Teaching and Learning **Supports**

Middle **School**

Check us out on the web under Climate and Culture: Illinois Classrooms in **Action**

Social Emotional Learning within Math Instruction

Local student data (even common student integration by co-creating a rubric for agreed 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 Urbana grade level leaders, PBIS coaches, and student education advocates.

Local teacher teams can 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 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 reinforced continually, 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 upon student performance observation behaviors or artifacts which supports recording and tracking student progress.

Middle School (Grades 6-8) SEL benchmarks

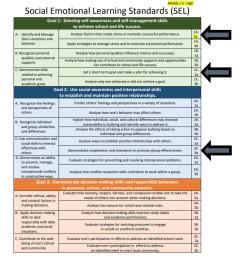


Image is hyperlinked to this free printable

Additional grade levels available at:

Identified Need	SEL related benchmark	Strategies for support
Feeling frustrated in math performance (Math Practice #1)	SEL 1A.3a - Analyze factors that create stress or motivate successful performance.	3B4T Chart (Brain, Browse, Buddy, Teacher) Beyond 'I Can't Do This' strategies
Dialogue with peers in math work groups (Math Practice #3)	SEL 2C.3b - Demonstrate co- operation and teamwork to promote group effectiveness.	Supporting student discussions through use of <u>Classroom</u> <u>Collaboration Kit</u> . Order yours or print for use today!
Student Math Anxiety	SEL 1A.3a* - Apply strategies to manage stress and to motivate successful performance.	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 1 - Beginning 2 - Emerging 3 - Consistent 4 - Exemplar Student shows Student shows Student shows consistent Student rarely applies provided strategies to occasional ability to consistent ability to ability to help self and manage stress and to apply provided and/or apply provided and/or others apply provided and/ motivate successful pernew strategies to new strategies to or new strategies to formance. manage stress and to manage stress and to manage stress and to motivate successful motivate successful motivate successful performance. performance. performance.

