Social, Emotional and Spiritual Learning (SESL) Jewish Education "Audit"

The following Tables are meant to demonstrate the multiple ways in which, and places were, SESL can infuse out work. They are based on: (a) an Israel-education audit developed by the Leadership Institute, directed by Dr. Evie Rotstein; (b) discussion with the participants in the *Midot, Meaning, Mindfulness, and More project*; and (c) relevant literature in the field. The categories overlap and occasionally bleed together, which is natural in looking at work in a holistic

Table 1: Where might I look?

Area	Examples
Descriptions/Stories	• Congregation's/School's History/"story" • Mission Statement
Governance	• Budget • Committee structure • Board
Communication Vehicles	• Brochures • Website
Physical Plant	• Design • Décor • Use of Space • Greeting / reception
Policies/Procedures	• Discipline • Dismissal
Curricular Content Areas	• Literature • Parshat hashavuah
"Special" Curricular Areas	• Arts • Worship/Prayer • Bnai Mitzvah Prep
Co-Curricular Experiences	• Shabbatonim • Assemblies/speakers • Tikkun Olam/Social Action
Attend to SESL in Constituents Beyond Students	• Educators • Administration • Parents • Volunteers

Table 2: And what might it look like?

Element	Examples
Direct Instruction	Introducing how to speak assertively.
Curricular Infusion	Practicing assertive communication while acting out Bible story.
Practice Opportunities	Coaching for use of assertive communication during hevrutah work.
Scaffolded Reflection	Journaling about use of assertive communication.
Extra Help as Needed	Individual or group work with those with communication challenges.
Environmental Prompts, Reminders, Reinforcers	Use of terms (e.g., assertive communication) by many people in many places.
Relationship/Community Building	Buddies program; Class meetings/circles; quality of interpersonal interactions.

Think about…

Table 1: Where is SESL being addressed in the work we do? What opportunities exist for deepening and/or expanding this work?

Table 2: Where are our strengths and needs in terms of the approaches we take in addressing SESL?