Delaware Social and Emotional Learning (SEL) Competencies

Introductory Guide

July 28, 2020

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A Message from the Delaware Secretary of Education

This introductory guide is the result of almost a year of work by the Delaware Social Emotional Learning Core Team. I am grateful to these team members for their time, insights and expertise that they invested in completing this important resource.

The Delaware Department of Education's mission is to prepare every learner for success in school and life. We must help our children build resilience through enhanced social competence and strong relationships in order for them to achieve that success.

Team members represented a cross-section of community partners and educators who committed out-of-school time. They understood that system change begins with changing the self, starting with adult social emotional learning.

Work began in September 2019 with an initial draft released in late January 2020. After revising the SEL K-12 competency guidance, the team also created a quick reference document to serve as the prelude to the guidance. In the upcoming year the team will welcome more partners as we build implementation resources for school, home and community.

I reiterate my gratitude to these team members for their meaningful work that will facilitate our students' success in the classroom and community.

Sincerely,

Susan S. Bunting, Ed.D.

Secretary of Education

Background and Overview

The *K-12 Social and Emotional Learning Competencies* in this guide are the result of collaborative, grassroots work in Delaware that officially started two years ago when a cross-cutting group of local stakeholders got together to form the Delaware SEL Collaborative. Delaware leaders reached out to CASEL, the Collaborative for Academic, Social and Emotional Learning, and applied to participate in their Collaborating States Initiative (CSI). Delaware was invited into the CSI in December 2018. The CSI helps states develop learning standards, guidance, and other policies and practices that promote school-family-community partnerships to promote SEL. The goal of the CSI is to help state staff develop flexible policies, tools, and guidelines that encourage districts and school communities to create customized conditions to support every student's development. Through this partnership, CASEL experts provide ongoing support and technical assistance from visioning and thought partnership to resource identification, managing workflow, and deliverables.

CASEL encourages shared learning and collaboration between states as well as coherence and alignment of work within state education agencies. To this end, the Delaware SEL Core Team researched competency frameworks from multiple CSI states to inform and gain consensus on the Delaware draft competencies. Following a thorough review and feedback from CASEL, the initial draft was released on January 28, 2020 and vetted by more than 900 Delaware stakeholders over a six-month period.

What is Social and Emotional Learning?

Social and emotional learning (SEL) is the process through which children and adults acquire the knowledge, attitudes, and skills they need to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL enhances students' capacity to integrate skills, attitudes, and behaviors to effectively and ethically deal with daily tasks and challenges. SEL is promoted across multiple contexts every day and when embedded across a cross-curricular context serves to enhance both teaching and learning – the delivery as well as the environment. SEL is more than just a program or lesson. It is about how teaching and learning happens, as well as what you teach and where you learn.

 Delaware has adopted the following competency areas:
1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making

When students are better able to manage their emotions and relationships, they demonstrate better classroom behavior, improved ability to regulate emotions and handle stress, and exhibit self-images that are more positive. Research shows that the integration of SEL facilitates the development of social competence and is linked to students' increased academic performance. These positive effects are long lasting. A 2017 meta-analysis indicated the long lasting and positive effects of SEL on academics, behavior, emotional regulation, and propensity to high-risk activities. Beyond the positive effects in the classroom, one 2015 study found that SEL programming is worth the investment: for every dollar spent, there is a $11 return on investment. You can read more about these positive impacts here. The Society for Research on Child Development and Education Week also have evidence on the positive impact of SEL.

In Delaware, educators agree that developing students' social and emotional skills are critical for academic and future success. In 2018, Rodel commissioned a landscape analysis of Delaware SEL and recommended that SEL competencies address six buckets for successful integration in schools: equity, balanced measurement, shared leadership, community engagement, collaboration, and capacity building. School climate surveys have indicated Delaware middle school students feel less safe in school compared to other age groups, and fewer older students report being happy in schools. Data from these surveys reinforce what educators already know - the strategic integration of social emotional learning and support in Delaware schools is imperative to students feeling safe, healthy, and happy. Read more about the needs for SEL in Delaware schools here.

Purpose: Who is this for and how might they be used?

Social and emotional learning is everyone's responsibility. It starts with the adults and demands a shift in mindset. It is an opportunity to share power, deepen relationships, and continuously strengthen universal supports for children, youth, AND the adults who support them. Learning, by nature, is social and emotional, and occurs within and amongst the school, the home, and the community. Interpersonal relationships provide context and meaning that builds a foundation for interactions in school and beyond.

These competencies are made for a variety of stakeholders who can use them to advance SEL in their context. Some examples include:

- One Delaware district leader stated, "The competencies have been long-awaited and have the potential to shift relationships and disciplinary practices in our schools. For so long, child development has been 'divorced' or at least separated from our practices as we have functioned in these zero tolerance paradigms that have not served our students. The competencies really put student development and agency, strong supportive relationships, and restorative practices at the forefront."
- One Delaware school leader said, "Our next step is to integrate SEL into our multi-tiered system of supports. We do it in pockets, but we don't explicitly or consistently articulate across all schools what it looks like to embed social and emotional language into academics and our multi-tier systems of support. Once we have a common definition of the competencies students should demonstrate, we can then align our professional development and existing programs. Currently, this is what we are able to do in academic content areas."
- One Delaware classroom educator said, "My classroom is not necessarily on the same page as others in the school, and we could all benefit from a clearer SEL roadmap. This would also help me collaborate better with specialists and parents." Another classroom educator added, "A school-wide approach to SEL supports the work in the classroom. SEL competencies could be a tool to help educators change their practice and embed social and emotional skill development into academic lessons. It can be a foundation for me to make my decisions about my instruction, classroom management, and professional development."
- Out-of-school-time programs that enhance social and emotional learning create the backbone for positive youth development. Positive development is the possession of strong social and emotional skill competencies that foster academic success, adaptive relationships, physical and mental wellbeing, and civic engagement. Out-of- school-time programs are key partners in young people's learning. They help young people develop the social and emotional skills to become resilient, engaged, and productive adults (Afterschool Alliance 2020). These programs continue to promote positive youth development of the whole child by incorporating SEL into the OST community and culture for professionals, children, youth, and their caregivers. Promoting professional learning to evaluate, grow and share SEL for OST staff will embed the structure of SEL into OST programs. Leading by example will guide the development of SEL

to direct participants and reinforce the continued acquisition of SEL competencies taught by schools and in the communities of the participants we serve.

- <u>Families</u> are first teachers and therefore, SEL begins at home. Families are critical partners for cultivating and reinforcing the mindsets, essential skills, and habits that will support children for their entire lives. It is in the early serve and return relationships that children build neural pathways and learn communication and trust that will form the foundations for all interactions with peers and adults. Parents and caregivers can model the kind of skills, attitudes, and behaviors that children will need to successfully navigate the school and the community. In the family, children learn authentic engagement, real-time social problem solving, the value of teamwork and collaboration, and use their own experiences to reflect on their place in the world. When schools and caregivers join forces, we create a culture of care that wraps supports around young people and provides them with the expertise and fortitude to navigate life.

Goal: What is the goal of these social and emotional learning competencies?

Delaware is committed to creating physically, emotionally, and psychologically safe and supportive schools and communities where children and youth thrive alongside adults who enjoy meaningful work and are models for self and social awareness as well as critical problem solving. Our school communities rely on a foundation of supportive relationships, co-regulation, and reasoning skills to foster voice, choice, and responsible decision-making.

To that end, these competencies were drafted according to the following guiding principles:

- **Alignment**: Learning is social and emotional. Thus, competencies must amplify developmentally appropriate pedagogy in all curricular areas.
- **Integration**: Social emotional learning is already happening in schools and communities. Though they are freestanding and defined separately from academic goals, the competencies are not designed to be "one more thing", but integrated into existing instructional models to enhance ways of being in schools and communities.
- **Framework Guidance**: The SEL competencies provide common language but preserve local choice and autonomy for implementation. The team proposed "competencies" rather than "standards" to respect individual differences among school and district communities. Each state school and district is at a different place

  and will be able to employ the competency guidance to make decisions to assure coherence with local priorities while synchrony with the SEL competencies.

Relationship to Other Efforts

Multi-tiered systems of Support

In Delaware, multi-tiered systems of support, or MTSS, is defined as a framework designed to meet the needs of the whole child through an integrated multi-level prevention and intervention system that optimizes team-based leadership and data-driven decision making to support academic and non-academic success. MTSS is a continuum of evidence-based academic and behavioral practices that are matched to student needs. It rests on a foundation of norms around age-appropriate academic, social, emotional, and behavioral expectations, strong universal support and practices, and generally includes explicit instruction in academics, social skills and behavioral development.

Social and emotional learning provides the basis for the universal supports for behavior and wellbeing in the MTSS framework. Social and emotional learning equips students to effectively self-regulate and express emotions, recognize and evaluate their own feelings as well as the feelings and perspectives of others, use this information to navigate social relationships and engage in critical problem analysis for responsible decision-making. These critical "human" skills are used to make meaning of experiences and strengthen coping capacity during times of distress. Social and emotional skills buffer life's adversities and mediate the effects of trauma or chronic stress that would otherwise have the potential to rewire the brain and derail development.

Academic Standards

The relationship between SEL and academics is interactive. SEL provides the context for learning. Twenty years of research suggest that quality and systemic SEL that is integrated in the content throughout the school day yields positive results. Students are generally more engaged in school, build more supportive relationships with peers and adults, and have better academic and career outcomes. The competencies equip them for school and prepare them for life. Students feel more confident, work effectively on teams, and engage critically in ethical problem solving.

There are many states working to integrate SEL into academic instruction. To that end, Delaware is participating in CASEL's national community of practice, entitled "Education to Workforce Pathways through SEL and Skills for the Future: Bridging Hope and Opportunity." The CASEL Bridge Project is identifying intersections and opportunities to align and integrate SEL competencies with career readiness standards. The team is also reviewing existing and potential federal and state policies to support this integration and alignment of workforce readiness and SEL and execute a communication strategy that engages stakeholders for sustainability.

Assessment and Grading

SEL assessment is vital to understanding current skills as well as individual and group needs. However, testing for accountability is not recommended or the intent of this work. CASEL has collaborated on resources to support practitioners in selecting and using assessment measures for student SEL. They also have a repository of available assessment tools and examples of how these tools are being used in school communities. For more information, visit www.measuringsel.casel.org.

Pre-Kindergarten and Early Learning

The Delaware Department of Education's Office of Early Learning (OEL) has partnered to support the development of K-12 SEL competencies. Delaware has had SEL standards for preschool and early learning for some time. For that reason, the OEL team worked to assure alignment between early childhood and grade school competencies. The preschool standards include identifying and expressing a range of emotions, managing emotions with increasing independence, showing concern for others, and engaging prosocial skills to resolve conflicts and maintain belonging. These efforts will ultimately yield social and emotional coherence from birth to adulthood.

Advancing Equity for Students

Transformative SEL is a process where students and teachers build strong respectful relationships founded on an appreciation for similarities and differences, learn to critically examine root causes of inequity, and develop collaborative solutions to community and social problems (CASEL, 2018).

Educational equity ensures access, opportunity, and support for all students to learn in a safe and supportive environment. Efforts to achieve educational equity are founded on the understanding that all learning is built on a structure of social and emotional relationships. The ongoing development of and growth in social emotional learning provides the foundation for adults to understand their own biases and prejudices, how those impact the way they interact with students, and the historical context of systemic oppression. Adults can then actively take steps to mitigate the impact of their own biases and work to correct inequities within their schools and society. Additionally, social emotional learning also provides the space for adults and students to appreciate each other's similarities and differences, investigate the causes of inequities, and develop respectful relationships to address problems collaboratively.

Delaware's SEL competencies include skills necessary to have an awareness of and respect for human dignity, including culture and differences. Social emotional learning is vital to the development of both adults and students, and it must be culturally responsive to avoid deepening inequities. The state's competencies align with culturally responsive teaching practices in that they emphasize adult self-reflection, maintaining high academic expectations for students, fostering positive relationships, delivering culturally responsive curricula, and creating safe learning environments for students. If teachers, leaders, caregivers and community partners collaborate intentionally with a focus on the social, emotional, and cultural development of our students, youth will be prepared to advocate for equity both locally and across the globe.

Supporting Adult SEL

SEL, according to CASEL, can be strengthened when adults in the home and school "engage in their own social and emotional learning, collaborate on strategies for promoting SEL, and model SEL throughout the school and community." When schools focus on SEL competencies for adults by collaborating to facilitate SEL instruction, engaging in professional learning, and modeling SEL competence, the school climate is positively impacted and SEL for students is therefore reinforced. Adults who build upon their own social competence by consistently modeling SEL for students in the classroom and with other adults serve as positive examples for young people. Children learn vicariously. Ultimately, children will learn from the adults in their schools, homes, and communities ways to navigate stress and frustration and how to maintain healthy relationships at school and at home. This learning will pay off BIG, influencing the school climate and benefiting children's social and emotional skills in all areas of their lives.

Reading the Competency Document

This guidance document provides a barometer for social and emotional competence across the developmental spectrum. There is guidance for the social and emotional behavior of children, youth, and adults. The SEL guidance has been organized hierarchically into **competencies**, **benchmarks**, and **performance indicators** by age and grade bands. This is important and provides a flexible framework for which users can see the relationships between competencies, acknowledge how they build upon each other, and gauge expectations for interactions and instruction.

- **Competencies** describe how students demonstrate, apply and transfer their learning to new contexts and situations. Each competency is delineated into benchmarks.
- **Benchmarks** build upon each other and reflect more specific points of reference against which skills can be compared or assessed.
- **Performance indicators** are the points of reference or "look fors" used to further breakdown the benchmarks and create transitions between skill levels that move students smoothly to the next grade or age band.

DE SEL Competencies – By Benchmark

Competency: *Self-Awareness*

Benchmark: *1A. Demonstrate an awareness of one's own emotions*

Grade Band	Performance Indicators
K-2	• Accurately recognizes and names basic emotions/feelings (i.e., happy, sad, mad, afraid, hurt) • Communicates basic emotions/feelings • Describes emotions and the situations that cause them (i.e., triggers)
3-5	• Identifies an expanded range of emotions • Recognizes intensity levels of emotions in different situations • Recognizes how emotions can change • Recognizes how thoughts impact emotions and emotions impact behavior • Describes ways emotions impact behavior(s)
6-8	• Identifies emotional states that contribute to or detract from ability to problem solve • Explains the possible outcomes associated with the expression of different emotions • Recognizes how emotional states affect ability to problem solve
9-12	• Identifies personal emotions as valid, regardless of how others expect them to feel • Describes the external event or thought that triggered an emotion • Recognizes how positive and negative expressions of emotions affect others • Acknowledges an emotion and determines the appropriate time and place to safely process it • Understands the effect of self-talk on emotions
Adult	• Identifies, recognizes, and names complex emotions in the moment • Recognizes the relationship between thoughts, feelings, and reactions to people • Recognizes the big picture in a complex situation • Recognizes personal, cultural, and linguistic assets

DE SEL Competencies – By Benchmark

Competency: *Self-Awareness*

Benchmark: *1B. Demonstrate an awareness of personal qualities and interests.*

Grade Band	Performance Indicators
K-2	• Identifies and describes personal likes and dislikes • Recognizes personal qualities and interests • Identifies an interest as it relates to personal experiences • Identifies and describes preferences
3-5	• Compares likes and dislikes of self and others • Demonstrates an awareness of personal qualities and interests of self and others • Understands the relationship between interests and continued experiences and development • Demonstrates awareness that personal qualities and interests affect decision-making
6-8	• Accommodates and plans for the likes and dislikes of a group • Identifies interaction between personal qualities and interests with academic activities and social opportunities • Utilizes interest to gain additional experiences toward mastery of a skill or concept • Evaluates influence of personal qualities and interests on decision making
9-12	• Accepts own individual likes, dislikes, and personal preferences separate from others • Recognizes the importance of personal qualities and interests in decision making • Uses personal qualities and interests in making decisions, including post-secondary goals
Adult	• Appreciates the likes, dislikes and preferences of others, even when different from one's own • Demonstrates awareness of the interplay between personal qualities and interests and career and social success • Recognizes the impact of personal qualities and interests in decisions made

DE SEL Competencies – By Benchmark

Competency: *Self-Awareness*

Benchmark: *1C. Demonstrate an awareness of one's own strengths and opportunities for growth.*

Grade Band	Performance Indicators
K-2	• Identifies strengths and opportunities for growth with adult support • Describes things one does well or the knowledge they have • Describes an activity/task in which one may need help in order to improve
3-5	• Identifies strengths and opportunities for growth • Describes and prioritizes strengths and interests that one wants to develop
6-8	• Identifies personal strengths and opportunities for growth related to specific activities • Applies self-reflection techniques to recognize potential, strengths, and growth areas • Implements a plan to build on strengths or address opportunities for growth
9-12	• Is realistic about strengths and opportunities for growth related to postsecondary goal setting • Identifies the skills and credentials required to enter a particular career and begins to prepare accordingly • Demonstrates confidence based on an accurate self-assessment of strengths
Adult	• Distinguishes between strengths, opportunities for growth, and skills • Is realistic about strengths and opportunities for growth • Demonstrates confidence based on self-assessment of strengths

DE SEL Competencies – By Benchmark

Competency: *Self-Awareness*

Benchmark: *1D. Demonstrate a sense of personal responsibility and advocacy.*

Grade Band	Performance Indicators
K-2	• Understands and follows school-wide expectations for safe and productive learning • Recognizes that there are positive and negative consequences of personal choices, behaviors, and actions • Demonstrates responsible use and care of personal and others' belongings • Identifies attitudes and behaviors that lead to successful learning • Advocates for themselves by asking for help
3-5	• Defines what it means to be responsible and identifies ways one can be responsible in everyday life in school and in the community • Explains the benefits of being responsible • Demonstrates responsible behaviors • Demonstrates the ability to say "No" to negative peer pressure and explain why it is important • Self-advocates to support responsible choices and to avoid negative behaviors by reaching out to adults for assistance
6-8	• Identifies areas of school and life that are within personal control • Plans and develops an action plan to set and achieve short- and long-term goals • Analyzes the short- and long-term outcomes between safe and responsible behavior versus risky and harmful behaviors on their health and well-being • Explains the connection between choice, responsibility, and consequences for behaviors • Recognizes, establishes, and adheres to personal boundaries and responsibilities
9-12	• Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others • Describes how taking personal responsibility is linked to being accountable for behavior • Demonstrates an ability to take responsibility for one's choices • Analyzes the level of control one has over situations in life • Identifies and describes knowledge and skills one can use as a responsible citizen to improve and advocate in the community
Adult	• Describes knowledge and skills of a responsible citizen and uses them to improve and advocate in the community • Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others

DE SEL Competencies – By Benchmark

Competency: *Self-Awareness*

Benchmark: *1E. Identify external and community resources and supports.*

Grade Band	Performance Indicators
K-2	• Identifies at least one adult they trust • Identifies situations in which they need to seek help from an adult • Recognizes how and where to get help in an emergency situation
3-5	• Recognizes qualities of positive role models • Identifies positive adults in various facets of their lives • Identifies peer, home, and school supports and/or resources to help solve problems
6-8	• Identifies positive peer/adult support when needed • Recognizes the benefits of additional external supports, including positive adult role models, inside and outside of school settings • Recognizes outside influences on the development of personal traits and discerns whether they are helpful and supportive or harmful and non-supportive
9-12	• Identifies school support personnel and adult role models and knows when and how to use them • Identifies organizations in the community that provide opportunities to develop their interests or talents • Assembles/creates constructive support systems that contribute to school and life success
Adult	• Identifies social support systems • Creates a network of support for life success

DE SEL Competencies – By Benchmark

Competency: *Self-Management*
Benchmark: *2A. Understand and use strategies for managing one's own emotions and behaviors constructively.*

Grade Band	Performance Indicators
K-2	• Identifies sources of common stress • Demonstrates the ability to manage emotions • Demonstrates an awareness of how emotions relate to thoughts and behaviors • Describes and practices using words to share their emotions about an interaction or situation
3-5	• Uses self-monitoring strategies (i.e., self-talk) to manage stress and regulate emotions • Identifies the relationship between thoughts, emotions, and actions • Demonstrates skills to respond effectively to pressure situations (e.g., calm down, walk away, seek help or meditation) • Expresses emotions in a proactive manner
6-8	• Recognizes and begins to apply the skills necessary to maintain confidence during stress, emotional responses, or changing emotions • Recognizes the affective behavioral responses to thoughts, emotions, and actions • Reflects on possible consequences, both positive and negative, before expressing an emotion or behavior • Recognizes, establishes, and adheres to personal boundaries and responsibilities
9-12	• Demonstrates the ability to reframe difficult situations into opportunities that promote resilience and optimism • Evaluates how thoughts and emotions affect decision making and responsible behavior • Understands the effect of self-monitoring (self-talk) strategies on emotions and actions/behaviors • Recognizes and evaluates how expressing one's emotions might affect or influence others • Identifies and practices strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress
Adult	• Uses techniques to manage stress & emotions and evaluates the impact of techniques • Evaluates the environment and responds appropriately to express one's emotions and thoughts • Evaluates how expressing one's emotions might affect or influence others

DE SEL Competencies – By Benchmark

Competency: *Self-Management*
Benchmark: *2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.*

Grade Band	Performance Indicators
K-2	• Identifies a short-term goal (wish, dream) • Identifies the steps needed to accomplish a short-term goal • Identifies people/resources needed to meet one's short-term goal • Recognizes if a goal is under one's own control or someone else's • Describes something they have accomplished
3-5	• Distinguishes between short- and long-term goals • Describes why learning is important in helping them achieve personal goals • Identifies ability to meet the goal independently or with supports • Identifies personal skills, planning, or strategies that lead to accomplishments • Evaluates what one might have done differently to achieve greater success on a recent goal
6-8	• Sets short-term and long-term goals • Designs actions plans with timelines for achieving goals • Identifies and utilizes potential resources for achieving goals (e.g., home, school, and community support) • Establishes criteria for evaluating personal and academic success • Demonstrates goal-setting skills related to potential career paths
9-12	• Identifies academic goals and employs self-monitoring strategies • Sets a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement • Demonstrates an understanding of how goal setting supports life-long success • Sets, monitors, adapts, and evaluates goals to achieve success in school and life • Identifies outside resources to assist in achieving goals • Incorporates personal management skills (i.e., time management, organization skills) on a daily basis
Adult	• Demonstrates an understanding that goal setting supports life-long success • Sets, monitors, adapts, and evaluates goals to achieve success in life • Analyzes the effect personal tendencies have on goal achievement (e.g., integrity, prioritizing, managing time, adequate resources)

DE SEL Competencies – By Benchmark

Competency: *Social Awareness*

Benchmark: *3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.*

Grade Band	Performance Indicators
K-2	• Recognizes the emotions/feelings of others by using attention and/or listening skills to assess facial expressions, body language, and tone of voice • Recognizes the effect of words and actions on others' emotions
3-5	• Recognizes the emotions of others by using active listening and/or visual cues • Recognizes multiple points of view or perspectives in a situation • Recognizes and identifies body language and non-verbal, environmental or social communication to identify the emotions and perspectives of others • Predicts the impact of one's own behavior on the emotions of others
6-8	• Analyzes ways that a person's emotions can be affected by the behavior of others • Accepts and shows respect for other people's perspectives, opinions, or points of view
9-12	• Considers the feelings of others • Identifies verbal, environmental, or situational cues that demonstrate how others feel • Values and learns from the perspectives of others • Analyzes the factors that impact perceived appropriateness of an emotional response related to the setting or situation (e.g., a job interview vs. casual lunch with friends)
Adult	• Considers the feelings of others • Is intuitive of other people's needs • Uses awareness and empathy to be more patient—even when one doesn't feel like it

DE SEL Competencies – By Benchmark

Competency: *Social Awareness*
Benchmark: *3B. Exhibit civic responsibility in multiple settings.*

Grade Band	Performance Indicators
K-2	• Recognizes and names how others within their school, home, and community help them • Identifies how to help others • Expresses how it feels to help others
3-5	• Describes what they learned about themselves from helping others • Shares reasons for helping others • Identifies roles they have to contribute to their school, home, and community • Works collaboratively with peers to complete a job, task, or address a need
6-8	• Explains how their decisions and behaviors affect the well-being of their school, home, and community • Explores a community or global need to generate possible solutions • Engages in social critique and makes decisions that will lead to social change • Evaluates the impact of a school, home, or community initiative that the student was personally involved in
9-12	• Works cooperatively with others to implement a strategy to address a need in the broader community • Participates in activities which show one is an agent for positive change within their community • Evaluates the impact of a school, home, or community initiative for change
Adult	• Recognizes the role of the individual within the larger community • Participates in activities that show they are an agent for positive change within the community • Evaluates the impact of a school, home, or community initiative for change

Competency: *Social Awareness*

Benchmark: *3C. Demonstrate an awareness of and respect for human dignity, including culture and differences.*

Grade Band	Performance Indicators
K-2	• Describes characteristics of two people that are similar and different • Names qualities of others from a variety of cultures and groups
3-5	• Defines stereotyping, discrimination, and prejudice • Recognizes the similarities of different cultures and social groups • Recognizes the value of different cultures and social groups.
6-8	• Analyzes how culture impacts interpretation of historical events • Recognizes how beliefs are shaped by social and cultural experiences
9-12	• Develops an awareness of personal and external bias • Develops an understanding of how privilege impacts groups and individuals
Adult	• Identifies and addresses explicit or implicit biases

DE SEL Competencies – By Benchmark

Competency: *Relationship Skills*

Benchmark: *4A. Use positive communication and social skills to interact effectively with others.*

Grade Band	Performance Indicators

K-2	• Develops and maintains friendships
	• Uses positive communication and behaviors such as:
	  o taking turns
	  o sharing with others
	  o saying "please", "thank you," and/or "excuse me"
	  o using compliments to encourage others
	  o paying attention when others are talking
	• Effectively and appropriately communicates needs, wants, and ideas

3-5	• Gives and receives compliments in a genuine manner
	• Uses active listening skills to foster better communication
	• Demonstrates good sportsmanship:
	  o plays fairly
	  o is a gracious winner
	  o is an accepting loser
	• Demonstrates cooperative behaviors in a group (e.g., listens, encourages, acknowledges opinions, compromises, and reaches consensus)

6-8	• Practices reflective listening • Demonstrates ability to perform different roles in a cooperative group to achieve group goals • Uses understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others • Identifies appropriate and inappropriate uses of social and other media and the potential repercussions and implications
9-12	• Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward • Offers and accepts constructive feedback in order to help others and improve self • Strives to maintain an objective, non-judgmental tone during disagreements • Uses assertive communication to have needs met without negatively impacting others • Empowers, encourages, and affirms themselves and others through their interactions • Uses appropriate and constructive strategies in social and other media
Adult	• Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward • Offers and accepts constructive criticism in order to help others and improve oneself • Works to maintain an objective, non-judgmental tone during disagreements • Uses assertive communication to have needs met without negatively impacting others

DE SEL Competencies – By Benchmark

Competency: Relationship Skills

Benchmark: 4B. Develop and maintain positive relationships.

Grade Band	Performance Indicators
K-2	• Identifies multiple types of relationships they have with others • Identifies and practices appropriate behaviors that maintain positive relationships • Lists traits of a good friend • Demonstrates the ability to make friends and sustain positive relationships
3-5	• Recognizes the difference between helpful and harmful behaviors in a relationship • Identifies a problem in a relationship and determines the appropriate means of resolution (e.g., problem- solving process, peer mediation, adult assistance) • Describes the positive and negative impact of peer pressure on self and others
6-8	• Distinguishes between helpful and harmful peer pressure • Is involved in positive activities with their peers • Develops friendships based on personal values • Identifies the impact of social media in developing and sustaining positive relationships • Identifies the difference between safe and risky behaviors in a relationship • Identifies and exercises strategies, including refusal skills, when faced with harmful peer pressure

9-12	• Practices strategies for maintaining positive relationships with peers and others such as:
	   o pursuing shared interests and activities
	   o spending time together
	   o giving and receiving help
	   o practicing forgiveness
	• Defines social media and social networking and describe its impact on one's life, reputation, and relationships
	• Actively participates in a healthy support network of valued relationships
	• Independently seeks out mentors who support personal development and future goals
	• Develops understanding of relationships within the context of networking for college and career interests

Adult	• Practices strategies for maintaining healthy relationships such as:
	   o pursuing shared interests and activities
	   o spending time together
	   o giving and receiving help
	   o exhibiting forgiveness
	• Actively participates in healthy support network of valued relationships
	• Independently seeks out relationships that support goals and personal values.

DE SEL Competencies – By Benchmark

Competency: *Relationship Skills*
Benchmark: *4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.*

Grade Band	Performance Indicators
K-2	• Begins to develop and practice the use of problem-solving and conflict resolution skills • Recognizes that there are many ways to solve conflicts and practice solving problems using different methods including using "I" messages • Identifies and states feelings and problems when in a conflict situation • Identifies interpersonal problems that need adult help to resolve, and appropriately asks for help
3-5	• Shows an understanding of conflict as a natural part of life • Describes ways to be proactive and prevent conflict • Describes causes and effects of conflicts, including how one's behavior impacts personal and others' emotions • Distinguishes between destructive and constructive ways of dealing with conflicts • Activates steps of the conflict resolution (problem solving) process (active listening, expressing feelings, identifying the problem, brainstorming solutions, make amends etc.)
6-8	• Recognizes uncomfortable emotions as potential conflict in interpersonal relationships • Identifies the roles of individuals in conflict and understands one's own responsibility in reaching resolution • Develops self-awareness of their part and actions in creating conflict (e.g., spreading rumors, use of social media, wrongful accusations) • Understands the impact of the conflict on self and others • Applies conflict resolution skills to de-escalate, defuse, and resolve differences • Identifies and accesses positive supports when needed in a conflict situation/crisis
9-12	• Uses listening and speaking skills to help prevent and resolve conflicts to build and maintain healthy relationships • Uses skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety • Accesses conflict resolution and problem-solving resources (e.g., security, trusted adults, peer mediators, counselors) when available to facilitate resolution of conflict situations • Demonstrates an ability to co-exist in civility in the face of unresolved conflict • Evaluates and reflects on one's role in a conflict and utilizes this information to improve behavior in future conflicts • Develops understanding of relationships within the context of networking for college and career interests
Adult	• Utilizes appropriate conflict resolution skills to prevent, prepare for, and manage conflict across multiple settings • Develops and utilizes mediation skills

DE SEL Competencies – By Benchmark

Competency: *Responsible Decision-Making*
Benchmark: *5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.*

Grade Band	Performance Indicators
K-2	• Recognizes that one has choices in how to respond in a situation and that all choices have consequences • Identifies and illustrates safe and unsafe situations • Identifies the difference between a stranger, acquaintance, and friend
3-5	• Identifies social norms that affect decision making • Defines cyber-bullying and response strategies • Understands bullying and how to respond to support the victim or targeted person/group
6-8	• Stands up for other peers when they are teased, insulted, or left out • Analyzes the reason for school and societal rules and their impact on decisions • Analyzes impact of media and social norms on one's behavior • Explains how honesty, respect, compassion, and empathy enables one to take the needs of others into account
9-12	• Demonstrates the ability to consider personal factors during the decision-making process • Reflects on lessons learned from experiences • Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making
Adult	• Reflects on lessons learned from experiences and uses in future decision-making • Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making

DE SEL Competencies – By Benchmark

Competency: *Responsible Decision-Making*

Benchmark: *5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.*

Grade Band	Performance Indicators
K-2	• Implements stop, think, and act strategies in solving problems • Engage in problem solving reflection with adult guidance • Demonstrates appropriate social and classroom behavior • Demonstrates constructive academic behaviors
3-5	• Describes steps of a decision making model • Effectively participates in group decision making • Reflects on the pros and cons of the decision made or options considered
6-8	• Identifies and applies the steps of systematic decision-making • Develops decision making strategies for avoiding risky behavior • Defines how external influences impact decision making • Analyzes how decision-making skills affect study habits and academic performance
9-12	• Applies decision-making skills to foster responsible social and work relations and make healthy life-long choices • Considers ethical, safety, and societal factors and consequences when making decisions • Understands how decision made now can impact short- and long-term goals • Considers feedback from others on decision-making process and incorporates constructive feedback in future decisions • Evaluates decisions and processes and modifies if necessary
Adult	• Applies decision making skills to foster responsible social and work relations and make healthy life-long choices • Understands how decisions can impact the future and have long-term effects

DE SEL Competencies - Grade Band: K-2

Competency	*Benchmark*	Performance Indicators
Self-Awareness	*1A. Demonstrate an awareness of one's own emotions*	• Accurately recognizes and names basic emotions/feelings (i.e., happy, sad, mad, afraid, hurt) • Communicates basic emotions/feelings • Describes emotions and the situations that cause them (i.e., triggers)
	1B. Demonstrate an awareness of personal qualities and interests.	• Identifies and describes personal likes and dislikes • Recognizes personal qualities and interests • Identifies an interest as it relates to personal experiences • Identifies and describes preferences
	1C. Demonstrate an awareness of one's own strengths and opportunities for growth.	• Identifies strengths and opportunities for growth with adult support • Describes things one does well or the knowledge they have • Describes an activity/task in which one may need help in order to improve
	1D. Demonstrate a sense of personal responsibility and advocacy.	• Understands and follows school-wide expectations for safe and productive learning • Recognizes that there are positive and negative consequences of personal choices, behaviors, and actions • Demonstrates responsible use and care of personal and others' belongings • Identifies attitudes and behaviors that lead to successful learning • Advocates for themselves by asking for help
	1E. Identify external and community resources and supports.	• Identifies at least one adult they trust • Identifies situations in which they need to seek help from an adult • Recognizes how and where to get help in an emergency situation
Self-Management	*2A. Understand and use strategies for managing one's own emotions and behaviors constructively.*	• Identifies sources of common stress • Demonstrates the ability to manage emotions • Demonstrates an awareness of how emotions relate to thoughts and behaviors • Describes and practices using words to share their emotions about an interaction or situation
	2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.	• Identifies a short-term goal (wish, dream) • Identifies the steps needed to accomplish a short-term goal • Identifies people/resources needed to meet one's short-term goal • Recognizes if a goal is under one's own control or someone else's • Describes something they have accomplished

DE SEL Competencies - Grade Band: K-2

Competency	*Benchmark*	Performance Indicators
Social Awareness	*3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.*	• Recognizes the emotions/feelings of others by using attention and/or listening skills to assess facial expressions, body language, and tone of voice • Recognizes the effect of words and actions on others' emotions
	3B. Exhibit civic responsibility in multiple settings.	• Recognizes and names how others within their school, home, and community help them • Identifies how to help others • Expresses how it feels to help others
	3C. Demonstrate an awareness of and respect for human dignity, including culture and differences.	• Describes characteristics of two people that are similar and different • Names qualities of others from a variety of cultures and groups

Relationship Skills	*4A. Use positive communication and social skills to interact effectively with others.*	• Develops and maintains friendships
		• Uses positive communication and behaviors such as:
		    o taking turns
		    o sharing with others
		    o saying "please", "thank you," and/or "excuse me"
		    o using compliments to encourage others
		    o paying attention when others are talking
		• Effectively and appropriately communicates needs, wants, and ideas

	4B. Develop and maintain positive relationships.	• Identifies multiple types of relationships they have with others • Identifies and practices appropriate behaviors that maintain positive relationships • Lists traits of a good friend • Demonstrates the ability to make friends and sustain positive relationships
	4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.	• Begins to develop and practice the use of problem-solving and conflict resolution skills • Recognizes that there are many ways to solve conflicts and practice solving problems using different methods including using "I" messages • Identifies and states feelings and problems when in a conflict situation • Identifies interpersonal problems that need adult help to resolve, and appropriately asks for help

Competency	*Benchmark*	Performance Indicators
Responsible Decision-Making	*5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.*	• Recognizes that one has choices in how to respond in a situation and that all choices have consequences • Identifies and illustrates safe and unsafe situations • Identifies the difference between a stranger, acquaintance, and friend
	5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.	• Implements stop, think, and act strategies in solving problems • Engage in problem solving reflection with adult guidance • Demonstrates appropriate social and classroom behavior • Demonstrates constructive academic behaviors

DE SEL Competencies - Grade Band: 3-5

Competency	*Benchmark*	Performance Indicators
Self-Awareness	*1A. Demonstrate an awareness of one's own emotions*	• Identifies an expanded range of emotions • Recognizes intensity levels of emotions in different situations • Recognizes how emotions can change • Recognizes how thoughts impact emotions and emotions impact behavior • Describes ways emotions impact behavior(s)
	1B. Demonstrate an awareness of personal qualities and interests.	• Compares likes and dislikes of self and others • Demonstrates an awareness of personal qualities and interests of self and others • Understands the relationship between interests and continued experiences and development • Demonstrates awareness that personal qualities and interests affect decision-making
	1C. Demonstrate an awareness of one's own strengths and opportunities for growth.	• Identifies strengths and opportunities for growth • Describes and prioritizes strengths and interests that one wants to develop
	1D. Demonstrate a sense of personal responsibility and advocacy.	• Defines what it means to be responsible and identifies ways one can be responsible in everyday life in school and in the community • Explains the benefits of being responsible • Demonstrates responsible behaviors • Demonstrates the ability to say "No" to negative peer pressure and explain why it is important • Self-advocates to support responsible choices and to avoid negative behaviors by reaching out to adults for assistance
	1E. Identify external and community resources and supports.	• Recognizes qualities of positive role models • Identifies positive adults in various facets of their lives • Identifies peer, home, and school supports and/or resources to help solve problems
Self-Management	*2A. Understand and use strategies for managing one's own emotions and behaviors constructively.*	• Uses self-monitoring strategies (i.e., self-talk) to manage stress and regulate emotions • Identifies the relationship between thoughts, emotions, and actions • Demonstrates skills to respond effectively to pressure situations (e.g., calm down, walk away, seek help or meditation) • Expresses emotions in a proactive manner

DE SEL Competencies - Grade Band: 3-5

Competency	Benchmark	Performance Indicators
	2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.	• Distinguishes between short- and long-term goals • Describes why learning is important in helping them achieve personal goals • Identifies ability to meet the goal independently or with supports • Identifies personal skills, planning, or strategies that lead to accomplishments • Evaluates what one might have done differently to achieve greater success on a recent goal
Social Awareness	3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.	• Recognizes the emotions of others by using active listening and/or visual cues • Recognizes multiple points of view or perspectives in a situation • Recognizes and identifies body language and non-verbal, environmental or social communication to identify the emotions and perspectives of others • Predicts the impact of one's own behavior on the emotions of others
	3B. Exhibit civic responsibility in multiple settings.	• Describes what they learned about themselves from helping others • Shares reasons for helping others • Identifies roles they have to contribute to their school, home, and community • Works collaboratively with peers to complete a job, task, or address a need
	3C. Demonstrate an awareness of and respect for human dignity, including culture and differences.	• Defines stereotyping, discrimination, and prejudice • Recognizes the similarities of different cultures and social groups • Recognizes the value of different cultures and social groups.

Relationship Skills	4A. Use positive communication and social skills to interact effectively with others.	• Gives and receives compliments in a genuine manner
		• Uses active listening skills to foster better communication
		• Demonstrates good sportsmanship:
		  o plays fairly
		  o is a gracious winner
		  o is an accepting loser
		• Demonstrates cooperative behaviors in a group (e.g., listens, encourages, acknowledges opinions, compromises, and reaches consensus)

	4B. Develop and maintain positive relationships.	• Recognizes the difference between helpful and harmful behaviors in a relationship • Identifies a problem in a relationship and determines the appropriate means of resolution (e.g., problem- solving process, peer mediation, adult assistance) • Describes the positive and negative impact of peer pressure on self and others

DE SEL Competencies - Grade Band: 3-5

Competency	Benchmark	Performance Indicators
	4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.	• Shows an understanding of conflict as a natural part of life • Describes ways to be proactive and prevent conflict • Describes causes and effects of conflicts, including how one's behavior impacts personal and others' emotions • Distinguishes between destructive and constructive ways of dealing with conflicts • Activates steps of the conflict resolution (problem solving) process (active listening, expressing feelings, identifying the problem, brainstorming solutions, make amends etc.)
Responsible Decision-Making	5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.	• Identifies social norms that affect decision making • Defines cyber-bullying and response strategies • Understands bullying and how to respond to support the victim or targeted person/group
	5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.	• Describes steps of a decision making model • Effectively participates in group decision making • Reflects on the pros and cons of the decision made or options considered

DE SEL Competencies - Grade Band: 6-8

Competency	*Benchmark*	Performance Indicators
Self-Awareness	*1A. Demonstrate an awareness of one's own emotions*	• Identifies emotional states that contribute to or detract from ability to problem solve • Explains the possible outcomes associated with the expression of different emotions • Recognizes how emotional states affect ability to problem solve
	1B. Demonstrate an awareness of personal qualities and interests.	• Accommodates and plans for the likes and dislikes of a group • Identifies interaction between personal qualities and interests with academic activities and social opportunities • Utilizes interest to gain additional experiences toward mastery of a skill or concept • Evaluates influence of personal qualities and interests on decision making
	1C. Demonstrate an awareness of one's own strengths and opportunities for growth.	• Identifies personal strengths and opportunities for growth related to specific activities • Applies self-reflection techniques to recognize potential, strengths, and growth areas • Implements a plan to build on strengths or address opportunities for growth
	1D. Demonstrate a sense of personal responsibility and advocacy.	• Identifies areas of school and life that are within personal control • Plans and develops an action plan to set and achieve short- and long-term goals • Analyzes the short- and long-term outcomes between safe and responsible behavior versus risky and harmful behaviors on their health and well-being • Explains the connection between choice, responsibility, and consequences for behaviors • Recognizes, establishes, and adheres to personal boundaries and responsibilities
	1E. Identify external and community resources and supports.	• Identifies positive peer/adult support when needed • Recognizes the benefits of additional external supports, including positive adult role models, inside and outside of school settings • Recognizes outside influences on the development of personal traits and discerns whether they are helpful and supportive or harmful and non-supportive
Self-Management	*2A. Understand and use strategies for managing one's own emotions and behaviors constructively.*	• Recognizes and begins to apply the skills necessary to maintain confidence during stress, emotional responses, or changing emotions • Recognizes the affective behavioral responses to thoughts, emotions, and actions • Reflects on possible consequences, both positive and negative, before expressing an emotion or behavior • Recognizes, establishes, and adheres to personal boundaries and responsibilities

Competency	Benchmark	Performance Indicators
	2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.	• Sets short-term and long-term goals • Designs actions plans with timelines for achieving goals • Identifies and utilizes potential resources for achieving goals (e.g., home, school, and community support) • Establishes criteria for evaluating personal and academic success • Demonstrates goal-setting skills related to potential career paths
Social Awareness	3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.	• Analyzes ways that a person's emotions can be affected by the behavior of others • Accepts and shows respect for other people's perspectives, opinions, or points of view
Social Awareness	3B. Exhibit civic responsibility in multiple settings.	• Explains how their decisions and behaviors affect the well-being of their school, home, and community • Explores a community or global need to generate possible solutions • Engages in social critique and makes decisions that will lead to social change • Evaluates the impact of a school, home, or community initiative the student was personally involved in
Social Awareness	3C. Demonstrate an awareness of and respect for human dignity, including culture and differences.	• Analyzes how culture impacts interpretation of historical events • Recognizes how beliefs are shaped by social and cultural experiences
Relationship Skills	4A. Use positive communication and social skills to interact effectively with others.	• Practices reflective listening • Demonstrates ability to perform different roles in a cooperative group to achieve group goals • Uses understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others • Identifies appropriate and inappropriate uses of social and other media and the potential repercussions and implications
Relationship Skills	4B. Develop and maintain positive relationships.	• Distinguishes between helpful and harmful peer pressure • Is involved in positive activities with their peers • Develops friendships based on personal values • Identifies the impact of social media in developing and sustaining positive relationships • Identifies the difference between safe and risky behaviors in a relationship • Identifies and exercises strategies, including refusal skills, when faced with harmful peer pressure

Competency	Benchmark	Performance Indicators
	4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.	• Recognizes uncomfortable emotions as potential conflict in interpersonal relationships • Identifies the roles of individuals in conflict and understands one's own responsibility in reaching resolution • Develops self-awareness of their part and actions in creating conflict (e.g., spreading rumors, use of social media, wrongful accusations) • Understands the impact of the conflict on self and others • Applies conflict resolution skills to de-escalate, defuse, and resolve differences • Identifies and accesses positive supports when needed in a conflict situation/crisis
Responsible Decision-Making	*5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.*	• Stands up for other peers when they are teased, insulted, or left out • Analyzes the reason for school and societal rules and their impact on decisions • Analyzes impact of media and social norms on one's behavior • Explains how honesty, respect, compassion, and empathy enables one to take the needs of others into account
	5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.	• Identifies and applies the steps of systematic decision-making • Develops decision making strategies for avoiding risky behavior • Defines how external influences impact decision making • Analyze**s** how decision-making skills affect study habits and academic performance

DE SEL Competencies - Grade Band: 9-12

Competency	Benchmark	Performance Indicators
Self-Awareness	*1A. Demonstrate an awareness of one's own emotions*	• Identifies personal emotions as valid, regardless of how others expect them to feel • Describes the external event or thought that triggered an emotion • Recognizes how positive and negative expressions of emotions affect others • Acknowledges an emotion and determines the appropriate time and place to safely process it • Understands the effect of self-talk on emotions
	1B. Demonstrate an awareness of personal qualities and interests.	• Accepts own individual likes, dislikes, and personal preferences separate from others • Recognizes the importance of personal qualities and interests in decision making • Uses personal qualities and interests in making decisions, including post-secondary goals
	1C. Demonstrate an awareness of one's own strengths and opportunities for growth.	• Is realistic about strengths and opportunities for growth related to postsecondary goal setting • Identifies the skills and credentials required to enter a particular career and begins to prepare accordingly • Demonstrates confidence based on an accurate self-assessment of strengths
	1D. Demonstrate a sense of personal responsibility and advocacy.	• Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others • Describes how taking personal responsibility is linked to being accountable for behavior • Demonstrates an ability to take responsibility for one's choices • Analyzes the level of control one has over situations in life • Identifies and describes knowledge and skills one can use as a responsible citizen to improve and advocate in the community
	1E. Identify external and community resources and supports.	• Identifies school support personnel and adult role models and knows when and how to use them • Identifies organizations in the community that provide opportunities to develop their interests or talents • Assembles/creates constructive support systems that contribute to school and life success
Self-Management	*2A. Understand and use strategies for managing one's own emotions and behaviors constructively.*	• Demonstrates the ability to reframe difficult situations into opportunities that promote resilience and optimism • Evaluates how thoughts and emotions affect decision making and responsible behavior • Understands the effect of self-monitoring (self-talk) strategies on emotions and actions/behaviors • Recognizes and evaluates how expressing one's emotions might affect or influence others • Identifies and practices strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress

DE SEL Competencies - Grade Band: 9-12

Competency	*Benchmark*	Performance Indicators
	2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.	• Identifies academic goals and employs self-monitoring strategies • Sets a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement • Demonstrates an understanding of how goal setting supports life-long success • Sets, monitors, adapts, and evaluates goals to achieve success in school and life • Identifies outside resources to assist in achieving goals • Incorporates personal management skills (i.e., time management, organization skills) on a daily basis
Social Awareness	*3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.*	• Considers the feelings of others • Identifies verbal, environmental, or situational cues that demonstrate how others feel • Values and learns from the perspectives of others • Analyzes the factors that impact perceived appropriateness of an emotional response related to the setting or situation (e.g., a job interview vs. casual lunch with friends)
	3B. Exhibit civic responsibility in multiple settings.	• Works cooperatively with others to implement a strategy to address a need in the broader community • Participates in activities which show one is an agent for positive change within their community • Evaluates the impact of a school, home, or community initiative for change
	3C. Demonstrate an awareness of and respect for human dignity, including culture and differences.	• Develops an awareness of personal and external bias • Develops an understanding of how privilege impacts groups and individuals
Relationship Skills	*4A. Use positive communication and social skills to interact effectively with others.*	• Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward • Offers and accepts constructive feedback in order to help others and improve self • Strives to maintain an objective, non-judgmental tone during disagreements • Uses assertive communication to have needs met without negatively impacting others • Empowers, encourages, and affirms themselves and others through their interactions • Uses appropriate and constructive strategies in social and other media

	4B. Develop and maintain positive relationships.	• Practices strategies for maintaining positive relationships with peers and others such as:
		  o pursuing shared interests and activities
		  o spending time together
		  o giving and receiving help
		  o practicing forgiveness

Competency	*Benchmark*	Performance Indicators
		• Defines social media and social networking and describe its impact on one's life, reputation, and relationships • Actively participates in a healthy support network of valued relationships • Independently seeks out mentors who support personal development and future goals • Develops understanding of relationships within the context of networking for college and career interests
	4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.	• Uses listening and speaking skills to help prevent and resolve conflicts to build and maintain healthy relationships • Uses skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety • Accesses conflict resolution and problem-solving resources (e.g., security, trusted adults, peer mediators, counselors) when available to facilitate resolution of conflict situations • Demonstrates an ability to co-exist in civility in the face of unresolved conflict • Evaluates and reflects on one's role in a conflict and utilizes this information to improve behavior in future conflicts • Develops understanding of relationships within the context of networking for college and career interests
Responsible Decision-Making	*5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.*	• Demonstrates the ability to consider personal factors during the decision-making process • Reflects on lessons learned from experiences • Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making
	5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.	• Applies decision-making skills to foster responsible social and work relations and make healthy life-long choices • Considers ethical, safety, and societal factors and consequences when making decisions • Understands how decision made now can impact short- and long-term goals • Considers feedback from others on decision-making process and incorporates constructive feedback in future decisions • Evaluates decisions and processes and modifies if necessary

DE SEL Competencies - Adult

Competency	*Benchmark*	**Performance Indicators**
Self-Awareness	*1A. Demonstrate an awareness of one's own emotions*	• Identifies, recognizes, and names complex emotions in the moment • Recognizes the relationship between thoughts, feelings, and reactions to people • Recognizes the big picture in a complex situation • Recognizes personal, cultural, and linguistic assets
	1B. Demonstrate an awareness of personal qualities and interests.	• Appreciates the likes, dislikes and preferences of others, even when different from one's own • Demonstrates awareness of the interplay between personal qualities and interests and career and social success • Recognizes the impact of personal qualities and interests in decisions made
	1C. Demonstrate an awareness of one's own strengths and opportunities for growth.	• Distinguishes between strengths, opportunities for growth, and skills • Is realistic about strengths and opportunities for growth • Demonstrates confidence based on self-assessment of strengths
	1D. Demonstrate a sense of personal responsibility and advocacy.	• Describes knowledge and skills of a responsible citizen and uses them to improve and advocate in the community • Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others
	1E. Identify external and community resources and supports.	• Identifies social support systems • Creates a network of support for life success
Self-Management	*2A. Understand and use strategies for managing one's own emotions and behaviors constructively.*	• Uses techniques to manage stress & emotions and evaluates the impact of techniques • Evaluates the environment and responds appropriately to express one's emotions and thoughts • Evaluates how expressing one's emotions might affect or influence others
	2B. Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.	• Demonstrates an understanding that goal setting supports life-long success • Sets, monitors, adapts, and evaluates goals to achieve success in life • Analyzes the effect personal tendencies have on goal achievement (e.g., integrity, prioritizing, managing time, adequate resources)
Social Awareness	*3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.*	• Considers the feelings of others • Is intuitive of other people's needs • Uses awareness and empathy to be more patient—even when one doesn't feel like it
	3B. Exhibit civic responsibility in multiple settings.	• Recognizes the role of the individual within the larger community • Participates in activities that show they are an agent for positive change within the community • Evaluates the impact of a school, home, or community initiative for change

DE SEL Competencies - Adult

Competency	*Benchmark*	Performance Indicators
	3C. Demonstrate an awareness of and respect for human dignity, including culture and differences.	• Identifies and addresses explicit or implicit biases
Relationship Skills	*4A. Use positive communication and social skills to interact effectively with others.*	• Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward • Offers and accepts constructive criticism in order to help others and improve oneself • Works to maintain an objective, non-judgmental tone during disagreements • Uses assertive communication to have needs met without negatively impacting others

	4B. Develop and maintain positive relationships.	• Practices strategies for maintaining healthy relationships such as:
		  o pursuing shared interests and activities
		  o spending time together
		  o giving and receiving help
		  o exhibiting forgiveness
		• Actively participates in healthy support network of valued relationships
		• Independently seeks out relationships that support goals and personal values.

	4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.	• Utilizes appropriate conflict resolution skills to prevent, prepare for, and manage conflict across multiple settings • Develops and utilizes mediation skills
Responsible Decision-Making	*5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.*	• Reflects on lessons learned from experiences and uses in future decision-making • Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making
	5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.	• Applies decision making skills to foster responsible social and work relations and make healthy life-long choices • Understands how decisions can impact the future and have long-term effects

What's next?

Now that we have gained consensus on the K-12 SEL competencies, the real work begins to bring them to life in Delaware schools and communities. During SY 2020-2021, the Delaware Core Team will:

- Over the next 6-9 months, work with additional educators, schools, districts, OST and community stakeholders, families and caregivers to develop cross-curricular implementation guides and resources for using competencies in a variety of settings and subject areas. Interested individuals can get involved by following the information below.
- Collaborate with CTE and workforce development partners on the CASEL Bridge Project to integrate SEL and the career readiness standards.
- Refine strategic communications to further engage Delawareans for information sharing and advocacy.

How can YOU get involved?

The Delaware SEL Collaborative **NEEDS YOU!** Meetings are hosted quarterly for progress updates, professional learning and resource sharing. These public meetings are open to all and are planned to occur during the months of January, April, July, and October. Agendas will be posted 2 weeks prior to each meeting on the Delaware Public Meeting Calendar.

WE WANT TO SEE YOU! The next meeting will be held virtually on Wednesday, July 22, 2020 from 9:00 - 11:00 a.m. You may register online. All are welcome to attend and make your voices heard.

Stay Engaged

WE WANT TO HEAR FROM YOU! Stay engaged in the work of the Delaware SEL Collaborative and the plan for SEL in schools and communities by contacting DEL.SEL@doe.k12.de.us. Join the conversation and access resources on Schoology using the Access Code: **VZGV-VVZV-ZD6VV.**

We encourage stakeholders to begin utilizing these competencies and share their experiences with us at DEL.SEL@doe.k12.de.us as we build out an implementation guide.

WE NEED YOU! We are looking for individuals interested in supporting the work of developing cross-curricular implementation guides and resources between quarterly meetings. Please express your interest at DEL.SEL@doe.k12.de.us or reach out for more information to Teri Lawler at teri.lawler@doe.k12.de.us.

Acknowledgements

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Heartfelt Appreciation

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