



DISTRICT SEL PLANNING AND IMPLEMENTATION RUBRIC

Part 1: Key Activities

Activity	Benchmarks
1. Conduct SEL-related resource and needs assessment (District Strength Inventory) across the district and schools.	4. The district has shared findings from the resource and needs assessment with stakeholders to support SEL planning and implementation at the district and school levels, and has plans to assess resources and needs regularly (every two years or less).
	3. The district has collected and summarized information from its resource and needs assessment.
	2. The district has started to conduct a thorough resource and needs assessment to support SEL implementation district-wide.
	1. The district has initiated their SEL resource and needs assessment process by reviewing the CASEL tool, integrating it with district resources and needs assessment processes, and identifying stakeholders who will lead and participate in this process.
2. Develop a district-wide vision that prioritizes academic, social, and emotional learning for all students	4. The district has completed a process with opportunities to involve all stakeholders (including students) to contribute to developing shared language, understanding, and ownership for prioritizing the goals of academic, social, and emotional learning for all students. The governing board and district leadership have taken action for public commitment to support implementation of the SEL vision as a priority for student learning.
	3. The district has completed a vision development process, but either did not include all the stakeholders noted in the benchmark above (#4), or have not publicly committed to SEL implementation as a priority.
	2. The district is actively working on developing a vision for academic, social, and emotional learning, but the work is not complete.
	1. The district is beginning to think about plans for developing a district-wide vision that prioritizes academic, social, and emotional learning for all students.
3. Develop expertise in academic, social, and emotional learning theory, research, and practice at the central office level.	4. The district has developed widespread capacity, commitment, and knowledge in SEL theory, research, and practice across many central office leaders from diverse departments to provide guidance and support for school and classroom academic and SEL development.
	3. The district has developed capacity, commitment, and knowledge in SEL theory, research, or practice for a core group of central office leaders to provide guidance and support for school and classroom SEL development.
	2. The district is implementing a plan to build central office capacity, commitment, and knowledge in SEL theory, research, and practice to provide guidance and support for school and classroom SEL development.
	1. The district is developing a plan to assess central office staff capacity, commitment and knowledge to provide guidance and support for school and classroom SEL development.
4. Design and implement effective professional development programs to build internal capacity for developing academic, social, and emotional learning.	4. The district has <i>implemented</i> a coordinated professional development program that provides PD to address academic, social, and emotional learning capacity development for <i>all</i> staff at individual, school, and district levels using <i>effective</i> PD practices including embedded, ongoing support and continuous assessment for improvement.
	3. The district has <i>developed</i> a coordinated professional development program that provides PD to address academic, social, and emotional learning capacity development for <i>most</i> staff at individual, school, and district levels using <i>effective</i> PD practices including embedded, ongoing support and continuous assessment for improvement.
	2. The district has a professional development program that provides PD to address academic, social, and emotional learning capacity development for <i>some</i> staff at individual, school, and district levels using <i>some effective</i> PD practices including embedded, ongoing support or continuous assessment for improvement.



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	1. The district has academic, social, and emotional learning-related PD opportunities available for isolated purposes, but does not yet have systematic coordination, alignment, or outcome assessments.
5. Align resources to support academic, social, and emotional learning programming.	<p>4. The district is implementing a long-term plan with funding, staff, and material resources to sustain ongoing SEL programming for all students. Additional funding partners are supporting the district efforts in academic, social, and emotional learning.</p> <p>3. The district has dedicated substantial funding, staff, and material resources to sustain high-quality SEL programming for all students.</p> <p>2. The district has dedicated <i>some</i> of the funding, staff, and material resources necessary to implement ongoing SEL programming for all students.</p> <p>1. The district has begun to identify financial resources for staff, professional development, and materials to support SEL programming.</p>
6. Communicate about academic, social, and emotional learning with a variety of stakeholders.	<p>4. The district has <i>fully</i> implemented a well-designed systematic communications plan to engage <i>all</i> key stakeholders, internally and externally, to understand and fully support academic, social, and emotional learning for all students.</p> <p>3. The district has <i>partially</i> implemented a well-designed systematic communications plan to engage <i>all</i> key stakeholders, internally and externally, to understand and fully support academic, social, and emotional learning for all students.</p> <p>2. The district has <i>started</i> to implement a communications plan to engage <i>most</i> key stakeholders, internally and externally, to understand and fully support academic, social, and emotional learning for all students.</p> <p>1. The district is beginning to design a systematic communications plan to engage all key stakeholders, internally and externally, to understand and fully support academic, social, and emotional learning for all students.</p>
7. Establish Pre-K–12 learning standards for students' social and emotional competence.	<p>4. The district is implementing comprehensive, developmentally appropriate learning standards and benchmarks that articulate what students should know and be able to do in the area of social and emotional learning from Pre-K through grade 12 <i>and</i> outlined intersections with standards in academic content areas (including Common Core state standards if applicable). This information has been shared with staff, students, and parents.</p> <p>3. The district has adopted comprehensive, developmentally appropriate learning standards and benchmarks that articulate what students should know and be able to do in the area of social and emotional learning from pre-K through grade 12. The district has outlined intersections with standards in academic content areas (including Common Core state standards if applicable).</p> <p>2. The district has developed a plan for adopting Pre-K–12 SEL learning standards.</p> <p>1. The district is beginning to consider Pre-K–12 SEL learning standards and reviewing exemplars such as the Illinois Pre-K–12 SEL standards.</p>
8. Adopt and implement evidence-based programs for academic and SEL in all schools.	<p>4. The district has adopted evidence-based programs that explicitly address a full range of social and emotional competencies for all students in <i>all</i> grades. The activities identified in the school theory of action have been fully implemented in <i>all</i> schools.</p> <p>3. The district has adopted evidence-based programs that explicitly address a full range of social and emotional competencies for all students in <i>some</i> grades and some schools. The activities identified in the school theory of action have been fully implemented in <i>some</i> schools.</p> <p>2. The district has adopted evidence-based programs that explicitly address social and emotional competencies for all students in <i>some</i> grades. The activities identified in the school theory of action have <i>not</i> been fully implemented in many of the schools with the program.</p> <p>1. The district does not yet have evidence-based programs in place at the universal level (although there may be programs in place for selected/at-risk students). The district is beginning to examine the school level theory of action.</p>



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9. Integrate SEL programming with other existing initiatives, including academic improvement, at the district and school levels.	4. The district has aligned, integrated, <i>and</i> implemented SEL with all other district initiatives and priorities including curriculum, instruction, and assessment.
	3. The district has aligned but not yet integrated SEL with all other district priorities including curriculum, instruction, and assessment.
	2. The district has aligned SEL with <i>some</i> other district priorities including curriculum, instruction, and assessment.
	1. The district has started to think about connections with SEL across curriculum, instruction, and assessment.
10. Establish systems to continuously improve academic, social, and emotional learning programming through inquiry and data collection.	4. The district systematically collects data on SEL program implementation, students' social and emotional competence, and school climate from all schools. Central office staff and school teams reflect on these data <i>and</i> actively change practices.
	3. The district collects data on SEL program implementation, students' social and emotional competence, and school climate from all schools but does not have a reporting system in place so central office staff and school staff can reflect on these data and actively change practices.
	2. The district systematically collects data on two of the three domains listed above from some schools, but central office staff and school staff do not formally reflect on these data or change practices.
	1. The district has started conversations about collecting the data identified in the top benchmark (#1) but does not collect data in more than one of the domains, and does not yet have a process in place for reflecting on or using data to improve practice.



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Part 2: Other District and School Outcomes

Outcomes	Benchmarks	Status	Comments
1. Positive district---level, school---level, and classroom climate	4. The district has actively implemented strategies to foster a climate of respect, trust, and collaboration through system---wide efforts to establish norms for student and adult interactions with demonstrated SEL competencies. There are established district, school, and classroom connections to support a positive climate.		
	3. The district has developed and implemented some system---wide strategies to promote a climate of respect, trust, and collaboration. Some progress has been made on norms for student and adult interactions and demonstrated SEL competencies. There are inconsistent levels of district, school, and classroom connections to support a positive climate.		
	2. The district is starting to implement some system---wide efforts to promote a climate of respect, trust, and collaboration. Establishing norms for student and adult interactions has also started.		
	1. The district is planning system---wide strategies to foster a climate of respect, trust, and collaboration and also to establish norms for student and adult interactions with demonstrated SEL competencies.		
2. Stakeholder commitment to SEL as a priority	4. The district has secured influential district leaders, parents, families, and broad---based community leaders' commitment to SEL as a priority for all students. Board actions, policy, media, communication, resource allocations and business, community, and parent groups provide clear evidence of support for implementing systemic SEL.		
	3. The district has secured stakeholder commitment to SEL as a priority from a diverse group of stakeholders including growing involvement of family, community, and other agencies, including funding sources.		
	2. The district has secured a few influential stakeholders who are strongly committed to SEL, or there is weak commitment from a majority of district leaders.		
	1. The district has Influential district leaders and stakeholders who do not address SEL as a priority.		
3. Clear roles and responsibilities for SEL exist among stakeholders	4. The district has established communication, coordination, decision---making, and accountability systems supported by clearly defined roles and responsibilities of each stakeholder to implement systemic SEL. This has been explicitly conveyed to all stakeholders within the district and community through a variety of approaches such as websites, publications, memos, and other materials.		
	3. The district has established most communication, coordination, decision---making, and accountability systems supported by some defined roles and responsibilities for each stakeholder to implement systemic SEL. Some efforts have been implemented to communicate this to all stakeholders.		
	2. The district has started to establish some communication, coordination, decision---making, and accountability systems to implement systemic SEL. Roles and responsibilities of each stakeholder have not been made explicit in any communication efforts.		
	1. The district has not clearly defined who is responsible for which aspect of ongoing systemic SEL programming implementation.		