

The CASEL core competencies framework, for example, is popular, evidence-based, and easy to understand. The core competencies present an opportunity to revisit key social and emotional competencies through an equity lens. The following are questions to consider as an educator when exploring the CASEL core competencies through an equity lens.

SELF-AWARENESS

- Can you recall times or events in which your identity (race/ethnicity, social class status or gender) were made obvious or important to you?
- In what ways does your identity inform who you are as an educator?
- What are the relevant similarities and differences in your lived experiences and those of your students? What are the historical, contextual and personal factors that help explain this?
- Are you doing everything you can to move your students closer to opportunity?

SELF-MANAGEMENT

- What is the connection between your sense of wellbeing and the educational experience you provide your students?
- How do you best support students who experience difficulties outside of the classroom? What about inside the classroom?
- What are the best strategies for encouraging students to assert themselves in constructive ways?
- How do you respond when you feel like students aren't engaged in classroom activities?
- How do your personal preferences/biases affect how you interact with my students?

SOCIAL-AWARENESS

- What does it mean to provide a great education for underserved students?
- What types of discrimination are experienced in the US? What types of disadvantage are experienced by your students?
- What are the social dynamics among students from different backgrounds in your classes?
- Do you see differences as deficits or assets to be leveraged?
- How can what and how you teach better position your students to address their concerns and interests?

RELATIONSHIP SKILLS

- To what degree should students have input on what and how they learn?
- How do you make sure that students help/support each other to grow and learning in positive ways?
- Do you make every effort to get to know your students and their community?
- Do you invite students to get to know you?
- How do you ensure that you create an inclusive, safe learning environment for all of your students?

RESPONSIBLE DECISION-MAKING

- What educational opportunities can you provide that help diverse learners realize their fullest potential?
- How can you help students to become informed and engaged citizens?
- Are there policies and practices in your school that undermine your students receiving the high-quality education they need and deserve?
- In what ways can you address power relationships that discourage engagement in academic, social and emotional learning?
- How can you create opportunities for the range of perspectives and talents in your classroom to be appreciated/leveraged to improve learning for all?



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SNAPSHOT: The SEL 3 Signature Practices

WELCOMING INCLUSION ACTIVITIES ENGAGING STRATEGIES OPTIMISTIC CLOSURE



1. Open each class period, meeting, or professional learning experience with a **WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL** that builds community and connects to the work ahead.

Examples of Welcoming Activities, Routines, and Rituals:

- Smile warmly and greet each person by their preferred name
- Whole-group greeting activities
- Morning circles
- Interactive “do-nows,” such as peer-to-peer homework help



2. Embed **ENGAGING STRATEGIES**, including brain breaks to anchor thinking and learning, throughout the experience. Engaging strategies offers many opportunities that vary in complexity to practice SEL skills. Engagement and learning individually (e.g., “[turn-to-your-partner](#)”) and collectively (e.g., “[Socratic Seminar](#)” and “[Jigsaw](#)”) are supported by intentionally chosen strategies and activities with sequenced steps that suit your group’s current needs. Build in a balance of interactive and reflective experiences to meet the needs of all participants.

Examples of Engaging Strategies:

- Think, Ink, Pair, Share (silent time to reflect; time to write; partner discussions; close with a group share out)
- [Clock Partners](#) (prearrange partners for quickly pairing up for reflection and discussion)
- Private think-time (facilitator wait-time)
- [Mindful Minute Brain Break](#) (a calming activity, promoting focus and readiness to learn)



3. Close each experience in an intentional way. An **OPTIMISTIC CLOSURE** is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking. The closing activity may be reflective of the learning, help identify next steps, or make connections to one’s own work.

Examples of Optimistic Closure:

- [One-Minute Accolade](#)
- [Suit Yourself](#)
- Something I learned today...
- Something I’ll do as a result of this meeting is...
- I am curious about...
- Something I still question...
- I am looking forward to tomorrow because...
- Something that still concerns me...