



Facilitator's Guide

Title of Training:	"Unpacking" the NYS SEL Benchmarks Part 1
Resources Provided:	<ul style="list-style-type: none"> • Video: Unpacking the NYS SEL Benchmarks - Part 1 • Presentation: Unpacking the NYS SEL Benchmarks (Part 1) • "I can" question stems • "I can" posters • "I can" statements checklist and Friday folders • Parent-teacher handout • Unpacking protocol • Unpacking Organizer • K-12 SEL benchmarks unpacking templates • K-12 SEL Benchmarks
Objectives:	<ul style="list-style-type: none"> • Staff will develop a thorough understanding of what each grade level SEL Benchmarks are asking students to know and be able to do
Contact:	David Blahowicz Greece Central School District School Improvement and Professional Learning, david.blahowicz@greececsd.org 585-966-2427

Notes to Facilitator

This is a google slide show presentation. The format and time for each slide is listed in the walkthrough notes below. This is a two part series. The first part being a deep dive into the NYS SEL Benchmarks through a grade level lens and the second portion being dedicated to have collegial conversations on what proficiency looks like for each benchmark.

I recommend the turn key training be completed in grade level band groups, for example a cluster of K-3 teachers, 4-5, 6-8, 9-10, and 11-12 based upon the way the NYS SEL Benchmarks are structured. If there is opportunity for vertical discussion based upon the training day, I would build in time for that after each grade level band has been able to unpack a given goal. If time is limited, it may be helpful to focus on one standard in order for a deeper understanding and discussion of the benchmark. For example, I would have everyone complete the unpacking protocol for *Goal 1: Develop self-awareness and self-management skills essential to success in school and in life*, then have a vertical discussion on each benchmark one at a time to see grade level changes in expectations and how the skill is demonstrated. The vertical conversation can also lead to a discussion of lessons that could be created to support the goal and how they should differ from grade level. Finally the vertical conversation can help to determine what assessments look like across the system and to what level of mastery is needed.

Recommendations for Presentation Delivery times.

60 Minute presentation	90 Minute Presentation	½ Day - Full Day Presentation
Follow Protocol Parts 1-3 - Target 1 goal at a grade level band	Follow Protocol 1-3- Target 1 goal at a grade level band	Follow Protocol 1-4 - Target 1 goal at a grade level band
	-Allow for vertical discussion - Align goal with vertical grade band (i.e. K-3 grade level band goal is matched with the 4-5 grade level band goal, or 9-10 grade level band goal is aligned with 11-12 grade level band)	-Allow for vertical discussion - Align goal with vertical grade band (i.e. K-3 grade level band goal is matched with the 4-5 grade level band goal, or 9-10 grade level band goal is aligned with 11-12 grade level band)
		Part 2 Presentation - Examine 1 Goal and notice the vertical progression between the prior and after grade band. Write a descriptor as a team for what a "Need" and "Strength" would look like for each skill. This will help to determine the range of "Target" behaviors and support in the development of assessments.
		Option 1 - Start planning targeted activities using planning organizer Option 2 - Begin unpacking process with Goal 2 and 3.

Follow the order of the slides for presentation of materials. Materials can be either used electronically using the links by making a copy of the google document or can be printed out for people to write on.

Participant Materials

The participants should have a copy either electronic or printed of the...

- [NYS SEL Benchmarks K -12](#)
- [Unpacking Organizer](#) (several copies depending on how many goals you will get to)
- [SEL Benchmarks Grade level Bands Unpacking Templates](#) (1 copy of the specific grade level band template that the teachers you are working with teach at)

Technical Requirements

The presenter will need a computer and projector to display the google presentation. Each resource listed above has open access to everyone. If they would like to use it personally, they are asked to make a copy of the document first in their google drive by right clicking on the file and selecting make a copy.

Walkthrough

You can watch the video which has a recorded step-by-step process.

If you wanted to Turnkey on your own using the slide show without the video recording. Here is text and directions to follow.

Slide	Time for Activity/ Slide	Description
1	1 min	Intro
2	3 Min	Say: This session will help you develop a thorough understanding of what each grade level SEL Benchmarks are asking students to know and be able to do. We will utilize an unpacking protocol to garner that information. The second outcome listed on this slide will be focused on in the second part of this series.
3	5 mins	Materials – Have group pull out NYS SEL Benchmarks Say: NYS state has created SEL Benchmarks as voluntary use for schools as a way to enable students to take full advantage of educational opportunities throughout their school experience in grades K-12 and, equally important, to

		prepare them for college and/or career, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force have identified the following goals to guide SEL benchmarks for New York State schools: 1. Develop self-awareness and self-management skills essential to success in school and in life. 2. Use social awareness and interpersonal skills to establish and maintain positive relationships. 3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts. Within each goal there are overarching skills, and also grade level band benchmarks for each identified skill.
4	5 mins	<p>Say: The goals highlight the 5 main areas of the CASEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. NYS has clustered the competencies into 3 main goals as you see here.</p> <p>Goal 1 covers self-awareness and self-management and focusing on Knowing one's emotions, how to manage them, and ways to express them constructively are essential life skills. These skills enable one to handle stress, control impulses, and motivate oneself to persevere when faced with personal, academic, or work-related obstacles. A related set of skills involves accurately assessing one's abilities and interests, building upon strengths, making effective use of family, school, and community supports and resources. Finally, it is critical for an individual to be able to establish and monitor one's own progress toward achieving goals, whether personal, academic, and career or work-related. These social emotional skills, thought processes and behavioral strategies can be contributing factors to one's sense of self-confidence and sense of optimism as they provide a strong foundation for achieving success in school and in life.</p> <p>Goal 2 covers Social Awareness and Relationship skills and focusing on the ability to recognize the thoughts, feelings, and perspectives of other individuals, including ideas and viewpoints that are different from one's own, and to empathize with others from diverse backgrounds, is central to forming and maintaining positive relationships at all life stages. Equally important to establishing positive peer, family, and work relationships are strategies and skills that enable one to adapt one's behavior in various settings, cooperate and collaborate with another person or in a group, communicate respectfully, and constructively resolve conflicts with others.</p> <p>And Goal 3 covers responsible decision making and focusing on student's ability to make ethical decisions and behave responsibly, taking into account the well-being of others as well as one's own, are essential to benefitting the good of the whole - whether family, peers, colleagues, neighbors, or members of the community at large. It is the foundation of responsible citizenship in a democratic society. Every individual at all life stages needs the capacity to</p>

		<p>make ethical decisions and solve problems by accurately defining the decisions to be made, being able to generate alternative solutions, anticipate the consequences of each, and having the ability to evaluate and learn from the outcomes of one's decision making.</p> <p>When we speak about the NYS SEL benchmarks, the goal is listed here at the top. Click to show the goal icon.</p> <p>Under where it says "Grade Level" on the rubric, we are going to refer to them as the overarching SEL skills we are looking at for all students. Click to show skills icon.</p> <p>Lastly, you will see grade level bands of K-3, 4-5, 6-8, 9-10, and 11-12. Under each of these heading are the grade level band benchmarks for each skill and what each student at that grade level band should know and be able to do. Click to show the Benchmarks icon.</p>
5	3 Min	<p>Say: The Unpacking Document provides educators with a template they can utilize to have collaborative conversations about what they want their students to know and be able to do. The Unpacking Document is not a lesson plan, but rather an analysis of a grade-level benchmarks. Developing a collective clarity around the intent and rigor of the benchmarks will aid educators in designing their curriculum. Educators may choose to unpack all benchmarks for a specific grade level or they may elect to also unpack the standards in adjacent grade(s), providing educators the opportunity to explore and consider the vertical progressions of mathematical concepts so that curricular decisions are not made in isolation. The unpacking process should include teachers from other departments, such as special education, bilingual, and other content areas (e.g., science, art, etc.), as they can assist in offering suggestions for further support and interdisciplinary connections.</p> <p>This protocol was designed to be efficient so that a team could complete the unpacking within a staff meeting or PLC meeting. It generally should take 5 minutes to unpack each skill. The steps of the protocol include:</p> <p>Step 1: Circle the nouns, underline the verbs, and box the qualifiers for your grade level; discuss</p> <p>Step 2: Rewrite the grade level descriptors in your own words</p> <p>Step 3: Notice and discuss the words that are different in the grade level before and after yours</p> <p>Step 4: Discuss or share examples of student behaviors that fit Area of Strength (S), On Target (T), Area of Need (N). The 4th step we will be examined further in part 2 of this series.</p>

6	3 min	<p>Materials – Hand out the Unpacking Organizer</p> <p>Say: Because standards are sometimes written as overarching—and often complex—statements that can be interpreted in different ways, it's important that teachers share a common understanding about the goals and targets of a standard. (You've probably been in a PLC conversation and thought, "I had no idea that's what that standard meant!" or "Whoa, we're reading the same book, but we're not on the same page.")</p> <p>Today we are going to spend some time learning about how to apply an unpacking protocol used by the Greece CSD to get a better understanding of their SEL Report Card for their teachers and make a connection for how it can be applied to the NYS SEL Benchmarks.</p> <p>"Unpacking" is a technique teachers can use to make sense of standards, and then create focused learning targets to make them actionable. This process, also called "deconstructing" or "unwrapping" standards, fosters a collaborative dialogue that supports growth and effectiveness.</p> <p>Once you have unpacked standards to identify what students should know and be able to do, you can do three important things:</p> <ul style="list-style-type: none"> • Craft your vision of mastery for specific standards. • Align lesson plans and accompanying resources to that vision. • As you teach and report progress, create student-friendly learning objectives to better communicate required skills to students and community stakeholders. <p>To support our work today, we will be utilizing this unpacking protocol organizer to collect our thinking as well as support the process for unpacking. Today we will start with Goal 1 and the first skill under goal 1. We will unpack that skill using the grade level band benchmarks.</p> <p>So what does unpacking look like? Follow along as we break down the unpacking process and go through a couple examples to help get you started.</p>
7	1 min	<p>Say: Look at the recurring nouns that signal big ideas. A related approach to unpacking standards involves finding important nouns, that is, key concepts, principles, themes, and issues that can be turned into essential questions and understandings. The nouns usually highlight what students need to know and speak to the type of product they must produce. Not only do the nouns highlight what students should know but they can also be used to suggest possible essential questions for planning.</p>
8	1 min	<p>Say: For each benchmark, we will be looking at various language within the</p>

		statement. Look at all key verbs to clarify and highlight valid student performance in which content is used. Carefully analyze the verbs and try to determine their meaning for assessment and thus instruction. For example, does demonstrate mean “talk about” or “can write about” or “model or act out”? What counts as “understanding” emotions? For example, does “understand” in this case mean — accurately recall and state a definition, or are the students expected to make their own analyses, and also defend them? Obviously, the answers affect the overall design of your lessons and instruction as well as the assessments.
9	2 min	Say: Identify and analyze the key adjectives and adverbs to determine valid scoring criteria and rubrics related to successful performance against the standards. The qualifiers of the verbs and nouns can provide a useful and efficient way to build a set of local rubrics to ensure that assessment is standards based and consistent across assignments. An example of a qualifier might be “with prompting” or “independently.” The NYS SEL Benchmarks are broken into many grade levels in a single band for example, there are benchmarks for a cluster of K-3 students. So in my vertical discussions, we might want to add qualifiers into what we are looking at from students. So in kindergarten they may demonstrate a strategy with prompting or suggesting from a teacher where at 3rd grade you are looking for them to apply the strategy independently.
10	2 min	As you process through this work, some questions to consider during the unpacking are listed here. These conversations can not only be helpful as you are processing through the benchmark or standard as a grade level, but also to spark some of the deeper vertical conversations that students move from one grade level to another. The unpacking organizer helps to support many of these questions listed here.

11	2 min	<p>Materials - unpacking organizer, K-3 SEL Benchmarks, 4-5 SEL Benchmarks, 6-8 SEL Benchmarks, 9-10 SEL Benchmarks, 11-12 SEL Benchmarks</p> <p>Say: For the purpose of this example, we are going to examine the 4-5th grade level benchmark for Goal 1: Develop self-awareness and self-management skills essential to success in school and in life and Skill A. Identify and manage one's emotions and behavior and benchmark 1A.3a</p> <p>– Describe a range of emotions and the situations that cause them.</p> <p>(If you are working with grade levels other than this one, for example a 9th grade PLC, you might want to use that first benchmark as an example. This process does show you how to look at a grade level band and also compare it to a vertical look of prior and following grade level bands, so it is ok to use as the example).</p> <p>Directions – Using the unpacking organizer, have the participants write the focus benchmark at the top of the organizer.</p>
12	10 mins (5 for work and 5 for discussion)	<p>Materials - unpacking organizer, K-3 SEL Benchmarks, 4-5 SEL Benchmarks, 6-8 SEL Benchmarks, 9-10 SEL Benchmarks, 11-12 SEL Benchmarks</p> <p>Say: We are going to begin the process of the unpacking protocol that is listed at the top of the 4-5th SEL Benchmarks. Step 1 begins with circling the nouns, underlining the verbs, and boxing any qualifiers or adverbs if there any.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1) Direct participants to the Grades 4-5 section on the organizer to look at Benchmark <i>1A.2a. Describe a range of emotions and the situations that cause them.</i> 2) Have participants circle the nouns and adjectives, underline verbs, and box and qualifiers. (There are no qualifiers for this statement). Give them 1 min to do so. 3) Click on the slide show to have the adjectives and nouns show up on the presentation circled. "Range of emotions" and "situations" will show up circled as adjectives and nouns. 4) Click on the slide show to have the verbs show up on the presentation underlined. "Describe" and "cause" will show up underlined as verbs. 5) Answer any questions about confusions between the nouns, adjectives,

		and verbs. Clarify that we do not have any qualifiers about frequency or to what extent the benchmark needs to be demonstrated.
13	3 min	<p>Materials - unpacking organizer</p> <p>Directions:</p> <p>1) Say: Let's go back to our unpacking organizer and write in the adjectives, nouns, and verbs we identified from our benchmark. Participants will follow the model listed in the slide show on slide 13.</p>
14	10 mins	<p>Materials - 4-5 SEL Benchmarks</p> <p>Say: The 2nd step of the protocol asks you to notice and discuss the words that are different in the grade level before and the grade level after. Each grade level SEL benchmark organizer is set up so it has the prior and following grade level listed. Because we are looking at Benchmark 1A.2a at grades 4-5, we will look at Benchmark 1A.1a at grades K-3 and Benchmark 1A.3a at grades 6-8. These numbers and letters match horizontally across the NYS Benchmark document so we will analyze the connections they have to each other.</p> <p>Directions:</p> <p>1) Direct participants to the Grades K-3 section on the organizer to look at Benchmark 1A.1a. <i>Recognize and describe emotions and how they are linked to behavior.</i></p> <p>2) Have participants circle the nouns and adjectives, underline verbs, and box and qualifiers. (There are no qualifiers for this statement). Give them 1 min to do so.</p> <p>3) Click on the slide show to have the adjectives and nouns show up on the presentation circled. "Emotions" and "behavior" will show up circled as nouns.</p> <p>4) Click on the slide show to have the verbs show up on the presentation underlined. "Recognize," "Describe" and "linked" will show up underlined as verbs.</p> <p>5) Answer any questions about confusions between the nouns, adjectives, and verbs. Clarify that we do not have any qualifiers about frequency or to what extent the benchmark needs to be demonstrated.</p> <p>6) Direct participants to the Grades 6-8 section on the organizer to look at Benchmark 1A.3a. <i>Analyze factors that create stress or motivate successful performance.</i></p>

		<p>7) Have participants circle the nouns and adjectives, underline verbs, and box and qualifiers. (There are no qualifiers for this statement). Give them 1 min to do so.</p> <p>8) Click on the slide show to have the adjectives and nouns show up on the presentation circled. “Factors,” “stress,” “successful,” and “performance” will show up circled as adjectives and nouns.</p> <p>9) Click on the slide show to have the verbs show up on the presentation underlined. “Analyze,” “create” and “motivate” will show up underlined as verbs.</p> <p>10) Answer any questions about confusions between the nouns, adjectives, and verbs. Clarify that we do not have any qualifiers about frequency or to what extent the benchmark needs to be demonstrated.</p>
15	10 mins	<p>Reflection conversation</p> <p>Say: Using the questions listed on slide 15 have a conversation with your grade level team. Read questions aloud to participants. You should really be thinking about how the nouns and verbs have changed and what would it look like for a student to know and be able to do and how that differs between grade levels. Large group share out of changes and what that means for students as well as their instruction as teachers.</p> <p>Important notes:</p> <ul style="list-style-type: none"> · Grades K-3 benchmarks are about recognizing that something is happening and what actions are coming out because of that emotion. · Grades 4-5 are about understanding that we have emotions that are different as well as vary in levels and are often caused by some circumstance or situation, so they start to understand why a certain emotion is happening. · Grade 6-8 get more specific with emotions and categorize them into stress factors and motivating factors. It’s about the student looking deeply at and examining what causes those factors that affect my feelings and emotions. · This is important to see the change because my explicit instruction at K-3 grade level shouldn’t be what my grade 4-5 instruction is. Taking this vertical look allows for me to see a change in rigor and expectations.
16	1 min	<p>Say: The next step in the protocol is to rewrite the grade level descriptors in your own words. This is an important step as it helps you to process the benchmark and build clarity in what you want for outcomes for your students as well as clarifies key terms, words, concepts that you need to teach.</p>
17	3 min	<p>Say: As you can see from the organizer we utilize the nouns, adjectives, and</p>

		<p>verbs to write a statement in our own terms. In thinking about what students will understand and know, the key concepts were about varying emotions that result from different situations that we face. Read the “students will understand that” and “students will know that” from the organizer. The verbs were about being able to describe those emotions and what causes them. Read “students will be able to...” from the organizer. Notice by changing the benchmark into our own words we did not remove the rigor from the benchmark. We just simplified it so that we can better understand what to look for, teach, and assess. Have them write in the statements on their organizer.</p>
18	3 min	<p>Say: The final step is not to put your user friendly language into an “I can” statement.. Learning targets consist of student friendly language and allows students to track their own progress in meeting learning targets as well as reflect on the learning target. Break learning goals into smaller targeted chunks – they should be written at the target level stating a simple singular goal for a lesson. They follow the process you did for writing the descriptors in your own words. You can create “I can” statements by selecting the goal, think about the level of coverage, think about nouns, verbs, and adjectives that will outline the path students should follow.</p> <p>A Key to this approach is to use developmentally appropriate vocabulary and language so students can understand and approach these targets.</p>
19	2 min	<p>Show “I can” statement added to bottom of organizer.</p> <p>Directions</p> <ol style="list-style-type: none"> 1) Read the I can statement at the bottom of the unpacking template. 2) Show how it matches the benchmark listed at the top of the organizer as well as the rewrite of the benchmark that you created.
20	3 min	<p>Say: It is also important to break benchmarks into smaller chunks if there are multiple parts. For example, on the 6-8 grade level benchmark we examined - <i>analyze factors that create stress or motivate successful performance</i>. We could break this statement into two “I can” statements. I can analyze factors that cause stress and I can analyze factors that motivate successful performance. We could also look for synonyms for words like factors and analyze that may make these statements more user friendly. As you get into higher grade levels, you may have to look for ways to make your learning targets and “I can” statements more manageable and easily understood for your students. Another great process is to do the unpacking of the benchmark with your students. Find the words that make sense to them so that it is more personalized and makes the learning authentic and in their control.</p>

21	3 min	Say: Here is an example of somethings that the Greece CSD has done with the unpacking protocol. As a result of this process Greece was able to create “I Can” posters to post around the school and the classroom with pictures at the lower levels to have visuals paired with what their learning targets are for SEL. You have access to the K-5 posters that were created. There were also a set of Friday folder checklists with the I Can statements on them for teachers to send home with students on a weekly basis.
22	2 min	Say: There is one more step of the protocol that we will examine in Part 2 of this series, where we will discuss what proficiency looks like for these benchmarks and what would a need and strengths look like for a given SEL skill and benchmark.