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| As Alaskan schools have recognized the impact of trauma on their students, staff, and the wider community, school staff have requested a guide to systemically gauge their trauma-engaged work. The **Transforming Schools Milestone Guides** can serve as a reference for superintendents, school administrators and teams, school staff, and school board members. Some guides also have steps for the community, students, and families. Milestone Guides offer four levels of action to complete, broken out by leadership and staff roles, for each of the 11 components within the Framework and Toolkit.   * **Preparing** – In schools we prepare students all the time, for projects, concerts, and tests. We consider why certain skills and actions are important and what we need to prepare students for success. For our trauma-engaged work, we gather information and resources to deepen understanding of why trauma-engaged work is essential to our mission and how we can begin. * **Starting** – After preparing we make a start. In schools, we start our reading skills, begin to play the music, or meet to begin the project. We see what skills students have and build on those skills and expand them. As a trauma-engaged team, we assess where we are with this work – we see our strengths and weaknesses and we develop priorities of what we want to address. * **Applying** – After we get to know our students and their strengths we begin to build new skills and strengthen existing ones. In trauma-engaged schools, we prioritize actions that can have the most impact, and we have the capacity to implement. Applying means that we are working together and planning for the concrete trauma-engaged supports we want to be accessible to our students and families. We know that, like students, we need repetition and practice to feel confident and competent. * **Refining** – As students achieve their learning goals, we work with them to hone in on more subtle skills. For example, a student's writing style is enhanced, nuanced music skills are developed, or group activities skills are more deeply explored. Trauma-Engaged schools and staff take time to reflect on their structures, practices, and tools to make quality improvements by deepening and expanding their practice.   The Transforming Schools Milestone Guides offer steps and a starting point to deepen personal growth, establish a common vision with colleagues and community, and remind each of us that this is a process of preparing, starting, applying, and refining our trauma-engaged work. Individuals and teams move through the steps many times to continue to improve upon and deepen our approach. Using the Milestone tool, schools, districts, and individuals can reflect on their work on an ongoing basis. While primarily a planning tool, the guides can also be used to celebrate progress. |

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| **LEADERSHIP: Skill Instruction Milestone Guide** |

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| **Leadership 1. Develop a shared understanding of how Social and Emotional Learning (SEL) skills build resilience and create a foundation for engagement in learning. Foster schoolwide buy-in and a common language for SEL.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Strengthen your own knowledge base around how SEL skills build resilience. See sample tool: [Principal’s Role in SEL](https://www.naesp.org/resource/the-principals-role-in-sel/)  b. Assess staff understanding and knowledge of SEL.  c. Empower an existing school team or create a new team to lead school-wide SEL work. Ensure the team has multidisciplinary representation from all those involved in skill instruction implementation (educators, counselors, support staff, administration, family, etc.). See sample tool: [Assembling an SEL Team](https://schoolguide.casel.org/focus-area-1a/create-a-team/)  d. Review existing SEL standards. See sample tools: [Anchorage School District](https://www.asdk12.org/cms/lib/AK02207157/Centricity/Domain/1247/SEL_StandardsK12.pdf); [Sitka School District](https://www.sitkaschools.org/cms/lib/AK01001710/Centricity/Domain/28/Appendix%20B.1%20%20-%20SSD%20SEL%20Standards.pdf); [Matanuska-Susitna Borough School District](https://www.matsuk12.us/cms/lib/AK01000953/Centricity/Domain/105/SEL%20K-12%20Curriculum%20Framework.pdf); [Alaska Youth Employability Skills](https://www.alaskasafetyalliance.org/wp-content/uploads/2019/10/YES-POSTER-5.23.2017-Final.pdf) | e. Present SEL research and evidence base to staff and facilitate ongoing conversations about SEL to build staff understanding.  See sample tool: [What does SEL look like in elementary, middle, and high school](https://drc.casel.org/blog/resource/what-does-sel-look-like-in-elementary-middle-and-high-school/)?  f. Host listening sessions with families and the community to co-create SEL standards that are shaped by the community’s values and definition of success in life. See sample tool: [Battelle for Kids Portrait of a Graduate](https://portraitofagraduate.org/) | g. Adopt PreK–adult SEL standards or guidelines, including benchmarks for what all students and adults should know and be able to do from PreK to adulthood.  h. Deliver professional learning to help staff integrate SEL standards and/or community and cultural values that teach SEL skills throughout the school day. | i. Align and integrate SEL standards with academic standards. See sample tool: [Aligning SEL and Academic Objectives](https://schoolguide.casel.org/focus-area-3/classroom/integration-of-sel-and-instruction/aligning-sel-and-academic-objectives/) |  |

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| **Leadership 2. Foster the collective belief that everyone, no matter their role in the school community can intentionally model and promote SEL skills in students and adults.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Co-create staff agreements about how all staff will collaborate and communicate to achieve a shared vision See sample tool: [Developing Community Agreements](https://www.nationalequityproject.org/tools/developing-community-agreements)  b. Honor staff agreements to model SEL skills in practice during the school day.  c. Develop a professional learning plan for SEL to outline customized professional learning for school staff that is clearly tied to the schoolwide goals for SEL. See sample tool: [SEL Professional Development Plan](https://schoolguide.casel.org/focus-area-2/learn/personalized-professional-learning-plans-for-sel/)  d. Ensure that the school professional development plan provides time for adults to reflect on their own SEL and self-regulation skills. See sample tool: [Personal SEL Assessment & Reflection Tool](https://schoolguide.casel.org/resource/adult-sel-self-assessment/)  e. Actively promote a culture of staff self-care to foster adult skill building in staff meetings and professional development See sample tool: [Self-Care Circle](https://ggie.berkeley.edu/practice/self-care-circle/) | f. Provide ongoing professional learning focused on SEL standards, curriculum, and practices for each role in the school community, including classified staff, paraprofessionals, leadership, and certificated staff.  g. Build staff capacity to model each SEL competency in interactions with students. See sample tool: [Modeling SEL for Students](https://schoolguide.casel.org/resource/modeling-sel-as-a-staff/)  h. Collaborate with afterschool providers to connect in-school skill instruction with afterschool skill instruction. Meet at least once per month with after school team and collaborate in professional learning. | i. Examine and revise daily schedules and adult assignments to maximize relationship-building. Ensure every student has at least one adult at school who checks in with them daily.  j. Provide coaching to build capacity in all roles.  k. Use SEL practices to deliver professional development, including in other content areas, to model the integration of SEL into all content areas and to reinforce adult SEL skill development. | l. Embed structured collaboration time (e.g., learning community) to improve practice and build collective impact.  m. Train new staff each year in the SEL research base, SEL standards, schoolwide practices, and curriculum. Institutionalize the procedures for training new staff.  n. Ensure ongoing professional learning for all staff that deepens every year. |  |

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| **Leadership 3. Partner with families and communities to localize and/or indigenize SEL approaches and curriculum to reflect place-based community values and culture.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Seek out families whose voices have been historically marginalized.  b. Host listening sessions for families and partners to share insights on how they create supportive learning environments outside of school. | c. Make sure to include community members and families on the team that develops the school SEL plan.  d. Partner with Elders, culture bearers, community members, and families to indigenize SEL approaches with stories, ways of teaching, and place-based examples or metaphors. See sample tool: [Guidelines for Respecting Cultural Knowledge](http://ankn.uaf.edu/Publications/Knowledge.pdf) | e. Use language to talk about social, emotional, cognitive, and academic learning that reflects the community understanding and definition of SEL. Avoid use of educational jargon. See sample tool: [Strategies for Establishing School-Family Partnerships in Support of SEL](https://schoolguide.casel.org/resource/strategies-for-establishing-school-family-partnerships-in-support-of-sel/)  f. Engage community members as co-teachers of SEL and self-regulation skills both in school and out of school (after school activities, sports, etc.). | g. Partner with Elders and community members to provide professional development for staff on culturally responsive SEL.  h. Move beyond indigenizing to co-creating an SEL approach that comes from the community perspective, worldview, experience, and values.  i. Infuse community-based SEL competencies throughout all resources and tools that guide staff in interactions with students, families, and community members. |  |

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| **Leadership 4. Designate time in school structures and schedule for intentional and documented SEL skill instruction at all grade levels. Use community-based and evidence-based best practices for SEL skill development.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Conduct an inventory of existing resources, strategies, or programs to support student and family well-being available through the school or community partners. See sample tool: [Readiness Inventory](https://conservancy.umn.edu/bitstream/handle/11299/195762/readiness-inventory.pdf?sequence=1&isAllowed=y) | b. Select the evidence-based program that best meets the needs of students, families, the school, and district. See sample tool: [Selecting an Evidence-Based Program](https://schoolguide.casel.org/resource/selecting-an-evidence-based-program/)  c. Plan for the infrastructure (e.g., time, resources, peer collaboration) required to support the SEL approach.  d. Determine the routines and delivery method (e.g., class meetings, advisory groups, weekly SEL skill block, etc.) that work best for skill instruction. Build in time during school for ongoing skill instruction at all grade levels.  e. Provide professional development on the SEL approach both in the classroom and throughout the school day so staff understand how to support the approach. | f. Hold educators accountable for including SEL standards and SEL teaching practices in lesson plans. Hold staff accountable for fostering SEL and self-regulation throughout the school day.  g. Use teacher evaluation framework and observations to support educator growth in implementing SEL. See sample tool: [Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks](https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf) | h. Facilitate regular and ongoing staff conversations to identify, implement, and improve routines and teaching strategies that reinforce SEL in learning (e.g., cooperative learning, project-based learning, or inquiry-based instruction).  i. Develop peer observation and peer consultation protocol to foster inquiry, reflection, resource sharing, best practices, and growth. See sample tool: [SEL Learning Walk](https://drive.google.com/drive/folders/1E8Ph97aQ2HKsD3rGCxUROcW8Yxj7iTPp) |  |

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| **Leadership 5. Assess students’ SEL skills and monitor effectiveness of the structures in place to develop these skills. Engage in continuous improvement.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Review SCCS SEL data, including district and statewide data, for a baseline understanding of SEL skill assessment. See sample tool: [School Climate and Connectedness Survey Alaska State Summary](https://secure.panoramaed.com/aasb/understand?auth_token=6ZQqcW8-GbygPKde99fz)  b. Consider the existing data sources that can be collected to analyze SEL implementation. See sample tool: [Data Sources to Analyze SEL Implementation and Outcomes](https://drc.casel.org/blog/resource/continuous-improvement-quality-assessments/)  c. Set timelines for data collection, analysis and reporting in the SEL plan. | d. Determine the student SEL skill assessment that best meets student needs. See sample tool: [Measuring SEL Assessment Guide](https://measuringsel.casel.org/access-assessment-guide/)  e. Ensure the necessary resources to implement the assessment, including funding, time, and training.  f. Provide professional learning on how to implement the chosen assessment. | g. Implement the assessment of student SEL skills.  h. Support educators to reflect on the data and consider their own instructional practices and learning environment, especially when implementing t new strategies or modes of teaching. | i. Use a structured protocol for regularly reflecting on the data. See sample tool: [SEL Data Reflection Protocol](https://schoolguide.casel.org/resource/sel-data-reflection-protocol/)  j. Track yearly progress in SEL to achieve school and district priorities and goals. See sample tool: [Tracking Your School’s Progress Towards Implementing Schoolwide SEL](https://schoolguide.casel.org/track-progress/) |  |

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| **STAFF: Skill Instruction Milestone Guide** |

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| **Staff 1. Reflect on and grow your own Social and Emotional Learning (SEL) and self-regulation skills. Model healthy SEL skills with colleagues, students, and families.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Begin to recognize your own patterns/habits around practicing and modeling self-regulation skills. | b. Consider your strengths and weaknesses around self-regulation skills and identify areas for improvement.  c. Begin practicing self-regulation skills regularly.  d. Develop awareness of SEL skills in others | e. Assess your knowledge of competencies, strengths, and challenges. See sample tool: [Personal SEL Assessment & Reflection Tool](https://schoolguide.casel.org/resource/adult-sel-self-assessment/)  f. Work to improve your skills around recognizing and responding to students' emotions. See sample tool: [Teaching Self-Regulation by Modeling](https://www.edutopia.org/social-emotional-learning) | g. Reflect with colleagues and leadership on self-regulation skills growth.  h. Develop and implement a plan for reducing implicit bias. See sample tool: [Four Tools for Interrupting Implicit Bias](https://crtandthebrain.com/four-tools-for-interrupting-implicit-bias/) |  |

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| **Staff 2. Foster supportive relationships and safe learning environments (classrooms, common spaces, office) as the foundation of SEL skill development.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Develop awareness of how the quality of relationships with students, colleagues, and families impact the learning environment. | b. Foster the common understanding that safe learning environments and supportive relationships are essential for SEL skill-building. | c. Map relationships to visualize and support student-staff connections. See sample tool: [Relationship Mapping Strategy](https://mcc.gse.harvard.edu/resources-for-educators/relationship-mapping-strategy)  d. Integrate circles or class meetings specifically for building relationships and developing safe space in the classroom. | e. Prioritize improving relationships and increasing a sense of safety. |  |

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| **Staff 3. Partner with families and communities to adapt classroom SEL practices to reflect community values and cultures.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Cultivate your awareness of family values and community cultures.  b. Build your knowledge base to ensure that SEL practices are responsive to local values and cultures. | c. Convey a commitment to improving understanding local values and cultures.  d. Identify and use common language to begin shaping SEL practices that are culturally responsive. See sample tool: [Making SEL Culturally Responsive](https://www.edutopia.org/article/making-sel-culturally-competent) | e. Participate in community celebrations and gatherings to better understand community values and culture. | f. Solicit feedback from community knowledge bearers on improvements to SEL practices See sample tool: [Family Engagement and SEL](https://www.gse.harvard.edu/news/uk/18/07/family-engagement-and-sel) |  |

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| **Staff 4. Teach SEL and self-regulation skills directly. Create opportunities for students to reflect on and discuss the SEL skills they are learning and practicing.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Reflect on students and families and the types of SEL that would most benefit them.  b. Acknowledge the importance of opportunities for students to engage in SEL. | c. Demonstrate willingness to engage in and discuss SEL-related teaching content.  d. Participate in on-going dialogue with leadership, families, and community about targeted SEL learning specific to student populations and local culture and customs.  e. Assess existing self-regulation skills and knowledge, both formally and informally. | f. Use new resources and approaches to teach SEL and self-regulation skills.  g. Enhance your ability to support students' learning reflections. See sample tool: [Reflecting on SEL Skills](https://ggie.berkeley.edu/practice/reflecting-on-sel-skills/) | h. Generate catalog/resource guide of SEL guidance specific to student grade level or course. Include content and self-regulation skills that have been most meaningful for students.  i. Review and revise catalog/guide regularly. Distribute updated copies of SEL guidance to school leadership. |  |

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| **Staff 5. Integrate SEL into academics and classroom routines. Infuse SEL skill development throughout the school day so that students can put SEL skills into practice on a regular basis.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Build your understanding of the importance of embedding SEL into daily classroom routines. | b. Recognize the importance of identifying unique strengths and challenges around SEL-based practices for your students.  c. Recognize the connection between SEL skill development and student ability to learn.  d. Use CASEL's [SEL Integrated Planning Checklist](https://schoolguide.casel.org/resource/sel-integrated-lesson-planning-checklist/) to guide planning. | e. Review and discuss [SEL Integration Approach for Classroom Educators](https://transformingeducation.org/wp-content/uploads/2019/06/SEL-Integration-Approach-Quick-Reference-Guide.pdf) from *Transforming Education*. | g. Take time to evaluate and improve strategies for infusing SEL skill development throughout the school day. |  |