**Reflection Sheet - Integrating Social, Emotional and Academic Development (SEAD) within the *Kentucky Academic Standards (KAS) for Mathematics* resource**

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| SELF-AWARENESS: **The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose. Examples include, but are not limited to, the following:**• Integrating personal and social identities                • Identifying personal, cultural, and linguistic assets           • Having a growth mindset • Identifying one’s emotions                                         • Demonstrating honesty and integrity                                  • Experiencing self-efficacy • Linking feelings, values, and thoughts                      • Developing interests and a sense of purpose                    • Examining prejudices and biases  |

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| Questions for teacher self-reflection when planning instruction to foster student **self-awareness:** | Reflections |
| * Why is it important to establish trust with my students to help develop [teacher credibility](http://www.ascd.org/publications/educational-leadership/sept18/vol76/num01/Boosting-Your-Teacher-Credibility.aspx#:~:text=Teacher%20credibility%20is%20students'%20belief,that%20they%20can%20be%20successful.&text=Teacher%20credibility%20has%20four%20components,competence%2C%20dynamism%2C%20and%20immediacy.)? What steps am I already taking to develop trust with my students? Is there anything I might want to shift about my current approach?
* How do I offer my students ways to get to know who I am?
* How do I utilize formative assessment practices in a way that highlights student knowledge rather than deficit knowledge?
* What strategies do I teach my students to apply to assess their own work and that of their peers? What are my students’ strengths and weaknesses at peer-and self-assessment? How do I support students in responding to other’s use of math practices to support their ideas?
* What is my understanding of [culturally responsive instruction](http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx) ? What [steps am I taking](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/STEM_Teaching_Tool_53_Cautions_for_Culturally_Responsive_Instruction.pdf) to incorporate culturally responsive instruction deeper into my classroom and instruction? Is there anything I might want to shift about my current approach?
* How do I share the classroom’s authority and autonomy with students? Is there anything I might want to shift about my current approach?
* What would it look like to include more student voice and student choice in my classroom?
* What tasks provide [windows and mirrors](https://www.nctm.org/Publications/Teaching-Children-Mathematics/2016/Vol22/Issue6/tcm2016-02-358a/) into student noticings?
* What methods do I use to identify problem solving contexts connected to students interests and/or societal topics relevant to students (at the local or global level)?
* Utilizing [multilingual resources](https://www.elsuccessforum.org/resources/a-how-to-guide-for-teachers) can help students see themselves and their heritage in the learning, which promotes student agency. How do I use multilingual/multicultural resources to provide additional scaffolds for ELs? Is there anything I might want to shift about my current approach?
* How can I elevate mathematical role models from diverse cultures?
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As you explore design considerations that foster student **self-awareness,** capture your ideas here.

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| Did the resource and/or discussion today spark ideas around ways to collaborate within your team/PLC? Who might you reach out to for collaboration?  | Did the resource and/or discussion today spark ideas around ways to collaborate with another discipline? Who might you reach out to for collaboration?  |
| Did the resource and/or discussion today spark ideas around ways to collaborate within your community? Who might you reach out to for collaboration?  | Did the resource and/or discussion today spark ideas around ways to partner with families to foster student **self-awareness**? What might that look like? |

THREE ideas from the resource and/or the accompanying discussion around fostering student **self-awareness** that resonated with you:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TWO ideas around fostering student **self-awareness** you would like to explore further prior to implementing in your classroom:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ONE actionable step that you plan to apply in your classroom to foster student **self-awareness:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reflection Sheet - Integrating Social, Emotional and Academic Development (SEAD) within the *Kentucky Academic Standards (KAS) for Mathematics* resource**

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| SELF-MANAGEMENT: **The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress and feel motivation and agency to accomplish personal/collective goals. Examples include, but are not limited to, the following:**• Showing the courage to take initiative                • Identifying and using stress-management strategies       • Setting personal and collective goals • Exhibiting self-discipline and self-motivation     • Demonstrating personal and collective agency                 • Managing one’s emotions • Using planning and organizational skills  |

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| Questions for teacher self-reflection when planning instruction to foster student **self-management:** | Reflections |
| * How do I utilize formative assessment practices in a way that highlights student knowledge rather than deficit knowledge? How do I embed instructional routines to support students in self-assessing their progress toward the learning goal? Is there anything I might want to shift about my current approach?
* What is my reaction when a student makes a mistake in my class? Is there anything I might want to shift about my current approach? How might I use student mistakes as an opportunity for learning?
* How might I model self-discipline and self-motivation during my instruction?
* What do I look for to see what my students understand and where my students need guidance?
* How might I support students in working through problems without taking the thinking away from them?
* How can I help students recognize the things they do and say are evidence of their learning? How can I support students in making their ideas visible and public?
* How do I offer students the opportunity to make decisions about how to improve as opposed to a way to determine if they are right or wrong based on whether they get a “good” grade or “bad” grade? (For example, this might mean allowing students to revise incorrect or incomplete responses based on formative feedback about their initial work.)
* What opportunities for student reflection are embedded within my plan for instruction? Are there specific [reflection prompts](https://ged.com/wp-content/uploads/MathPrompts.pdf) that lend themselves to this learning experience? Is there a specific [writing strategy](https://www.michigan.gov/documents/mde/Writing_to_Learn_Mathematics_306722_7.pdf) I could utilize with students to reflect on their learning in mathematics?
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As you explore design considerations that foster student **self-management,** capture your ideas here.

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| Did the resource and/or discussion today spark ideas around ways to collaborate within your team/PLC? Who might you reach out to for collaboration?  | Did the resource and/or discussion today spark ideas around ways to collaborate with another discipline? Who might you reach out to for collaboration?  |
| Did the resource and/or discussion today spark ideas around ways to collaborate within your community? Who might you reach out to for collaboration?  | Did the resource and/or discussion today spark ideas around ways to partner with families to foster student **self-management**? What might that look like? |

THREE ideas from the resource and/or the accompanying discussion around fostering student **self-management** that resonated with you:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TWO ideas around fostering student **self-management** you would like to explore further prior to implementing in your classroom:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ONE actionable step that you plan to apply in your classroom to foster student **self-management**:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reflection Sheet - Integrating Social, Emotional and Academic Development (SEAD) within the *Kentucky Academic Standards (KAS) for Mathematics* resource**

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| SOCIAL AWARENESS: **The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school and community resources and supports. Examples include, but are not limited to, the following:**• Recognizing situational demands and opportunities            • Taking others’ perspectives                    • Demonstrating empathy and compassion • Identifying diverse social norms, including unjust ones       • Recognizing strengths in others            • Showing concern for the feelings of others • Understanding the influences of organizations/systems on behavior                                                       • Understanding and expressing gratitude     |

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| Questions for teacher self-reflection when planning instruction to foster student **social awareness:** | Reflections |
| * How do I group my students for collaborations and small-group work (ability, homogenous or heterogenous according to a specific criteria)? Is there anything I might want to shift about my current approach?
* How is learning typically arranged in my classroom? Is it individual practice, whole-group instruction, collaborative work, exploration? Why or how do I choose these approaches for practice? Are there other strategies and structures I might want to use in the classroom?
* How do I determine when whole-class discussion might need to happen?
* How might I elevate the importance of exploring math concepts as opposed to seeking the “right” answer?
* How might I support students in making their thinking visible?
* How deep is my understanding of how the mathematics content standards are connected within and across grade levels?
* Do I select the instructional strategies I use according to the target of the standard I am teaching? Is there anything I might want to shift about my current approach?
* How might I investigate the social, cultural and historical influences behind different views? Whether or not there is strong disagreement within your group, learning more about those with opposing views can build empathy and improve communication.
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As you explore design considerations that foster student **social awareness,** capture your ideas here.

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| Did the resource and/or discussion today spark ideas around ways to collaborate within your team/PLC? Who might you reach out to for collaboration?  | Did the resource and/or discussion today spark ideas around ways to collaborate with another discipline? Who might you reach out to for collaboration?  |
| Did the resource and/or discussion today spark ideas around ways to collaborate within your community? Who might you reach out to for collaboration?  | Did the resource and/or discussion today spark ideas around ways to partner with families to foster student **social awareness**? What might that look like? |

THREE ideas from the resource and/or the accompanying discussion around fostering student **social awareness** that resonated with you:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TWO ideas around fostering student **social awareness** you would like to explore further prior to implementing in your classroom:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ONE actionable step that you plan to apply in your classroom to foster student **social awareness:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reflection Sheet - Integrating Social, Emotional and Academic Development (SEAD) within the *Kentucky Academic Standards (KAS) for Mathematics* resource**

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| RELATIONSHIP SKILLS: **The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Examples include, but are not limited to, the following:**• Seeking or offering support and help when needed           • Communicating effectively             • Developing positive relationships• Practicing teamwork and collaborative problem-solving    • Demonstrating cultural competency • Resolving conflicts constructively• Standing up for the rights of others                                       • Resisting negative social pressure                • Showing leadership in groups |

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| Questions for teacher self-reflection when planning instruction to foster student **relationship skills:** | Reflections |
| * How was I taught math when growing up? Was my experience a balance of conceptual understanding, procedural skills/fluency or application, or did it lean more heavily in one area? How do I typically teach mathematics? Is my instruction a balance of conceptual understanding, procedural skills/fluency or application, or does it lean more heavily in one area?
* What steps am I taking to engage students in the mathematical practices as they learn mathematical content? Would I (or my team/PLC) benefit from examining the *KAS for Mathematics* more deeply using the [Breaking Down a Standard protocol](https://kystandards.org/standards-resources/mathematics-resources/breaking-down-a-mathematics-standard/)? Do I (or my team/PLC) understand how the target of the standard and the coherence component inform instruction around the standard? Have I (or my team/PLC) reflected on common preconceptions, misconceptions and challenges/confusions that might arise for my students?
* What steps am I taking to ensure all my students get the same [opportunities to communicate and collaborate](http://stemteachingtools.org/brief/35) through classroom discussions? Which student(s) do I typically call on to participate in class discussions? Is there anything I might want to shift about my current approach?
* How might I use modeling in my classroom to support students in understanding where they are in their own learning?
* What learning experiences am I offering students to allow them to demonstrate flexibility in representing mathematics? Is there anything I might want to shift about my current approach?
* How might I utilize and engage with problems that have complex, competing or multiple answers?
* What strategies do I have for facilitating [productive mathematics discussions](https://www.nctm.org/Research-and-Advocacy/Research-Brief-and-Clips/Strategies-for-Discussion/)? What steps do I take to plan for sharing student responses according to different methods and solution pathways, instead of randomly calling on students? Is there anything I might want to shift about my current approach?
* How might I support students in giving feedback in specific situations? Are there specific strategies I might employ to help students improve their communication skills?
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As you explore design considerations that foster student **relationship skills,** capture your ideas here.

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| Did the resource and/or discussion today spark ideas around ways to collaborate within your team/PLC? Who might you reach out to for collaboration?  | Did the resource and/or discussion today spark ideas around ways to collaborate with another discipline? Who might you reach out to for collaboration?  |
| Did the resource and/or discussion today spark ideas around ways to collaborate within your community? Who might you reach out to for collaboration?  | Did the resource and/or discussion today spark ideas around ways to partner with families to foster student **relationship skills**? What might that look like? |

THREE ideas from the resource and/or the accompanying discussion around fostering student **relationship skills** that resonated with you:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TWO ideas around fostering student **relationship skills** you would like to explore further prior to implementing in your classroom:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ONE actionable step that you plan to apply in your classroom to foster student **relationship skills:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reflection Sheet - Integrating Social, Emotional and Academic Development (SEAD) within the *Kentucky Academic Standards (KAS) for Mathematics* resource**

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| RESPONSIBLE DECISION-MAKING: **The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social and collective well-being. Examples include, but are not limited to, the following:**• Demonstrating curiosity and open-mindedness                          • Learning to make a reasoned judgment after analyzing information, data, facts• Identifying solutions for personal and social problems              • Recognizing how critical thinking skills are useful both inside & outside of school • Anticipating & evaluating the consequences of one’s actions  • Reflecting on one’s role to promote personal, family and community well-being |

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| Questions for teacher self-reflection when planning instruction to foster student **responsible decision making:** | Reflections |
| * What steps am I taking to establish a culture that reinforces with students that a mathematical model used to represent a problem’s solution is a “work in progress” and may be revised as needed? Is there anything I might want to shift about my current approach?
* How might I [study the community](http://stemteachingtools.org/brief/31) in which I teach and incorporate issues that affect my students into my instruction?
* What strengths and values might I highlight from the community in which I teach?
* What steps am I taking to offer students opportunities to actively engage and use their voice within my classroom? Is there anything I might want to shift about my current approach? How might I support that same active engagement and voice beyond my classroom and beyond my school?
* What process do I use when [designing a learning experience](https://www.edutopia.org/article/bringing-culturally-responsive-lens-math-class) that has students “taking action” as the final product? What might “taking action” look like for students in my classroom and beyond?
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As you explore design considerations that foster student **responsible decision-making,** capture your ideas here.

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| Did the resource and/or discussion today spark ideas around ways to collaborate within your team/PLC? Who might you reach out to for collaboration?  | Did the resource and/or discussion today spark ideas around ways to collaborate with another discipline? Who might you reach out to for collaboration?  |
| Did the resource and/or discussion today spark ideas around ways to collaborate within your community? Who might you reach out to for collaboration?  | Did the resource and/or discussion today spark ideas around ways to partner with families to foster student **responsible decision-making**? What might that look like? |

THREE ideas from the resource and/or the accompanying discussion around fostering student **responsible decision-making** that resonated with you:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TWO ideas around fostering student **responsible decision-making** you would like to explore further prior to implementing in your classroom:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ONE actionable step that you plan to apply in your classroom to foster student **responsible decision-making:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_