

Social Emotional Learning Standards

These standards were created based on research into multiple existing state SEL standards as well as taking into account the five core competencies put forth by CASEL. These standards are meant to be immediately usable by a school district, but with time, the schools should work to elaborate upon them and take ownership in making them fit the unique needs of the individuals involved.

What to Know about Learning Social-Emotional Skills:

- These skills are teachable just like academic skills and students should be given similar supports and time to practice these skills: don't assume anyone should just *know* them.
- Individuals will learn these skills at different rates and need different amounts of support, and that's ok.
- SEL skills are life skills and should be demonstrated by and expected of all individuals in the school.
- Have a growth mindset: it will take time and effort to grow in your ability to both learn and then teach these skills in a way that works for you.
- Seek out and provide others with support and feedback.

If a school wants to truly be successful at integrating social-emotional learning into their school cultures and set their students up for a greater likelihood of success as they embark into the 'real world', then they need only to take it one step at a time and know that it is an ongoing, worthwhile process.

Self-Awareness

Overall Objective: Demonstrate an understanding of emotions and how they affect behavior, be able to accurately understand one's strengths and identity, and know and utilize healthy support systems.

	Lower Elementary	Upper Elementary	Middle School	High School & Adult
Emotions	<ul style="list-style-type: none"> I can describe the basic emotions. I can name my own emotions. 	<ul style="list-style-type: none"> I can explain how my emotions affect my behavior. 	<ul style="list-style-type: none"> I can describe words for different intensities of emotions. I can explain how different emotions affect my body and my behavior. 	<ul style="list-style-type: none"> I have created a plan for managing my emotions.
Self-Perception & Recognizing Strengths	<ul style="list-style-type: none"> I can list things I like and dislike. I can learn from my mistakes. 	<ul style="list-style-type: none"> I can list skills that I need to work on so that I can do things that I am interested in. I can take on challenges with confidence and a positive mindset. I accept myself. 	<ul style="list-style-type: none"> I can identify my strengths and I know what I can do to work on developing those strengths. I understand how my effort and my attitude can help me to achieve my goals. 	<ul style="list-style-type: none"> I am aware of my identity: who I am, how I identify, and what I believe. I know my limitations and I work to address them. I demonstrate resilience and work to maintain a positive mindset.
Support Systems	<ul style="list-style-type: none"> I can recognize when I need help. I ask my teacher when I need help at school. I can name trusted adults. 	<ul style="list-style-type: none"> I can name something I do that I need help with. I know who to ask for help with different problems I have at home and at school. 	<ul style="list-style-type: none"> I understand that I won't always feel how others think I should. I can name at least three people I have in my support system and how I seek out help when I need it. 	<ul style="list-style-type: none"> I can advocate for myself with confidence. I can evaluate and use available resources to meet my needs.

Self-Management

Overall Objective: Demonstrate the ability to monitor one's own emotions, react appropriately in different situations, manage stress in a healthy way, and set goals and show perseverance in the pursuit of achieving them.

	Lower Elementary	Upper Elementary	Middle School	High School & Adult
Self-Monitoring and Impulse Control	<ul style="list-style-type: none"> I can show self-control with my behavior. I know what my responsibilities are, and I can follow school rules and expectations. 	<ul style="list-style-type: none"> I can use strategies to manage my emotions and behavior. I understand what motivates me. I can explain strategies to use my time well. 	<ul style="list-style-type: none"> I understand how my emotions and thoughts can affect my behavior. I maintain a growth mindset when it comes to managing my emotions. I can use strategies to manage my time effectively. 	<ul style="list-style-type: none"> I can both embrace and manage my emotions. I understand that different situations have different expectations, and I can adjust my behavior as needed. I can consistently manage my time effectively.
Healthy Stress Management	<ul style="list-style-type: none"> I can use strategies to calm down by myself or with reminders from an adult. 	<ul style="list-style-type: none"> I understand what my stressors are and when they might affect my behavior. 	<ul style="list-style-type: none"> I can demonstrate stress management strategies. 	<ul style="list-style-type: none"> I can create and execute a plan for managing my stress.
Setting Goals & Persevering to Achieve Them	<ul style="list-style-type: none"> I can set a short-term goal and work to meet it. 	<ul style="list-style-type: none"> I can set goals and work towards achieving them. I can explain what a growth mindset is. 	<ul style="list-style-type: none"> I am working to develop a growth mindset. I can monitor the progress I am making towards my goals. 	<ul style="list-style-type: none"> I have a growth mindset in challenging situations and can create a plan to persevere. I can monitor my short and long-term goals. I can reevaluate my goals or plans and change them if I need to.

Social Awareness

Overall Objective: Demonstrate the ability to recognize the emotions and perspectives of others and feel empathy, accept and respect others, and appreciate diversity.

	Lower Elementary	Upper Elementary	Middle School	High School & Adult
Empathy & Perspective Taking	<ul style="list-style-type: none"> • With assistance, I understand the feelings and perspectives of others. • With assistance, I understand that people can have different feelings when faced with the same situation. 	<ul style="list-style-type: none"> • I can describe the feelings and perspective of others. • I can identify verbal, physical, and situational cues that help me understand how others are feeling. 	<ul style="list-style-type: none"> • I can anticipate the feelings of others during different situations. • I can identify possible reasons why someone responds a certain way. 	<ul style="list-style-type: none"> • I can show empathy towards others. • I understand how society, cultural norms, and morals & values influence how people act and interact. • I adapt my responses based on the emotional impact I am having on others.
Acceptance & Respect for Others	<ul style="list-style-type: none"> • I can accept people who are different from me. • I can say positive things about others. • I show concern for the feelings of others. 	<ul style="list-style-type: none"> • I can ask for help respectfully. • I can work and play with others. • I can respond compassionately. 	<ul style="list-style-type: none"> • I can learn from and be respectful of others, including those from different backgrounds than me. • I can challenge stereotypes and prejudice. 	<ul style="list-style-type: none"> • I can express gratitude. • I can respect diverse beliefs. • I can advocate for others with confidence.

Relationship Skills

Overall Objective: Demonstrate an understanding of effective communicating techniques including active listening, know how to start and maintain healthy relationships, and to resolve conflicts in healthy ways.

	Lower Elementary	Upper Elementary	Middle School	High School & Adult
Communication	<ul style="list-style-type: none"> I can communicate appropriately with others. I can listen to suggestions from others. 	<ul style="list-style-type: none"> I can give suggestions to others. I can listen and respond to others effectively. 	<ul style="list-style-type: none"> I can use electronic communication, including social media, safely & with etiquette. I can respond appropriately in different social situations. I use active listening techniques. 	<ul style="list-style-type: none"> I can understand what others are telling me verbally and nonverbally. I can adapt my social interactions in and out of school to improve myself.
Relationship Building	<ul style="list-style-type: none"> I can ask to play or join a group. I can make and keep friends. I know the difference between helpful & harmful behaviors in relationships. 	<ul style="list-style-type: none"> I understand how to act in different social situations. I can help others to make friends. I know the impact peer pressure has. 	<ul style="list-style-type: none"> I can work with others in a group. I understand how to set limits with people in my life. I can demonstrate professionalism. 	<ul style="list-style-type: none"> I can work with others in and out of school. I can use negotiating skills to reach win-win solutions. I can set limits and avoid unhealthy peer pressures.
Conflict Resolution	<ul style="list-style-type: none"> I can recognize conflict. I can find simple solutions to some conflicts. 	<ul style="list-style-type: none"> I know the difference between conflict & bullying. I can describe causes & consequences of conflicts. I can apply constructive approaches in resolving conflict. 	<ul style="list-style-type: none"> I can evaluate and use different strategies to prevent and respond appropriately to conflict. 	<ul style="list-style-type: none"> I can respond to and resolve conflict appropriately. I can evaluate my current conflict-resolution skills and plan how to improve them.

Responsible Decision-Making

Overall Objective: Demonstrate the ability to identify and solve problems; evaluate, self-reflect, and take personal responsibility for one's part in a situation or outcome; and take into account ethical considerations when making decisions.

	Lower Elementary	Upper Elementary	Middle School	High School & Adult
Identifying & Solving Problems	<ul style="list-style-type: none"> I can explain how to solve a problem. I can make positive choices when interacting with my classmates. 	<ul style="list-style-type: none"> I can identify and solve problems using decision-making strategies. 	<ul style="list-style-type: none"> I can acknowledge problems and evaluate potential solutions. 	<ul style="list-style-type: none"> I can anticipate problems. I can use critical thinking, flexibility, & facts when thoughtfully working to make a decision. I can choose appropriate solutions to my problems.
Evaluating, Self-Reflecting, & Taking Personal Responsibility	<ul style="list-style-type: none"> I understand that my choices have consequences. I understand the difference between safe and unsafe behavior. I can name my responsibilities. I can learn from my choices. 	<ul style="list-style-type: none"> I can make good choices and explain why I made them. I can think about what could happen as a result of choices. I can learn from my mistakes. 	<ul style="list-style-type: none"> I can recognize unsafe and risky situations and know how to remove myself. I understand how media, peers, and cultural norms influence my behavior. I understand how my decisions affect my goals. 	<ul style="list-style-type: none"> I can distinguish between emotional and factual information. I can analyze how my current choices affect my future.
Ethical Responsibilities	<ul style="list-style-type: none"> I know why doing things that hurt others is wrong. I know what is considered good behavior. 	<ul style="list-style-type: none"> I can support others in making good choices. I respect myself and others when making decisions. 	<ul style="list-style-type: none"> I use honesty, respect, fairness, and compassion when making a decision. I analyze the reasons for rules and how they influence my decisions. 	<ul style="list-style-type: none"> I can make moral and ethical choices. I can help others analyze how their current choices affect their future.