Collecting data to document SEL implementation and monitoring outcomes throughout implementation helps districts continuously improve.

Below you’ll find an overview of: WHAT high-quality implementation looks like, WHY it’s important, WHEN to engage in this key activity, and WHO to involve. Also see the PROCESS page for step-by-step guidance on how to engage in the work, and the RESOURCES page for additional tools to support your efforts.

What does it mean to document implementation and outcomes?

Documenting implementation and outcomes means that districts are regularly reviewing their progress toward goals and action plans and collecting implementation and outcome data in a timely manner. This documentation occurs throughout the DO phase of the Plan-Do-Study-Act continuous improvement cycle (read more about PDSA Cycles in Key Activity: Planning for Improvement) and provides rich information for the district to reflect on and learn from.

A strong approach to documenting implementation and outcomes means that districts:

- Consistently document SEL implementation, including ongoing successes and challenges they encounter throughout the year.
- Monitor the implementation process to address challenges that arise.
- Follow the timelines established in SEL plans to collect implementation and outcome data.

Use the Rubric to assess your approach to documenting implementation and outcomes.

Why does my district need to document implementation and outcomes?

Even with a high-quality action plan, you may never know whether, how, or why your efforts are succeeding. By documenting ongoing successes and challenges, your district is equipped to problem-solve in real time to support high-quality implementation. Collecting outcome data enables your district to provide information about whether SEL implementation is producing desired changes and can help you decide whether to adjust or deepen your efforts.

Who needs to be involved in documenting implementation and outcomes?

Your district’s SEL team will play a key role in documenting implementation and outcomes. In addition, you will want to include:

- Those who are responsible for key activities or action steps in the district’s SEL implementation plan.
- The person who manages the overall SEL continuous improvement process to help keep the team on track by regularly checking in with the owners of each action step.
- Those responsible for overseeing data collection and management to ensure that relevant data are collected as intended and in a timely manner.
- Members of district Research and Evaluation department (or external evaluator if district chooses to partner with
When should my district document implementation and outcomes?

Documentation ideally occurs on a regular, ongoing basis throughout implementation, though the specific timing will depend on the type of data collected:

- **Documenting implementation**: You’ll document implementation as you accomplish action steps throughout the year. CASEL recommends that SEL teams document their implementation progress at every SEL team meeting, including reviewing their goals and related action plans.

- **Documenting outcomes**: To determine a timeline for documentation, consider when you realistically expect your implementation activities to have some influence on measurable outcomes. Collecting data on an outcome that is not yet expected to have improved may waste time and resources, so you’ll want to set and communicate a clear plan for documenting outcomes.
Resources

Below, you’ll find resources to help document implementation and outcomes.

See how districts have strategized and planned to document implementation and outcomes

<table>
<thead>
<tr>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sacramento City Districtwide SEL Program Inventory</strong></td>
</tr>
<tr>
<td>This is an example of a third-party report on SEL programs and practices throughout the district, shared by Sacramento City, including a site level inventory as well as findings and recommendations regarding implementation and monitoring.</td>
</tr>
</tbody>
</table>

**SOURCE:** Sacramento City Unified School District

**TAGS** assessment evidence-based programs data dashboards conducting local SEL research continuous improvement implementation monitoring implementation evaluation
**SEL Inventory – Elementary Interview**
This interview protocol was used by evaluators at elementary school sites in Sacramento City to gather baseline data on the implementation of SEL programs and practices. Includes handouts that were provided to interviewees.

**SOURCE:** Sacramento City Unified School District

**SEL Inventory – Secondary Interview**
This interview protocol was used by evaluators at secondary school sites in Sacramento City to gather baseline data on the implementation of SEL programs and practices. Includes handouts that were provided to interviewees.

**SOURCE:** Sacramento City Unified School District

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**CASEL Action Planning Workbook**
Use CASEL's District Action Planning Workbook to develop and monitor a yearlong SEL implementation plan based on the District Framework's 16 Key Activities.

**SOURCE:** CASEL

**Track Your School's Progress Toward Implementing Schoolwide SEL**
Part of CASEL's Guide to Schoolwide SEL, this page includes a rubric and planner, a walkthrough protocol to look for signs of high-quality implementation, and a staff survey to gather staff perceptions to inform decisions and next steps.

**SOURCE:** CASEL
**SEL Inventory – Elementary Interview**

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**SOURCE:** Sacramento City Unified School District

**SEL Inventory – Secondary Interview**

This interview protocol was used by evaluators at secondary school sites in Sacramento City to gather baseline data on the implementation of SEL programs and practices. Includes handouts that were provided to interviewees.

**SOURCE:** Sacramento City Unified School District

**Classroom Formative SEL Assessment**

This assessment from CASEL's Guide to Schoolwide SEL provides teachers with a way to formatively assess the SEL skills of their entire classroom, then use that information to drive continuous improvement of their instructional practices.

**SOURCE:** CASEL

**School and Classroom Walkthrough Rubric (Nashville)**

Nashville's clear, succinct yet detailed rubric collects data on schoolwide environment, community gatherings, classroom instruction, classroom environment & discipline in order to provide rich, actionable feedback to schools.

**SOURCE:** Metropolitan Nashville Public Schools
Procedure for SEL Walkthroughs (Nashville)
Clear instructions for before, during, and after school site visits using Nashville's walkthrough rubric.

SOURCE: Metropolitan Nashville Public Schools

SEL Learning Walk Protocol – Anchorage
Anchorage's protocol for preparing and facilitating learning walks, well suited for districts that are organizing cross-campus visits to exemplary classrooms.

SOURCE: Anchorage Public Schools

SEL Learning Walk Observation Tool – Anchorage
Anchorage's handout for observers to take notes after visiting a classroom during a Learning Walk.

SOURCE: Anchorage Public Schools

Campus Visits and Learning Walk Protocols (Austin)
Guidelines for SEL coaches when they conduct supportive visits and a protocol for Learning Walks, shared with visitors and campuses so they know what to expect and what support is available to them.

SOURCE: Austin Independent School District
Demonstration Sites Walkthrough Tool (Sacramento)

Tool used to make notes about SEL integration into the schoolwide environment, classroom environment, and instruction.

**SOURCE:** Sacramento City Unified School District

**TAGS**
- implementation support
- SEL coaching for staff
- model SEL schools
- school visit/observation tool
- conducting local SEL research
- PK-12
- implementation monitoring
- instructional practices
- district SEL expertise

See artifacts shared by districts and schools

**TITLE**

**SEL: Best Practices and Barriers to Successful Implementation**

From Austin Independent School District's Department of Research and Evaluation, this report shares findings from district case studies that underscore the importance of four key themes that influence the quality and sustainability of SEL implementation.

**SOURCE:** Austin Independent School District

**TAGS**
- implementation support
- conducting local SEL research
- implementation monitoring
- implementation evaluation

**Chicago School Climate Standards and Self-Assessment**

The Chicago Public Schools' School Climate Standards includes 17 key indicators organized into four domains: School-wide Environment and Leadership, Physical and Emotional Safety, Relational Trust, and Teaching and Learning. This document also includes a self-assessment to support school-level continuous improvement and resources to include student voice assessing school climate.

**SOURCE:** Chicago Public Schools

**TAGS**
- define SEL metrics
- implementation monitoring
- culture and climate
- youth voice