

Integrating Social and Emotional Learning throughout the School System

A Compendium of Resources for District Leaders

INTRODUCTION

This compendium provides resources for district leaders to consider as they seek to implement evidence-based supports to ensure social and emotional learning (SEL) is fully integrated into the educational experience of their students, families, staff, and community. While targeted to the district level, many of these resources may be useful to school leaders as well.

ABOUT SOCIAL AND EMOTIONAL LEARNING

Social and emotional learning typically refers to the process in which individuals cultivate and apply the attitudes, beliefs, skills, and behaviors necessary to become fulfilled and engaged citizens. Through this process, they become capable of recognizing their emotions and reactions, setting and achieving their goals, interacting with others in culturally responsive ways, and cultivating their own identity and agency.¹

SEL should be an integral component of every student's educational experience. First, all learning involves social and emotional aspects: students' social and emotional strengths and limitations advance or impede other aspects of their cognitive development and academic learning.²

- 1 Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (2015). Social and emotional learning: Past, present and future. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 3–19). New York, NY: Guilford Press
- 2 Jones, S. & Kahn, K. (2017). *The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development* Washington, DC: The Aspen Institute National Commission on Social, Emotional,

Further, decades of research have shown the importance of SEL in student achievement and attainment. As students develop their social and emotional competencies, they are more likely to do well academically, graduate on time, matriculate and persist through college, and find fulfilling and steady employment.³ Beyond individual gains, there are also societal gains to fostering students' social and emotional development. As a recently released report from The Education Trust states: "society needs human beings and citizens who are well and whole, who can work in diverse settings, and who work with others with differing perspectives to solve the social, economic, and environmental problems our country faces."⁴

As with all school-based learning, social and emotional development depends on more than just the actions of students. District and school leaders must create and implement policies, programs, and practices to ensure every student experiences a favorable and equitable learning environment, as well as specific SEL programs, curricula, and strategies. Furthermore, SEL implementation requires that the adults in the school system — including administrators, teachers, and staff — have the guidance and time to examine how their own mind-sets, assumptions, and behaviors contribute to learning environments and to SEL development. This allows educators to identify their role in the classroom learning environment and consider how they might foster inclusivity and belonging for all students, particularly students of color.

When approached with intentionality and thoughtfulness, a focus on SEL can help achieve equitable outcomes for all students and begin to dismantle biased and racist systems.⁵ CASEL describes this as transformative SEL, in which SEL "mitigate[s] the educational, social, and economic inequities that derive from the interrelated legacies of racialized cultural oppression in the United States and globally."⁶ For SEL to be truly transformative, it should cultivate student identity and self-determination, and also advance social justice.⁷ To do this work, leaders must engage with youth, families, and communities to incorporate their feedback and invite their partnership; redefine SEL to recognize the strengths of all student cultures and backgrounds; acknowledge and address issues of privilege and prejudice; and work to dismantle biased and racist systems, structures, and practices.

and Academic Development. Retrieved from https://assets.aspeninstitute.org/content/uploads/2017/09/SEAD-Research-Brief-9.12_updated-web.pdf

- 3 Gabrielli, C., Ansel, D. & Krachman, S. B. (2015). Ready to be Counted. Boston, MA: Transforming Education. Retrieved from: https://www.transformingeducation.org/wp-content/uploads/2017/04/ReadytoBeCounted_Release.pdf
- 4 Duchesneau, N. (2020). Social, Emotional, and Academic Development Through and Equity Lens. The Education Trust. Retrieved From: https://edtrust.org/social-and-emotional-and-academic-development-through-an-equity-lens/?utm_medium=email&utm_source=customblast&utm_campaign=SEAD&em-ci=bd8f7051-95d7-ea11-8b03-00155d0394bb&emdi=c1f39ef8-d3d7-ea11-8b03-00155d0394bb&ceid=322242
- 5 The Aspen Institute. (2018). Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action. Retrieved from: https://assets.aspeninstitute.org/content/uploads/2018/05/Aspen-Institute-Framing-Doc_Call-to-Action.pdf?_ga=2.51378543.719278865.1596648998-411557965.1596648998
- 6 Robert J. Jagers, Deborah Rivas-Drake & Brittney Williams (2019) Transformative Social and Emotional Learning (SEL): Toward SEL in Service of Educational Equity and Excellence, *Educational Psychologist*, 54:3, 162-184, DOI: 10.1080/00461520.2019.1623032
- 7 Ibid.

However, a focus on SEL can further inequitable outcomes if not implemented carefully. For example, SEL approaches can exacerbate inequity by lifting up only those student strengths defined by white middle-class norms or by focusing narrowly on student deficits as opposed to student strengths⁸. As such, district and school leaders must continuously examine the uses — and misuses — of SEL programs through the lens of equity and inclusion, and regularly investigate issues of bias and discrimination in their systems' teaching practices, systems, and structures.

ABOUT THIS GUIDE

To fully integrate SEL into the school system, schools need vision, guidance, and support from the district to ensure that they have the resources, knowledge, and systems necessary to support implementation. Without these, SEL can become just another add-on, with little impact on student development; worse yet, it can be used to “blame the student” and further inequitable outcomes, rather than create the conditions that allow all students to thrive.

However, districts may be at different places in their SEL implementation process, with varying needs for additional information. As such, this guide categorizes resources according to the implementation need they address, beginning with setting a vision and ending with reviewing and adjusting systems, practices, and resources to ensure equity in social and emotional development. In the spirit of continuous improvement, this guide does not assume SEL implementation is a one-step or even linear process, but rather that each of the needs should be considered, addressed, and reviewed so that SEL is authentically and equitably incorporated into school and classroom practice.

⁸ Simmons, D. (2019). Why we can't afford whitewashed social and emotional learning. *ASCD Education Update*, 61(4), 2-3.

Figure 1. Implementation Needs in a Continuous Improvement Process.”



Each of the implementation categories also includes a set of questions for district leaders to consider, followed by a variety of resources containing research and evidence-based strategies to equitably address SEL and the environments that foster SEL throughout school systems. These resources include publicly available briefs, papers, podcasts, and videos that describe specific concepts, practices, and strategies, as well as show them in action. They also include tools that can assist district leaders with taking specific action toward SEL implementation. Resources are listed in alphabetical order, with source information and descriptions of the resources pulled directly from the linked source where possible, as well as URLs for easy access. Readers should focus on those resources that are most useful for their given context, and consider exploring the original source of the resource for additional guidance.

Note that these resources and associated questions are intended to guide general SEL implementation, including overall school culture and climate, but do not address student mental health or trauma. To address those individualized needs, the Appendix contains targeted tools and resources that focus specifically on supporting students' mental health and fostering trauma-informed practices.

Finally, this list of relevant resources is not exhaustive, and new resources are under development. Therefore, this guide will be updated on a regular basis to include additional resources as they are developed and to update URLs as needed.

NEEDS, QUESTIONS, AND RELATED RESOURCES

IMPLEMENTATION NEED: CREATE A VISION

We need to determine our district's vision for fostering the development of the whole person.

Questions to Guide Decision-Making

- What is our current vision for our graduates? How might this be adjusted to fully include students' social and emotional development?
- What competencies do we believe are essential for the success of all students in K–12 education, higher education, career, and as engaged citizens?
- How does our vision for SEL align with what we know about academic and behavioral outcomes in the district? How can we be (more) explicit about this intersection?
- Does our vision include the systems, structures, and learning environments that need to be in place to ensure successful outcomes for those students who are most underserved?
- Is our vision informed by stakeholder input and data about the aspirations, strengths, and needs of students and families in the district?
- Who performs well in our schools? Who struggles? What disparities do we see? What are the root causes of these disparities?
- Are school environments — and especially our discipline practices — inclusive and equitable?

Resources to Explore

District Resource Center

(<https://drc.casel.org/>)

Collaborative for Academic, Social, and Emotional Learning (CASEL)
2017

These tools include resources, best practices, and activities for districts that are planning, implementing, and continuously improving SEL initiatives.

Enacting Social-Emotional Learning: Lessons from “Outlier Schools” in California’s CORE Districts

(https://www.edpolicyinca.org/sites/default/files/Brief_SEL_Practices.pdf)

Policy Analysis for California Education (PACE)

Heather Hough, Julie Marsh, and Susan McKibben

2018

This resource discusses challenges, successes, and best practices gleaned from schools with particularly strong SEL student outcomes across eight large urban California districts.

Portrait of a Graduate

(<https://www.panoramaed.com/blog/comprehensive-guide-portrait-of-a-graduate>)

Panorama Education

2020

This tool walks district leaders through envisioning and identifying the skills, mindsets, and capabilities that students develop throughout their K–12 journey that contribute to healthy long-term outcomes.

Social Emotional Learning District Implementation and Professional Development Guidance

([http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_](http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE073520&RevisionSelectionMethod=latestReleased&Rendition=primary)

[FILE&dDocName=MDE073520&RevisionSelectionMethod=latestReleased&Rendition=primary](http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE073520&RevisionSelectionMethod=latestReleased&Rendition=primary))

Minnesota Department of Education

2015

This resource outlines steps for districts to consider around SEL planning, implementation, and professional development.

IMPLEMENTATION NEED: ENGAGE SCHOOL COMMUNITIES

We need to engage our school communities in prioritizing SEL in a way that is aligned with other whole-person initiatives.

Questions to Guide Decision-Making

- What do our families, students, and teachers already know about SEL?
- What concerns do these stakeholders have with implementing SEL, and how can we address or alleviate those concerns?
- How might we communicate the importance of serving the whole person using strategies such as SEL, trauma-informed practices, and restorative practices in ways that are coherent, clear, and compelling?
- How have historically marginalized groups been able to lead the work in serving the whole person, including need-sensing, gathering and making meaning of data, and selecting, implementing, and overseeing initiatives?
- How do schools in our district meaningfully and regularly engage with families and students?
- Do our students and families feel belonging and agency in their schools? Are there disparities in these outcomes by race or socioeconomic status (SES)? And do we have engagement strategies in place to both understand what drives these disparities and to overcome them?

Resources to Explore

Family-School Relationships Survey

<https://www.panoramaed.com/family-school-relationships-survey>

Harvard Graduate School of Education

Dr. Hunter Gehlbach, Dr. Karen Mapp, and Dr. Richard Weissbourd

2013

This tool illuminates opportunities for deeper family engagement.

From a Nation at Risk to a Nation at Hope: Recommendations from the National Commission on Social, Emotional, and Academic Learning

<http://nationathope.org/>

Aspen Institute National Commission on Social, Emotional, and Academic Development

2019

This resource synthesizes research, policy, and practice to establish an agenda for whole-child development.

Guide to Schoolwide SEL: Family Partnerships

<https://schoolguide.casel.org/focus-area-3/family-partnerships/>

Collaborative for Academic, Social, and Emotional Learning (CASEL)

2019

This tool offers guidance for authentic communication between school and family on planning and implementing SEL.

Including Voice in Education: Addressing Equity Through Student and Family Voice in Classroom Learning

https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_Including_Voice_in_Education_Addressing_Equity_Through_Student_and_Family_Voice_in_Classroom_Learning.pdf

Regional Educational Laboratory Pacific

2020

This resource offers strategies for embedding student and family voice into the classroom to drive equitable outcomes.

Partners in Education: Dual Capacity-Building Framework for Family-School Partnerships

<https://www2.ed.gov/documents/family-community/partners-education.pdf>

SEDL in collaboration with the U.S. Department of Education

Karen Mapp and Paul Kuttner

2013

These resources explore a research-backed framework for developing strong partnerships between families and schools.

SEL Impact

(<https://casel.org/impact/>)

Collaborative for Academic, Social, and Emotional Learning (CASEL)
2020

These resources outline the long-term impact of SEL on students' academic, interpersonal, and health outcomes.

Social and Emotional Learning

(https://futureofchildren.princeton.edu/sites/futureofchildren/files/media/foc_spring_vol27_no1_for_web_0_0.pdf)

The Future of Children
2017

These resources, written by experts in the field, discuss the role of SEL in a variety of academic and extracurricular contexts.

Teaching Social-Emotional Competencies within a PBIS Framework

(https://assets-global.website-files.com/5d3725188825e071f1670246/5d76ca39247be1864e3ba932_teachingsocialemotionalcompetencieswithinapbisframework.pdf)

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports
Susan Barrett, Lucille Eber, Kent McIntosh, Kelly Perales, and Natalie Romer
2018

This resource offers recommendations for integrating SEL into an existing PBIS framework, rather than implementing a separate initiative.

The economic Value of Social and emotional Learning

(<http://blogs.edweek.org/edweek/rulesforengagement/SEL-Revised.pdf>)

Center for Benefit-Cost Studies in Education at Teachers College, Columbia University
Clive Belfield, Brooks Bowden, Alli Klapp, Henry Levin, Robert Shand, and Sabine Zander
2015

This resource investigates the economic return on investment of six eminent SEL curricula.

Toolkit of Resources for Engaging Families and the Community as Partners in Education

(<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4509>)

Regional Educational Laboratory Pacific
2016

This tool provides resources for school staff to build relationships with families and community members and to support family well-being, strong parent-child relationships, and students' ongoing learning and development.

IMPLEMENTATION NEED: IDENTIFY A FRAMEWORK

We need a framework that can bring greater coherence to our work on social and emotional development and ensure that we communicate about it using a common language.

Questions to Guide Decision-Making

- What competencies do district leaders and our stakeholders believe are the most important for student learning and development? Are the competencies defined in ways that recognize the strengths of students from all cultural backgrounds? Which of these align with our vision for whole-person development?
- What professional learning on equity, implicit bias, and culturally responsive practices would support the selection of a framework that is asset-based and culturally responsive?
- What available framework aligns with our rationale for focusing on SEL?
- What available framework aligns with the way our community talks about SEL?

Resources to Explore

Explore SEL

(<http://exploresel.gse.harvard.edu/>)

Ecological Approaches to Social Emotional Learning (EASEL) Laboratory at the Harvard Graduate School of Education

This tool categorizes and compares relationships among common SEL frameworks.

Identifying, Defining, and Measuring Social and Emotional Competencies

(<https://www.air.org/sites/default/files/downloads/report/Identifying-Defining-and-Measuring-Social-and-Emotional-Competencies-December-2017-rev.pdf>)

American Institutes for Research

Juliette Berg, David Osher, Michelle R. Same, Elizabeth Nolan, Deaweh Benson, and Naomi Jacobs

2017

This resource provides an overview of the major frameworks that identify SEL competencies and explores the similarities and differences between frameworks.

Introduction to the Taxonomy Project: Tools for Selecting & Aligning SEL Frameworks

(<https://measuringSEL.casel.org/wp-content/uploads/2019/02/Frameworks-C.1.pdf>)

Ecological Approaches to Social and Emotional Learning (EASEL) Lab at the Harvard Graduate School of Education

Stephanie Jones, Rebecca Bailey, Katharine Brush, and Bryan Nelson

2019

This resource provides guidance on how users can use Explore SEL to select an appropriate SEL framework based on their needs.

Measuring SEL: Frameworks

[\(https://measuringSEL.casel.org/frameworks/\)](https://measuringSEL.casel.org/frameworks/)

The Establishing Practical Social and emotional Competence Assessments of Preschool to High School Students project at the Collaborative for Academic, Social, and Emotional Learning

These resources provide guidance to teams on how to compare and select frameworks in alignment with prioritized focus areas.

IMPLEMENTATION NEED: ASSESS SEL AND SCHOOL CLIMATE

We need data that can help us better understand student SEL skills and mindsets, as well as the quality of our learning environments.

Questions to Guide Decision-Making

Prior to choosing a measure, ask:

- What competencies do we want to measure?
- Why do we want to assess these competencies?
 - ⇒ Is it to provide formative feedback to teachers and staff (e.g., improve instructional practices)?
 - ⇒ Is it to provide summative feedback (e.g., evaluate the impact of SEL practices)?
- How do we want to assess those competencies (e.g., student self-report, teacher report, performance measure)?

Upon identifying a measure, ask:

- Has the measure been validated for our intended use?
- Are the questions/tasks able to measure student strengths?
- Are the questions/tasks culturally responsive, recognizing the strengths of all students?
- Have we built in enough capacity for data use and interpretation, including the disaggregation of data?
- How will results be shared with parents, students, and other stakeholders?
- Who will have access to these data, and how will they use these data to improve practice?
- What other data should we collect to create a clearer picture of school supports in place to address student SEL (e.g., classroom practices, adult SEL, school environment)?
- What systems do we have in place to ensure results are interpreted through a strength-based and equitable lens?

Resources to Explore

A review of instruments for measuring social and emotional learning skills among secondary school students

<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4583>

Regional Education Laboratory Northeast and Islands

Joshua Cox, Brandon Foster, and David Bamat

2019

This resource compiles SEL measurement tools that are specifically designed for secondary students.

Are You Ready to Assess Social and Emotional Learning and Development?

<https://www.air.org/resource/are-you-ready-assess-social-and-emotional-learning-and-development-second-edition>

American Institutes for Research

2019

This tool encourages a “Stop, Think, Act” approach to help education leaders, practitioners, and policymakers decide whether and how to assess conditions for SEL and the development of social and emotional competencies.

Encouraging Social and Emotional Learning in the Context of New Accountability

https://learningpolicyinstitute.org/sites/default/files/product-files/Social_Emotional_Learning_New_Accountability_REPORT.pdf

Learning Policy Institute

Hanna Melnick, Channa M. Cook-Harvey, and Linda Darling-Hammond

2017

This resource discusses the measurement of SEL and school climate in state plans for the federal Every Student a Success Act (ESSA).

Measuring School Climate and Social and Emotional Learning and Development: A Navigation Guide for States and Districts

https://ccsso.org/sites/default/files/2019-03/CCSSO-EdCounsel%20SE%20and%20School%20Climate%20measurement_0.pdf

Council of Chief State School Officers (CCSSO) and EducationCounsel

2019

This resource documents considerations for selecting SEL or school climate measures and how to use these measures.

Measuring SEL: SEL Assessment Guide

(<https://measuringSEL.casel.org/access-assessment-guide/>)

Collaborative for Academic, Social, and Emotional Learning (CASEL)
2018

This tool offers a catalog of assessment instruments and outlines the purpose of assessing SEL, selecting an assessment tool, and acting on data.

Penn State Issue Brief: SEL Assessment to Support Effective Social Emotional Learning Practices at Scale

(<https://www.prevention.psu.edu/uploads/files/PSU-SEL-Assessment-Brief.pdf>)

The Pennsylvania State University
Clark McKown and Beth Herman
2020

This resource explores the role of assessment — of student competencies, adult practices, and school climate — in supporting high-quality SEL at scale.

School Climate Survey Compendium

(<https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium>)

National Center on Safe and Supportive School Environments
2018

This tool offers a catalog of student, teacher, staff, family, administrator, and community surveys in pre-kindergarten, elementary school, middle school, high school, and higher education environments to identify and assess their conditions for learning.

Social and Emotional Learning Assessment Guidance

(http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE073521&RevisionSelectionMethod=latestReleased&Rendition=primary)

Minnesota Department of Education

This resource explores the considerations involved in preparing for and implementing SEL measurement.

RAND Education Assessment Finder

(<https://www.rand.org/education-and-labor/projects/assessments.html>)

RAND Corporation

Laura S. Hamilton, Brian M. Stecher, Jonathan Schweig, and Garrett Baker
2018

This tool enables users to select assessments intended to measure K–12 students' interpersonal, intrapersonal, and higher-order cognitive competencies.

School and Classroom Climate Measures: Considerations for Use by State and Local Education Leaders

https://www.rand.org/pubs/research_reports/RR4259.html

RAND Corporation

Jonathan Schweig, Laura S. Hamilton, and Garrett Baker

2019

This resource outlines measurement considerations in the development and use of school and classroom climate measures.

IMPLEMENTATION NEED: IMPLEMENT EVIDENCE-BASED SEL STRATEGIES AND PROGRAMS

We need to select and use evidence-based SEL strategies and programs and/or provide guidance to schools on how to effectively integrate SEL into classroom practice.

Questions to Guide Decision-Making

- Which programs and practices are aligned to the competencies our district is focusing on?
- What programs and practices are already being implemented in schools in our district that align with our vision? Which of those have been shown to be effective for all students and can be scaled to other schools?
- What additional supports, guidance, and/or resources do school leaders, teachers, and staff need in order to implement SEL programs and practices in ways that are asset-based, culturally responsive, and equitable?

Resources to Explore

CASEL Program Guides: Effective Social and Emotional Learning Programs

<https://casel.org/guide/>

Collaborative for Academic, Social, and Emotional Learning (CASEL)

This resource evaluates SEL programs on their research evidence and provides guidance on selection and implementation.

Evidence for ESSA: Evidence-Based Social-Emotional Learning Programs

https://www.evidenceforessa.org/programs/social_and_emotional

Center for Research and Reform in Education, Johns Hopkins University

This tool lists SEL programs that can be used to meet ESSA standards and offers the option to identify programs by social, emotional, and academic focus areas.

Head & Heart: An Expanded Approach to Meeting Students' Needs as Schools Reopen
(<https://static1.squarespace.com/static/5321dc4ae4b0c72ad0ceedfe/t/5ef4abb7e178f32193ad5725/1593093048415/Equity%2C+Academics%2C+and+Social+and+emotional+Learning.pdf>)
Achievement Network and Transforming Education
2020

This resource provides school reopening guidance that integrates SEL and academics through an antiracist lens.

Navigating Social and Emotional Learning from the Inside Out – Looking Inside and Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers (Elementary School Focus)
(<https://www.wallacefoundation.org/knowledge-center/pages/navigating-social-and-emotional-learning-from-the-inside-out.aspx>)
Harvard Graduate School of Education
Stephanie Jones, Katharine Brush, Rebecca Bailey, Gretchen Brion-Meisels, Joseph McIntyre, Jennifer Kahn, Bryan Nelson, and Laura Stickle
2017

This resource provides an overview of 25 SEL programs for elementary schools and out-of-school time (OST) providers, comparing across curricular content, programmatic features, specific skills targeted, and instructional methods used.

SEL Integration Approach
(<https://www.transformingeducation.org/revised-sel-integration-approach/>)
Transforming Education
2020

This tool offers classroom teachers updated guidance on how to integrate SEL into all aspects of the school and classroom experience.

Social and Emotional Learning Teacher Practices
(<https://selforteachers.org/>)
Education First and NoVo Foundation
2018

This resource includes videos and written stories to share how educators across the country incorporate SEL into their classrooms and schools.

Social and Emotional Learning Interventions Under the Every Student Succeeds Act
(https://www.rand.org/pubs/research_reports/RR2133.html)

RAND Corporation

Sean Grant, Laura S. Hamilton, Stephani L. Wrabel, Celia J. Gomez, Anamarie A. Whitaker, Jennifer T. Leschitz, Fatih Unlu, Emilio R. Chavez-Herrerias, Garrett Baker, Mark Barrett, Mark Harris, and Alyssa Ramos
2017

This resource outlines SEL interventions that address ESSA's evidence requirements, along with evidence on expected outcomes.

What This Looks Like

(<http://nationathope.org/videos-what-this-looks-like/>)

Edutopia and the Aspen Institute National Commission on Social, Emotional, and Academic Development

This resource provides videos that show how schools and classrooms across the country are supporting their students' social, emotional, and academic growth.

IMPLEMENTATION NEED: CURATE PROFESSIONAL DEVELOPMENT TOOLS

We need to choose professional development tools for school leaders and teachers that are aligned to our action plan for implementing SEL.

Questions to Guide Decision-Making

- What goals or outcomes are we hoping to achieve through professional development? How will we measure these?
- Who is our target audience for professional development? For example, do we want to create/curate resources for all stakeholders (e.g., administrators, families, teachers, support staff, students)?
- What knowledge do our teachers and staff members already have, and how might we make use of this knowledge?
- Do we have a system for using data to determine our professional development needs?
- What professional development tools or platforms (e.g., professional learning communities, online modules) are most appropriate for our teachers and the unique context of our district (e.g., distance learning during a pandemic)?
- With what frequency can we provide professional development, coaching, and/or other avenues for continued advancement in SEL programs and practices?
- In what ways does this professional development address issues of implicit bias and teacher mindsets that can negatively affect student development?

- Have teachers been given the resources and supports that will allow them to model, teach, and reflect on their own social and emotional development?

Resources to Explore

Guidance on Culturally Responsive-Sustaining School Reopening: Centering Equity to Humanize the Process of Coming Back Together

<https://static1.squarespace.com/static/5bc5da7c3560c36b7dab1922/t/5ec68ebc23cff3478cd25f12/1590070973440/GUIDANCE+ON+CULTURALLY+RESPONSIVE-+SUSTAINING+RE-OPENING+%281%29.pdf>

Metropolitan Center for Research on Equity and the Transformation of Schools

Dr. David E. Kirkland

2020

This resource offers strategies and considerations to center equity when preparing to return to school during the COVID-19 pandemic.

Incorporating Social and Personal Competencies into Classroom Instruction and Educator Effectiveness: A Toolkit for Tennessee Teachers and Administrators

https://www.tn.gov/content/dam/tn/education/safety/safe_sch/safe_sch_se_toolkit.pdf

Tennessee Department of Education, in collaboration with the Center on Great Teachers and Leaders and the Appalachia Regional Comprehensive Center

2015

This tool provides tools, resources, skills, and knowledge to teachers and administrators to help improve student social and personal competency skills and encourage students to exhibit positive social behaviors.

Integrating Social, Emotional and Academic Development: An Action Guide for School Leadership Teams

https://assets.aspeninstitute.org/content/uploads/2019/03/UPDATED-FINAL-Aspen_Integrating-Report_4_Single.pdf?_ga=2.224961050.1249426127.1590441256-1552083464.1590441256

The Aspen Institute

2019

This resource provides guidance on how school teams can integrate social, emotional, and academic development throughout the entire school day.

Preparing Teachers to Support Social and Emotional Learning: A Case Study of San Jose State University and Lakewood Elementary School

<https://learningpolicyinstitute.org/product/social-and-emotional-learning-case-study-san-jose-state-report>

Learning Policy Institute

Hanna Melnick and Lorea Martinez

2019

This resource provides case studies of how preservice and in-service teacher training can support good teaching practices and implement SEL in schools, while providing a picture of what SEL looks like when integrated into the school day.

Social and Emotional Learning in Washington State Schools: Building Foundations and Strategies

<http://www.k12.wa.us/StudentSupport/SEL/OnlineModule.aspx>

Washington Office of Superintendent of Public Instruction

This resource includes videos that constitute a professional development module on integrating and embedding culturally responsive and trauma-informed SEL.

Transforming Education: Toolkits

<https://www.transformingeducation.org/resources/for-educators/>

These tools provide accessible, actionable guidance on SEL competencies, trauma-informed SEL, and teacher SEL, and can be directly used as professional development in schools.

Understanding Implicit Bias: What Educators Should Know

<https://www.aft.org/ae/winter2015-2016/staats>

American Federation of Teachers

Cheryl Staats

2015

This resource outlines the role of implicit bias in teaching and offers suggestions to mitigate its impact.

Webinar Series

<https://www.tolerance.org/professional-development/webinars>

Teaching Tolerance

This resource includes videos that dive deep into specific topics related to creating diverse, inclusive, and equitable schools.

Whole Child Inventory

<https://www.turnaroundusa.org/whole-child-inventory/>

Turnaround for Children

This tool enables school teams to reflect on the existing systems, structures, and supports that bolster whole-child development.

IMPLEMENTATION NEED: ENSURE EQUITABLE PRACTICES

We need to implement an equitable approach to students' social and emotional development by reviewing and adjusting our systems, practices, and resources.

Questions to Guide Decision-Making

- Are we taking steps to actively dismantle racism in our schools?
- Do all schools employ culturally responsive pedagogies to ensure an inclusive approach for all students?
- Are our school environments — and especially our discipline practices — inclusive and equitable?
- How are we engaging our youth, families, and communities to understand their lived experience and to build on their strengths and needs in improving our policies and practices?
- Do our schools create opportunities for family and youth to lead aspects of this work?

Resources to Explore

Applying an Equity Lens to Social, Emotional, and Academic Development

<https://www.rwjf.org/en/library/research/2018/06/applying-an-equity-lens-to-social-and-emotional-and-academic-development.html>

Edna Bennett Pierce Prevention Research Center at Pennsylvania State University
Dena N. Simmons, Marc A. Brackett, and Nancy Adler
2018

This resource outlines five barriers to equitable SEL along with five opportunities to pursue more equitable outcomes for all students.

An Equity Toolkit for Inclusive Schools: Centering Youth Voice in School Change

https://greatlakesequity.org/sites/default/files/20171209382_equity_tool.pdf

Midwest and Plains Equity Assistance Center
2017

This tool provides guidance on soliciting authentic input from students in order to pursue a more equitable school or district climate for all learners.

Criteria for an Equitable School — Equity Audit

<https://maec.org/wp-content/uploads/2016/04/Criteria-for-an-Equitable-School-2020-accessible.pdf>

Mid-Atlantic Equity Consortium
2016

This tool provides questions to illuminate areas of strength and areas for growth in developing a more equitable school community.

Critical Practices for Anti-bias Education

(https://www.tolerance.org/sites/default/files/Critical%20Practicesv4_final.pdf)

Teaching Tolerance

2014

This tool provides insight into how bias can arise in typical school-based environments and provides strategies for reducing and eliminating bias in these contexts.

Culturally Responsive Teaching and the Brain Podcast

(<https://www.blogtalkradio.com/anewkindofpd/2016/10/06/episode-2-culturally-responsive-teaching-the-brain>)

Author Zaretta Hammond, *Culturally Responsive Teaching and the Brain*

2016

This podcast explores culturally responsive teaching and includes actionable strategies for implementation.

Equity & Social and Emotional Learning: A Cultural Analysis

(<https://measuringSEL.casel.org/wp-content/uploads/2018/11/Frameworks-Equity.pdf>)

Collaborative for Academic, Social, and Emotional Learning (CASEL)

Robert J. Jagers, Deborah Rivas-Drake, and Teresa Borowski

2018

This resource explores how cultural contexts can inform an equity-centered approach to SEL.

Equitable Learning Library

(<https://equitablelearning.org/>)

Building Equitable Learning Environments (BELE) Network

These resources are intended to help educators, parents, and policymakers find resources and recommendations for creating more equitable and empowering learning environments.

Elevating Student Voice in Education

(<https://www.americanprogress.org/issues/education-k-12/reports/2019/08/14/473197/elevating-student-voice-education/>)

Center for American Progress

Meg Benner, Catherine Brown, and Ashley Jeffrey

2019

This resource outlines strategies to increase authentic student voice in education at the school, district, and state levels.

Integrating a Focus on Equity Into Social and Emotional Learning

<https://ies.ed.gov/ncee/edlabs/regions/midwest/blogs/integrating-equity-into-sel-infographic.aspx>

Regional Educational Laboratory (REL) Midwest
2019

This resource offers suggestions for bridging SEL and equity.

Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action

<https://files.eric.ed.gov/fulltext/ED585618.pdf>

The Aspen Institute
2018

This resource explores the complementary nature of racial equity and social and emotional development and offers suggestions for using a racial equity framing to pursue whole-child development.

Social, Emotional, and Academic Development Through an Equity Lens

https://edtrust.org/social-and-emotional-and-academic-development-through-an-equity-lens/?utm_medium=email&utm_source=customblast&utm_campaign=SEAD&emci=bd8f7051-95d7-ea11-8b03-00155d0394bb&emdi=c1f39ef8-d3d7-ea11-8b03-00155d0394bb&ceid=322242

Education Trust
2020

This resource outlines action items to enable school and district leaders to develop a more equitable approach to social, emotional, and academic development by focusing on the sociopolitical, district, and classroom factors that influence student experiences.

Social Emotional Learning and Equity

<https://www.nationalequityproject.org/frameworks/social-and-emotional-learning-and-equity>

National Equity Project

This resource outlines recommendations aligned with common obstacles to pursuing equitable SEL.

Why We Can't Afford Whitewashed Social and emotional Learning

ASCD
Dena Simmons
2019

This resource provides a rationale for why SEL needs to be taught within a sociopolitical context, focusing on privilege, prejudice, and social justice.

APPENDIX: SHORT LIST OF TOOLS AND RESOURCES TO SUPPORT STUDENT MENTAL HEALTH AND TRAUMA-INFORMED PRACTICES

Educator Resilience and Trauma-Informed Self-Care: Self-Assessment and Planning Tool
(<https://gtlcenter.org/sites/default/files/Educator-Resilience-Trauma-Informed-Self-Care-Self-Assessment.pdf>)

Center for Great Teachers and Leaders at the American Institutes for Research
2020

National School Mental Health Curriculum: Guidance and Best Practices for States, Districts, and Schools

(https://mhffcnetwork.org/sites/default/files/2019-07/National%20SMH%20Curriculum_Trainer%20Manual.pdf)

Mental Health Technology Transfer Center Network Coordinating Office (MHTTC NCO)
2019

Best Practices in Universal Social, Emotional, and Behavioral Screening: An Implementation Guide

(<https://smhcollaborative.org/wp-content/uploads/2019/11/universalscreening.pdf>)

School Mental Health Collaborative

Natalie Romer, Nathaniel von der Embse, Katie Eklund, Stephen Kilgus, Kelly Perales, Joni Williams Splett, Shannon Suldo, and David Wheeler

2019

The Future of Healing: Shifting From Trauma Informed Care to Healing Centered Engagement

(<https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>)

San Francisco State University

Shawn Ginwright

2018

Mental Health Practice Toolkit: Mental Health Resources

(<https://www.transcendeducation.org/mental-health-toolkit>)

Transcend Education

2020

Trauma-Informed SEL Toolkit

(<https://www.transformingeducation.org/trauma-informed-sel-toolkit/>)

Transforming Education

2020

Trauma Sensitive Schools: Training Package

(https://safesupportivelearning.ed.gov/sites/default/files/TSS_Training_Package_Action_Guide_0.pdf)

National Center for Safe and Supportive Schools

2018



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