

California Transformative Social and Emotional Learning Competencies and Conditions for Thriving



2020 Social and Emotional Learning State Team
California Department of Education
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Introduction

Social and Emotional Learning (SEL) has become an increasingly important part of education in California and in many states across the U.S. Coordinated efforts to promote and infuse high-quality, equity-focused SEL across the California education system bring us closer to the California Department of Education (CDE) vision of advancing a “whole child”¹ approach to education, as originally articulated in the 2013 shift to the Local Control Funding Formula (LCFF).

Specifically, SEL is aligned with the state education priorities described in the LCFF, particularly priorities (4) Student Achievement, (5) Student Engagement, and (6) School Climate. As a result, many districts have articulated SEL goals and strategies within their Local Control and Accountability Plans (LCAPs). The resources provided on these web pages will support the successful implementation of these plans. Further, these resources may also be used to inform and support continued implementation of programs aligned to California’s Multi-tiered System of Support (MTSS) Framework,² which centers SEL as a key element of a fully integrated system of support for the benefit of all students.

As CDE continues its efforts to advance Transformative SEL (T-SEL), in partnership with the many thousands of leaders, educators, policymakers, youth development professionals, families, and young people across our state, we hope that the tools offered here help to inform and bolster this essential work on behalf of California’s children and youth.

Transformative Social and Emotional Learning Competencies and Conditions

In 2017, the CDE SEL Team (a work group of practitioners, scholars, and leaders from across the state) developed the California SEL Guiding Principles,³ which affirmed SEL as “an essential part of a well-rounded, quality education in all youth-serving settings.” In addition to creating the Guiding Principles, the CDE’s first SEL Team generated a suite of recommendations that called for the development of voluntary practice guidelines that spoke explicitly to California’s diverse regional, cultural, racial, linguistic, and socioeconomic contexts.

In early 2020, State Superintendent of Public Instruction Tony Thurmond, First Partner Jennifer Siebel Newsom, and State Board of Education President Linda Darling-Hammond launched the Advance SEL in California Campaign. The initiative engaged diverse California education stakeholders to gather perspectives on SEL practices, needs, and goals. The project culminated with a report (informed

¹ <https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>

² <https://ocde.us/MTSS/Pages/CA-MTSS.aspx>

³ <https://www.cde.ca.gov/eo/in/documents/selguidingprincipleswb.pdf>

by the participation of nearly 2,000 educators, students, parents, and other stakeholders) on the status of SEL in California, with recommendations for how teachers, school leaders, and families across the state can address the social and emotional needs of students.⁴ The key finding of the initiative was that SEL is more important than ever—and racial equity must be an integral part of SEL supports. To implement the recommendations made by the first CDE SEL State Team and those contained in the Advance SEL Report, the CDE convened a new SEL work group in 2020.⁵ Over the course of more than a year, the 2020 CDE SEL Work Group developed three core products:

- Kindergarten–Adult Transformative SEL Competencies
- Transformative SEL Conditions for Thriving
- Collections of resources to support implementation:
 - Competencies Implementation Resources⁶
 - Conditions Implementation Resources⁷
 - School-Based Themed Resources⁸
 - Social and Emotional Learning Group Space⁹

These guidance tools, developed for voluntary use, aim to build on and respond to the call from California’s diverse stakeholders to embed equity-focused T-SEL in every learning and teaching context across the education system.

While a diverse team of knowledgeable and committed stakeholders was convened to collaborate on the creation of these research-based tools, and feedback was solicited from many stakeholders, the CDE plans to refine these resources as we learn more regarding how they are being used across the state. Please consider sharing feedback regarding your experiences with the California T-SEL Competencies and Conditions for Thriving through the feedback survey at <https://surveys2.cde.ca.gov/go/selffeedback.asp>.

⁴ <https://education-first.com/library/publication/advance-sel-in-california-final-report-and-recommendations/>

⁵ <https://www.cde.ca.gov/ci/se/selteam.asp>

⁶ <https://www.caeducatorstogether.org/collections/resources-for-transformative-social-and-emotional-learning-competencies>

⁷ <https://www.caeducatorstogether.org/collections/sel-for-california-master-collection>

⁸ <https://www.caeducatorstogether.org/collections/sel-theme-resources-master-collection>

⁹ <https://www.caeducatorstogether.org/groups/social-emotional-learning-statewide-group>, (Requires Login) Requires no-cost user registration for the California Educators Together (CET) website. Consider joining CET for a rich, networked experience that allows for access to and sharing of content, resources, strategies, and supports.

Rationale and Research

Two decades of research¹⁰ confirm that evidence-based SEL contributes to important student outcomes, including academic attainment (on average SEL programs improved students' academic performance by 11 percent) and "improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school" (Durlak et al., 2011).¹¹ Social and emotional competencies are essential to college and career readiness and success¹² and also associated with longer term benefits,¹³ such as improved economic mobility and decreased likelihood of being incarcerated. In sum, SEL is an essential piece of the developmental and societal puzzle in ensuring more equitable outcomes for our children and young people.

The Science of Learning and Development¹⁴ is an interdisciplinary body of work drawing on neuroscience, epigenetics, learning science, SEL, early childhood development, the science of adversity, racial equity, and human development that offers a blueprint for how education and youth development experiences can be shaped to ensure all children have the opportunity to thrive. The Science of Learning and Development names SEL as a key part of a holistic, science-driven framework for reimagining our education system. This research reinforces insights expressed¹⁵ in 2017 by the Aspen Institute's Commission on Social, Emotional, and Academic Development's Council of Distinguished scientists that **all learning is social and emotional**, i.e., "major domains of human development—social, emotional, cognitive, linguistic, academic—are deeply intertwined in the brain and in behavior, and all are central to learning." Our thoughts and cognition cannot be separated from our emotions, and harnessing one's emotions, not suppressing or controlling, in service of learning and growth must be the goal. Further, learning is a relational activity—we learn with and from others and experiencing caring, supportive relationships is central to healthy development.

In a 2017 study,¹⁶ American Institutes for Research identified 136 social and emotional competency frameworks from more than 20 areas of study illustrating that there are many valid ways to define and advance SEL in schools and other learning settings. For the purposes of coherence and in acknowledgement of its position as the SEL field's leading practice, policy, and research organization and facilitator of

¹⁰ <https://casel.org/impact/>

¹¹ <https://casel.org/wp-content/uploads/2016/01/meta-analysis-child-development-1.pdf>

¹² <https://www.aspeninstitute.org/publications/this-time-with-feeling/>

¹³ <https://ajph.aphapublications.org/doi/full/10.2105/AJPH.2015.302630>

¹⁴ <https://www.soldalliance.org/>

¹⁵ https://www.aspeninstitute.org/wp-content/uploads/2017/09/SEAD-Research-Brief-9.12_updated-web.pdf

¹⁶ <https://www.air.org/resource/report/identifying-defining-and-measuring-social-and-emotional-competencies>

the Collaborating States Initiative¹⁷ (of which CDE is a part), the SEL work group chose to use the Collaborative for Academic, Social, and Emotional Learning's (CASEL) definition of SEL. CASEL initially defined SEL more than 25 years ago and updated the definition¹⁸ in 2020 to more centrally locate identity development, educational equity, and adult-student co-creation of learning environments in service of more just communities:

SEL is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

CASEL's SEL framework articulates a systemic approach in which adults intentionally focus on their own social and emotional growth in order to effectively support student skill development across key developmental settings through collaborative planning and improvement processes. CASEL's interconnected five core SEL competencies—self-management, self-awareness, social awareness, relationship skills, and responsible decision making¹⁹—and those key settings are seen in the "CASEL wheel" (Figure 1). In addition to the definition and competencies updates, CASEL, along with academic and practitioner partners, began to formulate an expression of their framework, drawing on scholarship from disciplines such as liberatory education, that describes ways in which SEL can be harnessed to advance social justice: Transformative SEL (T-SEL).

¹⁷ <https://casel.org/collaborative-state-initiative/>

¹⁸ <https://casel.org/what-is-sel/>

¹⁹ <https://casel.org/sel-framework/>

Figure 1. Collaborative for Academic, Social, and Emotional Learning Social and Emotional Learning Framework



Figure 1 Long Description: <https://www.cde.ca.gov/ci/se/tse/longdescriptions.asp>

Source: ©2020 CASEL. Social and Emotional Learning Framework.²⁰ All rights reserved.

²⁰ <https://casel.org/sel-framework/>

The Promise of Transformative Social and Emotional Learning and Core Beliefs about Competencies

A 2021 research brief issued by CASEL and the University of Michigan, states:

Transformative SEL was introduced as a way to integrate an explicit equity and social justice lens into the conceptualization and implementation of social and emotional learning (SEL). As Jagers, Rivas-Drake, and Williams (2019)²¹ explain, it is a form of SEL aimed at interrupting the reproduction of inequitable educational environments by attending to issues of identity, agency, belonging, and related issues such as power, privilege, prejudice, discrimination, social justice, empowerment, and self-determination.²²

The CDE aims to support and advance the efforts of educators across California who are working to fully integrate systemic SEL and equity by building on the promise of T-SEL as a concept. CDE seeks to do this by articulating developmental indicators for CASEL’s five core competencies²³ and naming examples of the conditions that facilitate T-SEL at every level of the education system. This approach makes clear that SEL is not a method to “correct” the behavior of students—Black and brown students in particular, who receive punitive and disproportionate discipline²⁴ for not conforming to a system that elevates norms of the dominant culture—nor is it an extension or component of widespread adult compliance-driven behavior interventions. Rather, SEL in California is a transformative, human development process grounded in robust equity, cultural expansiveness, and anti-racism that is the foundation of a successful, self-determined, and fulfilling life. The goal of a transformative approach to SEL, and education generally, is to create a more expansive and inclusive system which benefits all students, educators, leaders, and families by taking a targeted universalism²⁵ approach and using strategies based on the needs of each group to reach universal goals.

The T-SEL Competencies and T-SEL Conditions for Thriving aim to answer these questions:

- What knowledge and capacities do humans need to thrive individually and as a community?

²¹ <https://casel.org/wp-content/uploads/2020/06/Transformative-Social-and-Emotional-Learning-SEL-Toward-SEL-in-Service-of-Educational-Equity-and-Excellence.pdf>

²² <https://casel.s3.us-east-2.amazonaws.com/SEL-Rising-Up-Together.pdf>

²³ <https://casel.org/sel-framework/>

²⁴ <https://www.brookings.edu/research/disproportionality-in-student-discipline-connecting-policy-to-research/>

²⁵ <https://belonging.berkeley.edu/targeteduniversalism>

- What does it look like to create a culture of care, inclusion, belonging, agency, and liberation?

Yet it must be acknowledged that the answer cannot be captured in a guide or set of instructions: SEL is a dynamic, reciprocal, nonlinear process which calls for fundamental shifts in systems, structures, policies, and practices, which create the conditions in which optimal teaching and learning occur. These tools are simply contributions to an expansive, ongoing, iterative set of actions.

Further, the Competencies and Conditions are aspirational in that they are intended to spark conversation, reflection, and action while moving education in California forward in pursuit of equity and excellence. Every school and system is at a different place in the journey toward adoption of a T-SEL lens—some are new to the concept while others are leading this work and their insights have informed the development of these tools. These products should be accessed in ways that serve to propel each educator, school, and system forward, wherever they are on their journey, toward full adoption of the Conditions and Competencies. As the key settings in the systemic framework illustrate, SEL happens in many contexts beyond those addressed in the Conditions, such as at home among family and in neighborhoods and communities with friends and neighbors. We know that opportunities for development exist across a complex ecosystem and school systems must partner with, and learn from, families and communities.

Purpose and Use

Core Beliefs about Social and Emotional Learning Competencies

An unintended consequence of articulating traditional developmental SEL competencies is that they can, and have, been used “against” children who are not members of the dominant culture as a means to assert the social, cultural, linguistic, and behavioral norms of the dominant culture. It is imperative that the T-SEL Competencies are not used to perpetuate injustice and users should understand that the Competencies are:

- Not standards, nor are they a tool to assess, evaluate, or identify deficits in students or adults.
- Not prescriptive or comprehensive but rather illustrative—there may be more or different indicators that are appropriate for individual learning contexts, cultures, populations of students, and communities.
- Not only “behavioral” indicators—the term ‘indicators’ often refers to observable behavior in social and emotional learning competencies. The indicators developed for the T-SEL Competencies do include some observable behaviors, but also describe knowledge, habits, mindsets,

dispositions, processes, and experiences students and adults may have to foster the respective competence.

- Not intended to supplant existing, evidence-based competencies and indicators local educational agencies (LEAs) have already successfully adopted. Rather, they can be used to conduct a gap analysis and fill in or refine any missing elements of local competencies where appropriate.
- Designed to be additive in that the indicator skills in lower grades need to be ‘carried through’ or continuously reviewed, refined, and expanded upon in a developmentally appropriate way as students age.

What Are the Tools?

Transformative Social and Emotional Learning Competencies	Conditions for Thriving
<p>This tool includes adapted definitions of CASEL’s five core competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—that center equity and anti-racism. It is important to note that the Competencies are not as discrete and separate as the framework implies—they are interconnected, overlapping, and as described by CASEL: “braided.” The tool also provides research-based rationales and student (“I Can”) and community (“We Can”) statements for each competency. Illustrative developmental indicators are offered for each competency that are additive (they aim to build on the previous grade band’s content), strengths-based, and loosely clustered under the categories of identity, belonging, and agency. Readiness and reflection prompts accompany the Competencies.</p>	<p>This tool outlines conditions that support SEL development, across all levels and stakeholders of the education system. This product expands upon the California SEL Guiding Principles and articulates how to apply or enact the Principles in classrooms, schools, districts, county offices of education (COEs), and at the state level and other learning settings. Readiness and reflection prompts accompany the Conditions.</p>

How Do These Tools Interact?

Conditions include the “people work” or the practices used and actions taken by adults in the system at every level and the structures and policies put into place to shape the environment.

Competencies are the knowledge, skills, dispositions, and capacities that children and young people can develop when the conditions are supportive to their healthy, whole development including academic success. SEL competency development and experience are also necessary for access to equitable outcomes. Importantly, social and emotional competence development is a lifelong process and it is essential that adults continue to intentionally build their social and emotional competencies in order to be able to model and teach the skills to students and other adults.

Conditions and **competencies** are reciprocal and dynamic in that the more adults and students in the system develop and enhance their social and emotional competence, the more capable they are at cultivating conditions for thriving for themselves and each other. And, the more conducive the conditions are to fostering social and emotional competencies the more likely it is that adults and students will continue to build those skills. See Figure 2.

The Readiness Project (2020) explains:

A young person’s success is linked to their capacity to thrive—to feel, be, and be seen as competent in multiple life domains—and is a product of their opportunities to develop individual competencies and experience supportive conditions. Adults can support young people to succeed and thrive through life by helping them develop their individual competencies, and also by providing supportive conditions while working with them and their families to address historical and institutional barriers.²⁶

Figure 2. How the Competencies and Conditions Work Together to Support Positive Outcomes

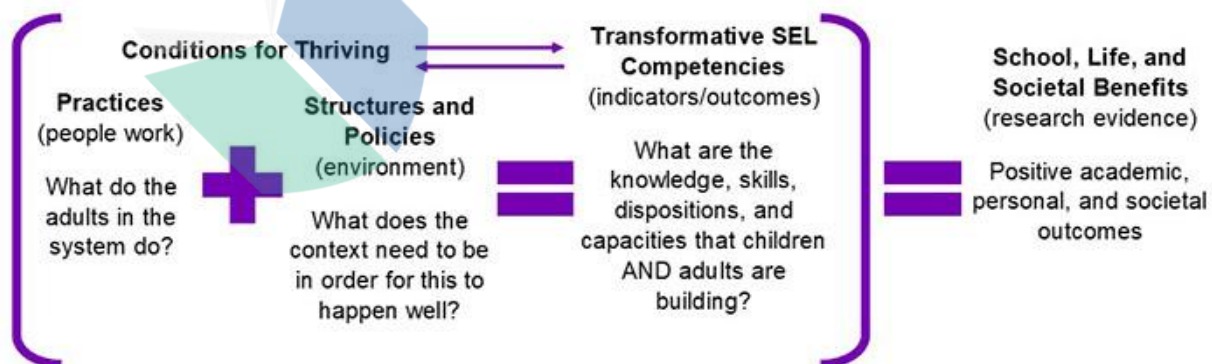


Figure 2 Long Description: <https://www.cde.ca.gov/ci/se/tsellongdescriptions.asp>

²⁶ <https://www.air.org/sites/default/files/Thriving-Robust-Equity,-and-Transformative-Learning-and-Development-July-2020.pdf>

Who Are the Tools For?

Transformative Social and Emotional Learning Competencies	Conditions for Thriving
Can be used by any educator or youth development professional in any learning environment serving kindergarten through grade twelve (K–12) students or anyone creating training, pre-service, or in-service professional learning for adults who work with children and young people.	For change agents and decision-makers at each level of the school system, including classroom educators and school staff, building and district administrators, county office of education staff, state department of education staff and organizations, and policy shapers who work to support or influence those contexts.



DEFENDING
EDUCATION

How Should the Tools Be Used?

Transformative Social and Emotional Learning Competencies	Conditions for Thriving
<ul style="list-style-type: none"> • The T-SEL Competencies can be used to design social, emotional, and academic instruction and to guide curriculum selection and delivery. • Educators and leaders can use the Competencies to create or identify lessons that give learners opportunities to build the knowledge, skills, and capacities outlined in the appropriate developmental band. Research indicates that SEL programs that provide lessons that are sequenced, provide opportunities for active learning, are focused on specific skill development, and provide explicit social and emotional skills instruction (or S.A.F.E) are most effective.²⁷ • Practitioners can use the Competencies to expand and enrich their teaching practice and embed T-SEL learning opportunities throughout the school day and beyond. • The Competencies and indicators are illustrative, not comprehensive, not to be used to replace Competencies that are working well for LEAs, nor to be used for assessment purposes. • Student neurodiversity is not widely taken into account in the competency indicators and for some populations of students the developmental bands are not appropriate or relevant. 	<ul style="list-style-type: none"> • The Conditions for Thriving provide guidance to stakeholders on what it looks like to operationalize the California SEL Guiding Principles across classrooms, schools, districts, COEs and at the state level. This includes practices and actions that enable equity-focused learning environments, in which children and adults have opportunities to develop and practice social and emotional skills. • The Conditions provide multiple access points and encourages a focus on ‘retooling’ the system toward a whole child development focus using new and existing assets instead of a singular focus on student outcomes. • The examples can be used to systematically assess conditions for the purposes of improvement, to expand and enrich practice, and ensure T-SEL is woven throughout the teaching and learning experience. • A strong recommendation is not to try to do ‘everything’ but rather choose focus areas for your conditions improvement work and aim to make progress incrementally over time.

²⁷ <https://casel.org/approaches/>

Transformative Social and Emotional Learning Competencies

T-SEL Competencies describe the knowledge, skills, dispositions, and capacities that children and young people can develop when the conditions are supportive to their healthy, whole development.

The CDE aims to support and advance the efforts of educators across California who are working to fully integrate systemic SEL and equity by building on the promise of T-SEL as a concept. To provide these supports, the CDE and the 2020 SEL State Team have articulated developmental indicators for CASEL's five core competencies:

- Self-Awareness (Intrapersonal Focus)
- Self-Management (Intrapersonal Focus)
- Social Awareness (Interpersonal Focus)
- Relationship Skills (Interpersonal Focus)
- Responsible Decision-Making (Inter and Intrapersonal)

The California T-SEL Competencies, developed for voluntary use, complement the California T-SEL Conditions for Thriving.



Self-Awareness

Introduction

Topic	Description
<p>SELF-AWARENESS DEFINITION: Description of the competency, key ideas, and examples.</p>	<p>The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose. Self-awareness includes abilities such as:</p> <ul style="list-style-type: none">• Integrating personal and social identities• Identifying personal, cultural, and linguistic assets• Identifying one’s emotions• Demonstrating honesty and integrity• Linking feelings, values, and thoughts• Examining prejudices and biases• Experiencing self-efficacy• Having a growth mindset• Developing interests and a sense of purpose• Reflecting on one’s personal role and contributions within a community <p>(Adapted from the CASEL 2020²⁸)</p>



²⁸ <https://casel.org/>

Topic	Description
<p>SELF-AWARENESS RATIONALE: Research-based reasons for developing this competency.</p>	<p>Developing self-awareness in adults and students is integral to:</p> <p>Healthy and integrated identity development: Having a strong sense of self and recognizing how one’s experiences and background contribute to who they are helps students and adults to recognize privileges and mitigate against stress and the negative mental health effects of discrimination and trauma (Nagaoka et. al., 2015; Shaffer, 2018). Exploring ethnic-racial identity (ERI), in particular, is important to healthy identity development in all students, including those in minority and majority groups. By intentionally exploring one’s ERI, young people are better prepared to face challenges of racism and privilege, as well as those related to academic and professional success and social and emotional well-being (Rivas-Drake & Umaña-Taylor, 2019).</p> <p>Building self-knowledge about purpose, values, and roles in community: Helping young people develop a sense of purpose contributes to well-being and has been tied to improved physical health (Cotton Bronk, 2014). Recognizing one’s own strengths, preferences, and values are key elements of positive youth development and help students and adults participate effectively in community (Saito & Sullivan, 2011).</p> <p>Recognizing emotions and their connection to behavior and maintaining a growth mindset: The ability to recognize one's emotions (and therefore use strategies to harness them productively) is essential to building positive relationships, developing agency, self-determination, and achieving goals (Hoffman, et al., 2020). Those who cultivate a growth mindset—that is, the belief that intelligence and talent can be developed through effort—are more likely to succeed academically, personally, and professionally (Dweck, 2006).</p> <p>Strong, fair relationships: Educators who are self-aware are better able to foster a positive classroom environment and, therefore, cultivate supportive relationships with students (Jennings & Greenberg, 2009). Increasing educators’ awareness includes examining the relationship between expectations for students and beliefs around gender, ethnicity, and socio-economic factors, and reactions to student behavior including disciplinary practices (Stark et al, 2020; Okonofua, & Eberhardt, 2015; Copur-Gencturk, 2020).</p>

Topic	Description
SELF-AWARENESS STUDENT AND COMMUNITY STATEMENTS: “I Can” and “We Can” short statements about the competency.	<p>Student Statement: I can identify what emotion I am experiencing and understand how my thoughts and emotions can influence the way I act. I know what is important to me, am honest and fair, and I believe in my abilities.</p> <p>Community Statement: We can acknowledge that we all have feelings, emotions, and thoughts based on our identities and experiences that are important and need to be heard. These feelings and emotions lead to behaviors that affect each and every one of us. We will act with honesty and integrity as we contribute our skills and talents to our community.</p>
SELF-AWARENESS RESOURCES	Self-Awareness Resource Collection: https://www.caeducatorstogether.org/collections/jvdkdf



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Competencies

Identity

Early Elementary	Late Elementary	Middle School	High School	Adult
<p>1.A.1. Students name their personal characteristics and life experiences and have an increasingly accurate basic sense of self. Students are aware of their own likes and dislikes.</p>	<p>1.A.2. Students understand how some aspects of their personal and social identity can change over time and be shaped by themselves, others, and their experiences. Students show confidence and pride in their identity without needing to feel superior to others.</p>	<p>1.A.3. Students identify and explore their different social identities, including race, ethnicity, language, gender, and ability. Students begin to explore the concept of intersectionality. Students cultivate a healthy, well-grounded sense of self-confidence based on their strengths.</p>	<p>1.A.4. Students work to understand multiple aspects of their identity including race, ethnicity, language, gender, and ability, among others, and how they intersect. Students recognize the evolving and dynamic nature of identity based on context and perceptions of self and others.</p>	<p>1.A.5. Adults have deep and accurate knowledge of their own identity and its implications for their role in supporting student development. Adults model continuous reflection and exploration of their own evolving identity.</p>
<p>1.B.1. Students recognize, label, and understand basic emotions in themselves and know that more than one emotion can be experienced at once. Students are aware of how emotions can affect their body.</p>	<p>1.B.2. Students recognize the intensity of their emotions and can name increasingly complex emotions. Students identify when they feel stressed or anxious.</p>	<p>1.B.3. Students examine and reflect on the underlying causes of emotions. Students recognize the difference between emotions and feelings. Students work to label, with specificity, their feeling states.</p>	<p>1.B.4. Students accurately label and understand their feeling states and can embrace strong emotions without judgment.</p>	<p>1.B.5. Adults recognize, understand, label with granularity, and accept their emotions.</p>

Early Elementary	Late Elementary	Middle School	High School	Adult
1.C.1. Students name people, places, and ideas that are important to them. Students can describe their own family traditions.	1.C.2. Students articulate their beliefs about topics that are important to them, their family, and their learning community.	1.C.3. Students explore the concept of values: how they are formed, how they reflect our identity and experiences, and how they are applied. Students start to examine how personal perspectives and values can be challenged.	1.C.4. Students deepen their understanding of their own perspectives, values, beliefs, and mental models. Students critically examine and question their own perspectives and opinions.	1.C.5. Adults continuously reflect on and critically examine their own mental models, ideologies, and life experiences, and evaluate how these influence their beliefs and values.

Belonging

Early Elementary	Late Elementary	Middle School	High School	Adult
1.D.1. Students understand acceptance versus exclusion and how they help or harm others.	1.D.2. Students are able to reflect on their own experiences of inclusion and exclusion and of being excluded and excluding others.	1.D.3. Students begin to identify their prejudices and biases and how those might impact their behaviors toward others related to being inclusive or exclusive.	1.D.4. Students are regularly identifying and interrupting their own prejudices and implicit biases and reflecting on the impact on others.	1.D.5. Adults continually reflect on and interrupt their own prejudices and biases in regard to academic and behavioral expectations of students, including how those impact discipline, grading, giving leadership opportunities, and whose voices are heard in the learning environment.

Early Elementary	Late Elementary	Middle School	High School	Adult
1.E.1. Students identify ways to help and practice helping others at school, home, and other settings.	1.E.2. Students describe their roles and contributions in the different settings in which they participate. Students identify characteristics and habits they have and how they may affect others in their learning community.	1.E.3. Students begin to identify what they need from communities they belong to and assess if their needs are being met. Students are aware of the ways they are or are not meeting the needs of others in their learning community.	1.E.4. Students can assess and analyze areas of need in their community and make a plan to contribute. Students can reflect on the quality and impact of their community service and civic engagement.	1.E.5. Adults model being contributing, reflective, and caring community members with students and other adults in the learning community.

Agency

Early Elementary	Late Elementary	Middle School	High School	Adult
1.F.1. Students reflect on experiences as the causes of certain emotions. Students recognize the purpose of emotions and name simple ways their emotions influence their decisions and behavior.	1.F.2. Students recognize how their emotions are information they can choose to harness and use. Students understand that there are no “bad” emotions and that their feeling states can be changed intentionally.	1.F.3. Students recognize the connection between their thoughts, emotions, and behavior based on brain science. Students recognize how they express their emotions may be influenced by their culture and experiences.	1.F.4. Students deepen their understanding of brain and body connections and how behavior is shaped by culture and lived experiences. Students can assess and respond to their environment by choosing to code-switch.	1.F.5. Adults are able to identify the connections between a thought, feeling, and behavior, and interrupt the cycle that results in a negative consequence for self or others. Adults model cultural awareness around emotions.

Early Elementary	Late Elementary	Middle School	High School	Adult
<p>1.G.1. Students are aware of, and distinguish between, their wants and needs. Students can name their strengths such as skills, knowledge, or talents.</p>	<p>1.G.2. Students articulate their needs in constructive ways. Students begin to develop a sense of personal purpose and feel that their lives are important and meaningful.</p>	<p>1.G.3. Students develop a sense of personal power and can identify and use their personal, social, and cultural assets in healthy ways.</p>	<p>1.G.4. Students identify and apply their personal strengths and assets to deepen their sense of power and pursue their purpose.</p>	<p>1.G.5. Adults model the process of how they have identified their strengths and personal power and how they use them to better serve their life purpose and the lives of others.</p>
<p>1.H.1. Students believe in their capacity to learn and that they are capable, important community members. Students practice having an optimistic outlook.</p>	<p>1.H.2. Students are more accurate in their perceptions and gain confidence in their own thoughts and well-founded opinions but are open to trying and listening to new and different ideas.</p>	<p>1.H.3. Students examine and reflect on how beliefs about themselves and about learning intersect (mastery orientation versus performance orientation) and the impact on their optimism and confidence.</p>	<p>1.H.4. Students deepen and build a more nuanced understanding of self-efficacy by embracing and leveraging mistakes as opportunities for growth, displaying a well-developed mastery orientation to learning.</p>	<p>1.H.5. Adults model a mastery orientation to learning, including the process of making mistakes, intellectual humility, practicing positive self-talk, and demonstrating optimism and a growth mindset.</p>

Self-Management

Introduction

Topic	Description
<p>SELF-MANAGEMENT DEFINITION: Description of the competency, key ideas, and examples.</p>	<p>The abilities to harness one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.</p> <p>Self-management includes abilities such as:</p> <ul style="list-style-type: none"> • Managing one’s emotions • Identifying and using stress management and self-care strategies • Exhibiting self-discipline and self-motivation • Setting personal and collective goals • Using planning and organizational skills • Showing the courage to take initiative • Demonstrating personal and collective agency • Cultivating resilience and overcoming adversity <p>(Adapted from the CASEL 2020²⁹)</p>
<p>Potential Pitfalls of Self-Management</p>	<p>A potential pitfall of teaching self-management is an over-emphasis by educators and other adults on controlling or suppressing emotions and behavior, compliance to adult-determined expectations, and disregard of the cultural, linguistic, and behavioral norms of each individual. Recommendations to avoid this pitfall include listening to and genuinely valuing the student’s experience and perspectives to build empathy and understanding. When teaching self-management, focus on adopting a culturally expansive and sustaining approach to supporting students so they learn to harness their emotions to further build agency, self-advocate, and grow into adults with the internalized capacities to achieve their self-determined goals (National Equity Project, 2021; Paris & Alim, 2017).</p>

²⁹ <https://casel.org/>

Topic	Description
<p>SELF-MANAGEMENT RATIONALE: Research-based reasons for developing this competency.</p>	<p>Developing self-management skills in young people and adults is integral to:</p> <p>Harnessing one’s emotions and behavior in productive ways: When people of all ages are practiced in self-monitoring, adapting, and expressing their emotional responses and behavior in ways that are authentic, respectful, and productive, they have stronger relationships, experience greater mental well-being, and engage in less risky behavior. Students are also more successful learners, perform better academically, are more likely to graduate from high school, and are less likely to be involved in the criminal justice system (Durak et al., 2011; Jones, Greenberg & Crowley, 2015; Darling-Hammond et al., 2020; Fine et al., 2003).</p> <p>Coping with stress, adversity, and building resilience: Students and adults who develop coping skills to navigate interpersonal challenges and personal setbacks are better able to bounce back effectively from those experiences. For those whose culture and lived experience do not reflect the dominant culture, cultural mismatch can sometimes occur in learning environments leading to acculturative stress. Further, many students growing up in today’s world face significant adversity, such as trauma caused by discrimination and poverty. Recognizing and acknowledging these stressors and knowing how to care for oneself can be one critical contributor to healing (Ginwright, S., 2018; Jagers et al., 2018).</p> <p>Building agency and hope and setting and achieving personal and collective goals: Cultivating self-management ultimately supports the capacity to successfully participate in community, collaborate with others toward advancing common causes, and lead self-determined lives. In addition to organizational and planning skills, key to achieving goals is cultivating hope, which is linked to greater academic achievement, creativity, and problem-solving skills, as well as less depression and anxiety (Dixson et al., 2018). Students who are hopeful “know how to create a roadmap to reaching a goal, including alternate routes when obstacles arise, and also have the belief, motivation, and confidence to achieve their goals” (Greater Good in Education, 2019).</p>

Topic	Description
SELF-MANAGEMENT STUDENT AND COMMUNITY STATEMENTS: “I Can” and “We Can” short statements about the competency.	<p>Student Statement: I can use strategies to express my emotions in helpful ways. I can notice and harness my thoughts and emotions to improve my well-being and the well-being of others. I can set goals and reach them by planning the steps it takes to achieve them.</p> <p>Community Statement: We can develop and demonstrate self-management skills that help us achieve our goals and stay hopeful, as well as cope during moments of high stress, fear, loss, anger, and frustration. We can self-monitor our words and actions to ensure that everyone is treated with respect and dignity.</p>
SELF-MANAGEMENT RESOURCES	Self-Management Resource Collection: https://www.caeducatorstogether.org/collections/self-management



DEFENDING EDUCATION

Competencies

Identity

Early Elementary	Late Elementary	Middle School	High School	Adult
<p>2.A.1. Students practice noticing their emotions, where they experience them in their bodies, and using those signs to choose strategies to express feelings in helpful ways. Students practice strategies that help them to sustain joy and feel calmer, patient, focused and energized.</p>	<p>2.A.2. Students practice self-monitoring and harness and express their emotions in authentic and constructive ways by identifying, articulating, and using emotional regulation strategies that work for them. Students use diverse strategies to express themselves effectively in different social and cultural contexts.</p>	<p>2.A.3. Students explore the difference between emotion suppression and management and how to channel emotions productively. Students work on reframing feelings before acting on them.</p>	<p>2.A.4. Students deepen their capacity for emotional regulation by using a variety of culturally relevant practices to embrace and process strong emotions.</p>	<p>2.A.5. Adults use a variety of culturally relevant practices to harness and regulate their emotions toward productive goals in contextually appropriate ways. Adults continuously work toward regulating strong and conflicting emotions and at sustaining joy.</p>



Early Elementary	Late Elementary	Middle School	High School	Adult
<p>2.B.1. Students identify situations and relationships that calm them. Students understand and begin to practice how to be physically healthy in ways that are within their control.</p>	<p>2.B.2. Students know and use simple stress management practices. Students engage in mental and physical health promoting activities in ways that are within their control.</p>	<p>2.B.3. Students describe how stress affects their choices and actions and practice multiple strategies to manage stress. Students choose, take ownership of, and engage in activities that promote their mental and physical health.</p>	<p>2.B.4. Students proactively prepare for potentially stressful situations, recognize when they are dysregulated or stressed and know how to pause in order to effectively respond. Students regularly participate in mental and physical health promoting activities and use a variety of self-care strategies that are safe, culturally relevant, and affirming.</p>	<p>2.B.5. Adults observe and proactively manage stress by choosing appropriate stress management and self-care strategies that support their well-being. Adults identify and advocate for change when dysfunctional structures or unrealistic expectations are contributing to unmanageable stress.</p>



Early Elementary	Late Elementary	Middle School	High School	Adult
<p>2.C.1. Students identify and practice strategies they have used or can use to stay hopeful and “bounce back” from challenges.</p>	<p>2.C.2. Students describe different types of adversity and what they can learn from others’ stories of overcoming difficult experiences, resilience, and remaining hopeful in the face of challenges (e.g., current and historical characters).</p>	<p>2.C.3. Students consider various paths through individual and collective adversity. Students reflect on their sources of inner strength, hope, and what they look for in supportive relationships.</p>	<p>2.C.4. Students recognize the challenges of adverse life situations and the intersection of systems of injustice. Students leverage collective efficacy to cultivate resilience and hope.</p>	<p>2.C.5. Adults understand the science of adversity, how it interacts with systems of injustice, and the implications for supporting equitable student growth and development. Adults reflect on their own experiences of adversity and work to cultivate personal and collective resilience and a sense of hope in the learning environment and community.</p>



Belonging

Early Elementary	Late Elementary	Middle School	High School	Adult
<p>2.D.1. Students understand the purpose of feedback and can listen to and accept simple, constructive feedback.</p>	<p>2.D.2. Students welcome constructive feedback and understand and use varied strategies to give feedback to peers.</p>	<p>2.D.3. Students seek out and make changes based on constructive feedback and demonstrate contextually appropriate ways of giving feedback to peers, educators, and others in their learning community and family.</p>	<p>2.D.4. Students engage in regular constructive feedback loops with their peers and adults. Students can listen to critical feedback with an openness to learning and offer authentic, specific, culturally appropriate feedback that is supportive and nonjudgmental.</p>	<p>2.D.5. Adults can receive and provide specific, contextually, and culturally appropriate constructive feedback. They listen to feedback from supervisors, peers, families, and students without defensiveness, assessing necessary changes and taking action to promote improvement.</p>
<p>2.E.1. Students understand and practice maintaining others' stated emotional and physical boundaries.</p>	<p>2.E.2. Students perceive social cues and resist impulses in order to maintain the explicit or implied emotional and physical boundaries of others.</p>	<p>2.E.3. Students reflect on their changing boundaries to support their growth and well-being. Students also examine and reflect on healthy boundaries within different cultures.</p>	<p>2.E.4. Students recognize healthy social, emotional, and physical boundaries and use cultural norms, environmental, and social context cues to navigate these boundaries.</p>	<p>2.E.5. Adults model the process of determining, expressing, and enforcing their own healthy boundaries. Adults respect others' physical, social, emotional, and cultural boundaries.</p>

Agency

Early Elementary	Late Elementary	Middle School	High School	Adult
<p>2.F.1. Students identify personal and collective goals and name simple steps to achieve them.</p>	<p>2.F.2. Students identify short- and longer-term personal and collective goals that are meaningful to them and demonstrate strategies that work for them to achieve those goals.</p>	<p>2.F.3. Students identify and work toward incremental personal and collective goals in pursuit of longer-term, achievements. Students identify and commit to roles in achieving collective goals. Students begin to examine how to balance personal and collective goals.</p>	<p>2.F.4. Students continuously strive toward meaningful, specific personal short- and long-term goals. Students contribute to collective goal setting and achievement by identifying Specific, Measurable, Actionable, Relevant, Time-bound, Equity-Focused (SMARTER) goals. Students use their voice and choice to demonstrate personal and collective agency.</p>	<p>2.F.5. Adults identify and articulate individual goals and demonstrate a variety of strategies to reach them. Adults model ways to work individually and collectively toward a common goal including using strategies such as establishing SMARTER goals.</p>



Early Elementary	Late Elementary	Middle School	High School	Adult
<p>2.G.1. Students begin practicing self-monitoring thoughts and actions and asking for help to stay motivated and focused. Students are aware of their body during active listening. Students are able to identify when they are focused and paying attention.</p>	<p>2.G.2. Students use personally relevant strategies, like self-talk, to get and stay motivated. Students can identify distractions and know and apply simple solutions to overcome them.</p>	<p>2.G.3. Students can create and follow routines, independently adapt to challenges and distractions, and apply perseverance strategies that work for them.</p>	<p>2.G.4. Students identify and apply a variety of culturally relevant and identity affirming strategies to stay motivated and disciplined in order to persevere in achieving their goals.</p>	<p>2.G.5. Adults model strategies to identify their personal goals, evaluate their successes, modify their plans, and keep themselves motivated. Adults understand “paying attention” may look different based on culture and other aspects of student identity, including neurodiversity.</p>
<p>2.H.1. Students keep their spaces and belongings organized with guidance.</p>	<p>2.H.2. Students practice managing their own time, organizing their materials, and gathering what is needed for a task or activity.</p>	<p>2.H.3. Students take an active role in managing their time, activities, and responsibilities.</p>	<p>2.H.4. Students proactively use several time management strategies to organize their class work, extracurricular activities, work, family responsibilities, and other commitments.</p>	<p>2.H.5. Adults model time management and organizational skills for their lives inside and outside of the learning environment.</p>

Social Awareness

Introduction

Topic	Description
<p>SOCIAL AWARENESS DEFINITION: Description of the competency, key ideas, and examples.</p>	<p>The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities and practices to feel compassion for others; understand broader historical, cultural, and social norms for behavior in different settings; and recognize family, school, and community resources and supports. Social awareness includes abilities such as:</p> <ul style="list-style-type: none">• Leaning into others’ perspectives with curiosity• Recognizing and acknowledging the inherent strengths in others• Demonstrating empathy and compassion• Showing concern for the feelings of others• Identifying diverse cultural and social norms, including unjust ones• Recognizing situational demands and opportunities• Understanding the influences of biased and racist systems and structures on mindset, behavior, and actions• Creating and maintaining a just and caring community. <p>(Adapted from the CASEL 2020³⁰)</p>

³⁰ <https://casel.org/>

Topic	Description
<p>SOCIAL AWARENESS RATIONALE: Research-based reasons for developing this competency.</p>	<p>Developing social awareness in young people and adults is integral to:</p> <p>Academic engagement and success: Empathetic students are more cooperative in class and develop strong interpersonal skills, such as perspective-taking, to effectively engage with peers and teachers in learning tasks (Spinrad & Eisenberg, 2009). An important element of social awareness is recognizing “potentially competing cultural and race-related messages and expectations” that may impact academic attainment (Jagers, Rivas-Drake, & Borowski, 2018, p. 6). Academic outcomes are also impacted by educators' ability to foster a sense of belonging in classrooms for all students (Walton & Brady, 2017; Osterman, 2000).</p> <p>Positive climate and culture: Educators' awareness, understanding, and recognition of how their conscious or unconscious perceptions of students can affect students' academic functioning, behavioral expectations, and the learning environment's climate and culture (Greater Good in Education, 2019). Adults and students who can navigate norms in diverse settings, recognize issues of race and class, and understand power dynamics are better equipped to develop safe, constructive, diverse learning environments (Jagers, Rivas-Drake, & Borowski, 2018; Hernández, 2016).</p> <p>Achieving educational equity: Examining one's views, assumptions, and perspectives on the intersections between our sense of self and how society views us and those around us is fundamental to creating educational equity for all (Saavedra & Nolan, 2018). Educational equity also requires “a process whereby students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences, learn to critically examine root causes of inequity, and develop collaborative solutions to community and societal problems” (Jagers et al., 2018, p.3).</p>

Topic	Description
SOCIAL AWARENESS STUDENT AND COMMUNITY STATEMENTS: “I Can” and “We Can” short statements about the competency.	<p>Student Statement: I can take the perspective of and show empathy, compassion, and respect toward people who are similar and different from myself. I can understand reasons people may feel, think, and act the way they do and recognize people’s talents. I can be aware of and directly challenge situations if I see others being treated unfairly.</p> <p>Community Statement: We can create a culture of deep caring, understanding feelings, kindness, and respect where everyone can grow by listening to and valuing the views and recognizing strengths of all community members. We can be aware of social and historical patterns and raise up the points of view of those who are often treated as less important.</p>
SOCIAL AWARENESS RESOURCES	Social Awareness Resource Collection: https://www.caeducatorstogether.org/collections/6frsxp

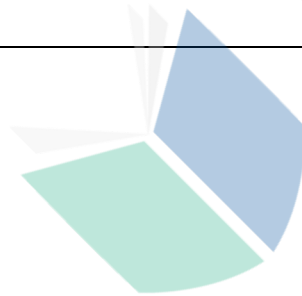


DEFENDING EDUCATION

Competencies

Identity

Early Elementary	Late Elementary	Middle School	High School	Adult
<p>3.A.1. Students discuss similarities and differences between themselves and others and different social and cultural groups.</p>	<p>3.A.2. Students identify opinions versus facts about people and groups who are similar and different from themselves. Students name specific strengths and assets of individuals from diverse groups.</p>	<p>3.A.3. Students reflect on how social identities (e.g., cultural, racial, class, gender, linguistic, ability) impact the way people view and interact with others, including those from diverse groups.</p>	<p>3.A.4. Students build and analyze their knowledge of cultural, racial, linguistic, class, gender, ability, and other types of identity and how those identities are shaped by, and perceived, in society. Students can recognize and honor strengths in all people.</p>	<p>3.A.5. Adults acknowledge that the dominant culture of schools and society, among other factors, often puts students from marginalized backgrounds at risk of stress, alienation, and disengagement. Adults recognize the genius of all students, peers, and families; elevate commonalities and connections; and celebrate differences between diverse groups.</p>



Early Elementary	Late Elementary	Middle School	High School	Adult
<p>3.B.1. Students recognize and name emotions in others using verbal and physical cues. Students describe how others may feel in a variety of situations and show empathy for others' experiences.</p>	<p>3.B.2. Students name ways people's identities and experiences may lead to different emotional reactions. Students show curiosity about and strive to take the perspective of others based on what they know about that person or group. Students show empathy and compassion for others.</p>	<p>3.B.3. Students explore differences in emotional expression and communication norms across cultures and communities and how differences can contribute to misunderstandings, but also provide opportunity for growth. Students respond compassionately to others' experiences and demonstrate care and concern.</p>	<p>3.B.4. Students acknowledge and validate others' emotions and lived experiences and challenge their own assumptions about others' feeling states based on their dispositions, expressiveness, race, or cultural backgrounds. Students explore the perspectives of others, whether they agree or not, with curiosity and extend empathy, care, and compassion.</p>	<p>3.B.5. Adults recognize that all teaching and learning is social and emotional. Adults acknowledge that the historical, political, cultural, community, and family experiences that students bring to the learning environment influence the way students express and perceive emotions. Adults show empathy, stay curious, and strive to understand the actions and perspectives of students and other adults.</p>



Belonging

Early Elementary	Late Elementary	Middle School	High School	Adult
<p>3.C.1. Students contribute to creating and maintaining shared agreements that guide their interactions with others and their environment. Students show kindness toward people of all backgrounds and experiences.</p>	<p>3.C.2. Students recognize healthy and safe boundaries in interactions with others in their family, learning community, and beyond. Students identify strategies to build and maintain trust.</p>	<p>3.C.3. Students co-construct all aspects of relationship-centered, just, and caring learning environments, including shared agreements and norms for engagement. Students question the inclusivity of the curriculum.</p>	<p>3.C.4. Students take the lead to actualize the components of a relationship-centered, caring, inclusive, and just community and engage in practices to co-construct and maintain a learning environment where all students' voices are heard and honored. Students contribute to diversifying the curriculum.</p>	<p>3.C.5. Adults prioritize diversifying the curriculum, building trusting relationships, and creating an intentional learning community centered on compassion and respect. Adults understand that you have to reach and engage students before you teach them every day and in every subject. Adults support students to take ownership of the learning environment, including creating clear community agreements. Adults work to create brave spaces that use reflective listening and honor both differences and commonalities.</p>

Early Elementary	Late Elementary	Middle School	High School	Adult
<p>3.D.1. Students describe what it means to be a helpful community member. Students can identify people in their learning environment and family that can support them when they need help.</p>	<p>3.D.2. Students identify appropriate, trusted people to seek support from based on their specific needs and recognize ways they can support others.</p>	<p>3.D.3. Students know when and where to proactively seek resources and supports and begin to understand the interdependence of members of a community.</p>	<p>3.D.4. Students identify and navigate different support networks. Students are advocates and allies for others' needs and recognize the interdependence of community resources.</p>	<p>3.D.5. Adults model and normalize accessing resources and assistance. They mentor students to become engaged, informed, and supportive community members.</p>
<p>3.E.1. Students name groups or communities they are a part of and their qualities. Students demonstrate pride in belonging to their groups or communities and take action to make others feel welcome.</p>	<p>3.E.2. Students demonstrate acceptance and inclusion of those who are different from themselves and value the contributions of the members of a diverse group.</p>	<p>3.E.3. Students reflect on how to build an accepting and inclusive learning community. Students collaborate to identify barriers to belonging for all individuals in their learning community. Students question the norms of groups and systems in healthy ways.</p>	<p>3.E.4. Students demonstrate inclusion by identifying learning community members that are or feel marginalized and centering those voices in order to deepen belonging for all. Students identify and interrupt group dynamics when they impede belonging.</p>	<p>3.E.5. Adults are aware of the ways group and power dynamics can help or impede learning, development, and inclusion. Adults elevate marginalized voices to increase a sense of belonging for all.</p>

Agency

Early Elementary	Late Elementary	Middle School	High School	Adult
<p>3.F.1. Students describe and demonstrate fairness toward others. Students can describe how rules can benefit some people over others. Students cooperate and play with peers respectfully.</p>	<p>3.F.2. Students can work cooperatively in a diverse group of peers. Students identify their own basic rights and the rights of others. Students begin to understand how bias, prejudice, stereotypes, and racism can play a role in how people act and make decisions. Students can give examples of how these issues can disrupt or harm groups in our society.</p>	<p>3.F.3. Students examine and reflect on how individuals act on their explicit and implicit bias, how some policies can contribute to injustice, and the damaging impact this can have on others and our society. Students explore intent versus impact.</p>	<p>3.F.4. Students are deepening their knowledge about how power and privilege can perpetuate inequities. Students understand the historical and ongoing individual and institutional impacts of bias, racism, misogyny, inequality, and patterns of injustice, including the rights of different groups.</p>	<p>3.F.5. Adults can identify and explain how power and privilege can perpetuate inequities and contribute to marginalization. Adults are aware of the historical and current inequities and the social issues of the community in which they work or live.</p>
<p>3.G.1. Students name ways that they can contribute to or participate in groups and communities and how they can be helpful, fair, compassionate, and respectful to those in other groups or communities.</p>	<p>3.G.2. Students explore the importance and power of community participation and service. Students collaborate with others to identify ways to contribute productively to their learning community.</p>	<p>3.G.3. Students accurately recognize inequities and community needs and collaborate with adults and peers to take action on real world issues in support of a more inclusive, caring, healthy, and just community.</p>	<p>3.G.4. Students identify and understand interconnected inequities in their community, state, and country and engage in civic, community, or service projects that support community empowerment and equity.</p>	<p>3.G.5. Adults model how to contribute to one's community by sharing their passion and the process of identifying and collaboratively addressing inequities.</p>

Relationship Skills

Introduction

Topic	Description
RELATIONSHIP SKILLS DEFINITION: Description of the competency, key ideas, and examples.	<p>The abilities to establish, maintain, and restore healthy and supportive relationships and to effectively navigate settings with differing social and cultural demands and opportunities among individuals and diverse groups. This includes the capacity to use restorative practices to reflect on the impact of their words and actions and to repair and heal relationships with others. Relationship skills include abilities such as:</p> <ul style="list-style-type: none">• Listening actively, communicating effectively, and self-advocating• Developing mutually healthy and productive relationships• Making and maintaining trusting, respectful friendships• Demonstrating gratitude• Demonstrating cultural humility and competence• Practicing collaborative problem-solving focused on the common good• Attending to harm or conflict through restorative practices• Resisting negative social pressure• Showing leadership and contributing productively in groups• Standing up for the rights of others <p>(Adapted from the CASEL 2020³¹)</p>

³¹ <https://casel.org/>

Topic	Description
<p>RELATIONSHIP SKILLS RATIONALE: Research-based reasons for developing this competency.</p>	<p>Developing relationship skills in students and adults is integral to:</p> <p>Positive development, school engagement and success: Supportive, nurturing relationships with adults are essential to the healthy and holistic development of all young people. Warm, caring relationships where educators have high expectations and appropriately challenge young people to grow contribute to a stronger connection to school and higher grades (Osher et al, 2020; Roehlkepartain, 2017). The quality of relationships between teachers and students impacts students’ participation, behavior, and long-term academic success (Roorda, 2011).</p> <p>Building healthy relationships and navigating conflicts: Restorative practices are used both to proactively build healthy relationships and community, and respond to conflict and wrongdoing with the goal of repairing harm, rebuilding relationships, and restoring community (CASEL, 2020). Additionally, students who engage in conflict resolution and peer mediation programs demonstrate greater academic achievement, increased social support, self-esteem, and well-being, and decreased victimization, anxiety, and depression (Johnson & Johnson, 1996).</p> <p>Cultural competency and humility: Cultural competence includes developing the capacity to navigate cultural differences; form connections with people from different social, racial, and cultural backgrounds in ways that honor their identity and culture; and solve problems across race, culture, gender, and social lines. Young people and adults require relationship skills in order to cultivate cultural humility “in which one recognizes the limitations of one’s own culture and sees diversity as a potential asset” (Jagers, Rivas-Drake, & Borowski, 2018, p. 7).</p>
<p>RELATIONSHIP SKILLS STUDENT AND COMMUNITY STATEMENTS: “I Can” and “We Can” short statements about the competency.</p>	<p>Student Statement: I can communicate clearly, listen to others, be open to solutions, and seek and offer help when needed to build positive and healthy friendships and other relationships with people who are similar and different from myself. I can make positive choices and prevent and resolve conflicts with care and respect.</p> <p>Community Statement: We can build a sense of social and community responsibility by building positive, constructive relationships with individuals of diverse perspectives, cultures, languages, histories, identities, and abilities. We can prevent and resolve conflicts in ways that maintain and heal relationships.</p>

Topic	Description
RELATIONSHIP SKILLS RESOURCES	Relationship Skills Resource Collection: https://www.caeducatorstogether.org/collections/iknw0k

Competencies

Identity

Early Elementary	Late Elementary	Middle School	High School	Adult
4.A.1. Students begin to identify inappropriate requests and situations. They understand they can say “no” and respect when others say “no” to them.	4.A.2. Students show progress in discerning and resisting inappropriate requests and demonstrate multiple strategies to navigate negative social pressure.	4.A.3. Students examine and reflect on how they make decisions, how their peers influence these decisions, and how to better navigate peer-pressure situations.	4.A.4. Students recognize the influence of negative peer pressure and actively work to assertively reject unwanted and unhealthy pressures.	4.A.5. Adults model prosocial relationships with colleagues and students alike by using appropriate communication when a personal value is compromised.
4.B.1. Students practice ways to be a leader and contribute to groups in their learning context.	4.B.2. Students understand that leadership skills can be learned and explore being leaders in ways that are important to them.	4.B.3. Students explore different types of leadership and recognize that different leadership capacities, skills, and styles are needed in varied contexts. Students increasingly take on leadership roles and reflect on and identify areas of improvement.	4.B.4. Students seek out leadership opportunities that are meaningful to them. Students recognize group dynamics, including power structures. Students participate in distributive leadership processes that leverage their cultural identity and lived experience.	4.B.5. Adults understand differences in leadership models, such as autocratic, democratic, distributive, etc. Adults demonstrate leadership among their colleagues, with families, and with students, and share their own leadership strategies and successes.

Belonging

Early Elementary	Late Elementary	Middle School	High School	Adult
<p>4.C.1. Students identify what it means to be a good friend. Students demonstrate gratitude toward others.</p>	<p>4.C.2. Students identify characteristics of friends and types and levels of friendship. Students identify why they are grateful for the people in their lives and proactively show gratitude in different ways.</p>	<p>4.C.3. Students examine and reflect on the changing nature of friendships and other relationships and the importance of a diverse peer network. Students recognize characteristics of healthy and unhealthy relationships. Students reflect on effective communication within a relationship and the potential impact technology can have on communication and relationships.</p>	<p>4.C.4. Students recognize the value of trust, rapport, and respect in developing healthy relationships across different racial, cultural, linguistic, gender, sexual orientation, religious, ability, and neurodivergent student groups. Students recognize the characteristics of healthy and unhealthy dating relationships. Students use a variety of culturally affirming strategies to show appreciation and gratitude to their peers and social networks.</p>	<p>4.C.5. Adults model being trusting friends, showing culturally affirming gratitude, and maintaining healthy relationships among people of different ages, races, cultures, linguistic backgrounds, neurodivergence, ability, genders, and sexual orientations.</p>

Early Elementary	Late Elementary	Middle School	High School	Adult
4.D.1. Students show willingness to learn about the cultures of others. Students take pride in their own culture and share information with others.	4.D.2. Students celebrate differences in other cultures. Students identify and demonstrate strategies to show respect for other cultures.	4.D.3. Students explore different cultural practices and world views. Students begin to develop skills for communication and interaction across cultures. Students recognize the importance of a lifelong commitment to reflection and self-critique as the foundation of cultural humility.	4.D.4. Students can identify and affirm the rich cultural diversity that exists in their community, state, and country. Students demonstrate appreciation for, curiosity about, and a willingness to better understand those who are different from them. Students maintain cultural humility through reflection and self-critique.	4.D.5. Adults model cultural humility and dedication to continuously strive toward cultural competence. Adults remain curious about and respectful of others' cultures, view difference as an asset, and share their own cultural experiences.

Agency

Early Elementary	Late Elementary	Middle School	High School	Adult
4.E.1. Students identify and talk through a problem and generate solutions with others.	4.E.2. Students use constructive strategies to communicate their perspective and listen openly to the perspectives of others to solve a problem.	4.E.3. Students work with peers and adults to come up with mutually acceptable solutions that address underlying concerns on both sides.	4.E.4. Students recognize the value of collaborative problem solving and actively engaging in empathic listening, respectfully communicating, and honoring equity of voice in order to find solutions and achieve a common goal.	4.E.5. Adults model the process of working with others to solve problems, engaging in active listening, practicing reciprocal vulnerability, and contributing to the common good.

Early Elementary	Late Elementary	Middle School	High School	Adult
<p>4.F.1. Students can effectively apologize by recognizing what happened and owning their own actions.</p>	<p>4.F.2. Students practice acknowledging their role in a conflict, how others were hurt, what they could do differently in the future, and how to repair harm and move forward constructively.</p>	<p>4.F.3. Students proactively use restorative approaches, including restorative questions in conflicts. Students increasingly take responsibility for harm they may cause and look for opportunities to repair relationships. Students practice forgiveness.</p>	<p>4.F.4. Students can participate in harm reparation by using restorative affective statements and restorative questions in order to communicate the impact of harm and hold community members accountable for their actions. Students are able to take responsibility for their own actions and can contribute to the collaborative process of harm reparation.</p>	<p>4.F.5. Adults model employing restorative justice steps including the five R's of relationship, respect, responsibility, repair, and reintegration. Adults adopt a restorative, healing-focused stance in their relationships with students and other adults.</p>
<p>4.G.1. Students communicate their own ideas, wants, and needs without negatively impacting others.</p>	<p>4.G.2. Students can communicate assertively and respectfully. Students advocate for their needs and compromise with others.</p>	<p>4.G.3. Students learn and practice nonviolent communication strategies. Students use their strengths to: improve communication; voice opinions directly, with tact; and advocate to have their wants and needs met. Students engage in respectful negotiation.</p>	<p>4.G.4. Students proactively use nonviolent communication strategies. Students consistently self-advocate and clearly communicate their needs and wants. Students are able to negotiate across differences and find mutually satisfactory compromises where appropriate.</p>	<p>4.G.5. Adults use nonviolent communication to clearly express their needs, advocate for themselves, and compromise with others. Adults are emotionally present and available to students, families, and colleagues.</p>

Early Elementary	Late Elementary	Middle School	High School	Adult
<p>4.H.1. Students recognize all people have the right to be treated fairly. Students understand the difference between tattling and reporting and know when it is important to report something to an adult.</p>	<p>4.H.2. Students recognize all people have the right to human dignity and justice. Students demonstrate upstander strategies, such as distraction and removing targets from bullying situations.</p>	<p>4.H.3. Students examine and reflect on the concept of microaggression. Students understand allyship and the bystander effect. Students understand that allyship is a continuous process that includes ongoing self-reflection.</p>	<p>4.H.4. Students demonstrate respect for human dignity and actively work to be allies for social and racial justice. Students practice calling out injustices, such as microaggressions, and standing up for their peers.</p>	<p>4.H.5. Adults regularly call out inequities, advocate for social and racial justice, and take action to promote the well-being, humanity, and dignity of others.</p>



DEFENDING EDUCATION

Responsible Decision-Making

Introduction

Topic	Description
<p>RESPONSIBLE DECISION-MAKING DEFINITION: Description of the competency, key ideas, and examples.</p>	<p>The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Responsible decision-making includes abilities such as:</p> <ul style="list-style-type: none">• Demonstrating curiosity and open-mindedness• Demonstrating honesty, integrity, and fairness• Learning how to make a reasoned judgment after analyzing information, data, and facts• Identifying solutions for personal and social problems• Anticipating and evaluating the consequences of one’s actions• Recognizing how critical thinking skills are useful both inside and outside of school• Reflecting on one’s role to promote personal, family, and community well-being• Considering personal and collective safety concerns• Evaluating personal, interpersonal, community, and institutional impacts <p>(Adapted from the CASEL 2020³²)</p>

³² <https://casel.org/>

Topic	Description
<p>RESPONSIBLE DECISION-MAKING RATIONALE: Research-based reasons for developing this competency.</p>	<p>Developing responsible decision-making skills in students and adults is integral to:</p> <p>Navigating ethical decisions: When students have a strong internalized moral identity—how important being a good person is to their sense of self—they are more motivated to behave in prosocial ways, even when they are not recognized for it, and less likely to be morally disengaged (Winterich et al, 2013).</p> <p>Acting responsibly across diverse settings to foster personal and collective well-being: Young people and adults develop the capacity “to engage in initiatives and to co-create structures and processes that are inclusive, equitable, and mutually supportive” (Jagers Rivas-Drake, & Borowski, 2018, p 7). Participating in civic life, working to advance justice for all people, and being of service to one’s community require a well-developed sense of social responsibility (Atwell, et al. 2021; Learning for Justice, 2018).</p> <p>Critical thinking skills and reasoning ability: Evaluating and judging social situations requires young people and adults to balance the different domains of social knowledge, distinguishing between issues that are moral and aspects that include other factors such as social and cultural conventions, personal values, and safety (Smetana, 2013).</p>
<p>RESPONSIBLE DECISION-MAKING STUDENT AND COMMUNITY STATEMENTS: “I Can” and “We Can” short statements about the competency.</p>	<p>Student Statement: I can demonstrate responsibility by identifying consequences of my actions, finding solutions to problems, and making choices that will protect the safety and well-being of myself and others.</p> <p>Community Statement: We can make ethical decisions and behave responsibly by taking into account each community member’s diversity and experiences. We can make decisions that promote collective well-being and safety by considering all perspectives, possible solutions, and consequences.</p>

Topic	Description
RESPONSIBLE DECISION-MAKING RESOURCES	Responsible Decision-Making Resource Collection: https://www.caeducatorstogether.org/collections/deayi8

Competencies

Identity

Early Elementary	Late Elementary	Middle School	High School	Adult
5.A.1. Students express curiosity and openness to new people and situations. Students are interested in new experiences.	5.A.2. Students understand the importance of curiosity and practice staying open minded when meeting diverse groups of people or in new situations.	5.A.3. Students intentionally practice curiosity and approach diverse groups with open-mindedness. Students seek out new experiences from which they can grow.	5.A.4. Students deepen their curiosity and practice an inquiry stance in all social situations. Students willingly challenge themselves to participate in new learning experiences beyond their comfort zone.	5.A.5. Adults model being curious about others, including their experiences and points of view. Adults share ways in which they have grown and are currently growing through their interactions with others.

Early Elementary	Late Elementary	Middle School	High School	Adult
<p>5.B.1. Students demonstrate honesty and fairness and can explain the importance of both to relationships. Students explore caring and ethical actions on behalf of our planet.</p>	<p>5.B.2. Students demonstrate honesty and integrity in their interactions with others and insist on fairness from peers and adults in all contexts. Students begin to understand and explore the consequences of unethical actions to our planet.</p>	<p>5.B.3. Students understand the concepts and importance of ethics and can apply them in their personal and learning contexts. Students understand their role and others' roles in the ethical use of our planet's resources.</p>	<p>5.B.4. Students apply the concepts of honesty, integrity, justice, and fairness by calling out injustices and inequalities. Students actively engage in environmental justice causes both at school and in their community.</p>	<p>5.B.5. Adults act as models of fairness, honesty, and integrity and hold their students to similar high standards. Adults model ways to promote environmental equity and justice.</p>
<p>5.C.1. Students describe personal and social problems and can name possible solutions with support.</p>	<p>5.C.2. Students generate multiple feasible solutions for personal and social problems and identify when help is needed to solve a problem.</p>	<p>5.C.3. Students apply an improvement-orientation and perspective to personal and social problems and can facilitate problem-solving conversations among peers.</p>	<p>5.C.4. Students can assess, analyze, and develop a problem statement to personal, social, or political issues impacting their community. Students can approach such problems with a collaborative improvement-orientation.</p>	<p>5.C.5. Adults responsibly solve personal and social problems. Adults model ways to explore personal, social, and political issues; gather information; and propose (and, if possible, test) improvement strategies.</p>

Belonging

Early Elementary	Late Elementary	Middle School	High School	Adult
<p>5.D.1. Students understand why safety rules exist. Students can describe physically unsafe behaviors and choices in their learning and home environments. Students can demonstrate safe behavior.</p>	<p>5.D.1. Students understand physical and emotional safety and demonstrate safe choices in the learning environment. Students actively consider the physical and emotional safety of others. Students explore how safety can be tied to identity.</p>	<p>5.D.3. Students differentiate and honor their own and others' physical, emotional, and intellectual safety and know how identity impacts safety. Students adhere to learning environment safety standards and increasingly assess risk for themselves.</p>	<p>5.D.4. Students can accurately identify physical, intellectual, emotional, and social safety considerations for themselves and for others based on identity and social factors in real-world scenarios. Students accurately discern the difference between risky and safe behaviors and actions.</p>	<p>5.D.5. Adults model honoring the emotional, intellectual, and physical safety of themselves and others by creating a safe and brave learning environment. Adults recognize that safety is a relative concept and is influenced by identity and social factors.</p>
<p>5.E.1. Students identify ways that they can help and why it is important to be a helper at home, at school, and in other settings. Students begin to explore the concept of citizenship and what it means to be a good citizen or participant in a democracy.</p>	<p>5.E.2. Students develop an understanding of the common good and how it contributes to collective well-being. Students explore the benefits and responsibilities of democratic citizenship.</p>	<p>5.E.3. Students explore their own role as a caring citizen and resident and their social responsibility to participate in our democracy to advance collective well-being. Students reflect on the role of civic leaders and elected representatives.</p>	<p>5.E.4. Students recognize their role as civic-minded members of a democratic society. Students engage in civil discourse about current events and engage in advocacy and actions that promote care and community well-being.</p>	<p>5.E.5. Adults embody being a caring and responsible citizen and resident. Adults advocate for student and community well-being and a more equitable society through civic engagement and active participation in our democracy.</p>

Agency

Early Elementary	Late Elementary	Middle School	High School	Adult
<p>5.F.1. Students can explain and begin to practice stop, think, act strategies.</p>	<p>5.F.2. Students know and regularly practice decision-making strategies and use critical thinking to identify choices that result in the best outcomes for all involved.</p>	<p>5.F.3. Students deepen their understanding of critical thinking and how to use discernment in making judgements and decisions. Students apply these skills with media messages and online sources.</p>	<p>5.F.4. Students demonstrate higher-order thinking skills (e.g., critical thinking, cognitive flexibility, analysis, integration) and show discernment, use of facts, and thoughtfulness in their decision-making. Students apply critical thinking in all aspects of their life and relationships, including interactions online.</p>	<p>5.F.5. Adults model the process of using data and facts to make decisions. Adults share how they gather data, synthesize, apply, and reflect on it in new situations to make informed decisions.</p>
<p>5.G.1. Students can name the likely consequences of their actions with support. Students explore cause and effect and how choices can have impacts far beyond themselves.</p>	<p>5.G.2. Students anticipate consequences of their own and other's actions with increasing accuracy. Students identify the impact of different activities and opportunities on themselves, their relationships, and learning contexts.</p>	<p>5.G.3. Students anticipate the most likely consequences of their own and others' actions. Students identify the impacts of choices on their short- or longer-term goals and on their wider community, country, and the planet.</p>	<p>5.G.4. Students reliably and proactively anticipate the consequences of their actions. Students demonstrate complex understanding of the interconnected impacts of one's choices and demonstrate accountability for their actions.</p>	<p>5.G.5. Adults predict how they may feel and respond in various situations and share how they evaluate the impact of these choices on others. Adults understand and share how their own words, thoughts, and actions have impacted themselves and others in a variety of contexts.</p>

Transformative Social and Emotional Learning Conditions for Thriving

The Conditions for Thriving expand upon the California SEL Guiding Principles³³ to provide recommended practices and actions that adults across the education system can use to co-create conditions that support T-SEL development. Implemented thoughtfully and consistently, and in collaboration with leaders working at all levels of the education system, these practices and actions can support development of equity-focused learning environments in which children, youth, and adults have opportunities to develop and practice T-SEL skills. To be clear, leaders at all levels of the system must work together to create the conditions necessary to support T-SEL development.

The examples provided can be used to systematically assess conditions for the purposes of improvement, to expand and enrich practice, and ensure T-SEL is woven throughout the teaching and learning experience. A readiness and reflection tool is also available to support this self-assessment. The CDE does not recommend that leaders try to do everything at once. Instead, select focus areas for conditions improvement work and aim to make progress incrementally over time.

All adults working across the education system are encouraged to implement the following practices to successfully co-create T-SEL Conditions for Thriving:

- Value positive relationships and belonging as conditions for learning and promote educational climates that are welcoming, inclusive, culturally responsive, identity affirming, and empowering for all students, staff, families, and community partners.
- Cultivate affirming, caring relationships with families that engage them as partners in their child's learning and create a climate that affirms the strengths, values, cultures, and lived experiences of students and families of diverse racial-ethnic identities.
- Involve educators, students, family, and community members representative of varied gender, racial, ethnic, and socioeconomic backgrounds in decision-making processes. Articulate shared language for T-SEL and its direct connection to whole child development and learning.
- Adopt culturally informed and affirming policies and that reinforce equity, inclusion, and anti-racism. Use T-SEL to address bullying, racism, and disparities to cultivate advocacy and decrease adversity.
- Demonstrate self and social awareness as it relates to the demographics of the student body and community. Notice whose perspectives and modes of communication are dominant in meetings, discussions, school processes, and

³³ <https://www.cde.ca.gov/eo/in/documents/selguidingprincipleswb.pdf>

events and seek out or elevate the voices of individuals from marginalized groups.

- Model and practice T-SEL competencies with all people, in all settings, and all aspects of work to foster engagement and belonging and regularly engage in reflective practice regarding implementation and modeling of T-SEL competencies.

To assist in local efforts, the CDE and its partners have curated a collection of resources at <https://www.caeducatorstogether.org/collections/sel-for-california-master-collection> to support a collaborative, systemic approach to co-creating conditions for thriving. Additional, detailed recommended practices and actions for specific audiences are provided in the following sections.

Classroom and Expanded Learning Leaders

The guidance below builds upon the California SEL Guiding Principles to provide recommended practices that classroom and expanded learning program leaders (educators) can use to co-create conditions that support T-SEL development.

Social and Emotional Learning Guiding Principle 1: Adopt Whole Child Development as the Goal of Education

Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness. Name SEL as not a “nice to have,” but a “must have” to ensure student success in school, work, and community.

Subprinciple 1A. Systems Change

Embed and promote SEL across all education and youth development systems and structures, including but not limited to: vision statements, strategic plans, budgetary decisions, staffing, professional learning, schoolwide policies, curricular adoption criteria, instructional practices, and instructional quality assessments.

Educators understand the importance of T-SEL and its direct link to whole child development, academic achievement, and wellness. They incorporate T-SEL into curriculum, instruction, and activities that promote a positive classroom climate.

- Strive to integrate T-SEL competencies into all content areas, instructional strategies, classroom procedures, and learning activities.
- Plan varied learning experiences informed by assessment and differentiate instruction to address the unique needs of each student.

- Inform improvements in T-SEL skills instruction and learning opportunities with a strengths-based measure of student social-emotional growth.

Subprinciple 1B. Diverse and Inclusive Leadership Teams

Systems change is most effectively driven by bringing together educator, student, family, and community member representatives of varied gender, racial, ethnic, and socioeconomic backgrounds.

Educators are members of diverse school leadership teams, professional learning communities, and problem-solving teams that integrate T-SEL into the classroom environment and instructional practices.

- Seek input from and work alongside colleagues, students, families, and community members to infuse T-SEL content and model SEL practices into classroom, school, and district structures and systems.
- Leverage participation on existing leadership teams to influence agendas, scope of work, and goals to reflect diverse perspectives of the broader community.

Subprinciple 1C. Social and Emotional Learning Skills Development

Students and adults must have opportunities to practice, demonstrate, and reinforce social and emotional skills within the context of supportive relationships. Additionally, social and emotional skills instruction and integration into academic content areas contribute to a comprehensive approach.

Educators model, integrate, scaffold, and coach T-SEL competencies throughout content instruction and classroom management processes, explicitly teach T-SEL skills, and provide opportunities to practice skills in all grade levels and settings. They use reflective practice to challenge their own thinking, examine assumptions and implicit bias, and mitigate bias within their practice and school.

- Center practice in positive, affirming relationships with all students and colleagues, grounded in genuine positive regard, a growth mindset, and a strengths-based approach.
- Reflect on their own mindset and practices, classroom policies and procedures, and management strategies for congruence with T-SEL competencies.
- Communicate T-SEL expectations and outcomes and help students identify, practice, and reflect on T-SEL competencies and skills throughout the day.
- Empower students by encouraging student voice and choice and providing multiple opportunities for leadership, problem solving, and decision-making to promote student agency.

Subprinciple 1D. Student Centered Discipline Policies and Practices

Discipline policies that are aligned with promoting social and emotional growth, as opposed to punishment and exclusion, have been shown to yield the strongest student outcomes while offering the opportunity to repair harm and build community.

Educators cultivate a classroom environment, behavioral expectations and norms, and learning experiences that are culturally affirming, developmentally appropriate, and supportive of individual needs.

- Build student agency and buy-in on classroom management processes through co-creation of agreements and norms and ownership in classroom practices.
- Use T-SEL competencies to teach and reinforce positive behaviors with a growth mindset, acknowledging the role of educators in addressing student needs and providing opportunities for learning more proactive behavior.
- Use restorative and trauma-informed practices to address behavior and disciplinary issues with students, seeking a deeper understanding of students who may come to school with excessive stressors, trauma, and/or neglect impacting their readiness to learn and be part of the classroom community.
- Include student-led problem solving, conflict resolution, and restorative practices that address relationships and interactions within the school community and center reflection and collective health and well-being.

Subprinciple 1E. Climate and Culture

SEL and school climate are interrelated and reciprocal. A positive school climate and culture can be developed when community members are building strong social and emotional skills.

Educators scaffold T-SEL competencies to co-create an empowering classroom climate where the identities of all students are affirmed and respected, student knowledge and lived experiences are valued, and students are active participants in maintaining a caring, inclusive, and collaborative learning community.

- Model cultural and intellectual humility, a growth mindset, and make your own growth and learning visible.
- Cultivate responsive, respectful, and inclusive interactions among students with multiple opportunities for active listening and constructive communication throughout the day.
- Foster a growth mindset among students, normalize challenge and failure as part of the learning process, and help students acknowledge their progress and accomplishments.

- Support high expectations for all: Engage student agency through critical thinking and decision-making to create norms, design or refine procedures, and generate class plans.
- Provide multiple opportunities across disciplines to take diverse perspectives and develop empathy and compassion through the ability to reflect on their own and others' feelings and actions.

Social and Emotional Learning Guiding Principle 2: Commit to Equity

All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.

Subprinciple 2A. Address the Opportunity Gap

Opportunities to build SEL skills must be offered to all students and not be determined by race, ethnicity, national origin, religion, age, sex, sexual orientation, gender identity, disability, language, socioeconomic status, documentation status, or ZIP code

Educators teach for equity and social justice through explicit instruction, modeling, coaching, practicing, and integrating T-SEL skills into instruction, classroom management, and disciplinary processes in school and expanded learning settings.

- Acknowledge that racism and cultural bias negatively impact the academic performance and school experience for historically marginalized student groups.
- Consider how their own identity frames their perspectives of student learning, behavioral expectations, and their own teaching practice.
- Engage in reflective practice to become aware of unconscious biases and deficit-focused narratives in order to interrupt deficit thinking, adopt affirmation of strengths, and use of cultural assets as a basis for learning.
- Commit to proactively addressing acts of racism, bias, and bullying in the classroom, school, or community, as well as mitigating the indirect impact of longstanding inequitable educational policies and school practices.
- Dialogue with colleagues, parents, students, and community partners about equity, inclusion, and educational disparities and ways to best incorporate lived experiences and cultural assets.

Subprinciple 2B. Ensure Representation

When the educator workforce is representative of, and connected to, the student body, academic, social, and emotional outcomes improve for students.

Educators value a diverse faculty and staff and support representation inclusive of historically marginalized groups.

- Offer alliance to faculty from historically marginalized groups to have opportunities that fairly support their contributions around diversity, equity, and inclusion.

Subprinciple 2C. Student and Adult-Led

SEL efforts are most effective when schools are participatory and engaging and diverse student voices are included in decision-making and improvement efforts.

Educators support T-SEL development through the use of instructional and classroom management processes that facilitate student agency, engagement, and empowerment.

- Provide students opportunities to make choices as appropriate throughout the day, including instructional content, processes and modalities, preferred activities, and interests.
- Invite student perspectives, ideas, and feedback to improve the classroom program, with care to include students whose voices are marginalized or quiet.
- Design learning activities that foster collaboration, applied problem solving, and creating products demonstrating skills or content knowledge.
- Collaborate with students, families, and community partners to create curriculum and learning activities that build on students' cultural assets (knowledge, skills, languages, and community connections).
- Tap into student interest, sense of responsibility to their community, and potential as change agents to engage in action-oriented research and social justice advocacy.

Subprinciple 2D. Healing Informed

Educational experiences must seek to counteract the institutional and structural biases and related traumas that often drive inequitable outcomes for students.

Educators provide a classroom experience that is emotionally safe, healing-informed, culturally responsive, and inclusive. Learning experiences are personalized, differentiated, and focused on developing student agency and empowerment.

- Understand the effects of trauma and multigenerational trauma on child development and learning.
- Teach students about the impact of trauma on the human brain and body in a developmentally appropriate manner that promotes student awareness and builds agency in coping, wellness, and resilience.
- Identify safe spaces for students who need a break from the learning environment, provide students with resources that support self-regulation and restoration during the break, and establish processes for a clear path back to learning activities.
- Adopt healing-informed and restorative practices that acknowledge and attempt to mitigate institutional racism and structural biases that have resulted in traumas and inequitable outcomes.
- Facilitate student agency by providing opportunities to address issues of social and environmental justice and equity in the school and community as part of a standards-based curriculum.

Social and Emotional Learning Guiding Principle 3: Build Capacity

Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.

Subprinciple 3A. Positive Relationships and Belonging

To cultivate resilience to adversity and build the foundation for social and emotional growth, ensure every student and adult feels that they belong, have value, and have a network of caring peers for support.

Educators cultivate meaningful, authentic, reciprocal relationships with students; facilitate relationships between students; and reflect a climate of empathy, appreciation, and respect for all.

- Show genuine interest in student identities, lived experiences, talents, and ideas, and reciprocally share their own identities, interests, and experiences.
- Devote time to relationship development with the use of T-SEL embedded in content areas, community circle discussions, goal setting exercises, and other instructionally-focused activities that allow students to reflect on and share about themselves.
- Create an inclusive classroom community that welcomes extended family members and community partners and engage in behaviors that reinforce

belonging, invite participation, and show appreciation for all members of the learning community.

- Cultivate peer to peer relationship development through intentional instructional practices that incorporate T-SEL and include collaborative or cooperative learning; inquiry-focused activities, hands-on opportunities; service-learning, creative expression, and civic engagement.

Subprinciple 3B. Student and Adult Competencies

Identify specific, research-based social and emotional competencies to address, such as self-awareness, self-management, social awareness, relationship skills, and responsible-decision making, or related pro-social mindsets and affective skills. Ensure common definitions of competencies are used.

- See T-SEL Competencies

Subprinciple 3C. Developmental Standards

To bring intentionality to practice, identify SEL teaching and learning standards or indicators that are responsive to student strengths and needs.

- See T-SEL Competencies

Subprinciple 3D. Pre-Service Training and Ongoing Professional Learning

Schools of education and ongoing professional learning should address student social and emotional development as well as personal growth strategies, including addressing bias, among those working with children, such as educators and other adult staff.

Educators participate in ongoing professional learning opportunities to share best practices in systemic T-SEL and support teacher candidates and colleagues to learn about T-SEL in professional practice.

- Participate in professional learning experiences, aligned to the Quality Professional Learning Standards,³⁴ to continuously improve T-SEL integration into the curriculum.
- Leverage and expand T-SEL knowledge by collaborating with colleagues to design and implement professional learning experiences regarding T-SEL practices and evidence-based instructional approaches.

³⁴ <https://www.cde.ca.gov/pd/ps/qpls.asp>

- Provide opportunities for teacher candidates and colleagues to observe models of T-SEL, practice T-SEL instruction in classrooms and expanded learning programs, and receive feedback to improve practice.

Social and Emotional Learning Guiding Principle 4: Partner with Families and Community

Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.

Subprinciple 4A. Family Engagement

Provide families with options for meaningful contributions to, and participation in, their child’s learning experience to build respectful, mutually beneficial relationships.

Educators develop relationships with families as valuable partners in student learning, provide multiple pathways for meaningful engagement, and connect cultural assets and knowledge to enhance T-SEL and student well-being.

- Engage in relationship development with families by sharing about themselves both as an educator and community member and learning about the family structure, cultural and educational values, and goals for their student.
- Plan classroom events with working families in mind. Offer classroom visits, events, or other ways to welcome families into the classroom at non-instructional times to meet the teacher, see the environment, ask questions, and voice concerns or suggestions.
- Actively seek input from families around T-SEL. Develop multiple opportunities for meaningful engagement (via surveys, meetings, classroom activities) and use input from families to determine desired outcomes and co-construct strategies to promote culturally sustaining and empowering T-SEL skill development.
- Communicate through multiple venues (e.g., newsletters, personal communications, calendar, shared digital folders, parent engagement apps, and at school events), using culturally and linguistically appropriate outreach, in order to connect with all families.
- Share positive, affirming anecdotes with families, such as student T-SEL skill development; kind, inclusive behavior; leadership; creativity; or other contributions to the classroom and school to highlight student success.

Subprinciple 4B. Expanded Learning

Establish shared goals across all youth serving settings, such as after school programs and summer learning programs, to leverage capacity and increase shared responsibility for positive student outcomes.

Educators in classroom and expanded learning settings work in concert to establish a consistent, comprehensive learning experience with shared responsibilities and student outcome goals.

- Are welcoming, build and maintain trust, and promote a sense of belonging through supportive relationships with expanded learning participants.
- Hold participants to high expectations for behavior and achievement by acknowledging positive behavior and participant accomplishments and intervene with care when youth or adults are engaged in physically or emotionally unsafe behavior.
- Provide a variety of activities that are active, collaborative, hands-on, or project-based, and are of high-interest to participants.
- Operate and continuously improve programs consistent with the Quality Standards for Expanded Learning in California.³⁵
- Create intentional learning experiences that are relevant to the students and are designed to promote and allow students to practice specific social and emotional skills. Staff can identify and name the skills they are supporting participants to develop.

Subprinciple 4C. Early Learning

Consider the inclusion of early learning and care programs as SEL systems are developed.

Educators serving in early childhood programs expand foundational SEL and anti-bias education to develop and center T-SEL competencies for young children and adults.

- Integrate T-SEL competencies in conjunction with the California Social Emotional Development Preschool Learning Foundations, and California Preschool Curriculum Framework.

³⁵ https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028

- Seek to continuously improve programs consistent with the California Early Childhood Educator Competencies³⁶ and integrate core CDE early learning best practices, inclusive of T-SEL competencies.
- Understand that, across preschool through grade three, there are developmentally appropriate T-SEL practices and integrate T-SEL in accordance with developmentally appropriate practices.
- Provide ample opportunities for children to practice and develop T-SEL skills in play.
- Employ culturally and linguistically responsive teaching strategies and foster environments that develop appreciation, honor, and respect for all students and families.

Subprinciple 4D. Community Partnerships

Address the basic needs of students and families, including social and emotional well-being, through partnerships with community-based organizations and other local stakeholders.

Educators develop caring and affirming relationships with students and families that include regular check-ins regarding well-being and basic needs, remaining alert to indications that students or families would benefit from assistance, and linking families to community support.

- Proactively send general information home to families about self-care, community resources, and basic services available in the community.
- Learn about, and respectfully connect families to, community resources as appropriate.
- Introduce students or families to school-community liaisons, related services personnel, and organizations.

Social and Emotional Learning Guiding Principle 5: Learn and Improve

Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.

³⁶ <https://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf>

Subprinciple 5A. Implementation Plans and Progress Monitoring

To drive high quality implementation, conduct comprehensive planning, monitor implementation, and adopt policies and practices which highlight places where additional resources or supports are most necessary.

Educators embed strategies and tools in their instructional practices to monitor student growth in T-SEL skills and adapt or refine practices for systemic T-SEL development based on the analysis of multiple measures.

- Engage in continuous improvement practices to increase opportunities for students to learn and practice T-SEL competencies.
- Include student reflection as a regular part of lesson design with such questions as: what they are learning, what they want to learn next, and what they perceive as barriers to success.
- Monitor small group work to informally assess students' ability to work collaboratively with peers.

Subprinciple 5B. Measurement

Educators working to improve students' social and emotional skills should track linked outcomes, such as school climate and the quality and quantity of opportunities for students to learn and practice social and emotional skill building in both the school day and expanded learning settings. Educators that choose to directly assess students' social and emotional skills should use evidence-based, improvement-focused tools.

Educators evaluate the climate, conditions for learning, and opportunities for T-SEL development available throughout their classroom or program and plan improvements to increase the quantity and quality of T-SEL building experiences.

- Assess the results of explicit T-SEL instruction for collective classroom group skill development and reteach or increase opportunities to practice more challenging skills.
- Monitor opportunities for students to learn and practice T-SEL in the classroom processes and management practices.
- Provide students with opportunities for self-reflective measurement through the use of rubrics and inventories in assessing academic progress and growth.

School Leaders

The guidance below builds upon the California SEL Guiding Principles to provide recommended practices that school leaders can use to co-create conditions that support T-SEL development.

Social and Emotional Learning Guiding Principle 1: Adopt Whole Child Development as the Goal of Education

Take a systems approach to promoting student academic, SEL; physical well-being; and college, career, and civic life readiness. Name SEL as not a “nice to have,” but a “must have” to ensure student success in school, work, and community.

Subprinciple 1A. Systems Change

Embed and promote SEL across all education and youth development systems and structures, including but not limited to: vision statements, strategic plans, budgetary decisions, staffing, professional learning, schoolwide policies, curricular adoption criteria, instructional practices, and instructional quality assessments.

School staff establish T-SEL as foundational to whole child development, learning, and well-being for students and adults; incorporate T-SEL into the educational mission, school climate, and all programs and activities.

- Incorporate T-SEL competencies in all meetings, processes, and procedures related to staff, families, community partners, and students to model T-SEL competencies and facilitate adult development.
- Sustain staff collaboration time to plan and review integration of T-SEL in academics, classroom management, and student guidance; explicit T-SEL instruction; and reinforce adult competency.
- Routinely examine policies, processes, curriculum, and instruction for robust, equity-centered content, informed by quantitative and qualitative data with input from stakeholders.
- Advance culturally responsive education and collaborate with families, community organizations, and students in providing opportunities for student engagement and agency in the broader community.

Subprinciple 1B. Diverse and Inclusive Leadership Teams

Systems change is most effectively driven by bringing together educator, student, family, and community member representatives of varied gender, racial, ethnic, and socioeconomic backgrounds.

School leaders facilitate diverse school leadership teams, professional learning communities, and problem-solving teams that integrate T-SEL in classroom environment and instructional practices.

- Convene a collaborative team to facilitate an Implementation Plan for Schoolwide T-SEL that articulates goals for T-SEL integration throughout the school program, including strengthening adult T-SEL, promoting T-SEL for students, and continuous improvement mechanisms.
- Involve educators, students, family, and community members representative of varied gender, racial, ethnic, and socioeconomic backgrounds in decision-making processes for all aspects of the school program and operations, planning, budgetary decisions, curriculum, and policy.
- Engage in cultural and historical analysis, value cultural assets, and affirm diverse identities and lived experiences of all students and families.

Subprinciple 1C. Social and Emotional Learning Skills Development

Students and adults must have opportunities to practice, demonstrate, and reinforce social and emotional skills within the context of supportive relationships. Additionally, social and emotional skills instruction and integration into academic content areas contribute to a comprehensive approach.

School leaders and staff model, scaffold, reinforce, and coach T-SEL competencies for students and adults throughout the physical campus and all school programs and services.

- Communicate the importance of T-SEL skill development and practices as core to the academic mission of the school.
- Engage staff in creating a healthy culture and positive school climate to support the practice of T-SEL competencies by all students and adults in the school.
- Reflect T-SEL signature practices, such as a welcoming ritual, engaging practices, and optimistic closure, in school-related meetings and conference agendas.
- Incorporate T-SEL into processes, practices, and policies such that T-SEL skills are visible as processes and policies are enacted.
- Facilitate Professional Learning Communities (PLCs) for ongoing peer coaching and observation, practice sharing, and evaluation for integration of T-SEL in academic content, instruction, and classroom management.

Subprinciple 1D. Student Centered Discipline Policies and Practices

Discipline policies that are aligned with promoting social and emotional growth, as opposed to punishment and exclusion, have been shown to yield the strongest student outcomes while offering the opportunity to repair harm and build community.

Schools develop student discipline policies and practices that are grounded in relationships; go beyond compliance; are developmentally appropriate, instructive, and equitably applied; and meet the needs of students.

- Adopt discipline policies and practices that are proactive, grounded in positive behavioral support, minimize punitive and reactive approaches, and are applied equitably across all student demographics.
- Engage in critical examination of student discipline processes that focus on systemic, environmental, and contextual causes rather than child deficits and consider the effects of trauma, acculturative stress, and cultural heterogeneity in behavioral expectations.
- Recognize when teachers and staff need support, and provide assistance that meets the needs of the staff member.
- Monitor and support staff well-being and enact plans to reduce staff stress.

Subprinciple 1E. Climate and Culture

SEL and school climate are interrelated and reciprocal. A positive school climate and culture can be developed when community members are building strong social and emotional skills.

Schools center T-SEL practice and equity to create a safe, inclusive culture and school climate.

- Create a culture that is characterized by positive interpersonal relationships and inclusion; affirm student identities and cultural heritage and value each student as an important school community member.
- Ensure each student is consistently connected to supportive adults through advisories, homerooms, self-contained classrooms, school-within-a-school formats, mentoring programs, or specialized programs (arts, music, career-technical).
- Display student-created work (that encompasses a variety of styles, content, and developmental levels) representative of diverse identities, created with a wide range of media, and tied to curriculum or school vision.

- Understand time as a resource for T-SEL and allow adequate time for relationship development, critical thinking, and collaboration for both students and adults, as evidenced by such strategies as block scheduling, homeroom or advisory, class circles or meetings, and looping arrangements.
- Provide collaborative and communal learning opportunities: staff and students engage with one another across grade levels in community-building and service learning in the broader community.

Social and Emotional Learning Guiding Principle 2: Commit to Equity

All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.

Subprinciple 2A. Address the Opportunity Gap

Opportunities to build SEL skills must be offered to all students and not be determined by race, ethnicity, national origin, religion, age, sex, sexual orientation, gender identity, disability, language, socioeconomic status, documentation status, or ZIP code.

Schools comprehensively address equity and social justice through the promotion of T-SEL and culturally-informed practices and policies that build on the strengths of students, families, educators, and communities.

- Value and be responsive to the identities, cultures, and heritage of students; welcome families and community organizations as valued members of the school community; and integrate cultural knowledge in curriculum development, instructional strategies, classroom practices, and community projects or events.
- Routinely examine disaggregated student data to inform and drive needed schoolwide services.
- Examine current policies and practices to assess whether any may disadvantage youth from historically marginalized communities and further contribute to disparities in achievement, disproportionality in special education and discipline outcomes, and inequitable opportunities.
- Commit to proactively addressing acts of racism, bias, and bullying in the classroom, school or neighboring community, as well as mitigating the indirect impact of longstanding inequitable educational policies and school practices.

Subprinciple 2B. Ensure Representation

When the educator workforce is representative of, and connected to, the student body, academic, social, and emotional outcomes improve for students.

Schools actively recruit, hire, and retain more educators from historically marginalized groups to ensure a diverse educator workforce.

- Center voices and lived experiences of educators from historically marginalized groups during schoolwide training and staff development.
- Routinely examine the racial, ethnic, and linguistic demographics of the educator workforce as it relates to the communities they serve.
- Feature, highlight, and celebrate cultural content that goes beyond heroes and holidays.
- Consider leadership development opportunities for educators from historically marginalized groups.

Subprinciple 2C. Student and Adult-Led

SEL efforts are most effective when schools are participatory and engaging and diverse student voices are included in decision-making and improvement efforts.

Schools engage staff, students, and families in shared power and decision-making to align school programs to T-SEL practice, including teaching and learning; behavioral norms; academic, creative, and social enrichment; leadership opportunities; and professional learning.

- Use T-SEL practices in meetings, parent conferences, and professional learning groups to foster engagement and belonging.
- Convene a collaborative T-SEL implementation group with staff, students, families, and district and community partners that centers the voices and insights of members from historically marginalized groups.
- Engage in reflective practice and elicit student voice to determine ways to increase student agency throughout school year, across school programs and services, and in daily practice.
- Promote agency and leadership in students, staff, and families from historically marginalized groups in identifying and addressing issues of equity in the school program.

- Acknowledge that students are most engaged when they actively participate in learning and make decisions about what and how they learn, and align instruction and programs accordingly.

Subprinciple 2D. Healing Informed

Educational experiences must seek to counteract the institutional and structural biases and related traumas that often drive inequitable outcomes for students.

School staff create and maintain a welcoming, inclusive, emotionally safe, culturally-sustaining learning culture focused on removing systemic barriers to success by ensuring each student has access to meaningful, rigorous learning opportunities, enrichment experiences, and the individualized supports necessary to develop their talents and thrive.

- Provide educators with professional learning and coaching for T-SEL, Universal Design for Learning, trauma-informed practices, anti-racist teaching, culturally-sustaining pedagogies, and differentiated instruction.
- Use curriculum that reflects an accurate representation of historical and current systems, including examination of inequities and disparities across historically marginalized groups and accurate attribution of accomplishments and contributions of people from historically marginalized groups
- Engage students, families, and community partners in evaluating the school program, including school climate, curriculum, instructional practices, and enrichment opportunities for student agency, empowerment, and community connectedness.
- Collaborate with families and community partners to build opportunities for student learning and assessment that include advocacy for social and environmental justice in real-world contexts to increase student agency in addressing issues of concern.
- Celebrate, acknowledge, or award diverse types of engagement and achievement, including but not limited to, individualized goals set by students, collective accomplishments, service contributions, cultural knowledge or skill, and collective awards as well as individual.

Social and Emotional Learning Guiding Principle 3: Build Capacity

Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.

Subprinciple 3A. Positive Relationships and Belonging

To cultivate resilience to adversity and build the foundation for social and emotional growth, ensure every student and adult feels that they belong, have value, and have a network of caring peers for support.

Schools build positive relationships with students, families, staff, and community partners by creating a welcoming, inclusive, culturally responsive climate; being available and responsive; inviting participation; and conducting school business with appreciation and respect for all.

- Develop a culture that is welcoming, caring, inclusive, and collaborative, where resources are equitably distributed and shared and staff use T-SEL skills to critically engage and support one another in job-related challenges.
- Reflect on the status of student belonging and plan strategies to increase opportunities for all students to have a sense of belonging and importance to the school community.
- Offer student leadership and training opportunities to build student agency and capacity in relationship development, inclusion, and restorative practice.
- Have time and flexibility to access peers as needed to engage support for problems of practice.
- Work with classroom educators and parents to achieve shared leadership for maintaining a positive climate and addressing relational issues that arise with restorative practice.

Subprinciple 3B. Student and Adult Competencies

Identify specific, research-based social and emotional competencies to address, such as self-awareness, self-management, social awareness, relationship skills, and responsible-decision making, or related pro-social mindsets and affective skills. Ensure common definitions of competencies are used.

- See T-SEL Competencies

Subprinciple 3C. Developmental Standards

To bring intentionality to practice, identify SEL teaching and learning standards or indicators that are responsive to student strengths and needs.

- See T-SEL Competencies

Subprinciple 3D. Pre-Service Training and Ongoing Professional Learning

Schools of education and ongoing professional learning should address student social and emotional development as well as personal growth strategies, including addressing bias, among those working with children, such as educators and other adult staff.

Schools provide ongoing professional learning opportunities for staff and partner with local educator preparation programs through fieldwork and ongoing professional development opportunities to share best practices in systemic T-SEL.

- Provide professional learning aligned to the Quality Professional Learning Standards³⁷ for all staff schoolwide focused on the infusion of T-SEL throughout all school programs.
- Engage in reciprocal practice with educator preparation programs regarding T-SEL practices and evidence-based instructional approaches.
- Collaborate with educator preparation programs to implement and research effective programs in developing anti-racist leaders, educators, and students.
- Provide opportunities for candidates to see outstanding models of T-SEL, practice T-SEL instruction in their fieldwork classroom, and receive feedback to improve practice.

Social and Emotional Learning Guiding Principle 4: Partner with Families and Community

Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.

Subprinciple 4A. Family Engagement

Provide families with options for meaningful contributions to, and participation in, their child's learning experience to build respectful, mutually beneficial relationships.

School staff develop relationships with families as valuable and equal partners in learning, and provide multiple pathways for meaningful engagement to connect cultural assets and co-construct the school program to enhance T-SEL and student well-being.

- Communicate the importance of T-SEL competencies to families and community partners and provide resources for promoting T-SEL in home and community settings.

³⁷ <https://www.cde.ca.gov/pd/ps/qpls.asp>

- Seek input from families in the design and continuous improvement of T-SEL to promote culturally sustaining T-SEL skill development.
- Using culturally appropriate strategies, assess the quality of family engagement and the level of safety, satisfaction, and trust perceived by families to engage them as advocates for children’s learning and development.
- Provide both direct and indirect ways for families to contribute to the development of the school community, i.e., volunteering during the school day, volunteering from home or community, participating in leadership or events, donating goods and services, or others.

Subprinciple 4B. Expanded Learning

Establish shared goals across all youth serving settings, such as after school programs and summer learning programs, to leverage capacity and increase shared responsibility for positive student outcomes.

Schools collaborate with expanded learning programs to create a seamless learning experience between the instructional day and the expanded learning program with shared conditions/climate elements that promote social-emotional development, and shared SEL outcomes.

- Provide and support intentional opportunities for students to play a meaningful role in program design and implementation, and provide ongoing access to authentic leadership roles in the context of caring and supportive adult and student relationships.
- Regularly engage students to share their perspectives on the quality of their learning experiences, including the design of their expanded learning program, and act on the data provided by students to improve learning experiences across contexts.
- Recognize the leadership potential in all young people, regardless of their age, and work collaboratively to engage students in authentic and meaningful leadership roles that are supported by staff and celebrated by the school and the program.
- Engage in multi-sector collaborations with expanded learning programs and services in the extended community, including food security, health, mental health, and other resources for families as needs are identified.

Subprinciple 4C. Early Learning

Consider the inclusion of early learning and care programs as SEL systems are developed.

Schools collaborate with early childhood programs to increase connections between programs, enhance relationships across the community, and strengthen T-SEL competencies in children and adults.

- Invite educators supporting early learning programs to participate in professional learning opportunities, and partner in professional learning planning.
- Partner with educators supporting early learning programs to develop relationships with families ahead of the kindergarten year.
- Partner with community agencies to foster an integration of T-SEL principles and practices in the breadth of environments where young children and their families interact within the community.
- Ensure that educators across the preschool through grade three continuum are offered T-SEL professional learning targeted towards developmentally appropriate T-SEL practices and follow-up support grounded in transfer of learning research.

Subprinciple 4D. Community Partnerships

Address the basic needs of students and families, including social and emotional well-being, through partnerships with community-based organizations and other local stakeholders.

School staff approach families through caring, connected relationships and are attentive to indications that students and families may need assistance with basic needs or well-being; develop collaborative working relationships with a wide range of community partners; and seamlessly connect families to programs, services, and supports.

- Address student and family needs and well-being through global communications to students and families regarding available resources and supports.
- Provide community resource information in multiple languages and offer or facilitate translation services as appropriate to remove access barriers.
- Use the “warm connection” approach to personally introduce students or families to resource or service providers to facilitate the new relationship and follow up to ascertain if (a) needs were met; (b) if a relationship with the provider was established; (c) the perceived quality of interactions and services; and (d) overall satisfaction of students or families.
- Regularly collaborate with and host community partners on campus to increase access to referral systems and available, timely services for families.

Social and Emotional Learning Guiding Principle 5: Learn and Improve

Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student SEL opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.

Subprinciple 5A. Implementation Plans and Progress Monitoring

To drive high quality implementation, conduct comprehensive planning, monitor implementation, and adopt policies and practices which highlight places where additional resources or supports are most necessary.

School staff collaborate with students, families, and community partners to plan for and monitor the systemic implementation of T-SEL and adjust leadership strategies, allocation of resources, school practices, and policies based on the collaborative analysis of multiple data sources.

- Include stakeholders in collaborative review of schoolwide policies and practices for alignment to T-SEL.
- Allocate time for the collaborative development of tools and protocol for teachers to monitor growth of the T-SEL skills in students.
- Organize professional learning teams to facilitate rigorous ongoing examination and reflection on T-SEL and equity in the school environment using techniques such as classroom walk-throughs, equity scans, weekly discipline data review, family engagement, resource allocation, and communications to facilitate continuous improvement throughout the school year.
- Collaboratively develop tools to collect data on the quality and quantity of opportunities for students to learn and practice T-SEL during the school day.
- Engage with district T-SEL and equity support staff to offer professional learning on how to use adult T-SEL to examine the role of equity and unconscious bias in analyzing evidence.

Subprinciple 5B. Measurement

Educators working to improve students' social and emotional skills should track linked outcomes such as school climate and the quality and quantity of opportunities for students to learn and practice social and emotional skill building in both the school day and expanded learning settings. Educators that choose to directly assess students' social and emotional skills should use evidence-based, improvement-focused tools.

School leaders facilitate disaggregated data analysis to determine the status of T-SEL competencies across the school program and where and how opportunities to learn and practice T-SEL could be increased and improved.

- Employ measurement tools across programs to capture the status of adult T-SEL competency and conditions in the school environment that support T-SEL skill development.
- Routinely assess conditions across the school program for the purpose of planning, professional learning, and support to improve and increase opportunities for students to learn and practice T-SEL.
- Examine assessment practices and policies for racism and bias regarding content, methodology, and implementation with collaborative school leadership teams, inclusive of parents, students (where applicable), and community partners.
- Monitor assessment data and data-based decisions with collaborative school leadership teams, inclusive of parents, students (where applicable), and community partners to determine whether outcomes are biased and access to programs and opportunities are equitably distributed.

District Leaders

The guidance below builds upon the California SEL Guiding Principles to provide recommended practices that district leaders can use to co-create conditions that support T-SEL development.

Social and Emotional Learning Guiding Principle 1: Adopt Whole Child Development as the Goal of Education

Take a systems approach to promoting student academic, SEL; physical well-being; and college, career, and civic life readiness. Name SEL as not a “nice to have,” but a “must have” to ensure student success in school, work, and community.

Subprinciple 1A. Systems Change

Embed and promote SEL across all education and youth development systems and structures, including but not limited to: vision statements, strategic plans, budgetary decisions, staffing, professional learning, schoolwide policies, curricular adoption criteria, instructional practices, and instructional quality assessments.

The district establishes T-SEL as essential to the educational mission and whole child development for learning, aligns T-SEL to core district values for students and adults in the school community, and provides support for systemic implementation.

- Include T-SEL in the district's board-adopted goals and articulate shared language for T-SEL as essential for whole child learning.
- Review adopted curriculum for T-SEL integration to ensure T-SEL competencies are included as teaching strategies or as part of the content base.
- Consider including T-SEL goals, actions, and metrics in the Local Control and Accountability Plan (LCAP); build the budget to include T-SEL initiatives and communicate this to stakeholders.
- Promote collaboration among school and district leaders on T-SEL initiatives linked to academics, inclusion, and equity.
- Adopt human resource policies and practices that support T-SEL.

Subprinciple 1B. Diverse and Inclusive Leadership Teams

Systems change is most effectively driven by bringing together educator, student, family, and community member representatives of varied gender, racial, ethnic, and socioeconomic backgrounds.

District teams include students, staff, family, and community members representative of the district community. Students, staff, families, and community members have shared ownership of system components and assist in reporting out decisions and data to stakeholders.

- Include families, students, staff, and community members representative of varied gender, racial, ethnic, and socioeconomic backgrounds on leadership teams or committees involved in decision-making capacities and collaboratively create agendas for meetings.
- Include diverse family, student, staff, and community partner representation to critically examine disaggregated data with a focus on root causes of inequity, develop collaborative solutions to address bias and discrimination, and ensure that every student has access to what they need to develop their academic, social, and civic potential.
- Incorporate diverse stakeholder input in planning, budgetary decisions, policy, curriculum adoption, initiatives, and goal-setting.

Subprinciple 1C. Social and Emotional Learning Skills Development

Students and adults must have opportunities to practice, demonstrate, and reinforce social and emotional skills within the context of supportive relationships. Additionally, social and emotional skills instruction and integration into academic content areas contribute to a comprehensive approach.

District leaders practice and model T-SEL competencies in interactions with all district staff, students, families, community partners, and other stakeholders and promote T-SEL skill development opportunities in all district sites and programs.

- Design district-sponsored meetings, professional learning sessions, board meetings, and stakeholder sessions with T-SEL constructs, formatting, and practices.
- Support school site, program, department, board, and parent leaders with professional learning and support for practicing, modeling, promoting, reinforcing, and coaching for adult T-SEL.
- Convene students, families, community partners, and staff from throughout districts settings and contexts in developing the T-SEL implementation plan.

Subprinciple 1D. Student Centered Discipline Policies and Practices

Discipline policies that are aligned with promoting social and emotional growth, as opposed to punishment and exclusion, have been shown to yield the strongest student outcomes while offering the opportunity to repair harm and build community.

District leaders develop student discipline policies and practices that are grounded in relationships, go beyond compliance, and are developmentally appropriate, instructive, and equitably applied.

- Promote ongoing evaluation of comprehensive discipline data and site practices to ensure optimal and equitable T-SEL growth and the cultivation of relationships among the school community through restorative practice.
- Clearly communicate discipline policies, processes, practices, and outcomes to staff, students, families, and community partners; listen to and address concerns; and share anonymized disaggregated discipline data as part of continuous improvement.
- Provide school leadership and staff with ongoing support and coaching in behavior-focused T-SEL strategies and restorative practices.
- Use staff wellness and workplace evaluation data along with input from staff at all levels to co-create plans to reduce staff stress.

Subprinciple 1E. Climate and Culture

SEL and school climate are interrelated and reciprocal. A positive school climate and culture can be developed when community members are building strong social and emotional skills.

District leaders promote T-SEL as integral to educational equity and positive school climate, providing leadership and advocacy around district-wide adoption of T-SEL.

- Center the collaboratively developed T-SEL vision and mission statement in district communications to educators, students, families, and the community.
- Commit to deepening systemic SEL practice in all instructional, student support, and business operations district-wide.
- Show a clear commitment to T-SEL in policy, practice, resource allocation, staffing, program design, school day structure, instructional modalities, use of time, meeting and professional learning structures, and relational processes.
- Provide ongoing training for all staff in T-SEL, culturally-responsive education, relationship-building, and anti-racist, anti-bias practices.

Social and Emotional Learning Guiding Principle 2: Commit to Equity

All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.

Subprinciple 2A. Address the Opportunity Gap

Opportunities to build SEL skills must be offered to all students and not be determined by race, ethnicity, national origin, religion, age, sex, sexual orientation, gender identity, disability, language, socioeconomic status, documentation status, or ZIP code.

District leaders commit to equity for all by targeting systems-level policies and structures, adopting initiatives that address the opportunity gap, and provide access to T-SEL for all students.

- Examine disaggregated demographic data to better understand the communities served by schools. Use this data to examine how current policies and practice decisions impact the experiences and outcomes for all students, including those from historically marginalized groups.
- Facilitate professional development and learning experiences that help educators critically examine their identity, reflect on the beliefs they bring into the

classroom, and how their teaching practices reinforce or disrupt systemic racism, bias, and inequities.

- Examine and understand the impact of racism in society and schools.
- Collaborate with families, students, and community partners leveraging voices of historically marginalized groups.

Subprinciple 2B. Ensure Representation

When the educator workforce is representative of, and connected to, the student body, academic, social, and emotional outcomes improve for students.

District leaders actively recruit, hire, and retain more staff from historically marginalized groups to ensure a diverse educator workforce.

- Routinely examine the racial, ethnic, and linguistic demographics of their educator workforce as it relates to the communities they serve.
- Organize formal internship programs that target diverse groups of college students to introduce them to the profession and the district.
- Target and build strategic partnerships with universities that serve predominantly minority populations for diverse recruiting (i.e., historically black colleges and universities [HBCUs] and Hispanic-serving institutions [HSIs]).
- Create affinity groups across the district to provide additional support for faculty from historically marginalized groups.

Subprinciple 2C. Student and Adult-Led

SEL efforts are most effective when schools are participatory and engaging and diverse student voices are included in decision-making and improvement efforts.

District leaders engage staff, students, families, and community partners in shared power and decision-making to align T-SEL practice to district programs, including curriculum and instruction; academic, creative, and social enrichment; leadership opportunities; social justice advocacy; community empowerment; and professional learning.

- Center the voices and leadership of students, staff, families, and community partners representative of historically marginalized groups to choose curricula, programs, or resources for explicit instruction in T-SEL.
- Create structures (e.g., forums, task forces, teams) for student leadership and agency, centering voices of students from historically marginalized and under-

resourced groups to inform the integration of T-SEL in the general education curriculum in a way that is meaningful, culturally responsive, and representative of diverse cultures.

- Engage stakeholders to evaluate programs and practices for their potential to be healing, uplifting, and empowering for students and reducing the impact of race-based trauma.
- Partner with staff, students, families, and community organizations representative of diverse cultures and historically marginalized groups to ensure the general education curriculum incorporates T-SEL and is meaningful, culturally responsive, and representative of diverse cultures.

Subprinciple 2D. Healing Informed

Educational experiences must seek to counteract the institutional and structural biases and related traumas that often drive inequitable outcomes for students.

District leaders activate T-SEL to engage collaboratively with staff, students, families, and community partners in redesigning systems to counteract structural biases and create pathways to promote the healing and empowerment of students impacted by racism to improve student outcomes.

- Convene an equity team to examine how racism and bias is operating in the district through the review of policies, practices, student disciplinary systems, award systems, curriculum, services, and opportunities. Utilize T-SEL practices to engage this team in ongoing districtwide change efforts.
- Use T-SEL competencies and culturally responsive practices in planning and facilitation of meetings, communications, and in relationships with staff and stakeholders to encourage connectedness to the district and schools.
- Involve staff representative of historically marginalized groups, students, families, and community partners in prioritizing district efforts, including how resources are allocated to increase student engagement and community empowerment.
- Develop and support robust multi-tiered systems of support (MTSS) that are healing and trauma-informed, focused on empowerment, and leverage cultural assets.

Social and Emotional Learning Guiding Principle 3: Build Capacity

Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.

Subprinciple 3A. Positive Relationships and Belonging

To cultivate resilience to adversity and build the foundation for social and emotional growth, ensure every student and adult feels that they belong, have value, and have a network of caring peers for support.

District leaders build relationships with staff, students, families, and community partners by being available and responsive, communicating regularly, actively inviting participation in district leadership and decision-making, and cultivating a climate of appreciation and respect.

- Use T-SEL practices to foster belonging and agency by listening to, seeking input from, and supporting school site staff.
- Collaborate with school staff, students, families, and community partners to review, improve, and build on districtwide initiatives that facilitate connection and belonging.
- Convene diverse student leadership teams focused on belonging, relationship development, and restorative practice, empowering students to lead activities on school campuses.
- Promote and provide support for research-based learning experiences that build student agency, identity, and belonging, such as youth action research, service learning, project-based learning, and other student-centered, inquiry-based methods.

Subprinciple 3B. Student and Adult Competencies

Identify specific, research-based social and emotional competencies to address, such as self-awareness, self-management, social awareness, relationship skills, and responsible-decision making, or related pro-social mindsets and affective skills. Ensure common definitions of competencies are used.

- See T-SEL Competencies

Subprinciple 3C. Developmental Standards

To bring intentionality to practice, identify SEL teaching and learning standards or indicators that are responsive to student strengths and needs.

- See T-SEL Competencies

Subprinciple 3D. Pre-Service Training and Ongoing Professional Learning

Schools of education and ongoing professional learning should address student social and emotional development as well as personal growth strategies, including addressing bias, among those working with children, such as educators and other adult staff.

District leaders provide ongoing professional learning opportunities for staff and create school partnerships with educator preparation programs to support the development of future educators, collaborate in professional development, and promote T-SEL.

- Provide professional learning opportunities aligned to the Quality Professional Learning Standards³⁸ for all staff districtwide focused on the infusion of T-SEL throughout all district programs.
- Partner with educator preparation programs to provide candidates with the ability to observe masterful implementation of systemic T-SEL and opportunities to practice strategies and receive feedback in fieldwork classrooms.
- Ensure the continuous development of educators able to embrace anti-racist education principles and use T-SEL practices as candidates transition from the preparation programs to the classroom.
- Utilize partnerships with educator preparation programs to assist with facilitating implementation of T-SEL and evaluation of T-SEL outcomes.

Social and Emotional Learning Guiding Principle 4: Partner with Families and Community

Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.

Subprinciple 4A. Family Engagement

Provide families with options for meaningful contributions to, and participation in, their child's learning experience to build respectful, mutually beneficial relationships.

District leaders develop relationships with families as valuable and equal partners in learning and provide multiple pathways for meaningful engagement to connect cultural assets and contribute to the planning and evaluation of district programs.

³⁸ <https://www.cde.ca.gov/pd/ps/qpls.asp>

- Seek input from families in the design and continuous improvement of T-SEL to promote culturally sustaining T-SEL implementation, in planning processes and decision-making capacities, and ensuring representation of all families.
- Include families in training opportunities for T-SEL; tutoring or homework support techniques; wellness, mindfulness, or self-care strategies; and other topics as requested by families.
- Support family engagement districtwide by providing enhancements such as childcare and school age activities, transportation, meals, and translation services to facilitate participation.
- Provide professional learning opportunities for all adults at school sites to build their skill and knowledge in T-SEL and authentic family engagement.

Subprinciple 4B. Expanded Learning

Establish shared goals across all youth serving settings, such as after school programs and summer learning programs, to leverage capacity and increase shared responsibility for positive student outcomes.

District leaders work to develop seamless learning experiences between school day and expanded learning programs that complement and inform one another to increase shared responsibility for positive student outcomes.

- Provide school and expanded learning staff with shared ongoing professional development and planning time that supports staff to create conditions for T-SEL implementation across programs.
- Leverage community agencies such as expanded learning programs and other youth development nonprofit organizations to engage youth and families in processes to assess the assets, challenges, and needs of their communities and engage in the decision-making process on how such needs are addressed, including how such agencies collaborate to promote positive developmental outcomes and T-SEL skill development.
- Prioritize programmatic and service-oriented culture and practices that empower staff, including space and time for relationship building among adults across sectors, titles, and job descriptions, with an emphasis on building compassion, inclusion, belonging, anti-racism, and shared action.
- Effectively braid education, health, mental health, and social service resources to address critical child, family, and community needs and promote whole child health, wellness, and social-emotional development.

Subprinciple 4C. Early Learning

Consider the inclusion of early learning and care programs as SEL systems are developed.

District leaders collaborate with educators in early learning settings to develop a continuum of T-SEL supports, recognizing the foundations of early learning as an essential priority.

- Elicit feedback from early learning stakeholders (educators, paraprofessionals, directors, parents) regarding T-SEL resources, professional learning opportunities, and opportunities to advance T-SEL.
- Provide opportunities for professional learning for educators in various early learning settings focused on the integration of T-SEL practices.
- Encourage representation of educators in early learning settings in teams that will drive T-SEL work.

Subprinciple 4D. Community Partnerships

Address the basic needs of students and families, including social and emotional well-being, through partnerships with community-based organizations and other local stakeholders.

District leaders develop robust working relationships with community partners and agencies and serve as a resource and referral hub for community supports and resources for students, families, and staff.

- Track both generalized needs across the school community as well as specific needs of identified families in order to plan for provision with resources and service partners, and monitor the status of student and family safety, security, and well-being.
- Develop relationships and cross-agency agreements between LEA and community partners to facilitate collaborative services for families, set policies for communication and information sharing, pathways for referrals and follow up, identify joint advocacy opportunities, and create mechanisms for reflective practice for improved collaboration and service provision.
- Seek partnership with local, regional, and state agencies and organizations that center leadership and voices of marginalized groups to promote student learning and engagement in community improvement and develop student agency in local and global citizenship.

- Communicate available supports and assist students and families with accessing resources, providing liaison or advocacy services able to facilitate student and family well-being.

Social and Emotional Learning Guiding Principle 5: Learn and Improve

Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student SEL opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.

Subprinciple 5A. Implementation Plans and Progress Monitoring

To drive high quality implementation, conduct comprehensive planning, monitor implementation, and adopt policies and practices which highlight places where additional resources or supports are most necessary.

District leaders engage in collaborative leadership with staff, students, families, and community partners to create implementation plans for systemic T-SEL; design tools and strategies to assess opportunities for students to develop and practice T-SEL; and monitor status of student T-SEL for the purpose of continuous improvement.

- Consider including measurable T-SEL goals in district plans focused on increasing and improving opportunities for T-SEL for all students.
- Engage in collaborative review of district policies for alignment to and support of systemic T-SEL.
- Involve students, family members, and community partners as well as less-represented staff or departments in improvement planning teams focused on T-SEL implementation.

Subprinciple 5B. Measurement

Educators working to improve students' social and emotional skills should track linked outcomes such as school climate and the quality and quantity of opportunities for students to learn and practice social and emotional skill building in both the school day and expanded learning settings. Educators that choose to directly assess students' social and emotional skills should use evidence-based, improvement-focused tools.

District leaders use disaggregated data to determine the status of T-SEL competencies development across the district and where and how opportunities to learn and practice T-SEL could be increased and improved.

- Use school climate data such as the California Healthy Kids Survey (CHKS) and staff and family surveys to assess student perceptions of climate and the corresponding T-SEL skills that could lead to improvements.
- Use data to examine patterns and practices of MTSS implementation to ensure robust application is provided for every student to support the development of T-SEL and other skills.
- Collaborative district teams choose measurement tools to capture the status of adult T-SEL competency and conditions in the school environment that support T-SEL skill development.
- Engage collaborative leadership teams inclusive of staff, students, families, and community partners to reflect on T-SEL data and use data-based information for continuous improvement.
- Provide professional learning, collaboration time, and support for school leaders and staff to assess and monitor conditions across school programs and inform the district of districtwide needs.

County Education Leaders

The guidance below builds upon the California SEL Guiding Principles to provide recommended practices that county education leaders can use to co-create conditions that support T-SEL development.

Social and Emotional Learning Guiding Principle 1: Adopt Whole Child Development as the Goal of Education

Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness. Name SEL as not a “nice to have,” but a “must have” to ensure student success in school, work, and community.

Subprinciple 1A. Systems Change

Embed and promote SEL across all education and youth development systems and structures, including but not limited to: vision statements, strategic plans, budgetary decisions, staffing, professional learning, schoolwide policies, curricular adoption criteria, instructional practices, and instructional quality assessments.

County education leaders establish T-SEL as the foundation for learning, well-being, and civic engagement for students and adults, and provide leadership, resources, and support for systemic implementation across all educational contexts.

- Prioritize and allocate adequate funding for regional professional development, consortiums, initiatives, and events for T-SEL and whole child development that bring district leaders together to learn from and with one another.
- Build capacity with training and technical assistance for LEAs to establish foundational supports and plans for systemic T-SEL.
- Provide ongoing training and facilitation for critical examination of the root causes of racial and economic inequities that inhibit whole child development and learning.

Subprinciple 1B. Diverse and Inclusive Leadership Teams

Systems change is most effectively driven by bringing together educator, student, family, and community member representatives of varied gender, racial, ethnic, and socioeconomic backgrounds.

Regional teams include students, staff, family, and community members representative of the various districts within the community. Family and community members' participation is valued and roles are clearly defined. Students, staff, families, and community members have shared ownership of system components and assist in reporting out decisions and data to stakeholders.

- Include families, students, staff, and community members representative of varied gender, racial, ethnic, and socioeconomic backgrounds on leadership teams and committees involved in decision-making capacities and collaboratively create agendas for meetings.
- Include diverse family, student, staff, and community partner representation to critically examine disaggregated data with a focus on root causes of inequity, develop collaborative solutions to address bias and discrimination, and ensure that every student has access to what they need to develop their academic, social, and civic potential.
- Incorporate diverse stakeholder input in planning, budgetary decisions, policy, curriculum adoption, initiatives, and goal-setting.

Subprinciple 1C. Social and Emotional Learning Skills Development

Students and adults must have opportunities to practice, demonstrate, and reinforce social and emotional skills within the context of supportive relationships. Additionally, social and emotional skills instruction and integration into academic content areas contribute to a comprehensive approach.

County education leaders support all adults to practice and model T-SEL competencies with staff, students, families, community partners, and other stakeholders; promote T-

SEL skill development opportunities in all programs; and provide professional development and assistance in building foundational supports and LEA plans for systemic T-SEL.

- Offer continuous learning opportunities for adults to strengthen knowledge and increase proficiency with T-SEL competencies and build capacity for using T-SEL across educator practices, including integration of T-SEL in academic content and instruction, guidance and discipline approaches, and explicit T-SEL instruction.
- Curate a selection of T-SEL resources for school and district use and provide training or demonstrations on how to use them.

Subprinciple 1D. Student Centered Discipline Policies and Practices

Discipline policies that are aligned with promoting social and emotional growth, as opposed to punishment and exclusion, have been shown to yield the strongest student outcomes while offering the opportunity to repair harm and build community.

County education leaders develop student discipline policies and practices that are grounded in relationships; go beyond compliance; are developmentally appropriate, instructive, and equitably applied; and meet the needs of students.

- Court and community schools and other county or regional programs incorporate restorative practices and accompanying T-SEL skills into instructional programs.
- Provide professional learning in T-SEL and Restorative Practice for staff, students, families, and agency partners of student-serving programs.
- Monitor and support staff well-being and enact plans to reduce staff stress.

Subprinciple 1E. Climate and Culture

SEL and school climate are interrelated and reciprocal. A positive school climate and culture can be developed when community members are building strong social and emotional skills.

County education leaders facilitate T-SEL competencies to create positive, safe, and equity-based educational climates and cultures.

- Provide ongoing training for educators to recognize their own biases and reflect on their identity to understand how educator identities interact with instruction, classroom management, and relationships.

- Provide resources and support for creating emotionally-safe, culturally-sustaining, and inclusive learning communities that reflect and affirm the identities of all students.
- Use T-SEL skills to engage in ongoing learning and reflection on the climate and culture for both students and adults and incorporate feedback for continual improvement.
- Frame T-SEL as a lifelong developmental process that is facilitated by a growth mindset situated in a caring, responsive environment.

Social and Emotional Learning Guiding Principle 2: Commit to Equity

All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.

Subprinciple 2A. Address the Opportunity Gap

Opportunities to build SEL skills must be offered to all students and not be determined by race, ethnicity, national origin, religion, age, sex, sexual orientation, gender identity, disability, language, socioeconomic status, documentation status, or ZIP code.

County education leaders commit to robust equity, social justice, and eliminating opportunity gaps through equity-aligned, culturally-sustaining, and trauma-informed programs for school communities.

- Collaborate with community partners to provide leadership, technical support, and professional learning for LEAs around addressing the opportunity gap and promote access to T-SEL for all students.
- Engage with LEAs, stakeholders, and community partners in critical analysis of curriculum, textbooks, digital programs, and instructional methodologies to identify materials containing racial and cultural stereotypes and bias and identify replacement materials that are inclusive and culturally sustaining.
- Special Education and Local Plan Areas (SELPAs) use T-SEL principles to partner with LEAs and parent and community advocacy groups to provide training and support for students and families in advocacy for students with disabilities.

Subprinciple 2B. Ensure Representation

When the educator workforce is representative of, and connected to, the student body, academic, social, and emotional outcomes improve for students.

County education leaders actively recruit, hire, and retain more educators, administrators, and staff from historically marginalized groups to ensure a diverse educator workforce.

- Create employee-referral recruiting programs and include messages about the need for a diverse educator workforce and the importance of diverse referrals.
- Examine the racial, ethnic, and linguistic demographics of staff as it relates to the broader communities they serve in order to identify gaps in expertise and representation.
- Host dedicated recruiting events aimed at bringing educators from historically marginalized groups to the area.
- Develop leaders from within the county-level agencies to retain, promote, and diversify upper levels of administration and management.

Subprinciple 2C. Student and Adult-Led

SEL efforts are most effective when schools are participatory and engaging and diverse student voices are included in decision-making and improvement efforts.

County education leaders engage staff, students, families, community partners, and stakeholders in decision-making to align T-SEL practice to county-level educational and service programs and plan for implementation support among LEAs.

- Provide training and support for instructional methodologies that center student voice and develop agency and collective efficacy through sustained, in-depth and iterative inquiry, critical thinking, and collaboration on topics with real-world relevance and opportunities for influencing social change.
- Activate student voice in planning and implementation of T-SEL practices in alternative and specialized educational programs.
- Develop partnerships with local and regional public, private, and tribal organizations to develop opportunities and curriculum for real-world, culturally-relevant, and place-based learning.

Subprinciple 2D. Healing Informed

Educational experiences must seek to counteract the institutional and structural biases and related traumas that often drive inequitable outcomes for students.

County education leaders engage with diverse stakeholders to examine programs, practices, opportunities and initiatives for structural bias and redesign for inclusion, cultural relevance, and empowerment of marginalized student groups.

- Offer resources, training, and assistance for LEAs in systemic T-SEL and topics such as culturally-responsive and culturally-sustaining education, trauma-informed practice, Universal Design for Learning (UDL), differentiated instruction, Restorative Practice, MTSS, and family engagement.
- Sponsor equity-focused listening sessions that amplify the voices of educators, students, families, and community partners from historically marginalized groups to inform the education community about the lived experiences and impacts of the education system on the lives of these groups and how the education system can counteract structural inequities and implement inclusive, culturally-sustaining practices that help students from marginalized communities thrive.

Social and Emotional Learning Guiding Principle 3: Build Capacity

Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.

Subprinciple 3A. Positive Relationships and Belonging

To cultivate resilience to adversity and build the foundation for social and emotional growth, ensure every student and adult feels that they belong, have value, and have a network of caring peers for support.

County education leaders create and maintain welcoming, inclusive, culturally responsive climates for all staff, students, families, LEAs, and community partners and respectfully consider the perspectives, experiences, strengths, and needs of stakeholders.

- Prioritize funding and planning for positive school climates and relationship-centered learning environments that include T-SEL skill-building activities.
- Disseminate evidence-based practices in inclusive instruction, SEL implementation, and positive school climates to districts and schools.
- Offer ongoing training and support for evidence-based instructional methods that build student agency, identity, and belonging, such as youth action research,

service learning, project-based learning, and other student-centered, inquiry-based methods.

- Enlist student agency to initiate or co-create area-wide opportunities for students from different schools or districts to share learning, engage in communal learning, and participate in service-learning activities together.

Subprinciple 3B. Student and Adult Competencies

Identify specific, research-based social and emotional competencies to address, such as self-awareness, self-management, social awareness, relationship skills, and responsible-decision making, or related pro-social mindsets and affective skills. Ensure common definitions of competencies are used.

- See T-SEL Competencies

Subprinciple 3C. Developmental Standards

To bring intentionality to practice, identify SEL teaching and learning standards or indicators that are responsive to student strengths and needs.

- See T-SEL Competencies

Subprinciple 3D. Pre-Service Training and Ongoing Professional Learning

Schools of education and ongoing professional learning should address student social and emotional development as well as personal growth strategies, including addressing bias, among those working with children, such as educators and other adult staff.

County education leaders provide professional learning opportunities to education staff regarding T-SEL and support school partnerships with educator preparation programs to provide candidates with high quality fieldwork opportunities, induction programs, and ongoing professional development in T-SEL.

- Provide professional learning opportunities aligned to the Quality Professional Learning Standards³⁹ to support T-SEL implementation for education staff across the county.
- Collaborate with counties statewide to collaboratively identify and support implementation of promising T-SEL practices.
- Collaborate in district partnerships with educator preparation programs to share information countywide.

³⁹ <https://www.cde.ca.gov/pd/ps/qpls.asp>

- Invite educator preparation programs to T-SEL trainings, events, and parent outreach initiatives.
- Share T-SEL, anti-racist resources, and professional learning opportunities with educator preparation programs that partner with their districts.

Social and Emotional Learning Guiding Principle 4: Partner with Families and Community

Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.

Subprinciple 4A. Family Engagement

Provide families with options for meaningful contributions to, and participation in, their child’s learning experience to build respectful, mutually beneficial relationships.

County education leaders approach families as valuable and equal partners in learning, provide multiple pathways for meaningful engagement, and connect cultural assets to enrich educational programs and enhance student well-being.

- Partner with diverse families, educators, and cultural and community organizations to develop, disseminate, and offer training in culturally sustaining T-SEL to strengthen connections between schools and families.
- Seek input from families, school representatives, districts and community partners to better understand the needs of families and communities.
- Provide workshops and events to build capacity for family engagement held at diverse times and locations to accommodate working families.
- Empower family and student agency by engaging T-SEL practices and collaborative problem solving in educational planning meetings.
- Use T-SEL principles to partner with families, LEAs, and community advocacy groups to create shared understanding and partnership in student learning outcomes and provide training around evidence-based interventions and supports for students with disabilities.

Subprinciple 4B. Expanded Learning

Establish shared goals across all youth serving settings, such as after school programs and summer learning programs, to leverage capacity and increase shared responsibility for positive student outcomes.

County education leaders support connections between the System of Support for Expanded Learning and the California System of Support to support T-SEL.

- Support the development and implementation of a MTSS that partners with expanded learning programs to provide personalized services and supports for youth and families and includes a data-driven continuous improvement component.
- Network with other county agencies as a nexus of collaboration to support T-SEL, and to address critical health, mental health, and other challenges.

Subprinciple 4C. Early Learning

Consider the inclusion of early learning and care programs as SEL systems are developed.

County education leaders increase coordination of local agencies that support early learning and support their efforts to promote T-SEL in early learning programs.

- Facilitate stakeholder meetings for community partners, LEAs, early learning programs, First Five, and local childcare and development planning councils to identify opportunities for integration of T-SEL in early learning settings.

Subprinciple 4D. Community Partnerships

Address the basic needs of students and families, including social and emotional well-being, through partnerships with community-based organizations and other local stakeholders.

County education leaders form cross-sector partnerships that efficiently integrate a comprehensive suite of services in local schools through MTSS to address the critical and positive developmental needs of children and families in the county.

- Create partnerships to foster rich, meaningful learning opportunities for students to develop T-SEL, including hands-on, community-based projects and civic engagement opportunities that allow students to build on emergent content knowledge and apply skills in relevant contexts.
- Develop relationships and cross-agency agreements among the county office of education, LEAs, and community partners to facilitate collaborative services for families, set policies for communication and information sharing, pathways for referrals and follow up, identify joint advocacy opportunities, and create mechanisms for reflective practice for improved collaboration and service provision.

- Coordinate cross-training, communication, and service provision with community partners among districts or programs and track participation and data regarding the scope of student services.

Social and Emotional Learning Guiding Principle 5: Learn and Improve

Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student SEL opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.

Subprinciple 5A. Implementation Plans and Progress Monitoring

To drive high quality implementation, conduct comprehensive planning, monitor implementation, and adopt policies and practices which highlight places where additional resources or supports are most necessary.

County education leaders engage stakeholders to develop implementation and continuous improvement plans for systemic T-SEL in their education programs and provide professional learning for LEAs to plan, implement, and monitor systemic T-SEL.

- Consider including measurable T-SEL goals in planning tools, such as the LCAP, that focus on increasing and improving opportunities in T-SEL for all students.
- Facilitate information sharing for systemic T-SEL implementation in community of practice sessions for LEAs.
- Offer technical support for creating or sourcing progress monitoring implementation and opportunities for T-SEL development and student growth in T-SEL skills.
- Provide technical assistance, just-in-time resources, and training to support LEAs in their next identified steps for implementation of T-SEL.

Subprinciple 5B. Measurement

Educators working to improve students' social and emotional skills should track linked outcomes such as school climate and the quality and quantity of opportunities for students to learn and practice social and emotional skill building in both the school day and expanded learning settings. Educators that choose to directly assess students' social and emotional skills should use evidence-based, improvement-focused tools.

County education leaders use disaggregated data to determine the status of T-SEL competencies development in student-serving programs, where and how opportunities

to learn and practice T-SEL could be increased and improved, and provide training and technical assistance for LEAs in equity-focused evidence-based improvement.

- Provide resources and professional learning in choosing and applying measurement tools, understanding the data, and using data to guide continuous improvement.
- Use evidence-based, culturally responsive measures across student-serving programs to generate consistent data.
- Examine assessment practices and policies for racism and bias regarding content, methodology, and implementation.
- Monitor assessment data and data-based decisions in student-serving programs to determine whether outcomes are biased and access to programs and opportunities are equitably distributed.
- Curate measurement tools to gauge adult T-SEL and the conditions supporting adult T-SEL in adult-serving programs and capacities for the purpose of continuous improvement.

State Education Leaders

The guidance below builds upon the California SEL Guiding Principles to provide recommended practices that state leaders can use to co-create conditions that support T-SEL development.

Social and Emotional Learning Guiding Principle 1: Adopt Whole Child Development as the Goal of Education

Take a systems approach to promoting student academic, SEL; physical well-being; and college, career, and civic life readiness. Name SEL as not a “nice to have,” but a “must have” to ensure student success in school, work, and community.

Subprinciple 1A. Systems Change

Embed and promote SEL across all education and youth development systems and structures, including but not limited to: vision statements, strategic plans, budgetary decisions, staffing, professional learning, schoolwide policies, curricular adoption criteria, instructional practices, and instructional quality assessments.

State education leaders embed and promote T-SEL as essential for whole child development and meeting the learning needs of California’s diverse student population to achieve their social, academic, and civic potential.

- Support a professional learning agenda to increase embedded T-SEL throughout the education system and provide ongoing training and support for explicit, student-centered T-SEL instruction.
- Recognize that implementation of T-SEL involves significant adjustments to standard practices in the education system, including changes to use of time and resources, diverse strength-based assessment strategies, adoption of curriculum, instructional practices aligned with learning science, and breadth and depth of learning opportunities that build critical thinking and promote student agency.

Subprinciple 1B. Diverse and Inclusive Leadership Teams

Systems change is most effectively driven by bringing together educator, student, family, and community member representatives of varied gender, racial, ethnic, and socioeconomic backgrounds.

State teams include members representing diverse groups from across the state. Team members' participation and roles are clearly defined and valued. Team members have shared ownership of system components and assist in reporting out decisions and data to stakeholders.

- Include families, students, staff, and community members representative of varied gender, racial, ethnic, and socioeconomic backgrounds on leadership teams involved in decision-making capacities and collaboratively create agendas for meetings.
- Include diverse family, student, staff, and community partner representation to critically examine disaggregated data with a focus on root causes of inequity and develop collaborative solutions to address bias and discrimination and ensure that every student has access to what they need to develop their academic, social, and civic potential.

Subprinciple 1C. Social and Emotional Learning Skills Development

Students and adults must have opportunities to practice, demonstrate, and reinforce social and emotional skills within the context of supportive relationships. Additionally, social and emotional skills instruction and integration into academic content areas contribute to a comprehensive approach.

State education leaders recognize that social-emotional skills are best developed when T-SEL skills are modeled by adults and students have multiple and varied opportunities to learn and practice T-SEL skills.

- Emphasize the role of trusting, supportive relationships in learning development and promote staffing and program structures that allow meaningful relationships

to develop such that each student has a stable, supportive relationship with at least one adult in their education setting.

- Offer guidance for vetting resources that considers cultural responsiveness, inclusion, relationship-building, and development of identity, agency, and belonging.
- Provide guidance and support for LEAs in professional learning for systemic T-SEL integration in core content areas.

Subprinciple 1D. Student Centered Discipline Policies and Practices

Discipline policies that are aligned with promoting social and emotional growth, as opposed to punishment and exclusion, have been shown to yield the strongest student outcomes while offering the opportunity to repair harm and build community.

State education leaders develop guidance regarding student discipline policies and practices that are grounded in relationships, are developmentally appropriate, equitably applied, and meet the needs of students.

- Acknowledge the role of trauma in learning and behavior and seek to mitigate the effects of trauma with healing-informed practices, countering acculturative stress.
- Acknowledge that systemic racism is present in the design of school systems and that some practices, policies, and environments may harm and retraumatize students from historically marginalized groups.
- Support students experiencing difficulty maintaining positive behavior in school by promoting resources that are locally available, supportive of a whole-child approach, and feature systemic T-SEL.

Subprinciple 1E. Climate and Culture

SEL and school climate are interrelated and reciprocal. A positive school climate and culture can be developed when community members are building strong social and emotional skills.

State education leaders acknowledge the importance of systemic T-SEL in creating a positive school culture and climate where students can develop talents and thrive academically.

- Promote the use of T-SEL to create and support identity-affirming, emotionally and physically safe school and classroom climates characterized by caring, committed relationships that foster trust, belonging, and agency.

- Encourage the use of T-SEL throughout the kindergarten through twelfth grade system to provide diverse, rich, and meaningful opportunities for learning that challenge and support students with the resources necessary to develop their talents.

Social and Emotional Learning Guiding Principle 2: Commit to Equity

All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.

Subprinciple 2A. Address the Opportunity Gap

Opportunities to build SEL skills must be offered to all students and not be determined by race, ethnicity, national origin, religion, age, sex, sexual orientation, gender identity, disability, language, socioeconomic status, documentation status, or ZIP code.

State education leaders commit to social justice and eliminating opportunity gaps through equity-aligned, culturally-sustaining, and trauma-informed programs that reach students and school stakeholders at the state, regional, district, and school levels.

- Demonstrate leadership, innovation, and transparency in examining practices that perpetuate systemic racism and inequities.
- Identify gaps and provide resources for stakeholders throughout the system to shift the structure of schooling to value and cultivate the identities, cultures, lived experiences, assets, and needs of all students for healthy development, meaningful learning, and civic engagement.
- Support curriculum that teaches contextually accurate history from diverse perspectives and incorporates equity, inclusion, and justice as a framework for learning.

Subprinciple 2B. Ensure Representation

When the educator workforce is representative of, and connected to, the student body, academic, social, and emotional outcomes improve for students.

State education leaders work to ensure a diverse educator workforce.

- Support programs and policies that increase the number of educators from historically marginalized groups participating across the education system.

- Routinely examine the racial, ethnic, and linguistic demographics of state educational agency (SEA) staff as it relates to the broader communities they serve to identify gaps in expertise and representation.

Subprinciple 2C. Student and Adult-Led

SEL efforts are most effective when schools are participatory and engaging and diverse student voices are included in decision-making and improvement efforts.

State education leaders engage educators, students, families, and community partners as collaborators in T-SEL implementation.

- Use T-SEL practices in meetings, proceedings, professional learning, and stakeholder sessions to foster engagement and belonging.
- Use T-SEL principles to create opportunities for diverse stakeholders to provide input on T-SEL implementation in educational settings.
- Support the development and dissemination of T-SEL implementation resources that situate authentic engagement, distributed leadership, and shared decision-making.
- Invite student voice, centering the voices of marginalized groups, to provide evaluation and suggestions for teaching, learning, and curriculum for continuous improvement processes.

Subprinciple 2D. Healing Informed

Educational experiences must seek to counteract the institutional and structural biases and related traumas that often drive inequitable outcomes for students.

State education leaders activate T-SEL to engage collaboratively with staff, students, families, and community partners in redesigning systems to counteract structural biases and create pathways to promote the healing and empowerment of students impacted by racism to improve student outcomes.

- Strive to embed T-SEL in all aspects of education, at every level and setting, in a culturally responsive manner to promote identity, belonging, and agency for all students.
- Provide resources to assist LEAs in reviewing books and curricular materials for bias and stereotypes and replace them with positive, culturally sustaining, identity affirming, and inclusive books and materials.

- Amplify the voices and elevate the perspectives and experiences of historically marginalized groups in professional learning and strategic work for equity initiatives.
- Provide training and assistance for LEAs and stakeholders in developing an equity lens and adopting healing-informed initiatives.

Social and Emotional Learning Guiding Principle 3: Build Capacity

Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.

Subprinciple 3A. Positive Relationships and Belonging

To cultivate resilience to adversity and build the foundation for social and emotional growth, ensure every student and adult feels that they belong, have value, and have a network of caring peers for support.

- Support LEAs with guidance and resources for comprehensive T-SEL strategies to build capacity among all stakeholders.
- Disseminate evidence-based practices in inclusive instruction, T-SEL implementation, and positive school climates to COEs and districts.

Subprinciple 3B. Student and Adult Competencies

Identify specific, research-based social and emotional competencies to address, such as self-awareness, self-management, social awareness, relationship skills, and responsible-decision making, or related pro-social mindsets and affective skills. Ensure common definitions of competencies are used.

- See T-SEL Competencies

Subprinciple 3C. Developmental Standards

To bring intentionality to practice, identify SEL teaching and learning standards or indicators that are responsive to student strengths and needs.

- See T-SEL Competencies

Subprinciple 3D. Pre-Service Training and Ongoing Professional Learning

Schools of education and ongoing professional learning should address student social and emotional development as well as personal growth strategies, including addressing bias, among those working with children, such as educators and other adult staff.

State education leaders encourage educator preparation programs and school districts to form partnerships in order to provide pathways for new teachers to enter the field prepared to integrate, model, teach and coach T-SEL.

- Promote and support investments in state-level T-SEL professional learning opportunities, aligned to the Quality Professional Learning Standards,⁴⁰ that build statewide capacity to support implementation of the T-SEL Competencies and Conditions for Thriving.
- Recognize educator preparation programs as essential to developing educators who understand the harmful effects of racism on student learning and well-being, embrace anti-racist principles, and are prepared to work for social and economic justice and educational equity.
- Solicit feedback from teachers, schools, districts, COEs and preparation programs regarding T-SEL benchmarks, resources, and policies.
- Provide resources and training opportunities in T-SEL to all stakeholders in the educator professional learning continuum to maximize the social-emotional, academic, and civic potential of all students.

Social and Emotional Learning Guiding Principle 4: Partner with Families and Community

Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.

Subprinciple 4A. Family Engagement

Provide families with options for meaningful contributions to, and participation in, their child's learning experience to build respectful, mutually beneficial relationships.

State education leaders provide guidance and professional learning materials for using T-SEL principles in family engagement, such as valuing and affirming diverse identities, perspectives, and lived experiences; developing authentic relationships to facilitate a sense of belonging; activating empathy and listening with an intent to learn; inviting

⁴⁰ <https://www.cde.ca.gov/pd/ps/qpls.asp>

agency, empowerment, and leadership; using culturally responsive practices; and connecting cultural assets.

- Communicate guidance for fostering family engagement connected to student learning in leadership and decision-making capacities and in planning and evaluation of school or district programs and services.

Subprinciple 4B. Expanded Learning

Establish shared goals across all youth serving settings, such as after school programs and summer learning programs, to leverage capacity and increase shared responsibility for positive student outcomes.

State education leaders prioritize support for measurement of learning environments consistent with the conditions that are well documented to support positive developmental and learning (including SEL) outcomes.

- Support this approach using the conditions documented in the Science of Learning and Development and the National Aspen Commission for Social, Emotional, and Academic Development, and the protective factors measured by the CHKS.
- Convene stakeholders from across education, health, mental health, social services, community-based youth development, expanded learning, and other human service agencies to co-create state and local policies that facilitate innovative, strength-based approaches to meet the needs of children, youth, and families, and promote healthy physical, social, and emotional development.

Subprinciple 4C. Early Learning

Consider the inclusion of early learning and care programs as SEL systems are developed.

State education leaders recognize the importance of early learning environments in providing T-SEL for young children and families and collaborate to disseminate resources and training for educators serving in early learning settings.

- Align key documents (California Preschool Learning Foundations, California Preschool Curriculum Framework, California Early Childhood Educator Competencies) with T-SEL competencies, principles, and practices.
- Recognize the diverse needs of families and young children and understand the essential role that quality early learning experiences can have in laying the foundation for T-SEL.

Subprinciple 4D. Community Partnerships

Address the basic needs of students and families, including social and emotional well-being, through partnerships with community-based organizations and other local stakeholders.

State education leaders build partnerships to collaborate on developing supports for student and family well-being and increased social emotional well-being and healthy development.

- Consider new designs for service delivery to meet the needs of students and families utilizing T-SEL practices to foster relationship development, empowerment, and agency for families and providers.
- Develop policy, curricular, and legal guidance to facilitate LEA partnership with public agencies, private enterprise, tribal organizations, and community groups to create opportunities for applied real-world, culturally-relevant, and community and place-based learning that build student agency, social capital, and educational credit.

Social and Emotional Learning Guiding Principle 5: Learn and Improve

Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student SEL opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.

Subprinciple 5A. Implementation Plans and Progress Monitoring

To drive high quality implementation, conduct comprehensive planning, monitor implementation, and adopt policies and practices which highlight places where additional resources or supports are most necessary.

State education leaders offer a T-SEL planning template with progress monitoring tools to assist LEAs in strategic planning to align resources, strategies, and other school plans towards continuous improvement for systemic T-SEL for all students across settings.

- Adopt policies focused on implementation of T-SEL and the use of data to drive continuous improvement plans for T-SEL.
- Develop guidance for plans to incorporate personalized learning and competency-based education with T-SEL.

Subprinciple 5B. Measurement

Educators working to improve students' social and emotional skills should track linked outcomes such as school climate and the quality and quantity of opportunities for students to learn and practice social and emotional skill building in both the school day and expanded learning settings. Educators that choose to directly assess students' social and emotional skills should use evidence-based, improvement-focused tools.

State education leaders provide leadership for equity-focused, evidence-based improvements across the state in school climate and T-SEL competency development.

- Collaborate with LEA leadership, educators, families, and community partners to curate or develop tools to assess and monitor conditions across the system.



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