

Social and Emotional Learning in California



A GUIDE TO RESOURCES





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INTRODUCTION

Social and Emotional Learning in California: A Guide to Practice Resources is a project of the California Department of Education's (CDE) Social and Emotional Learning (SEL) State Team, a State Superintendent of Public Instruction initiative, catalyzed by California's participation in the Collaborative for Academic, Social, and Emotional Learning's (CASEL) [Collaborating States Initiative](#). Launched in 2016, and comprised of representatives from more than 20 California educational organizations and systems, the State Team seeks to affirm SEL as an essential component of a well-rounded, quality education in all youth-serving settings.

***Social and Emotional Learning in California: A Guide to Practical Resources* supports the California Department of Education's focus on social and emotional learning as an essential component of a high-quality education.**

As stated by The Aspen Institute's National Commission on Social, Emotional, and Academic Development [Council of Distinguished Educators](#):

"Weaving together social, emotional, and academic development creates high-quality learning environments in schools and classrooms. In these environments, children can confidently do their best work because they interact with a cooperative and welcoming community of learners. When social, emotional, and academic development are deliberately and thoughtfully interconnected, students benefit from learning experiences that enrich their understanding of academic content and strengthen their critical thinking skills. Such experiences enable students to be more effective contributors in their classrooms today and in their workplaces and communities tomorrow."

In 2017, the CDE SEL State Team (State Team) collaborated on creating [California's Social and Emotional Learning Guiding Principles](#) (SEL Guiding Principles), a set of statements intended to provide guidance to education leaders and to support the strong social and emotional learning work happening across the state:

1. Adopt Whole Child Development as the Goal of Education
2. Commit to Equity
3. Build Capacity
4. Partner with Families and Community
5. Learn and Improve

The State Team also identified the goal of curating a collection of systematically gathered, comprehensive, and free resources that are largely aligned with the SEL Guiding Principles. This vetted resource collection, or *Guide*, allows California educators to easily access resources as systems move forward with local SEL priorities. Additionally, the *Guide* offers a short list of SEL resources created by four states participating in the Collaborating States Initiative: Washington, Tennessee, Minnesota, and Massachusetts. Also included are resources created by California local education agencies (LEAs) leading the way on systemic SEL: Los Angeles Unified School District (LAUSD), Oakland Unified School District (OUSD), Palo Alto Unified School District (PAUSD), Sacramento City Unified School District (SCUSD), and San Francisco Unified School District (SFUSD).



Collaborative for Academic Social and Emotional Learning (CASEL) District Resource Center (DRC)

PURPOSE

The CASEL DRC supports planning for systemic implementation of district-wide, school-based and community-based SEL initiatives

LINK

<https://drc.casel.org>

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

Collaborative for Academic, Social, and Emotional Learning, 2017; Various contributing school districts

USER

Pre-K educators
Elementary school educators
Middle school educators
High school educators
Elementary school administrators

Middle school administrators
High school administrators
Counselors
Expanded Learning staff (after and out-of-school program staff)

STUDENT POPULATION

Pre-K students
Elementary school students
Middle school students
High school students

CONTEXT

CASEL is nonprofit practice, research and policy organization, dedicated to advancing the science and practice of school-based social and emotional learning. CASEL’s mission is to make social and emotional learning an integral part of education from preschool through high school. The CASEL DRC is a product of CASEL’s Collaborating Districts Initiative, a partnership with large urban school districts across the nation, with the goal of studying systemic SEL implementation. Lessons learned from the participating school districts are distilled into the CASEL DRC theory of action.

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Collaborative for Academic Social and Emotional Learning (CASEL) District Resource Center (DRC)

CONTENT

- A comprehensive framework of 10 essential areas for systematic district wide, school-based implementation of SEL initiatives: communication, vision, align resources, build expertise, needs assessment, professional learning, integration, programming, standards, and continuous improvement.
- Implementation process guides, program reviews, videos, webinars, rubrics, and school district artifacts.
- Priority-setting questionnaire to guide step-by-step efforts with best practices for implementing SEL initiatives.
- Resource library of tools and artifacts by topic.
- 30-minute webinar for guidance on using the CASEL DRC.

STRENGTHS

- A one-stop shop for SEL initiative implementation offering hundreds of resources.
- A wealth of district-developed templates, documents, and artifacts for download and adaptation.
- User friendly.
- A district profile can be created and updated through the priority-setting questionnaire.



SEL GUIDING PRINCIPLES ADDRESSED

1. Adopt Whole Child Development as the Goal of Education

- A. Systems
- B. Diverse & inclusive leadership teams
- C. Social and emotional skills development
- D. Student-centered discipline policies and practices
- E. Climate and culture

3. Build Capacity

- A. Positive relationship and belonging
- B. Student and adult competencies
- C. Developmental standards
- D. Pre-service and ongoing professional development

4. Partner with Families and Community

- A. Family engagement
- C. Expanded learning
- D. Community partnerships

5. Learn and improve

- A. Implementation plans and progress monitoring
- B. Measurement