

Social Emotional Learning Standards Review

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Directions for review of the Social Emotional Learning (SEL) Standards

Please read the Introduction and the SEL standards in the PDF document provided on the web-site. The Introduction describes the goals, standards, benchmarks and performance descriptors and how they might be used.

Next read the SEL Standards document, which includes the Goals, Standards, and Benchmarks.

After reading the standards documents please open the link for the review and rate the SEL Standards on the following criteria:

The standards and benchmarks:

- are clear and meaningful

- include an appropriate combination of knowledge and skills

- are specific enough to convey what students should learn, but broad enough to align curriculum

- are specific enough to align classroom assessments to measure progress.

There is a comment area for each of the four review statements that can be used to further explain your ideas.

If you are an educator at school you should access the review form through IWAS.

Many people have worked diligently to provide the best set of standards possible. The standards writers researched standards from several professional sources and from other states and countries. Your honest and thoughtful comments are important.

INTRODUCTION

Design for Social and Emotional Learning Standards

The standards describe the content and skills for students in grades K – 12 for Social and Emotional Learning. Each standard includes five benchmark levels that describe what students should know and be able to do in early elementary (K – 3), late elementary (grades 4 - 5), middle/junior high (grades 6-8), early high school (grades 9-10), and late high school (grades 11-12). These standards build on the Illinois Social/Emotional Development Standards of the Illinois Early Learning Standards.

These standards have been developed in accordance with Section 15(a) of Public Act 93-0495. This Act calls upon the Illinois State Board of Education to “develop and implement a plan to incorporate social and emotional development standards as part of the Illinois Learning Standards.”

Social and emotional learning (SEL) is the process through which children 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, and demonstrate decision making and responsible behaviors to achieve school and life success. There is a strong research base indicating that these SEL competencies improve students' social/emotional development, readiness to learn, classroom behavior, and academic performance.

The SEL goals, standards, and benchmarks were initially developed by a broadly representative group of teachers, school administrators, student support staff, human services professionals, and parents with expertise in child development and learning, curriculum design, and instruction. After the standards were written, public comment and feedback provided the writing team with information used in revising the standards before adoption by the ISBE.

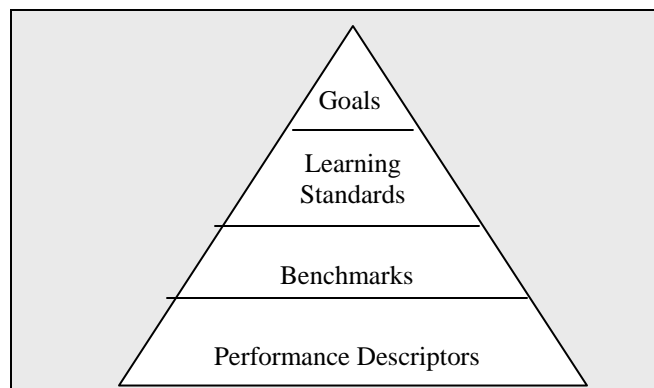
Criteria for SEL Standards

The standards and benchmarks were expected to meet the following criteria:

- be clear and meaningful to educators, students, parents and the community.
- include an appropriate combination of knowledge and skills.
- be specific enough to convey what students should learn, but broad enough to allow for a variety of approaches to teaching and aligning curriculum.
- be specific enough to allow for classroom assessments to measure student progress.

The SEL Standards Framework

Goals. The three SEL goals are broad statements that organize the knowledge and skills that comprise SEL content. Each goal has an explanation of why it is important.



Learning Standards. The ten SEL learning standards are specific statements of the knowledge and skills within a goal that students should know and be able to do. Taken together, the standards define the learning needed to achieve the goals, but each is general enough to apply to learning across the entire range of grade-level clusters. Standards are broader learning targets used to align curriculum, instruction, and assessment.

Benchmarks. The benchmarks are learning targets that are more specific than standards. They specify developmentally appropriate SEL knowledge and skills for each standard at one of five grade-level clusters: early elementary (grades K-3), late elementary (grades 4-5), middle/junior high (grades 6-8), early high school (grades 9-10), and late high school (grades 11-12). The benchmarks are not designed to be all-inclusive; instead they highlight important, representative features of each standard that instruction should emphasize at each grade-cluster. Benchmarks increase in developmental sophistication and become more rigorous from one grade-level cluster to the next. In addition, the SEL benchmarks lend themselves to being taught in integrated ways across the 10 standards within each grade-level cluster.

Performance Descriptors. The Performance Descriptors are the most specific learning targets that build upon the standards and benchmarks. They will be designed to help educators select and design curricula, classroom activities and instruction, and performance-based and other assessments aligned with the standards. Descriptors are also helpful in mapping curriculum or validating what a school or district has already developed and implemented. Performance descriptors offer a representative, rather than exhaustive list of learning targets that provide greater detail of the specific SEL knowledge, reasoning, and skills highlighted in the standards. **Performance descriptors will be developed at a later time and be included with the standards as a resource.**

Many of the SEL Standards can be correlated with the Illinois Learning Standards. There are many obvious connections especially in the learning areas of Health and Social Science. However, it is possible to integrate the SEL standards throughout all learning areas. Classroom activities can be designed to align with both the SEL knowledge and skills and knowledge and skills in other learning areas of the Illinois Learning Standards.

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Goal 1: Develop self-awareness and self-management skills to achieve school and life success.	Why this goal is important: Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, ways to build strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.
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Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S	Late H.S.
A. Identify and manage one's emotions and behavior.	1A.1a. Recognize and accurately label emotions and how they are linked to behavior.	1A.2a. Describe a range of emotions and the situations that cause them.	1A.3a. Analyze factors that create stress or motivate successful performance.	1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.	1A.5a. Evaluate how expressing one's emotions in different situations affects others.
	1A.1b. Demonstrate control of impulsive behavior.	1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.	1A.3b. Apply strategies to manage stress and to motivate successful performance.	1A.4b. Generate ways to develop more positive attitudes.	1A.5b. Evaluate how expressing more positive attitudes influences others.

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B. Recognize personal qualities and external supports	1B.1a. Identify one's likes and dislikes, needs and wants, strengths and challenges.	1B.2a. Describe personal skills and interests that one wants to develop.	1B.3a. Analyze how personal qualities influence choices and successes.	1B.4a. Set priorities in building on strengths and identifying areas for improvement.	1B.5a. Implement a plan to build on a strength, meet a need, or address a challenge.
	1B.1b. Identify family, peer, school, and community strengths.	1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	1B.3b. Analyze how making use of school and community supports and opportunities can contribute to school and life success.	1B.4b. Analyze how positive adult role models and support systems contribute to school and life success.	1B.5b. Evaluate how developing interests and filling useful roles support school and life success.

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C. Demonstrate skills related to achieving personal and academic goals.	1C1a. Describe why school is important in helping students achieve personal goals.	1C.2a. Describe the steps in setting and working toward goal achievement.	1C.3a. Set a short-term goal and make a plan for achieving it.	1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.	1C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.
	1C.1b. Identify goals for academic success and classroom behavior.	1C.2b. Monitor progress on achieving a short-term personal goal.	1C.3b. Analyze why one achieved or did not achieve a goal.	1C.4b. Apply strategies to overcome obstacles to goal achievement.	1C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria.

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Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	Why this goal is important: Building and maintaining positive relationships with others are central to success in school and life. These involve the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.
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Learning Standard	Early Elementary	Late Elementary	Middle Jr. High	Early H.S	Late H.S.
A: Recognize the feelings and perspectives of others.	2A.1a. Recognize that others may experience situations differently from oneself.	2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.	2A.3a. Predict others' feelings and perspectives in a variety of situations.	2A.4a. Analyze similarities and differences between one's own and others' perspectives.	2A.5a. Demonstrate how to express understanding of those who hold different opinions.
	2A.1b. Use listening skills to identify the feelings and perspectives of others.	2A.2b. Describe the expressed feelings and perspectives of others.	2A.3b. Analyze how one's behavior may affect others.	2A.4b. Use conversation skills to understand others' feelings and perspectives.	2A.5b. Demonstrate ways to express empathy for others.

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Learning Standard	Early Elementary	Late Elementary	Middle Jr. High	Early H.S	Late H.S.
B: Recognize individual and group similarities and differences.	2B.1a. Describe the ways that people are similar and different.	2B.2a. Identify differences among and contributions of various social and cultural groups.	2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.	2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.	2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.
	2B1b. Describe positive qualities in others.	2B.2b. Demonstrate how to work effectively with those who are different from oneself.	2B.3b. Analyze the effects of taking action to oppose bullying based on individual and group differences.	2B.4b. Demonstrate respect for individuals from different social and cultural groups.	2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.

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Learning Standard	Early Elementary	Late Elementary	Middle Jr. High	Early H.S	Late H.S.
C: Use communication and social skills to interact effectively with others.	2C.1a. Identify ways to work and play well with others.	2C.2a. Describe approaches for making and keeping friends.	2C.3a. Analyze ways to establish positive relationships with others.	2C.4a. Evaluate the effects of requesting support from and providing support to others.	2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.
	2C.1b. Demonstrate appropriate social and classroom behavior.	2C.2b. Analyze ways to work effectively in groups.	2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.	2C.4b. Evaluate one's contribution in groups as a member and leader.	2C.5b. Plan, implement, and evaluate participation in a group project.

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Learning Standard	Early Elementary	Late Elementary	Middle Jr. High	Early H.S	Late H.S.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.1a. Identify problems and conflicts commonly experienced by peers.	2D.2a. Describe causes and consequences of conflicts.	2D.3a. Evaluate strategies for preventing and resolving interpersonal problems.	2D.4a. Analyze how listening and talking accurately help in resolving conflicts.	2D.5a. Evaluate the effects of using negotiation skills to reach win-win solutions.
	2D.1b. Identify approaches to resolve conflicts constructively.	2D.2b. Apply constructive approaches in resolving conflicts.	2D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.	2D.4b. Analyze how conflict-resolution skills contribute to work within a group.	2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.

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Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	Why this goal is important: Promoting one’s own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one’s classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one’s decision making.
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Learning Standard	Early Elementary	Late Elementary	Middle Jr. High	Early H.S	Late H.S.
A: Consider ethical, safety, and societal factors in making decisions.	3A.1a Explain why unprovoked acts that hurt others are wrong.	3A.2a Demonstrate the ability to respect the rights of self and others.	3A.3a Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.	3A.4a. Demonstrate personal responsibility in making ethical decisions.	3A.5a. Apply ethical reasoning to evaluate societal practices.
	3A.1b Identify social norms and safety considerations that guide behavior.	3A.2b Demonstrate knowledge of how social norms affect decision making and behavior.	3A.3b. Analyze the reasons for school and societal rules.	3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.	3A.5b. Examine how the norms of different societies and cultures influence their members’ decisions and behaviors.

<p>B: Apply decision-making skills to deal responsibly with daily academic and social situations.</p>	<p>3B.1a. Identify a range of decisions that students make at school.</p>	<p>3B.2a. Identify and apply the steps of systematic decision making.</p>	<p>3B.3a. Analyze how decision-making skills improve study habits and academic performance.</p>	<p>3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.</p>	<p>3B.5a. Analyze how present decision making affects college and career choices.</p>
	<p>3B.1b. Make positive choices when interacting with classmates.</p>	<p>3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.</p>	<p>3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.</p>	<p>3B.4b. Apply decision-making skills to establish responsible social and work relationships.</p>	<p>3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.</p>

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<p>C. Contribute to the well-being of one's school and community.</p>	<p>3C.1a. Identify and perform roles that contribute to one's classroom.</p>	<p>3C.2a. Identify and perform roles that contribute to the school community.</p>	<p>3C.3a. Evaluate one's participation in efforts to address an identified school need.</p>	<p>3C.4a. Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.</p>	<p>3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.</p>
	<p>3C.1b. Identify and perform roles that contribute to one's family.</p>	<p>3C.2b. Identify and perform roles that contribute to one's local community.</p>	<p>3C.3b. Evaluate one's participation in efforts to address an identified need in one's local community.</p>	<p>3C.4b. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.</p>	<p>3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.</p>

Review Form