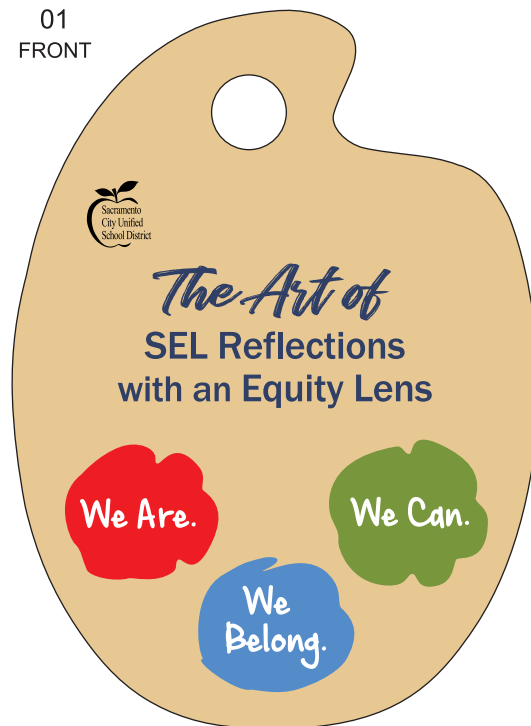
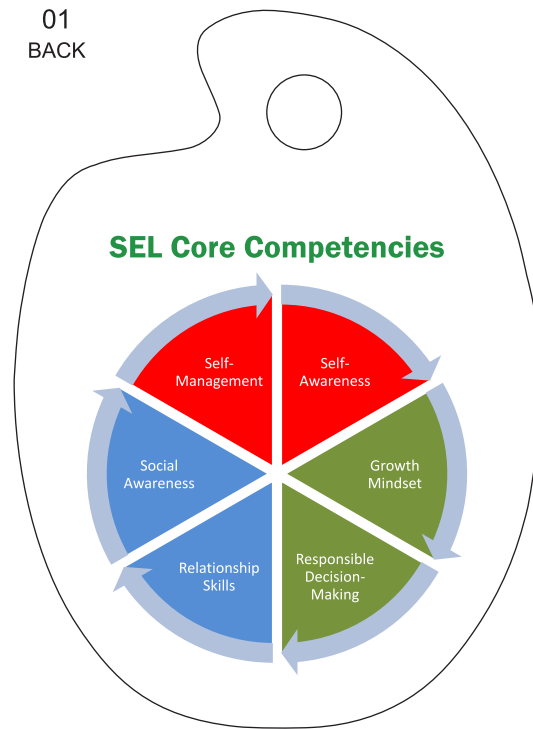


01
FRONT



01
BACK



02
FRONT



Cultivating Adult SEL through Reflections

These cards are intended for educators to reflect socially, emotionally, and academically, as they support students toward equitable outcomes. The Academic Integration reflections are aligned to the SCUSD SEL Skills-Based Framework, which help teachers to think through ways they can design learning that includes priming of SEL skills, reflecting on those skills, and applying within academic content.

02
BACK



Suggestions for utilizing these cards

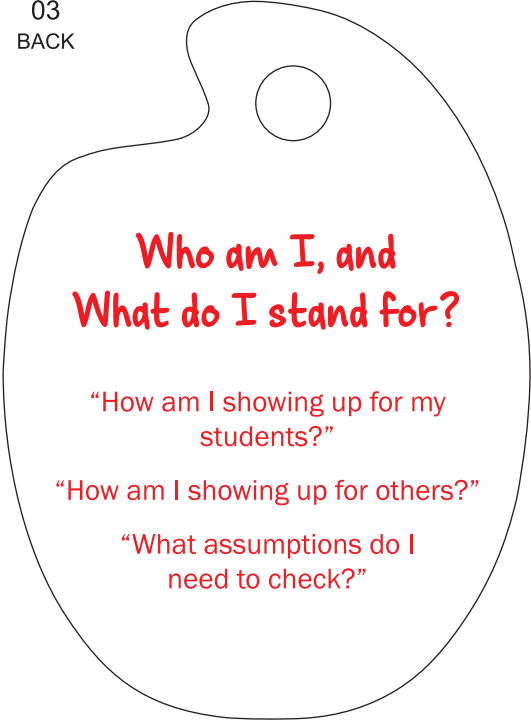
Before, during or after any of the following:

- Proactive/daily personal reflections
 - Planning learning experiences
 - Collaborations with others
- Adult community building circles
 - Professional Learning
- After a challenging situation
 - As an optimistic closure

03
FRONT



03
BACK



Who am I, and What do I stand for?

“How am I showing up for my
students?”

“How am I showing up for others?”

“What assumptions do I
need to check?”

04
FRONT



Self-Awareness

Holding high expectations and communicating expectations clearly to all students, supports their sense of self-efficacy and confidence to achieve.

04
BACK



Self-Awareness

Do I expect all my students to
be successful and how do they
know that?

05
FRONT



Self-Awareness

Unconscious or implicit bias can play a role in the way we unknowingly set up learning, create policies, and implement practices that can benefit some and be harmful to others.

05
BACK

Self-Awareness

What biases (implicit or explicit) might I bring into this situation?

06
FRONT



Self-Awareness

Everyone has cultural norms and values that contribute to the way they see and engage in the world.

06
BACK



Self-Awareness

What is my cultural lens and
how does it affect the way I
engage with those who are
different from me?

07
FRONT



Self-Management

Regulating strong emotions start
with noticing and being able to
identify/label those emotions.

07
BACK



Self-Management

What emotions come up when confronted with a challenging student and how do I keep those emotions in check so I can attend to the student's needs?

08
FRONT



08
BACK

Self-Management

What am I doing daily to
manage my stress or anxiety
so that it doesn't cause further
harm to self or others?

09
FRONT



Self-Management

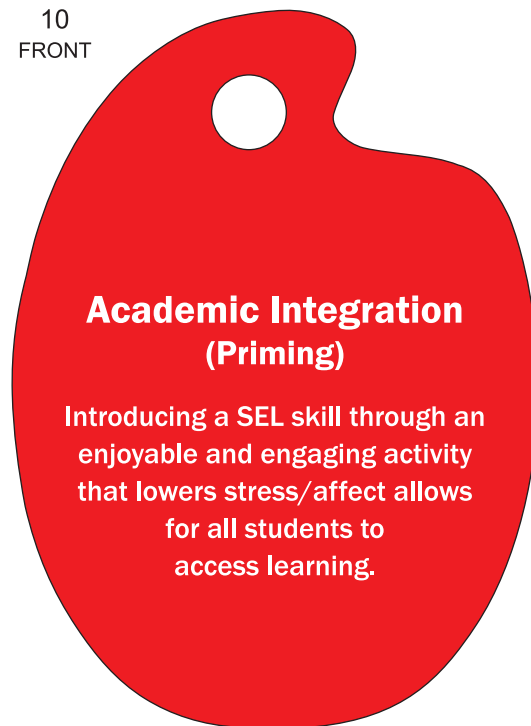
Understanding power dynamics
and focusing on doing things
“WITH” versus “TO” others help
with harm reparation.

09
BACK

Self-Management

How will I navigate through my position of power in order to be restorative when confronted by a challenging situation?

10
FRONT



**Academic Integration
(Priming)**

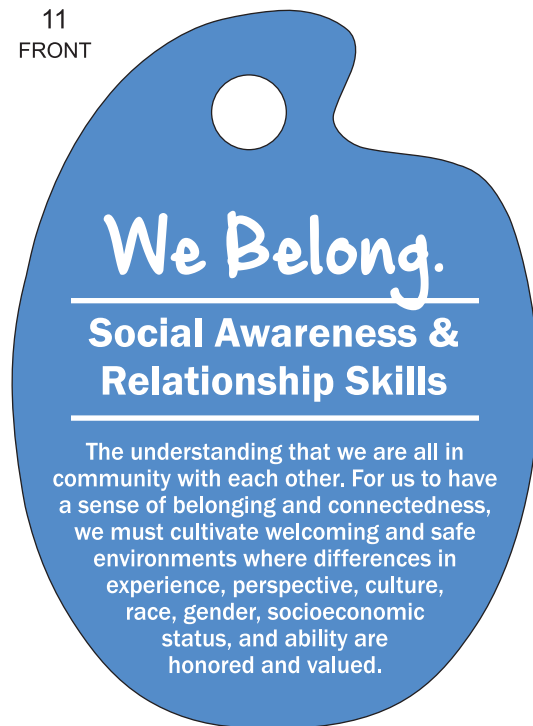
Introducing a SEL skill through an
enjoyable and engaging activity
that lowers stress/affect allows
for all students to
access learning.




Academic Integration (Priming)

- What SEL skills are required within the academic task, and need priming through lowering the affect?
- How will I ensure student efficacy and confidence to engage in this lesson?
 - What strong feelings or emotions might come up for my students during this activity or lesson? How will I “arm” students with effective and meaningful actions to support regulating and affirming those emotions or feelings?

11
FRONT



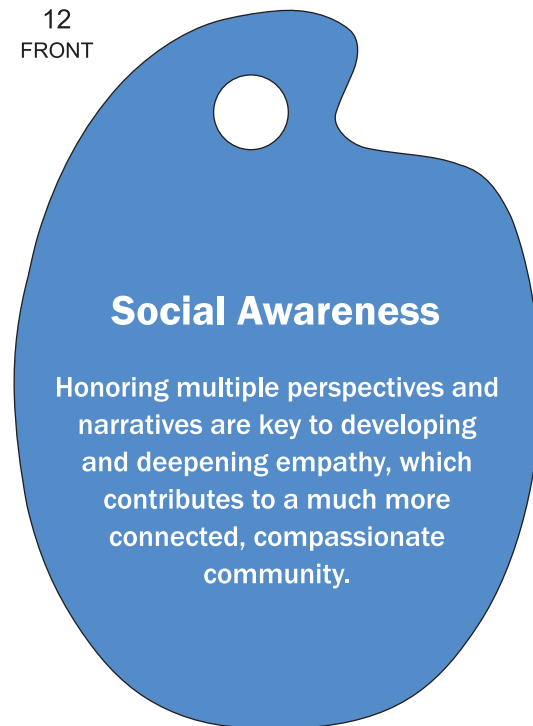
11
BACK



How am I building
community and cultivating
positive relationships?

“How am I connecting to all my
students or colleagues every
day so that they know I care?”

12
FRONT



Social Awareness

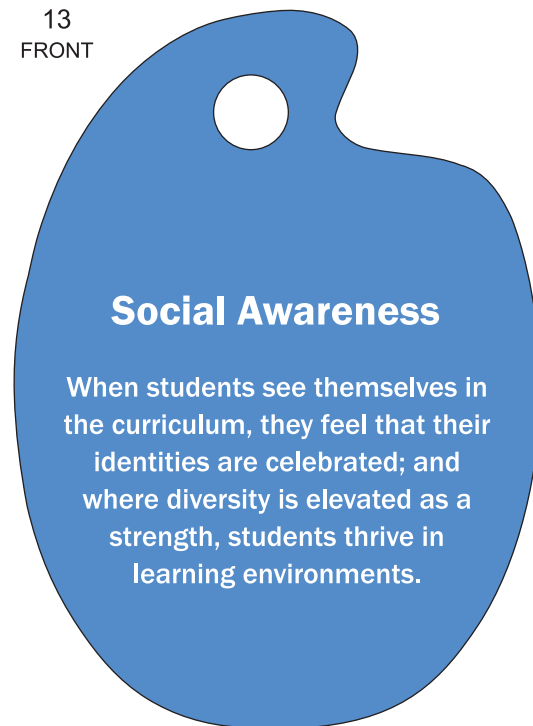
Honoring multiple perspectives and narratives are key to developing and deepening empathy, which contributes to a much more connected, compassionate community.

12
BACK

Social Awareness

How do I ensure that all
perspectives are valued and
honored in order to cultivate
strong relationships?

13
FRONT



Social Awareness

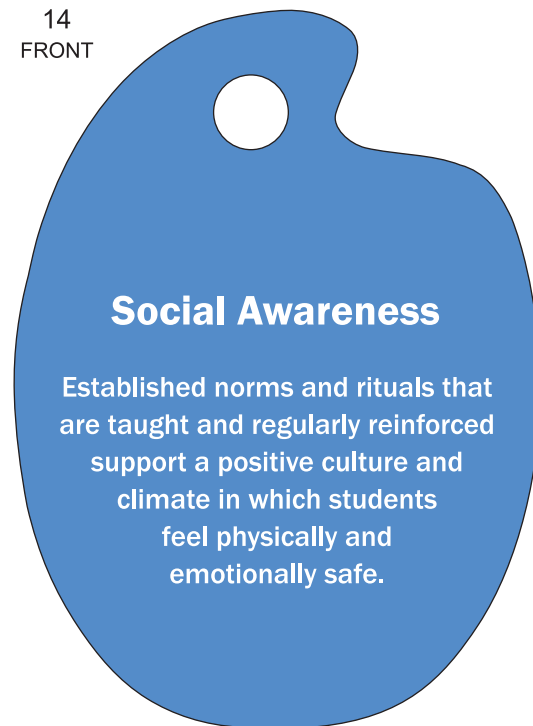
When students see themselves in the curriculum, they feel that their identities are celebrated; and where diversity is elevated as a strength, students thrive in learning environments.

13
BACK

Social Awareness

How am I intentionally
cultivating a culturally
responsive environment?

14
FRONT



Social Awareness

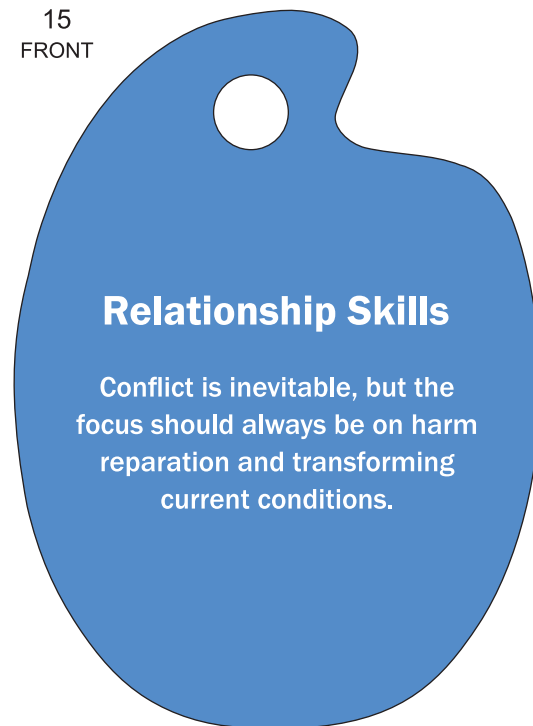
Established norms and rituals that are taught and regularly reinforced support a positive culture and climate in which students feel physically and emotionally safe.

14
BACK

Social Awareness

To what extent do established
norms and rituals affect how
welcomed, safe, and included
my students/staff/parents
feel?

15
FRONT



Relationship Skills

Conflict is inevitable, but the focus should always be on harm reparation and transforming current conditions.

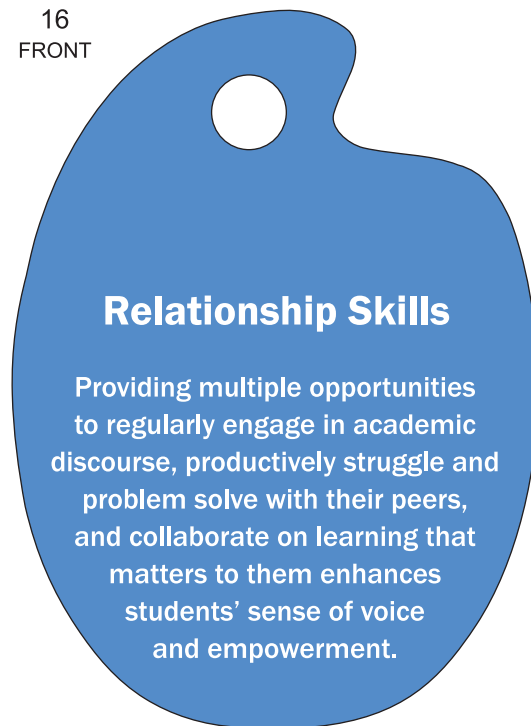
15
BACK



Relationship Skills

When harm occurs, how
do I help those involved
understand the effect on
others and engage them in
collectively making
things right?

16
FRONT



Relationship Skills

Providing multiple opportunities to regularly engage in academic discourse, productively struggle and problem solve with their peers, and collaborate on learning that matters to them enhances students' sense of voice and empowerment.

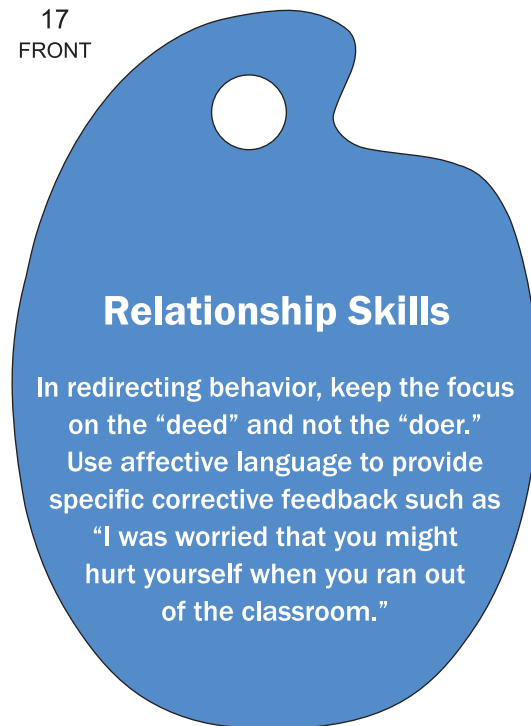
16
BACK



Relationship Skills

How have the structures I put in place ensure that students are regularly collaborating, positively communicating, and respectfully connecting?

17
FRONT



Relationship Skills

In redirecting behavior, keep the focus on the “deed” and not the “doer.”

Use affective language to provide specific corrective feedback such as

“I was worried that you might hurt yourself when you ran out of the classroom.”

17
BACK



Relationship Skills

When misbehavior occurs, how does the language I use or the way I respond impact the building of students' capacity to correct their behavior?

18
FRONT



Academic Integration (Relational)

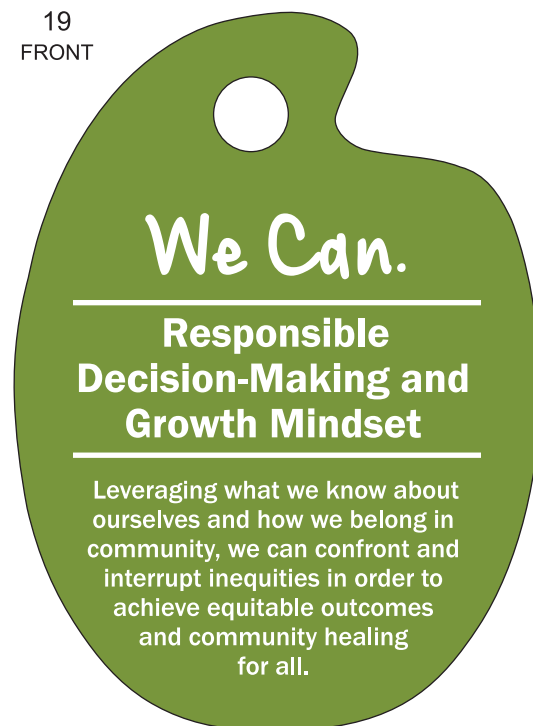
Having students reflect on the SEL actions they used in a SEL skill-building activity and co-developing a reference point (like an anchor chart) of these skills will help them apply these actions within academic content.

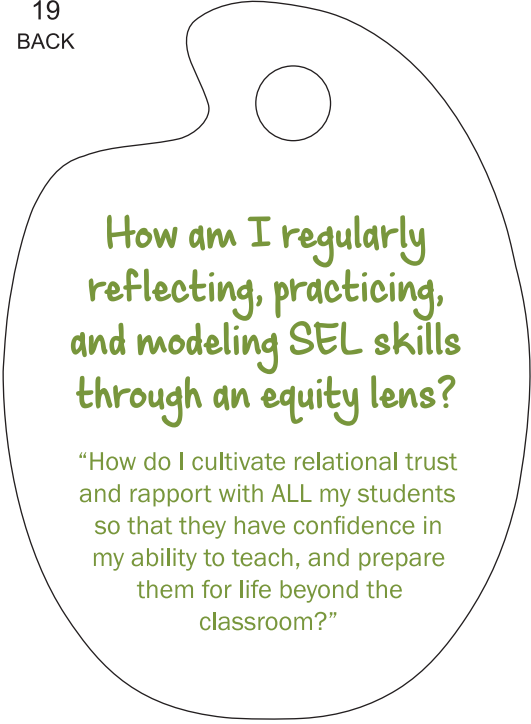


Academic Integration (Relational)

- How will I be intentional about supporting students to reflect and co-construct the SEL skills and actions necessary for learning?
- Which SEL practices might I need to explicitly teach/reteach before students engage in collaborative structures?
 - How can I help my students to reflect productively and to process both the knowledge gained and the SEL skills practiced?

19
FRONT





How am I regularly
reflecting, practicing,
and modeling SEL skills
through an equity lens?

“How do I cultivate relational trust
and rapport with ALL my students
so that they have confidence in
my ability to teach, and prepare
them for life beyond the
classroom?”

20
FRONT



Responsible Decision-Making

When educators hold students to high expectations and provide them with elevated support, even in times when they make mistakes, students are more likely to accept responsibility for their actions.

20
BACK



Responsible Decision-Making

How am I communicating high expectations and offering high support to all my students?

21
FRONT



Responsible Decision-Making

Clearly defining, explicitly teaching,
intentionally modeling, and
purposefully offering opportunities
for students to deepen their SEL
practice enable student success
in school and beyond.

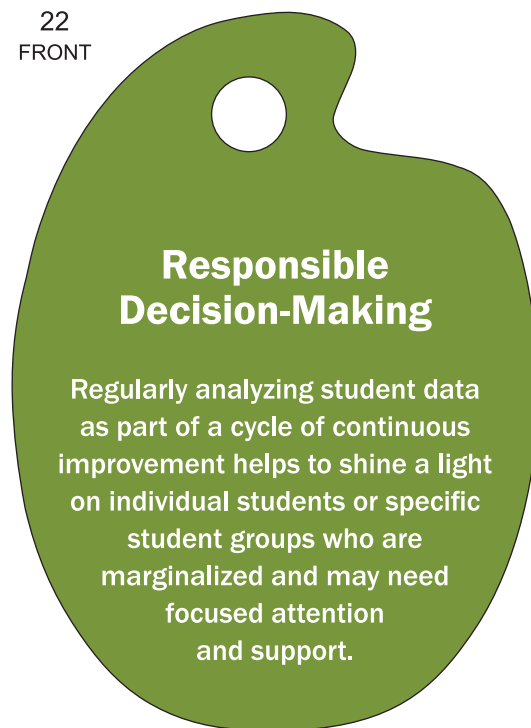
21
BACK



Responsible Decision-Making

What does success look like for
my students at the end of the
year, socially, emotionally, and
academically?

22
FRONT



Responsible Decision-Making

Regularly analyzing student data as part of a cycle of continuous improvement helps to shine a light on individual students or specific student groups who are marginalized and may need focused attention and support.

22
BACK



Responsible Decision-Making

How can I be more intentional
about regularly asking, “Who
benefits? Who is disadvantaged?
Who gets left out?”

23
FRONT



Growth Mindset

Embracing mistake-making and modeling vulnerability by offering apology when necessary, in order to heal and grow.

23
BACK



Growth Mindset

How will I model vulnerability
so that my students feel safe
to keep trying, even in the face
of discomfort and possible
failure?

24
FRONT



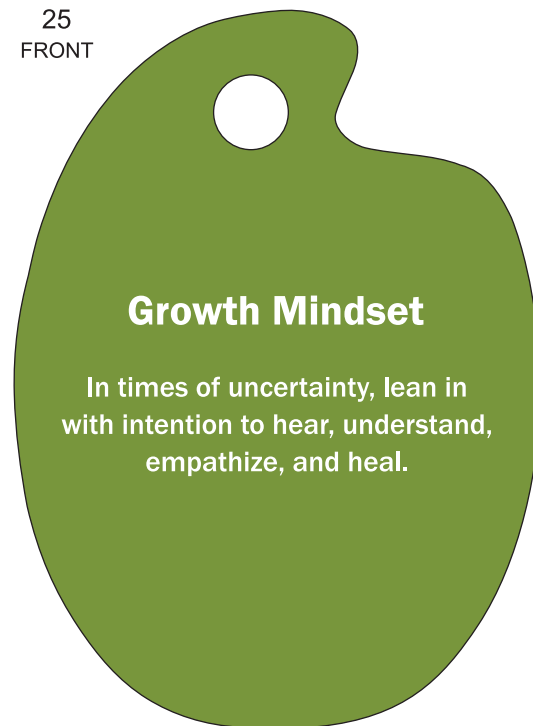
24
BACK



Growth Mindset

How do I continue to practice
cultural humility?

25
FRONT



Growth Mindset

In times of uncertainty, lean in
with intention to hear, understand,
empathize, and heal.

25
BACK



Growth Mindset

How do I stay curious and
keep asking questions to
deepen my understanding,
even in the face of
obstacles?

26
FRONT



Academic Integration (Intentional Application)

Using high-quality tasks, students are able to leverage and apply the SEL skill they have learned in order to access learning.



Academic Integration (Intentional Application)

- In looking at my academic content lesson, what SEL skills will be needed for all students to access the learning?
- How will I reinforce and support my students to refer back to the SEL skills primed and reference points created?
- How can I get my students to process key moments in the learning where they will need to hold a growth mindset? What will be needed for students to be able to connect those moments to the learning outcomes?

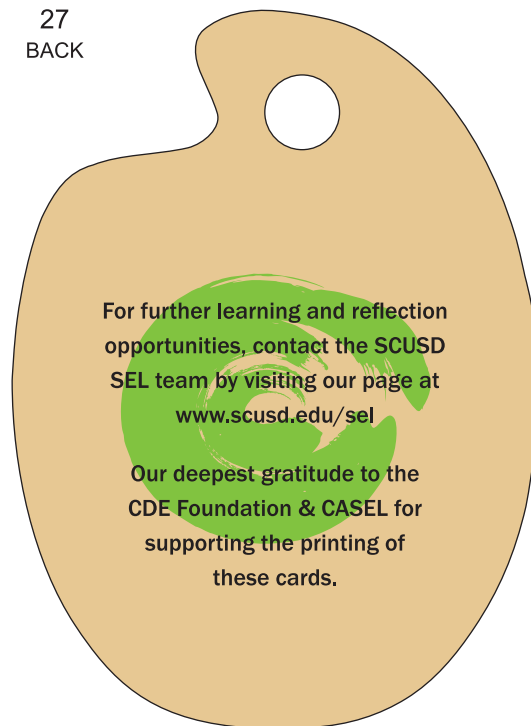
27
FRONT



“We do not learn from
experience...
We learn from reflecting on
experience.”

– *John Dewey*

27
BACK



For further learning and reflection
opportunities, contact the SCUSD
SEL team by visiting our page at
www.scusd.edu/sel

Our deepest gratitude to the
CDE Foundation & CASEL for
supporting the printing of
these cards.