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Academics, Discipline, and Student Supports

Focus Area 1

Build Foundational Support and Plan

riorities ensures that it will come to be seen as a vital component of what ccessful.

Focus Area 2

Strengthen Adult SEL Competencies and Capacity

quality implementation looks like, WHY it's important, WHEN to engage in e the [PROCESS](#) page for step-by-step guidance on how to engage in the al tools to support your efforts.

Focus Area 3

Promote SEL for Students

Focus Area 4

Reflect on Data for Continuous Improvement

SEL with academics, discipline, and student supports?

roughout every students' school day, in every interaction and setting. This roughout all practices and policies that affect students' experience in schools, including academic content and instruction, discipline systems, and the continuum of academic and behavioral supports that the district offers (e.g., Multi-Tiered System of Supports).

When SEL is integrated with academics, discipline, and student supports:

The SEL team/lead collaborates with academic departments to integrate and prioritize SEL in academic and instructional frameworks, school leadership and improvement strategies, and the academic departments' professional learning content.

The district implements a coordinated and scaffolded professional learning plan to build teachers' capacity to foster students' social and emotional knowledge, skills, and attitudes through academic instruction and curriculum content, including support for culturally relevant instructional practices.

Discipline policies and practices emphasize proactive, restorative, and developmentally appropriate approaches, and the district intervenes to address disproportionate use of discipline.

Evidence-based SEL instruction and practices enhance the continuum of academic and behavioral supports that meet the needs of all students.

Use the [Rubric](#) to assess your integration of SEL with academics, discipline, and student supports.

Why does my district need to integrate SEL into academics, discipline, and student supports?

Students develop social and emotional competencies not just during a freestanding SEL lesson but through their daily interactions with peers and adults. The way that adults model and support students in learning academic content and responsible behavior sends strong messages that impact students' social and emotional learning.

Districts play a large role in shaping how academic instruction, discipline policies, and student supports are carried out at a school level. These three areas are among the most critical components of creating a school environment that consistently promotes and reinforces SEL for all students.

When should my district integrate SEL into academics, discipline, and student supports?

You should begin thinking about how SEL integrates with all district priorities and strategies from the beginning of implementation (See Focus Area 1, [Key Activity: Shared Vision and Plan](#) and [Key Activity: Organizational Structure](#) for more on this alignment). You'll want to begin deeper efforts to integrate SEL into academics, discipline, and student supports:

- After you've identified initial SEL programming and standards that will help guide integration.
- After you've developed foundational knowledge of SEL among school and district staff so that they can support integration.
- After you've developed collaborative structures to help academic, SEL, and student services department staff work together toward aligning efforts.
- Before you fully launch any SEL programs or initiatives to ensure they're not seen as a disconnected program or "one more thing to do."

Who needs to be involved?

SEL integration into school-level practices starts with collaboration at the district level. Key district teams or departments that influence academics, discipline, and student supports in schools may include:

- Teaching and Learning
- Professional Learning
- Equity
- Safety and Security
- Student Support Services/Interventions
- Health and Wellness
- Strategic Planning/Continuous Improvement

For more on building collaborative relationships among central office leaders, see Focus Area 1, [Key Activity: Organizational Structure](#).

Outside of the central office, school leaders filter the SEL input they receive and apply it within their building, so it is critical that they believe in SEL as a lever for outcomes they are accountable for and have a positive experience when interacting with the SEL team.

Similarly, school-level disciplinarians and counselors who are experts in behavioral interventions and restorative practices have a major impact on the overall integration of SEL into the fabric of a school. Teachers and other school staff are involved in integration as they must have a working knowledge of how to reinforce SEL and set up experiences that strengthen student skills and build a strong class culture.

And at the most basic but decisive level, students are absolutely involved in integration as they recognize that SEL is part of the bigger picture of how to be successful and fulfilled in school, at work, and in personal relationships.

Focus Area 1

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ng and prioritizing SEL in academic frameworks and professional learning e discipline policies that promote SEL and relationship-building, and ic and behavioral supports for meeting the needs of all students. Use lementation.

s' daily experiences is a vital component of what makes schools and grating SEL into several high-priority areas:

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Academic Instruction

1. Develop a deep partnership between the SEL team/lead and academic departments.

Strong communication and collaboration between these teams will ensure that SEL is seen as part of effective teaching and learning rather than something that directs time and effort away from academic instruction.

To launch a relationship with academic department leaders, begin with informal discussions, ask to attend their upcoming events or meetings to learn more about their work, or invite them to attend your team meetings to share about their key initiatives. Then, work together to identify common goals and strategies for integration. Consider these points for discussion:

- Can SEL enhance student or adult skill development to better achieve academic objectives?
- Can SEL build connections among students or adults to improve their ability to work collaboratively to achieve academic goals?
- Can SEL training increase positive, supportive, and culturally responsive staff engagement with students?

2. Embed SEL into academic priorities and standards.

Rigorous, high-quality learning tasks call on students to use their social and emotional skills as they communicate and collaborate with their peers, manage challenges and frustration, set goals and monitor their progress and explore different perspectives. By collaborating to embed social and emotional skill building into academic priorities and standards, the district can expand the reach of SEL at the same time as it enhances learning. This may include conceptualizing how SEL standards are linked to the district's adopted instructional framework and to the Common Core State Standards (CCSS) or other state- and district-level academic standards.

Dr. Vicki Zakrzewski's [article](#) in UC Berkeley's Greater Good Magazine is a brief and persuasive dive into the ways social and emotional skills are implicit within the CCSS. For a more detailed look at the CCSS for math and a full crosswalk with SEL competencies, see this [project](#) from the Charles A. Dana Center and CASEL. This [brief](#) from the Aspen Institute describes how College and Career Readiness standards from across the country are dependent on social and emotional skills. For specific state and district samples of this work, visit CASEL's [Collaborating States Initiative](#)

integration resources page.

3. Design and implement a coordinated and scaffolded professional learning plan to support teachers in integrating SEL into instructional practices.

Districts have approached academic integration in various ways. To read about one district's journey, see [Edutopia's feature on Nashville](#). For an illustration of SEL integration at the classroom level, take a few minutes to visit the 5th-grade classroom in Anchorage in this [video](#). SEL can be integrated into teaching practices and interactions, into learning structures and activities, and into specific academic content. Consider the learning needs of different school-based staff members as you plan your district's professional learning approach.

For all school-based staff: Integrate SEL into teaching practices and interactions

A simple but highly effective way that adults teach social and emotional skills is by modeling them and creating space for young people to apply them throughout the day. This can take place in any setting or subject area, at any grade level, and at any time of day. CASEL's [sample teaching activities](#) and [self-reflection tool](#) provide clear examples of how teachers model and interact with students in ways that strengthen student skills in each SEL domain.

For a broader view, AIR's [self-reflection tool for afterschool staff](#) works well for staff who support young people outside of class time. A [teacher self-assessment](#) from CASEL's Guide to Schoolwide SEL lists a range of strategies, from the physical arrangement of the classroom to the teacher's use of student-centered discipline, for teachers to create a supportive classroom environment that fosters SEL.

Ten Teaching Practices that Promote SEL, developed by AIR's [Center on Great Teachers & Leaders](#), is a useful framework for structuring teacher professional learning on SEL integration. The 10 practices include four social interactions and six instructional interactions that are key for high-quality teaching and learning and also support SEL. Associated resources include a [teacher self-assessment and action planning guide](#), a [crosswalk with three commonly used teacher evaluation frameworks](#), a [facilitator's guide for leading professional development](#), a [coaching guide](#), and a [comprehensive toolkit](#) produced in partnership with the state of Tennessee that includes videos, look-fors, and discussion prompts for administrators and teams of teachers.

For all school-based staff who design lesson plans: Integrate SEL with learning structures and activities

The next step in academic integration is to select learning structures and activities for an academic lesson that will activate and strengthen students' social and emotional skills. A thoughtfully designed learning activity can boost engagement and academic gains while also meeting one or more of these SEL learning objectives:

- Nurture students' awareness of their own thinking, feelings, and behavior.
- Foster students' ability to manage emotions, control impulses, deal with stress and achieve goals.
- Cultivate students' ability to appreciate diversity, take various perspectives, feel empathy, and demonstrate respect.
- Develop students' ability to communicate effectively, engage socially, build relationships, work cooperatively, and resolve conflicts.
- Advance ethical behavior and decision-making.

Familiar learning structures such as cooperative learning, four corners exercises, journaling, Socratic discussions, think-pair-share, student self-assessment, project-based learning, and peer tutoring can promote SEL when planned intentionally and thoughtfully debriefed. CASEL's Guide to Schoolwide SEL includes a [lesson-planning checklist](#) and [self-assessment](#) that can help teachers add SEL elements to existing lessons. You can see this type of learning in action in these classrooms:

- [Aija Simmons' class in Oakland](#)
- [Chris Opitz's class in Anchorage](#)

The 3 Signature SEL Practices are a simple and effective framework for integrating SEL into any learning block, or even a professional development session or meeting for adults. The practices are:

- An inclusive welcome—This ritual builds community and connects to the work ahead, and supports all students to develop their identity as a valued member of the class.
- Engaging strategies—Embed these strategies, including brain breaks to anchor thinking and learning, throughout the learning block. These offer opportunities to practice social and emotional skills through interaction and reflection.
- An intentional close—This provides an opportunity for students to reflect on their learning and progress, identify next steps, and make connections. It can provide a sense of accomplishment and support forward-thinking

Oakland Unified School District has developed an exemplary set of tools for using the 3 Signature SEL Practices, including a [video](#) and overviews adapted for a range of audiences (including [classroom teachers](#) and [all adults](#)).

CASEL has built on this to produce the [3 Signature Practices Playbook](#), a full guide that includes a library of example activities, supporting research, and templates to skillfully integrate the practices for your context.

Likewise, a classroom circle or class meeting structure can be used in the context of any learning space to process new knowledge, review key points from a unit, or share student work. It is also an excellent practice for building community and developing communication skills. Edutopia featured a [school in Oakland](#) that uses circles for a variety of purposes. Cleveland Metropolitan School District has built out a [class meeting web page](#) with videos and links to sample meeting agendas and other useful resources.

For all content area teachers: Integrate SEL with academic content

The third way to integrate SEL into academics is to connect SEL themes and competencies with specific content-area learning. Naturally, it is difficult to supply teachers with ready-to-use resources for this style of integration since an integrated lesson plan will be different for every grade level and content area, but several districts have made strides by providing lesson samples alongside professional development where teachers workshop their own integrated lesson plans.

- Washington's Office of Superintendent of Public Instruction (OSPI) has a set of tools, videos, and three learning modules called [Academic Learning is Social and Emotional](#). Explicit connections are made to equity throughout.
- Nashville's approach has been to provide a scope and sequence to suggest which of the district's [SEL "I Can" statements](#) teachers should focus on each quarter, then train teachers to design their own integration activities. You can see samples for all core content areas here ([5th](#), [6th](#), [7th](#), and [8th](#) grade).
- Cleveland Metropolitan School District provided stipends to teachers who applied and were accepted as part of a group that developed sample integrated lesson plans for different grade levels and subjects. Here is a [sample](#) from a 10th-grade history teacher.
- Washoe County School District shared this [lesson plan template](#) to help teachers plan lessons with SEL connections (here is a [completed sample](#)).
- CASEL's Guide to Schoolwide SEL includes [four full lesson plans](#), each representing a different grade band and content area.

CASEL's Collaborating States Initiative produced a series of guides that describe content-specific integration activities:

- [SEL in Elementary English Language Arts](#)
- [SEL in Elementary Math](#)
- [SEL in Middle School Social Studies](#)
- [SEL in High School English Language Arts](#)

Discipline Policies and Practices

A restorative, student-centered approach to discipline emphasizes communication, problem-solving, accountability, and reconciliation rather than punishment and exclusion. As many districts shift away from punitive discipline policies in pursuit of more equitable outcomes and stronger school climate, it is natural to integrate social and emotional learning as part of new policies, practices, and professional learning.

1. Examine models for SEL-integrated discipline.

SEL-integrated approaches to discipline are focused on strengthening relationships and effective communication and teaching skills to recognize and repair harm.

- For a broad view of what SEL integrated discipline looks like, start with [Restorative Practices: Fostering Healthy Relationships and Promoting Positive Discipline in Schools—A Guide for Educators](#).
- For an in-depth discussion of the connections between student agency and school discipline, the Center for the Collaborative Classroom and Transforming Education collaborated on a [webinar](#) to share ways schools can use student-centered disciplinary practices to cultivate social and emotional skills and empower student's voice.
- Oakland Unified School District has a [Restorative Justice homepage](#) with videos, news coverage, and resources. Edutopia also featured [Oakland's partnership with police](#) to train school-based officers in relationship-building and de-escalation.

2. Analyze your district's discipline data by subgroups.

To promote an equitable approach to discipline, use disaggregated discipline data to understand the effectiveness of discipline practices, review trends for different student groups, and intervene on systemic root causes when student groups are disproportionately represented. As an example of how to examine discipline data, see this [University of Chicago Consortium on School Research report](#) on differences in discipline practices across schools.

A district's discipline data brings inequitable practices into focus. Nationally, black students, boys, and students with disabilities are the most disproportionately disciplined, particularly black students who represent 15.5% of public school students but about 39% of suspended students (see the [GAO report](#) for more). The National Center on Safe Supportive Learning Environments provides a [toolkit](#) for assessing and addressing disparities in school discipline. The integration of SEL into discipline policies and practices through school climate improvement, adult anti-bias learning, restorative approaches, and supportive interventions can be the cornerstone of a district's plan to reduce discipline disparities.

3. Review and update existing discipline policies to emphasize proactive, restorative, and developmentally appropriate approaches that support school climate and address root causes of student behavior.

In 2014, the U.S. Department of Education released [guidance](#) on policies and practices to improve school climate, discipline, and equity. The [Guiding Principles](#) are organized around concepts of creating positive school climate, providing evidence-based supports, promoting social and emotional learning, providing training on positive engagement with students and equitable practices, and adopting an instructional approach to school discipline. The since-rescinded [letter on the Nondiscriminatory Administration of School Discipline](#) lays out the legal framework prohibiting discriminatory discipline and provides a set of recommendations to help schools develop discipline policies and practices that prevent differential treatment and disparate impact on students of different races.

In Chicago, where suspensions were reduced by more than 75% in five years, the [Student Code of Conduct](#) was revised to place a greater emphasis on restorative practices, reduce the length of suspensions, eliminate suspension as an option for low-level behaviors and PreK-2 students, and adjust terms to reduce racial bias and subjectivity. The SEL

team has played a primary role in revising discipline policy. They prepared a resource complete with flow charts, scenarios, and recommended interventions to support school administrators with changes, [Guidelines for Effective Discipline](#), and they provide ongoing professional learning for school disciplinarians.

4. Support school staff in implementing the policies and using discipline strategies that promote SEL and relationship-building.

Changing discipline policy is an important step, but school staff can only follow a new policy if they are equipped with alternative strategies for maintaining an environment conducive to learning. Proactive strategies that strengthen relationships, teach and reinforce positive behavior, and train teachers to create clear structures and systems in their classrooms should be combined with restorative responses to conflict and misconduct.

As Chicago Public Schools began to use restorative practices more broadly and proactively, the team developed a [Restorative Practices Guide and Toolkit](#) and trains teacher and administrator leaders in a growing cohort of restorative practice leadership schools. This work was influenced by [restorative justice work in the Oakland Unified School District](#). Similarly, Sacramento's [SPARK model](#) (Social Emotional Learning, Positive Relationships, Analysis of Data, Restorative Practices, & Kindness) combines restorative discipline, culturally responsive practices, and proactive school climate work to support district discipline policy and reduce inequity. You can find one of Sacramento's Restorative Practices professional development modules [here](#).

Student Support Services

Many districts adopt a framework—such as Multi-Tiered System of Supports (MTSS), Response to Intervention (RtI), and/or Positive Behavior Intervention & Supports (PBIS)—to guide schools in a systemic, prevention-focused approach to meeting the needs of all students. This typically includes a continuum of academic and/or behavioral supports that provide:

- Universal strategies for engaging all students in high-quality learning (i.e. "Tier 1").
- Increasingly intensive support services for students who have higher levels of need (i.e. "Tier 2 and Tier 3").
- A process for determining which students would benefit from additional supports.
- Progress monitoring and data-driven decision-making processes to ensure interventions meet the needs of students.

When integrating tiered supports with SEL, it's important to recognize that SEL is neither solely behavior support nor solely academic support, but aligns with and complements both behavioral and academic supports at all tiers.

1. Review your district's continuum of academic and behavior supports for alignment to SEL.

Begin by reviewing your district's current continuum of student support, and consider:

- How do academic supports currently align with and reinforce SEL, and how does SEL reinforce academic supports?
- How do behavioral supports currently align with and reinforce SEL, and how does SEL reinforce behavior supports?
- How are students' social and emotional learning needs currently considered when implementing supports,

reviewing data, and monitoring progress?

- What organizational structures exist that support the integration of SEL and MTSS or similar frameworks? (For example, see Austin Independent School District's [organizational chart](#), which integrates SEL and MTSS within one department that includes support for health, counseling, dropout and truancy prevention, and disability.)
- What opportunities do you see for deeper integration with SEL in the menu of supports, as well as existing processes for progress monitoring and decision-making?

2. Establish universal supports that ensure all students have access to supportive school climates, evidence-based SEL instruction, and high-quality academic instruction that supports SEL.

Much of the work that your district will do to implement systemic schoolwide SEL will help lay a strong foundation for all students to succeed. This includes establishing a dedicated time for high-quality evidenced-based SEL instruction as well as high-quality academic instruction that integrates SEL principles and practices (See the academic integration section above and [Key Activity: Evidence-Based Programs and Practices](#)). In addition to high-quality core instruction, it's important that all students have supportive school and classroom learning climates and positive relationships with adults and peers.

Some districts have found it helpful to call out SEL and climate strategies in their menu of tiered supports. For example:

- The Metro Nashville Public Schools' [SEL and MTSS Triangle](#) lists SEL strategies and responsible teams for implementing MTSS for school climate, culture, and student behavior.
- Boston Public School's [SELWELL Menu of Supports](#) outlines strategies for supporting health, SEL, behavior, and other areas.
- This list of supported SEL programs from Chicago Public Schools describes how SEL support is woven into each [tier](#).

Districts can ensure these universal supports are provided to all students by ensuring integration of SEL and MTSS processes. For example, schools may have MTSS teams focused on ensuring high-quality academic supports and may have separate SEL teams or behavior teams. By helping schools create alignment between these teams, districts can help ensure that SEL is seen as integral to both academic and behavior Tier 1 supports.

3. Integrate targeted academic and behavioral interventions with SEL—but ensure that SEL is not conflated with mental health services.

By integrating more intensive student support services with SEL, districts are better equipped to ensure that all students have what they need to succeed. Districts can integrate academic and behavioral interventions with SEL by:

- Ensuring consideration of students' social and emotional strengths and needs when guiding schools in their processes for identifying interventions, progress monitoring, and problem-solving.
- Selecting a menu of evidence-based academic and behavioral interventions and providers that most align with and support social and emotional development.
- Supporting staff in recognizing and highlighting the social and emotional strengths of students who are receiving academic and behavioral interventions.
- Leveraging SEL practices to strengthen relationships between students and staff members who facilitate interventions.
- Leveraging SEL practices to support deeper connections with families and community partners.

It's important, however, not to confuse mental or behavioral health interventions with SEL. Unlike the diagnostic approach used in the mental health field, SEL emphasizes a strengths-based approach to promoting the development of all students' knowledge, skills, and attitudes.

A key component of many systems of tiered support services is developing processes for identifying students who would benefit from additional interventions. Assessments of students' SEL competencies should not be used to diagnose or screen for behavioral or emotional problems. Just as measures of problems are not accurate indicators of SEL competencies, the reverse is also true: measures of social and emotional knowledge, skills, attitudes, or mindsets are not a reliable or valid indicator of emotional or behavioral problems.

While it is essential that caring adults in these settings be on the lookout for signs of trouble so that students receive the supports they need, there is an array of behavioral and academic tools available that were designed, tested, and validated to determine when intervention is needed. We encourage that these tools be used when trying to diagnose or screen for problems, as they are better equipped to support educators and students with the purpose for which they were developed. Read more about [strengths-based SEL assessments here](#).

Districts can ensure this distinction is made when selecting diagnostic tools and communicating to schools about aligning academic and behavioral interventions with SEL.

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[School Visits and Look-Fors](#)

Learning experiences and classroom walk-through tools to develop a shared understanding of how SEL competencies intersect in classroom environments and instruction.

[Chicago Heights-Eagan Area Schools](#)

Schools

TAGS [equity](#) [school visit/observation tool](#)

[Districts in Action – Promote SEL for Students](#)

This brief spotlights SEL leaders in California, Virginia, and Texas as they share their stories about how their approach to promoting SEL for students took shape and integrated with stakeholder needs related to inclusion, discipline, and tiered supports.

SOURCE:

CASEL

TAGS [restorative practices](#) [MTSS](#) [family and community engagement](#)

[The Academic Impact of Responsiveness to Student Voice](#)

A study of Chicago Public Schools found that academic performance is related to schools' responsiveness to student concerns. This research brief shares how outcomes were measured and why these may be connected.

SOURCE: University/Nonprofit Research

Institution

TAGS [student leadership](#) [research brief](#) [youth voice](#)

[2011 to 2021: 10 Years of SEL in U.S. School Districts](#)

Ten years ago, CASEL began collaborating with school district SEL leaders to explore the question - Is it possible to implement SEL systemically to positively impact students across a large urban school district? Not only did districts demonstrate that it was possible, but every district has deepened and expanded SEL implementation since joining the collaborative. This anniversary report details 6 key insights from these districts about how they were able to sustain SEL over the long term, even as the people and contexts within the district changed.

SOURCE:

CASEL

[**Practices of Promise: Youth Voice in Washoe County School District, Nevada**](#)

This case example offers a glimpse into WCSD's process of creating structures to elevate and listen to students, before and through the pandemic.

SOURCE:**CASEL****TAGS** [student leadership](#) [conducting local SEL research](#) [continuous improvement](#) [youth voice](#)

[**Fostering Mental Health and Wellness with Universal Social-Emotional and Behavioral Supports**](#)

A concise document describing how SEL supports mental health and academic performance, featuring the work of CASEL partner the School District of Palm Beach county to develop a Tier 1 approach to SEL to support the mental health of all students and staff. Includes links to the resources and tools the district provided to all schools.

SOURCE: School District of Palm Beach**County****TAGS** [mental health](#) [MTSS](#)

[**MTSS SEL School Model**](#)

Chicago Public Schools' model for how social and emotional learning should be integrated into a multi-tiered system of supports for all students.

SOURCE: Chicago Public Schools**TAGS** [MTSS](#)

[**Giving Students a Voice in their Education \(video\)**](#)

This video from Education Week features Washoe County School District's practices to promote student voice and agency in shaping policies and decisions that impact education. Youth voice and leadership is a central part of the social and emotional learning approach in the district.

SOURCE: Washoe County School**District****TAGS** [videos](#) [student leadership](#) [youth voice](#)

[**SEL Trends: Integrating with Academics**](#)

From CASEL's SEL Trends series, this issue features DuPage County, Nashville, and Sacramento school districts process and strategies for integrating SEL deeply within academic approaches, and includes sample resources from each district.

SOURCE:**CASEL****TAGS** [SEL and Academic Integration](#) [Science](#) [english/language arts](#) [math](#) [social studies](#) [CCSS](#)
[college and career readiness](#)

[Oakland Mills Scholars SEL Integration \(Video\)](#)

A program collaboration between the district and a college that uses teacher collaborative inquiry to understand the intersection of SEL and academic learning.

SOURCE: Oakland Unified School

District

TAGS SEL and Academic Integration, videos, SEL partnerships, lesson planning, teacher training, instructional practices, classroom level, building community, integrate with district priorities

[How Programs and Resources Support the Five SEL Competencies](#)

Chart that ties together Nashville's SEL related programs and services, describing how each contributes to development of the 5 core competencies.

SOURCE: Metropolitan Nashville Public

Schools

TAGS classroom management, PBIS, social awareness, self awareness, self management, relationship skills, responsible decision making, SEL competence, counselors, MTSS

[Retreat to Improve District Support of SEL Practice – Agenda and Challenge Areas](#)

Cleveland hosted a retreat with support from AIR, CASEL, PATHS, and their teachers' union to address challenge areas and improve how SEL is integrated into district priorities.

SOURCE: Cleveland Metropolitan School

District

TAGS implementation support, SEL partnerships, professional learning, integrate with district priorities, SEL leadership

[SEL and CCSS: Core Tasks Lesson Development Training Part I](#)

Washoe's training collaboration between SEL and the Core Task Project, where participants learn about the intersections between SEL and the Common Core, specifically English Language Arts and close reading (part 1).

SOURCE: Washoe County School

District

TAGS SEL and Academic Integration, english/language arts, PLC, videos, SEL competence, CCSS, teacher training, instructional practices, professional learning, integrate with district priorities

RELATED RESOURCES

[SEL and CCSS: Core Tasks Lesson Development Training Part II](#)

Washoe's training collaboration between SEL and the Core Task Project, where participants learn about the intersections between SEL and the Common Core, specifically English Language Arts and close reading (part 2).

SOURCE: Washoe County School District

TAGS [SEL and Academic Integration](#) [english/language arts](#) [PLC](#) [videos](#) [SEL competence](#)
[CCSS](#) [teacher training](#) [instructional practices](#) [professional learning](#)
[integrate with district priorities](#)

[SEL and CCSS: Core Tasks Lesson Development Training Part III](#)

Washoe's training collaboration between SEL and the Core Task Project, where participants learn about the intersections between SEL and the Common Core, specifically English Language Arts and close reading (part 3).

SOURCE: Washoe County School District

TAGS [SEL and Academic Integration](#) [english/language arts](#) [PLC](#) [videos](#) [SEL competence](#)
[CCSS](#) [teacher training](#) [instructional practices](#) [professional learning](#)
[integrate with district priorities](#)

[How a District Integrates SEL With Academics \(Nashville\)](#)

Edutopia's collection of articles and video featuring how SEL has taken root over time in Nashville, with a focus on integrating SEL into daily classroom practices and supporting implementation.

SOURCE: Metropolitan Nashville Public Schools

TAGS [SEL and Academic Integration](#) [trauma](#) [implementation support](#) [videos](#) [reading lists - staff](#)
[CCSS](#) [model SEL schools](#) [instructional practices](#) [classroom level](#) [integrate with district priorities](#)
[building buy-in for SEL](#)

RELATED RESOURCES

[Metro Nashville Public Schools: Integrating Social, Emotional, and Academic Development \(video\)](#)

Part of Edutopia's larger feature on Nashville, this video provides an overview of the district's approach to supporting all schools to integrate SEL into school culture and instruction.

SOURCE: Metropolitan Nashville Public Schools

TAGS [SEL and Academic Integration](#) [videos](#) [model SEL schools](#) [building buy-in for SEL](#)

Find ready-to-use tools

TITLE

[**Academic SEL and Mathematics Curriculum Materials**](#)

From the University of Texas Charles A. Dana Center, this brief tool can help determine to what degree your district's math instructional materials and educator practices integrate SEL competencies. While focused on math, much can be applied to other core subjects.

SOURCE: University/Nonprofit Research

Institution

TAGS SEL and Academic Integration math

[**Integrating Equity and SEL: Classroom Visits and Look-Fors**](#)

A Minnesota school district shares a set of learning experiences and classroom walk-through tools to develop a shared understanding of how SEL and equity initiatives intersect in classroom environments and instruction.

SOURCE: ISD 197 - West St. Paul-Mendota Heights-Eagan Area

Schools

TAGS equity school visit/observation tool

[**Health Education/SEL Crosswalk**](#)

Document aligning CASEL's 5 SEL competencies and related skills to the National Health Education Standards and Performance Indicators, to support educators in planning a skills-based health education curriculum.

SOURCE: SHAPE

America

TAGS SEL and Academic Integration teacher tool

[**Case Study Compilation**](#)

These eleven vignette-style case studies share how educators may embed SEL into instruction and other interactions with students. The included reflection guide makes this a ready-to-use tool for individual, small, or large group professional learning.

SOURCE: Transforming Education

TAGS SEL and Academic Integration teacher training professional learning

[**SEL 3 Signature Practices introductory video – Classroom version**](#)

Video describing the SEL 3 Signature Practices (welcoming inclusion activity, engaging practices, and optimistic closure) and how to use them in a classroom setting.

**SOURCE:
CASEL**

TAGS three signature practices building community

[**Chicago Public Schools Restorative Practices Guide and Toolkit**](#)

A comprehensive mini-book that includes activities, lesson plans, and printable templates and tools to implement restorative practices, intended to be used along with other coaching and training.

SOURCE: Chicago Public Schools

TAGS alternatives to suspension toolkit restorative practices student discipline

Indicators of Schoolwide SEL

When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators.

SOURCE:**CASEL****TAGS** **model SEL schools** **culture and climate**

Oakland's Restorative Justice Implementation Guide

This guide/workbook is designed for a Restorative Practices Facilitator to support their school to create an implementation plan to introduce restorative practices in 11 well-defined stages.

SOURCE: Oakland Unified School**District****TAGS** **restorative practices** **student discipline**

SEL 3 Signature Practices Playbook

The SEL 3 Signature Practices Playbook has been updated and is now online! It includes a growing library of sample practices, supporting research, examples from the field, and templates to help you incorporate the practices skillfully into your context.

SOURCE:**CASEL****TAGS** **SEL and Academic Integration** **mindfulness** **three signature practices** **teacher tool** **toolkit**
social awareness **self awareness** **instructional practices** **building community** **SEL leadership**

RELATED RESOURCES

3 Signature Practices – Developing Your Own Activities

Once you have explored the SEL 3 Signature Practices Playbook, this template will help you design new welcoming activities, engaging strategies, and optimistic closings for your learning setting.

SOURCE:**CASEL**

Micro SEL 3 Signature Practices – For Everyone, Every Day

One-pager handout describing how to apply the principles of the 3 signature practices in very brief ways. Many more updated resources on the SEL 3 Signature Practices can be found at signaturepractices.casel.org.

SOURCE:**CASEL**

SEL 3 Signature Practices: Getting it Down PATT!

Washoe County built this template to help instructors build the 3 signature SEL practices into their lesson plans in meaningful ways, using the framework of Purpose, Alignment, Transparency, and Target (PATT).

SOURCE: Washoe County School**District****TAGS** **three signature practices** **lesson planning** **teacher tool**

[3 Signature Practices for Adults](#)

One-pager handout summarizing the 3 Signature SEL Practices and examples of each, adapted to turn the focus to the way adults interact with one another in the workplace, how they learn, and how to set up the learning environment to maximize engagement and growth.

SOURCE:**CASEL**

TAGS [three signature practices](#) [teacher tool](#) [SEL coaching for staff](#) [building community](#)
[professional learning](#) [SEL leadership](#)

[3 Signature Practices in the Classroom](#)

One-pager handout summarizing the 3 Signature SEL Practices, examples of each, and alignment with SEL competencies and school priorities.

SOURCE:**CASEL**

TAGS [mindfulness](#) [three signature practices](#) [teacher tool](#) [social awareness](#) [self awareness](#)
[instructional practices](#) [building community](#)

[Summary – The SEL 3 Signature Practices](#)

One-pager describing and providing examples of 3 signature practices that bring SEL experiences into any learning setting and build a foundation of safety, consistency, and belonging.

SOURCE:**CASEL**

TAGS [SEL and Academic Integration](#) [english/language arts](#) [math](#) [social studies](#) [arts](#)
[mindfulness](#) [three signature practices](#) [teacher tool](#) [social awareness](#) [self awareness](#)
[reading lists - staff](#) [teacher training](#) [advisory/homeroom](#) [instructional practices](#)
[building community](#)

[**Social and Emotional Learning in Practice: Toolkit of Practical Strategies and Resources**](#)

Ideal for OST programs, includes tools for equipping staff to teach SEL, creating the learning environment, designing impactful learning experiences, and using data for improvement. Special attention is paid to culturally responsive design.

SOURCE: University/Nonprofit Research

Institution

TAGS [paraprofessionals](#) [security staff](#) [staff onboarding](#) [teacher tool](#) [toolkit](#) [reading lists - staff](#)
[culturally responsive](#) [teacher training](#) [advisory/homeroom](#) [middle school grades](#) [PK-12](#)
[instructional practices](#) [classroom level](#) [culture and climate](#) [building community](#) [out of school](#)
[professional learning](#)

[**PBIS and SEL Slides**](#)

Brief powerpoint introduction to the similarities between PBIS and SEL, useful for schools that are committed to PBIS and beginning to explore more explicit approaches to SEL.

SOURCE: Washoe County School

District

TAGS [PBIS](#) [evidence-based programs](#) [culture and climate](#)

[**Orange County DOE Restorative Practices Resources**](#)

The Orange County Department of Education maintains a collection of restorative practices resources to support implementation and integration with PBIS and other frameworks that may already be in place.

SOURCE: Orange County

DOE

TAGS [implementation support](#) [toolkit](#) [reading lists - staff](#) [teacher training](#) [restorative practices](#)

[**Teaching Restorative Practices with Classroom Circles**](#)

San Francisco's guide focused on the use of Circles as a proactive measure to build trust and community in a classroom. Includes sample activities and lesson plans for introducing students to restorative practices.

SOURCE: San Francisco Unified School

District

TAGS [teacher tool](#) [toolkit](#) [reading lists - staff](#) [culturally responsive](#) [teacher training](#)
[restorative practices](#) [advisory/homeroom](#) [instructional practices](#) [classroom level](#) [culture and climate](#)
[building community](#) [professional learning](#) [youth voice](#)

[**Addressing the Root Causes of Disparities in School Discipline: An educator's action planning guide**](#)

A guide for digging into discipline data, analyzing root causes, and action planning, with checklists, decision trees, Excel worksheets, and planning templates.

SOURCE: National Center on Safe Supportive Learning

Environments

TAGS [classroom management](#) [alternatives to suspension](#) [anti-bias](#) [toolkit](#) [equity](#)
[restorative practices](#) [data dashboards](#) [student discipline](#) [planning](#) [SEL leadership](#)

[SEL and PBIS](#)

Venn Diagram showing similarities and differences between schoolwide PBIS and schoolwide SEL.

SOURCE:**CASEL****TAGS** [PBIS](#) [culture and climate](#)

RELATED RESOURCES

[PBIS and SEL Slides](#)

Brief powerpoint introduction to the similarities between PBIS and SEL, useful for schools that are committed to PBIS and beginning to explore more explicit approaches to SEL.

SOURCE: Washoe County School**District****TAGS** [PBIS](#) [evidence-based programs](#) [culture and climate](#)

[Affective Classroom Openings and Engagement Techniques](#)

Brief but powerful advice for facilitators of adult learning on leading engaging opening activities. Could easily be adapted for training for teachers who are learning to incorporate SEL structures into their lessons.

SOURCE:**CASEL****TAGS** [PLC](#) [teacher training](#) [instructional practices](#) [youth voice](#)

[8th grade SEL/CCSS Integration Activities](#)

Nashville's chart of academic standards in English, Math, Science, and Social Studies paired with SEL standards, with sample classroom activities to achieve both objectives.

**SOURCE: Metropolitan Nashville Public
Schools****TAGS** [SEL and Academic Integration](#) [Science](#) [english/language arts](#) [math](#) [social studies](#)
[SEL standards](#) [lesson planning](#) [teacher tool](#) [CCSS](#) [middle school grades](#) [instructional practices](#)
[classroom level](#)

RELATED RESOURCES

[6th grade SEL/CCSS Integration Activities](#)

Nashville's chart of academic standards in English, Math, Science, and Social Studies paired with SEL standards, with sample classroom activities to achieve both objectives.

SOURCE: Metropolitan Nashville Public Schools

TAGS [SEL and Academic Integration](#) [Science](#) [english/language arts](#) [math](#) [social studies](#)
[SEL standards](#) [lesson planning](#) [teacher tool](#) [CCSS](#) [middle school grades](#)
[instructional practices](#) [classroom level](#)

[5th grade SEL/CCSS Integration Activities](#)

Nashville's chart of academic standards in English, Math, Science, and Social Studies paired with SEL standards, with sample classroom activities to achieve both objectives.

SOURCE: Metropolitan Nashville Public Schools

TAGS [SEL and Academic Integration](#) [Science](#) [english/language arts](#) [math](#) [social studies](#)
[SEL standards](#) [lesson planning](#) [teacher tool](#) [CCSS](#) [middle school grades](#)
[instructional practices](#) [classroom level](#)

[7th grade SEL/CCSS Integration Activities](#)

Nashville's chart of academic standards in English, Math, Science, and Social Studies paired with SEL standards, with sample classroom activities to achieve both objectives.

SOURCE: Metropolitan Nashville Public Schools

TAGS [SEL and Academic Integration](#) [Science](#) [english/language arts](#) [math](#) [social studies](#)
[SEL standards](#) [lesson planning](#) [teacher tool](#) [CCSS](#) [middle school grades](#)
[instructional practices](#) [classroom level](#)

[CASEL's Self-Reflection Tool for Instructional Practices that Promote SEL](#)

A self-reflection tool for teachers to consider ways in which they are already using practices that develop social and emotional skills in their classroom, and to expand their use of SEL integration strategies.

SOURCE: CASEL

TAGS [SEL and Academic Integration](#) [teacher tool](#) [social awareness](#) [self awareness](#) [self management](#)
[relationship skills](#) [responsible decision making](#) [teacher training](#) [implementation monitoring](#)
[instructional practices](#) [classroom level](#)

[**Schoolwide Observation Tool for Climate, Classroom Management, and Instruction**](#)

Washoe County's 1 page tool for recording observations about how SEL is present in the school and classroom environment, instruction, and interactions, and a sample activity for debriefing observations in a circle setting.

SOURCE: Washoe County School

District

TAGS SEL and Academic Integration classroom management model SEL schools
school visit/observation tool classroom level culture and climate professional learning

[**Cleveland Classroom Meetings resource page**](#)

Classroom Meetings in Cleveland are used daily for community building and classroom level problem-solving and decision-making. This resource page has activities, best practices, handouts, samples that show integration with academic content, and other tools to help plan a larger scale rollout of class meetings.

SOURCE: Cleveland Metropolitan School

District

TAGS teacher tool toolkit advisory/homeroom middle school grades high school grades
instructional practices classroom level culture and climate building community youth voice

[**Oakland's Teacher Self-Reflection: Instructional Practices that Promote SEL**](#)

Adapted from CASEL's SEL integration self assessment tool, Oakland's more detailed reflection is organized around areas of SEL competency and has teachers identify their level of practice on a continuum.

SOURCE: Oakland Unified School

District

TAGS SEL and Academic Integration Science english/language arts math social studies arts
lesson planning teacher tool culturally responsive teacher training instructional practices

[**Teacher Self-Assessment: SEL in the Classroom**](#)

Tool to reflect and set goals for bringing SEL into classroom practices and interactions. Focuses on the areas of explicit SEL instruction, SEL integration with academic instruction, and supportive classroom climate.

SOURCE:

CASEL

TAGS SEL and Academic Integration Science english/language arts math social studies arts
lesson planning teacher tool toolkit culturally responsive teacher training PK-12
instructional practices youth voice

[**SEL-integrated Lesson Planning Checklist**](#)

List of strategies to make any academic lesson plan integrate SEL themes and skill-building experiences.

SOURCE:

CASEL

TAGS SEL and Academic Integration Science english/language arts math social studies arts
lesson planning teacher tool toolkit culturally responsive teacher training PK-12
instructional practices youth voice

[Sample SEL Integrated Lesson Plans for each Grade Band](#)

Sample lesson plans from a variety of grade levels and subject areas that integrate SEL through instructional practices, discussion prompts, student reflection, and routines for interaction.

SOURCE:**CASEL**

TAGS [SEL and Academic Integration](#) [Science](#) [english/language arts](#) [math](#) [social studies](#)
[lesson planning](#) [teacher tool](#) [toolkit](#) [CCSS](#) [teacher training](#) [PK-12](#) [instructional practices](#)
[youth voice](#)

[SEL in Middle School Social Studies](#)

Document describing ways middle grades social studies teachers can support each of the 5 SEL domains through specific lessons & activities and more general teaching practices.

SOURCE:**CASEL**

TAGS [SEL and Academic Integration](#) [social studies](#) [lesson planning](#) [social awareness](#) [self awareness](#)
[self management](#) [relationship skills](#) [responsible decision making](#) [middle school grades](#)
[instructional practices](#)

[SEL in High School English Language Arts](#)

Document describing ways secondary ELA teachers can support each of the 5 SEL domains through specific lessons & activities and more general teaching practices.

SOURCE:**CASEL**

TAGS [SEL and Academic Integration](#) [english/language arts](#) [lesson planning](#) [social awareness](#)
[self awareness](#) [self management](#) [relationship skills](#) [responsible decision making](#) [high school grades](#)
[instructional practices](#)

[SEL in Elementary Math](#)

Document describing ways math teachers can support each of the 5 SEL domains through specific lessons & activities and more general teaching practices.

SOURCE:**CASEL**

TAGS [SEL and Academic Integration](#) [math](#) [lesson planning](#) [social awareness](#) [self awareness](#)
[self management](#) [relationship skills](#) [responsible decision making](#) [elementary school grades](#)
[instructional practices](#)

[SEL in Elementary English Language Arts](#)

Document describing ways elementary ELA teachers can support each of the 5 SEL domains through specific lessons & activities and more general teaching practices.

SOURCE:**CASEL**

TAGS SEL and Academic Integration english/language arts lesson planning social awareness self awareness self management relationship skills responsible decision making elementary school grades instructional practices

[Sample Teaching Activities to Support Core Competencies of SEL](#)

Document describing specific ways teachers can support each of the 5 SEL domains through lessons & instruction and ongoing teaching practices.

SOURCE:**CASEL**

TAGS lesson planning teacher tool social awareness self awareness self management relationship skills responsible decision making reading lists - staff SEL competence SEL overview PK-12 instructional practices classroom level

[Incorporating Social and Emotional Learning into Classroom Instruction and Educator Effectiveness: A Toolkit for Tennessee Teachers and Administrators](#)

Tennessee guide showing how SEL is intertwined with existing initiatives and their teacher evaluation and development system. Reviews 10 teaching practices that promote SEL skills with videos, look-fors, and discussion prompts.

SOURCE: Tennessee**DOE**

TAGS SEL and Academic Integration teacher evaluation PLC videos teacher tool toolkit reading lists - staff SEL competence teacher training instructional practices student discipline professional learning integrate with district priorities

[Developing Awareness of Instructional Practices that Promote SEL – School and District Leader Version](#)

3 part tool to guide a school staff or district team to identify current instructional practices that support social and emotional development, and then learn about, prioritize, and plan to incorporate additional strategies.

SOURCE:**CASEL**

TAGS SEL and Academic Integration english/language arts math social studies lesson planning teacher tool SEL competence teacher training instructional practices classroom level building buy-in for SEL

[Completed Sample – SEL Integrated Lesson Plan Template](#)

Sample of a brainstorming activity that could be used in any academic content area, with clear SEL skill building and teacher sentence stems to debrief.

SOURCE: Washoe County School

District

TAGS SEL and Academic Integration english/language arts math social studies lesson planning
teacher tool middle school grades high school grades instructional practices classroom level

RELATED RESOURCES

[SEL Integrated Lesson Plan Template](#)

Washoe's template to integrate SEL meaningfully within academic lesson plans--- see the completed sample to better understand how to use this template.

SOURCE: Washoe County School

District

TAGS SEL and Academic Integration english/language arts math social studies lesson planning
teacher tool middle school grades high school grades elementary school grades
instructional practices classroom level

Find presentation templates that you can adapt and use

TITLE

[Social and Emotional Learning in the Daily Life of Classrooms](#)

Facilitator guide and materials for a 6 hour session aimed at state and district leaders, outlining ways to integrate an SEL emphasis into policy and planning, draw connections between SEL and instructional priorities, and support school leaders to guide teachers to reflect on their own teaching practices and SEL competencies.

SOURCE:

AIR

TAGS Adult SEL CCSS professional learning integrate with district priorities district SEL expertise

[The Case for SEL sample presentation](#)

CASEL's presentation introducing SEL and its evidence base can be adapted for a range of audiences, including district leaders and potential community partners or funders.

SOURCE:

CASEL

TAGS fundraising research brief SEL overview communications community relations
college and career readiness integrate with district priorities district SEL expertise

[**Restorative Practices: Day-Long Training to Deepen School Practice**](#)

Sacramento City's interactive introduction to classroom-based restorative practices for a teacher audience, covering concepts of the social discipline window, fair process, affective language, restorative questions, and circles.

SOURCE: Sacramento City Unified School

District

TAGS [classroom management](#) [alternatives to suspension](#) [social awareness](#) [relationship skills](#)
[responsible decision making](#) [equity](#) [teacher training](#) [restorative practices](#) [advisory/homeroom](#)
[classroom level](#) [building community](#) [student discipline](#) [professional learning](#)

See artifacts shared by districts and schools

TITLE

[**Integrating Equity and SEL: Classroom Visits and Look-Fors**](#)

A Minnesota school district shares a set of learning experiences and classroom walk-through tools to develop a shared understanding of how SEL and equity initiatives intersect in classroom environments and instruction.

SOURCE: ISD 197 - West St. Paul-Mendota Heights-Eagan Area

Schools

TAGS [equity](#) [school visit/observation tool](#)

[**Districts in Action – Promote SEL for Students**](#)

This brief spotlights SEL leaders in California, Virginia, and Texas as they share their stories about how their approach to promoting SEL for students took shape and integrated with stakeholder needs related to inclusion, discipline, and tiered supports.

SOURCE:

CASEL

TAGS [restorative practices](#) [MTSS](#) [family and community engagement](#)

[**Student Voice Resources from Chicago**](#)

Chicago Public Schools Department of Student Voice and Engagement shares resources for district schools to elevate student voice, learn from students, and build stronger student-adult partnerships.

SOURCE: Chicago Public Schools

TAGS [student leadership](#) [continuous improvement](#) [youth voice](#)

[**Practices of Promise: Youth Voice in Washoe County School District, Nevada**](#)

This case example offers a glimpse into WCSD's process of creating structures to elevate and listen to students, before and through the pandemic.

SOURCE:

CASEL

TAGS [student leadership](#) [conducting local SEL research](#) [continuous improvement](#) [youth voice](#)

[**Fostering Mental Health and Wellness with Universal Social-Emotional and Behavioral Supports**](#)

A concise document describing how SEL supports mental health and academic performance, featuring the work of CASEL partner the School District of Palm Beach county to develop a Tier 1 approach to SEL to support the mental health of all students and staff. Includes links to the resources and tools the district provided to all schools.

SOURCE: **School District of Palm Beach County**

TAGS [mental health](#) [MTSS](#)

[**Peer Conferencing Class Teaches How to Resolve Conflict**](#)

This article from the Chicago Public Schools blog describes a high school course where students learn to resolve conflict through restorative practices and provide an additional option for responding to disciplinary incidents.

SOURCE: **Chicago Public Schools**

TAGS [alternatives to suspension](#) [student leadership](#) [restorative practices](#) [student discipline](#)

[**Chicago Public Schools Student Voice Committees**](#)

Student Voice Committees (SVCs) are designed to form crucial student-adult partnerships to help address the issues schools and students are facing. Through engaging students in the decision making process, SVCs seek to improve school culture and climate and develop youth leadership skills.

SOURCE: **Chicago Public Schools**

TAGS [student leadership](#) [youth voice](#)

[**Chicago Public Schools Restorative Practices Guide and Toolkit**](#)

A comprehensive mini-book that includes activities, lesson plans, and printable templates and tools to implement restorative practices, intended to be used along with other coaching and training.

SOURCE: **Chicago Public Schools**

TAGS [alternatives to suspension](#) [toolkit](#) [restorative practices](#) [student discipline](#)

[**MTSS SEL School Model**](#)

Chicago Public Schools' model for how social and emotional learning should be integrated into a multi-tiered system of supports for all students.

SOURCE: **Chicago Public Schools**

TAGS [MTSS](#)

[**Restorative Re-entry Toolkit**](#)

Chicago Public Schools' Restorative Re-entry Toolkit outlines how schools can welcome and support students returning to school after a serious incident or extended absence. Includes conversation protocols, sample communications, and a template for an individualized re-entry plan.

SOURCE: **Chicago Public Schools**

TAGS [trauma](#) [MTSS](#) [student discipline](#)

[Metro Nashville Public Schools: Integrating Social, Emotional, and Academic Development \(video\)](#)

Part of Edutopia's larger feature on Nashville, this video provides an overview of the district's approach to supporting all schools to integrate SEL into school culture and instruction.

SOURCE: **Metropolitan Nashville Public Schools**

TAGS [SEL and Academic Integration](#) [videos](#) [model SEL schools](#) [building buy-in for SEL](#)

[A Restorative Approach to Discipline \(video\)](#)

From Chicago Public Schools' Office of Social and Emotional Learning, this video illustrates how restorative disciplinary practices have transformed school climate and relationships in 3 schools.

SOURCE: **Chicago Public Schools**

TAGS [alternatives to suspension](#) [restorative practices](#) [student discipline](#)

[Chicago Student Code of Conduct \(video\)](#)

This short video helps students and their families understand Chicago's student code of conduct and highlights the district's SEL-infused approach to student discipline.

SOURCE: **Chicago Public Schools**

TAGS [alternatives to suspension](#) [restorative practices](#) [student discipline](#)

RELATED RESOURCES

[Chicago Student Code of Conduct \(video with Spanish subtitles\)](#)

Spanish subtitled version of Chicago's Student Code of Conduct overview video.

SOURCE: **Chicago Public Schools**

TAGS [spanish language resources](#)

[Marcus Garvey Elementary: Exemplary Supportive School](#)

Chicago Public Schools recognizes schools for systemic SEL implementation through a Supportive Schools Certification process. Marcus Garvey Elementary is one of the schools that has earned the highest certification level, and this video illustrates the ways SEL has been integrated into systems and practices.

SOURCE: **Chicago Public Schools**

TAGS [videos](#) [model SEL schools](#) [communications](#)

[Calming Areas Overview and Ideas](#)

A Calming Area is a quiet area of the room equipped with soothing materials and furnishings to help a student de-escalate and / or practice self-management when upset. This short document includes guidelines and photos.

SOURCE: **Dallas Independent School District**

TAGS [classroom management](#) [teacher tool](#) [self management](#) [restorative practices](#) [classroom level](#)

[Oakland's Restorative Justice Implementation Guide](#)

This guide/workbook is designed for a Restorative Practices Facilitator to support their school to create an implementation plan to introduce restorative practices in 11 well-defined stages.

SOURCE: Oakland Unified School

District

TAGS [restorative practices](#) [student discipline](#)

[SEL in Practice \(video\)](#)

Oakland's video on how SEL is integrated with and enhances academic learning. A teacher describes her class' morning routine, students share, and the teacher models reflection for the class.

SOURCE: Oakland Unified School

District

TAGS [SEL and Academic Integration](#) [english/language arts](#) [math](#) [social studies](#) [videos](#)
[teacher training](#) [advisory/homeroom](#) [middle school grades](#) [elementary school grades](#)
[instructional practices](#) [classroom level](#) [building community](#)

[Teacher Interview: Why debrief at the end of an SEL lesson? \(video\)](#)

A teacher describes how she sets aside time for students to process and debrief a class activity in order so students recognize that they're developing social and emotional skills.

SOURCE: Anchorage Public

Schools

TAGS [SEL and Academic Integration](#) [mindfulness](#) [videos](#) [teacher training](#) [model SEL schools](#)
[elementary school grades](#) [instructional practices](#) [classroom level](#)

[SEL In Action In A Classroom \(Video\)](#)

5th grade students and their teacher speak about what SEL means to them and how it plays out in their classroom through everyday practices and interactions.

SOURCE: Anchorage Public

Schools

TAGS [SEL and Academic Integration](#) [videos](#) [teacher training](#) [model SEL schools](#)
[elementary school grades](#) [instructional practices](#) [classroom level](#) [culture and climate](#)
[building community](#) [youth voice](#)

[Nashville's SEL Multi-Tiered Systems of Support](#)

1 pager showing specific programs, supports, and interventions that support students at all 3 levels of MTSS.

SOURCE: Metropolitan Nashville Public

Schools

TAGS [counselors](#) [restorative practices](#) [evidence-based programs](#) [MTSS](#)

[**Oakland Academic Social Emotional Learning Guidance Document**](#)

Oakland's guidance document for school leaders describes the district's mission, vision, and tools for measuring success and describes how SEL is part of instructional priorities and multi-tiered systems of support.

SOURCE: Oakland Unified School District

TAGS SEL and Academic Integration english language learners define SEL metrics CCSS equity culturally responsive continuous improvement instructional practices culture and climate MTSS integrate with district priorities district SEL expertise SEL leadership

[**Washoe's Four Fundamentals: Beginning of the Year Shared Visioning for Staff**](#)

Washoe County used this presentation to summarize the district vision (curriculum & instruction, inclusive practice, climate & engagement, and multi-tiered systems of support) and engage in a process of reflection and planning. Presenter notes included.

SOURCE: Washoe County School District

TAGS implementation plan MTSS planning integrate with district priorities SEL leadership

[**Oakland's Teacher Growth and Development System**](#)

Oakland's teacher evaluation and growth framework includes goals around equity, classroom community, growth mindset, culturally responsive teaching, student collaboration/communication/& choice.

SOURCE: Oakland Unified School District

TAGS teacher evaluation board policies human and financial resource alignment equity instructional practices classroom level integrate with district priorities

[**Oakland's Leadership Growth and Development System Principal Handbook**](#)

Handbook detailing each dimension of the principal evaluation framework, with categories including "Leadership for Healthy Relationships and Culture" and "Leadership for Equity".

SOURCE: Oakland Unified School District

TAGS board policies human and financial resource alignment equity culture and climate integrate with district priorities SEL leadership

[**Chicago Public Schools Student Code of Conduct**](#)

Chicago's Student Code of Conduct was revised to place a greater emphasis on restorative practices, reduce the length of suspensions, eliminate suspension as an option for low-level behaviors and PreK-2nd grade students, and adjust terms to reduce racial bias and subjectivity.

SOURCE: Chicago Public Schools

TAGS bullying prevention alternatives to suspension school board board policies restorative practices PK-12 student discipline

RELATED RESOURCES

[Addendum to the Student Code of Conduct: Guidelines for Effective Discipline](#)

Chicago's resource to support schools in implementing the Student Code of Conduct, complete with flow charts, scenarios, and recommended interventions founded on SEL and restorative approaches.

SOURCE: Chicago Public Schools

TAGS [classroom management](#) [alternatives to suspension](#) [implementation support](#) [toolkit](#) [equity](#)
[restorative practices](#) [PK-12](#) [student discipline](#) [district SEL expertise](#) [SEL leadership](#)

[Chicago Public Schools Student Code of Conduct Revisions, 2014](#)

Presentation for the Chicago BOE summarizing the context, stakeholder engagement, and professional development plan surrounding the changes to the Student Code of Conduct.

SOURCE: Chicago Public Schools

TAGS [classroom management](#) [alternatives to suspension](#) [school board](#) [anti-bias](#) [board policies](#)
[equity](#) [restorative practices](#) [continuous improvement](#) [student discipline](#)

[SPARK Approach to Positive School Climate](#)

Guide and toolkit for Sacramento's comprehensive school climate model which intertwines principles of restorative disciplinary practices, social and emotional learning, and PBIS. Includes details on school teaming and training.

SOURCE: Sacramento City Unified School

District

TAGS [PBIS](#) [alternatives to suspension](#) [anti-bias](#) [board policies](#) [toolkit](#) [relationship skills](#)
[SEL coaching for staff](#) [equity](#) [implementation plan](#) [restorative practices](#) [culture and climate](#)
[building community](#) [student discipline](#) [youth voice](#)

[Washoe County's Student Voice Homepage and Student Voice Toolkit](#)

Students practice and strengthen social and emotional skills through leadership opportunities. By elevating students as leaders, districts both benefit from student perspective and ingenuity and support their skill development. This website provides a great example of a district-level approach.

SOURCE: Washoe County School

District

TAGS [toolkit](#) [student leadership](#) [youth voice](#)

[10th grade Social Studies/SEL Lesson Plans](#)

Two American History lesson plans (WWI and Isolationism, Women's Suffrage, Harlem Renaissance) including all handouts, that include learning structures that strengthen SEL as well as explicit connections to SEL objectives.

SOURCE: Cleveland Metropolitan School

District

TAGS [SEL and Academic Integration](#) [social studies](#) [SEL standards](#) [lesson planning](#) [teacher tool](#)
[SEL competence](#) [CCSS](#) [high school grades](#) [instructional practices](#)

[Oakland School Board Policy on SEL](#)

Policy stating that SEL underlies all district priorities in Oakland, and intent to implement SEL standards, change the mission statement, provide PD, adopt curricula, and measure SEL growth.

SOURCE: Oakland Unified School District

District

TAGS [school board](#) [SEL standards](#) [board policies](#) [assessment](#) [college and career readiness](#)
[culture and climate](#) [professional learning](#) [integrate with district priorities](#) [SEL leadership](#)

Find resources to help you learn more on this topic

TITLE

[Integrating Social, Emotional, and Academic Development \(SEAD\): An Action Guide for School Leadership Teams](#)

The guide provides practical advice, curated resources, and action steps for school leaders to improve the student experience, calling out specific equity implications in every section to give these issues priority in planning.

SOURCE: The Aspen Institute

TAGS [Adult SEL](#) [equity](#) [culturally responsive](#) [culture and climate](#)

[TransformEd's SEL Integration Approach for Classroom Educators \(infographic\)](#)

Transforming Education's SEL integration framework infographic offers guidance on how to integrate SEL into everyday classroom culture, curriculum, and activities. By focusing on six key components of this approach, educators can support students in developing stronger social-emotional skills in meaningful, transferable, and equitable ways.

SOURCE: Transforming Education

TAGS [SEL and Academic Integration](#) [teacher tool](#) [instructional practices](#) [classroom level](#)

[Suspending Chicago's Students – Differences in Discipline Practices across Schools](#)

This report from the University of Chicago provides an example of how to analyze district discipline data to pinpoint factors that lead to inequity.

SOURCE: University/Nonprofit Research Institution

TAGS [alternatives to suspension](#) [equity](#) [student discipline](#)

[Guiding Principles – A Resource Guide for Improving School Climate and Discipline](#)

These guiding principles from the U.S. Department of Education are organized around concepts of creating positive school climate, providing evidence-based supports, promoting social and emotional learning, providing training on positive engagement with students and equitable practices, and adopting an instructional approach to school discipline.

SOURCE: United States DOE

TAGS [alternatives to suspension](#) [anti-bias](#) [student discipline](#)

[This Time, With Feeling: Integrating Social and Emotional Development and College and Career](#)

[Readiness Standards](#)

Primer on the interconnections of social and emotional development and ambitious academic goals in achieving college and career readiness. Includes examples of how SEL is relevant in ELA, Math, and Science and recommendations for action.

SOURCE: The Aspen Institute

TAGS SEL and Academic Integration, Science, english/language arts, math, reading lists - staff, research brief, CCSS, SEL overview, college and career readiness, PK-12, integrate with district priorities, district SEL expertise, building buy-in for SEL

[School Climate Improvement: What do Teachers Believe, Need and Want?](#)

A research report from the National School Climate Center shows 90% of educators believe that a positive school climate is very important, and educators wanted tools and "roadmaps" for improving school climate.

SOURCE: National School Climate Center

TAGS journal article, SEL coaching for staff, culture and climate, building buy-in for SEL

[Encouraging Social and Emotional Learning: Next Steps for States](#)

This brief from the Learning Policy Institute provides recommendations for how state agencies can measure and promote SEL in their accountability and continuous improvement plans.

SOURCE: Learning Policy Institute

TAGS school board, board policies, research brief, assessment, continuous improvement, integrate with district priorities

[A Case for School Connectedness](#)

Short article from Educational Leadership describing the impact of strong school connectedness on academic achievement, behavior, absenteeism, and school completion, as well as and practices that enhance it.

SOURCE: Magazine/Newsletter

TAGS bullying prevention, mental health, journal article, relationship skills, research brief, advisory/homeroom, middle school grades, high school grades, culture and climate, building community, integrate with district priorities

[Social and Emotional Skills for Life and Career: Policy Levers that Focus on the Whole Child](#)

This Policy Snapshot identifies 4 main categories of state and district policy considerations for integrating SEL and preparing teachers and administrators to focus on the whole child.

SOURCE: AIR

TAGS school board, SEL standards, board policies, research brief, integrate with district priorities, SEL leadership

[Webinar: Looking at the Intersection of Student Agency and School Discipline Practices](#)

An in-depth discussion of the connections between student agency and school discipline from the Center for the Collaborative Classroom and Transforming Education. Presenters share ways schools can use student-centered disciplinary practices to cultivate social and emotional skills and empower student voice.

SOURCE: Transforming Education

TAGS [social awareness](#) [self awareness](#) [responsible decision making](#) [SEL competence](#)
[student leadership](#) [restorative practices](#) [student discipline](#) [professional learning](#) [youth voice](#)

[Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools](#)

Definitions and demonstrations of the impact of restorative practices with guidance for implementing at the classroom and school level, sponsored by the NEA and AFT.

SOURCE: University/Nonprofit Research

Institution

TAGS [classroom management](#) [alternatives to suspension](#) [security staff](#) [toolkit](#) [social awareness](#)
[relationship skills](#) [responsible decision making](#) [reading lists - staff](#) [equity](#) [restorative practices](#)
[classroom level](#) [culture and climate](#) [building community](#) [student discipline](#)

[Edutopia's How Learning Happens Video Series](#)

Videos that combine the science of brain development and real examples of practices explicitly designed to integrate social & emotional skills in classrooms and schoolwide settings, including trauma-informed practices, co-developed class norms, Socratic circles, makerspaces, student-led conferences and more.

SOURCE:

Edutopia

TAGS [PLC](#) [videos](#) [SEL competence](#) [student leadership](#) [research brief](#) [culturally responsive](#)
[teacher training](#) [model SEL schools](#) [PK-12](#) [instructional practices](#) [classroom level](#)
[culture and climate](#) [building community](#) [professional learning](#) [building buy-in for SEL](#) [youth voice](#)

[Integrating Social and Emotional Learning and the Common Core State Standards for Mathematics](#)

A brief from the University of Texas Charles A. Dana Center outlines how the CCSS for Mathematical Practice and SEL are inextricably linked, and includes an appendix that crosswalks the standards with SEL competencies.

SOURCE: University/Nonprofit Research

Institution

TAGS [SEL and Academic Integration](#) [math](#) [reading lists - staff](#) [SEL competence](#) [CCSS](#)
[instructional practices](#) [integrate with district priorities](#) [building buy-in for SEL](#)

[**Summary – The SEL 3 Signature Practices**](#)

One-pager describing and providing examples of 3 signature practices that bring SEL experiences into any learning setting and build a foundation of safety, consistency, and belonging.

SOURCE:**CASEL**

TAGS SEL and Academic Integration english/language arts math social studies arts mindfulness
three signature practices teacher tool social awareness self awareness reading lists - staff
teacher training advisory/homeroom instructional practices building community

[**Teaching the Whole Child: Instructional Practices that Support Social-Emotional Learning in Three Teacher Evaluation Frameworks**](#)

This research brief describes 10 teaching practices that promote SEL, and highlights how these practices are promoted in the CLASS, Danielson, and Marzano teaching frameworks.

SOURCE:**AIR**

TAGS SEL and Academic Integration classroom management english/language arts math
social studies teacher evaluation lesson planning teacher tool relationship skills
reading lists - staff SEL coaching for staff instructional practices classroom level culture and climate
building community student discipline

RELATED RESOURCES

[**Social and Emotional Learning in the Daily Life of Classrooms**](#)

Facilitator guide and materials for a 6 hour session aimed at state and district leaders, outlining ways to integrate an SEL emphasis into policy and planning, draw connections between SEL and instructional priorities, and support school leaders to guide teachers to reflect on their own teaching practices and SEL competencies.

SOURCE:**AIR**

TAGS Adult SEL CCSS professional learning integrate with district priorities
district SEL expertise

[How to Integrate Social-Emotional Learning into Common Core](#)

Brief article describes how SEL goals are implicitly woven into the Common Core Standards, with several specific examples from math and ELA. Useful for teacher/administrator audiences.

SOURCE:**Magazine/Newsletter****TAGS** SEL and Academic Integration

english/language arts

math

SEL standards

mindfulness

lesson planning

social awareness

self awareness

self management

relationship skills

responsible decision making

reading lists - staff

CCSS

instructional practices

integrate with district priorities

building buy-in for SEL