



Guiding Questions for Educators: Promote Equity Using SEL

Educators can use social and emotional learning (SEL) to promote the cultural assets that all students bring to their classrooms—if SEL instruction and assessments are implemented with a culturally responsive lens, according to a recent summary of the Assessment Work Group's Special Issues brief on SEL and equity. The summary, from the American Institutes for Research, demonstrates how an equity lens is essential for understanding the social-emotional development of children, youth, and adults.

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

SELF-AWARENESS

- Can you recall times or events in which your identity (race/ethnicity, social class status or gender) were made obvious or important to you?
- In what ways does your identity inform who you are as an educator?
- What are the relevant similarities and differences in your lived experiences and those of your students? What are the historical, contextual and personal factors that help explain this?
- Are you doing everything you can to move your students closer to opportunity?



SELF-MANAGEMENT

- What is the connection between your sense of wellbeing and the educational experience you provide your students?
- How do you best support students who experience difficulties outside of the classroom? What about inside the classroom?
- What are the best strategies for encouraging students to assert themselves in constructive ways?
- How do you respond when you feel like students aren't engaged in classroom activities?
- How do your personal preferences/biases affect how you interact with your students?

SOCIAL-AWARENESS

- What does it mean to provide a great education for underserved students?
- What types of discrimination are experienced in the US? What types of disadvantage are experienced by your students?
- What are the social dynamics among students from different backgrounds in your classes?
- Do you see differences as deficits or assets to be leveraged?
- How can what and how you teach better position your students to address their concerns and interests?

RELATIONSHIP SKILLS

- To what degree should students have input on what and how they learn?
- How do you make sure that students help/support each other to grow and learn in positive ways?
- Do you make every effort to get to know your students and their community?
- Do you invite students to get to know you?
- How do you ensure that you create an inclusive, safe learning environment for all of your students?

RESPONSIBLE DECISION-MAKING SKILLS

- What educational opportunities can you provide that help diverse learners realize their fullest potential?
- How can you help students to become informed and engaged citizens?
- Are there policies and practices in your school that undermine your students receiving the high-quality education they need and deserve?
- In what ways can you address power relationships that discourage engagement in academic, social and emotional learning?
- How can you create opportunities for the range of perspectives and talents in your classroom to be appreciated/leveraged to improve learning for all?

RESOURCES

View the Practitioners' summary: https://measuringSEL.casel.org/wp-content/uploads/2018/11/Framework_EquitySummary-.pdf

Access the full brief: <https://measuringSEL.casel.org/wp-content/uploads/2018/11/Frameworks-Equity.pdf>

Learn more about the Assessment Work Group framework briefs: <http://measuringSEL.casel.org/frameworks/>