

Handout: SEL standards visual & definition of SEL

Social and emotional learning (SEL) is the process through which students:

- Develop awareness and management of their emotions
- Set and achieve important personal and academic goals
- Use social awareness and interpersonal skills to establish and maintain positive relationships
- Demonstrate decision making and responsible behaviors to achieve school and life success.
- Understand they exist in communities and contribute to community well-being

Educators and schools can help students develop social and emotional competencies by intentionally teaching these skills and by implementing specific instructional and classroom-management practices.

The **Social Emotional Learning Benchmarks** are part of a nested, interdependent framework: **Standard → Benchmark → Indicator**

Standard

	SELF		SOCIAL
STANDARD 1	SELF-AWARENESS – Student has the ability to identify and name one’s emotions and their influence on behavior.	STANDARD 4	SOCIAL AWARENESS – Student has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
	1A Demonstrates awareness of own emotions.		4A Demonstrates awareness of other people’s emotions and perspectives.
	1B Demonstrates awareness of personal strengths and areas for growth.		4B Demonstrates awareness of cultural issues and a respect for human dignity and differences.
	1C Demonstrates awareness of family, school, and community resources and supports.		4C Demonstrates an understanding of social cues.
STANDARD 2	SELF-MANAGEMENT – Student has the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations.	STANDARD 5	SOCIAL MANAGEMENT – Student has the ability to make constructive and respectful choices about personal behavior and social interactions.
	2A Demonstrates the ability to manage emotions constructively.		5A Demonstrates positive communication and social skills to interact effectively with others.
	2B Demonstrates honesty and integrity.		5B Demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways.
	2C Demonstrates effective decision-making and problem solving skills.		5C Demonstrates the ability to develop positive and constructive relationships.
STANDARD 3	SELF-EFFICACY – Student has the ability to define a goal, persevere, and see oneself as capable.	STANDARD 6	SOCIAL RESPONSIBILITY – Student has the ability to identify one’s social space and to advocate for one’s community.
	3A Demonstrates the ability to set, persevere, and achieve goals.		6A Demonstrates a sense of social and civic responsibility.
	3B Demonstrates ability to assume responsibility.		6B Demonstrates the ability to work with others to set, persevere, and achieve goals.
	3C Demonstrates the ability to self-advocate.		6C Demonstrates effective strategies to advocate for school and community.

Benchmarks



Please note: The indicators for *Standard 6: Social Responsibility* are still in progress.