

Place a check next to the answer that most describes you.

E The physical **environment** – chairs, walls, learning media
L Conducting a **lesson**
I Personal **interactions** with students
P The **peer** climate
M Classroom **management**

Standard	Indicator	Rarely	Sometimes	Often
SEL in General				
E	My work area is accessible to students, but not front and center.			
L	I use closure questions to help students reflect on their learning and imagine ways they will apply the new learning to their own lives.			
L	I teach pro-social skills and give opportunities for students to practice them in class.			
L	In a role-play, I play the role of the negative behavior; students act out the role of the positive behavior.			
L	Academic content is integrated with SEL pedagogy in lesson instruction.			
I	I give timely, supportive, and clear feedback.			
I demonstrate awareness of my emotions.		Rarely	Sometimes	Often
L	I provide wait time of 7-10 seconds before calling on students to give everyone a chance to think of an authentic response			
L	Reflection is built into my lesson plans.			
I	I allow students time to process how they feel about an event.			
I demonstrate awareness of my personal traits.		Rarely	Sometimes	Often
E	My bulletin boards reflect student activities and interests.			
L	I vary my lessons to work toward all learning styles.			
L	Project-based learning, real world connections, and authentic assessments are linked to academic skills.			
L	I teach to the multiple intelligences.			
L	I allow kids choice in their lessons and let them design their assessments.			
L	I set tasks that reinforce and stretch students' capabilities.			

SEL Checklist

I	I teach students to assess their strengths and ‘growing edges’ as learners.			
I	I focus on all students’ positive qualities and praise their efforts.			
I demonstrate awareness of my external supports.		Rarely	Sometimes	Often
I	I teach students how to access tools and resources that will help them.			
I	I provide good role modeling for kids and teach them to find positive role models for themselves.			
P	My students are encouraged to seek out opportunities to offer help to others.			
I have a sense of my personal responsibilities.		Rarely	Sometimes	Often
L	I allow students to make choices about their assignments and assessments.			
I	I hold students accountable for their work and choices.			
I	I give students important jobs around the classroom.			
M	I use disciplinary strategies that encourage students to take responsibility for their behavior, invite cooperation and self-correction, offer chances to make a good choice, learn from their mistakes, and make a plan to get back on track.			
I demonstrate the ability to manage my emotions constructively.		Rarely	Sometimes	Often
E	I make sure students are ready to learn and have put away unrelated work.			
L	I provide brain breaks, for example stretching or moving – in order to help students stay on track.			

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L	I teach problem-solving protocols so students know exactly what they can do when they experience academic or behavioral problems and inter/intrapersonal conflicts.			
I	I talk to my students about tough situations facing them.			
M	I allow students a chance to cool off, rather than engaging them and escalating them.			
I demonstrate honesty and integrity.				
I	I treat students as if they are doing their best and I expect the best of them.			
I	I give my students the chance to tell their side of the story, expecting to hear the truth.			
I	I approach all circumstances and situations as learning experiences and ask students to approach them in a positive way.			
I use effective decision-making skills.		Rarely	Sometimes	Often
L	Much of the learning done in my class is self-directed.			
M	I allow choices and hold my students accountable for the choices they've made.			
M	I establish shared ground rules/agreements with my students and enforce them consistently with the help of students.			
I set and achieve goals.				
E	I write the lesson purpose on the board to focus students' attention.			
L	Student self-assessment is a regular practice in my classroom.			
I	I ask students to set academic goals at the beginning of the class, and then go back to check on progress periodically throughout the school year.			

SEL Checklist

I	I ask students to keep planners.			
P	I allow students time before they begin collaborative work to set academic and social goals.			
I demonstrate awareness of other people's emotions and perspectives.		Rarely	Sometimes	Often
L	There are many discussions in my class.			
L	I ask open-ended questions to discover what the students already know.			
L	I use "what do you think?" rather than "why?" questions to stimulate divergent thinking.			
I	Questioning is encouraged by my tone – including empathy and humor.			
I	Students are encouraged to voice their opinions.			
P	Students are taught to use active listening techniques and to respond respectfully to each other.			
P	Students are asked to put themselves into someone else's shoes, whether as an assignment idea, as a service-learning project, or in response to a negative reaction they may have had towards someone.			
I demonstrate consideration for others and a desire to positively contribute to my community.		Rarely	Sometimes	Often
P	I give students meaningful ways to contribute to the good of the whole.			
P	I provide opportunities for groups to work together to solve problems.			
P	I don't allow students to speak disrespectfully to each other.			

SEL Checklist

P	The students and I create a vision of what we want our classroom community to be like.			
I demonstrate awareness of cultural issues and a respect for human dignity and differences.		Rarely	Sometimes	Often
E	The artifacts in my classroom reflect the cultural diversity of the class.			
E	I present all learning media in an effective and non-distracting way to maximize everyone’s successful learning experience. (e.g. draw students’ attention to one idea at a time, turn off the media when not in use.)			
E	I create visual learning aids that are brief, clear, and easy for everyone to read so that everyone can participate.			
L	I connect the lessons to students’ backgrounds.			
I	I provide opportunities for students to share their cultural backgrounds.			
I	I use students’ names, pronounce them correctly, and ask my students to do the same.			
P	Celebrations and events reflect community culture, values, and interests.			
I can read social cues.				
L	I give students chances to give presentations where body language and tone are a part of the assignment.			
P	I teach students to show active listening behaviors during lessons and discussions.			
M	I use a respectful “Get Quiet” signal to bring attention during group work.			
M	School-wide norms of behavior are prominently posted.			

SEL Checklist

I use positive communication and social skills to interact effectively with others.		Rarely	Sometimes	Often
E	Seating is arranged so that students can see one another.			
E	Space is provided in my classroom for meetings for students/teachers/parents/ and community.			
E	Students' desks are arranged to reflect work in cooperative groups.			
L	I take time at the conclusion of group work to discuss and debrief the activity so students can identify successful experiences and partner skills as well as set goals for improving group work in the future.			
L	Most of my classroom instruction is done through cooperative structures or group discussion.			
M	Ground rules are set and taught for group interaction, discussion, etc.			
I develop constructive relationships.				
I	I work and talk with students beyond classroom requirements.			
P	I choose groups for students, instead of always letting them pair themselves.			
P	My students learn each other's names and use them within the first couple of weeks of school.			
P	I create multiple opportunities for students to connect and get to know each other well.			
P	I offer meaningful closure activities at the end of the semester or year.			
P	Gatherings, closings, and group sharing are weekly routines.			

SEL Checklist

<p>I demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>				
<p>E</p>	<p>Space is provided in my classroom for mediation/peace centers and crisis intervention as needed.</p>			
<p>P</p>	<p>I allow students time to talk through their differences.</p>			
<p>P</p>	<p>Students are asked to use language to express needs and wants.</p>			
<p>P</p>	<p>I use class meetings to discuss and resolve classroom issues and to support and maintain a high functioning group.</p>			
<p>P</p>	<p>I encourage students to discuss solutions rather than blame others.</p>			