Social & Emotional Learning: Looking Back, Aiming Forward

A LANDSCAPE SCAN

SUPPORTED BY NoVo Foundation
create. change.

ORIGINAL RESEARCH IN APRIL 2017 | UPDATED AUGUST 2017
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1 | Executive summary
We created this deck to inform efforts in the education sector to spread high-quality, integrated SEL to all schools in the U.S.

Why this deck

Practitioners, policymakers, families and students are increasingly asking for SEL to be a core part of the education experience in American schools. **We offer this resource to help funders and others in the education sector make decisions to meet this demand by scaling, deepening and integrating SEL for all students.**

We originally developed this landscape scan in April 2017 for the NoVo Foundation to support its SEL investments and adapted the scan in August 2017 as a public resource.

Who we are

**NoVo Foundation** works to build a more just and balanced world. NoVo is one of the largest private foundations in the world to support initiatives focused explicitly on girls and women. It also works to advance social and emotional learning, support indigenous communities in North America, and promote local living economies. Across all of its grantmaking, NoVo supports the development of capacities in people—individually and collectively—to help create a world based on mutual respect, collaboration and love.

**Education First** is a seasoned team of trusted advisors to the leaders responsible for delivering what many Americans want most: public education that effectively prepares all students for success in college, careers and a world of constant change. We devote our energy and expertise to improving opportunities for all children, especially low income students and students of color.
We conducted research in five broad areas to survey the SEL field and highlight opportunities for the education sector to build on SEL’s momentum into the future

Note: NoVo Foundation’s investments focus on high-quality SEL implementation in school systems and classrooms across the country. In keeping with NoVo’s priorities, we devoted comparatively more time to investigating the areas in this framework that are closer “to the ground”—SEL in districts & CMOs and teacher practice focused on SEL. While this deck covers all five areas, we also direct readers to other resources wherever possible.
Our research elevates three themes where the SEL field has made progress to date, but still has room to grow

**Equity as “North Star”**

There is growing understanding in the field that SEL must incorporate an equity lens. But the field has much work to do to understand what it means to effectively integrate equity with SEL, approach SEL from an asset-based perspective and meet the needs of the diverse students our education system serves, particularly low-income students and students of color. Stakeholders at all levels—in statehouses, research labs, district/CMO central offices, schools and classrooms—must prioritize this work.

**Power of collaboration**

The field has experimented with different models of collaboration, such as district/CMO networks, researcher working groups and teacher communities of practice. Those who have participated in these models continue to value purposeful collaboration. The field can take steps to deepen this shared learning and create new opportunities to connect individuals in different roles to solve common problems.

**Innovation in the service of practice**

The growing interest in SEL nationally has spurred much innovation. For example, researchers are creating new measures to assess SEL skills, district leaders are trying new supports to help schools implement SEL with quality, and teachers are modifying their teaching practice to incorporate SEL. What connects these forms of innovation is a strong and consistent focus on SEL practice in the classroom.
Our recommendations are:

**Teacher practice focused on SEL**
- Create opportunities for teachers to share best practices and develop new solutions to classroom challenges
- Cultivate teacher leadership to promote SEL and advance high-quality practice
- Support clear frameworks and tools to help teachers embed SEL into instruction
- Help schools address adult SEL skills in their local theory of action for SEL
- Build practitioner capacity to use new SEL measures and data for improvement

**SEL in districts & CMOs**
- Foster collaboration among districts and CMOs with a focus on teacher practice
- Offer guidance on how to select and use the right SEL measures to drive change
- Help districts and CMOs adopt a continuous improvement agenda
- Codify and share lessons learned from highly innovative districts and CMOs

**SEL in federal & state policy**
- Connect state/district leaders and teachers to develop and improve policies
- Promote partnerships between teacher prep programs, districts and SEL experts
- Support research to study the effectiveness of new policies

**Research on SEL**
- Continue growing knowledge base on how children and youth build SEL skills
- Investigate what it takes for SEL to be effective at the high school level
- Seed and sustain research-practice partnerships to tackle problems of practice
- Increase practitioner participation in the development of SEL measures

**Funder investments in SEL**
- Clarify (and act on) the throughline from investments to impact on practice and better outcomes for students
- Consider different forms of funder collaboration to pursue common goals
2 | Background & methodology
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Practitioners, policymakers, families and students are increasingly asking for SEL to be a core part of the education experience in American schools. We offer this resource to help funders and others in the education sector make decisions to meet this demand by scaling, deepening and integrating SEL for all students.

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We conducted desk research and interviewed key leaders in the SEL field to shape our findings and recommendations.

**Research methodology**

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<th>Discovery (February 2017)</th>
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<tr>
<td>Preliminary research</td>
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<tr>
<td>Drew on Education First’s work in SEL to identify key themes and lessons to explore in a landscape scan. This work includes our ongoing support of districts in the Collaborating Districts Initiative on behalf of the NoVo Foundation, our experiences managing the NoVo SEL Innovation Fund and our SEL publications, such as Social and Emotional Learning: Why Students Need It. What Districts Are Doing About It.</td>
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<th>In-depth research (February – March 2017)</th>
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<td>Interviews*</td>
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<td>Conducted phone interviews with 16 leaders in the SEL field, including funders, district and CMO leaders, and organizations that provide SEL-focused professional development to teachers and school leaders.</td>
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<th>Final analysis and reporting (April/July 2017)</th>
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<td>Analysis of findings and implications for the SEL field</td>
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<tr>
<td>Analyzed the state of the SEL field and developed recommendations informed by our research findings across SEL policy, practice and research.</td>
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We created an earlier version of this landscape scan for the NoVo Foundation. We are grateful for their support.

*See the Appendix for a full list of interviewees.
Over the next several sections, we share findings to deepen the field’s understanding of SEL policy, research and practice and spur reflection on the future direction of SEL.

State of the SEL field

Key insights to inform the field’s thinking and action on SEL

Recommendations to build on SEL’s progress to date

Eight priorities in the SEL field to build knowledge and advance practice, which emerged from our research and interviews

Salient trends and opportunities for SEL in teacher practice, districts & CMOs, federal & state policy, and funder investments that hold promise for future support and investment

Recommendations for grantmakers and other decision-makers to help continue building the SEL field, with a focus on equity, collaboration and an orientation toward practice

Note: In this deck, we refer to the “SEL field” to indicate the broad collection of individuals and organizations working on issues related to SEL in the U.S. K-12 public education system, which includes research, policy and practice activities at all levels of this system (e.g., classrooms, schools, districts and CMOs, communities).
3 | State of the SEL field
In this section, we examine eight priorities in the SEL field to fill knowledge gaps and advance high-quality practice.

**Major priorities in the SEL field as identified by experts**

- Creating **coherence** across SEL frameworks and terminologies
- Integrating **equity** and culturally responsive practices into SEL
- Exploring the potential of personalized learning models to build SEL skills
- Determining the **impact of SEL interventions** for different students in diverse contexts
- Ensuring high-quality SEL implementation
- Aligning in-school and out-of-school SEL efforts
- Measuring SEL skills through valid and reliable assessments
- Helping **networks** of school systems learn and improve

*See Appendix for list of experts consulted.*
Several organizations are trying to create coherence across SEL frameworks and terminologies

State of the field:
There are multiple frameworks that often use different terms or similar terms with different meanings for SEL competencies, all of which is leading to confusion among practitioners, policymakers and other stakeholders.¹

Gap to be addressed:
The SEL field needs “conceptual clarity” that establishes clear definitions and creates alignment where possible across areas relevant to SEL, such as trauma, resilience, youth development, PBIS, restorative practices, character education and others.²

Leader working to fill this gap:
National Commission on Social, Emotional & Academic Development at the Aspen Institute is bringing together researchers, practitioners and policymakers to develop a “roadmap” that recommends ways to create a K-12 education system that supports the whole student.³

1. Osher et al. (2016) and Whitehurst (2016); 2. Osher et al. (2017); 3. NCSEAD (n.d.)
### Approaches to integrating SEL instruction and academics

**State of the field:**

*Frameworks* like CASEL’s and UChicago Consortium on School Research’s provide a foundation for aligning instruction with SEL.

**Gap to be addressed:**

The field needs new knowledge about how to *strengthen* student SEL skills, how to *sequence* their implementation, what accounts for *mastery*, and how to integrate SEL into *academic development and pedagogy*, among other areas.⁴

**Leader working to fill this gap:**

*Turnaround for Children’s* work aims to inform how the field prioritizes, sequences and develops SEL skills in students.

### Teacher professional development (PD)

**State of the field:**

There is little evidence that current forms of PD improve teacher practice. In the case of SEL, the field needs to *learn more about how to teach SEL—and how to support teachers in doing it well*.³

**Gap to be addressed:**

In addition to SEL instructional tools, teachers need *high-quality PD opportunities, especially to cultivate their own adult SEL skills*.

**Leader working to fill this gap:**

*FuelEd* uses an innovative model to help teachers develop knowledge about relationship science, build relationships-building skills and grow their self-awareness.

### Development for school and district leaders

**State of the field:**

To date, few researchers have explored what school and district leaders can and should do to create the *enabling conditions for successful SEL implementation*.⁴

**Gap to be addressed:**

*School leaders* in particular need more guidance and support, including on *how to use SEL data* to guide school-wide priorities.

**Leader working to fill this gap:**

The *Collaborating Districts Initiative* is generating lessons and practical guidance for leaders at different levels to integrate SEL throughout their district.⁵

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Researchers and practitioners seek to integrate equity and culturally responsive practices into SEL more consistently

State of the field:
Much of the research and practice that have guided the development of the SEL field have *not consistently applied a lens of equity, diversity and cultural responsiveness*. But in recent years, there is greater awareness that the field must address the unique needs of students from non-Western cultures.\(^1\)

Some scholars suggest that some current SEL programs take a one-size-fits-all approach that does not consider school context, which can limit the support for highest-need students.\(^2\)

“*SEL has been so tepid about addressing injustices and inequity. But now there needs to be a different kind of conversation.*”

—SEL thought leader at CASEL’s 2017 Cross-District Convening in Oakland, California

Gap to be addressed:
The SEL field may fill this gap by:

- Examining *how culture, race, and other factors* affect the “update” of interventions, responses to assessments and student outcomes.\(^1,2\)
- Determining the elements of SEL interventions that should remain consistent and what can be *adapted to fit the local context of students*.\(^2\)
- Being more consistent in *disaggregating impact data* by race, ethnicity and context in evaluations of SEL programs.\(^1\)
- Identifying *effective strategies* for teachers and school leaders to create safe learning environments for diverse students.\(^3\)

Leader working to fill this gap:
In her work, *Zaretta Hammond*, author of *Culturally Responsive Teaching and The Brain*, seeks to contextualize SEL to make it responsive to diverse students’ needs and build on their traditions of resilience.

\(^1\) Osher et al. (2016); \(^2\) Slaten et al. (2016); \(^3\) Devaney and Berg (2016)
School systems are improving alignment across in-school and out-of-school-time SEL

State of the field:

While the SEL and youth development fields share much in common, SEL efforts by district and out-of-school-time providers are often disconnected, thus reducing coherence.\(^1,2\)

Gap to be addressed:

The SEL fields needs to learn more about how afterschool and summer learning programs can reinforce SEL efforts happening in schools, how districts can partner with these programs to create more alignment to enable student SEL development, and how the SEL skills of program staff affect student SEL outcomes.\(^1,3\)

Leader working to fill this gap:

The Weikart Center for Youth Program Quality is the technical assistance provider to members of the Wallace Foundation network. The Center recently partnered with the Susan Crown Exchange to develop the Preparing Youth to Thrive SEL Guide for out-of-school-time providers.

New Wallace-funded network of districts

In 2016, the Wallace Foundation awarded nine pairs of districts and their afterschool partners planning grants to develop a plan to “improve adult practices that support the development of students’ SEL skills.” Wallace will award implementation grants to six pairs among these nine in the summer of 2017.

1. Osher et al. (2016); 2. Partnership for Children & Youth (2016); 3. Wallace Foundation (n.d.)
Some schools and school systems are testing the potential of personalized learning models to enhance SEL skills

State of the field:
A nascent field, personalized learning models customize instruction to fit the needs of each student, often via technology.¹ Most of these models advocate expanded definitions of student success and focus on building students’ SEL skills alongside academic content mastery.

Gaps to be addressed:*

How does personalized learning support the development of student SEL competencies?
- How do school systems using personalized learning also build student SEL skills?
- Which personalized learning classroom practices help develop student agency, self-efficacy and persistence?
- What changes in the learning environment impact student agency and mindsets?

Leader working to fill these gaps:
Next Generation Learning Challenges, an organization that helps teachers reimagine public education, is working with schools using personalized learning to identify the measures and measurement approaches that matter most to teachers, including SEL measures.

How can CMO leaders design personalized learning systems that cultivate student SEL?
- What CMO models lead to better SEL outcomes?
- What are ways to launch and scale CMOs that address student SEL competencies?

What are the best ways to use technology to help students develop their SEL competencies?
- What are the best technology tools in the market that support SEL?
- What student SEL and academic outcomes do these technology tools achieve?

¹ Pane et al. (2015); * This is a sampling of key SEL-related research questions that a group of leading personalized learning funders seeks to answer via recent investments in research.
Researchers (with the support of many SEL funders) are developing valid and reliable assessments for SEL

**State of the field:**
Currently, most SEL assessments use self-reports, teacher reports or behavioral tasks to measure student SEL skills. These tools do not always measure what they are supposed to measure (low validity) and do not produce consistent results (low reliability). Some tools can also be costly and time-consuming for schools.¹

But, there are **bright spots**: Recent research shows that CORE Districts’ SEL measures are more accurate and consistent.²

**Gap in the field:**
The SEL field needs **new measures** to replace or add to self-reports, teacher reports or proxy measures of SEL skills. Also, few **assessments** evaluate student knowledge of SEL and their ability to execute SEL skills.³

**Leaders working to fill this gap:**
There are several leading efforts in this area, including the **Funders’ Collaborative for Innovative Measurement, Mindset Scholars Network, Raikes Foundation’s School Support Network** and **CASEL’s Assessment Work Group**.

**Goals of CASEL’s Assessment Work Group**⁴

1. **Actionable information**
   - **Future product:** A teacher-friendly inventory of SEL assessments

2. **Conceptual alignment**
   - **Future product:** Research to align SEL frameworks to facilitate measurement of SEL

3. **Measurement design principles**
   - **Future product:** A design challenge of next-gen SEL measures (call issued in 2017)

4. **Network of researchers**
   - **Future product:** Growing network of SEL researchers plus a new blog series

¹ Stafford-Brizzard (2016); ² Hough, Kalogrides and Loeb (2017); ³ Osher et al. (2016); ⁴ Weissberg (2017)
Researchers are evaluating the impact of SEL programs for different students in diverse contexts

State of the field:
Several research studies have quantified the impact of SEL, but provide little information about the different kinds of impact on diverse students in different settings. Also, some critics of SEL argue that there is little empirical evidence to show how schools actually influence the development of “soft skills.”

Gaps to be addressed:
Outstanding questions in the field include:

- What are the essential elements of SEL programs that yield impact? Which elements could vary across schools?
- What modifications to SEL programs can yield impact for students from different cultural groups?
- At different educational levels, how long should SEL programs be to yield meaningful impact for students?
- What is the long-term impact of SEL programs? How does this compare to the short-term impact?

Leader working to fill this gap:
Policy Analysis for California Education (PACE) is studying schools that are outperforming in SEL (based on CORE Districts’ analyses) to unpack what these schools are doing and draw lessons for the field.

A new statistic in the SEL literature

In 2017, a meta-analysis of 82 school-based SEL programs involving over 97,000 students showed that, on average, these programs contributed to a 13 percentile-point gain in student academic achievement.

But questions remain: For whom? Which particular skill sets? And under what conditions?

Researchers and practitioners are exploring different models to help school systems learn and improve

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**State of the field:**
A pioneering effort, the *Collaborating Districts Initiative (CDI)* connected districts for shared learning to enable their systemic implementation of SEL. Now, researchers and practitioners are experimenting with new network models to facilitate cross-district learning. One of these models is the “networked improvement community” (or “NIC”) rooted in *improvement science*, a resource-intensive approach championed by the Carnegie Foundation.¹

**Gap to be addressed:**
Practitioners recognize the value of networks. But, the SEL field lacks scalable models that support sustained outcome improvements through learning and collaboration.

**Leader working to fill this gap:**
*CORE Districts*, a network of eight of the largest districts in California, created a NIC in 2016. CORE’s district members decided to focus their improvement work on closing gaps in math for black and Latino students in grades 4-8 (with SEL as a key contributor to the improvement). For CORE, this is also an experiment to test the scalability of the NIC.

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**Principles of improvement science¹**

1. Make the work problem-specific and user-centered
2. Focus on variation in performance
3. See the system that produces the current outcomes
4. We cannot improve at scale what we cannot measure
5. Use disciplined inquiry to drive improvement
6. Accelerate learning through networked communities

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1. Bryk et al. (2015)
Key insights and recommendations
We conducted research in five broad areas to survey the SEL field and highlight opportunities for the education sector to build on SEL’s momentum into the future.

Our research framework

Note: NoVo Foundation’s investments focus on high-quality SEL implementation in school systems and classrooms across the country. In keeping with NoVo’s priorities, we devoted comparatively more time to investigating the areas in this framework that are closer “to the ground”—SEL in districts & CMOs and teacher practice focused on SEL. While this deck covers all five areas, we also direct readers to other resources wherever possible.
Overall, our research findings highlight salient *needs* in the SEL field across all five areas:

### Teacher practice focused on SEL
- Teachers need **high-quality professional development** (especially to build their own SEL skills), **support from their school leaders**, and **SEL implementation tools**
- Promising supports for teachers are **personalized, ongoing** and **collaborative**

### SEL in districts & CMOs
- School systems need **help integrating SEL** into their existing structures, **partnerships to learn** new approaches, and **support to ensure consistent implementation quality**
- Bringing systems together in a **network** is one key model to meet these needs

### SEL in federal & state policy
- Federal law gives states the flexibility to incorporate **new measures of student success** into their accountability systems, including measures related to SEL
- But the field knows little about **how to use SEL measures for accountability**

### Research on SEL
- Researchers are working to **codify SEL assessments**, but practitioners need more **guidance on how to use the data** to improve their work
- Research is showing how **low-cost, online programs** can build positive mindsets but more bright spots on effective use are key

### Funder investments in SEL
- Many SEL funders are currently **investing in research**, such as impact assessments of SEL programs, to **build the evidence-base for SEL**
- But comparatively **fewer funders are supporting the implementation of SEL** in schools and school systems, including professional development for teachers
Our research elevates three themes where the SEL field has made progress to date, but still has room to grow

### Equity as “North Star”

There is growing understanding in the field that SEL must incorporate an equity lens. But the field has much work to do to understand **what it means to effectively integrate equity with SEL, approach SEL from an asset-based perspective and meet the needs of the diverse students our education system serves**, particularly low-income students and students of color. Stakeholders at all levels—in statehouses, research labs, district/CMO central offices, schools and classrooms—must prioritize this work.

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#### Funder investments in SEL
- Clarify (and act on) the throughline from investments to impact on practice and better outcomes for students
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4.A Teacher practice focused on SEL
In this section, we examine teachers’ needs as they implement SEL in their classrooms and explore approaches to meet those needs.

<table>
<thead>
<tr>
<th>What teachers need</th>
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<tbody>
<tr>
<td>They need <strong>professional development</strong> that helps them <strong>understand and develop their own SEL skills</strong></td>
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<td>They need <strong>support from SEL-educated school leaders</strong> who empower teachers to champion SEL efforts</td>
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<tr>
<td>They need <strong>tools</strong> to create positive, safe and empathetic learning environments that enable students to grow their SEL skills</td>
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<th>What promising approaches provide</th>
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<tr>
<td>They explicitly <strong>focus on SEL competencies</strong> and deliver <strong>ongoing and personalized professional development</strong></td>
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<tr>
<td>They create <strong>solutions through innovation</strong>, facilitate peer-to-peer learning and support <strong>scaling</strong></td>
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Teachers and school leaders have complementary roles in the implementation of SEL in schools; both contribute to students’ development of SEL skills

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<th>What teachers should do to promote students’ SEL skills&lt;sup&gt;1&lt;/sup&gt;</th>
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<tr>
<td>▪ Use specific instructional strategies and classroom management techniques</td>
<td>▪ Integrate SEL into academics, curricular resources and feedback mechanisms</td>
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<td>▪ Provide teachers with SEL professional learning experiences</td>
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<td>▪ Assess students’ SEL competencies in the classroom</td>
<td>▪ Identify instructional practices that promote or support SEL</td>
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<tr>
<td>▪ Ask for feedback from administrators, coaches or SEL implementation peers</td>
<td>▪ Connect SEL to other school policies and procedures, such as the school’s vision, mission and priorities on school climate</td>
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<td>▪ Implement and/or advocate for SEL in school and district policies</td>
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1. Yoder (2014)
Our research found that practitioners especially need more knowledge, resources and tools in five particular domains to advance teacher practice focused on SEL.

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1. Yoder (2014)
Teachers need to deepen their understanding of SEL and develop their own SEL skills to be able to fully nurture their students’ SEL in a safe learning environment

- **Use specific instructional and classroom management techniques**
- Assess instructional strategies that support SEL in the classroom
- Integrate SEL into academics, curricular resources and feedback mechanisms
- Provide teachers with SEL professional learning experiences
- Connect SEL to other school policies and procedures, such as the school’s vision, mission and priorities on school climate

- Experts consistently agree that **all teachers need to develop their own adult SEL** to be effective in helping students develop their SEL competencies
- Pre-service **education programs for teachers and school leaders are often inconsistent** in their training on SEL competencies; not all teachers and school leaders arrive in their schools with sufficient understanding of what it means to support the “whole child,” including SEL
- Teachers must **understand and practice positive relationship-building skills** to create optimal learning environments for students (i.e., environments that are emotionally, physically and intellectually safe)

“We’re expecting teachers to support SEL skills, but then we don’t ask: Do the teachers have these competencies?”

—Leader of teacher support organization

* The information in this slide is based on interviews with leaders of teacher support organizations.
Teachers need formative tools and coaching that can help them assess their instructional strategies to ensure their students are developing SEL skills

- Use specific instructional and classroom management techniques
- Assess instructional strategies that support SEL in the classroom
- Integrate SEL into academics, curricular resources and feedback mechanisms
- Provide teachers with SEL professional learning experiences
- Connect SEL to other school policies and procedures, such as the school’s vision, mission and priorities on school climate

- Teachers need access to personalized supports and coaching to analyze their instructional strategies, reflect on what worked and what didn’t to foster SEL, and identify opportunities for improvement
- Districts and CMOs can create “look-fors” that define high-quality instruction that supports SEL; teachers can then use these documents to assess their instructional strategies against system-wide expectations on an ongoing basis

“If we’re trying to make change happen in schools, we have to think about more than curriculum and professional development, but the kinds of specific implementation [supports] like coaching.”
—Leader of teacher support organization

* The information in this slide is based on interviews with leaders of teacher support organizations.
Teachers need guidance, practice and support to infuse SEL into academic curricula (versus teaching SEL skills separate from academic content)

- Use specific instructional and classroom management techniques
- Assess instructional strategies that support SEL in the classroom
- Integrate SEL into academics, curricular resources and feedback mechanisms
- Provide teachers with SEL professional learning experiences
- Connect SEL to other school policies and procedures, such as the school’s vision, mission and priorities on school climate

- Guidance in the form of clear expectations and/or standards for SEL integration, established either at the school or system level, can help teachers understand what high-quality integration looks like

- Districts and CMOs may develop alignment tools to show how SEL fits with the state’s academic standards and the school’s teacher evaluation framework or observation rubric; teachers can then use these tools to reflect on their practice and make adjustments as needed

- Some experts advise teachers and school leaders to anchor all of their SEL work in rigorous academic instruction so SEL becomes embedded in everything the school does

“SEL is the on-ramp to the kind of rigor we want in our classrooms.”

—Author Zaretta Hammond at CASEL’s 2017 Cross-District Convening in Oakland, CA

1. Education First (2016)

* The information in this slide is based on interviews with leaders of teacher support organizations.
Teachers need tools and know-how to help them lead on SEL in their school and build positive relationships with peers and students

- Use specific instructional and classroom management techniques
- Assess instructional strategies that support SEL in the classroom
- Integrate SEL into academics, curricular resources and feedback mechanisms
- Provide teachers with SEL professional learning experiences
- Connect SEL to other school policies and procedures, such as the school’s vision, mission and priorities on school climate

- Research shows that strong, positive relationships—among students and between the teacher and students—help create learning environments that foster SEL in students, but teachers may lack the tools and support to develop those relationships. In schools with large populations of high-need students who have experienced trauma and chronic stress in their lives, the teachers’ role is often that of “modulator of stress,” yet professional development that teachers receive typically does not give them effective strategies and practices to play this role.

- Teachers also need opportunities to champion SEL in their schools, for example in teacher-leader roles.

“We know teachers in the classroom make a huge difference and it’s going to take putting trust into teachers, making them the authority and giving them the training and confidence to lead the charge. ...[Teachers are] the agent of change.”

—Leader of teacher support organization

* The information in this slide is based on interviews with leaders of teacher support organizations.
Teachers need school leaders who actively facilitate a shift in the culture of the school in a way that promotes SEL and fosters a more positive learning environment.

- Use specific instructional and classroom management techniques.
- Assess instructional strategies that support SEL in the classroom.
- Integrate SEL into academics, curricular resources and feedback mechanisms.
- Provide teachers with SEL professional learning experiences.
- Connect SEL to other school policies and procedures, such as the school’s vision, mission and priorities on school climate.

While teachers can be strong advocates for SEL policies in their school, they need like-minded school leaders who use their position to champion SEL across the school and with all staff.

For example, school leaders can change discipline practices to reduce the disproportional rate of suspensions and expulsions for students of color; they can also prioritize SEL integration in their school strategic plan, improvement plan and/or mission and vision statements.

School leaders should also create time and space for teachers to discuss and work collaboratively on issues related to SEL, such as SEL-academic integration and school climate, among others.

“We really need to emphasize the school because it’s so much more powerful to see it at the school level.”

—Leader of teacher support organization

* The information in this slide is based on interviews with leaders of teacher support organizations.
There are examples of professional development programs that work to meet these needs in SEL teacher practice.

<table>
<thead>
<tr>
<th>Programs build adult SEL skills so teachers fully embrace and internalize SEL as part of their practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FuelEd</strong> cultivates teachers’ relationship-building skills</td>
</tr>
<tr>
<td><strong>CARE for Teachers</strong> addresses the attitudes and dispositions teachers need to create a positive learning environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs integrate SEL into academics to help teachers understand that SEL is not “just another thing”</th>
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</thead>
<tbody>
<tr>
<td><strong>RULER</strong>’s schoolwide approach promotes emotional literacy and educates teachers to integrate it into their curriculum</td>
</tr>
<tr>
<td><strong>Facing History and Ourselves</strong> uses a history curriculum to encourage self-awareness and relationship-building skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs facilitate connections among teachers to help them share knowledge about implementing SEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sevenzo</strong>’s crowdsourcing approach connects teachers to tackle SEL implementation challenges</td>
</tr>
</tbody>
</table>

*In the following slides, we review each of these programs to highlight their key features.*
FuelED and CARE for Teachers provide teachers with tools, regular coaching and ongoing collaboration opportunities to build their own capacity to model SEL for their students.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>PROGRAM DESCRIPTION</th>
<th>WHY IS IT INNOATIVE?</th>
</tr>
</thead>
</table>
| **FuelEd** | ▪ FuelEd improves student outcomes by equipping educators with the competencies essential for **building relationships in schools**  
▪ Offers two-hour workshops to educators and community members on the **science of relationships**; six hour school-based professional development experience on **effective listening** (“Empathy Schools”); and 40-hour year-long professional development **training and support for school leaders** (“Leadership Institute”)  
▪ Participants join **alumni network** upon completion of a FuelEd program to connect and receive additional resources | ▪ **Neuroscience-based approach** that targets competencies teachers need to create secure attachments and empathy  
▪ **Combination of supports** through workshops, small groups and personalized one-on-one counseling |
| **CARE for Teachers by the Garrison Institute** | ▪ CARE (Cultivating Awareness and Resilience) for Teachers promotes core skills and dispositions teachers need to **create and maintain supportive learning environments** while retaining their **well-being and love of teaching** (“self-care”)  
▪ Four day-long sessions over four-to-five weeks or a five-day summer retreat  
▪ Offers tools and resources to **reduce teacher stress** through mindfulness activities such as silent reflection, and using mindfulness in challenging classroom situations | ▪ **Intersession coaching** over the phone and internet to help teachers apply their lessons from the program  
▪ **Research-informed approach** that addresses teacher well-being, efficacy and mindfulness, translating to greater sensitivity to student needs |

Facing History and RULER use different approaches to integrate SEL into academics—one flexible and subject-specific, the other highly-sequenced and schoolwide

<table>
<thead>
<tr>
<th>PROGRAM&lt;sup&gt;1,2&lt;/sup&gt;</th>
<th>PROGRAM DESCRIPTION</th>
<th>WHY IS IT PROMISING?</th>
</tr>
</thead>
</table>
| Facing History and Ourselves | - Facing History fosters empathy and reflection, improves students’ academic performance, reinvigorates teachers, and builds safe and inclusive schools  
- Students reflect on moral choices through a history curriculum grounded in social justice | - Flexible and responsive curriculum model designed to meet individual students’ needs  
- Equity focus, with a particular attention to urban classrooms  
- Encourages parent and community engagement efforts to accompany curriculum |
| RULER | - RULER (Recognizing, Understanding, Labeling, Expressing and Regulating) is an evidence-based schoolwide curriculum  
- Schools implement RULER in three phases: Phase I familiarizes members of the school community with “Anchors of Emotional Intelligence”; Phases II and III focus on teacher professional development through RULER coaches and a train-the-trainer model  
- There are four training days across two years, online coursework and access to online resources and supports  
- Yale Center for Emotional Intelligence supports RULER implementation in various schools | - Emphasis on coaching virtually  
- Blended trainings that include online coursework  
- Highly-sequenced implementation approach that builds school climate first and then focuses on curriculum implementation |

1. Facing History and Ourselves (n.d.); 2. Yale Center for Emotional Intelligence (n.d.)
Sevenzo’s user-focused platform empowers teachers to innovate together by testing and refining their ideas, troubleshooting challenges and expanding their work.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>PROGRAM DESCRIPTION</th>
<th>WHY IS IT PROMISING?</th>
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</thead>
<tbody>
<tr>
<td>Sevenzo</td>
<td>Sevenzo is a social impact startup organization whose mission is to bring together communities to diffuse what works in education so all students can reach their full potential. Sevenzo was piloted initially in 2015 through Bill &amp; Melinda Gates Foundation’s Redesign Challenge. Engaging a network of teachers in Twitter-style exchange to create a sense of community among them. According to the organization’s leaders, “our collective goal is to source as many promising belonging practices as possible and then work with each other to remix them across as many locations as possible.”</td>
<td>Crowdsourcing model that can help generate ideas and solutions from teachers on pressing SEL challenges. Teacher-driven so they can share insights, source bright spots, co-design guides and test popular solutions.</td>
</tr>
</tbody>
</table>

Our recommendations to strengthen teacher practice focused on SEL:

**Create opportunities for teachers to share best practices and develop new solutions to classroom challenges**

Teachers crave connections with peers to exchange effective SEL instructional practices and troubleshoot shared problems of practice.

*Example*: Through the [SEL Innovation Fund](#), NoVo Foundation and Education First are building a nationwide network of teachers who meet and collaborate throughout the year.

**Cultivate teacher leadership to promote SEL and advance high-quality practice**

Teacher leaders are well-positioned to model SEL practices for peers and work with their school leaders on local implementation of SEL.

*Example*: By adopting new teacher leadership policies, [states](#) and [districts](#) can deploy their teacher leaders to spearhead SEL efforts and assist with teacher professional development.

**Support clear frameworks and tools to help teachers embed SEL into instruction**

Frameworks can help teachers understand what integrating SEL into their practice looks like, and tools can support them in doing so day-to-day.

*Example*: Classroom observation rubrics that embed SEL can help teachers understand the elements of [high-quality teaching practice](#) that are effective in building students’ SEL skills.

**Help schools address adult SEL skills in their local theory of action for SEL**

Helping teachers develop their own SEL skills via professional learning and other supports should be part of a school’s SEL strategy.

*Example*: The [Future Project](#) mobilizes school leaders, teachers and staff around a common vision (or “dream”) with the explicit goal of shifting attitudes among students and adults.
Our recommendations to strengthen teacher practice focused on SEL:

**Build practitioner capacity to use new SEL measures and data for improvement**

As the field creates new evidence-based tools to measure students’ development of SEL skills, district leaders, principals and teachers need technical assistance and capacity-building support to understand what these tools are, how to use them, and how to analyze the data to make improvements in schools.

*Example:* Building on its partnership with CORE Districts, Transforming Education created a [guide on measuring SEL competencies](#) in 2016. The organization is also working with school systems on using the measures in this guide.
4.B | SEL in districts & CMOs
In this section, we review what districts and CMOs need to implement SEL across their schools and show how a network model can help them innovate together.

- Districts and CMOs need infrastructure, partnerships and quality-control mechanisms.
- Some districts and CMOs are innovating in ways that show how to meet those needs.
- Networks can help facilitate and accelerate this work across multiple school systems.

Through the Collaborating Districts Initiative (CDI), NoVo Foundation and CASEL began supporting the efforts of major districts to scale SEL implementation to all of their students. The SEL field has learned many lessons from the CDI, which are currently informing how other districts approach the same work.

This section highlights areas of continued and pressing need among districts and CMOs, as well as models of support that may help address those areas.
Districts and CMOs need the right infrastructure, robust support from partners, and consistent quality-control mechanisms to deepen and expand SEL implementation.

The right infrastructure makes SEL possible at the system level

- System leaders describe a need for **district policies, human resources and training** that support SEL integration into existing system structures
- Districts in particular seek to create **more stability in their operations** regardless of changes in funding, district leadership or political context

Partnerships enable systems to learn new and effective SEL practices

- System leaders need **technical assistance from partners** to help staff “start the discussion” around SEL, which includes defining what SEL will look like across the school system
- System leaders want opportunities to develop **partnerships with other system leaders from across the country** to share ideas and co-create innovative solutions (e.g., through site visits, webinars)

Quality-control mechanisms allow for more consistent SEL implementation

- System leaders **struggle to ensure that implementation quality remains high** in all classrooms implementing SEL
- System leaders **lack time to monitor, assess and report on SEL practices** on a consistent basis, for example by using tools like rubrics to codify and score students’ SEL competencies
Innovative districts and CMOs redefine the meaning of student success to include SEL, which helps them drive SEL integration system-wide.

Articulate the connections between SEL and college and career readiness¹

Build the staff capacity of the central office to “own” SEL

Embed SEL into the system-wide strategy to create cohesion across SEL and other work

Forward-thinkers: Constantly develop, test and adapt new ways of applying these six elements

Develop tools that define high-quality SEL practice system-wide

Cultivate students’ SEL skills through student-centered approaches to learning

Routinely use and collect SEL data to learn and make refinements to teaching practice

System reinforces that student success encompasses both academic knowledge and skills plus SEL competencies

¹ Johnson and Wiener (2017)
Example of an innovative CMO: Two Rivers Public Charter Schools in Washington, DC has made great strides in deepening its SEL work, but quality control is a challenge*

<table>
<thead>
<tr>
<th>Mission</th>
<th>To nurture a diverse group of students to become <em>lifelong, active participants in their own education</em>, develop a <em>sense of self and community</em>, and become <em>responsible and compassionate members of society</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools &amp; Students</td>
<td>Two elementary schools and one middle school serving a total of 750 students</td>
</tr>
<tr>
<td>Approach</td>
<td>A <em>whole child model</em> focused on building <em>21st century skills (Deeper Learning)</em> through the implementation of the <em>EL Education approach</em> that emphasizes <em>interactive, hands-on, project-based learning</em></td>
</tr>
<tr>
<td>Integration strategy</td>
<td>Deeper Learning curriculum designed to build students’ four “scholarly habits,” including character (“I work hard” and “I’m responsible and independent”) plus collaboration and communication (“I’m a team player” and “I care for my community”)</td>
</tr>
<tr>
<td>Integration challenge</td>
<td>Ensuring consistency in the measurement of Deeper Learning outcomes through “scholarly habits” rubrics: Two Rivers has not been able to dedicate the time to calibrate evaluation on the rubrics with teachers across classrooms and grade levels</td>
</tr>
</tbody>
</table>

* The information in this slide is based on an interview with Khizer Husain, Chief of Staff at Two Rivers, and materials on Two Rivers’ website.
Example of an innovative district: Tacoma Public Schools in Washington State is embedding a whole child approach system-wide, but cohesion across initiatives is a challenge*

**Mission**

To achieve **academic excellence** for all students and close achievement gaps; engage in deep **partnerships** with parents, community and staff around the education of children; ensure **early academic success**; and create a maintain **safe learning environments**

**Schools & Students**

35 elementary schools, 10 middle schools, 10 high schools and four early learning centers serving a total of approximately **30,000 students**

**Approach**

A **whole child model** building on ASCD’s framework for teaching and CASEL’s five SEL competencies that focuses on making sure that **students are healthy, engaged, supported, challenged and safe**

**Integration strategy**

**Updated district systems** that integrate SEL with **instructional frameworks** to demonstrate the connections, such as how existing strategies can support different SEL competencies

**Integration challenge**

**Weaving together SEL with other district initiatives**, such as **restorative justice**, **equity**, **Tacoma Whole Child Initiative**, quality out-of-school-time and Intervention Framework. Tacoma’s challenge is creating one cohesive system, rather than adding more initiatives.

* The information in this slide is based on an interview with Jennifer Kubista, Director of Student Life at Tacoma Public Schools, materials on the district’s website, and additional input from district staff and experts. 

**Note:** In 2016, Tacoma Public Schools received a planning grant from the Wallace Foundation to address SEL.
In recent years, districts and CMOs have increasingly joined networks to learn from one another and enhance their own local SEL implementation efforts.

### Why a network model?

Networks bring organizations together as equal partners around a common and well-defined purpose to do one or more of the following:

<table>
<thead>
<tr>
<th>Develop or enhance tacit knowledge</th>
<th>Develop or enhance technical knowledge</th>
<th>Share information and build awareness</th>
<th>Reach mutually agreed-upon goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to scale</td>
<td>Introduce new program or approach</td>
<td>Provide political cover for difficult work</td>
<td>Create a movement</td>
</tr>
</tbody>
</table>

### Four networks in the SEL field

<table>
<thead>
<tr>
<th>Well-established</th>
<th>Emerging</th>
<th>New in 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaborating Districts Initiative (CDI)</strong></td>
<td><strong>CORE Districts</strong> (networked improvement community)</td>
<td><strong>Excellence Through Social-Emotional Learning (exSEL)</strong> Network</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Tristate Student-Centered Learning Network</strong></td>
</tr>
</tbody>
</table>

1. Education First, *Effective Networks* (2016); 2. These four networks represent only a small sample of the different kinds of networks (local, state, regional and national) in the SEL field today.
While all four networks share a focus on SEL, their design, goals and approaches to the work are different

<table>
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<tr>
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<tr>
<td><strong>Collaborating Districts Initiative (CDI)</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td><strong>CORE Districts</strong> (networked improvement community)&lt;sup&gt;2&lt;/sup&gt;</td>
<td><strong>Excellence Through Social-Emotional Learning (exSEL) Network</strong>&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td>- 10 large districts across the country</td>
<td>- Eight large CA districts</td>
<td>- MA districts (&lt;em&gt;first cohort TBD&lt;/em&gt;)</td>
</tr>
<tr>
<td>- Launched in 2011</td>
<td>- Led by CORE Districts; support from Transforming Education and PACE</td>
<td>- Led by Rennie Center, Teachers21 and Transforming Education</td>
</tr>
<tr>
<td>- Led by CASEL; support from NoVo Foundation</td>
<td>- Created networked improvement community (NIC) in 2016-17</td>
<td>- Will convene an SEL Planning Team from each district; 4-6 people from central office and schools</td>
</tr>
<tr>
<td>- Goals are to: (a) build district capacity and (b) document lessons learned for the field</td>
<td>- CORE Districts NIC’s aim is to close math gaps for black and Latino youth in grades 4-8, with SEL as a key strategy</td>
<td>- Year one goal is to help districts create a practical plan for SEL implementation</td>
</tr>
<tr>
<td>- AIR’s interim evaluation findings show CDI enhanced district readiness to roll out/sustain SEL</td>
<td></td>
<td>- 21 districts in CO, DE and MA (&lt;em&gt;first cohort TBD&lt;/em&gt;)</td>
</tr>
</tbody>
</table>

1. CASEL (2017); 2. Bookman (2017); 3. ExSEL (2017); CEI, Rodel & Rennie (2017)
Building on the initial lessons from these four networks (and others), we identify five core design principles that can help inform future network-building.

**Network of districts & CMOs**

**Design principles to guide a network’s form and function***

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>User-centered</td>
<td>Network is built around the specific needs and priorities of participants</td>
</tr>
<tr>
<td>Community-grounded</td>
<td>Network fosters community among all participants as well as several micro-communities within the broader network</td>
</tr>
<tr>
<td>Learning-focused</td>
<td>Network uses diverse tools and methods, including virtual technologies, to sustain cross-participant learning</td>
</tr>
<tr>
<td>Cross-functional</td>
<td>Network engages individuals at different levels, from system leaders to school-level staff, to reinforce a systemic approach to SEL</td>
</tr>
<tr>
<td>Action-oriented</td>
<td>Network leverages learning to drive meaningful action by participants, including efforts to improve outcomes through SEL implementation</td>
</tr>
</tbody>
</table>

* The information in this slide and the following slides is based on interviews with district leaders and leaders of teacher support organizations.
During the initial design and pilot phase, a network should build a foundation for collaboration by identifying needs, creating processes and framing the work

**Initial network (short term)**

- Network development, iteration & learning

**Mature network (long term)**

**Network priorities in the short term**

- **Conduct participant needs assessments**
  - Explore what participants need to advance their SEL implementation and identify common areas for collaboration

- **Establish network processes**
  - Develop the network’s systems and processes that will help participants share their experiences and lessons from SEL implementation and connect frequently with each other

- **Begin to connect SEL efforts to student success**
  - Communicate consistent messages about the links between SEL and student success; frame the work of the network as elevating SEL to improve student success
As the network matures, districts and CMOs can use the network to innovate together, measure their progress and share their lessons with the broader SEL field.

Network priorities in the long term:

- **Focus on innovation (and the diffusion of those innovations)**
  - Help participants develop, test and refine innovative solutions to SEL implementation, and guide them to spread or scale their solutions to more schools and classrooms.

- **Document and share lessons learned**
  - Collaborate with TA providers, researchers and other partners to codify and disseminate effective practices at the system and school levels for implementing SEL with quality.

- **Measure to identify successes and tackle challenges**
  - Define common metrics that any district and CMO may use to measure the progress of their SEL initiative; use data to identify “bright spots” and mine them for best practices.
Our recommendations to advance SEL implementation in districts & CMOs:

**Foster collaboration among districts and CMOs with a focus on teacher practice**

School system SEL networks should prioritize improving classroom practice, which means engaging a cross-section of leaders and staff.

*Example:* The Massachusetts ExSEL network plans to help district teams develop SEL change management and implementation plans. Teams consist of both district and school leaders.

**Offer guidance on how to select and use the right SEL measures to drive change**

School systems need information and technical assistance to make the best use of SEL metrics and assessments to monitor, evaluate and improve their SEL implementation work.

*Example:* Measuring SEL, a new website by CASEL and its partners, will feature practitioner-friendly resources on SEL assessments.

**Help districts and CMOs adopt a continuous improvement agenda**

School systems need to define how they will use SEL data over time to adapt and align programs, policies and practices to improve student SEL and academic outcomes.

*Example:* Transforming Education’s case study of CORE Districts describes how communities of practice help them learn and improve together.

**Codify and share lessons learned from highly innovative districts and CMOs**

The SEL field should learn from forward-thinking school systems that are continuously pushing their practice by rethinking the school day, teacher’s role and use of class time (among other innovations) to grow students’ SEL skills.

*Example:* Valor Public Schools is documenting its innovative SEL integration efforts to inform its work and build the field’s knowledge-base.
4.C | SEL in federal & state policy
In this section, we discuss new policy developments that are building momentum for SEL, but which also raise challenges the SEL field will need to address

At the federal level: Every Student Succeeds Act (ESSA)

- ESSA recognizes the potential **role of SEL in school quality and student success**, which legitimizes in federal policy the SEL field’s efforts over several years
- ESSA focuses attention on a **well-rounded education** and more comprehensive, state-determined **school improvement strategies that can be SEL-related**
- While there is increasing demand across the country for a focus on SEL, the SEL field **does not yet know how to appropriately account for SEL in school accountability systems**; the field should be wary of efforts that use SEL for accountability purposes

At the state level: SEL standards and teacher preparation requirements

- More states are creating **standards for SEL competencies** to complement K-12 academic standards
- As states codify expectations for SEL across grade levels, there is a need to **provide teachers with support to help their students successfully meet these competencies**, from teacher preparation programs to professional development
ESSA creates new opportunities for states to use SEL as an indicator of school quality and student success

Key facts about the Every Student Succeeds Act (ESSA)

1. ESSA, which was signed into law in 2015 by President Obama, replaced the No Child Left Behind Act (NCLB); ESSA continues NCLB’s focus on equity by prioritizing college and career readiness, equitable access to effective educators and funding to support low-income children.

2. ESSA requires all states to include an indicator of school quality or student success in state accountability systems, which can include SEL measures; according to federal statute, the indicator must be valid and reliable, provide meaningful differentiation of schools, be used across grade spans, be applicable statewide, and be disaggregated by student group.

3. In response to ESSA, states must submit to the U.S. Department of Education their state ESSA accountability plans either in April or September 2017; in these plans, states define their indicator of school quality or student success.

We analyzed the state ESSA accountability plans submitted by 17 states and the draft versions of 13 additional states to examine the extent to which states address SEL in their proposed indicator of school quality or student success.

1. Education First (2016); 2. Our analysis included all publicly available state plan frameworks, drafts or final submissions as of April 3, 2017, which included the following states (states that have submitted in bold): AL, AZ, CO, CT, DC, DE, ID, IL, IA, KY, LA, ME, MD, MA, MI, MT, NV, NJ, NM, NC, ND, OH, OK, OR, RI, SC, SD, TN, VT and WA.
Many states selected student absenteeism and/or post-secondary/career readiness to measure school quality and student success, both of which indirectly target SEL

**Chronic absenteeism**

*What it is:* Chronic absenteeism captures students who miss more days of school than a particular threshold. Research has linked chronic absenteeism to lower academic achievement.¹

*Possible connection to SEL:* If students do not feel safe or engaged in school, the chronic absenteeism rate may increase.

**Post-secondary/career readiness**

*What it is:* States use various measures, such as dual credit, ACT or SAT scores, advanced coursework and career/technical education.

*Possible connection to SEL:* Many argue that SEL is a critical contributor to students being ready for life after school.

20 states proposing to use student absenteeism and/or post-secondary/career readiness in accountability

1. Sparks (2016)
Other states intend to use indicators that are more closely associated with SEL, such as student discipline and school climate, to measure school quality and student success.

Some indicators include:

### School climate or student engagement
States can use surveys to measure student-teacher relationships, student safety, and student and school-community engagement.¹

### Student discipline
States can disaggregate suspension and expulsion rates by student subgroup to address schools’ approach to creating a positive learning environment, including equity issues due to disproportionality.¹

### Access to or participation in extracurricular courses
States can use extracurricular activities as a proxy for student engagement in a way that may foster their SEL skills.

14 states proposing to use new or innovative indicators that are more explicitly aligned with SEL


* State has submitted its ESSA plan to USED
As states include SEL-related measures into their accountability systems, the SEL field faces big questions

Are states using measures that are valid and reliable?

- Some indicators like student discipline draw on administrative data reported by schools. However, there is a risk that schools under-report discipline rates or reduce suspensions and expulsions without tackling the underlying school climate issues.¹

- Other indicators call for states to use surveys to measure different aspects of school climate and student engagement. Since data are self-reported, there is a risk of bias. For example, some experts do not recommend using surveys for high-stakes decisions.¹

- The SEL field is still searching for valid and reliable tools to measure SEL, but emerging practices are ripe for study.

What are the most appropriate uses of SEL in state accountability systems?

- A key premise of ESSA’s requirement for a school quality or student success indicator is that schools can contribute to the development of students’ SEL skills. However, researchers are still working to determine the actual effect of schools on students’ SEL and school climate outcomes.²

- Researchers argue that the SEL field and stakeholders, including policymakers, do not yet fully understand the pros and cons of incorporating SEL measures into high-stakes accountability systems.²

- The SEL field does not yet know the potential impact of including SEL in accountability decisions, but there is demand to use SEL assessments for formative purposes.

1. CCSSO, Innovative Approaches (2017); 2. Hough et al. (2017)
In addition to incorporating SEL-related measures into ESSA accountability plans, some states are prioritizing SEL through school improvement strategies

**Growing interest in SEL for school improvement**

- Districts and schools are developing a **greater awareness and understanding** of the **connections between SEL and academic outcomes**
- States can use ESSA accountability requirements to **broaden the definition of high-quality schools to include SEL**
- Many districts have **already started using SEL-related approaches** to improve schools

**Example: Connecticut’s Evidence-Based Practice Guides**

In its ESSA plan, Connecticut’s school improvement strategies involve **creating guidance documents, templates, tools and professional learning opportunities to**:

- **Deliver evidence-based improvement strategies** for schools identified as needing improvement
- **Offer both holistic and targeted supports** to districts and schools in **early learning (including SEL), school climate and family engagement**
- **Meet districts’ and schools’ needs in trauma-informed practices**, reducing **chronic absenteeism** and reducing exclusionary **discipline**

---

1. CASEL (2017)
To date, eight states are introducing or expanding a role for SEL in their efforts to improve low-performing schools.

**Massachusetts** will encourage districts to conduct needs assessments for supporting safe and supportive learning environments.

**Iowa** will use its *Conditions for Learning* survey data to target district and school use of multiple SEL-related toolkits, including bullying and adult- and student-student relationships.

**Delaware** will work with districts to provide technical assistance addressing SEL and school climate to low-performing schools.

States have included SEL in their school improvement strategies as part of their ESSA plans.

1. CASEL (2017)
Many states are also prioritizing SEL through state SEL learning goals and standards

Why a focus on SEL standards in 2017?

- Districts and schools are asking for SEL to meet student needs beyond academics.
- ESSA created a policy environment nationally that facilitates a statewide focus on SEL.
- The public is increasingly aware that students need SEL to be successful in college, careers and life.

Example: CASEL’s Collaborating States Initiative (CSI)

CASEL is working with eight states to develop policies or guidelines to support their implementation of high-quality SEL. CSI states are tackling this challenge in diverse ways:

- By creating new statewide SEL learning standards (or competencies, goals or benchmarks).
- By establishing policy guidance for the implementation of SEL across the state.
- By integrating SEL into existing policies (rather than create new SEL policies).

1. CASEL (n.d.)
All states have learning goals at the preschool level, but a handful of states are leading the way in setting policies to support SEL in their schools across multiple grades. Illinois’ standards address self-awareness, relationship building and decision-making. Kansas developed resources to support SEL implementation, such as measurement tools and instructional examples. Maine developed Guiding Principles that focus on SEL skills like communication and problem solving.

States have SEL learning goals with developmental benchmarks from preschool through high school. States have SEL learning goals with developmental benchmarks from preschool into early elementary. States participating in CASEL’s Collaborating States Initiative.

1. CASEL (n.d.)
Most states have also incorporated SEL into their teacher preparation requirements, but in practice courses often lack an emphasis on cultivating students’ SEL skills

State of SEL in teacher preparation programs

- While all states have certification requirements that address adult SEL, only 27 states have certification requirements that have a comprehensive focus on students’ SEL (i.e., target four or five of the CASEL competencies)
- Many teacher preparation programs address the adult SEL of aspiring teachers, but the majority of the coursework does not emphasize students’ SEL
- Teacher preparation programs are mostly aligned with state-level teaching certification requirements on adult SEL; alignment is weaker with respect to students’ SEL

Teacher preparation programs need to do more to equip aspiring teachers with the competencies necessary to build the SEL skills of their students once they begin teaching, such as:

- Align SEL expectations and language across all teacher preparation faculty and advisors
- Model, create many opportunities for practice and provide regular feedback
- Place student-teachers in schools implementing SEL and assign them teachers with SEL experience

Our recommendations to seize opportunities in the current state & federal policy:

**Connect state/district leaders and teachers to develop and improve policies**

More state-local collaboration can enable state leaders to learn from SEL implementation experiences on-the-ground and teachers to understand and shape policies related to SEL.

*Example:* These collaborations can analyze the use of SEL approaches as school improvement strategies and offer recommendations.

**Support research to study the effectiveness of new policies**

New research can shed light on the extent to which new policies related to SEL in state ESSA plans facilitate high-quality implementation of SEL and contribute to raising student outcomes.

*Example:* Research can identify what policies work in what contexts (e.g., school factors and student sub-groups) and investigate why.

**Promote partnerships between teacher prep programs, districts and SEL experts**

Partnerships designed with a focus on SEL offer a method to address deficiencies along the pipeline from teacher preparation to employment. The partners can identify what teachers need to help students develop SEL skills and then test approaches to meet those needs among the rising corps of new teachers.

*Example:* Teacher preparation providers across the country are participating in a community of practice to learn from one another and develop strategies to transform teacher preparation. This kind of collaborative model may also help integrate SEL into teacher preparation.
4.D | Research on SEL
In this section, we explore the promise of two research areas aiming to help practitioners assess SEL and apply high-impact interventions to cultivate students’ SEL skills.

<table>
<thead>
<tr>
<th>Two research areas</th>
<th>Potential contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>New, high-quality assessments to measure the SEL skills of students</td>
<td>Actionable information practitioners can use to engage students more effectively and improve classrooms and schools</td>
</tr>
<tr>
<td>Low-cost interventions to influence student, teacher and parent mindsets</td>
<td>Cost-effective programs that schools and districts can adopt to support the development of positive mindsets about learning</td>
</tr>
</tbody>
</table>

*The purpose of this section is to spotlight select research efforts with potentially significant implications for teacher practice. Readers interested in a literature review should consult the following resources:*

- The Future of Children's issue on Social and Emotional Learning (2017)
- Advancing the Science and Practice of Social and Emotional Learning (2016)
Researchers can help teachers, principals and district leaders select appropriate SEL assessments and make the most effective use of the data to make improvements.

Researchers are in a position to **codify SEL assessments** for teachers, principals and district leaders *and advise them on how they might use assessment data to make critical decisions* regarding SEL in classrooms, schools and districts, such as goal and priority setting and the development of improvement strategies.¹

**Potential uses of SEL assessment data²**

- Identify school and district strengths and weaknesses in SEL
- Find the biggest opportunities for improvement in SEL outcomes
- Analyze the relationship between SEL and academic outcomes
- Monitor and evaluate the impact of SEL interventions
- Inform school improvement plans and district strategic plans
- Analyze disaggregated data to track efforts to close outcome gaps
- Find “bright spot” schools that can provide best practices on SEL
- Provide teachers more detailed information about their students
- Give teachers data to guide their feedback and support for students
- Give students data to set their own growth goals and strategies

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¹ Yuan et al. (2015); 2. Martin (2016)
### Example of research project: RAND is creating an online repository of vetted SEL assessments for multiple users

**Project background**

Funders’ Collaborative for Innovative Measurement (FCIM) is funding the development of the repository, which is led by RAND’s Laura Hamilton and Brian Stecher. The repository will be a website that allows users to search and locate SEL measures of interest, display information about the measures, evaluate the quality and utility of the measures, gain access to and use the measures, and help users connect with a larger user community.

**SEL measures**

The repository will include SEL assessments that measure **two types of SEL competencies**:

- **Interpersonal** competencies such as leadership, communication, collaboration, emotional intelligence and global awareness; and
- **Intrapersonal** competencies such as ethics, goal orientation and setting, grit, learning how to learn, mindsets, motivation, resilience, self-control, self-efficacy and self-regulated learning.

### User needs the repository will meet

<table>
<thead>
<tr>
<th>Teachers, school leaders and other SEL practitioners</th>
<th>SEL assessment providers</th>
<th>SEL researchers</th>
<th>Policymakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A “one-stop-shop” with information and guidance on school-ready SEL measures</td>
<td>A set of high-quality measures to inform the development of new SEL assessments</td>
<td>A database of existing knowledge about SEL assessment on which to build new research</td>
<td>Insights about the opportunities and challenges of SEL measurement to help shape policy decisions</td>
</tr>
</tbody>
</table>

1. FCIM (2016); 2. Yuan et al. (2015)
Researchers are testing promising interventions to influence mindsets and contribute to better academic outcomes

What are mindsets?
Mindsets are beliefs about learning and school. For students, these include a growth mindset (or the belief that intelligence can grow over time), a sense of belonging, and a belief that schoolwork has purpose and relevance.¹

Why do mindsets matter?
Mindsets help students interpret challenges and adversity in a positive way, which can lead to increased learning and achievement in school.¹

What are researchers doing on mindsets?
Mindset Scholars Network is an interdisciplinary collaboration between researchers conducting research on mindsets in K-12 and college. The Network’s goals are to understand the role of context in developing mindsets, develop tools to assess mindsets and improve approaches for conducting mindset experiments.¹

Whose mindsets can research help practitioners understand and influence? Some examples...

- Students’ day-to-day experiences and interactions shape their mindsets about learning; if they receive different messages about learning, they can adopt a different mindset.¹
- Teachers completing a 70-minute online exercise designed to build their empathy for students led to lower rates of student suspensions and more trusting teacher-student relationships.²
- Parents’ mindset toward failure, either a “failure-is-debilitating” or a “failure-is-enhancing” mindset, influences their parenting practices. But these views and practices can be changed.³

Example of research project: National Study of Learning Mindsets is testing the impact of low-cost, online mindset exercises for students that could be scalable to many schools

National Study of Learning Mindsets led by UT Austin’s David Yeager

<table>
<thead>
<tr>
<th>What the study seeks to answer</th>
<th>What the study is testing &amp; with whom</th>
<th>Why the study matters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student outcomes: What types of academic inequalities are best addressed by interventions designed to build learning mindsets?</td>
<td>• Intervention: Two separate online sessions that help students learn about mindsets through a combination of selected readings about related topics (e.g., brain’s flexibility) and writing exercises (e.g., summary of their learnings, peer advising).</td>
<td>• Nationally-representative results: Study will determine the intervention’s “average” impact on outcomes for all ninth grade students and identify the student characteristics and school factors that have the greatest influence on these outcomes.</td>
</tr>
<tr>
<td>• School context: What are the school resources and school climates that make these interventions more or less effective?</td>
<td>• Sample: Random sample of 20,000 ninth grade students in 76 U.S. public high schools.</td>
<td>• Scalable contribution to practice: Researchers will provide the intervention at no cost to schools so they may use it with their students, in light of the research results.</td>
</tr>
<tr>
<td>• Ingredients for success: What specific classroom resources and climates are necessary for the success of these interventions?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Mindset Scholars Network (n.d.)
Our recommendations to guide the direction of future research on SEL:

**Continue growing knowledge base on how children and youth build SEL skills**

The field should keep learning about the theory and practice of SEL skill development among different types and ages of students.

*Example:* Researchers can add to the existing multidisciplinary research on the science of learning and translate the findings into practical applications for districts and schools.

**Investigate what it takes for SEL to be effective at the high school level**

Many examples of quality SEL instruction come from elementary/middle schools. The field lacks knowledge about SEL in high schools, where the challenges to implementation are different.

*Example:* More case studies can share effective strategies for engaging teachers, staff and students around SEL in the high school context.

**Seed and sustain research-practice partnerships to tackle problems of practice**

Practitioners should have more opportunities to inform the research that can help them do their work better. These partnerships should be mutually beneficial, long term and focused on key problems of practice.

*Example:* Research and practice partners bring unique perspectives to the study of scale.

**Increase practitioner participation in the development of SEL measures**

Researcher-led efforts should engage more practitioners in the development of SEL measurement tools. Getting the practitioner perspective early can increase the likelihood that these resources are adopted by schools.

*Example:* Researchers and practitioners can work together to advance new methods to assess SEL implementation quality.
Funder investments in SEL
In this section, we analyze trends in funding for SEL to identify unmet needs in the field

- Who the major SEL funders are and what they are interested in funding
- How three funder collaboratives are advancing the field
- Trends in funder investments in SEL and areas of unmet need
Many SEL funders focus on in-school plus out-of-school efforts, but only one focuses on out-of-school exclusively.

### LEVER OF CHANGE FOR FUNDER INVESTMENTS

<table>
<thead>
<tr>
<th>Schools and school systems</th>
<th>Both</th>
<th>Out-of-school programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Einhorn Family Charitable Trust</td>
<td>S.D. Bechtel, Jr. Foundation</td>
<td>Susan Crown Exchange</td>
</tr>
<tr>
<td>Bill &amp; Melinda Gates Foundation</td>
<td>Robert Wood Johnson Foundation</td>
<td></td>
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<tr>
<td>William &amp; Flora Hewlett Foundation</td>
<td>Joyce Foundation</td>
<td></td>
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<tr>
<td>Overdeck Family Foundation</td>
<td>Tauck Family Foundation</td>
<td></td>
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<tr>
<td>National Public Education Support Fund</td>
<td>John Templeton Foundation</td>
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<tr>
<td>Walton Family Foundation</td>
<td>Wallace Foundation</td>
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<tr>
<td>Stuart Foundation</td>
<td>Grable Foundation</td>
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<tr>
<td>Raikes Foundation</td>
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<td></td>
</tr>
</tbody>
</table>

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Investing only in research and knowledge-building activities:
- Mozilla Foundation
- Spencer Foundation

1. Foundation websites
Funders investing in schools and systems either tackle dimensions of SEL (e.g., mindsets, character) or include SEL as part of broader initiatives (e.g., innovative schools)

<table>
<thead>
<tr>
<th>Foundation</th>
<th>How funder works on SEL</th>
<th>Target age range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Einhorn Family Charitable Trust</td>
<td>Prosocial development</td>
<td>Birth to adulthood</td>
</tr>
<tr>
<td>Bill &amp; Melinda Gates Foundation</td>
<td>Personalized learning &amp; innovative schools</td>
<td>Birth to adulthood</td>
</tr>
<tr>
<td>William &amp; Flora Hewlett Foundation</td>
<td>Deeper learning</td>
<td>Grades K-12</td>
</tr>
<tr>
<td>Overdeck Family Foundation</td>
<td>Personalized learning &amp; innovative schools</td>
<td>Grades K-12</td>
</tr>
<tr>
<td>National Public Education Support Fund</td>
<td>Science of human development</td>
<td>Birth to college</td>
</tr>
<tr>
<td>Walton Family Foundation</td>
<td>Character &amp; non-cognitive skills</td>
<td>Grades K-12</td>
</tr>
<tr>
<td>Stuart Foundation</td>
<td>Multiple dimensions of learning</td>
<td>Grades K-12, but focus on middle and high school grades</td>
</tr>
<tr>
<td>Raikes Foundation</td>
<td>Science of learning &amp; learning mindsets</td>
<td>Elementary school grades to college, but focus on adolescents</td>
</tr>
</tbody>
</table>
Funders that work across in-school and out-of-school settings broaden the definition of school success to encompass healthy youth development and environments.

<table>
<thead>
<tr>
<th>Foundation</th>
<th>How funder works on SEL¹</th>
<th>Target age range¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.D. Bechtel, Jr. Foundation</td>
<td>Character</td>
<td>Grades K-12</td>
</tr>
<tr>
<td>Robert Wood Johnson Foundation</td>
<td>Healthy school environments &amp; “culture of health”</td>
<td>Grades pre-K-12</td>
</tr>
<tr>
<td>Joyce Foundation</td>
<td>Personal success skills</td>
<td>College and workforce</td>
</tr>
<tr>
<td>Tauck Family Foundation</td>
<td>Development of SEL skills</td>
<td>Grades pre-K-12</td>
</tr>
<tr>
<td>John Templeton Foundation</td>
<td>Character virtue development</td>
<td>Birth to adulthood, but focus on adolescents</td>
</tr>
<tr>
<td>Wallace Foundation</td>
<td>Positive youth development</td>
<td>Grades K-5</td>
</tr>
<tr>
<td>Grable Foundation</td>
<td>Positive learning environments</td>
<td>Grades pre-K-12</td>
</tr>
<tr>
<td>Susan Crown Exchange</td>
<td>21st century skills</td>
<td>Birth to adulthood</td>
</tr>
</tbody>
</table>
Funders recently formed three SEL-focused collaboratives, each with distinct goals, audiences and scopes of work*

<table>
<thead>
<tr>
<th>Grantmakers for Thriving Youth (GTY)¹</th>
<th>Funders’ Collaborative for Innovative Measurement (FCIM)²</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission/Purpose:</strong> Advancing a comprehensive approach to learning and development that will enable all young people to acquire the skills and capacities needed for success in learning, work, citizenship and life</td>
<td><strong>Mission/Purpose:</strong> Advancing the state of and appropriate use of interpersonal and intrapersonal measures</td>
</tr>
<tr>
<td><strong>Goals:</strong></td>
<td><strong>Goals:</strong></td>
</tr>
</tbody>
</table>
| Promote awareness, facilitate connections, catalyze collaborations and disseminate knowledge about policies, practices and research among funders in education, child and youth development, family well-being, health and other allied fields | ▪ Create a *national research and innovation hub* to facilitate the ongoing development and application of high-quality measures;  
▪ Catalyze the widespread use of a coherent and scientifically-grounded *taxonomy*;  
▪ Help stakeholders *use measures appropriately*;  
▪ Educate policymakers about the benefits and drawbacks of measures and their appropriate use in *policy* areas such as accountability; and  
▪ Engage stakeholders in a *dialogue* about the development of measures and their value |

<table>
<thead>
<tr>
<th>National Commission on Social, Emotional &amp; Academic Development Funders Collaborative (NCSEAD FC)³</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission/Purpose:</strong> Ensuring the Commission’s activities are informed by the many philanthropic efforts dedicated to deepening and accelerating the work of advancing a broader vision of education success</td>
</tr>
</tbody>
</table>

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1. GTY (n.d.); 2. FCIM (2016); 3. NCSEAD (n.d.)  
* Education First represents NoVo in GTY and was hired by FCIM to support the collaborative’s 2017-19 activities.
There is overlap in membership across the three SEL funder collaboratives, which underscores funder interest in building the SEL field and deepening knowledge.

<table>
<thead>
<tr>
<th>Grantmakers for Thriving Youth (GTY) Steering Committee¹</th>
<th>Funders’ Collaborative for Innovative Measurement (FCIM) Advisory Board²</th>
<th>National Commission on Social, Emotional &amp; Academic Development Funders Collaborative (NCSEAD FC)³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grable Foundation</td>
<td>Mozilla Foundation</td>
<td>Anschutz Foundation</td>
</tr>
<tr>
<td>National Public Education Support Fund</td>
<td>Overdeck Family Foundation</td>
<td>Dalio Foundation</td>
</tr>
<tr>
<td>Susan Crown Exchange</td>
<td>Spencer Foundation</td>
<td>HopeLab</td>
</tr>
<tr>
<td>Tauck Family Foundation</td>
<td>John Templeton Foundation</td>
<td>Pure Edge, Inc.</td>
</tr>
<tr>
<td>Walton Family Foundation</td>
<td>Wallace Foundation</td>
<td>Joyce Foundation</td>
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<tr>
<td>John Templeton Foundation</td>
<td>S. D. Bechtel, Jr. Foundation</td>
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<tr>
<td>Bill &amp; Melinda Gates Foundation</td>
<td></td>
<td>Members of GTY and FCIM</td>
</tr>
<tr>
<td>William &amp; Flora Hewlett Foundation</td>
<td></td>
<td>Members of GTY and NCSEAD FC</td>
</tr>
<tr>
<td>Raikes Foundation</td>
<td></td>
<td>Members of GTY, FCIM and NCSEAD FC</td>
</tr>
</tbody>
</table>

1. GTY (n.d.); 2. FCIM (n.d.); 3. NCSEAD (n.d.)
There are field-wide and funder-specific drivers for these trends, including a need to establish the SEL evidence base

- Funders shared that the SEL field still has much to learn about effective SEL programs and practices
- As a result, measurement and evaluation are attracting a wide breath of funders
- Select funders that prioritize research in their investment strategies are also making grants for theory-building (primarily at universities and research organizations)

Many funders are clustering in SEL measurement and evaluation to build the evidence base

- Without a solid research base to guide investments in SEL implementation and scaling, there is limited funding available for SEL efforts at the system and school levels
- Largest implementation grants are to support programs with robust evidence of effectiveness, such as the RULER program developed by the Yale Center for Emotional Intelligence
- A few major funders are investing heavily in out-of-school time program providers, which often partner with school systems

Due to the lack of evidence-based programs to scale, there is less funding for SEL implementation
Our recommendations to inform funder investments in SEL:

**Clarify (and act on) the throughline from investments to impact on practice and better outcomes for students**

Each SEL funder has a unique mission, set of values and perspective on the SEL field, which drive their investment decisions. They are united by their commitment to SEL as a core contributor to student success.

As funders pursue their individual investment strategies, they should also consider the ways in which their grants might inform, facilitate and strengthen SEL practice in districts and schools to improve student outcomes, especially for underserved students and students of color. Even if funders do not make grants directly to practitioners, the outputs and outcomes from their grants can indirectly make further advancements in SEL practice possible.

*Example:* Funders interested in research and theory-building activities may prioritize grants with promising practical applications.

**Consider different forms of funder collaboration to pursue common goals**

Funder partners may pursue different models of collaboration depending on their shared goals. These models include knowledge networks, co-investments or aligned investments, pooled funds, and co-creation of new organizations.

Education First developed a [guide](#) to help funders collaborate successfully. At the start of any collaboration, funders should define the problem to work on together, decide on a scope of action to identify solutions, and determine a strategy and timeline for meeting their goals.

*Example:* Funders can build on SEL research and lessons learned to date to develop a common investment framework that can help guide and prioritize grants in the area of teacher practice. This framework should include professional development and other strategies to enhance teachers’ SEL instruction, SEL integration, adult SEL skills, and data use and analysis capacity.
5 | Conclusion
Finally, we advise the field to consider these three themes as key priorities to steer the ongoing evolution of SEL policy, research and practice into the future

**Equity as “North Star”**

So SEL learns from underserved communities and communities of color—their cultures, values and dreams—to better serve all students in American classrooms.

**Power of collaboration**

So SEL grows from the collective experiences of diverse stakeholders, all exploring and testing different solutions to shared problems.

**Innovation in the service of practice**

So SEL develops new approaches and tools to help practitioners equip their students with the competencies to be successful in college, careers and life.
Equity as “North Star”: Consider equity from creation of SEL strategies and practices to outcomes, and confront biases that are currently embedded in SEL

**Funder investments in SEL**
- Embed equity into grantmaking approaches to ensure that all SEL investments support equitable solutions

**SEL in federal & state policy**
- Seek to bring diverse voices and perspectives into the local and state conversations about SEL policies and intentionally assess potential impact on all students and subgroups

**Research on SEL**
- Account for diversity, equity and inclusion on a consistent basis in research projects, including efforts to develop new SEL measures and assessments

**SEL in districts & CMOs**
- Build the capacity of school system leaders, principals and teachers to address equity in continuous improvement efforts related to SEL

**Teacher practice focused on SEL**
- Help teachers develop mindsets and new instructional practices that build SEL skills and are responsive to the diverse cultural backgrounds of their students
Power of collaboration: Help bring people together around a shared vision and goals for SEL

**Funder investments in SEL**
- Use common investment frameworks that emerge from funder collaborations to create coherence in the SEL field

**SEL in federal & state policy**
- Strengthen relationships among state leaders, school systems, practitioners, community groups and others to contribute to SEL policy development and build demand for those policies

**Teacher practice focused on SEL**
- Give teachers time and space to learn about SEL integration from one another, both in person and through digital tools

**Research on SEL**
- Encourage more communication and partnerships between researchers and practitioners, especially in the area of SEL measurement

**SEL in districts & CMOs**
- Apply a user-centered approach to build networks of school systems working together on SEL implementation strategies
Innovation in the service of practice: Lift up the practical classroom applications of new ideas

**Funder investments in SEL**
- Fund the testing of new SEL integration approaches that have high potential value to practitioners and (pending initial success) invest in scale.

**SEL in federal & state policy**
- Create opportunities for teachers, principals and students to give regular feedback on and contribute to SEL policies based on their experiences.

**Teacher practice focused on SEL**
- Help teachers strengthen their own adult SEL skills so they are in a better position to teach and model these skills for students.

**Research on SEL**
- Address how practitioners might use research findings to make feasible and sustainable changes to their implementation of SEL.

**SEL in districts & CMOs**
- Facilitate the sharing of ideas from the school level up to the central office to inform the development of SEL resources and tools system-wide.
Appendix
Interviews

**Districts & CMOs**
- Richard Fournier, Director of District Partnerships, *Transforming Education* (national)
- Noah Bookman, Chief Strategy Officer, *CORE Districts* (California)
- Khizer Husain, Chief of Staff, *Two Rivers Public Charter School* (Washington, DC)
- Jennifer Kubista, Director of Student Life, *Tacoma Public Schools*
- Christian Ruiz, School Leadership, *Dallas Independent School District*
- Carl Christopher, Senior Consultant, *Education First* (working with *Battle Creek Public Schools* in Battle Creek, MI)

**Teacher practice**
- Jane Ehrenfeld, Executive Director, and Jessica Hiltabidel, Director of Teaching and Learning, *Center for Inspired Teaching*
- Kanya Balakrishna, Co-Founder and President, *The Future Project*
- Ellen Moir, Founder and CEO, *New Teacher Center*
- Nancy Madden, President and CEO, and Robert Slavin, Co-Founder and Chairman of the Board, *Success for All Foundation*
- Keith Hefner, Executive Director, and David Heller, Education Director, *Youth Communication*
- Megan Marcus, Founder and CEO, *FuelED*
- Jane Quinn, Vice President and Director of National Center for Community Schools, *The Children’s Aid Society*
- Masa Uzicanin, Founder and Executive Director, *Sevenzo*

**Funders**
- Kathleen Traphagen, Senior Consultant, The Learning Agenda (on behalf of *Grantmakers for Thriving Youth*)

**Research**
- Chad Rubalcaba, Consultant, *Education First* (working with a community of practice of personalized learning funders)
Noah Bookman, Presentation at CASEL Cross-District Convening in Oakland, CA, March 2017.
—, Key Insights from the Collaborating Districts Initiative: A multyear effort to help school districts integrate social and emotional learning across all aspects of their work. What have we learned? What impact have we seen? What’s next? (Chicago, IL: CASEL, 2017).
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Thank you!  
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