

## Demystifying Systemic Social and Emotional Learning: Supportive School and Classroom Climates

### PANELISTS' RECOMMENDED RESOURCES

#### From CASEL

- [Foster a Supportive School Climate and A Supportive Classroom Environment](#) - Explore elements of a supportive climate on CASEL's Guide to Schoolwide SEL.
- [Developing Schoolwide Norms](#) - Schoolwide norms are a set of agreed-upon expectations of how all students and staff will interact to contribute to a positive school climate. This tool offers approaches for collaboratively developing these agreements with both younger and older students.
- [Teacher Small Group Discussion Guide: Building a Supportive Learning Environment](#) - Provides readings, reflection questions, and activities for small groups to discuss and support each other to strengthen learning environments, intended for use by middle and high school teacher teams.
- [Learner Autobiography](#) - A lesson plan to provide an opportunity for students to build self-awareness and for teachers to learn more about their students' experiences with school in order to support them in a way that is thoughtful and culturally responsive.
- [Schoolwide SEL Walkthrough Protocol](#) - an observation tool to look for signs of high-quality schoolwide SEL implementation and measure improvement over time. Includes a focus on schoolwide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community.

continued on next page

**From Michele Jackson, *Chicago Public Schools***

- [High School Classroom Community Building Handbook](#) - This handbook is divided into four sections: quick check-ins, SEL Community Builders, Circles, and Reflection Activities
- [CPS Office of SEL School & Staff Resources](#) - In support of school reopening and the shifting needs of our students, the Office of Social and Emotional Learning has updated and produced the following resources, which include guidance and tools for remote and hybrid social emotional learning with students, staff and caregivers at CPS
- [CPS Supportive Schools Certification](#) - The Supportive Schools Certification process guides schools in setting meaningful goals and action steps toward meeting the Chicago Public Schools School Climate Standards, as outlined in the District's Five-Year Vision.
- Students Rights and Responsibilities -

**From Camille Farrington, *UChicago Consortium***

**Articles**

- [Foundations for Young Adult Success | UChicago Consortium on School Research](#) - FYAS and Developmental Experiences wheel
- [Developmental Experiences Wheel 2022](#)
- [Supporting Social, Emotional, and Academic Development: Research Implications for Educators \(Consortium, 2018\)](#)
- [Teaching Adolescents to Become Learners \(Consortium 2012\)](#)
- [Measure Learning Environments, Not Just Students... \(Paunesku & Farrington 2020\)](#)
- [Do Classrooms Matter for Noncognitive Aspects of Student Performance and Students' Course Grades? \(Working Paper, Consortium 2019\)](#)
- [How Arts Education Supports Social-Emotional Development \(Farrington & Shewfelt 2020\)](#)

**Elevate Resources**

- Homepage: [PERTS : Elevate](#)
- Practice Guides (also for Cultivate): [Elevate: Practice Guide 2021-22](#)

### ***Cultivate Resources***

- Homepage: [Cultivate | UChicago Impact](#)
- [Cultivate One-pager](#)
- [Cultivate Frequently Asked Questions](#)
- [Sample Cultivate for SCHOOL Report](#)
- [Sample Cultivate for COACHES Report](#)

### ***Catalyze Resources***

- [Catalyze Homepage](#): Create organizational conditions that optimize professional learning and practice changes.
- [What are organizational conditions? \(Catalyze\)](#) Organizational conditions refer to the factors or circumstances that exist in districts and schools that enable or prevent individuals from doing their best work.