The CASEL Guide to

Schoolwide SEL

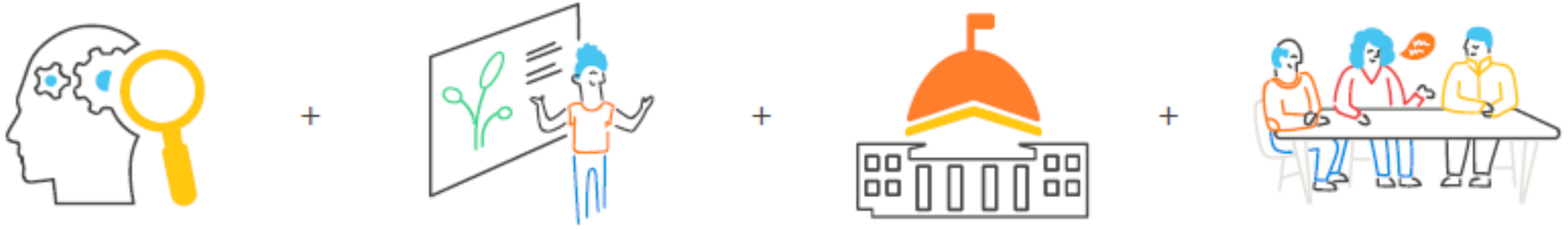
A PROCESS FOR IMPLEMENTING SEL SYSTEMICALLY

January 16, 2020

CASEL

TRANSFORMING AMERICAN EDUCATION THROUGH SEL

The **Collaborative for Academic, Social, and Emotional Learning (CASEL)** collaborates with leading experts and supports districts, schools, and states nationwide to drive research, guide practice, and inform policy.



We strive to equip educators and policymakers with the knowledge and resources to advance social and emotional competencies and equitable learning environments so *all* students can thrive.

CASEL's tools and resources:
Support high-quality SEL implementation

SEL District Resource Center

Resources from districts where SEL programs, practices, and policies are working to support high-quality SEL implementation.

drc.casel.org

Guide to Schoolwide SEL

Guidance for systemic SEL implementation in a school.

schoolguide.casel.org/

SEL State Resources

Sample policies and practices that support SEL.

casel.org/csi-resources/

SEL Assessment Guide

Guidance to choose and use an SEL assessment.

measuringsel.casel.org/assessment-guide/

Program Review Guides

Recommendations for selecting high-quality SEL programs.

casel.org/guide/

SEL Starts at Home

Resources to bring SEL into your home and community.

casel.org/in-the-home/

CASEL's Collaborating Districts Initiative

2011
Anchorage, AK
Austin, TX
Cleveland, OH

2012
Chicago, IL
Nashville, TN
Oakland, CA
Sacramento City, CA
Washoe County, NV

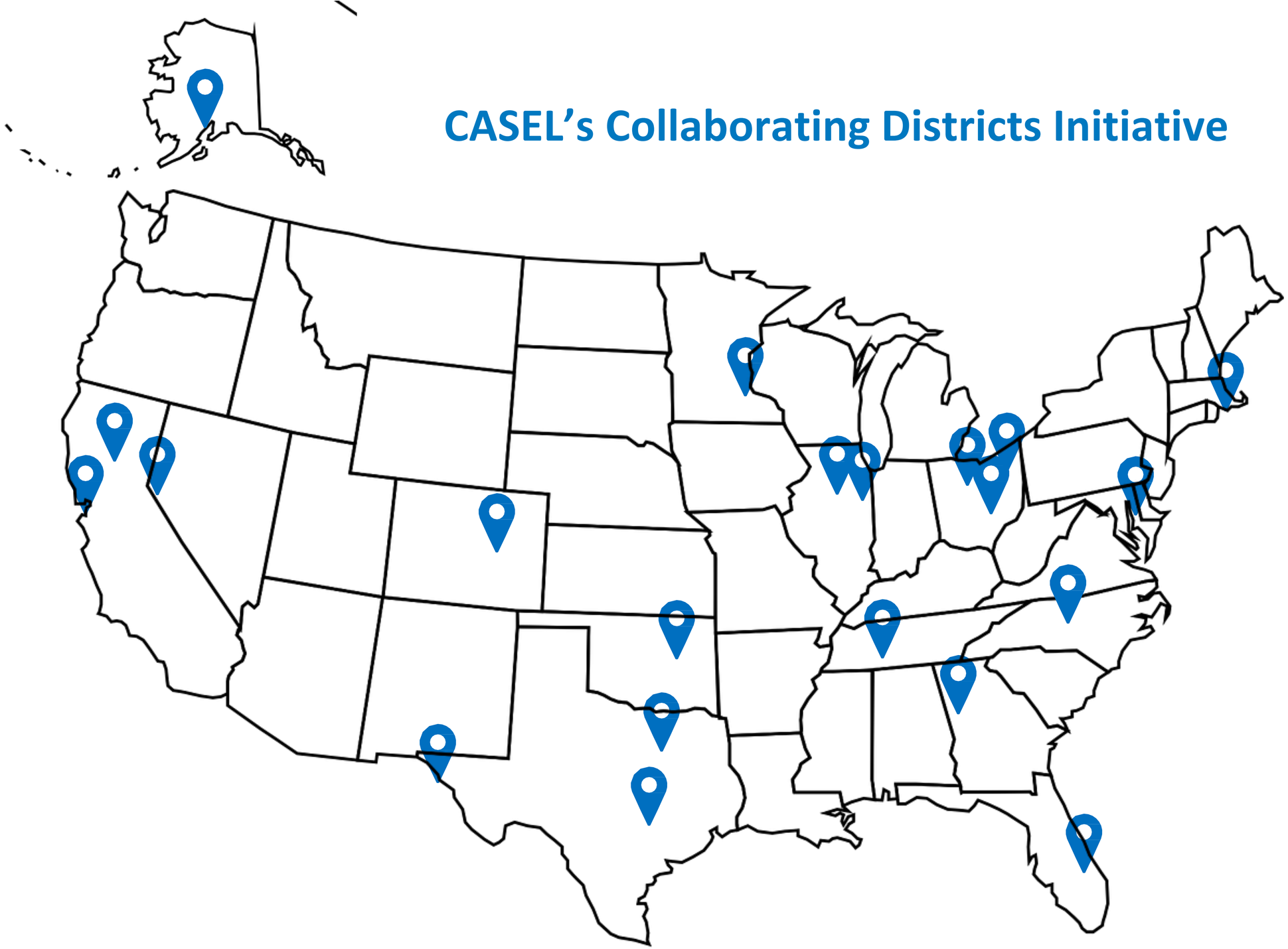
2015
Atlanta, GA

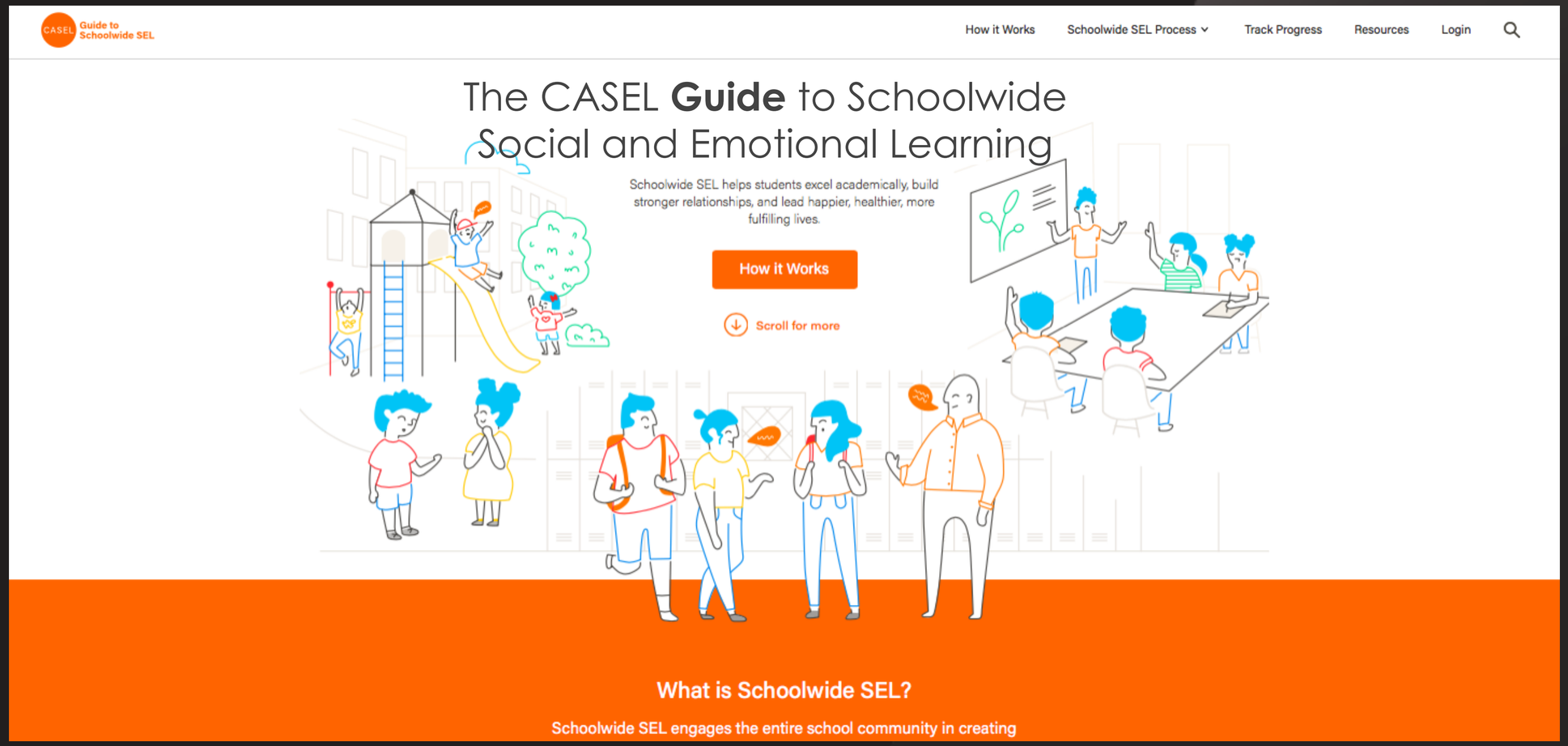
2016
El Paso, TX

2017
Boston, MA
Dallas, TX
Denver, CO
Palm Beach, FL
Tulsa, OK

2018
Baltimore, MD
Minneapolis, MN

2019
Guilford County, NC





schoolguide.casel.org

Session Objectives

Explore the indicators of schoolwide SEL and CASEL's 4 part framework for systemic, schoolwide SEL implementation.

Reflect with colleagues about vision-setting, adult social and emotional learning, classroom practices that promote SEL, and approaching data with an equity mindset.

Take away a concrete next step for advancing schoolwide SEL in your setting.

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.

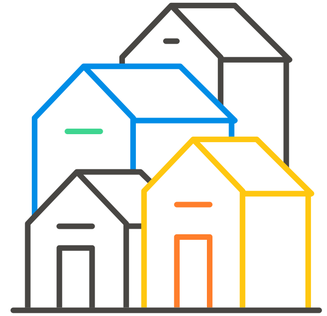
What does SEL look like when it goes *schoolwide?*

In classrooms?

In all-school practices and policies?

In staff convenings?

In family and community relations?



SEL 3 Signature Practices

1. Welcoming Inclusion Activity
2. Engaging Practices
3. Optimistic Closures

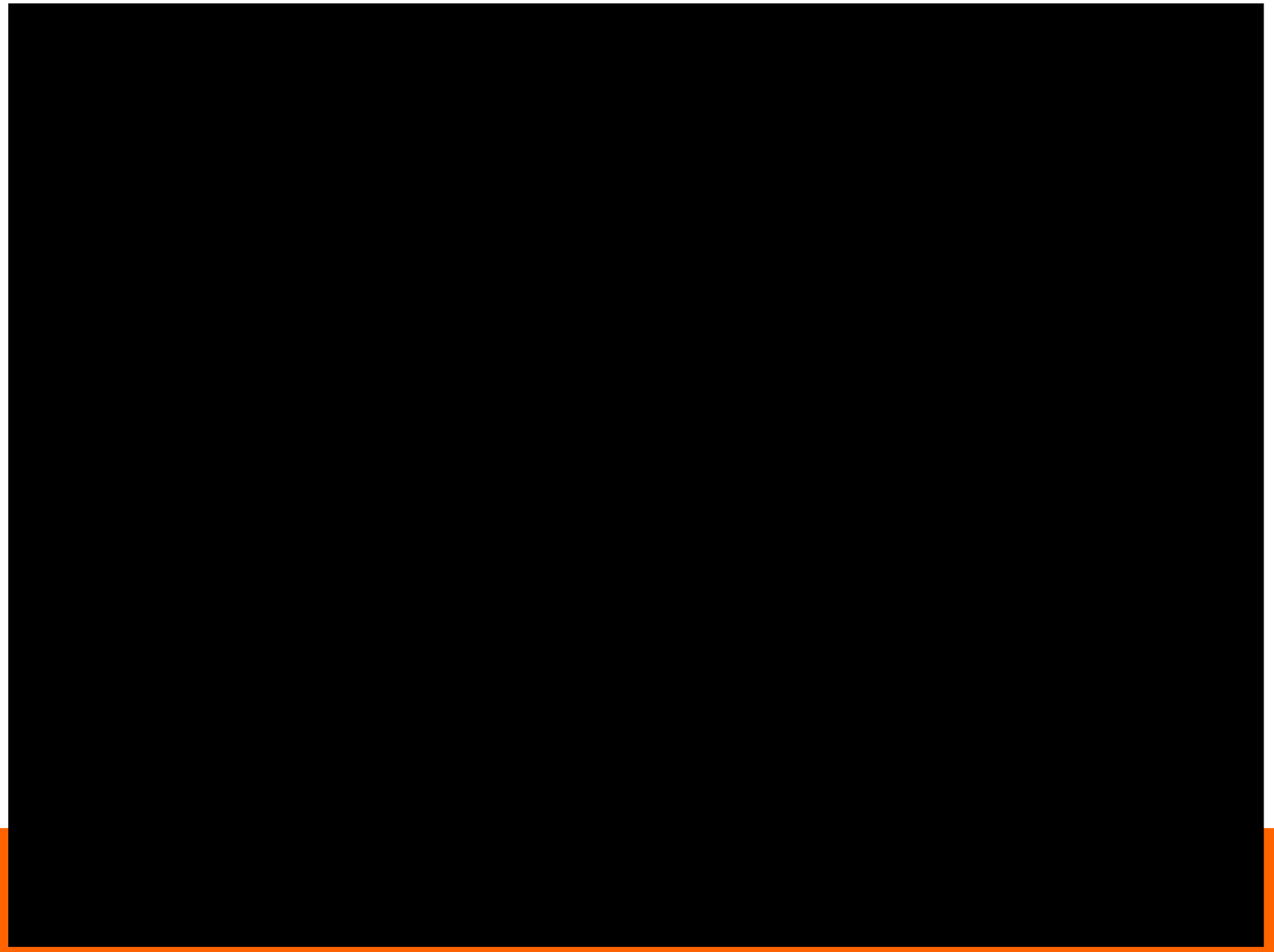
What would we expect to see over time?

Indicators of Schoolwide SEL

- Explicit SEL instruction
- SEL integrated with academic instruction
- Youth voice and engagement
- Supportive school and classroom climates
- Focus on adult SEL
- Supportive discipline
- A continuum of integrated supports
- Authentic family partnerships
- Aligned community partnerships
- Systems for continuous improvement

Marcus Garvey Elementary School

Chicago Public Schools



As you watch this video, **look for indicators of schoolwide SEL.**

What indicators do you see…

- In classrooms?
- Throughout the school?
- In partnership with families**?**
- Through community partnerships?

Handout p. 5

HOW DO WE GET THERE?

Systemic schoolwide implementation of SEL

CLASSROOM

SCHOOL

FAMILY

COMMUNITY

- Explicit SEL instruction
- SEL integrated with academic instruction
- Youth voice and engagement
- Supportive school and classroom climates
- Focus on adult SEL
- Supportive discipline
- A continuum of integrated supports
- Authentic family partnerships
- Aligned community partnerships
- Systems for continuous improvement

The importance of shared understanding: "Why SEL?"

- Compliance?
- College and career readiness?
- Academic achievement?
- Engagement?
- Community?
- Empowerment?
- Liberation?
- Transformation?
- Social justice?

CASEL's Beliefs
SEL to what end?

- SEL is relevant **for all students** in all schools and affirms diverse cultures and backgrounds.
- SEL is a strategy for **systemic schoolwide improvement.**
- SEL is a way to **uplift student voice** and promote agency and civic engagement.
- SEL supports **adults in strengthening practices that promote equity.**
- Schools must engage **students, families, and communities** as authentic partners in social and emotional development.

Focus Area 1

Build Foundational Support and Plan

Focus Area 1 – Core Questions

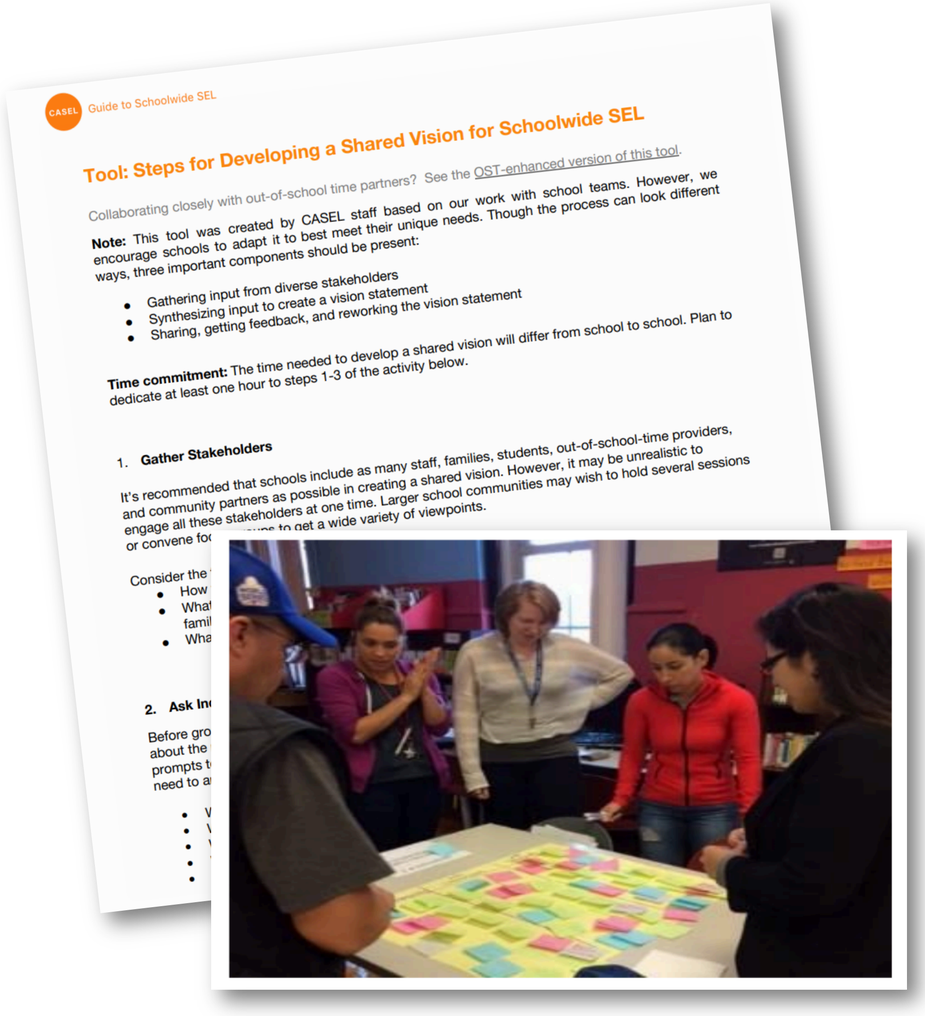
Do we have a **representative team** that can focus on SEL planning and implementation?

Does everyone in our school community understand the **importance of SEL** and **their role** in it?

Have our stakeholders worked together on a **shared vision**?

Have we defined **needs**, **resources**, **goals**, and **action steps**?

Focus Area 1 tools include…


CASEL Guide to Schoolwide SEL

Tool: Steps for Developing a Shared Vision for Schoolwide SEL

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

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

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

Time commitment: The time needed to develop a shared vision will differ from school to school. Plan to dedicate at least one hour to steps 1-3 of the activity below.

1. **Gather Stakeholders**

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

Consider the …

- How …
- What … famil…
- Wha…

2. **Ask In…**

Before gro… about the … prompts t… need to a…

Assembling an SEL Team

Team Member Roles and Responsibilities

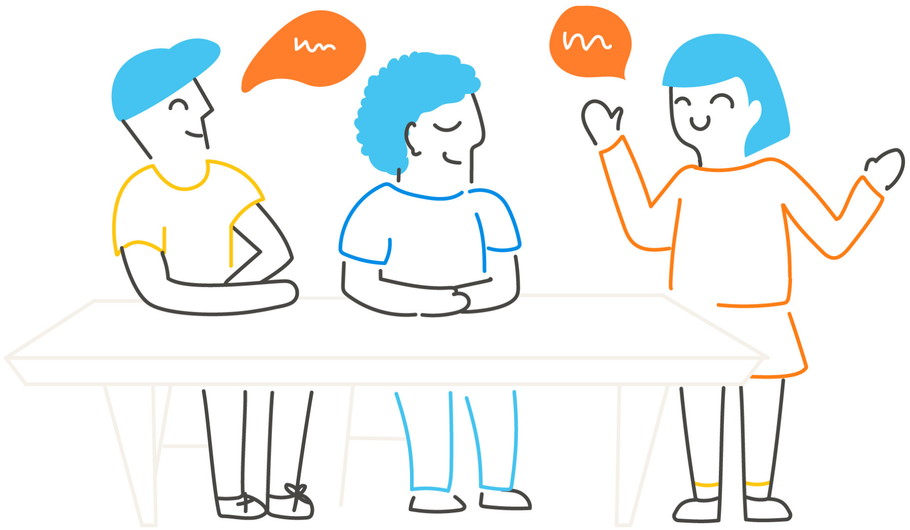
Preparing SEL Team Meeting Agendas

Sample SEL 101 presentations and readings

Steps for Developing a Shared Vision

Steps for Developing a Shared Vision for SEL

1. Gather stakeholders



Steps for Developing a Shared Vision for SEL

2. Ask individuals to identify their “personal why”

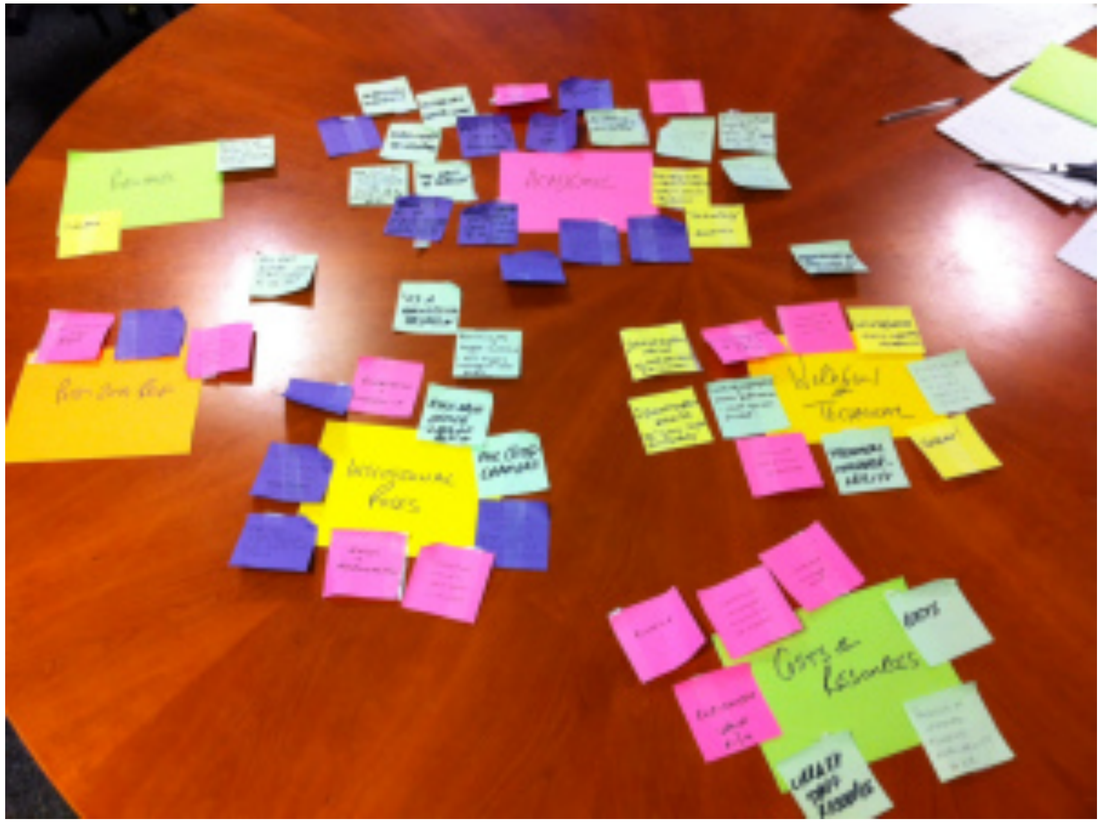
What is your dream for our youth and our school community?

What does success for youth look like?

What do youth and adults need in order to thrive here?

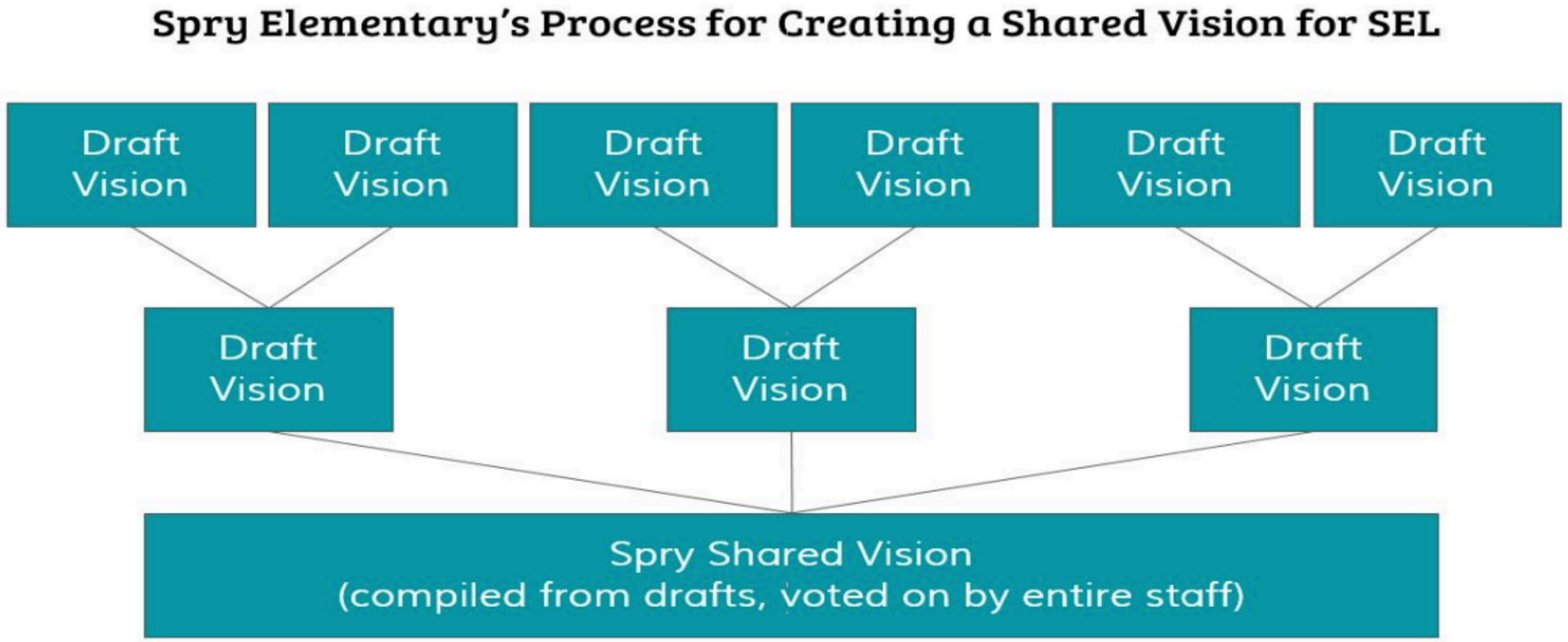
Steps for Developing a Shared Vision for SEL

3. Ask small groups to identify their “shared why”



Steps for Developing a Shared Vision for SEL

4. Incorporate group input into a single shared vision statement



Steps for Developing a Shared Vision for SEL

5. Make your shared vision visible and actionable

OUR VISION

John Spry Community School empowers students of all abilities to achieve their potential, becoming lifelong learners and compassionate, respectful citizens who contribute to positive change within their local community and global society.

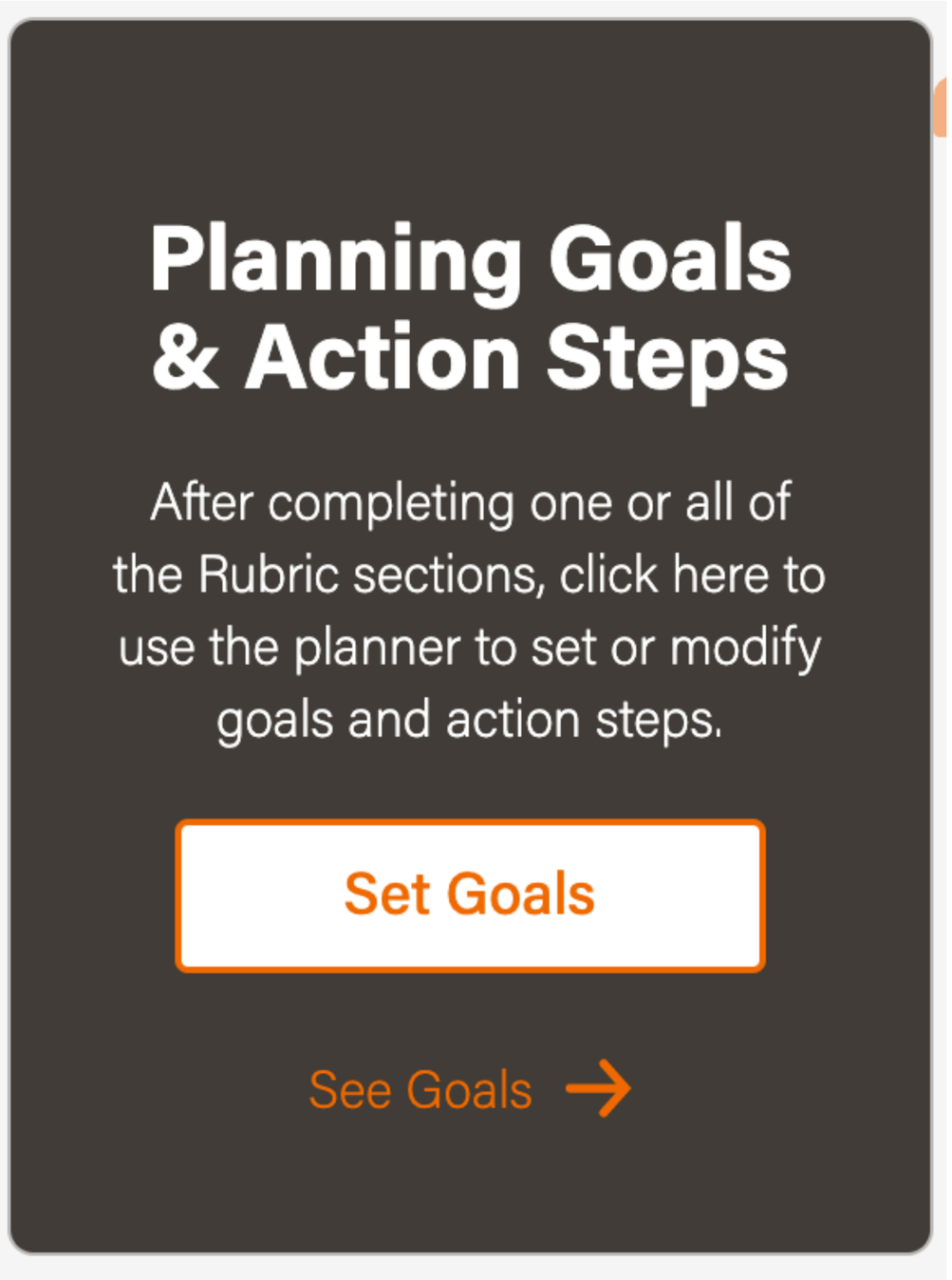
Rubric

Rubric & Planner

Engage in a full review of your current implementation, set goals and identify action steps.

Take Rubric

Goal Setting



Action Steps & Benchmark Data

	Sept.	Oct.
SEL Team Action Steps	*-Plan all-staff meeting to develop shared vision/ shared agreements* *-Plan presentation and activities for family night*	*-Finalize SEL vision/shared agreements* *-Follow up communication to staff and families* *-Meet with OST partners to compare and align SEL objectives*
Benchmark Data for Continuous Improvement	*-Distribute at all-staff meeting a brief survey asking staff the degree to which they felt they had a voice in the vision development*	*- Distribute SEL implementation survey to all staff*

Focus Area 2

Strengthen Adult SEL

Focus Area 2 – Core Questions

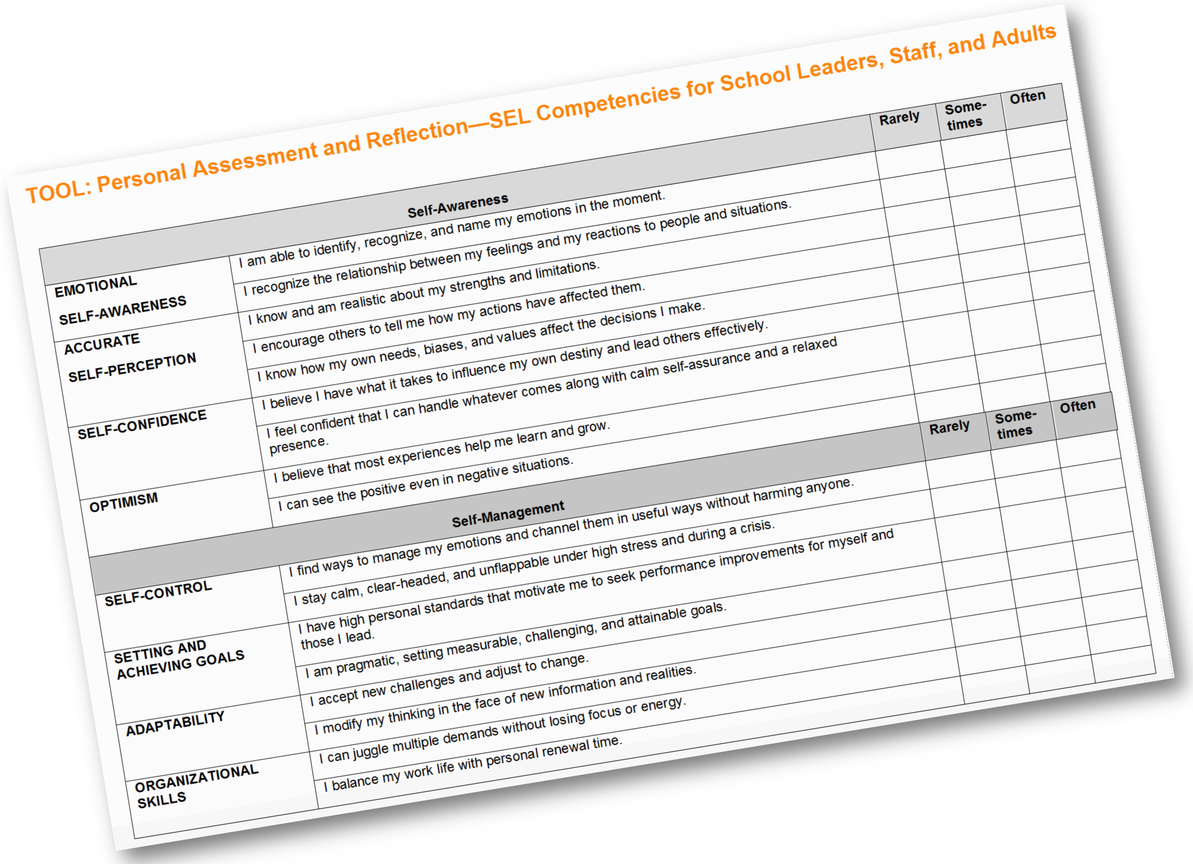
Do staff have **ongoing professional learning** in cultivating supportive, equitable learning environments and promoting SEL for students?

Do staff have opportunities to **develop their own social, emotional, and cultural competence**?

Do school leaders foster a sense of **community** and culture of **collaboration**?

Do leaders and staff **model** social, emotional, and cultural competence in their language and interactions?

Focus Area 2 tools include…



TOOL: Personal Assessment and Reflection—SEL Competencies for School Leaders, Staff, and Adults

		Rarely	Some-times	Often
	Self-Awareness			
EMOTIONAL SELF-AWARENESS	I am able to identify, recognize, and name my emotions in the moment.			
	I recognize the relationship between my feelings and my reactions to people and situations.			
ACCURATE SELF-PERCEPTION	I know and am realistic about my strengths and limitations.			
	I encourage others to tell me how my actions have affected them.			
	I know how my own needs, biases, and values affect the decisions I make.			
SELF-CONFIDENCE	I believe I have what it takes to influence my own destiny and lead others effectively.			
	I feel confident that I can handle whatever comes along with calm self-assurance and a relaxed presence.			
OPTIMISM	I believe that most experiences help me learn and grow.			
	I can see the positive even in negative situations.			
	Self-Management	**Rarely**	**Some-times**	**Often**
SELF-CONTROL	I find ways to manage my emotions and channel them in useful ways without harming anyone.			
	I stay calm, clear-headed, and unflappable under high stress and during a crisis.			
SETTING AND ACHIEVING GOALS	I have high personal standards that motivate me to seek performance improvements for myself and those I lead.			
	I am pragmatic, setting measurable, challenging, and attainable goals.			
ADAPTABILITY	I accept new challenges and adjust to change.			
	I modify my thinking in the face of new information and realities.			
ORGANIZATIONAL SKILLS	I can juggle multiple demands without losing focus or energy.			
	I balance my work life with personal renewal time.			

Activities to bring SEL into staff meetings

SEL Consultancy Protocol

Creating Staff Shared Agreements

Using Teacher Team Meetings to Support SEL

Modeling SEL for Students

SEL Self Reflection

SEL Self Reflection

How do my strengths/challenges affect my interactions with students and colleagues?

How do my strengths/challenges connect to the goal of promoting schoolwide SEL?

How can I model my strengths for others and embed them throughout the day?

How can I practice the behaviors that are challenging for me?

Focus Area 3

Promote SEL for Students

Focus Area 3 – Core Questions

Do our **student voice** practices, **student support** services, **discipline** policies, and **school climate** support our school's SEL goals?

Have we adopted an **evidence-based program** that is a good fit?

In classrooms do we foster **supportive environments**, relationship building, and **integrate SEL into instruction**?

Are we partnering with **families** for SEL and modeling strong two way communication?

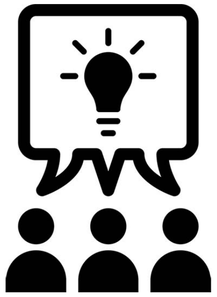
Have we aligned our work with **community partners** to support our SEL goals?

Evidence-Based SEL Programs

Grounded in research and principles of child/adolescent development and scientifically **shown to produce positive student outcomes**

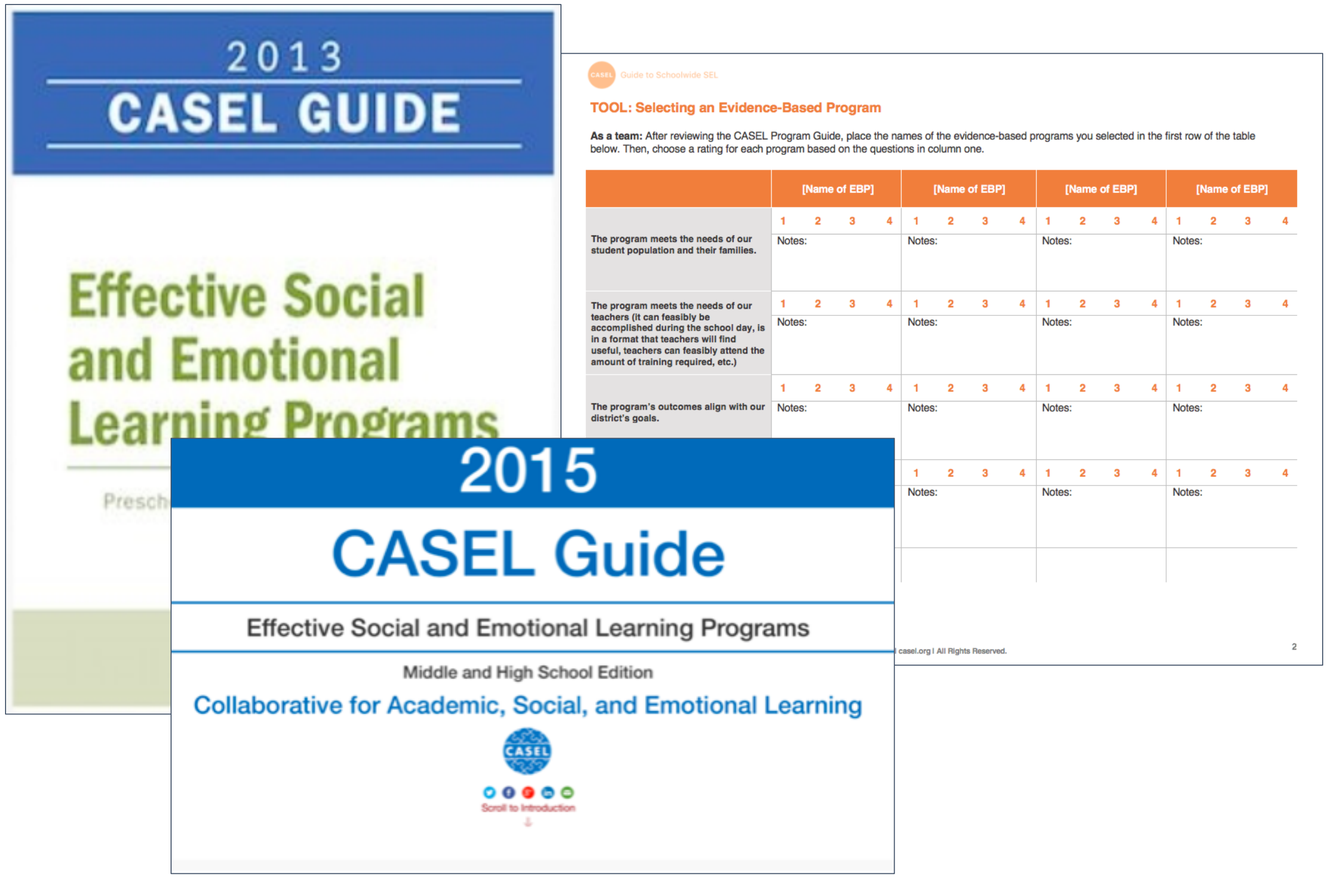
Makes it **much more likely to achieve and sustain your SEL goals** when thoughtfully selected

Are more likely to be successful when they are **culturally and linguistically responsive** to students



Need to be accompanied by **high-quality professional learning** and ongoing implementation support and improvement

CASEL Program Guides and Selecting an Evidence-based Program

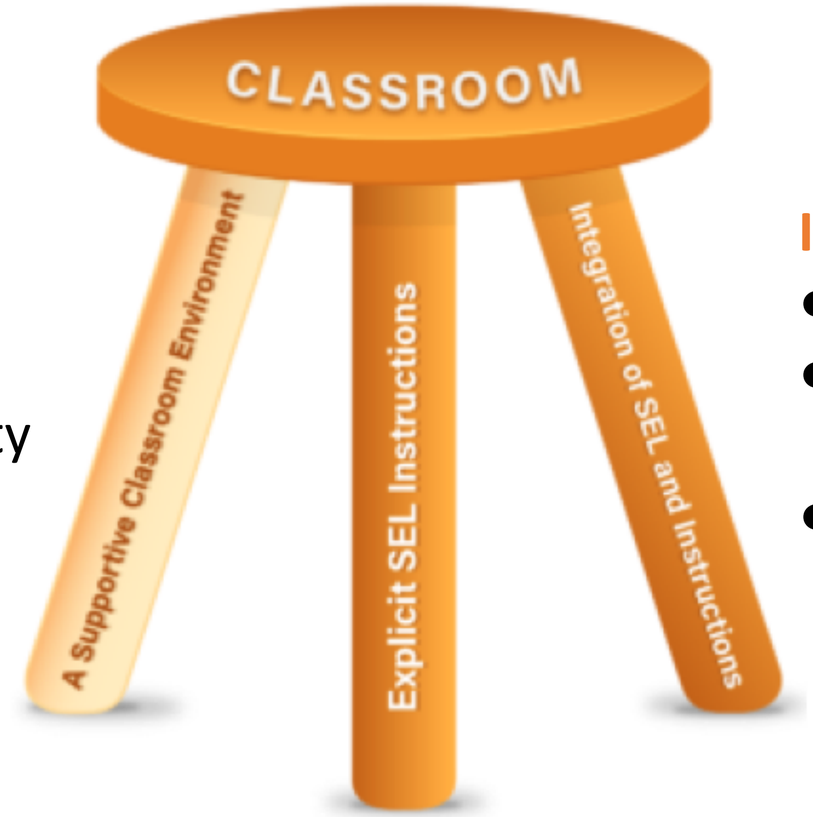


CASEL reviews and rates evidence-based SEL programs for grades PreK-12 for evidence of effectiveness and application to classroom, school, family and community contexts.

Use the guidance in the Selecting An Evidence-Based Program tool to identify a program that fits your needs and context.

Focus Area 3>School>Adopt an Evidence-Based Program

Classroom SEL
A “three-legged stool’

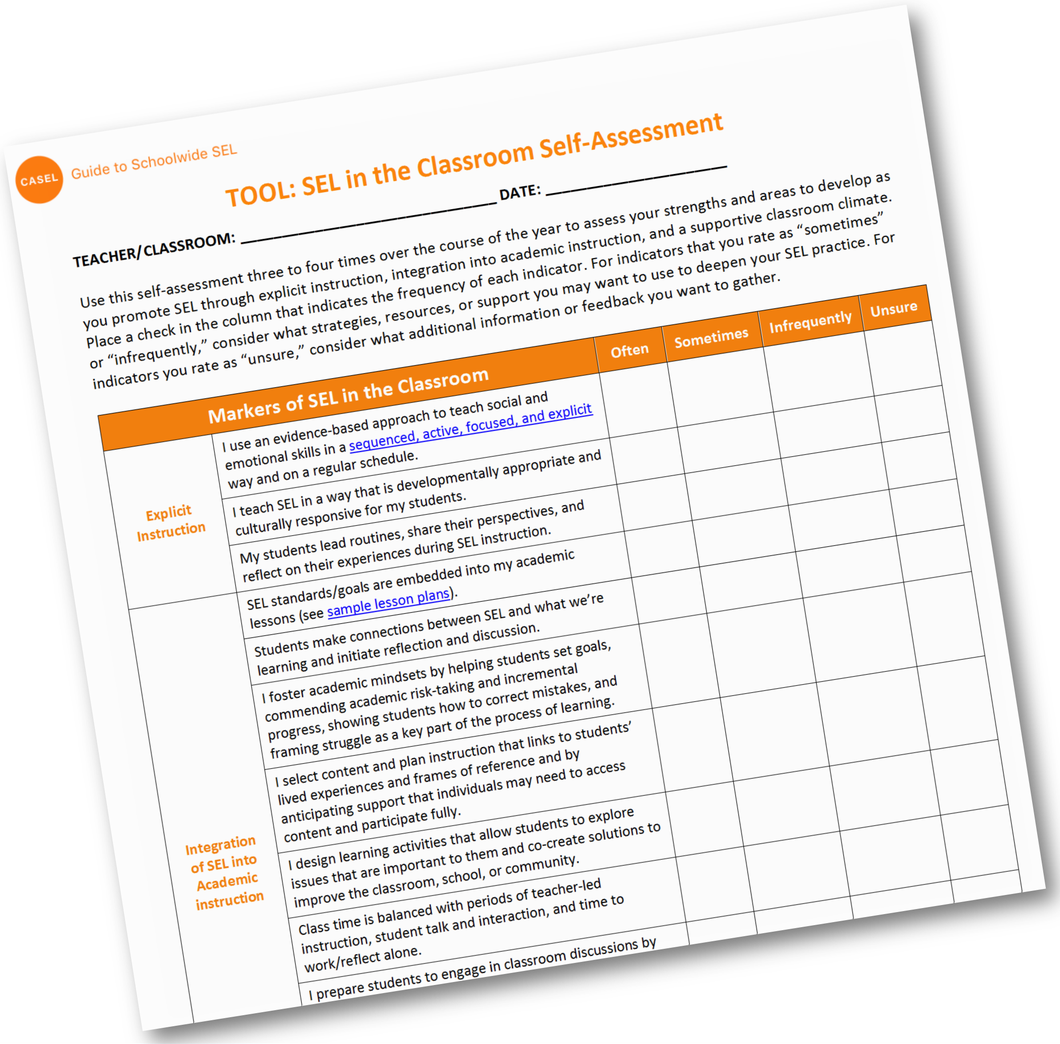


Supportive Environment
- Community-building
- Belonging and emotional safety
- Student-centered discipline

Integration of SEL and instruction
- Fostering academic mindsets
- Aligning SEL and academic objectives
- Using interactive pedagogy

Explicit SEL instruction
- Sequenced: connected and coordinated activities
- Active: forms of learning that help students master new skills
- Focused: clearly emphasizing development of personal and social skills
- Explicit: targeting specific social and emotional skills

Focus Area 3 tools include…



CASEL Guide to Schoolwide SEL

TOOL: SEL in the Classroom Self-Assessment

TEACHER/CLASSROOM: _____ **DATE:** _____

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

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

Selecting an Evidence-Based Program

Reflecting on School Discipline and SEL Alignment

Sample SEL-integrated Lesson Plans

Family and Community Partnership Strategies

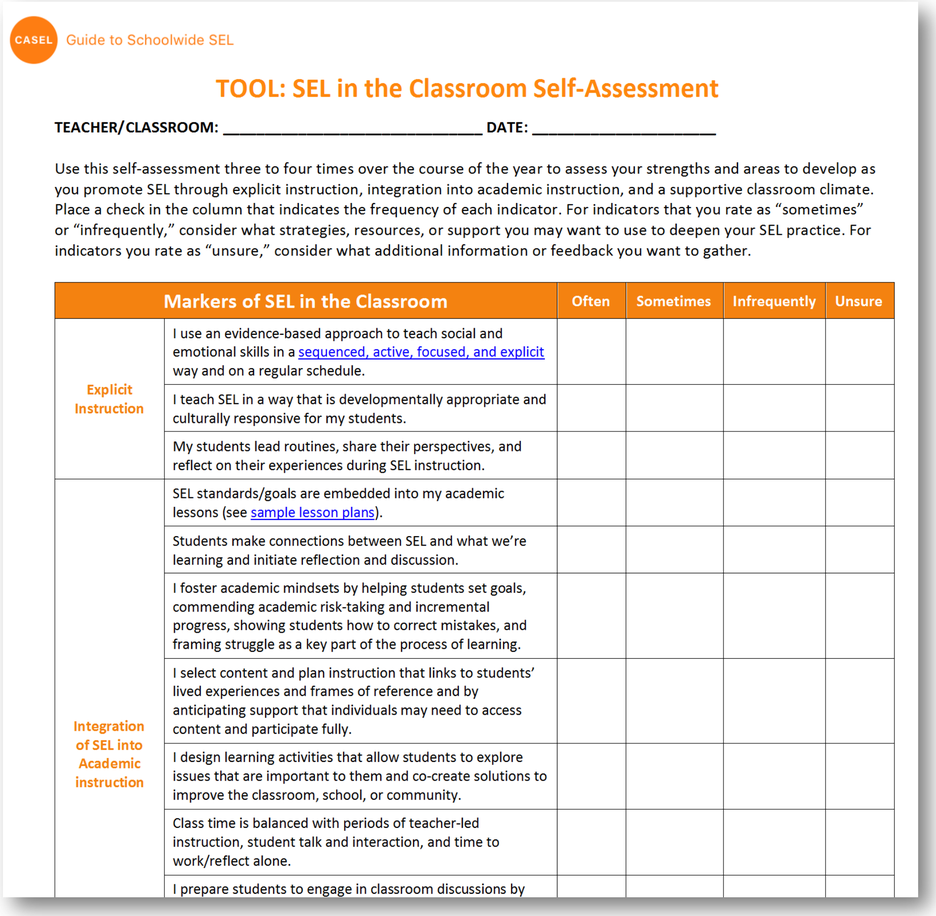
Discussion Group Guide for Families

SEL in the Classroom Self-Assessment

schoolguide.casel.org

CASEL

SEL in the Classroom Self-Assessment



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	Class time is balanced with periods of teacher-led instruction, student talk and interaction, and time to work/reflect alone.				
	I prepare students to engage in classroom discussions by				

How does this align with what teachers are already focused on?

What stands out to you?

Focus Area 4

Reflect on Data for Continuous Improvement

Where do we want to go? Where are we now, and where have we been?

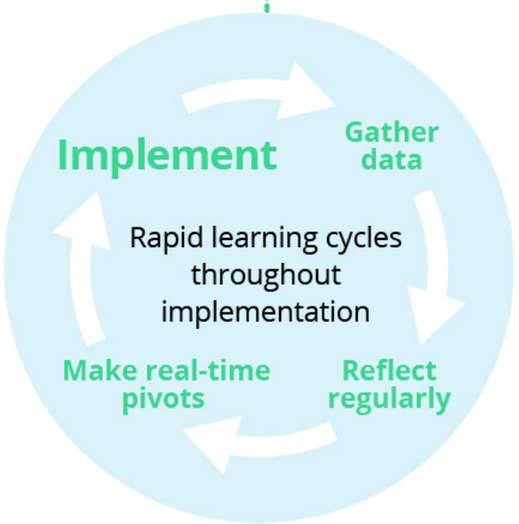
- Strategic Planning

How do we get from where we are now to where we want to be?

- Implementation
- Interim Data Tracking
- Progress Monitoring

Are we moving in the right direction? What are we learning on our journey?

- Reflection on implementation and outcomes
- Data analysis and planning



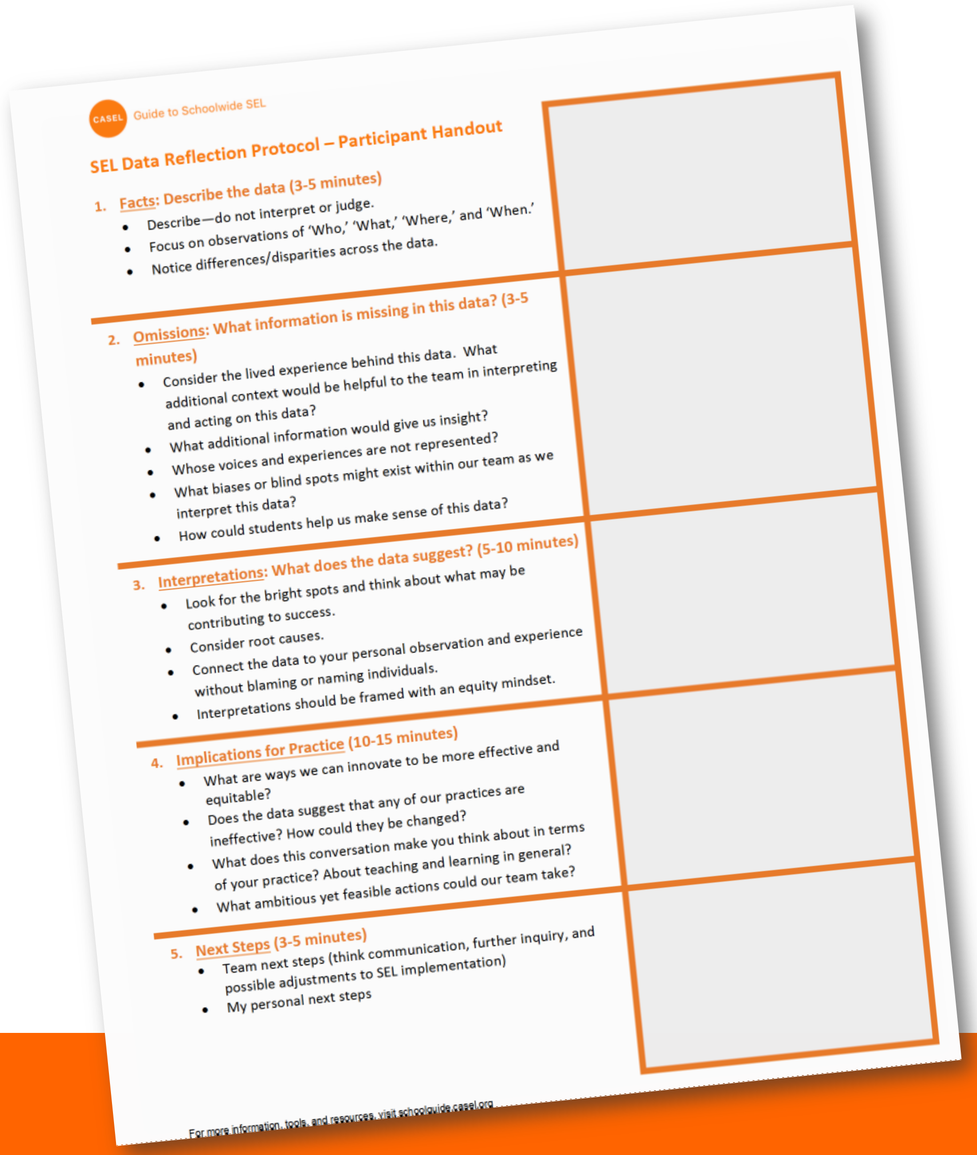
Focus Area 4 – Core Questions

What data are we looking at to know if we're making progress?

Are we using a regular, structured process to **reflect** on and **share** SEL-relevant data with the school community?

Are we **learning** from SEL implementation and outcomes, and **applying** that as we make plans to improve?

Focus Area 4 tools include…



Guide to Schoolwide SEL

SEL Data Reflection Protocol – Participant Handout

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

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

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

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

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

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

Walkthrough Protocol (10 indicators)

Staff, Family, and Community Partner Survey

SEL Data Reflection Protocol

School Climate Survey Data

- *How are staff and students perceiving school climate differently?*
- *What do we know about the perceptions of newcomers to our school?*
- *How does our school's climate compare to how you remember your schooling experience?*
- *Are some groups experiencing school climate differently than others? How can we find out?*
- *How does our*

Student Achievement Data

- *Does this data give a full picture of students' abilities? What else would complete the picture?*
- *Is there anything about this assessment that disadvantages some students?*
- *Do the students value the knowledge they are assessed on? How can we find out?*
- *Do over/ underachieving students have any demographic similarities?*
- *What would your*

Discipline or Attendance Data

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

Family/Community Engagement Data

- *Is our parent engagement equitable? Who are we not reaching?*
- *If you lived in this community and were deciding whether to have your child attend here, what would make you feel welcome?*
- *What biases or assumptions may be causing staff to engage more or less with families?*
- *What assumptions do we tend to make about parents who are difficult to contact? What other explanations could there be?*

SEL Data Reflection Protocol

Step 0 – Prepare the data, questions that prompt reflection on equity, and strategy for equity of voice.

Step 1 – **Facts**: Describe the data

Step 2 – **Omissions**: What additional information could help us interpret this data?

Step 3 – **Interpretations**: What does the data suggest?

Step 4 – **Implications for Practice**: How does this data inform our approach to schoolwide SEL?

Step 5 – **Articulate next steps**

Getting started with the CASEL Guide to Schoolwide SEL

schoolguide.casel.org/where-to-start/

Assemble an SEL Team

Complete the Rubric as a baseline

Begin foundational learning and shared vision process with the school community

Optimistic Closure

One thing to share

One thing to use

One thing to think about on the way home

THANK YOU!

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