

# SEL School Self-Assessment Guide

What is my school doing to foster social and emotional learning?

*This Guide has been reproduced from Promoting Social and Emotional Learning: Guidelines for Educators*

Please keep in mind, there are no preconceived right or wrong answers to these questions. Rather, our intent is to encourage you to think about what you are doing with respect to SEL, and to help you see how broad the scope of these activities is.

## I. Identifying Your SEL Goals and Activities

1. What are the SEL goals for your classroom, school, or district that will help students become knowledgeable, responsible, and caring?
2. Develop a written list of activities going on in your classroom, school, or district that support SEL. Think broadly when considering what to include on the list. For example, include the following: programs to enhance life skills, problem solving and decision making, positive youth development, self-esteem, respect for diversity, and health.; efforts to prevent problems such as substance abuse, AIDS, pregnancy, and violence; conflict resolution and discipline approaches; support services to help students cope with school transitions, family disruptions, or death; and positive contributory service, peer leadership and mediation, volunteerism, mentoring, character education, civics and citizenship, or career education.
  - What approaches are you taking to enhance SEL of students in the classroom (e.g., specific curricula, variety of focused activities)?

- On what theory are you basing these activities? In other words, why are you engaging in them?
  - What activities outside the classroom, but within the school context, support SEL (e.g. extracurricular activities, clubs, playground games)?
  - What community activities support the school's SEL efforts?
  - What home activities are taking place that complement the school's SEL program
3. Are these SEL efforts planned, ongoing, systematic, and developmentally based?
  4. Are efforts to prevent problems and promote positive cognitions, emotions, and behaviors coordinated with one another, or are they conducted in a piecemeal fashion?
  5. To what extent and in what ways do school-level efforts to enhance students' social and emotional skills reinforce classroom-based SEL instruction and programming?

## II. Developing Social and Emotional Skills Through Classroom Instruction

1. What approaches do you use to build a safe and caring classroom community?
2. Are your SEL training approaches grounded in a comprehensive, theory-based framework that is developmentally appropriate?
3. What instructional methods (e.g. modeling, role playing, didactic instruction) are used to promote SEL?
4. What classroom lessons and follow-up reinforcements do you use throughout the day to improve children's capacities to express emotions appropriately, make responsible

decisions, solve problems effectively, and behave adaptively?

5. In what ways do you integrate SEL with traditional academics to enhance learning in both areas?
6. What specific SEL programming is provided for children with special needs? Is there coordination between classroom-based SEL programming and other student support services to achieve an integrated system of special services delivery?
7. How well are staff prepared and supported for building students' social and emotional development? Are training opportunities available that provide teachers with theoretical knowledge, modeling, practice, on-site coaching, and follow-up support for providing SEL instruction? How do administrators (or teachers) and colleagues collaborate with you to support your SEL efforts and develop long-range SEL plans?

### **III. Creating the Context for SEL Programs**

1. How are students and teachers involved in designing, planning, and implementing SEL programming? Describe the process used to select specific SEL activities.
2. In what ways are your SEL efforts coordinated within the curriculum, across grades, and throughout schools?
3. Are your school's SEL programming efforts aligned with district-level goals and supported by the administration? How do your schools and district policies support and encourage SEL efforts?
4. In what way are parents and community members involved in SEL in your classroom, school, or district? How do they support social and emotional education?

### **IV. Introducing and Sustaining Social and Emotional Education**

1. What is your school's planning process for selecting SEL programs and activities?
2. What mechanisms or resources exist for training and supervising staff who implement SEL programs? Is there a coordinator or planning committee to ensure that the social and emotional education efforts are effectively conducted?
3. How are new SEL initiatives coordinated with related programs and services that are currently under way?
4. How are staff, parents, the central office, and the community informed of new SEL initiatives?
5. To what extent are resources provided to conduct SEL activities?
6. What specific actions are you, your school, or your district taking to foster the long-term success and positive impact of SEL programs?

### **V. Evaluating SEL Program Efforts**

1. In what ways are you evaluating SEL efforts to ensure that you are on the right track?
2. How do you evaluate the program's effects on children, staff, parents, and the community?
3. What evidence do you have that you are making progress toward reaching your SEL objectives and that the program is succeeding?
4. What uses are made of information about the extent to which SEL activities are achieving their goals? In what ways is the information applied to improve future practice?

*For more information on academic, social and emotional learning, please visit [www.CASEL.org](http://www.CASEL.org).*