**TOOL: Modeling SEL as a Staff**

Just as it’s important to model SEL for students in the classroom, it’s also important for adults to consistently model social-emotional competencies with each other. **TOOL: Modeling SEL as a Staff** provides examples of how adults can model social-emotional competencies while simultaneously influencing the learning climate. This list, of course, is not all-inclusive. School staff may wish to create their own chart aligned with the staff shared agreements.

Collaborating closely with out-of-school time partners? See the [OST-enhanced version of this tool](https://schoolguide.casel.org/out-of-school-time-tools). (<https://schoolguide.casel.org/out-of-school-time-tools>)

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| **SEL Competency** | **Modeling examples for school staff** |
| **Self-Awareness** | * Use feeling words: “I feel \_\_\_ when things like this happen.”
* Admit mistakes and say how you’ll make things right.
* Become aware of one’s own cultural lens and recognize the biases that may exist as a result of that lens.
* Be aware of how your emotions impact others, and seek feedback from others.
* Notice events and ideas and how your body responds to them.
* Notice personal behaviors, tone of voice, and personal affect that arise with various emotions/situations.
* View challenges with a growth mindset.
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| **Self-Management** | * Cultivate self-regulating and calming strategies.
* Be willing to ask for help from others.
* Manage conflict effectively by finding win-win solutions.
* Approach new situations as learning opportunities.
* Use and return school materials with care.
* Model respectful disagreements with courteous language and a restorative mindset.
* Engage in self-care strategies.
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| **Social Awareness** | * Consider others’ perspectives and understand that everyone has their own set of truths and beliefs based on their own experiences.
* Actively support the school’s mission and goals.
* Model upstanding behaviors.
* Be willing to compromise.
* Model appreciation and acceptance of others’ beliefs and cultural differences.
* Treat students’ families and community organizations as partners who can support your work with students
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| **Relationships Skills** | * Greet others by name daily.
* Build a connection with someone in your school with whom you do not normally interact.
* Get to know others while respecting individual comfort level and boundaries.
* Take time to reflect on potential outcomes before responding.
* Allow others to get to know you within your individual comfort level and appropriate boundaries.
* Be willing to give and receive constructive, helpful feedback during collaboration.
* Model fairness, respect, and appreciation for others.
* Acknowledge the efforts of others with encouragement and affirmation.
* Use a range of communication skills to interact effectively with individuals of diverse backgrounds, abilities, languages, and lifestyles.
* Actively participate in a healthy support network of valued relationships.
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| **Responsible Decision-Making** | * Model problem-solving strategies, like gathering all relevant information before drawing a conclusion.
* Consider legal and ethical obligations before making decisions.
* Place the needs of students ahead of personal and political interests.
* Consider how your choices will be viewed through the lens of others.
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