**TOOL: Teacher Self-Assessment: Creating a Supportive Classroom Environment**

**TEACHER/CLASSROOM: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions**: Place a check in the column that indicates how often you use each instructional 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.

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|  | **Instructional Strategy** | **Frequency of Use** | | | **Check to increase** |
| **Often** | **Sometimes** | **Infrequently** |
| **Classroom Arrangement** | Seat students in table groups, and  change seating assignments every few weeks. |  |  |  |  |
| Designate space for the class to sit in a circle for Class Circle meetings. |  |  |  |  |
| Exhibit student thinking and creativity throughout the classroom. |  |  |  |  |
| Create areas where students can independently access books, materials, or equipment and make students responsible for maintaining these spaces. |  |  |  |  |
| **Community-Building** | Do class teambuilding activities that help students get to know one another. |  |  |  |  |
| Do pair or group teambuilding activities whenever students start working with new partners or group members. |  |  |  |  |
| Do teambuilding activities that help students get to know other adults in the school. |  |  |  |  |
| **Norms and Routines** | Teach and reinforce school norms and routines (which should be limited in number and established collaboratively  to ensure safety, civility, and efficient movement). |  |  |  |  |
| Teach the procedure for “Turn to Your Partner,” including responding to an attention signal, and have students practice to independence. Use “Turn to Your Partner” during instruction. |  |  |  |  |
| Teach and reinforce procedure for gathering for a Class Circle meeting (and returning to desks afterward) and have students practice it to independence. |  |  |  |  |
| Teach and reinforce other recurring classroom routines and have students practice them to independence. |  |  |  |  |
| Periodically revisit and reflect on how students are following norms and routines (especially early in the year and after extended breaks). |  |  |  |  |
| **Class Agreements** | Collaboratively generate and post Class Agreements for how students will treat one another (based on how they wish to be treated). |  |  |  |  |
| Check in regularly as a class (especially early in the year) on how students are living by the Class Agreements. Provide students with guidance for engaging in this conversation. |  |  |  |  |
| When students lapse in following Class Agreements, discuss what happened, what students will do differently going forward, and why it is important that everyone follow the agreements. |  |  |  |  |
| **Class Circle Meetings** | Conduct regular Class Circle meetings in which students build a sense of community and discuss topics that affect the class community. |  |  |  |  |
| Post and enforce guidelines for how students will interact during Class Circle meetings. |  |  |  |  |
| Use open-ended questions to surface student thinking and facilitate discussion during Class Circle meetings. |  |  |  |  |
| **Explicit SEL Instruction** | Use an evidence-based SEL program to teach SEL skills explicitly, and teach it as intended by its designers. |  |  |  |  |
| Provide opportunities throughout the day for students to practice and reflect on SEL skills during academic work, transitions, and less structured time such as lunch. |  |  |  |  |
| Use the Teacher Self-assessment Tool: Explicit SEL Instruction to further assess your implementation in this area. |  |  |  |  |
| **SEL-integrated**  **Curriculum & Instruction** | Review academic curricula for alignment with SEL goals and adjust as necessary using guidance in the “Integration of SEL and Daily Instruction” section. |  |  |  |  |
| Identify explicit objectives for both academic and SEL for each lesson plan. |  |  |  |  |
| Use the Teacher Self-assessment Tool: SEL-integrated Instruction to further assess your implementation in this area. |  |  |  |  |
| **Student-Centered Discipline** | Ensure that the proactive discipline strategies described throughout this chapter are solidly in place in your classroom. |  |  |  |  |
| Cultivate trusting relationships with all students by expressing interest in them and speaking respectfully to them at all times. |  |  |  |  |
| When students misbehave, use the Class Agreements as a basis to discuss what happened, what they were thinking and feeling at the time, who was impacted by their choice, what they will do differently going forward, and why it is important to follow the agreements. |  |  |  |  |
| Remain calm when students misbehave. Separate students for safety, if necessary, and provide time for emotions to settle before dealing with interpersonal conflicts. |  |  |  |  |
| Use practices such as empathetic listening, “I” statements, and open-ended questions when discussing students’ misbehavior with them. |  |  |  |  |
| Encourage students to reflect on the effect of their misbehavior on others, express empathy, and resolve problems by repairing any harm they may have caused. |  |  |  |  |
| Avoid suspension, expulsion, and other harsh punishments. Use discipline alternatives that keep students in class and connected to their school. |  |  |  |  |
| If necessary, provide additional support to students who have experienced trauma (see “Support Students Who Have Experienced Trauma” in the “Supportive Classroom Environment” section). |  |  |  |  |

**Assessment-based Planning**

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

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

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