

# SEL 'LOOK-FORS' IN BLENDED LEARNING

Integrating SEL into your classes may not be as straightforward as it was before COVID-19. Whether your students are learning in-person, virtually, at home on their own schedule, or a blend of all of these, the questions below will help you think through your lesson design to integrate SEL. Use this note-taking template to reflect before or after you lead a learning activity, or ask a colleague or coach to observe the learning activity as it takes place and share their notes with you.

Whole Group Learning	Was the welcoming routine/activity effective in bringing the voice of every participant into the learning space and/or making connections between participants?	
	Did all members of the classroom follow our shared agreements, and did I reference and reinforce them as necessary?	
	Was learning designed in a way that required all to contribute and feel like an important part of the group, or could students attend unnoticed?	
	(If applicable) What efforts were made to help students who are learning remotely feel included and connected with their peers who are here in person? Was it effective?	
	Did the learning period follow a familiar, predictable routine? About what percentage of students were self-directed in following routines without prompting?	
	During this class period, in which moments were students speaking about their experiences/ideas and listening to each other, not just speaking toward the teacher / aiming for a single correct answer?	
Small Group Learning	Did the closure provide a moment of pause to highlight the importance of the day's work, provide a sense of accomplishment, and support forward thinking?	
	Whether or not students are able to meet in-person, in what ways are students divided into smaller collaborative groups to encourage positive peer interaction and build relationship skills?	
	Are students able to monitor their own interactions (i.e. recognizing whether they are taking on too much or too little) and ensure input from all group members? Consider asking students to save their chat history or email thread to re-read and reflect on this.	
	Have students been taught and are they applying skills to discuss and come to agreement about what to do, how to divide up work, and how to collaborate?	
	Are students given responsibility to self-pace and self-organize to accomplish a group goal? Did the due date allow for flexibility, especially if there is no "in-class work time"?	
	Is the group assignment designed in a way that requires cooperation and 'sign off' from all group members?	
Independent Learning	How are students prompted to reflect on why the group project was successful or challenging and how they worked together, not just what they accomplished?	
	Did the assignment guide students to practice perspective-taking, creative problem-solving, or recognizing emotions?	
	Did the assignment include a prompt for self-reflection or planning for improvement?	
	Did the assignment guide students to make connections between what they are learning and their lived experiences?	
	Did the assignment allow students to make choices about how to complete it?	
	Were there easily-accessible ways for students to seek help? How am I sure all students know how to and feel comfortable seeking help?	
	Did/will students get personalized feedback about their work?	

For a more comprehensive self-assessment designed for reflection on in-person teaching, see CASEL's [SEL in the Classroom Self-Assessment](#).

