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

Area 1. School-Wide Environment (school entry, main office, and common areas)

	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 (SEL and/or academic) is prominently displayed in more than one area, and is clearly tied to learning goals/objectives.	Student work (either SEL or academic) is displayed in at least one common area.	Student work (either SEL or academic) may be displayed in one area but it has not been updated or it is displayed in an area that is easily overlooked.	Student work is either not displayed in common areas, or the work displayed is at a very basic level and/or generic.	
1d. Student Attitudes	Students are 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 Attitudes	Adults are friendly, orderly, and respectful to each other & all students in common areas. School staff is friendly and welcoming.	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 _____

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.

Area 2. Classroom Instruction

		4	3	2	1	Classroom/Subject Observed
						Component Score/Notes
2a. Expectations and Learning Goals		Teacher effectively engages students about purpose, 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 purpose, expectations, or SEL I Can statements for the lesson. Teacher effectively connects lesson to either prior learning or personal experience.	Expectations for lesson could be inferred from teacher. Teacher may attempt to connect lesson to prior learning or personal experience.	Teacher does not clearly communicate expectations of lesson. No evidence of lesson connecting to prior learning or personal experience.	
2b. Explicit Teaching of SEL Skills		SEL skills are directly taught with explicit reference to their value and when/how to apply them. Teacher explicitly models, discusses and 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 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 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 academics	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 skills.	Some evidence that teacher uses interactive or collaborative pedagogies that enable students to develop SEL skills.	Limited evidence that teacher uses interactive pedagogies that enable students to develop SEL skills.	Interactive pedagogies are not effectively and appropriately introduced or supported.	
2e. Teacher Feedback and Monitoring		Teacher teaches for conceptual understanding and provides tailored feedback. Teacher actively monitors students' engagement and understanding throughout lesson.	Teacher provides generalized feedback to most students; attempts to monitor students' engagement and understanding throughout lesson.	Teacher provides generalized feedback to a few students; makes at least one attempt to monitor student engagement or understanding.	Teacher provides minimal or no feedback to students; 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, motivation and passion. Electronic devices are mostly used for classwork (if applicable).	Few students are engaged in the lesson with interest, curiosity, motivation or passion; some are easily distracted. Electronic devices are used for something other than classwork (if applicable).	Students are not engaged with interest, curiosity, motivation or passion or are distracted/disruptive 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 join in discussion.	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 time for individual and collective student reflection by encouraging critical thinking to debrief academic & social-emotional learning.	Teacher allots some time for either individual or collective student reflection by encouraging critical thinking to debrief academic or social-emotional learning.	Teacher may encourage students to reflect on the lesson but doesn't allow time for it during class or the reflection does not encourage critical thinking.	Teacher does not engage student reflection.	

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Area 3. Classroom Environment, Management, Discipline

		4	3	2	1	Classroom/Subject Observed							
						Component Score/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 adequate. 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 and 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 be displayed but not easily visible. A student behavior tracking system may be visible.	Classroom rules are not displayed. Student behavior tracking system may be visible and actively used in the classroom.								
3c. Student Behavior		All students willingly follow class rules, routines and procedures. Students treat teacher(s) and peers with respect. Students are responsive to teacher guidance & feedback.	Most students appear to follow class rules, routines and procedures and treat teacher(s) and peers with respect. Most students are appropriately responsive to teacher guidance/feedback.	Some students are compliant to class rules, routines and procedures and show adequate respect, and are fairly receptive to teacher guidance.	Most students do not appear to know and/or follow class rules, routines or procedures. Some students are disobedient 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 resolve. OR no evidence of any student misbehavior	Teacher attempts to redirect behavior problems respectfully and discreetly. Teacher response to misconduct is consistent. Teacher makes more than one attempt to redirect problems.	Teacher response to behavior problems appears to be consistent, but is conspicuous and takes some time away from lesson. After first attempt, teacher does not follow through to ensure problem is resolved.	Teacher does not attempt or is unsuccessful in the attempt to efficiently redirect misbehavior. Considerable time is taken away from instruction to address student behavior problems. OR teacher unsuitably ignores misbehavior.								
3e. Teacher Interaction and Communication		Teacher interacts warmly, respectfully, equitably with students; actively engages the majority of students; affirms students' contributions; 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 opinions and many students contribute.	Evidence of some opportunities for students to develop their voice and leadership skills. Students are invited to share opinions and some contribute.	Students have some opportunities to develop their voice. Teacher offers some encouragement for students to share but few contribute.	Students have few opportunities to develop their voice and/or teacher does not invite students to share opinions.								
3g. Student Work Displayed		A variety of meaningful, creative, and recent student work is prominently displayed and clearly tied to learning goals/objectives.	Some recent student work is visibly displayed in at least one area of the room.	Student work may be displayed but not easily visible and/or current.	Student work is not noticeably displayed, or the work displayed is at a very basic level and/or generic.								

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