

State	Contact Person	Website	Additional Information
Kansas	<p>Sue Kidd</p> <p><a href="mailto:skidd.kschared@gmail.com">skidd.kschared@gmail.com</a></p> <p>Email is the best way to contact Sue. She is willing to talk on the phone but will need to schedule it in advance (she lives in the country and doesn't have great service)</p>	<p><b>K-12 Social, Emotional, and Character Development Standards:</b>  <a href="http://www.ksde.org/Default.aspx?tabid=482">http://www.ksde.org/Default.aspx?tabid=482</a></p> <p><b>Early Learning Standards and Resources</b> <a href="http://www.ksde.org/Default.aspx?tabid=514">http://www.ksde.org/Default.aspx?tabid=514</a></p>	<p>The Social-Emotional Character Standards were approved by the State BOE in 2012 and reflect a frame work for teaching students social-emotional learning (SEL), Kansas was the first state to adopt SEL standards combined with character development principle.</p> <p>They used the CASEL standards, the Anchorage SEL standards, the Illinois SEL Standards, and the Character.org 11 Principles of Effective Character Development <a href="http://character.org/more-resources/11-principles/">http://character.org/more-resources/11-principles/</a></p> <p>You will note that they put the Casel SEL standards into two sections (Personal Development and Social Development). The Problem Solving and Decision Making standards went into the Character Development strand along with the 11 Principles.</p>
Massachusetts	<p>Mary Lu Love</p> <p><a href="mailto:Marylu.Love@umb.edu">Marylu.Love@umb.edu</a></p> <p>Early Childhood Services at ICI</p> <p>UMass Boston</p> <p>cell 617-438-9176</p> <p>Office 617-287-5925</p> <p>Email is the best contact for the moment as her phone numbers may be changing.</p> <p>She would like to invite others from the MASS team to participate once the time, date and format is decided.</p>	<p>Massachusetts' Standards for Preschool and Kindergarten:  <a href="http://www.doe.mass.edu/kinergarten/SEL-APL-Standards.pdf">http://www.doe.mass.edu/kinergarten/SEL-APL-Standards.pdf</a></p> <p>Guidelines on Implementing Social and Emotional Learning Curricula:  <a href="http://www.doe.mass.edu/bullying/SELguide.pdf">http://www.doe.mass.edu/bullying/SELguide.pdf</a></p>	<p>Great example of a very thoughtful process and roll out.</p> <p>The Standards give the field a framework for supporting the development of these important competencies and should be considered in the context of the larger developmental continuum for these two domains. Supporting children's social and emotional learning and approaches to play and learning should be embedded across all developmental domains and all curriculum areas. "<i>Building Supportive Environments</i>" is a companion document to the Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning that provides guidance on creating the conditions for effective use of the Standards.</p>
Illinois	<p>Ruth Cross</p> <p><a href="mailto:rcross@casel.org">rcross@casel.org</a></p> <p>Email is the best way to contact her. She will be</p>	<p>Illinois Social Emotional Learning Standards:  <a href="http://www.isbe.net/ils/social_emotional/standards.htm">http://www.isbe.net/ils/social_emotional/standards.htm</a></p>	<p>The standards describe the content and skills for students in grades K - 12 for social and emotional learning. Each standard includes five benchmark levels that describe what students should know and be able to do in early elementary (grades K - 3), late elementary (grades 4 - 5), middle/junior high</p>

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	traveling during the holidays but back home after January 3. She is willing to meet via GoTo Meeting after the 3 <sup>rd</sup> .		<p>(grades 6-8), early high school (grades 9-10), and late high school (grades 11-12). These standards build on the Illinois Social/Emotional Development Standards of the Illinois Early Learning Standards.</p> <p>These standards have been developed in accordance with Section 15(a) of Public Act 93-0495. This Act calls upon the Illinois State Board of Education to "develop and implement a plan to incorporate social and emotional development standards as part of the Illinois Learning Standards."</p> <ul style="list-style-type: none"> <li>• Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.</li> <li>• Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.</li> <li>• Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</li> </ul>
Connecticut	<b>Michelle L. Levy</b> Education Consultant Office of Early Childhood 165 Capitol Avenue, Room G-19 Hartford, CT 06106 (860) 713-6756 <a href="mailto:michelle.levy@ct.gov">michelle.levy@ct.gov</a> <a href="http://www.ct.gov/oec">www.ct.gov/oec</a>	<b>Kindergarten through Grade 3 Social, Emotional, and Intellectual Habits Framework:</b> <a href="http://ctcorestandards.org/wp-content/uploads/2015/05/K-3_Social_Emotional_and_Intellectual_Habits_Framework.pdf">http://ctcorestandards.org/wp-content/uploads/2015/05/K-3_Social_Emotional_and_Intellectual_Habits_Framework.pdf</a> CT Early Learning and Development Standards: <a href="http://ctcorestandards.org/wp-content/uploads/2015/05/ctelds.pdf">http://ctcorestandards.org/wp-content/uploads/2015/05/ctelds.pdf</a>	<p>The <b>Kindergarten through Grade 3 Social, Emotional, and Intellectual Habits Framework</b> represents the knowledge, skills, and dispositions that form an essential blueprint for college and career readiness to achieve academic success and social/emotional learning. Social skills and habits of thinking and learning set the stage for all future learning. With support from adults during the early elementary years, children learn to interact with others, develop psychosocial attitudes in relation to academic work, develop a cognitive framework regarding academic behaviors and thinking critically, maintain focus irrespective of obstacles, deal with frustration, and begin to manage their own learning. The Kindergarten through Grade 3 Social, Emotional, and Intellectual Habits build from the foundational skills in the Cognitive and Social and Emotional Development Domains of the <b>CT Early Learning and Development Standards</b>, highlighting the continued growth and development that must be supported over the early elementary years.</p>
West Virginia	<b>Shelly Stalnaker</b> <b>Character Education Coordinator:</b>	West Virginia Expected Behavior in Safe and Supportive Schools:	Schools shall support and promote social and emotional learning in all settings. The social and emotional learning standards are not expected to be documented in individual teacher lesson plans but rather should serve as a

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	<a href="mailto:shestaln@access.k12.wv.us">shestaln@access.k12.wv.us</a> (?)	<a href="http://wvde.state.wv.us/policies/p4373-new.docx">http://wvde.state.wv.us/policies/p4373-new.docx</a>  West Virginia Professional Teaching Standards: <a href="http://wvde.state.wv.us/teachwv/docs/wvde1890master.pdf">http://wvde.state.wv.us/teachwv/docs/wvde1890master.pdf</a>	framework for school-wide student behavior expectations as determined by each school faculty.  The standards and objectives progress through the grade levels in a spiraling nature. Once the objectives from one level are mastered, students are expected to maintain them at higher grade levels as they continually demonstrate that they have integrated the valued dispositions into their personal values and actions.
<b>Anchorage (Alaska)</b>	<b>Jan Davis</b> <a href="mailto:davis_janet@asdk12.org">davis_janet@asdk12.org</a> 907-742-4442 Professional Learning/SEL Implementation Specialist  <b>Jennifer Knutson</b> <a href="mailto:knutson_jennifer@asdk12.org">knutson_jennifer@asdk12.org</a> 907-742-3844 Executive Director Professional Learning	<b>Anchorage School District's Social and Emotional Learning (SEL) Standards and Benchmarks for the ASD:</b> <a href="http://smhp.psych.ucla.edu/pdfdocs/sel%20standards%20and%20benchmarks%20anchorage%20school%20dist_.pdf">http://smhp.psych.ucla.edu/pdfdocs/sel%20standards%20and%20benchmarks%20anchorage%20school%20dist_.pdf</a>  <b>Anchorage School District SEL Website:</b> <a href="http://www.asdk12.org/pld/sel/">http://www.asdk12.org/pld/sel/</a>	Many of the standards are attached to a correlating ASSET. These are taken from the <i>Search Institutes 40 Developmental Assets</i> , a strength-based, best-practices approach to the development of healthy young people. The standards are written in two formats: one for adults, one for children. The adult version begins with the word "Students..." the children's version is written as a sentence beginning with one of the phrases, "I am..." "I can..." "I care..." "I will...". These standards are meant to be approachable for young people. The phrases provide an easily remembered mnemonic to use when working with Social and Emotional Learning: "I am, I can, I care, I will."  The benchmarks are meant to cover an age range in order to support the natural development of children. Early elementary corresponds with K-3rd grade; late elementary, 4th-6th grade; middle school, 7th-8th grade; early high school, 9th-10 <sup>th</sup> grade; and late high school, 11th-12th grade. Students are intended to reach mastery in the benchmark by the end of the grade range; however, teachers may want to revisit the earlier skills periodically.