

Part B. Teacher Social and Emotional Competency. Now think about your own social and emotional competencies and how those competencies influence your ability to implement the *instructional interaction teaching practices*. Please use the scoring guide below to rate how your SEL skills influence your *instructional interaction teaching practices* with your students. Consider each statement and score yourself according to where each statement holds true for you.

1 = Strongly disagree. I have a difficult time with this practice. I know I do some of the things mentioned, but I do not necessarily find them relevant to my teaching.

2 = Disagree. I demonstrate some of these skills with my students. I think with more practice and/or more support, I could demonstrate these skills more to improve implementation of this practice.

3 = Agree. I am strong in this area. I know I do a good job modeling these skills for my students. I use these skills most of the time when I implement the instructional practices.

4 = Strongly agree. I am very strong in this area. I am able to use these skills when I am implementing the instructional practices.

Self-Awareness

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|-------------------|----------|-------|----------------|
| I am aware of instructional teaching practices that I need to improve in order to grow professionally. | 1 | 2 | 3 | 4 |
| I can effectively implement instructional teaching practices with my students. | 1 | 2 | 3 | 4 |
| I am usually aware of how my emotions, culturally grounded beliefs, and background are precursors to my emotional reactions, and I understand how they impact my instructional teaching practices with my students. | 1 | 2 | 3 | 4 |
| I understand how student responses (positive and negative) affect my emotions and my behaviors during instructional teaching practices . | 1 | 2 | 3 | 4 |
| I am aware of how my cultural beliefs and background affect my instructional teaching practices with my students. | 1 | 2 | 3 | 4 |

Self-Management/Emotion Regulation

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|-------------------|----------|-------|----------------|
| I continuously refine my personal goals about how I will best implement instructional teaching practices with my students. | 1 | 2 | 3 | 4 |
| I effectively use multiple strategies (e.g., breathing techniques and mindfulness) when I have a strong emotional reaction in the classroom (e.g., stress, anger) when implementing instructional practices . | 1 | 2 | 3 | 4 |
| Through the effective management of my emotions (e.g., use of stress reduction techniques), I am better able to implement instructional teaching practices and to develop a positive learning environment that is free from bias and prejudice. | 1 | 2 | 3 | 4 |
| I model behaviors (e.g., form guidelines, set boundaries) to help students learn to regulate emotions during instructional practices . | 1 | 2 | 3 | 4 |

Social Awareness

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|-------------------|----------|-------|----------------|
| To effectively implement positive instructional teaching practices , I usually understand the perspectives of my students and can pay attention to their emotional cues during classroom interactions. | 1 | 2 | 3 | 4 |
| I try to understand why my students are or are not actively participating, and I am usually successful at providing my students the necessary skills to participate in the instructional teaching practices . | 1 | 2 | 3 | 4 |
| I successfully support positive emotions and respond to negative emotions during instructional teaching practices . | 1 | 2 | 3 | 4 |
| I address the commonalities and differences (e.g., racial, ethnic, cultural) that exist among students when I implement the instructional teaching practices . | 1 | 2 | 3 | 4 |

Relationship/Social Skills

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|-------------------|----------|-------|----------------|
| I clearly communicate behavioral and academic expectations in a manner that addresses students' individual needs and strengths when implementing instructional teaching practices . | 1 | 2 | 3 | 4 |
| I am comfortable helping my students resolve interpersonal conflicts that come up during instructional teaching practices , and I have experienced success with this. | 1 | 2 | 3 | 4 |
| I use the instructional teaching practices to help form meaningful relationships with my students and cultivate their SEL skills, and I am usually successful at building meaningful relationships. | 1 | 2 | 3 | 4 |
| I use the instructional teaching practices to help cultivate my students' SEL skills, and I am usually successful at building their SEL skills. | 1 | 2 | 3 | 4 |

Responsible Decision Making

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|-------------------|----------|-------|----------------|
| I am effective at considering multiple forms of evidence, such as balancing the needs and the behaviors of my entire class, while implementing the instructional teaching practices . | 1 | 2 | 3 | 4 |
| I regularly include my students and/or collaborate with colleagues to solve problems that arise in the classroom related to the instructional teaching practices . | 1 | 2 | 3 | 4 |
| I stay focused and consistent when I implement instructional teaching practices . | 1 | 2 | 3 | 4 |
| When I implement the instructional teaching practices , I balance awareness of students' emotional needs and academic needs. | 1 | 2 | 3 | 4 |