

EDUCATOR

Self-Reflection Tool

REFLECTING ON THE INTEGRATION OF
SOCIAL-EMOTIONAL LEARNING (SEL)
AT THE CLASSROOM LEVEL



transforming
education

2020

Contents

[Intentions & Instructions](#).....**2**

[Self-Reflection Exercise](#).....**4**

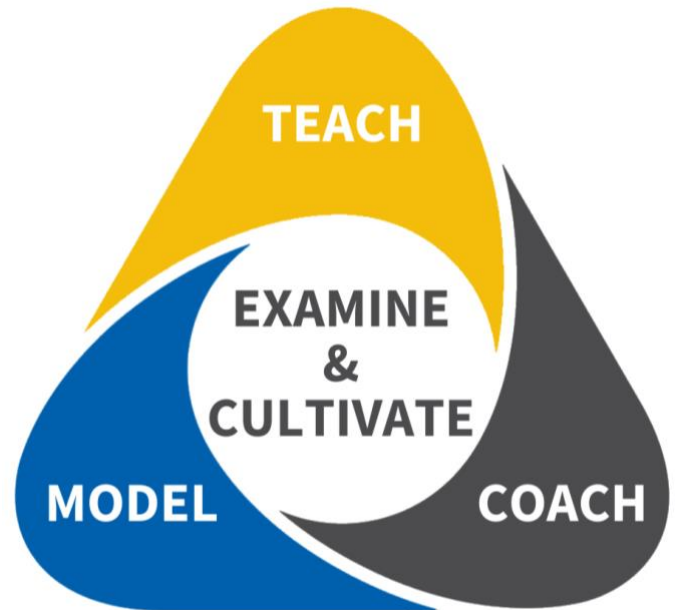
[Action Planning](#).....**9**

[Suggested Supports](#).....**10**

[Additional Resources](#).....**11**

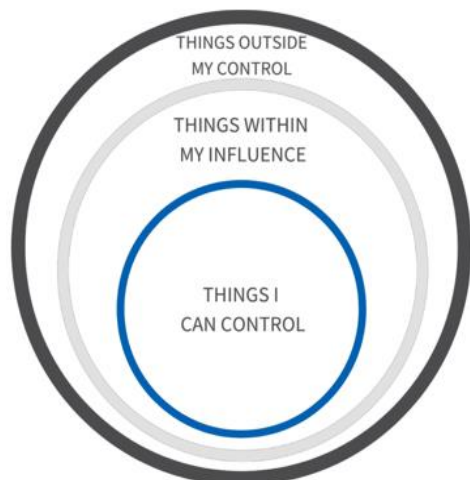
Intentions & Instructions

- This tool is intended to help educators reflect on the ways they are or are not facilitating the integration of social-emotional learning through the mindsets, actions, and instructional practices that they bring to the work.
- This tool is intended to be used in conjunction with Transforming Education’s SEL Integration Approach. The areas for reflection are aligned to the elements of the SEL Integration Approach (Cultivate, Examine, Teach, Model, Coach).



IMPORTANT CONSIDERATIONS

- For the purpose of this reflection tool, “educator” refers to any adult in a school setting who consistently interacts with students and delivers instruction. This can include, but is not limited to, classroom teachers, paraprofessionals, content specialists, special education teachers, or coaches.
- This tool is intended to support reflection and is not intended for evaluation or accountability purposes. Reflecting on one’s strengths and limitations and making a plan for ways to improve leads to growth. This tool is intended to support that reflection and growth process.



- Within any system, education included, there are elements that are within our circle of control, elements within our circle of influence, and elements that are outside of our control or influence. This reflection tool focuses on an educator’s circle of control and their circle of influence.
- Although the reflection prompts are designed to cover many elements of social-emotional integration, we acknowledge that there are areas where one should “dig deeper”. This tool is not intended to stand alone, but rather be used in conjunction with other methods of reflection, ongoing coaching, professional development, and feedback.

OBJECTIVES

- To reflect on the degree to which educators' own actions demonstrate an integrated approach to social-emotional learning within the classroom environment, in interactions with students, and through teaching practices.
- To identify areas where educators can direct their energy and build their skills to positively impact the integration of social-emotional learning within their classroom, interactions, and practices.

GUIDING QUESTIONS

- How do you envision integrating SEL within academic instruction and the overall school experience?
 - How do you see the integration of SEL ideally benefiting students?
- What components of the SEL Integration Approach (Examine, Cultivate, Teach, Model, Coach) feel most authentic and embedded in your practice?
 - What components require more work to further integrate into your practice?
 - Where can you envision trying out these strategies?
- How can you leverage the strengths, identities, interests, and experiences of students, colleagues, and families to further integrate SEL and subsequently support students' growth?

Educator Self-Reflection

4	3	2	1	0
Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure or N/A

EXAMINE I examine the ways in which my identities, mindsets, emotions, and actions encourage or inhibit an equitable and inclusive learning environment.	
REFLECTION STATEMENT	SAMPLE INDICATORS
<p>I focus on my own social-emotional development.</p> <p style="text-align: center;"><u>Self-Rating</u> 4 3 2 1 0</p>	<ul style="list-style-type: none"> • I engage in readings, reflections, and dialogues to explore my own identities and how these identities impact my work. • I consider how my life experiences, and specifically my interactions with educational systems, might influence my approach and actions. • I examine how my privilege, power, and implicit biases impact my work. • I notice what sparks certain emotions, how I experience emotions in my body, and the ways in which my responses to emotions impact others. • I consider how healthy habits, or a lack thereof, affect my presence and practice.
<p>I bring an intentional approach and supportive mindset to my work.</p> <p style="text-align: center;"><u>Self-Rating</u> 4 3 2 1 0</p>	<ul style="list-style-type: none"> • I approach situations with compassionate curiosity by listening with empathy, asking questions to understand, and viewing behavior as a form of communication. • I orient towards optimism and consider how I share and celebrate successes, acknowledge the effort and accomplishments of others, and express gratitude. • I establish balance and boundaries by asking for help and learning to say no. • I welcome others into my classrooms to observe and discuss my practice. • I advocate for myself, seek out resources to further my understanding and develop my skills, and ask for support when needed.
<p>I take action within the systems & structures in which I work.</p> <p style="text-align: center;"><u>Self-Rating</u> 4 3 2 1 0</p>	<ul style="list-style-type: none"> • I unpack the ways in which my practice upholds or dismantles systems of oppression, inequities, and the dominant cultural norms. • I work with others to collect, interpret, and act on holistic data in purposeful and self-reflective ways. • I advocate for community members within unjust and inequitable systems. • I navigate existing structures so that I can then work to transform those that are oppressive, inequitable, and/or exclusive.

PAUSE & PROCESS

1. Tally your self-ratings from the category above. ____ / 12
2. **Star** 2-3 indicators that you think you are doing well.
3. **Underline or highlight** 2-3 indicators that you would like to do better.

CULTIVATE

I cultivate a learning environment in which all community members are valued, can enact their agency, build meaningful relationships, and experience a strong sense of belonging.

REFLECTION STATEMENT	SAMPLE INDICATORS
<p>I attend to materials, accessibility, & the physical environment.</p>	<ul style="list-style-type: none"> • I publicly display student work, both exemplars and works in progress, to celebrate the learning process. • I reflect the multi-layered identities of the school community through displays, texts, projects, and speakers or special guests. • I incorporate furniture that meets the needs of all body types and physical abilities. • I ensure that every student has access to essential technology and materials, both at home and at school, to enable their learning. • I create a schedule that leverages learning science and includes opportunities for movement, brain breaks, and a variety of daily experiences.
<p><u>Self-Rating</u> 4 3 2 1 0</p>	
<p>I build and maintain strong relationships with students, families, & colleagues.</p>	<ul style="list-style-type: none"> • I orient towards optimism, apply an asset-based lens, and approach situations with compassionate curiosity as ways to disrupt inequitable and deficit-based views. • I explore who students are as individuals outside of the classroom by learning about their interests, passions, goals, and dreams. • I pair critical feedback with rigorous expectations, confidence about students' abilities to meet those expectations, and supports to help students meet goals. • I incorporate personal check-ins and track the frequency of interactions to ensure that all students receive regular touchpoints with at least one caring adult. • I communicate with families bidirectionally, regularly, and holistically, in ways and at times that best fit their preferences and needs. • I support colleagues and leverage their expertise when challenges arise.
<p><u>Self-Rating</u> 4 3 2 1 0</p>	
<p>I establish structures & routines that build a caring community.</p>	<ul style="list-style-type: none"> • I co-construct and regularly revisit classroom norms, and ensuring that they incorporate the views, concerns, and aspirations of all students. • I employ instructional practices (e.g. rubrics, peer-feedback, and conferencing) that normalize making mistakes, the process of revising, and asking for help. • I make resources (i.e. terminology, protocols) available to students so that they can communicate and solve problems with one another. • I process and resolve conflicts using community-oriented and restorative practices that have previously been taught, modeled, and coached.
<p><u>Self-Rating</u> 4 3 2 1 0</p>	

PAUSE & PROCESS

1. Tally your self-ratings from the category above. ____ / 12
2. **Star** 2-3 indicators that you think you are doing well.
3. **Underline or highlight** 2-3 indicators that you would like to do better.

TEACH

I teach vocabulary, skills, and strategies related to SEL in explicit ways that involve input from and collaboration with families and students.

REFLECTION STATEMENT	SAMPLE INDICATORS
<p>I focus on high-quality SEL instruction.</p>	<ul style="list-style-type: none"> • I design lessons around evidence-based practices that are known to promote positive outcomes for students. • I select curricular resources for SEL that are culturally relevant, developmentally appropriate, and supported by evidence. • I keep lessons specific and targeted around one skill or a set of related competencies.
<p><u>Self-Rating</u> 4 3 2 1 0</p>	
<p>I consider context and students' lived experiences.</p>	<ul style="list-style-type: none"> • I use approaches and materials that reflect, represent, and celebrate the diversity of my students and the broader school community. • I analyze all curricular materials, whether pre-existing or created by my school community, for ways in which they may perpetuate dominant cultural norms, and then adjust materials accordingly. • I consistently connect lessons back to students' lives, current events, and the larger sociopolitical context. • I engage in critical discourse and continuous learning with community members. • I identify examples of how SEL shows up outside of the classroom and beyond the walls of the school building.
<p><u>Self-Rating</u> 4 3 2 1 0</p>	
<p>I use inclusive design principles.</p>	<ul style="list-style-type: none"> • I co-construct lessons and learnings with students when possible. • I differentiate lessons to meet students' varied needs. • I provide multiple ways to access material and demonstrate knowledge. • I utilize strategies such as discussions, role-plays, read alouds, and group activities to ensure instruction is interactive and engaging. • I incorporate students' suggestions and follow up on students' questions.
<p><u>Self-Rating</u> 4 3 2 1 0</p>	

PAUSE & PROCESS

1. Tally your self-ratings from the category above. ____ / 12
2. **Star** 2-3 indicators that you think you are doing well.
3. **Underline or highlight** 2-3 indicators that you would like to do better.

MODEL

I model social-emotional skills and mindsets through demonstration, embodiment, and overt narration.

REFLECTION STATEMENT	SAMPLE INDICATORS
I demonstrate authenticity and awareness.	<ul style="list-style-type: none"> • I examine how my own behaviors and actions do, or do not, demonstrate the SEL competencies and mindsets that I discuss with students. • I leverage real situations to model emotional awareness, decision making, boundary setting, and responses to unforeseen challenges. • I acknowledge and discuss the ways my identities, lived experiences, and the larger sociopolitical context impact the way in which I demonstrate social-emotional competencies and mindsets. • I demonstrate humility and vulnerability by normalizing mistakes, acknowledging when I make a wrong decision, asking for feedback, and naming areas for growth.
<u>Self-Rating</u> 4 3 2 1 0	
I am intentional in the ways I model.	<ul style="list-style-type: none"> • I incorporate pre-planned moments of SEL within lessons and daily routines. • I use narration, metacognition, or “think alouds” as a way to make my internal processing an external learning opportunity for students. • I do not expect students to exhibit skills or mindsets that are not being modeled by the adults around them.
<u>Self-Rating</u> 4 3 2 1 0	
I leverage unplanned opportunities for modeling.	<ul style="list-style-type: none"> • I support students’ ability to identify SEL “in action” by asking them to observe, ask questions, discuss alternative perspectives, and provide input. • I identify spontaneous instances in which social-emotional competencies and mindsets are being used and provide specific voiceover to what I am seeing or doing in the moment. • I create an inquiry-based, growth-oriented environment where students are encouraged to revise and adjust based on feedback.
<u>Self-Rating</u> 4 3 2 1 0	
I highlight students as models.	<ul style="list-style-type: none"> • I provide opportunities for students to practice modeling through strategies such as role playing and peer coaching. • I elevate instances in which students are serving as positive models. • I recognize when a strategy or skill is being applied in a new way and bring it to a student’s attention (and to the attention of the larger group, if appropriate).
<u>Self-Rating</u> 4 3 2 1 0	

PAUSE & PROCESS

1. Tally your self-ratings from the category above. ____ / 16
2. **Star** 2-3 indicators that you think you are doing well.
3. **Underline or highlight** 2-3 indicators that you would like to do better.

COACH

I coach students as they practice, generalize, and apply their skills and mindsets in a variety of complex, new, planned, and unplanned situations.

REFLECTION STATEMENT	SAMPLE INDICATORS
<p>I plan for regular practice of social-emotional competencies.</p>	<ul style="list-style-type: none"> • I schedule instructional activities that provide authentic opportunities for students to practice social-emotional skills. • I reinforce concepts that have previously been taught and modeled; I do not expect students to be proficient in areas they have not been taught or have only limited practice. • I build a shared vocabulary to describe social-emotional competencies and mindsets that students and adults can use during their interactions.
<p><u>Self-Rating</u> 4 3 2 1 0</p>	
<p>I embrace unplanned opportunities to engage in social-emotional learning.</p>	<ul style="list-style-type: none"> • I am open to unexpected coaching moments and flexibly adjust time to make room for important SEL-focused conversations. • I leverage teachable moments as opportunities for conversation, learning, and constructive feedback, rather than as opportunities to blame, shame, or punish. • I acknowledge moments of celebration (when students demonstrate command of or growth in a social-emotional competency or mindset) and missed opportunities (difficult situations when students could try an alternate approach).
<p><u>Self-Rating</u> 4 3 2 1 0</p>	
<p>I provide individualized, relevant opportunities for growth.</p>	<ul style="list-style-type: none"> • I offer choices on how and when students want to “retry” an action or decision. • I differentiate practice opportunities by providing sentence stems, anchor charts, or other scaffolds. • I highlight connections across contexts to help students generalize their learning and understand that SEL is relevant beyond the classroom setting (e.g. home, recess, after-school activities).
<p><u>Self-Rating</u> 4 3 2 1 0</p>	
<p>I focus on feedback.</p>	<ul style="list-style-type: none"> • I designate time for reflection for both students and adults. • I articulate specific details about what I observe and how it connects to social-emotional competencies and strategies.
<p><u>Self-Rating</u> 4 3 2 1 0</p>	

PAUSE & PROCESS

1. Tally your self-ratings from the category above. ___ / 16
2. **Star** 2-3 indicators that you think you are doing well.
3. **Underline or highlight** 2-3 indicators that you would like to do better.

Action Planning: Digging Deeper

REMINDER

This tool is intended to support reflection and is *not* a tool for evaluation or accountability purposes. Reflecting on one's strengths and limitations and making a plan for ways to improve leads to growth. This tool is intended to support that reflection and growth process.

Look back at your identified growth areas for each category and use that information to action plan below.	
1-2 actions you can start <u>immediately</u>, with little to no support.	
1. 2. 3.	
1-2 actions you can start with a <u>small</u> amount of support.	What supports do you need to get started? (time, resources, collaboration, etc.)
1. 2.	
One action that is important to you, but for which you need <u>considerable</u> support to get started.	
1.	
What supports do you need to get started?	To whom can you reach out to get this support?

Action Planning: Next Steps

- Share your reflection findings with your coach, mentor, leader, or a close colleague.
- Ask students, families, and/or colleagues for specific feedback related to one of the above components.
- Schedule time for someone to observe you, with a focus on areas in which you hope to grow.
- Incorporate reflections and next steps in professional development goals.
- Complete the reflection process in community during department meetings, professional learning communities (PLCs), or other small group settings.
- Build in supportive accountability systems to revisit these reflections (build reflection into planning time, set a weekly reminder, share goals with colleagues, etc.)

Suggested Supports

EXAMINE

Learn More & Try It:

- [SEL for Educators Toolkit](#)
 - [Critical Practices for Anti-Bias Education](#) (PD module)
 - [Promote Equity Using SEL](#) (guiding questions)
-

CULTIVATE

Learn More:

- [Fostering Belonging](#) (toolkit)
- [Students/Teachers & Students/Students](#) (TransformEd's Relationship Briefs)

Try It:

- [Two-minute relationship builder](#) (article)
 - [Index Card Rosters](#) (video)
 - [5 Minute Chats](#)
-

TEACH

Learn More:

- [SEL Program Guides](#)
- [Explicit SEL Instruction](#)

Try It:

- [Seven Cs for Effective Teaching](#) (article w/ strategies)
 - [Integrating SEL & Literacy](#) (video)
 - [Sample Teaching Activities](#)
-

MODEL

Learn More:

- [What is Interactive Modeling?](#) (article)
- [The Power of Modeling](#) (article)

Try It:

- [Teaching Self-Regulation Through Modeling](#) (video)
 - [Three Signature Practices](#)
-

COACH

Learn More:

- [Celebrate Mistakes](#) (toolkit)
- [Restorative Justice: A Note to Families](#)

Try It:

- [A Restorative Conversation](#)
- [7 Ways to Respond with Empathy](#)
- [Protocols for Critique & Feedback](#)

Additional Resources

INTEGRATING SEL

- [SEL Integration Approach](#)
- [School Leader Self-Reflection Tool](#)
- [Social & Emotional Learning: A Teacher's-Eye View](#)
- Learning Policy Institute
 - [Integrating SEL Infographic](#)
 - [Preparing Teachers to Support Social-Emotional Learning](#)

SELF-REFLECTION TOOLS

- [CASEL Adult SEL Self Reflection](#)
- [CASEL Educator Self-Assessment](#)
- [Panorama Adult SEL Readiness Assessment](#)
- [Center on Great Teachers & Leaders: Teacher Self-Assessment](#)
- [A Self Reflection Tool for After-School Staff](#)

OBSERVATION/WALKTHROUGH TOOLS

- [SEL Coaching Toolkit](#)
- [CRTWC Classroom Observation Tool](#) (pg. 12)

EQUITY AUDITS & REFLECTION TOOLS

- [Multiple tools from Mid-Atlantic Equity Consortium](#)
- [Teacher Equity Audit- Looking in the Mirror](#)
- [Washoe County Equity Audit](#)

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