

## Envisioning Schoolwide Social and Emotional Learning (SEL)

What do the [10 indicators of schoolwide SEL](#) look like? Use this **abbreviated** version of CASEL's [walkthrough protocol](#) to envision the ways SEL is already growing and where it needs more cultivation.

**Mark the boxes for each indicator below to show your thinking:**

! indicators that stand out as strengths

... indicators that will be a priority in the future

★ indicators that are priorities for growth

? indicators that you are unsure about

<b>Explicit SEL Instruction</b> – Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.		<input type="checkbox"/>
<b>1a. Explicit SEL instruction</b>	<b>What could it look like?</b> Evidence of an SEL program (e.g. posters, circles, related student work) / structured SEL lessons at least weekly	
<b>SEL Integrated with Academic Instruction</b> – SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies. This enables ongoing practice of SEL skills and strengthens teaching and learning of academic content.		<input type="checkbox"/>
<b>2a. Fostering academic mindsets</b>	<b>What could it look like?</b> Visible materials or discussion about mindsets / positive verbal and/or nonverbal expectations communicated / evidence that students are able to redo work when they make mistakes without penalty / challenges normalized and mistakes framed as opportunities	
<b>2b. Aligning SEL and academic objectives</b>	<b>What could it look like?</b> SEL standards and/or SEL learning objectives embedded into academic learning / connecting SEL competencies to academic content / students self-assess and/or reflect on use of SEL competencies	
<b>2c. Interactive pedagogy</b>	<b>What could it look like?</b> Extent to which teacher facilitates discussion and activities with high levels of student engagement / student self-assessment and/or reflection that occurs during lessons / teacher's use of cooperative structures (e.g. turn to your partner) / ratio of student to teacher speech	
<b>Youth Voice and Engagement</b> – Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem-solvers, and decision-makers.		<input type="checkbox"/>
<b>3a. Youth voice and engagement</b>	<b>What could it look like?</b> Student leadership in the classroom / student voice and choice in learning activities / opportunities for students to share opinions and devise strategies for improvement in classroom and schoolwide / use of student surveys / students serve on decision-making and advisory teams at schoolwide level / evidence of service-learning projects or student led campaigns / student-led circle discussions	

<b>Supportive Classroom Climate</b> – Classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.		<input type="checkbox"/>
<b>4a. Teacher-student relationships</b>	<b>What could it look like?</b> Adults address each student by name / response to student needs / positive teacher language / affirming student efforts / students sharing ideas, perspectives, concerns / Teachers know students as individuals and shares about self	
<b>4b. Cultural responsiveness</b>	<b>What could it look like?</b> Teacher learns about students' cultures, backgrounds, talents, and interests / student experiences and identities reflected in classroom materials, curriculum, and/or instruction / posted student work that reflects their identities, cultures, and or life experiences / students of all subgroups actively engaged in classroom activities	
<b>4c. Classroom routines and procedures</b>	<b>What could it look like?</b> Classroom activities introduced / predictable routines and procedures / routines and procedures promote expression of social and emotional competencies / Adults prepare students for when routines and procedures must be interrupted	
<b>4d. Student-centered discipline</b>	<b>What could it look like?</b> Strategies/tools available for students to problem-solve and self-manage / use of verbal and non-verbal cues to communicate and promote expected behaviors / reinforce desired behaviors / discreet redirection of problem behaviors	
<b>4e. Community building</b>	<b>What could it look like?</b> Opportunities for students to connect with each other (e.g. team talk, circles, morning meetings) / physical space is set up to foster community (e.g. whole-group meeting spot, desks arranged for collaboration) / classroom shared agreements posted	
<b>Focus on Adult SEL</b> – Staff have regular opportunities to cultivate their own social, emotional, and cultural competence; collaborate with one another; build trusting relationships; and maintain a strong community.		<input type="checkbox"/>
<b>5a. Focus on adult SEL</b>	<b>What could it look like?</b> There are documented staff shared agreements / SEL is integrated into staff meetings / staff model social and emotional competencies through their interactions	
<b>Supportive Discipline</b> – Schoolwide discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced.		<input type="checkbox"/>
<b>6a. Supportive discipline</b>	<b>What could it look like?</b> A student code of conduct promotes instructive, restorative, and developmentally appropriate discipline policies and practices / there is evidence of circles or other restorative practices	

**A Continuum of Integrated Supports** – SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.

<b>7a. A continuum of integrated supports</b>	<p><b>What could it look like?</b> The SEL team meets regularly with the team or staff responsible for reviewing student referrals and assignments to interventions to ensure coordination and alignment of social and emotional support at all tiers</p>
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**Authentic Family Partnerships** – Families and school staff have many and meaningful opportunities to build relationships and collaborate to support students’ social, emotional, and academic development.

<b>8a. Authentic family partnerships</b>	<p><b>What could it look like?</b> Family-facing newsletters and evidence of two-way communication between families and teachers / evidence of family participation in family nights, school events, surveys, etc. / families are represented on the SEL team and other teams that set school goals, make decisions, and plan for continuous improvement</p>
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<b>8b. Family-school relationships</b>	<p><b>What could it look like?</b> Staff greet and welcome families / family-staff interactions are warm and collaborative / families contribute to the creation of and help collect responses to school surveys</p>
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**Aligned Community Partnerships** – School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.

<b>9a. Aligned community partnerships</b>	<p><b>What could it look like?</b> Community partners and/or out-of-school time staff are represented on the SEL team / there is designated space within the school for community partners to store supplies, conduct work, etc. / leadership and staff regularly discuss supports or programs with community partners</p>
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**Systems for Continuous Improvement** – Implementation and outcome data are consistently collected, used, and communicated to continuously improve all SEL-related systems, practices, and policies with a focus on equity.

<b>10a. Systems for continuous improvement</b>	<p><b>What could it look like?</b> Staff meet regularly to discuss data and engage in continuous improvement cycles / school-level data is communicated with stakeholders in an easy-to-understand way / data elevates youth voice by addressing student perceptions of their learning environment as well as their strengths and needs</p>
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