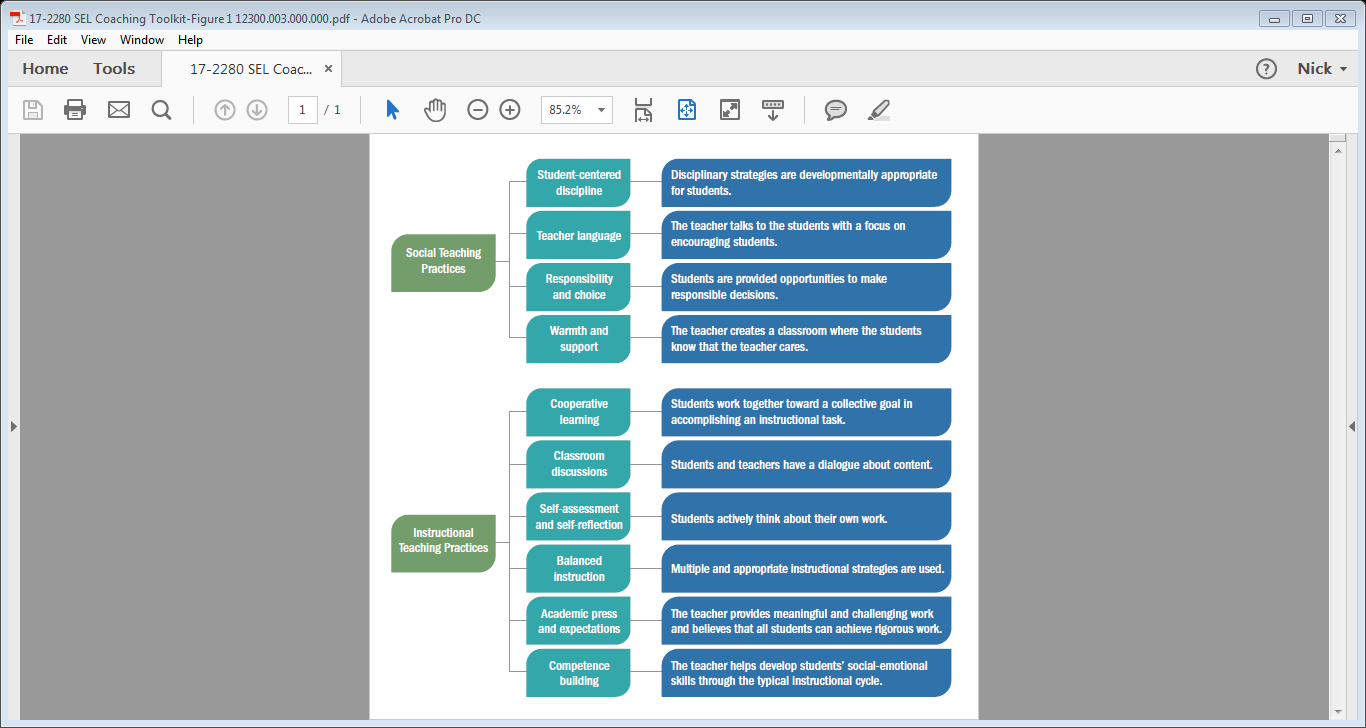
# Introduction Handout 4: Ten Teaching Practices Self-Assessment

## Overview of 10 Teaching Practices to Promote Social and Emotional Learning

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**Source:**[*Social and Emotional Learning Coaching Toolkit: Keeping SEL at the Center*](https://www.air.org/sites/default/files/downloads/report/Social-and-Emotional-Learning-SEL-Coaching-Toolkit-August-2017.pdf), by N. Yoder and D. Gurke. (2017). Washington, DC: American Institutes for Research. Copyright 2017 by American Institutes for Research. Reprinted with permission. Retrieved fromhttps://www.air.org/sites/default/files/downloads/report/Social-and-Emotional-Learning-SEL-Coaching-Toolkit-August-2017.pdf

## Self-Assessment

Adapted from Yoder, N. (2014). [Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks](http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)*.* Washington, DC: Center on Great Teachers and Leaders. Used with permission. Retrieved from http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf

### *Directions:*

Think about how well you implement the types of teaching practices that influence students’ social, emotional, and academic skills. Using a scale of 1 to 5, rate how often and how well you use these practices.

**1—I do not implement this practice**

**2—I struggle to implement this practice**

**3—I implement this practice reasonably well**

**4—I generally implement this practice well**

**5—I implement this practice extremely well**

### Student-Centered Discipline

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

### Teacher Language

| SEL Instructional Practices | Self- Rating | Comments |
| --- | --- | --- |
| 1. I promote positive behaviors by encouraging my students when they display good social skills (e.g., acknowledge positive actions or steps to improve). |  |  |
| 1. I promote positive behaviors by encouraging my students when they display good work habits (e.g., acknowledge positive actions or steps to improve). |  |  |
| 1. I let my students know how their effort leads to positive results with specific affirmation. |  |  |
| **Total** |  |  |

### Responsibility and Choice

| SEL Instructional Practices | Self- Rating | Comments |
| --- | --- | --- |
| 1. I let my students help plan how they are going to learn in developmentally appropriate ways. |  |  |
| 1. I ask for student input in developmentally appropriate ways when making decisions about how the classroom will operate. |  |  |
| 1. I give students meaningful choices (with parameters) on what they can work on. |  |  |
| 1. I make sure students make the connection between their choices and potential consequences. |  |  |
| 1. 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. |  |  |
| **Total** |  |  |

### Warmth and Support

| SEL Instructional Practices | Self- Rating | Comments |
| --- | --- | --- |
| 1. I demonstrate to each student that I appreciate him or her as an individual (e.g., maintaining appropriate eye contact, greeting each child by name). |  |  |
| 1. I use the interests and experiences of my students when teaching. |  |  |
| 1. I display to my students that I care about how and what they learn. |  |  |
| 1. 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”). |  |  |
| 1. I check in with my students about academic and nonacademic concerns they might have. |  |  |
| 1. I follow up with my students when they have a problem or concern. |  |  |
| 1. I create structures in the classroom where my students feel included and appreciated (e.g., morning meetings, small moments, whole-class share outs). |  |  |
| **Total** |  |  |

### Cooperative Learning/Group Learning

| SEL Instructional Practices | Self- Rating | Comments |
| --- | --- | --- |
| 1. I encourage my students to work with other students when they have trouble with an assignment. |  |  |
| 1. I create learning experiences in which my students depend on each other. |  |  |
| 1. I create learning experiences in which my students must apply positive social skills to be successful. |  |  |
| 1. I hold individuals and the group accountable for learning during small-group work. |  |  |
| 1. I provide opportunities for my students to share their work and receive feedback from each other. |  |  |
| 1. I provide space to allow my students to collaboratively process how they work together and monitor their progress toward their goals. |  |  |
| 1. I give students feedback on how they interact with and learn from others during cooperative learning experiences. |  |  |
| **Total** |  |  |

### Classroom Discussions

| SEL Instructional Practices | Self- Rating | Comments |
| --- | --- | --- |
| 1. I help my students identify how to listen (e.g., tracking the speaker, making mental connections). |  |  |
| 1. I help students learn how to respond to and learn from their peers’ contributions during a discussion. |  |  |
| 1. I help my students learn how to effectively communicate their points of view (e.g., elaborate on their thinking). |  |  |
| 1. I hold in-depth discussions about content with my students. |  |  |
| 1. I ask my students to listen to and think about their peers’ opinions and whether they agree with them. |  |  |
| **Total** |  |  |

### Self-Assessment and Self-Reflection

| SEL Instructional Practices | Self- Rating | Comments |
| --- | --- | --- |
| 1. I tell my students the learning goals for each lesson. |  |  |
| 1. I have my students reflect on their personal academic goals (e.g., make connections to the lesson goals). |  |  |
| 1. I provide my students strategies to analyze their work (e.g., using performance rubrics, peer reviews). |  |  |
| 1. I create opportunities for my students to monitor and reflect on their progress toward their learning goals. |  |  |
| 1. I create opportunities for my students to monitor and reflect on their social learning. |  |  |
| 1. I help my students develop strategies to make sure they meet their learning goals. |  |  |
| 1. I provide my students opportunities to reflect on their thinking and learning processes (e.g., using graphic organizers or journals). |  |  |
| 1. I ask my students to think together to provide feedback on the effectiveness of learning activities (e.g., debriefing tool, feedback form, simple survey). |  |  |
| **Total** |  |  |

### Balanced Instruction

| SEL Instructional Practices | Self- Rating | Comments |
| --- | --- | --- |
| 1. I use an appropriate balance between providing students opportunities to directly learn new information and to actively engage in the material. |  |  |
| 1. I have my students work on some extended projects that require at least one week to complete. |  |  |
| 1. I require my students to extend their thinking when they provide basic answers (e.g., ask multiple follow-up questions). |  |  |
| 1. I use multiple instructional strategies to keep my students engaged in learning. |  |  |
| 1. I make sure that my activities are not just fun, but represent one of the best ways for students to learn the content. |  |  |
| 1. 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). |  |  |
| **Total** |  |  |

### Academic Press and Expectations

| SEL Instructional Practices | Self- Rating | Comments |
| --- | --- | --- |
| 1. I give my students more challenging problems when they have mastered easier material. |  |  |
| 1. I ensure that my students feel responsible for accomplishing or failing to accomplish their academic work. |  |  |
| 1. I teach my students the connection between effort and results, and I expect my students to put in full effort. |  |  |
| 1. I give my students work that has more than one right answer and ask them to defend their answers. |  |  |
| 1. I support my students socially and emotionally while challenging them with new or higher levels of learning. |  |  |
| **Total** |  |  |

### Competence Building — Modeling, Practicing, Feedback, and Coaching

| SEL Instructional Practices | Self- Rating | Comments |
| --- | --- | --- |
| 1. I model and practice new learning with my students before asking them to perform independently. |  |  |
| 1. I demonstrate a concept using a variety of tools (e.g., modeling, demonstrations, mini-lessons, or texts). |  |  |
| 1. I conference with my students on ways to make their work better. |  |  |
| 1. I use multiple strategies with my students until they have figured out how to solve the problem (e.g., graphic organizers, leveled text, checklists, verbal cues). |  |  |
| 1. I give my students frequent specific feedback to let them know how they are doing in my class (i.e., academically and socially). |  |  |
| 1. I have my students correct their mistakes (academic or social) based on feedback from me or their peers. |  |  |
| 1. I provide specific feedback that is focused on the academic task at hand. |  |  |
| 1. I use student misconceptions to guide my instruction without singling the student out. |  |  |
| **Total** |  |  |

## Scoring and Reflection

1. In the box below, bring down the total score you gave yourself for each of the 10 instructional practices above. To create the average score for each practice, divide that total score by the total possible points for the practice.

| Instructional Practice | Your Score/Total  Possible Points | Average Score |
| --- | --- | --- |
| 1. Student-Centered Discipline | /40 |  |
| 2. Teacher Language | /15 |  |
| 3. Responsibility and Choice | /25 |  |
| 4. Warmth and Support | /35 |  |
| 5. Cooperative Learning/Group Learning | /35 |  |
| 6. Classroom Discussions | /25 |  |
| 7. Self-Assessment and Self-Reflection | /40 |  |
| 8. Balanced Instruction | /30 |  |
| 9. Academic Press and Expectations | /25 |  |
| 10. Competence Building | /40 |  |

2. Reflect on your scores using the following question prompts.

1. On which SEL practice did you score the highest? Why?
2. On which SEL practice did you score the lowest? Why?
3. What evidence do you have to support the self-rating you selected for your highest SEL practice? Your lowest SEL practice?
4. How do these behaviors and practices look in your classroom?
5. How do you think your students would rate you?
6. How does your school culture affect your self-rating?
7. What professional learning experiences could facilitate improvement in your lowest SEL practice(s)?
8. What can you do to ensure you are implementing these practices fully?

## Text Version of Diagram 1 – Overview of 10 Teaching Practices

As identified by Yoder & Gurke (2017), there are 10 teaching practices that aid in the promotion of social and emotional learning. The teaching practices are broken up into the two categories of Social Teaching Practices and Instructional Teaching Practices and are explained in further detail below:

### Social Teaching Practices

* Student-centered discipline, which includes disciplinary strategies that are developmentally appropriate for students.
* Teacher language, such as when the teacher talks to the students with a focus on encouraging them.
* Responsibility and choice, meaning students are provided opportunities to make responsible decisions.
* Warmth and support, where the teacher creates a classroom where the students know that their teacher cares.

### Instructional Teaching Practices

* Cooperative learning opportunities where students work together toward a collective goal in accomplishing an instructional task.
* Classroom discussions, such as when students and teachers have a dialogue about content.
* Self-assessment and self-reflection, where students are charged with actively thinking about their own work.
* Balanced instruction, a practice where multiple and appropriate instructional strategies are used.
* Academic press and expectations, where the teacher provides meaningful and challenging work and believes that all students can achieve rigorous work.
* Competence building, such as when the teacher helps develop students’ social-emotional skills through the typical Instructional cycle.

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