**Plan SEL Foundational Learning for the School Community**

**Purpose:** One of the first tasks in launching systemic SEL is to provide learning experiences for the school community so they know what social and emotional learning is, how it is beneficial for both young people and adults, and what their role is in supporting social and emotional development. This tool is designed to help SEL leaders prepare a broad plan and access resources to support foundational learning about SEL.

**When to use this tool:** This tool should be used in the early stages of SEL implementation. In some cases, foundational learning events may be used to recruit members for an SEL team. In other cases, an existing SEL team may use this tool to prepare learning experiences for the rest of the school community.

**Steps:**

1. Build a chart like the one below to customize for your school community. To begin, fill in the first column, adding stakeholder groups relevant to your community, or differentiating further among the groups listed in the example below (e.g. Non-instructional staff may be divided into security, cafeteria, custodial, administrative staff, etc.).

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Stakeholder\* | Learning Objectives | Measurement | Touchpoints | Modes | Resources to Build From | Dates/Follow-up strategy | Owner |
| **SEL Team Members** |  |  |  |  |  |  |  |
| **Instructional Staff** |  |  |  |  |  |  |  |
| **Non-instructional Staff** |  |  |  |  |  |  |  |
| **Site-based OST Staff** |  |  |  |  |  |  |  |
| **Families** |  |  |  |  |  |  |  |
| **Partners** (not school employees, but directly support students) |  |  |  |  |  |  |  |

**\*Note:** Students are not listed in this chart – while they are primary school stakeholders, the process of teaching students about social and emotional learning should be approached separately from this tool. CASEL recommends adopting an evidence-based program to teach and practice social and emotional skills in developmentally appropriate, sequenced ways for students.

1. Write in one or more learning objectives for each stakeholder group. See example objectives below.

|  |  |
| --- | --- |
| Stakeholder\* | Learning Objective |
| **SEL Team Member** | SEL Team Members should know more than the basics of SEL – they should be able to articulate and give examples of what SEL looks like in practice in a school setting, through practices that occur both inside and outside the classroom. Learning experiences must result in strong commitment to SEL and the belief that SEL is a key lever for student achievement. |
| **Instructional Staff** | Staff who teach students should be able to describe SEL competencies, reflect on how they already support SEL through teaching and ways they could support SEL more directly, and understand how their own social and emotional competence affects the way they think, interact, and experience interactions with others. |
| **Non-instructional Staff** | Staff who interact with and support students outside of classroom learning should be able to describe SEL competencies and ways they can reinforce and model competencies for students in job-specific situations (e.g. on the playground, in the cafeteria, in the disciplinary office, etc.). |
| **Site-based Out-of-School Time Staff** | Staff who lead programming before and/or after school on the school’s site should be able to describe the SEL competencies, reflect on how they already support SEL through their programming, and was they could support SEL more directly or in closer alignment with day school instruction. They also understand how their own social and emotional competence affects the way they think, interact, and experience interactions with others.  |
| **Families** | Families should be able to describe SEL competencies, ways they are beneficial in school, at home, and in the workplace, and understand how addressing SEL in the school context (in addition to what they do at home) can improve the school and support their child’s growth.  |
| **Partners** (not school employees, but directly support students) | Staff from partner organizations (e.g. mentors, off-site afterschool program staff, mental health providers, other organizations that work with significant numbers of students from the school) should be aware of what SEL is and why the school is planning to bring SEL into the school day, understand ways they can reinforce and model social and emotional skills for students, and reflect on ways they already support SEL and can support SEL more explicitly. |

1. Fill in the measurement column to describe how you’ll know if the stakeholder has achieved the learning objective. For example, given the learning objective for families, you may decide to measure success using responses from a survey distributed to families later in the school year.
2. Fill in the touchpoints column, thinking about the different ways the SEL leaders can reach each stakeholder audience. For example, one touchpoint for instructional staff could be teachers’ weekly grade level team meetings, and a touchpoint with families could be Meet the Teacher Night or a back-to-school barbecue.
3. Given your available touchpoints, consider which modes of learning will work best for each group and complete the Modes column. Here are some modes of communication to consider:

**Interactive presentation Series of demonstrations Reading and discussion
Video and discussion Data review and discussion** **School/OST/classroom visit and discussion
Passive communication (flyers, email, social media – should be paired with more active strategies)**

1. To complete the next column, browse the CASEL Guide to Schoolwide SEL section containing [resources for foundational learning](https://schoolguide.casel.org/focus-area-1a/foundational-learning/).  There you will find introductory videos, sample presentations, and articles that you may wish to draw from to achieve your learning objectives for each group. Beyond this page, you can also visit the School Guide [video library](https://schoolguide.casel.org/video-library/) or search [resources by topic](https://drc.casel.org/resources/) within the CASEL District Resource Center. As you find content that is a good fit for your stakeholders, make notes in the Resources to Build From column.
2. Using your school community’s calendar, write in specific dates for learning events and name an individual who will be the owner—who will take the lead to make sure the event takes place. Beyond an initial “launch” learning event, think ahead to how the learning will be followed up throughout the year.