Our Charge

- **Design Subcommittee Charge:** Review research, analyze data, and propose recommendations for an SEL framework, learning standards and grade level targets
CASEL Framework

- Focuses on cultivation of **awareness** and development of **skills**
- Focuses on creating positive, functional **relationships** with self and others (intra-personal and inter-personal)
- Skills are particularly relevant to **early and middle childhood development** - very appropriate for **pre-K and elementary**
Washington State SEL Standards
“Shifts in our organizational practices and culture will change as adults across the system strengthen their SEL skills and competencies. If we... 

Increase our ability to effectively build relationships and social awareness, thereby creating a more inclusive, caring environment, decreasing disproportionality, and preparing our students with 21st century skills, then...”

all students learn the skills needed to be prepared for career, college and life.
Guiding Principles

● **PROFESSIONAL LEARNING** In order to implement SEL into the classroom and foster social emotional skills, professionals working in the K-12 education system must receive ongoing, job-embedded professional learning.

● **SCHOOL/FAMILY/COMMUNITY PARTNERSHIPS** Two-way respectful and collaborative communication between schools, families, and community partners is essential to the development of effective, culturally responsive SEL supports in school.

● **CULTURAL RESPONSIVENESS** Recognizing there is a reflection of culture in any selection and implementation of standards requires us to be thoughtful and responsive to the many diverse cultures of the students, families, educators, and staff that make up school communities.
## 6 Standard Areas

<table>
<thead>
<tr>
<th>SELF</th>
<th>SOCIAL</th>
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<tbody>
<tr>
<td>Self-Awareness</td>
<td>Social Awareness</td>
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<tr>
<td>Self-Management</td>
<td>Social Management</td>
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<tr>
<td>Self-Efficacy</td>
<td>Social Engagement</td>
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The SEL Framework includes Standards to define essential knowledge and skills, Benchmarks on identifying when standards are met, and Indicators that allow for students, teachers, parents, and community members to see whether the benchmarks and standards are being met.

It is a nested, interdependent framework:

- Standard → Benchmark → Indicators
Each Standard has 3 Benchmarks

SELF-AWARENESS

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

- **Benchmark 1A** – Demonstrates awareness and understanding of one’s emotions.
- **Benchmark 1B** – Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets and aspirations.
- **Benchmark 1C** – Demonstrates awareness and understanding of family, school, and community resources and supports.
Each Benchmark has grade-band Indicators

<table>
<thead>
<tr>
<th>Benchmark 1A</th>
<th>Demonstrates awareness of own emotions.</th>
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<tbody>
<tr>
<td>Student:</td>
<td>“I can identify and tell you how I feel.”</td>
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<tr>
<td>Parents &amp; Teachers:</td>
<td>“I see you feel ______.”</td>
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<table>
<thead>
<tr>
<th>Indicators K-12</th>
<th>Early Elementary (K-2)</th>
<th>Late Elementary (3-5)</th>
<th>Middle School (6-8)</th>
<th>Early High School (9 &amp; 10)</th>
<th>Late High School (11 &amp; 12)</th>
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<tr>
<td>Indicators</td>
<td>Recognize emotions and feelings.</td>
<td>Distinguish among intensity levels of their emotions.</td>
<td>Recognize uncomfortable emotions as indicators of situations in need of attention.</td>
<td>Distinguish actual feelings from how others expect them to feel.</td>
<td>Describe how changing their perspective of an event can alter how they feel about it.</td>
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<td>Describe their emotions and the situations that cause them.</td>
<td>Identify physical symptoms and thoughts related to emotion.</td>
<td>Analyze emotional states that contribute to or detract from their ability to solve problems.</td>
<td>Describe the external event or internal thought that brought on an emotion.</td>
<td>Use self-reflection to assess if their emotional response was proportional to the situation.</td>
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<td>Recognize and describe behaviors.</td>
<td>Recognize emotions are linked to thoughts and behaviors.</td>
<td>Explain the possible outcomes associated with the different forms of communicating emotions.</td>
<td>Understand the effect of self-talk on emotions.</td>
<td>Evaluate how expressing one’s emotion in different situations affects others.</td>
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Elementary vs. Secondary (Chicago/Wallace)
Needs for Secondary Engagement

- **Mindsets**
  - Beliefs and attitudes ("thinking", "self-talk", "narrative") about self, others, the world and the relationships between them

- **Values**
  - Beliefs about what is good, bad, important in life – guidelines for living – often culturally defined (and contextual)

- **Agency**
  - The ability to make active/productive choices (including seeking support and guidance) in service to one’s life goals, as well as the greater good

- **Identity**
  - Perception of self and one’s place/value in relation to peers, family, community, culture, and the world (may vary and even conflict from one context to another)
Carousel Activity-

- 10 min at each standard station
- Read, discuss, and note
  - Likes
  - Dislikes
  - What’s Missing