Leading SEL

Principals and school leadership teams play an important role in fostering the culture and climate of their schools. Intentionally or not, school leaders indicate their values and priorities through their interactions with staff, students, and families. Modeling by school leaders is, therefore, a critical part of creating a positive school environment and supporting staff in building SEL skills and mindsets. Principals can "lead from the center" by embodying SEL in their daily interactions.

The Collaborative for Academic, Social and Emotional Learning (CASEL) CASEL has created an interactive guide to schoolwide social and emotional learning. CASEL recommends starting here to get an understanding of the big picture.

Read More>>

10 indicators of Schoolwide SEL

CASEL has developed ten indicators of schoolwide implementation of high-quality SEL. These 10 indicators are intended to show the full picture of schoolwide SEL.

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Leading SEL

This **guide** from Harvard's EASEL Lab provides detailed and transparent information about commonly used, evidence-based SEL programs. By breaking down each program in detail, this report enables schools, preschool, and early childhood education (ECE) providers and out-of-school time (OST) organizations to see whether and how well individual programs might:

- address their intended SEL goals or needs (e.g., bullying prevention, character education, behavior management, school readiness, etc.)
- align with a specific mission (e.g., promoting physical fitness, community service, the arts, etc.)
- meet the specific social, emotional, and behavioral needs of their students (e.g.,behavior regulation, conflict resolution, academic motivation, executive function and early learning skills, etc.)
- fit within their schedule or programmatic structure integrate into existing school climate and culture initiatives, positive behavioral supports, and/or trauma-informed systems complement other educational or programmatic goals outside of SEL (e.g., a school looking to boost student literacy scores or make up for the absence of a regular art or music class might consider selecting a program that frequently incorporates reading and writing activities, drawing and arts & crafts, or music and songs)
- ensure that SEL programming is equitable (i.e., relevant, beneficial, and culturally appropriate for all students)
- bridge OST settings and the regular school day

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