**Adult SEL Self-Reflection Worksheet**

**Session Goals**

School leaders and/or educators will be able to:

1. Develop a foundational understanding of social-emotional learning;
2. Explore their own SEL strengths and areas for growth, and;
3. Examine their role in advancing an inclusive school climate.

 **Do Now**

Think of one student to whom you would like to dedicate your work today. This may be a student you worked with years ago, or one whom you will see in the near future.

**Reflect below and note:**

* Who is this student?
* Why did you choose this student?
* What are your hopes for this student’s future?

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**Social-Emotional Learning Defined**

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Underline parts of the definition that are **strengths**. Circle sections that are **growth areas** for you. **Highlight** aspects of the definition that relate to your role in advancing educational equity.

| **Social and emotional learning (SEL)** is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.**[Source:** [**The Collaborative for Academic, Social, and Emotional Learning**](https://casel.org/)**]** |
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**Self-Reflection on My Role in Advancing an Inclusive School Climate**

Read each of the below statements and indicate the box that reflects your current progress.

| **In my role as a (district leader, school leader, educator), I...** | **Almost always** | **Sometimes** | **Rarely** |
| --- | --- | --- | --- |
| ...seek to take a more inclusive and multicultural approach to my pedagogy that is inclusive of all students (and adults). |  |  |  |
| ...strive to ensure access to learning for every student in my classroom and their diverse learning styles through clearly defined, evidence-based practices. |  |  |  |
| ...incorporate culturally and linguistically responsive curricula and materials. |  |  |  |
| …co-create safe learning communities that value diversity in our departments, schools, and classrooms. |  |  |  |

 **Sense of Belonging**

*How much students feel that they are valued members of the school community.*

Complete the Frayer Model (below):

1) write the CASEL definition in the DEFINITION upper left box

2) write specific words (or draw stuff) from that definition in the CHARACTERISTICS upper right box

3) share examples of what it means to foster a sense of belonging for students in the EXAMPLES lower left box

4) share non-examples / opposite of what to do for NON-EXAMPLES box

| **Definition** | **Characteristics*****E.g., Love, Understanding, Connection*** |
| --- | --- |
| **Word/Phrase***Sense of Belonging*  |
| **Examples*****E.g., Being warmly greeted when you enter a room.*** | **Non-Examples*****E.g., Silently working without greeting peers.*** |

 **Teacher-Student Relationships**

*How strong the social connection is between teachers and students within and beyond the school.*

Who was a teacher/caring adult who made you feel like you belonged when you were a student? How did that educator convey care?

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 **Social Awareness**

*How well students consider the perspectives of others and empathize with them.*

Which of these qualities do you feel most confident modeling and nurturing in students? Which are you least confident about?

1. Standing up for yourself without putting others down
2. Clearly describing your feelings
3. Caring about others’ feelings
4. Disagreeing without starting an argument

| **Most confident:** |
| --- |
| **Least confident:** |