Think about a young person in your life. What do you hope they will learn and be able to do to prepare for the world of tomorrow?
Founded in 1994, CASEL coined the term *social and emotional learning* (SEL). CASEL’s mission is to help make SEL an essential part of education by:

- **Advance the science of SEL through research**
- **Understand and support policy levers at play**
- **Support and share how SEL is implemented**
Decades of research studies demonstrate the following benefits of SEL:

- Improvement in students’ social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate
- Decline in students’ anxiety, behavior problems, and substance use
- Long-term improvements in students’ skills, attitudes, prosocial behavior, and academic performance
- Wise financial investment according to cost-benefit research
Science Links SEL to Student Gains:
Landmark study documented multiple benefits of SEL

2011 meta-analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed:

- ✔ Social-emotional skills
- ✔ Improved attitudes about self, others, and school
- ✔ Positive classroom behavior
- ✔ 11 percentile-point gain on standardized achievement tests

Reduced Risks for Failure:

- • Conduct problems
- • Emotional distress

A 2017 research study finds that SEL programs benefit children for months and even years. Different programs reviewed (38 outside U.S.)

- 82 different programs reviewed
- 97,000+ Students, kindergarten through middle school
- 6 mo – 18 yrs after programs completed

SEL Students Benefit in Many Areas

- ✔ Academic performance
- ✔ SEL skills
- ✔ Positive attitudes
- ✔ Positive social behaviors
- • Conduct problems
- • Emotional distress
- • Drug use

Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits.

Benefits were the same regardless of socioeconomic background, students’ race, or school location.

Benefits of SEL: 
Linked to young adult outcomes

Statistically significant associations exist between measured social-emotional skills in kindergarten and young adult outcomes across multiple domains:

Kindergartners who were stronger in SEL competence were more likely to:
- ✓ graduate from high school
- ✓ complete a college degree
- ✓ obtain stable employment in young adulthood

And less likely to be:
- x living in public housing
- x receiving public assistance
- x involved with police
- x in a detention facility

Benefits of SEL:
Strong return on investment

Wise financial investment according to cost-benefit research. The average return on investment for six evidence-based programs is:

11 to 1

meaning for every dollar invested there is an $11 return, savings from costs not incurred for intervention

SEL benefits adults, too
Positive impact on teachers

Teachers with high levels of social competence are better able to protect themselves from burnout by:

• Developing and managing nurturing relationships with their students
• Serving as behavioral role models for children
• Regulating their own emotions

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer.

Social and emotional learning is...

The **process** through which all young people and adults acquire and apply the knowledge, skills, and attitudes to:

- develop healthy identities
- manage emotions and achieve personal and collective goals
- feel and show empathy for others
- establish and maintain supportive relationships
- make responsible and caring decisions
Self-Awareness
- Identifying emotions
- Social and cultural identity
- Recognizing strengths
- Growth mindset
- Self-efficacy
- Examining bias
- Sense of purpose

Social Awareness
- Perspective-taking
- Empathy and compassion
- Expressing gratitude
- Appreciating diversity
- Identifying social norms and demands
- Sense of belonging

Self-Management
- Communication
- Cultural competence
- Building relationships
- Teamwork and working cooperatively
- Resolving conflicts
- Helping/Seeking help
- Leadership
- Standing up for the rights of others

Relationship Skills
- Emotion regulation
- Impulse control
- Stress management
- Self-discipline and motivation
- Perseverance
- Goal-setting
- Organizational skills
- Initiative and Agency

Responsible Decision-Making
- Demonstrating curiosity and open-mindedness
- Identifying and solving problems
- Analyzing situations and consequences
- Ethical responsibility
- Reflecting on one’s role to promote individual and collective well-being

CASEL 5 COMPETENCIES: EXAMPLES

@CASELORG
THE KEY SETTINGS

Coordinating policies and practices that students experience both inside and outside of the classroom.
What does SEL look like in a school?
Marcus Garvey Elementary School
Chicago Public Schools
10 Indicators of Schoolwide SEL

What evidence did you see of systemic SEL at Marcus Garvey?

<table>
<thead>
<tr>
<th>Classroom</th>
<th>School</th>
<th>Community/Family</th>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit SEL instruction</td>
<td>SEL integrated with academic instruction</td>
<td>Supportive school and classroom climates</td>
<td>Supportive discipline</td>
</tr>
<tr>
<td>Youth voice and engagement</td>
<td>Focus on adult SEL</td>
<td>A continuum of integrated supports</td>
<td>Authentic family partnerships</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Aligned community partnerships</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Systems for continuous improvement</td>
</tr>
</tbody>
</table>
How do we build towards systemic SEL?

**WHAT AND WHERE?**

**Research-based Student Outcomes**
- Improved attitudes about self, others, tasks
- Perceived classroom and school climate
- Positive social behaviors and relationships
- Academic success
- Fewer conduct problems
- Less emotional distress
- Less drug use
- High school graduation
- College/career readiness
- Safe sexual behaviors
- Healthy relationships
- Mental health
- Reduced criminal behavior
- Civic engagement

**HOW?**

<table>
<thead>
<tr>
<th>Implementation Focus Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORGANIZE</strong></td>
</tr>
<tr>
<td>Build Foundational Support and Plan</td>
</tr>
<tr>
<td><strong>IMPLEMENT</strong></td>
</tr>
<tr>
<td>Strengthen Adult SEL</td>
</tr>
<tr>
<td>Promote SEL for Students</td>
</tr>
<tr>
<td><strong>IMPROVE</strong></td>
</tr>
<tr>
<td>Reflect on Data for Continuous Improvement</td>
</tr>
</tbody>
</table>

**WHY?**

**SHORT-TERM**
- Improved attitudes about self, others, tasks
- Perceived classroom and school climate

**INTERMEDIATE**
- Positive social behaviors and relationships
- Academic success
- Fewer conduct problems
- Less emotional distress
- Less drug use

**LONG-TERM**
- High school graduation
- College/career readiness
- Safe sexual behaviors
- Healthy relationships
- Mental health
- Reduced criminal behavior
- Civic engagement

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CASEL’s District Framework
A Process for Systemic SEL Implementation

Focus Area 1
Build Foundational Support and Plan
• Develop a shared vision and plan for SEL
• Communicate SEL as a district priority
• Organize district to promote collaboration among school and district leaders around SEL, academics, and equity
• Align resources for SEL

Focus Area 2
Strengthen Adult SEL competencies and capacity
• Strengthen central office expertise
• Design and implement a professional learning program for SEL
• Promote trust, community, and collective efficacy among staff

Focus Area 3
Promote SEL for Students
• Adopt and implement PreK-12 SEL standards or guidelines
• Adopt and implement evidence-based programs and practices
• Develop and strengthen family and community partnerships
• Integrate SEL with academics, district priorities, and policies

Focus Area 4
Practice Continuous Improvement
• Planning for improvement (Plan)
• Documenting implementation (Do)
• Data reporting and reflecting (Study)
• Action planning and sharing (Act)
CASEL Framework for Districtwide SEL

Take 5 minutes to download and review this SEL District Rubric

Which areas are relative strengths for your district? Which areas might you prioritize?

Which of these areas are especially important for superintendents to engage in?

Systemic Districtwide SEL Implementation Reflection

This worksheet is based on CASEL's District SEL Implementation Rubric available at https://drc.casel.org. It is a simplified version of the full SEL implementation rubric to begin reflecting on areas of strength and areas for improvement.

<table>
<thead>
<tr>
<th>FOCUS AREA 1: BUILD FOUNDATIONAL SUPPORT AND PLAN</th>
<th>Not yet</th>
<th>Partially implemented</th>
<th>Mostly implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision and Plan</td>
<td>Has your district developed a shared vision and aligned goals for SEL?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Does your district have a strategic plan for SEL roll-out and implementation based on an assessment of needs and resources?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>Has your district communicated SEL as a priority to all stakeholders?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does your district have structures that promote intentional collaboration among school and district leaders around SEL, academics, and equity?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DISTRICTWIDE
SEL
ESSENTIALS FOR
SUPERINTENDENTS

A Toolkit to Support District Leadership in Systemic Implementation of Social and Emotional Learning
10 High Leverage Superintendent Actions

1. Develop **foundational support** for SEL among key stakeholders, including the school board

2. Engage a diverse group of stakeholders to **create a shared vision** for the district that establishes SEL as core to student success

3. **Communicate consistently** about SEL as a district priority

4. **Build SEL priorities** into staffing, funding, and budgeting for sustained SEL implementation

5. Organize the district to promote **collaboration among school and district leaders**
10 High Leverage Superintendent Actions

6. **Strengthen your knowledge** on the science of SEL, the implementation, and what SEL looks like in schools and classrooms

7. **Model SEL** through interactions with all district students, staff, families, and communities

8. **Adopt district policies** that support SEL

9. Develop relationships with **families and community partners** to align missions and promote SEL

10. Ensure the district’s SEL implementation supports the **goals** of achieving **outcomes** for all students
How Can You Speak Up for SEL?

In this political climate, students need SEL champions more than ever.

https://casel.org/fundamentals-of-sel/how-can-you-make-the-case-for-sel/
CASEL Suite of Free Resources

Learn more: casel.org

Evidence • Implementation • Policy
Advancing Social and Emotional Learning
Leading Schoolwide SEL
4-Part Virtual Workshop Series

Plan, sustain, and continuously improve systemic SEL throughout your school community.

Great for:
- Individuals and teams currently leading or interested in leading schoolwide SEL implementation
- District SEL leaders or coaches who support school leaders and teams
- Anyone who is using the CASEL Guide to Schoolwide SEL and wants deeper support

Use Promo Code: OHSUP22
Overview:
8 hours of live virtual learning - 4 sessions, 2 hours per session
Promo Code: OHSUP22

The series prepares participants to put learning into action. They will have an SEL vision, goals, and action plan drafted and be equipped to facilitate a planning process with their broader school community.

- Session 1 - Establish a shared understanding of systemic SEL
- Session 2 - Strengthen adult SEL
- Session 3 - Promote SEL for students
- Session 4 - Putting it all together: Implementing your plan

Recommended: Attend with a team from your school or district and schedule time between sessions to meet and collaborate on assigned action steps.

Learn more and register at schoolguide.casel.org/sel-workshops
Discussion

Learn more at casel.org