

**Social Emotional Learning
Innovation Configuration Map**

Competency	Beginning <i>I am...</i>	Approaching <i>I am...</i>	Meets Expectations <i>I am...</i>	Exceeds Expectations <i>I am...</i>
<p>Identity and Agency <i>Why: A student's identity and agency is essentially tied to their emotions, and the ability to regulate and recognize them.</i></p>	<p>Learning to recognize character strengths.</p> <p>Controlling processes of student work that does not allow them to experiment or use their individual strengths yet.</p> <p>Providing feedback, but not teaching students how to productively reflect on the feedback provided.</p>	<p>Using some generalized character strengths vocabulary connected to feedback.</p> <p>Providing multiple options or methods for some students to demonstrate their learning but not for all.</p> <p>Providing feedback, allowing some time to process, and encouraging students to ask questions about the feedback.</p>	<p>Providing productive feedback that is personally connected to individual student strengths, and supports the development of those strengths.</p> <p>Supporting student self-efficacy by creating learning opportunities where students can use their individual strengths to demonstrate their learning.</p> <p>Providing feedback, allowing process time, and using student reflection tools to help students process feedback in a more structured way.</p>	<p>Creating a classroom environment that uses the language of character strengths and values in every aspect of the class (students and teachers use this language every day).</p> <p>Creating classroom norms and procedures that honor curiosity and courage by supporting students in seeing value in the process of learning and practicing resilience.</p> <p>Providing students with tools for reflecting on feedback in a way that helps them to see the value in it.</p>
<p>Emotional Regulation <i>Why: Our school has recognized that emotions are key factors that influence both learning and behavior.</i></p>	<p>Learning about the different ways that students can recognize and manage their emotions within a classroom setting.</p>	<p>Implementing some strategies that help students recognize their emotional needs, but it is not done on a regular basis</p>	<p>Intentionally building students' knowledge of self and their awareness of the role that their emotions play in everything they do, including learning</p> <p>Teaching students how to identify, respond to and manage their own emotional states.</p> <p>Teaching students how to maintain and establish relationships</p>	<p>Practicing tools with students that allow them to independently monitor and control their emotions in such a way that they can responsibly and appropriately interact independently with peers and adults in a variety of settings.</p>

			Fostering habits of reflection, self-checking and response moderation	
<p>Cognitive Regulation <i>Why: Our school has identified students taking ownership for their learning as a growth area.</i></p>	<p>Gaining an understanding of how cognitive regulation fits in my classroom, but am not planning instruction to meet these needs.</p>	<p>Planning instruction to teach cognitive regulation skills.</p>	<p>Providing lessons and/or teaching skills and strategies to have students meet the following:</p> <ul style="list-style-type: none"> • set meaningful goals. • take steps with teacher guidance to evaluate their work and strategies to improve. • ask for help and support. 	<p>Teaching skills in a way that students are independently setting goals and choosing strategies to help them learn.</p>
<p>Social Skills <i>Why: Our school body has identified respect as a major problem within our school culture.</i></p>	<p>Understanding the importance of implementing prosocial skills in all environments within the school setting, but am not making it a priority within the school day.</p> <p>Not yet making a purposeful effort to create positive relationships between student to student and student to staff.</p>	<p>Randomly and intermittently implementing prosocial norms and procedures.</p> <p>Making efforts to create positive relationships with some, but not all, students.</p>	<p>Being intentional in promoting and maintaining student to student and student to staff relationships.</p> <p>Using various skills and strategies to promote positive relationships with all school members.</p>	<p>Teaching students how to independently meet the three prosocial norms for the school.</p> <ol style="list-style-type: none"> 1. Take care of yourself 2. Take care of each other 3. Take care of this place
<p>Public Spirit <i>Why: Our school has building goals tied to students learning about themselves and coaching students how to be respectful.</i></p>	<p>Understanding the importance of prompting students to learn about themselves within the school setting, but do not make it a priority within my school day.</p> <p>Not yet talking about or coaching students to develop public spirit through respect for self and others</p>	<p>Randomly and intermittently talking about or coaching students to develop public spirit through respect for self and others by understanding the ethical responsibilities within their classrooms and school.</p>	<p>Prompting students to learn about themselves, both who they are and who they want to become.</p> <p>Intentionally coaching students to develop public spirit through respect for self and others by understanding the ethical responsibilities within their classrooms and school.</p>	<p>Incorporating standards/learning targets into classroom content to facilitate learning around students to learn about themselves, both who they are and who they want to become.</p> <p>Intentionally coaching students to develop public spirit through respect for self</p>

	by understanding the ethical responsibilities within their classrooms and school.			and others by understanding the ethical responsibilities within their classrooms and school.
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