TOOL: SEL in the Classroom Self-Assessment

TEACHER/CLASSROOM: _____ DATE: _____

Use this self-assessment three to four times over the course of the year to assess your strengths and areas to develop as you promote SEL through explicit instruction, integration into academic instruction, and a supportive classroom climate. Place a check in the column that indicates the frequency of each indicator. For indicators that you rate as "sometimes" or "infrequently," consider what strategies, resources, or support you may want to use to deepen your SEL practice. For indicators you rate as "unsure," consider what additional information or feedback you want to gather.

Markers of SEL in the Classroom		Often	Sometimes	Infrequently	Unsure
Explicit Instruction	I use an evidence-based approach to teach social and emotional skills in a sequenced, active, focused, and explicit way and on a regular schedule.				
	I teach SEL in a way that is developmentally appropriate and culturally responsive for my students.				
	My students lead routines, share their perspectives, and reflect on their experiences during SEL instruction.				
Integration of SEL into Academic instruction	SEL standards/goals are embedded into my academic lessons (see sample lesson plans).				
	Students make connections between SEL and what we're learning and initiate reflection and discussion.				
	I foster academic mindsets by helping students set goals, commending academic risk-taking and incremental progress, showing students how to correct mistakes, and framing struggle as a key part of the process of learning.				
	I select content and plan instruction that links to students' lived experiences and frames of reference and by anticipating support that individuals may need to access content and participate fully.				
	I design learning activities that allow students to explore issues that are important to them and co-create solutions to improve the classroom, school, or community.				
	Class time is balanced with periods of teacher-led instruction, student talk and interaction, and time to work/reflect alone.				
	I prepare students to engage in classroom discussions by actively listening to their peers, affirming and respectfully challenging each other's ideas, and formulating questions.				
	I ask open-ended questions to surface student thinking and probe students to elaborate on their response.				
	I use collaborative structures that require students to communicate, cooperate, share responsibility, monitor that all ideas are heard, and problem-solve.				
	Students reflect on what made their collective work successful and/or challenging and plan for improvement.				
Supportive Classroom Climate	My class has co-developed shared agreements for how we will treat one another, and we check in regularly about how we are living by our shared agreements.				

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	Students know, follow, initiate, and provide input and feedback on our regular classroom routines and procedures.				
	I communicate that I appreciate each student as an individual and am interested in knowing them.				
	I check in and follow up with students about their perspectives and concerns.				
	I facilitate class meetings, circles, or other intentional community-building activities to cultivate a culture of personal connection, mutual support, and belonging.				
	I vary student grouping so that each student gets to know and work with everyone else.				
	My classroom environment, activities, and interactions affirm students' diverse identities and cultures. We share and learn about each other's lives and backgrounds.				
	I teach, model, and reinforce language and strategies that help students to express empathy, resolve conflicts, repair harm, self-reflect, and self-regulate.				
	When classroom agreements are breached, I respond in a way that is discreet, developmentally appropriate, culturally responsive, and restorative (such as using empathetic listening, "I" statements, and open-ended questions).				

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