



FOCUS AREA 1A RUBRIC

Build Awareness, Commitment, and Ownership

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

	1	2	3	4
<p>SEL Team</p> <hr/> <p>_____</p> <p>_____</p> <p>_____</p>	<p>An SEL team is in the initial stages of development.</p>	<p>An SEL team meets occasionally with few structured roles and responsibilities.</p>	<p>An SEL team meets somewhat regularly with partially structured roles and responsibilities. Students, families, and community groups are consulted when teams are making decisions that would directly impact them.</p>	<p>An SEL team with designated roles and responsibilities, meets at least monthly to lead schoolwide SEL. The team is representative of the school community and includes students, families, and community groups in decision-making processes.</p>
<p>Foundational SEL Learning Opportunities</p> <hr/> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Foundational SEL learning opportunities are being planned for staff, families, and community partners to develop awareness of, commitment to, and ownership of SEL.</p>	<p>Foundational SEL learning opportunities have been provided to some key stakeholders (staff, families, and community partners). Members of the school community have a general understanding of SEL and its impact on students' development.</p>	<p>Foundational SEL learning opportunities have been provided for school staff, families, and community partners but are not yet offered annually. Many members of the school community can discuss SEL's importance and its impact on students' development.</p>	<p>Foundational SEL learning opportunities are provided for all school staff in the first year of implementation and then at least annually for new school staff, families, community partners, and as part of the onboarding process. Almost all members of the school community can discuss SEL's importance and its impact on student outcomes and understand their own role in helping students develop social and emotional competencies.</p>
<p>Shared Vision</p> <hr/> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>A shared vision for schoolwide SEL has not yet been developed.</p>	<p>The SEL team has begun engaging stakeholders, including students, families, staff, and community members, as collaborators for developing a shared vision for schoolwide SEL.</p>	<p>The SEL team collaborated with a group of stakeholders who are representative of the school community to develop a shared vision for schoolwide SEL that has been communicated to the entire school community.</p>	<p>The SEL team collaborated with a group of stakeholders who are representative of the school community to develop a shared vision for schoolwide SEL. The shared vision has been communicated to the entire school community, informs planning and implementation, and is revisited regularly.</p>



FOCUS AREA 1B RUBRIC

Create a Shared Plan

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

	1	2	3	4
<p>Planning</p> <hr/> <hr/> <hr/> <hr/>	<p>The SEL team has not yet begun the process of developing a schoolwide SEL implementation plan.</p>	<p>The SEL team is in the early stages of developing a schoolwide SEL implementation plan.</p>	<p>The SEL team has developed an SEL implementation plan for the school year and is in the process of integrating the plan into schoolwide 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 is integrated into schoolwide planning documents and referenced and revised regularly.</p>
<p>Two-Way Communication</p> <hr/> <hr/> <hr/> <hr/>	<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 staff, other schoolwide teams, community partners, families, and out-of-school time providers (e.g., town hall meetings, open door policies, social media).</p>
<p>Resources</p> <hr/> <hr/> <hr/> <hr/>	<p>Funding for schoolwide SEL has not yet been discussed and prioritized. Time has not yet been set aside for schoolwide SEL implementation.</p>	<p>Funding for schoolwide SEL is limited and does not yet consistently sustain the school's needs for SEL implementation. Time to support SEL at the classroom and school level is being planned but not yet written into the school's master schedule.</p>	<p>There is a budget for SEL resources that meets some of the school's SEL implementation needs. Time to support SEL at the classroom and school level is planned but not yet written into the school's master schedule.</p>	<p>There is a stable budget for SEL resources, professional learning, and staffing that is built into the school's financial plan. Time to support SEL at the classroom and school level is written into the school's master schedule.</p>



FOCUS AREA 2 RUBRIC

Cultivate Adult SEL

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

	1	2	3	4
Professional Learning <hr/> <hr/> <hr/>	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.	Professional learning opportunities to cultivate adult SEL are offered regularly throughout the school year.	Staff regularly attend ongoing professional learning opportunities to cultivate adult SEL. These opportunities are built into the school's professional learning strategy, and staff are able to inform which topics are offered.
Environment to Support Adult SEL <hr/> <hr/> <hr/>	Creating an environment that supports the cultivation of adult SEL is not yet a priority for the SEL team.	The SEL team recognizes the need to create an environment that supports the cultivation of adult SEL throughout the school 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.).	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.	The SEL team is actively cultivating an environment that supports the social and emotional learning of school staff by collaborating with one another, modeling social and emotional competencies, using culturally responsive practices, and intentionally building positive relationships.
Staff-Shared Agreements <hr/> <hr/> <hr/>	School staff have not yet created shared agreements for how staff will interact with one another, with students, and with students' families and community.	There is a plan to collaboratively develop staff shared agreements for how staff will interact with one another, with students, and with students' families and community.	Staff shared agreements for how staff will interact with one another, with students, and with students' families and community have been collaboratively developed and clearly communicated to all staff.	Collaboratively developed shared agreements for how staff will interact with one another, with students, and with students' families and community are modeled by staff and referenced in staff and grade-level meetings.
Cultural Responsiveness <hr/> <hr/> <hr/>	Staff have not yet prioritized the need for cultural competence among staff.	School staff understand the importance of cultural competence and have developed a plan in which staff work to improve their cultural competence.	School 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 students, family members, and community stakeholders. Learnings from these efforts are beginning to be used to create equitable learning environments for all students.	School 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. Students, family members, and community stakeholders are deliberately included in this process. Learnings from these interactions are used to cultivate equitable learning environments and to maximize learning outcomes for all students.

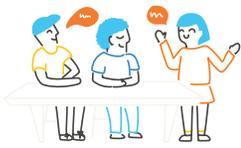


FOCUS AREA 3 RUBRIC

Promote SEL for Students

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

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<p>Professional Learning</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Staff do not yet have opportunities to learn about SEL.</p>	<p>Opportunities for staff to learn about promoting SEL are offered at least once per year.</p>	<p>Opportunities for staff to deepen their knowledge of SEL are offered multiple times throughout the school year and address varied topics that are aligned to the school's SEL goals.</p>	<p>Ongoing opportunities for staff to learn how to promote SEL for students are built into the school's professional learning strategy and are aligned to the school's SEL goals. Offerings include topics such as integrating SEL into instruction, 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 student social and emotional competence.</p>
<p>Supportive Classroom Environment</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Teachers have not yet prioritized the use of inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments.</p>	<p>Teachers have prioritized and planned to build inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments.</p>	<p>Some teachers use inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Strategies are developmentally appropriate and focus on meeting the needs of all students.</p>	<p>Teachers use inclusive, relationship-centered, and culturally responsive practices to create supportive classroom 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 students.</p>
<p>Classroom Shared Agreements</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Classroom shared agreements have not yet been developed.</p>	<p>Classroom shared agreements have been collaboratively developed and are on display in a few classrooms.</p>	<p>Classroom shared agreements have been collaboratively developed in a majority of classrooms throughout the school. These agreements are on display in the classroom and are regularly communicated to students and their families.</p>	<p>Each year classroom shared agreements are collaboratively developed in each classroom. These agreements are consistently modeled by adults and students and woven into daily routines and practices. Classroom shared agreements are on display in the classroom and regularly communicated to students and their families.</p>



FOCUS AREA 3 RUBRIC

Promote SEL for Students

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

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Cultural Responsiveness

Teachers are unfamiliar with their students' cultural backgrounds and life circumstances, and the local community context. Students do not yet have opportunities to learn about their peers' experiences and cultural backgrounds. Teachers have not yet taken steps to ensure that instructional materials offer diverse representations of culture, race, gender, etc. SEL instruction does not yet focus on cultural identity, student agency, or advocacy in the face of injustice.

Teachers are familiar with some of their students' cultural background and, life circumstances, and the local community context. Students have limited opportunities to learn about their peers' experiences and cultural backgrounds. Teachers have begun to take steps to ensure that instructional materials offer diverse representations of culture, race, gender, etc. SEL instruction occasionally addresses cultural identity, student agency, and advocacy in the face of injustice.

Teachers are familiar with most of their students' cultural backgrounds, life circumstances, and the local community context. Students have opportunities to learn about their peers' experiences and cultural backgrounds. Teachers have begun to use materials that offer diverse representations of culture, race, gender, etc. SEL instruction addresses cultural identity, student agency, and advocacy in the face of injustice.

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

Student Voice and Engagement

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

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

Students are offered many opportunities to take on leadership and decision-making roles that shape instruction and school climate. Students have opportunities to engage in service learning.

Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers and decision-makers, offering ways for students to inform instruction, construct knowledge collaboratively, and strengthen school climate. Students take on leadership roles within the school community and participate in meaningful service learning opportunities.

SEL-Integrated Instruction

Teachers have not yet prioritized the integration of SEL into instruction.

Teachers have prioritized and planned strategies to integrate SEL into instruction (e.g. opportunities for collaborative group work, inclusive class discussions, and reflection).

Teachers have begun to use strategies to integrate SEL into instruction (e.g. opportunities for collaborative group work, inclusive class discussions, and reflection).

Teachers promote SEL competencies to help students engage with and understand challenging academic content. This includes providing daily opportunities for students to engage in collaborative group work, inclusive class discussions, and reflection.



FOCUS AREA 3 RUBRIC

Promote SEL for Students

Note your school'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.

Evidence-based programs and/or approaches to SEL are being implemented in most grade levels with fidelity.

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

Schoolwide Norms and Routines

Schoolwide norms and routines have not yet been discussed.

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

Schoolwide norms and routines have been collaboratively established and communicated broadly, but are not yet followed consistently.

Collaboratively developed schoolwide norms and routines are universally agreed upon and used consistently throughout the school 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

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

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 students. 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 students. SEL is fully integrated into supports at all tiers for both academics and behavior.



FOCUS AREA 3 RUBRIC

Promote SEL for Students

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

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Discipline Policies and Practices That Support SEL

School 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.

School discipline policies and practices are being reviewed for their alignment with SEL. Data have been reviewed to determine if policies and practices have been applied equitably.

The school has identified discipline policies and practices that support SEL and are restorative, instructive, and developmentally appropriate. Data are reviewed frequently to determine if policies and practices have been applied equitably.

School discipline policies and practices support SEL and are restorative, instructive, and developmentally appropriate. These policies and practices are consistently and equitably used in the classroom and throughout the school, as evidenced by sources of disaggregated schoolwide data.

Family Partnerships

School staff do not yet communicate with families about the social and emotional competencies that students are learning in the classroom. School staff do not yet seek input from families when designing SEL opportunities at the school.

School staff have begun to communicate with families about the social and emotional competencies that students are learning in the classroom. School staff are planning ways to seek input from families when designing SEL opportunities at the school.

School staff occasionally communicate with families about the social and emotional skills that students are learning in the classroom. School staff occasionally seek input from families when designing SEL opportunities at the school.

The school has multiple avenues for two-way communication with families, inviting families to understand, experience, inform, and support the social and emotional development of their students in partnership with the school. This partnership includes family participation on the SEL team and meaningful opportunities to learn more about and contribute to SEL in the school.

Community Partnerships

The school has not yet developed community partnerships to support schoolwide SEL.

The school has developed community partnerships that support schoolwide SEL. Community partners and schools have begun to become familiar with one another's approach to SEL.

The school has developed community partnerships that support schoolwide SEL. Community partners and schools are familiar with one another's approach to SEL and are working to align priorities, language, and practices across settings.

The school has developed strategic and aligned community partnerships to support schoolwide SEL. The school and community partners are familiar with one another's approach to SEL and have worked to align and integrate supports where possible. These partnerships lead to increased student 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 school's progress and needs in these areas:

	1	2	3	4
Resources to Drive High Quality Continuous Improvement <hr/> <hr/> <hr/> <hr/>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
Systems to Promote Continuous Improvement <hr/> <hr/> <hr/> <hr/>	<p>The SEL team has not yet identified a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions.</p>	<p>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 decisions.</p>	<p>The SEL team has a structured, ongoing process to collect, reflect on, and use data to inform school-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.</p>	<p>The SEL team uses a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school-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, classroom, family, and community level.</p>