

New Mexico Social and Emotional Learning Framework
School Self-Assessment

| 1. <u>Positive Developmental Relationships:</u> a learning environment that is supportive, culturally responsive and focused on meaningful connection, relationships and building community. | | | | |
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| | Fully Implemented | Partially Implemented | Not Implemented | Resources |
| <p>a. Teacher-student relationships are a priority for all adults</p> <p>b. Culture and identity are valued and explored</p> <p>c. Classroom routines and procedures exist</p> <p>d. Community building is intentional and encouraged</p> | <p>Teachers use inclusive, relationship centered, and culturally responsive practices to create supportive classroom environments. Strategies are developmentally appropriate and focus on creating a community of learners that supports, honors, and acknowledges the cultural assets, contributions, and needs of all students. Shared agreements are collaboratively developed, consistently modeled by adults and students, and woven into daily routines and practices</p> | <p>Teachers have prioritized and planned to build inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Classroom shared agreements have been collaboratively developed in some classrooms.</p> | <p>Teachers have not yet prioritized the use of inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments.</p> | <p>Supportive environment – belonging and emotional safety</p> <p>creating opportunities through relationships</p> <p>learner-autobiography-lesson-plan/</p> <p>Identity safe classrooms</p> <p>Teaching tolerance questions for reflective practices</p> <p>Classroom shared agreements lesson plan</p> <p>classroom community building</p> <p>Partner clocks</p> <p>Creating shared class goals</p> <p>Turn to you partner</p> <p>Three signature SEL classroom practices</p> |

| 2. Intentional Development of Skills, Mindsets and Habits- students have consistent opportunities to cultivate, practice and reflect on social and emotional competencies in a way that is developmentally appropriate and culturally responsive. | | | | Resources |
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| | Fully Implemented | Partially Implemented | Not implemented | |
| <p>a. The 5 SEL competencies are taught, modeled and practiced</p> <p>b. Explicit SEL instruction is provided consistently</p> | <p>All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals. SEL instruction is connected to other opportunities for practicing and reflecting on SEL competencies throughout the day.</p> | <p>All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals</p> | <p>The school has not yet dedicated time for students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction.</p> | <p>SEL in the classroom self-assessment</p> <p>SEL integrated lesson or activity planning checklist</p> <p>SEL integrated lesson or activity planning checklist</p> <p>SEL integrated sample lesson plans</p> <p>Modeling SEL for students</p> <p>Modeling SEL for young people</p> <p>Explicit SEL instruction</p> |

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| <p>c. All students are exposed to an age appropriate, evidence based SEL curriculum</p> | <p>The school is implementing with fidelity an evidence-based SEL program and practices across all grade levels, and providing ongoing implementation support to staff. Program and practices are aligned to the school's SEL vision and goals, and are culturally- and linguistically-responsive to students. The SEL team regularly uses data on fidelity of implementation to inform planning</p> | <p>The school is beginning to provide professional learning around evidence-based SEL program and practices aligned to the school's SEL vision and goals, and cultural and linguistic strengths.</p> | <p>The SEL team is in the process of collaboratively selecting an evidence-based program aligned to the school's vision and goals, and cultural and linguistic strength</p> | <p>Selecting an Evidenced-based program</p> <p>Adopting an evidenced based program for SEL</p> |
| <p>d. Student voice is present and encouraged</p> | <p>Staff honor and elevate a broad range of student perspectives and experiences by engaging them as leaders, problem solvers and decision-makers, offering ways for students to shape SEL initiatives, instructional practices, and school climate. Students regularly initiate and lead activities, solutions, and projects to improve their classrooms, school and the broader community</p> | <p>Students are offered many opportunities to take on leadership and decision-making roles that inform SEL initiatives, instructional practices, and school climate. Students have opportunities to lead activities, solutions, and projects to improve their classrooms, school and the broader community.</p> | <p>Students do not yet have opportunities to take on leadership and decision-making roles.</p> | <p>Elevate Student Voice</p> |

| 3. Rich Instructional experiences- SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies. | | | | |
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| | Fully Implemented | Partially Implemented | Not Implemented | Resources |
| <p>a. Academic and growth mindsets are fostered b. SEL and academic objectives are aligned</p> | <p>SEL standards/goals are clearly embedded in academic learning, and students regularly share their perspectives on how social and emotional competencies</p> | <p>SEL standards/goals are embedded in academic learning in some classrooms. Some teachers use classroom</p> | <p>Teachers have not yet prioritized the integration of</p> | <p>Using interactive pedagogy</p> |

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| <p>c. SEL competencies are integrated into instruction, e.g.; grade level benchmarks, evident in all subject matter</p> | <p>connect to what they are learning. Teachers actively engage students in co-constructing knowledge and making meaning of content through classroom discussions and collaborative structures. Teachers use intentional strategies to foster student ownership over their learning, including connecting their perspectives and experiences to instruction. SEL</p> | <p>discussion and collaborative structures to engage students, and encourage students to connect their perspectives and experiences to instruction.</p> | <p>SEL into instruction</p> | <p>Fostering academic mindsets Aligning SEL and academic objectives Integration of SEL and instruction</p> |
| <p>d. Grading policies should be designed to honor individual student strengths and promote student learning through many and varied opportunities for students to improve their understanding of the instructional content.</p> | | | | |

| <p>4. <u>Environments filled with safety and belonging</u>- conditions for belonging and emotional safety are created by being responsive to students' perspectives and needs, affirming all students' full identities, and establishing structures that create predictability and consistency.</p> | | | | |
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| | Fully Implemented | Partially Implemented | Not Implemented | Resources |
| <p>a. Environments are filled with safety and belonging</p> | <p>Leadership and staff are deeply knowledgeable about students' lived</p> | <p>Leadership and staff are familiar with most students' cultural</p> | <p>Leadership and staff are not yet familiar with their students' cultural</p> | <p>Anti-Defamation League (ADL) Anti-Bias tools and strategies</p> |

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| | <p>experiences, cultural backgrounds, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for students to learn about cultural differences, explore and celebrate their own social and cultural identities, and collaboratively develop inclusive and equitable learning environments</p> | <p>backgrounds, life circumstances, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for some students to learn about cultural difference</p> | <p>backgrounds, life circumstances, or the local community context.</p> | <p>National Center on Safe Supportive Learning Environments: Creating safe and Respectful environments in our nations classrooms</p> <p>A supportive classroom environment</p> <p>Belonging and Emotional Safety</p> |
| <p>b. School wide discipline policies and practices are instructive, restorative, developmentally appropriate and equitably enforced</p> | <p>Discipline policies and practices promote SEL, including providing opportunities for students to reflect, problem solve, and build positive relationships. These policies and practices take into account students' developmental stages, cultural backgrounds, and individual differences. Data demonstrates that these practices are used consistently and equitably</p> | <p>The school is reviewing or has identified discipline policies and practices that support SEL and are restorative, instructive, and developmentally appropriate. Data are reviewed frequently to determine if policies and practices have been applied equitably</p> | <p>Discipline policies and practices have not yet been reviewed to determine how well they align with SEL</p> | <p>Trauma Learning Policy Initiative</p> <p>Establish Discipline Polices that Promote SEL</p> <p>Student-centered discipline</p> <p>SEL alignment to schoowide systems, polices, programs and practice</p> |

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| | in the classroom and throughout the school. | | | |
| <p>c. Staff and student relationships are evident and valued</p> <p>d. Staff relationships are supportive, respectful and collaboration exists</p> <p>e. Student relationships are respectful, friendly and inclusive</p> | All staff and students examine their own social and emotional competence, collaborate with peers to practice new SEL strategies, and develop skills for cultivating supportive, equitable learning environments. All staff engage in ongoing, high quality professional development and integrate SEL into staff meetings and PLC's. | Some staff and students examine their own social and emotional competence, collaborate with peers to practice new SEL strategies, and develop skills for cultivating supportive, equitable learning environments. Some staff engage in ongoing , high quality professional development and are planning to integrate SEL into staff meetings and PLC's | Staff and students do not examine their own social and emotional competence, are not engaged in ongoing SEL professional development and have not integrated SEL into staff meetings and PLC's | <p>Creating Opportunities through relationships adult PD modules</p> <p>Foster a supportive school climate</p> <p>Self-Care and Re-Energizing</p> |

5. Integrated Systems of Supports- SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.

| | Fully Implemented | Partially Implemented | Not implemented | Resources |
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| <p>a. Identify and communicate how SEL aligns with existing systems; i.e., MLSS, SAT ,PBIS</p> <p>b. Align SEL to universal strategies, such as school mental health, restorative practices and/or trauma informed practices</p> | <p>The school provides a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students. The SEL team has created common language and aligned all student supports and related programs and initiatives with schoolwide SEL goals and priorities. Each year, the SEL team takes stock of all supports and is strategic about how to improve integration in the coming year.</p> | <p>The school provides a partial continuum of supports to meet the academic, social, emotional, and behavioral needs of all students. The SEL team is taking steps to create common language and align all student supports and related programs and and initiatives with schoolwide SEL goals and priorities.</p> | <p>A continuum of supports is partially in place. The SEL team is considering ways to create common language and align student supports with schoolwide SEL goals and priorities</p> | <p>Integrate Student Supports with School wide SEL</p> <p>SEL and PBIS Integration</p> |
| <p>c. SEL is evident in Out of School programming</p> | <p>School staff and community partners in out of school time programming are aligned around SEL common language,</p> | <p>School staff and community partners in out of school time programming are in the process of aligning around SEL common language,</p> | <p>School staff and community partners in out of school time programming have not aligned around SEL common</p> | <p>Strategies for Establishing School-OST-Family Partnerships in support of SEL</p> <p>Collaboration Tools for Building SEL Across the School Day and Out of School Time</p> <p>https://schoolguide.casel.org/resource/collaboration-</p> |

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| | strategies, and communication | strategies, and communication | language, strategies, and communication | tools-for-building-sel-across-the-school-day-and-out-of-school-time/ |
| d. SEL is integrated into family and community communications, activities and programming | School leaders and school staff have multiple avenues for ongoing two-way communication with families and community inviting both to understand, experience, inform, and support the social and emotional development of their students in partnership with the school. This partnership includes family and community participation on the SEL team and meaningful opportunities to learn more about and contribute to SEL in the school. | School leaders and staff regularly communicates with families and community and invite feedback from both about the school's efforts to promote students' SEL. | School leaders and staff do not yet communicate with families and community about SEL. School | Community Partnerships https://schoolguide.casel.org/focus-area-3/family-partnerships/ |

| 6. Use of Data to Assess Need and Impact- Implementation and outcome data are collected and used to monitor progress toward goals and continuously improve all SEL-related systems, practices, and policies with a focus on equity. | | | | |
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| | Fully Implemented | Partially Implemented | Not Implemented | Resources |
| a. Identify, collect and review data, considering your purpose for collecting data | The school uses a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school level decisions during each meeting. The team is empowered to lead staff in this process by regularly (at least quarterly) communicating their findings and creating opportunities to use data to drive continuous improvement at the school, classroom, family, and community level. | The school is in the early stages of identifying a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions | The school has not yet identified a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions | Indicators of schoolwide SEL Continuously improve schoolwide SEL implementation SEL Data Reflection Protocol |
| b. Use of NM SEL Framework to assess implementation | A team of school staff, including an administrator have used the NM SEL Framework to assess comprehensive SEL implementation | A team of school staff, including an administrator are planning to use the NM SEL Framework to assess comprehensive SEL implementation | The school has not planned to use the NM SEL Framework to assess comprehensive SEL implementation | |
| c. Use of individual reflection tools for all, (students, staff, administration, | School leaders and staff use reflection tools with students, families/community, staff and administration to | Some staff use reflection tools with students, families/community, staff and administration to | School leaders and staff do not use reflection tools. | Indicators of Schoolwide SEL: Strengths and Needs Reflection SEL Data Reflection Protocol |

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| families) for practice development and continuous improvement | practice continuous improvement | practice continuous improvement | | |
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