BEST PRACTICES IN K-12 SEL

April 2020

HANOVER RESEARCH

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INTRODUCTION

Schools provide an ideal place for students to learn and practice SEL core competencies given the amount of time students spend at school;[1] however, districts and schools must prioritize evidence-based instructional practices and programs to select and implement in order to effectively foster SEL skills. To support member districts in understanding SEL definitions, programs, and impacts, Hanover Research (Hanover) presents the following report. Member districts can use this report to support a centralized and research-based approach to district SEL initiatives and inform teachers across Grades K-12 about SEL. This report consists of three sections:

- **Section I: Defining Social-Emotional Learning** presents SEL-related definitions and core SEL program components as provided by national organizations;

- **Section II: Implementing Social-Emotional Learning** discusses SEL program impacts on student outcomes, strategies for supporting SEL programs including professional development considerations, and methods for encouraging family and community engagement during SEL program implementation; and

- **Section III: Exploring the Impacts of District Implementation** provides information about how large and mid-sized urban districts approach district-wide SEL program implementation.

KEY FINDINGS

- **The five core competencies associated with SEL include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.** Self-awareness and self-management refer to students' abilities to recognize and understand their emotions, the consequences of emotional actions and reactions, and the ability to regulate emotions to mitigate negative behaviors. Social awareness refers to students' empathy, cultural awareness, and appreciation for diversity. Relationship skills then help students act on these socially-aware traits to become effective and respectful communicators and to build positive relationships. Responsible decision-making combines the previous four competencies to support students in making responsible decisions, understanding the emotions of themselves and others, and using empathy, relationship-building, and logic to solve problems and conflicts.

- **Published literature on SEL programs does not highlight one program or delivery model for supporting SEL at the elementary or secondary level but does highlight strategies and approaches common to effective programs.** Effective programs, such as the 4Rs Program, Caring School Community, Responsive Classrooms, and Second Steps, incorporate different combinations of features, which include: student-centered discipline, teacher language, responsibility and choice, warmth and support, cooperative learning, classroom discussions, self-reflection and self-assessment, balanced instruction, academic press and expectations, competence building, establish a positive and predictable classroom, promote positive student-teacher relationships, and provide professional development to teachers.

- **District leaders must promote positive school climates and supportive SEL practices in all district operations.** Strategies that support SEL district-wide include designing welcoming spaces, ensuring staff members always interact with students respectfully, hosting events that encourage and model positive behavior, and creating policies that implement SEL consistently throughout schools and extracurricular programs.

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[1] Jones, S.M. and S.M. Bouffard. "Social and Emotional Learning in Schools From Programs to Strategies." *Social Policy Report*, 26:4, Winter 2012. pp. 3–5. Retrieved from EBSCOhost.

Districts must provide comprehensive SEL-focused professional development to all staff members, not only instructional staff, to support successful SEL implementation. Comprehensive professional development should facilitate buy-in and ensure that all staff members have the appropriate skills to support SEL. Additionally, professional development related to a district-wide program should address the theory and core components of the program, the degree of flexibility permissible in implementing the program, and strategies to overcome common implementation challenges.

Engaging family and community members through the discussion and promotion of SEL principles (e.g., through a website or press releases) and invitations to participate in SEL programs enhances community support and program success. Families can learn from districts about at-home strategies to continue SEL development outside of classrooms. Additionally, the district may contact government agencies, businesses, and cultural institutions to solicit support for SEL programming. Such community assistance may include hosting public events or offering counseling services to students. In interacting with potential or established partners, the district should consider their feedback and thoughtfully address concerns and questions.

SEL program impacts on student outcomes demonstrate positive and lasting results. Two recent meta-analyses indicate that SEL programs lead to positive social, emotional, behavioral, and academic outcomes. Additionally, SEL programs may reduce the likelihood that students develop conduct problems, emotional distress, and drug use. These results are common to studies that analyze different grade levels, various geographic areas, and diverse student demographics, which demonstrates the consistent and widespread effectiveness of SEL programs.

SECTION I: DEFINING SOCIAL-EMOTIONAL LEARNING

In this section, Hanover presents SEL-related definitions and core SEL program components as provided by national organizations.

DEFINITIONS AND COMPETENCIES

SEL refers to the skills and practical knowledge that students need to communicate effectively, interact with peers, resolve conflicts, and manage their emotional responses to stressful situations.[2] Researchers, educators, and state departments of education maintain multiple definitions of SEL.[3] A 2017 report published by the Harvard Graduate School of Education (HGSE) notes that SEL often serves as an umbrella term for specific sub-fields of psychology and human development. Definitions of SEL may include references to "non-cognitive development, character education, 21st century skills, and trauma-informed learning."[4]

Despite the many definitions of SEL, the Collaborative for Academic, Social, and Emotional Learning (CASEL)—a lead organization dedicated to promoting SEL—provides a succinct definition and clear framework for districts and organizations to follow. CASEL defines SEL as:[5]

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

Additionally, SEL relates to several key aspects of education and pedagogy.[6] Accordingly, the SEL process encompasses more than one activity, program, or lesson; it should serve as a key component of teaching and learning in all environments, subjects, and contexts throughout each school year. Specifically, "[S]ystemic SEL is promoted across multiple contexts every day…It is about how teaching and learning happens, as well as what you teach and where you learn."[7]

CASEL further expands on SEL through its Framework for Systemic Social and Emotional Learning, which includes five core competencies of SEL. **The five core competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—integrate into three main settings: classrooms, schools, and at home**. Therefore, students can develop SEL skills through SEL curricula and instruction in the classroom, school-wide SEL policies and practices, and family and community partnerships that support SEL.[8] Figure 1.1 on the following page summarizes these competencies and presents associated skills.[9]

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[2] "Social and Emotional Learning." American Institutes for Research. https://www.air.org/topic/education/social-and-emotional-learning
[3] "Social and Emotional Learning." National Conference of State Legislatures, April 12, 2018. https://www.ncsl.org/research/education/social-emotional-learning.aspx
[4] Jones, S., K. Brush, et al. "Navigating SEL from the Inside Out." Harvard Graduate School of Education, March 2017. p. 4. https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf
[5] Block quote reproduced verbatim from: "What Is SEL?" Collaborative for Academic, Social, and Emotional Learning. https://casel.org/what-is-sel/
[6] Ibid.
[7] "What Is Social and Emotional Learning?" CASEL, District Resource Center. https://drc.casel.org/what-is-sel/
[8] Ibid.
[9] "Core SEL Competencies." Collaborative for Academic, Social, and Emotional Learning (CASEL). https://casel.org/core-competencies/

Figure 1.1: CASEL's SEL Core Competencies

COMPETENCY	DESCRIPTION	ASSOCIATED SKILLS
Self-Awareness	Accurately recognizing one's own emotions, values, strengths, and limits and how these factors influence behavior.	▪ Identifying emotions ▪ Accurate self-perceptions ▪ Recognizing strengths ▪ Self-confidence ▪ Self-efficacy
Self-Management	Regulating one's emotions, thoughts, and behaviors in different situations.	▪ Impulse control ▪ Stress management ▪ Self-discipline ▪ Self-motivation ▪ Goal-setting ▪ Organizational skills
Social Awareness	Empathizing with others and understanding behavioral norms.	▪ Perspective-taking ▪ Empathy ▪ Appreciating diversity ▪ Respect for others
Relationship Skills	Communicating clearly, cooperating with others, negotiating conflict, and seeking and offering help if needed.	▪ Communication ▪ Social engagement ▪ Relationship-building ▪ Teamwork
Responsible Decision-Making	Making constructive choices about personal behavior and social interactions and evaluating the consequences of actions.	▪ Identifying problems ▪ Analyzing situations ▪ Solving problems ▪ Evaluating ▪ Reflecting ▪ Ethical responsibility

Source: Collaborative for Academic, Social, and Emotional Learning[10]

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[10] Figure adapted from: Ibid.

Researchers from HGSE follow a similarly comprehensive framework that includes 12 SEL skills linked to student outcomes. Under this framework, 10 skills divide into four categories: cognitive, emotional, behavioral, and additional skills. These skills relate to a student's ability to manage multiple cognitive and emotional demands while navigating social environments.[11] Figure 1.2 identifies and describes these skills.

Figure 1.2: HGSE's Framework for SEL Skills

CATEGORY	SKILL	DESCRIPTION
Cognitive Skills	Attention Control	The ability to attend to relevant information and goal-directed tasks while resisting distractions and shifting tasks when necessary.
	Inhibitory Control	The ability to suppress or modify a behavioral response in service of attaining a longer-term goal by inhibiting automatic reactions and initiating controlled responses appropriate to the situation.
	Working Memory and Planning Skills	The ability to cognitively maintain and manipulate information over a relatively short period of time and identify and organize the steps or sequence of events needed to complete an activity and achieve a desired goal.
	Cognitive Flexibility	The ability to switch between thinking about two different concepts to thinking about multiple concepts simultaneously or to redirect one's attention away from one salient object, instruction, or strategy to another.
Emotional Skills	Emotional Knowledge and Expression	The ability to recognize, understand, and label emotions in oneself and others and to express one's feelings in contextually appropriate ways.
	Emotion and Behavior Regulation	The ability to use effortful control strategies to modify the intensity or duration of emotional arousal, both positive and negative, as well as the ability to learn and conform to expectations for appropriate social behavior.
	Empathy and Perspective-Taking	The ability to understand another person's emotional state and point of view.
Interpersonal Skills	Understanding Social Cues	The process through which children interpret cues from their social environment and use them to understand the behaviors of others.
	Conflict Resolution and Problem-Solving	The ability to generate and act on effective strategies or solutions for challenging interpersonal situations and conflicts.
	Prosocial Skills	The skills required to organize and navigate social relationships, including the ability to interact effectively with others and develop positive relationships.
Additional Skills	Character	A set of culturally determined skills, values, and habits required to understand, care about, and act upon core ethical values and to perform to one's highest potential in achievement or work contexts.
	Mindset	The attitudes and beliefs about oneself, others, and one's own circumstances that impact one's interpretation of and response to events and daily interactions.

Source: Harvard Graduate School of Education[12]

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[11] Jones, Brush, et al., Op. cit., pp. 15–18.
[12] Figure reproduced nearly verbatim from: Jones, Brush, et al., Op. cit.

Given the many definitions and levels of understanding of SEL, **districts should establish their own definition and understanding of SEL in order to clearly express targeted outcomes, ensure consistent program implementation across school sites, and foster a sense of community involvement**. [13] A committee composed of stakeholder group representatives (e.g., administrators, teachers, parents) can prepare policy documents that align SEL with district priorities and clarify SEL implementation protocols. The committee should solicit feedback from the larger district community to engage more voices and tailor an SEL vision. Key considerations for the implementation plan include intended outcomes and the assessment of program effectiveness.[14]

[13] "Shared Vision." Collaborative for Academic, Social, and Emotional Learning (CASEL). https://schoolguide.casel.org/focus-area-1a/shared-vision/

[14] "Develop a Shared Vision & Plan for SEL." CASEL District Resource Center. https://drc.casel.org/build-foundational-support-and-plan/shared-vision-and-plan/

SECTION II: IMPLEMENTING SOCIAL-EMOTIONAL LEARNING

In this section, Hanover discusses SEL program impacts on student outcomes, strategies for supporting SEL programs including professional development considerations, and methods for encouraging family and community engagement during SEL program implementation. SEL programs require support from district administrators, as they enforce policies, distribute funding, and allocate time toward SEL initiatives.[15]

SEL PROGRAMS

The following subsections present best practices, examples, and important findings of SEL programs.

GENERAL PROGRAM FEATURES

A 2011 meta-analysis published in *Child Development* studies 213 SEL programs and describes the features of the most effective programs. These programs use four recommended practices, which form the acronym SAFE. Meta-analysis results show that programs demonstrate effectiveness "if they use a **sequenced** step-by-step training approach, use **active** forms of learning, **focus** sufficient time on skill development, and have **explicit** learning goals."[16]

Districts can support SAFE practices by ensuring all schools build student and teacher competencies, described in Figure 2.1, and by encouraging a set of 10 research-based teaching practices in Figure 2.2.

Figure 2.1: Actions that Support and Promote SAFE Practices

SEL SHOULD…	DESCRIPTION
Occur within supportive contexts	Efforts to build social and emotional skills and to improve school culture and climate reinforce one another and may enhance benefits when schools pursue both in a simultaneous and coordinated fashion.
Build adult competencies	This includes promoting teachers' own social and emotional competence and the ongoing integration of teacher social and emotional competence with pedagogical skills.
Acknowledge features of the broader community context	This includes considering the environments and contexts in which children learn, live, and grow by building family-school-community partnerships that can support children at home and in other out-of-school settings, fostering culturally competent and responsive practices, and considering how specific educational policies may influence children.
Target a key set of skills across multiple domains of development	This includes targeting, in a developmentally appropriate way, skills across multiple domains of development, including: (a) emotional processes, (b) social/interpersonal skills, and (c) cognitive regulation or executive function skills.
Set reasonable goals	This includes articulating a series of short- and long-term outcomes that reflect reasonable goals or expectations for the specific SEL effort. These include (a) short-term indicators of children's growth and progress in areas proximal to the specific SEL activities, and (b) longer-term indicators of more distal, future impacts.

Source: Harvard Graduate School of Education[17]

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[15] Kendziora, K. and N. Yoder. "When Districts Support and Integrate Social and Emotional Learning (SEL)." Education Policy Center at American Institutes for Research, October 2016. p. 14. https://casel.org/wp-content/uploads/2017/04/When-Districts-Support-SEL-Brief.pdf

[16] Quote reproduced with added emphasis from: Durlak, J.A. et al. "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions: Social and Emotional Learning." *Child Development*, 82:1, January 2011. pp. 405, 408. https://www.casel.org/wp-content/uploads/2016/08/PDF-3-Durlak-Weissberg-Dymnicki-Taylor-_-Schellinger-2011-Meta-analysis.pdf

[17] Figure text reproduced nearly verbatim from: Jones, Brush, et al., Op. cit., pp. 21–22.

Figure 2.2: Teaching Practices to Support SEL

TEACHING PRACTICES	DESCRIPTION
Student-Centered Discipline	Student-centered discipline refers to the types of classroom-management strategies teachers use in their classrooms. To be effective at student-centered discipline, teachers need to use disciplinary strategies that are developmentally appropriate for their students and that motivate students to want to behave in the classroom.
Teacher Language	Teacher language refers to how the teachers talk to students. Teachers should encourage student effort and work, restating what the student did and what that student needs to do to improve.
Responsibility and Choice	Responsibility and choice refers to the degree to which teachers allow students to make responsible decisions about their work in their classroom. The teacher should create a classroom environment where democratic norms are put into place and where students provide meaningful input into the development of the norms and procedures of the classroom as well as the academic content or how they learn content.
Warmth and Support	Warmth and support refers to the academic and social support that students receive from their teacher and from their peers. The teacher should create a classroom where the students know that teachers care about them.
Cooperative Learning	Cooperative learning refers to a specific instructional task in which teachers have students work together toward a collective goal. Teachers ask students to do more than group work; students actively work with their peers around content in a meaningful way.
Classroom Discussions	Classroom discussions refers to conversations students and teachers have around content. During classroom discussions, teachers ask more open-ended questions and ask students to elaborate on their own thinking and on the thinking of their peers.
Self-Reflection and Self-Assessment	Teachers incorporate self-reflection and self-assessment as instructional tasks whereby teachers ask students to actively think about their own work. For students to self-reflect on their work, teachers should ask them to assess their own work.
Balanced Instruction	Balanced instruction refers to teachers using an appropriate balance between active instruction and direct instruction, as well as the appropriate balance between individual and collaborative learning. Through balanced instruction, teachers provide students with opportunities to directly learn about the material as well as engage with the material.
Academic Press and Expectations	Academic press refers to a teacher's implementation of meaningful and challenging work, and academic expectations focus on the teacher's belief that all students can and will succeed. Students should sense the importance of academics, that the teacher wants them to succeed, and that they must exert effort in challenging work in order to succeed.
Competence Building: Modeling, Practicing, Feedback, and Coaching	Competence building occurs when teachers help develop social-emotional competencies systematically through the typical instructional cycle: goals/objectives of the lesson, introduction to new material/modeling, group and individual practice, and conclusion/reflection.

Source: Center on Great Teachers and Leaders at American Institutes for Research[18]

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[18] Figure text reproduced nearly verbatim from: Yoder, N. "Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teach Evaluation Frameworks." Center on Great Teachers & Leaders at American Institutes for Research, January 2014. pp. 10–18. https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf

EFFECTIVE PROGRAMS

Empirical literature that describes SEL delivery models and tools often focus on specific SEL programs and outcomes at the elementary school level, rather than at the middle and high school levels; however, SEL efforts demonstrate effectiveness in each setting. As previously noted, research does not often highlight one program or delivery model as more impactful than others but demonstrates that those that strongly impact student outcomes contain similar elements and follow similar approaches. CASEL provides two guides that explore SEL programs at different school levels. These guides are accessible through the following links:[19]

- 2013 CASEL Guide: Effective Social and Emotional Learning Programs, Preschool and Elementary School Edition
- 2015 CASEL Guide: Effective Social and Emotional Learning Programs, Middle and High School Edition

Figure 2.3 below highlights four SEL programs that demonstrate the effective practices described in Figure 2.2. The remainder of this subsection provides additional details for each of these programs.

Figure 2.3: Comparison of SEL Programs and Effective Instructional Approaches

INSTRUCTIONAL APPROACHES	SEL PROGRAMS			
	4RS PROGRAM	CARING SCHOOL COMMUNITY	RESPONSIVE CLASSROOM	SECOND STEP
Student-Centered Discipline		✓	✓	
Teacher Language			✓	
Responsibility and Choice		✓	✓	
Warmth and Support	✓	✓		✓
Cooperative Learning		✓		
Classroom Discussions	✓	✓		✓
Self-Reflection and Self-Assessment	✓	✓		
Balanced Instruction		✓		✓
Academic Press and Expectations		✓		
Competence Building	✓		✓	✓
Establish A Positive, Predictable Classroom		✓	✓	
Promote Positive Student-Teacher Relationships		✓	✓	
Provide Professional Development to Teachers	✓	✓	✓	✓

Source: Multiple sources cited in this report as well as the Center on Great Teachers and Leaders at American Institutes for Research[20]
Note: Hanover checked a program as having an element only if sources consulted for this report made an explicit reference to the element.

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[19] Linked items obtained from: [1] "2013 CASEL GUIDE: Effective Social and Emotional Learning Programs, Preschool and Elementary School Edition." Collaborative for Academic, Social, and Emotional Learning (CASEL), 2012. http://casel.org/wp-content/uploads/2016/01/2013-casel-guide-1.pdf [2] "2015 CASEL GUIDE: Effective Social and Emotional Learning Programs, Middle and High School Edition." Collaborative for Academic, Social, and Emotional Learning (CASEL), 2015. http://secondaryguide.casel.org/casel-secondary-guide.pdf
[20] Figure contents for Caring School Community and Responsive Classroom adapted from: Yoder, Op. cit., pp. 30–31.

The 4Rs (Reading, Writing, Respect, and Resolution) Program integrates social-emotional instruction into literacy activities for students in Grades PreK through 5.[21] The program is based on the idea that linking SEL with basic academic skills will "capitaliz[e] on their mutual influence on successful development."[22] Teachers lead weekly lessons in reading and writing as well as discussion activities that develop skills such as managing feelings, problem-solving, and cooperation.[23] Lessons typically occur over 35 class periods per year and each last for 20 to 60 minutes.[24] Although the program uses a variety of instructional practices, the majority, about 53 percent, of program activities use discussions.[25]

Assessment tools for the 4Rs Program include self-report measures and assessments of student behavior.[26] Regarding professional development, the 4Rs Program requires an initial introductory training that totals 25 to 30 hours. This training aims to develop teachers' SEL skills and familiarize them with the curriculum. Teachers also receive ongoing coaching from a 4Rs Program consultant.[27]

> ## Impact of the 4Rs Program on Student Outcomes
>
> CASEL rated the 4Rs Program as "extensively" providing opportunities for students to practice SEL skills, taking place classroom- and school-wide, and involving families, though the program involves minimal community engagement.[28] A review of SEL programs notes that a large, randomized control trial finds that the 4Rs Program correlates with the following outcomes:[29]
>
> - Improved social competence
> - Increased reading and math test scores
> - Reduced aggression, depressive symptoms, hyperactivity, and hostile attribution bias

CARING SCHOOL COMMUNITY (COLLABORATIVE CLASSROOM)

The Caring School Community program, developed by the Center for the Collaborative Classroom, supports students in Grades K through 8 and focuses on building community within the school.[30] The program typically follows its own curricula but provides options for integrating into existing curricula. Lessons usually occur throughout a school year across 30 to 35 class period,[31] and incorporate discussion, didactic instruction, SEL skill practice, and visual displays.[32] The program consists of four components:[33]

- **Class Meetings**: 30 to 35 lessons that occur over the course of the school year;

- **Cross-Age Buddies Program**: 40 activities that occur twice per month and typically last for 30 to 60 minutes each;

- **Homeside Activities**: 18 activities that occur once or twice per month and typically last for 15 to 20 minutes each; and

- **Schoolwide Community-Building Activities**: 15 events or activities per year.

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[21] Jones, Brush, et al., Op. cit., p. 43.

[22] Jones, S.M., J.L. Brown, et al. "A School-Randomized Clinical Trial of an Integrated Social–Emotional Learning and Literacy Intervention: Impacts after 1 School Year." *Journal of Consulting and Clinical Psychology*, 78:6, December 2010. p. 830. https://morningsidecenter.org/sites/default/files/documents-pdfs/JournalConsultingClinicalPsych2010.pdf

[23] "The 4Rs Program." Morningside Center for Teaching Social Responsibility. https://www.morningsidecenter.org/4rs-program

[24] Jones, Brush, et al., Op. cit., p. 43.

[25] Ibid., p. 48.

[26] "2013 CASEL GUIDE: Effective Social and Emotional Learning Programs, Preschool and Elementary School Edition," Op. cit., p. 26.

[27] Jones, Brush, et al., Op. cit., p. 49.

[28] "2013 CASEL GUIDE: Effective Social and Emotional Learning Programs, Preschool and Elementary School Edition," Op. cit., p. 43.

[29] Bulleted text adapted from: Jones, Brush, et al., Op. cit., p. 44.

[30] "Caring School Community: Principles and Structures to Develop Social Skills." Center for the Collaborative Classroom. https://www.collaborativeclassroom.org/programs/caring-school-community/

[31] "2013 CASEL GUIDE: Effective Social and Emotional Learning Programs, Preschool and Elementary School Edition," Op. cit., p. 26.

[32] Jones, Brush, et al., Op. cit., p. 53.

[33] Bulleted text reproduced verbatim with modifications from: Ibid.

Assessment tools for the Caring School Community program include self-report measures, observation tools, and assessments of student behavior.[34] Regarding professional development, the Center for the Collaborative Classroom offers 20- to 30-minute sessions that schools can administer during monthly staff meetings. The Center also provides online courses and instructional materials.[35]

> ### Impact of Caring School Community on Student Outcomes
>
> CASEL rates the Caring School Community as "extensively" providing opportunities for students to practice SEL skills in the classroom and school-wide, and involving families and the community.[36] A review of SEL programs notes that students who engage in this program generally demonstrate improvements in the following areas:[37]
>
> - Prosocial behavior
> - Reading and math test scores
> - Sense of community
> - Sense of independence
> - Drug use and delinquency decreases

RESPONSIVE CLASSROOM

Responsive Classroom (RC) promotes teaching strategies that create a safe community, which ultimately facilitates students' development of SEL skills. This approach focuses on developing the SEL competencies of cooperation, assertiveness, responsibility, empathy, and self-control, while academic competencies include academic mindset, perseverance, learning strategies, and academic behaviors.[38] Importantly, RC can be integrated into existing curricula or implemented as a standalone program.[39] This model focuses on four domains, as described in Figure 2.4.[40]

Figure 2.4: Responsive Classroom Domains

DOMAIN	DESCRIPTION
Engaging Academics	Learner-centered lessons that are participatory, appropriately challenging, fun, and relevant and promote curiosity, wonder, and interest.
Positive Community	A safe, predictable, joyful, and inclusive environment where all students have a sense of belonging and significance.
Effective Management	A calm and orderly learning environment that promotes autonomy, responsibility, and high engagement in learning.
Developmentally Responsive Teaching	Basing all decisions for teaching and discipline upon research and knowledge of students' social, emotional, physical, and cognitive development.

Source: Responsive Classroom[41]

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[34] "2013 CASEL GUIDE: Effective Social and Emotional Learning Programs, Preschool and Elementary School Edition," Op. cit., p. 26.
[35] Jones, Brush, et al., Op. cit., p. 59.
[36] "2013 CASEL GUIDE: Effective Social and Emotional Learning Programs, Preschool and Elementary School Edition," Op. cit., p. 26.
[37] Bulleted text adapted from: Jones, Brush, et al., Op. cit., p. 54.
[38] "Principles & Practices." Responsive Classroom. https://www.responsiveclassroom.org/about/principles-practices/
[39] "2013 CASEL GUIDE: Effective Social and Emotional Learning Programs, Preschool and Elementary School Edition," Op. cit., p. 27.
[40] "About Responsive Classroom." Responsive Classroom. https://www.responsiveclassroom.org/about/
[41] Figure text reproduced verbatim from: Ibid.

Under the RC approach, teachers use a variety of age-appropriate teaching practices across Grades K through 8, including:[42]

- **Interactive Modeling**: An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback);

- **Teacher Language**: The intentional use of language to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school;

- **Logical Consequences**: A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity; and

- **Interactive Learning Structures**: Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.

Assessment tools for RC include self-report measures and assessments of student behavior.[43] The program also includes extensive professional development offerings, including over 30 books designed to help teachers implement RC practices. The organization also provides on - and off-site training, consultation, and coaching throughout the school year.[44]

> ### Impact of Responsive Classroom on Student Outcomes
>
> CASEL rated RC as "extensively" providing opportunities for students to practice SEL skills in the classroom and school-wide, and for providing opportunities to involve families, though the program involves minimal community engagement.[45] Additionally, seven studies analyzing the effectiveness of RC find that students following the RC program generally show improvements in SEL skills as well as reading and math test scores.[46]

SECOND STEP

Second Step provides several programs, including an SEL program for students in Grades PreK through 8.[47] Second Steps' SEL curriculum involves 22 to 28 weekly topics.[48] The curriculum can integrate into existing curricula and promotes "skills for learning, empathy, emotion management, and problem-solving."[49] The most commonly used instructional methods include discussion, songs, games, and practicing SEL skills.[50]

Assessment tools for Second Step include self-report measures, observation tools, and assessments of student behavior.[51] Regarding professional development, Second Step involves a one-hour online training session to familiarize teachers with the Second Step curriculum. Additionally, the organization provides a toolkit that contains materials principals can use to train staff, including meeting activities and handouts. Individuals responsible for coordinating district-wide implementation of Second Step can also participate in a summer Leadership Institute.[52]

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[42] Bulleted text reproduced verbatim from: "Principles & Practices," Op. cit.
[43] "2013 CASEL GUIDE: Effective Social and Emotional Learning Programs, Preschool and Elementary School Edition," Op. cit., p. 27.
[44] Jones, Brush, et al., Op. cit., p. 257.
[45] "2013 CASEL GUIDE: Effective Social and Emotional Learning Programs, Preschool and Elementary School Edition," Op. cit., p. 27.
[46] Jones, Brush, et al., Op. cit., p. 251.
[47] "Second Step Social-Emotional Learning: A Strong Foundation for Lifelong Learning." Second Step.
   https://www.secondstep.org/second-step-social-emotional-learning
[48] "2013 CASEL GUIDE: Effective Social and Emotional Learning Programs, Preschool and Elementary School Edition," Op. cit., p. 60.
[49] Jones, Brush, et al., Op. cit., p. 161.
[50] Ibid.
[51] "2013 CASEL GUIDE: Effective Social and Emotional Learning Programs, Preschool and Elementary School Edition," Op. cit., p. 27.
[52] Jones, Brush, et al., Op. cit., p. 167.

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🧠 Impact of Second Step on Student Outcomes

CASEL rated Second Step's SEL curriculum as "extensively" providing opportunities for students to practice SEL skills in the classroom. CASEL also rated the curriculum as "adequate" in school-wide interventions and involving families, though the curriculum involves minimal community engagement.[53] Four studies on Second Step find that following program participation, students generally showed improvements in the following areas:[54]

- Empathy
- Impulse control
- Anger management
- Self-reliance
- Positive approach-coping

- Caring-cooperative behavior
- Suppression of anger
- Consideration of others
- Social competence

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GENERAL PROGRAM OUTCOMES

Two key meta-analyses—the 2011 report published in *Child Development* noted above and a follow-up study published in 2017—provide evidence of SEL program effectiveness and their long-term impact.[55] Figure 2.5 below highlights these studies' findings regarding SEL impacts on student outcomes.

Figure 2.5: Impacts of SEL Programs on Student Outcomes

2011 META-ANALYSIS	2017 META-ANALYSIS
Positive Impacts of SEL Programs on Student Outcomes	
- Improved social competencies - Improved attitudes regarding themselves, peers, and school - Increased prosocial behaviors - Reduced conduct problems - Reduced internalizing problems - Improved academic performance (i.e., improved test scores and grades) - Sustained impact for at least six months - Improved outcomes at elementary, middle, and high school levels (with less evidence in high schools) - Improved outcomes in urban, suburban, and rural schools (with less evidence in rural schools) - Improved outcomes in schools that supported SAFE practices	- Continued, significant positive outcomes from SEL programs up to 3.75 years after SEL program interventions - Improved SEL skills - Improved attitudes - Increased prosocial behaviors - Improved academic performance - Reduced likelihood of future conduct problems - Reduced likelihood of future emotional distress - Reduced likelihood of future drug use - Improved outcomes in all demographic groups studied - Supported evidence that skills, not attitudes, predict long-term effects more adequately
Negative Impacts of SEL Programs on Student Outcomes	
- Reduced impacts on outcomes when programs had implementation problems - No added benefit from multicomponent programs compared to classroom-only programs, potentially due to implementation challenges	No additional negative impacts highlighted

Source: *Child Development*[56]

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[53] "2013 CASEL GUIDE: Effective Social and Emotional Learning Programs, Preschool and Elementary School Edition," Op. cit., p. 27.

[54] Bulleted text reproduced verbatim from: Jones, Brush, et al., Op. cit., p. 162.

[55] [1] Durlak et al., Op. cit. [2] Taylor, R.D. et al. "Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects." *Child Development*, 88:4, July 2017. Retrieved from EBSCOhost.

[56] Figure text adapted and reproduced verbatim from: [1] Durlak et al., Op. cit., pp. 417–419. [2] Taylor et al., Op. cit., pp. 1164–1167.

SCHOOL CLIMATE

SEL programming should encompass all aspects of district operations to ensure systemic commitment to student development. According to CASEL, SEL must integrate throughout a student's educational experience, "including academic content and instruction, discipline systems, and the continuum of academic and behavioral supports that the district offers."[57] For example, districts should take steps to establish a safe, supportive climate for their students. Figure 2.6 presents four strategies for fostering inclusive environments at all school sites.

Figure 2.6: District Strategies for Supporting School Climates

	Design physical spaces that convey welcoming environments		Ensure staff members encourage respectful interactions between students and themselves
	Host activities or assemblies that encourage positive behavior and have staff members model and communicate SEL principles during interactions with students, families, and community members		Create policies that facilitate consistent SEL implementation across sites and extracurricular programs

Source: Center on Great Teachers & Leaders at American Institutes for Research and the Harvard Graduate School of Education [58]

District staff should also monitor their language when interacting with students. Teachers can encourage SEL by focusing on student effort (e.g., "I see that you are trying your best to listen to your partner") rather than student achievement (e.g., "You did a wonderful job role-playing how to handle a disagreement"). Similarly, staff interactions should inform students of their progress and highlight potential areas for improvement. Educators can also remind students to monitor personal behavior. Regardless of the conversation, all interactions with students should offer support and project a caring attitude to ensure comfortability, while also maintaining the expectation that students assume responsibility for their SEL development.[59]

PROFESSIONAL DEVELOPMENT

School districts should provide comprehensive professional development to secure staff buy-in for SEL and ensure that staff members have the skills needed to implement SEL programming. Successful SEL implementation depends on the commitment of teachers and other school staff.[60] According to the CASEL, "districts must develop and implement a coordinated professional development program that addresses academic, social, and emotional learning capacity development for all staff."[61]

HGSE identifies the lack of professional development as a significant obstacle to effective SEL implementation. Teachers in pre-service programs often receive limited training on SEL and therefore need in-service professional development to implement SEL programs. Non-teaching staff members who interact with students, such as cafeteria monitors and bus drivers, also need professional development to support SEL development.[62] Similarly, the U.S. Department of Education recommends providing all staff members who work with students with ongoing professional development to support positive school environments.[63] Schools must also develop comprehensive professional development programs that target both SEL

[57] "Integrate SEL with Academics, Discipline, & Student Supports." CASEL, District Resource Center. https://drc.casel.org/promote-sel-for-students/integration/

[58] Figure adapted from: [1] Yoder, Op. cit., p. 2. [2] Jones, Brush, et al., Op. cit., p. 26.

[59] Yoder, Op. cit., pp. 12–13.

[60] Durlak, J.A. "Programme Implementation in Social and Emotional Learning: Basic Issues and Research Findings." *Cambridge Journal of Education*, 46:3, September 2016. p. 337. Retrieved from EBSCOhost.

[61] "District Theory of Action: Professional Development." Collaborative for Academic, Social, and Emotional Learning (CASEL). https://casel.org/in-the-district/pd/

[62] Jones, Brush, et al., Op. cit., pp. 23–24.

[63] "Guiding Principles: A Resource Guide for Improving School Climate and Discipline." U.S. Department of Education, January 2014. p. 7. https://files.eric.ed.gov/fulltext/ED544743.pdf

competencies *and* specific school needs. Comprehensive professional development should provide teachers with the skills needed to integrate SEL across the curriculum.[64]

In addition to professional development introducing school staff to SEL, **districts adopting a specific SEL program or curriculum should provide professional development focused on the effective implementation of the program**. Because SEL programs often have multiple, complex features, teachers may not effectively implement a program and achieve the desired results when following a manual or lesson plan on their own. Professional development should address three program-specific elements:[65]

- The theory and core components of the program or intervention;
- The degree of flexibility permissible in implementing the program; and
- Strategies to overcome common implementation challenges.

FAMILY AND COMMUNITY ENGAGEMENT

The following subsections provide family and community engagement practices to support SEL, though strategies and actions may overlap or connect.

FAMILY-CENTERED PRACTICES

CASEL emphasizes that "social and emotional learning starts at home" and stresses the importance of families in supporting children's SEL development through modeling and advocating for SEL in schools.[66] To promote family involvement in SEL, **districts can employ a broad communications strategy to provide information about SEL programming and strategies that help and support children's development**. Importantly, the content, frequency, and utility of these communications can affect "the extent and quality of a parents' home involvement with their children's learning."[67]

A 2011 survey by the National School Public Relations Association (NSPRA) analyzes parents' preferences for school communications that could help districts orient their communications strategy.[68] The survey collected over 43,000 responses from parents and residents in 50 school districts within 22 states. Results indicate that survey participants prefer direct electronic and internet-based communication (e.g., email) from district leaders and teachers. Survey participants' least preferred methods include social media (e.g., Facebook, Twitter).[69]

Figure 2.7 on the following page presents potential teacher-parent communication strategies from the American Federation of Teachers. Ultimately, districts should research parents' communication preferences to develop effective strategies that lead to the widest and clearest distribution of information.[70]

[64] Bridgeland, J., M. Bruce, and A. Hariharan. "The Missing Piece A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools, A Report for CASEL." Civic Enterprises, 2016. pp. 39–40. https://www.casel.org/wp-content/uploads/2016/01/the-missing-piece.pdf

[65] Preceding and bulleted text adapted from: Durlak, Op. cit., p. 338.

[66] "SEL in Homes & Communities." Collaborative for Academic, Social, and Emotional Learning (CASEL). https://casel.org/homes-and-communities/

[67] "Classroom Tips: Building Parent-Teacher Partnerships." American Federation of Teachers. p. 4. http://ms.aft.org/files/ct-parent-teacherpartnerships_0.pdf

[68] [1] "Home." National School Public Relations Association. https://www.nspra.org/info [2] "National Survey Pinpoints Communication Preferences in School Communication." National School Public Relations Association, August 26, 2011. https://www.nspra.org/files/docs/Release%20on%20CAP%20Survey.pdf

[69] "National Survey Pinpoints Communication Preferences in School Communication," Op. cit.

[70] "What Parents Want in School Communication." Edutopia, August 31, 2011. https://www.edutopia.org/blog/parent-involvement-survey-anne-obrien

Figure 2.7: Methods for Communicating with Parents

▪ Parent conferences	▪ Parent-teacher organizations (PTOs)
▪ Phone calls	▪ Emails
▪ District and school websites	▪ Parent newsletters
▪ Open houses	▪ SEL curriculum nights
▪ Home visits	▪ Inserts in local newspapers
▪ Notices and handouts in public spaces	▪ Workshops and information sessions

Source: American Federation of Teachers[71]

Workshops, information sessions, and published reference materials familiarize parents with home-based strategies to teach SEL skills. Many parents want to assume a more active role in their children's learning but lack the practical knowledge to do so. Informational presentations, training workshops, and accompanying reference materials can provide knowledge on many SEL topics and home-based strategies to support SEL.[72]

Additionally, training facilitators—either district employees or outside consultants—can encourage parents to model behaviors for children to emulate, talk openly about SEL skills, and provide guidance on navigating social situations. Districts can also invite parents to participate in their SEL programs and access community support services as necessary. Currently, organizations such as the Child Abuse Prevention Center and Parenting Horizons offer lectures and workshops on SEL that districts may consider offering to parents.[73] Figure 2.8 below presents multiple strategies that parents can use every day to encourage SEL.

Figure 2.8: Parent Strategies to Support SEL

▪ Be patient and listen to children's concerns	▪ Model and teach self-care
▪ Maintain a hopeful outlook	▪ Emphasize that change is part of living
▪ Model the behavior being taught	▪ Recognize children's capacity for empathy
▪ Encourage children to help others	▪ Celebrate diversity
▪ Encourage participation in team sports and clubs	▪ Use visual reminders of appropriate behavior
▪ Nurture children's self-esteem	▪ Participate in school SEL programs
▪ Discuss children's use of social skills	▪ Use school and community support services

Source: Multiple[74]

Educators can also encourage parents to assume a coaching role when addressing SEL. Jennifer Miller, a former director at CASEL and current independent SEL consultant, urges parents to coach their children through problems rather than giving them answers.[75] For example, instead of telling a child to apologize to a peer, a parent should listen to the child's thoughts and ask reflective questions so that the child reaches their own solution.[76] Figure 2.9 on the following page displays effective coaching strategies for parents, including asking reflective questions and expressing confidence in a child's problem-solving skills.

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[71] Figure adapted from: "Classroom Tips: Building Parent-Teacher Partnerships," Op. cit., pp. 4–5.

[72] Cary, A. "How Strong Communication Contributes to Student and School Success: Parent and Family Involvement." National School Public Relations Association, 2006. p. 13. https://www.nspra.org/files/docs/Strong_Communication_Students_School_Success.pdf

[73] [1] "Workshops." The Child Abuse Prevention Center. http://www.thecapcenter.org/what/training/workshops [2] "Workshops for Parents." Parenting Horizons. https://www.parentinghorizons.com/workshops/parents

[74] Figure adapted from: [1] "Social and Emotional Learning: Strategies for Parents." Edutopia. https://www.edutopia.org/social-emotional-learning-parent-resources [2] "Fostering an Attitude of Gratitude: Tips for Parents." National Association of School Psychologists, November 2009. p. 1. Downloaded from: https://www.edutopia.org/sel-parents-resources [3] "Resilience Guide for Parents and Teachers." American Psychological Association. https://www.apa.org/helpcenter/resilience [4] "Essential 21st Century Skills." Ashoka's Youth Venture, November 2011. p. 1. https://startempathy.org/wp-content/uploads/2017/11/Parenting-Changemakers-brochure.pdf [5] "Tips for Parents to Teach Social Skills in Children." Apperson, April 28, 2016. https://www.apperson.com/classroom-management/tips-for-parents-to-teach-social-skills-in-children

[75] "About the Author." Confident Parents, Confident Kids. https://confidentparentsconfidentkids.org/about-the-blog/about-the-author/

[76] "Coaching – A Tool for Raising Confident Kids." Confident Parents, Confident Kids, July 13, 2017. https://confidentparentsconfidentkids.org/2017/07/13/coaching-a-tool-for-raising-confident-kids/

Figure 2.9: Parent Coaching Strategies

STRATEGY	DESCRIPTION
Use Open-Ended Questions	Use questions to further define a problem so that a child can better solve it, avoiding "leading" and "yes or no" questions.
Name Emotions	Articulate what a child feels and confirm the accuracy of your identification.
Challenge Thinking	If a child feels a solution is ineffective, ask them to brainstorm alternatives.
Summarize	Summarize a child's problem and solution without embellishment or opinions.
Eliminate Judgment	Do not judge individuals involved in a conflict or the causes of a problem.
Express Genuine Confidence	Assure the child of your confidence in their ability to solve the problem without hesitancy or uncertainty.

Source: Confident Parents, Confident Kids[77]

COMMUNITY-CENTERED PRACTICES

School districts should also seek community supports to enhance children's SEL development. Districts can begin by discussing the definition of and goals for SEL with community members abo.[78] In seeking partners, districts can connect with a variety of organizations, including local government agencies, philanthropic organizations, and other groups as shown in Figure 2.10.

Figure 2.10: Potential Community Partners

CATEGORY	EXAMPLES	CATEGORY	EXAMPLES
County Agencies	▪ Family services ▪ Health departments	**City or Town Agencies**	▪ Recreational departments ▪ Police departments
Mental Health Groups	▪ Family crisis centers ▪ Individual practitioners	**Postsecondary Institutions**	▪ Community colleges ▪ Public universities
Service Agencies	▪ United Way ▪ Red Cross	**Philanthropic Clubs**	▪ Rotary Club ▪ Lions Club
Youth Agencies	▪ YMCA/YWCA ▪ Girl Scouts and Boy Scouts	**Sports Groups**	▪ Athletic teams ▪ Recreational sports leagues
Community Organizations	▪ Neighborhood watch ▪ Civic associations	**Religious Institutions**	▪ Interfaith councils ▪ Community congregations
Legal Assistance Groups	▪ Local law practices ▪ Law schools	**Cultural Institutions**	▪ TV and radio stations ▪ Museums
Special Interest Groups	▪ SPCA ▪ American Cancer Society	**Businesses**	▪ Banks and credit unions ▪ Local shops

Source: The Hamilton Fish Institute on School and Community Violence, Northwest Regional Educational Laboratory, and U.S. Department of Justice[79]

All communications to community members should remain aware of the target audience, intended message, and relative strengths and weaknesses associated with the delivery method. Effective SEL communication campaigns increase awareness, inspire enthusiasm, and solicit stakeholder involvement in programming. Potential communication instruments include emails, websites, press releases, and materials

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[77] Figure adapted from: Ibid.
[78] "Develop a Shared Vision & Plan for SEL," Op. cit.
[79] Figure adapted from: Adelman, H. and L. Taylor. "Fostering School, Family, and Community Involvement." Hamilton Fish Institute on School and Community Violence and Northwest Regional Educational Laboratory, September 2007. pp. 32–33. http://smhp.psych.ucla.edu/publications/44%20guide%207%20fostering%20school%20family%20and%20community%20involvement.pdf

for district initiatives.[80] Once potential community partners express an interest in supporting SEL, school districts should identify clear roles for community members and determine how to best utilize shared resources to support SEL. Possible community member services include hosting public events and offering direct services to students (e.g., counseling, mentoring).[81]

Developing partnerships requires time, commitment, and patience. However, once a district establishes community ties, partners may be more willing to donate their time, expertise, and resources to support SEL programming.[82]

[80] "Communicate SEL As a District Priority." Collaborative for Academic, Social, and Emotional Learning. https://drc.casel.org/build-foundational-support-and-plan/communication/

[81] "Strategies for Community Engagement in School Turnaround." Reform Support Network, March 2014. pp. 4, 14–15. https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/strategies-for-community-engagement-in-school-turnaround.pdf

[82] [1] Cary, Op. cit., pp. 13–14. [2] Ferlazzo, L. "Involvement or Engagement?" ASCD, May 2011. http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%C2%A2.aspx

SECTION III: EXPLORING EXAMPLES OF DISTRICT IMPLEMENTATION

In this section, Hanover provides district-specific information about SEL implementation. Figure 3.1 presents examples of how large and mid-size urban districts successfully implemented new SEL models across their schools. Each example provides a hyperlink to the district's SEL webpage for more information. Demographic information refers to the 2017-2018 academic year.

Figure 3.1: SEL Implementation and Outcomes in Urban School Districts

DISTRICT (STATE)	ENROLLMENT	NUMBER OF SCHOOLS	% ELL	% IEP	% FRPL	KEY FEATURES	HIGHLIGHTED OUTCOMES
Anchorage School District (Alaska)	47,588	100	14%	15%	47%	▪ Integrated into instruction, school climate, attitudes towards diversity, PD, district leaders' actions as role models, and decision-making ▪ SEL leadership team ▪ Data-driven policy and programs	▪ Positive family, staff, and student survey responses
Baltimore City Public Schools (Maryland)	80,591	172	6%	16%	100%	▪ Three-part strategy highlighting leadership, literacy, and wholeness ▪ PD for school leaders and staff ▪ SEL and restorative practices ▪ SEL intensive learning sites (receiving more PD, guided coaching, and meetings with staff from other sites)	▪ The district named 55 schools as intensive learning sites in 2018-2019 and 40 more for 2019-2020

DISTRICT (STATE)	ENROLLMENT	NUMBER OF SCHOOLS	% ELL	% IEP	% FRPL	KEY FEATURES	HIGHLIGHTED OUTCOMES
Boston Public Schools (Massachusetts)	52,664	118	29%	20%	N/A	▪ Combines social-emotional and physical health into the district's SEL approach ▪ Employs an Assistant Superintendent of Social Emotional Learning and Wellness—the first in the U.S. ▪ Follows a "Whole School, Whole Community, Whole Child Approach"	*Not Available*
Hawaii Department of Education (Hawaii)	180,837	292	8%	11%	47%	▪ New school performance system ▪ International standards ▪ New assessments ▪ Rigorous diploma requirements ▪ Conference including SEL best practices and PD for teachers	*Not Available*
Tacoma Public Schools (Washington)	29,059	66	11%	14%	57%	▪ Four-part strategy that engages families, community members, neighborhoods, and staff up in students' health, safety, engagement, and support system	▪ Fewer suspensions ▪ Fewer expulsions ▪ Reduced graduation gaps

DISTRICT (STATE)	ENROLLMENT	NUMBER OF SCHOOLS	% ELL	% IEP	% FRPL	KEY FEATURES	HIGHLIGHTED OUTCOMES
Washoe County School District (Nevada)	67,021	108	17%	14%	44%	■ Three-part, strategy highlighting climate and culture, direct instruction, and integration into the curriculum ■ Shared responsibility ■ Data-driven policy and programs	■ Graduation rates increased 20 points ■ Students show stronger SEL skills, demonstrate a greater likelihood of staying in school, receive fewer suspensions, and perform better on standardized tests

Source: eSchool News, National Center for Education Statistics, Anchorage School District, Baltimore City Public Schools, Boston Public Schools, Hawaii Department of Education, Tacoma Public Schools, Washoe County School District, and Collaborative for Academic, Social, and Emotional Learning [83]

[83] Figure adapted from: [1] "The 14 Most Innovative SEL Districts, Part 1." ESchool News, December 4, 2018. https://www.eschoolnews.com/2018/12/04/the-14-most-innovative-sel-districts-part-1/ [2] "Elementary and Secondary Information System." National Center for Education Statistics. https://nces.ed.gov/ccd/elsi/tableGenerator.aspx [3] "What Is Social and Emotional Learning." Anchorage School District. https://www.asdk12.org/Page/6643 [4] "Blueprint for Success." Baltimore City Public Schools. https://www.baltimorecityschools.org/blueprint [5] "Social Emotional Learning & Instruction." Boston Public Schools. https://www.bostonpublicschools.org/Page/7569 [6] "Whole-Child Supports." Hawaii Department of Education. http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Supports/Pages/home.aspx [7] "Whole Child." Tacoma Public Schools. https://www.tacomaschools.org/student-life/TWC/Pages/default.aspx [8] "Social Emotional Learning." Washoe County School District. https://www.washoeschools.net/Page/569 [9] "Washoe County." Collaborative for Academic, Social, and Emotional Learning (CASEL). https://casel.org/partner-districts/washoe-county-school-district/ [10] "Anchorage." Collaborative for Academic, Social, and Emotional Learning (CASEL). https://casel.org/partner-districts/anchorage-school-district/

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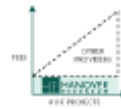200+ analysts with multiple methodology research expertise

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