Rubric for 10 Teaching Practices That Support Social Emotional Learning

From CASEL – Social and Emotional Learning * COACHING TOOLKIT
SEL Solutions – at American Institutes for Research
*For the entire document, see the full COACHING TOOLKIT.

Ideas for use of this rubric include choosing an area of focus and collaborating to set goals and monitor progress.

Key for Rubric:

- **SEL practice is not yet present in the classroom.** Neither the teacher nor the students demonstrate any of the behaviors associated with the description of the teacher practice or student behaviors.
- **SEL practice is minimally present in the classroom.** The teacher and students demonstrate some of the behaviors associated with the description of the teacher practice or student behaviors but demonstrate them only a small number of times throughout the lesson.
- **SEL practice is moderately present in the classroom.** The teacher and students demonstrate some of the behaviors associated with the description of the teacher practice or student behaviors but demonstrate them inconsistently throughout the lesson.
- **SEL practice is fully present in the classroom.** The teacher and students demonstrate the behaviors associated with the description of the teacher practice or student behaviors consistently across the lesson.

This rubric has yet to be validated in a rigorous research study and should not be used for any high-stakes decisions, but rater should be used to guide conversations.

	SEL practice is not yet present in the classroom.	SEL practice is minimally present in the classroom.	SEL practice is moderately present in the classroom.	SEL practice is fully present in the classroom.
1. STUDENT-CENTERED DISCIPLINE refers to the types of classroom management strategies teachers use in their classrooms.				
Teacher practice: When fully implementing student-centered disciplinary practices, the teacher has discussions with students about classroom procedures, including incorporating student voice with the rules and procedures of the classrooms. The teacher provides students strategies so that they can monitor and regulate their behavior and emotions in the classroom. The teacher consistently implements classroom rules and consequences but also considers pupil-specific factors when trying to help students correct their behavior.				
Student behaviors: When the teacher fully implements student-centered disciplinary practices, students exhibit positive classroom behaviors, regulating their own behaviors and emotions in the classroom. If students do misbehave, they have tools and strategies to accept the consequences of their behavior, problem solve situations that may arise in the future, and articulate how their behavior influences the ways the classroom operates.				
2. TEACHER LANGUAGE refers to how teachers talk to students.				
Teacher practice: When fully implementing teacher language practices, the teacher acknowledges specific positive behaviors and asks students to reflect on their behavior—both social skills and work habits. The teacher also provides specific affirmation to let students know their efforts lead to positive results.				

	SEL practice is not yet present in the classroom.	SEL practice is minimally present in the classroom.	SEL practice is moderately present in the classroom.	SEL practice is fully present in the classroom.
Student behaviors: When the teacher fully implements teacher-language practices, students use positive language with the teacher and their peers, including appropriate academic language. Students become more motivated, persist in tasks, and modify or continue positive behaviors based on the language the teacher uses in the classroom.				
3. RESPONSIBILITY AND CHOICE refers to how students are allowed to made decisions.				
Teacher practice: When fully implementing responsibility and choice practices, the teacher engages students in how they are going to learn. The teacher asks for student input, provides meaningful choices, and creates opportunities for students to be responsible in the classroom. The teacher ensures that students make connections between their choices and potential consequences.				
Student behaviors: When the teacher fully implements responsibility and choice practices, students have opportunities to be responsible within lessons as well as classroom procedures. Students are aware that there are multiple ways to solve a problem. Students accept responsibility for their own behavior and the class's behavior, holding each other accountable. They also have opportunities to help their peers and teacher.				

	SEL practice is not yet present in the classroom.	SEL practice is minimally present in the classroom.	SEL practice is moderately present in the classroom.	SEL practice is fully present in the classroom.
4. WARMTH AND SUPPORT refers to the academic, social, and emotional support students receive from their teachers and peers.				
Teacher practice: When fully implementing warmth and support teaching practices, the teacher demonstrates that he or she appreciates each student as an individual and is concerned about how and what each student learns. The classroom is structured so students feel included and appreciated, creating a space where it is okay to make mistakes and where the teacher checks in with students about academic and nonacademic concerns.				
Student behaviors: When the teacher fully implements warmth and support practices, students express academic and emotional support for their teacher and peers. Students know about each other's interests and backgrounds and take into account the perspective and emotions of their classmates and teacher. Students communicate with each other in meaningful ways and feel comfortable taking academic risks.				
5. COOPERATIVE LEARNING refers to a specific instructional task in which students work together toward a collective goal.				
Teacher practice: When fully implementing cooperative learning practices, the teacher creates learning experiences in which the students apply positive social skills to succeed, depend on each other, and work through difficulties they may have with assignments. Individual students and the group are held accountable for learning during small-group work. In addition, the teacher provides opportunities for students to share their work, receive feedback from others, and collaboratively process how they work together.				

	SEL practice is not yet present in the classroom.	SEL practice is minimally present in the classroom.	SEL practice is moderately present in the classroom.	SEL practice is fully present in the classroom.
Student behaviors: When the teacher fully implements cooperative learning practices, students work with their peers in meaningful ways and hold each other accountable during group work. Students process how they work together and focus on promoting the group's success. Students provide specific, high-quality feedback to each other and are receptive to feedback from their peers. Students resolve conflict that arises during cooperative learning.				
6. CLASSROOM DISCUSSIONS refers to conversations students and teachers have about content.				
Teacher practice: When fully implementing classroom discussion practices, the teacher helps students identify how to listen to, respond to, and learn from other students in a discussion. The teacher helps students learn how to effectively communicate their point of view, allowing students to hold in-depth discussions about content and reflecting on their peers' thoughts.				
Student behaviors: When the teacher fully implements classroom discussion practices, students listen attentively and can paraphrase and analyze the speaker's main points as well as extend their own thinking in response. Students can ask clarifying questions as well as use effective communication skills to present their own point of view and reflect on their peers' points of view.				

	SEL practice is not yet present in the classroom.	SEL practice is minimally present in the classroom.	SEL practice is moderately present in the classroom.	SEL practice is fully present in the classroom.
7. SELF-ASSESSMENT AND SELF-REFLECTION refer to teachers and students actively thinking about their own work.				
Teacher practice: When fully implementing self-assessment and self-reflection practices, the teacher is clear about the learning goals and asks students to reflect on and monitor their progress toward meeting those goals—both social and academic. The teacher ensures that students have time to analyze their own work, think together about the effectiveness of learning activities, and provide feedback for improvement.				
Student behaviors: When the teacher fully implements self-assessment and self-reflection practices, students understand their goals and actively think about how their work is related to achieving them. Students are able to monitor progress and know where to go when they need assistance. Students are able to identify what they do and do not know as well as effective strategies for learning. They can provide feedback on how strategies are working for them.				
8. BALANCED INSTRUCTION refers to the balance between active and direct instruction and individual and collaborative learning.				
Teacher practice: When fully implementing balanced instructional practices, the teacher uses multiple instructional practices to keep students engaged, knowing when to best use direct instruction and when to use active engagement activities. The teacher asks students to extend their learning when they provide simple answers. In addition, they have students work on real-world products that not only are fun but also represent one of the best ways for students to learn.				

	SEL practice is not yet present in the classroom.	SEL practice is minimally present in the classroom.	SEL practice is moderately present in the classroom.	SEL practice is fully present in the classroom.
Student behaviors: When the teacher fully implements balanced instructional practices, students interact with content in multiple ways, actively solving problems and working both independently and collaboratively. Students identify challenges in solving problems and find potential solutions. Students create products for different audiences and develop an understanding that these audiences may require different communication strategies.				

9. ACADEMIC PRESS AND EXPECTATIONS refer to the implementation of meaningful and challenging work, expecting that students will succeed.

Teacher practice: When fully implementing practices that reflect academic press and expectations, students are given more challenging work once they have mastered easier material, ensuring that students feel responsible for their successes and their failures and that they understand the connection between effort and results. The teacher supports students socially and emotionally while challenging them to achieve and surpass their goals.				
Student behaviors: When the teacher fully implements practices that reflect academic press and expectations, students feel a need to succeed as they work to master increasingly challenging material. Students understand that they are responsible for their academic outcomes and can analyze information to solve problems. They are able to identify and regulate their emotions when facing new challenges and barriers to success.				

	SEL practice is not yet present in the classroom.	SEL practice is minimally present in the classroom.	SEL practice is moderately present in the classroom.	SEL practice is fully present in the classroom.
10. COMPETENCE BUILDING refers to using he instructional cycle to develop social and emotional skills.				
Teacher practice: When fully implementing practices that build competence, the teacher uses a variety of tools to model and practice new learning with students. The teacher has students correct mistakes and improve their work using multiple strategies, including relevant feedback from both the teacher and their peers. The teacher uses student misconceptions to guide instruction without singling out individual students.				
Student behaviors: When the teacher fully implements practices that build competence, students are engaged with the content throughout the entire instructional cycle. Students use support and feedback from teachers and peers to improve their work, and they recognize that this is an important part of the learning process, especially when they notice mistakes. Students are aware of their emotions and behaviors during instruction, and they respond appropriately.				