

# CASEL PRACTICE RUBRIC FOR SCHOOLWIDE SEL IMPLEMENTATION

## INTRODUCTION

This section describes the SEL implementation process and key factors influencing its success. The process is described first in a one-page graphic, then in a brief summary, and finally through presentation of the full rubric. All three show a **sequence of ten steps** over **three phases** of implementation, along with a set of **ongoing sustainability factors** in every phase that serve to enrich and sustain SEL programming. The summary and full rubric also provide key indicators and rationales for each step. Finally, the full rubric describes levels of performance for each indicator to illustrate stages of progress and help you understand where your school stands in the implementation process, where it might go next, and how to get there. Throughout, the rubric is derived from the literature on research and practice not only on SEL and prevention but also on broader school change and reform. Thus the rubric can be applied to a variety of school change efforts.

### ***How to use this rubric***

The rubric is a tool for both learning and assessment. It will help your school understand where your current activities fit into broader schoolwide change and how to take SEL to the next level. The rubric is designed for use by principals and their SEL planning teams, but can be adapted for district level use.

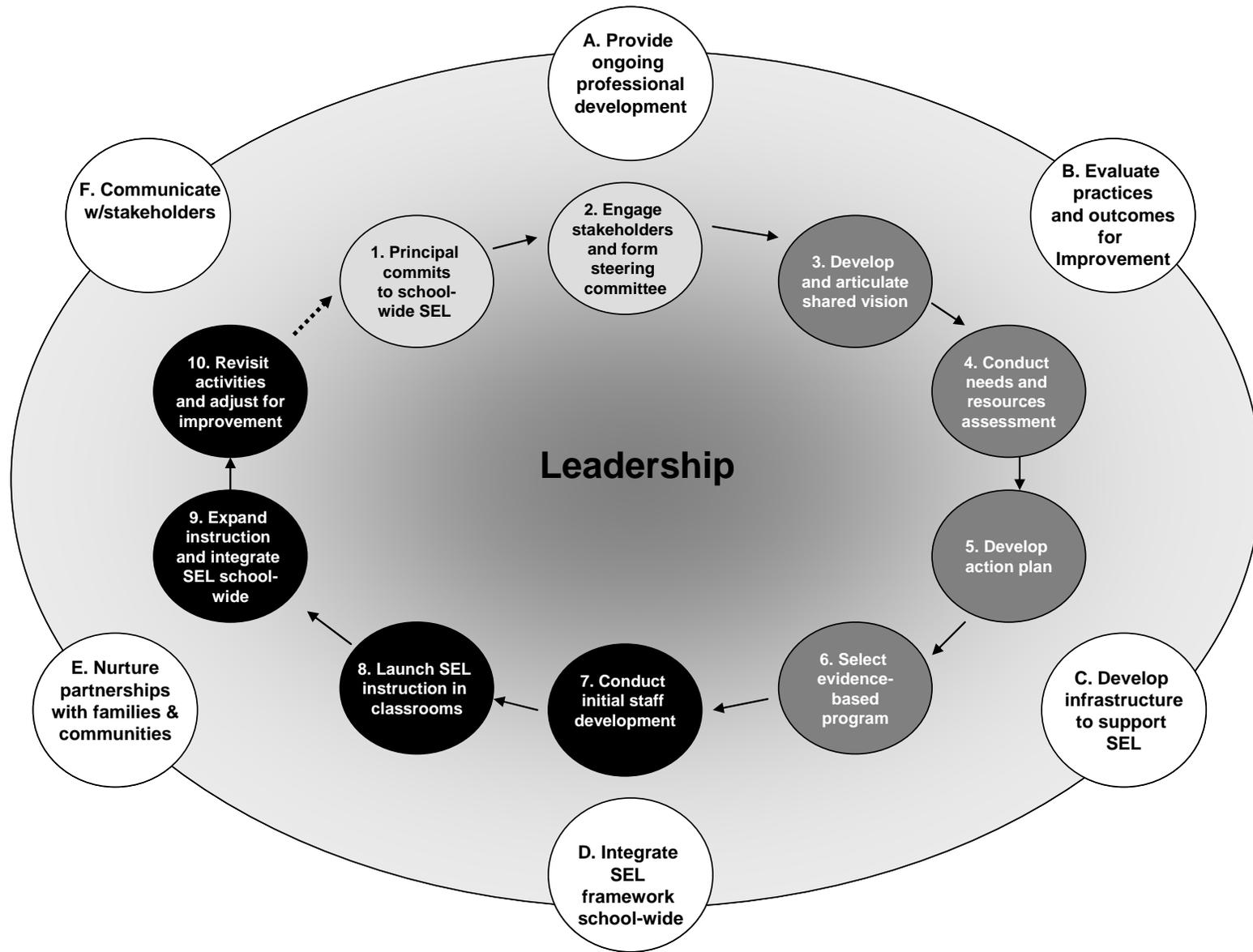
**Get a picture of the road ahead:** We have placed the activities or steps in what we consider to be an optimal order, creating a “road map” for SEL implementation. In actual practice, implementation is a complex process that doesn’t always follow the order we describe. Begin by reading through the rubric as a team to gain an understanding of what your implementation journey *might* look like.

**Assess your Progress:** Use the rubric at least twice yearly to assess your implementation progress. While you do not have to be at level 4 before moving onto the next step, and in fact will be engaging in several steps simultaneously, reviewing the rubric regularly can help you determine if you are generally on the right track. For example, if you have already completed a step that comes late in the process but have not yet engaged in one of the earlier steps, you might be moving too fast. The main purpose is to help planning teams begin to set goals and timeframes for SEL implementation.

1. Each team member should read through the rubric individually and fill in the rating sheet with the performance level (1-4) that he or she thinks the school has reached for each step and sustainability factor.
2. Next, plot each person’s rating on the summary sheet by placing their initials in the box that corresponds to their rating. This way the entire team is represented in on one document, allowing you to see if there is agreement and which steps need the most work.
3. Discuss the ratings as a group and come to a consensus about your performance level on each step and sustainability factor. If you have trouble reaching an agreement, you can average the ratings to get a final number. It is okay to have partial numbers (e.g., 2.5).
4. Use your ratings and discussion to make decisions about the steps on which you want to focus next. This will become a key planning activity throughout implementation.

*Note:* Schools that have been implementing SEL for many years may find the rubric most helpful for revisiting programming efforts. Each of the steps in the rubric takes place as part of a cycle (e.g., your vision and steering committee membership should be reviewed every couple of years. A needs and resources assessment ideally happens every five years). Experienced SEL schools can review the rubric with that lens, examining how long it has been since they completed any one step and considering whether it is time to start over at performance level 1.

## SEL Implementation and Sustainability Process



# OVERVIEW OF RUBRIC

## SEL Implementation Cycle

### READINESS PHASE

#### **Step 1: Principal Commits to School-Wide SEL Initiative.**

The principal has reflected on, understands, and accepts the value of SEL as a framework for school improvement and has committed to the effort—including systematic, sequenced classroom instruction—required to implement and sustain school-wide SEL successfully. Principal commitment insures support for SEL at the highest levels.

#### **Step 2: Principal Engages Key Stakeholders and Creates SEL Steering Committee.**

The principal has shared information about SEL with key school and community stakeholder groups (e.g., teachers, families, student support personnel, support staff, community members) and has created an SEL steering committee, consisting of representatives of some or all of those groups, that is authorized to make decisions. The steering committee ensures shared leadership of SEL initiative.

### PLANNING PHASE

#### **Step 3: Develop and Articulate a Shared Vision.**

The steering committee, including the principal, has created a vision of student social, emotional, and academic development and has shared that vision school-wide. The vision brings energy and a positive focus to the work.

#### **Step 4: Conduct a School-Wide Needs and Resources Assessment.**

The steering committee, including the principal, has conducted a needs and resources assessment of current SEL programs and practices; the policy context both locally and state-wide; student and staff needs; school climate; readiness to implement SEL as a school-wide priority; and possible barriers to implementation. The needs assessment creates an understanding of strengths and weaknesses and can help mobilize energy and support for SEL.

#### **Step 5: Develop an Action Plan for SEL Implementation.**

The steering committee, including the principal, has developed an action plan based on the results of the needs and resources assessment that includes goals, benchmarks, and a timeline for SEL implementation as well as a plan for addressing the six sustainability factors. The action plan helps ensure a more systematic and sustainable effort.

#### **Step 6: Review and Select Evidence-Based Program(s)/Strategies.**

The steering committee, including the principal, and key stakeholders have reviewed and selected evidence-based SEL program(s)/strategies that meet identified SEL goals. Sequenced, evidence-based classroom instruction is at the center of effective social and emotional learning.

### IMPLEMENTATION PHASE

#### **Step 7: Conduct Initial Professional Development Activities.**

Trainers from the evidence-based program have provided initial professional development. Initial training in the evidence-based program ensures that initial implementation staff (e.g., administrators and teachers) are grounded in its theory, principles, and strategies.

#### **Step 8: Launch SEL Instruction in Classrooms.**

Teachers have begun implementing the selected evidence-based SEL program in classrooms and have begun to reflect on the instructional and implementation process. The initial program launch provides an opportunity for staff to become familiar with the program and reflection prepares staff for schoolwide expansion.

### **Step 9: Expand Classroom-Based SEL Programming and Integrate SEL School-Wide.**

All teachers, after reflecting on initial implementation and making necessary adaptations, have begun implementing the SEL program in their classrooms, and SEL practices are being integrated into other school activities. Integration and expansion create a consistent environment of support for students' social and emotional development.

### **Step 10: Revisit Implementation Activities and Adjust for Continuous Improvement.**

The steering committee, including the principal, revisits all SEL planning and implementation activities at regular intervals to determine if changes or adaptations are needed to improve programming. Regular review of activities and programming is a good way to check on progress and ensure timely revision of any problems.

---

## **Sustainability Factors**

### **For Effective SEL Implementation and Sustainability**

---

#### **A. Provide Ongoing Professional Development.**

The principal commits resources for ongoing professional development and provides opportunities for reflection and feedback for all school staff (e.g., teachers, support staff, playground monitors, custodians, etc.). Ongoing professional development and reflection keep SEL instruction and activities fresh and allow for continuous improvement.

#### **B. Evaluate Practices and Outcomes for Continuous Improvement.**

The steering committee, including the principal, continually monitors the school's SEL practices and outcomes, making appropriate adaptations and improvements. Regular and ongoing evaluation of practices and outcomes helps ensure school is reaching its goals and implementing programming as intended.

#### **C. Develop an Infrastructure to Support SEL Programming.**

The school leader creates an infrastructure, including policies, funding, time, and personnel to support SEL programming. Establishing an infrastructure for SEL ensures that it remains a visible priority in the school and is therefore more likely to be sustained.

#### **D. Integrate SEL Framework and Practices School-Wide.**

The steering committee, including the principal, are working with staff to review all school activities (core academic classes, student support services, co-curriculars) to maximize the integration of SEL in the school. Integration of SEL into all school activities provides numerous opportunities for students to practice and reinforce the SEL skills they are learning in the classroom.

#### **E. Nurture Partnerships with Families and the Community.**

The school leader and steering committee establish family/school/community partnerships that effectively support and integrate students' social, emotional, and academic development. Family and community partnerships can provide financial resources and external expectations to sustain SEL programming, and provide additional support for students to reinforce SEL skills they are learning in school.

#### **F. Communicate with the Entire School Community about SEL Programming.**

The steering committee, including the principal, regularly shares information about the school's SEL programming and celebrate success with staff, families, students, and community members. Ongoing communication through a variety of means helps in gaining support and maintaining enthusiasm.

### Individual Rubric Rating Sheet\*

	Fully functional level of development and implementation	Mostly functional level of development and implementation	Limited development or partial implementation	Little or no development and implementation
<b>Step 1</b>	4	3	2	1
<b>Step 2</b>	4	3	2	1
<b>Step 3</b>	4	3	2	1
<b>Step 4</b>	4	3	2	1
<b>Step 5</b>	4	3	2	1
<b>Step 6</b>	4	3	2	1
<b>Step 7</b>	4	3	2	1
<b>Step 8</b>	4	3	2	1
<b>Step 9</b>	4	3	2	1
<b>Step 10</b>	4	3	2	1
<b>Factor A</b>	4	3	2	1
<b>Factor B</b>	4	3	2	1
<b>Factor C</b>	4	3	2	1
<b>Factor D</b>	4	3	2	1
<b>Factor E</b>	4	3	2	1
<b>Factor F</b>	4	3	2	1

\*Tables adapted from: Shannon, G. S., & Bylsma, P. (2003). *Nine characteristics of high performing schools: A research-based resource for school leadership teams to assist with the school improvement process*. Olympia, WA: Office of Superintendent of Public Instruction.

### Team Summary Rating Sheet\*

	Individual Ratings				Team Rating/ Average
	4	3	2	1	
Step 1					
Step 2					
Step 3					
Step 4					
Step 5					
Step 6					
Step 7					
Step 8					
Step 9					
Step 10					
Factor A					
Factor B					
Factor C					
Factor D					
Factor E					
Factor F					

**Step 1 – Principal Commits to School-wide SEL Initiative.**

<p><b>Indicator and Rationale</b></p>	<p>The principal has reflected on, understands, and accepts the value of SEL as a framework for school improvement and has committed to the effort—including systematic, sequenced classroom instruction—required to implement and sustain school-wide SEL successfully. Principal commitment insures support for SEL at the highest levels.</p>			
<p><b>Performance Levels</b></p>	<p><b>4</b> <b>Fully functional level of development and implementation</b></p>	<p><b>3</b> <b>Mostly functional level of development and implementation</b></p>	<p><b>2</b> <b>Limited development or partial implementation</b></p>	<p><b>1</b> <b>Little or no development and implementation</b></p>
	<p>Principal has become well informed about SEL and has developed overarching vision for school that includes SEL as central component.</p> <p>Principal has developed understanding of what is involved in implementing SEL school-wide, including the use of systematic, sequenced, classroom-based SEL instruction.</p> <p>Principal has made a commitment to provide resources and support for ongoing SEL practices.</p> <p>Principal has made a commitment to reflect on and improve his/her own SEL competencies.</p>	<p>Principal has general understanding of SEL.</p> <p>School leader has begun to reflect on commitment involved in a long-term, sustainable SEL initiative.</p>	<p>Principal has limited understanding of SEL. He or she may be verbally supportive but is not actively involved.</p> <p>School leader has made commitment to learn more about SEL, share new knowledge with staff, and develop understanding of resources necessary for effective SEL implementation</p>	<p>Principal has interest in learning more about SEL but has not yet acted on that interest.</p>

<b>Step 2 – Principal Engages Key Stakeholders and Creates SEL Steering Committee.</b>				
<b>Indicator and Rationale</b>	The principal has shared information about SEL with key school and community stakeholder groups (e.g., teachers, families, student support personnel, support staff, community members) and has created an SEL steering committee, consisting of representatives of some or all of those groups, that is authorized to make decisions. The steering committee ensures shared leadership of SEL initiative.			
<b>Performance Levels</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Fully functional level of development and implementation</b>	<b>Mostly functional level of development and implementation</b>	<b>Limited development or partial implementation</b>	<b>Little or no development and implementation</b>
	<p>Principal has convened representatives from key stakeholder groups (e.g., teachers, families, student support personnel, support staff, &amp; community members) to discuss value of SEL. Special emphasis placed on SEL/academic link.</p> <p>Key school stakeholders have indicated support for overarching vision and SEL as primary component.</p> <p>Principal has convened a steering committee, consisting of representatives from major stakeholder groups, that meets regularly.</p>	<p>Principal has convened key members of the school community to discuss value of SEL.</p> <p>Key school stakeholders have indicated interest in SEL as primary component of high-quality education.</p> <p>Leader has formed a steering committee consisting of some, but not all, of the following: teachers, families, student support personnel, support staff, community members, and others in the school who are committed to promoting SEL and charged with planning for it.</p>	<p>Principal has begun to discuss value of SEL with key members of the school community.</p> <p>Principal may have begun sharing responsibility for SEL programming with another staff member</p> <p>A small committed group has begun to organize and take initial steps toward promoting SEL but has not formalized its membership into a committee.</p>	<p>Principal has indicated need to convene key stakeholders to discuss value of SEL.</p> <p>No organized group of stakeholders exists to plan for SEL implementation although one or two individuals may be pushing forward without help from a larger committee or team.</p>

PLANNING PHASE

**Step 3 – Develop and Articulate a Shared Vision.**

<b>Indicator and Rationale</b>	The steering committee, including the principal, has created a vision of student social, emotional, and academic development and has shared that vision school-wide. The vision brings energy and a positive focus to the work.			
<b>Performance Levels</b>	<b>4</b> <b>Fully functional level of development and implementation</b>	<b>3</b> <b>Mostly functional level of development and implementation</b>	<b>2</b> <b>Limited development or partial implementation</b>	<b>1</b> <b>Little or no development and implementation</b>
	Steering committee, including principal, has articulated SEL vision that includes feedback and input from staff and other members of the school community.  Vision has been shared school-wide and is accepted as a positive focus for the work ahead. The entire school community can articulate the vision.	Steering committee, including principal, has collaborated on the development of SEL vision, and has begun to solicit feedback and input from the school community.	Principal and/or steering committee have begun to discuss a shared SEL vision but have not yet begun to solicit input and feedback about it from the school community.	Principal may have developed an SEL vision but has not shared it school-wide.  Steering committee has not yet developed SEL vision. No shared vision has been developed or articulated.

PLANNING PHASE

<b>Step 4 – Conduct a School-Wide Needs and Resources Assessment.</b>				
<b>Indicator and Rationale</b>	The steering committee, including the principal, has conducted a needs and resources assessment of current SEL programs and practices; the policy context both locally and state-wide; student and staff needs; school climate; readiness to implement SEL as a school-wide priority; and possible barriers to implementation. The needs assessment creates an understanding of strengths and weaknesses and can help mobilize energy and support for SEL.			
<b>Performance Levels</b>	<b>4</b> <b>Fully functional level of development and implementation</b>	<b>3</b> <b>Mostly functional level of development and implementation</b>	<b>2</b> <b>Limited development or partial implementation</b>	<b>1</b> <b>Little or no development and implementation</b>
	<p>Steering committee, including principal, has planned for assessment of student skills; school climate; staff, family, and student needs; readiness for change (i.e., capacity and resources); current programs and practices related to SEL; and possible barriers to implementation.</p> <p>Assessment has been conducted by gathering data and information from key stakeholder groups in the school community.</p> <p>Assessment has taken into account existing curricula, services, policies, and programs and is designed to identify gaps, duplication, threats, and opportunities.</p>	<p>Steering committee, including principal, has planned for an assessment of student and staff skills and needs, current practices related to social and emotional development, climate, and readiness for change, without the input of the broader school community.</p> <p>Assessment has been conducted but may not have included key stakeholder groups.</p>	<p>Steering committee, including principal, has begun exploring ways to conduct a needs and resources assessment.</p> <p>Large-scale needs and resources assessment has not been planned. Informal needs assessment is planned, e.g. polling teachers, conversations with parents and students.</p>	<p>Steering committee, including principal, has not yet begun planning for needs and resources assessment.</p>

PLANNING PHASE

**Step 5 – Develop an Action Plan for SEL Implementation.**

<p><b>Indicator and Rationale</b></p>	<p>The steering committee, including the principal, has developed an action plan based on the results of the needs and resources assessment that includes goals, benchmarks, and a timeline for SEL implementation as well as a plan for addressing the six sustainability factors. The action plan helps ensure a more systematic and sustainable effort.</p>			
<p><b>Performance Levels</b></p>	<p><b>4</b> <b>Fully functional level of development and implementation</b></p>	<p><b>3</b> <b>Mostly functional level of development and implementation</b></p>	<p><b>2</b> <b>Limited development or partial implementation</b></p>	<p><b>1</b> <b>Little or no development and implementation</b></p>
	<p>Steering committee, including principal, has fully analyzed needs assessment data and identified goals for SEL initiative as well as indicators of progress.</p> <p>Committee has developed detailed 3-5 year action plan with steps for launch and expansion of SEL. Plan includes efforts to address six sustainability factors.</p> <p>SEL goals have been included in key planning documents such as the school improvement plan and strategic plan.</p>	<p>Steering committee, including principal, has analyzed needs and resources assessment data and identified goals for SEL initiative as well as indicators of progress.</p> <p>Committee has developed preliminary action plan for SEL implementation.</p> <p>Committee has begun planning for six sustainability factors.</p>	<p>Steering committee, including principal, has analyzed needs and resources assessment and identified goals for SEL but has not yet shared them with school community.</p> <p>Committee has begun developing SEL action plan for immediate future.</p> <p>Committee has begun to review and understand six sustainability factors.</p>	<p>Steering committee, including principal, has begun to look at needs and resources assessment data but has not yet engaged in formal planning process, including consideration of the six sustainability factors: professional development; evaluation; infrastructure; integration; family and community partnerships; and communication.</p> <p>No SEL goals exist, but steering committee has begun to develop and define them.</p>

**Step 6 – Review and Select Evidence-Based Program(s)/Strategies.**

<b>Indicator and Rationale</b>	The steering committee, including the principal, and key stakeholders have reviewed and selected evidence-based SEL program(s)/strategies that meet identified SEL goals. Sequenced, evidence-based classroom instruction is at the center of effective social and emotional learning.			
<b>Performance Levels</b>	<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Fully functional level of development and implementation</b></p>	<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Mostly functional level of development and implementation</b></p>	<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Limited development or partial implementation</b></p>	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>Little or no development and implementation</b></p>
	<p>Steering committee, including principal, has selected several evidence-based programs based on the needs and resources assessment and using a framework for review that includes consideration of such issues as fit with school, desired level of family involvement, program delivery, etc.</p> <p>Program options have been shared with larger group that includes broad representation from key implementers (e.g., teachers). Large group has selected program that closely matches identified needs and school culture, and is most likely to be implemented with fidelity in the school.</p>	<p>Steering committee, including principal, has selected several evidence-based programs based on the needs and resources assessment and using a framework for review that includes consideration of such issues as fit with school, desired level of family involvement, program delivery, etc.</p> <p>Program options have not yet been shared with larger group of stakeholders, including broad representation from key implementers (e.g., teachers)</p>	<p>Steering committee, including principal, has begun reviewing evidence-based programs. No framework for systematic review has been developed.</p>	<p>Steering committee, including principal, has not yet begun to undertake a program review process. Individuals may have begun to collect information about various programs but has not shared it with the committee.</p>

IMPLEMENTATION PHASE

**Step 7 – Conduct Initial Professional Development Activities.**

<b>Indicator and Rationale</b>	Trainers from the evidence-based program have provided initial professional development. Initial training in the evidence-based program ensures that initial implementation staff (e.g., administrators and teachers) are grounded in its theory, principles, and strategies.			
<b>Performance Levels</b>	<b>4 Fully functional level of development and implementation</b>	<b>3 Mostly functional level of development and implementation</b>	<b>2 Limited development or partial implementation</b>	<b>1 Little or no development and implementation</b>
	Trainers from the selected evidence-based program have provided in-depth training for all teachers implementing the program in classrooms and training on basic SEL concepts for other key stakeholders, including administrators, support staff, and parents.  Plans have been established for future professional development related to the SEL program.	Trainers from the selected evidence-based program have provided training for designated staff and administrators.  Steering committee, including principal, has begun to plan for future professional development related to the SEL program.	Trainers from the selected evidence-based program have provided training for administrators and instructional staff involved in initial program launch.  There are no plans for future professional development related to the SEL program.	Professional development on SEL program has not yet occurred.

IMPLEMENTATION PHASE

<b>Step 8 – Launch SEL Instruction in Classrooms.</b>				
<b>Indicator and Rationale</b>	Teachers have begun implementing the selected evidence-based SEL program in classrooms and have begun to reflect on the instructional and implementation process. The initial program launch provides an opportunity for staff to become familiar with the program and reflection prepares staff for schoolwide expansion.			
<b>Performance Levels</b>	<b>4 Fully functional level of development and implementation</b>	<b>3 Mostly functional level of development and implementation</b>	<b>2 Limited development or partial implementation</b>	<b>1 Little or no development and implementation</b>
		<p>All classrooms selected during planning process for initial implementation are using the program.</p> <p>The entire school community has been informed about start of program implementation.</p> <p>Teachers have regular, formal opportunities to reflect on process of implementation and are anticipating changes or improvements for next program phase.</p>	<p>Program implementation has begun. Most classrooms selected during planning process for initial implementation are beginning to use the program.</p> <p>Teachers have begun to reflect on process of implementation.</p>	<p>Some teachers have begun using evidence-based program in classrooms on a limited basis.</p> <p>There are little or no opportunities for teachers to formally reflect on their experiences with the program.</p>

IMPLEMENTATION PHASE

**Step 9 – Expand Classroom-Based SEL Programming and Integrate SEL School-Wide.**

<p><b>Indicator and Rationale</b></p>	<p>All teachers, after reflecting on initial implementation and making necessary adaptations, have begun implementing the SEL program in their classrooms, and SEL practices are being integrated into other school activities. Integration and expansion create a consistent environment of support for students' social and emotional development.</p>			
<p><b>Performance Levels</b></p>	<p><b>4</b>  <b>Fully functional level of development and implementation</b></p>	<p><b>3</b>  <b>Mostly functional level of development and implementation</b></p>	<p><b>2</b>  <b>Limited development or partial implementation</b></p>	<p><b>1</b>  <b>Little or no development and implementation</b></p>
	<p>All teachers have begun implementing the selected SEL program in classrooms.</p> <p>Staff members, in conjunction with the steering committee, have identified several ways to integrate SEL practices into other school activities. Staff are regularly trying out these strategies and looking for new ways to integrate SEL outside the classroom such as at recess, in the lunchroom, and in after-school programs.</p>	<p>All teachers have begun implementing the selected SEL program in classrooms.</p> <p>The steering committee has identified several ways to integrate SEL practices into other school activities and has shared the ideas with staff. Staff members are regularly trying out these strategies.</p>	<p>Some teachers, beyond those involved in the initial launch, have begun implementing the SEL program.</p> <p>The steering committee has identified several ways to integrate SEL practices into other school activities and has shared the ideas with staff. Staff members are beginning to try out the strategies and concepts.</p>	<p>No other teachers, beyond those involved in the initial launch have begun implementing the SEL program.</p> <p>The steering committee has begun to discuss ways to integrate SEL practices into other activities, but no action has been taken.</p>

IMPLEMENTATION PHASE

**Step 10 – Revisit Implementation Activities and Adjust for Continuous Improvement.**

<p><b>Indicator and Rationale</b></p>	<p>The steering committee, including the principal, revisits all SEL planning and implementation activities at regular intervals to determine if changes or adaptations are needed to improve programming. Regular review of activities and programming is a good way to check on progress and ensure timely revision of any problems.</p>			
<p><b>Performance Levels</b></p>	<p><b>4</b>  <b>Fully functional level of development and implementation</b></p>	<p><b>3</b>  <b>Mostly functional level of development and implementation</b></p>	<p><b>2</b>  <b>Limited development or partial implementation</b></p>	<p><b>1</b>  <b>Little or no development and implementation</b></p>
	<p>Steering committee, including principal, revisits all planning and implementation activities at regular intervals (e.g., steering committee membership is reconsidered every few years, vision is reviewed for continued relevance yearly, needs assessment conducted every 5 years, etc.)</p> <p>Adjustments are regularly made to programming to reflect new thinking, circumstances, and needs.</p>	<p>Steering committee, including principal, revisits key planning and implementation activities at regular intervals (e.g., steering committee membership has been reconsidered, vision has been reviewed for continued relevance, etc.)</p> <p>Some adjustments have been made to programming based on review.</p>	<p>The steering committee, including the principal, revisits planning and implementation activities on an intermittent basis. No adjustments have been made to programming.</p>	<p>Planning and implementation activities are not reviewed or revisited in any formal way.</p>

SUSTAINABILITY FACTORS

**A. Provide Ongoing Professional Development.**

<p><b>Indicator and Rationale</b></p>	<p>The principal commits resources for ongoing professional development and provides opportunities for reflection and feedback for all school staff (e.g., teachers, support staff, playground monitors, custodians, etc.). Ongoing professional development and reflection keep SEL instruction and activities fresh and allow for continuous improvement.</p>			
<p><b>Performance Levels</b></p>	<p><b>4</b>  <b>Fully functional level of development and implementation</b></p>	<p><b>3</b>  <b>Mostly functional level of development and implementation</b></p>	<p><b>2</b>  <b>Limited development or partial implementation</b></p>	<p><b>1</b>  <b>Little or no development and implementation</b></p>
	<p>Each year all new and returning teaching staff receive training from a qualified trainer in the evidence-based SEL program.</p> <p>School offers regular professional development to all staff, including support staff (e.g., book groups, SEL workshops).</p> <p>Teachers are regularly given opportunities to collaborate on SEL planning and activities (e.g., grade-level team meetings dedicated to discussion of SEL).</p> <p>School has cultivated outstanding staff to serve as on-site mentors and champions and receive advanced SEL training.</p> <p>School offers ongoing opportunities for SEL coaching and feedback.</p>	<p>Each year all new and returning teaching staff receive training from a qualified trainer in the evidence-based SEL program.</p> <p>School offers regular professional development to all staff, including support staff (e.g., book groups, SEL workshops).</p> <p>Teachers are regularly given opportunities to collaborate on SEL planning and activities (e.g., grade-level team meetings dedicated to discussion of SEL).</p>	<p>Training in SEL programming is offered to new teaching staff.</p> <p>There is minimal professional development for staff above and beyond evidence-based program (e.g., SEL is occasionally included as part of staff meetings, teachers receive articles/SEL readings once in a while, professional development on SEL is offered once a year as part of an in-service day).</p>	<p>There is no plan for professional development related to evidence-based SEL program.</p>

**B. Evaluate Practices and Outcomes for Continuous Improvement.**

<p><b>Indicator and Rationale</b></p>	<p>The steering committee, including the principal, continually monitors the school's SEL practices and outcomes, making appropriate adaptations and improvements. Regular and ongoing evaluation of practices and outcomes helps ensure school is reaching its goals and implementing programming as intended.</p>			
<p><b>Performance Levels</b></p>	<p><b>4</b>  <b>Fully functional level of development and implementation</b></p>	<p><b>3</b>  <b>Mostly functional level of development and implementation</b></p>	<p><b>2</b>  <b>Limited development or partial implementation</b></p>	<p><b>1</b>  <b>Little or no development and implementation</b></p>
	<p>Steering committee, including principal, is collecting both baseline and follow-up data on implementation practices (including teacher performance), student SEL competency, and impact of SEL on school climate.</p> <p>Data is used to make appropriate adaptations to programming and to ensure fidelity to core elements of program.</p> <p>School shares all evaluation efforts with key school stakeholders and clearly documents lessons learned.</p>	<p>Steering committee, including principal, has identified evaluation instruments to measure implementation practices (including teacher performance), student SEL competency, and impact of SEL on school climate.</p> <p>Evaluation activities are conducted and may include collecting baseline and follow-up data on implementation practices, students SEL competency, and impact of SEL on school climate.</p> <p>Data is analyzed but not yet shared with key stakeholders and is intermittently used to make improvements to programming.</p>	<p>Steering committee, including principal, is in process of identifying instruments to measure implementation practices (including teacher performance), student SEL competency, and impact of SEL on school climate.</p> <p>Some evaluation activities are taking place (e.g., surveys administered, data entered) but efforts are not comprehensive (e.g., data not analyzed or maybe a needs assessment has been done but evaluation has not gone further).</p>	<p>No evaluation efforts are taking place.</p>

**C. Develop an Infrastructure to Support SEL Programming.**

<b>Indicator and Rationale</b>	The school leader creates an infrastructure, including policies, funding, time, and personnel to support SEL programming. Establishing an infrastructure for SEL ensures that it remains a visible priority in the school and is therefore more likely to be sustained.			
<b>Performance Levels</b>	<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Fully functional level of development and implementation</b></p>	<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Mostly functional level of development and implementation</b></p>	<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Limited development or partial implementation</b></p>	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>Little or no development and implementation</b></p>
	<p>Principal dedicates a line item in school budget for SEL programming.</p> <p>Time is allocated for SEL planning and activities, including professional development, on a regular basis.</p> <p>Principal creates a designated staff position to be responsible for overseeing SEL efforts (e.g., SEL Coordinator).</p> <p>Existing policies are aligned with SEL principles, gaps are identified, and new SEL policies are created to fill the gaps.</p>	<p>Principal is committed to securing funding for SEL beyond initial implementation.</p> <p>Principal identifies staff (i.e., beyond steering committee) to assume responsibility for SEL planning and activities.</p> <p>Existing policies are aligned with SEL principles and gaps are identified, but new policies are not created to fill the gaps.</p>	<p>Principal is in process of identifying funding past initial program start up.</p> <p>Time is set aside for SEL planning and activities on an initial basis.</p> <p>Principal is beginning to identify staff (i.e., beyond steering committee) to assume responsibility for SEL activities.</p> <p>Existing policies are being reviewed for alignment with SEL.</p>	<p>Principal is not working to identify funding for SEL programming.</p> <p>Little to no effort is put into allocating time and personnel for SEL programming.</p> <p>No SEL specific policies are being created and existing policies are not being revised to reflect SEL programming.</p>

**D. Integrate SEL Framework and Practices School-Wide.**

<p><b>Indicator and Rationale</b></p>	<p>The steering committee, including the principal, are working with staff to review all school activities (core academic classes, student support services, co-curriculars) to maximize the integration of SEL in the school. Integration of SEL into all school activities provides numerous opportunities for students to practice and reinforce the SEL skills they are learning in the classroom.</p>			
<p><b>Performance Levels</b></p>	<p><b>4</b> <b>Fully functional level of development and implementation</b></p>	<p><b>3</b> <b>Mostly functional level of development and implementation</b></p>	<p><b>2</b> <b>Limited development or partial implementation</b></p>	<p><b>1</b> <b>Little or no development and implementation</b></p>
	<p>Social and emotional concepts and strategies are regularly integrated into all areas and functions of the school, including curricular, extracurricular, and student support services.</p> <p>There is consistent use of SEL concepts and strategies in adult and student interactions.</p>	<p>Teachers are collaborating with steering committee, including the principal, to integrate SEL concepts into all academic areas.</p> <p>Other school staff are collaborating with steering committee to incorporate SEL concepts and strategies into school supports and activities</p> <p>There is frequent use of SEL concepts and strategies in adult and student interactions.</p>	<p>Steering committee, including principal, is beginning to explore connections between SEL and all school activities (e.g., core academic classes, student support services, and extracurriculars). Little action has been taken.</p> <p>There is intermittent use of SEL concepts and strategies in adult and student interactions.</p>	<p>SEL does not expand beyond the scope of the evidence-based program.</p> <p>There is little to no use of SEL concepts and strategies in adults and student interactions.</p>

SUSTAINABILITY FACTORS

**E. Nurture Partnerships with Families and the Community.**

<p><b>Indicator and Rationale</b></p>	<p>The school leader and steering committee establish family/school/community partnerships that effectively support and integrate students' social, emotional, and academic development. Family and community partnerships can provide financial resources and external expectations to sustain SEL programming, and provide additional support for students to reinforce SEL skills they are learning in school.</p>			
<p><b>Performance Levels</b></p>	<p><b>4</b>  <b>Fully functional level of development and implementation</b></p>	<p><b>3</b>  <b>Mostly functional level of development and implementation</b></p>	<p><b>2</b>  <b>Limited development or partial implementation</b></p>	<p><b>1</b>  <b>Little or no development and implementation</b></p>
	<p>Steering committee, including principal, communicates with families and community partners about SEL through regular updates.</p> <p>Family members are formally introduced to SEL concepts and strategies and regularly reinforce student learning through activities at home.</p> <p>Parents, family members, and community members are actively engaged in SEL programming at the school (e.g., serve on or lead SEL-related committees, participate in SEL events, co-teach).</p> <p>Community partnerships are formalized and are integral to SEL activities.</p>	<p>Steering committee, including principal, communicates with families and community partners about SEL through regular updates.</p> <p>Parents and family members are trained in SEL concepts and strategies and are encouraged to reinforce what students are learning through activities at home.</p> <p>Committee establishes relationships with community partners to help get work done.</p>	<p>Steering committee, including principal, communicates with families and community partners about SEL through regular updates.</p> <p>Parent/family participation is limited to occasional student/family homework activities.</p> <p>Committee identifies and begins talking to community partners about ways to work together.</p>	<p>Families and community partners are given limited information about SEL.</p> <p>No efforts are currently made to form partnerships with community organizations.</p>

SUSTAINABILITY FACTORS

**F. Communicate with the entire School Community About SEL Programming.**

<b>Indicator and Rationale</b>	The steering committee, including the principal, regularly shares information about the school's SEL programming and celebrate success with staff, families, students, and community members. Ongoing communication through a variety of means helps in gaining support and maintaining enthusiasm.			
<b>Performance Levels</b>	<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Fully functional level of development and implementation</b></p>	<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Mostly functional level of development and implementation</b></p>	<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Limited development or partial implementation</b></p>	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>Little or no development and implementation</b></p>
	<p>Steering committee, including principal, regularly communicates about SEL learning, planning, and implementation to other members of school community both verbally and in written materials.</p> <p>Research and additional readings related to SEL and its impact on student outcomes is regularly shared.</p> <p>Steering committee, including principal, solicits feedback from stakeholders about SEL initiative on a regular basis.</p> <p>Principal regularly provides opportunities to celebrate successes with staff, students, and families.</p>	<p>Steering committee, including principal, regularly reports planning and implementation information to members of school community at staff meetings, verbally, and in written materials.</p> <p>Research and additional readings related to SEL and its impact on student outcomes is shared as it becomes available.</p> <p>Steering committee, including principal, solicits feedback from stakeholders about SEL initiative on an intermittent basis.</p>	<p>Steering committee, including principal, reports planning and implementation information to other staff and school community members when requested.</p> <p>Occasional written materials about SEL programming and research are shared with members of school community.</p>	<p>Little or no information about SEL initiative is shared beyond members of steering committee.</p>