Guiding Questions for Educators:
Promote Equity Using SEL in your District

When social and emotional learning (SEL) is implemented with a culturally responsive lens, educators can use SEL to cultivate equitable learning opportunities, responsive relationships, and inclusive practices. An equity lens helps educators affirm the identities, strengths, and cultures of all students; elevate their voice and agency; create a sense of belonging; cultivate curiosity and collaborative problem-solving; and more fully nurture the strengths and social and emotional development of all students.

Educators can use the following questions when exploring the CASEL core competencies through an equity lens:

SELF-AWARENESS

- In what ways does your identity (race/ethnicity, social class status, gender, language, learning abilities, strengths, interests, etc.) inform who you are as an educator?
- Can you recall times or events in which your identity was made obvious or important to you? What did you come to understand from the experience?
- What are the relevant similarities and differences in your lived experiences and those of the staff, students, and families in the schools you support? What are the historical and institutional factors that help explain this?
- What practices of inquiry and reflection have you created to remain aware and informed of your personal biases, perceptions, and mindset?
- What are some instances in which you recognize your personal perspective is limited, and you should seek the perspectives of school staff, students, and/or their families?

SELF-MANAGEMENT

- What are some ways your sense of wellbeing impacts your work and the way you interact with co-workers, school staff, students, and families/caregivers?
- How do your personal preferences/biases affect how you interact with co-workers, school staff, students, and families/caregivers? How do you mitigate the biases and perceptions that you hold?
- How do you adjust your approach when you see that school leaders or staff are not implementing programs or practices as directed by the district, or not achieving expected results?
- What strategies have you used to share power with students, families, and other community members who are not traditionally positioned to contribute to district decision-making?
- In what ways have you taken action to impact change when you recognize inequity in your district? What factors (internal or external) have acted as an enabler or barrier to this agency?

SOCIAL AWARENESS

- What types of disadvantages or advantages are experienced by the students in your district?
- What are the social dynamics among district staff from different backgrounds? Between district staff and school communities?
- What are the social dynamics between you and your co-workers, school staff, students, and families/caregivers, and how does this impact your relationships?
- How do you challenge yourself and colleagues to consider diverse perspectives and demonstrate empathy?
- In what ways does the district favor the interests of some district stakeholders over others? How can you change practices or structures to promote equity for stakeholders from all district communities?
- How do you differentiate support to schools across your district in a way that promotes equity?
- Where are you learning about the societal and situational demands on students and families that are connected to the identities they carry?
- How are you building your capacity to create learning spaces in which all staff are fully recognized and feel supported to build relationships across difference?

RELATIONSHIP SKILLS	• What efforts do you make to get to know the communities your district serves? What actions do you take to learn from the communities that are historically marginalized? • How do you invite your co-workers and the school-based staff you support to get to know you? • How do you position yourself as a co-learner with the school-based educators you support and the students you serve, and elevate their perspectives and lived experiences? • What strategies and mindsets have helped you ensure that your district provides an inclusive, safe work and learning environment for all staff, students, and families? • How are you modelling collaborative problem-solving for your staff and colleagues? • What opportunities do you provide for staff and colleagues to engage in collaborative problem-solving, and how do you set them up for success?
RESPONSIBLE DECISION-MAKING	• In what ways do you make space for student voice and incorporate their input into district decision-making? • How can you position yourself to co-construct solutions with school communities (including students) to support their personal and collective well-being? • How can you invite the broader district community, including students, families and caregivers, and community partner organizations, to participate in conducting research, learning from data, contributing to plans, and making decisions that will impact them? • Which district stakeholders have the most influence over district decision-making? How can you address power relationships that privilege the views and needs of some district stakeholders over others? • How do historic and systemic issues of inequity contribute to your understanding of the root causes of the problems you see? • Are there policies and practices in your district that undermine students receiving the high-quality education they need and deserve? If so, how can you take action to make changes? • How do you make space for new learning about self, others, and the world, and invite productive struggle in team meetings, conversations, and other interactions? • How do you model "not knowing" and authentic curiosity in order to remain open to new information and situations?

RESOURCES

Transformative Social and Emotional Learning: In Pursuit of Educational Equity and Excellence - https://www.aft.org/ae/summer2021/jagers_skoog-hoffman_barthelus_schlund

Toward Transformative Social and Emotional Learning: Using an Equity Lens (summary brief) - https://measuringsel.casel.org/wp-content/uploads/2018/11/Framework_ EquitySummary-.pdf

Equity & Social and Emotional Learning: A Cultural Analysis (full brief) - https://measuringsel.casel.org/wp-content/uploads/2018/11/Frameworks-Equity.pdf