

INDICATORS OF SCHOOLWIDE SEL

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach recognizes that in order to develop and sustain social and emotional competencies, schools must provide a learning environment that infuses SEL into all aspects of instruction and offers equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

CLASSROOM		Explicit SEL instruction*	All students receive <i>explicit</i> SEL instruction and opportunities to practice SEL that are developmentally appropriate and culturally responsive.
		SEL integrated with instruction*	In addition to explicit SEL instruction, SEL content is <i>integrated</i> into instruction. Use of interactive and collaborative pedagogies enables ongoing practice of SEL skills and strengthens teaching and learning of academic content.
SCHOOL		Supportive school and classroom climates*	Schoolwide and classroom learning environments are supportive, culturally responsive, developmentally appropriate, and focused on building community. Collaboratively developed shared agreements provide guidance for how all staff, students, families, and stakeholders interact with one another. These agreements inform norms and routines throughout the school and set the tone for learning.
		Youth voice and engagement	Staff engage students as problem-solvers and decision-makers by offering them opportunities to inform instruction and strengthen school climate. Students take on leadership roles within the school community and participate in meaningful service learning opportunities.
		Focus on adult SEL and relationships	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build relational trust, and maintain a strong community. Staff focus on developing connections with students and providing them with opportunities to learn and practice relationship skills.
		Supportive discipline	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced.
		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.
FAMILY COMMUNITY		Systems for continuous improvement	School leadership team(s) intentionally plan for and communicate about SEL. School-level data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.
		Authentic Family partnerships	Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.
		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.

*Schools can adopt evidence-based programs that address one or all of the three of the following: explicit SEL instruction, SEL integration, climate and culture.