

# SEL EFFORT INVENTORY AND ANALYSIS

This tool is designed to help schools learn about the effectiveness of social and emotional learning efforts that have occurred in the past and during school closures related to COVID-19 and prioritize a short list of high-leverage SEL practices to implement schoolwide in the coming year.

By social and emotional learning, CASEL means the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL-related work may include formal programs or other activities, initiatives, or efforts focused on SEL, or related areas such as youth development, mental health, physical education, bullying prevention, or a host of other areas.

Even if the term “social and emotional learning” has not been used explicitly in your school community, it is important to acknowledge and understand the SEL-related work that has already been done by teachers, support staff, and partner organizations. Rather than presenting SEL as a new initiative, school leaders should view and communicate this effort as building on work that may already be taking place to provide a supportive learning environment, strengthen school connectedness, boost engagement, and meet student needs during and beyond the transition into the new school year.

This tool is divided into three sections:

- [SEL Effort Inventory](#) – List both formal and informal SEL practices that have been used recently in your school.
- [Data to Consult](#) – Identify data that may help you draw conclusions about the effectiveness of SEL practices.
- [Analysis Template](#) – Compile information from the first two sections to decide which SEL efforts should be built upon or deprioritized for the coming year

## Section 1: SEL Effort Inventory

Begin by listing all formal, schoolwide efforts related to SEL that have been implemented in recent memory, particularly within the last two years and especially any that were used during the period of school closures related to COVID-19. Complete the first 5 columns of a chart like the one you see on the following page. Once you have listed schoolwide efforts, reach out to others who can speak about SEL efforts that took place in individual classrooms, with small groups, or in extended learning settings (such as an after-school club or mentoring program). An interview protocol is included.



## Inventory of Social and Emotional Learning Efforts at [Our School]

| Program/Practice             | Goal/driver of program/practice   | Who was involved?      | When was this launched?             | In person, distance learning, or both?   | How did it go?<br><small>(Consult staff, student, and family interviews and data resources from section 2)</small>  | What's needed to spread this practice?   |
|------------------------------|---|------------------------|-------------------------------------|--|---|--|
| Classroom circles            | Central office training attended by some staff, to build relationships and strengthen class culture | Middle grades teachers | Fall of 2017                        | Works best in person but also can be used on videoconferences with some modifications.                                     | 5 of 6 spoke positively of the training and the practice. All implemented at intermediate or advanced level according to rubric. 2 teachers who used Circles virtually during school closures saw slightly higher attendance. | Training for 4th and 5th grade teachers, support for troubleshooting when Circles don't go well, time built into the schedule for Circles to take place. |
| Bullying Prevention Campaign | Outside partner offered free assembly and supported creation of a student club                      | All staff              | Spring 2016, relaunched Spring 2018 | In person. Club was not facilitated during closures. Anonymous web form continued to be used to report bullying incidents. | Students in upper grades shared that this was not age appropriate for them. Bullying incidents did not decrease or increase. Web form use dropped by 90% during school closure.   | A more proactive/sustained approach to bullying prevention.  |
| ...                          |   |                        |                                     |  |   |  |
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To learn about the “informal” SEL efforts that occurred before and during school closures, consider reaching out to:

- **Teachers and support staff who are known to be “SEL cheerleaders” and those who have been most successful with outreach and engagement —** Learn from staff members who have chosen to use SEL practices on their own.
- **Counselor, social worker, psychologist, etc.—**Those who are in a position where they provide supportive interventions for small groups may have helpful information about SEL efforts that are already occurring with some students.
- **Community partners —** If your school has a partnership with an organization that provides direct service to students and families outside of class, they may already be implementing SEL practices in those settings.

Use the interview protocol on the following page as an example when you contact these individuals.



## Sample Interview Protocol

Thank you for taking the time to talk. We are in the process of learning about all the SEL efforts that are already occurring here at **[school name]** so we can make the right decisions as we move forward. I appreciate your perspective and your expertise as we think about what we want to build on, start doing, or stop doing regarding SEL. **[If necessary]** By SEL, I mean the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

### How did you support SEL with students in the past, before school closed?

Probing questions:

- Are there specific practices you used to build community and relationships?
- Are there specific ways you integrated social and emotional skill building into academic content?
- Are there specific ways that students practiced social and emotional skills throughout the day?

### [If yes to any of the probing questions above]

- When did you start that practice?
- What was the goal?
- Based on your observations and any data you may have collected, how did it go?
- What did students think of it? If families were aware, what did they think of it?
- Were you able to keep it up when school was closed? How did you adapt it for distance learning/why didn't it translate well to distance learning?
- Do you think it's possible to spread this practice schoolwide? Worthwhile? What would it take to support this practice?

### In what ways did you support SEL during school closures?

Probing questions:

- Are there specific practices you used to increase engagement and maintain a sense of community?
- Are there ways you integrated SEL into work or activities students did remotely?
- Were there any SEL practices you applied when communicating with students' families?

### [If yes to any of the probing questions above]

- What led you to use that practice?
- Based on your observations and any data you may have collected, how did it go?
- What did students think of it? If families were aware, what did they think of it?
- Do you think it's possible to spread this practice schoolwide? Worthwhile? What would it take to support this practice?

### Is there anything else you would like to share about your experience with SEL that could be helpful as we make plans to prioritize SEL moving forward?

This has been so helpful. Thank you again; I appreciate your taking the time to talk!



## Section 2: Data to Consult

For each SEL practice you have collected in your inventory, you will want to consult available data to evaluate whether the practice was effective. Data sources may include:

- School climate surveys
- [SEL competence assessments](#)
- Implementation fidelity assessments (often included as part of a purchased program)
- Attendance (daily attendance and attendance of specific classes/online activities)
- Family participation
- Assignment completion
- Student grades
- Academic growth
- Graduation rates
- [Freshmen on track](#) rates
- Feedback from recent stakeholder interviews or surveys [link to tool in FA1.2]
- Results of recent teacher self-reflections or observations [link to 2 tools in FA4.2]
- Discipline referrals
- Suspension or expulsion data

If you have used tools from [CASEL's Guide to Schoolwide SEL](#):

- Results from [CASEL's Schoolwide SEL Walkthrough Protocol](#), or other class observation data
- Results from [CASEL's Staff, Family and Community Partner Survey on SEL Implementation](#)

Strong and recent data that shows student, family, and staff perceptions of school climate, student growth in SEL competence, or quality of SEL implementation are the most direct indicators to consult. If these data sources aren't available now, use other available data sources for now that are likely to correlate with strong student and staff social and emotional competence and a supportive community.

Use available data to complete the "How did it go?" column within your SEL Effort Inventory chart from [section 1](#).



## Section 3: Analysis Template

Review the completed inventory to prioritize SEL efforts for the coming year. Here are some questions to consider whether an SEL effort should be expanded, adjusted, or deprioritized as the school moves forward:

- Does the effort have potential to move us toward our [shared vision for SEL](#)?
- Is the effort achieving its intended goals?
- Was the effort well received by the school community?
- Do we have staff who provide a strong example for others and can champion this effort?
- Is there evidence to document the impact of the effort?
- What resources (e.g. funding, personnel, time) are available to continue or spread the effort schoolwide?
- What challenges come along with the effort?
- Is it adaptable to shifting circumstances as health guidelines change throughout the year?

To document your discussion, create a second spreadsheet to include only the efforts that the school hopes to prioritize this school year. Final decisions should be made with the full support of a broader transition team [link to resource in FA1.4]. This larger group of stakeholders including teachers and students may be helpful in narrowing down the prioritized list to the most familiar, high-leverage strategies for the beginning of the year when the school community is still adjusting—other priorities can be put on hold and brought in throughout the school year as part of the continuous process of building on strengths and responding to needs and changing circumstances.

### SEL Efforts to Prioritize

| Program/Practice | Connections to our SEL vision and goals | How will this work “in person”?<br><small>(given guidelines for health and social distancing)</small> | How will this work with distance learning? | How will this be inclusive if some students are at home and others are in school? | Next Steps |
|------------------|---|---|--|---|------------|
| ...              |   |   |  |   |            |
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