

# SEL Teaching Practices That Enhance Academic Learning and Engagement

This chart provides examples of teacher actions that provide opportunities for students to practice and reflect on social and emotional skills. Bring to mind the main academic priorities in an upcoming unit plan, lesson, or learning experience. As you read each list below, consider:

- **Which SEL practices would help your students be successful within the lessons and activities you have prepared?** Put a check next to all practices that pair well with your academic content or the kind of work you do with students.
- **What will it look and sound like to use this SEL practice in your context?** In the space below, write what students would do or what you would say if you were to integrate this SEL competency into what you are teaching.

<b>SELF-AWARENESS</b> <b>Teacher practices that nurture self-awareness of students’ thinking, feelings, and understanding, and sense of identity and confidence</b>	
Provide opportunities for students to reflect on the knowledge they have gained, describe what was meaningful to them and what questions emerged.	
Make space for students to recognize and articulate their strengths and areas for growth.	
Model a growth mindset about challenges and setbacks to demonstrate your belief that every student has the ability to achieve at high levels.	
Provide individualized constructive feedback on student work and recognize students’ unique contributions to class culture to communicate that their effort is valuable and noticed.	
Help students identify ways they add value to the classroom community and to collaborative groups.	
Provide a variety of learning opportunities for students to identify and express emotions as it relates to what they are learning and challenges they are working through in class.	
Model moments when you recognize your emotions and give concrete examples of how your emotions impact how you think and act.	
Create assignments that allow students to make choices and take on roles that reflect their strengths, interests, and lived experience.	
Teach “I statements”, where an individual describes how they felt or were impacted by something that occurred (e.g. I felt disappointed when I heard you say ___.)	

<b>SELF-MANAGEMENT</b> <b>Teacher practices that support students’ ability to manage emotions and impulses, deal with stress, stay motivated, make plans, and achieve goals</b>	
Collaborate with students to establish effective class <a href="#">routines</a> and empower them to lead routines over time.	
Support students to develop academic and personal goals, outline a plan to achieve them, and return to them regularly to reflect on progress and setbacks.	

Teach students how to use effective self-talk, mindfulness, and stress-reduction strategies to manage frustration, impulses, and focus.	
Show students strategies for scheduling time to complete assignments – whether it’s planning how their group will use a class period, plotting milestones on a calendar to complete a longer project, or scheduling time for homework – then debrief the experience by asking how it went and how they will adjust next time.	
Support students in breaking down complex tasks into smaller, more manageable pieces, and reflect on how this impacts emotions and motivation.	
Involve students in establishing criteria for evaluating their work and provide guidelines for students to assess their own work and make improvements.	
Structure record-keeping so students can keep track of their progress and monitor their assignments. For students who fall behind, connect with them individually to co-plan a clear pathway to recover.	
Strengthen agency by highlighting examples of young people and those who share other identities with your students who have made a big impact in your subject area, and design projects that will allow students to see the impact they can have.	
Teach appropriate ways for students to signal their need to temporarily withdraw from class activities and discussion if they need time or space to process strong emotions.	

<p><b>SOCIAL AWARENESS</b>  <b>Teacher practices that cultivate students’ ability to appreciate diversity, recognize the strengths in others, understand multiple perspectives, feel empathy, show caring and acceptance, and cooperate</b></p>	
Gather information about the unique backgrounds and interests of students and plan ways to invite them to share their expertise and experiences with students and staff.	
Teach students how to consider and communicate for different audiences through their writing, presentations, or projects.	
Offer a range of resources and strategies for students to explore multiple perspectives on an issue, event, conflict, or decision.	
Provide opportunities for students to reflect on and discuss the emotions, perspectives, and decisions of the people they are reading about or studying.	
Design activities and projects that require students to partner with or interview a family member or other supportive adult outside of the classroom.	
Pre-teach, notice, and reflect on skills for cooperating with partners and groups.	
Display and highlight a wide range of student work that reflects the diverse learning styles and skills of all students.	
Incorporate moments for students to notice and appreciate each other (e.g. “Give a shout-out to someone who said something that really made you think or see something in a new way during today’s discussion.”)	
Design learning experiences that foster empathy, such as class meetings, personal narratives, service-learning opportunities, etc.	

<b>RELATIONSHIP SKILLS</b> <b>Teacher practices that foster students' ability to communicate effectively, engage socially, build relationships, work as a team, and show leadership</b>	
Greet students by name when they enter the class and during lessons. Encourage students to address each other by name.	
Collaboratively develop <a href="#">class agreements</a> for how to treat each other and work through problems.	
Teach sentence starters for asking follow-up questions, for building on classmates' ideas, and for disagreeing respectfully.	
Teach and practice strategies to listen actively, show interest, take turns, ensure all voices are heard, and share responsibilities with a partner or group.	
Assign some learning tasks that are more effectively accomplished as a group than individually, and prompt students to reflect on and notice the helpful contributions of their classmates.	
Set aside time for students to reflect on their experience working with group members, recognize what worked well and how they can improve.	
Share about ways you collaborate with / ideas you have learned from other staff members.	
Consistently use a structured, <a href="#">restorative approach</a> for resolving conflicts in the classroom, and encourage students to use it in their daily interactions.	
Establish norms of collaboration that welcome students to ask questions and offer and seek help.	

<b>RESPONSIBLE DECISION-MAKING</b> <b>Teacher practices that nurture reasoning, responsibility, citizenship, curiosity, and seeking new information to make informed decisions</b>	
Model the process of thinking through multiple solutions to a problem and weighing the pros and cons.	
Show excitement about students' questions and curiosity. Explore alongside students when you do not know the answer.	
Give an example of a time when you recognized your personal perspective was limited and you needed to seek the perspective of others to make a better decision. Highlight opportunities for students to do the same in academic or social situations.	
Reflect on and discuss the thought processes and decisions of the people students are studying.	
Pose questions that do not have a single correct answer and show curiosity about the thought process of students as they explain their response.	
Teach students to think of the consequences of their actions or decisions – especially how those decisions impact other people.	
When offering students choices (about assignments, reading material, topics of study, etc.) ask students about what factors they will consider when making their choice.	
Encourage students to consider a variety of viewpoints and cultural differences when making decisions that will impact others.	
Allow (and encourage) students to suggest ways to make up for mistakes or repair harm.	