

Readings for Social Emotional Learning in Service of Equitable Outcomes

1. Aspen Institute: “Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action” and “5 Strategies for System Leaders to Take Action.” (6 pages) [Aspen Institute Call to Action](#)

A position paper for system leaders complete with next steps. “Both equity and social, emotional, and academic development are currently receiving much-needed attention, but neither can fully succeed without recognizing strengths and addressing gaps in these complementary priorities. Rather than being pursued as two separate bodies of work, the field needs to identify ways in which equity and social, emotional, and academic development can be mutually reinforcing. To accomplish this requires examining issues of race directly; this can be difficult and uncomfortable, but we cannot avoid race and let the challenges go unacknowledged and, therefore, inadequately addressed.”

2. National Equity Project: “Social-Emotional Learning & Equity - Pitfalls & Recommendations” and “5 Steps for Liberating Public Education From Its Deep Racial Bias.” (4 pages)

“Social-emotional learning can build a more-inclusive school community—but only if done well.” [SEL: Pitfalls and Recommendations 5 Steps](#)

“In order for social-emotional learning to advance educational equity, we must be prepared to talk about race.” Staff of the National Equity Project share their learnings and recommendations in these two short pieces. Written for practitioners as well as system leaders.

3. Education Week Teacher Blogs: “Four Components of an Equitable Classroom” Josh Parker (2 pages) [Four Components](#)

“The equitable classroom is a classroom that is connected to the lives of black and brown students, Where there is no equity, there is not a jagged and at times circular path forward, but just a flat, one-size fits none learning experience that is facilitated by a novice in content and does not take into account the needs and opportunities for scaffolding and enrichment inherent in our children.”

4. Equity & Social and Emotional Learning: A Cultural Analysis (10 pages) [Culture in SEL Programs and Measurement](#)

A brief: Social and emotional learning (SEL) has the potential to help mitigate the interrelated legacies of racial and class oppression in the U.S. and globally. Currently, that potential is under realized. In this brief, we outline how CASEL’s core SEL competencies reflect issues of equity, highlight programs and practices that support the development of these competencies to promotes educational equity, and offer some implications for the growing demand for SEL assessments.

