

## 1. Consider the goals and/or criteria defined by the SEL Committee

Goals	Criteria

## 2. Gather information on the SEL curricula you are considering

Name of Program: \_\_\_\_\_

Is it aligned to CASEL?                      Y                      N                      Unsure

Is it aligned to CC or state standards?                      Y                      N                      Unsure

What grades/ages is it for?

When in the school day is it used, and how frequently?

Is it easy to use?

Is it evidence-based?

3. What are the benefits of the program, and what gaps have you identified?

Benefits

Gaps

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4. What questions do you still have?

Outstanding questions:

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# Selecting SEL Programs

*Whether you are implementing for the first time, already have something in place, or just starting to plan, here are ready-to-use strategies and steps to evaluate SEL programs.*

## Right Now

## Looking Ahead

### 1. IDENTIFY YOUR TEAM AND PROCESS

- **Establish SEL Committee:** Define clear goals and expectations.
- **Identify your goals:** What are your SEL goals for the upcoming school year or farther into the future?
- **Identify your timeline and process:** When and how will you be making decisions?
- **Continuing SEL Committee:** Support current leadership and consider including new voices.
- **Reevaluate Goals:** Keep them relevant and timely.
- **Budget:** Set aside time and money for next year(s) SEL assessment.

### 2. IDENTIFYING CURRICULUM & PROGRAMS

- **Select multiple curricula or programs for your team to evaluate:** Source teachers or schools in your district to determine what resources are already being used.
- **Data Review:** Make time for reviewing data from your team and outside sources (reviews, efficacy studies, etc.).
- **Make Time:** As your SEL needs grow and change year to year, make time to evaluate any new resources that could support your goals.
- **Budget Money:** Plan accordingly on any ongoing costs associated with SEL curriculum, assessment, and professional development.

### 3. EVALUATING CURRICULUM & PROGRAMS

- **Check-in with Staff:** Invite additional stakeholders to the evaluation process.
- **Capture your feedback:** Use rubrics, checklists, and other methods to capture evaluation feedback from your teams.
- **Plan Ahead:** Provide messaging and information to your team prior to evaluation to foster buy-in.
- **Set Aside Time:** Build time into schedules for evaluation and feedback.

# Three Phases for Creating Equitable, Safe, and Supportive Schools

## Phase 1: Assess & Evaluate

- Motivation
- Readiness
- Capacity
- Strengths & Needs
- Who will be affected and involved and their role in the process related to engagement, decision making, implementation, and data collection, etc.

## Phase 2: Engagement & Education

- Create opportunities for education, training, and engagement based on trauma-sensitive, culturally responsive education and communities
- Build partnerships with families, outside organizations, and other members of the school community

## Phase 3: Decision Making & Implementation

- Incorporate differentiation in instruction and school activities
- Value all voices and input (i.e., student, teacher, family)
- Use assessment, data, and evidence-based practices to inform decisions and implementation

# Classroom, Schoolwide, and Districtwide Action Steps

Classroom	Schoolwide	Districtwide
<ul style="list-style-type: none"> <li>• Diverse learning materials and methods of engagement</li> <li>• Incorporate real-world scenarios</li> <li>• Involve student voice and experiences</li> <li>• Relationship and community building</li> <li>• Opportunities for collaboration</li> <li>• Locate free online and community resources and initiatives</li> <li>• Incorporate culturally sensitive and responsive teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic plans that prioritize trauma-sensitive, equitable engagement</li> <li>• Budget for trauma-sensitive, culturally responsive instructional materials for professional development</li> <li>• Professional development and trainings for staff and families on               <ul style="list-style-type: none"> <li>◦ diversity and respecting differences</li> <li>◦ empathy</li> <li>◦ equitable learning</li> <li>◦ culturally sensitive and responsive teaching and other trauma-sensitive topics</li> </ul> </li> <li>• Involve student, family, and teacher voices</li> <li>• Create opportunities for meaningful, joyful, positive engagement (i.e., classroom project, schoolwide community event)</li> <li>• Locate free online and community resources and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic plans that prioritize trauma-sensitive, equitable, safe, and supportive schools</li> <li>• Offer student and staff health and wellness supports</li> <li>• Professional development and trainings for staff and families on               <ul style="list-style-type: none"> <li>◦ diversity and respecting differences</li> <li>◦ empathy</li> <li>◦ equitable learning and other trauma-sensitive topics</li> </ul> </li> <li>• Involve student, family, teacher, and leader voices</li> <li>• Update current disciplinary plans and systems (i.e., using a trauma-sensitive student support form)</li> <li>• Utilize culturally and diversity sensitive practices</li> </ul>

# Social-Emotional Learning (SEL) Curriculum Selection Survey

Your email address ([christopher\\_soto@dpsnc.net](mailto:christopher_soto@dpsnc.net)) will be recorded when you submit this form. Not [christopher\\_soto](#)? [Sign out](#)

1. Which of the following will your school use as its primary SEL curriculum during the 2019-2020 school year?

*Mark only one oval.*

- ☐ Move This World
- ☐ Second Step
- ☐ Zones of Regulation
- ☐ Other: \_\_\_\_\_

2. What additional information would be helpful for your team to select and/or implement a primary SEL curriculum for the 2019-2020 school year?

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☐ Send me a copy of my responses.

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 Google Forms

# Social-Emotional Learning (SEL) Pre-Needs Assessment Survey

The Department of Student Support Services is committed to designing a consistent approach to Social-Emotional Learning (SEL) across the district. In order to be deliberate in our approach, we are seeking information from all schools about curricula and practices that already exist. Please answer the questions below to the best of your ability so that we can better understand how you are currently meeting the SEL needs of your students as we work to strategically address unmet needs, as well.

- 1. Please list any curriculum, program, and/or processes which currently exist in your school that teaches social-emotional skills.**

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- 2. How effective are these programs or processes at developing the social and emotional skills students need to be successful as they matriculate through school and onto college and career.**

*Mark only one oval.*

- ☐ Completely ineffective
- ☐ Effective for a few
- ☐ Effective for many
- ☐ Effective for most x

- 3. Please explain what you view as effective or ineffective about your existing programs/processes?**

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- 4. How knowledgeable are the teachers in your school regarding SEL?**

*Mark only one oval.*

- ☐ Very few have heard of SEL
- ☐ Some know about SEL but do not generally teach social-emotional skills in the classroom
- ☐ Many know about SEL and some incidentally teach social-emotional skills in the classroom X
- ☐ Many know about SEL and a few intentionally teach social-emotional skills in the classroom
- ☐ Almost all know about SEL and intentionally teach social-emotional skills in the classroom

**5. What kind of approach to SEL do you think would best serve your school community?***Mark only one oval.*

- ☐ I do not think that teaching SEL competency should be a consideration in schools
- ☐ Through modeling and teacher instructional practices.
- ☐ Through the integration of the SEL competencies with classroom content
- ☐ Through the explicit instruction of the SEL competencies during dedicated class time
- ☐ Other: \_\_\_\_\_

**6. Below, please list any curriculum, system, or program that you both know and would recommend.**

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Minds **on.**

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# Elementary: Student Support Services

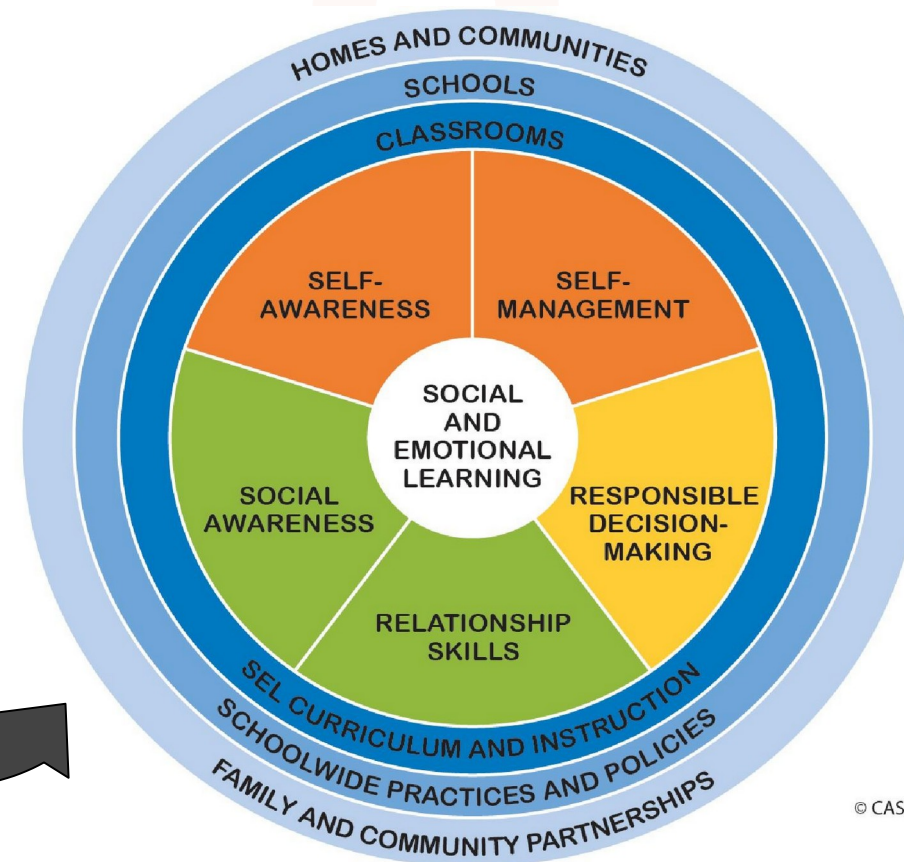
March 5, 2019

Principal Meeting

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Dr. Chris Soto, Social-Emotional Learning Coordinator  
Mrs. Tomeka Ward-Satterfield, School Counseling Coordinator  
Mr. James Futrell, Director of Student Services - Engagement and Access





## Expected Outcomes

- Develop the capacity to lead a discussion about the SEL competencies.
- Be able to explain the primary approaches to teaching/integrating the SEL competencies into the school day.
- Access and begin to utilize Principal-specific tools for schoolwide SEL implementation.

SEL Systems Survey sent and data analyzed. SEL becomes one of the ES School Counselor Leadership Themes for professional learning..

SEL Curriculum Rubrics completed by School Counseling PLC teams. Begin stakeholder capacity-building PDs.

Oct. 2018

Feb. - April 2019

Fall/Summer 2018

Nov. 2018 - Jan. 2019

SEL Curriculum Rubric created. Eight curricula identified as candidates for district approval (from survey data and recommendations).

Project Team convened that will use the completed SEL Curriculum Rubrics to make a recommendation towards a small number of district approved curriculum (perhaps one).

	1	2	3	4	5	
<b>Evidence</b>	<b>No Evidence</b> No clear theory of change and has not demonstrated effectiveness through a research study	<b>Minimal Evidence</b> Has a clearly articulated theory of change, but has not demonstrated effectiveness through a research study	<b>Some Evidence</b> Shows some evidence of effectiveness through less rigorous research studies	<b>Evidence</b> Has demonstrated effectiveness through one rigorous research study	<b>High Evidence</b> Has documented evidence of effectiveness based on at least two rigorous, external research studies	
<b>Support</b>	<b>No support</b> Few to no resources to support implementation	<b>Minimal Support</b> General guidance provided but no specific resources	<b>Moderate Support</b> Limited resources available, like a curriculum guide available for purchase	<b>Support</b> Some resources are available to support implementation, like resources to support curriculum delivery	<b>High Support</b> Comprehensive resources available from an expert to support implementation, including resources for building staff competencies and school practice	
<b>Engagement</b>	<b>Not Engaging</b> Most lessons or activities seem stale or bland.	<b>Minimally Engaging</b> A few lessons or activities may be moderately enjoyable with some interactivity, but only with high effort on the part of the facilitator	<b>Moderately Engaging</b> Most lessons or activities could be engaging and interactive, with some effort on the part of the facilitator	<b>Engaging</b> The lessons or activities all have the potential to be engaging and interactive with some effort on the part of the facilitator	<b>Highly Engaging</b> The lessons or activities are engaging and fun, entice interaction between students by design, and are easily facilitated (or promote student leadership)	

	1	2	3	4	5	
<b>Feasibility</b>	<b>Not Feasible</b> Lessons or activities difficult to find or decipher and therefore not usable	<b>Minimally Feasible</b> Some lessons or activities are designed well, but are generally too lengthy and/or too complex to fit into the school schedule	<b>Moderately Feasible</b> Most lessons or activities are designed well, but special accommodations to the schedule would need to take place to adequately facilitate during the school day	<b>Feasible</b> The lessons or activities are all well-designed and can readily be implemented during the school day with minimal disruption	<b>Highly Feasible</b> The lessons or activities are highly integrated into bite sized lessons that are easily implemented using a shared language that can translate across the school	
<b>Equity</b>	<b>1 Not equitable</b> There is evidence that lessons and/or activities are directed towards a small subset of students without regard to diverse populations or learners	<b>2 Minimally Equitable</b> The lessons or activities seem "neutral" and do not address racial, cultural or cognitive diversity in any meaningful way	<b>3 Moderately Equitable</b> Some lessons or activities address racial, cultural or cognitive diversity, but only superficially or as a separate unit or set of activities	<b>4 Equitable</b> There is a clear effort to provide lessons and activities throughout the curriculum that directly address racial, cultural and cognitive diversity	<b>5 Highly Equitable</b> Lessons and activities are thoughtfully constructed (and graphically represented) to meet the specific SEL needs of a diverse group of racial, cultural, and cognitive children	
<b>Integration</b>	<b>1 Not integrated</b> Lessons or activities are exclusively facilitated by student support staff (counselors, social workers, etc.)	<b>2 Minimally Integrated</b> Lessons or activities are accessible to a range of educators, but seem to require a strong knowledge base or significant training to facilitate	<b>3 Moderately Integrated</b> Lessons or activities are accessible to a range of educators and require a limited knowledge base or professional development	<b>4 Integrated</b> Lessons or activities are highly accessible to a broad range of educators and are generally intuitive and easy to facilitate, both inside and outside of designated times	<b>5 Highly Integrated</b> SEL competencies are threaded throughout easy to facilitate lessons, both inside and outside of designated times, and the content is accessible to stakeholders inside and outside of school	

# To Review at Your Discretion...

## **Mind Up**

<https://mindup.org/mindup-classroom-implementation/>

<https://mindup.org/>

## **Second Step**

<https://www.youtube.com/watch?v=QYO-bWlzOEs>

<https://www.secondstep.org/>

## **Class Catalyst**

<https://vimeo.com/284439825>

<https://mindfulpractices.us/>

## **Zones of Regulation**

<https://www.youtube.com/watch?v=VuJyGcyKljg&t=77s>

<http://www.zonesofregulation.com/index.html>

## **Move This World**

[https://www.youtube.com/watch?v=-0WaJg5ub\\_M](https://www.youtube.com/watch?v=-0WaJg5ub_M)

<http://movethisworld.com/>

## **PATHS**

<https://www.channing-bete.com/prevention-programs/paths/program-implementation.html>

<https://www.channing-bete.com/prevention-programs/paths/paths.html>

## **Peace of Mind**

<https://teachpeaceofmind.org/meet-linda/>

<https://teachpeaceofmind.org/>

## **Why Try**

[https://www.youtube.com/watch?v=rrMK6D4il\\_g](https://www.youtube.com/watch?v=rrMK6D4il_g)

<https://www.whytry.org/>



# Schoolwide SEL Implementation

- Three primary ways to deliver SEL content:
  - Through the explicit instruction of SEL competencies.
  - Through integration with classroom content.
  - Through teacher instructional practices.



# Schoolwide SEL Implementation

- Which competencies did you see being taught in the lesson?
- What did you see that is already happening in your buildings?
- What would be new for your building?
- What stood out from the video as most interesting?

## Classroom Examples of Social-Emotional Learning

- How will you foster **adult** Social-Emotional Learning in your school?





# Suggested Timeline Moving Forward

Focus Area 1A: Build Awareness, Commitment, and Ownership		Focus Area 4: Practice Continuous Improvement	Focus Area 1A: Build Awareness, Commitment, and Ownership	Focus Area 1B: Create a Plan	Focus Area 2: Strengthen Adult SEL
Month(s)		Month(s)	Month(s)	Month(s)	Month(s)
May - August		August	September - October	September - October	October - March
Key Activities		Key Activities	Key Activities	Key Activities	Key Activities
Create a Team	Foundational Learning	Continuously Improve Schoolwide SEL Implementation	Shared Vision	Rubric and Goal Setting Communication Planning	Learn
<ul style="list-style-type: none"> <li>Before the end of the previous school year, principal identified SEL team lead and key team members, and allocated a budget for SEL.</li> <li>Team met three times over the summer to:               <ul style="list-style-type: none"> <li>Establish team roles, norms, and meeting procedures, and put weekly meetings on the calendar for each Tuesday for the school year.</li> <li>Attend a two-day districtwide training on schoolwide SEL implementation.</li> </ul> </li> <li>Throughout the year, team drafted agendas and ensured that invitations were shared with family partnership lead and key community partners.</li> </ul>	<ul style="list-style-type: none"> <li>Team planned and provided an all-staff SEL 101 introduction during an in-service day before the start of the school year.</li> <li>Team planned and provided an after-school introduction to SEL for all families during the first month of school.</li> </ul>	<ul style="list-style-type: none"> <li>During the all-staff meeting, team also surveyed staff on their perceptions of school and classroom climate and what support they need for SEL implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Held all-staff meeting to brainstorm priorities for shared vision.</li> <li>Team used notes from all-staff meeting to draft shared vision.</li> <li>Introduced draft vision to all parents and community partners on Back-to-School Night and invited feedback.</li> <li>Integrated all feedback from families, students, and community partners into the vision.</li> <li>Shared a final draft to school staff.</li> <li>Held an all-school vote on the vision to ensure widespread agreement.</li> <li>Shared final draft in the school's newsletter and printed posters to hang throughout common areas.</li> </ul>	<ul style="list-style-type: none"> <li>Team completed Schoolwide SEL implementation rubric.</li> <li>Based on rubric and staff survey, team identified three key priorities for school year: strengthen staff SEL and relationships, adopt an evidence-based program, and strengthen classroom climate.</li> <li>Team developed a communication plan using school's newsletter and social media account to provide updates and invited families and community partners to reply and share feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Initiated an adult SEL professional learning series.</li> <li>Scheduled and planned three professional learning sessions for all staff using two hours during each school in-service day.               <ul style="list-style-type: none"> <li>SEL team planned sessions on:                   <ul style="list-style-type: none"> <li>Developing staff shared agreements (October)</li> <li>Setting personal SEL goals (January)</li> </ul> </li> <li>SEL team coordinated with an outside provider to provide session on cultural responsiveness (March).</li> </ul> </li> </ul>



# Work Session

- Go to the website for [The Collaborative for Academic, Social, and Emotional Learning \(CASEL\) / Tools and Resources](#)
- Go to the google folder **Principals' SEL Toolkit**: <http://bit.ly/2EnoPQB>
  - > In your folder
    - > CASEL Guide to SEL Implementation (PDF)
    - > Indicators of Schoolwide SEL (PDF)
    - > Preparing for Effective SEL Implementation (PDF)
    - > Principals Resource Checklist (PDF)
    - > Sample SEL 101 (PPT Presentation)
    - > SEL School Guide (TOOL)
    - > Creating a Communication Strategy (TOOL)
    - > Professional Learning Plan (TOOL)
    - > <https://schoolguide.casel.org/focus-area-1a/overview/>



# To Start Now...



## Focus Area 1A: Build Awareness, Commitment, and Ownership

Month(s)	
May - August	August
Key Activities	
Create a Team	Foundational Learning
<ul style="list-style-type: none"> <li>Before the end of the previous school year, principal identified SEL team lead and key team members, and allocated a budget for SEL.</li> <li>Team met three times over the summer to: <ul style="list-style-type: none"> <li>Establish team roles, norms, and meeting procedures, and put weekly meetings on the calendar for each Tuesday for the school year.</li> <li>Attend a two-day districtwide training on schoolwide SEL implementation.</li> </ul> </li> <li>Throughout the year, team drafted agendas and ensured that invitations were shared with family partnership lead and key community partners.</li> </ul>	<ul style="list-style-type: none"> <li>Team planned and provided an all-staff SEL 101 introduction during an in-service day before the start of the school year.</li> <li>Team planned and provided an after-school introduction to SEL for all families during the first month of school.</li> </ul>



## FOCUS AREA 1A RUBRIC

### Build Awareness, Commitment, and Ownership

Note your school's progress and needs in these areas:

#### SEL Team

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#### Foundational SEL Learning Opportunities

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#### Shared Vision

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1

An SEL team is in the initial stages of development.

2

An SEL team meets occasionally with few structured roles and responsibilities.

3

An SEL team meets somewhat regularly with partially structured roles and responsibilities. Students, families, and community groups are consulted when teams are making decisions that would directly impact them.

4

An SEL team with designated roles and responsibilities, meets at least monthly to lead schoolwide SEL. The team is representative of the school community and includes students, families, and community groups in decision-making processes.

Foundational SEL learning opportunities are being planned for staff, families, and community partners to develop awareness of, commitment to, and ownership of SEL.

Foundational SEL learning opportunities have been provided to some key stakeholders (staff, families, and community partners). Members of the school community have a general understanding of SEL and its impact on students' development.

Foundational SEL learning opportunities have been provided for school staff, families, and community partners but are not yet offered annually. Many members of the school community can discuss SEL's importance and its impact on students' development.

Foundational SEL learning opportunities are provided for all school staff in the first year of implementation and then at least annually for new school staff, families, community partners, and as part of the onboarding process. Almost all members of the school community can discuss SEL's importance and its impact on student outcomes and understand their own role in helping students develop social and emotional competencies.

A shared vision for schoolwide SEL has not yet been developed.

The SEL team has begun engaging stakeholders, including students, families, staff, and community members, as collaborators for developing a shared vision for schoolwide SEL.

The SEL team collaborated with a group of stakeholders who are representative of the school community to develop a shared vision for schoolwide SEL that has been communicated to the entire school community.

The SEL team collaborated with a group of stakeholders who are representative of the school community to develop a shared vision for schoolwide SEL. The shared vision has been communicated to the entire school community, informs planning and implementation, and is revisited regularly.



## To discuss with your peers...

- When looking at Focus Area 1A of the SEL schoolwide implementation timeline, what are some challenges and opportunities that exist in your school?
- What kind of resources can assist you with these areas? What do you need to ensure completion of 1A?

Please fill out the following survey on current SEL implementation and SEL Support.

<https://bit.ly/2NI3ENs>



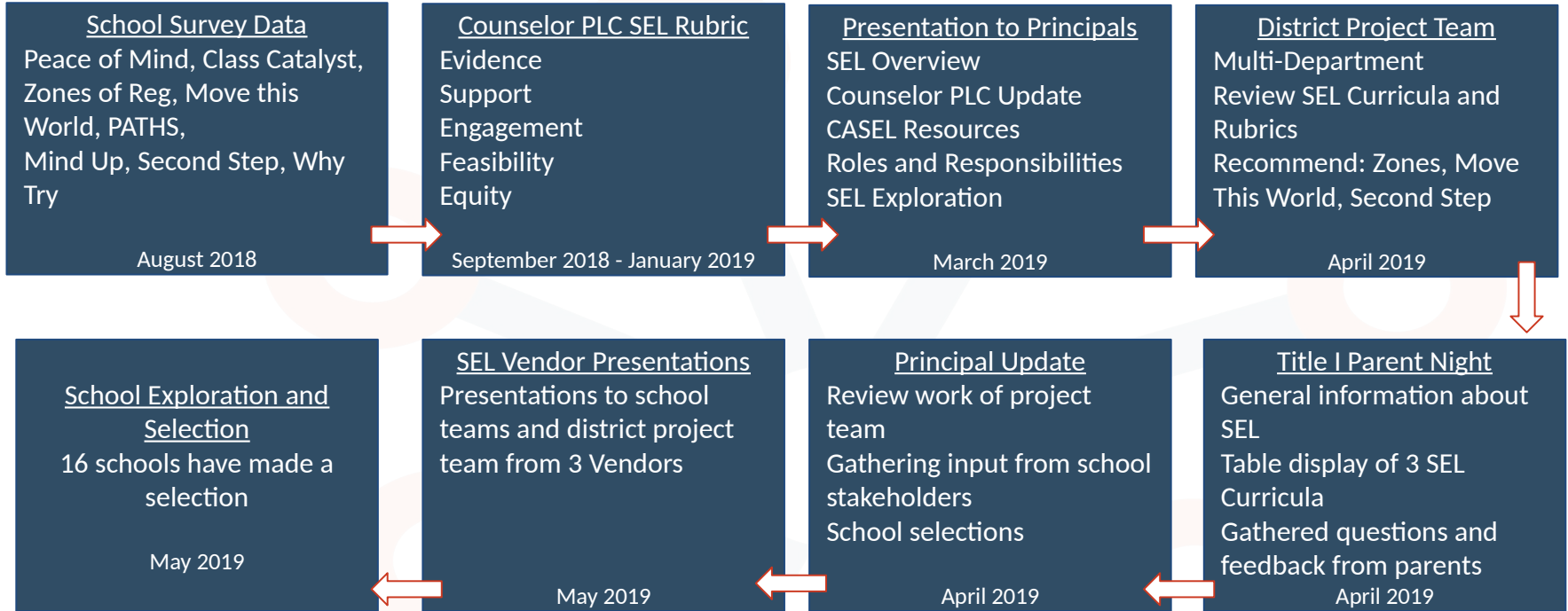
## Social-Emotional Learning Curricula Comparison Matrix

	Move This World	Second Step	Zones of Regulation
<b>Positives</b>	<ul style="list-style-type: none"> <li>• Easy to use</li> <li>• Movement based for multiple learning styles</li> <li>• Universal, accessible language</li> <li>• Lots of catch phrases</li> <li>• May appeal to children from cultures where song and dance are central</li> <li>• Diverse representation on videos</li> </ul>	<ul style="list-style-type: none"> <li>• Strong body of research support</li> <li>• Very comprehensive (across grade levels)</li> <li>• Highly scripted for teachers ease of use</li> <li>• Weekly lesson + daily follow-up</li> <li>• Lots of resources and support</li> <li>• Differentiated curriculum for k-2 and 3-5</li> <li>• Ease of integration with academic content</li> <li>• Take home material</li> <li>• Mindfulness component</li> <li>• Additional units for child protection and bullying</li> <li>• No prerequisites to teach lessons</li> <li>• Spanish and English versions</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete/easy to conceptualize</li> <li>• Simple and easily shared language</li> <li>• Easily integrated with cultural frameworks</li> <li>• Particularly strong for early childhood and behavioral monitoring</li> <li>• Easy for related services or outside therapists to learn and/or replicate the language</li> </ul>
<b>Concerns</b>	<ul style="list-style-type: none"> <li>• Internet dependent</li> </ul>	<ul style="list-style-type: none"> <li>• Large number of options and resources can feel overwhelming</li> </ul>	<ul style="list-style-type: none"> <li>• Seems more like a set of strategies than a comprehensive curriculum</li> </ul>



	<ul style="list-style-type: none"> <li>● Potential for low teacher engagement</li> <li>● Not differentiated for EC</li> <li>● Removes the human from the lesson</li> <li>● May appeal less to children from cultures where song and dance are non-central</li> </ul>	<ul style="list-style-type: none"> <li>● Lessons are very scripted</li> <li>● Lessons are very short</li> </ul>	
<b>Resources</b>	<a href="https://www.youtube.com/watch?v=0WaJg5ub_M">https://www.youtube.com/watch?v=0WaJg5ub_M</a>  <a href="https://vimeo.com/17922">https://vimeo.com/17922</a>  <a href="http://movethisworld.com/">http://movethisworld.com/</a>	<a href="https://www.youtube.com/watch?v=QYO-bWlZOEs">https://www.youtube.com/watch?v=QYO-bWlZOEs</a>  <a href="https://www.secondstep.org/">https://www.secondstep.org/</a>	<a href="https://www.youtube.com/watch?v=tEUcdh9VzAE">https://www.youtube.com/watch?v=tEUcdh9VzAE</a>  <a href="http://www.zonesofregulation.com/index.html">http://www.zonesofregulation.com/index.html</a>
<b>Analysis</b>	<p><b>Move This World</b> describes their curriculum as “turn key” because teachers can just show the movement-oriented videos, although it also has supplemental lessons and discussion questions for teachers. On the evaluation rubric and in the Project Team conversations, it scored high on the <b>feasibility</b> and <b>engagement</b> dimensions.</p>	<p><b>Second Step</b> is the most comprehensive of the evaluated curricula, but also has lessons that are heavily scripted for ease of use. While there was some concern that so much material to unpack makes it difficult to get traction, strong scores on the <b>evidence</b> and <b>support</b> dimensions of the evaluation rubric show promise regarding the outcomes of implementation fidelity.</p>	<p><b>Zones of Regulation</b> is the curriculum that is easiest to apply in conversations with students. The simple and concrete four-color system works particularly well with the basic building blocks of emotional and behavioral regulation. On the evaluation rubric and in the Project Team conversations, it scored particularly high on <b>feasibility</b> and <b>engagement</b>.</p>

## Priority II - DPS Social-Emotional Learning



### Considerations

- 2019-2020 SEL focus (delivery priorities and time)
- Balance with other strategic plan initiatives
- Budgetary implications



**SEL Curriculum Rubric:** Please fill this out to the best of your ability, placing the score for each one of these domains into the yellow box to be tabulated for a final score. Also, please take any notes on your rationale in the “Definitions and Process Notes” boxes below (plus additional information, dissenting opinions, etc.) so that we can get some context behind your decisions. We have also included a “Cost” section, because affordability is important, but we did NOT include it in the rubric because at this point we do not know what “affordability” means relative to DPS’ budget. In that section, please put any cost information that you find and/or any links to that information.

## RUBRIC

Evidence	1	2	3	4	5	
	<b>No Evidence</b> No clear theory of change and has not demonstrated effectiveness through a research study	<b>Minimal Evidence</b> Has a clearly articulated theory of change, but has not demonstrated effectiveness through a research study	<b>Some Evidence</b> Shows some evidence of effectiveness through less rigorous research studies	<b>Evidence</b> Has demonstrated effectiveness through one rigorous research study	<b>High Evidence</b> Has documented evidence of effectiveness based on at least two rigorous, external research studies	
Support	1	2	3	4	5	
	<b>No support</b> Few to no resources to support implementation	<b>Minimal Support</b> General guidance provided but no specific resources	<b>Moderate Support</b> Limited resources available, like a curriculum guide available for purchase	<b>Support</b> Some resources are available to support implementation, like resources to support curriculum delivery	<b>High Support</b> Comprehensive resources available from an expert to support implementation, including resources for building staff competencies and school practice	
Engagement	1	2	3	4	5	
	<b>Not Engaging</b> Most lessons or activities seem stale or bland.	<b>Minimally Engaging</b> A few lessons or activities may be moderately enjoyable with some interactivity, but only with high effort on the part of the facilitator	<b>Moderately Engaging</b> Most lessons or activities could be engaging and interactive, with some effort on the part of the facilitator	<b>Engaging</b> The lessons or activities all have the potential to be engaging and interactive with some effort on the part of the facilitator	<b>Highly Engaging</b> The lessons or activities are engaging and fun, entice interaction between students by design, and are easily facilitated (or promote student leadership)	

<b>Feasibility</b>	1 <b>Not Feasible</b> Lessons or activities difficult to find or decipher and therefore not usable	2 <b>Minimally Feasible</b> Some lessons or activities are designed well, but are generally too lengthy and/or too complex to fit into the school schedule	3 <b>Moderately Feasible</b> Most lessons or activities are designed well, but special accommodations to the schedule would need to take place to adequately facilitate during the school day	4 <b>Feasible</b> The lessons or activities are all well-designed and can readily be implemented during the school day with minimal disruption	5 <b>Highly Feasible</b> The lessons or activities are highly integrated into bite sized lessons that are easily implemented using a shared language that can translate across the school	
	1 <b>Not equitable</b> There is evidence that lessons and/or activities are directed towards a small subset of students without regard to diverse populations or learners	2 <b>Minimally Equitable</b> The lessons or activities seem “neutral” and do not address racial, cultural or cognitive diversity in any meaningful way	3 <b>Moderately Equitable</b> Some lessons or activities address racial, cultural or cognitive diversity, but only superficially or as a separate unit or set of activities	4 <b>Equitable</b> There is a clear effort to provide lessons and activities throughout the curriculum that directly address racial, cultural and cognitive diversity	5 <b>Highly Equitable</b> Lessons and activities are thoughtfully constructed (and graphically represented) to meet the specific SEL needs of a diverse group of racial, cultural, and cognitive children	
	1 <b>Not integrated</b> Lessons or activities are exclusively facilitated by student support staff (counselors, social workers, etc.)	2 <b>Minimally Integrated</b> Lessons or activities are accessible to a range of educators, but seem to require a strong knowledge base or significant training to facilitate	3 <b>Moderately Integrated</b> Lessons or activities are accessible to a range of educators and require a limited knowledge base or professional development	4 <b>Integrated</b> Lessons or activities are highly accessible to a broad range of educators and are generally intuitive and easy to facilitate, both inside and outside of designated times	5 <b>Highly Integrated</b> SEL competencies are threaded throughout easy to facilitate lessons, both inside and outside of designated times, and the content is accessible to stakeholders inside and outside of school	

**TOTAL SCORE:** \_\_\_\_\_

## DEFINITIONS AND PROCESS NOTES

**Evidence:** The curriculum or system has a clear theory of change (a logic for how the curriculum develops social-emotional competencies) and rigorous outcomes research that shows that its' effectiveness when implemented with fidelity.

Decision Rationale:

**Support:** The curriculum or system has strong support for implementation/delivery of SEL competencies, including highly accessible resources and professional development opportunities for users.

Decision Rationale:

**Engagement:** The curriculum or system has SEL competency-building lessons and/or activities that would be fun and interactive for K-5 students.

Decision Rationale:

**Feasibility:** The curriculum or system is relatively easy to teach and/or implement (suggested schedule, well-organized SEL lessons, materials provided, etc.).

Decision Rationale:

**Equity:** The curriculum or system shows evidence that it was designed to meet the SEL needs of diverse learners and cultures.

Decision Rationale:

**Integration:** The curriculum or system shows evidence that it is designed to be used across the context of a school, with meaningful roles for teachers, administrators, support staff, and families.

Decision Rationale:

**Cost information that may be important to consider:**