**Staff Member Name & Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions**: Place a check in the column that indicates how often you use each integration strategy. Indicate which strategies you want to use more frequently. In the Assessment-based Planning section below, record when and how you will implement these strategies. Use this assessment tool 3–4 times over the course of the school year.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **SEL Integration Strategy** | **Frequency of Use** | **Check to increase** |
| **Often** | **Sometimes** | **Infrequently** |
| **Academic + SEL** | Identify academic and social-emotional learning objectives for each lesson. |  |  |  |  |
| Structure lessons so youth are working with others as well as alone. |  |  |  |  |
| **Active Learning Structures** | Ask open-ended questions that surface and probe youth thinking. |  |  |  |  |
| Use cooperative structures like “Turn to Your Partner,” “Think, Pair, Share”. |  |  |  |  |
| Implement cooperative learning activities, along with the structures and guidance to provide support. |  |  |  |  |
| Intersperse periods of staff-led instruction with opportunities for talk. |  |  |  |  |
| Provide opportunities for youth choice. |  |  |  |  |
| Teach culturally relevant academic content. |  |  |  |  |
| Provide opportunities for youth self-assessment. |  |  |  |  |
| **Reflection** | Provide opportunities for youth to discuss how they will work together before engaging in cooperative learning, and to reflect afterwards. |  |  |  |  |
| Provide opportunities for youth to reflect (ask reflective questions; give reflective writing prompts about process, emotions involved, social interactions, or activity results) on both their academic and social-emotional learning. |  |  |  |  |
| **Discussion Facilitation Techniques** | Have youth use discussion prompts when they contribute to a discussion. (“I [agree/disagree] with \_\_\_\_\_ because…,” and “In addition to what \_\_\_\_ said, I think…”) |  |  |  |  |
| Use wait time (provides thinking time for youth) after asking a question before calling on anyone to respond. |  |  |  |  |
| Have youth use “tag” to call on one another to speak. |  |  |  |  |
| Ask facilitative questions in discussions to help youth respond directly to one another. |  |  |  |  |
| Refrain from repeating or paraphrasing youths’ words. |  |  |  |  |
| Refrain from overt criticism or praise; instead, respond with interest. |  |  |  |  |

**Assessment-based Planning**

2–3 integration strategies I want to use more frequently: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Plan and timeline for implementing each integration strategy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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