

At-a-Glance Crosswalk 1: The Five Social and Emotional Core Competencies (CASEL) and [CCT Rubric for Effective Teaching 2017](#) Alignment

Additional Resources:

[2013 CASEL Guide: Effective Social and Emotional Learning Programs, Preschool and Elementary Edition](#)

[2015 CASEL Guide: Effective Social and Emotional Learning Programs, Middle and High School Edition](#)

	The Five Social and Emotional Learning Core Competencies (CASEL, 2013)				
	Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision making
Domain 1 - Classroom Environment, Student Engagement and Commitment to Learning	Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:				
INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.					
INDICATOR 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.					
INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions.					
Domain 3 - Instruction for Active Learning	Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:				
INDICATOR 3a: Implementing instructional content for learning.					
INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.					
INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.					

At-a-Glance Crosswalk 2: SEL Teaching Practices (GTL) and [CCT Rubric for Effective Teaching 2017](#) Alignment

Additional Resource: [Teaching the Whole Child \(GTL, 2014\)](#)

SEL Teaching Practices (GTL)	CCT Rubric for Effective Teaching 2017 Indicators
Student-Centered Discipline	INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. INDICATOR 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
Teacher Language	INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
Responsibility and Choice	INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions.
Warmth and Support (Teacher and Peer)	INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.
Cooperative Learning	INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
Classroom Discussions	INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
Self-Reflection and Self-Assessment	INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.
Balanced Instruction	INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

Academic Press and Expectations	INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
Competence Building – Modeling, Practicing, Feedback, Coaching	INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.