**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. |
| **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. |
| **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 |
| **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. |
| **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. |