**SELB Standards and Benchmarks** *August 18, 2016*

**SELF-AWARENESS**

***Standard 1****. Individual has the ability to identify and name one’s emotions and their influence on behavior.*

**Purpose**. Develops and demonstrates self-awareness skills to:

* Identify personal, cultural, and linguistic assets
* Identify prejudices and biases towards people different than oneself
* Understand the connections between one’s emotions, social contexts and identity
* Demonstrate an accurate self-concept based on one’s strengths and challenges
* Identify when help is needed and who can provide it

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| **1A** | Demonstrates awareness and understanding of one’s emotions. |
| **1B** | Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets, and aspirations. |
| **1C** | Demonstrates awareness and understanding of family, school, and community resources and supports |

**Self-Management**

***Standard 2****. Individual develops and demonstrates self-management skills to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.*

**Purpose**.

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| **2A** | Demonstrates the skills to manage and express one’s emotions, thoughts, impulses, and stress in constructive ways. |
| **2B** | Demonstrates constructive decision-making and problem solving skills. |

**SELF-EFFICACY**

***Standard 3****. Individual has the ability to motivate oneself, persevere, and see oneself as capable.*

**Purpose**.

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| **3A** | Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals. |
| **3B** | Demonstrates problem-solving skills to engage responsibly in a variety of situations. |
| **3C** | Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities. |

**SOCIAL AWARENESS**

***Standard 4****. Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.*

**Purpose**.

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| **4A** | Demonstrates awareness of other people’s emotions, perspectives, cultures, language, history, identity, and ability. |
| **4B** | Demonstrates an awareness and respect for one’s similarities and differences with others. |
| **4C** | Demonstrates an understanding of the social norms of individual cultures. |

**SOCIAL MANAGEMENT**

***Standard 5****. individual has the ability to make safe and constructive choices about personal behavior and social interactions.*

**Purpose**.

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| **5A** | Demonstrates a range of communication and social skills to interact effectively with others. |
| **5B** | Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways. |
| **5C** | Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability. |

**SOCIAL RESPONSIBILITY**

***Standard 6****. Individual has the ability to consider others and a desire to contribute to the well-being of school and community.*

**Purpose**.

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| **6A** | Demonstrates a sense of social and community responsibility. |
| **6B** | Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. |
| **6C** | Demonstrates effective strategies to contribute productively to one’s school, workplace, and community. |

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| **SELF** | | **SOCIAL** | |
| **STANDARD 1** | **SELF-AWARENESS – Individual has the ability to identify and name one’s emotions and their influence on behavior.** | **STANDARD 4** | **SOCIAL AWARENESS –**  **Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.** |
| 1A | Demonstrates awareness and understanding of one’s emotions. | 4A | Demonstrates awareness of other people’s emotions, perspectives, cultures, language, history, identity, and ability. |
| 1B | Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets, and aspirations. | 4B | Demonstrates an awareness and respect for one’s similarities and differences with others. |
| 1C | Demonstrates awareness and understanding of family, school, and community resources and supports. | 4C | Demonstrates and understanding of the social norms of individual cultures. |
| **STANDARD 2** | **SELF-MANAGEMENT –**  **Individual develops and demonstrates self-management skills to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.** | **STANDARD 5** | **SOCIAL MANAGEMENT –**  **Individual has the ability to make safe and constructive choices about personal behavior and social interactions.** |
| 2A | Demonstrates the skills to manage and express one’s emotions, thoughts, impulses, and stress in constructive ways. | 5A | Demonstrates a range of communication and social skills to interact effectively with others. |
| 2B | Demonstrates constructive decision-making and problem solving skills. | 5B | Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways. |
|  |  | 5C | Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability. |
| **STANDARD 3** | **SELF-EFFICACY –**  **Individual has the ability to motivate oneself, persevere, and see oneself as capable.** | **STANDARD 6** | **SOCIAL RESPONSIBILITY –**  **Individual has the ability to consider others and a desire to contribute to the well-being of school and community.** |
| 3A | Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals. | 6A | Demonstrates a sense of social and civic responsibility. |
| 3B | Demonstrates problem-solving skills to engage responsibly in a variety of situations. | 6B | Demonstrates the ability to work with others to set, persevere, and achieve goals. |
| 3C | Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities. | 6C | Demonstrates effective strategies to advocate for school and community. |