



ALIGNMENT CHART

Learning Forward Standards for Professional Learning

Second Step[®] SEL for Adults

About Second Step® SEL for Adults

Second Step SEL for Adults is a research-based, stand-alone SEL program designed to help K–12 leadership and staff strengthen their social-emotional skills. The modules in Second Step SEL for Adults prioritize educator well-being and help build a positive and supportive school climate.

How the Program Meets the Learning Forward Standards for Professional Learning

The following tables indicate which specific Second Step SEL for Adults modules and related materials can help K–12 leadership and staff develop the knowledge, skills, and attitudes needed to meet the Learning Forward Standards for Professional Learning.

Boxes are checked to indicate that the Second Step SEL for Adults program meets a given professional standard within the identified module when K–12 leadership and staff have clear opportunities to actively process the knowledge or practice the skills described in the topic through discussion, writing, or other related activities.





	Second Step [°] SEL for Adults			y Capacitie	es Develop	ed	
	SEL for Adults						
	Module 1: Building Trust Learning Forward Standards for Professional Learning Second Step® SEL for Adults	Demonstrating honesty and integrity	Showing the courage to take initiative	Taking others' perspectives	Recognizing strengths in others	Demonstrating empathy and compassion	Showing concern for the feelings of others
Equity Practices	Educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.		~	V	V	~	
Curriculum, Assessment, and Instruction	Educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.		~		V		
Professional Expertise	Educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.		V				
Equity Drivers	Educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.	V	V	~	V	V	
Evidence	Educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.		V	V			
Learning Designs	Educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.		V				





	Second Step	Key Capacities Developed							
	SEL for Adults								
	Module 1: Building Trust Learning Forward Standards for Professional Learning Second Step [®] SEL for Adults	Demonstrating honesty and integrity	Showing the courage to take initiative	Taking others' perspectives	Recognizing strengths in others	Demonstrating empathy and compassion	Showing concern for the feelings of others		
Implementation	Educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.		~						
Equity Foundations	Educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.	V	V		V	V			
Culture of Collaborative Inquiry	Educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.		V			V			
Leadership	Educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.	V	V		V				
Resources	Educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	V	~			~			





Curric

	Second Step [®]	Key Capacities Developed								eloped	
	Second Step [®] SEL for Adults Module 2: Managing Stress Learning Forward Standards for Professional Learning Second Step [®] SEL for Adults	Linking feelings, values, and thoughts	Identifying one's emotions	Managing one's emotions	Identifying and using stress-management strategies	Taking others' perspectives	Demonstrating empathy and compassion	Showing concern for the feelings of others	Understanding and expressing gratitude	Communicating effectively	Resolving conflicts constructively
Equity Practices	Standard Educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.			2		~	~				
Curriculum, Assessment, and Instruction	Educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.									~	
Professional Expertise	Educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.										
Equity Drivers	Educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.					~	~			V	
Evidence	Educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.									V	
Learning Designs	Educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.										

Seeking or offering support and help when needed	Practicing teamwork and collaborative problem-solving	Identifying solutions for personal and social problems	Anticipating and evaluating the consequences of one's actions	Reflecting on one's role to promote personal, family, and community well-being
				4
	V			
			V	





Culture of Collaborative

Second Step [®]	Key Capacities Developed									
Module 2: Managing Stress Learning Forward Standards for Professional Learning	king feelings, values, and thoughts	ntifying one's emotions	anaging one's emotions	ntifying and using ess-management strategies	king others' perspectives	monstrating empathy and compassion	owing concern for the feelings of others	derstanding and expressing gratitude	mmunicating effectively	Resolving conflicts constructively
Standard Educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.	Li	<u>5</u>	Σ	St	a a	Ğ	<u>م</u>	5	Ŭ	
Educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.						V			V	
Educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.									V	
Educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.										
Educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.										
	Educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning. Educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff. Educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students. Educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.	And Calue 2: Managing Stress Beaming Forward Standards for Cofessional Learning Becond Step* SEL for Adults Standard Educators understand and apply research on change management, gage in feedback processes, and implement and sustain professional learning. Educators understand and apply research on change management, gage in feedback processes, and implement and sustain a culture of support Educators establish expectations for equity, create structures to four equitable access to learning, and sustain a culture of support Educators engage in continuous improvement, build collaboration fxills and capacity, and share responsibility for improving learning Educators establish a compelling and inclusive vision for for spessional learning, sustain coherent support to build collaboration fxills, and advocate for professional learning by sharing the speciation for grapeity, and advocate for professional learning. Educators entablish a compelling and inclusive vision for for spession al learning by sharing the speciation for grapeity, and advocate for professional learning by sharing the speciation for grapeity, and advocate for professional learning by sharing the functional evidence of impact of professional learning. Educators englocate resources for professional learning prioritize guity in their resource decisions, and monitor the use and impact	Module 2: Managing Stress Bearning Forward Standards for Pofessional Learning Second Step® SEL for Adults Image in feedback processes, and implement and sustain professional learning. Educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning. Educators setablish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support or all students. Educators engage in continuous improvement, build collaboration fixlils and capacity, and share responsibility for improving learning or all students. Image in feedback processes in a culture of support or all students. Educators engage in continuous improvement, build collaboration fixlils and capacity, and share responsibility for improving learning. Image in feedback processes in a culture of support or all students. Educators engage in continuous improvement, build collaboration fixlils and capacity and share responsibility for improving learning. Image in feedback processes in a culture of support or all students. Educators engage in continuous improvement, build collaboration for all students. Image in feedback processes in a culture of support or all students. Educators engage in continuous improvement, support to build educator importance and evidence of impact of professional learning. Image in feedback processional learning. Educators allocate resources for professional learning. Image in feedback procesing in a moninfor the use and impact	Module 2: Managing Stress Second Step* SEL for Adults Standard Educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning. Educators subblish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff. Educators establish competiling and inclusive vision for professional learning. Educators sublacte resources for professional learning. Educators allocate resources for professional learning.	Module 2: Managing Stress Learning Forward Standards for Pofessional Learning Second Step* SEL for Adults Standard Educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning. Educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning. Educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning. Educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all students. Image: Comparison of the culture of support in all students. Image: Comparison of the culture of support for all students. Image: Comparison of the culture of support in all students. Image: Comparison of the culture of support for all students. Image: Comparison of the culture of support for all students. Image: Comparison of the culture of support for all students. Image: Comparison of the culture of support for all students. Image: Comparison of the culture of support for all students. Image: Comparison of the culture of support for all students. Image: Comparison of the culture of support for all students. Image: Comparison of the culture of support for all students. Image: Comparison of the culture of the comparison of the culture of support for all students. Image: Comparison of the culture of the comparison of the culture of support for build collaboration for all studen	And and appoint of the second state sec	Machine Set Managing Stress Image of the set of the s	Set for Adults Image: Imag	Self for Adults Image: Self for Adults Image: Self for Adults Image: Self for Adults Image: Self for Adults Module 2: Managing Stress: Image: Self for Adults Second Step' SEL for Adults Image: Self for Adults <th< td=""><td>Description deeperson Image: second deeperson</td></th<>	Description deeperson Image: second deeperson

Seeking or offering support and help when needed	Practicing teamwork and collaborative problem-solving	Identifying solutions for personal and social problems	Anticipating and evaluating the consequences of one's actions	Reflecting on one's role to promote personal, family, and community well-being
V				V
V	V	V		V
V				V
V				



	Second Step [®] SEL for Adults								Key Ca	pacities Dev	eloped	
	SEL for Adults Module 3: Equity & Belonging Learning Forward Standards for Professional Learning Second Step [®] SEL for Adults Standard	Examining prejudices and biases	ldentifying personal, cultural, and linguistic assets	Showing the courage to take initiative	Taking others' perspectives	Recognizing strengths in others	Showing concern for the feelings of others	ldentifying diverse social norms, including unjust ones	Understanding the influences of organizations and systems on behavior	Communicating effectively	Developing positive relationships	Demonstrating cultural competency
Equity Practices	Educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.	~	~	v	~	V		V	~		~	~
Curriculum, Assessment, and Instruction	Educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.			V						V		
Professional Expertise	Educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.			V								
Equity Drivers	Educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.	~		V	V	V				V	~	~
Evidence	Educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.			V					~	V		
Learning Designs	Educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.			V								

Curriculum, Accessment.

Standing up for the rights of others	Practicing teamwork and collaborative problem-solving	Demonstrating curiosity and open-mindedness	Identifying solutions for personal and social problems	Anticipating and evaluating the consequences of one's actions	Evaluating personal, interpersonal, community, and institutional impacts
					V
	V	V			
					۷
					V





	Second Step [°] SEL for Adults								Key Ca	apacities Developed		
	SEL for Adults Module 3: Equity & Belonging Learning Forward Standards for Professional Learning Second Step [®] SEL for Adults	Examining prejudices and biases	ldentifying personal, cultural, and linguistic assets	Showing the courage to take initiative	Taking others' perspectives	Recognizing strengths in others	Showing concern for the feelings of others	Identifying diverse social norms, including unjust ones	Understanding the influences of organizations and systems on behavior	Communicating effectively	Developing positive relationships	Demonstrating cultural competency
ç	Standard	<u>ش</u>	lir Id	0	Ē	ŭ	0	i. Iq	ar	Ŭ	Ō	Ō
Implementation	Educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.			~					V	V		
Equity Foundations	Educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.			~					V	V	۲	
Culture of Collaborative Inquiry	Educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.			~						V	~	
Leadership	Educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.			~		V			V			
Resources	Educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.			~								

Standing up for the rights of others	Practicing teamwork and collaborative problem-solving	Demonstrating curiosity and open-mindedness	Identifying solutions for personal and social problems	Anticipating and evaluating the consequences of one's actions	Evaluating personal, interpersonal, community, and institutional impacts
		V			
					V
V	V	V			V
					V
					V





Equity

Ę

Curr

Professional

Equity

Learning

	Second Step [®] SEL for Adults							Key Capaciti	es Developed	
	SEL for Adults Module 4: Resilience & Efficacy Learning Forward Standards for Professional Learning Second Step® SEL for Adults Standard	Experiencing self-efficacy	Having a growth mindset	Setting personal and collective goals	Using planning and organizational skills	Showing the courage to take initiative	Demonstrating personal and collective agency	Taking others' perspectives	Recognizing strengths in others	Recognizing situational demands and opportunities
Practices	Educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.		V			V	V	V	V	V
and Instruction	Educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.	V			V	٧	٧			V
Expertise	Educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	V	V			V	V			V
Drivers	Educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.					V	V	V		V
Evidence	Educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.	V	V	V	V	V	V			
Designs	Educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.	V	V	V	V	V	V			V

Communicating effectively	Developing positive relationships	Practicing teamwork and collaborative problem-solving	Demonstrating curiosity and open-mindedness	Identifying solutions for personal and social problems
	V			
~				
~	V	V	V	
~				





	Second Step [°] SEL for Adults							Key Capaciti	es Developed	
	SEL for Adults Module 4: Resilience & Efficacy Learning Forward Standards for Professional Learning Second Step [®] SEL for Adults	Experiencing self-efficacy	Having a growth mindset	Setting personal and collective goals	Using planning and organizational skills	Showing the courage to take initiative	Demonstrating personal and collective agency	Taking others' perspectives	Recognizing strengths in others	Recognizing situational demands and opportunities
Implementation	Educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.	V	۷		V	V	V			V
Equity Foundations	Educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.				V	V	V			~
Culture of Collaborative Inquiry	Educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.	V	V	V	V	V	V			~
Leadership	Educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.	V	V	V		V	V		V	~
Resources	Educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	V				V	V			~

Communicating effectively	Developing positive relationships	Practicing teamwork and collaborative problem-solving	Demonstrating curiosity and open-mindedness	Identifying solutions for personal and social problems
V			V	
V	V			
V	V	V	V	

