Academic Social and Emotional Learning (SEL) and Mathematics Curriculum Materials

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The purpose of the tool is to determine if your mathematics instructional materials support students' understanding and application of widely accepted social and emotional learning (SEL) competencies. It is important to note that such supports within mathematics instructional materials are not sufficient for comprehensive understanding and applications of SEL competencies. Students also need direct instruction in each of the SEL competencies, and teachers need specific training in the SEL competencies and how to incorporate them into daily instructional practice.

From the Aspen Institute's National Commission on Social, Emotional, and Academic Development research brief, students need:

1. Explicit instruction in understanding and applying social-emotional skills/competencies;
2. Opportunities to practice these skills/competencies embedded into academic instruction; and
3. A learning environment that models safety, respect, and purpose so that students can invest their whole selves in learning.

Guiding questions:

- Do the **instructional materials** promote student engagement in the SEL competencies and the application of the Standards for Mathematical Practice (SMP) in ways that connect to the academic SEL competencies?
- Do the **educator supports** explicitly describe ways to engage students in the SEL competencies and the SMP in ways that connect to the SEL competencies?

	The instructional materials routinely	The educator supports routinely
SELF-AWARENESS	Prompt students to make sense of problems by restating the problem or re-representing the problem. (SMP.1) ☐ *No evidence found* | Evidence:	Cue educators to encourage restating or re-representing the problem. (SMP.1) ☐ *No evidence found* | Evidence:
	Regularly prompt students to reflect on their thoughts, strengths, and feelings during and/or after learning experiences. (SMP.1, SMP.4) ☐ *No evidence found* | Evidence:	Provide teachers with appropriate suggestions for promoting students' self-reflection and self-awareness of thoughts, strengths, and feelings. (SMP.1, SMP.4) ☐ *No evidence found* | Evidence:
	Prompt students to relate the mathematics topics to their personal interests or community. (SMP.1) ☐ *No evidence found* | Evidence:	Prompt teachers to encourage students to relate the mathematics topics to their personal interests or community. ☐ *No evidence found* | Evidence:
	Prompt students to reflect on their personal or academic strengths as a learner or member of the learning community. ☐ *No evidence found* | Evidence:	Prompt teachers to encourage students to reflect on the ways in which they are contributing to the learning community. ☐ *No evidence found* | Evidence:
	Prompt students to reflect on availability of resources (e.g., tools, classmates, school personnel, family, community members). (SMP.5) ☐ *No evidence found* | Evidence:	Prompt teachers to ask students about the available resources (physical, electronic, and interpersonal)—what's available and how they are being used. (SMP.5) ☐ *No evidence found* | Evidence:

SELF-MANAGEMENT	The instructional materials routinely	The educator supports routinely
	Model and/or encourage students to think metacognitively; monitor and evaluate their progress during and/or after a problem-solving experience. (SMP.1, SMP.2, SMP.4) ☐ *No evidence found* | Evidence:	Prompt teachers to model and/or encourage students to think metacognitively; monitor and evaluate their progress during and/or after a problem-solving experience. ☐ *No evidence found* | Evidence:
	Model and/or encourage students to make sense of problems and consider available tools before jumping into a solution. (SMP.1, SMP.5) ☐ *No evidence found* | Evidence:	Prompt teachers to model and/or encourage students to make sense of problems and consider available tools before jumping into a solution. ☐ *No evidence found* | Evidence:
	Encourage persistence by acknowledging that feeling frustrated or challenged is an important part of the learning process. ☐ *No evidence found* | Evidence:	Remind teachers to encourage persistence by acknowledging that feeling frustrated or challenged is an important part of the learning process. ☐ *No evidence found* | Evidence:
	Encourage students to set goals for themselves and regularly reflect on those goals relative to routine assessments or other measures of progress. (SMP.4) ☐ *No evidence found* | Evidence:	Prompt teachers to encourage students to set goals for themselves and regularly reflect on those goals relative to routine assessments or other measures of progress. ☐ *No evidence found* | Evidence:
	Prompt students to communicate and justify their thinking. (SMP.3) ☐ *No evidence found* | Evidence:	Prompt teachers to encourage students to communicate and to justify their thinking. ☐ *No evidence found* | Evidence:
	Provide students with non-routine tasks that necessitate persistence. (SMP.1) ☐ *No evidence found* | Evidence:	Identify tasks that provide students with opportunities for persistence and provide suggestions for facilitating students through the challenge, rather than around it. ☐ *No evidence found* | Evidence:

SOCIAL AWARENESS

The instructional materials routinely	The educator supports routinely
Provide students with real-world scenarios that could promote perspective-taking and empathy. ☐ *No evidence found* | Evidence:	Prompt teachers to promote perspective-taking or empathy when working with real-world, problem-solving scenarios. ☐ *No evidence found* | Evidence:
Encourage students to engage with and understand the mathematical arguments of classmates and to compare and contrast approaches. (SMP.1, SMP.3) ☐ *No evidence found* | Evidence:	Prompt teachers to model and engage students in understanding the approaches and mathematical arguments of their classmates (e.g.. active listening, asking follow-up questions). ☐ *No evidence found* | Evidence:
Encourage students to consider the resources available to them in terms of tools and people. (SMP.5) ☐ *No evidence found* | Evidence:	Prompt teachers to provide a wide variety of tools from which students can choose and to allow students to choose one another as resources, when appropriate. ☐ *No evidence found* | Evidence:

RELATIONSHIP SKILLS

The instructional materials routinely	The educator supports routinely
Encourage students to listen or read the arguments of others, to decide whether they make sense, and to ask useful questions to clarify or improve the arguments. (SMP.3) ☐ *No evidence found* | Evidence:	Prompt teachers to encourage students to listen or read the arguments of others, to decide whether they make sense, and to ask useful questions to clarify or improve the arguments. ☐ *No evidence found* | Evidence:
Provide opportunities for students to precisely communicate their mathematical ideas to their peers. (SMP.6) ☐ *No evidence found* | Evidence:	Prompt teachers to model attending to precision and encourage students to attend to precision in their oral and written communication. ☐ *No evidence found* | Evidence:
Provide students with meaningful opportunities for group work. ☐ *No evidence found* | Evidence:	Encourage group work and provide suggestions for a variety of groupings (e.g., partners, small groups) to maximize student learning. ☐ *No evidence found* | Evidence:
Encourage students to reflect on the strengths of their group work and to provide one another feedback. ☐ *No evidence found* | Evidence:	Prompt teachers to have students reflect on the successes and challenges experienced during group work in order to improve collaboration and relationship skills. ☐ *No evidence found* | Evidence:

ADDITIONAL CONSIDERATIONS

The instructional materials routinely	The educator supports routinely
Can be adapted to be culturally responsive to the unique backgrounds of students. ☐ *No evidence found* | Evidence:	Prompt teachers to encourage students to connect what they are learning to their own community and everyday lives. ☐ *No evidence found* | Evidence:
Provide culturally relevant and diverse problem-solving scenarios. ☐ *No evidence found* | Evidence:	Prompt teachers to encourage students to connect a given problem-solving scenario to their own experience or to acknowledge and honor the observed differences. For example, banking contexts are common in mathematics problem-solving scenarios; however, many communities use exchange economies rather than institutional financial structures. ☐ *No evidence found* | Evidence:
Reflect diverse cultures, languages, histories, identities, and abilities, or encourage students to identify similarities and differences between their own culture and those presented in the resources. ☐ *No evidence found* | Evidence:	Prompt teachers to affirm students' cultural backgrounds and unique strengths, and ways of knowing and expressing themselves. ☐ *No evidence found* | Evidence:
Provide opportunities to incorporate **Equity-Based Mathematics Teaching**, as described by NCTM and other leading mathematics education organizations. ☐ *No evidence found* | Evidence:	Prompt teachers to apply equity-based mathematics teaching practices such as reflecting, noticing, and engaging in community. ☐ *No evidence found* | Evidence: