

## MNPS SEL Walkthrough 2017-2018

School \_\_\_\_\_ Observer Name(s) \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Score each component from 4 (highly effective) to 1 (needs improvement). *Criteria listed under each rating level are examples or guides for what each numeric score looks like during an observation, not an all-inclusive or exclusive description.* **Area 1** = School-Wide Environment; **Area 2** = Classroom Instruction; **Area 3** = Classroom Environment

**SEL definition:** a process through which children and adults learn to recognize and manage emotions, demonstrate care and concern for others, develop positive relationships, make good decisions, and behave ethically, respectfully, and responsibly.

**SEL core competencies:** self-awareness, self-management, social awareness, relationship skills, responsible decision making.

<b>Area 1. School-Wide Environment (school entry, main office, and common areas)</b>					
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	Component Score/Notes
<b>1a. Atmosphere in Common Areas</b>	School entry, main office, and common areas are welcoming, well maintained, easily navigated, and promote a sense of community that represents the diversity in the school.	School entry, main office, and common areas are functioning smoothly and efficiently.	School entry, main office, and common areas are functioning with evidence of some disorder.	School entry, main office, or common areas are impersonal; evidence of disorder or lack of proper upkeep.	
<b>1b. Vision/ Mission/ Values Statements Displayed</b>	Statements that reflect commitment to SEL and creating community are clearly displayed multiple times throughout common areas (vision, mission, values statements).	At least one vision/mission/values statement that reflects commitment to SEL or creating community is displayed in a common area.	At least one vision/mission/values statement is displayed but it doesn't align with SEL or creating community.	No vision/mission/values statements are displayed in common areas.	
<b>1c. Student Work Displayed</b>	A variety of meaningful, creative, and recent student work is prominently displayed in more than one area, and is clearly tied to posted SEL and academic learning goals/objectives.	Student work is displayed in at least one common area and is tied to posted SEL or academic objectives.	Student work may be displayed in one area but it has either not been updated or it is displayed but not tied to a learning objective.	Student work is either not displayed in common areas, or the work displayed is at a very basic level and/or generic.	
<b>1d. Student Relationships</b>	Students are consistently friendly, orderly, and respectful to each other & all adults in common areas.	Students are generally orderly and polite to adults and other students in common areas.	Students are generally respectful to other students but not to adults OR respectful to adults but not to other students.	Evidence of student misconduct in common areas.	
<b>1e. Adult Relationships</b>	Adults are consistently welcoming, orderly, and respectful with each other, all students, and all guests in common areas.	Adults are generally polite and respectful to students and other adults in common areas.	Adults are generally polite and respectful to other adults but not to students OR to students but not to other adults.	Evidence of disrespect from adults in common areas.	
Common areas observed (check all that apply):					
School Office _____ Lunchroom _____ Hallways _____ Playground _____ School Grounds _____ Bathrooms _____ Auditorium/Gymnasium _____ Other _____					

Area 2. Classroom Instruction					Classroom/Subject Observed							
	4	3	2	1	Component Score/Notes							
<b>2a. Expectations and Learning Objectives</b>	Teacher effectively engages students about academic standards, objectives, expectations, and SEL I Can statements throughout the entire lesson. Both the teacher & students clearly connect lesson to prior learning and personal experience.	Teacher communicates standards, objectives, expectations, or SEL I Can statements for the lesson. Teacher effectively connects lesson to either prior learning or personal experience.	Academic standards, objectives, expectations, or SEL core competencies for lesson could be inferred from teacher. Teacher may attempt to connect lesson to prior learning or personal experience.	Teacher does not clearly communicate academic standards, objectives, or expectations. No evidence of lesson connecting to prior learning or personal experience.								
<b>2b. Explicit Teaching of SEL Skills</b>	SEL competencies are directly taught with explicit reference to their value and when/how to apply them. Teacher explicitly models, discusses and/or reinforces SEL I Can Statements, competencies and skills. Evidence that most students are receptive.	Evidence that some SEL I Can Statements and competencies have been taught or communicated; Teacher encourages students to practice SEL I Can Statements, competencies, and skills with one another and some are receptive.	Limited evidence that some SEL I Can Statements and competencies have been taught or communicated. Teacher may encourage students to practice SEL I Can Statements, competencies, and skills but few students are receptive.	No evidence that SEL I Can Statements and competencies have been explicitly taught or teacher is unsuccessful in engaging students to develop and practice SEL skills.								
<b>2c. SEL Integrated into Instructional Content</b>	Clear evidence that SEL is effectively embedded into content of academic lessons; relevance of SEL to that content is highlighted and discussed.	Some evidence that teacher teaches or has taught SEL skills development in academic lessons.	Limited evidence of integration of SEL with content of academic lessons.	No integration of SEL into academic content.								
<b>2d. Use of Interactive Pedagogies</b>	Teacher uses lesson-appropriate interactive or collaborative pedagogies that enable students to develop & practice SEL competencies.	Some evidence that teacher uses interactive or collaborative pedagogies that enable students to develop SEL competencies.	Limited evidence that teacher uses interactive pedagogies that enable students to develop SEL competencies.	Interactive pedagogies are not effectively and appropriately introduced or supported.								
<b>2e. Teacher Feedback and Monitoring</b>	Teacher provides specific and high-quality feedback to most students. Teacher actively monitors student engagement and understanding (academic and SEL) throughout lesson.	Teacher provides generalized feedback to most students. Teacher attempts to monitor student engagement and understanding (academic or SEL) throughout lesson.	Teacher provides generalized feedback to a few students. Teacher makes at least one attempt to monitor student engagement or understanding.	Teacher provides minimal or no feedback to students. Teacher does not monitor student engagement or understanding.								
<b>2f. Student Engagement</b>	Most students are engaged in the lesson with interest, curiosity, motivation and passion. Electronic devices are only used for classwork (if applicable).	Some students are engaged in the lesson with interest, curiosity, or motivation. Electronic devices are mostly used for classwork (if applicable).	Few students are engaged, interested, or motivated about lesson; some are easily distracted. Electronic devices are used for something other than classwork (if applicable).	Most students are disinterested, unmotivated or are distracted during the lesson. Electronic devices are distracting and not used appropriately (if applicable).								
<b>2g. Student Collaboration</b>	Students collaborate efficiently & respectfully with each other throughout most of the lesson.	Students collaborate with efficiency.	Students may be collaborating but with little efficiency.	No evidence of student collaboration.								
<b>2h. Teacher as a Facilitator</b>	Teacher is highly effective in facilitating student learning; uses open-ended questioning & "wait time;" lesson is student-centered while teacher acts as a guide; all students participate in the learning environment.	Teacher uses strategies to encourage learning and most students participate; teacher prompts students to participate in the learning environment.	Teacher encourages learning and some students participate, majority of the lesson is teacher directed.	Teacher is unsuccessful in facilitating learning. Teacher talk time highly outweighs student talk time; few students participate.								
<b>2i. Student Reflection</b>	Teacher allows for individual and collective student reflection by encouraging critical thinking to debrief academic & social-emotional learning.	Teacher allows for either individual or collective student reflection by encouraging critical thinking to debrief academic or social-emotional learning.	There are classroom artifacts that show the teacher has engaged students in reflection of either academic or social-emotional learning.	Teacher does not engage student reflection.								

