



Welcoming Routines & Rituals

Welcoming routines and rituals establish safety and predictability, support contribution by all voices, set norms for respectful listening, allow students to connect with one another and create a sense of belonging.

Quick greetings:

"Hi, (say person's name)."

"Good morning (afternoon)."

"How can I help you?"

"Nice to see you."

"Glad you are here."



Engaging Strategies

Engaging strategies are brain-compatible strategies that can foster: relationships, cultural humility and responsiveness, empowerment, and collaboration.

Cultivate practices that involve interactions in partnerships, triads, small groups, and whole group.

Stand and stretch brain break

Attentive listening—adults and students want to know that they have been heard and seen every day.



Optimistic Closure

Optimistic closures provide opportunities to reflect on the day, identify a positive experience, reinforce learning, can connect school to home, and create a moment of looking forward to returning tomorrow.

I learned...

I was able to help...

I am looking forward to doing _____ tomorrow

I enjoyed...

(Name) was kind/helpful to me.

Adults	Self-reflection
Self-Awareness	<p><u>Emotional Self-Awareness</u></p> <ul style="list-style-type: none"> • I am able to identify, recognize and name my emotions in the moment • I recognize the relationship between my feelings and my reactions to people and situations <p><u>Accurate Self-Perception</u></p> <ul style="list-style-type: none"> • I know and am realistic about my strengths and limitations • I encourage others to tell me how my actions have affected them • I know how my own needs, biases, and values affect the decisions I make <p><u>Self-Confidence</u></p> <ul style="list-style-type: none"> • I believe I have what it takes to influence my own destiny and lead others effectively • I feel confident that I can handle whatever comes along with calm self-assurance and a relaxed presence <p><u>Optimism</u></p> <ul style="list-style-type: none"> • I believe that most experiences help me learn and grow • I can see the positive even in negative situations
Self-Management	<p><u>Self-Control</u></p> <ul style="list-style-type: none"> • I find ways to manage my emotions and channel them in useful ways without harming anyone • I stay calm, clear-headed, and unflappable under high stress and during a crisis <p><u>Setting and Achieving Goals</u></p> <ul style="list-style-type: none"> • I have high personal standards that motivate me to seek performance improvements for myself and those I lead • I am pragmatic, setting measurable, challenging, and attainable goals <p><u>Adaptability</u></p> <ul style="list-style-type: none"> • I accept new challenges and adjust to change • I modify my thinking in the face of new information and realities <p><u>Organizational Skills</u></p> <ul style="list-style-type: none"> • I can juggle multiple demands without losing focus or energy • I balance my work life with personal renewal time
Social Awareness	<p><u>Empathy</u></p> <ul style="list-style-type: none"> • I listen actively and can grasp another person’s perspective and feelings from both verbal and nonverbal cues <p><u>Respect for Others</u></p> <ul style="list-style-type: none"> • I believe that, in general, people are doing their best, and I expect the best of them <p><u>Appreciation of Diversity</u></p> <ul style="list-style-type: none"> • I appreciate and get along with people of diverse backgrounds and cultures in my school community and utilize inclusionary practices to ensure all voices are represented <p><u>Organizational Awareness</u></p> <ul style="list-style-type: none"> • I am astute in organizational situations and am able to identify crucial social networks • I understand the organizational forces at work, guiding values, and unspoken rules that operate among people
Relationship Skills	<p><u>Communication</u></p> <ul style="list-style-type: none"> • I foster an emotionally nurturing and safe environment for staff, students, families, and community members • I am open and authentic with others about my values and beliefs, goals, and guiding principles • I communicate with and encourage interaction with staff, students, parents, caregivers, and community members • I can articulate ideas that are important to me in ways that motivate others to become involved <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • I have a genuine interest in cultivating people’s growth and developing their SEL skills • I am able to openly admit my mistakes and shortcomings to myself and others • I try to understand the perspective and experiences of others before I can offer suggestions • I give timely and constructive feedback as a coach and mentor <p><u>Conflict Management</u></p> <ul style="list-style-type: none"> • I am comfortable dealing with conflict, listening to feelings from all parties and helping them understand different perspectives • I am able to guide conflicting parties to find a common solution <p><u>Teamwork and Collaboration</u></p> <ul style="list-style-type: none"> • I am good at teamwork and collaboration and generate a collegial atmosphere that inspires us all • I build relationships with members of diverse groups • I involve key stakeholders in important decision-making tasks to ensure we are making wise choices • I embody teamwork in my leadership style and personal behaviors as a role model to staff, students, and the school community
Responsible Decision-Making	<p><u>Problem Identification and Situation Analysis</u></p> <ul style="list-style-type: none"> • I am able to define the core of the problem and differentiate it from solution options • I recognize the need for change, to challenge the status quo, and encourage new thinking in my school • I conduct needs analysis and involve the staff to identify problems before starting a new initiative <p><u>Problem-Solving</u></p> <ul style="list-style-type: none"> • I involve others to generate multiple solutions and predict the outcome (of each solution) for key problems • I find practical and respectful ways to overcome barriers, even when it comes to making decisions that may not be popular <p><u>Evaluation and Reflection</u></p> <ul style="list-style-type: none"> • I use more than one measure to assess progress toward social, emotional, and academic goals • I provide opportunities for self-reflection and group reflection on progress toward goals and the process used <p><u>Personal, Moral, and Ethical Responsibility</u></p> <ul style="list-style-type: none"> • I treat other people in the way I would want to be treated • I encourage community service activities for students, staff, and the community