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

**Directions**: Place a check in the column that indicates how often you use each integration strategy Then, record which strategies you’d like to use more frequently. You may also want to identify when and how you will implement these strategies and any support you’ll need. Use this assessment tool 3–4 times over the course of the year.

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| --- | --- | --- | --- | --- |
|  | **Integration Strategy** | **Often** | **Sometimes** | **Infrequently** |
| **Aligned objectives** | Identify academic and related social-emotional learning objectives for each lesson. |  |  |  |
| Review content for cultural relevancy. |  |  |  |
| Structure lessons to promote practice of social and emotional competencies. |  |  |  |
| **Interactive pedagogy** | Use cooperative structures like “Turn to Your Partner,” “Think, Pair, Share”. |  |  |  |
| Implement cooperative learning activities, along with the structures and guidance to support them. |  |  |  |
| Intersperse periods of teacher-led instruction with opportunities for talk. |  |  |  |
| Provide opportunities for student choice. |  |  |  |
| Provide balance of opportunities for students to work with others as well as alone. |  |  |  |
| Have students use discussion prompts when they contribute to a discussion. (“I [agree/disagree] with \_\_\_\_\_ because…,” and “In addition to what \_\_\_\_ said, I think…”) |  |  |  |
| **Academic mindsets** | Ask open-ended questions that surface and probe student thinking. |  |  |  |
| Provide opportunities for students to make frequent connections between content and their own lived experiences. |  |  |  |
| Provide opportunities for student self-assessment. |  |  |  |
| Provide opportunities for students to discuss how they will work together before engaging in cooperative learning, and to reflect afterwards. |  |  |  |
| Provide opportunities for students to reflect on both their academic and social-emotional learning. |  |  |  |
| Use wait time after asking a question before calling on anyone to respond. |  |  |  |
| Have students use “tag” to call on one another to speak. |  |  |  |
| Ask facilitative questions in discussions to help students respond directly to one another. |  |  |  |
| Refrain from repeating or paraphrasing students. |  |  |  |
| Refrain from overt criticism or praise; instead, respond with interest. |  |  |  |

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

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Collaborating closely with out-of-school time partners? See the [OST-enhanced version of this tool](http://schoolguide.casel.org/uploads/2019/04/tool-teacher-self-assessment-integrating-OST.docx?utm_source=Resources-OST&utm_medium=Download&utm_campaign=OST_Links). ([http://bit.ly/2W1Bq3t](http://schoolguide.casel.org/uploads/2019/04/tool-teacher-self-assessment-integrating-OST.docx?utm_source=Resources-OST&utm_medium=Download&utm_campaign=OST_Links))