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## Assessing School Capacity for Social-Emotional Learning Programming

*The following tool can be utilized to assess current implementation or potential capacity for a social-emotional learning program at the school level.*

Please calculate the total points (not instances) on this page. For each mark in 'consistently,' count 2 points and multiply by the number of instances marked 'consistently.' For items marked 'sometimes,' use 1 point, and for items marked 'rarely,' use 0 points.

<i>SEL Programming Characteristics</i>	<b>Consistently (2)</b>	<b>Sometimes (1)</b>	<b>Rarely (0)</b>	<b>Comments</b>
1.a Sequenced - sequenced step-by-step SEL training approach that provides youth with opportunities to connect learning steps				
1.b Active - active forms of learning that require youth to act on the material				
1.c Focused - sufficient time and attention is devoted to any task for SEL				
1.d Explicit - clear and specific learning objectives, such that youth know what they are expected to learn				
<b>Total Points (Not Instances) in Each Column</b>				

<i>Social-Cognitive and Affective Competencies</i>	<b>Consistently (2)</b>	<b>Sometimes (1)</b>	<b>Rarely (0)</b>	<b>Comments</b>
2.a Emotions Recognition: Students participate in activities to recognize various emotions in themselves and others.				
2.b Stress Management: Students are taught specific strategies for managing anxiety.				
2.c Empathy: Students learn how to listen and show empathy for others through modeling and practice.				
2.d Problem-Solving: Students learn various ways to solve problems (social, academic and everyday problems).				
2.e Decision-Making Skills: Students learn to assess value and identify information needed for making decisions.				
<b>Total Points (Not Instances) in Each Column</b>				

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<i>Implementation Support</i>	<b>Consistently (2)</b>	<b>Sometimes (1)</b>	<b>Rarely (0)</b>	<b>Comments</b>
3.a Teachers are provided with SEL lesson materials and activities for use with students.				
3.b Teachers are provided training in social-emotional learning and skill development in classroom applications.				
3.c Counselors, social workers, psychologists and others have opportunities to collaborate with teachers and students about SEL.				
3.d School leaders prioritize and systematically align school improvement goals with social-emotional learning.				
3.e School leaders monitor the implementation of social-emotional learning efforts in every classroom.				
3.f Teachers are comfortable and empowered to bring forward new ideas, discuss discordant issues or challenge ineffective practices.				
<b>Total Points (Not Instances) in Each Column</b>				

<i>Community Involvement</i>	<b>Consistently (2)</b>	<b>Sometimes (1)</b>	<b>Rarely (0)</b>	<b>Comments</b>
4.a School leaders collect broad parent input about aspects of social relationships, bullying, sources of stress, academic pressure, etc.				
4.b Student input about social relationships, bullying, sources of stress, academic pressure is collected, analyzed and prioritized for consideration by school teams.				
4.c Teacher leaders or school teams utilize parent and community input about social stressors in 4a and 4b to discuss potential school-wide solutions.				
4.d There is a sense of shared ownership among community members, parents and teachers about putting student needs first.				
4.e Community organizations partner with the school to enhance character education.				
<b>Total Points (Not Instances) in Each Column</b>				

*Please calculate cumulative total points (not instances) on the following page.*



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Total cumulative points of each column				
<b>Grand Total of all columns</b>				
<i>Compare your score with the suggestion ranges. Provided score ranges are simply guidelines. For example, scores with more than two (2) 'rarely' ratings might fit more accurately with 'Good Capacity', even if the total score fits in the 'High Capacity' range.</i>	<b>High Capacity</b> <b><u>34-40</u></b> Exemplar model of social-emotional learning	<b>Good Capacity</b> <b><u>28-34</u></b> Partial/medium implementation of social-emotional learning	<b>Some Capacity</b> <b><u>22-28</u></b> Some processes in place to move toward implementation of social-emotional learning	<b>Low Capacity</b> <b><u>0-22</u></b> Few processes currently in place to sustain social-emotional learning
Notes:				

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