# Social-Emotional Learning (SEL) Observation Tool

# Social-Emotional Teaching Does the teacher provide frequent and varied opportunities for children to develop social-emotional skills?

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| Indicator | 1. NOVICE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| 1a. **Explicit SEL Skills Instruction:** There is evidence that the teacher utilizes explicit SEL skills instruction. (Evidence could include: observation of lesson, inclusion in daily/weekly lesson plan, classroom materials, artifacts posted around the classroom, child conversations, etc.) | There is no evidence that the teacher utilizes explicit SEL skills instruction. | There is some evidence that the teacher utilizes explicit SEL skills instruction. | There is consistent evidence that the teacher utilizes explicit SEL skills instruction. | There is significant evidence that the teacher utilizes explicit SEL skills instruction. |
| 1b. **Teacher Instructional Practices:** The teacher capitalizes on relationships, interactions, and teachable moments to teach and reinforce social-emotional learning. | The teacher does not proactively use naturally occurring opportunities (ie. conversations with children) to promote social-emotional learning.  The teacher does not notice or capitalize on any teachable moments. | The teacher proactively uses some naturally occurring opportunities (ie. conversations with children) to promote social-emotional learning.  The teacher notices and effectively responds to some teachable moments. | The teacher proactively uses many naturally occurring opportunities (ie. conversations with children) to promote social-emotional learning.  The teacher notices and effectively responds to many teachable moments. | The teacher proactively uses all or almost all naturally occurring opportunities (ie. conversations with children) to promote social-emotional learning.  The teacher notices and effectively responds to all or almost all teachable moments. |
| 1c. **Teacher Instructional Practices:** The teacher utilizes developmentally appropriate instructional models to promote children’s learning: play-based learning, project-based learning, and/or cooperative learning. | There is no evidence of developmentally appropriate instructional models being used to support social-emotional learning. | There is some evidence of developmentally appropriate instructional models being used to support social-emotional learning. | There is consistent evidence of developmentally appropriate instructional models being used to support social-emotional learning. | There is significant evidence of developmentally appropriate instructional models being used to support social-emotional learning. |
| 1d. **Integration with Academics:** Social-emotional learning is intentionally integrated with academic content throughout the day. (For example, lesson plans include SEL objectives alongside content objectives; centers highlight SEL opportunities alongside content practice; learning activities are engaging, hands-on, accessible, and rigorous for children at a variety of levels.) | There is no evidence of social-emotional learning being integrated with academic learning in the classroom.  Children do not have opportunities to practice social-emotional skills while practicing academic content. | There is some evidence of social-emotional learning being integrated with academic learning in the classroom.  Children have some opportunities to practice social-emotional skills while practicing academic content. | There is consistent evidence of social-emotional learning being integrated with academic learning in the classroom.  Children have consistent opportunities to practice social-emotional skills while practicing academic content. | There is significant evidence of social-emotional learning being integrated with academic learning in the classroom.  Children have significant opportunities to practice social-emotional skills while practicing academic content. |
| 1e. **Culture and Climate Strategies:** The structures, routines, and classroom environment promote social-emotional learning throughout the day, and create a warm and inviting environment for children. | Structures, routines, and classroom environment do not promote social-emotional learning throughout the day.  The classroom environment does not feel warm, inviting, and/or safe for all children. | Some structures, routines, and classroom environment promote social-emotional learning throughout the day.  The classroom environment feels warm, inviting, and/or safe for some children. | Many structures, routines, and classroom environment promote social-emotional learning throughout the day.  The classroom environment feels warm, inviting, and/or safe for most children. | All or almost all structures, routines, and classroom environment promote social-emotional learning throughout the day.  The classroom environment feels warm, inviting, and/or safe for all children. |
| 1f. **Culture and Climate Strategies:** When children struggle with their emotions and/or social-emotional skills (crying, yelling, flailing, etc.), the teacher remains calm and supportive, encouraging children to apply regulation and problem-solving strategies. Teacher scaffolds and models as appropriate. | When children struggle with their social-emotional skills, the teacher does not remain calm.  The teacher does not support children in applying self-regulation and/problem-solving strategies. | When children struggle with their social-emotional skills, the teacher sometimes remains calm.  The teacher sometimes supports children in applying self-regulation and/problem-solving strategies. | When children struggle with their social-emotional skills, the teacher often remains calm.  The teacher often supports children in applying self-regulation and/problem-solving strategies. | When children struggle with their social-emotional skills, the teacher always remains calm.  The teacher always supports children in applying self-regulation and/problem-solving strategies. |

# EMOTIONAL ENVIRONMENT Does the classroom environment promote emotional safety for all children?

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| Indicator | 1. NOVICE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| 2a. Teachers build responsive, meaningful relationships with all children throughout the entire day. | Teachers do not build responsive, meaningful relationships with children. | Teachers take advantage of some opportunities to build responsive, meaningful relationships with children. | Teachers take advantage of many opportunities to build responsive, meaningful relationships with children. | Teachers take advantage of all or almost all opportunities to build responsive, meaningful relationships with children. |
| 2b. Children have their emotional needs met in a responsive, supportive way that promotes their social-emotional growth.  Children experience consistency and respect. | Children’s emotional needs are not met by teachers.  Children do not experience consistency and respect from their teachers. | Children’s emotional needs are occasionally met by teachers.  Children sometimes experience consistency and respect from their teachers. | Children’s emotional needs are often met by teachers.  Children frequently experience consistency and respect from their teachers. | Children’s emotional needs are always or almost always met by teachers.  Children always or almost always experience consistency and respect from their teachers. |
| 2c. Children see themselves, their families, and their diverse culture(s) reflected in their classroom experiences. | Children, their families, and their diverse culture(s) are not reflected in their classroom experiences. | Children, their families, and their diverse culture(s) are occasionally reflected in their classroom experiences. | Children, their families, and their diverse culture(s) are frequently reflected in their classroom experiences. | Children, their families, and their diverse culture(s) are consistently reflected in their classroom experiences. |

# 3. PHYSICAL ENVIRONMENT Does the classroom environment promote physical safety for all children?

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| Indicator | 1. NOVICE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| 3a. The physical space of the classroom is safe, comfortable, welcoming, and accessible for all children. | The physical space of the classroom is not safe, comfortable, welcoming, and accessible for all children. | The physical space of the classroom is safe, comfortable, welcoming, and accessible for some children. | The physical space of the classroom is safe, comfortable, welcoming, and accessible for most children. | The physical space of the classroom is safe, comfortable, welcoming, and accessible for all or almost all children. |
| 3b. Daily routines and structures are consistent, predictable, and developmentally appropriate. | Daily routines and structures are inconsistent, not predictable for children, and not developmentally appropriate. | Daily routines and structures are occasionally consistent, predictable, and developmentally appropriate. | Daily routines and structures are often consistent, predictable, and developmentally appropriate. | Daily routines and structures are always or almost always consistent, predictable, and developmentally appropriate. |
| 3c. Children have the opportunity throughout the day to make developmentally appropriate choices (ie. which center to join, where to sit for meals/stories, how to engage in a planned activity, etc.) | Children do not have the opportunity to make developmentally appropriate choices. | Children have some opportunities to make developmentally appropriate choices. | Children have many opportunities to make developmentally appropriate choices. | Children have significant opportunities to make developmentally appropriate choices. |
| 3d. Children see themselves, their families, and their diverse culture(s) represented in the physical environment of their classroom. | Children, their families, and their diverse culture(s) are not represented in the physical environment of the classroom. | Children, their families, and their diverse culture(s) are somewhat represented in the physical environment of the classroom. | Children, their families, and their diverse culture(s) are often represented in the physical environment of the classroom. | Children, their families, and their diverse culture(s) are consistently represented in the physical environment of the classroom. |