

## Glossary

### **Academic integration**

SEL is integrated with academic instruction when SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education. When done well, integration of SEL promotes student voice and agency and a positive learner identity.

### **Adult SEL**

Regular opportunities for staff to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.

### **Communication**

When schools send regular, coherent messages about SEL that are consistent in tone and content, while also ensuring they listen and respond to the inputs, ideas and needs of stakeholders (including staff, students, families, community partners, etc.). This is most likely to happen when schools take the time to learn more about the stakeholders they serve and use strategies to create personal connections.

### **Community Partnerships**

SEL-focused community partnerships are in place when schools and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.

### **Continuous improvement**

A deliberate and structured process to address problems or improve outcomes. This involves collecting and using implementation and outcome data to improve all SEL-related systems, practices, and policies with a focus on equity.

### **Cultural competence**

The ability to examine the various social and cultural identities of one's own self and others, understand and appreciate diversity from a historically-grounded and strengths-focused lens, recognize and respond to cultural demands and opportunities, and build relationships across cultural backgrounds.

### **Culturally relevant education**

Content and pedagogical approaches that connect student's cultural assets and references to academic concepts and skills; employ curricula that encourages student reflection on their own lives and society; support student cultural competence by facilitating learning about their own and other cultures; and pursue social justice through critiques of discourses of power.

### **Culturally relevant pedagogy**

Using students' cultural references as a part of instruction and curriculum to empower and support deeper engagement and learning (Ladson-Billings, 2009).

### **Cultural responsive teaching**

Engaging students "while respecting their cultural integrity [and] accommodating the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity." (reference: Wlodkowski, R.J. & Ginsberg, M.B., 1995)

## **Culturally sustaining**

Describes practices and policies that value, embrace and perpetuate the multiple languages and cultures of different communities as an asset to schools. (reference: Paris, 2012)

## **Discipline**

Supportive discipline is in place when discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced. A supportive disciplinary approach maintains respectful relationships, teaches social and emotional skills, and promotes student agency.

## **Equity**

According to the Council of Chief State School Officers, equity means that “every student has access to the resources and educational rigor they need at the right moment in their education regardless of race, gender, ethnicity, language, disability, family background, or family income.” Striving for equity means examining biases and interrupting inequitable practices to create inclusive, multicultural school environments that reveal and cultivate the interests and talents of children, youth, and adults from diverse backgrounds.

## **Evidence-based SEL program**

Programs grounded in research and principles of child and adolescent development, and scientifically evaluated and shown to produce positive student outcomes. CASEL identifies high-quality evidence-based programs as those that are well-designed to systematically promote students’ social and emotional competence, provide opportunities for practice, offer multi-year programming, and provide high-quality training and ongoing implementation support.

## **Explicit SEL**

Explicit SEL is in place when students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally and culturally responsive.

## **Family partnerships**

SEL-focused family partnerships are in place when there are regular and meaningful opportunities for families and school staff to build relationships and collaborate to support students’ social, emotional, and academic development.

## **Multi-Tiered System of Supports (or continuum of integrated supports)**

A systemic, prevention-focused framework for addressing students' academic and behavioral needs through the integration and continuous improvement of systems and services. Includes universal, evidence-based supports that create a positive learning environment and engages all students in high quality learning, and more intensive evidence-based supports for students who have higher levels of need. (reference: National Association of School Psychologists)

## **Norms**

A set of agreed-upon expectations of how all staff and students will behave and interact to contribute to a positive school culture.

### **Out-of-school time (OST)**

"A supervised program that young people regularly attend when school is not in session. This can include before- and after- school programs on a school campus or facilities such as academic programs (e.g., reading or math focused programs), specialty programs (e.g., sports teams, STEM, arts enrichment), and multipurpose programs that provide an array of activities." (reference: Centers for Disease Control and Prevention)

### **Restorative Practices**

"A social science that studies how to build social capital and achieve social discipline through participatory learning and decision making. The use of restorative practices helps to reduce crime, violence and bullying; improve human behavior; strengthen civil society; provide effective leadership; restore relationships; [and] repair harm." (reference: International Institute of Restorative Practices)

### **S.M.A.R.T.I.E. Goal**

SMARTIE Goals are: strategic, measurable, ambitious, realistic, time-bound, inclusive, and equitable. (reference: The Management Center)

### **School Climate**

The "quality and character of school life" based on how members of the school community experience school and the school's "norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures." (reference: National School Climate Council).

### **Shared agreements**

A consensus formed by a group that frames how members wish to interact and relate with each other. They are enforced by the group, rather than an authority figure. (reference: National Equity Project)

### **Student agency**

The ability to make choices and take actions that impact one's own trajectory and influence the wider world.

### **Student voice**

Honoring and elevating a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.

### **Trauma-informed**

The recognition of the widespread impact of trauma, the signs and symptoms of trauma, and potential paths for recovery; and the integration of knowledge about trauma into policies, procedures, and practices to actively prevent re-traumatization. (reference: Substance Abuse and Mental Health Services Administration)