SEL PQA Self-Assessment Creating Safe Spaces Scoring Sheet

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| Name: | Puller/Coffman/Kearns | Site Name: | West County Elementary |
|  | 3.1.21 | Grantee Name: | West St. Francois County R-IV |
| Time of observation: (i.e. 4pm-5pm) | 3:10-3:40 | Activity observed: | Creative Play |

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| **I. Safe Space** |  |
| **Creating Safe Spaces** | **Score** (1, 3, 5) | **SUPPORTING EVIDENCE/ANECDOTES** |
| 1. Emotional climate is always positive (e.g., mutually respectful, relaxed, equitable, characterized by teamwork, camaraderie, inclusiveness), young people and staff are observed offering encouragement, affirmations, or supports to others. | 5 | The students were in an environment of play. They were happy to play together in interactive roles. A student needed someone to play with and the teacher matched him with another student. That student helped him find a toy to play with. The teacher helped another student find parts to complete a race track. |
| 2. Staff use positive warm words, tone of voice, and body language that convey enthusiastic welcome, sincere affection, or genuine interest in young people’s well-being.(e.g., Staff smile frequently, staff make appropriate and culturally relevant gestures that are responded to positively by young people- high fives, fist bumps, handshakes, pats on the back, etc.) Staff say things like “wow! Its is so good to see you back in the program!” | 5 | The teacher was very positive and used a calm voice. She helped a student that misplaced a toy and needed help. She directed the student to toys that he could use to replace the lost item. She explained that it was missing and talked to him with reassurance. He was content with the new toy and went back to his group. The teacher’s attitude helped in a situation that could have led to a student being upset. |
| 3. Staff create a safe space for young people to share and provide young people with specific guidance or supports for creating safe space (e.g. allow someone to finish without being interrupted, allow person to pass if they choose) | 5 | The students were playing with a house and dolls/role playing. A student came in and asked the teacher if he could play. The teacher asked the girls to invite the student to play with him. The girls gave him a doll and told him what they were playing. He was happy and joined in. The students were very kind and inclusive. |
| 4. Staff group management style is characterized by proactive or positive approaches (e.g., proactively promoting constructive engagement, calm redirection, structured attention-getters, showing understanding of possible emotional or physical triggers of individuals in the groups) | 5 | The students knew the rules and expectations of the teacher. The teacher was able to prompt students to find as resolution to a lost item and prevented a meltdown. She helped another student find a solution to missing pieces of a track and how to respectfully ask for help. The students were all engaged in the play and seemed to really have fun. |
| 5. Staff consistently hold young people and themselves accountable to an agreed-upon set of guidelines, behavior expectations, or consequences (e.g. staff note guidelines apply to themselves as well as to the young people) | 5 | The teacher was very kind and walked around asking the students what they needed if they looked like they were frustrated. She was able to help them find solutions to their issues without the students breaking down. She was very positive. The students really liked her. |
| 6. There is no evidence of bias on the part of the staff based on religion, culture, race/ethnicity, class, gender, ability, appearance, or sexual orientation and there is evidence of mutual respect and active inclusion (i.e., preferred pronouns are used, reference is made to more than one type of family grouping, meal plans include dietary or religious food requirements) | 5 | The students felt very comfortable with their teacher and their peers. They played together well and were inclusive. If a student displayed frustration, ie losing a toy piece, the teacher calmly talked to the student and helped them find a resolution to avoid a meltdown. The students here happy and enjoyed their time in class. |

**Scoring Tips:**

Score 1 if the policy, technology, practice, or capacity is not in place (i.e. youth were not greeted, staff did not model skills).

Score 3 if the policy, technology, practice, or capacity is available but not with availability and/or with great frequency (i.e. some youth were greeted, staff model skills for some of the youth but not all).

Score 5 if the policy, technology, practice or capacity is widely available and/or with great frequency (i.e. all youth were greeted, staff model skills for all youth).

**Submit Scores:**

Please submit completed self-assessments by one of the following methods:

Email to your Afterschool Regional Educator (ARE)

Email to the PQA Coordinator:  [reederaj@missouri.edu](mailto:reederaj@missouri.edu)

Mail to Anne Reeder, 1110 S. College Ave., Columbia, MO 65211

Questions regarding the self-assessment process, please contact your ARE or Anne Reeder at [reederaj@missouri.edu](mailto:reederaj@missouri.edu) or 573-882-4332.