team has assessed needs and resources, and begun identifying S.M.A.R.T.I.E. goals and action steps.	The SEL team has assessed needs and resources, abd developed a one-year (at minimum) SEL implementation plan with S.M.A.R.T.I.E. goals, action steps, and assigned ownership.	The SEL team has assessed needs and resources and developed a one-year (at minimum) SEL implementation plan with S.M.A.R.T.I.E. goals, action steps, and assigned ownership. This plan is fully integrated with other schoolwide priorities and plans. The team reviews their goals and the plan regularly to monitor implementation and make necessary adjustments.
Resources	Funding for schoolwide SEL has not yet been discussed and prioritized.	The SEL team is identifying funding and resources to support schoolwide SEL.	There is a one-year budget for SEL resources that includes funding for professional learning and materials needed to support SEL instruction. The school has allocated staff time for engaging in SEL-related activities including professional learning.	There is a stable long-term budget for SEL resources, including professional learning, materials, and staffing. The school has allocated staff time for engaging in SEL-related activities including professional learning.



FOCUS AREA 2 RUBRIC

Strengthen Adult SEL Competencies and Capacity

Note your school's progress and needs in these areas:	1	2	3	4
Professional Learning to Strengthen Staff Expertise	Staff do not yet engage in high-quality SEL-related professional learning to develop their skills for cultivating supportive, equitable learning environments and promoting SEL.	Some staff engage in high-quality professional learning to develop their skills for cultivating supportive, equitable learning environments and promoting SEL for students.	Staff engage in high-quality professional learning multiple times throughout the year to develop their skills for cultivating supportive, equitable learning environments and promoting SEL for students. These professional learning opportunities are aligned to the school's SEL goals and scaffolded to support staff based on their roles and current knowledge of SEL.	Staff engage in high-quality and ongoing professional learning, including receiving coaching and feedback. These professional learning opportunities develop their skills for cultivating supportive, equitable learning environments and promoting SEL for students; are aligned to the school's SEL goals; and scaffolded to support staff based on their roles and current knowledge of SEL. The SEL team collects staff feedback to shape an effective approach to ongoing support and coaching.
Adult SEL and Cultural Competence	Staff do not yet have opportunities to reflect on and develop their own social, emotional, and cultural competencies.	Meaningful opportunities for staff to develop their own social, emotional, and cultural competencies are offered at least once per year.	Meaningful opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies are available multiple times throughout the year. These opportunities include structured activities that support staff in practicing self-care and examining their mindsets and biases.	Meaningful opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies are built into regular staff meetings and part of the school's overall professional learning strategy. These opportunities include structured activities to support staff in practicing self-care and examining their mindsets and biases. The SEL team regularly reviews data related to adult SEL and cultural competence to plan ongoing support.
Staff Collaboration	Staff do not yet have opportunities to build collaborative relationships.	Staff have dedicated time for collaboration, and have developed norms or shared agreements to guide collaboration.	The SEL team and school leadership regularly reviews their approach for fostering community, shared purpose, and collaboration among staff. Staff have dedicated time for collaboration. Staff norms or shared agreements guide respectful interactions, effective collaboration, and an inclusive staff culture.	The SEL team and school leadership intentionally foster a sense of community and shared purpose among staff, including using data on staff perceptions to improve the work climate. Staff have dedicated time to learn from each other, share best practices, and collaboratively problem-solve around SEL implementation challenges. Staff norms or shared agreements guide respectful interactions, effective collaboration, and an inclusive staff culture.
Staff Modeling of SEL	Leadership and/or staff have not yet prioritized modeling social, emotional, and cultural competencies in their interactions.	The SEL team is developing an approach to support leadership and staff in modeling social, emotional, and cultural competencies in their language and interactions with other staff, students, families, and community partners.	Leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with most staff, students, families, and community partners. Staff efforts and contributions are sometimes acknowledged.	Leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with other staff, students, families, and community partners. School leaders and the SEL team have built supportive relationships with staff and regularly acknowledge staff efforts and contributions.



FOCUS AREA 3 RUBRIC

Promote SEL for Students

Note your school's progress and needs in these areas:	1	2	3	4
Supportive Classroom Environment	Teachers have not yet prioritized the use of inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments.	Teachers have prioritized and planned to build inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Classroom shared agreements have been collaboratively developed in some classrooms.	Some teachers use inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Strategies are developmentally appropriate and focus on meeting the needs of all students. Shared agreements are collaboratively developed and modeled by most adults and students.	Teachers use inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Strategies are developmentally appropriate and focus on creating a community of learners that supports, honors, and acknowledges the cultural assets, contributions, and needs of all students. Shared agreements are collaboratively developed, consistently modeled by adults and students, and woven into daily routines and practices.
Explicit SEL Instruction	The school has not yet dedicated time for students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction.	Some students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally approriate and culturally responsive instruction.	All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally approriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals.	All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally approriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals. SEL instruction is connected to other opportunities for practicing and reflecting on SEL competencies throughout the day.
SEL-Integrated Instruction	Teachers have not yet prioritized the integration of SEL into instruction.	SEL standards/goals are embedded in academic learning in some classrooms. Some teachers use classroom discussion and collaborative structures to engage students, and encourage students to connect their perspectives and experiences to instruction.	SEL standards/goals are clearly embedded in academic learning. All teachers use classroom discussions and collaborative structures to engage students. Teachers encourage students to connect their perspectives and experiences to instruction.	SEL standards/goals are clearly embedded in academic learning, and students regularly share their perspectives on how social and emotional competencies connect to what they're learning. Teachers actively engage students in co-constructing knowledge and making meaning of content through classroom discussions and collaborative structures. Teachers use intentional strategies to foster student ownership over their learning, including connecting their perspectives and experiences to instruction.



FOCUS AREA 3 RUBRIC

Promote SEL for Students

Note your school's progress and needs in these areas:	1	2	3	4
Cultural Responsiveness	Leadership and staff are not yet familiar with their students' cultural backgrounds, life circumstances, or the local community context.	Leadership and staff are familiar with most of their students' cultural backgrounds, life circumstances, and the local community context.	Leadership and staff are familiar with students' cultural backgrounds, life circumstances, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for some students to learn about cultural differences.	Leadership and staff are deeply knowledgeable about students' lived experiences, cultural backgrounds, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for students to learn about cultural differences, explore and celebrate their own social and cultural identities, and collaboratively develop inclusive and equitable learning environments.
School Climate	The SEL team has not yet prioritized school climate efforts.	The SEL team is beginning to plan school climate improvement efforts. Schoolwide norms and shared agreements have been collaboratively developed and aligned to the school's SEL vision.	The SEL team meets regularly to plan school climate improvement efforts and is beginning to collect climate data. Schoolwide norms, shared agreements, routines, and procedures support the school's SEL vision and climate.	The SEL team regularly assesses climate (through observational data, surveys, etc.) and meets regularly to plan improvement efforts based on data. Schoolwide norms, shared agreements, routines, and procedures support the school's SEL vision and climate.
Evidence-based SEL Programs and Practices	The SEL team is in the process of collaboratively selecting an evidence-based program aligned to the school's vision and goals, and cultural and linguistic strengths.	The school is beginning to provide professional learning around evidence-based SEL program and practices aligned to the school's SEL vision and goals, and cultural and linguistic strengths.	The school is implementing with fidelity an evidence-based SEL program and practices across some grade levels, and providing ongoing implementation support to staff. Program and practices are aligned to the school's SEL vision and goals, and are culturally- and linguistically-responsive to students.	The school is implementing with fidelity an evidence-based SEL program and practices across all grade levels, and providing ongoing implementation support to staff. Program and practices are aligned to the school's SEL vision and goals, and are culturally- and linguistically-responsive to students. The SEL team regularly uses data on fidelity of implementation to inform planning.
Student Voice and Engagement	Students do not yet have opportunities to take on leadership and decision-making roles.	Some students have opportunities to take on more traditional leadership roles such as student council, patrols, or leading morning announcements.	Students are offered many opportunities to take on leadership and decision-making roles that inform SEL initiatives, instructional practices, and school climate. Students have opportunities to lead activities, solutions, and projects to improve their classrooms, school and the broader community.	Staff honor and elevate a broad range of student perspectives and experiences by engaging them as leaders, problem solvers and decision-makers, offering ways for students to shape SEL initiatives, instructional practices, and school climate. Students regularly initiate and lead activities, solutions, and projects to improve their classrooms, school and the broader community.



FOCUS AREA 3 RUBRIC

Promote SEL for Students

Note your school's progress and needs in these areas:	1	2	3	4
Student Support	A continuum of supports is not yet available to students.	A continuum of supports is partially in place. The SEL team is considering ways to create common language and align student supports with schoolwide SEL goals and priorities.	The school provides a continuum of supports to meet the academic, social, emotional, and behavioral needs of all students. The SEL team is taking steps to create common language and align all student supports and related programs and and initiatives with schoolwide SEL goals and priorities.	The school provides a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students. The SEL team has created common language and aligned all student supports and related programs and initiatives with schoolwide SEL goals and priorities. Each year, the SEL team takes stock of all supports and is strategic about how to improve integration in the coming year.
Discipline Policies and Practices	Discipline policies and practices have not yet been reviewed to determine how well they align with SEL.	Discipline policies and practices are being reviewed for their alignment with SEL. Data have been reviewed to determine if policies and practices have been applied equitably.	The school has identified discipline policies and practices that support SEL and are restorative, instructive, and developmentally appropriate. Data are reviewed frequently to determine if policies and practices have been applied equitably.	Discipline policies and practices promote SEL, including providing opportunities for students to reflect, problem solve, and build positive relationships. These policies and practices take into account students' developmental stages, cultural backgrounds, and individual differences. Data demonstrates that these practices are used consistently and equitably in the classroom and throughout the school.
Family Partnerships	School staff do not yet communicate with families about SEL.	School staff provide updates to families about the school's efforts to promote SEL for students.	School staff regularly communicates with and invites feedback from families about the school's efforts to promote students' SEL.	School staff have multiple avenues for ongoing two-way communication with families, inviting families to understand, experience, inform, and support the social and emotional development of their students in partnership with the school. This partnership includes family participation on the SEL team and meaningful opportunities to learn more about and contribute to SEL in the school.
Community Partnerships	The school has not yet developed community partnerships to support schoolwide SEL.	The school has developed community partnerships that support schoolwide SEL. Community partners and schools have begun to become familiar with one another's approach to SEL.	The school has developed community partnerships that support schoolwide SEL. Community partners and schools are familiar with one another's approach to SEL and are working to align priorities, language, and practices across settings.	The school has developed strategic and aligned community partnerships to support schoolwide SEL. The school and community partners are familiar with one another's approach to SEL and have worked to align and integrate supports where possible. These partnerships lead to increased student and family access to a broad range of community services and expand the professional learning opportunities for SEL.



FOCUS AREA 4 RUBRIC

Practice Continuous Improvement

Note your school's progress and needs in these areas:	1	2	3	4
Resources to Drive High Quality Continuous Improvement	The SEL team does not yet use implementation data and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff do not yet have the time and skills necessary to engage in cycles of continuous improvement.	The SEL team has begun to use some implementation and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff are developing the skills necessary to engage in cycles of continuous improvement.	The SEL team uses a full range of implementation and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff have the time and skills necessary to engage in cycles of continuous improvement.	The SEL team uses a full range of implementation data and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff are highly-skilled at data reflection and planning, and have dedicated time and resources to engage meaningfully in regular cycles of continuous improvement.
Systems to Promote Continuous Improvement	The SEL team has not yet identified a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions.	The SEL team is in the early stages of identifying a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions.	The SEL team has a structured, ongoing process to collect, reflect on, and use data to inform school-level decisions. This process is used at strategic times (e.g., the beginning and end of each year), but does not yet happen consistently at each team meeting. The team communicates with and includes staff in this process on an annual basis.	The SEL team uses a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school-level decisions during each meeting. The team is empowered to lead staff in this process by regularly (at least quarterly) communicating their findings and creating opportunities to use data to drive continuous improvement at the school, classroom, family, and community level.

Develop Goals for Schoolwide SEL

The purpose of this tool is to help the SEL team progress from a broad, shared vision for SEL to specific, short-term SEL goals that will guide action steps for the coming year. By using this tool, the SEL team will begin to answer the question **"How do we get from where we are now to where we want to be?"** in the cycle of SEL implementation and continuous improvement.



Supporting documents to complete and gather before using this tool:

- Shared vision for schoolwide SEL
- Existing school strategic goals, such as those from a school improvement plan
- Current results on the Schoolwide SEL Rubric
- Completed Schoolwide SEL Program and Initiative Inventory

This tool will take you through the following steps:

1. Determine SEL priorities
2. Sketch out a long-term roadmap for SEL implementation
3. Set SMARTIE goals for year 1 of SEL implementation

Section 1: Determine SEL Priorities

Estimated time: 1 hour

Review your school's shared vision for schoolwide SEL.

The shared vision should be an aspirational statement that describes what your school community would like to be true as a result of implementing systemic SEL. It serves as an anchor for your SEL goals and all that the school does to support students academically, socially, and emotionally. Reference CASEL's vision-setting protocol for guidance on developing a shared vision.

Break down the shared vision into key SEL priorities

- As a team, reflect on the key ideas in your vision. These ideas may relate to students, adults, the learning environment, the community, resources, etc. A facilitator may prompt the group by asking "What big ideas do you see represented in our shared vision?"
- Ask each team member to reflect and write each distinct idea on separate sticky notes.
- Taking turns, have each team member share one of their sticky notes and post it on a surface that is visible to everyone such as a whiteboard. After each turn, ask the full team whether anyone named a similar idea, and add their sticky notes to make a cluster on the board. Repeat the process until all major ideas in the vision have been named.

- After reviewing each cluster of sticky notes, ask the group: "How will SEL implementation support this idea?"
- From this discussion, write a single phrase to summarize how SEL implementation will lead to each key idea in the vision. Aim to narrow down to about 3 phrases. These phrases are a first draft of your school's SEL priorities.

Example:

Vision Statement: *Our school empowers all students to achieve their potential, becoming lifelong learners and compassionate, respectful citizens who contribute to positive change within their local community and global society.*		**Priority 1:** *Through schoolwide SEL, we will create an equitable learning environment that empowers all students to achieve their potential.* **Priority 2:** *We will foster compassion and respect by teaching and practicing social and emotional competencies.* **Priority 3:** *By integrating SEL into schoolwide practices and instruction, we will teach skills and facilitate opportunities for students to contribute to positive change locally and globally.*

Compare this draft of your school's SEL priorities with existing school strategic goals, revise and finalize.

Your school's SEL priorities should serve as levers that will move the school community closer to achieving any other strategic goals that are in place, particularly since the existing strategic plan (e.g. your school improvement plan) is most likely connected to accountability measures. Your team will need to be able to articulate clearly how SEL implementation contributes to the strategy that staff are already working toward. As a team, review each drafted priority.

- Is this priority directly related to one or more of our overall strategic goals?
- If not *directly* related to overall strategic goals, could this priority help overcome obstacles to accomplishing our overall strategic goals?
- Is there anything we want to add, change, or reframe to clarify the connection between our SEL priorities and our overall strategic goals?

Section 2: Sketch out a Long-Term Roadmap for SEL Implementation

Estimated time: 2 hours

List your SEL priorities from Section 1 in the **first column** of a chart like the one below.

Priority	Current Status	Year 1	Year 2	Year 3	Ideal Status

As a team, clarify what specifically will change when each priority is achieved and fill in the **ideal status column**.
When our shared vision for SEL is realized...

- What will we expect to see, feel, and hear in our classrooms, school, or family/community partnerships with respect to this priority?
- What systems will be in place?
- What specific evidence will signal that this priority was met?

Next, with your ideal status in mind, discuss the current status of each priority in your school and fill in the **current status column**. If you completed the Schoolwide Program and Initiative Inventory, reference the charts you made that summarize the SEL work that has/is already taking place.

- What are we already doing that is moving us closer to the ideal status?
- What obstacles do we currently face?
- What data do we have that tells us where we stand right now?

Finally, review your current results on the Schoolwide SEL Rubric to sketch out the roadmap that will take you from your current to your ideal status in the **columns for Year 1, 2, and 3**. If your usual planning cycle is not aligned with the academic year, feel free to adjust these column headings to match your context.

- Which activities in the rubric could be levers to help move from your current status to your ideal status?
- What are the shorter-term milestones that will need to take place to get to your ideal status?
- The **Year 1 column** should contain milestones you will begin working toward this year. It may take more than a single school year to reach these, so expect to adjust this roadmap as necessary at the end of each year.
- The **Year 2 column** should contain milestones that you will begin working toward after you have completed Year 1 milestones. It can also contain actions the team will take to maintain the progress of Year 1.

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- The **Year 3 column** should contain milestones that you will begin working toward after you have completed Year 1 and 2 milestones. It can also contain actions the team will take to maintain and continuously improve earlier progress.

Example:

Priority	Current Status	Year 1	Year 2	Year 3	Ideal Status
Equitable Environment	*Students and families that are ELL or have an IEP are outliers on school climate survey – rating lower levels of support. Students of color are 3 x more likely to be suspended than white students. 40% of low-income students are meeting state standards, while 65% of others are.*	*Initial staff-wide professional learning on culturally responsive instruction (CRI). Focus groups with students and families that are ELL and have IEPs. Review discipline procedures and practices and revise to integrate SEL and reduce disparity. Identify classrooms with highest number of discipline referrals for support with community-building and proactive discipline.*	*Staff-led PLCs and peer observations/feedback on CRI strategies. Increase family partnerships, targeting families with low-income, ELL, or IEP status. Review discipline data disaggregated by race for continuous improvement. Ongoing coaching and goal setting with identified staff.*	*Evidence of CRI in at least 80% of classrooms according to walkthrough data. Engage family partners in revising action plan based on progress data on discipline, achievement, and school climate equity.*	*Culturally responsive instruction implemented with quality in all classrooms, all demographic groups have equally positive responses on school climate survey, and no discipline or achievement disparities present between student subgroups.*
Compassion and Respect	*We are not yet using an SEL assessment or conducting SEL-focused walkthroughs.*	*Identify and secure resources for use of an evidence based SEL program (EBP), implement in pilot classrooms.*	*Expand EBP to all classrooms. Select and use an SEL assessment.*	*Focus coaching support on quality of implementation of EBP and improving results of SEL assessment.*	*All adults and students model strong SEL, all students demonstrate increased competence on SEL assessment from year to year.*
Contribute to Positive Change	*4 of 21 classroom teachers are using project-based learning (PBL). We are using portfolio-based assessments in all classrooms but at this time all rubric categories are focused on core academic content.*	*Expand youth participatory action research (YPAR) and PBL to all middle grades. Draft portfolio rubric to include SEL and leadership items, share with stakeholders.*	*Expand YPAR and PBL to grades 3-5. Roll out new portfolio rubric, add opportunities to fulfill SEL and leadership items.*	*Expand YPAR and PBL to grades K-2. Focus on increasing % of students with robust SEL and leadership portfolios.*	*All students successfully engage in self-directed project-based learning to address challenges they identify, all student portfolios include community leadership.*

Section 3: Set SMARTIE Goals for Phase 1 of SEL Implementation

Estimated time: 1 hour per SMARTIE goal

A SMARTIE goal is:

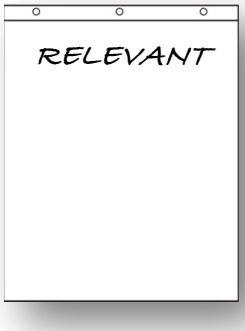
- **S**pecific
- **M**easurable
- **A**ttainable
- **R**elevant
- **T**ime-bound
- **I**nclusive
- **E**quitable

CASEL recommends that SEL teams set up to 3 SMARTIE goals at a time. At the end of a school year or implementation phase, goals can be updated based on progress, and new SMARTIE goals can be added when appropriate. For now, focus on what your team has written into the **Year 1 column** from Section 2. Using chart paper, brainstorm answers to the following questions (the order below may feel more logical than following the acronym):

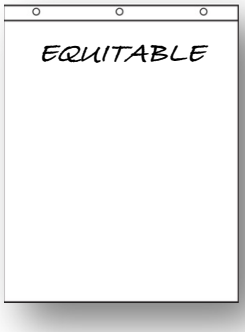


SPECIFIC – What will change during Year 1, where and for whom?

For each SEL priority, describe what will change from the beginning to the end of Year 1. If your goal-setting group is large, consider dividing the priorities among smaller groups to brainstorm SMARTIE details on separate chart paper. Small group members can be designated by their area of expertise and/or to ensure each group has diverse stakeholder input.



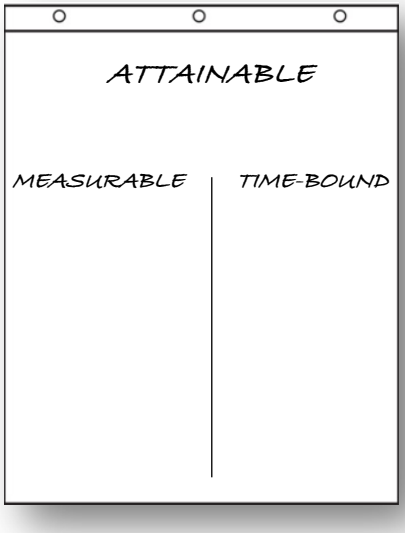
RELEVANT – Is this change clearly moving us closer to our shared vision for SEL and our school's overall strategic goals? How will we ensure this alignment is clear for our stakeholders?



EQUITABLE – Is this change clearly moving us toward greater equity in our school? In what ways will this change address issues of injustice or oppression?



INCLUSIVE – As we later plan a series of action steps to accomplish this goal, how will we bring in traditionally excluded or marginalized groups to make decisions and contribute in a way that shares power?



ATTAINABLE – Given our current status and rate of progress toward what we want to accomplish during Phase 1, what can we expect to achieve that is both ambitious and feasible?

As subpoints beneath ATTAINABLE, add detail to make the goal MEASURABLE and TIME-BOUND in a way that presents enough of a challenge to be inspiring without overwhelming stakeholders.

- **MEASURABLE** – What outcome measures or data sources should we use to measure success? What is a reasonable magnitude of the change that we should strive for?

- **TIME-BOUND** – What is the timeframe for this accomplishment, and when will there be checkpoints along the way?

Using the results of the brainstorm for each of the bullet points from your SPECIFIC chart paper, draft a goal statement for each that meets SMARTIE criteria.

Examples:

Priority 1 – Schoolwide SEL will Support an Equitable Environment that Empowers All Students to Achieve their Potential
The results of the school climate survey in May *(time-bound)* will demonstrate a 20% increase in positive responses *(measurable)* from students and families, and increase will occur among all identified demographic groups *(inclusive, equitable)*. By end of year *(time-bound)*, teachers who have received targeted classroom support will reduce office disciplinary referrals by 30% compared to last year *(specific, measurable)*.

Priority 2 – Teaching and Practicing SEL Competencies will Foster Compassion and Respect
By the end of school year 2021-22 *(time-bound, attainable)*, all school staff will apply core practices and language from an evidence-based SEL program *(specific, measurable)*, which will be selected over the course of the present school year using feedback from staff, families and students *(inclusive)* in pilot classrooms. Feedback will be disaggregated by subgroup to ensure that the selected program is a strong fit for all students *(equitable)*.

Priority 3 – By Integrating SEL into Schoolwide Practices and Instruction We Will Teach Skills and Facilitate Opportunities for Students to Contribute to Positive Change
By the end of school year 2021-22 *(time-bound, attainable)*, all students will a complete growth portfolio that includes a focus on SEL and community leadership *(specific, measurable)*. This new portfolio rubric will be designed with input from staff, families, and students and will be differentiated by grade level *(inclusive, equitable)*, and at the middle grades level it will feature participatory action research and a student-led community action project *(specific)*.

Now that your SEL team has developed up to 3 SMARTIE goals for the first year of SEL implementation, you've answered the question **"How do we get from where we are now to where we want to be?"** in relation to systemic SEL implementation.
Your SMARTIE goal statements are concrete, measurable statements about what your school will accomplish with your SEL work.



What's next:

- Use these goals to as you complete the next tool to plan SEL team action steps and benchmarks to measure progress over the course of the school year.
- Revisit these goals and update as necessary whenever your school creates a new school improvement plan, updates results on the Schoolwide SEL Rubric, or otherwise advances to a new phase of SEL implementation.

Preparing SEL Team Meeting Agendas

A clear, purposeful advance agenda that includes all team members is key to making sure that the SEL implementation plan remains a top priority and team motivation and meeting attendance stays high throughout the year.

Make sure your meetings stay grounded in your core implementation goals by referencing your school's SEL rubric results and SMARTIE goals.

- What action steps need to take place this school year to accomplish your goals, and when will they need to happen?
- How will the team measure progress toward goals?
- Who will be responsible for collecting data or documentation for the next meeting, and when can the team gather and reflect on benchmark data to practice continuous improvement?

Use a chart like the example below to sketch out how your team will advance the school's SEL implementation plan and engage in continuous improvement over the course of the school year.

	Sept.	Oct.	Nov.	Dec.	Jan.
SEL Team Action Steps	*-Plan all-staff meeting to develop shared vision/ shared agreements* *-Plan presentation and activities for family night*	*-Finalize SEL vision/shared agreements* *-Follow up communication to staff and families* *-Meet with OST partners to compare and align SEL objectives*	*-Plan social media engagement for the year* *-Prepare objectives/ make contacts for professional learning opportunities for the year*	*-Coordinate SEL content for January professional learning day and ongoing support plan*	*-Prepare to share SEL implementation benchmark data at staff meeting* *-Establish process for convening advisory council to review evidence-based programs*
Benchmark Data for Continuous Improvement	*-Distribute at all-staff meeting a brief survey asking staff the degree to which they felt they had a voice in the vision development*	*- Distribute SEL implementation survey to all staff*	*-Staff focus groups in grade level meetings re: vision, student strengths and needs*	*-Mid-year staff/ community/ student survey on school climate*	*-SEL team does a Learning Walk* *-Staff feedback from professional learning day*

	Feb.	March	April	May	June
SEL Team Action Steps	*-Establish selection criteria with advisory council* *-Identify 3-5 possible evidence-based programs*	*-Coordinate pilot of 1-2 evidence-based programs in classrooms from each grade band*	*-Share learnings from pilot program with community* *-Plan how to scale up throughout school next year*	*-Coordinate SEL content for June professional learning day*	*-Revise goals and implementation plan for next year*
Benchmark Data for Continuous Improvement			*-Teacher and student feedback from pilot classrooms*	*-End of year learning walk and school climate survey*	*-Staff feedback from professional learning day* *- Distribute SEL implementation survey to all staff*

From here, determine how often the SEL team should meet (we recommend at least monthly) and plot out the **core agenda items** for each month. Here's an example of how an SEL team might generate more specific agenda items for their meetings using the sketch from the previous page as a guide:

Sample Core Agenda Items for SEL Team Meetings			
Sept.	-Develop SEL team norms -Define roles and responsibilities for all team members -Prepare agenda/rehearse presentation and activity to create shared vision and agreements at staff meeting, make exit slip, assign responsibilities -Determine materials for family night exhibit, edit the sample presentation, create a one-pager for families to take away, assign responsibilities	**Feb.**	-Finish recruiting Advisory Council and set up meeting to define selection criteria -Narrow list of evidence-based programs to review, assign responsibilities to collect sample materials -Check in about climate support for select classrooms, communicate with teachers about inviting others to observe their class meetings, coordinate sub schedule for teachers to visit one another's classrooms
Oct.	-Organize & review staff feedback from shared vision staff meeting -Create version of shared vision & agreements for staff to ratify -Use feedback to generate key topics for professional learning -Invite afterschool, recess, and mentoring partners to meeting to share vision draft and compare SEL goals -Re-cap parent night, prepare follow-up communication, and plan to share SEL vision	**March**	-Set up meeting for Advisory Council to review programs and provide feedback, organize their feedback to review as a team -Prepare launch for pilot of 1-2 top evidence-based programs -Determine next steps for the SEL Advisory Council -Check in on classroom climate/ classroom visits
Nov.	-Plot out month-by-month social media plan to share SEL progress with families, invite input and partnership, assign responsibilities -Review list of potential partners and topics for staff/OST partner professional learning, assign team members to make inquiries -Prepare questions and assign responsibilities to facilitate focus groups in grade level team meetings -Organize and review focus group data to plan ongoing support	**April**	-Assign responsibilities to meet with teachers and students in pilot classrooms -Plan "open house" for staff and families to get familiar with the program we're leaning toward -Use staff and student feedback to inform plan for larger roll-out of program next year
Dec.	-Edit CASEL's staff/community/student survey and send out via multiple methods -Organize and review survey data and revisit implementation plan -Confirm presenters and content for professional learning day in January, assign responsibilities, make exit slip -Prepare team to conduct Learning Walk in a supportive way!	**May**	-Prepare agenda/rehearse presentation and activity for end-of-year professional learning day, make exit slip and assign responsibilities -Edit staff/family/student survey as needed and send out via multiple methods
Jan.	-Organize and review feedback from professional learning day to inform plan for ongoing support -Review results of Learning Walk, areas of strength and classrooms that may need targeted climate support -Organize progress data to share with staff and families, assign communication responsibilities -Determine how we will convene an Advisory Council to assist with selecting an evidence-based program, assign responsibilities to make contacts	**June**	-Complete Schoolwide SEL Rubric, compare results to last summer's results -Organize and review staff feedback from professional learning day and survey data -Revisit goals and implementation plan, make adjustments for next year

Expect that incidental agenda items will arise throughout the year as well – we recommend setting up a structure for all team members to contribute **additional agenda items** in advance of each meeting to stay responsive to needs as they arise and to promote equity of voice among the team.

Each Team Member Matters!

Each SEL team meeting agenda should include ways for every team member to contribute in a meaningful way. By intentionally setting up norms, routines, and activities that build an inclusive team culture, team members will be more likely to prioritize meetings and the tasks that take place outside of meetings. This also helps to ensure that the team's work reflects diverse perspectives and tends to reduce the workload for the team leader. We recommend that SEL teams:

- Set aside time at the first meeting to co-develop team norms.
- Create a rotating list of roles to share responsibilities among team members.
- Incorporate the 3 Signature SEL Practices into each meeting

Sample SEL Team Agenda (Completed)

Date: March 8 **Location:** First floor lounge **Time:** 4:30pm-5:30pm
Team members present: Principal Johns, Ms. Florence, Mr. Williams, Mrs. Montes, Dean Adeyemi, Mr. Trucks, Mrs. Langdon
Team Norms: Speak your truth. Communicate with compassion and respect. Equity of voice. Begin and end on time.

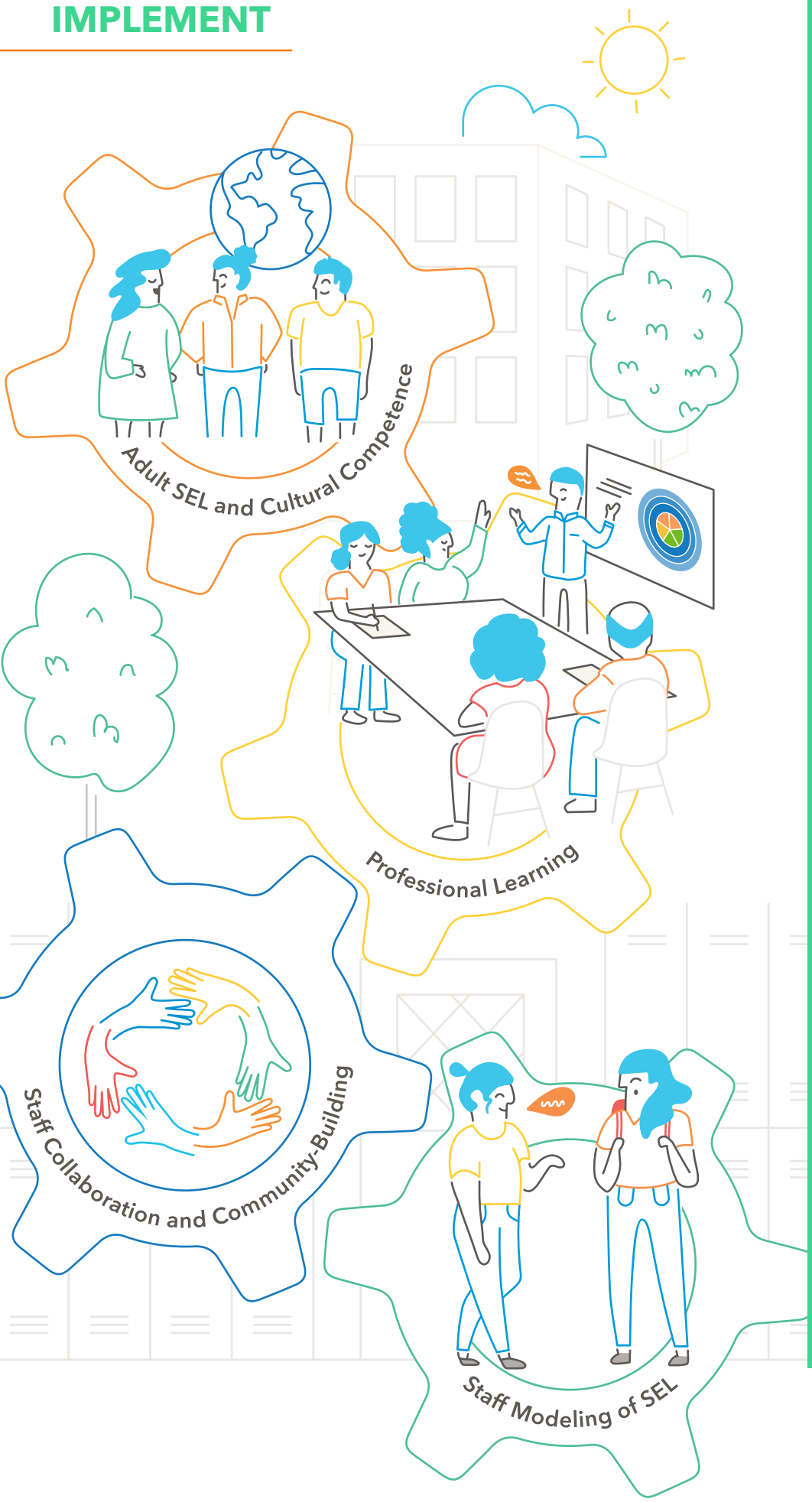
Welcoming activity	**Check in:** Begin with a sentence starter: ○ *"A success I recently had __ ."* ○ *"One thing that's new about __ ."* ○ *"One norm I will hold today is __ ."*		
Data to inform discussion and planning	Data from follow-up visits to classrooms after January Learning Walk, review evidence-based program evaluations from SEL Advisory Council		
Core agenda items	**1. Prepare launch for pilot of 1-2 top evidence-based programs**	- Review Advisory Council evaluations to select 1-2 programs to pilot, order materials - Nominate teachers from each grade band for pilot and assign team member to approach each nominee - Outline criteria for pilot classrooms and how we will gather feedback at end of year	
	2. Next steps for SEL Advisory Council	- Group brainstorm (Think-Ink-Pair-Share) to list ways we can continue to engage our SEL Advisory Council now that they have helped select a program to pilot	
	3. Classroom climate checkup	- Based on data share-out from team members who visited classrooms to follow up after Learning Walk, discuss needs for additional support and learning around core practices for positive classroom climate	
Additional agenda items added by team members	Student raised issue about emotional safety on the bus (Montes)		
	Opportunity to visit Lincoln Middle School (Trucks)		
Next steps	Order necessary materials, to arrive by March 20		Principal Johns
	Approach pilot program nominees this week to discuss participation		Florence, Trucks, Langdon
	Attend Student Council meeting to gather input re: classroom climate campaign		Montes
Key info to be communicated to staff/students/families/community	Thank you email, report back on pilot program selection, and next steps to SEL Advisory Council members (Adeyemi)		
	Set up materials for new SEL program in the library and send out invite to staff, students, and families preview (Williams)		
Follow-up/new items for next meeting	Report back – do pilot program nominees agree to participate? Training needs for pilot teachers		
Next meeting date and location	Every other Wednesday 4:30-5:30		
Optimistic closure	*One word whip-around:* *"A word or phrase that reflects how I feel about moving forward with this…"*		

Collaborating closely with out-of-school time partners? See the OST-enhanced version of this tool. (http://bit.ly/2KWhVsb)

Sample SEL Team Agenda Template

Date: _____ **Location:** _____ **Time:** _____
Team members present:
Team norms:

Welcoming activity (See 3 Signature Practices Playbook for examples)	Activity description or circle question identified		
Data to inform discussion and planning	Can be planned benchmark data, stakeholder feedback, or data to help frame an issue for problem-solving		
Core agenda items	Agenda Item A	Objective	
	Agenda Item B	Objective	
	Agenda Item C	Objective	
Additional agenda items added by team members	Item A		
	Item B		
Next steps	Action A		Person responsible
	Action B		Person responsible
	Action C		Person responsible
Key info to be communicated to staff/students/families/community	Item A		Person responsible
	Item B		Person responsible
Follow-up/new items for next meeting	Description		
Next meeting date and location	Date/Location		
Optimistic closure (See 3 Signature Practices Playbook for examples)	Activity description or circle question identified		



FOCUS AREA 2

Strengthen Adult SEL Competencies and Capacity

Focus Area 2 will help the SEL team prepare professional learning to strengthen adult SEL and cultural competence, foster skills for promoting and modeling SEL, and develop structures to increase staff collaboration and community-building.

Schools are more effective at teaching and reinforcing SEL for students when they also cultivate SEL competencies in adults. As part of schoolwide SEL implementation, it is important to nurture a work environment in which staff feel supported and have opportunities to build relational trust, collaborate effectively, and sharpen their own skills.

Use these tools to help staff reflect on their social and emotional competencies, prepare to work collaboratively to realize the school's SEL vision, and model social and emotional skills in their interactions with students.

Learn more about this component of schoolwide SEL at schoolguide.casel.org/**focus-area-2/.**

ESSENTIAL TOOLS from FOCUS AREA 2



Personal SEL Reflection - Principals, administrators, SEL team members, staff members, and other adults can use this tool to assess personal strengths, think about how to model those strengths, and plan strategies to promote growth.	35
Creating Staff Shared Agreements - outlines a step-by-step process for co-creating a set of agreements to describe how all staff will contribute to the realization of the school's shared vision for SEL and maintain a supportive work environment.	39
Modeling SEL for Students - provides examples of how adults can model social-emotional competencies while simultaneously influencing the learning climate.	41

ADDITIONAL RESOURCES AVAILABLE at SCHOOLGUIDE.CASEL.ORG

- More ready-to-use activities for staff professional learning, collaboration, and modeling of SEL
- The 3 Signature SEL Practices Playbook to integrate SEL practices into any meeting
- Guidance for using grade level meetings to support staff collaboration and implementation

Personal SEL Reflection

Purpose: This tool is designed for self-reflection. It should not be used to evaluate performance. Principals, administrators, SEL team members, staff members, and other adults can use it to assess personal strengths, think about how to model those strengths when interacting with others, and plan strategies to promote growth across areas of social competence. If used in a group setting, individuals should first complete the reflection privately, then discuss general themes and examples of strengths and challenges with partners or in small groups. Individuals can return to this reflection throughout the year to revisit personal goals and mark progress.

Here's how to use this tool:

- Read each statement and think of related specific situations, then rate yourself on the statement by marking the appropriate box (very difficult, difficult, easy, or very easy for you to do).
- When you finish, search for patterns of strengths and challenges. This information is for you, so answer accurately without judging responses as "good" or "not as good."
- Review your responses and take action in light of what you learn. Suggested writing prompts and actions can be found after the reflection statements.

Self-Awareness		**Very difficult**	**Difficult**	**Easy**	**Very easy**
EMOTIONAL SELF-AWARENESS	I can identify and name my emotions in the moment.				
	I use self-reflection to understand the factors that contribute to my emotions and how my emotions impact me.				
	I recognize when my emotions, thoughts, and biases influence my behavior and my reactions to people and situations, both negatively and positively.				
IDENTITY AND SELF KNOWLEDGE	I know and am realistic about my strengths and limitations.				
	I recognize and reflect on ways in which my identity is shaped by other people and my race, culture, experiences, and environments.				
	I recognize and reflect on ways in which my identity shapes my views, biases, and prejudices.				
GROWTH MINDSET AND PURPOSE	I believe I will continue to learn and develop skills to better support all young people to succeed.				
	I believe I can influence my own future and achieve my ambitions.				
	I can see how I have a valuable role in my work, my family, and my community.				

Self-Management		Very difficult	Difficult	Easy	Very easy
MANAGING EMOTIONS	I find ways to manage strong emotions in ways that don't negatively impact others.				
	I can get through something even when I feel frustrated.				
	I can calm myself when I feel stressed or nervous.				
MOTIVATION, AGENCY, AND GOAL-SETTING	I hold high expectations that motivate me to seek self-improvement and encourage growth in those I lead.				
	I take action and impact change on issues that are important to me and the larger community.				
	I set measurable, challenging, and attainable goals and have clear steps in place to reach them.				
PLANNING AND ORGANIZATION	I modify my plans in the face of new information and realities.				
	When juggling multiple demands, I use strategies to regain focus and energy.				
	I balance my work life with personal renewal time.				

Social Awareness		Very difficult	Difficult	Easy	Very easy
EMPATHY AND COMPASSION	I can grasp a person's perspective and feelings from verbal and nonverbal cues.				
	I pay attention to the feelings of others and recognize how my words and behavior impact them.				
	I show care for others when I see that they have been harmed in some way.				
PERSPECTIVE TAKING	I work to learn about the experiences of people of different races, ethnicities, or cultures.				
	I learn from those who have different opinions than me.				
	I ask others about their experience & perspective before offering my version of events.				
UNDERSTANDING SOCIAL CONTEXT	I understand the systemic, historical, and organizational forces that operate among people.				
	I appreciate and honor the cultural differences within my school community/workplace.				
	I recognize the strengths of young people and their families and view them as partners.				

Relationship Skills		Very difficult	Difficult	Easy	Very easy
COMMUNICATION	I stay focused when listening to others and carefully consider their meaning.				
	I can articulate ideas that are important to me in ways that engage others.				
	I can have honest conversations about race and racism with young people, their families, and other community members.				
BUILDING RELATIONSHIPS AND TEAMWORK	I connect meaningfully with young people, their families, colleagues, and community members who are from a different race, culture, or socioeconomic background than I am.				
	I get to know the people around me.				
	I work well with others and generate a collegial atmosphere.				
	I make sure everyone has had an opportunity to share their ideas.				
CONFLICT MANAGEMENT	When I am upset with someone, I talk to them about how I feel and listen to their perspective.				
	I openly admit my mistakes to myself and others and work to make things right.				
	I can work through my discomfort when dealing with conflict, listen to feelings from all parties, and help them understand different perspectives.				

Responsible Decision-Making		Very difficult	Difficult	Easy	Very easy
PROBLEM ANALYSIS	I gather relevant information to explore the root causes of problems I see.				
	I recognize the need to continually grow, to examine the status quo, and to encourage new thinking in my school community.				
	I involve others who are impacted* to **explore a problem collaboratively** before choosing a solution or launching a new project.				
IDENTIFYING SOLUTIONS	I involve others who are impacted* to **generate multiple solutions and predict the outcome** of each solution to key problems.				
	I find practical and respectful ways to overcome difficulty, even when it comes to making decisions that may not be popular.				
	I consider how my choices will be viewed through the lens of the young people I serve and the community around them.				
REFLECTION ON IMPACT	I take time for self-reflection & group reflection on progress toward goals & the process used.				
	I consider how my personal and professional decisions impact the lives of others.				
	I help to make my personal and professional community a better place.				

*such as staff and colleagues, young people, their families, and other community members -- especially those who are historically underrepresented in decision-making

Review your responses and take action in light of what you learned.

1. Reflect on your responses and any insight you have gained about your ongoing process of social and emotional development.
   If you consider that statements marked as "easy" or "very easy" could be areas of personal strength:
   - How do these strengths affect your interactions with young people and peers?
   - What competencies do your strengths relate to?
   - Which of your strengths do you believe help you to achieve personal and collective goals?
   - Which are you most proud of?

   If you consider that statements marked as "difficult" or "very difficult" could be current areas of challenge:
   - How might enhancing this area benefit your interactions with young people and peers?
   - What competencies do your challenges relate to?
   - Select one or two areas you believe would help you make progress toward personal and collective goals.
   - Develop a strategy to remind yourself to practice this new behavior or bring it up as something to work on with a mentor or a coach.

   When looking at your responses, were there things that surprised you? Were there things that confirmed what you already know about yourself?

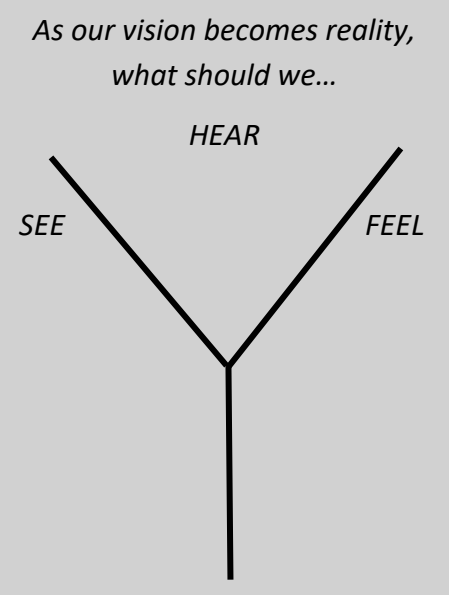
2. **Move from awareness to action.**
   Either individually, with a small group of peers/colleagues, or as a full school community, think about/discuss and list ways that you can activate and model social and emotional competencies throughout the day.
   - For a structured all-staff activity, try these other CASEL tools: Modeling SEL for Students or the Group Reflection Protocol for SEL.

   Consider what you and your peers/colleagues need to grow.
   - Which areas or statements were frequently mentioned as a challenge?
   - What kinds of learning experiences, supports, or changes to structures or environments could help address challenges?
   - In what ways can you (and your small group or school community) stay motivated and accountable to continue growing and reflecting on your social and emotional competencies?

Creating Staff Shared Agreements

Developing shared agreements among staff is an important step between establishing a shared vision and defining specific schoolwide norms and routines to promote SEL. A shared vision is a statement of the school community's hopes for what students will experience at school. Shared agreements describe how all staff will contribute to the realization of this vision and maintain a work environment that enables everyone to stay committed. The co-creation of staff shared agreements also serves as a model for teachers as they prepare to facilitate a similar process with their students. Finally, it helps all staff envision how they will model social and emotional competence throughout the year.

1. During an all-staff meeting, **present the shared vision** that was previously developed. If possible, include out-of-school time staff and other partners in this meeting. If not, gather input from them in a parallel, separate process.



2. Ask staff to **describe what they would see, hear, and feel as the shared vision becomes reality**. Organize responses in a Y-chart. To encourage responses from all staff, give time for staff to think and write before sharing and consider using a talking circle, collecting sticky notes, or breaking into smaller groups for this step.

3. Once staff have arrived at a shared understanding of how the school's vision looks in action, work as a group to **define how all staff contribute to realizing the vision.** Set up chart paper around the meeting space with prompts on each. Provide each participant with a marker to write responses, put a check mark next to responses they agree with, and respond to the responses of others. For this "chalk talk", participants should move around the room silently and at their own pace, with enough time to visit and revisit each prompt. If you have a large group, use multiple pieces of paper for each prompt to avoid crowding.

   Suggested prompts:
   - What kind of work environment will help us stay committed to our vision?
   - What mindsets, skills, and SEL competencies will we need to embody to move forward toward our vision? *
   - How will we move toward our vision through the way we communicate and interact with students?
   - How will we move toward our vision through the way we communicate/interact with families?
   - How will we move toward our vision through the way we communicate/interact with each other?
   - How will we hold each other accountable to our agreements?

4. After all staff have spent time with each prompt, ask them to choose a poster that feels most powerful to them, and work with others who chose the same poster to **distill written comments down to a few core action-oriented statements.** Ask each group to record these on paper or type and send them to the facilitator who will organize them into a central document to be shared with everyone or projected in the room.

5. As a group or later as an SEL leadership team, combine similar statements and revise to **reduce to 3-7 broader agreements that encompass all input**. Share these statements back with all participants (and remember to include out-of-school time staff and other partners). **Invite further input** by providing a window of time for staff to think about and respond to this list of agreements by using an exit slip, an anonymous survey, or reconnecting later with smaller, more focused groups such as grade-level teams. By taking time to include everyone at this stage, shared agreements become more meaningful and a better standard for accountability when the school year is underway.

6. **Finalize the staff shared agreements and share these with staff and volunteers as well as students and their families.** Post agreements in common spaces and keep them relevant throughout the year by referring to them in staff meetings, including them as part of agendas, and leveraging them during conversations between staff and administrators.

* Modeling SEL for Students is a good resource to dive deeper on this question.

Figure 1. School Example



A Chicago high school brought their staff together to develop a common understanding of how they would carry out their shared agreements through the way they interacted with students, colleagues, and families. The SEL Leadership Team used their feedback to complete a finalized version of their shared agreements.

Our Shared Agreements:	Always seek to understand	Be professional in every situation	Be open to innovation	Embrace diversity	Develop deeper relationships
With students	Listen to understand. Be compassionate of student needs. Be patient. Be open to student feedback.	Use appropriate academic language within the school. Show respect toward students. Be on time, prepared, kind.	Encourage student input or suggestions Allow positive use of technology in the classroom encourage creative ideas or unique responses	Learn about our students' cultures Teach them what their peers are good at so they know who to go to Let students use their language	Give kids a platform to talk about their lives. Have an open door policy Listen to know the student's life outside of school
With peers	Listen to each other. Communicate. Offer constructive criticism. Ask questions to clarify.	Adhere to professional norms. Come to work on time. Respectfully approach one another. Be on time to meetings.	Share ideas/lesson plans. Try something new.	Be aware of different points of view and your own biases. Sit with someone new.	Get to know your colleagues. Respect and encourage each other.
With families	Ask questions, listen to answers. Use a translator. Give the benefit of the doubt. Respect different parenting styles.	Make appointments Be welcoming and friendly Be calm and respectful Use a translator instead of avoiding the conversation	Ask about their child's needs Send home newsletters. Be flexible with their needs. Share new ideas.	Learn about their culture. Try to get to know the family. Understand differences.	Communicate with families. Invite families into school. Talk to them about positive and negative issues.

TOOL: Modeling SEL for Students

Modeling SEL offers students positive examples of how to navigate stress and frustration and maintain healthy relationships while simultaneously influencing the learning climate. You can engage staff in this activity to reflect on how you will intentionally model SEL as part of schoolwide implementation.

This activity should be used after staff have had an opportunity to engage in foundational learning on SEL. This activity may also be combined with a process for developing shared staff agreements, or for engaging staff in Reflecting on Personal SEL Skills. While this activity is targeted around modeling SEL for students, it can be adapted or expanded to include considerations for how staff will model SEL in their interactions with other staff, families, community partners, etc.

Time: 45 minutes

Materials and preparation: Poster/chart paper, markers, and handout: CASEL's SEL Framework (Download at https://casel.org/sel-framework/). Write each of the five social and emotional competencies on large poster paper and hang them up around the room.

1. Welcome staff and ask them to reflect on the quote: "Children have never been very good at listening to their elders, but they have never failed to imitate them (James Baldwin in "Fifth Avenue, Uptown" published in Esquire, July 1960)." Ask staff to find a partner and share what this quote means to them and how it relates to promoting students' SEL.

2. Review each of the five core social and emotional competencies and how they connect to student outcomes and lifelong success. Prompt staff to think about how students learn these competencies in many ways – through classroom lessons, through afterschool groups, and by "imitating" the way that adults model these competencies. Ask staff to do 1-minute free write to reflect on one way they demonstrated a social and emotional competency when interacting with students in the previous week.

3. Divide staff into five groups and assign each group to one of the SEL competency posters (i.e. "Self-Awareness," "Self-Management", "Social Awareness", "Relationship Skills", "Responsible Decision-Making".) Give staff 5 minutes at their poster to collectively brainstorm how staff can model this competency in their interactions with students. As they brainstorm, a notetaker in each group should record their ideas on the poster paper. After five minutes, ask the group to move to the next poster, read what the previous group has written, then add on to the existing ideas. Rotate until each group has gone to every poster.

4. Provide an opportunity for staff to do a "gallery walk" around all five posters.

5. After staff return to their seats, ask them to write on a post-it one specific way they will model SEL in their interactions with students in the coming week. Ask staff to share what they wrote in small groups, then close out the activity.

6. After this activity, your SEL team can synthesize and type up the ideas to create printed posters or one-pagers that can be distributed to all staff, used in team meetings, and/or hung in classrooms. You can use the template on p.2 to create this. Below the template, you'll find additional examples of how staff might model each of the competencies.

Blank Template:

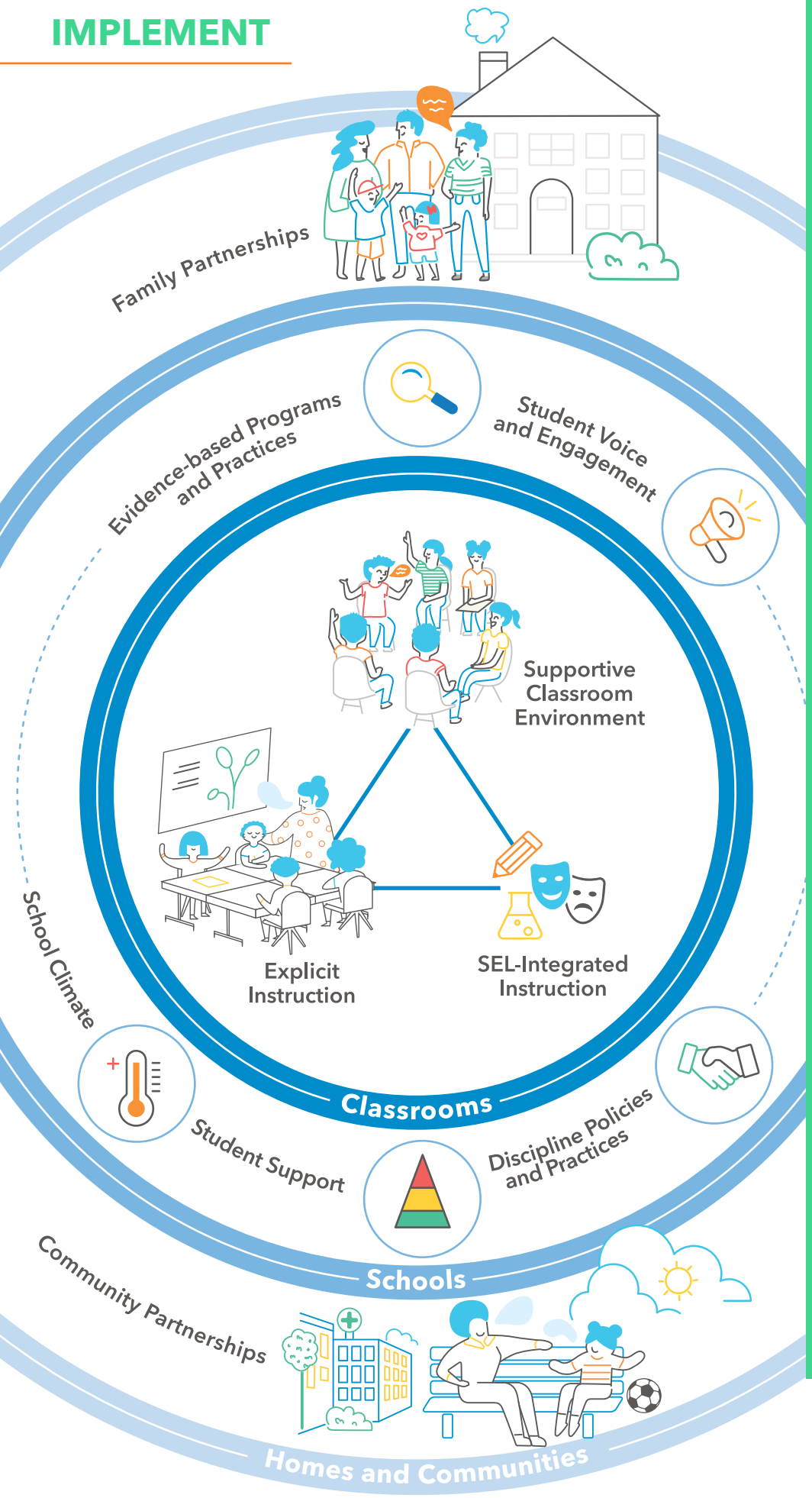
SEL Competency	How will we model this competency in our interactions with students?
Self-Awareness	•
Self-Management	•
Social Awareness	•
Relationships Skills	•
Responsible Decision-Making	•

Sample Completed Template:

SEL Competency	Modeling examples for school staff
Self-Awareness	• Identify and name emotions in the moment: "I feel ___ when things like this happen." • Ask students for feedback on your instructional practices: "I tried something new today with this activity. What did you think? Should we do it again?" • Admit mistakes and say how you'll make things right: "I'm sorry I was in such a rush that I forgot to greet you this morning. If you have a few minutes after class, I'd love to hear how your baseball game went yesterday." • Notice and communicate that you value the personal, cultural and linguistic assets students possess and bring with them into the class community. • Identify and discuss your strengths and limitations: "I recognize that I have a hard time with ___ so I'll have to take some time to reflect before we talk again." • Reflect on your own cultural lens and identify biases that may exist as a result of that lens. • Build awareness of how your emotions impact students. • Notice events and ideas and how your body responds to them. • Notice personal behaviors, tone of voice, and personal affect that arise with various emotions/situations. • Demonstrate a growth mindset by describing your own process of continuous improvement or overcoming a challenge: "When I first started taking Spanish in college, I was so nervous to talk in class and it took forever to do my homework, but by the end of the year…"
Self-Management	• Discuss how you set and plan to achieve personal goals and how you improve your own practice: "My teaching goal this year is to design lessons that let you have more opportunities to collaborate with one another. Will you help me brainstorm how I can reach this goal?" • Demonstrate self-regulating and calming strategies in age-appropriate ways: "I'm feeling a little frustrated, so I'm going to stop and take a breath before I decide what to do next." • Acknowledge events that cause stress in your students' lives and in the community, and model practices for processing and managing stress. • Ask students for help when appropriate: "It's my goal to leave ten minutes at the end to check in and wrap up – can you give me a signal if I forget?" • Approach new or unexpected situations as learning opportunities. • Model respectful and restorative language when addressing challenges with students: "What's your perspective about what happened this morning? What do you think should happen to make things right?" • Make space for and encourage students to take action on issues that are important to them and to make choices in their learning so that their school work aligns with their interests and skills.

Social Awareness	• Consider students' perspectives and understand that everyone has their own set of truths and beliefs based on their own experiences. • Model upstanding behavior by noticing and addressing bullying behavior. • Be willing to compromise: "You make a strong point – I'm willing to…" • Ask students about their experience and perspective first, rather than beginning with your version of events: "We all have a lot of thoughts about today's news. I'd like to know what's on your mind." • Model appreciation and acceptance of others' beliefs and cultural differences. • Reflect and admit when you have treated others unfairly and try to repair harm. • Treat students' families and community organizations as partners who can support your work with students.
Relationship Skills	• Greet students by name daily. • Build a connection with someone in your school with whom you do not normally interact. • Take time to reflect on potential outcomes before responding to challenging students. • Get to know students and allow them to get to know you within your individual comfort level and appropriate boundaries. • Model fairness, respect, and appreciation for others. • Provide opportunities for students to work together and give specific praise for strong teamwork and collaboration: "I saw how you built a plan and divided responsibility so everyone could work to their strengths." • Acknowledge the efforts of others with encouragement and affirmation: "I notice you stepped out of your comfort zone when you volunteered to act out that scene. You've really grown." • Intervene when you hear language that is racist, sexist, ableist, or homophobic, or when you see a student being targeted by peers.
Responsible Decision-Making	• Model problem-solving strategies, like gathering all relevant information before drawing a conclusion. "I didn't see what happened. I'll need to hear each side of the story before we can brainstorm some solutions." • Transparently incorporate student suggestions and perspectives when making decisions that impact the classroom, and make decisions collectively when appropriate: "I'm making a change to the homework policy based on the suggestions you shared last week." • Consider legal and ethical obligations before making decisions. • Consider how your choices will be viewed through the lens of students.

IMPLEMENT



FOCUS AREA 3

Promote SEL for Students

Focus Area 3 describes key components for building aligned and coherent strategies that promote SEL across the different settings students experience throughout the day.

CLASSROOMS: Use the tools in this section to provide opportunities for explicit SEL instruction, to integrate SEL into academic content and learning structures, and to build supportive classroom environments.

SCHOOLS: Use the tools in this section to help foster a supportive school climate, adopt evidence-based programs and practices, elevate student voice and engagement, and align student support structures and discipline policies and practices to SEL.

HOMES and COMMUNITIES: Use the tools in this section to build meaningful family and community partnerships and two-way communication to gain insight, align SEL goals, and share resources to support students.

Learn more about this component of schoolwide SEL at schoolguide.casel.org/**focus-area-3/**.

ESSENTIAL TOOLS from FOCUS AREA 3



Developing Schoolwide Norms - describes 3 possible approaches to include all students in a collaborative process to define how all students and staff will behave and interact to contribute to a positive school climate.	45
Selecting an Evidence-Based Program - offers guiding questions to determine whether an evidence-based program answers the needs of your students, families, teachers, school, and district.	47
SEL in the Classroom Self-Assessment - helps teachers assess strengths and areas to develop as they promote SEL through explicit instruction, integration into academic instruction, and a supportive classroom climate.	49
Strategies for Establishing School-Family Partnerships in Support of SEL - suggests ways that the SEL team can further engage families in learning about, supporting, and promoting SEL.	51
Coordinating SEL Work with Community Partners - offers guidance on how to leverage community partnerships by deepening SEL alignment and practice and planning for collaborative communication and continuous improvement.	53

ADDITIONAL RESOURCES AVAILABLE at SCHOOLGUIDE.CASEL.ORG

- Tools to support in aligning school discipline practices and systems of support for students with the school's SEL vision
- Sample lesson plans, activities, and self-assessments to help teachers integrate SEL with academic instruction
- Examples and links to toolkits for elevating student voice
- Videos and discussion guide to facilitate stronger partnerships with students' families
- Planning tools for strengthening alignment between the school and its community partners

Developing Schoolwide Norms

Schoolwide norms are a set of agreed-upon expectations of how all students and staff will behave and interact to contribute to a positive school climate. Once developed, it's important to create opportunities to share and reinforce these norms with all staff, students and community partners. In addition to posting the norms throughout the building, many schools develop lesson plans, host school assemblies, and embed norms into daily school activities. It's vital to regularly reflect on the norms, celebrate examples, address lapses, and keep them alive and authentic throughout the school community all year long.

Below are some suggested approaches for collaboratively developing schoolwide norms:

Elementary Schools

Teacher-led classroom voting

1. Ask each classroom or homeroom teacher to introduce this exercise by explaining the definition, purpose, and importance of norms and giving examples of what norms might look like.

2. Teachers can then ask students guiding questions, such as:
   What type of school do you want to be a part of?
   ¿De qué tipo de escuela quieres formar parte?
   What would it look like and sound like?
   ¿Cómo se vería y se escucharía?
   How would people talk to each other?
   ¿Cómo se hablaría la gente?
   How would people resolve a problem or a conflict?
   ¿Cómo resolvería la gente un problema o un conflicto?

3. Teachers then work with their class to summarize their responses into three to five positively-stated norms, and submit their class's list to the SEL team.

4. The SEL team reviews answer from all classrooms for common themes, selecting about 10 agreements.

5. The SEL team can then create a survey in which all students and staff vote on the norms that best represent the common themes, and choose the top three to five norms.

Middle or High Schools:

Student-led classroom voting

With older youth, norms can be more powerful and engaging if students are invited to lead the norm-development process.

1. Identify student representatives from each classroom that represent the diversity of the school. It's important that representatives are not your traditional school leaders, but students who represent different perspectives, achievement levels, behaviors, cultures, values, etc.

2. Engage the group in a discussion around the meaning and purpose of schoolwide norms. This group should then decide on a process for engaging the larger student body in creating norms. You may choose to use the following steps as guidance for a process:

3. In each classroom or homeroom, the student representative introduces the exercise by explaining that as a school they will be developing schoolwide norms and that all students and staff are invited to submit recommendations for norms.

4. The student representative then explains the definition, purpose and importance of norms and gives examples of what norms might look like.

5. The student representative asks students to share reflections on guiding questions, such as:

   What type of school do you want to be a part of?

   ¿De qué tipo de escuela quieres formar parte?

   What would it look like and sound like?

   ¿Cómo se vería y se escucharía?

   How would people talk to each other?

   ¿Cómo se hablaría la gente?

   How would people resolve a problem or a conflict?

   ¿Cómo resolvería la gente un problema o un conflicto?

6. Next, the student representative opens the floor for suggestions, keeping notes on a whiteboard or chart paper until they have 5 to 10 suggestions for norms. Student representatives then submit their classroom's suggestions to the SEL team.

7. The SEL team can then create a survey in which all students and staff vote on the norms that best represent the common themes, and choose the top three to five norms.

Alternative Approach

Appropriate for PreK-12

Beginning with Classroom Shared Agreements: Ask each classroom or homeroom to create a set of classroom shared agreements. The SEL team collects those shared agreements and looks for common themes that would be applicable to a schoolwide setting.

The SEL team then creates two to three draft versions of schoolwide norms, explains how they were developed, and asks the whole school to vote on a final set of schoolwide norms.

Selecting an Evidence-Based Program

Evidence-based programs are an important part of systemic SEL. This tool will help you select a program that aligns with the hopes and needs of staff, students, and families, as well as school and district priorities.

Before you begin: It's essential to involve staff, families, students, out-of-school time providers, and community partners in the process of selecting an evidence-based program, as their perspectives are critical in identifying a program that will be the right match for your school community. Include representatives from these groups on your program selection team with equity in mind – seek out team members who tend to be left out of decision-making (e.g., students and families from underrepresented minority groups or those with special needs) and gather general input from an even broader group of stakeholders. Your team may wish to conduct listening tours or send out a survey to get a wide variety of viewpoints.

Potential questions for parent/staff survey or listening tour:

- *What kind of skill-building is most important in supporting (students/your child) to succeed and thrive?*
- *What kind of school environment is key to support (students/your child) to succeed and thrive?*
- *When making decisions about curriculum and instructional strategies, what should we know about what works best for your (students/child)?*
- *To build positive relationships and a sense of community for your (students/child), what should we know?*
- **(Parents only)** *What can school leaders/your child's teachers do to help you to feel connected and included in our school community?*
- **(Staff only)** *As we research potential SEL programs, what is your advice for selecting a program that will work well in our school?*

Potential questions for student survey or listening tour:

- *Imagine an ideal school, one you would look forward to going to every day and where you could learn a lot. What does it look like? Sound like? Feel like?*
- *What kinds of skills will help you achieve your goals for your future? In what situations do you get to practice those skills now?*
- *What are teachers or other school staff doing now to help you and others practice social and emotional skills (for example, processing your emotions, showing empathy, understanding other perspectives, working with others, making responsible decisions)? Is it going well? How could it be better?*
- *What are teachers and other staff doing to help students be successful and feel like they are part of the community here? Are all students treated fairly? What could be better?*
- *As a young person, what are the biggest challenges you face?*

Note: You may have asked similar questions if you've recently developed a shared vision.

Based on what you heard from staff, families, students, and the community, discuss the following questions as a selection team:

1. **What would a program need to include so that it is able to meet the needs of our student population and their families?** (Consider cultural relevance and responsiveness, language needs, etc.)

2. **What kind of program or approach (e.g., lesson-based, academic integration, teacher practices, organizational) makes sense based on the needs of our teachers?** (Consider training and support needs, goals for students, school day structure, etc.)

3. **What district goals should we keep in mind while selecting an SEL program?** (Does the district have a Graduate Portrait or specific goals around increasing academic performance? Upending discipline disparities? Providing opportunities for student leadership?)

4. **What school priorities will our evidence-based program for SEL need to align with?** (Does the school have a vision? Other initiatives and priorities such as parent engagement, state SEL standards, or student voice?)

Keeping in mind your answers to the questions above, use the CASEL Program Guides to identify two to four evidence-based programs that you are interested in learning more about. Use the Rating Tables to identify program candidates (consider grade ranges covered, approaches used to promote SEL, settings that reinforce SEL). Then, use program description pages to continue to narrow your search.

Once you have narrowed down to two to four potential programs, gather additional information by visiting the websites of the program providers and contacting them directly to receive answers to specific questions, request sample materials, etc. You may wish to invite programs to give short presentations for your evidence-based program selection team. *When reaching out to providers, developing specific questions related to your context will help them better describe the components of their programming that meet your needs.*

Selecting an Evidence-Based Program

After reviewing the CASEL Program Guide, place the names of the evidence-based programs you selected in the first row of the table below. Then, rate and compare each program based on the questions in column one.

	[Name of EBP]	[Name of EBP]	[Name of EBP]	[Name of EBP]
The program aligns with what is most important to our students and their families.	1 2 3 4 Notes:	1 2 3 4 Notes:	1 2 3 4 Notes:	1 2 3 4 Notes:
The program aligns with what is most important to our staff and meets the logistical needs of teachers (it can feasibly be accomplished during the school day, is in a format that teachers will find useful, teachers can feasibly attend the amount of training required, etc.)	1 2 3 4 Notes:	1 2 3 4 Notes:	1 2 3 4 Notes:	1 2 3 4 Notes:
The program's outcomes align with our district's goals.	1 2 3 4 Notes:	1 2 3 4 Notes:	1 2 3 4 Notes:	1 2 3 4 Notes:
This program will integrate well with things we are already prioritizing at our school.	1 2 3 4 Notes:	1 2 3 4 Notes:	1 2 3 4 Notes:	1 2 3 4 Notes:
Total Points				

SEL in the Classroom Self-Assessment

TEACHER/CLASSROOM: _____ DATE: _____

Use this self-assessment three to four times over the course of the year to assess your strengths and areas to develop as you promote SEL through explicit instruction, integration into academic instruction, and a supportive classroom climate. Place a check in the column that indicates the frequency of each indicator. For indicators that you rate as "sometimes" or "infrequently," consider what strategies, resources, or support you may want to use to deepen your SEL practice. For indicators you rate as "unsure," consider what additional information or feedback you want to gather.

Markers of SEL in the Classroom		Often	Sometimes	Infrequently	Unsure
Explicit Instruction	I use an evidence-based approach to teach social and emotional skills in a sequenced, active, focused, and explicit way and on a regular schedule.				
	I teach SEL in a way that is developmentally appropriate and culturally responsive for my students.				
	My students lead routines, share their perspectives, and reflect on their experiences during SEL instruction.				
Integration of SEL into Academic instruction	SEL standards/goals are embedded into my academic lessons (see sample lesson plans).				
	Students make connections between SEL and what we're learning and initiate reflection and discussion.				
	I foster academic mindsets by helping students set goals, commending academic risk-taking and incremental progress, showing students how to correct mistakes, and framing struggle as a key part of the process of learning.				
	I select content and plan instruction that links to students' lived experiences and frames of reference and by anticipating support that individuals may need to access content and participate fully.				
	I design learning activities that allow students to explore issues that are important to them and co-create solutions to improve the classroom, school, or community.				
	Class time is balanced with periods of teacher-led instruction, student talk and interaction, and time to work/reflect alone.				
	I prepare students to engage in classroom discussions by actively listening to their peers, affirming and respectfully challenging each other's ideas, and formulating questions.				
	I ask open-ended questions to surface student thinking and probe students to elaborate on their response.				
	I use collaborative structures that require students to communicate, cooperate, share responsibility, monitor that all ideas are heard, and problem-solve.				
	Students reflect on what made their collective work successful and/or challenging and plan for improvement.				

Supportive Classroom Climate	My class has co-developed shared agreements for how we will treat one another, and we check in regularly about how we are living by our shared agreements.				
	Students know, follow, initiate, and provide input and feedback on our regular classroom routines and procedures.				
	I communicate that I appreciate each student as an individual and am interested in knowing them.				
	I check in and follow up with students about their perspectives and concerns.				
	I facilitate class meetings, circles, or other intentional community-building activities to cultivate a culture of personal connection, mutual support, and belonging.				
	I vary student grouping so that each student gets to know and work with everyone else.				
	My classroom environment, activities, and interactions affirm students' diverse identities and cultures. We share and learn about each other's lives and backgrounds.				
	I teach, model, and reinforce language and strategies that help students to express empathy, resolve conflicts, repair harm, self-reflect, and self-regulate.				
	When classroom agreements are breached, I respond in a way that is discreet, developmentally appropriate, culturally responsive, and restorative (such as using empathetic listening, "I" statements, and open-ended questions).				

Strategies for Establishing School Family Partnerships

Use Two-Way Communication with Families	Orient families to what SEL is, why it's essential to high-quality education, and the roles in which they may provide feedback and input about schoolwide SEL. Two-way communication vehicles (see below) can maximize teamwork and minimize misunderstandings.
	
	• Set a positive tone by communicating with families at the beginning of the school year. Start off by gathering information about family preferences, talents, and availability. Engage families with welcoming letters and learn more about them by asking them to complete brief surveys about family preferences for school-home communications and involvement and their perceptions of SEL (Albright, Weissberg, & Dusenbury, 2011).
	
	• Ask families to complete "talent cards" or student information sheets to get family perceptions of their student's strengths. Inviting families to write a letter describing what they love about their child, their strengths, and the ways they like to learn can help schools develop a better understanding of students and proactively begin relationship-building.
	
	• Inform families about available school programs, activities, and policies that support SEL. Sharing SEL policies and practices helps families understand how the school operates and encourages them to partner with the school in supporting student performance.
	
	• Communicate with families about SEL activities using regularly scheduled formal and informal communications, such as class or school newsletters.
	
	• Be flexible and creative in communication about SEL. Find what works for different families. Some families may respond best to written or electronic communications, while others may respond to in-person communication.
	
	  ○ Use "notes-back-and forth" or a traveling journal where school staff can highlight students' successes and SEL skills. Families can reply with information about SEL in the home. This encourages communication not only when students are experiencing challenges.
	
	  ○ Use text or email communication.
	
	  ○ Create a social media page to communicate to parents broadly about school events.
	
	• Post important SEL information on the school's website. Such information might be related to SEL curriculum, homework assignments, climate and culture, and upcoming events.

Engage Families	• Invite families to get involved in SEL by offering volunteer opportunities (e.g., in classes, outside of classes, extracurricular activities, or field trips) and welcoming their input. • Have a translator available for face-to-face meetings. • Encourage parents to attend events like family nights or a "family of the week" program to share occupations, interests, hobbies, culture, and stories. • Give families access to school facilities like computer labs, libraries, basketball courts and weight rooms. Offer classes and engaging experiences so families can experience the school as a center of community activities (Jeynes, 2011).

Increase Family involvement in Academic, Social, and Emotional Learning	• Provide families with information about children's social and emotional development and how they can support this development at home. • Provide families with information about homework policies and how to support student homework. • Assign SEL activities that involve families as homework. • Listen to families' ideas about ways their children's SEL skills are benefiting them at school and at home. • Listen to families' stories and ideas about ways they are promoting SEL at home or suggestions for experiences that can be shared. • Host informational question-and-answer sessions for families so they can better understand schoolwide SEL and any other school activities. • Organize workshops to help families meet students' developmental needs in appropriate ways. Workshops for families with younger children can focus on school readiness, mastery of basic skills, and motivation (Tolan & Woo, 2009). For families with older children, the content can focus on such topics as facilitating transitions to the upper grades, understanding their children's growing desire for autonomy, or addressing risky health behaviors (Reschley & Christenson, 2012). At the high school level, family-oriented programming can turn to such issues as the complexities of the high school curriculum, graduation criteria, and college and career planning, including financial aid resources and support (Mapp et al, 2008). Provide informational sessions about schoolwide SEL practices and standards and how they connect to learning goals for literacy, mathematics, and other core content areas. Discuss ways families can support their students' success in these areas.
Involve Families in Decision-Making	• Organize parent-teacher conferences and meetings that encourage families to be involved in decisions affecting their children's learning. • Invite families to participate as members of decision-making committees and groups. Encourage participation on the SEL team, school improvement team, and district committees. • Encourage families to participate in school climate surveys and elicit feedback from families on how they think the school year is going.
Bridge Constraints	• Meet with families outside of the school or during evenings or weekends. • Provide interpreters for families to accommodate speakers of various languages. If resources allow, hire a family liaison to help address language and cultural challenges by developing newsletters, assisting in conferences and meetings, and planning family outreach events.
Increase Capacity of School Staff to Partner with Families	▪ Facilitate professional learning opportunities related to partnering with families and encouraging family involvement in the school. ▪ Focus professional learning on how to cultivate productive relationships with families, personalize connections and interactions with families, and collaborate and leverage cultural richness and diversity for effective engagement strategies.



Coordinating SEL Work With Community Partners

School communities can deepen the impact of systemic social and emotional learning by thoughtfully and intentionally leveraging community partnerships. Through prioritizing alignment – in language, in strategies, in practice and in communication around SEL – we ensure that youth have opportunities to deepen their SEL skills in seamless ways across all learning environments.

For school communities eager to begin building meaningful community partnerships, additional tools and guidance can be found in Focus Area 3: Community Partnerships.

Many school communities already have a complex web of community partnerships. Each may serve different youth populations, facilitate different programs, draw from different funding sources, and work toward different outcomes. Keeping track of the efforts and outcomes of each partner and maintaining effective communication and collaborative relationships can be a challenge in the busy school environment.

This tool offers guidance on how an SEL team might leverage those community partnerships in a more intentional manner.

- First, develop an inventory – or a comprehensive list – of all partnerships and document the function and nature of each partnership.
- Second, identify opportunities for deepening SEL practice and alignment.
- Third, establish structures to communicate with key partners about progress, continuous improvement, ongoing alignment, and wraparound support for students.

Part I: Develop an Inventory of all Partnerships

Brainstorm all of the partnerships that are currently working in/with your school community. This should be an exhaustive list of key partners that work with your students, in your school building or community, before or after school, during the summer, or even during the school day.

Community partners may include: out-of-school time providers (before school and afterschool programs), embedded direct service providers, community-based nonprofit organizations, health care providers, university research centers, colleges of education, mission-driven foundations, governmental agencies, and local businesses.

To efficiently kickstart the process, consider identifying a couple SEL team members to lead the brainstorming process. They can prepare a list of partners to share with the SEL team, who can then identify any additional partners who may have been left off the list.

Next, consider adding context around key community partnerships to create a reference document. Helpful information may include: mission and outcome goals, key contacts at the partner organization and the school, schedule/duration of supports, location of programming/supports/services, target audience/population, and other details about the history of partnership (years, funding source, etc.).

Suggested template for documentation

Name of community partner	Mission	Outcome goals	Community partner point of contact	School community point of contact	Schedule and duration of supports	Location of programming, supports, or services	Target audience or population	Additional notes
Community Partner 1								
Community Partner 2								

Part II: Find Opportunities to Deepen SEL Alignment and Practice

Levels of collaboration and engagement will vary among community partners. It is encouraged that school communities share their vision, goals, and priority initiatives for SEL with *all* community partners.

Identify most relevant SEL partners

From the full list of community partners, the SEL team can discuss who should be primary collaborators for SEL. During a team meeting, consider doing a card sort or charting activity to determine which category best fits each community partner:

1) Partners most clearly supporting SEL
2) Partners that can potentially support SEL
3) Partners with no apparent connection to SEL

Discuss touchpoints and levers

Consider the topics and questions below to explore how an SEL team might identify opportunities for deepening SEL collaboration. These suggestions are meant to inspire conversation and ideas that may shape the agenda for a collaborative meeting with partners. As partnerships are strengthened, revisit these questions periodically as a check-in.

<u>Understanding SEL practices</u>

- What opportunities exist in the partner's setting for young people to grow and develop socially and emotionally?
- How do the partner's goals align with supporting youth in the development of their social and emotional skills and competencies?
- How advanced is this partner in their knowledge and practice of SEL? What knowledge and practice can be shared across contexts?
- If there are aspects of the community partners' work that promote SEL in subtle ways, are there opportunities to make this more intentional and explicit?

Creating a shared vision

- How can we best share our vision for SEL and learn from our partner about their vision for SEL?
- Should we develop a shared vision for SEL across contexts and work?

Spreading the word

- How can each side of the partnership share communications around SEL with their networks?
- How can families be engaged authentically? Are there family engagement sessions where SEL could play a role?

Fostering collaboration

- Is there a possibility of having joint professional learning opportunities with staff from all sides of the partnership?
- Are there opportunities for staff to cultivate their own social-emotional competence together?
- Could there be facilitated cross-site visits, where staff from the school community and staff from the community partnership have a chance to see one another in action and witness each other's approach to SEL?

Engage in collaborative planning

In a joint meeting with the school SEL team and a given community partner, consider common SEL goals. Then, identify what practices are already happening in the school and in the partner's work to support that goal. As a team, discuss what opportunities exist for alignment and identify what key personnel will be involved in implementation.



This process for collaborative planning is adapted from Beyond the Bell, a project from the American Institutes for Research.

Part III: Planning for Follow-Through

Structures for communication and continuous improvement are critical for building an authentic, sustainable partnership. To maximize the impact of aligned efforts, schools and community partners must think about how they will communicate over time and work together to use data to continuously improve.

Communicating for impact
What structures will exist for communication between adults working in the school and in the community partner organizations that work with the same young people?

Consider the following questions:

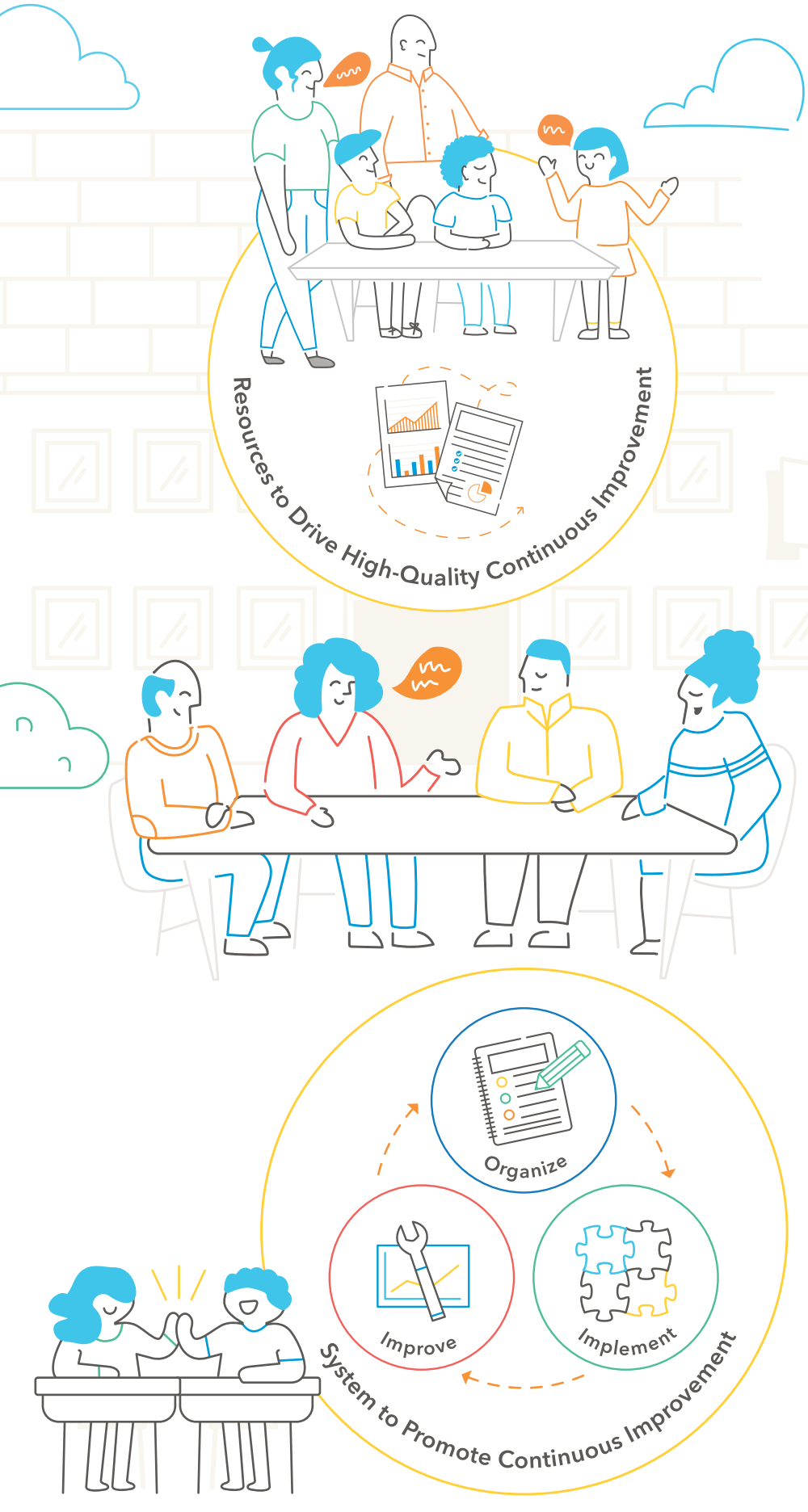
- How do we currently communicate?
- Who needs to be informed, and what do they need to be informed about?
- What communication needs to occur to achieve our outcome goals, and how often?
- How can we communicate efficiently and consistently?

Aligning continuous improvement
To practice continuous improvement is to establish a structured, ongoing process for collecting, reflecting on, and using data to inform decisions and drive improvements with SEL implementation. This requires tracking efforts, measuring progress, examining and reflecting on data, and adjusting the course as necessary.

In an authentic partnership, engaging in continuous improvement collaboratively can help deepen understanding of each other's practice, leverage each party's unique strengths, and foster open dialogue. In creating structures where school-day and community partners come together to share data, examine their progress together, and strategize about how to improve, SEL becomes a sustainable, integrated practice across contexts.

Consider the following questions:

- What kind of data will help us measure collective progress toward our shared goals?
- What data is already being collected by the school and by the partner? How frequently?
- Do we need to collect new data, or can we modify the way we currently collect data to better inform decisions about SEL implementation?
- What data would be important to share/can legally be shared? How frequently?
- How often should the school and community partner(s) come together to discuss continuous improvement efforts, and what meeting format would work best to promote equity of voice and solution-oriented discussion?



FOCUS AREA 4

Reflect on Data for Continuous Improvement

Focus Area 4 is not a "final step" but rather the ongoing process of setting goals, measuring progress, addressing challenges, and adjusting plans to improve SEL implementation and impact. The SEL team will launch the continuous improvement cycle by setting measurable goals and identifying data sources to monitor implementation and outcomes. When the implementation plan is underway, the SEL team will review data on a regular basis to learn whether SEL strategies are driving toward intended outcomes and make course corrections as necessary. As SEL goals are reached, the process continues as the SEL team plans ways to sustain success and sets new goals.

Resources within this focus area will help the SEL team drive high-quality continuous improvement by using data to organize, implement, and improve schoolwide SEL.

Learn more about this component of schoolwide SEL at: schoolguide.casel.org/**focus-area-4/.**

ESSENTIAL TOOLS from FOCUS AREA 4



Indicators of Schoolwide SEL Walkthrough Protocol - observation tool to collect data to support the continuous improvement of schoolwide SEL implementation	59
SEL Data Reflection Protocol - a process for team members to describe what they see in the data, make inferences, and share implications for future work	71

ADDITIONAL RESOURCES AVAILABLE at SCHOOLGUIDE.CASEL.ORG

- A survey to gather perceptions from staff, families, and community partners to inform decisions and next steps
- Links to the SEL Assessment Guide and other sources for selecting assessments of students' SEL competencies and school climate
- More protocols to learn from data, identify root causes of problems, and strategize for improvement

TOOL: Indicators of Schoolwide SEL Walkthrough Protocol

Collaborating closely with out-of-school time partners? See the OST-enhanced version of this tool

School _____ Observer Name(s) _____ Date _____

Definitions

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across classrooms, the school building, and in collaboration with families and community partners. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students.

Purpose

This protocol is designed to help school-based SEL teams and/or observers look for indicators of schoolwide SEL. The protocol is designed to support the continuous improvement of schoolwide SEL implementation. School-based SEL teams can use data from this protocol to set schoolwide implementation goals, reflect on and track progress, and develop or adjust action plans. By rating the indicators of schoolwide SEL, the walkthrough protocol allows observers and teachers to focus on feedback and development. It is not a comprehensive evaluation system, but should be one of multiple measures for coaching and feedback. Schools are encouraged to be inclusive by involving a broad range of stakeholders in use of this walkthrough protocol, which could also include students and family members.

Design

This protocol is divided into two sections that allow observers to look for evidence of schoolwide SEL across multiple contexts:

- **Section 1: Classroom climate and practices.** This section provides guidance on observing classroom climates and practices. It is not intended to provide data on individual teacher or classrooms. Rather, it should be used to support teams tracking the progress of schoolwide SEL implementation *across* classrooms. Before beginning observations, it is helpful to explain to teacher the purpose of the visit and to observe multiple classrooms during different times of the day.
- **Section 2: Schoolwide systems and practices.** This section provides guidance on observing schoolwide SEL implementation across the school's climate, family and community partnerships, and continuous improvement systems. In addition to observations in school common areas, it is necessary to have conversations with school staff, leadership, the SEL team, community partners, and students and/or their families to better understand how SEL is being implemented across contexts. When having conversations with these stakeholders, request relevant artifacts to help score the protocol accurately.

Scoring

- When using the rubric, score each item on a scale from 4 (strong evidence) to 1 (weak or no evidence).
  Section 1
  - "4" indicates strong evidence that SEL is internalized and owned by teachers and students.
  - "3" indicates that classrooms are effectively promoting SEL but efforts are mostly teacher-led.
  - "2" indicates that classroom practices attempt to promote SEL but are inconsistent.
  - "1" indicates that there is not yet evidence that classroom practices are attempting to promote SEL through this item. If there was an opportunity to see something and it was not done, that should be a "1"

- Score "not observed" if you do not have enough information to provide an accurate score. This should be used sparingly. Scoring "not observed" may be due to time constraints and not being in a classroom long enough to see a particular strategy or behavior.
- Each component in this section includes "look-fors" that are intended to serve as guidance only. These look-fors are not an exhaustive list and should not be the only practices and strategies to look for.

Section 2

- "4" indicates strong evidence that SEL is seamlessly integrated into schoolwide systems and practices.
- "3" indicates that schoolwide systems and practices are effectively promoting SEL but not yet fully integrated into all aspects of the school.
- "2" indicates that schoolwide systems and practices attempt to promote SEL but are inconsistent.
- "1" indicates that there is not yet evidence that schoolwide systems and practices are attempting to promote SEL through this item.
- Score "not observed" if you do not have enough information to provide an accurate score. This should be used sparingly. Scoring "not observed" may be due to time constraints, not being in common areas long enough to see a particular strategy or behavior, or not being able to observe SEL practices and strategies that occur outside of the regular school day.
- Each component in this section includes "look-fors" that are intended to serve as guidance only. These look-fors are not an exhaustive list and should not be the only practices and strategies to look for.

Procedure

- Classroom
  - Identify which classrooms you will visit before getting started, and let each teacher know the purpose of the walkthrough and how many observers to expect. It is important for them to know that you are not evaluating their classroom, and instead are observing SEL implementation in multiple classrooms and throughout the school building. It is good practice to share the results of the walkthrough once it is completed, since it is a learning opportunity for all educators in the building.
  - Be systematic and consistent with how long you spend in each observed classroom. This protocol was designed to be used with 15-minute visits to each classroom. This short of an interval allows observers to visit more classrooms and common areas. However, such a short interval can result in data that are less reliable. For example, only being in a classroom for 15 minutes means you will miss a lot of the instruction that will happen during rest of the day. Results of the walkthrough will be impacted by when you are and are not in each classroom. More accurate data can be collected if classrooms are visited for longer amounts of time of time. The most important factor is consistency in observations. If you observe one classroom for 30 minutes, be sure the rest of your classroom observations are also 30 minutes long.
  - Be mindful of how note taking can be perceived by educators. In some instances, it may make them feel uncomfortable, so consider not taking notes when you're in the classroom. If you don't take notes in the classroom you can write them down afterwards once leaving the room.
- Schoolwide
  - Before getting started, identify stakeholders who are available and willing to have a conversation about schoolwide SEL with observers. It is helpful when building leaders, educators, support staff, students, and families can provide their perspectives on schoolwide SEL and how it is being implemented.
  - Request artifacts that relate to schoolwide SEL to help with scoring this walkthrough protocol. Asking about artifacts before starting the walkthrough can identify SEL practices and strategies to look for. Asking about artifacts after the walk allows observers to follow upon SEL practices and strategies they observed in practice.
  - Identify which common areas you will observe before getting started. You will want to visit areas where students and adults are interacting, such as the main office, cafeteria, library, gymnasium, and outdoor spaces.
  - Make sure to time the walkthrough so you are in hallways during transitions.
  - Score this section of the protocol Score this section of the protocol after all common areas have been visited, and after having conversations with stakeholders and reviewing any artifacts they offered. Each of these will be important to draw upon when scoring this section.

Section 1: Classroom Climate and Practices

This section guides observers in looking for evidence of schoolwide SEL across classroom climate and practices. It is not intended to evaluate or assess individual teacher or classrooms. Before beginning the walkthrough, it is helpful to explain to teacher the purpose of the visit and to observe multiple classrooms during different times of the day.

	4	3	2	1	Not Observed
1. Supportive classroom climate **Classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.**					
1a. Teacher-student relationships **Look for/Learn about:** **-Addresses each student by name** **- Response to student needs** **- Positive teacher language** **- Affirming student efforts** **-Students sharing ideas, perspectives, concerns**	**Virtually all students share their ideas**, perspectives and concerns with their teacher and their peers. Teacher joins in students' activities, **positively communicates** and demonstrates warmth and enjoyment with students. Teacher **acknowledges students by name** and **affirms student** interests, efforts and accomplishments in the classroom. Teacher demonstrates awareness to and **responds to students' needs** and demonstrates that they **appreciate each student as an individual**.	Over half of students share their ideas, perspectives and concerns with their teacher and their peers. Teacher acknowledges students by name and affirms student interests, efforts and accomplishments in the classroom. Teacher demonstrates awareness to and responds to student needs and demonstrates that they appreciate each student as an individual.	Less than half of students share their ideas, perspectives and concerns with their teacher and their peers. Teacher attempts to build a positive relationship with students. Teacher does not seem aware that some students are not participating fully in classroom activities	Students are not yet sharing their ideas, perspectives and concerns with their teacher. Teacher is primarily concerned with conveying content There is not yet evidence that the teacher has established positive relationships with all students.	
1b. Cultural responsiveness **Look for/Learn about:** **- Teacher learns about students' cultures, backgrounds, talents, and interests.** **- Student experiences and identities reflected in classroom materials, curriculum, and/or instruction** **- Posted student work that reflects their identities, cultures, and/or life experiences** **-Students of all subgroups actively engaged in classroom activities**	**Virtually all students share about their lives and backgrounds.** Students of all subgroups (e.g. race, gender) are **actively engaged** and **collaborate with one another** and try to **understand each other's perspectives**. Teacher **encourages** students to **share** their stories with one another and to have **pride** in their history and linguistic and cultural identities.	More than half of students of all subgroups share about their lives and backgrounds. Teacher encourages students to share their stories with one another and to have pride in their history and linguistic and cultural identities Affirming materials, messages and images about students' racial and ethnic identities are present throughout the classroom	Less than half of students share about their lives and backgrounds. The teacher is somewhat using instructional practices that draw upon students' lived experiences. Teacher uses classroom materials and curriculum that are representative of diverse groups.	Students are not yet sharing about their lives and backgrounds. The teacher is not yet using instructional practices that draw upon students' lived experiences. There is no classroom library or other available materials that contain multicultural content that reflect the perspectives of and show appreciation for diverse groups yet.	

	Teacher affirms students' languages and cultural knowledge by integrating it into classroom conversations and using **materials incorporating students' racial and ethnic identities.**				
1c. Classroom routines and procedures **Look for/Learn about:** **- Classroom activities introduced** **- Predictable routines and procedures** **-Routines and procedures promote expression of social and emotional competencies.**	**Students assume responsibility for routines and procedures** and execute them in an orderly, efficient and self-directed manner, requiring little or no direction or narration. Teacher creates **predictability** in daily classroom routines, **cues** students for upcoming activities, and provides **reminders** when needed of classroom procedures. Classroom routines and procedures are **not overly restrictive and promote autonomy.**	A subset of students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring little or no direction or narration. Teacher provides students with clear guidance when introducing classroom activities, such as what is expected, learning objectives, and whether and how they should collaborate with peers. At times, classroom routines and procedures were observed to restrict expression of student social and emotional competencies.	Students engage in familiar routines and procedures with comfort and ease. Teacher is beginning to provide students with guidance when introducing classroom activities, such as what is expected, learning objectives, and whether and how they should collaborate with peers. Classroom routines and procedures tend to be restrictive and limit autonomy.	Students do not appear to be familiar with classroom routines and procedures, requiring teacher direction or narration. Clear routines and procedures are not yet developed.	
1d. Student-centered discipline **Look for/Learn about:** **- Strategies/tools available for students to problem-solve and self-manage (e.g., reflection posters, reflection sheets, etc.).** **- Use of verbal and non-verbal cues to communicate and promote expected behaviors.** **- Reinforce desired behaviors.** **- Discreet redirection of problem behaviors.**	Students **monitor and regulate** their behavior and emotions in the classroom. Students use **problem-solving strategies and tools** to resolve conflicts. Teacher **redirects** any behavior challenges **respectfully and discreetly** by encouraging student reflection and use of **SEL strategies** and does so consistently across all students. **Teacher models**, teaches and offers specific tools and **problem-solving strategies** that students can use to resolve conflicts, monitor their own behavior and emotions, repair relationships, and seek help when needed in the classroom.	Students attempt to use problem-solving strategies and tools to resolve conflict. Teacher redirects any behavior challenges respectfully and discreetly and does so consistently across all students. Teacher is beginning to teach and offer tools and problem-solving strategies that students can use to resolve conflicts and monitor their own behaviors and emotions.	Few students attempt to use problem-solving strategies and tools to resolve conflict. Teacher's responds to behavior challenges respectfully but takes time away from lessons and/or does not effectively resolve the problem. The approach to student discipline in this classroom relies on punitive consequences, such as removing privileges.	Students are not regulating their behavior and emotions in the classroom. Teacher does not yet respond to behavior challenges respectfully or responds to student misbehavior in a way that is not consistent across all students.	

1e. Community-building **Look for/Learn about:** **- Opportunities for students to connect with each other (e.g., team talk, circles, morning meetings).** **- Physical space is set up to foster community (e.g., whole-group meeting spot, desks arranged for collaboration).** **- Classroom shared agreements posted.**	**Virtually all students contribute** to class discussions, take an active role in supporting their peers, and there is a **strong sense of inclusivity.** **Teacher models warm and respectful classroom interaction** and provides frequent opportunities for students to dialogue, get to know one another, and discuss their social and emotional competencies. Teacher uses **shared agreements** and **classroom routines to help students collaborate and reflect** on how they want to treat one another and learn together in the classroom. The classroom is **set up** in a way that promotes student interaction.	More than half of students contribute to class discussions and participate in activities. Teacher models respectful classroom interaction and provides frequent opportunities for students to dialogue and get to know one another. Shared agreements are present in the classroom but may not be referenced directly. The classroom is set up in a way that promotes student interaction.	Less than half of students contribute to class discussions and participate in activities. Teacher provides some opportunities for students to get to know one another. The classroom is set up in a way that promotes student interaction.	Student are not yet contributing to class discussions and participating in activities. Teacher does not yet use strategies to help students get to know one. The classroom is not yet set up in a way that promotes student interaction.	
2. Explicit SEL instruction **Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.**					
2a. Explicit SEL instruction **Look for/Learn about:** **- Evidence of a SEL program (e.g., posters, circles, related student work, student-of-the-day stickers).** **- Structured SEL lessons.**	Students lead routines or learning activities and regularly connect their perspectives and experiences to instruction. Virtually all students are **actively engaged in explicit SEL instruction**, reflecting on their own social and emotional competencies, **and practicing** the skills they are learning with peers Teacher provides **developmentally appropriate direct instruction on social and emotional skills.** Instruction consistently employs active forms of learning, containing activities that clearly emphasize developing personal and social skills, and targets	More than half of students are actively engaged in explicit SEL instruction, reflecting on their own social and emotional competencies, and practicing the skills they are learning with peers. Teacher provides developmentally appropriate direct instruction on social and emotional skills. Instruction mostly employs active forms of learning, containing activities that emphasize developing personal and social skills, and targets specific social and emotional skills.	Less than half of students are actively engaged in explicit SEL instruction, reflecting on their own social and emotional competencies, and practicing the skills they are learning with peers. Teacher provides some opportunities for students to practice social and emotional skills in ways that are mostly developmentally appropriate and culturally responsive. Instruction targets specific social and emotional skills, but learning is somewhat passive.	Students are not yet participating in explicit SEL instruction. Teacher does not yet provide direct instruction on explicit on social and emotional skills. There are little to no opportunities for students to practice social and emotional skills.	

	specific social and emotional skills. Teacher provides time for students to practice what they are learning.				

3. SEL integrated with academic instruction SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies. This enables ongoing practice of SEL skills and strengthens teaching and learning of academic content.					
3a. Fostering academic mindsets **<u>Look for/Learn about:</u>** **- Visible materials or discussion about mindsets (e.g., growth vs. fixed)** **- Positive verbal and/or non-verbal expectations communicated.** **-Evidence that students are able to redo work when they make mistakes.** **- Challenges normalized and mistakes framed as opportunities**	Virtually all students are actively engaged in academic tasks and discussions. Students **provide constructive feedback to their classmates**, share their thinking and discuss different approaches or answers to questions. Teacher sets **high expectations** and expresses confidence that all students **can persevere** through challenging material. Teacher **facilitates discussions that honor more than one right answer** and expresses interest in students' thinking. Teacher provides specific and frequent **feedback for improvement and offers students opportunities to fix mistakes.**	More than half of students are engaged in academic tasks and discussions. Students share their thinking and discuss different approaches or answers to questions. Teacher sets high expectations for all students and expresses confidence that all students can persevere through challenging material. Teacher expresses interest in student thinking and offers students opportunities to fix mistakes. The teacher provides additional support to guide students through challenges when needed.	Less than half of students are engaged in academic tasks or discussions. Teacher sets high expectations for all students and offers students opportunities to fix mistakes. The teacher provides additional support to guide students but may jump in with the answers rather than allow for productive struggle	Students are not yet engaged in academic tasks or discussions. The teacher does not yet communicate high expectations for all students.	

3b. Aligning SEL and academic objectives **Look for/Learn about:** **- SEL standards and/or SEL learning objectives embedded into academic learning.** **- Connecting SEL competencies to academic content.** **- Students self-assess and/or reflect on use of SEL competencies.**	Virtually all students regularly share their perspectives on **how social and emotional competencies connect to what they're learning** and initiate reflection on their own social and emotional development. Teacher engages students in meaningful discussions that make **connections between SEL and academic content**. Teacher provides time and guidance for **student reflection** on social and emotional competencies. **SEL standards and/or learning objectives** are specified by the teacher and are embedded into instruction.	Most students share their perspectives on how social and emotional competencies connect to what they're learning and initiate reflection on their own social and emotional development. Teacher engages students in meaningful discussions that connect SEL to academic content. Teacher is starting to facilitate student reflection on social and emotional competencies. SEL standards and/or learning objectives are not yet specified by the teacher.	Some students share their perspectives on how social and emotional competencies connect to what they're learning and initiate reflection on their own social and emotional development. Teacher is beginning to engage students in discussions that connect SEL to academic content. SEL standards and /or learning objectives are not yet specified by the teacher.	Students do not yet reflect on social and emotional competencies and make connections to what they're learning. Teacher does not attempt to engage students in discussion that connects SEL to academic content and does not yet facilitate student reflection on social emotional competencies. There is not yet evidence that SEL standards, goals, or learning objectives /guidelines inform instruction.	
3c. Interactive pedagogy **Look for/Learn about:** **- Extent to which teacher facilitates discussions and activities with high levels of student engagement** **- Student self-assessment and/or reflection that occurs during lessons.** **- Teacher's use of cooperative structures (e.g., turn to your partner).** **- Students' collaboration with each other** **- Ratio of student to teacher speech**	**Student talk time exceeds teacher talk time** during instructional time with more than half of students provide input during group discussions. Virtually all students **collaborate effectively** with one another to complete learning tasks and monitor their own interactions to ensure input from all group members. Teacher uses **cooperative learning activities** that encourage all students to apply social and emotional skills to engage with academic content. Teacher provides opportunities for students to discuss and **reflect** on how they are working together as a group and how they can ensure all ideas are heard.	Student talk is equal to teacher talk during instructional time with half of students providing input during group discussions. Teacher uses lesson activities that engage students in meaningful discussion and collaboration around their learning. Classroom discussions and cooperative learning opportunities are structured to help ensure most students' ideas are heard.	Students do less than half the talking during instructional time with less than half of students provide input during group discussions. Teacher tries to use instructional practices that engage students in discussion and collaboration. Teacher talk, or the voices of a small group of students, may dominate the lesson.	Student talk and interaction is minimal. There is not yet evidence that the teacher uses instructional lessons that engage students in discussion and collaboration. Instruction is largely teacher-driven.	
4. Youth voice and engagement (classroom level) Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem-solvers, and decision-makers.					

4a. Youth voice and engagement **Look for/Learn about:** **- Students' contributions to/leadership in the classroom.** **- Student voice and/or choice in learning activities** **- Opportunities for students to share their opinions and devise strategies for classroom improvement.** **-Displays of student work** **- Displays of class survey results**	Students **co-design and lead their own approaches to learning**, and regularly **drive classroom discussions** as developmentally appropriate. Virtually all students give **input** when making choices about classroom projects, operations, and/or routines. Teacher provides students with developmentally appropriate **opportunities to contribute to decision-making** around classroom projects, operations, or routines. Teacher designs instruction around students' interest/motivation and provides frequent opportunities for students to express their point of view, co-construct knowledge, and **make choices about their learning**.	More than half of students give input on classroom projects, operations, and/or routines. More than half of students take on developmentally appropriate leadership roles in the classroom. Teacher offers meaningful choices for students to select from and designs instruction around students' interest/motivation. Teacher provides opportunities for many students to take developmentally appropriate leadership roles in the classroom.	Less than half of students have leadership opportunities in the classroom. Teacher offers meaningful choices for students to select from. Teacher provides opportunities for a few students to take developmentally appropriate leadership roles in the classroom.	Students have minimal input into classroom activities. Learning is predominantly teacher-driven.	

Section 2: Schoolwide Systems and Practices

This section provides guidance on observing schoolwide SEL implementation across the school's climate, family and community partnerships, and continuous improvement systems. For this section, it may be beneficial to include conversations with school staff, leadership, the SEL team, community partners, and students and/or their families to better understand the ways strategies occur within their respective contexts and to review relevant artifacts, along with observations of school common areas.

School					
	4	**3**	**2**	**1**	**Not Observed**
1. Youth voice and engagement (school level) Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem-solvers, and decision-makers.					
1a. Youth voice and engagement **Look for/Learn about:** - There is evidence of student participation (via surveys, journal writing, or other products).	There are meaningful, developmentally appropriate opportunities for all students to **share their opinions, take on leadership roles**, devise strategies for school improvement, and inform	Most students have developmentally appropriate opportunities to elevate their voice and leadership skills. Students are invited to share their opinions and inform decision-making.	Student leadership opportunities are limited to structures like student government, where few students have opportunities to participate. At times, students are invited to share their opinions and inform decision-making.	The school does not yet invite students to share opinions or take on leadership roles.	

- Students serve on decision-making and/or advisory teams. - **There is evidence of service-learning projects or student-led awareness campaigns.**	decision-making around issues that they prioritize.				
2. Supportive school climate The schoolwide learning environment is supportive, culturally responsive, and focused on building relationships and community.					
2a. Sense of community and safety **Look for/Learn about:** - SEL-focused schoolwide norms are displayed in common areas. - Students and staff model social and emotional competencies. - There are inviting, well-maintained common areas. - A variety of meaningful, creative, and recent student work is prominently displayed.	Culturally responsive and collaboratively developed schoolwide **norms** clearly convey how all staff and students agree to interact with each other. Clear **routines and procedures** are evident and contribute to the safety of students and staff in common areas. Students and staff consistently model schoolwide norms and social and emotional competencies.	Clear schoolwide norms for interactions are evident throughout the school. Routines and procedures are mostly followed. Students and staff can navigate common areas safely. Most students and staff model schoolwide norms and social and emotional competencies.	Norms are present in some areas but not consistently followed or reinforced. Routines and procedures are unclear in some areas, but students and staff can navigate most common areas safely. Some students and staff model norms and social and emotional competencies.	There is no evidence that schoolwide norms have been developed yet. Safety may be a concern for students and staff.	
2b. Staff and student relationships **Look for/Learn about:** - Staff greet students as they arrive at school and at class, and in the halls as appropriate. - Staff demonstrate knowledge of students on a personal level.	Staff engage regularly in **positive and encouraging interactions with students in common areas**. At times, students initiate these interactions. Staff demonstrate knowledge of students on a **personal level**. Feedback around norms for common spaces is shared in a way that respects **students' dignity**.	Staff have mostly positive interactions with students in common areas. Feedback around norms for common spaces is shared in a way that respects students' dignity.	Staff have mostly neutral interactions with students in common areas. At times, feedback around norms in common spaces is negatively framed.	Staff have limited or frequently negative interactions with students in common areas.	
2c. Staff relationships **Look for/Learn about:** - Staff greet one another in the halls as appropriate. - Staff demonstrate knowledge of one another on a personal level.	School staff are highly supportive of one another. Interactions are **friendly and respectful**. Staff seek out **collaborative** relationships.	School staff are supportive of one another. Interactions are friendly and respectful.	Staff mostly interact professionally with one another but do not show active support for one another.	Staff do not regularly interact with each other or have negative staff relationships.	
2d. Student relationships **Look for/Learn about:** - Student interactions that are respectful, friendly, and inclusive.	Students seem to genuinely care for one another and hold one another accountable for **respectful interactions**. There is a sense of **inclusivity** among all students.	Student interactions are respectful and friendly.	Students are somewhat respectful to peers, but they may have a few conflicts.	Students are routinely disrespectful to one another and/or have frequent conflicts with peers.	

3. Focus on adult SEL Staff have regular opportunities to cultivate their own social, emotional, and cultural competence; collaborate with one another; build trusting relationships; and maintain a strong community.					
3a. Focus on adult SEL **Look for/Learn about:** - There are documented staff shared agreements. - SEL is integrated into staff meetings. - Staff model social and emotional competencies through their interactions.	Staff have regular **professional learning** opportunities to cultivate adult SEL and SEL strategies. Most staff are regularly engaged in collaborative learning or planning, and **SEL practices are embedded in all staff meetings**. Staff consistently **model** social, emotional, and cultural competencies through their interactions.	Staff have many opportunities to cultivate adult SEL and SEL strategies. Some staff are engaged in collaborative learning or planning, and SEL practices are embedded in some meetings. Many staff model social, emotional, and cultural competencies through their interactions.	SEL topics or practices are occasionally included in staff professional learning or meetings. Few structures exist for staff to collaboratively learn or plan. Some staff model social, emotional, and cultural competencies through their interactions.	SEL is infrequently or not yet part of staff practices, meetings, or professional learning. Few staff model social, emotional, and cultural competencies through their interactions.	
4. Schoolwide supportive discipline Schoolwide discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced.					
4a. Supportive discipline **Look for/Learn about:** - A student code of conduct promotes instructive, restorative, and developmentally appropriate discipline policies and practices. - There is evidence of circles/other restorative practices.	Schoolwide discipline policies and procedures are well-documented and avoid exclusionary discipline. Staff examine discipline data to ensure **equitable** outcomes for students. Staff follow documented **policies and procedures** and are highly-effective at using **restorative, instructive, and developmentally appropriate behavioral responses**.	Schoolwide discipline policies and procedures are well-documented and avoid exclusionary discipline. Staff examine discipline data a few times a year to ensure equitable outcomes for students. Staff mostly follow documented policies and procedures, and most staff use restorative, instructive, and developmentally appropriate behavioral responses.	Schoolwide discipline policies and procedures are documented and mostly avoid exclusionary discipline. Staff examine discipline data a few times a year, but do not effectively use data to ensure equitable outcomes. Staff are inconsistent at following documented policies and procedures. Staff inconsistently use restorative, instructive, and developmentally appropriate behavioral responses.	Schoolwide discipline policies and procedures are punitive, subjective, or not well documented. Staff responses to student behaviors are ineffective, punitive and/or inequitable.	
5. A continuum of integrated supports SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.					
5a. A continuum of integrated supports **Look for/Learn about:** - The SEL team meets regularly with the team or staff responsible for reviewing student referrals and assignments to interventions to ensure coordination and alignment of social and emotional support.	Academic and behavior supports offered at all tiers meet the needs of all students**. SEL language, practices, and priorities are embedded in planning, implementation, and progress monitoring of academic and behavioral supports at all tiers.**	Academic and behavior supports offered at all tiers meet the needs of most students. SEL language, practices, and priorities are included in planning, implementation, and progress monitoring of most academic and behavioral supports.	Academic and behavior supports offered at all tiers meet the needs of some students. SEL language, practices, and priorities are included in planning, implementation, and progress monitoring of some academic and behavioral supports.	The school has not developed a continuum of supports; OR SEL is not yet included in planning, implementation, and progress monitoring of academic and behavioral supports.	

Family and Community

	4	3	2	1	Not Observed
6. Authentic family partnerships Families and school staff have many and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.					
6a. Authentic family partnerships **Look for/Learn about:** - There are family-facing newsletters and evidence of two-way communication between families and teachers. - **There is evidence of family participation in family nights, school events, surveys, etc.** - Families are represented on the SEL team.	The school offers **regular, meaningful opportunities for families to share ideas and feedback** on strategies for supporting students' social, emotional, and academic development. These opportunities are offered in families' home languages and at hours convenient for families to attend. School decision-making teams, including the SEL team, have **representation from family** members.	The school offers several meaningful opportunities for families to share ideas and feedback on strategies for supporting students' social, emotional, and academic development. These opportunities are offered in families' home languages and at hours convenient for families to attend.	The school offers some opportunity for families to share feedback on strategies for supporting students' social, emotional, and academic development.	Families do not yet have opportunities to share feedback on strategies to support students' social, emotional, and academic development.	
6b. Family-school relationships **Look for/Learn about:** - Staff greet and welcome families. - Family-staff interactions are warm and collaborative. - Family responses to school surveys.	Most families report respectful, collaborative, and trusting relationships with staff. School regularly **collects and reviews data** on how families feel about their relationships with staff and the families themselves.	Most families report respectful, collaborative, and trusting relationships with staff. School has collected some data on how families feel about their relationships with staff.	Staff interactions with family appear mostly respectful, but the school has not collected data on how families feel about their relationships with staff.	Staff interactions with family are limited or not consistently respectful.	
7. Aligned community partnerships School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.					
7a. Aligned community partnerships **Look for/Learn about:** - Community partners and/or out-of-school time staff are represented on the SEL team. - There is designated space within the school for community partners to store supplies, conduct work, etc. - Leadership and staff regularly discuss the supports or programs community partners.	School staff and community partners have established, and consistently use**, common language** around SEL. School leaders and other staff **meet regularly** with community partners to plan and execute **aligned strategies and communication** around all SEL-related efforts and initiatives that occur during the school day and out-of-school time.	School staff and community partners have established some common language around SEL. School staff meet occasionally with community partners to discuss aligning strategies and communication around SEL-related efforts and initiatives that occur during the school day and out-of-school time.	School staff and some community partners have established some common language to discuss SEL. School staff and community partners are becoming familiar with each others' strategies and communication around SEL-related efforts.	Staff and community partners still work primarily independently, without intentional alignment.	

Continuous Improvement					
	4	3	2	1	**Not Observed**
8. Systems for continuous improvement Implementation and outcome data are consistently collected, used, and communicated to continuously improve all SEL-related systems, practices, and policies with a focus on equity.					
8a. Systems for continuous improvement **Look for/Learn about:** - Staff meet regularly to discuss data and engage in continuous improvement cycles. - There are newsletters, emails, and posted communications about SEL. - School-level data is communicated with stakeholders in a easy to understand way. - Data elevates youth voice by addressing student perceptions of their learning environment, as well as their strengths and needs.	**Roles, responsibilities, and timelines** are established and followed for collecting and reflecting on data to improve SEL-related systems, practices and policies. Data includes **student perceptions** of their learning environment and provides opportunities to **examine equity** in students' experiences and outcomes. Data on schoolwide SEL is **regularly shared and discussed** with administrators, teachers, school-site support staff, students, families, and community partners. The SEL team uses a structured process **to engage these stakeholders** in determining next steps and creating action plans.	Roles, responsibilities, and timelines are established and followed for collecting and reflecting on data to improve SEL-related systems, practices and policies. Data provides opportunities to examine equity in students' experiences and outcomes. Data on schoolwide SEL is regularly shared and discussed with administrators, teachers, school-site support staff, students, families, and community partners.	Roles, responsibilities, and timelines may be inconsistent for collecting and reflecting on data to improve SEL-related systems, practices, and policies. Data on schoolwide SEL is occasionally shared with some stakeholders.	Roles, responsibilities, and timelines are not yet established for collecting and reflecting on data to improve SEL-related systems, practices, and policies.	

SEL Data Reflection Protocol

This tool, adapted from the ATLAS Looking at Data Protocol from the National School Reform Faculty Harmony Education Center (nsrfharmony.org), presents a structured reflection process for SEL teams and other school stakeholders to observe trends and discuss ideas for continuous improvement of SEL implementation. It emphasizes the importance of examining data with an equity lens and elevating a range of perspectives when interpreting data.

This tool includes:

- A facilitator's guide
- A participant handout
- Suggested prompts for equity-minded data reflection

Why is equity a critical lens for data reflection?

Looking at collected data as a team is an indispensable part of the continuous improvement cycle. Reflecting on data produces new insights, which in turn inform new actions to support systemic SEL implementation. While data can provide many insights, it does not easily show the full reality and lived experience of those it represents. Without an equity lens, conversations about data often lead to 'one-size-fits-all' solutions that obscure biases and ignore differences in environment, identity, and culture. Data reflection should inform decision-making that promotes equitable outcomes for all members of the school community.

For example, if an SEL team is reviewing data from a feedback survey after a family outreach event to inform their strategy for engaging families in SEL implementation, they would need to consider questions like "Do the parents who responded to this survey represent the larger community of families in our school? Who was left out of this survey and how can we gather their perspectives?" or "Do we see a difference in survey responses based on home language/race/education level/age of children/academic achievement of children? What can we learn from those differences about the way we are engaging families?" Without questions that push the team to apply an equity lens, there is a risk of overlooking how aspects of identity such as gender, race, ethnicity, or socioeconomic background contribute to the story the data is telling.

Things to do before using the SEL Data Reflection Protocol

Prepare the data: Data gathered through the continuous improvement process need to be summarized in charts, graphs, or short reports. Schools may be able to rely on district support to provide summaries and visualization of data. In other cases, the SEL team will need members who have skills for visualizing data. To bring equity into the conversation, see if there are ways to organize the data by subgroups (e.g., race, socioeconomic level, gender) that may highlight inequities.

Prepare questions that prompt reflection on equity: Issues of equity are not always apparent in data. Use the final page in this tool, Additional Prompts for Equity-Minded Data Reflection, to find examples of questions that can help push the group to consider additional factors and perspectives when making decisions that will impact the school community. These questions should be thoughtfully interspersed throughout the protocol.

Think about equity of voice: An equity lens should be applied not only to the interpretation of data but also to the team dynamic. Consider what group agreements and/or methods of sharing will best ensure that all members of the team have an equitable opportunity to share their perspective. Facilitators should prepare to call this out explicitly and reorient the conversation if it becomes inequitable. Further, when interpreting data, it is important to consider which voices are not at the table, what blind spots this may create, and whether to seek out more perspectives.

SEL Data Reflection Protocol —Facilitator's Guide

At the start of the meeting:

- Designate a team member to take notes during the meeting.
- Establish norms for discussion or revisit existing norms and how they apply to this discussion.
- Preview the steps below so team members know what to expect. Be sure to explain the difference between describing the data objectively (step 1) and offering interpretations about the data later on.

1. Facts: Describe the data. (3-5 minutes)

The team member who prepared the data gives a brief statement of the data and avoids explaining what she or he concludes about the data.

Ask: ***What do you see?***

Team members describe what they see in the data in a neutral way, avoiding interpretations, judgement, or conclusions. If there is little or inequitable engagement, you can use the following techniques:

- Have team members take notes independently about what they see and then share out.
- Have team members discuss what they see in small groups and then share out.
- Use follow-up prompts:
    - *Look at parts of the data that relate to the students you work with. What do you see?*
    - *Are there any noticeable differences among the populations represented in the data? Similarities?*
    - *Are there any clarifications you need about how the data is presented?*

If judgments or interpretations arise, prompt the team to describe the evidence that supports their argument. Use the following prompts to redirect interpretations:

- *That sounds like an interpretation. Be sure to write that down so we can discuss it later.*
- *Remember, let's try to read the data objectively first so the discussion about interpretations can be well-informed.*
- *We want to wait to make interpretations until we've established what everyone can agree on about this data.*

Compile the team's observations on chart paper, a whiteboard, or anywhere that is visible to the whole team. The notetaker should record the team's observations as well.

2. Omissions: What information is missing in this data? (3-5 minutes)

Ask: ***What additional information could help us interpret this data?***

As needed, use one or more of the following prompts to stimulate discussion:

- *Who is not represented in this data?*
- *Whose experiences or perspectives should we learn more about to understand this data (e.g., students)?*
- *Do certain voices represented have more influence at our school than others?*
- *What personal biases should we be mindful about before we move into the interpretation stage?*
- *What additional context (such as race, gender, ethnic background, socioeconomic level) should frame how we interpret and make decisions using this data?*

3. Interpretations: What does the data suggest? (5-10 minutes)

During this section of the protocol, the team tries to make sense of what the data says about SEL implementation and infer what is or isn't working and why. Encourage the team to think creatively and try to generate as many different interpretations as possible. When appropriate, surface themes from the discussion in step 2 or pose a question to prompt reflection about equity.

Ask: ***What does the data suggest?***

As needed, follow up with:

- *What root causes might best account for what we see in the data?*
- *Think about the students you work with. What does this data mean for them?*
- *In what ways do the actions of school staff members or our organizational routines impact this data?*

If engagement is low or inequitable, use the following techniques:

- Have team members journal independently about their interpretations and then share out.
- Have team members discuss interpretations in small groups and then share out.
- After providing think time, pass a 'talking piece' around the table. When a team member has the talking piece, they may offer a question, a comment, or they may pass. During the passing of the talking piece, team members do not respond directly to one another.

4. Implications for Practice (10-15 minutes)

Ask: ***How might this data inform our approach to schoolwide SEL?***

As needed, follow up with:

- *What are the ways we can innovate to address what we see in the data to be more effective and equitable?*
- *Does the data suggest that any of our practices are ineffective? How could they be changed?*
- *What does this conversation make you think about in terms of your practice? About teaching and learning in general?*

5. Articulating Next Steps (3-5 minutes)

Ask: ***What are our team's next steps to promote continuous improvement?***

As needed, follow up with:

- *Who else needs to see this data? How will we share it?*
- *What else do we need to know before taking action on this data? How will we gather that information?*
- *What are we going to stop doing/start doing/keep doing as a result of this data? How will we communicate that to our staff and stakeholders?*

The team collaboratively develops next steps for taking action, assigns ownership, and sets a timeline for each. Within 24 hours, use the meeting notes to send a summary to all team members.

SEL Data Reflection Protocol – Participant Handout

1. **Facts: Describe the data (3-5 minutes)**
   - Describe—do not interpret or judge.
   - Focus on observations of 'Who,' 'What,' 'Where,' and 'When.'
   - Notice differences/disparities across the data.

2. **Omissions: What information is missing in this data? (3-5 minutes)**
   - Consider the lived experience behind this data. What additional context would be helpful to the team in interpreting and acting on this data?
   - What additional information would give us insight?
   - Whose voices and experiences are not represented?
   - What biases or blind spots might exist within our team as we interpret this data?
   - How could students help us make sense of this data?

3. **Interpretations: What does the data suggest? (5-10 minutes)**
   - Look for the bright spots and think about what may be contributing to success.
   - Consider root causes.
   - Connect the data to your personal observation and experience without blaming or naming individuals.
   - Interpretations should be framed with an equity mindset.

4. **Implications for Practice (10-15 minutes)**
   - What are ways we can innovate to be more effective and equitable?
   - Does the data suggest that any of our practices are ineffective? How could they be changed?
   - What does this conversation make you think about in terms of your practice? About teaching and learning in general?
   - What ambitious yet feasible actions could our team take?

5. **Next Steps (3-5 minutes)**
   - Team next steps (think communication, further inquiry, and possible adjustments to SEL implementation)
   - My personal next steps

Additional Prompts for Equity-Minded Data Reflection

These questions can stimulate equity-centered discussion throughout the data reflection protocol, particularly in steps 2-4 of the facilitator's guide. Select questions that best fit the type of data the team will be reviewing or brainstorm original questions using these as a model. Come to the data reflection with 2-3 questions and look for opportunities to ask them while the team is working through the protocol.

School Climate Survey Data

- *How are staff and students perceiving school climate differently?*
- *What do we know about the perceptions of newcomers to our school?*
- *How does our school's climate compare to how you remember your schooling experience?*
- *Are some groups experiencing school climate differently than others? How can we find out?*
- *How does our approach to school climate reflect the cultures and identies of our students and families?*
- *How can we elevate student voice as we define next steps?*

Student Achievement Data

- *Does this data give a full picture of students' abilities? What else would complete the picture?*
- *Is there anything about this assessment that disadvantages some students?*
- *Do the students value the knowledge they are assessed on? How can we find out?*
- *Do over/ underachieving students have any demographic similarities?*
- *What would your students say about this data? Their parents?*
- *What kinds of academic interventions are we offering? Are these interventions being accessed in an equitable way?*

Discipline or Attendance Data

- *What could be the root cause of our attendance issues?*
- *When you were in school, did you have attendance and/or disciplinary issues? What factors were at play for you?*
- *How do you think students with chronic attendance issues perceive school climate?*
- *Is disciplinary action applied equitably across all demographic groups?*
- *Do students believe discipline is applied equitably? How can we find out?*
- *How might biases and assumptions be harming our students who have more disciplinary issues?*

Family/Community Engagement Data

- *Is our parent engagement equitable? Who are we not reaching?*
- *If you lived in this community and were deciding whether to have your child attend here, what would make you feel welcome?*
- *What biases or assumptions may be causing staff to engage more or less with families?*
- *What assumptions do we tend to make about parents who are difficult to contact? What other explanations could there be?*
- *What lived experiences impact a family or community member's interest in engaging with our school?*
- *Do we have relationships with other important institutions in this community? How could these relationships make us more effective?*