Curriculum:

Your name:

Quality Rating 1= Minimal 2= Partial 3= Adequate 4= Thorough ?= Unsure		
Criteria:	**Rating**	**Notes**
A. Day One Review Student facing materials		
1. **Curriculum is engaging, relevant & current (ex: references are up-to-date and culturally responsive).**		
2. **Curriculum explicitly teaches skills and supports authentic application.**		
3. **Has a component to support community-building (within classroom, the school building and beyond) Occurs within supportive contexts… a climate that actively promotes healthy relationships.**		
4. **Provides an opportunity to honor and incorporate student voice as a way to develop meaningful student agency (including content and process of learning).**		
5. **Builds self-awareness of how various social identities in terms of race, class, gender, language, experience etc… shape educational experience (for teachers and students).**		
6. **Approaches for developing trust, especially across lines of race, class, and culture.**		
7. **Offers transition from primary to middle to high school. Builds from year to year using common language. Complementary and scaffolded with rigor.**		

8. Targets the social and emotional skills that your students need to improve while situating this effort in the historical, socio-political, racialized context of education for students of color, and students living in poverty.		
9. Includes restorative practices, emotional processes, social/interpersonal skills and executive function skills.		
B. Day Two Review Teacher facing materials		
1. Supports SEL across multiple settings (e.g., cafeterias, hallways, gymnasiums, extracurricular activities, afterschool programs) and across grade levels.		
2. Provides suggestions on how to modify lessons, activities, and strategies to meet the needs of your students and school. Can be differentiated for a range of academic, social/emotional, behavior needs, especially with an understanding of identities and systemic injustices		
3. Includes remedial materials or interventions for re-teaching. The common language transfers to Tier2 and 3.		
4. Provides implementation support like checklists, toolkits, examples, etc.		
5. Support for professional learning.		
6. Understanding trauma and/or threat response.		
7. Builds adult competencies. This includes promoting teachers' own social and emotional competence and the ongoing integration of teacher social and emotional competence with pedagogical skills.		

8. Offers suggestions for the measurement of students' social and emotional skills that are targeted by the program for the purposes of informing instruction, not assessing students.		
9. Opportunities for parent/community involvement partnerships.		
10. Aligns well with other efforts within the school and district.		
Comments: Any other thoughts you would like to share with the committee?		