



## Social and Emotional Learning Program Quality Assessment (SEL PQA) Self-Assessment Guide

The Social Emotional Learning Program Quality Assessment (SEL PQA) Self-Assessment is a tool to support reflection on the quality of the schoolage learning environment and is not meant to be a substitute for an On-Site Observation. The completed SEL PQA Self-Assessment can be uploaded to the Self-Reflection as evidence for indicator CIL11: *Program has completed the Environment Rating Scale (ERS-3) or Social Emotional Learning Program Quality Assessment (SEL PQA) Self-Assessment for every age group/classroom.* Completing a Self-Assessment with the SEL PQA can also help you identify areas in the program or classroom that you would like to improve. These results can also be discussed with your Quality Improvement Coach, to help you focus efforts on changes within the program to improve quality. For more information on the Social Emotional Learning Program Quality Assessment visit the [SEL PQA page](#) on the Great Start to Quality Website. The SEL PQA can be [downloaded](#) free of charge from The Forum for Youth Investment.

Facility Name:

Classroom:

Name:

Date:

Staff/Provider:

Complete the following SEL PQA Self-Assessment guide in all schoolage classrooms.

## CREATING SAFE SPACES

### Staff provide a safe and welcoming environment

YES

NO

N/A

1. The emotional climate is always positive. Young people and staff are observed offering encouragement, affirmations, or support to others.

2. Staff use positive and warm words, tone of voice, and body language that convey enthusiastic welcome, sincere affection, or genuine interest in young people's well-being.

3. Staff create a safe space for young people to share and provide young people with specific guidance or supports for creating a safe space.

4. Staff group management style is characterized by proactive and/or positive approaches.

5. Staff consistently hold young people and themselves accountable to an agreed-upon set of guidelines, behavior expectations, or consequences.

6. There is no evidence of bias on the part of staff based on religion, culture, race/ethnicity, class, gender, ability, appearance, or sexual orientation and there is evidence of mutual respect and active inclusion.

#### NOTES

## EMOTION COACHING

Staff prompt young people to be aware of and constructively handle their emotions

YES

NO

N/A

1. Staff consistently acknowledge, validate, and name emotions of young people.

2. Staff ask all young people to name or describe their emotions or identify the intensity of their emotions.

3. Staff ask young people about or discuss constructive handling of their emotions.

4. Staff tell young people about possible causes of their emotions.

NOTES

## SCAFFOLDING LEARNING

### Staff scaffold tasks for optimal learning

	YES	NO	N/A
1. Staff break down difficult tasks into smaller or simpler steps which are outlined or explained to young people before they begin.			
2. Staff model skills for all young people.			
3. Staff encourage all young people to try out skills or attempt higher levels of performance.			
4. Staff monitor or state an observation of the level of challenge for individuals or the group and adjust supports to maintain an appropriate level of challenge, if necessary.			

### NOTES

## FOSTERING GROWTH MINDSET

### Staff support young people in developing achievement effort beliefs

YES

NO

N/A

1. Staff guide or support young people in attempting to figure out for themselves how to improve.

2. Staff support contributions or accomplishments of young people by acknowledging what they've said or done with specific, non-evaluative language.

3. Staff attribute success to effort, strategy, attention, practice, or persistence.

### NOTES

## FOSTERING TEAMWORK

Staff provide opportunities to collaborate and work cooperatively with others

YES

NO

N/A

1. Staff provide opportunities for young people to participate in small groups that require active collaboration.

2. Staff provide opportunities for all young people to work toward shared goals.

3. Staff provide all young people multiple or extended opportunities to understand and practice group-process skills.

NOTES

**PROMOTING RESPONSIBILITY AND LEADERSHIP**  
**Staff provide young people with opportunities to grow in responsibility and leadership**

YES

NO

N/A

1. Staff provide all young people with opportunities to be responsible for assigned tasks or activities.

2. Staff never take over or intervene intrusively in assigned tasks or activities, supporting young people to carry out roles or responsibilities as independently as possible.

3. Staff provide young people opportunities to mentor an individual.

4. Staff provide young people opportunities to lead a group.

5. Staff provide young people with an opportunity to share their ideas or work with the entire group.

NOTES

# CULTIVATING EMPATHY

## Staff support young people in practicing empathy skills

	YES	NO	N/A
1. Staff provide young people an intentional activity where listening to the stories, experiences, feelings, or viewpoints of others is the sole focus of the activity.			
2. Staff ask young people to discuss the causes or consequences of other people's emotions.			
3. Staff provide explicitly opportunities for all young people to affirm, appreciate, or show kindness to others.			
4. Staff provide formal opportunities to learn about, discuss, and value differences.			

### NOTES

Large empty rectangular area for taking notes.



## FURTHERING LEARNING

### Staff encourage young people to deepen their learning

YES

NO

N/A

- |   |  |  |  |
|---|--|--|--|
| 1. Staff have young people make connections between session activities and young people's previous knowledge.   |  |  |  |
| 2. Staff support young people in linking concrete examples to content-related principles or categories.   |  |  |  |
| 3. Staff encourage young people to deepen or extend knowledge.  |  |  |  |
| 4. Staff support young people to use logical reasoning.   |  |  |  |
| 5. Staff frequently make comments, ask questions that guide young people in discovering an answer to a problem, or guide young people's initiative in learning. |  |  |  |

### NOTES

## SUPPORTING YOUTH INTERESTS

Staff shape opportunities for young people to make choices based on their interests

YES

NO

N/A

1. Staff provide opportunities for young people to make at least one open-ended choice within the framework of the activities.

2. Staff provide all young people with multiple opportunities for choice among or within activities.

3. Staff support young people in using their creativity, curiosity, or imagination.

NOTES

## SUPPORTING PLANS AND GOALS

### Staff provide opportunities to plan, set goals, and solve problems

YES

NO

N/A

1. Staff provide multiple opportunities for young people (individual or group) to set goals, or make or revise plans for projects and activities.

2. Staff provide opportunities for young people to record or represent their plans.

3. Staff have young people monitor progress toward goals the young people set for themselves.

4. Staff support young people to try more than one way to achieve a goal or solve a problem.

#### NOTES