

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

2018

**Position Statement on
Social, Emotional and Intellectual Habits for All Students K-3**

The Connecticut State Board of Education (Board) believes all children deserve an excellent education that helps them reach high standards of performance. The Board believes the promise of an excellent public education is to equip every child with the knowledge and skills necessary to succeed in college, careers and civic life. These expectations hold for all students regardless of age, gender, socio-economic status, race/ethnicity, native language, abilities, or disabilities. Schools must provide challenging and rigorous programs of study that integrate the knowledge and skills necessary to enable students to become productive members of society.

The Board believes that the integration of social, emotional and intellectual habits is an important component in a K-3 education and contributes to students' academic and personal success. While attention to core subjects remains important, social, emotional and intellectual habits set the stage for all future learning, promoting intrapersonal, interpersonal, and cognitive competence. By understanding and applying social, emotional and intellectual habits, students effectively negotiate daily tasks and challenges. Social, emotional and intellectual habits assist students in setting and achieving positive goals, establishing and maintaining healthy relationships, and making responsible decisions. With support from adults during the early childhood years, social, emotional and intellectual habits promote positive interactions with others, and the development of psychosocial attitudes in relation to academic work and behaviors. In addition, they support students' ability to maintain focus irrespective of obstacles, and deal with management of their own learning. It is imperative that students have the capacity to integrate social, emotional and intellectual skills, attitudes, and behaviors throughout the course of the day.

The Board's position statement on social, emotional and intellectual habits complements the *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3*, which represents the knowledge, skills, and dispositions that form an essential blueprint for college and career readiness to achieve academic success and social-emotional development. The *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3* builds from the foundational skills in the Cognitive, and Social and Emotional Development Domains of the Connecticut Early Learning and Development Standards, highlighting the continued growth and development that must be supported over the early elementary years. Along with the following policy guidance, the *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3* will serve as a resource to districts to support students' academic and personal success.

Comprehensive Social, Emotional and Intellectual Habits for All Students K-3 Guidelines for Policymakers

The Connecticut State Board of Education, in support of its Position Statement on Social, Emotional, and Intellectual Habits for All Students K-3, offers the following guidelines to support the establishment of collaboration among various stakeholders to build a comprehensive learning system that explicitly supports social, emotional and intellectual habits.

- **Responsibilities of the Department of Education**
 - Ensure dissemination of the *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3* document to promote social, emotional and intellectual habits as an essential component of high-quality early learning.
 - Provide a professional learning opportunity for school administrators so that they may guide teachers in the integration of learning goals that are relevant to social, emotional and intellectual habits across academic content areas.
 - Recognize that the foundation of social and emotional development is in the family and the child's culture of origin, and that effective educational approaches involve continuous improvement toward cultural competence. For that reason, it is the responsibility of the Department of Education to provide opportunities for professional learning that will support continuous improvement toward cultural competence for educators.

- **Responsibilities of School Districts**
 - Develop a shared districtwide vision statement to articulate the importance of social, emotional and intellectual habits and to emphasize the importance of all three of these sets of habits in achieving the districts overall vision, mission and theory of action.
 - Identify key leaders who will take responsibility for developing their knowledge in social, emotional and intellectual habits theory, research and practice, and provide guidance and support for the development of habits in schools.
 - Ensure alignment of curricular resources to support social, emotional and intellectual habits in the academic learning environment.
 - Provide professional learning experiences designed to create an adult community throughout the district that can effectively model social, emotional, and intellectual competencies.

- **Responsibilities of School Leaders**
 - Develop a schoolwide vision that prioritizes academic, and social, emotional and intellectual habits that engages a range of stakeholders, including teachers, parents, and community members.
 - Ensure all staff members, including support staff, are aware of the vision for social, emotional and intellectual habits, i.e., creating an environment where students and staff collectively strive for academic achievement and social, emotional and intellectual growth.

- Determine how social, emotional and intellectual habits will be integrated into curriculum and instruction, schoolwide practices and policies, and family and community partnerships.
 - Collaborate with parents, caregivers, and others from the community to support social, emotional and intellectual habits during and beyond the school day.
- **Responsibilities of Teachers**
 - Understand how respect, empathy, responsible behavior, and other social, emotional and intellectual habits competencies help students succeed in school and life.
 - Explicitly incorporate the competencies using the CSDE crosswalk between academic standards and the *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3*, into everyday instruction to support the development and application of concepts and skills.
 - Create a positive classroom environment that provides frequent and varied opportunities for students to develop and to support classmates in developing social, emotional and intellectual habits.
 - Make social, emotional and intellectual habits part of daily classroom life, by fostering positive working relationships, increasing student engagement, and modeling constructive behaviors.
- **Responsibilities of Higher Education Institutions and Teacher Preparation Programs**
 - Ensure that pre-service teachers are provided meaningful and relevant course work grounded in research-based methodology, including addressing the social, emotional and intellectual needs of students.
 - Strengthen teacher understanding and skills in strategies for improving student academic achievement, including strategies for addressing the social, emotional and intellectual needs of students.
 - Encourage faculty involvement and leadership in social, emotional and intellectual habits reform initiatives.
- **Responsibilities of Families and Community Members**
 - Participate in informational meetings at local schools to become more familiar with social, emotional and intellectual habits concepts.
 - Ask teachers about how social, emotional and intellectual habits are used at school.
 - Encourage children's development of social, emotional and intellectual habits.
 - Use community resources to increase adults' knowledge of social, emotional and intellectual habits.

References

Connecticut State Department of Education. (2016). Ensuring Equity and Excellence for All Connecticut Students: The Connecticut State Board of Education's Five-year Comprehensive Plan 2016-21. Hartford, Conn.: Connecticut State Department of Education.

Bridgeland, M. Bruce, M. Hariharan, A. (2013). The Missing Piece: A Report for CASEL: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools. Civic Enterprises with Peter D. Hart Research Associates. Retrieved from [http://www.casocial and emotional habits .org/wp-content/uploads/2016/01/the-missing-piece.pdf](http://www.casocialandemotionalhabits.org/wp-content/uploads/2016/01/the-missing-piece.pdf)

Damon E. Jones, Mark Greenberg, and Max Crowley. Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. *American Journal of Public Health*: November 2015, Vol. 105, No. 11, pp. 2283-2290.