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**Systemic SEL Program and Initiative Inventory**

This tool is designed to help the SEL team learn about past and present SEL-related work that has occurred in the school community.

By social and emotional learning, CASEL means the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL-related work may include formal programs or other activities, initiatives, or efforts focused on SEL, or related areas such as youth development, mental health, physical education, bullying prevention, or a host of other areas.

Even if the term "social and emotional learning" has not been used explicitly in your school community, it is important to acknowledge and understand the SEL-related work that has already been done by educators, support staff, and partner organizations. Rather than presenting SEL as a new initiative, the SEL team should view and communicate this effort as building on work that may already be taking place to support young people's development.

This tool includes two sections:

* [**Interview Protocol**](#Interview)– Determine who should be interviewed or surveyed to learn about past and present SEL-related work, then use our recommended questions to prepare an appropriate interview protocol or survey.
* [**Analysis**](#Analysis) – Compile information from interviews/surveys to decide what SEL-related work should be built upon or reinstated.

**Interview Protocol**

Collectively, SEL team members may already have strong knowledge of the history of SEL initiatives and SEL-related work within the school community. However, it is wise to begin with the assumption that there may be SEL work occurring that the SEL team is unaware of. Gathering this knowledge on the front end will help the SEL team give appropriate recognition to those who have already made SEL a core part of their practice and also avoid the “been there, done that” reaction from staff who have seen many initiatives come and go. Ultimately, the effort to develop SEL priorities will be strengthened by first gathering knowledge from members of the school community.

You may want to interview

* **Veteran educators, staff and volunteers in the building—** This includes any staff member who has a longer tenure than those on the SEL team but could also include parents and staff who have been part of the school community for a long time. SEL work that has occurred within the last 5-10 years will be most relevant to this inventory.
* **Prior administrators or counselors—** If there has been recent turnover with leadership, it can be helpful to reach out to those who may have led SEL work (or attempted to) in the past.
* **All current educators—** Many classroom teachers and program staff may already be focused on social and emotional development and have designed their own practices, learned from colleagues, or applied lessons learned at a previous role. If you can’t interview all educators, aim to interview a sample who represent relevant groups within the school community (e.g. across grades, across subjects, before and after school staff, and with diverse demographic characteristics).
* **Current counselor, social worker, psychologist, etc.—**Those who are in a position where they provide supportive interventions for small groups may have helpful information about SEL work that is already occurring for some young people.
* **Off-Site Out-of-School Time Staff –** If your school has a partnership with an organization that works with students before, or after school, they may already be implementing SEL practices in those settings.

When you have made a list of people to include in the interview process, determine whether you will interview each person individually or if you will make a survey. Use the interview protocol below as an example to prepare your own customized protocol.

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*Thank you for taking the time for this interview! I am part of the SEL team, and we are in the process of learning about all the SEL work that is already occurring here at* ***[school community name]*** *so we can make the right decisions as we move forward. I appreciate your perspective and your expertise as we think about what we want to build on, start doing, or stop doing regarding SEL.* ***[If necessary]*** *By SEL, I mean the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.*

**Name:**

**Role:**

**Number of years in this school community:**

**How knowledgeable do you personally feel about Social and Emotional Learning (SEL)?**

*Very knowledgeable Moderately knowledgeable A little knowledgeable Not at all knowledgeable*

**How high of a priority is SEL for you?**

*Essential priority High priority Medium priority Low priority Not a priority at all*

**To your knowledge, has our school community focused on SEL in the past?***Follow up questions, if answer is yes:*

* *When did that happen?*
* *What was the goal?*
* *Was a specific program used?*
* *Do you know if this was initiated by someone within our school, supported by Central Office, or supported by a partner organization?*
* *Do you know if this was initiated by someone within our out-of-school time program staff or an out-of-school time intermediary?*
* *How did it go? What did people think of it? Why do you think we didn’t keep it up?*
* *Based on your experience, what do you think is necessary for SEL to be successful?*

**What about in the past? In other roles, have you had experience with SEL?**

*Follow up questions, if answer is yes:*

* *What was the goal?*
* *Was a specific program used?*
* *Did you do this on your own, or was it supported by school or district administrators or by a partner organization?*
* *How did it go? What did you think of it? Would you do it again?*
* *Based on your experience, what do you think is necessary for SEL to be successful?*

**In what ways are you supporting SEL now?**

*Probing questions:*

* *Are there specific practices you use to build community and relationships?*
* *Are there specific ways you integrate social and emotional skill building into your academic content?*
* *Are there specific ways that students are practicing social and emotional skills throughout the day?*
* *Is there anything you have been researching/reading/watching on your own to support your own SEL practice?*

**Is there is anything else you would like to share about your experience with SEL or its history in this school community that could be helpful to our SEL team in planning for and supporting SEL implementation moving forward?**

**Do you have any questions or suggestions for our SEL team?**

*This has been so helpful. Thank you again; I appreciate your taking the time to talk!*

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**Analysis**

After completing interviews or receiving all surveys, you should have a set of notes or a spreadsheet of responses. Using these notes, create a spreadsheet using the table below as a model. Complete one row for each unique “SEL Effort” you heard about, combining notes from multiple interviews/surveys as necessary.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **History/Inventory of Social and Emotional Learning Efforts at [Our School]** | | | | | | |
| **Program/Practice** | **Goal/driver of program/practice** | **Who was involved?** | **Currently in place?** | **If so, in what setting?  If not, why not?** | **How did it go?** | **What’s needed for success?** |
| *Classroom circles* | *Central office training attended by some staff, to build relationships and strengthen class culture* | *Middle grades teachers* | *Somewhat! All who attended training use it occasionally* | *Difficult to fit into the schedule, as Circles take at least 20 minutes.  Mostly used at end of units, on days with non-instructional time, or in response to incidents/current events* | *5 of 6 spoke positively of the training and the practice* | *Support for troubleshooting when Circles don’t go well, time built into the schedule* |
| *Bullying Prevention Campaign* | *Outside partner offered free assembly and supported creation of a student club* | *All staff* | *No* | *A single assembly did not have a lasting impact – no staff members had the bandwidth to support the club and student interest was low.* | *Teachers in upper grades commented that this was not age appropriate* | *A proactive/ sustained approach to bullying prevention* |
| *…* |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Once interview notes/survey results have been organized, review the spreadsheet as a team to determine which efforts the school community should build on to support the shared vision for SEL. Here are some questions to discuss as a team to determine whether an SEL effort should be expanded, adjusted, or avoided as the team moves forward:

* Does the effort have potential to move us toward our shared vision for SEL?
* Is the effort achieving its intended goals?
* Was the effort well received by the school community?
* Do we have staff who provide a strong example for others and can champion this effort?
* Is there evidence to document the impact of the effort?
* What resources (e.g. funding, personnel, time) are available to continue or reinstate the effort?
* What challenges come along with the effort?

To document your discussion, create a second spreadsheet to include only the efforts that the SEL team hopes to build on or reinstate.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SEL Efforts the SEL Team will Build on/Reinstate** | | | | | |
| **Program/ Practice** | **Connections to our SEL vision and priorities** | **How will we incorporate this into planning?** | **Next Steps** | **Team Member Responsible** | **Deadline for next step** |
|  |  |  |  |  |  |
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* Now that the SEL team has completed an SEL program and initiative inventory, you have answered the question **“Where have we been?”** in relation to systemic SEL implementation. If you haven’t already done so, complete the tool [Develop a Shared Vision](https://schoolguide.casel.org/resource/steps-for-developing-a-shared-vision-for-schoolwide-sel/) as you determine where you want to go with SEL, and complete the [Schoolwide SEL Rubric](https://schoolguide.casel.org/rubric/) to determine where you are now.
* Once you have completed a shared vision for SEL and the rubric, move on to the tool [Develop Goals for Schoolwide SEL](https://schoolguide.casel.org/resource/developing-goals-for-schoolwide-sel/). This tool will draw upon this inventory, your vision, and your rubric results to help you identify SEL priorities, sketch out a long-term implementation roadmap, and set SMARTIE goals for year 1 of implementation.
* As you [communicate](https://schoolguide.casel.org/focus-area-1b/communication-planning/) with the school community about implementation plans for SEL, intentionally reference what you have learned from this program and initiative inventory, and how the plan to move forward builds on the work that has already taken place.