**TOOL: Indicators of Sitewide SEL Walkthrough Protocol (OST)**

Site \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer Name(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Definitions**

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Sitewide SEL is a systemic approach to integrating academic, social, and emotional learning across classrooms and out-of-school time (OST) program spaces, the school building, and in collaboration with families and community partners. This approach provides a learning environment that infuses SEL into all aspects of instruction and programming and promotes equitable outcomes for all youth.

**Purpose**

This protocol is designed to help SEL teams and/or observers look for [indicators of sitewide SEL](https://schoolguide.casel.org/uploads/2019/03/Indicators-of-Sitewide-SEL-OST.pdf) to support the continuous improvement of sitewide SEL implementation. Site-based SEL teams can use data from this protocol to set implementation goals, reflect on and track progress, and develop or adjust action plans. *This tool is not meant to be used for evaluation purposes.*

**Design**

This protocol is divided into two sections that allow observers to look for evidence of sitewide SEL across multiple contexts:

* **Section 1: Classroom/program climate and practices.** This section provides guidance on observing climates and practices. It is not intended to provide data on individual staff members or spaces but supports teams in tracking the progress of sitewide SEL implementation *across* spaces. Before beginning observations, it is helpful to explain to staff the purpose of the visit and to observe multiple classrooms during different times of the day.
* **Section 2: Sitewide systems and practices.** This section provides guidance on observing sitewide SEL implementation across the site’s climate, family and community partnerships, and continuous improvement systems. In addition to observations in common areas, it may be beneficial to include conversations with staff, leadership, the SEL team, community partners, and youth and/or their families to better understand the ways strategies occur within that context and to review relevant artifacts.

**Scoring**

* When using the rubric, score each item on a scale from 4 (strong evidence) to 1 (weak or no evidence). Leave the item blank if it was not observed. The included “look-fors” are not all-inclusive but are intended to serve as guidance.
* In Section 1, a “4” indicates strong evidence that SEL is internalized and owned by youth. A “3” indicates that spaces are effectively promoting SEL, but efforts are mostly staff-led. A “2” indicates that classroom/program practices attempt to promote SEL but are inconsistent. A “1” indicates that there is not yet evidence that classroom/program practices are attempting to promote SEL through this item.
* In Section 2, a “4” indicates strong evidence that SEL is seamlessly integrated into sitewide systems and practices. A “3” indicates that sitewide systems and practices are effectively promoting SEL but not yet fully integrated into all aspects of the site. A “2” indicates that sitewide systems and practices attempt to promote SEL but are inconsistent. A “1” indicates that there is not yet evidence that sitewide systems and practices are attempting to promote SEL through this item.

**For more information on sitewide SEL implementation, visit the CASEL Guide for Schoolwide SEL at schoolguide.casel.org. For sites focused on aligning SEL implementation between the school-day and out-of-school time, a menu of tools adapted from the School Guide specifically can be found at:** [**https://schoolguide.casel.org/out-of-school-time-tools/**](https://schoolguide.casel.org/out-of-school-time-tools/)

**Section 1: Classroom/Program Climate and Practices**

*This section guides observers in looking for evidence of sitewide SEL across classroom or program climate and practices. It is not intended to evaluate or assess individual staff members or spaces. Before beginning observations, it is helpful to explain to adults the purpose of the visit and to observe multiple spaces during different times of the day.*

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|  | 4 | 3 | 2 | 1 | Component Score/Notes |
| **1. Supportive climate**  Learning environments are supportive, culturally responsive, and focused on building relationships and community. | | | | | |
| **1a. Community building**  **Look for/Learn about:**  - There are opportunities for youth to connect personally (team talk, circles, morning meetings).  - Shared agreements reflect youth input  - Physical space is set up in a way that fosters community (whole-group meeting spot, desks arranged for collaboration). | Adults effectively use strategies and activities to help youth get to know one another, cultivate a sense of interdependence, and practice using their social and emotional competencies. Youth take an active role in supporting their peers and there is a strong sense of inclusivity. | Adults effectively use strategies and activities to help youth get to know one another, cultivate a sense of interdependence, and practice using their social and emotional competencies. Youth are respectful and friendly to each other. | Adults try, with uneven results, to use strategies and activities to help youth get to know one another, cultivate a sense of interdependence, or practice using their social and emotional competencies. | There is not yet evidence that adults use strategies to help youth get to know one another, cultivate a sense of interdependence, or practice using their social and emotional competencies. |  |
| **1b. Adult-youth relationships**  **Look for/Learn about:**  - Youth share their perspectives and needs.  - Adults use strategies to engage and learn about all young people. | Adults effectively use strategies to build a trusting relationship with each young person and are highly responsive to young peoples’ needs. Youth regularly share their perspectives and concerns. | Adults effectively use strategies to build a trusting relationship with each young person and respond to young person’s needs. | Adults try, with uneven results, to build a positive relationship with each young person. | There is not yet evidence that adults use strategies to build positive relationship with all youth. |  |
| **1c. Cultural responsiveness**  **Look for/Learn about:**  - Classroom or program materials are diverse and inclusive.  - Adults uses strategies to learn about young people’s cultures, backgrounds, talents and interests. | Adults affirm young people’s diverse identities, cultures, and life experiences throughout their interactions, materials, curriculum, programming and instruction. Youth regularly share about their lives and backgrounds. | Classroom or program materials, curriculum, programming and instruction mostly represent young people’s diverse identities, cultures, and life experiences. | Classroom or program materials, curriculum, programming and instruction occasionally references diversity within and across cultures. | Classroom or program materials, curriculum, programming and instruction are not reflective of young people’s diverse identities, cultures, and life experience. |  |
| **1d. Routines and procedures**  **Look for/Learn about:**  - Youth know and follow established routines and procedures. | Consistent and predictable routines and procedures contribute to a sense of safety and promote social and emotional learning. Youth help to design and lead routines and procedures (as developmentally appropriate). | Consistent and predictable routines and procedures contribute to a sense of safety and provide youth with opportunities to practice social and emotional competencies. | Some routines and procedures are present but may be followed inconsistently OR overly restrict young people’s opportunities to practice social and emotional competencies. | Routines and procedures are unclear or chaotic. |  |
| **1e. Youth-centered discipline**  **Look for/Learn about:**  - There is evidence of strategies/tools for youth to problem-solve and self-manage (reflection posters, peace corner, reflection sheets, etc.).  - Adult uses verbal and non-verbal cues to communicate and promote expected behaviors.  - Feedback on youth behavior is discrete, specific, and restorative. | Adults promote and allow time for self-regulation, cueing youth verbally and non-verbally to expected behaviors and focusing on teaching and reinforcing desired behavior rather than punishing misbehavior. When adults need to give feedback on youth behavior, they do so discreetly, using restorative and developmentally and culturally appropriate responses. Young people actively use problem-solving tools to resolve conflicts. | Adults redirect behavior challenges respectfully and discreetly. Adults’ responses to misconduct are consistent. Adults makes more than one attempt to redirect young people if problem behavior persists. | Adults’ responses to behavior challenges appear to be consistent but take time away from lessons. After first attempt, adults do not follow through to ensure problems are resolved. | Adults do not yet attempt or are unsuccessful in the attempt to redirect misbehavior; OR  Considerable time is taken away from instruction or programming to address behavior challenges; OR  -Adults unsuitably ignore or punish misbehavior. |  |
| **2. Explicit SEL instruction**  Youth have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive. | | | | | |
| **2a. Explicit SEL instruction**  **Look for/Learn about:**  - There is evidence of an SEL program (posters, circles, related work, etc.).  - There are well-structured SEL lessons or activities.  - SEL is listed in the master schedule (e.g., SEL-focused advisory, SEL block). | Adults regularly provide coordinated, developmentally appropriate and culturally responsive instruction to foster social and emotional skills development. Instruction employs active forms of learning, contains activities that clearly emphasize developing personal and social skills, and targets specific social and emotional skills. Youth lead routines or learning activities and regularly connect their perspectives and experiences to instruction. If using an evidence-based program, the adults are following the program with a high level of fidelity. | Adults provide coordinated, developmentally appropriate and culturally responsive instruction to foster social and emotional skills development. Instruction mostly employs active forms of learning, contains activities that clearly emphasize developing personal and social skills, and targets specific social and emotional skills. If using an evidence-based program, adults are following the program with a moderate level of fidelity. | Adults provide some opportunities for youth to practice social and emotional skills in ways that are mostly developmentally appropriate and culturally responsive. Instruction targets specific social and emotional skills, but learning is somewhat passive. If using an evidence-based program, the adults may be following the program with a low level of fidelity. | Adults do not yet provide explicit opportunities for youth to practice social and emotional skills. |  |
| **3. SEL integrated with instruction**  SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies. This enables ongoing practice of SEL skills and strengthens teaching and learning. | | | | | |
| **3a. Fostering academic mindsets**  **Look for/Learn about:**  - Adult promotes a growth mindset (providing feedback that builds on incremental progress, commending academic risk-taking, focusing on the *process* of learning).  - Adult communicates high expectations for all youth and allows for productive struggle. | Young people demonstrate a high level of self-efficacy and ownership over their learning, as appropriate to their developmental level. Spaces are characterized by high expectations for all youth, and adults frame mistakes and struggle as important parts of learning. Young people regularly contribute to the learning, including connecting their perspectives and experiences to instruction. | Adults effectively employ developmentally-appropriate strategies to foster young people's self-efficacy and ownership over their learning. Adults communicate high expectations for all youth and frame mistakes and struggle as an important part of learning. | Adults try to use strategies to foster young people’s self-efficacy, with uneven results. Adults set high expectation for some youth. | There is not yet evidence that adults use strategies to foster young people’s self-efficacy. |  |
| **3b. Aligning SEL and academic objectives**  **Look for/Learn about:**  - Adult includes SEL standards or objectives related to content or task of the lesson/activity  - When necessary, the adult coaches youth on the use of SEL competencies.  - Young people use self-assessment and/or reflect on their use of the competencies during lessons. | SEL standards/goals are clearly embedded into academic learning. Young people regularly share their perspectives on how social and emotional competencies connect to what they’re learning and initiate reflection on their own social and emotional development. | SEL standards/goals are clearly embedded into academic learning. Adults regularly engage youth in meaningful discussions that connect social and emotional competencies to the lesson or activity, and provides time and guidance for reflection. | SEL standards/goals are somewhat embedded academic lessons and activities. Adults try to engage young people in discussions about SEL objectives, with uneven results. | There is not yet evidence of SEL standards/guidelines embedded into academic content and activities. |  |
| **3c. Interactive pedagogy**  **Look for/Learn about:**  - There are well-facilitated classroom/program discussions with high youth engagement.  - Youth self-assessment and/or reflection occurs during lessons.  - Adults employ cooperative structures (e.g., turn to your partner).  - Young people collaborate effectively.  - Young people speak at least as much as the adult. | Youth regularly drive discussions by formulating questions and respectfully challenging one another’s thinking. Young people collaborate effectively with one another and monitor their own interactions to ensure the ideas of all group members are heard. Adults provide consistent opportunities for youth to reflect on their SEL competencies during and after collaborative activities. | Adults effectively use instructional practices that engage youth in meaningful discussion and collaboration around their learning. Discussions and cooperative learning opportunities are well-structured to help ensure all young people’s’ ideas are heard and provide opportunities for youth to reflect on their SEL competencies. | Adults try to use instructional practices that engage youth in discussion and collaboration, with uneven results. Adult talk, or the voices of a small group of young people, may dominate the lesson. | There is not yet evidence that adults use instructional practices that engage youth in discussion and collaboration; OR  - Instructional practices are used ineffectively. |  |
| **4. Youth voice and engagement (classroom/program level)**  Staff honor and elevate a broad range of youth perspectives and experiences by engaging young people as leaders, problem-solvers, and decision-makers. | | | | | |
| **4a. Youth voice and engagement**  **Look for/Learn about:**  - Young people contribute to/lead cdiscussions.  - There is youth voice and/or choice about learning activities  - There are opportunities for youth to share their opinions and devise strategies for classroom or program improvement.  - Youth surveys and/or survey results are displayed. | All young people have frequented developmentally appropriate and culturally relevant opportunities to share their perspectives and take on leadership roles in the classroom or program. Youth regularly co-construct knowledge and initiate and lead activities to improve the classroom or program. | Most young people have developmentally appropriate and culturally relevant opportunities to share their perspectives and take on leadership roles in the classroom or program. Adults regularly invite youth to co-construct knowledge and help improve the classroom or program. | Some young people have leadership opportunities in the classroom or program. Adults offer some encouragement for youth to co-construct knowledge or share their opinions on how the classroom or program functions. | Adults do not yet invite young people to share opinions or co-construct knowledge. |  |

**Section 2: Sitewide Systems and Practices**

This section provides guidance on observing sitewide SEL implementation across the site’s climate, family and community partnerships, and continuous improvement systems. For this section, it may be beneficial to include conversations with school and OST program staff, leadership, the SEL team, community partners, and youth and/or their families to better understand the ways strategies occur within that context and to review relevant artifacts, along with observations of common areas.

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| **Site** | | | | | | | |
|  | **4** | **3** | **2** | | | **1** | Component Score/Notes |
| **1. Youth voice and engagement (site level)**  Staff honor and elevate a broad range of youth perspectives and experiences by engaging youth as leaders, problem-solvers, and decision-makers. | | | | | | | |
| **1a. Youth voice and engagement**  **Look for/Learn about:**  **-** There is evidence of youth participation in surveys.  - Youth serve on decision-making and/or advisory teams.  - There is evidence of service-learning projects or youth-led awareness campaigns. | There are meaningful, developmentally appropriate opportunities for all youth to share their opinions, take on leadership roles, devise strategies for school and program improvement, and inform decision-making around issues that they prioritize. | Most youth have developmentally appropriate opportunities to elevate their voice and leadership skills. Youth are invited to share their opinions and inform decision-making. | Youth leadership opportunities are limited to structures like student government, where few have opportunities to participate. At times, youth are invited to share their opinions and inform decision-making. | | Youth are not yet invited to share opinions or take on leadership roles. | |  |
| **2. Supportive climate**  The learning environment is supportive, culturally responsive, and focused on building relationships and community. | | | | | | | |
| **2a. Sense of community and safety**  **Look for/Learn about:**  **-** SEL-focused norms are displayed in common areas.  - Youth and staff model social and emotional competencies.  - There are inviting, well-maintained common areas.  - A variety of meaningful, creative, and recent youth work is prominently displayed. | Culturally responsive and collaboratively developed norms clearly convey how all staff and young people agree to interact with each other.  Clear routines and procedures are evident and contribute to the safety of young people and staff in common areas. Young people and staff consistently model norms and social and emotional competencies. | Clear norms for interactions are evident throughout the site. Routines and procedures are mostly followed, and young people and staff are able to navigate common areas safely. Most youth and staff model norms and social and emotional competencies. | | Norms are present in some areas but not consistently followed or reinforced. Routines and procedures are unclear in some areas, but young people and staff are able to navigate most common areas safely. Some young people and staff model norms and social and emotional competencies. | | There is no evidence that norms have been developed yet. Safety may be a concern for young people and staff. |  |
| **2b. Staff and youth relationships**  **Look for/Learn about:**  - Staff greet young people as they arrive, during class or programming, and in the halls and transitions as appropriate.  - Staff demonstrate knowledge of young people on a personal level. | Staff engage regularly in positive and encouraging interactions with young people in common areas. At times, young people initiate these interactions.  Staff demonstrate knowledge of youth on a personal level. Feedback around norms for common spaces is shared in a way that respects young people’s dignity. | Staff have mostly positive interactions with young people in common areas. Feedback around norms for common spaces is shared in a way that respects young people’s dignity. | | Staff have mostly neutral interactions with young people in common areas. At times, feedback around norms in common spaces is negatively framed. | | Staff have limited or frequently negative interactions with young people in common areas. |  |
| **2c. Staff relationships**  **Look for/Learn about:**  - Staff greet one another in the halls as appropriate.  - Staff demonstrate knowledge of one another on a personal level. | Staff are highly supportive of one another. Interactions are friendly and respectful. Staff seek out collaborative relationships. | Staff are supportive of one another. Interactions are friendly and respectful. | | Staff mostly interact professionally with one another but do not show active support for one another. | | Staff do not regularly interact with each other or have negative staff relationships. |  |
| **2d. Youth relationships**  **Look for/Learn about:**  - Youth interactions that are respectful, friendly, and inclusive. | Youth seem to genuinely care for one another and hold one another accountable for respectful interactions.  There is a sense of inclusivity among all young people. | Youth interactions are respectful and friendly. | | Youth are somewhat respectful to peers but may have a few conflicts. | | Youth are routinely disrespectful to one another and/or have frequent conflicts with peers. |  |

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| **3. Focus on adult SEL**  Staff have regular opportunities to cultivate their own social, emotional, and cultural competence; collaborate with one another; build trusting relationships; and maintain a strong community. | | | | | |
| **3a. Focus on adult SEL**  **Look for/Learn about:**  - There are documented staff shared agreements.  - SEL is integrated into staff meetings.  - Staff model social and emotional competencies through their interactions. | Staff have regular professional learning opportunities to cultivate adult SEL and SEL strategies. Most staff are regularly engaged in collaborative learning or planning, and SEL practices are embedded in all staff meetings. Staff consistently model social, emotional, and cultural competencies through their interactions. | Staff have many opportunities to cultivate adult SEL and SEL strategies. Some staff are engaged in collaborative learning or planning, and SEL practices are embedded in some meetings. Many staff model social, emotional, and cultural competencies through their interactions. | SEL topics or practices are occasionally included in staff professional learning or meetings. Few structures exist for staff to collaboratively learn or plan.  Some staff model social, emotional, and cultural competencies through their interactions. | SEL is infrequently or not yet part of staff practices, meetings, or professional learning. Few staff model social, emotional, and cultural competencies through their interactions. |  |
| **4. Supportive discipline**  Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced. | | | | | |
| **4a. Supportive discipline**  **Look for/Learn about:**  - A code of conduct promotes instructive, restorative, and developmentally appropriate discipline policies and practices.  - There is evidence of circles/other restorative practices. | Discipline policies and procedures are well-documented and avoid exclusionary discipline. Staff regularly examine discipline data to ensure equitable outcomes for youth. Staff consistently follow documented policies and procedures and are highly-effective at using restorative, instructive, and developmentally appropriate behavioral responses. | Discipline policies and procedures are well-documented and avoid exclusionary discipline. Staff examine discipline data a few times a year to ensure equitable outcomes for youth. Staff mostly follow documented policies and procedures, and most staff use restorative, instructive, and developmentally appropriate behavioral responses. | Discipline policies and procedures are documented and mostly avoid exclusionary discipline. Staff examine discipline data a few times a year, but do not effectively use data to ensure equitable outcomes. Staff are inconsistent at following documented policies and procedures. Staff inconsistently use restorative, instructive, and developmentally appropriate behavioral responses. | Discipline policies and procedures are punitive, subjective, or not well documented. Staff responses to youth behaviors are ineffective, punitive and/or inequitable. |  |
| **5. A continuum of integrated supports**  SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all youth needs are met. | | | | | |
| **5a. A continuum of integrated supports**  **Look for/Learn about:**  - The SEL team meets regularly with the team or staff responsible for reviewing referrals and assignments to interventions to ensure coordination and alignment of social and emotional support. | Academic and behavior supports offered at all tiers meet the needs of all youth. SEL language, practices, and priorities are embedded in planning, implementation, and progress monitoring of academic and behavioral supports at all tiers. | Academic and behavior supports offered at all tiers meet the needs of most youth. SEL language, practices, and priorities are included in planning, implementation, and progress monitoring of most academic and behavioral supports. | Academic and behavior supports offered at all tiers meet the needs of some youth. SEL language, practices, and priorities are included in planning, implementation, and progress monitoring of some academic and behavioral supports. | A continuum of supports has no yet been developed; OR  SEL is not yet included in planning, implementation, and progress monitoring of academic and behavioral supports. |  |

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| **Family and Community** | | | | | |
|  | 4 | 3 | 2 | 1 | Component Score/Notes |
| **6. Authentic family partnerships**  Families and staff have regular and meaningful opportunities to build relationships and collaborate to support young people’s social, emotional, and academic development. | | | | | |
| **6a. Authentic family partnerships**  **Look for/Learn about:**  - There are family-facing newsletters and evidence of two-way communication between families and staff.  - There is evidence of family participation in family nights, school or OST program events, surveys, etc.  - Families are represented on the SEL team. | The site offers regular, meaningful opportunities for families to share ideas and feedback on strategies for supporting young people’s social, emotional and academic development. These opportunities are offered in families’ home languages and at hours convenient for families to attend. Decision-making teams, including the SEL team, have representation from family members. | The site offers several meaningful opportunities for families to share ideas and feedback on strategies for supporting young people’s social, emotional, and academic development. These opportunities are offered in families’ home languages and at hours convenient for families to attend. | The site offers some opportunity for families to share feedback on strategies for supporting young people’s social, emotional, and academic development. | Families do not yet have opportunities to share feedback on strategies to support young people’s social, emotional, and academic development. |  |
| **6b. Family-site relationships**  **Look for/Learn about:**  - Staff greet and welcome families.  - Family-staff interactions are warm and collaborative.  - Family responses to school/OST program surveys. | Most families report respectful, collaborative, and trusting relationships with staff. Site regularly collects and reviews data on how families feel about their relationships with staff. | Most families report respectful, collaborative, and trusting relationships with staff. Site has collected some data on how families feel about their relationships with staff. | Staff interactions with family appear mostly respectful, but the site has not collected data on how families feel about their relationships with staff. | Staff interactions with family are limited or not consistently respectful. |  |
| **7. Aligned community partnerships**  Staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time. | | | | | |
| **7a. Aligned community partnerships**  **Look for/Learn about:**  Community partners and out-of-school time staff are represented on the SEL team. There is designated space within the building for community partners and OST to store supplies, conduct work, etc.  Leadership and staff can identify key community partners and clearly discuss the supports or programs they provide. | Staff and community partners have established and consistently use common language around SEL. Site leaders and other staff meet regularly with community partners to plan and execute aligned strategies and communication around all SEL-related efforts and initiatives that occur during the school day and out-of-school time. | Staff and community partners have established some common language around SEL. Staff meet occasionally with community partners to discuss aligning strategies and communication around SEL-related efforts and initiatives that occur during the school day and out-of-school time. | Staff and some community partners have established some common language to discuss SEL. Staff and community partners are becoming familiar with each others’ strategies and communication around SEL-related efforts. | Staff and community partners still work primarily independently, without intentional alignment. |  |
| **7b. School and OST Collaboration and Alignment**  Staff from the school and OST program collaborate with one another, work to build trusting relationships across teams and roles, and maintain a strong community for the youth they serve. | There is strong evidence that school and OST staff collaborate and work together to build trusting relationships, align language around SEL between spaces, and cultivate a strong community across contexts. There are intentional opportunities for school and OST staff to interact with one another, during which interactions are positive. | There is some evidence that most school and OST staff collaborate and work together to build trusting relationships, align language around SEL between spaces, and cultivate a strong community across contexts. There are some opportunities for school and OST staff to interact, and these interactions are generally positive. | There is little evidence school and OST staff collaborate and work together to build trusting relationships, align language around SEL between spaces, and cultivate a strong community across contexts. There may be little or surface-level interaction among staff between the school and OST spaces. | There is no evidence that school and OST staff collaborate and work together. There are either no interactions among staff between school and OST or these interactions reflect a poor relationship. |  |

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| **Continuous Improvement** | | | | | |
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|  | 4 | 3 | 2 | 1 | Component Score/Notes |
| **8. Systems for continuous improvement**  Implementation and outcome data are consistently collected, used, and communicated to continuously improve all SEL-related systems, practices, and policies with a focus on equity. | | | | | |
| **8a. Systems for continuous improvement**  **Look for/Learn about:**  - Staff meet regularly to discuss data and engage in continuous improvement cycles.  - There are newsletters, emails, and posted communications about SEL.  - Site-level data, from both school and OST, is communicated with stakeholders.  - Data elevates youth voice by addressing youth perceptions of their learning environment, as well as their strengths and needs. | Roles, responsibilities, and timelines are established and followed for collecting and reflecting on data to improve SEL-related systems, practices and policies. Data includes youth perceptions of their learning environment and provides opportunities to examine equity in young people’s experiences and outcomes. Data on sitewide SEL is regularly shared and discussed with administrators, teachers, program leaders, support staff, youth, families, and community partners. The SEL team uses a structured process to engage these stakeholders in determining next steps and creating action plans. | Roles, responsibilities, and timelines are established and followed for collecting and reflecting on data to improve SEL-related systems, practices and policies. Data provides opportunities to examine equity in young people’s experiences and outcomes. Data on sitewide SEL is regularly shared and discussed with administrators, teachers, OST program leaders, support staff, youth, families, and community partners. | Roles, responsibilities, and timelines may be inconsistent for collecting and reflecting on data to improve SEL-related systems, practices, and policies. Data on sitewide SEL is occasionally shared with some stakeholders. | Roles, responsibilities, and timelines are not yet established for collecting and reflecting on data to improve SEL-related systems, practices, and policies. |  |