



SEL and Equity: Leadership Beliefs and Actions

Social and emotional learning (SEL) can be a powerful lever for creating caring, just, inclusive, and healthy communities that support all individuals in reaching their full potential. Promoting equity through SEL requires intentional efforts that begin with individual beliefs and result in collective action. This worksheet is intended to promote reflection on beliefs and actions that shape how your district leverages SEL to advance educational equity.

Directions: Read the prompts below. Reflect on the degree to which you believe each of the bolded statements to be true, and the degree to which your district has taken action on the corresponding statements. For each belief statement, consider what information, experiences, or perspectives have led you to this belief and how this impacts your actions.

I believe SEL is relevant in all schools and for all students and affirms diverse cultures and backgrounds.	Strongly Agree	Agree	Disagree	Strongly Disagree
My district uses SEL to help students examine their various identities (e.g., race, ethnicity, culture, gender, socioeconomics) and assets, reflect on and appreciate diversity, and co-create inclusive environments. My district guides all schools in adopting evidence-based SEL programs and practices that are culturally affirming and relevant to their communities and needs.	Strongly Agree	Agree	Disagree	Strongly Disagree
I believe SEL is a strategy for systemic change, rather than an intervention for at-risk students.	Strongly Agree	Agree	Disagree	Strongly Disagree
My district's SEL plan focuses on creating the conditions that promote social and emotional growth for all students, including trusting relationships, welcoming learning environments, consistent routines, engaging teaching strategies, culturally relevant practices, and authentic family and community partnerships.	Strongly Agree	Agree	Disagree	Strongly Disagree
I believe SEL is a way to uplift student voice and promote agency and civic engagement, not a behavior management strategy for control and order.	Strongly Agree	Agree	Disagree	Strongly Disagree
In my district, all students have developmentally appropriate opportunities to engage in discussions with each other, raise problems and identify solutions in their schools and communities, productively challenge the inequities that they see, have a voice in how the school district operates, and take on authentic leadership roles.	Strongly Agree	Agree	Disagree	Strongly Disagree
I believe SEL supports adults in strengthening practices that promote equity.	Strongly Agree	Agree	Disagree	Strongly Disagree
In my district, adults reflect on their own identities, assets, and biases, and engage in culturally relevant practices and conversations around equity. District staff examine disaggregated data, analyze root causes of disparities, and engage various stakeholders to co-develop policies and practices that support equity.	Strongly Agree	Agree	Disagree	Strongly Disagree
I believe districts must engage students, families, and communities as authentic partners in social and emotional development.	Strongly Agree	Agree	Disagree	Strongly Disagree
In my district, students, families, and community partners are active partners in the planning and implementation of SEL and play a role in district decision-making. All students have frequent opportunities to share their perspectives and feedback on SEL and school climate strategies.	Strongly Agree	Agree	Disagree	Strongly Disagree