

Checklist for Culturally Responsive and Embedded SEL

Association of Alaska School Boards

In the following list are examples of actions, structures, practices, or approaches that may be adopted at a district or school level to support CRESEL. Some of these may not be appropriate for some districts or schools. We have various tools or examples available to support these activities. Please share yours as well.

Support - Integrating and aligning SEL into district and school infrastructure (i.e. RTI, Marzano, PBS)

- ☐ ***Establish District CRESEL planning and team and school-based CRESEL design team***
- ☐ ***Establish District CRESEL vision, goals, objectives, and action plan***
- ☐ Develop professional development for school-based administrators, principals, and leaders for SEL role
- ☐ Align CRESEL with teaching framework and RTI
- ☐ Develop CRESEL school board policy and/or guidance document on CRESEL
- ☐ Align CRESEL with **district priorities** (ie Kagan cooperative learning, project-based learning, etc)
- ☐ Align CRESEL with **school-based priorities** and initiatives
- ☐ Establish professional development for school board and district level administrators
- ☐ Align CRESEL with school-based positive behavior support and/or discipline framework
- ☐ Personalize the district vision to create a **school-based** CRESEL goals, objectives, and action plan
- ☐ Establish coaching and accountability structure for CRESEL
- ☐ Support evaluation and documentation for districts and schools

Respect - Creating a safe and respectful climate

- ☐ ***Review and analyze School Climate & Connectedness Survey (SCCS) district level and school data***
- ☐ ***Host conversations and gather community input in the development of a welcoming and culturally responsive environment and alignment of SEL with cultural context***
- ☐ Establish clear and consistent school-wide approach for caring interactions between adults and students.
- ☐ Represent CRESEL school-wide approach in the school environment (posters, images, etc)
- ☐ Create clear opportunities for youth voice and youth leadership within CRESEL.
- ☐ Provide professional development and integrate practices for school climate building.
- ☐ Provide professional development and concrete practices for trauma-informed schools.
- ☐ Create feedback loops to ensure that culture and community are reflected in the school environment
- ☐ Consider community climate building activities and tools that can be provided in out of school contexts.
- ☐ Co-create working agreements as teams (district, staff, school, classroom)

Teach - Using SEL learning standards and direct instruction to develop a common language and understanding of SEL skills

- ☐ Develop CRESEL common language (standards, scope and sequence) that reflects the community values and ways of being as well as education-based SEL skills
- ☐ Develop district-specific criteria for an evidence-based approach for direct instruction of CRESEL skills
- ☐ Review evidence-based CRESEL approaches using the district-specific criteria to choose an approach that will reflect the values and ways of being in the community

- ☐ Modify the CRESEL approach for cultural and community relevance (retaining core components)
- ☐ Deliver adapted approach in classrooms for students to learn CRESEL skills
- ☐ Provide professional development for educators teaching the CRESEL approach
- ☐ Establish coaching support for teachers and school staff in how to implement the CRESEL approach
- ☐ Integrate community feedback on what teaching SEL and learning looks like in the community

Practice - Adopting teaching strategies, routines, and practices that give students to opportunity to use SEL skills throughout the day in all content areas and in out of school time (e.g. after school activities and at home)

- ☐ Develop consensus and reinforcement of teaching strategies, routines, and principles that give students a chance to practice CRESEL skills throughout the school day
- ☐ Provide regular sharing and professional development for school staff in using CRESEL
- ☐ Collaborate with school-sponsored after school activities to integrate the CRESEL approach into programming (including sports coaches, afterschool programs, summer programs etc) to infuse CRESEL principles
- ☐ Develop a plan for family engagement in CRESEL
- ☐ Provide tools and opportunities for families using CRESEL common language and principles
- ☐ Collaborate with **community-sponsored after school activities** to infuse CRESEL common language, approach and principles
- ☐ Provide on-going coaching for teachers using CRESEL principles and strategies
- ☐ Plan with school and community sponsored afterschool activity providers

Model - Supporting school-based adults in developing and using their own SEL skills

- ☐ Create opportunities for adult self-reflection on their own SEL skills connected to their work with students
- ☐ Establish a professional learning community conversations around adult SEL skills
- ☐ Offer professional development for all staff around adult modeling of CRESEL skills
- ☐ Model CRESEL practices and principles to deliver content in all staff meetings
- ☐ Structure district and building staff meetings and collaborative time in ways that strengthen adult CRESEL skills

Culture - Co-creating culturally responsive and embedded SEL with the community

- ☐ Host community conversations around co-creating culturally responsive learning
- ☐ Use community and family feedback to guide district and school-based planning
- ☐ Develop a feedback loop and communication structure to share back information on conversations and how districts are integrating feedback into school.
- ☐ Align and adapt SEL concepts with cultural values
- ☐ Modify and revise the adopted CRESEL approach to reflect the culture of the community
- ☐ Identify community specific, culturally responsive ways of teaching and learning
- ☐ Use community and family feedback to guide district and school-based planning
- ☐ Provide Professional development for all school staff on community-specific, culturally responsive learning
- ☐ Carry out continuous improvement and modifications to CRESEL activities based on community conversations

- ☐ Cultivate relationships and partnerships with elders, Alaska Native and Tribal organizations, and community resources

Reflection & Evaluation

- ☐ Complete SEL Champion Support & Coaching Log
- ☐ Ensure successful completion of Academic measures (MAP, etc)
- ☐ Help administer Staff CRESEL survey each year
- ☐ Review staff survey monkey feedback on professional development
- ☐ Participate in Champion CRESEL Scan (baseline inventory)
- ☐ Help complete AASB Support & Coaching Log
- ☐ Ensure successful administration of School Climate & Connectedness Survey (SCCS)
- ☐ Consider completion of emotional intelligence or SEL scan inventory of staff