**Readiness Considerations for Schoolwide SEL**

When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people. Learn more on the CASEL Guide to Schoolwide SEL.

The table below outlines some readiness considerations that could benefit a school community embarking on the process of building a schoolwide SEL effort. While many of these readiness factors can be reinforced over time and/or built as the school community works towards systemic SEL, it is beneficial to have a baseline of readiness at the onset. This reflection can be a helpful step in establishing common ground among stakeholders about where the school should focus their learning and implementation efforts for SEL.

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| **Readiness Factors** | **Description** | **Notes** |
| **PRIORITIZATION OF SEL** | School leaders have indicated a priority for SEL, which may be evidenced by a vision or mission statement, portrait of a graduate, and/or priority area within the school improvement plan that is related to SEL *or* is open to learning more about SEL and considering this as a priority. |  |
| **ALIGNED RESOURCES** | Dedicated funding and time resources exist and are prioritized to support the uptake of SEL (e.g., staff time, professional learning, community organization partnerships, materials and supplies). |  |
| **TEAMING STRUCTURES** | The school is committed to convening an [SEL team](https://schoolguide.casel.org/focus-area-1a/create-a-team/) or adjusting the objectives and focus of an existing team to drive SEL implementation. Collaborative leadership is a norm/expectation at the school. Members of the SEL team should have the capacity and willingness to commit to this priority. |  |

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| **SEL-Supportive Mindsets** | **Description** | **Notes** |
| **COLLABORATION** | School staff have positive mindsets about partnering with students, their parents and caregivers, and other community stakeholders as they build a plan for SEL implementation and continuously improve. Educators believe all families have the capacity to support their children’s learning and view [families as valuable partners.](https://youtu.be/RgErDZ2pXZc) |  |
| **EQUITY** | Systemic implementation of SEL both fosters and depends on an equitable learning environment, where all students and adults feel respected, valued, and affirmed in their individual interests, talents, social identities, cultural values and backgrounds. The school community is prepared to implement SEL in a way that is relevant for all students and affirms diverse cultures and backgrounds, uplifts student voice to promote agency and engagement, and supports adults to strengthen practices that promote equity. |  |
| **SCHOOL & CLASSROOM CLIMATE** | The school community has begun to invest in and is eager to improve schoolwide and classroom learning environments that meet the social, emotional, and academic needs of all students. Leadership and staff aim to create a climate for adults and students that is supportive, equitable, culturally responsive, and focused on building relationships and community.  |  |
| **SUPPORTIVE DISCIPLINE PRACTICES** | There is interest and effort toward approaching student discipline in a way that is instructive and restorative and aligns with SEL, i.e., focused on repairing and strengthening relationships, perspective-taking, empathy, and collaborative problem-solving. Exclusionary discipline is considered a last resort. |  |
| **CONTINUOUS IMPROVEMENT** | The school aims to approach initiatives with a learning orientation and seeks to continuously improve efforts through data collection, reflection, and analysis. |  |