

Social and Emotional Learning in California



A GUIDE TO RESOURCES

..... OCTOBER 2018



PUBLISHING INFORMATION

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Social and Emotional Learning in California: A Guide to Resources (Guide) was developed by a cross-agency project team: Pamela McVeagh-Lally, Social and Emotional Learning Consultant/California SEL State Team Consultant (team co-lead); Luzy Vezzuto PhD, Orange County Department of Education, Coordinator, Student Mental Health and Social and Emotional Learning (team co-lead); Sandra Azevedo, MTSS Coordinator, Butte County Department of Education; and Johanna Parra, Program Specialist, Orange County Department of Education.

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INTRODUCTION

Social and Emotional Learning in California: A Guide to Resources (Guide) is a project of the CDE SEL State Team, a State Superintendent of Public Instruction initiative, catalyzed by California's participation in the Collaborative for Academic, Social, and Emotional Learning's (CASEL) [Collaborating States Initiative](#). Launched in 2016, and comprised of representatives from more than 20 California education organizations and systems, the State Team seeks to affirm SEL as an essential component of a well-rounded, quality education in all youth-serving settings.

Social and Emotional Learning in California: A Guide to Resources supports the California Department of Education's (CDE) focus on social and emotional learning (SEL) as an essential component of a high-quality education.

As stated by The Aspen Institute's National Commission on Social, Emotional, and Academic Development [Council of Distinguished Educators](#):

"Weaving together social, emotional, and academic development creates high-quality learning environments in schools and classrooms. In these environments, children can confidently do their best work because they interact with a cooperative and welcoming community of learners. When social, emotional, and academic development are deliberately and thoughtfully interconnected, students benefit from learning experiences that enrich their understanding of academic content and strengthen their critical thinking skills. Such experiences enable students to be more effective contributors in their classrooms today and in their workplaces and communities tomorrow."

In 2017, the CDE SEL State Team collaborated on creating [California's Social and Emotional Learning Guiding Principles](#) (SEL Guiding Principles), a set of statements intended to provide guidance to education leaders and to support the strong SEL work happening across the state:

1. Adopt Whole Child Development as the Goal of Education
2. Commit to Equity
3. Build Capacity
4. Partner with Families and Community
5. Learn and Improve

The State Team also identified the goal of curating a collection of systematically gathered, comprehensive, and free resources that are aligned with the SEL Guiding Principles. Developed and curated by a cross-agency project team, this vetted resource collection, or

Guide, allows California educators to easily access resources as systems move forward with local SEL priorities. Additionally, the *Guide* offers a short list of SEL resources created by four states participating in the CASEL Collaborating States Initiative: Massachusetts, Minnesota, and Washington, and a non-CSI state, Tennessee. Also included are resources created by California local education agencies (LEAs) leading the way on systemic SEL: Los Angeles Unified School District (LAUSD), Oakland Unified School District (OUSD), Palo Alto Unified School District (PAUSD), Sacramento City Unified School District (SCUSD), and San Francisco Unified School District (SFUSD).

GUIDE DESIGN

The *Guide* provides educators and practitioners with high-quality, vetted resources to support the implementation of local SEL initiatives during the school day, in expanded learning environments, and in other youth-serving settings. Though there are hundreds, if not thousands, of SEL resources available to educators, the capacity each district, school, or educator has to comb through the available resources and discern their value is often limited by time and expertise. In the interest of providing a substantive set of resources that furthers the goals articulated in the SEL Guiding Principles, this *Guide* offers a one-to-two-page, information-rich “snapshot” of each resource in an accessible format that identifies which SEL Guiding Principle(s) the resource aligns with and describes the resource’s intended purpose, user, population, developers, origins, content, and strengths. Using the snapshot information, educators and practitioners can compare and contrast resources and select, for a more in-depth review, those that most closely meet locally identified goals.

The *Guide* is a curated collection of detailed “snapshots” of high-quality, vetted resources for practitioners that support SEL implementation and are aligned with the California SEL Guiding Principles.

The *Guide* highlights toolkits and online resource centers rather than stand-alone tools. Multiple resources offer guidance on a systemic approach to SEL implementation and continuous improvement processes in a variety of educational settings, which aligns with the spirit of the SEL Guiding Principles. Other resources provide targeted information and suites of tools to support particular aspects of the SEL Guiding Principles and sub-principles. Adopting a systemic approach to SEL includes considering how SEL is integrated within a [multi-tiered system of support](#) (MTSS); however, this *Guide* currently places an emphasis on resources relevant to the foundational, universal tier of MTSS.

The *Guide* is primarily intended for an audience of practitioners: Pre-K–12 educators, administrators, district staff, and expanded learning staff. The resources are often relevant to other student support staff, such as counselors. A small number of resources included are directly relevant to other stakeholders such as families, high school students, higher education professionals, and teacher educators. [See “snapshot” template on pages 10–11].

The selection criteria for the *Guide* resources includes the following:

- Free to access and available online
- Created by a reputable education organization
- A suite of resources (rather than an individual resource)

- Includes research-based approaches and tools (i.e. adheres to effective practices as determined in the SEL research literature or the research in a connected field of study)
- Relevant to districts, schools, or classrooms, including expanded learning settings
- Largely aligned with SEL Guiding Principles (not offering contradictory practices or approaches)
- Already be in use in the nation's public schools

The *Guide* is available in two formats:

1. PDF document with links to resources
2. Searchable entries on [Collaboration in Common](#), a free online professional learning community and resource exchange platform available to all California educators

HOW TO USE THE GUIDE

As LEA staff form SEL teams to develop a systemic approach to SEL initiatives, or educators and other practitioners seek resources to implement in their schools, classrooms, and expanded learning settings, searches within the *Guide* may be conducted using several criteria, including:

- By user
- By student population
- By SEL Guiding Principle(s)

The resources are organized by user-friendly criteria and can be accessed through Collaboration in Common (CiC).

On CiC, the resources are tagged and searchable using these three criteria. Many of the SEL Guiding Principles are applicable to the majority of the resources based on the robust nature of many of the toolkits and online centers. The Project Team, who conducted the resource reviews, also sought to identify the broadest application of the resources. For example, many resources designed for traditional school-day purposes are applicable to expanded learning settings and are therefore tagged for use by expanded learning staff.

Social and Emotional Learning Resource Guide
1 | 0 | 1 | 2 hours ago

DESCRIPTION
California Department of Education Social and Emotional Learning (SEL) Resource Guide

CURATED BY (1) [SEE ALL](#)
Jennifer Moreno

1 ACT (Assets Coming Together) For Youth-Social and Emotional Learning Toolkit
PURPOSE
The social and emotional learning (SEL) Toolkit offers web-based resources to help youth-serving practitioners provide opportunities for social and emotional learning for students. This toolkit is the Collaborative for Academic, Social, and Emotional Learning's...
from content.collaborationincommon 2 hours ago

1. ACT (Assets Coming Together) For Youth-SEL Toolkit
1. ACT (Assets Coming Together) For Youth-Social and Emotional Learning Toolkit

Example search scenario: A district SEL coordinator is interested in viewing resources designed for elementary schools that promote SEL Guiding Principle 1A (Systems Change). The user would select the tags: district office staff, elementary school students, and 1) Adopt Whole Child Development as the Goal of Education A) Systems change, and the relevant resources would be prioritized in the user's feed on CiC.

The below format is the *Guide "snapshot"* template with descriptions of each category:

Title

The title of the document or online resource center as shown on the resource

Purpose

The purpose the resource is designed to serve

Link

Hyperlink to the resource

Format

An online resource center (i.e. web site with downloadable, multimedia resources) and/or document, with page count (i.e. a stand alone Guide, toolkit, or field guide)

Authors and Contributors

Individual or organization who authored the document

User

The user or audience designated in the resource: Pre-K educators, elementary school educators, middle school educators, high school educators, elementary school administrators, middle school administrators, high school administrators, counselors, expanded learning staff (after-school and out-of-school program staff), community-based organization staff, families, teacher educators, district office staff, high school students, higher education

Student Population

Targeted student population: Pre-K students, elementary school students, middle school students, high school students, pre-service teachers in preparation programs

Context

Information on the organization/agency that developed the resource, including the catalyst and process for development, if available

Content

Objective description of the resource content in bullet point format

Strengths

Particular strengths of the resource as determined by project team

SEL Guiding Principles Addressed

A list of the Principles and sub-principles the resource addresses

1. Adopt Whole Child Development as the Goal of Education

- A. Systems change
- B. Diverse and inclusive leadership teams
- C. Social and emotional skills development
- D. Student-centered discipline policies and practices
- E. Climate and culture

2. Commit to Equity

- A. Address the opportunity gap
- B. Ensure representation
- C. Student and adult-led
- D. Healing-informed

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- C. Developmental standards
- D. Pre-service training and ongoing professional development

4. Partner with Families and Community

- A. Family engagement
- B. Expanded learning
- C. Early learning
- D. Community partnerships

5. Learn and improve

- A. Implementation plans and progress monitoring
- B. Measurement

As noted, there are snapshots offering a short list of links to resources created by four SEL-focused states: Massachusetts, Minnesota, Washington, and Tennessee. These resources include: SEL standards, benchmarks, and indicators; an implementation and assessment guide; and professional learning resources such as online modules and a coaching toolkit. Also included in a snapshot format are a set of resources and examples created by California LEAs, leading the way on systemic SEL: LAUSD, OUSD, PAUSD, SCUSD, and SFUSD.

RESOURCE SNAPSHOTS

Note: Current as of April 2018

Contents

1. ACT (Assets Coming Together) For Youth—Social and Emotional Learning Toolkit
2. ASCD Whole Child Approach
3. CASEL District Resource Center
4. CASEL Guide (2013), Effective Social and Emotional Learning Programs, Preschool and Elementary School Edition
5. CASEL Guide (2015), Effective Social and Emotional Learning Programs, Middle and High School Edition
6. Center on the Social and Emotional Foundations for Early Learning
7. Character Lab
8. Communities in Schools, Central Texas—Trauma Training for Educators
9. Edutopia
10. Heart-Mind Online
11. Incorporating Social and Personal Competencies Into Classroom Instruction and Educator Effectiveness; A Toolkit for Tennessee Teachers and Administrators
12. inspireEd
13. IPEN Learning Library
14. National Center on Safe Supportive Learning Environments
15. National Child Traumatic Stress Network
16. National Education Association Diversity Toolkit
17. 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
18. NBC News Parent Toolkit
19. Preparing Youth to Thrive: Promising Practices for Social & Emotional Learning
20. Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools, A Guide for Educators
21. SEL School: Connecting Social and Emotional Learning to Effective Teaching, The
22. Social and Emotional Learning Resource Finder
23. Students at the Center Hub
24. Teaching Tolerance
25. Transforming Education Toolkits
26. State Resources and Examples
27. California District Resources and Examples

1

ACT (Assets Coming Together) For Youth—Social and Emotional Learning Toolkit

PURPOSE

The social and emotional learning (SEL) Toolkit offers web-based resources to help youth-serving practitioners provide opportunities for social and emotional learning for students. This toolkit uses the *Collaborative for Academic, Social, and Emotional Learning* (CASEL) Framework to describe a set of instructional practices and resources that can be incorporated into any youth programming.

LINK

http://www.actforyouth.net/youth_development/professionals/sel/

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

The SEL Toolkit was assembled by the Risk and Thriving in Adolescence Program work team, a collaboration of Cornell University, Cornell Cooperative Extension, New York State 4-H Youth Development, and external stakeholders.

USER

Elementary school educators
Middle school educators
High school educators

Expanded learning staff (after-school and out-of-school program staff)
Community-based organization staff
Families

STUDENT POPULATION

Pre-K
Elementary school

Middle school
High school

CONTEXT

ACT (Assets Coming Together) for Youth Center of Excellence (YCE) connects research to practice in the areas of positive youth development and adolescent health. Funded by the New York State Department of Health, the YCE provides resources, technical assistance, training, and evaluation services.

CONTENT

- The SEL Toolkit offers web-based resources to help youth-serving practitioners provide SEL opportunities.
- Resources include manuals, activities, fact sheets, videos, and websites.
- Uses CASEL’s core competency areas to organize a set of instructional practices and resources promoting SEL and may be incorporated in any youth programming. Core content areas include:
 - A. Self-awareness
 - B. Self-management
 - C. Social awareness
 - D. Relationship skills
 - E. Responsible decision-making

STRENGTHS

- User-friendly
- Multimedia resources
- Uses CASEL’s core competency areas
- Can be incorporated into any youth programming



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- C. Social and emotional skills development
- E. Climate and culture

2. Commit to Equity

- C. Student and adult-led

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- C. Developmental standards

4. Partner with Families and Community

- D. Community partnerships

5. Learn and Improve (Continuous Improvement)

- A. Implementation plans and progress monitoring
- B. Measurement

2

ASCD Whole Child Approach

PURPOSE

ASCD’s Whole Child Approach resources are designed to support educators, families, community members, and policy makers to adopt and take action on a set of school improvement practices and “Whole Child Tenets” to promote an approach to education that integrates physical, emotional, and social health and wellbeing with academic learning.

LINK

<http://www.ascd.org/whole-child.aspx> and <http://www.wholechildeducation.org>

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

ASCD

USER

Elementary school educators
Middle school educators
High school educators

Expanded learning staff (after-school and out-of-school program staff)
Community-based organization staff
Families

STUDENT POPULATION

Pre-K
Elementary school
Middle school
High school

CONTEXT

ASCD is a nonprofit education membership and advocacy organization with more than 125,000 members, including superintendents, principals, teachers, and advocates from more than 138 countries. ASCD is “dedicated to excellence in learning, teaching, and leading so that every child is healthy, safe, engaged, supported, and challenged.” ASCD offers free and purchasable professional learning resources including *Educational Leadership* magazine, books, online courses, videos, conferences, interest group networks, policy advocacy resources, and school improvement consulting services.

CONTENT

- Online resources, tools, and downloadable documents based on promoting school improvement through the Whole Child Tenets of “healthy, safe, engaged, supported, and challenged.”
 - Indicators of a whole-child approach.
 - [ASCD School Improvement Tool](#), a needs assessment survey.
 - *InService* blog, with classroom and school tools and resources
 - [Community Conversations](#) toolkit that includes a facilitator’s guide and materials for stakeholder discussions and planning.
 - [Making the Case Advocacy Tool](#).
 - Informational videos on the details of the *Whole School, Whole Community, Whole Child Framework*, and exemplar schools.
- [Whole School, Whole Community, Whole Child](#).
- [Searchable “what works” examples and resources](#).
- [Whole Child Podcast and Archives](#).
- Thousands of searchable resources available on the broader ASCD site and [Educational Leadership](#) magazine that offer relevant information on SEL and related topics.

STRENGTHS

- Resource developed by widely respected, 75-year old education membership organization.
- Many free resources and articles.
- Helpful *Framework* for a systems approach to academic learning, and social, emotional, and physical well-being.
- Strong needs assessment tool.
- Strong advocacy resources.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- A. Systems change
- B. Diverse and inclusive leadership teams
- C. Social and emotional skills development
- D. Student-centered discipline policies and practices
- E. Climate and culture

2. Commit to Equity

- A. Address the opportunity gap
- C. Student and adult-led
- D. Healing-informed

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- D. Pre-service training and ongoing professional learning

4. Partner with Families and Community

- A. Family engagement
- B. Expanded learning
- D. Community partnerships

3

CASEL District Resource Center

PURPOSE

The Collaborative for Academic, Social, and Emotional Learning (CASEL) District Resource Center (DRC) supports planning for systemic implementation of district-wide, school-based, and community-based social and emotional learning (SEL) initiatives.

LINK

<https://drc.casel.org>

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

CASEL, 2017; Various contributing school districts

USER

Pre-K educators
Elementary school educators
Middle school educators
High school educators
Elementary school administrators

Middle school administrators
High school administrators
Counselors
Expanded learning staff (after-school and out-of-school program staff)

STUDENT POPULATION

Pre-K
Elementary school
Middle school
High school

CONTEXT

CASEL is nonprofit practice, research, and policy organization, dedicated to advancing the science and practice of school-based SEL. CASEL’s mission is to make SEL an integral part of education from preschool through high school. The CASEL DRC is a product of CASEL’s Collaborating Districts Initiative, a partnership with large urban school districts across the nation, with the goal of studying systemic SEL implementation. Lessons learned from the participating school districts are distilled into the CASEL DRC theory of action.

CONTENT

- A comprehensive framework of 10 essential areas for systematic district-wide, school-based implementation of SEL initiatives: communication, vision, align resources, build expertise, needs assessment, professional learning, integration, programming, standards, and continuous improvement.
- Implementation process guides, program reviews, videos, webinars, rubrics, and school district artifacts.
- Priority-setting questionnaire to guide step-by-step efforts with best practices for implementing SEL initiatives.
- Resource library of tools and artifacts by topic.
- 30-minute webinar for guidance on using the CASEL DRC.

STRENGTHS

- Developed by the SEL field's flagship organization.
- A one-stop shop for SEL initiative implementation offering hundreds of resources.
- A wealth of district-developed templates, documents, and artifacts for downloading and adaptation.
- User-friendly.
- A district profile can be created and updated through the priority-setting questionnaire.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- A. Systems change
- B. Diverse & inclusive leadership teams
- C. Social and emotional skills development
- D. Student-centered discipline policies and practices
- E. Climate and culture

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- C. Developmental standards
- D. Pre-service training and ongoing professional development

4. Partner with Families and Community

- A. Family engagement
- B. Expanded learning
- D. Community partnerships

5. Learn and improve

- A. Implementation plans and progress monitoring
- B. Measurement

4

CASEL Guide (2013): Effective Social and Emotional Learning Programs— Preschool and Elementary School Edition

PURPOSE

The guide gives educators information for selecting and implementing well-designed, high-quality, and evidence-based social and emotional learning (SEL) programs in preschools and elementary schools and districts. These programs are designated “CASEL SElect.”

LINK

<https://casel.org/preschool-and-elementary-edition-casel-guide/>

FORMAT

Document, 75 pages

AUTHORS AND CONTRIBUTORS

Collaborative for Academic Social and Emotional Learning (CASEL), 2013

USER

Pre–K educators
Elementary school educators
Elementary school administrators
Counselors

Expanded learning staff (after-school and out-of-school program staff)
Community-based organization staff
District office staff

STUDENT POPULATION

Pre–K
Elementary school

CONTEXT

CASEL is nonprofit practice, research, and policy organization, dedicated to advancing the science and practice of school-based SEL. CASEL’s mission is to make SEL an integral part of education from preschool through high school. The 2013 Guide is the second and updated edition originally published in 2003 titled *Safe and Sound: An Education Leaders Guide to Evidence-based Social and Emotional Learning*.

CONTENT

- Overview of SEL.
- Ratings of 25 evidence-based, classroom-focused SEL programs for preschool and K–5 that include direct social and emotional skills instruction, pedagogy and teacher instructional practices, and integration of SEL into academic subjects.
- Best practice guidelines for program selection and implementation, including CASEL’s District and School Theories of Action for Systemic SEL.
- Appendix of program descriptions.
- Additional information on program inclusion criteria, ratings framework, and recommendations for future priorities to advance SEL practice, policy, and research.

STRENGTHS

- Developed by the SEL field’s flagship organization.
- Rigorous criteria for program inclusion in the guide.
- One of few comprehensive guides to evidence-based SEL program selection and adoption.
- Accessible and comprehensive ratings tables and appendix of program descriptions.
- Strong selection and implementation guidelines for users.
- Developmentally differentiated.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- A. Systems change
- B. Diverse and inclusive leadership teams
- C. Social and emotional skills development
- D. Student-centered discipline policies and practices
- E. Climate and culture

2. Commit to Equity

- A. Address the opportunity gap
- C. Student and adult-led

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- C. Developmental standards
- D. Pre-service training and ongoing professional learning

4. Partner with Families and Community

- A. Family engagement
- B. Expanded learning
- D. Community partnerships

5. Learn and Improve (Continuous Improvement)

- A. Implementation plans and progress monitoring
- B. Measurement

5

CASEL Guide (2015): Effective Social and Emotional Learning Programs—Middle and High School Edition

PURPOSE

The guide gives educators information for selecting and implementing well-designed, high-quality and evidence-based social and emotional learning (SEL) programs in middle and high schools and districts. Based on the program’s design and evidence base, each is designated “CASEL SElect,” indicating that the program met all inclusion criteria and is highly recommended, or the program is identified as “complementary” or “promising,” meaning the program did not meet all inclusion criteria but is well-designed and has evidence of effectiveness. [\[Complementary and Promising program descriptions available only in online version\]](#).

LINK

<https://casel.org/middle-and-high-school-edition-casel-guide/>
Online program descriptions: <http://secondaryguide.casel.org/description-page.html>

FORMAT

Document, 45 pages

AUTHORS AND CONTRIBUTORS

Collaborative for Academic Social and Emotional Learning (CASEL), 2013

USER

Middle school educators
High school educators
Middle school administrators
High school administrators

Counselors
Expanded learning staff (after-school and out-of-school program staff)
Community-based organization staff
District office staff

STUDENT POPULATION

Middle school
High school

CONTEXT

CASEL is a nonprofit practice, research, and policy organization, dedicated to advancing the science and practice of school-based SEL. CASEL’s mission is to make SEL an integral part of education from preschool through high school. In 2013, CASEL published the preschool and elementary edition of this guide.

CONTENT

- Overview of SEL.
- Ratings of nine evidence-based and classroom-focused SEL programs for middle and high school (grades 6–12), including: approach to promoting SEL (teaching practices, free-standing curriculum, integration with academics); settings; implementation; and support and technical assistance available from program provider.
- Appendix of program descriptions in online addendum that includes “complementary” and “promising” programs that are aligned with CASEL’s conceptual model of SEL or have emerging evidence of effectiveness, but the programs did not meet CASEL’s rigorous criteria for inclusion.
- Best practice guidelines for program selection and implementation.
- Additional information on program inclusion criteria, ratings framework, and recommendations for future priorities to advance SEL practice, policy, and research.

STRENGTHS

- Developed by the SEL field’s flagship organization.
- Rigorous criteria for program inclusion in the guide.
- One of few guides to evidence-based SEL program selection and adoption for the middle and high school educational setting.
- Accessible and comprehensive ratings tables and addendum of program descriptions.
- Strong selection and implementation guidelines for users.
- Developmentally differentiated.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- A. Systems change
- B. Diverse and inclusive leadership teams
- C. Social and emotional skills development
- D. Student-centered discipline policies and practices
- E. Climate and culture

2. Commit to Equity

- A. Address the opportunity gap
- C. Student and adult-led

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- C. Developmental standards
- D. Pre-service training and ongoing professional learning

4. Partner with Families and Community

- A. Family engagement
- B. Expanded learning
- D. Community partnerships

5. Learn and Improve (Continuous Improvement)

- A. Implementation plans and progress monitoring
- B. Measurement

6

Center on the Social and Emotional Foundations for Early Learning

PURPOSE

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) strengthens the capacity of Head Start and child care programs to improve the social and emotional learning (SEL) outcomes of young children.

LINK

<http://csefel.vanderbilt.edu/>

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

CSEFEL

USER

Preschool and Pre-K educators
Preschool and Pre-K administrators
Families

Child care providers
Higher education

STUDENT POPULATION

Infant/toddler
Preschool
Parents

CONTEXT

CSEFEL is a national resource center, funded by the Office of Head Start and Child Care Bureau, for disseminating research and evidence-based practices to early childhood programs across the country. The center is focused on promoting the social and emotional development and school readiness of young children birth to age five, and preventing and addressing challenging behavior. CSEFEL is located at Vanderbilt University.

CONTENT

- Pyramid model for early care, health, and education providers.
- Training modules by child age.
- Parent training modules.
- Syntheses of research and “what works” briefs in English and Spanish.
- 24 Training kits (slides and PDFs).

STRENGTHS

- Resources specifically for California, a state partner.
- Resources searchable by state, and by trainers/coaches, families, and teachers/caregivers.
- Resources in Spanish.
- Guidelines for selecting curriculum.
- Family tools.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

C. Social and emotional skills development

2. Commit to Equity

D. Healing-informed

3. Build Capacity

A, Positive relationships and belonging

C. Developmental standards

4. Partner with Families and Community

D. Community partnerships

5. Learn and Improve (Continuous Improvement)

A. Implementation plans and progress monitoring

B. Measurement

7

Character Lab

PURPOSE

Character Lab is a research and practice organization that connects research scientists and educators to develop and test resources designed to promote specific character strengths.

.....

LINK

<https://www.characterlab.org/>

.....

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

Character Lab, 2013

.....

USER

Middle school educators
High school educators

.....

STUDENT POPULATION

Middle school
High school

.....

CONTEXT

Character Lab is a nonprofit organization founded by Angela Duckworth, author of *Grit: The Power of Passion and Perseverance* and the Christopher H. Browne Distinguished Professor of Psychology at the University of Pennsylvania; Dave Levin, co-founder of the KIPP public charter schools; and Dominic Randolph, Head of Riverdale Country School. Character Lab was developed in response to scientific evidence that shows that character strengths are as important as IQ and socioeconomic status to achievement and well-being.

CONTENT

- Resources on self-control, growth, grit, curiosity, growth, gratitude, purpose, zest, including videos and links to books and research.
- Playbooks focused on promoting specific character strengths, such as self control, grit and curiosity, which include videos, lesson plans, and student activities.
- Includes a Character Lab Research Network, a consortium of middle and high schools that are connected to research scientists. Together, these scientists and educators develop and test activities that encourage the development of character.

STRENGTHS

- Easy-to-access and use online resources.
- Provides discrete character-promoting activities for classrooms or other learning settings.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

C. Social and emotional skills development

3. Build Capacity

A. Positive relationships and belonging

B. Student and adult competencies

4. Partner with Families and Community

D. Community partnerships

5. Learn and Improve (Continuous Improvement)

A. Implementation plans and progress monitoring

B. Measurement

8

Communities in Schools, Central Texas–Trauma Training for Educators

PURPOSE

This training resource is designed to offer information about the effects of trauma on student learning and behavior and how educators and support staff can better support students who have experienced trauma.

.....

LINK

<http://ciscentraltexas.org/resources/traumatraining/>

.....

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

Kris Downing, LCSW, the clinical and professional development coordinator for Communities In Schools of Central Texas

.....

USER

Elementary school educators
Middle school educators
High school educators
Elementary school administrators
Middle school administrators

High school administrators
Counselors
Expanded learning staff (after-school and out-of-school program staff)
Community-based organization staff

.....

STUDENT POPULATION

Elementary school
Middle school
High school

.....

CONTEXT

Communities In Schools is a national nonprofit organization whose mission is to surround students with a community of support, empowering them to stay in school and achieve in life. Communities in Schools, Central Texas, is one of over 130 Communities in Schools regional affiliates.

CONTENT

- Trauma training video with facilitator discussion guide and handouts (43 minutes).
- Provides information about how student learning and behavior is impacted by trauma.
- Provides guidance for developing a greater sense of safety at school and building emotional regulation skills.

STRENGTHS

- User friendly.
- Website includes additional video resources on related topics and a Research Brief on addressing trauma in schools.
- Facilitator discussion guide includes tips for using the toolkit, sample introductory letter to administrator/ counselor, video introduction, and other helpful resources.



SEL GUIDING PRINCIPLES ADDRESSED

2. Commit to Equity

D. Healing-informed

3. Build Capacity

A. Positive relationships and belonging

B. Student and adult competencies

D. Pre-service training and ongoing professional learning

9

Edutopia

PURPOSE

Edutopia offers educators video and written resources for creating a healthy school culture by helping students develop skills to manage their emotions, resolve conflicts, and make responsible decisions.

LINK

<https://www.edutopia.org/social-emotional-learning>

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

George Lucas Educational Foundation, and a variety of expert contributors

USER

Elementary school educators
Middle school educators
High school educators
Elementary school administrators
Middle school administrators

High school administrators
Counselors
Expanded learning staff (after-school and out-of-school program staff)
Community-based organization staff
Families

STUDENT POPULATION

Pre-K
Elementary school
Middle school
High school

CONTEXT

Edutopia, founded by the George Lucas Educational Foundation, is a nonprofit, nonpartisan organization dedicated to transforming K–12 education by showcasing what works in education. Edutopia is focused on practices and programs that help students acquire and effectively apply the knowledge, attitudes, skills, and beliefs to achieve their full potential. Edutopia tells stories of innovation and continuous learning in the real world.

CONTENT

- Resources on a variety of social and emotional learning (SEL) approaches including videos, articles, and school artifacts.
- Blogs by experts such as Dr. Maurice Elias, Rutgers University, and other SEL researchers and practitioners.
- A variety of discussion groups.
- SEL information for families.
- Information on a variety of SEL-related topics such as trauma, stress, gratitude, restorative practices, and responding to school violence.

STRENGTHS

- Professionally produced videos presenting SEL in action.
- Practitioner-friendly with useful downloadable school resources.
- Parents' guide to SEL.
- Information on integrating SEL into academic content areas and the arts.
- Latest research presented in easy-to-digest form.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- C. Social and emotional skills development
- D. Student-centered discipline policies and practices
- E. Climate and culture

2. Commit to Equity

- B. Ensure representation
- D. Healing-informed

3. Build Capacity

- A. Positive relationships and belonging
- D. Pre-service training and ongoing professional learning

4. Partner with Families and Community

- A. Family engagement
- C. Early learning

5. Learn and Improve (Continuous Improvement)

- A. Implementation plans and progress monitoring
- B. Measurement

10

Heart-Mind Online

PURPOSE

The online center provides evidence-based resources to build the capacity of individuals and communities to educate the “heart-mind well-being” of youth, and to promote their positive social and emotional development.

.....

LINK

<https://heartmindonline.org/>

.....

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

The Dalai Lama Center for Peace and Education. Contributors include a variety of researchers and experts, including Dr. Dan Siegel, Dr. Mark Greenberg, and Dr. Kimberly Schonert-Reichl.

.....

USER

Elementary school educators
Middle school educators
High school educators
Elementary school administrators
Middle school administrators

High school administrators
Counselors
Expanded learning staff (after-school and out-of-school program staff)
Community-based organization staff
Families

.....

STUDENT POPULATION

Elementary school
Middle school
High school

.....

CONTEXT

Established in 2005, the Dalai Lama Center is a secular, non-political, and nonprofit organization inspired by the Dalai Lama’s belief in the importance of balancing the education of children’s minds with that of educating their hearts. Heart-Mind Online is a project of the Dalai Lama Center and is aligned with the cross-curricular competencies of British Columbia’s Ministry of Education.

CONTENT

- The heart-mind well-being framework is five interrelated social and emotional domains: secure and calm, gets along with others, alert and engaged, compassionate and kind, and solves problems peacefully.
- Resources searchable by developmental levels: early years, middle years, and adolescents.
- Resource searchable by eleven themes: anger, anxiety, conflict resolutions, confidence, empathy, friendship, kindness, play, resilience, self-regulation, and stress.
- Activities are categorized by “at home” or “in the classroom.”
- Resources include downloadable lesson plans, videos, book discussion guides, and guides for families and parent advisory councils.

STRENGTHS

- “Evidence-informed” resources.
- Videos showing best practices, explaining concepts and skills for both educators and families.
- Resources are searchable by multiple categories: families, educators, themes, activity, developmental level, and framework domains.
- Book discussion guides, youth leadership activities, prefrontal cortex brain exercises, lists of heart-mind chapter and picture books.
- Family and parent-focused resources such as a guide to introducing heart-mind approaches to parent advisory councils, dealing with online risks, and talking to your child about stress.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- C. Social and emotional skills development
- D. Student-centered discipline policies and practices
- E. Climate and culture

2. Commit to Equity

- C. Student and adult-led
- D. Healing-informed

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies

4. Partner with Families and Community

- A. Family engagement
- B. Expanded learning
- C. Early learning

11

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

PURPOSE

This toolkit increases administrator and teacher awareness of “social and personal competencies” and supports integration into the daily classroom and school experience of students. It demonstrates through detailed strategies and examples that social and emotional learning (SEL) that supports instruction can be embedded throughout daily teaching practices and provides improvement-focused coaching questions.

LINK

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

FORMAT

Document, 44 pages

AUTHORS AND CONTRIBUTORS

Tennessee Department of Education in collaboration with the Center on Great Teachers & Leaders and the Appalachia Regional Comprehensive Center, 2015

USER

Elementary school educators

Middle school educators

High school educators

Elementary school administrators

Middle school administrators

High school administrators

Teacher educators

District office staff

STUDENT POPULATION

Elementary school

Middle school

High school

CONTEXT

The toolkit is designed to link instructional practices that promote SEL with the Tennessee Educator Accelerator Model (TEAM) teacher evaluation process. While it references Tennessee-specific rubrics and processes, it provides strategies for SEL integration into schools and classrooms for teachers and administrators nationwide.

CONTENT

- Introduction to SEL and links to organizations that offer information on SEL.
- Ten teaching practices that promote SEL and descriptions of each practice with sample teacher activities, including videos.
- Description of teacher practices and student behaviors that demonstrate what SEL looks like in practice in the classroom.
- Sample discussion prompts to support administrators in teacher coaching conversations.

STRENGTHS

- User-friendly, well organized, and easy to understand.
- Web version of document has live links to resources and videos.
- Explicit descriptions and examples of what the teacher practices look like in the classroom.
- Reflection prompts for administrators to engage in dialogue with teachers for each of the 10 reviewed practices.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- A. Systems change
- C. Social and emotional skills development
- E. Climate and culture

2. Commit to Equity

- C. Student and adult-led
- D. Healing-informed

3. Build Capacity

- A. Positive relationships and belonging
- C. Developmental standards
- D. Pre-service training and ongoing professional learning

5. Learn and Improve (Continuous Improvement)

- A. Implementation plans and progress monitoring

PURPOSE

inspirED is an online resource center designed by teens, educators, and social and emotional learning (SEL) experts to offer SEL activities, and engage and empower high school students to work together in teams to create more inclusive, safe, and connected schools and communities.

LINK

<https://inspired.fb.com/about/>

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

Yale Center for Emotional Intelligence,
Facebook Education

USER

High school educators
High school administrators
Counselors

District office staff
High school students

STUDENT POPULATION

High school

CONTEXT

inspireED was developed in response to the results of the Emotion Revolution survey for high school students, launched by a partnership between the Born This Way Foundation, Yale Center for Emotional Intelligence, and Facebook Education. SEL experts, educators, and young people collaborated to create inspireED resources to support teams of students to improve school climate and bridge the gap between how they feel and how they want to feel.

CONTENT

- Online resources, activities, tools, and tips.
- Downloadable “Innovator’s Guide” for establishing teams, assessing school climate, and managing a process to develop, implement, assess, and sustain school climate improvement efforts.
- Standalone activities, resources, and tips to improve teen well-being, promote positive emotions, and advance SEL.
- Application for school climate assessment grants.
- Opportunities to connect to other inspireED teams and attend events.

STRENGTHS

- Research-based process and activities.
- Student-led activities.
- Developed in partnership with, and primarily for, young people.
- Clear instructions and accessible language.
- Develops project management and organization skills, while addressing school climate.
- Standalone SEL activities and resources for teens.
- Activities can be integrated into the school day.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- B. Diverse and inclusive leadership teams
- C. Social and emotional skills development
- E. Climate and culture

2. Commit to Equity

- C. Student and adult-led
- D. Healing-informed

3. Build Capacity

- A. Positive relationships and belonging

4. Partner with Families and Community

- B. Expanded learning
- D. Community partnerships

5. Learn and Improve

- A. Implementation plans and progress monitoring
- B. Measurement

13

IPEN Learning Library

PURPOSE

The International Positive Education Network (IPEN) learning library offers “positive education” classroom tools and resources that promote academic, social, and emotional learning.

LINK

<http://www.ipen-network.com/learningcontents>

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

IPEN

USER

- Elementary school educators
- Middle school educators
- High school educators
- Elementary school administrators
- Middle school administrators
- High school administrators

- Counselors
- Expanded learning staff (after-school and out-of-school program staff)
- Community-based organization staff
- Families
- Higher education

STUDENT POPULATION

- Elementary school
- Middle school
- High school
- Higher education

CONTEXT

The aim of the nonprofit IPEN is to bring together teachers, families, academics, students, schools, colleges, universities, nonprofits, companies, and governments to promote “positive education.” IPEN supports collaboration, changing education practice, and reforming government policy by promoting academic success alongside character and well-being.

CONTENT

- Free membership allows access to hundreds of resources and a community of support in positive education.
- An array of resources from activities, lesson plans, presentations, research papers, case studies, blog posts, posters, measurement tools, and podcasts.
- Provides access to a global network.
- Users can contribute innovative ideas and lesson plans.

STRENGTHS

- Offers choice to search for resources by content type, age, topic or language.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- C. Social and emotional skills development
- E. Climate and culture

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- D. Pre-service training and ongoing professional learning

14

National Center on Safe Supportive Learning Environments

PURPOSE

The website offers information and technical assistance to states, districts, schools, institutions of higher learning, and communities focused on improving student supports, school climate, and academic enrichment. The website serves as a central location for the organization and includes information about its events and webinars, products and tools, a school climate assessment platform, and latest research findings.

LINK

<https://safesupportivelearning.ed.gov/>

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

American Institutes for Research (developed through contracts through U.S. Department of Education, Office of Safe and Healthy Students), various contributors

USER

Pre–K educators
Elementary school educators
Middle school educators
High school educators
Elementary school administrators
Middle school administrators

High school administrators
Counselors
Expanded learning (after-school and out-of-school program staff)
Community-based organization staff
District office staff
Higher education

STUDENT POPULATION

Pre–K
Elementary school
Middle school

High school
Higher education

CONTEXT

The National Center on Safe Supportive Learning Environments was funded by the U.S. Department of Education’s [Office of Safe and Healthy Students](#).

CONTENT

- Guides, toolkits, and training products: safe and healthy students resources on school climate, connectedness, family and community involvement, student engagement, emotional and physical safety, and environment; student sexual harassment; addressing discipline disparities; bullying prevention; and teen dating violence.
- [United States Department of Education School Climate Survey, or EDSCLS](#), web-based administration platform: a suite of school climate surveys for middle and high school students, instructional staff, non-instructional staff, and families.
- Compendia of school climate surveys and state school discipline laws, and federal directory of school climate and discipline resources.
- [Program implementation resources](#).
- Learning briefs on physical fitness, academics and school climate, schools and the Affordable Care Act, and social bullying.
- Events, news, and description of technical assistance services.
- Safe and Healthy Student grantee profiles.
- Federal policy resources on Title IV for states, districts, and schools.

STRENGTHS

- Large number of diverse resources focused on an array of student support areas.
- Supported by federal funds and resources and adheres to Obama-era federal policy intentions.
- Strong school climate survey resources and online administration platform.
- Developed and managed by American Institutes for Research.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- A. Systems change
- B. Diverse and inclusive leadership teams
- C. Social and emotional skills development
- D. Student-centered discipline policies and practices
- E. Climate and culture

2. Commit to Equity

- A. Address the opportunity gap
- B. Ensure representation
- C. Student and adult-led
- D. Healing-informed

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- C. Developmental standards
- D. Pre-service training and ongoing professional learning

4. Partner with Families and Community

- A. Family engagement
- B. Expanded learning
- D. Community partnerships

5. Learn and Improve (Continuous Improvement)

- A. Implementation plans and progress monitoring
- B. Measurement

PURPOSE

The National Child Traumatic Stress Network (NCTSN) is a national resource developed to disseminate evidence-based interventions, trauma-informed services, and public and professional education. *The Child Trauma Toolkit for Educators* provides succinct and practical information and strategies for educators and families of children from preschool to high school to better understand the impacts of trauma.

LINK

<http://www.nctsn.org/>

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

NCTSN Schools Committee, 2008

USER

Pre-K educators

Elementary school educators

Middle school educators

High school educators

Families

STUDENT POPULATION

Pre-K

Elementary

Middle school

High school

CONTEXT

NCTSN is a collaboration of academic- and community-based service centers partnering to raise the standard of care and increase access to services for traumatized children and their families. The project is funded by the Substance Abuse and Mental Health Services Administration, the Center for Mental Health Services, and U.S. Department of Health and Human Services.

CONTENT

- Trauma-intervention fact sheets.
- Resources about trauma including systems change information, evidence-based interventions, and downloadable resources.
- [Child Trauma Toolkit for Educators](#)
 - Information about the impacts of trauma and traumatic grief organized as 1–2 page handouts for educators and families.
 - Includes trauma facts and information for educators and families.
 - Suggestions for educators in addressing trauma.
 - Provides grade-specific handouts for educators for preschool, elementary, middle school, and high school age students.
 - Includes self-care for educators.

STRENGTHS

- Toolkit has succinct, practical, and user-friendly information for easy distribution as handouts.
- Developmentally differentiated resources.
- Includes resources for families.
- Includes self-care for educators.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- A. Systems change
- C. Social and emotional skills development
- D. Student-centered discipline policies and practices
- E. Climate and culture

2. Commit to Equity

- A. Address the opportunity gap
- B. Ensure representation
- C. Student and adult-led
- D. Healing-informed

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- D. Pre-service training and ongoing professional learning

4. Partner with Families and Community

- A. Family engagement
- B. Expanded learning
- C. Early learning
- D. Community partnerships

PURPOSE

The online toolkit provides an introduction to the multiple facets of diversity and offers resources that foster inclusion in the classroom.

LINK

<http://www.nea.org/tools/diversity-toolkit.html>

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

National Education Association (NEA)

USER

Pre–K educators

Elementary school educators

Middle school educators

High school educators

Elementary school administrators

Middle school administrators

High school administrators

Counselors

STUDENT POPULATION

Pre–K

Elementary school

Middle school

High schools

CONTEXT

The NEA is the nation’s largest professional employee organization committed to advancing the “cause of public education.” It has 3 million members from preschool teachers to higher education professionals. The diversity toolkit is one of many resources developed by the NEA to support effective teaching.

CONTENT

- Provides guidance for educators to explore issues of diversity and their own cultural competence.
- Provides searchable resources including lesson plans, classroom management, teaching strategies, and advice and support.
- Topics covered include class and income, cultural competence for educators, English-language learners, gender, race and ethnicity, sexual orientation and gender identity, and social justice.

STRENGTHS

- Developed by largest educator professional organization/ labor union in the U.S.
- Search feature allows you to search by grade and subject.
- Web links are provided under each topic with more in-depth information.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- B. Diverse and inclusive leadership teams
- C. Social and emotional skills development
- E. Climate and culture

2. Commit to Equity

- A. Address the opportunity gap
- B. Ensure representation
- C. Student and adult-led
- D. Healing-informed

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- C. Developmental standards
- D. Pre-service training and ongoing professional learning

4. Partner with Families and Community

- B. Expanded learning
- D. Community partnerships

17

Navigating SEL from the Inside Out— Looking Inside and Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers (Elementary School Focus)

PURPOSE

This in-depth guide to 25 evidence-based programs for elementary schools and out-of-school-time (OST) providers offers information about curricular content and programmatic features that practitioners can use to make informed choices about their social and emotional learning (SEL) programs.

LINK

<http://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>

FORMAT

Document, 349 pages

AUTHORS AND CONTRIBUTORS

Harvard Graduate School of Education;
Stephanie Jones, Katharine Brush, Rebecca
Bailey, Gretchen Brion-Meisels, Joseph
McIntyre, Jennifer Kahn, Bryan Nelson, and
Laura Stickle, 2017

USER

Elementary school educators
Elementary school administrators
Counselors

Expanded learning staff (after-school and
out-of-school program staff)
Community-based organization staff
District office staff

STUDENT POPULATION

Elementary school

CONTEXT

A study conducted by a team of SEL experts at Harvard Graduate School of Education identified and summarized key features and attributes of programming for elementary-age youth, addressing the need for more detailed information about SEL curricula and implementation to help schools and OST providers make informed decisions. Five content domains of SEL outcomes were targeted: cognitive, social, emotional, character, and mindset.

CONTENT

- Background information on SEL and its benefits.
- A summary of the evidence base for each of the 25 programs.
- Recommendations for adapting the programs for OST settings.
- Summary tables to compare the key features and attributes of all programs including skills and instructional methods.
- Tools for practitioners, including a Quick Reference Guide and worksheets, to help stakeholders make decisions based on the program profile.

STRENGTHS

- In-depth program profiles include in-school lesson-based curricula, in-school non-curricular approaches, and OST SEL programs.
- Program inclusion based on criteria such as evidence of outcomes, widely implemented, well-aligned to SEL theory, and clear scope and sequence of well-defined learning activities.
- Worksheets and summary tables are included to help users apply SEL program data to their own context.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- A. Systems change
- C. Social and emotional skills development
- E. Climate and culture

2. Commit to Equity

- C. Student and adult-led

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- C. Developmental standards

4. Partner with Families and Community

- A. Family engagement
- B. Expanded learning

5. Learn and Improve

- A. Implementation plans and progress monitoring

PURPOSE

The Parent Toolkit is an online resource focused on healthy child development created for parents. Topics include social and emotional development, academics, health and wellness, financial literacy, and college and career readiness.

LINK

www.parenttoolkit.com

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

National Broadcasting Company (NBC) News
Education Nation

USER

Families

STUDENT POPULATION

- Preschool
- Elementary school
- Middle school
- High school
- Higher education

CONTEXT

The Parent Toolkit was produced by NBC News Education Nation, through contributions from field experts, and supported by Pearson.

CONTENT

- News, videos, benchmarks, and advice on parenting.
- Topic areas include: academics, social and emotional learning, health and wellness, financial literacy, college and career, and other general parenting.

STRENGTHS

- User-friendly website that allows searches by grade level, topic, and media type.
- Developmentally differentiated.
- Spanish language option.
- Newsletter.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- C. Social and emotional skills development
- E. Climate and culture

2. Commit to Equity

- C. Student and adult-led
- D. Healing-informed

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies

4. Partner with Families and Community

- A. Family engagement

19

Preparing Youth to Thrive: Promising Practices for Social & Emotional Learning

PURPOSE

For program practitioners to improve the planning, design, and implementation of out-of-school-time (OST) programs (expanded learning, after-school programs for secondary school youth)

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LINK

<https://www.selpractices.org/>

.....

FORMAT

Field Guide Document, 234 pages

AUTHORS AND CONTRIBUTORS

David P. Weikart, Center for Youth Program Quality, Charles Smith, Ph.D., Gina McGovern, Reed Larson, Ph.D., Barbara Hillaker, Ph.D., Stephen C. Peck, Ph.D. (2016)

.....

USER

Expanded learning staff (after-school and out-of-school program staff)
Community-based organization staff

.....

STUDENT POPULATION

High school

.....

CONTEXT

The David P. Weikart Center for Youth Program Quality was launched in January 2008 as a joint venture of the nonprofits [Forum for Youth Investment](#) and [HighScope Educational Research Foundation](#). The organization empowers education and human service leaders to adapt, implement, and scale best-in-class, research-validated quality improvement systems to advance child and youth development. Authors investigated the similarities of eight exemplary youth OST programs with different curriculum for teens age 14–19 to identify promising practices for planning and implementation of social and emotional learning (SEL) initiatives to produce the field guide.

CONTENT

- Thirty-two standards for SEL out-of-school program initiatives.
- Fifty-eight practice indicators of SEL in the following six domains: emotion management, empathy, teamwork, responsibility, initiative, and problem solving.
- Four curriculum features to guide program improvement: content sequences with program structures, safe space, responsive practice, and supports for staff practices.
- A technical report on the SEL performance measures used in the investigation and a website with more findings and tools.

STRENGTHS

- Research-based and user-friendly language.
- Developed with and for practitioners.
- Targets vulnerable and at-risk adolescents.
- Implementation supports for staff.
- Case narratives detail youth key experiences.
- Detailed descriptions of staff practices in implementing the promising practices i.e. modeling, coaching, organizing structures.
- Strong focus on effective implementation.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- B. Diverse and inclusive leadership teams
- C. Social and emotional skills development

2. Commit to Equity

- A. Address the opportunity gap
- B. Ensure representation
- C. Student and adult-led
- D. Healing-informed

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- C. Developmental standards

4. Partner with Families and Community

- B. Expanded learning
- D. Community partnerships

5. Learn and Improve

- A. Implementation plans and progress monitoring
- B. Measurement

20

Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools, A Guide for Educators

PURPOSE

This toolkit illustrates how restorative strategies may be integrated into the classroom, curriculum, and culture of schools as a transformational tool for fostering healthy relationships in schools and providing useful processes for students, educators, and learning communities. This toolkit aims to inform the education community about restorative practices and how they help to create a safe learning environment through community building and redressing damage.

LINK

www.otlcampaign.org/restorative-practices

FORMAT

Document, 16 pages

AUTHORS AND CONTRIBUTORS

The Atlantic Philanthropies with contributions from the Advancement Project, National Opportunity to Learn Campaign, American Federation of Teachers, and the National Education Association, 2014

USER

Elementary school educators
Middle school educators
High school educators
Elementary school administrators
Middle school administrators

High school administrators
Counselors
Expanded learning staff (after-school and out-of-school program staff)
Community-based organization staff

STUDENT POPULATION

K-12

CONTEXT

The Atlantic Philanthropies Foundation funded a working group of education and nonprofit organization leaders, policy advocates, and legal and civil rights professionals to develop the toolkit.

CONTENT

- Types of restorative practices and rationale.
- Models, frameworks, and action steps for school-wide implementation in collaboration with community stakeholders and partners.
- Guiding questions to support reflection for practitioners looking to make restorative methods part of the daily life in schools.
- Examples of districts and schools that integrate restorative practices into the local educational culture.

STRENGTHS

- Developed by nationally respected education organizations.
- Concise rationale, description of practices, and school and district examples.
- A community approach that includes all stakeholders.
- Clear and succinct guide for implementation.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- A. Systems change
- B. Diverse and inclusive leadership teams
- C. Social and emotional skills development
- D. Student-centered discipline policies and practices
- E. Climate and culture

2. Commit to Equity

- A. Address the opportunity gap
- B. Ensure representation
- C. Student and adult-led
- D. Healing-informed

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- D. Pre-service training and ongoing professional learning

4. Partner with Families and Community

- A. Family engagement
- D. Community partnerships

5. Learn and Improve

- A. Implementation plans and progress monitoring

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SEL School: Connecting Social and Emotional Learning to Effective Teaching, The

PURPOSE

The SEL School: Connecting Social and Emotional Learning to Effective Teaching is a part of the Center on Great Teachers and Leaders (GTL Center) Learning Hub. It provides resources for educators, schools and district leaders, and state education agencies to connect social and emotional learning (SEL) and effective instruction.

LINK

[The SEL School: Connecting Social and Emotional Learning to Effective Teaching](#)

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

Nick Yoder, PhD, 2013

USER

Elementary school educators
Middle school educators
High school educators
Elementary school administrators

Middle school administrators
High school administrators
District office staff

STUDENT POPULATION

Elementary school
Middle school
High school

CONTEXT

The GTL Center, which houses the SEL School, is a project of the nonprofit research organization, American Institutes for Research (AIR), and funded through a cooperative agreement by the [Office of Elementary and Secondary Education](#) at the [U.S. Department of Education](#). Other partners in this work include the [Council of Chief State School Officers \(CCSSO\)](#) and [Public Impact](#).

CONTENT

- An interactive tool that explains SEL, including teacher and student competencies and social and instructional teaching practices.
- Examples of integrating SEL into state and local policies.
- Strategies to create a positive school climate.
- A professional learning module: [Social and Emotional Learning in the Daily Life of Classrooms](#).
- A self-assessment tool to reflect on the implementation of teaching practices that impact student SEL competencies.

STRENGTHS

- Developed by a leading SEL research organization.
- Robust suite of practical, well-designed resources.
- Excellent SEL and academic integration resources.
- Focused on teacher practice.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- A. Systems change
- B. Diverse and inclusive leadership teams
- C. Social and emotional skills development
- D. Student-centered discipline policies and practices
- E. Climate and culture

2. Commit to Equity

- A. Address the opportunity gap
- C. Student and adult-led

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- C. Developmental standards
- D. Pre-service training and ongoing professional learning

5. Learn and Improve (continuous improvement)

- A. Implementation plans and progress monitoring
- B. Measurement

PURPOSE

The Social and Emotional Learning (SEL) Resource Finder is designed as a “one-stop” site for educators and anyone who works with children and youth to learn about how to foster SEL and mental health, and well-being in any educational setting. The SEL Resource Finder allows users to view and rate SEL and mental health resources.

LINK

<http://www.selresources.com/>

FORMAT

Website

AUTHORS AND CONTRIBUTORS

The University of British Columbia Faculty of Education

USER

Preschool educators
Elementary school educators
Middle school educators
High school educators
Elementary school administrators

Middle school administrators
High school administrators
Counselors
Expanded learning staff (after-school and out-of-school program staff)
Community-based organization staff

STUDENT POPULATION

Preschool through adult

CONTEXT

The website’s development was funded by The Edith Lando Charitable Foundation and is maintained by the Faculty of Education at the University of British Columbia.

CONTENT

- Each resource page provides a brief overview of the resource and a link to view publicly available SEL and mental health resources.
- Resources organized by social, emotional, and mental health topic, academic area, age group, type of content, and CASEL's five SEL competencies.
- Resources include articles, programs, comprehensive websites, books, videos, handouts, instructional activities, and assessments.
- Allows submissions of resources to be considered for inclusion in the collection.

STRENGTHS

- Well-curated resources for both SEL and youth mental health.
- Resources for adult SEL competence, self-care, and secondary traumatic stress.
- Users provide feedback on the resources through a rating system.
- Resources searchable by academic content and the CASEL SEL domains of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- C. Social and emotional skills development
- D. Student-centered discipline policies and practices
- E. Climate and culture

2. Commit to Equity

- A. Address the opportunity gap
- B. Ensure representation
- C. Student and adult-led
- D. Healing-informed

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- C. Developmental standards
- D. Pre-service training and ongoing professional learning

4. Partner with Families and Community

- C. Early learning

5. Learn and Improve

- B. Measurement

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Students at the Center Hub

PURPOSE

Students at the Center Hub has three primary purposes: 1) help raise the visibility of student-centered learning in New England and beyond; 2) offer a centralized location for tools and resources on student-centered learning approaches; and 3) provide a user-friendly, interactive space for practitioners, implementers, and supporters of student-centered approaches to learning.

LINK

<https://studentsatthecenterhub.org/about/>

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

Students at the Center Hub was created through a partnership between the nonprofit [Nellie Mae Education Foundation](#) and [Jobs for the Future](#).

USER

Elementary educators
Middle school educators
High school educators
Elementary administrators
Middle school administrators

High school administrators
High school students
Families
Community-based organization staff

STUDENT POPULATION

Elementary school
Middle school
High schools

CONTEXT

Students at the Center Hub helps educators to understand and make use of current research on student-centered approaches to teaching and learning. The organization’s aim is to ensure that all students—with a special focus on underserved youth and students of color—have meaningful opportunities to acquire the skills, knowledge, and dispositions needed for success in college, in the workforce, and in civic life. Students at the Center Hub is managed by the nonprofit Jobs for the Future.

CONTENT

- A framework based on four research-based principles: 1) personalized learning, 2) competency-based education, 3) student-owned learning, and 4) anytime, anywhere learning.
- Tools, resources, and examples to develop educator leadership and student competencies.
- An extensive and vetted resource bank searchable by audience, purpose, resource type, and principle.
- A research portal including reports from a research to practice learning collaborative.
- Blog, webinars, and articles.

STRENGTHS

- Practical strategies for enacting a personalized learning framework.
- Tools and resources address the full spectrum from system change, to the classroom, and to the student.
- Inclusive of families and communities.
- Real life “stories from the field.”



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- A. Systems change
- B. Diverse and inclusive leadership teams
- C. Social and emotional skills development
- D. Student-centered discipline policies and practices
- E. Climate and culture

2. Commit to Equity

- A. Address the opportunity gap
- C. Student and adult-led
- D. Healing-informed

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- C. Pre-service training and ongoing professional learning

4. Partner with Families and Community

- A. Family engagement
- D. Community partnerships

5. Learn and Improve (Continuous Improvement)

- A. Implementation plans and progress monitoring
- B. Measurement

PURPOSE

Provides social justice and anti-bias resources used to supplement the curriculum, inform teaching practices, and create civil and inclusive school communities where children are respected, valued, and welcome participants. Supports educators to develop learning plans to advance K–12 Social Justice Standards, including building social and emotional skills.

LINK

<https://www.tolerance.org>

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

Teaching Tolerance, various contributors

USER

Elementary school educators

Middle school educators

High school educators

Elementary school administrators

Middle school administrators

High school administrators

Counselors

Expanded learning (after-school and out-of-school program staff)

Community-based organization staff

District office staff

STUDENT POPULATION

Elementary school

Middle school

High school

CONTEXT

A project of the nonprofit Southern Poverty Law Center, Teaching Tolerance was founded in 1991 to prevent the growth of hate. The organization began by publishing *Teaching Tolerance* magazine and producing films chronicling the modern civil rights movement.

CONTENT

- K–12 Social Justice Standards with grade-level outcomes and illustrative scenarios, based on concepts of identity, diversity, justice, and action.
- Alignment of Common Core Standards with classroom materials and lessons, including texts, on a variety of topics, including ability, bullying and bias, class, gender and sexual identity, immigration, race and ethnicity, religion, rights and activism.
- Professional learning resources on Social Justice Standards, school climate, classroom culture, instruction, family and community engagement, and teacher leadership.
- Standalone teaching strategies and school discipline resources.
- Learning plan development function (requires free account).
- Searchable repository of developmentally differentiated, user-developed learning plans on social justice related topics.
- Free film kits for order.
- Webinar, articles, magazine, and special publication archives.
- Application for educator grants.

STRENGTHS

- Accessible, high quality, and best-in-class social justice resources.
- Developmentally differentiated.
- Includes both classroom-focused resources and professional learning materials.
- Activities may be integrated into academic lessons and the school day.
- Offers standards-based lessons.
- Multi-format resources, including films.
- Access to a repository of Teaching Tolerance Educators' learning plans.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- A. Systems Change
- B. Diverse and inclusive leadership teams
- C. Social and emotional skills development
- D. Student-centered discipline policies and practices
- E. Climate and culture

2. Commit to Equity

- A. Address the opportunity gap
- B. Ensure representation
- C. Student and adult-led
- D. Healing-informed

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- C. Developmental standards
- D. Pre-service training and ongoing professional learning

4. Partner with Families and Community

- A. Family engagement
- B. Expanded learning
- D. Community partnerships

5. Learn and Improve (Continuous Improvement)

- A. Implementation plans and progress monitoring

PURPOSE

Transforming Education toolkits and resources are designed to support educators' professional learning regarding mindsets, essential skills, and habits, or MESH.

LINK

<https://www.transformingeducation.org/resources/>

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

Transforming Education, various contributors

USER

Elementary school educators

Middle school educators

High school educators

Elementary school administrators

Middle school administrators

High school administrators

Counselors

Expanded learning (after-school and out-of-school program staff)

Community-based organization staff

Families

STUDENT POPULATION

Elementary school

Middle school

High school

CONTEXT

TransformEd, a nonprofit organization, supports educators and education systems in equipping students with the skills they need to succeed in college, career, and life. The organization translates findings from its day-to-day work on multiple projects with an extensive network of partners, including providing technical assistance to schools and districts, into scalable tools and resources that can help school systems improve outcomes for all students.

CONTENT

- Professional learning toolkits, including presenter’s guides, presentation slides, and videos and activities for K–12 educators on a variety of topics, including: mindfulness, self-efficacy, self-management, growth mindset, and self-awareness.
- Sample classroom strategies brief.
- Repository of introductory briefs, papers, and studies.
- Repository of webinars.
- Tools used for CORE districts case study, including continuous improvement systems assessment and professional learning community rubrics.

STRENGTHS

- Research-based tools.
- Insights and practices in toolkits are synthesized from work with districts and research literature.
- Professional-learning toolkits are robust and user friendly.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- C. Social and emotional skills development
- E. Climate and culture

3. Build Capacity

- A. Positive relationships and belonging
- B. Student and adult competencies
- D. Pre-service training and ongoing professional learning

4. Partner with Families and Community

- A. Family engagement

5. Learn and Improve (Continuous Improvement)

- A. Implementation plans and progress monitoring
- B. Measurement

Catalyzed by an increasing recognition among educators and policymakers of the importance and feasibility of addressing academic, social, and emotional learning in an integrated way, and bolstered by the CASEL Collaborating States Initiative (CSI), a growing number of state education agencies across the country have developed, or are in the process of developing, resources to guide implementation of systemic social and emotional learning (SEL). Highlighted in this *Guide* are high-quality resources from four SEL-focused states. These resources include: SEL standards, benchmarks, and indicators; an implementation and assessment guide; professional learning resources such as online modules; and a coaching toolkit.

MASSACHUSETTS

[Educator Effectiveness Guidebook for Inclusive Practice](#): A suite of documents offering instructional practices to integrate SEL into teaching and learning. Includes video introductions and professional development guides. Inclusive Practice is defined as “instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with and without disabilities, in general education settings.”

MINNESOTA

[Social and Emotional Learning Implementation Guidance](#): A web page offering development process descriptions, and robust implementation and assessment guides, built around the five core SEL competencies, with a strong focus on equity provided by the Great Lakes Equity Center.

TENNESSEE

- [Social and Personal Competencies Resource Guide: K–2, 3–5, 6–8, 9–12, and adult developmental indicators and teaching strategies to promote CASEL’s five core competencies.](#)
- [Incorporating Social and Personal Competencies Into Classroom Instruction and Educator Effectiveness; A Toolkit for Tennessee Teachers and Administrators](#): (see resource snapshot number 12 for a detailed description) SEL integration resource.
- [Incorporating Social and Personal Competencies Into Classroom Instruction and Educator Effectiveness: Online professional learning modules](#): (under development) aligned with the practices in A Toolkit for Tennessee Teachers and Administrators.

WASHINGTON

- [Washington's K-12 Social and Emotional Learning Standards and Benchmarks](#) : A section within *Addressing Social and Emotional Learning in Washington's K-12 Public Schools* report authored by Social Emotional Learning Benchmarks Workgroup.
- [SEL Online Education Module](#):
 - Learning Segment 1: Introduction to SEL
 - Learning Segment 2: Embedding SEL Schoolwide
 - Learning Segment 3: Creating a Professional Culture Based on SEL
 - Learning Segment 4: Integrating SEL into Culturally Responsive Classrooms
 - Learning Segment 5: Identifying and Selecting Evidence-Based Programs

Many California districts and schools have been dedicated to supporting the social and emotional development of their students and educators for years. Whether the work was catalyzed organically by local support for social and emotional learning (SEL) and connected programming, or by virtue of the Local Control Accountability Plan opportunity to invest in SEL and positive school climate and culture, or that the district is part of a large strategic initiative such as the CORE districts or the Collaborating Districts Initiative, there are many resources in use and under development that may be helpful models for other schools and districts. While there are hundreds of valuable resources in the field that could be highlighted, the following five districts offer their SEL tools and examples to support the adoption of systemic SEL by their California colleagues. (For many more SEL resource examples from districts nationally, view resource snapshot 3 the [CASEL District Resource Center](#)).

LOS ANGELES UNIFIED SCHOOL DISTRICT (LAUSD)

- [LAUSD SEL](#): District-selected competencies, introductory video, and links to extended-day, parent, and student voice resources, and other activities, such as an SEL-focused conference.
- [LAUSD SEL Social-Emotional Learning \(SEL\) Action Plan Support Assessment Rubric](#): Draft implementation assessment rubric co-developed with Transforming Education (for additional Transforming Education resources, see resource snapshot number 25).
- [LAUSD School Culture Climate/SEL Implementation Plan Template](#): A SMARTER goals template (specific, measurable, actionable, results-oriented, equity-focused), document for school-based SEL implementation planning and tracking.

OAKLAND UNIFIED SCHOOL DISTRICT (OUSD)

- [OUSD SEL](#): Landing page for OUSD SEL-related resources including information on the district’s Learning Hub Schools and district-adopted standards, practices, and professional learning approaches, a video resource library, among other tools.
- [OUSD SEL Standards](#): PreK–Adult SEL anchor and learning standards.
- [OUSD Three Signature SEL Practices](#): Detailed information on incorporating SEL practices into educator meetings and student learning, including a google drive repository of guides, handouts, and a practices playbook.

PALO ALTO UNIFIED SCHOOL DISTRICT (PAUSD)

- [PAUSD Social and Emotional Learning Curriculum Committee](#): Process and research repository for multi-year SEL planning committee.
- [PAUSD SEL Curriculum Committee \(SCC\) Final Report to the PAUSD Board of Education](#): Final report from the PAUSD SCC, which focused on researching and identifying

comprehensive SEL implementation best practices from April 2016 through February 2017. Report outlines the rationale for SEL: committee membership, charge, scope, recommendations, and consensus-based process.

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT (SCUSD)

- [SCUSD SEL](#): District-selected competencies and indicators, introductory video, and links to additional resources.
 - [SCUSD SEL Implementation: A Quick Glance, 2012–2018](#): One-page list of year-by-year (2012–2018) general SEL focus at school, district, and community levels.
 - [SEL/Equity Practices for Engaging Professional Learning in SCUSD](#): Five standard practices that are embedded in all professional learning at SCUSD.
 - [SCUSD Equity Department: Equity Module Professional Learning Opportunities](#): Title, key content, and essential questions for professional-learning modules covering SEL, equity, culturally responsive environments, neuroscience, mindsets, discipline, trauma, and student empowerment.
 - [DACA Toolkit and Resources for SCUSD Educators](#): An SEL, mental health first-aid, and community-focused approach to supporting students impacted by the end of DACA protections. Includes student lessons and educator resources.
 - [SCUSD SEL and Equity Implementation Rubric](#): A rubric for observing equity and SEL implementation including “Look fors” at the schoolwide, classroom, educator, and student level (draft document).
 - [SCUSD SEL Site Visit Protocols for Coach/Equity Team](#): Before, during, and after visit guidance including simple visit debrief template.
-

SAN FRANCISCO UNIFIED SCHOOL DISTRICT (SFUSD)

- [ExCEL SEL 101 Creating After School Programs Where SEL Thrives](#): SFUSD’s SEL key competencies framework and corresponding links to implementation resources.
- [ExCEL After School Program Hub](#): Online resource center with suite of public resources for quality-improvement focused after-school program community of practice.
- [SFUSD Restorative Practices Resource Center](#): Suite of whole-school focused Restorative Practice resources, including an implementation guide and family/community links.
- [SFUSD Culture/Climate and SEL Learning Surveys](#): Information on SFUSD CORE-aligned surveys.
- [SFUSD TK-5 Standards-Based Report Cards](#):
 - [SFUSD TK-12 Report cards](#): Includes grade-level SEL standards.
 - [SFUSD TK-5 Standards-Based Report Cards Guidance documents](#): Parental/family guidance documents in six languages

SOCIAL AND EMOTIONAL LEARNING MEASUREMENT

As interest in and implementation of social and emotional learning (SEL) initiatives grow, so too, do the conversations regarding the most effective and appropriate ways to measure SEL. Through efforts like the [CORE Districts](#) and SCUSD and OUSD's participation in the [Collaborating Districts Initiative](#),

as well as the frequent inclusion of SEL as a

component of local control and accountability plans,

many California-specific models of how to approach inclusion of SEL-related measures are emerging. These measures may help to paint a more holistic picture of student and school progress. The California SEL Guiding Principles recommend:

- a “continuous improvement” approach to assessing “the quality and quantity of opportunities for students to learn and practice social and emotional skill building;”
- data collected is used “to inform improvement of instructional and school practices, not for accountability purposes;” and
- Some educators, schools and districts are choosing to directly assess students’ social and emotional skills, and the SEL Guiding Principles offer guidance that “evidence-based, improvement-focused tools” and measures are best used for those purposes.

Just as identifying high-quality practice resources is important, so too is identifying and understanding the most helpful SEL measurement approaches and tools. Throughout the resources in the *Guide*, some measurement guidance can be found, but this *Guide* does not include dedicated measurement supports as there are many leading organizations in the SEL field working on developing measurement guidance. Specifically, both the Collaborative for Academic, Social, and Emotional Learning (CASEL) and RAND Corporation are developing robust SEL measurement resources for educators:

- [CASEL, Assessment Work Group: Social and Emotional Learning Assessment Guide](#): CASEL and partners are developing an interactive, practitioner-focused online guide to help educators select and effectively use measures to assess the development of students’ social and emotional competence and learn from others who are using assessments. The measures in the *Guide* are intended to be administered in school

Social and emotional learning measurement guidance may be found through national research partner resources.

and after-school settings for the purposes of improving teaching and learning.
(Anticipated launch: Fall 2018)

- [RAND Repository of Interpersonal, Intrapersonal, and Higher-order Cognitive Competencies](#): RAND is currently developing an easily searchable online repository of more than 200 SEL measures that have been used in K-12 schools. The repository will be useful for several groups, including: teachers and other education practitioners who are interested in identifying measures for school and classroom use; researchers who need measures of particular constructs and would like to understand what measures are available and what their basic technical properties are; and policymakers and others who are interested in incorporating measures into indicator systems. (Anticipated launch: Fall 2018)

FUTURE DIRECTIONS

As additional quality resources are developed, those resources will be reviewed and added to the *Guide*. As districts and county offices of education develop their own suites of tools, they are encouraged to share them in the CIC Social and Emotional Learning collection along with their developer names and affiliations. For questions or comments about the Guide please email: CaliforniaSEL@cde.ca.gov.

METHODS

A small volunteer workgroup comprised of State Team members (names and affiliations can be found in *Acknowledgments*) reacted to strategy, planning memos, and prototypes produced by Orange County Department of Education, Butte County Office of Education staff, and the State Team’s SEL Consultant (project team) by offering feedback at co-determined points. A *Guide* design memo identified the purpose, audience, potential design, resource selection criteria, dissemination, and development timelines for the *Guide* project, drawn from larger State Team discussions during five, day-long State Team meetings held during 2016–2018. Utilizing the work group’s feedback, the project team:

- Created a rubric and protocol for reviewing resources to develop an information-rich “snapshot” of each resource for *Guide* users;
- Received two CiC tutorials from CDE staff to inform SEL Guiding Principles “tagging” process and transposing the “snapshot” content to CiC;
- Identified a list of 35 resources to review through project team’s expertise, State Team members, and professional networks, conducted a gap analysis, and added additional resources to review list;
- Conducted an inter-rater reliability and calibration exercise to ensure alignment among four reviewers on the project team;
- Completed reviews of 35 resources and identified 25 for inclusion in the *Guide*;
- Compiled a “snapshot” of each resource;
- Recalibrated user and population descriptions after “snapshot” draft review and standardized terms; and
- Drawing on participation in the CASEL Collaborating States Initiative and Collaborating Districts Initiative, created collections of state and California district resources.

