, Emotional, and Cultural Competence

is more effective when districts also cultivate adults' SEL and cultural

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.*

and cultural competence?

through which all young people and adults acquire and apply the
ealthy identities, manage emotions and achieve personal and collective
goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Cultural competence is the ability to examine the various social and cultural identities of oneself and others, understand and appreciate diversity from a historically grounded and strengths-focused lens, recognize and respond to cultural demands and opportunities, and build relationships across cultural backgrounds.

Cultural competence is closely tied to social and emotional competence. For example, high levels of social awareness involve being able to take the perspective of those of different backgrounds and cultures and to empathize and feel compassion (Jagers, 2018). Socially, emotionally, and culturally competent adults effectively apply skills to interact and build relationships with diverse groups in the workplace, in the community, and in their personal relationships.

A strong approach to strengthening adult SEL and cultural competencies:

Supports staff in reflecting on their own social and emotional competencies, identities, and biases; and in engaging in practices that affirm and cultivate students' cultures, values, and identities.	Provides frequent opportunities for adults to practice, model, and enhance these competencies, including consistent and scaffolded professional learning experiences.	Embeds practices that support these competencies into district- and school-level staff meetings.	Weaves these competencies through all resources and tools that guide staff in interactions with students, families, and community members.

Use the Rubric to assess your approach to strengthening adult social, emotional, and cultural competencies.

Why is it important to strengthen adult social, emotional, and cultural competence?

Implementing SEL districtwide requires adults throughout central office, schools, partner organizations, communities, and homes to work collaboratively and effectively to infuse SEL into students' educational experiences. Through the Collaborating Districts Initiative (CDI), CASEL has learned that districts are more effective at this when they also cultivate SEL and cultural competencies in adults.

Studies have found that adults who can recognize, understand, label, express, and regulate their own emotions:

- Are less likely to report burnout (Brackett et al., 2010) and have higher levels of relational trust with their peers at work (Bryk & Schneider, 2002), which lays a foundation for productive collaboration.

- Demonstrate higher levels patience and empathy, encourage healthy communication, and create safe learning environments (Brackett et al., 2008).

- More effectively teach and model social-emotional competence for their students (Brackett et al., 2008).

- Build and maintain stronger relationships with their students (Jennings & Greenberg, 2009), which leads to improved classroom management (Durlak et al., 2011) and fewer discipline problems (Marzano & Marzano, 2003).

- Positively contribute to the school's overall climate (DiPaola & Tschannen-Moran, 2001).

Cultural competence is critical to creating supportive learning environments that promote all students' social and emotional learning. When adults engage effectively in culturally competent practices, it helps students feel respected, valued, and part of the school community. Culturally competent staff practices also help provide an educational experience that students see as relevant to their lives and promote academic motivation (Bui & Fagan, 2013), increased interest in the content they're learning (Martell, 2013), and increased confidence in classroom discussions and test-taking (Hubert, 2014)

Additionally, systemic SEL implementation relies on partnerships between districts, schools, families, and communities. Cultural competence helps adults forge meaningful partnerships when they understand and appreciate diverse cultures, lived experiences, and values.

When should districts develop an approach for strengthening adult social, emotional, and cultural competence?

Districts should begin developing an approach for strengthening adult social, emotional, and cultural competence:

- After establishing foundational support for SEL, including providing professional learning that helps staff and community partners understand what SEL is and why it's important.

- While developing a professional learning plan and strengthening central office expertise.

- Ideally, before full implementation of any major student-focused SEL initiatives.

Districts will often engage simultaneously in strategies to both strengthen adult competencies and promote SEL for students. Both of these efforts are long-term and ongoing processes that do not need to be "completed" before engaging in other activities.

Who should be involved in an approach to strengthen adult social, emotional, and cultural competence?

As you develop an approach that engages central office staff, school staff, teachers, out-of-school-time providers, parents and caregivers, and community members, you'll want to involve a range of stakeholders, including:

- SEL team

- Equity team

- Teaching and learning department

- Professional learning department

- Human resources

- Family and/or community engagement departments or leaders

- Other central office departments that support adults in developing related professional skills and mindsets, such as the MTSS department, health department, etc.

- Representatives from teachers unions and other staff unions, schools, community partners, out-of-school time programs, and parents

- Principals and their supervisors

- Assessment or research team to help understand learning needs and support continuous improvement

- Budget department to help identify funding streams and resources

You may also want to plan how to engage board members and cabinet members to ensure they model and prioritize strengthening adult social, emotional, and cultural competence.

their own social and emotional competencies, identities, and biases; and cultivate students' cultures, values, and identities. This includes providing model, and enhance these competencies. Use the *Rubric* to assess your

ir own social and emotional competencies,

eir own social and emotional learning is self-reflection. When staff reflect on s, they personalize SEL, gain a deeper understanding of the lifelong process ht into their own strengths and areas for improvement. This process of self-ws them to assess their own strength and limitations, explore personal and sociocultural identities, and examine how their thoughts, feelings, and actions are interconnected.

Here are some resources that can help you develop professional learning activities to support self-reflection:

- CASEL's Personal Assessment and Reflection tool guides individuals to process their strengths and challenges in the five core competencies, and includes reflection questions to draw conclusions and set goals for further development.

- CASEL's Guiding Questions for Educators: Promoting Equity Using SEL can support central office and school staff in exploring core social and emotional competencies through an equity lens.

- The American Institutes for Research provides a tool to support teachers in Self-Assessing Social and Emotional Competencies and Instruction.

- The American Institutes for Research provides a similar tool to support out-of-school time staff in self-reflection and action planning: Beyond the Bell: Social and Emotional Learning Practices.

- The ADL provides guidance for a "table talk" on Race, Perception and Implicit Bias

- Teaching Tolerance provides a professional development guide to Test Yourself for Hidden Bias.

- Dr. Marisha Humphries facilitated this webinar for CASEL partners to discuss the importance of social and emotional competence for educators and strategies to become more self aware and reflective about one's own social identity, culturally informed emotional expression, and social behaviors and how they impact relationships and work in education.

Some districts have begun by facilitating self-reflection activities with district leadership or the school board. They found that it is valuable for district leaders to first increase their own self-awareness and ensure that they are consciously modeling social, emotional, and cultural competence as they lead, interact and make decisions that impact many others. District leaders could then spread self-reflective practices through their spheres of influence and speak more clearly about the value of social, emotional, and cultural competence in education.

In addition to individual self-assessment and reflection, consider assessing how the relational skills and cultural competence of central office staff are perceived by school staff and the larger community. Likewise, school leaders should examine perceptions of school staff and students, and teachers should examine the perceptions of their students. This could take the form of talking circles, anonymous questionnaires, focus groups, town halls, additional questions on existing community surveys, or a sampling of interviews, but it will be important to bring together a diverse group of staff from schools and central office, as well as students, families, and community partners, to gain a range of perspectives on questions like these:

- Can staff comfortably and fluently discuss ways they build relationships and community across diverse settings

and engage in practices that affirm and cultivate students' cultures, values and identities? Does this vary by subgroup or role?

- Do students, family members, and community members perceive staff in schools and the district to model social and emotional competencies? Do perceptions vary by subgroup?

- Do students, families, and community members believe their cultures, values, and identities are respected and affirmed by school and district staff? Do perceptions vary by subgroup?

The answers to these questions will build collective self-awareness at the district and school level, and can be used to identify priority areas for growth and better weave social, emotional, and cultural competence throughout professional learning and resources that guide staff interactions with students, families, and community members.

2. Embed opportunities to deepen understanding and practice social and emotional skills and cultural competence in meetings and other interactions among adults.

Once your district team has reflected on areas for growth, identify priorities and plan ways for staff to develop in their social, emotional, and cultural competence.

One popular approach is to organize a book study or discuss articles within teams or with cross-district groups. The District Resource Center Reading List includes a section focused on adult SEL, and the Aspen Institute's *Pursuing Social and Emotional Development Through a Racial Equity Lens: 5 Strategies for System Leaders to Take Action* is also a good place to start.

Adult SEL can also be embedded into existing structures and daily experiences, which helps learners see how integral social, emotional, and cultural competence are to a positive and productive workplace and learning environment. This video describes how 3 signature SEL practices can be integrated into meetings and professional learning for adults. Here is a sampling of routines and practices that can support staff in strengthening skills in each of the five core SEL domains.

Self-awareness

- Use check-in rituals to begin meetings, or begin by setting intentions for engagement and return to them at the end of the meeting.

- Inquire about the day's highlights, but also about workload and stress level when meeting one-on-one with staff.

- Let staff know when they've done well; use recognition techniques such as shout-out boards and handwritten notes.

- Divide work in ways that allow each person to apply and showcase their strengths.

- Reflect on ways in which bias may impact the evaluation of others' strengths and challenges. Be intentional about recognizing skills and leadership among staff members from traditionally marginalized or excluded groups.

- Use problem-solving protocols to allow staff to share their challenges and benefit from a range of perspectives and probing questions.

- When preparing communication, professional learning materials, talking points, and resources, consider how personal identity and bias shape content and how they may shape the way it is received.

Self-management

- Establish meeting norms that reduce distractions and promote engagement and equity of voice in meetings.

- Use meeting protocols that share responsibility and lead to clear action steps and due dates.

- Encourage staff to manage stress throughout the day through self-care and boundaries that allow for work/life balance.

- Regularly set personal and professional goals and check in with accountability partners about progress.

- When reflecting on interactions or frustrating experiences, consider how personal preferences and biases impact emotions and understanding. Standardize the practice of wait-time before hitting "send" on an emotional email and using "I statements" to communicate emotions without blame.

Social awareness

- Form working groups that are intentionally diverse for special projects.

- Normalize protocols that allow colleagues to give feedback to one another, and build shared agreements to ensure feedback is constructive and well-received.

- Track dynamics in staff meetings and reflect on root causes of inequitable participation.

- Reflect on participant receptivity and engagement at professional learning and what the presenter can do differently for a better outcome.

- Visit local establishments and community gathering places near the schools you serve. All central office staff should visit schools at times when they can interact with students and families.

Relationship skills

- Build in regular outlets for staff to get to know about the lives of their colleagues; organize social events that are appealing to all.

- Use sharing/listening protocols with pairs and small groups to allow all staff to have meaningful interactions with all of their team members.

- Use restorative practices to address conflict.

Responsible decision-making

- Apologize and take responsibility for offending others or making a mistake.

- Analyze problems and data together, disaggregate data and have courageous conversations about disparities.

- When making any decision, consider the impact on students and school communities and consult stakeholder groups whenever possible.

For more about strengthening relationships and collaboration among staff, see Key Activity: Staff Trust, Community, and Efficacy.

3. Leverage SEL implementation to expand efforts for strengthening cultural competence.

Your district may already have begun efforts to strengthen culturally competent adult practices, and SEL implementation can help support, sustain, and enhance these efforts. These efforts may include professional learning and other resources to support teachers or other staff in culturally relevant teaching; restorative disciplinary practices; or the development of cultural, racial, and ethnic studies courses and units. The brief Toward Transformative Social and Emotional Learning: Using an Equity Lens (Jagers, Rivas-Drake, & Borowski, 2018) underscores the role of adult social and emotional learning in driving educational equity, and highlights key adult practices of cultural integration, classroom community -building, and promoting ethnic-racial identity development.

Other practices that call upon adults to exercise social, emotional, and cultural competencies include:

- Connecting to students' cultural references in instruction and curriculum to empower and support deeper engagement and learning (Ladson-Billings, 2009).

- Creating learning environments that embrace and uplift the multiple languages and cultures of different

communities (Paris, 2012).

- Learning about and supporting students in learning about their own and other cultures.

- Reflecting and analyzing current and historical events and their connections to power and justice.

- Understanding and examining one's own ethnic-racial identity, lived experiences, privilege, and biases.

- Using instructional and disciplinary strategies that close opportunity gaps and racial disproportionality.

- Building authentic relationships with diverse families and communities.

For more information about incorporating practices throughout the district that strengthen adults' understanding of SEL, see Key Activity: Central Office Expertise and Key Activity: Professional Learning.

4. Frame what social, emotional, and cultural competence look like in practice with students, families, and community members, and incorporate this framework throughout all tools, resources, and professional learning that guide staff engagement.

School districts communicate expectations about how staff should interact with students, families, and communities in a range of ways. These include professional development, onboarding materials for new staff, employee handbooks, staff evaluation frameworks and school improvement frameworks, disciplinary guidelines, board policies, and the work of offices dedicated to family and community engagement. It's important that all of these provide clear messages about how staff should demonstrate social, emotional, and cultural competence in their interactions with stakeholders.

It may be helpful to narrow down to a set of memorable core messages to serve as a framework for messaging, as exemplified in these districts:

- Tulsa Public Schools' Commitment to Excellence in Equity frames four key components: intentionally honor diversity, courageously discuss inequities, authentically engage communities, and continuously learn and improve. Watch their video featuring their Equity Ambassador teachers.

- Boston Public Schools' Essentials for Instructional Equity frames four core competencies for all educators, which are then operationalized into sub-competencies that identify specific adult behaviors. For example, the first competency is to create and maintain a safe, healthy, and sustaining learning environment, and the sub-competencies include examining personal biases, getting to know each student and using that knowledge to shape the learning environment, valuing and affirming diverse identities, and taking risks and sharing feedback in pursuit of continuous learning.

Students can play an important role in the creation of this framework; their perspective about adult skills and behaviors that help them to be resilient, connected, and successful provide a valuable primary source for developing the framework. To hear from Sacramento City high school students about ways adults should interact with students, watch their video Lifting Our Voices. For more about how to engage and learn from students, Washoe County School District has developed a Student Voice Toolkit.

5. Develop a structure for regularly engaging school staff, students, families, and community partners in assessing the district's social, emotional, and cultural competence.

When strategies have been put in place to strengthen adult social, emotional, and cultural competence, plan to measure growth. If new professional learning is developed, plan to follow up with participants to ask whether and how their practices and relationships have changed since the training. If schools focus on adult SEL as part of their school improvement plan, follow their progress through the results of their annual school climate survey.

Continue to engage regularly in reflective practices with stakeholder groups as described in step 1. If you are adopting or

already have a districtwide survey that goes out to student, families, and staff, consider adding items to provide data on perceptions of the social and emotional behaviors of school and district staff. For more about planning for assessment, see Focus Area 4: Practice Continuous Improvement.

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lt SEL Competencies and Capacity
es to adult SEL from SEL leaders in school districts in Olympia, Buffalo, and Des
ows-briefs/ for more briefs from SEL Fellows.

**SOURCE:
CASEL**

TAGS Adult SEL

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 Trends: Strengthening Adult SEL

CASEL profiles Oakland USD, Sacramento City USD, and Tulsa Public Schools and shares key resources in this SEL Trends issue devoted to districts' focus on adult SEL needs.

**SOURCE:
CASEL**

TAGS cultural competence   Adult SEL

Boston Public Schools Essentials for Instructional Equity

Outlines 4 adult competencies for facilitating learning for diverse students, and includes an appendix of culturally and linguistically sustaining practices, a learning experience design template, and a parent guide.

**SOURCE: Boston Public
Schools**

TAGS cultural competence   anti-bias   reading lists - staff   equity   culturally responsive
college and career readiness   instructional practices   integrate with district priorities

[SPARK Resources and Readings](#)

Packet from a team reatreat in Sacramento; includes poems and readings to catalyze conversations about oppression and equity and a timeline of education in the U.S. demonstrating roots of inequity.

SOURCE: Sacramento City Unified School District

TAGS cultural competence anti-bias reading lists - staff equity teacher training

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RELATED RESOURCES

[SPARK Retreat Agenda](#)

Agenda for team retreat focused on implicit bias, stereotype threat, and building more equitable learning environments.

SOURCE: Sacramento City Unified School District

TAGS cultural competence anti-bias equity teacher training professional learning

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Find ready-to-use tools

TITLE

[Reflecting on Equity-Centered SEL Leadership Practices](#)

Use this tool as a personal reflection on your leadership habits. These prompts are intended to spark your curiosity about your current practices and how you can be intentional about developing equity-centered leadership skills.

SOURCE: CASEL

TAGS equity SEL leadership

[An Introduction to SEL online course](#)

CASEL's free, one-hour, virtual learning experience includes reflection prompts, videos, and application activities to introduce SEL to staff members, caregivers, community partners, or anyone interested in SEL.

SOURCE: CASEL

TAGS Adult SEL teacher training communications professional learning

[Guiding Questions for Educators: Promoting Equity Using SEL in your School](#)

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 school-level educators to explore the CASEL core competencies through an equity lens.

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

SOURCE:
CASEL

TAGS cultural competence Adult SEL equity culturally responsive

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[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.

SOURCE: Transforming Education

TAGS Adult SEL toolkit professional learning

[Culturally Responsive Teaching and the Brain discussion guide](#)

This discussion facilitator's guide, ideal for use with a small book study group, provides opening activities, discussion questions, and bridge activities for each chapter of Zaretta Hammond's book Culturally Responsive Teaching and the Brain. Through reflection, collaboration, and continuous improvement strategies, this guide provides an opportunity for staff to interrogate their own instructional practice to find ways to be responsive to students' culture and identities.

TAGS cultural competence reading lists - staff equity culturally responsive professional learning

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[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

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[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

[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

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

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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

Self-Assessment Checklist – Cultural Competence

This checklist provides examples of the kinds of values and practices that foster an environment that is aware and respectful of cultural diversity, from Georgetown University's National Center for Cultural Competence.

SOURCE: National Association of School Psychologists

TAGS   cultural competence   anti-bias   equity   culturally responsive   community relations
building community

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   self awareness   SEL coaching for staff
building community   professional learning   district SEL expertise

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Modeling SEL as a Staff

This tool from CASEL's Guide to Schoolwide SEL provides an activity and examples to engage staff in reflection about how they will intentionally apply social and emotional competencies in their interactions with students and families as part of schoolwide implementation.

SOURCE:
CASEL

TAGS   Adult SEL   paraprofessionals   security staff   teacher tool   building community

[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

TAGS Adult SEL   paraprofessionals   security staff   staff onboarding   teacher tool   SEL competence   teacher training   professional learning   district SEL expertise   building buy-in for SEL   SEL leadership

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RELATED RESOURCES

[Personal SEL Reflection (Spanish)](#)

Los directores, administradores, miembros del equipo de SEL y miembros del personal pueden usarla para evaluar sus fortalezas personales y pensar en cómo pueden modelar esas fortalezas cuando interactúan con otros.

SOURCE:
CASEL

TAGS spanish language resources

[Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers](#)

A tool for teachers to assess how they using SEL in their interactions and teaching practices, and a crosswalk between 10 teaching practices that promote SEL and the CLASS, Danielson, and Marzano teaching frameworks.

TAGS Adult SEL   mindfulness   lesson planning   teacher tool   social awareness   self awareness   self management   relationship skills   responsible decision making   SEL competence   teacher training   continuous improvement   PK-12   instructional practices   classroom level   building community   student discipline

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See artifacts shared by districts and schools

TITLE

[Districts in Action – Strengthen Adult SEL Competencies and Capacity](#)

This brief spotlights three different approaches to adult SEL from SEL leaders in school districts in Olympia, Buffalo, and Des Moines. Visit https://casel.org/series/sel-fellows-briefs/ for more briefs from SEL Fellows.

SOURCE:
CASEL

TAGS Adult SEL

[The Art of SEL Cards: Reflections with an Equity Lens](#)

The SEL Team in Sacramento City USD created a set of cards, bound with a key ring, to help adults reflect on their mindsets, practices, and ways that they're integrating SEL and equity into academics.

SOURCE: Sacramento City Unified School District

TAGS   Adult SEL   anti-bias   teacher tool   equity

[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

[Adult SEL Posters](#)

Minneapolis Public Schools developed a set of posters describing how adults exercise social and emotional skills in 5 core areas.

SOURCE: Minneapolis Public Schools

TAGS   Adult SEL   SEL competence   teacher training

[Lifting Our Voices – Sacramento City (video)](#)

Video featuring high school students telling their stories -- their stressors, ways they know their teachers care, and aspirations for the future. Ends with a challenge to viewers to cultivate spaces where students' stories can be heard.

SOURCE: Sacramento City Unified School District

TAGS   anti-bias   videos   teacher training   advisory/homeroom   middle school grades   high school grades   building community   youth voice

[Teacher Interview: How Do SEL Skills Come Into Play for You as an Adult? (video)](#)

Interview with a teacher in Anchorage reflecting on her own social and emotional development and how she models for her students.

SOURCE: Anchorage Public Schools

TAGS   Adult SEL   videos   teacher tool   self awareness   model SEL schools   elementary school grades   classroom level

[Boston Public Schools Essentials for Instructional Equity](#)

Outlines 4 adult competencies for facilitating learning for diverse students, and includes an appendix of culturally and linguistically sustaining practices, a learning experience design template, and a parent guide.

SOURCE: Boston Public Schools

TAGS cultural competence anti-bias reading lists - staff equity culturally responsive college and career readiness instructional practices integrate with district priorities

Find resources to help you learn more on this topic

TITLE

[Advancing Social and Emotional Learning (SEL) as a Lever for Equity and Excellence](#)

This report summarizes five emerging insights based on the efforts of school districts in CASEL's Equity Work Group (EWG).

SOURCE: CASEL

TAGS equity implementation plan planning

[Webinar: Adult SEL and Cultural Competence](#)

Dr. Marisha Humphries, Associate Professor in the department of Educational Psychology at the University of Illinois at Chicago, joined CASEL partners for a webinar to discuss the importance of social and emotional competence for educators, ways to support adults in strengthening SEL skills, and strategies to become more self aware and reflective about our own social identity, culturally informed emotional expression, and social behaviors and how they impact our relationships and our work in education. See the webinar recording and transcript at http://bit.ly/CASELwebinar21820

SOURCE: CASEL

TAGS cultural competence Adult SEL anti-bias equity culturally responsive

[Teacher Stress and Health](#)

This issue brief examines sources and effects of teacher stress and highlights programs, practices and policies to reduce stress and improve teacher well-being and performance.

SOURCE: University/Nonprofit Research Institution

TAGS Adult SEL mindfulness staff onboarding culture and climate

Toward Transformative Social and Emotional Learning: Using an Equity Lens

This brief explores the need to conceptualize, implement, and assess SEL in a way that is sensitive to students' cultural assets and recognizes their inherent strengths, and describes promising school practices and implications for ethical assessment of SEL.

SOURCE: Assessment Work Group

TAGS   Adult SEL   anti-bias   social awareness   self awareness   self management   relationship skills   responsible decision making   SEL competence   equity   culturally responsive   instructional practices   building community

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Training Educators to Understand the Needs of English Learners PreK-12

White paper about educator training in English to Speakers of Other Languages, Touches on building on students' cultural background and experiences and the impact of teacher biases toward students learning English.

SOURCE: ESOL in Higher Ed

TAGS   anti-bias   research brief   english language learners   culturally responsive   teacher training   PK-12

English for Speakers of Other Languages – Culture and Cultural Proficiency

Audio vignettes, pre-made presentations, videos, tools, and useful links for teachers of English Learners regarding characteristics of culture, learning styles, collectivism, and ways teachers can embrace diversity in their teaching style and interactions.

SOURCE: ESOL in Higher Ed

TAGS   cultural competence   anti-bias   english language learners   equity   culturally responsive   building community

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Fulfilling the Unkept Promise of Educational Opportunities for California's Long Term English Learners

Executive summary of a report on California's long-term English Language Learners and recommendations for better supporting students at the secondary level who have not reached English proficiency.

SOURCE: External website

TAGS   anti-bias   board policies   research brief   english language learners   culturally responsive

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Resources for Identity Safe Classrooms

Resource library accompaniment to the book Identity Safe Classrooms, including resources on stereotype threat and identity safety, relationships, cultivating diversity as a resource, child-centered teaching, and caring environments.

SOURCE: External website

TAGS   anti-bias   toolkit   relationship skills   reading lists - staff   equity   culturally responsive   culture and climate   building community

[Applying an Equity Lens to Social, Emotional, and Academic Development](#)

This issue brief describes 5 major barriers to equitable access to social emotional learning and positive life outcomes, and corresponding opportunities for districts to to dismantle those barriers by approaching SEL in ways that are grounded in equity and justice.

SOURCE: University/Nonprofit Research Institution

TAGS cultural competence   anti-bias   trauma   board policies   SEL competence   research brief   equity   student discipline

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[Why We Can't Have Social and Emotional Learning without Equity](#)

Blog post from Dr. Robert Jagers discussing the "equity elaborations" to current SEL frameworks and the aims of CASEL's Equity Work Group.

SOURCE: Magazine/Newsletter

TAGS cultural competence   anti-bias   SEL competence   equity   culturally responsive

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[Pursuing Social and Emotional Development Through a Racial Equity Lens: 5 Strategies for System Leaders to Take Action](#)

The Aspen Education & Society Program's recommended strategies for pursuing social, emotional, and academic development through a racial equity lens.

SOURCE: The Aspen Institute

TAGS cultural competence   school board   anti-bias   board policies   equity   integrate with district priorities   district SEL expertise   SEL leadership   family and community engagement   youth voice

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[Equity & Social and Emotional Learning: A Cultural Analysis](#)

Brief outlining how CASEL's core SEL competencies reflect issues of equity, programs and practices that promote educational equity, and implications for SEL assessment.

SOURCE: Assessment Work Group

TAGS cultural competence   anti-bias   social awareness   self awareness   self management   relationship skills   responsible decision making   equity   culturally responsive   building community

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[Webinar: Leveraging SEL to Promote Equity](#)

Webinar highlighting district challenges and promising practices, featuring Dr. Rob Jagers' review of research on SEL's connection to equitable outcomes for diverse student populations.

SOURCE: CASEL

TAGS cultural competence   Adult SEL   anti-bias   research brief   equity   culturally responsive