SEL PQA Self-Assessment Creating Safe Spaces Scoring Sheet

|  |  |  |  |
| --- | --- | --- | --- |
| Name: | Puller/Coffman/Kearns | Site Name: | West County High School |
| Date of observation: | 3/4/21 | Grantee Name: |  |
| Time of observation: (i.e. 4pm-5pm) | 3:20-4:00 | Activity observed: | Tutoring |

|  |  |
| --- | --- |
| **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. | 3 | When engaging in informal conversations staff and students were positive. Staff encouraged students to try new opportunities within the school, and offered information on how to join various activities. |
| 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!” | 3 | An organized activity was not observed. Staff and students were engaged in general conversation. Teacher showed a genuine interest in the student’s accomplishments. |
| 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) | 3 | Two students were in the room during the observation. One student sat at a desk, while the other student sat in a recliner type chair under a blanket. Both students appeared to feel safe, and working in an environment that suites their individual needs. |
| 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) | 1 | Students were not engaged in a structured activity. Students were reading or working on assignments on their own. Engagement was made, but it was in the form of informal conversation. |
| 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) | 1 | Students and staff were respectful of one another, but expectations and guidelines were not discussed. |
| 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 | Students were all treated equally by staff member. No evidence of bias was observed. |

**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.