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A Texas Certified District of Innovation



Social Emotional Learning Resource Guide

1st Edition

2019-2020

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Research

+



Practice

+



Policy

+



Collaboration

Modeled after CASEL tools and referenced throughout the guide.
For more information, visit www.casel.org or <https://schoolguide.casel.org>

Social Emotional Learning (SEL) Overview

What is SEL?

Social and emotional learning (SEL) is the process through which children and adults develop and effectively apply the knowledge, attitudes, and skills needed 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.

When implemented systemically in the school, classroom, home, and community, school-wide SEL provides a powerful coordinating framework for supporting student success (see Figure 1).

Figure 1- SEL Competency Wheel



Modeled after CASEL tools and referenced throughout the guide.
For more information, visit www.casel.org or <https://schoolguide.casel.org>

SEL Core Competencies

SELF-AWARENESS: The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well grounded sense of confidence, optimism, and a "growth mindset."

[CLICK FOR Self-Awareness Strategies](#)

- ✚ IDENTIFYING EMOTIONS
- ✚ ACCURATE SELF-PERCEPTION
- ✚ RECOGNIZING STRENGTHS
- ✚ SELF-CONFIDENCE
- ✚ SELF-EFFICACY

[CLICK FOR Self-Efficacy TOOLKIT](#)

SELF-MANAGEMENT: The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

[CLICK FOR Self-Management Strategies](#)

- ✚ IMPULSE CONTROL
- ✚ STRESS MANAGEMENT
- ✚ SELF-DISCIPLINE
- ✚ SELF-MOTIVATION
- ✚ GOAL SETTING
- ✚ ORGANIZATIONAL SKILLS

SOCIAL-AWARENESS: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

[CLICK FOR Social Awareness TOOL Kit](#)

- ✚ PERSPECTIVE-TAKING
- ✚ EMPATHY
- ✚ APPRECIATING DIVERSITY
- ✚ RESPECT FOR OTHERS

RELATIONSHIP SKILLS: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

[CLICK FOR Relationship Skills Strategies](#)

- ✚ COMMUNICATION
- ✚ SOCIAL ENGAGEMENT
- ✚ RELATIONSHIP BUILDING
- ✚ TEAMWORK

RESPONSIBLE DECISION-MAKING: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.

- ✚ IDENTIFYING PROBLEMS
- ✚ ANALYZING SITUATIONS
- ✚ SOLVING PROBLEMS
- ✚ EVALUATING
- ✚ REFLECTING
- ✚ ETHICAL RESPONSIBILITY

[CLICK FOR SEL Toolkit for Teachers](#)

[CLICK for GROWTH MINDSET TOOLKIT](#)

[CLICK for MINDFULNESS TOOLKIT](#)

Modeled after CASEL tools and referenced throughout the guide.
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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.
		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.
		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.
		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.
		Supportive discipline	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.
FAMILY		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.
		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.
		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 continuously improve all SEL-related systems, practices, and policies with a focus on equity.

Modeled after CASEL tools and referenced throughout the guide.
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Connecting School-wide SEL With District-Based Frameworks

Social Emotional Learning is essential in supporting two other frameworks for organizing student supports in districts. Two common frameworks are Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS). Adopting school-wide SEL does not mean that a school must abandon these existing frameworks. Rather, school-wide SEL offers an opportunity to enhance or refine existing systems of support.

What is MTSS?

A Multi-Tiered System of Supports (MTSS) refers to a systemic, prevention-focused framework for addressing student needs through the integration and continuous improvement of systems and services. A well-designed MTSS includes:

- Multiple tiers of integrated support for academics and behavior.
- Screening to determine which students could benefit from additional supports.
- Progress monitoring of evidence-based strategies.
- Data-driven decision-making (National Association of School Psychologists).

An MTSS has the following structure:

MTSS Tier 1

Supports at Tier 1 represent a universal approach to ensure that all students experience a safe, supportive environment and receive high-quality core academic instruction and prevention-focused systems that promote positive behavior. The district selects evidence-based supports based on the needs of the entire student population, which are then made available to all students. Tier 1 supports must be fully operational before schools can most effectively support more intensive needs. Without this foundational tier, supports at Tiers 2 and 3 may become over- accessed by students who may have otherwise been adequately served by Tier 1 supports.

MTSS Tier 2

At Tier 2, schools provide targeted, evidence-based academic and behavioral supports to students for whom Tier 1 supports are insufficient. These supports may include classroom-based interventions or small-group interventions facilitated by a qualified professional. These supports supplement and align with Tier 1 supports, and may be provided by teachers, support staff, or community partners.

MTSS Tier 3

Tier 3 provides highly intensive and individualized academic and behavioral supports to students for whom Tier 1 and Tier 2 supports are insufficient. The evidence-based supports in Tier 3 are layered on and aligned with the supports that students are receiving at Tiers 1 and 2. These supports may be provided by teachers, support staff, or community partners (<http://www.rtinetwork.org/>).

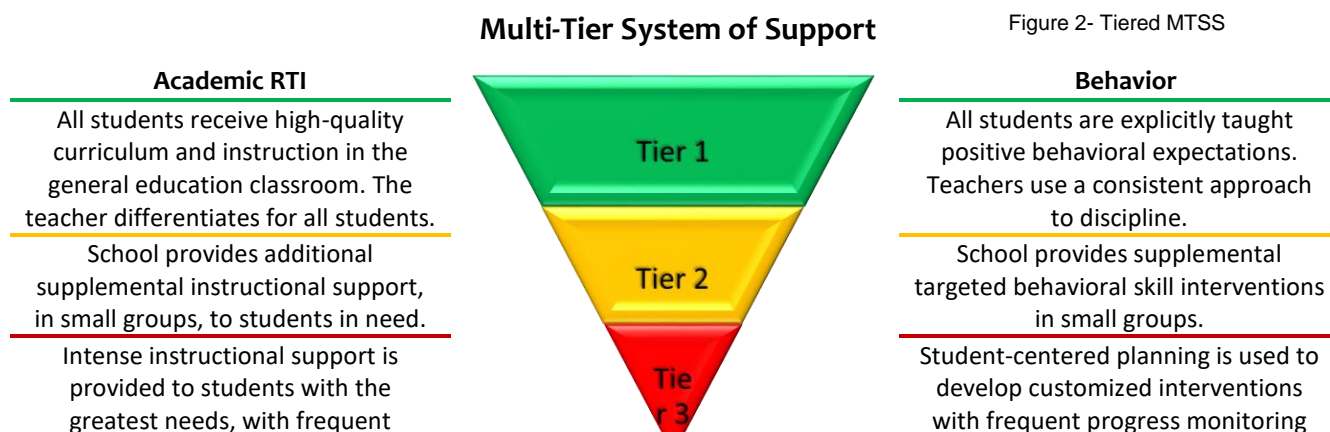


Figure 2- Tiered MTSS

Modeled after CASEL tools and referenced throughout the guide.
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How are School-wide SEL and MTSS Connected?

When school-wide SEL is implemented, its impact is felt on both sides of an MTSS framework. This happens because social and emotional competence is essential for all kinds of learning—whether a student is learning behavioral expectations, exploring how to partner with another student to solve a math problem, mastering how to join a game of kickball on the playground, or practicing taking the perspective of a character in a story.

Learning is an intrinsically social and interactive process. When all students have opportunities to develop and practice social and emotional skills, mindsets, and attitudes, students are empowered and the demands of school and life become easier to navigate. School-wide SEL, then, is neither solely a behavior support nor solely an academic support, but positively influences both “sides” of an MTSS framework.

What is PBIS?

Positive Behavioral Interventions and Supports (PBIS- see **Exhibit A: PBIS Quick Reference Guide, pg. 35**) is a multi-tiered framework for adopting and organizing behavioral supports for all students, and is one possible strategy for fulfilling the right side (see figure 2) of the MTSS framework. A complete PBIS framework takes into consideration the environmental factors that influence students’ academics and behavior. The goal of the framework is to prevent factors that negatively affect student behavior through universal screening, data-based decision-making, integrated evidence-based interventions (where available), and fidelity of implementation (PBIS, “Tier 1 Supports”).

PBIS does not recommend specific curricula, teaching strategies, or reinforcement methods. Instead, it is left to each school’s discretion to choose evidence-based strategies that meet the needs of their unique student population at each tier (**see Exhibit B- MTSS in Behavioral Instruction, Pg. 36**).

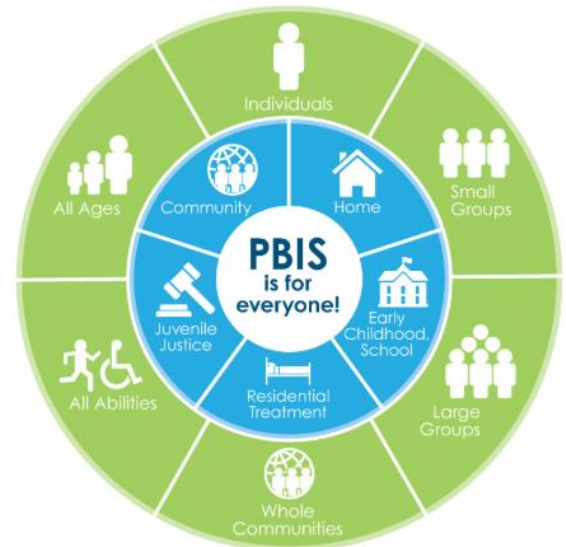


Figure 3- PBIS Overview

How are Schoolwide SEL and PBIS Connected?

PBIS and SEL have many similar features, but are not the same. Both school-wide SEL and PBIS focus on creating safe and supportive environments, teaching students new skills, and using data to make informed decisions. Their explicit goals, however, differ in that PBIS seeks to ultimately increase positive behavior, while school-wide SEL seeks to empower students and promote more equitable outcomes by helping them build skills and competencies (e.g., understand themselves and others while forming strong relationships and building decision-making skills) that help students learn and navigate the world more effectively. The primary reason for this difference is that SEL and PBIS are grounded in different theoretical frameworks. While these two frameworks are different, they are not necessarily in competition and often achieve similar outcomes (Bear et al., 2015). Schools that are deeply invested in PBIS can leverage their existing PBIS team to lead school-wide SEL integration efforts. While continuing to use Tier 1 PBIS strategies (e.g., teaching, modeling, and acknowledging school-wide expectations, data practices, etc.), schools can focus on integrating School-wide SEL and PBIS simultaneously.

SEL Focus Areas- Overview

The CASEL School Guide's four focus areas help you organize, implement, and improve your SEL efforts. While implementation is not a linear process, CASEL recommends beginning with Focus Area 1 to build a strong foundation. Then, schools can engage in activities to both strengthen adult SEL (Focus Area 2) and promote SEL for students (Focus Area 3). Every step of implementation is guided by a process of continuous improvement (Focus Area 4). In each focus area, you'll also have an opportunity to track your school's progress through the School wide SEL Implementation Rubric (see page 26).



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EPISD Guide to School-wide SEL: Implementation Timeline

YEAR 1 OF IMPLEMENTATION

Focus Area 1A Build Awareness, Commitment, and Ownership



Prior to Start - Month 2

- Gain principal commitment
- Form **SEL Team** w/defined roles
- Establish Meeting Schedule
- Establish foundational knowledge delivery plan
- Deliver SEL 101
- Establish/communicate **Shared Vision**
- Deliver SEL 3 Signature Practices

Focus Area 1B Create a Shared Plan



Month 2-3

- Deliver PL sessions to expand the **foundational knowledge of SEL** as identified by campus
- Implement communication plan
- Review SEL 3 Signature Practices
- Create a **budget for SEL**

- **Communication Plan** Developed/Implemented
- Develop/document **SMART Goals for SEL** in CIP
- Develop and implement campus-specific **SEL Planning** document

Focus Area 2 Cultivate Adult SEL



Month 3-5

- Strengthen Adult SEL competencies
- Continue expanding **Adult SEL learning Environments**
- Incorporate SEL in PLC's
- Develop staff **shared agreements**
- Model SEL Learning Standards during adult PL sessions
- Share SEL Look-For's with Faculty
- Incorporate **Cultural Responsiveness**
- Provide teachers with PL on how to Promote SEL for Students



Month 6-10

- Deliver Communication Plan consistently
- Expand foundational knowledge of SEL
- Conduct SEL Learning Walks
- Revisit Shared Agreements
- Share SEL Lesson Plans in PLC's
- Analyze SEL data points, surveys, and CASEL rubric
- Gather data via SEL and Climate survey results
- Continue PL for teachers based on survey results

August

September

October

November

December

January

February

March

April

May

Focus Area 3 Promote SEL for Students



Promote SEL for Students **ALL YEAR**

1. **School-wide norms**, expectations, and routines are explicitly taught, posted, and reviewed regularly (PBIS).
2. Utilizing discipline data to inform decisions, adopt and/or revise discipline flow charts (PBIS) to reflect **discipline practices that support SEL**.
3. Utilize the MTSS framework to meet the academic and behavioral needs to provide **student support** to all Tiers.
4. **Family and community partnerships** are established and timeline of SEL involvement activities is finalized and implemented.
5. Teachers use inclusive, relationship-centered and culturally responsive practices to create **supportive classroom environments**.
6. **Student voice and engagement** is honored in the development of **classroom shared agreements** campus-wide.
7. Teachers integrate SEL learning standards into the Active Learning cycle of lesson delivery across all subjects including electives.

Focus Area 4 Use Data for Continuous Improvement



Month 9-10

- Review and summarize SEL data resources during the CNA process to drive **high quality continuous improvement**
- Upon conclusion of the CNA, revisit the implementation plan to make adjustments to CIP strategies for SEL.
- Take the School-wide SEL Implementation Rubric to update Progress.

EPISD Guide to School-wide SEL: Implementation Timeline

YEAR 2 and Beyond



Focus Area 1A Build Awareness, Commitment, and Ownership



Prior to School Start

- Assess Current Reality of school-wide implementation- Update Rubric
- Review and modify **SEL Team** as needed
- Finalize Meeting Schedule for new year
- Review foundational knowledge delivered and plan for refresher with new hires
- Review and communicate **Shared Vision**

Focus Area 1B Create a Shared Plan



Month 2-3

- Adopt research-based program
- Deliver PL sessions to expand the **foundational knowledge of SEL** as identified by campus
- Refine and implement communication plan for current year.
- Deliver PL on **SEL Learning Standards**

Focus Area 2 Cultivate Adult SEL



Month 3-5

- Strengthen Adult SEL competencies
- Continue expanding **Adult SEL learning Environments**
- Support SEL in PLC's
- Regularly revisit staff **shared agreements**
- Model SEL Learning Standards during adult PL sessions
- Review SEL Look-For's with Faculty; Prepare for Learning Walks
- Review **Cultural Responsiveness**
- Provide teachers with PL on how to Promote SEL for Students

Month 6-10

- Deliver Communication Plan consistently
- Expand foundational knowledge of SEL
- Conduct SEL Learning Walks
- Revisit Shared Agreements
- Share SEL Lesson Plans in PLC's
- Analyze SEL data points, surveys, and CASEL rubric
- Gather data via SEL and Climate survey results
- Continue PL for teachers based on survey results

- **Communication Plan** Implemented

- **Revise and input SMART Goals for SEL in CIP**

- **Review and implement campus-specific SEL Planning document**

August

September

October

November

December

January

February

March

April

May

Focus Area 3 Promote SEL for Students



Promote SEL for Students **ALL YEAR**

8. **School-wide norms**, expectations, and routines are explicitly taught, posted, and reviewed regularly (PBIS).
9. Utilizing discipline data to inform decisions, adopt and/or revise discipline flow charts (PBIS) to reflect **discipline practices that support SEL**.
10. Utilize the MTSS framework to meet the academic and behavioral needs to provide **student support** to all Tiers.
11. **Family and community partnerships** are established and timeline of SEL involvement activities is finalized and implemented.
12. Teachers use inclusive, relationship-centered and culturally responsive practices to create **supportive classroom environments**.
13. **Student voice and engagement** is honored in the development of **classroom shared agreements** campus-wide.
14. Teachers integrate SEL learning standards into the Active Learning cycle of lesson delivery across all subjects including electives.

Focus Area 4 Use Data for Continuous Improvement



Month 9-10

- Review and summarize SEL data resources during the CNA process to drive **high quality continuous improvement**
- Upon conclusion of the CNA, revisit the implementation plan to make adjustments to CIP strategies for SEL.
- Take the School-wide SEL Implementation Rubric to update Progress.

Focus Area 1A

Build Awareness, Commitment and Ownership



Modeled after CASEL tools and referenced throughout the guide.
For more information, visit www.casel.org or <https://schoolguide.casel.org>

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

Build foundational support by establishing an SEL team, fostering SEL awareness, and developing a shared vision. CASEL Resource link [Focus Area 1A: Build Awareness, Commitment and Ownership](#)

Overview

School wide SEL has the potential to create profound change within your school. This change is a long-term process and most effective when all members of your school community are aware of, committed to, and take ownership over SEL.

A school wide approach to SEL relies on the ongoing, collaborative effort of all staff, teachers, students, families, out-of-school time partners, and other community partners. This collaboration begins with establishing a strong foundation of support among all stakeholders.

This focus area will help your school build the foundational support needed to launch and sustain high-quality SEL implementation through the following key activities:

1. **CREATE A TEAM:** Establish a diverse and representative SEL team that leads a coordinated approach, ensuring school wide SEL implementation does not become fragmented and stays on the radar of all stakeholders. This focus area includes:
 - Assemble an SEL Team
 - Define Team Roles and Responsibilities
 - Build a Strong Team Dynamic
2. **FOUNDATIONAL LEARNING:** Engage all stakeholders in an introduction to SEL that fosters awareness and helps define what SEL means for their school community.
 - a. Schedule delivery of SEL 101 to all stakeholders (suggestion: post the 5 competencies posters campus-wide)
 - b. Utilize the 3 Signature Practices (Welcoming Ritual, Engaging Activities, Optimistic Closure) during all learning sessions (PLC, faculty meetings, PL sessions)
 - c. Connect the explicit instruction of PBIS expectations, matrix, and common area rules to the 3 signature practices
3. **SHARED VISION:** Create a school wide vision that integrates SEL into your priorities to serve as an inspirational call-to-action and the backbone of SEL planning and implementation.

After completing these key activities, you'll move on to Focus Area 1B to create a plan for implementation. Together, Focus Areas 1A and 1B will help you create the foundational support and plan needed to begin quality and systemic implementation.

Focus Area 1A- Administrator Action

Research on successful whole-school improvement has identified school leader support as the single biggest predictor of whether change takes hold and is beneficial (Fullan, 2011). For example, staff perceptions of a supportive leader are associated with student attendance, positive behavior, academic achievement, and overall school climate (Berends & Kirby, 2002). This type of perceived support can also contribute to teachers' levels of commitment to their profession and their school (Collie et al., 2011).

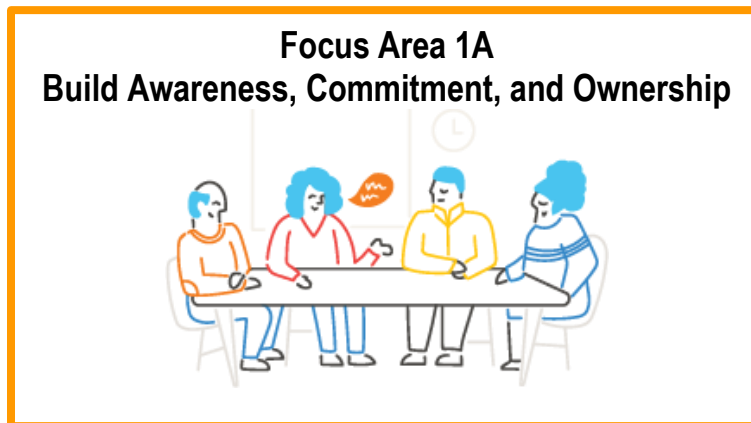
School leaders play an important role in shaping the academic, social, and emotional lives of their students. Administrators who internalize this goal are deeply invested in making positive, ongoing improvements. These dedicated leaders understand that positive changes are more likely to occur when there is a strong team working alongside them, sharing the work, and contributing expertise. That's why it's crucial to identify and engage a core group of stakeholders to lead schoolwide SEL in tandem with the principal.

Modeled after CASEL tools and referenced throughout the guide.
For more information, visit www.casel.org or <https://schoolguide.casel.org>

Becoming this kind of leader requires one to “lead from the center rather than the top” and take responsibility for the learning of colleagues (DuFour & Eaker, 1998; Lambert, 2003). One of the most effective ways a principal can “lead from the center” is to cultivate shared ownership by modeling collaboration and SEL competencies, and by sharing authority and leadership responsibilities with influential, respected members of the school community.

Administrator Action Checklist:

- ☐ Establish a team that shares leadership responsibility for SEL, including empowering at least one individual on the team to follow through on final decisions. Without this, even small decisions may stall waiting for administrator approval. LINK- [CASEL SEL Team Resources](#)
- ☐ Ensure that the SEL team represents the school community in expertise, role, experience, gender, race, culture, and background. LINK- [CASEL Team Dynamic Resources](#)
- ☐ Before the team begins working together, collaboratively establish clear goals, roles, and responsibilities. LINK- [CASEL Team Responsibilities](#)
- ☐ Create time and space for all staff to engage in foundational learning on SEL. Document these activities in the campus implementation plan. LINK- [CASEL Foundational Learning Resources](#)
- ☐ Engage all stakeholders in creating a shared vision for SEL that reflects the school community’s collective values. LINK- [CASEL Shared Vision Resources](#)
- ☐ Utilize resources and build continuous improvement expertise throughout the year for Focus Area 1A. LINK- [CASEL Resources- Continuous Improvement, Focus Area 1A](#)



Modeled after CASEL tools and referenced throughout the guide.
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Focus Area 1B

Create a Shared Plan



Modeled after CASEL tools and referenced throughout the guide.
For more information, visit www.casel.org or <https://schoolguide.casel.org>

Focus Area 1B- Create a Shared Plan

Assess needs and resources to develop an SEL implementation plan with clear goals, action steps, and assigned ownership. CASEL Resource link [Focus Area 1B: Create a Plan](#).

Overview

After establishing foundational support for SEL, your team can begin to reflect on your current work and identify your resources and needs to develop a strong implementation plan. If you have not already established an SEL team, engaged in foundational learning, and set a vision, it's important to do so before moving into the planning phase (see [Focus Area 1A: Build Awareness, Commitment and Ownership](#)).

Your school's implementation plan will keep your SEL team focused and driven. It is a reflection of the school's shared vision, guided by its current strengths and needs. [The CASEL School wide SEL Implementation Rubric and Planner](#) will support your team in taking stock of current efforts, identifying existing resources and gaps where SEL strategies can be developed or improved, setting goals, and developing concrete steps for how to achieve each of your SEL priorities.

This focus area will support your school in developing a robust SEL implementation plan through the following key activities:

1. **RUBRIC AND GOAL-SETTING:** Take the rubric to reflect on your school's current implementation, set clear goals that build off existing efforts, and develop action steps for achieving the goals.
2. **PROFESSIONAL LEARNING PLAN:** Strategize for ongoing professional learning to cultivate practices that support SEL goals.
3. **COMMUNICATION PLANNING:** Develop structures for regular two-way communication between the SEL team and stakeholders that maintains focus on SEL goals.
4. **BUDGET:** Ensure needed resources are dedicated to SEL.

After completing these key activities, you'll use your plan to guide your next steps for implementation. Based on your priorities, it may be a good time to begin Focus Area 2: Strengthen Adult SEL and/or Focus Area 3: Promote SEL for Students. Note that you may want to work on both focus areas simultaneously, and that implementation will be a long-term, ongoing process.

Focus Area 1B- Administrator Action

While it's tempting to develop a plan for school-wide SEL on your own or with a small, internal team, by intentionally involving all stakeholders, administrators can create true collaboration where everyone has a say in how the school approaches school-wide SEL. When everyone is on board, leaders are more likely to get an outcome that everyone is comfortable with. With this approach, leaders can get:

- Better decisions—Multiple perspectives contribute to the outcome.
- Better group relationships—When we make decisions collaboratively and cooperatively, we're more likely to make decisions that everyone can embrace while maximizing engagement among all stakeholders.
- Better implementation of decisions—When we achieve widespread agreement and everyone has participated in the process, strong levels of participation follow.
- An opportunity to practice and model social and emotional competencies throughout the development process.

Collaborative decision-making doesn't necessarily mean that everyone comes to a unanimous decision. The goal is to reach decisions that the group can accept, not necessarily a decision that fulfills every member's wishes. This may mean that administrators need to keep an open mind and take a more collaborative role.

Modeled after CASEL tools and referenced throughout the guide.
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Administrator Actions Checklist:

- ☐ With your SEL team, use the CASEL School wide SEL Rubric (pages 14-21 of this guide) to reflect on your current level of school wide SEL implementation, existing needs, and resources. LINK- [CASEL online Rubric and Goal Setting](#)
- ☐ Involve all stakeholders, especially those who are traditionally underrepresented and most affected by decisions, in creating an implementation plan for school wide SEL. LINK- [CASEL Professional Learning Plan Resources](#)
- ☐ Create SEL SMART Goals (see **Exhibit C- CASEL Tool: Developing Goals for SEL, pg. 42**) and input into the annual CIP along with specified strategies.
- ☐ Ensure appropriate budget and other resources are allocated to support SEL goals and implementation. LINK- [CASEL Budget Resources](#)
- ☐ Plan for ongoing professional learning and two-way communication that supports SEL practices. LINK [CASEL Communication Planning Resource](#)
- ☐ Utilize resources and build continuous improvement expertise throughout the year for Focus Area 1B. [LINK- CASEL Resources- Continuous Improvement, Focus Area 1B](#)



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Focus Area 2

Cultivate Adult SEL



Modeled after CASEL tools and referenced throughout the guide.
For more information, visit www.casel.org or <https://schoolguide.casel.org>

Focus Area 2- Cultivate Adult SEL

Cultivate a community of adults who engage in their own social and emotional learning, collaborate on strategies for promoting SEL, and model SEL throughout the school. CASEL Resource link [Focus Area 2: Strengthen Adult SEL](#)

Overview

To promote students' social and emotional competence, it's important for schools to simultaneously foster a supportive staff environment that cultivates the social and emotional competence and capacity of the adults in the building.

Through the [Collaborating Districts Initiative \(CDI\)](#), CASEL has learned that schools are more effective at teaching and reinforcing SEL for students when they also cultivate SEL competencies in adults. Successful SEL implementation depends on how well staff work together to facilitate SEL instruction, foster a positive school community, and model social and emotional competence. This calls on schools to focus on adults' professional growth as educators as well as their own social and emotional learning (Jones et al., 2018).

Your school's implementation plan will likely call on many adults—from teachers to lunchroom staff to out-of-school time partners—to take an active role in promoting social and emotional learning. You may find that staff need to engage with new programming or curricula, take on different responsibilities, or fine-tune their professional practices to serve the goals of your plan. At the same time, teaching is one of the most stressful occupations in the U.S. (Gallup, 2014). Stress affects teachers' health and well-being, job satisfaction, job turnover, and student outcomes (Greenberg et al., 2016).

For these reasons, it's critically important that school-wide SEL implementation intentionally nurtures a work environment in which staff feel supported, empowered, able to collaborate effectively and build relational trust, and also able to develop their social and emotional skills.

Adult SEL is an emerging field. While robust research confirms that adults need to cultivate and practice social and emotional skills, much is yet to be established about how to support this development strategically and systemically.

As the field continues to grow, we provide information here to help SEL teams establish a community of adults who are engaged in ongoing social and emotional learning. **This focus area will help your school create a supportive staff environment that cultivates adult social and emotional competence and capacity through the following sections:**

LEARN: Support staff in reflecting on personal social and emotional competencies and developing capacity for supporting SEL in their peers and students. This activity includes:

- ✚ Reflecting on Personal SEL Skills
- ✚ Brain-Based Model for Workplace Collaboration
- ✚ Examining Biases for Cultural Competence
- ✚ Growth Mindset for Staff
- ✚ Self-Care and Re-energizing
- ✚ Personalized Professional Learning Plans for SEL

COLLABORATE: Set up structures such as professional learning communities (PLCs) or peer mentoring for staff to collaborate on how to hone their strategies for promoting school wide SEL. This activity includes:

- ✚ Staff Shared Agreements
- ✚ Professional Learning Communities (PLCs)
- ✚ Peer Mentoring and Partnership
- ✚ Integrating SEL into Staff Meetings
- ✚ Peer Consultancy Protocols

MODEL: Support staff in modeling SEL competencies, mindsets, and skills throughout the school community with students, students' families, community partners, and one another. This activity includes:

- ✚ Model SEL as a Staff
- ✚ Create a Culture of Appreciation
- ✚ Practices for Leaders

Modeled after CASEL tools and referenced throughout the guide.
For more information, visit www.casel.org or <https://schoolguide.casel.org>

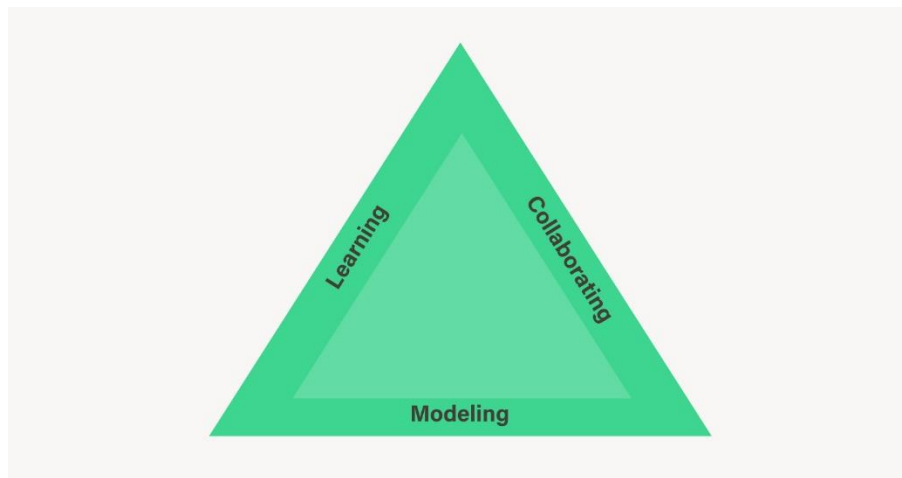
While you do not need to complete each activity within this focus area before moving on to [Focus Area 3: Promote SEL for Students](#), it's recommended that schools continuously take stock of their needs surrounding adult SEL and establish systems and supports that strengthen both adult and student SEL. You may choose to take or update the rubric for this focus area before or after starting the activities to track your progress and reflect on where to prioritize your efforts. As you're implementing strategies to strengthen adult SEL, you may also want to engage in [Focus Area 4: Practice Continuous Improvement](#) to develop a plan for collecting and reflecting on data related to adult SEL.

Focus Area 2- Administrator Action

As the ambassadors of adult SEL, school leaders set the tone for a positive school climate. This involves shaping how staff collaborate and develop professionally while cultivating and modeling their own social and emotional competence.

Research shows that school leaders who foster collaboration among teachers create strong school climates that ultimately lead to academic gains for students ([Allensworth & Hart, 2018](#)). School leaders with strong social and emotional competencies are also better able to build and maintain positive and trusting relationships—a critical component of creating a positive, supportive, and effective school climate (Patti & Tobin, 2003). By consistently modeling SEL, prioritizing time for reflection and planning around SEL, and intentionally working to build relationships with school staff, administrators become visible ambassadors for school-wide SEL.

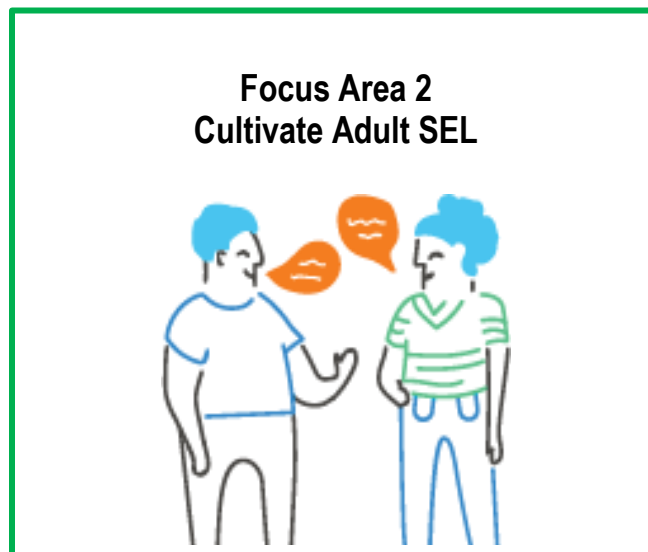
Administrators also model SEL through collaborative leadership. Hank Rubin, president of the Institute of Collaborative Leadership, defines a collaboration as “a purposeful relationship in which all parties strategically choose to cooperate in order to accomplish a shared outcome.” In collaborative leadership, leaders create an inclusive decision-making process. Using all five SEL competencies, collaborative leadership encourages a sense of ownership, responsibility, and trust among organization members. Collaborative leadership has also been found to positively impact student learning (Hallinger & Heck, 2010).



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Administrator Action Checklist:

- ☐ Identify and prioritize opportunities for staff to learn, plan, and reflect on SEL. Support staff in cultivating personal social and emotional competencies and fostering the competencies of peers and students. LINK- [CASEL SEL Learning Resources](#) (**Tools-** Reflecting on Personal SEL Skills, SCARF- A Brain-Based Model for Workplace Collaboration, Examining Biases for Cultural Competence, Growth Mindset for Staff, Self-Care and Re-Energizing, Personalized Professional Learning Plans for SEL)
- ☐ Create protected time for staff to regularly collaborate with each other. LINK- [CASEL Collaboration Topics Resources](#) (**Tools-** Shared Staff Agreements, Professional Learning Communities (PLC's), Peer Mentoring and Partnerships, Integrating SEL into Staff and Grade-Level Meetings, Peer Consultancy Protocol)
- ☐ Embed into existing staff meetings intentional opportunities for adults to connect personally, interact in meaningful ways, and share appreciations and reflections.
- ☐ Identify ways to explicitly model your own social and emotional competencies and development. LINK- [CASEL Model SEL Resources](#) (**Tools-** Model SEL as a Staff, Create a Culture of Appreciation, Practices for Leaders)
- ☐ Ensure those who will be affected by decisions are included in decision-making processes, and that all decision-making teams are representative of the school community.
- ☐ Utilize resources and build continuous improvement expertise throughout the year for Focus Area 2. [LINK- CASEL Resources- Continuous Improvement, Focus Area 2](#)



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Focus Area 3

Promote SEL for Students



Modeled after CASEL tools and referenced throughout the guide.
For more information, visit www.casel.org or <https://schoolguide.casel.org>

Focus Area 3- Promote SEL for Students

Develop a coordinated approach for supporting students' social and emotional learning across the school, classrooms, homes, and communities. CASEL resource page [Focus Area 3: Promote SEL for Students](#).

Overview

The core of SEL implementation is promoting students' social and emotional learning throughout the school day and in partnership with families and communities. All of the work you've done to build foundational support ([Focus Area 1A: Build Awareness, Commitment and Ownership](#)), plan ([Focus Area 1B: Create a Plan](#)) and strengthen adult SEL ([Focus Area 2: Strengthen Adult SEL](#)) are in service of creating a school community that promotes students' social, emotional, and academic learning.

This requires much more than a single program or teaching method. Because student learning is influenced by their interactions across many settings, promoting student SEL requires thoughtful coordination of strategies across:

This focus area will support your school in promoting students' SEL across these contexts through the following sections:

SCHOOL: ([CASEL LINK to School Resources](#))- Align school climate, programs, and practices to promote SEL for students. This includes:

- ✚ Fostering a Supportive School Climate
- ✚ Adopting an Evidence-Based Program
- ✚ Elevating Student Voice
- ✚ Integrating SEL into a Multi-Tiered System of Support (MTSS)
- ✚ Ensuring Discipline Policies Promote SEL and Equitable Outcomes

CLASSROOM: ([CASEL LINK to Classroom Resources](#))- Foster supportive classroom environments that provide opportunities for both explicit SEL skill instruction as well as integration of SEL throughout all instruction. This includes:

- ✚ Building a Supportive Classroom Environment: Community-Building, Creating a Sense of Belonging and Emotional Safety, Student-Centered Discipline
- ✚ Integration of SEL and Instruction: Fostering Academic Mindsets, Aligning SEL and Academic Objectives, Using Interactive Pedagogy
- ✚ Explicit SEL Instruction

FAMILY PARTNERSHIPS: ([CASEL LINK to Family Resources](#)) Create meaningful partnership opportunities and two-way communication that invite families to understand, experience, inform, and support the social and emotional development of their students.

COMMUNITY PARTNERSHIPS: ([CASEL LINK to Community Resources](#))- Develop and leverage strategic and aligned community partnerships that ensure students receive consistent SEL supports, increase access to a broad range of community services, and expand the professional learning opportunities for SEL.

As you work through this focus area, you may want to take or update the rubric to track your progress and reflect on where to prioritize your efforts. If you haven't already, you may also find it's helpful to continue engaging in [Focus Area 2: Strengthen Adult SEL](#) to create a staff culture that supports SEL for both adults and students. Additionally, you can use [Focus Area 4: Practice Continuous Improvement](#) to help plan how you'll collect and reflect on data to improve your efforts in promoting SEL for students.

Focus Area 3- Administrator Action

To teach and model social and emotional competencies with academic instruction, educators must engage in deliberate planning, ongoing professional learning, and collaboration. Administrators play a critical role in ensuring that educators have access to resources, support, and time, and regularly communicate to all staff that SEL is a priority.

Modeled after CASEL tools and referenced throughout the guide.
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Administrator Action Checklist:

- ☐ Using the PBIS framework, work with the SEL team to revise if necessary the school wide norms and disciplinary policies to support SEL. (See **Exhibit A- PBIS Quick Reference Guide pg. 35**)
- ☐ Review and adopt an evidence-based SEL program that engages all staff in promoting SEL throughout the school day, and ensure staff have access to curriculum and materials that support SEL programming (**YEAR 2 AND BEYOND ONLY**).
- ☐ Set aside regular, dedicated time for teachers to collaborate with colleagues to plan and debrief lessons and teaching practices that promote SEL ([CASEL LINK- Integration of SEL and Instruction](#)). **TOOLS-** Fostering Academic Mindsets, Aligning SEL and Academic Objectives, Using Interactive Pedagogy
- ☐ Gather teacher feedback on SEL Reality/Self-Assessment and promote SEL Goal Setting for teachers during BOY training (See **Exhibit D- CASEL TOOL: Teacher Self-Assessment: Integrating SEL into Daily Instruction, pg. 50**)
- ☐ Conduct regular classroom visits to provide feedback on the classroom environment, instructional practices, and SEL lessons. Even a quick, positive note about something the administrator sees can help bolster a teacher's commitment to SEL (See **Exhibit E- CASEL TOOL: Indicators of Schoolwide SEL Walkthrough Protocol, pg. 52**)
- ☐ Provide all staff with professional learning opportunities around students' social and emotional needs, elevating student voice, promoting equity and cultural competence, and teaching strategies to promote social and emotional competency development.
- ☐ Support teachers in learning and developing student-centered discipline strategies ([CASEL LINK- Student Centered Discipline](#))
- ☐ Develop partnerships with families and community/out-of-school-time providers that engage them in a collaborative effort around promoting student SEL. ([CASEL Resources Family](#)) ([CASEL LINK to Community Resources](#))
- ☐ Utilize resources and build continuous improvement expertise throughout the year for Focus Area 3. LINK- [CASEL Resources- Continuous Improvement, Focus Area 3](#)

Revisit [Focus Area 2: Strengthen Adult SEL](#) for more ideas about strategies to support adult SEL.



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Focus Area 4

Use Data for Continuous Improvement



Modeled after CASEL tools and referenced throughout the guide.
For more information, visit www.casel.org or <https://schoolguide.casel.org>

Focus Area 4- Practice Continuous Improvement

Establish a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school-level decisions and drive improvements to SEL implementation. CASEL Resource link [Focus Area 4: Practice Continuous Improvement](#)

Overview

School wide SEL implementation is driven by a process of continuous improvement. As you implement your SEL plan, you will likely come across obstacles that delay or hinder your progress, or new ideas that could increase your effectiveness.

Continuous improvement refers to a deliberate and structured process to address problems or improve outcomes. To reach your goals for school wide SEL, you'll need to plan and implement action steps, track your progress, examine and reflect on outcome data, and adjust course as necessary. You can build this process into structured team meetings for reviewing and refining your overall SEL implementation plan. At the same time, you may want to develop shorter continuous improvement cycles that allow your school to test out new ideas or innovative approaches that help keep staff excited about school wide SEL.

Focus Area 4- Administrator Action

Administrators have an important role in fostering an "improvement-focused culture." They articulate why data are to be used for improvement, outline clear norms for using data, and foster a high level of trust that data won't be used to judge, but instead to promote a thriving learning community (Marsh, 2012). Continuous improvement takes practice, patience, and perseverance. An SEL team can thrive when administrators allow enough time, resources, and staffing to put these strategies into practice.

Administrators Action Checklist:

- ☐ Create a culture where learning from mistakes is not only accepted but also celebrated through clear and consistent communication and modeling.
- ☐ Provide the SEL team and other involved staff with access to high-quality data. [CASEL Tool: Continuous Improvement](#)
- ☐ Model your own reflective practice with data.
- ☐ Offer opportunities for staff to cultivate knowledge and skills for analyzing data and presenting it to others.
- ☐ Articulate a structured process to learn from data in a low-stakes, improvement-focused manner. [CASEL Tool- Test Innovative Strategies](#)
- ☐ Ensure that staff have authority to act on what they are learning.

Focus Area 4 Use Data for Continuous Improvement



Modeled after CASEL tools and referenced throughout the guide.
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CASEL Rubric

SEL Implementation






Modeled after CASEL tools and referenced throughout the guide.
For more information, visit www.casel.org or <https://schoolguide.casel.org>



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

Note your school's progress and needs in these areas:

Move Green Check to indicate rating in each section.

	1	2	3	4
SEL Team Notes: 	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 somewhat regularly with partially structured roles 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 lead schoolwide SEL. The team is representative of the school community and includes students, families, and community groups in decision-making processes.
Foundational SEL Notes: 	Foundational SEL learning opportunities are being planned for staff, families, and community partners to develop awareness of, commitment to, and ownership of SEL.	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.
Shared Vision Notes: 	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.
Campus:				



Focus Area 1B- Create a Shared Plan

Note your school's progress and needs in these areas:

Move Green Check to indicate rating in each section.

Planning

Notes:



1

The SEL team has not yet begun the process of developing a schoolwide SEL implementation plan.

2

The SEL team is in the early stages of developing a school-wide SEL implementation plan.

3

The SEL team has developed an SEL implementation plan for the school year and is in the process of integrating the plan into schoolwide planning documents.

4

The SEL team has assessed needs and resources and developed a one-year (at minimum) SEL implementation plan with S.M.A.R.T. goals, action steps, and assigned ownership. This plan is integrated into school-wide planning documents and referenced and revised regularly.

Two-Way Communication

Notes:



Two-way SEL communications between the SEL team and all stakeholders has not yet been planned.

Structures to support two-way SEL communications between the SEL team and all stakeholders have been planned but have not yet been implemented.

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.

Structures are in place to support consistent two-way SEL communications between the SEL team and all stakeholders including staff, other school-wide teams, community partners, families, and out-of-school time providers (e.g., town hall meetings, open door policies, social media).

Resources

Notes:



Funding for school-wide SEL has not yet been discussed and prioritized. Time has not yet been set aside for school-wide SEL implementation.

Funding for school-wide SEL is limited and does not yet consistently sustain the school's needs for SEL implementation. Time to support SEL at the classroom and school level is being planned but not yet written into the school's master schedule.

There is a budget for SEL resources that meets some of the school's SEL implementation needs. Time to support SEL at the classroom and school level is planned but not yet written into the school's master schedule.

There is a stable budget for SEL resources, professional learning, and staffing that is built into the school's financial plan. Time to support SEL at the classroom and school level is written into the school's master schedule.




Campus:



Focus Area 2- Cultivate Adult SEL

Note your school's progress and needs in these areas:

Move Green Check to indicate rating in each section.

	1	2	3	4
Professional Learning Notes: 	Professional learning opportunities to cultivate adult SEL are not yet offered.	Professional learning opportunities to cultivate adult SEL are offered at least once a year.	Professional learning opportunities to cultivate adult SEL are offered regularly throughout the school year.	Staff regularly attend ongoing professional learning opportunities to cultivate adult SEL. These opportunities are built into the school's professional learning strategy, and staff are able to inform which topics are offered.
Environment to Support Adult SEL Notes: 	Creating an environment that supports the cultivation of adult SEL is not yet a priority for the SEL team.	The SEL team recognizes the need to create an environment that supports the cultivation of adult SEL throughout the school and has begun identifying opportunities for staff to participate in these strategies (e.g. time for cultivating staff social and emotional competence, opportunities for collaboration, modeling, etc.).	The SEL team has identified key opportunities (e.g. time for cultivating staff social and emotional competence, opportunities for collaboration, modeling, etc.) for creating an environment that supports adult SEL and have started to implement these strategies.	The SEL team is actively cultivating an environment that supports the social and emotional learning of school staff by collaborating with one another, modeling social and emotional competencies, using culturally responsive practices, and intentionally building positive relationships.
Staff-Shared Agreements Notes: 	School staff have not yet created shared agreements for how staff will interact with one another, with students, and with students' families and community.	There is a plan to collaboratively develop staff shared agreements for how staff will interact with one another, with students, and with students' families and community.	Staff shared agreements for how staff will interact with one another, with students, and with students' families and community have been collaboratively developed and clearly communicated to all staff.	Collaboratively developed shared agreements for how staff will interact with one another, with students, and with students' families and community are modeled by staff and referenced in staff and grade-level meetings.
Cultural Responsiveness Notes: 	Staff have not yet prioritized the need for cultural competence among staff.	School staff understand the importance of cultural competence and have developed a plan in which staff work to improve their cultural competence.	School staff engage in periodic group-level efforts to improve cultural competence. The work includes relationship building, collaboration and co-learning with colleagues and may occasionally involve students, family members, and community stakeholders. Learnings from these efforts are beginning to be used to create equitable learning environments for all students.	School staff are engaged in ongoing improvement of their cultural competence as individuals and as a group. This work is integrated into all aspects of professional learning and benefits from relationship building, collaboration, and co-learning with colleagues. Students, family members, and community stakeholders are deliberately included in this process. Learnings from these interactions are used to cultivate equitable learning environments and to maximize learning outcomes for all students.

Campus:



Focus Area 3- Promote SEL for Students

Note your school's progress and needs in these areas:

Move Green Check to indicate rating in each section.

Professional Learning

Notes:



Supportive Classroom Environment

Notes:



Classroom Shared Agreements

Notes:



1

Staff do not yet have opportunities to learn about SEL.

2

Opportunities for staff to learn about promoting SEL are offered at least once per year.

3

Opportunities for staff to deepen their knowledge of SEL are offered multiple times throughout the school year and address varied topics that are aligned to the school's SEL goals.

4

Ongoing opportunities for staff to learn how to promote SEL for students are built into the school's professional learning strategy and are aligned to the school's SEL goals. Offerings include topics such as integrating SEL into instruction, implementing an evidence-based SEL program, and culturally responsive SEL strategies in addition to topics that staff identify to be most helpful in the development of student social and emotional competence.

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.

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.

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.

Classroom shared agreements have not yet been developed.

Classroom shared agreements have been collaboratively developed and are on display in a few classrooms.

Classroom shared agreements have been collaboratively developed in a majority of classrooms throughout the school. These agreements are on display in the classroom and are regularly communicated to students and their families.

Each year classroom shared agreements are collaboratively developed in each classroom. These agreements are consistently modeled by adults and students and woven into daily routines and practices. Classroom shared agreements are on display in the classroom and regularly communicated to students and their families.

Campus:



Focus Area 3- Promote SEL for Students



Note your school's progress and needs in these areas:

Move Green Check to indicate rating in each section.

Cultural Responsiveness

Notes:



Student Voice and Engagement

Notes:



SEL-Integrated Instruction

Notes:



1

Teachers are unfamiliar with their students' cultural backgrounds and life circumstances, and the local community context. Students do not yet have opportunities to learn about their peers' experiences and cultural backgrounds. Teachers have not yet taken steps to ensure that instructional materials offer diverse representations of culture, race, gender, etc. SEL instruction does not yet focus on cultural identity, student agency, or advocacy in the face of injustice.

2

Teachers are familiar with some of their students' cultural background and, life circumstances, and the local community context. Students have limited opportunities to learn about their peers' experiences and cultural backgrounds. Teachers have begun to take steps to ensure that instructional materials offer diverse representations of culture, race, gender, etc. SEL instruction occasionally addresses cultural identity, student agency, and advocacy in the face of injustice.

3

Teachers are familiar with most of their students' cultural backgrounds, life circumstances, and the local community context. Students have opportunities to learn about their peers' experiences and cultural backgrounds. Teachers have begun to use materials that offer diverse representations of culture, race, gender, etc. SEL instruction addresses cultural identity, student agency, and advocacy in the face of injustice.

4

Teachers dedicate time to learning about their students' lived experiences, cultural backgrounds, and life circumstances and the local community context. Teachers frequently facilitate opportunities for students to learn about their peers' experiences and cultural backgrounds, and use instructional materials that offer diverse representations of culture, race, gender, etc. SEL instruction is responsive to students' cultural backgrounds and includes opportunities to explore and celebrate cultural identity, promotion of student agency, and supporting advocacy especially in the face of injustice.

Students do not yet have opportunities to take on leadership and decision-making roles.

Students have opportunities to take on more superficial leadership roles such as student council, patrols, or leading morning announcements. Students have limited opportunities to engage in service learning.

Students are offered many opportunities to take on leadership and decision-making roles that shape instruction and school climate. Students have opportunities to engage in service learning.

Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers and decision-makers, offering ways for students to inform instruction, construct knowledge collaboratively, and strengthen school climate. Students take on leadership roles within the school community and participate in meaningful service learning opportunities.

Teachers have not yet prioritized the integration of SEL into instruction.

Teachers have prioritized and planned strategies to integrate SEL into instruction (e.g. opportunities for collaborative group work, inclusive class discussions, and reflection).

Teachers have begun to use strategies to integrate SEL into instruction (e.g. opportunities for collaborative group work, inclusive class discussions, and reflection).

Teachers promote SEL competencies to help students engage with and understand challenging academic content. This includes providing daily opportunities for students to engage in collaborative group work, inclusive class discussions, and reflection.

Campus:



Focus Area 3- Promote SEL for Students



Note your school's progress and needs in these areas:

Move Green Check to indicate rating in each section.

Evidence-Based SEL Programs and Practices

Notes:



1

The SEL team is in the process of collaboratively selecting an evidence-based program and/or approach to SEL.

2

Evidence-based programs and/or approaches to SEL are in the initial stages of implementation and are being used in some grade levels.

3

Evidence-based programs and/or approaches to SEL are being implemented in most grade levels with fidelity.

4

Evidence-based programs and/or approaches to SEL are used with fidelity in all grade levels. These may include classroom-based SEL lessons, teaching practices, SEL-integrated academic curricula, school-wide community-building practices, or a combination of these strategies.

Schoolwide Norms and Routines

Notes:



Schoolwide norms and routines have not yet been discussed.

Schoolwide norms and routines have been discussed but are not yet explicitly stated or universally agreed upon.

Schoolwide norms and routines have been collaboratively established and communicated broadly, but are not yet followed consistently.

Collaboratively developed school-wide norms and routines are universally agreed upon and used consistently throughout the school to support SEL. These norms and routines are consistently communicated and are revised as necessary.

Integrating All SEL-Related Initiatives

Notes:



The SEL team has not yet taken steps to ensure that all SEL-related initiatives share priorities, goals, and a common language.

The SEL team has begun to take steps to ensure that all SEL-related initiatives share priorities, goals, and a common language.

The SEL team has a process and has taken steps to ensure that all SEL-related initiatives share priorities, goals, and a common language.

The SEL team ensures that priorities, goals, and a common language are coordinated throughout all SEL-related initiatives. Each year, the SEL team takes stock of all SEL-related initiatives and is strategic about how to improve integration in the coming year.

Student Support

Notes:



A Multi-Tiered System of Supports is not yet available to students.

A Multi-Tiered System of Supports is being planned. Staff are considering the ways in which SEL can be integrated into supports.

A Multi-Tiered System of Supports is in place to meet the academic and behavioral needs of all students. Staff are beginning to integrate SEL into supports at all tiers for both academics and behavior.

The school provides a Multi-Tiered System of Supports to meet the academic and behavioral needs of all students. SEL is fully integrated into supports at all tiers for both academics and behavior.

Campus:



Focus Area 3- Promote SEL for Students



Note your school's progress and needs in these areas:

Move Green Check to indicate rating in each section.

Discipline Policies and Practices That Support SEL

Notes:



1

School discipline policies and practices have not yet been reviewed to determine how well they align with SEL. Data is not yet examined to determine if policies and practices are being applied equitably.

2

School 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.

3

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.

4

School discipline policies and practices support SEL and are restorative, instructive, and developmentally appropriate. These policies and practices are consistently and equitably used in the classroom and throughout the school, as evidenced by sources of disaggregated school-wide data.

Family Partnerships

Notes:



School staff do not yet communicate with families about the social and emotional competencies that students are learning in the classroom. School staff do not yet seek input from families when designing SEL opportunities at the school.

School staff have begun to communicate with families about the social and emotional competencies that students are learning in the classroom. School staff are planning ways to seek input from families when designing SEL opportunities at the school.

School staff occasionally communicate with families about the social and emotional skills that students are learning in the classroom. School staff occasionally seek input from families when designing SEL opportunities at the school.

The school has multiple avenues for 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

Notes:



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 school-wide 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 school-wide 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.

Campus:



Focus Area 4- Use Data for Continuous Improvement



Note your school's progress and needs in these areas:

Resources to Drive High Quality Continuous Improvement

Notes:



Systems to Promote Continuous Improvement

Notes:



1

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.

2

The SEL team has begun to use some implementation data and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff are in the process of identifying dedicated time to use this data and ensure that staff have the skills necessary to engage in cycles of continuous improvement.

3

The SEL team uses a full range of implementation data and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Resources have been identified to ensure that all staff have the time and skills necessary to engage in cycles of continuous improvement.

4

The SEL team uses a full range of implementation data and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Dedicated resources ensure that all staff have the time and skills necessary to regularly engage meaningfully in cycles of 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.

Campus:

Exhibit A: Quick Reference Guide- Positive Behavior Intervention and Support (PBIS)

PBIS stands for Positive Behavior Intervention and Support and is an alternative way to think about behavior. It is the application of evidence based strategies and systems to assist schools in increasing academic performance and school safety, and decreasing problem behavior to establish a positive school culture. PBIS uses a collaborative team-based approach that relies on input from staff, students, families and community members. PBIS is an educative, proactive, and functional process for developing effective instructional strategies and interventions to teach and support appropriate behavior. The checklist below will guide administrative implementation and oversight.

- ✓ **PBIS Team:** Form a PBIS committee to lead the implementation at the campus. Hold monthly meetings and document in the campus Schoology folder. Upload and find resources; log in to Schoology; enter Group Code Z6NK5-ZRVSZ.
- ✓ **Faculty Commitment:** Continuously provide stakeholders with opportunities to participate in the creation and revision of PBIS core values and expectations.
- ✓ **Develop Expectations and Rules:** Post 3 to 5 positively stated school wide expectations on campus.
- ✓ **Recognition Program:** Develop a system to intrinsically motivate all stakeholders' acknowledgment in support of PBIS. Intrinsic motivation is an energizing of behavior that comes from within an individual, out of will and interest for the activity at hand. No external rewards are required to incite the intrinsically motivated person into action. The reward is the behavior itself.
- ✓ **Effective Procedures for Handling Discipline:** Adopt a campus specific "Discipline Flow Chart" to define office-managed discipline, classroom managed discipline, and suggested appropriate responses to behaviors (see Schoology resources).
- ✓ **Discipline Data Analysis and Evaluation:** Analyze discipline data with PBIS team, based on the 6-week disciplinary audit findings; modify, re-teach, and reinforce PBIS rules and expectations as needed.
- ✓ **Behavior Lesson Plans:** Utilize the existing behavior curriculum or develop/adopt customized behavior curriculum to teach expectations and promote positive behavior expectations (see Schoology resources).
- ✓ **Implementation Plan:** All campuses will establish an implementation plan to ensure the following (BOY AND MOY):
 - All components of the discipline framework are taught to staff
 - Staff is trained on expectations/rules/acknowledgments.
 - Behavior lesson plans for teaching students the expectations/rules/acknowledgments are completed.
 - Plans are established and completed for involving families/community.
- ✓ **Classroom Systems:** Classroom rules are connected to school wide expectations. Acknowledgment of positive behaviors occurs more frequently than acknowledgment of inappropriate behaviors.
- ✓ **Evaluation:** Continuously evaluate PBIS implementation
 - Students and staff are surveyed about PBIS.
 - Staff use discipline flow chart and acknowledgment system appropriately.
 - Outcomes (behavior data, attendance, morale) are surveyed and documented to be used to evaluate PBIS.



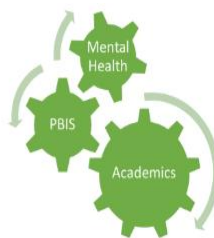
PBIS is a
FRAMEWORK



PBIS is
POSITIVE



PBIS reflects specific
VALUES



PBIS relies on
SYSTEMS



Exhibit B: MTSS in Behavioral Instruction

Tier 1

Tier 1 is the foundation for all activities in the school that involve student and adult behavior. The school-wide PBIS expectations and SEL Competencies are utilized in delivering the core curriculum for behavioral and social-emotional supports used in all settings and for all tiers of instruction. They provide the common language and consistency that lead to:

- Positive school climate,
- Improved attendance,
- Increases in student achievement,
- Decreases in staff turnover, and
- A reduced need for more intensive supports.

The Tier 1 PBIS team holds the responsibility for maintaining a responsive Tier 1 system. This representative group gathers ideas from other stakeholders to ensure that Tier 1 strategies will be relevant and practical, and reviews disaggregated data to identify priorities for implementation. Existing programs and curricula are adapted to include the school-wide expectations, school wide rules, and developmentally appropriate learning standards and benchmarks that articulate what students should know and be able to do in the area of social-emotional learning, ensuring the curricula resonates with students from different cultural backgrounds. When schools are challenged by intensive student needs, Tier 1 provides a way to get more support to more students. This may include spending more time on Tier 1 behavioral instruction, planning more frequent reward/recognition initiatives, integrating academic instruction, restorative practices, trauma-informed care, or mental health supports into the curriculum, or changing how Tier 1 is delivered to ensure students benefit from implementation.

TIER 1 Preventing the development of new (incidence) problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non-classroom).	
SYSTEMS	PRACTICES
<ul style="list-style-type: none">• Leadership team with active administrator participation• Efficient routine, schedule, and structure for conducting team meetings and reporting to stakeholders• Commitment to establishing a positive school-wide culture• Procedures for ongoing, data-based monitoring, evaluation, and dissemination• Procedures for selecting, training, and coaching new personnel• Procedures for evaluation of personnel related to PBIS implementation	<ul style="list-style-type: none">• Set of school-wide positive expectations and behaviors are defined and taught• Procedures for establishing classroom expectations, routines, and recognition are consistent with school-wide expectations• Continuum of procedures for encouraging expected behavior and discouraging problem behavior• School-wide discipline flow chart is defined and understood• Procedures for encouraging school-family partnerships is in place

PBIS and SEL: MTSS Tier 1 Guidelines for Instruction & Intervention Support

Tier 1: Universal Instruction & Supports (All Students)	<p><i>Teachers deliver high-quality, research-based (CASEL approved) core class instruction in the general education setting that is aligned with the core components of SEL and behavioral expectations adopted by their respective campus. Teachers will differentiate instruction in grade-level classes (Elementary) and advisory periods (Secondary) in 9 week intervals. Teachers will monitor the progress of all students via SEL survey response analysis, formative assessment of the behavioral objectives, and disciplinary data findings according to location, time, gender, student, offense, and discipline action assigned. 80% or more of the students are to be successful at this tier.</i></p>		<p>Team: Collaborative PBIS Campus PLC (by grade-level)</p>
	Guidelines	Instruction & Intervention Practices	Resources
	<p>Focus/Academic Program: Core curriculum is high-quality, Active Learning instruction of the PBIS expectations and SEL competencies for all students.</p>	<ul style="list-style-type: none"> • Every EPISD student has access to engaging, high quality SEL curriculum that is developmentally appropriate and culturally responsive. • Positive behaviors are clearly defined, taught, rewarded, and supported. • Active learning strategies are used to promote student interaction and engagement while learning the SEL core competencies and PBIS behavior expectations. • Differentiated instruction is used to address the needs of all learners and learning styles. • Scaffolds and high interest, real-life connections are made and student voice is honored. 	<p><u>Elementary Kinder-5th Grade:</u> Sanford Harmony Curriculum</p> <p><u>Secondary 6th -12th Grade:</u></p> <p><u>All Grade Levels:</u></p> <p>SEL Schoology Group Code</p> <ul style="list-style-type: none"> • Defined by Cohort Year www.casel.org <p>PBIS Group Code www.pbis.org www.pbisworld.com www.pbisillinois.org www.pbssurveys.org www.swis.org www.isbe.net www.iirc.niu.edu www.istac.net</p>
	<p>Setting/Interventionist: All teachers, all staff members, all settings.</p>	<ul style="list-style-type: none"> • All students receive Tier 1 core instruction by their classroom teacher • Individual teachers and collaborative teacher teams/PLCs follow the identified essential SEL components as outlined in their EPISD campus behavior curriculum documents. 	
	<p>Frequency & duration: instructional calendar based on the district identified behavioral curriculum timeline.</p>	<ul style="list-style-type: none"> • Additional time is given to individual students as needed. • Re-teach lessons identified and completed as needed. • Extension activities implemented according to discipline data reflection results. 	
	<p>Grouping: Instruction is differentiated as needed with flexible small groups and other strategies (re-teaching/enrichment)</p>	<ul style="list-style-type: none"> • Flexible grouping is embedded. • Sheltered instruction strategies are used with English language learners. • Individual SPED and ELL accommodations are made. 	
	<p>Assessments & Progress Monitoring: Utilize universal screening (PANORAMA) to monitor progress of ALL students 3 times per year (BOY/MOY/EOY)</p>	<ul style="list-style-type: none"> • Student progress towards meeting behavior expectations are continuously surveyed and analyzed • Immediate and corrective feedback is provided, along with re-teaching as needed. 	

Tier 2

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the core curriculum.

Early warning systems and school-wide screening prompts teachers to think about students' needs so they may be addressed proactively. If a large number of students are identified as needing interventions, school teams should respond with adjustments to their Tier 1 curriculum. The best way to know if an intervention is working for a child is to collect data on a regular basis. A simple rating scale ("good day," "mixed day," "difficult day") is an easy way to monitor a student's progress and allows school teams to intervene more effectively. If a small number of students aren't improving, interventions should be tweaked so that more individualized supports are available, or teams may consider an alternate intervention. As interventions become more individualized, the type of progress monitoring data should also become more specific and collected more frequently until the team can identify what is needed for the student to be successful.

TIER 2 Reducing the number of existing (prevalence) problem behaviors that are presenting high risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.	
SYSTEMS	PRACTICES
<ul style="list-style-type: none">• All Tier 1 systems as defined• Intervention team with a coordinator• Behavioral expertise available• Increased precision in data collection• Formal process for screening and identifying students in need of more than Tier 1 support• Access to training and technical assistance on Tier 2 practices and supports	<ul style="list-style-type: none">• All Tier 1 practices as defined• Increased instruction practice with self-regulation and social skills• Increased adult supervision• Increased opportunity for positive reinforcement• Increased precision to minimize rewards for problem behavior• Increased access to academic supports

PBIS and SEL: MTSS Tier 2 Guidelines for Instruction & Intervention Support

Tier 2: Targeted Supplemental Interventions & Supports (Some Students)	<p>As a result of Tier 1 data analysis of the 9 weeks assessment, the content PLC team will generate a list of students whom they have identified as needing supplemental intervention and match students to appropriate interventions based on their need as evidenced through data. The team will establish the intervention protocol and identify support which will be provided by the appropriate interventionist.</p>		<p>Team: Collaborative PBIS Campus PLC (by grade-level)</p>
	Guidelines	Instruction & Intervention Practices	Resources
	<p>Focus/Academic Program: Supplemental support 5-15% of all students to addresses gaps to improve student performance of Tier 1 expectations.</p>	<ul style="list-style-type: none"> Students who do not master essential standards that are introduced during Tier 1 instruction receive Tier 2 intervention support until reaching mastery of those standards. Interventions are research based and are matched to student needs. 	<p><u>Elementary Kinder-5th Grade:</u> Sanford Harmony Curriculum</p> <p><u>Secondary 6th -12th Grade:</u></p> <p><u>All Grade Levels:</u> SEL Schoology Group Code</p> <ul style="list-style-type: none"> Defined by Cohort Year www.casel.org <p>PBIS Group Code www.pbis.org www.pbisworld.com www.pbisillinois.org www.pbssurveys.org www.swis.org www.isbe.net www.iirc.niu.edu www.istac.net</p>
	<p>Setting/Interventionist: Classroom teacher generally provides Tier 2 intervention, but collaborative teacher teams or specialist may also work together to provide Tier 2 interventions.</p>	<ul style="list-style-type: none"> In the classroom or outside the classroom Intervention must be provided by highly qualified teachers, educational specialist, or other professional staff members with training and expertise in the specific intervention 	
	<p>Frequency & duration: Elementary: 15 min. per day, 2 days/week Secondary: 15 min. per day, 2 days/week</p>	<ul style="list-style-type: none"> Must be delivered for a sufficient period of time to allow the team to gather adequate data to determine effectiveness (recommended in 3 week intervals) 15-20 minutes per day Parents will receive a notification letter and intervention plan informing them of child's placement in Tier 2 intervention. 	
	<p>Grouping: Elementary: 5-8 students Secondary: 3-8 students</p>	<ul style="list-style-type: none"> Students are provided with systematic, explicit, interactive and similar behavior pattern in small group instruction (5-7 students) based on behavior data, inside or outside the classroom setting 	
	<p>Assessment & Progress Monitoring: Behavior Tracking Sheets Progress must be monitored monthly or bi-weekly with at least 75% of students improving behavior.</p>	<ul style="list-style-type: none"> Discipline data sources and formative assessments are used to identify students in need of Tier 2 intervention support. Progress as recorded on intervention resource. Fidelity of intervention must be monitored and documented (attendance & delivery of intervention) 	

Tier 3

Tier 3 teams typically function as problem-solving teams with several important factors: adequate resources, effective interventions, continuous monitoring, and administrative support. The main difference between Tier 3 and other levels of positive behavior support is the focus of the interventions. The defining features of Tier 3 interventions (i.e., identification of goals, data collection and analysis, summary statements, multi-element plans, and a monitoring system) address the needs of individual children. It is support that is focused on meeting individual needs; and the characteristics of individual students and specific circumstances related to them (e.g., differences in the severity of behavior, complexity of environment) dictate a flexible, focused, personalized approach. This means that Tier 3 allows teams to vary features of the process (e.g., data collection tools used, breadth of information gathered, specificity and number of hypotheses generated, extent of the behavioral support plan, and degree of monitoring) to provide the most individualized behavior support possible.

TIER 3 Provide specialized support to decrease the occurrence of disciplinary offenses committed by students unresponsive to Tier 1 and Tier 2 intervention practices. Specialized staff trained in intense, behavioral support strategies will be determined by the team knowledgeable of and based on the individual student needs.	
SYSTEMS	PRACTICES
<ul style="list-style-type: none">• All Tier 1 and 2 systems as defined• Intervention team with an administrator assigned• Behavioral expertise and social support team• Increased precision and analysis of data unique to student• Process developed to specify intervention protocols for all tier 3 students• Formal process for screening and identifying students in need of more than Tier 1 and 2 support• Access to training and technical assistance on Tier 3 practices and supports	<ul style="list-style-type: none">• All Tier 1 and 2 practices as defined• Increased instruction practice with student-specific learning goals and behavior targets• Increased adult supervision and family engagement routinely scheduled• Increased opportunity for positive reinforcement• Increased check in/check out formally and routinely established• Increased access to academic supports

PBIS and SEL: MTSS Tier 3 Guidelines for Instruction & Intervention Support

Tier 3: Targeted Supplemental Interventions & Supports (Few Students)	<p><i>Tier 3 interventions and supports are more individualized and intensive in nature, implemented individually or in a very small group and should not to exceed 3 students. The documentation includes both interventions for academic support and for behavioral support. It is important that the development of a Tier 3 intervention for an individual does not represent a need for referral to Special Education and is intended only for the purpose of meeting the needs of the identified students and assisting them in closing their achievement gaps so that they are successful within the general education setting.</i></p>		<p>Team: Administrator Counselor Teacher Team Family Inclusion</p>
	Guidelines	Instruction & Intervention Practices	Resources
	<p>Focus/Academic Program: Intensive support may be needed by 1-5% of all students and</p>	<ul style="list-style-type: none"> Intensive support to addresses gaps which pose barriers to learning to improve student performance of Tier 1 and Tier 2 expectations for students Intensive interventions for students who are not responding to Tier 1 and 2 interventions and/or have performed significantly low on universal screeners and assessments Intervention must be evidence-based, matched to student needs 	<p><u>Elementary Kinder-5th Grade:</u> Sanford Harmony Curriculum</p> <p><u>Secondary 6th -12th Grade:</u></p>
	<p>Setting/Interventionist: Outside of the classroom by qualified teacher-mentors, educational specialist, counselor, and other professional staff members.</p>	<ul style="list-style-type: none"> Usually provided by a specialist as determined by School Intervention Team Rtl Team Highly structures/scripted interventions Behavioral intervention team plans for and develops an intervention schedule 	<p><u>All Grade Levels:</u> SEL Schoology Group Code</p> <ul style="list-style-type: none"> Defined by Cohort Year <p>www.casel.org</p>
	<p>Frequency & duration: with significant and/or chronic deficits are provided with systematic, explicit, and interactive small group instruction (1-3 students)</p>	<ul style="list-style-type: none"> Frequent, targeted and systematic behavioral lessons delivered for 15-30 min. per day, 3-5 days per week in addition to Tier 1 and Tier 2 	<p>PBIS Group Code</p> <p>www.pbis.org www.pbisworld.com www.pbisillinois.org www.pbssurveys.org www.swis.org www.isbe.net www.iirc.niu.edu www.istac.net</p>
	<p>Grouping: Students (groups of 3 or fewer), one-to-one and small group</p>	<ul style="list-style-type: none"> Students in this Tier may work with an intervention specialist outside and in addition to the Tier 1 developmentally appropriate SEL curriculum. 	
	<p>Assessment & Progress Monitoring: Administer progress monitoring a minimum of 1 time per week.</p>	<ul style="list-style-type: none"> Monitored attendance and document delivery of intervention Parents will participate in the development of the behavioral intervention plan (or notified if participation is not possible) Must be delivered for a sufficient period of time to allow the team to gather adequate data to determine effectiveness Establish baseline behavioral intervention needs and develop six-week goals 	

Exhibit C- CASEL Tool: Developing Goals for SEL

Purpose

The purpose of this tool is to help the SEL team develop and document goals for student and climate outcomes for SEL. Examples of the SEL SMART goals are linked to TPESS Standards following these instructions.

How to use this tool

- ✚ This tool presents the “SMART” goal-setting process. It also includes a template that can be used to document goals.
- ✚ The tool is designed to be used in conjunction with the district’s vision statement and to prioritize goals for SEL.
- ✚ After defining the district’s SEL goals using the reflection questions in this tool, the SEL team can get input from the rest of the district community to refine and finalize the goals.
- ✚ SMART goals are a useful link between a resources and needs assessment and an action plan. We recommend integrating the district’s SEL goals with other district and school improvement processes.

SMART Goals for SEL

Answers to these questions will help to ensure that goals are SMART:

- *Specific:*
Does each goal clearly state what is to be accomplished and for whom? Where appropriate, does it specify where and by whom activities should be carried out?
- *Measurable:*
Does each goal refer to a measurable outcome? Does it set a standard that will allow the team to know whether or not the goal has been met?
- *Attainable:*
Does the goal seem reachable given where the school is now?
- *Realistic/Relevant:*
Will attaining this goal make a difference in the quality of students’ lives? Is the goal aligned with other school improvement goals?
- *Timely:*
Has a timeframe been established for achieving the goal? Have shorter-term benchmarks been set so progress can be monitored along the way?

Reflection Questions for Setting SMART Goals

- What would your district like to see change as a result of SEL implementation?
 - How will SEL enhance students’ social and emotional skills, competencies, and dispositions?
 - How will it enhance academic performance?
 - How will it positively impact school climate?
 - How will it impact teacher effectiveness?
 - How will it strengthen partnerships between the district and families?
 - Will it decrease undesirable outcomes, such as poor student behavior or school climate?
- Who is supposed to change as a result of SEL?
 - Are changes expected for students?
 - Are changes expected for other members of the school community? Teachers? School administration? Families? Community members?
- How much change is expected?
 - What magnitude of change would indicate that a difference is being made?

Modeled after CASEL tools and referenced throughout the guide.
For more information, visit www.casel.org or <https://schoolguide.casel.org>

- When will the change occur?
 - How long would it take for the desired changes to take (e.g., six months, one year)?
 - By what specific date would the change be projected to happen?
- How will the changes be measured?
 - What are any existing measures (e.g., surveys, administrative data) that can aid in measuring change?
 - What would signify that “change happened” (e.g., integrating SEL into daily functioning of the school, teachers using an evidence-based SEL program, school staff interacting more positively with each other)?

Examples of SMART Goals for Student and Climate Outcomes:

Goal for Student Behavior	
What will change? (<i>specific</i>)	Students’ contribution to the well-being of the community
For whom? (<i>specific</i>)	Students
By how much? (<i>specific, measurable, realistic</i>)	Increase student participation in service learning activities by 20%
When will the change occur? (<i>specific, measurable, realistic, time sensitive</i>)	Within the school year
How will it be measured? (<i>specific, measurable</i>)	Track student participation in service-learning projects.
Example of a metric that incorporates all of the SMART criteria: Student participation in service learning activities will increase by 20% during the 17-18 school year, increasing their contribution to the well being of the school and local communities.	

Goal for Climate	
What will change? (<i>specific</i>)	The classroom climate will improve schoolwide
For whom? (<i>specific</i>)	Students and teachers
By how much? (<i>specific, measurable, realistic</i>)	Increase positive survey responses by 20%
When will the change occur? (<i>specific, measurable, realistic, time sensitive</i>)	Within the school year
How will it be measured? (<i>specific, measurable</i>)	Survey staff and students in September and May
Example of a metric that incorporates all of the SMART criteria: Develop a safe, supportive, and caring learning climate for all learners by enhancing positive relationships among staff to staff and among teachers and students, resulting in a 20% increase in positive climate ratings by students and staff from September 2017 to May 2018.	

Modeled after CASEL tools and referenced throughout the guide.
For more information, visit www.casel.org or <https://schoolguide.casel.org>

Goal for Student Social and Emotional Competence	
What will change? (<i>specific</i>)	Students' will independently and peaceably problem solving conflicts with peers
For whom? (<i>specific</i>)	Students
By how much? (<i>specific, measurable, realistic</i>)	Reduce disciplinary infractions by 20% Increase or maintain SEL relationship management competencies
When will the change occur? (<i>specific, measurable, realistic, time sensitive</i>)	Over a school year
How will it be measured? (<i>specific, measurable</i>)	Assessment of students' SEL competencies and change in substantiated student disciplinary infractions involving peer conflict
Example of a metric that incorporates all of the SMART criteria: An increase in student ability to solve problems in peaceful ways will reduce disciplinary infractions related to peer conflict by 20% over the next school year.	

Smart Goals for Student and Climate Outcomes of Schoolwide SEL

Goal for Student Social and Emotional Competence

Goal Statement:

What will change?

For whom?

By how much?

When will the change occur?

How will it be measured?

How will this goal be achieved?

Goal for Student Behavior

Goal Statement:

What will change?

For whom?

By how much?

When will the change occur?

How will it be measured?

How will this goal be achieved?

Goal for Climate

Goal Statement:

What will change?

For whom?

By how much?

When will the change occur?

How will it be measured?

How will this goal be achieved?

Modeled after CASEL tools and referenced throughout the guide.
For more information, visit www.casel.org or <https://schoolguide.casel.org>

SEL SMART Goals and TPESS Standards

Texas Principal Evaluation and Support System (T-PESS)	TPESS Domains/Standards Competencies/Indicators	Description/SEL SMART Goal
	Standard 1. Instructional Leadership	The principal is responsible for ensuring every student receives high-quality instruction.
	1A Rigorous and aligned curriculum and assessment	<p>The principal implements rigorous curricula and assessments aligned with state standards, including college and career-readiness standards.</p> <p><u>SEL SMART Goal:</u> _____ will integrate SEL standards with English Language Proficiency Standards (ELPS) by connecting with reading, writing, listening, and speaking skill development in 100% of content area subjects and 80% of elective courses as indicated during SEL learning walks by June, 20____.</p>
	1B Effective Instructional Practices	<p>The principal develops high-quality instructional practices among teachers that improve student performance.</p> <p><u>SEL SMART Goal:</u> _____ will train and support faculty to implement (1) 3 signature practices, (2) community circles/morning meetings, and (3) growth mindset habits aligned with active learning structures in 100% of classrooms as indicated in TTESS walk-throughs and SEL learning walks by June, 20____.</p>
	1C Data-driven instruction and interventions	<p>The principal monitors multiple forms of student data to inform instructional and intervention decisions to maximize student achievement.</p> <p><u>SEL SMART Goal:</u> _____ SEL team will model, engage, and support the ongoing evaluation of multiple forms of data, to include discipline, SEL survey responses, and SEL learning walks by presenting findings and proposing revisions/expansion of interventions to campus faculty every 9 weeks as indicated by faculty meeting artifacts by June, 20____.</p>
	1D Maximize learning for all students	<p>The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.</p> <p><u>SEL SMART Goal:</u> _____ will provide advisory for 45 minutes weekly for students to cultivate, practice, and reflect on social and emotional competencies that are developmentally appropriate, culturally responsive, and focused on individual student growth as reported in the master schedule, student portfolios, and the campus-wide SEL foundational learning delivery cycle by June, 20____.</p>
	Standard 2. Human Capital	The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.
	2A Targeted selection, placement, and retention	The principal selects, places, and retains effective teachers and staff.

	2B Tailored development, feedback, and coaching	The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.
		<u>SEL SMART Goal:</u> _____ will provide 4 professional learning sessions for all faculty to cultivate their own social, emotional, and cultural competence based on the 5 SEL competencies and connected to the teacher's individualized SEL strengths and goals as reported in the professional development tracking system by June, 20____.
	2C Staff collaboration and leadership	The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.
		<u>SEL SMART Goal:</u> _____ will establish a diverse and representative SEL team comprised of effective teachers and staff members to lead a coordinated approach to school wide SEL implementation as reported in the end-of-year (EOY) SEL Implementation Rubric by June, 20____.
	2D Systematic evaluation and supervision	The principal conducts rigorous evaluations of all staff using multiple data source.
	Standard 3. Executive Leadership	The principal is responsible for modeling a consistent focus and personal responsibility for improving student outcomes.
	3A Resiliency and change management	The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.
		<u>SEL SMART Goal:</u> _____ will model and explicitly teach faculty and staff the behaviors listed in the "Modeling SEL as a Staff" CASEL tool to adopt and consistently portray the mastery of the 5 competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) as reported by the EOY SEL Implementation Rubric by June, 20____.
	3B Commitment to ongoing learning	The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.
		<u>SEL SMART Goal:</u> _____ will participate in the advancement of SEL foundational learning and school-wide implementation a minimum of 4 times per semester as reported by meeting (PLC, CIT, Faculty Meeting, District sponsored PL...) artifacts by June, 20____.
	3C Communication and interpersonal skills	The principal tailors communication strategies to the audience and develops meaningful and positive relationships .
		<u>SEL SMART Goal:</u> _____ will establish and implement an annual communication plan for both internal and external campus stakeholders (SEL competency "Relationship Skills") to improve positive survey responses by 5% overall as reported in the Culture and Climate Survey by June, 20____.
	3D Ethical Behavior	The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates the moral imperative to educate all children and follows practices and procedures of his or her respective district.

	Standard 4. School Culture	The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.
	4A Shared vision of high achievement	<p>The principal develops and implements a shared vision of high expectations for students and staff.</p> <p><u>SEL SMART Goal:</u> _____ will create/modify a school wide vision that integrates SEL into the campus priorities to serve as the backbone of SEL planning and implementation as reported in the CIP by September, 20__.</p>
	4B Culture of high expectations	<p>The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.</p> <p><u>SEL SMART Goal:</u> _____ will align PBIS structures with SEL school-wide implementation to increase positive behavior and decrease discipline offenses by 20% and exclusionary action codes by 30% as reported in TEAMS by June, 20__.</p>
	4C Intentional family and community engagement	<p>The principal engages families and community members in student learning</p> <p><u>SEL SMART Goal:</u> _____ will provide multiple avenues for two-way communication with families so they have opportunities to understand, experience, inform, and support the social emotional development of their students by hosting 4 parent engagement events with a focus on SEL as reported in the parent engagement binders by June, 20__.</p>
	4D Safe and Secure School Environment	<p>The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.</p> <p><u>SEL SMART Goal:</u> _____ will structure campus-wide expectations, safety protocols and procedures, and ongoing culture and climate enhancing activities around SEL competencies in 100% of the professional development and student advisory lessons delivered on this topic (Safe and Secure School Environment) as reported in meeting artifacts by June, 20__.</p>
	4E Discipline	<p>The principal uses a variety of student discipline techniques to meet the behavioral and academic needs of individual students.</p> <p><u>SEL SMART Goal:</u> _____ will evaluate the current campus discipline data to update the discipline flow chart, campus handbooks and multi-tiered system of support (MTSS) protocols to ensure that they support SEL and are restorative, instructive, and developmentally appropriate as determined by self-audit findings by September, 20__.</p> <p><u>SEL SMART Goal (repeat from 4B):</u> _____ will align PBIS structures with SEL supports to increase positive behavior and decrease discipline offenses by 20% and exclusionary actions by 30% as reported in TEAMS by June, 20__.</p>

	Standard 5. Strategic Operations	The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.
	5A Strategic Planning	The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.
		<u>SEL SMART Goal:</u> _____ will create a timeline of activities for SEL school-wide specified objectives and track the implementation progress in classrooms and campus-wide a minimum of 2 times per semester as indicated in SEL walk-through reports on Eduphoria by June, 20____.
	5B Maximized Learning Time	The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.
		<u>SEL SMART Goal:</u> _____ will provide 45 minutes biweekly during advisory/homeroom/modified schedule to allow teachers to deliver engaging, SEL focused lessons to 100% of students as documented in the campus-wide SEL lesson delivery timeline by June, 20____.
	5C Tactical Resource Management	The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.
		<u>SEL SMART Goal:</u> _____ will assess the needs and allocate resources to support the implementation of SEL school-wide as reported by the budget section and formative and summative evaluation reports in the CIP by June, 20____.
	5D Policy Implementation and Advocacy	The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Exhibit D- CASEL TOOL: Teacher Self-Assessment: Integrating SEL into Daily Instruction

CAMPUS

TEACHER/CLASSROOM: _____ DATE (s): _____

Directions: Place a check in the column that indicates how often you use each integration strategy. Indicate which strategies you want to use more frequently. In the Assessment-based Planning section below, record when and how you will implement these strategies. Use this assessment tool 3 times per year (BOY, MOY, EOY)

	Integration Strategy	Frequency of Use			Check to Increase
		Often	Sometimes	Infrequently	
Academic + SEL	Identify academic and social-emotional learning objectives for each lesson.				
	Structure lessons so students are working with others as well as alone.				
Active Learning Structures	Ask open-ended questions that surface and probe student thinking.				
	Use cooperative structures like “Turn to Your Partner,” “Think, Pair, Share”.				
	Implement cooperative learning activities, along with the structures and guidance to support them.				
	Intersperse periods of teacher-led instruction with opportunities for talk.				
	Provide opportunities for student choice.				
	Teach culturally relevant academic content.				
	Provide opportunities for student self-assessment.				
Reflection	Provide opportunities for students to discuss how they will work together before engaging in cooperative learning, and to reflect afterwards.				

Modeled after CASEL tools and referenced throughout the guide.
For more information, visit www.casel.org or <https://schoolguide.casel.org>

		Often	Sometimes	Infrequently	Check to Increase
Discussion Facilitation Techniques	Provide opportunities for students to reflect on both their academic and social-emotional learning.				
	Have students use discussion prompts when they contribute to a discussion. ("I [agree/disagree] with _____ because...", and "In addition to what _____ said, I think...")				
	Use wait time after asking a question before calling on anyone to respond.				
	Have students use "tag" to call on one another to speak.				
	Ask facilitative questions in discussions to help students respond directly to one another.				
	Refrain from repeating or paraphrasing students.				
	Refrain from overt criticism or praise; instead, respond with interest.				

Assessment-based Planning

2–3 integration strategies I want to use more frequently: _____

Plan and timeline for implementing each integration strategy: _____

Modeled after CASEL tools and referenced throughout the guide.
For more information, visit www.casel.org or <https://schoolguide.casel.org>

Exhibit E- CASEL TOOL: Indicators of Schoolwide SEL Walkthrough Protocol

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 and background

This protocol is designed to help school-based SEL teams and/or observers look for [indicators of schoolwide SEL](#) to support the continuous improvement of schoolwide SEL implementation. School-based SEL teams can use data from this protocol to set implementation goals, reflect on and track progress, and develop or adjust action plans. *This tool is not meant to be used for evaluation purposes.*

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 teachers or classrooms, but supports teams in tracking the progress of schoolwide SEL implementation *across* classrooms. Before beginning observations, it is helpful to explain to teachers 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 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 that context and to review relevant artifacts.

Scoring

- When using the rubric, score each item on a scale from 4 (strong evidence) to 1 (weak or no evidence). Leave the item blank if it was not observed.
- In Section 1, a "4" indicates strong evidence that SEL is internalized and owned by students. A "3" indicates that classrooms are effectively promoting SEL but efforts are mostly teacher-led. A "2" indicates that classroom practices attempt to promote SEL but are inconsistent. A "1" indicates that there is not yet evidence that classroom practices are attempting to promote SEL through this item.
- In Section 2, a "4" indicates strong evidence that SEL is seamlessly integrated into schoolwide systems and practices. A "3" indicates that schoolwide systems and practices are effectively promoting SEL but not yet fully integrated into all aspects of the school. A "2" indicates that schoolwide systems and practices attempt to promote SEL but are inconsistent. A "1" indicates that there is not yet evidence that schoolwide systems and practices are attempting to promote SEL through this item.
- The included "look-fors" are not all-inclusive but are intended to serve as guidance.

Modeled after CASEL tools and referenced throughout the guide.
For more information, visit www.casel.org or <https://schoolguide.casel.org>

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 teachers or classrooms. Before beginning observations, it is helpful to explain to teachers the purpose of the visit and to observe multiple classrooms during different times of the day.

	4	3	2	1	Component Score/Notes
1. Supportive classroom climate					
Classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.					
1a. Community building Look for/Learn about: <ul style="list-style-type: none"> - There are opportunities for students to connect personally (team talk, circles, morning meetings). - Classroom shared agreements reflect student input. - Physical space is set up in a way that fosters community (whole-group meeting spot, desks arranged for collaboration). 	Teachers effectively use strategies and activities to help students get to know one another, cultivate a sense of interdependence, and practice using their social and emotional competencies. Students take an active role in supporting their peers, and there is a strong sense of inclusivity.	Teachers effectively use strategies and activities to help students get to know one another, cultivate a sense of interdependence, and practice using their social and emotional competencies. Students are respectful and friendly to each other.	Teachers try, with uneven results, to use strategies and activities to help students get to know one another, cultivate a sense of interdependence, or practice using their social and emotional competencies.	There is not yet evidence that teachers use strategies to help students get to know one another, cultivate a sense of interdependence, or practice using their social and emotional competencies.	
1b. Teacher-student relationships Look for/Learn about: <ul style="list-style-type: none"> - Students share their perspectives and needs. - The teacher uses strategies to engage and learn about all students. 	Teachers effectively use strategies to build a trusting relationship with each student and are highly responsive to students' needs. Students regularly share their perspectives and concerns.	Teachers effectively use strategies to build a trusting relationship with each student and respond to students' needs.	Teachers try, with uneven results, to build a positive relationship with each student.	There is not yet evidence that teachers use strategies to build positive relationship with all students	
1c. Cultural responsiveness Look for/Learn about: <ul style="list-style-type: none"> - Classroom materials are diverse and inclusive. - Teacher uses strategies to learn about students' cultures, backgrounds, talents and interests. 	Teachers affirm students' diverse identities, cultures, and life experiences throughout their interactions, materials, curriculum, and instruction. Students regularly share about their lives and backgrounds.	Classroom materials, curriculum, and instruction mostly represent students' diverse identities, cultures, and life experiences.	Classroom materials, curriculum, and instruction occasionally references diversity within and across cultures.	Classroom materials, curriculum, and instruction are not reflective of students' diverse identities, cultures, and life experience.	

Modeled after CASEL tools and referenced throughout the guide.
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1d. Classroom routines and procedures Look for/Learn about: - Students know and follow established routines and procedures.	Consistent and predictable routines and procedures contribute to a sense of safety and promote social and emotional learning. Students help to design and lead routines and procedures (as developmentally appropriate).	Consistent and predictable routines and procedures contribute to a sense of safety and provide students with opportunities to practice social and emotional competencies.	Some routines and procedures are present but may be followed inconsistently OR overly restrict students' opportunities to practice social and emotional competencies.	Routines and procedures are unclear or chaotic.	
1e. Student-centered discipline Look for/Learn about: - There is evidence of strategies/tools for students to problem-solve and self-manage (reflection posters, peace corner, reflection sheets, etc.). - Teacher uses verbal and non-verbal cues to communicate and promote expected behaviors. - Feedback on student behavior is discrete, specific, and restorative.	Teachers promote and allow time for self-regulation, cueing students verbally and non-verbally to expected behaviors and focusing on teaching and reinforcing desired behavior rather than punishing misbehavior. When teachers need to give feedback on student behavior, they do so discreetly, using restorative and developmentally and culturally appropriate responses. Students actively use problem-solving tools to resolve conflicts.	Teachers redirect behavior challenges respectfully and discreetly. Teachers' responses to misconduct are consistent. Teachers make more than one attempt to redirect students if problem behavior persists.	Teachers' responses to behavior challenges appear to be consistent, but take time away from lessons. After first attempt, teachers do not follow through to ensure problems are resolved.	- Teachers do not yet attempt or are unsuccessful in the attempt to redirect misbehavior; OR - Considerable time is taken away from instruction to address student behavior challenges; OR - Teachers unsuitably ignore or punish misbehavior.	
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: - There is evidence of an SEL program (posters, circles, related student work, student-of-the-day stickers, etc.). - There are well-structured SEL lessons. - SEL is listed in the master schedule (e.g., SEL-focused advisory, SEL block).	Teachers regularly provide coordinated, developmentally appropriate and culturally responsive instruction to foster social and emotional skills development. Instruction employs active forms of learning, contains activities that clearly emphasize developing personal and social skills, and targets specific social and emotional skills. Students lead routines or learning activities and regularly connect their perspectives and experiences to instruction. If using an evidence-based program, the teachers are following the program with a high level of fidelity.	Teachers provide coordinated, developmentally appropriate and culturally responsive instruction to foster social and emotional skills development. Instruction mostly employs active forms of learning, contains activities that clearly emphasize developing personal and social skills, and targets specific social and emotional skills. If using an evidence-based program, teachers are following the program with a moderate level of fidelity.	Teachers provide 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. If using an evidence-based program, the teachers may be following the program with a low level of fidelity.	Teachers do not yet provide explicit opportunities for students to practice social and emotional skills.	

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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 Look for/Learn about: <ul style="list-style-type: none"> - Teacher promotes a growth mindset (providing feedback that builds on incremental progress, commending academic risk-taking, focusing on the <i>process</i> of learning). - Teacher communicates high expectations for all students and allows for productive struggle. 	Students demonstrate a high level of self-efficacy and ownership over learning, as appropriate to their developmental level. Classrooms are characterized by high expectations for all students, and teachers frame mistakes and struggle as important parts of learning. Students regularly contribute to the learning, including connecting their perspectives and experiences to instruction.	Teachers effectively employ developmentally-appropriate strategies to foster students' self-efficacy and ownership over learning. Teachers communicate high expectations for all students and frame mistakes and struggle as an important part of learning.	Teachers try to use strategies to foster students' self-efficacy, with uneven results. Teachers set high expectation for some students.	There is not yet evidence that teachers use strategies to foster students' self-efficacy.	
3b. Aligning SEL and academic objectives Look for/Learn about: <ul style="list-style-type: none"> - Teacher includes SEL standards related to content or task of the lesson. - When necessary, the teacher coaches students on the use of SEL competencies. - Students use self-assessment and/or reflect on their use of the competencies during lessons. 	SEL standards/goals are clearly embedded into academic learning. 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.	SEL standards/goals are clearly embedded into academic learning. Teachers regularly engage students in meaningful discussions that connect social and emotional competencies to the lesson and provides time and guidance for reflection	SEL standards/goals are somewhat embedded in academic lessons. Teachers try to engage students in discussions about SEL objectives, with uneven results.	There is not yet evidence of SEL standards/guidelines embedded into academic content.	
3c. Interactive pedagogy Look for/Learn about: <ul style="list-style-type: none"> - There are well-facilitated classroom discussions with high student engagement. - Student self-assessment and/or reflection occurs during lessons. - Teachers employ cooperative structures (e.g., turn to your partner). - Students collaborate effectively. - Students speak at least as much as the teacher. 	Students regularly drive classroom discussions by formulating questions and respectfully challenging one another's thinking. Students collaborate effectively with one another, and monitor their own interactions to ensure the ideas of all group members are heard. Teachers provide consistent opportunities for students to reflect on their SEL competencies during and after collaborative activities.	Teachers effectively use instructional practices that engage students in meaningful discussion and collaboration around their learning. Classroom discussions and cooperative learning opportunities are well-structured to help ensure all students' ideas are heard and provide opportunities for students to reflect on their SEL competencies.	Teachers try to use instructional practices that engage students in discussion and collaboration, with uneven results. Teacher talk, or the voices of a small group of students, may dominate the lesson.	- There is not yet evidence that teachers use instructional practices that engage students in discussion and collaboration; OR - Instructional practices are used ineffectively.	

Modeled after CASEL tools and referenced throughout the guide.
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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.

<p>4a. Youth voice and engagement</p> <p>Look for/Learn about:</p> <ul style="list-style-type: none"> - Students contribute to/lead classroom discussions. - There is student voice and/or choice about learning activities - There are opportunities for students to share their opinions and devise strategies for classroom improvement. - Student surveys and/or survey results are displayed. 	<p>All students have frequent developmentally appropriate opportunities to share their perspectives around issues that they prioritize and take on leadership roles in the classroom. Students regularly co-construct knowledge, and initiate and lead activities to improve the classroom.</p>	<p>Most students have developmentally appropriate opportunities to share their perspectives around issues that they prioritize and take on leadership roles in the classroom. Teachers regularly invite students to co-construct knowledge and help improve the classroom.</p>	<p>Some students have leadership opportunities in the classroom. Teachers offer some encouragement for students to co-construct knowledge or share their opinions on how the classroom functions.</p>	<p>Teachers do not yet invite students to share opinions or co-construct knowledge.</p>	
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Modeled after CASEL tools and referenced throughout the guide.
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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 that context and to review relevant artifacts, along with observations of school common areas.

School					
	4	3	2	1	Component Score/Notes
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: <ul style="list-style-type: none"> - There is evidence of student participation in surveys. - Students serve on decision-making and/or advisory teams. - There is evidence of service-learning projects or student-led awareness campaigns. 	There are meaningful, developmentally appropriate opportunities for all students to share their opinions, take on leadership roles, devise strategies for school improvement, and inform decision-making around issues that they prioritize.	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.	
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: <ul style="list-style-type: none"> - 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, and students and staff are able to 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 are able to 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.	

Modeled after CASEL tools and referenced throughout the guide.
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2b. Staff and student relationships Look for/Learn about: <ul style="list-style-type: none"> - 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. 	<p>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.</p>	<p>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.</p>	<p>Staff have mostly neutral interactions with students in common areas. At times, feedback around norms in common spaces is negatively framed.</p>	<p>Staff have limited or frequently negative interactions with students in common areas.</p>	
2c. Staff relationships Look for/Learn about: <ul style="list-style-type: none"> - Staff greet one another in the halls as appropriate. - Staff demonstrate knowledge of one another on a personal level. 	<p>School staff are highly supportive of one another. Interactions are friendly and respectful. Staff seek out collaborative relationships.</p>	<p>School staff are supportive of one another. Interactions are friendly and respectful.</p>	<p>Staff mostly interact professionally with one another but do not show active support for one another.</p>	<p>Staff do not regularly interact with each other or have negative staff relationships.</p>	
2d. Student relationships Look for/Learn about: <ul style="list-style-type: none"> - Student interactions that are respectful, friendly, and inclusive. 	<p>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.</p>	<p>Student interactions are respectful and friendly.</p>	<p>Students are somewhat respectful to peers, but may have a few conflicts.</p>	<p>Students are routinely disrespectful to one another and/or have frequent conflicts with peers.</p>	

Modeled after CASEL tools and referenced throughout the guide.
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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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 regularly examine discipline data to ensure equitable outcomes for students. Staff consistently 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: <ul style="list-style-type: none"> - 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.	

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Family and Community					
	4	3	2	1	Component Score/Notes
6. 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.					
6a. Authentic family partnerships Look for/Learn about: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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.	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: <ul style="list-style-type: none"> - 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.	

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Continuous Improvement					
	4	3	2	1	Component Score/Notes
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: <ul style="list-style-type: none"> - 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. - 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.	

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