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) | 4:10-4:45 | Activity observed: | Tutoring/Homework Help |

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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 and staff move from the cafeteria to the room together. They talk together and assist each other in getting materials. “I like how you remembered your materials today.” |
| 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 | Staff reminds students of past due assignments and work that needs to be corrected individually. “Ok, buddy here is what is due. Think you can handle it? Do you want me to go over it with you? Try it and see how far you can get, when you need me I am here. You got it! Awesome!” A student was reluctant at first, completed her work and asked form more. She said, I feel like I can do it now! The teacher smiled and they did a high five. |
| 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 placed 6ft apart. Expectations and procedures were told to all before the class began. Students asked to put in headphones or earbuds and were allowed to when they got close to finishing. |
| 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 | Teacher promoted proactive constructive engagement. Showed understanding of possible triggers by allowing one boy, who was agitated, to leave the room and get water bottle refilled. Once he returned to the room got back on task. |
| 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 | Teachers were quiet when students were quietly doing their independent work. They assessed the room as they looked to see if any students were struggling. |
| 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 5or religious food requirements) | 5 | No evidence of bias. All were treated with the same respect and kindness. |

**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.