

SEL School Implementation Assessment

This PDF is intended for use with the following survey: https://ocde.co1.qualtrics.com/jfe/form/SV_bgt4m7kqQfLHKLQ

The use of the word "**stakeholders**" is used throughout this survey to describe students, families, staff, community partners, and out-of-school time providers who are representative of the school community.

| | Choose: | 1 | 2 | 3 | 4 | |
|---|--|--|---|---|--|--|
| Focus Area 1 A. Build Awareness, Commitment, and Ownership | | | | | | Optional- Specifics to add not mentioned in the measurements |
| 1 | Assembling an 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: • Stakeholders are consulted when the team makes decisions that would directly impact them. | An SEL team meets at least monthly with designated roles and responsibilities: • Stakeholders are consulted when teams are making decisions that would directly impact them. • Team reflects on data, plan for improvements, and leads schoolwide SEL initiatives. | |
| 2 | Foundational SEL Learning Opportunities | Foundational SEL learning opportunities are not yet provided. | Foundational SEL learning opportunities have been provided to some key stakeholders . | Foundational SEL learning opportunities have been provided to stakeholders but are not yet offered annually . | Foundational SEL learning opportunities are provided for: • all school staff in the first year of implementation • annually for new school staff, families, community partners, and as part of the onboarding process Almost all stakeholders can discuss SEL's importance , its impact on student outcomes, and understand their own role in developing students' social and emotional competencies. | |
| 3 | Two-Way Communication | Two-way SEL communications between the SEL team and all stakeholders have not yet been planned . | Two-way SEL communication structures between the SEL team and all stakeholders are in place, but not yet used consistently . | The SEL team engages in consistent two-way SEL communications with all stakeholders. | The SEL team engages in consistent two-way SEL communications with all stakeholders: • and regularly reviews whether communications are effective at engaging stakeholders in schoolwide SEL. | |

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| Focus Area 1 B. Create a Shared Plan | | | | | | Optional- Specifics to add not mentioned in the measurements |
| 1 | Shared Vision | A shared vision for schoolwide SEL has not yet been developed . | The SEL team has begun engaging stakeholders as collaborators for developing a shared vision for schoolwide SEL. | The SEL team collaborated with a group of stakeholders and developed a shared vision for schoolwide SEL: <ul style="list-style-type: none"> communicating it to the entire school community | The SEL team collaborated with a group of stakeholders and developed a shared vision for schoolwide SEL: <ul style="list-style-type: none"> communicating it to the entire school community which informs planning and implementation, and is revisited regularly. | |
| 2 | Planning | The SEL team is beginning to assess needs and resources. | The SEL team has assessed needs and resources: <ul style="list-style-type: none"> identifying S.M.A.R.T.I.E. goals and action steps. | The SEL team has assessed needs and resources: <ul style="list-style-type: none"> identifying S.M.A.R.T.I.E. goals, action steps, assigned ownership, and a minimum 1-year implementation plan | The SEL team has assessed needs and resources: <ul style="list-style-type: none"> identifying S.M.A.R.T.I.E. goals, action steps, assigned ownership, and a minimum 1-year implementation plan This plan is fully integrated with other schoolwide priorities and plans: <ul style="list-style-type: none"> SEL team reviews their goals and the plan regularly to monitor implementation and make necessary adjustments. | |
| 3 | Resources | Funding for schoolwide SEL has not yet been discussed and prioritized. | The SEL team is identifying funding and resources to support schoolwide SEL. | Funding and resources have been identified, including: <ul style="list-style-type: none"> a 1-year budget for SEL resources funding for professional learning and materials to support SEL instruction staff time for engaging in SEL-related activities | Funding and resources have been identified, including: <ul style="list-style-type: none"> a stable, multi-year budget for SEL resources funding for professional learning and materials to support SEL instruction staff time for engaging in SEL-related activities | |

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| FOCUS AREA 2 Strengthen Adult SEL Competencies and Capacity | | | | | | Optional- Specifics to add not mentioned in the measurements |
| 1 | Professional Learning to Strengthen Staff Expertise | 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. | Some staff engage in high-quality professional learning to develop their skills for cultivating supportive, equitable learning environments and promoting SEL for students. | Staff engage in high-quality professional learning: • multiple times throughout the year to develop their SEL expertise • professional learning is aligned to the school's SEL goals • learning is differentiated for staff based on their roles and knowledge of SEL | Staff engage in high-quality professional learning: • multiple times throughout the year to develop their SEL expertise • professional learning is aligned to the school's SEL goals • learning is differentiated for staff based on their roles and knowledge of SEL • receive coaching and feedback The SEL team collects staff feedback to inform ongoing support and coaching. | |
| 2 | Adult SEL and Cultural Competence | Staff do not yet have opportunities to reflect on and develop their own social, emotional, and cultural competencies. | At least once per year, staff have opportunities offered to reflect on and develop their own social, emotional, and cultural competencies. | Multiple times throughout the year, staff have opportunities offered to reflect on and develop their own social, emotional, and cultural competencies: • including structured activities that support staff in practicing self-care and examining their mindsets and biases. | Staff have opportunities built into regular staff meetings and part of the school's overall professional learning strategy to reflect on and develop their own social, emotional, and cultural competencies : • including structured activities that 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 inform ongoing support. | |
| 3 | Staff Collaboration | Staff do not yet have opportunities to build collaborative relationships. | Staff have dedicated time for collaboration: • with staff norms or shared agreements guiding collaboration | Staff have dedicated time for collaboration: • with staff norms or shared agreements guiding respectful interactions and an inclusive staff culture The SEL Team and School Leadership regularly reviews their approach for fostering community, shared purpose, and collaboration among staff. | The SEL Team and School Leadership intentionally foster a sense of community and shared purpose among staff, including: • staff norms or shared agreements guiding respectful interactions, collaboration, and an inclusive staff culture • 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 | |
| 4 | Staff Modeling of SEL | Leadership and/or staff have not yet prioritized modeling social, emotional, and cultural competencies in their interactions. | The SEL team is developing an approach to: • support leadership and staff in modeling social, emotional, and cultural competencies • consider the language and interactions between staff and other stakeholders | Leadership and Staff regularly model social, emotional, and cultural competencies: • in their language and interactions with most stakeholders Staff efforts and contributions are sometimes acknowledged. | Leadership and Staff regularly model social, emotional, and cultural competencies: • in their language and interactions with most stakeholders School leaders and the SEL team have built supportive relationships with staff and regularly acknowledge staff efforts and contributions. | |

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| FOCUS AREA 3 Promote SEL for Students | | | | | | |
| 1 | Supportive Classroom Environment | Teachers have not yet prioritized the use of inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments . | Teachers have prioritized and planned supportive classroom environments with: • inclusive, relationship-centered, and culturally responsive practices • classroom shared agreements that have been collaboratively developed with students | Some teachers use practices that create supportive classroom environments with: • inclusive, relationship-centered, and culturally responsive practices • classroom shared agreements have been collaboratively developed with students • strategies that are developmentally appropriate and focus on meeting the needs of all students | Teachers use practices that create supportive classroom environments with: • inclusive, relationship-centered, and culturally responsive practices Classroom shared agreements have been collaboratively developed with students: • consistently modeled by adults and students, and woven into daily routines and practices Strategies that 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 | |
| 2 | Explicit SEL Instruction | 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. | 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. | 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. | 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. | |
| 3 | SEL-Integrated Instruction | Teachers have not yet prioritized the integration of SEL into instruction. | SEL standards/goals are embedded in academic learning. Some teachers: • use classroom discussion and collaborative structures to engage students • encourage students to connect their perspectives and experiences to instruction. | SEL standards/goals are clearly embedded in academic learning. All teachers: • use classroom discussions and collaborative structures to engage students • encourage students to connect their perspectives and experiences to instruction | SEL standards/goals are clearly embedded in academic learning. All teachers actively and intentionally: • engage students in co-constructing knowledge and making meaning of content through classroom discussions and collaborative structures • encourage students to regularly share their perspectives on how social and emotional competencies connect to what they're learning • use strategies to foster student ownership over their learning , including connecting their perspectives and experiences to instruction. | |
| 4 | Cultural Responsiveness | Leadership and Staff are not yet familiar with their students' cultural backgrounds, life circumstances, or the local community context. | Leadership and staff are familiar with most of their students' cultural backgrounds, life circumstances, and the local community context. | 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. | 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 • collaboratively develop inclusive and equitable learning environments. | |

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| 5 | School Climate | The SEL team has not yet prioritized school climate efforts | 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. | The SEL team meets regularly to plan school climate improvement efforts: • schoolwide norms, shared agreements, routines, and procedures support the school's SEL vision and climate • beginning to collect climate data | The SEL team regularly assesses climate: • schoolwide norms, shared agreements, routines, and procedures support the school's SEL vision and climate • through observational data/surveys • meets regularly to plan improvement efforts based on data | |
| 6 | Evidence-based SEL Programs and Practices | 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 | The school is beginning to provide professional learning around evidence-based SEL program, including: • practices aligned to the school's SEL vision and goals • cultural and linguistic strengths | The school is implementing with fidelity an evidence-based SEL program, including: • practices aligned to the school's SEL vision and goals • practices that are culturally-and linguistically-responsive to students • practices across some grade levels • ongoing implementation support to staff | The school is implementing with fidelity an evidence-based SEL program, including: • practices aligned to the school's SEL vision and goals • practices that are culturally-and linguistically-responsive to students • practices across all grade levels • ongoing implementation support to staff The SEL team regularly uses data on fidelity of implementation to inform planning. | |
| 7 | Student Voice and Engagement | Students do not yet have opportunities to take on leadership and decision-making roles. | Some students have opportunities to take on more traditional leadership roles, such as: • student council • patrols • leading morning announcements. | Students are offered many opportunities to take on leadership and decision-making roles, such as: • input on SEL initiatives • input on instructional practices • input on school climate Students have opportunities to lead projects to improve their classrooms, school, and community. | 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 community | |
| 8 | Student Support | A continuum of supports is not yet available to students. | A continuum of supports is partially in place: • 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 under the CA MTSS framework (to meet the academic, social-emotional, and behavioral needs of all students): • 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 under the CA MTSS framework (to meet the academic, social-emotional, and behavioral needs of all students): • SEL team has created common language and aligned all student supports and related programs and initiatives with schoolwide SEL goals and priorities • Annually, the SEL team evaluates all supports for continuous improvement of integration. | |

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| 9 | 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 they have been applied equitably. | Discipline policies and practices have been identified that align with SEL, which are: • restorative, instructive, and developmentally appropriate • and data are reviewed frequently to determine if they have been applied equitably. | Discipline policies and practices promote SEL , including: • providing opportunities for students to reflect, problem solve, and build positive relationships • considering 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. | |
| 10 | 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 • including family participation on the SEL team, opportunities to learn more about SEL, and contribute to SEL in the school | |
| 11 | Community Partnerships | The school has not yet developed community partnerships to support schoolwide SEL. | The school has developed community partnerships that support schoolwide SEL: • each becoming familiar with one another's approach to SEL | The school has developed community partnerships that support schoolwide SEL: • each becoming familiar with one another's approach to SEL • each are working to align priorities, language, and practices across settings. | The school has developed strategic and aligned community partnerships to support schoolwide SEL: • each becoming familiar with one another's approach to SEL • each are working to align priorities, language, and practices across settings. These partnerships lead to increased student and family access to a broad range of community services and expand the professional learning opportunities for SEL. | |

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| FOCUS AREA 4 Practice Continuous Improvement | | | | | | Optional- Specifics to add not mentioned in the measurements |
| 1 | Resources to Drive High Quality Continuous Improvement | <p>The SEL team does not yet use implementation data and disaggregated outcome data to track progress toward SEL goals and monitor outcomes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Staff are highly-skilled at:</p> <ul style="list-style-type: none"> • data reflection and planning • have dedicated time and resources • regular cycles of continuous improvement | |
| 2 | Systems to Promote Continuous Improvement | <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:</p> <ul style="list-style-type: none"> • used at strategic times (e.g., the beginning and end of each year) • but does not yet happen consistently at each team meeting <p>The SEL 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:</p> <ul style="list-style-type: none"> • during each meeting <p>The SEL Team leads staff in this process by:</p> <ul style="list-style-type: none"> • regularly (at least quarterly) communicating their findings • creating opportunities to use data to drive continuous improvement at the school, classroom, family, and community level. | |
| CREDITS: | | | | | | |
| This survey and feedback were taken directly from resources included in: CASEL's website: www.casel.org | | | | | | |
| Systemic Social and Emotional Learning: Promoting Educational Success for All Preschool to High School Students (Mahoney, J. L., Weissberg, R. P., Greenberg, M. T., Dusenbury, L., Jagers, R. J., Niemi, K., Schlinger, M., Schlund, J., Shriver, T. P., VanAusdal, K., & Yoder, N. (2020, October 8). Systemic Social and Emotional Learning: Promoting Educational Success for All Preschool to High School Students. American Psychologist. Advance o | | | | | | |
| CASEL School-wide Essentials Guide: https://schoolguide.casel.org/rubric/ | | | | | | |