



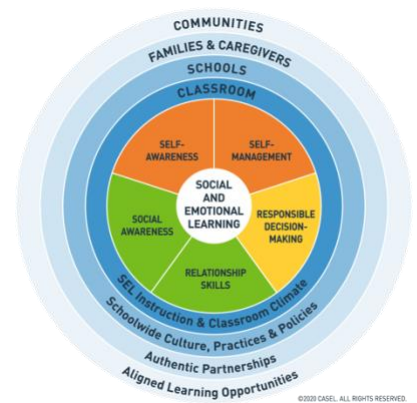
Guiding Questions for Educators: Promote Equity Using SEL in your School

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 your students? 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 others?



SELF-MANAGEMENT

- What are some ways your sense of wellbeing impacts the educational experience you provide to students?
- How do you mitigate the biases and perceptions that you hold that may negatively impact students?
- How do you adjust your teaching when you feel like students aren't engaged in classroom activities?
- What strategies have you used to share power with your students, encourage them to exercise agency, and impact decisions in your classroom?
- In what ways have you taken action to impact change when you recognize inequity in your school? 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 you serve?
- What are the social dynamics among students from different backgrounds in your classes?
- What are the social dynamics between you and your students, and how does this impact your relationships?
- Do you believe differences are deficits or assets to be leveraged? How do you think this perspective developed? In what ways do you demonstrate your belief through your work?
- What can what and how you teach center your students and elevate their lived experiences?
- In what ways do you challenge yourself and your students to consider diverse perspectives and demonstrate empathy?
- 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 students are fully recognized and feel supported to build relationships across differences?

RELATIONSHIP SKILLS

- What efforts do you make to get to know your students, their families, and your colleagues?
- How do you invite students, their families, and your colleagues to get to know you?
- How do you support students who experience difficulties outside of the classroom? What about inside the classroom?
- How can you address power dynamics within relationships that discourage engagement in academic, social, and emotional learning?
- How do you position yourself as a co-learner with students and elevate their perspectives and their lived experiences?
- How do you make sure that students help and support each other to grow and learn in positive ways?
- What strategies and mindsets have helped you create an inclusive and safe learning environment for all students?
- How are you modeling collaborative problem-solving for your students and colleagues?
- What opportunities do you provide for students 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 input about what and how they want to learn?
- How can you create opportunities for the range of perspectives and talents in your classroom to be appreciated and leveraged to improve learning for all?
- What educational opportunities do you provide that help diverse learners realize their fullest potential?
- How do historic and systemic issues of inequity contribute to your understanding of the root causes of the problems you see?
- How can you position yourself to co-construct solutions with students that support their personal and collective well-being?
- How can you help students to become informed and engaged members of their communities?
- Are there policies in practices in your school that undermine your students receiving the high-quality education they need and deserve? If so, how can you advocate for change?
- How do you make space new learning about self, others, and the world and invite productive struggle in your classroom?
- How do you model “not-knowing” and authentic curiosity to remain open to new information and solutions?

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>