SOCIAL AND EMOTIONAL LEARNING EVALUATION RUBRIC

The purpose of this rubric is to evaluate proposed and implemented Social and Emotional Learning (SEL), Social Emotional and Academic Development (SEAD), Science of Learning and Development (SoLD), Whole Child Equity (WCE), and other related approaches.

EDUCATION IS TEACHING, LEARNING, AND DEVELOPMENT WHEREVER THEY TAKE PLACE, IN CLASSROOMS AND ACROSS THE COMMUNITY.



LANGUAGE

Does the design use appropriate, accessible language?



SUFFICIENT RESOURCES

Do learners have all the resources they need to thrive, including the level of funds, effort, and emphasis deployed to identify, report, and address inequities that exist across schools and districts.



ADAPTABILITY

Does the approach and strategy change in response to context and community input?



IDENTITY DEVELOPMENT

Do young people have sufficient opportunities to develop and explore their personal and collective identities as part of the intentional promotion of thriving across multiple domains? (Thriving Equity page 3)



ASSET-BASED APPROACH

Does the SEL program imply or communicate a mission of helping young people and communities to thrive or does it emphasize correcting perceived deficits?





CULTURAL ORIENTATION

Is the program culturally and historically affirming, open to, and supportive of, diverse perspectives and histories, or is it hegemonic (prescribing, promoting, and enforcing one set of cultural practices and worldview and destructive of others)?



ACTION AND EMPOWERMENT ORIENTATION

Do young people learn to be passive or active in facilitating personal growth, shaping the strategy and improving their community and environment?



COLLECTIVIST ORIENTATION/COMMUNAL ACTION/COOPERATION

Does SEL strategy recognize the importance of collective progress, rather than solely individual development and mobility, as vital?



EXPLICIT ANTI-RACIST ORIENTATION

Does the SEL program maintain the elimination of oppression, the promotion of equity and justice, and healing trauma as central goals? Does the approach reinforce social hierarchies (e.g., racial, gender) or actively work to dismantle them?



SAFE & SUPPORTIVE CLIMATE

Do young people experience the institution's climate as welcoming and nurturing or as anxiety-heightening and threatening?

