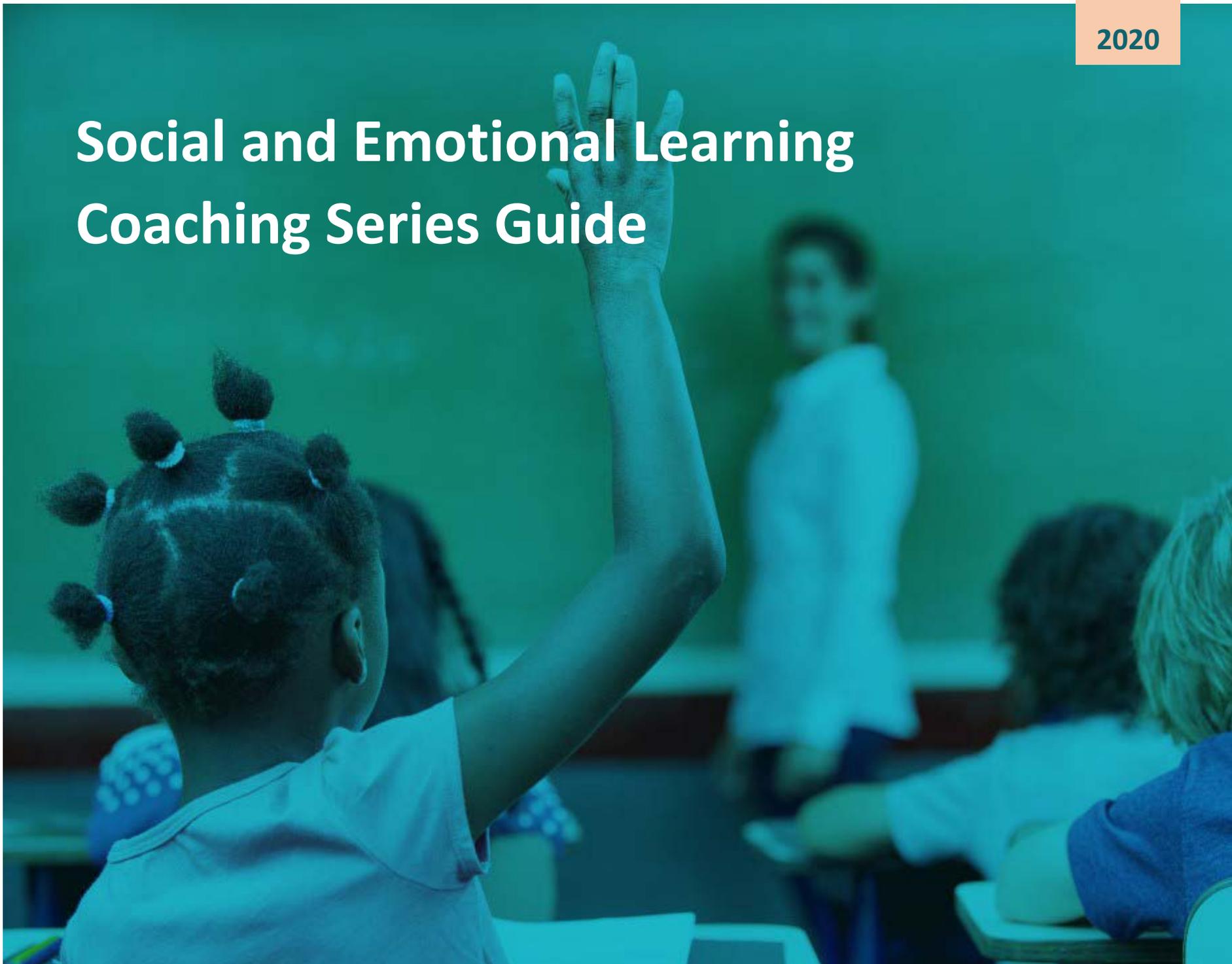


2020

Social and Emotional Learning Coaching Series Guide





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Introduction

The REL Northeast & Islands Social and Emotional Learning Research Alliance supports state and district leaders in identifying and synthesizing emerging evidence about social and emotional learning (SEL) measures and interventions to inform their own policies and practices. This document guides practitioners through a five-session coaching series on how to use the SEL research literature to identify evidence-based SEL interventions to implement in their districts. These coaching sessions were designed to build the capacity of school district leaders to:

- Understand SEL frameworks and terminology
- Interpret reviews and summaries of previous research according to Every Student Succeeds Act (ESSA) evidence tiers
- Identify evidence-based interventions and the SEL outcomes targeted by these interventions
- Ensure fidelity of intervention implementation by considering the alignment between their school setting and the settings in which an intervention's evidence was based

The materials in this document are based on five virtual coaching sessions coaching that REL Northeast & Islands provided to Massachusetts school district leaders over a period of one year. The slide presentation, exercises, and worksheets have been adapted as needed to meet the needs of self-guided learners. Practitioners who did not have the opportunity to attend the SEL Coaching Series can use this guide to familiarize themselves with the content of the series. Alternatively, participants who attended all or part of the coaching series can use this guide to refresh their understanding of how to identify, select, and implement evidence-based SEL interventions.

Coaching Series Presenters

The SEL Coaching Series was designed and delivered by the following REL Northeast & Islands staff:

- Diana Wogan, Researcher
- Herb Turner, Research Scientist
- Joshua Cox, Researcher



About REL Northeast & Islands

The Regional Educational Laboratory Program brings together researchers, educators, and policymakers with disparate areas of expertise and interest to provide technical support, conduct research, and offer learning opportunities that inform changes to policy and practice to improve educational outcomes for students. REL Northeast & Islands—one of 10 Regional Educational Laboratories (RELs)—translates research to practice in partnership with policymakers and practitioners in Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, the U.S. Virgin Islands, and Vermont.



Session 1 Goal

The goal of this first session is to understand how social and emotional learning (SEL) skills and competencies are described in the research literature.

Session 1: Understanding SEL frameworks and terminology

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The logos in this slide represent the many organizations working to understand and improve social and emotional learning in children.

A wide range of frameworks and terminology to describe SEL skills and competencies have been developed over the past decade due to an increase in interest in social and emotional learning. For this reason, it is important to develop a **shared understanding of SEL terms** used in the research literature.

During this session, we aim to enhance your understanding of SEL terminology to enable you to access and use the research literature to identify evidence-based interventions you can use in your school or district.

Challenge of understanding SEL Frameworks: Lack of common terms





Understanding SEL terminology

Please review these three terms that are used throughout the SEL literature as well as examples of each term.

Please Note: A full [reference list](#) for each session can be found at the end of this document.

- **SEL Frameworks:** A tool used by different institutions or organizations for organizing SEL skills and competencies
 - **Examples:** CASEL, Strive Network, and Chicago Consortium
- **SEL Competencies:** A group or category of students' SEL skills
 - **Examples:** Social awareness and self-management
- **SEL Skills:** Students' behaviors and dispositions that display their SEL
 - **Examples:** Shows understanding and empathy for others (social awareness); recognizes one's emotions, values, strengths, and limitations (self-management)



The table that follows displays four prominent **SEL frameworks**—[CASEL](#), [Strive Network](#), [Chicago Consortium](#), and [National Research Council](#)—as well as the SEL competencies and skills described in each framework. This table illustrates the different SEL competencies and skills across frameworks, with related skills and competencies aligned horizontally across the four frameworks.



CASEL	Strive Network	Chicago Consortium	National Research Council
	<p>Growth Mindset/Mastery Orientation:</p> <ul style="list-style-type: none"> - Attitudes, beliefs, and dispositions about school and learning - Learning goal is to increase competence and abilities while mastering new tasks over time 		
	<p>Academic self-efficacy:</p> <p>Belief in one’s ability to succeed in specific situations</p>	<p>Academic Mindset:</p> <p>Attitudes and beliefs about oneself relative to schoolwork</p>	
	<p>Grit/Perseverance:</p> <ul style="list-style-type: none"> - Perseverance and passion for long-term goals - Stays focused on a goal despite obstacles 	<p>Academic Perseverance:</p> <p>Tendency to complete assignments thoroughly and on time despite obstacles and challenges</p>	<p>Intrapersonal:</p> <p>Manages emotions and behaviors to pursue goals</p>
<p>Self-Awareness:</p> <p>Recognizes one’s emotions, values, strengths, and limitations</p>	<p>Self-regulated Learning/Study Skills:</p> <p>Manages focus and uses appropriate study skills while managing emotions and behaviors</p>	<p>Learning Strategies:</p> <p>Tactics used to foster thinking, remembering, and learning</p>	
<p>Self-Management:</p> <p>Manages emotions and behaviors to achieve one’s goals</p>	<p>Emotional Competence:</p> <p>Manages emotions, motivates oneself, shows empathy, and handles relationships</p>	<p>Academic Behaviors:</p> <p>Regularly attends class, arriving ready to work, pays attention, participates, and devotes study time outside of school</p>	
<p>Social Awareness:</p> <p>Shows understanding and empathy for others</p>		<p>Social Skills:</p> <p>Cooperation, assertion, responsibility, and empathy</p>	<p>Interpersonal:</p> <p>Expresses ideas and listens to others</p>
<p>Relationship Skills:</p> <p>Forms positive relationships, works in teams, and deals effectively with conflict</p>			
<p>Responsible Decision Making:</p> <p>Makes ethical, constructive choices about personal and social behavior</p>			<p>Cognitive:</p> <p>Reasoning and memory</p>

SEL frameworks are displayed in columns. The Strive Network is highlighted here.

The **red text** in this table displays **SEL competencies**.

The **green text** represents **SEL skills**.

Adapted with permission: Hagen, Elizabeth (2013). [Comparing Frameworks](#). University of Minnesota Extension Center for Youth Development.



How do you identify relevant SEL skills and competencies for your students?

We propose a **five-step process** that involves:

- Identifying the SEL skills you want to see in your students
- Expressing those skills using terminology from the SEL research literature

Why this Approach?

This systematic approach helps you understand similarities and differences between SEL terms. In the SEL field, terms such as “skills” and “competencies” are often used interchangeably when they are related but different.

Furthermore, similar skills and competencies have different names. If you fail to understand these distinctions, you could overlook relevant SEL skills and competencies when searching the research literature for effective interventions.

We propose a 5-step process



In the slides that follow, we will walk you through this process, using an example from **Handout B** to illustrate how it works.

⇒ **Please take out the following handouts:**

- [Handout A: Comparing Four SEL Frameworks](#)
- [Handout B: Identifying SEL Skills and Competencies: Example](#)
- [Handout C: Identifying SEL Skills and Competencies](#)



Step 1: SEL Goals

Individually or as a school team, think about the SEL goals of your district and what SEL skills you want your students to have. Write your SEL goals in **Step 1** of **Handout C** as in this example from **Handout B**.

ACTIVITY

In **Step 1** of **Handout C**, write your SEL goals statement.

Example Statement

I would like to prepare our high school students for college by improving their ability to:

- Problem solve if new or unexpected situations arise in college
- Initiate social interactions with professors, students, and staff to build a support network in a new environment
- Collaborate and engage in teamwork with others to find ways to be successful



Step 2: Identify the SEL skills in the statement

ACTIVITY

In Step 2 of Handout C, write the SEL skills.

Example Statement

I would like to prepare our high school students for college by improving their ability to:

- Problem solve if new or unexpected situations arise in college
- Initiate social interactions with professors, students, and staff to build a support network in a new environment
- Collaborate and engage in teamwork with others to find ways to be successful

Next, identify the SEL skills in your statement of need. This example from Handout B includes three SEL skills underlined here.



Step 3: Map the SEL skills to CASEL competencies and skills

ACTIVITY

Copy the SEL skills from **Step 2** to **Step 3** of **Handout C**.

Expressed SEL Goals	CASEL	Strive Network	Chicago Consortium
1. Problem Solving Skills			
2. Social Interactions			
3. Collaboration			
4. Teamwork			

As in the example in **Handout B**, write the SEL skills from your statement of need in column 1 of the table in **Step 3** of **Handout C**.



Step 3: Map the SEL skills to CASEL competencies and skills (continued)

Next, use the SEL Frameworks Table (**Handout A**) to identify CASEL competencies that include the skills you want to address as in this example.

For Example:

This is what you will circle if you plan to address students' **social interaction** skills.

CASEL
Self-Awareness: Recognizes one's emotions, values, strengths, and limitations
Self-Management: Manages emotions and behaviors to achieve one's goals
Social Awareness: Shows understanding and empathy for others
Relationship Skills: Forms positive relationships, works in teams, and deals effectively with conflict
Responsible Decision Making: Makes ethical, constructive choices about personal and social behavior



Step 3: Map the SEL skills to CASEL competencies and skills (continued)

ACTIVITY

In **Step 3** of **Handout C**, write in the SEL competencies.

Expressed SEL Goals	CASEL	Strive Network	Chicago Consortium
1. Problem Solving Skills	Self-Awareness		
2. Social Interactions	Social Awareness, Relationship Skills		
3. Collaboration	Relationship Skills		
4. Teamwork	Relationship Skills		

As in the example in **Handout B**, write the CASEL SEL competencies that correspond to your SEL goals in column 2 in **Step 3** of **Handout C**. The competencies that correspond with **social interactions skills** are highlighted in bold.



Step 4: Identify overlapping terminology

Next, use the Frameworks table in **Handout A** to determine whether each competency has multiple names or overlaps with other competencies in other frameworks.

For example, if you are targeting students' **social interaction skills**, you would circle relevant competencies and skills in columns 2-4.

CASEL	Strive Network	Chicago Consortium	National Research Council
	Growth Mindset/Mastery Orientation: - Attitudes, beliefs, and dispositions about school and learning - Learning goal is to increase competence and abilities while mastering new tasks over time	Academic Mindset: Attitudes and beliefs about oneself relative to schoolwork	Intrapersonal: Manages emotions and behaviors to pursue goals
	Academic self-efficacy: Belief in one's ability to succeed in specific situations		
	Grit/Perseverance: - Perseverance and passion for long-term goals - Stays focused on a goal despite obstacles	Academic Perseverance: Tendency to complete assignments thoroughly and on time despite obstacles and challenges	
Self-Awareness: Recognizes one's emotions, values, strengths, and limitations	Self-regulated learning/ Study Skills: Manages focus and uses appropriate study skills while managing emotions and behaviors	Learning Strategies: Tactics used to foster thinking, remembering, and learning	
Self-Management: Manages emotions and behaviors to achieve one's goals	Emotional Competence: Manages emotions, motivates oneself, shows empathy, and handles relationships	Academic Behaviors: Regularly attends class, arriving ready to work, pays attention, participates, and devotes study time outside of school	Interpersonal: Expresses ideas and listens to others
Social Awareness: Shows understanding and empathy for others		Social Skills: Cooperation, assertion, responsibility, and empathy	
Relationship Skills: Forms positive relationships, works in teams, and deals effectively with conflicts			
Responsible Decision Making: Makes ethical, constructive choices about personal and social behavior			Cognitive: Reasoning and memory



In **Step 4** of **Handout C**, add the additional competencies used by each framework for your expressed SEL goals, as in the example in **Handout B**.

Step 4: Identify overlapping terminology (continued)

ACTIVITY

In **Step 4** of **Handout C**, write in the SEL competencies.

Expressed SEL Goals	CASEL	Strive Network	Chicago Consortium	National Research Council
1. Problem Solving Skills	Self-Awareness	Self-Regulated Learning/ Study Skills	Learning Strategies	Intrapersonal
2. Social Interactions	Social Awareness, Relationship Skills	Emotional Competency	Social Skills	Interpersonal
3. Collaboration	Relationship Skills		Social Skills	Interpersonal
4. Teamwork	Relationship Skills		Social Skills	Interpersonal

Continuing our example, SEL competencies for **social interactions** across SEL frameworks appear in bold.



In Summary

The purpose of this exercise was to systematically guide you through a process of identifying and expressing the SEL skills you want to see in your students, map these skills to the SEL competencies across different frameworks to understand that SEL skills are organized by competencies, and that the same competency can have different names under different frameworks. With this understanding, and using this map, you will be equipped to search the SEL research literature for interventions and the terminology for the outcomes you may encounter in this literature.

Step 5: Reflection

ACTIVITY

Decide whether this exercise has clarified which skills and competencies to address for students in your school or district.

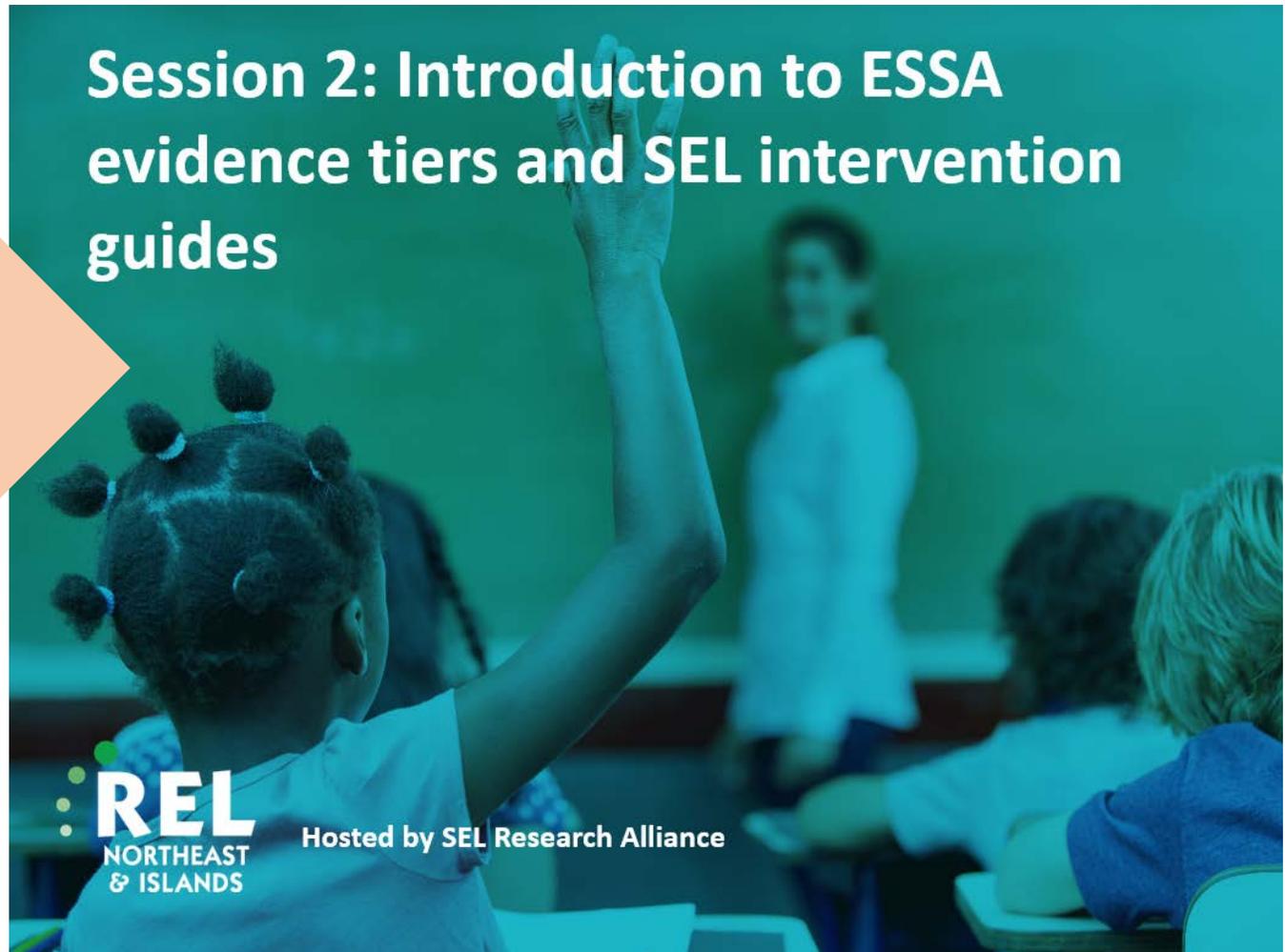
Expressed SEL Goals	CASEL	Strive Network	Chicago Consortium	National Research Council
5. Problem Solving Skills	Self-Awareness	Self-Regulated Learning/ Study Skills	Learning Strategies	Intrapersonal
6. Social Interactions	Social Awareness, Relationship Skills	Emotional Competency	Social Skills	Interpersonal
7. Collaboration	Relationship Skills		Social Skills	Interpersonal
8. Teamwork	Relationship Skills		Social Skills	Interpersonal



Session 2: Introduction to ESSA evidence tiers and SEL intervention guides

Session 2 Goals

- Introduce Every Student Succeeds Act (ESSA) evidence tiers
- Familiarize participants with SEL intervention guides to begin to identify or confirm selection of evidence-based SEL interventions



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Review these tips for selecting an SEL intervention, including what you can do if you have not selected an intervention yet.

Tips for selecting SEL interventions

- Selecting SEL interventions is a schoolwide process.
- It is important to use data and evidence to select practices and interventions that suit your context.

If you haven't selected SEL interventions yet, you can:

1. Review relevant data, such as suspensions, attendance, and school climate surveys, to identify specific SEL competencies to address
2. Discuss the data and SEL competencies with school and district staff and families to obtain additional support
3. Identify SEL practices or interventions that address these SEL competencies



ESSA evidence tiers: Why it matters

- “ESSA requires the use of evidence-based interventions for a number of funding streams” (p.9).
- ESSA legislation does not explicitly mention SEL; however, educators can leverage funding offered under ESSA to support evidence-based SEL-related programming that meets the legislation’s requirements (Public Law 114-95, 2015).
- The legislation defines four tiers of evidence from empirical research: Strong (Tier 1), moderate (Tier 2), promising (Tier 3), and strong theory (Tier 4).

Here are three reasons it is important to understand ESSA’s evidence tiers.

Grant, S. et al. (2017). *Social and emotional learning interventions under the Every Student Succeeds Act: Evidence review—Intervention summaries*. Retrieved from http://www.rand.org/pubs/research_reports/RR2133.



Study designs that qualify for ESSA evidence tiers

This slide describes the four ESSA evidence tiers in more detail.

Tier 1	At least 1 study that is a well-designed and well-implemented <u>experimental</u> study
Tier 2	At least 1 study that is a well-designed and well-implemented <u>quasi-experimental</u> study
Tier 3	At least 1 study that is a well-designed and well-implemented <u>correlational</u> control with statistical controls for selection bias
Tier 4	Strong <u>theory</u>

Additional Resource

To learn more about ESSA evidence tiers, view the **REL Midwest** video: [Understanding the ESSA Tiers of Evidence](#). It explains the four tiers of evidence outlined by ESSA, and how schools and districts can use them to rate an intervention's potential effectiveness in improving student outcomes.

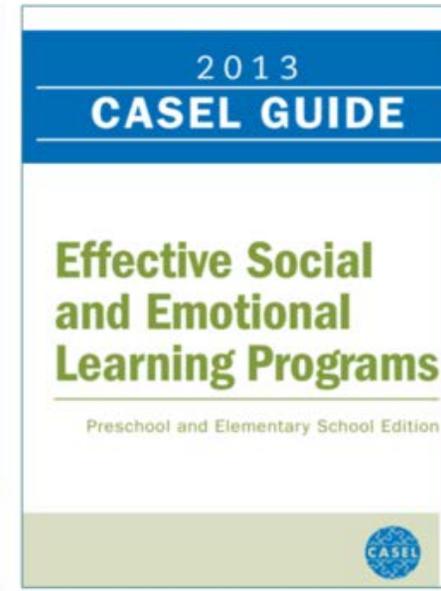
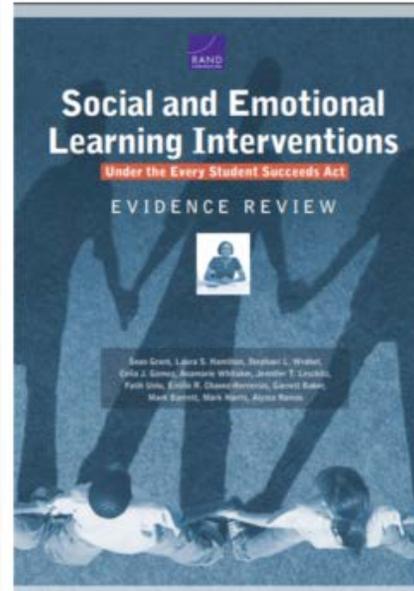


Over the next few slides, we will compare three well-known SEL intervention guides, looking at differences in the guides' objectives and the SEL competencies (outcomes) for interventions in the guides.

Links to the SEL Intervention Guides:

- [Social and Emotional Learning Interventions: Evidence Review](#) (RAND guide)
- [Navigating SEL from the Inside Out](#) (Harvard guide)
- [CASEL Program Guides: Effective Social and Emotional Learning Programs](#) (CASEL guides)

SEL intervention guides: Understanding the differences





Objective comparison

In this table, we have listed the primary objective of each guide as described by the guide authors to show their underlying differences.

Social Emotional Learning Interventions Under the Every Student Succeeds Act (RAND guide)	Navigating SEL from the Inside Out (Harvard guide)	CASEL Program Guides: Effective Social and Emotional Learning Programs (CASEL guides)
<ul style="list-style-type: none"> • Focuses on helping decision-makers better understand: <ol style="list-style-type: none"> 1. How ESSA addresses schools' efforts to promote students' social and emotional competencies 2. Which SEL interventions meet ESSA evidence requirements • Identifies whether an SEL intervention meets What Works Clearinghouse Standards • Indicates whether an SEL intervention is in other guides 	<ul style="list-style-type: none"> • Takes an in-depth look inside 25 leading SEL and character education programs • Specifically focused on programming for elementary-age children. 	<p>Gives educators information for both selecting and implementing SEL programs in their district and schools</p>



Each guide identifies different SEL outcomes, some of which align with the competencies described in Session 1. As we noted in the discussion of skills and competencies in Session 1, although SEL outcomes are identified using different terms, they often overlap. For example, under the RAND guide, you will see a **disciplinary** outcome listed. Under the CASEL guides, a similar outcome is described, however it is listed as **reduced conduct problems**. So, the SEL terms you use in your district might show up differently in these guides.

Outcome comparison **All interventions**

RAND guide	Harvard guide	CASEL guides
<ul style="list-style-type: none"> • Interpersonal skills • Intrapersonal competencies • Academic achievement • Academic attainment • Disciplinary outcomes • Civic attitudes and behaviors • School climate and safety 	<ul style="list-style-type: none"> • Cognitive regulation • Emotional processes • Interpersonal skills • Character • Mindset 	<ul style="list-style-type: none"> • Improved academic performance • Increased positive social behavior • Reduced conduct problems • Reduced emotional distress • Improved social and emotional skills and performance • Improved teaching practices • Substance abuse prevention • Improved academic behaviors • Improved climate • Improved adult economic stability • Reduced adult criminal activity



Outcome comparison Example: Positive Action

RAND guide	Harvard guide	CASEL guides
<ul style="list-style-type: none"> • Interpersonal skills • Intrapersonal competencies • Academic achievement • Academic attainment • Disciplinary outcomes • Civic attitudes and behaviors • School climate and safety 	<ul style="list-style-type: none"> • Emotional processes • Character • Mindset 	<ul style="list-style-type: none"> • Improved academic performance • Reduced conduct problems • Substance abuse prevention • Improved academic behaviors

This table compares the outcomes of a single intervention included in each of these guides—**Positive Action**—to demonstrate how the SEL outcomes differ but often overlap.



In the next session, we will further explore one intervention guide (the RAND guide) to demonstrate what information to look for to determine if an intervention meets your needs.



Session 3: Using intervention guides to identify SEL interventions that align with your local needs

Session 3 Goals

- Orient you to one of the SEL intervention guides and how to use it
- Assess the alignment of what you find in the guide to your local needs and contexts



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Guiding questions

1. What level of evidence do you prefer for your SEL intervention?
2. What is your target population?
3. What are your target SEL outcomes?
4. What is your capacity to implement the intervention?

Review these guiding questions regarding your district's social and emotional learning goals



Handout D

In this session you will use **Handout D** to help you to identify and select an intervention that suits your local context. The three steps you will follow using Handout D are described here.

- **Step 1:** Identify your district's responses to the guiding questions. You and your district will identify its preferred level of evidence, target population and SEL outcomes, and capacity to implement an SEL intervention.
- **Step 2:** Use the RAND guide to identify and review an SEL intervention of your choosing. We will explore this process using an example SEL intervention—Responsive Classroom—to illustrate where you can find information in the RAND guide to fill in the table.
- **Step 3:** Reflect on Steps 1 and 2 to determine whether the specific intervention you examined meets your district's needs.



Intervention Crosswalk Worksheet

Take out **Handout D**.
The guiding questions are featured in the first column.

In **Step 1**, please complete each of the guiding questions for your district.

Please Note: Your answers in this step should not correspond to a particular intervention but should describe what you hope to achieve by implementing an SEL intervention. To complete the outcomes question, you may want to refer to the SEL goals you identified in **Handout C**.

Guiding Questions	Step 1: District Response	Step 2: Choose an intervention to review	Step 3: Reflection
<p>Evidence</p> <p>What is the level of evidence for the SEL intervention?</p> <ul style="list-style-type: none"> • Tiers I-IV • # of Studies • What Works Clearinghouse 			
<p>Outcomes</p> <p>What are the outcomes of the intervention?</p>			
<p>Population</p> <p>What is the population of students and schools included in the study?</p> <ul style="list-style-type: none"> • Urban or Rural • Elem or Middle/High • Diverse students • Free and Reduced Lunch students 			
<p>Implementation</p> <p>What resources are needed to implement the intervention?</p> <ul style="list-style-type: none"> • Staff • Resources/Supports • Buy-in 			



To help you prepare to complete **Handout D**, we will demonstrate how to find information in one of the intervention guides by filling in details for an example intervention.

Intervention Crosswalk

Guiding Questions	Example Intervention
<p style="text-align: center;">Evidence</p> <p>What is the level of evidence for the SEL intervention?</p> <ul style="list-style-type: none"> • Tiers I-IV • # of Studies • What Works Clearinghouse 	
<p style="text-align: center;">Outcomes</p> <p>What are the outcomes of the intervention?</p>	
<p style="text-align: center;">Population</p> <p>What is the population of students and schools included in the study?</p> <ul style="list-style-type: none"> • Urban or Rural • Elementary or Middle/High • Diverse students • Free and Reduced Lunch students 	
<p style="text-align: center;">Implementation</p> <p>What resources are needed to implement the intervention?</p> <ul style="list-style-type: none"> • Staff • Resources/Supports • Buy-in 	

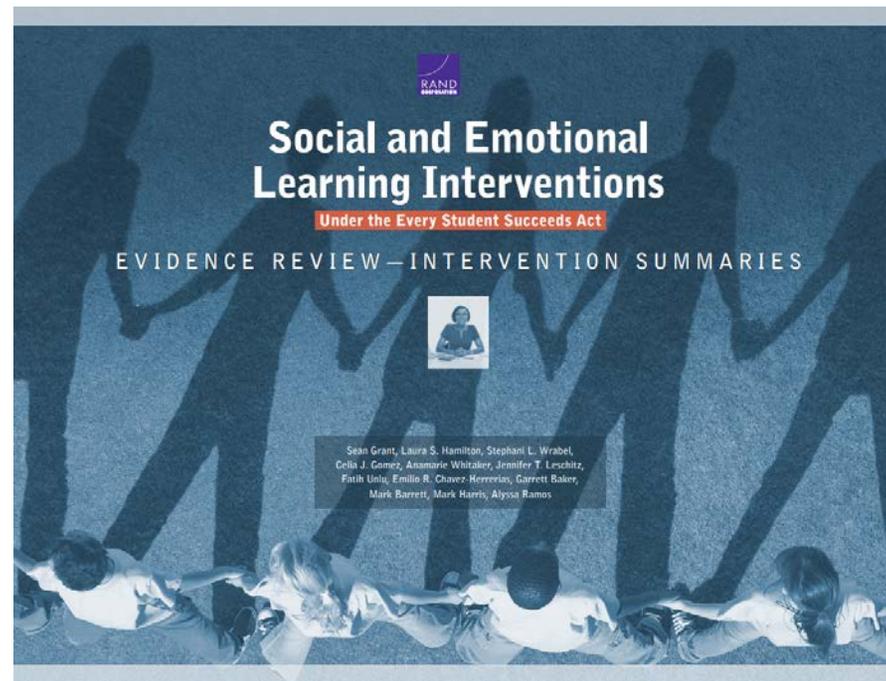


The RAND [Social and Emotional Learning Interventions Under the Every Student Succeeds Act Evidence Review](#) consists of two documents—the full document and the intervention summaries.

We will use RAND's [Intervention Summaries](#) document to find the information needed to answer the guiding questions for the example intervention **Responsive Classroom**.

Please go to the intervention summary for Responsive Classroom on **page 150** of this guide.

RAND Guide: Intervention Summaries (pages 150–154)



Please Note: We will be exploring Responsive Classroom as an example only. This is not intended to be a REL Northeast & Islands endorsement of Responsive Classroom.



RAND Guide page 150

Snapshot of Evidence for Responsive Classroom

The **Snapshot of Evidence for Responsive Classroom** from page 150 is captured here. We will walk through the key areas in the snapshot to explore the evidence and characteristics of the Responsive Classroom intervention.

Responsive Classroom (RC)

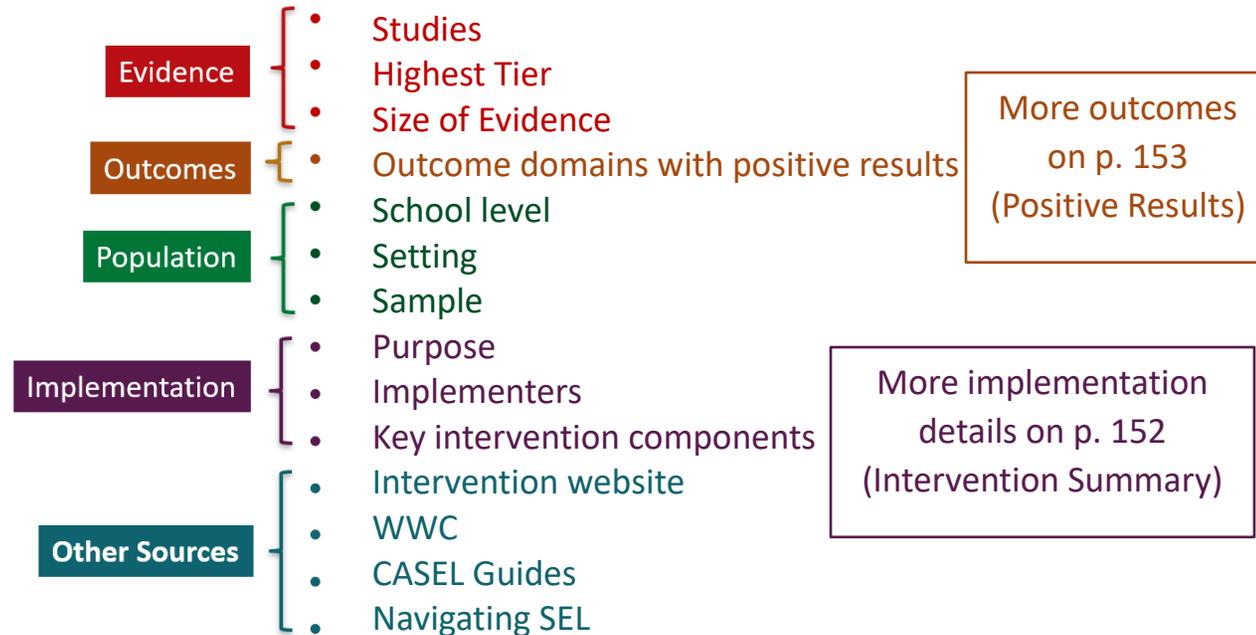
Snapshot of Evidence

- **Studies:** 2
- **Highest tier:** Tier III
- **Size of evidence:** Large sample, multiple sites
- **Outcome domains with positive results:** Interpersonal, academic achievement
- **School level:** Elementary school
- **Setting:** Urban
- **Sample:** Racial/ethnic minority
- **Purpose:** Emphasize the teachers' central role in producing high-quality classroom environments and children's academic success.
- **Implementers:** Teachers, administrators
- **Key intervention components:** Changing the learning environment, applications outside the classroom, professional development, and implementation support.
- **Intervention website:** <https://www.responsiveclassroom.org/>
- **WWC:** Study 2 does not meet WWC standards (<https://ies.ed.gov/ncee/wwc/Study/78774>).
- **CASEL Guides:** This intervention is included in the 2013 CASEL Guide—Preschool and Elementary School Edition.
- **Navigating SEL:** This intervention is included in the Navigating SEL list of programs.



RAND Guide page 150: Responsive Classroom Snapshot of Evidence Explained

The snapshot of evidence can be organized into five categories of information: evidence, outcomes, population, implementation, and other sources.





RAND Guide page 150: **Responsive Classroom** Snapshot of Evidence explained, cont.

The first few bullets about the evidence (studies, highest tier, and size of evidence) give you an idea of the strength of the evidence of effectiveness.

Evidence

- **Studies:** 2
- **Highest tier:** Tier III
- **Size of evidence:** Large sample, multiple sites



The next category is outcomes. The outcomes presented here are those outcome domains with positive results. **Outcome domains** are a collection of related outcomes or competencies. In this example, we see Responsive Classroom had a positive effect or association with the interpersonal and academic achievement domain.

Please Note: The outcome domains presented in the RAND guide do not always directly align with the SEL competencies presented in the CASEL framework, but you can map them on your own. For example, the interpersonal domain listed here aligns with the social awareness and relationship skills competencies under the CASEL framework.

RAND Guide page 150: Responsive Classroom Snapshot of Evidence explained, cont.

Outcomes

- **Outcome domains with positive results:** interpersonal, academic achievement



Intervention Crosswalk

Now we can fill in the first two guiding questions from the information in the previous two slides.

Guiding Questions	Example: Responsive Classroom
<p style="text-align: center;">Evidence</p> <p>What is the level of evidence for the SEL intervention?</p> <ul style="list-style-type: none"> • Tiers I-IV • # of Studies • What Works Clearinghouse 	<ul style="list-style-type: none"> • 2 studies • Tier III • large sample, multiple sites
<p style="text-align: center;">Outcomes</p> <p>What are the outcomes of the intervention?</p>	<ul style="list-style-type: none"> • Interpersonal • Academic achievement
<p style="text-align: center;">Population</p> <p>What is the population of students and schools included in the study?</p> <ul style="list-style-type: none"> • Urban or Rural • Elem or Middle/High • Diverse students • Free and Reduced Lunch students 	
<p style="text-align: center;">Implementation</p> <p>What resources are needed to implement the intervention?</p> <ul style="list-style-type: none"> • Staff • Resources/Supports • Buy-in 	



RAND Guide page 150: **Responsive Classroom** Snapshot of Evidence explained, cont.

The next set of bullets describe the population included in the intervention study. You may need to seek out more specific information about the population to determine whether the characteristics of the population targeted by the intervention match your target population.

Population

- **School level:** Elementary school
- **Setting:** Urban
- **Sample:** Racial/ethnic minority



RAND Guide page 150: **Responsive Classroom** Snapshot of Evidence explained, cont.

The next set of bullets are related to implementation. These bullets can help you determine whether you have the capacity to implement the intervention.

Implementation

- **Purpose:** Emphasizes the teachers' central role in producing high-quality classroom environments and children's academic success
- **Implementers:** Teachers, administrators
- **Key Intervention Components:** Changing the learning environment, applications outside the classroom, professional development, and implementation support



Now we can complete the intervention crosswalk by filling in the information in the previous two slides.

Intervention Crosswalk

Guiding Questions	Example: Responsive Classroom
<p style="text-align: center;">Evidence</p> <p>What is the level of evidence for the SEL intervention?</p> <ul style="list-style-type: none"> • Tiers I-IV • # of Studies • What Works Clearinghouse 	<ul style="list-style-type: none"> • 2 studies • Tier III • large sample, multiple sites
<p style="text-align: center;">Outcomes</p> <p>What are the outcomes of the intervention?</p>	<ul style="list-style-type: none"> • Interpersonal • Academic achievement
<p style="text-align: center;">Population</p> <p>What is the population of students and schools included in the study?</p> <ul style="list-style-type: none"> • Urban or Rural • Elementary or Middle/High • Diverse students • Free and Reduced Lunch students 	<ul style="list-style-type: none"> • Elementary school • Urban • Racial/ethnic minority
<p style="text-align: center;">Implementation</p> <p>What resources are needed to implement the intervention?</p> <ul style="list-style-type: none"> • Staff • Resources/Supports • Buy-in 	<p>Teachers, administrators, applications outside classroom, PD, implementation supports</p>



In addition to the information we just gathered for the Intervention Crosswalk, the Snapshot of Evidence includes four final bullets which point to additional sources of information about the intervention. Use these sources to learn more about:

- Implementation of the intervention (e.g., the intervention developer's website)
- Quality and rigor of the evidence (e.g., WWC—whether the study meets the rigorous What Works Clearinghouse evidence standards)
- Additional characteristics of the intervention as described in the CASEL guides and Navigating SEL guide (i.e., Harvard guide).

RAND Guide page 150: **Responsive Classroom** Snapshot of Evidence explained, cont.

Other Sources

- **Intervention website:**
<https://www.responsiveclassroom.org>
- **WWC [What Works Clearinghouse]:** Study 2 does not meet WWC Standards (<https://ies.ed.gov/ncee/wwc/Study/78774>)
- **CASEL Guides:** This intervention is included in the 2013 CASEL Guide—Preschool and Elementary School Edition
- **Navigating SEL:** This intervention is included in the Navigating SEL list of programs.



On page 151 of the RAND Intervention Summaries guide, you can find detailed information about the study that was used to inform the evidence for the intervention.

Additional information on page 151

Additional Information

- Study period and where documented
- Evidence tier
- Characteristics of the students included in the study
- Characteristics of the schools where the study took place



On page 152, you will find an **intervention summary** of the study of Responsive Classroom, which will answer the following questions:

1. Who implemented the intervention, how much of the intervention was implemented, and was a classroom curriculum used?
2. What changes can be expected in the learning environment if the intervention components are implemented as intended?
3. Was the intervention implemented outside the classroom, school, and was there community involvement?
4. What were the supports for implementation?
5. What information is available about the comparison group used to determine if the intervention had an effect?

The answers to these questions may be helpful in assessing what is involved in adopting and implementing this intervention.

Additional information on page 152: Intervention summary

Who, How Much, and What?

- Staff who delivered the intervention
- How much was implemented

Expected changes?

- Classroom curriculum
- Changing the learning environment

Outside classroom or school?

- Applications outside the classroom
- Out-of-school time
- Family/community involvement

Implementation supports?

- Professional Development
- Implementation Support

Effective compared to what condition?

- Comparison Group



Intervention Crosswalk Worksheet

Now return to **Handout D, Step 2** to explore an intervention for use in your district.

Please choose an intervention that interests you from the [RAND Interventions Summaries](#) and review and complete each of the guiding questions using the guide, as we demonstrated.

Guiding Questions	Step 1: District Response	Step 2: Choose an intervention to review	Step 3: Reflection
<p>Evidence</p> <p>What is the level of evidence for the SEL intervention?</p> <ul style="list-style-type: none"> • Tiers I-IV • # of Studies • What Works Clearinghouse 			
<p>Outcomes</p> <p>What are the outcomes of the intervention?</p>			
<p>Population</p> <p>What is the population of students and schools included in the study?</p> <ul style="list-style-type: none"> • Urban or Rural • Elem or Middle/High • Diverse students • Free and Reduced Lunch students 			
<p>Implementation</p> <p>What resources are needed to implement the intervention?</p> <ul style="list-style-type: none"> • Staff • Resources/Supports • Buy-in 			



The last step is to compare your district's expectations for an intervention (**Step 1**) with the information you gathered on a specific intervention (**Step 2**).

Use the final column (**Step 3**) to reflect on whether the specific intervention you examined meets your district's needs.

In this session, you have identified your local SEL needs and explored how to gather information to find SEL interventions to meet these needs.

In the next session, we will explore classroom characteristics of effective SEL interventions, classroom strategies that contribute to SEL, and implementation strategies that support evidence-based SEL interventions.

Intervention Crosswalk Worksheet

Guiding Questions	Step 1: District Response	Step 2: Choose an intervention to review	Step 3: Reflection
<p>Evidence</p> <p>What is the level of evidence for the SEL intervention?</p> <ul style="list-style-type: none"> • Tiers I-IV • # of Studies • What Works Clearinghouse 			
<p>Outcomes</p> <p>What are the outcomes of the intervention?</p>			
<p>Population</p> <p>What is the population of students and schools included in the study?</p> <ul style="list-style-type: none"> • Urban or Rural • Elem or Middle/High • Diverse students • Free and Reduced Lunch students 			
<p>Implementation</p> <p>What resources are needed to implement the intervention?</p> <ul style="list-style-type: none"> • Staff • Resources/Supports • Buy-in 			



Session 4 Goals

- Learn about the characteristics of effective SEL interventions
- Explore teacher and classroom strategies that contribute to SEL
- Review implementation strategies that support evidence-based SEL interventions

Session 4: Teacher and classroom strategies to support SEL



Hosted by SEL Research Alliance



Four REL Mid-Atlantic reports synthesize the literature on school-based social and emotional learning for students ages 3–8.

Educators can use these reports to identify and implement interventions and strategies that are most appropriate for their setting and student population.

We will be synthesizing the literature in these reports in this and the final session.

In the following slides, we will examine characteristics of SEL interventions from the first Mid-Atlantic report.

Research basis for Session 4: Part 1

A review of the literature on social and emotional learning for students ages 3–8: Characteristics of effective social and emotional learning programs (part 1 of 4)



What's Known

Resource link: https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2017245.pdf

Please Note: Sessions 4 & 5 summarize information contained in the REL Mid-Atlantic report series, *[A review of the literature on social and emotional learning for students ages 3–8](#)*, with permission from REL Midwest.



Characteristics of effective SEL interventions

- Use a combination of techniques that are skills-focused and environment-focused
- Use an intervention that is Sequenced, Active, Focused, and Explicit (SAFE)
- Provide training and technical assistance for teachers
- Meet the specific needs of a classroom, school, or district
- Are aligned across grade levels and contexts

REL Mid-Atlantic examined systematic reviews summarizing the evidence of effective SEL interventions. It found effective SEL interventions share these characteristics. We will explore each of these characteristics in the slides that follow.



Skills-focused techniques provide explicit instructions in social and emotional skills. These techniques emphasize classroom-based lessons, direct instruction, and opportunities to practice social and emotional learning through role-playing and modeling.

Environment-focused techniques involve creating conditions that foster social and emotional skills. These conditions involve classroom climate, teaching practices, classroom management, and school initiatives.

1. Effective SEL interventions use a combination of techniques

Skills-focused

Provide explicit instruction in social and emotional skills



Environment-focused

Create conditions that foster social and emotional skills



2. Effective SEL interventions use SAFE practices

S

Sequenced. Use a connected and coordinated set of activities to achieve its skill development objectives

A

Active. Use dynamic, varied forms of learning that are engaging and allow students opportunities to practice and learn new skills in real-world situations.

F

Focused. Has at least one component devoted to developing personal or social skills.

E

Explicit. Are based on a theoretical model of social and emotional learning, and targets specific SEL skills rather than positive development in general.

The REL report references [a meta-analysis of 213 school SEL interventions](#), which found that interventions using SAFE practices were more successful in their targeted outcomes than interventions that did not. SAFE practices are defined in this slide.

These SAFE characteristics of effective interventions for PreK to grade 3 students were also identified in [The Core Components of Evidence-Based Social Emotional Learning Programs](#) study for effective programs for PreK to grade 12 target populations, suggesting these findings may be generalized beyond the PreK to grade 3 target populations that are the focus of the REL reports.



Teachers in a specific subject area, such as mathematics and English Language Arts, typically receive a level of core training in that subject area, while professional development is a supplemental activity to help refine and enrich the teacher's practice.

For the most part, teachers have received very little instruction in social and emotional learning in their teacher preparation programs, so high-quality professional development is even more critical when implementing SEL interventions.

Some **core components of effective professional development efforts** are described in this slide.

3. Effective SEL interventions **provide training and support for teachers**

- Materials, such as standardized manuals, lessons plans, and supplies
- Standard, replicable training format and team of qualified trainers
- Initial training on the program's theory, design, activities, expected outcomes
- Ongoing support
- Coherent and systematic approach
- Grounding in research-based practices
- Support for capacity-building in early childhood teachers



4. Effective SEL interventions meet the specific needs of a classroom, school, or district

Identify the needs of your school.



Identify the short- and long-term goals for your students.



Assess the programs that are being used in your school.



Review evidence-based SEL programs that seem to best match your needs and goals.



Identify the resources needed to sustain program implementation.

The following steps may help a planning team select an evidenced-based SEL intervention (Merrell & Gueldner, 2010).



5. Effective SEL interventions are aligned across grade levels and contexts

Effective SEL interventions focus on developing SEL skills from preschool through high school. These interventions also focus on including opportunities to practice these skills across a variety of contexts.

Grade Levels

Establish developmentally continuous benchmarks for SEL from preschool through high school. Skills learned in early grades should provide the foundation for skills taught in later grades.

Contexts

Establish opportunities for practice across students' multiple environments: classroom, playgrounds, lunchrooms, school buses, and even students' homes.



Research basis for Session 4: Part 2

This REL Mid-Atlantic report is the research basis for the remainder of this session. The following slides will examine **teacher strategies and classroom factors that contribute to SEL**.

A review of the literature on social and emotional learning for students ages 3–8: Teacher and classroom strategies that contribute to social and emotional learning (part 3 of 4)



What's Known

Access: https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2017247.pdf



Teacher and classroom factors that contribute to SEL

We will explore each of these three factors that contribute to social and emotional learning in more detail in the slides that follow.

1. Classroom climate
2. Instructional strategies
3. Teacher's social and emotional competence



First, we will examine **classroom climate**.

One broad strategy to improve classroom climate is to **modify the physical space of the classroom/school and materials** to encourage positive play and reduce conflict.

These findings were based on 22 (27%) of the research syntheses and meta-analysis that met the research team's study inclusion criteria.

No rigorous research studies have tested the effectiveness of these strategies. However, developmental studies have shown that these strategies may enhance the implementation of SEL interventions or promote student skills in the absence of a fully developed interventions.

1. Classroom climate

Modifying Physical Space and Materials

- ✓ Adequate space for the # of students
- ✓ Free choice or play time (at least 30 minutes)
- ✓ Smaller interest areas for clusters of students
- ✓ Materials that encourage both social and solitary play



1. Classroom climate (continued)

Applying Classroom Management Strategies and Routines

- ✓ Adequate planning and preparation
- ✓ High-quality, trusting relationships
- ✓ Embeddedness in the environment
- ✓ Ongoing observation and documentation

Another broad strategy for improving classroom climate is **applying classroom management strategies and routines**. Effective classroom management strategies help teachers prevent poor behavior rather than reacting to it.



Instructional strategies are another factor that contribute to social and emotional learning.

There are a few ways teachers can build students' SEL competencies through their instructional strategies.

Research indicates that teachers can build this competence through emotional socialization which has three components that are listed here. For more information on each of these components, see pages 5-7 in [REL Report 3 of 4](#).

2. Instructional strategies

Building Students' SEL Competence

- ✓ Modeling emotions and social exchanges
- ✓ Reacting to student emotions and interactions with others
- ✓ Teaching about emotions and relationships



A final factor that contributes to social and emotional learning is **teacher social and emotional competence**.

Strategies for building teacher social and emotional competence include direct training, reflective supervision and relationship building, and stress-reduction techniques.

These findings were based on 22 (27%) of the research syntheses and meta-analysis that met the research team's study inclusion criteria. For more information on each of these strategies, see [pages 8-9 of REL report 4 of 4](#).

3. Teacher social and emotional competence

Building teacher social and emotional competence

- ✓ Direct training
- ✓ Reflective supervision
- ✓ Relationship building
- ✓ Stress-reduction techniques



Session 5 Goals

- Review strategies for implementing evidence-based SEL interventions
- Learn how to implement programs and practices as intended
- Find out how to assess the outcomes of SEL interventions

Session 5: School and district strategies to support implementation of SEL interventions

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Implementation matters

This finding helps to illustrate why implementation quality is important. This meta-analysis found that reported implementation problems moderated program outcomes.

A meta-analysis of 213 SEL programs found that those that reported implementation problems (for example, programs that failed to conduct all specified activities or to train staff properly) were far less successful than programs that reported sound implementation

–Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011



Research basis for Session 5

The research basis for our final session is part 2 of this REL Mid-Atlantic report. It examines implementation strategies and state and district policies that support SEL programming.

A review of the literature on social and emotional learning for students ages 3–8: Implementation strategies and state and district support policies (part 2 of 4)



What's Known

Resource Link:

https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2017246.pdf



The REL report outlines these four implementation strategies to support SEL. We will be reviewing each of these strategies in the slides that follow.

Implementation strategies to support SEL

1. Follow a purposeful, well-conceived plan
2. Start small with a commitment to expand through ongoing development
3. Measure implementation fidelity to understand what happened during an intervention and to enhance service delivery
4. Assess SEL outcomes



Before creating a purposeful, well-conceived plan, it is important to build awareness of the value of SEL and buy-in to address SEL. This will help in both creating and implementing a plan.

After establishing foundational support for SEL, your team can begin to reflect on your current work and identify your resources and needs to develop a strong implementation plan. It is important to ensure that there is a plan, the plan is not overly complicated, and that people are trained on the plan so that the program or practice can be delivered as intended.

1. Follow a purposeful, well-conceived plan

- How a program or practice is implemented matters
- Research has found that implementation influences program outcomes
- Build awareness, commitment, and ownership

The REL report based this step on a meta-analysis of 213 SEL programs, which found that programs that failed to conduct all specified activities or to train staff properly were far less successful than programs that reported sound implementation (Durlak et al, 2011).

There is increasing recognition that effective implementation influences program outcomes (Durlak & DuPre, 2008) and that problems encountered during program implementation can limit the benefits that participants might derive from an intervention. Therefore, it is important to monitor implementation and to track whether the program or practice is being delivered as intended.



Some schools start with a pilot in a few classrooms or grades to work out issues, identify additional needs, and examine initial implementation.

Starting small can help you identify what kinds of support will be needed and ensure you have the capacity to provide that support before expanding.

Gradually expand your pilot, setting up staff and students for success. Teachers will need plenty of support with implementation.

2. Start small with a commitment to expand through ongoing development

- Phase in implementation
- Expand gradually
- Support teachers

Resource: See the REL Northeast & Islands [Continuous Improvement Toolkit](#) for guidance on using continuous improvement processes to focus on a specific problem of practice, test changes, gather data about the changes, and study the potential influence of these changes on outcomes of interest.



Assessing the quality of implementation will help you determine whether the intervention is being implemented as intended.

For more guidance on program implementation, see the [CASEL Schoolwide SEL Implementation Rubric](#).

3. Measuring implementation fidelity

- Primary purpose is to understand whether the program was actually delivered to participants as intended or designed
- Essential to accurately interpreting the relationship between the program delivery and intended outcomes
- Provides an empirical basis for replicating an SEL program by answering this question:

What would it take to implement the program in a different setting to achieve the same outcomes?



The assessment guide that CASEL and RAND offer identifies seven steps for choosing and using SEL competency assessments.

For an in-depth description of each step, see the guide: [Choosing and Using SEL Competency Assessments: What Schools and Districts Need to Know.](#)

To identify reliable and valid instruments for measuring SEL among secondary school students, see [A Review of Instruments for Measuring Social and Emotional Learning Skills among Secondary School Students.](#)

4. Assess SEL outcomes

Step 1: Frame the overall SEL effort

Step 2: Plan the role of assessment

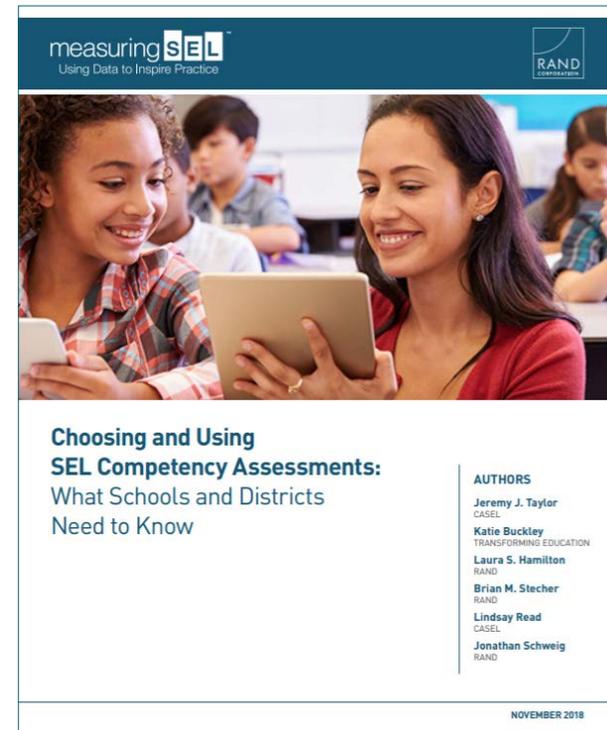
Step 3: Choose the SEL competencies to assess

Step 4: Review the assessment options

Step 5: Select assessment tools

Step 6: Implement the assessment

Step 7: Use the data





SEL coaching series topic review

These five coaching sessions have covered a variety of topics related to how to assess, choose, and implement SEL interventions. We hope you have found this guide useful in your efforts to enhance the social and emotional learning of your students.

- **Session 1:** Understanding SEL frameworks and terminology
- **Session 2:** An introduction to ESSA evidence tiers and SEL intervention guides
- **Session 3:** Using intervention guides to identify SEL interventions that align with your local needs
- **Session 4:** Teacher and classroom strategies to support SEL
- **Session 5:** School and district strategies to support implementation of SEL interventions

Handout A: Comparing Four SEL Frameworks

CASEL	Strive Network	Chicago Consortium	National Research Council
	<p>Growth Mindset/Mastery Orientation:</p> <ul style="list-style-type: none"> - Attitudes, beliefs, and dispositions about school and learning - Learning goal is to increase competence and abilities while mastering new tasks over time 		
	<p>Academic self-efficacy: Belief in one’s ability to succeed in specific situations</p>	<p>Academic Mindset: Attitudes and beliefs about oneself relative to schoolwork</p>	
	<p>Grit/Perseverance:</p> <ul style="list-style-type: none"> - Perseverance and passion for long-term goals - Stays focused on a goal despite obstacles 	<p>Academic Perseverance: Tendency to complete assignments thoroughly and on time despite obstacles and challenges</p>	<p>Intrapersonal: Manages emotions and behaviors to pursue goals</p>
<p>Self-Awareness: Recognizes one’s emotions, values, strengths, and limitations</p>	<p>Self-regulated Learning/Study Skills: Manages focus and uses appropriate study skills while managing emotions and behaviors</p>	<p>Learning Strategies: Tactics used to foster thinking, remembering, and learning</p>	
<p>Self-Management: Manages emotions and behaviors to achieve one’s goals</p>	<p>Emotional Competence: Manages emotions, motivates oneself, shows empathy, and handles relationships</p>	<p>Academic Behaviors: Regularly attends class, arriving ready to work, pays attention, participates, and devotes study time outside of school</p>	
<p>Social Awareness: Shows understanding and empathy for others</p>		<p>Social Skills: Cooperation, assertion, responsibility, and empathy</p>	<p>Interpersonal: Expresses ideas and listens to others</p>
<p>Relationship Skills: Forms positive relationships, works in teams, and deals effectively with conflict</p>			
<p>Responsible Decision Making: Makes ethical, constructive choices about personal and social behavior</p>			<p>Cognitive: Reasoning and memory</p>

Adapted with permission: Hagen, Elizabeth (2013). [Comparing Frameworks](#). University of Minnesota Extension Center for Youth Development.

Handout B: Identifying SEL Skills and Competencies: Example

What follows is an example of the five-step process you will use to identify and express your SEL goals and translate them to SEL skills and competencies using terminology you are likely to encounter in the SEL literature on effective interventions.

Step 1: Express an SEL goals statement for your students.

“We would like to be able to prepare our high school juniors and seniors for college success by improving their ability to 1) **problem solve** if new or unexpected situations arise in college; 2) initiate **social interactions** with professors, fellow students, and staff to build support networks in a new environment; and 3) **collaborate** and engage in **teamwork** with others to find ways to be successful.”

Step 2: Identify the SEL skills in the expressed goals.

1. **SEL skill:** Problem solving skills
2. **SEL skill:** Social interactions
3. **SEL skill:** Collaboration
4. **SEL skill:** Teamwork

Step 3: Map the SEL skills you have identified to CASEL SEL competencies and skills.

- A. Use Handout A to identify the CASEL SEL competencies associated with the skills you listed in Step 2.
- B. Write the corresponding skills and competencies in the table below.

Expressed SEL Goals	CASEL	Strive Network	Chicago Consortium	National Research Council
1. Problem solving skills	Self-awareness	-	-	-
2. Social interactions	Social awareness, Relationship skills	-	-	-
3. Collaboration	Relationship skills	-	-	-
4. Teamwork	Relationship skills	-	-	-

Step 4: Determine whether each competency has multiple names or overlaps with other competencies in other frameworks besides CASEL. Using **Handout A**, determine whether each CASEL competency is associated with or overlaps with competencies from the Strive Network and the Chicago Consortium. Write the corresponding competencies in the table below. These competencies can then be mapped to the National Research Council’s (NRC) competencies, by default, because the NRC’s competencies are more broadly defined as “overarching” competencies (as seen in Table 2).

Expressed SEL Goals	CASEL	Strive Network	Chicago Consortium	National Research Council
1. Problem Solving Skills	Self-Awareness	Self-Regulated Learning/Study Skills	Learning Strategies	Intrapersonal
2. Social Interactions	Social Awareness, Relationship Skills	Emotional Competence	Social Skills	Interpersonal
3. Collaboration	Relationship Skills	-	Social Skills	Interpersonal
4. Teamwork	Relationship Skills	-	Social Skills	Interpersonal

Step 5: Decide whether the four steps have clarified which skills and competencies to address for students in your school or district.

Handout C: Identifying SEL Skills and Competencies

What follows is an example of the five-step process you will use to identify and express your SEL goals and translate them to SEL skills and competencies using terminology you are likely to encounter in the SEL literature on effective SEL interventions.

Step 1: Express an SEL goals statement for your students.

Step 2: Identify the SEL skills in the expressed goals.

5. SEL Skills:

6. SEL Skills:

7. SEL Skills:

8. SEL Skills:

9. SEL Skills:

Step 3: Map the SEL skills you have identified to CASEL SEL competencies and skills.

- A. Use Handout A to identify the CASEL SEL competencies associated with the skills you listed in Step 2.
- B. Write the corresponding skills and competencies in the table below.

Expressed SEL Goals	CASEL	Strive Network	Chicago Consortium	National Research Council
5.				
6.				
7.				
8.				
9.				

Step 4: Determine whether each competency has multiple names or overlaps with other competencies in other frameworks besides CASEL. Using Handout A, determine whether each CASEL competency is associated with or overlaps with competencies from the Strive Network and the Chicago Consortium. Write the corresponding competencies in the table below. These competencies can then be mapped to the National Research Council’s (NRC) competencies, by default, because the NRC’s competencies are more broadly defined as “overarching” competencies (as seen in Table 2).

Expressed SEL Goals	CASEL	Strive Network	Chicago Consortium	National Research Council
5.				
6.				
7.				
8.				
9.				

Step 5: Decide whether the four steps have clarified which skills and competencies to address for students in your school or district.

Handout D: Intervention Crosswalk Worksheet

Guiding Questions	Step 1: District Response	Step 2: Choose an intervention to review. Enter the name:	Step 3: Reflection
<p style="text-align: center;">Evidence</p> <p>What is the level of evidence for the SEL intervention?</p> <ul style="list-style-type: none"> ● Tiers I-IV ● # of Studies ● What Works Clearinghouse 			
<p style="text-align: center;">Outcomes</p> <p>What are the outcomes of the intervention?</p>			
<p style="text-align: center;">Population</p> <p>What is the population of students and schools included in the study?</p> <ul style="list-style-type: none"> ● Urban or Rural ● Elem or Middle/High ● Diverse students ● Free and Reduced Lunch students 			
<p style="text-align: center;">Implementation</p> <p>What resources are needed to implement the intervention?</p> <ul style="list-style-type: none"> ● Staff ● Resources/Supports ● Buy-in 			



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