Strengthen Adult SEL Competencies and Capacity

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

	1 Not yet started planning or implementation	**2** Partially planned and implemented	**3** Mostly planned and implemented	**4** Fully planned and implemented; promoting sustainability
2-A: Strengthen central office SEL expertise 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.	• Not yet started	• Starting to provide information and professional learning • Planning to incorporate foundational learning for new staff	• 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	• 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
2-B: Design and implement an effective SEL professional learning program for school staff 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.	• Not yet started	• Some staffing for SEL professional learning • Offering some professional learning	• 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	• 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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2-C: Strengthen staff social, emotional, and cultural competence 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.	▪ Not yet started	▪ Developing professional learning plans ▪ Beginning to embed practices into staff meetings	▪ Some school and district staff engaged ▪ A menu of professional learning around adult SEL and/or cultural competence provided ▪ Practices embedded into staff meetings	▪ All school and district staff engaged ▪ Consistent and scaffolded professional learning around adult SEL and cultural competence provided ▪ Practices embedded into staff meetings ▪ Competencies woven into resources and tools
2-D: Develop structures that promote trust, community, and collective efficacy among staff 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.	▪ Not yet started	▪ Establishing staff norms or shared agreements	▪ Established staff norms or shared agreements ▪ Some opportunities provided for staff to build community, collaboratively reflect and problem solve, and share ideas and responsibility ▪ Collecting staff perceptions of work climate	▪ 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