

Social & Emotional Learning and Destination 2020

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How does SEL support the Common Core State Standards for Mathematical Practice?

Greetings from the ASD's SEL Team!

Welcome back to school and to the first edition of the ASD's K-12 SEL academic journal. This year, the ASD SEL Team will post regular SEL academic journals to connect you to SEL in new and useful ways. We'll bring you instructional practices, ASD and web-based resources, and SEL research throughout the year.

The Anchorage School District's strategic plan, *Destination 2020*, calls for 90% achievement in reading, writing and math; 90% graduation rate; every student will attend school at least 90% of the time; 90% of parents recommend their child's school; and 100% of staff and students feeling safe at school by the year 2020. Social and emotional learning (SEL) is a researched and proven way to support these goals. The ASD has 15 standards related to social and emotional learning (see pg.4), which support skill development in the areas of self-awareness, self-management, social awareness and social management. Research demonstrates that directly teaching students SEL skills can increase attendance rates[1]; raise standardized achievement tests by 11 percentile-points; and decrease the risk of school failure, classroom misbehavior, violence, substance abuse, and emotional distress, all of which prepare students for learning[2].

Inspired by the inservice training provided by Bobbi Jo Erb, Executive Director of Curriculum and Instruction, the first edition of the SEL academic journal highlights the SEL connection to the Common Core State Standards for Mathematical Practice.



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Our ASD K-12 SEL standards are the skills students need to meet the Common Core State Standards of Mathematical Practice (SMPs): A concrete, real life connection between academic content and Social and Emotional Learning (SEL) skills.

The Common Core State Standards for Mathematical Practice are instructional practices that guide how we teach math. ASD is focusing on the following SMPs for the 2013-14 school year:

SMP 1: Make sense of problems and persevere in solving them.

SMP 3: Construct viable arguments and critique the reasoning of others.

So, what’s the connection between SEL and Math, and how do we make this visible during instruction? *What students are asked to do in the SMP actually gives them an opportunity to practice the SEL skills during instruction. The following tables give a description of the SMP and how SEL skills are embedded in the SMP.*

SMP 1: Make sense of problems and persevere in solving them.	
ASD K-12 SEL Standards connection:	<i>Description of the Common Core Standard for Mathematical Practice:</i>
1C - External supports “I am aware of where I can find help and support.”	<i>Students will know which tools (concrete objects or pictures) to use to help them make sense of problems. They may approach their peers for help.</i>
1D - Personal responsibility “I am aware of my responsibilities at school.”	<i>Students will know it is their responsibility to look for ways to solve problems and use tools correctly. Students will work responsibly with peers.</i>
2C - Effective decision-making “I can make appropriate decisions.”	<i>Students will check their thinking by asking themselves, - Does this make sense? They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.</i>

SMP 3: Construct viable arguments and critique the reasoning of others.	
ASD K-12 SEL Standards connection:	<i>Description of the Common Core Standard for Mathematical Practice:</i>
3A - Perspectives of others “I care about the feelings and opinions of others.”	<i>Students explain their thinking to others and respond to others’ thinking.</i>
4A - Communication “I will interact appropriately with others.”	<i>Students may construct arguments using concrete referents, such as objects, pictures, and drawings. They refine their mathematical communication skills as they participate in mathematical discussions.</i>



K-12 SEL Instructional Practice:

One way to be intentional about teaching and infusing these SEL skills into academic content is to make students aware of the skills they are practicing during instruction, and to make the connection to how these skills are used throughout their school day and in real life.

Before students embark on a math task, ask students questions to uncover the purpose of the lesson - this will connect the math SMPs to the SEL skills they will be using as they practice the math concept.

Tell students they will be practicing SEL standard 1C External Supports and SMP 1 - Make sense of problems and persevere in solving them.

Examples of questions to ask students before, during or after the lesson:

- *Why is it important to persevere to make sense of a problem?*
- *Which tools or external supports will you use to help you make sense of the problems?*
- *How do we problem solve in real life? How can we use some of these strategies in our math lesson today?*
- *What external supports (SEL std 1C) did you use in our math lesson today?*
- *Turn to a partner and share how you persevered /problem-solved in math today.*

This connection between the CCSS Standards for Mathematical Practice and the ASD K-12 SEL Standards demonstrates how SEL skills are REAL, and that they are needed and used throughout academic content and beyond.

Please don't hesitate to contact the SEL Team - Heather Coulehan, Jan Davis, Clare Morrison, and Gavin Vaughan - with questions or inquires. We look forward to working with you.

References:

- [1] Wilson, D & Elliot, D (2003, June). The interface of school climate and school connectedness: An exploratory review and study. Paper presented at the Wingspread Conference on School Connectedness: Strengthening Health and Educational Outcomes for Teens, WI.
- [2] Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child

The way we teach is as important as what we teach.



<i>STUDENT</i>		AWARENESS	MANAGEMENT	<i>ADULT</i>		AWARENESS	MANAGEMENT
<i>SELF</i>	I am... knowledgeable	I can... capable	<i>SELF</i>	I see you... knowledgeable	I believe in you... capable		
<i>SOCIAL</i>	I care... caring	I will... responsible	<i>SOCIAL</i>	I care about you... caring	I support you... responsible		

ASD K-12 Social & Emotional Learning (SEL) Standards

Self-Awareness

- 1A. Student demonstrates awareness of his/her emotions.
"I am able to identify and communicate how I am feeling."
- 1B. Student demonstrates awareness of his/her personal traits.
"I am aware of what I like and dislike as well as my strengths and challenges."
- 1C. Student demonstrates awareness of his/her external supports.
"I am aware of where I can find help and support."
- 1D. Student has a sense of personal responsibility.
"I am aware of my responsibilities at school."

Self-Management

- 2A. Student demonstrates ability to manage emotions constructively.
"I can appropriately handle my feelings."
- 2B. Student demonstrates honesty and integrity.
"I can act in an honest manner."
- 2C. Student uses effective decision-making skills.
"I can make appropriate decisions."
- 2D. Student demonstrates ability to set and achieve goals.
"I can set and achieve goals that will make me more successful."

Social Awareness

- 3A. Student demonstrates awareness of other people's emotions and perspectives.
"I care about the feelings and opinions of others."
- 3B. Student demonstrates consideration for others and a desire to positively contribute to the community.
"I care about others and do my part to make my school community better."
- 3C. Student demonstrates an awareness of cultural issues and a respect for human dignity and differences.
"I care about and respect the individual differences of others."
- 3D. Student can read social cues.
"I care about how I read others and how they read me."

Social Management

- 4A. Student uses positive communication and social skills to interact effectively with others.
"I will interact appropriately with others."
- 4B. Student develops constructive relationships.
"I will work on having positive relationships."
- 4C. Student demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways.
"I will learn to handle conflicts in constructive ways."