



Education  
Development  
Center

# SEL Adaptive Practices:

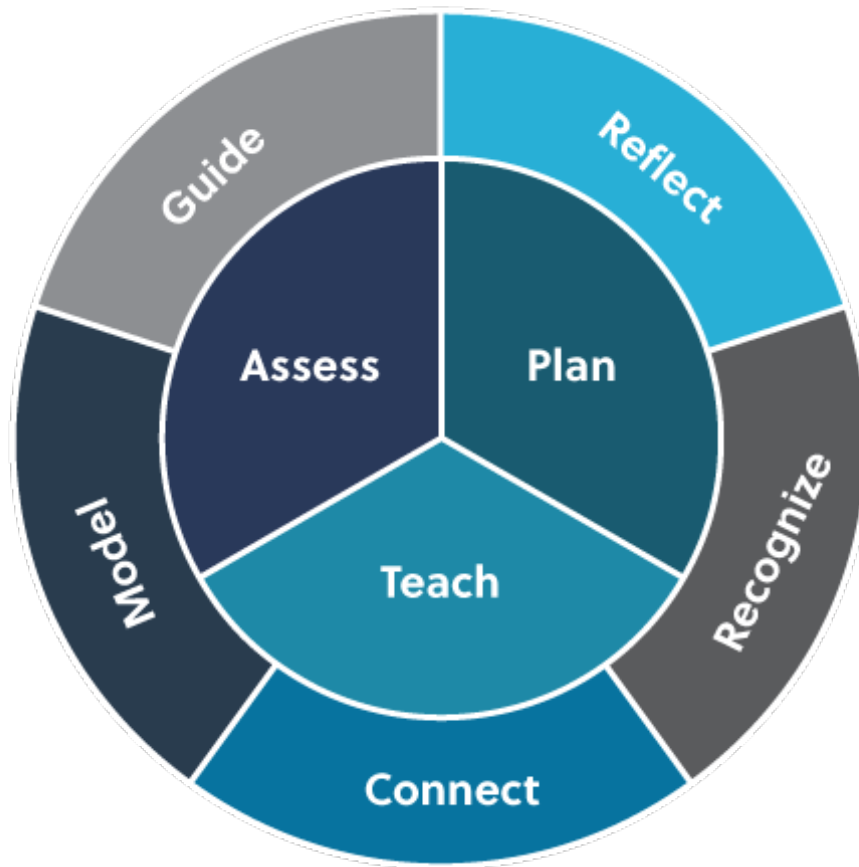
*Preview of Guiding &  
Reflection Questions*

MARCH 2022

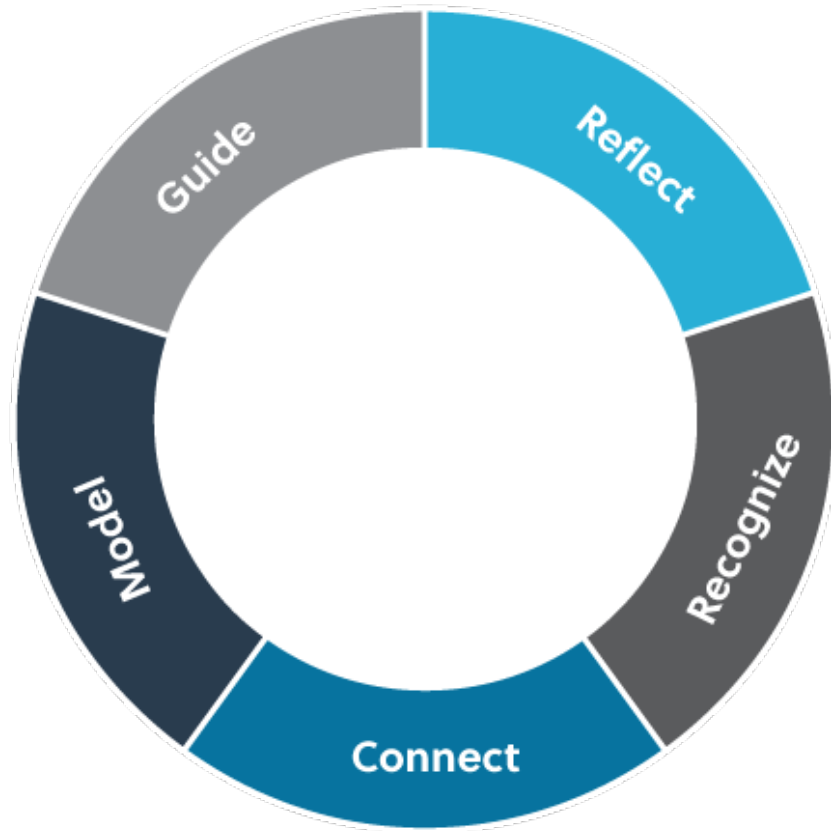
© 2022 Education Development Center. All Rights Reserved..



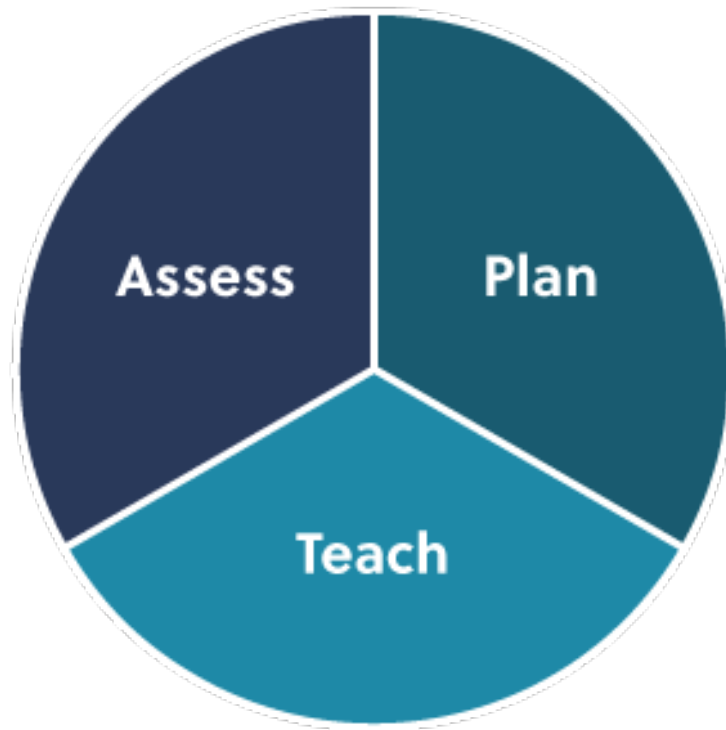
## SEL Adaptive Practice



## Implicit Adaptive Practices



## Explicit Adaptive Practices



## SEL Adaptive Practices: Sample Tools

### Description

This is a preview of a set of tools designed to assist educators with integrating social emotional skills and mindsets into lesson plans, classroom routines, and general interactions with peers and students. These sample tools include:

1. a self-reflection assessment for explicit and implicit SEL practices
2. a sample of the lesson plan review guide for integrating SEL strategies and objectives into lesson plans

Each tool exists to help identify current efforts to teach and integrate SEL skills and mindsets and to begin a process for integrating authentically chosen strategies into lesson plans and academic goals.

### Who?

These tools are intended for K-12 educators in all subject areas.

### Why?

Educators are often asked to include SEL in their daily routines and in their content; however, not all educators are able to rely solely on a specific curriculum or program related to SEL. Our adaptive practice approach is intended to leverage each educators' expertise and existing work to embed SEL skills and mindsets into content, pedagogical routines, and interactions in alignment with academic and behavioral goals. Additionally, this approach works with all subject areas and grade levels.

SELF-REFLECTION				
ON A SCALE OF 1–4, 1 BEING <u>NEVER</u> AND 4 BEING <u>ALWAYS</u> , RATE YOURSELF ON THE FOLLOWING STATEMENTS.				
<b>Plan</b> ■ I incorporate social-emotional learning when I am planning.	1	2	3	4
Evidence:				
<b>Teach</b> ■ I incorporate social-emotional learning during my teaching.	1	2	3	4
Evidence:				
<b>Assess:</b> ■ I incorporate social-emotional learning when I am reflecting on how the work of students and the effectiveness of my practice.	1	2	3	4
Evidence:				
<b>Reflect:</b> ■ I reflect on my own social-emotional learning.	1	2	3	4
Evidence:				
<b>Recognize:</b> ■ I recognize the role I play in creating a safe and supportive learning environment.	1	2	3	4
Evidence:				

SELF-REFLECTION				
ON A SCALE OF 1–4, 1 BEING <u>NEVER</u> AND 4 BEING <u>ALWAYS</u> , RATE YOURSELF ON THE FOLLOWING STATEMENTS.				
<b>Connect:</b> ■ I work to make authentic connections with students and staff.	1	2	3	4
<b>Evidence:</b>				
<b>Model:</b> ■ I model effective social-emotional learning skills and strategies for students.	1	2	3	4
<b>Evidence:</b>				
<b>Guide:</b> ■ I guide students in applying their own social-emotional skills in real situations.	1	2	3	4
<b>Evidence:</b>				
<b>NOTES:</b>           				

LESSON PLAN REVIEW GUIDE				
USE THE FOLLOWING GUIDE TO HELP IDENTIFY ELEMENTS OF SEL INTEGRATION WITHIN A LESSON PLAN.				
There are clearly stated SEL goals or objectives.	1	2	3	4
The SEL goals or objectives are connected to content standards.	1	2	3	4
SEL skills being addressed:				
There is a connection being made between the content being taught and SEL.	1	2	3	4
Connection to content:				
There are learning experiences embedded that leverage SEL skills/strategies.	1	2	3	4
Experience(s) leveraging SEL: (eg. group discussion w/ protocol, peer feedback, self-assessment w/rubric, etc)				
There are clear directions for how students will apply SEL skills/strategies during these learning experiences.	1	2	3	4
There is an opportunity for students to set goals or make a plan for their learning and use of SEL skills/strategies.	1	2	3	4
There is an opportunity for students to reflect on their learning and use of SEL skills/strategies.	1	2	3	4
Where could there be stronger connections made to SEL? <ul style="list-style-type: none"> <li>goals or objectives</li> <li>content</li> <li>learning experiences</li> <li>goal-setting/planning</li> <li>reflection/self-assessment</li> </ul>				
<b>NOTES:</b>          				





#### Follow us

🐦 [twitter.com/edctweets](https://twitter.com/edctweets)

📘 [facebook.com/edc.worldwide](https://facebook.com/edc.worldwide)

in [go.edc.org/linkedin](https://go.edc.org/linkedin)

