BEST PRACTICES IN SOCIAL-EMOTIONAL LEARNING

Prepared for WASA School Information and Research Service

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In the following report, Hanover Research describes best practices for the design and implementation of a district-wide social-emotional learning program.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

Social-emotional learning (SEL) is emerging as a key indicator of student success. Research demonstrates that SEL correlates with positive academic outcomes, [1] and employers increasingly emphasize "soft skills" as desirable traits for future employees.[2] The 2015 federal Every Student Succeeds Act (ESSA) encourages states to integrate non-academic measures – including SEL – into their school accountability systems.[3]

To support the Washington Association of School Administrators (WASA) and its member districts in designing and implementing district-wide SEL programs, this report describes organizational best practices and classroom strategies to promote SEL learning across all grades and student groups. **Section I: Overview of SEL** reviews key SEL competencies and research into the link between SEL and academic achievement. **Section II: SEL Instruction** discusses SEL instructional strategies and curricula, as well as the integration of restorative justice into a district-wide SEL framework. **Section III: SEL Implementation** discusses organizational aspects of an SEL program, including planning, professional development, staffing, resources, and evaluation.

KEY FINDINGS

- **SEL refers to the skills and abilities that allow individuals to relate to others, set goals, manage emotions, and resolve conflict.** Proposed SEL standards from the Washington Office of the Superintendent of Public Instruction focus on six skills: self-awareness, self-management, self-efficacy, social awareness, social management, and social engagement. Two decades of research demonstrate limited – yet positive – effects of deliberate SEL instruction on student attitudes, behavior, and academic achievement. Research also shows that teachers with better SEL skills have greater self-efficacy and enjoyment of teaching.

- **To promote SEL development, districts should provide explicit instruction in SEL skills, behaviors, and attitudes.** Some districts choose to implement a specific SEL program, such as PATHS or RULER, rather than develop a program internally. SEL instructional strategies may include direct instruction in strategies to self-moderate behavior, teaching students to identify and describe their emotions using a "mood meter," and activities that promote respect and relationship-building.
  - ○ Teachers should also be cognizant of how their instructional strategies and classroom management may encourage or discourage participation of students

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[1] "SEL Research." CASEL. http://www.casel.org/research/

[2] Blad, E. "Teachers Weave Social-Emotional Learning into Academics." *Education Week,* March 5, 2017. http://www.edweek.org/ew/articles/2017/05/10/teachers-weave-social-emotional-learning-into-academics.html

[3] Felton, E. "When Social and Emotional Learning is Key to College Success." *The Atlantic*, March 2, 2016. https://www.theatlantic.com/education/archive/2016/03/when-social-and-emotional-learning-is-key-to-college-success/471813/

from specific cultural backgrounds. Teachers should model awareness of their own personal limitations and worldview while varying forms of classroom participation to ensure that all students have equitable access to the SEL curriculum.

○ Schools can – and should – integrate SEL programming with restorative justice (RJ) and Positive Behavior Interventions and Supports (PBIS). SEL, RJ, and PBIS are complimentary strategies that help student build and preserve positive relationships with adults and peers. The school-wide RJ framework shares PBIS's three-tiered pyramid structure and may include discussion circles, conferences among students involved in conflict, and peer juries.

○ Schools should pursue varied communication and partnership strategies to extend SEL programming to students' homes and community. Strategies may include creating a family room, back-and-forth folders for parents and teachers, and invitations for families to come to the classroom to observe and actively participate in SEL.

- **Districts should pursue a systemic approach to SEL planning and implementation that considers resources, needs, and stakeholder input.** Many districts draft and adopt district-wide SEL policies to guide implementation. Staffing for an SEL program may vary, though many districts employ a district-level director and specialists who work with a small group of students. Districts that phase in an SEL program over a multi-year period may spend more per-student on SEL during the initial years, with the expectation that costs will decrease as the program grows to serve all students in the district.

- **Districts should provide staff with professional development opportunities and guidance on how to implement SEL.** Schools may use a professional learning community (PLC) model to deliver training or integrate training into existing meetings. Site visits to other schools that are already using SEL and inviting outside consultants to discuss SEL are other effective options for professional development. To supplement the knowledge gained from training, districts should draft clear policies on mandatory features and how to implement SEL with special populations of students (e.g., students with disabilities).

- **To measure SEL, districts should define and prioritize SEL competencies, and select a variety of instruments to measure those skills.** Common tools include student and staff surveys, teacher and student self-ratings of SEL skills, and researcher-developed assessments. Districts may also use behavioral indicators (e.g., attendance, discipline) as proxies for SEL skills. Experts caution, however, that well-validated and reliable tools for measuring SEL are limited, and some tools, such as surveys and self-assessments, are prone to bias. Given these and other concerns, many experts have cautioned against using SEL measures as indicators of school performance.

SECTION I: OVERVIEW OF SOCIAL-EMOTIONAL LEARNING

This section describes the components of SEL and research into the link between SEL and academic achievement.
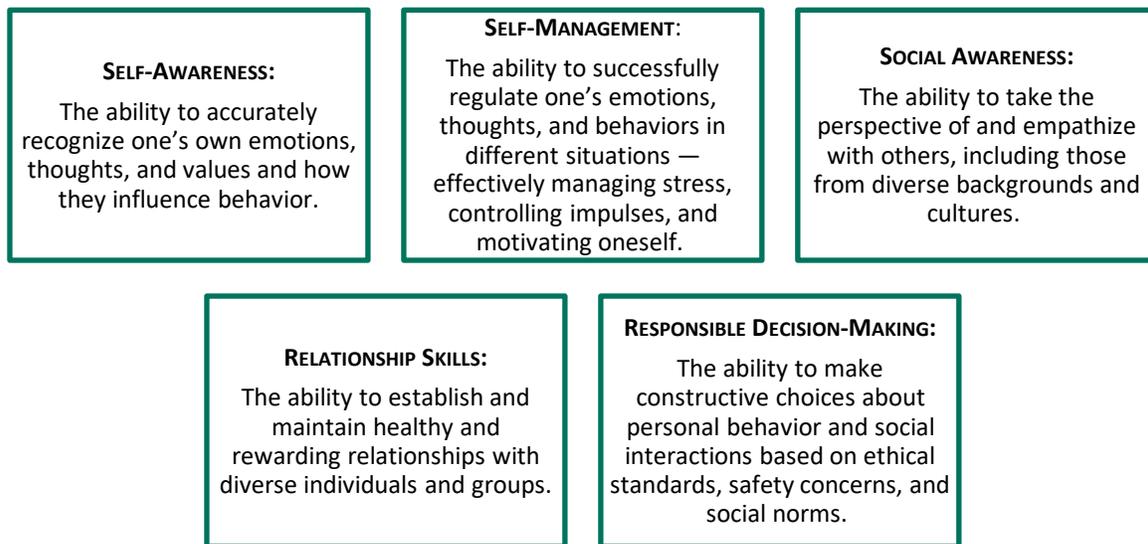
COMPONENTS OF SEL

Social-emotional learning (SEL) refers to the skills and abilities that allow individuals to relate to others, set goals, manage emotions, and resolve conflict. The Collaborative for Academic, Social, and Emotional Learning (CASEL), a leading organization for the practice and research of SEL, defines SEL as:[4]

> [T]he process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

CASEL's systemic SEL framework recognizes the five "Core SEL Competencies," defined below in Figure 1.1, of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.[5]

Figure 1.1: Core Social and Emotional Learning Competencies

SELF-AWARENESS: The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.	SELF-MANAGEMENT: The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself.	SOCIAL AWARENESS: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
RELATIONSHIP SKILLS: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.	RESPONSIBLE DECISION-MAKING: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.	

Source: CASEL[6]

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[4] "What Is SEL?" Collaborative for Academic, Social, and Emotional Learning. http://www.casel.org/what-is-sel/

[5] "Social and Emotional Learning: Opportunities for Massachusetts, Lessons for the Nation." ASCD and The Rennie Center for Education Research & Policy, 2015. p. 2. http://www.ascd.org/ASCD/pdf/siteASCD/policy/SEL_PolicyBrief_Final_11-16-15.pdf

[6] Figure contents quoted verbatim with modification from: "Core SEL Competencies." Collaborative for Academic, Social, and Emotional Learning, 2017. http://www.casel.org/core-competencies/

Researchers, educators, and state departments of education have developed additional definitions of SEL. [7] In fact, researchers from the Harvard Graduate School of Education note in a 2017 report that SEL is defined in a variety of ways and often serves as an umbrella term for specific sub-fields of psychology and human development.[8] Definitions of SEL may include references to cognition, behavior, executive functioning, and character."[9]

SEL IN WASHINGTON STATE

The Washington Office of the Superintendent of Public Instruction (WA OSPI) embraces CASEL's systemic definition of SEL in its proposed SEL standards, released in 2016. As shown below in Figure 1.2, the WA OSPI proposed SEL standards, which can be used across Grades K-12, emphasize students' abilities to manage personal emotions and behavior (self) and build productive relationships with peers (social).

Figure 1.2: WA OSPI Proposed K-12 Standards for Social Emotional Learning

SELF	SOCIAL
Standard 1 **SELF-AWARENESS** – Individual has the ability to identify and name one's emotions and their influence on behavior.	*Standard 4* **SOCIAL AWARENESS** – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
Standard 2 **SELF-MANAGEMENT** – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.	*Standard 5* **SOCIAL MANAGEMENT** – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.
Standard 3 **SELF-EFFICACY** – Individual has the ability to motivate oneself, persevere, and see oneself as capable.	*Standard 6* **SOCIAL ENGAGEMENT** – Individual has the ability to consider others and a desire to contribute to the well-being of school and community.

Source: Washington Office of the Superintendent of Public Instruction[10]

The WA OSPI further outlines three guiding principles for the implementation of district-wide SEL programs:[11]

- **Professional Learning:** In order to implement SEL into the classroom and foster social emotional skills, professionals working in the K-12 education system must receive ongoing, job-embedded professional learning.

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[7] "Social and Emotional Learning and Afterschool Programs." March 7, 2017.
   http://www.ncsl.org/research/education/social-emotional-learning.aspx

[8] Jones, S. et al. "Navigating SEL from the Inside Out, Looking Inside and Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers." Harvard Graduate School of Education, 2017. p. 12.
   http://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf

[9] Ibid.

[10] "Addressing Social Emotional Learning in Washington's K-12 Public Schools." Washington Office of the Superintendent of Public Instruction, October 2016. p. 3. http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf

[11] Bulleted text taken verbatim from: Ibid., p. 9.

- **School/Family/Community Partnerships:** Two-way respectful and collaborative communication between schools, families, and community partners is essential to the development of effective, culturally responsive SEL supports in school.

- **Cultural Responsiveness:** Recognizing there is a reflection of culture in any selection and implementation of standards requires us to be thoughtful and responsive to the many diverse cultures of the students, families, educators, and staff that make up school communities.

IMPORTANCE

Research demonstrates limited – yet positive – effects of SEL on student attitudes, behavior, and academic achievement. In 2012 report, researchers at the Harvard Graduate School of Education note that, while research clearly demonstrates positive results of participating in high-quality SEL programs, effect sizes are generally relatively small. The researchers emphasize that effect sizes are typically larger for high-risk students than the universal student population, and that effect sizes that appear small can still have substantial, practical implications for students and schools.[12]

Figure 1.3: Durlak et. al (2011) Effect Sizes

OUTCOME	EFFECT SIZE
SEL Skills	0.57
Attitudes	0.23
Positive Social Behavior	0.24
Conduct Problems	0.22
Emotional Distress	0.24
Academic Performance	0.27

Source: *Child Development*

For example, in a 2011 meta-analysis of SEL programs published in *Child Development*, researchers analyzed 213 quasi-experimental and experimental studies of school-based, universal SEL programs involving 270,034 students in Grades K-12. The analysis found that SEL programs effectively improve students' SEL skills, behaviors, attitudes, and academic performance.[13] Results indicated a statistically significant positive program effect on the following six outcomes categories: social and emotional skills, attitudes toward self and others, positive social behaviors, conduct problems, emotional distress, and academic performance, as shown in Figure 1.3.[14] Notably, in addition to improving SEL skills, program participation was associated with an 11 percent gain in academic performance compared to control groups. SEL program participation showed positive results across all educational levels (elementary, middle, and high school), student subgroups (age, ethnicity, or socioeconomic status), and locales (urban, suburban, or rural).[15]

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[12] Jones, S.M. and S.M. Bouffard. "Social and Emotional Learning in Schools from Programs to Strategies." *Social Policy Report*, 26:4, 2012. p. 6. https://www.srcd.org/sites/default/files/documents/spr_264_final_2.pdf

[13] Durlak, J.A. et al. "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." *Child Development*, 82:1, 2011. p. 405.

[14] Ibid., p. 412-413.

[15] Ibid., pp. 412–417.

Another meta-analysis, published in *Psychology in the Schools* in 2012, also reported positive outcomes among students who participated in SEL programs. The researchers analyzed 75 quasi-experimental and experimental studies of universal, school-based social, emotional, or behavioral programs published between 1995 and 2008. [16] Results revealed statistically significant effects in the desired direction (positive for desired outcomes, negative for undesired outcomes) for the following seven outcomes: academic achievement, anti-social

behavior, mental disorders, positive self-image, prosocial behavior, social-emotional skills, and substance abuse, as shown in Figure 1.4. The meta-analysis revealed an overall effect size of 0.7, indicating that students who participated in an SEL program had better SEL skills that 76 percent of control students. [17] Additionally, studies that used multiple settings and multiple instruments, as well as studies that included information on program implementation, had higher, though not statistically significant, effect sizes.[18]

Figure 1.4: Sklad et. al (2012) Effect Sizes

OUTCOME	EFFECT SIZE
Academic Achievement	0.46
Anti-Social Behavior	-0.43
Mental Disorders	-0.19
Positive Self-Image	0.46
Prosocial Behavior	0.39
Social-Emotional Skills	0.70
Substance Abuse	-0.09

Source: *Psychology in the Schools*

In addition, CASEL is leading a study of SEL implementation in eight large urban districts that participate in the organization's Collaborating District Initiative (CDI). Since 2011, CASEL has worked with the CDI districts to plan and implement district-wide SEL programs. While CASEL is still gathering data to assess and isolate the impact of SEL in these districts, initial results indicate that SEL correlates with positive student outcomes. For example:[19]

- Three districts (Austin, Chicago, and Cleveland) reported improved academic achievement on the NAEP during the CDI implementation years.

- Six districts (Anchorage, Austin, Chicago, Cleveland, Oakland, and Nashville) reported higher year-end GPAs in 2015 compared to the three years since the beginning of CDI implementation.

- In one district (Chicago), the graduation rate improved during the CDI years.

While these results are likely attributable to multiple aspects of school change, including the introduction of SEL, they indicate that SEL can be a productive addition to a school improvement plan.

School-based SEL programs can also positively affect teachers. Many SEL programs improve teachers' SEL competencies by providing practice on how to deal with conflict. Research shows that teachers with better SEL skills have greater self-efficacy and greater enjoyment of

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[16] Sklad, M. et al. "Effectiveness of School-Based Universal Social, Emotional, and Behavioral Programs: Do They Enhance Students' Development in the Area of Skill, Behavior, and Adjustment?" *Psychology in the Schools*, 49:9, November 2012. pp. 898–899.

[17] Ibid., p. 903.

[18] Ibid., p. 904.

[19] "Collaborating Districts Initiative." Collaborative for Academic Social and Emotional Learning. http://www.casel.org/cdi-results/

teaching.[20] Furthermore, SEL programs can reduce teachers' stress levels by reducing student misbehaviors, which are often a main cause of teacher stress. One of many positive effects of reducing teachers' stress levels and improving student behavior is more positive student-teacher relationships.[21]

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[20] Goddard, R.D., W.K. Hoy, and A.W. Hoy. "Collective Efficacy Beliefs: Theoretical Developments, Empirical Evidence, and Future Directions." *Educational Researcher*, 33:3, 2004.
https://www.researchgate.net/profile/Anita_Hoy/publication/240801496_Collective_Efficacy_BeliefsTheoretical_Developments_Empirical_Evidence_and_Future_Directions/links/0c960538792b9315e3000000.pdf

[21] Schaubman, A., E. Stetson, and A. Plog. "Reducing Teacher Stress by Implementing Collaborative Problem Solving in a School Setting." *School Social Work Journal*, 35:2, 2011. p. 75. http://www.thinkkids.org/wp-content/uploads/2013/01/Teacher-stress.pdf

SECTION II: SEL INSTRUCTION

This section describes the features of SEL curricula and instruction, how to integrate restorative justice into an SEL program, and how to leverage family and community partnerships to promote SEL.

CURRICULUM AND INSTRUCTION

To promote SEL development, schools should provide explicit instruction in SEL skills, behaviors, and attitudes.[22] The development of student's SEL competencies can occur across multiple settings, including the district, school, classroom, and home.[23] Across these levels, districts can teach SEL through a variety of approaches, including: [24]

- Explicit SEL skills instruction in the classroom, such as through coaching, modeling, and practicing skills;

- Instructional practices that promote SEL, such as project-based learning and cooperative learning;

- Integrating SEL skills into the curriculum of core academic subjects; and

- Organizational initiatives to improve school climate and culture.

For example, Oakland Unified School District in California adopted three "signature SEL practices" that are implemented across the district. As shown below in Figure 2.1, the district recommends specific activities to ensure a focused start and end to the school day, with short lessons and activities integrated throughout the school day.[25]

Figure 2.1: Signature SEL Practices in Oakland Unified School District

SIGNATURE PRACTICE	EXAMPLE
WELCOMING RITUAL (2-10 minutes) *Activities for inclusion* Ritual openings establish safety and predictability, support contribution by all voices, reinforce norms for respectful listening, allow students to connect with one another and create a sense of belonging. To be successful, these activities must be: carefully chosen, connected to the learning of the day and engagingly facilitated.	EXAMPLES FROM THE CLASSROOM: ▪ Every voice is heard ▪ Purposeful social interactions ▪ Class meetings ▪ Smile & greet each person by name SCHOOL WIDE: ▪ Adults express joy in seeing students ▪ Stack of breakfast items on office counter = glad to see late arrivals ▪ Morning announcements include student voice

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[22] "Approaches." Collaborative for Academic, Social, and Emotional Learning. http://www.casel.org/what-is-sel/approaches/
[23] "What Is SEL?," Op. cit.
[24] "Approaches," Op. cit.
[25] "Three SEL Signature Practices for the Classroom." Oakland Unified School District, 2007. https://www.casel.org/wp-content/uploads/2017/03/OUSD-Signature-Practices-in-the-Classroom.pdf

SIGNATURE PRACTICE	EXAMPLE
ENGAGING PRACTICES (1-15 minutes) *Academic Integration, Sense-Making, Transitions & "Brain Breaks* Engaging practices are brain-compatible strategies that can foster relationships, cultural humility and responsiveness, empowerment, and collaboration. Intentionally build student SEL skills and then authentically practice these skills throughout the school day. Provide thoughtful transitions and opportunities for brain breaks that help integrate new information into long-term memory, otherwise it is soon forgotten. Balance opportunities for quiet reflection and writing with more active activities.	EXAMPLES FROM THE CLASSROOM ▪ Opportunities for Interaction: Cultivate practices that involve interactions in partnerships, triads, small groups and as a whole group ▪ Explicitly teach SEL skills through evidence-based programs ▪ Turn To Your Partner: Sharing and listening to make sense of new input ▪ Co-create and regularly revisit working agreements with your students ▪ Brain Break - Stand and Stretch: Refresh and reset the brain with movement, music, quiet reflection
OPTIMISTIC CLOSURE (3-5 minutes) *Reflections and Looking Forward* Provide intentional closure by having students reflect on and then name something that helps them transition on an optimistic note. This provides a positive way to reinforce learning, can connect school to home/community, and creates a moment of looking forward to coming back.	EXAMPLES FROM THE CLASSROOM: Think of... ▪ Something I learned today ▪ Someone I was able to help ▪ Something I want to share with an adult ▪ Something I'm looking forward to doing tomorrow ▪ Something I enjoyed about the day ▪ Someone who was kind/helpful to me

Source: Oakland Unified School District[26]

SEL CURRICULA

Some districts choose to implement a specific SEL program, rather than develop a program internally. In fact, many districts use multiple programs that target specific skills and grades.[27] When selecting an SEL program, districts should be sure to choose a program that is evidence-based. CASEL strongly recommends that districts use evidence-based SEL programs, emphasizing the "benefits of using programs that embody years of scientific program development, evaluation, and evidence" over school-developed programs.[28] CASEL's three principles for selecting evidence-based SEL programs that support effective selection, implementation, impact, and sustainability include: [29]

▪ School and district teams—rather than an individual—should engage diverse stakeholders in the program adoption process to identify shared priorities;

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[26] Figure content taken verbatim from: "Three Signature SEL Practices for the Classroom," Op. cit., p. 2.

[27] For example, see: "Nashville." Collaborative for Academic, Social, and Emotional Learning. http://www.casel.org/partner-districts/metropolitan-nashville-public-schools/

[28] "Effective Social and Emotional Learning Programs: Middle and High School Edition." Collaborative for Academic, Social, and Emotional Learning, 2015. p. 20. http://secondaryguide.casel.org/

[29] Bullet points quoted verbatim with modification from: Ibid.

- Implementing evidence-based SEL programs within systemic, ongoing district and school planning, programming, and evaluation leads to better practice and more positive outcomes for students; and

- It is critical to consider local contextual factors (e.g., student characteristics, programs already in place) and gather additional information in order to make the most effective decisions about which programs to implement.

Districts should also carefully review aspects of the program to ensure selection of a program that best fits the needs of the district. Aspects to consider include:[30]

- Grade range covered

- Approaches to promote SEL

- Number of SEL lessons

- Settings that promote SEL

- Training model: format and implementation support

- Cost

- Cultural sensitivity and linguistic responsiveness

Researchers and educators have developed several SEL programs that districts can implement in their own schools. Promoting Alternative Thinking Strategies (PATHS), developed by researchers at Penn State University, is one of the most commonly implemented programs. The PATHS program includes individual lessons on SEL skills, general skills that teachers and students can apply throughout the school day, and parent materials to extend learning to the home environment.[31] Another popular SEL program is the Yale Center for Emotional Intelligence's RULER program. RULER stands for Recognizing, Understanding, Labeling, Expressing, and Regulating emotions and introduces SEL skills over the course of a minimum of three years.[32] Figure 2.2, on the following page, provides an overview of how RULER is implemented in a Seattle elementary/middle school.

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[30] Ibid., pp. 21–25.

[31] "Promoting Alternative Thinking Strategies." Penn State University, 2014.
http://www.episcenter.psu.edu/sites/default/files/ebp/Promoting-Alternative-Thinking-Strategies-Logic-Model-5-12-2014.pdf

[32] "RULER Overview." Yale Center on Emotional Intelligence. http://ei.yale.edu/ruler/ruler-overview/

Figure 2.2: Implementation of the RULER Curriculum

At **South Shore PK-8 School** in Seattle, WA, students begin their day by charting their emotions on a Mood Meter, a key component of the RULER program. Using the Mood Meter, students learn how to identify their emotions and then select strategies to shift their emotions so that they can do their best learning. Strategies may include quiet time with eyes closed, taking deep breaths, and reading. In some classrooms, students use these strategies to calm and focus themselves during three minutes of silence at the start of the day. In other classes, students write about their feelings in Mood Meter journals. Teachers say the SEL strategies help settle students at the beginning of the day and after active periods (e.g., recess) and get them ready to learn.

Source: The Teaching Channel[33]

To help districts select an appropriate SEL program, CASEL has created program guides that describe and rate dozens of available SEL programs. The CASEL guides are available **here** for preschool and elementary school programs and **here** for middle and high school programs.[34]

SEL INTEGRATION

To implement SEL school-wide, CASEL recommends that districts integrate SEL into related programs, such as Positive Behavior Interventions and Supports (PBIS). When SEL is fully implemented, visitors to a school should see:[35]

- ✓ Teachers promoting SEL in the classroom
- ✓ Classroom concepts reinforced in multiple settings outside the classroom (e.g., language used by nonteaching staff, practices used in hallways and on the playground)
- ✓ Adults modeling SEL throughout the school
- ✓ Administrators managing the school in a way that fosters adults' SEL
- ✓ Tier 2 and Tier 3 services aligned with SEL instruction that takes place in the classroom
- ✓ All policies and practices at the school level support SEL (e.g., discipline guidelines)
- ✓ The school communicating regularly with families about SEL
- ✓ Family members actively engaged in practices at the school that support SEL (e.g., serve on or lead SEL-related committees, participate in SEL events, etc.)
- ✓ The school communicating with community partners regularly about SEL
- ✓ Community agencies providing services in the school related to SEL for students and families

Districts can ensure equitable district-wide implementation of SEL by creating an SEL alignment team that includes school and district leadership, teachers, parents, and

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[33] "Building Emotional Literacy." The Teaching Channel. https://www.teachingchannel.org/videos/emotional-literacy-building-nsf

[34] [1] "Effective Social and Emotional Learning Programs: Preschool and Elementary Edition." Collaborative for Academic, Social, and Emotional Learning, 2014. http://casel.org/wp-content/uploads/2016/01/2013-casel-guide-1.pdf
   [2] "Effective Social and Emotional Learning Programs: Middle and High School Edition." Collaborative for Academic, Social, and Emotional Learning, 2014. http://secondaryguide.casel.org/casel-secondary-guide.pdf

[35] Bulleted content adapted from: "SEL Integration in Schools." Collaborative for Academic Social and Emotional Learning. http://www.casel.org/integration/

community members. For example, in Chicago Public Schools, the district operates an Office of Social Emotional Learning and hired several SEL specialists who coordinate SEL implementation in a portfolio of the district's school.[36] Figure 2.3, below, describes the SEL implementation process in Metro Nashville Public Schools.

Figure 2.3: Integration of SEL into the General Curriculum

Metro Nashville Public Schools, in Tennessee**,** implements a variety of SEL programs and approaches in district schools, including Responsive Classroom, Olweus Bullying Prevention Program, and PBIS. The district worked to help educators understand the connections between SEL and the Tennessee (Common Core) standards. SEL strategies are also included in the latest edition of COMP (Classroom Organization and Management Program), the district's classroom management approach. In addition:

- The district has created an SEL scope and sequence and "I Can" statements that articulate SEL standards for each grade level.

- Schools are piloting School Climate/SEL school walk-through protocols for use in principal consultations and for providing targeted support to ensure the most effective SEL practices for adults and students. The School Climate/SEL walk-through tool development has been a three-year collaborative effort among various departments (Leadership and Learning, Student Support Services, Research Assessment and Evaluation, and Human Capital), as well as support from the CASEL consultants.

- An SEL Alignment Team (teachers, counselors, administrators, district-level leaders, and community partners) has worked to better align SEL in all district initiatives. This team also previews new professional learning activities and provides feedback and communication between schools and district-level leaders.

Source: CASEL[37]

EQUITY AND CULTURAL RESPONSIVENESS

Districts must ensure that all students have equitable access to and support through the SEL program. CASEL notes that five years of data gathered through its research in large urban districts reveal that "trends of inequity seen overall across the field of education persist even with the implementation of SEL." [38] As a student's culture, race, and access to certain opportunities are a key component of his or her identity, awareness of and respect for diversity are particularly important in the context of SEL.[39] Teachers can promote equity by integrating cultural competency into their SEL instruction. As described below in Figure 2.4, many dimensions of cultural competence overlap with core SEL competencies.[40]

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[36] "Chicago." Collaborative for Academic, Social, and Emotional Learning. http://www.casel.org/partner-districts/chicago-public-schools/

[37] Figure content adapted from: "Nashville," Op. Cit.

[38] "Equity Work Group." Collaborative for Academic Social and Emotional Learning. http://www.casel.org/equity-work-group/

[39] "Looking at Equity Through a Social Emotional Lens." Colorado Healthy Schools Summit, March 3, 2017. pp. 8-9. http://www.coloradoedinitiative.org/wp-content/uploads/2017/03/SEL-EQUITY-LENS.pdf

[40] "Intercultural Competence Toolkit." University of Washington - Bothell. https://www.uwb.edu/globalinitiatives/resources/intercultural-competence-tool-kit

Figure 2.4: Domains of Cultural Competency

COGNITIVE	AFFECTIVE	BEHAVIORAL
Cultural self-awareness	Curiosity	Relationship building
Culture – general knowledge	Cognitive flexibility	Listening, problem-solving
Culture – specific knowledge	Motivation	Empathy
Interaction analysis	Open mindedness	Information gathering

Source: University of Washington - Bothell[41]

Examples of cultural competence activities for students include discussions of specific cultures and prejudices, exploration of personality differences, and writing exercises focused on family and community values.[42]

Teachers should also be cognizant of how their instructional strategies and classroom management may encourage or discourage participation of students from specific cultural backgrounds.[43] Researchers from the University of Washington-Bothell and Cascadia College note that teachers can encourage cultural competency using the strategies described below in Figure 2.5.

Figure 2.5: Strategies to Promote Cultural Competence

- Set clear expectations - via your syllabus, a collaboratively-developed community agreement, and modeling desired behaviors - for class participation and the value of sharing cultural perspectives.
- Model the learner mindset. Share your awareness of personal limitations and worldview.
- Take time to get to know students as individuals - e.g., have students complete a short questionnaire or notecard during the first week of class; use nametags with gender pronouns throughout the quarter.
- Think > pair > share.
- Vary forms of classroom participation, including: working in dyads and small groups before reporting out to large group; using clickers; utilizing responses from course website/discussion board during in-class discussions; having students write individual contracts that allocate points based on categories of skills they want to develop.
- Communicate on an individual level - e.g., require students (or give them specific incentives) to sign up for office hours during the first 2-3 weeks; walk around the room to engage with students or student groups on a more individual basis.
- Arrange seats in a circle and pass around a "talking" object.
- Plan time for reflection before soliciting responses from the class - e.g., assign a free-writing prompt to stimulate thinking.
- Raise the status of students with lower language skills.
- Use show and tell activities to highlight culture - e.g., incorporate "artifacts" in e-portfolios.

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[41] Ibid.

[42] "Optional Activities for Cultural Awareness/Values Module." Oklahoma Association of Youth Services. http://www.oays.org/images/toolbox/5/developing_a_family_missions_statement.pdf

[43] "Culturally Responsive Classroom Management Strategies." New York University, October 2008. p. 2. http://steinhardt.nyu.edu/scmsAdmin/uploads/005/121/Culturally%20Responsive%20Classroom%20Mgmt%20Strat2.pdf
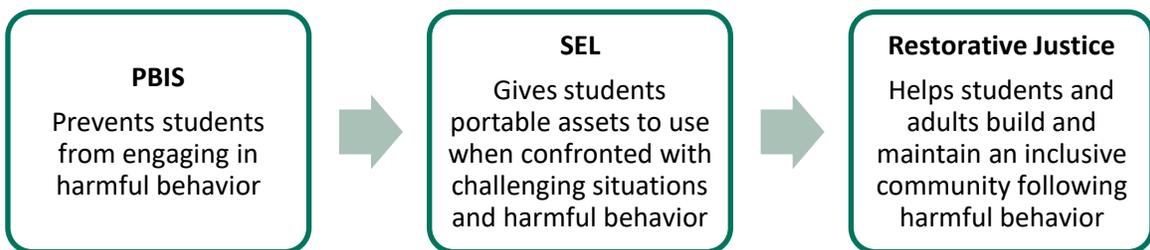
> - Be intentional in the design of groups or assignments - e.g., assign specific roles; use playing cards to assign students to groups randomly.
> - Allow moments of silence instead of rushing to fill it.

Source: University of Washington - Bothell[44]

RESTORATIVE JUSTICE

Schools can integrate SEL programming with restorative justice (RJ) and PBIS.[45] SEL, RJ, and PBIS are complementary strategies that help students build and preserve positive relationships with adults and peers, as illustrated below in Figure 2.6. Specifically, RJ builds upon the skills and supports provided through PBIS and SEL to ensure that students learn how to maintain strong relationships despite difficulties and conflicts they may experience. [46]

Figure 2.6: PBIS, SEL, and RJ as a Continuum of Supports

PBIS		**SEL**		**Restorative Justice**
Prevents students from engaging in harmful behavior	→	Gives students portable assets to use when confronted with challenging situations and harmful behavior	→	Helps students and adults build and maintain an inclusive community following harmful behavior

Source: American Institutes for Research[47]

RJ is a school-wide approach to positive behavior that is implemented at multiple levels, according to the behavior in question and the consequent level of harm.[48] The school-wide RJ framework shares PBIS's three-tiered pyramid structure, as demonstrated in Figure 2.7.[49] At the base of the pyramid are school-wide preventative practices that seek to build a cohesive and caring school climate, positive relationships, and improved communication.[50] The second tier addresses disruptions and conflicts that do not require intensive intervention,

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[44] "Intercultural Competence Toolkit," Op. cit.

[45] Osher, D. "How to Align SEL, PBIS, and RJ to Provide a Coherent Network of Support for Our Students." American Institutes for Research.
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&cad=rja&uact=8&ved=0ahUKEwiEjsOU
yv_VAhVIwYMKHU2tDj0QFgg9MAM&url=http%3A%2F%2Fsupportiveschooldiscipline.org%2Fsites%2Fncssd%2Ffil
es%2Fncssd-
static%2Fstaff%2FPresentation_Osher_AligningSELPBISandRJ.pptx&usg=AFQjCNG8hI4XMTcpPrNQsNeq5kcyFvPjs
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[46] Ibid., p. 28.

[47] Figure content adapted from: Ibid.

[48] "Restorative Discipline in Schools," Op. cit.

[49] See for example: "Effectiveness of Positive Behavioral Interventions and Supports: A Report to the Texas Legislature." Texas Juvenile Justice Department, December 2012. p. 2.
https://www.tjjd.texas.gov/publications/reports/PBISLegislativeReport2012-12.pdf

[50] Kidde, J. and R. Alfred. "Restorative Justice: A Working Guide for Our Schools." Alameda County Health Care Services Agency School Health Services Coalition, 2011. p. 11.
http://healthyschoolsandcommunities.org/Docs/Restorative-Justice-Paper.pdf

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but without response could develop into more series crises. The top tier addresses the most serious conflicts.[51]

School-wide RJ programs include a set of restorative practices or activities that can be implemented at one or more of the three tiers. The key practice is the discussion circle, which takes place at all three tiers and features equal opportunity for all students to speak their mind. Each circle may include a "daily check-in," a relational practice that helps students and staff become familiar with one another and understand how they are feeling that day. Circle participants often pass around a stone or other symbolic object as they take turns speaking. Many RJ programs also feature peer mediation and peer courts, usually at tiers two and three. An important feature of any restorative practice is follow-up, which ensures that agreements are kept and solutions are implemented.[52]

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[51] Ibid., pp. 12-13.
[52] Ibid., pp. 15-16.

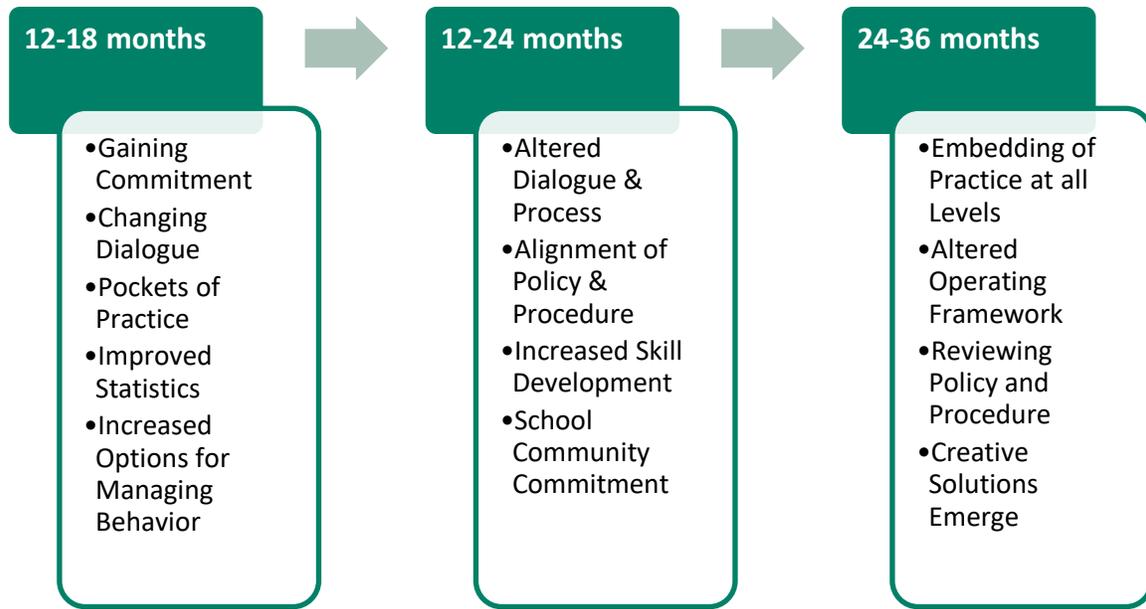**Figure 2.7: Whole-School Restorative Justice Pyramid Structure**

	Goal	Practices
Tier 3: **Intensive** **Intervention** 1-5%	▪ Repair/reintegrate ▪ Focus on accountability ▪ Rebuild relationships	**Intervention Circles**: Classrooms use circles to resolve conflict and solve problems at the intense intervention level
		Peer Juries: Student volunteers act as a mock court with a designated judge, jury, prosecutor, and defense attorneys that assesses minor delinquent acts or school misconduct and works with those directly affected to determine how to repair the harm.
		Restorative Conference: Students and others involved in conflicts meet formally with a trained facilitator to prevent harm, enable people to resolve differences, and build social-emotional capacity through empathy.
Tier 2: **Managing** **Difficulties** 5-10%	▪ Prevent harm ▪ Resolve differences ▪ Build socio-emotional capacity	**Problem-Solving Circles:** Classrooms use circles to resolve conflict and solve problems.
		Restorative Conversation: Teachers have informal conversations using restorative language with students involved in a potential conflict to repair or prevent harm.
		Hallway Conferences: Using quick conversations to understand how people were affected and take steps to prevent harm.
		Restorative Conference: Students and others involved in conflicts meet formally with a trained facilitator to prevent harm, enable people to resolve differences, and build social-emotional capacity through empathy.
		Peer Mediation: Using a peer mediator to help resolve conflict before it becomes harmful.
Tier 1: **School-Wide Prevention** **Practices** 80-90%	▪ Develop healthy relationships ▪ Identify common values and guidelines ▪ Develop socio-emotional understanding and skills ▪ Promote and strengthen sense of belonging and ownership	**Relational Practices:** Schools make space to resolve conflicts within the classroom and understand relationships within the school community through activities such as daily check-ins.
		Circles: Groups come together to facilitate student and teacher connectivity through egalitarian discussions that can be used to celebrate successes, discuss challenges, make decisions, or address misconduct.
		Routines: Classes create, adhere to, discuss, and review a set classroom values, such as a Classroom Constitution.

Source: Alameda County Health Care Services Agency School Health Services Coalition[53]

[53] Figure content adapted from: Kidde, J. and R. Alfred. "Restorative Justice: A Working Guide for Our Schools." Alameda County Health Care Services Agency School Health Services Coalition, 2011. pp. 10-16. http://healthyschoolsandcommunities.org/Docs/Restorative-Justice-Paper.pdf

As with SEL, **experts recommend that schools and districts develop a multi-year RJ implementation plan, rather than implementing a full program all at once.** Several organizations propose a timeline of three years, during which schools move from initial communication about the benefits of restorative justice, through a training and implementation period, and towards achieving embedded behavioral change across the school community.[54] Figure 2.8, below, presents a three-year timeframe and the indicators of change that districts should achieve at each phase of the implementation plan.

Figure 2.8: Timeframe of Implementation and Indicators of Change

12-18 months	12-24 months	24-36 months
•Gaining Commitment •Changing Dialogue •Pockets of Practice •Improved Statistics •Increased Options for Managing Behavior	•Altered Dialogue & Process •Alignment of Policy & Procedure •Increased Skill Development •School Community Commitment	•Embedding of Practice at all Levels •Altered Operating Framework •Reviewing Policy and Procedure •Creative Solutions Emerge

Source: Blood and Thorsborne[55]

Districts should be conscious of how poor or uneven implementation of an RJ program can impact staff support for the program. For example, Chicago Public Schools, which has credited RJ – alongside SEL programming – for a decrease in exclusionary discipline incidents, faced initial opposition from teachers in some schools who felt they did not receive sufficient training and resources to implement the program.[56]

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[54] [1] Kidde and Alfred, Op. cit., p. 29.
   [2] Yusem, D. et al. "Restorative Justice in Oakland Schools: Implementation and Impacts." Oakland Unified School District, September 2014. p. vi.. http://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/134/OUSD-RJ%20Report%20revised%20Final.pdf
   [3] Blood, B. and Thorsborne, M. "The Challenge of Culture Change: Embedding Restorative Practice in Schools." Paper presented at the Sixth International Conference on Conferencing, Circles and other Restorative Practices, Sydney, Australia, March 3-5, 2005. p. 15. http://www.thorsborne.com.au/conference_papers/Challenge_of_Culture_Change.pdf
[55] Blood, B. and Thorsborne, M., Op. cit., p. 15. http://www.thorsborne.com.au/conference_papers/Challenge_of_Culture_Change.pdf
[56] Perez, J. "Teachers Complain About Revised CPS Discipline Policy." *Chicago Tribune,* February 25, 2015. http://www.chicagotribune.com/news/ct-cps-discipline-concerns-met-20150225-story.html

FAMILY AND COMMUNITY PARTNERSHIPS

Through family outreach, districts can extend the SEL program to the "key developmental contexts of home and family."[57] Adults in a student's family can model and reinforce SEL practices at home, and provide valuable insight about students' lives to their teachers.[58] In a 2011 report, the National Center for Mental Health Promotion and Youth Violence Prevention describes several strategies for promoting SEL at home, based on the experience of districts that have successfully implemented SEL. Those strategies are summarized below in Figure 2.9.

Figure 2.9: Family Involvement Strategies

CATEGORY	STRATEGY
Strategies for Implementation and Integration	▪ Learn more about the children and families in your classroom ▪ Have children and their families generate SEL goals for the year ▪ Create positions within the school that are specifically focused on SEL and family partnerships ▪ Create a school-wide team, committee, or advisory board that is focused on SEL ▪ Provide professional development training for administrators, teachers, and student-support staff ▪ Create a family room, lending library, or resource center ▪ Plan ongoing SEL initiatives that coordinate with the school calendar
Two-Way Home-School Communication	▪ Involve or highlight children in information shared with families ▪ Be positive and communicate respect, support, and appreciation ▪ Share information about classroom policies and practices ▪ Create a home-school-journal or back-and-forth-folder for parents and teachers
Family Involvement at Home and School	▪ Create a skill chart to record how SEL skills are being incorporated at home ▪ Share strategies, tools, or resources that match children's learning styles and skills ▪ Use interactive materials to engage children and families ▪ Distribute regular newsletters to keep parents informed and involved ▪ Share specific strategies and practical tips to promote children's SEL ▪ Invite families into the classroom to observe and actively participate in SEL ▪ Hold SEL parenting workshops or group meetings ▪ Focus on SEL as part of progress reports, report-card sharing, and parent-teacher conferences ▪ Provide diverse and ongoing involvement opportunities for families

Source: National Center for Mental Health Promotion and Youth Violence Prevention[59]

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[57] Albright, M., R. Weissberg, and L. Dusenbury. "School-Family Partnership Strategies to Enhance Children's Social, Emotional, and Academic Growth." National Center for Mental Health Promotion and Youth Violence Prevention, 2011. p. 2. https://www.cde.state.co.us/cdesped/school-familypartnershipstrategies

[58] "Addressing Social Emotional Learning in Washington's K-12 Public Schools," Op. cit., p. 9.

[59] Albright, Weissberg, and Dusenbury, Op. cit., pp. 4–8.

Districts should also identify community organizations that can provide student intervention services, teacher professional development, and other supports for an SEL program. For example, Alignment Nashville, a community schools initiative in Tennessee, prepared a report for Metro Nashville Public Schools that lists dozens of local organizations that can support the district's SEL program, including:[60]

- **Non-Profit Organizations** that provide prevention services, counseling, after-school youth programs, and staff training.

- **Mental Health and Crisis Networks**, such as a suicide prevention network, a sexual assault network, family therapists, and psychiatric clinics.

- **Local Universities** that publish resources on SEL and provide staff training.

- **Local Government Agencies**, including the public health department (to provide suicide prevention training) and police department (to provide victim intervention programs).

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[60] "Social Emotional Learning: A Resource Guide to Behavioral Health." Alignment Nashville, 2011.
http://portal.alignmentnashville.org/documents/10179/212263/Social+and+Emotional+Learning+Resource+Guide/4ebe19ec-cc08-4823-93f8-be95993d9bec

SECTION III: SEL IMPLEMENTATION

This section describes expert recommendations regarding the organization and implementation of a district-wide SEL program.

PLANNING FOR SEL IMPLEMENTATION

Districts should pursue a systemic approach to SEL planning and implementation that considers resources, needs, and stakeholder input. CASEL recommends that districts form a collaborative committee representing key stakeholder groups to develop SEL definitions and vision statements. This team should consider the following key questions to clarify district objectives:[61]

- What do we want all students to know and be able to do upon graduation? What social and emotional competencies should they have?

- What are our district's goals, outcomes, and/or core values?

- How does SEL promote those goals, outcomes, core values, and student skills?

- What kind of culture and climate does our district want?

- What will our district look like after achieving our SEL vision?

Once committee members have articulated answers to these questions, they can compose preliminary drafts of SEL definitions and vision statements and solicit feedback from the broader district staff and community. Districts should communicate the finalized policy documents to stakeholders, and make revisions to those documents as necessary.[62]

Based on evidence-based best practices, CASEL developed a recommended theory of action for planning and implementation, presented in Figure 3.1, on the following page. The theory of action includes recommended steps for planning for, implementing, and monitoring SEL programs for the greatest level of success.[63]

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[61] Bulleted text quoted verbatim from: "Vision." CASEL District Resource Center. https://drc.casel.org/vision
[62] Ibid.
[63] "Effective Social and Emotional Learning Programs: Preschool and Elementary School Edition." Collaborative for Academic, Social, and Emotional Learning, 2013. p. 12. http://casel.org/wp-content/uploads/2016/01/2013-casel-guide-1.pdf

Figure 3.1: SEL Implementation Theory of Action

Engage Stakeholders in SEL Planning and Implementation
Communicate with and engage stakeholders in ongoing SEL planning, implementation, evaluation, and continuous improvement. This involves clarifying how SEL relates to other key initiatives with the goal of creating integration, coherence, and efficiency.
Assess SEL-Related Resources and Needs
Assess the districts' SEL-related programs, practices, and policies and the needs of students, families, and practitioners. The systematic assessment of resources and needs allows a district to build on existing strengths, create links among previously isolated programs and practices, and plan for meeting identified needs.
Develop SEL Vision and Long-Term Plan
Create a clear vision, a long-term plan, and resources that prioritize the social, emotional, and academic success of all students. This conveys a commitment to the goals of SEL and provides a roadmap to orient all stakeholders in pursuing those goals.
Develop SEL Learning Standards and Assessments
Establish high-quality SEL learning standards to specify what students should know and be able to do in the social and emotional domain at each grade level. SEL standards establish a basis for assessing students' mastery of essential competencies, documenting their development over time, and planning for delivery of differentiated supports.
Adopt Evidence-Based SEL Programs
Maintain a focus on supporting teaching and learning practices that promote SEL. Selecting evidence-based SEL programs and implementing them effectively is crucial for improving instructional support for SEL. Evidence-based SEL programs provide practitioners with clear research-based guidance on practices that support SEL skill development. They also establish a common language for discussion of SEL competencies and provide resources for building a school and classroom climate that fosters SEL.
Design and Implement Effective Professional Development Systems and Supports
In addition to guidance provided by learning standards and programs, practitioners need support to enact changes in instruction that enhance students' social and emotional development. This requires districts to build systems to provide ongoing, job-embedded professional development for district and school administrators, teachers, and other school personnel that integrates SEL with academic learning.
Adults Model Social-Emotional Competence
District leaders are responsible for establishing shared values, norms, and expectations consistent with SEL. Part of this process involves developing expertise in SEL as well as modeling social and emotional competence with other adults and students. These capacities will allow district leaders to embody the changes they hope to inspire throughout the district.
Monitor SEL Implementation Processes and Student Outcomes
As districts implement SEL, it is essential that they develop systems for monitoring processes and outcomes over time. At the district level, formal data on school climate, student social and emotional competence, and teachers' implementation of evidence-based programs can be combined with informal reports from coaches, school leaders, and other key informants to provide a comprehensive picture of SEL in the district, guide school improvement plans, and improve district support for SEL.

Source: CASEL[64]

Districts should carefully assess their readiness to implement a comprehensive SEL program. District and school administrators and staff should know how the program fits their

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[64] Figure contents quoted verbatim with modification from: Ibid.

context and goals, what the program requires, and the program's intended results.[65] Districts can adapt programs to better fit their needs; however, adapting programs requires additional guidance and support from program developers or researchers.[66] Furthermore, districts and schools should form a team responsible for program implementation and create an implementation plan. Districts and schools should be able to answer the following questions:[67]

- Is there a clear plan for what will happen, and when it should occur?
- Who will accomplish the different tasks related to delivering the program and overseeing its implementation?

SEL planning and implementation should involve stakeholders from all areas of the school district. Involving teachers and additional stakeholders from the beginning when selecting and planning for an SEL program can help ensure buy-in during implementation[68] and ensure that SEL will be implemented systemically. CASEL recommends that districts create district- and school-level teams that involve district-level administrators and staff, student support staff, finance staff, teachers, school board members, students, parents, community members, school psychologists and counselors, and building administrators. Implementation teams "should represent a spectrum of views and concerns, yet be small enough to ensure action."[69] Engaging stakeholders in choosing a program and planning for implementation increases buy-in and helps ensure successful implementation.[70] In addition to reaching all stakeholders, SEL implementation should reach all areas of school life, such as family engagement, professional development, operations, student-teacher interactions, and school culture. Implementation teams that represent diverse stakeholders from across the school community can help the district determine how SEL will influence system-wide practices and policies.[71]

Districts can draft and adopt district-wide SEL policies to guide implementation. For example, Oakland Unified School District (OUSD) in California developed a district definition of SEL, a board policy, performance frameworks, and core practices for SEL, as described in Figure 3.2, on the following page.

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[65] Meyers, D.C., J.A. Durlak, and A. Wandersman. "The Quality Implementation Framework: A Synthesis of Critical Steps in the Implementation Process." *American Journal of Community Psychology*, 50:3–4, 2012. p. 9.

[66] Ibid., p. 7.

[67] Bullet points quoted verbatim with modification from: Ibid., p. 10.

[68] "Effective Social and Emotional Learning Programs: Preschool and Elementary School Edition," Op. cit., p. 31.

[69] Ibid.

[70] Ibid.

[71] Vaishnav, A., K. Cristol, and A. Hance. "Social and Emotional Learning: Why Students Need It. What Districts Are Doing About It." NoVo Foundation and Education First. p. 9. http://education-first.com/wp-content/uploads/2016/10/Education-First_Social-and-Emotional-Learning_-October-2016.pdf

Figure 3.2: SEL Planning and Implementation in Oakland Unified School District

- 2011: OUSD convened a district-wide SEL Design Team. The Design Team expanded quickly and created a number of critical policies and practices that have guided the work in the district ever since: SEL Ambassadors, Pre-K through adult SEL standards, and an SEL-informed attendance and discipline system.

- 2013: The OUSD school board adopted an SEL board policy based on the district's equity-centered definition of SEL.

- 2014-15: OUSD created performance frameworks for adults and students based on its SEL standards. The OUSD Teacher Growth and Development System is currently used in the evaluation process for all classroom teachers, Pre-K-12. The OUSD Leadership Growth and Development System guides the professional development and evaluation of all principals throughout the district.

- 2015-16: OUSD superintendent Antwan Wilson holds himself accountable to the School Board by including specific SEL goals and policies in his work plan. Each of the attributes in the OUSD Graduate Profile reflects the SEL Standards. The elementary report card includes OUSD's SEL Standards.

- 2016-17: OUSD identified and adopted three signature SEL practices to be used in all central office meetings, trainings, and professional learning with a goal of these practices being used system wide.

Source: CASEL[72]

PROFESSIONAL DEVELOPMENT

Districts should provide staff with professional development opportunities and guidance on how to implement SEL. Training sessions must conscientiously target specific staff populations and should be tailored to district and school needs. [73] Schools may use a professional learning community (PLC) model to deliver training or integrate training into existing meetings. Site visits to other schools that are already using SEL and inviting outside consultants to discuss SEL are another effective option for professional development. [74] Districts might even partner with peer districts to exchange information about SEL practices and facilitate knowledge sharing.[75] Figure 3.3, on the following page, describes SEL teaching practices that districts should incorporate into professional development modules.

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[72] Figure content taken verbatim from: "Oakland." Collaborative for Academic, Social, and Emotional Learning. http://www.casel.org/partner-districts/oakland-unified-school-district/

[73] Jones et al., Op. cit., p. 26.

[74] "Build Expertise." CASEL District Resource Center. https://drc.casel.org/build-expertise

[75] "Key Implementation Insights from Collaborating Districts Initiative." CASEL, 2017. p. 18. http://www.casel.org/wp-content/uploads/2017/06/CDI-Insights-Report-May.pdf

Figure 3.3: Teaching Practices that Promote SEL
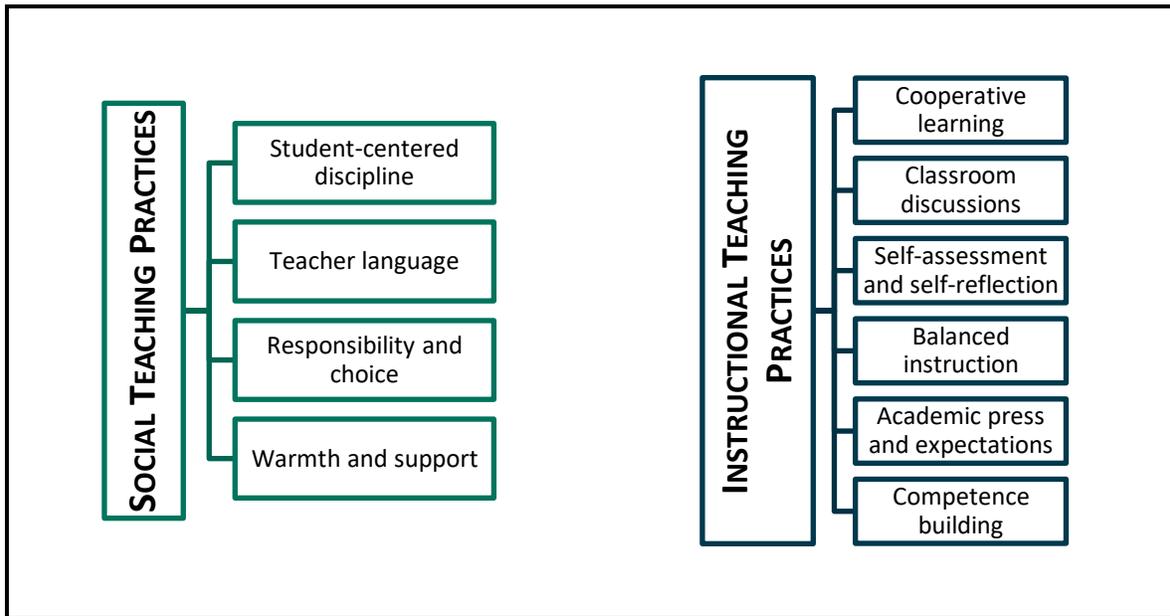
Source: *Education Week*[76]

To supplement the knowledge gained from training, districts should draft clear policies on SEL mandatory features and how to implement SEL with special populations of students (e.g., students with disabilities). District protocols should offer guidance such as who will deliver SEL instruction and what resources will be used in delivery.[77] Staff should also receive access to supports such as tool kits, coaching opportunities, scripted lessons, and strategies to adapt materials to diverse contexts.[78]

STAFFING AND RESOURCES

Staffing for an SEL program will vary according to the number of students served. A district-wide SEL program may involve both fixed staff requirements at the district office (e.g., an SEL director) as well as variable staff requirements based on the number of schools and students served by the program. Many districts organize their SEL programs into "vertical teams" of schools. In Austin Independent School District in Texas, for example, each vertical SEL team comprises a high school and all feeder middle and elementary schools. Chicago Public Schools organizes schools into "elementary networks," each of which is staffed with one SEL specialist. Figure 3.4, on the following page, describes the SEL staffing levels in four districts.

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[76] Brenneman, R. "How Teachers Can Build Social-Emotional Learning Skills." Education Week. p. 14.
http://www.edweek.org/media/150305presentation(4pm).pdf
[77] "Programming." CASEL District Resource Center. https://drc.casel.org/programming
[78] Jones et al., Op. cit., p. 26.

Figure 3.4: SEL Staffing in Four Districts

DISTRICT	STAFFING
Austin Independent School District (TX) 85,596 students served by year 6	▪ 1.0 FTE SEL director ▪ 1.0 FTE administrative assistant ▪ 1.0 SEL/curriculum specialist per vertical team ▪ 1.0 FTE parent education specialist (starting in year 4) ▪ 0.28 FTE researcher in years 2 & 3 (rising to 1.0 FTE in year 4)
Chicago Public Schools (IL) 300,000 students served by year 6	▪ 1.0 FTE SEL director ▪ 4.0 FTE SEL coordinators, based on student enrollment ▪ 2.0 FTE SEL specialists in years 1 & 2, based on enrollment ▪ 1.0 SEL specialists per vertical team (starting in year 3)
Washoe County School District (CA) 52,324 students served by year 6	▪ 0.45 FTE SEL coordinator ▪ 0.3 FTE SEL administrative assistant ▪ 1.15 FTE SEL specialist in year 1, 2.45 FTE specialists in years 2 &3, with gradual increase to 3.9 FTE specialists in year 6
Wheaton Warrenville Community Unit School District 200 (IL) 13,500 students served by year 6	▪ 0.2 FTE of Assistant Superintendent for Student Services

Source: CASEL[79]

Three of the four districts described in Figure 3.4 gradually phased in their SEL programming, starting with a small number of schools and increasing staff and students served over the course of six years. Wheaton Warrenville Community Unit School District in Illinois, on the other hand, decided to use "existing structures, strategies, and resources to build adult SEL expertise" and keep costs low. As a result, the district has fewer than 1.0 FTE staff member dedicated to SEL and was able to serve all students in the district from the start of the program.[80]

In addition to personnel salary and benefits, districts should consider the following possible costs associated with SEL program implementation:[81]

▪ Professional development

▪ Consultants (PD, fund development, communications, etc.)

▪ Program evaluation

▪ Travel

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[79] Ibid.
[80] "SEL Cost Calculator." Collaborative for Academic Social and Emotional Learning. http://financialsustainability.casel.org/cost-modeling-tool/
[81] "SEL Budget Planning Tool." Collaborative for Academic, Social, and Emotional Learning. http://financialsustainability.casel.org/sustainability-toolkit/

- Evidence based program materials and curriculum resources
- Other supplies/materials/equipment

A district that chooses to phase in SEL implementation may need to budget more funds for the initial years of the program, including for professional development and district-level staff, than in the later years of the program. Figure 3.5, below, presents the projected per-student costs for the SEL programs in the four districts described above. As shown in the chart, the four districts were able to reach per-student costs of between $3 and $30 by the time the program was fully implemented.[82]

Figure 3.5: SEL Students Served and Per-Student Costs in Four Districts

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Austin ISD	14,234 $49	35,665 $30	49,931 $29	64,197 $31	85,596 $22	85,596 $18
Chicago Public Schools	9,000 $700	7,000 $1,017	250,000 $38	300,000 $31	300,000 $31	300,000 $30
Washoe County School District	8,042 $27	18,094 $41	36,858 $19	62,324 $11	62,324 $9	62,324 $11
Wheaton Warrenville CUSD 200	13,500 $3	13,500 $3	13,500 $3	13,500 $3	13,500 $3	13,500 $3

Source: CASEL[83]

MONITORING AND EVALUATION

In deciding which SEL skills to measure, districts should select skills and concepts that can be feasibly measured and which are priorities for the school or district. To measure students' SEL skills, schools have typically relied on two types of indicators: 1) SEL-specific competencies indicators and 2) existing indicators (such as behavioral indicators) as proxies for SEL skills.

Districts that measure SEL typically begin by defining and prioritizing SEL competencies. As noted in Section I, the WA OSPI outlines six standards for SEL: self-awareness, self-management, self-efficacy, social awareness, social management, and social engagement.[84] Districts may choose other competencies as well. For example, the KIPP charter school network focuses on seven "character strengths," described as zest, grit, optimism, self-control, gratitude, social intelligence, and curiosity. These characteristics are described in Figure 3.6 on the following page.[85]

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[82] "SEL Cost Calculator," Op. cit.

[83] Ibid.

[84] "Addressing Social Emotional Learning in Washington's K-12 Public Schools," Op. cit., p. 3.

[85] [1] Felton, E. "When Social and Emotional Learning Is Key to College Success." The Atlantic, March 2, 2016. https://www.theatlantic.com/education/archive/2016/03/when-social-and-emotional-learning-is-key-to-college-success/471813/ [2] Anderson, J. "Schools Are Finally Teaching What Kids Need to Be Successful in Life." Quartz, April 13, 2016. https://qz.com/656900/schools-are-finally-teaching-what-kids-need-to-be-successful-in-life/ [3] "Focus on Character." KIPP Foundation. http://www.kipp.org/approach/character/

Figure 3.6: KIPP Schools' Character Strengths

Zest
•Enthusiastic and energetic participation in life. Example indicators: Actively participates, shows enthusiasm, invigorates others.

Grit
•Perseverance and passion for long-term goals. Example indicators: Finishes what he or she begins; tries very hard even after experiencing failure.

Optimism
•Confidence in a future full of positive possibilities. Example indicators: Gets over frustrations and setbacks quickly; can articulate positive future aspirations and connect current actions to those aspirations.

Self-Control
•The capacity to regulate one's own responses so they align with short- and long-term goals. Example indicators: Comes to class prepared; pays attention and resists distractions; keeps temper in check.

Gratitude
•Appreciation for the benefits we receive from others, and the desire to express thanks. Example indicators: Recognizes what others have done; shows appreciation for others.

Social Intelligence
•Understanding the feelings of others and adapting actions accordingly. Example indicators: Able to find solutions during conflict with others; knows when and how to include others.

Curiosity
•Eagerness to explore new things with openness. Example indicators: Is eager to explore new things; asks and answers questions to deepen understanding.

Source: Corwin;[86] KIPP[87]

KIPP issues quarterly Character Growth Cards to middle and high school students that include both teacher and student self-ratings for performance on the seven Character Strengths. An example of the portion of the report card used to rate self-control is provided in Figure 3.7, on the following page.[88]

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[86] "Is It Realistic to Include Social-Emotional Skills and Character on Report Cards?" Corwin, 2016. https://us.corwin.com/sites/default/files/upm-binaries/73624_Elias___Chapter_1.pdf

[87] "Focus on Character," Op. cit.

[88] [1] "Character Growth Card." Character Lab. https://cdn.characterlab.org/assets/Character-Growth-Card-8a9b995138cfd2572a42c2d34ba958e340211cde8ba2a1e80ab44887fb69c671.pdf [2] "Reengineering Developmental Math - Accelerating Student Success Through High-Return Personalized Pathways." EAB. https://www.eab.com/research-and-insights/community-college-executive-forum/studies/2013/reengineering-developmental-math/determining-optimal-student-mathpath/pinpoint-non-cognitive-barriers-to-attainment/teaching-character-alongside-academics

Figure 3.7: KIPP Character Growth Card

CHARACTER STRENGTH	SELF-ASSESSMENT	AVG. TEACHER SCORE	TEACHER 1	TEACHER 2	TEACHER 3	TEACHER 4	TEACHER 5
1 = Almost Never, 2= Very Rarely, 3 = Rarely, 4 = Sometimes, 5 = Often, 6 = Very Often, 7 = Almost Always							
Self-Control (Interpersonal)							
Remained calm even when criticized or otherwise provoked							
Allowed others to speak without interrupting							
Was polite to adults and peers							
Kept temper in check							
Self-Control (School Work)							
Came to class prepared							
Remembered and followed directions							
Got to work right away instead of waiting until the last minute							
Paid attention and resisted distractions							

Source: Character Lab[89]

As an alternative or complement to measuring SEL-specific competencies, schools and districts may also use behavioral indicators as proxies for SEL skills.[90] Indicators such as attendance rates, suspensions, and dropout rates are indirect outcomes of SEL and are important indicators of school climate.[91] Moreover, schools already collect data on indicators such as suspension and expulsion rates, meaning that using these indicators as proxies for SEL outcomes would not create additional monitoring and accountability burdens.[92] Potential behavioral indicators that can be used as SEL proxies are listed in Figure 3.8, on the following page.

[89] Quoted verbatim from "Character Growth Card," Op. cit.

[90] "Social and Emotional Learning - Opportunities for Massachusetts, Lessons for the Nation." Rennie Center for Education Research & Policy and Association for Supervision and Curriculum Development, 2015. p. 14. http://www.ascd.org/ASCD/pdf/siteASCD/policy/SEL_PolicyBrief_Final_11-16-15.pdf

[91] [1] Melnick, H., C. Cook-Harvey, and L. Darling-Hammond. "Encouraging Social and Emotional Learning In the Context of New Accountability." Learning Policy Institute, 2017. p. 30. https://learningpolicyinstitute.org/sites/default/files/product-files/Social_Emotional_Learning_New_Accountability_REPORT.pdf
 [2] "Social and Emotional Learning - Opportunities for Massachusetts, Lessons for the Nation," Op. cit., pp. 13–14.

[92] [1] Melnick, Cook-Harvey, and Darling-Hammond, Op. cit., p. 30.
 [2] "Social and Emotional Learning - Opportunities for Massachusetts, Lessons for the Nation," Op. cit., pp. 13–14.

Figure 3.8: Behavioral Indicators as Proxies for SEL

ENGAGEMENT INDICATORS	DISCIPLINE INDICATORS	HARASSMENT AND BULLYING INDICATORS
▪ Attendance rates ▪ Chronic absenteeism ▪ Middle and high school dropout rates	▪ Frequency of disciplinary referrals or infractions and/or days missed due to disciplinary actions ▪ Number of referrals to law enforcement ▪ Suspension rates (in-school and out-of-school) ▪ Expulsion rates ▪ Number of fights or physical attacks	▪ Number or percentage of students who report having been harassed or bullied ▪ Number or percentage of students disciplined for harassment or bullying.

Source: AISD,[93] Learning Policy Institute,[94] Rennie Center,[95] Transforming Education,[96] University of Minnesota,[97] U.S. Department of Education,[98] and Yale University[99]

After selecting *which* SEL competencies to measure, a district then must decide *how* it will measure those skills. Districts can measure SEL competencies using a variety of tools, including administrative data, surveys, and standardized assessment instruments. For example, Anchorage School District in Alaska uses the following tools to measure SEL:[100]

- A summative School Climate and Connectedness Survey of parents, teachers, and students to assess SEL, climate, and safety.

- The Devereaux Student Strengths Assessment Mini (DESSA-Mini), which is administered in middle schools to identify SEL needs of students.

- An SEL Staff Survey to measure implementation of the SEL program at both the school and district level.

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[93] "Social and Emotional Learning - Summary of Accomplishments, 2011-2012 through 2015-2016." Austin Independent School District, May 2016. pp. 7–10. https://www.austinisd.org/sites/default/files/dre-surveys/15.43_Social_and_Emotional_Learning_Summary_of_Accomplishments_2011-2012_through_2015-2016_0.pdf

[94] Melnick, Cook-Harvey, and Darling-Hammond, Op. cit., pp. 30–33.

[95] "Social and Emotional Learning - Opportunities for Massachusetts, Lessons for the Nation," Op. cit., p. 14.

[96] Krachman, S.B., R. Arnold, and R. Larocca. "Expanding the Definition of Student Success: A Case Study of the CORE Districts." Transforming Education, September 2016. p. 7. https://static1.squarespace.com/static/55bb6b62e4b00dce923f1666/t/57ea8a3cbe6594387dad0b11/1474988682108/Transforming+Education+Case+Study+FINAL+(1).pdf

[97] Blyth, D., B. Olson, and K. Walker. "Intentional Practices to Support Social & Emotional Learning." University of Minnesota Extension, January 2017. pp. 6–7. https://www.extension.umn.edu/youth/research/sel/docs/issue-brief-intentional-practices-to-support-sel.pdf

[98] "Civil Rights Data Collection." Office for Civil Rights, U.S. Department of Education. http://ocrdata.ed.gov/DistrictSchoolSearch

[99] Meyer, J.L. and M.J. Strambler. "Social and Emotional Learning in the Bridgeport Public Schools - An Initial Report to the Community." The Consultation Center, Yale University, October 2016. p. 8. http://consultationcenter.yale.edu/Bridgeport_Public_Schools_Report_281651_1095_5.pdf

[100] "Anchorage." Collaborative for Academic, Social, and Emotional Learning. http://www.casel.org/partner-districts/anchorage-school-district/

Figure 3.9 describes the tools that Austin Independent School District uses to measure SEL.

Figure 3.9: SEL and Behavioral Indicators in SEL Program Evaluation

Austin Independent School District began district-wide implementation of its SEL program in 2011 and, with technical assistance from CASEL, has used a variety of data sources and indicators to assess success of the program, including:

- **Student achievement on state standardized tests**;
- **District discipline data**, i.e. the percentage of students with disciplinary infractions;
- **Students' average daily attendance rates and chronic absenteeism rates**;
- A **student survey** assessing perceptions of school climate as well as self-assessment of SEL skills;
- **Administrator ratings of SEL program implementation**;
- A **staff survey** assessing perceptions of school climate, SEL program implementation, and ratings of school staff's and principals' SEL skills; and
- **Elementary student report cards** with teacher ratings of students' SEL skills.

The use of multiple data sources allowed the district to triangulate its data and gain additional insight into areas it needed to improve. For example, the district found that some schools needed additional professional development—schools with lower levels of SEL integration into the curriculum and lower levels of SEL professional development for staff had worse outcomes in terms of academic achievement, disciplinary referrals, and attendance.

Source: Austin Independent School District[101]

For a comprehensive reviews of assessment instruments and tools that can be used to measure SEL, see tool reviews conducted by the American Institutes for Research, [102] CASEL,[103] National Center for Mental Health Promotion and Youth Violence Prevention,[104] Partnership for Children and Youth,[105] and the University of Washington.[106]

[101] [1] Lamb, L.M. "Social Emotional Learning - Research Brief: The Effects of Program Implementation and Longevity, 2011-2012 Through 2015-2016." Austin Independent School District, October 2016. https://www.austinisd.org/sites/default/files/dre-surveys/rb/15.73RB_Social_and_Emotional_Learning_The_Effects_of_Program_Implementation_and_Longevity_2011-2012_Through_2015-2016.pdf

[102] "Are You Ready to Assess Social and Emotional Development?" American Institutes for Research, December 15, 2015. http://www.air.org/resource/are-you-ready-assess-social-and-emotional-development

[103] Denham, S., P. Ji, and B. Hamre. "Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures." CASEL, October 2010. http://www.casel.org/wp-content/uploads/2016/08/PDF-14-compendium-of-preschool-through-elementary-school-social-emotional-learning-and-associated-assessment-measures.pdf

[104] Kendziora, K., R.P. Weissberg, and L.A. Dusenbury. "Strategies for Social and Emotional Learning: Preschool and Elementary Grade Student Learning Standards and Assessment." National Center for Mental Health Promotion and Youth Violence Prevention, 2011. http://www.casel.org/wp-content/uploads/2016/08/PDF-13-stategies-assessment-SEL-EDC.pdf

[105] "Measuring Quality: Assessment Tools to Evaluate Your Social-Emotional Learning Practices." Partnership for Children and Youth, May 2016. http://partnerforchildren.org/wp-content/uploads/2016/05/Measuring-Quality_SEL-Crosswalk.pdf

[106] Haggerty, K., J. Elgin, and A. Woolley. "Social-Emotional Learning Assessment Measures for Middle School Youth." Social Development Research Group, University of Washington, January 5, 2011. http://www.search-institute.org/sites/default/files/a/DAP-Raikes-Foundation-Review.pdf

Assessments of students' SEL skills can be used for a variety of purposes, such as evaluating program effectiveness, informing the development or revision of instructional practices, and identifying students in need of additional support. A 2015 survey of approximately 500 educators who subscribe to *Education Week* found that schools use data on SEL outcomes for the following purposes:[107]

- Identification or assignment of students for specific interventions (46 percent of respondents);
- Training and/or professional development for teachers and administrators (34 percent);
- Evaluation of classroom or schoolwide programs and approaches (33 percent);
- Feedback provided to students regarding their SEL skills (29 percent);
- Teacher and/or administrator evaluations (25 percent);
- School and/or district accountability decisions (17 percent); and
- Public reporting (8 percent).

Formal assessment of SEL outcomes can send an important message to students, families, and teachers and staff—measuring SEL skills indicates that non-academic outcomes are a priority for a school or district.[108] The authors of a recent study of national SEL policy and practice, conducted by the Rennie Center for Education Research & Policy, state that "accountability drives what is prioritized and signals that an initiative is particularly important." [109] Further, the authors argue that "measuring progress also generates support"—that is, educators who teach SEL skills can use data demonstrating SEL effectiveness to gain support for SEL initiatives from funders, policymakers, and community members. [110]

Before evaluating SEL outcomes, however, administrators should be aware that there are several drawbacks to assessing SEL skills. First, there is the **concern that adding SEL assessments to a school or district's testing schedule could exacerbate the problem of over-testin**g. Education administrators interviewed for the Rennie Center study agreed that, although accountability for SEL implementation is important, such accountability should not "create added assessment burdens that are attached to high-stakes consequences, particularly when the field is in the early stages of determining what and how to measure."[111] To reduce assessment burdens, many schools have relied on existing indicators as proxies for SEL skills, as discussed previously.

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[107] Adapted from "Social and Emotional Learning - Perspectives from America's Schools." Education Week Research Center, 2015. pp. 2, 28. http://www.edweek.org/media/ewrc_selreport_june2015.pdf

[108] Hamilton, L.S., B. Stecher, and G. Evans. "The High Stakes of 'Soft Skills.'" *U.S. News & World Report*, April 6, 2016. https://www.usnews.com/opinion/knowledge-bank/articles/2016-04-06/teach-schools-to-develop-and-fairly-measure-social-and-emotional-learning

[109] "Social and Emotional Learning - Opportunities for Massachusetts, Lessons for the Nation," Op. cit., p. 13.

[110] Ibid.

[111] Ibid., p. 29.

Second, **there is a lack of well-validated and reliable tools for measuring SEL**.[112] Existing SEL assessment tools primarily rely on student self-reports and teacher reports of students' skills, which may be prone to bias. For example, these methods are inherently subjective; two teachers could potentially give the same student a different rating, depending on their interpretation of the measure or scoring system.[113] Cultural bias may also influence teachers' ratings of students' skills—assessors may inadvertently rate students differently based on race, ethnicity, social class, or other factors.[114] Variation in child development can further complicate perceptions of students' skills—students develop at different rates, so there is "no 'right place' for a seven-year-old to be on the self-actualizing scale."[115]

An additional weakness of assessments based on self-report is that they may be unreliable if respondents feel pressured to respond positively or report results that they think others want to hear. This phenomenon is also known as "social desirability response bias,", and is especially a concern if SEL assessments are used to measure school performance—respondents may feel uncomfortable accurately reporting their opinions or may feel the need to complete assessments in a way that ensures continued funding and resource allocation. [116]

Given these and other concerns, many experts have cautioned against using SEL measures as indicators of school performance.[117] Angela Duckworth, the researcher who popularized the concept of "grit," has spoken against using grit and other similar concepts as measures of school performance.[118] She and a colleague wrote a paper in 2015 outlining several key concerns regarding the accurate measurement of SEL skills, arguing that, in addition to the previously mentioned issues related to subjectivity and performance inflation, measures of SEL cannot be compared across schools. This is because frames of reference for judging behavior may vary from person to person or school to school:

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[112] [1] Melnick, Cook-Harvey, and Darling-Hammond, Op. cit. [2] "Social and Emotional Learning - Opportunities for Massachusetts, Lessons for the Nation," Op. cit., pp. 13–14. [3] Hamilton, Stecher, and Evans, Op. cit.

[113] Doran, L. "Inside the Efforts to Measure Social Emotional Learning Progress." InsideSources. http://www.insidesources.com/social-emotional-learning-progress/

[114] "Social-Emotional Indicators - An Overview." The Education Trust. https://edtrust.org/wp-content/uploads/2014/09/SocialEmotionalIndicators.pdf?utm_source=ESSA%20Boot%20Camp%20Fact%20Sheet&utm_medium=Text%20Link&utm_content=Social%20Emotional&utm_campaign=ESSA

[115] Schwartz, K. "Beyond Academics: What a Holistic Approach to Learning Could Look Like." KQED, July 6, 2015. https://ww2.kqed.org/mindshift/2015/07/06/beyond-academics-what-a-holistic-approach-to-learning-could-look-like/

[116] [1] "Social and Emotional Learning - Opportunities for Massachusetts, Lessons for the Nation," Op. cit., pp. 13–14.
[2] Hamilton, Stecher, and Evans, Op. cit.
[3] Duckworth, A.L. and D.S. Yeager. "Measurement Matters: Assessing Personal Qualities Other Than Cognitive Ability for Educational Purposes." *Educational Researcher*, 44:4, 2015. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4849415/

[117] [1] Blad, "Social-Emotional Learning: States Collaborate to Craft Standards, Policies - Rules for Engagement," Op. cit. [2] "Why the Buzz Around ESSA's Fifth Indicator Worries Me as a Teacher," Op. cit.
[2] Hamilton, Stecher, and Evans, Op. cit.
[3] Zernike, K. "Testing for Joy and Grit? Schools Nationwide Push to Measure Students' Emotional Skills." New York Times, February 29, 2016. https://www.nytimes.com/2016/03/01/us/testing-for-joy-and-grit-schools-nationwide-push-to-measure-students-emotional-skills.html?_r=1

[118] Zernike, Op. cit.

Both students and teachers must use some frame of reference to arrive at their judgments, and the problem of "reference bias" refers to frames of reference that differ systematically across respondents (Heine, Lehman, Peng, & Greenholtz, 2002). For example, the more competent an individual is in a given domain, the more stringently they tend to judge themselves (Kruger & Dunning, 1999).… students attending middle schools with higher admissions standards and test scores rate themselves lower in self-control (Goldman, 2006; M. West, personal communication, March 17, 2015).…There can even be reference bias among students in different grade levels within the same school. Seniors in one study rated themselves higher in grit than did juniors in the same high school, but the exact opposite pattern was obtained in performance tasks of persistence (Egalite, Mills, & Greene, 2014).[119]

As ratings may vary depending on the type of assessment tool used and the extent to which students and teachers in each school respond in similar ways, there is no evidence that SEL measures can distinguish between high- and low-performing schools.[120]

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[119] Duckworth and Yeager, Op. cit.

[120] [1] Ibid. [2] West, M.R. "Should Non-Cognitive Skills Be Included in School Accountability Systems? Preliminary Evidence from California's CORE Districts." Brookings Institution, March 17, 2016. https://www.brookings.edu/research/should-non-cognitive-skills-be-included-in-school-accountability-systems-preliminary-evidence-from-californias-core-districts/

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