## Tenet 5 – Social-Emotional Learning (SEL) School Inventory

## Introduction

The Social-Emotional Learning School Inventory is designed as a way for schools to determine whether certain systems designed to support Social-Emotional Learning are present at the school. The exercise is designed for school leaders to consider how their school is organized to support the development of social-emotional learning skills. It is not expected that a school would have all of the indicators identified; however, the school’s response may be helpful for the school in determining the appropriate next steps to support social-emotional learning. Similarly, the existence of any of the indicators identified below does not guarantee that the practice is having an impact on improving the school’s ability to meet students’ SEL needs.

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| **School Name:** |

**Terms used:**

“*Already Established*” – this has been in place for at least six months and the desired results are occurring

“*Just getting started/still refining*” – this was either put in place within the past six months or has been in place for longer but has not resulted in changes occurring that were expected

**For each best practice listed, place an X under the category that best describes where your school is in relation to the best practice indicated.**

## Part 1: Schoolwide Practices

|  | **Doing this** | | **Not doing this** | | |
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| Already established | Just getting started | Could do this easily | This will take time | This will be difficult |
| **Schoolwide Approach** | | | | | |
| 1. The school has a written process and procedure for staff to refer students in need of additional SEL support. |  |  |  |  |  |
| 1. Guidance is provided to all staff regarding recognizing student isolation and the various ways to respond. |  |  |  |  |  |
| 1. There is a designated time during faculty meetings to discuss SEL. |  |  |  |  |  |
| 1. All teachers participate in professional development (PD) connected to SEL. |  |  |  |  |  |
| 1. Staff are trained in trauma-informed care to identify students who may be affected by trauma. |  |  |  |  |  |
| 1. School leaders provide at least one piece of feedback related to the teacher’s support of SEL skills and competencies on all formal and informal observations. |  |  |  |  |  |
| 1. Students receive guidance and instruction on coping skills and identify triggers of stress. |  |  |  |  |  |
| 1. Teachers have had formal opportunities to reflect on the triggers they may have when working with students and strategies to address these triggers. |  |  |  |  |  |
| **Goals** | | | | | |
| 1. The school has measurable annual goals connected to non-academic student outcomes. |  |  |  |  |  |
| 1. The school has benchmarks at defined intervals during the year for various Social-Emotional Learning initiatives. |  |  |  |  |  |
| 1. Students receiving additional supports have individual goals they are working toward. If these goals are not met, the school’s approach changes. |  |  |  |  |  |
| **Data** | | | | | |
| 1. The school analyzes school-wide SEL data to identify areas for improvement. |  |  |  |  |  |
| 1. The school uses surveys to get feedback on school climate. |  |  |  |  |  |
| 1. Survey data on school climate is formally shared with students, staff, and families. |  |  |  |  |  |
| 1. A planning team consisting of students, staff, and families reviews survey data, considers root causes, and identifies actions to address areas of need. |  |  |  |  |  |
| 1. The school has an attendance team that reviews attendance data at defined intervals and identifies additional supports for specific students. |  |  |  |  |  |
| 1. The school has a data system that allows staff to record major incidents, minor incidents, office referrals, and specific circumstances that can be used to identify trends, such as location, time, and supervising adult. |  |  |  |  |  |
| 1. The school has a designated team that reviews behavior data at defined intervals during the school year to identify trends and address areas of need. |  |  |  |  |  |
| **Schoolwide Settings and Spaces** | | | | | |
| 1. Staff that monitor large group settings, such as recess and the cafeteria, have received training in SEL and in recognizing bullying. |  |  |  |  |  |
| 1. Staff that monitor large group settings, such as recess and the cafeteria, routinely check-in and converse with students. |  |  |  |  |  |
| 1. Security staff have received training in de-escalation techniques and use these to respond to incidents. |  |  |  |  |  |
| 1. All staff that interact with students (e.g. bus drivers, school security, cafeteria workers, recess monitors) have been informed of the school’s expectations for treating students with respect and dignity. |  |  |  |  |  |
| 1. Students are provided time and space to self-manage their behavior and/or discuss their behavior with a supportive, caring adult (e.g., planning centers, help zones, restorative practice rooms). |  |  |  |  |  |
| **Schoolwide Service Providers** | | | | | |
| 1. The majority of the school counselor’s time is spent in direct service to all students. |  |  |  |  |  |
| 1. School counselors routinely provide strategies to individual students, teachers, and parents to assist them in working together effectively. |  |  |  |  |  |
| 1. School counselors routinely present to groups of parents and teachers to assist them in understanding how to support SEL needs. |  |  |  |  |  |
| 1. The PD provided to counselors, social workers, and psychologists is relevant to their needs and positions. |  |  |  |  |  |
| 1. School counselors routinely collaborate with community agencies to provide resources, services, and opportunities to students and their families. |  |  |  |  |  |
| **Staff Collaboration** | | | | | |
| 1. Grade-level staff and Department Staff are expected to reserve time in team meetings to discuss integrating SEL competencies into the classroom in developmentally appropriate ways. |  |  |  |  |  |
| 1. There is a system in place for teachers and staff who work with the same student to share information about that particular student’s SEL needs so that students receive an informed response to their needs. |  |  |  |  |  |
| 1. There is a system in place to allow teachers of the same student to share SEL supports and strategies so that the student can receive a consistent approach from the school staff. |  |  |  |  |  |
| 1. Teachers have been directed to reach out to their students’ former teachers to learn about past observations of SEL skills and the effectiveness of previous SEL strategies. |  |  |  |  |  |
| 1. Teachers can quickly learn if a student has a sibling in the school. When a teacher has concerns about what a student may have experienced at home, the teacher will reach out to the sibling’s teacher and other necessary staff to coordinate a response. |  |  |  |  |  |

Of the areas identified, which would you want to focus on first?

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What steps could you take to help enhance the school’s approach to SEL?

Right away:

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Over the long term:

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## Part 2: Ensuring a Supportive Climate

|  | **Doing this** | | **Not doing this** | | |
| --- | --- | --- | --- | --- | --- |
| Already established | Just getting started | Could do this easily | This will take time | This will be difficult |
| **Belonging** | | | | | |
| 1. There is a schoolwide expectation that teachers welcome students by name at the classroom door at the start of class. |  |  |  |  |  |
| 1. The school has identified ways for students to have the same teacher for multiple years (e.g. looping). |  |  |  |  |  |
| 1. The school has identified ways for students to remain with a group of students for multiple years (e.g. academy houses). |  |  |  |  |  |
| 1. Teachers send home letters to families at the beginning of the year introducing themselves. |  |  |  |  |  |
| 1. Students new to the school receive an orientation prior to the first day. |  |  |  |  |  |
| 1. The school has a formal process so that students new to the community/area are partnered with a “buddy” student to help integrate the new student. |  |  |  |  |  |
| 1. It is expected that students create class norms. |  |  |  |  |  |
| 1. Humiliation, shaming, and isolation are not used as consequences. |  |  |  |  |  |
| 1. Students are not sent home for dress code violations. |  |  |  |  |  |
| 1. The consequences for students not attending to their learning (e.g. sleeping, tardiness) do not involve removal from class. |  |  |  |  |  |
| 1. The school has an expectation that teachers will pronounce students’ names correctly, and that all students have the opportunity to pronounce their names to teachers at the start of the year. |  |  |  |  |  |
| 1. There are designated times for students to share personal news with staff and peers (e.g. advisory, homeroom, morning meeting). |  |  |  |  |  |
| 1. Students routinely interact with an adult from a similar racial/cultural background. |  |  |  |  |  |
| 1. Curriculum materials reflect students’ backgrounds. |  |  |  |  |  |
| 1. Group assignments are common throughout the school. |  |  |  |  |  |
| 1. Most lessons involve students talking more than teachers. |  |  |  |  |  |
| 1. Classrooms are arranged to support student discussion. |  |  |  |  |  |
| 1. Students routinely reference what other students have shared when responding in class. |  |  |  |  |  |
| **Independence and Autonomy** | | | | | |
| 1. Teachers are expected to give an indication of the number of minutes remaining near the end of an assignment. |  |  |  |  |  |
| 1. In elementary schools, visual schedules are used to indicate the activities planned for the day. In secondary schools, all students utilize a daily planning tool to organize their work for multiple teachers. |  |  |  |  |  |
| 1. Teachers give the homework assignments for the week rather than each day. |  |  |  |  |  |
| 1. Students have choices in the activities they complete for homework. |  |  |  |  |  |
| 1. Students have choices in the activities they do. |  |  |  |  |  |
| 1. Students are given choices in the books they read. |  |  |  |  |  |
| 1. Students are routinely given activities that can be done in more than one way. |  |  |  |  |  |
| **Growth** | | | | | |
| The school has introduced the concept of growth mindset to teachers and students, and the school has made purposeful efforts to ensure that teachers praise effort, not intelligence. |  |  |  |  |  |
| 1. The school has a policy that students should not be graded on assignments when learning something new. |  |  |  |  |  |
| 1. Teachers avoid rewarding or praising students for finishing work quickly. |  |  |  |  |  |
| Student grades reflect mastery of specific standards rather than average or sum of points earned. |  |  |  |  |  |
| Students receive recognition for their individual progress, rather than performance compared to others. |  |  |  |  |  |
| Students have the opportunity to retake tests and are given guidance and support to improve their grades. |  |  |  |  |  |
| Teachers are expected to provide feedback that indicates what the student needs to do to improve and affirms the teachers’ belief in the student. |  |  |  |  |  |
| Students routinely give their peers feedback. |  |  |  |  |  |
| Students are expected to make revisions based on feedback they receive. |  |  |  |  |  |
| 1. Students routinely engage in projects, long-term assignments, or other tasks that require perseverance. |  |  |  |  |  |
| 1. Students identify their own goals. |  |  |  |  |  |
| 1. Teachers acknowledge mistakes when they make them. |  |  |  |  |  |
| **Relevance and Purpose** | | | | | |
| 1. Students participate in projects designed to improve their community. |  |  |  |  |  |
| 1. Students routinely engage in writing to audiences other than the teacher. |  |  |  |  |  |
| 1. Teachers routinely incorporate current events and real-life problems into assignments. |  |  |  |  |  |
| 1. Students have multiple opportunities to extend their learning outside of the school building through field trips and studies connected to the curriculum. |  |  |  |  |  |

Of the areas identified, which would you want to focus on first?

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What steps could you take to ensure a supportive climate for SEL?

Right away:

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Over the long term:

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## Part 3: Enhancing SEL Family and Community Partnerships

|  | **Doing this** | | **Not doing this** | | |
| --- | --- | --- | --- | --- | --- |
| Already established | Just getting started | Could do this easily | This will take time | This will be difficult |
| **Partners** | | | | | |
| 1. Community partners have been given guidance on the SEL terms used in the school and use these terms when communicating with students. |  |  |  |  |  |
| 1. There is a defined process for staff to share concerns noted during the day with the afterschool provider that same day. |  |  |  |  |  |
| 1. After school programs have access to learning materials used by the school to ensure that students receive continuity in programming. |  |  |  |  |  |
| 1. The school has an established location where students and families can find information about opportunities that exist for students outside of the school (e.g., scholarships, internships, summer work programs, extracurricular activities, mentorship programs). |  |  |  |  |  |
| 1. Information about opportunities that exist for students outside of the school is readily accessible to families, staff and students in multiple formats (e.g., website, pamphlet, presentation) and languages. |  |  |  |  |  |
| 1. The principal or his/her designe has regularly scheduled meetings (e.g. biweekly or monthly) with the director of the after-school program. |  |  |  |  |  |
| 1. The recognition and reward systems the school uses are also used by the after-school program. |  |  |  |  |  |
| 1. After-school program staff and other community partners are invited to attend school events. |  |  |  |  |  |
| 1. School staff are invited to attend events hosted by the after-school program or other community partners. |  |  |  |  |  |
| 1. After-school program staff and classroom teachers have identified their preferred method of communication and are in regular contact with one another. |  |  |  |  |  |
| 1. After-school program staff and other community partners present to school staff about their work. |  |  |  |  |  |
| **Families** | | | | | |
| 1. The school has a formal means of sharing feedback on student SEL skills (e.g. indicators on the report card, progress reports). |  |  |  |  |  |
| 1. The school provides an orientation for families new to the school. |  |  |  |  |  |
| 1. The school provides a detailed document which lists all available SEL services, what they are, and who to contact regarding each service. |  |  |  |  |  |
| 1. Teachers and student support staff routinely provide strategies and examples to families for reinforcing student SEL at home. |  |  |  |  |  |
| 1. A section of every school newsletters is set aside for SEL skills, strategies, and updates. |  |  |  |  |  |
| 1. Teachers are expected to reference SEL concepts in their communications with parents. |  |  |  |  |  |
| 1. School climate data is shared and discussed at parent-teacher organization meetings. |  |  |  |  |  |
| 1. Families are able to identify questions they would like to see in school climate surveys. |  |  |  |  |  |

Of the areas identified, which would you want to focus on first?

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What steps could you take to assist the school’s ability to enhance SEL through family and community partnerships?

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Over the long term:

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