











SELF-ASSESSMENT

Emotionally and psychologically healthy young people are immersed in school environments that allow for them to learn about themselves and others. Use the self-assessment to determine the ways you contribute to this effort.

Menu of Practices on Identities and Belonging

Use the traffic light scale to reflect on your current practices as they relate to identities and belonging at the levels of self, students, and school. What areas do you want to strengthen?

INDIVIDUAL OPPORTUNITIES	
I have self-knowledge of my own cultural autobiography and its influence on me.	
I am exploring racial identity as a way to know more about myself.	
STUDENT-LEVEL OPPORTUNITIES	
I am able to use positive teacher relationships to build a sense of belonging for my students.	
I am able to construct a learning environment to build a sense of belonging with my students.	
I am able to incorporate elements of identity-safe classrooms as a way to build the social-emotional learning of my students.	
I regularly collect and analyze student participation data to improve identities and belonging for my students.	
I am intentional in fostering the prosocial skills of my students as it relates to helping, sharing, volunteering, and comforting.	
SCHOOL-LEVEL APPROACHES	
I am seeking to learn about the reputational capital at my school or district.	
I am knowledgeable about branding at my school or district.	
I have examined my school's or district's website with identities and belonging in mind.	

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REFLECTION QUESTIONS



What do I need to do to change my reds to yellows?



Who can support me to turn my yellows into greens?



How am I using my greens to positively contribute to the good of the whole?