

CPS SOCIAL EMOTIONAL LEARNING COMPETENCY ASSESSMENT CHECKLIST

June 6, 2017

WHOLE SCHOOL TIER ONE SEL EVIDENCE	Emerging, Developing, Mastery		
	E	D	M
STRUCTURES			
School wide positive behavioral expectations: are created for each school; such as: Respect for self and others, appreciating diversity, empathy			
School wide norms for transitions, hallway behavior, entering new space			
Classroom behavioral contracts			
Visual cues about behavioral expectations			
Evidence of structure, ritual, and routine, for transitions,			
Celebrate success as a school			
Ensure that Student Support Team or other structure meets regularly and uses a Topic/Discussion/Action model, as well as behavior data, to frame mutual understanding and next steps. Provide user friendly method for teachers/staff to bring student forward to discuss.			
Create restorative structures for student accountability, responsibility, and repair. Such as Process sheets, ways of taking ownership of making mistakes without being shamed			
Use behavior data (Educators' Handbook/Aspen) for decision-making regarding prevention and intervention efforts.			
RELATIONSHIPS			
Enlist all school community members in greeting every student every day			
Create opportunities for belonging and community building			
Ensure that every student can identify an adult in the school to whom they could turn if they needed help			

Create opportunities to increase **self awareness**: (Adults model this)Sharing opinions, identifying feelings, recognizing emotional communication, non-violent problem solving through the use of Morning Meeting ,Advisory, Community Meeting and Peace couch or Calm Corner, Peer Mediation

Notice and acknowledge moments of student **self management**: Frustration tolerance, kindness, perseverance

Create opportunities for responsible **decision making**, (Adults model this) such as recess, less structured time, students looking out for each other, solving problems together

Help build and support **relationship skills**: Reciprocal conversations, turn taking, teamwork, social awareness.

Enlist parents as partners in a respectful and culturally responsive way

Promote student engagement by providing inspiring motivational teaching

Provide time for Morning Meeting, Advisory, Community Meeting and support for using these structures

Help build **social awareness** skills such as perspective taking, empathy, appreciating diversity and respect for others.

CURRICULUM

There is evidence that the school has implemented an SEL guidelines/framework that meets our district standards and is aligned across classrooms,grades and departments.

--	--	--

CLASSROOM TIER ONE EVIDENCE

(all of the above and...)

STRUCTURES

Use a collaborative process to create classroom expectations together with students

Classroom contract with expected behaviors is visible and referenced frequently

There is evidence of written daily routines

There are daily opportunities for group discussion such as circle time, Morning Meeting, Advisory, Community Meeting, and class discussion time

There is a defined “chill out” space with sensory activities for self calming. Students are taught how to access and use this space.

RELATIONSHIPS

There is evidence of students getting positive feedback about expected behavior.

Reminders, redirections and limits are stated in a neutral tone.

Opportunities exist for the class to share opinions, thoughts and ideas about social competency, what it means to be a supportive peer, etc.

Teachers have a system for any student who has to leave class for behavioral reasons to facilitate a restorative return

CURRICULUM

There is a word wall for naming feelings, accompanied by pictures where age appropriate.

Teachers regularly create opportunities for discussion of social and emotional concepts such as frustration or disappointment within regular instructional opportunities such as through social studies, literature, etc.

E	D	M

Demonstrate self regulation in the event of student intensity

Connect with other adults to share experience in working with intense students for purposes of planning unified responses in the service of growth

*ANXIETY IN STUDENTS:
ABLE TO:*

Identify and describe neurobiological changes that occur in anxiety

Able to differentiate between adult vs student anxiety

Understands prevalence of anxiety in students

Can name SEL techniques employed in classroom to regulate anxiety to keep it at a manageable level

Understands and can utilize brain break curriculum

Understands and can employ crisis intervention protocol for highest anxiety crises

Understands major treatment options for anxiety: Teach moments of appraisal for student self assessment, scales or zones of regulation, cognitive restructuring, mindfulness

