**TOOL: Rubric Meeting Template**

Time needed: *60 minutes*

**This tool is intended to guide teams through a process for completing the Schoolwide SEL Implementation Rubric.**

**Collaborating closely with out-of-school time partners?**

See the [OST-enhanced version of this tool](http://schoolguide.casel.org/uploads/2019/01/Rubric-Meeting-Template-OST.docx?utm_source=Resources-OST&utm_medium=Download&utm_campaign=OST_Links). ([http://bit.ly/2Dqo6i0](http://schoolguide.casel.org/uploads/2019/01/Rubric-Meeting-Template-OST.docx))

**WHY complete the rubric?** The rubric can help SEL teams determine where the school is in terms of implementation and identify next steps.

**HOW does it work?** At the beginning of the scoring process, each person on the SEL team completes the rubric individually. The team then assigns a group score to each item using a consensus-building process that encourages equity of voice. Using the Three Signature SEL Practices\* ensures that the process itself builds the SEL team’s capacity to lead this work.

**WHAT is the result?** Completing the rubric will help highlight areas of strength and opportunities for growth. These insights will help schools create a customized implementation plan for schoolwide SEL.

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| **Before the meeting:**   * Read through sample meeting agenda below to plan your own meeting. **If you have a large team (10–15 people) plan for 90 minutes for consensus-building and team discussions.** * Print a copy of the [rubric](https://schoolguide.casel.org/rubric/) for each member of the SEL team (*“Print” is at top right of opening page of rubric*) or have each person bring a laptop to view the rubric online. * Create one school account to enter rubric scores by clicking the “Log-in” button in the top right-hand corner of any School Guide page. * Become familiar with the options for voting and consensus building and be ready to use them with the group *(see below for recommendations*). The team can use its own voting and consensus process even if it is not one of the options. |

**Sample Meeting Agenda**

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| **Time** | **Activity** |
| **10 minutes** | **\*Welcoming Activity and Overview of Agenda**  **1. Welcoming Activity (3 minutes)**  [*What's New? (page 18)*](https://schoolguide.casel.org/resource/three-signature-sel-practices-for-adult-learning/)*\** This activity ensures equity of voice, allows participants to choose what to share according to their personal comfort level, and transitions people from busy days into a shared meeting space.  **2. Share the Purpose of Meeting (2 minutes)**  The facilitator gives an overview of the purpose for the meeting and answers any questions (adjust for extra time):   * *Collaboratively complete the Schoolwide SEL Implementation Rubric to determine where the school is in terms of implementation and identify next steps.*   **3. Assign Roles and Responsibilities (1 minute):**  **Facilitator:** Keeps the group on track and models social and emotional competencies.  **Time Keeper:** Monitors time for group.  **Recorder:** Enters scores into the rubric *(must set up an account with password).*  **Process Observer:** Helps the group keep its norms.  **4. Set Norms or Agreements for Team (4 minutes):**  The process observer guides the norming process. Teams can either use existing norms or use the **CARE** norms (below): The facilitatorasks each person to share aloud a norm and one behavior that would indicate that the norm is being practiced in the group today:  *1.* ***Contribute*** *productively.*  *2.* ***Be aware*** *of and respect diversity.*  *3.* ***Recognize*** *leadership in self and others.*  *4.* ***Empathize*** *with colleagues.* |
| **15 minutes** | **Individual Scoring**  Each team member *quickly* completes a printed version of the rubric on their own silently, without discussion; noting any evidence that they could use to support their score. If they don’t know the information or have questions, they can skip the item. If they are viewing online, they can set up their own scoring sheet to record their individual scores before the team decides on a single school score.   |  | | --- | | **ITEM** **MY SCORE**    #1 3  #2 4 | |
| **5 minutes** | **How to Score as a Team and Reach Consensus**  **The Facilitator Gives Overview of Scoring Process (5 minutes)**  *Each person take turns sharing their score for each item, one item at a time. For some items, team members’ scores will differ and will require discussion to come to consensus.* ***We will choose a decision-making process when the scores differ.*** *Keep in mind that not all items are of equal importance**to our school. We will allocate our discussion time to the items that are most important to our school.*  **Suggested decision-making processes:**   * ***Items where there is a one point difference*** *between individual scores (e.g., 4’s and 3’s): The team can average the scores to reach a final score or go with a simple majority. One point differences are to be expected with many items. Remember this is just a score for the team’s use – it is not evaluative.* * ***Items that are important and where there is more than a one point difference*** *between individual scores (e.g. 4’s and 2’s): The team engages in a short consensus protocol such as the* [*Fist to Five*](https://www.nasco.coop/sites/default/files/srl/Fist%20to%20Five%20as%20Voting.pdf) *or* [*Vote with Thumbs*](https://www.ydnetwork.org/documents/Icebreaker%20files/ThumbsUp.pdf) *(Plan on 2-5 minutes per item). The goal is to get to a “3,” or a Sideways Thumb, or “Can live with it,” not for a unanimous agreement. Listen to the evidence that people share. If consensus cannot be reached within the time limit (5 minutes), then the item is tabled for further discussion by the team and no score is given at this time.* |
| **25 minutes** | **Scoring and Recording**  **Team Scoring:** *Each person will share aloud their score for an item while the team listens. When all the scores for an item have been read aloud the team decides which scoring process to use:*   * Unanimous = Enter score * 1-Point Difference = Enter majority score or average scores * More than 1-Point Difference = Consensus process to reach a Team Score   **The recorder enters the Team’s score** for each item into the school’s online rubric. [SEL Implementation Rubric](https://schoolguide.casel.org/rubric?preview=true).   * The recorder **SAVES** the results even if rubric is incomplete (otherwise data may be lost). * The rubric summary will be generated once **all** the items have been scored. |

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| **5 minutes** | **\*Optimistic Closure**  This activity connects to the purpose of this meeting and the future work of the team. Each person speaks and is heard by at least one other team member.  **Optional Prompts for a Think, Pair, Share**   1. How has your understanding of SEL changed? 2. What is one conversation that you want to continue outside this meeting? 3. What is one “wondering” that you want more time to think about alone and with others? 4. How has this process impacted your SEL work?     ***Think-Pair-Share.*** *This involves a three-step cooperative structure. During the first step, participants think silently about a question. Individuals then pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs or the entire group.* |

**\***See the[**Three Signature SEL Practices Playbook**](https://schoolguide.casel.org/resource/three-signature-sel-practices-for-adult-learning/)for more examples of optimistic closure activities.