Revised 12/1/17

## MNPS SEL Walkthrough 2017-2018

School Observer Name(s) Date Date	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.

	4	3	2	1	Component Score/Notes
1a. Atmosphere in Common Areas	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.	
1b. Vision/ Mission/ Values Statements Displayed	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.	
1c. Student Work Displayed	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.	
1d. Student Relationships	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.	
1e. Adult Relationships	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 observe	ed (check all that apply):	•	•	<u>,                                      </u>	
School Office Lui	nchroom Hallways	Playground School	Grounds Bathroom	ns Auditorium/Gymna	asium Other

Area 2. Classroom Instruction					Classroom/Subject Observed						
	4	3	2	1		compon	ent Sc	ore/Not	es		
2a. Expectations and Learning Objectives	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.							
2b. Explicit Teaching of SEL Skills	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.							
2c. SEL Integrated into Instructional Content	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.							
2d. Use of Interactive Pedagogies	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.							
2e. Teacher Feedback and Monitoring	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.							
2f. Student Engagement	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).							
2g. Student Collaboration	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.							
2h. Teacher as a Facilitator	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.							
2i. Student Reflection	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 socialemotional learning.	Teacher does not engage student reflection.							

Area 3. Classroom Environment, Management, Discipline					Classroom/Subject Observed					
7 11 0 4 0 1 0		ond, managomond,	2.00.p0							
	4	3	2	1	Component Score/Notes			core/Notes		
3a. Classroom Atmosphere	Classroom atmosphere is cheerful, welcoming, and organized. Seating arrangements enable students to see/ talk/ work directly with one another.	Classroom atmosphere is pleasant. Students are seated in a way that allows for some interaction or collaboration.	Classroom atmosphere is neutral. Seating may not be conducive for interaction/ collaboration among students.	Evidence of some disorder in the classroom atmosphere. Seating arrangements are not conducive to student interaction or collaboration.						
3b. Classroom Rules	Classroom rules for safety and respect are visibly posted, reflect student input and restorative language. No evidence of a public student behavior tracking system.	Classroom rules are posted but may not include student input or restorative language. No evidence of public student behavior tracking system.	Classroom rules may not be visible, may include punitive language, or are written as procedures/goals. Student behavior tracking system may be visible.	Classroom rules are not displayed. Student behavior tracking system is visible and actively used in the classroom.						
3c. Student Behavior	All students willingly follow class rules and procedures. Students treat teacher(s) and peers with respect. Students are responsive to teacher feedback and students are not disrupting the learning environment.	Most students appear to follow class rules and procedures and treat teacher(s) and peers with respect. Most students are appropriately responsive to teacher feedback and there are minimal disruptions to the learning environment.	Some students are compliant to class rules and procedures and show adequate respect. Students are somewhat responsive to teacher feedback but may be disrupting the learning environment.	Most students do not appear to know and/or follow class rules and procedures. Some students are disruptive and/or disrespectful in response to teacher guidance.						
3d. Behavior Management	Teacher handles individual behavior problems quickly, discreetly, respectfully, and with cultural sensitivity; promotes & allows time for self-regulation; cues students verbally & non-verbally as to expected behaviors. Teacher consistently follows through until resolved, <u>OR</u> no evidence of disruption to the learning environment.	Teacher attempts to redirect behavior problems respectfully, discreetly, and consistently. Teacher makes more than one attempt to redirect behavior with minimal disruption to the learning environment.	Teacher response to behavior appears to be consistent, but is conspicuous and disrupts the learning environment. After first attempt, teacher does not follow through.	Teacher does not attempt or is unsuccessful in the attempt to efficiently redirect behavior. Considerable time is taken away from instruction to address student behavior OR teacher unsuitably ignores behavior.						
3e. Teacher Interaction and Communication	Teacher interacts warmly, respectfully, and equitably; actively engages the majority of students; affirms students' contributions, and uses student names. Teacher language is encouraging, effective, and culturally responsive.	Teacher interactions with students are pleasant overall. Teacher invites participation from most students and engages some students. Teacher language is mostly effective.	Teacher interactions with students are neutral. Teacher engages few students. Minimal evidence of teacher affirming student contributions. Teacher language is somewhat effective.	Teacher interactions with students are poor and/or inconsistent. Teacher is unsuccessful in engaging all students or soliciting student participation/ contribution. Teacher language is harsh or ineffective.						
3f. Student Voice	Students have developmentally appropriate and culturally relevant voice, choice, & leadership opportunities. Teacher encourages students to share their ideas and many students contribute.	Evidence of some opportunities for students to develop their voice and leadership skills. Students are invited to share ideas and some contribute.	Evidence or artifacts which show students have some opportunities to develop their voice or leadership. Teacher offers some encouragement for students to share but few contribute.	Students have no opportunities to develop their voice and/or teacher does not invite students to share ideas.						
3g. Student Work Displayed	A variety of meaningful, creative, and recent student work is prominently displayed and clearly tied to academic standards, objectives, and SEL competencies.	Some recent student work is visibly displayed in at least one area of the room and tied to academic standards, objectives, or SEL competencies.	Student work may be displayed but not easily visible and/or current; or student work is not tied to any standards.	Student work is not noticeably displayed, or the work displayed is at a very basic level and/or generic.						
3h. Classroom Procedures	Procedures are clear and it's obvious the teacher has explained and demonstrated them; students understand and practice procedures.	Procedures are clear and there's evidence the teacher has explained or demonstrated them; most students know the procedures.	Procedures are not clear and there is limited evidence that they have been explained or demonstrated. Few students appear to know the procedures.	Procedures are not present and most students do not appear to know or practice procedures.						