

MNPS SEL Culture and Climate Walkthrough Tool

School				
Observer				
Date				
Area 1. School-Wide Environment (school entry, main office, and common areas)				
	4	3	2	1
1a. Atmosphere in Common Areas	School entry, main office, and common areas are welcoming, well maintained, easily navigated, and promote a sense of community that represents the diversity in the school	School entry, main office, and common areas are functioning smoothly and efficiently	School entry, main office, and common areas are functioning with evidence of some disorder	School entry, main office, or common areas are impersonal; evidence of disorder or lack of proper upkeep
1b. Vision/ Mission/ Values Statements Displayed	Statements that reflect commitment to SEL and creating community are clearly displayed multiple times throughout common areas (vision, mission, values statements)	At least one vision/mission/values statement that reflects commitment to SEL or creating community is displayed in a common area	At least one vision/mission/values statement is displayed but it doesn't align with SEL or creating community	No vision/mission/values statements are displayed in common areas
1c. Student Work Displayed	A variety of meaningful, creative, and recent student work (SEL and/or academic) is prominently displayed in more than one area, and is clearly tied to learning goals/objectives	Student work (either SEL or academic) is displayed in at least one common area	Student work (either SEL or academic) may be displayed in one area but it has not been updated or it is displayed in an area that is easily overlooked	Student work is either not displayed in common areas, or the work displayed is at a very basic level and/or generic.
1d. Student Attitudes	Students are friendly, orderly, and respectful to each other & all adults in common areas	Students are generally orderly and polite to adults and other students in common areas	Students are generally respectful to other students but not to adults OR respectful to adults but not to other students	Evidence of student misconduct in common areas
1e. Adult Attitudes	Adults are friendly, orderly, and respectful to each other & all students in common areas. School staff is friendly and welcoming	Adults are generally polite and respectful to students and other adults in common areas	Adults are generally polite and respectful to other adults but not to students OR to students but not to other adults	Evidence of disrespect from adults in common areas

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Community Gathering				
	4	3	2	1
CGa. Physical Structure	Students are sitting/standing in a well formed circle. All students can be seen and heard. Teacher and students are cohesively sitting/standing together in the circle	Seating/standing arrangement resembles a circle and includes most students; teacher attempts to be integrated into the structure in some way	Seating/standing arrangement is moderately conducive to discussion. Teacher may not be fully integrated.	The seating/standing arrangement is not a circle or is not conducive to discussion. Teacher is sitting/standing separate from the students
CGb. Procedures	Clear protocols have been established, taught, and/or reviewed. Students are aware of correct procedures and actively follow them	Evidence that protocols have been introduced. Students appear to be aware of and generally adhere to procedures	Limited evidence that teacher has successfully established correct procedures. Students attempt to follow instructions during gathering	Teacher does not establish or review protocol. Students do not appear to follow correct community gathering procedures
CGc. Trust & Connectedness	Teacher and all students respectfully listen to others in circle. All students openly share about themselves and show friendly interest when peers are speaking	Most students listen and interact appropriately; majority of students share and appear to show some interest while other share	Some students participate in the community gathering and show adequate attention while others are speaking, some students may not share or listen respectfully	Few students are listening or actively participating in the community gathering. Students show little interest while others are speaking
CGd. Meaningful Engagement	Activities are engaging and relevant to students' lives, current academic or social learning goals, or current events. Students are enthusiastic and eager to participate	Activities are mostly aligned with students' current academic or social learning goals. Most students appear to be engaged in the activity	Activities are somewhat relevant to students. Some students are engaged, others are indifferent to topic or activity	Activities do not appear to be meaningful or relevant to students. Students are easily distracted from topic of community gathering

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Area 2. Classroom Instruction				
	4	3	2	1
2a. Expectations and Learning Goals	Teacher engages students about purpose & expectations throughout the entire lesson (before, during, or end). Both the teacher & students clearly connect lesson to prior learning, personal experience, and community.	Teacher communicates purpose or expectations for lesson. Teacher connects lesson to at least 2 of the following: prior learning, personal experience, or community.	Expectations for lesson could be inferred from teacher. Teacher attempts to connect lesson to at least 1 of the following: prior learning, personal experience, or community.	Teacher does not clearly communicate expectations of lesson. No evidence of lesson connecting to prior learning, personal experience, or community.
2b. Teacher Use of Explicit SEL	Clear evidence that teacher embeds SEL skills development in academic lessons; uses interactive/ collaborative pedagogies that enable students to develop & practice SEL skills. Teacher explicitly models, discusses and reinforces SEL standards, dispositions & skills. Majority of students are receptive.	Some evidence that teacher teaches or has taught SEL skills development in academic lessons. Teacher discusses SEL standards & guidelines; encourages students to practice SEL skills with one another and some are engaged.	Limited evidence of: a. SEL explicit instruction; or b. integration of SEL with academics. Teacher encourages practicing SEL skills but few students engage.	Minimal or no evidence of: a. SEL explicit instruction; or b. integration of SEL with academics. Teacher is unsuccessful in engaging students to develop and practice SEL skills.
2c. Teacher Feedback and Monitoring	Teacher teaches for conceptual understanding and provides tailored feedback. Teacher actively monitors students' engagement throughout lesson.	Teacher provides generalized feedback to most students; attempts to monitor students' engagement throughout some of the lesson.	Teacher provides generalized feedback to a few students; makes at least one attempt to monitor student engagement.	Teacher provides minimal or no feedback to students; does not monitor student engagement.
2d. Student Engagement	All students are enthusiastically engaged in the lesson & interact attentively, respectfully & productively. Electronic devices are only used for classwork.	Most students are engaged in the lesson and interact appropriately. Electronic devices are mostly used for classwork.	Some students are engaged and interactive; some are easily distracted. Electronic devices are used for something other than classwork	Most students are distracted or disruptive during the lesson. Electronic devices are distracting and not used appropriately
2e. Student Collaboration	Students collaborate efficiently & respectfully with each other.	Students collaborate throughout most of the lesson.	Students may be collaborating but with little efficiency.	No evidence of student collaboration.
2f. Teacher as a Facilitator	Teacher is highly effective in facilitating student learning; uses open-ended questioning & "wait time." Teacher choice of pedagogy is appropriate for lesson goals and content; lesson is student-centered while teacher acts as a guide; majority of students participate.	Teacher uses strategies to encourage learning and most students participate, but teacher has to heavily prompt students to join in discussion.	Teacher encourages learning and some students participate, majority of the lesson is teacher directed.	Teacher is unsuccessful in facilitating learning. Teacher talk time highly outweighs student talk time; few students participate.
2g. Student Reflection	Teacher encourages and allows time for individual and collective student reflection to debrief academic & social learning.	Teacher allots some time for either individual or collective student reflection.	Teacher may encourage students to reflect on the lesson but doesn't allow time for it during class.	Teacher does not engage student reflection.

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Area 3. Classroom Environment, Management, Discipline				
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3a. Classroom Atmosphere	Classroom atmosphere is cheerful, welcoming, and organized. Seating arrangements enable students to see/ talk/ work directly with one another. Classroom norms for safety and respect are visibly posted and have student input. No evidence of a public student behavior tracking system.	Classroom atmosphere is pleasant. Students are seated in a way that allows for some collaboration. Classroom norms or expectations are posted. No evidence of public student behavior tracking system.	Classroom atmosphere is adequate. Seating arrangements allow for minimal interaction/ collaboration among students. Classroom norms may be displayed but not easily visible. A student behavior tracking system may be visible.	Evidence of some disorder in the classroom atmosphere. Seating arrangements are not conducive to student interaction or collaboration. Student behavior tracking system may be visible and actively used in the classroom.
3b. Student Work Displayed	A variety of meaningful, creative, and recent student work is prominently displayed and clearly tied to learning goals/objectives.	Some recent student work is visibly displayed in at least one area of the room.	Student work may be displayed but not easily visible and/or current.	Student work is not noticeably displayed, or the work displayed is at a very basic level and/or generic.
3c. Teacher Interaction and Communication	Teacher interacts warmly, respectfully, equitably with students; actively engages the majority of students; affirms students' contributions; uses student names. Teacher language is encouraging and effective.	Teacher interactions with students are pleasant overall. Teacher invites participation from most students and engages some students. Teacher language is mostly effective.	Teacher interactions with students are neutral. Teacher engages few students; minimal evidence of teacher affirming student contributions. Teacher language is somewhat effective.	Teacher interactions with students are poor and/or inconsistent. Teacher is unsuccessful in engaging all students or soliciting student participation/ contribution. Teacher language is harsh or ineffective.
3d. Student Behavior	All students willingly follow class rules/norms, routine tasks & transitions. Students treat teacher(s) and peers with respect. Students are responsive to teacher guidance & feedback.	Most students appear to follow class rules/norms and treat teacher(s) and peers with respect. Most students are appropriately responsive to teacher guidance/feedback.	Some students are compliant to class rules/norms, show adequate respect, and are fairly receptive to teacher guidance.	Most students do not appear to know and/or follow class rules/norms. Some students are disobedient and/or disrespectful in response to teacher guidance.
3e. Teacher Response	Teacher handles individual behavior problems quickly, discreetly, respectfully; promotes & allows time for self-regulation; cues students verbally & non-verbally as to expected behaviors. Teacher consistently follows through until problem is resolved. OR no evidence of any student misbehavior	Teacher attempts to redirect behavior problems respectfully and discreetly. Teacher response to misconduct is consistent. Teacher makes more than one attempt to redirect problems.	Teacher response to behavior problems appears to be consistent, but is conspicuous and takes some time away from lesson. After first attempt, teacher does not follow through to ensure problem is resolved.	Teacher does not attempt or is unsuccessful in the attempt to efficiently redirect misbehavior. Considerable time is taken away from instruction to address student behavior problems.
3f. Student Voice	Students have developmentally appropriate voice, choice, & leadership opportunities. Teacher encourages students to share their opinions and many students contribute.	Evidence of some opportunities for students to develop their voice and leadership skills. Students are invited to share opinions and some contribute.	Students have some opportunities to develop their voice. Teacher offers some encouragement for students to share but few contribute.	Students have few opportunities to develop their voice and/or teacher does not invite students to share opinions.