**SEL through Distance Learning: Teacher Self-Assessment**

Assess your strengths and areas to develop as you promote SEL through distance learning and at-home assignments.

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| ***For All Ages*** | ***Strength*** | ***Growth Area*** |
| I am reaching out to students individually and communicating that I value their contributions. |  |  |
| I follow up with students on topics that are of importance to them to show them they are known and cared for. |  |  |
| I facilitate virtual class meetings, collaborative classroom websites or forums, or other community-building activities to cultivate a culture of personal connection and belonging. |  |  |
| Learning activities and projects link to students’ lived experiences, frames of reference, and issues that are important to them. |  |  |
| Learning activities activate students’ self and social awareness by asking them to identify feelings, reflect on their experiences, and talk through topics with family members or peers. |  |  |
| Learning activities affirm students’ diverse identities and cultures, and students have opportunities to share and learn about each other’s lives. |  |  |
| ***Additionally, for Upper Elementary and Secondary Students*** | ***Strength*** | ***Growth Area*** |
| I coordinate learning activities in which students are able to engage in small group discussions, cooperate, and problem-solve with peers. |  |  |
| Assignments include open-ended questions to surface student thinking and probe students to elaborate on their responses. |  |  |
| After completing a project, students reflect on what made their work successful or challenging and make a plan for improvement. |  |  |
| I regularly request and receive feedback from students about how distance learning is going and how it could be improved. |  |  |

For a more comprehensive self-assessment designed for reflection on in-person teaching, see CASEL’s [SEL in the Classroom Self-Assessment](https://schoolguide.casel.org/resource/sel-in-the-classroom-self-assessment/).