

## TOOL: Indicators of Schoolwide SEL Walkthrough Protocol (OST)

School Community \_\_\_\_\_ 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.

Schoolwide SEL across a full school community and program site 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 schoolwide SEL](#). The protocol is designed to support the continuous improvement of schoolwide SEL implementation. SEL teams can use data from this protocol to set implementation goals, reflect on and track progress, and develop or adjust action plans. By rating the indicators of schoolwide SEL, the walkthrough protocol allows observers and educators to focus on feedback and development. It is not a comprehensive evaluation system, but should be one of multiple measures for coaching and feedback. School communities are encouraged to be inclusive by involving a broad range of stakeholders in use of this walkthrough protocol, which could also include students and family members.

### Design

This protocol is divided into two sections that allow observers to look for evidence of schoolwide 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. Rather, it should be used to support teams tracking the progress of schoolwide SEL implementation *across* settings. Before beginning observations, it is helpful to explain to staff the purpose of the visit and to observe multiple classrooms and spaces during different times of the day.
- **Section 2: Schoolwide systems and practices.** This section provides guidance on observing schoolwide SEL implementation across the school's climate, family and community partnerships, and continuous improvement systems. In addition to observations in common areas, it is necessary to have conversations with school and OST program staff, leadership, the SEL team, community partners, and youth and/or their families to better understand how SEL is being implemented across contexts. When having conversations with these stakeholders, request relevant artifacts to help score the protocol accurately.

### Scoring

- When using the rubric, score each item on a scale from 4 (strong evidence) to 1 (weak or no evidence).

#### Section 1

- "4" indicates strong evidence that SEL is internalized and owned by educators and youth.
- "3" indicates that classrooms and program spaces are effectively promoting SEL but efforts are mostly educator-led.
- "2" indicates that classroom and program practices attempt to promote SEL but are inconsistent.
- "1" indicates that there is not yet evidence that classroom and program practices are attempting to promote SEL through this item. If there was an opportunity to see something and it was not done, that should be a "1"
- Score "not observed" if you do not have enough information to provide an accurate score. This should be used sparingly. Scoring "not observed" may be due to time constraints and not being in a classroom long enough to see a particular strategy or behavior.



- Each component in this section includes “look-fors” that are intended to serve as guidance only. These look-fors are not an exhaustive list and should not be the only practices and strategies to look for.

## Section 2

- “4” indicates strong evidence that SEL is seamlessly integrated into systems and practices across the school community.
- “3” indicates that schoolwide systems and practices are effectively promoting SEL but not yet fully integrated into all aspects of the school community.
- “2” indicates that schoolwide systems and practices attempt to promote SEL but are inconsistent across the school community..
- “1” indicates that there is not yet evidence that schoolwide systems and practices are attempting to promote SEL through this item.
- Score “not observed” if you do not have enough information to provide an accurate score. This should be used sparingly. Scoring “not observed” may be due to time constraints, not being in common areas long enough to see a particular strategy or behavior, or not being able to observe SEL practices and strategies that occur outside of the regular school day.
- Each component in this section includes “look-fors” that are intended to serve as guidance only. These look-fors are not an exhaustive list and should not be the only practices and strategies to look for.

## Procedure

- Classroom or Program Space
  - Identify which classrooms and program spaces you will visit before getting started, and let each teacher know the purpose of the walkthrough and how many observers to expect. It is important for them to know that you are not evaluating their classroom or space, and instead are observing SEL implementation in multiple spaces and throughout the school community. It is good practice to share the results of the walkthrough once it is completed, since it is a learning opportunity for all educators.
  - Be systematic and consistent with how long you spend in each observed classroom or program space. This protocol was designed to be used with 15-minute visits to each classroom or space. This short of an interval allows observers to visit more classrooms, program spaces, and common areas. However, such a short interval can result in data that are less reliable. For example, only being in a space for 15 minutes means you will miss a lot of the instruction or programming that will happen during rest of the day. Results of the walkthrough will be impacted by when you are and are not in each space. More accurate data can be collected if classrooms and spaces are visited for longer amounts of time. The most important factor is consistency in observations. If you observe one space for 30 minutes, be sure the rest of your observations are also 30 minutes long.
  - Be mindful of how note taking can be perceived by educators. In some instances, it may make them feel uncomfortable, so consider not taking notes when you’re in the classroom. If you don’t take notes in the classroom you can write them down afterwards once leaving the room.
- Schoolwide
  - Before getting started, identify stakeholders who are available and willing to have a conversation about schoolwide SEL with observers. It is helpful when building leaders, educators, OST program staff, support staff, youth, and families can provide their perspectives on schoolwide SEL and how it is being implemented.
  - Request artifacts that relate to schoolwide SEL to help with scoring this walkthrough protocol. Asking about artifacts before starting the walkthrough can identify SEL practices and strategies to look for. Asking about artifacts after the walk allows observers to follow upon SEL practices and strategies they observed in practice.
  - Identify which common areas you will observe before getting started. You will want to visit areas where youth and adults are interacting, such as the main office, cafeteria, library, gymnasium, and outdoor spaces.
  - Make sure to time the walkthrough so you are in hallways during transitions.
  - Score this section of the protocol after all common areas have been visited, and after having conversations with stakeholders and reviewing any artifacts they offered. Each of these will be important to draw upon when scoring this section.

## Section 1: Classroom/Program Climate and Practices

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

	4	3	2	1	Not Observed
<b>1. Supportive climate</b>					
<b>Learning environments are supportive, culturally responsive, and focused on building relationships and community.</b>					
<b>1a. Adult-youth relationships</b>  <u>Look for/Learn about:</u>  -Addresses each young person by name - Response to youth needs - Positive educator language - Affirming youths’ efforts - Youth sharing ideas, perspectives, concerns	<p><b>Virtually all youth share their ideas</b>, perspectives and concerns with their teacher or program staff member and their peers.</p> <p>Educator joins in youths’ activities, <b>positively communicates</b> and demonstrates warmth and enjoyment with young people.</p> <p>Educator <b>acknowledges youth by name</b> and <b>affirms their</b> interests, efforts and accomplishments in the classroom or program space.</p> <p>Educator demonstrates awareness to and <b>responds to youth needs</b> and demonstrates that they <b>appreciate each young person as an individual</b>.</p>	<p>Over half of young people share their ideas, perspectives and concerns with their teacher or program staff member and their peers.</p> <p>Educator acknowledges youth by name and affirms their interests, efforts and accomplishments in the classroom or program space.</p> <p>Educator demonstrates awareness to and responds to youth needs and demonstrates that they appreciate each young person as an individual.</p>	<p>Less than half of young people share their ideas, perspectives and concerns with their teacher or program staff member and their peers.</p> <p>Educator attempts to build a positive relationship with youth.</p> <p>Educator does not seem aware that some youth are not participating fully in classroom or program activities.</p>	<p>Young people are not yet sharing their ideas, perspectives and concerns with their teacher or program staff member. Educator is primarily concerned with conveying content or instructions.</p> <p>There is not yet evidence that the educator has established positive relationships with all youth.</p>	
<b>1b. Cultural responsiveness</b>  <u>Look for/Learn about:</u>  - Educator learns about youths’ cultures, backgrounds, talents, and interests. - Youth experiences and identities reflected in classroom or program materials, curriculum, programming and/or instruction - Posted youth work that reflects their identities, cultures, and/or life experiences - Youth of all subgroups actively engaged in classroom activities and programming	<p><b>Virtually all youth share about their lives and backgrounds.</b></p> <p>Young people of all subgroups (e.g. race, gender) are <b>actively engaged</b> and <b>collaborate with one another</b> and try to <b>understand each other’s perspectives</b>.</p> <p>Educator <b>encourages</b> youth to <b>share</b> their stories with one another and to have <b>pride</b> in their history and linguistic and cultural identities.</p> <p>Educator affirms youths’ languages and cultural knowledge by integrating it into classroom conversations and using <b>materials incorporating youths’ racial and ethnic identities</b>.</p>	<p>More than half of youth of all subgroups share about their lives and backgrounds.</p> <p>Educator encourages youth to share their stories with one another and to have pride in their history and linguistic and cultural identities</p> <p>Affirming materials, messages and images about youths’ racial and ethnic identities are present throughout the classroom or program space.</p>	<p>Less than half of young people share about their lives and backgrounds.</p> <p>The educator is somewhat using instructional or programmatic practices that draw upon youths’ lived experiences.</p> <p>Educator uses classroom or program materials and curriculum that are representative of diverse groups.</p>	<p>Youth are not yet sharing about their lives and backgrounds.</p> <p>The educator is not yet using instructional or programmatic practices that draw upon youths’ lived experiences.</p> <p>There is no classroom library or other available materials that contain multicultural content that reflect the perspectives of and show appreciation for diverse groups yet.</p>	

<p><b>1c. Routines and procedures</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Classroom or program activities introduced</li> <li>- Predictable routines and procedures</li> <li>- Routines and procedures promote expression of social and emotional competencies.</li> </ul>	<p><b>Youth assume responsibility for routines and procedures</b> and execute them in an orderly, efficient and self-directed manner, requiring little or no direction or narration.</p> <p>Educator creates <b>predictability</b> in daily routines, <b>cues</b> youth for upcoming activities, and provides <b>reminders</b> when needed of classroom or program procedures.</p> <p>Classroom or program routines and procedures are <b>not overly restrictive and promote autonomy</b>.</p>	<p>A subset of youth assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring little or no direction or narration.</p> <p>Educator provides youth with clear guidance when introducing classroom or program activities, such as what is expected, learning objectives, and whether and how they should collaborate with peers.</p> <p>At times, classroom or program routines and procedures were observed to restrict expression of youth social and emotional competencies.</p>	<p>Youth engage in familiar routines and procedures with comfort and ease.</p> <p>Educator is beginning to provide youth with guidance when introducing classroom or program activities, such as what is expected, learning objectives, and whether and how they should collaborate with peers.</p> <p>Classroom or program routines and procedures tend to be restrictive and limit autonomy.</p>	<p>Youth do not appear to be familiar with classroom or program routines and procedures, requiring educator direction or narration.</p> <p>Clear routines and procedures are not yet developed.</p>	
<p><b>1d. Youth-centered discipline</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Strategies/tools available for youth to problem-solve and self-manage (e.g., reflection posters, reflection sheets, etc.).</li> <li>- Use of verbal and non-verbal cues to communicate and promote expected behaviors.</li> <li>- Reinforce desired behaviors.</li> <li>- Discreet redirection of problem behaviors.</li> </ul>	<p>Youth <b>monitor and regulate</b> their behavior and emotions in the classroom or program space.</p> <p>Youth use <b>problem-solving strategies and tools</b> to resolve conflicts.</p> <p>Educator <b>redirects</b> any behavior challenges <b>respectfully and discreetly</b> by encouraging youth reflection and use of <b>SEL strategies</b> and does so consistently across all youth.</p> <p><b>Educator models</b>, teaches and offers specific tools and <b>problem-solving strategies</b> that youth can use to resolve conflicts, monitor their own behavior and emotions, repair relationships, and seek help when needed in the classroom or program space.</p>	<p>Youth attempt to use problem-solving strategies and tools to resolve conflict.</p> <p>Educator redirects any behavior challenges respectfully and discreetly and does so consistently across all youth.</p> <p>Educator is beginning to teach and offer tools and problem-solving strategies that youth can use to resolve conflicts and monitor their own behaviors and emotions.</p>	<p>Few youth attempt to use problem-solving strategies and tools to resolve conflict.</p> <p>Educator responds to behavior challenges respectfully but takes time away from lessons/activities and/or does not effectively resolve the problem.</p> <p>The approach to discipline in this space relies on punitive consequences, such as removing privileges.</p>	<p>Youth are not regulating their behavior and emotions in the classroom or program space.</p> <p>Educator does not yet respond to behavior challenges respectfully or responds to misbehavior in a way that is not consistent across all youth.</p>	
<p><b>1e. Community-building</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Opportunities for youth to connect with each other (e.g., team talk, circles, morning meetings).</li> </ul>	<p><b>Virtually all youth contribute</b> to class or program discussions, take an active role in supporting their peers, and there is a <b>strong sense of inclusivity</b>.</p>	<p>More than half of youth contribute to class or program discussions and participate in activities.</p> <p>Educator models respectful interaction and provides</p>	<p>Less than half of youth contribute to class or program discussions and participate in activities.</p>	<p>Youth are not yet contributing to class or program discussions and participating in activities.</p> <p>Educator does not yet use strategies to help youth get to know one another.</p>	

<ul style="list-style-type: none"> <li>- Physical space is set up to foster community (e.g., whole-group meeting spot, desks arranged for collaboration).</li> <li>- Classroom or program shared agreements posted.</li> </ul>	<p><b>Educator models warm and respectful interaction</b> and provides frequent opportunities for youth to dialogue, get to know one another, and discuss their social and emotional competencies.</p> <p>Educator uses <b>shared agreements</b> and <b>classroom or program routines to help youth collaborate and reflect</b> on how they want to treat one another and learn together in the space.</p> <p>The classroom is <b>set up</b> in a way that promotes student interaction.</p>	<p>frequent opportunities for youth to dialogue and get to know one another.</p> <p>Shared agreements are present but may not be referenced directly.</p> <p>The classroom or program space is set up in a way that promotes youth interaction.</p>	<p>Educator provides some opportunities for youth to get to know one another.</p> <p>The classroom or program space is set up in a way that promotes youth interaction.</p>	<p>The classroom or program space is not yet set up in a way that promotes youth interaction.</p>	
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**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.**

<p><b>2a. Explicit SEL instruction</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Evidence of a SEL program (e.g., posters, circles, related youth work, student-of-the-day stickers).</li> <li>- Structured SEL lessons.</li> </ul>	<p>Youth lead routines or learning activities and regularly connect their perspectives and experiences to instruction.</p> <p>Virtually all youth are <b>actively engaged in explicit SEL instruction</b>, reflecting on their own social and emotional competencies, <b>and practicing</b> the skills they are learning with peers.</p> <p>Teacher provides <b>developmentally appropriate direct instruction on social and emotional skills</b>.</p> <p>Instruction and programming consistently employ active forms of learning, containing activities that clearly emphasize developing personal and social skills, and targets specific social and emotional skills.</p> <p>Educator provides time for youth to practice what they are learning.</p>	<p>More than half of youth are actively engaged in explicit SEL instruction, reflecting on their own social and emotional competencies, and practicing the skills they are learning with peers.</p> <p>Educator provides developmentally appropriate direct instruction on social and emotional skills.</p> <p>Instruction and programming mostly employ active forms of learning, containing activities that emphasize developing personal and social skills, and targets specific social and emotional skills.</p>	<p>Less than half of youth are actively engaged in explicit SEL instruction, reflecting on their own social and emotional competencies, and practicing the skills they are learning with peers.</p> <p>Educator provides some opportunities for youth to practice social and emotional skills in ways that are mostly developmentally appropriate and culturally responsive.</p> <p>Instruction and programming target specific social and emotional skills, but learning is somewhat passive.</p>	<p>Youth are not yet participating in explicit SEL instruction.</p> <p>Educator does not yet provide direct instruction on explicit on social and emotional skills.</p> <p>There are little to no opportunities for youth to practice social and emotional skills.</p>	
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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.					
<p><b>3a. Fostering academic mindsets</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Visible materials or discussion about mindsets (e.g., growth vs. fixed)</li> <li>- Positive verbal and/or non-verbal expectations communicated.</li> <li>- Evidence that youth are able to redo work when they make mistakes.</li> <li>- Challenges normalized and mistakes framed as opportunities</li> </ul>	<p>Virtually all youth are actively engaged in tasks and discussions.</p> <p>Youth <b>provide constructive feedback to their peers</b>, share their thinking and discuss different approaches or answers to questions.</p> <p>Educator sets <b>high expectations</b> and expresses confidence that all youth <b>can persevere</b> through challenging material or tasks.</p> <p>Educator <b>facilitates discussions that honor more than one right answer</b> and expresses interest in youths' thinking.</p> <p>Educator provides specific and frequent <b>feedback for improvement and offers youth opportunities to fix mistakes.</b></p>	<p>More than half of youth are engaged in tasks and discussions.</p> <p>Youth share their thinking and discuss different approaches or answers to questions.</p> <p>Educator sets high expectations for all youth and expresses confidence that all youth can persevere through challenging material or tasks.</p> <p>Educator expresses interest in youth thinking and offers youth opportunities to fix mistakes.</p> <p>The educator provides additional support to guide youth through challenges when needed.</p>	<p>Less than half of youth are engaged in tasks or discussions.</p> <p>Educator sets high expectations for all youth and offers youth opportunities to fix mistakes.</p> <p>The educator provides additional support to guide youth but may jump in with the answers rather than allow for productive struggle</p>	<p>Youth are not yet engaged in tasks or discussions.</p> <p>The educator does not yet communicate high expectations for all youth.</p>	
<p><b>3b. Aligning SEL and academic objectives</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- SEL standards and/or SEL learning objectives embedded into academic learning and/or programming.</li> <li>- Connecting SEL competencies to content.</li> <li>- Youth self-assess and/or reflect on use of SEL competencies.</li> </ul>	<p>Virtually all youth regularly share their perspectives on <b>how social and emotional competencies connect to what they're learning</b> and initiate reflection on their own social and emotional development.</p> <p>Educator engages youth in meaningful discussions that make <b>connections between SEL and content.</b></p> <p>Educator provides time and guidance for <b>youth reflection</b> on social and emotional competencies.</p> <p><b>SEL standards and/or learning objectives</b> are specified by the educator and are embedded into instruction and/or programming.</p>	<p>Most youth 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.</p> <p>Educator engages youth in meaningful discussions that connect SEL to content.</p> <p>Educator is starting to facilitate youth reflection on social and emotional competencies.</p> <p>SEL standards and/or learning objectives are not yet specified by the educator.</p>	<p>Some youth 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.</p> <p>Educator is beginning to engage youth in discussions that connect SEL to content.</p> <p>SEL standards and /or learning objectives are not yet specified by the educator.</p>	<p>Youth do not yet reflect on social and emotional competencies and make connections to what they're learning.</p> <p>Educator does not attempt to engage students in discussion that connects SEL to content and does not yet facilitate youth reflection on social emotional competencies.</p> <p>There is not yet evidence that SEL standards, goals, or learning objectives /guidelines inform instruction and/or programming.</p>	

<p><b>3c. Interactive pedagogy</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Extent to which educator facilitates discussions and activities with high levels of youth engagement</li> <li>- Youth self-assessment and/or reflection that occurs during lessons or programming.</li> <li>- Educator's use of cooperative structures (e.g., turn to your partner).</li> <li>- Young people's collaboration with each other</li> <li>- Ratio of youth to educator speech</li> </ul>	<p><b>Youth talk time exceeds educator talk time</b> during instructional/programming time with more than half of youth provide input during group discussions or activities.</p> <p>Virtually all youth <b>collaborate effectively</b> with one another to complete tasks and monitor their own interactions to ensure input from all group members.</p> <p>Educator uses <b>cooperative activities</b> that encourage all youth to apply social and emotional skills to engage with content.</p> <p>Educator provides opportunities for youth to discuss and <b>reflect</b> on how they are working together as a group and how they can ensure all ideas are heard.</p>	<p>Youth talk is equal to educator talk during instructional/programming time with half of youth providing input during group discussions or activities.</p> <p>Educator uses activities that engage youth in meaningful discussion and collaboration.</p> <p>Discussions and cooperative learning opportunities are structured to help ensure most young people's ideas are heard.</p>	<p>Youth do less than half the talking during instructional or programming time with less than half of youth provide input during group discussions or activities.</p> <p>Educator tries to use practices that engage youth in discussion and collaboration.</p> <p>Educator talk, or the voices of a small group of youth, may dominate the lesson or activity.</p>	<p>Youth talk and interaction is minimal.</p> <p>There is not yet evidence that the educator uses practices that engage youth in discussion and collaboration.</p> <p>Instruction or programming is largely educator driven.</p>	
<p><b>4. Youth voice and engagement (classroom/program level)</b> Staff honor and elevate a broad range of youth perspectives and experiences by engaging youth as leaders, problem-solvers, and decision-makers.</p>					
<p><b>4a. Youth voice and engagement</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Young people's contributions to/leadership in the classroom or program space.</li> <li>- Youth voice and/or choice in learning activities.</li> <li>- Opportunities for youth to share their opinions and devise strategies for classroom or program improvement.</li> <li>- Displays of youth work.</li> <li>- Displays of youth survey results.</li> </ul>	<p>Youth <b>co-design and lead their own approaches to learning</b>, and regularly <b>drive discussions</b> as developmentally appropriate.</p> <p>Virtually all youth give <b>input</b> when making choices about classroom or program projects, operations, and/or routines.</p> <p>Educator provides youth with developmentally appropriate <b>opportunities to contribute to decision-making</b> around classroom or program projects, operations, or routines.</p> <p>Educator designs instruction around youths' interest/motivation and provides frequent opportunities for youth to express their point of view, co-construct knowledge, and <b>make choices</b>.</p>	<p>More than half of youth give input on classroom or program projects, operations, and/or routines.</p> <p>More than half of youth take on developmentally appropriate leadership roles in the classroom or program space.</p> <p>Educator offers meaningful choices for youth to select from and designs instruction/programming around young peoples' interests/motivations.</p> <p>Educator provides opportunities for many young people to take developmentally appropriate leadership roles in the classroom or program.</p>	<p>Less than half of youth have leadership opportunities in the classroom or program.</p> <p>Educator offers meaningful choices for youth to select from.</p> <p>Educator provides opportunities for a few youth to take developmentally appropriate leadership roles in the classroom or program.</p>	<p>Youth have minimal input into classroom or program activities.</p> <p>Learning and programming is predominantly educator driven.</p>	

## Section 2: School Community-wide Systems and Practices

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

School Community					
	4	3	2	1	Not Observed
<b>1. Youth voice and engagement (school community level)</b>					
Staff honor and elevate a broad range of youth perspectives and experiences by engaging youth as leaders, problem-solvers, and decision-makers.					
<b>1a. Youth voice and engagement</b> <b>Look for/Learn about:</b> <ul style="list-style-type: none"> <li>- There is evidence of youth participation (via surveys, journal writing, or other products).</li> <li>- Youth serve on decision-making and/or advisory teams.</li> <li>- <b>There is evidence of service-learning projects or youth-led awareness campaigns.</b></li> </ul>	There are meaningful, developmentally appropriate opportunities for all youth to <b>share their opinions, take on leadership roles</b> , devise strategies for school 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 youth have opportunities to participate. At times, youth are invited to share their opinions and inform decision-making.	The school community does not yet invite youth to share opinions or take on leadership roles.	
<b>2. Supportive climate</b>					
The learning environment is supportive, culturally responsive, and focused on building relationships and community.					
<b>2a. Sense of community and safety</b> <b>Look for/Learn about:</b> <ul style="list-style-type: none"> <li>- SEL-focused norms are displayed in common areas.</li> <li>- Youth and staff model social and emotional competencies.</li> <li>- There are inviting, well-maintained common areas.</li> <li>- A variety of meaningful, creative, and recent youth work is prominently displayed.</li> </ul>	Culturally responsive and collaboratively developed <b>norms</b> clearly convey how all staff and young people agree to interact with each other. Clear <b>routines and procedures</b> are evident and contribute to the safety of youth and staff in common areas. Youth and staff consistently model norms and social and emotional competencies.	Clear norms for interactions are evident throughout the school community. Routines and procedures are mostly followed. Youth and staff can 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 youth and staff can navigate most common areas safely. Some youth 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 youth and staff.	



<p><b>2b. Staff and youth relationships</b></p> <p><b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- Staff greet youth as they arrive at school and at class or programming, and in the halls as appropriate.</li> <li>- Staff demonstrate knowledge of youth on a personal level.</li> </ul>	<p>Staff engage regularly in <b>positive and encouraging interactions with youth in common areas</b>. At times, youth initiate these interactions. Staff demonstrate knowledge of youth on a <b>personal level</b>. Feedback around norms for common spaces is shared in a way that respects <b>youths' dignity</b>.</p>	<p>Staff have mostly positive interactions with youth in common areas. Feedback around norms for common spaces is shared in a way that respects youths' dignity.</p>	<p>Staff have mostly neutral interactions with youth in common areas. At times, feedback around norms in common spaces is negatively framed.</p>	<p>Staff have limited or frequently negative interactions with youth in common areas.</p>	
<p><b>2c. Staff relationships</b></p> <p><b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- Staff greet one another in the halls as appropriate.</li> <li>- Staff demonstrate knowledge of one another on a personal level.</li> </ul>	<p>Staff are highly supportive of one another. Interactions are <b>friendly and respectful</b>. Staff seek out <b>collaborative</b> relationships.</p>	<p>Staff are supportive of one another. Interactions are friendly and respectful.</p>	<p>Staff mostly interact professionally with one another but do not show active support for one another.</p>	<p>Staff do not regularly interact with each other or have negative staff relationships.</p>	
<p><b>2d. Youth relationships</b></p> <p><b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- Youth interactions that are respectful, friendly, and inclusive.</li> </ul>	<p>Youth seem to genuinely care for one another and hold one another accountable for <b>respectful interactions</b>. There is a sense of <b>inclusivity</b> among all youth.</p>	<p>Youth interactions are respectful and friendly.</p>	<p>Youth are somewhat respectful to peers, but they may have a few conflicts.</p>	<p>Youth are routinely disrespectful to one another and/or have frequent conflicts with peers.</p>	

<p><b>3. Focus on adult SEL</b></p> <p>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.</p>					
<p><b>3a. Focus on adult SEL</b></p> <p><b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- There are documented staff shared agreements.</li> <li>- SEL is integrated into staff meetings.</li> <li>- Staff model social and emotional competencies through their interactions.</li> </ul>	<p>Staff have regular <b>professional learning</b> opportunities to cultivate adult SEL and SEL strategies. Most staff are regularly engaged in collaborative learning or planning, and <b>SEL practices are embedded in all staff meetings</b>. Staff consistently <b>model</b> social, emotional, and cultural competencies through their interactions.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p><b>4. Supportive discipline</b></p> <p>Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced.</p>					
<p><b>4a. Supportive discipline</b></p> <p><b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- A code of conduct promotes instructive, restorative, and developmentally appropriate discipline policies and practices.</li> <li>- There is evidence of circles/other restorative practices.</li> </ul>	<p>Discipline policies and procedures are well-documented and avoid exclusionary discipline. Staff examine discipline data to ensure <b>equitable</b> outcomes for youth. Staff follow documented <b>policies and procedures</b> and are highly effective at using <b>restorative, instructive, and developmentally appropriate behavioral responses</b>.</p>	<p>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.</p>	<p>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.</p>	<p>Discipline policies and procedures are punitive, subjective, or not well documented. Staff responses to youth behaviors are ineffective, punitive and/or inequitable.</p>	
<p><b>5. A continuum of integrated supports</b></p> <p>SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all youth needs are met.</p>					
<p><b>5a. A continuum of integrated supports</b></p> <p><b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- The SEL team meets regularly with the team or staff responsible for reviewing youth referrals and assignments to interventions to ensure coordination and alignment of social and emotional support.</li> </ul>	<p>Academic and behavior supports offered at all tiers meet the needs of all youth. <b>SEL language, practices, and priorities are embedded in planning, implementation, and progress monitoring of academic and behavioral supports at all tiers</b>.</p>	<p>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.</p>	<p>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.</p>	<p>The school community has not developed a continuum of supports; OR</p> <p>SEL is not yet included in planning, implementation, and progress monitoring of academic and behavioral supports.</p>	

Family and Community					
	4	3	2	1	Not Observed
<b>6. Authentic family partnerships</b>					
Families and staff have many and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.					
<b>6a. Authentic family partnerships</b> <b>Look for/Learn about:</b> <ul style="list-style-type: none"> <li>- There are family-facing newsletters and evidence of two-way communication between families and educators.</li> <li>- There is evidence of family participation in family nights, school and OST program events, surveys, etc.</li> <li>- Families are represented on the SEL team.</li> </ul>	The school community offers <b>regular, meaningful opportunities for families to share ideas and feedback</b> on strategies for supporting youths' 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 <b>representation from family members</b> .	The school community offers several meaningful opportunities for families to share ideas and feedback on strategies for supporting youths' social, emotional, and academic development. These opportunities are offered in families' home languages and at hours convenient for families to attend.	The school community offers some opportunity for families to share feedback on strategies for supporting youths' social, emotional, and academic development.	Families do not yet have opportunities to share feedback on strategies to support youths' social, emotional, and academic development.	
<b>6b. Family-school community relationships</b> <b>Look for/Learn about:</b> <ul style="list-style-type: none"> <li>- Staff greet and welcome families.</li> <li>- Family-staff interactions are warm and collaborative.</li> <li>- Family responses to school and OST program surveys.</li> </ul>	Most families report respectful, collaborative, and trusting relationships with staff. The school community regularly <b>collects and reviews data</b> on how families feel about their relationships with staff and the families themselves.	Most families report respectful, collaborative, and trusting relationships with staff. The school community has collected some data on how families feel about their relationships with staff.	Staff interactions with family appear mostly respectful, but the school community has not collected data on how families feel about their relationships with staff.	Staff interactions with family are limited or not consistently respectful.	
<b>7. Aligned community partnerships</b>					
Staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.					
<b>7a. Aligned community partnerships</b> <b>Look for/Learn about:</b> <ul style="list-style-type: none"> <li>- Community partners and/or out-of-school time staff are represented on the SEL team.</li> <li>- There is designated space within the school for community partners to store supplies, conduct work, etc.</li> <li>- Leadership and staff regularly discuss the supports or programs community partners.</li> </ul>	Staff and community partners have established, and consistently use, <b>common language</b> around SEL. School leaders and other staff <b>meet regularly</b> with community partners to plan and execute <b>aligned strategies and communication</b> 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. School 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. School 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.	

Continuous Improvement					
	4	3	2	1	Not Observed
<b>8. Systems for continuous improvement</b>					
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.					
<p><b>8a. Systems for continuous improvement</b></p> <p><b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- Staff meet regularly to discuss data and engage in continuous improvement cycles.</li> <li>- There are newsletters, emails, and posted communications about SEL.</li> <li>- School-level data is communicated with stakeholders in a easy to understand way.</li> <li>- Data elevates youth voice by addressing youth perceptions of their learning environment, as well as their strengths and needs.</li> </ul>	<p><b>Roles, responsibilities, and timelines</b> are established and followed for collecting and reflecting on data to improve SEL-related systems, practices and policies. Data includes <b>youth perceptions</b> of their learning environment and provides opportunities to <b>examine equity</b> in youths’ experiences and outcomes. Data on systemic SEL is <b>regularly shared and discussed</b> with administrators, teachers, school-site support staff, students, families, and community partners. The SEL team uses a structured process <b>to engage these stakeholders</b> in determining next steps and creating action plans.</p>	<p>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 youths’ experiences and outcomes. Data on systemic SEL is regularly shared and discussed with administrators, teachers, school-site support staff, students, families, and community partners.</p>	<p>Roles, responsibilities, and timelines may be inconsistent for collecting and reflecting on data to improve SEL-related systems, practices, and policies. Data on systemic SEL is occasionally shared with some stakeholders.</p>	<p>Roles, responsibilities, and timelines are not yet established for collecting and reflecting on data to improve SEL-related systems, practices, and policies.</p>	