SEL PQA Self-Assessment Creating Safe Spaces Scoring Sheet

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| Name: | Puller/Coffman/Kearns | Site Name: | West County Elementary |
| Date of observation: | 3/1/21 | Grantee Name: | West St. Francois County R-IV |
| Time of observation: (i.e. 4pm-5pm) | 3:40-4:10 | Activity observed: | Kindergarten Tutoring |

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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 | Students were learning new words. The teacher was very positive and led the students through the lesson. She redirected when the students were off task. Students were very receptive of the teaching style of the teacher. They were engaged in the lesson. |
| 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 firm. The students were sounding out words. A student was talking out of turn and the teacher very kindly reminded the student about the process of taking turns and listening to their friends as they answered questions. She quickly discussed respect and listening to others and continued the lessons. The students were redirected and continued the lesson. |
| 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 teacher was always positive in what she said to her class. She used a calm voice. She periodically reinforced the expectations of the class with context words such as “Remember” and “That is true, not let’s” to redirect students to the lesson. Students used their manners and the teacher praised them. She worked with a group of students then one on one. |
| 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 teacher had good classroom management. She had the student’s full attention. She was great a leading the students as a group in sounding out words. She quickly redirected any student that began to talk about other things besides the lesson. She asked questions throughout the lesson to check for understanding. |
| 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 reminded students that they were learning how to chop ups words to sound them out. She had a student demonstrate how to sound out the word to the group and the group repeated. The group of students were engaged and positive. They also played bingo to identify numbers that the students loved. |
| 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 teacher provided a very inclusive and safe environment for her students. The students liked their teacher and were engaged in her lesson. Her students understood the rules and expectations. They were respectful and helped other students when they had a problem. The teacher was able to redirect one student that did not want to play the number bingo at first. The teacher asked questions that included her in the game and she then participated willingly. |

**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.