

ALIGNMENT CROSSWALK

Second Step® Programs ↔ 2024 California Standards for the Teaching Profession

Purpose

This final revised crosswalk shows how Second Step® programs may support educators as they work toward the California Standards for the Teaching Profession (CSTP). K–8 examples represent applicable grades and are limited to three per grade within a row. High school mappings use verified student activities and educator and schoolwide practices. Student outcomes are not treated as proof that a teacher has met a professional standard.

Interpretation of CSTP Example Indicators

The CSTP states that example indicators illustrate how a teacher might demonstrate a standard or element and are not a comprehensive or required list. This crosswalk analysis uses those indicators to identify observable points of correspondence evident in Second Step programs.

Reading the Content Column

The “Aligned Second Step® Content” column lists aligning K–8 lessons by grade, unit, and lesson code, followed by the exact lesson title. K–8 lesson codes use the format G#U#L#; for example, G5U1L1 corresponds to Grade 5, Unit 1, Lesson 1. High school lessons are listed by pathway, collection, and grade, followed by the exact student activity title. High school codes use the format P#C#G#; for example, P4C1G12 corresponds to Pathway 4, Collection 1, Grade 12. A schoolwide practice (SW) or educator practice (ED) may also replace the code placement for a student activity grade (G). Educator practices receive greater evidentiary weight than student activities when the CSTP requires a teacher action. [Alignment Strength Key](#)

Rating	Interpretation
Full	Direct evidence addresses the complete teacher element.
Moderate	Substantial support is present, but educator action or additional evidence is needed.
Limited	A related opportunity or resource is present, but the teacher practice is only partially addressed.
Not addressed	No indicator-level connection was verified.

At-a-Glance Coverage Summary

Second Step® Program	Full	Moderate	Limited	Not Addressed	Total
Elementary Digital Program (K–Grade 5)	0	9	8	11	28
Middle School (Grades 6–8)	0	8	9	11	28
High School (Grades 9–12)	0	13	9	6	28

Kindergarten–Grade 5 | Second Step® Elementary Digital Program

Coverage: 0 Full | 9 Moderate | 8 Limited | 11 Not Addressed | 28 Total Elements

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
1A Focus on Students	Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.	1A–1: Create learning experiences that support the academic, behavioral, cognitive, functional, cultural, linguistic, physical, and social–emotional development of each learner.	KU1L4 Practice Makes Better KU2L6 Sometimes We Feel Happy KU3L12 Why Kindness? G1U3L15 Performance Task: Demonstrating Kind Acts G2U1L1 How to Get Good at Something G3U1L4 Planning for Practice G3U1L5 Performance Task: Make a Practice Plan G3U2L8 Take a Break G4U1L1 Setting a Good Class Goal G4U1L2 Making a Plan G4U1L3 Checking Our Progress G5U1L2 The Power of a Good Goal G5U1L1 Let's Dream Big! G5U1L3 Habits for Success!	Moderate	The program provides related support, but the complete teacher practice extends beyond the evidence.
1B Knowledge of Students	Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.	1B–2, 1B–3, 1B–5: Learn about student assets and needs, integrate student voice and feedback, and support social–emotional well-being.	KU1L4 Practice Makes Better KU2L6 Sometimes We Feel Happy KU3L13 Showing Kindness G1U2L9 Feeling Frustrated G1U3L13 Offering Kind Acts G1U4L18 Ask for What You Need G2U1L1 How to Get Good at Something G2U1L3 Helpful and Unhelpful Thoughts G2U3L13 Having Empathy G3U2L8 Take a Break G3U3L12 Building a Friendship G3U3L15 Performance Task: Do Something Kind G4U1L3 Checking Our Progress G4U1L5 Performance Task: Gallery Walk Celebration G4U2L6 The Balanced Brain G5U1L1 Let's Dream Big! G5U1L2 The Power of a Good Goal G5U2L7 What Is Stress?	Moderate	The program provides multiple opportunities to learn about students' strengths, interests, goals, emotions, reflections, feedback, learning needs, and backgrounds. It does not provide a comprehensive process for gathering and using every dimension of student information.
1C Student Backgrounds and Family Engagement	Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.	No verified indicator-level alignment	No verified alignment	Not addressed	Related student learning, if any, does not by itself demonstrate the teacher practice required by this element.
1D Diversity and Equity	Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.	1D–1: Establish and maintain positive relationships with each student to promote understanding, respect, and affirmation of diversity.	KU3L11 We Can Be Kind KU3L13 Showing Kindness KU3L14 Kindness at School G1U2L6 Noticing Feelings G1U2L7 Sometimes We Feel Worried G1U3L11 The Power of Kind Acts G2U2L9 Different Feelings G2U2L10 Performance Task: How Do You Feel?	Limited	The program provides related support, but the complete teacher practice extends beyond the evidence.

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
			G2U3L11 What's Empathy? G3U2L7 How Angry? G3U2L8 Take a Break G3U2L10 Performance Task: Strength of Feelings G4U2L7 What Is Rethinking? G4U3L11 The Same, But Different G4U3L12 Ask, Listen, Learn G5U3L13 A Different Point of View G5U3L14 Community Solutions G5U3L11 Empathy in the Community		
2A Learning Environment	Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social-emotional growth.	2A–4: Model, teach, and practice communication, emotional self-regulation, conflict resolution, and problem-solving.	KU4L16 We Can Say the Problem KU4L19 Taking Turns and Sharing KU4L20 Performance Task: We Can Solve Problems G1U1L2 Everyone Gets Distracted G1U2L10 Performance Task: Noticing Clues G1U4L20 Performance Task: Solving Problems G2U1L2 What Mistakes Tell Us G2U2L6 Feeling Proud G2U2L10 Performance Task: How Do You Feel? G3U1L3 More Than Practice G3U2L10 Performance Task: Strength of Feelings G3U3L15 Performance Task: Do Something Kind G4U2L6 The Balanced Brain G4U2L7 What Is Rethinking? G4U4L16 A Good Problem-Solver G5U2L6 Strong Emotions G5U2L8 Planning for Change G5U2L10 Performance Task: Making a Change	Moderate	The program repeatedly supports respectful learning conditions through emotion management, communication, collaboration, and problem-solving. Broader academic learning-environment responsibilities remain with the educator.
2B Student Behavior	Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.	2B–2, 2B–5: Use developmentally appropriate practices supporting behavior, restorative approaches, and conflict resolution.	KU1L1 We Watch. We Listen. We Think. KU4L16 We Can Say the Problem KU4L18 Apologizing Can Help G1U3L12 Ways to Be Kind G1U3L13 Offering Kind Acts G1U4L19 We Can Make It Better G2U2L10 Performance Task: How Do You Feel? G2U4L16 The Way to Say a Problem G2U4L20 Performance Task: Be a Problem-Solver G3U2L8 Take a Break G3U3L14 Asking Questions G3U4L16 STEP by Step G4U3L12 Ask, Listen, Learn G4U4L17 Saying It Respectfully G4U4L18 Exploring Outcomes G5U3L11 Empathy in the Community G5U4L16 Beginning to STEP	Moderate	Students practice respectful communication, self-regulation, conflict resolution, accountability, and repair. The curriculum does not independently establish a complete classroom behavior system.
2C Organizational and Resource Management	Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
	learning environment in which each student can grow and thrive.				
2D Inclusive Environment	Teachers build on students' assets, including students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences, to ensure that students' identities are included in classroom interactions and future learning experiences.	2D–3, 2D–4: Provide opportunities to practice SEL skills and express thoughtful, respectful feedback.	KU1L2 Why We Pay Attention KU3L11 We Can Be Kind KU4L20 Performance Task: We Can Solve Problems G1U2L6 Noticing Feelings G1U2L7 Sometimes We Feel Worried G1U3L11 The Power of Kind Acts G2U2L9 Different Feelings G2U2L10 Performance Task: How Do You Feel? G2U3L11 What's Empathy? G3U1L1 Changing Your Brain G3U1L3 More Than Practice G3U3L15 Performance Task: Do Something Kind G4U3L13 Seeing It Differently G4U3L15 Performance Task: A New Point of View G4U4L20 Performance Task: STEP into Problem-Solving G5U3L11 Empathy in the Community G5U3L12 What's the Problem? G5U3L13 A Different Point of View	Moderate	Students reflect on perspectives, empathy, feedback, and social-emotional skills through sequenced experiences. Cultural, linguistic, family, and community assets are not addressed comprehensively.
3A Knowledge of Subject Matter and Pedagogy	Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social-emotional and language development.	3A–4: Arrange concepts and skills in developmental sequences that promote social-emotional development.	KU2L6 Sometimes We Feel Happy KU2L7 Sometimes We Feel Sad KU2L10 Performance Task: What Are They Feeling? G1U1L2 Everyone Gets Distracted G1U2L9 Feeling Frustrated G1U3L11 The Power of Kind Acts G2U1L2 What Mistakes Tell Us G2U2L8 Help Yourself Feel Better G2U3L13 Having Empathy G3U1L3 More Than Practice G3U2L6 Why Emotions? G3U2L7 How Angry? G4U2L6 The Balanced Brain G4U2L7 What Is Rethinking? G4U4L16 A Good Problem-Solver G5U2L7 What Is Stress? G5U2L8 Planning for Change G5U4L16 Beginning to STEP	Limited	The program provides a developmental sequence of social-emotional concepts and skills. Subject-specific standards, disciplinary pedagogy, and language-development expectations require local integration.
3B Connecting Subject Matter to Real-World Contexts	Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.	3B–2: Complement subject matter content with examples, current events, the arts, and other resources that reflect culturally, racially, and linguistically diverse experiences, people, settings, and themes to which students can relate.	KU3L14 Kindness at School KU3L15 Performance Task: Demonstrating Kindness G1U1L4 Helpful Thoughts G1U2L10 Performance Task: Noticing Clues G1U3L15 Performance Task: Demonstrating Kind Acts G2U3L14 Empathy at School G4U1L3 Checking Our Progress G4U1L4 Reflecting On Our Journey G4U3L15 Performance Task: A New Point of View G5U2L6 Strong Emotions G5U2L7 What Is Stress?	Moderate	The program provides related support, but the complete teacher practice extends beyond the evidence.

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
			G5U4L19 Let's Reflect		
3C Curriculum and Resources for Specific Students and Student Groups	Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner's growth.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
3D Content and Skills across Subjects	Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.	3D-4, 3D-5: Provide materials and processes that enable students to learn and practice career and social-emotional skills, such as self-reflection, decision-making, creativity, critical thinking, and collaborative problem-solving.	KU1L2 Why We Pay Attention KU2L10 Performance Task: What Are They Feeling? KU4L17 Ready to Solve Problems G1U1L2 Everyone Gets Distracted G1U2L9 Feeling Frustrated G1U4L19 We Can Make It Better G2U1L2 What Mistakes Tell Us G2U1L3 Helpful and Unhelpful Thoughts G2U3L13 Having Empathy G3U1L3 More Than Practice G3U2L6 Why Emotions? G3U4L17 S - Say the Problem G4U1L1 Setting a Good Class Goal G4U1L2 Making a Plan G4U4L16 A Good Problem-Solver G5U3L14 Community Solutions G5U3L15 Performance Task: Your Solution G5U4L20 Performance Task: Putting It All Together	Moderate	The program provides related support, but the complete teacher practice extends beyond the evidence.
3E Curriculum Materials and Resources	Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social-emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.	3E-4: Use learning materials and resources that reflect diverse cultures, races/ethnicities, and languages to support socially and emotionally relevant subject matter content and skills.	KU1L2 Why We Pay Attention G1U1L5 Performance Task: We Can Do It! G2U1L1 How to Get Good at Something G3U1L1 Changing Your Brain G4U1L1 Setting a Good Class Goal G5U1L1 Let's Dream Big!	Limited	Teachers implementing an adopted Second Step program select, use, and may adapt instructional materials and resources for social-emotional learning. Accessibility, cultural responsiveness, technology selection, and alignment across the broader curriculum are not fully established.
4A Planning Instruction for Student Learning	Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.	4A-1, 4A-2: Consult pre-K-12 standards, frameworks, curriculum guides, and professional sources to integrate effective instructional methods for students to learn subject matter and social-emotional competencies.	KU2L6 Sometimes We Feel Happy G2U2L8 Help Yourself Feel Better G3U1L3 More Than Practice G4U1L3 Checking Our Progress G5U1L4 Overcoming Obstacles	Limited	Teachers use the Second Step program to plan for students' social-emotional competencies and select relevant activities, supports, and sequences. Comprehensive planning from individual student data and across academic content remains outside the program.
4B Designing and Developing Instruction for Student Learning	Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.	4B-1, 4B-2: Vary instructional strategies to maximize engagement and ways of learning.	KU1L2 Why We Pay Attention KU1L3 Mistakes Are Okay! KU3L14 Kindness at School G1U1L2 Everyone Gets Distracted G1U2L10 Performance Task: Noticing Clues G1U4L17 Was It an Accident? G2U1L1 How to Get Good at Something G2U1L4 We Can Change Our Thoughts	Moderate	Lessons use varied formats, including videos, discussion, partner work, role-play, drawing, planning, and performance tasks. Teachers determine how these approaches fit their students and academic curriculum.

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
			G2U1L5 Performance Task: Learn and Get Better G3U1L1 Changing Your Brain G3U1L3 More Than Practice G3U1L4 Planning for Practice G4U1L1 Setting a Good Class Goal G4U1L2 Making a Plan G4U1L3 Checking Our Progress G5U1L1 Let's Dream Big! G5U1L3 Habits for Success! G5U1L4 Overcoming Obstacles		
4C Facilitating Instruction for Student Learning	Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.	4C-3, 4C-4: Facilitate self-directed and collaborative learning and provide varied ways to demonstrate learning.	KU1L1 We Watch. We Listen. We Think. KU1L5 Performance Task: Let's Practice and Learn! KU2L10 Performance Task: What Are They Feeling? G1U1L1 Time to Pay Attention G1U1L2 Everyone Gets Distracted G1U3L15 Performance Task: Demonstrating Kind Acts G2U1L1 How to Get Good at Something G2U1L5 Performance Task: Learn and Get Better G2U2L10 Performance Task: How Do You Feel? G3U1L3 More Than Practice G3U1L4 Planning for Practice G3U1L5 Performance Task: Make a Practice Plan G4U1L1 Setting a Good Class Goal G4U1L2 Making a Plan G4U1L3 Checking Our Progress G5U1L1 Let's Dream Big! G5U1L4 Overcoming Obstacles G5U2L8 Planning for Change	Moderate	The program repeatedly facilitates engagement, well-being, efficacy, collaboration, and knowledge and skill development through explicit strategy instruction and guided application.
4D Adapting Instruction for Student Learning	Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
5A Understanding and Using Assessments	Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.	5A-3, 5A-4: Informally assess application and incorporate developmentally appropriate student self-assessment.	KU1L2 Why We Pay Attention KU1L4 Practice Makes Better KU1L5 Performance Task: Let's Practice and Learn! G1U1L3 You Did It! G1U3L11 The Power of Kind Acts G1U3L14 Practicing Kind Acts G2U1L5 Performance Task: Learn and Get Better G2U2L10 Performance Task: How Do You Feel? G2U3L12 Empathy in Action G3U1L1 Changing Your Brain G3U1L3 More Than Practice G3U1L5 Performance Task: Make a Practice Plan G4U1L3 Checking Our	Limited	Performance tasks, reflection, plans, discussion, and observable practice create assessment opportunities. A complete assessment system with systematic analysis is not included.

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
			Progress G4U1L4 Reflecting On Our Journey G4U4L20 Performance Task: STEP into Problem-Solving G5U1L1 Let's Dream Big! G5U1L3 Habits for Success! G5U1L5 Performance Task: Continuous Improvement		
5B Interpreting and Using Assessment Data to Inform Student Learning	Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social-emotional learning.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
5C Communication of Assessment and Data	Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.	5C-1, 5C-3: Involve students in self-assessment and progress monitoring and communicate about strengths and growth.	KU1L2 Why We Pay Attention KU1L4 Practice Makes Better KU1L5 Performance Task: Let's Practice and Learn! G1U1L3 You Did It! G1U2L8 Feeling Calm G1U3L11 The Power of Kind Acts G2U1L5 Performance Task: Learn and Get Better G2U2L10 Performance Task: How Do You Feel? G2U3L12 Empathy in Action G3U1L1 Changing Your Brain G3U1L3 More Than Practice G3U1L5 Performance Task: Make a Practice Plan G4U1L3 Checking Our Progress G4U1L4 Reflecting On Our Journey G4U1L5 Performance Task: Gallery Walk Celebration G5U1L1 Let's Dream Big! G5U1L3 Habits for Success! G5U1L5 Performance Task: Continuous Improvement	Limited	Goal-setting, reflection, progress monitoring, peer feedback, and student sharing support communication about growth. Consistent assessment communication with families, specialists, and colleagues is not fully established.
5D Assessment for Continuous Improvement	Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
6A Reflection on Practice	Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
6B Focused Professional Learning	Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social-emotional support, and equitable practices, that	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
	enable each student, including historically and persistently underserved students, to reach identified goals.				
6C Collaboration with Colleagues	Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social-emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
6D Collaboration with Families, Guardians, and the Community	Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.	6D-3: Participate, with families, guardians, local education agencies, and community partners, in efforts to coordinate in-school and out-of-school care, learning, and enrichment opportunities.	Family communication materials Family resources Family access to Second Step lessons	Limited	The program includes family communication materials, family resources, and access to lessons that can reinforce common language and strategies across settings. Sustained reciprocal collaboration and coordinated services are not explicit.
6E Ethical Conduct and Professional Responsibilities	Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.	6E-2: Interact respectfully and supportively with students, colleagues, families, and community members.	KU1L1 We Watch. We Listen. We Think. KU4L18 Apologizing Can Help G1U3L12 Ways to Be Kind G1U3L13 Offering Kind Acts G1U4L19 We Can Make It Better G2U2L10 Performance Task: How Do You Feel? G2U4L16 The Way to Say a Problem G2U4L20 Performance Task: Be a Problem-Solver G3U2L8 Take a Break G3U3L14 Asking Questions G3U4L16 STEP by Step G4U4L17 Saying It Respectfully G4U4L19 A Good Solution G4U4L20 Performance Task: STEP into Problem-Solving G5U3L11 Empathy in the Community G5U4L16 Beginning to STEP	Limited	Lessons reinforce respect, fairness, responsibility, perspective-taking, and repair. They do not address the full range of educator ethics, legal duties, confidentiality, and professional responsibilities.
6F Activating Access and Equity	Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
6G Personal Growth and Well-Being	Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.

Grades 6–8 | Second Step® Middle School

Coverage: 0 Full | 8 Moderate | 9 Limited | 11 Not Addressed | 28 Total Elements

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
1A Focus on Students	Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.	1A–1: Create learning experiences that support the academic, behavioral, cognitive, functional, cultural, linguistic, physical, and social–emotional development of each learner.	G6U1L1 A Soundtrack for Success G6U1L4 Making Goals Specific G6U1L5 Breaking Down Your Goals G7U1L1 Designing Your Future G7U1L4 Identifying Obstacles G7U1L7 Performance Task: Reflecting on Your If–Then Plan G8U1L7 Your Motivation Plan G8U2L12 Agency and Confidence G8U2L13 Performance Task: Your Confidence-Building Plan	Moderate	The program provides related support, but the complete teacher practice extends beyond the evidence.
1B Knowledge of Students	Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.	1B–2, 1B–3, 1B–5: Learn about student assets and needs, integrate student voice and feedback, and support social–emotional well-being.	G6U1L6 Monitoring Your Progress G6U1L7 Performance Task: Bringing It All Together G6U3L16 How Emotions Affect Your Decisions G7U1L1 Designing Your Future G7U2L9 Your Self-Concept G7U2L12 Your Future Self-Concept G8U1L7 Your Motivation Plan G8U2L12 Agency and Confidence G8U3L19 Performance Task: My Stress-Management Plan	Moderate	The program provides multiple opportunities to learn about students' strengths, interests, goals, emotions, reflections, feedback, learning needs, and backgrounds. It does not provide a comprehensive process for gathering and using every dimension of student information.
1C Student Backgrounds and Family Engagement	Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
1D Diversity and Equity	Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.	1D–1: Establish and maintain positive relationships with each student to promote understanding, respect, and affirmation of diversity.	G6U4L20 You're Changing G6U4L22 Considering Multiple Perspectives G6U4L26 Performance Task: Conflict Solvers G7U1L3 Learning from Obstacles G7U2L9 Your Self-Concept G7U4L22 Conflicts and Perspectives G8U1L6 Increasing Your Motivation G8U3L15 Where Does Stress Come From? G8U4L22 Recognizing Others' Perspectives	Limited	The program provides related support, but the complete teacher practice extends beyond the evidence.
2A Learning Environment	Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social–emotional growth.	2A–4: Model, teach, and practice communication, emotional self-regulation, conflict resolution, and problem-solving.	G6U4L21 Why Conflicts Escalate G6U4L22 Considering Multiple Perspectives G6U4L23 Respectful Communication G7U1L5 Overcoming Obstacles G7U2L9 Your Self-Concept	Moderate	The program repeatedly supports respectful learning conditions through emotion management, communication, collaboration, and problem-solving. Broader academic learning-environment responsibilities remain with

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
			G7U4L20 What Makes a Conflict Escalate? G8U1L4 Motivation Factors 2 G8U2L11 How to Build Confidence 2 G8U4L24 Making Things Right		the educator.
2B Student Behavior	Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.	2B–2, 2B–5: Use developmentally appropriate practices supporting behavior, restorative approaches, and conflict resolution.	G6U2L10 Making Decisions G6U4L23 Respectful Communication G6U4L25 Making Amends G7U4L24 Resolving Conflict Part 2 G7U4L25 Taking Responsibility for Your Actions G7U4L26 Performance Task: Tips for Resolving Conflicts G8U4L22 Recognizing Others' Perspectives G8U4L24 Making Things Right G8U4L26 Performance Task: Guide to Healthy Relationships	Moderate	Students practice respectful communication, self-regulation, conflict resolution, accountability, and repair. The curriculum does not independently establish a complete classroom behavior system.
2C Organizational and Resource Management	Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
2D Inclusive Environment	Teachers build on students' assets, including students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences, to ensure that students' identities are included in classroom interactions and future learning experiences.	2D–3, 2D–4: Provide opportunities to practice SEL skills and express thoughtful, respectful feedback.	G6U1L6 Monitoring Your Progress G6U2L13 Performance Task: Using Your Guiding Principles G6U4L20 You're Changing G7U1L3 Learning from Obstacles G7U1L7 Performance Task: Reflecting on Your If–Then Plan G7U2L8 What Is Self-Concept? G8U1L7 Your Motivation Plan G8U4L22 Recognizing Others' Perspectives G8U4L26 Performance Task: Guide to Healthy Relationships	Moderate	Students reflect on perspectives, empathy, feedback, and social–emotional skills through sequenced experiences. Cultural, linguistic, family, and community assets are not addressed comprehensively.
3A Knowledge of Subject Matter and Pedagogy	Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social–emotional and language development.	3A–4: Arrange concepts and skills in developmental sequences that promote social–emotional development.	G6U1L3 Trying New Strategies G6U3L15 Emotions and Your Brain G6U3L16 How Emotions Affect Your Decisions G7U1L2 Creating New Pathways in Your Brain G7U3L14 Emotions Matter G7U3L18 Practicing Positive Self-Talk G8U2L10 How to Build Confidence 1 G8U3L14 Understanding Stress and Anxiety G8U3L19 Performance Task: My Stress-Management Plan	Limited	The program provides a developmental sequence of social–emotional concepts and skills. Subject-specific standards, disciplinary pedagogy, and language-development expectations require local integration.
3B Connecting Subject Matter to Real-World Contexts	Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic,	3B–2: Complement subject matter content with examples, current events, the arts, and other resources that reflect culturally, racially, and	G6U2L12 Thinking Short-Term and Long-Term G6U2L13 Performance Task: Using Your Guiding Principles G6U3L19 Performance	Limited	The program provides related support, but the complete teacher practice extends beyond the evidence.

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
	relevant, and meaningful.	linguistically diverse experiences, people, settings, and themes to which students can relate.	Task: Raising Awareness About Managing Emotions G7U1L1 Designing Your Future G7U1L7 Performance Task: Reflecting on Your If-Then Plan G7U2L12 Your Future Self-Concept G8U2L8 Agency G8U4L26 Performance Task: Guide to Healthy Relationships		
3C Curriculum and Resources for Specific Students and Student Groups	Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner's growth.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
3D Content and Skills across Subjects	Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.	3D-4: Empower students to work on areas for growth and learn new content by integrating their interests with pre-K-12 subject matter and social-emotional strengths.	G6U2L10 Making Decisions G6U2L11 Multiple Guiding Principles G6U4L24 Resolving Challenging Conflicts G7U1L4 Identifying Obstacles G7U1L5 Overcoming Obstacles G7U3L14 Emotions Matter G8U1L2 Motivation G8U4L23 Finding the Best Solution G8U4L24 Making Things Right	Moderate	The program provides related support, but the complete teacher practice extends beyond the evidence.
3E Curriculum Materials and Resources	Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social-emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.	3E-4: Use learning materials and resources that reflect diverse cultures, races/ethnicities, and languages to support socially and emotionally relevant subject matter content and skills.	G6U1L2 How to Grow Your Brain G7U1L1 Designing Your Future G8U2L10 How to Build Confidence 1	Limited	Teachers implementing an adopted Second Step program select, use, and may adapt instructional materials and resources for social-emotional learning. Accessibility, cultural responsiveness, technology selection, and alignment across the broader curriculum are not fully established.
4A Planning Instruction for Student Learning	Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.	4A-1, 4A-2: Consult pre-K-12 standards, frameworks, curriculum guides, and professional sources to integrate effective instructional methods for students to learn subject matter and social-emotional competencies.	G6U1L6 Monitoring Your Progress G7U1L1 Designing Your Future G8U3L19 Performance Task: My Stress-Management Plan	Limited	Teachers use the Second Step program to plan for students' social-emotional competencies and select relevant activities, supports, and sequences. Comprehensive planning from individual student data and across academic content remains outside the program.
4B Designing and Developing Instruction for Student Learning	Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.	4B-2: Vary instructional strategies to maximize engagement and ways of learning.	G6U1L1 A Soundtrack for Success G6U1L2 How to Grow Your Brain G6U2L9 Your Guiding Principles G7U1L5 Overcoming Obstacles G7U1L7 Performance Task: Reflecting on Your If-Then Plan G7U2L13 Performance Task: Who Will You Become? G8U1L1 Adjust and Achieve G8U1L3 Motivation Factors 1 G8U2L8 Agency	Moderate	Lessons use varied formats, including videos, discussion, partner work, role-play, drawing, planning, and performance tasks. Teachers determine how these approaches fit their students and academic curriculum.

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
4C Facilitating Instruction for Student Learning	Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.	4C-3, 4C-4: Facilitate self-directed and collaborative learning and provide varied ways to demonstrate learning.	G6U1L1 A Soundtrack for Success G6U2L11 Multiple Guiding Principles G6U4L23 Respectful Communication G7U1L1 Designing Your Future G7U1L3 Learning from Obstacles G7U1L5 Overcoming Obstacles G8U1L1 Adjust and Achieve G8U1L4 Motivation Factors 2 G8U1L5 Strategies for Motivation	Moderate	The program repeatedly facilitates engagement, well-being, efficacy, collaboration, and knowledge and skill development through explicit strategy instruction and guided application.
4D Adapting Instruction for Student Learning	Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
5A Understanding and Using Assessments	Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.	5A-3, 5A-4: Informally assess application and incorporate developmentally appropriate student self-assessment.	G6U1L6 Monitoring Your Progress G6U1L7 Performance Task: Bringing It All Together G6U2L9 Your Guiding Principles G7U1L1 Designing Your Future G7U1L2 Creating New Pathways in Your Brain G7U1L3 Learning from Obstacles G8U1L1 Adjust and Achieve G8U1L3 Motivation Factors 1 G8U1L6 Increasing Your Motivation	Limited	Performance tasks, reflection, plans, discussion, and observable practice create assessment opportunities. A complete assessment system with systematic analysis is not included.
5B Interpreting and Using Assessment Data to Inform Student Learning	Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social-emotional learning.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
5C Communication of Assessment and Data	Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.	5C-1, 5C-3: Involve students in self-assessment and progress monitoring and communicate about strengths and growth.	G6U1L4 Making Goals Specific G6U1L6 Monitoring Your Progress G6U1L7 Performance Task: Bringing It All Together G7U1L1 Designing Your Future G7U1L6 Creating an If-Then Plan G7U1L7 Performance Task: Reflecting on Your If-Then Plan G8U1L7 Your Motivation Plan G8U2L12 Agency and Confidence G8U2L13 Performance Task: Your Confidence-Building Plan	Limited	Goal-setting, reflection, progress monitoring, peer feedback, and student sharing support communication about growth. Consistent assessment communication with families, specialists, and colleagues is not fully established.
5D Assessment for Continuous Improvement	Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
	access, opportunities, resources, and outcomes for student learning and growth.				alignment.
6A Reflection on Practice	Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
6B Focused Professional Learning	Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social-emotional support, and equitable practices, that enable each student, including historically and persistently underserved students, to reach identified goals.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
6C Collaboration with Colleagues	Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social-emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
6D Collaboration with Families, Guardians, and the Community	Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.	6D-3: Participate, with families, guardians, local education agencies, and community partners, in efforts to coordinate in-school and out-of-school care, learning, and enrichment opportunities.	Family communication materials Family resources Family access to Second Step lessons	Limited	The program includes family communication materials, family resources, and access to lessons that can reinforce common language and strategies across settings. Sustained reciprocal collaboration and coordinated services are not explicit.
6E Ethical Conduct and Professional Responsibilities	Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.	6E-2: Interact respectfully and supportively with students, colleagues, families, and community members.	G6U2L12 Thinking Short-Term and Long-Term G6U4L23 Respectful Communication G6U4L25 Making Amends G7U4L24 Resolving Conflict Part 2 G7U4L25 Taking Responsibility for Your Actions G7U4L26 Performance Task: Tips for Resolving Conflicts G8U4L20 My Values G8U4L24 Making Things Right G8U4L26 Performance Task: Guide to Healthy Relationships	Limited	Lessons reinforce respect, fairness, responsibility, perspective-taking, and repair. They do not address the full range of educator ethics, legal duties, confidentiality, and professional responsibilities.
6F Activating Access and Equity	Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
	learn and thrive.				
6G Personal Growth and Well-Being	Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.

Grades 9–12 | Second Step® High School

Coverage: 0 Full | 13 Moderate | 9 Limited | 6 Not Addressed | 28 Total Elements

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
1A Focus on Students	Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.	1A–1: Create learning experiences that support the academic, behavioral, cognitive, functional, cultural, linguistic, physical, and social–emotional development of each learner.	P2C1G9 Visualizing Success P2C1G11 Professional Problem-Solving P2C1G12 Name Your Brand P2C1-SW2 Community Goal P2C2-SW1 Staff Talent Showcase P3C1G12 Career Curiosity Boards P3C3G9 Exploring Experiences P3C3G10 Let Me Teach You Something P3C3G11 Time for a Passion Project P3C3G12 Now Hiring: Future You	Moderate	The program provides related support, but the complete teacher practice extends beyond the evidence.
1B Knowledge of Students	Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.	1B–2, 1B–3, 1B–5: Learn about student assets and needs, integrate student voice and feedback, and support social–emotional well-being.	P1C2G11 Three Things in Common P1C3-SW1 Two Minutes a Day P1C3-ED1 Communicating Belonging P2C1G9 Visualizing Success P2C1G12 Name Your Brand P2C2-ED2 Learning Reflections P2C3-SW2 Plan and Reflect	Moderate	The program provides multiple opportunities to learn about students' strengths, interests, goals, emotions, reflections, feedback, learning needs, and backgrounds. It does not provide a comprehensive process for gathering and using every dimension of student information.
1C Student Backgrounds and Family Engagement	Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.	1C–5: Maintain responsive communication with families about student progress and accomplishments.	P1C2-SW2 Good News Messages P3C3-SW2 Student-Led Conferences	Limited	Good News Messages and Student-Led Conferences support family communication about students and their growth. Comprehensive, sustained family partnership is not established.
1D Diversity and Equity	Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.	1D–1: Establish and maintain positive relationships with each student to promote understanding, respect, and affirmation of diversity.	P1C1G12 Empathy Interviews P1C2G12 If You Really Knew Me P1C3-ED2 Shared Learning Through Conversation P4C2G11 Photo Perspectives	Limited	The program provides related support, but the complete teacher practice extends beyond the evidence.
2A Learning Environment	Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social–emotional growth.	2A–4: Model, teach, and practice communication, emotional self-regulation, conflict resolution, and problem-solving.	P1C2-ED2 Digital Cooperative Learning P1C3-SW1 Two Minutes a Day P1C3-ED1 Communicating Belonging P2C1G10 Time Management Hackathon P2C1G11 Professional Problem-Solving P3C1G10 Computational Thinking for Problem-Solving P3C3G10 Let Me Teach You Something P4C1G9 Naming Emotions P4C1G11 Identifying and Managing Emotions P4C2G9 Thoughtful Focus P4C2G11 Photo Perspectives P4C2G12 Practicing Self-	Moderate	The program repeatedly supports respectful learning conditions through emotion management, communication, collaboration, and problem-solving. Broader academic learning-environment responsibilities remain with the educator.

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
			Compassion P4C3G12 Self-Compassionate Writing		
2B Student Behavior	Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.	2B–2, 2B–5: Use developmentally appropriate practices supporting behavior, restorative approaches, and conflict resolution.	P1C2G10 Common Ground P1C3G11 Repairing Relationships P1C3G12 Making Assumptions P1C1-SW1 Greeting Students Across Campus P1C1-ED1 Co-Creating Classroom Agreements P1C2-SW1 Schoolwide Agreements P1C2-ED1 Memory Tricks P1C3-SW2 Connecting Our Community P1C3-ED1 Communicating Belonging P2C1-SW1 High Expectations P3C2-SW2 Town Hall P4C3G11 What's Normal? P4C1-ED2 Check, Shift, Reset P4C2-ED2 Gratitude Wall	Moderate	Students practice respectful communication, self-regulation, conflict resolution, accountability, and repair. The curriculum does not independently establish a complete classroom behavior system.
2C Organizational and Resource Management	Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
2D Inclusive Environment	Teachers build on students' assets, including students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences, to ensure that students' identities are included in classroom interactions and future learning experiences.	2D–3, 2D–4: Provide opportunities to practice SEL skills and express thoughtful, respectful feedback.	P1C1G12 Empathy Interviews P1C2G12 If You Really Knew Me P1C3-ED2 Shared Learning Through Conversation P2C2-ED2 Learning Reflections P2C3-ED2 Peer Feedback P4C2G11 Photo Perspectives	Moderate	Students reflect on perspectives, empathy, feedback, and social-emotional skills through sequenced experiences. Cultural, linguistic, family, and community assets are not addressed comprehensively.
3A Knowledge of Subject Matter and Pedagogy	Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social-emotional and language development.	3A–4: Arrange concepts and skills in developmental sequences that promote social-emotional development.	P1C2-ED2 Digital Cooperative Learning P2C1G10 Time Management Hackathon P2C1G11 Professional Problem-Solving P3C1G10 Computational Thinking for Problem-Solving P4C1G9 Naming Emotions P4C1G10 Memories from Past and Future P4C1G11 Identifying and Managing Emotions P4C2G9 Thoughtful Focus P4C2G11 Photo Perspectives P4C2G12 Practicing Self-Compassion P4C3G12 Self-Compassionate Writing P4C1-ED1 Mind Breaks	Limited	The program provides a developmental sequence of social-emotional concepts and skills. Subject-specific standards, disciplinary pedagogy, and language-development expectations require local integration.
3B Connecting Subject Matter to Real-World Contexts	Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.	3B–1, 3B–2: Complement subject matter content with examples, current events, the arts, and other resources that reflect culturally, racially, and linguistically diverse experiences, people, settings, and themes to which students can relate.	P1C3G10 Digital Connections P1C1-SW2 Who Are We? P1C1-ED2 Music Moment P1C2-ED2 Digital Cooperative Learning P2C1G10 Time Management Hackathon P3C1G10 Computational Thinking for Problem-Solving	Moderate	The program provides related support, but the complete teacher practice extends beyond the evidence.

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
			P3C1G11 Understanding Your Feed P3C2G9 Introduction to Strengths P3C3G11 Time for a Passion Project P3C3G12 Now Hiring: Future You P4C3G9 What Would You Do?		
3C Curriculum and Resources for Specific Students and Student Groups	Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner's growth.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
3D Content and Skills across Subjects	Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.	3D-4: Empower students to work on areas for growth and learn new content by integrating their interests with pre-K-12 subject matter and social-emotional strengths.	P1C1-SW2 Who Are We? P1C1-ED2 Music Moment P1C2-ED2 Digital Cooperative Learning P2C1G10 Time Management Hackathon P2C1G11 Professional Problem-Solving P3C1G10 Computational Thinking for Problem-Solving	Moderate	The program provides related support, but the complete teacher practice extends beyond the evidence.
3E Curriculum Materials and Resources	Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social-emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.	3E-4: Use learning materials and resources that reflect diverse cultures, races/ethnicities, and languages to support socially and emotionally relevant subject matter content and skills.	P1C1G11 Stand Up P1C3G10 Digital Connections P1C2-ED2 Digital Cooperative Learning P4C3G9 What Would You Do?	Limited	Teachers implementing an adopted Second Step program select, use, and may adapt instructional materials and resources for social-emotional learning. Accessibility, cultural responsiveness, technology selection, and alignment across the broader curriculum are not fully established.
4A Planning Instruction for Student Learning	Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.	4A-1, 4A-2: Consult pre-K-12 standards, frameworks, curriculum guides, and professional sources to integrate effective instructional methods for students to learn subject matter and social-emotional competencies.	P2C1G9 Visualizing Success P2C1-SW2 Community Goal P3C2G12 Collective Contributions	Moderate	Teachers use the Second Step program to plan for students' social-emotional competencies and select relevant activities, supports, and sequences. Comprehensive planning from individual student data and across academic content remains outside the program.
4B Designing and Developing Instruction for Student Learning	Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.	4B-2: Vary instructional strategies to maximize engagement and ways of learning.	P1C2-SW1 Schoolwide Agreements P1C3-ED2 Shared Learning Through Conversation P2C1G11 Professional Problem-Solving P3C2-ED1 Academic Discussions	Moderate	Lessons use varied formats, including videos, discussion, partner work, role-play, drawing, planning, and performance tasks. Teachers determine how these approaches fit their students and academic curriculum.
4C Facilitating Instruction for Student Learning	Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.	4C-3, 4C-4: Facilitate self-directed and collaborative learning and provide varied ways to demonstrate learning.	P1C2G12 If You Really Knew Me P1C2-SW1 Schoolwide Agreements P1C2-ED2 Digital Cooperative Learning P2C1G11 Professional Problem-Solving P3C2G10 Identifying Shared Strengths P3C3G11 Time for a Passion Project P3C1-ED2 Collaborative Learning Groups	Moderate	The program repeatedly facilitates engagement, well-being, efficacy, collaboration, and knowledge and skill development through explicit strategy instruction and guided application.

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
4D Adapting Instruction for Student Learning	Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.	4D-3: Build flexible pathways, processes, and interventions for student engagement that are inclusive and that support student success.	P1C2G12 If You Really Knew Me P2C3-ED1 Authentic Feedback P2C3-ED2 Peer Feedback P3C2G10 Identifying Shared Strengths P3C1-ED2 Collaborative Learning Groups	Limited	The program provides related support, but the complete teacher practice extends beyond the evidence.
5A Understanding and Using Assessments	Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.	5A-3, 5A-4: Informally assess application and incorporate developmentally appropriate student self-assessment.	P2C2-ED2 Learning Reflections P2C3-SW2 Plan and Reflect P2C3-ED2 Peer Feedback P3C1G12 Career Curiosity Boards P3C2G12 Collective Contributions P3C3G11 Time for a Passion Project P4C1G9 Naming Emotions	Moderate	Performance tasks, reflection, plans, discussion, and observable practice create assessment opportunities. A complete assessment system with systematic analysis is not included.
5B Interpreting and Using Assessment Data to Inform Student Learning	Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social-emotional learning.	5B-1: Systematically check for student understanding, through observation, analysis of student work, and use of student questions and feedback, to revise curricular and instructional plans.	P2C3-ED1 Authentic Feedback P2C3-ED2 Peer Feedback P3C2-ED2 Plan, Guide, Assess	Limited	The program provides related support, but the complete teacher practice extends beyond the evidence.
5C Communication of Assessment and Data	Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.	5C-1, 5C-3: Involve students in self-assessment and progress monitoring and communicate about strengths and growth.	P2C1G9 Visualizing Success P2C1-SW2 Community Goal P2C2-SW1 Staff Talent Showcase P2C2-ED2 Learning Reflections P3C1G12 Career Curiosity Boards P3C2G12 Collective Contributions P3C3G11 Time for a Passion Project P3C3G12 Now Hiring: Future You P4C1G9 Naming Emotions	Moderate	Goal-setting, reflection, progress monitoring, peer feedback, and student sharing provide students opportunities to assess and track growth. Consistent assessment communication with families, specialists, and colleagues is not fully established.
5D Assessment for Continuous Improvement	Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
6A Reflection on Practice	Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.	6A-1: Reflect on and analyze their teaching practice and their own social-emotional competencies and how these teacher capacities contribute to each student's learning and well-being.	P2C2-ED2 Learning Reflections P2C3-ED1 Authentic Feedback P2C3-ED2 Peer Feedback P3C1G12 Career Curiosity Boards P3C3G11 Time for a Passion Project P4C1G9 Naming Emotions	Moderate	The program provides related support encouraging educators to think deeply about their instruction, including guiding reflection questions after each educator practice and student activity. Complete teacher practice extends beyond the evidence.
6B Focused Professional Learning	Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social-emotional support, and equitable practices, that enable each student, including historically and persistently underserved	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.

Element	2024 CSTP Element	Aligned CSTP Example Indicators	Aligned Second Step® Content / Learning Experiences	Alignment	Evidence and Rationale
	students, to reach identified goals.				
6C Collaboration with Colleagues	Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social-emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.
6D Collaboration with Families, Guardians, and the Community	Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.	6D-4: Support school relationships with universities and businesses to create extended learning opportunities and to get updated information about what students need to know and be able to do, upon graduation, for college and career success.	P1C2-SW2 Good News Messages P2C3G12 Expanding Networks for Success P2C1-SW2 Community Goal P2C2-SW2 Professional and Community Connections P3C3-SW2 Student-Led Conferences	Limited	The program includes family communication materials, family resources, and access to lessons that can reinforce common language and strategies across settings. Some practices also engage family and community members. Sustained reciprocal collaboration and coordinated services are not explicit.
6E Ethical Conduct and Professional Responsibilities	Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.	6E-2: Interact respectfully and supportively with students, colleagues, families, and community members.	P1C1-ED1 Co-Creating Classroom Agreements P1C1-SW1 Greeting Students Across Campus P1C2-ED1 Memory Tricks P1C3-ED1 Communicating Belonging P1C3G12 Making Assumptions P3C1-ED1 Choice Boards P3C2-SW2 Town Hall P3C3-ED1 Implementing Student Feedback P3C3-ED2 Learning Menus P4C2G11 Photo Perspectives	Limited	Activities and practices reinforce respect, fairness, responsibility, perspective-taking, and repair. They do not address the full range of educator ethics, legal duties, confidentiality, and professional responsibilities.
6F Activating Access and Equity	Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.	6F-4: Develop a climate of trust, engagement, mutual respect, and honest communication, within the classroom, school, district, and community, to consistently make fair and equitable decisions on behalf of each student.	P1C2G10 Common Ground P1C3G11 Repairing Relationships P1C3G12 Making Assumptions P1C1-SW1 Greeting Students Across Campus P1C1-ED1 Co-Creating Classroom Agreements P1C2-ED1 Memory Tricks	Limited	The program provides related support, but the complete teacher practice extends beyond the evidence.
6G Personal Growth and Well-Being	Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.	No verified indicator-level alignment	No verified alignment	Not addressed	The reviewed program evidence does not describe this teacher practice with enough specificity to verify alignment.