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Recently, the [New York State Social Emotional Learning \(SEL\) Benchmarks-Equity Revision](#) provided guidance for schools to address the development of self-awareness, social awareness, and decision-making skills with the purposes of building a sense of self-agency, a sense of belonging, and social, emotional, and physical well-being in personal, school, and community contexts. In doing so, schools need to build or expand capacity by (re)allocating resources, creating compatible structures and cultures, strengthening institutional knowledge, and establishing authentic partnerships. [Part I](#) of this series provides recommendations for continuous and consistent social-emotional learning (SEL) practices in and out of schools that support the integrated academic, social, and emotional learning (ASEL) for English Language Learners (ELLs). Part II addresses organizational design and operations strategies aimed at expanding school capacities for SEL. Administrators can leverage the methods available for specific teams in order to better support ELLs.















