

Document Implementation and Outcomes

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

one).

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.

Document Implementation and Outcomes

This process will guide districts to consistently document SEL implementation, including ongoing successes and challenges, and monitor the implementation process to address challenges. This involves following the timelines established in SEL plans to collect implementation and outcome data to ensure this information can be leveraged by district- and school-level teams for continuous improvement throughout the year. [See Rubric](#)

1. Communicate the purpose of documenting implementation and outcomes.

Throughout implementation, it's important to communicate that the purpose of documenting and collecting data is to drive improvement. This is different than collecting data to evaluate staff, students, or the district itself. Explain that if this information is not collected throughout implementation, it cannot be used to inform SEL continuous improvement moving forward.

Clearly communicating the purpose of these data to all stakeholders can lead to higher quality, more actionable data. When respondents understand that data will be used to guide improvement, they may be more likely to respond and provide more candid answers.

2. Collect implementation and outcome data in a timely manner.

Regularly monitor and follow the timelines that you established in your SEL action plan and/or evaluation plan for collecting implementation and outcome data (See Focus Area 1, [Key Activity: Shared Vision and Plan](#) and Focus Area 4, [Key Activity: Planning for Improvement](#)). You may have an established process for collecting some data, such as responses to an annual survey climate survey or schools' reporting of discipline metrics. For newer sources of data, you'll want to ensure clear roles, responsibilities and timelines are well-established and followed, and address any issues that may arise. It may be helpful to plan regular check-ins between the SEL lead and an SEL point person from the Research and Evaluation team, or whoever is responsible for collecting SEL-related data.

While specific timelines will vary, collecting SEL-related data throughout the year ensures that the information can be leveraged by district- and school-level teams for real time problem-solving and continuous improvement (See [Key Activity: Data Reporting and Reflecting](#) for how to compile these data to share with stakeholders.)

3. Monitor and document progress on SEL implementation plan and goals throughout the year.

When teams regularly take stock of the action steps that are in progress, completed, or experiencing challenges, they can build upon what is going well and problem-solve obstacles. Plan to review your district's action plan throughout the year to ensure your work is on track to achieve end-of-year goals (See Focus Area 1, [Key Activity: Shared Vision and Plan](#) for more on action planning). This review may take place as part of regular SEL team meetings throughout the year, or you may wish to schedule recurring meetings with relevant stakeholders to review the progress of each action plan priority separately.

During these meetings, you'll want to discuss any implementation challenges arise and how to address them. Also make sure you're documenting how the action plan is implemented, including what goes well and what obstacles are encountered.

In addition to these regular progress monitoring conversations, CASEL recommends districts hold at least one mid-year and one end-of-year data reflection meeting to review how you're progressing toward goals and make decisions about whether adjustments need to be made to your strategies. See [Key Activity: Data Reflecting and Reporting](#) for guidance.

Resources

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

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

TITLE

[Sacramento City Districtwide SEL Program Inventory](#)

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.

SOURCE: Sacramento City Unified School District

TAGS assessment evidence-based programs data dashboards conducting local SEL research
continuous improvement implementation monitoring implementation evaluation

RELATED RESOURCES

[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

TAGS [assessment](#) [evidence-based programs](#) [school visit/observation tool](#) [elementary school grades](#)
[data dashboards](#) [conducting local SEL research](#) [implementation monitoring](#)
[implementation evaluation](#)

[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

TAGS [middle school grades](#) [high school grades](#) [assessment](#) [evidence-based programs](#)
[school visit/observation tool](#) [data dashboards](#) [conducting local SEL research](#)
[implementation monitoring](#) [implementation evaluation](#)

Find ready-to-use tools

TITLE

[Districtwide SEL Program and Initiative Inventory](#)

This tool is designed to help district social and emotional learning (SEL) teams learn about past and current SEL-related work being implemented across the district. In combination with the Districtwide SEL Implementation Rubric, this tool serves as a needs and resources assessment to bridge the gap between the district's shared vision and long-term SEL goals and an implementation plan.

SOURCE:

CASEL

TAGS [needs and resources assessment](#) [implementation plan](#) [continuous improvement](#) [planning](#)

[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

TAGS [define SEL metrics](#) [assessment](#) [school visit/observation tool](#) [implementation monitoring](#)

[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

TAGS [assessment](#) [evidence-based programs](#) [school visit/observation tool](#) [elementary school grades](#)
[data dashboards](#) [conducting local SEL research](#) [implementation monitoring](#) [implementation evaluation](#)

[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

TAGS [middle school grades](#) [high school grades](#) [assessment](#) [evidence-based programs](#)
[school visit/observation tool](#) [data dashboards](#) [conducting local SEL research](#) [implementation monitoring](#)
[implementation evaluation](#)

[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

TAGS [student assessment](#) [teacher tool](#) [social awareness](#) [self awareness](#) [self management](#)
[relationship skills](#) [responsible decision making](#) [SEL competence](#) [assessment](#) [PK-12](#)
[classroom level](#) [planning](#)

[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

TAGS classroom management implementation support define SEL metrics assessment
school visit/observation tool data dashboards conducting local SEL research continuous improvement
implementation monitoring implementation evaluation culture and climate building community
student discipline

RELATED RESOURCES

[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

TAGS implementation support assessment school visit/observation tool
conducting local SEL research continuous improvement implementation monitoring
implementation evaluation

[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

TAGS model SEL schools school visit/observation tool conducting local SEL research classroom level
culture and climate professional learning district SEL expertise building buy-in for SEL

RELATED RESOURCES

[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

TAGS model SEL schools school visit/observation tool conducting local SEL research
classroom level culture and climate professional learning district SEL expertise
building buy-in for SEL

[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

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

[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](#)
