New Mexico's Social and Emotional Learning Framework for Schools

1. **Positive Developmental Relationships**: a learning environment that is supportive, culturally responsive and focused on meaningful connection, relationships and building community.
   a. Teacher-student relationships are a priority for all adults in the building
   b. Culture and identity are valued and explored
   c. Classroom routines and procedures exist
   d. Community building is intentional and encouraged

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.
   a. The 5 SEL competencies are taught, modeled and practiced
   b. Explicit SEL instruction is provided consistently
   c. All students are exposed to an age appropriate, evidence based SEL curriculum
   d. Student voice is present and encouraged

3. **Rich Instructional Experiences** - SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies.
   a. Academic and growth mindsets are fostered
   b. SEL and academic objectives are aligned
   c. SEL competencies are integrated into instruction, e.g.; grade level benchmarks, evident in all subject matter
   d. Grading policies should reflect a competency based approach to education that is grounded in empowering students to make important decisions about their learning, how they will create and apply knowledge and how they will demonstrate learning.

4. **Environments Filled with Safety and Belonging** - 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.
   a. Environments are filled with safety and belonging
   b. School wide discipline policies and practices are instructive, restorative, developmentally appropriate and equitably reinforced
   c. Staff and student relationships are evident and valued.
   d. Staff relationships are supportive, respectful and collaboration exists
   e. Student relationships are respectful, friendly and inclusive

5. <u>**Integrated Systems and Supports**</u> **- SEL is seamlessly integrated into a continuum of academic and behavioral supports which are available to all students and ensure that all student needs are met.**
   a. **Identify and communicate how SEL align with existing systems; MLSS, SAT, and/or PBIS-positive behavior interventions and supports**
   b. **Align SEL to universal strategies, such as, school mental health, restorative practices and/or trauma informed practices**
   c. **SEL is evident in out of school time programming**

   d. **SEL is integrated into family and community communications, activities and programming**

6. <u>**Use of Data to Assess Need and Impact**</u> **- 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.**
   a. **Identify, Collect and Review data: Consider your purpose for collecting data**
   b. **Use of Framework rubric to assess implementation**
   c. **Use of individual reflection tools (student, staff, families) for practice development and continuous improvement.**

New Mexico Social and Emotional Learning Framework
School Self-Assessment

1. Positive Developmental Relationships: a learning environment that is supportive, culturally responsive and focused on meaningful connection, relationships and building community.				
	Fully Implemented	Partially Implemented	Not Implemented	Resources
a. Teacher-student relationships are a priority for all adults b. Culture and identity are valued and explored c. Classroom routines and procedures exist d. Community building is intentional and encouraged	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	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.	Teachers have not yet prioritized the use of inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments.	Supportive environment – belonging and emotional safety creating opportunities through relationships learner-autobiography-lesson-plan/ Identity safe classrooms Teaching tolerance questions for reflective practices Classroom shared agreements lesson plan classroom community building Partner clocks Creating shared class goals Turn to you partner Three signature SEL classroom practices

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.				
	Fully Implemented	Partially Implemented	Not implemented	Resources
a. The 5 SEL competencies are taught, modeled and practiced b. Explicit SEL instruction is provided consistently	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.	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	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.	SEL in the classroom self-assessment SEL integrated lesson or activity planning checklist SEL integrated sample lesson plans Modeling SEL for students Modeling SEL for young people Explicit SEL instruction
c. All students are exposed to an age appropriate, evidence based SEL curriculum	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	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.	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	Selecting an Evidenced-based program Adopting an evidenced based program for SEL

d. Student voice is present and encouraged	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	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.	Students do not yet have opportunities to take on leadership and decision-making roles.	Elevate Student Voice

3. Rich Instructional experiences- SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies.

	Fully Implemented	Partially Implemented	Not Implemented	Resources
a. Academic and growth mindsets are fostered b. SEL and academic objectives are aligned c. SEL competencies are integrated into instruction, e.g.; grade level benchmarks, evident in all subject matter	SEL standards/goals are clearly embedded in academic learning, and students regularly share their perspectives on how social and emotional competencies 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	SEL standards/goals are embedded in academic learning in some classrooms. Some teachers use classroom discussion and collaborative structures to engage students, and encourage students to connect their perspectives and experiences to instruction.	Teachers have not yet prioritized the integration of SEL into instruction	Using interactive pedagogy Fostering academic mindsets Aligning SEL and academic objectives Integration of SEL and instruction

d. Grading policies should reflect a competency based approach to education that is grounded in empowering students to make important decisions about their learning, how they will create and apply knowledge and how they will demonstrate learning.	The school or district uses rigorous, common expectations for learning (knowledge, skills, and dispositions) that are explicit, transparent, measurable, and transferable. Students' are met where they are at and their progress is based on evidence of mastery. Assessment is meaningful, positive and an empowering learning experience that yields timely, relevant and actionable evidence. Students are actively learning using different pathways and varied pacing.	Some of the school's or district uses and/or are exploring the use of rigorous, common expectations for learning (knowledge, skills, and dispositions) that are explicit, transparent, measurable, and transferable. Students' are met where they are and their progress is based on evidence of mastery. Assessment is meaningful, positive and an empowering learning experience that yields timely, relevant and actionable evidence. Students are actively learning using different pathways and varied pacing.	The school/district is using traditional grading policies not reflected in competency based grading.	aurora-institute.org

4. Environments filled with safety and belonging- 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.

	Fully Implemented	Partially Implemented	Not Implemented	Resources
a. Environments are filled with safety and belonging	Leadership and staff are deeply knowledgeable about students' lived 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	Leadership and staff are familiar with most students' cultural 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	Leadership and staff are not yet familiar with their students' cultural backgrounds, life circumstances, or the local community context.	Anti-Defamation League (ADL) Anti-Bias tools and strategies National Center on Safe Supportive Learning Environments: Creating safe and Respectful environments in our nations classrooms A supportive classroom environment Belonging and Emotional Safety
b. School wide discipline policies and practices are instructive, restorative, developmentally appropriate and equitably enforced	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 in the classroom and throughout the school.	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	Discipline policies and practices have not yet been reviewed to determine how well they align with SEL	Trauma Learning Policy Initiative Establish Discipline Polices that Promote SEL Student-centered discipline SEL alignment to schoolwide systems, polices, programs and practice

		Fully Implemented	Partially Implemented	Not implemented	Resources
c. d. e.	Staff and student relationships are evident and valued Staff relationships are supportive, respectful and collaboration exits Student relationships are respectful, friendly and inclusive	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	Creating Opportunities through relationships adult PD modules Foster a supportive school climate Self-Care and Re-Energizing

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
a. b.	Identify and communicate how SEL aligns with existing systems; i.e., MLSS, SAT, PBIS Align SEL to universal strategies, such as school mental health, restorative practices and/or	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.	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 initiatives with schoolwide SEL goals and priorities.	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	Integrate Student Supports with School wide SEL SEL and PBIS Integration

	trauma informed practices			
c.	SEL is evident in Out of School programming	School staff and community partners in out of school time programming are aligned around SEL common language, strategies, and communication	School staff and community partners in out of school time programming are in the process of aligning around SEL common language, strategies, and communication	School staff and community partners in out of school time programming have not aligned around SEL common language, strategies, and communication	Strategies for Establishing School-OST-Family Partnerships in support of SEL Collaboration Tools for Building SEL Across the School Day and Out of School Time https://schoolguide.casel.org/resource/collaboration-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.				
	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 Protocal
b. Use of NM SEL Framework wo 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	New Mexico's SEL Framework and Assessment Rubric
c. Use of individual reflection tools for all, (students, staff, administration, families) for practice development and continuous improvement	School leaders and staff use reflection tools with students, families/community, staff and administration to practice continuous improvement	Some staff use reflection tools with students, families/community, staff and administration to practice continuous improvement	School leaders and staff do not use reflection tools.	Indicators of Schoolwide SEL: Strengths and Needs Reflection SEL Data Reflection Protocal