**Systems-wide Reflection: Indicators of Schoolwide and Districtwide SEL**

This chart sets CASEL’s [Indicators of Districtwide SEL](https://drc.casel.org/blog/resource/districtwide-indicators-of-sel-implementation/) and [Indicators of Schoolwide SEL](https://schoolguide.casel.org/resource/new-indicators-of-schoolwide-sel/) side by side, with links to further information, suggested implementation processes, and examples. District leaders can use this tool to guide reflection, conversation, and planning about how social and emotional learning (SEL) is integrated throughout systems at the school level and at the district level.

**SEL INSTRUCTION**

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| **District Indicators** | **School Indicators** | **Notes** |
| **Explicit SEL programs and approaches implemented with fidelity:** To promote positive outcomes, evidence-based programs, and approaches for explicit SEL instruction are implemented in schools and classrooms as designed, including following a program’s scope, sequence, and frequency of lessons and activities. Staff responsible for implementation have access to necessary support and materials and feel confident in their ability to facilitate SEL programs and practices.  [Evidence-Based Programs and Practices (District Resource Center)](https://drc.casel.org/promote-sel-for-students/evidence-based-programs-and-practices/) | **Explicit SEL instruction:** Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.  [Adopt an Evidence-Based Program for SEL (School Guide)](https://schoolguide.casel.org/focus-area-3/school/adopt-an-evidence-based-program-for-sel/)  [Explicit SEL Instruction (School Guide)](https://schoolguide.casel.org/focus-area-3/classroom/explicit-sel-instruction/) | **What progress have you seen in your context?**  **How do you know?**  **What do you need to address any gaps you see?** |

**ACADEMIC INSTRUCTION and SUPPORTIVE CLIMATE**

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| **District Indicators** | **School Indicators** | **Notes** |
| **Academic Instruction and Climates Support SEL:** SEL language and practices are embedded throughout academic instruction and classroom routines. Teachers across the district foster equitable learning environments and use culturally responsive, developmentally-appropriate SEL standards or guidelines in their instructional planning and decision-making.  [Integrate SEL with Academics, Discipline, and Student Supports (District Resource Center)](https://drc.casel.org/promote-sel-for-students/integration/) | **SEL Integrated with Academic Instruction:** SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.  [Integration of SEL and Academic Instruction (School Guide)](https://schoolguide.casel.org/focus-area-3/classroom/integration-of-sel-and-instruction/)  **Supportive School and Classroom Climates:** Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.  [Foster a Supportive School Climate (School Guide)](https://schoolguide.casel.org/focus-area-3/school/establish-schoolwide-norms/)  [Supportive Classroom Environment (School Guide)](https://schoolguide.casel.org/focus-area-3/classroom/a-supportive-classroom-environment/) | **What progress have you seen in your context?**  **How do you know?**  **What do you need to address any gaps you see?** |

**SUSTAINING and ALIGNING SEL**

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| **District Indicators** | **School Indicators** | **Notes** |
| **SEL embedded in district systems and structures:** SEL is woven into district systems and structures such as instructional frameworks, school improvement initiatives, and student support systems. District policies, including discipline, are aligned with SEL and promote equitable student outcomes  [Develop a Shared Vision and Plan for SEL (District Resource Center)](https://drc.casel.org/build-foundational-support-and-plan/shared-vision-and-plan/)  [Integrate SEL with Academics, Discipline, and Student Supports (District Resource Center)](https://drc.casel.org/promote-sel-for-students/integration/)  **Sustained commitment to SEL:** District leaders prioritize SEL in long-term planning decision-making and ensure adequate resources to support high-quality implementation. School leaders prioritize and dedicate staff time to SEL implementation in their buildings. Staff at all levels have access to coaching, professional learning, and other necessary resources to support their efforts  Align Resources for SEL (District Resource Center)  [Professional Learning (District Resource Center)](https://drc.casel.org/strengthen-adult-sel-competencies-and-capacity/professional-learning/) | **Integrated Supports:** SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.  [Integrate Student Supports with SEL (School Guide)](https://schoolguide.casel.org/focus-area-3/school/integrate-student-supports-with-sel/)  **Supportive Discipline:** Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.  [Establish Discipline Policies that Promote SEL (School Guide)](https://schoolguide.casel.org/focus-area-3/school/establish-discipline-policies-that-promote-sel/) | **What progress have you seen in your context?**  **How do you know?**  **What do you need to address any gaps you see?** |

**FAMILY & COMMUNITY PARTNERSHIPS**

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| **District Indicators** | **School Indicators** | **Notes** |
| **Authentic Family Partnerships:** Families have regular and meaningful opportunities to collaborate with district and school staff to support students’ social, emotional, and academic development and guide the district’s SEL plan.  **Aligned Community Partnerships:** The district leverages community partners and aligns on common language, strategies, and communication around all SEL-related efforts and initiatives, during school and out-of-school time.  [Develop and Strengthen Family and Community Partnerships (District Resource Center)](https://drc.casel.org/promote-sel-for-students/family-and-community-partnerships/) | **Authentic Family Partnerships:** Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students’ social, emotional, and academic development.  [Family Partnerships (School Guide)](https://schoolguide.casel.org/focus-area-3/family-partnerships/)  [Connect and Collaborate with Families (School Guide)](https://schoolguide.casel.org/focus-area-2/collaborate/connect-collaborate-with-families/)  **Aligned Community Partnerships:** School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.  [Community Partnerships (School Guide)](https://schoolguide.casel.org/focus-area-3/community-partnerships/)  [Out-of-School Time Tools (School Guide)](https://schoolguide.casel.org/out-of-school-time-tools/) | **What progress have you seen in your context?**  **How do you know?**  **What do you need to address any gaps you see?** |

**YOUTH VOICE**

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| **District Indicators** | **School Indicators** | **Notes** |
| **Youth Voice and Engagement:** The district honors and elevates a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers  [Artifacts and tools on youth voice (District Resource Center)](https://drc.casel.org/search/?search=youth+voice) | **Youth Voice and Engagement**: Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.  [Elevate Student Voice (School Guide)](https://schoolguide.casel.org/focus-area-3/school/elevate-student-voice/)  [Connect and Collaborate with Students (School Guide)](https://schoolguide.casel.org/focus-area-2/collaborate/connect-collaborate-with-students/) | **What progress have you seen in your context?**  **How do you know?**  **What do you need to address any gaps you see?** |

**STAFF LEARNING and MODELING**

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| **District Indicators** | **School Indicators** | **Notes** |
| **Shared ownership for SEL:** District and school staff, board members, students, families, and community partners feel shared ownership over the district’s collaboratively developed vision for SEL and know their role in promoting SEL. District stakeholders use common language to describe SEL competencies and strategies, and explicitly call out SEL as essential to student success.  [Organize the District to Promote Collaboration Around SEL, Academics, and Equity (District Resource Center)](https://drc.casel.org/build-foundational-support-and-plan/collaboration/)  [Communicate SEL as a District Priority (District Resource Center)](https://drc.casel.org/build-foundational-support-and-plan/communication/)  **Socially, emotionally, and culturally competent and collaborative staff:** Staff at all levels feel supported and connected to their colleagues and engage in ongoing reflection and learning around their own social, emotional and cultural competence. School and district staff consistently model SEL in their interactions with students, staff, families, and community members.  [Strengthen Adult Social, Emotional, and Cultural Competence (District Resource Center)](https://drc.casel.org/strengthen-adult-sel-competencies-and-capacity/strengthening-adult-sel-and-cultural-competence/) | **Focus on adult SEL**: Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.  [Strengthen Adult SEL (School Guide)](https://schoolguide.casel.org/focus-area-2/overview/) | **What progress have you seen in your context?**  **How do you know?**  **What do you need to address any gaps you see?** |

**REFLECTING ON DATA**

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| **District Indicators** | **School Indicators** | **Notes** |
| **District- and school-level systems for SEL continuous improvement:** The district SEL team collects and regularly reflects on both implementation and outcome data, in order to monitor progress and continuously improve all SEL-related systems, practices, and policies. School teams engage regularly in reflecting on data, sharing learnings and strategies, and developing plans for improving quality of schoolwide SEL implementation  [Reflect on Data for Continuous Improvement (District Resource Center)](https://drc.casel.org/practice-continuous-improvement/)  [Districtwide SEL Implementation Rubric](https://drc.casel.org/rubric/) | **Systems for Continuous Improvement**: Implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.  [Practice Continuous Improvement (School Guide)](https://schoolguide.casel.org/focus-area-4/overview/)  [Track Your School’s Progress Toward Implementing Schoolwide SEL](https://schoolguide.casel.org/track-progress/) | **What progress have you seen in your context?**  **How do you know?**  **What do you need to address any gaps you see?** |