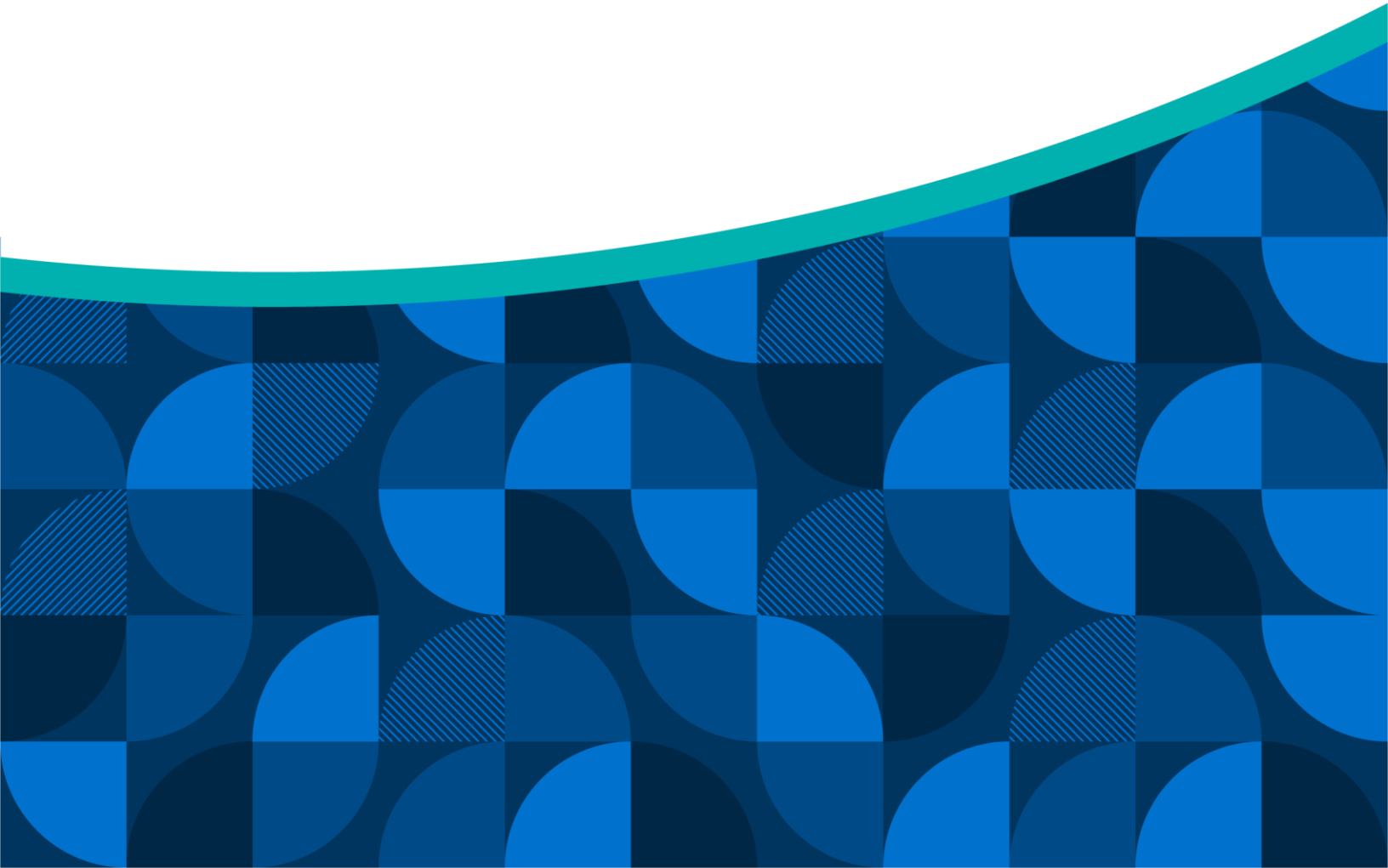




Supporting Students' Socio- Emotional Skills

Supported Resource Toolkit



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Resources Address the Following Diagnostic Activities:

- Our school dedicates time in the school day for direct SEL instruction.
- Our teachers embed SEL skill building into the academic curriculum on a consistent basis.
- Our school provides teachers with resources to embed SEL skill-building into academic curriculum (e.g., maps SEL activities to specific academic units and lessons; provides templates to incorporate SEL skill building in academic discussions).
- Our school tracks students' socio-emotional and behavioral progress through documented teacher observations, report cards, and or other behavioral metrics or data.



Guide to Direct SEL Instruction

Use this section to help school leaders prioritize direct instruction of relationship-building skills using a socio-emotional learning (SEL) curriculum.

Communicating SEL Curriculum Importance to Staff

School administrators should use this page to help them develop talking points on why SEL skills are important for students to generate teacher and support staff buy-in.

Importance of SEL Curricula

Research shows that well-implemented, evidence-based SEL programs are the most effective way to support students' success and well-being in school and beyond.

SEL Skills Improve Academic Outcomes



Percentile-point gain in academic achievement for students who participated in evidence-based SEL programs

Skills Essential for Post High School Success

88%

Of business leaders say there will be an increasing need for socio-emotional skills among future employees

Administrator Tasks for Increasing Buy-In

- ❑ Introduce district SEL priorities to school community and why it will help your students.
- ❑ Communicate all staff members' role in achieving school SEL goals
- ❑ Provide professional development sessions related to social emotional well being and behavior.
- ❑ Solicit feedback from students, teachers, and staff on schoolwide SEL plans.
- ❑ Require continuous professional development sessions on supporting social emotional learning.

Why Each Task Is Critical for Increasing SEL Buy-In

- ◀ Teachers and staff want to know the why behind any new program or initiative. Framing how and why SEL can help student success will generate further buy in.
- ◀ Clear role definition ensures all stakeholders know what is expected of them ahead of implementation so there are no surprises in their responsibilities.
- ◀ Teachers and staff will support SEL programming if they feel confident in their ability to enact it. PD sessions that reemphasize this will help grow confidence in their ability to support SEL.
- ◀ Incorporating all stakeholders point of view in program implementation will ensure all who are impacted by a new program voices are heard.
- ◀ Dedicating ongoing PD time to behavior and SEL help reemphasize importance throughout the school year.

▶ Check out EAB's [Building a Sustainable Social-Emotional Learning Strategy Toolkit](#) to help implement SEL initiatives across your district

Choosing a Social-Emotional Learning Curriculum

Share this document with district and school leaders to guide them in selecting an effective SEL curriculum that considers district and school SEL goals and students' grade level.

Choosing a SEL Curriculum

Review Existing District Initiatives and Programs

- 1 Auditing existing district initiatives will help uncover SEL goals already in progress and identify which practices are working well across schools.

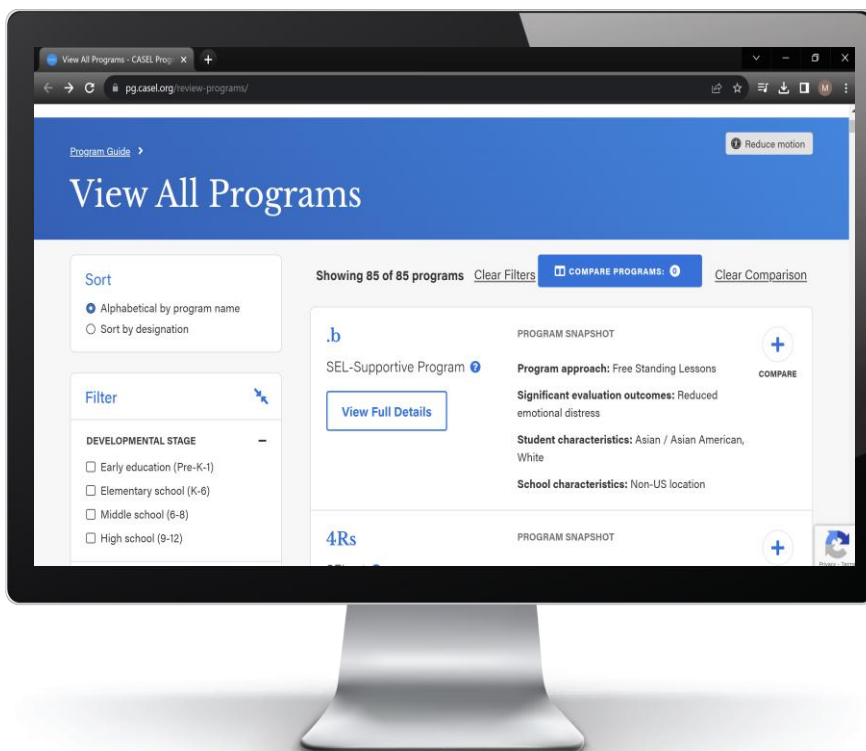
Determine School SEL Priorities and Metrics

- 2 Establishing clear priorities and metrics will help guarantee existing programs align with district priorities. The right SEL program for your district should align with current school and districtwide programs and priorities.

Identify and Compare SEL Programs

- 3 Reviewing which evidence-based SEL programs are most-aligned with your district priorities will help with selecting a curriculum. It is important to select a curriculum that is well-matched for your district in format (i.e., lessons, teaching practices) and in metrics.

▶ Check out CASEL's [Program Guide](#) to help select an evidence-based SEL program that best meets your students' needs



▶ **Filter based on student developmental stage** to determine SEL programs appropriate for each grade level.

▶ **Compare programs of interest** to further understand differences between programs with similar goals/content.

▶ **View implementation support options** offered by each program to find a program that can meet your schools' needs.

Considerations for Choosing Secondary SEL Curricula

Share this document with school leaders experiencing challenges successfully implementing a schoolwide SEL approach in grades 7-12.

Common Concerns with SEL in Secondary Grades



Insufficient Research-Backed Programs

The number of research-backed SEL programs in secondary grades is significantly less than elementary. Elementary was found to have 40 research backed programs while middle school has 21 and high school only 8. Of those that are research-backed, very few are measured across multiple grade levels.



SEL Curricula Ignore Adolescent Development

Research shows that most SEL curriculum do not consider the adolescent development of middle adolescents. Older students need curricula that considers their psychological needs, hormonal changes, skills, and climate.



Older Students Desire Relationships Alongside SEL Instruction

Older students also seek connection in their SEL development. Curricula should aim to make them feel respected by adults and peers while also allowing students to connect with the adult(s) delivering content.

Administrator Tasks to Help Select Appropriate Secondary SEL

- Solicit feedback from students and teachers through surveys or focus groups.
- Assess possible curriculum content with student feedback in mind.
- Consider teacher readiness to deliver SEL content by evaluating existing professional development calendar with SEL content.
- Choose desired frequency of SEL lessons and how to implement that into the existing school day schedule.

Why Each Task Is Critical in Selecting Curriculum

- Students and teachers are impacted the most by SEL instruction, understanding their point of view will help select curriculum that aligns with student interest and teacher feasibility.
- Comparing focus areas and metrics of possible SEL programs is easier when there is understanding on what skills students want to learn.
- Aligning curriculum selection with what teachers are prepared to deliver or what you are capable of training will ensure quality delivery of important topics.
- Understanding how much time the school wants to dedicate to SEL to meet district goals will help select a curriculum since many vary in lesson time and frequency.

Source: Grant, et. Al, "Social and Emotional Learning Interventions Under the Every Students Succeeds Act," 2017, Yeager, "Social-Emotional Learning Programs for Adolescents," 2017; EAB Interview and Analysis.

Incorporate Student Voice for Viable Secondary SEL Approach

Greenville County Schools in South Carolina adjusted their district-created SEL curriculum in the secondary grades due to difficulty in finding any secondary SEL curricula from which students received value.

Gather Student Feedback

- 1 First, Greenville County Schools collected input from students at their high school through focus groups and student surveys. Students shared that they felt the current SEL curriculum was immature and not meeting their social-emotional needs.

Create SEL Committee to Implement Changes

- 2 Following this feedback, the high school formed a committee of 10-12 students and 8-10 teachers to begin redesigning the SEL curriculum. This committee’s goal was to create a curriculum that resonated well with students and amplified the students’ point of view while also meeting district SEL goals and priorities.

Initiate SEL Curriculum Redesign

- 3 Teachers initiated this process by aligning new curriculum topics with the CASEL framework and the Profile of South Carolina graduate. While the goal was to amplify student voice throughout this process, this step ensured the outcome was beneficial to student progress and met their state standards required for graduation.

Develop New Lessons with Small Groups

- 4 After teachers presented the new curriculum topics the SEL committee gathered for a summer workday to workshop new lessons under each topic. The topics included skills like empathy, conflict resolution, and building relationships. See below the outline of their summer workday and key details to consider when replicating.

Summer Workday Schedule	
9:00am	Arrivals, announcements
9:15am	Group discussion on goals
10:00am	<i>Small Groups Work on Lesson Content</i>
12:00pm	Lunch
1:00pm	<i>Small Group Lessons Presented to Larger Group</i>
2:30pm	Lesson Feedback Provided
3:30pm	Lesson Adjustments Implemented

Students decided which committee teacher they wanted to work with to encourage comfortable conversation.

Students believed these lessons should be taught by a teacher they knew, so staff changed schedule to have students be taught by a teacher they already had.

Coming out of small groups, the whole committee was able to decide which lesson aspects would work and suggest adjustments.

Launch New Curriculum

- 5 Finally, teachers began using the new student-developed SEL lessons with students about 2-3 weeks into the new school year. SEL progress will be monitored at the end of each quarterly through additional student surveys.

Profiled Institution:  Greenville County Schools, SC
Inspire | Support | Prepare

Source: EAB interviews and analysis.

SEL Lesson Pacing Guides for Teachers

Use SEL lesson pacing guides to help assure regular SEL lesson completion by outlining timing of specific SEL lessons/activities.



Profiled Institution: Roosevelt Elementary School (OK)

Administrators:

Follow the steps below to help teachers create a SEL Pacing Guide that will help the protect regular and consistent SEL instruction:

- 1 **Encourage teachers to use the same lesson planning format for academics and SEL work** by cross-referencing grade-level curricula with your schools SEL goals. Teachers are more likely to commit to SEL instruction if the lesson can connect with the academic lessons that week.
- 2 **Identify desired frequency of direct SEL instruction** to ensure lesson plans are spaced out well and are not overwhelming for teachers to include into their weekly lesson planning.
- 3 **Provide teachers with time to prepare SEL pacing guides** that will help them incorporate SEL into their weekly plan without outside planning time needed on their end. Consider doing this during grade-level, PLC, or faculty meetings

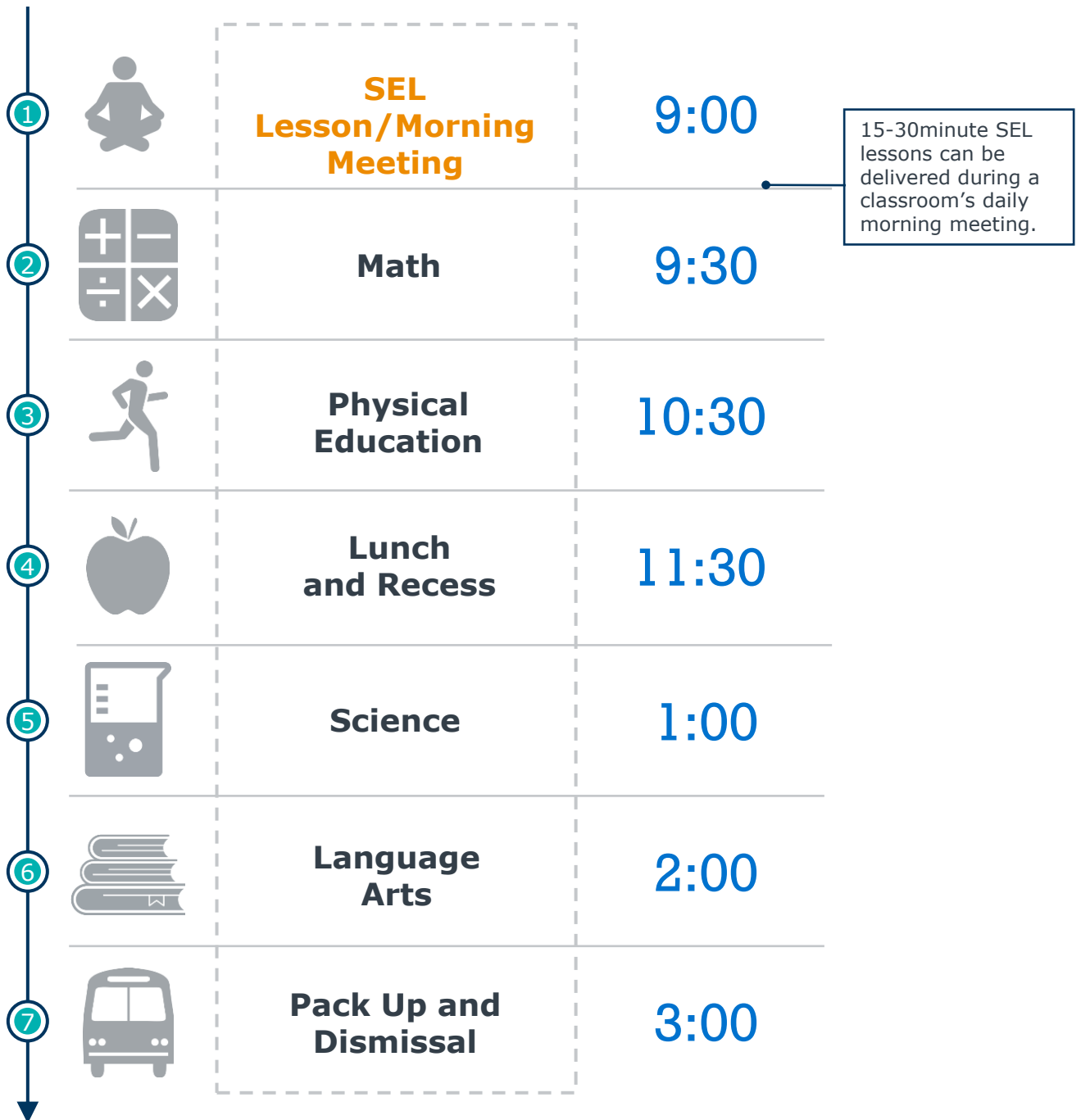
Teachers have an identified week for each SEL lesson, but **flexibility on when during the week they would like to dedicate to the SEL lesson.** This gives teachers autonomy on their day-to-day, yet signals that they must complete a lesson each week.

Teachers **submit pacing guides with lessons plans to ensure clear tracking** of when each SEL lesson is completed and who delivered the activity to students. This also **helps keep teachers on track** to guarantee they cover each identified SEL lesson.

2nd Grade LIM Pacing				
Date	Lesson in LIM Leadership Guide	Teacher who taught and Date		
Aug 30th - Sept 3rd	Welcome pgs 4-7 ?			
Sept 6th - 10th	7 habits Overview The 7 Habits Tree pgs 8-9			
Sept 13th - 17th	The Emotional Environment pgs 10-11			
Sept 20th - 24th	The Physical Environment/Class Mission statement pgs 12-14			
Sept 27th - Oct 1st	Choose your Weather pgs 16-17			
Oct 4th - 8th	Stop and Think/Be Proactive pgs 18-19			
Oct 11th - 22nd (Fall Break)	Take Initiative Pgs 20-21			
Oct 25th - 29th	Circle of Control/ Be Proactive pgs 22-23			
Nov 1st - 5th	What Matters Most/Begin With the End in Mind 24-25			








Sample Daily SEL Schedule, Elementary Grades

Direct SEL instruction should not be time consuming, but it must be consistent. Dedicating this time can be done by incorporating time into your preexisting academic schedule. While different SEL curricula require different frequencies (i.e., lessons per week/day) creating a schedule that works best for your teachers and their students is most important.



Sample Weekly SEL Schedule, Elementary Grades

Your selected SEL program should align with your schools overall SEL goals. Therefore, lessons across programs may vary in frequency and length. If your SEL program/goals are more fitting for a weekly direct SEL lesson schedule, consider dedicating SEL time through incorporating it into your usual special's rotations for ease of scheduling.

1		Morning Meeting	9:00
2		Math	9:30
3		SEL Lesson	10:30
4		Lunch and Recess	11:30
5		Science	1:00
6		Language Arts	2:00
7		Pack Up and Dismissal	3:00

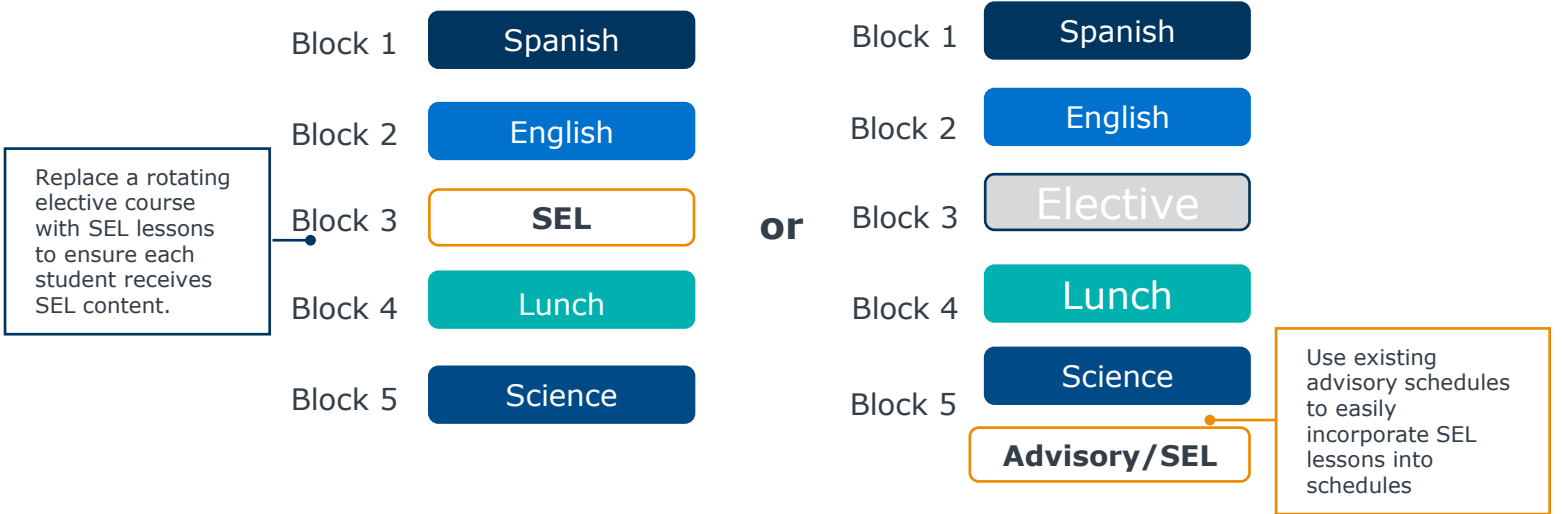
SEL lessons added to the existing special's rotation can be taught by school counselors, interventionists, or classroom teachers.

Sample SEL Schedules, Secondary Grades

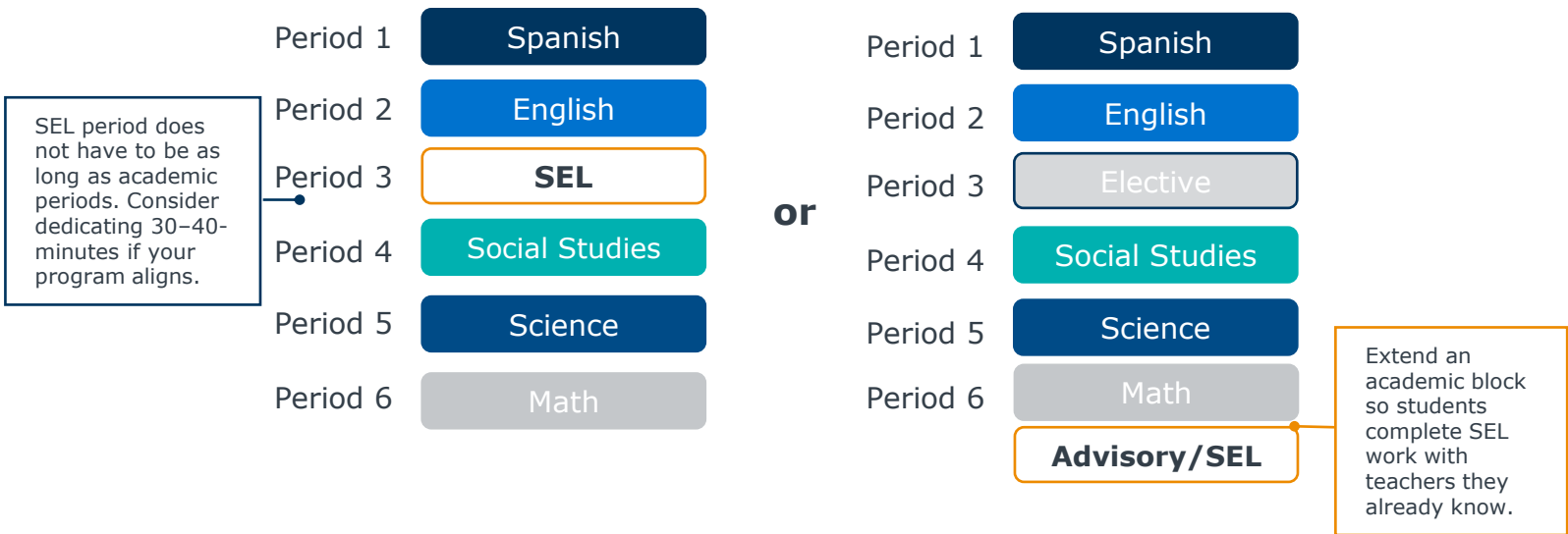
Key Factors to Help Ensure Students Receive Recommended SEL Time



Protecting Time with Block Schedules Example



Protecting Time with Class Periods Schedule Example





Embedding SEL into Academic Lessons

Use this section to help school leaders identify teaching strategies to embed SEL into academics and create opportunities for direct SEL instruction within their existing schedule

Embedding SEL Into Academic Curriculum

Share this document with district or school leaders seeking opportunities to support teachers in integrating social-emotional learning into academic lessons.



Administrators:

Follow the steps below to set teachers up for success when embedding SEL with academic lessons:


- 1 Determine academic lessons that can incorporate SEL topics** by cross-referencing grade-level curricula with your schools SEL goals. Teachers are more likely to incorporate SEL in their teaching if the lesson is already identified for them.
- 2 Identify which academic subject areas will address each competency** to ensure there is not an overfocus on one SEL skill. Ensuring this promises your students are receiving a robust SEL and academic curriculum that addresses a wide range of skills.
- 3 Provide teachers with classroom resources** that will help them incorporate SEL into existing lessons without additional planning on their end. Outlining the specific lesson and unit teachers can include SEL skills is a helpful way to encourage teachers to embrace SEL in their day-to-day teaching.

Resource Maps Give Teachers Simple SEL Integration Options

Profiled Institution:
Naperville 203 CUSD, IL



Naperville 203 Community Unit School District created resources to help teachers easily identify SEL opportunities and mapped to supporting materials at each grade level. For every grade level (K-6) or content area (7-12) Naperville identified the specific lesson/unit where there is an opportunity to integrate an SEL competency.



Maps for Grades K-6 and Content Area for 7-12

Competency: Identifies the relevant SEL competency (e.g., self-management) related to suggestions

Grade-Cluster & -Level Benchmarks: Breaks down specific outcomes that students should be mastering

Resources for Explicit Instruction: Overviews which SEL lessons should be used when throughout the year and links to related activities

Integration Opportunities: Suggests when to integrate each competency and benchmark by unit and content area, includes suggested discussion questions and/or activities.

Integration Opportunities

Health: [Unit 1 Wellness](#)

Competency
Self-Awareness
Self-Management

ELA/PI: [Unit 2 Powerful Life Stories](#): breaking down a novel study

Math: [Unit 4-Ratios](#)
Honors Math: [Unit 3-Ratios](#)

Science: [Unit 2: Land, Water, and Human Interactions](#) - Lesson 15: Building in Boomtown - stress for creating report/keeping people safe

SS: [Unit 2: Farming Revolution](#) - stress of securing food and strategies developed to gather food.

PE: lesson on link between chemical release and target

Source: EAB Interview and Analysis.

Adapt Familiar Teaching Strategies to Embed SEL

Sentence stems, a common teaching strategy, includes a phrase or part of sentence with a missing portion that helps students get their thoughts started. VA Beach City Public Schools has seen success in embedding SEL into academics with a small group of teachers using sentence stems that facilitate SEL discussions with students.



Profiled Institution:

Virginia Beach City Public Schools



School Principals or Administrators:

Follow the steps below to help encourage teachers to adapt teaching strategies for embedding SEL:

- 1 Identify common strategies that can be adapted** by communicating with teachers on common approaches they use. Translating strategies teachers use in academic content can help students feel more comfortable with SEL-related content. Identify possible volunteers for a pilot group based on similar strategies.
- 2 Establish pilot group of teachers** that will begin using SEL-adapted teaching strategies. Ensure you have representation from each grade level in your building and that teachers have strong understanding of each grade level's SEL goals..
- 3 Conduct quarterly progress monitoring** with the teacher pilot group by meeting with a focus group. Consider asking how using this strategy for SEL has been for teachers and students. Key questions can include:
 - Do you feel comfortable using this strategy to embed SEL into your teaching?
 - What in the moment adjustment have you made when using this strategy?
 - Are your students more comfortable with SEL-related topics since using this strategy?
- 4 Expand to additional teachers** if pilot group is seeing success. Require teacher pilot group to encourage their colleagues to adapt similar approaches while also communicating the success the group has seen using the new strategy.



Teachers and Staff

Follow the steps below to successfully use sentence stems in your classroom:

- 1 Identify academic lessons opportunities to incorporate SEL** by considering which key SEL skills can be addressed in your day-to-day teaching. For example, consider a science lesson where students must reflect written or verbally on how they felt when their experiment was unsuccessful.
- 2 Communicate reflection expectations with students** to ensure they are prepared for the conversation. At the start of the lesson present the sentence stems to the class and allow them to begin thinking through the prompts.
- 3 Prompt students using the sentence stem strategy** at the completion of the lesson. Sentence stems can be used for both teacher-student conversations and student-student conversations.
- 4 Document observations based on students' progress with prompts** to ensure students' SEL progress is being monitored. Referencing observations over time can help

Adapt Familiar Teaching Strategies to Embed SEL Cont.

Why Should Teachers Use Familiar Teaching Strategies to Embed?

- ▶ **Students may be more receptive to a known teaching style** they are used to seeing from their teacher.
- ▶ SEL content can be emotionally taxing, using **familiar strategies helps teachers be more successful at delivering sensitive topics.**
- ▶ **Lesson planning is more efficient** when teachers can build SEL topics into their typical academic approach.

Grade 3-5 Work Page

Self Awareness: identifying one's thoughts, emotions and strengths, and recognizing how they influence one's choices and behavior.

- *Identify feelings and emotions*
- *Recognize interests, strengths, and personal values*
- *Develop a growth mindset*
- *Build self-efficacy and develop a positive identity*

Stems for student-to-student conversations:

- I am feeling ____ because...
 - *I am feeling frustrated because I don't know the answer.*
- I can see that (students name) is (emotion) because...
 - *I can see Phillip is happy because he told me he got a sticker for completing his work.*
- (Student name) is able to ____ when we work together because...
 - *Michelle is able to ask questions when we work together because she likes working with her friends in class.*
- A growth mindset is _____. I used a growth mindset to overcome ____ challenge.
- One strength I had was (explain) and that helped me learn (learning target/strength/else-efficacy.)

Grade 6-8 Work Page

Self Management: managing one's emotions, thoughts, and behaviors effectively in different situations to achieve short and long-term goals.

- *Manage emotions*
- *Identify and use well-being and stress management strategies*
- *Self monitor, adjust and evaluate personal and academic goals*
- *Demonstrate self-advocacy*

Stems:

- I will/will not participate in ____ because _____. As an alternative I will _____.
- I need a break today because _____.
- Today, I feel ____ because _____.
- My goals for today are _____.
- Before I _____, I should _____.

Embedding SEL Monthly Reflection Activity Pre-Work

Share this page with school leaders looking to facilitate conversations on what makes embedding SEL challenging for teachers. These steps help admin prepare for the reflection activity on page 19.



School Principals or Administrators:

Follow the steps below to help create an effective reflection activity to help teachers understand the importance of embedding SEL into their academic lesson:

- 1 Identify where existing SEL curricula aligns with your academics** by cross referencing the skills and goals with each grade-level standards. Knowing where there is clear overlap can help determine what teaching strategies to recommend to teachers.

- 2 Establish expectations on how frequently SEL should be in academics** to ensure all teachers are aware of this school priority. Teachers may be more willing to attempt new approaches if there is clear understanding of why this is important.


- 3 Connect with teachers already doing this well** to better understand how they were able to successfully implement this in their classroom. Key questions can include:
 - What is challenging about embedding SEL into your academic lessons?
 - Do students respond well to SEL-focused language during academic lessons?
 - Can you provide an example of a successful way you have embedded SEL into a lesson?
 - What do you think other teachers would need to learn how to do this activity?

- 4 Decide on teaching strategies that are most helpful to embed** based on your school and districts professional development. Teachers will be more successful in embedding SEL into academic if they are able to use strategies they have been trained on and feel confident in. See page 18 for examples of embedding SEL teaching strategies.

- 5 Write out reflection activity and follow up questions** to better facilitate the conversation between teachers on existing approaches to embedding SEL. Key follow up questions can include:
 - What are some strategies that teachers are doing consistently?
 - Are there any strategies that have not worked well in the classroom?
 - What are some goals you all have to embed SEL more often?
 - Are there any resources or training that would make this work easier for you?

Embedding SEL Monthly Reflection Activity

Use this activity with teachers during faculty or PLC meetings at least once per quarter. For teachers with a priority to increase number of these opportunities, encourage them to complete this activity more regularly (e.g., monthly, weekly).

 Activity	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
I incorporate communication methods that students control (e.g., colored communication cups) to indicate when they need assistance, clarification, or further instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I design learning activities that allow students to learn about topics important to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I incorporate time for students to goal set at the beginning of each new lesson and/or topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I incorporate relevant SEL standards/goals into my academic lesson planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I verbalize the reasoning behind having students interact with each other and encourage collaboration during academic lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage students to make connections between SEL and what we're learning by initiating reflection and discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Expand the activities on this list as needed. Strategies may vary depending on your school's SEL goals, grade levels, or the SEL program/vendor you partner with.

Source: CASEL, "Integration of SEL and Academic Instruction", 2024; Lalor, "3 Ways to Integrate SEL into the Curriculum", 2023; EAB Interviews & Analysis



Collecting SEL Data

Use this section to consider what metrics and data will help track students' SEL skill progress and assess schoolwide SEL implementation.

Assessing Schoolwide SEL Implementation

Share this document with school administrators looking to establish strong metrics to monitor SEL progress in their school.



School Principals or Administrators:

Follow the steps below to establish helpful data sources to assess SEL:

- 1 Determine what successful SEL looks like in your school** by setting outcome and implementation goals. Outcome goals are student centric goals to measure student progress, while implementation goals assess overall schoolwide progress. They each may require different data sources.
 - *Outcome Goal:* "By the end of the school year, middle school students' growth mindset and self-efficacy will increase by at least 10%"
 - *Implementation Goal:* "By the end of the school year, at least 60% of middle school teachers will be implementing our SEL program with fidelity"

▶ Check out CASEL's [Data Sources to Assess Implementation and Outcome](#) to determine what kinds of data sources you will need to assess each of your goals.

- 2 Consider using existing data sources your school or district collects** to assess SEL outcomes and implementation while avoiding having to deploy new data sources. Data from sources like behavior referrals, universal screeners, or school climate surveys can help determine if students are receiving proper SEL instruction in your school.
- 3 Use school management programs to track student data** to ensure all teachers and support staff have continuous access to monitor individual student progress. Many existing programs, such as [Panorama Education](#), offer helpful resources to track and compare student data all in one stop.



Benefits of Strong SEL and Behavior Data

- ▶ **Proactively identifies students needing additional support** (i.e., Tier II or III) by giving clear metrics on students social-emotional well being, which can be compared to academic progress.
- ▶ **Helps allocate support staff caseloads and prioritize goals** by giving a clear picture of what grades or students may need the most support in SEL skills or behavioral needs.

Using Existing Data Sources to Track Student Wellbeing

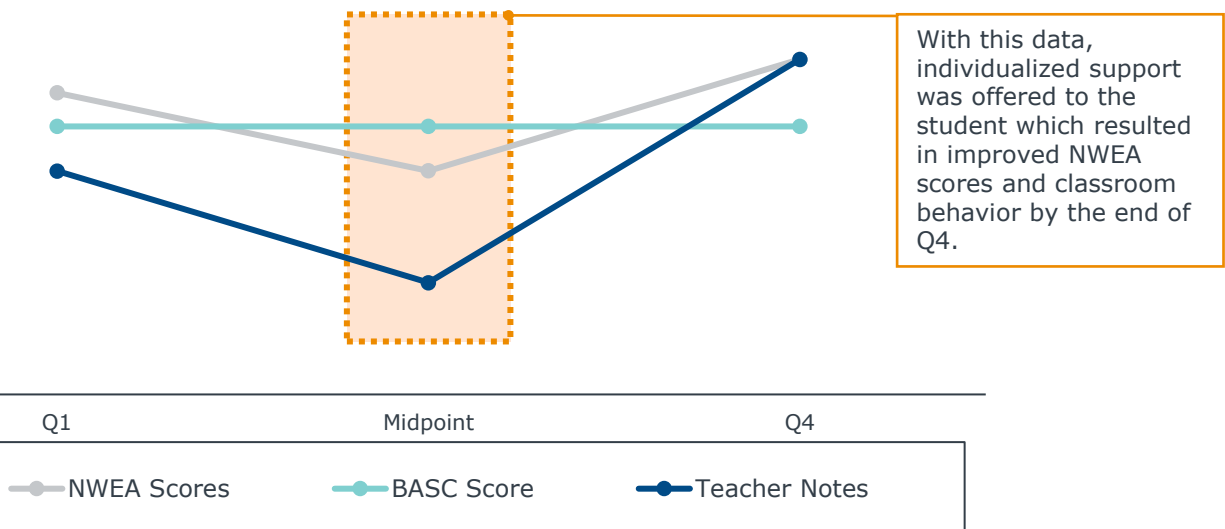
Student data from three sources is used to create student profiles known as “data walls”. Data walls help identify students of concern by comparing SEL skills, classroom behavior, and academic progress. This profile provides both teachers and school leaders holistic views of how students’ wellbeing, behavior, and academic progress are connected

Niagara Falls City SD, NY 

Data Sources Used to Create Student Data Walls			
	Measures achievement in math, reading, language and science	90-minute test, delivered 3x per academic year	NWEA provides a look at students’ academic progress by comparing within each school and across the district
	BASC-3 universal screener SEL survey	20–30-minute survey, once per academic year	BASC-3 provides a profile of students internal and external behaviors (e.g., anxiety and opposition) to identify students at risk
Teacher Observations	Teacher notes and observations on each students’ classroom behavior logged in student information system.	Ongoing throughout the school year.	Teacher observation provides insight to new teachers on classroom behavior during grade-level changes

Mid-Year Decline in Classroom Behavior and Academics Shows Academic Intervention Needs

Sample Data wall, Student A, Grade 5



1-Minute Conversation to Identify Student Needs

Use this practice as a qualitative and quick way for teachers and support staff to identify students needing additional supports. Host minute meetings at the start of the year and re-run them as needed throughout the year.

Maggie Cordova Elementary, (NM)



Support Staff

Follow the steps below to successfully use minute meetings in your school:

- 1 Identify ~30 minute of low priority instruction time** to complete minute meetings. Consider using a morning meeting, homeroom, or assembly time to connect with students individually.
- 2 Rotate through classrooms** to ensure as many students as possible can connect during your minute meeting time. Consider asking students to “send out a friend” at the completion of their time to rotate meeting time with students.
- 3 Log student responses using google forms** to ensure students responses are accessible to support staff at the completion of the meeting. Logging responses ensure relevant support staff members can follow up effectively.
- 4 Delegate support staff to follow up with students** identified needing additional support. Consider splitting up follow up based on experience. For example, delegate all students expressing feelings of anxiety to the school counselor while students experiencing food insecurity can connect with the social worker.

Use Intentional Questions to Elevate Overlooked Needs

What are you excited about this school year?

- *Learn more about students' interest and hobbies (or lack there of).*

What are you worried about this school year?

- *Flag possible anxieties, bully, classroom or social concerns*

Who do you talk at home about school?

- *Learn more about who lives in their home and other family dynamics*

What else do you want me or your teachers to know about you?

- *Learn about who lives in students' home, family dynamics.*

Key Ingredients to Facilitating Min. Meetings

◀ **Ensure second staff member is available** to maintain supervision in classroom. Minute Meetings are done outside the classroom, which leaves remainder of students in the room.

◀ **Share only necessary information with teachers** to help their connection with students. For example, if a student expresses being “cold-called” gives them anxiety, flag that to their teacher.

◀ **Adapt questions for each grade-level** to ensure questions are age-appropriate and can help you connect with the student.



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