SEL Integration Teacher Self-Check Tool

A 20-item checklist across classroom climate, explicit instruction and academic integration, with a reflection box

For: Classroom teachers reviewing their own lessons, and coaches supporting them

How to use this tool

Complete it after a lesson or at the end of a week, on your own. It is a planning tool, not an evaluation. Mark each item Yes, Partly or Not yet, based on what actually happened rather than what you intended. Then total each section and write in the reflection box.

Use it three ways:

- **Alone, weekly,** during the first month of integrating a new competency.
- **With a coach,** who completes the same checklist after observing one lesson, so you can compare.
- **In a team,** where each teacher shares one Yes and one Not yet, without sharing totals.

Mark	Meaning
Yes	This happened clearly and most students experienced it.
Partly	It happened for some students or some of the time.
Not yet	It did not happen, or I did not plan for it.

Section A: Climate and routines

The conditions that let students practice social and emotional skills safely.

Item	Yes / Partly / Not yet
1. Students were greeted individually or in a predictable routine as they entered.	
2. The lesson opened with a brief, inclusive welcome that connected to the work ahead.	
3. Class agreements were visible, and I referred to at least one of them during the lesson.	
4. Transitions were predictable and students managed them with minimal direction.	
5. Group formation and roles were clear before collaborative work began.	
6. When a student made a mistake or gave a wrong answer, my response showed that mistakes are part of learning.	
7. The lesson ended with an intentional close: a shared takeaway, a next step or a moment of appreciation.	

Section A: Yes ____ Partly ____ Not yet ____

Section B: Explicit instruction

Whether students were taught the skill before being asked to use it.

Item	Yes / Partly / Not yet
8. Students had been taught the skill I asked them to use, in this unit or a previous one.	
9. The skill has a name students can say, and the name is the same one used in other classes or in our SEL program.	
10. I modeled the skill or showed an example of what it sounds and looks like.	
11. Students had a chance to practice the skill in a low-stakes way before the main task.	
12. Students know why the skill matters for this subject, not just for being kind.	
13. The skill is part of a sequence: I know what came before it and what I will build next.	

Section B: Yes ____ Partly ____ Not yet ____

Section C: Academic integration

Whether the skill was planned into the academic task, coached and reflected on.

Item	Yes / Partly / Not yet
14. The lesson had a paired objective, academic and social-emotional, that students heard or saw.	
15. The competency I chose was one the academic task genuinely required.	
16. I framed the skill before the task, with sentence stems or a plan students could see.	
17. I coached the skill by name at least three times while circulating, alongside the content.	
18. I praised a specific use of the skill, not general good behavior.	
19. The exit ticket or close included a reflection on the skill as well as the content.	
20. My own behavior during the lesson modeled the skill I asked students to use.	

Section C: Yes ____ Partly ____ Not yet ____

Reading your results

Pattern	What it usually means
Strong A, weak B and C	A warm classroom where SEL is not yet being taught or integrated. Add a mini-lesson and a paired objective.
Strong B, weak C	Skills are taught in isolation. Carry the same language and stems into the academic task.
Strong C, weak A	Integration is planned, but students may not feel safe enough to take the risks it asks of them. Rebuild routines and agreements.
Not yet on items 16, 17 or 19	The most common gap. Framing, coaching and reflection are the three moves that turn a task into practice.
Not yet on item 20	The one that undoes the others. Students learn the skill you show, not the one you name.

Reflection box

Answer in a few sentences each.

What was the skill, and did students know it?

_____

_____

Where in the lesson did students actually practice it, and what did I see or hear?

_____

_____

Which item from the checklist will I change in tomorrow's lesson, and how?

_____

_____

One thing I did well that I want to keep.

_____

Four-week tracker

Use one row per week while you work on a single competency.

Week	Competency	Yes count (of 20)	Item to improve next week
1			
2			
3			

Week	Competency	Yes count (of 20)	Item to improve next week
4			

Date: _____ Subject and grade: _____ Competency: _____

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