

Focus Area 1

and Plan

:e Expertise

research and practices, they are able to promote and sustain systemic

Focus Area 2 Strengthen Adult SEL Competencies and Capacity

Build Foundational Support

Focus Area 3 Promote SEL for Students

Focus Area 4 Reflect on Data for Continuous Improvement 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 val tools to support your efforts.

central office SEL expertise?

ure that leaders and staff across the district develop a strong knowledge ation methods.

A strong approach to strengthening central office expertise includes:

Providing professional learning that relates to SEL research and practice to central office leaders and staff from all departments.

Providing foundational professional learning as onboarding for new staff. Supporting central office staff in understanding their role in integrating SEL into their area of work and speaking clearly about the value of SEL. Convening SEL learning communities among central office staff.

Use the Rubric to assess your approach to strengthening central office expertise.

In order to understand their role in integrating SEL into their work and speak clearly about the value of SEL, staff need to understand:

- The framework for systemic social and emotional learning, including the five core social and emotional competencies and how to reinforce these competencies across district, schools, communities, and home.
- The approaches used to foster SEL
- The impact of SEL on academics, behavior, and life outcomes.
- How SEL supports educational equity and inclusive learning environments.
- How SEL supports the district's overall vision and goals.

Why is it important to build SEL expertise in the central office?

The more that leaders in the central office understand the practices and benefits of SEL, the better they'll be able to promote and sustain systemic SEL implementation districtwide. This ensures that SEL is not siloed into a single department or viewed as a stand-alone initiative, but ingrained into all of the district's work.

Leaders who have a solid knowledge base in SEL can also work more effectively to advocate and budget for SEL in the district and in the classroom, and identify specific opportunities within their departments for integrating and promoting SEL.

SEL expertise allows district leaders to:

- Communicate the importance of SEL to schools, funders, students, families, and the community.
- Make strategic and budgetary decisions informed by SEL priorities.
- Identify new opportunities for promoting SEL.
- Embed SEL into various professional learning, resources, frameworks, and guidance.

When should my district begin building expertise in SEL?

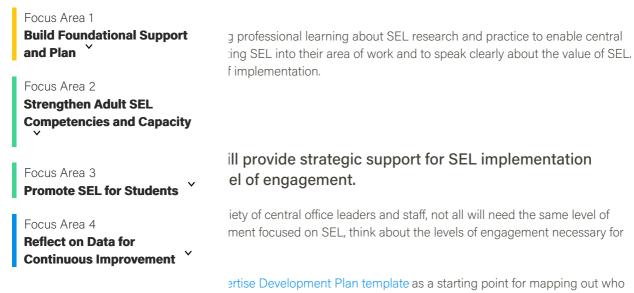
Ideally, building SEL expertise is one of the first steps for districtwide adoption of SEL. Begin with core district leaders, including the superintendent, cabinet members, board members, and those who are directly responsible for leading key aspects of SEL implementation. After these leaders have established a foundational level of SEL knowledge to support SEL policy and implementation, you can begin introducing SEL principles and practices to larger groups of central office staff. Deepening expertise in SEL will be an ongoing process throughout implementation, with different timelines and approaches based on staffs' roles and needs.

Who should be involved?

Ideally, your district will support all staff in building a foundational level of SEL knowledge. Some of the district leaders you may wish to prioritize when developing a plan for building and deepening SEL expertise are:

- SEL lead and team
- District school board members
- The superintendent and cabinet
- Instructional leaders and coaches
- Professional learning leaders
- Principal development leaders
- Student behavior and supports leaders
- Key department leaders (such as equity, academics, etc.)
- Principal supervisors
- Human resources staff
- Budget/grants staff
- Union leaders
- Communications leader
- Family and community engagement leaders

Be aware, however, that the same type of SEL development session may not be appropriate for all the staff listed here. Some, like board members, need a higher-level, less practice-oriented understanding of SEL, while professional learning leaders and instructional leaders need more in-depth expertise. Learn more about how to differentiate your development sessions in the Process section.



to engage and the level of expertise needed. Here is an example of Austin's plan to develop SEL expertise, with differentiated learning plans for staff who are deeply, moderately, and least involved in strategic support for SEL implementation.

2. Design a central office professional learning program that addresses the staff groups you need to reach.

You'll want to ensure you've planned professional learning that reaches leaders and staff from all departments, including foundational professional learning for all new staff. To further strengthen expertise, plan to convene SEL learning communities among central office staff.

There is a range of approaches you may choose to take when designing professional learning to meet the needs of the various groups you identified in Step 1. Reference the planning template and collection of resources as you prepare learning experiences for each group:

- Plan SEL Foundational Learning for your School District
- Strategies and Resources to Support Central Office Expertise
- An Introduction to Social and Emotional Learning this free one-hour course can be taken individually online or facilitated with a small group. It includes videos, application activities, and discussion guides to follow up the initial learning experience.

If you plan to differentiate learning materials by student age to support the learning of leaders who focus on specific grade levels, reference this curated set of articles and videos organized by elementary, middle, and high school levels.

3. Assess how well professional learning prepares central office to support SEL implementation.

To ensure your professional learning program is strengthening central office expertise, you'll want to regularly monitor how well central office staff understand their role in integrating SEL into their area of work and are able to speak clearly about the value of SEL. You may want to administer surveys or conduct interviews to help you collect this information.

Also consider whether key district leaders:

- Advocate for SEL even when dedicated SEL staff aren't present.
- Can explain the impact and value of SEL to any audience.
- Can explain how SEL supports district priorities, equity, academic standards, and quality instructional practices.
- Ask questions about and provide ideas for integrating SEL into their work.

Use this information to differentiate engagement strategies, highlight the voices of the strongest SEL advocates, focus efforts on new leaders and groups who are less conversant about SEL, and improve engagement strategies that have not been effective.

4. Monitor emerging opportunities to strengthen SEL expertise and sustain SEL as a priority for leadership.

As the district landscape changes, new leadership, strategies, and opportunities will call for renewed efforts to ensure SEL remains a priority among district leaders.

- Integrate SEL into conversations with funders, government officials, board members, and other potential supporters.
- Provide leaders with detailed statistics on implementation and metrics on student SEL outcomes in your district.
- Re-engage all leaders in advance of budgetary or strategic planning to keep SEL on the radar.
- Invite leaders to see SEL in action in your district or a district with more advanced implementation.
- Engage new leaders as they join the district or take on new roles.
- Report to the board of education about the district's progress and impact of SEL implementation at least once annually.

Focus Area 1 Build Foundational Support and Plan	n central office expertise.
Focus Area 2 Strengthen Adult SEL Competencies and Capacity	l and planned to strengthen central office expertise
Focus Area 3 Promote SEL for Students	
Focus Area 4 Reflect on Data for Continuous Improvement TAGS staff onboarding teacher tr	onal Learning Offerings eastern Virginia shows how they planned and provided professional learning for all d investment, and later build skills, collaborate, and apply SEL in their context. The iks for their staff to sign up for in-person learning or experience an online module. aining professional learning
	ng on a Vision York David Blahowicz describes building a team of SEL champions of teachers and vities and community building. Visit https://casel.org/series/sel-fellows-briefs/ for more
SOURCE: CASEL	

Playbook to Leverage the Power of Communities of Practice

Developed with state policy teams, this resource is designed to support anyone who is working to build a community of practice across multiple schools or districts. Describes 6 steps for building a high quality CoP with tools and examples for each step.

SOURCE:

CASEL

TAGS implementation support

pport district SEL expertise

SEL leadership

Practices of Promise: Creating a Caring Culture Through SEL in Atlanta Public Schools

How can districts weave social and emotional learning throughout their work to foster a systemwide culture of connection and trust? Atlanta Public Schools saw SEL as a key strategy for rebuilding culture and redefining how to pursue desired outcomes. Learn more about their journey and how SEL is a focus in their offices of safety and security and human resources.



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

SEL Expertise Development Year 1 Plan

Austin created 3 professional development outlines for leaders needing different levels of learning about SEL, includes links to videos and presentations and discussion questions for each leader audience.

SOURCE: Austin Independent School District TAGS SEL partnerships professional learning district SEL expertise building buy-in for SEL

Find ready-to-use tools for districts

TITLE

SEL Toolkit for School Boards

A quick guide for school board members to help ground SEL conversations in the best interests of students and families, including tools to dispel misinformation with facts and data, then take action to support the social, emotional, and academic learning of every child.

SOURCE:

CASEL

TAGS school board

board policies

community relations

Find ready-to-use tools

TITLE

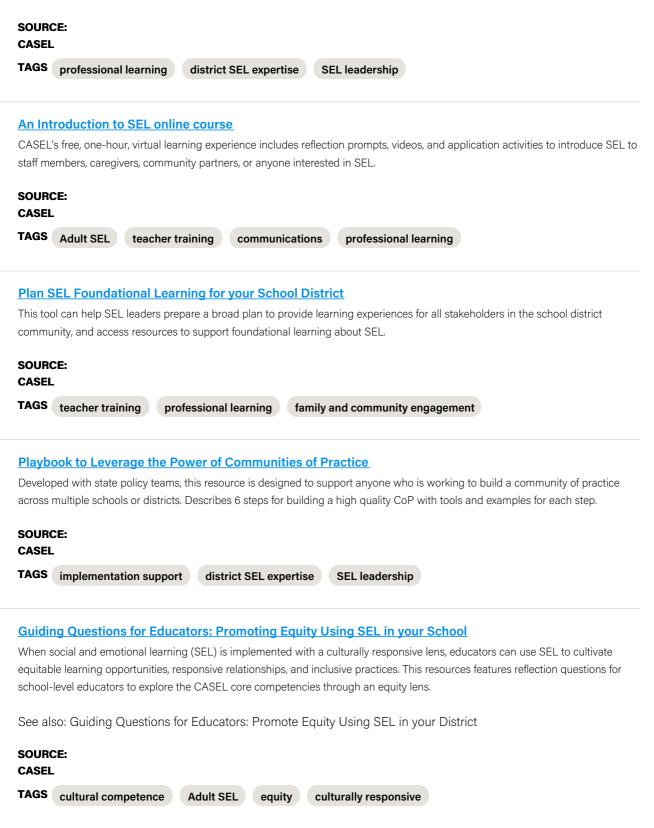
Systems-Wide Reflection: Indicators of Schoolwide and Districtwide SEL

This chart sets CASEL's Indicators of Districtwide SEL and Indicators of Schoolwide SEL side by side, with links to further information, suggested implementation processes, and examples. District leaders can use this tool to guide reflection, conversation, and planning about how social and emotional learning (SEL) is integrated throughout systems at the school level and at the district level.

SOURCE: CASEL

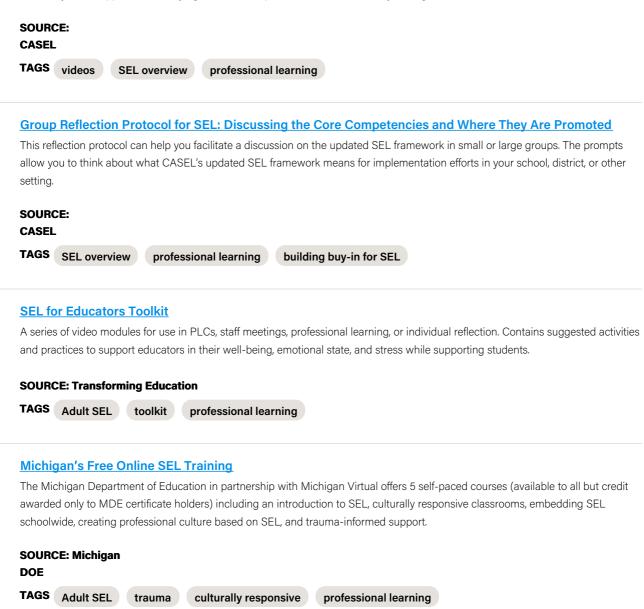
Team Retreats: Centering SEL as You Plan, Facilitate, and Debrief

Use this tool as you plan a half-day to multi-day retreat for your team, to integrate SEL into the way you design the agenda, share opportunities for leadership among team members, facilitate activities, and set up discussions for the team to make meaning of what they have learned and accomplished.



SEL 101: What are the core competencies and key settings? (video)

How can you bring social and emotional learning to your community? CASEL's framework for social and emotional learning (SEL) takes a systemic approach, identifying five core competence areas and four key settings.



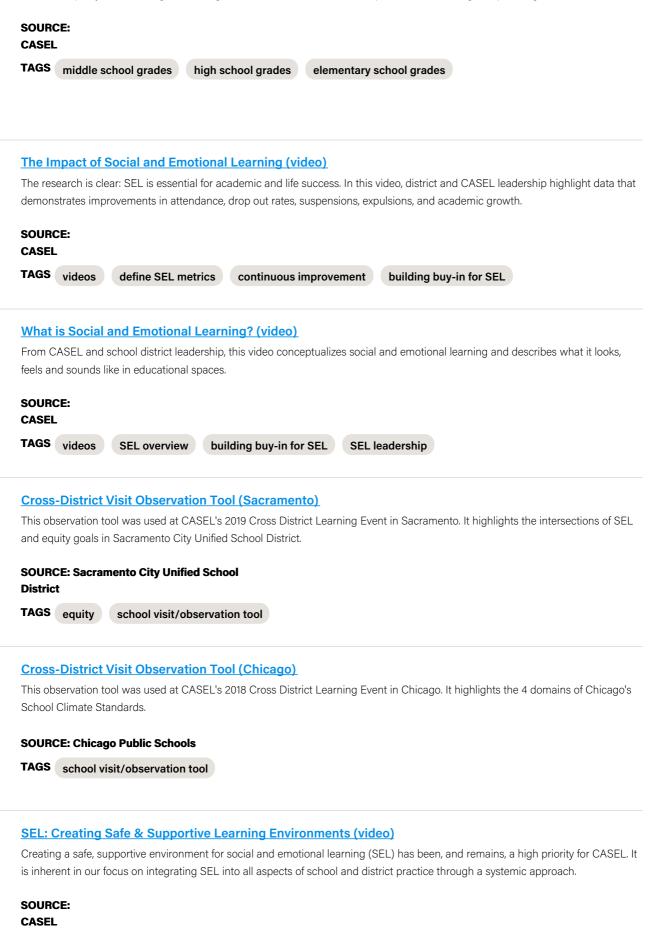
Recommended Videos

This list contains links to videos that can be used to introduce SEL, strengthen commitment, and discuss key topics with stakeholder groups. Videos are arranged by category and length.

SOURCE:		
CASEL		
TAGS	videos	

What does SEL look like in elementary, middle, and high school?

This curated list of articles and videos illustrate what SEL looks like in elementary, middle, and high school settings. Explore these links to deepen your knowledge and find grade-differentiated resources for professional learning and planning.



SEL leadership

TAGS	videos	SEL overview	district SEL expertise	building buy-in for SEL
	VIGCOS			

Guiding Questions for Educators: Promote Equity Using SEL in your District

When social and emotional learning (SEL) is implemented with a culturally responsive lens, educators can use SEL to cultivate equitable learning opportunities, responsive relationships, and inclusive practices. This resources features reflection questions for district-level educators to explore the CASEL core competencies through an equity lens.

See also: Guiding Questions for Educators: Promote Equity Using SEL in your School

SOURCE: CASEL TAGS cultural competence Adult SEL equity culturally responsive **Recommended Readings for Staff** Recommended Readings for staff development. Topics include Introducing the Importance of SEL, SEL and Equity, SEL and Academic Integration, Restorative Practices, Adult SEL, and Partnering with Families for SEL. (Within each topic, readings are listed in order of length) SOURCE: CASEL TAGS reading lists - staff district SEL expertise building buy-in for SEL Strategies and Resources to Support Central Office Expertise There are a range of approaches you may choose to take when designing professional learning to meet the needs of the various groups you identified as stakeholders. In this document you'll find a few approaches and resources. SOURCE: CASEL TAGS professional learning integrate with district priorities district SEL expertise building buy-in for SEL **Central Office Expertise Development Plan** You can use or adapt this template as a starting point for planning how to develop central office expertise by audience. SOURCE: CASEL TAGS professional learning integrate with district priorities district SEL expertise building buy-in for SEL SEL 3 Signature Practices introductory video - Adult SEL Video describing the SEL 3 signature practices (welcoming inclusion activity, engaging practices, and optimistic closure) and how to use them in settings with adults, such as a meeting or professional learning. SOURCE: CASEL TAGS PLC mindfulness three signature practices videos SEL coaching for staff self awareness building community professional learning district SEL expertise

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.

SOUR Schoo	CE: Anchorage Public Is			
TAGS	model SEL schools	school visit/observation tool	conducting local SEL research	classroom level
build	ding buy-in for SEL			
RE	ELATED RESOURCES	5		
	SEL Learning Wa	Ik Observation Tool – Anchor	age	

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

SOUR Schoo	CE: Anchorage Is	e Public				
TAGS	model SEL s	chools	school visit/	observation tool	condu	cting local SEL research
clas	sroom level	culture	and climate	professional lear	ning	district SEL expertise
buil	ding buy-in for	SEL				

Personal SEL Reflection

Principals, administrators, SEL team members, staff members, and other adults can use this tool to assess personal strengths, think about how to model those strengths when interacting with others, and plan strategies to promote growth across areas of social competence.

SOURCE: CASEL

Find presentation templates that you can adapt and use

TITLE

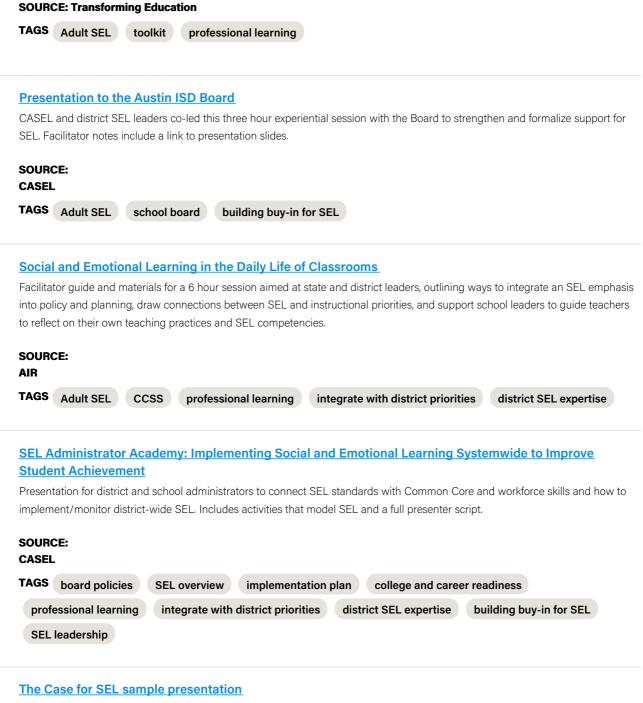
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SOURCE: CASEL TAGS professional learning district SEL expertise SEL leadership

SEL for Educators Toolkit

A series of video modules for use in PLCs, staff meetings, professional learning, or individual reflection. Contains suggested activities and practices to support educators in their well-being, emotional state, and stress while supporting students.

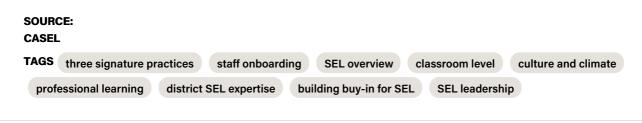


CASEL's presentation introducing SEL and its evidence base can be adapted for a range of audiences, including district leaders and potential community partners or funders.

SOURCE: CASEL

Sample Schoolwide SEL 101 Presentation

This presentation can be adapted and used to introduce SEL to staff, families, and community partners. It gives an overview of what is SEL, why it's important, and the process for schoolwide SEL. Talking points and activity instructions are provided in the notes section. Also available in Spanish.



RELATED RESOURCES

Sample Schoolwide SEL 101 Presentation (Spanish)

Slides and presenter notes are in Spanish -- This presentation can be adapted and used to introduce SEL to staff, families, and community partners.

SOURCE:

CASEL

TAGS spanish language resources

family and community engagement

See artifacts shared by districts and schools

TITLE

SEL Action Guide - District Professional Learning Offerings

This example from a school division in southeastern Virginia shows how they planned and provided professional learning for all district staff to strengthen understanding and investment, and later build skills, collaborate, and apply SEL in their context. The original version of this document included links for their staff to sign up for in-person learning or experience an online module.

TAGS staff onboarding teacher training professional learning

Classroom SEL Message Map

This example comes from a school division in southeastern Virginia. These key messages and supporting points can be used by classroom teachers to describe how and why they integrate SEL into their classroom, or can be shared as a summary with classroom teachers as the basis for staff discussion.

TAGS teacher tool

communications

family and community engagement

Fellowship Spotlight - Collaborating on a Vision

SEL Fellow and district SEL leader in New York David Blahowicz describes building a team of SEL champions of teachers and leaders through foundational learning activities and community building. Visit https://casel.org/series/sel-fellows-briefs/ for more briefs from SEL Fellows.

SOURCE: CASEL

	ion to the Bo	ard, sharing evidenc	e of effectivenes	s of SEL implementation	n at pilot sites.
SOURCE: Sacramente	o City Unifie	d School			
District	borry online				
TAGS school board	budgetin	ng fundraising	SEL overvi	ew implementation	n plan
college and career	readiness	professional lear	ning integr	ate with district priorit	ties district SEL expertise
SEL Central Office Sacramento's overview community.		-			ct-level SEL professional learning
SOURCE: Sacrament	o City Unifie	d School			
TAGS Adult SEL					ional learning
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RELATED RESC	DURCES				
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Find resources to help you learn more on this topic

TITLE

The Neuroscience of SEL (Video) 20 minute lecture by Richard Davidson on the neuroscience of emotions and emotional response, and how SEL trains and changes the brain. Best for educating SEL leaders or building buy in with audiences looking for a scientific basis for SEL. SOURCE: Edutopia TAGS Adult SEL mental health videos research brief teacher training evidence-based programs district SEL expertise professional learning building buy-in for SEL Integrating Social-Emotional Learning into State and District Policies Powerpoint and webinar covering how districts have incorporated SEL through curriculum and standards. SOURCE: AIR TAGS school board SEL standards board policies integrate with district priorities SEL leadership Students with Strong Social Skills in Kindergarten More Likely To Thrive As Adults Short article describing a 20 year study connecting students' social skills in kindergarten to their well-being as adults. **SOURCE: Robert Wood Johnson** Foundation TAGS reading lists - staff SEL competence research brief evidence-based programs district SEL expertise building buy-in for SEL Book Chapter: Social Emotional Learning: Past, Present and Future Chapter by Weissberg, Durlak, Domitrovich, and Gullotta that provides a framework and evidence base for SEL and also important factors for quality implementation.

SOUR CASE	-				
TAGS	implementation support	reading I	ists - staff	research brief	SEL overview
evie	lence-based programs	district SEL	expertise	building buy-in for	SEL

<u>The Positive Impact of Social Emotional Learning for Kindergarten to Eighth-Grade Students: Executive</u> <u>Summary of Three Scientific Reviews</u>

Findings in this summary of 3 large-scale research reviews of K-8 SEL programs show that SEL is among the most impactful youth development support for school-age youth, and it can be incoprorated into routine educational practice.

SOURCE: CASEL				
TAGS journal article	reading lists - staff	define SEL metrics	evidence-based programs	out of school
district SEL expertise	building buy-in for S	SEL		

Social-Emotional Competence: An Essential Factor for Promoting Positive Adjustment and Reducing Risk in School Children

Medium length scientific journal article (Domitrovich, Staley, Durlak, and Weissberg, 2017) reviews research behind SEL and what is known about effective intervention approaches, and proposes an intervention model to promote resilience.

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TAGS	journal article	reading lists - staff	SEL competence	evidence-based programs
distr	ict SEL expertise	building buy-in for S	SEL	