District-Wide Social and Emotional Learning Pilot Request for Proposals

Table of Contents

I.   Pilot Purpose and Application Process

The Michigan Department of Education (MDE) is excited to announce the District-Wide Social and Emotional Learning (SEL) Pilot, possible through the Michigan Health Endowment Fund. This District-Wide SEL Pilot is designed to work with ten novice districts and ten veteran districts, chosen through this application process. This pilot will give the novice districts a chance to accelerate their learning and the successful veteran district applicants the opportunity to strengthen their system. Through an MDE-sponsored SEL Community of Practice (CoP), the district pairs and CoP participants will have the chance to learn how local districts contextualize their SEL implementation and align their efforts with their district infrastructure.

The sixteen-month pilot will support novice districts in their exploration of how to scale up SEL from a building to a district. They will hear how veteran districts adopted SEL through the installation of teams, data, and SEL practices. Novice districts will end the pilot having entered initial implementation, a time-period within which district and building teams provide professional development to various grade levels within the P-20 system and reflect on data to learn what works. After this testing period and the end of the pilot, the novice districts are better prepared to take the work to full implementation.

Background and Intent

Rationale for Supporting SEL Implementation

SEL is the bridge through which all learning occurs. MDE is committed to supporting teachers and students in these critical social skills. Research describes SEL as a contributor to academic progress, a support for pro-social behavior, and an intervention to decrease risk-taking behavior. One study makes the case that for every dollar spent on evidence-based SEL programs, eleven dollars are saved. SEL is a building block to improve school climate goals of increasing student engagement, family engagement, student report of safety, belonging, and connection.

Alignment with MDE efforts
In Michigan, SEL is part of MDE's Strategic Education Plan that targets student health, safety, and wellness. SEL is an option for continuous improvement plans. SEL resources have been integrated into the Michigan Continuous Improvement Plan (MICIP) platform. Two resources, the Michigan's Healthy School Action Toolkit (HSAT) and the Whole School, Whole Child, and Whole Community (WSCC) model, list SEL within multiple domains. SEL supports all members of the school community inside and outside of the classroom. SEL is intended to be a tier 1

universal support, is complementary to Multi-Tiered Systems of Support (MTSS), to Positive Behavior Interventions and Support (PBIS), and provides a foundation upon which to layer non-academic practices such as social skills groups, trauma-informed approach, restorative practices, and the integration of children's mental health.

The Need and Goals for District-Wide SEL
Within Michigan districts, MDE is unaware of how many districts are implementing the SEL competencies. SEL might be delivered in isolated classrooms, at grades, or is condensed into an advisory. At times, SEL is taught as an incomplete set of competencies, sometimes only offered as a feeling check-in at the beginning of class. MDE hopes this application will achieve the following goals:
- to communicate adherence to Collaborative for Academic Social and Emotional Learning's (CASEL's) five competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making
- to ensure that explicit instruction of SEL occurs, that SEL is integrated into academic content, and that SEL is a universal, tier one effort
- to communicate the power of CASEL's District-Wide Rubric as a resource so SEL practices reach into classrooms, buildings, districts, and school communities

MDE has convened SEL partners to support both the SEL Community of Practice (CoP) and local district adoption. Those colleagues are:
- Members of the MDE SEL workgroup
- Members of the Region 8 Comprehensive Center
- Members of the SEL/Children's Mental Health Network (CMH)
- Members of the Michigan School Health Coordinators Association (MiSHCA)
- Members of Michigan Elementary and Middle School Principals Association (MEMSPA)

With the expertise listed above, MDE hopes to add the experience of veteran districts to their professional learning and technical assistance. Mature SEL districts that apply to this pilot will be paired with novice counterparts as mentors. All districts will have the chance to build a peer network across the state. These thought partners might accelerate the scale up process by sharing their strength and experience. In addition, they will participate in the planning and presentation of topics delivered through the SEL CoP.

MiSHCA teammates will facilitate district-wide implementation by working with novice districts as they progress through their implementation stages and share their progress within the SEL CoP. SEL/CMH Network members are poised to support the delivery of the CoP events with their MDE and MEMSPA colleagues.

District-Wide SEL Pilot goals are:
- Scale up SEL from one or some buildings to every building in the novice district
- Strengthen the SEL efforts within the veteran districts
- Adhere to the core components of CASEL's five SEL competencies
- In novice districts, begin with Adult SEL before providing explicit SEL instruction to students
- Ensure that equity is inseparable from the five SEL competencies
- Commit to an infrastructure to support and sustain SEL
- Align SEL practice with the CASEL district-wide rubric

Novice districts, their veteran district counterparts, and their school health coordinator/SEL facilitators will develop a plan based on CASEL's District-Wide Rubric to scale up SEL. The implementation of SEL to the district will be shared monthly with the participants in the SEL CoP.

Novice district participation includes:
- Meeting weekly with district leadership team
- Meeting two times per month with SEL facilitators (School Health Coordinators)
- Meeting monthly with SEL CoP

Veteran district participation includes:
- Meeting monthly with SEL facilitators and novice districts
- Meeting monthly with SEL CoP planning team
- Meet monthly with SEL CoP members
- Being available for novice district requests for information, team interviews, site visits, and resource sharing

Financial Incentives:
To support the District-Wide SEL Pilot over a sixteen-month timeframe, financial incentives of $14,000 will be provided to both the novice and veteran districts. These funds may be spent on SEL support curricula, assessments, substitute pay, and other related costs.

Applicant Selection
MDE will award 20 grants to each partner of the 10-district pairs. If the applicant pool is large enough to stratify novice district settings by geography, then successful applicants will be chosen based on the three different locales: rural, suburban, and urban settings. Locale is defined by the Educational Entity Master (EEM).

	Rural	Suburban	Urban
Novice District 1, 2, and 3 with a Veteran District from any locale	3		
Novice District 4, 5, and 6 with a Veteran LEA from any locale		3	

Novice District 7, 8, and 9 with a Veteran LEA from any locale			3
Novice District 10 with a Veteran LEA from any locale	Any of the 3 locales (rural, suburban, or urban) will be an option for selection.		

If the applicant pool for novice districts does not provide for stratification, then matching criteria will skip this characteristic.

Matching the District Pairs
Creating district partners will be determined through the following characteristics:
- Setting, geography, size, student demographics
- SEL capacity and readiness by novice and veteran status
- History providing SEL instruction
- Fidelity to CASEL Five
- Top three Adult SEL priorities
- Top three student benefits of Student SEL

Commitment to the District-Wide SEL Pilot
Applicants must demonstrate commitment to the District-Wide SEL Pilot from their governing boards, administrators, and teaching staff. They will plan and implement SEL across two school years (2021-2022 and 2022-2023) and show capacity to fulfill the responsibilities detailed in this application.

Readiness for District-Wide SEL Pilot
Potential Novice District
Applicants must assess their readiness and capacity using the District Rubric for SEL as criteria for readiness. The rubric is included in Appendix A of this application.

Potential Veteran District
Applicants must assess their alignment with the District Rubric for SEL as criteria to mentor a novice district. The rubric is included in Appendix A of this application.

Partnerships
The District-Wide SEL initiative must incorporate partnerships with families and at least one youth-serving organization to support SEL across all the settings of a child's life. The Whole School, Whole Community, Whole Child (WSCC) model provides an example of these three domains of a child's experience.
All appropriate stakeholders (families, staff, community, and youth) must be active participants in the district's program.

Teams
The veteran and novice applicants must identify a collaborative leadership team with differentiated responsibilities for guiding the district's work and participating in an MDE SEL Community of Practice. At a minimum, the active team must include the following members:
- Superintendent
- Curriculum Director
- Principal of each building where SEL is being implemented

- Health Educator and/or school nurse
- Student Support Staff (school social workers, school counselors, behavior specialists, adult advocates, mentors, and school psychologists)
- Teachers from buildings where SEL is being implemented, including a teacher union representative
- Other members can include the pupil services administrator, assessment specialist, technology coordinator, or others as appropriate based on level of involvement in the work

Participate in State SEL Community of Practice
In addition to aligning, implementing, and monitoring the District-Wide SEL plan, pilot sites will participate in a state-led SEL Community of Practice (CoP). The SEL CoP is intended to increase statewide knowledge and understanding of effective SEL strategies, beginning with pilot districts. The CoP will develop and identify information, materials, and other applicable resources for use across schools, districts, and the state. This work will include, but is not limited to:

- Serving as a SEL Model Site
  Veteran districts as pilot sites must serve as model SEL sites during the pilot. MDE hopes that this commitment to this designation as a model will persist beyond the two-year commitment of the pilot.
- Engaging in Data Collection, Reporting, and Evaluation
  Pilot sites should use an internal data collection and reporting system that incorporates "best practices" and empowers the SEL Leadership Team with meaningful and timely information to regularly monitor implementation, and related goals and outcomes.
- Collecting and Reporting Data
  Collected data should be used for action planning and decision making. In cases where pilot sites develop additional metrics that are unique to their programs, they should plan to incorporate those metrics into their internal data collection and reporting systems. These activities may help address the scalability of SEL.
- Evaluating SEL Efforts
  Pilot sites must provide data to MDE for the purpose of evaluating the pilot project. Districts should prepare for two site visits conducted by MDE at the midterm and end of the pilot period.

MDE will leverage district quantitative and qualitative data to evaluate the implementation of the District-Wide SEL Pilot program. Data sources included in the pilot program evaluation may include, but are not limited to the following:
- Surveys
- Site visits
- Interview and focus groups
- Artifacts of the planning and implementation process
- Adult SEL self-assessments
- Implementation measures
- SEL skill assessments for youth
- Michigan Profile for Healthy Youth (MiPHY) Middle School and High School Surveys

- Information related to SEL professional development, Adult SCECHs, badges, and micro-credentials associated with SEL
- Continuous Improvement Plan sections relevant to SEL

Results from this evaluation will be subject to public reporting at both the aggregate and pilot program level. All evaluation results published by either the Michigan Department of Education or pilot sites must comply with state and federal laws regarding student privacy.

Budget/Use of funds

Award Amount
$14,000 will be awarded to each district chosen to participate.

Allowable use of funds
Funds may be used to support planning, design, and implementation activities as outlined in the approved proposal including, but not limited to, technology purchases (hardware and software), SEL curricula and assessments, outside SEL technical assistance, travel, stipends, substitutes, learning management systems, and virtual team platforms. Funds should be aligned with the SEL goals of the pilot as may be encouraged by the Michigan Department of Education.

Fund Access
Grantees will receive funds through Electronic Fund Transfer (EFT) via the State of Michigan SIGMA Vendor Self Service (VSS) system. All grantees must be registered in SIGMA to receive payment. Regarding any issues with the system, please contact the State of Michigan (SIGMA VSS) Support Center at SIGMA-Vendor@Michigan.gov or by calling 517-284-0550. The State of Michigan SIGMA VSS Support Center office hours are 7:00 AM until 5:00 PM EST, Monday - Friday.

Financial Reporting
Final Expenditure Reports (FERs) will be required for participating districts by 2/28/2023. These reports must break down all spending of the grant funds.

Assurances
A district, school or consortium selected to participate in the pilot program must remain subject to all accountability requirements in state and federal law that are applicable.

Michigan Department of Education Contact Information
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Application Process Timeline:

Activity	Completion Date
Grant application available for review on the MDE Portal	April 1, 2021
Intent to Apply notification	May 7, 2021 by 5:00 pm
Grant application submission is due	May 15, 2021 by 5:00 pm
Raters begin evaluating grant applications	May 16, 2021
Awardees selected to receive grants are notified	June 15, 2021 by 5:00 pm

Questions can be emailed to MDE-SELresources@michigan.gov.

Pre-Work Within the project narrative, all district applicants (novice and veteran) must demonstrate evidence of pre-work. Pre-work means the completion of the two tasks listed below.

1. Priority Setting

With your district team, please complete the two priority setting documents found in Appendix B & C. Complete the Adult Social and Emotional Learning (SEL) first and then the Student Social and Emotional Learning (SEL). Within the Outcomes section, incorporate your top three Adult SEL priorities and your top three student benefits for Student SEL. Continue to describe your Adult and Student efforts in your application narrative.

2. Self-Assessment

Use the CASEL District-Wide Self-Assessment (Michigan Version) to inform development of the narrative. Please attach your self-assessment in the GEMS/MARS grant application. Your responses to each of the application sections should be aligned with your self-assessment.

Novice and Veteran Applicants must complete their application sections consistent with their designation as novice district or as a veteran district.

II. Selection and Application Completion as a Novice or Veteran District

As an applicant, based on your CASEL District-Wide SEL Rubric Self-Assessment, please determine if you want to apply as a novice or veteran. A novice district is distinguished from a veteran district in terms of scale. A novice district supports educators and building leaders in the adoption of SEL in one or more buildings. A veteran district has made SEL available to all buildings in the district.

Once you have determined your status as a novice or veteran district, you will complete the project narrative which includes:
- Outcomes and Vision
- Context
- Implementation Plan
- Continuous Improvement Plan
- Scalability
- Capacity
- Management Plan
- Budget

In addition, your district will submit:
- CASEL District Wide Rubric Self-Assessment results
- Completed signature pages
- Community Letters of Support (optional)

The GEMS/MARS system will be receiving four uploads:
1) Project Narrative
2) CASEL Self-Assessment
3) Signature Pages
4) Community Letters of Support (optional)

SEL CASEL Rubric

According to the Michigan Department of Education SEL Competencies, the definition of SEL is "the process through which individuals learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. Within the child's natural environment and/or school setting, SEL can best be accomplished through a layered approach of skills lessons taught through the curriculum and infused into the environment including safety, respect, and caring".

The Collaborative for Academic Social and Emotional Learning (CASEL) expanded the definition of SEL including equity elaborations, stating that it, "advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities".

In Michigan, SEL is constructed using the CASEL systemic framework including the overarching tenets of identity, agency, and belonging. Additionally, the CASEL five competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making have been adopted.

Focus Area 1: Build Foundational Support and Plan

Elements	4. Fully planned & implemented; promoting sustainability	3. Mostly planned & implemented	2. Partially planned & implemented	1. Not yet started planning or implementation
1-A: Develop a shared vision and aligned goals for SEL A districtwide vision establishes SEL as essential to the district's educational mission, aligns SEL to core district values and articulates shared language around SEL. The vision is informed by and shared with all key stakeholders (students, district and school staff, parents, and community partners) and revisited/updated every two years. The district develops SEL goals aligned to the vision, including short- and long-term outcomes around equitable learning environments and students' social, emotional, and academic progress.	• Developed vision • Shared vision with stakeholders and planning to review every two years • Developed aligned SEL goals	• Developed vision • Planning to share vision with stakeholders • Developing aligned SEL goals	• Developing vision • Soliciting input from stakeholders	• Not yet started

Elements	4. Fully planned & implemented; promoting sustainability	3. Mostly planned & implemented	2. Partially planned & implemented	1. Not yet started planning or implementation
1-B: Assess SEL needs and resources The district has leveraged diverse stakeholders to review existing SEL programs and practices in schools and through community partnerships, as well as needs still to be addressed. The district shares findings broadly and reassesses SEL needs and resources at least every two years (consider using MiPHY data).	● Completed needs and resources assessment ● Shared findings with stakeholders ● Has plan to reassess at least every two years	● Completed needs and resources assessment ● Planning to share findings with stakeholders	● Started needs and resources assessment	● Not yet started
1-C: Develop and execute a district plan for systemic SEL implementation The district uses findings from their needs and resources assessment and feedback from staff, families, students, and community partners to develop a district-level implementation plan for achieving short- and long-term SEL goals. This plan includes a phased roll-out strategy that scales up implementation to all schools, and includes strategies for promoting SEL for both students and adults [See CASEL Guide to Schoolwide SEL]. The plan is shared with all relevant stakeholders and articulates clear roles and responsibilities for both district-level and school staff.	● Developed plan ● Feedback from stakeholders integrated ● Implementing plan with all schools districtwide	● Developed plan ● Feedback from stakeholders integrated ● Implementing plan with some, but not all, schools	● Developing plan ● Gathering input/feedback on plan from stakeholders	● Not yet started
1-D: Develop and execute an aligned evaluation plan Strong SEL evaluation plans are developed in collaboration with district research and evaluation staff and/or an evaluation partner (if district capacity is limited). The evaluation articulates how expected short- and long-term outcomes will be measured [See CASEL's SEL Assessment Guide], and establishes timelines for data collection, analysis and reporting. Each year, the district reviews and documents the role SEL plays in achieving its priorities and goals.	● Implementing plan ● Collecting all necessary data needed to execute evaluation plan ● Documented the role SEL plays in achieving district goals	● Developed plan ● Established feasible data collection timelines ● Reviewing how SEL supports district goals	● Developing plan	● Not yet started

Elements	4. Fully planned & implemented; promoting sustainability	3. Mostly planned & implemented	2. Partially planned & implemented	1. Not yet started planning or implementation
1-E: Organize the district to promote collaboration among school and district leaders around SEL, academics, and equity The SEL team/lead has influence at the cabinet level and is housed in a department that focuses on all students, such as Teaching and Learning, College and Career Readiness, and/or Equity. District structures promote cross-department collaboration, and the SEL team partners with key departments to develop common goals and aligned strategies for supporting schools and all students. SEL is embedded into frameworks for equity, academics, and school improvement.	● Cross-department collaboration structures established ● SEL embedded in equity, academic, and school improvement frameworks ● SEL incorporated into cabinet meetings ● SEL housed in a department focused on all students	● The SEL team has established partnerships with key departments ● SEL introduced in cabinet meetings ● SEL housed in a department focused on all students	● The SEL team shares ideas and practices with other central office departments	● Not yet started
1-F: Communicate about SEL as a district priority Districtwide communication highlights the importance of SEL for all students and regularly shares with all stakeholders how SEL efforts support district priorities and goals. A strong communication plan includes consistent SEL messaging tailored for key internal and external stakeholder groups in appropriate languages and formats. The plan also ensures clear communication about roll-out timelines and expectations for roles and responsibilities. The superintendent and other district leaders regularly communicate about the importance of SEL both formally and informally.	● Implementing plan ● Regularly sharing how SEL efforts support district priorities and goals ● Providing communication about SEL timelines and roles ● The superintendent and district leaders communicate importance of SEL	● Developed plan ● Providing communication about SEL timelines and roles	● Developing plan ● Providing initial communication about SEL timelines and roles	● Not yet started

Elements	4. Fully planned & implemented; promoting sustainability	3. Mostly planned & implemented	2. Partially planned & implemented	1. Not yet started planning or implementation
1-G: Align financial resources to support SEL A strong long-term budget and plan for equitable SEL funding meets the needs of all schools. Funding comes from diversified sources as part of a budget to roll out, adequately staff, support, and sustain ongoing SEL implementation for all students.	● Long-term funding secured to sustain ongoing SEL implementation ● Funding secured from diversified sources	● Short-term funding secured ● Planning long-term sustainability	● Identifying funding sources ● Developing plan	● Not yet started
1-H: Implement human resource practices and policies that support SEL District human resources practices embed SEL considerations into candidate screening, hiring, evaluation, and employment policies at the district and school levels. District and school job descriptions highlight the importance of modeling SEL competencies and include SEL as an expected competency for candidates. New hires should receive SEL professional development as part of their orientation. Attention is paid to diversity in candidates and hires.	● Established practices and policies at district and school levels ● Social and emotional competence is expectation for all job candidates	● Established practices and policies at district level ● Social and emotional competence is expectation for SEL-related positions	● Starting to establish practices and policies	● Not yet started
1-I: Systemic SEL Implementation is included in district MICIP plan	● SEL is included in the plan and is being fully implemented systemically districtwide	● SEL is included in plan and is being implemented systemically in most buildings in the district	● SEL is mentioned in plan but not completely implemented	● Not yet started

CASEL

MICHIGAN Department of Education

Focus Area 2: Strengthen Adult SEL Competencies and Capacity

Elements	4. Fully planned & implemented; promoting sustainability	3. Mostly planned & implemented	2. Partially planned & implemented	1. Not yet started planning or implementation
2-A: Strengthen central office SEL expertise The district provides professional learning about SEL research and practice to central office leaders and staff from all departments, including foundational professional learning for all new staff. These events enable central office staff to understand their role in integrating SEL into their area of work and to speak clearly about the value of SEL. Expertise is further strengthened by convening SEL learning communities among central office staff.	● Professional learning provided for central office leaders and staff from all departments, including Board and Cabinet ● Foundational learning provided to new staff ● Central office staff convened as SEL professional learning community	● Professional learning provided for some central office staff ● Foundational learning provided to new staff ● Planning to convene central office staff as SEL professional learning community	● Starting to provide information and professional learning ● Planning to incorporate foundational learning for new staff	● Not yet started
2-B: Design and implement an effective SEL professional learning program for school staff A scaffolded and comprehensive district SEL professional learning program supports school staff in developing skills aligned with district goals. Ongoing sessions are included in the district's professional learning calendar. Dedicated district staff members plan, facilitate, and coordinate the sessions, and facilitators represent the diverse backgrounds in the district. SEL practices and content are embedded throughout other professional learning programs in the district (e.g., core content or other district initiatives). School leaders and teams have regular opportunities to learn from each other and share best practices around SEL implementation. Data on the quality of SEL sessions are regularly collected and used for continuous improvement.	● Adequate staffing for SEL professional learning ● Providing ongoing, scaffolded, and comprehensive professional learning ● SEL embedded throughout other professional learning programs ● Schools have regular	● Adequate staffing for SEL professional learning ● Providing a comprehensive menu of professional learning ● Schools have a few opportunities to learn from each other	● Some staffing for SEL professional learning ● Offering some professional learning	● Not yet started

Elements	4. Fully planned & implemented; promoting sustainability	3. Mostly planned & implemented	2. Partially planned & implemented	1. Not yet started planning or implementation
	opportunities to learn from each other ● Data on quality collected and used for continuous improvement	● Collecting data on quality		
2-C: Strengthen staff social, emotional, and cultural competence The district supports staff in reflecting on their own social and emotional competencies, identities, and biases; and engaging in practices that affirm, explore and cultivate students' cultures, values, and identities. There are frequent opportunities for adults to practice, model, and enhance these competencies, including consistent and scaffolded professional learning experiences. Practices that support these competencies are also embedded into district- and school-level staff meetings. These competencies are woven through all resources and tools that guide staff in interactions with students, families, and community members.	● All school and district staff engaged ● Consistent and scaffolded professional learning around adult SEL and cultural competence provided ● Practices embedded into staff meetings ● Competencies woven into resources and tools	● Some school and district staff engaged ● A menu of professional learning around adult SEL and/or cultural competence provided ● Practices embedded into staff meetings	● Developing professional learning plans ● Beginning to embed practices embedded into staff meetings	● Not yet started
2-D: Develop structures that promote trust, community, and collective efficacy among staff The district provides frequent opportunities for staff to build supportive professional relationships and a sense of shared purpose, decision-making and efficacy. Staff norms or shared agreements guide respectful interactions, effective collaboration, and an inclusive district culture. District and school staff have dedicated time to engage in	● Established staff norms or shared agreements ● Regular, dedicated time and space provided for district and school staff to	● Established staff norms or shared agreements ● Some opportunities provided for staff to build	● Establishing staff norms or shared agreements	● Not yet started

Elements	4. Fully planned & implemented; promoting sustainability	3. Mostly planned & implemented	2. Partially planned & implemented	1. Not yet started planning or implementation
collaborative reflection and problem solving, sharing ideas and responsibility, and community building. Data on staff perceptions of their work climate are regularly collected and used for continuous improvement.	build community, collaboratively reflect and problem solve, and share ideas and responsibility ● Staff perceptions of work climate reviewed to ensure inclusive district culture	community, collaboratively reflect and problem solve, and share ideas and responsibility ● Collecting staff perceptions of work climate		

Focus Area 3: Promote SEL for Students

Elements	4. Fully planned & implemented; promoting sustainability	3. Mostly planned & implemented	2. Partially planned & implemented	1. Not yet started planning or implementation
3-A: Adopt and implement PreK-12 SEL standards or guidelines Strong SEL standards or guidelines are comprehensive, developmentally appropriate, and culturally responsive, and include benchmarks for what all students should know and be able to do from PreK-grade 12. These SEL standards are aligned and integrated with the district's academic standards and informed by staff, families, and community partners. Ongoing communication and professional learning build district and staff capacity for integrating SEL standards with instruction.	● Adopted SEL standards ● SEL and academic standards aligned and integrated ● Shared standards publicly and providing ongoing professional learning	● Drafted standards, received feedback ● Aligning SEL standards or guidelines to academic standards ● Developing communication and professional learning strategies	● Beginning to draft standards	● Not yet started

Elements	4. Fully planned & implemented; promoting sustainability	3. Mostly planned & implemented	2. Partially planned & implemented	1. Not yet started planning or implementation
3-B: Adopt and implement evidence-based programs and practices The district has adopted evidence-based SEL programs and practices that are implemented in all schools and grade levels [See CASEL Program Guide evidence-based programs]. These programs and practices explicitly address students' SEL competencies and align with the priorities valued by stakeholders and with adopted standards or guidelines. The district provides professional learning to all staff who will implement and support the programs and practices. The district supports schools in engaging families and community partners around programs and practices, and in collecting and using data to monitor implementation and outcomes.	● Implementing in all schools and grade levels ● Providing professional learning ● Supporting schools in engaging families and community partners ● Supporting schools in monitoring implementation and outcomes	● Adopted program(s) and implementing in some schools and/or grade levels ● Providing professional learning ● Developing strategies for engaging families and community partners ● Developing strategies for monitoring implementation and outcomes	● Reviewing programs and practices	● Not yet started
3-C: Integrate SEL with academics The SEL team/lead collaborates with academic departments to integrate and prioritize SEL in academic and instructional frameworks, school leadership and improvement strategies, and the academic departments' professional learning content. The district is implementing a coordinated and scaffolded professional learning plan to build teachers' capacity to foster students' social and emotional knowledge, skills, and attitudes through academic instruction and curriculum content, including support for culturally relevant instructional practices.	● SEL fully integrated with academic priorities and strategies ● Implementing coordinated and scaffolded professional learning plan	● Starting to integrate SEL into academic priorities and strategies ● Some professional learning provided	● Starting to collaborate with academic departments ● Developing professional learning plan	● Not yet started

Elements	4. Fully planned & implemented; promoting sustainability	3. Mostly planned & implemented	2. Partially planned & implemented	1. Not yet started planning or implementation
3-D: Develop and strengthen family partnerships The district prioritizes positive staff-family relationships and two-way communication with families at the district and school levels. The district offers meaningful opportunities for families to participate and collaborate in SEL activities, so that families understand, experience, inform, and support the SEL development of students in partnership with school and district staff. The district gathers input from families about their preferences and needs. These data are used to improve family partnership strategies.	● Implementing strategies for two-way communication and engaging families in SEL activities ● Feedback from families is regularly collected and used to inform improvement	● Input from families has been collected, synthesized, and is being used to inform a plan for family partnerships ● Developing a plan for family partnerships	● Gathering input from families about best strategies for engagement and partnership	● Not yet started
3-E: Develop and strengthen SEL–related community partnerships The district and their SEL-related community partners intentionally align the language and practices they use to describe and promote SEL. These partnerships ensure that SEL is a priority during the school day and during out-of-school time, and that students and families have access to a broad range of SEL-related community services.	● Aligned language and SEL practices ● SEL is prioritized during school day and out-of-school time ● Students and families have access to a broad range of SEL-related community services ● Leveraging community partners to expand professional learning opportunities	● Starting to align language and SEL practices ● Starting to collaborate with out-of-school time providers to ensure SEL is prioritized across settings ● Engaging community groups and community-based service providers to ensure student and family access	● Collecting and reviewing information about SEL practices used by community partners ● Identifying additional community groups and service providers with whom the district may want to partner	● Not yet started

Elements	4. Fully planned & implemented; promoting sustainability	3. Mostly planned & implemented	2. Partially planned & implemented	1. Not yet started planning or implementation
	and/or research support			
3-F: Align discipline policies and practices with SEL The district's discipline policies and practices emphasize proactive, restorative, and developmentally appropriate approaches that support school climate and address root causes of student behavior. The district supports school staff in implementing the policies and using discipline strategies that promote SEL and relationship-building. To promote an equitable approach to discipline, the district uses disaggregated discipline data to understand the effectiveness of discipline practices, review trends for different student groups, and to intervene on systemic root causes when student groups are disproportionately represented.	● Policies and practices are aligned with SEL ● Implementing approach for supporting school staff ● Systems and structures are in place that allow district and school teams to review disaggregated discipline data regularly and use to address systemic root causes	● Policies and practices are aligned with SEL ● Developing approach for supporting school ● District teams reviews disaggregated discipline data, and building school teams' data capacity	● Reviewing policies and practices ● Building district teams' data capacity	● Not yet started
3-G: Integrate SEL with a continuum of student supports When SEL is fully integrated with a multi-tiered system of supports (MTSS), evidence-based SEL instruction and practices enhance the continuum of academic and behavioral supports that meet the needs of all students.	● SEL instruction and practices that support academics and behavior are integrated into all tiers	● SEL instruction and practices that support academics and behavior are integrated into some but not all tiers	● Identified SEL instruction and practices that support academics and behavior	● Not yet started

Focus Area 4: Practice Continuous Improvement

Elements	4. Fully planned & implemented; promoting sustainability	3. Mostly planned & implemented	2. Partially planned & implemented	1. Not yet started planning or implementation
4-A: Establish continuous improvement processes, roles, and responsibilities (*Plan*) The district has established a process for monitoring and reflecting on district- and school-level SEL implementation and progress toward goals. This includes clear roles, responsibilities, and timelines for the continuous improvement process and a commitment to reflecting on data throughout the year. The district provides support and tools to help school teams establish their own processes to improve SEL practice.	• Established district- and school-level continuous improvement processes • Providing support and tools to school teams	• Established district-level continuous improvement process • Developing plans and/or tools to support school teams	• Planning continuous improvement processes	• Not yet started
4-B: Document implementation and outcomes *(Do)* The district consistently documents SEL implementation, including ongoing successes and challenges they encounter throughout the year, and monitors the implementation process to address challenges that arise. The district follows the timelines established in SEL plans to collect implementation and outcome data to ensure this information can be leveraged by district- and school-level teams for continuous improvement throughout the year.	• Consistently documenting implementation and outcomes • Data collection timelines followed; successfully manage data collection challenges	• Beginning to document implementation and outcomes • Following data collection timelines; prepared to manage data collection challenges	• Establishing how to best document implementation and outcomes	• Not yet started
4-C: Report data and reflect on results (*Study*) The district compiles implementation and outcome data and makes this information available to district and school teams for data reflection. When possible, data are disaggregated by prioritized student groups to examine and address systemic root causes of	• Implementation and outcome data compiled and reported • Data disaggregated by	• Implementation and outcome data compiled and reported	• Strengthening district capacity to compile and report data • Developing data reflection norms;	• Not yet started

Elements	4. Fully planned & implemented; promoting sustainability	3. Mostly planned & implemented	2. Partially planned & implemented	1. Not yet started planning or implementation
disparities. The district SEL team has established norms that promote a safe environment for reflecting on data and uses a structured protocol to guide reflection. The district engages students in scaffolded data reflection in order to elevate student voice and agency. The district provides ongoing support that empowers school teams to reflect on SEL data for continuous improvement, and structured opportunities for schools to share and learn from each other (e.g., cross-site professional learning communities).	prioritized student groups ● Data reflection norms and protocols used ● Engaging students in data reflection ● Providing ongoing support to school teams and opportunities for schools to share learnings	● Data reflection norms and protocols used ● Starting to support school teams	identifying data reflection protocol	

Elements	4. Fully planned & implemented; promoting sustainability	3. Mostly planned & implemented	2. Partially planned & implemented	1. Not yet started planning or implementation
4-D: Share with stakeholders and take action *(Act)* Conclusions from data reflection are regularly used to determine next steps and create action plans. These conclusions and action plans are regularly shared with key stakeholders. The district provides support to school teams for data-informed action planning and communicating about implementation progress and progress towards achieving desired outcomes with their own key stakeholders (e.g., families, students, staff, community partners).	● Conclusions from data reflections regularly used to determine next steps and create action plans ● Regularly sharing with stakeholders ● Providing supports for school teams	● Conclusions from data reflections used to determine next steps and create action plans ● Shared with some stakeholders ● Identifying supports for school teams	● Strengthening districts' capacity for using conclusions from data reflection.	● Not yet started

CASEL

MICHIGAN Department of Education

<u>**Appendix B**</u>

Adult SEL Priority List for Novice District
Adult Supports, Environment, and Professional Learning Priorities
As districts teach students SEL, they are encouraged to begin with Adult SEL. The MDE supports adult modeling and support for CASEL's SEL competencies and is committed to an equity mindset that reconciles skill development with the staff and faculty's identity, sense of belonging, and agency.

Please review the list of the factors that might be included in a system that supports Adult SEL. Keep in mind that SEL evokes a need for educators to balance multiple priorities. SEL is a lever for academic progress, for children's mental health, and for equitable learning environments.

With your team:
- Rank order your district's top 3 priorities for a learning system which supports Adult SEL.
- Describe your rationale for your priorities in narrative section of the application.

Our district hopes professional learning for faculty and staff will help us to:

- Participate in professional learning that values faculty and staff wellness. Faculty and staff share positive perceptions of their own professional well-being. They find their work is meaningful.

- Increase the faculty and staff perception of belonging in the school community. Faculty and staff feel that they are valued members of the school-community. They report feeling connected to other adults at school.

- Enhance teacher self-reflection in SEL. Staff can report professional strengths and areas for growth related to social-emotional learning. They report confidence to engage students who typically are not motivated.

- Strengthen the quality of the professional learning about SEL. Faculty and staff report that they receive the appropriate amount and quality of professional growth and learning opportunities related to social-emotional learning. They report they find value in their SEL professional development opportunities.

- Improve the district's (staff, students, and families) experience of a positive school climate. Faculty and staff share positive reports of their working environment.

- Strengthen the district's system of support regarding student focus of cultural awareness and action. Staff agree that students are supported to learn about, discuss, and confront issues of race, ethnicity, and culture. Staff report frequent opportunities for students to think more deeply about race-related topics.

- Strengthen the district's system of support regarding adult focus of cultural awareness and action. The school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture. Staff reports support to speak out against racism.

- Intensify support and improve staff perceptions regarding the quantity and quality of equity-focused professional learning opportunities. The district provides professional development opportunities help faculty and staff explore new ways to promote equity.

- Improve the degree to which the district is educating each student. Faculty and staff agree that the district has readiness to address issues of diversity. Faculty and staff indicate that they have the fluency to incorporate new material about people from different backgrounds into their curriculum.

- Strengthen the quality of professional learning in your district. Faculty and staff perceive having enough access, adequacy, and value for the learning opportunities available through the district.

- Deepen the degree to which staff experience a faculty growth mindset. Faculty and staff experience a learning culture within which leadership and colleagues believe that teaching can improve over time. Teachers report that they have grown in their subject knowledge.

- Support teaching efficacy. Faculty and staff can identify their professional strengths and areas for growth. They report confidence that they can help each student to learn.

- Ensure that explicit instruction in SEL is part of a system that provides feedback and coaching. Faculty and staff report that they get enough feedback, and that the quality of the feedback is high. They report that the feedback is useful.

- Provide congruence between the district's vision and the effort taken to support staff-leadership relationships. Faculty and staff perceive positive relationships with school leaders. School leaders are reported to be respectful of their faculty and staff.

- Enhance district leadership effectiveness, ensuring that adults know and can support learning relationships between staff, students, and families. When the school makes important decisions, they regularly seek teacher input.

These above areas of focus have been adapted from the Adult SEL survey provided through Panorama (www.panoramaed.com/social-emotional-learning.)

Adult SEL Priority List for Veteran District
Adult Supports, Environment, and Professional Learning Priorities
As districts teach students SEL, they are encouraged to begin with Adult SEL. The MDE supports adult modeling and support for CASEL's SEL competencies and is committed an equity mindset that reconciles skill development with the staff and faculty's identity, sense of belonging, and agency.

Please review the list of the factors that might be included in a system that supports Adult SEL. Keep in mind that SEL evokes a need for educators to balance multiple priorities: SEL as a lever for academic progress, as a foundation for children's mental health, and as an opportunity to build more equitable learning environments.

With your District team: Pick one approach and reflect this decision in your narrative.

Option 1-What were your priorities?
If you want to reflect your priorities as you scaled up SEL
- Rank order what your district's top 3 priorities were for a learning system to support Adult SEL.
- Describe your rationale for your priorities in your narrative of the application.

Option 2-What will be your priorities?
If you want to establish new priorities to strengthen your district wide SEL
- Rank order your district's top 3 priorities to strengthen a learning system which supports Adult SEL.
- Describe your rationale for your priorities in your narrative of the application.

Our district hopes professional learning for faculty and staff will help us to:

- Participate in professional learning that values faculty and staff wellness. Faculty and staff share positive perceptions of their own professional well-being. They find their work is meaningful.

- Increase the faculty and staff perception of belonging in the school community. Faculty and staff feel that they are valued members of the school-community. They report feeling connected to other adults at school.

- Enhance teacher self-reflection in SEL. Staff can report professional strengths and areas for growth related to social-emotional learning. They report confidence to engage students who typically are not motivated.

- Strengthen the quality of the professional learning about SEL. Faculty and staff report that they receive the appropriate amount and quality of professional growth and learning opportunities related to social-emotional learning. They report they find value in their SEL professional development opportunities.

- Improve the district's (staff, students, and families) experience of a positive school climate. Faculty and staff share positive reports of their working environment.

- Strengthen the district's system of support regarding student focus of cultural awareness and action. Staff agree that students are supported to learn about, discuss, and confront issues of race, ethnicity, and culture. Staff report frequent opportunities for students to think more deeply about race-related topics.

- Strengthen the district's system of support regarding adult focus of cultural awareness and action. The school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture. Staff reports support to speak out against racism.

- Intensify support and improve staff perceptions regarding the quantity and quality of equity-focused professional learning opportunities. The district provides professional development opportunities help faculty and staff explore new ways to promote equity.

- Improve the degree to which the district is educating each student. Faculty and staff agree that the district has readiness to address issues of diversity. Faculty and staff indicate that they have the fluency to incorporate new material about people from different backgrounds into their curriculum.

- Strengthen the quality of professional learning in your district. Faculty and staff perceive having enough access, adequacy, and value for the learning opportunities available through the district.

- Deepen the degree to which staff experience a faculty growth mindset. Faculty and staff experience a learning culture within which leadership and colleagues believe that teaching can improve over time. Teachers report that they have grown in their subject knowledge.

- Support teaching efficacy. Faculty and staff can identify their professional strengths and areas for growth. They report confidence that they can help each student to learn.

- Ensure that explicit instruction in SEL is part of a system that provides feedback and coaching. Faculty and staff report that they get enough feedback, and that the quality of the feedback is high. They report that the feedback is useful.

- Provide congruence between the district's vision and the effort taken to support staff-leadership relationships. Faculty and staff perceive positive relationships with school leaders. School leaders are reported to be respectful of their faculty and staff.

- Enhance district leadership effectiveness, ensuring that adults know and can support learning relationships between staff, students, and families. When the school makes important decisions, they regularly seek teacher input.

These above areas of focus have been adapted from the Adult SEL survey provided through Panorama (www.panoramaed.com/social-emotional-learning.)

Student Benefit List Novice District
SEL Instruction for Students - Student Supports, Environment, and Well-Being
As districts teach students SEL, they are motivated by a variety of student benefits which result from these social skills. The MDE supports CASEL's SEL competencies and is committed an equity mindset that reconciles skill development with student identity, belonging, and agency. SEL benefits students in terms of academic progress, wellness and safety, and student experience of, and advocacy for, equitable learning environments. Please review the list of the student benefits.

With your team:
- Rank order your district's top 3 benefits for a learning system which supports student SEL.
- Describe your rationale for your priorities in your narrative of the application.

Our plan has selected our top three benefits from the following list:
- SEL instruction improves student reports of a positive school climate. Student perceptions of the overall social and learning environment of the school is positive.
- SEL instruction improves student reports of positive relationships with their teachers. Students perceive the strength of the social connection between teachers and students within and beyond the school.
- SEL instruction increases student reports of belonging. Students feel that they are valued members of the school community.
- SEL instruction contributes to student reports of feeling safe. Students report positive perceptions of physical and psychological safety while at school.
- SEL instruction addresses a student's identity, belonging and agency, during learning. Students report that equity is a part of SEL instruction. They are clear that their identity, belonging, and agency is addressed and culturally affirming as they receive SEL instruction. (The district's Diversity and Inclusion plans documents this connection.)
- SEL instruction leads to student reports of an expanded sense of cultural awareness and action. Students report learning about, discussing, and confronting race, ethnicity, and cultural issues in school.
- SEL instruction increases student reports of strong engagement in their learning. Students are attentive and invested in school.
- SEL instruction improves student reports that the faculty and staff have high expectations for their learning. High expectations align with the 'Challenged' tenet identified within the Whole Child, Whole School, Whole Community (WSCC) model. This dynamic is also known as academic press or Rigorous Expectations. Students report that their teachers hold them to high expectations around classroom effort, understanding, persistence, and performance.
- SEL instruction improves student reports that they value academic subjects. Students feel their academic topic is interesting, meaningful, and valuable.
- SEL instruction improves student reports that they value school. Students feel their school is interesting, important, and useful.
- SEL instruction increases the likelihood that children experience positive feelings at school, home, and the community. Students regularly report positive

emotions.
- SEL instruction increases the likelihood that children can identify and work with challenging feelings. Students regularly report being able to feel complex emotions and can express these challenges.
- SEL instruction increases student reports of supportive relationships. Students report having supportive relationships with friends, family, and adults at school.

These benefits have been adapted from the exploration questions provided through Panorama (www.panoramaed.com/social-emotional-learning.)

Student Benefit List

Student Benefit List Veteran District
SEL Instruction for Students - Student Supports, Environment, and Well-Being
As districts teach students SEL, they are motivated by a variety of student benefits which result from these social skills. The MDE supports CASEL's SEL competencies and is committed an equity mindset that reconciles skill development with student identity, belonging, and agency. SEL benefits students in terms of academic progress, wellness and safety, and student experience of, and advocacy for, equitable learning environments. Please review the following list of the student benefits.

With your team select whether you would like to describe your historic or future aims for students. Please indicate the distinction in your narrative.

Option 1:What were your priorities for Student SEL?
- Rank order what your district's top 3 benefits were as you scaled up an SEL learning system to support student SEL.
- Describe your rationale in your application narrative.

Option 2: What new priorities for student benefits do you hope to achieve?
- Rank order the top 3 benefits that you hope to achieve through SEL instruction to students.
- Describe your rationale for these new priorities in your application narrative.

Our plan has selected our top three benefits from the following list:
- SEL instruction improves student reports of a positive school climate. Student perceptions of the overall social and learning environment of the school is positive.
- SEL instruction improves student reports of positive relationships with their teachers. Students perceive the strength of the social connection between teachers and students within and beyond the school.
- SEL instruction increases student reports of belonging. Students feel that they are valued members of the school community.
- SEL instruction contributes to student reports of feeling safe. Students report positive perceptions of physical and psychological safety while at school.
- SEL instruction addresses a student's identity, belonging and agency, during learning. Students report that equity is a part of SEL instruction. They are clear that their identity, belonging, and agency is addressed and culturally affirming as they receive SEL instruction. (The district's Diversity and Inclusion plans documents this connection.)
- SEL instruction leads to student reports of an expanded sense of cultural awareness and action. Students report learning about, discussing, and confronting race, ethnicity, and cultural issues in school.
- SEL instruction increases student reports of strong engagement in their learning. Students are attentive and invested in school.
- SEL instruction improves student reports that the faculty and staff have high expectations for their learning. High expectations align with the 'Challenged' tenet identified within the Whole Child, Whole School, Whole Community (WSCC) model.

This dynamic is also known as academic press or Rigorous Expectations. Students report that their teachers hold them to high expectations around classroom effort, understanding, persistence, and performance.

- SEL instruction improves student reports that they value academic subjects. Students feel their academic topic is interesting, meaningful, and valuable.
- SEL instruction improves student reports that they value school. Students feel their school is interesting, important, and useful.
- SEL instruction increases the likelihood that children experience positive feelings at school, home, and the community. Students regularly report positive emotions.
- SEL instruction increases the likelihood that children can identify and work with challenging feelings. Students regularly report being able to feel complex emotions and can express these challenges.
- SEL instruction increases student reports of supportive relationships. Students report having supportive relationships with friends, family, and adults at school.

These benefits have been adapted from the exploration questions provided through Panorama (www.panoramaed.com/social-emotional-learning.)

Appendix D

Social and Emotional Learning (SEL) Resources and Readings

MDE School Mental Health site: www.Michigan.gov/schoolmentalhealth

SEL Learning Competencies - the Michigan Department of Education (MDE) developed the Early Childhood to Grade 12 Social and Emotional Learning (SEL) Competencies. These SEL Competencies provide a framework to help educators and caregivers understand learners' developmental progression of social and emotional skills from birth through Grade 12, as well as skill-building strategies to support successful mastery of college and career readiness standards. They can be found at:
https://www.michigan.gov/documents/mde/SEL_Competencies-_ADA_Compliant_FINAL_605109_7.pdf

Connecting Social and Emotional Learning to Michigan's School Improvement Framework This guide was developed to strategically align, integrate, and leverage these efforts and provide Michigan educators with activities and examples of how to promote and reinforce social and emotional competency development. Specifically, MDE developed this guide, *Connecting Social and Emotional Learning to Michigan's School Improvement Framework: Guidance and Resources for K–12 and Early Childhood Settin*gs to support Michigan educators and caregivers in integrating SEL into the fabric of the school at all levels, including early childhood settings.

To do this, the Guide identifies targeted SEL activities that align to Michigan's SIF (discussed further in the following sections). When used together, the SEL Competencies and the Guide provide educators and caregivers with strategies, activities, and guidance to support the social, emotional, and academic development of all learners in a coordinated and systemic way across all programs and settings, both in and out of school. This document can be found here:
https://www.michigan.gov//documents/mde/GTL-GLCC-MDE_SEL-Guide-FINAL_605612_7.pdf

Crosswalk of the Michigan Model for Health and SEL Competencies - Provides a crosswalk between the 5 SEL competencies and the Core Content State Standards for Math, Science, Language Arts and Social Studies K-12 That crosswalk can be found here:
https://www.michigan.gov//documents/mde/The_Michigan_Model_for_Health_Word_version-ADA_605903_7.pdf

MDE SEL & COVID page resources to support schools in response to the pandemic can be found here: https://www.michigan.gov/mde/0,4615,7-140--523548--,00.html

Assessment Tools

Michigan Assessment Consortium (MAC) Resource Bank can be found at: https://www.michiganassessmentconsortium.org/resource-bank/. Enter SEL or Social-Emotional in the search bar to filter for all SEL references on the site. Resources developed by the MAC:

Learning Points are one-page handouts.

Learning Point: What is social and emotional learning (SEL)

Learning Point: How can educators assess social and emotional learning?

Learning Point: Where does SEL assessment fit in the building and district assessment system?

- Assessment Learning Network (ALN) events on SEL assessment, which list many resources in one place. Navigate all the way to the bottom of the page to locate all suggested resources:
  - Assessing Social-Emotional Learning, with Dr. Christina Cipriano (Yale Center)
  - Leveraging the Science of SEL: How to support health and wellness during the COVID-19 Crisis
- SEL Assessment Guide
- A Quick Read Summary of SEL Research
- FREE School Resources for Navigating Emotional Times (Yale Center for Emotional Intelligence)
- Expert-recommended best sources for assessment resources:
  - Collaborative for Academic, Social, and Emotional Learning
  - SEL Web

Learning Moments are short video clips featuring an assessment expert answering single questions.

Learning Moment-Christina Cipriano: What is SEL and why assess it?

Learning Moment-Christina Cipriano: SEL assessment as part of an assessment system

Learning Moment-Christina Cipriano: SEL assessment resources

Learning Moment-Christina Cipriano: SEL assessment during COVID

Learning Moment-Christina Cipriano: How schools are addressing SEL during COVID

Readings

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