



SOCIAL EMOTIONAL LEARNING & MENTAL HEALTH ACADEMY

Self-Assessment for School Teams

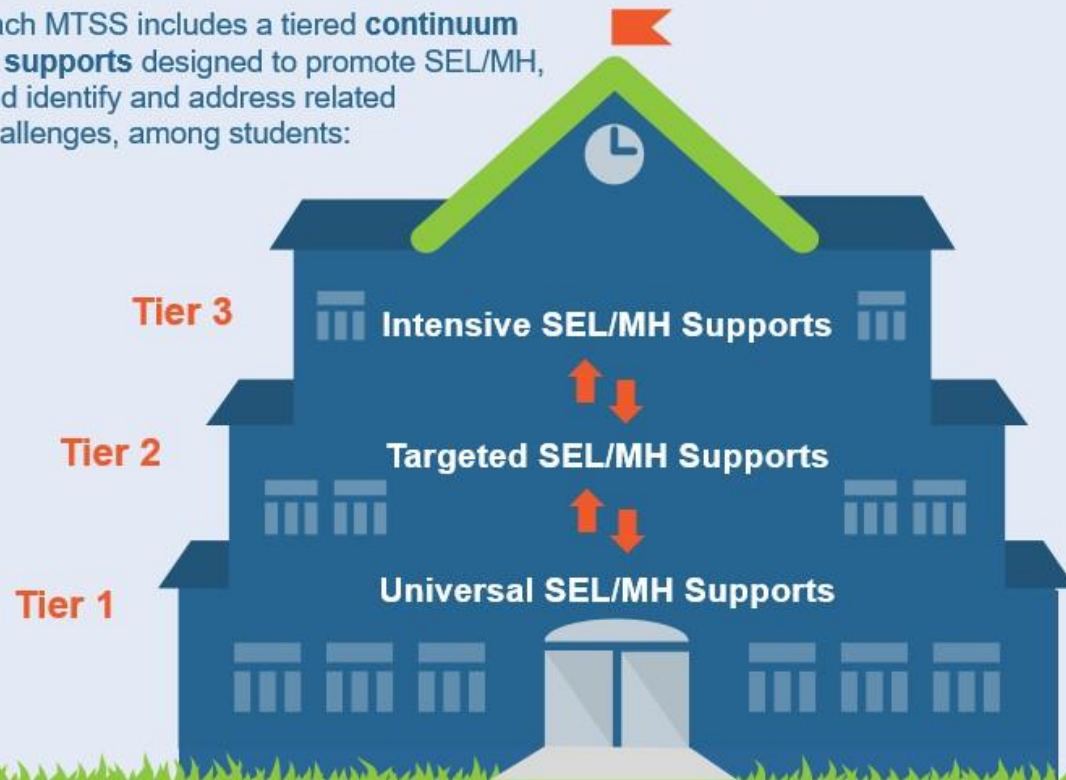
Multi-Tiered System of Supports for Social-Emotional Learning
and Mental Health (MTSS for SEL/MH)

August 2020

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Multi-Tiered System of Supports (MTSS) for Social and Emotional Learning and Mental Health (SEL/MH)

Each MTSS includes a tiered **continuum of supports** designed to promote SEL/MH, and identify and address related challenges, among students:



For each support, there are **key considerations** in the areas of:

-  Selection
-  Implementation
-  Continuous Improvement

In order to establish a comprehensive and effective MTSS for SEL/MH, each school needs the following **foundational structures and systems**:



Centralized Planning & Decision-Making



Ongoing Data Collection & Management



Schoolwide Communication & Coordination



Staff Development & Support

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I. Introduction

Who should be involved in completing this Self-Assessment?

- This Self-Assessment should be completed by a team of individuals who have come together to reflect on their school's social-emotional learning (SEL) and mental health (MH) supports.

What is the purpose of this tool?

- This Self-Assessment Tool is designed to help school-based teams rapidly consider, document, and reflect on the current status of their school's SEL and MH supports and identify priorities in their planning and development of a multi-tiered system of supports (MTSS). Teams who complete this tool will be better prepared to build on areas of success and prioritize gaps to address.
- The tool is intended to be completed by a team in 1-2 hours.
- For participants of the MA DESE MTSS SEL/MH Academy, note that this tool is best used in conjunction with the other tools/activities used by the Academy. Some of these resources include the Resource Map and the Systems Map.

How should I use this Self-Assessment about MTSS for SEL/MH?

- Orient yourself to the “at-a-glance” page, and the table of contents, to understand the various sections of this Self-Assessment.
- As a team, read the Self-Assessment one section at a time. Given your time constraints and intended use, you might choose to focus only on one section, or a subset of sections, for now.
- Read the consideration in each row and assess your school according to the following scale:
 - » TRUE: This is true for us.
 - » SOMEWHAT TRUE: This is somewhat true for us.
 - » NOT TRUE: This is not true for us.
 - » UNSURE: We're not sure and we need more information about this.
- Completing this Self-Assessment may prompt you to review data from additional sources to inform your answers. There may be some areas of MTSS for SEL/MH planning, implementation, and continuous improvement that your team has not yet completed-- for instance, a comprehensive needs assessment or inventory of tiered supports. If your team does not yet have this information, you'll want to select “unsure” on the rating scales and come back to those parts of the Self-Assessment when you have more information.
- Each section of the Self-Assessment ends with a brief summary section. Tally your ratings and consider your sources of information and your level of confidence in those ratings.
- At the end of the tool, follow the guiding prompts to engage in a reflection about your overall MTSS for SEL/MH, set priorities, and create a short action plan.

II. Glossary of Key Terms

Please note that the following definitions are working drafts and may be updated throughout the 2020-2021 school year.

Social-emotional learning:

- Social-emotional learning (SEL) is a process whereby young people and adults build strong, respectful, and lasting relationships that facilitate co-learning. In a school setting, students should be supported to develop their individual competencies, skills, and mindsets in a way that is personally meaningful and relevant. SEL requires and enables a critical examination of the root causes of inequity and encourages youth and adults to develop collaborative solutions that lead to personal, community, and societal well-being.ⁱ

Mental Health:

- Mental health (MH) is a state of emotional, psychological, and social well-being. Supports designed to foster mental health exist along a continuum—from promotion of positive mental health for all children and adults, to treatment for those with mental illness. In a school setting, universal mental health supports are rooted in evidence-based practice and focus on trauma-sensitive approaches, the development of social and emotional competencies, and a whole school culture that fosters mental wellness. Educators play a critical role in identifying, supporting, and/or referring students to mental health interventions.ⁱⁱ

Intersections of SEL and Mental Health:

- Social-emotional learning and mental health supports are intertwined. Social-emotional learning equips students with the mindsets, skills, and competencies needed to develop and enhance resilience, emotion and behavior regulation, relationships with others, and positive coping strategies—skills essential for mental health and mental well-being. Mental health supports are most often used to help students who are showing signs of challenges related to emotional and social well-being, trauma, stress, depression, or anxiety. Effective evidence-based social-emotional learning can help to foster emotional intelligence, strengthen conflict resolution skills, and prevent mental health problems.

Equity:

- Educational equity means that each child receives what they need to develop to their full academic and social potential. Equitable systems and policies within a school are those that enable all members of the school community to thrive; that recognize and address structural inequities; and that build upon the strengths and assets of students and others in the school community.ⁱⁱⁱ

Multi-Tiered System of Supports (MTSS):

- Find more information about MTSS in the MA DESE blueprint here: goo.gl/kUX2ji
- Find more information about the SEL/MH Academy, visit our website here: <https://selmhacademy.edc.org/>

III. Tiered Continuum of Supports

This section of the Self-Assessment encourages school teams to examine their overall MTSS for SEL/MH.

III.a. Understanding of SEL/MH and MTSS

KEY CONSIDERATIONS	RATINGS			
	TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
Understanding of SEL/MH: <ul style="list-style-type: none"> ▪ Our school community understands what social-emotional learning (SEL) and mental health (MH) are, why they're important to our school community, and how they're connected to one another. 				
Understanding of Three Distinct Levels of Supports: <ul style="list-style-type: none"> ▪ Our school community understands that a Multi-Tiered System of Support (MTSS) for SEL/MH should include a continuum of supports across three tiers—Tier 1 (universal supports for the entire student population), Tier 2 (targeted supports for small groups of students), and Tier 3 (intensive, individualized supports). 				
Understanding of Two Distinct Types of Supports: <ul style="list-style-type: none"> ▪ Our school community understands that each tier of our MTSS for SEL/MH should include two types of supports: <ul style="list-style-type: none"> ○ Promotion supports: Those programs, practices, and policies designed to boost related strengths and/or address related needs among students. ○ SEL/MH Assessments: Those tools and protocols designed to identify related strengths and needs among students. 				
Recognition of MTSS Value for SEL/MH: <ul style="list-style-type: none"> ▪ Our school community recognizes the value of taking a comprehensive and coordinated MTSS approach to boosting SEL/MH-related strengths and addressing SEL/MH-related needs among students. 				
Recognition of the Importance of Equity within our MTSS for SEL/MH:				

KEY CONSIDERATIONS		RATINGS			
		TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
<ul style="list-style-type: none"> Our school community recognizes the value in rooting all of our supports, structures, and systems in an intentional commitment to equity so that all students can thrive. 					
Recognition of Tier 1 as MTSS Foundation: <ul style="list-style-type: none"> Our school community recognizes that our MTSS for SEL/MH needs a strong Tier 1 to serve as a solid foundation for Tiers 2 and 3, ensuring that all students receive universal supports and preventing the other tiers from becoming overwhelmed by students who could be well supported within Tier 1 alone. 					
SECTION SUMMARY	Total per column:				
<p>Overall, what's your level of confidence in these ratings? ___ Confident ___ Somewhat Confident ___ Not Confident ___ Unsure</p> <p>What source(s) of information did you use to complete this section?</p> <p>When you are asked to identify overall priorities at the end of this self-assessment, what do you want to remember about this section? Are there any red flags or priorities that you want to jot down now? Write additional notes to yourself here:</p>					

III.b. Types of SEL/MH Supports within the MTSS

KEY CONSIDERATIONS	RATINGS			
	TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
SEL/MH Promotion Supports				
Our school has:				
<ul style="list-style-type: none"> Universal SEL/MH programs, practices, and policies in Tier 1. 				
<ul style="list-style-type: none"> Targeted SEL/MH programs, practices, and policies in Tier 2. 				
<ul style="list-style-type: none"> Intensive, individualized SEL/MH programs, practices, and policies in Tier 3. 				
Our school's SEL/MH promotion supports in all three tiers include varied efforts to:				
<ul style="list-style-type: none"> Build SEL/MH-related strengths and address SEL/MH-related needs directly among students (for example, through classroom instruction/curricula, small group skills-building sessions, and one-on-one counseling). 				
<ul style="list-style-type: none"> Build SEL/MH-related strengths and address SEL/MH-related needs directly among families (for example, through school-family communication and family programming). 				
<ul style="list-style-type: none"> Improve the classroom environment in ways that build students' SEL/MH-related strengths and address their related needs (for example, through culturally responsive and restorative disciplinary policies and practices). 				
<ul style="list-style-type: none"> Improve the whole school environment in ways that build students' SEL/MH-related strengths and address their related needs (for example, through school safety and positive school climate policies and practices). 				
SEL/MH Assessments				
Our school has varied tools and protocols for SEL/MH-related screening, diagnostic, and progress monitoring purposes that we administer with:				
<ul style="list-style-type: none"> All students (in Tier 1). 				
<ul style="list-style-type: none"> Students who access Tier 2 supports. 				
<ul style="list-style-type: none"> Students who access Tier 3 supports. 				

KEY CONSIDERATIONS		RATINGS			
		TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
In addition to gathering and documenting student information in all three tiers, our school’s assessments also capture information about the SEL/MH-related strengths and needs of:					
▪ Families (for example, through self-reported surveys).					
▪ Classroom environments (for example, through lesson observations).					
▪ The whole school environment (for example, through walkthrough rubrics).					
Our school’s SEL/MH-related assessments of students, families, classroom environments, and the school environment as a whole provide data that are clear and useful for determining how to:					
▪ Support the entire student population.					
▪ Support the diverse cultural groups that make up the student population.					
▪ Identify individual students with additional needs and connect them with appropriate supports to meet those needs.					
SECTION SUMMARY	Total per column:				
Overall, what’s your level of confidence in these ratings? ____ Confident ____ Somewhat Confident ____ Not Confident ____ Unsure					
What source(s) of information did you use to complete this section?					
When you are asked to identify overall priorities at the end of this self-assessment, what do you want to remember about this section? Are there any red flags or priorities that you want to jot down now? Write additional notes to yourself here:					

IV. Foundational Systems and Structures

This section of the Self-Assessment prompts school teams to examine the foundational structures and systems that establish a comprehensive and effective MTSS for SEL/MH.

IV.a. Centralized Planning and Decision Making

KEY CONSIDERATIONS	RATINGS			
	TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
Dedicated Team				
<ul style="list-style-type: none"> A core team exists that is responsible for the planning, development, implementation, and continuous improvement of our school's MTSS for SEL/MH. This may be a new team formed for this purpose or an existing team with a complementary mission. 				
<ul style="list-style-type: none"> Team members have a shared understanding of, and can articulate, the team's purpose. 				
<ul style="list-style-type: none"> Team members feel a collective responsibility for the success of our school's MTSS for SEL/MH. 				
A Range of Knowledge and Skills				
Our school's team includes members who:				
<ul style="list-style-type: none"> Have institutional knowledge/memory of past SEL/MH-related efforts in our school. 				
<ul style="list-style-type: none"> Are familiar with current SEL/MH-related efforts in our school. 				
<ul style="list-style-type: none"> Are knowledgeable about and experienced in best practices related to SEL/MH assessment and promotion in schools. 				
<ul style="list-style-type: none"> Are knowledgeable about and experienced in gathering and using SEL/MH-related data. 				
<ul style="list-style-type: none"> Are knowledgeable about and experienced in MTSS planning, development, and continuous improvement. 				
A Range of Perspectives and Roles				
Our school's team:				

KEY CONSIDERATIONS	RATINGS			
	TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
<ul style="list-style-type: none"> Includes members from different school/district roles—for example, senior administrators, central office staff, curriculum leaders, student services coordinators, risk prevention/health promotion professionals, classroom teachers, paraprofessionals, school-based mental health professionals, community partners, families, and students. 				
<ul style="list-style-type: none"> Includes members from groups who will be directly affected by SEL/MH-related efforts, including intended participants and those responsible for implementation. 				
<ul style="list-style-type: none"> Solicits and makes use of input from individuals with different identities from across the school community. 				
Authority and Influence Our school's team:				
<ul style="list-style-type: none"> Includes members who can build critical partnerships for SEL/MH-related efforts throughout the broader school community. 				
<ul style="list-style-type: none"> Has the authority to make decisions to be enacted within the school environment. 				
Effective Functioning Our school's team:				
<ul style="list-style-type: none"> Has established clear and mutually agreed upon roles and responsibilities, including those related to leadership, facilitation, and note-taking. 				
<ul style="list-style-type: none"> Co-creates positive group norms, and an overall supportive environment, for communication, collaboration, and decision-making among members. 				
<ul style="list-style-type: none"> Routinely revisits existing roles and norms to determine what is working well, where challenges may exist, and ways to strengthen team functioning. 				
<ul style="list-style-type: none"> Is small enough for effective communication and decision-making yet large enough to get the necessary work done. 				
<ul style="list-style-type: none"> Inventories what strengths existing members bring, identifies gaps in essential knowledge/skills/perspectives, and recruits new members to fill gaps as needed. 				
Strategic Resource Allocation				

KEY CONSIDERATIONS		RATINGS			
		TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
Our school's team:					
<ul style="list-style-type: none"> Commits resources (e.g., funds, staff, time) to raising awareness of, and building critical support for, SEL/MH throughout the broader school community. 					
<ul style="list-style-type: none"> Ensures that resources are allocated in ways that both reveal and align with data-driven priorities for the school's MTSS for SEL/MH. 					
<ul style="list-style-type: none"> Engages in focused conversations about the equitable allocation of resources for SEL/MH, which may include consideration of topics as privilege, intersectionality, and power. 					
<ul style="list-style-type: none"> Is open to making decisions in ways that are different from "business as usual" in order to promote equity and align with the school's data-driven priorities. 					
SECTION SUMMARY	Total per column:				
<p>Overall, what's your level of confidence in these ratings? ___ Confident ___ Somewhat Confident ___ Not Confident ___ Unsure</p> <p>What source(s) of information did you use to complete this section?</p> <p>When you are asked to identify overall priorities at the end of this self-assessment, what do you want to remember about this section? Are there any red flags or priorities that you want to jot down now? Write additional notes to yourself here:</p>					

IV.b. Ongoing Data Collection and Management

KEY CONSIDERATIONS	RATINGS			
	TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
Valuing Data				
<ul style="list-style-type: none"> Our school community recognizes the value of SEL/MH-related data and data-informed decision-making. 				
<ul style="list-style-type: none"> Our school community understands that the school uses SEL/MH-related data to support MTSS planning. 				
<ul style="list-style-type: none"> Our school invests resources (e.g., funds, staff, time) in the careful planning, collection, storage, analysis, and use of SEL/MH-related data. 				
Different Types and Sources of Data				
Our school routinely gathers SEL/MH-related data:				
<ul style="list-style-type: none"> About all students, including students of different races or ethnicities, genders, sexual orientations, ages, religions, and socioeconomic groups. 				
<ul style="list-style-type: none"> About a range of topics related to SEL/MH among students, including social-emotional skills and wellbeing, ACEs, trauma, mental health, and behavioral and academic data. 				
<ul style="list-style-type: none"> In many different ways—for example, through surveys, interviews, focus groups, rubrics, and observations. 				
<ul style="list-style-type: none"> From many different audiences—for example, from students, staff, families, and community partners. 				
Data Planning				
Our school routinely:				
<ul style="list-style-type: none"> Gathers SEL/MH-related data with a specific purpose in mind—for example, to identify schoolwide needs, match individual students with appropriate supports, or monitor implementation of a specific support within the MTSS. 				

KEY CONSIDERATIONS	RATINGS			
	TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
<ul style="list-style-type: none"> Makes sure that SEL/MH-related data drive key planning decisions—for example, decisions about participants, audiences, tools, methods, and frequency. 				
<ul style="list-style-type: none"> Balances the need for routine data collection with the need to avoid overburdening school community members, including those collecting or providing data. 				
<ul style="list-style-type: none"> Mobilizes to gather new SEL/MH-related data, beyond what are typically gathered, to inform urgent or unanticipated decision-making needs in a timely manner—for example, local, national, or global current events that impact the school community. 				
<ul style="list-style-type: none"> Involves a diverse set of stakeholders in the planning of SEL/MH-related data collection, analysis, and decision-making activities. 				
<ul style="list-style-type: none"> Gathers data using evidence-based and culturally appropriate tools and methods. 				
Data Storage and Access				
Our school routinely:				
<ul style="list-style-type: none"> Stores SEL/MH-related data in compliance with laws and regulations. 				
<ul style="list-style-type: none"> Stores SEL/MH-related data in ways that are readily accessible to the dedicated MTSS team. 				
<ul style="list-style-type: none"> Stores SEL/MH-related data in ways that are readily and appropriately accessible to stakeholders without violating any privacy considerations. 				
<ul style="list-style-type: none"> Makes sure all members of the school community who may want/need to use SEL/MH-related data know what data are available and how to access those data. 				
Data Usage				
Our school routinely gathers and uses data on SEL/MH-related strengths and needs:				
<ul style="list-style-type: none"> To guide MTSS planning—including which supports are the best fit for students. 				
<ul style="list-style-type: none"> To identify inequities among student groups through the use of disaggregated data related to race or ethnicity, gender, sexual orientation, age, religion, and socioeconomic status. 				

KEY CONSIDERATIONS		RATINGS			
		TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
<ul style="list-style-type: none"> To guide the continuous improvement of supports within our MTSS. 					
<ul style="list-style-type: none"> To match individual students with appropriate supports, at the time needed, within and across each tier of our MTSS. 					
SECTION SUMMARY	Total per column:				
<p>Overall, what's your level of confidence in these ratings? ___ Confident ___ Somewhat Confident ___ Not Confident ___ Unsure</p> <p>What source(s) of information did you use to complete this section?</p> <p>When you are asked to identify overall priorities at the end of this self-assessment, what do you want to remember about this section? Are there any red flags or priorities that you want to jot down now? Write additional notes to yourself here:</p>					

IV.c. Schoolwide Communication and Coordination

KEY CONSIDERATIONS	RATINGS			
	TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
Valuing Communication and Coordination				
<ul style="list-style-type: none"> Our school community recognizes the value of communicating about SEL/MH with all staff, students, and families. 				
<ul style="list-style-type: none"> Our school invests resources (e.g., funds, staff, time) to support schoolwide communication and coordination related to students' SEL/MH and MTSS planning, implementation, and continuous improvement. 				
<ul style="list-style-type: none"> Our team examines communications-related data (e.g. web analytics), perhaps in partnership with the technology department, to understand who is being reached, how often, and whether or not new methods of communication might need to be adopted. 				
Communication with and Among Students				
<ul style="list-style-type: none"> Staff communicate with, and support communication among, students about SEL/MH topics through planned instruction and integration of SEL/MH in all school activities. 				
<ul style="list-style-type: none"> Staff support regular SEL/MH-related communication with and among students during unplanned learning opportunities by affirming positive behaviors, focusing on micro moments to practice restorative justice, and responding to student needs. 				
<ul style="list-style-type: none"> Clear protocols are in place to communicate with students about what SEL/MH supports are available to them, how they can inquire about the supports, and how they can access these supports as needed. 				
<ul style="list-style-type: none"> Restorative practices are in place for students to acknowledge and heal when trust is broken between different parties. 				
<ul style="list-style-type: none"> The school climate invites and supports student communication with staff about issues of importance to the students. 				
Communication with and Among Staff				
<ul style="list-style-type: none"> Across grade levels and across roles, staff communicate with one another about SEL/MH during regular meetings. 				

KEY CONSIDERATIONS	RATINGS			
	TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
<ul style="list-style-type: none"> Clear protocols are in place to communicate with staff about what SEL/MH supports are available to students and families, and how to help them access these supports as needed. 				
<ul style="list-style-type: none"> Clear protocols are in place for communication among staff to ensure that findings from SEL/MH assessments result in matching/connecting students with additional supports within the MTSS, as needed. 				
<ul style="list-style-type: none"> Restorative practices are in place for staff to acknowledge and heal when trust is broken between parties. 				
<ul style="list-style-type: none"> The school climate invites and supports communication among staff about their own SEL/MH. 				
Communication with Families and Community Partners				
<ul style="list-style-type: none"> Staff routinely communicate with families about students' SEL/MH in a variety of ways best suited to each topic and audience—for example, through schoolwide events, family-teacher conferences, newsletters, emails, and/or phone calls. 				
<ul style="list-style-type: none"> Clear protocols are in place to communicate with families about what SEL/MH supports are available to them and their students, and how they can access these supports as needed. 				
<ul style="list-style-type: none"> The school climate invites and supports family communication with the school about students' SEL/MH. 				
<ul style="list-style-type: none"> Family members are aware of their rights and feel safe to advocate for their children's social, emotional, and mental health needs in the school setting. 				
<ul style="list-style-type: none"> Staff have open channels of communication to key SEL/MH-related community partners, allowing for a two-way flow of information to best support students and families. 				
Communication Planning				
Our school routinely:				
<ul style="list-style-type: none"> Involves a broad range of stakeholders—including staff, students, families, and community partners—in the planning of SEL/MH-related communication efforts. 				

KEY CONSIDERATIONS		RATINGS			
		TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
<ul style="list-style-type: none"> Establishes positive and culturally and linguistically appropriate norms for in-person (e.g., meetings, school events) and print/virtual (e.g., newsletters, emails) communications. 					
<ul style="list-style-type: none"> Makes communications accessible to the intended audience(s) by avoiding jargon, clearly defining technical terms, presenting complex information in small chunks, and providing messages in people’s primary languages. 					
<ul style="list-style-type: none"> Makes interpreters available to help improve communication with students and families about SEL/MH-related topics and MTSS supports. 					
<ul style="list-style-type: none"> Balances the need for ongoing communication about SEL/MH among students with the need to avoid overburdening school community members—for example, with communications that are too frequent or too lengthy. 					
SECTION SUMMARY	Total per column:				

Overall, what’s your level of confidence in these ratings? ___ Confident ___ Somewhat Confident ___ Not Confident ___ Unsure

What source(s) of information did you use to complete this section?

When you are asked to identify overall priorities at the end of this self-assessment, what do you want to remember about this section? Are there any red flags or priorities that you want to jot down now? Write additional notes to yourself here:

IV.d. Staff Development and Support

KEY CONSIDERATIONS	RATINGS			
	TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
Valuing Staff Development and Support				
<ul style="list-style-type: none"> Our school community recognizes the value of SEL/MH-related development and support for all school staff—including administrators, teachers, physical and mental/behavioral health staff, paraprofessionals, bus drivers, aides, and others. 				
<ul style="list-style-type: none"> Our school invests resources (e.g., funds, staff, time) to support schoolwide professional learning and capacity building related to students' SEL/MH and MTSS planning, implementation, and continuous improvement. 				
<ul style="list-style-type: none"> Our school prioritizes staff well-being and offers opportunities for the adults in the building to receive SEL/MH-related support, meaningfully connect with one another, and practice self-care. 				
Planning for Staff Development and Support				
Our school routinely:				
<ul style="list-style-type: none"> Involves staff members with a variety of roles and responsibilities in the planning of SEL/MH-related professional learning and capacity building efforts. 				
<ul style="list-style-type: none"> Includes SEL/MH-related professional learning opportunities in a variety of formats (e.g., staff meetings, workshops, webinars) for all staff over the course of each school year. 				
<ul style="list-style-type: none"> Includes SEL/MH-related professional learning opportunities about a variety of topics (e.g., proactive SEL strategies, trauma-informed teaching, the role that educators play in identifying and referring for Tier 2 and 3 supports) for staff over the course of each school year. 				
<ul style="list-style-type: none"> Ensures that each SEL/MH-related professional learning opportunity for staff has a clear purpose and is differentiated for the given role. 				
<ul style="list-style-type: none"> Ensures that each SEL/MH-related professional learning opportunity for staff is designed based on input from participants about their needs. 				

KEY CONSIDERATIONS	RATINGS			
	TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
<ul style="list-style-type: none"> Establishes positive and culturally appropriate norms for both in-person and virtual SEL/MH-related learning opportunities for staff. 				
<ul style="list-style-type: none"> Balances the need for ongoing SEL/MH-related professional learning with the need to avoid overburdening school staff—for example, with opportunities that are too frequent or create challenging conflicts. 				
<p>Areas of Focus and Support</p> <p>Our school’s staff learning opportunities are designed to:</p>				
<ul style="list-style-type: none"> Raise staff awareness of what SEL/MH are, why they’re important, and how they’re connected to one another. 				
<ul style="list-style-type: none"> Promote staff understanding of their role in providing tier 1 instruction and the role they play in identifying, referring, and implementing tier 2 and 3 mental health supports 				
<ul style="list-style-type: none"> Promote staff understanding and use of SEL/MH-related data in MTSS planning, implementation, and continuous improvement. 				
<ul style="list-style-type: none"> Promote staff understanding about the implementation of evidence-informed SEL and mental health programs/practices appropriate to their role. 				
<ul style="list-style-type: none"> Promote staff understanding of the intersections of equity within a MTSS for SEL/MH and use of best practices for increasing equity throughout MTSS planning, implementation, and continuous improvement. 				
<ul style="list-style-type: none"> Promote staff understanding of their own SEL/MH, including how it may influence their work with students and one another, and access to related resources and supports. 				
<p>Continuous Learning Culture</p> <p>Our school:</p>				
<ul style="list-style-type: none"> Has a climate/culture that invites and supports feedback related to the MTSS for SEL/MH from staff in all roles and from all cultural groups, both during and in between planned professional learning and capacity building opportunities. 				

KEY CONSIDERATIONS		RATINGS			
		TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
<ul style="list-style-type: none"> Routinely gathers and uses feedback from staff in all roles and from all cultural groups about how to improve the SEL/MH-related learning opportunities offered throughout the year. 					
<ul style="list-style-type: none"> Prioritizes adult SEL/MH by offering opportunities to build community and engage in critical conversations about what could be improved about staff culture. 					
<ul style="list-style-type: none"> Has one or more staff members with expertise in SEL/MH who are available to support colleagues on an as-needed basis with any questions/issues in their work with students or their own SEL/MH, and all staff are aware of this. 					
SECTION SUMMARY	Total per column:				

Overall, what's your level of confidence in these ratings? ___ Confident ___ Somewhat Confident ___ Not Confident ___ Unsure

What source(s) of information did you use to complete this section?

When you are asked to identify overall priorities at the end of this self-assessment, what do you want to remember about this section? Are there any red flags or priorities that you want to jot down now? Write additional notes to yourself here:

V. Key Considerations for Individual Supports

Each MTSS for SEL/MH is composed of a multitude of tiered supports (e.g., programs, strategies, policies, and interventions). This section of the Self-Assessment prompts school teams to examine each support individually and consider three key areas (selection, implementation, and continuous improvement) as they relate to that single support.

V.a. Selection of SEL/MH Supports within the MTSS

KEY CONSIDERATIONS	RATINGS			
	TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
<p>Evidence-Based:</p> <ul style="list-style-type: none"> Our school's SEL/MH supports are based on strong evidence of effectiveness (i.e., high rating in one or more federal registries and/or positive results from at least one rigorous evaluation study with similar student populations and in a similar setting) and/or a sound rationale (i.e., based on rigorous research that suggests a high likelihood of effectiveness). 				
<p>Alignment with Priorities:</p> <ul style="list-style-type: none"> Our school's SEL/MH supports directly address or otherwise advance the achievement of data-driven priorities within our student population/school. 				
<p>Cultural Fit:</p> <ul style="list-style-type: none"> Our school's SEL/MH supports are culturally relevant to and appropriate for the students they serve with respect to the language, attitudes, beliefs, values, and experiences reflected in their content and design. 				
<p>Stakeholder Support:</p> <ul style="list-style-type: none"> Our school's SEL/MH supports have strong support from key stakeholders, including those served, those responsible for implementation, those with relevant decision-making authority, and others within the community who are invested in students' SEL/MH. 				
<p>Feasibility:</p> <ul style="list-style-type: none"> Our school's SEL/MH supports are feasible for the school to implement well/as intended (i.e., meet requirements for use/implementation with fidelity) given available 				

KEY CONSIDERATIONS		RATINGS			
		TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
resources/capacity, including funds for materials and training, time, space, and qualified staff.					
SECTION SUMMARY	Total per column:				

Overall, what's your level of confidence in these ratings? ____ Confident ____ Somewhat Confident ____ Not Confident ____ Unsure

What source(s) of information did you use to complete this section?

When you are asked to identify overall priorities at the end of this self-assessment, what do you want to remember about this section? Are there any red flags or priorities that you want to jot down now? Write additional notes to yourself here:

V.b. Implementation of SEL/MH Supports within the MTSS

KEY CONSIDERATIONS	RATINGS			
	TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
<p>Facilitator Selection:</p> <ul style="list-style-type: none"> Those selected to facilitate our school’s SEL/MH supports (e.g., develop a policy, teach a curriculum, lead a small-group program, provide one-on-one counseling) are committed, qualified, and willing to build related capacities before and throughout implementation. 				
<p>Facilitator Preparation:</p> <ul style="list-style-type: none"> Those selected as facilitators have access to, and make use of, quality initial trainings to build the knowledge and skills needed to implement our school’s SEL/MH supports effectively/as intended. 				
<p>Ongoing Facilitator Support:</p> <ul style="list-style-type: none"> Those responsible for implementing SEL/MH supports have ongoing access to, and make use of, quality in-service trainings, consultation, and coaching for on-the-job capacity building and technical assistance. 				
<p>Implementation Fidelity:</p> <ul style="list-style-type: none"> Our school’s SEL/MH supports are implemented with adherence to their original design in order to increase their potential to produce the positive outcomes that make them evidence-based. 				
<p>Adapted with Care:</p> <ul style="list-style-type: none"> Our school’s SEL/MH supports are modified in ways that are intentional and strategic in order to address recognized deficiencies related to fit while retaining their core components (i.e., the specific elements that are required/responsible for producing positive outcomes). 				
<p>Reach/Accessibility:</p> <ul style="list-style-type: none"> Our school’s SEL/MH supports reach and are equally accessible to all of our students and families as needed. 				

KEY CONSIDERATIONS		RATINGS			
		TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
SECTION SUMMARY	Total per column:				
<p>Overall, what's your level of confidence in these ratings? ____ Confident ____ Somewhat Confident ____ Not Confident ____ Unsure</p> <p>What source(s) of information did you use to complete this section?</p> <p>When you are asked to identify overall priorities at the end of this self-assessment, what do you want to remember about this section? Are there any red flags or priorities that you want to jot down now? Write additional notes to yourself here:</p>					

V.c. Continuous Improvement of SEL/MH Supports within the MTSS

KEY CONSIDERATIONS	RATINGS			
	TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
<p>Process Evaluation/Implementation Monitoring:</p> <ul style="list-style-type: none"> Implementation of our school’s SEL/MH supports is monitored using evidence-based tools and sound evaluation methods to answer such questions as: 1) To what extent was it implemented as originally designed/intended? 2) What challenges and successes did facilitators experience? 3) What adaptations were made and why? 4) How many people participated/were affected? 				
<p>Mid-Course Corrections:</p> <ul style="list-style-type: none"> Process evaluation findings are used to inform positive changes to SEL/MH supports (e.g., improve the cultural fit of content and/or delivery, address identified challenges) during implementation. 				
<p>Outcome Evaluation:</p> <ul style="list-style-type: none"> Effects of SEL/MH supports are measured using evidence-based tools and sound evaluation methods to answer such questions as: 1) Did any changes occur among participants and/or within the school community? 2) If changes did occur, what were they and can they be attributed to the support itself? 3) How do these changes compare to those anticipated/hoped for by the school community/MTSS planners? 				
<p>Scale-Up:</p> <ul style="list-style-type: none"> Evaluation findings are used to determine which SEL/MH supports are working well for the intended audience, achieving positive outcomes, should be expanded within a school, and should receive additional investment. 				
<p>Sustainability Planning – Identifying Supports Worth Continuing:</p> <ul style="list-style-type: none"> Our school community periodically examines our SEL/MH supports to determine ongoing evidence of effectiveness and match to audience and setting in each of the following areas: alignment with priorities, cultural fit, stakeholder support, feasibility, and synergy (see above for details), and uses this information to determine which supports are worth continuing. 				
<p>Sustainability Planning – Determining How to Sustain Supports Worth Continuing:</p>				

KEY CONSIDERATIONS		RATINGS			
		TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
<ul style="list-style-type: none"> Our school community identifies and implements realistic strategies for sustaining those SEL/MH supports determined to be worth continuing over time (for example, including SEL/MH initiatives in school improvement plans). 					
SECTION SUMMARY	Total per column:				

Overall, what's your level of confidence in these ratings? ___ Confident ___ Somewhat Confident ___ Not Confident ___ Unsure

What source(s) of information did you use to complete this section?

When you are asked to identify overall priorities at the end of this self-assessment, what do you want to remember about this section? Are there any red flags or priorities that you want to jot down now? Write additional notes to yourself here:

VI. Reflection and Prioritization

After completing this Self-Assessment of MTSS for SEL/MH, consider how you might reflect and act on what you've learned.

PART 1:

1. Start by going back to look at the section summaries. Re-read the summaries you wrote throughout this document and try to determine which parts feel like top priorities for you / your team.
2. Refer to the Guiding Questions and Suggested Next Steps below to support your thinking.

GUIDING QUESTIONS	SUGGESTED NEXT STEPS
In which areas did you mostly respond TRUE and feel CONFIDENT in your ratings?	Acknowledge and celebrate these successes!
In which areas did you mostly respond TRUE but LACK CONFIDENCE in your ratings?	What would you need to know/do to increase your confidence? Do you want to prioritize increasing your confidence in any of these areas?
In which areas did you mostly respond SOMEWHAT TRUE or NOT TRUE?	Consider/discuss why these areas received these ratings. Do you want to prioritize work in any of these areas?
In which areas did you mostly respond NOT SURE?	Consider what information you would need to be able to rate these areas. Do you want to prioritize gathering this additional information in any of these areas?

PART 2:

1. As a team, discuss your short- and long-term priorities. In the table below, add those to Column 1.
2. Once your priorities are written, make a plan for ensuring that those things happen. Complete Columns 2-5.
3. See the first row below for an example of what this might look like.

PRIORITY	NEXT STEP	LED BY	DEADLINE	ADDITIONAL NOTES
<p>SAMPLE:</p> <p>Short-term Priority 1: Build staff capacity around SEL/MH</p>	<p>Connect with our TA provider and our team members to map existing professional learning opportunities and identify where there might be gaps in staff knowledge around SEL/MH.</p>	<p>Sarah</p>	<p>August 1</p>	<p>We anticipate a lot of anxiety in staff and students post-COVID and want to ensure that our staff feel knowledgeable about SEL/MH in order to provide the tiered supports we have in place.</p>

ⁱ The SEL definition was modified from the following source: CASEL. (2020). “SEL As a Lever for Equity and Social Justice.” Accessed August 2020 from <https://casel.org/wp-content/uploads/2020/06/SEL-as-Lever-for-Equity-Slides.pdf>

ⁱⁱ The Mental Health definition was modified from the following sources: U.S. Department of Health & Human Services, Accessed August 2020 from mentalhealth.gov/basics/what-is-mental-health and Innovating Minds, Accessed August 2020 from <https://resources.innovatingmindscic.com/resources/definition-of-a-whole-school-approach-to-mental-health>

ⁱⁱⁱ The Equity definition was modified from the following sources: National Equity Project, Accessed August 2020 from <https://www.nationalequityproject.org/education-equity-definition> and MA DESE MTSS Blueprint, Accessed August 2020 from <https://matoolsforschools.com/resources/mtss-blueprint>