

Section 1: Social Interactions

Part A. Teaching Practices. Think about how often you implement a variety of practices that influence students’ social, emotional, and academic skills. Think about how often you implement teaching practices that focus on positive social interactions. Using a scale of 1 to 5, rate how often and how well you use these practices.

- 1—I do not implement this practice 4—I generally implement this practice well**
2—I struggle to implement this practice 5—I implement this practice extremely well
3—I implement this practice reasonably well

1. Student-Centered Discipline		
SEL Practices	Self-Rating	Comments
a. I have discussions with my students about how and why classroom procedures are implemented.		
b. I implement consequences that are logical to the rule that is broken.		
c. I am consistent in implementing classroom rules and consequences.		
d. I respond to misbehavior by considering pupil-specific social, affective, cognitive, and/or environmental factors that is associated with occurrence of the behavior.		
e. I hold class discussions with my students so we can solve class problems.		
f. I ask my students to reflect and redirect their behavior when they misbehave.		
g. I teach students strategies to handle the emotions that affect their learning (e.g., stress, frustration).		
h. I model strategies that will help students to monitor and regulate their behavior.		

2. Teacher Language		
SEL Instructional Practices	Self-Rating	Comments
a. I promote positive behaviors by encouraging my students when they display good social skills (e.g., acknowledge positive actions or steps to improve).		
b. I promote positive behaviors by encouraging my students when they display good work habits (e.g., acknowledge positive actions or steps to improve).		
c. I let my students know how their effort leads to positive results with specific affirmation.		

3. Responsibility and Choice		
SEL Instructional Practices	Self-Rating	Comments
a. I let my students help plan how they are going to learn in developmentally appropriate ways.		
b. I ask for student input when making decisions about how the classroom will operate in developmentally appropriate ways.		
c. I give students meaningful choices (with parameters) on what they can work on.		
d. I make sure students make the connection between their choices and potential consequences.		
e. I arrange experiences that allow my students to become responsible (e.g., classroom aids or jobs, peer tutoring, specific roles in group work) in developmentally appropriate ways.		

4. Warmth and Support		
SEL Instructional Practices	Self-Rating	Comments
a. I demonstrate to each student that I appreciate him or her as an individual (e.g., appropriate eye-contact, greeting each child by name).		
b. I use the interests and experiences of my students when teaching.		
c. I display to my students that I care about how and what they learn.		
d. I let my students know that it is okay to get answers wrong or think outside of the box (e.g., modeling, praising attempts with “good thinking”).		
e. I check in with my students about academic and nonacademic concerns they might have.		
f. I follow up with my students when they have a problem or concern.		
g. I create structures in the classroom where my students feel included and appreciated (e.g., morning meetings, small moments, whole-class share outs).		