

## Seymour Public Schools Vision of a Graduate (VoG)

### ***Wellness: PE, Health and Social Emotional Rubrics and Reflection Prompts Aligned to Connecticut Health and Balanced Living Standards and the Connecticut Comprehensive School Counseling Framework (K–12)***

#### Purpose

This tool is designed to help Seymour educators assess and support students as "Effective Communicators," one of the core capacities in our Vision of a Graduate. It is aligned with disciplinary concepts, evaluating sources, or communicating resources and taking action. To determine which **Vision of a Graduate (VoG)** competency would have the *most impact* on student learning when aligned with the **Connecticut Health and Balanced Living Standards** and the **Connecticut Comprehensive School Counseling Framework**, we must consider how each VoG skill interacts with the cognitive demands and instructional goals of the standards. Here's a brief analysis of each VoG competency in this context:

To support our alignment of **Seymour's Vision of a Graduate (VoG)** with the **Connecticut Health and Balanced Living Standards** and the **Connecticut Comprehensive School Counseling Framework**, here is a full breakdown of:

1. **Which VoG would have the most impact on student learning and why**
2. **Rubric for each VoG competency**
3. **Reflection prompts for student growth**
4. **Direct alignment to both frameworks**

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#### **Most Impactful VoG on Student Learning:**

**Emotional Intelligence** is the most impactful VoG for student learning in this context.

#### **Why?**

- **Health and Balanced Living Standards** emphasize mental and emotional health, healthy decision-making, personal safety, and interpersonal relationships — all grounded in emotional self-awareness and regulation.

- **The Comprehensive School Counseling Framework** identifies social-emotional development, resilience, empathy, and coping strategies as essential components for whole-child success — all rooted in Emotional Intelligence.

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## Alignment of VoG with Standards and Frameworks

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### Emotional Intelligence

#### Emotional Intelligence Aligned Standards:

- *Health and Balanced Living Standards*: Standard 3 – Responsible personal behavior; Standard 4 – Healthy relationships
- *Counseling Framework*: Domain 3 – Social/Emotional Development (self-regulation, empathy, conflict resolution)

#### Emotional Intelligence Rubric (Grades 3–12 Sample):

Indicator	4 – Exceeds	3 – Meets	2 – Approaching	1 – Needs Support
Demonstrates emotional awareness	Accurately identifies and reflects on a wide range of emotions	Identifies emotions and manages appropriately	Identifies emotions with support	Struggles to identify emotions
Uses coping strategies and self-regulation	Consistently uses effective, healthy coping strategies	Demonstrates some strategies to manage emotions	Inconsistent or ineffective strategies	Frequently escalates without regulation
Builds respectful, healthy relationships	Demonstrates empathy, active listening, and inclusion	Works cooperatively and respects differences	Needs reminders for respectful behavior	Frequently challenges relationships with behavior

#### Reflection Prompts:

- What emotions did I experience, and how did I respond?
- Which strategy helped me stay in control today?
- How did I show empathy or respect toward someone else?

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## **Effective Communicator**

### **Effective Communicator Aligned Standards:**

- *Health Standard 4:* Communication skills to enhance health and avoid risks
- *Counseling Framework:* Domain 2 – Academic Development (advocacy and collaboration)

### **Effective Communicator Rubric:**

<b>Indicator</b>	<b>4 – Exceeds</b>	<b>3 – Meets</b>	<b>2 – Approaching</b>	<b>1 – Needs Support</b>
Expresses needs and feelings appropriately	Clearly, respectfully, and confidently communicates ideas or boundaries	Communicates appropriately in most settings	Occasionally miscommunicates or avoids expression	Rarely communicates clearly
Advocates for self and others	Initiates conversations to advocate for needs or peers	Seeks help or speaks up when needed	Hesitant to speak up	Avoids or struggles with self-advocacy
Listens and collaborates with others	Actively listens and encourages others	Participates and listens respectfully	Listens inconsistently	Struggles to listen or interact respectfully

### **Effective Communicator Reflection Prompts:**

- How did I express my thoughts or needs today?

- Did I speak up when something didn't feel right?
- How well did I listen to and support my peers?

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## **Self-Director**

### **Self-Director Aligned Standards:**

- *Health Standard 6:* Goal setting to enhance health
- *Counseling Framework:* Domain 1 – College/Career Readiness (goal setting, planning)

### **Self-Director Rubric:**

<b>Indicator</b>	<b>4 – Exceeds</b>	<b>3 – Meets</b>	<b>2 – Approaching</b>	<b>1 – Needs Support</b>
Sets and follows through with health/well-being goals	Develops realistic, actionable personal goals and reflects often	Sets and pursues short-term goals independently	Sets vague or broad goals with support	Doesn't identify or follow goals
Demonstrates motivation and accountability	Takes initiative and stays on track without reminders	Manages tasks and meets expectations	Needs reminders to stay motivated	Struggles to complete or stay focused
Seeks and applies wellness feedback	Adjusts habits based on personal reflection and advice	Open to suggestions and applies them	Sometimes resistant to feedback	Avoids or disregards support and reflection

### **Self-Director Reflection Prompts:**

- What goals have I set for myself, and how am I doing?
- What actions helped me make healthy choices today?

- What advice or feedback helped me grow?

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## **Problem Solver**

### **Problem Solver Aligned Standards:**

- *Health Standard 5:* Decision-making skills
- *Counseling Framework:* Social/Emotional + Academic Domains (resilience, perseverance, and real-world application)

### **Problem Solver Rubric:**

<b>Indicator</b>	<b>4 – Exceeds</b>	<b>3 – Meets</b>	<b>2 – Approaching</b>	<b>1 – Needs Support</b>
Identifies challenges and obstacles	Clearly articulates challenges and evaluates causes	Identifies problems with some root causes	Recognizes surface issues	Doesn't recognize issues or challenges
Makes safe and healthy decisions	Considers consequences and evaluates risks	Makes appropriate decisions in most situations	Needs guidance for healthy choices	Makes impulsive or unsafe choices
Reflects and adapts when needed	Seeks solutions and changes course when needed	Reflects with support and adjusts when prompted	Limited reflection or inconsistent action	Avoids reflection or repeated mistakes

### **Problem Solver Reflection Prompts:**

- What challenge did I face, and how did I respond?
  - Was my decision the healthiest option? Why or why not?
  - What could I do differently next time?
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## Critical Thinker

### Critical Thinker Aligned Standards:

- *Health Standard 7:* Health literacy and evaluation of media messages
- *Counseling Framework:* Academic & Career Planning (informed decisions, critical analysis)

### Critical Thinker Rubric:

Indicator	4 – Exceeds	3 – Meets	2 – Approaching	1 – Needs Support
Evaluates health-related sources and information	Thoroughly analyzes sources for accuracy, intent, and bias	Evaluates sources with some accuracy	Uses information without questioning credibility	Accepts information without questioning
Thinks through consequences before acting	Considers physical, emotional, and social outcomes	Acknowledges possible outcomes	Needs reminders to reflect before acting	Acts without considering outcomes
Applies logic to improve wellness decisions	Connects learning to new, relevant decisions	Applies learning in familiar ways	Inconsistent or narrow application	Does not apply reasoning to decisions

### Critical Thinker Reflection Prompts:

- How did I know the information I used was reliable?
- What did I consider before making that choice?
- How might this decision affect me or others long-term?