

Educators in Action: Supporting SEL Classroom Integration



Intended Audience: Teachers

Description: This rubric is designed to help teachers determine the level of integration of the Illinois Learning Standards for Social Emotional Learning (SEL) in their classroom. Illinois SEL standards are structured with 3 Overall *Goals*, supported by 10 *Learning Standards*. Subsequently the learning standards are supported by *Benchmarks* and *Descriptor Stages* based on grade levels. The tool describes what integration may look like and how it is reflected in the classroom as teachers embed the SEL standards.

This document includes:

- How to read and use the integration guide
- Classroom integration of SEL standards
- Classroom practices, strategies and supplies
- Classroom full integration condensed guides
- Resources to support SEL integration
- Danielson Framework for Teaching

Suggested Use for these Documents:

- to serve as a reflective tool for teachers to determine classroom changes that will support SEL standards integration
- to identify characteristics of a fully aligned classroom that support a positive climate and culture
- to guide professional learning needs and focus areas for teachers

Send Questions and Comments to: ilclassrooms@gmail.com

How to read this integration guide:

Describes the level of integration a classroom currently resides or wishes to advance to.

Identifies the SEL goal

Identifies the SEL standard described

Illustrates the connection to a particular domain of the Danielson Framework

Identifies the grade band benchmark the strategies support


Illinois Learning Standards for Social Emotional Learning Classroom Integration				
Goals and Standards	Beginning Integration	Partial Integration	Full Integration	
<p>Goal 1 – Develop self-awareness and self-management skills to achieve school and life success.</p> <p>Standard 1A-Identify and manage one's emotions and behavior.</p>	<p>The teacher is aware of the Illinois SEL goals and the standards that are identified within SEL goals but has not had the opportunity to fully examine each individual standard.</p> <ul style="list-style-type: none"> How do students pull themselves out of a bad mood? What can students do when they become upset? What resources in the classroom help students become calm/relaxed? 	<p>The teacher is aware of the Illinois SEL goals and the individual standards, but not yet implementing the grade specific descriptors /stages for student behavior benchmarks.</p> <ul style="list-style-type: none"> What transition resource/activity is in the classroom to assist students having difficulty managing behaviors? Is there grade level appropriate vocabulary present in the classroom to assist students in identifying emotions? Are connections made within lessons and units to emotions or feelings (such as characters in stories/news)? 	<p>The teacher has read the Illinois SEL standards, included in lessons, displayed or provided resources for student use allowing students to show/ connect to emotions at grade level appropriate vocabulary and behaviors. The teacher understands the behavior expectations of student and develops activities to support the student's emotional development.</p> <ul style="list-style-type: none"> Are resources readily available and expression of emotions? Can student's make connections independently in all content areas to emotions and behaviors- characters, animals, current events, and other subjects. 	
<p>Grade Band Support for Standard 1A: Classroom Practices and Strategies. (Based on grade level benchmarks & performance descriptor stages.)</p>				
Grades K-2	1A.1a & 1A.1b	Grades 3-5	1A.2a & 1A.2b	Grades 6-8
<ul style="list-style-type: none"> Emotions are modeled and displayed that show faces in which students can identify and show using "faces" available for students use. Selected read aloud stories are based on characters facing struggles and solving emotional situations and modeled for student's behavior choices. Routine and environment allow for students to take a self-initiated "calm break" for redirection to appropriate behavior. 	<ul style="list-style-type: none"> Discuss how emotions can change throughout the day. Include activities that compare how emotions can be at different levels by introducing new vocabulary- happy/ecstatic, scared/terrified, and sadness/anger/disappointment. Include activities with positive strategies for handling conflict – journals, "morning meetings", posters or create a PSA movie on emotion. 	<ul style="list-style-type: none"> Discuss upsetting situations – being left out, losing, being teased and include an activity to allow students to show correct responses. Practice self-calming techniques – deep breathing, self-talk, progressive relaxation as a class or in a designated area of the room/school. After an emotional situation, have the student/class analyze what happened, how it was handled and what were other options. 	Grades 9-12	1A.4a, 1A.4b, 1A.5a, 1A.5b
<ul style="list-style-type: none"> Students role-play giving feedback to promote positive disagreement. Create and practice stress management tools for when public speaking or other school task. Discuss the different interpretations of the same event and how it can alter how students feel about that event. Develop students' ability to identify and control emotions based on physical reactions – sweating, heart rate, flushing. 				

Descriptions of what this standard could look like at different levels of integration

This section offers guiding questions to address and allow for continuous improvement and advancement on the rubric.

Grade band strategies and resources offer research-based guidance and quality indicators for teachers and stakeholders. (Includes classroom practices, strategies and resources to support the corresponding standard by grade band.)


Illinois Learning Standards for Social Emotional Learning Classroom Integration

Goals and Standards	Beginning Integration	Partial Integration	Full Integration
<p>Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.</p> <p>Standard 1A-Identify and manage ones' emotions and behavior.</p> <div style="text-align: center;">  </div>	<p>The teacher is aware of the Illinois SEL goals and the standards that are identified within SEL goals but has not had the opportunity to fully examine each individual standard.</p> <ul style="list-style-type: none"> • How do students pull themselves out of a bad mood? • What can students do when they become upset? • What resources in the classroom help students become calm/relaxed? 	<p>The teacher is aware of the Illinois SEL goals and the individual standards, but not yet implementing the grade specific descriptors/stages for student behavior benchmarks.</p> <ul style="list-style-type: none"> • What transition resource/activity is in the classroom to assist students having difficulty managing behaviors? • Is there grade level appropriate vocabulary present in the classroom to assist students in identifying emotions? • Are connections made within lessons and units to emotions or feelings (such as characters in stories/news)? 	<p>The teacher has read the Illinois SEL standards, included in lessons, displayed or provided resources for student use allowing students to show and connect to emotions at grade level appropriate vocabulary and behaviors. The teacher understands the behavior expectations of student's ages and develops activities to support the student's emotional development.</p> <ul style="list-style-type: none"> • Are resources readily available and selected by students to allow student expression of emotions? • Can students make connections independently in all content areas to emotions and behaviors- characters, animals, current events, and other subjects.

Grade Band Support for Standard 1A: Classroom Practices and Strategies. (Based on grade level benchmarks & performance descriptor stages.)

Grades K-2	1A.1a & 1A.1b	Grades 3-5	1A.2a & 1A.2b	Grades 6-8	1A.3a & 1A.3b	Grades 9-12	1A.4a, 1A.4b, 1A.5a, 1A.5b
<ul style="list-style-type: none"> • Emotions are modeled and displayed that showcase faces in which students can identify and show using "faces" available for students use. • Selected read aloud stories are based on characters facing struggles and solving emotional situations and modeled for student's behavior choices. • Routine and environment allow for students to take a self-imposed "calm break" for redirection to appropriate behavior. 	<ul style="list-style-type: none"> • Discuss how emotions can change throughout the day. • Include activities that compare how emotions can be at different levels by introducing new vocabulary- happy/ecstatic, scared/terrified, and sadness/anger/disappointment. • Include activities with positive strategies for handling conflict – journals, "morning meetings", posters or create a PSA movie or animation. 	<ul style="list-style-type: none"> • Discuss upsetting situations – being left out, losing, being teased and include an activity to allow students to show correct responses. • Practice self-calming techniques – deep breathing, self-talk, progressive relaxation as a class or in a designated area of the room/school. • After an emotional situation, have the student/class analyze what happened, how it was handled, and what were other options. 	<ul style="list-style-type: none"> • Students role-play giving feedback to promote positive disagreement. • Create and practice stress management tools for when public speaking or other school task. • Discuss the different interpretations of the same event and how it can alter how students feel about that event. • Develop students' ability to identify and control emotions based on physical reactions – breathing, heart rate, flushing. 				


Illinois Learning Standards for Social Emotional Learning Classroom Integration

Goals and Standards	Beginning Integration	Partial Integration	Full Integration
<p>Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.</p> <p>Standard 1B-Recognize personal qualities and external supports.</p> 	<p>The teacher is aware of the Illinois SEL goals and the standards that are identified within SEL goals but has not had the opportunity to fully examine each individual standard.</p> <ul style="list-style-type: none"> • How do students show expertise or special skills within the classroom or lessons? • Where can students go for help during the school day? • What resources/activities in the classroom help students demonstrate a “personal best” skill? 	<p>The teacher is aware of the Illinois SEL goals and the individual standards, but not yet implementing the grade specific descriptors/ stages for student behavior benchmarks.</p> <ul style="list-style-type: none"> • How are students shown what resources are available when they need help? • Are students allowed to share accomplishments or struggles within lesson/activities? • Are connections made within lessons and units to community and outside resources for assistance? (For example: how students can connect to their community in the same way as characters in stories and current events in the news.) 	<p>The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect personal qualities with content in the classroom. The teacher has made available procedures and behaviors that allow students to seek out help when needed.</p> <ul style="list-style-type: none"> • Can students seek help at any time during the class time, either from the teacher or other school staff? • Are connections made in all content areas to qualities shown by students such as perseverance, practicing a skill, being prepared for conflicts? • Are students connected to community resources to the students’ needs – park, ball field, volunteer center?

Grade Band Support for Standard 1B: Classroom Practices and Strategies. (Based on grade level benchmarks & performance descriptor stages.)

Grades K-2	1B.1a & 1B.1b	Grades 3-5	1B.2a & 1B.2b	Grades 6-8	1B.3a & 1B.3b	Grades 9-12	1B.4a,1B.4b,1B.5a,1B.5b
<ul style="list-style-type: none"> • Create an “all about me” task to allow students to identify activities they enjoy. • Students create a map of the school identifying where reliable adults are in an emergency – nurse, principal, secretary. • Create a word wall of positive qualities – perseverance, practice, responsibility, and attention to task. 	<ul style="list-style-type: none"> • Create a reflection journal with prompts such as “what I would like to learn and why”, “how my friends help each other”, “why I need to practice becoming better at....” or similar ideas. • Role play strategies on how to help and receive help with peers at school. • Allow student facilitators in lessons and standard procedures in class. (Rotating the responsibility to include all students.) • Create lessons allowing students to showcase mastery in a variety of ways. 	<ul style="list-style-type: none"> • Personalize learning to assist all learning styles. • Create a reflection activity to allow students to discuss a success they had and how others helped them reach that goal. • Discuss how outside influences can change how we see ourselves- media, internet, advertisements. • Have students discuss/create a presentation to show how others have helped them overcome a negative influence. 	<ul style="list-style-type: none"> • Identify possible careers and develop a presentation (any media) to show what it takes to achieve that career (college, training, time required to learn/train.) • Discuss in groups or as a class how to decide on an important choice. What details need to be reviewed before making the decision. (Discussing a current event decision made by others.) • Help students identify personal behaviors that pose systemic issues (i.e., angered easily, interrupt others). Provide opportunities for practice in overcoming an area of concern. 				


Illinois Learning Standards for Social Emotional Learning Classroom Integration

Goals and Standards	Beginning Integration	Partial Integration	Full Integration
<p>Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.</p> <p>Standard 1C- Demonstrate skills related to achieving personal and academic goals.</p> 	<p>The teacher is aware of the Illinois SEL goals and the standards that are identified within SEL goals but has not had the opportunity to fully examine each individual standard.</p> <ul style="list-style-type: none"> • How are students involved in defining the lesson goals? • How are the students made aware of what is happening in the classroom? • What is discussed with students when a lesson doesn't go as planned? • What is the evidence that students are connecting concepts from one lesson to another? 	<p>The teacher is aware of the Illinois SEL goals and the individual standards, but not yet implementing the grade specific descriptors/stages for student behavior benchmarks. The teacher involves the students in planning when introducing a new lesson.</p> <ul style="list-style-type: none"> • Can students decide how long it might take to finish a project? • How will the students know if time is running out on a project/lesson? • Are there visual reminders of when a lesson/project should be finished? • Are plans discussed to provide revised project completion guidelines in case a student is hindered in finishing the assignment? 	<p>The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect to lesson/units to goals that have been established when lessons begin. Students have resources to set goals and monitor until complete. Reflection tasks are completed to assist students to understand the process.</p> <ul style="list-style-type: none"> • Where are the lesson/project goals displayed or discussed? • Can students access the established goals and suggest adjustments with evidence? • Can students use the same tools/resources to set personal goals?

Grade Band Support for Standard 1C: Classroom Practices and Strategies. (Based on grade level benchmarks & performance descriptor stages.)

Grades K-2	1C.1a & 1C.1b	Grades 3-5	1C.2a & 1C.2b	Grades 6-8	1C.3a & 1C.3b	Grades 9-12	1C.4a,1C.4b,1C.5a,1C.5b
<ul style="list-style-type: none"> • Include student created academic goals when creating lessons and units. • Include students in creating “time” benchmarks during a longer lesson/unit to follow the progress. Discuss why or why not if the time schedule is not met. • Take time to reflect on activities that went well or didn't. What happened and how can the class improve? • Discuss how achieving one goal can be used to build the next goal. 	<ul style="list-style-type: none"> • Include student created academic goals when creating lessons and units. • Use examples from literature, social science, and personal experience to identify obstacles that have been overcome. • As a class, plan out the steps it takes to complete a task – homework, studying for a test. • Develop a class or individual student goal, including steps to achieve and monitor the progress. • Create both short-term and long-term goals and include a way to visually monitor these goals. 	<ul style="list-style-type: none"> • Include student created academic goals when creating lessons and units. • Brainstorm ways to overcome obstacles either from a recent goal or one that has just been created. • When creating an academic goal, identify the materials needed to complete the goal – research materials and support, technology. • Have students create a personal goal that may take a month or two. Establish what is needed to achieve it and a way to monitor and report on the progress. • Reflect on the factors that contributed to the success of a goal or detracted from it. 	<ul style="list-style-type: none"> • Include student created academic goals when creating lessons and units. • Students analyze what impact others had on achieving a goal- unforeseen opportunities, scheduling conflict. • Students create timeframes for academic and personal goals. Discuss how to allow for distractions. • Create a lesson for students to set a goal of getting a summer job. What do they need to accomplish this goal? What time limit do they have? Who can assist and support this goal? 				


Illinois Learning Standards for Social Emotional Learning Classroom Integration

Goals and Standards	Beginning Integration	Partial Integration	Full Integration
<p>GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Standard 2A-Recognize the feelings and perspectives of others.</p> 	<p>The teacher is aware of the Illinois SEL goals and the standards that are identified within SEL goals but has not had the opportunity to fully examine each individual standard. A few lessons during the semester include group activities.</p> <ul style="list-style-type: none"> • How are students grouped for activities? • Can lessons be modified to include more group/partner choices? • Are students given opportunities to share different opinions? • Are students allowed to offer different opinions or views from that of the teacher? 	<p>The teacher is aware of the Illinois SEL goals and the individual standards, but not yet implementing the grade specific descriptors/stages for student behavior benchmarks. Opportunities are available for group work during the semester. Pro/Con conversations are used during class discussions.</p> <ul style="list-style-type: none"> • How have the lessons incorporated reflective feedback to allow students to share perspectives? • Can student groups be created using random selection for most collaborative activities? • Are there opportunities to practice conversations on many topics where there may be two different perspectives? 	<p>The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect to the feelings and perspectives of others. Many opportunities for group/collaborative activities are included in the semester. Random student grouping is used to allow all students to work with everyone.</p> <ul style="list-style-type: none"> • Are there ample opportunities for students to reflect on feelings- group discussions, personal journals, etc.? • What are the strategies within groups to allow for everyone’s perspective to be heard? • Can students use these resources outside of the classroom? • How are students connected to the community outside of the classroom? (Other grade levels, community organizations.)

Grade Band Support for Standard 2A: Classroom Practices and Strategies. (Based on grade level benchmarks & performance descriptor stages.)

Grades K-2	2A.1a & 2A.1b	Grades 3-5	2A.2a & 2A.2b	Grades 6-8	2A.3a & 2A.3b	Grades 9-12	2A.4a,2A.4b,2A.5a,2A.5b
<ul style="list-style-type: none"> • Create lessons that include photographs or graphics with various facial expressions for students to identify. • Identify and discuss verbal, situational and physical cues in stories. • Demonstrate how to listen to others – making eye contact, nodding, asking questions. • Include role-play activities to demonstrate perspectives and feelings of characters from a story. 	<ul style="list-style-type: none"> • Include paraphrasing as part of group activity discussions to allow students to confirm perspectives. • Brainstorm strategies that allow students to support others who are left out or bullied. • Role-play how effectively and ineffectively to respond to another’s emotions for school and community situations. • Include discussions about feelings or emotions when reviewing a story or event within the community. 	<ul style="list-style-type: none"> • When reviewing characters from a story, analyze why they felt as they did. • In Social Science, analyze the various points of view expressed on an historical, political or social issue. • Create a journal/log book of situations where the student can reflect on how behavior affected others. • Brainstorm different types of encouragement and create a word wall. (Use “twitter” style comments.) 	<ul style="list-style-type: none"> • When students get into a conflict encourage analysis of why the other person feels the way they do. • Create opportunities for mentoring between peers or other grade level students. • Include student outside communication in lessons and group projects. Analyze barriers that may occur and how to overcome the barriers. • Role-play ways to assert one’s needs in a variety of situations, respectfully. 				


Illinois Learning Standards for Social Emotional Learning Classroom Integration

Goals and Standards	Beginning Integration	Partial Integration	Full Integration
<p>GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Standard 2B-Recognize individual and group similarities and differences.</p> 	<p>The teacher is aware of the Illinois SEL goals and the standards that are identified within SEL goals but has not had the opportunity to fully examine each individual standard. Different cultures are represented in classroom displays.</p> <ul style="list-style-type: none"> • How are lessons and activities including different cultures, abilities or perspectives? • Do lessons, activities, and tasks allow students to analyze similarities and differences among a variety of cultures? • How are literature selections showing different cultures? 	<p>The teacher is aware of the Illinois SEL goals and the individual standards, but not yet implementing the grade specific descriptors/ stages for student behavior benchmarks. Classroom materials (i.e. books, visuals, resources, tasks, etc.) show cultural differences.</p> <ul style="list-style-type: none"> • How are students making connections to other cultures in classroom activities? • What discussion techniques are being used to compare and contrast with respect to the classroom? • How are students practicing social situations when there is a disagreement? • What strategies are taught and available for students who disagree? 	<p>The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect to different cultures, abilities or other perspectives. Students can openly discuss personal opinions and respect those of others.</p> <ul style="list-style-type: none"> • How do teachers use materials to highlight multiple points of view within literature, social science, math processes, science concepts and social activities? • How do students showcase mastery of appropriately disagreeing with others? • What resources are available for students to advocate for others, either verbally or anonymously?

Grade Band Support for Standard 2B: Classroom Practices and Strategies. (Based on grade level benchmarks & performance descriptor stages.)

Grades K-2	2B.1a & 2B.1b	Grades 3-5	2B.2a & 2B.2b	Grades 6-8	2B.3a & 2B.3b	Grades 9-12	2B.4a,2B.4b,2B.5a,2B.5b
<ul style="list-style-type: none"> • Provide examples of behavior that are sensitive to the needs of others – taking turns, listening, supporting each other’s ideas. • Model and role-play how students help each other - sharing, not interrupting. • Discuss various groups of people based on social and cultural variables in stories and the community. • Compare and contrast various family structures within the classroom and school. 	<ul style="list-style-type: none"> • Discuss how people from different cultural and social groups share many things in common. • Use literature to analyze various responses to human diversity – learning from, being tolerant of, becoming aware of stereotyping or biases. • Recognize and discuss the different cultural and social groups in school. • Use biographies, legends and folklore to analyze the unique contributions of individuals and groups. • Create strategies for building relationships with others that have cultural differences. 	<ul style="list-style-type: none"> • Create lessons to explore and discuss the basic rights of all individuals, regardless of social or cultural affiliations. • Brainstorm ways students can advocate for others. (Inside and outside of classroom/school). • Identify and discuss unwelcome teasing and bullying behaviors and create an infographic or public service announcement. • In a character analysis, evaluate how the character’s actions demonstrated human similarities or differences. 	<ul style="list-style-type: none"> • Have students create strategies to prevent or stop bullying behaviors. • Role-play strategies for preventing and stopping bullying. • Create a lesson to understand stereotyping and the negative effects for both the victim and perpetrator. • Analyze how the media creates and/or reinforces societal expectations of various social and cultural groups. • Create a mock trial where students are accused of non-conformist behaviors. (For example, being accused of not following the dress code at school.) 				


Illinois Learning Standards for Social Emotional Learning Classroom Integration

Goals and Standards	Beginning Integration	Partial Integration	Full Integration
<p>GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Standard 2C-Use communication and social skills to interact effectively with others.</p> 	<p>The teacher is aware of the Illinois SEL goals and the standards that are identified within SEL goals but has not had the opportunity to fully examine each individual standard. Communication strategies are limited, and group collaboration is minimal.</p> <ul style="list-style-type: none"> • How are different communication strategies introduced and modeled? • Where can collaborative activities be added or modified in current lessons? • What student opportunities are used to practice speaking and listening? 	<p>The teacher is aware of the Illinois SEL goals and the individual standards, but not yet implementing the grade specific descriptors/stages for student behavior benchmarks. Communication strategies are defined and practiced in activities. Collaborative skills are modeled between teachers, students and community.</p> <ul style="list-style-type: none"> • How are social skills introduced, modeled and practiced within the classroom? • How are miscommunications addressed in the classroom? • Are students allowed to communicate learning/mastery in a variety of ways? 	<p>The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect to communication and social skills that are age/developmentally appropriate throughout the day. The teacher models effective skills not only with students but also with colleagues.</p> <ul style="list-style-type: none"> • Do all lessons/activities include a social/communication component? Collaborative work, speeches, reflection reviews...etc. • What resources are available to assist students who struggle with communication?

Grade Band Support for Standard 2C: Classroom Practices and Strategies. (Based on grade level benchmarks & performance descriptor stages.)

Grades K-2	2C.1a & 2C.1b	Grades 3-5	2C.2a & 2C.2b	Grades 6-8	2C.3a & 2C.3b	Grades 9-12	2C.4a,2C.4b,2C.5a,2C.5b
<ul style="list-style-type: none"> • Create lessons that include group activities a minimum of once a week. • Describe and role-play appropriate ways to enter/join a group of peers. • Include activities that require taking turns either in a game or sharing of resources. • Create a word list of what it means to be a good friend. • Demonstrate/model how to give and receive a compliment. 	<ul style="list-style-type: none"> • Create lessons that include group activities a minimum of once a week. • Identify and discuss attributes of cooperative behavior in a group setting. • Develop a plan that supports the improvement of behaviors within a group – use reflective rubrics for student self-assessment. • Describe and practice responding to constructive criticism. • Distinguish between positive and negative peer pressure in a group or small group discussion/activity. 	<ul style="list-style-type: none"> • Create lessons that include group activities a minimum of once a week. • Create a Venn diagram while discussing positive and negative relationships. • Model and practice maintaining an objective, non-judgmental tone during disagreements. • Create a poster/infographic or other media with students to evaluate the effectiveness of various strategies for dealing with negative peer pressure. • Create peer mediation strategies to assist students in resolving conflict in and outside the classroom. 	<ul style="list-style-type: none"> • Create lessons that include group activities a minimum of once a week. • Create many opportunities to include speaking and listening in the classroom. • Role-play or do a character review of how to respond non-defensively to criticism or accusation. • Allow students a way to resolve conflicts in the classroom, with respect. • Practice giving and receiving help in the classroom from peers as well as adults. 				


Illinois Learning Standards for Social Emotional Learning Classroom Integration

Goals and Standards	Beginning Integration	Partial Integration	Full Integration
<p>GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Standard 2D- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> 	<p>The teacher is aware of the Illinois SEL goals and the standards that are identified within SEL goals but has not had the opportunity to fully examine each individual standard. Conflict resolution strategies are not present in lessons or readily available to students.</p> <ul style="list-style-type: none"> • What process/procedure is in place when students encounter a personal conflict? • What preventive strategies are included in lessons/activities to prevent or manage conflicts? • How is conflict resolution modeled by the teacher in the classroom? 	<p>The teacher is aware of the Illinois SEL goals and the individual standards but not yet implementing the grade specific descriptors/ stages for student behavior benchmarks. One or two conflict resolution strategies are in place for students to use when a conflict arises. Prevention strategies are not evident in procedures/process within the classroom.</p> <ul style="list-style-type: none"> • What intervention strategies are in place for students to manage and resolve interpersonal conflicts independently? • How are strategies practiced during the class days/weeks? • What strategies could be added to allow students to self-advocate during conflicts? 	<p>The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect to prevention, management and resolution of interpersonal conflicts in constructive ways. Students have access to resources to model appropriate behavior when faced with a conflict. Teachers model constructive ways to manage conflicts.</p> <ul style="list-style-type: none"> • Are there specific procedures in place to handle student to student conflict? Are the procedures posted or available for students to refer to or reflect on often? • Do all students experience or practice how to prevent or resolve conflicts? • Do teachers make connections to conflicts and resolutions within literature or current events?

Grade Band Support for Standard 2D: Classroom Practices and Strategies. (Based on grade level benchmarks & performance descriptor stages.)

Grades K-2	2D.1a & 2D.1b	Grades 3-5	2D.2a & 2D.2b	Grades 6-8	2D.3a & 2D.3b	Grades 9-12	2D.4a,2D.4b,2D.5a,2D.5b
<ul style="list-style-type: none"> • Discuss conflicts in stories and the classroom where there is disagreement. • Allow students to journal or write when they have had a disagreement. What was it about? How did it get resolved? • Model and practice self-calming techniques for anger management. • Explain and discuss what a rumor is and how it can hurt others. • Create a poster showing various methods of resolving conflict. 	<ul style="list-style-type: none"> • Create a group lesson to have students define/give examples of bullying behavior and how it affects people. (Effect on the bully included.) • Identify assertive, passive and aggressive conflict resolution behaviors. • Have the students create a presentation or story to show a conflict they experienced, and how they dealt with it. • Demonstrate constructive conflict resolution strategies in the classroom. Include how a community conflict could be resolved. 	<ul style="list-style-type: none"> • Brainstorm intervention strategies for bullying. • Create group norms or strategies to ensure all students are included in group projects. (Roles, tasks, assignments) • Identify and discuss factors that contribute to violence. (Research what has happened in historical conflicts.) • Connect students to younger grade levels to teach conflict resolution. • Introduce and practice peer mediation skills within the class or school. 	<ul style="list-style-type: none"> • Evaluate the effectiveness of various strategies for dealing with negative peer pressure – ignoring it, changing the subject, suggesting alternatives. • Create a forum for discussion that allows for identifying how both parties in a conflict might get needs met. • Practice and model conflict resolution skills to de-escalate, defuse and/or resolve differences. • Analyze strategies for dealing with sexual harassment and an abusive relationship. 				


Illinois Learning Standards for Social Emotional Learning Classroom Integration

Goals and Standards	Beginning Integration	Partial Integration	Full Integration
<p>GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> <p>Standard 3A-Consider ethical, safety, and societal factors in making decisions.</p> 	<p>The teacher is aware of the Illinois SEL goals and the standards that are identified within SEL goals but has not had the opportunity to fully examine each individual standard. Connections to safety when making decisions is evident.</p> <ul style="list-style-type: none"> • How are classroom decisions made? • Are students included in the decision process? • Can the student be included in deciding how to complete a lesson to show mastery? • How do student academic tasks (homework, projects, lesson activities) include students in the choices and decisions? 	<p>The teacher is aware of the Illinois SEL goals and the individual standards, but not yet implementing the grade specific descriptors/ stages for student behavior benchmarks. Student have some input to a few of the classroom decisions. Decisions do not always include ethical and societal factors, just safety reasons.</p> <ul style="list-style-type: none"> • How can all students discuss ethical reasons for deciding on something for the class? Can this be practiced? • How does society affect how we make decisions in class or community? • What is the process in the classroom for making decisions? 	<p>The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect to the decision-making process. Discussions about ethical, safety and societal factors are involved in all classroom decisions.</p> <ul style="list-style-type: none"> • How are teachers connecting classroom decisions and how it affects the school community? • How are discussions about current events, including reflection, on why someone decided or what should have been considered before making a decision? • Are connections to decisions within literature made with what students see as ethical, safety or societal factors?

Grade Band Support for Standard 3A: Classroom Practices and Strategies. (Based on grade level benchmarks & performance descriptor stages.)

Grades K-2	3A.1a & 3A.1b	Grades 3-5	3A.2a & 3A.2b	Grades 6-8	3A.3a & 3a.3b	Grades 9-12	3A.4a,3A.4b,3A.5a,3A.5b
<ul style="list-style-type: none"> • Create a visual reminder of classroom rules, bus safety rules and school safety rules. Refer to them often when making decisions. • Have students discuss how taking or destroying of property makes others feel. (Discuss the issue from both perspectives – offender/victim.) • Create a chart showing unsafe behaviors in the classroom, school, home...etc. • Discuss what it means to lie and how it makes another feel. 	<ul style="list-style-type: none"> • Allow students to contribute in deciding what is fair in the classroom as situations arise. • Discuss how a character in a text/book decided on something...what was included to support their decision? • Use a chart that shows differing points of view when the class needs to make a decision. • Create a word chart about what it means to be responsible. (With friends, family, school community.) 	<ul style="list-style-type: none"> • Identify what it means to be responsible for one’s health. Use charts or spreadsheets to keep data. • Discuss risky behaviors and possible alternatives – riding with a drunk driver, smoking or drugs. • Compare and contrast socially acceptable and unacceptable behaviors. • Discuss the seriousness of unethical behaviors in school or community – cheating, lying, stealing, plagiarism. • Research legal issues related to the use of alcohol, tobacco, and other drugs by adolescents. 	<ul style="list-style-type: none"> • Review characters or current events and how decisions can be influenced by societal and ethical factors. • Have students discuss how the depiction of violent acts in the media and entertainment might impact individuals and groups. • Create lessons that allow students to show the value of resisting peer pressure that causes social or emotional harm to self or others. • Create a mock trial to show how a jury of peers would judge various behaviors- stealing, lying, plagiarism. 				


Illinois Learning Standards for Social Emotional Learning Classroom Integration

Goals and Standards	Beginning Integration	Partial Integration	Full Integration
<p>GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> <p>Standard 3B-Apply decision-making skills to deal responsibly with daily academic and social situations.</p> 	<p>The teacher is aware of the Illinois SEL goals and the standards that are identified within SEL goals but has not had the opportunity to fully examine each individual standard. Behavior and academic responsibilities are outlined for students and evident in the classroom.</p> <ul style="list-style-type: none"> • How are the behavior responsibilities determined for the classroom? Are all students part of the process in deciding the rules? • Are academic goal decisions determined by the teacher and the student? • Are students allowed to reflect on social situations to determine other choices? 	<p>The teacher is aware of the Illinois SEL goals and the individual standards, but not yet implementing the grade specific descriptors/ stages for student behavior benchmarks. Students are given the opportunity to suggest deadlines, choice of presentation and other decisions on academic assignments.</p> <ul style="list-style-type: none"> • Can students show mastery of a lesson by choosing from several options of presentation? • Are social situations modeled or role-played so students can reflect on how decisions affect the outcomes? • How are students held accountable or responsible for the decisions they make academically or socially? 	<p>The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect to daily academic and social decisions. The teacher allows students to decide how they will show mastery of a lesson and discuss the timeline for completion. Students are held responsible for personal choices for academic and social situations.</p> <ul style="list-style-type: none"> • How can students apply decision-making skills to decide on how to show mastery? • Do students practice social situations and discuss what decisions led to the situation and what decision could resolve it? • How do students understand how academic decisions effect the community or the future?

Grade Band Support for Standard 3B: Classroom Practices and Strategies. (Based on grade level benchmarks & performance descriptor stages.)

Grades K-2	3B.1a & 3B.1b	Grades 3-5	3B.2a & 3B.2b	Grades 6-8	3B.3a & 3B.3b	Grades 9-12	3B.4a,3B.4b,3B.5a,3B.5b
<ul style="list-style-type: none"> • Brainstorm alternative solutions to problems posed in stories and cartoons. • Use “I-statements” in expressing feelings. • Allow students to create and implement stop, think and act (plan) strategies in solving problems. • Use a Venn diagram to decide on healthy snacks/foods. • Allow students to brainstorm a solution to a problem/conflict in class or community. • Role-play the use of “tone of voice” when dealing with social situations. 	<ul style="list-style-type: none"> • Analyze the consequences of alternative solutions to selected scenarios – stories, classroom conflict. • Brainstorm strategies for success in achieving goals – identifying distractions, managing stress. • Discuss challenges and obstacles to solving problems. • Provide tools for students to manage time better- schedule, calendar. • When starting a project allow students to set priorities, timelines, etc. 	<ul style="list-style-type: none"> • Use a homework organizer or planner to manage assignments. • Create a list of qualities that contribute to friendship. (also, adversely affect friendship.) • Use a reflective rubric after a semester/quarter end. What was accomplished? What could have gone better? How to create change? • Have the students create a log for 24 hours to identify influences on healthy decisions. • Have the students create a decision journal and reflect on what influenced those decisions. 	<ul style="list-style-type: none"> • Discuss how a literary character (or current event person) did or did not use communication skills such as reflective listening in resolving a conflict. • After a major assessment or project have the students reflect on how personal choices affected the outcome. (Delay in studying, not enough rest, anxiety.) • Review and reflect how personal interests, traits, and aptitudes affect career choices. • Connect students to school and community resources for academic and social decisions. 				

Illinois Learning Standards for Social Emotional Learning Classroom Integration

Goals and Standards	Beginning Integration	Partial Integration	Full Integration
<p>GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> <p>Standard 3C-Contribute to the well-being of one's school and community.</p> 	<p>The teacher is aware of the Illinois SEL goals and the standards that are identified within SEL goals but has not had the opportunity to fully examine each individual standard. Students have responsibilities within the classroom to contribute to routines.</p> <ul style="list-style-type: none"> • How can students contribute to other classrooms? • Can students be allowed to share creations or ideas with other grade level classrooms? 	<p>The teacher is aware of the Illinois SEL goals and the individual standards, but not yet implementing the grade specific descriptors/ stages for student behavior benchmarks. Student activities and lessons have included connections to other grade level classrooms.</p> <ul style="list-style-type: none"> • How is the idea of citizenship translated into classroom rules or procedures? • Have students conducted research or polls to gather information on a school or community need? How have they contributed to addressing this need? 	<p>The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect to the entire school or surrounding community. Students regularly are involved in assisting others in the school, family or community. Students develop a plan for a service project, execute and reflect on the project's success or failure.</p> <ul style="list-style-type: none"> • Can students connect with a community partner for discussions? (In person or virtually) • Are connections made with local and long-distance resources for students to compare needs and what students in other areas are doing?

Grade Band Support for Standard 3C: Classroom Practices and Strategies. (Based on grade level benchmarks & performance descriptor stages.)

Grades K-2	3C.1a & 3C.1b	Grades 3-5	3C.2a & 3C.2b	Grades 6-8	3C.3a & 3C.3b	Grades 9-12	3C.4a,3C.4b,3C.5a,3C.5b
<ul style="list-style-type: none"> • Create and delegate class jobs to all students to assist in the routines and structures of the classroom. • Discuss and create class rules and consequences as a whole class activity. • Take time each week to discuss ways to improve the class community. Reflect on what was successful and where the class can make changes. • Discuss what a “service project” means, how it helps the community and let students show/tell if they have been involved in any. 	<ul style="list-style-type: none"> • Discuss and develop a class service project that will benefit a need at the school. • Include a method of “voting” to make classroom choices, discuss the reasons to hold a vote and reflect on the choices. • Prior to voting allow students to create a persuasive piece (essay, speech, video, Infographic) to assist students’ choices. • Research the local community for a “need” and develop a presentation to include possible solutions. 	<ul style="list-style-type: none"> • Brainstorm ways of showing respect in the school environment. • Research a need in school or local community. Plan and implement with a group of students a service project to address that need. • Identify and discuss the responsibilities of citizenship – obeying laws, serving on juries, being informed and being involved. • Create lessons that include a pro/con debate. (allow students who have a “con” point of view to research and speak on the “pro” side of the issue.) 	<ul style="list-style-type: none"> • Create a presentation (video, essay, website...etc.) that defends a position on an issue or public event in politics. • Participate in a simulated election and evaluate how the results compare. • Identify and research local organizations that contribute to the well-being of the community. Create a presentation. (Video, jingle, infographic, speech...etc.) • Design a survey to identify the school community needs...social, academic, sports, supplies...etc. • Collaborate with students to address the identified need. 				

Characteristics of a Classroom Reflective of Social Emotional Learning

A fully implemented classroom has the following characteristics for each component:

1. **SEL Standard 1A:** The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show/ connect to emotions at grade level appropriate vocabulary and behaviors. The teacher understands the behavior expectations of student's ages and develops activities to support the student's emotional development.
 - Are resources readily available and selected by students to allow student expression of emotions?
 - Can student's make connections independently in all content areas to emotions and behaviors- characters, animals, current events, and other subjects.
2. **SEL Standard 1B:** The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect personal qualities with content in the classroom. The teacher has made available procedures and behaviors that allow students to seek out help when needed.
 - Can students seek help at any time during the class time, either from the teacher or other school staff?
 - Are connections made in all content areas to qualities shown by students such as perseverance, practicing a skill, being prepared for conflicts?
 - Are students connected to community resources to the students' needs – park, ball field, volunteer centers?
3. **SEL Standard 1C:** The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect to lessons/units to goals that have been established when lessons begin. Students have resources to set goals and monitor until complete. Reflection tasks are completed to assist students to understand the process.
 - Where are the lesson/project goals displayed or discussed?
 - Can students access the established goals and suggest adjustments with evidence?
 - Can students use the same tools/resources to set personal goals?

4. **SEL Standard 2A:** The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect to the feelings and perspectives of others. Many opportunities for group/collaborative activities are included in the semester. Random student grouping is used to allow all students to work with everyone.
 - Are there ample opportunities for students to reflect on feelings- group discussions, personal journals, etc.?
 - What are the strategies within groups to allow for everyone's perspective to be heard?
 - Can students use these resources outside of the classroom?
 - How are students connected to the community outside of the classroom? (Other grade levels, community organizations.)
5. **SEL Standard 2B:** The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect to different cultures, abilities or other perspectives. Students can openly discuss personal opinions and respect those of others.
 - How do teachers use materials to highlight multiple points of view within literature, social science, math processes, science concepts and social activities?
 - How do students showcase mastery of appropriately disagreeing with others?
 - What resources are available for students to advocate for others, either verbally or anonymously?

6. **SEL Standard 2C:** The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect to communication and social skills that are age/developmentally appropriate throughout the day. The teacher models effective skills not only with students but also with colleagues.
- Do all lessons/activities include a social/communication component? Collaborative work, speeches, reflective reviews...etc.
 - What resources are available to assist students who struggle with communication?
7. **SEL Standard 2D:** The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect to prevention, management and resolution of interpersonal conflicts in constructive ways. Students have access to resources to model appropriate behaviors when faced with a conflict. Teachers model constructive ways to manage conflicts.
- Are there specific procedures in place to handle student to student conflict? Are the procedures posted or available for students to refer to or reflect on often?
 - Do all students experience or practice how to prevent or resolve conflicts?
 - Do teachers make connections to conflicts and resolutions within literature or current events?
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8. **SEL Standard 3A:** The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect to the decision-making process. Discussions about ethical, safety and societal factors are involved in all classroom decisions.
- How do teachers connect classroom decisions and the effects on the school community?
 - How do teachers use discussions and reflections about current events regarding why someone made a certain decision or what should have been considered before making a decision?
 - Are connections to decisions within literature made with what students see as ethical, safety or societal factors?
9. **SEL Standard 3B:** The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect to daily academic and social decisions. The teacher allows students to decide how they will show mastery of a lesson and discuss the timeline for completion. Students are held responsible for personal choices for academic and social situations.
- How can students apply decision-making skills to decide on how to show mastery?
 - Do students practice social situations and discuss what decisions led to the situation and what decision could resolve it?
 - How do students understand academic decisions effect the community or the effect on the future?
10. **SEL Standard 3C:** The teacher has read the Illinois SEL standards, included SEL in lessons, displayed or provided resources for student use allowing students to show and connect to the entire school or surrounding community. Students regularly are involved in assisting others in the school, family or community. Students develop a plan for a service project, execute and reflect on the project's success or failure.
- Can students connect with a community partner for discussions? (In person or virtually)
 - Are connections made with local and long-distance resources for students to compare needs and what other students in other areas are doing?

Illinois Social Emotional Benchmarks

GRADE BAND K - 2

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.

Standard 1A-Identify and manage one's emotions and behavior.		Standard 1B-Recognize personal qualities and external supports.		Standard 1C-Demonstrate skills related to achieving personal and academic goals.	
1A.1a	1A.1b	1B.1a	1B.1b	1C.1a	1C.1b
Recognize and accurately label emotions and how they are linked to behavior.	Demonstrate control of impulsive behavior.	Identify one's likes and dislikes, needs and wants, strengths and challenges.	Identify family, peer, school, and community strengths.	Describe why school is important in helping students achieve personal goals.	Identify goals for academic success and classroom behavior.

GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standard 2A-Recognize the feelings and perspectives of others.		Standard 2B-Recognize individual and group similarities and differences.		Standard 2C-Use communication and social skills to interact effectively with others.		Standard 2D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	
2A.1a	2A.1b	2B.1a	2B.1b	2C.1a	2C.1b	2D.1a	2D.1b
Recognize that others may experience situations differently from oneself.	Use listening skills to identify the feelings and perspectives of others.	Describe the ways that people are similar and different.	Describe positive qualities in others.	Identify ways to work and play well with others	Demonstrate appropriate social and classroom behavior.	Identify problems and conflicts commonly experienced by peers.	Identify approaches to resolving conflicts constructively.

GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Standard 3A-Consider ethical, safety, and societal factors in making decisions.		Standard 3B-Apply decision-making skills to deal responsibly with daily academic and social situations.		Standard 3C-Contribute to the well-being of one's school and community.	
3A.1a	3A.1b	3B.1a	3B.1b	3C.1a	3C.1b
Explain why unprovoked acts that hurt others are wrong.	Identify social norms and safety considerations that guide behavior.	Identify a range of decisions that students make at school.	Make positive choices when interacting with classmates.	Identify and perform roles that contribute to one's classroom.	Identify and perform roles that contribute to one's family.

GRADE BAND 3 - 5

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.

Standard 1A-Identify and manage one’s emotions and behavior.		Standard 1B-Recognize personal qualities and external supports.		Standard 1C-Demonstrate skills related to achieving personal and academic goals.	
1A.2a	1A.2b	1B.2a	1B.2b	1C.2a	1C.2b
Describe a range of emotions and the situations that cause them. 1A.2a	Describe and demonstrate ways to express emotions in a socially acceptable manner.	Describe personal skills and interests that one wants to develop.	Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	Describe the steps in setting and working toward goal achievement.	Monitor progress on achieving a short-term personal goal.

GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standard 2A-Recognize the feelings and perspectives of others.		Standard 2B-Recognize individual and group similarities and differences.		Standard 2C-Use communication and social skills to interact effectively with others.		Standard 2D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	
2A.2a	2A.2b	2B.2a	2B.2b	2C.2a	2C.2b	2D.2a	2D.2b
Identify verbal, physical, and situational cues that indicate how others may feel.	Describe the expressed feelings and perspectives of others.	Identify differences among and contributions of various social and cultural groups.	Demonstrate how to work effectively with those who are different from oneself.	Describe approaches for making and keeping friends.	Analyze ways to work effectively in groups.	Describe causes and consequences of conflicts.	Apply constructive approaches in resolving conflicts.

GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Standard 3A-Consider ethical, safety, and societal factors in making decisions.		Standard 3B-Apply decision-making skills to deal responsibly with daily academic and social situations.		Standard 3C-Contribute to the well-being of one’s school and community.	
3A.2a	3A.2b	3B.2a	3B.2b	3C.2a	3C.2b
Demonstrate the ability to respect the rights of self and others.	Demonstrate knowledge of how social norms affect decision making and behavior.	Identify and apply the steps of systematic decision making.	Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	Identify and perform roles that contribute to the school community.	Identify and perform roles that contribute to one’s local community.

GRADE BAND 6 - 8

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.

Standard 1A-Identify and manage one's emotions and behavior.		Standard 1B-Recognize personal qualities and external supports.		Standard 1C-Demonstrate skills related to achieving personal and academic goals.	
1A.3a	1A.3b	1B.3a	1B.3b	1C.3a	1C.3b
Analyze factors that create stress or motivate successful performance.	Apply strategies to manage stress and to motivate successful performance.	Analyze how personal qualities influence choices and successes.	Analyze how making use of school and community supports and opportunities can contribute to school and life success.	Set a short-term goal and make a plan for achieving it.	Analyze why one achieved or did not achieve a goal.

GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standard 2A-Recognize the feelings and perspectives of others.		Standard 2B-Recognize individual and group similarities and differences.		Standard 2C-Use communication and social skills to interact effectively with others.		Standard 2D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	
2A.3a	2A.3b	2B.3a	2B.3b	2C.3a	2C.3b	2D.3a	2D.3b
Predict others' feelings and perspectives in a variety of situations.	Analyze how one's behavior may affect others.	Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.	Analyze the effects of taking action to oppose bullying based on individual and group differences.	Analyze ways to establish positive relationships with others.	Demonstrate cooperation and teamwork to promote group effectiveness.	Evaluate strategies for preventing and resolving interpersonal problems.	Analyze how conflict-resolution skills contribute to work within a group.

GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Standard 3A-Consider ethical, safety, and societal factors in making decisions.		Standard 3B-Apply decision-making skills to deal responsibly with daily academic and social situations.		Standard 3C-Contribute to the well-being of one's school and community.	
3A.3a	3A.3b	3B.3a	3B.3b	3C.3a	3C.3b
Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.	Analyze the reasons for school and societal rules.	Analyze how decision-making skills improve study habits and academic performance.	Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	Evaluate one's participation in efforts to address an identified school need.	Evaluate one's participation in efforts to address an identified need in one's local community.

GRADE BAND 9 - 10 & 11 - 12

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.

Standard 1A-Identify and manage one’s emotions and behavior.		Standard 1B-Recognize personal qualities and external supports.		Standard 1C-Demonstrate skills related to achieving personal and academic goals.	
1A.4a	1A.4b	1B.4a	1B.4b	1C.4a	1C.4b
Analyze how thoughts and emotions affect decision making and responsible behavior.	Generate ways to develop more positive attitudes.	Set priorities in building on strengths and identifying areas for improvement.	Analyze how positive adult role models and support systems contribute to school and life success.	Identify strategies to make use of resources and overcome obstacles to achieve goals.	Apply strategies to overcome obstacles to goal achievement.
1A.5a	1A.5b	1B.5a	1B.5b	1C.5a	1C.5b
Evaluate how expressing one’s emotions in different situations affects others.	Evaluate how expressing more positive attitudes influences others.	Implement a plan to build on a strength, meet a need, or address a challenge.	Evaluate how developing interests and filling useful roles support school and life success.	Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.	Monitor progress toward achieving a goal and evaluate one’s performance against criteria.

GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standard 2A-Recognize the feelings and perspectives of others.		Standard 2B-Recognize individual and group similarities and differences.		Standard 2C-Use communication and social skills to interact effectively with others.		Standard 2D-Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	
2A.4a	2A.4b	2B.4a	2B.4b	2C.4a	2C.4b	2D.4a	2D.4b
Analyze similarities and differences between one’s own and others’ perspectives.	Use conversation skills to understand others’ feelings and perspectives.	Analyze the origins and negative effects of stereotyping and prejudice.	Demonstrate respect for individuals from different social and cultural groups.	Evaluate the effects of requesting support from and providing support to others.	Evaluate one’s contribution in groups as a member and leader.	Analyze how listening and talking accurately help in resolving conflicts.	Analyze how conflict-resolution skills contribute to work within a group.
2A.5a	2A.5b	2B.5a	2B.5b	2C.5a	2C.5b	2D.5a	2D.5b
Demonstrate how to express understanding of those who hold different opinions.	Demonstrate ways to express empathy for others.	Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.	Evaluate how advocacy for the rights of others contributes to the common good.	Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.	Plan, implement, and evaluate participation in a group project.	Evaluate the effects of using negotiation skills to reach win-win solutions.	Evaluate current conflict-resolution skills and plan how to improve them.

GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Standard 3A-Consider ethical, safety, and societal factors in making decisions.		Standard 3B-Apply decision-making skills to deal responsibly with daily academic and social situations.		Standard 3C-Contribute to the well-being of one’s school and community.	
3A.4a	3A.4b	3B.4a	3B.4b	3C.4a	3C.4b
Demonstrate personal responsibility in making ethical decisions.	Evaluate how social norms and the expectations of authority influence personal decisions and actions.	Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.	Apply decision-making skills to establish responsible social and work relationships.	Plan, implement, and evaluate one’s participation in activities and organizations that improve school climate.	Plan, implement, and evaluate one’s participation in a group effort to contribute to one’s local community.
3A.5a	3A.5b	3B.5a	3B.5b	3C.5a	3C.5b
Apply ethical reasoning to evaluate societal practices.	Examine how the norms of different societies and cultures influence their members’ decisions and behaviors.	Analyze how present decision-making affects college and career choices.	Evaluate how responsible decision-making affects interpersonal and group relationships.	Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.	Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.

Illinois online resources to support SEL Integration:

www.ilclassroomsinaction.org/sel

- Performance Descriptors/Stages by Grade Level- Can be utilized by educators to help understand “where” students are within the grade level Descriptor Stages.
- Grade Level Goals, Standards and Descriptions including the standards code – An overview document to understand the basic structure of the Illinois SEL Standards.
- SEL Strategies- Classroom strategies by grade level and SEL Goals (One page for each grade band.)
- Our Positive Class Posters – Downloadable posters to help educators create conversations with students on SEL Skills based on grade level. (Can also be purchased online.)
- Technology to support SEL- Suggestions on how to incorporate technology to support SEL Standards. (By grade band and SEL Goals)
- One-page reference posters for SEL standards plus initial descriptors- An overview one-page document to make connections to initial descriptors on each goal/standard.

www.ilclassroomsinaction.org/classroom-collaboration

- Classroom Collaboration Kit – Complete resource kit for educators to incorporate collaborative activities in the classroom. All items can be downloaded, or the kit can be purchased.

<http://www.ilclassroomsinaction.org/family-engagement.html>

These guides can assist educators to make social emotional connections to families and the community. Modeling SEL skills for parents and students in all areas of school.

- Family Engagement Action Guides (Spanish available)
- Family Engagement Systems Action Guides (Spanish Available)

Research and review of the Illinois Social Emotional Learning Standards

<https://www.isbe.net/Pages/Social-Emotional-Learning.aspx>

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge
 - Prerequisite relationships
 - Content pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child development
 - Learning process
 - Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom
 - To extend content knowledge
 - For students
- 1e Designing Coherent Instruction**
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with outcomes
 - Criteria and standards
 - Formative assessments
 - Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
 - Teacher interaction with students
 - Student interaction with students
- 2b Establishing a Culture for Learning**
 - Importance of content
 - Expectations for learning and behavior
 - Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups
 - Transitions
 - Materials and supplies
 - Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations
 - Monitoring behavior
 - Response to misbehavior
- 2e Organizing Physical Space**
 - Safety and accessibility
 - Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
 - Accuracy
 - Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records
- 4c Communicating with Families**
 - About instructional program
 - About individual students
 - Engagement of families in instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues
 - Participation in school projects
 - Involvement in culture of professional inquiry
 - Service to school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct
 - Service to students
 - Advocacy
 - Decision-making
 - Compliance with school/district regulations

DOMAIN 3: Instruction

- 3a Communicating With Students**
 - Expectations for learning
 - Directions and procedures
 - Explanations of content
 - Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
 - Quality of questions
 - Discussion techniques
 - Student participation
- 3c Engaging Students in Learning**
 - Activities and assignments
 - Student groups
 - Instructional materials and resources
 - Structure and pacing
- 3d Using Assessment in Instruction**
 - Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment
 - Response to students
 - Persistence

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