

Self-Worth flourishes when students and staff know they are valued members of the school community, have people in their lives they can trust and learn from, believe they have the ability to achieve and know their efforts and hard work are recognized and celebrated in a variety of ways—academically, personally, and socially.

How embedded are Self-Worth practices, policies, and procedures in your school?

Given your role at the school, reflect on how you support students' Self-Worth.

- | | |
|--|---|
| 1. I correctly pronounce all students' names. |  |
| 2. I recognize which students struggle to find their place in my class/school and have strategies to support these students. |  |
| 3. I co-develop classroom norms with my students. |  |
| 4. I know my students as individuals, including their hopes, dreams, and hobbies. |  |
| 5. I make time for students to talk with me about academic and nonacademic concerns. |  |
| 6. I regularly communicate with my students' families. |  |
| 7. I follow up with students when they are absent from school. |  |
| 8. I share appropriate personal stories and lessons learned with my students. |  |
| 9. I provide students with opportunities to improve their assignments. |  |
| 10. I model perseverance and effort for my students. |  |
| 11. I acknowledge my students when they do something positive for others. |  |
| 12. I make sure students understand how they can be successful in class. |  |
| 13. I work with my students to create a respectful classroom environment. |  |

My strengths for fostering my students' self-worth are...

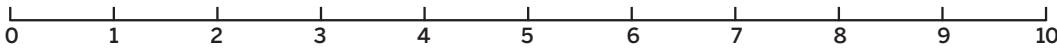
My challenges with fostering my students' self-worth are...

One action I can take now to enhance self-worth for students is ...

Supporting Self-Worth as a School

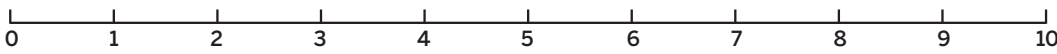


1. Our school has consistent practices for welcoming new students and staff.



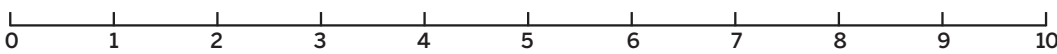
List specific current practices that create a welcoming school culture. Would students develop a similar list?

2. Our school values diversity.



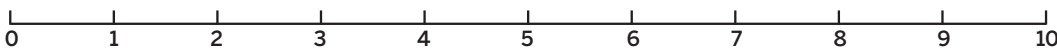
What evidence shows that students and staff value various types of diversity—not only cultural, but also diversity of ideas, learning styles, personalities, etc. Would students agree?

3. All classrooms involve students in creating a unique and personalized learning environment.



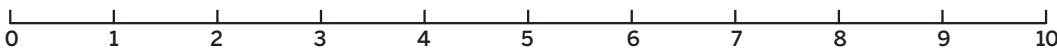
How would students say their voices contribute to the structure of the classroom?

4. All staff use teaching strategies that involve students as co-owners of their learning.



In what ways are students involved in making decisions about their learning?

5. Our school hallways and classrooms portray how much we value students.

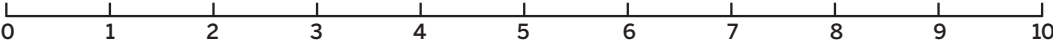


What specific displays would students say reflect that the school values students?

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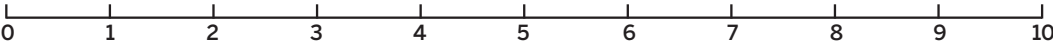


6. We have strong family partnerships.



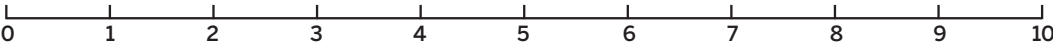
What specific actions does the school consistently take to engage families in the school community?

7. All students have at least one adult who knows them well in our building.



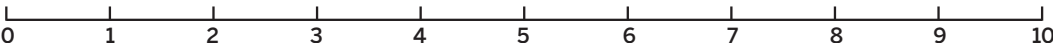
How do we ensure that students have opportunities to connect with a variety of adults in our building?

8. Students regularly assess their own learning.



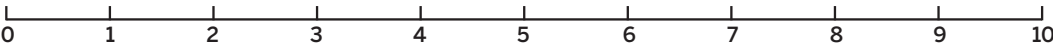
How do we teach students to become reflective learners who are responsible for their own learning journey?

9. We routinely review co-curricular programs to help ensure all students have opportunities to participate in a variety of activities.



How do you know students' co-curricular interests? What percentage of the student body participants in co-curricular programs?

10. Our school values more than just the academic success of students.



In addition to academic growth, in what ways are students valued at your school? Provide specific examples from the classroom and school-wide levels. What would your students say they are valued for at school?

Self-Worth Discussion



Consider policies and procedures in the following areas. Discuss how these systems support and/or hinder the development of Self-Worth at your school.

- Mission, vision, and goals
- Core values
- Professional development
- Grading/assessment/report cards
- Student management/discipline
- Teaching and learning
- Communication with students and families
- School assemblies and celebrations
- Cocurricular activities
- New teacher induction (new to profession and new to school)
- New student support