



FOCUS AREA 1 RUBRIC

Build Foundational Support and Plan

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1	2	3	4
	Not yet started planning or implementation	Partially planned and implemented	Mostly planned and implemented	Fully planned and implemented; promoting sustainability
<p>1-A: Develop a shared vision and aligned goals for SEL</p> <p>A districtwide vision establishes SEL as essential to the district's educational mission, aligns SEL to core district values and articulates shared language around SEL. The vision is informed by and shared with all key stakeholders (students, district and school staff, parents, and community partners) and revisited/updated every two years. The district develops SEL goals aligned to the vision, including short- and long-term outcomes around equitable learning environments and students' social, emotional, and academic progress.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Developing vision Soliciting input from stakeholders 	<ul style="list-style-type: none"> Developed vision Planning to share vision with stakeholders Developing aligned SEL goals 	<ul style="list-style-type: none"> Developed vision Shared vision with stakeholders and planning to review every two years Developed aligned SEL goals
<p>1-B: Assess SEL needs and resources</p> <p>The district has leveraged diverse stakeholders to review existing SEL programs and practices in schools and through community partnerships, as well as needs still to be addressed. The district shares findings broadly and reassesses SEL needs and resources at least every two years.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Started needs and resources assessment 	<ul style="list-style-type: none"> Completed needs and resources assessment Planning to share findings with stakeholders 	<ul style="list-style-type: none"> Completed needs and resources assessment Shared findings with stakeholders Has plan to reassess at least every two years
<p>1-C: Develop and execute a district plan for systemic SEL implementation</p> <p>The district leverages available data (e.g. on SEL implementation quality, climate, social and emotional competence, discipline, etc.) and feedback from staff, families, students, and community partners to develop a district-level action plan for achieving and evaluating short- and long-term SEL goals. This plan includes a phased roll-out strategy that scales up implementation across all grades and schools, and includes strategies for promoting SEL for both students and adults in partnership with families and community partners [See CASEL Guide to Schoolwide SEL]. The plan is shared with all stakeholders and articulates clear roles and responsibilities for both district-level and school staff.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Developing plan Gathering input/ feedback from students, families, and community partners 	<ul style="list-style-type: none"> Developing plan Integrated data and feedback from students, families, and community partners 	<ul style="list-style-type: none"> Developing plan Integrated data and feedback from students, families, and community partners Implementing plan with all schools districtwide

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<p>1-D: Establish a foundation for continuous improvement</p> <p>A clearly articulated plan for collecting and reflecting on SEL continuous improvement is developed in collaboration with district research and evaluation staff and/or an evaluation partner (if district capacity is limited). The district has specified roles, sources and timelines for collecting and discussing formative data for monitoring progress toward SEL goals, and summative data for measuring achievement of SEL goals at the district and school levels. The district commits to disaggregating these data to examine impact across subgroups. The process also establishes roles, responsibilities, timelines, and discussion norms for collecting and reflecting on these data. The district identifies supports and tools to provide to school teams for establishing their own processes to improve SEL practice.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Planning SEL continuous improvement process Identifying formative and summative data sources 	<ul style="list-style-type: none"> Developed formal SEL continuous improvement process that includes a schedule and roles for collecting and reflecting on data Identified formative and summative data sources Developing supports and tools for school teams 	<ul style="list-style-type: none"> Developed formal SEL continuous improvement process that includes a schedule and roles for collecting and reflecting on data Identified formative and summative data sources Developed supports and tools for school teams
<p>1-E: Organize the district to promote collaboration among school and district leaders around SEL, academics, and equity</p> <p>The SEL team/lead has influence at the cabinet level and is housed in a department that focuses on all students, such as Teaching and Learning, College and Career Readiness, and/or Equity. District structures promote cross-department collaboration, and the SEL team partners with key departments to develop common goals and aligned strategies for supporting schools and students. SEL is embedded into frameworks for equity, academics, and school improvement.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> The SEL team shares ideas and practices with other central office departments 	<ul style="list-style-type: none"> The SEL team has established partnerships with key departments SEL introduced in cabinet meetings SEL housed in a department focused on all students 	<ul style="list-style-type: none"> Cross-department collaboration structures established SEL embedded in equity, academic, and school improvement frameworks SEL incorporated into cabinet meetings SEL housed in a department focused on all students
<p>1-F: Communicate about SEL as a district priority</p> <p>Districtwide communication highlights the importance of SEL for all students and regularly shares with all stakeholders how SEL efforts support district priorities and goals. A strong communication plan includes consistent SEL messaging tailored for key internal and external stakeholder groups in appropriate languages and formats. The plan also ensures clear communication about roll-out timelines and expectations for roles and responsibilities. The superintendent and other district leaders regularly communicate about the importance of SEL both formally and informally.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Developing plan Providing initial communication about SEL timelines and roles 	<ul style="list-style-type: none"> Developed plan Providing communication about SEL timelines and roles 	<ul style="list-style-type: none"> Implementing plan Regularly sharing how SEL efforts support district priorities and goals Providing communication about SEL timelines and roles The superintendent and district leaders communicate importance of SEL

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<p>1-G: Align financial resources to support SEL</p> <p>A strong long-term budget and plan for equitable SEL funding meets the needs of all schools. Funding comes from diversified sources as part of a budget to roll out, adequately staff, support, and sustain ongoing SEL implementation for all students.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Identifying funding sources Developing plan 	<ul style="list-style-type: none"> Short-term funding secured Planning long-term sustainability 	<ul style="list-style-type: none"> Long-term funding secured to sustain ongoing SEL implementation Funding secured from diversified sources
<p>1-H: Implement human resource practices and policies that support SEL</p> <p>District human resources practices embed SEL considerations into candidate screening, hiring, evaluation, and employment policies at the district and school levels. District and school job descriptions highlight the importance of modeling SEL competencies and include SEL as an expected competency for candidates. Attention is paid to diversity in candidates and hires.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Starting to establish practices and policies 	<ul style="list-style-type: none"> Established practices and policies at district level Social and emotional competence is expectation for SEL-related positions 	<ul style="list-style-type: none"> Established practices and policies at district and school levels Social and emotional competence is expectation for all job candidates

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FOCUS AREA 2 RUBRIC

Strengthen Adult SEL Competencies and Capacity

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	1 Not yet started planning or implementation	2 Partially planned and implemented	3 Mostly planned and implemented	4 Fully planned and implemented; promoting sustainability
<p>2-A: Strengthen central office SEL expertise</p> <p>The district provides professional learning about SEL research and practice to central office leaders and staff from all departments, including foundational professional learning for all new staff. These events enable central office staff to understand their role in integrating SEL into their area of work and to speak clearly about the value of SEL. Expertise is further strengthened by convening SEL learning communities among central office staff.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Starting to provide information and professional learning Planning to incorporate foundational learning for new staff 	<ul style="list-style-type: none"> Professional learning provided for some central office staff Foundational learning provided to new staff Planning to convene central office staff as SEL professional learning community 	<ul style="list-style-type: none"> Professional learning provided for central office leaders and staff from all departments, including Board and Cabinet Foundational learning provided to new staff Central office staff convened as SEL professional learning community
<p>2-B: Design and implement an effective SEL professional learning program for school staff</p> <p>A scaffolded and comprehensive district SEL professional learning program supports school staff in developing skills aligned with district goals. Ongoing sessions are included in the district's professional learning calendar. Dedicated district staff members plan, facilitate, and coordinate the sessions, and facilitators represent the diverse backgrounds in the district. SEL practices and content are embedded throughout other professional learning programs in the district (e.g., core content). School leaders and teams have regular opportunities to learn from each other and share best practices around SEL implementation. Data on the quality of SEL sessions are regularly collected and used for continuous improvement.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Some staffing for SEL professional learning Offering some professional learning 	<ul style="list-style-type: none"> Adequate staffing for SEL professional learning Providing a comprehensive menu of professional learning Schools have a few opportunities to learn from each other Collecting data on quality 	<ul style="list-style-type: none"> Adequate staffing for SEL professional learning Providing ongoing, scaffolded, and comprehensive professional learning SEL embedded throughout other professional learning programs Schools have regular opportunities to learn from each other Data on quality collected and used for continuous improvement

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<p>2-C: Strengthen staff social, emotional, and cultural competence</p> <p>The district supports staff in reflecting on their own social and emotional competencies, identities, and biases; and engaging in practices that affirm, explore and cultivate students' cultures, values, and identities. There are frequent opportunities for adults to practice, model, and enhance these competencies, including consistent and scaffolded professional learning experiences. Practices that support these competencies are also embedded into district- and school-level staff meetings. These competencies are woven through all resources and tools that guide staff in interactions with students, families, and community members.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Starting to provide information and professional learning Planning to incorporate foundational learning for new staff 	<ul style="list-style-type: none"> Professional learning provided for some central office staff Foundational learning provided to new staff Planning to convene central office staff as SEL professional learning community 	<ul style="list-style-type: none"> Professional learning provided for central office leaders and staff from all departments, including Board and Cabinet Foundational learning provided to new staff Central office staff convened as SEL professional learning community
<p>2-D: Develop structures that promote trust, community, and collective efficacy among staff</p> <p>The district provides frequent opportunities for staff to build supportive professional relationships and a sense of shared purpose, decision-making and efficacy. Staff norms or shared agreements guide respectful interactions, effective collaboration, and an inclusive district culture. District and school staff have dedicated time to engage in collaborative reflection and problem solving, sharing ideas and responsibility, and community building. Data on staff perceptions of their work climate are regularly collected and used for continuous improvement.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Some staffing for SEL professional learning Offering some professional learning 	<ul style="list-style-type: none"> Adequate staffing for SEL professional learning Providing a comprehensive menu of professional learning Schools have a few opportunities to learn from each other Collecting data on quality 	<ul style="list-style-type: none"> Established staff norms or shared agreements Regular, dedicated time and space provided for district and school staff to build community, collaboratively reflect and problem solve, and share ideas and responsibility Staff perceptions of work climate reviewed to ensure inclusive district culture
<p>2-E: Track progress on adult-focused SEL goals and continuously improve practice</p> <p>The district engages in rapid learning cycles to monitor progress and reflect on disaggregated data to inform real-time changes to implementation of adult-focused SEL strategies. These cycles follow established continuous improvement timelines. The district ensures support and tools are provided to school teams for engaging in their own rapid learning cycles around adult-focused SEL goals.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Adult-focused SEL goals developed Starting to collect formative data related to goals 	<ul style="list-style-type: none"> Adult-focused SEL goals developed Data collected and disaggregated according to timelines At least each semester, using data reflection to make real-time improvements to adult SEL implementation 	<ul style="list-style-type: none"> Adult-focused SEL goals developed Data collected and disaggregated according to timelines At least quarterly, using data reflection to make real-time improvements Providing support and tools for school teams

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FOCUS AREA 3 RUBRIC

Promote SEL for Students

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	1 Not yet started planning or implementation	2 Partially planned and implemented	3 Mostly planned and implemented	4 Fully planned and implemented; promoting sustainability
<p>3-A: Adopt and implement PreK-12 SEL standards or guidelines</p> <p>Strong SEL standards or guidelines are comprehensive, developmentally appropriate, and culturally responsive, and include benchmarks for what all students should know and be able to do from PreK-grade 12. These SEL standards are aligned and integrated with the district's academic standards and informed by staff, families, and community partners. Ongoing communication and professional learning build district and staff capacity for integrating SEL standards with instruction.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Beginning to draft standards 	<ul style="list-style-type: none"> Drafted standards, received feedback Aligning SEL standards or guidelines to academic standards Developing communication and professional learning strategies 	<ul style="list-style-type: none"> Adopted SEL standards SEL and academic standards aligned and integrated Shared standards publicly and providing ongoing professional learning
<p>3-B: Adopt and implement evidence-based programs and practices</p> <p>The district has adopted evidence-based SEL programs and practices that are implemented in all schools and grade levels [See CASEL Program Guide evidence-based programs]. These programs and practices explicitly address students' SEL competencies and align with the priorities valued by stakeholders and with adopted standards or guidelines. The district provides professional learning to all staff who will implement and support the programs and practices. The district supports schools in engaging families and community partners around programs and practices, and in collecting and using data to monitor implementation and outcomes.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Reviewing programs and practices 	<ul style="list-style-type: none"> Adopted program(s) and implementing in some schools and/or grade levels Providing professional learning Developing strategies for engaging families and community partners Developing strategies for monitoring implementation and outcomes 	<ul style="list-style-type: none"> Implementing in all schools and grade levels Providing professional learning Supporting schools in engaging families and community partners Supporting schools in monitoring implementation and outcomes
<p>3-C: Integrate SEL with academics</p> <p>The SEL team/lead collaborates with academic departments to integrate and prioritize SEL in academic and instructional frameworks, school leadership and improvement strategies, and the academic departments' professional learning content. The district is implementing a coordinated and scaffolded professional learning plan to build teachers' capacity to foster students' social and emotional knowledge, skills, and attitudes through academic instruction and curriculum content, including support for culturally relevant instructional practices.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Starting to collaborate with academic departments Developing professional learning plan 	<ul style="list-style-type: none"> Starting to integrate SEL into academic priorities and strategies Some professional learning provided 	<ul style="list-style-type: none"> SEL fully integrated with academic priorities and strategies Implementing coordinated and scaffolded professional learning plan

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<p>3-D: Develop and strengthen family partnerships</p> <p>The district prioritizes positive staff-family relationships and two-way communication with families at the district and school levels. The district offers meaningful opportunities for families to participate and collaborate in SEL activities, so that families understand, experience, inform, and support the SEL development of students in partnership with school and district staff. The district gathers input from families about their preferences and needs. These data are used to improve family partnership strategies.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Gathering input from families about best strategies for engagement and partnership 	<ul style="list-style-type: none"> Input from families has been collected, synthesized, and is being used to inform a plan for family partnerships Developing a plan for family partnerships 	<ul style="list-style-type: none"> Implementing strategies for two-way communication and engaging families in SEL activities Feedback from families is regularly collected and used to inform improvement
<p>3-E: Develop and strengthen SEL-related community partnerships</p> <p>The district and their SEL-related community partners intentionally align the language and practices they use to describe and promote SEL. These partnerships ensure that SEL is a priority during the school day and during out-of-school time, and that students and families have access to a broad range of SEL-related community services.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Collecting and reviewing information about SEL practices used by community partners Identifying additional community groups and service providers with whom the district may want to partner 	<ul style="list-style-type: none"> Starting to align language and SEL practices Starting to collaborate with out-of-school time providers to ensure SEL is prioritized across settings Engaging community groups and community based service providers to ensure student and family access 	<ul style="list-style-type: none"> Aligned language and SEL practices SEL is prioritized during school day and out-of-school time Students and families have access to a broad range of SEL-related community services Leveraging community partners to expand professional learning opportunities and/or research support

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1

Not yet started planning or implementation

2

Partially planned and implemented

3

Mostly planned and implemented

4

Fully planned and implemented; promoting sustainability

3-F: Align discipline policies and practices with SEL

The district's discipline policies and practices emphasize proactive, restorative, and developmentally appropriate approaches that support school climate and address root causes of student behavior. The district supports school staff in implementing the policies and using discipline strategies that promote SEL and relationship-building. To promote an equitable approach to discipline, the district uses disaggregated discipline data to understand the effectiveness of discipline practices, review trends for different student groups, and to intervene on systemic root causes when student groups are disproportionately represented.

- Not yet started

- Reviewing policies and practices
- Building district teams' data capacity

- Policies and practices are aligned with SEL
- Developing approach for supporting school
- District teams reviews disaggregated discipline data, and building school teams' data capacity

- Policies and practices are aligned with SEL
- Implementing approach for supporting school staff
- Systems and structures are in place that allow district and school teams to review disaggregated discipline data regularly and use to address systemic root causes

3-G: Integrate SEL with a continuum of student supports

When SEL is fully integrated with a multi-tiered system of supports (MTSS), evidence-based SEL instruction and practices enhance the continuum of academic and behavioral supports that meet the needs of all students.

- Not yet started

- Identified SEL instruction and practices that support academics and behavior

- SEL instruction and practices that support academics and behavior are integrated into some but not all tiers

- SEL instruction and practices that support academics and behavior are integrated into all tiers

3-H: Track progress on student-focused SEL goals and continuously improve practice

The district engages in rapid learning cycles to monitor progress and reflect on disaggregated data to inform real-time change to implementation of strategies for promoting student SEL. These cycles follow established continuous improvement timelines. The district ensures support and tools are provided to school teams for engaging in their own rapid learning cycles around student-focused SEL goals.

- Not yet started

- Student-focused SEL goals developed
- Starting to collect formative data related to goals

- Student-focused SEL goals developed
- Data collected and disaggregated according to timelines
- At least each semester, using data reflection to make real-time improvements

- Student-focused SEL goals developed
- Data collected and disaggregated according to timelines
- At least quarterly, using data reflection to make real-time improvements
- Providing support and tools for school teams

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FOCUS AREA 4 RUBRIC

Reflect on Data for Continuous Improvement

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<p>4-A: Reflect on progress toward annual SEL goals</p> <p>The district compiles summative implementation and outcome data to assess yearly progress toward districtwide SEL goals. Data are disaggregated by prioritized student groups to examine and address systemic root causes of disparities. The district engages district and school teams, students, families, staff, and community partners to reflect on these data. Data reflection is guided by established norms that promote a supportive environment for reflecting on data and a structured protocol. The district also provides ongoing support that empowers school teams to reflect on summative school-level SEL data for continuous improvement, and structured opportunities for schools to share and learn from each other (e.g., cross-site professional learning communities).</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Summative implementation and outcome data compiled annually 	<ul style="list-style-type: none"> Summative implementation and outcome data compiled annually, disaggregated by subgroups District team(s) reflects on data using norms and protocols Data shared with students, families, staff, and community partners 	<ul style="list-style-type: none"> Summative implementation and outcome data compiled annually, disaggregated by subgroups District team(s) engage students, families, staff, and community partners in data reflection using norms and protocols Providing support to school teams and opportunities for schools to share learnings
<p>4-B: Make Improvements to the Action Plan</p> <p>At the end of each school year, the district partners with students, families, staff, and community partners to determine how to use learnings to revise SEL goals and action plan in preparation for another cycle of SEL strategic planning (beginning again with Focus Area 1). The district summarizes learnings on SEL implementation successes and challenges and shares findings in public report(s). The district supports school teams in summarizing learnings in preparation for data-informed action planning with their own students, families, staff, and community partners.</p>	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Developing summary of SEL implementation successes and challenges 	<ul style="list-style-type: none"> SEL implementation successes and challenges summarized annually District seeks input from staff, students, families, and community partners on next steps 	<ul style="list-style-type: none"> Summary of SEL implementation successes and challenges shared annually in public report Staff, students, families, and community partners are active members of planning/decision-making teams that revise SEL goals and action plans for the next year Providing support to school teams

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