



FOCUS AREA 1A RUBRIC

Build Awareness, Commitment, and Ownership



Note your site's progress and needs in these areas:

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SEL Team

An SEL team is in the initial stages of development.

An SEL team meets occasionally with few structured roles and responsibilities.

An SEL team meets somewhat regularly with partially structured roles and responsibilities. Youth, teachers, OST staff, families, and community groups are consulted when teams are making decisions that would directly impact them.

An SEL team, with designated roles and responsibilities, meets at least monthly to lead systemic SEL. The team is representative of the community and includes school and OST staff, youth, families, and community groups in decision-making processes.

Foundational SEL Learning Opportunities

Foundational SEL learning opportunities are being planned for staff, families, and community partners to develop awareness of, commitment to, and ownership of SEL.

Foundational SEL learning opportunities have been provided to some key stakeholders (school and OST program staff, families, and community partners). Members of the community have a general understanding of SEL and its impact on youth development.

Foundational SEL learning opportunities have been provided for school and OST program staff, families, and community partners but are not yet offered annually. Many members of the community can discuss SEL's importance and its impact on youth development.

Foundational SEL learning opportunities are provided for all staff in the first year of implementation and then at least annually for new school and OST program staff, families, community partners, and as part of the onboarding process. Almost all members of the community can discuss SEL's importance and its impact and understand their own role in helping youth develop social and emotional competencies.

Shared Vision

A shared vision for SEL has not yet been developed.

The SEL team has begun engaging stakeholders, including youth, families, school and OST program staff, and community members, as collaborators for developing a shared vision for SEL.

The SEL team collaborated with a group of stakeholders who are representative of the community to develop a shared vision for SEL that has been communicated to the entire community, including school administration, teachers, OST program leaders and staff, youth, families, and other community representatives.

The SEL team collaborated with a group of stakeholders who are representative of the community to develop a shared vision for SEL that takes into account the full day, from school to OST programming. The shared vision has been communicated to the entire community (including school administration, teachers, OST program leaders and staff, youth, families, and other community representatives), informs planning and implementation, and is revisited regularly.



FOCUS AREA 1B RUBRIC

Create a Shared Plan



Note your site's progress and needs in these areas:

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<p>Planning</p> <hr/> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The SEL team has not yet begun the process of developing a SEL implementation plan.</p>	<p>The SEL team is in the early stages of developing a SEL implementation plan.</p>	<p>The SEL team has developed an SEL implementation plan and is in the process of integrating the plan into school and OST program planning documents.</p>	<p>The SEL team has assessed needs and resources and developed a one-year (at minimum) SEL implementation plan with S.M.A.R.T. goals, action steps, and assigned ownership. This plan addresses professional learning, is integrated into planning documents for the school and OST program, and is referenced and revised regularly.</p>
<p>Two-Way Communication</p> <hr/> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Two-way SEL communications between the SEL team and all stakeholders has not yet been planned.</p>	<p>Structures to support two-way SEL communications between the SEL team and all stakeholders have been planned but have not yet been implemented.</p>	<p>Structures to support two-way SEL communications between the SEL team and all stakeholders are in place but are not yet used in ways that are consistent.</p>	<p>Structures are in place to support consistent two-way SEL communications between the SEL team and all stakeholders including school and OST program staff, other schoolwide teams, community partners, and families (e.g., town hall meetings, open door policies, social media).</p>
<p>Resources</p> <hr/> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Funding for SEL has not yet been discussed and prioritized. Time has not yet been set aside for SEL implementation.</p>	<p>Funding for SEL is limited and does not yet consistently sustain SEL implementation. Time to support SEL at the classroom, school and OST program level is being planned but not yet written into the school and OST program master schedules.</p>	<p>There is a budget for resources that meets some of the SEL implementation needs. Time to support SEL at the classroom, school and OST program level is planned but not yet written into the master schedules.</p>	<p>There is a stable budget for SEL resources, professional learning, and staffing that is built into the school's and/or OST program's financial plan. Time to support SEL at the classroom, school and OST program level is written into the master schedules.</p>



FOCUS AREA 2 RUBRIC
Cultivate Adult SEL



Note your site's progress and needs in these areas:

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Professional Learning

Professional learning opportunities to cultivate adult SEL are not yet offered.

Professional learning opportunities to cultivate adult SEL are offered at least once a year but may not be available to all staff working in the school community (school and OST program staff).

Professional learning opportunities to cultivate adult SEL are offered regularly throughout the year but may be offered separately to OST and school staff.

School and OST program staff regularly attend ongoing professional learning opportunities together to cultivate their own SEL competencies. These opportunities are built into the professional learning strategy and staff are able to inform which topics are offered.

Environment to Support Adult SEL

Creating an environment that supports the cultivation of adult SEL is not yet a priority.

The SEL team recognizes the need to create an environment that supports the cultivation of adult SEL and has begun identifying opportunities for staff to participate in these strategies (e.g. time for cultivating staff social and emotional competence, opportunities for collaboration, modeling, etc.). Implementation has not reached all staff (school and OST program).

The SEL team has identified key opportunities (e.g. time for cultivating staff social and emotional competence, opportunities for collaboration, modeling, etc.) for creating an environment that supports adult SEL and have started to implement these strategies. Implementation may not be reaching all staff (school and OST program).

The SEL team is actively cultivating an environment that supports the social and emotional learning of all staff (school and OST program staff) by fostering collaboration, modeling social and emotional competencies, using culturally responsive practices, and intentionally building positive relationships.

Staff-Shared Agreements

Staff have not yet created shared agreements for how staff will interact with one another, with youth, and with families and community.

There is a plan to collaboratively develop staff shared agreements for how staff will interact with one another, with youth, and with families and community.

Staff shared agreements for how staff will interact with one another, with youth, and with families and community have been collaboratively developed and clearly communicated to all staff (both school and OST staff).

Collaboratively developed shared agreements for how staff will interact with one another, with youth, and with families and community are modeled by staff and referenced in meetings (all school staff, all OST program staff, grade-level meetings).

Cultural Responsiveness

Staff have not yet prioritized the need for cultural competence among staff.

Staff understand the importance of cultural competence and have developed a plan in which staff work to improve their cultural competence.

Staff engage in periodic group-level efforts to improve cultural competence. The work includes relationship building, collaboration and co-learning with colleagues and may occasionally involve youth, family members, and community stakeholders. Learnings from these efforts are beginning to be used to create equitable learning environments for all.

School and OST staff are engaged in ongoing improvement of their cultural competence as individuals and as a group. This work is integrated into all aspects of professional learning and benefits from relationship building, collaboration, and co-learning with colleagues. Youth, family members, and community stakeholders are deliberately included in this process. Learnings from these interactions are used to cultivate equitable learning environments.



FOCUS AREA 3 RUBRIC

Promote SEL for Youth



Note your site's progress and needs in these areas:

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Professional Learning

Staff do not yet have opportunities to learn about SEL.

Opportunities for staff to learn about promoting SEL are offered at least once per year, but opportunities may be separate for OST and school staff.

Opportunities for staff to deepen their knowledge of SEL are offered multiple times throughout the year and address varied topics that are aligned to the site's SEL goals, but opportunities may be separate for OST and school staff.

Ongoing opportunities for staff to learn how to promote SEL for youth are built into the school and OST program's shared professional learning strategy and are aligned to the SEL goals. Offerings include topics such as integrating SEL into instruction or programming, implementing an evidence-based SEL program, and culturally responsive SEL strategies, in addition to topics that staff identify to be most helpful in the development of young people's social and emotional competence.

Supportive Environment

Staff have not yet prioritized the use of inclusive, relationship-centered, and culturally responsive practices to create supportive environments.

Staff have prioritized and planned to build inclusive, relationship-centered, and culturally responsive practices to create supportive environments.

Some staff use inclusive, relationship-centered, and culturally responsive practices to create supportive environments. Strategies are developmentally appropriate and focus on meeting the needs of all youth.

Staff use inclusive, relationship-centered, and culturally responsive practices to create supportive environments. Strategies are developmentally appropriate and focus on creating a community of learners that supports, honors, and acknowledges the cultural assets, contributions, and needs of all youth.

Shared Agreements

Shared agreements have not yet been developed.

Shared agreements have been collaboratively developed and some are on display.

Shared agreements have been collaboratively developed in a majority of classrooms and OST groups. These agreements are on display in and are regularly communicated to youth and their families.

Each year, shared agreements are collaboratively developed in each classroom and OST group. These agreements are consistently modeled by adults and youth and are woven into daily routines and practices. Shared agreements are on display and regularly communicated to youth and their families.



FOCUS AREA 3 RUBRIC

Promote SEL for Youth



Note your site's progress and needs in these areas:

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Cultural Responsiveness

Staff are unfamiliar with the cultural backgrounds and life circumstances of the young people in their classrooms or programs, and the local community context. Youth do not yet have opportunities to learn about their peers' experiences and cultural backgrounds. Staff have not yet taken steps to ensure that instructional materials offer diverse representations of culture, race, gender, etc. SEL integration does not yet focus on cultural identity, youth agency, or advocacy in the face of injustice.

Staff are familiar with some of the cultural background and life circumstances of the young people in their classrooms or programs, and the local community context. Youth have limited opportunities to learn about their peers' experiences and cultural backgrounds. Staff have begun to take steps to ensure that instructional or programmatic materials offer diverse representations of culture, race, gender, etc. SEL integration occasionally addresses cultural identity, youth agency, and advocacy in the face of injustice.

Staff are familiar with most of the cultural backgrounds and life circumstances of the young people in their classrooms or programs, and the local community context. Youth have opportunities to learn about their peers' experiences and cultural backgrounds. Staff have begun to use materials that offer diverse representations of culture, race, gender, etc. SEL integration addresses cultural identity, youth agency, and advocacy in the face of injustice.

Staff dedicate time to learning about the lived experiences and cultural backgrounds of the youth in their classrooms or programs, and life circumstances and the local community context. Staff frequently facilitate opportunities for youth to learn about their peers' experiences and cultural backgrounds, and use instructional materials that offer diverse representations of culture, race, gender, etc. SEL integration is responsive to youths' cultural backgrounds and includes opportunities to explore and celebrate cultural identity, promotion of youth agency and supporting advocacy especially in the face of injustice.

Youth Voice and Engagement

Youth do not yet have opportunities to take on leadership and decision-making roles.

Youth have opportunities to take on more superficial leadership roles such as student council, patrols, or leading morning announcements. Youth have limited opportunities to engage in service learning.

Youth are offered many opportunities to take on leadership and decision-making roles that shape instruction, OST program activities, and the broader school community's climate. Youth have opportunities to engage in service learning.

Staff honor and elevate a broad range of youth perspectives and experiences by engaging youth as leaders, problem solvers and decision-makers. Staff offer ways for youth to inform instruction, construct knowledge collaboratively, determine OST program activities, and strengthen the school community's climate. Youth participate in meaningful service learning opportunities.

SEL-Integrated Instruction

Staff have not yet prioritized the integration of SEL into instruction or OST program activities.

Staff have prioritized and planned strategies to integrate SEL into instruction and/or OST program activities (e.g. opportunities for collaborative group work, inclusive discussions, and reflection).

Staff have begun to use strategies to integrate SEL into instruction and/or OST program activities (e.g. opportunities for collaborative group work, inclusive discussions, and reflection).

Staff promote SEL competencies to help youth engage with and understand challenging academic content and OST programming objectives. This includes providing daily opportunities for collaborative group work, inclusive discussions, and reflection.



FOCUS AREA 3 RUBRIC

Promote SEL for Youth



Note your site's progress and needs in these areas:

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Evidence-Based SEL Programs and Practices

The SEL team is in the process of collaboratively selecting an evidence-based program and/or approach to SEL.

Evidence-based programs and/or approaches to SEL are in the initial stages of implementation and are being used in some grade levels. There may be some reinforcement of the SEL lessons happening in OST programming.

Evidence-based programs and/or approaches to SEL are being implemented in most grade levels with fidelity. Elements of the program are being reinforced in OST programming.

Evidence-based programs and/or approaches to SEL are used with fidelity in all grade levels and are used or reinforced in all OST program offerings. These may include SEL lessons in the classroom and OST program, SEL-integrated academic curricula and OST program activities, community-building and teaching practices, or a combination of these strategies.

Norms and Routines

Norms and routines have not yet been discussed.

Norms and routines have been discussed but are not yet explicitly stated or universally agreed upon.

Norms and routines have been collaboratively established and communicated broadly but are not yet followed consistently.

Collaboratively developed norms and routines are universally agreed upon and used consistently throughout the day (in both school and OST spaces) to support SEL. These norms and routines are consistently communicated and are revised as necessary.

Integrating All SEL-Related Initiatives

The SEL team has not yet taken steps to ensure that all SEL-related initiatives share priorities, goals, and a common language.

The SEL team has begun to take steps to ensure that all SEL-related initiatives share priorities, goals, and a common language.

The SEL team has a process and has taken steps to ensure that all SEL-related initiatives share priorities, goals, and a common language.

The SEL team ensures that priorities, goals, and a common language are coordinated throughout all SEL-related initiatives. Each year, the SEL team takes stock of all SEL-related initiatives and is strategic about how to improve integration in the coming year.

Student Support (may not apply to OST)

A Multi-Tiered System of Supports is not yet available.

A Multi-Tiered System of Supports is being planned. Staff are considering the ways in which SEL can be integrated into supports.

A Multi-Tiered System of Supports is in place to meet the academic and behavioral needs of all youth. Staff are beginning to integrate SEL into supports at all tiers for both academics and behavior.

The school provides a Multi-Tiered System of Supports to meet the academic and behavioral needs of all youth. SEL is fully integrated into supports at all tiers for both academics and behavior.



FOCUS AREA 3 RUBRIC

Promote SEL for Youth



Note your site's progress and needs in these areas:

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Discipline Policies and Practices That Support SEL

Discipline policies and practices have not yet been reviewed to determine how well they align with SEL. Data is not yet examined to determine if policies and practices are being applied equitably. Alignment of policies and practices between OST and school day has not been prioritized.

Discipline policies and practices are being reviewed for their alignment with SEL, as they are not yet aligned between OST and school day. Data have been reviewed to determine if policies and practices have been applied equitably.

Discipline policies and practices that support SEL and are restorative, instructive, and developmentally appropriate have been identified. However, policies and practices are not aligned between OST and school day. Data are reviewed frequently to determine if policies and practices have been applied equitably.

Discipline policies and practices support SEL and are restorative, instructive, and developmentally appropriate. These policies and practices are consistently and equitably used throughout the day, as evidenced by sources of disaggregated schoolwide and OST program data.

Family Partnerships

Staff do not yet communicate with families about the social and emotional competencies that youth are learning in the classroom and OST program(s). Staff do not yet seek input from families when designing SEL opportunities.

Staff have begun to communicate with families about the social and emotional competencies that youth are learning in the classroom and OST program(s). Staff are planning ways to seek input from families when designing SEL opportunities.

Staff occasionally communicate with families about the social and emotional skills that youth are learning in the classroom and OST program(s). Staff occasionally seek input from families when designing SEL opportunities.

Multiple avenues for two-way communication exist with families, inviting families to understand, experience, inform, and support the social and emotional development of their youth in partnership with the school and OST program(s). This partnership includes family participation on the SEL team and meaningful opportunities to learn more about and contribute to SEL in the school and OST program(s).

School and OST Partnership for Aligned SEL

The school and OST program have not begun to partner on systemic SEL and the two entities are unfamiliar with one another's approach to SEL.

The school and OST program have begun to develop a partnership to support systemic SEL. The two entities have begun to become familiar with one another's approach to SEL.

The school and OST program have developed a partnership that supports systemic SEL. The two entities are familiar with one another's approach to SEL and are working to align priorities, language, and practices across settings.

The school and OST program have developed a strategic and aligned partnership to support systemic SEL. The two entities are familiar with one another's approach to SEL and have worked to align and integrate supports where possible. This partnership leads to increased youth and family access to a broad range of community services and expand the professional learning opportunities for SEL.



FOCUS AREA 4 RUBRIC

Use Data for Continuous Improvement



Note your site's progress and needs in these areas:

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Resources to Drive High Quality Continuous Improvement

The SEL team does not yet use implementation data and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff do not yet have the time and skills necessary to engage in cycles of continuous improvement.

The SEL team has begun to use some implementation and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff are in the process of identifying dedicated time to use this data and ensure that staff have the skills necessary to engage in cycles of continuous improvement.

The SEL team uses a full range of implementation and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Resources have been identified to ensure that all staff have the time and skills necessary to engage in cycles of continuous improvement.

The SEL team uses a full range of implementation data and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Dedicated resources ensure that all staff have the time and skills necessary to regularly engage meaningfully in cycles of continuous improvement.

Systems to Promote Continuous Improvement

The SEL team has not yet identified a structured and ongoing process to collect, reflect on, and use data to inform school-level or OST program-level decisions.

The SEL team is in the early stages of identifying a structured and ongoing process to collect, reflect on, and use data to inform school-level and/or OST program-level decisions.

The SEL team has a structured, ongoing process to collect, reflect on, and use data to inform school-level and OST program-level decisions. This process is used at strategic times (e.g., the beginning and end of each year), but does not yet happen consistently at each team meeting. The team communicates with and includes staff in this process on an annual basis.

The SEL team uses a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school-level and OST program-level decisions during each meeting. The team is empowered to lead staff in this process by regularly (at least quarterly) communicating their findings and creating opportunities to use data to drive continuous improvement at the school, OST program, classroom, family, and community level.