Assessment of Schoolwide

Well-Being & Social-Emotional Learning (SEL)

- WORKBOOK -

Created by Dr. Kimberly Schonert-Reichl and Jenny Williams (August 2020)

Adapted from the work of the Collaborative for Academic, Social & Emotional Learning (casel.org)

Well-Being BC

>> LEARN MORE AT: **WellBeingBC.ca**

Workbook Introduction

There is a pressing need to develop a positive school culture and climate that fosters the development of well-being and social and emotional skills among students and staff. To overcome barriers often associated with labour intensive and complicated assessment tools, the Assessment of Schoolwide Well-being and SEL was developed to provide a flexible, free, easy to use assessment toolkit that provides a holistic and strength-based approach to school growth planning. The toolkit also provides research-based resources to assist with the growth planning process.

DEFINITIONS:

WELL-BEING

Well-being is defined as the experience of feeling happy and healthy, mentally, emotionally, physically and spiritually. Wellbeing is strongly associated with having safe and caring relationships with others, a sense of purpose or meaning, and generally feeling satisfied with life.

Adapted from the World Health Organization (2005)

SEL

SEL involves the processes through which individuals acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage their emotions, feel and show empathy for others, establish and achieve positive goals, develop and maintain positive relationships, and make responsible decisions. As such, social-emotional competencies are viewed as "mastery skills" underlying virtually all aspects of human functioning.

In addition to focusing on specific instruction in social and emotional skills, SEL is a process of creating a school and classroom culture that is caring, supportive, and responsive to students' needs.

Dr. Kimberly Schonert-Reichl (2020).

SYSTEMIC SEL

Systemic SEL is an approach to create equitable learning conditions that actively involve all Pre-K to Grade 12 students in learning and practicing social, emotional, and academic competencies. These conditions require aligned policies, resources, and actions at provincial and district levels that encourage local schools and communities to enhance the personal and professional capacities of adults to: implement and continuously improve evidence-based programs and practices; create an inclusive culture that fosters caring relationships and youth voice, agency, and character; and support coordinated school-family- community partnerships to enhance student development.
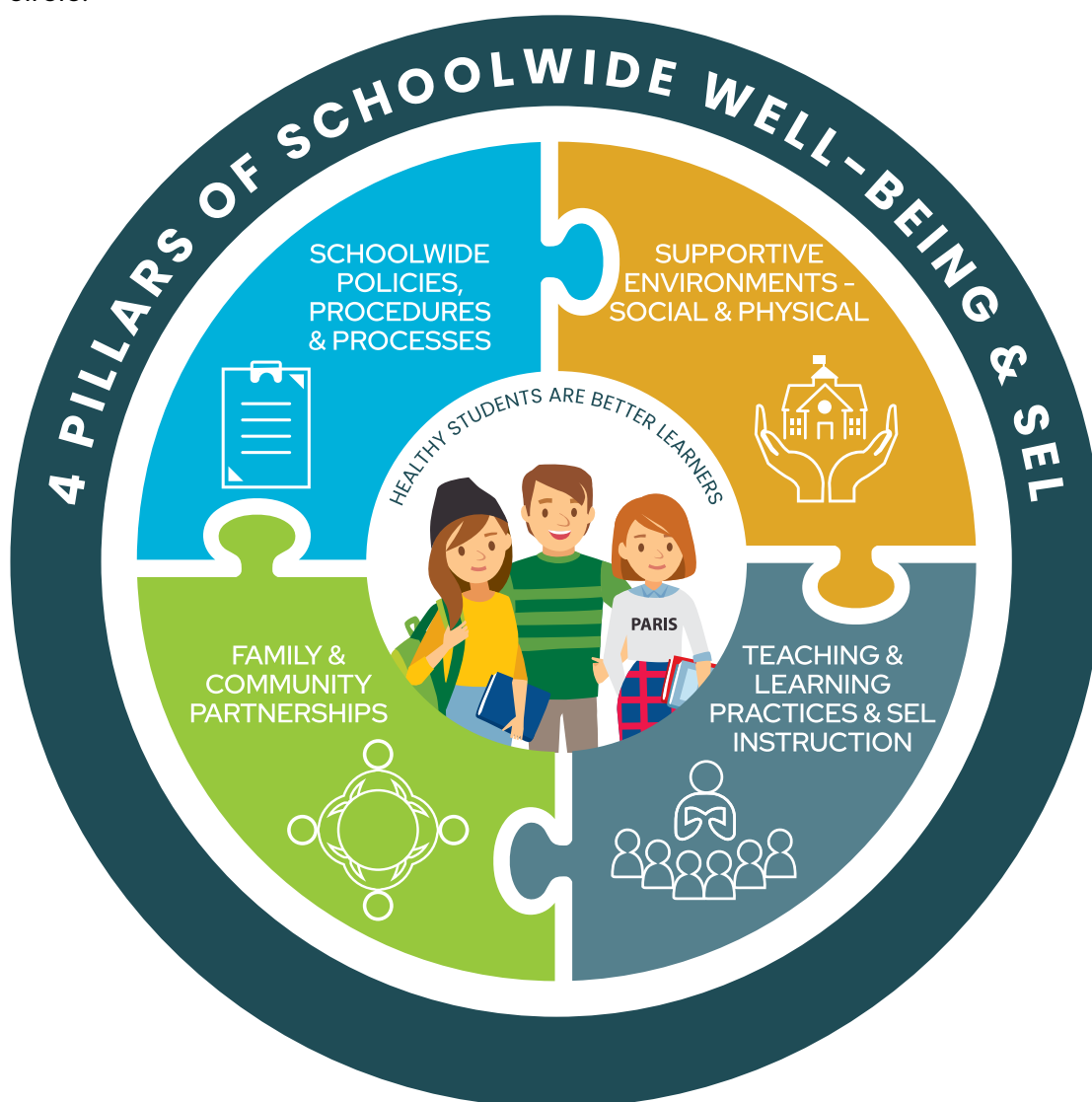
Mohoney, Weissberg, Greenberg, Dusenbury, Jagers, Niemi, Schlinger, Schlund, Shriver, VanAusdal and Yoder, (2020).

Well-Being BC

Assessing Your Schoolwide Well-Being

This graphic illustrates the 4 essential pillars of schoolwide well-being and SEL. As can be seen in the graphic, the student is in the centre and the 4 pillars are all interconnected with one another.

The graphic on the following page shows the focus areas that correspond with each pillar, in boxes outside the circle.

4 PILLARS OF SCHOOLWIDE WELL-BEING & SEL

SCHOOLWIDE POLICIES, PROCEDURES & PROCESSES

SUPPORTIVE ENVIRONMENTS - SOCIAL & PHYSICAL

HEALTHY STUDENTS ARE BETTER LEARNERS

FAMILY & COMMUNITY PARTNERSHIPS

TEACHING & LEARNING PRACTICES & SEL INSTRUCTION

Assessment of
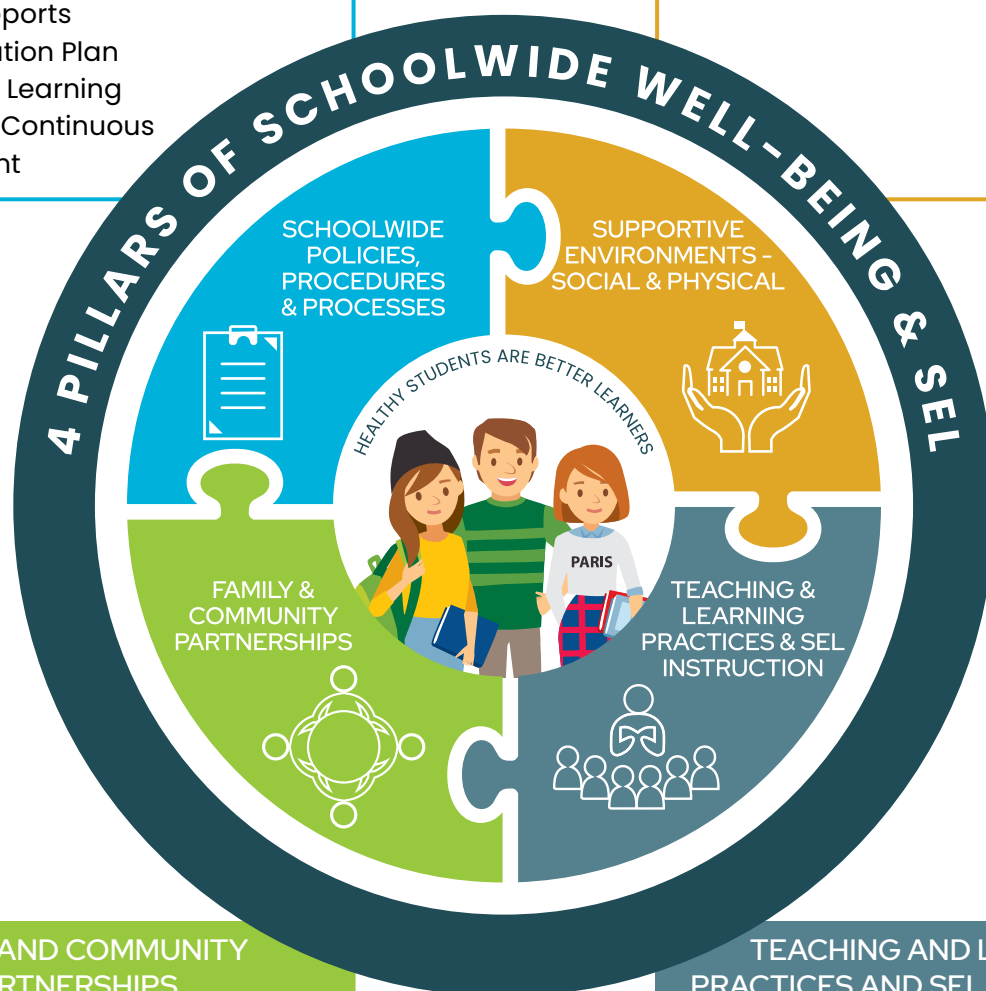# Schoolwide Well-Being & Social-Emotional Learning

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SCHOOLWIDE POLICIES, PROCEDURES & PROCESSES

- SEL Team Champions
- Communication Plan
- Supportive Discipline
- Multi-Tiered System of Student Supports
- Implementation Plan
- Professional Learning
- Systems for Continuous Improvement

SUPPORTIVE ENVIRONMENTS - SOCIAL AND PHYSICAL

- Supportive School and Classroom Climates
- Focus on Adult SEL
- Supportive Physical Environments

4 PILLARS OF SCHOOLWIDE WELL-BEING & SEL

SCHOOLWIDE POLICIES, PROCEDURES & PROCESSES

SUPPORTIVE ENVIRONMENTS – SOCIAL & PHYSICAL

HEALTHY STUDENTS ARE BETTER LEARNERS

FAMILY & COMMUNITY PARTNERSHIPS

TEACHING & LEARNING PRACTICES & SEL INSTRUCTION

FAMILY AND COMMUNITY PARTNERSHIPS

- Authentic Family Partnerships
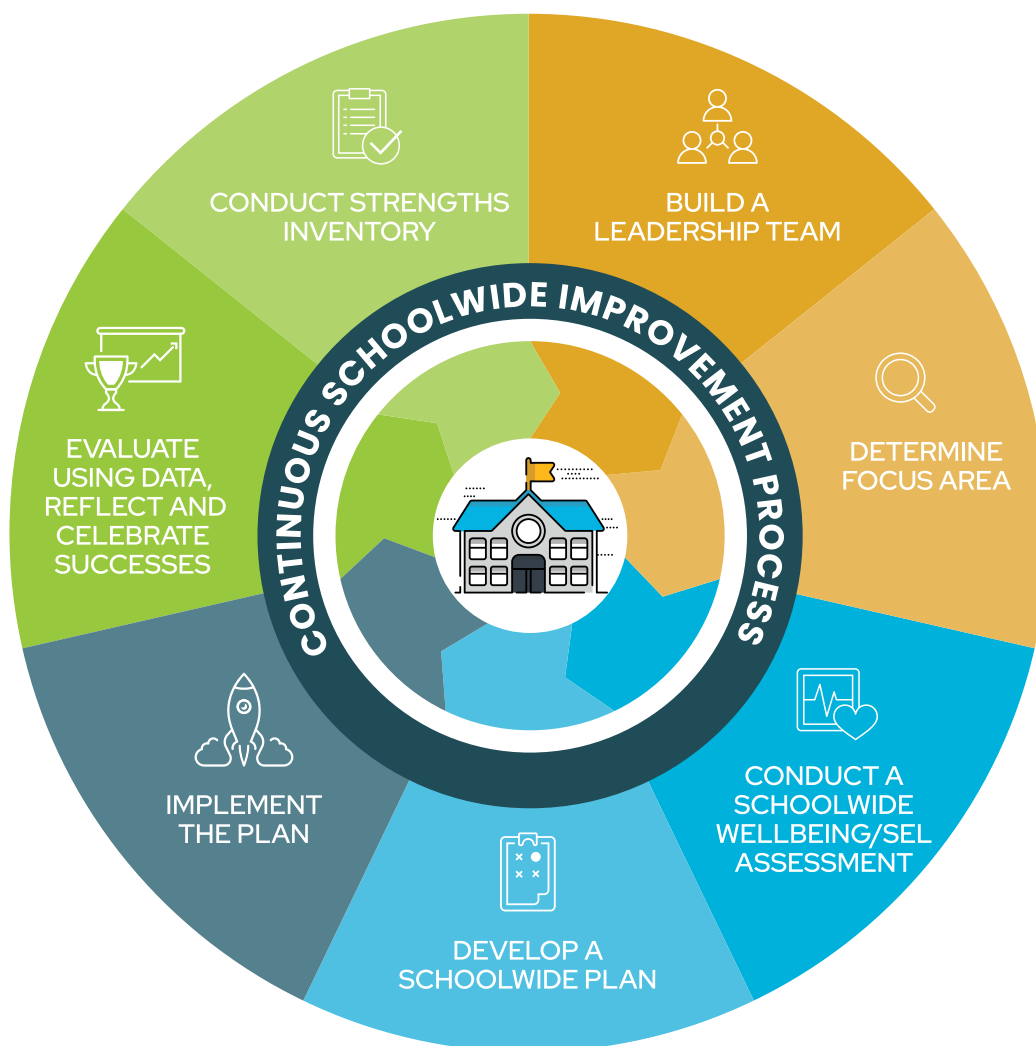- Aligned Community Partnerships

TEACHING AND LEARNING PRACTICES AND SEL INSTRUCTION

- SEL Integrated Instruction
- Evidence-Based/Researched Based SEL Programs and Practices
- Child and Youth Voice and Choice

Well-Being BC

Continuous School Improvement Process

This graphic illustrates the 7 phases of the continuous schoolwide improvement process. Start with building a leadership team and progress through each of the phases.

CONTINUOUS SCHOOLWIDE IMPROVEMENT PROCESS

CONDUCT STRENGTHS INVENTORY

BUILD A LEADERSHIP TEAM

DETERMINE FOCUS AREA

EVALUATE USING DATA, REFLECT AND CELEBRATE SUCCESSES

CONDUCT A SCHOOLWIDE WELLBEING/SEL ASSESSMENT

IMPLEMENT THE PLAN

DEVELOP A SCHOOLWIDE PLAN

How To Use The Toolkit

1   **Set a meeting** for the school leadership team that focuses on well-being and SEL to watch the video and review the PowerPoint provided as an orientation to the Schoolwide Well-being and SEL Assessment and Growth Plan Toolkit.

2   **Download the following documents** from the Toolkit webpage:
a. Schoolwide Well-being and SEL Assessment and Growth Plan Workbook OR Spreadsheet. This is used to record the assessment and growth planning information.

b. Indicators of Schoolwide Well-being and SEL. This document may be used to help with the assessment questions in the workbook/spreadsheet in step 4: "What are our strengths?" and "What do we want more of?"

3   The team determines the **scope of the assessment** by choosing one or more of the pillars and identifying the topics within each pillar.

4   **Complete the workbook sections** associated with the identified assessment areas of focus. Use the *Indicators of Schoolwide Well-being and SEL* document as needed to addresses the following questions for each focus area:

- What are our strengths?
- What do we want more of?

5   **Refer to the Resources Section of the Toolkit webpage** to assist with growth planning, which involves answering the question, "How are we going to get there?" Get input from other staff members as needed.

6   **Present the growth plan** to staff and ask for their feedback to finalize the plan and include timelines and people responsible for implementation. Amend the plan as needed.

7   Teams may wish to **summarize the assessment and growth plan** in a short report that includes timelines and people responsible for implementing various parts of the growth plan.

8   Make a **timeline for revisiting the growth plan** to identify achievements, challenges and steps forward.

1. Schoolwide Policies, **Procedures & Processes**

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Well-Being BC

FOUNDATIONAL STRUCTURE
SEL Team Champions

Schoolwide SEL is led by a team that is composed of individuals who are representative of the full school community.

>> AS A SCHOOL...

1 **WHAT ARE OUR STRENGTHS?**

2 **WHAT DO WE WANT MORE OF?**

3 **HOW ARE WE GOING TO GET THERE?**

FOUNDATIONAL STRUCTURE
SEL Team Champions

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>> DOCUMENTS TO SUPPORT SCHOOL GROWTH

CLICK TO ACCESS THE FOLLOWING RESOURCES

SEL TEAM CHECKLIST – *CASEL*

ASSEMBLING AN SEL TEAM – *CASEL*

KEY RESPONSIBILITIES OF AN SEL TEAM MEMBER – *CASEL*

KEY RESPONSIBILITIES OF AN SEL TEAM LEAD – *CASEL*

SEL TEAM AGENDA – *CASEL*

DEFINING TEAM MEMBER ROLES AND RESPONSIBILITIES – *CASEL*

SEL – RECENT RESEARCH & PRACTICAL STRATEGIES FOR EDUCATORS

MENTAL WELL-BEING AND SEL IN B.C.

CREATE A SHARED VISION – *CASEL*

USING AN SEL LENS TO REVIEW THE VISION AND MISSION – *CASEL*

WHY SEL IS VITAL TO STUDENT SUCCESS AND WELL-BEING
– DR. KIMBERLY SCHONERT-REICHL VIDEO

FOUNDATIONAL STRUCTURE
Communication Plan

Structures are in place to support consistent two-way SEL communications between the SEL team and all stakeholders (e.g., town hall meetings, open door policies, social media).

>> AS A SCHOOL...

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>> DOCUMENTS TO SUPPORT SCHOOL GROWTH

CLICK TO ACCESS THE FOLLOWING RESOURCES

CREATING A COMMUNICATION STRATEGY *– CASEL*

CREATE AN SEL COMMUNICATION STRATEGY *– CASEL*

Well-Being BC

FOUNDATIONAL STRUCTURE
Supportive Discipline

Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced.

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CLICK TO ACCESS THE FOLLOWING RESOURCES

SHIFTING GEARS: RECALIBRATING SCHOOLWIDE DISCIPLINE AND STUDENT SUPPORT

TEACHING RESTORATIVE PRACTICES WITH CLASSROOM CIRCLES

RESTORATIVE PRACTICES: FOSTERING HEALTHY RELATIONSHIPS AND PROMOTING POSITIVE DISCIPLINE IN SCHOOLS

ESTABLISH DISCIPLINE POLICIES THAT PROMOTE SEL *– CASEL*

Well-Being BC

FOUNDATIONAL STRUCTURE
Multi-Tiered System of Student Supports

SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.

>> AS A SCHOOL...

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2 WHAT DO WE WANT MORE OF?

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>> DOCUMENTS TO SUPPORT SCHOOL GROWTH

CLICK TO ACCESS THE FOLLOWING RESOURCES

SEL MTSS AND PBIS – *CASEL*

INTEGRATE STUDENT SUPPORTS WITH SEL – *MTSS – CASEL*

Well-Being BC

FOUNDATIONAL STRUCTURE
Implementation Plan

The SEL team has developed an SEL implementation plan. This plan is integrated into schoolwide planning documents and is referenced and revised regularly.

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CLICK TO ACCESS THE FOLLOWING RESOURCES

DEVELOPING GOALS FOR SCHOOLWIDE SEL – *CASEL*

CREATE A PLAN – *CASEL*

Well-Being BC

FOUNDATIONAL STRUCTURE
Professional Learning

A professional learning plan for SEL offers staff regular opportunities to cultivate adult SEL and learn how to promote SEL for students.

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>> DOCUMENTS TO SUPPORT SCHOOL GROWTH

CLICK TO ACCESS THE FOLLOWING RESOURCES

PROFESSIONAL LEARNING PLAN – *CASEL*

CREATING A PROFESSIONAL LEARNING PLAN – *CASEL*

WELL-BEING B.C. **PROFESSIONAL DEVELOPMENT VIDEO SERIES AND ACCOMPANYING VIDEO SUMMARY AND DISCUSSION GUIDES.**

FOUNDATIONAL STRUCTURE
Systems For Continuous Improvement

School and classroom-level data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.

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CLICK TO ACCESS THE FOLLOWING RESOURCES

ASSESSING SEL – *DR. KIMBERLY SCHONERT-REICHL VIDEO*

SEL DATA REFLECTION PROTOCOL – *CASEL*

CONTINUOUS IMPROVEMENT TEMPLATE – *CASEL*

CONTINUOUS IMPROVEMENT IMPLEMENTATION – EXAMPLE – *CASEL*

2. Supportive Environments - **Social & Physical**

SCHOOLWIDE ASSESSMENT

FOUNDATIONAL STRUCTURE
Supportive School and Classroom Climates

School and classroom environments are supportive, culturally responsive, and focused on fostering relationships and a sense of belonging among everyone in the school community.

>> AS A SCHOOL...

1 **WHAT ARE OUR STRENGTHS?**

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Well-Being BC

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>> DOCUMENTS TO SUPPORT SCHOOL GROWTH

CLICK TO ACCESS THE FOLLOWING RESOURCES

CREATING CARING CLASSROOM AND SCHOOL COMMUNITIES: LESSONS LEARNED FROM SOCIAL AND EMOTIONAL LEARNING PROGRAMS AND PRACTICES

FOSTER A SUPPORTIVE SCHOOL CLIMATE – *CASEL*

DEVELOPING A POSITIVE SCHOOL CLIMATE – *KIMBERLY SCHONERT-REICHL VIDEO*

PLANNING PROCEDURES FOR SUPPORTIVE CLASSROOM ENVIRONMENTS – *CASEL*

FOUNDATIONAL STRUCTURE
Focus on Adult SEL

Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build relational trust, and maintain a strong community.

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>> DOCUMENTS TO SUPPORT SCHOOL GROWTH

CLICK TO ACCESS THE FOLLOWING RESOURCES

DO WE CARE FOR OUR TEACHERS (GREATER GOOD SCIENCE)

WORKPLACE KINDNESS CALENDAR

ADULT SEL – PERSONAL ASSESSMENT AND REFLECTION – CASEL

SEL FOR EDUCATORS *– DR. KIMBERLY SCHONERT-REICHL VIDEO*

SCHOOL LEADERSHIP TO SUPPORT WELLBEING *– MARK GREENBERG VIDEO*

Well-Being BC

FOUNDATIONAL STRUCTURE
Supportive Physical Environments

The school and classrooms are set up in a way that creates warm and welcoming environment, inclusivity and connectedness.

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CLICK TO ACCESS THE FOLLOWING RESOURCES

WHAT TO LOOK FOR IN A CLASSROOM (ALPHIE KOHN)

CLASS ENVIRONMENT REFLECTION

ENVIRONMENTAL CLASSROOM SCAN

3. Teaching & Learning
Practices & SEL Instruction

FOUNDATIONAL STRUCTURE
SEL Integrated Instruction

SEL objectives are integrated into instructional content across all subject areas subject areas including math, language arts, social studies as well as music, art, and physical education.

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>> DOCUMENTS TO SUPPORT SCHOOL GROWTH

CLICK TO ACCESS THE FOLLOWING RESOURCES

SEL TRENDS: INTEGRATING WITH ACADEMICS

SEL IN THE CLASSROOM SELF ASSESSMENT

USING GRADE-LEVEL TEAM MEETINGS TO SUPPORT THE INTEGRATION OF SEL INTO INSTRUCTION

FOUNDATIONAL STRUCTURE
Evidence–Based/Researched Based SEL Programs and Practices

Time is dedicated regularly for all students to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.

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>> DOCUMENTS TO SUPPORT SCHOOL GROWTH

CLICK TO ACCESS THE FOLLOWING RESOURCES

TEACHING THE WHOLE CHILD: INSTRUCTIONAL PRACTICES THAT SUPPORT SEL IN THREE TEACHER EVALUATION FRAMEWORKS?

RE-IMAGINING SOCIAL-EMOTIONAL LEARNING

CHOOSING AN EVIDENCE BASED PROGRAM *– CASEL*

SEL PROGRAMS *– DR. KIMBERLY SCHONERT-REICHL VIDEO*

KERNELS OF SEL PRACTICE *– DR. STEPHANIE JONES VIDEO*

CASEL - INSTRUCTIONAL STRATEGIES THAT PROMOTE SEL

SEL 3 SIGNATURE PRACTICES PLAYBOOK

PROMOTING STUDENT ENGAGEMENT FROM CHILDHOOD TO ADOLESCENCE

SEL INSTRUCTIONAL STRATEGIES *– CASEL*

Well-Being BC

FOUNDATIONAL STRUCTURE
Child and Youth Voice and Choice

Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.

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CLICK TO ACCESS THE FOLLOWING RESOURCES

5 WAYS TO GIVE YOUR STUDENTS MORE VOICE AND CHOICE

LISTENING TO STUDENT - FROM HANDBOOK OF POSITIVE PSYCHOLOGY IN SCHOOLS

ELEVATE STUDENT VOICE – *CASEL*

4. Family & Community
Partnerships

Well-Being BC

FOUNDATIONAL STRUCTURE
Authentic Family Partnerships

Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.

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CLICK TO ACCESS THE FOLLOWING RESOURCES

SCHOOL-FAMILY PARTNERSHIP STRATEGIES TO ENHANCE CHILDREN'S SOCIAL, EMOTIONAL, AND ACADEMIC GROWTH

PARENT-TEACHER CONFERENCES: STRATEGIES FOR PRINCIPALS, TEACHERS, AND PARENTS

STRATEGIES FOR ESTABLISHING SCHOOL FAMILY PARTNERSHIPS *- CASEL*

FAMILY PARTNERSHIPS *- CASEL*

Well-Being BC

FOUNDATIONAL STRUCTURE
Aligned Community Partnerships

School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.

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>> DOCUMENTS TO SUPPORT SCHOOL GROWTH

CLICK TO ACCESS THE FOLLOWING RESOURCES

COORDINATING SEL WORK WITH COMMUNITY PARTNERS - *CASEL*

PARTNERING WITH COMMUNITY ORGANIZATIONS TO SUPPORT SEL - *CASEL*

COMMUNITY PARTNERSHIPS - *CASEL*