**Appendix B: Collected Resources in Social Emotional Learning**

**Subtopics:**

1. **Core or major resources, including professional organizations and their publications**
2. **Assessment of SEL**
3. **Additional SEL Resources**

**NOTE TO EDUCATORS:** This resource is provided as a supplement to accompany the SEL Resources for Grades 1-3. The items in this list were gathered by MA educators, including members of the Early Learning Program Quality Workgroup (PQW) (see Acknowledgements).

If you are unable to access any of these resources, please reach out to Jane Haltiwanger at [Jane.Haltiwanger@mass.gov](mailto:Jane.Haltiwanger@mass.gov).

1. **Core or major resources, including professional organizations and their publications**
2. [CASEL:](https://casel.org/) Collaborative for Academic, Social and Emotional Learning; subscribe to their [newsletter](https://casel.org/news-publications/newsletters/). CASEL offers a host of curated [guides,](https://casel.org/resources-guides/) [reports,](https://casel.org/resources-reports/) [books](https://casel.org/resources-books/), [articles](https://casel.org/resources-articles/), and more on its website.
3. [Transforming Education](https://www.transformingeducation.org/): resources for educators, parents and policy makers.
4. Aspen Institute’s [National Commission for Social Emotional and Academic Development](https://www.aspeninstitute.org/programs/national-commission-on-social-emotional-and-academic-development/), (NCSEAD). A collaborative effort spanning 2.5 years (2016-2019), with contributions from a Council of Distinguished Scientists, Council of Distinguished Educators, the Aspen Youth Commission, a Parent Advisory Panel, a Partners Collaborative representing business and economic leaders, and a Funders Collaborative.

1. [From a Nation at Risk to A Nation at Hope: Recommendations from the National Commission on Social Emotional and Academic Development](http://nationathope.org/). the Final Report of the NCSEAD, (1.15.19).
2. [SEL4MA](https://sel4ma.org/), the Social Emotional Learning Alliance for Massachusetts, works to advance effective SEL practices and policies in all MA schools and communities.
3. *Social Emotional Learning in the Classroom: A Practical Guide for Integrating All SEL Skills into Instruction and Classroom Management,* by William Ribas, Deborah Brady, and Jane Hardin (2017).
4. *Spotlight on Young Children: Social and Emotional Development,* Edited by Rossella Procopio and Holly Bohart, from NAEYC (2017).
5. **Assessment of SEL**
6. [Measuring SEL](http://measuringsel.casel.org/), a CASEL subgroup. Includes blogs, briefs, and the SEL Assessment Guide.
7. After completing a brief survey, AWG will share their [SEL Assessment Guide](https://measuringsel.casel.org/access-assessment-guide/?utm_source=Transforming+Education+Subscribers&utm_campaign=5fc0a80fe9-EMAIL_CAMPAIGN_2018_12_31_03_55_COPY_01&utm_medium=email&utm_term=0_99e6730d6b-5fc0a80fe9-420582485), with sections on Preparing to Assess, Selecting an Assessment, and Using Assessment Data.

from the Assessment Work Group.

1. Assessment Collaborator Network/Assessment Work Group (AWG): [open membership](http://www.surveygizmo.com/s3/3586182/Join-the-Collaborators-Network) sponsored by CASEL, Rand Corporation, HGSE, Transforming Education, and Core Districts.
2. [Measuring SEL blog](https://measuringsel.casel.org/blog/) was published for three years (January 2017- July 2020) and included 182 blogs by 148 authors from around the globe. All available online.
3. Sample blog (2.20.19): [SEL Assessment Must be Strengths Based: But What Does That Mean?](http://measuringsel.casel.org/sel-assessment-must-be-strengths-based-but-what-does-that-mean/)
4. **Additional SEL Resources**
5. [*How Learning Happens: Supporting Students’ Social Emotional and Academic Development. Interim Report*](https://assets.aspeninstitute.org/content/uploads/2018/01/2017_Aspen_InterimReport_Update2.pdf) (2018) of the NCSEAD.
6. [*The Brain Basis for Integrated Social, Emotional, and Academic Development: How Emotions and Social Relationships Drive Learning*](https://www.aspeninstitute.org/wp-content/uploads/2018/09/Aspen_research_FINAL_web.pdf), (2018), by Mary Helen Immordino-Yang, Linda Darling Hammond, and Christina Krone, of National Commission on Social Emotional and Academic Development NCSEAD.