

Teacher Self-Rating: Fidelity of SEL Implementation

Formal SEL Instruction: Over the last 7 days...				
Category	1 - Pre-Implementation	2 - Basic	3 - Advanced	4 - Exemplary
Q1. Formal SEL instruction: Delivery	<input type="checkbox"/> I did not yet teach SEL competencies formally through explicit instruction.	<input type="checkbox"/> I dedicated at least 20 minutes to delivery of an SEL lesson plan according to a provided manual or materials, but did not facilitate significant discussion or student activity. <i>Ex: Ms. Jones taught a 20-minute lesson on mindfulness without deep student engagement or discussion.</i>	<input type="checkbox"/> I dedicated adequate time (through several short lessons or one longer lesson) to delivery of a formal SEL lesson, utilizing both direct instruction and active discussion or individual student activity. <i>Ex: Ms. Jones taught two 15-minute lessons (or a single 30-minute lesson) in the last week covering mindfulness content. Throughout the lesson, students engaged in discussion about mindfulness and a practice activity.</i>	<input type="checkbox"/> I dedicated adequate time (through several short lessons or one longer lesson) to delivery of a developmentally appropriate, focused SEL lesson, utilizing direct instruction, active discussion, and individual student activity or reflection. <i>Ex: Ms. Jones taught two 15-minute lessons (or a single 30-minute lesson) in the last week covering mindfulness content. Throughout the lesson, students engaged in discussion about mindfulness and practiced mindfulness, noticing impacts on their moods following mindfulness activities.</i>
Q2. Formal SEL instruction: Customization	<input type="checkbox"/> I did not yet tailor SEL lessons to be developmentally appropriate and aligned with student readiness.	<input type="checkbox"/> I delivered an SEL lesson according to a provided manual or materials. <i>Ex: Ms. Jones delivered a lesson on emotions exactly as written in the lesson plan, with very little customization or tailoring.</i>	<input type="checkbox"/> I tailored SEL lesson content to be developmentally appropriate and aligned with student readiness. <i>Ex: Ms. Jones extended the lesson on emotions to include a game designed to increase familiarity with different feeling words, as she knew her students needed additional review of this concept before progressing into more advanced lesson content.</i>	<input type="checkbox"/> I tailored SEL lesson content to be developmentally appropriate, aligned with student readiness, and uniquely customized to my classroom culture and students. <i>Ex: Ms. Jones adapted some of the wording in the emotions lesson and chose to focus the examples on one emotion that she recognized in the classroom last week. She was careful not to single out any students involved and was eager to debrief a similar example that might help her students understand their emotions better in the future.</i>



<p>Q3. Formal SEL instruction: Goal-setting</p>	<p><input type="checkbox"/> I have not yet specifically built SEL into my classroom-level or individual student goals.</p>	<p><input type="checkbox"/> I have specifically built SEL into my classroom-level goals.</p> <p><i>Ex: Ms. Jones understands how SEL can align with and help students reach classroom goals, and built relationship skills into her classroom goals to foster positive new relationships between students in the first semester.</i></p>	<p><input type="checkbox"/> I have built SEL competency development into explicit classroom-level goals and individual student learning goals, and I have evaluated individual student progress toward SEL knowledge and skill use.</p> <p><i>Ex: Ms. Jones has built general SEL competency development (in areas like self-awareness and self-management) into her classroom-level goals to foster a set of skills in students that helps them regulate strong emotions (such as using a mindfulness corner in her classroom). She also built these SEL competencies into student-level goals to practice a mindfulness activity once daily. She maintains a log of student progress and tracks student outcomes in meeting these goals.</i></p>	<p><input type="checkbox"/> I have built SEL competency development into explicit classroom-level goals and individual student learning goals, and I have evaluated individual student progress toward SEL knowledge and skill use, and I have provided opportunities to share feedback and student progress with them directly, and have used progress monitoring to inform my instructional approach.</p> <p><i>Ex: Ms. Jones has explicit classroom goals (e.g., establishing a safe and supportive classroom environment), and student goals (e.g., regularly practicing mindfulness) related to SEL competency development. She maintains a log of student progress on achieving these goals, uses it in monthly individual check-ins with students to discuss their progress, and uses it to inform her approach and topics covered in the classroom (she noticed that many students were experiencing heightened anxiety before tests and spent extra time offering strategies for managing it in the moment, for example).</i></p>
<p>Q4. Formal SEL instruction: Follow- up</p>	<p><input type="checkbox"/> I did not yet provide follow-up checks for student understanding or application of SEL concepts.</p>	<p><input type="checkbox"/> I provided very brief follow-up checks for student understanding or application of SEL concepts (1-2 check-in discussions lasting no more than 1 minute each).</p> <p><i>Ex: Ms. Jones asked students to raise their hands if they remembered the SEL skill taught the day before, and asked one student to</i></p>	<p><input type="checkbox"/> I provided follow-up checks for student understanding or application of SEL concepts at the individual or the group/classroom level (1-3 check-in discussions with meaningful engagement, lasting 5-10 minutes each).</p> <p><i>Ex: Ms. Jones created an anonymous survey for individual students to articulate instances in which they applied self-management strategies, and asked</i></p>	<p><input type="checkbox"/> I provided follow-up checks for student understanding or application of SEL concepts at the individual and group/classroom level (3+ check-in discussions with meaningful engagement, lasting 5-10 minutes each).</p> <p><i>Ex: Ms. Jones employs both an individual measure to assess student understanding and skill practice, and a group measure to monitor class-wide skill application, including items related to classroom culture and student relationships. This week, she facilitated small group discussion and followed up with 1 student</i></p>

		<i>summarize in front of the class.</i>	<i>students to break into small groups to discuss last week's SEL lesson.</i>	<i>whom she felt needed more help to understand the lesson content.</i>
Q5. Formal SEL instruction: Classroom integration	<input type="checkbox"/> I did not yet integrate SEL reflection into student classroom assignments.	<input type="checkbox"/> I encouraged students to include SEL reflection in their homework assignments. <i>Ex: Following delivery of an SEL lesson on empathy, Ms. Jones included empathy as an optional writing prompt after a history lesson.</i>	<input type="checkbox"/> I encouraged students to reflect on SEL concepts by: Assigning SEL-specific homework assignments or specifically instructing students to include SEL reflection in their main-subject homework. <i>Ex: Following delivery of an SEL lesson on empathy, Ms. Jones instructed students to identify specific instances of empathy in a reading as part of a history assignment.</i>	<input type="checkbox"/> I encouraged students to reflect on SEL concepts by: Assigning SEL-specific homework assignments and specifically instructing students to include SEL reflection in their main-subject homework. <i>Ex: Following delivery of an SEL lesson on empathy, Ms. Jones assigned an active listening empathy practice for homework, and instructed students to notice specific instances of empathy in a reading as part of a history assignment.</i>

Informal SEL Instruction: Over the last 7 days...				
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Q6. Informal SEL instruction: Responsiveness to adversity/ challenges	<input type="checkbox"/> I did not yet use SEL skills to respond organically to student or classroom difficulties.	<input type="checkbox"/> I occasionally (once or twice a week) utilized skills introduced through an SEL curriculum to respond organically to student or classroom difficulties. <i>Ex: Once this week, as students transitioned into her class, Ms. Jones led them in a mindfulness activity.</i>	<input type="checkbox"/> I sometimes (once per day) utilized skills introduced through an SEL curriculum to respond organically to student or classroom difficulties. <i>Ex: Ms. Jones leads the class in a mindfulness activity daily, when students are particularly slow to settle down after a transition, to check in with their feelings and turn their focus to the class.</i>	<input type="checkbox"/> I consistently (multiple times per day) utilized skills introduced through an SEL curriculum to respond organically to student or classroom difficulties. <i>Ex: Ms. Jones models mindfulness regularly during daily tasks (e.g., verbalizing when cleaning off the white board). She also anticipates individual and classroom triggers, and has several mindfulness activities ready that she leads the class through during disruptive or difficult moments (which occur 5 or more times per week).</i>

<p>Q7. Informal SEL instruction: Responsiveness to culture/ circumstances</p>	<p><input type="checkbox"/> I did not yet use SEL skills to make connections between content taught in an SEL curriculum and real-life situations or material covered in class (e.g., books, films, or other lesson material).</p>	<p><input type="checkbox"/> I occasionally (once or twice a week) drew connections between content taught in an SEL curriculum and real-life situations or material covered in class (e.g., books, films, or other lesson material).</p> <p><i>Ex: Following delivery of a lesson on clear communication (fostering the SEL competency of relationship skills), Ms. Jones noted two specific instances of clear communication between historical figures in a social studies lesson, but did not connect SEL material to other academic content or real-life situations throughout the week.</i></p>	<p><input type="checkbox"/> I sometimes (once per day) drew connections between content taught in an SEL curriculum and real-life situations or material covered in class (e.g., books, films, or other lesson material).</p> <p><i>Ex: Following delivery of a lesson on clear communication (fostering the SEL competency of relationship skills), Ms. Jones noted instances of successful and unsuccessful communication in both language arts and social studies discussions throughout the week, specifically reminding the class about their related SEL lesson on using communication strategies to support healthy relationships.</i></p>	<p><input type="checkbox"/> I consistently (multiple times per day) drew connections between content taught in an SEL curriculum and real-life situations or material covered in class (e.g., in a book, film, or other lesson material).</p> <p><i>Ex: Following delivery of a lesson on clear communication fostering relationship skills, Ms. Jones integrated communication strategies (and discussed how the absence of such strategies can impede communication and harm relationships) into a real-life situation in which her students asked clarifying questions about a language arts assignment. She also noted instances of successful and unsuccessful communication within the assigned reading itself, and in other assignments and lessons throughout the day.</i></p>
<p>Q8. Informal SEL instruction: Adult SEL modeling</p>	<p><input type="checkbox"/> I did not yet model social and emotional competencies in my language and in interactions with colleagues, students, families, and community partners.</p>	<p><input type="checkbox"/> I occasionally (once or twice a week) made an effort to model social and emotional competencies in my language and in interactions with colleagues, students, families, or community partners.</p> <p><i>Ex: Ms. Jones made a concerted effort to verbalize using self-awareness in her classroom twice this week with students by noting when she was using mindfulness strategies to re-center her focus, but did not verbalize</i></p>	<p><input type="checkbox"/> I sometimes (once or twice per day) made an effort to model social and emotional competencies in my language and in interactions with colleagues, students, families, and community partners.</p> <p><i>Ex: Ms. Jones made a concerted effort to demonstrate self-awareness in her classroom in the mornings and during times in which she noticed her own emotions were intense by verbally acknowledging her feelings and engaging in a brief mindfulness practice to respond</i></p>	<p><input type="checkbox"/> I consistently (multiple times per day) made an effort to model social and emotional competencies in my language and in interactions with colleagues, students, families, and community partners.</p> <p><i>Ex: Ms. Jones made a concerted effort to model self-awareness in her classroom several times this week by verbalizing when she was using mindfulness strategies to tolerate strong emotions and re-center her focus. She advocated for integrating a self-awareness and self-care activity at the start of a staff meeting, and brought up self-management in a break-room discussion with a colleague who was upset about a recent administrative decision in which she encouraged her colleague to use relaxation techniques to</i></p>

		<i>practicing self-awareness or model skills with staff or community partners.</i>	<i>to them. She also advocated for integrating a self-awareness and self-care activity into the start of a staff meeting.</i>	<i>reduce the physical discomfort that stems from strong emotions. During scheduled IEP meetings, she utilized social awareness skills by intentionally adapting her approach with family members to help them feel at ease in sharing feedback.</i>
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