



## SEL COMPETENCIES: MODELING EXAMPLES FOR STAFF

SEL Competency	Modeling examples for staff
<b>Self-Awareness</b>	<ul style="list-style-type: none"><li>• Use feeling words: “I feel _____ when things like this happen.”</li><li>• Ask students for feedback on your instructional practices.</li><li>• Admit mistakes and say how you’ll make things right: “I’m sorry I was in such a rush that I forgot to greet you this morning. If you have a few minutes after class, I’d love to hear how your baseball game went yesterday.”</li><li>• Reflect on your own cultural lens and identify biases that may exist as a result of that lens.</li><li>• Build awareness of how your emotions impact students.</li><li>• Notice events and ideas and how your body responds to them.</li><li>• Notice personal behaviors, tone of voice, and personal affect that arise with various emotions/situations.</li></ul>
<b>Self-Management</b>	<ul style="list-style-type: none"><li>• Discuss how you set and plan to achieve personal goals and how you improve your own practice. (“My teaching goal this year is to design lessons that let you have more opportunities to collaborate with one another. Will you help me brainstorm how I can reach this goal?”)</li><li>• Demonstrate self-regulating and calming strategies in age-appropriate ways (“I’m feeling a little frustrated, so I’m going to stop and take a breath before I decide what to do next.”)</li><li>• Ask students for help when appropriate.</li><li>• Approach new or unexpected situations as learning opportunities.</li><li>• Use and return school materials with care.</li><li>• Model respectful and restorative language when addressing challenges with students.</li></ul>

<b>Social Awareness</b>	<ul style="list-style-type: none"><li>• Consider students’ perspectives and understand that everyone has their own set of truths and beliefs based on their own experiences.</li><li>• Actively support the school’s mission and goals.</li><li>• Model upstanding behaviors.</li><li>• Be willing to compromise.</li><li>• Model appreciation and acceptance of others’ beliefs and cultural differences.</li><li>• Treat students’ families and community organizations as partners who can support your work with students.</li></ul>
<b>Relationship Skills</b>	<ul style="list-style-type: none"><li>• Greet students by name daily.</li><li>• Build a connection with someone in your school with whom you do not normally interact.</li><li>• Take time to reflect on potential outcomes before responding to challenging students.</li><li>• Allow students to get to know you within your individual comfort level and appropriate boundaries.</li><li>• Be willing to give and receive constructive feedback from students.</li><li>• Model fairness, respect, and appreciation for others.</li><li>• Acknowledge the efforts of others with encouragement and affirmation.</li></ul>
<b>Responsible Decision-Making</b>	<ul style="list-style-type: none"><li>• Model problem-solving strategies, like gathering all relevant information before drawing a conclusion.</li><li>• Consider legal and ethical obligations before making decisions.</li><li>• Place the needs of students ahead of personal and political interests.</li><li>• Consider how your choices will be viewed through the lens of students.</li></ul>