**NAME/SITE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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 or programming, and a supportive learning environment. 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** | **Often** | **Sometimes** | **Infrequently** | **Unsure** |
| **Explicit Instruction** | I use/reinforce an evidence-based approach to teach social and emotional skills in a [sequenced, active, focused, and explicit](https://schoolguide.casel.org/focus-area-3/classroom/explicit-sel-instruction/) way and on a regular schedule. |  |  |  |  |
| I teach SEL in a way that is developmentally appropriate and culturally responsive for the young people I support. |  |  |  |  |
| Young people lead routines, share their perspectives, and reflect on their experiences during SEL instruction. |  |  |  |  |
| **Integration of SEL into Academic instruction and Programs** | SEL standards/goals are embedded into academic activities (see [SEL-Integrated Lesson or Activity Planning Checklist](http://bit.ly/2W0NLFg)). |  |  |  |  |
| Youth make connections between SEL and what we’re learning and initiate reflection and discussion. |  |  |  |  |
| I foster academic mindsets by helping youth set goals, commending academic risk-taking and incremental progress, showing them how to correct mistakes, and framing struggle as a key part of the process of learning.  |  |  |  |  |
| I select content and plan activities that link to young people’s 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 young people to explore issues that are important to them and co-create solutions to improve our program, site, or the community.  |  |  |  |  |
| Time is balanced with periods of educator-led instruction, talk and interaction, and time to work/reflect alone. |  |  |  |  |
| I prepare young people to engage in group 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 thinking and probe young people to elaborate on their response. |  |  |  |  |
| I use collaborative structures that require young people to communicate, cooperate, share responsibility, monitor that all ideas are heard, and problem-solve. |  |  |  |  |
| Young people reflect on what made their collective work successful and/or challenging and plan for improvement. |  |  |  |  |
| **Supportive Climate**  | My class or group 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. |  |  |  |  |
| Young people know, follow, initiate, and provide input and feedback on our regular routines and procedures. |  |  |  |  |
| I communicate that I appreciate each young person as an individual and am interested in knowing them. |  |  |  |  |
| I check in and follow up with young people about their perspectives and concerns. |  |  |  |  |
| I facilitate group meetings, circles, or other intentional community-building activities to cultivate a culture of personal connection, mutual support, and belonging. |  |  |  |  |
| I vary grouping so that each young person gets to know and interact with everyone else. |  |  |  |  |
| My learning environment, activities, and interactions affirm 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 young people express empathy, resolve conflicts, repair harm, self-reflect, and self-regulate. |  |  |  |  |
| When group agreements are not upheld, 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). |  |  |  |  |