Local student data (even common student emotions observed by teachers in math class) can be an excellent place to start for identifying student SEL targets. Here are some detailed steps from a Classrooms in Action ‘front line’ support of integrating social emotional standards benchmarks at the classroom level with Thornton Township Highschool division of Math and Business educators.

Local teacher teams discuss potential links between observed student needs within Math instruction (ongoing emotional or social student behaviors) and SEL benchmarks. For effective implementation, team focus on three to four prioritized benchmarks helps continually reinforce specific SEL benchmark targets throughout the year connected to multiple lessons and classroom behavioral expectations. With explicit SEL benchmark goals being continually reinforced, teams can then begin to brainstorm common strategies in support of student SEL skill practice.

Educators who continue use of this common language and goal approach, can continue SEL integration by co-creating a rubric for agreed upon student performance observation behaviors or artifacts which supports recording and tracking student progress.

### Early High School (Grades 9-10) SEL benchmarks

![Image hyperlinked to this free printable](Image)

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**Social Emotional Learning within Math Instruction**

<table>
<thead>
<tr>
<th>Teacher/Student Identified Need</th>
<th>SEL related benchmark</th>
<th>Strategies for support</th>
</tr>
</thead>
</table>
| Feeling frustrated in math performance (Math Practice #1) | SEL 1C.4a - Identify strategies to make use of resources and overcome obstacles to achieve goals. | • **3B4T Chart** (Brain, Browse, Buddy, Teacher)  
• **Beyond ‘I Can’t Do This’** strategies |
| Dialogue with peers in math work groups (Math Practice #3) | SEL 2A.4b - Use conversation skills to understand others’ feelings and perspectives | Supporting student discussions through use of **Classroom Collaboration Kit**. Order yours or print for use today! |
| Student Math Anxiety | SEL 1A.4a* - Analyze how thoughts and emotions affect decision making and responsible behavior. | **Reduction of Math Anxiety**  
• Teacher Language  
• Planning and study supports  
• Student mindfulness practice  
• PBIS or referral for supports |

* **SEL 1A.4a - Teacher/Student Observation Rubric**

<table>
<thead>
<tr>
<th>1 - Beginning</th>
<th>2 - Emerging</th>
<th>3 - Consistent</th>
<th>4 - Exemplar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely attempts to identify thoughts and feelings that disrupt math performance.</td>
<td>Student shows occasional ability to identify thoughts and feelings that disrupt math performance.</td>
<td>Student shows consistent ability to identify thoughts and feelings that disrupt math performance.</td>
<td>Student shows consistent ability to help self and others identify thoughts and feelings that disrupt math performance.</td>
</tr>
</tbody>
</table>