




**FIGURE 8.3** ● SEL Look-Fors and Planning Tool

SEL LOOK-FORS	YES	NO	NOTES/STEPS I CAN TAKE TO PUT THIS IN PLACE
 Routines and Procedures: I will . . .			
1. Welcome students daily in a language and style in which they are comfortable as they arrive at my classroom.			
2. Check in with students about their emotional state and readiness for learning. (e.g., use home language for greetings, feeling faces, etc.).			
3. Use strategies that connect to the norms we have developed together to support a classroom space where everyone is accepted, feels comfortable, and has the conditions they need to learn.			
4. Post daily schedule, objectives, and important announcements, with appropriate translations and/or visual scaffolds, in the same space.			
5. Teach and encourage the use of stress management and strategies that address students' real experiences.			
 Instructional Practices: I will . . .			
6. Include culturally and linguistically diverse texts and materials.			
7. Provide space and opportunities for scaffolded individual, pair, and small-group work as a regular part of instruction.			
8. Model how to honor and appreciate use of students' home languages.			
9. Provide descriptive and specific feedback that will support students with self-assessment, reflection, and goal setting.			
10. Use a variety of instructional methods that offer various entry points to grade-level content.			
 Language Use: I will . . .			
11. Model and expect language that is welcoming and inclusive in the classroom (e.g., use and allow home languages).			
12. Model and expect language that empowers MLs to participate (e.g., get to know and highlight MLs' strengths, acknowledge and build on what MLs say, etc.).			
13. Use language to set high expectations, encourage, engage, and celebrate MLs' successes.			
14. Use language that promotes curiosity and risk-taking.			
15. Use language that welcomes and encourages sharing, questioning, and comparing student backgrounds and experiences.			

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