

Crosswalk: Other States Social Emotional Learning Benchmarks

Presenter: Renee Noby, Research Analyst 2
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Links to SEL Standards



Alaska

School Climate and Social and Emotional Learning:

<http://alaskaice.org/school-climate/sel/>



Connecticut

Early Learning and Development Standards:

<http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726>

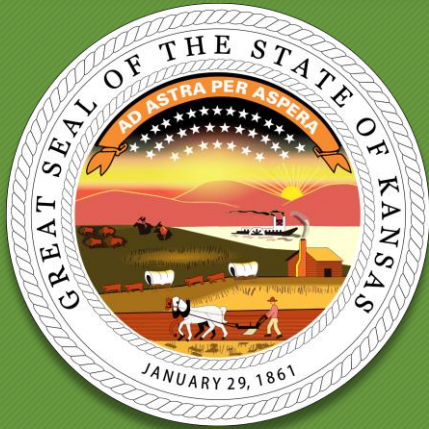


Illinois

Social Emotional Learning Standards:

http://www.isbe.net/ils/social_emotional/standards.htm

Links to SEL Standards



Kansas

Social, Emotional, & Character Development Standards:

<http://www.ksde.org/Default.aspx?tabid=482>



Massachusetts

Standards for Preschool and K Social & Emotional Learning

<http://www.doe.mass.edu/kindergarten/SEL-APL-Standards.pdf>



West Virginia

School & Community Social Skills Standards

<http://wvde.state.wv.us/healthyschools/ElectronicManual4373New.html#SchoolandCommunitySocialSkillsStandards>

Standards & Benchmarks

Examples of how other states have structured their SEL Standards and Benchmarks

Alaska (Anchorage SD K-12 SEL Standards)

<http://www.asdk12.org/media/anchorage/globalmedia/documents/professionallearningdept/SELStandardsAppend.pdf>

4 Standards:

1. Self-awareness
2. Self-management
3. Social Awareness
4. Social Management

Student Indicators:

- Early elementary (K-3)
- Late elementary (4-6)
- Middle school (7-8)
- Early high school (9-10)
- Late high school (11-12)

Example of Benchmarks:

Self-awareness	
1A.	Student demonstrates awareness of his/her emotions.
1B.	Student demonstrates awareness of his/her personal traits.
1C.	Student demonstrates awareness of his/her external supports.
1D.	Student has a sense of personal responsibility.

Connecticut

5 Standards:

Early learning experiences will support children to...

1. Develop healthy attachments & relationships with primary caregivers.
2. Develop self-regulation.
3. Develop, express, recognize & respond to emotions.
4. Develop self-awareness, self-concept & competence.
5. Develop social relationships.

Student Indicators:

- 0-6 months
- 6-12 months
- 12-18 months
- 18-24 months
- 24-36 months
- 3-4 years
- 4-5 years

Connecticut Cont.

Example of Benchmark:

Benchmarks Associated with Learning Standard “Develop self-awareness, self-concept & competence,” within Age Level

Sense of Self		
0-6 Months	React when hearing their own name through movement or expressions	Begin to realize their hands and feet belong to them and explore them as well as face, eyes and mouth
6-12 Months	Consistently respond to their name	Show awareness of body parts of self and others
12-18 Months	Demonstrates self-awareness through response to name and use of “me” and “mine”	Recognize self in mirror
18-24 Months	Identify own family members by relationship and/or name	
24-36 Months	Identify self, family members, teacher and some peers by name	
3-4 Years	Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills	
4-5 Years	Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates)	

Illinois

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

1. Identify and manage one's emotions & behavior.
2. Recognize personal qualities & external supports.
3. Demonstrate skills related to achieving personal & academic goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

4. Recognize the feelings & perspectives of others.
5. Recognize individual & group similarities & differences.

4. Use communication & social skills to interact effectively with others.

5. Demonstrate an ability to prevent, manage, and resolve personal conflicts in constructive ways.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

8. Consider ethical, safety, and societal factors in making decisions.
9. Apply decision-making skills to deal responsibly with daily academic & social situations.
10. Contribute to the well-being of one's school & community.

Illinois Cont.

Example of Benchmark:

Benchmarks Associated with Learning Standard 1A: “Identify & Manage One’s Emotions & Behavior,” within Grade Level

Student Indicators:

- Early elementary
- Late elementary
- Middle school
- Early high school
- Late high school

Early elem.	Late elem.	Middle school	Early h.s.	Late h.s.
Recognize & accurately label emotions & how they are linked to behavior.	Describe a range of emotions & the situations that cause them.	Analyze factors that create stress or motivate successful performance	Analyze how thoughts and emotions affect decision making & responsible behavior.	Evaluate how expressing one’s emotions in different situations affects others.
Demonstrate control of impulsive behavior.	Describe & demonstrate ways to express emotions in a socially acceptable manner.	Apply strategies to manage stress & to motivate successful performance	Generate ways to develop more positive attitudes.	Evaluate how expressing more positive attitudes influences others.

Kansas

<http://www.ksde.org/Portals/0/Learning%20Services%20Documents/Fact%20Sheets/Social,%20Emotional,%20and%20Charcter%20Development%20Standards.pdf>

3 Standards:

1. Character development
 - a. Core principles
 - b. Responsible decision making & effective problem solving
2. Personal development
 - a. Self-awareness
 - b. Self-management
3. Social development
 - a. Social awareness
 - b. Interpersonal skills

Student Indicators:

- Grades K-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Example of Benchmark:

Self-Awareness		
	Knowing	Doing
A.	Understand & analyze thoughts & emotions.	
B.	Identify & assess personal qualities & external supports.	

Massachusetts

10 Standards:

Goal 1: Self-awareness

1. Recognizing, Identifying & Expressing Emotions
2. Accurate Self-perception
3. Self-efficacy (confidence/competence)

Goal 2: Self-management

4. Impulse Control & Stress Management

Goal 3: Social Awareness

5. Empathy

5. Respect for Others

Goal 4: Relationship Skills

7. Communication
8. Social Engagement & Relationship Building
9. Conflict Management
10. Seeking Help & Offering Help

Goal 5: Responsible Decision Making

1. Personal, Social, & Ethical Responsibility
2. Reflection & Evaluation

Massachusetts Cont.

Example of Benchmark:

Benchmarks attached with Learning Standard 1: “The child will be able to recognize, identify, and express his/her emotions,” within Grade Level.

Student Indicators: Pre-K & K

By the end of Preschool, a child may...

Recognize and label basic emotions & associate them with words, facial expressions, &/or gestures

Begin to develop a rich vocabulary to emotions/feelings

Express a range of emotions appropriately through gestures, actions, drawing, or language, with modeling & support

Demonstrate beginning understanding of connection between feelings & behaviors (e.g., “If...,then...”)

By the end of Kindergarten, a child may...

Label basic emotions & recognize some complex emotions, & associate them with facial expressions, body language, & behaviors

Use richer & more specific vocabulary to the nuances of emotions

Express & share own feelings in a variety of ways

With support, describe reasons for own feelings & situations that cause them (stimuli/provocations)

West Virginia

3 Standards:

1. Self-awareness & Self-management
2. Social awareness & Interpersonal Skills
3. Decision-making Skills & Responsible Behaviors

Student Indicators:

- Grades PK-1
- Grades 2-4
- Grades 5-8
- Grades 9-12

Example of Benchmarks:

Grades 2-4	Self-awareness & self-management
Objective:	Students will:
2-4.1.01	Describe a range of emotions & the situations that cause them.
2-4.1.02	Describe & demonstrate ways to express emotions in a socially acceptable manner.
2-4.1.03	Describe personal skills & interests that one wants to develop.