

Social-Emotional Learning Evaluation Rubric— Safe and Effective Learning Environments

Social-Emotional Learning Rubric: Safe and Effective Learning Environments						
Criteria	Level 1 Not Yet Observed	Level 2 Beginning	Level 3 Emerging	Level 4 Implementing	Level 5 Developing	Level 6 Proficient
Team collaboration around the learning environment	<ul style="list-style-type: none"> There is no collaboration around planning for the learning environment. 	<ul style="list-style-type: none"> School administration works in isolation to plan for school physical safety. 	<ul style="list-style-type: none"> Staff collaboratively agrees on a set of schoolwide commitments around the environments. Teams do not collaborate on establishing classroom learning environment norms. 	<ul style="list-style-type: none"> Staff collaboratively agrees on a set of schoolwide collective commitments around the schoolwide environments. Teams collaborate on establishing classroom learning environment norms. Individual teachers do not always follow the team norms. 	<ul style="list-style-type: none"> Staff collaboratively agrees on a set of schoolwide collective commitments around the physical and cultural aspects of the schoolwide environments. Schoolwide procedures and policies reflect these collective commitments. Teams collaborate on establishing and using the agreed-on norms to create safe and effective physical and cultural classroom learning environments for students. 	<ul style="list-style-type: none"> Staff collaboratively agrees on a set of schoolwide collective commitments around physical and cultural aspects of the schoolwide environment. Schoolwide procedures and policies reflect these collective commitments. Teams collaborate on establishing and using the agreed-on norms to create safe and effective physical and cultural classroom learning environments for students. Systems are in place for monitoring learning environments.

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Physical Environment	<ul style="list-style-type: none"> Strategic thought was not put into the physical learning space. 	<ul style="list-style-type: none"> Furniture arrangement or student seating options are not conducive to collaborative practices. Flexible seating and sensory-sensitive learning spaces are evident in some classrooms but are not consistent throughout the school. Teachers purchase their own sensory-friendly materials to support their students. Material storage and access for students is inconsistent across classrooms. 	<ul style="list-style-type: none"> Some teachers arrange furniture to promote collaborative practices, but this is not a consistent practice across the school setting. Individual teams commit to using flexible seating and examining their learning spaces to improve the sensory experience. This work is not yet reflected in the classrooms. Teams purchase their own sensory-friendly materials and flexible seating and share within the team. Teams begin to discuss how to best organize and store materials. 	<ul style="list-style-type: none"> Furniture is arranged for collaborative practices. Individual teams are committed to using flexible seating and creating sensory-friendly learning spaces. This is evident when visiting the classrooms and walking in the hallways of those teams. School is willing to purchase sensory-friendly materials and flexible seating for teams who request it. Individual teams are strategic in their organization of materials specifically so that it allows for student choice in the classroom. 	<ul style="list-style-type: none"> Furniture is arranged for collaborative practices. Schoolwide teams are beginning to discuss using flexible seating and creating sensory-friendly learning spaces, but this is not yet evident in the classrooms. The school is purchasing materials to support the physical environment but does not yet have a process for sharing these materials between grade-level teams. All teams begin to discuss how to best organize and store materials to maximize student choice and access during learning. 	<ul style="list-style-type: none"> Schoolwide learning environments are well organized, safe, and clear of clutter and furniture is arranged for collaborative practices. Schoolwide learning spaces reflect sensory needs: temperature, lighting, furniture, air quality, and visual wall space are appropriate (for example, light filters; use of natural light; acoustic systems; flexible seating options such as a wobble chair, standing desk, and so on). Schoolwide materials are arranged so students have readable access and choice in learning materials. Learning and sensory-friendly materials are shared schoolwide through an organized system.

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Cultural Environment	<ul style="list-style-type: none"> Strategic thought was not put into the cultural environment. 	<ul style="list-style-type: none"> Some teams may work collaboratively, but collaboration is not a part of the school culture or an expectation. Teachers and students operate from a fixed mindset and schools primarily use an authoritarian approach to behavior and learning. Classroom routines and expectations vary throughout the school. Individual teachers work towards being culturally responsive, but it is not a team or schoolwide conversation. 	<ul style="list-style-type: none"> Collaboration is expected across school teams but is isolated within the teams themselves. Teachers begin to engage in growth mindset practices. Teams discuss their rules and student expectations, but these may not be research based. Some individual teams address becoming more culturally responsive, but it is not consistent throughout the school. 	<ul style="list-style-type: none"> Teams work collaboratively and are working on developing a shared set of values, beliefs, norms, and behaviors. Teams are beginning to actively work on including growth mindset practices. Individual teams commit to using positive research-based rules and expectations. Teams begin to discuss being culturally responsive but evidence of this is not yet seen in the classrooms. 	<ul style="list-style-type: none"> Teams work collaboratively and have shared sets of values, beliefs, norms, and behaviors. Teams are committed to having a growth mindset for all students. Collaboration includes vertical planning, support staff, specialists, and other members of the school staff. The school begins to discuss whole-school positive, research-based behavior expectations with the goal of maintaining a common language of clearly defined expectations throughout the school. Teams are committed to being culturally and linguistically responsive and actively work on learning how to improve their practices. 	<ul style="list-style-type: none"> Collaboration is seen schoolwide and reflected in the staff's collective mindset that all students can learn both academic and SEL skills at high levels and shares a set of values, beliefs, norms, and behaviors. Clearly defined, community-built (teacher and student) classroom routines and procedures are consistent throughout the school. Classrooms are inclusive and culturally and linguistically responsive, including culturally responsive pedagogy.