

# SCHOOL LEADER Self-Reflection Tool

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



transforming  
education

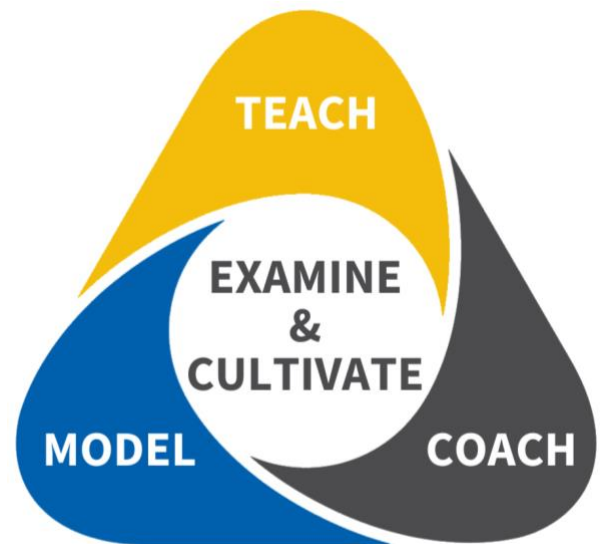
2020

# Contents

<a href="#"><u>Intentions &amp; Instructions</u></a> .....	<b>2</b>
<a href="#"><u>Self-Reflection Exercise</u></a> .....	<b>4</b>
<a href="#"><u>Evidence in the Environment</u></a> ....	<b>9</b>
<a href="#"><u>Action Planning</u></a> .....	<b>11</b>
<a href="#"><u>Suggested Supports</u></a> .....	<b>12</b>
<a href="#"><u>Additional Resources</u></a> .....	<b>13</b>

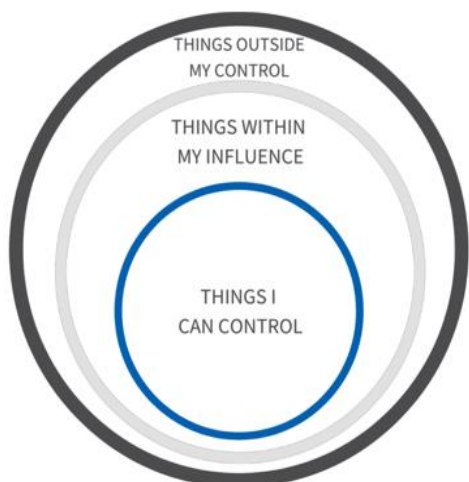
## Intentions & Instructions

- This tool is intended to help leaders reflect on the ways they are/are not facilitating that integration through both their individual actions and the systems and structures they work to create and uphold.
- 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).
- Leaders hold great responsibility in the development of the culture and climate of a school, as well as the integration of social-emotional learning at the school level. “Evidence in the Environment” examines the ways in which SEL Integration shows up in school-wide systems, structures, and supports, as well as in interactions among community members.



## IMPORTANT CONSIDERATIONS

- For the purposes of this tool, leader refers to any individual who has significant school-wide and/or system-level decision making authority and/or is responsible for supporting and providing feedback to staff.
- For the purpose of this tool, staff includes any adult in the school setting who consistently interacts with students. This includes all instructional staff (teachers, paraprofessionals, specialists, etc.) as well as adults who do not deliver instruction but are integral to the school community (office staff, lunch and recess monitors, after-school staff, etc.)
- This tool is intended to support reflection, rather than evaluation or accountability purposes. Reflecting on one’s strengths and limitations and making a plan for ways to improve and grow, leads to improvement. This tool is intended to support that reflection process.



- Within any system, education included, there are elements within our circle of control that one can directly address, elements within our circle of influence, and elements that are within our circle of concern. This reflection tool focuses on a school leader’s circle of control and their circle of influence.
- Although the categories and reflection statements 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

- School leaders will reflect on the degree to which their own actions demonstrate an integrated approach to social-emotional learning at their school(s) and with their school community.
- School leaders will reflect on the degree to which their staff and school culture holistically demonstrate an integrated approach to social-emotional learning.
- School leaders will identify areas where they can direct their energy and build their skillset to positively impact the integration of social-emotional learning at their school(s) and with their school community.

## GUIDING QUESTIONS

- How do you envision integrating SEL within the overall school experience for all members of the school community?
  - How do you see the integration of SEL ideally benefiting students, staff, and families?
  - How can you leverage the strengths, identities, interests, and experiences of students, staff, and families to further integrate SEL into the school environment?
- How can you, as a leader, demonstrate a commitment to integrating SEL into the school experience for all community members?
  - In what ways can you increase buy-in, provide supports, and remove obstacles?
- What components of the SEL Integration Approach (Examine, Cultivate, Teach, Model, Coach) feel most embedded in your practice?
  - What components require more work to further integrate into your practice?
  - Where can you envision opportunities to try out the strategies in this tool?

# School Leader Self-Reflection

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

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

### 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><b>I attend to materials, accessibility, and the physical environment.</b></p>	<ul style="list-style-type: none"> <li>• I publicly acknowledge the work of students and staff, both exemplars and works in progress, to celebrate the learning process.</li> <li>• I promote and affirm multi-layered identities of the school community through school-wide events, course offerings, the school calendar, special guests, and community partnerships.</li> <li>• I ensure available furniture and physical spaces meet the needs of all body types and physical abilities.</li> <li>• I ensure that students and staff have access to essential technology and materials, both at home and at school, to enable their learning and work.</li> <li>• I support in creating a schedule that leverages learning science and includes opportunities for movement, brain breaks, and a variety of daily experiences.</li> </ul>
<p><u>Self-Rating</u> 4 3 2 1 0</p>	
<p><b>I build and maintain strong relationships with students, families, &amp; colleagues.</b></p>	<ul style="list-style-type: none"> <li>• I orient towards optimism, apply an asset-based lens, and approach situations with compassionate curiosity to disrupt inequitable and deficit-based views.</li> <li>• I explore who students and staff are as individuals outside of the school setting by learning about their interests, passions, goals, and dreams.</li> <li>• I seek to strike a balance between supportive encouragement and critical feedback for all community members.</li> <li>• Community members come to me unprompted for support and to share successes.</li> <li>• I interact informally with students, staff, and families throughout the day.</li> <li>• I encourage family engagement by using multiple modes of communication and offering varied engagement opportunities.</li> <li>• I support colleagues and leverage their expertise when challenges arise.</li> <li>• I express appreciation for students, staff, and families, both publicly and privately.</li> <li>• I celebrate individual and community success, both publicly and privately.</li> </ul>
<p><u>Self-Rating</u> 4 3 2 1 0</p>	
<p><b>Establish structures and routines that build a caring community.</b></p>	<ul style="list-style-type: none"> <li>• I co-construct and regularly revisit school-wide norms, ensuring that they incorporate the views, concerns, and aspirations of staff, students, and families.</li> <li>• When planning and/or facilitating professional development with staff, I employ instructional practices (e.g. rubrics, peer-feedback, and conferencing) that normalize making mistakes, revising, and asking for help.</li> <li>• I ensure systems (i.e. terminology, protocols) are available to students and staff so that they can communicate and solve problems with one another, and myself.</li> <li>• I process and resolve conflicts using community-oriented and restorative practices.</li> </ul>
<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 prioritize SEL in explicit ways that involve input from and collaboration with families and students.**

REFLECTION STATEMENT	SAMPLE INDICATORS
<p><b>I focus on high-quality instruction.</b></p>	<ul style="list-style-type: none"> <li>• I structure and facilitate staff meetings the way I would want teachers to structure and facilitate classroom instruction.</li> <li>• I design professional learning around evidence-based practices and resources.</li> <li>• I ensure curricular resources for SEL are culturally relevant, developmentally appropriate, and supported by evidence.</li> </ul>
<p><u>Self-Rating</u> 4 3 2 1 0</p>	
<p><b>I consider context and community members' lived experiences.</b></p>	<ul style="list-style-type: none"> <li>• I use approaches and materials that reflect, represent, and celebrate the diversity of the broader school community.</li> <li>• I analyze all professional learning materials for ways in which they may perpetuate dominant cultural norms, and then adjust materials accordingly.</li> <li>• I consistently connect professional learning back to the lives of community members, current events, and the larger sociopolitical context, identifying examples of how SEL shows up outside of the classroom and beyond the walls of the school building.</li> <li>• I engage in critical discourse and continuous learning with community members.</li> </ul>
<p><u>Self-Rating</u> 4 3 2 1 0</p>	
<p><b>I use inclusive design principles.</b></p>	<ul style="list-style-type: none"> <li>• I co-design, co-facilitate, and/or embrace shared leadership when it comes to professional learning.</li> <li>• I differentiate supports to meet the varied needs of staff.</li> <li>• I provide multiple ways to access material and demonstrate knowledge.</li> <li>• I build opportunities for connection and relationship building into meetings.</li> <li>• I provide multiple modes of participation, collaborative experiences, and opportunities for reflection during meetings.</li> <li>• I incorporate suggestions and follow up on questions.</li> </ul>
<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
<p><b>I demonstrate authenticity and awareness.</b></p>	<ul style="list-style-type: none"> <li>• I examine how my own behaviors and actions do, or do not, demonstrate the SEL competencies and mindsets that I discuss with students and staff.</li> <li>• I leverage real situations to model emotional awareness, decision making, boundary setting, and responses to unforeseen challenges.</li> <li>• 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.</li> <li>• I demonstrate humility and vulnerability by normalizing mistakes, acknowledging when I make a wrong decision, asking for feedback, and naming areas for growth.</li> </ul>
<p><u>Self-Rating</u> 4 3 2 1 0</p>	
<p><b>I am intentional in the ways I model.</b></p>	<ul style="list-style-type: none"> <li>• I incorporate pre-planned moments of social-emotional learning within daily interactions, meetings, and professional learning sessions.</li> <li>• I use narration, metacognition, or “think alouds” as a way to make my internal processing an external learning opportunity for students and staff.</li> <li>• I do not expect students to exhibit skills or mindsets that are not being modeled by the adults around them, and I do not expect educators to exhibit skills and mindsets not modeled by leaders, such as myself.</li> <li>• I am present and engaged in professional development sessions with my staff.</li> </ul>
<p><u>Self-Rating</u> 4 3 2 1 0</p>	
<p><b>I leverage unplanned opportunities for modeling.</b></p>	<ul style="list-style-type: none"> <li>• I increase student and staff awareness of SEL “in action” by asking them to observe, ask questions, discuss alternative perspectives, and provide input.</li> <li>• 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.</li> <li>• I create an inquiry-based, growth-oriented environment where students and staff are encouraged to revise and adjust based on feedback.</li> </ul>
<p><u>Self-Rating</u> 4 3 2 1 0</p>	
<p><b>I highlight students as models.</b></p>	<ul style="list-style-type: none"> <li>• I provide opportunities for staff to practice modeling through strategies such as role playing and peer coaching.</li> <li>• I elevate instances in which students and staff are serving as positive models.</li> <li>• I recognize when a strategy or skill is being applied in a new way and bring it to student or staff attention (and to the attention of the larger group, if appropriate).</li> </ul>
<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.



## 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><b>I plan for regular practice of social-emotional competencies.</b></p>	<ul style="list-style-type: none"> <li>• I schedule professional learning experiences that address a variety of SEL topics and provide authentic opportunities for staff to practice social-emotional skills.</li> <li>• I do not expect staff to be proficient in skills they have not been taught or have only limited practice.</li> <li>• I encourage a shared vocabulary regarding social-emotional competencies and mindsets that students and adults can use during their interactions.</li> <li>• I ensure coaching and/or mentoring sessions provide staff with feedback and opportunities for growth.</li> </ul>
<p><u>Self-Rating</u> 4 3 2 1 0</p>	
<p><b>I embrace unplanned opportunities to engage in social-emotional learning.</b></p>	<ul style="list-style-type: none"> <li>• I am open to unexpected coaching moments and flexibly adjust time to make room for important SEL-focused conversations.</li> <li>• I leverage teachable moments as opportunities for conversation, learning, and constructive feedback, rather than as opportunities to blame, shame, or punish.</li> <li>• I acknowledge moments of celebration (when community members demonstrate command of or growth in a social-emotional competency or mindset) and missed opportunities (difficult situations when community members could try an alternate approach).</li> </ul>
<p><u>Self-Rating</u> 4 3 2 1 0</p>	
<p><b>I provide individualized, relevant opportunities for growth.</b></p>	<ul style="list-style-type: none"> <li>• I offer choices on how and when students want to “retry” an action or decision.</li> <li>• I differentiate practice opportunities by providing sentence stems, anchor charts, or other scaffolds.</li> <li>• I provide and/or support individualized, differentiated staff coaching opportunities.</li> <li>• I encourage and support staff in setting professional development goals for SEL.</li> <li>• I highlight connections across contexts to help students and staff generalize their learning and understand that SEL is relevant beyond the school setting.</li> </ul>
<p><u>Self-Rating</u> 4 3 2 1 0</p>	
<p><b>I focus on feedback.</b></p>	<ul style="list-style-type: none"> <li>• I designate time for reflection for both students and adults.</li> <li>• I articulate specific details about what I observe and how it connects to social-emotional competencies and strategies.</li> <li>• I pair feedback with relevant resources or supports whenever possible.</li> </ul>
<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.

# Evidence in the Environment

School-Wide Approach to Integration	
REFLECTION STATEMENT	SAMPLE INDICATORS
<p><b>Our school has an aligned and consistent approach to integrating social-emotional learning.</b></p>	<ul style="list-style-type: none"> <li>• Staff know our school’s specific goals for social-emotional learning integration.</li> <li>• These goals are aligned to district/state visions, standards, and/or guidance.</li> <li>• Our school has a common vocabulary and approach for discussing our core values, behavioral expectations, and responses to undesired behavior.</li> </ul>
<p><u>Rating</u> 4 3 2 1 0</p>	
<p><b>Our school schedule supports the integration of social-emotional learning.</b></p>	<ul style="list-style-type: none"> <li>• Staff have designated time to explicitly teach social-emotional skills (advisory, crew, circles).</li> <li>• Staff are encouraged to build opportunities for reflection, connection, and relationship building into their class time.</li> <li>• Staff are encouraged to explicitly teach, model, and coach students in SEL.</li> <li>• Staff have designated time to collaborate, co-plan, and discuss non-academic elements of students’ experiences.</li> </ul>
<p><u>Rating</u> 4 3 2 1 0</p>	
<p><b>School-wide roles and structures support the integration of social-emotional learning.</b></p>	<ul style="list-style-type: none"> <li>• There is a staff member and/or team designated to school culture and climate (SEL Coordinator, School Culture Team, Dean of Culture, etc.)</li> <li>• There are multiple modes and opportunities for staff to share feedback and ask for help (feedback surveys, office hours, 360 reviews, etc.)</li> <li>• Leadership is distributed amongst various stakeholders when it comes to the integration of social-emotional learning.</li> </ul>
<p><u>Rating</u> 4 3 2 1 0</p>	
<p><b>School policies reflect our integration of social-emotional learning.</b></p>	<ul style="list-style-type: none"> <li>• Our school has a management system based on prevention and changing behaviors, rather than reaction and punishment.</li> <li>• There is a system for referring students exhibiting needs related to social-emotional learning (Tier 2 &amp; 3 supports).</li> </ul>
<p><u>Rating</u> 4 3 2 1 0</p>	
<p><b>Time and resources are provided to support staff in their own social-emotional growth.</b></p>	<p>Staff are provided opportunities to:</p> <ul style="list-style-type: none"> <li>• learn about their identities, experiences, and potential biases, and how they might influence interactions with students, colleagues, and families.</li> <li>• examine their emotional influences, responses, and reactions to consider ways in which actions might influence students, colleagues and families.</li> <li>• examine the ways in which their privilege and power impact their work as an educator and either uphold or dismantle systems of oppression.</li> </ul>
<p><u>Rating</u> 4 3 2 1 0</p>	

School-Wide Observable Interactions	
	SAMPLE INDICATORS
<b>Student to Student Interactions</b>	<u>When interacting with peers, students ...</u> 1. use positive language towards one another. 2. ask for and offer help to each other. 3. remind each other to make positive choices. 4. speak up when they see unjust behavior or hear hurtful language. 5. share feedback and ask for help through surveys, student council, office hours, etc.
<u>Rating</u> 4 3 2 1 0	
<b>Staff to Student Interactions</b>	<u>When working with students, staff...</u> 1. monitor their tone, volume, language, and non-verbal cues. 2. engage in active listening and use strategies to deepen understanding. 3. use positive narration to highlight positive choices and behaviors. 4. use strategies to address the root cause of behavior and support students in restoring relationships when needed.
<u>Rating</u> 4 3 2 1 0	
<b>Staff to Staff Interactions</b>	<u>When working with colleagues, staff...</u> 1. monitor their tone, volume, language, and non-verbal cues during conversation 2. engage in active listening and use strategies to deepen understanding. 3. ask for and offer support to one another. 4. demonstrate self-awareness by recognizing and then adjusting their response when they need to “take space” or “tap out” and have another adult support a student.
<u>Rating</u> 4 3 2 1 0	
<b>Staff to Family Interactions</b>	<u>When working with families, staff...</u> 1. monitor their tone, volume, language, and non-verbal cues 2. engage in active listening 3. ask for and offer support to families 4. use strategies to deepen understanding and address the root cause of a problem.
<u>Rating</u> 4 3 2 1 0	

### PAUSE & PROCESS

1. Tally your self-ratings from the category above.
  - a. School-wide Integration \_\_\_ / 16
  - b. School-wide Interactions \_\_\_ / 16
2. **Star** 2-3 indicators that are going well.
3. **Underline or highlight** 2-3 indicators from that you would like to see improve.

## 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.	
<b>1-2 actions you can start <u>immediately</u>, with little to no support.</b>	
1.  2.  3.	
<b>1-2 actions you can start with a <u>small</u> amount of support.</b>	<b>What supports do you need to get started? (time, resources, collaboration, etc.)</b>
1.  2.	
<b>One action that is important to you, but for which you need <u>considerable</u> support to get started.</b>	
1.	
<b>What supports do you need to get started?</b>	<b>To whom can you reach out to get this support?</b>

## Action Planning: Next Steps

- Share your reflection findings with your coach, mentor, or a close colleague.
- Share and discuss your reflection findings and action steps, in community or as a leadership team.
- 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.
- 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:

- [Social Emotional Learning Starts with Adults](#) (article)
- [Principals Social-Emotional Competence: A Key Factoring for Creating Caring Schools](#) (brief)

Try It:

- [Racial Equity Impact Assessment](#)
  - [Guide for Racial Justice & Abolitionist Social & Emotional Learning](#)
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## CULTIVATE

Learn More:

- [Students/Teachers, Students/Students, Administrators/Teachers](#) (TransformEd's Relationship Briefs)
- [Aiming for Discipline Instead of Punishment](#) (article)
- [Restorative Justice Best Practices](#) (tutorial)

Try It:

- [Relationship Mapping](#)
  - [SEL Implementation Survey](#)
- 

## TEACH

Learn More:

- [SEL Program Guides](#)
- [The Place of Explicit Social-Emotional Skills Instruction](#) (article)
- [Instructional Practices that Promote Social Emotional Learning](#) (report)

Try It:

- [Seven Cs for Effective Teaching](#) (strategies for staff & students)
  - [Scaffolding Academics with Social Emotional Learning in the Afterschool Space](#) (video)
- 

## MODEL

Learn More:

- [Metacognition and Why it Matters in Education](#) (article)
- [The Power of Modeling](#) (article)
- [Building Adult Capacity for Social-Emotional Learning](#) (video)

Try It:

- [Practices for Leaders](#)
  - [Showing a Path to the Future through Role-Models](#) (video)
  - [Modeling SEL for Students](#) (activity)
- 

## COACH

Learn More:

- [SEL Coaching Toolkit](#)
- [The Good Mentor](#) (article)
- [Leading Together: SEL for Adults](#) (article)
- [How Coaching can Impact Teachers, Principals, and Students](#) (article)

Try It:

- [SEL for Educators Toolkit](#)

# Additional Resources

## INTEGRATING SEL

- [SEL Integration Approach](#)
  - [Educator Self-Reflection Tool](#)
  - [CASEL's District Resource Center](#)
  - [Integrating Social & Emotional Learning Throughout the School System: A Compendium of Resources](#)
  - [Recommendations from the National Commission on Social, Emotional and Academic Development](#)
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## SELF-REFLECTION TOOLS

- [CASEL Adult SEL Self Reflection](#)
  - [Panorama Adult SEL Readiness Assessment](#)
  - [CASEL Educator Self Assessment](#)
  - [Center on Great Teachers & Leaders: Teacher Self Assessment](#)
  - [School Leader Leadership Style Reflection Tool](#)
- 

## OBSERVATION/WALKTHROUGH TOOLS

- [CASEL Indicators of Schoolwide SEL - Walkthrough Tool](#)
  - [Metro Nashville Public Schools SEL Walkthrough Rubric](#)
  - [CRTWC Classroom Observation Tool](#) (pg. 12)
  - [Inventory of Practices for Promoting Social Emotional Competence for Early Learning](#)
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## EQUITY AUDITS & REFLECTION TOOLS

- [Multiple tools from Mid-Atlantic Equity Consortium](#) (MAEC)
- [Equity & Excellence in Maine Schools template](#)
- [Teacher Equity Audit- Looking in the Mirror](#)
- [Washoe County Equity Audit](#)
- [Culturally Responsive Pedagogy Self-Reflection \(Coalition of Essential Schools\)](#)
- [Promote Equity Using SEL](#) (guiding questions)

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