Section 2: Instructional 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 instructional 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

5. Cooperative Learning/Group Learning		
SEL Instructional Practices	Self-Rating	Comments
a. I encourage my students to work with other students when they have trouble with an assignment.		
b. I create learning experiences in which my students depend on each other.		
c. I create learning experiences in which my students must apply positive social skills to be successful.		
d. I hold individuals and the group accountable for learning during small-group work.		
e. I provide opportunities for my students to share their work and receive feedback from each other.		
f. I provide space to allow my students to collaboratively process how they work together and monitor their progress toward their goal.		
g. I give students feedback on how they interact with and learn from others during cooperative learning experiences.		

6. Classroom Discussions		
SEL Instructional Practices	Self-Rating	Comments
a. I help my students identify how to listen (e.g., tracking the speaker, making mental connections).		
b. I help students learn how to respond to and learn from their peers' contributions during a discussion.		
c. I help my students learn how to effectively communicate their points of view (e.g., elaborate on their thinking).		
d. I hold in-depth discussions about content with my students.		
e. I ask my students to listen to and think about their peers' opinions and whether they agree with them.		

7. Self-Assessment and Self-Reflection		
SEL Instructional Practices	Self-Rating	Comments
a. I tell my students the learning goals for each lesson.		
b. I have my students reflect on their personal academic goals (e.g., make connections to the lesson goals).		
c. I provide my students strategies to analyze their work (e.g., using performance rubrics, peer reviews).		
d. I create opportunities for my students to monitor and reflect on their progress toward their learning goals.		
e. I create opportunities for my students to monitor and reflect on their social learning.		
f. I help my students develop strategies to make sure they meet their learning goals.		
g. I provide my students opportunities to reflect on their thinking and learning processes (e.g., using graphic organizers or journals).		
h. I ask my students to think together to provide feedback on the effectiveness of learning activities (e.g., debriefing tool, feedback form, simple survey).		

8. Balanced Instruction		
SEL Instructional Practices	Self-Rating	Comments
a. I use an appropriate balance between providing students opportunities to directly learn new information, as well as actively engage in the material.		
b. I have my students work on some extended projects that require at least one week to complete.		
c. I require my students to extend their thinking when they provide basic answers (e.g., ask multiple follow-up questions).		
d. I use multiple instructional strategies to keep my students engaged in learning.		
e. I make sure that my activities are not just fun, but represent one of the best ways for students to learn the content.		
f. I ask students to work on products (e.g., Web pages, skits, or posters) that are meant to be shared with multiple audiences (e.g., parents, community members).		

9. Academic Press and Expectations		
SEL Instructional Practices	Self-Rating	Comments
a. I give my students more challenging problems when they have mastered easier material.		
b. I ensure that my students feel responsible for accomplishing or failing to accomplish their academic work.		
c. I teach my students the connection between effort and results, and I expect my students to put in full effort.		
d. I give my students work that has more than one right answer and ask them to defend their answers		
e. I support my students socially and emotionally while challenging them with new or higher levels of learning.		

10. Competence Building—Modeling, Practicing, Feedback, and Coaching		
SEL Instructional Practices	Self-Rating	Comments
a. I model and practice new learning with my students before asking them to perform independently.		
b. I demonstrate a concept using a variety of tools (e.g., modeling, demonstrations, mini-lessons, or texts).		
c. I conference with my students on ways to make their work better.		
d. I use multiple strategies with my students until they have figured out how to solve the problem (i.e., graphic organizers, leveled text, checklist, verbal cues).		
e. I give my students frequent specific feedback to let them know how they are doing in my class (academically and socially).		
f. I have my students correct their mistakes (academic or social) based on feedback from me or their peers.		
g. I provide specific feedback that is focused on the academic task at hand.		
h. I use student misconceptions to guide my instruction without singling the student out.		