

# NORTH DAKOTA MULTI-TIER SYSTEM OF SUPPORTS

*Social and Emotional Learning (SEL) Goals &  
SEL Student-Friendly Scales*

Introduction

Grades K - 12

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# NDMTSS

North Dakota's Multi-Tier  
System of Supports

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# INTRODUCTION

NDMTSS extends sincere gratitude to the individuals and school districts that were involved in the process of developing the NDMTSS Social Emotional Learning (SEL) Goals. The NDMTSS SEL Goals Development Team began its work in August 2017 when various representatives (geographic locations, school enrollment, positions within education) from across North Dakota were invited to contribute to the creation of NDMTSS SEL Goals. The writing team convened in Jamestown, ND for a one day summit with the intended outcomes of; 1) **Understanding** the Collaborative for Academic Social and Emotional Learning (CASEL) core competencies of comprehensive social and emotional learning, 2) **Evaluating** established, free-standing social and emotional learning state standards & developmental benchmarks from across the country, and 3) **Developing** streamlined, free-standing social and emotional learning goals as a guide for ND K – 12 educators. The team then embarked upon an extensive revision process including submission of the learning goals to CASEL and the Center for Great Teachers and Leaders at the American Institute for Research (AIR) along with the NDMTSS Implementation Team and other ND organizations and entities.

A sub-committee reconvened in April 2018 in Minot, ND for a one day work session to develop corresponding proficiency scales using student-friendly language in the form of proficiency scales. A proficiency scale is a collection of learning goals organized into a progression of learning for the purpose of 1) Clarifying content and progressions in which educators can use to assist learners in attaining content knowledge and skills and 2) Providing learners a clear pathway for their learning along with an understanding for where they are along the pathway.

## *Purpose*

The NDMTSS SEL Goals provide ND school districts and educators a framework to guide quality explicit instruction of social and emotional learning skills to foster an engaging school climate for all students, guide selection of evidence-based programs and steer professional learning with regards to SEL in ND. The developed learning goals provide reasonable expectations for what ND students should know and be able to do by the end of each grade span. Collaboration within the classroom, school environment, homes and communities is essential for students to reach their fullest potential.

## *North Dakota Multi-Tiered System of Supports Alignment (NDMTSS)*

North Dakota's Multi-Tiered System of Supports (NDMTSS) is a framework to provide all students with the best opportunities to succeed academically, socially-emotionally, and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices. SEL improves academic and behavioral outcomes. It reduces opportunity gaps by incorporating equitable and inclusive solutions for all students. It is the set of skills that ties academics to behavior and allows students to excel in both areas. When discussing lagging skills for students, often we are referring to social and emotional skills. Finally, the "soft skills" that we refer to in choice readiness are found within social and emotional learning.

## *Social Emotional Learning Defined*

CASEL defines SEL as "The process through which children and adults acquire and effectively apply the knowledge, attitudes and skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." Socially and emotionally competent children and youth are self aware, socially aware, able to regulate their emotions, have good relationship skills, and demonstrate responsible decision making at home, school and in the community. (<https://casel.org/what-is-sel/>)

## NDMTSS SEL Goals Document Components

The NDMTSS SEL Goals were developed in alignment with CASEL's five core competencies: Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision-Making and have been organized according to grade span (K – 2, 3 – 5, 6 – 8, and 9 – 12). Additionally, each outcome corresponds with identified indicators of each core competency as per CASEL. Finally, e.g. means such as: some examples are provided for teachers. While reading this document, please note that examples given are "a way of doing things not the way of doing things" – Beth Rankley, Former Ben Franklin Principal and NDMTSS State Advisory Team Member.

### Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

IE	Identifying Emotions
ASP	Accurate Self-Perception
RS	Recognizing Strengths
SCSE	Self-Confidence & Self-Efficacy

### Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

EPT	Empathy & Perspective Taking
AD	Appreciating Diversity
RFO	Respect For Others
HS	Help Seeking



### Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

C	Communication
SE	Social Engagement
RB	Relationship Building
TW	Teamwork
CR	Conflict Resolution

### Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

IC	Impulse Control
SM	Stress Management
SD	Self-Discipline
S-M	Self-Motivation
GS	Goal Setting
OS	Organizational Skills

### Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.

IP	Identifying Problems
AS	Analyzing Situations
SP	Solving Problems
E&R	Evaluating & Reflecting
ER	Ethical Responsibility

## ND State Standards Crosswalk

Although, freestanding social and emotional standards do not currently exist, a listing of social and emotional standards that are currently embedded into ND DPI content standards can be found here – [https://tinyurl.com/NDPISEL\\_Crosswalk](https://tinyurl.com/NDPISEL_Crosswalk).



## NDMTSS SEL Student-Friendly Scales Document Components

The NDMTSS SEL Student-Friendly Scales were developed in alignment with the NDMTSS SEL Goals. A student-friendly scale was developed for each of CASEL's five core competencies; Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision-Making and have been organized according to grade span (K - 2, 3 - 5, 6 - 8, and 9 - 12).

NDMTSS SEL Student-Friendly Scales <b>Self-Awareness</b> Grades K-2		
<p><b>4 = Advanced</b> More Complex Learning Goal: <i>Goes above and beyond the knowledge and skills identified in the NDMTSS SEL Learning Goals</i></p>	<b>4</b>	I can also understand that my emotions and thoughts affect my behavior.
<p><b>3 = Proficient</b> Target Learning Goals: <i>At the level identified in the NDMTSS SEL Learning Goals</i></p>	<b>3</b>	<ul style="list-style-type: none"> <li>I can name my emotions.</li> <li>I can name my likes and dislikes.</li> <li>I can learn from my mistakes.</li> <li>I can recognize when I need help.</li> </ul>
<p><b>2 = Progressing</b> Simple Learning Goals: <i>Foundational vocabulary and knowledge needed to reach proficiency</i></p>	<b>2</b>	Vocabulary: <ul style="list-style-type: none"> <li>emotions</li> <li>feelings</li> <li>likes</li> <li>dislikes</li> <li>mistake</li> <li>recognize</li> <li>help</li> </ul>
<p><b>1 = Partial Understanding</b> <i>of knowledge and skills outlined as "Progressing"</i></p>	<b>1</b>	With help
		Skills: <ul style="list-style-type: none"> <li>name emotions and feelings</li> <li>name personal emotions and feelings</li> <li>identify causes of emotions and feelings</li> <li>name likes</li> <li>name dislikes</li> <li>recognize a mistake</li> <li>recognize when help is needed</li> </ul>

*As grade levels progress, the mastery of knowledge and skills in the previous grade band(s) is assumed and could be a source of intervention prescription if lagging skills emerge.*

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