

**School Climate SEL Protocols to Assess SEL in Action**  
© Janet Patti and Marcia Knoll (2006; .Second edition (2010)

This protocol is designed to provide you with a means of identifying the presence of SEL in a school building. It focuses on artifacts and behaviors that specifically evidence a concentration on social, emotional and academic learning. Take a walk with a colleague and see if you observe the same elements. Information should primarily be obtained by observing what is visible to the senses as you walk through the school. You should also talk to adults and young people. Ask them questions about their school based on the attached interview guideline questions. Spend at least an hour walking through a school before attempting to complete this protocol. After you complete your walk, rate each area using the following scale:

**(1)Not evident - Never seen or appropriately demonstrated**

**(2)Somewhat evident - Can be seen or appropriately demonstrated once or twice**

**(3)Evident - Is usually seen or appropriately demonstrated**

**(4)Consistently evident –Is always appropriately seen or appropriately demonstrated**

**NA-doesn't apply to this school**

Rate each item separately within each area. Then, divide by the number of items to get an average score for that area. After you have identified the strengths and challenges of each SEL climate area, make a plan to improve the items noticed. Then conduct guided walkthroughs that focus just on the area you wish to address.

**Physical Appearance:** All schools should be clean, freshly painted and inviting to children and adults. This is not part of SEL, but essential for learning in all schools.

- \_\_\_\_Topics of bulletin boards reflect student activities, interests and social, emotional and academic aspects of learning.
- \_\_\_\_Current student work is plentiful and reflective of students' thoughts and feelings.
- \_\_\_\_The culture of the children and adults is reflected in the visible environment.
- \_\_\_\_Space is provided for mediation/peace centers and crisis intervention, as needed.
- \_\_\_\_Space is allocated for meetings for students, teachers/ parents/ and the community.
- \_\_\_\_Space is allocated for collaboration, as needed.
- \_\_\_\_School wide norms of behavior are prominently posted.

Score: \_\_\_\_/28

Notes:

**Building Tone:**

- \_\_\_\_ People's warmth, smiles and caring expressions and actions demonstrate a sense of caring.
- \_\_\_\_ Staff members speak the language of the majority of community members.
- \_\_\_\_ Celebrations and events reflect community culture, values and interests.
- \_\_\_\_ Students demonstrate caring, respectful behavior, in group areas and passing times.
- \_\_\_\_ Adults meet and greet students at the start and end of the day.
- \_\_\_\_ The school office staff is welcoming and helpful to children and adults.
- \_\_\_\_ Adult conversation and actions consistently focus on children's needs and concerns.
- \_\_\_\_ In the teachers' lunchroom, one can hear caring and respectful words about adults and children.

Score: \_\_\_\_/32

Notes:

**School Wide Discipline:**

- \_\_\_\_ School wide norms of behavior are prominently posted.
- \_\_\_\_ Few students are in the office waiting to see the Dean or assistant principal.
- \_\_\_\_ Photographs of peacekeepers/ mediators/youth leaders are exhibited.
- \_\_\_\_ Students conduct mediations for positive behavior, at lunchtimes and other designated times.
- \_\_\_\_ Students and adults know school norms of behavior.
- \_\_\_\_ Adults and students can state procedures for resolving conflict.
- \_\_\_\_ Opportunities beyond suspensions exist for dealing with infractions.
- \_\_\_\_ School wide decisions that concern students include their representation.

Score: \_\_\_\_/32

Notes:

**Adult Relationships:**

- \_\_\_\_ Adults engage in collaborative models of teaching.
- \_\_\_\_ Teachers can be seen working, planning or teaching together.
- \_\_\_\_ Adults are welcoming, warm and engaged in professional learning.
- \_\_\_\_ Words and behaviors demonstrate collegial respect.
- \_\_\_\_ Administrators, teachers and parents work together and plan together.
- \_\_\_\_ School support staff members work closely with teaching staff.

Score: \_\_\_\_/24

Notes:

**Adult -Student Relationships:**

- \_\_\_\_ Adults are open and supportive of young people.
- \_\_\_\_ Students can be seen talking with and working with adults beyond classroom requirements.
- \_\_\_\_ Adults ask students for their ideas and opinions and participation when making class and school wide decisions.
- \_\_\_\_ Adults invite students into dialogues about behavior, and other student concerns.
- \_\_\_\_ Adults speak positively about student behavior and student growth.

Score \_\_\_\_/20

Notes:

**Student-to-Student Relationships:**

- \_\_\_\_ Students demonstrate caring behavior and cooperation with one another.
- \_\_\_\_ Students display non-aggressive behavior and the use of language to express needs and wants.
- \_\_\_\_ Ethnic and culturally based cliques are minimal.
- \_\_\_\_ Cross-cultural collaboration in learning and in recreation is evident.
- \_\_\_\_ Students seek out opportunities to offer helping behaviors to others.
- \_\_\_\_ Student role models are those who demonstrate positive behaviors and leadership.

Score \_\_\_\_/24  
Notes

Notes:

**Lunch Protocol (may not apply for high school)**

- \_\_\_\_ Students are engaged in conversations or planned recreational activities.
- \_\_\_\_ There is little or no evidence of play fighting, running or useless energy being expended on misbehaving youngsters.
- \_\_\_\_ Mediators are visible or available during this time.
- \_\_\_\_ Adult staff is engaged with students.
- \_\_\_\_ Students and adults share responsibility for cleanliness and order.
- \_\_\_\_ Students self-direct their own activities

Score: \_\_\_\_/24  
Notes

Totals: \_\_\_\_

### Classroom Management and Instruction:

Use the following scale for classroom visits. Spend at least 15 minutes in each class. Run multiple copies of this page

Class Observed: \_\_\_\_\_

- \_\_\_\_\_ Teacher's demonstrate positive and caring behaviors even when corrective.
- \_\_\_\_\_ Instruction involves multiple modalities and students are consistently engaged.
- \_\_\_\_\_ There is evidence that young people are learning self-awareness, self management, social awareness, relationship management, and responsible decision making (SEL skills).
- \_\_\_\_\_ Questioning without fear of mistakes is encouraged by the teacher's tone, including empathy and humor.
- \_\_\_\_\_ Students are encouraged to take responsibility for their learning and for the learning of others.
- \_\_\_\_\_ Academic content is integrated with social and emotional pedagogy in lesson instruction.
- \_\_\_\_\_ Differentiated instruction methods are used to meet the needs of diverse learners such as English Language Learners, intellectually or behaviorally challenged learners and intellectually gifted youngsters.
- \_\_\_\_\_ Teachers ask students to reflect on learning and behavior via discussion, dialogue, writing or role play.
- \_\_\_\_\_ Feedback is used as a positive mode in teaching and learning.

/36

Notes:

