SEL PQA Self-Assessment Creating Safe Spaces Scoring Sheet

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| Name: | Puller/Coffman/Kearns | Site Name: | West County Middle School |
| Date of observation: | 3.3.21 | Grantee Name: | West St. Francois County R-IV |
| Time of observation: (i.e. 4pm-5pm) | 3:30-4:10 | Activity observed: | At-Risk Tutoring (Simily) |

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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 move with teacher from cafeteria to room together and materials needed for tutoring along the way. They joke as they do so. Teacher reminds students about work needing to be turned in tomorrow and what assignments they are to work on. |
| 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 | Teacher assesses the students around the room and moves to crouch down at their level to speak with them softly. She guides them verbally: “Ok, that’s a good start. What comes next? And after that?” Students are able to talk through their work process. They are praised by the teacher, “You got it! “ Teacher smiles and fist bumps students as she meets with each individually. |
| 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 | Students are asked to sit 6ft apart. Room is quiet with no disturbances. Students were given instructions as soon as all were seated. Several students asked to listen to music. Teacher asked them how close they were to finishing their independent work. They were allowed to use earbuds or headphones. |
| 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 | Management style is laid back and students are focused and on task. When a student gets frustrated about not having a pencil, the teacher redirects and reminds them that there are always pencils in her room. “You can get one anytime.” The student smiles and looks sheepish. “I forgot.” Teacher pats her on the shoulder and hands her the pencil bucket so she can choose her pencil. |
| 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 | Reminder about class and group guidelines is spoken about before students get started. The staff are quiet while the students work on individual projects and look around the room to assess if anyone looks as if they need help. |
| 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 | No evidence of bias. All students are treated equally. |

**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.