



Iowa's Social-Emotional Learning Competencies



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Introduction

Learners in Iowa, including children, youth, and adults are the central focus of the Iowa Department of Education (Department). Through collaboration with Area Education Agencies, local school districts, professional education organizations, and youth, as well as state agencies and organizations, the Department works toward the following vision and mission:

Vision:

Iowa learners experience high levels of success and develop the capacity to continually grow as successful, healthy, and productive citizens in a global community.

Mission:

Creating excellence in education through leadership and service.

The Iowa Department of Education has a priority of ensuring that all learners are ready for their future at all ages and stages of growth. This expands our definition of future readiness and inclusion of all department work to include preschool through 12th grade, to prepare all learners for their future at every step of their educational journey.

In order to reach this goal, educators across the state are recognizing the need for addressing the whole child and implementing multi-tiered systems of support (MTSS) in collaboration with families, and community partners to meet the dynamic and diverse needs of all learners. In concert with the advances educators have made in supporting academics, it is essential to address the social-emotional-behavioral health (SEBH) needs of Iowa learners. This is achieved, in part, by a focus on Social-Emotional Learning (SEL).

Based on research and recommendations from stakeholders, the decision was made to adopt the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework (definition, competencies and contexts) as the focus for SEL in Iowa. Use of this framework and these resources are completely voluntary and not required. School districts, should they choose to establish an SEL framework, are encouraged to research and select an SEL framework that works best in their context.

Important to Note:

This guide is not intended to be used as a step-by-step manual; rather it is suggested that educators become familiar with the contents, reflect on current practice, and then select specific components of this guide to address areas for strengthening social-emotional competencies.

Definition of Social-Emotional Learning

“Social-Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.” (CASEL, 2020)

Social-Emotional Learning Framework

The CASEL social-emotional framework is known as the “CASEL wheel” (Figure 1). At the center are the five core social and emotional competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-making. These are broad, interrelated areas that support learning and development. Circling them are four key settings where students live and grow: Classroom, Schools, Families and Caregivers, and Communities. School-family-community partnerships coordinate SEL practices and establish equitable learning environments across all of these contexts.



Figure 1. The CASEL wheel representing 5 Social-Emotional competencies and key settings in which social-emotional learning occurs.

Social-Emotional competencies are important for whole-student development and well-being. We know that “brain function is hierarchical. We feel and then we think.” (Blodgett, 2015, Perry, 2006). A purposeful focus on implementing strong Social-Emotional competencies fosters an environment where all individuals feel supported and can thrive.

The Social-Emotional Learning Competencies Defined

- **Self-Awareness** is the ability to accurately recognize one’s own emotions, thoughts, and experiences and how they influence behavior. It is the ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset”.
- **Self-Management** is the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
- **Social Awareness** is the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.
- **Relationship Skills** includes the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
- **Responsible Decision-Making** is the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.



Iowa's Foundational Principles for Social-Emotional Learning

Social-Emotional Foundational Principles represent four overarching ideas for integrating SEL in a Multi-Tiered System of Supports (MTSS). These principles emphasize establishing an SEL process in which all caring adults who support learners: model competencies, promote equity, address the needs of the whole child, create partnerships with families and community stakeholders, and engage in self-care practices to support their own well-being. These principles focus on creating a rich, social learning community in which all learners feel connected and capable, and one in which learners are engaged, have the opportunity to communicate their beliefs, opinions and perspectives, and develop Social-Emotional Competencies that will enable them to be contributing members of a global community. The following foundational principles are of key importance as we work together to use the IASEL Competencies for learners (children, youth, and adults):

Social-emotional learning is an on-going process of acquiring and applying knowledge, attitudes and skills throughout life, in predictable and unpredictable situations.

The purpose of this foundational principle is to emphasize that Social-Emotional Competencies are required to succeed in school, relationships, community, and workplace. From developing a sense of basic trust in infancy; to exercising independence in preschool; to refining a sense of self and testing roles in adolescence; to reflecting on a lifetime of experiences, relationships, successes and failures in late adulthood; Social-Emotional skills are ever developing with each experience and context. Social-Emotional Competencies extend beyond overt behavior; applying knowledge and adopting healthy habits requires the unseen thought processes and attitudes that precede actions and decisions, and support wellness. The expectation is for learners to develop and apply social-skills, and engage in the life-long process of reflection and self-assessment to ensure their actions produce positive results for themselves and others.

Key Ideas:

- SEL is a process that focuses on acquiring age-appropriate skills in developmentally appropriate contexts.
- SEL is more than behavior (e.g., attitudes, habits, thoughts) that may not manifest as observable behavior.
- Mastery of competencies is not expected. Skills are developed and applied in predictable and unpredictable situations, with the expectation that learners continue to grow with each experience and context.

Social-emotional learning involves all adults, as teachers and life-long learners

SEL begins with adults. In the home, school, and community, key adults in learners' lives influence the development of essential Social-Emotional Competencies. To be effective, adults teaching and modeling SEL must develop their own social-emotional competencies, practice self-care, demonstrate cultural responsiveness, and establish healthy habits to promote their own wellness. When systems support adults to take care of themselves, a positive cycle of SEL develops. This principle also emphasizes that all adults teach and model competencies, expectations and routines. Adults provide multiple opportunities for learners to practice competencies, acknowledge the use of competencies when observed and give positive and/or corrective feedback to support learning.

Key Ideas:

- Focusing on adult Social-Emotional Competencies is a critical first step prior to implementation.
- Adults critically examine their own Social-Emotional Competencies
- Adults embrace self-care to ensure the well-being of themselves and others.
- Social-Emotional Competencies, Learning Targets, and Developmental Indicators are taught, modeled, acknowledged and supported by caring adults.

Social-emotional learning helps to create safe, healthy and supportive environments that extend beyond the classroom to the whole school, home and community.

This principle reflects the research that shows that learners need to feel safe, engaged, connected and supported in order to thrive. These factors are also considered to be “Conditions for Learning” and contribute to academic success, positive relationships, good attendance and fewer problem behaviors. Caring, supportive, respectful relationships develop among learners (young children, youth, parents, teachers, other school personnel) who recognize and appreciate similarities and differences, are culturally and ethnically responsive, show empathy and engage in ethically responsible decision-making. Instructional tasks and experiences are created to encourage responsibility and choice, collaborative learning, self-reflection, and reciprocal communication. Caring adults recognize a learner’s need for academic, social and emotional support and teach essential Social-Emotional skills related to self-advocacy, self-regulation, stress management and problem-solving.

Key Ideas:

- SEL occurs all day, every day, everywhere.
- SEL is focused on the “whole child” and extends beyond school to home and community through teaching, modeling, practice and application.
- SEL is a lever for Equity and promotes the conditions that enable all learners to build on their unique skills, cultural identities, qualities, heritage, etc.

Social-emotional learning promotes learner voice and provides opportunities to encourage, engage, and empower learners to make decisions that allow them to explore their choices, interests, and experiences in multiple contexts.

This principle emphasizes the idea that learner voice increases the feeling of being connected, capable and valued as a contributing individual. Opportunities for participation/leadership through authentic youth/adult partnerships develops agency and respects individual identity. Learners’ voice is honored through multiple opportunities and avenues for self-expression, participation, task completion, and authentic decision-making in the classroom and system of the school/community. Learners are encouraged to apply skills and processes learned in and out of school, as well as draw from their experiences as they navigate the world around them. As a strength-based approach, the Social-Emotional Learning process helps all children, youth, and adults recognize, affirm, apply, and develop their strengths in multiple contexts.

Key Ideas:

- SEL promotes learner voice and creates opportunities with learners to participate in decisions about instruction, policies, behavior expectations, response preferences, and other areas of their education.
- SEL is a strengths-based approach that recognizes, affirms, and develops the strengths of children, youth, and adults.

Important to Note:

The Iowa Social-Emotional Learning Framework was developed through an extensive process that included: extensive research review; consultation with national experts; and engaged a broad range of stakeholders from the Iowa Department of Education, Area Education Agencies, Local Districts and Schools, other government agencies, higher education, state and local nonprofit organizations, and youth. During this process the foundational principles were identified as keystones that must be in place for evidence-based social-emotional learning.

Initiating Social-Emotional Learning

While there are many methods of initiating something considered “new” in a school’s systems, it is important to remember that social-emotional learning is already taking place every day in schools. The critical difference in what is already taking place versus actively pursuing social-emotional learning is a purposeful and pervasive systemic emphasis consistently evident in infrastructure, leadership, culture/climate, policies, procedures, instruction, supports, and assessment.

The use of Implementation Science/Continuous Improvement Process calls for critical investigation and planning stages *prior* to implementation. Knowing, from your own data and existing initiatives why social-emotional learning is needed and what outcome you desire is important for alignment with your school’s mission and having your efforts linked to student learning.

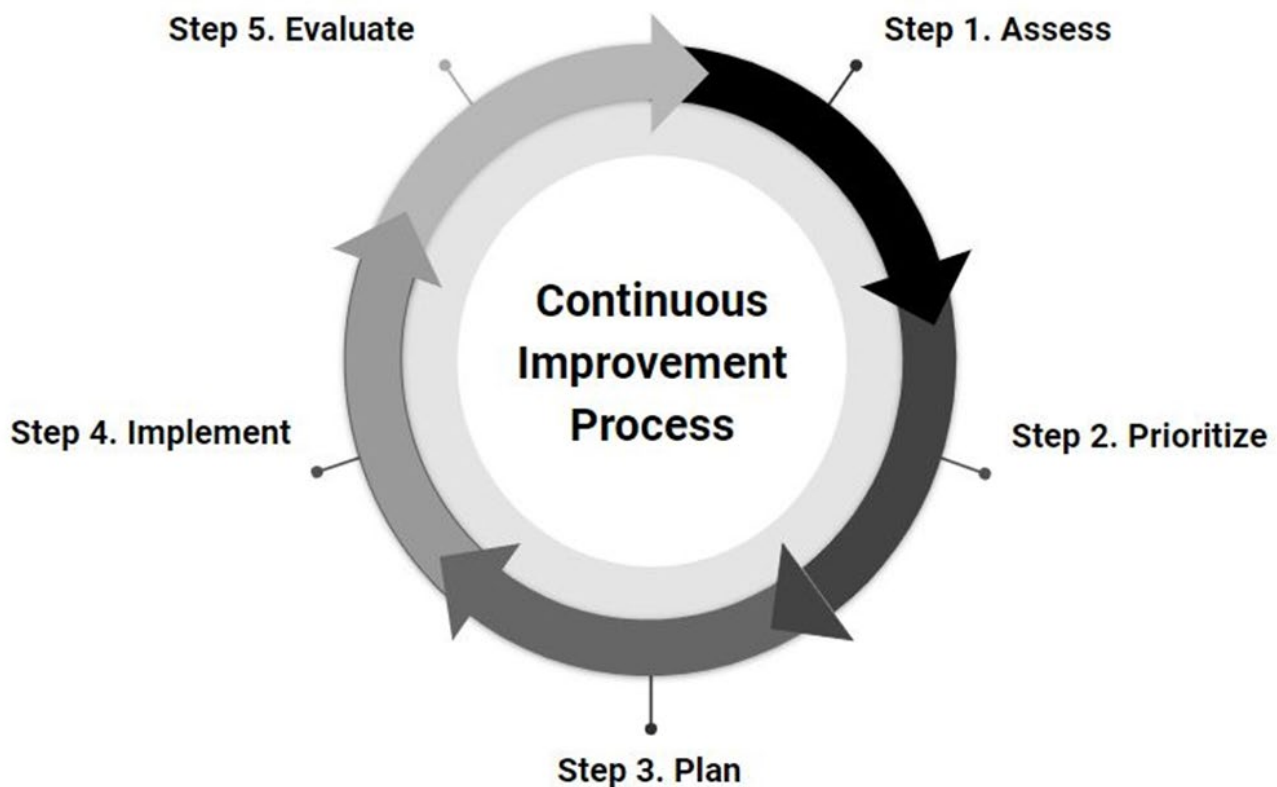


Figure 2: Iowa’s 5-Step Continuous Improvement Process

The Iowa Continuous Improvement Process can be used throughout your implementation of social-emotional learning at the individual student, classroom, school, and district, level in concert with the other initiatives you are implementing. Table 1 provides an example of how this process can be used. Note that the questions reflected in the table are not an exhaustive list at each step, but rather samples of relevant questions to be addressed.

| Step | Classroom Learner | School/District | Professional Learning & Coaching |
|----------------------|--|--|--|
| 1. Assess | <ul style="list-style-type: none"> • What does my assessment data tell me about the current performance of all learners in my classroom? • Which learners are proficient/have the skill being taught? • Which learners might need more support, in which areas? • Is the instruction sufficient for 80% of learners to be proficient/have the skill being taught? • What skill(s) are being missed by learners? • Why are the skill(s) being missed by learners - and how can I verify this? | <ul style="list-style-type: none"> • What does our current data tell us about learner outcomes? • What are our shared expectations of where all learner outcomes should be in our school/district? • Is there a gap between current outcomes and our shared expectations for all learners? • Why are learner outcomes not where we want them to be - what is the problem or need? • How will we verify that our hypothesis around why - or what is needed - is correct? | <ul style="list-style-type: none"> • What does our current data tell us about: (a) learner outcomes and (b) staff knowledge and needs? • What are our expectations for (a) learner outcomes and (b) staff knowledge and needs? • Is there a gap between current data and expectations for (a) learner outcomes, and (b) staff knowledge and needs? • Why is there a gap? • How will we verify our hypothesis around why - or what is needed - is correct? |
| 2. Prioritize | <ul style="list-style-type: none"> • What skills do I need to prioritize? • What evidence-based strategy or intervention(s) do I need to prioritize to build learner skills? | <ul style="list-style-type: none"> • What areas are most critical for us to prioritize our resources and efforts around? • What evidence-based strategies or system-wide interventions, services and supports will address the identified areas? • What do we need to do to support/remove barriers for this work? | <ul style="list-style-type: none"> • What areas are most critical for us to prioritize our professional learning and coaching around? • What evidence-based strategies or interventions need to be trained & coached? • What do we need to do to support/remove barriers to our Collaborative Learning Communities (CLCs) and schedules to support this work? |
| 3. Plan | <ul style="list-style-type: none"> • How will I provide the time and space for continued learning of the identified skill? • When, where and how long will I need to provide this to my class? • How will I know the skill is taught - and learned? | <ul style="list-style-type: none"> • What is our plan to address the priority area(s) of need? (what, when, how, where) • How will we know that we are making progress on our plan? • How will we know that what we are doing has an impact? | <ul style="list-style-type: none"> • What is our professional learning & coaching plan to address learner/staff needs? How is this built into our school/district plan? • How will we know that staff have learned and are using the new skills taught? • How will we know what we are doing has an impact on instructional practices and student outcomes? |
| 4. Implement | <ul style="list-style-type: none"> • Am I implementing the strategies needed with fidelity? • If not - why not - is it too difficult, did the learners figure it out before completing it, was it the wrong strategy? | <ul style="list-style-type: none"> • Are we following the plan as it is intended? • Are we implementing strategies, services, interventions - with fidelity? If not, why not? | <ul style="list-style-type: none"> • Are we following our professional learning & coaching plan as it is intended? • Are staff implementing strategies/interventions with fidelity as trained? If not, why not? |
| 5. Evaluate | <ul style="list-style-type: none"> • Did the strategy work to help learners gain the identified skill? | <ul style="list-style-type: none"> • Did our plan work to help address the identified priority areas? | <ul style="list-style-type: none"> • Did our plan work to help address the identified staff needs? |

Table 1. Iowa's 5-Step Continuous Improvement Process across the classroom, school/district and professional learning & coaching

Integrating Social-Emotional Learning with Existing Initiatives

Social-Emotional Learning and Multi-Tiered System of Supports

In order to prepare all learners at every step of their educational journey to be future ready, schools are addressing social-emotional-behavioral health (SEBH) in concert with Iowa's Academic Standards (e.g., literacy and mathematics). Social-Emotional Competencies are the universal core content for Social-Emotional Behavioral Health within a Multi-Tiered System of Supports (MTSS); just as the Iowa Core Standards serve as the universal core content for academics within MTSS. When learners are competent in these areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making; they not only do better academically in PK-12, but also in college, career, and life in general.

- [SEL MTSS Toolkit for State and District Administrators](#), 2021 Council of Chief State School Officers

Social-Emotional Learning and Equity/Inclusion

SEL and Equity/Inclusion are inextricably connected. As schools concentrate on providing a safe, caring, and supportive learning environment where all students and adults can thrive, a purposeful effort to be inclusive and aware/responsive to address equity and inclusivity will foster opportunities and conditions to enable all to build on their unique assets and abilities. The work of equity and inclusivity includes efforts to shift adult mindsets, policies, and practices from “doing to/for students” to “working with students”. It is important to understand that students, all school staff, parents/families, and communities are a part of the process to ensure equity and inclusivity.

As your district, school, or classroom creates opportunities for students, parents, families, and/or community members to participate in decision-making, feedback opportunities, and/or volunteering, you are encouraged to be inclusive in purposefully inviting and welcoming parents/families of all your students. Consider ways those who are unable to assist during the school day can contribute. This might include providing specific opportunities for focus groups or discussions with students/parents/families to assist in illuminating any positive or challenging issues that may need to be considered and providing translators or written copies in languages other than English to make the opportunities accessible to more of the community. Some schools are also addressing access issues by providing childcare or moving these opportunities off campus. For example, schools may offer home visits, brown bag lunches at businesses, using public facilities like the library for meetings with parents/families, and/or scheduling meetings where there is public transportation and hours that work for shift workers.

Social-Emotional Learning as a Component of SEBH

With Iowa's focus on [Social-Emotional-Behavioral Health](#) (SEBH), social and emotional competencies for both adults and students serve as a foundation for the development and implementation of policies, instructional and discipline practices, as well as supports that embrace trauma-informed responsiveness, and behavioral health supports in a Multi-tiered System of Supports.

Through research on the functioning of the brain, it is clear that without attending to the most basic needs of students they will be unable to access the learning part of the brain. While students may be close in age, they may not be equally ready to learn a specific topic, skill, concept, or idea (Semrud-Clikeman, M., 2010). Thus, educators need to consider factors that may impact learning readiness as they design instruction and strategies for classroom environment and management.

A foundation of social-emotional-behavioral health competencies and skills helps adults and students foster an environment where all feel supported and can thrive. In order for adults to be able to recognize when someone

is experiencing an emotion or not feeling safe, they need to have and use good listening skills and understand other perspectives; seeing as best they can through the other person’s eyes. Adults also provide safe environments by approaching others with empathy and understanding, validating feelings and behavior, and building relationships. When adults themselves aren’t calm, they respond more quickly to triggers and often in negative ways, so it is important for adults to manage their own stress and control their own impulses. It would be difficult to teach, model, and foster these social-emotional skills if the adults did not have them themselves. Also, focusing on social-emotional learning helps to create a trauma-informed learning environment to empower all who are affected by adversity and help them cope with the trauma.

Social-Emotional Learning and Workforce Preparation

To prepare students for their future, a growing number of schools are working in partnership with students, families, community organizations, and businesses to ensure students have the foundational knowledge and skills needed to be successful, not only during every step of their educational journey, but far beyond.

While often termed “soft skills” or “base-line skills”, interpersonal and intrapersonal competencies and skills are of heightened importance in the workplace (Seetha, 2014). In the midst of constant change and innovation, these social-emotional skills are now seen as important as academic knowledge and technical skills. (Dean, S. & East, J.,2019). The following table illustrates the core social emotional skills identified by employers that they are seeking in their employees and how those align to the social-emotional competencies.

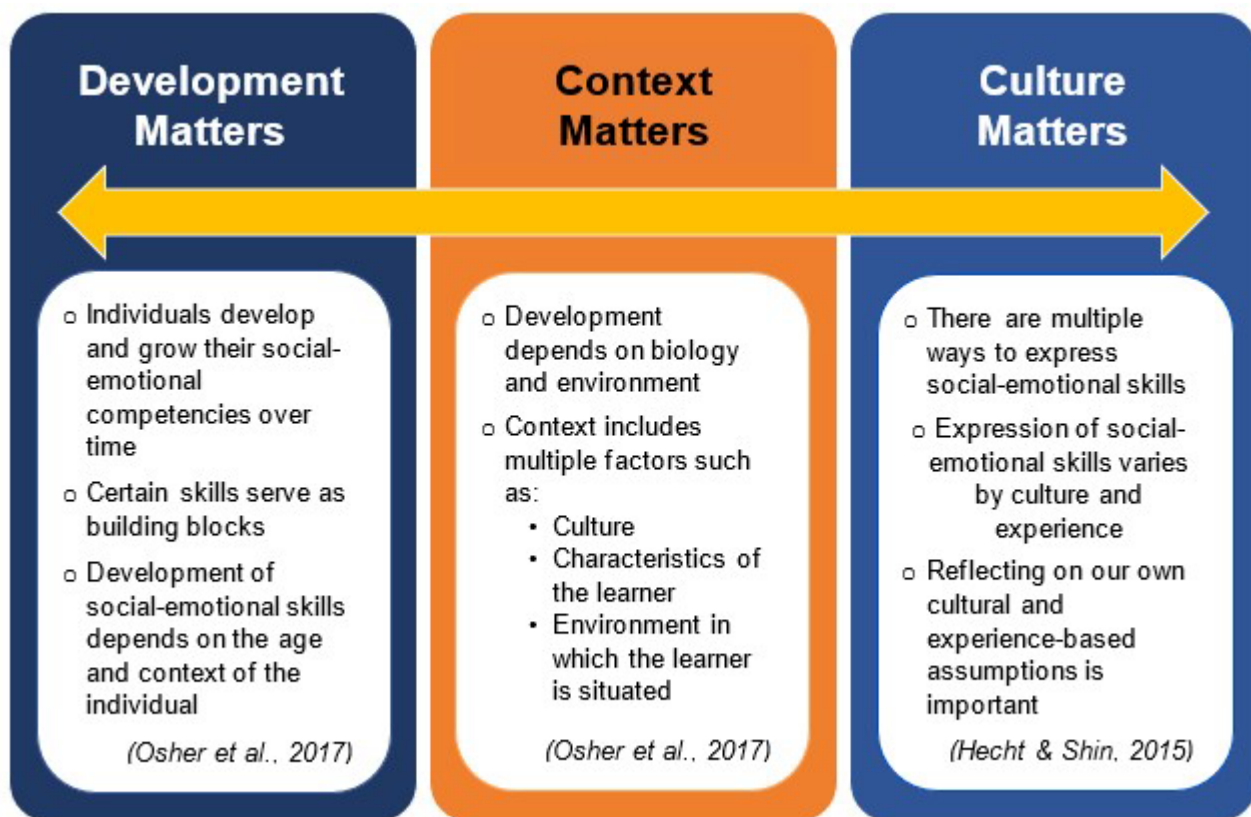
| SOCIAL AND EMOTIONAL COMPETENCIES | EMPLOYEE SOCIAL AND EMOTIONAL SKILLS (In demand skills from employers) | |
|------------------------------------|---|--|
| SELF-AWARENESS | <ul style="list-style-type: none"> • Positive attitude • Flexibility • Ability to apply skills to real-life settings • Openness to developing/learning new skills • Sense of self-worth | <ul style="list-style-type: none"> • Ability to innovate • Confident • Creativity • Commitment • Shows flexibility |
| SELF-MANAGEMENT | <ul style="list-style-type: none"> • Initiative • Works well under pressure (e.g., manages emotions) • Punctuality • Ability to work independently • Detail-oriented • Strategic planning (e.g., setting goals and achieving goals) | <ul style="list-style-type: none"> • Strong work ethic • Time management • Entrepreneurial thinking • Reliability • Organizational skills • Adaptability • Budgeting • Self-discipline |
| SOCIAL AWARENESS | <ul style="list-style-type: none"> • Cross-cultural sensitivity • Ability to work with people of different backgrounds/cultures | <ul style="list-style-type: none"> • Supervision of others • Respects individual differences |
| RELATIONSHIP SKILLS | <ul style="list-style-type: none"> • Written and oral communication skills • Listening skills • Conflict resolution • Teamwork and works well with others | <ul style="list-style-type: none"> • Effective communication • Ability to collaborate • Management skills • Responds to customer needs |
| RESPONSIBLE DECISION MAKING | <ul style="list-style-type: none"> • Integrity • Honesty • Analyze and solve complex problems • Ability to evaluate information from multiple sources | <ul style="list-style-type: none"> • Critical thinking • Reasoning • Civic participation and engagement • Ethical and sound decision-making • Observes carefully |

Table 2. Adapted from: [Preparing Youth for the Workforce of Tomorrow: Cultivating the Social and Emotional Skills Employers Demand](#), p. 6, Table 2, CASEL, 2020.

Purpose and Use of Competencies

The purpose of the Iowa Social-Emotional Learning Competencies, is to provide districts, schools, and those that partner with them, a set of information and resources that can be used to implement social-emotional learning. The Social-Emotional Learning Competencies include: Learning Targets, Developmental Indicators, Adult Examples for Instruction, and Learner Examples. These resources are provided as tools to encourage focused and comprehensive planning, based on implementation science, to lend breadth, depth, and scope to the process of implementing SEL. It's important to remember that the ultimate goal is for all learners, including adults, to grow in their desire and ability to embrace and demonstrate Social-Emotional competencies.

Research in the field indicates that when implementing social-emotional learning, it is important to consider development, context, and culture – just as one would with academics. The following chart describes these important, interrelated considerations.



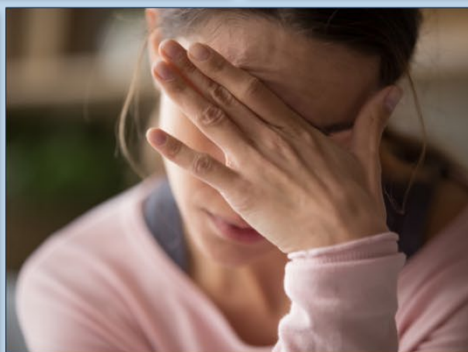
Social-Emotional Competencies for Educators/Staff

As noted in the Foundational Principles, addressing Social-Emotional Competencies for adults is an important first step in creating a solid foundation for implementing SEL with students. Social-emotional Competencies continue to be used, challenged, and change through our lifespan. Adult SEL is a catalyst for on-going learning, discussing, and refining policies and processes that impact not only the students in the building, but the adults as well. The 5 SEL Competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making are at the core of work and life environment. Taking the time to allow educators and staff to consider and reflect on their own social-emotional competencies as well as how their role impacts the social-emotional needs of others allows for readiness prior to implementing with students.

However, Adult SEL is not just for the beginning of an initiative, but rather is a living, on-going component of a continuous improvement plan that allows for monitoring progress and needs of the adults in your building or district.

Important to Note:

The materials we have provided here are not intended to be used in a formal evaluation process.



Organization of the Social-Emotional Competencies

Iowa's Social-Emotional Competencies have been organized around five core Competencies identified by CASEL. For Preschool, the existing Early Learning Standards have been aligned to the corresponding SEL Competencies. For K-12, Learning Targets were developed that further organize essential skills, abilities, behaviors, and attitudes. These Competencies and Learning Targets are consistent across grade bands that include K-2nd, 3rd-5th, 6th-8th, and 9th-12th. For all grade bands (PK-12), learner examples and adult and examples for instruction were developed considering the important changes in learners' social and emotional development as they mature.

Competencies and Learning Targets Across all Grade Levels

| Competency | Preschool Learning Standards* | K-12 Learning Targets |
|------------------------------------|---|--|
| Self-Awareness | <ul style="list-style-type: none"> • Awareness of self • Play and senses | <ul style="list-style-type: none"> • Identifying Emotions • Accurate Self-Perception • Self-Confidence |
| Self-Management | <ul style="list-style-type: none"> • Self-regulation • Engagement and persistence | <ul style="list-style-type: none"> • Impulse Control • Stress Management • Self-Discipline and Self-Motivation • Goal Setting • Organizational Skills |
| Social Awareness | <ul style="list-style-type: none"> • Curiosity and Initiative | <ul style="list-style-type: none"> • Perspective Taking and Empathy • Appreciating Diversity and Respect for Others • Civic Engagement |
| Relationship Skills | <ul style="list-style-type: none"> • Communication • Relationships with adults • Relationships with children | <ul style="list-style-type: none"> • Communication • Social Engagement • Relationship Building • Teamwork |
| Responsible Decision-Making | <ul style="list-style-type: none"> • Reasoning and problem solving | <ul style="list-style-type: none"> • Identifying Problems • Analyzing Situations and Solving Problems • Evaluating and Reflecting • Ethical Responsibility |

Table 3. Iowa's SEL Competencies, Preschool Learning Standards, and K-12 Learning Targets.

Developmental Indicators and Universal Instruction Examples

To promote the SEL process and growth of all learners, universal instructional examples are provided for adults who are teaching, modeling, and reinforcing the skill sets. In the following diagram, the instructional examples column refers to the way adults organize the learner's environment and interact with them to facilitate the development of Social-Emotional Competencies.

The included examples may be classified as classroom management strategies, teaching practices, instructional tasks and delivery, academic integration, communication and feedback, and the types of academic, social, and emotional support that may be provided school-wide and in the classroom.

Self-Awareness

Involves understanding one's emotions, personal identity, goals and values. This includes accurately assessing one's strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to understand the links between one's personal and sociocultural identities and to recognize how thoughts, feelings, and actions are interconnected.

| Learning Targets | 9-12 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|---|--|---|---|
| Identifying Emotions | Recognize emotions as personal indicators of response to situations. Analyze emotional states that contribute to or detract from the learner's ability to make decisions. | <ul style="list-style-type: none"> • Guide learners in the development of emotional awareness (self and others). • Provide terminology and definitions of emotions and emotional states. • Facilitate discussions on factors that contribute to or detract from emotional well-being.¹⁵ • Provide multiple opportunities for learners to demonstrate how varied situations evoke | <ul style="list-style-type: none"> • Analyze how thoughts and emotions affect decision making and responsible behavior. • Evaluate how expressing one's emotions in different situations affects others. • Evaluate how attitudes and emotions influence others in various contexts including: home, school, career, and |
| Skill related to core competency | Desired learner skills, attitudes, and knowledge | Suggestions/examples for teaching | Age-appropriate demonstration of competency |
| | | asking for a break, going to the calming corner, journaling, art, self-talk, being in nature, listening to music, sing, playing an instrument, etc.) | |

Figure 3. Example of how Learning Targets, adult examples, and learner examples are organized in this document.

Important to Note:

The Adult Examples for Instruction are not a comprehensive list of instructional activities. Learner examples are provided for adults to recognize learners' progress toward the competency. The expectation is for learners to demonstrate age-appropriate skills and not final mastery of any competency as all learners, including children, youth, and adults continue to grow and evolve.



Social-Emotional Learning Competencies-Preschool

There are five Social-Emotional Learning Competencies at the Preschool level:

1. **Self-Awareness** is the ability to accurately recognize one's own emotions, thoughts, and experiences and how they influence behavior. It is the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset". There are two preschool standards within this competency: Awareness of Self and Play and Senses.
2. **Self-Management** is the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. There are two preschool standards within this competency: Self-regulation and Engagement and Persistence.
3. **Social Awareness** is the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. There is one preschool standard within this competency: Curiosity and Initiative.
4. **Relationship Skills** includes the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. There are three preschool standards within this competency: Relationships with Adults, Relationships with Children, and Communication.
5. **Responsible Decision-Making** is the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. There is one preschool standard within this competency: Reasoning and Problem-solving.

Self-Awareness

Involves the ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. It is essential to help young children see themselves as capable learners, to develop resilience (flexibility), and to instill genuine feelings of success. During the preschool years, it is important for a child to develop a positive self-concept, not by telling the child he or she is special, but by taking initiative and succeeding at challenging tasks while also receiving adult encouragement. Self-concept is the perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals. The goal of using these intentional steps is to help the child establish a positive schema - or concept - for who he/she believes him/herself to be. Children need to feel valued (IELS p. 33).

| Preschool Learning Standards | Preschool Benchmark/Indicators (ages 3-5) <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring Adults may...</i> | Learner Examples |
|--------------------------------------|---|--|--|
| Awareness of Self¹ | <p>Express a positive sense of self in terms of specific abilities.</p> <p>Express needs, wants, opinions, and feelings in socially appropriate ways.</p> <p>Demonstrate increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.</p> <p>Recognize their own power to make choices.</p> | <ul style="list-style-type: none"> • Provide opportunities for each child to develop a sense of his or her physical capabilities. • Talk with and listen respectfully to each child. • Model respect for diversity. | <ul style="list-style-type: none"> • Rhonda rides her trike up to Julia and says, “Watch me. I can go fast.” • Sage tells a caring adult, “I need to go to the bathroom.” • Alea learns to put on all her winter outdoor clothes by herself. She smiles and tells a nearby adult, “Look, I did it all by myself.” |

¹ Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences. IELS 1.1.PS. pp. 102-103.

| Preschool Learning Standards | Preschool Benchmark/Indicators (ages 3-5) <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring Adults may...</i> | Learner Examples |
|-------------------------------------|---|---|--|
| Play and Senses² | <p>Engage in a variety of indoor and outdoor play experiences.</p> <p>Use sights, smells, sounds, textures, and tastes to Discriminate between and explore experiences, materials, and the environment.</p> <p>Engage in self-initiated, unstructured play.</p> <p>Plan and execute play experiences alone and with others.</p> | <ul style="list-style-type: none"> • Use indoor and outdoor environments as a vital part of each child’s active and quiet learning. • Encourage each child to use all senses to explore and play with materials. • Provide easily accessible materials for each child in both indoor and outdoor environments. | <ul style="list-style-type: none"> • Three children make lunch at the play kitchen. Graham puts a hamburger on his hamburger bun, and says to the adult, “I don’t like plain hamburgers!” The adult replies, “What other things do you want to add to make it taste the way you like it?” Graham says, “I will put cheese, lettuce, and tomatoes on it.” • Cyndi climbs on a play structure and announces, “I’m a pirate, and I’m climbing to the top of the mast.” A caring adult says, “You are high in the air, Cyndi.” Cyndi replies, “I’m at the top of the world!” • Isabella and Eduardo play in the sandbox. Isabella says, “Let’s pretend we’re looking for dinosaur bones.” Eduardo says, “Yeah!” |

² Children engage in play to learn. IELS 3.4.PS. pp. 146-148.

Self-Management

Requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through personal and group-level challenges in order to achieve personal and educational goals. Self-regulation is a two-fold skill. Children must learn to control their impulses and to stop themselves from doing something, and they must also learn to do something they may not want to do (IELS p. 35).

| Preschool Learning Standards | Preschool Benchmark/Indicators (ages 3-5) <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring Adults may...</i> | Learner Examples |
|-------------------------------------|---|--|---|
| Self-Regulation³ | <p>Demonstrate the ability to monitor his or her own behavior and its effect on others, follow and contribute to adult expectations.</p> <p>Persist with difficult tasks without becoming overly frustrated.</p> <p>Begin to accept the consequences of his or her own actions.</p> <p>Manage transitions and changes to routines.</p> <p>State feelings, needs, and opinions in difficult situations without harming self, others, or property.</p> <p>Express an increasing range and variety of emotions, and the transition between feeling states become smoother.</p> | <ul style="list-style-type: none"> • Assist each child in understanding her or his feelings and the impact on others. • Model empathy and understanding. • Model self-control. • Give each child words and gestures to express emotions. • Express own emotions in socially appropriate ways. | <ul style="list-style-type: none"> • While Able is playing a letter game on the classroom computer, he looks up and sees another child waiting for a turn. Able says, "It will be your turn next." • Rashmita is working on a difficult puzzle. Even though it is difficult, she keeps working to put it together. • After lunch, Hyejin washes her hands and lays down to nap without a reminder. |

³ Children show an increasing ability to regulate their behavior and express their emotions in appropriate ways. IELS 1.2.PS. pp.106-107.

| Preschool Learning Standards | Preschool Benchmark/Indicators (ages 3-5) <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring Adults may...</i> | Learner Examples |
|---|--|---|--|
| Engagement and Persistence⁴ | <p>Maintain concentration on a task, despite distractions and interruptions.</p> <p>Stay engaged and complete a variety of both adult-directed and self-initiated tasks, projects, and experiences of increasing degrees of difficulty.</p> <p>Set goals and follow a plan in order to complete a task.</p> <p>Choose to participate in play and learning experiences.</p> | <ul style="list-style-type: none"> • Provide a safe environment with a variety of developmentally appropriate experiences and materials for child-initiated exploration and play. • Provide defined learning spaces to decrease distraction and to provide some protection to encourage sustained involvement with other children and materials. • Provide learning experiences through routines and play, allowing sufficient time for children to continue in self-selected experiences. | <ul style="list-style-type: none"> • Dee plays with blocks. She carefully lays out a grid of long blocks, putting a series of blocks that are one, two, or three blocks high in the spaces of the grid. She then takes a car and drives it on the grid. Dee says, "Here's my school. See the parents bringing all the kids to school?" The adult says, "You worked a long time to make such a big town with so many streets, houses, and a school, too!" • Mai chooses a puzzle. After a few minutes, she pushes away the partially completed puzzle. A caring adult says, "Mai, you look like you are frustrated. Let's turn over all the pieces so you can see each picture." Mai turns the pieces over and looks at the pieces. The adult points to a rounded shape in the border and says, "Look at this. Can you find a piece with this shape?" Mai fits the shape into the space and says, "I did it!" |

⁴ Children purposefully choose and persist in experiences and play. IELS 3.2.PS. pp.138-139.

Social Awareness

Involves the ability to take the perspective of those with the same and different backgrounds and cultures and to empathize and feel compassion. It also involves understanding social norms for behavior in diverse settings and recognizing family, school, and community resources. The internal conflict of initiative versus guilt is central to the preschool years. Initiative - trying new and familiar skills - is a key part of the development of competence. This is always a sociocultural (combining social and cultural) component to the development and expression of imagination, which is an important element of curiosity and initiative (IELS p.49).

| Preschool Learning Standards | Preschool Benchmark/Indicators (ages 3-5) <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring Adults may...</i> | Learner Examples |
|---|--|--|--|
| Curiosity and Initiative⁵ | <p>Choose, deliberately, to explore a variety of materials and experiences; seek out new challenges.</p> <p>Participate in experiences with eagerness, flexibility, imagination, independence, and inventiveness.</p> <p>Ask questions about a variety of topics.</p> <p>Repeat skills and experiences to build competence and support the exploration of new ideas.</p> | <ul style="list-style-type: none"> • Provide a safe environment with a variety of experiences and materials for child-initiated exploration and play. • Encourage each child to express his or her own ideas and to exercise his or her imagination. • Share each child's excitement in discoveries and exploration of the environment. | <ul style="list-style-type: none"> • Provide a safe environment with a variety of experiences and materials for child-initiated exploration and play. • Encourage each child to express his or her own ideas and to exercise his or her imagination. • Share each child's excitement in discoveries and exploration of the environment. |

⁵ Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills. IELS 3.1.PS. pp.134-135.

Relationship Skills

Includes the tools needed to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with differing social norms and demands. It involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively and seeking help when needed. Young children’s school success requires trusting relationships with familiar adults. Children with diverse needs, especially those with challenging behaviors, may need more support to develop positive relationships. Thus, adults can use different strategies to interact with a child and to build a positive relationship (IELS p37). Young children engage in more positive behavior and social exchanges with friends than with non-friends. Children with diverse abilities are likely to need support to start or to join in play. Some children may need pairing with more competent same-age children who serve as models of appropriate interactions (IELS p.39).

| Preschool Learning Standards | Preschool Benchmark/Indicators (ages 3-5) <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring Adults may...</i> | Learner Examples |
|---|--|---|---|
| Relationship with Adults⁶ | <p>Interact comfortably with familiar adults.</p> <p>Accept guidance, comfort, and direction from a range of familiar adults in a variety of environments.</p> <p>Express affection toward familiar adults.</p> <p>Show trust in familiar adults.</p> <p>Seek help, as needed, from familiar adults.</p> | <ul style="list-style-type: none"> • Ensure that a small number of consistent, positive, and nurturing adults provide continuity of care and learning experiences. • Make it a priority to know each child well, and the people most significant in the child’s life. • Provide feedback that is warm, positive, encouraging, and intentional. | <ul style="list-style-type: none"> • Dalton talks with each adult in the room about what he did over the weekend. • Terry hesitantly approaches the climber. He looks at a nearby adult, who says, “It’s okay, I will not let you fall.” Terry starts to climb the ladder. • Michael runs up to his parents. He turns and with a smile, says, “Bye-bye, teacher. I’ll see you tomorrow.” |

⁶ Children relate positively with significant adults. IELS 1.3.PS. pp.110-111.

| Preschool Learning Standards | Preschool Benchmark/Indicators (ages 3-5) <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring Adults may...</i> | Learner Examples |
|---|---|---|--|
| Relationship with Children⁷ | <p>Initiate and sustain positive interactions with peers, and organize play.</p> <p>Please others and be liked by friends.</p> <p>Negotiate with others to resolve disagreements.</p> <p>Develop friendships with other children (peers); start to demonstrate taking turns and sharing with others.</p> <p>Express empathy to other children (peers), and demonstrate caring behaviors.</p> <p>Accept consequences of his or her actions.</p> <p>Recognize how behaviors can affect others.</p> <p>Name friends.</p> | <ul style="list-style-type: none"> • Provide time, space, and sufficient materials for children to interact with others during play experiences. • Encourage each child, coaching him or her as needed, to resolve conflicts, to respect the rights of others, and to reach joint decisions. • Model healthy relationship skills with adults and children. | <ul style="list-style-type: none"> • Spencer walks up to Kyler carrying a board game and asks Kyler to play with him. The boys agree on who goes first and then take several turns moving their pieces. • Dashari repeatedly seeks out Margo to play with her. • Analese has a physical disability and the adult positions her on the floor to play. Heidi, another child, brings Analese's pillow to support her back, and says, "Analese, here is your pillow." |

⁷ Children respond to and initiate appropriate interactions with other children and form positive peer relationships. IELS 1.4.PS. pp. 114-115.

| Preschool Learning Standards | Preschool Benchmark/Indicators (ages 3-5) <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring Adults may...</i> | Learner Examples |
|---|---|--|--|
| <p>Communication⁸</p> | <p>Demonstrate a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.</p> <p>Initiate, listen, and respond in relationship to the topics of conversations with other children (peers) and adults.</p> <p>Follow oral directions that involve several actions.</p> <p>Ask and answer a variety of questions.</p> <p>Demonstrate knowledge of the rules of conversations such as taking turns while speaking.</p> | <ul style="list-style-type: none"> • Provide many daily opportunities to engage children in conversations by making comments, by asking questions, and by responding. • Create opportunities for children to practice following simple directions. • Intentionally promote inclusion of all children of varying abilities or are English language learners. | <ul style="list-style-type: none"> • Drew and a caring adult are eating lunch. Drew says, "My shirt is green like the peas." The adult responds, "Yes, both your shirt and the peas are green. What else is green?" Drew replies, "Grass and snakes." • Vinh tells a caring adult about what he did with his family at a cultural festival. He uses Vietnamese words to describe food he ate and the dances he saw. • Tamra says, "Look, a gold button." A nearby adult says, "It is a big gold button, Tamra. We call this big, gold, shiny button a badge. The police officer wears a badge." Tamra responds, "A gold badge." |

⁸ Children understand and use communication and language for a variety of purposes. IELS 6.1.PS. pp.184-186.

Responsible Decision Making

Requires the knowledge, skills, and attitudes to make caring, constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to critically examine ethical standards, safety concerns, and behavioral norms for risky behavior; to make realistic evaluations of consequences of various interpersonal and institutional actions; and to take the health and well-being of self and others into consideration. Caring adults help young children develop reasoning and problem-solving skills by using problem solving opportunities while children explore and play with a wide variety of materials, and by not intervening too quickly to solve problems for them. During problem solving opportunities, adults can enhance problem-solving skills for preschoolers by giving hints, talking through possible solutions, and by displaying appropriate behaviors (IELS p.53).

| Preschool Learning Standards | Preschool Benchmark/Indicators (ages 3-5) <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring Adults may...</i> | Learner Examples |
|--|---|---|--|
| Reasoning and Problem Solving⁹ | <p>Show interest in and find a variety of solutions to questions, tasks, or problems.</p> <p>Recognize and solve problems through active exploration, including trial and error, as well as through interaction and discussion with peers and adults.</p> <p>Share ideas or make suggestions of how to solve a problem presented by another person.</p> | <ul style="list-style-type: none"> • Provide opportunities for each child to try new ways to use materials. • Provide different types of developmentally appropriate equipment and materials to promote creativity, self-expression, number, and emerging literacy skills. • Allow each child time to process experiences and information. | <ul style="list-style-type: none"> • During story time, Damon says, “I can’t see.” A caring adult says, “What can you do so you can see better?” Damon looks around and then moves to a spot where he can see the book. • Gayle is at the water table, trying to fill a bottle by using a funnel to carry the water to the bottle. Most of the water runs out of the funnel before reaching the bottle. An adult says, “I see the water is running out of the hole at the bottom of the funnel. Is there anything else you can use to fill the bottle?” Gayle looks around, goes to the dramatic play center, and returns with a toy coffee pot. |

⁹ Children demonstrate strategies for reasoning and problem solving. IELS 3.3.PS. pp. 142-143.

Social-Emotional Learning Competencies: K-2

There are five Social-Emotional Learning Competencies at the K-2 level:

1. **Self-Awareness** is the ability to accurately recognize one's own emotions, thoughts, and experiences and how they influence behavior. It is the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset". There are three Learning Targets within this competency: Identifying Emotions, Accurate Self Perception, and Self-Confidence.
2. **Self-Management** is the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. There are five Learning Targets within this competency: Impulse Control, Stress Management, Self-Discipline and Self-Motivation, Goal Setting, Organizational Skills.
3. **Social Awareness** is the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. There are three Learning Targets within this competency: Perspective Taking and Empathy, Appreciating Diversity and Respect for Others, Civic Engagement.
4. **Relationship Skills** includes the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. There are four Learning Targets within this competency: Communication, Social Engagement, Relationship Building, Teamwork.
5. **Responsible Decision-Making** is the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. There are four Learning Targets within this competency: Identifying Problems, Analyzing Situations and Solving Problems, Evaluating and Reflecting, Ethical Responsibility

Self-Awareness

Involves understanding one’s emotions, personal identity, goals and experiences. This includes accurately assessing one’s strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to understand the links between one’s personal and sociocultural identities and to recognize how thoughts, feelings, and actions are interconnected.

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|-----------------------------|--|---|--|
| Identifying Emotions | Identify and name their own basic emotions/feelings. Identify situations that might elicit emotions/feelings. | <ul style="list-style-type: none"> Name learners’ feelings to help them identify and understand their emotions. (Ex: “Sam, with your arms crossed, it looks like you are feeling frustrated that it is time to pick up and come to the carpet”. “Riana, you look eager to start your work with all your materials ready to go”.) Model naming their feelings and the feelings of others throughout the day (Use words like “I feel confused,” or “It looks like Mary feels excited. She is smiling and jumping up and down” etc.) Give learners multiple opportunities to practice identifying emotions/feelings through role-plays, stories, journaling, watching video clips, music, art, etc. | <ul style="list-style-type: none"> Name the emotions felt by the characters in children’s literature or theater and describe a time when the learners personally felt that way. Identify own emotions in various contexts using visual examples such as drawing a picture or making a poster, using “feeling faces”, viewing photographs, etc. |

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|--|--|---|---|
| Accurate Self Perception¹⁰ | <p>Identify likes and dislikes.</p> <p>Describe things they do well.</p> <p>Describe an activity/task in which they may need help in order to be successful.</p> | <ul style="list-style-type: none"> • Provide inclusive opportunities for learners to celebrate and compare the different strengths/challenges, cultures, and hobbies of everyone in and outside the classroom. • Provide opportunities for learners to share their strengths through multiple means, such as: <ul style="list-style-type: none"> ○ creating an All About Me book ○ creating an All About Us book for the classroom ○ create a collage of photos ○ demonstrate a cultural tradition from their family • Recognize the learners' effort in their personal areas for improvement, and support learners as they make their plans for growth. • Teach learners how to recognize when they need help and strategies to ask for help (e.g., raise hand or use other signals, classroom routines for asking/waiting for help). Consider that students will have different cultural norms and expectations (e.g. for some students blurting out may be considered acceptable in their culture). | <ul style="list-style-type: none"> • Present their self-perception (e.g., likes/dislikes, strengths, characteristics, cultural traditions, etc.) through a creative process such as: <ul style="list-style-type: none"> ○ drawing a picture ○ writing a story ○ creating a mural or collage ○ sharing in community circle • Identify academic and/or social skills with which learners struggle and someone who can help them grow. • Demonstrates awareness of when they need help to accomplish a task. |

¹⁰ Recognizing strengths as its own target was combined with accurate self-perception since the ability to recognize one's strengths is part of accurate self-perception.

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|-------------------------------------|--|--|--|
| Self-Confidence¹¹ | <p>Demonstrate positive self-talk when participating in challenging tasks.</p> <p>Demonstrate willingness to try new things.</p> <p>Actively participate in, question, and contribute to the learning process.</p> | <ul style="list-style-type: none"> • Encourage learners to consider skills/strengths/strategies from past experiences that will help them accomplish a new task. • Model their own positive self-talk when <ul style="list-style-type: none"> ○ doing something well ○ faced with a challenging task ○ making a mistake • Encourage learners to try even if they make mistakes, and teach learners the value of learning from mistakes. • Promote a classroom culture where mistakes are seen as learning opportunities. | <ul style="list-style-type: none"> • Be heard making statements such as “I can do this”, “I’ll keep trying”, etc. • Accept invitations to try new activities, responsibilities, and interactions such as: <ul style="list-style-type: none"> ○ classroom jobs ○ leading an activity ○ play with someone new • Demonstrate active engagement in the learning process by such things as: <ul style="list-style-type: none"> ○ expressing their thoughts and feelings ○ working independently ○ initiating and asking questions when they don’t understand |

¹¹ Specific **self-efficacy** refers to beliefs about one's ability to perform specific tasks (e.g., driving, public speaking, studying, etc.) **Self-confidence** refers to belief in one's personal worth and likelihood of succeeding. **Self-confidence** is a combination of **self-esteem** and general **self-efficacy**.

Self-Management

Requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through personal and group-level challenges in order to achieve personal and collective goals.

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|-------------------------------------|--|---|---|
| Impulse Control¹² | <p>Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p> <p>Demonstrate productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p> | <ul style="list-style-type: none"> • Create individual and class calming strategies to display in your classroom such as: <ul style="list-style-type: none"> ○ social stories ○ visuals on wall ○ tabletop/desktop visual supports ○ break cards • Provide calming area in the classroom for learners to use when they need it. (To be used as a support and not a punishment.) • Teach expectations and maintain and promote those expectations throughout the year. • Capitalize on opportunities to model, teach, and reinforce self-regulating strategies when responding to learners • Point out examples in literature (or other curriculum content) when characters do or do not display impulse control and discuss outcomes and consequences. • Provide multiple opportunities to practice waiting for turn, obtaining an object, or accessing an activity. (Play games such as “Mother May I”, use waiting list) | <ul style="list-style-type: none"> • Identify a calming strategy when asked. • Use calming or self-regulating strategies such as: deep breathing, drawing, going to a calming area, self-talk, or walking away. • Name classroom/building expectations and various ways to meet them. • Demonstrate waiting their turn. |

¹² Indicators include more than managing strong emotions. Ex: not blurting out, not having negative self-talk before you make a mistake, etc. Impulse control - more in the moment/immediate vs Self-Discipline - more long term and/or goal oriented.

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|--------------------------|---|--|--|
| Stress Management | <p>Identify stressors that result in physical or emotional responses.</p> <p>Identify healthy practices to manage response to stressful situations.</p> <p>Apply healthy practices to handle situations that cause stress.</p> <p>Communicate the need for assistance to manage stress as needed.</p> | <p>The following are examples of trauma-responsive strategies:</p> <ul style="list-style-type: none"> • Develop relationships in order to identify stressors coming from home and/or community. • Provide multiple methods for learners to be able to communicate their ability to regulate and identify intensity level: <ul style="list-style-type: none"> ○ feelings scale ○ thermometer ○ feelings chart • Support learners in identifying possible physical reactions to stress. • Provide opportunities for brain breaks, yoga, breathing exercises, physical activity, etc. • Model stress management skills using self-talk. • Reinforce your authentic assurance that you are available for assistance if needed by learners. • Provide calming area in the classroom for learners to use when they need it. (To be used as a support and not a punishment.) | <ul style="list-style-type: none"> • Use multiple means to name how they are feeling and communicate what is causing them stress (for example using an “I” statement, feeling scale) • Identify physical cues/body clues (e.g., hands trembling, heart beating fast, etc.) that indicate increasing stress levels when reflecting on a situation. • Ask for help when needed. |

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|--|---|--|--|
| Self-Discipline and Self-Motivation | <p>Demonstrate the ability to stay actively engaged and persist in activities.</p> <p>Demonstrate ability to delay immediate gratification.</p> | <ul style="list-style-type: none"> • Anticipate and minimize distractions, make accommodations when needed, and model and teach what to do when they occur. • Create a supportive learning environment that promotes independence and risk-taking (e.g. visual and auditory supports, classroom routines, time for self-reflection, trying new things, celebrating efforts and accomplishments, etc.) • Implement strategies to engage learners in delaying gratification including such as: <ul style="list-style-type: none"> ○ first/then ○ daily schedules ○ use of peers ○ modifying schedule to meet the needs of learners ○ individualized learner accommodation • Discuss expectations regularly and have learners reflect on their choices. • Reteach expectations and provide opportunities to practice when problem behaviors occur. | <ul style="list-style-type: none"> • Engage and stay on task given a supportive learning environment. • Demonstrate a positive attitude towards self and others when given new or challenging situation. • Demonstrate the ability to delay preferred activity in order to complete non-preferred activity. |

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|------------------------------|--|--|---|
| Goal Setting | <p>Demonstrate the ability to identify a simple goal.</p> <p>Implement steps toward a goal including identifying resources needed.</p> <p>Monitor progress toward a goal and adjust as needed.</p> | <ul style="list-style-type: none"> • Explore goals and strategies (e.g., SMART goals) with learners and model breaking a goal into smaller steps. (e.g., Goal: I will use kind words, by Sept 5th, I will say thank you, you're welcome, and hello to meet my goal) • Provide positive feedback when learners make progress towards goals and when they demonstrate perseverance and initiative. • Establish a community of learners where perseverance, initiative, and accomplishments are celebrated in relation to goals within a classroom. • Provide learners with opportunities to use graphic organizers, worksheets, digital monitoring, or other tools for setting and monitoring progress toward goals. | <ul style="list-style-type: none"> • Share their goal with another person. • Identify a variety of strategies to complete a goal, then choose one to try. • Reflect on strategies tried and describe their effectiveness. • Describe and celebrate something they have accomplished with or without having to overcome obstacles. |
| Organizational Skills | <p>Demonstrate skills that keep personal items organized.</p> <p>Demonstrate ability to manage time and tasks.</p> | <ul style="list-style-type: none"> • Have a system for organizing and explain the rationale behind it. (e.g., red folders for reading, folder to communicate with home, etc.) • Keep their own work space organized and "self-talk" reasons for doing so. • Teach learners mental organization strategies for being on task like checking the board, asking a peer, reading the room. • Ask learners to identify items that might be needed to complete a specific activity. • Have a predictable and consistent daily classroom routine that may include the use of visual supports. | <ul style="list-style-type: none"> • Gather materials needed for tasks/activities. • Keep work space, locker, cubby, etc., clean and organized. (papers in folders, not crumbled in desk) • Complete classroom routines. |

Social Awareness

Includes the capacities to feel compassion for others, understand broader social norms for behavior in different settings, and recognize family, school, and community resources and supports.

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|--|--|---|--|
| <p>Perspective-Taking and Empathy</p> | <p>Demonstrate awareness that others may have different thoughts or feelings from oneself.</p> <p>Identify and interpret social cues (verbal and nonverbal) to determine how others feel.</p> <p>Identify and connect with the feelings of others without judgement.</p> | <ul style="list-style-type: none"> • Model and teach how to read social cues with special attention to cultural customs and traditions. • Give learners work that has more than one right answer and ask them to share and defend their answers to peers. • Model how to validate others' feelings such as using think aloud to model empathic thoughts and behavior. ("I see Sue dropped her tray. I've dropped my tray before and I felt embarrassed because everyone was looking at me. I'm going to ask her if she needs help.") • Recognize and acknowledge when learners demonstrate perspective taking or compassion. • Provide a variety of opportunities for learners to share their perspective and compare/contrast how they differ from their peers without judgement: <ul style="list-style-type: none"> ○ arts pieces ○ music clips ○ videos ○ TV shows • Provide a variety of opportunities for learners to identify how characters are feeling and/or how their choices affect others (empathy); such as: <ul style="list-style-type: none"> ○ children's literature ○ theater ○ videos ○ historical figures ○ other contexts from existing curriculum | <ul style="list-style-type: none"> • State what others' might be feeling based on verbal and non-verbal cues in different situations. • Recognize that words, actions, and cultural customs and traditions can affect others (e.g. close proximity, hugging, touching, etc.). • Show concern for others in a difficult situation. (e.g., learner sees classmate hurt on the ground, walks up to him/her and asks if they are okay or helps them in some way.) |

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|---|---|--|--|
| <p>Appreciating Diversity and Respect for Others</p> | <p>Identify ways that people are alike and different from self, and at the same time valuing those differences.</p> <p>Demonstrate consideration for the feelings, wishes, rights, and traditions of others.</p> <p>Interact effectively with those who are similar and different from oneself.</p> | <ul style="list-style-type: none"> • Create a safe and welcoming classroom for all by: <ul style="list-style-type: none"> ○ welcoming learners at door ○ addressing learners by preferred name. If possible, practice pronunciation of names before addressing the learner. (App to assist in pronouncing names) ○ recognizing and celebrating learners' strengths and abilities ○ using trauma-informed strategies • Honor a broad variety of traditions, cultures, backgrounds, and experiences while being mindful of not stereotyping. • Ensure that diverse traditions and cultures are given equitable attention. (e.g., make sure a variety of traditions/cultures are discussed/given time and attention throughout the entire school year) • Include stories, books, videos, and other mediums that reflect a wide range of abilities as well as local/global diversity throughout the entire school year. Embrace & positively connect to the cultural and traditions discovered. • Provide learners with multiple options to demonstrate their understanding of respect; such as: <ul style="list-style-type: none"> ○ respond to writing prompt ○ draw a picture ○ create a song, dance or play • Invite and welcome parents/families to the classroom to share interests, hobbies, cultures, or volunteer for regular classroom tasks to become a positive presence and reflect the diversity of the school and community. | <ul style="list-style-type: none"> • Describe family/community/cultural traditions and how they are the same or different from peers. • Work respectfully with others who are similar and different from oneself. • Seek out opportunities to make others feel welcome. • Listen attentively when others are speaking. • Demonstrate turn taking. • Respect others' belongings and school/classroom materials and resources. |

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|--------------------------------------|--|--|--|
| Civic Engagement¹³ | <p>Perform roles that contribute to the overall functioning and enhancement of their classroom and school.</p> <p>Recognize the definition of a community and that they have a role in that community.</p> | <ul style="list-style-type: none"> • Facilitate service-learning processes to fill age-appropriate needs in school and/or community • Provide learners with opportunities to volunteer to help in the classroom/school. • Model volunteering to help other teachers. • Invite various civic leaders to the classroom to share their roles, and how children and the school are all part of the community. • Provide learners with opportunities to identify and discuss the various communities within which they have a role. • Provide opportunities for learners to voice their ideas and opinions on topics that impact their classroom, school, and/or community. | <ul style="list-style-type: none"> • Actively participate in service-learning processes. • Seek out opportunities to help with classroom functions (pass out papers/tablets, take messages to other rooms/office, help learners on the playground, put up chairs, etc.) • Contribute in an appropriate way to school-wide community service projects. (e.g., help sort or bag food if not able to bring food to school-wide food drive) • Identify their role in communities including: classroom, grade level, building, district, city and state. • Share their ideas and opinions in discussions on topics that impact their classroom, school and/or community. |

¹³ Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

Relationship Skills

The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|-----------------------------|---|---|--|
| <p>Communication</p> | <p>Recognize facial expressions, body language, gestures, and tone of voice to understand others' thoughts and feelings.</p> <p>Use facial expressions, body language, gestures, words, and tone of voice to effectively communicate thoughts, feelings, wants, needs, and ideas to others.</p> <p>Attentively listen and respond to the feelings, ideas, and requests of others.</p> <p>Respond attentively and/or with empathy to others.</p> | <ul style="list-style-type: none"> • Address communication accommodations for learners with appropriate support (e.g., non-verbal, hearing impaired, etc.) • Assist learners to identify and infer thoughts and feelings from the characters' body language, facial expressions, words, etc. in multiple ways such as: <ul style="list-style-type: none"> ○ children's literature ○ theater ○ videos ○ photographs ○ demonstration ○ works of art • Model and provide opportunities for learners to practice listening and speaking skills • Use various mediums to point out examples of communication and discuss how communication/lack of communication affected the characters and outcome. • Prompt learners to elaborate on their thinking and points of view. • Provide opportunities for learners to create projects (e.g., Web pages, skits, or posters) that are meant to be shared with multiple audiences (e.g., parents, community members). | <ul style="list-style-type: none"> • Demonstrate the use of manners (use please, thank you, excuse me, etc.). • Demonstrate active listening skills like eye contact (if culturally appropriate), nodding head, staying on topic, taking turns speaking • Identify multiple modes of expression and interpret how they may represent the feelings, wants, needs, and ideas of self and others. • Express understanding of others feelings toward others • Deliver and receive compliments, feedback, and respond appropriately. |

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|--|---|---|---|
| Social Engagement ¹⁴ | <p>Initiate and engage in social interactions with peers and adults.</p> <p>Demonstrate social behaviors that are appropriate to the situation and environment.</p> | <ul style="list-style-type: none"> • Use and model strategies that foster equitable participation in the classroom (e.g., talking stick/object, informal time for students to talk to each other, etc.) • Provide strategies and feedback to learners on interactions with others within various contexts; such as: cooperative learning, playground, etc. • Brainstorm as a class how to work together as a community including class norms and addressing a classroom or individual concern. (e.g., difference between teasing and bullying, difference between telling on someone to get them in trouble or to make self look good vs telling in order to help someone who is struggling or being hurt; list ways to help the class run more smoothly, ways to help in the classroom, etc.) • Use evidence-based service-learning processes/practices to create an opportunity for learners to raise awareness on an identified community issue, such as: (writing a letter to the editor, develop Public Service Announcement, present to School Board, etc.) | <ul style="list-style-type: none"> • Demonstrate courage to speak up even when no one else does. • Ask someone to play or to join into a group • Volunteer for various classroom roles/jobs • Change approach with others as needed within the context of the interaction which may include reporting to an adult (e.g., situation, environment, inclusion, respond to others' emotions, safety). |

¹⁴ Social Engagement is working together for the greater good, even if it doesn't directly benefit the individual.

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|------------------------------|--|---|---|
| Relationship Building | <p>Identify and demonstrate traits of healthy friendships.</p> <p>Identify and recognize behaviors that are hurtful and/or not safe</p> <p>Demonstrate skills to maintain safety of self and others.</p> | <ul style="list-style-type: none"> • Discuss healthy and unhealthy relationship traits with learners including identifying healthy boundaries. • When conflict arises, help learners reflect on their role (e.g., were they displaying traits of a healthy relationship? Were others?) • Have a “greeter” for a classroom job to welcome guests or new learners to the classroom. • Provide a regular choice time/free play time so learners can develop relationships with peers and practice relationship skills. | <ul style="list-style-type: none"> • Help another in need (for example: helping others pick up, getting help for someone who is hurt and/or sad, etc.) • Describe the traits of a healthy friendship including maintaining healthy boundaries. • Take turns, shares, trades fairly |

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|------------------------------|--|---|---|
| Teamwork¹⁵ | <p>Cooperate with others in group activities (shares and takes turns).</p> <p>Demonstrate flexibility and willingness to be helpful in group decisions even when one doesn't get their way.</p> <p>Demonstrate graciousness in winning and losing.</p> | <ul style="list-style-type: none"> • Use instructional strategies that routinely foster community in learning including such things as: <ul style="list-style-type: none"> ○ Purposefully plan, teach, and reinforce skills needed to work in a group that are consistently used; including such things as: establishing group roles and routines, teach and establish norms for working with others (reference: Cooperative Learning) ○ Use think alouds to model flexibility and teamwork skills. (e.g., "I really want to draw the picture for our poster, but I know Bob likes to draw too. Maybe we can take turns.") ○ Create learning opportunities in which learners depend on each other. ○ Learners reflect on their interactions of their group work (what worked/didn't work/could do better next time) ○ Hold individuals and groups accountable for their part during cooperative learning. • Encourage learners to work with other learners when they have trouble with an assignment. | <ul style="list-style-type: none"> • Acknowledge efforts/contributions of others (e.g. "Nice job Sammy!" "You helped us win!" "You worked really hard on that picture, thanks!"). • Cooperate with others such as: • Pays attention to others when they are speaking • Takes turns • Shares with others • Plays a game fairly • Exhibits good sportsmanship • Accepts group decision even when they don't agree. • Contributes his/her fair share to group goal or project |

¹⁵ Teamwork is when a group of people work together cohesively, towards a common goal, creating a positive working atmosphere, and supporting each other to combine individual strengths to enhance team performance.

Responsible Decision-Making

Requires the knowledge, skills, and attitudes to make caring, constructive choices about personal behavior and social interactions across diverse situations. It requires the ability to critically examine ethical standards and safety concerns, and to evaluate the benefits/consequences of various actions for personal, social, and collective well-being.

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|-----------------------------|---|---|---|
| Identifying Problems | <p>Identify choices and decisions that one makes in daily life.</p> <p>Identify choices that may result in a problem.</p> <p>Recognize when a situation is a problem and what makes it a problem.</p> | <ul style="list-style-type: none"> • Teach a clear problem-solving process that includes the following steps: Identify the Problem; Generate Solutions; Select a solution; Make a plan; Take action and Accept Responsibility for the outcome; Evaluate. • Share appropriate personal situations in which they had a social problem and how it made them feel. • Use various methods (print, role plays using dolls or puppets, videos, etc. (Please note: role plays without props for students experiencing trauma may be retraumatizing.) to expose the learners to different problems and help them identify why this was a problem for the characters. (Note: make sure learners are in roles that are not directly related to any traumatic experience, including bullying.) | <ul style="list-style-type: none"> • Identify feelings and/or perspectives of self and others from real life or through various media (print, videos, demonstrating), and clearly describe each problem. • Differentiate between safe/unsafe and healthy/unhealthy behaviors • Demonstrate use of a problem-solving model. |

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|---|--|---|---|
| <p>Analyzing Situations and Solving Problems</p> | <p>Identify possible choices that one has and how to respond.</p> <p>Identify the possible positive and negative consequences a decision could have on themselves and others.</p> <p>Identify situations that require assistance from an adult.</p> <p>Apply choice and accept responsibility for outcome.</p> | <p><u>Examples for Analyzing Situations</u></p> <ul style="list-style-type: none"> • Use various media (print, videos, and demonstration) where a choice or decision has been made and discuss the consequences, both positive and negative. • Model thinking process as learners consider who will be impacted by their choices and how they will impact the learner and others. • Provide opportunities to learn strategies to identify when they can solve a problem and when they need to ask an adult for help; ex. "kid sized" vs "adult sized" problems, safety concerns. • Teachers will follow school protocol and professional process when learners report bullying or safety issues. <p><u>Examples for Solving Problems:</u></p> <ul style="list-style-type: none"> • Provide a school wide problem-solving model that is taught in every classroom and regularly referred to by all adults. • Model compromise, win-win, trading, sharing, taking turns, etc. in daily interactions with learners and staff, explaining as they model. • Help learners work through problem solving steps rather than make a decision or solving the problem for them. | <p><u>Examples for Analyzing Situations</u></p> <ul style="list-style-type: none"> • Identify if the consequences of a choice might lead to a problem for themselves or others. • Demonstrate choices that are safe for self and others. • Recognize when learner can solve a problem themselves and when they need to ask an adult for help. • Recognize there are many ways to solve conflicts and practice using a problem-solving model. <p><u>Examples for Solving Problems:</u></p> <ul style="list-style-type: none"> • Follow a classroom or school-wide problem-solving model with adult support. • Consider the well-being of self and others when making decisions. • Implement stop, think, and act strategies in solving problems. • Make compromises when problem solving (each learner gets something, but not everything they want). • Look for win-win ways to solve a problem or conflict. • Demonstrate sharing, taking turns, and trading during work or play. • Try multiple strategies to solve the problem if it doesn't work the first time (e.g., I tried walking away, I tried ignoring.). |

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|----------------------------------|--|---|--|
| Evaluating and Reflecting | <p>Reflect on the effect of choices on self and others (Did it work? Was it fair? How was each individual affected?)</p> <p>Identify new thinking as a result of the problem-solving process (What would you change, if anything, for next time?).</p> | <ul style="list-style-type: none"> • Model evaluating problems in daily interactions with learners and staff, explaining as they model. (Hmm that didn't work, I wonder if this will?) • Have learners reflect on their personal and academic choices. • Provide learners strategies to analyze their work (e.g., peer reviews, circling best work, and success criteria). • Create opportunities for learners to monitor and reflect on their progress toward their academic and social learning goals. • Provide learners opportunities to reflect on their thinking and learning processes (e.g., using graphic organizers or journals). • Ask learners to think together to provide feedback on the effectiveness of learning activities (e.g., debriefing tool, feedback form, simple survey). | <ul style="list-style-type: none"> • With adult support, think about past decisions and reflect on how they affected self and others and what they might do differently next time. • Discuss the pros and cons of either a personal decision or a classroom/school decision. |

| Learning Targets | K-2 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|-------------------------------|---|---|--|
| Ethical Responsibility | <p>Demonstrate awareness of equity, justice, fairness, and respect that positively impacts school and community.</p> <p>Accept ownership for actions.</p> | <ul style="list-style-type: none"> • Create a safe and supportive environment to encourage accepting differences, open mindedness, and courageous conversations. • Discuss ethical behavior by characters in stories (fairness, honesty, respect, compassion). • Model classroom, school and community rules. • Teach and review frequently what responsible and respectful behavior looks like in different settings. • Have learners identify ways they can help their class run more smoothly. • Create classroom expectations with learner input and group discussion to allow learners to have ownership. Refer to this document daily. Use to guide discussions proactively and reactively (i.e. All learners help create and then sign a class agreement). <ul style="list-style-type: none"> ○ Please note: there is a relationship in historical trauma with the word “contract” for the Native and Latino community which may negatively impact not only the student, but the relationships with teachers and families. • Be consistent in implementing classroom rules and consequences. • Discuss importance of each person doing their job (classroom role) and how it affects the functioning of the classroom. | <ul style="list-style-type: none"> • Follow classroom, school and community rules. • Demonstrate helpful behavior in maintaining the classroom (picking up trash, puts objects where they belong, etc.). • Identify examples of ethical behavior by characters in stories (e.g., fairness, honesty, respect, compassion). • Depict ways to help others (e.g., list, draw, cartoons). |

Social-Emotional Learning Competencies: 3-5

There are five Social-Emotional Learning Competencies at the 3-5 level:

6. **Self-Awareness** is the ability to accurately recognize one's own emotions, thoughts, and experiences and how they influence behavior. It is the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset". There are three Learning Targets within this competency: Identifying Emotions, Accurate Self Perception, and Self-Confidence.
7. **Self-Management** is the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. There are five Learning Targets within this competency: Impulse Control, Stress Management, Self-Discipline and Self-Motivation, Goal Setting, Organizational Skills.
8. **Social Awareness** is the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. There are three Learning Targets within this competency: Perspective Taking and Empathy, Appreciating Diversity and Respect for Others, Civic Engagement.
9. **Relationship Skills** includes the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. There are four Learning Targets within this competency: Communication, Social Engagement, Relationship Building, Teamwork.
10. **Responsible Decision-Making** is the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. There are four Learning Targets within this competency: Identifying Problems, Analyzing Situations and Solving Problems, Evaluating and Reflecting, Ethical Responsibility

Self-Awareness

Involves understanding one’s emotions, personal identity, goals and values. This includes accurately assessing one’s strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to understand the links between one’s personal and sociocultural identities and to recognize how thoughts, feelings, and actions are interconnected.

| Learning Targets | 3-5 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|-----------------------------|--|--|--|
| Identifying Emotions | <p>Recognize differing intensity levels of their emotions.</p> <p>Identify how thoughts and emotions influence behavior.</p> <p>Describe a range of emotions and the situations that cause those emotions.</p> | <ul style="list-style-type: none"> • Provide the opportunity in the classroom for calming down or taking a break when needed. • Provide opportunities for learners to reflect on physical clues their bodies give them when experiencing various emotions (mindfulness practices, body outline maps, “in the moment” situations when appropriate). • Discuss range of emotions that learners experience. Use visuals such as a thermometer, scale, paint sample strips with differing shades, etc. • Use characters in stories, works of art, and/or multi-media to discuss emotions and how a character’s behaviors are tied to their emotions. | <ul style="list-style-type: none"> • Practice coping strategies and identify and reflect on their emotions. • Describe physical responses to a range of emotions. • Recognize their own emotions and intensity of their emotions verbally or using a tool such as a scale or thermometer. • Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded). |

| Learning Targets | 3-5 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|---|---|---|--|
| Accurate Self Perception ¹⁶ | <p>Identify personal traits, strengths, and challenges that help or hinder academics, social situations, and/or emotional regulation.</p> <p>Describe the personal qualities they possess that make them successful members of their school community.</p> <p>Describe personal skills and interests that they want to develop.</p> | <ul style="list-style-type: none"> • Provide multiple opportunities for learners to create works of visual or performing art that describe themselves in some way (self-portraits) and explain them. • Recognize and affirm a wide variety of personal strengths in learners when observed in academic and social situations. • Includes the interests and experiences of learners when teaching school-wide expectations/routines. • Provide opportunity for learners to research a career/occupation and share what they liked and disliked about it, and what traits they have that would or wouldn't make them a good fit for the occupation. | <ul style="list-style-type: none"> • Describe personal strengths and challenges in home/school/community settings. • Identify the skills used to contribute to personal accomplishment across a variety of school settings. • Show interest in and takes initiative in learning and trying new or challenging things. |
| Self-Confidence ¹⁷ | <p>Identify positive qualities about themselves.</p> <p>Express positive beliefs in one's ability to achieve.</p> <p>Actively participate, question, and contribute.</p> | <ul style="list-style-type: none"> • Provide specific positive reinforcement and relevant feedback for improvement. • Set up a classroom environment where learners have the opportunity to challenge themselves, take risks and benefit from the experience. • Utilize cooperative learning strategies in which learners need to depend on each other's strengths. | <ul style="list-style-type: none"> • Communicate positive qualities about themselves in a variety of settings. • Demonstrate a positive attitude when faced with challenges. • Collaborate with peers to accomplish a common goal. • Identify how personal strengths and others' strengths can contribute to and enhance a collaboration |

¹⁶ Recognizing strengths as its own target was combined with accurate self-perception since the ability to recognize one's strengths is part of accurate self-perception.

¹⁷ Specific self-efficacy refers to beliefs about one's ability to perform specific tasks (e.g., driving, public speaking, studying, etc.) Self-confidence: Self-confidence refers to belief in one's personal worth and likelihood of succeeding. Self-confidence is a combination of self-esteem and general self-efficacy.

Self-Management

Requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through personal and group-level challenges in order to achieve personal and educational goals.

| Learning Targets | 3-5 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|--------------------------|--|---|---|
| Impulse Control | <p>Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p> <p>Demonstrate productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p> | <ul style="list-style-type: none"> • Teach and model strategies that will help learners to monitor and regulate their behavior (e.g., stress, frustration, anxiety). • Provide opportunities for self-monitoring and discuss consequences of behaviors/choices. | <ul style="list-style-type: none"> • Identify strategies to cope with stressors such as deep breathing, taking a walk, talking it out, watching a glitter bottle until all the glitter settles, asking for help. • Apply strategies and choose actions that considers impact of those actions on self and others (e.g., Raising hand instead of blurting, asking for help instead of saying or doing something negative, etc.). |
| Stress Management | <p>Identify stressors that result in physical or emotional responses.</p> <p>Identify healthy practices that can minimize response to stress and promote physical and mental wellness.</p> <p>Communicate the need for assistance to manage stress as needed.</p> <p>Demonstrate constructive ways to handle situations that cause stress.</p> | <ul style="list-style-type: none"> • In partnership with learners, create an environment with consistent and proactive expectations, procedures and established routines. • Model multiple strategies when having a strong emotional reaction in the classroom (e.g., “I’m starting to feel frustrated with the off-task behaviors. I’m going to take a deep breath and then let’s talk about how to do better.”). • Provide opportunities for learners to identify potential needs and create a list with a variety of available school resources to meet those needs. • Acknowledge when a learner uses constructive strategies to manage stressful situations. | <ul style="list-style-type: none"> • Identify environmental stressors across school settings that may cause an emotional/physical response (e.g. fire alarms, task deadlines, competition, testing). • Communicate coping skills and discuss healthy and unhealthy choices. • Request access to and utilize school resources (nurse, counselor, mediator, etc.) when needed for appropriate reasons. • Independently use strategies in the classroom and across all school settings when experiencing stress. |

| Learning Targets | 3-5 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|--|--|---|--|
| Self-Discipline and Self-Motivation | <p>Demonstrate the ability to stay actively engaged and persist in activities.</p> <p>Demonstrate ability to delay immediate gratification.</p> <p>Accept mistakes as part of learning.</p> <p>Demonstrate the ability to take initiative.</p> <p>Demonstrate ability to work independently.</p> | <ul style="list-style-type: none"> • Creates a supportive learning environment that limits distractions and provides meaningful, active learning and encouragement when the work is hard. • Model strategies of breaking a goal into smaller steps. • Provides support and relevant feedback for improvement. • Develops learning experiences where inquiry, curiosity, and exploration are valued. • Reinforce consistent on-task behaviors and teach strategies for continuing work unaided. | <ul style="list-style-type: none"> • Demonstrate on-task behavior, without needing multiple redirections, when working independently or in a group. • Use strategies for completing tasks in steps. • Accept mistakes as part of the learning process. • Create a plan to get their work started and follow through to completion. • Choose ways to make his/her work environment productive. |
| Goal Setting | <p>Demonstrate the ability to identify a simple goal.</p> <p>Implement steps toward a goal including identifying resources needed, monitoring progress, and make changes as needed.</p> <p>Reflect on process and outcome of goal setting.</p> | <ul style="list-style-type: none"> • Create a classroom culture that encourages the practice of setting and monitoring goals. • Teach learners about the process of goal setting and have them set a personal, social, and/or academic goal (for a specific activity, for the day, or week.) Build in time to monitor and self-reflect on their progress. • Celebrate/provide positive feedback when learners make progress towards goals and demonstrate perseverance and initiative. | <ul style="list-style-type: none"> • Distinguish between long term and short-term goals. • Develop a strategy to accomplish a goal that takes into account potential obstacles to overcome and tools/resources to help you be successful. • Communicate satisfaction with task completion and state what they did well and what they might have done differently in accomplishing a goal or project. |
| Organizational Skills | <p>Demonstrate skills that keep personal items organized.</p> <p>Demonstrate ability to manage time and tasks.</p> | <ul style="list-style-type: none"> • Design classroom routines, including transitions, and teach expectations that encourage organization (e.g., allowing time at the start of each day and during transition periods to have learners organize themselves as well as their materials). • Teach learners how to prioritize and organize multiple assignments using tools such as calendars and checklists. | <ul style="list-style-type: none"> • Use binders/folders/notebooks/ planners as a designated place for tasks and school work (e.g., handouts, notes, homework, take home forms). • Complete work within assigned time frame. |

Social Awareness

Involves the ability to take the perspective of those with the same and different backgrounds and cultures and to empathize and feel compassion. It also involves understanding social norms for behavior in diverse settings and recognizing family, school, and community resources.

| Learning Targets | 3-5 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|---|---|--|---|
| <p>Perspective Taking and Empathy</p> | <p>Recognize differing points of view and perspectives.</p> <p>Identify and interpret social cues (verbal and nonverbal) to determine how others feel.</p> <p>Recognize when one's feelings are affected by/match the way someone else is feeling (experiences empathy).</p> | <ul style="list-style-type: none"> • Create a culture of safety and trust so that differing perspectives are encouraged and respected. They routinely talk with learners about how others (e.g., parents, classmates, and literary characters) feel in different situations. • Use a variety of instructional methods to help learners clarify the verbal, non-verbal, physical, or situational cues that indicate how others may feel. • Give opportunities for learners to demonstrate understanding and caring about another person's feelings through taking action to share joy, helping, showing kindness, or simply listening. | <ul style="list-style-type: none"> • Analyze the various points of view on a topic the learners can relate to. • Interpret facial expressions, body language and tone of voice to identify the feelings and perspectives of others (using literature, works of art, media, or real life). • Recognize how a situation would make him/her feel and treat others accordingly. Demonstrates empathy towards others. |
| <p>Appreciating Diversity and Respect for Others</p> | <p>Identify ways that people are alike and different from self.</p> <p>Identify contributions of various social and cultural groups.</p> <p>Demonstrate consideration for the feelings, wishes, rights, and traditions of others.</p> <p>Work/interact effectively with those who are similar and different from oneself.</p> | <ul style="list-style-type: none"> • Cultivate learners' understanding of different social groups* and cultures by embedding diverse perspectives and issues throughout the school (e.g., curriculum, physical environment and activities). • Provide opportunities to research and share historical events or topics in the news where different perspectives are represented. • Create a culture of safety and trust so that differing perspectives and abilities are encouraged and respected by including cross-cultural learning activities that celebrate each student's identity. • Structure cooperative learning opportunities by selecting diverse groups (interests, skills, gender, ethnicity, etc.) of learners to help learners effectively problem solve, adapt and include others. | <ul style="list-style-type: none"> • Identify ways that people are alike and different from self. • Recognize the contributions individuals of different cultures, social groups, and abilities make in local and global communities. • Treat others with respect. • Positively interacts with others and knows how to communicate, work and play with others even when they are different or when they disagree. |

| Learning Targets | 3-5 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|-------------------------|---|---|--|
| Civic Engagement | <p>Identify and perform roles that contribute to one's family, school and community.</p> <p>Recognize each individual is part of numerous communities. Identify strategies for improving those communities.</p> | <ul style="list-style-type: none"> Facilitate service-learning processes to fill age-appropriate needs in school and/or community Provide learners with opportunities to volunteer to help other learners in their school (e.g., reading to younger learners, helping younger learners on the playground, assisting teachers in other classrooms, etc.). Model volunteering to help other teachers/learners. Create opportunities for learners to identify their role in a variety of communities such as mapping through varied media (painting, drawing, graphic done on computer, etc.) the different communities in which they are a part, including such things as: family, culture, classroom, building, district, city, state, country, world. Use characters in stories/multimedia/ curriculum content to discuss how others from various cultures have contributed to change throughout the world. Provide opportunities for learners to voice their ideas and opinions in the classroom and with decision makers on topics that impact the communities in which they have a role. | <ul style="list-style-type: none"> Seek out opportunities to help with classroom functions (pass out papers/tablets, take messages to other rooms/office, help learners on the playground, put up chairs, etc.). Actively participate in service-learning processes. Identify their role in various communities in which they are a part. Demonstrate knowledge of how people throughout history and in current times make a difference for people within their communities. Share ideas and opinions in discussions on topics that impact the communities in which they have a role. |

Relationship Skills

Includes the tools needed to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with differing social norms and demands. It involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively and seeking help when needed.

| Learning Targets | 3-5 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|-------------------------|---|---|---|
| Communication | <p>Recognize facial expressions, body language, gestures, words, and tone of voice of others to understand others' thoughts and feelings.</p> <p>Use facial expressions, body language, gestures, words, and tone of voice to interact effectively with others in a variety of ways.</p> <p>Attentively listen and respond to the needs, wants, and ideas of others.</p> <p>Deliver and receive compliments, feedback, and respond appropriately.</p> | <ul style="list-style-type: none"> • Use a variety of instructional methods to help learners interpret verbal, non-verbal, physical, or situational cues and boundaries to understand communication with others. • Provide opportunities for learners to demonstrate and practice communication with others in a variety of ways. • Teach and practice conversation skills including active listening, taking turns, clarifying, asking questions, and seeking feedback with others. • Model and provide learner practice for giving and receiving compliments and feedback using "I" messages. | <ul style="list-style-type: none"> • Interpret facial expressions, body language, looking at the situation and tone of voice to understand communication with others and respond appropriately. • Describe and/or demonstrate how tone of voice, body language, and facial expressions impact communication with others. • Modify voice volume and physical proximity when interacting with others. • Demonstrate active listening skills (eyes watching, ears listening, body calm, voice off) and balances listening and speaking in a way that's fair and respectful. • Give and receive compliments. |

| Learning Targets | 3-5 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|--|--|---|---|
| Social Engagement ¹⁸ | <p>Initiate and engage in social interactions with peers and adults.</p> <p>Demonstrate social behaviors that are appropriate to the situation and environment.</p> <p>Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media.</p> | <ul style="list-style-type: none"> • Use and model strategies that foster equitable participation in the classroom (e.g., talking stick/object, informal time for students to talk to each other, etc.) • Brainstorm with learners ways they can contribute to their community (help a neighbor, clean up a block, plan and create a work of art in their community, address issues of community safety). • Provide opportunities to compare language, behaviors, interactions and expectations that are acceptable/not acceptable in different social situations and contexts (e.g., code switching¹⁹). • Aligns lessons in face-to-face and social media communication so learners know the same rules apply. Discuss responsibilities associated with dangers and threats they may encounter. | <ul style="list-style-type: none"> • Work with other learners to plan and implement a service project in your school or community. • Adjust language, behavior, and interactions to reflect expectations in varied contexts including the school setting. • Identify social behaviors that are appropriate to use of technology. |

¹⁸ The ability to work constructively within and between social groups to create more resilient and sustainable communities.

¹⁹ Code switching is formally defined by Webster's Dictionary as "the switching from the linguistic system of one language or dialect to that of another." Code switching has been used to describe the changing of a style of speaking/acting based on a change in a social situation.

| Learning Targets | 3-5 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|------------------------------|---|---|--|
| Relationship Building | <p>Identify and demonstrate personal qualities and decisions that contribute to a healthy relationship.</p> <p>Identify and apply strategies for handling relationships that are not safe, healthy, or positive.</p> <p>Express interest and appreciation for others.</p> | <ul style="list-style-type: none"> • Encourage and facilitate opportunities for learners to participate in positive peer socialization (e.g., cooperative learning groups, and school-sponsored activities). • Teach learners problem-solving skills in dealing with relationships and provide support and resources as needed when they are working to resolve a conflict or issue. • Model, provide learner practice, and give feedback for interactions that show interest, appreciation and caring. • Consider culturally relevant norms and practices to respectfully engage with learners | <ul style="list-style-type: none"> • Demonstrate strategies for getting to know others. (introduce self and others, shaking hands, inviting others to play). • Identify a problem in a relationship and determines the appropriate means of resolution (e.g., problem solving process, peer mediation, adult assistance, reporting threats and unsafe practices.) • Communicate interest in others. Gives and receives compliments in a genuine manner. |
| Teamwork | <p>Demonstrate cooperative behaviors with others (listen, encourage, acknowledge opinions, compromise, reach consensus).</p> <p>Recognize and support others with different abilities in group activities.</p> <p>Demonstrate graciousness in winning and losing.</p> | <ul style="list-style-type: none"> • Teach the process of developing rules/norms/roles for cooperative learning and reflection. Utilize them in all cooperative learning activities. • Provide opportunities for true cooperative activities that require positive interdependence to complete a task (e.g., teams, music ensembles, theatrical or dance performances, speech choir, games, tournaments, projects, presentations, etc.). • Remain vigilant to address problems if learners have trouble working together and step in if group does not resolve the issue on their own. | <ul style="list-style-type: none"> • Participate in activities that involve cooperation and problem-solving with others to complete a task. • Demonstrate ways to include everyone in group activities and encourages others throughout the project. |

Responsible Decision-Making

Requires the knowledge, skills, and attitudes to make caring, constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to critically examine ethical standards, safety concerns, and behavioral norms for risky behavior; to make realistic evaluations of consequences of various interpersonal and institutional actions; and to take the health and well-being of self and others into consideration.

| Learning Targets | 3-5 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|-----------------------------|--|---|---|
| Identifying Problems | <p>Recognize when a situation is a problem and what makes it a problem (ex. safe vs unsafe; healthy/unhealthy, legal/illegal, just or unjust, etc.).</p> <p>Identify choices that may result in a problem.</p> | <ul style="list-style-type: none"> • Use a variety of activities/media to present problems and have learners identify the problem and describe what makes the situation problematic. • Provide a school-wide or classroom problem-solving model that includes identifying problems. • Model and practice the process of evaluating possible actions in solving a problem in determining a possible solution (e.g., solving issues related to classroom climate). | <ul style="list-style-type: none"> • Recognize situations that are problematic, describe what is happening and create a clear problem statement for the situation. • Demonstrate use of a problem-solving model. • Identify solutions to problems that avoid a negative outcome. |

| Learning Targets | 3-5 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|--|---|--|---|
| Analyzing Situations and Solving Problems | <p>Identify the possible positive and negative effects a decision could have on themselves and others.</p> <p>Identify situations that require assistance from an adult.</p> <p>Identify situations when peer pressure influences decisions.</p> <p>Apply choice and accept responsibility for outcome.</p> | <p><u>Examples for Analyzing Situations</u></p> <ul style="list-style-type: none"> • Provide multiple methods for learners to respond to problematic situations and identify the points of view that led to the problems, such as: scenarios from books they are reading or instances that arise in the classroom (drawing, discussing, role play, etc.). • Have learners create a chart of the pros and cons of either a personal decision or a classroom/school decision. • Have learners identify various influences that may impact their decisions (e.g., peer pressure). <p><u>Examples for Solving Problems</u></p> <ul style="list-style-type: none"> • Explicitly discuss and present/model a variety of strategies that can be used to solve problems (e.g., using materials in new ways, trial and error, breaking tasks into steps, asking for help from a peer or adult). • Engage learners in interactions that use known strategies in new situations. • Ask open-ended questions that require thought and creative thinking (e.g., “What is another way you could solve this problem?”) to facilitate problem-solving. • Utilize restorative practices. | <p><u>Examples for Analyzing Situations</u></p> <ul style="list-style-type: none"> • State the point of view of themselves and the possible point of view of others when problems with others occur. • Articulate how decision-making affects progress toward their goals (e.g., if you decide to go to a sleepover tonight, how will that affect your goal of getting a good grade on the test tomorrow? Or ask how and why they might do things differently, if given the chance). • Reflect on the pros/cons of choices considered. <p><u>Examples for Solving Problems</u></p> <ul style="list-style-type: none"> • Use a classroom or school-wide problem-solving model across multiple contexts inside and outside of the classroom. • Attempt to complete a task in more than one way (e.g., using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration. • Recall and use a previously successful strategy. • Change a plan if a better strategy presents itself. |

| Learning Targets | 3-5 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|----------------------------------|--|--|--|
| Evaluating and Reflecting | <p>Reflect on the effect of choices on self and others (Did it work? Was it fair? How was each individual affected?).</p> <p>Identify new thinking as a result of the problem-solving process (What would you change, if anything, for next time?).</p> | <ul style="list-style-type: none"> • Provide a school-wide or classroom problem-solving model that includes reflection and evaluation and refer to it regularly. • Discuss with learners the outcome of a decision on self and others. • Build in opportunities to reflect on personal, social, and academic situations in which a decision-making process was used. • Create a climate where making mistakes is viewed as a learning opportunity and discussed frequently. • Have learners journal about a time they made a decision and describe the outcome. (Prompt examples: Was it what you wanted? What were the consequences? What would you do differently?) | <ul style="list-style-type: none"> • Reflect on consequences (positive or negative) of decisions or choices made. • Articulate how their choices have impacted them and others. • Discuss the different ways used to accomplish a task or to solve a problem. |
| Ethical Responsibility | <p>Demonstrate an awareness of equity, justice, fairness, and respect that positively impacts school and community.</p> <p>Demonstrate an understanding of the consequences of one's actions and how it impacts others.</p> <p>Accept ownership for actions.</p> | <ul style="list-style-type: none"> • Explain clear and consistent expectations throughout all school activities and in all areas of the school. • Consider cultural norms and values of each of their learners and ensure that norms, rules, expectations demonstrate equity and appreciation for all learners. • Engage in professional development that fosters cultural proficiency and recognize that implicit bias is a factor. | <ul style="list-style-type: none"> • Work towards resolving personal, social, and academic concerns with others. • Accept responsibility for his/her own actions and mistakes. • Analyze your rights and responsibilities as a member of your school community. • Stand up for the rights of others even if it means disagreeing with a friend's actions. • Shows respect for the school environment. |

Social-Emotional Learning Competencies: 6-8

There are five Social-Emotional Learning Competencies at the 6-8 level:

1. **Self-Awareness** is the ability to accurately recognize one's own emotions, thoughts, and experiences and how they influence behavior. It is the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset". There are three Learning Targets within this competency: Identifying Emotions, Accurate Self Perception, and Self-Confidence.
2. **Self-Management** is the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. There are five Learning Targets within this competency: Impulse Control, Stress Management, Self-Discipline and Self-Motivation, Goal Setting, Organizational Skills.
3. **Social Awareness** is the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. There are three Learning Targets within this competency: Perspective Taking and Empathy, Appreciating Diversity and Respect for Others, Civic Engagement.
4. **Relationship Skills** includes the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. There are four Learning Targets within this competency: Communication, Social Engagement, Relationship Building, Teamwork.
5. **Responsible Decision-Making** is the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. There are four Learning Targets within this competency: Identifying Problems, Analyzing Situations and Solving Problems, Evaluating and Reflecting, Ethical Responsibility

Self-Awareness

Involves understanding one’s emotions, personal identity, goals and values. This includes accurately assessing one’s strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to understand the links between one’s personal and sociocultural identities and to recognize how thoughts, feelings, and actions are interconnected.

| Learning Targets | 6-8 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|-----------------------------|---|--|---|
| Identifying Emotions | <p>Recognize and communicate one’s emotions to others in a healthy way.</p> <p>Identify situations that evoke an emotional response in self and others.</p> <p>Summarize how thoughts and emotions affect behavior.</p> | <ul style="list-style-type: none"> • Provide opportunities for learners to identify emotions within the context of: existing curriculum (social studies, literature, art, science, etc.), social media interpretation, body language, tone of voice, etc. • Facilitate discussion regarding emotional well-being. • Provide opportunities for learners to identify the relationship of physical responses with emotion. • Provide opportunities to practice techniques used to regulate emotions in varied contexts (e.g. breathing exercises, going for a walk, asking for a break, going to the calming corner, journaling, art, self-talk, being in nature, listening to music, sing, playing an instrument, etc.). | <ul style="list-style-type: none"> • Utilize an expanded vocabulary to describe complex emotions. • Identify emotions of real and fictional characters encountered in their learning. • Compare and contrast emotional responses to different contexts. • Identify physical cues and thoughts that put self at risk for fight-flight-freeze response. • Identify personal strategies that may be effective for gaining self-control. |

| Learning Targets | 6-8 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|---------------------------------|--|--|--|
| Accurate Self-Perception | <p>Identify personal qualities and interests.</p> <p>Explain the abilities needed to achieve high quality results and outcomes.</p> <p>Categorize personal skills, strengths and interests the learner wants to develop.</p> <p>Select priorities for personal improvement that builds on strengths.</p> <p>Differentiate how personal identity influences choices and outcomes.</p> | <ul style="list-style-type: none"> • Model critique, deliver descriptive feedback and provide ongoing follow up with learners. • Provide opportunities for learners to “see themselves” as they explore significant and impactful historical and current figures representing a broad cross-section of cultural and social groups (e.g. race, ethnicity, people with disabilities, LGBTQI). • Support learners to critique and adapt where necessary. • Identify personal role model and share the connection to self. • Provide opportunities for learners to share their strengths. • Provide opportunities for learners to plan and evaluate a personal project or assignment that is tied to their perceived strengths, (e.g., a time when they excelled). • Provide a forum for learners to share authentic perceptions and opinions, where their feedback is acknowledged and valued. | <ul style="list-style-type: none"> • Reflect upon and evaluate their behavior and emotional state both in and out of school. • Reflect upon and evaluate decision making in relationship to behavior. • Identify positive adult/peer role models and connect characteristics to self. • Develop and implement a plan that builds on strengths, meets a need, and addresses a challenge. • Analyze the outcome of the plan. • Identify academic and/or social skills they struggle with and someone who can help them grow. |

| Learning Targets | 6-8 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|-------------------------------------|---|--|---|
| Self-Confidence²⁰ | <p>Express positive beliefs in one's ability to achieve and contribute.</p> <p>Examine conditions that influence confidence in oneself.</p> <p>Critique his/her abilities that lead to high quality results and outcomes.</p> | <ul style="list-style-type: none"> • Guide learners to create and display artifacts that promote self-confidence. • Provides specific positive feedback connecting learners' characteristics and their products, achievements, participation, and/or performance. • Set up a healthy school/classroom environment where each learner feels safe and connected. • Share personal challenges and factors that contributed to perseverance. • Provide opportunities for learners to analyze the differences between self-confidence, bragging, popularity, and humility. | <ul style="list-style-type: none"> • Reflect on actions and state personal affirmations. • Choose a format to express personal, positive attributes in relationship to efforts and accomplishments. • As a group member, develop a "We are" list that defines positive aspects and commonalities within a group. • Provides support to others or accepts support from others when faced with challenging tasks. |

²⁰ Specific self-efficacy refers to beliefs about one's ability to perform specific tasks (e.g., driving, public speaking, studying, etc.) Self-confidence: Self-confidence refers to belief in one's personal worth and likelihood of succeeding. Self-confidence is a combination of self-esteem and general self-efficacy.

Self-Management

Requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through personal and group-level challenges in order to achieve personal and educational goals.

| Learning Targets | 6-8 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|--------------------------|---|---|---|
| Impulse Control | <p>Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p> <p>Demonstrate productive self-regulating strategies to manage emotions and reframe thoughts and behaviors.</p> | <ul style="list-style-type: none"> • Model and discuss positive self-talk strategies. • Assist learners in identifying impulsive behaviors. • Model and discuss strategies for impulse control. • Provide ongoing support for learners. • Create opportunities for learners to identify how their thoughts, impulses, and (re)actions are influenced by biases and stereotypes. | <ul style="list-style-type: none"> • Identify their feelings and causation. • Choose a format to compare and contrast reaction to emotions. • Create product (e.g. drawing, story) about managing feelings in healthy ways. • Design strategies to assist oneself/peers. • Describe an impulsive behavior and healthy strategies to use to achieve positive results. |
| Stress Management | <p>Identify stressors that result in physical or emotional responses.</p> <p>Identify and demonstrate healthy practices that can minimize response to stress and promote physical and mental wellness.</p> <p>Communicate the need for assistance to manage stress as needed.</p> | <ul style="list-style-type: none"> • Create opportunities for learners to explore how the brain responds to stress (including flight, fight, and freeze reactions). • Instruct learners on self-management techniques such as deep breathing, counting to ten, self-talk, relaxation exercises and/or mental rehearsal. • Create opportunities for learners to reflect on what stressors they are feeling and identify healthy practices for coping. • Engage the school nurse/school counselor or outside professional to facilitate a roundtable discussion on the topic of stress. • Provide awareness of community resources that promote learners' success. | <ul style="list-style-type: none"> • Identify factors that cause stress both mentally and physically. • Analyze different approaches to deal with stress. • Apply strategies, or request assistance, to manage stress for successful resolve. • Explain the connection between poor decisions and stress. • Analyze how making a thoughtful decision reduces stress and promotes successful performance. |

| Learning Targets | 6-8 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
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| Self-Discipline and Self-Motivation | <p>Demonstrate the ability to stay actively engaged and persist in activities.</p> <p>Demonstrate ability to delay immediate gratification.</p> <p>Adapt for and overcome obstacles by demonstrating perseverance.</p> <p>Demonstrate the ability to take initiative.</p> <p>Demonstrate ability to work independently.</p> | <ul style="list-style-type: none"> • Nurture strong characteristics of sense of self control/discipline. • Cultivate examples of positive outcomes of self-discipline. • Provide opportunities for learners to investigate various strategies for self-discipline and/or self-motivation. • When learners face challenges, brainstorm ways to become motivated and overcome obstacles. • Model positive attitude towards work and learning. | <ul style="list-style-type: none"> • Discuss choices and the effects those choices have/had on the outcome of situations. • Work independently or in a group on a task without needing multiple redirection. • Create a project (essay, play, podcast, presentation, etc.) about their ethical values and how those values influence the way they behave toward others. • Create a presentation on the topic of how learner overcame obstacles to achieve a goal by demonstrating perseverance. • Discuss challenges, problem solve, and use healthy coping skills when challenges become frustrating. • Demonstrate characteristics of a growth mindset. |
| Goal Setting | <p>Create, monitor, adapt, and evaluate goals to achieve success in school and life.</p> <p>Identify internal and external resources necessary to overcome obstacles in meeting goals.</p> <p>Reflect on process and outcome of goal setting.</p> | <ul style="list-style-type: none"> • Teach and demonstrate a goal-setting model. (e.g., SMART goals: Specific, Measurable, Attainable, Relevant, Time-bound, Inclusive, Equitable) • Provide multiple opportunities for learners to set individual and group goals, develop actions, monitor progress and reflect on attainment of the goal. • Create opportunities that enable learners to recognize and celebrate their successes as they work toward a goal. • Celebrate learners' efforts, progress and success, to build upon self-confidence and instill comfort in seeking out solutions when adversity occurs. | <ul style="list-style-type: none"> • Analyze their work and determine areas of improvement. • Chart daily and weekly goals. • Examine why participating in education is important for learners to achieve goals. • Describe the steps in setting and working toward goal achievement. • Evaluate what might have been done differently to achieve greater success on a recent goal. |

| Learning Targets | 6-8 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
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| Organizational Skills | <p>Select the appropriate supplies and tools needed for completion of tasks and/or projects.</p> <p>Manage materials, space, time and responsibilities effectively.</p> | <ul style="list-style-type: none"> • Teach and support the use of an organizational system to manage materials, locker, etc. • Support achievement by focusing on strategies to complete projects and assignments. • Have a check in meeting at a mid-point when monitoring a long-term goals process. • Create a simple series of expectations for learners. Periodically, have learners rate themselves and record their results. | <ul style="list-style-type: none"> • Self-assess preparation for class. • Use class planners or homework notebooks or organizational software. • Demonstrate effective characteristics required for learning readiness. • Provide self-direction when embarking on short/long term goals. • Monitor their own time management, and use strategies to complete projects and assignments. |

Social Awareness

Involves the ability to take the perspective of those with the same and different backgrounds and cultures and to empathize and feel compassion. It also involves understanding social norms for behavior in diverse settings and recognizing family, school, and community resources.

| Learning Targets | 6-8 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
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| <p>Perspective-Taking and Empathy</p> | <p>Demonstrate awareness of other people's emotions, experiences and perspectives through a cross-cultural lens.</p> <p>Identify and interpret social cues for how others feel and respond constructively.</p> <p>Predict others' feelings and reactions.</p> <p>Recognize and validate another person's feelings and perspective.</p> | <ul style="list-style-type: none"> • Stop periodically to ask learners what a character may be feeling and why, during classroom read-alouds, videos, theater, podcasts, etc. • When viewing/listening to a work of art, a video, podcast, poetry, etc., invite learners to share similar feelings. • Facilitate discussion with learners on how recognizing different points of view is important for different jobs. (e.g., judge, teacher, police officer, reporter, teacher, etc.). • Model how to acknowledge the feelings of others based on their facial expressions and body language. • Routinely work with students to use circumstances within the school, classroom settings, and/or social media to discuss the perceived feelings of others. (verbal, nonverbal, physical and situational cues, cultural traditions, traditions, etc.). | <ul style="list-style-type: none"> • Discuss the variety of emotions that may be experienced. • Discuss emotions and predict how others may feel in various situations. • Recount a story from a completely different perspective and discuss. • Compare and contrast an experience or example from different perspectives and how perspective impacts choices. (including studies of other cultures, social media, etc.). • Record personal behaviors that positively or negatively affected someone. • Discuss non-verbal cues observed in their own life. • Identify verbal, physical and situational cues that indicate how others may feel and describe the expressed feelings and perspectives of others. |

| Learning Targets | 6-8 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
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| <p>Appreciating Diversity and Respect for Others</p> | <p>Recognize one's explicit and implicit biases and how they affect our understanding and judgment of others.</p> <p>Demonstrate an awareness and appreciation of differences and respect for human dignity.</p> <p>Identify contributions of various social and cultural groups.</p> <p>Demonstrate willingness to integrate diverse points of view.</p> <p>Demonstrate consideration for the feelings, wishes, rights, and traditions of others.</p> <p>Work effectively with those who are similar and different from oneself.</p> | <ul style="list-style-type: none"> • Examine their own explicit and implicit biases and how it affects their understanding and judgement of their learners. • Provide opportunities for learners to examine their own explicit and implicit biases and how it influences ones understanding, actions and decisions both favorably and unfavorably. • Invite guest speakers from other cultures to share experiences. • Enlist a panel of learners to discuss stereotyping and discrimination. • Select materials that counteract stereotypes and enhance learners' appreciation of the histories and contributions of people from all cultures and abilities • Examine the difference between prejudice, bias, and racism to guide learners through the identification of each in daily life. | <ul style="list-style-type: none"> • Identify own bias and how it impacts their understanding and judgment of others. • Analyze how personal behavior may affect the feelings of others and adjust accordingly. • Analyze media literacy and focus on who is featured in commercials, shows, etc. and whether that is leading to stereotyping. • Read current affair articles about prejudice, bias and racism, and evaluate the response of the community and/or state suggestions for improvement. • Analyze how people of different backgrounds, abilities, opinions, and beliefs can collaborate and work toward a common goal. • Recognize individual differences and demonstrate a respect for others' beliefs, traditions, cultures, and experiences |

| Learning Targets | 6-8 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
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| Civic Engagement²¹ | <p>Recognize the role of service in the functioning of our society.</p> <p>Identify strategies to improve the community.</p> <p>Demonstrate advocacy skills.</p> <p>Model active engagement in family, school, and community projects and events.</p> | <ul style="list-style-type: none"> Facilitate authentic service-learning processes to fill age-appropriate needs in school and/or community. (Remember, to be service-learning it must connect with your existing curriculum content). Provide varied opportunities for learners to analyze personal assets and skills that provide service to the community. Provide varied opportunities for learners to review the effects of federal, state, and local public policies, agencies, and institutions on individuals and the community. Identify and provide ways individuals can influence change in policies, agencies, and institutions that affect individuals and the community (e.g., provide authentic opportunities for learners to participate in decision-making within the school and/or community; create a student team to review “Conditions for Learning” data with the adults and problem-solve strategies for meeting needs.). Provide access to opportunities for learners to volunteer in their school or community. | <ul style="list-style-type: none"> Identify how voluntary engagement in civic issues has impacted current society. Demonstrate advocacy skills appropriate for a variety of situations (e.g. asking to have a personal need met, participation in school data review and problem-solving, approaching community leaders for needs for a service-learning project, addressing larger societal needs through engagement in writing, speaking, community arts, rallies, etc.). Work independently and/or collectively to identify problems at the local, state, national, or international level, develop potential solutions, and work toward solving selected problems. Reflect on a Service-learning opportunity and indicate how the experience impacted self-awareness, social-awareness, self-management, relationship skills, and responsible decision-making. |

²¹ Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

Relationship Skills

Includes the tools needed to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with differing social norms and demands. It involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively and seeking help when needed.

| Learning Targets | 6-8 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
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| <p>Communication</p> | <p>Interpret and infer how facial expressions, body language, gestures, and tone of voice impact interactions.</p> <p>Use facial expressions, body language, gestures, words, and tone of voice to interact effectively with others in a variety of ways.</p> <p>Attentively listen and respond to the needs, wants, and ideas of others.</p> <p>Deliver and receive compliments, feedback, and constructive critique, and respond appropriately.</p> <p>Recognize impact of cell phone/tablet or other electronic forms on social interactions.</p> | <ul style="list-style-type: none"> • Support learners in developing class norms to maintain healthy and rewarding relationships. • Model and encourage the use of I-Messages (I feel ____ when _____. I need _____). • Establish class meetings where learners are given the opportunity to interact with each other and practice speaking and listening skills. • Teach learners how to engage in reciprocal conversation and discussion. • Provide opportunities for learners to analyze the impact of cell phone use on the quality of relationships and interaction in current society. • Teach learners how to give and receive compliments as well as how to authentically apologize and receive apologies. • Use team based, collaborative teaching practices such as cooperative learning and project based learning to provide learners with opportunities to develop and routinely practice communication skills. | <ul style="list-style-type: none"> • Create anchor charts that display positive behaviors and language to use as reference. • Communicate needs effectively. • Recognize and respond appropriately to constructive feedback. • Use effective speaking and listening skills when engaged with others individually or in a group. • Work cooperatively and productively in a group and overcome setbacks/ disagreements. • Recognize group member's skills and encourage contributions towards group goals. • Uses verbal and non-verbal techniques to share ideas, ask questions and express feelings. • Share how cell phone/tablet or other electronic forms of communication has positively and/or negatively impacted relationships with others. |

| Learning Targets | 6-8 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
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| Social Engagement²² | <p>Initiate and engage in social interactions with peers and adults.</p> <p>Analyze social situations and environments, including social media, and respond in ways that build/sustain relationships.</p> <p>Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media.</p> | <ul style="list-style-type: none"> • Use and model strategies that foster equitable participation in the classroom (e.g., talking stick/object, informal time for students to talk to each other, etc.) • Facilitate discussion about situations that would support the need to advocate for self or another. • Encourage and facilitate opportunities for learners to participate in positive peer socialization (e.g., cooperative learning groups, and school-sponsored activities, project-based learning) • Work with students to create and schedule class meetings or advisory times where activities are designed to build class unity and empowerment. • Participate in “mix-it-up” lunch. | <ul style="list-style-type: none"> • Construct guidelines for using appropriate manners in social and classroom settings. • Model appropriate manners in classroom settings. • Utilize strategies to support others who are left out or bullied. • Uses social media and technology responsibly. |

²² The ability to work constructively within and between social groups to create more resilient and sustainable communities. One’s degree of participation in a community or society. <http://www.parenttoolkit.com/>

| Learning Targets | 6-8 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
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| Relationship Building | <p>Identify and demonstrate personal qualities and decisions that contribute to a healthy relationship</p> <p>Identify and apply strategies for handling relationships that are not safe, healthy, or positive.</p> <p>Express interest and appreciation for others.</p> <p>Create and maintain positive and supportive relationships with adults and learners.</p> <p>Demonstrate advocacy skills for self and others when necessary.</p> | <ul style="list-style-type: none"> • Allow learners the opportunity to make decisions about appropriate class rules and identify the consequences when rules are broken. • Encourage and facilitate opportunities for learners to participate in positive peer socialization (e.g., cooperative learning groups, school-sponsored activities, etc.). • Teach learners problem-solving skills, and provide support as needed when they are working to resolve a conflict. | <ul style="list-style-type: none"> • Explain social behaviors that promote positive relationships in the home, school and community. • Demonstrate strategies for getting to know others. (Introducing oneself and others etc.) • Offer and receive compliments in a genuine manner. • Describe and discuss the characteristics of a good friend. • Demonstrate actions that contribute to friendships and collaborative working relationships. • Advocates for self and others. |
| Teamwork²³ | <p>Demonstrate collaborative skills with others (listen, encourage, acknowledge opinions, compromise, reach consensus).</p> <p>Acknowledge others' diverse strengths and contributions to a group/team effort.</p> <p>Demonstrate graciousness in winning and losing.</p> | <ul style="list-style-type: none"> • Lead a lesson on how to give and receive feedback appropriately. • Model and routinely invite learners to provide feedback to one another. • Routinely provide authentic feedback when observing learners giving or receiving feedback. • Provide multiple cooperative learning opportunities that allow learners to participate in different roles to accomplish a task (e.g., leader, recorder, reporter, process observer, time keeper) and develop/practice collaboration skills. | <ul style="list-style-type: none"> • Participate in small group opportunities that involve cooperating and problem solving with others to complete a task. • Collaborate effectively with others. • Create strategies to incorporate the involvement of everyone one in group activities. • Display the act of graciousness when winning and losing. • Evaluate group process following a cooperative learning activity (e.g., what did/didn't work well, leadership qualities, suggestions for improvement, fulfillment of team member roles/responsibilities, etc.). |

²³ Teamwork is when a group of people work together cohesively, towards a common goal, creating a positive working atmosphere, and supporting each other to combine individual strengths to enhance team performance.

Responsible Decision-Making

Requires the knowledge, skills, and attitudes to make caring, constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to critically examine ethical standards, safety concerns, and behavioral norms for risky behavior; to make realistic evaluations of consequences of various interpersonal and institutional actions; and to take the health and well-being of self and others into consideration.

| Learning Targets | 6-8 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|-----------------------------|--|--|--|
| Identifying Problems | <p>Identify a variety of problems and decisions that affect learners' lives.</p> <p>Define characteristics of safe and unsafe situations, including online safety.</p> | <ul style="list-style-type: none"> • Provide varied opportunities for learners to review scenarios and clearly identify the specific problem that needs to be solved. • Create opportunities for students to review data, determine underlying causes, and suggest solutions (school climate, discipline data, graduation rates, and/or community/county data such as: underage drinking, smoking/vaping, use of illegal drugs, etc.) • Invite outside resources to speak about the effects of bullying, harassment, and teasing and how to respond and reach out to resources for assistance. • Provide a school-wide Problem-solving model that encompasses all the decision-making steps. | <ul style="list-style-type: none"> • Effectively use a problem-solving model including: select of a problem, analyze and decide on solutions, anticipate the consequences of the decision and evaluate the decision. • Demonstrate ability to identify feelings of others (in existing curriculum content), describe what is happening, and create a clear problem statement. • Create lists of behaviors that represent bullying, teasing, and harassment. Discuss how these may occur based on social groups. • Analyze data to determine specific problems in school/community. |

| Learning Targets | 6-8 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
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| <p>Analyzing Situations and Solving Problems</p> | <p>Generate multiple solutions for solving problems in a variety of situations.</p> <p>Consider the well-being of self and others when making decisions.</p> <p>Differentiate between situations where the learner can problem solve without assistance and situations that require assistance.</p> <p>Identify when peer pressure, social, and/or cultural norms affect decision making.</p> <p>Apply choice and accept responsibility for outcome.</p> | <p><u>Examples for Analyzing a Problem</u></p> <ul style="list-style-type: none"> • Create a culture of safety and trust so that differing perspectives are encouraged and respected. • Discuss varying points of view in literature, current events, the arts, history, etc., where learners identify the problem, describe the context, and differing perspectives that make the situation problematic. <p><u>Examples for Solving Problems</u></p> <ul style="list-style-type: none"> • Explicitly teach, post and refer to the steps of the problem-solving process for learners to become comfortable applying to their own situations. • Encourage discussion when learners disagree on different ways to solve a problem. • Discuss with learners the consequences of a decision for self and others that may occur now and in the future. • Instruct learners to use “when-then” and “either-or” statements to determine consequences of their actions in a variety of settings. | <p><u>Examples for Analyzing a Problem</u></p> <ul style="list-style-type: none"> • Consider the point of view of others in a variety of situations when making decisions or when conflict arises. • Consider any personal biases that may impact a decision. • Identify factors that contribute to a problematic situation or interaction. • Consider past experiences that may be similar to the current situation when identifying a problem. <p><u>Examples for Solving Problems</u></p> <ul style="list-style-type: none"> • Effectively participate in group decision-making processes. • Reflect on past decisions and examine the process in reaching the decision. • Apply problem-solving process as necessary, with or without prompt, considering the consequences that may occur now or in the future. • Respects point of view and accepts compromise to resolve conflict. • Discuss possible responses to peer pressure that take place in and outside of school. |

| Learning Targets | 6-8 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
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| Evaluating and Reflecting | <p>Reflect on the positive and negative consequences of decisions for oneself and others.</p> <p>Reflect on past decisions, apply learning to new situations.</p> <p>Reflect on choices and decisions and possible impact on the future.</p> <p>Examine how personal emotional states contribute to or detract from the ability to problem solve.</p> | <ul style="list-style-type: none"> • Encourage discussion when learners disagree on different ways to solve a problem. • Discuss with learners the consequences of a decision on self and others. • Instruct learners to use “when-then” and “either-or” statements to determine consequences of their actions in a variety of settings. • Provide opportunities to reflect on academic and social situations in which a decision-making process was used. • Create a climate where making mistakes are discussed and viewed as a learning opportunity. | <ul style="list-style-type: none"> • Discuss consequences of making both good and poor choices in home, school and community. • Create a chart of the pros and cons of personal decisions. • Discuss and examine reasons why bullying takes place, what makes one person popular and another not. • Discuss how popularity affects power, control, fear, and security. • Keep a personal problem-solving journal to record and reflect on experiences, and impact on future decisions. • Describe a time they had a disagreement with someone, what happened, and how might they have acted differently. • Reflect on how decision-making affects progress toward their goals both currently and in the future. |

| Learning Targets | 6-8 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
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| Ethical Responsibility | <p>Demonstrate awareness of equity, justice, fairness, and respect in actions that positively impacts school and community.</p> <p>Identify ways decisions are based on greater good even if not good for them individually.</p> <p>Accept ownership for actions.</p> | <ul style="list-style-type: none"> • Explain clear and consistent expectations of contributing members of society. • Introduce ethics vocabulary and provide opportunities for learners to use the vocabulary (e.g., discussions about historical topics and current events.) • Provide instruction on responsibility of digital citizens and enforce technology policies and practices. • Implement restorative justice practices and/or peer mediation program. | <ul style="list-style-type: none"> • Describe ethical issues that impact personal, career, and societal decisions. • Discuss individual and community rights, and responsibilities of characters or figures in literature or historical events. • Identify how to apply personal ethical and performance principles in school, home, and community. • Refrains from cyber-bullying and applies response strategies if self and/or others are targets. • Organize and carry out a service learning project based upon community and/or school needs then reflect on the outcome. • Engages in process to build community and/or restore relationships. |

Social-Emotional Competencies: 9-12

There are five Social-Emotional Learning Competencies at the 9-12 level:

1. **Self-Awareness** is the ability to accurately recognize one's own emotions, thoughts, and experiences and how they influence behavior. It is the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset". There are three Learning Targets within this competency: Identifying Emotions, Accurate Self Perception, and Self-Confidence.
2. **Self-Management** is the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. There are five Learning Targets within this competency: Impulse Control, Stress Management, Self-Discipline and Self-Motivation, Goal Setting, Organizational Skills.
3. **Social Awareness** is the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. There are three Learning Targets within this competency: Perspective Taking and Empathy, Appreciating Diversity and Respect for Others, Civic Engagement.
4. **Relationship Skills** includes the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. There are four Learning Targets within this competency: Communication, Social Engagement, Relationship Building, Teamwork.
5. **Responsible Decision-Making** is the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. There are four Learning Targets within this competency: Identifying Problems, Analyzing Situations and Solving Problems, Evaluating and Reflecting, Ethical Responsibility

Self-Awareness

Involves understanding one’s emotions, personal identity, goals and values. This includes accurately assessing one’s strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to understand the links between one’s personal and sociocultural identities and to recognize how thoughts, feelings, and actions are interconnected.

| Learning Targets | 9-12 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
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| Identifying Emotions | <p>Recognize emotions as personal indicators of response to situations.</p> <p>Analyze emotional states that contribute to or detract from the learner’s ability to make decisions.</p> <p>Identify situations that evoke an emotional response in self and others.</p> <p>Summarize how thoughts and emotions affect behavior.</p> | <ul style="list-style-type: none"> • Guide learners in the development of emotional awareness (self and others). • Provide terminology and definitions of emotions and emotional states. • Facilitate discussions on factors that contribute to or detract from emotional well-being.²⁴ • Provide multiple opportunities for learners to demonstrate how varied situations evoke emotions and impact thoughts and actions. (Use variety of formats such as: discussion, music, writing, arts, graphics, etc.) • Provide opportunities to practice techniques used to regulate emotions in varied contexts (e.g. breathing exercises, going for a walk, asking for a break, going to the calming corner, journaling, art, self-talk, being in nature, listening to music, sing, playing an instrument, etc.). | <ul style="list-style-type: none"> • Analyze how thoughts and emotions affect decision making and responsible behavior. • Evaluate how expressing one’s emotions in different situations affects others. • Evaluate how attitudes and emotions influence others in various contexts including: home, school, career, and community. • Identify situations and possible methods/techniques to regulate emotions. |

²⁴ Emotional well-being has been defined as an overall positive state of one’s emotions, life satisfaction, sense of meaning, and purpose, and ability to pursue self-defined goals. Elements of emotional well-being include a sense of balance in emotion, thoughts, social relationships, and pursuits.” ([National Center for Complementary and Integrative Health](#))

| Learning Targets | 9-12 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
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| Accurate Self-Perception | <p>Identify personal qualities and interests.</p> <p>Categorize personal skills, strengths and interests the learner wants to develop.</p> <p>Select priorities for personal improvement that builds on strengths.</p> <p>Differentiate how personal identity influences choices and outcomes.</p> | <ul style="list-style-type: none"> • Engage the learner through varied opportunities and experiences to identify personal skills, strengths, and interests. • Connect the importance of recognizing strengths to real-world predictable and unpredictable situations. • Routinely provide authentic feedback and ask questions that help the learner reflect on their own strengths and interests. • Support the learner to identify personal role model(s) and the connection to self. • Utilize multiple means for learners to explore the categories of bias/stereotypes (personal, institutional, societal) and how they may positively and/or negatively impact individuals' perception of themselves and others. | <ul style="list-style-type: none"> • Identify their own personal strengths and weaknesses they would like to work on using multiple means. • Participate in a process which will result in the identification of areas of improvement, setting priorities and creating a plan for building on strengths. • Analyze factors/experiences where others have helped the learner clarify how they see themselves and others. • Identify positive adult/peer role models and connect characteristics to self. |

| Learning Targets | 9-12 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|-------------------------------------|--|--|---|
| Self-Confidence²⁵ | <p>Express positive beliefs in one's ability to achieve and contribute.</p> <p>Create strategies focusing on positive affirmations.</p> <p>Critique their abilities that lead to high quality results and outcomes.</p> <p>Examine conditions that influence identity and self-efficacy.</p> | <ul style="list-style-type: none"> • Guide the learner to create and display artifacts that promote self-confidence. • Provide learner/s with multiple opportunities to explore various scenarios that challenge learners' confidence and explore/practice appropriate responses. (e.g., peer pressure, self/other-advocacy, upstander, presenting in front of people, etc.). • Provide opportunities for the learner to engage in healthy conflict resolution. • Empower the learner to develop a growth mindset. • Provide opportunities for learners to mentor other learners. • Work with learners to create activities that are meaningful and relevant to them, driven by their interests and self-initiated. • Give students meaningful opportunities to share their voice and choice in how they learn. | <ul style="list-style-type: none"> • Reflect on affirmations of self. • Compare and contrast characteristics of individuals they believe exhibit high self-confidence. (e.g., current and historical figures). • Demonstrate growth mindset through using strategies, such as: welcoming feedback, using constructive criticism, and persevering to desired result. • Explain perseverance and describe its impact on home, school, career, and community life events. • Demonstrate use of a variety of methods and techniques to share their voice (e.g., spoken word, art, Socratic methods, critiquing, feedback, etc.). |

²⁵ Self-confidence refers to belief in one's personal worth and likelihood of succeeding. Self-confidence is a combination of self-esteem and general self-efficacy. Specific self-efficacy refers to beliefs about one's ability to perform specific tasks (e.g., driving, public speaking, studying, etc.)

Self-Management

Requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through personal and group-level challenges in order to achieve personal and educational goals.

| Learning Targets | 9-12 Indicators With the support of caring adults, learners will be able to: | Adult Examples for Instruction Caring adults may... | Learner Examples With the support of caring adults, learners may... |
|--------------------------|---|---|--|
| Impulse Control | <p>Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p> <p>Demonstrate productive self-regulating strategies to manage emotions and reframe thoughts and behaviors.</p> | <ul style="list-style-type: none"> • Model and discuss positive self-talk strategies. • Assist the learner in identifying impulsive behaviors and their cause. • Model and provide opportunities for learners to practice strategies for impulse control. (e.g., self-regulating strategies, conflict resolution processes, restorative justice practices). • Create opportunities for learners to identify how their thoughts, impulses, and (re)actions are influenced by biases and stereotypes. | <ul style="list-style-type: none"> • Practice refusal skills and responsible behavior. • Engage in healthy conflict resolution. • Apply self-regulating strategies. • Create representation that compares and contrasts scenario outcomes with and without self-regulating behaviors. (e.g., T-chart, poster, art, computer graphic, skit, etc.). |
| Stress Management | <p>Identify stressors that result in physical or emotional responses.</p> <p>Demonstrate healthy practices that can minimize or utilize stress and promote physical and mental wellness.</p> <p>Communicate the need for assistance to manage stress as needed.</p> | <ul style="list-style-type: none"> • Engage school nurse/or outside professional to facilitate a roundtable discussion on the topic of stress including the positive and negative impact. • Create opportunities for learners to explore how the brain responds to stress (including flight, fight, and freeze reactions). • Provide resources available to learners and their families through the school and community that focus on stress management. • Create opportunities for learners to reflect on what stressors they are feeling and identify healthy practices for coping. • Instruct learners on self-management techniques such as deep breathing, counting to ten, self-talk, relaxation exercises and/or mental rehearsal. | <ul style="list-style-type: none"> • Identify factors that cause stress both mentally and physically. • Analyze different approaches to deal with stress. (both when it motivates and/or hinders outcomes). • Apply strategies to manage stress for successful resolve. • Explain the connection between poor decisions and stress. • Analyze how healthy decisions reduce stress and promote successful performance. |

| Learning Targets | 9-12 Indicators With the support of caring adults, learners will be able to: | Adult Examples for Instruction Caring adults may... | Learner Examples With the support of caring adults, learners may... |
|--|--|---|--|
| Self-Discipline and Self-Motivation | <p>Demonstrate the ability to stay actively engaged and persist in activities.</p> <p>Demonstrate the ability to delay immediate gratification.</p> <p>Model the ability to adapt and overcome obstacles.</p> <p>Demonstrate the ability to take initiative.</p> <p>Demonstrate the ability to work independently.</p> | <ul style="list-style-type: none"> • Nurture/model the characteristics of self-control/ discipline. • Cultivate and provide examples of self-discipline skills. • Routinely ask learners to reflect on barriers they encounter, assist with problem solving if needed, and implement strategies • Brainstorm ways to become motivated and overcome obstacles, when learners face challenges. | <ul style="list-style-type: none"> • Work independently or in a group on a task without needing multiple redirection. • Identify strategies for self-motivation across varied contexts. • Demonstrate characteristics of a growth mindset. • Discuss challenges, problem solve, and use healthy coping skills when challenges become frustrating. • Reflect and take initiative on what might need to be done in context of surroundings without being asked. |
| Goal Setting | <p>Create, monitor, adapt, and evaluate goals to achieve success in school and life.</p> <p>Identify internal and external resources necessary to overcome obstacles in meeting goals.</p> <p>Reflect on process and outcome of goal setting.</p> | <ul style="list-style-type: none"> • Teach and demonstrate a goal-setting model. (e.g., SMART goals) • Create opportunities which enables the learner to use the goal-setting model, identify needed resources, and monitor their progress toward goals. • Provide opportunities for reflection and feedback on established goals. • Assist students to work through struggles and barriers to accomplishing their goals. • Celebrate learners' efforts and accomplishments. | <ul style="list-style-type: none"> • Utilize a goal-setting model to establish short term goal/s for monitoring, self-assessing and sustaining progress towards goal achievement. • Anticipate possible barriers to the achievement of a goal and identify ways to overcome. • Articulate how learning/education is related to achieving goals. • Evaluate what worked or might have been done differently in response to feedback on a recent goal. |

| Learning Targets | 9-12 Indicators With the support of caring adults, learners will be able to: | Adult Examples for Instruction Caring adults may... | Learner Examples With the support of caring adults, learners may... |
|------------------------------|---|--|---|
| Organizational Skills | <p>Select the appropriate supplies and tools needed for completion of tasks and/or projects.</p> <p>Manage materials, space, time and responsibilities effectively.</p> | <ul style="list-style-type: none"> • Model effective organizational skills. • Support use of organizational strategies to complete projects and assignments. • Provide opportunities for learners to correlate organizational skills with personal, college, career, and life success. • Provide varied opportunities for learners to identify and share strategies for balancing their time and responsibilities. | <ul style="list-style-type: none"> • Be prepared and on-time for school and classes. • Use an organizational system (e.g., class planners, homework notebooks, digital task list, and calendar). • Demonstrate the effective characteristics of organization required to fulfill their responsibilities. • Share strategies for managing materials and monitoring time. |

Social Awareness

Involves the ability to take the perspective of those with the same and different backgrounds and cultures and to empathize and feel compassion. It also involves understanding social norms for behavior in diverse settings and recognizing family, school, and community resources.

| Learning Targets | 9 - 12 Indicators | Adult Examples for Instruction | Learner Examples |
|--|---|--|--|
| <p>Perspective-Taking and Empathy</p> | <p>With the support of caring adults, learners will be able to:</p> <p>Demonstrate awareness of other people's emotions, life experiences, and perspectives through a cross-cultural lens.</p> <p>Evaluate and interpret social cues for how others feel and respond constructively.</p> <p>Recognize and validate the other person's feelings and perspective.</p> <p>Demonstrate awareness of different cultures and a respect for human dignity.</p> | <p>Caring adults may...</p> <ul style="list-style-type: none"> • Provide a variety of opportunities across content areas and experiences (e.g., literature, social studies, history, service-learning, sociology, etc.) for learners to explore emotional responses, perspectives of characters/people/cultures involved, and how emotional responses and perspectives impact choices. • Within existing curriculum when viewing/listening to a work of art, a video, music, podcast, reading, etc., invite learners to discuss the feelings they perceive are expressed and share instances where they have had or might have similar feelings. • Provide multiple opportunities for learners to identify (discuss, write, debate, etc.) how recognizing different points of view are important for occupations and roles (e.g., judge, teacher, police officer, reporter, teacher, parents, youth/adult relationships, etc.). • Routinely use circumstances within the school and classroom settings to discuss the feelings of others as indicated by social cues. (verbal, nonverbal, physical and situational cues, cultural traditions, traditions, etc.). | <p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Discuss emotions, in context of self and others, as experienced in a variety of situations. • Evaluate one character's actions, discuss emotions and predict how the other characters might feel (ex. video, reading in text, literature, theater, podcasts, etc.) • Compare and contrast an experience or example from different perspectives and how perspective impacts choices. (including studies of other cultures, social media, etc.) • Select examples from literature or video clips which display social cues and indicate how others may feel. • Describe verbal, nonverbal, physical and situational cues that are indicators of how others may feel or react. • Demonstrate that they can accept and honor another's perspective even if they do not agree. |

| Learning Targets | 9 - 12 Indicators With the support of caring adults, learners will be able to: | Adult Examples for Instruction Caring adults may... | Learner Examples With the support of caring adults, learners may... |
|---|---|--|--|
| <p>Appreciating Diversity and Respect for Others</p> | <p>Recognize one's explicit and implicit biases and how they affect our understanding and judgment of others.</p> <p>Demonstrate an awareness and appreciation of differences and respect for human dignity.</p> <p>Articulate contributions of various social and cultural groups.</p> <p>Demonstrate willingness to honor diverse points of view.</p> <p>Demonstrate consideration for the feelings, wishes, cultures, languages, histories, rights, and traditions of others.</p> <p>Work effectively with those who are similar and different from oneself.</p> | <ul style="list-style-type: none"> • Examine their own explicit and implicit biases and how it affects their understanding and judgment of their learners. • Provide opportunities for learners to examine their own explicit and implicit biases and how they influence ones understanding, actions and decisions both favorably and unfavorably. • Invite guest speakers (including students) from other cultures to share experiences. • Through multiple means, provide opportunities for learners to explore stereotyping and discrimination. • Select materials that counteract stereotypes and enhance learners' appreciation of the histories and contributions of people from all cultures and abilities. • Provide varied opportunities for learners to build awareness and learn from the similarities and differences of others in the class, school, community, etc. • Provide authentic feedback when the learner/s are respectful to others. • Encourage the learner to identify how they felt when respectful or supportive of another. • Examine the difference between prejudice, bias, and racism to guide learners' through the identification of each in daily life. | <ul style="list-style-type: none"> • Analyze various media and how context and participation featured in commercials, shows, movies, print ads, graffiti, emojis, photos, etc. may shift or perpetuate stereotyping and prejudice. • Review current affairs articles/posts/newscasts and evaluate messaging and intent to influence interpretations/perspectives of the intended audience. • Analyze diverse social and cultural contributions to society and the local/global community over time. • Analyze how people of different backgrounds, abilities, opinions, and beliefs can collaborate and work toward a common goal. • Evaluate how advocacy for the rights of others contributes to the. |

| Learning Targets | 9 - 12 Indicators With the support of caring adults, learners will be able to: | Adult Examples for Instruction Caring adults may... | Learner Examples With the support of caring adults, learners may... |
|--------------------------------------|---|--|---|
| Civic Engagement²⁶ | <p>Recognize the role of service in the functioning of our society.</p> <p>Identify strategies to improve the community.</p> <p>Demonstrate advocacy skills.</p> <p>Model active engagement in family, school, and community projects and events.</p> | <ul style="list-style-type: none"> Facilitate authentic service-learning processes to fill age-appropriate needs in school and/or community. (Remember, to be service-learning it must connect with your existing curriculum content) Provide varied opportunities for learners to analyze personal assets and skills that provide service to the community. Provide varied opportunities for learners to review the effects of federal, state, and local public policies, agencies and institutions on individuals and the community. Identify and provide ways individuals can influence change in policies, agencies, and institutions that affect individuals and the community (e.g., provide authentic opportunities for learners to participate in decision-making within the school and/or community; create a student team to review Conditions for Learning data with the adults and problem-solve strategies for meeting needs; provide opportunities for discussions about voter responsibility; provide space to voice concerns about the organization and provide feedback; etc.). | <ul style="list-style-type: none"> Identify how voluntary engagement in civic issues has impacted current society. Demonstrate advocacy skills appropriate for a variety of situations. (e.g., asking to have a personal need met, participation in school data review and problem-solving, approaching community leaders for needs for a service-learning project, addressing larger societal needs through engagement in writing, speaking, rallies, voting, etc.) Work independently and/or collectively to identify problems at the local, state, national, or international level, develop potential solutions, and work toward solving selected problems. Reflect on a Service-learning opportunity and indicate how the experience impacted self-awareness, social-awareness, self-management, relationship skills, and responsible decision-making. |

²⁶ Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

Relationship Skills

Includes the tools needed to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with differing social norms and demands. It involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively and seeking help when needed.

| Learning Targets | 9 - 12 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|-----------------------------|--|---|---|
| <p>Communication</p> | <p>Interpret and infer how facial expressions, body language, gestures, words, and tone of voice impact interactions.</p> <p>Use facial expressions, body language, gestures, words, and tone of voice to interact effectively with others in a variety of ways.</p> <p>Demonstrate attentive listening and responding to the needs, wants, and ideas of others.</p> <p>Demonstrate ability to adapt to various forms of communication in formal and informal contexts.</p> <p>Deliver and receive compliments, feedback, and constructive critique, responding appropriately.</p> <p>Demonstrate cooperative behaviors in a group (e.g., encourage, acknowledge other perspectives and opinions, compromise, reach consensus).</p> <p>Recognize impact of cell phone/tablet or other electronic forms on social interactions.</p> | <ul style="list-style-type: none"> • Support learners in developing class commitments that establish communication guidelines that maintain healthy and rewarding relationships. • Establish class meetings where learners are given the opportunity to interact with each other and practice speaking and listening skills. (e.g., I messages: I feel ____ when _____. I need _____.) • Provide numerous and varied opportunities for learners to learn and practice varied communication skills needed in varied contexts. (e.g., for formal and informal conversations, giving and receiving compliments, apologizing and accepting an apology, etc.) • Provide opportunities for learners to analyze the impact of cell phone use on the quality of relationships and interaction in current society. • Use team based, collaborative teaching practices such as cooperative learning and project-based learning to provide learners with opportunities to develop and routinely practice communication skills. • Invite a business/industry representative to speak to the class about his/her job. Encourage learners to listen for specific skills, education, or training required, rewards and challenges of the job, and ask appropriate questions. | <ul style="list-style-type: none"> • Engage using socially acceptable forms (e.g., conversing, speaking, writing, technology-based, visual representations, body language, etc.) of communication with others formally and informally within a variety of contexts. (e.g., face-to-face, in a group, social media, etc.) • Utilize speaking and listening skills that demonstrate qualities that build and/or strengthen healthy relationships. • Recognize and respond appropriately to compliments and constructive feedback. • Work cooperatively and productively in a group. • Evaluate the effects of requesting support from and providing support to others. • Analyze what has been learned regarding communication skills. • Share how cell phone/tablet or other electronic forms of communication has positively and/or negatively impacted relationships with others. |

| Learning Targets | 9 - 12 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|--------------------------|--|--|--|
| Social Engagement | <p>Initiate and engage in social interactions with peers and adults.</p> <p>Analyze social situations and environments, including social media, and respond in ways that build/sustain healthy relationships.</p> <p>Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media.</p> <p>Demonstrate consideration for social norms of other cultures and traditions.</p> | <ul style="list-style-type: none"> • Use and model strategies that foster equitable participation in the classroom (including informal time for students to talk to each other, etc.) • Provide learners with opportunities to explore situations that would support the need to advocate for self or another. • Encourage and facilitate opportunities for the learner to participate in positive peer socialization (e.g., cooperative learning groups, school-sponsored activities, project-based learning, cultural festivals) • Facilitate leadership and teamwork opportunities to create positive and supportive social interaction. • Invite speaker(s) and/or student presentations on the safe and responsible use of social media. | <ul style="list-style-type: none"> • Construct and follow guidelines for positive interaction in social and classroom settings. (including social media) • Demonstrate and apply social norms and behaviors across school and community to build/sustain healthy relationships. • Demonstrate strategies to support students who are left out or bullied. • Apply effective collaboration and cooperation skills to high standards of quality. |

| Learning Targets | 9 - 12 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|------------------------------|--|---|--|
| Relationship Building | <p>Demonstrate personal qualities and decisions that contribute to a healthy relationship.</p> <p>Identify and apply strategies for handling relationships that are not safe, healthy, or positive.</p> <p>Express interest and appreciation for others.</p> <p>Create and maintain positive and supportive relationships with adults and students of diverse backgrounds and cultures.</p> <p>Demonstrate advocacy skills for self and others when necessary.</p> | <ul style="list-style-type: none"> Utilize best practices to promote positive adult/student relationships. (e.g., greet students at the door, active supervision in hallways, acknowledging prosocial behavior 4-5 times more than correcting behavior; using re-teaching, using corrective consequences, calling learners by name that is pronounced correctly, using learner-preferred pronouns, etc.) Allow learners to be key stakeholders in decisions about appropriate class norms and responsibilities. Encourage learners to create a web of support by building relationships with key adults in their lives that do/can provide care and support. Create opportunities for learners to build relationships with younger students, students with disabilities, and/or older adults. (e.g., service-learning, PAL PE, reading buddy, etc.) | <ul style="list-style-type: none"> Demonstrate strategies for getting to know others. (e.g., introducing oneself, recognizing and including others who may be isolated, etc.) Establish and main healthy and rewarding connections with individuals and groups. Recognize and respect boundaries that promote healthy relationships. Maintain healthy relationships with adults and peers, including those with diverse perspectives and backgrounds. Use strategies for keeping self and/or others safe (physically, socially, and emotionally) and seek help when needed. |

| Learning Targets | 9 - 12 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|------------------|--|--|--|
| Teamwork | <p>Demonstrate collaborative skills with others (listen, encourage, acknowledge opinions, compromise, reach consensus)</p> <p>Acknowledge others' diverse strengths and contributions to a group/team effort.</p> <p>Present multiple techniques when providing feedback to others.</p> <p>Demonstrate graciousness in winning and losing.</p> | <ul style="list-style-type: none"> • Provide a variety of opportunities for learners to complete projects as a group using evidence-based practices such as cooperative learning, service-learning, project-based learning, etc. • Create scenarios where learners must problem-solve as a team to meet the outcome. (, ropes course, team-building activities, Olympiad based on core curriculum content, etc.) • Provide varied opportunities for learners to use constructive feedback strategies. | <ul style="list-style-type: none"> • Collaborate effectively in small group opportunities that involve cooperating and problem solving with others to complete a task. • Initiate strategies to incorporate the involvement of everyone in group projects in active roles. • Evaluate group process following a group learning activity (i.e. what did/didn't work well, leadership qualities, suggestions for improvement, fulfillment of team member roles/responsibilities, etc.) • Discuss the benefits of team competitions including characteristics appropriate when winning or losing. |

Responsible Decision-Making

Requires the knowledge, skills, and attitudes to make caring, constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to critically examine ethical standards, safety concerns, and behavioral norms for risky behavior; to make realistic evaluations of consequences of various interpersonal and institutional actions; and to take the health and well-being of self and others into consideration.

| Learning Targets | 9 - 12 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|-----------------------------|--|---|--|
| Identifying Problems | <p>Identify a variety of problems and decisions that affect learners' lives.</p> <p>Define characteristics of safe and unsafe situations, including online safety.</p> | <ul style="list-style-type: none"> • Provide varied opportunities for learners to review scenarios and clearly identify the specific problem that needs to be solved. • Create opportunities for students to review data, determine underlying causes, and share solutions (school climate, discipline data, graduation rates, and/or community/county data such as: underage drinking, smoking/vaping, use of illegal drugs, etc.). • Invite outside resources to speak about the effects of bullying, harassment, and teasing and how to respond and reach out to resources for assistance. • Provide a school-wide Problem-solving model that encompasses all the decision-making steps. | <ul style="list-style-type: none"> • Effectively use a problem-solving model including: select of a problem, analyze and decide on solutions, anticipate the consequences of the decision and evaluate the decision. • Demonstrate ability to identify feelings of others (in existing curriculum content), describe what is happening, and create a clear problem statement. • Create lists of behaviors that represent bullying, teasing, and harassment. Discuss how these may occur based on social groups. • Analyze data to determine specific problems in school/community. |

| Learning Targets | 9 - 12 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|--|---|--|---|
| Analyzing Situations and Solving Problems | <p>Consider multiple perspectives and views upon identifying a problem.</p> <p>Generate multiple solutions for solving problems in a variety of situations.</p> <p>Consider the well-being of self and others when making decisions.</p> <p>Differentiate between situations where the learner can problem solve without assistance and situations that require assistance.</p> <p>Identify when peer-pressure, social, and/or cultural norms affect decision-making.</p> | <p><u>Examples for Analyzing a Problem</u></p> <ul style="list-style-type: none"> • Create a culture of safety and trust so that differing perspectives are encouraged and respected. • Discuss varying points of view from multiple venues requiring the learners to identify the problem and describe what makes the situation problematic. • Design a systematic process (problem-solving model) with the learners to use when making decisions and choices. <p><u>Examples for Solving Problems</u></p> <ul style="list-style-type: none"> • Construct strategies for the learner to consider to make ethical, legal and safe decisions. • Use existing content curriculum for students to unpack the problem-solving processes that may have been used or could have been used. • Introduce conflict resolution techniques for the learners to use when making responsible decisions. | <p><u>Examples for Analyzing a Problem</u></p> <ul style="list-style-type: none"> • State the point of view of others (including examples within existing curriculum content) and brainstorm a list of possible solutions when conflicts arise. • Consider any personal biases that may impact a decision. <p><u>Examples for Solving Problems</u></p> <ul style="list-style-type: none"> • Effectively use a problem-solving model including: select of a problem, analyze and decide on solutions, anticipate the consequences of the decision and evaluate the decision. • Examine how different traditions, mindsets, societies and cultures influence decisions and behaviors. • Reflect on how decision-making affects progress toward their goals. • Evaluate the difference in outcomes when making ethical decisions vs non-ethical decisions. |

| Learning Targets | 9 - 12 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|----------------------------------|---|---|---|
| Evaluating and Reflecting | <p>Reflect on the positive and negative consequences of decisions for oneself and others.</p> <p>Reflect on past decisions and apply learning to new situations.</p> <p>Demonstrate consideration of the impact of traditions, experiences, and cultures of others in their decisions and outcomes.</p> | <ul style="list-style-type: none"> • Create varied experiences for learners to represent/outline steps in a problem-solving model including reflection as a vital step. (e.g., written, presentation, graphic, visual arts, mixed media) • Encourage discussion when learners disagree on different ways to solve a problem. • Facilitate opportunities to individually and collectively analyze consequences of various decisions on self and others. (e.g., within existing curriculum content how might outcomes have been different with a different decision; what biases may have impacted the decisions, etc.) • Create opportunities for learners to hear and process how decisions feel to others based on their experiences, traditions, cultural context, etc. • Have learners create a project (work of visual or performing arts, power point, podcast, poster, skit, video, etc.) where they detail the pros and cons of a decision they made, including how awareness of their own contextual lens impacted their decision and the perceived outcome for self and others. | <ul style="list-style-type: none"> • Examine how different traditions, mindsets, societies, and cultures influence decisions and behaviors. • Identify consequences of making both good and poor choices in a workplace setting. • Evaluate a decision using critical thinking skills. • Critique how responsible decision making affects interpersonal groups and relationships. • Discuss how popularity affects power, control, fear, and security. |

| Learning Targets | 9 - 12 Indicators <i>With the support of caring adults, learners will be able to:</i> | Adult Examples for Instruction <i>Caring adults may...</i> | Learner Examples <i>With the support of caring adults, learners may...</i> |
|-------------------------------|--|---|--|
| Ethical Responsibility | <p>Demonstrate awareness of equity, justice, fairness, and respect that positively impacts school and community.</p> <p>Demonstrate decisions based on greater good even if not good for them individually.</p> <p>Accept ownership for actions.</p> | <ul style="list-style-type: none"> • Facilitate opportunities for learners to research and discuss their perception of expectations for contributing members of society. • Create a variety of opportunities for learners to investigate and respond to examples of historical, societal, cultural, and situational ethics. (within existing curriculum content as well as in current situations). • Provide opportunities for students to struggle with ethical dilemmas. (e.g., within existing curriculum, current events, school/classroom circumstances, workplace expectations, etc.). • Implement a restorative justice or peer mediation program. | <ul style="list-style-type: none"> • Participate in opportunities for personal and collective consideration of societal expectations for ethical processes and practices. • Discuss individual and community rights and responsibilities of characters or historical figures in literature, historical and/or current events. • Identify how they apply their personal core ethical and performance principles at school, home, and/or the community. • Explain, using examples from course content, current events, and/or personal experience, the impact of ethical or unethical decision-making on self, family, friends, community, or country. |

Appendix A - Iowa SEL Competencies Kindergarten-2nd Condensed

Self-Awareness: The following table shows targets and indicators related to Self-Awareness.

| Identifying Emotions | Accurate Self Perception | Self-Confidence |
|--|---|---|
| <ul style="list-style-type: none"> Identify and name their own basic emotions/feelings. Identify situations that might elicit emotions/feelings. | <ul style="list-style-type: none"> Identify likes and dislikes. Describe things they do well. Describe an activity/task in which they may need help in order to be successful. | <ul style="list-style-type: none"> Demonstrate positive self-talk when participating in challenging tasks. Demonstrate willingness to try new things. Actively participate in, question, and contribute to the learning process. |

Self-Management: The following table shows targets and indicators related to Self-Management.

| Impulse Control | Stress Management | Self-Discipline & Self-Motivation | Goal Setting | Organizational Skills |
|---|--|--|---|---|
| <ul style="list-style-type: none"> Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors. Demonstrate productive self-regulating strategies to process emotions and reframe thoughts and behaviors. | <ul style="list-style-type: none"> Identify stressors that result in physical or emotional responses. Identify healthy practices to manage response to stressful situations. Apply healthy practices to handle situations that cause stress. Communicate the need for assistance to manage stress as needed. | <ul style="list-style-type: none"> Demonstrate the ability to stay actively engaged and persist in activities. Demonstrate ability to delay immediate gratification. | <ul style="list-style-type: none"> Demonstrate the ability to identify a simple goal. Implement steps toward a goal including identifying resources needed. Monitor progress toward a goal and adjust as needed. | <ul style="list-style-type: none"> Demonstrate skills that keep personal items organized. Demonstrate ability to manage time and tasks. |

Social Awareness: The following table shows targets and indicators related to Social Awareness.

| Perspective Taking & Empathy | Appreciating Diversity and Respect for Others | Civic Engagement |
|---|--|---|
| <ul style="list-style-type: none"> Demonstrate awareness that others may have different thoughts or feelings from oneself. Identify and interpret social cues (verbal and nonverbal) to determine how others feel. Identify and connect with the feelings of others without judgement. | <ul style="list-style-type: none"> Identify ways that people are alike and different from self, and at the same time valuing those differences. Demonstrate consideration for the feelings, wishes, rights, and traditions of others. Interact effectively with those who are similar and different from oneself. | <ul style="list-style-type: none"> Perform roles that contribute to the overall functioning and enhancement of their classroom and school. Recognize the definition of a community and that they have a role in that community. |

Iowa SEL Competencies K-2 Condensed (continued)

Relationship Skills: The following table shows targets and indicators related to Relationship Skills.

| Communication | Social Engagement | Relationship Building | Teamwork |
|--|--|--|---|
| <ul style="list-style-type: none"> Recognize facial expressions, body language, gestures, and tone of voice to understand others' thoughts and feelings. Use facial expressions, body language, gestures, words, and tone of voice to effectively communicate thoughts, feelings, wants, needs, and ideas to others. Attentively listens and responds to the feelings, ideas, and requests of others. Respond attentively and/or with empathy to others. | <ul style="list-style-type: none"> Initiate and engage in social interactions with peers and adults. Demonstrate social behaviors that are appropriate to the situation and environment. | <ul style="list-style-type: none"> Identify and demonstrate traits of healthy friendships. Identify and recognize behaviors that are hurtful and/or not safe. Demonstrate skills to maintain safety of self and others. | <ul style="list-style-type: none"> Cooperate with others in group activities (shares and takes turns). Demonstrate flexibility and willingness to be helpful in group decisions even when one doesn't get their way. Demonstrate graciousness in winning and losing. |

Responsible Decision-making: The following table shows targets and indicators related to Responsible Decision-making.

| Identifying Problems | Analyzing Situations & Solving Problems | Evaluating & Reflecting | Ethical Responsibility |
|--|---|--|--|
| <ul style="list-style-type: none"> Identify choices and decisions that one makes in daily life. Identify choices that may result in a problem. Recognize when a situation is a problem and what makes it a problem. | <ul style="list-style-type: none"> Identify possible choices that one has and how to respond. Identify the possible positive and negative consequences a decision could have on themselves and others. Identify situations that require assistance from an adult. Apply choice and accept responsibility for outcome. | <ul style="list-style-type: none"> Reflect on the effect of choices on self and others (Did it work? Was it fair? How was each individual affected?). Identify new thinking as a result of the problem-solving process (What would you change, if anything, for next time?). | <ul style="list-style-type: none"> Demonstrate awareness of equity, justice, fairness, and respect that positively impacts school and community. Accept ownership for actions. |

Appendix B-Iowa SEL Competencies 3rd-5th Condensed

Self-Awareness: The following table shows targets and indicators related to Self-Awareness.

| Identifying Emotions | Accurate Self Perception | Self-Confidence |
|---|--|---|
| <ul style="list-style-type: none"> Recognize differing intensity levels of their emotions. Identify how thoughts and emotions influence behavior. Describe a range of emotions and the situations that cause those emotions. | <ul style="list-style-type: none"> Identify personal traits, strengths, and challenges that help or hinder academics, social situations, and/or emotional regulation. Describe the personal qualities they possess that make them successful members of their school community. Describe personal skills and interests that they want to develop. | <ul style="list-style-type: none"> Identify positive qualities about themselves. Express positive beliefs in one's ability to achieve. Actively participate, question, and contribute. |

Self-Management: The following table shows targets and indicators related to Self-Management.

| Impulse Control | Stress Management | Self-Discipline & Self-Motivation | Goal Setting | Organizational Skills |
|---|---|---|---|---|
| <ul style="list-style-type: none"> Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors. Demonstrate productive self-regulating strategies to process emotions and reframe thoughts and behaviors. | <ul style="list-style-type: none"> Identify stressors that result in physical or emotional responses. Identify healthy practices that can minimize response to stress and promote physical and mental wellness. Communicate the need for assistance to manage stress as needed. Demonstrate constructive ways to handle situations that cause stress. | <ul style="list-style-type: none"> Demonstrate the ability to stay actively engaged and persist in activities. Demonstrate ability to delay immediate gratification. Accept mistakes as part of learning. Demonstrate the ability to take initiative. Demonstrate ability to work independently. | <ul style="list-style-type: none"> Demonstrate the ability to identify a simple goal. Implement steps toward a goal including identifying resources needed, monitoring progress, and make changes as needed. Reflect on process and outcome of goal setting. | <ul style="list-style-type: none"> Demonstrate skills that keep personal items organized. Demonstrate ability to manage time and tasks. |

Social Awareness: The following table shows targets and indicators related to Social Awareness.

| Perspective Taking & Empathy | Appreciating Diversity and Respect for Others | Civic Engagement |
|---|--|--|
| <ul style="list-style-type: none"> Recognize differing points of view and perspectives. Identify and interpret social cues (verbal and nonverbal) to determine how others feel. Recognize when one's feelings are affected by/match the way someone else is feeling (experiences empathy). | <ul style="list-style-type: none"> Identify ways that people are alike and different from self. Identify contributions of various social and cultural groups. Demonstrate consideration for the feelings, wishes, rights, and traditions of others. Work/interact effectively with those who are similar and different from oneself. | <ul style="list-style-type: none"> Identify and perform roles that contribute to one's family, school and community. Recognize each individual is part of numerous communities. Identify strategies for improving those communities. |

Iowa SEL Competencies 3-5 (continued)

Relationship Skills: The following table shows targets and indicators related to Relationship Skills.

| Communication | Social Engagement | Relationship Building | Teamwork |
|---|---|--|---|
| <ul style="list-style-type: none"> Recognize facial expressions, body language, gestures, and tone of voice of others to understand others' thoughts and feelings. Use facial expressions, body language, gestures, words, and tone of voice to interact effectively with others in a variety of ways. Attentively listen and respond to the needs, wants, and ideas of others. Deliver and receive compliments, feedback, and respond appropriately. | <ul style="list-style-type: none"> Initiate and engage in social interactions with peers and adults. Demonstrate social behaviors that are appropriate to the situation and environment. Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media. | <ul style="list-style-type: none"> Identify and demonstrate personal qualities and decisions that contribute to a healthy relationship. Identify and apply strategies for handling relationships that are not safe, healthy, or positive. Express interest and appreciation for others. | <ul style="list-style-type: none"> Demonstrate cooperative behaviors with others (listen, encourage, acknowledge opinions, compromise, reach consensus). Recognize and support others with different abilities in group activities. |

Responsible Decision-making: The following table shows targets and indicators related to Responsible Decision-making.

| Identifying Problems | Analyzing Situations & Solving Problems | Evaluating & Reflecting | Ethical Responsibility |
|--|--|--|---|
| <ul style="list-style-type: none"> Recognize when a situation is a problem and what makes it a problem (ex. safe vs unsafe; healthy/ unhealthy, legal/illegal, just or unjust, etc.). Identify choices that may result in a problem. | <ul style="list-style-type: none"> Identify the possible positive and negative effects a decision could have on themselves and others. Identify situations that require assistance from an adult. Identify situations when peer pressure influences decisions. Apply choice and accept responsibility for outcome. | <ul style="list-style-type: none"> Reflect on the effect of choices on self and others (Did it work? Was it fair? How was each individual affected?). Identify new thinking as a result of the problem-solving process (What would you change, if anything, for next time?). | <ul style="list-style-type: none"> Demonstrate an awareness of equity, justice, fairness, and respect that positively impacts school and community. Demonstrate an understanding of the consequences of one's actions and how it impacts others. Accept ownership for actions. |

Appendix C Iowa SEL Competencies 6th-8th Condensed

Self-Awareness: The following table shows targets and indicators related to Self-Awareness.

| Identifying Emotions | Accurate Self Perception | Self-Confidence |
|--|---|--|
| <ul style="list-style-type: none"> Recognize and communicate one's emotions to others in a healthy way. Identify situations that evoke an emotional response in self and others. Summarize how thoughts and emotions affect behavior. | <ul style="list-style-type: none"> Identify personal qualities and interests. Differentiate how personal identity influences choices and outcomes. Explain the abilities needed to achieve high quality results and outcomes. Categorize personal skills, strengths and interests the learner wants to develop. Select priorities for personal improvement that builds on strengths. | <ul style="list-style-type: none"> Express positive beliefs in one's ability to achieve and contribute. Examine conditions that influence confidence in oneself. Critique one's abilities that lead to high quality results and outcomes. |

Self-Management: The following table shows targets and indicators related to Self-Management.

| Impulse Control | Stress Management | Self-Discipline & Self-Motivation | Goal Setting | Organizational Skills |
|--|--|--|--|--|
| <ul style="list-style-type: none"> Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors. Demonstrate productive self-regulating strategies to manage emotions and reframe thoughts and behaviors. | <ul style="list-style-type: none"> Identify stressors that result in physical or emotional responses. Identify and demonstrate healthy practices that can minimize response to stress and promote physical and mental wellness. Communicate the need for assistance to manage stress as needed. | <ul style="list-style-type: none"> Demonstrate the ability to stay actively engaged and persist in activities. Demonstrate ability to delay immediate gratification. Adapt for and overcome obstacles by demonstrating perseverance. Demonstrate the ability to take initiative. Demonstrate ability to work independently. | <ul style="list-style-type: none"> Create, monitor, adapt, and evaluate goals to achieve success in school and life. Identify internal and external resources necessary to overcome obstacles in meeting goals. Reflect on process and outcome of goal setting. | <ul style="list-style-type: none"> Select the appropriate supplies and tools needed for completion of tasks and/or projects. Manage materials, space, time and responsibilities effectively. |

Social Awareness: The following table shows targets and indicators related to Social Awareness.

| Perspective Taking & Empathy | Appreciating Diversity and Respect for Others | Civic Engagement |
|---|--|--|
| <ul style="list-style-type: none"> Demonstrate awareness of other people's emotions, experiences and perspectives through a cross-cultural lens. Identify and interpret social cues for how others feel and respond constructively. Predict others' feelings and reactions. Recognize and validate another person's feelings and perspective. | <ul style="list-style-type: none"> Recognize one's explicit and implicit biases and how they affect our understanding and judgment of others. Demonstrate an awareness and appreciation of differences and respect for human dignity. Identify contributions of various social and cultural groups. Demonstrate willingness to integrate diverse points of view. Demonstrate consideration for the feelings, wishes, rights, and traditions of others. Work effectively with those who are similar and different from oneself. | <ul style="list-style-type: none"> Recognize the role of service in the functioning of our society. Identify strategies to improve the community. Demonstrate advocacy skills. Model active engagement in family, school, and community projects and events. |

Iowa SEL Competencies 6-8 (Continued)

Relationship Skills: The following table shows targets and indicators related to Relationship Skills.

| Communication | Social Engagement | Relationship Building | Teamwork |
|---|---|--|--|
| <ul style="list-style-type: none"> • Interpret and infer how facial expressions, body language, gestures, and tone of voice impact interactions. • Use facial expressions, body language, gestures, words, and tone of voice to interact effectively with others in a variety of ways. • Attentively listen and respond to the needs, wants, and ideas of others. • Deliver and receive compliments, feedback, and constructive critique, and respond appropriately. • Recognize impact of cell phone/tablet or other electronic forms on social interactions. | <ul style="list-style-type: none"> • Initiate and engage in social interactions with peers and adults. • Analyze social situations and environments, including social media, and respond in ways that build/sustain relationships. • Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media. | <ul style="list-style-type: none"> • Identify and demonstrate personal qualities and decisions that contribute to a healthy relationship. • Identify and apply strategies for handling relationships that are not safe, healthy, or positive. • Express interest and appreciation for others. • Create and maintain positive and supportive relationships with adults and learners. • Demonstrate advocacy skills for self and others when necessary. | <ul style="list-style-type: none"> • Demonstrate collaborative skills with others (listen, encourage, acknowledge opinions, compromise, reach consensus). • Acknowledge others' diverse strengths and contributions to a group/team effort. • Demonstrate graciousness in winning and losing. |

Responsible Decision-making: The following table shows targets and indicators related to Responsible Decision-making.

| Identifying Problems | Analyzing Situations & Solving Problems | Evaluating & Reflecting | Ethical Responsibility |
|---|---|--|--|
| <ul style="list-style-type: none"> • Identify a variety of problems and decisions that affect learners' lives. • Define characteristics of safe and unsafe situations, including online safety. | <ul style="list-style-type: none"> • Generate multiple solutions for solving problems in a variety of situations. • Consider the well-being of self and others when making decisions. • Differentiate between situations where the learner can problem solve without assistance and situations that require assistance. • Identify when peer pressure, social, and/or cultural norms affect decision making. • Apply choice and accept responsibility for outcome. | <ul style="list-style-type: none"> • Reflect on the positive and negative consequences of decisions for oneself and others. • Reflect on past decisions, apply learning to new situations. • Reflect on choices and decisions and possible impact on the future. • Examine how personal emotional states contribute to or detract from the ability to problem solve. | <ul style="list-style-type: none"> • Demonstrate awareness of equity, justice, fairness, and respect in actions that positively impacts school and community. • Identify ways decisions are based on greater good even if not good for them individually. • Accept ownership for actions. |

Appendix D-Iowa SEL Competencies 9th-12th Condensed

Self-Awareness: The following table shows targets and indicators related to Self-Awareness.

| Identifying Emotions | Accurate Self Perception | Self-Confidence |
|--|---|---|
| <ul style="list-style-type: none"> Recognize emotions as personal indicators of response to situations. Analyze emotional states that contribute to or detract from the learner's ability to make decisions. Identify situations that evoke an emotional response in self and others. Summarize how thoughts and emotions affect behavior. | <ul style="list-style-type: none"> Identify personal qualities and interests. Categorize personal skills, strengths and interests the learner wants to develop. Select priorities for personal improvement that builds on strengths. Differentiate how personal identity influences choices and outcomes. | <ul style="list-style-type: none"> Express positive beliefs in one's ability to achieve and contribute. Create strategies focusing on positive affirmations. Critique their abilities that lead to high quality results and outcomes. Examine conditions that influence identity and self-efficacy. |

Self-Management: The following table shows targets and indicators related to Self-Management.

| Impulse Control | Stress Management | Self-Discipline & Self-Motivation | Goal Setting | Organizational Skills |
|--|--|---|--|--|
| <ul style="list-style-type: none"> Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors. Demonstrate productive self-regulating strategies to manage emotions and reframe thoughts and behaviors. | <ul style="list-style-type: none"> Identify stressors that result in physical or emotional responses. Demonstrate healthy practices that can minimize or utilize stress and promote physical and mental wellness. Communicate the need for assistance to manage stress as needed. | <ul style="list-style-type: none"> Demonstrate the ability to stay actively engaged and persist in activities. Demonstrate the ability to delay immediate gratification. Model the ability to adapt and overcome obstacles. Demonstrate the ability to take initiative. Demonstrate the ability to work independently. | <ul style="list-style-type: none"> Create, monitor, adapt, and evaluate goals to achieve success in school and life. Identify internal and external resources necessary to overcome obstacles in meeting goals. Reflect on process and outcome of goal setting. | <ul style="list-style-type: none"> Select the appropriate supplies and tools needed for completion of tasks and/or projects. Manage materials, space, time and responsibilities effectively. |

Social Awareness: The following table shows targets and indicators related to Social Awareness.

| Perspective Taking & Empathy | Appreciating Diversity and Respect for Others | Civic Engagement |
|--|---|--|
| <ul style="list-style-type: none"> Demonstrate awareness of other people's emotions, life experiences, and perspectives through a cross-cultural lens. Evaluate and interpret social cues for how others feel and respond constructively. Recognize and validate the other person's feelings and perspective. Demonstrate awareness of different cultures and a respect for human dignity. | <ul style="list-style-type: none"> Recognize one's explicit and implicit biases and how they affect our understanding and judgment of others. Demonstrate an awareness of differences and respect for human dignity. Articulate contributions of various social and cultural groups. Demonstrate willingness to honor diverse points of view. Demonstrate consideration for the feelings, wishes, cultures, languages, histories, rights, and traditions of others. Work effectively with those who are similar and different from oneself. | <ul style="list-style-type: none"> Recognize the role of service in the functioning of our society. Identify strategies to improve the community. Demonstrate advocacy skills. Model active engagement in family, school, and community projects and events. |

Appendix D-Iowa SEL Competencies 9-12 (continued)

Relationship Skills: The following table shows targets and indicators related to Relationship Skills.

| Communication | Social Engagement | Relationship Building | Teamwork |
|---|---|---|--|
| <ul style="list-style-type: none"> • Interpret and infer how facial expressions, body language, gestures, words, and tone of voice impact interactions. • Use facial expressions, body language, gestures, words, and tone of voice to interact with others in a variety of ways. • Demonstrate attentive listening and responding to the needs, wants, and ideas of others. • Demonstrate ability to adapt to various forms of communication in formal and informal contexts. • Deliver and receive compliments, feedback, and constructive critique, responding appropriately. • Demonstrate cooperative behaviors in a group (e.g., encourage, acknowledge other perspectives and opinions, compromise, reach consensus). • Recognize impact of cell phone/tablet or other electronic forms on social interactions. | <ul style="list-style-type: none"> • Initiate and engage in social interactions with peers and adults. • Analyze social situations and environments, including social media, and respond in ways that build/sustain healthy relationships. • Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media. • Demonstrate consideration for social norms of other cultures and traditions. | <ul style="list-style-type: none"> • Demonstrate personal qualities and decisions that contribute to a healthy relationship. • Identify and apply strategies for handling relationships that are not safe, healthy, or positive. • Express interest and appreciation for others. • Create and maintain positive and supportive relationships with adults and students of diverse backgrounds and cultures. • Demonstrate advocacy skills for self and others when necessary. | <ul style="list-style-type: none"> • Demonstrate collaborative skills with others (listen, encourage, acknowledge opinions, compromise, reach consensus). • Acknowledge others' diverse strengths and contributions to a group/team effort. • Present multiple techniques when providing feedback to others. • Demonstrate graciousness in winning and losing. |

Responsible Decision-making: The following table shows targets and indicators related to Responsible Decision-making.

| Identifying Problems | Analyzing Situations & Solving Problems | Evaluating & Reflecting | Ethical Responsibility |
|---|--|--|---|
| <ul style="list-style-type: none"> • Identify a variety of problems and decisions that affect learners' lives. • Define characteristics of safe and unsafe situations, including online safety. | <ul style="list-style-type: none"> • Consider multiple perspectives and views upon identifying a problem. • Generate multiple solutions for solving problems in a variety of situations. • Consider the well-being of self and others when making decisions. • Differentiate between situations where the learner can problem solve without assistance and situations that require assistance. • Identify when peer-pressure, social, and/or cultural norms affect decision-making. | <ul style="list-style-type: none"> • Reflect on the positive and negative consequences of decisions for oneself and others. • Reflect on past decisions and apply learning to new situations. • Demonstrate consideration of the impact of traditions, experiences, and cultures of others in their decisions and outcomes. | <ul style="list-style-type: none"> • Demonstrate awareness of equity, justice, fairness, and respect that positively impacts school and community. • Demonstrate decisions based on greater good even if not good for them individually. • Accept ownership for actions. |

Appendix E - Iowa Social Emotional Learning Development Process and Stakeholder Teams

The Iowa Department of Education (Department) used a Quality Review Process that engaged national experts, as well as a broad range of stakeholders from the Department, Area Education Agencies (AEA), Local Districts/Schools (LEA), government agencies, higher education, state and local nonprofit organizations, and youth.

The Iowa School Climate Transformation Grant (2014-2020) was the catalyst for the focus on Social-Emotional Learning. Through a sequential and comprehensive process, with national representatives from the American Institutes for Research (AIR) and the Collaborative for Academic, Social, and Emotional Learning (CASEL), the Department engaged a broad representation of agencies, organizations, and individuals who care deeply about the children and youth in Iowa. Representation was included across early childhood, K-12, out-of-school time, researchers, higher education, youth-serving organizations, children, and youth.

Initial Research and Recommendations Work Group 2017

The stakeholder group completed a literature review, researched SEL initiatives throughout the United States, reviewed various frameworks for SEL, and made recommendations to the Department regarding a process and timeline to move forward. Based on the work of this stakeholder group, the Department made the decision to use the CASEL definition of SEL and framework found to be grounded in solid social-emotional research. In addition, the Department responded to the recommendation to move to Competencies, Learning Targets, and Developmental Indicators rather than standards. The Department also acted on the C4K recommended process by selecting a national expert advisor and a second group of stakeholders to move the work forward. The members of the 2017 work group included:

Kay A. Augustine, IA Dept. of Education
Jenny Barnett, Green Hills AEA
Kathy Bertsch, IA Dept. of Education
Jennifer Best, Scott County Kids
Shari Blake, Charter Oak-Ute CSD
Susan Bruce, IA Dept. of Education
Sarah Bruch, University of Iowa
Jennifer Collins, Northwest AEA

Elizabeth Cox, Prevent Child Abuse Iowa
Jaclyn Dehner, Iowa School Counselors'
Kristi Eckard, Des Moines Independent
Tron England, Johnston CSD
Jackie Fober, Central Rivers AEA
Megan Foley-Nicpon, University of Iowa
Paul Hayes, Cedar Rapids CSD
Jennifer Jansen, Mississippi Bend AEA

Brenda Jenkins, Northwest AEA
Scott Jeske, Eagle Grove CSD
Andrea Matheson, Heartland AEA
Jadie Meyer, Mason City CSD
Lillian Ortiz, West Liberty CSD
Jaymie Randel, Prairie Lakes AEA
Melanie Reese, Grant Wood AEA
Nicole Skaar, University of Northern Iowa
Jennifer Ulie-Wells, Please Pass the Love

SEL Competencies Stakeholder Group 2018

This Stakeholder group worked with American Institutes for Research (AIR) and CASEL, who assisted the Department in designing the process and providing resources and research as the work groups each tackled their specific area. Building from the [Iowa Early Learning social-emotional standards](#), work groups did additional research and provided recommendations for Competencies, Learning Targets, Developmental Indicators and Adult/Learner examples for K-2, 3-5, 6-8, and 9-12. Other work groups focused on recommendations for: Guidelines and Rationale, Vertical Articulation, and Youth Voice. Members of the 2018 work group included:

Amy Abler, Des Moines Schools
Kim Bodholdt, Ft. Dodge CSD
Brenda Allen, Iowa State University
Nancy Ankeny-Hunt, IA Dept. of Education
Kay A. Augustine, IA Dept. of Education
Jenny Barnett, Green Hills AEA
Jeremy Braden, Ankeny CSD
Heidi Brown, Des Moines Out-of-school Time
Brenda Gerdes, Heartland AEA
Jackie Fober, Central Rivers AEA
Andrea Matheson, Heartland AEA
Corey Trainer, Oskaloosa CSD

Brenda Jenkins, Northwest AEA
Cory C. Johnson, Burlington CSD
Pamela Kirsch, Davenport CSD
Heather Korte, Des Moines Schools
Emily Kruse, Nevada CSD
Janel Lesan, Grant Wood AEA
Amy Moines, Central Rivers AEA
Stephanie Oppel, Ray Center, Drake University
Jordan Ottenbacher, Southeast Polk CSD
Kathleen Lockard, Iowa Olweus
Toni Fuller Merfeld, Metro West Learning
Wendy Trotter, IA Dept. of Education
Joel Pedersen, Cardinal CSD

Seth A Piro, Northwest AEA
Melanie Seier, St. Mark Youth
Susan Selby, IA Dept. of Ed
Jessie Stoffel, Council Bluff CSD
Allison Bruhn, University of Iowa
Susan Bruce, IA Dept. of Education
Elizabeth Cox, Prevent Child Abuse Iowa
Amy Croll, Community Youth Concepts
Suzie Maas, Keystone AEA
Dana Miller, Central Rivers AEA
Susan Walkup, IA Dept. of Education
Amanda Winslow, IA Dept. of Education
Melissa Wurth, Prairie Lakes AEA

State Social-Emotional Learning Advisory Team

This team provided their feedback and recommendations at critical points in the process. They provided another level of stakeholder engagement and helped the Department by sharing the status of SEL across Iowa, asking probing questions, encouraging greater emphasis on equity, and providing information on important crosswalks needed with existing standards and strategies. Members of the State Advisory Team included:

| | | |
|--|---|--------------------------------------|
| Barb Anderson, IA Dept. of Education | Carlos Casanova, Iowa State University | Dana Miller, Central Rivers AEA |
| Kay A. Augustine, IA Dept. of Education | Bengu Erguner-Tekinalp, Drake University | Brad Niebling, IA Dept. of Education |
| Abmadu Bab-Singhri, Grandview University | Jeff Herzberg, Prairie Lakes AEA | Sue Schirmer, Heartland AEA |
| Jason Blietz, Cedar Rapids CSD | Aimee Hospodarsky, Iowa School Counselors' Assoc. | Julie Trepka, West Monona CSD |
| Jadie Boens, Heartland AEA | Terese Jurgensen, IA Dept. of Education | Jake Troja, Des Moines Schools |
| Susan Bruce, IA Dept. of Education | Sam Miller, Central Rivers AEA | David VanHorn, Green Hills AEA |
| Greg Carezza, Waukee CSD | | |

Iowa Department of Education SEL Internal Team 2017-2019

The Department's Internal SEL Coordinating Team represented cross-bureau engagement. This team first met every two weeks beginning in the fall of 2017 which continued into 2019 moving to once per month. The Team was responsible for managing the process, refining materials based on feedback, aligning the process and working with other Department initiatives such as PBIS, Bullying Prevention, Career and Technical Education (CTE), and Project AWARE. Although this specific work was focused on SEL, the team addressed SEBH throughout to ensure that the SEL foundational resources and practices support trauma-informed strategies and work within the MTSS framework that includes a focus on mental health. Members of this team participated in the national meetings of CASEL's Collaborative of the States, CASEL Institutes and Conferences, national conferences on PBIS, Mental Health, Neuroscience, and Student Engagement and Voice, bringing back new learning to share with the team. The School Climate Transformation Grant hosted opportunities for schools and organizations to learn more about SEL foundations. Several professional development opportunities focusing on SEL were planned and delivered including: Social-Emotional-Behavioral Classroom Strategies workshop (2017), Learning Supports Conference (2018), conference presentations at partner organization events, and two statewide Coaches' Forums for instructional, behavior, and special education coaches (2018, 2019). Members of this team included:

| | | |
|--|---|---|
| Barb Anderson, Project AWARE | Barbara Ohlund, Administrative Consultant | Wendy Trotter, Consultant, Autism |
| Kay Augustine, School Climate Transformation | Melanie Reese, Consultant, Early Childhood | Angie VanPolen, Consultant, Early Childhood |
| Susan Bruce, School Climate Transformation | Susan Selby, Consultant, Parents & Families | Stefanie Wager, Consultant, Social Studies |
| Lyn Jenkins, Consultant, Health and PE | Lisa Stange, Consultant, Career & Technical | Susan Walkup, Consultant, Alternative |
| Brad Niebling, Bureau Chief, LS&S Bureau | Angela Matsuoka, Consultant, Fine Arts | |

Within the review and refinement process of the original document, drafts of IASEL Competencies were reviewed by national experts from CASEL and AIR including: Nick Yoder, Ruth Cross, and Linda Dusenbury. The IASEL Competencies were refined based on comments and suggestions from those who reviewed the drafts. Once all refinements were made, the current document was made available on the Iowa Department of Education School Climate Transformation webpage.

The Department provided opportunities for open feedback from the field from November 1, 2019 through March 31, 2020. Refinements were made. In June of 2020, an equity review was conducted by an outside consultant resulting in additional refinements.

Appendix F - References

Thank you to the following members of CASEL's Collaborating Districts Initiative for generously and graciously sharing your SEL work with Iowa's stakeholder groups: Anchorage, AL; Austin, TX; Cleveland, OH; Nashville, TN; Oakland, CA; and Washoe, WA.

Thank you to the following members of CASEL's Collaboration of the States, State Education Agencies, for sharing the work with Iowa's stakeholder groups: Alaska, Illinois, Kansas, Michigan, Minnesota, New Jersey, North Dakota, Tennessee, Texas, Washington, Wisconsin, and West Virginia.

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DOI:10.5590/IJAMT.2019.18.1.02 Please address queries to: Susan A. Dean, Walden University. Email: susan.dean2@waldenu.edu Soft Skills Needed for the 21st-Century Workforce Susan A. Dean Walden University Julia I. East Walden University
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