

# Social and Emotional Learning Implementation Survey

Campus:
Reviewers/Titles:
Date Completed:

Goal	Strand	Level of Implementation				
<p><b>Goal 1</b></p> <p><b>Empowering campus leadership</b></p> <p>The campus leadership team is strategically engaged in SEL implementation and improvement. They align the whole community towards common SEL goals.</p>	A) <b>Number</b> of principal/SEL coordinator formal meetings annually	No meetings	At least 1	At least 2	At least 3	4 or more
	B) <b>Quality</b> of strategic planning in principal/SEL coordinator meetings	No formal conversation regarding campus-based goals	Formal conversation occurred, but no campus-based goals agreed upon	Goals created based on campus needs/data and were agreed upon	Goals created based on campus needs/data were agreed upon and revisited once	Goals created based on campus needs/data were agreed upon and revisited more than once
	C) <b>Frequency</b> of principal communication <i>with campus staff</i> about SEL (e.g., newsletters, feedback after campus visits, articles, sharing during meetings/PLC)	Principal/administrative staff share information about SEL once a year	Principal/administrative staff share information about SEL once a semester	Principal/administrative staff share information about SEL once a month	Principal/administrative staff share information about SEL twice a month	Principal/administrative staff share information about once a week
	D) <b>Frequency</b> of steering committee meetings annually	None	Once a year	Twice a semester	Once per 6 weeks	Once a month

# Social and Emotional Learning Implementation Survey

Campus:
Reviewers/Titles:
Date Completed:

Goal	Strand	Level of Implementation				
<b>Goal 1</b> <b>Empowering campus leadership</b>  (Continued)	E) <b>Quality</b> of steering committee	No steering committee	2-4 members of the campus community participate in meetings	At least 5 diverse members of the campus community participate in meetings	At least 5 diverse members of the campus community including an administrator, a counselor, and teachers participate in meetings	At least 5 diverse members of the campus community, including an administrator, a counselor, teachers, and a community member and/or a student in meetings
	F) <b>Quality</b> of strategic planning in steering committee meetings	Campus steering committee does not review campus SEL implementation goals	Campus steering committee reviews campus SEL implementation goals once a year	Campus steering committee reviews campus SEL implementation goals once a semester	Campus steering committee reviews campus SEL implementation goals twice a semester	Campus steering committee reviews campus SEL implementation goals at least once a month
	G) <b>Number</b> of champion/SEL coordinator meetings annually	0-4	5-6	7-8	9	10 or more
	H) <b>Number</b> of collaborative school visits (e.g., campus representative visiting areas of the school with an SEL coordinator and discussing noticings and wonderings)	None	1	2	3	4 or more

# Social and Emotional Learning Implementation Survey

Campus:
Reviewers/Titles:
Date Completed:

<p><b>Goal 2</b></p> <p><b>Coordination with family and community partners</b></p> <p>Our seamlessly aligned efforts address unique local conditions and all students' individual SEL needs.</p>	<p>A) <b>Frequency</b> of communication with parents and families about SEL (Communication might be in print or electronic, including social media)</p>	<p>No efforts are made to communicate with parents and families about SEL</p>	<p>Parents and families are given information about SEL once per year</p>	<p>Parents and families are given information about SEL about once per semester</p>	<p>Parents and families are given information about SEL twice per semester</p>	<p>Parents and families are given information about SEL monthly</p>
	<p>B) <b>Number</b> of SEL trainings for family/community members</p>	<p>No SEL sessions offered to family/community members</p>	<p>SEL session offered to family/community members once per year</p>	<p>SEL sessions offered to family/community members once per semester</p>	<p>SEL sessions offered to family/community members twice per semester</p>	<p>SEL sessions offered to family/community members monthly</p>

# Social and Emotional Learning Implementation Survey

Campus:
Reviewers/Titles:
Date Completed:

Goal	Strand	Level of Implementation				
<p><b>Goal 3</b></p> <p><b>Coordination with climate and pedagogy</b></p> <p>SEL concepts, skills and tools permeate the school, reinforcing comprehension of SEL core competencies and creating a positive place to learn and work for students, staff and community.</p>	<p>A) Opportunity for students to self-regulate and/or practice self-management (e.g., Calming Area)</p>	<p>Students have no place/process to practice self-regulation/self-management</p>	<p>Students are given a place to practice self-regulation/self-management</p>	<p>Students are given a place to practice self-regulation/self-management and are taught when and how to use it</p>	<p>Students are given a place to practice self-regulation/self-management, are taught when and how to use it, and are encouraged to do so</p>	<p>Campus procedures and policies support students' self-regulation/self-management</p>
	<p>B) Community building among staff (e.g., developing norms, team building, conflict resolution, community building, opportunities to share/collaborate)</p>	<p>None</p>	<p>Once per semester</p>	<p>Twice a semester</p>	<p>3 times a semester</p>	<p>Once a month</p>
	<p>C) <b>Number of SEL Schoolwide practices:</b> SEL components are practiced by 90% of campus staff (e.g. Calming Areas, Community Meetings, Mood Meter, Brain Breaks and Respect Agreements,etc)</p>	<p>0</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4 or more</p>

# Social and Emotional Learning Implementation Survey

Campus:
Reviewers/Titles:
Date Completed:

Goal	Strand	Level of Implementation				
<b>Goal 3</b> <b>Coordination with climate and pedagogy</b> (Continued)	D) <b>Percentage of SEL Classroom practices:</b> One or more SEL practices or systems are modeled	Less than 25%	At least 25%	At least 50%	At least 75%	At least 90%
	E) <b>Percentage of staff trained in SEL Integration</b> into academic content	Less than 25%	At least 25%	At least 50%	At least 75%	At least 90%
	F) <b>Percentage of staff trained in Culturally Responsive Teaching</b>	Less than 25%	At least 25%	At least 50%	At least 75%	At least 90%

# Social and Emotional Learning Implementation Survey

Campus:
Reviewers/Titles:
Date Completed:

Goal	Strand	Level of Implementation				
<p><b>Goal 4</b></p> <p><b>Explicit SEL instruction</b></p> <p>Every school leader, teacher, and student receives high-quality, explicit instruction in SEL in order to maximize learning and optimize life experience.</p>	A) Consistent time (30-45 minutes/week) in the school schedule for all students to receive explicit SEL instruction	No time is allotted for SEL explicit skill instruction	Time allotted for explicit SEL instruction is inconsistent in the schedule	Time allotted is embedded in the schedule but is practiced at the teacher's discretion	Time allotted for explicit SEL instruction occurs on the same day for all students	Time allotted for explicit SEL instruction occurs on the same day and time for all students
	B) SEL Resources: District approved SEL materials are used to facilitate explicit SEL instruction	Less than 25% of classrooms observed using materials	At least 25% of classrooms observed using materials	At least 50% of classrooms observed using materials	At least 75% of classrooms observed using materials	At least 90% of classrooms observed using materials
	C) SEL Explicit Skills Instruction: Degree of weekly explicit SEL instruction offered	Weekly explicit SEL instruction using curriculum and resources approved by district – less than 25% of staff implementing (HS in advisory or seminar)	Weekly explicit SEL instruction using curriculum and resources approved by district – at least 25% of staff implementing (HS in advisory or seminar)	Weekly explicit SEL instruction using curriculum and resources approved by district – at least 50% of staff implementing (HS in advisory or seminar)	Weekly explicit SEL instruction using curriculum and resources approved by district – at least 75% of staff implementing (HS in advisory or seminar)	Weekly explicit SEL instruction using curriculum and resources approved by district – at least 90% of staff implementing (HS in advisory or seminar)
	D) <b>Number</b> of hours 90% of staff received SEL related PD	0 hours of campus-based SEL-related trainings	1 hour of SEL-related trainings	2 - 3 hours of SEL-related trainings	4 hours of SEL-related trainings	5 hours of SEL-related trainings
	E) <b>Number</b> of hours 90% of school leaders received SEL-related PD	0 hours of SEL-related trainings	1 hour of SEL-related trainings	2 - 3 hours of SEL-related trainings	4 hours of SEL-related trainings	5 hours of SEL-related trainings

# Social and Emotional Learning Implementation Survey

Campus:
Reviewers/Titles:
Date Completed:

Please check any partnerships/supports with additional programs:

- No Place 4 Hate
- OST Program Aligned with In-School
- Bullying Prevention Partner
- Mentoring Support
- Mindfulness

Please list any other organizations/practices that promote SEL:

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

Goals:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_