



Get Ready to Learn about the Habits K-12!



Welcome
Leaders and Educators
Thank you for all that you do.

January 2024

Connecticut State Department of Education





Introductions



CSDE Staff



Chlo-Anne Bobrowski, MSN, RN
Education Manager
CT State Department of Education-
Office of Student and Organizational
Effectiveness



Kimberly Traverso, LPC
Program Manager/Consultant
CT State Department of
Education-Office of Student and
Organizational Effectiveness



Joanne R. White, Ph.D.
K-12 Literacy/English Language Arts
Education Consultant
CT State Department of Education-
Office of Academics

Region 2 CC Staff



Prudence Minton, Ed.D
Professional Learning Designer
and Coach
WestEd



Diana Wogan
Project Director
Education Development
Center



Richard Fournier, Ed.D
Senior Project Director
Education Development Center





Welcome!



Zoom Poll Question:

In starting a new year, which phrase resonates with you?

- A. Navigating the peaks of possibilities, much like an explorer embracing new accomplishments.
- A. Orchestrating a symphony, like a conductor harmonizing notes for a beautiful year.
- A. Tending to the gardens of the new year, like a farmer nurturing a harvest of delightful moments.





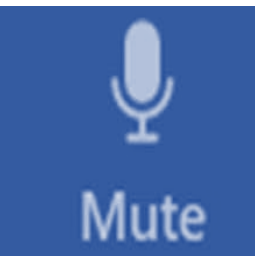
Interacting with our Zoom Webinar



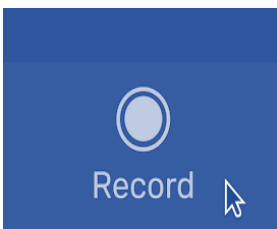
In the chat, please share your name, role, and organization.



To ask a question of our presenter open the Q&A panel and type your question and we will answer your question towards the end of the presentation.



Please make sure you are on mute during the presentation.



Please know the webinar is being recorded.



Overview



Chlo-Anne Bobrowski, MSN, RN





Presentation Outcomes



- Gain knowledge regarding the Commissioner's audacious goal.
- Understand the steps and procedures to developing the Components of Social, Emotional, and Intellectual Habits K-12 (Habits).
- Contextual knowledge on the what, why and how for social-emotional learning in Connecticut.
- Understand the core features and the purpose of the Habits.
- Gain resources to support the work in schools.



Commissioner's "Big Audacious Goal"



Supporting Social/ Emotional/Behavioral Health

- To ensure all school buildings have the resources they need to provide comprehensive behavioral health support to students and staff.
- Behavioral Health Pilot 7 districts aim to create a scalable and sustainable system of coordinated care.
- Continuing to provide social-emotional learning support to districts, including an assessment tool and professional development at no cost.



The Journey to Getting Here



- Partnership with R2CC
- Public Act 21-95
- The development process with experts in the field
- The vetting process with experts in the field
- National expert review by Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Approval by the CT State Board of Education





Statewide SEL Landscape



Kimberly S. Traverso, LPC





Mission Possible



The What?

Defining

The Why?

Evidence-Based Research

The How?

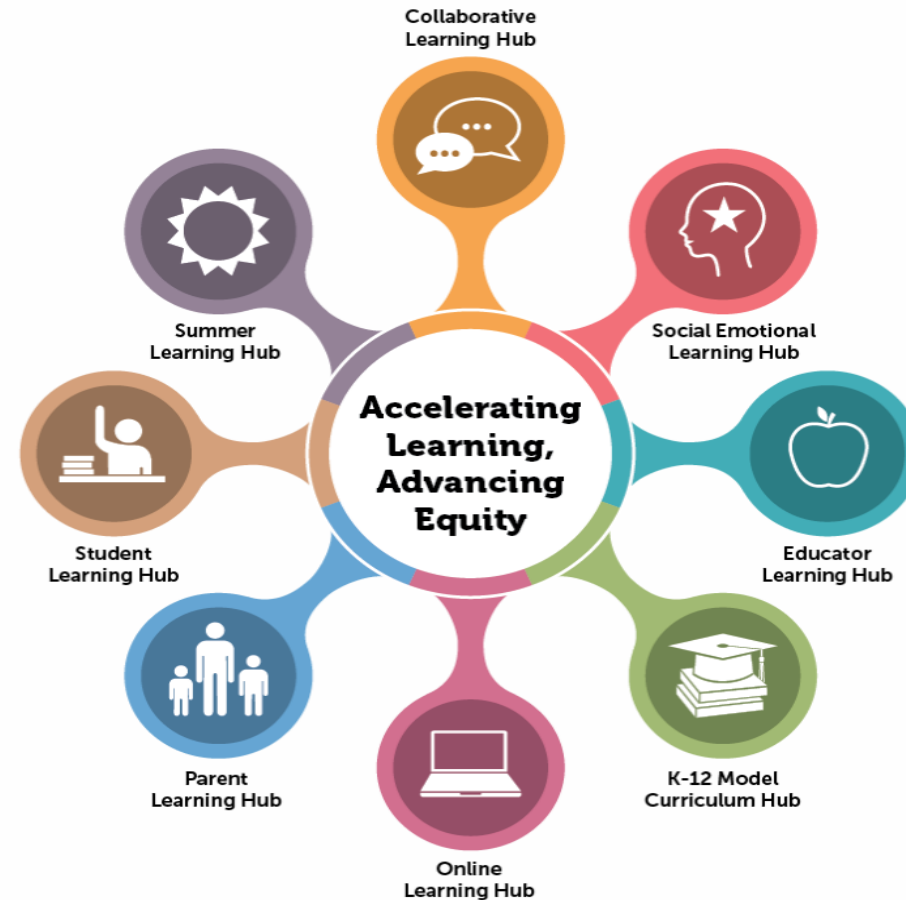
Implementation and Practices



What is Social-Emotional Learning (SEL)?



[Social-Emotional-Learning-Hub](#)





The What: Connecticut's Definition for SEL



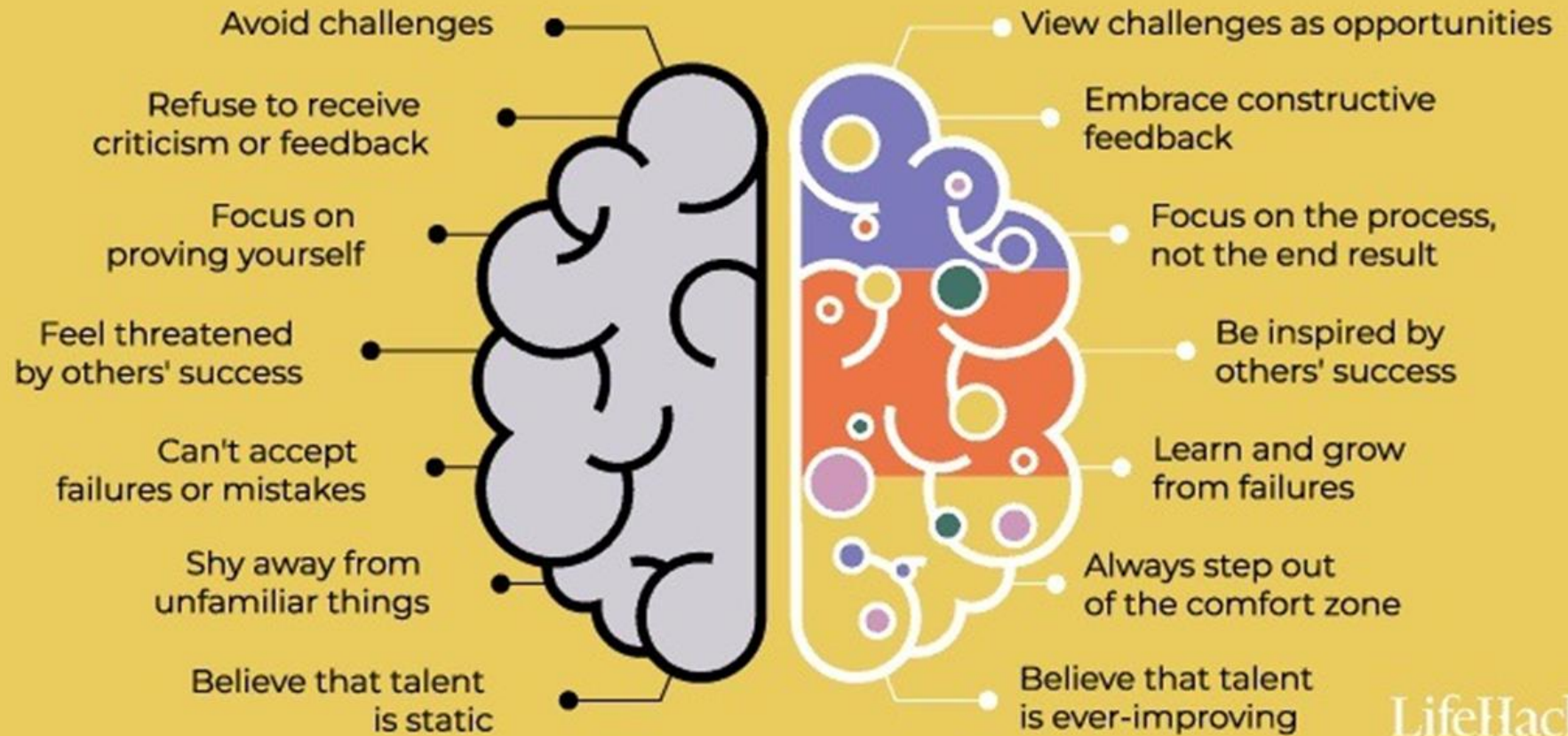
Social and emotional learning is the process through which children and adults achieve emotional intelligence through *self-awareness, self-management, social awareness, relationship skills and responsible decision-making.*



Why SEL?

Carol Dweck, Ph.D.

Fixed Mindset vs Growth Mindset



LifeHack



Why: National Research-Benefits



Improvements

- Improved outcomes for Post-Secondary
- Improved attitudes about self, others, and school
- Increase academic engagement and performance
- Positive classroom behavior

Declines

- Decrease in discipline issues
- Decrease in absenteeism
- Decrease in emotional stress

...and adults benefit too

Educators who possess social and emotional competencies stay in the classroom longer—less burnout.



The Why: World Economic Forum 2022



Top 10 job skills for 2022 and on

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence and agility
7. Judgment and decision-making
8. Service orientation
9. Negotiation
10. Cognitive flexibility



How: Entry Points Implementing SEL



State-Level Priorities on SEL



Scale-up SEL based on statewide findings provided by districts to improving student academic and behavior outcome.



Intensify tier one supports based on feedback from districts, including the development of Habits 4-12.



Bolster TA and coaching on using the Devereux Student Strengths Assessment (DESSA) System and integration into implementation practices.



Example-Making Connections with Greetings at the Door



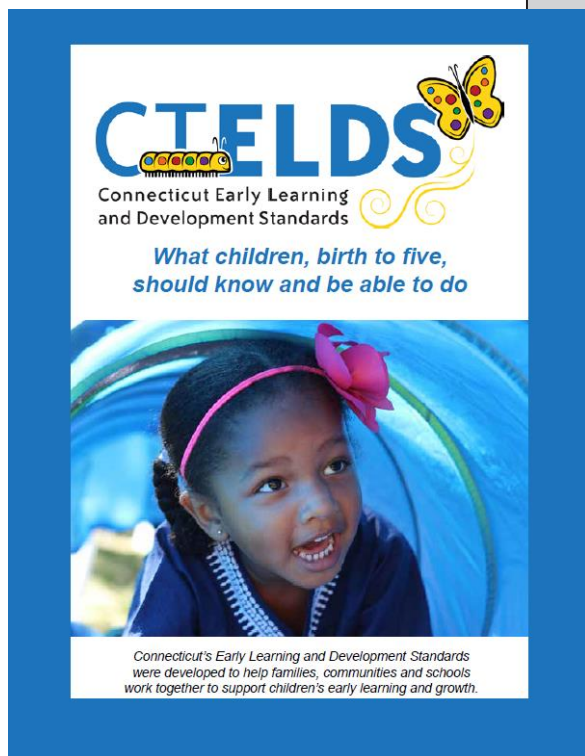


Cultivating the Habits K-12 During Instruction





Social Emotional Intellectual Habits K-3 (Habits) Background



**Components of Social, Emotional,
and Intellectual Habits:
Kindergarten through Grade 3**

CSDE CONNECTICUT STATE DEPARTMENT OF EDUCATION

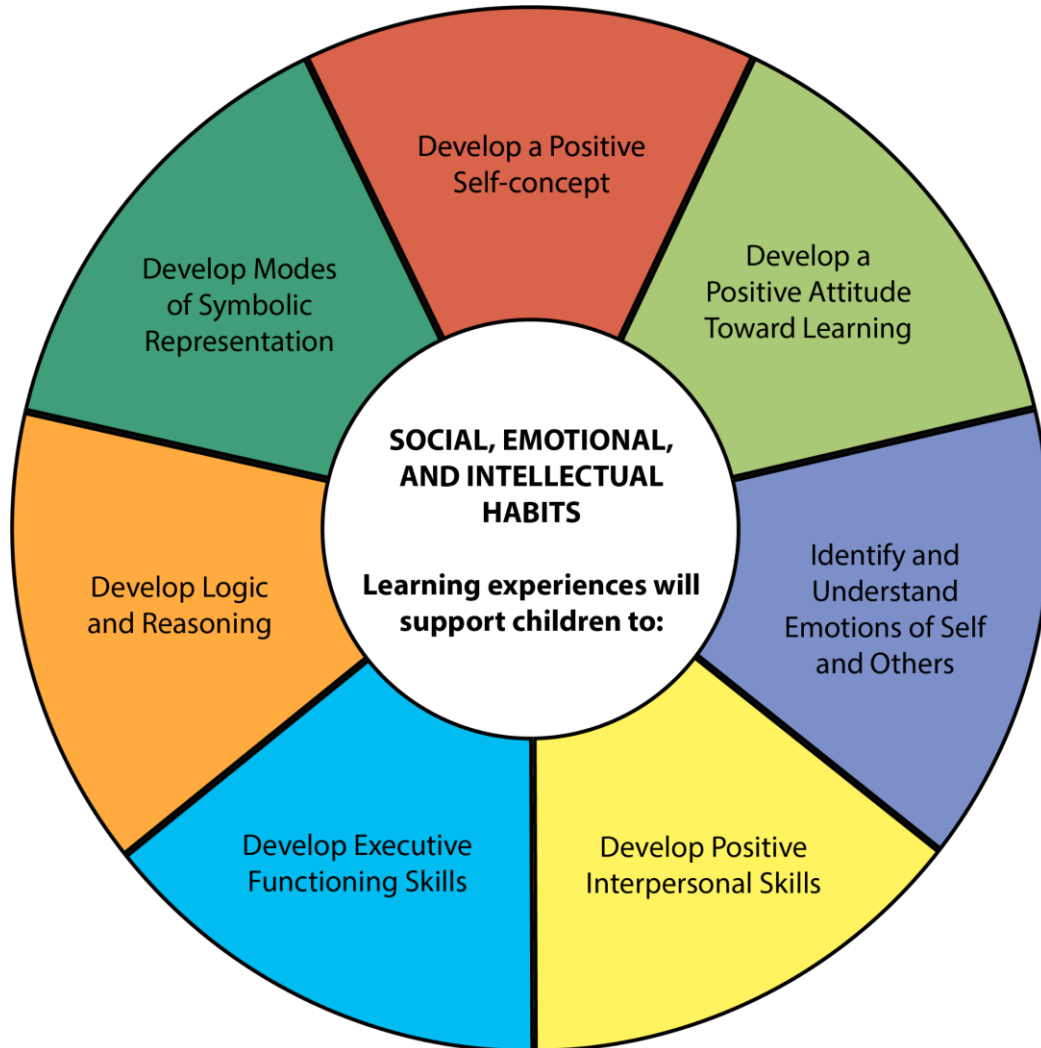


Definition of the Components of Social, Emotional, and Intellectual Habits K-12 (Habits)



- The Habits document represents the knowledge, skills, and dispositions that form an essential blueprint for social-emotional habits and academic success.
- The document provides a model for districts and schools to integrate social and emotional habits into academic content areas so that students will learn and model essential personal life habits.
- The Habits are vital in K-12 education and contribute to the whole-child success across the lifespan.

What are the Habits?



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Components of Social, Emotional, and Intellectual Habits (The Habits): Kindergarten through Grade 12

Area of Development (AOD)	Learning Progression
AOD 1: Develop a positive self-concept The way someone thinks about, evaluates, or perceives oneself, to be aware of oneself, and aware of one's place in the community.	The subject or individual sub-strand of critical psychosocial attitudes in an Area of Development, a set of interrelated categories of critical skills.
AOD 2: Develop a positive attitude toward learning The ability to be grateful and cheerful and maintain a growth mindset, to approach one's circumstances with optimism and enthusiasm.	
AOD 3: Identify and understand emotions of self and others The ability to recognize and label emotions in oneself and others (emotion knowledge), express one's feelings in continually appropriate ways (emotion expression).	
AOD 4: Develop positive interpersonal relationships A developed attitude enabling a person to carry on effective interactions with others, such as the ability to communicate thoughts and feelings, or to assume appropriate social responsibilities.	
AOD 5: Develop executive functioning skills The mental processes required to focus, plan, and control behavioral responses in service of a goal.*	
AOD 6: Develop logic and reasoning The ability to recognize and use multiple perspectives and approaches (e.g., negotiate the pros and cons of ideas, and solutions, analyze options using if-then rationale, and recognize cause-effect relationships) to explore, negotiate, and analyze options.*	
AOD 7: Develop modes of symbolic representation A method of communicating that entails an expression of meaning using systems such as visual symbols, objects, words, logic, collage, cartoons, among others, to express meaning.	

* Harvard Graduate School of Education | The Connecticut State Department of Education is an affirmative action



Why is it Important to Integrate the Habits with Academics?



- Educators' personal SEL skill level is key.
- Educators who developed SEL skills not only improved their well-being but also improved the academic learning and social-emotional development of their students (Flook et al., 2013).
- Educators who were mandated to teach SEL but didn't cultivate their own SEL practice worsened their students' SEL skills (Hagelskamp, Brackett, Rivers & Salovey, 2013).
- Teachers who prioritize SEL skills are more likely to cultivate functional learning environments (Srinivasan, 2019).



Core Features of the Habits



Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 12

16

Components of Social, Emotional, and Intellectual Habits		Late Elementary	Middle School	High School
Area of Development Learning experiences will support students to:	Learning Progression	Indicators: These are evident, for example, when students:		
Develop Logic and Reasoning Definition: The ability to recognize and use multiple perspectives and approaches (e.g., negotiate the pros and cons of ideas and solutions, analyze options using if-then rationale, and recognize cause-effect relationships) to explore, negotiate, and analyze options (Harvard Graduate School of Education)	Critical and analytical thinking	Demonstrate a personal understanding of problems by asking questions to better understand material and information	Understand how a hypothesis helps in the critical thinking process and begin to develop an informed hypothesis for problems in the learning environment	Engage in constructive discussion or intellectual argument by supporting one's opinion/hypothesis giving and receiving constructive feedback
	Applying known information to new experiences	Apply new strategies based on lessons learned from feedback	Integrate prior experience and knowledge of outcomes to inform decisions	Evaluate and revise prior understandings through new experiences; seek connections to inform future decisions
	Reasoning and problem solving	Consider multiple strategies and use different methods to check answers to solve problems	Identify and ask systematic questions that clarify various points of view and lead to an informed solution	Identify problems, analyze situations, decide on solutions, and reflect upon and evaluate the process
		Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective	Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective or solution	Explain one's thinking when solving problems and making decisions and respond effectively to others' thinking
		Demonstrate the ability to respect the rights of self and others when resolving problems		



Cultivating the Habits K-12 During Instruction: ELA Model Curriculum - Grade 8; Unit 1

(<https://goopenct.org/>)



The Making of a Good Story: Creating Voice and Mood

Unit Overview - As students analyze a text's craft and structure, they will need to consider how various points of view and perspectives of the characters and the audience function together to create effects such as suspense and humor. Students will work together in collaborative groups or partnerships to establish routines and structures within the English Language Arts classroom for literary analysis, collaborative discussions, the critique and comprehension of texts, and extended thinking.

Priority Standards: RL.8.3; RL.8.6; W.8.3.c; W.8.3.d; SL.8.1.c; L.8.1.d; L.8.4.b



Cultivating the Habits K-12 During Instruction: ELA Model Curriculum - Grade 8; Unit 1 (Comprehension and Collaboration)



CT Core Standards

RL.8.3; RL.8.6; W.8.3.c;
W.8.3.d; SL.8.1.c; L.8.1.d;
L.8.4.b

“Unwrapped” Learning Standards

- Teachable Concepts
- What Students Are To Do

Associated
Social,
Emotional, and
Intellectual Habits



Cultivating the Habits K-12 During Instruction: ELA Model Curriculum - Grade 8; Unit 1 (Comprehension and Collaboration)



- Communication skills within the English Language Arts classroom (and beyond) help students to work together and orally rehearse ideas as they critique and comprehend complex texts.
- Students must be taught how to pose questions that connect each other's ideas in structured dialogue, and discourse, with evidence, observations, and ideas from text or real-world examples.
- Students should have opportunities to practice working in partnerships and groups to enhance these discussion skills, invite new ideas, and connect them to texts or ideas that have already been introduced to or by others.

Area of Development Learning experiences will support students to:	Learning Progression	Late Elementary	Middle School	High School
<p>Develop a Positive Self-concept</p> <p>Definition: The way someone thinks about, evaluates, or perceives oneself; to be aware of oneself; and aware of one's place in the community.</p>	<p>Self-awareness</p>	<p>Acknowledges challenges and behaviors and is able to identify and use voice to advocate for self and others</p>	<p>Understand, express, explain, and reflect on challenges faced and be aware that behaviors can influence decisions, and impact learning (while continuing to identify and use voice to advocate for self and others)</p>	<p>Identify the skills and assets needed for adulthood and be able to examine strengths and growth opportunities necessary for social-emotional, academic learning, and employability skills</p>
		<p>Understand that emotions may vary based on the situation, including people and places in school and the community while identifying healthy ways to advocate for self</p>	<p>Understand that all emotions are valid, even if others feel differently in that environment</p>	<p>Understand the ways emotions impact social, family, and community environments while developing and maintaining a coherent sense of self</p>
		<p>Recognize how one's interactions with a trusted adult or peer can provide social or emotional support or assistance for self</p>	<p>Know when to utilize a trusted adult or peer when help is needed, socially or emotionally</p>	<p>Apply support from trusted adults, peers, and other resources that provide social, emotional, or health-related support</p>
		<p>Understand one's personal values, attitudes, and beliefs</p>	<p>Understand the values that are part of one's own culture and the benefits these values bring.</p>	<p>Identify how personal values, attitudes, and beliefs affect interactions with others; understand and evaluate problems in the community, and identify how one's actions lead to success or challenges</p>
	<p>Sense of self as competent and capable</p>	<p>Identify a range of tasks and address challenges while expressing a positive attitude toward self</p>	<p>Manage tasks and challenges, while reframing negative thoughts and engaging in positive self talk</p>	<p>Set short-term, post-secondary and life goals with confidence in the ability to be successful while positively addressing challenges</p>
		<p>Acknowledges and welcomes constructive feedback from others that addresses challenges and builds resilience, and identifies strengths and areas for growth</p>	<p>Accepts constructive feedback, reflects and understand personal choices and sense of agency to develop and implement a plan of action that addresses challenges despite difficulties, mistakes, delays, or failure with persistence and resilience while understanding strengths and areas for growth</p>	<p>Reflect on feedback, actions and address personal challenges, and build on individual strengths over time and with persistence and resiliency while enhancing strengths and areas for growth</p>
	<p>Courageously explore new knowledge independently and inter-dependently</p>	<p>Recognize the importance of working independently and interdependently</p>	<p>Demonstrate confidence to work independently and interdependently and explore new learning</p>	<p>Demonstrate self-directed learning and the importance of taking responsibility for independent and interdependently thinking and learning</p>
		<p>Identify skill sets and ways to advocate for academic, personal and emotional support respectfully to work towards resiliency</p>	<p>Demonstrate self-advocacy skills with self-reflection academically, personally, and behaviorally and be able to adapt in the face of adversity</p>	<p>Demonstrate self-advocacy in context-specific situations and be able to maneuver through difficult situations and resolve issues</p>



Area of Development: Develop a Positive Self-concept



Learning Progression: Sense of self as competent and capable

Indicators:

- Manage tasks and challenges, while reframing negative thoughts and engaging in positive self talk
- Accepts constructive feedback, reflects and understands personal choices, and sense of agency to develop and implement a plan of action that addresses challenges despite difficulties, mistakes, delays, or failure with persistence and resilience while understanding strengths and areas for growth

Learning Progression: Courageously explore new knowledge independently and interdependently

Indicators:

- Demonstrate confidence to work independently and interdependently and explore new learning
- Demonstrate self-advocacy skills with self-reflection academically, personally, and behaviorally and be able to adapt in the face of adversity

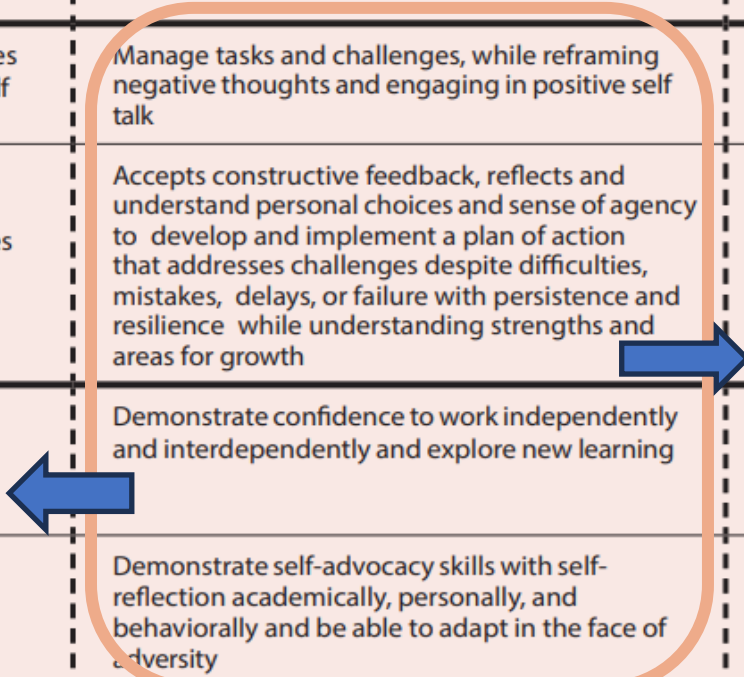
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		Understand that emotions may vary based on the situation, including people and places in school and the community while identifying healthy ways to advocate for self	Understand that all emotions are valid, even if others feel differently in that environment	Understand the ways emotions impact social, family, and community environments while developing and maintaining a coherent sense of self
		Recognize how one's interactions with a trusted adult or peer can provide social or emotional support or assistance for self	Know when to utilize a trusted adult or peer when help is needed, socially or emotionally	Apply support from trusted adults, peers, and other resources that provide social, emotional, or health-related support
		Understand one's personal values, attitudes, and beliefs	Understand the values that are part of one's own culture and the benefits these values bring.	Identify how personal values, attitudes, and beliefs affect interactions with others; understand and evaluate problems in the community, and identify how one's actions lead to success or challenges
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Develop a Positive Self-concept

Definition: The way someone thinks about, evaluates, or perceives oneself; to be aware of oneself; and aware of one's place in the community.

Sense of self as competent and capable

Courageously explore new knowledge independently and inter-dependently





Resources



Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 12

Updated April 2023

CSDE CONNECTICUT STATE DEPARTMENT OF EDUCATION

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Components of Social, Emotional, and Intellectual Habits (The Habits): Kindergarten through Grade 12

Area of Development (AOD)	Learning Progression
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<p>AOD 2: Develop a positive attitude toward learning The ability to be grateful and cheerful and maintain a growth mindset, to approach one's circumstances with optimism and enthusiasm.</p>	<ul style="list-style-type: none"> Sense of self as a learner Curiosity and initiative Cooperation during learning experiences
<p>AOD 3: Identify and understand emotions of self and others The ability to recognize and label emotions in oneself and others (emotion knowledge), express one's feelings in contextually appropriate ways (emotion expression).</p>	<ul style="list-style-type: none"> Identifying and understanding emotions Emotional awareness Empathy
<p>AOD 4: Develop positive interpersonal relationships A developed aptitude enabling a person to carry on effective interactions and relationships with others, such as the ability to communicate thoughts and feelings, or to assume appropriate social responsibilities.</p>	<ul style="list-style-type: none"> Social awareness and interpersonal skills Responsible decision-making in social problem-solving Conflict resolution
<p>AOD 5: Develop executive functioning skills The mental processes required to focus, plan, and control behavioral responses in service of a goal.*</p>	<ul style="list-style-type: none"> Working memory and metacognition Cognitive flexibility Self-regulation of impulses and emotional reaction Managing attention and behavior
<p>AOD 6: Develop logic and reasoning The ability to recognize and use multiple perspectives and approaches (e.g., negotiate the pros and cons of ideas and solutions, analyze options using if-then rationale, and recognize cause-effect relationships) to explore, negotiate, and analyze options.*</p>	<ul style="list-style-type: none"> Critical and analytical thinking Applying known information to new experiences Reasoning and problem solving
<p>AOD 7: Develop modes of symbolic representation A method of communicating that entails an expression of meaning using options such as visual analogy, sketch, movie, logo, collage, cartoon, among others, to express meaning.</p>	<ul style="list-style-type: none"> Conceptual models of representation Play or symbolic play Applying conceptual models to real-life situations



Resources



Components of Social, Emotional, and Intellectual Habits (The Habits): Kindergarten through Grade 12

FOR LEADERSHIP

What are the Habits?

The Habits provide the progression of knowledge, skills, and dispositions that form an essential blueprint for college and career readiness and equip every child with the knowledge and skills necessary to succeed in college, careers, and civic life. The document serves as a guide for use by districts and schools to integrate social and emotional habits into academic content areas so that students will learn and model essential personal life habits.

Why are the Habits Important?

The beneficial outcomes of implementing social-emotional learning (SEL) are extensive and well-researched. Improved academic performance and postsecondary success, healthy social relationships, decision-making abilities, problem-solving skills, and a better understanding of self are beneficial outcomes for students.

Components of Social, Emotional and Intellectual Habits are vital in K-12 education and contribute to whole-child success across the life span.



By articulating these important indicators of the Habit's developmental milestones and focusing on the progression of learning and development over time, schools will be better prepared to intentionally support students in gaining these critical skills.

By understanding and applying social, emotional, and intellectual habits, students effectively negotiate daily tasks and challenges and set the stage for all future learning, promoting intrapersonal, interpersonal, and cognitive competence.

The Benefits

- Postsecondary and career readiness
- Positive classroom behavior
- Less teacher burnout and teachers stay in the classroom longer
- Increased academic engagement & performance
- Improved attitudes about self, others, and school
- Decrease in emotional stress



Components of Social, Emotional, and Intellectual Habits (The Habits): Kindergarten through Grade 12

FOR EDUCATORS

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Components of Social, Emotional, and Intellectual Habits (The Habits): Kindergarten through Grade 12

FOR FAMILIES

What are the Habits?

All students deserve high-quality, engaging, and comprehensive instruction that addresses their social, emotional, and academic needs in a safe and supportive environment. The Habits provide a roadmap to teach the whole learner and provide the knowledge and skills that help them prepare to be college and career ready. These essential skills help Connecticut students reach their fullest potential, to flourish and thrive.

Why are the Habits Important?

Most importantly, it should be emphasized that the purpose of the Habits is to identify students' strengths and instructional needs so that families and teachers can work together to help students learn social-emotional skills that are essential to school and life.

Components of the Habits are vital in K-12 education and contribute to whole-child success across the life span.



By understanding and applying the Habits, students effectively negotiate daily tasks and challenges and set the stage for all future learning, promoting intrapersonal, interpersonal, and cognitive development.

The Benefits

- Postsecondary and career readiness
- Making good decisions
- Persisting at challenging tasks
- Increased academic engagement & performance
- Improved attitudes about self, others, and school
- Working well in groups





Resources



16 WAYS CSDE is Supporting Social-Emotional Learning and Behavioral & Mental Health

7 WAYS CSDE is Leading Social-Emotional Learning

- A Statewide Behavioral Health Landscape Scan & Focus Group** conducted in Summer '21 CSDE with a snapshot of emerging trends, concerns, and work taking place in schools for health services. Afterwards, select districts representing various demographics joined a discussion, where CSDE discussed and documented collective challenges regarding behavioral health services, where CSDE discussed and documented collective challenges regarding behavioral health services, where CSDE discussed and documented collective challenges regarding behavioral health services.
- The Behavioral Health Pilot** currently underway in 6 districts aims to create a scale up behavioral and mental health support systems; long-term financial support; to create coaching on evidence-based practices for behavioral health; and coordinated referrals.
- A Statewide Social-Emotional Learning (SEL) Landscape Scan** conducted in health supports and services to students and staff. CSDE identified districts of interest to participate in a pilot program to implement targeted supports based on needs identified in the landscape survey and focus group discussions.
- A Statewide Social-Emotional Learning (SEL) Landscape Scan** conducted in health supports and services to students and staff. CSDE identified districts of interest to participate in a pilot program to implement targeted supports based on needs identified in the landscape survey and focus group discussions.
- The Devereux Student Strengths Assessment (DESSA) System** is a strength-based assessment of behaviors related to social-emotional well-being that help in identifying interventions and supports, including documenting progress over time and outcomes. Additionally, there is a supplemental assessment to target specific areas of need for individual students based on results of the primary assessment. Recruitment for upcoming cohorts of districts will begin in the spring of 2021.
- Conducted a Statewide SEL Landscape Scan:** The CSDE surveyed districts to provide a snapshot of the great work that is already taking place in districts and identify emerging concerns and trends related to SEL for K-12 students across the state. The scan will be the first step in providing a systematic collection of data for the CSDE to provide a system of supports with partners to supplement districts' existing efforts and share best practices and successes.
- Developed the Components of Social, Emotional, and Intellectual Habits:** Kindergarten through Grade 3. The CSDE developed the *Habits* to provide a model for districts to integrate social-emotional content into lessons so that students will learn, practice, and model essential personal life habits that will contribute to their academic and personal success. The Department is developing the Components of Social, Emotional, and Intellectual Habits: Grades 4 through 12 that will be available later this school year.
- Providing Flexibilities for Educator Evaluations:** The CSDE is providing flexibilities within the educator evaluation and support system for the 2020-21 school year. *Flexibilities for Implementing the Guidelines for Educator Evaluation 2017 for the 2020-2021 School Year*, reflect the critical importance of SEL and the well-being of students and educators during this unprecedented academic year. Additional resources and guidance for the 2020-21 school year can be found at: [Educator Evaluation Implementation, Recommendations and Resources](#).
- Designed the CT Learning Hub:** The CSDE designed the *CT Learning Hub* as a platform to offer educators, students, families, and communities various educational resources to accelerate learning and advance equity. The *Social-Emotional Learning Hub* provides on-demand resources to inform, educate, and develop compassionate learning spaces that provide for social-emotional well-being.
- Hosting Webinars and Resources for School Staff and Families:** The CSDE continues to host an array of pandemic support personnel in addressing social-emotional difficulties that have arisen during the pandemic. Webinars focus on students' as well as families' social-emotional well-being, but also engage attendees in discussions on remote learning, special education, and early childhood.
- Collaborating with State Agencies, Statewide Partners, and Communities:** The CSDE continues the strong collaborations with child-serving state agencies and partners, behavioral health providers, community-based organizations, and families to leverage resources and develop innovative solutions and professional development to support students' social-emotional well-being.



Healthy Schools Start with Healthy Strategies to Support Educator Well-Being

Understanding the Issue

Helping students maintain a sense of safety and connection during the COVID-19 pandemic is shaped by the adults in their lives utilizing their own personal skills and strategies for navigating stressful circumstances. Equipping educators with realistic self-care strategies is essential to student wellness and to the well-being of the overall school community, particularly during a time of isolation due to school closures and social distancing restrictions. Put simply, educators first need to take care of themselves before they can effectively help their students.

The Ripple Effects of Wellness

Individual wellbeing and self-care are central to healthy relationships with students and families. Combined with strategies to maintain a strong community, this approach forms the foundation for healthy and resilient education systems. Well-being is interdependent; success in one depends on success in each of the other.

Supporting Individual Wellbeing

Unpacking the science of stress, on the brain and the nervous system that conveys a lack of safety. This abilities. Everyone has unique & different individuals maintain

>> [This video provides](#)



Care for the Caregivers: Wellness Strategies for Student Support Service Providers

June 2020

Understanding the Issue

In order to help our students do their best despite the challenges of the COVID-19 pandemic, we need to ensure that student support service providers have the personal skills, resources, and strategies to navigate stressful circumstances.

During this time of pervasive stress, loss, and grief, the ability to recognize signs of trauma in oneself and in others is critical. In addition to individual personal stressors, student support service providers are at a heightened exposure to secondary trauma—which, in the current pandemic, might range from grief of losing a loved one or supporting families who are struggling with financial strain—in their work with others, compounding the stressors on one's own wellness.

The Ripple Effects of Wellness

Individual well-being and self-care are central to modeling healthy relationships for students and families. The following sections provide wellness strategies for student support service providers, based on the understanding that their own wellbeing affects students, families, and the broader school community.

Supporting Individual Wellbeing and Self-Care

Changes in daily routines, the inability to maintain in-person social connections, or limitations to their regular physical activities may result in dysregulation for both children and adults.

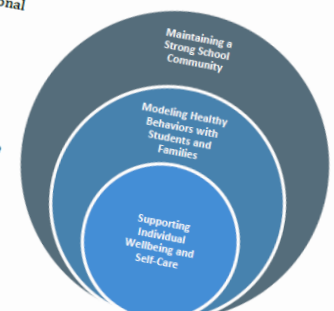


Figure 1. The Ripple Effects of Wellness



Resources



[The CSDE Social-Emotional Webpage](#)

- [Give and get activity](#)
- [Effective Social and Emotional Practices-Preschool and Elementary](#)
- [Effective Social and Emotional Practices-Middle and High](#)
- [Connecticut's Evidence-Based Practice Guide on Student/Family/Community Engagement](#)
- [Connecticut's Evidence-Based Practice Guide on School Climate](#)
- [Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 12](#)
- [7 Ways CSDE is Leading Social-Emotional Learning](#)
- [16 Ways CSDE is Supporting Social-Emotional Learning and Behavioral & Mental Health](#)



Questions and Answers





We want to hear from you!



Please complete the quick survey (3 min!)

...this feedback is important for us to support you!

Link is in the chat!

