

# SOCIAL EMOTIONAL LEARNING: IMPLEMENTATION CHECKLIST

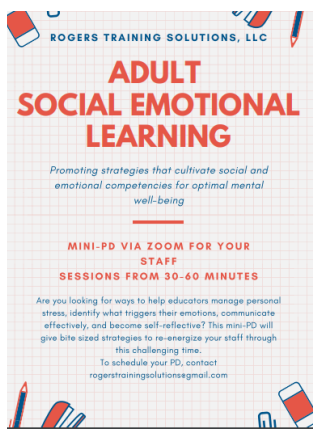
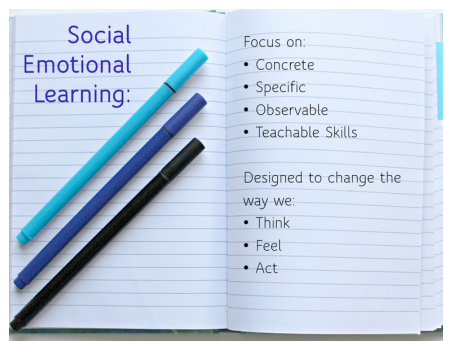


## WHO IS ON YOUR SEL TEAM?

The SEL team takes on the leadership to support practices and implementation at the school level. The team should be made up of champions who seek change at the individual and institutional levels to make our schools positive places to learn new skills and abilities.

## WHAT DO YOUR EDUCATIONAL STAKEHOLDERS KNOW ABOUT SEL?

Social Emotional Learning is for everyone. Professional development and training needs to be developed to promote the understanding, capacity to model, time to practice and support social and emotional capacities for students and adults.

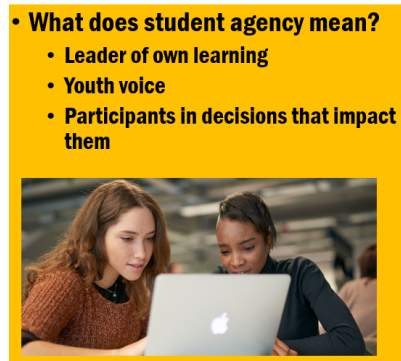


## HOW DO YOU BUILD CAPACITY FOR ADULT SEL?

There are many reasons why adult SEL is a priority. It improves the skills and strategies to work with all types of students. It creates connectedness and relationships by providing opportunities for more positive engagement with students and other adults. It also helps adults manage stress better and have better job satisfaction.

## WHERE IS STUDENT VOICE IN YOUR SEL WORK?

Students demonstrate agency when they believe in their abilities to set goals, take actions and make progress toward something personally meaningfully. Students are an important voice in the work of making a more positive school culture. We cannot do this work without them.



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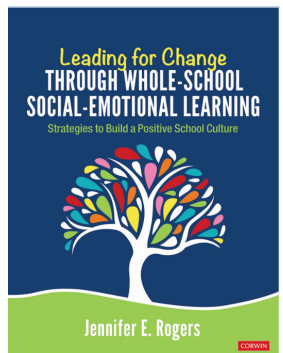
Classroom Needs Assessment: Environmental Scan			
Overall Function that Promotes Social-Emotional Learning:			
DOOR LEVEL OUTCOMES	REGULARLY PRACTICE	IMPLEMENT ON OCCASION	NOT YET
Planned activities to progressively challenge youth to build social and emotional skills.			
Explicitly in daily/weekly classroom schedule.			
Integrate without added stress.			
Increase the SEL skills: What are you covering? When and how?			
Active learning practices.			
Reflection of learning social and emotional competencies.			
Reflection of learning social and emotional competencies.			
DOOR LEVEL OUTCOMES	REGULARLY PRACTICE	IMPLEMENT ON OCCASION	NOT YET
Program adherence and coordination.			
Developmentally appropriate.			
Follows SEL guidelines.			
Validated by LACIS or other institution.			
Trained as required with continued professional development.			
Common language for stakeholders such as parents/families.			
DOOR LEVEL OUTCOMES	REGULARLY PRACTICE	IMPLEMENT ON OCCASION	NOT YET
Survey.			
Self assessment.			
Checklist for yourself or your students.			
Classroom activity observations.			
Activity reports (attendance, discipline, etc.).			
Monitoring implementation.			
Tracking outcomes against goals (quarterly, semiannually, annually).			
DOOR LEVEL OUTCOMES	REGULARLY PRACTICE	IMPLEMENT ON OCCASION	NOT YET
Conversation starters about student's social emotional skill.			
Steps to self-reflection.			
SEL in conflict resolution/behavior assessment.			
SEL in consistent behavior expectations.			
Classroom space for SEL activities.			
Room arrangement that facilitates to groups, individual needs, and calm down areas.			
Plan for greetings and meeting rituals.			
Positive emotion discussion observations.			

## HOW DO WE COLLECT AND USE DATA TO INFORM OUR SEL PROCESS?

Data sources can include demographics, surveys, questionnaires, needs assessments, competencies, exit tickets, observations. School teams can have discussions about the needs and gaps as they relate to social and emotional competencies.

## WHAT DOES WHOLE SCHOOL SEL LOOK LIKE?

Tier One supports are proactive and preventative in nature. When Tier 1 (school wide) supports are built into the structure of the school all students may benefit. It is important to have strategies to support whole school implementation.



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