Assembling an SEL Team

Collaborating closely with out-of-school time partners? See the OST-enhanced version of this tool (http://bit.ly/2VkEWZJ)

Role	Considerations for selection	Suggested Member(s)
Team Lead	Choose a team lead who: ● Is a full-time school employee with the flexibility and commitment to attend meetings and do light preparation work. ● Is ideally a highly organized, big-picture thinker who is eager to improve school climate and move SEL forward. ● Has the trust and respect of the school community. ● Is capable of leading the team through the continuous improvement process.	
Data Lead	Choose a Data Lead who: ● Has access to a range of schoolwide data that will be used to monitor progress toward SEL goals. ● Has skills in summarizing data clearly and accurately to share with stakeholders. ● Will be objective and equity-minded when presenting data for group reflection. ● Has skills in facilitating action planning based on learnings from data reflection.	
Principal or Assistant Principal	Choose an administrative lead who: ● Has the flexibility and commitment to attend team meetings. ● Has the decision-making power to move initiatives forward.	
Teachers ● Representatives from each grade band or subject area ● Special education teachers ● Specials teachers (e.g., PE, art) ● Interventionists or coaches	Choose teachers who: ● Are trusted colleagues in the school who represent a range of experiences. While you may have passionate staff who are eager to participate, limiting yourself to those who self-select may not create a group that the rest of your staff sees as representative. ● Have positive, mutually respectful relationships with other teachers.	
Related Service Providers ● Psychologist ● Social worker ● Nurse ● Speech pathologist	Choose an RSP that: ● Has built positive relationships with staff. ● Has content area expertise that could be an asset to the team. ● Can offer adequate availability to attend meetings.	
Support Staff ● Counselor ● Dean ● Security ● Classroom assistants ● Clerks ● Lunchroom and recess staff ● Other	Choose support staff who can offer unique perspectives on student life. For example: ● The school's counselor often has strong relationships with students and staff that can be beneficial. ● A school dean or disciplinarian typically has strong influence on school climate. ● Security guards and classroom assistants often see schools from a different perspective that adds value to this process.	

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Role	Considerations for selection	Suggested Member(s)
Key opinion leaders	Look for individuals who: ● Are recognized as informal leaders by others. ● Are thoughtful and outspoken about school improvement. ● Have influence with school stakeholders. By involving these individuals from the beginning, the SEL team will be better able to anticipate challenges and create a plan that will be well-received by the community.	
Out-of-School-Time partners	Choose OST partners who: ● Have built positive relationships with students and school staff. ● Have influence over OST programming ● Have the flexibility to attend meetings regularly	
Community partners: ● Mental and/or Behavioral Health providers ● Health partners ● Coaches	Community partners: ● Can be a link to understanding the school's surrounding community. ● Will help the school keep in mind the larger context in which they operate. ● Can extend social emotional learning into other contexts.	
Families	Look for family members who represent varied experiences within the school community, and who have children in multiple grade levels.	
Students	Remember that sometimes the students who are most readily thought of as "leaders" by school staff may not be representative of the student body. Choose two to three students who: ● Represent the diverse experiences of the overall student body. That is, do not simply choose students who excel academically, socially, and emotionally. ● Feel strongly about how the school operates.	

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