



FOCUS AREA 1A RUBRIC

Build Awareness, Commitment, and Ownership

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

1

2

3

4

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 regularly with designated roles and responsibilities. Students, 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 reflect on data, plan for improvements, and lead schoolwide SEL initiatives. The team is representative of the school community and includes students, families, and community groups in decision-making processes.

Foundational SEL Learning Opportunities

Foundational SEL learning opportunities are not yet provided.

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.

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.

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.

Shared Vision

A shared vision for schoolwide SEL has not yet been developed.

The SEL team has begun engaging stakeholders, including students, families, staff, and community members, as collaborators for developing a shared vision for schoolwide SEL.

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.

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.



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/> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The SEL team is beginning to assess needs and resources.</p>	<p>The SEL team has assessed needs and resources, and begun identifying S.M.A.R.T.I.E. goals and action steps.</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.I.E. goals, action steps, and assigned ownership.</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.I.E. goals, action steps, and assigned ownership. This plan is fully integrated with other schoolwide priorities and plans. The team reviews their goals and the plan regularly to monitor implementation and make necessary adjustments.</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 have not yet been planned.</p>	<p>Some 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>The SEL team and school leadership engages in consistent two-way SEL communications with all stakeholders including staff, other schoolwide teams, community partners, families, and out-of-school time providers.</p>	<p>The SEL team and school leadership engages in consistent two-way SEL communications with all stakeholders including staff, other schoolwide teams, community partners, families, and out-of-school time providers. The SEL team regularly reviews whether communications are effective at engaging stakeholders in schoolwide SEL.</p>
<p>Resources</p> <hr/> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Funding for schoolwide SEL has not yet been discussed and prioritized.</p>	<p>The SEL team is identifying funding and resources to support schoolwide SEL.</p>	<p>There is a one-year budget for SEL resources that includes funding for professional learning and materials needed to support SEL instruction. The school has allocated staff time for engaging in SEL-related activities including professional learning.</p>	<p>There is a stable long-term budget for SEL resources, including professional learning, materials, and staffing. The school has allocated staff time for engaging in SEL-related activities including professional learning.</p>



FOCUS AREA 2 RUBRIC

Strengthen Adult SEL Competencies and Capacity

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

	1	2	3	4
<p>Professional Learning to Strengthen Staff Expertise</p> <hr/> <hr/> <hr/> <hr/>	<p>Staff do not yet engage in high-quality SEL-related professional learning to develop their skills for cultivating supportive, equitable learning environments and promoting SEL.</p>	<p>Some staff engage in high-quality professional learning to develop their skills for cultivating supportive, equitable learning environments and promoting SEL for students.</p>	<p>Staff engage in high-quality professional learning multiple times throughout the year to develop their skills for cultivating supportive, equitable learning environments and promoting SEL for students. These professional learning opportunities are aligned to the school's SEL goals and scaffolded to support staff based on their roles and current knowledge of SEL.</p>	<p>Staff engage in high-quality and ongoing professional learning, including receiving coaching and feedback. These professional learning opportunities develop their skills for cultivating supportive, equitable learning environments and promoting SEL for students; are aligned to the school's SEL goals; and scaffolded to support staff based on their roles and current knowledge of SEL. The SEL team collects staff feedback to shape an effective approach to ongoing support and coaching.</p>
<p>Adult SEL and Cultural Competence</p> <hr/> <hr/> <hr/> <hr/>	<p>Staff do not yet have opportunities to reflect on and develop their own social, emotional, and cultural competencies.</p>	<p>Meaningful opportunities for staff to develop their own social, emotional, and cultural competencies are offered at least once per year.</p>	<p>Meaningful opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies are available multiple times throughout the year. These opportunities include structured activities that support staff in practicing self-care and examining their mindsets and biases.</p>	<p>Meaningful opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies are built into regular staff meetings and part of the school's overall professional learning strategy. These opportunities include structured activities to support staff in practicing self-care and examining their mindsets and biases. The SEL team regularly reviews data related to adult SEL and cultural competence to plan ongoing support.</p>
<p>Staff Collaboration</p> <hr/> <hr/> <hr/> <hr/>	<p>Staff do not yet have opportunities to build collaborative relationships.</p>	<p>Staff have dedicated time for collaboration, and have developed norms or shared agreements to guide collaboration.</p>	<p>The SEL team and school leadership regularly reviews their approach for fostering community, shared purpose, and collaboration among staff. Staff have dedicated time for collaboration. Staff norms or shared agreements guide respectful interactions, effective collaboration, and an inclusive staff culture.</p>	<p>The SEL team and school leadership intentionally foster a sense of community and shared purpose among staff, including using data on staff perceptions to improve the work climate. Staff have dedicated time to learn from each other, share best practices, and collaboratively problem-solve around SEL implementation challenges. Staff norms or shared agreements guide respectful interactions, effective collaboration, and an inclusive staff culture.</p>
<p>Staff Modeling of SEL</p> <hr/> <hr/> <hr/> <hr/>	<p>Leadership and/or staff have not yet prioritized modeling social, emotional, and cultural competencies in their interactions.</p>	<p>The SEL team is developing an approach to support leadership and staff in modeling social, emotional, and cultural competencies in their language and interactions with other staff, students, families, and community partners.</p>	<p>Leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with most staff, students, families, and community partners. Staff efforts and contributions are sometimes acknowledged.</p>	<p>Leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with other staff, students, families, and community partners. School leaders and the SEL team have built supportive relationships with staff and regularly acknowledge staff efforts and contributions.</p>



FOCUS AREA 3 RUBRIC

Promote SEL for Students

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

	1	2	3	4
<p>Supportive Classroom Environment</p> <hr/> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<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. Classroom shared agreements have been collaboratively developed in some classrooms.</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. Shared agreements are collaboratively developed and modeled by most adults and 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. Shared agreements are collaboratively developed, consistently modeled by adults and students, and woven into daily routines and practices.</p>
<p>Explicit SEL Instruction</p> <hr/> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The school has not yet dedicated time for students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction.</p>	<p>Some students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction.</p>	<p>All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals.</p>	<p>All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals. SEL instruction is connected to other opportunities for practicing and reflecting on SEL competencies throughout the day.</p>
<p>SEL-Integrated Instruction</p> <hr/> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Teachers have not yet prioritized the integration of SEL into instruction.</p>	<p>SEL standards/goals are embedded in academic learning in some classrooms. Some teachers use classroom discussion and collaborative structures to engage students, and encourage students to connect their perspectives and experiences to instruction.</p>	<p>SEL standards/goals are clearly embedded in academic learning. All teachers use classroom discussions and collaborative structures to engage students. Teachers encourage students to connect their perspectives and experiences to instruction.</p>	<p>SEL standards/goals are clearly embedded in academic learning, and students regularly share their perspectives on how social and emotional competencies connect to what they're learning. Teachers actively engage students in co-constructing knowledge and making meaning of content through classroom discussions and collaborative structures. Teachers use intentional strategies to foster student ownership over their learning, including connecting their perspectives and experiences to instruction.</p>



FOCUS AREA 3 RUBRIC

Promote SEL for Students

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

	1	2	3	4
<p>Cultural Responsiveness</p> <hr/> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Leadership and staff are not yet familiar with their students' cultural backgrounds, life circumstances, or the local community context.</p>	<p>Leadership and staff are familiar with most of their students' cultural backgrounds, life circumstances, and the local community context.</p>	<p>Leadership and staff are familiar with students' cultural backgrounds, life circumstances, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for some students to learn about cultural differences.</p>	<p>Leadership and staff are deeply knowledgeable about students' lived experiences, cultural backgrounds, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for students to learn about cultural differences, explore and celebrate their own social and cultural identities, and collaboratively develop inclusive and equitable learning environments.</p>
<p>School Climate</p> <hr/> <p>_____</p> <p>_____</p>	<p>The SEL team has not yet prioritized school climate efforts.</p>	<p>The SEL team is beginning to plan school climate improvement efforts. Schoolwide norms and shared agreements have been collaboratively developed and aligned to the school's SEL vision.</p>	<p>The SEL team meets regularly to plan school climate improvement efforts and is beginning to collect climate data. Schoolwide norms, shared agreements, routines, and procedures support the school's SEL vision and climate.</p>	<p>The SEL team regularly assesses climate (through observational data, surveys, etc.) and meets regularly to plan improvement efforts based on data. Schoolwide norms, shared agreements, routines, and procedures support the school's SEL vision and climate.</p>
<p>Evidence-based SEL Programs and Practices</p> <hr/> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The SEL team is in the process of collaboratively selecting an evidence-based program aligned to the school's vision and goals, and cultural and linguistic strengths.</p>	<p>The school is beginning to provide professional learning around evidence-based SEL program and practices aligned to the school's SEL vision and goals, and cultural and linguistic strengths.</p>	<p>The school is implementing with fidelity an evidence-based SEL program and practices across some grade levels, and providing ongoing implementation support to staff. Program and practices are aligned to the school's SEL vision and goals, and are culturally- and linguistically-responsive to students.</p>	<p>The school is implementing with fidelity an evidence-based SEL program and practices across all grade levels, and providing ongoing implementation support to staff. Program and practices are aligned to the school's SEL vision and goals, and are culturally- and linguistically-responsive to students. The SEL team regularly uses data on fidelity of implementation to inform planning.</p>
<p>Student Voice and Engagement</p> <hr/> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Students do not yet have opportunities to take on leadership and decision-making roles.</p>	<p>Some students have opportunities to take on more traditional leadership roles such as student council, patrols, or leading morning announcements.</p>	<p>Students are offered many opportunities to take on leadership and decision-making roles that inform SEL initiatives, instructional practices, and school climate. Students have opportunities to lead activities, solutions, and projects to improve their classrooms, school and the broader community.</p>	<p>Staff honor and elevate a broad range of student perspectives and experiences by engaging them as leaders, problem solvers and decision-makers, offering ways for students to shape SEL initiatives, instructional practices, and school climate. Students regularly initiate and lead activities, solutions, and projects to improve their classrooms, school and the broader community.</p>



FOCUS AREA 3 RUBRIC

Promote SEL for Students

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

1

2

3

4

Student Support

A continuum of supports is not yet available to students.

A continuum of supports is partially in place. The SEL team is considering ways to create common language and align student supports with schoolwide SEL goals and priorities.

The school provides a continuum of supports to meet the academic, social, emotional, and behavioral needs of all students. The SEL team is taking steps to create common language and align all student supports and related programs and initiatives with schoolwide SEL goals and priorities.

The school provides a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students. The SEL team has created common language and aligned all student supports and related programs and initiatives with schoolwide SEL goals and priorities. Each year, the SEL team takes stock of all supports and is strategic about how to improve integration in the coming year.

Discipline Policies and Practices

Discipline policies and practices have not yet been reviewed to determine how well they align with SEL.

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.

Discipline policies and practices promote SEL, including providing opportunities for students to reflect, problem solve, and build positive relationships. These policies and practices take into account students' developmental stages, cultural backgrounds, and individual differences. Data demonstrates that these practices are used consistently and equitably in the classroom and throughout the school.

Family Partnerships

School staff do not yet communicate with families about SEL.

School staff provide updates to families about the school's efforts to promote SEL for students.

School staff regularly communicates with and invites feedback from families about the school's efforts to promote students' SEL.

School staff have multiple avenues for ongoing 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

Practice Continuous Improvement

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

	1	2	3	4
<p>Resources to Drive High Quality Continuous Improvement</p> <hr/> <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 developing 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. 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. Staff are highly-skilled at data reflection and planning, and have dedicated time and resources to engage meaningfully in regular cycles of continuous improvement.</p>
<p>Systems to Promote Continuous Improvement</p> <hr/> <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>