









School: \_\_\_\_\_

## WHOLE CLASS SOCIAL EMOTIONAL LEARNING INDICATORS

Date: \_\_\_\_\_

**Circle One:**      **All Staff**      **SEL committee**      **Primary Team**      **Intermediate Team**      **Admin. Team**      **SBRT**      **Parent Group**

**Directions:** Please consider your class as a whole in evaluating the following SEL-related domains and indicate where your class is on the rubric.

		Description	Emerging	Developing	Proficient	Extending	Goals/Plans for Further Implementation
	Evidence-based SEL programs and practices	<ul style="list-style-type: none"> <li>Specific Program implementation</li> <li>Developmentally appropriate and culturally responsive</li> </ul>					
	SEL integrated instruction	<ul style="list-style-type: none"> <li>SEL objectives are integrated into instructional content and teaching strategies across all academic areas</li> <li>Finding the “teachable moments” for imbedding learning</li> </ul>					
	Youth Voice and Engagement	<ul style="list-style-type: none"> <li>Student are given opportunities to be leaders, problem solvers, and decision-makers.</li> </ul>					
	Supportive School and classroom Climates	<ul style="list-style-type: none"> <li>All learning environments are supportive, culturally responsive, and focused on building relationships and community.</li> <li>Collaboratively developed school wide agreements and explicitly taught behavioural expectations and routines</li> </ul>					
	Focus on Adult SEL	<ul style="list-style-type: none"> <li>Staff have regular opportunities to cultivate their own social, emotional, and cultural competences,</li> <li>Supported to collaborate with one another, build relational trust, and maintain a strong community.</li> </ul>					
	Supportive Discipline (School Wide)	<ul style="list-style-type: none"> <li>Instructive and restorative in practice</li> <li>Developmentally appropriate</li> <li>Equitably reinforced</li> <li>Aligns with code of conduct</li> </ul>					
	Authentic Family Partnerships	<ul style="list-style-type: none"> <li>Family and school staff re given opportunities to build meaningful relationships</li> <li>Collaborate to support SEL</li> </ul>					
	Systems for Continuous Improvement	<ul style="list-style-type: none"> <li>School leaders develop plan for improvement and consistent communication regarding SEL</li> <li>Use school data to direct practice, create policy and develop goals</li> </ul>					