

Transforming Education's SEL Integration Approach: Teacher Self-Check Tool

This tool is intended to be used in conjunction with Transforming Education's [SEL Integration Approach](#). Its purpose is to help you reflect on the role that each component of SEL Integration currently plays in your day and identify ways to more intentionally embed SEL into your classroom.

Tips for completing a self-check:

- Start by reflecting on which of the six components you're presently incorporating in your classroom activities. What are your strengths? Where do you see opportunities to expand your existing skills? • Then, think about which components you would like to focus on integrating more intentionally. It might be helpful to start by focusing on 1-2 components and adding in more as you become more comfortable with the process.

Guiding questions to consider after completing the self-check:

- What are your goals for supporting your students' social-emotional development? How do your goals align with the six components of the SEL Integration Approach?
- How can you leverage your students' strengths and engage their interests, backgrounds, and experiences to practice SEL? What are you currently doing, and where are there opportunities to draw more heavily on students' assets and interests?
- Are there some components that feel more seamlessly integrated into your classroom than others? How can you use other components to meet students where they are and scaffold their learning in different ways? Which components make sense to combine in a lesson?

*This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.
To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.*



Component	Elements for Optimal SEL Integration	Self-Check and Plan
-----------	--------------------------------------	---------------------

<p>Conducive Environments</p>	<ul style="list-style-type: none"> • I create and maintain a learning space that is warm and inviting to all students and their families. • I foster student agency (e.g., voice, choice, autonomy, input, student led goal-setting) in developmentally-appropriate ways. • The content I use in lessons is authentically representative of my students' cultural identities. • The content and practices I implement reflect rigorous expectations for all of my students. • My students and I regularly offer positive, actionable feedback to one another. • I have co-constructed classroom norms with my students, and we discuss them explicitly throughout the year. We make sure to talk about how our norms help maintain a great learning environment. • There are readily-available resources in my classroom to support different learning and social-emotional needs. We have ongoing conversations about these resources, and I offer my students reminders about how they can be helpful. 	<p>How many of these elements are you incorporating?</p> <p><input type="checkbox"/> I am incorporating most of these elements. <input type="checkbox"/> I incorporate some, but not most.</p> <p><input type="checkbox"/> I need to better incorporate these elements.</p> <p>Planning for next steps I would like to be more intentional in incorporating the following elements:</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Strong Relationships</p>	<ul style="list-style-type: none"> • I make intentional efforts to get to know all of the students in the classroom, both academically and personally. • I incorporate personal check-ins with students regularly throughout the school day, week, and year. I track interactions to ensure that I am connecting often with <i>all</i> of my students. • I find ways to celebrate students' academic mastery, growth, and other strengths regularly. • I consistently engage in reflective practices to learn about my own identities, experiences, and potential biases, and how they might influence my interactions with students and families. • I offer opportunities for my students to collaborate on work and build relationships with one another, while providing scaffolding and strategies to facilitate positive interactions. • I use restorative practices in my classroom to help my students prevent and resolve conflicts and promote empathy. • The events I host for students' families are scheduled in a way that is inclusive of different family needs and schedules. • I engage in positive interactions and communications with my students' families regularly and throughout the year. 	<p>How many of these elements are you incorporating?</p> <p><input type="checkbox"/> I am incorporating most of these elements. <input type="checkbox"/> I incorporate some, but not most.</p> <p><input type="checkbox"/> I need to better incorporate these elements.</p> <p>Planning for next steps I would like to be more intentional in incorporating the following elements:</p> <hr/> <hr/> <hr/> <hr/> <hr/>

		—
--	--	---

This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.



Component	Elements for Optimal SEL Integration	Self-Check and Plan
<p>Explicit Instruction</p>	<ul style="list-style-type: none"> • I incorporate mini-SEL lessons into academic learning time and make explicit connections to ongoing academic content. • I set aside a reasonable amount of time to allow SEL lessons to be effective, while minimizing the loss of instructional time. • My SEL lesson content is drawn from evidence-based resources. • My SEL lessons are interactive, balancing teacher instruction <i>and</i> student participation in activities and discussions. • My SEL lessons discuss the importance of SEL skills for the self, the classroom, and the community, and include conversations about how students find personal meaning in these skills. • My SEL lessons are culturally responsive and do not reflect preference for one cultural group's values over another. • Any SEL content I introduce includes strategies that are accessible in multiple ways and support different learning abilities. • I adapt lessons and strategies to meet the needs of all students. 	<p>How many of these elements are you incorporating?</p> <p><input type="checkbox"/> I am incorporating most of these elements. <input type="checkbox"/> I incorporate some, but not most.</p> <p><input type="checkbox"/> I need to better incorporate these elements.</p> <p>Planning for next steps</p> <p>I would like to be more intentional in incorporating the following elements:</p> <p>_____</p> <p>—</p> <p>_____</p> <p>—</p> <p>_____</p> <p>—</p>

<p>Thoughtful Modeling</p>	<ul style="list-style-type: none"> • I plan how I will model SEL strategies during academic lessons. • I model behaviors to demonstrate what students should and could do (as opposed to what students “shouldn’t” do, to avoid confusing them). • I incorporate peer modeling to showcase my students’ own existing and developing skills. • I provide time for students to engage in reflective conversations about the modeling behaviors they have observed and how they can put the demonstrated skills to use. • I invite conversation when a student offers a perspective different from the popular opinion. • I develop my own skills and model self-regulation and conflict resolution strategies in my interactions with students. • When modeling strategies, I adapt my language and actions so that all students can understand and practice the strategies themselves. • I model skills and strategies that are culturally inclusive. They are reflective of my students’ values, experiences, and cultural backgrounds, and do not focus solely on the dominant culture’s values. 	<p>How many of these elements are you incorporating?</p> <p><input type="checkbox"/> I am incorporating most of these elements. <input type="checkbox"/> I incorporate some, but not most.</p> <p><input type="checkbox"/> I need to better incorporate these elements.</p> <p>Planning for next steps</p> <p>I would like to be more intentional in incorporating the following elements:</p> <hr/> <hr/> <hr/> <hr/> <hr/>
-----------------------------------	---	--

This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.



Component	Elements for Optimal SEL Integration	Self-Check and Plan
-----------	--------------------------------------	---------------------

<p>Practice Opportunities</p>	<ul style="list-style-type: none"> • I intentionally plan how I can incorporate SEL practice opportunities into my lessons and draw explicit connections to academic learning. • The skills and strategies that I ask students to practice are familiar to them because I have introduced them before. • The practice opportunities I offer include choices for students to practice and demonstrate the skills in ways that are accessible and meaningful to them. • The practice opportunities I integrate offer students the chance to explore how to apply skills and strategies in new contexts and in nuanced ways (e.g., within the classroom, after school, and in their home communities). 	<p>How many of these elements are you incorporating?</p> <p><input type="checkbox"/> I am incorporating most of these elements. <input type="checkbox"/> I incorporate some, but not most.</p> <p><input type="checkbox"/> I need to better incorporate these elements.</p> <p>Planning for next steps</p> <p>I would like to be more intentional in incorporating the following elements:</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Teachable Moments</p>	<ul style="list-style-type: none"> • I can identify relevant, opportune, and spontaneous moments to recognize SEL in the context of what the class is doing and/or learning. • I can often anticipate where these teachable moments might arise during a lesson or interaction. • I use relevant language and actions to highlight SEL happening in the classroom in real time. • The teachable moments I embrace include recognition of my students' growth and development of SEL skills as well as opportunities to reassess a situation or discuss a different approach. • I can recognize when a strategy or skill is being applied in a new way and bring it to a student's attention (and to the attention of the larger group, if applicable and appropriate). 	<p>How many of these elements are you incorporating?</p> <p><input type="checkbox"/> I am incorporating most of these elements. <input type="checkbox"/> I incorporate some, but not most.</p> <p><input type="checkbox"/> I need to better incorporate these elements.</p> <p>Planning for next steps</p> <p>I would like to be more intentional in incorporating the following elements:</p> <hr/> <hr/> <hr/> <hr/> <hr/>

		—
--	--	---

*This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.
To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.*