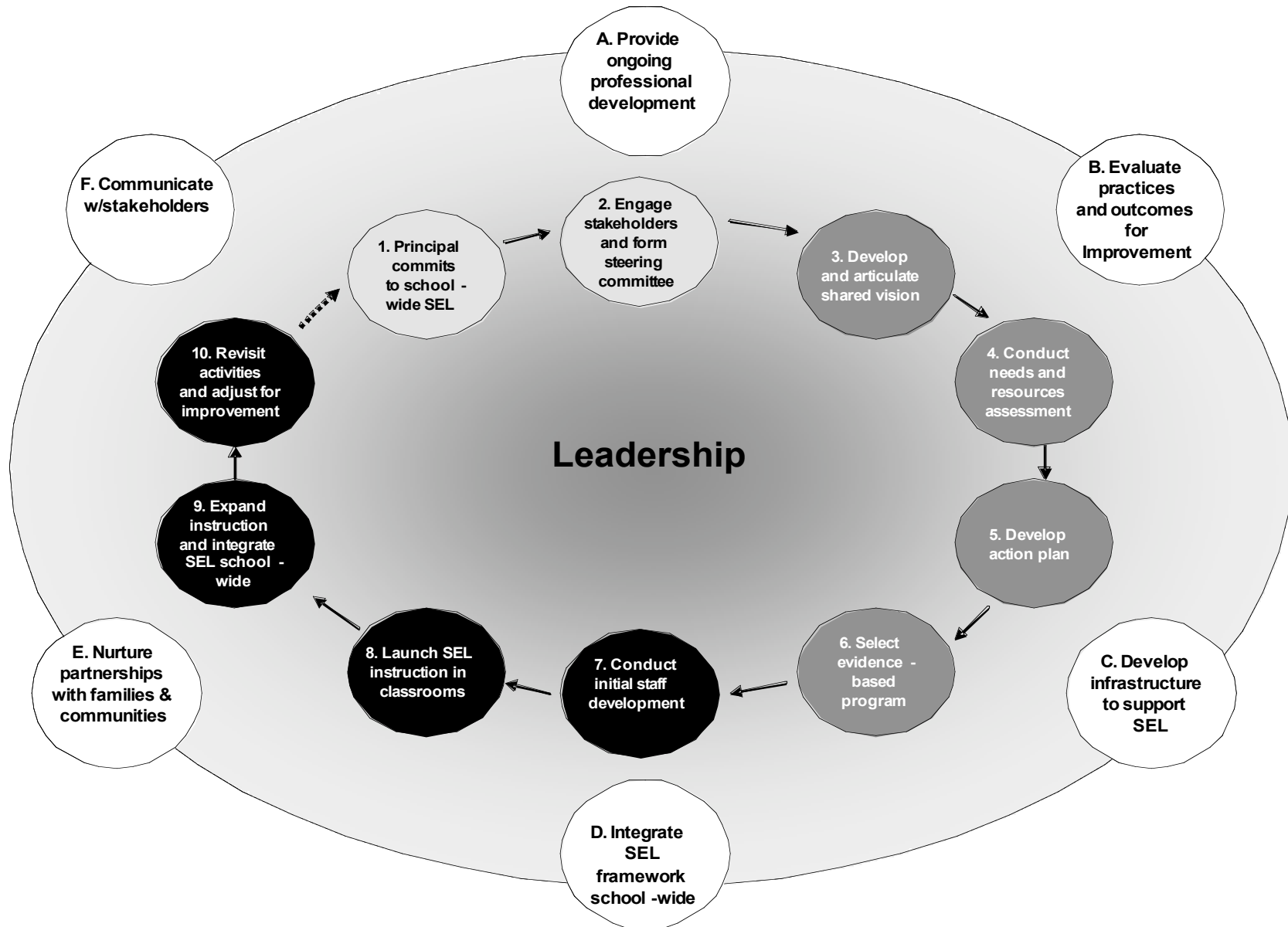


# The CASEL Model for Sustainable Schoolwide SEL Implementation



## SEL Implementation Cycle

### READINESS PHASE

#### **Step 1: Principal Commits to School-Wide SEL Initiative.**

The principal has reflected on, understands, and accepts the value of SEL as a framework for school improvement and has committed to the effort—including systematic, sequenced classroom instruction—required to implement and sustain school-wide SEL successfully. Principal commitment insures support for SEL at the highest levels.

#### **Step 2: Principal Engages Key Stakeholders and Creates SEL Steering Committee.**

The principal has shared information about SEL with key school and community stakeholder groups (e.g., teachers, families, student support personnel, support staff, community members) and has created an SEL steering committee, consisting of representatives of some or all of those groups, that is authorized to make decisions. The steering committee ensures shared leadership of SEL initiative.

### PLANNING PHASE

#### **Step 3: Develop and Articulate a Shared Vision.**

The steering committee, including the principal, has created a vision of student social, emotional, and academic development and has shared that vision school-wide. The vision brings energy and a positive focus to the work.

#### **Step 4: Conduct a School-Wide Needs and Resources Assessment.**

The steering committee, including the principal, has conducted a needs and resources assessment of current SEL programs and practices; the policy context both locally and state-wide; student and staff needs; school climate; readiness to implement SEL as a school-wide priority; and possible barriers to implementation. The needs assessment creates an understanding of strengths and weaknesses and can help mobilize energy and support for SEL.

#### **Step 5: Develop an Action Plan for SEL Implementation.**

The steering committee, including the principal, has developed an action plan based on the results of the needs and resources assessment that includes goals, benchmarks, and a timeline for SEL implementation as well as a plan for addressing the six sustainability factors. The action plan helps ensure a more systematic and sustainable effort.

#### **Step 6: Review and Select Evidence-Based Program(s)/Strategies.**

The steering committee, including the principal, and key stakeholders have reviewed and selected evidence-based SEL program(s)/strategies that meet identified SEL goals. Sequenced, evidence-based classroom instruction is at the center of effective social and emotional learning.

### IMPLEMENTATION PHASE

#### **Step 7: Conduct Initial Professional Development Activities.**

Trainers from the evidence-based program have provided initial professional development. Initial training in the evidence-based program ensures that initial implementation staff (e.g., administrators and teachers) are grounded in its theory, principles, and strategies.

#### **Step 8: Launch SEL Instruction in Classrooms.**

Teachers have begun implementing the selected evidence-based SEL program in classrooms and have begun to reflect on the instructional and implementation process. The initial program launch provides an opportunity for staff to become familiar with the program and reflection prepares staff for schoolwide expansion.

#### **Step 9: Expand Classroom-Based SEL Programming and Integrate SEL School-Wide.**

All teachers, after reflecting on initial implementation and making necessary adaptations, have begun implementing the SEL program in their classrooms, and SEL practices are being integrated into other school activities. Integration and expansion create a consistent environment of support for students' social and emotional development.

#### **Step 10: Revisit Implementation Activities and Adjust for Continuous Improvement.**

The steering committee, including the principal, revisits all SEL planning and implementation activities at regular intervals to determine if changes or adaptations are needed to improve programming. Regular review of activities and programming is a good way to check on progress and ensure timely revision of any problems.

## Sustainability Factors

### **A. Provide Ongoing Professional Development.**

The principal commits resources for ongoing professional development and provides opportunities for reflection and feedback for all school staff (e.g., teachers, support staff, playground monitors, custodians, etc.). Ongoing professional development and reflection keep SEL instruction and activities fresh and allow for continuous improvement.

### **B. Evaluate Practices and Outcomes for Continuous Improvement.**

The steering committee, including the principal, continually monitors the school's SEL practices and outcomes, making appropriate adaptations and improvements. Regular and ongoing evaluation of practices and outcomes helps ensure school is reaching its goals and implementing programming as intended.

### **C. Develop an Infrastructure to Support SEL Programming.**

The school leader creates an infrastructure, including policies, funding, time, and personnel to support SEL programming. Establishing an infrastructure for SEL ensures that it remains a visible priority in the school and is therefore more likely to be sustained.

### **D. Integrate SEL Framework and Practices School-Wide.**

The steering committee, including the principal, are working with staff to review all school activities (core academic classes, student support services, co-curriculars) to maximize the integration of SEL in the school. Integration of SEL into all school activities provides numerous opportunities for students to practice and reinforce the SEL skills they are learning in the classroom.

### **E. Nurture Partnerships with Families and the Community.**

The school leader and steering committee establish family/school/community partnerships that effectively support and integrate students' social, emotional, and academic development. Family and community partnerships can provide financial resources and external expectations to sustain SEL programming, and provide additional support for students to reinforce SEL skills they are learning in school.

### **F. Communicate with All Members of the School Community about SEL Programming.**

The steering committee, including the principal, regularly shares information about the school's SEL programming and celebrate success with staff, families, students, and community members. Ongoing communication through a variety of means helps in gaining support and maintaining enthusiasm.

