

Davis School District
SEL School Self-Assessment and Walk-Through

Complete the student interviews and staff surveys. Then conduct an interview with the administration or team responsible for social-emotional learning to complete the following assessment. Following completion, identify action items for improvement.

	2: Fully in Place	1: Partially in Place	0: Not in Place	Data Sources	Evidence and Notes
School-wide environment					
Atmosphere in common areas School entry, main office, and common areas are welcoming, well-maintained, easily navigated, and promote a sense of community that represents the diversity in the school.				Observation Climate survey	
Student relationships Students seem to genuinely care for one another and hold one another accountable for respectful interactions. There is a sense of inclusivity among all students.				Observation Climate survey	
Staff relationships Administrators and school staff are highly supportive of one another. Interactions are friendly and respectful. Staff seek out collaborative relationships.				Observation Climate survey	
Staff and student relationships Staff engage regularly in positive and trauma-informed interactions (e.g., relationship building, expect unexpected responses, give supportive feedback, limit exclusionary practices) with students in common areas. At times, students initiate these interactions. Staff demonstrate knowledge of students on a personal level. Feedback around norms for common spaces is shared in a way that respects students' dignity.				Observation Admin. Interview Climate survey	
Sense of community and safety Culturally responsive and collaboratively developed schoolwide expectations clearly convey how all staff and students agree to interact with each other. Clear routines and procedures (e.g., adult supervision, student movement in halls) are evident and contribute to the safety of students and staff in common areas. Students and staff consistently model schoolwide expectations and social and emotional competencies.				Observation Interview Evaluate Davis	
Focus on adult SEL Staff have regular professional learning opportunities to cultivate adult SEL strategies. Most staff are regularly engaged in collaborative learning or planning, and SEL practices are embedded in all staff meetings and				Admin. interview Meeting/training agendas	

training. Staff consistently model social, emotional, and cultural competencies through their interactions.					
Supportive discipline Schoolwide discipline policies and procedures are documented and align with restorative practices (e.g., supportive, repairing harm, not simply punitive). Staff regularly examine discipline data to ensure equitable outcomes for students. Staff consistently follow documented policies and procedures and are highly effective at using restorative, instructive, and developmentally appropriate behavioral responses.				Admin. interview Observation LCMT notes	
School-wide practices					
A continuum of integrated supports Academic and behavior supports offered at all tiers meet the needs of all students. All students are explicitly taught behavioral expectations and basic SEL competencies and strategies. Tier 2 and 3 interventions are aligned with and based on behavioral expectations and SEL competencies.				Admin. Interview Encore (interventions) Observation	
School leadership team A leadership team exists that includes cross-disciplinary representation and members have the beliefs, knowledge, and skills to lead implementation efforts. The team meets at least monthly. The leadership team has a documented plan for implementing MTSS practices and uses school-wide data to drive problem-solving and implementation.				Admin. interview Observation Meeting agendas Documented implementation plan	
School-wide data shared Leadership team shares out frequently (3x+/year) data regarding school-wide implementation (e.g., SEL walk-through data, tiered supports fidelity tools) of student outcomes (e.g., office referral/discipline data, climate survey, attendance).				Admin. interview Climate survey SHARP survey	
Individual student data used LCMTs and grade-/department-level teams use individual student data to identify individual student academic and behavioral performance. Data are collected using a range of assessment methods.				Admin. interview Meeting notes Encore	
Classroom environment (observe ≥ 5 classrooms, average scores for total)					
Teacher-student relationships Teachers effectively use strategies to build a trusting relationship with each student and are highly responsive to students' needs (e.g., greet students by name, morning check-in). Students regularly share their perspectives and concerns.				Observation Daily schedule	
Use of SEL instructional strategies Teachers embed SEL strategies (see SEL Teacher Toolkit) in daily instruction to help students get to know one another, cultivate a sense				Observation Admin. interview Climate survey	

of interdependence, and practice using their SEL competencies. Students have opportunity to reflect on and discuss how they are using SEL strategies. Students take an active role in supporting their peers, and there is a strong sense of inclusivity.					
Explicit SEL instruction Teachers use evidence-based curriculum, aligned with academic learning, to provide direct, explicit SEL instruction to students. Teachers are following the program with a high level of fidelity.				Observation Admin. interview	
Cultural responsiveness Teachers validate and value students' diverse identities, cultures, and life experiences, including trauma, throughout their interactions, materials, curriculum, and instruction. Students regularly share about their lives and backgrounds.				Observation	
Student-centered discipline Teachers promote and allow time for self-regulation, cueing students verbally and non-verbally to expected behaviors and focusing on teaching and reinforcing desired behavior rather than punishing misbehavior. When teachers need to give feedback on student behavior, they do so discreetly, using restorative, developmentally, trauma-informed, and culturally appropriate responses. Students actively use problem-solving tools to resolve conflicts.				Observation Admin. interview Encore	
Youth voice and engagement All students have frequent, developmentally appropriate opportunities to share their perspectives around issues. Students regularly collaborate, initiate, and lead activities to improve the classroom.				Observation Lesson plans & assignments	
Family and community					
Authentic family partnerships The school offers regular, meaningful opportunities for families to share ideas and feedback on strategies for supporting students' social, emotional, and academic development. These opportunities are offered in families' home languages and at hours convenient for families to attend.				Admin. interview Surveys Calendar	
Aligned community partnerships School staff and community partners (e.g., businesses, community council, PTA) have established, and consistently use, common language around SEL. School leaders and other staff meet regularly with community partners to plan and execute aligned strategies and communication around all SEL-related efforts and initiatives that occur during the school day and out-of-school time.				Admin. interview Meeting notes	