



MySEL

Classroom Report Collins Preschool - Preschool 1

March 01, 2026

MySEL, LLC
Dr. Christina Denis, Partner
www.mysel.org cdenis@mysel.org

Contents Include:

1. MySEL Self-Assessment Summary
2. Evidence, Analysis and Educator Recommendations
3. Administrative/Leadership Recommendations
4. Aggregate Results by MySEL Skill

Participating Educators:

- Joy Collins
- Kim Collins
- Sonia Collins

Director(s):

- Sara Collins

MySEL Advisor:

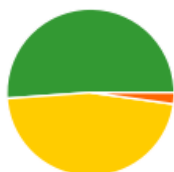
- Christina Denis

1. MySEL Self-Assessment Summary

1. Building Relationships though a meaningful and cultural approach

2. Designing the environment through classroom arrangement and management systems

3. Creating Effective Schedules, Routines, and Transitions



4. Activities and Experiences that Promote Engagement

5. Providing Expectations with Clarity, Consistency, and Confidence

6. Interactions that Build Children’s Self-Esteem and Encourage Autonomy

7. Teaching Social Skills using Prompting and Instruction



8. Identifying, Validating, and Helping Children Understand Emotions

9. Teaching Problem-Solving Skills that Support Self-Regulation

10. Behavior Plan



2. Evidence, Analysis and Educator Recommendations

Below are some key take-aways from the data that was collected for the **Preschool 1 @ Collins Preschool**. Keep in mind that the lens for this collection of data and resources/recommendations are primarily based on [Pyramid Model](#) practices and research in the field that is referenced at the end of this document.

1. Building Relationships though a meaningful and cultural approach



Related sections in aggregate results:

301. *Develops meaningful relationships with children and families*

302. *Examines own attitude as well as the family and cultural views towards children's behavior*

Evidence:

Educators were nicely engaged with the children, being present during their play at their level, offering ideas and expansions of language as well as verbally supporting any conflict that arose. Being fully engaged provided many opportunities to support children with positive descriptive feedback to build relationships. Children and families were greeted upon arrival by name and provided with assistance in that transition. The tone was appropriate and welcoming.

Analysis:

While the SEL Classroom Inventory documented many positive interactions in this classroom, most of the educators in this group felt this was an area of continued growth for them.

The two areas to consider additional support were around "understanding a connection between a child's behavior, their emotional state, and social development" and "identify behaviors that push my buttons (hitting, biting, whining, etc).".

Recommendations:

Included in paid report

2. Designing the environment through classroom arrangement and management systems



Related sections in aggregate results:

303. *Designing the environment*

Evidence:

The classroom flow was well balanced and provided appropriate boundaries to help children stay engaged in the areas they were in. Many materials were not labeled making it a bit confusing for children during clean up. The materials that were present were age appropriate but there were not enough materials at certain times during the visit.

Analysis:

Educators reflected accurately in their responses that they were still working on or needed support around labeling materials and organizing materials in a way that made clean up easier for the children. One area educators indicated they felt they performed consistently, but the SEL Inventory did not support was providing an adequate amount of materials.

Recommendations:

Included in paid report

3. Creating Effective Schedules, Routines, and Transitions



Related sections in aggregate results:

304. *Developing schedules and routines*

305. *Providing Smooth Transitions*

Evidence:

The visual daily schedule was present but a bit higher than children’s eye level. It did have photos that represent parts of the day but was not interactive.

The flow of the day appeared well balanced with both teacher directed and child directed experiences, and opportunities to be in both large and small groups.

Educators gave children notice of "what was coming next" during transitions. "One more dance and then we will be all done with movement. Then find your letter spot. Going to do monkeys and then sit down". Not all children were paying attention during these announcements.

Analysis:

Educators were quite split here with how often they support these skills. Most "needs support" responses were around supporting transitions including making sure children are not waiting to long as well as making sure to provide expectations before transitions happen. There were moments that expectations were shared in the SEL Inventory visit but often not all children were paying attention.

Educators did acknowledge in their responses that they could improve in making their schedule more interactive. An area they seemed confident in but was not observed in the visit was referring to the schedule when moving from one activity to another or to help children understand "what is next".

Recommendations:

Included in paid report

4. Activities and Experiences that Promote Engagement



Related sections in aggregate results:

306. *Designs activities to promote engagement*

Evidence:

Children were engaged in both large and small group experiences. Not all materials held children's attention as some were more teacher directed/created activities. Children would finish quickly and then want to move to something else.

Analysis:

Educators recognized in their responses that they need more support in creating more open ended experiences that will promote better engagement. Educators also reflected that they may not always be focusing on things children are interested in. Both of these were evident in the visit although educators were nicely engaged to help keep children's interest. It is encouraging that the educators recognize that adding more open-ended experiences that focus more on children's interest is a great start.

Recommendations:

Included in paid report

5. Providing Expectations with Clarity, Consistency, and Confidence



Related sections in aggregate results:

307. *Giving Directions with Clarity*

308. *Establishing and enforcing clear rules, limits and consequences for behavior*

Evidence:

Preschool affirmations were posted on the wall - "I am kind, I am respectful - I am honest, I am responsible". Looks like children made hand stamps to acknowledge these guiding agreements.

Educators provided some verbal reminders of classroom expectations but did not use visuals to reinforce.

When giving directions, educators were general with the group not offering any individual support to children who might need more assistance. Educators did provide adequate time for children to respond in most cases although some children need even more time.

Analysis:

Educators accurately assessed what was seen in the visit regarding little reference to the classroom expectations throughout the day as well as giving individual children extra time to respond to directions. Both of these are key in helping children understand what is expected of them.

There was a recognition in both the MySEL data and the visit of needing to provide more positive descriptive feedback when children are appropriately following expectations as well as using other adults to recognize when children are being successful.

Recommendations:

Included in paid report

6. Interactions that Build Children's Self-Esteem and Encourage Autonomy



Related sections in aggregate results:

309. *Interacting with children to develop their self-esteem*

310. *Showing empathy for individual*

Evidence:

Educators participated in many active listening moments during the visit. Although they didn't always expand on those conversations, they were attentive and present.

There were some adjustments made for one child but not for others. Educators were flexible, just not always clear on what children's extra needs might be and how to address them.

Analysis:

Educators assessment were accurately reflected in the visit and they seem to be aware of where they need to think about growth. One area is responding to children's ideas by asking questions and bringing their ideas into play.

Another area they identified as needing more support was adapting and adjusting the program as needed to address individual needs. The visit revealed educators who are

children's needs

311. Encouraging Autonomy through Interactions

Lots of redirection happening if children get upset rather than finding out what the issue was.

Feedback to children centered more around praise ("good job") than positive descriptive feedback. This is a shift that might help them provide more authentic feedback.

very empathetic with children's needs, listening attentively and giving feedback. They do seem unsure of how to expand on that at times. Them being to recognize that opens up great reflective opportunity to discuss the barriers.

Recommendations:

Included in paid report

7. Teaching Social Skills using Prompting and Instruction



Related sections in aggregate results:

312. Using prompting and reinforcement of positive interactions effectively

313. Providing instruction to aid in the development of social skills

Evidence:

There were many posters in the classroom that fostered positive images of supporting one another and being a good person and friend. The vibe of the classroom also supported that message as educators helped children navigate several situations where they needed some support to either join play or navigate a conflict.

Most of these moments were situational everyday challenges of being in a large group. No intentional experiences were observed that would teach or role play out how to navigate some of these friendship themes.

There were many books that supported developing friendships and two social stories about being a "super friend" and how to "get along with my friends".

Analysis:

The MySEL assessment revealed an awareness that teaching friendship skills is something this team doesn't do with much intentionality. One skill example they expressed needed more support on was "modeling phrases that children can use to initiate and encourage interactions". Often educators needs help with the right words to use in order to support appropriately.

Another area they indicated wanting to improve on was "using activities, schedules and routines to encourage and promote working cooperatively" as well as skills to teach turn taking. Much of this is happening already so they are on their way, they just may need some additional support to be more intentional about this work.

Recommendations:

Included in paid report

8. Identifying, Validating, and Helping

Evidence:

Analysis:

Children Understand Emotions



Related sections in aggregate results:

314. *Promoting identification and labeling of emotions in self and others*

315. *Exploring the nature of feelings and the appropriate ways they can be expressed*

There was a poster on the wall that had about 15 different emoji type faces on it of different emotions. It was at children's height but it was not interactive. It was in an area with a lot of other teacher made materials so it didn't stand out.

Educators were attentive to children's emotions through verbal interactions. They did share that they use puppets occasionally to role play out different emotions.

This is an area that educators seem to be a bit more confident with. The visit didn't indicate many visual uses of supporting helping children with emotions but there was a lot of verbal support for children.

Consider adding visuals to include your visual learners in this process. Also consider adding faces of real children to make the emotions more relatable.

Recommendations:

Included in paid report

9. Teaching Problem-Solving Skills that Support Self-Regulation



Related sections in aggregate results:

316. *Creating a planned approach for problem-solving processes within the classroom*

317. *Promoting children's individualized emotional regulation that will enhance positive social interactions within the class*

Evidence:

There a few instances during the visit that educators had to help support children through problem solving. While educators were attentive and got down to children's level, all the interactions were verbal. Also, educators often offered a solution before letting children see if they could come up with a solution. No visuals were used.

On two occasions, educators struggled to find the right words to use to help children regulate before diving into coming up with solution. But again, the strength here is they children were never left on their own to struggle, and educator was always present to support.

Analysis:

The MySEL data and the visit aligned in that educators are needing support to find ways to find the right words to use in the right order in problem solving as well as how to include visuals in this process. (ex, "I label cues of emotion escalation for children" was an area they indicated they needed more support or are working on).

Recommendations:

Included in paid report

10. Behavior Plan



Related sections in aggregate results:

318. Behavior Plan: Tier One

319. Behavior Plan: Tier Two

320. Behavior Plan: Tier Three

Evidence:

NA

Analysis:

Educators expressed feeling moderately comfortable with creating Tier One Behavior Plans. There are still areas of growth in implementation within the team and being consistent. Their confidence lies in strategies to use to help shift the unwanted behavior. They could use some support around the initial identifying the function of the behavior.

Educators expressed some needed support in both Tier Two and Three Behaviors Plans. They acknowledge the importance of family participation and pulling in additional resources if needed. The support needed is around creating an effective plan that involves all of those people and how to shift some of the responsibility to other more qualified people.

Recommendations:

Included in paid report

3. Admin/Leadership Recommendations

The following recommendations are based on the combined data from the MySEL App results and the SEL Visit Checklist. They are potential topics and resources to consider in planning for next steps toward quality improvement of SEL supports.

Effective Workforce Supports	Recommendations
<p>SEL Professional Development Plan</p> <p>An SEL Professional Development (PD) Plan is a structured, long-term roadmap designed to build staff capacity for integrating social-emotional learning into daily routines. It focuses on adult SEL competencies, aligns with center-wide goals, and includes continuous, scaffolded, and evidence-based learning opportunities.</p>	<ul style="list-style-type: none"> • What does an SEL Professional Development Plan Look Like? <p>Pyramid Model Training</p> <ul style="list-style-type: none"> • Pyramid Model Self-Paced eModules - through Strong Start (EEC) • The Pyramid Model Consortium • National Center for Pyramid Model Innovations

Understanding Fidelity

One of the most frequent questions we get at MySEL is "How do I address the issue that my educators think they consistently use these skills when they do not?". The reality is, even if your educators are overestimating their skills, this is still data! It is telling you that there might be misalignment in your and their understanding of these skills and what fidelity looks like. This is still a data point that can lead to foundational growth.

- [Fidelity Exercise](#): Best used in a staff meeting in small groups or in teams together.
- A good place to start is defining fidelity as a team and what it looks like in the context of their skills in supporting young children. This process continues to support reflective practices.

4. Aggregate Results by MySEL Skill

1. Building Relationships through a meaningful and cultural approach

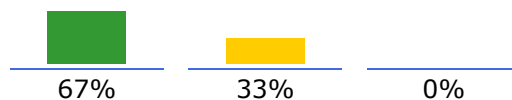
Skills and Indicators	Consistently	Improving	Need Support
-----------------------	--------------	-----------	--------------

301. Develops meaningful relationships with children and families

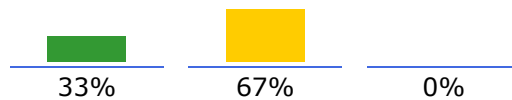
1. I understand meaningful relationships with children are the foundation of development.	33%	67%	0%
2. I approach and greet children and their families upon arrival (calling them by name).	67%	33%	0%
3. I talk with the child at their eye level.	33%	67%	0%
4. I support the family with a drop-off/pick-up transition plan if needed.	0%	100%	0%
5. I show respect, consideration and warmth to all children by being present, available and approachable.	100%	0%	0%
6. I speak to children calmly. My tone and voice are appropriately leveled.	33%	67%	0%
7. I use a variety of strategies to build relationships with children.	67%	33%	0%
8. I use a variety of strategies for building relationships with all families.	33%	67%	0%
9. I create a welcoming and safe classroom that is a place where children and families like to be.	100%	0%	0%

302. Examines own attitude as well as the family and cultural views towards children's behavior

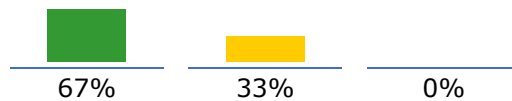
1. I reflect on personal beliefs regarding the causes of unacceptable child behavior.



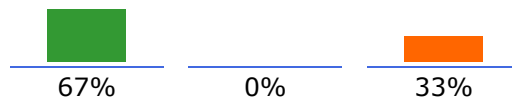
2. I examine my own biases toward challenging behavior.



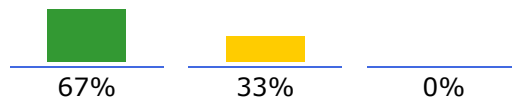
3. I understand a connection between the child's behavior, their emotional state, and social development.



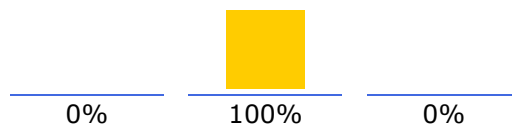
4. I understand that a child's behaviors are conveying a message (ex. I am hungry, I am sad, I need attention).



5. I identify behaviors that push my buttons (hitting, biting, whining, etc).



6. I am open to working together with my teaching team to problem-solve issues related to behaviors.

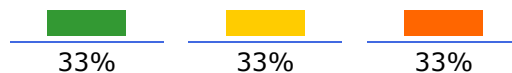


2. Designing the environment through classroom arrangement and management systems

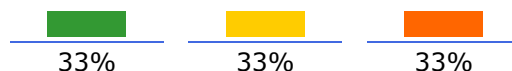
Skills and Indicators	Consistently	Improving	Need Support
-----------------------	--------------	-----------	--------------

303. Designing the environment

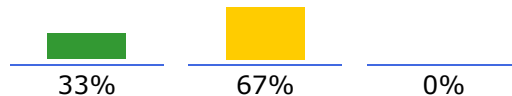
1. I arrange traffic patterns so that there are no wide open spaces that encourage running.



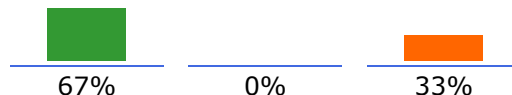
2. I clearly define boundaries in all play spaces in learning centers.



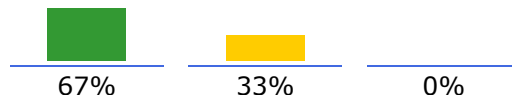
3. I provide enough materials in centers so each child has an opportunity to participate.



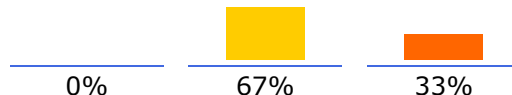
4. I provide a variety of materials that encourage the exploration of multiple textures (wood, cloth, etc)



5. I provide multiple choices in activities instead of expecting the class to play with the same toy.



6. I consider children's interests when deciding what to put in learning centers.

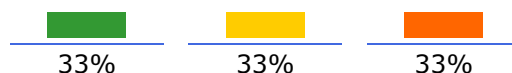


3. Creating Effective Schedules, Routines, and Transitions

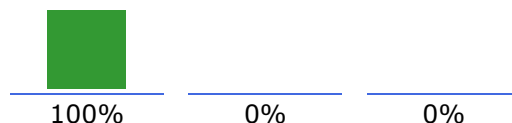
Skills and Indicators	Consistently	Improving	Need Support
-----------------------	--------------	-----------	--------------

304. Developing schedules and routines

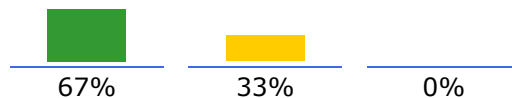
1. I design the daily schedule that includes a balance of active/calm, large group/small group experiences.



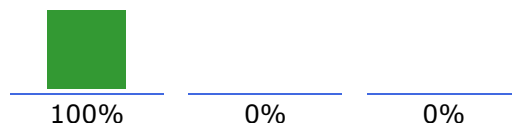
2. I provide a daily routine that allows for ample amounts of free play.



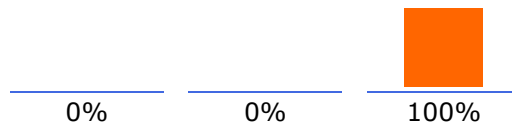
3. I post a visual daily schedule for children at their level to refer to so they can follow along during the day



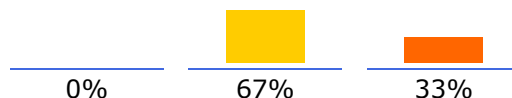
4. I use photos representing the parts of the day.



5. I make the visual schedule interactive so children can remove sections as the day progresses.

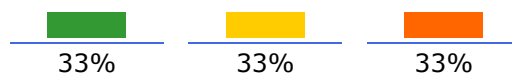


6. I share with the children when there are changes in the schedule

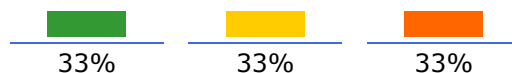


305. Providing Smooth Transitions

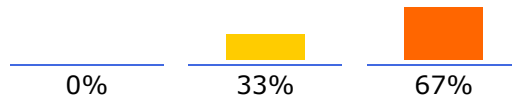
1. I design the schedule to minimize the number of transitions throughout the day.



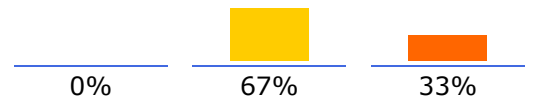
2. I structure transitions so that children do not spend excessive time waiting.



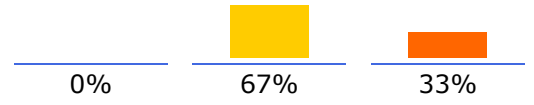
3. I teach expectations associated with transitions. Children know what to do during transitions.



4. I provide a variety of cues for children before transitions that capture several senses.



5. I check in individually with children who need extra support to warn about a transition.

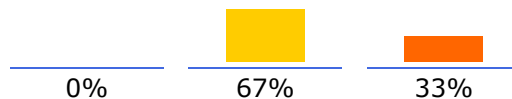


4. Activities and Experiences that Promote Engagement

Skills and Indicators	Consistently	Improving	Need Support
-----------------------	--------------	-----------	--------------

306. Designs activities to promote engagement

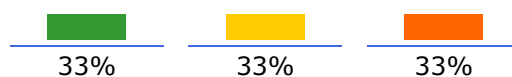
1. I plan and offer activities with specific goals for individual children based on developmental level.



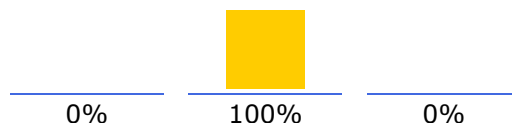
2. I adapt the topic of small group activities in response to children's interests.



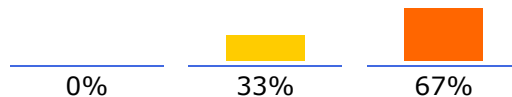
3. I provide opportunities for children to be involved in small group activities (instead of always in a large group).



4. I plan and offer engaging small group activities that provide children with open-ended experiences.



5. I provide positive descriptive feedback when children are engaged.

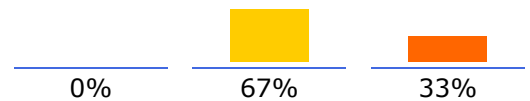


5. Providing Expectations with Clarity, Consistency, and Confidence

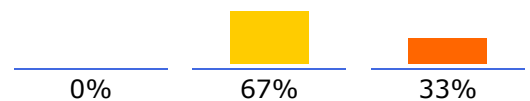
Skills and Indicators	Consistently	Improving	Need Support
-----------------------	--------------	-----------	--------------

307. Giving Directions with Clarity

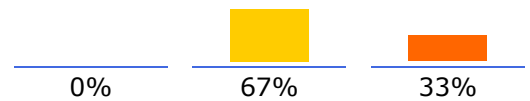
1. I gain children's attention before giving directions.



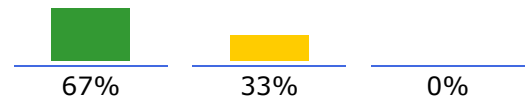
2. I minimize the number of directions that I give based on the child's age and ability.



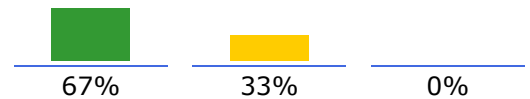
3. I individualize the direction in order to provide clarity and understanding.



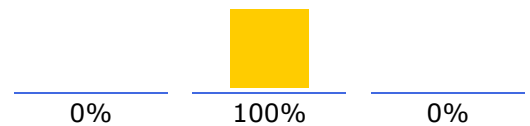
4. I give clear directions by saying what is happening now and what is next.



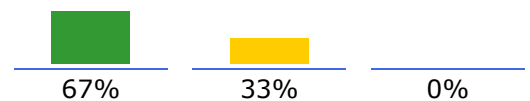
5. I state directions in the positive.



6. I give children plenty of time to respond to directions by offering appropriate pauses.

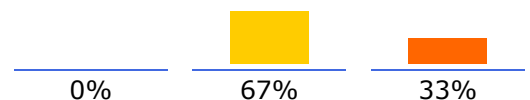


7. I give children choices and options when appropriate and as often as possible.

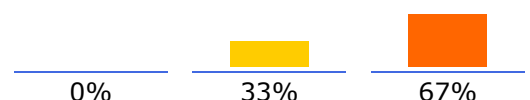


308. Establishing and enforcing clear rules, limits and consequences for behavior

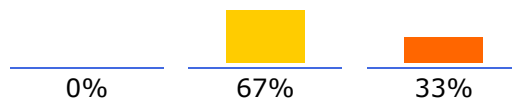
1. I identify classroom rules with the children, 3-6 simple rules that encompass a variety of situations.



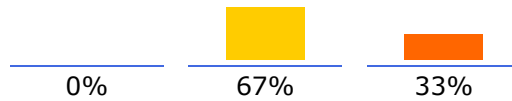
2. I introduce developmentally appropriate expectations to children verbally and through visuals.



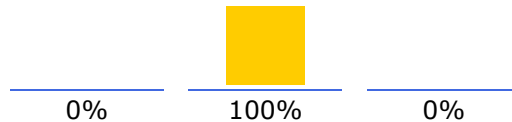
3. I teach expectations in developmentally appropriate ways.



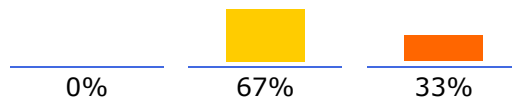
4. I provide opportunities for children to practice expectations.



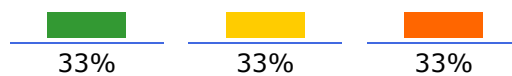
5. I state expectations in the positive and avoid words 'no' and 'don't' as much as possible.



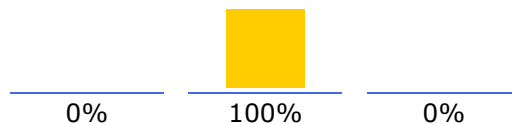
6. I use positive descriptive feedback and encouragement (instead of praise).



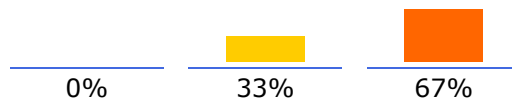
7. I provide feedback and encouragement contingent on a child's efforts (not just by whether they succeeded).



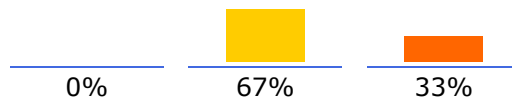
8. I provide non-verbal cues of appreciation like a smile, a glance, or a thumbs up.



9. I involve other adults in acknowledging children.



10. I model positive descriptive feedback and encouragement with other adults in the classroom.

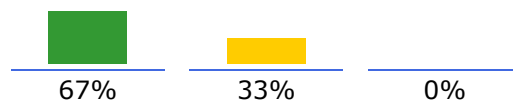


6. Interactions that Build Children’s Self-Esteem and Encourage Autonomy

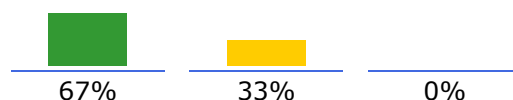
Skills and Indicators	Consistently	Improving	Need Support
-----------------------	--------------	-----------	--------------

309. Interacting with children to develop their self-esteem

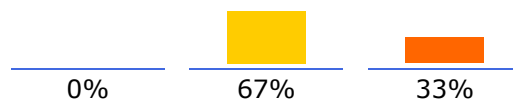
1. I practice active listening with children.



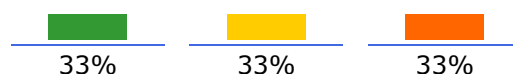
2. I avoid judgemental statements (I avoid, 'you should have....').



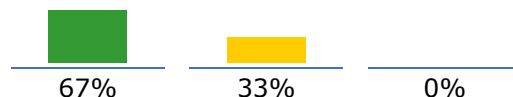
3. I respond to children's ideas by asking questions and bringing their ideas into play.



4. I recognize children's efforts by describing what I see, and tying it to rules or behavior.

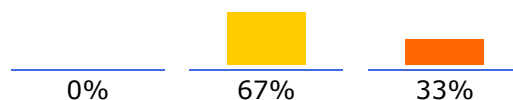


5. I show empathy and acceptance of children's feelings.

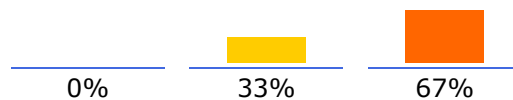


310. Showing empathy for individual children's needs

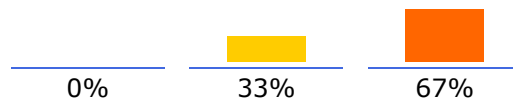
1. I respect and accommodate individual needs, personalities and characteristics.



2. I adapt and adjust the program as needed to address individual needs.

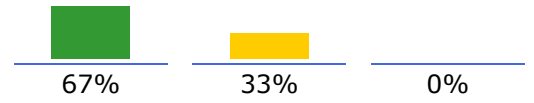


3. I convey acceptance of individual differences through planning, material selection and discussions.

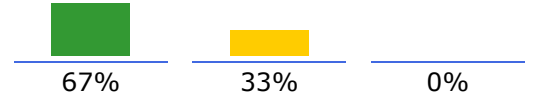


311. Encouraging Autonomy through Interactions

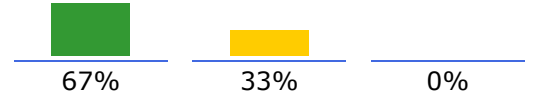
1. I provide children with opportunities to make choices in activities and daily routines.



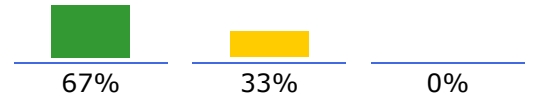
2. I provide children time to respond to or complete efforts independently before offering assistance.



3. I create opportunities for children for decision-making, problem-solving and interacting with peers.



4. I offer children various strategies for self-regulating.

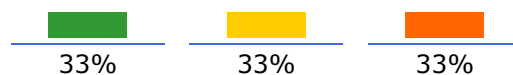


7. Teaching Social Skills using Prompting and Instruction

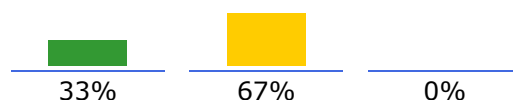
Skills and Indicators	Consistently	Improving	Need Support
-----------------------	--------------	-----------	--------------

312. Using prompting and reinforcement of positive interactions effectively

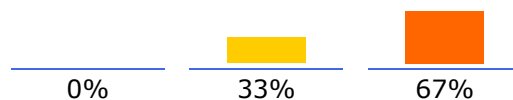
1. I wait until interactions are finished before reinforcing. I do not interrupt positive interactions.



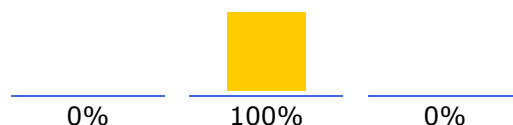
2. I model phrases that children can use to initiate and encourage interactions.



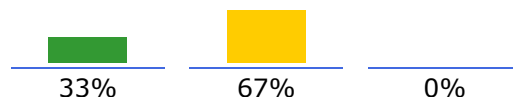
3. I incorporate stories, visuals and activities that promote empathy and awareness of helping others.



4. I use activities, schedules and routines to encourage and promote working cooperatively.

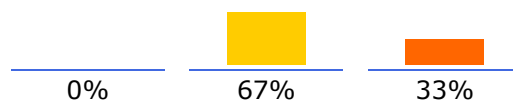


5. I provide positive descriptive feedback when children are having positive interactions.

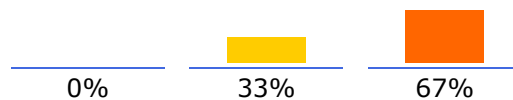


313. Providing instruction to aid in the development of social skills

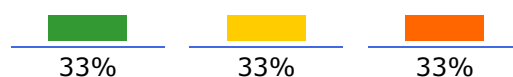
1. I teach appropriate skills through lessons and role-playing.



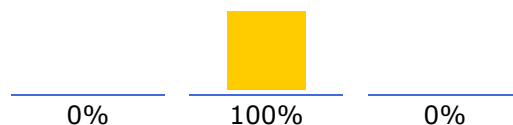
2. In my planning, I incorporate cooperative games, and activities that promote selfless behavior.



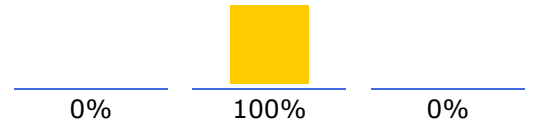
3. I structure activities to encourage and teach sharing.



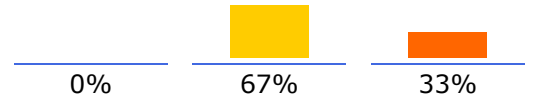
4. I structure activities to encourage and teach turn-taking.



5. I structure activities to teach cooperation by providing activities that have challenges embedded in them.



6. I utilize peers as models of desirable social behavior by creating settings that enhance mimicry and modeling.



8. Identifying, Validating, and Helping Children Understand Emotions

Skills and Indicators	Consistently	Improving	Need Support
-----------------------	--------------	-----------	--------------

314. Promoting identification and labeling of emotions in self and others

1. I use photographs of real people, pictures and posters that portray people in various emotional states.	33%	33%	33%
2. I use validation, labeling feelings, voice tones, and gestures to show an understanding of feelings.	67%	33%	0%
3. I assist in recognizing others feelings by pointing out facial expressions, voice tone, body language.	67%	33%	0%
4. I use real-life situations to practice problem-solving, first with defining the problem emotions involved.	67%	0%	33%

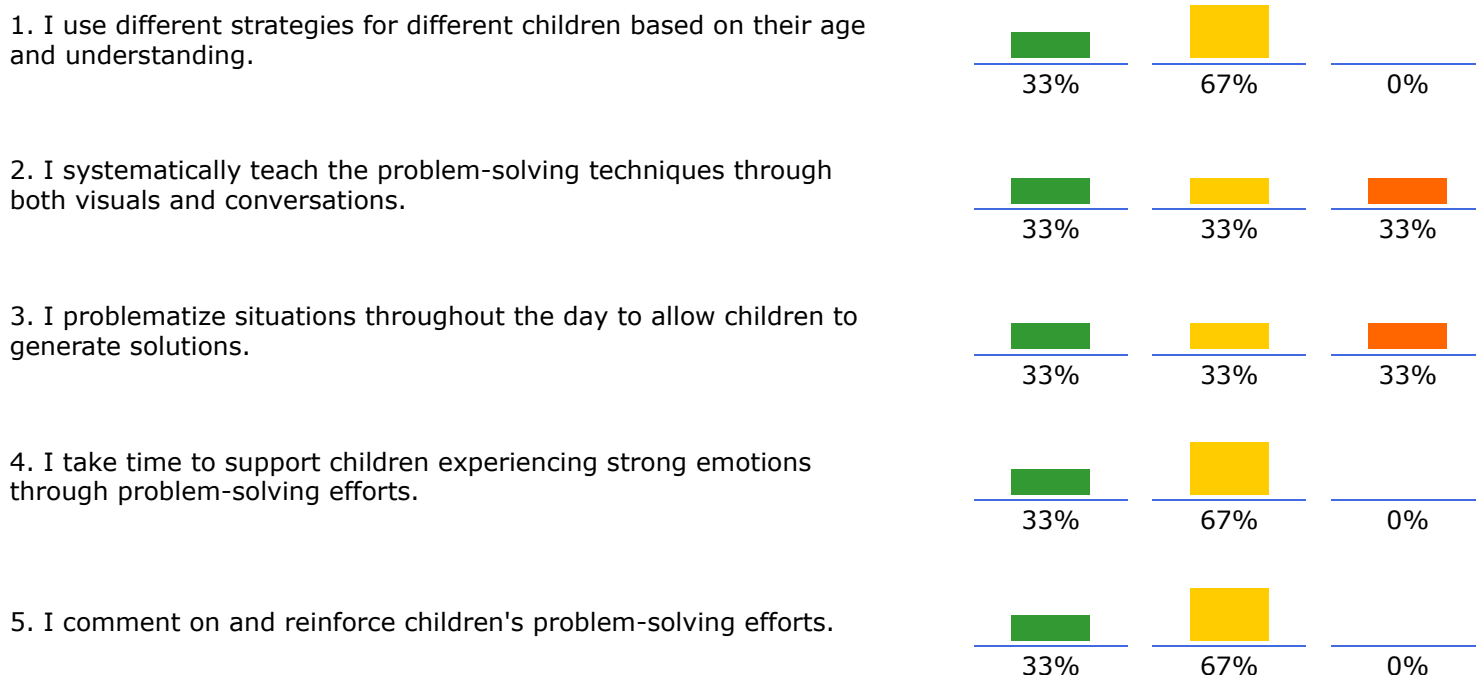
315. Exploring the nature of feelings and the appropriate ways they can be expressed

1. I teach that all emotions are okay, but not all expressions are okay.	67%	0%	33%
2. I label my own emotional state and provide an action statement.	67%	33%	0%
3. I provide positive descriptive feedback when children state they are feeling upset but are remaining calm.	67%	33%	0%
4. I label negative feelings paired with actions to regulate.	67%	33%	0%

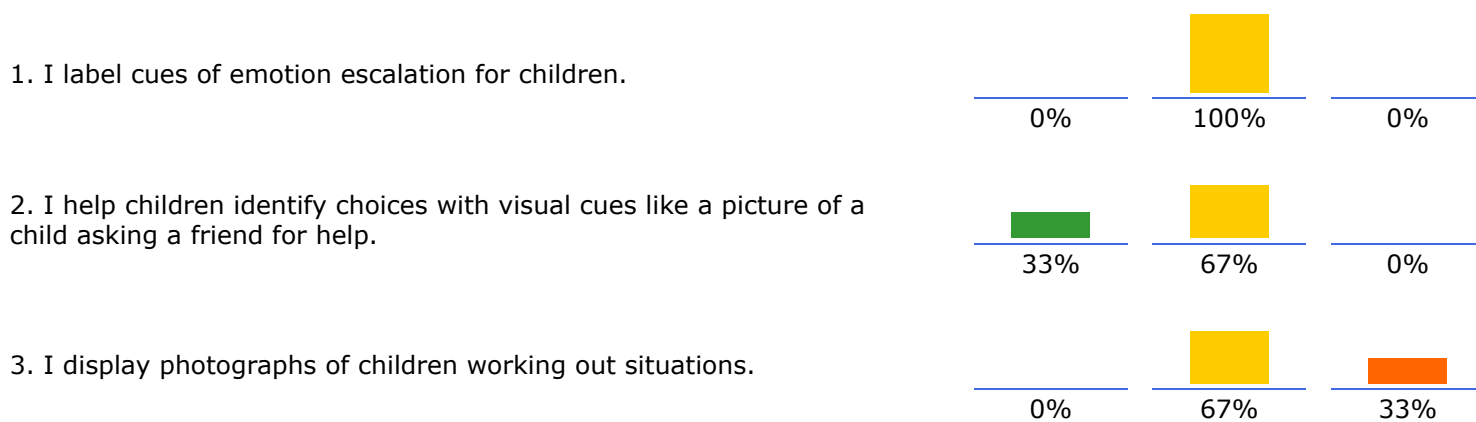
9. Teaching Problem-Solving Skills that Support Self-Regulation

Skills and Indicators	Consistently	Improving	Need Support
-----------------------	--------------	-----------	--------------

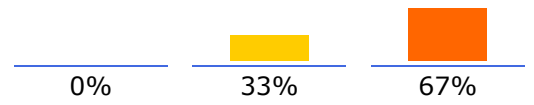
316. Creating a planned approach for problem-solving processes within the classroom



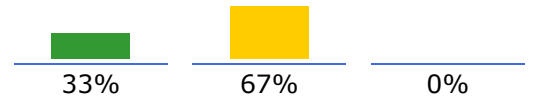
317. Promoting children's individualized emotional regulation that will enhance positive social interactions within the class



4. I stay with the child until they appear regulated enough to manage independently.



5. I provide positive descriptive feedback when they are attempting/regulating their emotions.

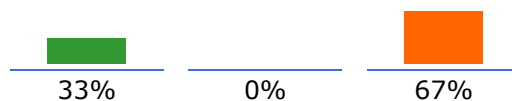


10. Behavior Plan

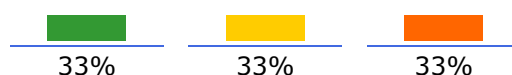
Skills and Indicators	Consistently	Improving	Need Support
-----------------------	--------------	-----------	--------------

318. Behavior Plan: Tier One

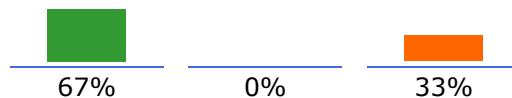
1. I reflect with my team about what the function of the unwanted behavior might be, based on observations of the child.



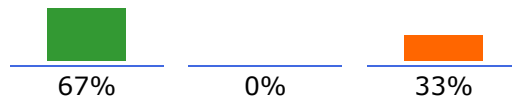
2. I discuss with my team what aspects of the classroom/teaching could be adjusted to better meet this child's needs.



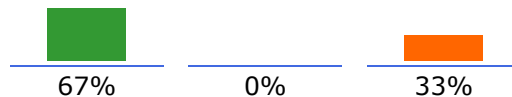
3. I collaborate with my team on strategies to follow consistently to reinforce a new skill, replacing the unwanted behavior.



4. I work with my team to create a basic written plan on how to shift an unwanted behavior, focusing on prevention strategies.

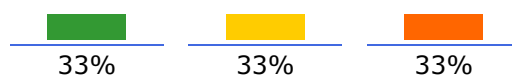


5. I support this plan with my team by revisiting the written plan as needed.

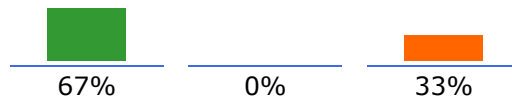


319. Behavior Plan: Tier Two

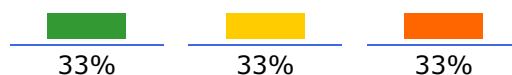
1. I invite families to collaborate in the behavior support process, sharing what is currently in place for the child.



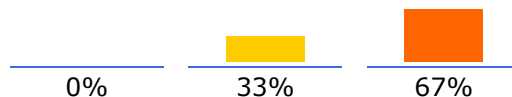
2. I accommodate the family's schedule so they can participate in the process.



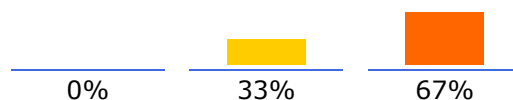
3. I continue to collect data and observations with my team to have current and objective input on the discussion.



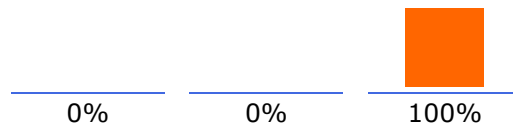
4. I share concerns I might have regarding the needs of the child based on my level of expertise.



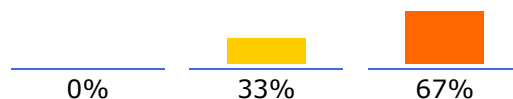
5. I support this plan with my team and continue to monitor progress and changes in the challenging behaviors.



6. I collaborate with all stakeholders to create a written behavior plan to continue to support the child.

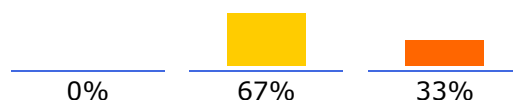


7. I make a plan with my team to keep families updated on progress by providing a time and space to converse.

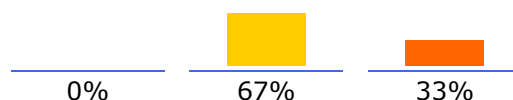


320. Behavior Plan: Tier Three

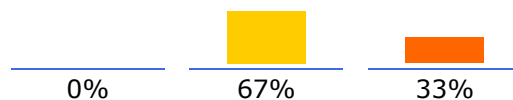
1. I work with my program to continue supporting the child while including outside support and resources.



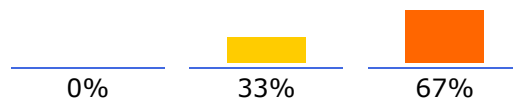
2. I continue to collect data/observations to monitor the behavior and provide documentation as appropriate.



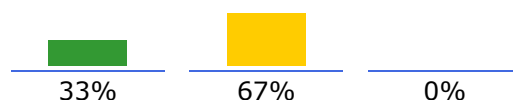
3. I contribute positively to the process by being open to developing new strategies and implementing them consistently.



4. I know when to ask for support or a break when I find myself overwhelmed.



5. I continue providing appropriate space for families to be part of the process and up to date on daily experiences that affect their child.



© Copyright 2026, MySEL, LLC. All rights reserved.