

Connecting Social and Emotional Learning to Michigan's School Improvement Framework

Guidance and Resources for K–12 and Early Childhood Settings



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This guide was developed in collaboration with the Michigan Department of Education (MDE) and the Great Lakes Comprehensive Center (GLCC). Content comes from the publicly available resources and cannot be used for profit.

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Connecting Social and Emotional Learning to Michigan's School Improvement Framework

Research demonstrates that human development and student learning are highly dependent on interpersonal relationships and positive learning environments (Eccles et al., 1993). However, school improvement efforts often focus on students' mastery of academic skills with much less emphasis on students' social and emotional skills, which are integral to human development and are a contributing factor to school culture. Human development is a continuous process from birth throughout adulthood and contains multiple domains of development, including cognitive, social, and emotional domains. It is thus important to create learner expectations that (1) reflect the way that learners develop their skills and competencies across age bands; (2) are strengthened and built upon so that learning is supported systematically over time; (3) complement the multiple domains of development; (4) honor and value the culture of all learners; and (5) recognize that the use and application of skills and competencies are dependent upon context.

As a first step to encouraging educators and caregivers to approach teaching and learning with a holistic lens that addresses both human and academic development, the Michigan Department of Education (MDE) developed the *Early Childhood to Grade 12 Social and Emotional Learning (SEL) Competencies*. These SEL Competencies provide a framework to help educators and caregivers understand learners' developmental progression of social and emotional skills from birth through Grade 12, as well as skill-building strategies to support successful mastery of college and career readiness standards.

For more information about the Michigan SEL Competencies, please see www.michigan.gov/schoolmentalhealth

One of MDE's primary goals as outlined in the state's strategic plan, [Top 10 in 10 Years](#), is to support whole child development. As a result, a number of initiatives have been established and strengthened to support whole child development, including the [Alternatives to Suspensions and Expulsions Toolkit](#), the [Early Childhood Standards of Quality](#), [Michigan's Integrated Behavior and Learning Support Initiative \(MIBLSI\)](#), and the [School Improvement Framework \(SIF\)](#). This guide was developed to strategically align, integrate, and leverage these efforts and provide Michigan educators with activities and examples of how to promote and reinforce social and emotional competency development. Specifically, MDE developed this guide, *Connecting Social and Emotional Learning to Michigan's School Improvement Framework: Guidance and Resources for K–12 and Early Childhood Settings* (hereafter referred to as the "the Guide") to support Michigan educators and caregivers in integrating SEL into the fabric of the school at all levels, including early childhood settings. To do this, the Guide identifies targeted SEL activities that align to Michigan's SIF (discussed further in the following sections). When used together, the SEL Competencies and the Guide provide educators and caregivers with strategies, activities, and guidance to support the social, emotional, and academic development of all learners in a coordinated and systemic way across all programs and settings, both in and out of school.

Purpose of This Document

MDE collaborated with the Great Lakes Comprehensive Center (GLCC) and the Center on Great Teachers and Leaders (GTL Center) to develop this Guide. It is intended to support administrators, school leadership teams, and educators (e.g., early childhood educators, caregivers, teachers, support staff, and afterschool educators) in the implementation and integration of the Michigan SEL Competencies into the structure and daily routines of their schools. The Guide reinforces and extends the belief that students' development of social and emotional competencies is something educators already focus on, demonstrating that SEL is not "one more thing," but rather a part of daily practice. This Guide provides activities, tools and resources to promote competency development and demonstrates explicit connections to MDE's SIF so that schools and educators can leverage both initiatives to advance learner knowledge and skills.

Who Should Use This Document

This document is intended to support professionals working with learners from birth through Grade 12, including administrators, school leadership teams, early childhood providers, caregivers, teachers, support staff, and educators in out-of-school settings. The Guide can be used to facilitate the creation of policies, practices, and learning environments that support social and emotional competency development in a consistent and scaffolded manner across all settings spanning birth through Grade 12. This can be accomplished by educators implementing the activities broadly as needed in schools and in conjunction with their school improvement plan as required within MDE's School Improvement Framework (ways to do this are discussed in the *Connecting SEL and School Improvement* section).

Guide Organization

This Guide is not intended to be read from cover to cover, but rather to provide administrators, educators, and caregivers with tools and resources to use and modify as appropriate in the development of the whole child. It is, thus, important to select those activities and resources that align with school and student needs.

This Guide is organized into five sections. The *Introduction* provides an overview of the Guide, its purpose, the SEL competencies, and Michigan's School Improvement Framework. The following four sections are aligned with the four strands of the SIF (see Table 1):

- Teaching for Learning;
- Leadership for Learning;
- Professional Learning Culture; and
- School, Family, and Community Relations.

Each strand of the SIF is comprised of two to four standards, for a total of 10 standards. For each standard, the Guide includes specific SEL activities coupled with tools and resources to support effective SEL and school improvement implementation across the 10 standards. Table 1 provides a list of the 10 standards (and associated school indicators), as well as a list of the SEL activities that support student social and emotional development that will be reviewed in this Guide.

Introduction

Introducing Michigan’s School Improvement Framework

Importance of School Improvement

All K–12 schools within the state of Michigan engage in a school improvement process grounded in a cycle of continuous improvement. The school improvement planning process helps school leaders and educators understand the current needs and strengths of all learners and the learning environment in which they develop—and thereby helps adults identify, implement, and monitor policies and practices that support the academic, social, and emotional growth of all their learners. When school leaders and educators are purposeful in their school improvement plans, they create an actionable roadmap of the activities that school staff will undertake in a given timeframe to improve student achievement (Hanover Research, 2014).

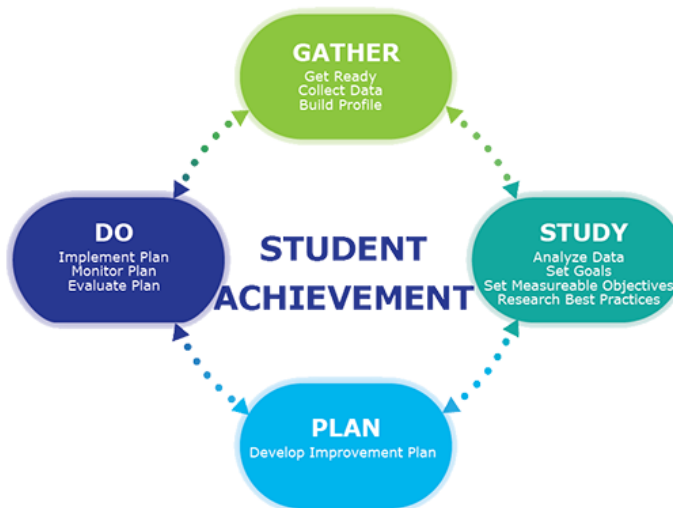
Michigan’s School Improvement Framework

[MDE’s Continuous School Improvement](#) process is based on a four-step process of continuous improvement (see Figure 1) in which school leadership teams (1) **gather** data to build a profile of the school; (2) **study** the data through data analysis, goal setting, and identification of research-based practices; (3) **plan** the practices and strategies to implement through the school improvement plan, ensuring that the school has the necessary capacity to implement practices with fidelity; and (4) **do**/implement the plan, including monitoring, evaluating, and making any necessary course corrections.

The goal of the School Improvement Framework (SIF) and the associated tools and resources is to help schools move forward toward a set of standards and benchmarks within a cycle of continuous improvement. As noted earlier, the SIF is comprised of four strands, 10 standards, and school indicators (see the three left columns in Table 1). Descriptions of school actions needed to meet each standard are provided within the indicators.

As part of the SIF, MDE developed the [School Systems Review](#) process, which provides school improvement teams with an opportunity to reflect upon each SIF standard and indicator. When teams participate in this process, they engage in meaningful dialogue about the processes that support student achievement. Thoughtful analysis of the research-based indicators from the SIF can assist staff in identifying the system challenges that can inform the school improvement plan. As a complement to the SIF and school improvement process, MDE developed this SEL Guide to make explicit connections for administrators and educators

Figure 1. MDE School Improvement Process



between SEL and school improvement. For example, schools are able to select activities (described in further detail in the *Connecting SEL and School Improvement* section) in the SEL Guide that, when incorporated into a school improvement plan, would support schools in addressing identified challenges and advance students' academic, social, and emotional development.

Introducing Social and Emotional Learning

Defining SEL

According to the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), SEL is the process in which individuals develop the skills, attitudes, beliefs, and knowledge that help them identify and regulate emotions, develop positive relationships, and make responsible decisions. According to CASEL, there are five overarching competencies (see Figure 2):

- *Self-awareness* refers to the skills individuals use to be aware of their emotions and how they are communicated, verbally or through their actions. It is the hope that individuals learn to respectively express themselves.
- *Self-management* refers to the ability to manage and express emotions constructively. This enables one to handle stress, control impulses, and have the motivation to persevere in overcoming obstacles to goal achievement.
- *Social awareness* refers to the skills that help students have knowledge and skills to question, problem solve, listen to diverse perspectives, make decisions and act as socially responsible participants in our democracy.
- *Relationship skills* enables people to communicate, to teach and learn, share ideas and feelings, address needs and solve conflicts. In addition, they enable individuals to develop healthy relationships and contribute to their community in helpful ways.
- *Responsible decision making* refers to the skills that help individuals in promoting one's own health, avoiding risky behaviors, dealing fairly and honestly with others, and working to set and achieve goals for success in school and life.

Figure 2. CASEL's Social and Emotional Competencies



www.casel.org

To obtain a better understanding about the developmental progression of these competencies in learners from birth to Grade 12, visit [MDE's School Mental Health](#) page to find the Michigan SEL Competencies, which include indicators for birth through Grade 12 and sample strategies.

The Importance of SEL

SEL is the heart of what educators are already doing. Adults play an active role in providing ALL learners with opportunities to develop socially and emotionally, to develop the capacity to experience, express, and gain self-control over their emotions and social interactions.

Social and emotional skill development occurs throughout an individual's life, starting at birth through Grade 12 and throughout adulthood. As children, learners rely on adults to guide, model, and teach them how to get along with others and manage their emotions (Jones & Bouffard, 2012). The nurturing relationships in early life are critical in shaping the architecture of a baby's brain and building the foundation for emotional health and relationship development, and an approach to lifelong learning, good health, and success in the workforce.... a lifetime of responsible living! Relationship formation is equally important as learners continue to grow and develop within and outside of the school setting. SEL provides a framework to help caregivers and educators form those relationships and support the development of social, emotional, and academic skills from birth through Grade 12.

Research shows that the development of social and emotional skills prepares learners for future success. For example, in a longitudinal study, Jones and colleagues (2015) found that a teacher's rating of a kindergartener's social competence was predictive of a variety of adult outcomes, including increased likelihood of graduating high school on time, college graduation and full-time employment by the age of 25, and decreased likelihood of receiving public assistance and being arrested.

Likewise, in a major review of 213 studies evaluating SEL programs in schools, Durlak et al. (2011) found that, compared with learners who did not participate in SEL programs, learners who participated in SEL programs demonstrated the following:

- Increased academic achievement (demonstrated by 37 research studies via report card grades and test scores);
- Increased social and emotional skills;
- Improved attitude toward self and others;
- Improved positive social behaviors; and
- Decreased conduct problems and emotional distress

Results were consistent across grade level (elementary, middle, and high school), location (urban, rural, and suburban), and school type (serving a range of ethnically and racially diverse learner populations). These findings are consistent with a recent meta-analysis of an additional 82 SEL research studies, 38 of which were outside of the United States (Taylor, Oberle, Durlak, & Weissberg, 2017).

Taken together, the research confirms that SEL development is a critical factor in school success. Educators should intentionally focus on SEL as it (1) supports the best practice of holistic teaching; (2) helps facilitate learners' skill development; (3) promotes prosocial behaviors while minimizing challenging behaviors, effectively reducing the number of learners participating in Tier 2 and Tier 3 services; and (4) makes a safer and more supportive environment for learners to learn and teachers to teach.

Principles of SEL Implementation

Important to Note

The Guide is not intended to be used as a step-by-step manual; rather it is suggested that educators become familiar with the contents, reflect on current practice, and then select specific components of the Guide to address areas for strengthening.

SEL is a component of a Tier 1 multi-tiered system of support (MTSS) and/or developmentally appropriate positive behavioral interventions and supports (PBIS). SEL provides a framework that administrators, educators, and caregivers can use to promote assets in learners and create positive, supporting learning environments where learners can thrive. Some principles of effective SEL implementation include the following:

- Learning is facilitated when there is a strategic focus on creating positive learning environments for students (for example, by the intentional arrangement of the environment, throughout the daily routine, and during large and small group times, intentional instruction, active child participation, and peer interactions).
- Social and emotional development is recognized as vital to successful learning, both in personal and interpersonal development. Educators should be strategic and purposeful as they help students develop and apply their social and emotional skills in a culturally responsive way.
- Relationships are critical to the academic, social, and emotional development of students. Relationships improve when educator-child interactions are positive and responsive. Educators are alert and attentive to learners' interests, developmental levels, and progress, and adapt to stretch their learning and understanding.
- Educators build communities of learners where specific habits of mind and dispositions are valued, practiced, and nurtured daily. For example, educators have explicit conversations and activities about the ways in which students understand the connection between school and their adult selves, and develop the mindset that they can take actions now to begin to become the adults they want to be in the future.

Connecting SEL and School Improvement

Importance of Connecting SEL and School Improvement

A primary aim of both SEL and school improvement is to create the necessary conditions that will facilitate academic achievement. A goal specific to SEL is to provide administrators, educators, and caregivers with the necessary tools and resources that will help them support learners in developing the skills necessary to master academic content, to build positive relationships with others, to make good decisions, and to become productive members of society. The intention of school improvement is to assist administrators and educators with systematic policies and practices that support engagement in learning and academic success. In other words, both aim to create systems and structures that facilitate learner development through engagement in a cycle of continuous improvement. Although they use different processes, both SEL and school improvement work to help educators make school feel more

relevant for learners as they prepare to enter the workforce and lead productive lives. It is thus important to consider the ways in which SEL activities support school improvement and how SEL and school improvement work together to equip all learners as they prepare to be college and career ready by Grade 12. This Guide provides Michigan administrators and educators with specific activities that they can use in their school improvement efforts to embed SEL.

How to Use This Guide as Part of Michigan’s School Improvement Framework

The remainder of this Guide provides specific activities that administrators and educators can implement to connect SEL with school improvement. This Guide makes explicit connections between each strand, standard, and school indicator in the following ways:

- ***Strand***: Each section begins with an overview of the strand followed by a brief description of the connections to SEL.
- ***Standards and Indicators***: Each strand is followed by a listing of the respective standards, a brief overview of the standard, and a description of the connections to SEL.
- ***SEL Activities***. One to five SEL activities are then aligned to each standard. A description of the activity, along with associated tools and resources are explored throughout the rest of the Guide.

Administrators and educators can thus use this Guide to design their own plan on how to address SEL in their buildings in two ways. First, schools can choose to implement these activities broadly as needed within their schools. Second, schools can use this Guide in conjunction with their school improvement planning as it relates to the [Michigan School Improvement Framework](#). To do this, once a school has identified a challenge in one of the four strands, they may select activities in the SEL Guide that could be incorporated into a school improvement plan that would help schools address particular challenges, in addition to supporting the academic, social, and emotional development of all students.

Early childhood educators: Although early childhood educators do not have to complete a school improvement plan, and this Guide specifically connects SEL and school improvement, early childhood educators and caregivers can engage in many of the activities found within the Guide.

Table 1. SEL Activities Within the School Improvement Framework

Standard	School Indicator	Social and Emotional Learning (SEL) Activities
Strand I: Teaching for Learning		
Standard 1: Curriculum	A. Alignment	1.1. Implement the Michigan SEL Competencies through curriculum.
	B. Coherence	1.2. Integrate and embed Michigan SEL Competencies with Michigan academic standards.
Standard 2: Instruction	C. Instructional Design	2.1. Plan instruction that incorporates learners' social, emotional, and academic skills.
	D. Effective Instructional Practices	2.2. Implement instructional practices that engage learners in content, while also developing their social and emotional skills.
	E. Learning Environment	2.3. Create an environment that supports all learners in the development and application of their social and emotional skills.
	F. Reflection	2.4. Ensure instruction and environment meets the SEL needs of all learners (e.g., cultural diversity and special populations). 2.5. Reflect on own social and emotional skills, as well as SEL instructional practices.
Standard 3: Assessment	G. Assessment System	3.1. Identify formative SEL assessments.
	H. Shared Understanding	3.2. Use SEL assessments for continuous improvement.
	I. Data Analysis and Decision Making	3.3. Provide opportunities for learners to understand and reflect upon the SEL assessments in which they engage.
	J. Learner Involvement in the Assessment Process	
Strand II: Leadership for Learning		
Standard 4: Instructional Leadership	K. A Vision for Learning	4.1. Create a vision and mission that is inclusive of SEL.
	L. Guidance and Support for Teaching and Learning	4.2. Provide support to school staff to implement Michigan SEL Competencies school-wide.
	M. Results-Focused	
Standard 5: A Culture for Learning	N. Safe and Supportive Environment	5.1. Implement practices that support a safe, supportive, and challenging teaching and learning environment. 5.2. Embed SEL within a multi-tiered system of support (MTSS) framework.
	O. Shared Leadership for Learning	5.3 Commit to model social and emotional skills in all interactions with other adults and with learners.
Standard 6: Organizational Management	P. Communications Systems	6.1. Use effective SEL practices as adults communicate with learners, staff, and families.
	Q. Intentional Practices	6.2. Ensure SEL is prioritized when considering school resources and practices.
	R. Resource Allocation	

Standard	School Indicator	Social and Emotional Learning (SEL) Activities
Strand III: Professional Learning Culture		
Standard 7: Professional Learning Culture	S. Collaborative Teams	7.1. Create supports in the school that allow teachers to collaborate on effective SEL practices.
	T. Collective Responsibility	7.2. Create an environment in which staff feels responsible to support the social and emotional needs of themselves and their colleagues.
Standard 8: Professional Learning System	U. Purposeful Planning	8.1. Use professional learning structures to learn about and enhance purposeful and planned SEL practices.
	V. Impact of Professional Learning	8.2. Provide educators with opportunities to develop their own social and emotional skills.
Strand IV: School, Family, and Community Relations		
Standard 9: Communication	W. Approaches and Tools	9.1. Communicate SEL practices through various modalities in a culturally responsive manner.
	X. Cultural Responsiveness	
Standard 10: Engagement	Y. Learning Opportunities	10.1. Identify and implement opportunities to engage families and community members. 10.2. Connect in and out-of-school time SEL practices.

For additional information about early childhood activities related to SEL and supports for early childhood providers, visit the [MDE Office of Great Start](#).

Strand I: Teaching for Learning

Under this strand, schools focus on quality teaching and learning for all learners. They implement essential, aligned curriculum, ensure it is taught effectively, and uses multiple assessments to monitor learning and guide instructional decisions.

School Improvement - SEL Connection: There are specific steps that educators can take to ensure that teaching for learning incorporates the development of the social and emotional skills learners need to master lessons that are more rigorous and become critical consumers of their own learning, including activities that allow educators to embed SEL within their curriculum, instruction, and formative assessments.

Standard 1: Curriculum

Under Standard 1, schools have an aligned, coherent plan for curriculum, instruction, and assessment that serves as the basis for instructional staffs' and learners' active involvement in the construction and application of knowledge.

School Improvement - SEL Connection: Social and emotional skills are a critical ingredient for learners to master when engaging in curriculum, as the interpersonal communication, self-management, and responsible decision-making skills learners hold are foundational in the learning process.

Activity 1.1. Implement the Michigan SEL Competencies through curriculum. There are four approaches educators can take to implement SEL within learning environments, including (1) direct instruction on social and emotional skills, (2) integration of SEL with academic content, (3) general teaching practices that support learner social and emotional competencies, and (4) school-wide systems to support SEL (Dusenbury, Calin, Domitrovich, & Weissberg, 2015; Yoder, 2014). This specific activity focuses on the first approach (the other approaches are discussed in Standard 2 activities). To support educators as they explicitly teach the Michigan SEL Competencies, educators can use the example strategies for direct instruction on social and emotional skills from birth through Grade 12.

Whether selecting an evidence-based program or creating an SEL strategy, it is important to implement SEL programs and practices that are SAFE, which stands for Sequenced, Active, Focused, and Explicit. For example, in their meta-analysis of evidence-based SEL programs and practices, Durlak and colleagues (2011) found that SEL programs that were SAFE were more likely to produce positive effects on learners than SEL programs that did not exhibit these characteristics. In other words, if ensuring that learners develop their social and emotional competencies by implementing an SEL program, it is important to make sure that the SEL program or curriculum answers the following questions: (a) Does the program use a connected and coordinated set of activities to achieve its objectives relative to skill development? (Sequenced); (b) Does the program use active forms of learning to help learners acquire new skills? (Active); (c) Does the program have at least one component devoted to developing personal or social skills? (Focused); and, (d) Does the program target specific SEL skills rather than targeting skills or positive development in general terms? (Explicit) (Durlak et al., 2011, p. 6).

Potential resource(s) to help you complete this activity include the following:

- Use the [CASEL Guide](#) of evidence-based SEL programs for elementary, middle, and high schools to facilitate the identification and selection of an evidence-based program.
- Review the [training modules](#) from the Center on Social and Emotional Foundations for Early Learning.

Activity 1.2 Integrate and embed Michigan SEL Competencies within Michigan academic standards. Employers recognize the importance of social and emotional competencies. Many times candidates lack the necessary interpersonal skills, self-regulation skills, and initiative-taking behaviors necessary to be successful on the job. Similarly, a variety of social and emotional competencies is needed to successfully master academic standards. For example, learners should engage in lessons focused on responsible decision making when engaging in chemistry labs as learners are handling different chemicals.

It is important for educators to begin embedding and integrating social and emotional skill development within academic standards so that learners (1) will be more prepared to integrate social and emotional competencies with their job-specific demands and (2) have the capacity to engage in more rigorous instruction.

Potential resource(s) to help you complete this activity include the following:

- To support integrating SEL and academic standards, the MDE, created a crosswalk between the Michigan SEL Competencies and Michigan academic standards. See Appendix A for this crosswalk.

Standard 2: Instruction

Under Standard 2, a school-wide system is in place for teachers to collaboratively plan, monitor, and refine research-based instructional practices aligned to the district curriculum and state standards. Instructional practices promote high expectations, engage learners, and support the needs of all learners.

School Improvement - SEL Connection: When designing instruction, it is important to think about how the academic, emotional, and social components of an instructional environment work together to create a coherent learning experience.

Activity 2.1. Plan instruction that incorporates learners' social, emotional, and academic skills.

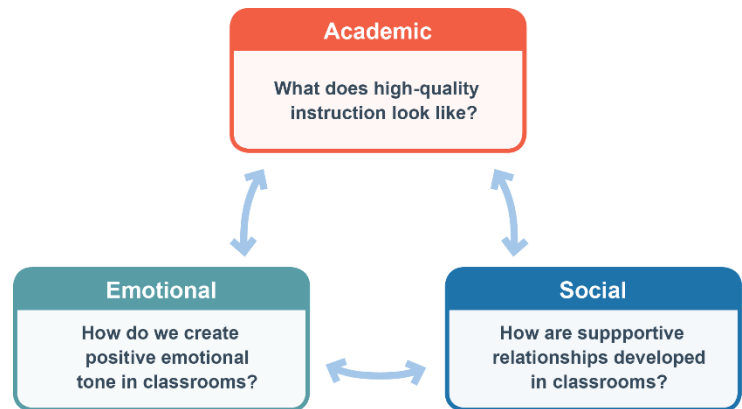
Consider how the academic, social, and emotional components of the classroom intersect with one another to create cohesion during instructional design. This cohesion is important because it creates a more fluid experience for learners. For example,

- Standards require that learners participate in classroom discussions and are able to explain their point of view. To do this, learners need to learn communication skills and how communication skills vary depending on their audience and their objective during the discussion—all of which are social and emotional skills.

- Learners may be likely to become frustrated given academic content that is more rigorous. They can learn how to become aware of what frustrates them and regulate that frustration to stay on task.
- With increased collaborative learning, learners must demonstrate more responsibility within the classroom setting, both for their own learning as well as the learning of their peers.

Use the questions found in Figure 3 to help connect the academic, social, and emotional components of the learning environment.

Figure 3. Coherence Between Academic, Social, and Emotional Components of Instructional Environment



Potential resource(s) to help you complete this activity include the following:

- Review [Integrating SEL into General Teaching Practice](#) from CASEL.
- Use the *Formative Lesson Planning Tool: Integrating SEL into Instruction* found in Appendix B to help guide connections between academic benchmarks and SEL competencies while developing lesson plans.

Activity 2.2. Implement instructional practices that engage learners in content, while also developing their social and emotional skills. Promoting social and emotional development for all learners in classrooms involves teaching and modeling social and emotional skills, providing opportunities for learners to practice and hone their own social and emotional skills, and giving learners an opportunity to apply social and emotional skills across various contexts and situations. Teachers can also naturally foster social and emotional skills in learners through interpersonal and learner-centered instructional interactions throughout the school day, positive learner-teacher relationships, modeling social and emotional competencies for learners, and promoting engagement (Williford & Wolcott, 2015).

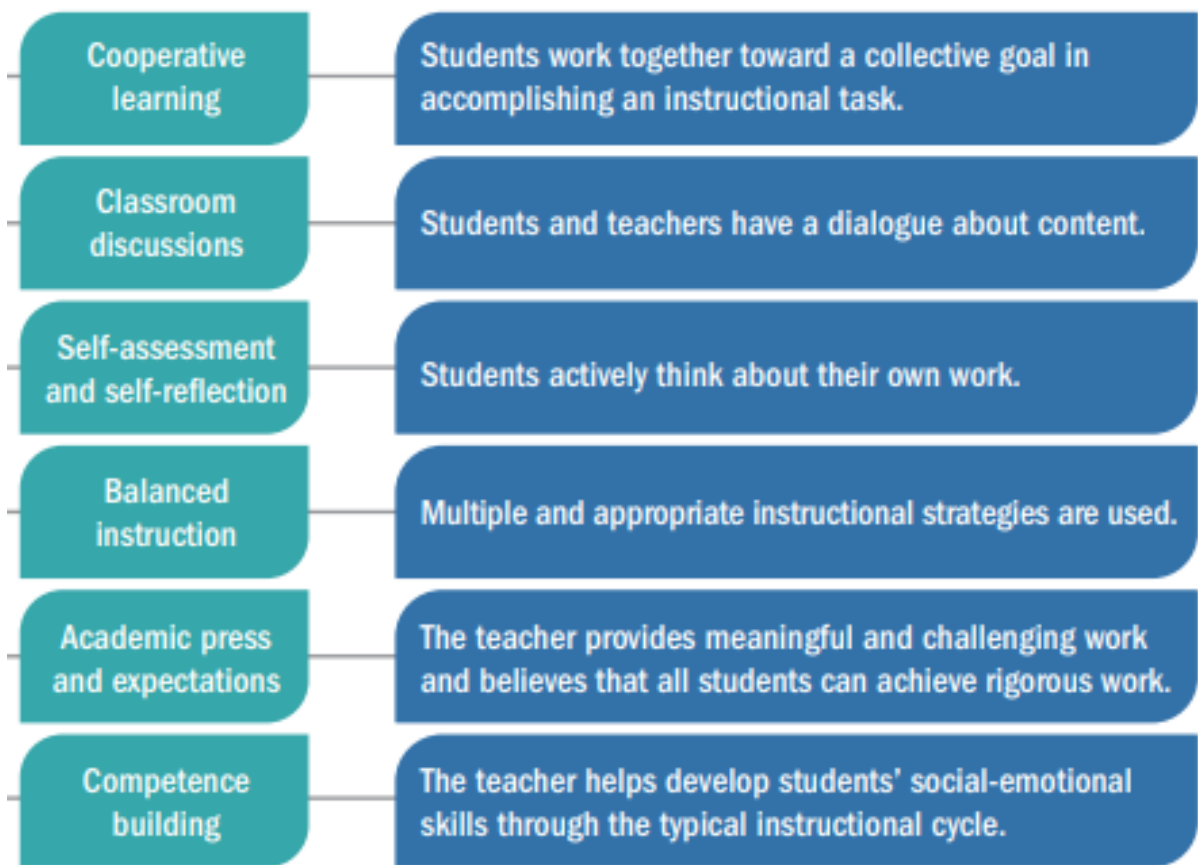
Important to Note

The Guide and the SEL Competencies provide a bank of strategies (Guide) and explicit activities (SEL Competencies). These are not meant to be all-encompassing strategies or activities and educators are encouraged to think creatively about how to further embed SEL in to their teaching practices. As such, there is not a specific pacing chart. Educators are encouraged to use SEL programs if they would like to use a scope and sequence or pacing chart.

The Effective Instructional Practices indicator within the SIF embodies this integrative approach to teaching and learning, in which teachers use a variety of evidence-based instructional practices and implement these practices with fidelity. In addition, teachers implement instructional practices that engage learners in applying and transferring their learning while teachers adapt their implementation of practices based on learner needs.

For example, the GTL Center identified six evidence-based instructional practices that have been found to influence the social, emotional, and academic development of learners (see Figure 4). These six practices include cooperative learning, classroom discussions, self-assessment and self-reflection, balanced instruction, academic press and expectations, and competence building.

Figure 4. Teaching Practices That Support Academic, Social, and Emotional Learning*



*Figure comes from Yoder & Gurke, 2017

Connection to Teacher Evaluation

If you would like to identify how these practices connect with your teacher evaluation rubric, the Center on Great Teachers and Leaders (GTL Center) provides a [workbook](#) that helps connect SEL practices to teacher evaluation rubrics.

Potential resource(s) to help you complete this activity include the following:

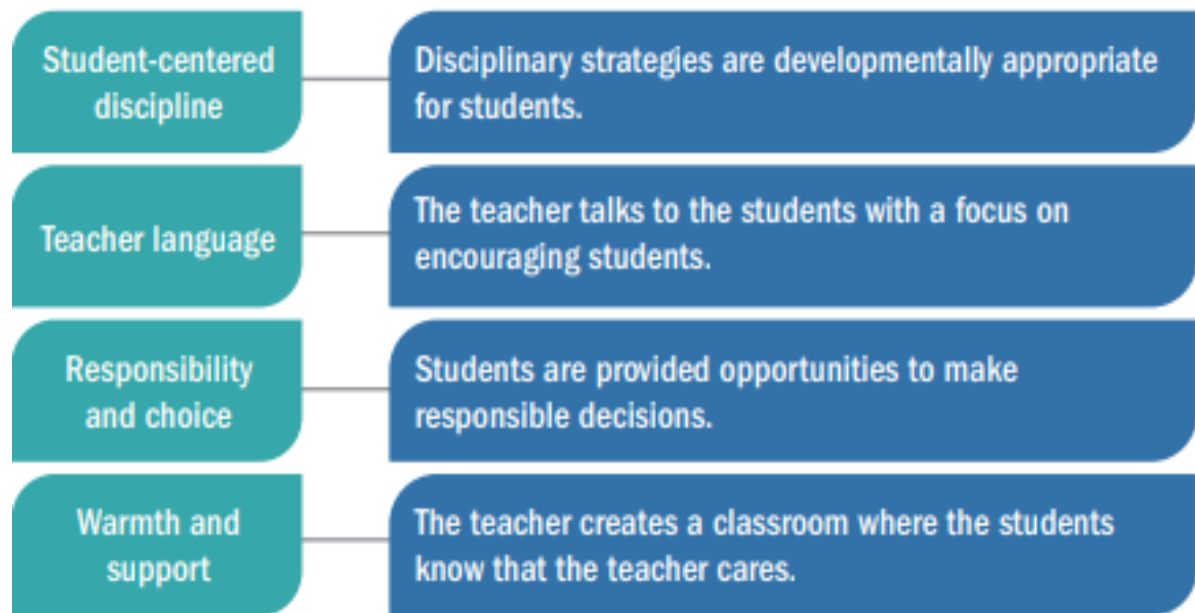
- In Appendix C, you will find examples of teacher and learner behaviors when the six teaching practices that support academic, social, and emotional learning look like when they are implemented in the classroom.
- You can find examples of teaching practices to support SEL in early childhood at the [Michigan Office of Great Start](#).
- Review *Standard 8: Professional Learning System* in this Guide to identify professional learning experiences to learn about the SEL instructional practices.

Activity 2.3. Create an environment that supports all learners in the development and application of their social and emotional skills. The Learning Environment indicator within the SIF acknowledges that the learning environment is a critical ingredient for the academic, social, and emotional development and well-being of all learners. The learning environment should make all learners feel welcome and supported, communicate high behavioral and academic expectations to all learners, and implement classroom management and disciplinary practices fairly and consistently to all learners.

***All behavior is socially and culturally mediated.** People’s social and emotional responses are socially and culturally mediated; therefore, students’ and adults’ behaviors are influenced by their own cultural histories, community practices, and multiple personal identities. SEL instruction should demonstrate an appreciation and valuing of students’ own personal identities, cultural histories, and community practices.*

For example, the GTL Center identified four routines and systems that are implemented in research-based classrooms that help develop a positive learning environment through supporting learner social and emotional development (see Figure 5). These routines and systems include student-centered discipline, teacher language, responsibility and choice, and warmth and support.

Figure 5. Routines and Systems to Support a Positive Learning Environment*



* Figure comes from Yoder & Gurke, 2017

Potential resource(s) to help you complete this activity include the following:

- In Appendix D, you will find examples of teacher and learner behaviors that result when the four routines and systems to support a positive learning environment are implemented well.
- In Appendix E, you will find examples of strategies to support SEL within an early childhood setting.
- Review *Standard 8: Professional Learning System* in this Guide to identify professional learning experiences to learn about the SEL practices that support positive learning environments.

Activity 2.4. Ensure instruction and environment meets the SEL needs of all learners (e.g., cultural diversity and special populations). Various contextual variables influence how one interprets and then responds in a given situation. These contextual variables include the inciting incident; what others were doing before, during, and after the incident; the involved individuals' interpretation of the incident; and the responses of others influenced by their own personal history with similar situations. These contextual variables must be acknowledged and recognized as contributing factors in how a person might respond. Therefore, SEL should not oversimplify what "appropriate" social and emotional responses are without exploring the complexities of social interactions.

In addition, the teacher and learners' culture matter when engaging in SEL practices. For example, teachers should consider their own biases and assumptions about normative behavior and the implications for their discipline practices, ensuring that they are being implemented consistently and fairly.

Potential resource(s) to help you complete this activity include the following:

- Read [Cultural Proficiency: A Manual for School Leaders](#) by Randall Lindsey.
- Review [The Teaching Tolerance Webinar Series](#), which provides a host of resources for teachers to increase their capacities for culturally responsive teaching.
- Visit the [Washington state SEL Online Education Module](#) to examine ways in which to reflect on culturally responsive practices. Specifically, review Learning Segment 3, *Creating a Professional Culture Based on SEL*, and Learning Segment 4, *Integrating SEL into Culturally Responsive Classrooms*.

Activity 2.5. Reflect on own social and emotional skills, as well as SEL instructional practices.

Reflection is a key ingredient in any continuous improvement approach. As such, it is important to reflect on the practices, routines, and systems that help develop learners' social, emotional, and academic skills. According to the SIF indicator on reflection, it is important for staff to collaborate as they reflect on and refine their practices, including reflecting on the effectiveness of those strategies that are implemented. Although it is recommended to reflect with colleagues, reflection on SEL can be done independently as a self-reflection. In addition, reflection can focus on SEL practices or adult social and emotional competencies.

Potential resource(s) to help you complete this activity include the following:

- Appendix F includes examples of prompts that can be used during a staff meeting, department meeting, professional learning opportunity, or during quiet self-reflection.
- The GTL Center offers a [teacher self-assessment](#) that allows educators to reflect on their own social and emotional competencies, as well as teaching practices that support SEL.

Standard 3: Assessment

Under this standard, schools systematically gather and use multiple sources of data to monitor and inform teaching and learning and employ a comprehensive, balanced assessment system.

School Improvement - SEL Connection: It is also important to assess SEL efforts in order to (1) determine how well learners are progressing in their social and emotional competencies, (2) understand the degree to which educators are implementing SEL practices, (3) identify ways in which to improve, and (4) support reflection to ensure that educators are creating equitable opportunities for SEL. Thus, it is important to measure learner social and emotional competencies as well as SEL practices to better support continuous improvement.

Activity 3.1. Identify formative SEL assessments. Formative assessments are used in classrooms so that teachers and learners understand the skills or knowledge that learners currently possess relative to the desired outcomes in order to identify strategies to bridge where learners are to where we want them to be. Typically, we think of formative assessments in relation to academic content; however, they can also be used to help understand the social and emotional skills learners currently hold and provide targets for teachers and learners to further grow and develop. To establish targets, teachers need to understand the learning progressions of the social and emotional

skills as depicted through the developmental progressions found within the Michigan SEL Competencies. Marzano (2015) suggests that teachers consider the following when developing and using formative assessments for SEL:

- Identify the specific social and emotional skill(s) you want to assess.
- Determine the underlying declarative knowledge (information about the skill), as well as the underlying procedural knowledge (steps needed to demonstrate use of the skill). This information will be used to develop the learning progressions rubric.
- Create a rubric that represents the learning progressions for the skill. Marzano suggests that the learning progression should contain at least three levels, with the lowest level containing the declarative knowledge, the second level containing ways in which learners can exhibit the skill with few errors and with fluency, and the third level occurring when learners make conscious decisions to use the skill.
- Determine the type of assessment that will allow you to assess formatively the social and emotional skill identified. Examples of formative assessments include probing discussions (e.g., teacher has a discussion with a learner), unobtrusive assessments (e.g., teacher observes learner(s) during instruction), and learner-generated assessments (e.g., learner determines the assessment and how he or she will exhibit a specific level of a skill).

Once formative assessments are implemented, it is critical to provide targeted and actionable feedback to learners. It may also be useful to actively engage learners in the formative assessment development process, allowing them to identify and monitor targets. The tools and resources in this Guide can help educators support learners in creating targets and concrete action steps to improve their social and emotional skills.

Potential resource(s) to help you complete this activity include the following:

- Use this article, [Building SEL Skills Through Formative Assessment](#), and corresponding resources included in the article to help build a formative assessment to measure social and emotional skills.
- Watch this video about SEL formative assessment: [Using Formative Assessment to Support Children’s Social and Emotional Learning](#).
- Review the tools and resources from CASEL’s assessment workgroup, [Measuring SEL: Using Data to Inspire Practice](#).
- To learn more about formative assessment processes, check out the Wisconsin Department of Education’s [Resources for Leaders: Engage in the Formative Assessment Process](#).

Activity 3.2. Use SEL assessments for continuous improvement. SEL assessments can serve multiple purposes, including the measurement of the SEL practices, evaluation of the learning environment, determination of SEL program’s level of implementation, and identification of learner needs and strengths. SEL assessment should be used primarily for formative purposes, providing educators with a tool for continuous improvement in practices and supports to help learners develop the skills they will need for school and life success. In addition, SEL assessment can come in many forms, such

as assessing learner and adult social and emotional competencies, measuring SEL practices, and evaluating the overall climate of a school or classroom. For example, educators can use multiple techniques to assess social and emotional competencies, including

- Informant ratings by teachers, learners, or parents through validated surveys or questionnaires
- Direct assessment through, for example, performance-based assessments or critical incidence reports
- Direct observations of learners in their everyday work
- Structured or unstructured interviews of learners

In addition to assessing learners' social and emotional competencies, it is also important to assess the teaching practices that promote learner development of social and emotional skills. This can be done in multiple ways, such as assessing the level of implementation of an SEL program, the climate and culture of a classroom, or the teaching practices that promote social, emotional, and academic skills development (Yoder, 2014).

Regardless of the assessment technique chosen, it is important to embed the assessment process within a cycle of continuous improvement. In other words, use the data to identify priority areas (strengths and challenges), create action steps to make improvements, and monitor progress toward goals. In the American Institutes for Research's (AIR) *Ready to Assess* suite of tools, AIR suggests that educators consider the following five key factors when selecting SEL measures:

- *Purpose.* Determine why you should collect data on learners' social and emotional competencies (e.g., for accountability reasons, to communicate about SEL, or to provide information to the district, school, or classroom teacher about learners' needs or ways to improve practice).
- *Rigor.* Identify how rigorous the assessment is. Is it comprehensive enough and well established enough to be a valid and reliable measure of social and emotional competencies? The level of rigor needed depends on the assessment's purpose; a formative purpose may not require as high a degree of rigor as an assessment for accountability.
- *Practicality.* Consider the feasibility of implementing the chosen assessment. To determine the practicality, consider the age of the program or initiative in question and the number of learners being served.
- *Burden.* Review the potential implementation burden. Take staff capacity, infrastructure requirements, data use, budget, and risks to teachers, staff, learners, and families into account. For example, many SEL assessments are teacher reports of learner competencies, which could take a considerable amount of time.
- *Ethics.* Consider the potential risks and benefits based on the stated purpose, rigor of the assessment, and the practicality and burden of implementing the assessment.

Potential resource(s) to help you complete this activity include the following:

- AIR’s [Ready to Assess](#) suite of tools provides a brief and a decision tree to help educators decide whether and how to assess SEL development. The suite of tools also includes a compendium of SEL measures currently used in the field.
- The [Michigan Tools for Healthy Schools](#) provides local-level needs assessment tools to support coordinated school health, including the Healthy School Action Tools, Student Health Survey, and Michigan Profile for Healthy Youth.
- The Learning Policy Institute released a paper on the various types of SEL measurement: [Encouraging Social and Emotional Learning in the Context of New Accountability](#).

Activity 3.3. Provide opportunities for learners to understand and reflect upon the SEL assessments in which they engage. Whenever a formative assessment of learner social and emotional skills is given, it is important to provide learners with an opportunity to not only reflect on the assessment, but also the social and emotional goals that they might have and the progress they are making to reach those goals. This allows learners to take more ownership of the development of their social and emotional skills, in addition to helping them understand what they need to do in order to reach the next level of those skills. Thus, SEL assessment should be used in combination with activities defined in Strand II, in which the teacher explicitly teaches a variety of social and emotional skills and embeds them with instructional practice.

Potential resource(s) to help you complete this activity include the following:

- See an example of a learner self-reflection tool at <https://drc.casel.org/resources/student-self-reflection-math/>. (Note: registration is required to access this resource).
- See an example of the Washoe SEL Student SEL Competence Survey Development and Results Report at <https://drc.casel.org/resources/washoecompetsurvey/>. (Note: registration is required to access this resource).

Strand II: Leadership for Learning

School leaders shape the vision of academic success in schools and create systems that support staff, learners, and families. Leaders facilitate change, analyze data to improve processes, and create an intentional focus on improving instruction and increasing learner achievement. School leaders may be formal or informal, include both individuals and teams, and work collaboratively to increase learner achievement.

School Improvement - SEL Connection: Leadership buy-in and support are critical if effective SEL implementation is going to be achieved within schools and early childhood settings. Leaders—administrators and teachers—can spearhead SEL efforts by establishing that SEL is part of the vision, ensuring that there is a clear understanding about what SEL is, creating a culture in which SEL is valued, and providing organizational support to the SEL efforts.

Standard 4: Instructional Leadership

Under Standard 4, school leaders facilitate the development and implementation of a shared vision, guide and support teaching for learning, and ensure a focus on results.

School Improvement - SEL Connection: Ensuring that SEL is a key component of the vision for teaching and learning will help educators, caregivers, families, and communities stay focused on the development of the whole child across settings. It is also important to focus on adult social and emotional competencies and educator self-care to ensure that the adults in the building also feel supported and have the skill sets needed to work with all learners.

Activity 4.1. Create a vision and mission that is inclusive of SEL. As leaders in the district/building, administrators are crucial in determining the degree to which SEL is embedded in the school environment and teaching practices. As with any organization, having a mission and vision statement sets the tone for the way everyone in the community does business. Working collaboratively with the educators in the district/building to develop a vision and mission statement that incorporate SEL is a great strategy to enhance those efforts in the school/district.

Potential resource(s) to help you complete this activity include the following:

- In Appendix G, use the *How to Develop SEL Vision and Goal Setting Tool* to help create a school-wide SEL vision and goals.
- Review [Vision](#) from the CASEL District Resource Center, which provides information and samples from other districts about how to develop a vision statement and plan inclusive of SEL (*Note: registration is required to access this resource*).

Activity 4.2 Provide support to school staff to implement Michigan SEL Competencies school-wide.

Due to regulatory pressures that schools may experience, sometimes educators do not feel the freedom to address SEL needs as they arise throughout the day. There is a perception that addressing learners' and adults' social and emotional needs takes time away from important learning and is an unnecessary distraction from school. Some may feel it is easier to either ignore the issue, address it punitively, and/or remove the learner from the environment. However, if

educators are equipped and supported to respond constructively in those situations—helping learners develop the skills to identify and regulate their behaviors and make responsible choices—much could be gained. Lessons learned from those valuable teachable moments, which could enhance their connectivity to the educator/education.

Given the importance of a strategic focus on SEL, it is beneficial for staff to be given permission and encouragement to prioritize SEL as they work with learners to advance their academic achievement. Such encouragement could include professional development, coaching, and embedding SEL lessons into staff meetings. For example, it will be important for administrators or instructional coaches to have a strategic focus on the ways in which teachers and caregivers support SEL during classroom observations and walk-throughs. Similarly, administrators may want to provide space to focus on educator social and emotional competencies and self-care. These supports not only create a more positive learning environment, but they also help learners and adults meet higher expectations.

Potential resource(s) to help you complete this activity include the following:

- See Figure 3 above (page 12).
- In Appendices C and D, you will find examples of teacher and learner behaviors when these practices are implemented well.
- Review the [Social and Emotional Learning Coaching Toolkit](#) from AIR.
- Review the [School and Classroom Walkthrough Instrument](#) from Metro Nashville Public Schools (*Note: registration is required to access this resource*).

Standard 5: A Culture for Learning

Under Standard 5, school leaders create a culture that ensures success for all learners and staff.

School Improvement - SEL Connection: School leaders define success not only in terms of academic achievement, but also in the ways in which they are helping learners develop the skills necessary to be college and career ready and navigate successful life choices. Leaders create an environment in which educators and learners feel safe, supported, and valued. To this, leaders connect SEL with a multi-tiered system of support and model social and emotional competencies in their interactions with others.

Activity 5.1 Implement practices that support a safe, supportive, and challenging teaching and learning environment. Research indicates that when learners feel safe and supported in school, they do better academically (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). Social and emotional skills and strategies contribute to a learning environment where learners feel secure and empowered and can meet their potential and do their best. Educators can garner learners' input to establish practices in the classroom such as setting norms and expectations for how they will interact and conduct themselves. Learners want to feel heard and valued. Including them in the dialogue about school climate encourages their support and investment; it also could provide unique and helpful input. Establishing school-wide expectations that encourage respect, acceptance, desired conflict resolution, and development of character also creates a positive learning culture. When the atmosphere is positive and supportive, teaching and learning can take place with fewer distractions.

Potential resource(s) to help you complete this activity include the following:

- Visit www.michigan.gov/schoolclimate for lessons learned and tips that support a positive school climate.
- Visit the [National Center on Safe Supportive Learning Environments](#) (NCSSLE) for information on how to build a positive school climate.
- Visit the [Teaching Conditions](#) webpage from the New Teacher Center on ways to support educators' working conditions.
- Complete the [Understanding Teaching Conditions](#) professional learning module from the GTL Center to engage in learning activities to support teaching conditions.

Activity 5.2. Embed SEL within a multi-tiered system of support (MTSS) framework. Michigan has included the MTSS framework for schools as an important part of its state Every Student Succeeds Act (ESSA) plan. The expectation will be for all schools to structure their education activities using this framework. Not only is this structure used to align academic activities, but it can also be used to address behavior and social and emotional learning needs. Many schools across the state (and nation) use this format in their PBIS efforts. Consequently, schools could easily begin to institute SEL strategies and perspectives as a Tier 1 approach in their MTSS framework for all learners. Through this mechanism, schools can work to ensure that all learners are supported in developing skills that will assist them in interpersonal relationships, in resolving conflicts, and in persevering through rigorous content expectations. These skills are among numerous other qualities that learners will need to be college and career ready. Additionally, SEL activities or programming that are incorporated with fidelity and used consistently by all staff could positively affect the need for Tier 2 and Tier 3 interventions, as learners develop skills to help them cope with various stressors they may experience throughout the school day.

Potential resource(s) to help you complete this activity include the following:

- Review videos of implementation of an MTSS system at [a universal level](#), and with [secondary students](#).
- Review [Michigan's Integrated Behavior and Learning Support Initiative \(MIBLSI\)](#) web page.
- Review this [graphic](#) from CASEL, which describes the similarities and differences between PBIS and SEL (*Note: registration is required to access this resource*).

Activity 5.3. Commit to model social and emotional skills in all interactions with other adults and with learners. School leaders serve as great role models for learners as they demonstrate their own social and emotional skills in their interactions with everyone in school. School leaders have the opportunity and responsibility to exhibit the behaviors they want to see from their learners. Learners watch to see how the adults interact with one another and how they interact with other youth. In some cases, this can become the standard or norm for how to socialize with others. If the adults in the school want learners to be respectful in their interactions, then the leaders should model the same behaviors and expect those behaviors with school staff as well. Likewise, maintaining composure and acceptable adaptive skills in challenging situations provides an example

for young people to imitate. Showing those around you how to be self-aware and appropriately manage emotions and relationships goes a long way with helping learners do the same.

Potential resource(s) to help you complete this activity include the following:

- Read the article, [Modeling Positive Behavior in the Classroom](#) By Sheila Kohl
- Read the article, [Developing Principals' Emotional Intelligence](#)

Standard 6: Organizational Management

Under Standard 6, school leaders plan, allocate resources, and implement systems and processes to support teaching and learning.

School Improvement - SEL Connection: To demonstrate that SEL is a priority in schools, leaders should allocate the necessary resources, including time, professional development, communications, and funds to support SEL efforts. When leaders make SEL a priority, students and educators will also see that SEL is a priority within the building.

Activity 6.1. Use effective SEL practices as adults communicate with learners, staff, and families.

As school staff increase the integration of SEL into their teaching practices, they will see how quickly it permeates into their everyday interactions with other staff, learners, and their families. The Michigan SEL Competencies are universal and beneficial to all, including families. Families do not always feel welcome when visiting their child's school, and once a school begins to implement SEL practices, the environment will organically become more welcoming and engaging for all stakeholders. This will then positively affect the relationships and rapport among all stakeholders. Social awareness strategies such as including learner and/or parent/family input in various decisions and activities taking place at the school; and ensuring open lines of communication with stakeholders via e-mail, text, or newsletter can assist in relaying a feeling of inclusion. These efforts will enhance a sense of community and engagement for all partners, which then increases school support and subsequently its success.

Potential resource(s) to help you complete this activity include the following:

- See the "[Five Ways Students Benefit](#)" from Parent Action for Healthy Kids for parents regarding SEL.
- Review [EQ 101 for Parents](#), an online module to help parents understand what SEL is and how to support it.

Activity 6.2. Ensure SEL is prioritized when considering school resources and practices. Once you have decided to implement SEL practices, it is first important to understand the organizational capacity (staff and fiscal) of your staff to take up SEL. To understand the SEL needs of your staff and learners, conduct an SEL needs assessment.

Because most districts have financial constraints, it may be difficult to prioritize SEL when allocating resources and funding. Fortunately, SEL is a cost-effective and sustainable practice that produces important returns on investment. Typically, for SEL, there are only upfront costs for professional development or trainings or programming; however, those do not have to be ongoing expenditures

once all staff are well versed in SEL practices. Embedding SEL strategies into the day-to-day routine in schools may require an initial shift in perspective and approach, but when the adult community within a school effectively models social and emotional competence, they provide ongoing opportunities for learners to learn and practice those behaviors throughout the school day. Taking advantage of teachable moments as they occur becomes a priority as well but requires no additional resources. Another consideration is the cost of time. However, strong and compelling research, including hundreds of studies and hundreds of thousands of learners, demonstrates that SEL improves academic outcomes, discipline, and school climate. Schools that implement SEL systemically can expect that they will reap rewards in terms of academics. At the same time, they need to spend less time on problems, thereby increasing both the effectiveness and efficiency of education. Staff should be afforded the time to use opportunities presented to them during class or throughout the school day (e.g., in the lunchroom, during recess, in the hallways, etc.) and in portions of faculty meetings to support efforts to embed SEL into daily business. Making SEL a priority will become a cost- and time-effective approach as it becomes second nature to all who use it in the school.

Potential resource(s) to help you complete this activity include the following:

- An example of an [SEL needs assessment](#) can be found on the CASEL District Resource Library (*Note: registration is required to access this resource.*)
- To help you think about the financial sustainability of SEL, review [CASEL’s Social and Emotional Learning: Planning for Financial Sustainability](#) tool.
- Review the ASCD brief, [Funding for Social-Emotional Learning in ESSA](#), to learn about ways in which SEL can be leveraged within ESSA.
- Visit the [Washington state SEL Online Education Module](#) to examine ways to communicate SEL efforts to families. Specifically, review Learning Segment 2, *Embedding SEL School-Wide*. (*Note: registration is required to access this resource.*)
- Review [CASEL’s District Resource Library](#) for additional resources about scheduling, programming, PD, training, and communicating (*Note: registration is required to access these resources.*)

Strand III: Professional Learning Culture

Under Strand III, instructional staff engage in professional learning to develop and/or refine knowledge, skills, and abilities specific to the effective delivery of job-related duties and responsibilities that support the learning outcomes of all learners.

School Improvement - SEL Connection: To support learner and educator social and emotional development and well-being, schools might consider creating a professional learning culture that acknowledges the importance of social and emotional skill development and creates learning experiences that support the understanding and development of social and emotional competencies. This includes both targeted learning experiences on social and emotional development, as well as SEL practices within classrooms, throughout the building, and in professional learning experiences for educators.

Standard 7: Professional Learning Culture

Under Standard 7, instructional staff have multiple opportunities to participate in collaborative professional learning that emphasizes collective responsibility to support learner success.

School Improvement - SEL Connection: When staff work together, model good social and emotional skills, and practice self-care, they are more likely to have increased job satisfaction, decreased burnout, and form better relationships with their colleagues and learners. This also creates a sense that all educators are responsible for learners' social and emotional development and all educators recognize its importance for learners' overall well-being and the content that youth learn.

Activity 7.1. Create supports in the school that allow teachers to collaborate on effective SEL practices. Schools can take multiple steps to support teachers as they collaborate on effective SEL practices. For example, each professional development training offered at the school could include an SEL practice, such as a mindful minute, a quick share out of personal stories, or a celebration of a staff member's success. Similarly, educators could use the tools provided in Standard 1 and Standard 2 in the SIF to collaborate actively on ways in which to teach social and emotional competencies or embed the competencies within academic instruction. For example, educators may engage in action research on one of the instructional practices identified in Activity 2.2 (Implement instructional practices that engage learners in content, while also developing social and emotional skills.)

Potential resource(s) to help you complete this activity include the following:

- Review [CASEL's District Resource Library on SEL Professional Development](#) to support creating a culture of professional learning (*Note: registration is required to access this resource.*).
- Review the [GTL Center's The SEL School](#), which provides a variety of resources on supporting SEL implementation.

Activity 7.2. Create an environment in which staff feels responsible to support the social and emotional needs of themselves and their colleagues. Schools generally provide environments that are more positive when all staff feel responsible for the development and well-being of all learners within the school, including learner social and emotional competencies. Thus, it is important to create a culture in which all staff recognize that they can support the social and emotional competencies of all learners in the school. This can be done through modeling good social and emotional skills with their colleagues (e.g., saying hello in the hallway, respecting differences in the school setting), ensuring staff facilitate conflict resolution with learners throughout the school, or creating grade-level teams that ensure each learner in the school has an assigned adult, allowing each learner to feel connected to at least one adult.

Potential resource(s) to help you complete this activity include the following:

- Visit the [Washington state SEL Online Education Module](#) to examine ways to create a professional culture based on SEL. Specifically, review Learning Segment 3, *Creating a Professional Culture Based on SEL*. (Note: registration is required to access this resource.)
- Review [CASEL’s District Resource Library on SEL Professional Development](#) to support creating a culture of professional learning (Note: registration is required to access this resource.).
- Review the [GTL Center’s The SEL School](#), which provides a variety of resources on supporting SEL implementation.

Standard 8: Professional Learning System

Under this standard, professional learning is systemic, data-driven, and differentiated and aligns with the school improvement plan. The school and district support professional learning and it occurs within a collaborative culture.

School Improvement - SEL Connection: To support social and emotional development, it is important to create sustained professional learning experiences around SEL, including ways in which educators can develop their own social and emotional competencies. A key component of any SEL effort is to ensure that educators, school staff, and other stakeholders have a common definition of what SEL is and opportunities to continue to develop their own social and emotional competencies.

Activity 8.1. Use professional learning structures to learn about and enhance purposeful and planned SEL practices. There could be dedicated time for educators to dig deep into social and emotional competencies, providing an opportunity for educators to discuss each learner’s needs and strengths. To do this, it is important to have dedicated professional learning time to help increase teachers’ capacity to integrate SEL. Professional learning structures could include a series of topics about the specific social and emotional competencies as defined by the Michigan SEL Competencies, or workshops about teaching practices that promote SEL (see Activity 2.2 and 2.3 in this Guide). Similarly, it will be important for educators to engage in professional development sessions on how various other initiatives support SEL, such as MTSS, PBIS, restorative practices, school climate, and trauma-sensitive practices. This could occur during dedicated professional development time,

professional learning communities, staff meetings, job-embedded professional learning, and coaching.

Potential resource(s) to help you complete this activity include the following:

- Review the [inspirED Educator Toolbox](#), which provides a series of learning events that will help educators practice emotional intelligence skills, apply relationship-building strategies in classrooms, and implement emotional intelligence practices in schools.
- Visit the [Washington state SEL Online Education Module](#) to examine ways to reflect on culturally responsive practices.
- Review the [Social and Emotional Learning Coaching Toolkit](#) from AIR.
- Review [iSEL: Introduction to Social Emotional Learning](#), which provides a series of online modules that will help educators understand and implement SEL in classrooms.
- Engage in the [Social and Emotional Learning in the Daily Life of Classrooms](#) professional learning module from the GTL Center for a complete introduction to SEL.
- Engage with the [Foundations of Social Emotional Learning: Teacher Training \(Part 1 of 3\)](#) from CASEL, which includes three professional development modules for teacher training about SEL (*Note: registration is required to access this resource.*).

Activity 8.2. Provide educators with opportunities to develop their own social and emotional skills.

Teachers need a space to not only talk about learner social and emotional development, but also their own social and emotional competencies and well-being. Teachers’ social and emotional competencies are key skills that they need to create a positive teaching and learning environment. Teachers with high levels of social and emotional competencies can cope well with the demands of the classroom; build supportive relationships with their colleagues, learners, and their families; manage their classrooms effectively; and teach learners these competencies through modeling and direct instruction, resulting in a classroom climate that supports learning. In contrast, when teachers lack social and emotional competencies, their well-being may erode, leading to a deterioration of the classroom climate and triggering a “burnout cascade” in which teachers feel a great deal of stress on a regular basis (Jennings & Greenberg, 2009, p. 492).

Teacher Social and Emotional Competencies

- Self-awareness: Teachers with high degrees of self-awareness recognize their own emotional states and how strong emotions interfere with their perceptions and may provoke unintended reactions in their students.
- Self-management: Teachers require high degrees of self-management to regulate their emotions effectively in a context where student behaviors may be challenging and where they have no privacy. Teachers’ strong emotions can trigger defiance or fear in their students that can lead to power struggles and a deteriorating classroom climate. However, simply suppressing emotional reactions can impair teachers’ physical health (Gross, 2002).

- *Social awareness*: To function well, teachers need to be socially aware of the dynamics of their classroom (Audley-Piotrowski, Singer, & Patterson, 2015) as well the culture of their students. It is also important for teachers to be aware of the needs and assets (social, emotional, academic) that their students bring with them to the classroom.
- *Relationship skills*: Teachers need strong relationship skills, as there is compelling evidence that supportive teacher-student relationships are critical to student academic engagement (Hamre & Pianta, 2005).
- *Responsible decision making*: Teachers make multiple decisions on a daily basis. Responsible decision making skills support teachers' abilities to make decisions that take into account students' developmental needs and culture, as well as the needs of the class.

Thus, it is critical to provide support for educators' own social and emotional competencies, including providing a space for educators to practice self-care in which they can discuss their own social and emotional needs. Three approaches with promising evidence that schools can take to support educators' social and emotional competencies include workplace wellness programs, SEL programs for learners that include professional development for teachers, and mindfulness-based interventions

Potential resource(s) to help you complete this activity include the following:

- Complete the [teacher self-assessment](#) from the GTL Center.
- Visit the [Washington state SEL Online Education Module](#) to examine ways to focus on adult social and emotional competencies and adult self-care. Specifically, review Learning Segment 3, *Creating a Professional Culture Based on SEL*. (Note: registration is required to access this resource.)
- Visit the site [Living Slow](#), which focuses on educator well-being.
- Visit [Developing Mindful School Communities](#) to learn more about mindfulness in schools.
- Review [The Zen Teacher](#), which helps you create focus, simplicity, and tranquility by encouraging a more Zen-inspired, mindful approach in the classroom.

Strand IV: School, Family, and Community Relations

Under this strand, all staff actively maintain purposeful and positive relationships with families and the community to support learning.

School Improvement - SEL Connection: If learners are to master social and emotional skill development, then having coordinated supports between family, school, and community is critical so that learners are receiving similar messages across these various contexts. Administrators, educators, and caregivers should make efforts to both communicate with stakeholders about the SEL efforts as well as engage them in the process.

Standard 9: Communication

Under Standard 9, schools use a variety of approaches to ensure that communications are two-way, ongoing, relevant, and culturally responsive.

School Improvement - SEL Connection: Communications to schools, families, and communities should include information about SEL efforts. Communication can include information about what SEL is, what competencies and skills learners are working on, activities in which the learners engage, and progress with their competency development.

Activity 9.1. Communicate SEL practices through various modalities in a culturally responsive manner. An important premise of SEL is to be inclusive and accepting of all learners (people) regardless of their varying backgrounds and/or identities. SEL practices teach skills to embrace different cultures and be respectful and responsive to everyone. With this in mind, schools will need to be mindful of how they communicate with their various stakeholders. Using mechanisms such as newsletters, e-mails, texts, robo-calls, and flyers in language that is amenable for all recipients is one way to be culturally responsive. Additionally, establishing methods for gaining input and feedback from learners and their families on an ongoing basis is also consistent with SEL strategies. Some schools offer town hall meetings or monthly coffee talk times for families. Furthermore, schools can provide opportunities to garner insight from learners through advisory sessions, focus groups, or electronic survey systems. Being aware of various languages spoken as well as being culturally sensitive in communication with constituents aligns with the goals of SEL.

Potential resource(s) to help you complete this activity include the following:

- Review [How Discrimination Shapes Parent-Teacher Communication](#), which discusses a research study that demonstrates how a child's race influences the way teachers communicate with parents about their child's behavior.
- Visit the CASEL District Resource Center page on [Communication](#), which provides tools to help districts develop a SEL communication plan including samples from other districts and additional resources. (*Note:* registration is required to access this resource.)
- Visit the [Great Lakes Equity Center](#) for more information about being culturally responsive and sensitive in communications with learners and their families.

- Visit the Parent Action for Healthy Kids website and their SEL resources for parents, including [Supporting Social and Emotional Learning in School](#), [5 Ways Children Benefit from Social and Emotional Learning in School](#), and [10 Things Parents Want Schools to Know](#).

Standard 10: Engagement

Under this standard, schools work collaboratively with families and community organizations to strengthen learning among learners, staff, families, and communities.

School Improvement - SEL Connection: SEL is a great framework to use to build relationships, as it is about supporting the well-being of the learners, families, and educators involved in building environments that are more inclusive. To actively engage stakeholders, it is important to include them in the planning process for the SEL effort and invite them into the building to share their ideas and bring in their own assets. This is also a good way to ensure the SEL efforts are culturally and linguistically responsive to the populations served.

Activity 10.1. Identify and implement opportunities to engage families and community members.

As school resources have decreased over the years, many schools have found it necessary to look into their surrounding community for needed support. Foundations and businesses are eager to collaborate with education systems to bolster the academic experience of the learners in their localities. Businesses benefit from up-and-coming generations that are prepared for college and careers; this is the pool they look to when hiring. Businesses want employees who are responsible, team players, self-controlled, and have tenacity. A recent LinkedIn survey of 291 hiring managers found 58% say the lack of soft skills among job candidates is limiting their company's productivity (Davidson, 2016).

Additionally, families can offer tremendous support to schools as well. Schools can provide occasions for families to contribute through volunteer opportunities (e.g., donating time to classroom activities, chaperoning or organizing learner events, participating in beautification efforts) in and around the schools. This helps to establish a sense of ownership and commitment to the school. Providing opportunities for families of different cultures to share their cultures with others in the school community could be beneficial as well.

Potential resource(s) to help you complete this activity include the following:

- Visit the [Washington state SEL Online Education Module](#) to examine ways in which to communicate and engage families around SEL efforts. Specifically, review Learning Segment 3, *Creating a Professional Culture Based on SEL*. (Note: registration is required to access this resource.)
- Read the brief, [School-Family Partnership Strategies to Enhance Children's Social, Emotional, and Academic Growth](#), which discusses strategies to enhance school-family partnerships around SEL.

Activity 10.2. Connect in and out-of-school time SEL practices. Some schools offer before and/or after school programming for their learners. These sessions provide additional opportunities for learners to continue their development and growth in social and emotional skills. As learners interact with one

another outside of the classroom, inevitably there will be instances that can be used to strengthen their interpersonal skills and ability to be self-aware and socially attuned. It is important for those providing this programming to fully understand and grasp SEL concepts and competencies. Not only can the adults model these competencies for the learners they are working with, but they can also assist the learners in becoming proficient in these SEL skills. Fortunately, in Michigan, resources are available for schools to use that address SEL in out-of-school time settings. These lessons and supporting materials can serve as companions to the efforts taking place during the school day. This continuity both in school and out of school strengthens the commitment to SEL, while also reinforcing and building on the skills learners gain in their learning environment as a whole.

Potential resource(s) to help you complete this activity include the following:

- Review the [Michigan Out-of-School Time \(MOST\) Standards of Quality](#), which are inclusive of SEL.
- Visit the Eastern Michigan University (EMU) website to read about after school programming that is occurring through EMU and its partners at <http://emubrightfutures.org/index.html>.
- Review the tool, [Social and Emotional Learning Practices: A Self-Reflection Tool for Afterschool Staff](#).
- Review the guide, [Measuring Quality: Assessment Tools to Evaluate Your Social-Emotional Learning Practices](#).

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Appendix A.
Social and Emotional Learning Competencies and
Content Standards Crosswalk

Social and Emotional Learning Competencies and Content Standards Crosswalk

Michigan has Content State Standards that focus on academics; however, the standards contain very little that attends to the other aspects of learning for children/students. Social and emotional learning (SEL) competencies help complete the academic process for all infants to school-age youth through graduation. The Michigan Department of Education (MDE) developed the Early Childhood to Grade 12 Social and Emotional Learning (SEL) Competencies to reframe the perspective and approach of teaching and learning, encouraging educators and caregivers to approach working with youth through a holistic lens. The SEL Competencies provide a framework to help educators and caregivers understand the developmental progression of youth’s social and emotional skills—skills needed for youth to successfully master college and career readiness standards—from birth to Grade 12. In combination with the Michigan Health Standards, Michigan’s SEL Competencies provide a well-rounded set of guidelines that teach to the whole child. When caregivers and schools focus on the development of the whole child, using SEL competencies to guide instruction and interactions with children and students, academic achievement improves, as do the skills needed for college and careers. Furthermore, a focus on SEL helps create an environment that enables teachers to teach and students to learn, which research shows is necessary for school and life success.

After receiving feedback from numerous stakeholders and over 70 educators in focus group settings, a crosswalk was requested, by focus group participants, to link the SEL Competencies and Content Standards (math, English, science, and social studies). The intention is to assist educators in embedding SEL into their daily teaching practices and into the curriculum as they are able.

Twelve educators—four from elementary, four from middle schools, and four from high schools and one from each of the content areas—participated in the crosswalk activity. Each educator identified where their particular content area connected to the specific SEL Competency. Some associations were explicit, meaning a clear, obvious connection could be made between the standard and the competency. Other associations were implicit, meaning that the connection between the standard and the competency was inferred and not clearly stated. These variable connections (explicit or implicit) are denoted at the beginning of each content area.

ENGLISH: The English/SEL Crosswalk was developed using the Anchor Standards for Grades K–12 and integrating them with the 17 SEL Competencies and Indicators. Some connections are clear and explicit while others are more implicit and inferred between the English standards and the SEL Competencies.

ENGLISH Anchor Standards All K–12	Reading	Writing	Speaking & Listening	Language
Self-Awareness				
1A. Demonstrate an awareness of their emotions.		1	1, 2, 3	
1B. Demonstrate an awareness of their personal traits, including their strengths and interests.	4	5		
1C. Demonstrate awareness of their external supports.	4	3, 5, 7		4,6
1D. Demonstrate a sense of personal responsibility.	1	5, 10		
Self-Management				
2A. Identify and manage their emotions and behavior constructively.	5, 9		1, 2, 3	
2B. Demonstrate honesty and integrity.	1	2, 6, 8		
2C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.	10	7, 10	6	
Social Awareness				
3A. Demonstrate awareness of other people’s emotions and perspectives.	2, 3, 5, 6, 9	3, 4, 8	1, 3, 4, 6	3
3B. Demonstrate consideration for others and a desire to positively contribute to the school and community.	1	5	1, 4, 6	
3C. Demonstrate an awareness of different cultures and a respect for human dignity.		1	1, 4, 6	5
3D. Can read social cues and respond constructively.			4	
Relationship Skills				
4A. Use positive communication and social skills to interact effectively with others.		1, 4, 6, 9	1, 4, 5, 6	1, 2
4B. Develop and maintain positive relationships.		1, 4, 5	1, 6	
4C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways.	3	1, 5		
Responsible Decision Making				
5A. Uses personal, ethical, safety, and cultural factors in making decisions.	2, 8	2	1, 3, 4, 5, 6	
5B. Develop, implement, and model effective decision-making skills to deal responsibly with daily academic and social situations.	7, 8	1, 2, 7, 8, 9	1, 3, 5, 6	1,2
5C. Play a developmentally appropriate role in classroom management and positive school climate.		5	1, 2, 3, 6	

MATH: The Math/SEL Crosswalk was developed using the eight Math Practices and integrating them with the 17 SEL Competencies and Indicators by grade level. There are a few other specific standards denoted below that can be explicitly and clearly connected to the SEL Competencies. Those are included below as well.

MATH	Practices (#1–8)	Elem (K–5)	MS (6–8)	HS (9–12)
Self-Awareness				
1A. Demonstrate an awareness of their emotions.	#1, #3			
1B. Demonstrate an awareness of their personal traits, including their strengths and interests.	#3			
1C. Demonstrate awareness of their external supports.	#1, #2, #3, #5			
1D. Demonstrate a sense of personal responsibility.	#3			
Self-Management				
2A. Identify and manage their emotions and behavior constructively	#1, #3, #6			
2B. Demonstrate honesty and integrity.	#3		6.EE.5	
2C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.	#1,#2,#3,#4,#7, #8	2.MD.8 2.MD.10 3.MD.1 3.MD.3 3.MD.8 4.MD.3	5.G.2 6.EE.9 6.SP.1 7.EE.3	N-RN.1 N-RN.3 A-SSE.1 A-SSE.3c A-SSE.4
Social Awareness				
3A. Demonstrate awareness of other people’s emotions and perspectives.	#3			
3B. Demonstrate consideration for others and a desire to positively contribute to the school and community.	#3,#6		7.SP.1 7.SP.3	
3C. Demonstrate an awareness of different cultures and a respect for human dignity.	#3			S-CP.4
3D. Can read social cues and respond constructively.	#3,#6			
Relationship Skills				
4A. Use positive communication and social skills to interact effectively with others.	#3,#6		6.SP.5	

MATH	Practices (#1–8)	Elem (K–5)	MS (6–8)	HS (9–12)
4B. Develop and maintain positive relationships.	#3			
4C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways.	#3,#6			
Responsible Decision Making				
5A. Uses personal, ethical, safety, and cultural factors in making decisions.	#1,#3			S-MD.5 S-MD.6 S-MD.7
5B. Develop, implement, and model effective decision making skills to deal responsibly with daily academic and social situations.	#1,#2,#3,#4,#5,#6			A-CED.3 A-REI.1 F-IF.5 G-SRT.1 G-SRT.2 S-ID.4
5C. Play a developmentally appropriate role in classroom management and positive school climate.	#3,#6			Modeling

SCIENCE: The Science/SEL Crosswalk was developed using the science standards, broken down by grade and integrated into the 17 SEL Competencies and Indicators. The first three columns align specific science standards to the SEL Competencies & Indicators. The last four columns delineate instructional practices used for various science standards and show how they relate to each of the identified SEL Competencies and their Indicators.

SCIENCE	Elem (K–5)	MS (6–8)	HS (9–12)	K–12	Elem K–5	MS (6–8)	HS (9–12)
Self-Awareness							
1A. Demonstrate an awareness of their emotions.	K-LS1-1 K-ESS3-3 K-PS3-1			"Ask Questions" Group work	"Make Observations"		
1B. Demonstrate an awareness of their personal traits, including their strengths and interests.	1-LS1-2 3-LS4-2	PS1-1,3,4 PS1-2,5,6 PS2-1,2,3,4,5 PS3-1,2,3,4,5 PS4-1,2,3 LS1-1,2,3,8,6,7,4,5 LS2-1,3,4,2,5 LS3-1,2 LS4-1,2,3,4,5,6 ESS1-1,2,3,4 ESS2-2,3,1, 4 ,5,6 ESS3-1 ,5 ETS1-3	PS3-3 PS4-3 LS1-1 LS2-5 LS3-1,2 ESS1-2 ESS2-3,6,7	"Ask Questions" "Construct" "Analyze/Interpret" Group work	"Make Observations"	"Gather"	"Design & Build" "Construct & Revise" "Evaluate Claims & Evidence" "Make & Defend Claim"
1C. Demonstrate awareness of their external supports.		LS4-5	PS3-2,5 LS1-1,2 LS3-1 ESS3-2	"Ask Questions" "Construct" Group work	"Make Observations"	"Gather"	"Construct & Revise"
1D. Demonstrate a sense of personal responsibility.			PS3-2,3 PS4-4 LS1-2 LS2-4,5,6,8 LS3-1,2 LS4-5 ESS1-1,5 ESS2-3,6	"Ask Questions" Group work	"Make Observations"	"Develop & Use"	"Develop & Use" "Design & Build" "Make & Defend Claim"

SCIENCE	Elem (K–5)	MS (6–8)	HS (9–12)	K–12	Elem K–5	MS (6–8)	HS (9–12)
Self-Management							
2A. Identify and manage their emotions and behavior constructively.	1-PS4-1 1-PS4-4	ETS1-2	PS1-2 PS3-3 LS1-6 LS2-3,7 LS4-6 LS3-2 ESS3-4 ETS1-2,3				"Design & Build" "Construct & Revise" "Create or Revise" "Make & Defend Claim" "Design a Solution" "Evaluate ___ based on ___"
2B. Demonstrate honesty and integrity.			LS3-1,2	"Ask Questions"			"Make & Defend Claim"
2C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.		PS1-4 PS1-5,6 PS2-2,5 PS3-1,2,3,4 PS4-2 LS1-1,2,7 LS2-3 LS3-1,2 ESS1-1,2 ESS2-1,4,6 ESS3-4 ETS1-4	PS1-3,2 PS2-3,5 PS3-3,4 LS1-3,6 LS2-3,2,7 LS4-6 LS3-2 ESS2-5 ESS3-4 ETS1-2,3	"Plan" "Develop" "Construct" "Apply ___ to design"		"Develop & Use"	"Design & Build" "Construct & Revise" "Create or Revise" "Make & Defend Claim" "Design a solution" "Evaluate ___ based on ___" "Plan"

SCIENCE	Elem (K–5)	MS (6–8)	HS (9–12)	K–12	Elem K–5	MS (6–8)	HS (9–12)
Social Awareness							
3A. Demonstrate awareness of other people’s emotions and perspectives.	K-2-ETS1-1 2-ESS2-1 3-LS2-1 4-LS1-1 5-LS1-1 5-PS2-1 5-ESS1-1		LS4-1,4 ESS1-2,3 ETS1-3	"Construct"			"Communicate" "Evaluate __ based on __"
3B. Demonstrate consideration for others and a desire to positively contribute to the school and community.			ETS1-3				"Evaluate __ based on __"
3C. Demonstrate an awareness of different cultures and a respect for human dignity.	K-2-ETS1-1	ESS1-4 ESS2-2,3	LS4-4 ESS1-2				
3D. Can read social cues and respond constructively.				"Analyze/Interpret"			

SCIENCE	Elem (K–5)	MS (6–8)	HS (9–12)	K–12	Elem K–5	MS (6–8)	HS (9–12)
Relationship Skills							
4A. Use positive communication and social skills to interact effectively with others.	K-PS2-1 K-ESS3-2 1-PS4-3 K-2-ETS1-1 2-PS1-1 2-PS1-4 2-LS2-1 3-PS2-1 3-PS2-3 4-PS3-3 4-PS4-1 4-PS4-2 3-5-ETS1-3 5-PS1-4 5-PS2-1 5-ESS1-1	PS2-3,4 PS3-3,5 LS1-3,4,5 LS2-4,2,5 LS4-2,4,5	PS1-3,2 PS2-6,3,5 PS3-4 PS4-5 LS1-3,6 LS2-3,7 LS4-6,1 LS3-1 ESS1-3 ESS2-5 ESS3-4 ETS1-2,3	"Ask Questions" "Conduct" "Apply __ to design" Group work		"Develop & Use"	"Create or Revise" "Design a Solution" "Evaluate __ based on __"
4B. Develop and maintain positive relationships.	K-PS2-1 1-PS4-3 2-PS1-1 2-LS2-1 3-PS2-1 4-PS4-1 4-PS4-2 3-5-ETS1-3 5-PS1-4			"Conduct" Group work			

SCIENCE	Elem (K–5)	MS (6–8)	HS (9–12)	K–12	Elem K–5	MS (6–8)	HS (9–12)
4C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways.	K-PS2-1 1-PS4-3 2-PS1-1 2-LS2-1 3-PS2-1 4-PS4-1 4-PS4-2 3-5-ETS1-3 5-PS1-4		PS1-2 PS3-3 LS1-6 LS2-3,7 LS4-6 ESS3-4 ETS1-2,3	"Conduct" Group work			"Design & Build" "Construct & Revise" "Create or Revise" "Design a Solution" "Evaluate __ based on __"
Responsible Decision Making							
5A. Uses personal, ethical, safety, and cultural factors in making decisions.		PS3-3	PS1-3 PS2-3,5 PS3-4 PS4-3 LS1-3 LS2-5 ESS1-1 ESS2-3,5,6 ESS3-2 ETS1-1	"Plan" "Conduct" "Apply ___ to design" "Analyze/Interpret"		"Develop & Use"	"Develop & Use" "Evaluate Claims & Evidence"
5B. Develop, implement, and model effective decision making skills to deal responsibly with daily academic and social situations.	3-5-ETS1-2	PS1-1,4,5 PS3-2 PS4-2 LS1-2,7 LS2-3 LS3-1,2 ESS1-1,2 ESS2-1,4,6 ESS3-2,3,4 ETS1-1	PS1-3,8,4 PS2-1,3,4,5 PS3-2,4,5 PS4-2,3 LS1-2,3 LS2-5 ESS1-1,6 ESS2-2,3,5,6 ESS3-5,2 ETS1-1	"Plan" "Conduct" "Develop" "Apply ___ to design" "Analyze/Interpret"		"Develop & Use" "Gather"	"Develop & Use" "Evaluate Claims & Evidence"
5C. Play a developmentally appropriate role in classroom management and positive school climate.		ESS3-3	PS1-3 PS2-3,5 PS3-4 PS4-3 LS1-3 ESS2-5	"Conduct" "Apply __ to design"			"Develop & Use" "Evaluate Claims & Evidence"

SOCIAL STUDIES: The Social Studies/SEL Crosswalk was developed using the social studies standards and aligning them with the 17 SEL Competencies and Indicators.

The "Standard Category" of each of the social studies standards was identified by grade for elementary and middle school. However, for high school, they were classified by class subject and for the main SEL Competency (e.g., Self-Awareness). Each of the standards denoted below were explicitly and clearly connected. Educators also defined implicit connections between all social studies standards and social and emotional competencies. In other words, they identified that social and emotional competencies are needed as a foundation to engage in activities to learn the academic content.

SOCIAL STUDIES	Elem (K–5)	MS (6–8)	HS-World History & Geo	HS-U.S. History & Geo	HS-Civics	HS-Econ
Self-Awareness					5.1, 5.3,5.4	1.1, 1.2,1.3, 4.1
1A. Demonstrate an awareness of their emotions.	K-E1					
1B. Demonstrate an awareness of their personal traits, including their strengths and interests.	K-H2 1-H2 5-U2	7-P3				
1C. Demonstrate awareness of their external supports.						
1D. Demonstrate a sense of personal responsibility.	K-C5 1-C5					
Self-Management						4.1
2A. Identify and manage their emotions and behavior constructively.	K-C5					
2B. Demonstrate honesty and integrity.	2-G5					
2C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.		7-H1				
Social Awareness			CG1, CG2, CG3, 5.1,5.2, 6.1,6.2, 7.1, 7.2, 8.1,8.2	6.1,6.2, 6.3, 7.1, 8.1, 8.2, 8.3, 9.2	1.1, 1.2, 2.1, 3.1,3.2, 3.5, 4.2, 5.2, 5.5	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2

SOCIAL STUDIES	Elem (K–5)	MS (6–8)	HS-World History & Geo	HS-U.S. History & Geo	HS-Civics	HS-Econ
3A. Demonstrate awareness of other people’s emotions and perspectives.	K-G5 K-P3, 2-C2 3-H3, 3-P3, 4-G4, 4-P3, 5-U1, 5-U2, 5-U3,	6-G1, 6-G2, 6-G4, 7-H1, 8-U4, 8-U5, 8-U6				
3B. Demonstrate consideration for others and a desire to positively contribute to the school and community.	1-P3, 2-H2, 5-U2	7-H1, 7-P4				
3C. Demonstrate an awareness of different cultures and a respect for human dignity.	1-G4, 1-H2, 2-G4, 2-H2, 2-C2, 3-G4, 3-H3, 4-H3, 4-C2, 5-U1, 5-U2, 5-U3	6-C4, 6-P3, 6-G1, 6-G2, 6-G4, 7-H1, 7-G1, 7-W3, 7-W4, 8-U4, 8-U5				
3D. Can read social cues and respond constructively.	5-P3	6-P3, 8-P3				
Relationship Skills						3.2
4A. Use positive communication and social skills to interact effectively with others.	K-P3 1-P3 2-H2				C6.1	
4B. Develop and maintain positive relationships.						
4C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways.	K-P3 3-C3	7-W4				
Responsible Decision Making			CG1, CG2, CG4	6.3, 7.1, 8.2, 9.1, 9.3	2.2, 3.3, 3.4, 4.1, 6.2	1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1
5A. Uses personal, ethical, safety, and cultural factors in making decisions.	K-C1, K-E1, 1-G5, 1-C1, 1-E1 2-C5 3-E1 5-U3	7-W1				

SOCIAL STUDIES	Elem (K–5)	MS (6–8)	HS-World History & Geo	HS-U.S. History & Geo	HS-Civics	HS-Econ
5B. Develop, implement, and model effective decision making skills to deal responsibly with daily academic and social situations.	K-C1, K-P4, 1-C1, 1-C2, 2-C5, 2-P3, 2-P4, 2-E1, 3-P3, 3-G5, 4-H3, 4-G5, 4-C5, 4-P3	6-G6, 6-G5, 7-W1, 7-H1, 7-W3, 8-P4				
5C. Play a developmentally appropriate role in classroom management and positive school climate.	3-C5 5-P4	6-G6 8-P4				

Appendix B.
Formative Lesson Planning Tool:
Integrating SEL Into Instruction

Formative Lesson Planning Tool: Integrating SEL into Instruction

Instructional Design		
Course Type: Lesson Duration:	Description of Lesson Activities <i>(Notes/considerations for differentiating instruction, behavior management, and assessment):</i>	
Academic Outcomes or Standards <i>What do you want students to learn or experience in the lesson or unit?</i>	Teacher-Led Elements <i>(What do you do during class to guide student learning?)</i>	Student-Led Elements <i>(What do students do? How do they interact with each other?)</i>
SEL Standards <i>What SEL standard do you plan to focus on during this lesson?</i>	SEL Needs <i>(What social, emotional, and cognitive skills do students exhibit in order to effectively engage with this academic standard?)</i>	Assessment <i>(What ways will you assess to ensure that students mastered the academic social, and emotional skills of the lesson?)</i>

Appendix C. Six Teaching Practices That Support Social, Emotional, and Academic Learning

Six Teaching Practices That Support Social, Emotional, and Academic Learning

Cooperative Learning

Definition of practice. Cooperative learning refers to a specific instructional task in which teachers have students work together toward a collective goal. Teachers ask students to do more than group work; students are actively working with their peers on content in a meaningful way. To implement cooperative learning effectively, teachers include five basic elements: (1) positive interdependence, (2) individual accountability, (3) promoting one another’s successes, (4) applying interpersonal and social skills, and (5) group processing (the group discusses progress toward achieving a goal). When implementing cooperative learning, teachers may include an element that requires collective accountability as well as individual accountability to ensure that everyone participates in the learning task. In order for this to have an impact on student learning as well as social and emotional skills, students may collaboratively process how they work together and monitor their progress toward their goal.

Example 1: Collaborative Learning to Assess, Analyze, and Compare

High school teachers provide examples and rubrics for evaluating online blogs and wiki sites for a collaborative learning project in which groups of students work together to access, analyze, and compare ideas and information presented in different media and formats. Teachers promote student understanding that the 21st century classroom and workplace may often incorporate widely divergent perspectives and cultures. Teachers give guidance and model how to evaluate other points of view critically and constructively in order to effectively participate in this cooperative learning task.



What does “Cooperative Learning” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"> Teacher encourages students to work with other students when they have difficulty with an assignment. 	<ul style="list-style-type: none"> Students actively work on content with their peers in meaningful ways.
<ul style="list-style-type: none"> Teacher creates learning experiences in which students depend on each other. 	<ul style="list-style-type: none"> Students hold each other accountable during group work.
<ul style="list-style-type: none"> Teacher creates learning experiences in which students must apply positive social skills to succeed. 	<ul style="list-style-type: none"> Students process how they work together and monitor their individual progress toward their shared learning goal.
<ul style="list-style-type: none"> Teacher holds individuals and the group accountable for learning during small-group work. 	<ul style="list-style-type: none"> Students focus on promoting the group’s success and support the participation of everyone in the learning task.
<ul style="list-style-type: none"> Teacher provides opportunities for students to share their work and receive feedback from each other. 	<ul style="list-style-type: none"> Students provide specific, high-quality feedback to each other.

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"> Teacher provides space so students can process collaboratively how they work together and monitor their progress toward their goal. 	<ul style="list-style-type: none"> Students are receptive to the feedback they receive from their teacher and their peers.
<ul style="list-style-type: none"> Teacher gives students feedback on how they interact with and learn from others during cooperative learning experiences. 	<ul style="list-style-type: none"> Students communicate effectively with one another.
	<ul style="list-style-type: none"> Students demonstrate positive social skills while interacting in group work.
	<ul style="list-style-type: none"> Students resolve conflict that arises during cooperative learning.

Classroom Discussions

Definition of practice. Classroom discussions are conversations students and teachers have about content. During classroom discussions, teachers ask open-ended questions and ask students to elaborate on their own thinking and on the thinking of their peers. When classroom discussions are done well, students and teachers are constantly building on each other’s thoughts, and most of the dialogue is student driven. In order to have effective classroom discussions, teachers support the development of students’ communication skills. More specifically, teachers ensure that students learn how to extend their own thinking and expand on the thinking of their classmates. Students are able to listen attentively and pick out the main ideas of what classmates are saying. Teachers also make sure that students have enough content knowledge in order to do this, in addition to having the skills necessary to hold a substantive discussion.

Example 2: Close and Critical Reading

History teacher models close and critical reading and guides class-wide discussion of a variety of accounts of slavery (such as slave narratives, John C. Calhoun’s speech in the U.S. Senate in response to abolition petitions, and writings by Frederick Douglas) to facilitate thoughtful analyses of slavery and the issues leading to the Civil War. Teacher asks questions that require students to determine the meanings of words and phrases from an historical text and questions that require students to analyze, for example, the structure of a primary source.



What does “Classroom Discussion” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"> Teacher helps students identify how to listen (e.g., tracking the speaker, making mental connections). 	<ul style="list-style-type: none"> Students listen attentively and can restate the speaker’s main ideas.
<ul style="list-style-type: none"> Teacher helps students learn how to respond and to learn from other students during a discussion. 	<ul style="list-style-type: none"> Students respond to open-ended questions and elaborate on their own thinking.
<ul style="list-style-type: none"> Teacher helps students learn how to effectively communicate their points of view (e.g., elaborate on their thinking). 	<ul style="list-style-type: none"> Students extend their own thinking by expanding on the thinking of their classmates.
<ul style="list-style-type: none"> Teacher holds in-depth discussions about content with students. 	<ul style="list-style-type: none"> Students analyze the points of view of their peers during discussions.
<ul style="list-style-type: none"> Teacher asks students to listen and reflect on the opinions of other students and determine whether they agree. 	<ul style="list-style-type: none"> Students use follow-up questions to clarify statements and encourage others to express themselves.
	<ul style="list-style-type: none"> Students use effective communication skills to present their point of view, as well as to reflect on the points of view of others.

Self-Assessment and Self-Reflection

Definition of practice. Self-reflection and self-assessment are instructional tasks whereby teachers ask students to think actively about their own work. This does not mean that teachers simply provide the answers and students look to see if they got the answer right or wrong. Students learn how to assess more rigorous work against performance standards that have either been provided by the teacher or co-created in the classroom. The process should not stop there, however; students also think about how to improve their work based on their self-assessment. In order to assist students with this process, teachers develop goals and priorities with students. If students do not know what they are working toward, how to accomplish those goals, or when those goals have been accomplished, students will be less invested in the classroom. Thus, along with goal setting, students learn how to monitor their progress toward meeting their goals. To support their self-reflection, students also learn when and how to seek help and where to search for resources.

Example 3: Multiple Solutions to Math Problems

When reviewing fractions in fourth grade math class, the teacher asks students to share and come up with multiple ways to demonstrate their solution. The teacher then engages students in a discussion to connect the different approaches to determine how well their approaches worked in solving the problem.



What does “Self-Assessment and Self-Reflection” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"> Teacher tells students the learning goals for each lesson. 	<ul style="list-style-type: none"> Students understand the goals they are working toward.
<ul style="list-style-type: none"> Teacher asks students to reflect on their personal academic goals (e.g., make connections to the lesson goals). 	<ul style="list-style-type: none"> Students actively think about their work as it relates to the learning goals.
<ul style="list-style-type: none"> Teacher provides students with strategies to analyze their work (e.g., performance rubrics, peer reviews). 	<ul style="list-style-type: none"> Students monitor their progress toward achieving the learning goal.
<ul style="list-style-type: none"> Teacher creates opportunities for students to monitor and reflect on their progress toward their learning goals. 	<ul style="list-style-type: none"> Students identify what they do and do not know against performance standards.
<ul style="list-style-type: none"> Teacher creates opportunities for students to monitor and reflect on their social learning. 	<ul style="list-style-type: none"> Students know where to look for help based on what they do and do not know.
<ul style="list-style-type: none"> Teacher helps students develop strategies to make sure they meet their learning goals. 	<ul style="list-style-type: none"> Students identify strategies to improve their work and/or behavior.
<ul style="list-style-type: none"> Teacher provides students with opportunities to reflect on their thinking and learning processes (e.g., using graphic organizers or journals). 	<ul style="list-style-type: none"> Students provide feedback on the strategies used for their learning.
<ul style="list-style-type: none"> Teacher asks students to think together to provide feedback on the effectiveness of learning activities (e.g., debriefing tool, feedback form, simple survey). 	

Balanced Instruction

Definition of practice. Balanced instruction refers to teachers using an appropriate balance between active instruction and direct instruction, as well as the appropriate balance between individual and collaborative learning. Through balanced instruction, teachers provide students with opportunities to directly learn about the material as well as engage with the material. Balance, however, does not mean an equal split between the types of instruction. Most programs and SEL scholars promote active forms of instruction in which students interact with the content in multiple ways, including games, play, and projects. Although active forms of instruction are typically engaging for students, these activities should not just be for fun; teachers use strategies that represent one of the best ways for students to learn and engage with the content.

Project-based learning is an example of active instruction because students are actively involved in solving a problem, which they can complete collaboratively or independently. Even during independent projects, students have to rely on others to find information. During the project, students plan, monitor, and reflect on their progress toward completion.

Example 4: Science Lesson

The science teacher first provides direct instruction on the effects of pollution. Subsequently, the teacher models and then provides small-group practice to critique and evaluate visual evidence, supporting students as they develop inferences and form conclusions about the effects of pollution on the environment based on geological charts, graphs, and photographs of Amazon rainforests over time.



What does “Balanced Instruction” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none">Teacher uses an appropriate balance between providing students with opportunities to learn new information directly and to actively engage in the material.	<ul style="list-style-type: none">Students interact with the content in multiple ways.
<ul style="list-style-type: none">Teacher provides extended projects that require at least 1 week to complete.	<ul style="list-style-type: none">Students actively solve problems collaboratively or independently.
<ul style="list-style-type: none">Teacher requires students to extend their thinking when they provide basic answers (e.g., ask multiple follow-up questions).	<ul style="list-style-type: none">Students critique and evaluate visuals, draw conclusions, and develop inferences.
<ul style="list-style-type: none">Teacher uses multiple instructional strategies to keep students engaged in learning.	<ul style="list-style-type: none">Students engage in multiple learning strategies, using self-direction and self-monitoring.
<ul style="list-style-type: none">Teacher makes sure that activities are not just fun, but represent one of the best ways for students to learn the content.	<ul style="list-style-type: none">Students identify challenges in solving problems (academic or behavioral) and potential solutions.
<ul style="list-style-type: none">Teacher asks students to work on products (e.g., web pages, skits, or posters) intended for multiple audiences (e.g., parents, community members).	<ul style="list-style-type: none">Students create products customized for different audiences, understanding that communication strategies may differ depending on the audience.
	<ul style="list-style-type: none">Students identify and evaluate strategies to succeed in school.

Academic Press and Expectations

Definition of practice. Academic press refers to how teachers implement meaningful and challenging work and academic expectations focused on the belief that all students can and will succeed. When teachers incorporate press, students sense that academic learning is important for their futures, that the teacher wants them to succeed, and that they have to exert effort in challenging work in order to succeed.

Academic rigor does not mean that teachers are overly strict with their students, yet students feel an appropriate level of pressure to succeed and feel responsible for accomplishing or failing to accomplish their academic work. In order to be successful with this practice, teachers know what their students are capable of doing academically and how they will respond emotionally to challenging work.

Example 5: High Expectations in Strengthening Second Grade Math Skills

In a second grade math class, the teacher provides students with challenging problems, encourages them to struggle with the mathematics, and scaffolds the development of perseverance in solving problems. Some students work with double-digit subtraction and others with single-digit subtraction until each student masters the materials that represent a personal challenge.



What do “Academic Press and Expectations” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none">Teacher gives students more challenging problems when they have mastered easier material.	<ul style="list-style-type: none">Students progress through increasingly complex and challenging activities.
<ul style="list-style-type: none">Teacher ensures that students feel responsible when they accomplish or fail to accomplish their academic work.	<ul style="list-style-type: none">Students understand the importance of academic learning and feel pressure to succeed.
<ul style="list-style-type: none">Teacher demonstrates for students the connection between effort and results and expects students to apply their full effort.	<ul style="list-style-type: none">Students know that they are responsible for their academic outcomes.
<ul style="list-style-type: none">Teacher gives students work that has more than one right answer and asks them to defend their answers.	<ul style="list-style-type: none">Students analyze and evaluate information in order to solve problems.
<ul style="list-style-type: none">Teacher supports students socially and emotionally while challenging them to reach new or higher levels of learning.	<ul style="list-style-type: none">Students identify and regulate emotions of frustration that may arise due to challenging demands.
	<ul style="list-style-type: none">Students see the connection between their efforts and academic results.

Competence Building

Definition of practice. Competence building occurs when teachers help develop social and emotional competencies systematically through the typical instructional cycle: goals/objectives of the lesson, introduction to new material/modeling, group and individual practice, and conclusion/reflection. Each part of the instructional cycle helps reinforce particular social and emotional competencies, as long as the teacher integrates them into the lesson. Throughout the lesson, the teacher models prosocial behavior (i.e., positive relationship skills) to the students. When students are participating in group work, the teacher is encouraging positive social behaviors and coaching students on how to use positive social behavior. The teacher also provides feedback to students on how they are interacting with their peers and how they are learning content. If problems arise between students in guided practice or if problems arise with content, the teacher guides the students through problem solving and conflict resolution strategies.

Example 6: Cross-Disciplinary Unit

High school English language arts teachers plan a unit with social studies teachers on seminal documents in U.S. history and primary sources (e.g., diaries or letters) from the U.S. Revolutionary War and Civil War periods. Using one or more of the texts required by Common Core State Standard Reading Informational Standard 9 (e.g., Declaration of Independence, Bill of Rights, and Gettysburg Address), teachers model their thinking with repeated examples of connecting to prior knowledge in analyzing text themes, purposes, and rhetorical features. Teachers guide whole-class student discussions (and provide sequenced independent practice), using textual evidence to compare, for example, rhetorical features in the Declaration of Independence and the Gettysburg Address.



What does “Competence Building” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"> Teacher models and practices new learning with students before asking them to perform independently. 	<ul style="list-style-type: none"> Students interact with content throughout the instructional cycle.
<ul style="list-style-type: none"> Teacher demonstrates a concept using a variety of tools (e.g., modeling, demonstrations, mini-lessons, or texts). 	<ul style="list-style-type: none"> Students are receptive to the feedback they receive from their teacher or peers.
<ul style="list-style-type: none"> Teacher holds conferences with students about ways to improve their work. 	<ul style="list-style-type: none"> Students are motivated to modify work based on feedback from their teacher or peers.
<ul style="list-style-type: none"> Teacher uses multiple strategies with students until they figure out how to solve the problem (e.g., graphic organizers, leveled text, checklists, verbal cues). 	<ul style="list-style-type: none"> Students recognize the support they need and are receptive to receiving support.
<ul style="list-style-type: none"> Teacher gives students frequent specific feedback to let them know how they are doing in class (academically and socially). 	<ul style="list-style-type: none"> Students are aware of their emotions and of their behaviors during instruction and respond in a culturally appropriate way.
<ul style="list-style-type: none"> Teacher has students correct their mistakes (academic or social) based on feedback from teacher or their peers. 	<ul style="list-style-type: none"> Students recognize that mistakes are a part of the learning process, and are receptive to fix them.
<ul style="list-style-type: none"> Teacher provides specific feedback that is focused on the academic task at hand. 	
<ul style="list-style-type: none"> Teacher uses student misconceptions to guide the teacher’s instruction without singling the student out. 	

Appendix D. Four Teaching Practices That Support Positive Learning Environments

Four Teaching Practices That Support Positive Learning Environments

Student-Centered Discipline

For more information on student-centered discipline, see [MDE's Alternatives to Suspensions and Expulsions Toolkit](#)

Definition of practices. Student-centered discipline refers to the types of classroom management strategies teachers use in their classrooms. In order to be effective at student-centered discipline, teachers use disciplinary strategies that are developmentally appropriate and motivate students to want to behave in the classroom. Such discipline occurs when students have opportunities to be self-directive and have some say in what happens in the classroom. Teachers should not attempt to over manage their students, nor should they use punitive measures to get students to behave. Furthermore, students and teachers develop shared norms and values in the classroom. This strategy encourages students to connect the rules to the overarching vision of how the classroom is run and increases student buy-in.

Context matters. Various contextual variables influence how one interprets and then responds in a given situation. These contextual variables include the inciting incident; what others were doing before, during and after the incident; the involved individuals' interpretation of the incident; and the responses of others influenced by their own personal history with similar situations, etc. These contextual variables must be acknowledged and recognized as contributing factors in how a person might respond. Therefore, SEL instruction should not oversimplify what "appropriate" social and emotional responses are without exploring the complexities of social interactions (Great Lakes Equity Center).

Similarly, teachers enact proactive classroom management strategies (as opposed to reactive strategies). This approach is evident when teachers use consistent management strategies that are related to the norms and visions of the classroom. If a student happens to break a rule, the consequences are logical in relation to the rule that was broken. For example, if a student pushes another student in line, the consequence could be that the student lines up last for the rest of the week. Through using consistent and logical rules and consequences, students begin to learn how to regulate their own behavior and problem solve difficult situations that arise in the classroom.

Example 2: RULER

The RULER (Recognizing, Understanding, Labeling, Expressing, Regulating) approach, an SEL program, is a disciplinary approach that involves the development of emotional literacy in students. Students are taught how to identify their emotions, understand the precursors to an emotional reaction, and be able to express and regulate their own emotions. Using this approach, educators teach students how to effectively problem solve potential conflicts or personal issues that may arise in the classroom.



What does “Student-Centered Discipline” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"> Teacher has discussions with his or her students about how and why classroom procedures are implemented. 	<ul style="list-style-type: none"> Students can articulate the classroom procedures and the reasons for them.
<ul style="list-style-type: none"> Teacher implements consequences for breaking rules that logically relate to the rule broken. 	<ul style="list-style-type: none"> Students recognize that disciplinary strategies are logically related to rule infractions and are not punitive.
<ul style="list-style-type: none"> Teacher consistently implements classroom rules and consequences for infractions. 	<ul style="list-style-type: none"> Students exhibit positive classroom behaviors.
<ul style="list-style-type: none"> Teacher responds to misbehavior by considering pupil-specific social, affective, cognitive, and environmental factors associated with occurrence of the behavior. 	<ul style="list-style-type: none"> Students gain greater understanding of the triggers for their misbehaviors and how to manage them.
<ul style="list-style-type: none"> Teacher holds class discussions so students can solve class problems. 	<ul style="list-style-type: none"> Students are able to problem solve difficult situations that arise in the classroom.
<ul style="list-style-type: none"> Teacher asks students to reflect and to redirect their behavior when they misbehave. 	<ul style="list-style-type: none"> Students have the capacity to regulate their emotions and have the ability to monitor and reflect on personal and academic behaviors.
<ul style="list-style-type: none"> Teacher teaches students strategies to handle the emotions that affect their learning (e.g., stress, frustration). 	<ul style="list-style-type: none"> Students learn how to identify their emotions, understand the precursors to an emotional reaction, and express and regulate their emotions.
<ul style="list-style-type: none"> Teacher models strategies that will help students to monitor and regulate their behavior. 	<ul style="list-style-type: none"> Students engage in self-management strategies to handle daily stresses and control their emotions in difficult situations.
	<ul style="list-style-type: none"> Students make responsible academic, social, and emotional decisions in the classroom.
	<ul style="list-style-type: none"> Students take responsibility for their behavior in the classroom and in school.
	<ul style="list-style-type: none"> Students describe how their behavior influences the classroom and school community.

Teacher Language

Definition of practice. Teacher language refers to how teachers talk to students. Effective teacher language encourages student effort and work, restating what the student did and what the student can do in order to improve. For example, effective teacher language is not simply praise (e.g., “You did a great job”) but encourages students (e.g., “I see you worked hard on your math paper. When you really think about your work, and when you explain your thinking, you get more correct answers.”). In addition, teacher language encourages students how to monitor and regulate their own behavior, not just tell students how to behave (e.g., “What strategies have we learned when we come across a problem that we are not sure how to do?”).

SEL instruction should liberate students.

SEL instruction should not be about behavior regulation or promoting compliance. SEL instruction should empower students to constructively question inequitable treatment and make decisions that will move them toward self-determination (Great Lakes Equity Center).

Example 2: Use of Formal Academic Language

In a sixth grade English language arts classroom, the teacher encourages students to adopt formal academic language rather than informal language. Instead of saying, “The story is about...,” the teacher encourages students to use formal academic language, “The main idea of the story is....”



What does “Teacher Language” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none">Teacher promotes positive behaviors by encouraging students when they display good social skills (e.g., acknowledge positive actions or steps to improve).	<ul style="list-style-type: none">Students regulate their social, emotional, or academic behaviors based on specific teacher feedback.
<ul style="list-style-type: none">Teacher promotes positive behaviors by encouraging students when they display good work habits (e.g., acknowledge positive actions or steps to improve).	<ul style="list-style-type: none">Students are motivated to improve their work habits based on specific teacher feedback that restates what the student did and suggests improvement.
<ul style="list-style-type: none">Teacher offers specific affirmation to let students know how their efforts lead to positive results.	<ul style="list-style-type: none">Students modify behavior or continue to exhibit positive behaviors based on teacher’s affirmative language.
	<ul style="list-style-type: none">Students use positive language with their teacher and peers.
	<ul style="list-style-type: none">Students use academic language appropriately in the classroom.

Responsibility and Choice

Definition of practice. Responsibility and choice refer to how students make responsible decisions about their work in the classroom. The classroom environment that promotes responsibility and choice provides students with opportunities to participate in democratic norms; this means students provide meaningful input into the development of the norms and procedures of the classroom as well as the academic content or how the academic content is learned.

Issues of power and privilege must be recognized. Members from nondominant groups (e.g., people of color, people with disabilities, people who identify as gender-nonconforming, etc.) that have historically been marginalized in schools and in society live with systems of oppression everyday (e.g., racism, sexism, ableism, heteronormativity, etc.). Educators should recognize that some behaviors exhibited by students often deemed inappropriate or problematic by adults are symptomatic of larger issues of classroom, school, and district policies (written or unwritten) and practices that are marginalizing and oppressive to students and specific student groups. A focus effort should be made to seek students' input on classroom and school climate to assess, monitor, and redress inequities (Great Lakes Equity Center).

Democratic norms do not mean that everything the students say gets done or that the classroom is a free-for-all; instead, democratic norms provide structures so that the students have a voice in the classroom through controlled and meaningful choices. In other words, give students specific choices to select from during lessons and activities and hold students accountable for their decisions.

Other ways to get students to feel responsible in the classroom are peer tutoring, cross-age tutoring, or participating in a service-learning or community service program. When students extend their learning to help others, they often feel more responsible in the classroom.

Example 3: Evaluating and Generating Claims and Arguments

Examining the op-ed sections of local or national newspapers, middle school teachers model how to evaluate editorials and then generate substantive arguments supported by clear and relevant evidence from credible sources. Teachers demonstrate rubrics for small-group evaluation of online and print editorials about current topics of student interest, explain and provide opportunities for small-group debate teams to develop arguments and supporting evidence, and design specific feedback rubrics for culminating in independent writing projects (e.g., editorials for the school newspaper about cell phone use, or survey research projects for nutritional changes in school lunches).



What does “Responsibility and Choice” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"> Teacher engages students in planning how they are going to learn in developmentally appropriate ways. 	<ul style="list-style-type: none"> Students have some say in the choice of or within an activity, or have opportunities to contribute to class discussions.
<ul style="list-style-type: none"> Teacher asks for student input when making decisions about how the classroom will operate in developmentally appropriate ways. 	<ul style="list-style-type: none"> Students are aware that there are multiple ways to solve a problem or to demonstrate their thinking on a topic.
<ul style="list-style-type: none"> Teacher gives students meaningful choices (with parameters) on what they can work on. 	<ul style="list-style-type: none"> Students demonstrate responsibility with the materials they are given.
<ul style="list-style-type: none"> Teacher makes sure students make the connection between their choices and potential consequences. 	<ul style="list-style-type: none"> Students hold each other accountable.

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"> Teacher arranges experiences so that students are responsible (e.g., classroom aides or jobs, peer tutoring, roles in group work) in developmentally appropriate ways. 	<ul style="list-style-type: none"> Students have opportunities to help their peers or their teacher.
<ul style="list-style-type: none"> Teacher seeks student ideas and input, or to understand what student’s previously know. 	<ul style="list-style-type: none"> Students are encouraged to work in small groups to evaluate online and print editorials and generate oral arguments or written articles on topics of interest.
	<ul style="list-style-type: none"> Students identify ways that they can help improve their class and school community.
	<ul style="list-style-type: none"> Students accept responsibility for the classroom.
	<ul style="list-style-type: none"> Students accept responsibility for their actions, both positive and negative.

Warmth and Support

Definition of practice. Warmth and support refer to the academic and social support that students receive from their teacher and from their peers. The teacher creates a classroom where the students know that teachers care about them. Possible ways in which teachers can demonstrate that they care about their students include asking students questions (academic and nonacademic), following up with students when they have a problem or concern, providing the teacher’s own anecdotes or stories, and acting in ways in which students know that taking risks and asking questions are safe in the classroom. In addition, teachers create structures in the classroom where students feel included and appreciated by peers and teachers. Teachers can do this through morning meetings, small moments throughout the day or class, or projects in which students get a chance to share what they learn.

Example 2: Making Use of Exit Tickets

Rather than using exit tickets that test basic computation, the teacher uses exit tickets that require students to demonstrate in-depth understanding of the content, such as explaining how they derived the answer to a mathematics problem, analyzing a given solution to a problem, or explaining why a mathematical statement is or is not accurate. After collecting the exit tickets, the teacher references the exit slips the following day both to support student strengths in understanding as well as to target instruction.



What does “Warmth and Support” look like in the classroom?

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"> Teacher demonstrates to each student that he or she is appreciated as an individual (e.g., appropriate eye contact, greeting each child by name). 	<ul style="list-style-type: none"> Students express warmth and support to their teacher and to their peers, knowing that their peers and teacher care about them.

Teacher Practices	Student Behaviors
<ul style="list-style-type: none"> Teacher uses the interests and experiences of students when teaching. 	<ul style="list-style-type: none"> Students know about the interests and backgrounds of their peers.
<ul style="list-style-type: none"> Teacher demonstrates care and concern to students about how and what they learn. 	<ul style="list-style-type: none"> Students take into account the perspectives and emotions of their classmates and teacher.
<ul style="list-style-type: none"> Teacher affirms that it is okay to think outside of the box or to make mistakes (e.g., by modeling, praising attempts). 	<ul style="list-style-type: none"> Students take academic risks in the classroom.
<ul style="list-style-type: none"> Teacher checks in with students about their academic and nonacademic concerns. 	<ul style="list-style-type: none"> Students provide academic and emotional support to their peers.
<ul style="list-style-type: none"> Teacher follows up with students when they have a problem or concern. 	<ul style="list-style-type: none"> Students communicate with teacher and peers in meaningful ways.
<ul style="list-style-type: none"> Teacher creates structures in the classroom where students feel included and appreciated (e.g., morning meetings, small moments, whole-class share outs). 	<ul style="list-style-type: none"> Students describe ways that responsible students help their classmates (e.g., including non-examples of how students can bully or tease).
	<ul style="list-style-type: none"> Students demonstrate positive interactions with peers and avoid negative interactions.

Appendix E. What Does SEL Look Like in an Early Childhood Learning Environment?

What Does SEL Look Like in an Early Childhood Learning Environment?

How Does Social and Emotional Health Affect Readiness for Learning?

Children who can follow directions and finish tasks get better grades. They are eager to learn and adjust to school more easily because they feel confident and secure. Confident and secure children have better self-esteem and can do things on their own. They are able to have healthy relationships later in life and bounce back from life's disappointments.

Children do well in school if they can

- Get along with others,
- Make friends,
- Share and take turns,
- Care about how other people feel,
- Communicate feelings,
- Calm themselves when upset, and
- Ask for what they need.

Children with the skills above are better able to

- Pay attention to the teacher,
- Follow simple instructions,
- Stay in their seats,
- Stick with the task at hand,
- Try new things, and
- Solve problems.

Social and emotional health is a young child's growing ability to

Form close relationships with other people, especially parents and other familiar caregivers (social skills). For example, depending on his or her age, the child

- Enjoys interacting with others,
- Trusts others to protect him or her,
- Seeks and responds to attention from others,
- Makes and keeps friends, and
- Shows kindness toward others.

Express and manage emotions (emotional skills). For example, depending on his or her age, the child

- Shows many emotions (smiles when happy, cries when sad, says how he or she feels, etc.),
- Turns to parent or other caregiver when scared or unsure,
- Calms down when upset without hurting self or others, and
- Works through conflicts with others.

Explore new environments. For example, depending on his or her age, the child

- Actively explores people, places, and things around him,
- Takes on challenges, and
- Is able to stick with a task.

Signs of social and emotional health in young children:

Young Infants (birth to 12 months):

- Cry, coo, and smile
- Look at faces
- Accept comfort from a familiar adult
- Seek comfort
- Show excitement
- Show curiosity about other people

Older Infants (12 months to 18 months):

- Explore with enthusiasm
- Are curious about other people
- Laugh out loud
- Enjoy books, songs, and simple games
- Express many feelings (sad, happy, scared, angry, etc.)

Toddlers (18 months to 3 years):

- Show shyness in unfamiliar places
- Smile and laugh
- Enjoy simple books and games
- Are playful with others
- Begin protesting and saying “No”
- Express many feelings (sad, happy, scared, angry, etc.)
- May use a blanket or toy for comfort when upset

Preschoolers (3 to 5 years):

- Begin to show feelings for others
- Express many feelings (sad, happy, scared, angry, etc.)
- Listen to gentle reminders
- Accept changes in routines
- Try new things
- Show curiosity about people and things
- Make up imaginary games and may enjoy imaginary play with others
- Ask many questions: who, what, where, when, why, how?

Strategies to support a child’s social and emotional development:

Children need help from adults to learn how to get along with others and manage their feelings. Many of the things adults do with children every day can help a child gain social and emotional skills, such as

- Share a laugh and play with an infant or toddler.
- Respond to a child’s efforts to communicate.
- Enrich the child’s daily routines (e.g., meal, bath, and nap times) by making eye contact and sharing smiles, conversations, stories, and books.
- Take time to listen, engage, and talk with a preschooler about their day.
- Take time to follow the child’s lead. Join in one-on-one play and talk about activities with the child whenever possible.
- Show interest in a school-age child’s friends, activities, and projects.
- Gently guide the child through social situations.
- Be sure expectations match what the child is socially and emotionally ready to do.

Appendix F. Prompts for Self-Reflection or Discussion With Administrators or Colleagues

Prompts for Self-Reflection or Discussion With Administrators or Colleagues

The following prompts provide questions that can be used for dialogue during a staff meeting, department meeting, professional learning opportunities, or during quiet self-reflection.

Self-Awareness

- What are some ways you help your students reflect on their behavior (both positive and negative)?
- Describe how you create a classroom environment to encourage student engagement.
- Describe how you create a classroom environment that incorporates student interests and experiences.
- Describe ways you help students identify and articulate their feelings.

Self-Management

- Describe an example of how you help students learn to regulate their behavior (e.g., when others do something they do not like).
- Describe how you respond to students' misbehavior. Which strategies have you found are most effective or ineffective? Why?
- How do you help students regulate their emotions (e.g., frustration) when they are presented with more rigorous content?
- What learning skills are you teaching and modeling to help students manage their social or emotional responses to rigorous academic content?
- Describe ways in which your instructional strategies help build your students' social and emotional competencies. Let's brainstorm additional ways to accomplish this in your daily practice.
- How do you help students feel responsible for accomplishing work that meets high expectations? How does the school culture support academic press and expectations? How does a school culture of high expectations support students' growth socially and academically?
- How can you help your students learn the skills to ask more complex questions?
- Think about your most successful lessons in the past 2 weeks:
 - How did you ensure and know that your students knew what the learning goals were?
 - How did you help them reflect on their progress in understanding the learning goals?
 - How did you help them reflect on the learning process?
- What self-assessment techniques did you use most frequently?
 - Describe how you used the results of student self-assessment to inform your practice.
 - Describe how you helped students use the results of their self-assessment to inform their learning.

- Give an example of how you identify each student’s level of academic challenge—and keep the student moving forward.
- What tells you that your students have understood the relationship between the effort they make and their ability to move to a higher level of achievement/challenge?

Social Awareness

- How do you model and encourage prosocial behaviors throughout your instruction?
- How do you incorporate feedback on your students’ behavior into the normal course of instruction?
- What do you do if a student needs extended coaching in a social and emotional competency?
- How do you set norms and values for high expectations, respect, and caring for all students?
- Think about a lesson from this past week. How did the lesson offer students the opportunity to voice their thoughts and opinions in a respectful environment?
- Describe how you address the cultural and linguistic differences in language between you and your students and among your students. What do you do if socioeconomic, linguistic, or cultural language differences lead to confusion or misunderstanding?

Relationship Skills

- Describe how you communicate encouragement to motivate your students.
- How do you help your students use language effectively?
- How do you enable your students to use language to monitor and regulate their own behavior?
- What tools do you use/model to encourage appropriate social and emotional skills (e.g., communication, self-regulation) for students to accomplish group tasks successfully?
- Describe how you communicate desirable outcomes for behavior and academic performance.
- How do you assess that students feel valued, respected, and supported by their peers in your classroom?
- What opportunities do you provide for students to develop and foster positive relationships with their peers?
- How do you help students provide and receive feedback from their peers?
- How do you encourage students to collaborate with one another, particularly when they are having difficulty with classroom content?
- How do you promote thoughtful classroom discussions using listening skills, their skills to conduct inquiry, and their ability to collaborate with others to arrive at a deeper understanding or a decision?
- How do you enable your students to use language to work well with others and resolve interpersonal conflict?

Responsible Decision Making

- How do you help students take responsibility for their actions, or connect actions to potential consequences?
- How do you acknowledge and support the concerns of students, whether academic, social, or emotional?
- How do you model and encourage learning from mistakes (both behavioral and academic)?
- What types of strategies do you employ to help students solve problems throughout the learning process?
- Describe a time that you integrated student choice into a lesson.
- Let's brainstorm additional ways that students can have a voice in the classroom.
- What are the barriers to incorporating more student choice? How can you overcome those barriers?
- What opportunities do you provide students to take responsibility in the classroom and their learning?

Appendix G. Social and Emotional Learning Visioning and Goal Setting

Social and Emotional Learning Visioning and Goal Setting

Creating a shared and powerful vision—with corresponding goals—is important to sustain your work and ensure that everyone in your school(s) is working toward the same purpose. A vision can remain constant as you shape and develop social and emotional learning (SEL) and school climate efforts over the next several years. A strong vision communicates to students, staff, families, and community what you hope to accomplish with your efforts. Remember, when developing a vision, it is important to include multiple stakeholders, including students, teachers, noninstructional staff, and families. In order to meet your vision, it is also important to create strong goals, as they help create benchmarks along the way, and ensure that everyone is on the same path.

Visioning

Directions: Please complete the questionnaire below prior to the visioning meeting. It is important that everyone comes to the meeting ready to discuss their answers and engage in an open-minded process to turn the collective ideas into one succinct vision statement for the district, school, or program. Next, meet as a group to identify the top priority answers to the questions and craft a vision statement out of them. After establishing the vision, be sure to post it prominently along with the school or district’s mission.

Your district probably has a district vision. It will be important to identify if you want to incorporate SEL within the current vision, or create a vision statement for the SEL and climate effort.

1. What is our vision of where our school or district will be in five years? In 10 years?
2. What does our school or district value?
3. What are the skills and competencies we want our students to develop prior to leaving our school(s)?
4. What qualities do we want in the climate or culture of our school(s) to support student social, emotional, and academic development?
5. List three words that *must* be in our vision statement—these should be words that represent our key values and goals for the program.

Now that you have answered the questions above, write out the vision statement. Remember a vision statement is clear and concise, yet it is energizing and motivates your stakeholders, using words that create positive emotions and represents values.

Vision statement:

Goal Setting

To meet your SEL and school climate vision, it is important to create SMART goals and corresponding activities. SMART goals are **S**pecific, **M**easurable, **A**ttainable, **R**ealistic/**R**elevant, and **T**imely. As you write goals, think about how the goals support the academic, social, and emotional development of students, and how the goals prepare students to be productive citizens in school, work, and life. With that being said, think about how the SEL and school climate goals help support other important initiatives and efforts within the school(s) (e.g., curriculum and instruction, educator effectiveness efforts, discipline). Finally, it is important to consider both short-term and long-term goals.

Specific Goals	Timeline	Activities and Notes	Person or People Responsible
Example: We will create a professional learning community that occurs every other month to provide teachers a chance to discuss SEL related issues	September 2016–June 2017	<ul style="list-style-type: none"> • Determine needs of teachers • Determine needs of students • Create a meeting schedule • Create an agenda 	Lead teacher for the SEL committee