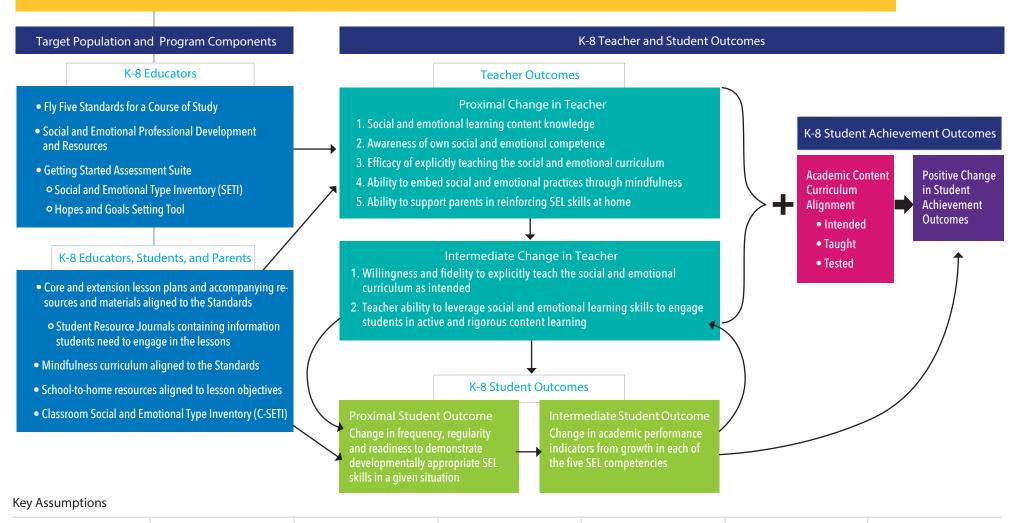
Fly Five: The Social and Emotional Learning Curriculum® Theory of Change

Underlying Design Principle

The Fly Five Curriculum has six underlying design principles: (1) support teachers in developing their own social and emotional competence; (2) provide formative data; (3) support and empower teacher decision-making; (4) adapt to a wide variety of educational contexts; (5) represent diversity (6) support social and emotional learning at home



- Teachers pay attention to their own social and emotional growth and model social and emotional competence.
- Leaders value SEL as a core curriculum and set and hold expectations.
- 3. Students who have successive years in explicit instruction in SEL will show readiness to demonstrate skills in a given situation.
- 4. The frequency and regularity with which students demonstrate SEL skills that contribute to academic success are dependent upon fidelity of implementation.
- 5. Social and emotional growth and development is uneven and dynamic. People may show uneven development in or greater ability to demonstrate one competence than another or change in a competence at any given time in their life.
- Sociocultural and economic factors, as well as individual personality and experiences, influence the development and demonstration of specific social and emotional skills.
- 7. Readiness to demonstrate social and emotional skills in a given situation is influenced by explicit instruction, by the opportunity to draw on learning from previous experience, and the time to prepare and reflect.