

Classroom SEL Snapshot




The purpose of this tool is to structure observations for providing *formative, constructive feedback* about the social-emotional climate of a classroom. Review the items in each section before your visit to focus your attention. Then, try to respond to the questions as soon after your observation as possible.

Classroom observed: _____ Date: ____/____/____

Length of observation: _____ minutes


Use the space below to note what you see and *hear* while in the classroom.

Brief Observation (5-10 minutes)




	Yes	Somewhat	No	Not observable
1. Do the teacher and students address each other by name ?				
2. Is the teacher in close physical proximity to students?				
<ul style="list-style-type: none"> Does the teacher increase physical proximity (e.g., stepping closer, kneeling down) when offering individual students support? 				
3. Are there examples of shared positive affect (e.g., smiling, laughter, enthusiasm) between the teacher and students?				
4. Does the teacher meaningfully acknowledge student contributions?				
5. Does the teacher integrate student contributions into instruction?				
6. How many of the students appear: <ul style="list-style-type: none"> Actively engaged  Passively engaged  Disengaged  <p style="text-align: center;">None Half All</p>	Comments			

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In-Depth Observation (15+ minutes)

	Yes	Somewhat	No	Not observable
7. Do students seek support and guidance from their teacher?				
▪ Does the teacher resolve student questions or problems?				
8. Does the teacher make connections to students' lives outside school?				
9. Does the teacher create opportunities for students to make meaningful choices? (e.g., learning formats, classroom management responsibilities)				
10. Does the teacher establish clear behavioral expectations for activities?				
▪ Does the teacher consistently enforce classroom rules?				
11. How much downtime do students experience? (e.g., instances where there is no clear expectation of what they <i>could</i> or <i>should</i> be doing)	Comments			
 Not at all Half of observation Full observation				

Partner/Small Group Work

	Yes	Somewhat	No	Not observable			
12. Are students positioned close enough to hear and respond to each other?							
13. Do students spontaneously (without adult direction) offer help to peers?							
14. Does the teacher effectively monitor group work?							
15. How many groups/students work:	Comments						
▪ Collaboratively							
▪ One/several students dominating conversation							
▪ Individually							
	None	Half	All				

Summary & Action Plan

What are the SEL strengths of this classroom?
Identify 1-2 items that you answered “somewhat” or “no” as focus area(s) for the coming days/weeks: 1) _____ 2) _____
What will you do to support this teacher in the focus areas identified above?
How and when will you communicate strengths and focus areas to this classroom teacher?