

Module #8: Assessment of School-Wide Social and Emotional Skills Instruction

Directions

Use the chart to answer the following questions related to Emotional Vocabulary and within each of the five core areas of Social and Emotional Learning (SEL). Use your responses to identify what your school is doing well and what areas could be improved to ensure all students receive necessary SEL instruction, practice and reinforcement.

1. Who receives instruction in these skills? all students ... students at specific grade levels ... students in specific classrooms ... specific students ... other
2. How often are the skills taught? monthly ... weekly ... daily ... as needed ... other
3. Who are the instructors? pupil services professionals ... classroom teachers ... others
4. Are there student support staff who come into a classroom to teach and then leave or are the general education teachers the instructors?
5. Are the skills being taught reinforced and practiced throughout the school in all classes and areas of the building?

Note: The skills included in this chart are identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as the Social and Emotional Learning Core Competencies.

www.casel.org/social-and-emotional-learning/core-competencies

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Social Emotional Learning (SEL) Skill Category	Grade Levels/ Classrooms/Students	Time of Day/ Days of Week	Instructors	Practiced/ Reinforcement
<p>Emotional Vocabulary</p> <ul style="list-style-type: none"> • Know feeling words and their meaning • Identify personal feelings • Use the correct vocabulary to describe feelings 				
<p>Self-Awareness</p> <ul style="list-style-type: none"> • Understand personal emotions, goals, and values • Assess personal strengths and limitations • Have a positive mindset • Demonstrate a well-grounded sense of self-efficacy and optimism • Recognize that thoughts, feelings and actions are interconnected 				

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<p>Self-Management</p> <ul style="list-style-type: none"> • Demonstrate skills and attitudes to regulate personal emotions and behaviors • Demonstrate the ability to delay gratification • Manage personal stress • Use tools to control impulses • Demonstrate ability to persevere through challenges, in order to achieve personal, educational, and career goals 				
<p>Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate the ability to understand, empathize and feel compassion for others from different backgrounds or cultures • Demonstrate understanding of social norms for behavior • Recognize family, school, and community resources and supports 				

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<p>Relationship Skills</p> <ul style="list-style-type: none"> • Communicate clearly • Listen actively • Cooperate with others • Resist inappropriate social pressure • Negotiate conflict constructively • Seek help when it is needed 				
<p>Responsible Decision-Making</p> <ul style="list-style-type: none"> • Demonstrate ability to make constructive choices about personal behavior and social interactions in diverse settings • Demonstrate ability to consider ethical standards, safety concerns, and accurate behavioral norms related to risky behavior • Verbalize ability to consider the health and well-being of self and others • Demonstrate the ability to make a realistic evaluation of consequences to various actions 				

Adapted from www.edutopia.org blog: *Why Social and Emotional Learning is Essential for Students*
<http://wedutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta>

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