The Art of
SEL Reflections
with an Equity Lens

We Are.
We Can.
We Belong.
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.
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
We Are.

Self-Awareness and Self-Management

The awareness of personal identity (e.g., values, beliefs, cultural norms, implicit biases, etc.) and how that identity reflects a mindset that suspends judgment, is culturally responsive, and restorative.
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?”
Self-Awareness

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

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

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

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

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

Regulating strong emotions start with noticing and being able to identify/label those emotions.
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?
Self-Management

Regularly scanning your body and noticing strong feelings/tensions through such approaches as Mindfulness Practices help to lessen stress.
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?
Self-Management

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

How will I navigate through my position of power in order to be restorative when confronted by a challenging situation?
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?
We Belong.
Social Awareness & Relationship Skills

The understanding that we are all in community with each other. For us to have a sense of belonging and connectedness, we must cultivate welcoming and safe environments where differences in experience, perspective, culture, race, gender, socioeconomic status, and ability are honored and valued.
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?”
Social Awareness

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

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

How am I intentionally cultivating a culturally responsive environment?
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.
Social Awareness

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

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

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

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

Responsible Decision-Making and Growth Mindset

Leveraging what we know about ourselves and how we belong in community, we can confront and interrupt inequities in order to achieve equitable outcomes and community healing for all.
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?”
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.
Responsible Decision-Making

How am I communicating high expectations and offering high support to all my students?
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.
Responsible Decision-Making

What does success look like for my students at the end of the year, socially, emotionally, and academically?
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.
Responsible Decision-Making

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

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

Check assumptions, resist the dominant narrative, and stay in learner mode - people are the experts of their lived cultural experiences.
Growth Mindset

How do I continue to practice cultural humility?
Growth Mindset

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

How do I stay curious and keep asking questions to deepen my understanding, even in the face of obstacles?
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?
“We do not learn from experience...
We learn from reflecting on experience.”

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

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