

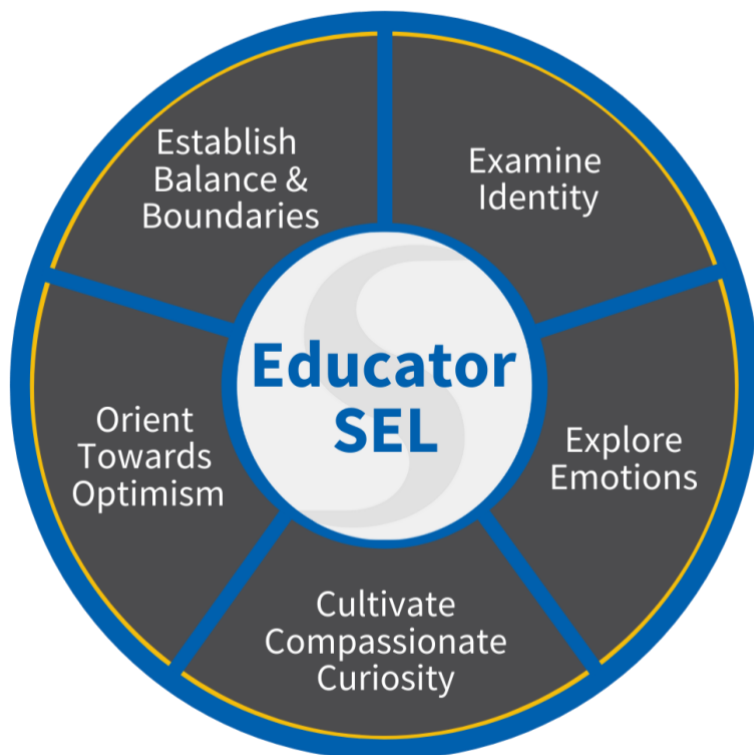
TRANSFORMING EDUCATION'S

Five High-Leverage Practices for Educator SEL

While there has been considerable research and attention focused on the positive impact of social-emotional learning (SEL) skills for students, equal consideration must be given to the social-emotional development of the educators responsible for teaching, coaching, and modeling these skills. The **Five High-Leverage Practices for Educator SEL** are derived from a synthesis of the research on the SEL of adults in school settings.

Educators who have strong SEL skills show an ability to cultivate strong relationships, model SEL competencies, manage stress, and reduce burnout. We translate this research to action through practice and strategies that promote the same awareness, skill development, and embodiment that we aim to foster in students. The approach outlined incorporates opportunities for reflection, conversation, collaboration, and continued growth for those who are at the core of students' school experiences.

Five High-Leverage Practices



EXAMINE IDENTITY

- Define Values & Pursue Purpose
- Investigate Privilege & Power
- Uncover Bias
- Reflect on Work Style

EXPLORE EMOTIONS

- Label Emotions
- Recognize Physical Reactions
- Respond Rather Than React

CULTIVATE COMPASSIONATE CURIOSITY

- Apply an Asset-Based Lens
- View Behavior as Communication
- Listen with Empathy

ORIENT TOWARDS OPTIMISM

- Recognize Negativity Bias
- Reframe & Retrain the Brain
- Practice Gratitude

ESTABLISH BALANCE & BOUNDARIES

- Understand the “Cost of Caring”
- Form Healthy Habits
- Ask for Help & Learn to Say No

Take a look at the [SEL for Educators Toolkit](#) for more information.

For the purposes of this resource, “educator” refers to any adult in a school setting who interacts with students.

This includes, but is not limited to, classroom teachers, paraprofessionals, principals, social workers, deans, instructional coaches, and specialists.

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